

INTRODUCTION

The purpose of this report is to examine the impact of campus diversity on student learning and development. Findings include students' self-reported changes in their values and beliefs, their ability to work with different groups, their personal awareness, and their changes in attitudes toward others because of their experiences with diversity at OSU. Also included are differences between and among racial/ethnic groups regarding their reported educational and personal gains.

Methodology

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

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 is 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
- **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

Educational and Personal Competencies

This report examines how students' experience with diversity at OSU has helped them to develop educational and personal competencies. Students were asked to respond to a series of questions regarding their values and beliefs, their ability to work with others, their level of personal awareness, and their ability to think differently about problems. In the final section of the report, differences by race/ethnicity are also presented.

Values and Beliefs:

A majority of students reported that experience with diversity has helped them to shape some of their values and beliefs.

- Over 72% of students agreed that diversity experiences helped them develop the belief that differences are valuable and that learning about others who are different from them is necessary and rewarding. (See Chart 1.0)
- Sixty-seven percent (67%) of students responded that diversity experiences were helpful in developing the belief that differences do not have to interfere with effective communication or meaningful relationships. (See Chart 1.1)
- A similar result indicates that most students tended to agree that diversity experiences helped them develop an openness to change and the belief that change is necessary and positive (67.7%). (See Chart 1.2)
- Also, most students were positive that these experiences helped them develop a willingness to self-examine and, when necessary, to challenge and to change their personal values, worldview, assumptions, and biases (69.6%). (See Chart 1.3)
- Moreover, only 10% (approximately) indicated that they disagreed that experience with diversity has helped them change the aforementioned values and beliefs.

Chart 1.0: My experience with diversity at OSU has helped me develop: a belief that differences are valuable and that learning about others who are different from me is necessary and rewarding.

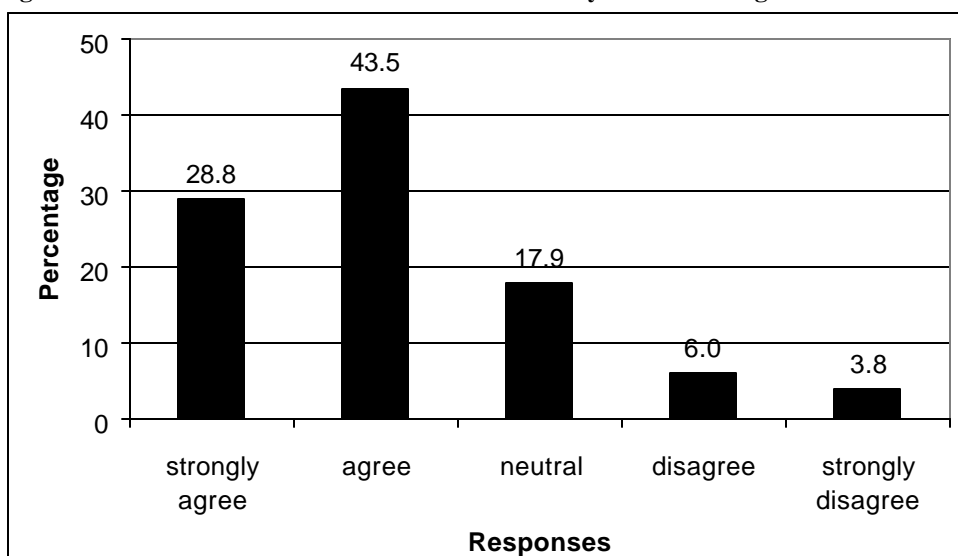


Chart 1.1: My experience with diversity at OSU has helped me develop: **a belief that differences do not have to interfere with effective communication or meaningful relationships.**

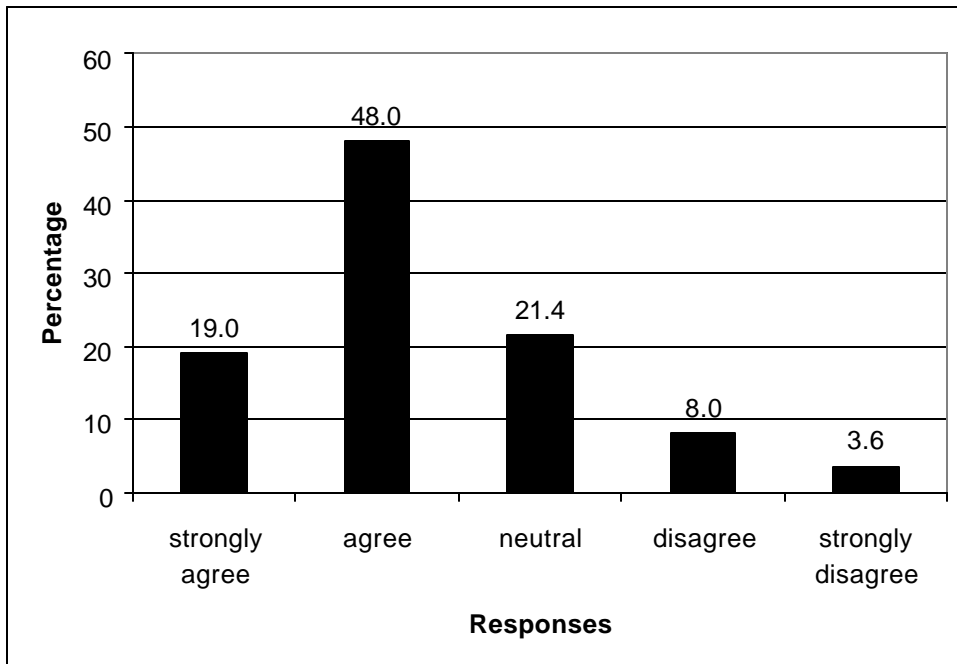


Chart 1.2: My experience with diversity at OSU has helped me develop: **an openness to change and the belief that change is necessary and positive.**

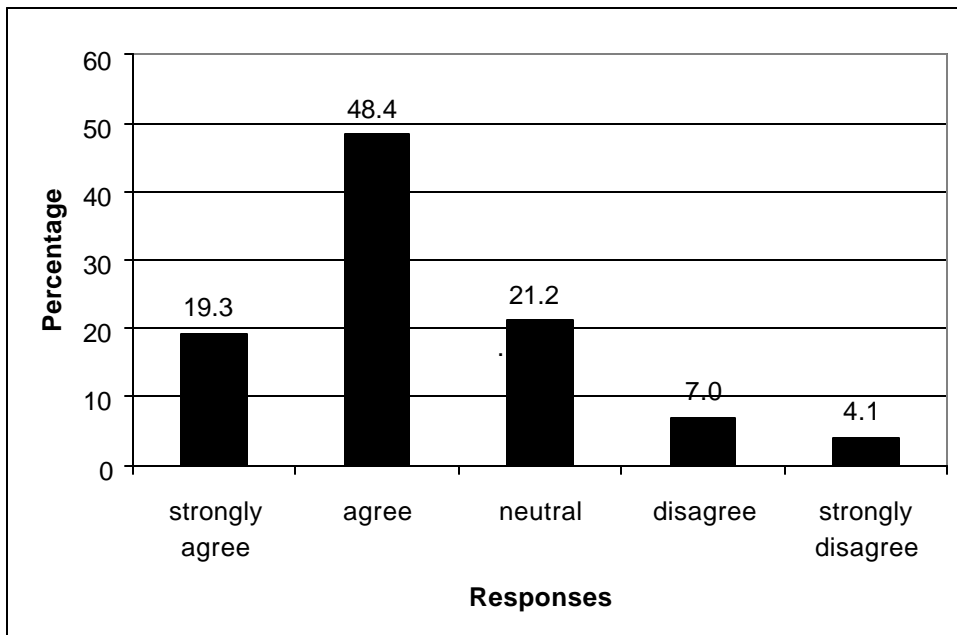
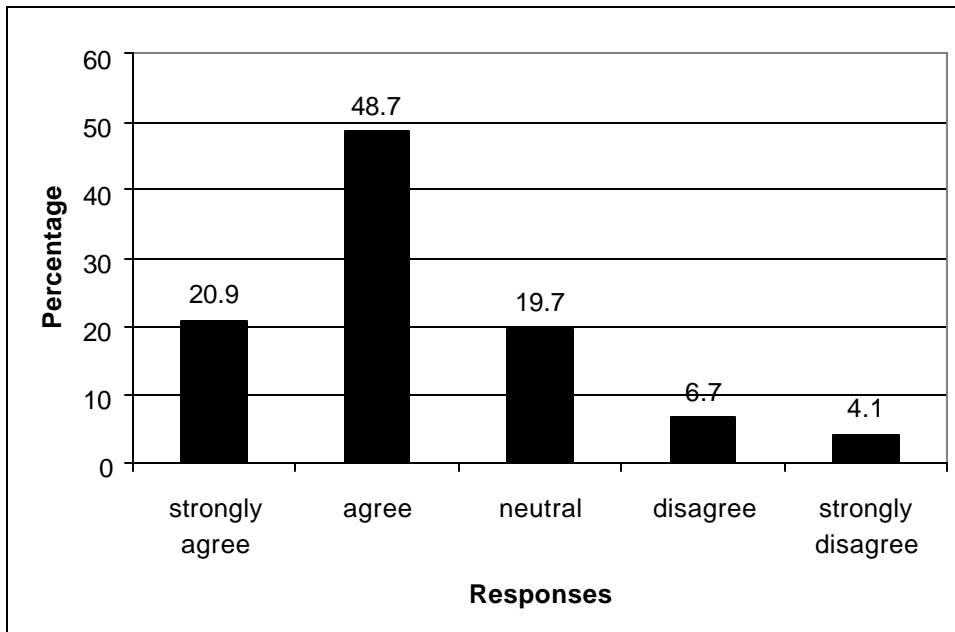


Chart 1.3: My experience with diversity at OSU has helped me develop: a willingness to self-examine, and when necessary, challenge my own values, worldview, assumptions, and biases.



Ability to Work with Different Groups

A majority of students indicated that they agreed that diversity experiences helped them to work more effectively or to get along better with people different from themselves.

- Over 48% of the respondents agreed that diversity experiences improved their ability to work with members of different sexual orientations, whereas 18.7% disagreed with the statement. (See Chart 2.0)
- A similar number of students (48.5%) believed that diversity experiences helped them work better with persons with disabilities; 37.6% were neutral. (See Chart 2.1)
- More than 50% of students (52.4%) expressed they were better able to work with individuals with different religious beliefs because of diversity experiences. Still, 34.6% revealed a neutral attitude. (See Chart 2.2)
- However, with respect to members of other races or cultures, the majority of respondents (63.9%) agreed that diversity experiences increased their ability to work more effectively with others, and only 23.7% were neutral to the statement. (See Chart 2.3)

Chart 2.0: My experience with diversity at OSU has helped me develop: my ability to work more effectively or get along better with members of different sexual orientations.

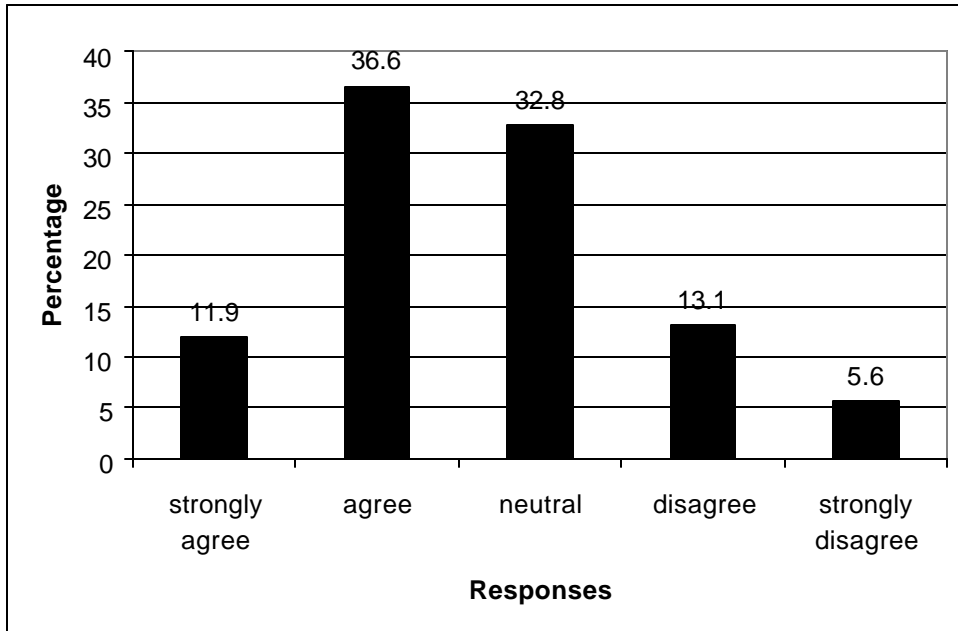


Chart 2.1: My experience with diversity at OSU has helped me develop: my ability to work more effectively or get along better with persons with disabilities.

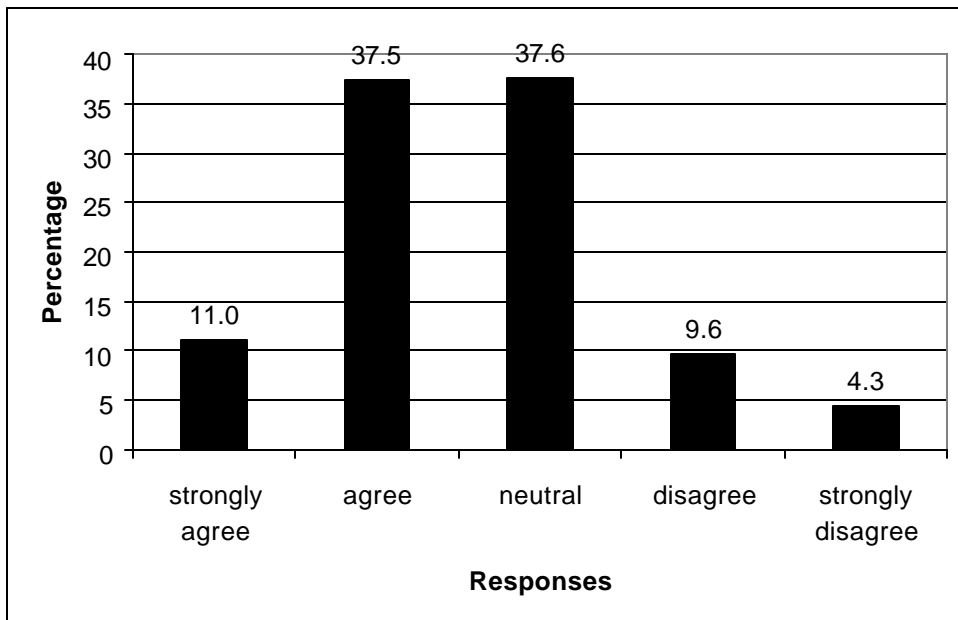


Chart 2.2: My experience with diversity at OSU has helped me develop: my ability to work more effectively or get along better with those with different religious beliefs.

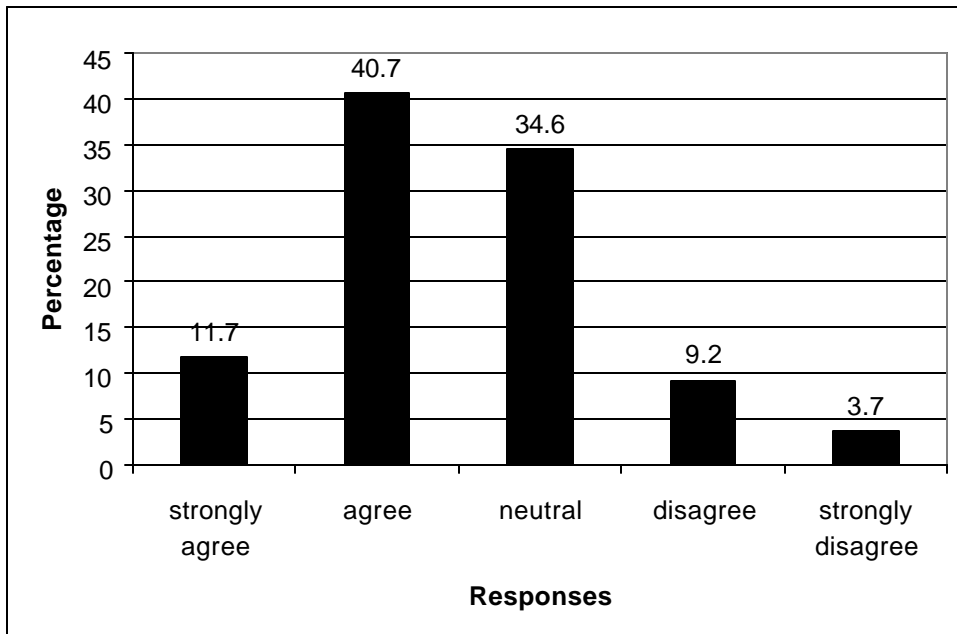
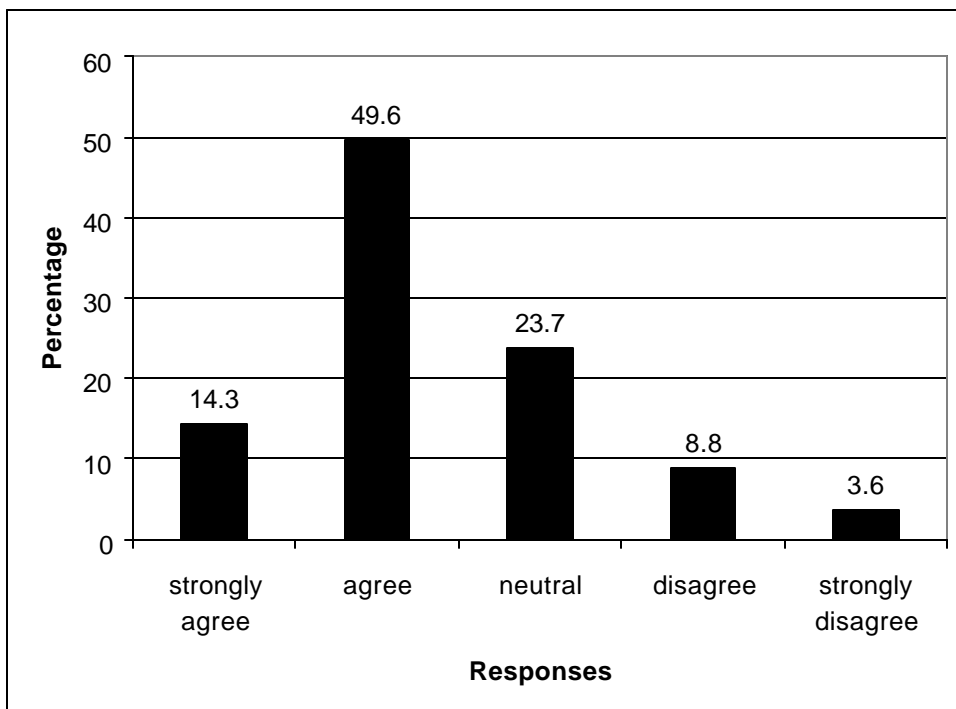


Chart 2.3: My experience with diversity at OSU has helped me develop: my ability to work more effectively or get along better with members of other races or cultures.



Personal Awareness

The majority of students agreed that diversity experiences promoted awareness of their own behavior and its impact on others (72.8%) as well as their awareness of their own cultural heritage and how it affects their worldview, values, and assumptions (63.3%). (See Charts 3.0-3.1)

Chart 3.0: My experience with diversity at OSU has helped me develop: **an awareness of my own behavior and its impact on others.**

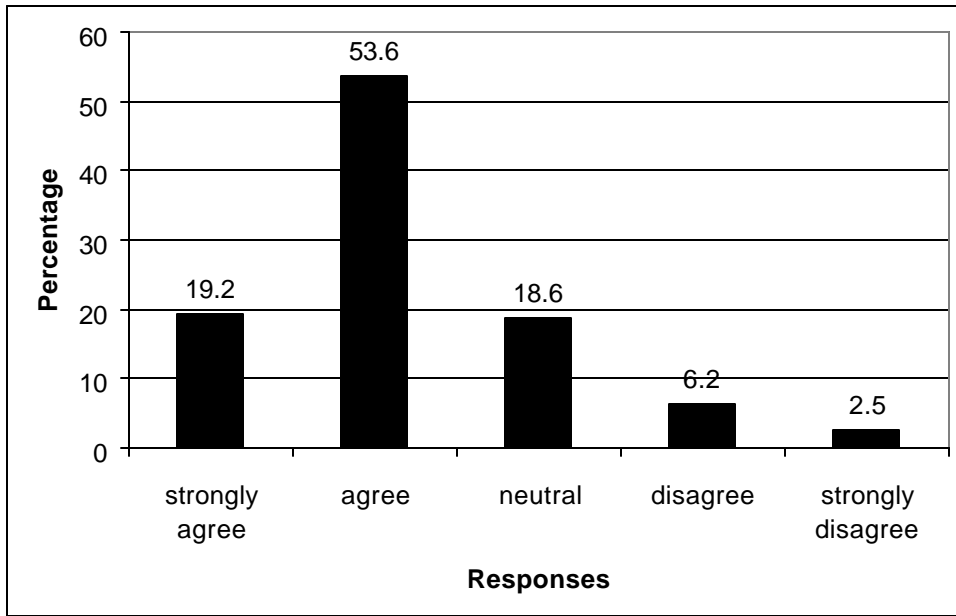
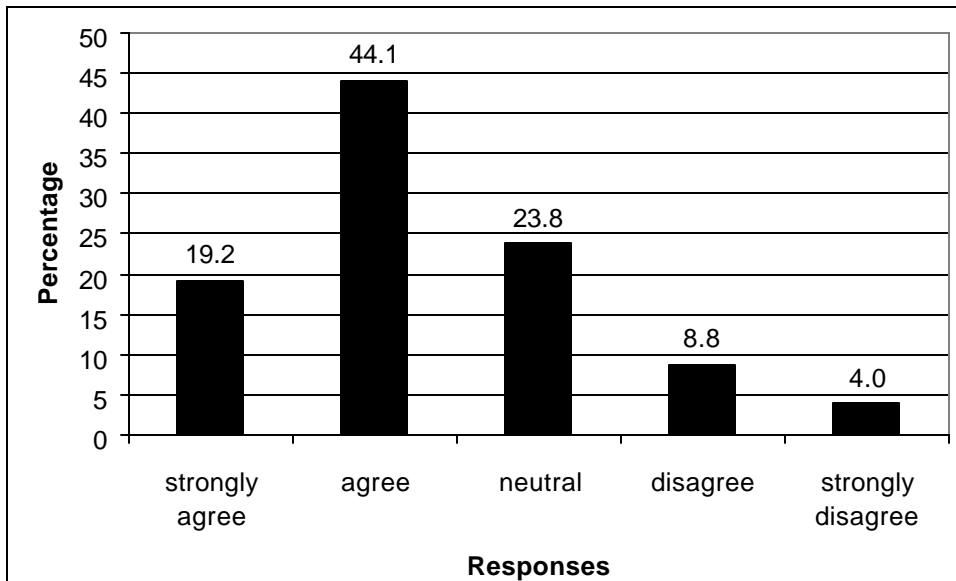


Chart 3.1: My experience with diversity at OSU has helped me develop: **an awareness of my own cultural heritage and how it affects my worldview, values, and assumptions.**



Development of Solutions to Problems and of Personal Commitment to Social Change

Lastly, students were asked about the impact of experience with diversity on the way they think about problems and solutions in class and on their personal commitment to justice and social change.

- Over 56% of students agreed that diversity experiences helped them develop ways to think about problems and solutions in class. However, 27.6% responded neutrally and another 16.3% disagreed. (See Chart 4.0)
- Students tended to either “agree” (34.2%) or remain “neutral” (34.2%) that experience with diversity helped them develop a personal commitment to justice, social change, and combating oppression. (See Chart 4.1)

Chart 4.0: My experience with diversity at OSU has helped me develop: **how I think about problems and solutions in class.**

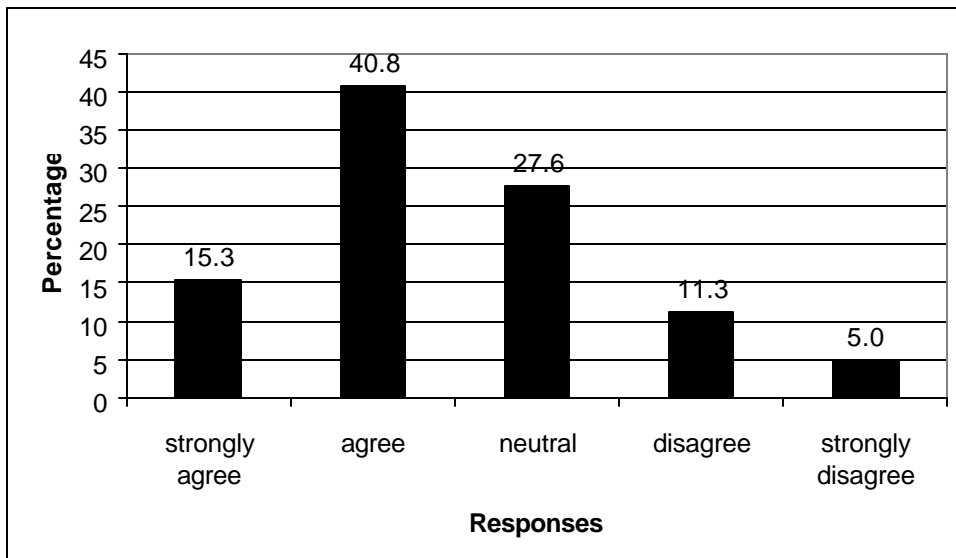
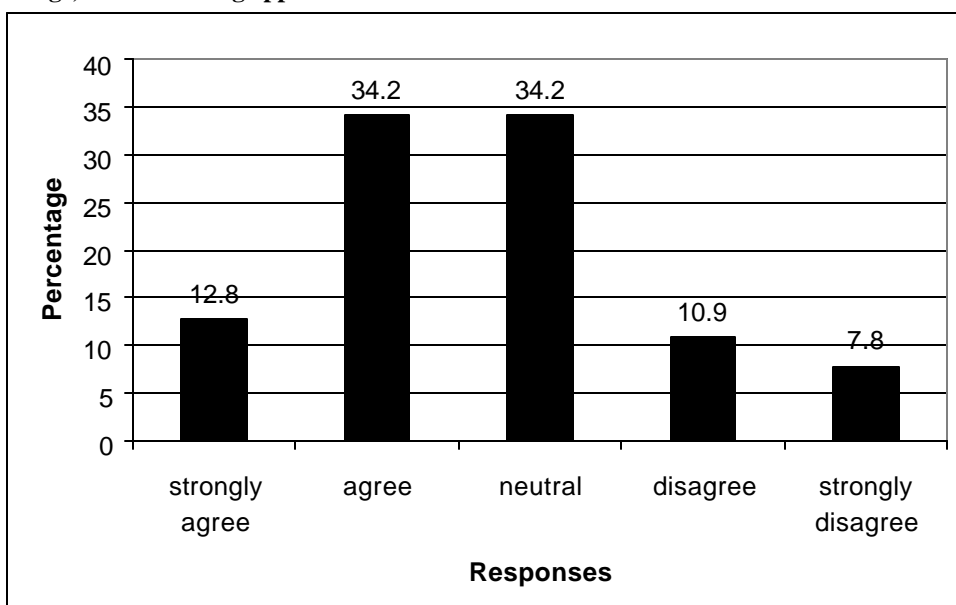


Chart 4.1: My experience with diversity at OSU has helped me develop: **a personal commitment to justice, social change, and combating oppression.**



Summary of Educational Competencies for All Students

Generally speaking, respondents agreed that experiences with diversity helped them to develop educational and personal competencies. Table 1.0 presents the average scores for each of the competencies; they are listed in descending order based on the level of student agreement with the statements (highest agreement to lowest).

- As indicated in Table 1.0, students were most likely to believe that diversity experiences helped them to develop a belief that differences are valuable and to develop an awareness of their own behavior and its impact on others.
- They were least likely to find that diversity experiences helped them to develop their ability to work with members of difference sexual orientations and to develop a personal commitment to justice, social change, and combating oppression.

Table 1.0: Average scores of educational competencies

Diversity experiences helped to deve lop...	Average Score
A belief that differences are valuable.	2.12
An awareness of my own behavior and its impact on others.	2.19
A willingness to self-examine, and when necessary, challenge my own values, worldview, assumptions, and biases.	2.24
An openness to change and the belief that change is necessary and positive.	2.28
A belief that differences do not have to interfere with effective communication or meaningful relationships.	2.29
An awareness of my own cultural heritage and how it affects my worldview, values, and assumptions.	2.34
My ability to work with members of other races or cultures.	2.38
How I think about problems and solutions in class.	2.50
My ability to work with those with different religious beliefs.	2.53
My ability to work with persons with disabilities.	2.59
My ability to work with members of different sexual orientations.	2.64
A personal commitment to justice, social change, and combating oppression.	2.67

Scale: 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree

Changes in Attitudes Toward Others

In addition to examining educational and personal competencies, this report also examines whether students' attitudes toward different groups of people changed since coming to Ohio State, specifically whether they had become more or less accepting of others.

Men and Women

There was not a noticeable change in students' attitudes toward men and women; that is, most of students responded that they had not changed their attitudes toward men or women since coming to Ohio State (over 80%). (See Charts 5.0-5.1)

Chart 5.0: Have your attitudes about **men** changed since coming to OSU?

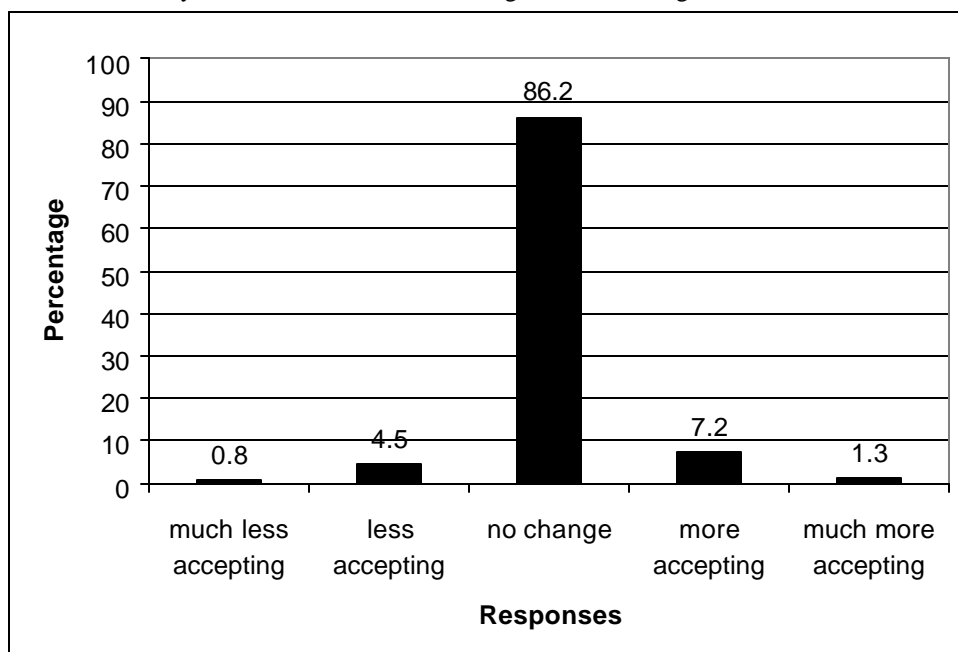
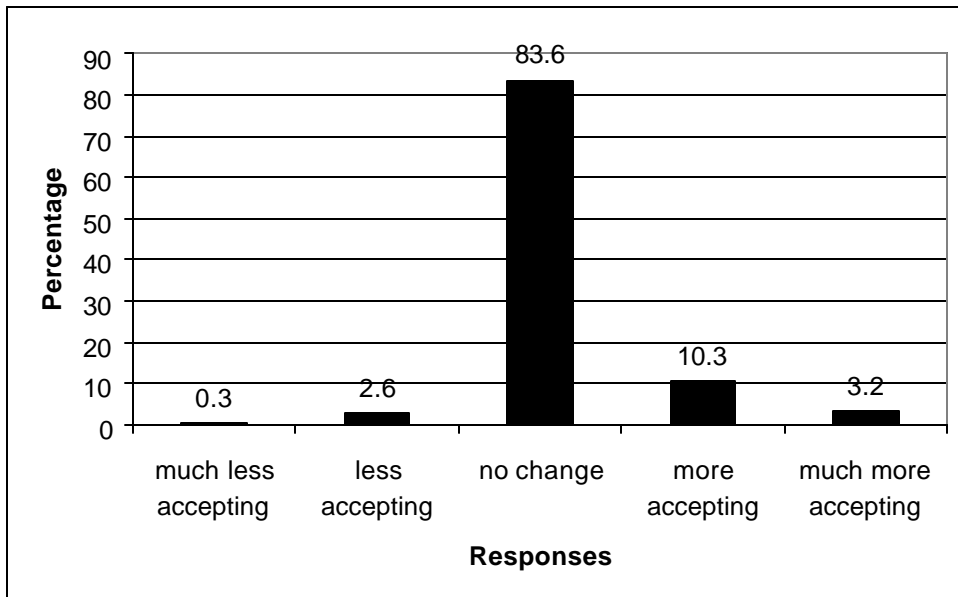


Chart 5.1: Have your attitudes about **women** changed since coming to OSU?



Persons of Various Racial/Ethnic Groups

- A majority of students (at least 64%) expressed that their attitudes had not changed toward members of different racial groups since coming to OSU. Moreover, 84.4% reported no change in their attitude toward American Indians/Alaskan Natives and 85.7%, toward white/Caucasians.
- However, over 20% of respondents indicated that they had become “more accepting” of African Americans, Asian Americans, and Hispanic Americans/Latinos (27%, 25.6%, and 20% respectively).
- Only a very small number of students (under 11%) had become “less accepting” toward persons of different racial/ethnic backgrounds. (See Charts 6.0-6.4)

Chart 6.0: Have your attitudes about **African American/blacks** changed since coming to OSU?

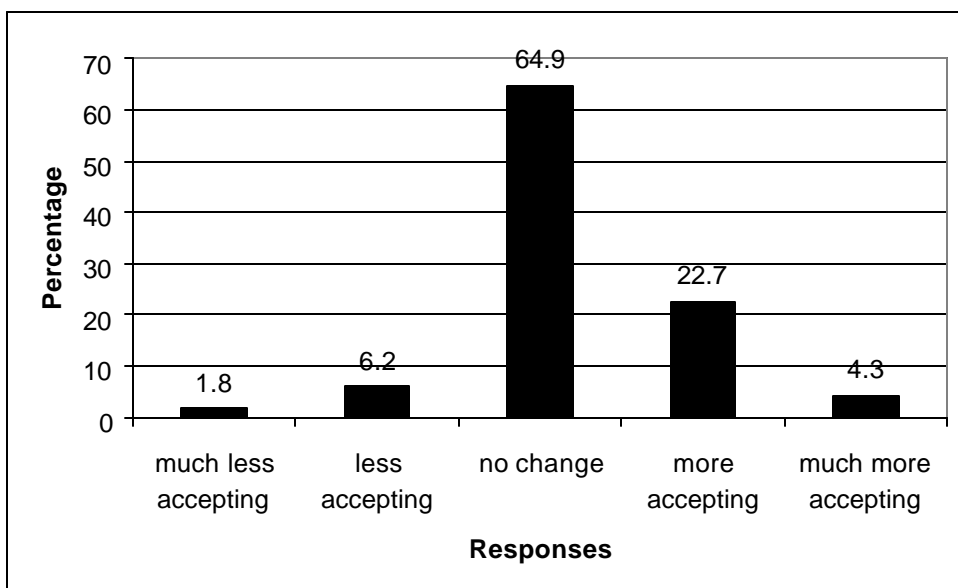


Chart 6.1: Have your attitudes about **American Indians/Alaskan Natives** changed since coming to OSU?

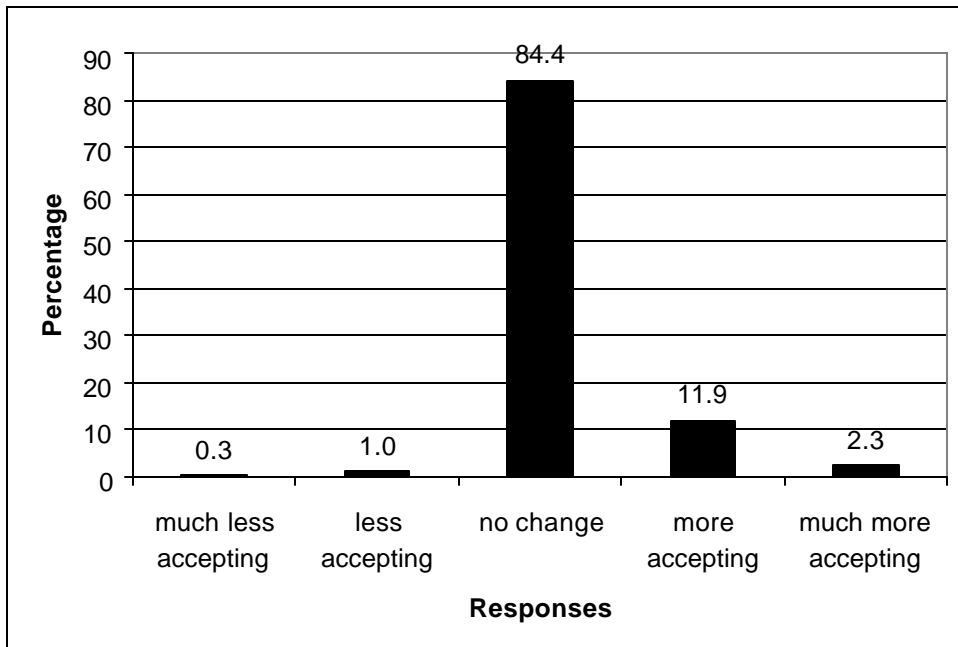


Chart 6.2: Have your attitudes about **Asian Americans** changed since coming to OSU?

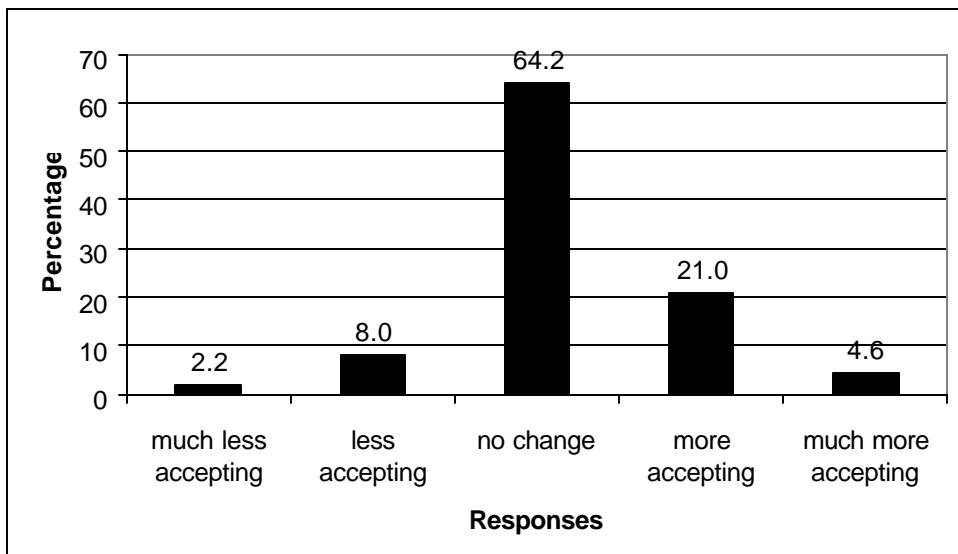
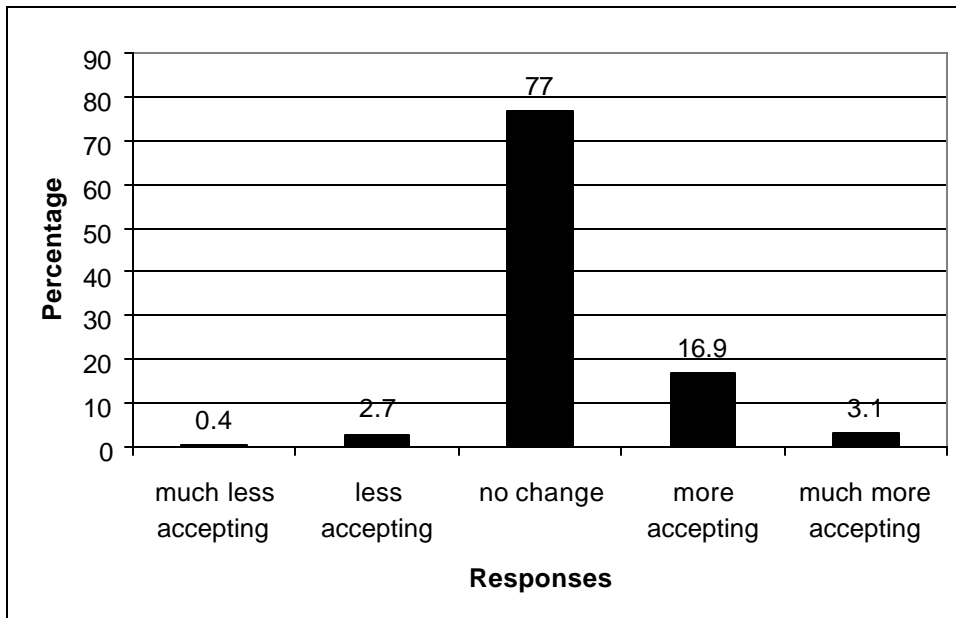
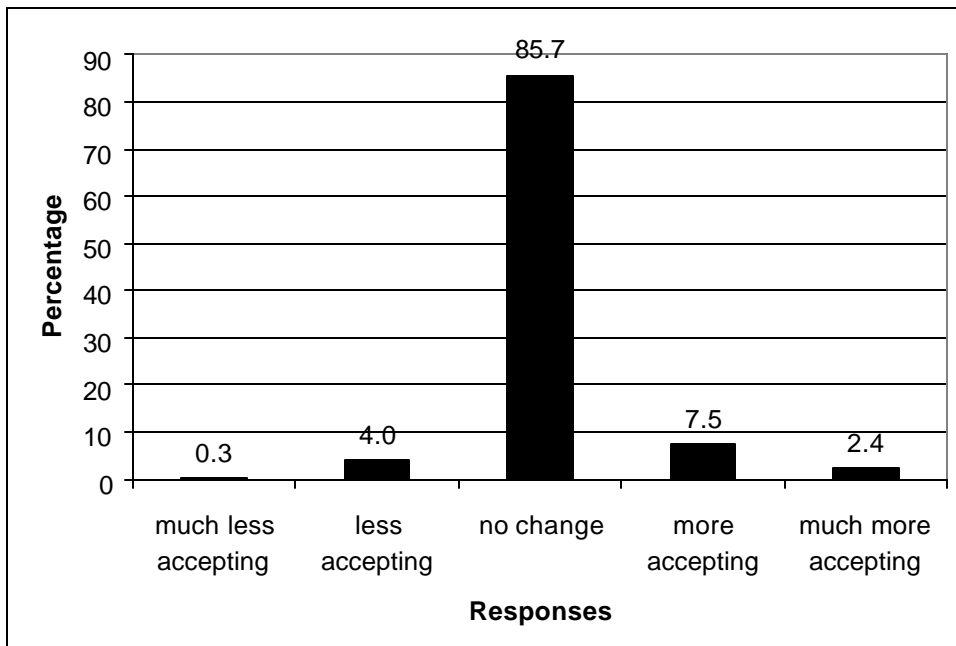


Chart 6.3: Have your attitudes about **Hispanic Americans/Latinos** changed since coming to OSU?**Chart 6.4:** Have your attitudes about **whites/Caucasians** changed since coming to OSU?

Persons of Various Sexual Orientations

- At least 64% of students revealed that their attitudes toward GLB persons had not changed.
- However, around 24% of the respondents expressed they had become more accepting toward gay men and lesbians.
- No more than 10% of students reported their attitudes were “less accepting” toward persons with different sexual orientations since coming to OSU (See Charts 7.0-7.4).

Chart 7.0: Have your attitudes about **gay men** changed since coming to OSU?

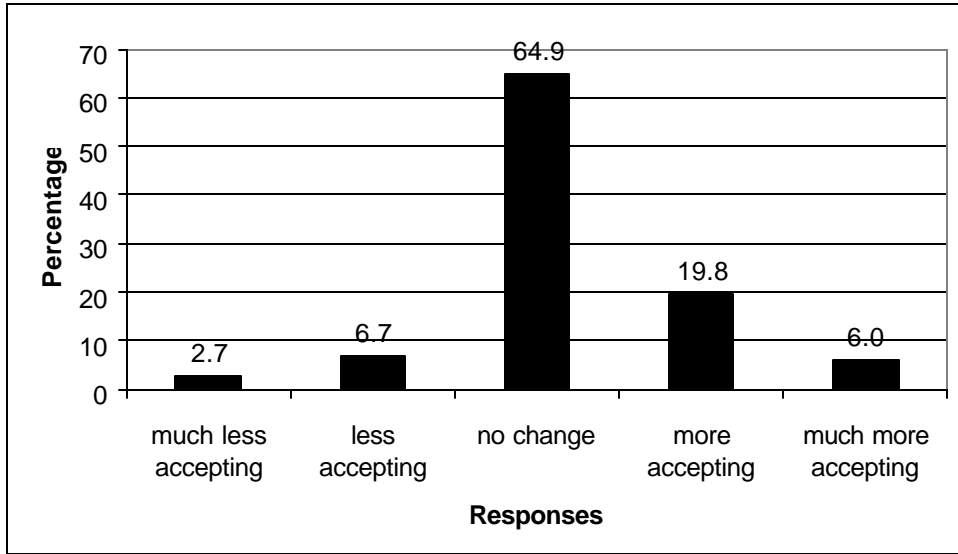


Chart 7.1: Have your attitudes about **lesbians** changed since coming to OSU?

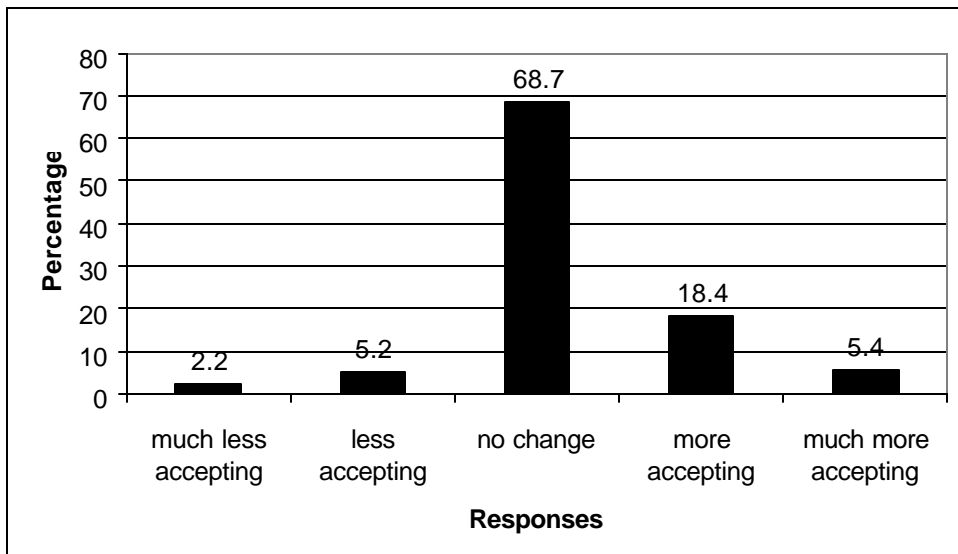


Chart 7.2: Have your attitudes about **bisexual men** changed since coming to OSU?

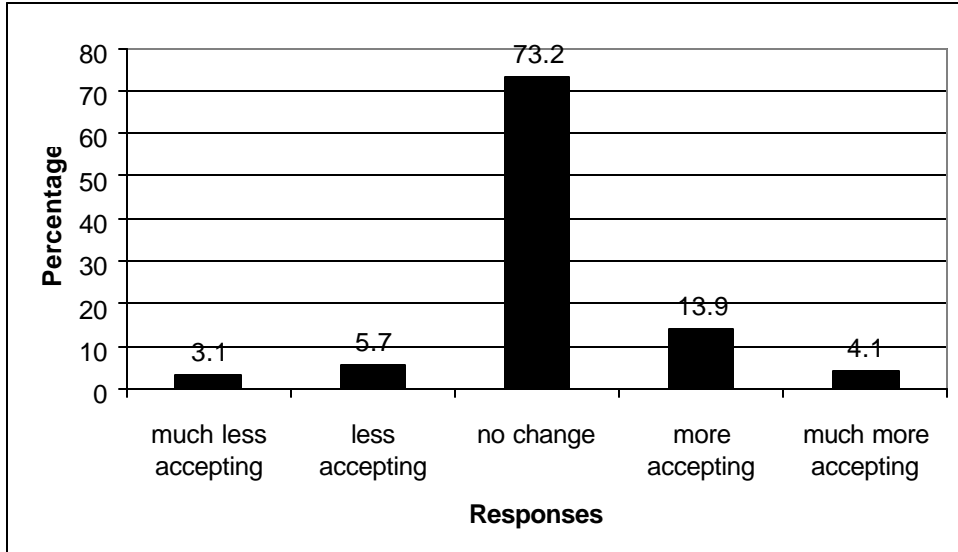


Chart 7.3: Have your attitudes about **bisexual women** changed since coming to OSU?

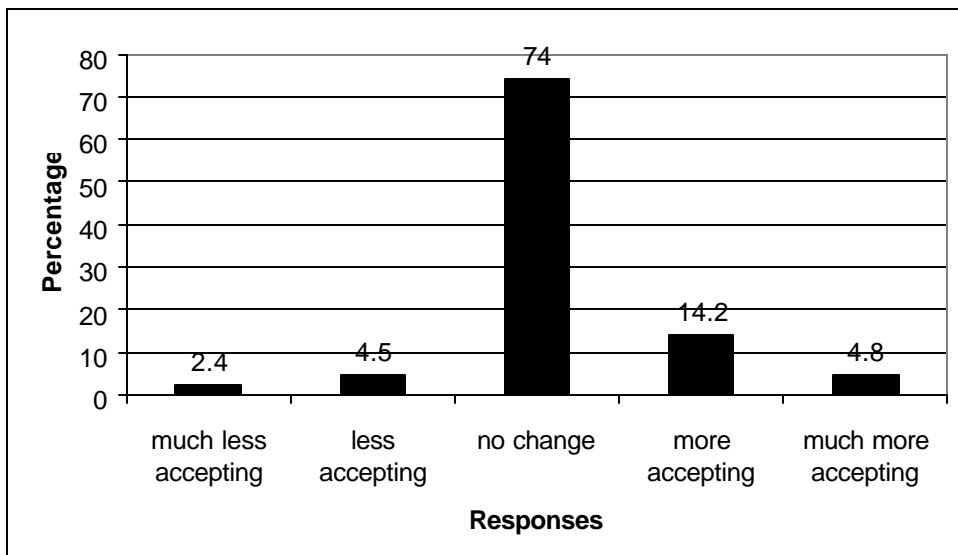
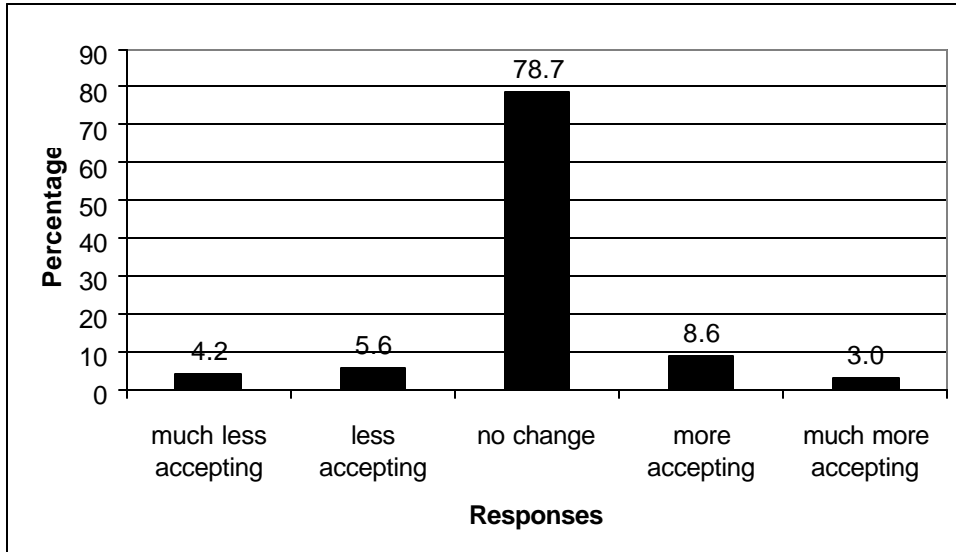


Chart 7.4: Have your attitudes about **transgender** changed since coming to OSU?

Persons with Disabilities, of Different Religious Backgrounds, and From Other Countries

- The majority of students did not believe that their attitudes about persons with disabilities (72.7%), persons with religious backgrounds different from theirs (72.8%), and persons from other countries had changed (60.7%). (See Charts 8.0-8.2)
- However, at least 24% expressed that they had become more accepting of persons with disabilities, persons with religious backgrounds different from theirs, and persons from other countries (26.5%, 24.7%, and 34.7% respectively).

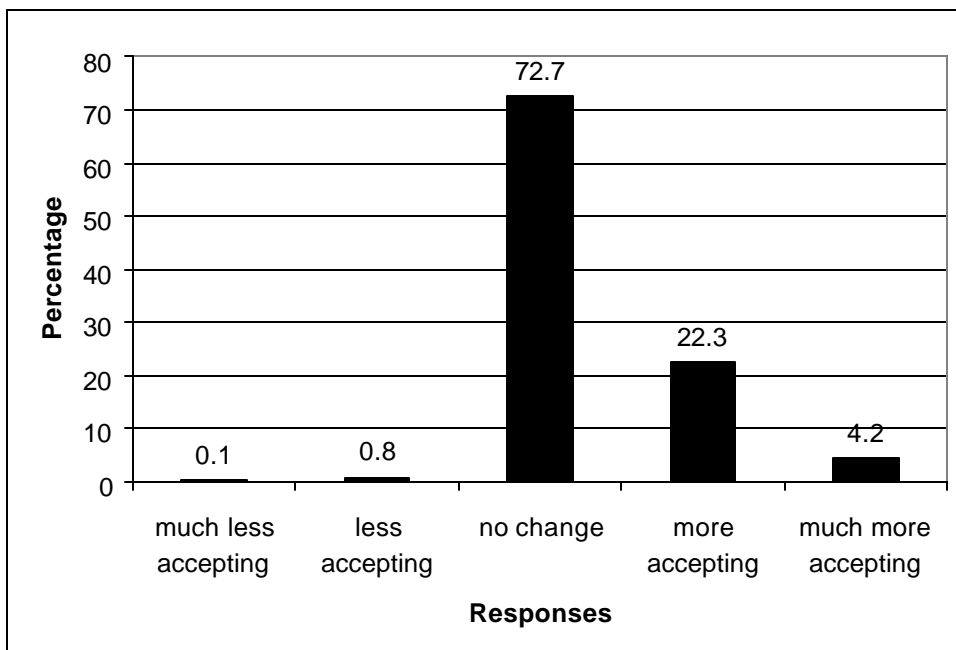
Chart 8.0: Have your attitudes about **persons with disabilities** changed since coming to OSU?

Chart 8.1: Have your attitudes about **persons with religious background different from yours** changed since coming to OSU?

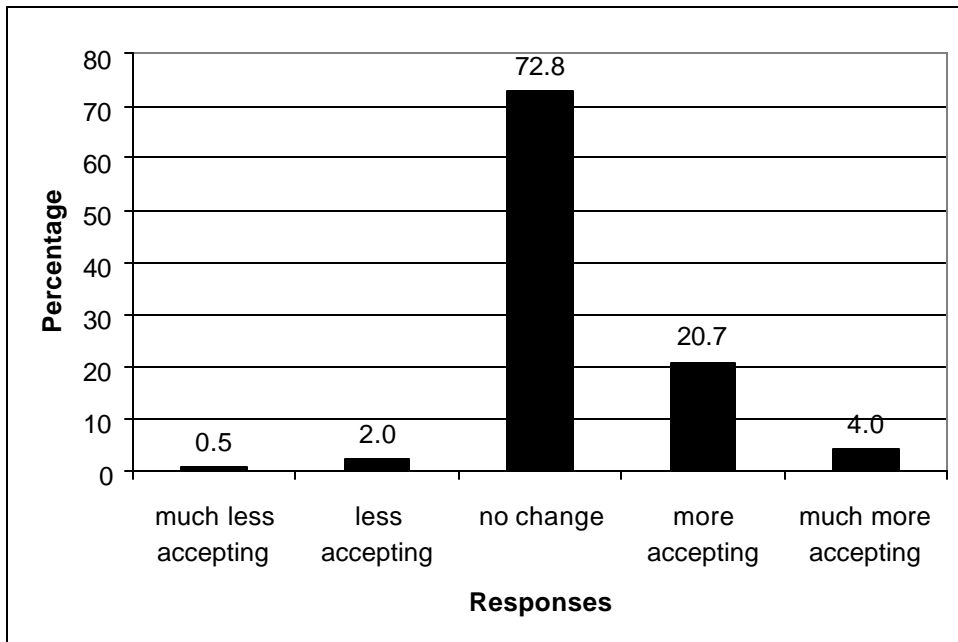
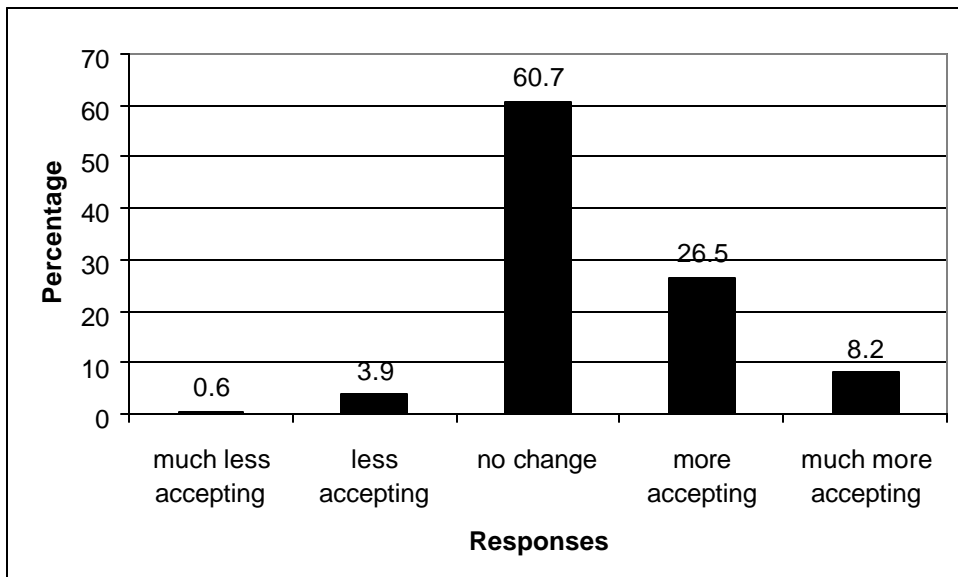


Chart 8.2: Have your attitudes about **persons from other countries** changed since coming to OSU?



Summary of Changes in Attitudes Toward Others

A major finding of this report is that, on average, students perceived a greater acceptance of most groups since coming to Ohio State. Table 2.0 presents the average scores of the attitude changes toward others. The groups are listed in descending order - from those groups that students indicated the greatest gain in acceptance to the least.

- Students indicated the greatest gain in acceptance toward persons from other countries and persons with disabilities (average scores of 3.38 and 3.30 respectively).
- Their changes toward white/Caucasians, men, and transgender men or women were not noticeable (average scores from 3.08 to 3.01). The lack of change may be because they did not have new experiences with these groups. In the case of men and whites, they may have been exposed to these groups to a great extent before coming to Ohio State. For transgender men or women, they may not have had any direct experiences with members of this group.

Table 2.0: Average Scores of changes of attitudes

	Average Scores
Persons from other countries	3.38
Persons with disabilities	3.30
Persons with religious backgrounds	3.26
African American/Blacks	3.21
Hispanic Americans/Latinos	3.20
Gay men	3.20
Lesbians	3.19
Asian Americans	3.18
American Indians/Alaskan Natives	3.15
Bisexual women	3.14
Women	3.13
Bisexual men	3.10
Whites/Caucasians	3.08
Men	3.04
Transgender men or women	3.01

Scale: 1= much less accepting, 2= less accepting, 3= no change, 4= more accepting, 5= much more accepting

Differences among Students With Regard to Educational and Personal Competencies

When examining differences between the racial/ethnic subgroups regarding the impact of experiences with diversity on students' educational and personal competencies, there are indeed some differences. Overall, Asian/Pacific Islander students reported the greatest development as a result of diversity experiences. Generally, African American and American Indian/Alaskan Native students reported the least development. However, in some cases, Caucasian students were also among the groups to report the least gain. (See Tables 1.1 – 1.4) The following results highlight the significant differences among and between racial/ethnic groups.

Values and Beliefs

- Asian/Pacific Islander students were most likely to agree that diversity experiences helped them develop a belief that differences are valuable, a willingness to self-examine and challenge their own values and biases, a believe that differences do not have to interfere with effective communication or meaningful relationships, and an openness to change. Moreover, Asian/Pacific Islander students were significantly more likely to agree than were African American students, Caucasian students, and, in most cases, Hispanic students.
- Also striking is that African American students were least likely to agree that diversity experiences had helped them develop the aforementioned values and beliefs compared to the other racial/ethnic groups. African American students were significantly less likely to agree that diversity experiences helped them develop a willingness to self-examine, and when necessary, challenge their own values, worldview, assumption, and biases than white students were with average scores of 2.41 and 2.26 respectively.

Table 1.1: Average scores for subgroups of values and beliefs

My experiences with diversity at OSU has helped me develop...	African American (n=107)	Asian/Pacific Islander (n=99)	Hispanic/Latino (n=104)	White/Caucasian (n=741)	American Indian/Alaskan Native (n=38)
A belief that differences are valuable.	2.22	▪ * 1.81	❖ 2.08	2.17	2.09
A willingness to self-examine, & when necessary, challenge my own values, worldview, assumptions, and biases.	* 2.41	▪ * 1.99	❖ 2.33	2.26	2.21
A belief that differences do not have to interfere with effective communication or meaningful relationships.	2.34	▪ * 2.12	▪ ❖ 2.17	2.31	2.37
An openness to change & the belief that change is necessary & positive.	2.37	▪ * 2.02	▪ * 2.14	2.32	2.28

Scale: 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree

* Statistically significant at the 99% level from white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students.

Ability to Work with Different Groups

- Similar to the findings regarding values and beliefs, Asian/Pacific Islander students were the most likely to agree that their experiences with diversity helped their ability to work with others. They were significantly more likely to agree that they were better able to work with members of other races or cultures and with those who have different religious beliefs to agree than any other group. Furthermore, they were significantly more likely to agree that their ability to work with persons with disabilities and with members of different sexual orientations had improved than were African American and Caucasian students.
- African American students were significantly less likely to agree the diversity experiences had helped their ability to work with others who were different from themselves than white students, Asian American students, and, in most cases, than Hispanic students were.

Table 1.2: Average scores for subgroups of **ability to work with different groups**

My experiences with diversity at OSU has helped my ability to work with...	African American (n=107)	Asian/Pacific Islander (n=99)	Hispanic/Latino (n=104)	White/Caucasian (n=741)	American Indian/Alaskan Native (n=38)
Members of other races or cultures.	* 2.64	▪ * 2.06	❖ ▪ 2.29	2.39	❖ 2.44
Members of different sexual orientations.	* 2.70	▪ * 2.40	▪ 2.56	2.65	2.48
Persons with disabilities.	* 2.69	▪ * 2.46	2.60	2.59	2.73
Those with different religious beliefs.	* 2.74	▪ * 2.20	❖ ▪ 2.45	2.54	❖ 2.87

Scale: 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree

* Statistically significant at the 99% level from white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students or American Indian/Alaskan Native students.

Development of Solutions to Problems and Personal Commitment to Social Change

- Asian American students, with an average score of 2.11, were significantly more likely to agree that diversity experiences helped them with how they think about problems and solutions in class than the other groups of students.
- Asian/Pacific Islander and Hispanic/Latino students (average scores of 2.35 and 2.44 respectively) were more likely to agree that the experiences helped them to develop a personal commitment to justice, social change, and combating oppression than were white/Caucasian, African American and American Indians/Alaskan Native students (average scores of 2.70, 2.82, and 2.86 respectively).

Table 1.3: Average scores for subgroups of **development of solutions to problems and self-commitment**

My experiences with diversity at OSU has helped me...	African American (n=107)	Asian/Pacific Islander (n=99)	Hispanic/Latino (n=104)	White/Caucasian (n=741)	American Indian/Alaskan Native (n=38)
With how I think about problems and solutions in class.	* 2.44	▪ * 2.11	❖ 2.44	2.56	❖▪ 3.32
Develop a personal commitment to justice, social change, and combating oppression.	* 2.82	▪ * 2.35	▪ * 2.44	2.70	❖ 2.86

Scale: 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree

* Statistically significant at the 99% level from white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students and the American Indian/Alaskan Native students.

◆ Statistically significant at the 99% level between Hispanic/Latino(a) students and American Indian/Alaskan Native students.

Personal Awareness

- Compared to the other groups of students, Asian American students continued to respond most positively about the impact of diversity experiences on their personal competencies when asked about the development of their awareness of their own behavior and its impact on others and of their awareness of their own cultural heritage. In addition, they were significantly more likely to agree that diversity experiences had assisted them in these ways than did African American students and Caucasian students.

Table 1.4: Average scores for subgroups of **personal awareness**

My experiences with diversity at OSU has helped me develop an awareness of...	African American (n=107)	Asian/Pacific Islander (n=99)	Hispanic/Latino (n=104)	White/Caucasian (n=741)	American Indian/Alaskan Native (n=38)
My own behavior & its impact on others.	2.20	▪ * 1.97	2.08	2.22	❖ 2.38
My own cultural heritage and how it affects my worldview, values, & assumptions.	* 2.26	▪ * 2.12	* 2.15	2.41	2.28

Scale: 1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree

* Statistically significant at the 99% level from white/Caucasian students (all other groups).

▪ Statistically significant at the 99% level from African American/black students (except for Caucasian students).

❖ Statistically significant at the 99% level between the Asian/Pacific Islander students and the Hispanic/Latino(a) students.

Table 1.5 presents the composite average scores for each racial/ethnic group; these scores are the averages across the 12 questions regarding the impact of diversity experiences on personal and educational competencies.

- By far, Asian American students, with an average score of 2.13, expressed the greatest gains from their experiences with diversity since coming to Ohio State.
- African American students and American Indian/Alaskan Native students reported the least change as a result of their experiences with diversity, with average scores of 2.49 and 2.52 respectively.

Table 1.5: Composite average scores: Level of agreement across questions

My experiences with diversity at OSU has helped me develop ...	African American (n=107)	Asian/Pacific Islander (n=99)	Hispanic/Latino (n=104)	White/Caucasian (n=741)	American Indian/Alaskan Native (n=38)
Composite Average Scores	2.49	2.13	2.31	2.43	2.52

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