

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 gender and sexual orientation. A subsequent report examines differences by race/ethnicity.

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)

- With regard to how they think they would feel attending campus ethnic/cultural activities, men were significantly less comfortable than women were, with average scores of 2.54 and 2.32 respectively.
- Interestingly, gay, lesbian, and bisexual (GLB) students were significantly more comfortable than heterosexual students participating in the ethnical and cultural events on campus (average scores of 2.27 and 2.44 respectively), and no more than 10% of GLB students felt uncomfortable taking part in these activities.

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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	28.6	24.3	32.9	27.8	28.5
Somewhat comfortable (2)	29.7	29.2	30.1	33.3	29.8
Neither comfortable or uncomfortable (3)	20.2	23.2	17.2	29.7	19.5
Somewhat uncomfortable (4)	13.2	14.8	11.5	2.6	13.7
Very uncomfortable (5)	8.4	8.5	8.3	6.6	8.5
Average Scores	2.43	2.54	▪ 2.32	• 2.27	2.44

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

When asked about attending OSU football/basketball games, most students (over 77%) felt comfortable except for GLB students. (See Table 1.1)

- Female students thought they would feel less comfortable attending games than male students did with average scores of 1.83 and 1.74 respectively.
- GLB students also revealed feeling less comfortable attending football/basketball games than heterosexual students. In addition, GLB students were more dichotomous in responding to this question; over 45% felt comfortable, whereas 38.9% felt uncomfortable.

Table 1.1: How comfortable would you feel in each setting/activity? —**Attending football/basketball games on campus.**

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	60.1	60.2	60.0	24.1	62.6
Somewhat comfortable (2)	19.8	21.8	17.6	21.7	19.7
Neither comfortable or uncomfortable (3)	8.1	7.2	9.0	15.3	7.6
Somewhat uncomfortable (4)	5.5	5.3	5.6	20.8	4.3
Very uncomfortable (5)	6.6	5.5	7.8	18.1	5.8
Average Scores	1.79	1.74	▪ 1.83	• 2.87	1.71

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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)

- Women rated their comfort level lower than men did when they were asked about joining a social fraternity or sorority, with average scores of 3.72 and 3.40 respectively.
- Most noteworthy is that GLB students felt much less comfortable than heterosexual students. Over 72% expressed that joining a social sorority or fraternity would be “very uncomfortable,” whereas only 37.5% heterosexual students responded this way.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	14.5	15.1	13.9	4.6	15.3
Somewhat comfortable (2)	12.2	14.8	9.7	5.0	12.9
Neither comfortable or uncomfortable (3)	15.5	18.1	12.9	7.9	15.5
Somewhat uncomfortable (4)	18.5	19.1	17.9	10.3	18.9
Very uncomfortable (5)	39.3	32.8	45.7	72.1	37.5
Average Scores	3.56	3.40	▪ 3.72	• 4.40	3.50

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

- Female students were significantly less comfortable than male students (average scores of 3.38 and 3.12 respectively).
- GLB students were significantly less comfortable than heterosexual students were. Over 82% GLB students expressed being uncomfortable, whereas only 45.7% heterosexual students responded this way.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	16.6	15.7	17.5	4.8	17.4
Somewhat comfortable (2)	17.8	22.1	13.7	4.3	18.7
Neither comfortable or uncomfortable (3)	17.9	20.0	15.8	8.2	18.2
Somewhat uncomfortable (4)	19.3	18.9	19.6	14.3	19.5
Very uncomfortable (5)	28.4	23.2	33.4	68.4	26.2
Average Scores	3.25	3.12	▪ 3.38	• 4.37	3.18

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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)

- Women were significantly less comfortable using recreational sports facilities, the library as a place to study, and university computing labs than men were.
- GLB students felt significantly less comfortable using recreational sports and university computing labs than heterosexual students were. Nevertheless, GLB students felt more comfortable using the library as a place to study compared to heterosexual students.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	45.7	48.7	42.5	16.2	47.6
Somewhat comfortable (2)	27.6	26.0	29.4	30.7	27.5
Neither comfortable or uncomfortable (3)	8.4	10.0	6.8	16.5	7.9
Somewhat uncomfortable (4)	12.0	10.5	13.6	27.3	11.0
Very uncomfortable (5)	6.3	4.9	7.7	9.3	6.0
Average Scores	2.06	1.97	▪2.15	•2.83	2.00

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	66.6	65.5	67.8	63.7	67.1
Somewhat comfortable (2)	19.1	21.1	17.0	25.7	18.7
Neither comfortable or uncomfortable (3)	4.8	5.6	4.1	6.7	4.7
Somewhat uncomfortable (4)	4.4	4.4	4.4	2.3	4.2
Very uncomfortable (5)	5.1	3.5	6.7	1.5	5.3
Average Scores	1.62	1.59	▪1.65	•1.52	1.62

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	55.2	55.0	55.4	43.1	56.1
Somewhat comfortable (2)	23.7	25.4	21.9	28.4	23.6
Neither comfortable or uncomfortable (3)	9.0	9.4	8.7	10.2	9.0
Somewhat uncomfortable (4)	6.2	5.3	7.1	11.0	5.6
Very uncomfortable (5)	5.9	5.0	6.9	7.4	5.7
Average Scores	1.84	1.80	▪1.88	•2.11	1.81

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

- Men were less comfortable hanging out in the Union, but more comfortable hanging out in outdoor areas on campus (such as the Oval) than women were.
- GLB students were significantly less comfortable hanging out in the Union than heterosexual students were, with average scores of 2.18 and 1.93 respectively. However, GLB students were as comfortable as heterosexual students in hanging out 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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	50.1	46.5	53.7	37.3	50.9
Somewhat comfortable (2)	23.8	27.3	20.3	27.8	23.8
Neither comfortable or uncomfortable (3)	13.1	13.9	12.2	17.4	12.8
Somewhat uncomfortable (4)	7.0	7.2	6.8	14.5	6.3
Very uncomfortable (5)	6.1	5.2	6.9	2.9	6.1
Average Scores	1.95	1.97	▪1.92	•2.18	1.93

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	60.0	59.7	60.2	58.0	60.3
Somewhat comfortable (2)	21.6	24.9	21.7	19.5	18.1
Neither comfortable or uncomfortable (3)	9.1	9.0	8.8	13.1	9.3
Somewhat uncomfortable (4)	4.4	3.0	4.3	5.5	5.9
Very uncomfortable (5)	4.9	3.5	5.0	3.8	6.4
Average Scores	1.73	1.66	▪1.80	1.78	1.72

- Statistically significant at the 99% level between men and women

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. Men indicated that they were significantly less comfortable than women were, with average scores of 2.54 and 1.43 respectively. GLB students were as comfortable as heterosexual students. Only a very small number of GLB students (2.2%) felt uncomfortable eating at a restaurant in Columbus
- A similar finding is that women were more comfortable shopping in Columbus than men were. Heterosexual students responded they were slightly less comfortable than GLB students.
- Overall, the majority of students were comfortable looking for a place to rent in Columbus. However, in comparison with eating at a restaurant and shopping in Columbus, students’ comfort level slightly decreased. Men were significantly less comfortable than women were. There was not a significant difference between GLB and heterosexual students, with average scores of 1.92 and 1.84 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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	73.9	69.1	78.9	66.4	74.6
Somewhat comfortable (2)	14.8	18.9	10.4	22.9	14.4
Neither comfortable or uncomfortable (3)	4.6	4.9	4.2	8.5	4.3
Somewhat uncomfortable (4)	2.3	3.2	1.4	0.8	2.1
Very uncomfortable (5)	4.4	3.8	5.1	1.4	4.6
Average Scores	1.49	1.54	▪1.43	1.48	1.48

- Statistically significant at the 99% level between men and women

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	73.0	67.9	78.3	68.9	73.4
Somewhat comfortable (2)	14.2	17.8	10.4	19.9	13.9
Neither comfortable or uncomfortable (3)	5.0	6.8	3.2	9.8	4.7
Somewhat uncomfortable (4)	3.4	4.2	2.6	0.0	3.5
Very uncomfortable (5)	4.4	3.3	5.5	1.4	4.6
Average Scores	1.52	1.57	▪1.47	•1.45	1.52

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	54.8	50.4	59.4	51.5	55.0
Somewhat comfortable (2)	23.8	26.6	20.8	23.4	23.8
Neither comfortable or uncomfortable (3)	9.6	11.6	7.5	10.4	9.5
Somewhat uncomfortable (4)	5.7	6.5	4.9	11.3	5.3
Very uncomfortable (5)	6.1	4.9	7.3	3.4	6.4
Average Scores	1.84	1.89	▪1.80	1.92	1.84

- Statistically significant at the 99% level between men and women

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)

- Women were more comfortable getting advising and counseling than men were.
- Interestingly, GLB students were less comfortable getting advising on courses to take, but more comfortable getting counseling at Counseling and Consultation Services compared to heterosexual students.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	53.1	49.8	56.5	35.6	54.6
Somewhat comfortable (2)	25.2	27.4	22.9	37.7	24.5
Neither comfortable or uncomfortable (3)	9.0	10.8	7.2	14.7	8.5
Somewhat uncomfortable (4)	6.1	6.6	5.5	5.4	5.9
Very uncomfortable (5)	6.6	5.4	7.8	6.7	6.5
Average Scores	1.88	1.90	▪1.85	•2.10	1.85

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	21.1	19.5	22.5	28.0	20.6
Somewhat comfortable (2)	22.6	22.1	23.1	19.6	22.9
Neither comfortable or uncomfortable (3)	22.7	25.6	19.9	22.8	22.6
Somewhat uncomfortable (4)	21.2	20.1	22.3	16.1	21.4
Very uncomfortable (5)	12.4	12.7	12.0	13.6	12.4
Average Scores	2.81	2.84	•2.78	•2.68	2.82

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

- Women were significantly less comfortable than men (average scores of 2.48 and 2.34 respectively).
- GLB students were significantly less comfortable than heterosexual students with only 33% of GLB students responding that they felt comfortable living in a dorm or residence hall compared to almost 65% of heterosexual students.

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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	42.6	41.9	43.4	14.3	44.7
Somewhat comfortable (2)	19.9	22.5	17.3	19.2	19.9
Neither comfortable or uncomfortable (3)	8.0	9.3	6.7	10.2	7.9
Somewhat uncomfortable (4)	12.8	12.4	13.1	20.7	12.3
Very uncomfortable (5)	16.7	13.8	19.5	35.6	15.2
Average Scores	2.41	2.34	▪2.48	•3.44	2.33

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

Another question asked about students’ comfort level looking for a job on campus. Over 62% respondents responded that they were either “very comfortable” or “somewhat comfortable.” (See Table 4.3)

- Women were slightly more comfortable than men, with average scores of 1.92 and 1.97 respectively.
- GLB were less comfortable than heterosexual students, with average scores of 2.13 and 1.93 respectively.

Table 4.3: How comfortable would you feel in each setting/activity? —**Looking for a job on campus.**

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	47.8	45.1	50.4	36.6	48.8
Somewhat comfortable (2)	27.3	29.6	25.0	31.2	26.9
Neither comfortable or uncomfortable (3)	12.9	13.3	12.6	19.6	12.3
Somewhat uncomfortable (4)	6.6	6.6	6.6	8.0	6.4
Very uncomfortable (5)	5.4	5.3	5.5	4.5	5.5
Average Scores	1.94	1.97	▪1.92	•2.13	1.93

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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 indicated that women were more comfortable than men in visiting these centers.
- Heterosexual students felt less comfortable than GLB students. Over 31% of heterosexual students responded that they would be uncomfortable using these services, whereas only 15.8% GLB students responded this way.

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)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	21.1	17.8	24.4	35.7	19.9
Somewhat comfortable (2)	25	26.8	23.3	31.1	24.8
Neither comfortable or uncomfortable (3)	23.5	24.4	22.7	17.4	23.8
Somewhat uncomfortable (4)	18.0	18.6	17.4	9.7	18.6
Very uncomfortable (5)	12.4	12.4	12.3	6.1	12.9
Average Scores	2.75	2.81	2.70	2.19	2.80

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

- Women were slightly more comfortable than men were, with average scores of 1.94 and 2.03 respectively.
- However, GLB students expressed less comfort using administrative offices than heterosexual students did. Over 50% of heterosexual students responded they would be “very comfortable,” whereas only 40% of GLB students responded this way.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	47.6	45.1	48.2	40.2	50.2
Somewhat comfortable (2)	26.1	26.9	26.3	27.0	25.3
Neither comfortable or uncomfortable (3)	13.1	14.9	12.9	17.5	11.2
Somewhat uncomfortable (4)	6.0	5.5	6.0	6.8	6.7
Very uncomfortable (5)	7.1	7.6	6.6	8.2	6.6
Average Scores	1.99	2.03	1.94	2.16	1.96

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

- Women were more comfortable than men were, with average scores of 2.57 and 2.68 respectively.
- More GLB students (46.6%) indicated they would be uncomfortable interacting with OSU police than heterosexual students (26.1%) did.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Very comfortable (1)	25.4	23.9	26.9	13.6	25.9
Somewhat comfortable (2)	25.5	24.7	26.2	26.6	25.5
Neither comfortable or uncomfortable (3)	21.8	22.3	21.3	13.2	22.2
Somewhat uncomfortable (4)	16.0	17.7	14.2	21.1	15.7
Very uncomfortable (5)	11.4	11.3	11.4	25.5	10.4
Average Scores	2.63	2.68	2.57	3.18	2.59

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual 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 responded that they had used the services, their satisfaction ratings and corresponding comparisons are not presented in order to avoid a biased opinion. In most cases, GLB students who used the services were under 15, hence GLB students' and heterosexual students' responses are not presented.)

Career Services

Most students indicated that they had not used career services (over 88% for Career Connection and 78% for college career services). (See Tables 5.0 & 5.1)

- Men were slightly more likely than women to use career services, and heterosexual students were slightly more likely than GLB students.
- Overall, students expressed “medium satisfaction” with both Career Connection and with college career services.
- Of those students who had used the services, women's satisfaction level was slightly lower than men's with Career Connection, but there was no significant difference between men and women regarding using college career services.

Table 5.0: Usage and satisfaction levels of Career Connection.

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	GLB (n=67)	Heterosexual (n=1130)
Wasn't aware of it	58.1	53.9	62.4	62.9	58.3
Aware but haven't used it	32.0	34.1	29.9	28.7	31.8
Have used it	9.9	12.0	7.7	8.4	9.9

Responses by %	All Respondents (n=94)	Men (n=52)	Women (n=42)
Low satisfaction (1)	31.8	28.9	37.4
Medium satisfaction (2)	46.8	48.0	44.6
High satisfaction (3)	21.4	23.1	18.0
Average Scores	1.90	1.94	1.81

- Statistically significant at the 99% level between men and women

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

Responses by %	All Respondents (n=1223)	Men (n=484)	Women (n=730)	GLB (n=67)	Heterosexual (n=1130)
Wasn't aware of it	31.3	27.2	35.5	36.2	31.3
Aware but haven't used it	50.3	51.3	49.3	51.4	50.1
Have used it	18.4	21.5	15.2	12.4	18.6

Responses by %	All Respondents (n=199)	Men (n=95)	Women (n=104)
Low satisfaction (1)	25.9	24.4	28.2
Medium satisfaction (2)	50.4	53.2	46.1
High satisfaction (3)	23.7	22.4	25.7
Average Scores	1.98	1.98	1.98

Counseling and Advising Services

Turning to campus counseling and advising services, no more than 28% of students indicated that they had used Counseling and Consultation Services. Compared to this, a majority of students (over 75% of all groups) indicated that they had used academic advising services, and they were generally satisfied with the services. (See Tables 6.0 & 6.1)

- Men were slightly more likely to have used Counseling and Consultation Services than women were, and GLB students were slightly more likely than heterosexual students.
- The satisfaction levels between men and women were not significantly different regarding either of these services. On average, both groups expressed “medium satisfaction” with the services.
- GLB students felt less satisfied with Counseling and Consultation Services than heterosexual students, with average scores of 1.87 and 2.01 respectively. However, when asked about academic advising, there was no significant difference between how GLB students and heterosexual students responded.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	24.7	28.8	20.5	21.3	24.7
Aware but haven't used it	56.5	50.4	62.8	50.7	50.7
Have used it	18.8	20.8	16.7	28.0	24.6

Responses by %	All Respondents (n=226)	Men (n= 100)	Women (n= 126)	GLB (n= 22)	Heterosexual (n= 203)
Low satisfaction (1)	26.3	26.3	26.1	49.9	23.9
Medium satisfaction (2)	48.2	49.9	46.1	13.6	51.7
High satisfaction (3)	25.5	23.8	27.8	36.5	24.4
Average Scores	1.99	1.97	2.02	• 1.87	2.01

• Statistically significant at the 99% level between GLB and heterosexual students

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

Responses by %	All Respondents (n=1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	4.3	4.0	4.6	1.4	4.5
Aware but haven't used it	18.1	18.8	17.4	23.2	17.9
Have used it	77.6	77.2	78.0	75.4	77.6

Table 6.1 (cont.)

Responses by %	All Respondents (n= 945)	Men (n= 370)	Women (n= 575)	GLB (n= 52)	Heterosexual (n= 881)
Low satisfaction (1)	27.8	27.8	27.8	36.6	27.1
Medium satisfaction (2)	40.4	40.2	40.7	26.7	41.3
High satisfaction (3)	31.8	32.0	31.6	36.7	31.6
Average Scores	2.04	2.04	2.04	2.00	2.04

Recreational Sports and the Student Activities Office

Only a small number of students were not aware of the services of Recreational Sports, but most 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)

- Men (at 62.5%) were noticeably more likely to use the facilities and services of Recreational Sports than women were (at 39.0%). Similarly, heterosexual students (at 52.2%) were more likely than GLB students (at 25.8%).
- Men were slightly more satisfied with Recreational Sports’ services than women were but were as satisfied as women with the Student Activities Office.
- Heterosexual students felt more satisfied with the services of Recreational Sports than GLB students. Over 38% of heterosexual students indicated high satisfaction with the services, but only 19.7% of GLB students responded this way.
- Overall, students were satisfied with the Student Activities Office with over 83% responding that they were had at least “medium satisfaction” with the office.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn’t aware of it	4.1	3.5	4.6	5.9	4.0
Aware but haven’t used it	45.0	34.0	56.4	68.3	43.8
Have used it	50.9	62.5	39.0	25.8	52.2

Responses by %	All Respondents (n= 567)	Men (n= 292)	Women (n= 275)	GLB (n= 18)	Heterosexual (n= 541)
Low satisfaction (1)	8.4	8.3	8.6	15.3	8.1
Medium satisfaction (2)	53.6	52.6	55.3	65.0	53.5
High satisfaction (3)	38.0	39.1	36.2	19.7	38.5
Average Scores	2.30	2.31	2.28	2.04	2.30

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn’t aware of it	42.1	29.1	26.7	30.6	58.3
Aware but haven’t used it	51.2	54.3	58.9	57.7	31.8
Have used it	6.7	16.6	14.4	11.7	9.9

Responses by %	All Respondents (n= 167)	Men (n= 76)	Women (n= 91)
Low satisfaction (1)	16.8	18.8	14.3
Medium satisfaction (2)	51.8	49.9	54.0
High satisfaction (3)	31.5	31.2	31.7
Average Scores	2.15	2.12	2.17

Administrative Offices

With respect to the services of administrative offices on campus, around 60% of students had used services offered by the Financial Aid Office, and over 72% of students had used the services offered by the Office of Fees and Deposits. (See Tables 8.0 & 8.1)

- GLB students (at 59.9%) were more likely to use the services of the Financial Aid office than were heterosexual students (at 49.8%). Men (at 53%) were slightly more likely than women (at 47.7%).
- Generally, average scores indicated that students were slightly below “medium satisfaction” with the services of Financial Aid and Fees and Deposits, with scores from 1.74 to 1.88.
- The satisfaction levels were very similar between men and women and between GLB students and heterosexual students for both offices.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	14.1	11.6	16.7	14.6	14.1
Aware but haven't used it	35.5	35.4	35.6	25.5	36.1
Have used it	50.4	53.0	47.7	59.9	49.8

Responses by %	All Respondents (n= 616)	Men (n= 256)	Women (n= 360)	GLB (n= 40)	Heterosexual (n= 569)
Low satisfaction (1)	38.3	36.8	40.0	42.9	38.2
Medium satisfaction (2)	48.2	50.4	45.6	38.8	48.7
High satisfaction (3)	13.5	12.9	14.3	18.3	13.1
Average Scores	1.75	1.76	1.74	1.75	1.75

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	1.7	1.2	2.2	4.1	1.6
Aware but haven't used it	15.6	14.9	16.2	13.3	15.9
Have used it	82.7	83.9	81.6	82.6	82.5

Responses by %	All Respondents (n= 1001)	Men (n= 404)	Women (n= 597)	GLB (n= 56)	Heterosexual (n= 930)
Low satisfaction (1)	29.3	30.9	27.5	39.2	28.5
Medium satisfaction (2)	54.5	52.5	56.7	40.3	55.7
High satisfaction (3)	16.2	16.6	15.9	20.5	15.8
Average Scores	1.87	1.86	1.88	1.81	1.87

- Statistically significant at the 99% level between men and women
- Statistically significant at the 99% level between GLB and heterosexual students

Hale Cultural Center

Most students reported that they had not used the Center (at least 88% of all groups). (See Table 9.0)

- Between 35% and 41% of students indicated that they were not aware of the Center.
- Fewer than 13% of those who had used this center, however, revealed “low satisfaction” with the services, and women were significantly more satisfied with the Center than men were.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	39.4	40.8	38.0	35.3	39.6
Aware but haven't used it	50.0	50.0	50.0	57.5	49.7
Have used it	10.6	9.2	12.0	7.2	10.7

Responses by %	All Respondents (n= 134)	Men (n= 43)	Women (n= 91)
Low satisfaction (1)	10.9	8.6	12.8
Medium satisfaction (2)	47.0	55.8	39.8
High satisfaction (3)	42.1	35.6	47.4
Average Scores	2.31	2.27	2.35

▪ Statistically significant at the 99% level between men and women

Disability Services and Ethnic Student Services

Most students (over 89% of all groups) responded that they had not used Disability Services or Ethnic Student Services. (See Tables 10.0 & 10.1)

- Over 10% of GLB students reported using Disability Services compared to 5.5% of heterosexual students.
- Those students who had used these offices were generally satisfied with average scores of 2.31 for Disability Services and 1.97 for Ethnic Student Services.
- On average, men were more satisfied with Disability Services (average scores of 2.37 and 2.21 respectively) but less satisfied with Ethnic Student Services (average scores of 1.82 and 2.20 respectively) than women were.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	20.2	22.3	18.0	25.5	19.5
Aware but haven't used it	73.9	70.6	77.4	64.1	75.0
Have used it	5.9	7.1	4.6	10.4	5.5

Responses by %	All Respondents (n= 51)	Men (n= 23)	Women (n= 28)
Low satisfaction (1)	20.7	8.6	30.5
Medium satisfaction (2)	27.7	55.8	17.6
High satisfaction (3)	51.7	35.6	51.9
Average Scores	2.31	2.37	2.21

▪ Statistically significant at the 99% level between men and women

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	31.0	31.1	30.9	21.3	31.8
Aware but haven't used it	63.2	62.5	64.0	74.3	62.8
Have used it	5.8	6.4	5.1	4.4	5.4

Responses by %	All Respondents (n= 69)	Men (n= 32)	Women (n= 37)
Low satisfaction (1)	32.8	42.1	17.7
Medium satisfaction (2)	37.7	33.4	44.8
High satisfaction (3)	29.5	24.5	37.5
Average Scores	1.97	1.82	2.20

▪ Statistically significant at the 99% level between men and women

Student Health Services

Fewer than 3% of students were unaware of Student Health Services; nevertheless, over 40% of students answered they were aware but had not used these services. (See Table 11.0)

- While women reported a slightly higher percent of usage than men did, women were significantly less satisfied with Student Health Services than men were.
- Although the differences were not statistically significant, GLB students rated their experience at Student Health Services as slightly less satisfying with 26.4% responding with “low satisfaction” compared to 18.8% of heterosexual students who responded this way.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	2.6	2.9	2.3	1.4	2.6
Aware but haven't used it	43.3	46.4	40.1	40.0	43.9
Have used it	54.1	50.7	57.6	58.6	53.5

Responses by %	All Respondents (n= 656)	Men (n= 247)	Women (n= 09)	GLB (n= 40)	Heterosexual (n= 604)
Low satisfaction (1)	19.4	17.5	30.5	26.4	18.8
Medium satisfaction (2)	48.9	50.2	17.6	38.6	49.9
High satisfaction (3)	31.7	32.2	51.9	35.0	31.3
Average Scores	2.12	2.15	2.10	2.09	2.13

- Statistically significant at the 99% level between men and women

Off-Campus and Commuter Student Services

Most of respondents (over 75% of all groups) had not used the services of the Off-Campus and Commuter Student Services. (See Table 12.0)

- About a third of students indicated that they were not aware of the office.
- Women showed a higher satisfaction level with the services than men did, with average scores of 2.14 and 1.95 respectively.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	32.1	31.5	32.7	34.5	32.1
Aware but haven't used it	44.8	43.8	45.7	45.6	44.8
Have used it	23.1	24.7	21.6	19.9	23.1

Responses by %	All Respondents (n= 258)	Men (n= 113)	Women (n= 145)
Low satisfaction (1)	23.2	25.5	20.6
Medium satisfaction (2)	49.7	53.6	45.0
High satisfaction (3)	27.1	20.9	34.4
Average Scores	2.04	1.95	2.14

- Statistically significant at the 99% level between men and women

Student Gender and Sexuality Services

Most students (nearly 95%) were not aware of the Office of Student Gender and Sexuality Services or were aware but had not used the office. (See Table 13.0)

- GLB students were the most likely to be aware of the services and to have used them, with 21.8% responding that they had used the office.
- Women were much more satisfied with the services than men were. Only a small percent of women (8%) responded “low satisfaction” compared to over 31% of men who responded this way.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	40.2	38.7	41.7	22.2	41.3
Aware but haven't used it	55.0	55.5	54.5	56.0	55.0
Have used it	4.8	5.8	3.8	21.8	3.7

Responses by %	All Respondents (n= 38)	Men (n= 21)	Women (n= 17)
Low satisfaction (1)	24.3	31.8	8.0
Medium satisfaction (2)	48.0	50.7	42.2
High satisfaction (3)	27.7	17.5	49.8
Average Scores	2.03	1.86	2.42

- Statistically significant at the 99% level between men and women

Student Advocacy Center

Similarly, most students (over 91%) indicated they had not used the services of the Student Advocacy Center. Respondents who had used the Center showed “medium satisfaction” with the services. (See Table 14.0)

- Over 40% of all groups indicated that they were not aware of the office.
- Overall, students were relatively evenly distributed in their responses to their satisfaction with the office, for an average score of 2.04.
- With regard to gender differences, men responded with a significantly lower satisfaction level than women did (2.24 compared to 1.94).

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	42.1	41.3	42.9	40.4	42.0
Aware but haven't used it	51.2	50.6	51.9	51.1	51.6
Have used it	6.7	8.1	5.2	8.5	6.4

Responses by %	All Respondents (n= 62)	Men (n= 33)	Women (n= 29)
Low satisfaction (1)	34.0	37.8	26.1
Medium satisfaction (2)	28.0	30.1	23.6
High satisfaction (3)	38.0	32.0	50.3
Average Scores	2.04	1.94	2.24

- Statistically significant at the 99% level between men and women

Campus Police Services

The majority of students indicated that they were aware of Campus Police but over 59% of all groups expressed they had not used the services. (See Table 15.0)

- Men (at 37.8%) were more likely to use Campus Police Services than women were (at 26.7%).
- In general, those who had used the services indicated “median satisfaction,” with an average score of 1.96 for all respondents.
- GLB students, with an average score of 1.46, felt unsatisfied with the services and were significantly less satisfied than heterosexual students.

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

Responses by %	All Respondents (n= 1223)	Men (n= 484)	Women (n= 730)	GLB (n= 67)	Heterosexual (n= 1130)
Wasn't aware of it	3.1	3.0	3.2	2.6	3.1
Aware but haven't used it	64.6	59.2	70.1	69.9	64.7
Have used it	32.3	37.8	26.7	27.5	32.3

Responses by %	All Respondents (n= 370)	Men (n= 178)	Women (n= 192)	GLB (n= 20)	Heterosexual (n= 342)
Low satisfaction (1)	28.6	29.7	26.9	58.7	27.1
Medium satisfaction (2)	47.1	45.6	49.4	36.6	48.3
High satisfaction (3)	24.3	24.8	23.7	4.6	24.6
Average Scores	1.96	1.95	1.97	• 1.46	1.97

- Statistically significant at the 99% level between GLB and heterosexual 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>	<u>Percent</u>
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