



Student Life Learning Goals and Outcomes

A Research Report from the
2024 Student Life Survey

Center for the Study of Student Life

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THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE

EXECUTIVE SUMMARY

This report examines Ohio State student life learning goals and outcomes. Data for this report are from the 2024 Student Life Survey. In January 2024, 9,000 students on the Columbus campus were surveyed, out of which 1,488 responded, resulting in a response rate of 16.5%. A sample of 5500 undergraduate students were surveyed; 13.7% responded ($n = 758$). A sample of 3,500 graduate and professional students were surveyed; 16.9% responded ($n = 593$). Data were weighted to be representative of the full Ohio State population.

KEY FINDINGS

- On average, a majority of undergraduate (**89.4%**), graduate (**88.7%**) and professional (**94.9%**) students reported experiencing personal growth at Ohio State.
- A significantly higher percentage of professional students (**98.0%**) indicated that they are developing knowledge and skills for their future career relative to undergraduate (**90.7%**).
- A significantly higher percentage of professional students (**91.5%**) reported that they make an effort to understand societal and global problems relative to undergraduate students (**83.7%**).
- A majority of undergraduate (**71.9%**), graduate (**69.8%**) and professional (**76.8%**) students focused on their health and well-being as part of their everyday routine.
- Campus experiences that contributed to student self-discovery, health and well-being, community-building and growth of critical thinking skills include: academics, campus events, employment, health & well-being resources, housing, peer interactions, programs & resources outside of the classroom, student organizations and volunteering.

INTRODUCTION

The purpose of this report is to examine students' experiences with the Student Life Learning Goals and Outcomes. These learning goals include student self-discovery, sense of belonging and, health and well-being and critical thinking skills.

METHODOLOGY

The Student Life Survey is administered annually by the Center for the Study of Student Life to examine trends in student engagement, sense of belonging and satisfaction with the college experience. The 2024 Student Life Survey was administered to a stratified, random sample of 9,000 Ohio State students at the beginning of spring semester (January 2024). This sample comprised 5,500 undergraduate students, and 3,500 graduate and professional students, all on the Columbus campus. A total of 1,488 students responded to the survey, resulting in a response rate of 16.5%. See the Appendix for a summary of respondents' demographic and academic characteristics.

Data were broken down by students' educational level (undergraduate, graduate, and professional). Data from 850 undergraduate students, 502 graduate students, and 136 professional students are included in this report. To investigate whether differences between the different groups of students were significant, chi-square tests of independence were conducted. Percentages provided in the following tables are weighted. Demographics of the students included in the report did not substantially vary from the overall Student Life Survey sample.

WEIGHTING PROCEDURE

Responses were weighted to address differences between the demographic characteristics of the survey respondents compared to the general student population at Ohio State in the spring semester of 2024. Weights were adjusted so the survey data are representative of the student population at Ohio State. For example, 62.6% of the survey respondents in the Student Life Survey were female, but 52.4% of the total population at Ohio State was female. The procedure adjusted the base weight to the demographic data available on the sampling frame using sex, race/ethnicity and student status (i.e., undergraduate, graduate student or professional student). Weighted and unweighted demographic data for survey respondents is available in the Appendix.

FINDINGS

EMBRACE SELF-DISCOVERY

Table 1 compares students' responses to different questions about their personal growth. Overall, a majority of students indicated that they experience personal growth, reflect on how interacting with others shaped their perspective and find resources and opportunities at Ohio State.

Table 1. Percentage of students who 'strongly agree' or 'agree' with the following statements about their self-discovery at Ohio State:

	Undergraduate Students (<i>n</i> = 758)	Graduate Students (<i>n</i> = 464)	Professional Students (<i>n</i> = 129)	Statistical Significance
I have experienced personal growth during my time at Ohio State.	89.4%	88.7%	94.9%	

I am developing knowledge and skills that can contribute to my future career.	90.7%	95.3%	98.0%	***
I can reflect on how interactions with others shape my perspective.	89.4%	89.9%	93.2%	
I can find resources and opportunities at Ohio State that support my success.	83.8%	86.3%	90.7%	

* $p < .05$, ** $p < .01$, *** $p < .001$

CULTIVATE COMMUNITY

Table 2 compares students' responses to different questions about cultivating community. Overall, a majority of students indicated that they create inclusive community spaces, understand different points of view and connect with individuals who have different identities.

Table 2. Percentage of students who 'strongly agree' or 'agree' with the following statements about their sense of community in Ohio State:

	Undergraduate Students ($n = 757$)	Graduate Students ($n = 465$)	Professional Students ($n = 129$)	Statistical Significance
I create community spaces where others can feel a sense of belonging.	69.9%	66.7%	75.7%	
I try to understand different points of view in conversation.	90.5%	92.3%	91.5%	
I can connect with individuals who are different from me.	87.8%	89.7%	92.9%	
I make an effort to understand societal and global problems.	83.7%	88.7%	91.5%	**

* $p < .05$, ** $p < .01$, *** $p < .001$

FOSTER HEALTH AND WELL-BEING

Table 3 compares students' responses to questions regarding their health and well-being. Overall, a majority of students indicated that they focus on health and well-being every day, find campus resources on well-being, have strategies to overcome challenges and develop relationships and connections across Ohio State.

Table 3. Percentage of students who ‘strongly agree’ or ‘agree’ with the following statements about their health and well-being at Ohio State:

	Undergraduate Students (n = 744)	Graduate Students (n = 457)	Professional Students (n = 127)	Statistical Significance
I focus on my health and well-being as a part of my everyday life.	71.9%	69.8%	76.8%	
I can find campus resources that support my well-being.	71.1%	74.6%	75.5%	
I have strategies I use to overcome challenges.	81.0%	79.3%	85.4%	
I can develop relationships that build connections across the university.	76.7%	74.1%	77.0%	

* $p < .05$, ** $p < .01$, *** $p < .001$

THINK CRITICALLY

Table 4 compares students’ responses questions on their critical thinking skills. Overall, a majority of students indicated that they look at different viewpoints, find trustworthy information, find connections between their nonacademic experiences and future goals and use their knowledge to find solutions to challenges.

Table 4. Percentage of students who ‘strongly agree’ or ‘agree’ with the following statements about their critical thinking skills:

	Undergraduate Students (n = 740)	Graduate Students (n = 457)	Professional Students (n = 128)	Statistical Significance
I look at different viewpoints when exploring a topic.	87.1%	88.7%	82.4%	
I find trustworthy information to understand complicated problems.	90.0%	89.2%	86.7%	
I see connections between my non-academic experiences at Ohio State and my future goals.	81.7%	82.3%	82.4%	
I use my knowledge and skills to find solutions to complex challenges.	90.1%	90.9%	90.8%	

* $p < .05$, ** $p < .01$, *** $p < .001$

CAMPUS EXPERIENCES

The following tables show students' responses to the question "*What campus experiences have contributed to your self-discovery, health and well-being, community-building and/or growth of critical thinking skills?*" Overall, students listed academics, campus events, employment, health & well-being resources, housing, peer interactions, programs & resources outside of the classroom, student organizations and volunteering as contributing to their self-discovery, health and well-being, community-building and/or growth of critical thinking skills.

Table 5. Academic Experiences (n = 251)

Comments
Classes (n = 137)
<ul style="list-style-type: none"> • Being in class, reading class material, and participating in coursework activities • Class discussions, research, listening sessions, DICE certificate, Global Engagement Certificate
Research (n = 36)
<ul style="list-style-type: none"> • I have experienced many challenges in my research, but I've gained skills to problem-solve. • Researching with faculty mentors and being part of clubs have helped me on my journey of self discovery.
Faculty (n = 30)
<ul style="list-style-type: none"> • Spending time with my professors and advisors have greatly contributed to my growth of critical thinking skills, as well as being in seminars with fellow graduate students. • This is an exceptionally professional environment; professors truly care about their students and their well-being. The MCA program is outstanding.
Study Abroad (n = 13)
<ul style="list-style-type: none"> • I had to opportunity to study abroad twice, which allowed me to grow immensely with problem solving and approaching things with multiple perspectives. • Study abroad programs: Stepping outside your cultural comfort zone can broaden your worldview, challenge your assumptions, and increase your self-awareness.
Advisors (n = 11)
<ul style="list-style-type: none"> • Graduate School/ Research/ My advisor • Talking to my advisor
Seminars (n = 9)
<ul style="list-style-type: none"> • Attending seminars, department Speaker's series, taking part in departmental activities and workshops, networking with faculty, attending conferences • various seminar series sponsored by my program
Office Hours (n = 3)
<ul style="list-style-type: none"> • Club trips, class groups, and office hours • Going to the gym, joining clubs, attending office hours, etc.
Guest Speakers (n = 2)
<ul style="list-style-type: none"> • Study groups, guest lectures and group classes at RPAC • Using university insurance for my physical and mental issues/concerns! Attending gust lectures and visitors' talk for understanding complexities of humanities

Other (n = 25)

- Professional development opportunities, teaching
 - Study groups, and most things team oriented
-

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 6. Student Organizations (n = 193)

Comments
Club Involvement (n = 75)
<ul style="list-style-type: none"> • Joining clubs or organizations: Immersing yourself in communities with shared interests allows you to connect with like-minded individuals, discover hidden talents, and explore different identities. • Taking part in various non-academic student organizations and activities. This has helped me think about what I want to get out of my experience, which I consider self-discovery. This could be argued to positively affect my well-being.
Club Leadership (n = 28)
<p>Becoming an officer at one of OSU's student organizations and planning events and running the club in a way that is welcoming to all really helped to develop my ability to create community, as well as my research experience which strongly developed my critical thinking skills.</p> <p>My time in leadership for student organizations, my diverse connections, and my opportunities to pursue self-directed projects.</p>
Sororities and Fraternities (n = 25)
<ul style="list-style-type: none"> • Being a part of an inclusive, honor fraternity which was open to all majors. • Sorority - helped with leadership skills as an exec board member, built social skills with making new friends, instilled passion for philanthropy in the community
Sports-Based Clubs (n = 25)
<ul style="list-style-type: none"> • Intramural Sports and clubs • My participation in club tennis has improved my health and well-being.
Major-Based Clubs (n = 18)
<ul style="list-style-type: none"> • Being in a health focused sorority, becoming involved in extracurricular activities, developing friendships with peers and faculty, and just being immersed in buckeye culture • STEM EE Scholars, SWE, just taking classes, being responsible for only myself, living in a dorm, and making friends
Volunteer-Based Clubs (n = 9)
<ul style="list-style-type: none"> • Buck-I-Serv, buckeyethon, and general courses • Participation in organizations, YSP, volunteer services, BUCK-I-serv trip, open dialogue with professor and mentors
Faith-Based Clubs (n = 7)
<ul style="list-style-type: none"> • Cru at Ohio State • Rock City in Campus
Identity-Based Clubs (n = 7)
<ul style="list-style-type: none"> • Black student organizations - even if I don't have the time to attend the content in their newsletters is helpful to have.

- Leading a diversity outreach club, attending cultural events, attending RPAC fitness classes, assisting with university laboratory research.

Other (n = 9)

- Being of member of MUNDO at OSU
- Buckeye Paws has been the most amazing group to be a part of. Volunteering with my dog has led me all over campus and the Wexner facilities where I have met and helped many people and felt connected to the community. Also being a part of the Council for Graduate Students has been an important way for me to build community and connect with other graduate students.

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 7. Health & Well-being Resources (n = 115)

Comments
Recreation Facilities (n = 49)
<ul style="list-style-type: none"> • going to the gym everyday allows me to have time for myself and improve my overall well-being. I have also found an amazing group of friends that i surround myself with! • Visiting places such as the RPAC to improve my health and well-being and being apart of clubs which helps with my self-discovery
Group Fitness Classes (n = 29)
<ul style="list-style-type: none"> • The group fitness classes at the NRC and RPAC have been very helpful for improving my health and well-being. • Utilizing the Group Workout Classes has helped me develop my time management skills for academic and professional goals, as well as helping me focus on improving my work-life harmony.
Counseling and Consultation Service (n = 28)
<ul style="list-style-type: none"> • Access to counseling services, access to disability services and accommodations, group assignments • Mental health resources: Many universities offer counseling services, workshops, and support groups to help students cope with stress, anxiety, and other mental health concerns.
Student Wellness Center (n = 9)
<ul style="list-style-type: none"> • Attending wellness center events, participating in webinars related to healthy lifestyles. • Free wellness coaching has contributed significantly to my mental health and relationships with other students.
Student Health Center (n = 2)
<ul style="list-style-type: none"> • exercise, counseling, health center • Student Health Center
Other (n = 6)
<ul style="list-style-type: none"> • Focus on self-care starting in undergrad core classes has been helpful in making it part of my daily routine. • Healthy food options: Dining halls and campus cafes are increasingly offering healthy food choices, allowing you to fuel your body and mind with nutritious meals.

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 8. Peer Interactions (n = 115)

Comments
Friendships (n = 29)
<ul style="list-style-type: none"> Being in a health focused sorority, becoming involved in extracurricular activities, developing friendships with peers and faculty, and just being immersed in buckeye culture Having a strong group of friends has been helpful in so many ways. OSU has provided us with an opportunity to bond and make memories.
Classmates (n = 27)
<ul style="list-style-type: none"> Going to classes and engaging in in-class activities with classmates and professors. Professional relationships with classmates & colleagues.
Meeting New People (n = 26)
<ul style="list-style-type: none"> Meeting new people and making new friends has helped with my mental well being. The overall independence that I feel while living here as contributed to my growth as a person. Socializing with new people and being motivated seeing other students
Learning from Others (n = 18)
<ul style="list-style-type: none"> Being in classes with people from various backgrounds who I never would've otherwise collaborated with Meeting a diverse range of people and having to learn how to best reach them and, in turn, listen effectively.
Similar Interests (n = 16)
<ul style="list-style-type: none"> Being surrounded by like minded people made me more open to communication and team work Getting together with individuals who have similar interests to me, we can mutually share and grow.
Dormmates (n = 6)
<ul style="list-style-type: none"> Connected with people in my dorm and classes It's been being able to meet people from all over the country. I mostly got exposed to this while living in the dorms on campus.
Roommates (n = 5)
<ul style="list-style-type: none"> Being consistent in my studies because it's so different from before, living with a new person Living with random roommates, Research on campus, and social events
Other (n = 15)
<ul style="list-style-type: none"> Any of the support offered in terms of collaborative groups, gaining feedback, the student emergency fund, and financial support. Networking as part of my degree, participation on the board for Graduate Women in Science

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 9. Programs & Resources (n = 91)

Comments
Scholars Programs (n = 25)
<ul style="list-style-type: none"> Being a part of my scholars program has helped me develop personally and professionally. Being in the Mount Scholars Program
Career Programs (n = 14)
<ul style="list-style-type: none"> Being apart of career fairs!

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- Entrepreneurship weekend events and business clubs
-

Belonging and Inclusion Programs (n = 6)

- Wellness ambassador with the student wellness center in undergrad, and the IDJ program at Moritz
 - Student groups, center for belonging and change
-

Second-year Transformational Experience Program (n = 6)

- Going to club meeting and sporting events like my STEP meetings or Football games have been very contributing to my experience.
 - STEP, College of Arts and Sciences, Research
-

First-year Programs (n = 5)

- Going to the first year learning experiences seminars
 - My First Year Orientation Seminar
-

Financial Programs (n = 4)

- Any of the support offered in terms of collaborative groups, gaining feedback, the student emergency fund, and financial support.
 - Scarlet and Gray Advantage Program
-

Student Life Disability Services (n = 4)

- Access to counseling services, access to disability services and accommodations, group assignments
 - Student Support Services, SLDS
-

Mentoring Programs (n = 3)

- Just my general class work as well as the mentoring program done at my graduate school and the continuous support from both faculty and administration towards pursuing excellence.
 - Mentorship programs: Building a relationship with a mentor can provide invaluable guidance and support as you navigate the challenges and opportunities of college life. This can help you clarify your goals and aspirations.
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Orientation Programs (n = 3)

- Graduate orientation
 - Orientation week
-

Leadership Programs (n = 2)

- courses, clubs, other experiences such as leadership week
 - Leadership experiences. BUCC, PCT, BLF
 -
-

Military and Veteran Programs (n = 2)

- Military Community Advocate under Military Veteran Services helped me transition back to school and also connect with other student veterans.
 - This is an exceptionally professional environment; professors truly care about their students and their well-being. The MCA program is outstanding.
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Workshops (n = 2)

- My research, and some workshops that are provided by university
 - Workshops
-

Other (n = 20)

- Some experiences that have helped me with this would be finding the very helpful and useful campus resources provided, and using them regularly to help me better myself.
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- University exploration program

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall *n*.

Table 10. Campus Events (*n* = 37)

Comments
Football Games (<i>n</i> = 10)
<ul style="list-style-type: none"> • Football game days have been great for improving my mental health. • Football games, Homecoming, Career Fairs
Other Sporting Events (<i>n</i> = 9)
<ul style="list-style-type: none"> • Being with Block-O committee and going to different games with friends • Involvement fairs, athletic events, attending a student organization meeting related to my major.
Cultural Events (<i>n</i> = 4)
<ul style="list-style-type: none"> • Certain events such as Chinese New year and other social nights that helped me learn more about culture. • Intercultural events: Participating in cultural celebrations, festivals, or dialogue groups can foster understanding and appreciation for diverse cultures and backgrounds.
OUAB Events (<i>n</i> = 4)
<ul style="list-style-type: none"> • Fraternity, speakers, and OUAB events • Leadership Opportunities in student organizations as well as events sponsored by Greek Life and OUAB.
Other (<i>n</i> = 10)
<ul style="list-style-type: none"> • Being able to go to fun events for graduate students, such as when free ice cream or t-shirts were given away. At this some other students work was showcased. This made me feel like I was part of something larger than myself. • Peaceful protests

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall *n*.

Table 11. Employment Experiences (*n* = 35)

Comments
General On-Campus Job (<i>n</i> = 15)
<ul style="list-style-type: none"> • Campus involvement/employment • Working an on-campus job and being able to work with a wide variety of people has helped me most in all of the above skills.
RA/OA (<i>n</i> = 6)
<ul style="list-style-type: none"> • Being an RA and helping residents overcome roommate conflicts has improved my listening, analytic and conversation skills. • Working for both summer conference housing (pre-covid), and as a residence hall OA were excellent community building experiences.
TA (<i>n</i> = 4)
<ul style="list-style-type: none"> • My on campus job as a TA, my sorority • TAing for Anatomy, participating in the University Senate

GA (n = 2)
<ul style="list-style-type: none"> • Courses in the humanities, learning to be a Grad Teaching Associate • working as a GA within the Office of Student Life!
Other (n = 7)
<ul style="list-style-type: none"> • Internship at a non-profit organization • Juggling a full time job and full time course load

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 12. Housing Experiences (n = 32)

Comments
On-Campus Housing (n = 14)
<ul style="list-style-type: none"> • My residence hall in undergrad did • STEM EE Scholars, SWE, just taking classes, being responsible for only myself, living in a dorm, and making friends
Meeting People (n = 10)
<ul style="list-style-type: none"> • I feel like living in Morrill Tower has contributed to everything listed above because there are many different people here that value different things and let me see every viewpoint. • Living in the dorms and being able to live harmoniously with other people and respect others boundaries while also setting my own boundaries.
Living-Learning Communities (n = 4)
<ul style="list-style-type: none"> • Learning Community/Scholars Program, Professional Organizations, On Campus Jobs • Living in the engineering house learning community for 2 years
Dorm Events (n = 2)
<ul style="list-style-type: none"> • Attending different programs that are put on by my residence hall • Being a teaching assistant, my honors program, founding a first-generation college student organization, events in the dorms.
Other (n = 1)
<ul style="list-style-type: none"> • RHAC and my campus job

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 13. Volunteer Experiences (n = 12)

Comments
Medical Volunteering (n = 2)
<ul style="list-style-type: none"> • Doing CHS hours with the College of Pharmacy (volunteering my time at the Columbus Free Clinic) • Having leadership roles in my clubs, volunteering at the Wexner University Hospital, volunteering around Columbus with my club.

Other (n = 9)

- Volunteer opportunities: Getting involved in volunteering projects allows you to connect with others, give back to the community, and develop leadership skills.
- Volunteering with the CF foundation, help with financing at the wellness center.

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 14. Commuter and Online Students: (n = 6)

Comments
Commuter Student (n = 3)
<ul style="list-style-type: none"> • N/A - I am an off-campus student who does not participate in campus activities. • None, commuter, limited campus experiences
Online Student (n = 3)
<ul style="list-style-type: none"> • As an online student, I do not get to have ANY campus experiences. • None because my in-person program is almost entirely online and so I never have campus experiences

Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n.

Table 15. Other Experiences: (n = 37)

Comments
ROTC (n = 5)
<ul style="list-style-type: none"> • Being in ROTC has allowed me the opportunity to grow in communication along with a stronger foundation of finding a supportive group of people. We are constantly thrown in situations that make us use critical thinking skills, so as a student I've gotten a lot better at thinking fast on my feet. • Out of the Darkness Walk, ROTC, Armed Forces Club
Independence (n = 4)
<ul style="list-style-type: none"> • Being truly independent and away from home for the first time and living on my own. • I would say the transition into living on my own and being more independent is what pushed me so focus on myself and my own wellbeing
Faith (n = 3)
<ul style="list-style-type: none"> • Being a part of H2O church. • The Catholic Church on campus
Marching Band (n = 3)
<ul style="list-style-type: none"> • Marching band, Sporting events • Participating in the marching band as well as being an undergraduate TA for 3 years
Self-Skills (n = 3)
<ul style="list-style-type: none"> • Growth of critical thinking • Self-discovery:
Community (n = 2)
<ul style="list-style-type: none"> • Constructive environment

-
- Good community
-

Student Athlete ($n = 2$)

- Being a student athlete
 - Osumgym team
-

Other ($n = 9$)

- Departmental happy hour
 - Overall the MBA program being as diverse as it is has shaped different perspectives on business, diversity, and culture.
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Responses could contain more than one theme, so the sum of codes in each category may exceed the overall n .

CONCLUSION

This report explored student life learning goals and outcomes. The findings suggest that most students at The Ohio State University embrace self-discovery, cultivate community, foster health and well-being and think critically. Additionally, campus experiences that contributed to student self-discovery, health and well-being, community-building and growth of critical thinking skills include academics, campus events, employment, health & well-being resources, housing, peer interactions, programs & resources outside of the classroom, student organizations and volunteering.

APPENDIX A: PARTICIPANT DEMOGRAPHICS

Note: Participant demographics below represent all Columbus campus student respondents in the 2024 Student Life Survey.

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Un-weighted Percent	Weighted Percent	<i>n</i>	Un-weighted Percent	Weighted Percent	<i>n</i>	Un-weighted Percent	Weighted Percent
Total	850			502			136		
Academic Level	848			—			—		
First-year undergraduate	232	27.4%	28.2%	—	—	—	—	—	—
Second-year undergraduate	203	23.9%	24.0%	—	—	—	—	—	—
Third-year undergraduate	204	24.1%	23.5%	—	—	—	—	—	—
Fourth-year undergraduate	172	20.3%	19.6%	—	—	—	—	—	—
Fifth-year or beyond undergraduate	37	4.4%	4.6%	—	—	—	—	—	—
Gender Identity	850			502			136		
Man	306	36.0%	45.8%	179	35.7%	44.3%	36	26.5%	35.5%
Non-binary	11	1.3%	1.2%	11	2.2%	2.2%	1	0.7%	0.7%
Woman	499	58.7%	49.2%	300	59.8%	51.0%	96	70.6%	61.6%
Another identity not listed	5	0.6%	0.5%	2	0.4%	0.3%	1	0.7%	0.6%
Multiple identities selected	19	2.2%	2.0%	3	0.6%	0.6%	1	0.7%	1.0%
Prefer not to answer	10	1.2%	1.3%	7	1.4%	1.6%	1	0.7%	0.6%
Transgender Identity	846			500			135		
Transgender	15	1.8%	1.7%	9	1.8%	1.8%	2	1.5%	1.4%
Cisgender	814	96.2%	96.4%	483	96.6%	96.6%	132	97.8%	98.0%
Prefer not to answer	17	2.0%	1.8%	8	1.6%	1.6%	1	0.7%	0.6%

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Un-weighted Percent	Weighted Percent	<i>n</i>	Un-weighted Percent	Weighted Percent	<i>n</i>	Un-weighted Percent	Weighted Percent
Race/Ethnicity	850			502			136		
Black and/or African American	49	5.8%	6.7%	50	10.0%	11.3%	9	6.6%	8.3%
Asian/Asian American, Pacific Islander, Desi American, and/or Native Hawai'ian	122	14.4%	12.7%	108	21.5%	17.8%	23	16.9%	15.8%
Latine and/or Hispanic	20	2.4%	2.3%	28	5.6%	5.0%	4	2.9%	2.8%
Middle Eastern and/or North African (MENA)	18	2.1%	2.0%	23	4.6%	4.2%	6	4.4%	4.5%
White and/or European American	525	61.8%	61.8%	222	44.2%	47.0%	80	58.8%	58.4%
Multiracial and/or Biracial	77	9.1%	9.9%	38	7.6%	8.7%	9	6.6%	6.8%
Another identity not listed	2	0.2%	0.3%	2	0.4%	0.5%	1	0.7%	0.5%
Prefer not to answer	37	4.4%	4.3%	31	6.2%	5.5%	4	2.9%	3.0%
Sexual Orientation	844			501			135		
LGBQ+	195	23.1%	22.5%	113	22.6%	22.6%	27	20.0%	19.6%
Heterosexual/straight	616	73.0%	73.7%	361	72.1%	72.2%	105	77.8%	77.8%
Prefer not to answer	33	3.9%	3.8%	27	5.4%	5.2%	3	2.2%	2.6%
Generational Status	850			502			136		
First-generation student	189	22.2%	22.0%	122	24.3%	24.0%	17	12.5%	12.4%
Continuing-generation student	645	75.9%	76.3%	248	49.4%	48.9%	56	41.2%	40.3%
Unknown	16	1.9%	1.7%	132	26.3%	27.2%	63	46.3%	47.3%
Disability	847			501			134		
Has a disability	82	9.7%	9.8%	54	10.8%	12.0%	10	7.5%	6.8%
Does not have a disability	728	86.0%	86.0%	430	85.8%	84.6%	121	90.3%	91.3%
Prefer not to answer	37	4.4%	4.2%	17	3.4%	3.5%	3	2.2%	1.9%

	Undergraduate Students			Graduate Students			Professional Students		
	<i>n</i>	Un-weighted Percent	Weighted Percent	<i>n</i>	Un-weighted Percent	Weighted Percent	<i>n</i>	Un-weighted Percent	Weighted Percent
Education Route	848			—			—		
Campus change	55	6.5%	6.8%	—	—	—	—	—	—
Transfer student	142	16.8%	16.6%	—	—	—	—	—	—
Continuing Ohio State student	651	76.8%	76.7%	—	—	—	—	—	—
Residence	846			501			136		
On-campus	361	42.7%	42.6%	15	3.0%	2.3%	4	2.9%	2.7%
Off-campus	480	56.7%	56.7%	483	96.4%	97.0%	131	96.3%	96.7%
Sorority or fraternity housing	5	0.6%	0.7%	3	0.6%	0.8%	1	0.7%	0.6%