

## INTRODUCTION

The purpose of this report is to examine the availability, use, and effectiveness of support services in the campus community. Findings include students' perceived comfort level in a variety of settings or activities as well as their use of and satisfaction with campus services and programs. This report presents findings from the aggregate sample as well as differences by race/ethnicity. A separate report examines differences by gender and sexual orientation.

### 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

### Students' Perceived Comfort Level

In a series of questions about support services in the campus community, students were asked to rate their comfort level regarding how they think they would feel in each setting or activity. The support services include questions regarding participating in campus events and activities, using facilities and hanging out on campus, exploring the services in Columbus, and utilizing campus services.

#### Participating in Campus Events and Activities

Students responded to questions about how comfortable they would be participating in ethnic/cultural activities, attending football/basketball games, joining a social fraternity or sorority, and attending Greek events.

Generally, over 50% of students responded that they would be at least somewhat comfortable participating in ethnic/cultural activities on campus. (See Table 1.0)

- An interesting finding is that white/Caucasian students (an average score of 2.56) were less comfortable participating in ethnic/cultural activities than African American/black students, Asian/Pacific Islander, and Hispanic American/Latino students, with average scores of 1.92, 1.85, and 1.98 respectively.
- Furthermore, with over 52% of Asian American students replying that they would be “very comfortable” participating in ethnic/cultural activities, they were the most likely to be comfortable at these activities than the other groups.

**Table 1.0:** How comfortable would you feel in each setting/activity? —Participating in ethnic/cultural activities on 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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	28.6	55.9	45.4	52.2	44.0	23.9
Somewhat comfortable (2)	29.7	22.8	12.1	25.3	28.8	29.9
Neither comfortable or uncomfortable (3)	20.2	6.5	14.9	13.5	14.3	21.9
Somewhat uncomfortable (4)	13.2	2.7	18.4	3.8	10.6	15.1
Very uncomfortable (5)	8.4	12.1	9.2	5.3	2.3	9.2
<b>Average Scores</b>	<b>2.43</b>	<b>*1.92</b>	<b>2.34</b>	<b>*1.85</b>	<b>*1.98</b>	<b>*2.56</b>

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

When asked about attending OSU football/basketball games, over 70% of all student groups responded that they would feel comfortable. (See Table 1.1)

- However, African American students were significantly less comfortable than Caucasian students were (average scores of 2.04 and 1.72 respectively).
- With over 83% responding that they would be either “very comfortable” or “somewhat comfortable” attending these events, Caucasian students expressed the highest comfort level of all the groups.

**Table 1.1:** How comfortable would you feel in each setting/activity? —**Attending football/basketball games on 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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	60.1	51.6	59.0	53.1	58.7	63.5
Somewhat comfortable (2)	19.8	20.0	18.0	19.4	18.0	18.7
Neither comfortable or uncomfortable (3)	8.1	10.7	14.6	11.7	8.6	6.5
Somewhat uncomfortable (4)	5.5	7.8	0.0	11.6	6.2	4.7
Very uncomfortable (5)	6.6	9.9	8.3	4.2	8.6	6.7
<b>Average Scores</b>	<b>1.79</b>	<b>*2.04</b>	<b>1.81</b>	<b>*1.94</b>	<b>1.88</b>	<b>1.72</b>

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

With regard to joining a social fraternity or sorority, students' comfort level decreased with over 50% of respondents replying that they would be uncomfortable. (See Table 1.2)

- Interestingly, African American students were significantly more comfortable than American Indian/Alaskan Native students and than Caucasian students, with average scores of 3.34, 3.98, and 3.60 respectively.
- Moreover, with over 34% of African American and Hispanic American students replying that they would be either “very comfortable” or “somewhat comfortable,” these groups expressed the greatest comfort level of all groups.
- Over 83% of American Indian/Alaskan Native students responded that they would be uncomfortable joining a social fraternity or sorority.

**Table 1.2:** How comfortable would you feel in each setting/activity? —**Joining a social fraternity or sorority.**

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	14.5	20.9	8.1	10.9	20.5	14.8
Somewhat comfortable (2)	12.2	13.5	8.7	12.5	14.5	11.3
Neither comfortable or uncomfortable (3)	15.5	13.5	8.7	16.0	5.9	15.1
Somewhat uncomfortable (4)	18.5	14.8	26.2	34.7	23.1	16.6
Very uncomfortable (5)	39.3	37.4	48.3	25.8	36.0	42.2
<b>Average Scores</b>	<b>3.56</b>	<b>*3.34</b>	<b>■3.98</b>	<b>3.52</b>	<b>3.40</b>	<b>3.60</b>

\* 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).

Similarly, students tended to be uncomfortable attending Greek events. (See Table 1.3)

- Nevertheless, African American students felt the most comfortable attending Greek events than any other racial group. Their comfort level was significantly higher than the other groups with the exception of Hispanic American/Latino students.

**Table 1.3:** How comfortable would you feel in each setting/activity? —**Attending Greek events.**

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	16.6	26.5	8.3	13.8	27.6	15.1
Somewhat comfortable (2)	17.8	13.1	17.9	15.0	8.6	17.7
Neither comfortable or uncomfortable (3)	17.9	19.4	0.0	24.7	14.6	17.2
Somewhat uncomfortable (4)	19.3	23.7	35.8	28.8	24.1	18.0
Very uncomfortable (5)	28.4	17.3	37.9	17.8	25.1	31.9
<b>Average Scores</b>	<b>3.25</b>	<b>*2.92</b>	<b>■3.77</b>	<b>■3.22</b>	<b>3.10</b>	<b>3.34</b>

\* 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).

### Using Facilities and Hanging Out on Campus

Compared to participating in campus events, students were more comfortable using campus facilities and hanging out on campus. The majority of students responded they would be comfortable using recreational sports facilities, the library, and university computing labs. (See Tables 2.0-2.2)

- Hispanic American/Latino students and Asian/Pacific Islander students were more comfortable using campus facilities than African American students were.
- African American students were significantly less comfortable using the recreational sports facilities and using the library as a place to study than white/Caucasian students were. However, there was not a significant difference between African American students and Caucasian students with regard to their comfort level using university computing labs.
- Asian/Pacific Islander students were significantly more comfortable using the library as a place to study and using university computing labs than white/Caucasian students were.

**Table 2.0:** How comfortable would you feel in each setting/activity? —Using the recreational sports facilities.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	45.7	41.6	48.9	45.1	52.6	45.2
Somewhat comfortable (2)	27.6	23.5	24.1	32.7	21.0	28.1
Neither comfortable or uncomfortable (3)	8.4	10.3	12.1	6.3	7.5	7.9
Somewhat uncomfortable (4)	12.0	17.0	9.2	12.7	10.6	11.8
Very uncomfortable (5)	6.3	7.6	5.7	3.2	8.3	7.0
<b>Average Scores</b>	<b>2.06</b>	<b>*2.26</b>	<b>1.99</b>	<b>■1.96</b>	<b>■2.01</b>	<b>2.07</b>

\* 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 2.1:** How comfortable would you feel in each setting/activity? —Using the library as a place to study.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	66.6	62.4	75.2	68.9	68.4	65.9
Somewhat comfortable (2)	19.1	18.7	14.4	21.9	17.7	19.7
Neither comfortable or uncomfortable (3)	4.8	4.6	0.0	2.7	8.0	4.9
Somewhat uncomfortable (4)	4.4	4.0	2.6	5.7	2.9	4.3
Very uncomfortable (5)	5.1	10.3	7.9	0.9	2.9	5.2
<b>Average Scores</b>	<b>1.62</b>	<b>*1.81</b>	<b>1.54</b>	<b>■*1.48</b>	<b>■1.54</b>	<b>1.63</b>

\* 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 2.2:** How comfortable would you feel in each setting/activity? —Using university computing labs.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	55.2	58.3	61.4	59.0	62.5	54.9
Somewhat comfortable (2)	23.7	17.0	14.4	23.0	18.7	23.9
Neither comfortable or uncomfortable (3)	9.0	7.5	11.1	10.5	10.9	9.1
Somewhat uncomfortable (4)	6.2	8.6	2.6	6.6	3.9	5.9
Very uncomfortable (5)	5.9	8.6	10.5	0.9	3.9	6.2
<b>Average Scores</b>	<b>1.84</b>	<b>1.92</b>	<b>1.86</b>	<b>■*1.67</b>	<b>■1.68</b>	<b>1.84</b>

\* 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 responded that generally they would be comfortable hanging out on campus. (See Tables 2.3 & 2.4)

- African American students were significantly less comfortable than most of the other racial groups hanging out on campus, especially hanging out in outdoor areas.
- A noticeable finding is that most American Indian/Alaskan Native students felt comfortable hanging out on campus. Over 76% felt comfortable hanging out in the union and over 88%, in outdoor areas on campus.

**Table 2.3:** How comfortable would you feel in each setting/activity? —**Hanging out in the Union.**

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	50.1	46.1	46.9	54.6	54.0	52.6
Somewhat comfortable (2)	23.8	17.7	29.6	21.1	21.4	23.9
Neither comfortable or uncomfortable (3)	13.1	12.6	2.8	12.5	11.9	11.5
Somewhat uncomfortable (4)	7.0	12.3	9.0	10.6	6.3	6.0
Very uncomfortable (5)	6.1	11.4	11.7	1.3	6.4	6.0
<b>Average Scores</b>	<b>1.95</b>	<b>*2.25</b>	<b>2.09</b>	<b>■1.83</b>	<b>■1.90</b>	<b>1.89</b>

\* 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 2.4:** How comfortable would you feel in each setting/activity? —**Hanging out in outdoor areas on 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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	60.0	50.3	69.3	53.7	60.2	62.7
Somewhat comfortable (2)	21.6	9.6	19.6	25.2	21.8	20.8
Neither comfortable or uncomfortable (3)	9.1	16.1	8.5	14.9	12.7	7.7
Somewhat uncomfortable (4)	4.4	10.5	0.0	4.4	0.0	4.2
Very uncomfortable (5)	4.9	13.4	2.6	1.9	5.3	4.6
<b>Average Scores</b>	<b>1.73</b>	<b>*2.27</b>	<b>■1.47</b>	<b>■1.75</b>	<b>■1.68</b>	<b>1.67</b>

\* 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).

### Exploring Services in Columbus

With regard to off-campus activities, students were comfortable eating at restaurants and shopping in Columbus. Nevertheless, their comfort level decreased when asked about looking for a place to rent in Columbus. (See Tables 3.0-3.2)

- Over 87% of students felt comfortable eating at a restaurant in Columbus.
- In general, African American students felt significantly less comfortable exploring services in Columbus than white students did.
- African American students were also the least comfortable shopping in Columbus than all other groups.
- Overall, the majority of students were comfortable looking for a place to rent in Columbus. Asian American students were significantly more comfortable looking for a place to rent in Columbus than Hispanic American/Latino students were, with average scores of 1.73 and 1.98 respectively.

**Table 3.0:** How comfortable would you feel in each setting/activity? —Eating at a restaurant in Columbus.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	73.9	62.6	74.5	65.4	74.4	78.2
Somewhat comfortable (2)	14.8	17.0	17.6	22.4	16.9	12.5
Neither comfortable or uncomfortable (3)	4.6	6.0	2.6	6.6	2.9	3.4
Somewhat uncomfortable (4)	2.3	5.7	0.0	4.7	1.5	1.7
Very uncomfortable (5)	4.4	8.6	5.2	0.9	4.4	4.3
<b>Average Scores</b>	<b>1.49</b>	<b>*1.81</b>	<b>1.44</b>	<b>▪1.54</b>	<b>▪1.45</b>	<b>1.41</b>

\* 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 3.1:** How comfortable would you feel in each setting/activity? —Shopping in Columbus.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	73.0	64.4	77.1	65.9	68.7	76.4
Somewhat comfortable (2)	14.2	13.5	0.0	20.6	16.0	12.7
Neither comfortable or uncomfortable (3)	5.0	6.9	21.2	6.8	8.0	3.7
Somewhat uncomfortable (4)	3.4	5.7	0.0	5.8	4.3	2.9
Very uncomfortable (5)	4.4	9.5	2.6	0.9	2.9	4.2
<b>Average Scores</b>	<b>1.52</b>	<b>*1.82</b>	<b>▪1.31</b>	<b>▪1.55</b>	<b>▪1.57</b>	<b>1.46</b>

\* 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 3.2:** How comfortable would you feel in each setting/activity? —Looking for a place to rent in Columbus.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	54.8	48.5	47.7	55.2	50.8	57.6
Somewhat comfortable (2)	23.8	22.6	26.2	25.7	21.5	22.9
Neither comfortable or uncomfortable (3)	9.6	11.6	0.0	11.0	13.8	8.5
Somewhat uncomfortable (4)	5.7	8.8	23.5	7.2	6.9	4.7
Very uncomfortable (5)	6.1	8.5	2.7	1.0	6.9	6.3
<b>Average Scores</b>	<b>1.84</b>	<b>*2.06</b>	<b>2.07</b>	<b>▪1.73</b>	<b>❖1.98</b>	<b>1.79</b>

\* 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.

## Utilizing Campus Services

Students also rated their perceived comfort level regarding getting academic advising, getting counseling, living in a residence hall, looking for an on-campus job, visiting a student cultural/support office, and using administrative offices.

When students responded to their comfort level regarding using campus advising and counseling, they were more comfortable getting advising on courses to take than getting counseling at Counseling and Consultation Services. (See Tables 4.0 & 4.1)

- African American students were less comfortable getting academic advising than Caucasian students were, but felt as comfortable as Caucasian students getting counseling at Counseling and Consultation Services.

- In addition, African American students responded that they would be significantly less comfortable using campus advising and counseling compared to the responses of Asian/Pacific Island students.
- White/Caucasian students were less comfortable getting advising on courses to take than American Indian/Alaskan Native students and getting counseling at Counseling and Consultation Services than Asian/Pacific Islander students and Hispanic American/Latino students were.
- Noticeably, Hispanic American/Latino students felt less comfortable getting academic advising than American Indian/Alaskan Native students, with average scores of 1.95 and 1.39 respectively.

**Table 4.0:** How comfortable would you feel in each setting/activity? —Getting advising on courses to take.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	53.1	51.5	81.7	52.9	53.4	53.1
Somewhat comfortable (2)	25.2	18.9	7.9	27.2	24.0	24.9
Neither comfortable or uncomfortable (3)	9.0	8.3	2.6	10.1	5.3	9.0
Somewhat uncomfortable (4)	6.1	4.4	5.2	3.7	8.3	6.6
Very uncomfortable (5)	6.6	16.9	2.6	6.1	9.0	6.5
<b>Average Scores</b>	<b>1.88</b>	<b>*2.16</b>	<b>◆*1.39</b>	<b>■1.83</b>	<b>1.95</b>	<b>1.89</b>

\* 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 Hispanic/Latino(a) students and American Indian/Alaskan Native students.

**Table 4.1:** How comfortable would you feel in each setting/activity? —Getting counseling at Counseling and Consultation Services.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	21.1	24.2	48.4	17.0	24.8	20.1
Somewhat comfortable (2)	22.6	17.4	6.6	30.2	22.4	21.9
Neither comfortable or uncomfortable (3)	22.7	19.2	6.6	25.3	26.4	22.9
Somewhat uncomfortable (4)	21.2	24.2	24.6	21.9	20.7	21.3
Very uncomfortable (5)	12.4	14.9	13.9	5.6	5.7	13.8
<b>Average Scores</b>	<b>2.81</b>	<b>2.88</b>	<b>2.49</b>	<b>■*2.69</b>	<b>■*2.60</b>	<b>2.87</b>

\* 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).

Comfort levels decreased when students responded to living in a dorm or residence hall. (See Table 4.2)

- African American/black students were significantly less comfortable living in the residence halls than white/Caucasian students and Asian/Pacific Islander students, with average scores of 1.62, 2.33, and 2.33 respectively.
- Over 69% of American Indian/Alaskan Native students and over 63% of Caucasian and Asian American students responded that they would be either “very comfortable” or “comfortable” living in a residence hall.

**Table 4.2:** How comfortable would you feel in each setting/activity? —Living in a dorm or residence hall.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	42.6	39.4	40.3	40.5	44.3	45.3
Somewhat comfortable (2)	19.9	16.2	28.8	22.6	17.6	18.5
Neither comfortable or uncomfortable (3)	8.0	8.3	8.7	11.4	5.7	6.6
Somewhat uncomfortable (4)	12.8	15.2	8.1	14.3	10.6	12.2
Very uncomfortable (5)	16.7	21.0	14.1	11.1	21.8	17.3
<b>Average Scores</b>	<b>2.41</b>	<b>*2.62</b>	<b>2.27</b>	<b>■2.33</b>	<b>2.48</b>	<b>2.33</b>

\* 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).

Another question asked about looking for a job on campus. Over 62% respondents rated this as either “very comfortable” or “somewhat comfortable.” (See Table 4.3)

- African American students felt less comfortable looking for a job on campus than most of the racial groups, except when compared to American Indian/Alaskan Native students
- Over 76% of Caucasian and Asian American students responded that they would be either “very comfortable” or “comfortable” looking for on-campus employment.

**Table 4.3:** How comfortable would you feel in each setting/activity? —Looking for a job on 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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	47.8	40.8	45.6	47.1	52.4	50.2
Somewhat comfortable (2)	27.3	21.3	23.5	29.2	17.2	26.8
Neither comfortable or uncomfortable (3)	12.9	16.6	5.4	15.8	17.2	11.7
Somewhat uncomfortable (4)	6.6	12.7	11.4	7.9	6.3	5.8
Very uncomfortable (5)	5.4	8.6	14.1	0	7.0	5.6
<b>Average Scores</b>	<b>1.94</b>	<b>*2.27</b>	<b>2.25</b>	<b>■ 1.85</b>	<b>■1.98</b>	<b>1.90</b>

\* 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).

Compared to using other services, students’ comfort level decreased greatly when asked about visiting one of the student cultural/support centers, offices or programs (Hale Cultural Center, Ethnic Student Services, Student Gender and Sexuality Services). (See Table 4.4)

- Evidence indicates that Caucasian students were the least comfortable visiting these offices compared to African American students, Asian/Pacific Islander students, and Hispanic American/Latino students, with average scores of 2.93, 2.26, 2.22, and 2.41 respectively.
- Over 69% of African American and Asian American students expressed that they would be either “very comfortable” or “comfortable” visiting these offices.

**Table 4.4:** How comfortable would you feel in each setting/activity? —Visiting one of the student cultural/support centers, offices or programs.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	21.1	39.8	37.9	30.9	28.6	16.3
Somewhat comfortable (2)	25	27.8	17.9	36.0	26.8	23.4
Neither comfortable or uncomfortable (3)	23.5	8.7	17.3	18.9	26.8	25.3
Somewhat uncomfortable (4)	18.0	13.5	9.0	8.0	10.5	20.7
Very uncomfortable (5)	12.4	10.2	17.9	6.2	7.3	14.2
<b>Average Scores</b>	<b>2.75</b>	<b>*2.26</b>	<b>2.51</b>	<b>*2.22</b>	<b>*2.41</b>	<b>2.93</b>

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

As to their comfort level using administrative offices, on average, students felt “somewhat comfortable.” (See Table 4.5)

- White/Caucasian students were significantly less comfortable using administrative offices than Asian/Pacific Islander students were (average scores of 1.97 and 1.85 respectively), but more comfortable than African American students and Hispanic American/Latino students (average scores of 2.13 and 2.25 respectively).
- African American students were significantly less comfortable using administrative offices than Asian/Pacific Islander students, with average scores of 2.13 and 1.85 respectively.
- In addition, Hispanic American/Latino students were significantly less comfortable than Asian/Pacific Islander students were.

**Table 4.5:** How comfortable would you feel in each setting/activity? —Using administrative offices.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	47.6	49.3	54.9	47.7	60.2	48.4
Somewhat comfortable (2)	26.1	15.9	11.1	30.6	21.8	26.7
Neither comfortable or uncomfortable (3)	13.1	17.4	23.5	13.5	12.7	11.9
Somewhat uncomfortable (4)	6.0	7.0	5.2	5.2	0.0	5.6
Very uncomfortable (5)	7.1	10.4	5.2	3.1	5.3	7.4
<b>Average Scores</b>	<b>1.99</b>	<b>*2.13</b>	<b>1.95</b>	<b>▪*1.85</b>	<b>❖*2.25</b>	<b>1.97</b>

\* 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.

Finally, the last question examines students’ comfort level with regard to interaction with OSU police. (See Table 4.6)

- African American students were least comfortable interacting with OSU police than any other group. These differences were significant except in comparison to American Indian/Alaskan Native students. Almost 45% of African American students responded that they would feel either “somewhat uncomfortable” or “very uncomfortable.”
- White/Caucasian students were significantly more comfortable than Asian/Pacific Islander students were.

**Table 4.6:** How comfortable would you feel in each setting/activity? —Interaction with OSU police.

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 (n= 104)	White/Caucasian (n= 741)
Very comfortable (1)	25.4	22.6	29.2	18.6	28.4	25.6
Somewhat comfortable (2)	25.5	14.5	11.1	30.7	21.2	27.3
Neither comfortable or uncomfortable (3)	21.8	17.9	27.1	20.1	22.8	21.5
Somewhat uncomfortable (4)	16.0	22.6	18.0	22.3	13.8	14.9
Very uncomfortable (5)	11.4	22.3	14.6	8.4	13.8	10.6
<b>Average Scores</b>	<b>2.63</b>	<b>*3.08</b>	<b>2.78</b>	<b>▪*2.71</b>	<b>▪2.63</b>	<b>2.58</b>

\* 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' Use of and Satisfaction with Campus Services

The other series of questions related to support services investigated students' use of and satisfaction with campus services. First, students indicated whether or not they were aware of a specific service and if they had used it or not. If they had used it, they were asked to indicate their satisfaction level with the service. (Note: If fewer than 15 students in a group responded that they had used the services, their satisfaction ratings and, in some cases, corresponding comparisons are not presented in order to avoid a biased opinion.)

### Career Services

Most students indicated that they had not used Career Connection Services (over 85%) or college career services (over 81%). (See Tables 5.0 & 5.1)

- However, 34.6% of American Indian/Alaskan Native students had used the services of their college's career services office.
- Of those students who had used the college career services, African American students' satisfaction level was significantly higher than Hispanic American/Latino students' and Caucasian students', with average scores of 2.14, 1.95 and 1.98 respectively.

**Table 5.0:** Usage and satisfaction levels of Career Connection.

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	58.1	57.3	67.3	49.1	68.6	59.8
Aware but haven't used it	32.0	35.3	18.3	38.3	22.1	31.6
Have used it	9.9	7.4	14.4	12.6	9.3	8.6

Responses by %	All Respondents (n=94)
Low satisfaction (1)	31.8
Medium satisfaction (2)	46.8
High satisfaction (3)	21.4
<b>Average Scores</b>	<b>1.90</b>

**Table 5.1:** Usage and satisfaction levels of College Career Services.

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	31.3	36.4	24.8	23.4	40.7	32.7
Aware but haven't used it	50.3	45.5	40.6	62.6	42.8	50.7
Have used it	18.4	18.1	34.6	14.0	16.5	16.6

Table 5.1 (cont.)

Responses by %	All Respondents (n= 199)	African American/Black (n= 20)	Hispanic American/Latino (n= 15)	White/Caucasian (n= 111)
Low Satisfaction (1)	25.9	15.6	27.5	26.0
Medium satisfaction (2)	50.4	54.7	50.1	49.8
High satisfaction (3)	23.7	29.7	22.4	24.2
<b>Average Scores</b>	<b>1.98</b>	<b>*2.14</b>	<b>1.95</b>	<b>1.98</b>

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

### Counseling and Advising Services

Turning to campus counseling and advising services, no more than one third of students indicated that they had used Counseling and Consultation Services. Compared to this, most students (over 78% in all groups) indicated that they had used academic advising services and were generally satisfied with the services. (See Tables 6.0 & 6.1)

- With over 32% responding that they had used Counseling and Consultation Services, American Indian/Alaskan Native students and Hispanic American students were the most likely to receive counseling compared to the other racial/ethnic groups.
- Regarding students' satisfaction with Counseling and Consultation Services, no significant differences were found among Asian American students, Hispanic American/Latino students, and Caucasian students.
- When asked about their satisfaction with the academic advising they had received, Caucasian students were significantly more satisfied than African American students, but significantly less satisfied than American Indian/Alaskan Native students, with average scores of 2.03, 1.89 and 2.33 respectively.
- In addition, American Indian/Alaskan Native students and Asian American students felt more satisfied with the academic advising than African American students.
- However, Asian American students were significantly less satisfied with academic advising than American Indian/Alaskan Native students.

**Table 6.0:** Usage and satisfaction levels of **Counseling and Consultation Services.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	24.7	22.9	11.1	21.6	23.5	23.5
Aware but haven't used it	56.5	65.3	56.2	57.3	43.6	58.3
Have used it	18.8	11.8	32.7	21.1	32.9	18.2

Responses by %	All Respondents (n= 226)	Asian/Pacific Islander (n= 21)	Hispanic American/Latino (n=30)	White/Caucasian (n= 132)
Low Satisfaction (1)	26.3	18.0	19.1	31.4
Medium satisfaction (2)	48.2	58.4	49.9	42.5
High satisfaction (3)	25.5	23.6	31.0	26.1
<b>Average Scores</b>	<b>1.99</b>	<b>2.06</b>	<b>2.12</b>	<b>1.95</b>

**Table 6.1:** Usage and satisfaction levels of **Academic Advising.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	4.3	4.0	0.0	3.2	2.9	3.3
Aware but haven't used it	18.1	16.9	8.5	18.7	14.9	17.9
Have used it	87.6	79.1	91.5	78.1	82.2	78.8

Table 6.1 (cont.)

Responses by %	All Respondents (n= 945)	African American/Black (n= 84)	American Indian/Alaskan Native (n= 25)	Asian/Pacific Islander (n= 80)	Hispanic American/Latino (n= 85)	White/Caucasian (n= 592)
Low Satisfaction (1)	27.8	37.5	20.0	21.5	30.0	29.4
Medium satisfaction (2)	40.4	36.4	27.1	52.9	38.3	38.1
High satisfaction (3)	31.8	26.1	52.8	25.6	31.8	32.5
<b>Average Scores</b>	<b>2.04</b>	<b>*1.89</b>	<b>♦▪2.33</b>	<b>▪2.04</b>	<b>2.02</b>	<b>2.03</b>

\* 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 Hispanic/Latino(a) students and American Indian/Alaskan Native students.

### Recreational Sports and the Student Activities Office

Only a small number of students were not aware of the services of Recreational Sports, but 38% to 56.8% of them responded that, while they were aware of the services, they had not used them. In addition, only a few students had used the services of the Student Activities Office. (See Tables 7.0 & 7.1)

- African American students (at 41.4%) and Asian American students (at 37.5%) reported a lower percent of students who had used the facilities and services of Recreational Sports than the other groups.
- White/Caucasian students were significantly more satisfied using Recreational Sports than Asian American students and Hispanic American/Latino students were (average scores of 2.31, 2.20 and 2.15 respectively).
- Interestingly, a higher percentage (23.5%) of Hispanic American students responded that they had used the Student Activities Office compared to the other groups.
- However, there was no significant difference in the satisfaction levels between the Caucasian students and Hispanic American/Latino students who had used the Student Activities Office.

**Table 7.0: Usage and satisfaction levels of Recreational Sports.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	4.1	4.8	0.0	11.1	9.3	2.6
Aware but haven't used it	45.0	56.8	43.2	51.4	38.0	46.5
Have used it	50.9	41.4	56.8	37.5	52.7	50.9

Responses by %	All Respondents (n= 567)	African American/Black (n= 41)	Asian/Pacific Islander (n= 36)	Hispanic American/Latino (n= 51)	White/Caucasian (n= 356)
Low Satisfaction (1)	8.4	9.6	17.2	13.6	7.9
Medium satisfaction (2)	53.6	53.7	45.3	57.6	53.5
High satisfaction (3)	38.0	36.8	37.5	28.8	38.6
<b>Average Scores</b>	<b>2.30</b>	<b>2.27</b>	<b>*2.20</b>	<b>*2.15</b>	<b>2.31</b>

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

**Table 7.1: Usage and satisfaction levels of Student Activities Office.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	42.1	28.0	34.6	35.7	22.1	25.2
Aware but haven't used it	51.2	58.8	54.3	54.9	54.4	59.1
Have used it	6.7	13.2	11.1	9.4	23.5	15.7

Table 7.1 (cont.)

Responses by %	All Respondents (n= 167)	Hispanic American/Latino (n= 21)	White/Caucasian (n= 105)
Low Satisfaction (1)	16.8	15.6	15.7
Medium satisfaction (2)	51.8	53.1	55.3
High satisfaction (3)	31.5	31.3	29.0
<b>Average Scores</b>	<b>2.15</b>	<b>2.16</b>	<b>2.13</b>

### Administrative Offices

With respect to the services of administrative offices on campus, around 50% of students had used services offered by the Financial Aid Office, and over 77% of students had used the services of the Office of Fees and Deposits. Generally, average scores indicated that they were slightly below “medium satisfaction,” with scores from 1.51 to 1.95. Over 82% of students felt unsatisfied with the services offered by the Financial Aid Office. (See Tables 8.0 & 8.1)

- Over 62% of African American students and Hispanic American students had used the Financial Aid Office, the highest percent of the racial/ethnic groups.
- African American students, with an average score of 1.65, were significantly less satisfied with the Financial Aid Office than white students and Hispanic American/Latino students were, with average scores of 1.74 and 1.79 respectively. Asian American students (an average score of 1.89) were significantly more satisfied than white students were.
- Asian American students were also more satisfied using the services offered by the Financial Aid Office than American Indian/Alaskan Native students.
- Although African American students indicated a lower satisfaction level with the services offered by the Financial Aid Office than white/Caucasian students, they were significantly more satisfied using Offices of Fees and Deposits than white/Caucasian students, with average scores of 1.95 and 1.86 respectively.

**Table 8.0: Usage and satisfaction levels of Services offered by the Financial Aid Office.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	14.1	12.4	13.7	15.5	12.9	12.8
Aware but haven't used it	35.5	24.3	36.6	31.0	25.0	34.5
Have used it	50.4	63.3	49.7	53.5	62.1	52.7

Responses by %	All Respondents (n= 616)	African American/Black (n= 68)	American Indian/Alaskan Native (n= 15)	Asian/Pacific Islander (n= 55)	Hispanic American/Latino (n= 63)	White/Caucasian (n= 386)
Low Satisfaction (1)	38.3	49.1	58.7	24.0	38.9	39.2
Medium satisfaction (2)	48.2	36.8	31.3	62.6	43.4	48.2
High satisfaction (3)	13.5	14.1	10.0	13.4	17.8	12.7
<b>Average Scores</b>	<b>1.75</b>	<b>*1.65</b>	<b>❖1.51</b>	<b>*1.89</b>	<b>■1.79</b>	<b>1.74</b>

\* 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 American Indian/Alaskan Native.

**Table 8.1:** Usage and satisfaction levels of **Office of Fees and Deposits.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	1.7	1.1	2.6	4.1	3.5	1.5
Aware but haven't used it	15.6	14.7	13.7	18.4	9.3	16.8
Have used it	82.7	84.2	83.7	77.5	87.2	81.7

Responses by %	All Respondents (n= 1001)	African American/Black (n= 91)	American Indian/Alaskan Native (n= 24)	Asian/Pacific Islander (n= 78)	Hispanic American/Latino (n= 89)	White/Caucasian (n= 616)
Low Satisfaction (1)	29.3	28.4	31.6	28.4	24.4	29.0
Medium satisfaction (2)	54.5	47.8	56.6	54.5	56.2	56.2
High satisfaction (3)	16.2	23.7	11.8	17.2	19.4	14.8
<b>Average Scores</b>	<b>1.87</b>	<b>*1.95</b>	<b>1.80</b>	<b>1.89</b>	<b>1.95</b>	<b>1.86</b>

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

### Hale Cultural Center

Generally, most students were either not aware of Hale Cultural Center or were aware but had not used the Center (over 88%). (See Table 9.0)

- Over 58% of African American students responded that they had used the center. Furthermore, only 7.6% of African American/black students were not aware of it, and 33.6% were aware but had not used it before.
- Over 16% of American Indian/Alaskan Native students were not aware of the Center and more than 72% were aware but had not used it.
- Those who had used the Center were satisfied with it. African American students significantly felt more satisfied than white/Caucasian students, with average scores of 2.37 and 2.23 respectively.

**Table 9.0:** Usage and satisfaction levels of **Hale Cultural Center.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	39.4	7.6	16.4	37.1	25.7	39.7
Aware but haven't used it	50.0	33.6	72.5	57.3	57.0	54.4
Have used it	10.6	58.8	11.1	5.6	17.3	5.9

Responses by %	All Respondents (n= 134)	African American/Black (n= 64)	Hispanic American/Latino (n= 20)	White/Caucasian (n= 32)
Low Satisfaction (1)	10.9	9.1	13.7	15.4
Medium satisfaction (2)	47.0	45.0	40.9	46.3
High satisfaction (3)	42.1	45.9	45.4	38.4
<b>Average Scores</b>	<b>2.31</b>	<b>*2.37</b>	<b>2.32</b>	<b>2.23</b>

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

### Disability Services and Ethnic Student Services

Most students (over 90% of all groups) responded that they had not used Disability Services. Over 74% of students had not used Ethnic Student Services. (See Tables 10.0 & 10.1)

- Asian American students were the least likely to use the Office of Disability Services compared to the other racial/ethnic groups.

- Overall, students who had used the Office of Disability Services were satisfied with their experience. Over 51% expressed “high satisfaction” with the office.
- Students of color (ranging from 9.6% to 25.4%) were noticeably more likely to use Ethnic Student Services than white students were (3.5%).
- Those students who had used Ethnic Student Services showed “medium satisfaction” with the services, with an overall average score of 1.97.
- Hispanic American/Latino students were less satisfied using Ethnic Student Services than African American students, with average scores of 1.78 and 2.27 respectively.

**Table 10.0:** Usage and satisfaction levels of **Disability Services.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	20.2	14.7	16.4	31.9	21.3	18.9
Aware but haven't used it	73.9	80.8	78.4	66.0	69.3	74.9
Have used it	5.9	4.5	5.2	2.1	9.4	6.2

Responses by %	All Respondents (n= 51)
Low satisfaction (1)	20.7
Medium satisfaction (2)	27.7
High satisfaction (3)	51.7
<b>Average Scores</b>	<b>2.31</b>

**Table 10.1:** Usage and satisfaction levels of **Ethnic Student Services.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	31.0	28.0	5.9	37.5	22.8	29.7
Aware but haven't used it	63.2	52.3	68.7	52.9	62.1	66.8
Have used it	5.8	19.7	25.4	9.6	15.1	3.5

Responses by %	All Respondents (n= 69)	African American/Black (n= 19)	Hispanic American/Latino (n= 15)
Low Satisfaction (1)	32.8	9.4	38.9
Medium satisfaction (2)	37.7	54.7	44.3
High satisfaction (3)	29.5	35.9	16.8
<b>Average Scores</b>	<b>1.97</b>	<b>2.27</b>	<b>1.78</b>

- Statistically significant at the 99% level from African American/black students.

### Student Health Services

Fewer than 12% of students of all groups were not aware of Student Health Services; nevertheless, over 35% of students answered they were aware but had not used these services. (See Table 11.0)

- Of all the groups, African American students (at 60.2%) were the most likely to have used Student Health Services, and Asian American students (at 43.6%) were the least likely.
- Hispanic American/Latino students were significantly less satisfied using Student Health Services than African American students, Asian American students, or Caucasian students, with average scores of 1.82, 2.20, 2.15, and 2.15 respectively.

**Table 11.0:** Usage and satisfaction levels of **Student Health Services.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	2.6	4.8	5.2	11.7	2.9	1.1
Aware but haven't used it	43.3	35.0	37.9	44.7	41.4	47.3
Have used it	54.1	60.2	56.9	43.6	55.7	51.6

Responses by %	All Respondents (n= 656)	African American/Black (n= 65)	Asian/Pacific Islander (n= 44)	Hispanic American/Latino (n= 57)	White/Caucasian (n= 394)
Low Satisfaction (1)	19.4	13.5	10.0	32.8	19.3
Medium satisfaction (2)	48.9	52.6	64.5	52.6	46.3
High satisfaction (3)	31.7	34.0	25.5	14.6	34.4
<b>Average Scores</b>	<b>2.12</b>	<b>2.20</b>	<b>2.15</b>	<b>❖▪*1.82</b>	<b>2.15</b>

\* 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.

### Off-Campus and Commuter Student Services

Most students (over 72% of all groups) had not used the services of the Off-Campus and Commuter Student Services Office. Those who had used the office expressed “medium satisfaction” with the services. (See Table 12.0)

- Hispanic American students (at 27.1%) were the most likely to use the office of the racial/ethnic groups.
- White/Caucasian were significantly less satisfied using Off-Campus and Commuter Student Services than African American students, Asian American students and Hispanic American/Latino students, with average scores of 2.01, 2.39, 2.21, and 2.39 respectively.
- Also, African American students felt significantly more satisfied than Asian American students.

**Table 12.0:** Usage and satisfaction levels of **Off-Campus and Commuter Student Services.**

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	32.1	26.6	19.6	36.3	28.5	31.3
Aware but haven't used it	44.8	54.5	57.5	45.9	44.4	45.3
Have used it	23.1	18.9	22.9	17.8	27.1	23.4

Responses by %	All Respondents (n= 258)	African American/Black (n= 20)	Asian/Pacific Islander (n= 17)	Hispanic American/Latino (n= 22)	White/Caucasian (n= 163)
Low Satisfaction (1)	23.2	4.7	12.1	3.1	24.3
Medium satisfaction (2)	49.7	51.6	55.2	54.4	50.8
High satisfaction (3)	27.1	43.7	32.7	42.5	24.9
<b>Average Scores</b>	<b>2.04</b>	<b>*2.39</b>	<b>▪*2.21</b>	<b>*2.39</b>	<b>2.01</b>

\* 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).

### Student Gender and Sexuality Services

A majority of students (over 90%) were not aware of Student Gender and Sexuality Services or were aware of them but had not used them. Comparisons by race/ethnicity were not performed because of the low number of respondents in each category who had used the services. (See Table 13.0)

- Interestingly, Hispanic American/Latino students (at 9.3%) showed the highest percentage of students who had used the office of the racial/ethnic groups.
- Of those students who had used the office, they expressed “medium satisfaction” with an average score of 2.03.

**Table 13.0:** Usage and satisfaction levels of **Student Gender and Sexuality Services**.

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	40.2	31.4	36.6	43.6	25.7	40.4
Aware but haven't used it	55.0	65.8	60.8	55.2	65.0	54.8
Have used it	4.8	2.8	2.6	1.2	9.3	4.8

Responses by %	All Respondents (n= 38)
Low satisfaction (1)	24.3
Medium satisfaction (2)	48.0
High satisfaction (3)	27.7
<b>Average Scores</b>	<b>2.03</b>

### Student Advocacy Center

Similarly, most of students (over 87% of all groups) indicated they had not used the services of the Student Advocacy Center. (See Table 14.0)

- African American students (11.8%) and Hispanic American students (12.1%) were more likely to use the Student Advocacy Center in comparison to the other groups.
- With regard to students' satisfaction with the office, students were equally split between “low satisfaction” (34.0%) and “high satisfaction” (38.0%).

**Table 14.0:** Usage and satisfaction levels of the **Student Advocacy Center**.

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	42.1	36.2	59.4	50.6	36.4	40.2
Aware but haven't used it	51.2	52.0	37.9	46.5	51.5	53.9
Have used it	6.7	11.8	2.7	2.9	12.1	5.9

Responses by %	All Respondents (n= 62)
Low satisfaction (1)	34.0
Medium satisfaction (2)	28.0
High satisfaction (3)	38.0
<b>Average Scores</b>	<b>2.04</b>

## Campus Police Services

Most of students were aware of Campus Police but over 57% expressed they had not used their services. In general, those who had used the services indicated “median satisfaction,” with an average score of 1.96 for all respondents. (See Table 15.0)

- Asian/Pacific Islander students were the least likely to use the office compared to the other racial/ethnic groups.
- White/Caucasian students were significantly more satisfied with the services than African American students and Asian/Pacific Islander students, with average scores of 1.98, 1.70, and 1.77 respectively.
- Hispanic American/Latino students were significantly more satisfied than African American students, with average scores of 1.96 and 1.70 respectively.

**Table 15.0:** Usage and satisfaction levels of Campus Police Services.

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 (n= 104)	White/Caucasian (n= 741)
Wasn't aware of it	3.1	0.8	0.0	5.0	4.2	2.4
Aware but haven't used it	64.6	56.5	58.2	69.9	58.7	65.9
Have used it	32.3	42.7	41.8	25.1	37.1	31.7

Responses by %	All Respondents (n= 370)	African American/Black (n= 43)	Asian/Pacific Islander (n= 25)	Hispanic American/Latino (n= 35)	White/Caucasian (n= 219)
Low Satisfaction (1)	28.6	51.0	38.4	33.4	25.8
Medium satisfaction (2)	47.1	27.6	46.5	37.5	50.2
High satisfaction (3)	24.3	21.4	15.1	29.1	24.0
<b>Average Scores</b>	<b>1.96</b>	<b>*1.70</b>	<b>*1.77</b>	<b>■1.96</b>	<b>1.98</b>

\* 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

## 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:

<u>College Enrollment</u>	<b>Percent</b>
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