

INTRODUCTION

As part of a series of reports generated from the Campus Climate for Diversity Survey, this report focuses on students' attitudes and actions related to diversity including students' contact with diversity before coming to OSU, their attitudes related to diversity programs and policies, their comfort level with people different from themselves, and their actions related to diversity

Methodology

This report is generated from the Campus Climate for Diversity Survey, a comprehensive survey of the climate at OSU. The framework for the survey consisted of three categories:

1. Individual factors including demographic characteristics, the extent of contact students had with diverse populations prior to entering the University, and personal actions and beliefs regarding issues of diversity;
2. Environmental experiences including the University as a welcoming environment, the classroom environment, curriculum content and instructional methods, campus life experiences with diversity, experiences as a member of an underrepresented group, and support services;
3. Outcome perceptions including the impact of campus diversity of student learning and development, satisfaction and general impressions of campus since enrolling, and campus climate initiatives to address diversity issues.

The survey instrument was created by reviewing similar instruments from seven other schools and adapting them to Ohio State and the comprehensive nature of this study. Various members of the campus community reviewed the possible questions and offered suggestions on which questions and formats would provide the University with the most helpful data.

With the assistance of the Office of the Registrar, a stratified random sample of 4,000 Ohio State students was selected through the student database of all students at the end of winter quarter, 2000. Students who were scheduled to graduate in March or had not scheduled classes for the spring quarter were not included. African American, Asian/Pacific Islander, Hispanic/Latino, and American Indian/Alaskan Native students were over sampled in order to be able to make comparisons across race/ethnicity. Because only 123 American Indian/Alaskan Native students attended Ohio State at the time of the survey, all were included in the sample.

The collection of the data was coordinated by the Office of the Registrar Testing Services. In this process, students selected were initially contacted during the first week of spring quarter by e-mail informing them that they had been selected to participate in the study. The first mailing of the survey occurred during the second week of April and a postcard reminder immediately followed. A second survey was sent at the end of the first week of May to students who had not yet responded and a final e-mail reminder was sent shortly after the second mailing of the survey. Bookstore gift certificates were offered as incentive for students to complete the survey.

A total of 1,223 surveys were received for a response rate of 30.6 %. Given the extensive length of the survey, the response rate is respectable.

Because certain racial/ethnic groups had a higher chance of selection than other members of the population and because women were more highly represented in the sample than in the population, appropriate weighting was required in order to generate accurate population representation. As such, mathematical corrections have been made in order to bring the percentage of different racial/ethnic groups (including gender) to represent the percentage in the population. The weight can be thought of

as the number of persons that each individual in the survey represents; in other words, each student's responses have been "weighted up" to represent the population totals.

Limitations

As with all survey research, this study has a number of limitations. First are the possible non-response bias and the lack of any controls for such a bias. It is possible that students who took the time to complete the survey are different from those who did not; for example, respondents may have had stronger feelings on issues surrounding diversity than non-respondents. However, the inclusion of the bookstore gift certificates may have provided the incentive for those students who otherwise would not have completed the survey to participate in the study. Second, in examining how certain groups responded to the survey, some comparisons are stronger than others. In some areas, there is low representation of certain groups. For example, students who indicated that they are gay, lesbian, or bisexual must be combined in order to make comparisons across sexual orientation. Other groups including American Indian/Alaskan Native students, international students, and students with disabilities are not highly represented. Third, all surveys are subject to potential sources of imprecision and bias which may be associated with the question wording and/or ordering and the length of the survey.

Demographics

The survey respondents had the following characteristics: (See Appendix A for a complete demographic profile)

- **GENDER:** 59.4% were female; 39.6% male, and 0.2% transgender
- **SEXUAL ORIENTATION:** 92.4% reported that they were heterosexual; 2.7%, bisexual; 1.7% gay; 0.8% lesbian; and 2.3% other/no response
- **RANK:** 72% were undergraduate students; 18.1% were graduate students; 8.3%, professional; and 1.5% non-degree. Among the undergraduate students, 11.7% were Rank 1; 17.2% Rank 2; 18.1% Rank 3; and 24% Rank 4.
- **RACE/ETHNICITY:** With regard to race/ethnicity, students responded in the following ways: (Please note that students provided multiple responses when applicable)
 - 8.7% were African American/Black
 - 3.1% were American Indian/Alaskan Native
 - 2.0% were Appalachian
 - 8.0% were Asian/Pacific Islander
 - 8.7% were Hispanic American/Latino(a)
 - 65.6% were White/Caucasian
 - 3.8% were international students
 - 2.3% responded "other"
 - In addition, 3.3% responded that they were multi-racial, and 7.4% provided multiple responses.
- **GPA:** Among the undergraduate students 2.4% had a GPA of less than a 2.0; 39.2% had between a 2.0 and a 2.9; and 52.9% had a 3.0 or above. Among, the graduate and professional students, 0.4% had less than a 2.0; 6.0% had between a 2.0 and a 2.9; and 93.6% had a 3.0 or better. Other students did not provide their GPA.
- **"HOMETOWN":** When asked where they spent most of their lives before college, 22.5% of students responded that they were from a rural area or town, 19.7% from a small city; 25.3% from a large city or metropolitan area; and 32.5% from a suburb.

FINDINGS

Students’ contact with diversity before coming to OSU

Students were asked a series of questions related to the level of contact they had with various groups of people before they came to OSU. (See Tables 1.0 & 1.1)

- A majority of students responded that they had had either “frequent” or “very frequent” contact with white/Caucasian students (91.8%), with persons from different religious backgrounds (68.7%), and with persons from different socio-economic backgrounds (62.3%).
- Under 30% responded that they had had “none” or only “slight” contact with African Americans before coming to college.
- Students were least likely to have had contact with American Indians/Alaskan Natives and to have had known contact with gay, lesbian, bisexual or transgender (GLBT) persons. The average scores were 1.73 and 2.39 respectively.
- Students were also likely to have “slight” or “occasional” contact with Asian Americans, Hispanic Americans, persons with disabilities, and with non-native English speakers before coming to OSU.

Table 1.0: Contact with people of various racial/ethnic groups before coming to OSU

Responses by % (n=1223)	With African Americans/Blacks	With American Indians/Alaskan Natives	With Asian/Native Pacific Islanders	With Hispanic Americans/Latinos	With Whites/Caucasians
None (1)	6.6	47.7	15.4	16.8	2.0
Slight (2)	21.7	37.1	32.3	34.3	2.7
Occasional (3)	25.7	11.1	21.9	25.7	3.4
Frequent (4)	25.9	2.6	15.0	13.3	5.2
Very Frequent (5)	20.2	1.5	15.4	9.9	86.6
Average Score	3.31	1.73	2.83	2.65	4.72

Table 1.1: Contact with people of other aspects of diversity before coming to OSU

Responses by % (n=1223)	With GLBT Persons	With persons with disabilities	With non-native English speakers	With persons from different religious backgrounds	With persons from different Socio-economic backgrounds
None (1)	24.8	6.8	15.8	1.5	1.3
Slight (2)	35.8	35.5	37.2	11.0	10.3
Occasional (3)	21.6	37.5	21.2	18.8	26.1
Frequent (4)	11.4	14.0	11.3	27.6	29.6
Very Frequent (5)	6.5	6.2	14.4	41.1	32.7
Average Score	2.39	2.77	2.71	3.96	3.82

Students’ attitudes related to diversity programs and policies

Students were also asked their opinions related to special programs and policies that are designed to improve diversity (such as admissions policies, support services, cultural awareness events). (See Tables 2.0-2.2)

- The majority of students responded that they either “strongly agreed” or “agreed” the special policies are necessary to attract a diverse student body on campus (60%), to enhance the quality of the student body (56.5%), and to provide educational opportunities for students who have potential for college but do not meet specific admission standards (59%).
- While over 35% agreed that special admissions policies lead to admission of under-prepared students, over 38% either “disagreed” or “strongly disagreed” with the statement.

- Students were split with regard to whether or not special policies lead to resentment among students; 36.7% agreed and 35.7% disagreed.
- Over 72% either “disagreed” or “strongly disagreed” that diversity policies and programs reduce the prestige of the campus.
- Students were slightly more likely to agree that special policies are necessary for a campus to reflect the diversity of the local community, with 47.6% agreeing with the statement.
- Over 53% of students agreed that special programs help create a positive campus environment; another 28.7% remained neutral.
- Students’ beliefs were almost equally distributed between “agree,” “neutral,” and “disagree” when asked if special policies often resulted in hiring personnel who lacked adequate qualifications.
- On average, students slightly disagreed with the statements that special programs lead to resentment among professors and that they are necessary for professors to be representative of the student body. A relatively high percentage of students, 40.3% and 32.6% respectively, remained neutral with regard to these two statements.

Table 2.0: Attitudes related to admission policies that promote diversity

Responses by %	Are necessary to attract a diverse student body on campus	Enhance the quality of the student body	Lead to admission of under-prepared students	Provide educational opportunities for students who have potential for college but do not meet specific admission standards
Strongly agree (1)	20.5	17.8	7.4	15.7
Agree (2)	39.5	38.7	28.2	43.3
Neutral (3)	21.0	25.7	25.7	24.1
Disagree (4)	11.0	11.7	23.9	11.7
Strongly disagree (5)	8.0	6.1	14.7	5.3
Average Scores	2.47	2.49	3.10	2.48
NA/ No opinion	3.3	3.8	8.5	9.9

Table 2.1: Attitudes related to the general impact of programs and policies on campus

Responses by %	Lead to resentment among students	Reduce the prestige of the campus	Are necessary for a campus to reflect the diversity of the local community	Help create a positive campus environment
Strongly agree (1)	6.8	3.1	13.2	15.1
Agree (2)	29.9	6.3	34.4	38.1
Neutral (3)	27.5	18.0	20.2	28.7
Disagree (4)	25.0	36.4	21.7	11.5
Strongly disagree (5)	10.7	36.2	10.5	6.7
Average Scores	3.03	3.97	2.82	2.57
NA/ No opinion	6.3	7.0	6.9	5.5

Table 2.2: Attitudes related to hiring practices that promote diversity

Responses by %	Often result in hiring personnel who lack adequate qualifications	Lead to resentment among professors	Are necessary for professors to be representative of the student body
Strongly agree (1)	10.7	2.9	8.6
Agree (2)	27.4	16.5	23.7
Neutral (3)	27.6	40.3	32.6
Disagree (4)	21.8	28.2	24.0
Strongly disagree (5)	12.5	12.1	11.2
Average Scores	2.98	3.30	3.05
NA/ No opinion	9.8	25.7	12.7

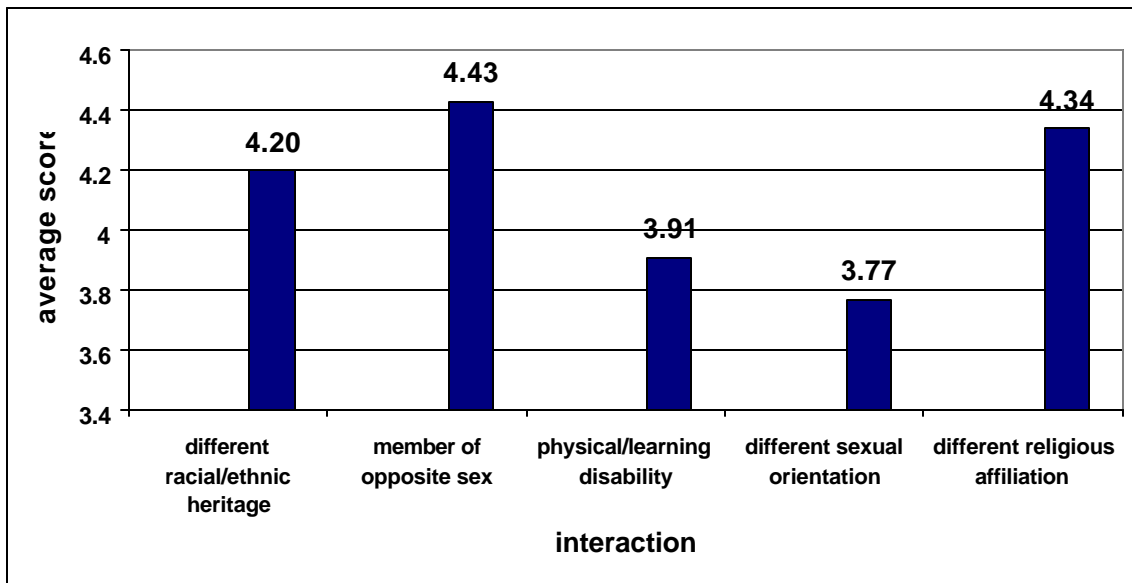
Students’ comfort level with people different from themselves

In addition to gauging students’ exposure to difference prior to attending OSU and their attitudes about diversity programs, we also wanted to understand students’ comfort level interacting with people who are different from them. First, students were asked to rate their level of comfort when interacting with a professor, staff member, or administrator who is different from them in a variety of ways. Second, students were asked whether or not they are comfortable being close friends, being roommates, or dating a variety of people including those of various racial/ethnic heritages, those of different sexual orientations, and others.

Chart 1 presents students’ average responses to how comfortable they are interacting with an employee of the university who is different from them; overall, students were relatively comfortable.

- Students were most uncomfortable interacting with a professor, staff member or administrator whose sexual orientation is different from theirs, with an average score of 3.77.
- Students’ comfort level interacting with someone who has a disability is slightly lower than “comfortable” as indicated by an average score of 3.91.
- On average, students indicated that they are comfortable interacting with an OSU employee who is of a different racial/ethnic heritage than they are.

Chart 1: Average Scores of students’ comfort level interacting with a professor, staff member, or administrator who is different from them...



Scale: 1= very uncomfortable, 2=slightly uncomfortable, 3=neutral, 4=comfortable, 5=very comfortable

Students' comfort levels interacting with students who may be different from them are displayed in Charts 2.0-2.2. In these questions, students were asked whether or not they are comfortable interacting with others as close friends, as roommates, or as someone they would date.

- Overall, students responded that they are comfortable being close friends with members of all racial/ethnic groups.
- However, the percentage of students who would be comfortable with a roommate of the various ethnic groups dropped at least 5% from those who would be comfortable being good friends with the same people. Fewer students indicated that they would be comfortable with a roommate who is African American (88.0%) or international (87.6%) compared to the other racial/ethnic groups.
- Similarly, an even lower percentage of students responded that they would feel comfortable dating members of other racial/ethnic groups. While 92.7% responded that they would be comfortable dating a white student, only 58.4% said the same for an African American student.
- In contrast to high percentages of students who are comfortable with students of various racial/ethnic groups, only 76% or less responded that they would be comfortable being close friends with GLBT students.
- Only about half indicated that they would be comfortable being roommates with a GLBT student.
- Most students responded that they would be comfortable being close friends with students with a disability, with different religious beliefs, and of a different socioeconomic status. However, the numbers dropped considerably when asked if they would be comfortable rooming with (77.5%) or dating (55.1%) someone with a disability.

Chart 2.0: Students who are comfortable interacting with members of various racial/ethnic groups

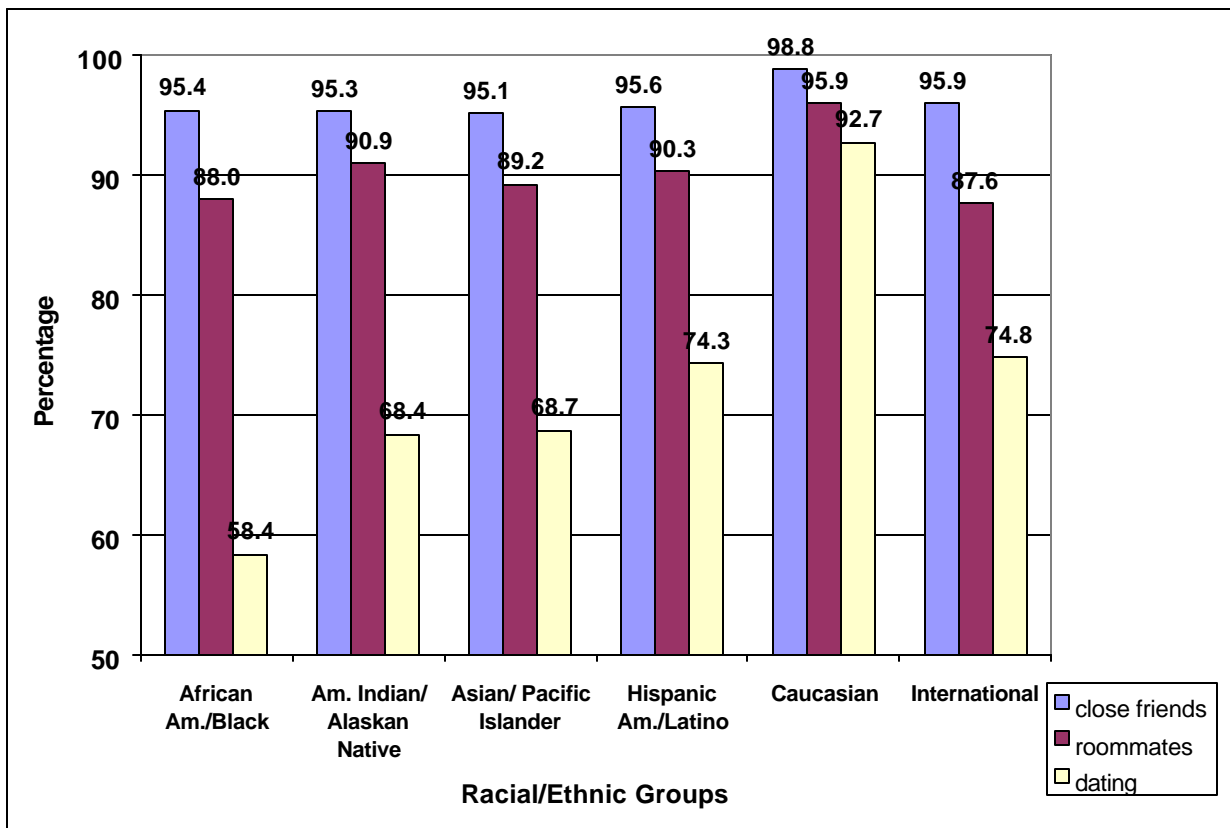
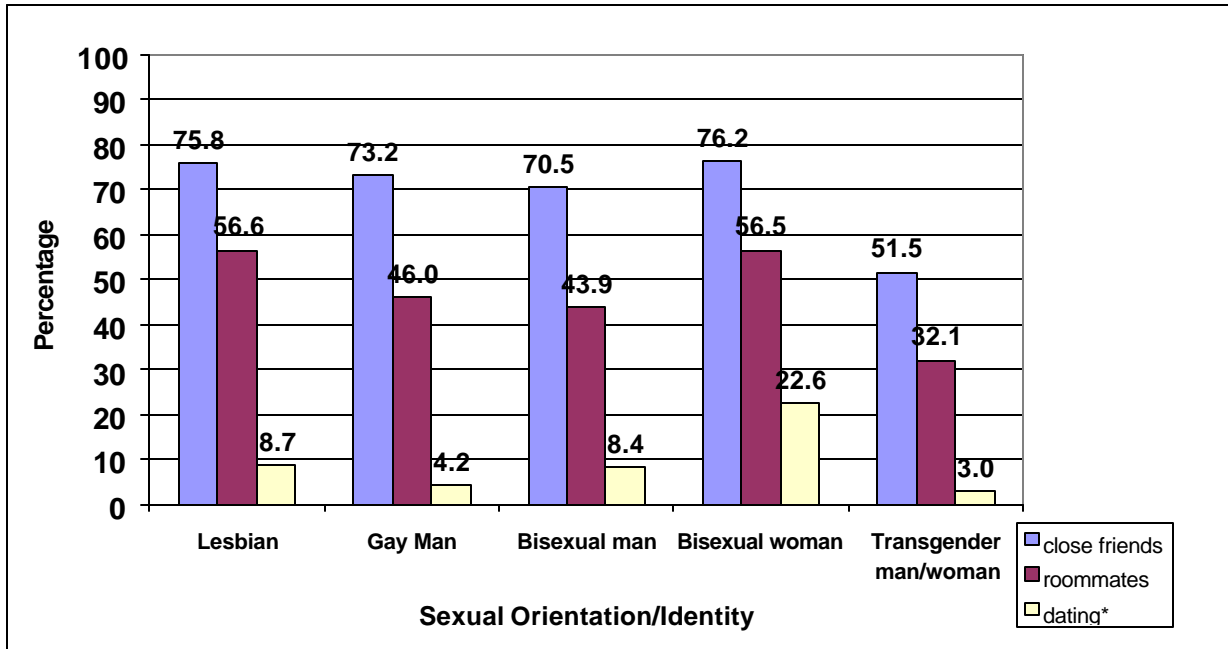
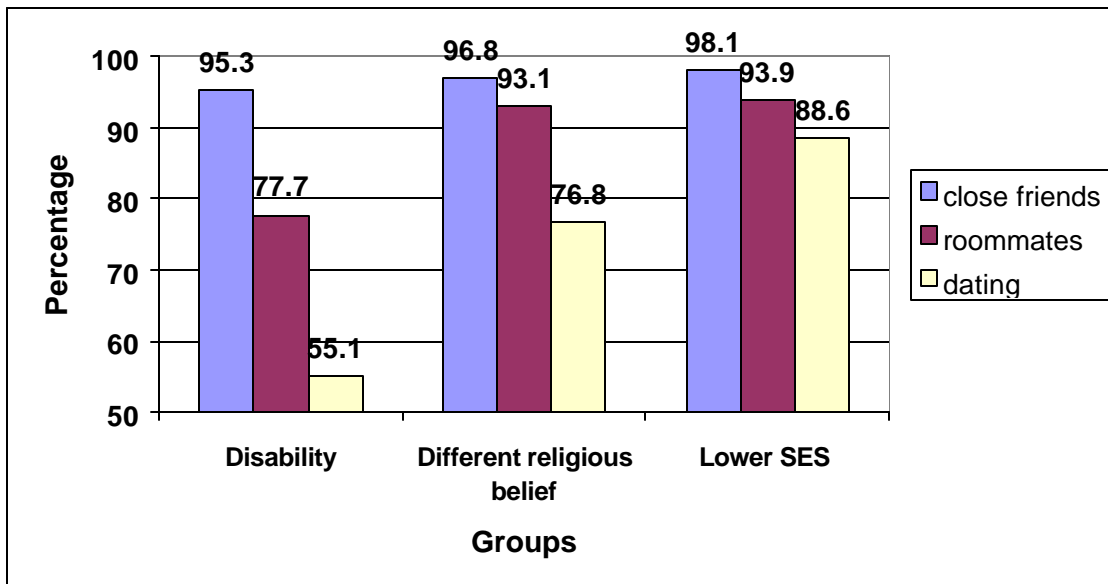


Chart 2.1: Students who are comfortable interacting with individuals of varying sexual orientations/identities



* In addition to “yes” and “no” students had the option of responding that dating members of a particular group did not apply to them given the nature of the question.

Chart 2.1: Students who are comfortable interacting with individuals who have a disability, who have different religious beliefs, and who are of a lower socioeconomic status



Students' actions related to diversity

Students were asked if they had ever exhibited a variety of behaviors that are related to diversity. (See Table 3.0)

- A majority of students, 67.4% and 63.7% respectively, responded that they had challenged others on racial/ethnic derogatory comments and on sexually derogatory comments.
- Over 72% had refused to participate in comments or jokes that are derogatory to any group or culture or gender. However, 70.1% had also repeated a derogatory comment.
- Most students (96.3%) had gotten to know people from different cultures and groups as individuals.
- Almost 55% had felt disapproval for a display of public affection by a heterosexual couple and 66.1% for a display of public affection by a gay or lesbian couple.
- Few (16.4%) had ever taken action to have offensive graffiti removed.

Table 3.0: Students' actions related to diversity

Action	Percent who responded "yes"
Challenged others on racial/ethnic derogatory comments	67.4
Challenged others on sexually derogatory comments	63.7
Repeated a derogatory comment or joke about those different than you	70.1
Gotten to know people from different cultures and groups as individuals	96.3
Felt disapproval for a display of public affection by a heterosexual couple	54.9
Felt disapproval for a display of public affection by a gay or lesbian couple	66.1
Refused to participate in comments or jokes that are derogatory to any group or culture or gender	72.3
Taken action to have offensive graffiti removed	16.4

Appendix A**Campus Climate for Diversity Respondent Demographics**

- **GENDER**: 59.4% were female; 39.6% male, and 0.2% transgender
- **SEXUAL ORIENTATION**: 92.4% reported that they were heterosexual; 2.7%, bisexual; 1.7% gay; 0.8% lesbian; and 2.3% other/no response
- **RANK**: 72% were undergraduate students; 18.1% were graduate students; 8.3%, professional; and 1.5% non-degree. Among the undergraduate students, 11.7% were Rank 1; 17.2% Rank 2; 18.1% Rank 3; and 24% Rank 4.
- **AGE**:
 - 5.4% were 18 or younger
 - 29.9% were 19 or 20
 - 23.0% were 21 or 22
 - 11.0% were 23 or 24
 - 7.1% were 25 or 26
 - 5.2% were 27 or 28
 - 4.9% were 29 or 30
 - 3.5% were between the ages of 31 and 35
 - 3.0% were between the ages of 36 and 40
 - 3.5% were over 40
- **STUDENTS WITH DISABILITIES**: 3.2% of the sample responded that they had a disability (visual, hearing, speech, mobility, psychiatric, or learning)
- **RACE/ETHNICITY**: (Please note that students provided multiple responses when applicable)
 - 8.7% were African American/Black
 - 3.1% were American Indian/Alaskan Native
 - 2.0% were Appalachian
 - 8.0% were Asian /Pacific Islander
 - 8.7% were Hispanic American/Latino(a)
 - 65.6% were White/Caucasian
 - 3.8% were international students
 - 2.3% responded “other”
 - In addition, 3.3% responded that they were multi-racial, and 7.4% provided multiple responses.
- **RELIGIOUS IDENTIFICATION**: (in descending order of frequency)
 - 27.3% Roman Catholic
 - 22.7% Protestant
 - 16.8% Non-religious
 - 6.9% Baptist
 - 4.7% Agnostic
 - 3.4% Christian
 - 2.9% Jewish
 - 2.2% Buddhist
 - 2.0% Atheist
 - 1.9% Hindu
 - 1.1% Muslim
 - 1.1% Non-denominational
 - 0.7% Pagan
 - 6.3% Other (including Eastern Orthodox, Greek Orthodox, Church of Jesus Christ of the Latter Day Saints, Pentecostal, Jehovah Witnesses, Amish/Mennonite, Born Again Christian, Quarter, Zoroastrian, Disciples of Christ and more)

- GPA: Among the undergraduate students 2.4% had a GPA of less than a 2.0; 39.2% had between a 2.0 and a 2.9; and 52.9% had a 3.0 or above. Among the graduate and professional students, 0.4% had less than a 2.0; 6.0% had between a 2.0 and a 2.9; and 93.6% had a 3.0 or better. Other students did not provide their GPA.
- “HOMETOWN”: When asked where they spent most of their lives before college, 22.5% of students responded that they were from a rural area or town, 19.7% from a small city; 25.3% from a large city or metropolitan area; and 32.5% from a suburb.
- COLLEGE ENROLLMENT:

College Enrollment	Percent
Allied Medical Professional	1.3
Architecture	1.8
Arts	10.4
Biology	4.4
Business	7.5
Dentistry	1.2
Education	5.7
Engineering	10.6
Food, Agricultural, & Environmental Sciences	5.3
Human Ecology	5.0
Humanities	5.2
Law	1.8
Math & Physics	3.0
Medicine and Public Health	3.2
Nursing	2.2
Optometry	0.7
Pharmacy	1.2
Social & Behavioral Sciences	11.1
Social Work	1.9
UVC	12.1
Veterinary Medicine	1.8
Non-Degree	2.1