

INTRODUCTION

As part of a series of reports generated from the Campus Climate for Diversity Survey, this report focuses on “The University as a Welcoming Environment” including students’ perceptions of how well they are treated on campus and within the community, the effort made by OSU to improve relations, and general impressions of the campus climate. The following findings relate to how students of different racial or ethnic groups experience the campus. A separate report examines the same series of questions comparing differences by gender and sexual orientation.

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 us 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

Students' perceptions of how they are personally treated

Students were asked three general questions about how well they felt they were treated relative to other students on campus, in their classes, and in the Columbus community. (Tables 1.1-1.3)

- In all three areas, African American students responded that they felt they are treated significantly worse than all other racial groups. These findings were particularly true for how African American students responded to questions about the OSU campus and the Columbus community.
- Student groups, with the exception of African American students, had average scores indicating that they felt they are treated at least “about the same” as other students, if not slightly better on the OSU campus, in their classes, and in the Columbus community.
- Asian/Pacific Islander, Hispanic American/Latino, and American Indian/Alaskan Native students also had average scores that were significantly lower than white/Caucasian students when asked how they felt they are treated relative to other students in the Columbus community.

Table 1.0: How well do you think YOU have been treated relative to all other students: ON THE OSU CAMPUS?

Responses by %	All Respondents (n=1223)	African American/Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Much worse (1)	0.7	1.7	0.0	0.0	1.5	0.3
Worse (2)	4.6	21.2	2.6	8.5	7.2	3.2
About the same (3)	79.8	70.1	80.4	77.1	72.0	82.0
Better (4)	11.4	4.0	14.4	11.1	14.4	11.5
Much better (5)	3.5	3.1	2.6	3.2	5.0	3.1
Average Scores	3.12	*2.86	▪3.17	▪*3.09	▪3.14	3.14

Table 1.1: How well do you think YOU have been treated relative to all other students: IN YOUR CLASSES?

Responses by %	All Respondents (n=1223)	African American/Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Much worse (1)	0.5	0.8	0.0	0.0	1.5	0.3
Worse (2)	4.4	14.7	0.0	3.5	9.4	3.2
About the same (3)	79.8	74.9	77.1	79.5	69.8	82.0
Better (4)	11.7	7.6	20.2	12.6	15.0	11.5
Much better (5)	3.5	2.0	2.6	4.4	4.3	3.1
Average Scores	3.13	*2.95	▪3.25	▪3.18	▪3.11	3.15

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

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

Table 1.2: How well do you think YOU have been treated relative to all other students: IN THE COLUMBUS COMMUNITY?

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Much worse (1)	1.3	5.7	5.2	0.0	3.0	0.5
Worse (2)	5.6	19.1	0.0	6.7	10.2	3.7
About the same (3)	76.4	68.7	83.6	81.5	74.5	77.1
Better (4)	13.8	6.6	11.1	10.8	7.3	15.8
Much better (5)	2.9	0.0	0.0	0.9	5.1	2.8
Average Scores	3.11	*2.76	■*3.01	■*3.06	■*3.01	3.17

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

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

Students’ perceptions of how their racial/ethnic group is treated

With regard to how students felt members of their racial/ethnic group are treated on campus, the average responses were lower for African American, Asian/Pacific Islander, Hispanic American/Latino, and American Indian/Alaskan students than the average responses for how students rated the way they individually are treated on campus (data presented in Table 1.0). (See Table 2.0)

- All students of color had average scores that indicated that they perceived that members of their racial/ethnic group are treated slightly worse than other students on campus.
- Almost 60% of all African American students responded that they felt that relative to all other students they are treated either “much worse” or “worse.” Moreover, their average score was significantly lower than all other groups.

Table 2.0: How well do you think students of YOUR RACIAL/ETHNIC GROUP usually treated relative to all other students ON THE OSU CAMPUS?

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Much worse (1)	1.1	4.5	5.9	0.0	5.0	0.6
Worse (2)	11.2	55.1	13.7	20.5	19.4	5.1
About the same (3)	64.5	34.2	69.3	65.2	60.5	67.0
Better (4)	18.9	2.5	11.1	11.1	11.5	22.3
Much better (5)	4.2	0.0	0.0	3.2	3.6	4.9
Average Scores	3.14	*2.36	■*2.86	■*2.97	■*2.89	3.26

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

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

Students’ perceptions regarding diversity at OSU

When asked about the effort OSU has made to improve relations between people of different racial/ethnic backgrounds, the responses were varied. (See Table 3.0)

- Only white/Caucasian students felt, on average, that the effort is “about right” with 60.9% responding this way.
- African American students were most likely to respond that the effort is “too little” with almost 64% responding this way. Their average score was also significantly lower than all other groups.
- Overall, 25% of students felt the effort is “too little.” On the other end of the scale, almost 16% felt it was “too much.”

Table 3.0: The effort made by OSU to improve relations and understanding between people of different racial/ethnic backgrounds is:

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Too little (1)	25.0	63.7	45.6	24.1	44.7	19.5
About right (2)	59.2	33.8	24.6	67.8	48.3	60.9
Too much (3)	15.8	2.5	29.8	8.1	7.0	19.5
Average Scores	1.91	*1.39	▪1.84	▪*1.84	❖*1.62	2.0
Don't know	18.5	14.4	17.0	18.1	15.0	19.1

* Statistically significant at the 99% level from the 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.

Students were also asked to rate their level of agreement with a series of statements regarding diversity on campus. Please note in this section the lower the mean, or average score, the greater the agreement expressed.

The majority of students did not agree that diversity at OSU was one of the reasons they chose to enroll here. (See Table 4.0)

- However, almost 30% of African American students, 38% of Asian students, and 37% of Hispanic students responded that they were attracted to OSU because of its diversity.
- White students and American Indian/Alaskan Native students most strongly disagreed with the statement with average scores of 3.71 and 3.76 respectively. This may be reflective of these groups placing less importance on a diverse environment than other groups.

Table 4.0: Diversity at OSU was one of the reasons why I chose to come here.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	7.6	11.7	6.4	10.5	12.9	6.1
Agree (2)	16.6	18.1	12.1	27.5	24.3	15.0
Neutral (3)	17.9	12.0	20.6	29.8	21.0	15.6
Disagree (4)	25.8	19.9	21.3	19.6	19.3	28.8
Strongly disagree (5)	32.1	38.3	39.7	12.5	22.6	34.5
Average Scores	3.58	*3.55	♦ ❖3.76	▪*2.96	❖*3.15	3.71
NA/ No opinion	11.5	7.9	7.9	10.8	10.7	10.7

* Statistically significant at the 99% level from the 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 the American Indian/Alaskan Native.

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

Students were also asked to express their level of agreement with the statement, “OSU does not promote respect for diversity.” Thus, to disagree with such a statement infers that they believe OSU does promote respect for diversity. (See Table 5.0)

- Generally, students disagreed with the statement. Except for African American students, at least 70% of students responded that they either “disagree” or “strongly disagree.”
- However, over 17% of African American responded that they either “strongly agree” or “agree” that OSU does not promote respect for diversity. Furthermore, the average response for African Americans was significantly different than all other groups.

Table 5.0: OSU does not promote respect for diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	1.2	3.9	0.0	0.0	4.7	0.9
Agree (2)	5.6	13.2	5.4	4.5	3.9	5.0
Neutral (3)	16.4	31.9	12.1	21.8	20.3	12.7
Disagree (4)	49.6	35.5	52.3	45.2	46.9	51.7
Strongly disagree (5)	27.3	15.5	30.2	28.5	24.2	29.9
Average Scores	3.96	*3.45	▪4.07	▪*3.98	❖*3.82	4.05
NA/ No opinion	8.5	12.4	2.6	7.9	7.8	7.9

* Statistically significant at the 99% level from the 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.

When asked if they agreed that student publications and promotional materials are screened for racist, sexist, and homophobic content, approximately one third of the respondents had no opinion. (See Table 6.0)

- African American and American Indian/Alaskan Native students were significantly more likely to disagree with the statement than other students.
- Overall, students were most likely to remain neutral on the issue.

Table 6.0: Student publications and promotional materials are screened for racist, sexist, and homophobic content.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	4.7	2.6	0.0	5.0	1.1	4.6
Agree (2)	32.7	14.5	24.5	20.9	30.0	37.7
Neutral (3)	32.8	48.7	38.2	44.0	38.9	27.9
Disagree (4)	18.4	20.1	16.7	20.5	12.2	19.2
Strongly disagree (5)	11.3	14.4	20.6	9.7	17.8	10.6
Average Scores	2.99	*3.29	*3.33	▪*3.09	*3.16	2.94
NA/ No opinion	31.1	33.9	33.3	23.1	33.6	32.0

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

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

Students' perceptions of their interactions with others

With regard to students' interactions with others, students generally agreed that it is easy to get to know people with different racial/ethnic backgrounds but remained neutral when asked if OSU students are resentful of others whose race is different from their own. (See Tables 7.0 & 7.1)

- Asian/Pacific Islander and American Indian/Alaskan Native students appeared to have an easier time getting to know people with different racial/ethnic backgrounds with over 74% of each of these groups responding that they agreed or strongly agreed with the statement.
- African American students and white/Caucasian students responded similarly with regard to the ease of getting to know people with different racial backgrounds, with average scores of 2.44 and 2.42 respectively. This is the only place where there were not significant differences between the two groups.
- Overall, students slightly disagreed that students are resentful of others whose race is different from their own.
- African American students, however, scored significantly different than Asian/Pacific Islander, Hispanic/Latino, and White/Caucasian students; over 44% of African American students agreed or strongly agreed that students are resentful of others whose race is different from their own.

Table 7.0: At OSU, getting to know people with different racial/ethnic backgrounds has been easy.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	17.5	21.9	19.6	22.2	23.0	16.2
Agree (2)	49.7	43.8	66.7	52.3	47.3	50.5
Neutral (3)	14.1	10.4	2.6	13.9	14.1	14.4
Disagree (4)	13.1	16.7	8.5	10.7	9.0	13.0
Strongly disagree (5)	5.6	7.2	2.6	0.9	6.7	6.0
Average Scores	2.40	2.44	▪*2.08	▪*2.16	❖2.29	2.42
NA/ No opinion	3.7	0.8	0.0	1.2	2.9	3.8

Table 7.1: At OSU, students are resentful of others whose race is different from their own.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	4.5	8.9	7.5	2.4	7.9	3.7
Agree (2)	24.4	35.4	27.8	25.6	11.8	24.2
Neutral (3)	26.6	32.5	25.2	28.3	36.2	24.6
Disagree (4)	33.1	14.6	21.8	32.8	30.7	35.5
Strongly disagree (5)	11.3	8.6	17.7	10.8	13.4	12.0
Average Scores	3.22	*2.79	3.14	▪3.24	▪3.30	3.28
NA/ No opinion	11.7	11.3	22.2	14.3	6.4	11.0

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

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

Students' perceptions regarding campus grievance procedures

Tables 8.0 to 8.3 present the findings regarding a series of questions pertaining to the campus procedures for addressing discriminatory or harassing behavior.

- On average, students seemed to slightly agree that there are clear procedures for addressing instances of discrimination based on race or ethnicity.
- African American students were significantly less likely to agree that there are clear procedures than were the other four groups; 39% either disagreed or strongly disagreed with the statement.
- Overall, students were less likely to agree that the campus community is aware of the grievance procedures than they were to agree that there are clear procedures for addressing instances of discrimination.
- Again, African American students were significantly more likely to disagree that the campus community is aware of procedures than white and Asian students were. Almost 32% of African American students strongly disagreed with the statement.
- Regarding the availability of campus assistance in cases of discrimination and the trustworthiness of the outcomes of the grievance procedures, a notable percentage of students (approximately a third) expressed no opinion.
- African American students were less likely to agree that campus assistance is available in cases of discrimination and that the outcomes of procedures are trustworthy than were the other groups.
- Also noteworthy is that Asian/Pacific Islander students were more likely to express agreement regarding the awareness of procedures, the campus assistance available, and the trustworthiness of outcomes than were all other groups.

Table 8.0: There are clear procedures for addressing instances of discrimination based on race and ethnicity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	11.1	8.9	30.9	8.0	10.5	11.2
Agree (2)	42.3	33.1	30.9	33.3	39.1	45.8
Neutral (3)	22.8	19.1	9.8	33.0	16.5	22.8
Disagree (4)	16.3	19.8	10.6	18.0	25.3	14.1
Strongly disagree (5)	7.5	19.1	17.9	7.7	8.7	6.2
Average Scores	2.67	*3.07	▪2.54	▪*2.84	▪*2.83	2.58
NA/ No opinion	23.7	17.2	17.0	20.7	15.7	26.0

Table 8.1: The campus community is aware of the grievance procedures for discriminatory or harassing behavior.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	3.9	4.9	3.4	4.2	4.4	3.7
Agree (2)	25.5	26.4	32.8	34.7	19.5	24.3
Neutral (3)	23.3	17.7	13.5	23.4	18.6	22.1
Disagree (4)	31.6	19.4	32.8	28.4	46.0	33.5
Strongly disagree (5)	15.6	31.6	17.7	9.2	11.5	16.4
Average Scores	3.29	*3.47	3.29	▪*3.04	❖3.41	3.35
NA/ No opinion	20.7	17.8	19.6	27.8	17.9	20.7

* Statistically significant at the 99% level from the 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 8.2: Campus assistance is given in cases of discrimination based on race, ethnicity, sexual orientation, or religion.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	4.1	7.6	0.0	3.6	3.7	3.6
Agree (2)	37.7	30.9	53.2	35.0	33.3	40.6
Neutral (3)	35.6	26.3	19.4	44.2	30.6	35.6
Disagree (4)	15.6	19.5	6.5	10.6	25.0	13.6
Strongly disagree (5)	7.0	15.7	20.9	6.6	7.4	6.6
Average Scores	2.84	*3.05	2.95	▪2.82	❖*2.99	2.79
NA/ No opinion	33.9	30.5	56.8	31.5	22.2	36.0

Table 8.3: The outcomes of the grievance procedures for discriminatory or harassing behavior are trusted.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	3.5	6.9	0.0	1.9	2.2	3.4
Agree (2)	22.1	15.9	23.9	21.6	16.5	24.4
Neutral (3)	46.5	37.1	39.5	62.6	50.5	44.7
Disagree (4)	18.1	18.1	12.6	6.2	22.0	17.9
Strongly disagree (5)	9.8	22.0	23.9	7.7	8.7	9.6
Average Scores	3.09	*3.32	❖3.37	▪2.96	❖3.19	3.06
NA/ No opinion	39.4	31.6	50.9	36.5	32.2	41.3

* Statistically significant at the 99% level from the 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 the American Indian/Alaskan Native.

Students' perceptions of visible leadership for fostering campus diversity

In the last series of questions in the section on the University as a Welcoming Environment, students were asked their level of agreement with the visible leadership provided by various campus personnel for fostering campus diversity. (See Table 9.0 for average scores; see Appendix B for frequency tables)

- Overall, students slightly agreed that all groups provide some visible leadership for fostering campus diversity. Students most strongly agreed that the staff in the residence halls provides such leadership while they found the student government to be least likely to demonstrate leadership for fostering campus diversity.
- African American and Hispanic American students were significantly less likely to agree with the visible leadership of the various constituents than white/Caucasian students were and, with the exception of residence hall staff, than Asian students.
- African American students believed that the faculty are the least likely to provide visible leadership for campus diversity, and Hispanic American students perceived the president and other OSU administrators to be the least likely.

Table 9.0: Average Scores: Providing visible leadership for fostering campus diversity

Average scores <i>...provides visible leadership for fostering campus diversity</i>	All Respondents (n=1223)	African American/Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/Pacific Islander (n=99)	Hispanic American/Latino/a (n=104)	White/Caucasian (n=741)
The faculty	2.63	*3.30	❖*2.94	▪2.54	❖*2.86	2.55
The staff.	2.68	*3.11	❖*3.03	▪2.60	❖*2.84	2.62
The president and other OSU administrators	2.70	*3.23	▪2.79	▪*2.81	❖*3.11	2.62
The student government	2.71	*3.06	❖*3.17	▪*2.77	❖*3.03	2.66
Staff in the residence halls	2.42	*2.56	*2.75	*2.59	*2.71	2.34
Academic advisors	2.65	*3.01	♦▪2.52	▪*2.51	❖*2.89	2.64

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

* Statistically significant at the 99% level from the 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 the American Indian/Alaskan Native students.

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

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

Appendix B

Visible Leadership Frequency Tables

Table 10.0: The faculty provides visible leadership for fostering campus diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	8.2	5.2	9.0	13.9	10.8	7.9
Agree (2)	44.4	22.3	32.4	37.2	31.0	49.3
Neutral (3)	29.6	32.5	32.4	34.9	29.5	27.7
Disagree (4)	11.8	17.0	8.3	9.1	18.6	10.5
Strongly disagree (5)	6.1	23.0	17.9	4.9	10.1	4.6
Average	2.63	*3.30	❖**2.94	■2.54	❖**2.86	2.55
NA/ No opinion	13.2	13.0	2.6	9.6	7.2	13.4

Table 10.1: The staff provides visible leadership for fostering campus diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	6.4	6.4	0.0	5.9	9.3	6.8
Agree (2)	42.7	26.1	34.6	44.6	31.8	45.6
Neutral (3)	33.0	32.8	40.0	38.0	33.3	31.4
Disagree (4)	11.9	20.1	12.5	6.9	16.3	10.9
Strongly disagree (5)	6.0	14.7	12.5	4.6	9.3	5.2
Average	2.68	*3.11	❖*3.03	■2.60	❖**2.84	2.62
NA/ No opinion	14.8	13.8	8.5	10.8	7.2	15.5

Table 10.2: The president and other OSU administrators provide visible leadership for fostering campus diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	8.7	8.5	21.3	6.9	8.7	8.7
Agree (2)	39.0	15.9	24.1	34.0	23.9	44.2
Neutral (3)	32.0	39.7	24.1	36.7	31.7	29.0
Disagree (4)	13.6	15.6	14.9	15.5	19.1	12.8
Strongly disagree (5)	6.7	20.3	15.6	6.9	16.7	5.2
Average	2.70	*3.23	■2.79	■*2.81	❖*3.11	2.62
NA/ No opinion	19.5	15.8	5.2	14.9	9.4	19.7

Table 10.3: The student government provides visible leadership for fostering campus diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	8.9	8.5	10.2	10.7	8.9	8.9
Agree (2)	40.6	24.5	23.4	27.8	25.2	44.7
Neutral (3)	30.2	36.0	25.8	43.3	34.1	26.7
Disagree (4)	11.4	14.7	20.3	10.3	17.2	10.6
Strongly disagree (5)	8.9	16.3	20.3	7.9	14.6	9.1
Average	2.71	*3.06	❖*3.17	▪*2.77	❖*3.03	2.66
NA/ No opinion	20.1	12.7	13.7	14.9	11.5	21.3

Table 10.4: Staff in the residence halls provides visible leadership for fostering campus diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	13.1	13.7	20.7	8.8	11.0	14.3
Agree (2)	46.7	46.0	27.4	36.4	33.1	49.5
Neutral (3)	29.4	19.4	23.6	46.0	38.5	27.0
Disagree (4)	6.8	12.6	12.3	4.4	9.2	6.1
Strongly disagree (5)	4.1	8.3	16.0	4.4	8.3	3.1
Average	2.42	*2.56	*2.75	*2.59	*2.71	2.34
NA/ No opinion	30.7	20.6	28.1	25.7	20.8	32.3

Table 10.5: Academic advisors provide visible leadership for fostering campus diversity.

Responses by %	All Respondents (n=1223)	African American/ Black (n=107)	American Indian/Alaskan Native (n=38)	Asian/ Pacific Islander (n=99)	Hispanic American/ Latino/a (n=104)	White/ Caucasian (n=741)
Strongly agree (1)	8.9	9.3	9.0	11.5	12.5	8.1
Agree (2)	39.6	27.8	44.1	36.8	26.6	41.1
Neutral (3)	35.3	29.9	38.6	43.2	34.2	35.5
Disagree (4)	10.0	18.9	2.8	5.7	12.5	9.0
Strongly disagree (5)	6.2	14.1	5.5	2.7	14.2	6.3
Average	2.65	*3.01	♦ *2.52	▪*2.51	❖*2.89	2.64
NA/ No opinion	23.8	16.1	2.6	13.4	13.6	26.1

* Statistically significant at the 99% level from the 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 the American Indian/Alaskan Native students.

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