

Involvement, Development and Belonging: Results from the 2018 Student Life Survey

Center for the Study of Student Life

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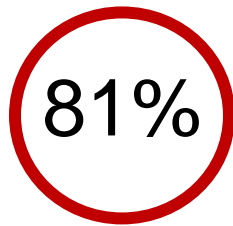


THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE

EXECUTIVE SUMMARY

This report explores the involvement, engagement and sense of belonging on campus of undergraduate, graduate and professional students at The Ohio State University. Data for this report are from the 2018 Student Life Survey. In January 2018, four thousand undergraduate students on the Columbus campus were surveyed; 18.2% responded ($N = 729$). Three thousand graduate and professional students were surveyed; 20.3% responded ($N = 609$).

UNDERGRADUATE STUDENTS



Undergraduate Students Involved in a Co-Curricular Activity

Undergraduate students who are involved in one of eight co-curricular activities are statistically significantly more likely to report higher sense of belonging on campus, greater growth and development and higher satisfaction and commitment to Ohio State. Some examples include:

*Compared to uninvolved students, **involved students** are...*

SENSE OF BELONGING

1.8 times more likely to agree that they feel a sense of belonging on campus

3.2 times more likely to agree that they have relationships with other Ohio State students

GROWTH & DEVELOPMENT

3.4 times more likely to say they have developed as a leader during their time at Ohio State

3.2 times more likely to agree that Ohio State has contributed to their personal growth

2.3 times more likely to agree that Ohio State helped them progress in their career development

SATISFACTION & COMMITMENT

2.8 times more likely to agree that they would recommend Ohio State to other students

2.4 times more likely to agree that they are satisfied with their experiences at Ohio State

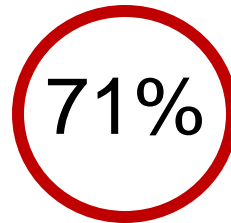
4.9 times more likely to agree that they intend to complete their degree at Ohio State.



GRADUATE AND PROFESSIONAL STUDENTS



of Graduate Students



of Professional Students

Involved in a student organization, community service/service-learning activity or intramural sports

Graduate and professional students who are involved in one of three co-curricular activities are statistically significantly more likely to report higher sense of belonging on campus and greater growth and development. Some examples include:

*Compared to uninvolved students, **involved students** are...*

SENSE OF BELONGING

2.0 times more likely to agree that they feel a sense of belonging on campus

3.0 times more likely to agree that they feel like a member of the Ohio State community

3.1 times more likely to agree that they have relationships with Ohio State faculty

GROWTH & DEVELOPMENT

3.2 times more likely to agree that Ohio State has contributed to their personal growth

3.5 times more likely to agree that Ohio State helped them progress in their career development

2.2 times more likely to agree that their experiences at Ohio State helped them set personal goals

INTRODUCTION

This report explores the involvement, engagement and sense of belonging on campus of students at The Ohio State University. Involvement in on-campus activities during college plays a critical role in student success, from bolstering a student's sense of belonging to increasing retention and academic success (Tinto, 2006-2007; Morrow & Ackermann, 2012). Involvement fosters experiential learning during college, which is linked to getting a good job after graduation, workplace engagement, overall well-being and alumni attachment (Gallup, 2014). It is important to understand college students' involvement on campus as well as their perception of their engagement and sense of belonging.

METHODS

Data for this report come from the 2018 Student Life Survey. The Student Life Survey is administered annually by the Center for the Study of Student Life to examine trends in student engagement and sense of belonging, as well as to improve institutional practices and address current issues affecting students at Ohio State.

The 2018 Student Life Survey was administered to a random sample of 4,000 undergraduate students and 3,000 graduate and professional students on the Columbus campus during spring semester. A total of 1,357 students responded to the survey, for an overall response rate of 19.4%. The response rate was 18.3% among undergraduate students and 20.8% among graduate and professional students. While 729 undergraduates responded to the survey, the final analytic sample for this report is 707 due to missing data for some cases. Six hundred and nine graduate and professional students responded to the survey and the final analytic sample is 543. See Appendix A for a summary of respondents' demographic and academic characteristics.

Campus involvement is the key variable analyzed in this report. Campus involvement is measured as participation in one or more of the following activities:

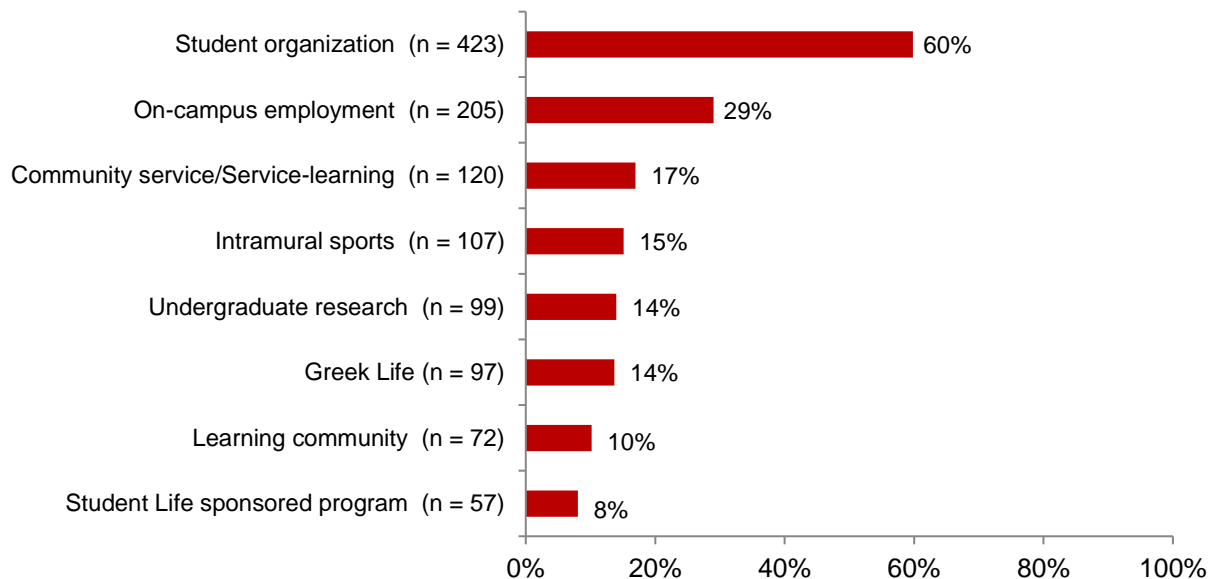
1. Student organization
2. Student Life sponsored program
3. Social fraternity or sorority
4. Community service or service-learning
5. Undergraduate research
6. Intramural sports
7. On-campus student employment
8. Learning community

FINDINGS

CAMPUS INVOLVEMENT: UNDERGRADUATES

Among all undergraduate students, 80.6% of respondents report being involved in at least one of eight ways on campus. The following chart summarizes the percentage of students who reported being involved in each activity. A logistic regression analysis was completed to determine what demographic characteristics are associated with involvement on campus; results suggest that there are *not* statistically significant differences in involvement based on gender identity, racial or ethnic identity or domestic versus international student status. There are statistically significant differences in involvement based on class rank, age, residence and cumulative grade point average. Fourth year students or older (compared to first year students), older students (based on age), those living in the residence halls compared to off-campus and those with higher cumulative grade point averages are statistically significantly more likely to be involved on campus.

% Participating in Co-Curricular Activities (n = 707)



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

SENSE OF BELONGING, ENGAGEMENT AND INVOLVEMENT: UNDERGRADUATES

To examine the association between involvement and one's attitudes about and sense of belonging, chi-square tests of independence and logistic regressions were used. First, associations between student responses and involvement status were examined; there were statistically significant differences for all but one statement ("academic programs meet my needs"). Second, logistic regression analyses were used to determine if the association between involvement and student outcomes remained after taking into account demographic characteristics.

% Agree or Strongly Agree	Not Involved	Involved	χ^2	Odds Ratio ^a
I participate in Ohio State traditions	55.4% (n = 72)	81.2% (n = 441)	38.6***	2.7***
Ohio State has contributed to my personal growth	78.6% (n = 103)	93.2% (n = 507)	25.8***	3.2***
I have developed as a leader during my time at Ohio State	57.3% (n = 75)	80.1% (n = 435)	30.0***	3.4***
I feel that I am a member of the Ohio State community	72.0% (n = 95)	88.7% (n = 480)	23.9***	2.7***
I have relationships with other Ohio State students	80.3% (n = 106)	95.2% (n = 516)	33.1***	3.2**
I have relationships with Ohio State faculty	47.7% (n = 63)	62.6% (n = 340)	9.8**	1.9**
I have relationships with Ohio State staff	52.6% (n = 70)	67.2% (n = 365)	9.9**	1.7*
I feel a sense of belonging to Ohio State	72.2% (n = 96)	86.0% (n = 467)	14.7***	1.8*
Ohio State offers me opportunities to engage in difficult dialogues	69.7% (n = 92)	83.6% (n = 455)	13.4***	2.1**
Ohio State has helped me progress in my career development	79.4% (n = 104)	91.3% (n = 496)	15.4***	2.3**
My experiences at Ohio State have helped me to set <i>personal</i> goals	82.4% (n = 108)	92.5% (n = 502)	12.3***	2.4**
My experiences at Ohio State have helped me to set <i>professional</i> goals	84.1% (n = 111)	91.3% (n = 496)	6.2*	2.0*
During my time at Ohio State, wellness has become more important to me	73.5% (n = 97)	85.8% (n = 466)	11.7**	2.1**
Academic programs meet my needs	85.0% (n = 108)	87.8% (n = 467)	0.7	1.1
Programs and services at Ohio State meet my needs	81.1% (n = 103)	88.0% (n = 469)	4.2*	1.5

^aResults from logistic regression controlling for, or taking into account, gender, race, international status, living on campus, academic rank, cumulative GPA and age.

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

% Agree or Strongly Agree	Not Involved	Involved	χ^2	Odds Ratio ^a
I would recommend Ohio State to other students	86.4% (n = 108)	94.9% (n = 506)	11.8**	2.8**
Overall, I am satisfied with my experiences at The Ohio State University	84.0% (n = 105)	93.4% (n = 498)	11.8**	2.4*
I intend to complete my degree at Ohio State	94.5% (n = 120)	98.9% (n = 525)	10.2**	4.9*

^aResults from logistic regression controlling for, or taking into account, gender, race, international status, living on campus, academic rank, cumulative GPA and age.

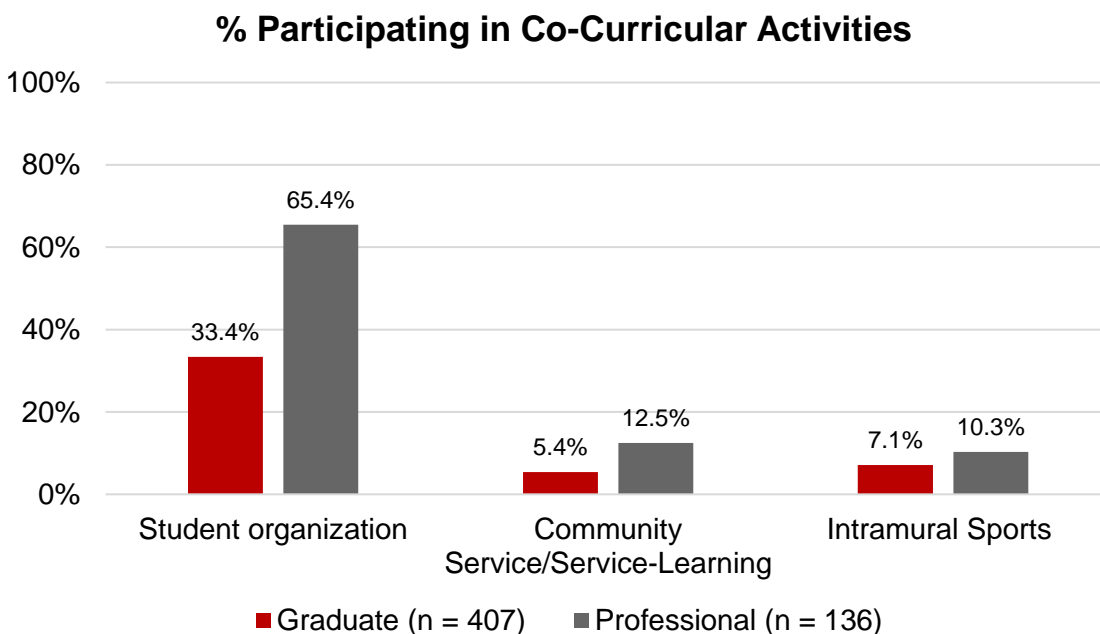
CAMPUS INVOLVEMENT: GRADUATE AND PROFESSIONAL STUDENTS

Graduate and professional student involvement was measured by examining whether students were involved in one of the following on-campus activities:

1. Student organization
2. Community service or service-learning
3. Intramural sports

These three on-campus activities are the three most frequent ways that graduate and professional students reported being involved on-campus, but should not be considered inclusive of all of the ways that graduate and professional students may be engaged on campus.

In total, 39% of graduate student respondents and 71.3% of professional student respondents reported being involved in either a student organization, community service or service-learning activity or intramural sports. The following chart summarizes the percentage of students who reported being involved in each activity.



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

A logistic regression analysis was completed to determine what demographic characteristics are associated with involvement on campus; results suggest that there are *not* statistically significant differences in involvement based on racial or ethnic identity or GPA. There are statistically significant differences in involvement based on graduate versus professional student status, gender identity, age and international versus domestic student status. Students identifying as men, domestic students, younger students (based on age) and professional students are statistically significantly more likely to be involved on campus than their peers.

SENSE OF BELONGING, ENGAGEMENT AND INVOLVEMENT: GRADUATE AND PROFESSIONAL STUDENTS

To examine the association between involvement and one's attitudes about and sense of belonging, chi-square tests of independence and logistic regressions were used. First, associations between student responses and involvement status were examined; there were statistically significant differences for all but one statement ("academic programs meet my needs"). Second, logistic regression analyses were used to determine if the association between involvement and student outcomes remained after taking into account demographic characteristics.

% Agree or Strongly Agree	Not Involved	Involved	χ^2	Odds Ratio ^a
I participate in Ohio State traditions	43.2% (n = 115)	62.7% (n = 153)	19.4***	1.95**
Ohio State has contributed to my personal growth	89.8% (n = 237)	95.0% (n = 228)	4.8*	3.16**
I have developed as a leader during my time at Ohio State	63.9% (n = 170)	81.3% (n = 196)	19.1***	2.32***
I feel that I am a member of the Ohio State community	75.7% (n = 199)	88.4% (n = 214)	13.8***	2.98***
I have relationships with other Ohio State students	83.4% (n = 221)	97.9% (n = 237)	30.6***	10.9***
I have relationships with Ohio State faculty	79.6% (n = 211)	90.5% (n = 219)	11.6**	3.10***
I have relationships with Ohio State staff	64.7% (n = 172)	79.3% (n = 192)	13.4***	2.21***
I feel a sense of belonging to Ohio State	73.8% (n = 194)	84.0% (n = 205)	7.9**	1.99**
Ohio State offers me opportunities to engage in difficult dialogues	77.5% (n = 203)	87.3% (n = 207)	8.3**	1.84*
Ohio State has helped me progress in my career development	90.9% (n = 240)	96.7% (n = 231)	7.0**	3.47*
My experiences at Ohio State have helped me to set <i>personal</i> goals	83.9% (n = 219)	91.6% (n = 219)	6.9**	2.16*

^aResults from a logistic regression controlling for, or taking into account, gender, race, international status, graduate versus professional status, cumulative GPA and age

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

% Agree or Strongly Agree	Not Involved	Involved	χ^2	Odds Ratio ^a
My experiences at Ohio State have helped me to set professional goals	90.8% (n = 238)	93.4% (n = 225)	1.1	1.53
During my time at Ohio State, wellness has become more important to me	77.2% (n = 203)	84.0% (n = 204)	3.7	1.32
Academic programs meet my needs	89.7% (n = 236)	91.6% (n = 217)	0.5	1.05
Programs and services at Ohio State meet my needs	86.5 % (n = 225)	90.2% (n = 212)	1.6	1.48
I would recommend Ohio State to other students	91.6% (n = 240)	93.7% (n = 222)	0.8	1.28
Overall, I am satisfied with my experiences at The Ohio State University	91.5% (n = 238)	93.7% (n = 222)	0.8	1.41
I intend to complete my degree at Ohio State	98.5% (n = 258)	99.2% (n = 236)	0.5	2.08

^aResults from a logistic regression controlling for, or taking into account, gender, race, international status, graduate versus professional status, cumulative GPA and age

CONCLUSION

This report examines the associations between involvement, engagement and sense of belonging of undergraduate students at The Ohio State University. Findings suggest that the vast majority of students are involved in at least one co-curricular activity and being involved on campus is consistently associated with greater sense of belonging, development and engagement among students.

REFERENCES

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APPENDIX A: PARTICIPANT DEMOGRAPHICS

The following demographics are presented for the sample of students in this report.

	<i>Undergraduate</i>		<i>Graduate/Professional</i>	
	<i>n</i>	<i>Percent</i>	<i>n</i>	<i>Percent</i>
Total	707	--	543	--
Gender^a				
Female	451	35.3%	317	58.4%
Male	249	63.9%	220	40.5%
Transgender/Self-Defined	6	0.9%	6	1.1%
Race/Ethnicity^a				
African American/Black/African	38	5.4%	25	4.6%
Asian	86	12.2%	105	19.3%
Latinx	35	5.0%	36	6.6%
White	484	68.5%	320	58.9%
Other race / Multiracial	64	9.1%	57	10.5%
Citizenship^b				
International student	62	8.8%	117	21.6%
Domestic student	645	91.2%	426	78.5%
Academic Level (by credit hours)^b				
First-year undergraduate	166	23.5%	--	--
Second-year undergraduate	179	25.3%	--	--
Third-year undergraduate	163	23.1%	--	--
Fourth-year+ undergraduate	199	28.2%	--	--
Graduate/Professional Student				
Graduate Students	--	--	407	75.0%
Professional Student	--	--	136	25.0%
Residence^b				
Lives On Campus	259	36.6%	3	0.6%
Lives Off Campus	448	63.4%	540	99.5%
	<i>n</i>	<i>Mean</i>	<i>n</i>	<i>Mean</i>
Age^b	707	20.7	543	27.9
Cumulative GPA^b	707	3.26	543	3.49

a. Source: Data are self-reported by the student; if student did not answer question, data are from Student Information System.

b. Source: Student Information System