



American Association  
of Colleges of Nursing

*The Voice of Academic Nursing*

# AACN LAMP<sup>SM</sup>

## CULTURE AND CLIMATE SURVEY

**NATIONAL REPORT**



## INTRODUCTION AND GENERAL INFORMATION ABOUT THE LAMP<sup>SM</sup>

The American Association of Colleges of Nursing (AACN) developed the Leading Across Multidimensional Perspectives (LAMP<sup>SM</sup>) Culture and Climate Survey to assess learning environments in schools of nursing. The tool gives academic administrators a better understanding of how their learning environment is influencing student experiences and outcomes. With assessment data collected from students, faculty, and staff, educators are equipped with valuable information needed to initiate change, target areas of growth, and most importantly, improve student outcomes.

This research effort is IRB approved by the American Institutes for Research (EX00580).

## SURVEY METHODOLOGY

The data collection for this survey project involved a partnership between AACN's national office and site administrators. A customized data collection and reporting platform was developed to support the administration of the study. This survey used an anonymous, convenience sampling approach with a global invitation to everyone at a nursing program site. The participating 51 nursing programs were selected from more than 280 nursing schools that submitted the necessary request to participate. Schools were selected to be representative of the four types of nursing schools as recognized by AACN membership: Academic Health Centers (30%); Public Schools without AHC (27%); Private Nursing Schools (21%); Small Schools (21%). The selection also considered the geographic location of schools in proportion to the distribution of AACN member schools. The regions included West (19%); Midwest (24%); South (37%); and North Atlantic (20%). These selection criteria increase the generalizability of the survey process. Site Administrator Guidelines were developed to explain the process and provide instructions to ensure consistency in the approach across all schools.

## SURVEY DESCRIPTION AND THEMATIC AREAS

The AACN design team consulted and drew inspiration from over 25 sources, including ongoing national surveys in higher education areas (National Survey of Student Engagement, Higher Education Research Institute Climate Survey, AAMC Standpoint Surveys), institution-based surveys (University of Arizona Climate Survey, Bemidji Campus & Climate Survey), and numerous articles in both higher education and related health profession workplace reports. The Belongingness Scale was adapted from *General Belongingness Scale* (2021) developed by Malone, G. P., Pillow, D. R., & Osman, A.

The design team balanced national priorities and local sensibilities as we approached each theme area and specific question. Questions were generated using Likert scales with two short answer questions asking the respondent about what their program could do "more of" and "less of" in the future.

## THEMATIC AREAS AND RELATED QUESTIONS

The survey is divided into six thematic areas described below. For each thematic area, there were specific questions with multiple items for each campus group. Using the survey software to optimize the respondent experience, the specific pathways were the following:

- The **student pathway** consists of 6 thematic sections and two short answer questions, and 12 demographic questions.
- The **faculty and admin/staff pathway** consists of 6 thematic sections, 2 short answer questions, and 6 demographic questions.

All respondents could use their laptop/computer or mobile device (phone or tablet) when responding to the survey.

### Perceptions of Culture and Climate

There were 29 items for this theme for students and 17 items for faculty and staff. Questions asked respondents how they felt about the culture and climate at their program site. These included perceptions of cohesion, caring, program values, a sense of responsiveness, and preparation for a nursing career.

### Fair Treatment and Observations of Discrimination

There were 28 items for this theme for students, faculty, and staff. These questions asked about perceptions of how individuals from underrepresented groups (males, racial/ethnic groups, LGBTQ, ability, and low income) were treated or observed discrimination for specific groups.

### Belongingness

There were 13 items for students and 9 items for faculty and staff. These questions asked about perceptions of connection or bonds to others and feelings of isolation or stranger-ness to the campus and program overall. The Belongingness survey items were introduced during the 2019 Survey.

### Value of Diversity, Equity, and Inclusion

There were 12 items for students, faculty, and staff. These questions asked about the overall sense of diversity, equity, and inclusion at the program site. Items asked about the knowledge, appreciation, and benefits of traditional nursing program enrollment of individuals from underrepresented groups, such as racial/ethnic, LGBTQ, ability, and low income. Questions were also asked about tolerance and respect for different beliefs and social determinants of health.

### Campus Services and Clinical Training

There were two themes, Campus Services and Clinical Training Sites, and only students could respond to the questions. Campus services had 8 items and asked about academic and career advising, support for licensure exams, and overall support to meet the student's professional goals. Clinical Training had 6 items that asked about perceptions on how the training site demonstrated respect and tolerance for patients and upheld standards of care.

## Overall Strength of the Instrument

Psychometric examination of the survey for reliability revealed a Cronbach alpha over 0.9. for each of the thematic areas.

## **PILOT SURVEY (2023)**

### **Timeline and Tool**

The questionnaires took respondents, on average, about 10 to 20 minutes to complete. Schools were allowed to identify their data collection time period, not to exceed three months. Schools were allowed to select a maximum of three campus sites if they desired to know differences in perceptions across different campus locations. This option also included the ability to select an online site. Each campus site was issued a unique code, and respondents were instructed to utilize that code to gain access to the survey.

### **Program Response Pattern**

The first screening question required a response to ensure IRB requirement for voluntary participation. If a respondent declined this question, they were immediately taken to the 'thank you' page.

At the next survey juncture, respondents were given two optional questions: what campus group they belonged to - student, faculty, or staff/administrator - and which nursing program site. Some respondents chose not to provide answers to certain survey questions. This resulted in differences between the numbers in the program response pattern table below and the tables of responses to each question.

<b>Counts by Campus Group</b>	<b>Survey Round 3</b>
Students	5,936
Faculty	2,283
Administrators or Staff	830
<b>Total</b>	<b>9,049</b>

## **Guidance for Using this Report**

There are four parts to this report:

- **Part A: Survey Participation and Descriptive and Comparative Results for Composite Variables**  
This third pilot survey presents the descriptive comparative analysis of the six thematic areas by campus group. This comparative analysis of composite variables allows the reader to see group differences and to determine broadly if school activities, if implemented, will make a difference.
- **Part B: Descriptive Results for All Questions** provides the response tables for each campus group for questions in each thematic area (If available schools should refer to previous survey

results for their school. This section also includes descriptive analysis of those questions presented only to students. These questions ask about student services and clinical training sites and illuminate any needs for improvement according to the student experience.

- **Part C: Responses to Demographic Question** provides demographic responses for all campus groups: students, faculty, and staff/administrators. We suggest you compare this section with your general campus demographic to indicate how generalizable these results are to the rest of your campus.
- **Part D: Responses to Short Answer Questions** provide the short answer responses for each site disaggregated by campus group. This section provides an overall synopsis of responses to what was most and least useful at their campus site.

## Questions and Feedback

Please direct any questions, comments, or feedback to AACN staff at [dei@aacnnursing.org](mailto:dei@aacnnursing.org).

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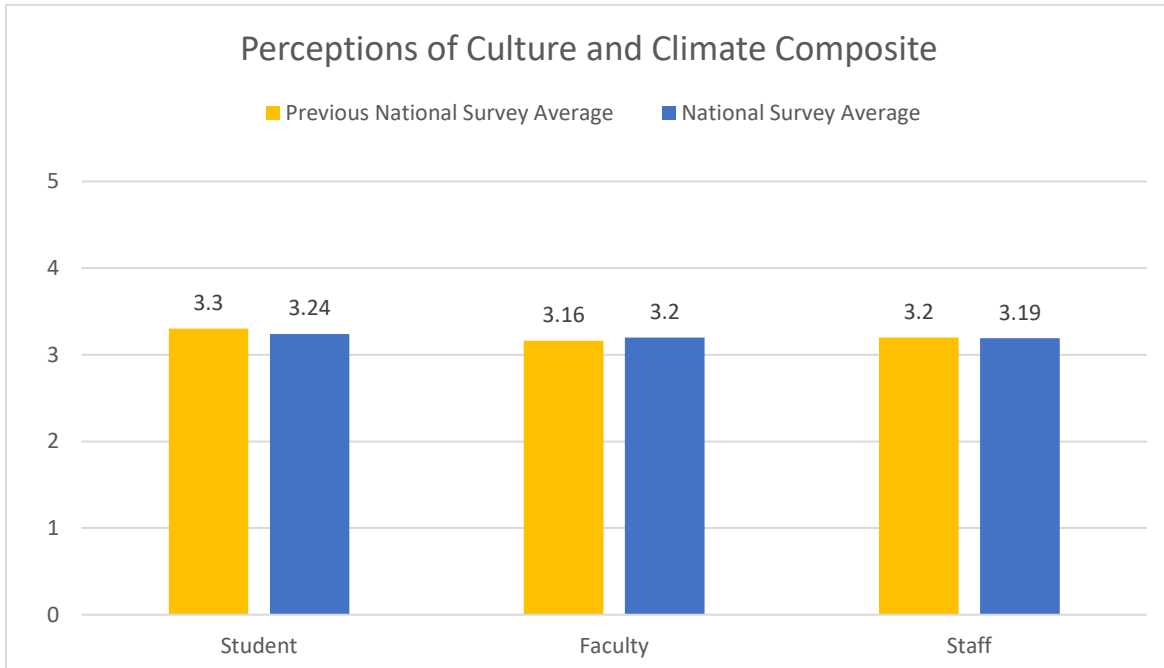
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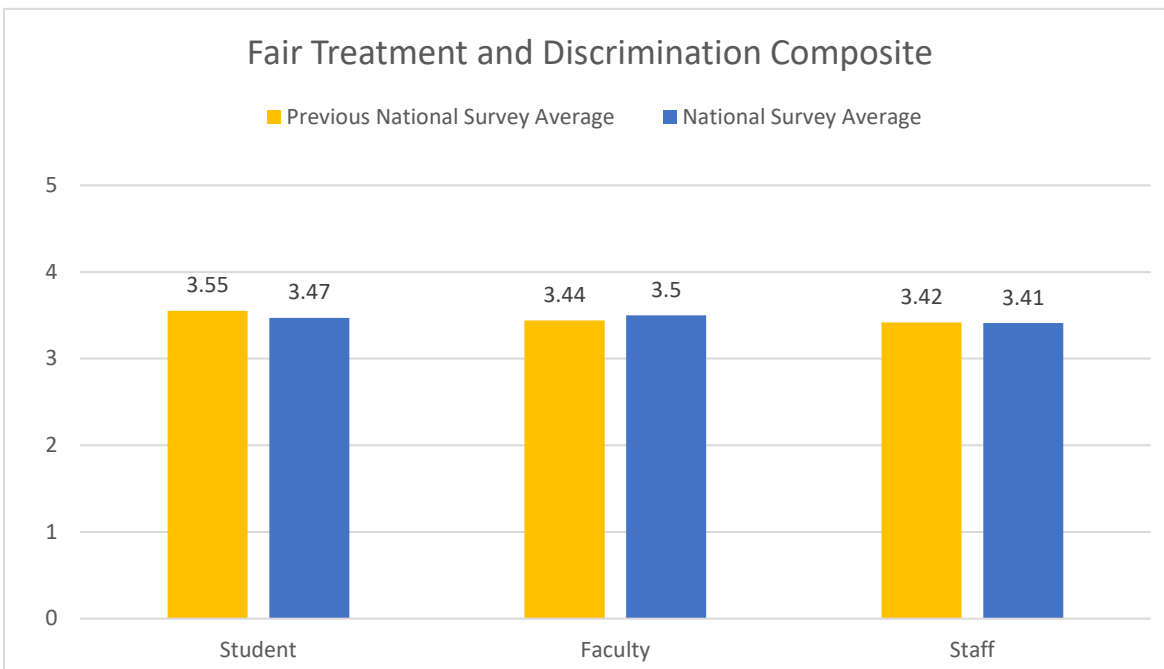
# **Part A: Descriptive and Comparative Results for Composite Variables**



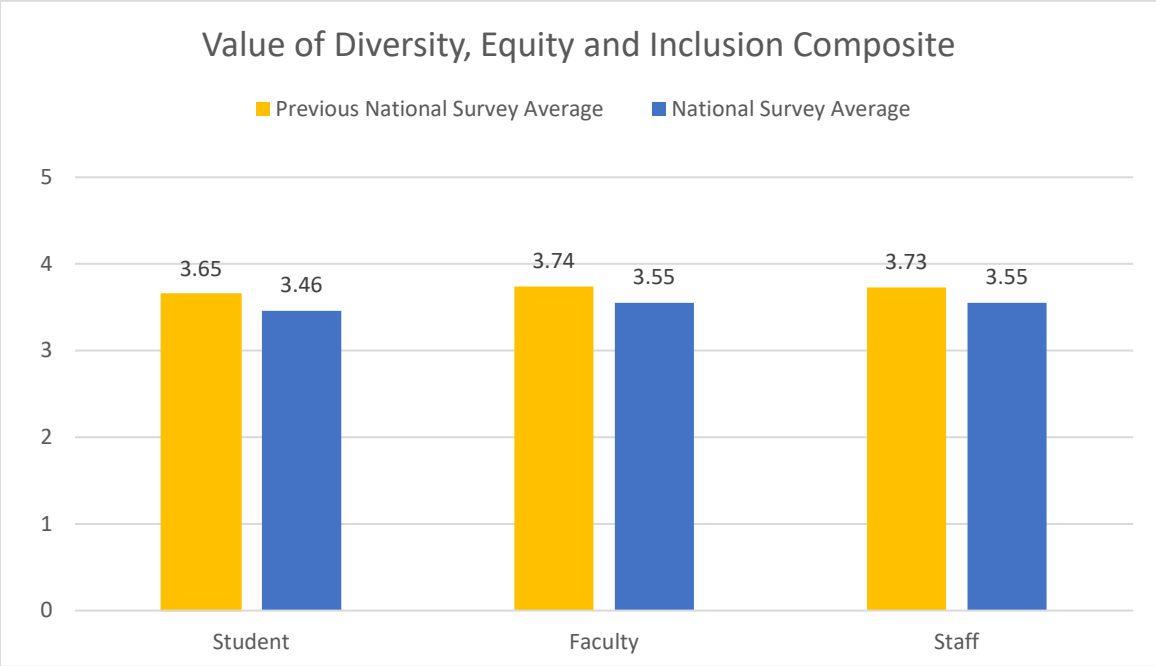
## Perceptions of Culture and Climate



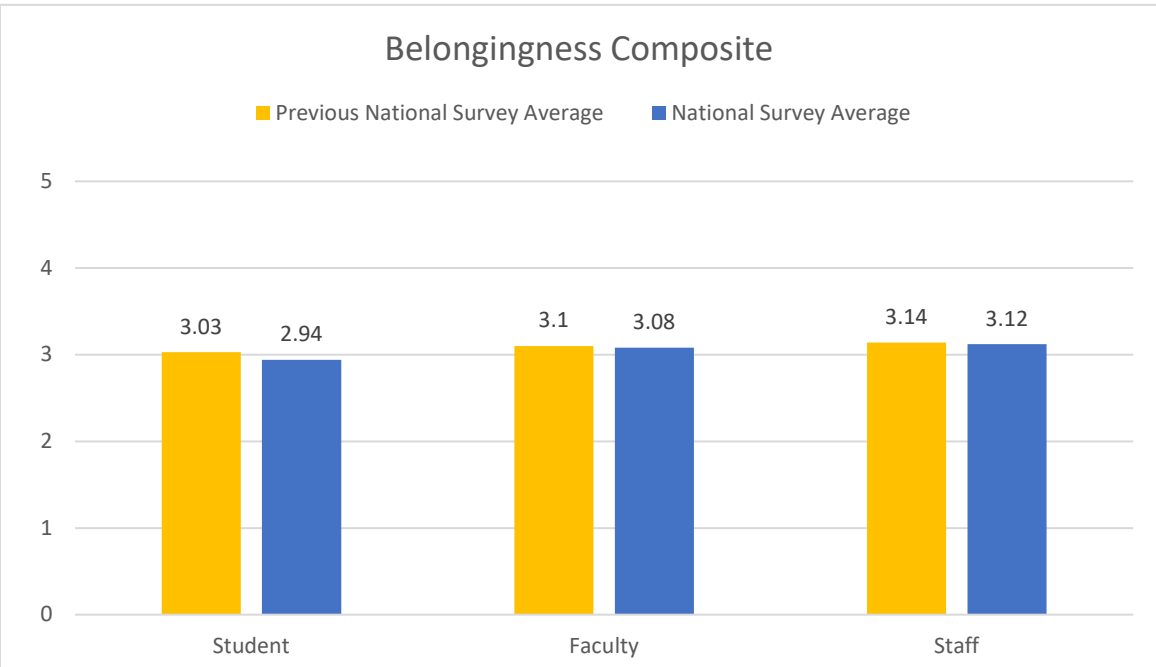
## Fair Treatment and Discrimination



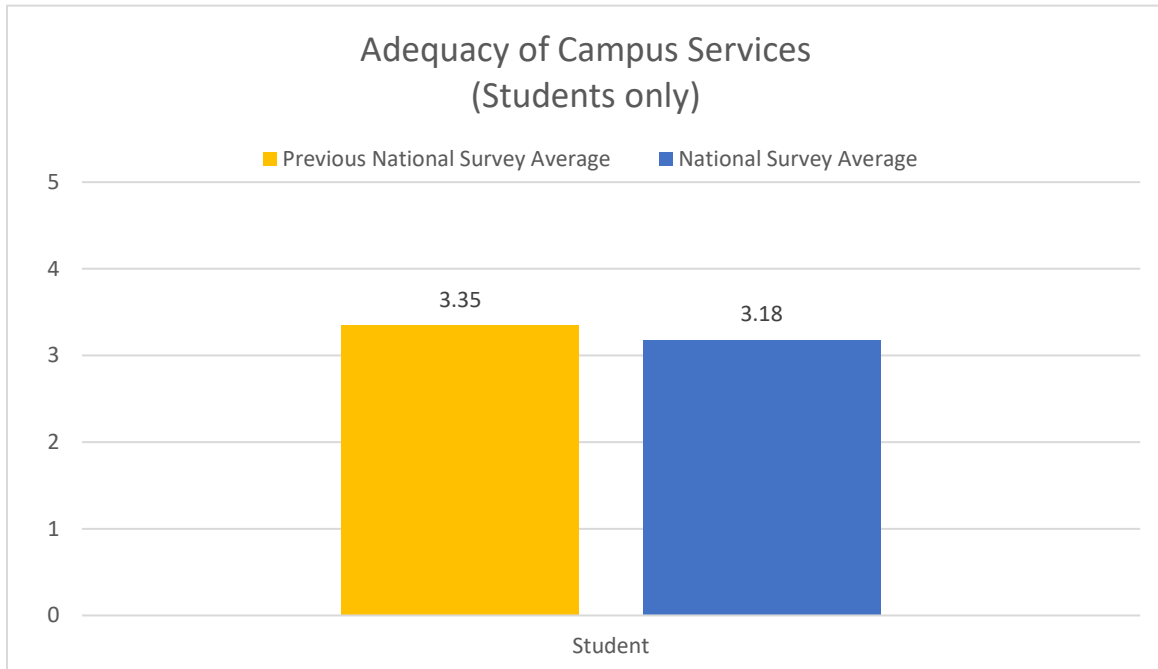
# Value of Diversity, Equity, and Inclusion



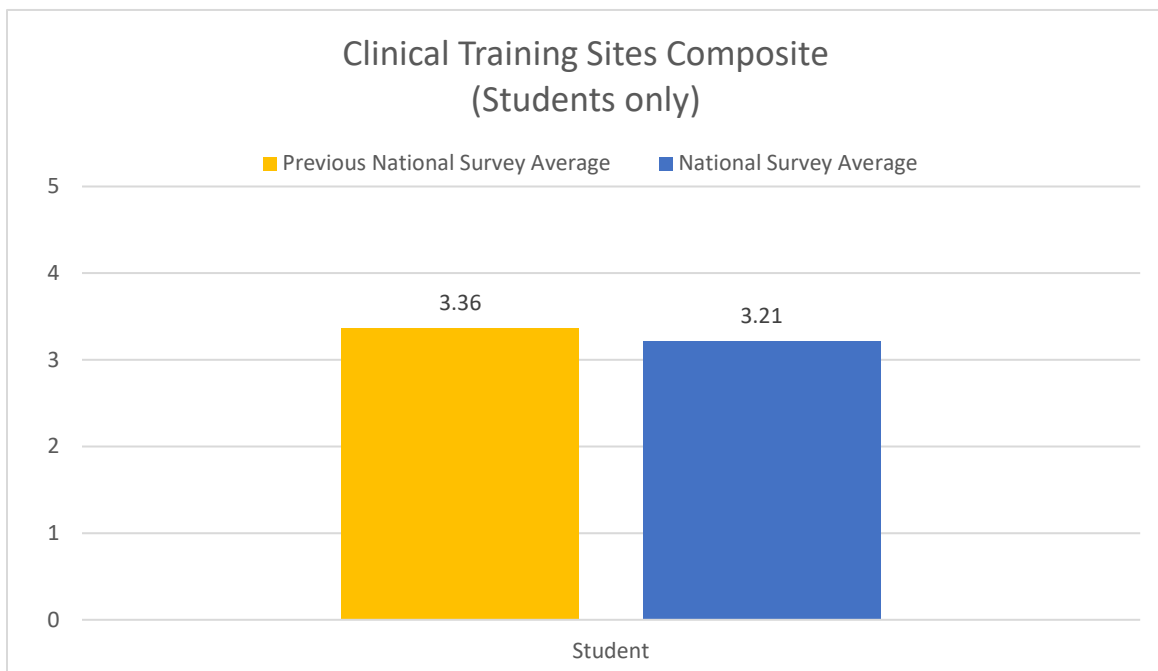
# Belongingness



## Adequacy of Campus Services (Students Only)



## Adequacy of Clinical Training Sites (Students Only)



## **Part B: Descriptive Results for Questions**

## Tables: Each Question for All Thematic Areas

### Perceptions of Culture and Climate

#### Students

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Fosters a sense of community	34.6%	2,055	47.0%	2,792	9.7%	573	4.2%	250	4.5%	266	5,936
Has a strong sense of cohesion	28.4%	1,685	46.2%	2,740	15.1%	897	4.6%	271	5.8%	343	5,936
Values student opinions	30.7%	1,821	41.6%	2,472	15.2%	903	7.8%	463	4.7%	277	5,936
Ensures safe environment for all students	43.2%	2,562	41.9%	2,490	4.5%	268	2.9%	175	7.4%	441	5,936
Students know that they can get assistance from faculty/staff on campus if they need help	45.2%	2,686	38.4%	2,279	6.7%	399	4.2%	248	5.5%	324	5,936
There is respect for different expressions of values and beliefs at my institution	43.5%	2,583	42.0%	2,495	6.0%	359	3.0%	180	5.4%	319	5,936
Subtle discrimination and micro aggression may exist in the structure of the program	13.1%	780	23.2%	1,376	31.7%	1,882	18.6%	1,103	13.4%	795	5,936
The curriculum appropriately addresses racial and ethnic diversity	34.0%	2,018	44.0%	2,613	9.8%	579	2.4%	143	9.8%	583	5,936
Class discussions teach students tolerance and respect for different beliefs	41.0%	2,434	43.3%	2,568	6.2%	370	1.9%	114	7.6%	450	5,936
Faculty model respect and tolerance for different beliefs	42.7%	2,534	42.4%	2,515	6.0%	359	2.5%	147	6.4%	381	5,936
My values are congruent with the dominant institutional values	33.0%	1,956	46.7%	2,774	7.1%	420	2.5%	148	10.7%	638	5,936
My faculty responds to student inquiries, needs, concerns, and suggestions	42.5%	2,523	42.3%	2,513	9.0%	534	4.0%	238	2.2%	128	5,936
My faculty are available by email	54.6%	3,240	40.2%	2,386	3.4%	199	1.1%	65	0.8%	46	5,936
My faculty's office hours are convenient	35.4%	2,102	44.7%	2,651	8.1%	478	2.1%	125	9.8%	580	5,936
My faculty provide academic support	45.3%	2,690	43.8%	2,600	5.8%	344	2.5%	148	2.6%	154	5,936

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
My faculty provide mentoring and career guidance	40.3%	2,394	39.0%	2,317	9.5%	565	3.2%	188	8.0%	472	5,936
My school is preparing me to be successful in the nursing profession	46.6%	2,764	41.5%	2,462	6.4%	379	2.5%	146	3.1%	185	5,936
My school is a good value for my money	34.5%	2,045	42.0%	2,494	13.9%	827	5.4%	322	4.2%	248	5,936
I would recommend this school to other students, friends, or family	41.2%	2,447	37.7%	2,239	9.8%	583	6.3%	372	5.0%	295	5,936
Knowing what I know now, I would enroll again	39.1%	2,321	35.3%	2,095	12.2%	727	7.2%	428	6.1%	365	5,936
I can enroll in the courses I need to graduate on time	50.5%	2,996	41.3%	2,449	3.7%	221	2.1%	126	2.4%	144	5,936
Teaching at this nursing school is of high quality	38.8%	2,302	41.3%	2,451	10.8%	641	3.4%	199	5.8%	343	5,936
I plan to complete my degree at this nursing school	65.9%	3,913	30.4%	1,803	0.6%	37	0.6%	36	2.5%	147	5,936

Question	0 (Don't know)		1 (Weak)		2		3		4 (Strong)		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Friendly	0.0%	0	0.7%	41	3.3%	193	5.3%	316	90.7%	5,386	5,936
Caring	0.0%	0	0.8%	45	4.3%	253	7.1%	423	87.9%	5,215	5,936
Rigorous	0.0%	0	1.3%	79	1.2%	70	2.4%	140	95.1%	5,647	5,936
Affordable	0.0%	0	1.2%	71	17.1%	1,013	16.0%	950	65.7%	3,902	5,936
Innovative	0.0%	0	2.4%	144	3.9%	229	8.9%	531	84.8%	5,032	5,936
Safe	0.0%	0	5.3%	316	1.5%	87	3.5%	205	89.8%	5,328	5,936

## Faculty

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Fosters a sense of community	39.0%	890	44.3%	1,011	11.3%	257	4.2%	96	1.3%	29	2,283
Has a strong sense of cohesion	26.9%	614	44.1%	1,007	21.5%	491	5.6%	128	1.9%	43	2,283
Values student opinions	49.0%	1,119	39.2%	894	6.5%	149	2.8%	63	2.5%	58	2,283
Ensures safe environment for all students	53.2%	1,214	34.7%	792	5.8%	133	2.7%	61	3.6%	83	2,283
Students know that they can get assistance from faculty/staff on campus if they need help	53.9%	1,230	34.6%	789	4.5%	103	1.9%	44	5.1%	117	2,283
There is respect for different expressions of values and beliefs at my institution	40.8%	932	41.0%	936	12.3%	281	4.7%	107	1.2%	27	2,283
Subtle discrimination and micro aggression may exist in the structure of the program	17.5%	399	39.4%	899	25.0%	571	11.5%	262	6.7%	152	2,283
The curriculum appropriately addresses racial and ethnic diversity	27.6%	629	45.2%	1,033	17.8%	407	3.1%	71	6.3%	143	2,283
Class discussions teach students tolerance and respect for different beliefs	33.5%	765	43.3%	989	9.4%	215	1.8%	41	12.0%	273	2,283
Faculty model respect and tolerance for different beliefs	41.6%	949	43.7%	997	9.7%	222	2.5%	56	2.6%	59	2,283
My values are congruent with the dominant institutional values	42.5%	970	41.1%	938	9.7%	222	2.1%	47	4.6%	106	2,283

Question	0 (Don't know)		1 (Weak)		3		4		5 (Strong)		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Friendly	0.0%	0	0.4%	8	2.4%	54	4.5%	102	92.8%	2,119	2,283
Caring	0.0%	0	0.3%	7	2.6%	60	4.6%	105	92.5%	2,111	2,283
Rigorous	0.0%	0	0.9%	20	2.5%	58	5.5%	126	91.1%	2,079	2,283
Affordable	0.0%	0	5.3%	122	7.9%	181	11.2%	255	75.6%	1,725	2,283
Innovative	0.0%	0	0.9%	20	2.9%	66	7.3%	166	89.0%	2,031	2,283
Safe	0.0%	0	1.8%	40	2.0%	46	4.6%	104	91.7%	2,093	2,283

## Staff

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Fosters a sense of community	38.4%	319	45.5%	378	8.8%	73	3.1%	26	4.1%	34	830
Has a strong sense of cohesion	24.9%	207	47.1%	391	17.2%	143	4.6%	38	6.1%	51	830
Values student opinions	39.5%	328	34.8%	289	5.7%	47	2.9%	24	17.1%	142	830
Ensures safe environment for all students	50.6%	420	32.2%	267	3.6%	30	2.2%	18	11.4%	95	830
Students know that they can get assistance from faculty/staff on campus if they need help	46.1%	383	32.0%	266	3.7%	31	2.4%	20	15.7%	130	830
There is respect for different expressions of values and beliefs at my institution	38.9%	323	45.4%	377	8.6%	71	3.3%	27	3.9%	32	830
Subtle discrimination and micro aggression may exist in the structure of the program	12.5%	104	32.8%	272	24.0%	199	8.4%	70	22.3%	185	830
The curriculum appropriately addresses racial and ethnic diversity	14.5%	120	30.2%	251	9.2%	76	2.2%	18	44.0%	365	830
Class discussions teach students tolerance and respect for different beliefs	12.4%	103	21.3%	177	3.3%	27	1.2%	10	61.8%	513	830
Faculty model respect and tolerance for different beliefs	25.4%	211	35.9%	298	8.7%	72	2.7%	22	27.3%	227	830
My values are congruent with the dominant institutional values	35.5%	295	45.2%	375	6.4%	53	1.8%	15	11.1%	92	830

Question	0 (Don't know)		1 (Weak)		2		3		4 (Strong)		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Friendly	0.0%	0	1.4%	12	1.4%	12	3.4%	28	93.7%	778	830
Caring	0.0%	0	1.7%	14	1.8%	15	4.0%	33	92.5%	768	830
Rigorous	0.0%	0	11.1%	92	0.2%	2	1.6%	13	87.1%	723	830
Affordable	0.0%	0	16.1%	134	6.6%	55	14.3%	119	62.9%	522	830
Innovative	0.0%	0	6.6%	55	1.8%	15	4.8%	40	86.7%	720	830
Safe	0.0%	0	3.1%	26	0.8%	7	3.3%	27	92.8%	770	830



## Fair Treatment and Discrimination

### Students

Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
	%	N	%	N	%	N	%	N	%	N	
Female students are treated fairly in my nursing program	50.7%	3,008	37.6%	2,234	1.2%	72	0.8%	48	9.7%	574	5,936
Male students are treated fairly in my nursing program	41.1%	2,439	33.1%	1,967	2.3%	139	0.7%	40	22.8%	1,351	5,936
Students of Color are treated fairly in my nursing program	39.8%	2,363	32.2%	1,914	4.2%	248	1.5%	92	22.2%	1,319	5,936
LGBTQ students are treated fairly in my nursing program	36.0%	2,136	29.4%	1,744	2.0%	121	0.8%	50	31.8%	1,885	5,936
Students, aged 40 and older, are treated fairly in my nursing program	40.0%	2,375	31.9%	1,891	2.5%	146	1.2%	71	24.5%	1,453	5,936
Students with disabilities are treated fairly in my nursing program	32.9%	1,916	26.3%	1,530	3.1%	179	1.7%	101	36.0%	2,099	5,825
Students with disabilities are physically and emotionally safe at our institution	33.0%	1,922	27.4%	1,598	2.3%	135	1.5%	86	35.8%	2,084	5,825
LGBTQ people are physically and emotionally safe at our institution	34.9%	2,073	29.0%	1,723	2.4%	142	0.9%	51	32.8%	1,947	5,936
Black/African American students are treated fairly in my nursing program	36.3%	2,155	30.7%	1,825	3.4%	204	1.3%	79	28.2%	1,673	5,936
Hispanic/Latin students are treated fairly in my nursing program	36.2%	2,146	30.3%	1,800	2.4%	141	0.9%	55	30.2%	1,794	5,936
Asian/Asian American students are treated fairly in my nursing program	35.6%	2,116	30.3%	1,798	2.0%	117	0.8%	45	31.3%	1,860	5,936
Native American students are treated fairly in my nursing program	31.3%	1,860	26.0%	1,544	1.5%	88	0.7%	39	40.5%	2,405	5,936
Hawaiian/OPI students are treated fairly in my nursing program	30.6%	1,815	25.8%	1,529	1.3%	79	0.5%	32	41.8%	2,481	5,936
Female faculty members are treated fairly	33.1%	1,966	27.8%	1,652	0.8%	49	0.3%	15	38.0%	2,254	5,936
Male faculty members are treated fairly	30.0%	1,778	26.2%	1,554	0.6%	35	0.2%	13	43.1%	2,556	5,936
Faculty of Color are treated fairly	29.9%	1,777	24.9%	1,479	1.8%	106	0.6%	35	42.8%	2,539	5,936
LGBTQ faculty are treated fairly	26.7%	1,585	22.6%	1,339	0.8%	49	0.4%	22	49.5%	2,941	5,936
Female staff members are treated fairly	31.8%	1,885	27.1%	1,608	0.5%	30	0.2%	13	40.4%	2,400	5,936
Male staff members are treated fairly	29.9%	1,772	26.0%	1,543	0.4%	24	0.2%	13	43.5%	2,584	5,936
Staff of Color are treated fairly	29.5%	1,751	24.7%	1,469	1.2%	70	0.6%	35	44.0%	2,611	5,936

Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
LGBTQ staff are treated fairly	26.5%	1,574	22.3%	1,321	0.8%	46	0.4%	24	50.1%	2,971	5,936
Faculty with disabilities are treated fairly	25.8%	1,505	21.8%	1,270	0.7%	41	0.3%	17	51.4%	2,992	5,825
Staff with disabilities are treated fairly	25.8%	1,500	21.6%	1,257	0.8%	45	0.3%	19	51.6%	3,004	5,825
Academic performance expectations are the same for female and male students	47.9%	2,845	38.7%	2,296	2.9%	170	0.9%	55	9.6%	570	5,936
Academic performance expectations are the same for students of Color and white students	45.8%	2,716	36.1%	2,143	4.1%	241	1.5%	91	12.6%	745	5,936
Academic performance expectations are the same for transfer and non-transfer students	42.1%	2,497	34.5%	2,047	2.1%	127	0.8%	45	20.6%	1,220	5,936
Academic performance expectations are the same for low-income and middle or high-income students	43.5%	2,584	34.8%	2,066	3.9%	229	1.4%	83	16.4%	974	5,936
Academic performance expectations are the same for students with disabilities and students without disabilities	39.7%	2,310	32.6%	1,899	2.4%	137	1.4%	79	24.0%	1,400	5,825

**Faculty**

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Female students are treated fairly in my nursing program	60.8%	1,388	34.1%	778	0.8%	18	0.2%	5	4.1%	94	2,283
Male students are treated fairly in my nursing program	56.9%	1,300	35.7%	816	1.5%	34	0.4%	8	5.5%	125	2,283
Students of Color are treated fairly in my nursing program	51.9%	1,186	34.3%	782	6.7%	153	1.2%	28	5.9%	134	2,283
LGBTQ students are treated fairly in my nursing program	51.4%	1,174	33.9%	774	3.9%	89	0.9%	21	9.9%	225	2,283
Students, aged 40 and older, are treated fairly in my nursing program	51.4%	1,173	36.1%	824	3.9%	88	0.9%	20	7.8%	178	2,283
Students with disabilities are treated fairly in my nursing program	48.5%	1,079	35.0%	778	5.9%	131	1.0%	23	9.7%	215	2,226
Students with disabilities are physically and emotionally safe at our institution	47.7%	1,061	34.5%	769	4.8%	107	0.7%	16	12.3%	273	2,226
LGBTQ people are physically and emotionally safe at our institution	48.5%	1,108	34.1%	779	4.2%	97	0.9%	21	12.2%	278	2,283
Black/African American students are treated fairly in my nursing program	50.2%	1,146	35.7%	814	5.8%	132	1.4%	33	6.9%	158	2,283
Hispanic/Latin students are treated fairly in my nursing program	50.5%	1,152	36.7%	837	4.2%	97	0.9%	20	7.8%	177	2,283
Asian/Asian American students are treated fairly in my nursing program	50.8%	1,160	37.6%	859	2.9%	67	0.7%	17	7.9%	180	2,283
Native American students are treated fairly in my nursing program	44.2%	1,010	30.3%	691	2.8%	65	0.6%	14	22.0%	503	2,283
Hawaiian/OPI students are treated fairly in my nursing program	43.3%	989	29.7%	677	1.9%	43	0.4%	10	24.7%	564	2,283
Female faculty members are treated fairly	47.6%	1,087	39.9%	911	7.7%	176	2.2%	51	2.5%	58	2,283
Male faculty members are treated fairly	50.0%	1,141	35.4%	809	3.4%	77	1.0%	22	10.2%	234	2,283
Faculty of Color are treated fairly	46.9%	1,070	33.7%	770	8.5%	194	2.3%	53	8.6%	196	2,283
LGBTQ faculty are treated fairly	47.3%	1,081	32.0%	730	3.6%	83	1.0%	22	16.1%	367	2,283
Female staff members are treated fairly	46.6%	1,065	38.7%	883	4.0%	92	1.3%	29	9.4%	214	2,283
Male staff members are treated fairly	47.4%	1,082	36.6%	836	2.5%	56	0.7%	16	12.8%	293	2,283
Staff of Color are treated fairly	45.9%	1,047	33.4%	762	5.7%	130	1.9%	43	13.2%	301	2,283
LGBTQ staff are treated fairly	44.7%	1,020	32.0%	730	2.6%	60	1.0%	22	19.8%	451	2,283

Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
Faculty with disabilities are treated fairly	41.5%	924	31.1%	692	4.1%	91	1.2%	26	22.1%	493	2,226
Staff with disabilities are treated fairly	40.7%	905	29.6%	659	3.3%	74	1.1%	24	25.3%	564	2,226
Academic performance expectations are the same for female and male students	60.5%	1,382	33.9%	773	2.3%	53	0.6%	13	2.7%	62	2,283
Academic performance expectations are the same for students of Color and white students	56.7%	1,294	31.8%	727	6.7%	152	1.4%	33	3.4%	77	2,283
Academic performance expectations are the same for transfer and non-transfer students	54.8%	1,250	31.7%	723	2.4%	54	0.6%	13	10.6%	243	2,283
Academic performance expectations are the same for low-income and middle or high-income students	55.0%	1,255	33.5%	765	3.9%	88	1.0%	22	6.7%	153	2,283
Academic performance expectations are the same for students with disabilities and students without disabilities	53.1%	1,181	33.1%	736	4.6%	102	0.8%	17	8.5%	190	2,226

**Staff**

Question	Strongly Agree (% , N)		Agree (% , N)		Disagree (% , N)		Strongly Disagree (% , N)		Don't know or can't comment (% , N)		Total
Female students are treated fairly in my nursing program	36.5%	303	29.3%	243	0.7%	6	0.2%	2	33.3%	276	830
Male students are treated fairly in my nursing program	33.5%	278	29.2%	242	1.8%	15	0.1%	1	35.4%	294	830
Students of Color are treated fairly in my nursing program	31.4%	261	27.3%	227	5.1%	42	1.8%	15	34.3%	285	830
LGBTQ students are treated fairly in my nursing program	31.4%	261	28.4%	236	2.4%	20	0.7%	6	37.0%	307	830
Students, aged 40 and older, are treated fairly in my nursing program	30.6%	254	28.9%	240	1.7%	14	0.6%	5	38.2%	317	830
Students with disabilities are treated fairly in my nursing program	30.7%	250	28.3%	230	4.4%	36	0.7%	6	35.9%	292	814
Students with disabilities are physically and emotionally safe at our institution	31.6%	257	28.6%	233	3.4%	28	1.0%	8	35.4%	288	814
LGBTQ people are physically and emotionally safe at our institution	33.9%	281	31.3%	260	3.3%	27	0.6%	5	31.0%	257	830
Black/African American students are treated fairly in my nursing program	31.4%	261	28.0%	232	4.6%	38	1.7%	14	34.3%	285	830
Hispanic/Latin students are treated fairly in my nursing program	32.2%	267	27.7%	230	3.4%	28	1.2%	10	35.5%	295	830
Asian/Asian American students are treated fairly in my nursing program	31.7%	263	29.3%	243	1.9%	16	0.5%	4	36.6%	304	830
Native American students are treated fairly in my nursing program	30.0%	249	25.5%	212	1.9%	16	0.5%	4	42.0%	349	830
Hawaiian/OPI students are treated fairly in my nursing program	29.2%	242	25.4%	211	1.6%	13	0.5%	4	43.4%	360	830
Female faculty members are treated fairly	37.5%	311	34.2%	284	3.1%	26	0.1%	1	25.1%	208	830
Male faculty members are treated fairly	35.5%	295	32.9%	273	1.1%	9	0.2%	2	30.2%	251	830
Faculty of Color are treated fairly	33.3%	276	30.2%	251	6.1%	51	1.9%	16	28.4%	236	830
LGBTQ faculty are treated fairly	33.1%	275	29.9%	248	1.8%	15	0.8%	7	34.3%	285	830
Female staff members are treated fairly	39.2%	325	42.4%	352	6.6%	55	2.5%	21	9.3%	77	830
Male staff members are treated fairly	38.3%	318	39.9%	331	3.3%	27	1.2%	10	17.3%	144	830
Staff of Color are treated fairly	37.2%	309	34.8%	289	9.0%	75	2.5%	21	16.4%	136	830
LGBTQ staff are treated fairly	35.4%	294	35.3%	293	2.8%	23	1.1%	9	25.4%	211	830

Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
Faculty with disabilities are treated fairly	31.2%	254	30.1%	245	2.1%	17	1.1%	9	35.5%	289	814
Staff with disabilities are treated fairly	32.9%	268	33.7%	274	3.7%	30	2.0%	16	27.8%	226	814
Academic performance expectations are the same for female and male students	36.4%	302	32.0%	266	1.6%	13	0.7%	6	29.3%	243	830
Academic performance expectations are the same for students of Color and white students	35.7%	296	29.3%	243	3.4%	28	1.8%	15	29.9%	248	830
Academic performance expectations are the same for transfer and non-transfer students	34.5%	286	29.5%	245	1.4%	12	1.0%	8	33.6%	279	830
Academic performance expectations are the same for low-income and middle or high-income students	34.7%	288	28.7%	238	3.5%	29	1.1%	9	32.0%	266	830
Academic performance expectations are the same for students with disabilities and students without disabilities	33.7%	274	28.9%	235	2.6%	21	1.2%	10	33.7%	274	814

Value of Diversity, Equity, and Inclusion

**Students**

Question	Very Important		Important		Not that Important		Not Important at all		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Helping promote racial understanding	59.1%	3,507	28.9%	1,718	4.2%	249	2.1%	122	5.7%	340	5,936
Enhancing the knowledge of and appreciation for other racial/ethnic groups	59.5%	3,529	29.3%	1,737	3.7%	218	2.0%	120	5.6%	332	5,936
Enhancing the knowledge of and appreciation for LGBTQ people	53.8%	3,196	29.7%	1,763	5.4%	321	3.1%	186	7.9%	470	5,936
Enhancing the knowledge of and appreciation for low-income people	58.7%	3,482	30.1%	1,789	3.2%	192	2.0%	118	6.0%	355	5,936
Enhancing the knowledge of and appreciation for persons with disabilities	60.3%	3,510	29.5%	1,718	2.8%	165	1.5%	89	5.9%	343	5,825
Teaching students tolerance and respect for different beliefs	65.0%	3,859	26.2%	1,557	2.1%	126	1.6%	96	5.0%	298	5,936
Enhancing the knowledge and appreciation of social determinants of health as it relates to healthcare	65.9%	3,910	26.1%	1,547	1.9%	110	1.4%	85	4.8%	284	5,936

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Having racially/ethnically diverse student body members enhances the educational experience of all students	50.6%	3,006	31.3%	1,859	2.8%	165	7.1%	423	8.1%	483	5,936
Having LGBTQ student body members enhances the educational experience of all students	43.7%	2,596	30.5%	1,808	4.5%	267	7.5%	447	13.8%	818	5,936
Having student body members who are low-income enhances the educational experience of all students	46.0%	2,731	32.0%	1,901	4.0%	236	6.6%	390	11.4%	678	5,936
Having student body members with disabilities enhances the educational experience of all students	46.1%	2,685	32.7%	1,905	3.3%	193	6.5%	376	11.4%	666	5,825
My school should hire more faculty of Color	27.8%	1,653	24.0%	1,423	6.0%	357	5.5%	326	36.7%	2,177	5,936

**Faculty**

Question	Very Important		Important		Not that Important		Not Important at all		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Helping promote racial understanding	65.5%	1,496	28.2%	644	3.3%	75	1.4%	32	1.6%	36	2,283
Enhancing the knowledge of and appreciation for other racial/ethnic groups	67.1%	1,533	27.6%	631	2.6%	60	1.4%	32	1.2%	27	2,283
Enhancing the knowledge of and appreciation for LGBTQ people	62.3%	1,423	30.0%	685	3.5%	81	1.9%	43	2.2%	51	2,283
Enhancing the knowledge of and appreciation for low-income people	67.6%	1,543	27.4%	626	2.4%	55	1.2%	27	1.4%	32	2,283
Enhancing the knowledge of and appreciation for persons with disabilities	66.4%	1,477	28.6%	636	2.2%	50	1.3%	28	1.6%	35	2,226
Teaching students tolerance and respect for different beliefs	75.9%	1,732	20.4%	465	1.4%	32	1.3%	30	1.1%	24	2,283
Enhancing the knowledge and appreciation of social determinants of health as it relates to healthcare	76.9%	1,755	20.0%	457	1.0%	23	1.3%	29	0.8%	19	2,283

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Having racially/ethnically diverse student body members enhances the educational experience of all students	64.1%	1,464	23.5%	536	1.8%	42	7.5%	171	3.1%	70	2,283
Having LGBTQ student body members enhances the educational experience of all students	57.1%	1,303	25.8%	590	3.2%	73	7.7%	176	6.2%	141	2,283
Having student body members who are low-income enhances the educational experience of all students	59.3%	1,354	25.9%	592	2.5%	58	7.2%	165	5.0%	114	2,283
Having student body members with disabilities enhances the educational experience of all students	59.7%	1,328	26.3%	585	2.3%	51	7.1%	157	4.7%	105	2,226
My school should hire more faculty of Color	35.0%	798	26.0%	593	8.7%	199	6.2%	142	24.1%	551	2,283



**Staff**

Question	Very Important		Important		Not that Important		Not Important at all		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
Helping promote racial understanding	63.7%	529	29.9%	248	2.4%	20	1.2%	10	2.8%	23	830
Enhancing the knowledge of and appreciation for other racial/ethnic groups	63.5%	527	30.4%	252	2.3%	19	1.1%	9	2.8%	23	830
Enhancing the knowledge of and appreciation for LGBTQ people	60.8%	505	30.6%	254	3.0%	25	1.7%	14	3.9%	32	830
Enhancing the knowledge of and appreciation for low-income people	63.6%	528	29.5%	245	2.9%	24	1.0%	8	3.0%	25	830
Enhancing the knowledge of and appreciation for persons with disabilities	64.3%	523	29.9%	243	2.1%	17	0.9%	7	2.9%	24	814
Teaching students tolerance and respect for different beliefs	70.7%	587	24.0%	199	1.4%	12	0.7%	6	3.1%	26	830
Enhancing the knowledge and appreciation of social determinants of health as it relates to healthcare	70.6%	586	23.9%	198	0.8%	7	0.7%	6	4.0%	33	830

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
Having racially/ethnically diverse student body members enhances the educational experience of all students	61.2%	508	24.5%	203	1.9%	16	7.0%	58	5.4%	45	830
Having LGBTQ student body members enhances the educational experience of all students	54.9%	456	27.2%	226	2.5%	21	7.3%	61	8.0%	66	830
Having student body members who are low-income enhances the educational experience of all students	57.7%	479	26.1%	217	2.5%	21	6.7%	56	6.9%	57	830
Having student body members with disabilities enhances the educational experience of all students	58.2%	474	26.3%	214	2.5%	20	6.6%	54	6.4%	52	814
My school should hire more faculty of Color	37.8%	314	25.9%	215	3.7%	31	6.1%	51	26.4%	219	830

## Belongingness

### Students

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
When I interact with other people who are a part of my campus, I feel included.	28.7%	1,702	47.6%	2,823	8.5%	503	1.8%	109	13.5%	799	5,936
I feel that my campus does not care about me.	7.5%	444	14.5%	858	40.7%	2,417	24.1%	1,428	13.3%	789	5,936
I feel accepted by my campus community.	27.0%	1,603	48.5%	2,880	6.7%	397	1.7%	98	16.1%	958	5,936
I feel distant during campus-related gatherings.	8.4%	497	19.3%	1,144	31.6%	1,875	14.8%	877	26.0%	1,543	5,936
I feel isolated from everyone else who is a part of my campus.	6.9%	410	16.1%	957	40.4%	2,400	19.1%	1,134	17.4%	1,035	5,936
I have a sense of belonging with my campus community.	21.5%	1,279	43.7%	2,592	14.8%	879	3.2%	188	16.8%	998	5,936
When I am with other people from my campus, I feel like a stranger.	6.3%	375	15.9%	946	39.8%	2,365	17.4%	1,033	20.5%	1,217	5,936
I have a place at the table with others who are a part of my campus.	22.9%	1,361	45.7%	2,712	8.6%	508	2.0%	118	20.8%	1,237	5,936
I feel connected with others who are a part of my campus.	22.0%	1,303	46.0%	2,728	13.0%	772	2.9%	172	16.2%	961	5,936
I have close bonds with my peers.	25.3%	1,501	43.3%	2,570	17.0%	1,007	4.5%	267	10.0%	591	5,936
I have close bonds with my faculty.	16.4%	975	41.7%	2,478	27.6%	1,636	6.3%	375	8.0%	472	5,936
I have close bonds with my campus staff.	11.3%	673	30.3%	1,796	31.1%	1,849	7.5%	445	19.8%	1,173	5,936
My peers do not involve me in their study sessions and informal get-togethers.	5.8%	347	13.5%	801	37.5%	2,224	24.0%	1,426	19.2%	1,138	5,936

## Faculty

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
When I interact with other people who are a part of my campus, I feel included.	35.3%	807	49.5%	1,131	10.6%	241	2.7%	62	1.8%	42	2,283
I feel that my campus does not care about me.	8.0%	182	12.2%	279	44.3%	1,011	32.6%	744	2.9%	67	2,283
I feel accepted by my campus community.	36.6%	836	49.5%	1,131	8.4%	192	2.4%	55	3.0%	69	2,283
I feel distant during campus-related gatherings.	8.1%	184	19.4%	443	43.2%	986	24.5%	560	4.8%	110	2,283
I feel isolated from everyone else who is a part of my campus.	6.2%	141	12.4%	283	48.1%	1,099	30.5%	696	2.8%	64	2,283
I have a sense of belonging with my campus community.	31.5%	720	46.6%	1,064	15.2%	347	3.9%	89	2.8%	63	2,283
When I am with other people from my campus, I feel like a stranger.	6.0%	136	14.5%	332	47.3%	1,079	29.1%	664	3.2%	72	2,283
I have a place at the table with others who are a part of my campus.	32.3%	737	46.7%	1,067	13.5%	309	3.6%	83	3.8%	87	2,283
I feel connected with others who are a part of my campus.	31.0%	708	47.7%	1,089	15.2%	347	3.3%	75	2.8%	64	2,283

**Staff**

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
When I interact with other people who are a part of my campus, I feel included.	32.3%	268	55.2%	458	8.4%	70	1.4%	12	2.7%	22	830
I feel that my campus does not care about me.	4.2%	35	9.5%	79	50.6%	420	32.0%	266	3.6%	30	830
I feel accepted by my campus community.	31.2%	259	56.9%	472	6.9%	57	1.6%	13	3.5%	29	830
I feel distant during campus-related gatherings.	4.9%	41	15.5%	129	49.0%	407	24.5%	203	6.0%	50	830
I feel isolated from everyone else who is a part of my campus.	3.9%	32	11.2%	93	51.8%	430	29.5%	245	3.6%	30	830
I have a sense of belonging with my campus community.	24.9%	207	54.8%	455	14.1%	117	2.4%	20	3.7%	31	830
When I am with other people from my campus, I feel like a stranger.	3.4%	28	11.1%	92	51.9%	431	28.7%	238	4.9%	41	830
I have a place at the table with others who are a part of my campus.	28.2%	234	54.2%	450	9.9%	82	2.9%	24	4.8%	40	830
I feel connected with others who are a part of my campus.	25.9%	215	55.3%	459	12.9%	107	1.9%	16	4.0%	33	830

## Adequacy of Campus Services (Students Only)

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
Academic advising is accessible when I need it	37.2%	2,208	45.9%	2,727	7.6%	451	4.2%	252	5.0%	298	5,936
Academic advising is dependable and tailored to meet my educational goals	34.4%	2,044	42.2%	2,504	10.3%	612	4.9%	291	8.2%	485	5,936
Career advising is accessible when I need it	29.6%	1,758	40.5%	2,407	8.1%	483	3.7%	222	18.0%	1,066	5,936
Career advising is tailored to meet my professional goals	28.6%	1,700	37.5%	2,227	9.3%	552	4.1%	244	20.4%	1,213	5,936
My academic advisor helps me develop an academic plan	35.5%	2,109	38.4%	2,278	9.6%	571	5.5%	329	10.9%	649	5,936
My academic advisor responds to my requests for assistance by phone or email	38.9%	2,311	40.8%	2,421	5.3%	315	3.8%	226	11.2%	663	5,936
My academic advisor helps me navigate the nursing licensure process	22.4%	1,329	26.8%	1,593	7.7%	457	5.2%	309	37.9%	2,248	5,936
There is support for licensure exam review	22.1%	1,313	29.9%	1,777	4.5%	270	2.9%	170	40.5%	2,406	5,936

### Adequacy of Clinical Training Sites (Student Only)

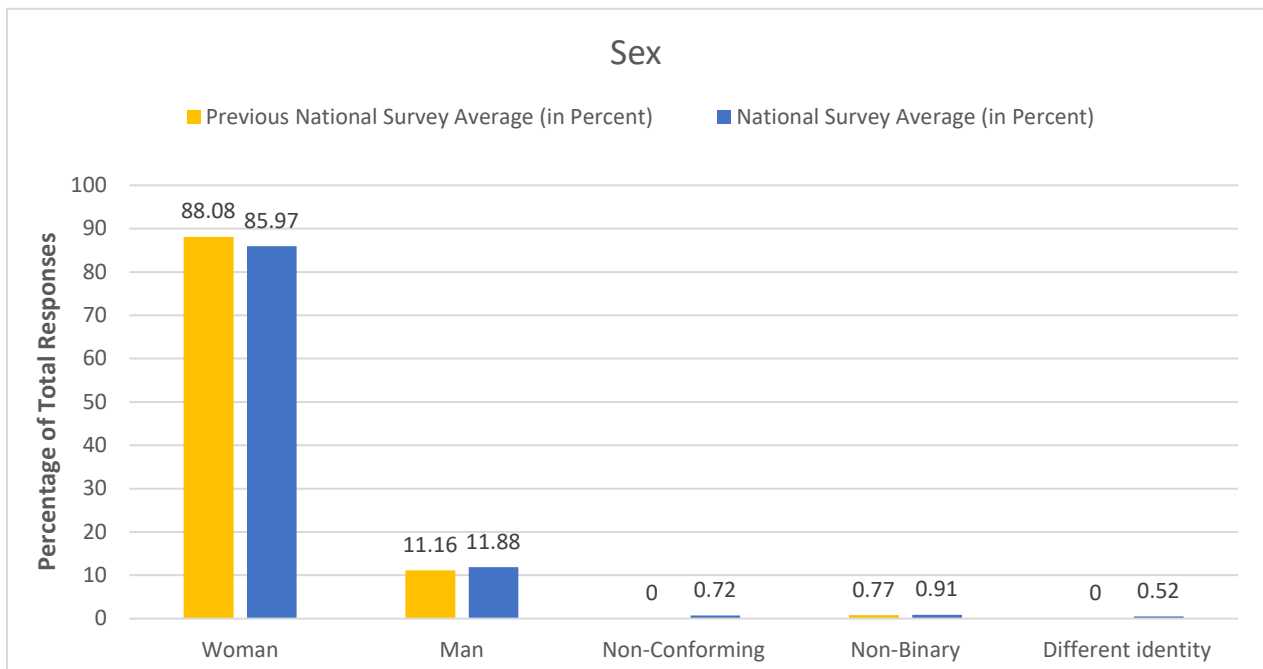
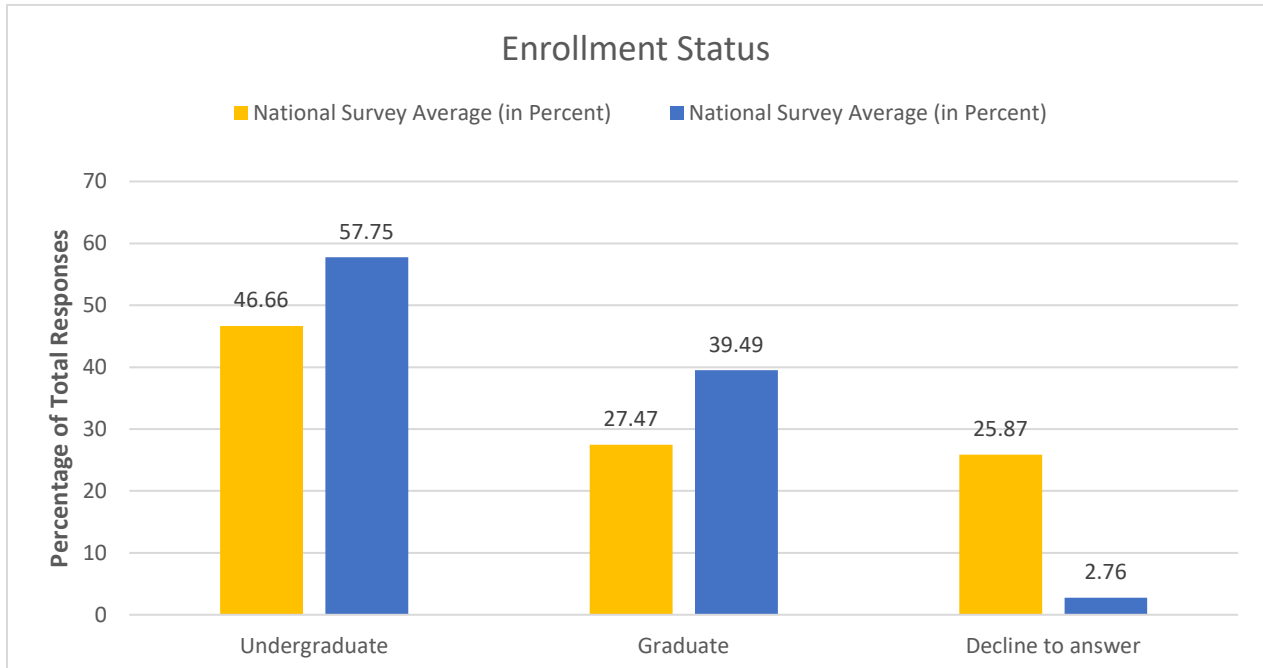
Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
Is welcoming	25.3%	1,503	38.4%	2,280	5.9%	351	2.4%	145	27.9%	1,657	5,936
Values me	22.2%	1,318	36.7%	2,179	8.9%	529	2.9%	172	29.3%	1,738	5,936
Demonstrates respect and tolerance for people of different values and beliefs	24.6%	1,459	38.7%	2,297	4.5%	267	2.0%	120	30.2%	1,793	5,936
Is physically and emotionally safe	24.6%	1,459	40.2%	2,385	4.5%	268	1.8%	105	29.0%	1,719	5,936
Upholds standards of care equally for everyone	25.3%	1,502	38.5%	2,284	5.1%	300	2.1%	125	29.1%	1,725	5,936
Encourages collaboration with caregivers different than myself	24.9%	1,479	38.6%	2,294	3.9%	230	1.7%	102	30.8%	1,831	5,936

# **Part C: Responses to Demographic Questions**

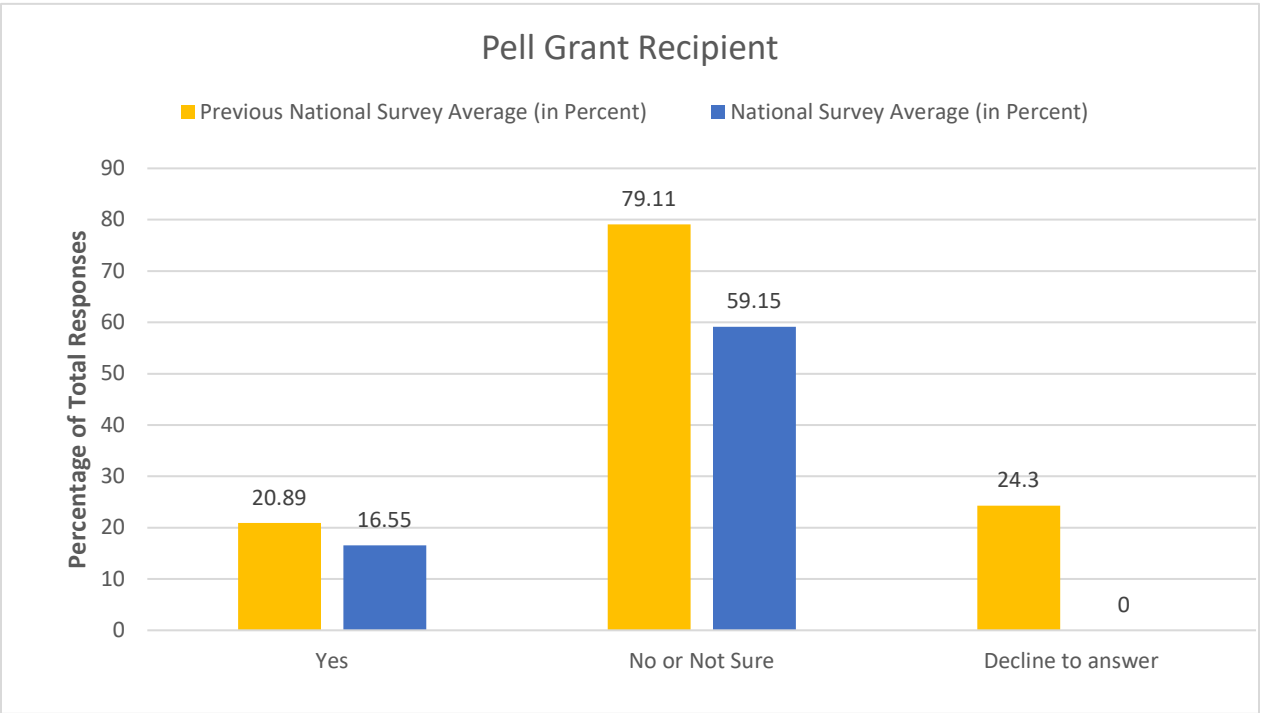
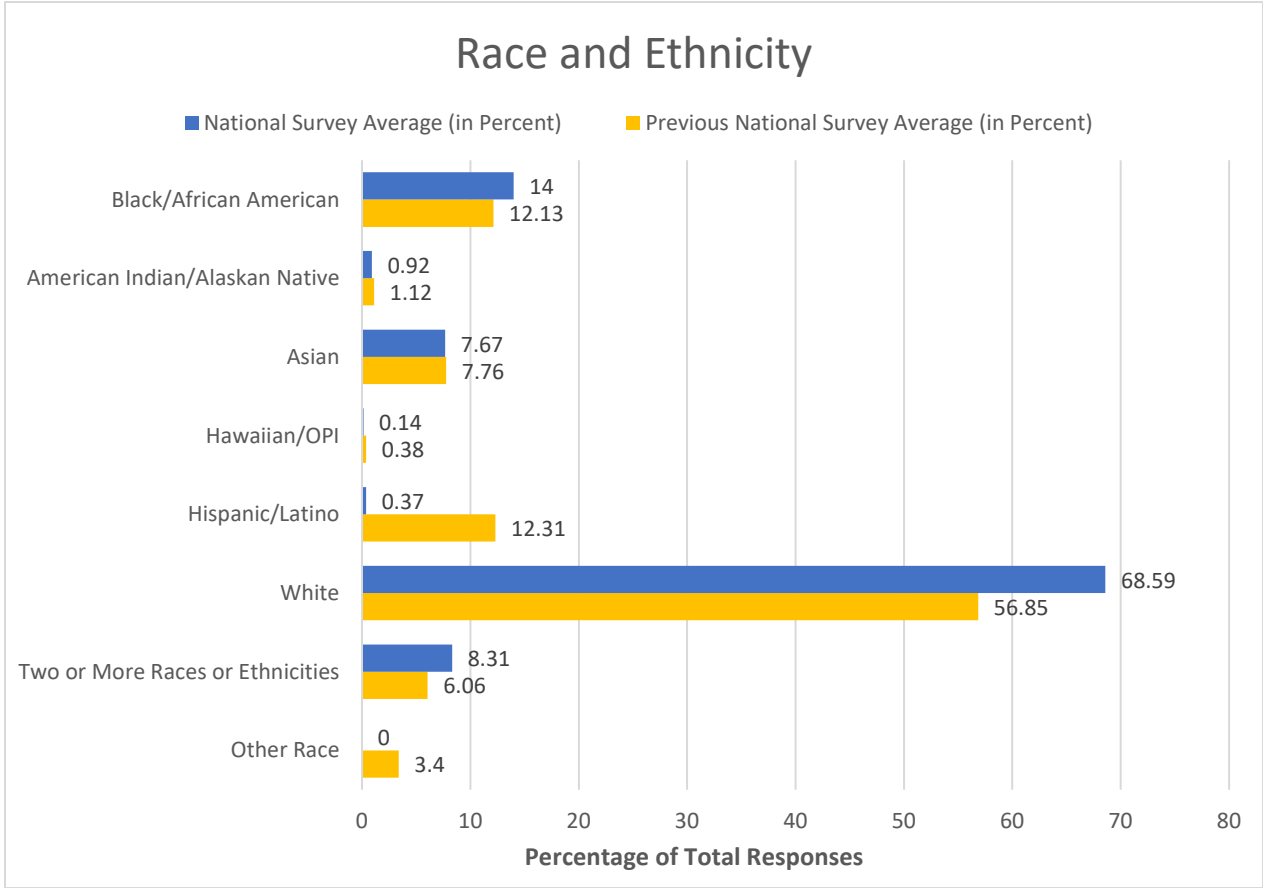
## Figures of Demographic Characteristics

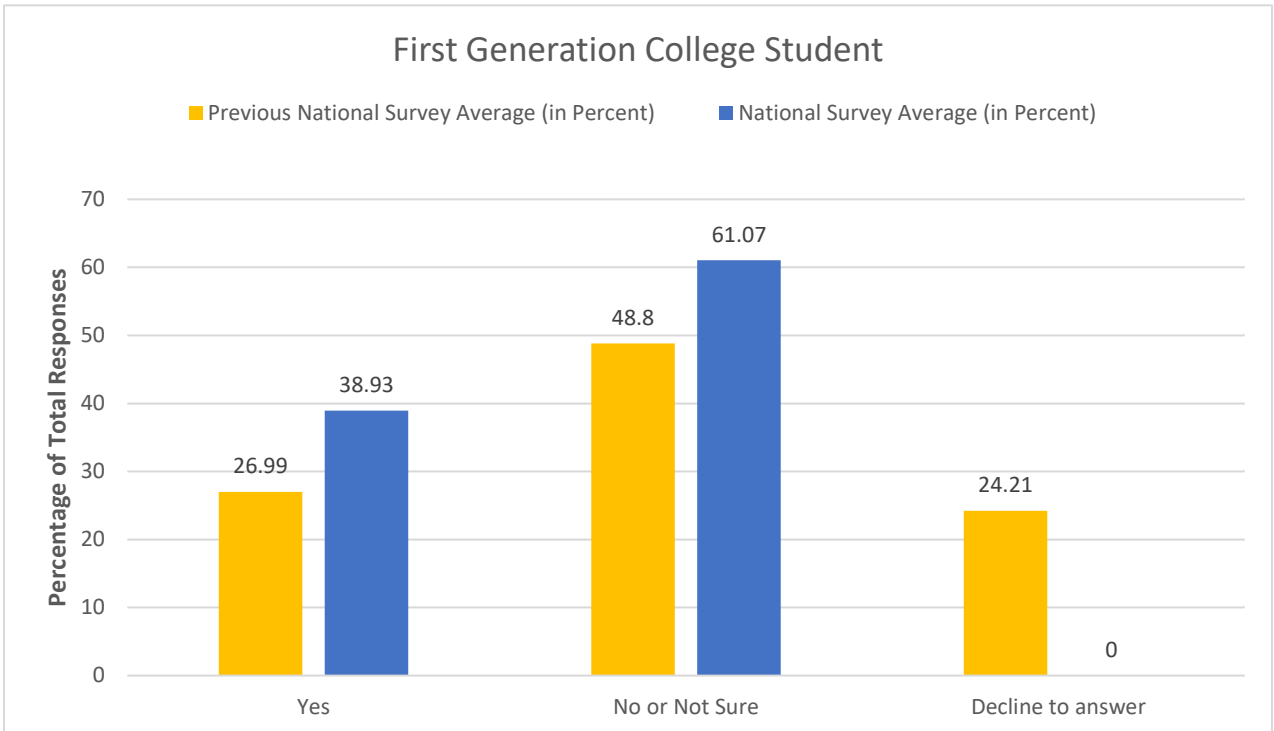
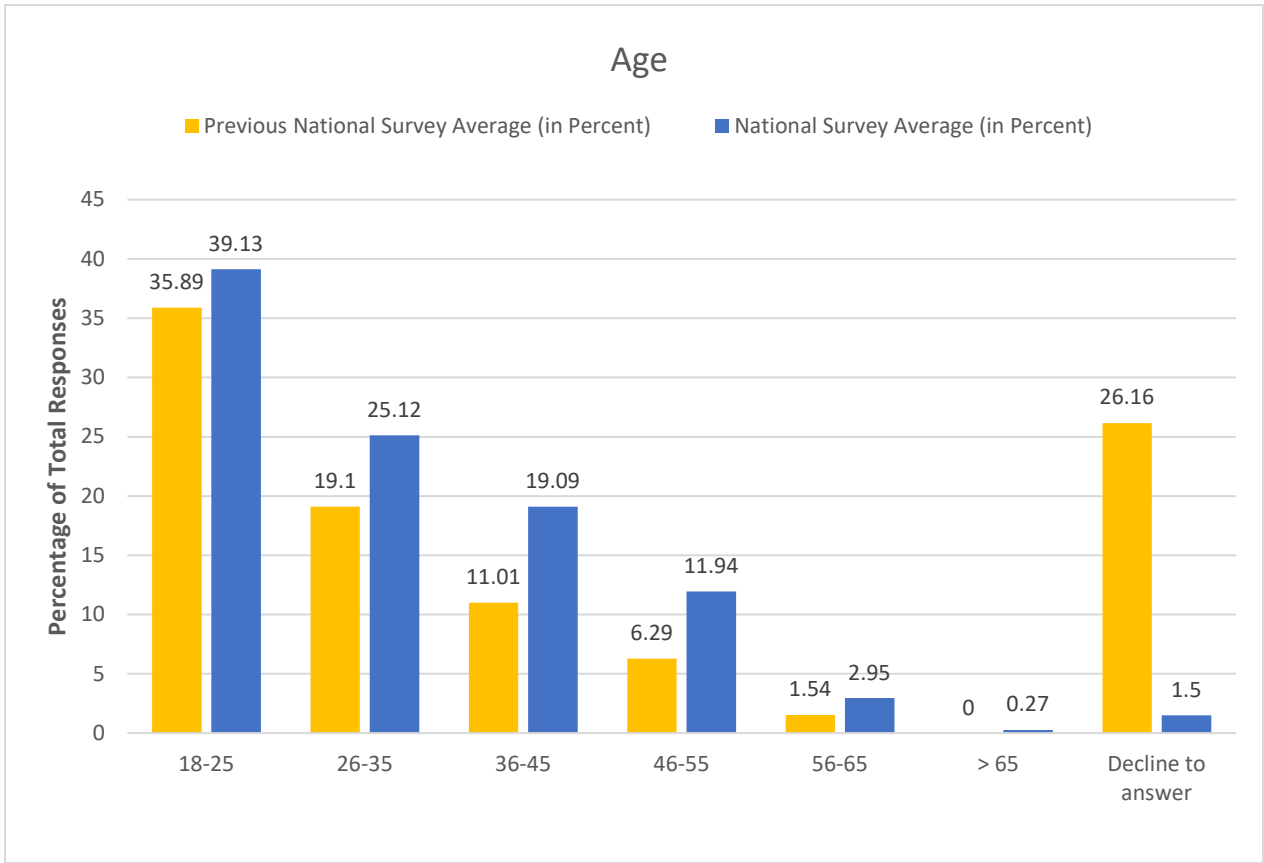
The next data visualizations describe the demographic characteristics for each campus group.

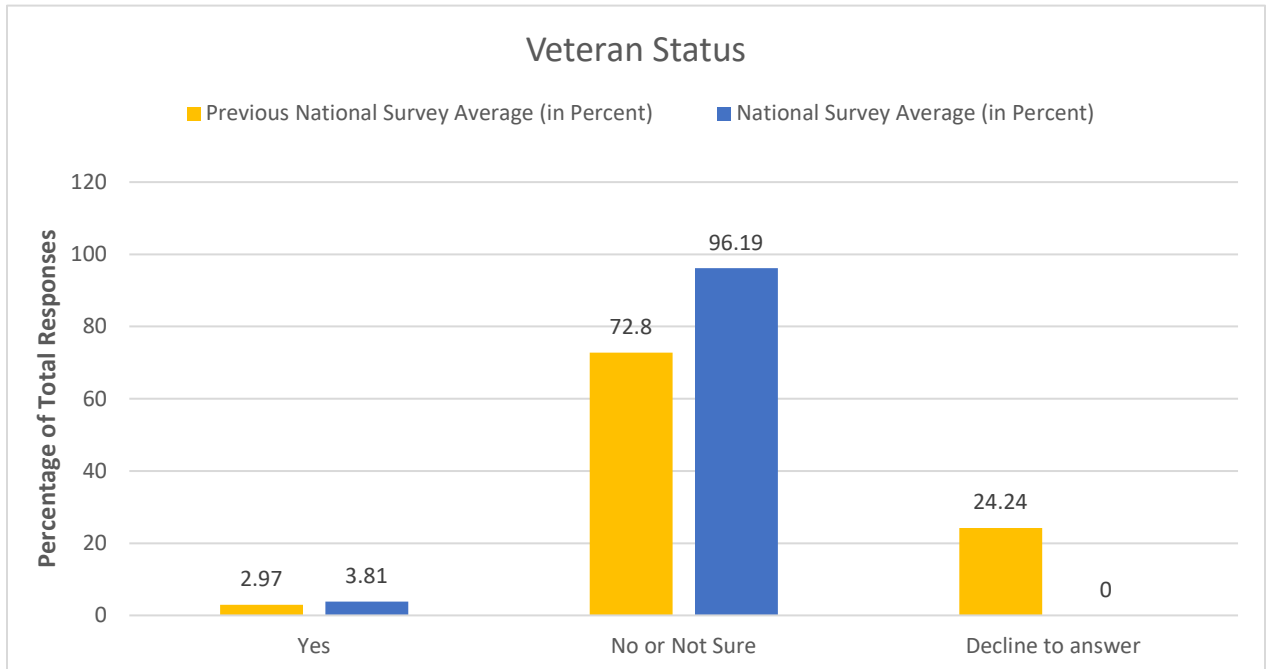
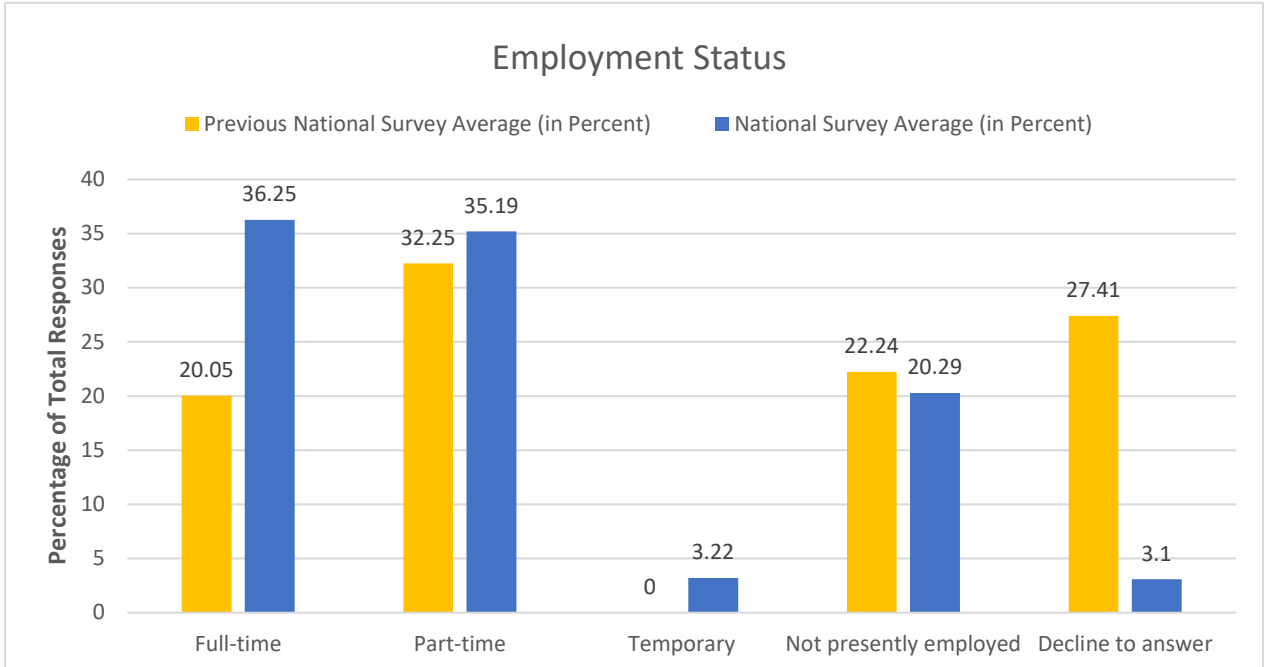
### Students



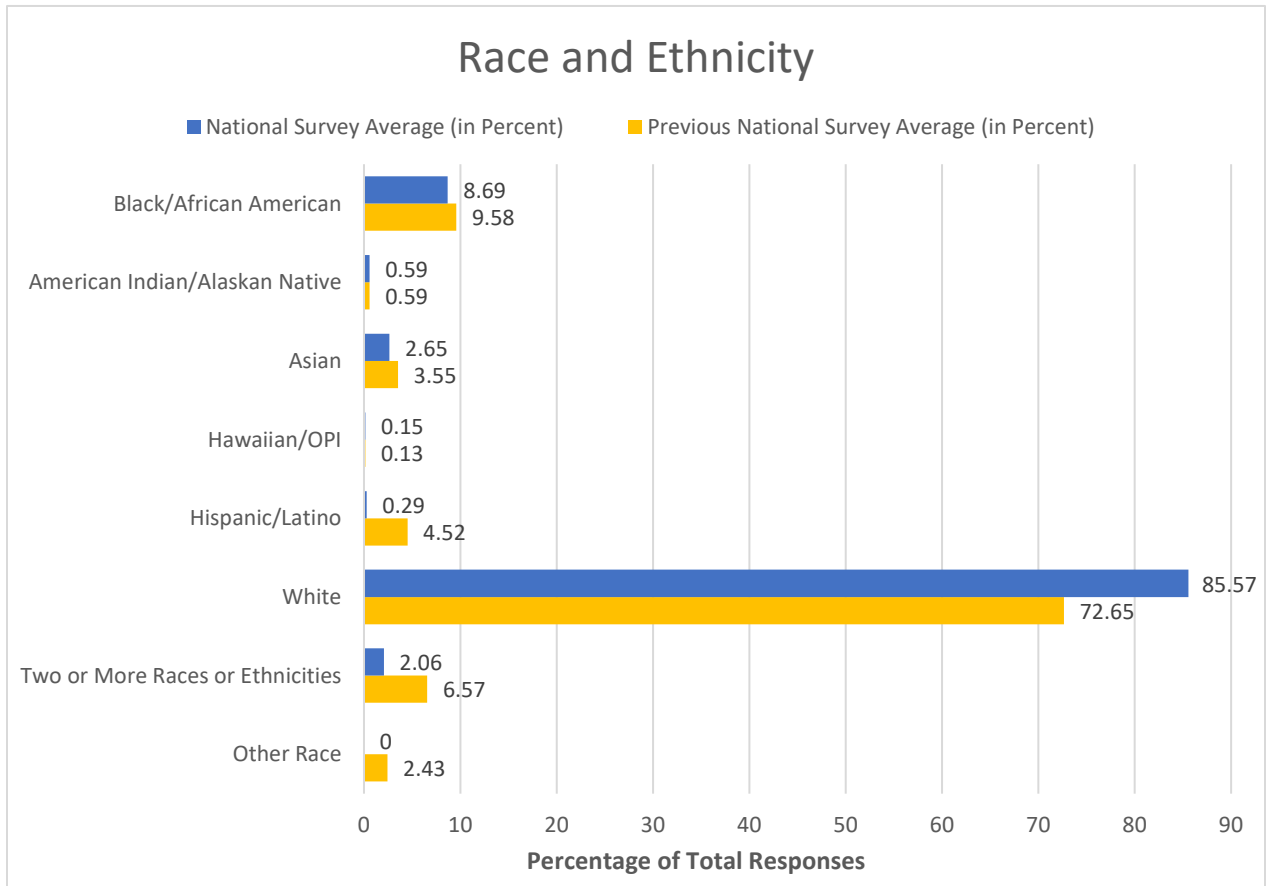
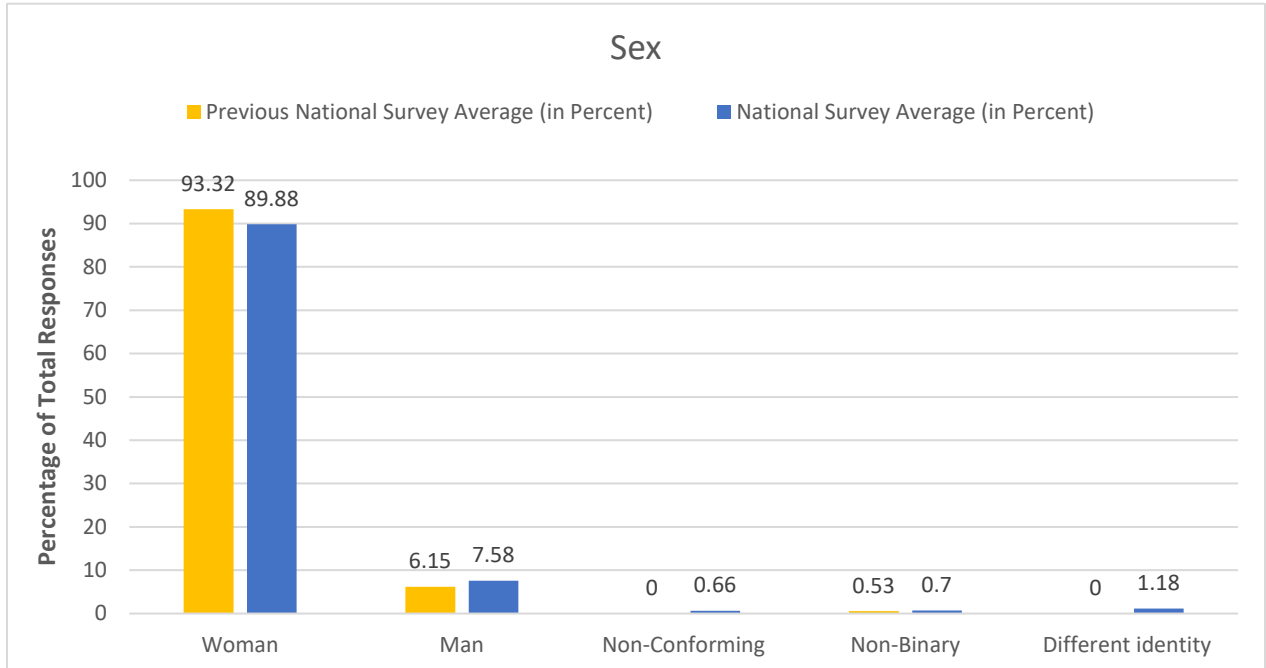


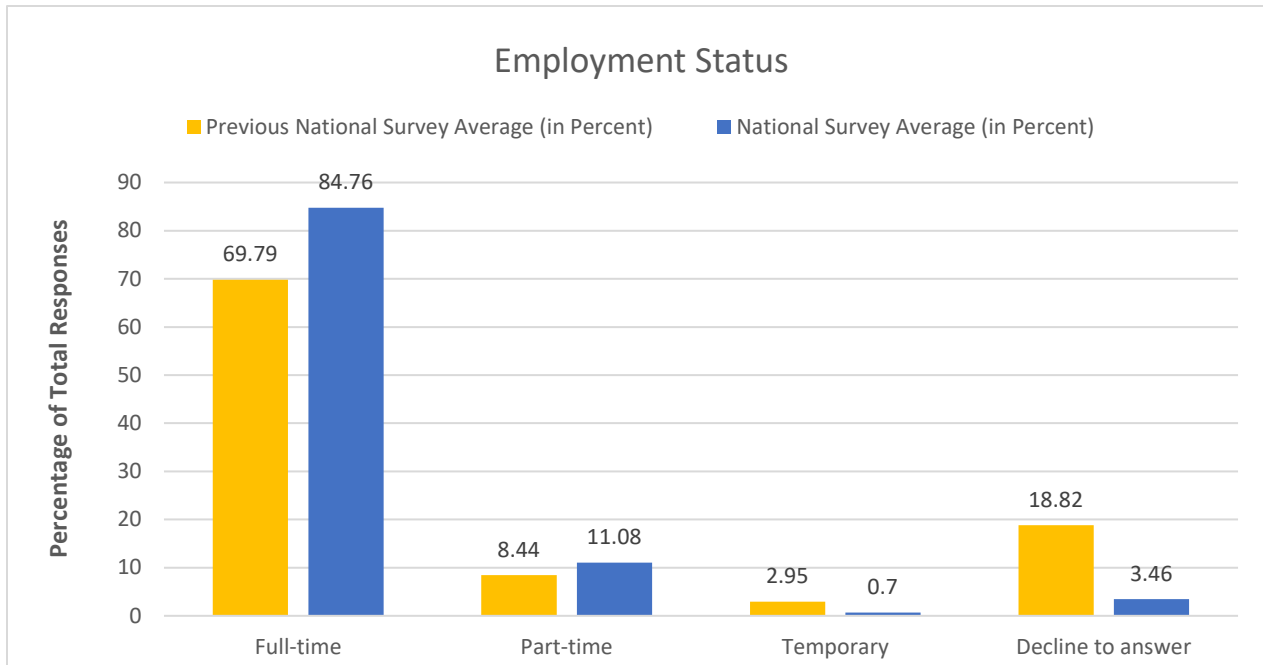
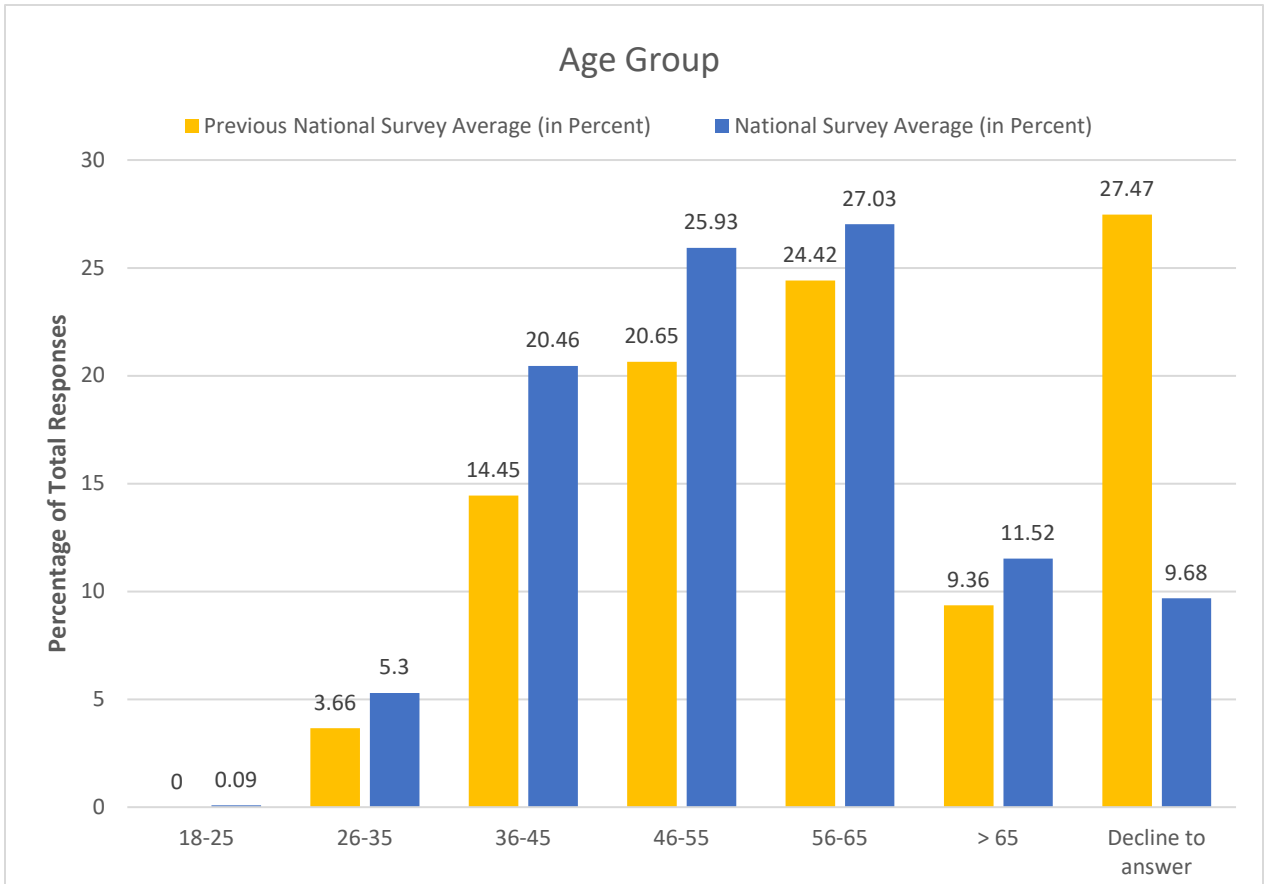


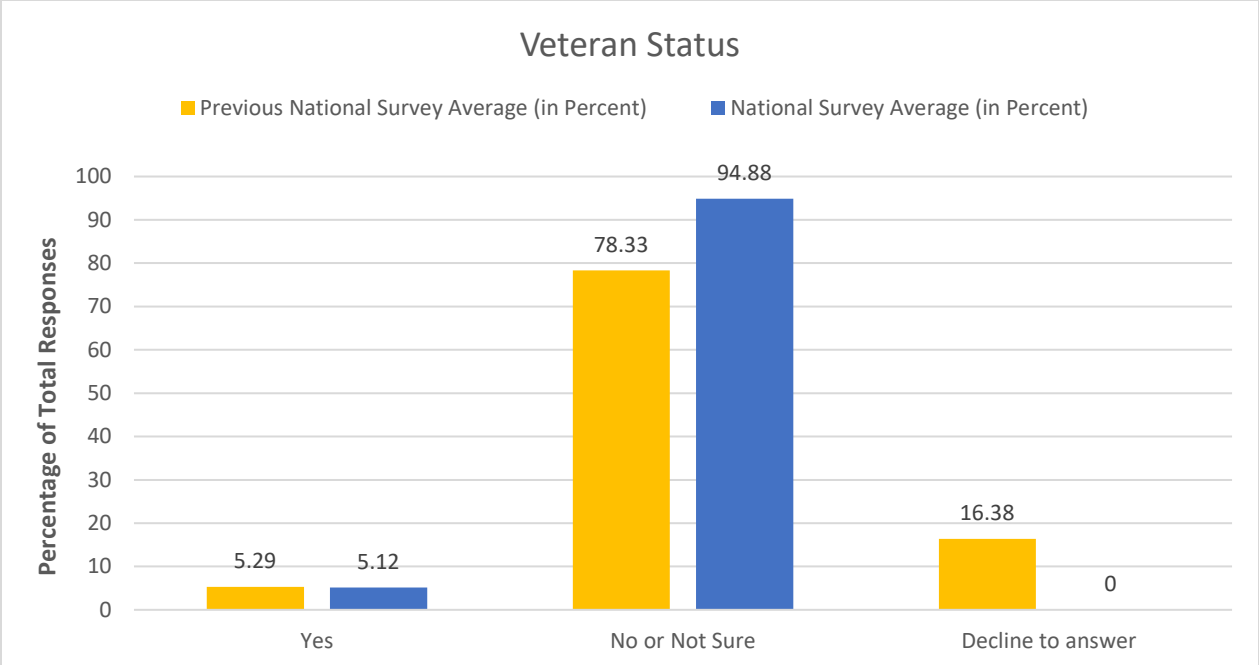




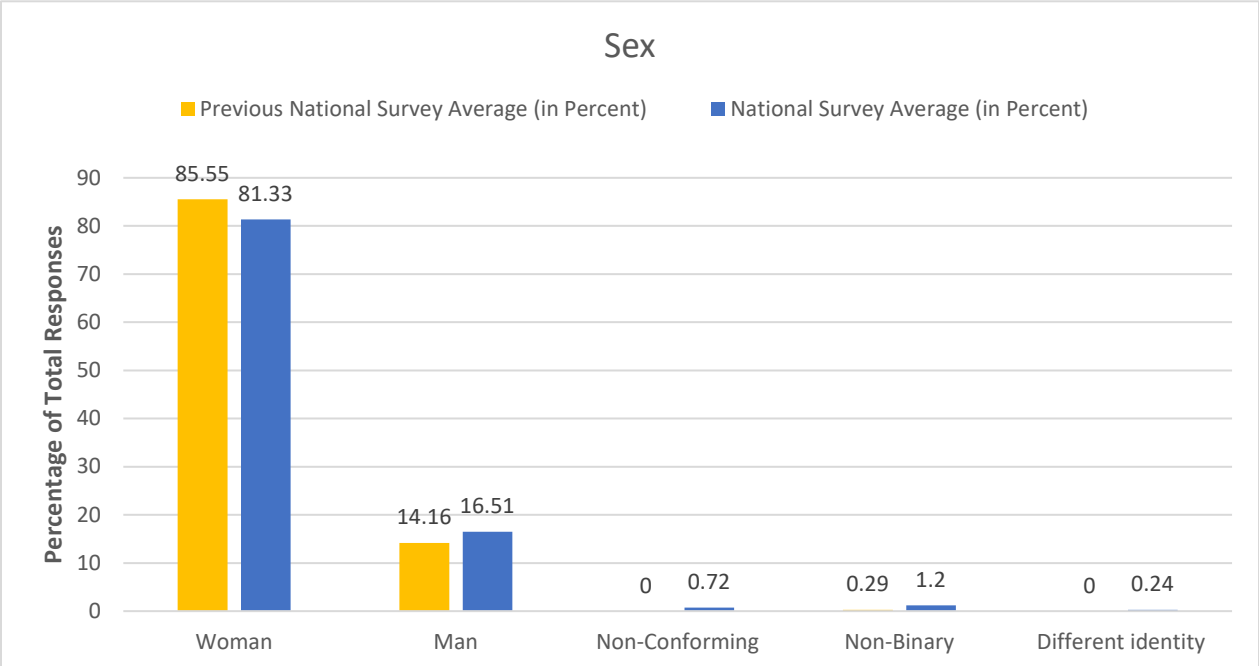
**Faculty**



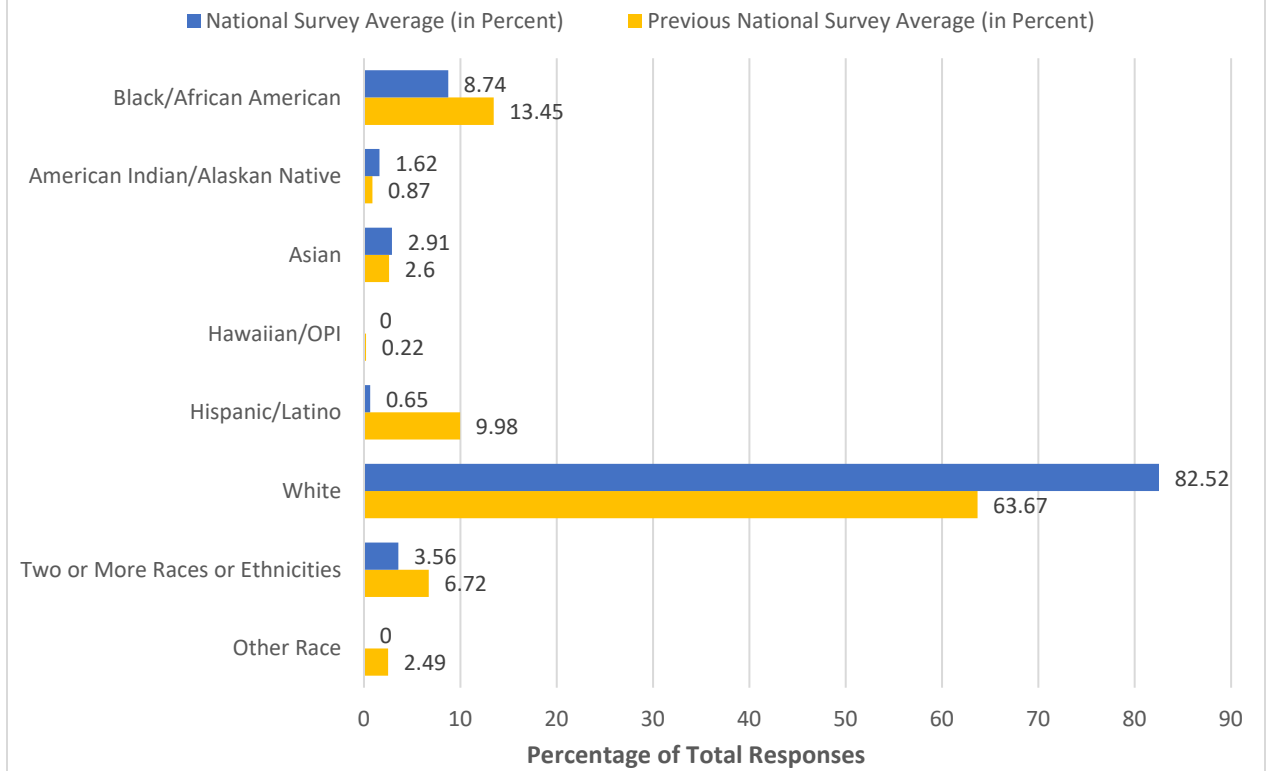




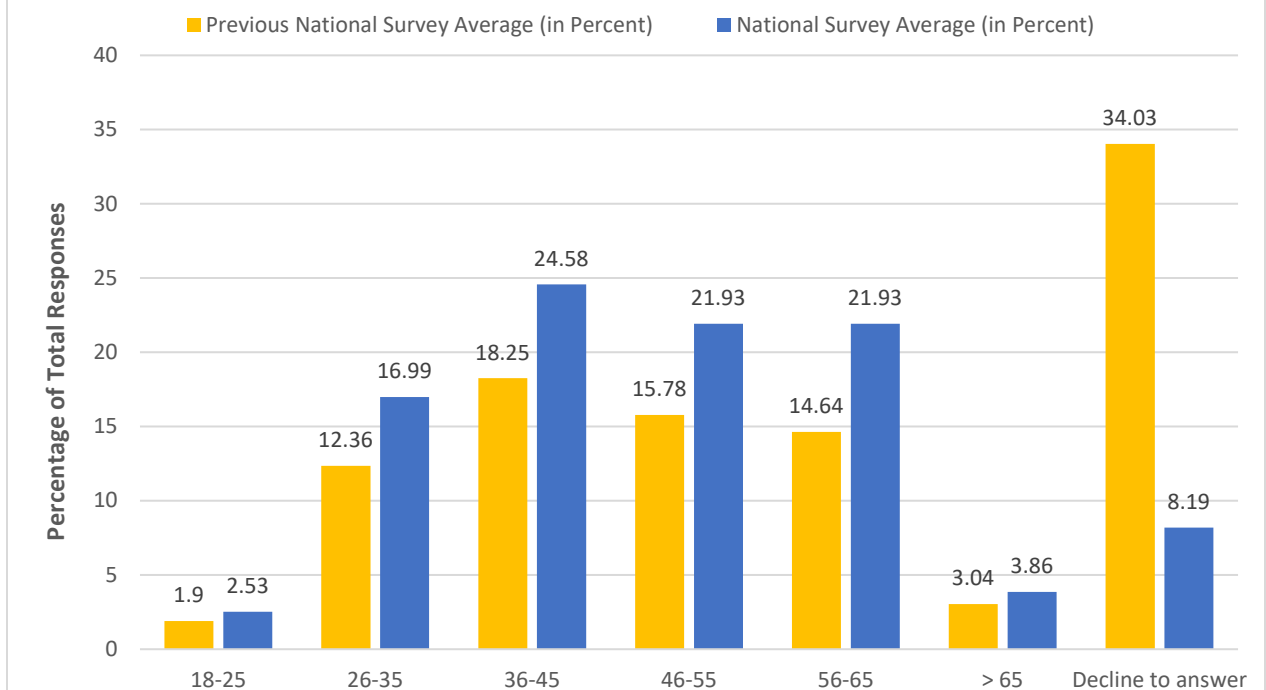
**Staff**

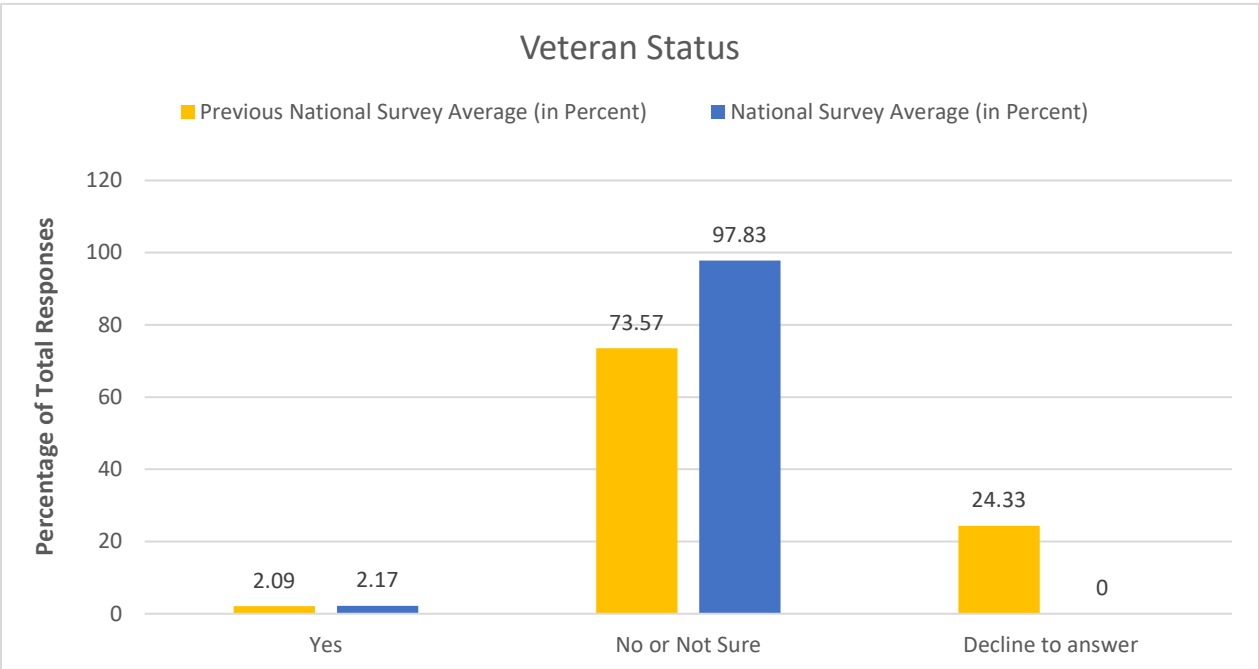
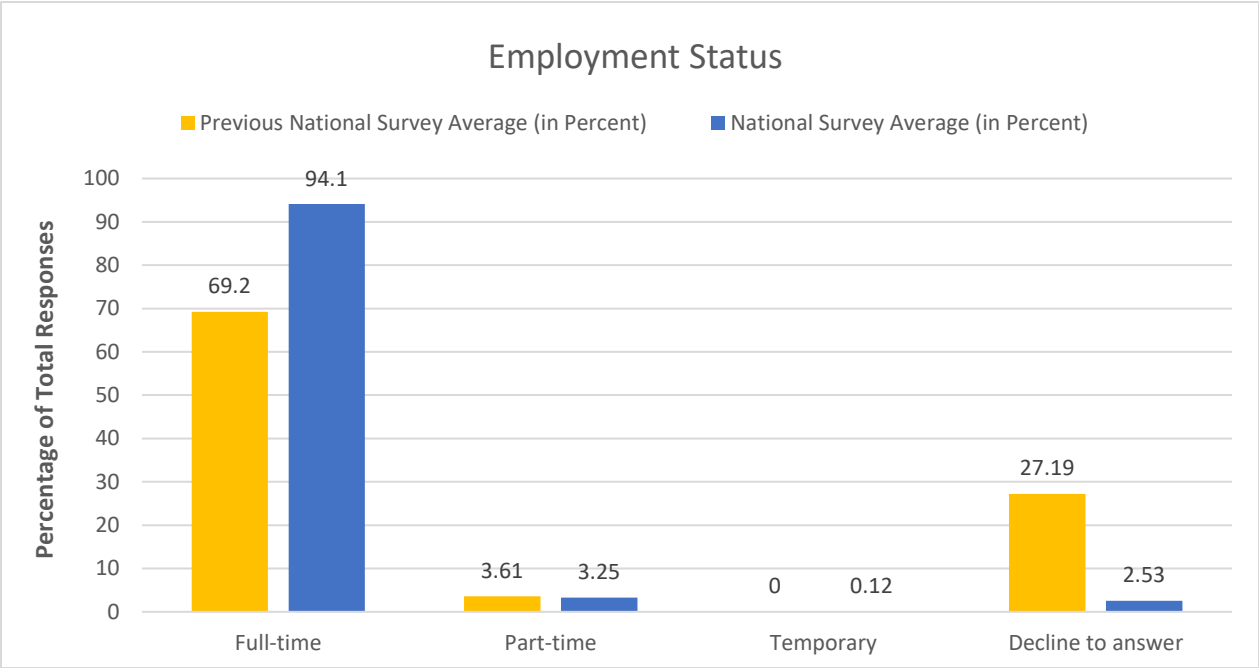


## Race and Ethnicity



## Age Group







[Tables](#)

**Students**

Question		Current (%, N)	
<b>Enrollment Status</b>			
	Undergraduate	57.7%	3,428
	Graduate	39.5%	2,344
	Decline to answer	2.8%	164
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Sex</b>			
	Woman	86.0%	5,103
	Man	11.9%	705
	Non-Conforming	0.7%	43
	Non-Binary	0.9%	54
	Different identity	0.5%	31
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Race and Ethnicity</b>			
	Black/African American	12.1%	821
	American Indian/Alaskan Native	1.1%	76
	Asian	7.8%	525
	Hawaiian/OPI	0.4%	26
	Hispanic/Latino	12.3%	833
	White	56.8%	3,848
	Two or More Races or Ethnicities	6.1%	410
	Other Race	3.4%	230
	<b>Total</b>	<b>100%</b>	<b>6,769</b>
<b>Pell Grant Recipient</b>			
	Yes	20.9%	1,240
	No or Not Sure	79.1%	4,696
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>5,936</b>

## Student

Question		Current (%, N)	
<b>Age</b>			
	18-25	39.1%	2,323
	26-35	25.1%	1,491
	36-45	19.1%	1,133
	46-55	11.9%	709
	56-65	2.9%	175
	> 65	0.3%	16
	Decline to answer	1.5%	89
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>First Generation College Student</b>			
	Yes	38.9%	2,311
	No or Not Sure	61.1%	3,625
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Employment Status</b>			
	Full-time	36.3%	2,152
	Part-time	35.2%	2,089
	Temporary	3.2%	191
	Not presently employed	22.2%	1,320
	Decline to answer	3.1%	184
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Veteran Status</b>			
	Yes	3.8%	226
	No or Not Sure	96.2%	5,710
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>5,936</b>

## Faculty

Question		Current (%, N)	
Sex			
	Woman	89.9%	2,052
	Man	7.6%	173
	Non-Conforming	0.7%	15
	Non-Binary	0.7%	16
	Different identity	1.2%	27
	<b>Total</b>	<b>100%</b>	<b>2,283</b>
Race and Ethnicity			
	Black/African American	9.6%	229
	American Indian/Alaskan Native	0.6%	14
	Asian	3.6%	85
	Hawaiian/OPI	0.1%	3
	Hispanic/Latino	4.5%	108
	White	72.6%	1,737
	Two or More Races or Ethnicities	6.6%	157
	Other Race	2.4%	58
	<b>Total</b>	<b>100%</b>	<b>2,391</b>
Age			
	18-25	0.1%	2
	26-35	5.3%	121
	36-45	20.5%	467
	46-55	25.9%	592
	56-65	27.0%	617
	> 65	11.5%	263
	Decline to answer	9.7%	221
	<b>Total</b>	<b>100%</b>	<b>2,283</b>

**Faculty**

Question		Current (%, N)	
Employment Status			
	Full-time	84.8%	1,935
	Part-time	11.1%	253
	Temporary	0.7%	16
	Decline to answer	3.5%	79
	<b>Total</b>	<b>100%</b>	<b>2,283</b>
Veteran Status			
	Yes	5.1%	117
	No or Not Sure	94.9%	2,166
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>2,283</b>

**Staff**

Question		Current (%, N)	
<b>Sex</b>			
	Woman	81.3%	675
	Man	16.5%	137
	Non-Conforming	0.7%	6
	Non-Binary	1.2%	10
	Different identity	0.2%	2
	<b>Total</b>	<b>100%</b>	<b>830</b>
<b>Race and Ethnicity</b>			
	Black/African American	13.4%	124
	American Indian/Alaskan Native	0.9%	8
	Asian	2.6%	24
	Hawaiian/OPI	0.2%	2
	Hispanic/Latino	10.0%	92
	White	63.7%	587
	Two or More Races or Ethnicities	6.7%	62
	Other Race	2.5%	23
	<b>Total</b>	<b>100%</b>	<b>922</b>
<b>Age</b>			
	18-25	2.5%	21
	26-35	17.0%	141
	36-45	24.6%	204
	46-55	21.9%	182
	56-65	21.9%	182
	> 65	3.9%	32
	Decline to answer	8.2%	68
	<b>Total</b>	<b>100%</b>	<b>830</b>

*Staff*

Question		Current (%, N)	
Employment Status			
	Full-time	94.1%	781
	Part-time	3.3%	27
	Temporary	0.1%	1
	Decline to answer	2.5%	21
	<b>Total</b>	<b>100%</b>	<b>830</b>
Veteran Status			
	Yes	2.2%	18
	No or Not Sure	97.8%	812
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>830</b>

## INTRODUCTION AND GENERAL INFORMATION ABOUT THE LAMP™

The American Association of Colleges of Nursing (AACN) developed the Leading Across Multidimensional Perspectives (LAMP©) Culture and Climate Survey to assess learning environments in schools of nursing. The tool gives academic administrators a better understanding of how their learning environment is influencing student experiences and outcomes. With assessment data collected from students, faculty, and staff, educators are equipped with valuable information needed to initiate change, target areas of growth, and most importantly, improve student outcomes.

This research effort is IRB approved by the American Institutes for Research (EX00580).

## SURVEY METHODOLOGY

The data collection for this survey project involved a partnership between AACN's national office and site administrators. A customized data collection and reporting platform was developed to support the administration of the study. This survey used an anonymous, convenience sampling approach with a global invitation to everyone at a nursing program site. The participating 51 nursing programs were selected from more than 280 nursing schools that submitted the necessary request to participate. Schools were selected to be representative of the four types of nursing schools as recognized by AACN membership: Academic Health Centers (30%); Public Schools without AHC (27%); Private Nursing Schools (21%); Small Schools (21%). The selection also considered the geographic location of schools in proportion to the distribution of AACN member schools. The regions included West (19%); Midwest (24%); South (37%); and North Atlantic (20%). These selection criteria increase the generalizability of the survey process. Site Administrator Guidelines were developed to explain the process and provide instructions to ensure consistency in the approach across all schools.

## SURVEY DESCRIPTION AND THEMATIC AREAS

The AACN design team consulted and drew inspiration from over 25 sources, including ongoing national surveys in higher education areas (National Survey of Student Engagement, Higher Education Research Institute Climate Survey, AAMC Standpoint Surveys), institution-based surveys (University of Arizona Climate Survey, Bemidji Campus & Climate Survey), and numerous articles in both higher education and related health profession workplace reports. The Belongingness Scale was adapted from *General Belongingness Scale* (2021) developed by Malone, G. P., Pillow, D. R., & Osman, A.

The design team balanced national priorities and local sensibilities as we approached each theme area and specific question. Questions were generated using Likert scales with two short answer questions asking the respondent about what their program could do “more of” and “less of” in the future.

## THEMATIC AREAS AND RELATED QUESTIONS

The survey is divided into six thematic areas described below. For each thematic area, there were specific questions with multiple items for each campus group. Using the survey software to optimize the respondent experience, the specific pathways were the following:

- The **student pathway** consists of 6 thematic sections and two short answer questions, and 12 demographic questions.
- The **faculty and admin/staff pathway** consists of 6 thematic sections, 2 short answer questions, and 6 demographic questions.

All respondents could use their laptop/computer or mobile device (phone or tablet) when responding to the survey.

### Perceptions of Culture and Climate

There were 29 items for this theme for students and 17 items for faculty and staff. Questions asked respondents how they felt about the culture and climate at their program site. These included perceptions of cohesion, caring, program values, a sense of responsiveness, and preparation for a nursing career.

### Fair Treatment and Observations of Discrimination

There were 28 items for this theme for students, faculty, and staff. These questions asked about perceptions of how individuals from underrepresented groups (males, racial/ethnic groups, LGBTQ, ability, and low income) were treated or observed discrimination for specific groups.

### Belongingness

There were 13 items for students and 9 items for faculty and staff. These questions asked about perceptions of connection or bonds to others and feelings of isolation or stranger-ness to the campus and program overall. The Belongingness survey items were introduced during the 2019 Survey.

### Value of Diversity, Equity, and Inclusion

There were 12 items for students, faculty, and staff. These questions asked about the overall sense of diversity, equity, and inclusion at the program site. Items asked about the knowledge, appreciation, and benefits of traditional nursing program enrollment of individuals from underrepresented groups, such as racial/ethnic, LGBTQ, ability, and low income. Questions were also asked about tolerance and respect for different beliefs and social determinants of health.

### Campus Services and Clinical Training

There were two themes, Campus Services and Clinical Training Sites, and only students could respond to the questions. Campus services had 8 items and asked about academic and career advising, support for licensure exams, and overall support to meet the student's professional goals. Clinical Training had 6 items that asked about perceptions on how the training site demonstrated respect and tolerance for patients and upheld standards of care.



## Overall Strength of the Instrument

Psychometric examination of the survey for reliability revealed a Cronbach alpha over 0.9. for each of the thematic areas.

## **PILOT SURVEY (2023)**

### **Timeline and Tool**

The questionnaires took respondents, on average, about 10 to 20 minutes to complete. Schools were allowed to identify their data collection time period, not to exceed three months. Schools were allowed to select a maximum of three campus sites if they desired to know differences in perceptions across different campus locations. This option also included the ability to select an online site. Each campus site was issued a unique code, and respondents were instructed to utilize that code to gain access to the survey.

### **Program Response Pattern**

The first screening question required a response to ensure IRB requirement for voluntary participation. If a respondent declined this question, they were immediately taken to the 'thank you' page.

At the next survey juncture, respondents were given two optional questions: what campus group they belonged to - student, faculty, or staff/administrator - and which nursing program site. Some respondents chose not to provide answers to certain survey questions. This resulted in differences between the numbers in the program response pattern table below and the tables of responses to each question.

<b>Counts by Campus Group</b>	<b>Survey Round 3</b>
Students	5,936
Faculty	2,283
Administrators or Staff	830
<b>Total</b>	<b>9,049</b>

## **Guidance for Using this Report**

There are four parts to this report:

- **Part A: Survey Participation and Descriptive and Comparative Results for Composite Variables**  
This third pilot survey presents the descriptive comparative analysis of the six thematic areas by campus group. This comparative analysis of composite variables allows the reader to see group differences and to determine broadly if school activities, if implemented, will make a difference.
- **Part B: Descriptive Results for All Questions** provides the response tables for each campus group for questions in each thematic area (If available schools should refer to previous survey

results for their school. This section also includes descriptive analysis of those questions presented only to students. These questions ask about student services and clinical training sites and illuminate any needs for improvement according to the student experience.

- **Part C: Responses to Demographic Question** provides demographic responses for all campus groups: students, faculty, and staff/administrators. We suggest you compare this section with your general campus demographic to indicate how generalizable these results are to the rest of your campus.
- **Part D: Responses to Short Answer Questions** provide the short answer responses for each site disaggregated by campus group. This section provides an overall synopsis of responses to what was most and least useful at their campus site.

## Questions and Feedback

Please direct any questions, comments, or feedback to AACN staff at [dei@aacnnursing.org](mailto:dei@aacnnursing.org).

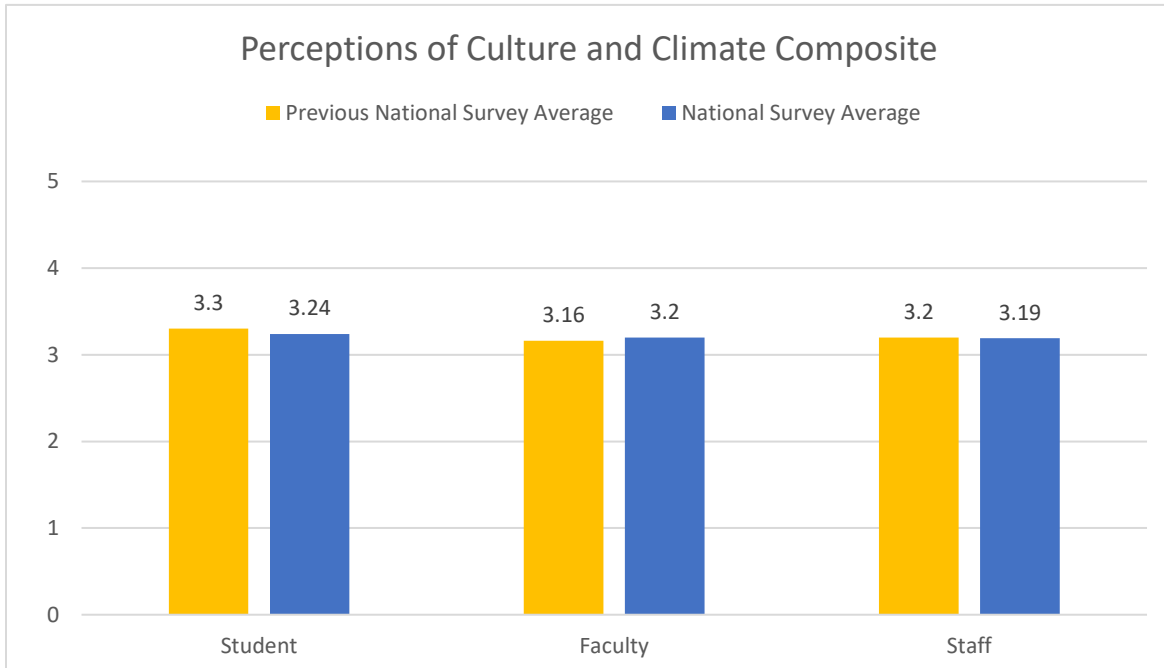
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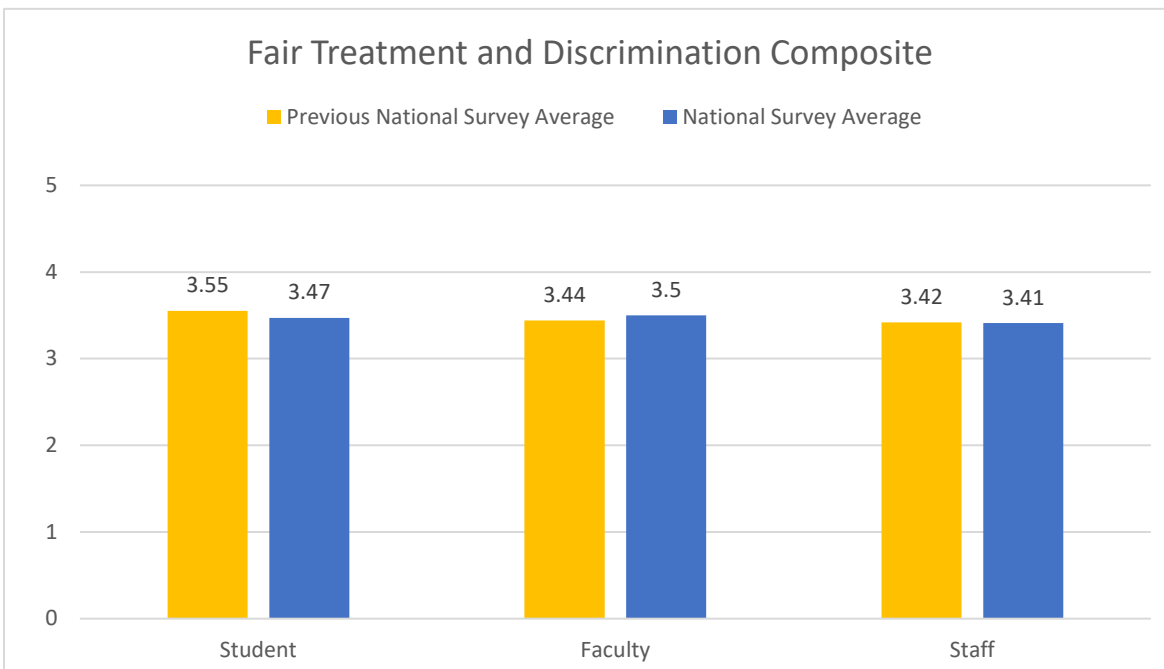
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# **Part A: Descriptive and Comparative Results for Composite Variables**

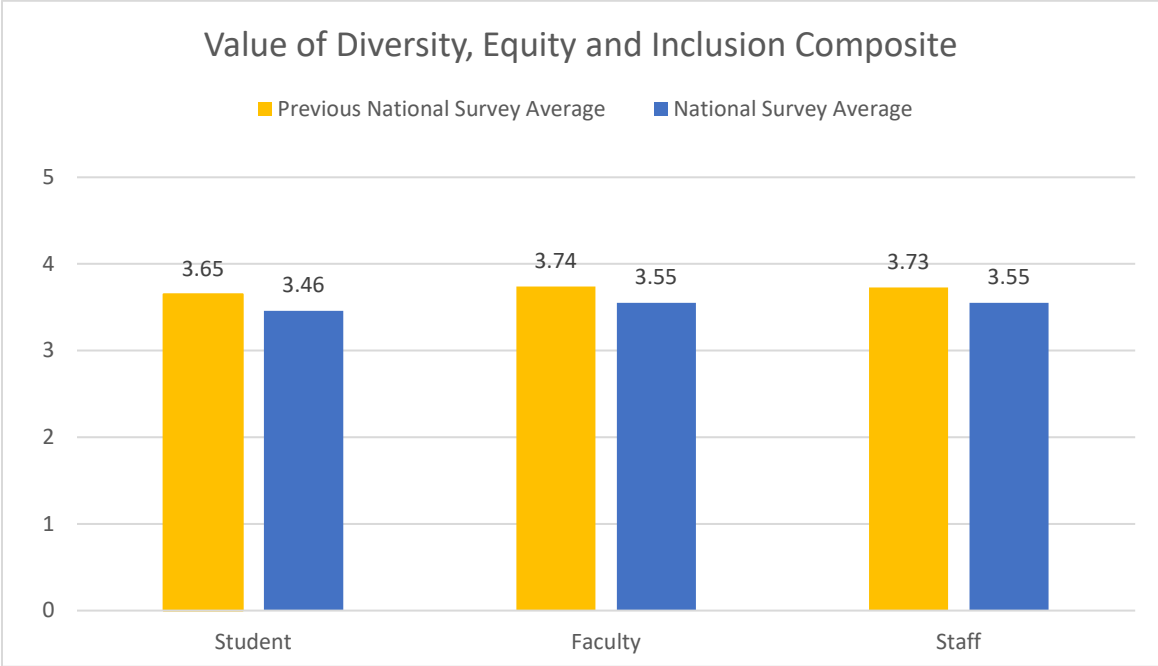
## Perceptions of Culture and Climate



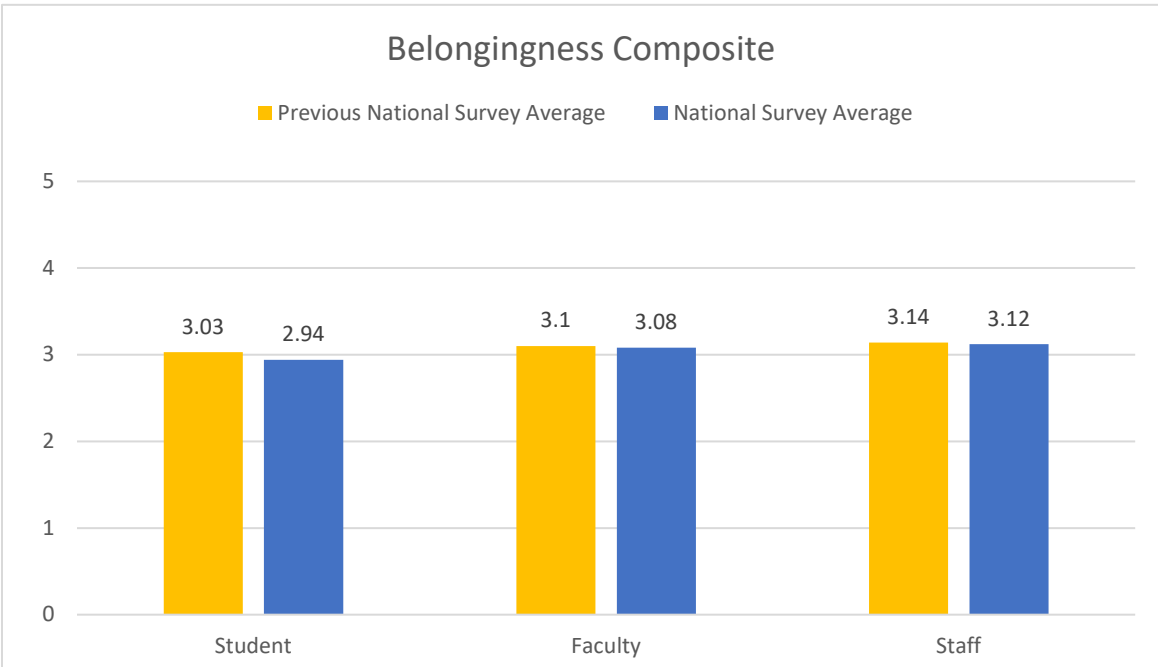
## Fair Treatment and Discrimination



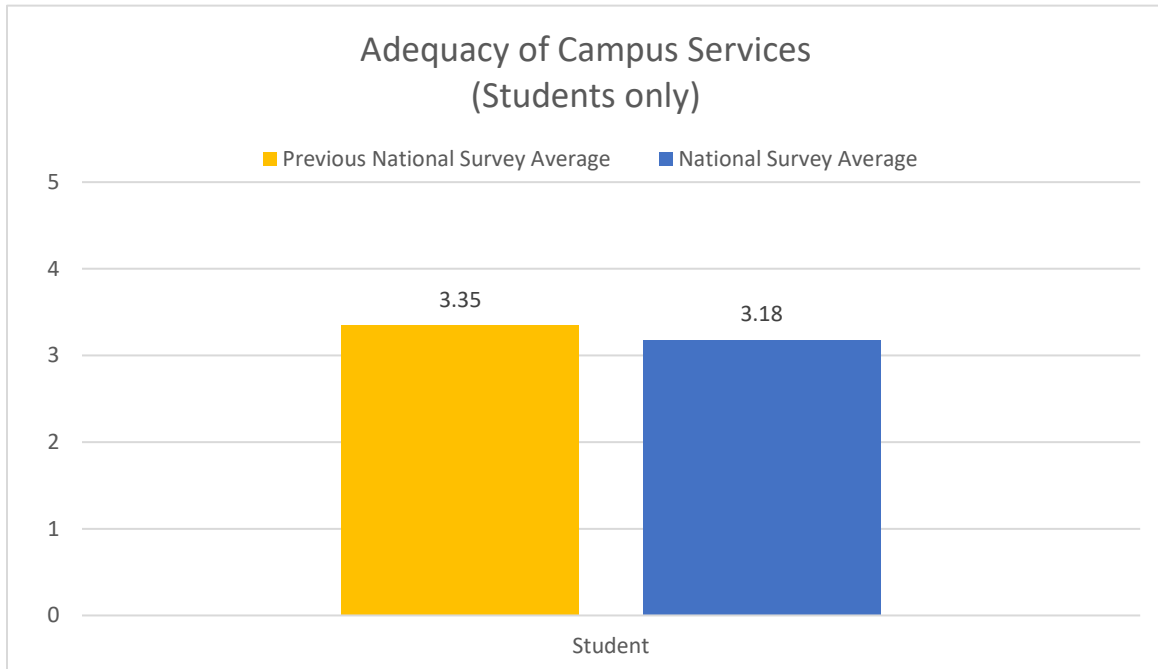
# Value of Diversity, Equity, and Inclusion



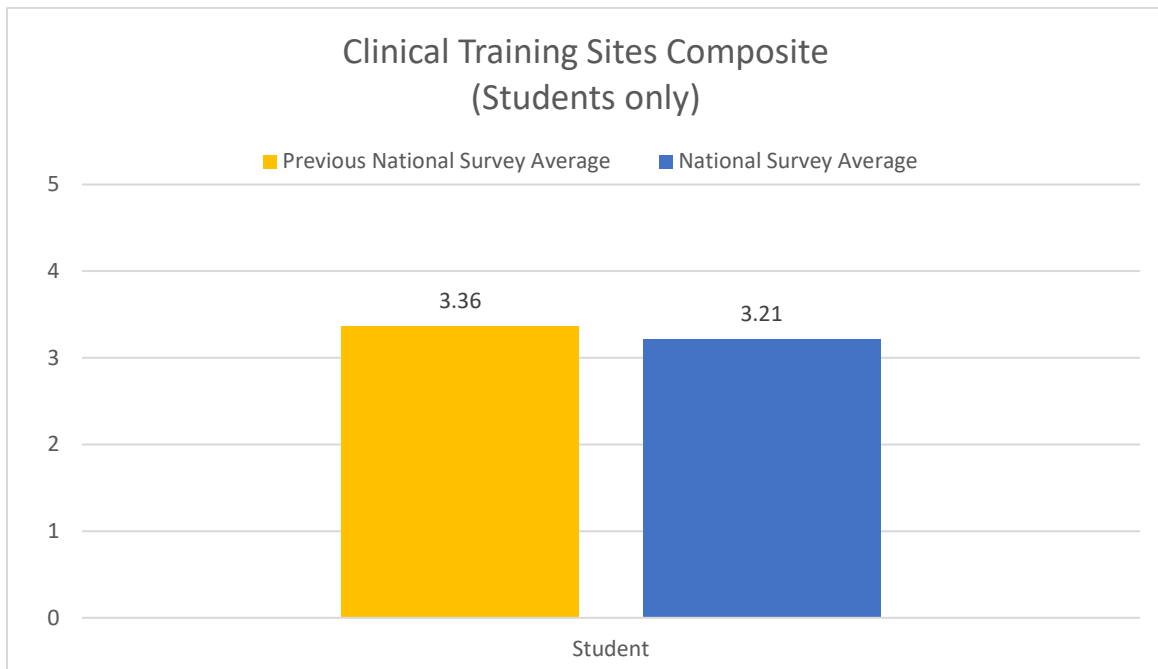
# Belongingness



## Adequacy of Campus Services (Students Only)



## Adequacy of Clinical Training Sites (Students Only)





## **Part B: Descriptive Results for Questions**

## Tables: Each Question for All Thematic Areas

### Perceptions of Culture and Climate

#### Students

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Fosters a sense of community	34.6%	2,055	47.0%	2,792	9.7%	573	4.2%	250	4.5%	266	5,936
Has a strong sense of cohesion	28.4%	1,685	46.2%	2,740	15.1%	897	4.6%	271	5.8%	343	5,936
Values student opinions	30.7%	1,821	41.6%	2,472	15.2%	903	7.8%	463	4.7%	277	5,936
Ensures safe environment for all students	43.2%	2,562	41.9%	2,490	4.5%	268	2.9%	175	7.4%	441	5,936
Students know that they can get assistance from faculty/staff on campus if they need help	45.2%	2,686	38.4%	2,279	6.7%	399	4.2%	248	5.5%	324	5,936
There is respect for different expressions of values and beliefs at my institution	43.5%	2,583	42.0%	2,495	6.0%	359	3.0%	180	5.4%	319	5,936
Subtle discrimination and micro aggression may exist in the structure of the program	13.1%	780	23.2%	1,376	31.7%	1,882	18.6%	1,103	13.4%	795	5,936
The curriculum appropriately addresses racial and ethnic diversity	34.0%	2,018	44.0%	2,613	9.8%	579	2.4%	143	9.8%	583	5,936
Class discussions teach students tolerance and respect for different beliefs	41.0%	2,434	43.3%	2,568	6.2%	370	1.9%	114	7.6%	450	5,936
Faculty model respect and tolerance for different beliefs	42.7%	2,534	42.4%	2,515	6.0%	359	2.5%	147	6.4%	381	5,936
My values are congruent with the dominant institutional values	33.0%	1,956	46.7%	2,774	7.1%	420	2.5%	148	10.7%	638	5,936
My faculty responds to student inquiries, needs, concerns, and suggestions	42.5%	2,523	42.3%	2,513	9.0%	534	4.0%	238	2.2%	128	5,936
My faculty are available by email	54.6%	3,240	40.2%	2,386	3.4%	199	1.1%	65	0.8%	46	5,936
My faculty's office hours are convenient	35.4%	2,102	44.7%	2,651	8.1%	478	2.1%	125	9.8%	580	5,936
My faculty provide academic support	45.3%	2,690	43.8%	2,600	5.8%	344	2.5%	148	2.6%	154	5,936

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
My faculty provide mentoring and career guidance	40.3%	2,394	39.0%	2,317	9.5%	565	3.2%	188	8.0%	472	5,936
My school is preparing me to be successful in the nursing profession	46.6%	2,764	41.5%	2,462	6.4%	379	2.5%	146	3.1%	185	5,936
My school is a good value for my money	34.5%	2,045	42.0%	2,494	13.9%	827	5.4%	322	4.2%	248	5,936
I would recommend this school to other students, friends, or family	41.2%	2,447	37.7%	2,239	9.8%	583	6.3%	372	5.0%	295	5,936
Knowing what I know now, I would enroll again	39.1%	2,321	35.3%	2,095	12.2%	727	7.2%	428	6.1%	365	5,936
I can enroll in the courses I need to graduate on time	50.5%	2,996	41.3%	2,449	3.7%	221	2.1%	126	2.4%	144	5,936
Teaching at this nursing school is of high quality	38.8%	2,302	41.3%	2,451	10.8%	641	3.4%	199	5.8%	343	5,936
I plan to complete my degree at this nursing school	65.9%	3,913	30.4%	1,803	0.6%	37	0.6%	36	2.5%	147	5,936

Question	0 (Don't know)		1 (Weak)		2		3		4 (Strong)		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Friendly	0.0%	0	0.7%	41	3.3%	193	5.3%	316	90.7%	5,386	5,936
Caring	0.0%	0	0.8%	45	4.3%	253	7.1%	423	87.9%	5,215	5,936
Rigorous	0.0%	0	1.3%	79	1.2%	70	2.4%	140	95.1%	5,647	5,936
Affordable	0.0%	0	1.2%	71	17.1%	1,013	16.0%	950	65.7%	3,902	5,936
Innovative	0.0%	0	2.4%	144	3.9%	229	8.9%	531	84.8%	5,032	5,936
Safe	0.0%	0	5.3%	316	1.5%	87	3.5%	205	89.8%	5,328	5,936

## Faculty

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Fosters a sense of community	39.0%	890	44.3%	1,011	11.3%	257	4.2%	96	1.3%	29	2,283
Has a strong sense of cohesion	26.9%	614	44.1%	1,007	21.5%	491	5.6%	128	1.9%	43	2,283
Values student opinions	49.0%	1,119	39.2%	894	6.5%	149	2.8%	63	2.5%	58	2,283
Ensures safe environment for all students	53.2%	1,214	34.7%	792	5.8%	133	2.7%	61	3.6%	83	2,283
Students know that they can get assistance from faculty/staff on campus if they need help	53.9%	1,230	34.6%	789	4.5%	103	1.9%	44	5.1%	117	2,283
There is respect for different expressions of values and beliefs at my institution	40.8%	932	41.0%	936	12.3%	281	4.7%	107	1.2%	27	2,283
Subtle discrimination and micro aggression may exist in the structure of the program	17.5%	399	39.4%	899	25.0%	571	11.5%	262	6.7%	152	2,283
The curriculum appropriately addresses racial and ethnic diversity	27.6%	629	45.2%	1,033	17.8%	407	3.1%	71	6.3%	143	2,283
Class discussions teach students tolerance and respect for different beliefs	33.5%	765	43.3%	989	9.4%	215	1.8%	41	12.0%	273	2,283
Faculty model respect and tolerance for different beliefs	41.6%	949	43.7%	997	9.7%	222	2.5%	56	2.6%	59	2,283
My values are congruent with the dominant institutional values	42.5%	970	41.1%	938	9.7%	222	2.1%	47	4.6%	106	2,283

Question	0 (Don't know)		1 (Weak)		3		4		5 (Strong)		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Friendly	0.0%	0	0.4%	8	2.4%	54	4.5%	102	92.8%	2,119	2,283
Caring	0.0%	0	0.3%	7	2.6%	60	4.6%	105	92.5%	2,111	2,283
Rigorous	0.0%	0	0.9%	20	2.5%	58	5.5%	126	91.1%	2,079	2,283
Affordable	0.0%	0	5.3%	122	7.9%	181	11.2%	255	75.6%	1,725	2,283
Innovative	0.0%	0	0.9%	20	2.9%	66	7.3%	166	89.0%	2,031	2,283
Safe	0.0%	0	1.8%	40	2.0%	46	4.6%	104	91.7%	2,093	2,283

## Staff

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Fosters a sense of community	38.4%	319	45.5%	378	8.8%	73	3.1%	26	4.1%	34	830
Has a strong sense of cohesion	24.9%	207	47.1%	391	17.2%	143	4.6%	38	6.1%	51	830
Values student opinions	39.5%	328	34.8%	289	5.7%	47	2.9%	24	17.1%	142	830
Ensures safe environment for all students	50.6%	420	32.2%	267	3.6%	30	2.2%	18	11.4%	95	830
Students know that they can get assistance from faculty/staff on campus if they need help	46.1%	383	32.0%	266	3.7%	31	2.4%	20	15.7%	130	830
There is respect for different expressions of values and beliefs at my institution	38.9%	323	45.4%	377	8.6%	71	3.3%	27	3.9%	32	830
Subtle discrimination and micro aggression may exist in the structure of the program	12.5%	104	32.8%	272	24.0%	199	8.4%	70	22.3%	185	830
The curriculum appropriately addresses racial and ethnic diversity	14.5%	120	30.2%	251	9.2%	76	2.2%	18	44.0%	365	830
Class discussions teach students tolerance and respect for different beliefs	12.4%	103	21.3%	177	3.3%	27	1.2%	10	61.8%	513	830
Faculty model respect and tolerance for different beliefs	25.4%	211	35.9%	298	8.7%	72	2.7%	22	27.3%	227	830
My values are congruent with the dominant institutional values	35.5%	295	45.2%	375	6.4%	53	1.8%	15	11.1%	92	830

Question	0 (Don't know)		1 (Weak)		2		3		4 (Strong)		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Friendly	0.0%	0	1.4%	12	1.4%	12	3.4%	28	93.7%	778	830
Caring	0.0%	0	1.7%	14	1.8%	15	4.0%	33	92.5%	768	830
Rigorous	0.0%	0	11.1%	92	0.2%	2	1.6%	13	87.1%	723	830
Affordable	0.0%	0	16.1%	134	6.6%	55	14.3%	119	62.9%	522	830
Innovative	0.0%	0	6.6%	55	1.8%	15	4.8%	40	86.7%	720	830
Safe	0.0%	0	3.1%	26	0.8%	7	3.3%	27	92.8%	770	830

## Fair Treatment and Discrimination

### Students

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Female students are treated fairly in my nursing program	50.7%	3,008	37.6%	2,234	1.2%	72	0.8%	48	9.7%	574	5,936
Male students are treated fairly in my nursing program	41.1%	2,439	33.1%	1,967	2.3%	139	0.7%	40	22.8%	1,351	5,936
Students of Color are treated fairly in my nursing program	39.8%	2,363	32.2%	1,914	4.2%	248	1.5%	92	22.2%	1,319	5,936
LGBTQ students are treated fairly in my nursing program	36.0%	2,136	29.4%	1,744	2.0%	121	0.8%	50	31.8%	1,885	5,936
Students, aged 40 and older, are treated fairly in my nursing program	40.0%	2,375	31.9%	1,891	2.5%	146	1.2%	71	24.5%	1,453	5,936
Students with disabilities are treated fairly in my nursing program	32.9%	1,916	26.3%	1,530	3.1%	179	1.7%	101	36.0%	2,099	5,825
Students with disabilities are physically and emotionally safe at our institution	33.0%	1,922	27.4%	1,598	2.3%	135	1.5%	86	35.8%	2,084	5,825
LGBTQ people are physically and emotionally safe at our institution	34.9%	2,073	29.0%	1,723	2.4%	142	0.9%	51	32.8%	1,947	5,936
Black/African American students are treated fairly in my nursing program	36.3%	2,155	30.7%	1,825	3.4%	204	1.3%	79	28.2%	1,673	5,936
Hispanic/Latin students are treated fairly in my nursing program	36.2%	2,146	30.3%	1,800	2.4%	141	0.9%	55	30.2%	1,794	5,936
Asian/Asian American students are treated fairly in my nursing program	35.6%	2,116	30.3%	1,798	2.0%	117	0.8%	45	31.3%	1,860	5,936
Native American students are treated fairly in my nursing program	31.3%	1,860	26.0%	1,544	1.5%	88	0.7%	39	40.5%	2,405	5,936
Hawaiian/OPI students are treated fairly in my nursing program	30.6%	1,815	25.8%	1,529	1.3%	79	0.5%	32	41.8%	2,481	5,936
Female faculty members are treated fairly	33.1%	1,966	27.8%	1,652	0.8%	49	0.3%	15	38.0%	2,254	5,936
Male faculty members are treated fairly	30.0%	1,778	26.2%	1,554	0.6%	35	0.2%	13	43.1%	2,556	5,936
Faculty of Color are treated fairly	29.9%	1,777	24.9%	1,479	1.8%	106	0.6%	35	42.8%	2,539	5,936
LGBTQ faculty are treated fairly	26.7%	1,585	22.6%	1,339	0.8%	49	0.4%	22	49.5%	2,941	5,936
Female staff members are treated fairly	31.8%	1,885	27.1%	1,608	0.5%	30	0.2%	13	40.4%	2,400	5,936
Male staff members are treated fairly	29.9%	1,772	26.0%	1,543	0.4%	24	0.2%	13	43.5%	2,584	5,936
Staff of Color are treated fairly	29.5%	1,751	24.7%	1,469	1.2%	70	0.6%	35	44.0%	2,611	5,936

Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
	%	N	%	N	%	N	%	N	%	N	
LGBTQ staff are treated fairly	26.5%	1,574	22.3%	1,321	0.8%	46	0.4%	24	50.1%	2,971	5,936
Faculty with disabilities are treated fairly	25.8%	1,505	21.8%	1,270	0.7%	41	0.3%	17	51.4%	2,992	5,825
Staff with disabilities are treated fairly	25.8%	1,500	21.6%	1,257	0.8%	45	0.3%	19	51.6%	3,004	5,825
Academic performance expectations are the same for female and male students	47.9%	2,845	38.7%	2,296	2.9%	170	0.9%	55	9.6%	570	5,936
Academic performance expectations are the same for students of Color and white students	45.8%	2,716	36.1%	2,143	4.1%	241	1.5%	91	12.6%	745	5,936
Academic performance expectations are the same for transfer and non-transfer students	42.1%	2,497	34.5%	2,047	2.1%	127	0.8%	45	20.6%	1,220	5,936
Academic performance expectations are the same for low-income and middle or high-income students	43.5%	2,584	34.8%	2,066	3.9%	229	1.4%	83	16.4%	974	5,936
Academic performance expectations are the same for students with disabilities and students without disabilities	39.7%	2,310	32.6%	1,899	2.4%	137	1.4%	79	24.0%	1,400	5,825

**Faculty**

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Female students are treated fairly in my nursing program	60.8%	1,388	34.1%	778	0.8%	18	0.2%	5	4.1%	94	2,283
Male students are treated fairly in my nursing program	56.9%	1,300	35.7%	816	1.5%	34	0.4%	8	5.5%	125	2,283
Students of Color are treated fairly in my nursing program	51.9%	1,186	34.3%	782	6.7%	153	1.2%	28	5.9%	134	2,283
LGBTQ students are treated fairly in my nursing program	51.4%	1,174	33.9%	774	3.9%	89	0.9%	21	9.9%	225	2,283
Students, aged 40 and older, are treated fairly in my nursing program	51.4%	1,173	36.1%	824	3.9%	88	0.9%	20	7.8%	178	2,283
Students with disabilities are treated fairly in my nursing program	48.5%	1,079	35.0%	778	5.9%	131	1.0%	23	9.7%	215	2,226
Students with disabilities are physically and emotionally safe at our institution	47.7%	1,061	34.5%	769	4.8%	107	0.7%	16	12.3%	273	2,226
LGBTQ people are physically and emotionally safe at our institution	48.5%	1,108	34.1%	779	4.2%	97	0.9%	21	12.2%	278	2,283
Black/African American students are treated fairly in my nursing program	50.2%	1,146	35.7%	814	5.8%	132	1.4%	33	6.9%	158	2,283
Hispanic/Latin students are treated fairly in my nursing program	50.5%	1,152	36.7%	837	4.2%	97	0.9%	20	7.8%	177	2,283
Asian/Asian American students are treated fairly in my nursing program	50.8%	1,160	37.6%	859	2.9%	67	0.7%	17	7.9%	180	2,283
Native American students are treated fairly in my nursing program	44.2%	1,010	30.3%	691	2.8%	65	0.6%	14	22.0%	503	2,283
Hawaiian/OPI students are treated fairly in my nursing program	43.3%	989	29.7%	677	1.9%	43	0.4%	10	24.7%	564	2,283
Female faculty members are treated fairly	47.6%	1,087	39.9%	911	7.7%	176	2.2%	51	2.5%	58	2,283
Male faculty members are treated fairly	50.0%	1,141	35.4%	809	3.4%	77	1.0%	22	10.2%	234	2,283
Faculty of Color are treated fairly	46.9%	1,070	33.7%	770	8.5%	194	2.3%	53	8.6%	196	2,283
LGBTQ faculty are treated fairly	47.3%	1,081	32.0%	730	3.6%	83	1.0%	22	16.1%	367	2,283
Female staff members are treated fairly	46.6%	1,065	38.7%	883	4.0%	92	1.3%	29	9.4%	214	2,283
Male staff members are treated fairly	47.4%	1,082	36.6%	836	2.5%	56	0.7%	16	12.8%	293	2,283
Staff of Color are treated fairly	45.9%	1,047	33.4%	762	5.7%	130	1.9%	43	13.2%	301	2,283
LGBTQ staff are treated fairly	44.7%	1,020	32.0%	730	2.6%	60	1.0%	22	19.8%	451	2,283



Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
Faculty with disabilities are treated fairly	41.5%	924	31.1%	692	4.1%	91	1.2%	26	22.1%	493	2,226
Staff with disabilities are treated fairly	40.7%	905	29.6%	659	3.3%	74	1.1%	24	25.3%	564	2,226
Academic performance expectations are the same for female and male students	60.5%	1,382	33.9%	773	2.3%	53	0.6%	13	2.7%	62	2,283
Academic performance expectations are the same for students of Color and white students	56.7%	1,294	31.8%	727	6.7%	152	1.4%	33	3.4%	77	2,283
Academic performance expectations are the same for transfer and non-transfer students	54.8%	1,250	31.7%	723	2.4%	54	0.6%	13	10.6%	243	2,283
Academic performance expectations are the same for low-income and middle or high-income students	55.0%	1,255	33.5%	765	3.9%	88	1.0%	22	6.7%	153	2,283
Academic performance expectations are the same for students with disabilities and students without disabilities	53.1%	1,181	33.1%	736	4.6%	102	0.8%	17	8.5%	190	2,226

**Staff**

Question	Strongly Agree (% , N)		Agree (% , N)		Disagree (% , N)		Strongly Disagree (% , N)		Don't know or can't comment (% , N)		Total
Female students are treated fairly in my nursing program	36.5%	303	29.3%	243	0.7%	6	0.2%	2	33.3%	276	830
Male students are treated fairly in my nursing program	33.5%	278	29.2%	242	1.8%	15	0.1%	1	35.4%	294	830
Students of Color are treated fairly in my nursing program	31.4%	261	27.3%	227	5.1%	42	1.8%	15	34.3%	285	830
LGBTQ students are treated fairly in my nursing program	31.4%	261	28.4%	236	2.4%	20	0.7%	6	37.0%	307	830
Students, aged 40 and older, are treated fairly in my nursing program	30.6%	254	28.9%	240	1.7%	14	0.6%	5	38.2%	317	830
Students with disabilities are treated fairly in my nursing program	30.7%	250	28.3%	230	4.4%	36	0.7%	6	35.9%	292	814
Students with disabilities are physically and emotionally safe at our institution	31.6%	257	28.6%	233	3.4%	28	1.0%	8	35.4%	288	814
LGBTQ people are physically and emotionally safe at our institution	33.9%	281	31.3%	260	3.3%	27	0.6%	5	31.0%	257	830
Black/African American students are treated fairly in my nursing program	31.4%	261	28.0%	232	4.6%	38	1.7%	14	34.3%	285	830
Hispanic/Latin students are treated fairly in my nursing program	32.2%	267	27.7%	230	3.4%	28	1.2%	10	35.5%	295	830
Asian/Asian American students are treated fairly in my nursing program	31.7%	263	29.3%	243	1.9%	16	0.5%	4	36.6%	304	830
Native American students are treated fairly in my nursing program	30.0%	249	25.5%	212	1.9%	16	0.5%	4	42.0%	349	830
Hawaiian/OPI students are treated fairly in my nursing program	29.2%	242	25.4%	211	1.6%	13	0.5%	4	43.4%	360	830
Female faculty members are treated fairly	37.5%	311	34.2%	284	3.1%	26	0.1%	1	25.1%	208	830
Male faculty members are treated fairly	35.5%	295	32.9%	273	1.1%	9	0.2%	2	30.2%	251	830
Faculty of Color are treated fairly	33.3%	276	30.2%	251	6.1%	51	1.9%	16	28.4%	236	830
LGBTQ faculty are treated fairly	33.1%	275	29.9%	248	1.8%	15	0.8%	7	34.3%	285	830
Female staff members are treated fairly	39.2%	325	42.4%	352	6.6%	55	2.5%	21	9.3%	77	830
Male staff members are treated fairly	38.3%	318	39.9%	331	3.3%	27	1.2%	10	17.3%	144	830
Staff of Color are treated fairly	37.2%	309	34.8%	289	9.0%	75	2.5%	21	16.4%	136	830
LGBTQ staff are treated fairly	35.4%	294	35.3%	293	2.8%	23	1.1%	9	25.4%	211	830

Question	Strongly Agree (%, N)		Agree (%, N)		Disagree (%, N)		Strongly Disagree (%, N)		Don't know or can't comment (%, N)		Total
Faculty with disabilities are treated fairly	31.2%	254	30.1%	245	2.1%	17	1.1%	9	35.5%	289	814
Staff with disabilities are treated fairly	32.9%	268	33.7%	274	3.7%	30	2.0%	16	27.8%	226	814
Academic performance expectations are the same for female and male students	36.4%	302	32.0%	266	1.6%	13	0.7%	6	29.3%	243	830
Academic performance expectations are the same for students of Color and white students	35.7%	296	29.3%	243	3.4%	28	1.8%	15	29.9%	248	830
Academic performance expectations are the same for transfer and non-transfer students	34.5%	286	29.5%	245	1.4%	12	1.0%	8	33.6%	279	830
Academic performance expectations are the same for low-income and middle or high-income students	34.7%	288	28.7%	238	3.5%	29	1.1%	9	32.0%	266	830
Academic performance expectations are the same for students with disabilities and students without disabilities	33.7%	274	28.9%	235	2.6%	21	1.2%	10	33.7%	274	814

Value of Diversity, Equity, and Inclusion

**Students**

Question	Very Important		Important		Not that Important		Not Important at all		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Helping promote racial understanding	59.1%	3,507	28.9%	1,718	4.2%	249	2.1%	122	5.7%	340	5,936
Enhancing the knowledge of and appreciation for other racial/ethnic groups	59.5%	3,529	29.3%	1,737	3.7%	218	2.0%	120	5.6%	332	5,936
Enhancing the knowledge of and appreciation for LGBTQ people	53.8%	3,196	29.7%	1,763	5.4%	321	3.1%	186	7.9%	470	5,936
Enhancing the knowledge of and appreciation for low-income people	58.7%	3,482	30.1%	1,789	3.2%	192	2.0%	118	6.0%	355	5,936
Enhancing the knowledge of and appreciation for persons with disabilities	60.3%	3,510	29.5%	1,718	2.8%	165	1.5%	89	5.9%	343	5,825
Teaching students tolerance and respect for different beliefs	65.0%	3,859	26.2%	1,557	2.1%	126	1.6%	96	5.0%	298	5,936
Enhancing the knowledge and appreciation of social determinants of health as it relates to healthcare	65.9%	3,910	26.1%	1,547	1.9%	110	1.4%	85	4.8%	284	5,936

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Having racially/ethnically diverse student body members enhances the educational experience of all students	50.6%	3,006	31.3%	1,859	2.8%	165	7.1%	423	8.1%	483	5,936
Having LGBTQ student body members enhances the educational experience of all students	43.7%	2,596	30.5%	1,808	4.5%	267	7.5%	447	13.8%	818	5,936
Having student body members who are low-income enhances the educational experience of all students	46.0%	2,731	32.0%	1,901	4.0%	236	6.6%	390	11.4%	678	5,936
Having student body members with disabilities enhances the educational experience of all students	46.1%	2,685	32.7%	1,905	3.3%	193	6.5%	376	11.4%	666	5,825
My school should hire more faculty of Color	27.8%	1,653	24.0%	1,423	6.0%	357	5.5%	326	36.7%	2,177	5,936

**Faculty**

Question	Very Important		Important		Not that Important		Not Important at all		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Helping promote racial understanding	65.5%	1,496	28.2%	644	3.3%	75	1.4%	32	1.6%	36	2,283
Enhancing the knowledge of and appreciation for other racial/ethnic groups	67.1%	1,533	27.6%	631	2.6%	60	1.4%	32	1.2%	27	2,283
Enhancing the knowledge of and appreciation for LGBTQ people	62.3%	1,423	30.0%	685	3.5%	81	1.9%	43	2.2%	51	2,283
Enhancing the knowledge of and appreciation for low-income people	67.6%	1,543	27.4%	626	2.4%	55	1.2%	27	1.4%	32	2,283
Enhancing the knowledge of and appreciation for persons with disabilities	66.4%	1,477	28.6%	636	2.2%	50	1.3%	28	1.6%	35	2,226
Teaching students tolerance and respect for different beliefs	75.9%	1,732	20.4%	465	1.4%	32	1.3%	30	1.1%	24	2,283
Enhancing the knowledge and appreciation of social determinants of health as it relates to healthcare	76.9%	1,755	20.0%	457	1.0%	23	1.3%	29	0.8%	19	2,283

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Having racially/ethnically diverse student body members enhances the educational experience of all students	64.1%	1,464	23.5%	536	1.8%	42	7.5%	171	3.1%	70	2,283
Having LGBTQ student body members enhances the educational experience of all students	57.1%	1,303	25.8%	590	3.2%	73	7.7%	176	6.2%	141	2,283
Having student body members who are low-income enhances the educational experience of all students	59.3%	1,354	25.9%	592	2.5%	58	7.2%	165	5.0%	114	2,283
Having student body members with disabilities enhances the educational experience of all students	59.7%	1,328	26.3%	585	2.3%	51	7.1%	157	4.7%	105	2,226
My school should hire more faculty of Color	35.0%	798	26.0%	593	8.7%	199	6.2%	142	24.1%	551	2,283

**Staff**

Question	Very Important		Important		Not that Important		Not Important at all		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
Helping promote racial understanding	63.7%	529	29.9%	248	2.4%	20	1.2%	10	2.8%	23	830
Enhancing the knowledge of and appreciation for other racial/ethnic groups	63.5%	527	30.4%	252	2.3%	19	1.1%	9	2.8%	23	830
Enhancing the knowledge of and appreciation for LGBTQ people	60.8%	505	30.6%	254	3.0%	25	1.7%	14	3.9%	32	830
Enhancing the knowledge of and appreciation for low-income people	63.6%	528	29.5%	245	2.9%	24	1.0%	8	3.0%	25	830
Enhancing the knowledge of and appreciation for persons with disabilities	64.3%	523	29.9%	243	2.1%	17	0.9%	7	2.9%	24	814
Teaching students tolerance and respect for different beliefs	70.7%	587	24.0%	199	1.4%	12	0.7%	6	3.1%	26	830
Enhancing the knowledge and appreciation of social determinants of health as it relates to healthcare	70.6%	586	23.9%	198	0.8%	7	0.7%	6	4.0%	33	830

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
Having racially/ethnically diverse student body members enhances the educational experience of all students	61.2%	508	24.5%	203	1.9%	16	7.0%	58	5.4%	45	830
Having LGBTQ student body members enhances the educational experience of all students	54.9%	456	27.2%	226	2.5%	21	7.3%	61	8.0%	66	830
Having student body members who are low-income enhances the educational experience of all students	57.7%	479	26.1%	217	2.5%	21	6.7%	56	6.9%	57	830
Having student body members with disabilities enhances the educational experience of all students	58.2%	474	26.3%	214	2.5%	20	6.6%	54	6.4%	52	814
My school should hire more faculty of Color	37.8%	314	25.9%	215	3.7%	31	6.1%	51	26.4%	219	830

## Belongingness

### Students

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
When I interact with other people who are a part of my campus, I feel included.	28.7%	1,702	47.6%	2,823	8.5%	503	1.8%	109	13.5%	799	5,936
I feel that my campus does not care about me.	7.5%	444	14.5%	858	40.7%	2,417	24.1%	1,428	13.3%	789	5,936
I feel accepted by my campus community.	27.0%	1,603	48.5%	2,880	6.7%	397	1.7%	98	16.1%	958	5,936
I feel distant during campus-related gatherings.	8.4%	497	19.3%	1,144	31.6%	1,875	14.8%	877	26.0%	1,543	5,936
I feel isolated from everyone else who is a part of my campus.	6.9%	410	16.1%	957	40.4%	2,400	19.1%	1,134	17.4%	1,035	5,936
I have a sense of belonging with my campus community.	21.5%	1,279	43.7%	2,592	14.8%	879	3.2%	188	16.8%	998	5,936
When I am with other people from my campus, I feel like a stranger.	6.3%	375	15.9%	946	39.8%	2,365	17.4%	1,033	20.5%	1,217	5,936
I have a place at the table with others who are a part of my campus.	22.9%	1,361	45.7%	2,712	8.6%	508	2.0%	118	20.8%	1,237	5,936
I feel connected with others who are a part of my campus.	22.0%	1,303	46.0%	2,728	13.0%	772	2.9%	172	16.2%	961	5,936
I have close bonds with my peers.	25.3%	1,501	43.3%	2,570	17.0%	1,007	4.5%	267	10.0%	591	5,936
I have close bonds with my faculty.	16.4%	975	41.7%	2,478	27.6%	1,636	6.3%	375	8.0%	472	5,936
I have close bonds with my campus staff.	11.3%	673	30.3%	1,796	31.1%	1,849	7.5%	445	19.8%	1,173	5,936
My peers do not involve me in their study sessions and informal get-togethers.	5.8%	347	13.5%	801	37.5%	2,224	24.0%	1,426	19.2%	1,138	5,936

## Faculty

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	
When I interact with other people who are a part of my campus, I feel included.	35.3%	807	49.5%	1,131	10.6%	241	2.7%	62	1.8%	42	2,283
I feel that my campus does not care about me.	8.0%	182	12.2%	279	44.3%	1,011	32.6%	744	2.9%	67	2,283
I feel accepted by my campus community.	36.6%	836	49.5%	1,131	8.4%	192	2.4%	55	3.0%	69	2,283
I feel distant during campus-related gatherings.	8.1%	184	19.4%	443	43.2%	986	24.5%	560	4.8%	110	2,283
I feel isolated from everyone else who is a part of my campus.	6.2%	141	12.4%	283	48.1%	1,099	30.5%	696	2.8%	64	2,283
I have a sense of belonging with my campus community.	31.5%	720	46.6%	1,064	15.2%	347	3.9%	89	2.8%	63	2,283
When I am with other people from my campus, I feel like a stranger.	6.0%	136	14.5%	332	47.3%	1,079	29.1%	664	3.2%	72	2,283
I have a place at the table with others who are a part of my campus.	32.3%	737	46.7%	1,067	13.5%	309	3.6%	83	3.8%	87	2,283
I feel connected with others who are a part of my campus.	31.0%	708	47.7%	1,089	15.2%	347	3.3%	75	2.8%	64	2,283



**Staff**

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
When I interact with other people who are a part of my campus, I feel included.	32.3%	268	55.2%	458	8.4%	70	1.4%	12	2.7%	22	830
I feel that my campus does not care about me.	4.2%	35	9.5%	79	50.6%	420	32.0%	266	3.6%	30	830
I feel accepted by my campus community.	31.2%	259	56.9%	472	6.9%	57	1.6%	13	3.5%	29	830
I feel distant during campus-related gatherings.	4.9%	41	15.5%	129	49.0%	407	24.5%	203	6.0%	50	830
I feel isolated from everyone else who is a part of my campus.	3.9%	32	11.2%	93	51.8%	430	29.5%	245	3.6%	30	830
I have a sense of belonging with my campus community.	24.9%	207	54.8%	455	14.1%	117	2.4%	20	3.7%	31	830
When I am with other people from my campus, I feel like a stranger.	3.4%	28	11.1%	92	51.9%	431	28.7%	238	4.9%	41	830
I have a place at the table with others who are a part of my campus.	28.2%	234	54.2%	450	9.9%	82	2.9%	24	4.8%	40	830
I feel connected with others who are a part of my campus.	25.9%	215	55.3%	459	12.9%	107	1.9%	16	4.0%	33	830

## Adequacy of Campus Services (Students Only)

Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Academic advising is accessible when I need it	37.2%	2,208	45.9%	2,727	7.6%	451	4.2%	252	5.0%	298	5,936
Academic advising is dependable and tailored to meet my educational goals	34.4%	2,044	42.2%	2,504	10.3%	612	4.9%	291	8.2%	485	5,936
Career advising is accessible when I need it	29.6%	1,758	40.5%	2,407	8.1%	483	3.7%	222	18.0%	1,066	5,936
Career advising is tailored to meet my professional goals	28.6%	1,700	37.5%	2,227	9.3%	552	4.1%	244	20.4%	1,213	5,936
My academic advisor helps me develop an academic plan	35.5%	2,109	38.4%	2,278	9.6%	571	5.5%	329	10.9%	649	5,936
My academic advisor responds to my requests for assistance by phone or email	38.9%	2,311	40.8%	2,421	5.3%	315	3.8%	226	11.2%	663	5,936
My academic advisor helps me navigate the nursing licensure process	22.4%	1,329	26.8%	1,593	7.7%	457	5.2%	309	37.9%	2,248	5,936
There is support for licensure exam review	22.1%	1,313	29.9%	1,777	4.5%	270	2.9%	170	40.5%	2,406	5,936

### Adequacy of Clinical Training Sites (Student Only)

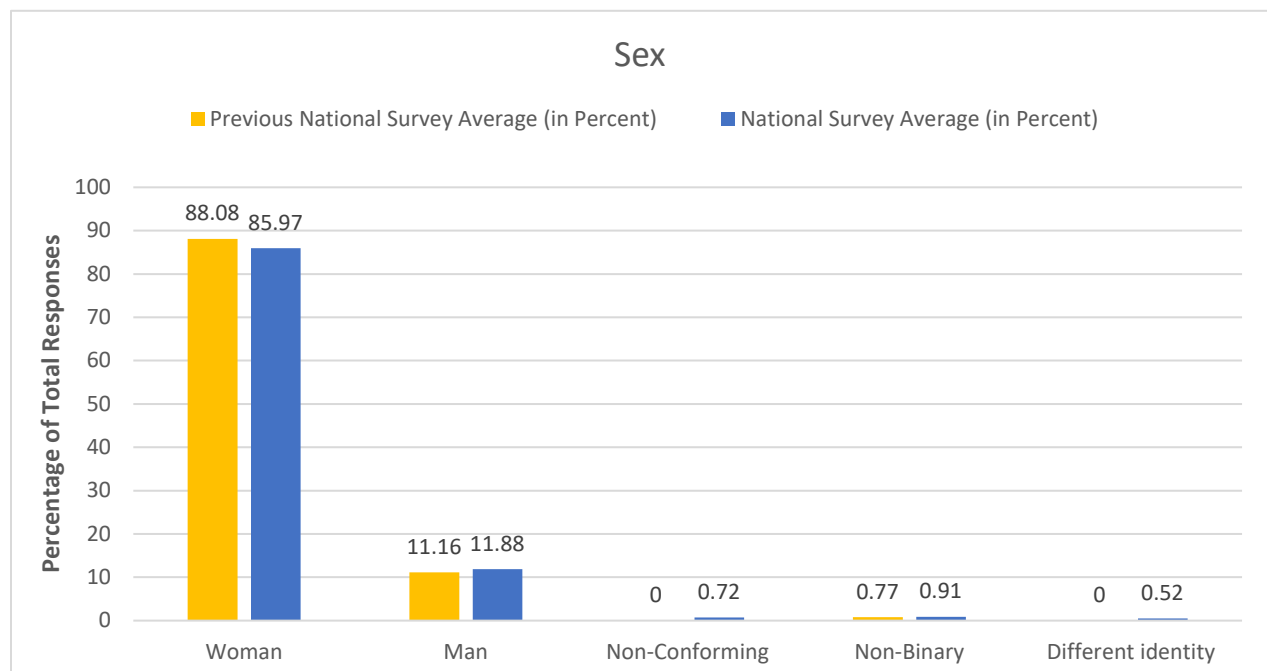
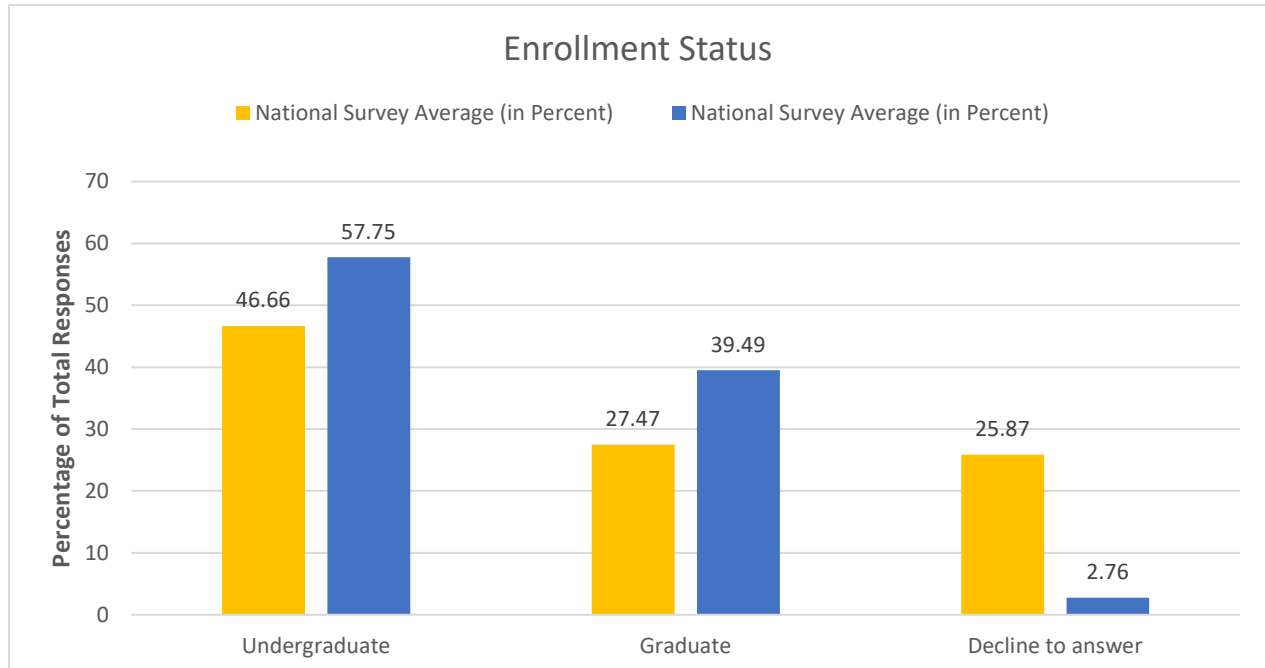
Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't know or can't comment		Total
	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)	(%, N)		
Is welcoming	25.3%	1,503	38.4%	2,280	5.9%	351	2.4%	145	27.9%	1,657	5,936
Values me	22.2%	1,318	36.7%	2,179	8.9%	529	2.9%	172	29.3%	1,738	5,936
Demonstrates respect and tolerance for people of different values and beliefs	24.6%	1,459	38.7%	2,297	4.5%	267	2.0%	120	30.2%	1,793	5,936
Is physically and emotionally safe	24.6%	1,459	40.2%	2,385	4.5%	268	1.8%	105	29.0%	1,719	5,936
Upholds standards of care equally for everyone	25.3%	1,502	38.5%	2,284	5.1%	300	2.1%	125	29.1%	1,725	5,936
Encourages collaboration with caregivers different than myself	24.9%	1,479	38.6%	2,294	3.9%	230	1.7%	102	30.8%	1,831	5,936

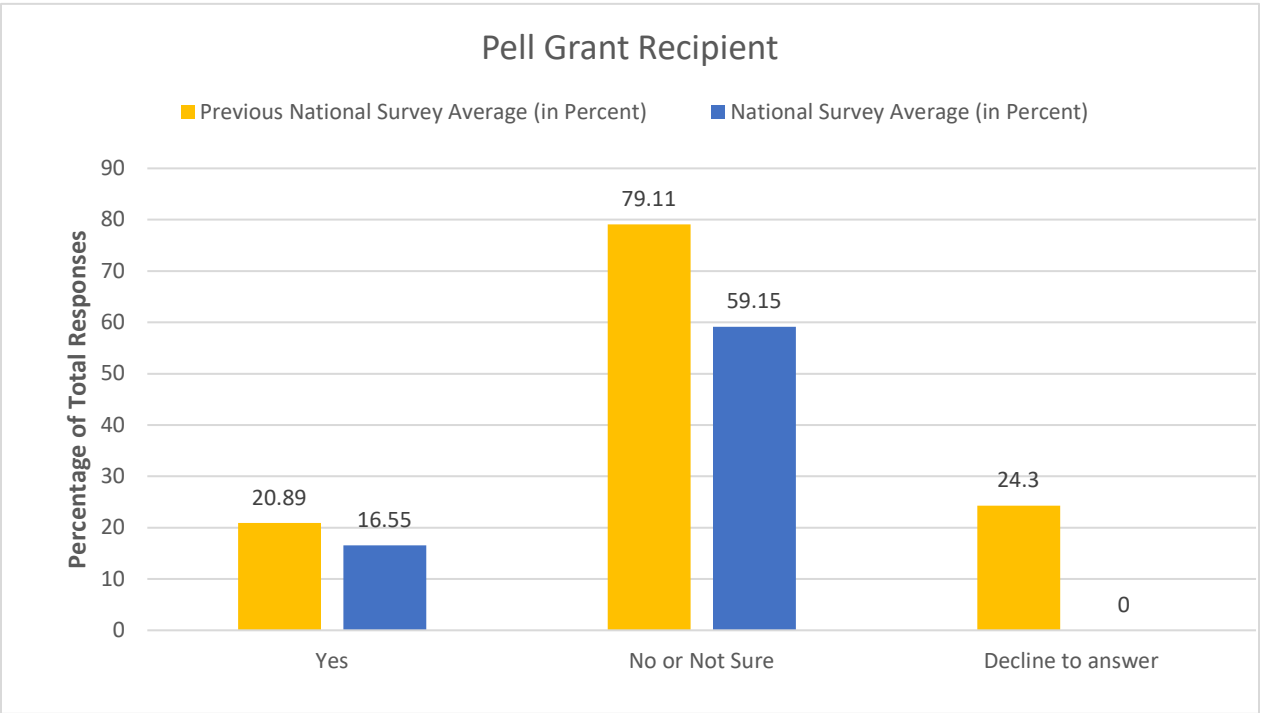
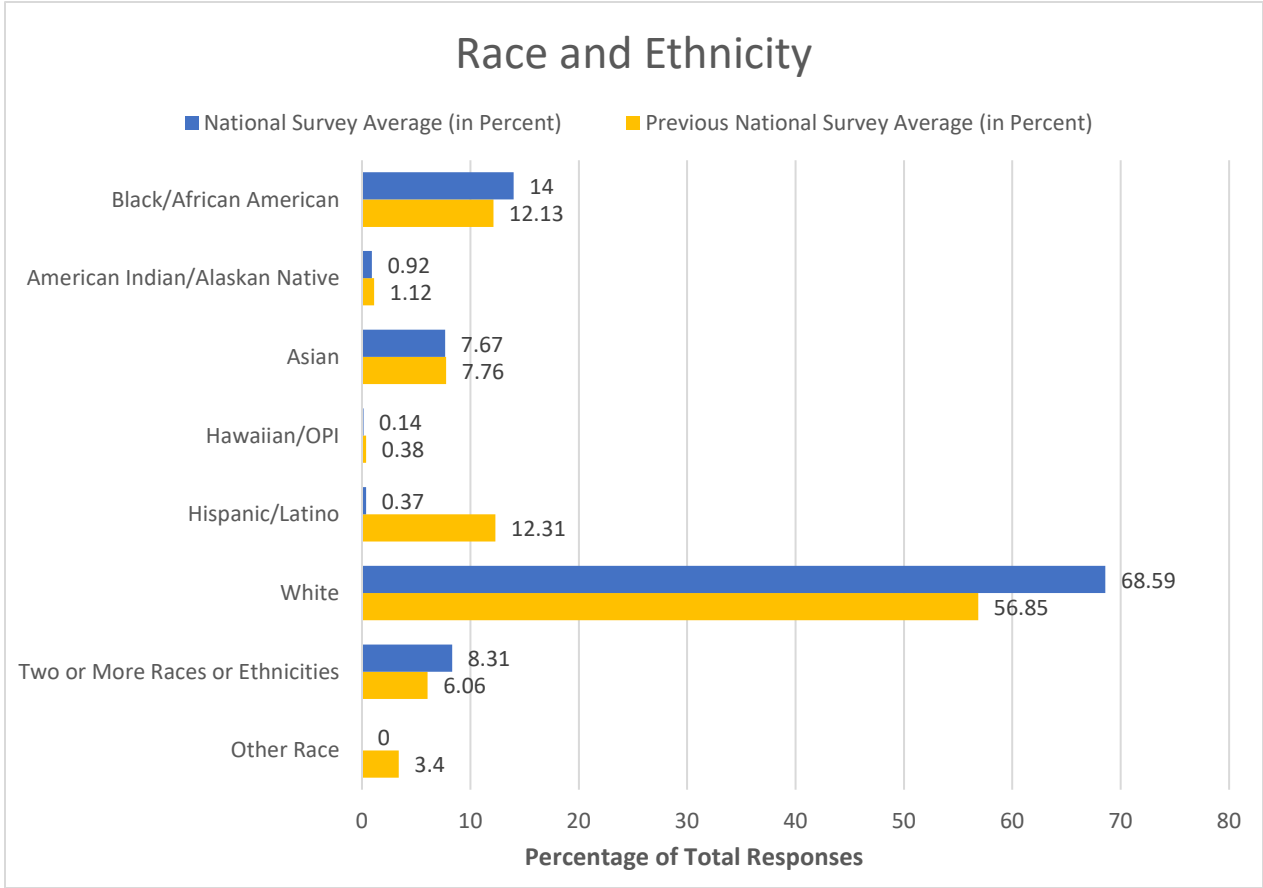
# **Part C: Responses to Demographic Questions**

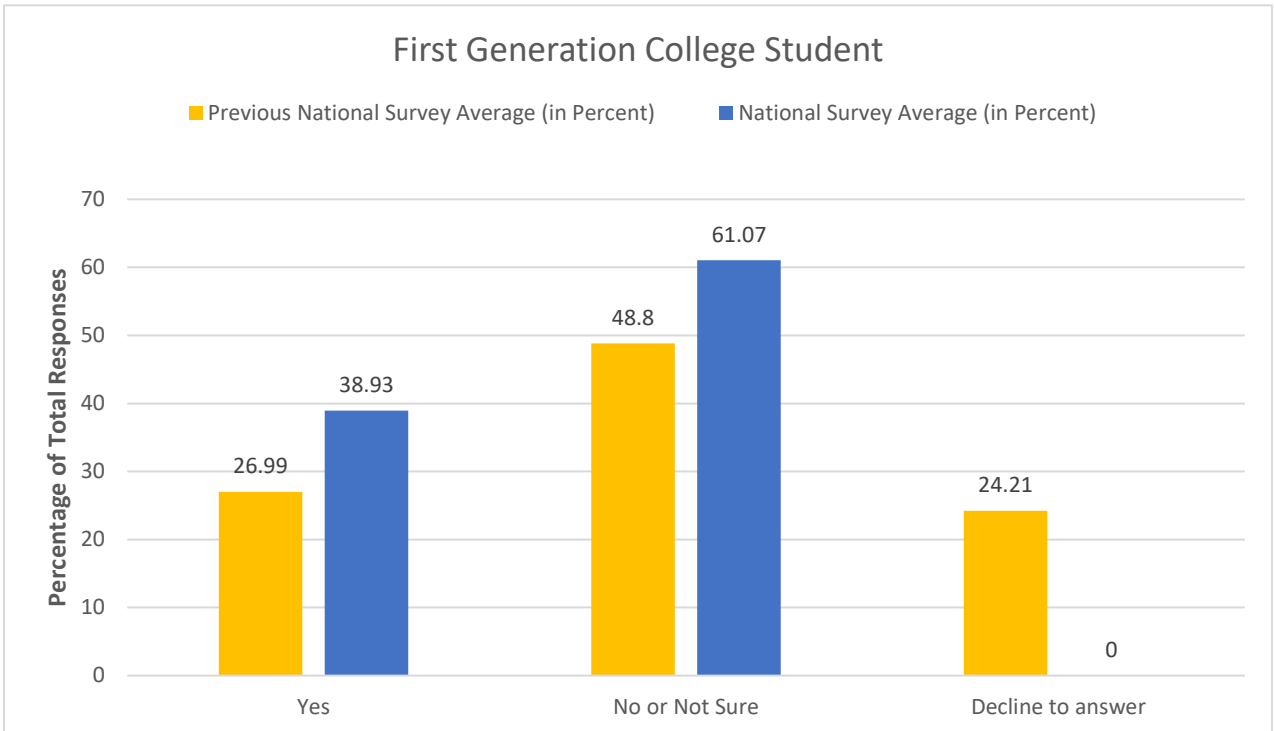
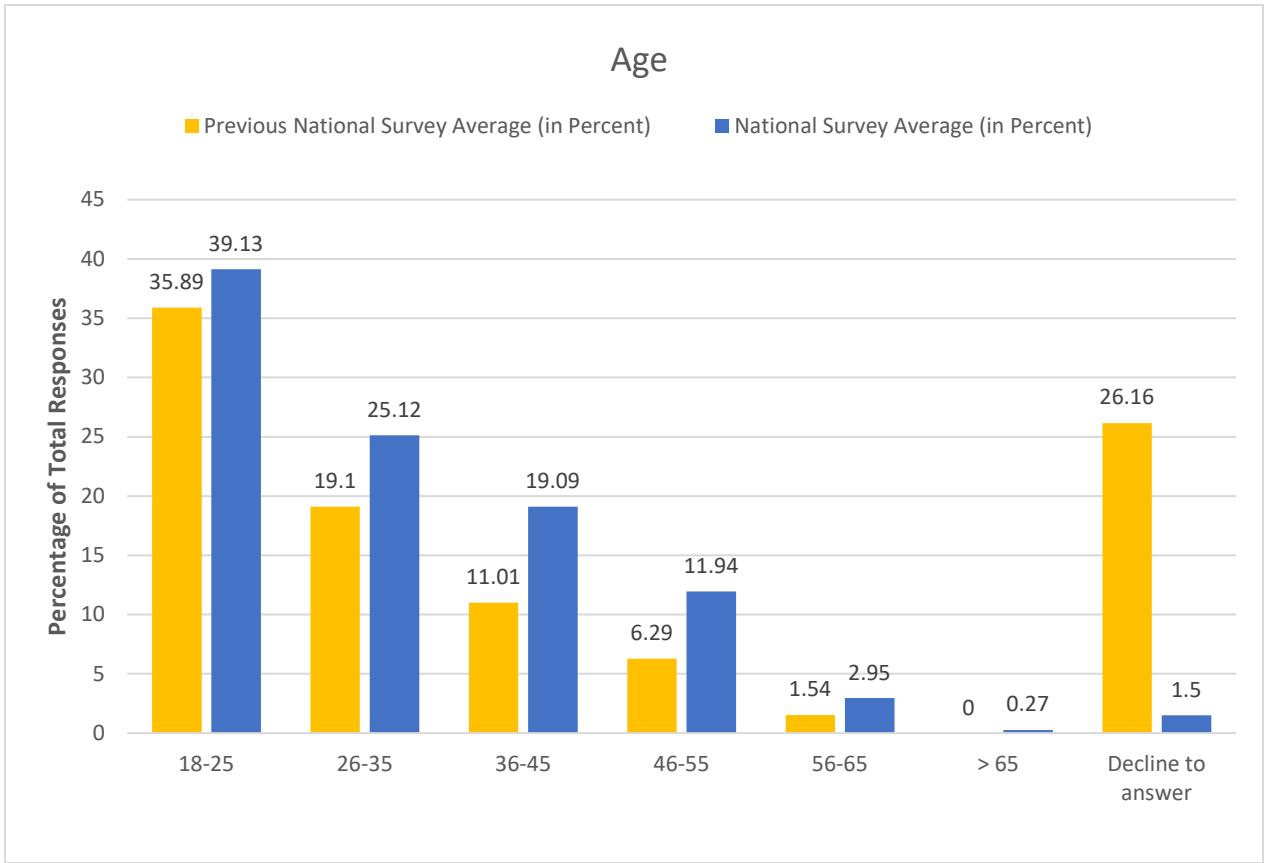
## Figures of Demographic Characteristics

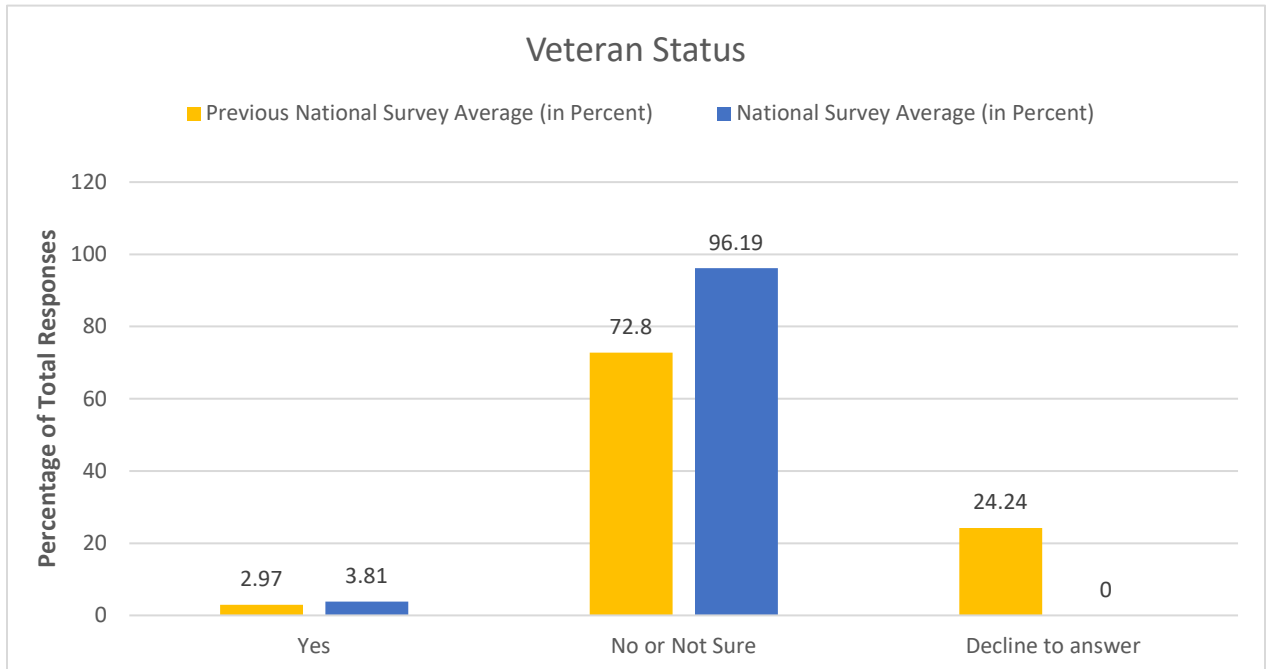
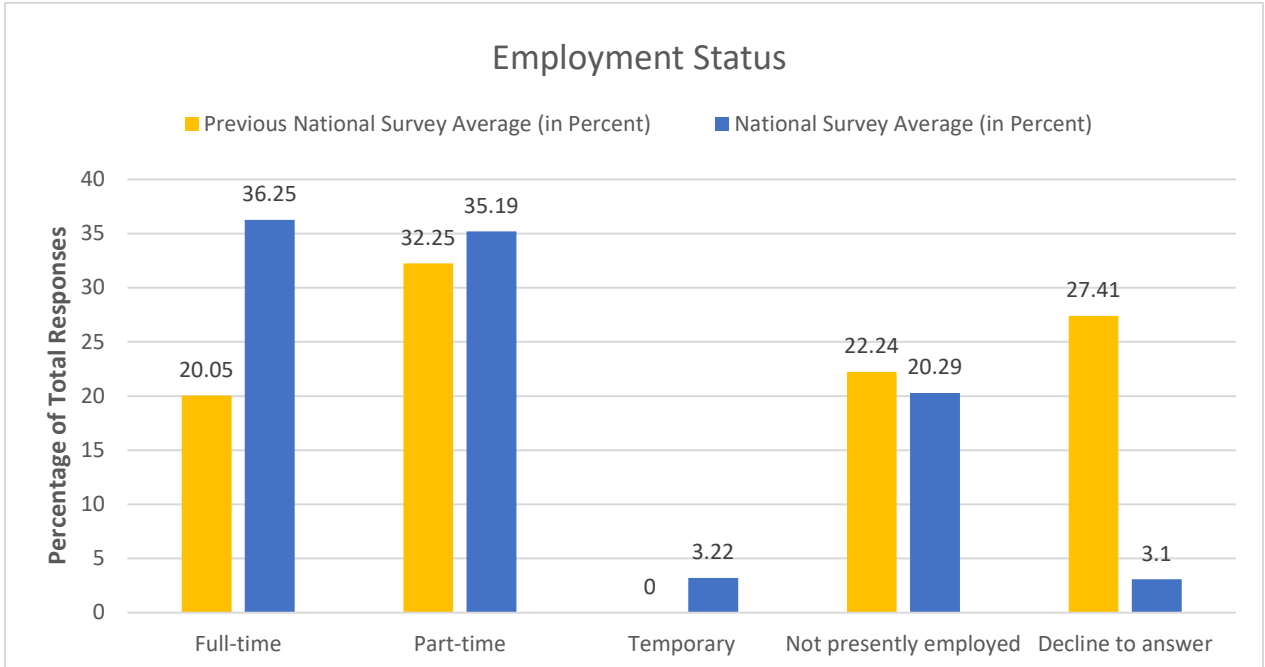
The next data visualizations describe the demographic characteristics for each campus group.

### Students



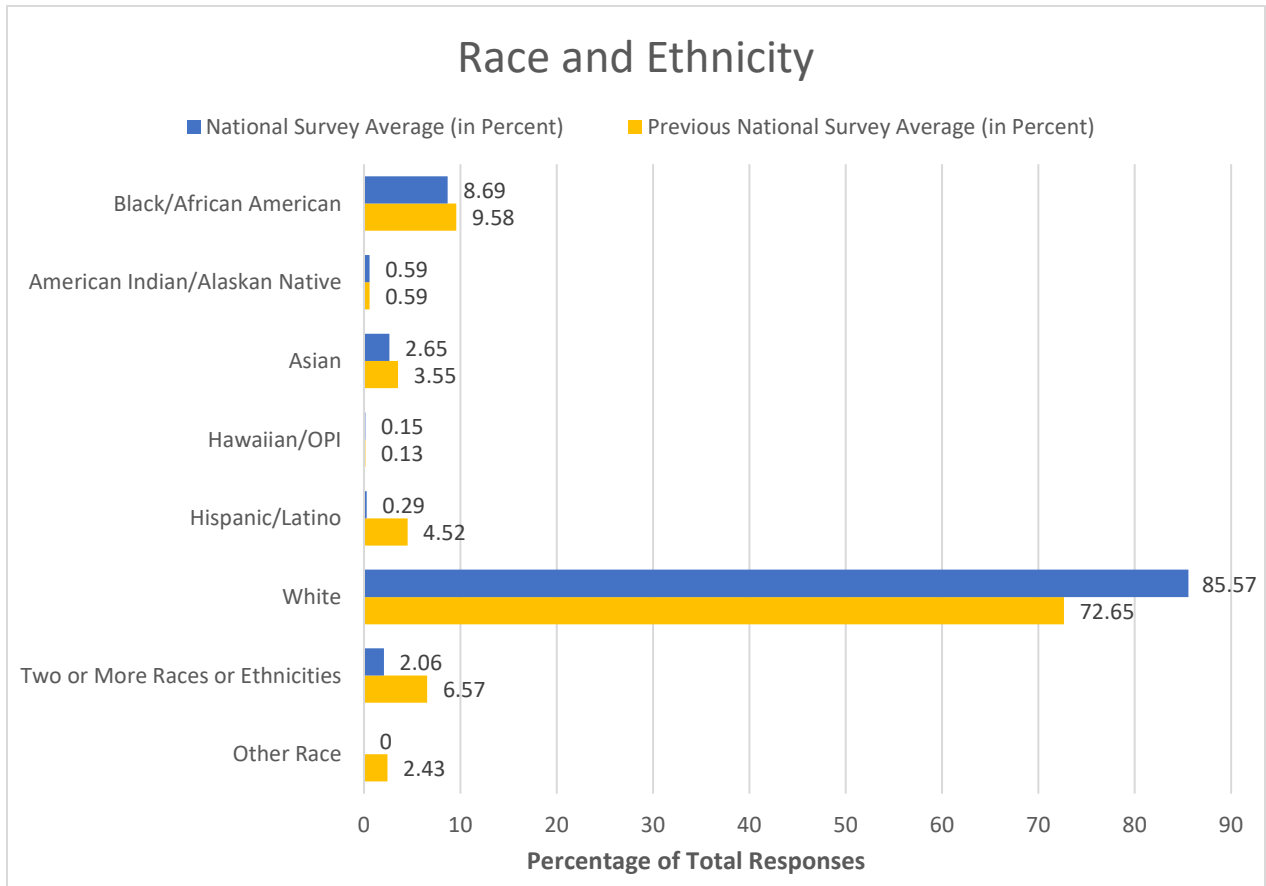
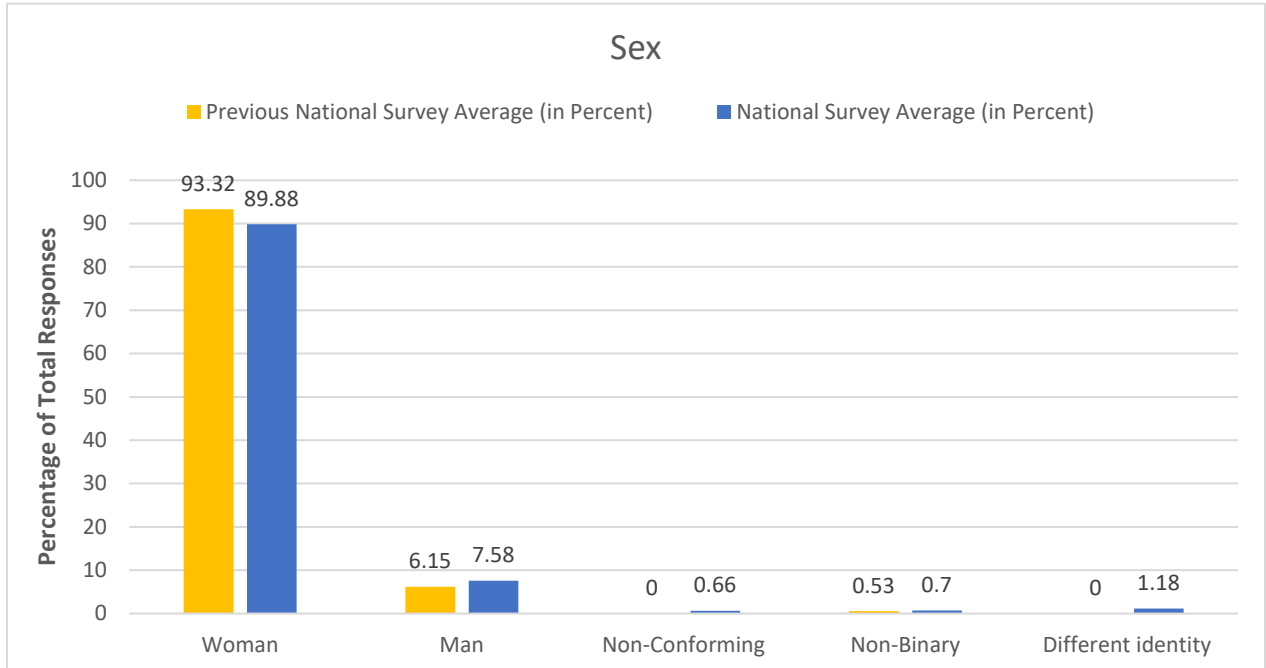


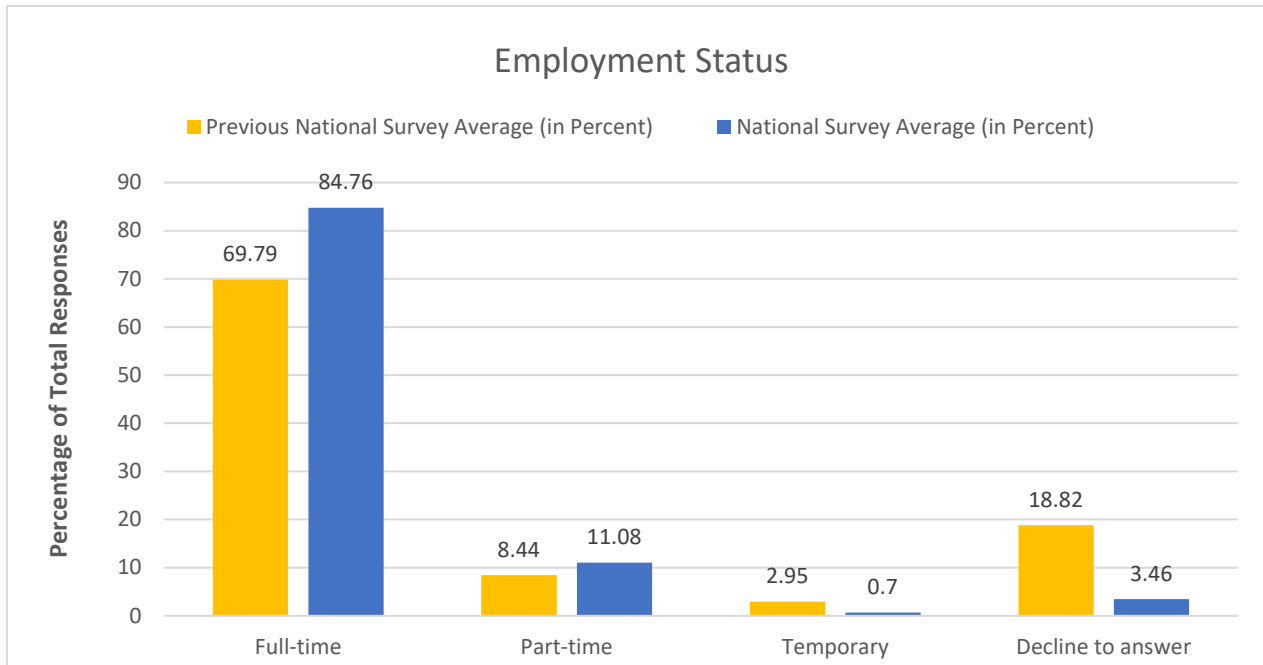
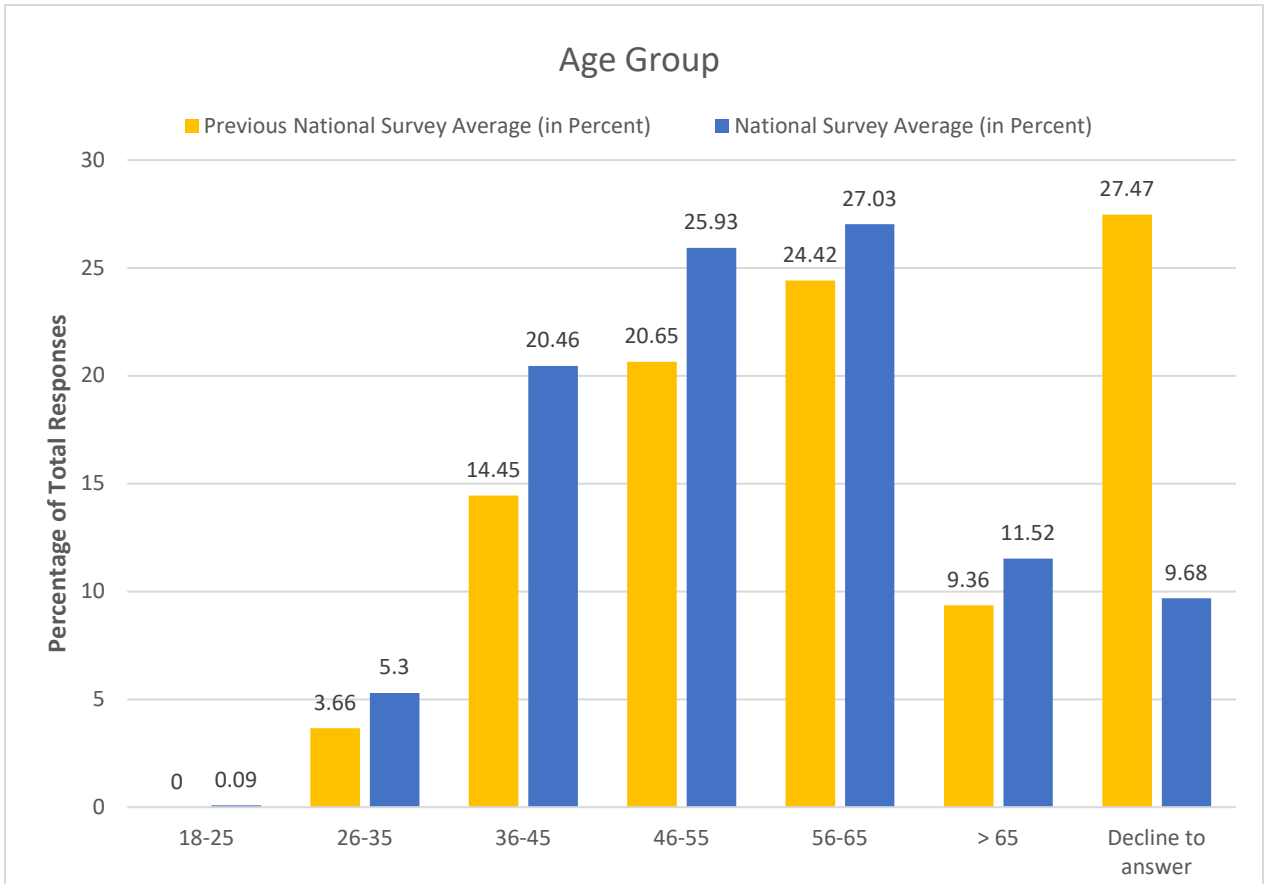


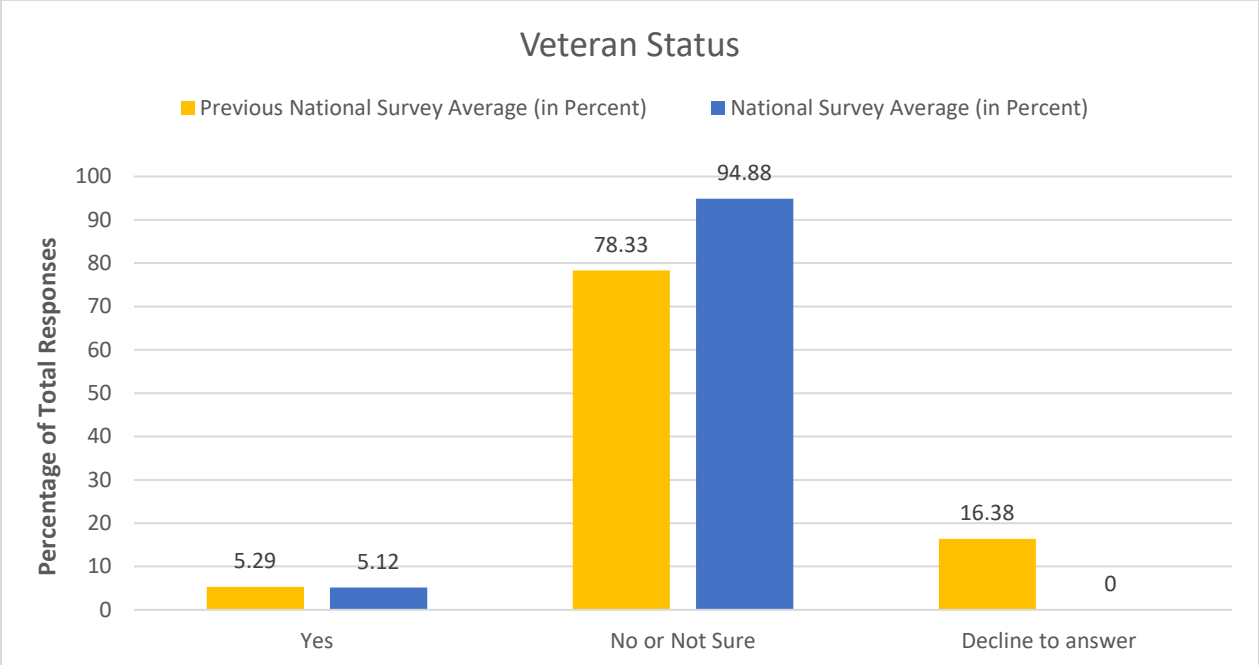




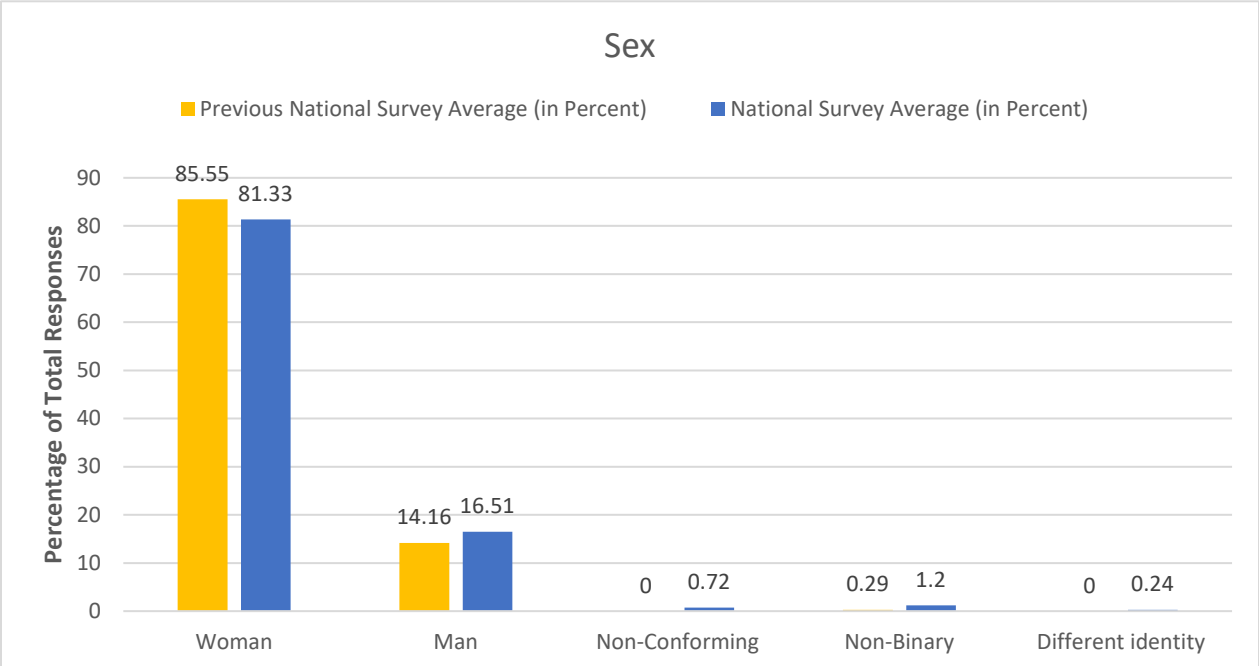
**Faculty**



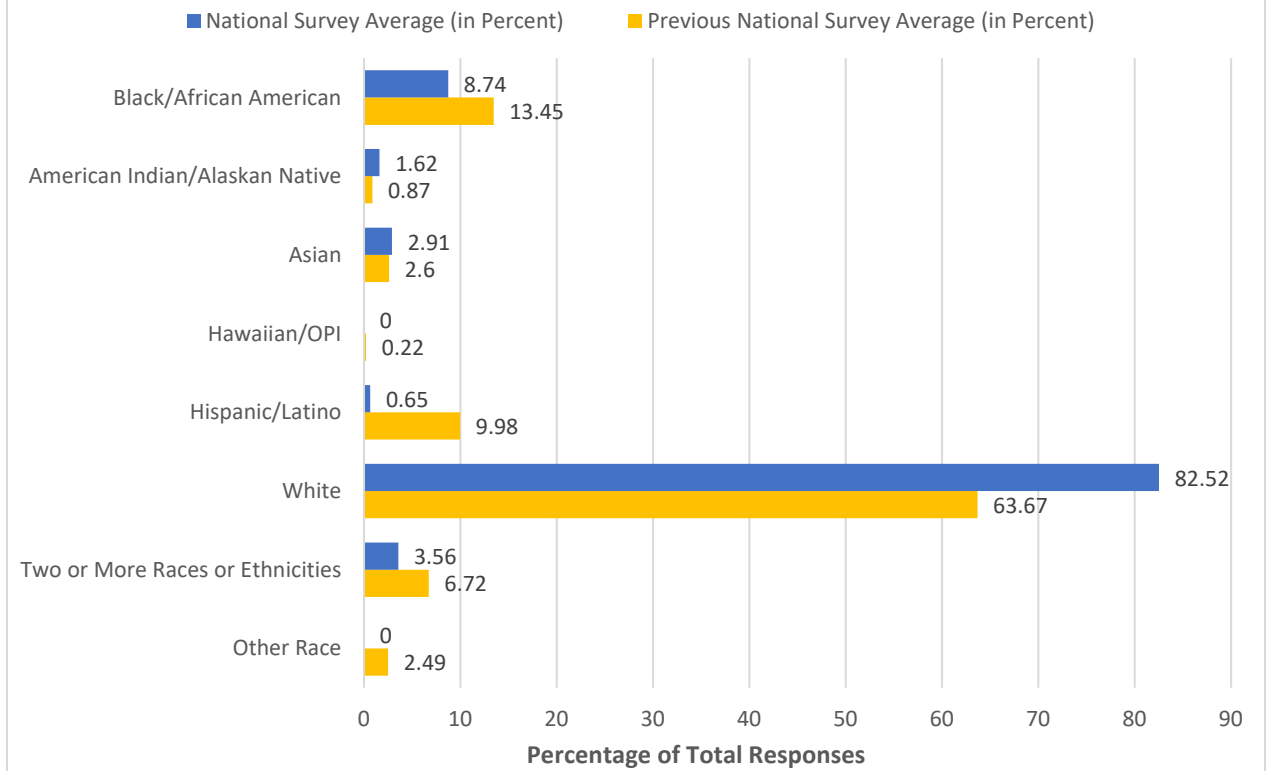




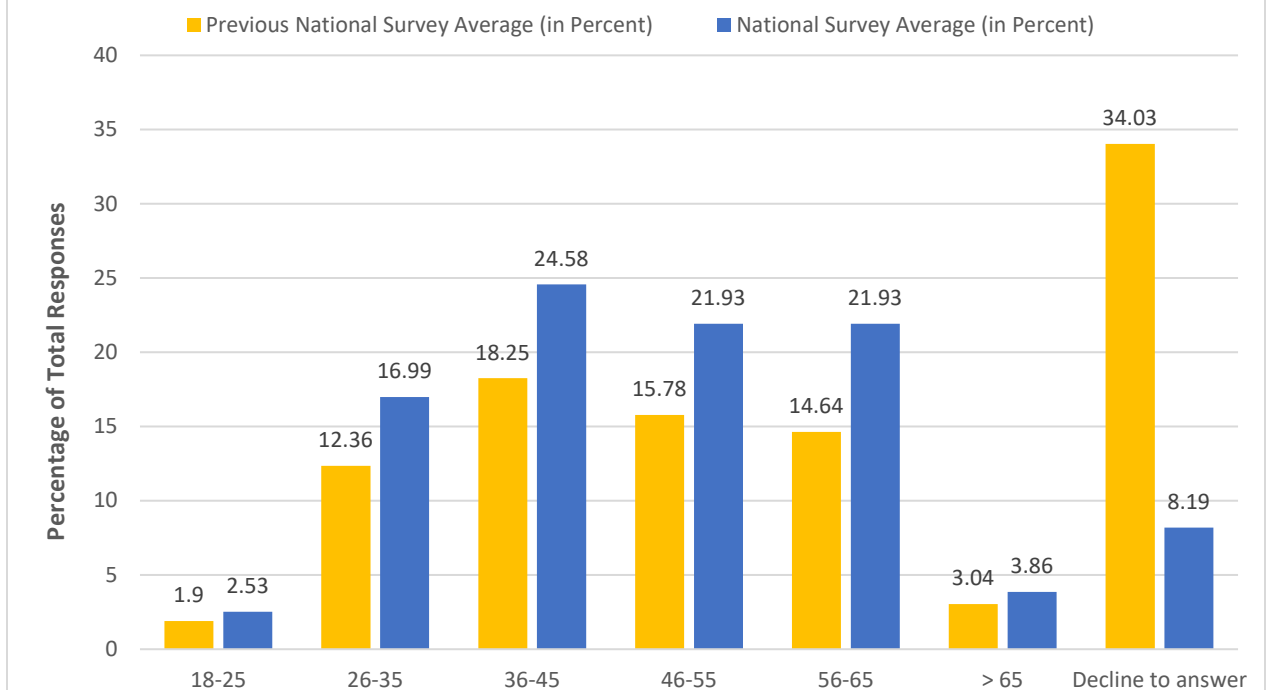
**Staff**

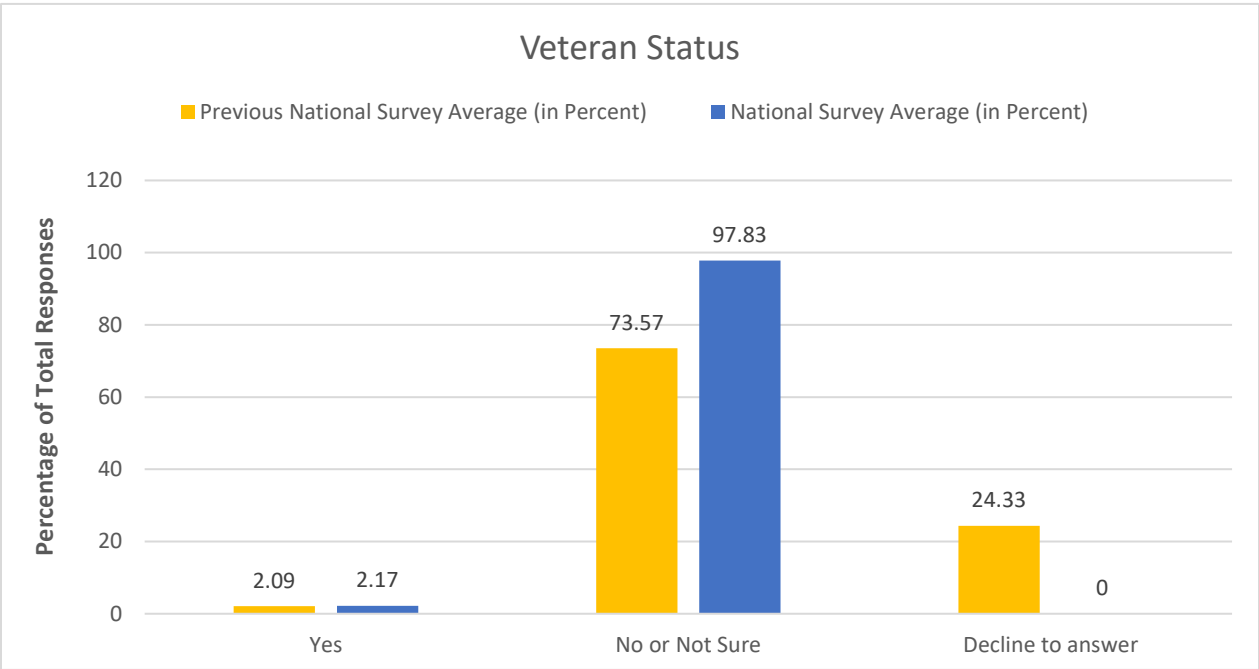
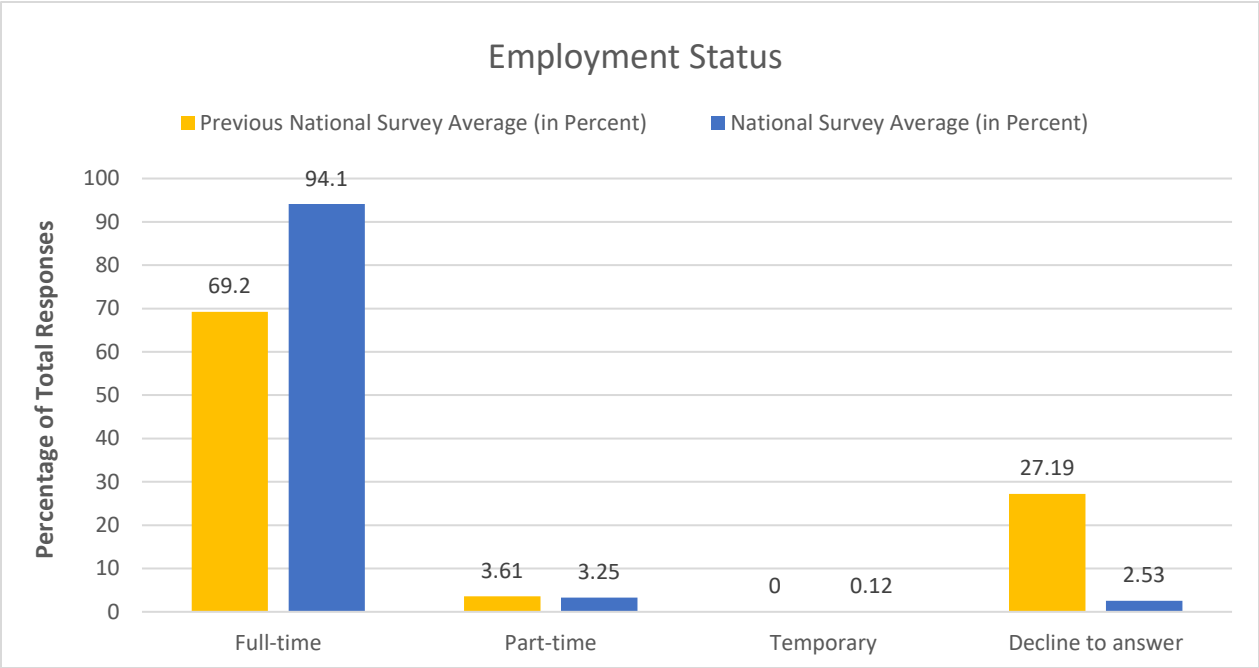


## Race and Ethnicity



## Age Group





[Tables](#)

**Students**

Question		Current (%, N)	
<b>Enrollment Status</b>			
	Undergraduate	57.7%	3,428
	Graduate	39.5%	2,344
	Decline to answer	2.8%	164
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Sex</b>			
	Woman	86.0%	5,103
	Man	11.9%	705
	Non-Conforming	0.7%	43
	Non-Binary	0.9%	54
	Different identity	0.5%	31
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Race and Ethnicity</b>			
	Black/African American	12.1%	821
	American Indian/Alaskan Native	1.1%	76
	Asian	7.8%	525
	Hawaiian/OPI	0.4%	26
	Hispanic/Latino	12.3%	833
	White	56.8%	3,848
	Two or More Races or Ethnicities	6.1%	410
	Other Race	3.4%	230
	<b>Total</b>	<b>100%</b>	<b>6,769</b>
<b>Pell Grant Recipient</b>			
	Yes	20.9%	1,240
	No or Not Sure	79.1%	4,696
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>5,936</b>

## Student

Question		Current (%, N)	
<b>Age</b>			
	18-25	39.1%	2,323
	26-35	25.1%	1,491
	36-45	19.1%	1,133
	46-55	11.9%	709
	56-65	2.9%	175
	> 65	0.3%	16
	Decline to answer	1.5%	89
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>First Generation College Student</b>			
	Yes	38.9%	2,311
	No or Not Sure	61.1%	3,625
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Employment Status</b>			
	Full-time	36.3%	2,152
	Part-time	35.2%	2,089
	Temporary	3.2%	191
	Not presently employed	22.2%	1,320
	Decline to answer	3.1%	184
	<b>Total</b>	<b>100%</b>	<b>5,936</b>
<b>Veteran Status</b>			
	Yes	3.8%	226
	No or Not Sure	96.2%	5,710
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>5,936</b>

## Faculty

Question		Current (%, N)	
Sex			
	Woman	89.9%	2,052
	Man	7.6%	173
	Non-Conforming	0.7%	15
	Non-Binary	0.7%	16
	Different identity	1.2%	27
	<b>Total</b>	<b>100%</b>	<b>2,283</b>
Race and Ethnicity			
	Black/African American	9.6%	229
	American Indian/Alaskan Native	0.6%	14
	Asian	3.6%	85
	Hawaiian/OPI	0.1%	3
	Hispanic/Latino	4.5%	108
	White	72.6%	1,737
	Two or More Races or Ethnicities	6.6%	157
	Other Race	2.4%	58
	<b>Total</b>	<b>100%</b>	<b>2,391</b>
Age			
	18-25	0.1%	2
	26-35	5.3%	121
	36-45	20.5%	467
	46-55	25.9%	592
	56-65	27.0%	617
	> 65	11.5%	263
	Decline to answer	9.7%	221
	<b>Total</b>	<b>100%</b>	<b>2,283</b>



**Faculty**

Question		Current (%, N)	
Employment Status			
	Full-time	84.8%	1,935
	Part-time	11.1%	253
	Temporary	0.7%	16
	Decline to answer	3.5%	79
	<b>Total</b>	<b>100%</b>	<b>2,283</b>
Veteran Status			
	Yes	5.1%	117
	No or Not Sure	94.9%	2,166
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>2,283</b>

**Staff**

Question		Current (%, N)	
<b>Sex</b>			
	Woman	81.3%	675
	Man	16.5%	137
	Non-Conforming	0.7%	6
	Non-Binary	1.2%	10
	Different identity	0.2%	2
	<b>Total</b>	<b>100%</b>	<b>830</b>
<b>Race and Ethnicity</b>			
	Black/African American	13.4%	124
	American Indian/Alaskan Native	0.9%	8
	Asian	2.6%	24
	Hawaiian/OPI	0.2%	2
	Hispanic/Latino	10.0%	92
	White	63.7%	587
	Two or More Races or Ethnicities	6.7%	62
	Other Race	2.5%	23
	<b>Total</b>	<b>100%</b>	<b>922</b>
<b>Age</b>			
	18-25	2.5%	21
	26-35	17.0%	141
	36-45	24.6%	204
	46-55	21.9%	182
	56-65	21.9%	182
	> 65	3.9%	32
	Decline to answer	8.2%	68
	<b>Total</b>	<b>100%</b>	<b>830</b>

*Staff*

Question		Current (%, N)	
Employment Status			
	Full-time	94.1%	781
	Part-time	3.3%	27
	Temporary	0.1%	1
	Decline to answer	2.5%	21
	<b>Total</b>	<b>100%</b>	<b>830</b>
Veteran Status			
	Yes	2.2%	18
	No or Not Sure	97.8%	812
	Decline to answer	0.0%	0
	<b>Total</b>	<b>100%</b>	<b>830</b>