## 2019 Campus Climate Assessment Student Survey Results

## WASHINGTON STATE UNIVERSITY HEALTH SCIENCES SPOKANE



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Report Prepared by
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# 2019 Campus Climate Assessment Student Survey Results 

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## Introduction

Washington State University Health Sciences Spokane sponsored a survey in 2019 to evaluate perceptions and experiences of their students, faculty, and staff with regard to diversity and climate issues. WSU Health Sciences implemented online surveys of currently enrolled students and faculty and staff in spring 2019. After the survey data were collected, WSU Health Sciences contracted with the Social and Economic Sciences Research Center (SESRC) to analyze the survey results. The purpose of this report is provide a summary of that analysis.

## Background

WSU Health Sciences Spokane is home to three colleges: College of Nursing, College of Pharmacy and Pharmaceutical Sciences, and the Elson S. Floyd College of Medicine, and includes academic programs in Medicine, Nursing, Pharmacy, Pharmaceutical Sciences, Nutrition and Exercise Physiology, Speech \& Hearing Sciences, Criminal Justice and Education. In 2019, there were approximately 226 full-time, and 96 part-time faculty, affiliated with this campus; and there were 306 full-time, and 25 part-time staff. In Spring 2019, there were 1,644 students were enrolled in academic programs on this campus, and approximately $28 \%$ of these students are multicultural. The average age for students was 22 years old, $70 \%$ were female, and $30 \%$ were first generation. Of those students enrolled Spring 2019, 34\% were undergraduate, $19 \%$ were graduate, $40 \%$ were professional pharmacy, and $7 \%$ were professional medical.

Through its Student Diversity Center, WSU Health Sciences Spokane supports diversity on campus and aspires to bring all students together in celebrating Diversity, Equity and Inclusion in the student's experience and the campus community. Student Diversity Center has as its mission to support students from traditionally under-represented backgrounds and promote an inclusive community for all students through advocacy, education, support, and resources. To that end, the stated values are: inclusion, compassion, innovation, collaboration, empowerment, respect, and social justice.

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender - the groups that most often come to mind when the term "diversity" is used - but also age, national origin, religion, disability, sexual orientation, gender identity and expression, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

## Objectives of the Campus Climate Survey

The WSU Health Sciences Community does not have baseline measurements for different climate perceptions, experiences, and concerns that Health Science students, faculty and staff may be having. The WSU Health Sciences Community came together to create a survey to reflect on the students, faculty, and staff experiences at WSU Health Sciences, both overall and related to diversity and inclusion, with a goal to create change for the better for the campus.

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The data from this a survey will be useful in planning for the future and improving the climate at WSU Health Science. This report focuses on the Student Campus Climate Survey. The results of the Faculty and Staff Campus Climate Survey are presented in the companion report, SESRC Report 19-054B.

## Survey Implementation and Response

In November 2017, the WSU Health Sciences Diversity Committee started the Climate survey discussion and the date to launch the survey in Spring 2019. In April 2018, the first Climate survey subcommittee was launched to focus on the campus survey.

In Spring 2019, the Diversity Committee, with support from the Chancellor's office, the Associated Students of Washington State University Health Sciences, (ASWSUHS), the College of Pharmacy and Pharmaceutical Sciences, the College of Nursing and the Elson S. Floyd College of Medicine, the Student Diversity Center, the Division of Student Affairs and the WSU Community we launched our first WSU Heath Sciences Campus-wide Climate Survey.

The Student Campus Climate Survey was launched on February 25, 2019 with an email invitation to complete the survey, with a delayed start for medical students who received an invitation to take the survey on February 28, 2019. Students who had not yet responded to the survey received weekly emails reminders to take the survey during the data collection period. Of the 1663 students invited to participate in the survey, 737 students started the survey and 613 students completed the survey. The 124 responses with incomplete data were not included in the results. A 37\% response rate was obtained for the Student Campus Climate Survey.

The purpose of this report will be to summarize the univariate frequency listing for each of the questions asked in the survey, including a qualitative summary for the text response questions. In addition, based on the demographic profile of survey responses, there is a cross tabulated analysis for three main demographic variables of interest: gender, sexual orientation, and race. The cross tabulated analysis focuses on a key subset of the large number of questions included in the survey:

University Connectedness - feeling valued, being able to fulfill requirements, and having opportunities to grow or advance or succeed. (Q1A-E and Q2A-E)

University Environment related to Diversity (Q8A-I)
Perceptions of diversity and equity on campus (Q18A-K)
Comfort and safety related to diversity and the university environment (Q19A-J)
Gender based violence and the university environment (Q21A-J)
Experiences with discrimination at WSU Health Sciences (Q31, Q32, Q33, Q34, Q35)
A one-way analysis of variance (ANOVA) is used to determine if there are significant differences in responses given by gender groups, sexual orientation groups, and/or race groups. The cross-tabulated results for those variables with a statistically significant difference by one or more of the demographic variables will be discussed further. The full set of cross-tabulated
results for the survey questions of interest by gender, sexual orientation, and race are included in Appendix A.

## Student Respondent Demographics

The vast majority of survey respondents are from the Spokane campus, $84 \%$, while $16 \%$ are from the Yakima campus. The majority of students are seeking professional degrees in either Pharmacy (41.9\%) or Medicine (10.8\%). Just over another third of respondents are seeking a Bachelor's degree (34.5\%), while $5.6 \%$ are seeking a Master's degree and $6.0 \%$ are seeking a Doctorate degree (Table 1.1)

In terms of populations represented, 43.6\% are in the College of Pharmacy and Pharmaceutical Sciences, $30.8 \%$ are in the College of Nursing, and $23.0 \%$ are in the Elson S. Floyd College of Medicine which includes Speech and Hearing Sciences and Nutrition and Exercise Physiology (Table 1.2).

The vast majority of respondents identified themselves as female (75.2\%) or male (23.8\%). The remaining $1.3 \%$ identified as non-binary ( $0.8 \%$ ), genderqueer ( $0.2 \%$ ), or other ( $0.3 \%$ ). There are no respondents identifying as transgender represented in the results (Table 1.3).

Ninety-one percent of respondents indicated their sexual orientation is heterosexual and 4.1\% indicated they are bisexual, $1.2 \%$ are lesbian, $1.0 \%$ are gay, and $1.0 \%$ are pansexual. Other sexual orientations are represented by less than one percent each: queer, asexual, questioning/unsure, or other (Table 1.3).

A majority of respondents (61.3\%) are white, while a fifth (21.2\%) are Asian and 6.9\% are multiple races. Other race groups are each represented by less than $5 \%$ : Hispanic, African American, American Indian, Native Hawaiian/Pacific Islander, or Other (Table 1.4).

While just over half of respondents identified as Christian (51.2\%), another $37.6 \%$ identified as having no religion (no affiliation, agnostic, and atheist). Eight percent (8.2\%) identified with other the other world religions and 3\% indicated "other" (Table 1.5).

Other demographic characteristics of interest show that $2.3 \%$ of respondents have a military status, 9.6 \% have dependent children, $4.1 \%$ have a major disability, or $1.3 \%$ have been in foster care (Table 1.6).

Table 1.1. Student: Campus/Degree Standing

| WSU Campus | Number | Percent |
| :--- | ---: | ---: |
| Spokane | 515 | $84.0 \%$ |
| Yakima | 98 | $16.0 \%$ |
| TOTAL | $\mathbf{6 0 5}$ | $\mathbf{1 0 0 . 0 \%}$ |
| Degree | Number | Percent |
| Bachelor | 217 | $34.5 \%$ |
| Masters | 34 | $5.6 \%$ |
| PhD | 37 | $6.0 \%$ |
| Professional: Medicine | 66 | $10.8 \%$ |
| Professional: Pharmacy | 257 | $41.9 \%$ |
| Other | 2 | $0.3 \%$ |
| TOTAL | $\mathbf{6 1 3}$ | $\mathbf{1 0 0 \%}$ |

Table 1.2. Student: Degree Area/Program

| Degree Area | Number | Percent |
| :--- | ---: | ---: |
| College of Pharmacy and <br> Pharmaceutical Sciences, | 267 | $43.6 \%$ |
| College of Nursing | 189 | $30.8 \%$ |
| Elson S. Floyd College of Medicine | 146 | $23.0 \%$ |
| College of Education | 4 | $0.7 \%$ |
| Other | 7 | $1.1 \%$ |
| TOTAL | $\mathbf{6 1 3}$ | $\mathbf{1 0 0 \%}$ |
| Program | Number | Percent |
| Administrator's Credential | 2 | $<1 \%$ |
| Criml Justice and Crmlgy, M.A. | 1 | $<1 \%$ |
| Crmnl Justice and Crmlg, Ph.D. | 1 | $<1 \%$ |
| Diet, Nutr, and Exr Phys, M.S. | 10 | $2 \%$ |
| Doctor of Medicine | 66 | $11 \%$ |
| Educational Leadership, Ed.D. | 1 | $<1 \%$ |
| Educational Leadership, Ed.M. | 3 | $1 \%$ |
| Health Policy and Admin, MHPA | 2 | $<1 \%$ |
| Math and Sci Educ, Ph.D. | 1 | $<1 \%$ |
| Neuroscience, Ph.D. | 1 | $<1 \%$ |
| Nursing Practice, D.N.P. | 13 | $2 \%$ |
| Nursing, BS | 167 | $27 \%$ |
| Nursing, M.Nurs. | 2 | $<1 \%$ |
| Nursing, Ph.D. | 7 | $1 \%$ |
| Nutrition \& Exercise Phys, BS | 19 | $3 \%$ |
| Pharmaceutical Sci, Ph.D. | 10 | $2 \%$ |
| Doctor of Pharmacy | 257 | $42 \%$ |
| Prevention Science, Ph.D. | 3 | $1 \%$ |
| Psychology, Ph.D. | 1 | $<1 \%$ |
| Speech \& Hearing Sciences, BA | 31 | $5 \%$ |
| Speech and Hearing Sci, M.S. | 15 | $2 \%$ |
| TOTAL | 613 | $\mathbf{1 0 0 \%}$ |
|  |  |  |

Table 1.3. Student: Gender and Sexual Orientation Information (Q36-Q37)

| Gender (Q36, multiple (check all that apply) response) | Number | Percent |
| :---: | :---: | :---: |
| Female | 459 | 75.2\% |
| Male | 145 | 23.8\% |
| Trans man | 0 | 0.0\% |
| Trans woman | 0 | 0.0\% |
| Non-binary or genderqueer, not specified | 6 | 1.0\% |
| Other | 2 | 0.3\% |
| Gender (collapsed, single response) | Number | Percent |
| Female | 457 | 74.9\% |
| Male | 145 | 23.8\% |
| Other | 8 | 1.3\% |
| TOTAL | 610 | 100\% |
| Sexual Orientation (Q37, multiple (check all that apply) response) | Number | Percent |
| Heterosexual | 551 | 90.9\% |
| Bisexual | 25 | 4.1\% |
| Lesbian | 7 | 1.2\% |
| Gay | 6 | 1.0\% |
| Pansexual | 6 | 1.0\% |
| Queer | 4 | 0.7\% |
| Questioning/Unsure | 5 | 0.8\% |
| Asexual | 5 | 0.8\% |
| Other (including not specified) | 4 | 0.7\% |
| Sexual Orientation (collapsed, single response) | Number | Percent |
| Heterosexual | 549 | 90.6\% |
| Bisexual | 22 | 3.6\% |
| Other identity | 35 | 5.8\% |
| TOTAL | 606 | 100\% |
| Sexual Orientation (collapsed, single response) | Number | Percent |
| Heterosexual | 549 | 90.6\% |
| LGBTQIA+ | 57 | 9.4\% |
| TOTAL | 606 | 100\% |

Table 1.4. Student: Minority Status (Q38)

| Race (Q38, multiple (check all that apply) response) | Number | Percent |
| :--- | ---: | ---: |
| White | 408 | $67.4 \%$ |
| Asian | 143 | $23.6 \%$ |
| Hispanic | 39 | $6.4 \%$ |
| African American | 21 | $3.5 \%$ |
| American Indian | 15 | $2.5 \%$ |
| Native Hawaiian or other Pacific Islander | 6 | $1.0 \%$ |
| Other | 17 | $2.8 \%$ |
| Race (collapsed) | Number | Percent |
| White | 371 | $61.3 \%$ |
| Asian | 128 | $21.2 \%$ |
| Hispanic | 26 | $4.3 \%$ |
| African American | 18 | $3.0 \%$ |
| Other | 20 | $3.3 \%$ |
| Multiple races | 42 | $6.9 \%$ |
| TOTAL | $\mathbf{6 0 5}$ | $\mathbf{1 0 0 \%}$ |
| Minority/Nonminority | Number | Percent |
| White | 371 | $61.3 \%$ |
| Minority | 192 | $38.7 \%$ |
| TOTAL | $\mathbf{6 0 5}$ | $\mathbf{1 0 0 \%}$ |

Table 1.5. Student: Religion (Q39)

| Religious Affiliation (single response) | Number | Percent |
| :--- | ---: | ---: |
| Christian | 310 | $51.2 \%$ |
| Jewish | 6 | $1.0 \%$ |
| Buddhist | 20 | $3.3 \%$ |
| Islamic | 15 | $2.5 \%$ |
| Sikh | 6 | $1.0 \%$ |
| Hindu | 3 | $0.5 \%$ |
| Agnostic | 74 | $12.2 \%$ |
| Atheist | 45 | $7.4 \%$ |
| Other | 18 | $3.0 \%$ |
| No religious affiliation | 109 | $18.0 \%$ |
| TOTAL | $\mathbf{6 0 6}$ | $\mathbf{1 0 0 \%}$ |

Table 1.6. Student: Other Characteristics (Q40-Q43)

| Military Status | Number | Percent |
| :--- | ---: | ---: |
| None | 595 | $97.7 \%$ |
| Veteran/Prior military experience | 8 | $1.3 \%$ |
| Reserves or National Guard | 4 | $0.7 \%$ |
| On active duty | 2 | $0.3 \%$ |
| TOTAL | $\mathbf{6 0 9}$ | $\mathbf{1 0 0 . 0 \%}$ |
| Dependent Children | Number | Percent |
| No | 547 | $90.4 \%$ |
| Yes | 58 | $9.6 \%$ |
| TOTAL | $\mathbf{6 0 5}$ | $\mathbf{1 0 0 . 0 \%}$ |
| Disability | Number | Percent |
| No | 585 | $95.9 \%$ |
| Yes | 25 | $4.1 \%$ |
| TOTAL | $\mathbf{6 1 0}$ | $\mathbf{1 0 0 . 0 \%}$ |
| Ever been in foster care? | Number | Percent |
| No | 597 | $97.9 \%$ |
| Yes | 8 | $1.3 \%$ |
| Don't know | 5 | $0.8 \%$ |
| TOTAL | $\mathbf{6 0 5}$ | $\mathbf{1 0 0 . 0 \%}$ |

## Results

## University Connectedness

Student respondents were asked about overall feelings of being connected to WSU Health Sciences in terms of feeling valued, being able to fulfill requirements, and having opportunities to grow or advance or succeed. On all the indicators of university connectedness, over 60\% of respondents indicated favorable ratings (Tables 2.1-2.2, Figures 2.1-2.2). The most highly rated items are:
"I have opportunities for academic success that are similar to those of my classmates" (89\% agree/strongly agree)
"I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience" ( $85 \%$ agree/strongly agree)

Around four fifths of respondents feel valued by other students ( $82 \%$ agree/strongly agree), by staff ( $81 \%$ agree/strongly agree), and by faculty ( $79 \%$ agree/strongly agree). A majority agreed or strongly agreed on items asking about a sense of belonging or a sense of community. And a high percentage, $89 \%$, indicated they plan to graduate from WSU Health Sciences.

Table 2.1. Students: University Connectedness (Q1)

|  | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| I feel valued by other students. | 611 | $1 \%$ | $4 \%$ | $13 \%$ | $56 \%$ | $26 \%$ |
| I feel valued by staff. | 610 | $1 \%$ | $4 \%$ | $14 \%$ | $52 \%$ | $29 \%$ |
| I feel valued by faculty. | 611 | $1 \%$ | $4 \%$ | $15 \%$ | $49 \%$ | $30 \%$ |
| I can fulfill requirements of my coursework <br> without unduly repressing my own <br> identity, background or experience. | 611 | $1 \%$ | $5 \%$ | $9 \%$ | $47 \%$ | $38 \%$ |
| I have opportunities for academic success <br> that are similar to those of my classmates. | 609 | $1 \%$ | $3 \%$ | $7 \%$ | $50 \%$ | $39 \%$ |

Figure 2.1. Students: University Connectedness


Table 2.2. Students: University Connectedness (Q2)

|  | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| I feel close to people at WSU Health <br> Sciences. | 611 | $2 \%$ | $10 \%$ | $20 \%$ | $45 \%$ | $22 \%$ |
| I would be very happy to continue the rest <br> of my education at WSU Health Sciences. | 611 | $2 \%$ | $5 \%$ | $15 \%$ | $39 \%$ | $39 \%$ |
| I feel I have a community at WSU Health <br> Sciences. | 610 | $2 \%$ | $10.5 \%$ | $17.5 \%$ | $43 \%$ | $27 \%$ |
| I do not feel a strong sense of belonging <br> to WSU Health Sciences | 611 | $24 \%$ | $40 \%$ | $17 \%$ | $15 \%$ | $4 \%$ |
| I am planning to leave WSU Health <br> Sciences prior to graduating. | 610 | $68 \%$ | $21 \%$ | $7 \%$ | $2 \%$ | $2 \%$ |

Figure 2.2. Students: University Connectedness


## Satisfaction with Academic Experiences

Students were asked their satisfaction with their unit or department, in terms of the advising they received, and from faculty and staff. On all but one of the indicators of satisfaction with academic experiences, more than three quarters indicated they are satisfied or very satisfied. On one item, only $60 \%$ indicated they are satisfied or very satisfied with "The academic advising you receive at WSU Health Sciences." Students are most satisfied with "relationships with other students at WSU Health Sciences" (81\% satisfied/very satisfied) (Table 3, Figure 3).

Table 3. Students: Satisfaction with Academic Experiences (Q5)

| Aspects of Academic Experience (Q5) | Number | Very <br> Dissatisfied | Dissatisfied | Neutral | Satisfied | Very <br> Satisfied |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Your Academic experience at WSU <br> Health Sciences. | 611 | $1 \%$ | $6 \%$ | $17 \%$ | $52 \%$ | $24 \%$ |
| The support you receive from faculty at <br> WSU Health Sciences. | 611 | $2 \%$ | $4 \%$ | $16 \%$ | $48 \%$ | $30 \%$ |
| The support you receive from staff at <br> WSU Health Sciences. | 609 | $1 \%$ | $4 \%$ | $17 \%$ | $50 \%$ | $28 \%$ |
| The academic advising you receive at <br> WSU Health Sciences. | 610 | $5 \%$ | $11.5 \%$ | $24 \%$ | $38 \%$ | $22 \%$ |
| Your relationships with other students at <br> WSU Health Sciences. | 610 | $1 \%$ | $6 \%$ | $12 \%$ | $50 \%$ | $31 \%$ |

Figure 3. Students: Satisfaction with Academic Experiences


## Experience with Diversity

Students were asked to evaluate their experience with diversity outside the classroom and in the classroom in terms of discussions they have had regarding various minority or discriminated against groups. On each of the areas of diversity, sixty percent or more of students agreed/strongly agreed they had experience with discussions about that area of diversity outside of the classroom with the highest levels of agreement (agree/strongly agree) for mental illness (78\%), socio-economic difference (70\%), and race/ethnic relations (69\%) (Table 4, Figure 4).

Table 4. Students: Experience with Diversity Outside the Classroom

| Q4 Outside the classroom, I have <br> participated in discussions about: | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| race/ethnic relations | 611 | $5 \%$ | $10.5 \%$ | $15.5 \%$ | $51 \%$ | $18 \%$ |
| sexual orientation/identity | 610 | $5 \%$ | $16 \%$ | $17 \%$ | $45 \%$ | $18 \%$ |
| gender expression/ identity | 610 | $5 \%$ | $16 \%$ | $19 \%$ | $42 \%$ | $18 \%$ |
| ability/disability | 605 | $6 \%$ | $14 \%$ | $21 \%$ | $45 \%$ | $15 \%$ |
| gender equality/inequality | 609 | $4 \%$ | $11 \%$ | $18 \%$ | $47 \%$ | $19 \%$ |
| socio-economic differences | 605 | $4 \%$ | $11 \%$ | $15 \%$ | $49 \%$ | $21 \%$ |
| mental illness | 612 | $3 \%$ | $8 \%$ | $12 \%$ | $52 \%$ | $26 \%$ |
| religion/spirituality | 608 | $6 \%$ | $14 \%$ | $20 \%$ | $43 \%$ | $18 \%$ |

Figure 4. Students: Experience with Diversity Outside the Classroom


When asked about experience with discussions about areas of diversity within the classroom, a majority agreed/strongly agreed on all but one area, religion/spirituality (47\%). Those areas of diversity with the highest levels of agreement regarding experience with discussions within the classroom are the same as outside the classroom mental illness (77\%), socio-economic differences ( $73 \%$ ), and race/ethnic relations ( $66 \%$ ) (Table 5, Figure 5).

Interestingly, on all but two areas of diversity, there is higher agreement with experience with discussions outside the classroom compared to within the classroom. The areas with the highest difference are religion/spirituality ( $61 \%$ agreement outside, $47 \%$ agreement within), gender equality/inequality ( $66 \%$ agreement outside, $55 \%$ agreement within), and sexual orientation/identity ( $63 \%$ agreement outside, $53 \%$ agreement within). On only two areas of diversity, there was slightly higher agreement that discussions occurred within the classroom compared to outside the classroom: ability/disability ( $60 \%$ outside, $63 \%$ within) and socioeconomic difference ( $70 \%$ outside, $73 \%$ within).

Table 5. Students: Experience with Diversity within the Classroom (Q06)

| Within the classroom, I have <br> participated in discussions about: | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| race/ethnic relations | 609 | $8 \%$ | $13 \%$ | $14 \%$ | $50 \%$ | $16 \%$ |
| sexual orientation/identity | 607 | $9 \%$ | $17 \%$ | $19 \%$ | $43 \%$ | $13 \%$ |
| gender expression/ identity | 608 | $8 \%$ | $16 \%$ | $19 \%$ | $44 \%$ | $13 \%$ |
| ability/disability status | 606 | $7 \%$ | $13 \%$ | $17 \%$ | $44 \%$ | $19 \%$ |
| gender equality/inequality | 606 | $8 \%$ | $17 \%$ | $19 \%$ | $42 \%$ | $13 \%$ |
| socio-economic differences | 609 | $6 \%$ | $10 \%$ | $11 \%$ | $52 \%$ | $21 \%$ |
| mental illness | 608 | $5 \%$ | $8 \%$ | $10 \%$ | $49 \%$ | $28 \%$ |
| religion/spirituality | 604 | $9 \%$ | $22 \%$ | $22 \%$ | $36 \%$ | $11 \%$ |

Figure 5. Students: Experience with Diversity within the Classroom
Within the classroom, I have participated in discussions about: (Q6)
Students


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## Opportunities to Learn about History, Culture, and Societal Issues

Students were asked to think about the opportunities WSU Health Sciences has offered to learn about history, culture, and societal issues associated with different or diverse groups. For four of eight diverse groups, a majority of respondents agreed/strongly agreed that sufficient learning opportunities have been provided with regard to: people with mental illness (71\%), people with socio-economic differences ( $61 \%$ ), cultural groups ( $60 \%$ ), and disability ( $57 \%$ ). For the remaining four diverse groups, less than half of students indicated they agreed/strongly agreed that sufficient learning opportunities have been provided: gender equality/inequality (48\%); lesbian, gay, bisexual groups (44\%); trans/non-binary groups (40\%), and religion/spirituality (40\%) (Table 6, Figure 6).

Table 6. Students: Opportunities to Learn about History, Culture, and Societal Issues (Q7)

| WSU Health Sciences courses provide <br> sufficient opportunity to learn about the <br> history, culture, and societal issues <br> associated with: | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| cultural groups | 607 | $5 \%$ | $13 \%$ | $23 \%$ | $46 \%$ | $14 \%$ |
| lesbian, gay, bisexual groups | 606 | $7 \%$ | $18 \%$ | $31 \%$ | $36 \%$ | $8 \%$ |
| trans/non-binary groups | 605 | $7 \%$ | $20 \%$ | $32 \%$ | $33 \%$ | $7 \%$ |
| disability | 608 | $5 \%$ | $13 \%$ | $26 \%$ | $45 \%$ | $12 \%$ |
| gender equality/inequality | 606 | $6 \%$ | $15 \%$ | $31 \%$ | $41 \%$ | $7 \%$ |
| people with socio-economic differences | 605 | $4 \%$ | $12 \%$ | $23 \%$ | $47 \%$ | $14 \%$ |
| people with mental illness | 606 | $4 \%$ | $8 \%$ | $17 \%$ | $50 \%$ | $21 \%$ |
| religion/spirituality | 605 | $7 \%$ | $18 \%$ | $35 \%$ | $33 \%$ | $7 \%$ |

Figure 6. Students: Opportunities to Learn about History, Culture, and Societal Issues


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## University Environment and Diversity and Equity on Campus

Students were asked more about their perspective on the university environment related to diversity. Two items that indicate a positive university environment for diversity were given more than a three-quarters favorable rating (agree/strongly agree) (Table 7, Figure 7):

I often have the opportunity to work with students from backgrounds different than my own. (80\%)

Diverse perspectives are encouraged in class discussions and assignments. (76\%)
Three items related to diversity in the classroom had $60 \%$ or more positive ratings:
Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives. (64\%)

I do not feel comfortable contributing to class discussions. (reverse: 61\% disagree)
I will not share my own experience and background in class. (reverse: $60 \%$ disagree)
Two items related to information on diversity presented through instruction had just over half, or a majority, gave positive ratings are:

Faculty are skilled in teaching about diversity and equity. (56\%)
There is sufficient amount of discussion on diversity and equity covered throughout the curriculum. (52\%)

And on two items related to diversity and course offerings just under half gave positive ratings:
WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity. (49\%)

I would take diversity and equity elective courses if WSU Health Sciences offered these courses. (48\%)

When asked to share comments regarding experiences in the classroom at WSU Health Sciences (Q9), one quarter (24.6\%) of respondents provided a response. Several main themes emerged. Of those providing a response, about one-third (52 of 151) provided a positive comment about their experiences. Selected comments:

I have enjoyed my experience at WSU Health Sciences thus far. The faculty are very open and willing to help students with whatever they need and answer any questions we may have. The staff are also kind. . . .
My education has been very good at incorporating diverse perspectives and opportunities for discussion about these.

Courses here at WSU Health Sciences provide well-rounded discussions on all the topics listed above.

Overall I am having an amazing time at WSU-HS!
I think I have had a satisfactory experience regarding diversity education at WSU Health Sciences.

Close to one fifth of those providing a comment (18.5\%) indicated they feel isolated or unsupported. Selected comments:

It feels like faculty are preoccupied (maybe worried about their own jobs or research projects) to pay attention to student learning needs.
I am often tokenized in class because I am from a background that is not highly represented at WSU Spokane. This causes discomfort and shows that staff do not know how to have conversations or lead discussions about cultural differences.

There are so many conservative students in my class. They are outspoken and I do not want to create an uncomfortable atmosphere.

I personally do not feel welcomed by my immediate peers and feel like I am not completely supported with all of my issues (sometimes I feel like people overemphasize things like mental illness / conditions instead of emphasizing things like bullying prevention and professionalism).

Most instructors are quite obviously liberal in their political identity and its obvious more conservative opinions are not welcome. It's great to discuss various cultural topics and talk about discrimination, however some of the political opinions should be left out.

About seventeen percent of those providing a comment indicated that more diversity instruction is needed. Selected comments:

I feel like we could have more diversity events in school.
In regards to Faculty are skilled in teaching about diversity and equity/ facilitating discussion where students are with different perspectives and backgrounds - Some are and some are not, but it doesn't seem like they get any training in this area at all.
I feel like in the classroom we never focus on socio-economic or gender equality in the classroom.
I don't think I can recall a time where religion or sexuality was discussed.
At this point there aren't diversity discussions that have taken place in the classroom. At time there are points raised to provoke thought.
I feel like we don't talk about these topics too often.
There is no diversity considered in the classroom and admission.
We don't really talk about our different backgrounds in class, but considering our curriculum, I am unsure where we would fit that in.

Other themes were mentioned by less than ten percent of those providing comments (Table 7.1).

Table 7. Students: University Environment Related to Diversity (Q8)

| Perceptions and perspectives | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Diverse perspectives are encouraged in <br> class discussions and assignments. | 609 | $2 \%$ | $7 \%$ | $15 \%$ | $54 \%$ | $22 \%$ |
| Faculty are skilled in teaching about diversity <br> and equity. | 610 | $3 \%$ | $12 \%$ | $25 \%$ | $44 \%$ | $15 \%$ |
| Faculty are skilled at facilitating discussions <br> where students with different backgrounds <br> and perspectives | 606 | $2 \%$ | $10 \%$ | $24 \%$ | $45 \%$ | $19 \%$ |
| I often have the opportunity to work with <br> students from backgrounds different than my <br> own. | 607 | $1 \%$ | $6 \%$ | $13 \%$ | $51 \%$ | $29 \%$ |
| WSU Health Sciences offers a sufficient <br> variety of courses in which to learn about <br> topics related to diversity and equity. | 608 | $5 \%$ | $15 \%$ | $31 \%$ | $38 \%$ |  |
| There is sufficient amount of discussion on <br> diversity and equity covered throughout the <br> curriculum | 609 | $4 \%$ | $18 \%$ | $26 \%$ | $38 \%$ | $11 \%$ |
| I would take diversity and equity elective <br> courses if WSU Health Sciences offered <br> these courses. | 607 | $6 \%$ | $20 \%$ | $27 \%$ | $33 \%$ | $14 \%$ |
| I do not feel comfortable contributing to class <br> discussions. | 609 | $20 \%$ | $41 \%$ | $21 \%$ | $14 \%$ | $15 \%$ |
| I will not share my own experience and <br> background in class. | 606 | $19 \%$ | $41 \%$ | $20 \%$ | $15 \%$ | $4 \%$ |

Figure 7. Students: University Environment Related to Diversity


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## Table 7.1. Student Comments regarding experiences in the classroom at WSU Health

 Sciences (Q9)| Themes and Sub-themes | Reference Count |
| :---: | ---: |
| Positive comments | 52 |
| -Diverse student body | 2 |
| -Feel supported | 7 |
| -Good experience | 10 |
| -Have received diversity training, education | 9 |
| -Welcoming, open environment | 8 |
| Feeling isolated or unsupported | 28 |
| -Need access to, and information about, resources | 3 |
| -Uncomfortable sharing political opinions or beliefs | 4 |
| More diversity instruction needed | 26 |
| -Need better training for faculty | 6 |
| Issues with faculty \& staff | 12 |
| Feeling threatened, disrespected or discriminated against | 11 |
| Issues with other students | 7 |
| Technology issues | 6 |
| Student sees diversity and equity as irrelevant | 5 |
| Lack of diversity on campus | 4 |
| Difficult topics are avoided | 3 |

462 respondents did not provide a response, another 10 indicate "no answer".

## Perceptions of the Campus Environment

Students were asked to reflect on their perceptions of the campus environment related to diversity (Table 8, Figure 8).

Four items related to diverse groups getting along, being treated fairly and with respect had $82 \%$ or more positive ratings:

Members of the campus community interact respectfully when using email and online learning tools. (88\%)

Individuals from different backgrounds get along at this university. (85\%)
Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status. (82\%)

Members of the campus community are respectful when interacting through social media. (82\%)

Two items related to related to the overall vision on campus had around $75 \%$ positive ratings:
WSU Health Sciences is committed to promoting diversity and equity on our campus. (79\%)
The students at this university are diverse. (74\%)

Four items related to diversity in action had relatively fewer, but still a majority positive ratings:
WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. (66\%)

The staff at this university is diverse. (61\%)
The faculty at this university is diverse. (56\%)
I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. (54\%)

Only one item related to religion/spirituality did not have a majority positive ratings:
I believe there should be dedicated space for meditation / prayer. (44\%)

Table 8. Students: Diversity and Equity on Campus (Q18)

| Perceptions and perspectives (Q18) | Number | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| WSU Health Sciences is committed to promoting diversity and equity on our campus. | 606 | 1\% | 5\% | 15\% | 57\% | 22\% |
| The students at this university are diverse. | 606 | 3\% | 7\% | 15\% | 51\% | 23\% |
| The staff at this university is diverse. | 603 | 4\% | 14\% | 21\% | 47\% | 14\% |
| The faculty at this university is diverse. | 604 | 5\% | 15\% | 20\% | 45\% | 15\% |
| Individuals from different backgrounds get along at this university | 604 | 1\% | 1.5\% | 12\% | 61\% | 24\% |
| Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status | 605 | 2\% | 3\% | 13\% | 51\% | 31\% |
| WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. | 605 | 2\% | 8\% | 24\% | 48\% | 18\% |
| Members of the campus community interact respectfully when using email and online learning tools. | 604 | 1\% | 2\% | 10\% | 58\% | 30\% |
| Members of the campus community are respectful when interacting through social media | 605 | 1\% | 2\% | 16\% | 56\% | 26\% |
| I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. | 602 | 2\% | 6\% | 38\% | 40\% | 14\% |
| I believe there should be dedicated space for meditation / prayer. | 601 | 6\% | 13\% | 37\% | 29\% | 15\% |

Figure 8. Students: Diversity and Equity on Campus
Perception of the campus environment: about diversity issues at this university (Q18)


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## Comfort and Safety related to Diversity and the University Environment

The overwhelming majority of respondents feel safe on campus ( $90 \%$ ) and feel at ease with people of different backgrounds (88\%). However, half (50\%) indicated they are afraid to disagree with members of other groups for fear of being called prejudiced. Only about half ( $49 \%$ ) indicated they would know where to report incidents of discrimination, either experienced or witnesses, to campus authorities (Table 9, Figure 9).

Close to half indicated they are neutral about whether more diversity is needed among faculty and staff ( $47 \%$ neither agree/disagree), or if more minority students of color ( $47 \%$ neither agree/disagree) and/or LGBTQ students ( $50 \%$ neither agree/disagree) should be recruited, retained, or represented. However, $40 \%$ or more on these diversity items indicated they agree/strongly agree that diversity should be part of the university environment. A majority indicated that support for faculty, staff, and students with disabilities should be increased.

Interestingly, half (50\%) think that the university focusses to much attention on diversity-related issues, while another third (32\%) neither agree/disagree.

Table 9. Students: Comfort and Safety related to Diversity and the University Environment (Q19)

| Perceptions and perspectives | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| I feel safe when I'm on campus | 610 | $1 \%$ | $2 \%$ | $7 \%$ | $54 \%$ | $36 \%$ |
| The university should recruit and retain <br> more faculty and staff of color. | 609 | $1 \%$ | $6 \%$ | $47 \%$ | $28 \%$ | $18 \%$ |
| The university should recruit and retain <br> more students of color. | 609 | $2 \%$ | $6 \%$ | $47 \%$ | $27 \%$ | $18 \%$ |
| The university should increase gender <br> diversity of faculty and staff. | 607 | $2 \%$ | $7 \%$ | $47 \%$ | $28 \%$ | $15 \%$ |
| The university should increase lesbian, <br> gay, bisexual, transgender, and/or <br> queer representation. | 609 | $2 \%$ | $8 \%$ | $50 \%$ | $24 \%$ | $16 \%$ |
| The university should increase support <br> for faculty, staff and students with <br> disabilities. | 607 | $1 \%$ | $3 \%$ | $37 \%$ | $42 \%$ | $17 \%$ |
| I feel at ease with people of <br> backgrounds different from my own. | 608 | $1 \%$ | $1 \%$ | $10 \%$ | $51 \%$ | $37 \%$ |
| The university focuses too much <br> attention on diversity-related issues. | 609 | $12 \%$ | $30 \%$ | $32 \%$ | $20 \%$ | $6 \%$ |
| I am afraid to disagree with members of <br> other groups for fear of being called <br> prejudiced. | 609 | $15 \%$ | $35 \%$ | $20 \%$ | $24 \%$ |  |
| In the event that I witness or experience <br> an act of discrimination, I know where to <br> report the incident to campus <br> authorities. | 607 | $5 \%$ | $26 \%$ |  | $6 \%$ |  |

Figure 9. Students: Comfort and Safety related to Diversity and the University Environment
Table 9.1. Student comments you have regarding the WSU Health Sciences campusenvironment (Q20).

| Themes and Sub-themes | Reference Count |
| :--- | ---: |
| Campus is safe and diverse | 14 |
| Experiences of discrimination, inequality | 6 |
| Feeling isolated or unsupported | 6 |
| Feels there's too much emphasis on diversity | 33 |
| Need more diversity | 12 |
| Need more resources, information, support | 9 |

## Gender-Based Violence and the University Environment

This section of the survey asks questions about your (language changes) experiences related to gender-based violence while enrolled WSU Health Sciences. A vast majority agreed/strongly agreed that WSU Health Sciences does not tolerate sexual assault ( $86 \%$ ). And respondents believe that faculty, staff, and students have a clear sense of appropriate behavior ( $82 \%$ or more agree/strongly agree for each). (Table 10, Figure 10). While a majority believe WSU Health Sciences is doing a good job training in sexual assault prevention (61\%) and preventing sexual assault from happening ( $55 \%$ ), fewer than half said WSU Health Sciences is doing a good job educating students about sexual harassment (47\%). One third on each of these items indicated they are neutral ( $31 \%, 34 \%, 37 \%$ respectively). A majority are neutral with regard to whether WSU Health Sciences is doing a good job investigating incidents of sexual assault ( $60 \%$ ), or holding people accountable ( $59 \%$ ), while about one third agree/strongly agree on each ( $36 \%$ on each). When asked whether WSU Health Sciences is doing a good job providing needed services to victims of sexual assault, only $46 \%$ agree/strongly agree, and another 47\% are neutral.

Table 10. Students: Gender Based Violence and the University Environment (Q21)

| Perceptions and perspectives | Number | Strongly <br> Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| WSU Health Sciences does not tolerate sexual assault. | 608 | 1\% | 1\% | 12\% | 48\% | 38\% |
| WSU Health Sciences takes training in sexual assault prevention seriously. | 608 | 1\% | 6\% | 31\% | 41\% | 20\% |
| WSU Health Sciences is doing a good job educating students about sexual harassment | 609 | 2\% | 17\% | 34\% | 34\% | 13\% |
| WSU Health Sciences is doing a good job trying to prevent sexual assault from happening. | 607 | 1\% | 6\% | 37\% | 41\% | 14\% |
| WSU Health Sciences is doing a good job providing needed services to victims of sexual assault. | 608 | 1\% | 5\% | 47\% | 33\% | 13\% |
| WSU Health Sciences is doing a good job investigating incidents of sexual assaults | 605 | 1\% | 3\% | 60\% | 26\% | 10\% |
| WSU Health Sciences is doing a good job holding people accountable for committing sexual assault | 604 | 1\% | 3\% | 59\% | 26\% | 10\% |
| I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences | 608 | 1\% | 2\% | 14\% | 53\% | 29\% |
| I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences | 606 | 1\% | 1\% | 13\% | 55\% | 30\% |
| I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences | 606 | 1\% | 2\% | 14\% | 55\% | 27\% |

Figure 10. Students: Gender Based Violence and the University Environment


Table 11. Students: Agree/Disagree: "WSU Health Sciences does not tolerate sexual assault."

|  | Number | Percent |
| :--- | ---: | ---: |
| Strongly Disagree | 2 | $0.3 \%$ |
| Disagree | 7 | $1.2 \%$ |
| Neither | 74 | $12.2 \%$ |
| Agree | 295 | $48.5 \%$ |
| Strongly Agree | 230 | $37.8 \%$ |
| TOTAL | 608 | $100 \%$ |

Figure 11. Students: Agree/Disagree: "WSU Health Sciences does not tolerate sexual assault."


## Interprofessional Education and Student Clinical Experience

Students participating in the Interprofessional Education (IPE) program while enrolled at WSU Health Sciences were asked to reflect on their experience. Interprofessional education refers to occasions when students from two or more professions in health and social care learn together during all or part of their professional training with the object the being to cultivate collaborative practice for providing patient-centered care.

Seventy percent of students indicated interprofessional experiences helped them to understand the scope of practice of healthcare providers from other disciplines, and $70 \%$ indicated they would like to engage in interprofessional collaboration at student led events (Table 12, Figure 12). When asked if they think there are sufficient interprofessional activities available on campus that would allow them to practice clinical skills with students from other disciplines, a majority or $57.5 \%$ agreed. When asked if they believed they had sufficient opportunities to work in teams with students from other disciplines to prepare for their professional career, $58 \%$ agreed. Around one quarter-disagreed that enough-interprofessional opportunities were provided.

Table 12. Students: Interprofessional Education (Q16)

|  | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | :--- | :--- | :--- | :--- | :--- |
| I believe there are sufficient <br> interprofessional activities available on <br> campus where I can practice clinical <br> skills with students from other <br> disciplines. | 610 | $4 \%$ | $21 \%$ | $17 \%$ | $42 \%$ | $16 \%$ |
| I believe I have had sufficient <br> opportunities to work in teams with <br> students from other disciplines to <br> prepare for my professional career. |  |  |  |  |  |  |
| I understand the scope of practice of <br> healthcare providers from other <br> disciplines. | 609 | $6 \%$ | $21 \%$ | $14 \%$ | $41 \%$ | $17 \%$ |
| I would like to engage in more <br> interprofessional collaboration at <br> student led events (e.g. community <br> health fairs | 610 | $3 \%$ | $12 \%$ |  | $15 \%$ | $51 \%$ |

Figure 12. Students: Interprofessional Education


In their open comments about their interprofessional education experience at WSU Health Sciences, the most frequent theme was that more events or experiences are needed (Table 12.1) (selected comments):

I wish there were more experiences to practice with other professional students in the community rather than just sitting and talking about cases
Research students have very few opportunities to engage with professional students or undergraduates on this campus. This is a disservice because professional students and undergraduates will likely be interacting with researchers later in their careers. Encouraging this type of interprofessionalism could breed fruitful collaborations within the research enterprise of WSU and enrich the education of all students.
I feel that we need more opportunities built into the time we already are required to attend. Not "extra" activities, but required ones!

There are not enough opportunities or events for different disciplines to come together and address these topics. There are some things, but they are not effective in this respect. I think the students here do not think that this aspect is important, but it is.
The second most frequent theme was that the IPEs need improvement:
The interprofessional activities I have participated in have been rushed, forced, and dissatisfying. There is no true engagement with one another and the activities are usually to broad and/or large for meaningful discussion
Most of the required IPE events are slow paced and students do not want to be there. I would much prefer events out in the community that involve individuals who are wanting to attend and excited to work as a team and learn from each other.
I think the interdisciplinary events that are mandatory for the various colleges need some major improvement. I get the idea why we interact and work with other students during these events but I
think they could be more interesting and applicable for each person's future profession.
The interprofessional activity we participate in is a waste of time. We sat near students from other disciplines and listened to professors at the front of the room tell us what different professions may do. A good change would be to work on a small community project together and bring what we know from lectures and clinical experience.

And the third most frequent theme was that the student had a good IPE experience:
I absolutely love the opportunity to work with other students. I have had the privilege to be a part of many IPE events, and have had a great time with each one. Even just sitting in the diversity center is a mini IPE event since so many students hang out there and are willing to share advice.
The activities I have participated in have been very good.
I learn a lot whenever we have an Interprofessional Education here in WSU. Getting to exchange ideas with other programs like nursing, medicine and dental hygienist helps us to work together as a team to provide the best care for the patient.

I thoroughly enjoy these experiences.
Other comments about the IPE pertained to the need for better advertising and the need for more time.

Table 12.1. Comments regarding Interprofessional Education experiences at WSU Health Sciences. (Q17)
Themes and Sub-themes Reference Count
Better advertising ..... 4 ..... 4
Good IPE experience ..... 24
IPEs need improvement ..... 30
Need more events, experiences ..... 49
Need more time ..... 6

## Clinicals, Rotations and Practicums

A majority of students, $63 \%$, who responded to the survey were currently participating in a clinical experience including clinicals, rotations, or practicums (Table 13, Figure 13). Eighty-two percent of these students indicated they are satisfied with their clinical experience at WSU Health Sciences, another $10 \%$ are neutral (Table 14, Figure 14). Three quarters are satisfied with the support they receive from faculty and $78 \%$ were satisfied with the support they received from the preceptor while at their clinicals.

Table 13. Students: Participation in Clinical Experience: Clinicals, Rotations, or Practicums (Q10)

| Currently participating in or have completed | Number | Percent |
| :--- | ---: | ---: |
| Yes | 383 | $63 \%$ |
| No | 230 | $38 \%$ |
| TOTAL | 613 | $100 \%$ |

Figure 13. Students: Participation in Clinical Experience: Clinicals, Rotations, or Practicums


Table 14. Clinical Students: Satisfaction with Clinical, Rotation, or Practicum Experience at this University (Q11)

| Satisfaction with: | Number | Very <br> Dissatisfied | Dissatisfied | Neutral | Satisfied |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Very <br> Satisfied |  |  |  |  |  |
| Your Clinical/Rotation/Practicum <br> experience at WSU Health Sciences | 380 | $1 \%$ | $6 \%$ | $10 \%$ | $58 \%$ |
| The support you receive from faculty <br> while at Clinical/Rotation/Practicum | 377 | $24 \%$ | $8 \%$ | $14 \%$ | $50 \%$ |
| The support you receive from Preceptor <br> while at Clinical/Rotation/Practicum | 377 | $3 \%$ | $6 \%$ | $14 \%$ | $45 \%$ |

Figure 14. Clinical Students: Satisfaction with Clinical, Rotation, or Practicum Experience at this University


Clinical students were asked if WSU Health Sciences provides sufficient opportunity to teach students how to work and serve patients with diverse backgrounds. The highest proportion of students agreed they had opportunities to work and serve those who have diverse socioeconomic backgrounds, those with mental illness, or different levels of education, or 73\% for each (Table 15, Figure 15). Sixty-six percent agreed they were provided opportunities to work and serve those with a disability; and $64 \%$ agreed they had experiences to work with those with diverse cultural identities, $54 \%$ for religion/spirituality, and $52 \%$ for gender diversity. Less than half indicated that enough opportunities were provided to work and serve those with a lesbian, gay, or bisexual identity (44\%), or trans/non-binary identity (41\%).

Clinical students were also asked to what extent WSU Health Sciences prepared them to seek out resources in response to various areas of discrimination (Table 16, Figure 16). Just over half of students agreed they were had been prepared to seek out resources for mental illness (59\%), diverse cultural identities (56\%), diverse levels of education (53\%), and disabilities ( $51 \%$ ). On all other areas of diversity, levels of agreement that they had been prepared to seek out resources ranged from $49 \%$ to $41 \%$.

Finally, clinical students were asked if WSU Health Sciences prepared them to respond to discrimination towards him/herself. A clear one third or more of respondents indicated they neither agree/disagreed across all areas of discrimination, (Table 17, Figure 17). Across the areas of diversity, between $41 \%$ to $49 \%$ indicated they agreed that WSU Health Sciences had prepared them to respond to discrimination towards themselves.

Clinical students were asked to share any comments they might have regarding their clinical, rotation, or practicum experiences. The most common theme that emerged from the comments was that students felt positive about their experiences-it was a good experience, which helped them feel prepared, they felt supported, and they learned how to help diverse patients (Table 17.1). Students commented that they needed more training opportunities, or that they had issues with their faculty, instructors or preceptors. Some indicated they did not feel supported, or that they needed more training opportunities.

## I have felt well supported and prepared for every aspect of my clinical experiences.

I love clinical and have found that they are really important with regards to hands on learning and applying what we know in class in the real world
My experiences at rotations have been eye-opening in certain aspects of diversity, but I have not had much experience so far.

My rotation last year was helpful in preparing me for my future career. I learned a lot from my rotation and preceptor.

Table 15. Clinical Students: Clinical, Rotation, or Practicum Experiences provide opportunity to work and serve patients with diverse backgrounds (Q12)

| Experience with patient diversity <br> based on: (Q12) | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| cultural Identity | 382 | $2 \%$ | $11 \%$ | $23 \%$ | $51 \%$ | $13 \%$ |
| lesbian, gay, bisexual identity | 382 | $4 \%$ | $19 \%$ | $33 \%$ | $35 \%$ | $9 \%$ |
| trans/non-binary identity | 382 | $5 \%$ | $21 \%$ | $34 \%$ | $32 \%$ | $9 \%$ |
| disability | 381 | $3 \%$ | $10 \%$ | $21 \%$ | $44 \%$ | $22 \%$ |
| gender equality/inequality | 381 | $4 \%$ | $14 \%$ | $30 \%$ | $37 \%$ | $15 \%$ |
| socio-economic differences | 382 | $3 \%$ | $8 \%$ | $17 \%$ | $50 \%$ | $23 \%$ |
| mental illness | 381 | $2 \%$ | $5 \%$ | $19 \%$ | $50 \%$ | $23 \%$ |
| religion/spirituality | 380 | $4 \%$ | $14 \%$ | $27 \%$ | $42 \%$ | $12 \%$ |
| education level | 381 | $3 \%$ | $5 \%$ | $19 \%$ | $53 \%$ | $20 \%$ |

Figure 15. Clinical Students: Clinical, Rotation, or Practicum Experiences provide opportunity to work and serve patients with diverse backgrounds


Table 16. Clinical Students: WSU Health Sciences preparation to seek out resources in response to potential discrimination toward respondent (Q13)

| Sought resources on discrimination <br> based on respondent's: | Number | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| race/ethnicity | 380 | $5 \%$ | $16 \%$ | $33 \%$ | $37 \%$ | $9 \%$ |
| sexual orientation/identity | 380 | $4 \%$ | $15 \%$ | $36 \%$ | $36 \%$ | $8 \%$ |
| gender expression/ identity | 380 | $5 \%$ | $17 \%$ | $36 \%$ | $34 \%$ | $8 \%$ |
| gender role | 379 | $5 \%$ | $16 \%$ | $38 \%$ | $33 \%$ | $9 \%$ |
| disability | 378 | $4 \%$ | $12 \%$ | $32 \%$ | $41 \%$ | $10 \%$ |
| socio-economic differences | 380 | $4 \%$ | $13 \%$ | $33 \%$ | $37 \%$ | $12 \%$ |
| mental illness | 379 | $3 \%$ | $10 \%$ | $27 \%$ | $44 \%$ | $15 \%$ |
| educational level | 380 | $4 \%$ | $13 \%$ | $30 \%$ | $41 \%$ | $12 \%$ |
| religion/spirituality | 380 | $6 \%$ | $18 \%$ | $36 \%$ | $33 \%$ | $8 \%$ |
| cultural identity | 379 | $6 \%$ | $15 \%$ | $34 \%$ | $35 \%$ | $11 \%$ |

Figure 16. Clinical Students: WSU Health Sciences preparation to seek out resources in response to potential discrimination toward respondent

WSU Health Sciences has prepared me to seek out resources in response to discrimination based on my: (Q13)

Clinical Students


Table 17. Clinical Students: WSU Health Sciences has prepared respondent to respond discrimination toward him/her (Q14)

|  | Numb <br> er | Strongly <br> Disagree | Disagree | Neither <br> Agree nor <br> Disagree | Agree | Strongly <br> Agree |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| race/ethnicity | 379 | $5 \%$ | $18 \%$ | $34 \%$ | $35 \%$ | $8 \%$ |
| sexual orientation/identity | 377 | $4 \%$ | $19 \%$ | $37 \%$ | $33 \%$ | $8 \%$ |
| gender expression/ identity | 379 | $4 \%$ | $18 \%$ | $37 \%$ | $33 \%$ | $7 \%$ |
| gender role | 378 | $5 \%$ | $17 \%$ | $35 \%$ | $35 \%$ | $8 \%$ |
| disability | 378 | $4 \%$ | $15 \%$ | $38 \%$ | $33 \%$ | $9 \%$ |
| gender role | 378 | $5 \%$ | $16 \%$ | $36 \%$ | $35 \%$ | $8 \%$ |
| socio-economic differences | 378 | $4 \%$ | $16 \%$ | $35 \%$ | $35 \%$ | $10 \%$ |
| mental illness | 377 | $4 \%$ | $15 \%$ | $35 \%$ | $34 \%$ | $12 \%$ |
| educational level | 379 | $5 \%$ | $14 \%$ | $33 \%$ | $38 \%$ | $11 \%$ |
| religion/spirituality | 376 | $6 \%$ | $18 \%$ | $38 \%$ | $32 \%$ | $7 \%$ |
| cultural identity | 375 | $5 \%$ | $17 \%$ | $37 \%$ | $33 \%$ | $9 \%$ |

Figure 17. Clinical Students: WSU Health Sciences has prepared respondent to respond discrimination toward him/her


Table 17.1. Clinical Students Comments regarding Clinical, Rotation, or Practicum Experiences at WSU Health Sciences (Q15)

| Themes and Sub-themes | Reference Count |
| :---: | ---: |
| Issues with faculty, instructors, preceptors | 13 |
| Lack of support | 6 |
| More training needed | 14 |
| Need more rotation opportunities | 3 |
| Positive Comments | 32 |
| Feel supported | 10 |
| -Good experience, feel prepared | 20 |
| -Learned how to help diverse patients | 3 |

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## Student Well-Being

WSU Health Sciences students were asked a series of questions about their overall well-being. Eighty-seven percent of respondents indicated that within the last twelve months they felt overwhelmed by all that they had to do; more specifically, $48 \%$ felt overwhelmed within the last two weeks (Table 18, Figure 18). Eighty-four percent felt "exhausted, not from physical activity," within the last 12 months; more specifically, $48 \%$ did within the last two weeks. Close to two thirds of students ( $65 \%$ ) felt overwhelming anxiety within the last 12 months; more specifically, $27 \%$ did within the last two weeks. Forty-three percent indicated that within the last 12 months they felt things were hopeless; more specifically, only $15 \%$ indicated they felt hopeless within the last two weeks. About one third indicated that within the last 12 month, "they felt so depressed it was difficult to function" (35\%), and/or "felt overwhelming anger" (31\%); more specifically, only $11 \%$ felt the depression within the last two weeks, and $10 \%$ felt overwhelming anger within the last two weeks.
With regard to more extreme well-being concerns $88 \%$ indicated they have never "intentionally injured themselves," $84 \%$ indicated they never "seriously considered suicide," and $93 \%$ indicated they have never attempted suicide. With regard to any of these three more extreme well-being concerns, $2 \%$ or less have experienced the well-being concern within the last two weeks.

Table 18. Students: Well-Being while Enrolled at WSU Health Sciences (Q25)

| While enrolled as a WSU Health <br> Sciences student, have you <br> ever: | Number | No, <br> Never | No, not in <br> the last 12 <br> months | Yes, in <br> the last <br> 12 <br> months | Yes, in <br> the last <br> 30 days | Yes, in <br> the last <br> 2 weeks |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Felt things were hopeless | 607 | $42 \%$ | $16 \%$ | $18 \%$ | $10 \%$ | $15 \%$ |
| Felt overwhelmed by all you had to do | 608 | $9 \%$ | $4 \%$ | $20 \%$ | $19 \%$ | $48 \%$ |
| Felt exhausted (not from physical <br> activity) | 610 | $11 \%$ | $5 \%$ | $18 \%$ | $19 \%$ | $48 \%$ |
| Felt so depressed it was difficult to <br> function | 608 | $48 \%$ | $16 \%$ | $16 \%$ | $8 \%$ | $11 \%$ |
| Felt overwhelming anxiety | 607 | $26 \%$ | $9 \%$ | $20 \%$ | $18 \%$ | $27 \%$ |
| Felt overwhelming anger | 606 | $51 \%$ | $18 \%$ | $13 \%$ | $8 \%$ | $10 \%$ |
| Intentionally cut, burned, bruised, or <br> otherwise injured yourself | 609 | $88 \%$ | $8 \%$ | $2 \%$ | $1 \%$ | $1 \%$ |
| Seriously considered suicide | 609 | $84 \%$ | $9 \%$ | $4 \%$ | $2 \%$ | $1 \%$ |
| Attempted suicide | 608 | $93 \%$ | $5 \%$ | $1 \%$ | $<1 \%$ | $<1 \%$ |

Social \&

Figure 18. Students: Well-Being while Enrolled at WSU Health Sciences


## Student Experience with Gender Based Violence

About $11 \%$ of students experienced some type of gender based violence incident while enrolled at WSU Health Sciences (Table 19, Figure 19). About half ( $51 \%$ ) of these individuals had experienced one incident type, 39\% had experienced 2-3 incident types, and the remaining 9\% had experience 4 or more types.
The most frequent type of gender based violence was "unwanted sexual contact" (Table 20, Figure 20) with $6 \%$ of WSU Health Sciences students who experienced this type of behavior while enrolled. Four percent experienced stalking, and $6 \%$ experienced unwanted sexual contact. Fewer indicated any one of the other types of incidents had occurred: $3 \%$ domestic violence, $3 \%$ dating violence, and $2 \%$ interpersonal dating violence. Even fewer who experienced any one of these gender based violence behaviors reported the incident ( $1 \%-2 \%$ ).
Of those who experienced one or more incidents of gender based violence, $71 \%$ indicated they had trouble with schoolwork or grades; $71 \%$ indicated it led to problems with their friends, roommates or peers; a little less than a third ( $31 \%$ ) indicated it led to problems with their family; and $14 \%$ said it led to problems with their boss or coworkers (Table 21, Figure 21).
Table 19. Students: Types of Gender Based Violence Incidents per person while enrolled at WSU Health Sciences

| Number of types | Number | Percent |
| :--- | ---: | ---: |
| None | 542 | $89 \%$ |
| 1 incident type | 34 | $5 \%$ |
| $2-3$ incident types | 26 | $4 \%$ |
| $4-5$ incidents | 4 | $1 \%$ |
| 6 incidents | 2 | $<1 \%$ |

Figure 19. Students: Types of Gender Based Violence Incidents per person while enrolled at WSU Health Sciences

Types of Gender Based Violence Incidents per person
Students


- None $\quad 1$ incident type $-2-3$ incident types $-4-5$ incidents types $\quad 6$ incidents types

Table 20. Students: Experience with Gender Based Violence while enrolled at WSU Health Sciences (Q22-Q23)

| Gender Based Violence | Experienced | Reported the <br> incident? |  |
| :--- | ---: | ---: | :---: |
| Sexual assault | $3 \%$ | $2 \%$ |  |
| Domestic violence | $3 \%$ | $2 \%$ |  |
| Interpersonal dating violence | $2 \%$ | $2 \%$ |  |
| Stalking | $4 \%$ | $2 \%$ |  |
| Dating Violence | $3 \%$ | $2 \%$ |  |
| Unwanted Sexual contact | $6 \%$ | $1 \%$ |  |

Figure 20. Students: Experience with Gender Based Violence while enrolled at WSU Health Sciences

Experienced while enrolled as a WSU Health Sciences student (Q22-Q23)


Table 21. Students: Gender Based Violence Incident lead to problems (Q24)

| Did this incident(s) lead to problems with: (Q24) | Number | Percent |
| :--- | ---: | ---: |
| Schoolwork or grades | 42 | $71 \%$ |
| Friends, roommates, or peers | 42 | $71 \%$ |
| Family members | 18 | $31 \%$ |
| Boss or co-workers | 8 | $14 \%$ |

Figure 21. Students: Gender Based Violence Incident lead to problems
Incident(s) lead to problems with:
Students (Q24, multiple response)


## Awareness of Student Resources on Campus

When asked about their awareness of various resources for students available on campus, $23.5 \%$ indicated they are aware of the "AWARE Report" (Table 22, Figure 22). Seventy-nine percent are aware of counseling services and $69 \%$ are aware of the writing specialists. Sixtyone percent are aware of the learning and career specialist, and $58 \%$ are aware of the afterhours crisis hotline.

Table 22. Students: Awareness of Resources for Students on Campus (Q27)

| Know how to access various <br> resources on campus?(Q27) | Number | Yes | No | I am not aware <br> of this <br> resource. |
| :--- | ---: | :--- | :--- | :--- |
| AWARE report for students of <br> concern | 608 | $24 \%$ | $19 \%$ | $58 \%$ |
| Counseling | 608 | $79 \%$ | $14 \%$ | $7 \%$ |
| After-hours crisis hotline | 609 | $58 \%$ | $19 \%$ | $24 \%$ |
| Learning and Career Specialist | 609 | $61 \%$ | $18 \%$ | $21 \%$ |
| Writing Specialist | 609 | $69 \%$ | $15 \%$ | $16 \%$ |

Figure 22. Students: Awareness of Resources for Students on Campus
Do you know how to access the following resources on


## Financial Strains and Impacts

Students were asked to reflect on their experiences related to meeting their basic needs while employed/enrolled at WSU Health Sciences. More than three-quarters, $77 \%$, indicated they did not experience any adverse financial events during the academic year (Table 22.1, Figure 2.1). Fifteen percent indicated they experienced "not being able to pay the full amount of rent or mortgage"; 12\% experienced "not being able to pay the full amount of their utilities", and 11\% had to move in with other people due to financial problems. Only $1 \%$ experienced not knowing where they were going to sleep at night (for even one night), and only $1 \%$ did not have a home.

While $77 \%$ did not experience any of these adverse financial events during the academic year, $10 \%$ experienced only one of them and $8 \%$ experienced two adverse events (Table 22.2, Figure 22.2). The remaining 5\% experienced three or four (or more) adverse events.

Of those who experienced an adverse financial event, two-thirds ( $66 \%$ ) experienced problems paying their rent/mortgage (Table 22.3, Figure 22.3). Just over half (52\%) experienced not being able to pay the full amount of their utilities and $44 \%$ had to move in with other people due to financial strains. Fewer than $5 \%$ each experienced any of the other adverse financial events related to homelessness.

Close to two-thirds of students (66\%) indicated they are renting or own their own home during the semester and another $22 \%$ are renting a room, and $19 \%$ are living with parents or family (Table 22.4, Figure 22.4). Only 3\% are doubled up living with friends but not on a lease, 2\% were couch surfing between family and friends, and less than a percent each were living in a hotel/motel, car, or church.

When asked about what adverse experiences they may have had due to the financial strains during the academic year, the more frequent experience students had was not being able to afford to eat balanced meals ( $18.5 \%$ ), or cut the size of meals or skip meals when there wasn't enough food (17\%) (Table 22.5, Figure 22.5).

Table 22.1. Students: Adverse Financial Event(s) during the Academic Year (Q28, multiple response)

| At any time during this academic year, since August 2018, have you <br> ever... | Yes | $\%$ |
| :--- | ---: | ---: |
| Been unable to pay full amount of rent or mortgage? | 93 | $15 \%$ |
| Been unable to pay full amount of utilities? | 73 | $12 \%$ |
| Moved in with other people due to financial problems? | 69 | $11 \%$ |
| Not known where you were going to sleep at night, even for one night? | 6 | $1 \%$ |
| Stayed at an abandoned building, in an automobile, or any other place not <br> meant for housing, even for one night? | 3 | $<1 \%$ |
| Not had a home? | 6 | $1 \%$ |
| None of the above | 462 | $77 \%$ |
|  | 602 |  |

Figure 22.1. Students: Adverse Financial Event(s) during the Academic Year


Table 22.2. Students: Number of Adverse Events due to Financial Strains during the Academic Year (Q28)

| Number of Adverse Financial Event | Yes | $\%$ |
| :--- | ---: | ---: |
| None | 462 | $77 \%$ |
| One | 61 | $10 \%$ |
| Two | 51 | $8 \%$ |
| Three | 22 | $4 \%$ |
| Four | 6 | $1 \%$ |
| TOTAL | 602 | $100 \%$ |

Figure 22.2. Students: Number of Adverse Events due to Financial Strains during the Academic Year


Table 22.3. Students: Of those with adverse event, which type of event

| Of those who had an Adverse Financial Event <br> (multiple response) Q28 | Yes | $\%$ |
| :--- | ---: | ---: |
| Been unable to pay full amount of rent or mortgage? | 93 | $66 \%$ |
| Been unable to pay full amount of utilities? | 73 | $52 \%$ |
| Moved in with other people due to financial problems? | 69 | $44 \%$ |
| Not known where you were going to sleep at night, even for one <br> night? | 6 | $4 \%$ |
| Stayed at an abandoned building, in an automobile, or any other <br> place not meant for housing, even for one night? | $2 \%$ |  |
| Not had a home? | 6 | $4 \%$ |

Figure 22.3. Students: Of those with adverse event, which type of event (Q28)


Table 22.4. Students: Living Situation during Fall Semester 2018 (Q29, multiple response)

| N=601 | Yes | $\%$ |
| :--- | ---: | ---: |
| Living with parents or family | 111 | $19 \%$ |
| Renting or own you home/apt | 398 | $66 \%$ |
| Renting a room | 132 | $22 \%$ |
| Couch surfing between family and friends | 9 | $2 \%$ |
| Doubled up, living with friends, but not on the lease | 15 | $3 \%$ |
| Hotel/motel | 5 | $1 \%$ |
| Transitional housing | 0 | $0 \%$ |
| Homeless Shelter | 0 | $0 \%$ |
| Tent | 0 | $0 \%$ |
| Car | 2 | $<1 \%$ |
| Church | 1 | $<1 \%$ |
| Oher | 14 | $2 \%$ |
| None of the above | 25 | $4 \%$ |
|  |  |  |

Figure 22.4. Students: Living Situation during Fall Semester 2018 (Q29)


## Adverse Experience due to Financial Strain

Table 22.5. Students: Adverse Experience due to Financial Strain during the Academic Year (Q30, multiple response)

| Since August 2018, experienced due to financial strain | Yes | $\%$ |
| :--- | ---: | ---: |
| I couldn't afford to eat balanced meals. | 111 | $19 \%$ |
| I cut the size of meals or skipped meals because there wasn't enough <br> money for food. | 104 | $17 \%$ |
| I cut the size of meals or skipped meals because there wasn't enough <br> money for food for 3 or more days. | 30 | $5 \%$ |
| I feel the lack of food hinders my success | 37 | $6 \%$ |
| I have gone without eating due to a lack of resources | 38 | $6 \%$ |
| None of the above | 432 | $72 \%$ |

Figure 22.5. Students: Adverse Experience due to Financial Strain during the Academic Year

Adverse experiences due to financial strain since August 2018, multiple response (Q30)


## Experience with Discrimination at WSU Health Sciences

Students were asked about their experiences concerning possible discriminatory acts. Only 46 of 613 students responding to the survey, or $7.5 \%$, indicated they have been impacted negatively at WSU Health Sciences because of discrimination (Table 23.1, Figure 23.1). Of those who indicated they experienced discrimination, $44 \%$ indicated it was due to race/ethnicity, $33 \%$ said it was due to gender, $24 \%$ due to age, $20 \%$ due to mental illness, $18 \%$ due to disability, and $11 \%$ due to sexual orientation.

Table 23.1. Students: Experience with Discrimination at WSU Health Sciences

| I have been impacted negatively at WSU Health <br> Sciences because of my: (Q31)a | Yes | All <br> Students <br> $(\mathbf{n}=613)$ | Of those <br> affected <br> $(\mathbf{n}=45)$ |
| :--- | ---: | ---: | ---: |
| Yes | 46 | $8 \%$ |  |
|  |  |  |  |
| Race/Ethnicity | 20 | $3 \%$ | $44 \%$ |
| Gender | 15 | $3 \%$ | $33 \%$ |
| Gender Expression/ Identity | 7 | $1 \%$ | $16 \%$ |
| Sexual Orientation | 5 | $1 \%$ | $11 \%$ |
| Religion | 4 | $1 \%$ | $9 \%$ |
| Age | 11 | $2 \%$ | $24 \%$ |
| Disability Status | 8 | $1 \%$ | $18 \%$ |
| Mental Illness | 9 | $1 \%$ | $20 \%$ |
| Other Identity Attribute | 13 | $2 \%$ | $29 \%$ |

Figure 23.1. Students: Experience with Discrimination at WSU Health Sciences


Two thirds of those who experienced discrimination indicated that it negatively impacted their schoolwork or grades, one third indicated it impacted their friends/roommates/peers, 13\% indicated it impacted their family members, and 9\% indicated it impacted their boss or coworkers (Table 23.2, Figure 23.2).

Table 23.2. Students: Negative Impacts due to Discrimination Experience

| Q31d Did this incident(s) lead you to have <br> problems with your: | Yes | All <br> Students <br> $(\mathbf{n}=613)$ | Of those <br> affected <br> $(\mathbf{n}=45)$ |
| :--- | ---: | ---: | ---: |
| Schoolwork or grades | 30 | $5 \%$ | $67 \%$ |
| Friends, roommates, or peers | 15 | $2 \%$ | $33 \%$ |
| Family members | 6 | $10 \%$ | $13 \%$ |
| Boss or co-workers | 4 | $1 \%$ | $9 \%$ |

Figure 23.2. Students: Negative Impacts due to Discrimination Experience


Students at WSU Health Sciences were asked about their experiences concerning possible discriminatory acts (Table 24). Nine percent indicated they had witnessed an act or acts of discrimination against others within the past year based on diversity, and $10 \%$ indicated they witnessed an act or acts of bias against others within the past year based on diversity.

Results indicate that $7.5 \%$ of students have been impacted negatively because of their diversity characteristic (Table 24). Of those negatively impacted by discrimination, 44\% indicated it was on the basis of race, and $36 \%$ indicated it was based on gender (Table 24.1). Twenty-four percent indicated it was on the basis of age, and $20 \%$ said it was on the basis of mental illness. Eleven percent indicated it was based on sexual orientation, but none indicated it was on the basis of gender expression/identity.

Three percent of students indicated they had been threatened or experienced discriminatory acts within the past year based on their diversity; $12 \%$ indicated they experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime).

Table 24. Your experiences concerning possible discriminatory acts.

| At WSU Health Sciences: | Number | Percent |
| :---: | :---: | :---: |
| I have been impacted negatively because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. | 46 of 610 | 8\% |
| In the past year, I have been threatened or experienced discriminatory acts because of my race/ethnicity, gender expression/ identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. | 18 of 608 | 3\% |
| In the past year, I have witnessed an act or acts of discrimination against others based upon race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, or other identity attribute. | 52 of 607 | 9\% |
| I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) based upon race/ethnicity, gender expression/ identity, sexual orientation, religion, age, disability status, gender, mental illness, or other identity attribute. | 74 of 608 | 12\% |
| In the past year, I have witnessed an act or acts of bias against others on race/ethnicity, gender expression/ identity, sexual orientation, religion, age, disability status, gender, mental illness, or other identity attribute | 60 of 604 | 10\% |

Table 24.1 Areas of Diversity

| Diversity areas | Impacted negatively <br> based on: |
| :--- | :---: |
| Race/ethnicity | $44 \%$ |
| Gender expression/Identity | $0 \%$ |
| Sexual Orientation | $11 \%$ |
| Religion | $9 \%$ |
| Age | $24 \%$ |
| Disability | $16 \%$ |
| Gender | $36 \%$ |
| Mental Illness | $20 \%$ |
| Other | $29 \%$ |

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## Response Differences for Key Areas of Diversity: Gender, Sexual Orientation, and Race

As indicated earlier, WSU Health Sciences has a particular interest in knowing if there are different campus climate perceptions, concerns, and experiences for three key areas of diversity: gender, sexual orientation, and race/ethnicity. Based on the distribution of responses on each of these variables, categories were collapsed for those categories in which there were low numbers. The collapsing maintains confidentiality of the data, such that the identity of any one respondent cannot ever be determined (Table 25).

In order to uncover significant differences in responses to key questions/question sets by gender groups, sexual orientation groups, or race/ethnic groups, a one-way analysis of variance (ANOVA) was used. The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups. Statistically significant differences in this analysis indicate that different gender, sexual orientation, or race/ethic subgroups (categories) may have different perceptions, experiences, or concerns compared to other subgroups. Then a Post Hoc Tukey Test was used to further uncover the differences among all the combinations of subgroups (categories), and to explore which subgroups potentially have more negative perceptions, experiences, or concerns.

This analysis will help to uncover whether or not a higher proportion of negative responses are given by those in underrepresented subgroups, which implies that prejudice or discrimination could be a factor in the overall campus climate. It should also be noted that the small numbers in some categories on the key diversity variables may lead to unstable statistical results where differences in attitudes based on the diversity measure may be found that are not true differences. Therefore, the discussion in this report will merely note the patterns found with the understanding that more data should be collected if more reliable/accurate results are needed for decisionmaking or policy formation within WSU Health Sciences.

Table 25. Key Areas of Diversity

| Gender | Number | Percent |
| :--- | ---: | ---: |
| Female | 457 | $74.9 \%$ |
| Male | 145 | $23.8 \%$ |
| Other Identities (non-binary, genderqueer, unspecified) | 8 | $1.3 \%$ |
| TOTAL | $\mathbf{6 1 0}$ | $\mathbf{1 0 0 \%}$ |
| Sexual Orientation | Number | Percent |
| Heterosexual | 549 | $90.6 \%$ |
| Bisexual | 22 | $3.6 \%$ |
| Other Identities (gay, lesbian, pansexual, queer, questioning, pan-sapio, unspecified) | 35 | $5.8 \%$ |
| TOTAL | $\mathbf{6 0 6}$ | $\mathbf{1 0 0 \%}$ |
| Race (collapsed) | Number | Percent |
| White | 371 | $61.3 \%$ |
| Asian | 128 | $21.2 \%$ |
| Hispanic | 26 | $4.3 \%$ |
| African American | 18 | $3.0 \%$ |
| Other Identities (American Indian, Native Hawaiian or other Pacific Islander, multiple <br> races, unspecified) | 20 | $3.3 \%$ |
| Multiple races | 42 | $6.9 \%$ |


| TOTAL | 605 | $100 \%$ |
| :--- | ---: | ---: |

University Connectedness

| Reference Tables for Response differences by Key Areas of Diversity for: University Connectedness (Q1-Q2) |  |
| :---: | :---: |
| One-way ANOVA results | Table 26, page 53 |
| Cross-tabulated by Gender: | Tables A1.1-A1.10, pages A-1 through A-4 |
| Cross-tabulated by Sexual orientation | Tables A2.1-A2.10, pages A-19 through A-22 |
| Cross-tabulated by Race | Tables A3.1-A3.10, pages A-37 through A-40 |

In the one-way analysis of variance (ANOVA) for the items measuring University Connectedness (Q1-Q2), no significant differences were found on any of the items for gender. Males, females, and those of another gender do not vary significantly from one another in how connected they feel with WSU Health Sciences (Table 26; Cross tabulated by Gender: Tables A1.1-A1.10; Sexual orientation: Tables A2.1-A2.10; and Race: Tables A3.1-A3.10).

Only one of ten items of University connectedness was found to be significant for sexual orientation: "I have opportunities for academic success that are similar to those of my classmates". On all other indicators of university connectedness, those with a bisexual or other sexual orientation do not have significantly different feelings of connectedness to WSU Health Sciences compared to those with a heterosexual orientation.
On eight of ten indicators of university connectedness, there are no differences for different race groups. Two of ten university connectedness items were significant for race:
"I have opportunities for academic success that are similar to those of my classmates."

> Specifically, the analysis suggests that those identifying as White are more likely to strongly agree that they have opportunities for academic success that are similar to those of their classmates than those identifying as Asian.
"I am planning to leave WSU Health Sciences prior to graduating."
Specifically, the analysis suggests that those identifying as African American are more likely to have a neutral feeling regarding if they are planning to leave WSU Health Sciences prior to graduating than those identifying as White or Multi-racial.

Table 26. University Connectedness: Response differences by Areas of Diversity
$\left.\begin{array}{|l||c|c|c|}\hline \text { Q1 } & \text { Gender } & \begin{array}{c}\text { Sexual } \\ \text { Orientation }\end{array} & \text { Race } \\ \hline \text { I feel valued by other students. } & F(2,606)=2.28, & F(2,602)=0.19, & F(5,598)=1.01, \\ p=0.10\end{array}\right)$
$\left.\begin{array}{|l||c|c|c|}\hline \text { Q2 } & \text { Gender } & \begin{array}{c}\text { Sexual } \\ \text { Orientation }\end{array} & \text { Race } \\ \hline \text { I feel close to people at WSU Health Sciences. } & F(2,606)=0.13, & F(2,602)=1.62, & F(5,598)=0.64, \\ p=0.88 \\ p=0.67\end{array}\right]$

# University Environment, and diversity and equity on campus perceptions and perspectives 

| Reference Tables for Response differences by Key Areas of Diversity for: |  |
| :--- | :--- |
| University Environment (Q8) |  |

In the one-way analysis of variance (ANOVA) for the items measuring University Environment/Diversity/Equity (Q8), overall perceptions do not vary significantly by gender or for sexual orientation for a majority of the items (Table 27; Cross-tabulated by Gender: Tables A1.11-A1.19; Sexual orientation: Tables A2.11-A2.19; and Race: Tables A3.11-A3.19). Males, females, and those of another gender do not vary in their perceptions of diversity and equity at the University. Bisexual or other sexual orientations do not have a significantly different perception of diversity and equity at the University compared to those with a heterosexual orientation.

Gender was significant on only one item: "I often have the opportunity to work with students from backgrounds different than my own." Likewise, sexual orientation was significant on only one item (though a different from gender): "There is sufficient amount of discussion on diversity and equity covered throughout the curriculum." Specifically, the analysis suggests that heterosexuals are more likely to agree that there is sufficient amount of discussion on diversity and equity covered throughout the curriculum than those identifying as neither heterosexual nor bisexual.

In contrast, race was significantly related to six of nine of the items measuring the university environment/diversity/equity on campus:

Diverse perspectives are encouraged in class discussions and assignments.
Specifically, the analysis suggests that those identifying as White are more likely to agree that diverse perspectives are encouraged in class discussions and assignments than those identifying as Hispanic or African American.

Faculty are skilled in teaching about diversity and equity.
Specifically, the analysis suggests that those identifying as White are more likely to agree that faculty are skilled in teaching about diversity and equity than those identifying as Hispanic or African American.

Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives

Specifically, the analysis suggests that those identifying as White are more likely to agree that faculty are skilled at facilitating discussions with students with different backgrounds and perspectives than those identifying as African American.

WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity.

Hispanic, Multiracial and Other have overall lower ratings compared to White, and Asian and African American have slightly lower ratings compared to White.
There is sufficient amount of discussion on diversity and equity covered throughout the curriculum

Specifically, the analysis suggests that those identifying as White are more likely to agree that there is a sufficient amount of discussion on diversity and equity covered throughout the curriculum than those identifying as Hispanic or African American.

I would take diversity and equity elective courses if WSU Health Sciences offered these courses.

Specifically, the analysis suggests that those identifying as Asian are more likely to agree that they would take diversity and equity elective courses if WSU Health Sciences offered those courses than those identifying as White, a race not listed, and Multi-racial.

Table 27. Environment related to Diversity: Response differences by Areas of Diversity

| Perceptions and perspectives (Q8) | Gender | Sexual Orientation | Race |
| :---: | :---: | :---: | :---: |
| Diverse perspectives are encouraged in class discussions and assignments. | $\begin{gathered} F(2,605)=0.34, \\ p=0.71 \end{gathered}$ | $\begin{gathered} F(2,601)=0.06 \\ p=0.94 \end{gathered}$ | $\begin{gathered} F(5,597)=4.63, \\ p<0.001 \end{gathered}$ |
| Faculty are skilled in teaching about diversity and equity. | $\begin{gathered} F(2,606)=0.17, \\ p=0.85 \end{gathered}$ | $\begin{gathered} F(2,602)=1.69, \\ p=0.19 \end{gathered}$ | $\begin{gathered} F(5,598)=4.05, \\ p=0.001 \end{gathered}$ |
| Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives | $\begin{gathered} F(2,602)=0.30, \\ p=0.74 \end{gathered}$ | $\begin{gathered} F(2,598)=1.75 \\ p=0.18 \end{gathered}$ | $\begin{gathered} F(5,594)=3.39 \\ p=0.005 \end{gathered}$ |
| I often have the opportunity to work with students from backgrounds different than my own. | $\begin{gathered} F(2,603)=4.75 \\ p=0.009 \end{gathered}$ | $\begin{gathered} F(2,599)=1.85 \\ p=0.16 \end{gathered}$ | $\begin{gathered} F(5,595)=1.81 \\ p=0.11 \end{gathered}$ |
| WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity. | $\begin{gathered} F(2,604)=0.57, \\ p=0.57 \end{gathered}$ | $\begin{gathered} F(2,600)=2.98 \\ p=0.05 \end{gathered}$ | $\begin{gathered} F(5,596)=2.99 \\ p=0.01 \end{gathered}$ |
| There is sufficient amount of discussion on diversity and equity covered throughout the curriculum | $\begin{gathered} F(2,605)=1.03, \\ p=0.36 \end{gathered}$ | $\begin{gathered} F(2,601)=3.45 \\ p=0.03 \end{gathered}$ | $\begin{gathered} F(5,597)=4.49 \\ p=0.01 \end{gathered}$ |
| I would take diversity and equity elective courses if WSU Health Sciences offered these courses. | $\begin{gathered} F(2,603)=0.17 \\ p=0.84 \end{gathered}$ | $\begin{gathered} F(2,599)=1.94 \\ p=0.14 \end{gathered}$ | $\begin{gathered} F(5,595)=8.26 \\ p<0.001 \end{gathered}$ |
| I do not feel comfortable contributing to class discussions. | $\begin{gathered} F(2,605)=0.28, \\ p=0.75 \end{gathered}$ | $\begin{gathered} F(2,601)=0.70, \\ p=0.50 \end{gathered}$ | $\begin{gathered} F(5,597)=1.66, \\ p=0.14 \end{gathered}$ |
| I will not share my own experience and background in class. | $\begin{gathered} F(2,602)=1.01 \\ p=0.37 \end{gathered}$ | $\begin{gathered} F(2,598)=0.12, \\ p=0.89 \end{gathered}$ | $\begin{gathered} F(5,594)=0.98, \\ p=0.43 \end{gathered}$ |

## Perceptions of the Campus Environment

| Reference Tables for Response differences by Key Areas of Diversity for: <br> Diversity and Equity on Campus (Q18) |  |
| :--- | :--- |
| One-way ANOVA results | Table 28, page 58 |
| Cross-tabulated by Gender: | Tables A1.20 - A1.30, pages A-7 through A-11 |
| Cross-tabulated by Sexual orientation | Tables A2.20 - A2.30, pages A-25 through A-28 |
| Cross-tabulated by Race | Tables A3.20 - A3.30, pages A-43 through A-47 |

In the one-way analysis of variance (ANOVA) for the items measuring Diversity and Equity on Campus (Q18), overall perceptions do not vary significantly by gender or for sexual orientation for a majority of the items (Table 28; Cross-tabulated by Gender: Tables A1.20-A1.30; Sexual orientation: Tables A2.20-A2.30; and Race: Tables A3.20-A3.30). Males, females, and those of another gender do not vary in their perceptions of diversity and equity on campus. Bisexual or other sexual orientation do not have significantly different perception of diversity and equity on campus compared to those with a heterosexual orientation.

Gender was significant on only one item: "I believe there should be dedicated space for meditation / prayer."

Specifically, the analysis suggests that women are more likely to agree that there should be a dedicated space for meditation/prayer than men. The mean score for those that identified as other did not significantly differ from women and men.

Sexual orientation was significant on two items"
WSU Health Sciences is committed to promoting diversity and equity on our campus.
Specifically, the analysis suggests that heterosexuals are more likely to agree that WSU Health Sciences is committed to promoting diversity and equity on campus than those identifying as neither heterosexual nor bisexual.

The students at this university are diverse.
Specifically, the analysis suggests that heterosexuals are more likely to agree that the students at the university are diverse than those identifying as neither heterosexual nor bisexual.

In contrast, race was significantly related to all but one of the items measuring Diversity and Equity on Campus. "Members of the campus community are respectful when interacting through social media" was not statistically significant by race." Overall, nonwhite race groups compared to Whites are more likely to have variation in their ratings from negative to positive, or overall less strong positive ratings.

WSU Health Sciences is committed to promoting diversity and equity on our campus.
Specifically, the analysis suggests that those identifying as African American are less likely to agree that WSU Health Sciences is committed to promoting diversity and equity on campus than those identifying as White or a race not listed.

The students at this university are diverse.
Specifically, the analysis suggests that those identifying as Hispanic are less likely to agree that the students at the university are diverse than those identifying as a race not listed.

The staff at this university is diverse.
Specifically, the analysis suggests that those identifying as African American are less likely to agree that the staff as the university are diverse than those identifying as White or a race not listed.

The faculty at this university is diverse.
Specifically, the analysis suggests that those identifying as White are more likely to agree that the faculty at the university are diverse than those identifying as African American.

Individuals from different backgrounds get along at this university
Specifically, the analysis suggests that those identifying as White are more likely to agree that individuals from different backgrounds get along at the university than those identifying as Asian or African American. These results also suggest that those identifying as African American are less likely to agree with this statement than those identifying as a race not listed.

Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status

Specifically, the analysis suggests that those identifying as African American are less likely to agree that faculty and instructors give feedback and evaluate students fairly, regardless of the student's gender, sexual orientation, religion, age, or disability status than those identifying as White, Hispanic, or Multi-racial. These results also suggest that those identifying as Asian are less likely to agree with this statement than those identifying as White.

WSU Health Sciences offers access to diversity-related training for all students, faculty and staff.

Specifically, the analysis suggests that those identifying as White are more likely to agree that WSU Health Sciences offers access to diversity-related training for all students, faculty, and staff than those identifying as Hispanic.

Members of the campus community interact respectfully when using email and online learning tools.

Specifically, the analysis suggests that those identifying as White are more likely to agree that members of the campus community interact respectfully when using email and online learning tools than those identifying as Asian.

I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs.

Specifically, the analysis suggests that those identifying as African American are less likely to agree that they believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs than those identifying as White, Asian, or a race not listed.

I believe there should be dedicated space for meditation / prayer.
Specifically, the analysis suggests that those identifying as Asian are more likely to agree that they believe there should be a dedicated space for meditation/prayer that those identifying as White or a race not listed.

Table 28. Diversity and Equity on Campus: Response differences by Areas of Diversity

| Perceptions and perspectives (Q18) | Gender | Sexual Orientation | Race |
| :---: | :---: | :---: | :---: |
| WSU Health Sciences is committed to promoting diversity and equity on our campus. | $\begin{gathered} F(2,602)=0.66 \\ p=0.52 \end{gathered}$ | $\begin{gathered} F(2,599)=3.44 \\ p=0.03 \end{gathered}$ | $\begin{gathered} F(5,595)=3.65 \\ p=0.003 \end{gathered}$ |
| The students at this university are diverse. | $\begin{gathered} F(2,602)=0.88, \\ p=0.41 \end{gathered}$ | $\begin{gathered} F(2,599)=5.27, \\ p=0.005 \end{gathered}$ | $\begin{gathered} F(5,595)=2.95, \\ p=0.01 \end{gathered}$ |
| The staff at this university is diverse. | $\begin{gathered} F(2,599)=1.47 \\ p=0.23 \end{gathered}$ | $\begin{gathered} F(2,596)=1.49, \\ p=0.23 \end{gathered}$ | $\begin{gathered} F(5,592)=3.17, \\ p=0.008 \end{gathered}$ |
| The faculty at this university is diverse. | $\begin{gathered} F(2,600)=2.03, \\ p=0.13 \end{gathered}$ | $\begin{gathered} F(2,597)=1.51, \\ p=0.22 \end{gathered}$ | $\begin{gathered} F(5,593)=3.40 \\ p=0.002 \end{gathered}$ |
| Individuals from different backgrounds get along at this university | $\begin{gathered} F(2,600)=1.29, \\ p=0.28 \end{gathered}$ | $\begin{gathered} F(2,597)=0.09 \\ p=0.91 \end{gathered}$ | $\begin{gathered} F(5,593)=4.82 \\ p<0.001 \end{gathered}$ |
| Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status | $\begin{gathered} F(2,601)=0.63, \\ p=0.53 \end{gathered}$ | $\begin{gathered} F(2,598)=0.22, \\ p=0.81 \end{gathered}$ | $\begin{gathered} F(5,594)=5.19 \\ p<0.001 \end{gathered}$ |
| WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. | $\begin{gathered} F(2,601)=1.11, \\ p=0.33 \end{gathered}$ | $\begin{gathered} F(2,598)=1.18 \\ p=0.31 \end{gathered}$ | $\begin{gathered} F(5,5934)=2.81, \\ p=0.02 \end{gathered}$ |
| Members of the campus community interact respectfully when using email and online learning tools. | $\begin{gathered} F(2,600)=1.50, \\ p=0.22 \end{gathered}$ | $\begin{gathered} F(2,597)=0.67, \\ p=0.52 \end{gathered}$ | $\begin{gathered} F(5,5943)=2.51, \\ p=0.03 \end{gathered}$ |
| Members of the campus community are respectful when interacting through social media | $\begin{gathered} F(2,601)=0.04 \\ p=0.97 \end{gathered}$ | $\begin{gathered} F(2,598)=0.007, \\ p=0.99 \end{gathered}$ | $\begin{gathered} F(5,594)=1.41, \\ p=0.22 \end{gathered}$ |
| I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. | $\begin{gathered} F(2,598)=2.10 \\ p=0.12 \end{gathered}$ | $\begin{gathered} F(2,595)=0.95, \\ p=0.39 \end{gathered}$ | $\begin{gathered} F(5,591)=3.91, \\ p=0.002 \end{gathered}$ |
| I believe there should be dedicated space for meditation / prayer. | $\begin{gathered} F(2,597)=5.73 \\ p=0.003 \end{gathered}$ | $\begin{gathered} F(2,594)=0.33, \\ p=0.72 \end{gathered}$ | $\begin{gathered} F(5,590)=4.29 \\ p=0.001 \end{gathered}$ |

## Comfort and Safety related to Diversity

| Reference  <br> Cobles for Response differences by Key Areas of Diversity for:  <br> Comd and Safety related to Diversity (Q19)  |  |
| :--- | :--- |
| One-way ANOVA results | Table 29, page 62 |
| Cross-tabulated by Gender: | Tables A1.31-A1.40, pages A-11 through A-14 |
| Cross-tabulated by Sexual orientation | Tables A2.31-A2.40, pages A-29 through A-32 |
| Cross-tabulated by Race | Tables A3.31-A3.40, pages A-47 through A-50 |

In the one-way analysis of variance (ANOVA) was used for the items measuring Comfort and Safety related to Diversity (Q19) (Table 29; Cross-tabulated by Gender: Tables A1.31-A1.40; Sexual orientation: Tables A2.31-A2.40; and Race: Tables A3.31-A3.40).
Gender was significantly related to four of ten items:
The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.

Specifically, the analysis suggests that women are more likely to agree that the university should increase lesbian, gay, bisexual, transgender, and/or queer representation than men. The mean score for those that identified as other did not significantly differ from women and men.

The university focuses too much attention on diversity-related issues.
Specifically, the analysis suggests that women are less likely to neither agree nor disagree that the university focuses too much attention on diversity-related issues than men. The mean score for those that identified as other did not significantly differ from women and men.

I am afraid to disagree with members of other groups for fear of being called prejudiced.
Specifically, the analysis suggests that women are less likely to neither agree nor disagree that they are afraid to disagree with members of other groups for fear of being called prejudiced than men. The mean score for those that identified as other did not significantly differ from women and men.

In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities.

Specifically, the analysis suggests that women are less likely to agree that in the even they witnessed or experienced an act of discrimination, they knew were to report the incident to campus authorities than men. The mean score for those that identified as other did not significantly differ from women and men.

Sexual orientation was significantly related to seven of ten items:
The university should recruit and retain more faculty and staff of color.
Specifically, the analysis suggests that heterosexuals are less likely to agree that the university should recruit and retain more faculty and staff of color than those identifying as neither heterosexual nor bisexual.

The university should recruit and retain more students of color.
Specifically, the analysis suggests that heterosexuals are less likely to agree that the university should recruit and retain more students of color than those identifying as neither heterosexual nor bisexual.

The university should increase gender diversity of faculty and staff.
Specifically, the analysis suggests that heterosexuals are less likely to agree that the university should increase gender diversity of faculty and staff than bisexuals.

The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.

Specifically, the analysis suggests that heterosexuals are less likely to agree that the university should increase lesbian, gay, bisexual, transgender, and/or queer representation than both bisexuals and those who identify outside heterosexual and bisexual.

The university should increase support for faculty, staff and students with disabilities.
There is no significant difference in the level of agreement that the university should increase support for faculty, staff, and students with disabilities among those that identify as heterosexual, bisexual, and those that define their sexual orientation outside these categories.

The university focuses too much attention on diversity-related issues.
Specifically, the analysis suggests that heterosexuals are more likely to neither agree nor disagree that the university focuses too much attention on diversity-related issues than both bisexuals and those who identify outside heterosexual and bisexual.

I am afraid to disagree with members of other groups for fear of being called prejudiced.
Specifically, the analysis suggests that heterosexuals are more likely to neither agree nor disagree that they are afraid to disagree with members of other groups for fear of being called prejudiced than those identifying as neither heterosexual nor bisexual.

Race was significantly related to six of ten items:
The university should recruit and retain more faculty and staff of color.
Specifically, the analysis suggests that those identifying as White, or a race not listed are less likely to agree that the university should recruit and retain more faculty and staff of color than those identifying as Asian, Hispanic, or African American. These results also suggest that those identifying as Multi-racial are less likely to agree with this statement than those identifying as African American.

The university should recruit and retain more students of color.
Specifically, the analysis suggests that those identifying as White or a race not listed are less likely to agree that the university should recruit and retain more students of color than those identifying as Asian, Hispanic, or African American. These results also suggest that those identifying as Multi-racial are also less likely to agree with the statement than those identifying as Hispanic or African American.

The university should increase gender diversity of faculty and staff.
Specifically, the analysis suggests that those identifying as African American are more likely to agree that the university should increase gender diversity of faculty and staff than those identifying as White, a race not listed, or Multi-racial. These results also suggest that those identifying as Asian are more likely to agree with the statement than those identifying as White.

The university should increase lesbian, gay, bisexual, transgender, and/or queer representation.

Specifically, the analysis suggests that those identifying as White or a race not listed are less likely to agree that the university should increase lesbian, gay, bisexual, transgender, and/or queer representation than those identifying as Asian, Hispanic, or African American.

The university should increase support for faculty, staff and students with disabilities.
Specifically, the analysis suggests that those identifying as White are less likely to agree that the university should increase support for faculty, staff and students with disabilities than those identifying as Asian or African American. These results also suggest that those identifying as Multi-racial are also less likely to agree with the statement than those identifying as African American.

I feel at ease with people of backgrounds different from my own.
Specifically, the analysis suggests that those identifying as Asian are less likely to strongly agree that they feel at ease with people of background different from their own than those identifying as White, Hispanic, or a race not listed.

Table 29. Comfort and Safety related to Diversity: Response differences by Areas of Diversity

| Perceptions and perspectives (Q19) | Gender | $\begin{gathered} \text { Sexual } \\ \text { Orientation } \end{gathered}$ | Race |
| :---: | :---: | :---: | :---: |
| I feel safe when I'm on campus | $\begin{gathered} F(2,606)=2.15, \\ p=0.12 \end{gathered}$ | $\begin{gathered} F(2,602)=0.78, \\ p=0.46 \end{gathered}$ | $\begin{gathered} F(5,599)=0.68, \\ p=0.64 \end{gathered}$ |
| The university should recruit and retain more faculty and staff of color. | $\begin{gathered} F(2,605)=1.83, \\ p=0.16 \end{gathered}$ | $\begin{gathered} F(2,601)=5.77, \\ p=0.003 \end{gathered}$ | $\begin{gathered} F(5,598)=11.21, \\ p<0.001 \end{gathered}$ |
| The university should recruit and retain more students of color. | $\begin{gathered} F(2,605)=1.33, \\ p=0.27 \end{gathered}$ | $\begin{gathered} F(2,601)=4.83, \\ p=0.008 \end{gathered}$ | $\begin{gathered} F(5,598)=13.80 \\ p<0.001 \end{gathered}$ |
| The university should increase gender diversity of faculty and staff. | $\begin{gathered} F(2,603)=2.94, \\ p=0.05 \end{gathered}$ | $\begin{gathered} F(2,599)=5.20, \\ p=0.006 \end{gathered}$ | $\begin{gathered} F(5,596)=6.31, \\ p<0.001 \end{gathered}$ |
| The university should increase lesbian, gay, bisexual, transgender, and/or queer representation. | $\begin{gathered} F(2,605)=6.25, \\ p=0.002 \end{gathered}$ | $\underset{\substack{F(2,601)=11.32 \\ p<0.001}}{ }$ | $\begin{gathered} F(5,598)=6.50, \\ p<0.001 \end{gathered}$ |
| The university should increase support for faculty, staff and students with disabilities. | $\begin{gathered} F(2,603)=2.95, \\ p=0.05 \end{gathered}$ | $\begin{gathered} F(2,599)=4.42, \\ p=0.01 \end{gathered}$ | $\begin{gathered} F(5,596)=7.07, \\ p<0.001 \end{gathered}$ |
| I feel at ease with people of backgrounds different from my own. | $\begin{gathered} F(2,604)=1.36, \\ p=0.26 \end{gathered}$ | $\begin{gathered} F(2,600)=3.05, \\ p=0.05 \end{gathered}$ | $\begin{gathered} F(5,597)=4.39, \\ p=0.001 \end{gathered}$ |
| The university focuses too much attention on diversity-related issues. | $\begin{gathered} F(2,605)=6.47, \\ p=0.002 \end{gathered}$ | $\begin{gathered} F(2,601)=7.22, \\ p=0.001 \end{gathered}$ | $\begin{gathered} F(5,598)=1.41, \\ p=0.22 \end{gathered}$ |
| I am afraid to disagree with members of other groups for fear of being called prejudiced. | $\begin{gathered} F(2,605)=5.41, \\ p=0.005 \end{gathered}$ | $\begin{gathered} F(2,601)=6.35, \\ p=0.002 \end{gathered}$ | $\begin{gathered} F(5,598)=0.49 \\ p=0.79 \end{gathered}$ |
| In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities. | $\underset{\substack{F(2,603)=8.36 \\ p<0.001}}{ }$ | $\begin{gathered} F(2,599)=0.53, \\ p=0.59 \end{gathered}$ | $\begin{gathered} F(5,596)=0.72, \\ p=0.61 \end{gathered}$ |

# Gender Based Violence and the University Environment 

| Reference Tables for Response differences by Key Areas of Diversity for: <br> Gender Based Violence and the University Environment (Q21) |  |
| :--- | :--- |
| One-way ANOVA results | Table 30, page 64 |
| Cross-tabulated by Gender: | Tables A1.41-A1.50, pages A-14 through A-17 |
| Cross-tabulated by Sexual orientation | Tables A2.41-A2.50, pages A-32 through A-35 |
| Cross-tabulated by Race | Tables A3.31-A3.50, pages A-50 through A-53 |

In the one-way analysis of variance (ANOVA) for the items measuring Gender Based Violence and the University Environment (Q21) (Table 30; Cross-tabulated by Gender: Tables A1.41A1.5 0; Sexual orientation: Tables A2.41-A2.50; and Race: Tables A3.41-A3.50), gender was significantly related to six of ten items:

WSU Health Sciences takes training in sexual assault prevention seriously.
Specifically, the analysis suggests that women are less likely to agree that WSU Health Sciences takes training in sexual assault prevention seriously than men. The mean score for those that identified as other did not significantly differ from women and men.

WSU Health Sciences is doing a good job educating students about sexual harassment.
Specifically, the analysis suggests that women are less likely to agree that WSU Health Sciences is doing a good job educating students about sexual harassment than men. The mean score for those that identified as other did not significantly differ from women and men.

WSU Health Sciences is doing a good job trying to prevent sexual assault from happening.
Specifically, the analysis suggests that women are less likely to agree that WSU Health Sciences is doing a good job trying to prevent sexual assault from happening than men. The mean score for those that identified as other did not significantly differ from women and men.

WSU Health Sciences is doing a good job providing needed services to victims of sexual assault.

Specifically, the analysis suggests that women are less likely to agree that WSU Health Sciences is doing a good job providing needed services to victims of sexual assault than men. The mean score for those that identified as other did not significantly differ from women and men.

WSU Health Sciences is doing a good job investigating incidents of sexual assaults.
Specifically, the analysis suggests that women are less likely to agree that WSU Health Sciences is doing a good job investigating incidents of sexual assaults than men. The mean score for those that identified as other did not significantly differ from women and men.

WSU Health Sciences is doing a good job holding people accountable for committing sexual assault.

Specifically, the analysis suggests that women are less likely to agree that WSU Health Sciences is doing a good job holding people accountable for committing sexual assault than men. The mean score for those that identified as other did not significantly differ from women and men.

Sexual orientation was not significantly related to any of the items, whereas race was significantly related to only one of the items related to gender based violence:
"I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences."

Specifically, the analysis suggests that those identifying as African American are less likely to agree that they believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences than those identifying as White or Hispanic.

Table 30. Gender based violence and the university environment: Response differences by Areas of Diversity

| Perceptions and perspectives (Q21) | Gender | Sexual Orientation | Race |
| :---: | :---: | :---: | :---: |
| WSU Health Sciences does not tolerate sexual assault. | $\begin{gathered} F(2,604)=1.87, \\ p=0.16 \end{gathered}$ | $\begin{gathered} F(2,600)=2.30, \\ p=0.10 \end{gathered}$ | $\begin{gathered} F(5,597)=2.05, \\ p=0.07 \end{gathered}$ |
| WSU Health Sciences takes training in sexual assault prevention seriously. | $\begin{gathered} F(2,604)=3.78, \\ p=0.02 \end{gathered}$ | $\begin{gathered} F(2,600)=0.48, \\ p=0.62 \end{gathered}$ | $\begin{gathered} F(5,597)=0.84 \\ p=0.52 \end{gathered}$ |
| WSU Health Sciences is doing a good job educating students about sexual harassment | $\begin{gathered} F(2,605)=9.63, \\ p<0.001 \end{gathered}$ | $\begin{gathered} F(2,601)=0.71, \\ p=0.50 \end{gathered}$ | $\begin{gathered} F(5,598)=1.42, \\ \mathrm{p}=0.22 \end{gathered}$ |
| WSU Health Sciences is doing a good job trying to prevent sexual assault from happening. | $\begin{gathered} F(2,603)=5.30, \\ p=0.005 \end{gathered}$ | $\begin{gathered} F(2,599)=1.22, \\ p=0.30 \end{gathered}$ | $\begin{gathered} F(5,596)=0.33, \\ p=0.89 \end{gathered}$ |
| WSU Health Sciences is doing a good job providing needed services to victims of sexual assault. | $\begin{gathered} F(2,604)=6.31, \\ p=0.002 \end{gathered}$ | $\begin{gathered} F(2,600)=1.03, \\ p=0.36 \end{gathered}$ | $\begin{gathered} F(5,597)=0.38, \\ p=0.86 \end{gathered}$ |
| WSU Health Sciences is doing a good job investigating incidents of sexual assaults | $\begin{gathered} F(2,601)=11.83, \\ p<0.001 \end{gathered}$ | $\begin{gathered} F(2,597)=0.20, \\ p=0.82 \end{gathered}$ | $\begin{gathered} F(5,594)=0.32, \\ p=0.90 \end{gathered}$ |
| WSU Health Sciences is doing a good job holding people accountable for committing sexual assault | $\begin{gathered} F(2,600)=10.15, \\ p<0.001 \end{gathered}$ | $\begin{gathered} F(2,596)=0.09, \\ p=0.91 \end{gathered}$ | $\begin{gathered} F(5,593)=0.31, \\ p=0.91 \end{gathered}$ |
| I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences | $\begin{gathered} F(2,604)=1.27, \\ p=0.28 \end{gathered}$ | $\begin{gathered} F(2,600)=0.70, \\ p=0.50 \end{gathered}$ | $\begin{gathered} F(5,597)=1.60, \\ p=0.16 \end{gathered}$ |
| I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences | $\begin{gathered} F(2,602)=0.52, \\ p=0.60 \end{gathered}$ | $\begin{gathered} F(2,598)=0.21, \\ p=0.81 \end{gathered}$ | $\begin{gathered} F(5,595)=2.73, \\ p=0.02 \end{gathered}$ |
| I believe there is a clear sense of appropriate behavior among student at WSU Health Sciences | $\begin{gathered} F(2,602)=1.72, \\ p=0.18 \end{gathered}$ | $\begin{gathered} F(2,598)=0.06, \\ p=0.94 \end{gathered}$ | $\begin{gathered} F(5,595)=1.94, \\ p=0.08 \end{gathered}$ |

## Experiences with Discrimination at WSU Health Sciences

| Reference Tables for Response differences by Key Areas of Diversity for: Experiences with Discrimination at WSU Health Sciences (Q31-Q35) |  |
| :---: | :---: |
| One-way ANOVA results | Table 31, page 66 |
| Cross-tabulated by Gender: | Tables A1.51-A1.55, page A-18 |
| Cross-tabulated by Sexual orientation | Tables A2.51-A2.55, page A-36 |
| Cross-tabulated by Race | Tables A3.51- A3.55, pages A-54 through A-55 |

Results from an ANOVA (Q31-Q35) (Table 31; Cross-tabulated by Gender: Tables A1.51-A1.55; Sexual orientation: Tables A2.51-A2.55; and Race: Tables A3.51-A3.55) show that gender, sexual orientation, and race were each significantly related to experiences with discrimination. Gender was significantly related to:

In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.

Specifically, the analysis suggests that women are more likely to have not been threatened or experienced discriminatory acts at WSU Health Sciences in the past year than those that identify themselves outside woman and man. However, this significant result may be due to small sample size for those identifying as other.

In addition, sexual orientation was also significantly related to:
In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.

Specifically, the analysis suggests that heterosexuals and bisexuals are more likely to not have been threatened or experienced discriminatory acts at WSU Health Sciences in the past year than those identifying as neither heterosexual nor bisexual.

In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences.

Specifically, the analysis suggests that heterosexuals are more likely to not have witnessed an act or acts of discrimination again other at WSU Health Sciences in the past year than bisexuals.

In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences.

Specifically, the analysis suggests that heterosexuals are more likely to not have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against other at WSU Health Sciences than those identifying as neither heterosexual nor bisexual. Significance might sample size related since mean scores are the same for heterosexual and bisexual.

And race was significantly related to:
I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute.

Specifically, the analysis suggests that those identifying as African American are more likely to have been impacted negatively at WSU Health Sciences because of their race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute than those identifying as White, Asian, Hispanic or Multiracial.

In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences.

Specifically, the analysis suggests that those identifying as a race not listed are more likely have been threatened or experienced discriminatory acts at WSU Health Sciences in the past year than those identifying as White, Asian, Hispanic, or Multi-racial.

Table 31. Experiences with discrimination at WSU Health Sciences: Response differences by Areas of Diversity

| Perceptions and perspectives | Gender | Sexual Orientation | Race |
| :---: | :---: | :---: | :---: |
| I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. (Q31) | $\begin{gathered} F(2,606)=2.17, \\ p=0.12 \end{gathered}$ | $\begin{gathered} F(2,602)=1.12, \\ p=0.33 \end{gathered}$ | $\begin{gathered} F(5,598)=3.54, \\ p=0.004 \end{gathered}$ |
| In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences. (Q32) | $\begin{gathered} F(2,604)=9.52, \\ p<0.001 \end{gathered}$ | $\begin{gathered} F(2,600)=5.31, \\ p=0.005 \end{gathered}$ | $\begin{gathered} F(5,596)=2.64, \\ p=0.02 \end{gathered}$ |
| In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences. (Q33) | $\begin{gathered} F(2,603)=1.64, \\ p=0.20 \end{gathered}$ | $\begin{gathered} F(2,599)=4.85, \\ p=0.008 \end{gathered}$ | $\begin{gathered} F(5,595)=0.26, \\ p=0.93 \end{gathered}$ |
| In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences. (Q34) | $\begin{gathered} F(2,604)=0.64, \\ p=0.53 \end{gathered}$ | $\begin{gathered} F(2,600)=1.56, \\ p=0.21 \end{gathered}$ | $\begin{gathered} F(5,596)=0.85, \\ p=0.51 \end{gathered}$ |
| In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences. (Q35) | $\begin{gathered} F(2,600)=0.49, \\ p=0.61 \end{gathered}$ | $\begin{gathered} F(2,597)=5.16, \\ p=0.006 \end{gathered}$ | $\begin{gathered} F(5,593)=1.80, \\ p=0.11 \end{gathered}$ |

# Diversity, Equity, and Inclusion Committee Recommendations 

## Introduction

Creating a culture of belonging, inclusion, and safety is a significant challenge and requires all areas of WSU Health Sciences to collaborate in making the necessary changes. The Diversity, Equity, and Inclusion (DEI) committee is comprised of representatives from units across the WSU Health Sciences campus and colleges. In addition, the DEI committee honors and supports the current efforts happening in the colleges and campus units. However, DEI work cannot happen in isolation as our students, faculty, and staff engage in interprofessional and collaborative work across the colleges. The committee is optimistic that by working together we can better support one another in making a meaningful commitment to diversity and that everyone can see their role in making change.

When we address the idea of change, we are talking about moving beyond legal compliance and into a culture where differences and similarities are honored, respected, and celebrated. Some of the recommendations we have made involve individual change and others are about systemic and cultural change. Our recommendations are based not only on the survey but also national best practices as discussed by Strategic Diversity Leadership: Activating Change and Transformation in Higher Education, the Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine, Evidence for a Mental Health Crisis in Graduate Education, and Report on Diversifying Graduate Schools.

We have recommended ideas about increasing educational and professional development opportunities; improving transparency; reviewing curriculum, clinical placements, and research efforts; addressing stigma, expanding interprofessional opportunities; and resourcing these efforts appropriately.

## Accomplishing the work

The recommendations outlined in this report are going to take a concerted effort of the colleges and campus units. Students, faculty, staff, and administrators, working together, will make the difference. It is everyone's responsibility to build the WSU Health Sciences culture of inclusion. The keystone recommendation the committee would like to highlight in order to start this work is three-fold.
a. Hire a full-time Executive Level Position that serves on the Campus Leadership Team/cabinet.
b. Provide a budget of $\$ 75,000$ to assist in funding the recommendations including but not limited to the following areas as needed:

- Faculty stipends to update curriculum
- Educational opportunities
- Intergroup Dialogue
- Intercultural Development Inventory (IDI)
- Affinity groups
- Programs and activities
c. Colleges and Campus Units properly appoint members to the Diversity, Equity, and Inclusion Committee and the work groups outlined in these recommendations
d. Students serve as members of the DEI Committee and work groups
e. Develop campus-wide definitions for diversity, equity, and inclusion

To facilitate the implementation of the above keystone recommendation as well as the additional nine recommendations, we are establishing interprofessional working groups that will have representatives from each college and campus units as appropriate. Each group will be tasked with implementing different recommendations and strategies; conducting a Diversity, Equity, and Inclusion (DEI) audit of their areas of responsibilities; and creating and submitting to the DEI Committee by June $1^{\text {st }}$ an annual report outlining the group's work, findings, and recommendations developed during the past year.

The work groups should review the American Journal of Law \& Medicine's special edition on Critical Race Theory and the Health Sciences, volume 43, issue 2-3, May 2017. It includes articles such as Cultura Obscura: Race, Power, and Culture Talk in the Health Sciences," "Theorizing Race and Racism: Preliminary Reflections on the Medical Curriculum," "Intelligence, Disability, and Race: Intersections and Critical Questions," "Police Violence, Use of Force Policies, and Public Health" along with other articles that may be helpful. Though the recommendations are broader than race, a critical race theory provides an excellent process for critical review that can benefit students of all different social identities. The DEI Committee and works groups will receive training related to equity, critical race theory, and the Strategic Diversity Leadership framework.

The work groups are as follows:

- Curriculum/Academics: Charged with conducting a critical analysis of curricula across colleges and programs for opportunities to integrate topics of power and difference; equity and inclusion; diverse representations in classes through readings, projects, placements, and other learning activities; and other relevant areas. Read the American Journal of Law \& Medicine mentioned above. Implements recommendation 4.a-e, 7, and 8
- Co-curriculum: Charged with conducting a critical analysis of the co-curricular programs inclusive of Student Leadership and Involvement, Student Diversity Center, International Student Life, Community Engagement, Academic Support (writing, learning, tutoring, advising), Admissions and Recruitment, student conduct, professionalism or progress boards, and similar programs. Consider reading Critical Race Perspectives on Theory in Student Affairs in New Directions for Student Services - Special Issue: Responding to the Realities of Race on Campus, volume 2007 (120). Implements recommendations: 2, 6, and 8.d-f.
- Human Resources: Charged with conducting a critical analysis of the support, training, and policies related to the recruitment, retention, and career progression of faculty, staff,
and administrators. Will review who engages in what types of service and what service is valued. Consider reading Critical Race Theory and HRD: Moving Race Front and Center in Advances in Developing Human Resources, volume 16 (4), 2014. Implement recommendations 4.f-h and 5.
- Research: Charged with conducting a critical analysis of the type of research conducted, what research is supported, what journals are considered acceptable in which to publish, and the power relationships as they exist in the labs, fieldwork, or other location. Implement recommendations 7c, 10.
- Wellbeing: Charged with conducting a critical analysis of wellbeing efforts on campus inclusive of emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social health measures. Implements recommendations 3 and 9.


## Framework

The framework we chose to base our recommendations on a comprehensive framework from the balanced scorecard literature, Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. This framework challenges institutions to define diversity in terms of:

1. Access and equity of outcomes, diversifying our institutions and ensuring that diverse communities of students, faculty, and staff are being successful, as judged by measurable performance indicators (Access and Equity)
2. Measuring the multicultural and inclusive campus climate, to understand and ultimately address differences in perceptions of the environment, feelings of belonging, spaces for inclusion, and campus diversity crisis that may emerge (Multicultural \& Inclusive Campus and Climate)
3. Advancing domestic and international diversity focused research, scholarship, and creative endeavors to drive the diversity knowledge creation processes of the institution (Diversity and Health Equity Scholarship and Research)
4. Creating learning opportunities for students, faculty, and staff to be prepared to lead in a diverse and global world, and most directly in a multicultural campus community (Prepare Students for Diverse World and improving the work life of health care providers)


Access and equity are placed at the top of the model because we believe every institution's diversity efforts must begin with an engagement of the historic and still incomplete goals of achieving access and equity for racially and ethnically diverse individuals, women, and other historically marginalized groups. Creating a diverse student, faculty, and staff community helps create a context in which institutions can become multicultural and diverse in a number of different ways. Indeed, this aspect of the model could also be extended into a conversation of vendor relationships and strategic sourcing, ensuring that minority and women-owned companies are treated fairly in an institution's procurement process.

The presence of a diverse faculty, staff, administration, and student body will enhance the potential of the institution to accomplish the two strategic goals that we have placed at the base of the pyramid: preparing all students, and by extension, faculty and staff for a diverse and global world; and pursuing areas of scholarship and inquiry that will help us to understand issues of diversity across several disciplines. While some administration leaders have begun talking about the diverse educational needs of all students as part of their institutional diversity agenda, they have not similarly embraced the need to support faculty engaged in ethnic or gender studies, or others pursuing scholarship that is critical to understanding our increasingly diverse and multicultural world today. We placed both of these goals at the base corners of the pyramid because they are foundational to higher education and its focus on teaching, learning, research, and service. In the twenty- first century, we must fully embrace diversity as a core dimension of what takes place in these areas and as a result, they must be expressed as part of the contemporary campus diversity agenda. What holds the model together and sits at the center is the need to build a multicultural and inclusive campus climate where every student, staff, faculty, and administrator can thrive. This means not only mitigating overt acts of discrimination and prejudice but creating and promoting identity-themed organizations and initiatives designed to create an inclusive experience for diverse individuals and groups. Some examples might include establishing an affinity organization for women faculty members, creating a curriculum that incorporate learning on issues of power and privilege, or establishing a dedicated prayer and reflection area for students of different faiths.

## Recommendations and Strategies

The following table describes each recommendation, strategies that can be implemented to meet the recommendation and how each recommendation meets different components of the framework described above. Work groups will determine the priorities of the strategies to meet the recommendations. This outline represents a multi-year effort.

| Recommendations | Strategies |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Recommendation 1: Appropriately staff and fund diversity, equity, and inclusion efforts on campus | a. Hire a full-time Executive Level Position that serves on the Campus Leadership Team/cabinet <br> b. Provide a budget of $\$ 75,000$ to assist in funding the recommendations including but not limited to the following areas as needed: <br> - Faculty stipends to update curriculum <br> - Educational opportunities <br> - Intergroup Dialogue <br> - Intercultural Development Inventory (IDI) <br> - Affinity groups <br> - Programs and activities <br> c. Colleges and Campus Units properly appoint members to the Diversity, Equity, and Inclusion Committee and the work groups outlined in these recommendations <br> d. Students serve as members of the DEI Committee and work groups <br> e. Develop campus-wide definitions for diversity, equity, and inclusion | X | X | X | X |
| Recommendation 2: Build a greater sense of community among students | a. Do an audit of current community building efforts including virtual efforts and attempts to recruit and retain diverse students <br> b. Create opportunities for more connections among Underrepresented groups to increase the number of students planning to stay at WSU Health Sciences to graduate <br> c. Develop intentional first year programs to connect students and welcome them to the WSU Health Sciences community <br> d. Develop multicultural/underrepresented and international student orientations |  | X |  |  |
|  <br> Economic Sciences Research Center $\qquad$ |  | 71 \| Page |  |  |  |



Social \&
Economic Sciences
Research Center

|  | h. Increase funding and amount of programming and educational opportunities on topics of diversity, equity, and inclusion |  |  |
| :---: | :---: | :---: | :---: |
| Recommendation 5: Diversify Faculty, Staff, and Administrators | a. Develop and implement required training related to diversity, equity, and inclusion. <br> b. Review onboarding experience for faculty and staff, especially of color and women to increase retention <br> c. Determine national or regional databases WSU Health Sciences can use that will assist in recruiting more diverse candidates. <br> d. Audit current attempts to recruit and retain faculty and staff of color, women, and people with disabilities <br> e. Develop retention strategies for diverse faculty and staff <br> f. Find ways to provide additional support to faculty and staff with disabilities <br> g. Create campus-wide statements on diversity, equity, and inclusion <br> h. Develop mandatory training materials for WSU Health Sciences' Search Committee members such as unconscious bias training | x |  |
| Recommendation 6: Disseminating the importance of Diversity, Inclusion, Equity, and Inclusive Excellence | a. Develop and implement a marketing campaign on how to report incidents of discrimination, Title IX, bullying, similar issues, who people can reach out to for help, learn about possible accommodations, and explain the conduct process related to this topic works. <br> b. Have the VP/Chancellor of Health Sciences send out a communication at the beginning of each academic year explaining the seriousness of sexual assault and harassment and how to report it. <br> c. Add a required online component to student orientation related to sexual assault, domestic violence, dating violence, and stalking. <br> d. Develop an annual report that provides information on how many and what type of policy violations have been reported, how many reports are under investigation, how many have been adjudicated along with general descriptions of any disciplinary actions to be taken. The report will be |  | X |
| Social \& Economic Sciences Research Center |  | $73 \mid P a g e$ |  |


|  | shared with the academic community (National Academies of Sciences, Engineering, and Medicine 2018) |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Recommendation 7: Expand interprofessional opportunities on campus | a. Provide adequate funding for faculty to develop new and maintain current interprofessional opportunities and provide appropriate materials for activities <br> b. Create a platform or system for interprofessional opportunities on WSUHS <br> c. Engage research students in interprofessional opportunities with professional and undergraduate students <br> d. Develop interprofessional opportunities that reflect diverse populations and intersections of social identities |  | x |  |
| Recommendation 8: Prepare students to work with diverse populations and how to respond to issues of discrimination, sexual harassment, and sexual misconduct | a. Review curriculum to determine how students can be better prepared to work with diverse populations <br> b. Incorporate discussions about working with diverse populations in different setting e.g. clinicals, labs, classrooms, camps, simulations, etc. <br> c. Incorporate work with diverse populations in experiential learning opportunities e.g. scholarly projects, mentoring and shadowing experiences, research, etc. <br> d. Bring in speakers from diverse groups to discuss their experience in their fields <br> e. Provide educational opportunities for students to learn how to respond to acts of discrimination, sexual harassment, and sexual misconduct. <br> f. Educate students how to report acts of discrimination and what resources are available. Include this information in preparations for clinicals, rotations, Internships, experiential education, labs, student teacher and other practices. | x | x | x |

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| Recommendation 9: Increase educational opportunities for faculty, staff, and administrators on the topics of discrimination, sexual harassment, mental health, suicide prevention, and bystander training | a. Educational opportunities for faculty, staff, and administrators on discrimination, implicit bias, ally training, bystander training, and other diversity, equity, and inclusion related topics. <br> b. Educate students, faculty and staff on Mental Health First Aid Training, QPR Suicide Prevention, and trauma-informed practices <br> c. Provide funding to develop on-campus facilitators for Mental Health First Aid Training and QPR Suicide Prevention <br> d. Educate faculty and staff to recognize and respond to students' needs, providing referrals as needed. <br> e. Sponsor ongoing suicide prevention, mental health, and stigma reduction campaigns <br> f. Review all academic programs to determine how work-life balance is valued <br> g. Educate on how to balance power relationships within an academic environment <br> h. Work with the Office for Civil Rights Complaints and Investigations (CRCI) improve the current sexual harassment training provided to faculty and staff. <br> i. Add additional educational opportunities for faculty and staff related to sexual misconduct and harassment. | X | X |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |



## Appendix A. Cross-Tabulated Results for Key Areas of Diversity: Gender, Sexual Orientation, and Race

Table A1. Crosstab Analysis by Gender
Table A1.1. University Connectedness (Q1A)

| Q01A I feel valued by other students. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 5 | 1 | 0 | 6 |
|  | \% | 1.1\% | 0.7\% | 0.0\% | 1.0\% |
| 2 Disagree | Count | 24 | 1 | 1 | 26 |
|  | \% | 5.3\% | 0.7\% | 12.5\% | 4.3\% |
| 3 Neither Agree nor Disagree | Count | 55 | 24 | 0 | 79 |
|  | \% | 12.1\% | 16.6\% | 0.0\% | 13.0\% |
| 4 Agree | Count | 266 | 72 | 3 | 341 |
|  | \% | 58.3\% | 49.7\% | 37.5\% | 56.0\% |
| 5 Strongly Agree | Count | 106 | 47 | 4 | 157 |
|  | \% | 23.2\% | 32.4\% | 50.0\% | 25.8\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.2. University Connectedness (Q1B)

| Q01B I feel valued by staff. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 3 | 2 | 0 | 5 |
|  | \% | 0.7\% | 1.4\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 18 | 5 | 1 | 24 |
|  | \% | 4.0\% | 3.4\% | 12.5\% | 3.9\% |
| 3 Neither Agree nor Disagree | Count | 62 | 21 | 2 | 85 |
|  | \% | 13.6\% | 14.5\% | 25.0\% | 14.0\% |
| 4 Agree | Count | 249 | 64 | 3 | 316 |
|  | \% | 54.7\% | 44.1\% | 37.5\% | 52.0\% |
| 5 Strongly Agree | Count | 123 | 53 | 2 | 178 |
|  | \% | 27.0\% | 36.6\% | 25.0\% | 29.3\% |
| Total | Count | 455 | 145 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.3. University Connectedness (Q1C)

| Q01C I feel valued by faculty. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 5 | 2 | 0 | 7 |
|  | \% | 1.1\% | 1.4\% | 0.0\% | 1.1\% |
| 2 Disagree | Count | 20 | 5 | 1 | 26 |
|  | \% | 4.4\% | 3.4\% | 12.5\% | 4.3\% |
| 3 Neither Agree nor Disagree | Count | 67 | 23 | 0 | 90 |
|  | \% | 14.7\% | 15.9\% | 0.0\% | 14.8\% |
| 4 Agree | Count | 233 | 64 | 4 | 301 |
|  | \% | 51.1\% | 44.1\% | 50.0\% | 49.4\% |
| 5 Strongly Agree | Count | 131 | 51 | 3 | 185 |
|  | \% | 28.7\% | 35.2\% | 37.5\% | 30.4\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.4 University Connectedness (Q1D).

| Q01D I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 6 | 0 | 1 | 7 |
|  | \% | 1.3\% | 0.0\% | 12.5\% | 1.1\% |
| 2 Disagree | Count | 25 | 4 | 1 | 30 |
|  | \% | 5.5\% | 2.8\% | 12.5\% | 4.9\% |
| 3 Neither Agree nor Disagree | Count | 39 | 16 | 0 | 55 |
|  | \% | 8.6\% | 11.0\% | 0.0\% | 9.0\% |
| 4 Agree | Count | 221 | 63 | 1 | 285 |
|  | \% | 48.5\% | 43.4\% | 12.5\% | 46.8\% |
| 5 Strongly Agree | Count | 165 | 62 | 5 | 232 |
|  | \% | 36.2\% | 42.8\% | 62.5\% | 38.1\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.5. University Connectedness (Q1E)

| Q01E I have opportunities for academic success that are similar to those of my classmates. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 8 | 0 | 0 | 8 |
|  | \% | 1.8\% | 0.0\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 14 | 3 | 2 | 19 |
|  | \% | 3.1\% | 2.1\% | 25.0\% | 3.1\% |
| 3 Neither Agree nor Disagree | Count | 30 | 12 | 1 | 43 |
|  | \% | 6.6\% | 8.3\% | 12.5\% | 7.1\% |
| 4 Agree | Count | 232 | 68 | 1 | 301 |
|  | \% | 51.1\% | 46.9\% | 12.5\% | 49.6\% |
| 5 Strongly Agree | Count | 170 | 62 | 4 | 236 |
|  | \% | 37.4\% | 42.8\% | 50.0\% | 38.9\% |
| Total | Count | 454 | 145 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.6. University Connectedness (Q2A)

| Q02A I feel close to people at WSU Health Sciences. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 10 | 4 | 0 | 14 |
|  | \% | 2.2\% | 2.8\% | 0.0\% | 2.3\% |
| 2 Disagree | Count | 47 | 11 | 2 | 60 |
|  | \% | 10.3\% | 7.6\% | 25.0\% | 9.9\% |
| 3 Neither Agree nor Disagree | Count | 86 | 36 | 0 | 122 |
|  | \% | 18.9\% | 24.8\% | 0.0\% | 20.0\% |
| 4 Agree | Count | 219 | 56 | 3 | 278 |
|  | \% | 48.0\% | 38.6\% | 37.5\% | 45.6\% |
| 5 Strongly Agree | Count | 94 | 38 | 3 | 135 |
|  | \% | 20.6\% | 26.2\% | 37.5\% | 22.2\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.7. University Connectedness (Q2B)

| Q02B I would be very happy to continue the rest of my education at WSU Health Sciences. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 9 | 1 | 0 | 10 |
|  | \% | 2.0\% | 0.7\% | 0.0\% | 1.6\% |
| 2 Disagree | Count | 18 | 8 | 2 | 28 |
|  | \% | 3.9\% | 5.5\% | 25.0\% | 4.6\% |
| 3 Neither Agree nor Disagree | Count | 64 | 24 | 1 | 89 |
|  | \% | 14.0\% | 16.6\% | 12.5\% | 14.6\% |
| 4 Agree | Count | 183 | 58 | 0 | 241 |
|  | \% | 40.1\% | 40.0\% | 0.0\% | 39.6\% |
| 5 Strongly Agree | Count | 182 | 54 | 5 | 241 |
|  | \% | 39.9\% | 37.2\% | 62.5\% | 39.6\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.8. University Connectedness (Q2C)

| Q02C I feel I have a community at WSU Health Sciences. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 8 | 2 | 0 | 10 |
|  | \% | 1.8\% | 1.4\% | 0.0\% | 1.6\% |
| 2 Disagree | Count | 49 | 13 | 2 | 64 |
|  | \% | 10.8\% | 9.0\% | 25.0\% | 10.5\% |
| 3 Neither Agree nor Disagree | Count | 80 | 24 | 1 | 105 |
|  | \% | 17.6\% | 16.6\% | 12.5\% | 17.3\% |
| 4 Agree | Count | 197 | 63 | 3 | 263 |
|  | \% | 43.3\% | 43.4\% | 37.5\% | 43.3\% |
| 5 Strongly Agree | Count | 121 | 43 | 2 | 166 |
|  | \% | 26.6\% | 29.7\% | 25.0\% | 27.3\% |
| Total | Count | 455 | 145 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.9. University Connectedness (Q2D)

| Q02D I do not feel a strong sense of belonging to WSU Health Sciences |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 109 | 32 | 4 | 145 |
|  | \% | 23.9\% | 22.1\% | 50.0\% | 23.8\% |
| 2 Disagree | Count | 178 | 64 | 2 | 244 |
|  | \% | 39.0\% | 44.1\% | 25.0\% | 40.1\% |
| 3 Neither Agree nor Disagree | Count | 77 | 27 | 0 | 104 |
|  | \% | 16.9\% | 18.6\% | 0.0\% | 17.1\% |
| 4 Agree | Count | 73 | 16 | 2 | 91 |
|  | \% | 16.0\% | 11.0\% | 25.0\% | 14.9\% |
| 5 Strongly Agree | Count | 19 | 6 | 0 | 25 |
|  | \% | 4.2\% | 4.1\% | 0.0\% | 4.1\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.10. University Connectedness (Q2E)

| Q02E I am planning to leave WSU Health Sciences prior to graduating. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 317 | 90 | 6 | 413 |
|  | \% | 69.5\% | 62.1\% | 75.0\% | 67.8\% |
| 2 Disagree | Count | 98 | 30 | 2 | 130 |
|  | \% | 21.5\% | 20.7\% | 25.0\% | 21.3\% |
| 3 Neither Agree nor Disagree | Count | 24 | 18 | 0 | 42 |
|  | \% | 5.3\% | 12.4\% | 0.0\% | 6.9\% |
| 4 Agree | Count | 7 | 3 | 0 | 10 |
|  | \% | 1.5\% | 2.1\% | 0.0\% | 1.6\% |
| 5 Strongly Agree | Count | 10 | 4 | 0 | 14 |
|  | \% | 2.2\% | 2.8\% | 0.0\% | 2.3\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.11. University Environment (Q8A)

| Q08A Diverse perspectives are encouraged in class discussions and assignments. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 11 | 1 | 1 | 13 |
|  | \% | 2.4\% | 0.7\% | 12.5\% | 2.1\% |
| 2 Disagree | Count | 29 | 10 | 0 | 39 |
|  | \% | 6.4\% | 6.9\% | 0.0\% | 6.4\% |
| 3 Neither Agree nor Disagree | Count | 60 | 27 | 3 | 90 |
|  | \% | 13.2\% | 18.6\% | 37.5\% | 14.8\% |
| 4 Agree | Count | 254 | 74 | 1 | 329 |
|  | \% | 55.8\% | 51.0\% | 12.5\% | 54.1\% |
| 5 Strongly Agree | Count | 101 | 33 | 3 | 137 |
|  | \% | 22.2\% | 22.8\% | 37.5\% | 22.5\% |
| Total | Count | 455 | 145 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.12. University Environment (Q8B)

| Q08B Faculty are skilled in teaching about diversity and equity. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 17 | 3 | 1 | 21 |
|  | \% | 3.7\% | 2.1\% | 12.5\% | 3.4\% |
| 2 Disagree | Count | 51 | 20 | 2 | 73 |
|  | \% | 11.2\% | 13.8\% | 25.0\% | 12.0\% |
| 3 Neither Agree nor Disagree | Count | 117 | 35 | 1 | 153 |
|  | \% | 25.7\% | 24.1\% | 12.5\% | 25.1\% |
| 4 Agree | Count | 203 | 64 | 1 | 268 |
|  | \% | 44.5\% | 44.1\% | 12.5\% | 44.0\% |
| 5 Strongly Agree | Count | 68 | 23 | 3 | 94 |
|  | \% | 14.9\% | 15.9\% | 37.5\% | 15.4\% |
| Total | Count | 456 | 145 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.13. University Environment (Q8C)

| Q08C Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 12 | 2 | 0 | 14 |
|  | \% | 2.6\% | 1.4\% | 0.0\% | 2.3\% |
| 2 Disagree | Count | 45 | 14 | 2 | 61 |
|  | \% | 9.9\% | 9.7\% | 28.6\% | 10.1\% |
| 3 Neither Agree nor Disagree | Count | 109 | 33 | 2 | 144 |
|  | \% | 24.1\% | 22.8\% | 28.6\% | 23.8\% |
| 4 Agree | Count | 198 | 71 | 1 | 270 |
|  | \% | 43.7\% | 49.0\% | 14.3\% | 44.6\% |
| 5 Strongly Agree | Count | 89 | 25 | 2 | 116 |
|  | \% | 19.6\% | 17.2\% | 28.6\% | 19.2\% |
| Total | Count | 453 | 145 | 7 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.14. University Environment (Q8D)

| Q08D I often have the opportunity to work with students from backgrounds different than my own. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 5 | 0 | 0 | 5 |
|  | \% | 1.1\% | 0.0\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 30 | 6 | 0 | 36 |
|  | \% | 6.6\% | 4.2\% | 0.0\% | 5.9\% |
| 3 Neither Agree nor Disagree | Count | 63 | 18 | 0 | 81 |
|  | \% | 13.9\% | 12.5\% | 0.0\% | 13.4\% |
| 4 Agree | Count | 237 | 69 | 3 | 309 |
|  | \% | 52.2\% | 47.9\% | 37.5\% | 51.0\% |
| 5 Strongly Agree | Count | 119 | 51 | 5 | 175 |
|  | \% | 26.2\% | 35.4\% | 62.5\% | 28.9\% |
| Total | Count | 454 | 144 | 8 | 606 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.15. University Environment (Q8E)

| Q08E WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 22 | 5 | 1 | 28 |
|  | \% | 4.8\% | 3.4\% | 12.5\% | 4.6\% |
| 2 Disagree | Count | 71 | 20 | 2 | 93 |
|  | \% | 15.6\% | 13.8\% | 25.0\% | 15.3\% |
| 3 Neither Agree nor Disagree | Count | 145 | 42 | 1 | 188 |
|  | \% | 31.9\% | 29.0\% | 12.5\% | 31.0\% |
| 4 Agree | Count | 165 | 63 | 2 | 230 |
|  | \% | 36.3\% | 43.4\% | 25.0\% | 37.9\% |
| 5 Strongly Agree | Count | 51 | 15 | 2 | 68 |
|  | \% | 11.2\% | 10.3\% | 25.0\% | 11.2\% |
| Total | Count | 454 | 145 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.16. University Environment (Q8F)

| Q08F There is sufficient amount of discussion on diversity and equity covered throughout the curriculum |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 16 | 4 | 2 | 22 |
|  | \% | 3.5\% | 2.8\% | 25.0\% | 3.6\% |
| 2 Disagree | Count | 88 | 20 | 1 | 109 |
|  | \% | 19.3\% | 13.8\% | 12.5\% | 17.9\% |
| 3 Neither Agree nor Disagree | Count | 120 | 40 | 1 | 161 |
|  | \% | 26.4\% | 27.6\% | 12.5\% | 26.5\% |
| 4 Agree | Count | 172 | 60 | 1 | 233 |
|  | \% | 37.8\% | 41.4\% | 12.5\% | 38.3\% |
| 5 Strongly Agree | Count | 59 | 21 | 3 | 83 |
|  | \% | 13.0\% | 14.5\% | 37.5\% | 13.7\% |
| Total | Count | 455 | 145 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.17. University Environment (Q8G)

| Q08G I would take diversity and equity elective courses if WSU Health Sciences offered these courses. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 24 | 10 | 1 | 35 |
|  | \% | 5.3\% | 6.9\% | 12.5\% | 5.8\% |
| 2 Disagree | Count | 88 | 30 | 1 | 119 |
|  | \% | 19.4\% | 20.7\% | 12.5\% | 19.6\% |
| 3 Neither Agree nor Disagree | Count | 126 | 35 | 3 | 164 |
|  | \% | 27.8\% | 24.1\% | 37.5\% | 27.1\% |
| 4 Agree | Count | 148 | 52 | 0 | 200 |
|  | \% | 32.7\% | 35.9\% | 0.0\% | 33.0\% |
| 5 Strongly Agree | Count | 67 | 18 | 3 | 88 |
|  | \% | 14.8\% | 12.4\% | 37.5\% | 14.5\% |
| Total | Count | 453 | 145 | 8 | 606 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.18. University Environment (Q8H)

| Q08H I do not feel comfortable contributing to class discussions. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 78 | 42 | 2 | 122 |
|  | \% | 17.1\% | 29.0\% | 25.0\% | 20.1\% |
| 2 Disagree | Count | 205 | 45 | 3 | 253 |
|  | \% | 45.1\% | 31.0\% | 37.5\% | 41.6\% |
| 3 Neither Agree nor Disagree | Count | 96 | 29 | 2 | 127 |
|  | \% | 21.1\% | 20.0\% | 25.0\% | 20.9\% |
| 4 Agree | Count | 59 | 24 | 1 | 84 |
|  | \% | 13.0\% | 16.6\% | 12.5\% | 13.8\% |
| 5 Strongly Agree | Count | 17 | 5 | 0 | 22 |
|  | \% | 3.7\% | 3.4\% | 0.0\% | 3.6\% |
| Total | Count | 455 | 145 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.19. University Environment (Q8I)

| Q081 I will not share my own experience and background in class. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 76 | 37 | 1 | 114 |
|  | \% | 16.8\% | 25.7\% | 12.5\% | 18.8\% |
| 2 Disagree | Count | 194 | 54 | 2 | 250 |
|  | \% | 42.8\% | 37.5\% | 25.0\% | 41.3\% |
| 3 Neither Agree nor Disagree | Count | 90 | 25 | 4 | 119 |
|  | \% | 19.9\% | 17.4\% | 50.0\% | 19.7\% |
| 4 Agree | Count | 71 | 22 | 1 | 94 |
|  | \% | 15.7\% | 15.3\% | 12.5\% | 15.5\% |
| 5 Strongly Agree | Count | 22 | 6 | 0 | 28 |
|  | \% | 4.9\% | 4.2\% | 0.0\% | 4.6\% |
| Total | Count | 453 | 144 | 8 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.20. Diversity and Equity on Campus (Q18A)

| Q18A WSU Health Sciences is committed to promoting diversity and equity on our campus. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 7 | 0 | 0 | 7 |
|  | \% | 1.5\% | 0.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 25 | 3 | 1 | 29 |
|  | \% | 5.5\% | 2.1\% | 12.5\% | 4.8\% |
| 3 Neither Agree nor Disagree | Count | 61 | 25 | 2 | 88 |
|  | \% | 13.4\% | 17.5\% | 25.0\% | 14.5\% |
| 4 Agree | Count | 263 | 82 | 1 | 346 |
|  | \% | 57.9\% | 57.3\% | 12.5\% | 57.2\% |
| 5 Strongly Agree | Count | 98 | 33 | 4 | 135 |
|  | \% | 21.6\% | 23.1\% | 50.0\% | 22.3\% |
| Total | Count | 454 | 143 | 8 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.21. Diversity and Equity on Campus (Q18B)

| Q18B The students at this university are diverse. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 15 | 4 | 1 | 20 |
|  | \% | 3.3\% | 2.8\% | 12.5\% | 3.3\% |
| 2 Disagree | Count | 33 | 5 | 1 | 39 |
|  | \% | 7.3\% | 3.5\% | 12.5\% | 6.4\% |
| 3 Neither Agree nor Disagree | Count | 67 | 26 | 1 | 94 |
|  | \% | 14.8\% | 18.2\% | 12.5\% | 15.5\% |
| 4 Agree | Count | 242 | 68 | 0 | 310 |
|  | \% | 53.3\% | 47.6\% | 0.0\% | 51.2\% |
| 5 Strongly Agree | Count | 97 | 40 | 5 | 142 |
|  | \% | 21.4\% | 28.0\% | 62.5\% | 23.5\% |
| Total | Count | 454 | 143 | 8 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.22. Diversity and Equity on Campus (Q18C)

| Q18C The staff at this university is diverse. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 18 | 5 | 0 | 23 |
|  | \% | 4.0\% | 3.5\% | 0.0\% | 3.8\% |
| 2 Disagree | Count | 63 | 17 | 3 | 83 |
|  | \% | 13.9\% | 12.1\% | 37.5\% | 13.8\% |
| 3 Neither Agree nor Disagree | Count | 103 | 24 | 0 | 127 |
|  | \% | 22.7\% | 17.0\% | 0.0\% | 21.1\% |
| 4 Agree | Count | 212 | 70 | 1 | 283 |
|  | \% | 46.8\% | 49.6\% | 12.5\% | 47.0\% |
| 5 Strongly Agree | Count | 57 | 25 | 4 | 86 |
|  | \% | 12.6\% | 17.7\% | 50.0\% | 14.3\% |
| Total | Count | 453 | 141 | 8 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.23. Diversity and Equity on Campus (Q18D)

| Q18D The faculty at this university is diverse. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 22 | 5 | 0 | 27 |
|  | \% | 4.8\% | 3.5\% | 0.0\% | 4.5\% |
| 2 Disagree | Count | 67 | 22 | 2 | 91 |
|  | \% | 14.8\% | 15.6\% | 25.0\% | 15.1\% |
| 3 Neither Agree nor Disagree | Count | 99 | 21 | 0 | 120 |
|  | \% | 21.8\% | 14.9\% | 0.0\% | 19.9\% |
| 4 Agree | Count | 206 | 65 | 2 | 273 |
|  | \% | 45.4\% | 46.1\% | 25.0\% | 45.3\% |
| 5 Strongly Agree | Count | 60 | 28 | 4 | 92 |
|  | \% | 13.2\% | 19.9\% | 50.0\% | 15.3\% |
| Total | Count | 454 | 141 | 8 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.24. Diversity and Equity on Campus (Q18E)

| Q18E Individuals from different backgrounds get along at this university. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 4 | 2 | 1 | 7 |
|  | \% | 0.9\% | 1.4\% | 12.5\% | 1.2\% |
| 2 Disagree | Count | 7 | 1 | 1 | 9 |
|  | \% | 1.5\% | 0.7\% | 12.5\% | 1.5\% |
| 3 Neither Agree nor Disagree | Count | 55 | 16 | 0 | 71 |
|  | \% | 12.1\% | 11.3\% | 0.0\% | 11.8\% |
| 4 Agree | Count | 289 | 78 | 1 | 368 |
|  | \% | 63.8\% | 54.9\% | 12.5\% | 61.0\% |
| 5 Strongly Agree | Count | 98 | 45 | 5 | 148 |
|  | \% | 21.6\% | 31.7\% | 62.5\% | 24.5\% |
| Total | Count | 453 | 142 | 8 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.25. Diversity and Equity on Campus (Q18F)

| Q18F Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 9 | 0 | 0 | 9 |
|  | \% | 2.0\% | 0.0\% | 0.0\% | 1.5\% |
| 2 Disagree | Count | 14 | 3 | 2 | 19 |
|  | \% | 3.1\% | 2.1\% | 25.0\% | 3.1\% |
| 3 Neither Agree nor Disagree | Count | 55 | 25 | 1 | 81 |
|  | \% | 12.1\% | 17.6\% | 12.5\% | 13.4\% |
| 4 Agree | Count | 235 | 70 | 2 | 307 |
|  | \% | 51.8\% | 49.3\% | 25.0\% | 50.8\% |
| 5 Strongly Agree | Count | 141 | 44 | 3 | 188 |
|  | \% | 31.1\% | 31.0\% | 37.5\% | 31.1\% |
| Total | Count | 454 | 142 | 8 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.26. Diversity and Equity on Campus (Q18G)

| Q18G WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 9 | 3 | 2 | 14 |
|  | \% | 2.0\% | 2.1\% | 25.0\% | 2.3\% |
| 2 Disagree | Count | 42 | 5 | 0 | 47 |
|  | \% | 9.3\% | 3.5\% | 0.0\% | 7.8\% |
| 3 Neither Agree nor Disagree | Count | 104 | 37 | 1 | 142 |
|  | \% | 22.9\% | 26.1\% | 12.5\% | 23.5\% |
| 4 Agree | Count | 219 | 70 | 3 | 292 |
|  | \% | 48.2\% | 49.3\% | 37.5\% | 48.3\% |
| 5 Strongly Agree | Count | 80 | 27 | 2 | 109 |
|  | \% | 17.6\% | 19.0\% | 25.0\% | 18.0\% |
| Total | Count | 454 | 142 | 8 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.27. Diversity and Equity on Campus (Q18H)

| Q18H Members of the campus community interact respectfully when using email and online learning tools. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 3 | 0 | 0 | 3 |
|  | \% | 0.7\% | 0.0\% | 0.0\% | 0.5\% |
| 2 Disagree | Count | 8 | 2 | 0 | 10 |
|  | \% | 1.8\% | 1.4\% | 0.0\% | 1.7\% |
| 3 Neither Agree nor Disagree | Count | 42 | 17 | 2 | 61 |
|  | \% | 9.3\% | 12.0\% | 25.0\% | 10.1\% |
| 4 Agree | Count | 276 | 70 | 1 | 347 |
|  | \% | 60.9\% | 49.3\% | 12.5\% | 57.5\% |
| 5 Strongly Agree | Count | 124 | 53 | 5 | 182 |
|  | \% | 27.4\% | 37.3\% | 62.5\% | 30.2\% |
| Total | Count | 453 | 142 | 8 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.28. Diversity and Equity on Campus (Q18I)

| Q18I Members of the campus community are respectful when interacting through social media. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 3 | 1 | 0 | 4 |
|  | \% | 0.7\% | 0.7\% | 0.0\% | 0.7\% |
| 2 Disagree | Count | 6 | 3 | 1 | 10 |
|  | \% | 1.3\% | 2.1\% | 12.5\% | 1.7\% |
| 3 Neither Agree nor Disagree | Count | 68 | 27 | 2 | 97 |
|  | \% | 15.0\% | 19.0\% | 25.0\% | 16.1\% |
| 4 Agree | Count | 269 | 67 | 1 | 337 |
|  | \% | 59.3\% | 47.2\% | 12.5\% | 55.8\% |
| 5 Strongly Agree | Count | 108 | 44 | 4 | 156 |
|  | \% | 23.8\% | 31.0\% | 50.0\% | 25.8\% |
| Total | Count | 454 | 142 | 8 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.29. Diversity and Equity on Campus (Q18J)

| Q18J I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 10 | 2 | 2 | 14 |
|  | \% | 2.2\% | 1.4\% | 25.0\% | 2.3\% |
| 2 Disagree | Count | 27 | 5 | 1 | 33 |
|  | \% | 6.0\% | 3.6\% | 12.5\% | 5.5\% |
| 3 Neither Agree nor Disagree | Count | 176 | 50 | 1 | 227 |
|  | \% | 38.9\% | 35.7\% | 12.5\% | 37.8\% |
| 4 Agree | Count | 183 | 59 | 1 | 243 |
|  | \% | 40.4\% | 42.1\% | 12.5\% | 40.4\% |
| 5 Strongly Agree | Count | 57 | 24 | 3 | 84 |
|  | \% | 12.6\% | 17.1\% | 37.5\% | 14.0\% |
| Total | Count | 453 | 140 | 8 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.30. Diversity and Equity on Campus (Q18K)

| Q18K I believe there should be dedicated space for meditation / prayer. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 18 | 17 | 2 | 37 |
|  | \% | 4.0\% | 12.1\% | 25.0\% | 6.2\% |
| 2 Disagree | Count | 57 | 17 | 1 | 75 |
|  | \% | 12.6\% | 12.1\% | 12.5\% | 12.5\% |
| 3 Neither Agree nor Disagree | Count | 167 | 54 | 3 | 224 |
|  | \% | 36.9\% | 38.6\% | 37.5\% | 37.3\% |
| 4 Agree | Count | 140 | 35 | 2 | 177 |
|  | \% | 31.0\% | 25.0\% | 25.0\% | 29.5\% |
| 5 Strongly Agree | Count | 70 | 17 | 0 | 87 |
|  | \% | 15.5\% | 12.1\% | 0.0\% | 14.5\% |
| Total | Count | 452 | 140 | 8 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.31. Comfort and Safety related to Diversity (Q19A)

| Q19A I feel safe when I'm on campus |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 3 | 0 | 1 | 4 |
|  | \% | 0.7\% | 0.0\% | 12.5\% | 0.7\% |
| 2 Disagree | Count | 13 | 1 | 0 | 14 |
|  | \% | 2.8\% | 0.7\% | 0.0\% | 2.3\% |
| 3 Neither Agree nor Disagree | Count | 31 | 13 | 1 | 45 |
|  | \% | 6.8\% | 9.0\% | 12.5\% | 7.4\% |
| 4 Agree | Count | 255 | 71 | 3 | 329 |
|  | \% | 55.8\% | 49.3\% | 37.5\% | 54.0\% |
| 5 Strongly Agree | Count | 155 | 59 | 3 | 217 |
|  | \% | 33.9\% | 41.0\% | 37.5\% | 35.6\% |
| Total | Count | 457 | 144 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.32. Comfort and Safety related to Diversity (Q19B)

| Q19B The university should recruit and retain more faculty and staff of color. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 5 | 3 | 1 | 9 |
|  | \% | 1.1\% | 2.1\% | 12.5\% | 1.5\% |
| 2 Disagree | Count | 24 | 13 | 0 | 37 |
|  | \% | 5.3\% | 9.0\% | 0.0\% | 6.1\% |
| 3 Neither Agree nor Disagree | Count | 210 | 70 | 3 | 283 |
|  | \% | 46.1\% | 48.6\% | 37.5\% | 46.5\% |
| 4 Agree | Count | 132 | 36 | 1 | 169 |
|  | \% | 28.9\% | 25.0\% | 12.5\% | 27.8\% |
| 5 Strongly Agree | Count | 85 | 22 | 3 | 110 |
|  | \% | 18.6\% | 15.3\% | 37.5\% | 18.1\% |
| Total | Count | 456 | 144 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.33. Comfort and Safety related to Diversity (Q19C)

| Q19C The university should recruit and retain more students of color. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 7 | 3 | 1 | 11 |
|  | \% | 1.5\% | 2.1\% | 12.5\% | 1.8\% |
| 2 Disagree | Count | 23 | 15 | 0 | 38 |
|  | \% | 5.0\% | 10.4\% | 0.0\% | 6.3\% |
| 3 Neither Agree nor Disagree | Count | 218 | 67 | 3 | 288 |
|  | \% | 47.8\% | 46.5\% | 37.5\% | 47.4\% |
| 4 Agree | Count | 127 | 36 | 0 | 163 |
|  | \% | 27.9\% | 25.0\% | 0.0\% | 26.8\% |
| 5 Strongly Agree | Count | 81 | 23 | 4 | 108 |
|  | \% | 17.8\% | 16.0\% | 50.0\% | 17.8\% |
| Total | Count | 456 | 144 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.34. Comfort and Safety related to Diversity (Q19D)

| 19D The university should increase gender diversity of faculty and staff. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 7 | 4 | 0 | 11 |
|  | \% | 1.5\% | 2.8\% | 0.0\% | 1.8\% |
| 2 Disagree | Count | 32 | 13 | 0 | 45 |
|  | \% | 7.0\% | 9.1\% | 0.0\% | 7.4\% |
| 3 Neither Agree nor Disagree | Count | 209 | 74 | 4 | 287 |
|  | \% | 45.9\% | 51.7\% | 50.0\% | 47.4\% |
| 4 Agree | Count | 134 | 35 | 1 | 170 |
|  | \% | 29.5\% | 24.5\% | 12.5\% | 28.1\% |
| 5 Strongly Agree | Count | 73 | 17 | 3 | 93 |
|  | \% | 16.0\% | 11.9\% | 37.5\% | 15.3\% |
| Total | Count | 455 | 143 | 8 | 606 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.35. Comfort and Safety related to Diversity (Q19E)

| Q19E The university should increase lesbian, gay, bisexual, transgender, and/or queer representation. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 5 | 7 | 1 | 13 |
|  | \% | 1.1\% | 4.9\% | 12.5\% | 2.1\% |
| 2 Disagree | Count | 35 | 14 | 0 | 49 |
|  | \% | 7.7\% | 9.7\% | 0.0\% | 8.1\% |
| 3 Neither Agree nor | Count | 219 | 82 | 3 | 304 |
| Disagree | \% | 48.0\% | 56.9\% | 37.5\% | 50.0\% |
| 4 Agree | Count | 119 | 25 | 0 | 144 |
|  | \% | 26.1\% | 17.4\% | 0.0\% | 23.7\% |
| 5 Strongly Agree | Count | 78 | 16 | 4 | 98 |
|  | \% | 17.1\% | 11.1\% | 50.0\% | 16.1\% |
| Total | Count | 456 | 144 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.36. Comfort and Safety related to Diversity (Q19F)

| Q19F The university should increase support for faculty, staff and students with disabilities. |  |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Female | Male | Other |  |
| 1 Strongly Disagree |  | Count | 2 | 1 | 0 | 3 |
|  |  | \% | 0.4\% | 0.7\% | 0.0\% | 0.5\% |
| 2 Disagree |  | Count | 13 | 7 | 0 | 20 |
|  |  | \% | 2.9\% | 4.9\% | 0.0\% | 3.3\% |
| 3 Neither Agree nor Disagree |  | Count | 165 | 58 | 2 | 225 |
|  |  | \% | 36.3\% | 40.6\% | 25.0\% | 37.1\% |
| 4 Agree |  | Count | 191 | 59 | 3 | 253 |
|  |  | \% | 42.0\% | 41.3\% | 37.5\% | 41.7\% |
| 5 Strongly Agree |  | Count | 84 | 18 | 3 | 105 |
|  |  | \% | 18.5\% | 12.6\% | 37.5\% | 17.3\% |
| Total |  | Count | 455 | 143 | 8 | 606 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |
| Table A1.37. Comfort and Safety related to Diversity (Q19G) |  |  |  |  |  |  |


| Q19G I feel at ease with people of backgrounds different from my own. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 1 | 1 | 0 | 2 |
|  | \% | 0.2\% | 0.7\% | 0.0\% | 0.3\% |
| 2 Disagree | Count | 6 | 0 | 0 | 6 |
|  | \% | 1.3\% | 0.0\% | 0.0\% | 1.0\% |
| 3 Neither Agree nor Disagree | Count | 41 | 21 | 1 | 63 |
|  | \% | 9.0\% | 14.6\% | 12.5\% | 10.4\% |
| 4 Agree | Count | 241 | 68 | 1 | 310 |
|  | \% | 53.0\% | 47.2\% | 12.5\% | 51.1\% |
| 5 Strongly Agree | Count | 166 | 54 | 6 | 226 |
|  | \% | 36.5\% | 37.5\% | 75.0\% | 37.2\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.38. Comfort and Safety related to Diversity (Q19H)

| Q19H The university focuses too much attention on diversityrelated issues. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 56 | 12 | 3 | 71 |
|  | \% | 12.3\% | 8.3\% | 37.5\% | 11.7\% |
| 2 Disagree | Count | 151 | 29 | 0 | 180 |
|  | \% | 33.1\% | 20.1\% | 0.0\% | 29.6\% |
| 3 Neither Agree nor Disagree | Count | 142 | 51 | 3 | 196 |
|  | \% | 31.1\% | 35.4\% | 37.5\% | 32.2\% |
| 4 Agree | Count | 83 | 40 | 1 | 124 |
|  | \% | 18.2\% | 27.8\% | 12.5\% | 20.4\% |
| 5 Strongly Agree | Count | 24 | 12 | 1 | 37 |
|  | \% | 5.3\% | 8.3\% | 12.5\% | 6.1\% |
| Total | Count | 456 | 144 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.39. Comfort and Safety related to Diversity (Q191)

| Q19I I am afraid to disagree with members of other groups for fear of being called prejudiced. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 66 | 22 | 3 | 91 |
|  | \% | 14.5\% | 15.3\% | 37.5\% | 15.0\% |
| 2 Disagree | Count | 178 | 32 | 2 | 212 |
|  | \% | 39.0\% | 22.2\% | 25.0\% | 34.9\% |
| 3 Neither Agree nor Disagree | Count | 92 | 31 | 1 | 124 |
|  | \% | 20.2\% | 21.5\% | 12.5\% | 20.4\% |
| 4 Agree | Count | 99 | 45 | 1 | 145 |
|  | \% | 21.7\% | 31.3\% | 12.5\% | 23.8\% |
| 5 Strongly Agree | Count | 21 | 14 | 1 | 36 |
|  | \% | 4.6\% | 9.7\% | 12.5\% | 5.9\% |
| Total | Count | 456 | 144 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.40. Comfort and Safety related to Diversity (Q19J)

| Q19J In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 31 | 2 | 0 | 33 |
|  | \% | 6.8\% | 1.4\% | 0.0\% | 5.4\% |
| 2 Disagree | Count | 137 | 20 | 3 | 160 |
|  | \% | 30.0\% | 14.0\% | 42.9\% | 26.4\% |
| 3 Neither Agree nor Disagree | Count | 77 | 37 | 1 | 115 |
|  | \% | 16.9\% | 25.9\% | 14.3\% | 19.0\% |
| 4 Agree | Count | 172 | 67 | 1 | 240 |
|  | \% | 37.7\% | 46.9\% | 14.3\% | 39.6\% |
| 5 Strongly Agree | Count | 39 | 17 | 2 | 58 |
|  | \% | 8.6\% | 11.9\% | 28.6\% | 9.6\% |
| Total | Count | 456 | 143 | 7 | 606 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.41. Gender Based Violence and the University Environment (Q21A)

| Q21A WSU Health Sciences does not tolerate sexual assault. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 1 | 1 | 0 | 2 |
|  | \% | 0.2\% | 0.7\% | 0.0\% | 0.3\% |
| 2 Disagree | Count | 7 | 0 | 0 | 7 |
|  | \% | 1.5\% | 0.0\% | 0.0\% | 1.2\% |
| 3 Neither Agree nor Disagree | Count | 53 | 18 | 2 | 73 |
|  | \% | 11.6\% | 12.5\% | 25.0\% | 12.0\% |
| 4 Agree | Count | 235 | 57 | 3 | 295 |
|  | \% | 51.6\% | 39.6\% | 37.5\% | 48.6\% |
| 5 Strongly Agree | Count | 159 | 68 | 3 | 230 |
|  | \% | 34.9\% | 47.2\% | 37.5\% | 37.9\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.42. Gender Based Violence and the University Environment (Q21B)

| Q21B WSU Health Sciences takes training in sexual assault prevention seriously. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 6 | 0 | 0 | 6 |
|  | \% | 1.3\% | 0.0\% | 0.0\% | 1.0\% |
| 2 Disagree | Count | 31 | 8 | 0 | 39 |
|  | \% | 6.8\% | 5.6\% | 0.0\% | 6.4\% |
| 3 Neither Agree nor Disagree | Count | 147 | 37 | 3 | 187 |
|  | \% | 32.3\% | 25.7\% | 37.5\% | 30.8\% |
| 4 Agree | Count | 189 | 60 | 2 | 251 |
|  | \% | 41.5\% | 41.7\% | 25.0\% | 41.4\% |
| 5 Strongly Agree | Count | 82 | 39 | 3 | 124 |
|  | \% | 18.0\% | 27.1\% | 37.5\% | 20.4\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.43. Gender Based Violence and the University Environment (Q21C)

| Q21C WSU Health Sciences is doing a good job educating students about sexual harassment. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 12 | 2 | 0 | 14 |
|  | \% | 2.6\% | 1.4\% | 0.0\% | 2.3\% |
| 2 Disagree | Count | 89 | 13 | 1 | 103 |
|  | \% | 19.5\% | 9.0\% | 12.5\% | 16.9\% |
| 3 Neither Agree nor Disagree | Count | 160 | 43 | 4 | 207 |
|  | \% | 35.1\% | 29.9\% | 50.0\% | 34.0\% |
| 4 Agree | Count | 149 | 56 | 2 | 207 |
|  | \% | 32.7\% | 38.9\% | 25.0\% | 34.0\% |
| 5 Strongly Agree | Count | 46 | 30 | 1 | 77 |
|  | \% | 10.1\% | 20.8\% | 12.5\% | 12.7\% |
| Total | Count | 456 | 144 | 8 | 608 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.44. Gender Based Violence and the University Environment (Q21D)

| Q21D WSU Health Sciences is doing a good job trying to prevent sexual assault from happening. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 8 | 0 | 0 | 8 |
|  | \% | 1.8\% | 0.0\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 26 | 11 | 2 | 39 |
|  | \% | 5.7\% | 7.6\% | 25.0\% | 6.4\% |
| 3 Neither Agree nor Disagree | Count | 185 | 39 | 1 | 225 |
|  | \% | 40.7\% | 27.1\% | 12.5\% | 37.1\% |
| 4 Agree | Count | 182 | 61 | 4 | 247 |
|  | \% | 40.1\% | 42.4\% | 50.0\% | 40.8\% |
| 5 Strongly Agree | Count | 53 | 33 | 1 | 87 |
|  | \% | 11.7\% | 22.9\% | 12.5\% | 14.4\% |
| Total | Count | 454 | 144 | 8 | 606 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.45. Gender Based Violence and the University Environment (Q21E)

| Q21E WSU Health Sciences is doing a good job providing needed services to victims of sexual assault. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 7 | 0 | 0 | 7 |
|  | \% | 1.5\% | 0.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 25 | 6 | 1 | 32 |
|  | \% | 5.5\% | 4.2\% | 12.5\% | 5.3\% |
| 3 Neither Agree nor Disagree | Count | 228 | 57 | 3 | 288 |
|  | \% | 50.1\% | 39.6\% | 37.5\% | 47.4\% |
| 4 Agree | Count | 146 | 51 | 2 | 199 |
|  | \% | 32.1\% | 35.4\% | 25.0\% | 32.8\% |
| 5 Strongly Agree | Count | 49 | 30 | 2 | 81 |
|  | \% | 10.8\% | 20.8\% | 25.0\% | 13.3\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.46. Gender Based Violence and the University Environment (Q21F)

| Q21F WSU Health Sciences is doing a good job investigating incidents of sexual assaults |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 6 | 0 | 0 | 6 |
|  | \% | 1.3\% | 0.0\% | 0.0\% | 1.0\% |
| 2 Disagree | Count | 15 | 1 | 0 | 16 |
|  | \% | 3.3\% | 0.7\% | 0.0\% | 2.6\% |
| 3 Neither Agree nor Disagree | Count | 287 | 68 | 5 | 360 |
|  | \% | 63.5\% | 47.2\% | 62.5\% | 59.6\% |
| 4 Agree | Count | 107 | 51 | 1 | 159 |
|  | \% | 23.7\% | 35.4\% | 12.5\% | 26.3\% |
| 5 Strongly Agree | Count | 37 | 24 | 2 | 63 |
|  | \% | 8.2\% | 16.7\% | 25.0\% | 10.4\% |
| Total | Count | 452 | 144 | 8 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.47. Gender Based Violence and the University Environment (Q21G)

| Q21G WSU Health Sciences is doing a good job holding people accountable for committing sexual assault |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 7 | 1 | 0 | 8 |
|  | \% | 1.6\% | 0.7\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 14 | 2 | 0 | 16 |
|  | \% | 3.1\% | 1.4\% | 0.0\% | 2.7\% |
| 3 Neither Agree nor Disagree | Count | 284 | 67 | 5 | 356 |
|  | \% | 63.0\% | 46.5\% | 62.5\% | 59.0\% |
| 4 Agree | Count | 108 | 47 | 2 | 157 |
|  | \% | 23.9\% | 32.6\% | 25.0\% | 26.0\% |
| 5 Strongly Agree | Count | 38 | 27 | 1 | 66 |
|  | \% | 8.4\% | 18.8\% | 12.5\% | 10.9\% |
| Total | Count | 451 | 144 | 8 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.48. Gender Based Violence and the University Environment (Q21H)

| Q21H I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 8 | 1 | 0 | 9 |
|  | \% | 1.8\% | 0.7\% | 0.0\% | 1.5\% |
| 2 Disagree | Count | 10 | 2 | 1 | 13 |
|  | \% | 2.2\% | 1.4\% | 12.5\% | 2.1\% |
| 3 Neither Agree nor Disagree | Count | 57 | 26 | 3 | 86 |
|  | \% | 12.5\% | 18.1\% | 37.5\% | 14.2\% |
| 4 Agree | Count | 251 | 69 | 2 | 322 |
|  | \% | 55.2\% | 47.9\% | 25.0\% | 53.0\% |
| 5 Strongly Agree | Count | 129 | 46 | 2 | 177 |
|  | \% | 28.4\% | 31.9\% | 25.0\% | 29.2\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.49. Gender Based Violence and the University Environment (Q21I)

| Q21I I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 5 | 0 | 0 | 5 |
|  | \% | 1.1\% | 0.0\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 6 | 0 | 0 | 6 |
|  | \% | 1.3\% | 0.0\% | 0.0\% | 1.0\% |
| 3 Neither Agree nor Disagree | Count | 55 | 23 | 2 | 80 |
|  | \% | 12.1\% | 16.1\% | 25.0\% | 13.2\% |
| 4 Agree | Count | 258 | 73 | 2 | 333 |
|  | \% | 56.8\% | 51.0\% | 25.0\% | 55.0\% |
| 5 Strongly Agree | Count | 130 | 47 | 4 | 181 |
|  | \% | 28.6\% | 32.9\% | 50.0\% | 29.9\% |
| Total | Count | 454 | 143 | 8 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.50. Gender Based Violence and the University Environment (Q21J)

| Q21 J believe there is a clear sense of appropriate behavior among student at WSU Health Sciences |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Strongly Disagree | Count | 7 | 1 | 0 | 8 |
|  | \% | 1.5\% | 0.7\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 10 | 1 | 1 | 12 |
|  | \% | 2.2\% | 0.7\% | 12.5\% | 2.0\% |
| 3 Neither Agree nor Disagree | Count | 60 | 24 | 2 | 86 |
|  | \% | 13.2\% | 16.9\% | 25.0\% | 14.2\% |
| 4 Agree | Count | 266 | 65 | 2 | 333 |
|  | \% | 58.5\% | 45.8\% | 25.0\% | 55.0\% |
| 5 Strongly Agree | Count | 112 | 51 | 3 | 166 |
|  | \% | 24.6\% | 35.9\% | 37.5\% | 27.4\% |
| Total | Count | 455 | 142 | 8 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.51. Experiences with Discrimination at WSU Health Sciences (Q31)

| Q31 I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Yes | Count | 31 | 13 | 2 | 46 |
|  | \% | 6.8\% | 9.0\% | 25.0\% | 7.6\% |
| 2 No | Count | 426 | 131 | 6 | 563 |
|  | \% | 93.2\% | 91.0\% | 75.0\% | 92.4\% |
| Total | Count | 457 | 144 | 8 | 609 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.52. Experiences with Discrimination at WSU Health Sciences (Q32)

| Q32 In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Yes | Count | 8 | 7 | 2 | 17 |
|  | \% | 1.8\% | 4.9\% | 25.0\% | 2.8\% |
| 2 No | Count | 447 | 137 | 6 | 590 |
|  | \% | 98.2\% | 95.1\% | 75.0\% | 97.2\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.53. Experiences with Discrimination at WSU Health Sciences (Q33)

| Q33 In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Yes | Count | 39 | 10 | 2 | 51 |
|  | \% | 8.6\% | 6.9\% | 25.0\% | 8.4\% |
| 2 No | Count | 415 | 134 | 6 | 555 |
|  | \% | 91.4\% | 93.1\% | 75.0\% | 91.6\% |
| Total | Count | 454 | 144 | 8 | 606 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.54. Experiences with Discrimination at WSU Health Sciences (Q34)

| Q34 In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences. |  | Gender |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Female | Male | Other |  |
| 1 Yes | Count | 54 | 17 | 2 | 73 |
|  | \% | 11.9\% | 11.8\% | 25.0\% | 12.0\% |
| 2 No | Count | 401 | 127 | 6 | 534 |
|  | \% | 88.1\% | 88.2\% | 75.0\% | 88.0\% |
| Total | Count | 455 | 144 | 8 | 607 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A1.55. Experiences with Discrimination at WSU Health Sciences (Q35)


Social \&

Table A2. Crosstab analysis by Sexual Orientation
Table A2.1. University Connectedness (Q1A)

| Q01A I feel valued by other students. |  | Sexua | I orientation |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 6 | 0 | 0 | 6 |
|  | \% | 1.1\% | 0.0\% | 0.0\% | 1.0\% |
| 2 Disagree | Count | 23 | 3 | 0 | 26 |
|  | \% | 4.2\% | 13.6\% | 0.0\% | 4.3\% |
| 3 Neither Agree nor Disagree | Count | 69 | 2 | 8 | 79 |
|  | \% | 12.6\% | 9.1\% | 22.9\% | 13.1\% |
| 4 Agree | Count | 308 | 11 | 19 | 338 |
|  | \% | 56.2\% | 50.0\% | 54.3\% | 55.9\% |
| 5 Strongly Agree | Count | 142 | 6 | 8 | 156 |
|  | \% | 25.9\% | 27.3\% | 22.9\% | 25.8\% |
| Total | Count | 548 | 22 | 35 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.2. University Connectedness (Q1B)

| Q01B I feel valued by staff. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 5 | 0 | 0 | 5 |
|  | \% | 0.9\% | 0.0\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 20 | 3 | 1 | 24 |
|  | \% | 3.7\% | 13.6\% | 2.9\% | 4.0\% |
| 3 Neither Agree nor Disagree | Count | 73 | 3 | 10 | 86 |
|  | \% | 13.3\% | 13.6\% | 28.6\% | 14.2\% |
| 4 Agree | Count | 288 | 8 | 17 | 313 |
|  | \% | 52.7\% | 36.4\% | 48.6\% | 51.8\% |
| 5 Strongly Agree | Count | 161 | 8 | 7 | 176 |
|  | \% | 29.4\% | 36.4\% | 20.0\% | 29.1\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.3. University Connectedness (Q1C)

| Q01C I feel valued by faculty. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 6 | 1 | 0 | 7 |
|  | \% | 1.1\% | 4.5\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 22 | 3 | 2 | 27 |
|  | \% | 4.0\% | 13.6\% | 5.7\% | 4.5\% |
| 3 Neither Agree nor Disagree | Count | 83 | 2 | 5 | 90 |
|  | \% | 15.1\% | 9.1\% | 14.3\% | 14.9\% |
| 4 Agree | Count | 271 | 8 | 19 | 298 |
|  | \% | 49.5\% | 36.4\% | 54.3\% | 49.3\% |
| 5 Strongly Agree | Count | 166 | 8 | 9 | 183 |
|  | \% | 30.3\% | 36.4\% | 25.7\% | 30.2\% |
| Total | Count | 548 | 22 | 35 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.4. University Connectedness (Q1D)

| Q01D I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly <br> Disagree <br> 2 Disagree |  | Count | 6 | 0 | 1 | 7 |
|  |  | \% | 1.1\% | 0.0\% | 2.9\% | 1.2\% |
|  |  | Count | 24 | 3 | 4 | 31 |
|  |  | \% | 4.4\% | 13.6\% | 11.4\% | 5.1\% |
| 3 Neither Agree nor Disagree |  | Count | 47 | 3 | 4 | 54 |
|  |  | \% | 8.6\% | 13.6\% | 11.4\% | 8.9\% |
|  | 4 Agree | Count | 263 | 9 | 11 | 283 |
|  |  | \% | 48.0\% | 40.9\% | 31.4\% | 46.8\% |
|  | 5 Strongly | Count | 208 | 7 | 15 | 230 |
|  | Agree | \% | 38.0\% | 31.8\% | 42.9\% | 38.0\% |
| Total |  | Count | 548 | 22 | 35 | 605 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.5. University Connectedness (Q1E)

| Q01E I have opportunities for academic success that are similar to those of my classmates. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly <br> Disagree <br> 2 Disagree |  | Count | 6 | 2 | 0 | 8 |
|  |  | \% | 1.1\% | 9.1\% | 0.0\% | 1.3\% |
|  |  | Count | 14 | 2 | 4 | 20 |
|  |  | \% | 2.6\% | 9.1\% | 11.4\% | 3.3\% |
| 3 Neither Agree nor Disagree |  | Count | 39 | 2 | 2 | 43 |
|  |  | \% | 7.1\% | 9.1\% | 5.7\% | 7.1\% |
| 4 Agree |  | Count | 272 | 7 | 19 | 298 |
|  |  | \% | 49.8\% | 31.8\% | 54.3\% | 49.4\% |
| 5 Strongly Agree |  | Count | 215 | 9 | 10 | 234 |
|  |  | \% | 39.4\% | 40.9\% | 28.6\% | 38.8\% |
| Total |  | Count | 546 | 22 | 35 | 603 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.6 . University Connectedness (Q2A)

| Q02A I feel close to people at WSU Health Sciences. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 11 | 2 | 1 | 14 |
| Disagree | \% | 2.0\% | 9.1\% | 2.9\% | 2.3\% |
| 2 Disagree | Count | 53 | 3 | 5 | 61 |
|  | \% | 9.7\% | 13.6\% | 14.3\% | 10.1\% |
| 3 Neither | Count | 106 | 6 | 9 | 121 |
| Agree nor Disagree | \% | 19.3\% | 27.3\% | 25.7\% | 20.0\% |
| 4 Agree | Count | 258 | 4 | 14 | 276 |
|  | \% | 47.1\% | 18.2\% | 40.0\% | 45.6\% |
| 5 Strongly | Count | 120 | 7 | 6 | 133 |
| Agree | \% | 21.9\% | 31.8\% | 17.1\% | 22.0\% |
| Total | Count | 548 | 22 | 35 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.7. University Connectedness (Q2B)

| Q02B I would be very happy to continue the rest of my education at WSU Health Sciences. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 6 | 2 | 2 | 10 |
| Disagree | \% | 1.1\% | 9.1\% | 5.7\% | 1.7\% |
| 2 Disagree | Count | 24 | 2 | 2 | 28 |
|  | \% | 4.4\% | 9.1\% | 5.7\% | 4.6\% |
| 3 Neither | Count | 83 | 0 | 7 | 90 |
| Agree nor Disagree | \% | 15.1\% | 0.0\% | 20.0\% | 14.9\% |
| 4 Agree | Count | 220 | 7 | 11 | 238 |
|  | \% | 40.1\% | 31.8\% | 31.4\% | 39.3\% |
| 5 Strongly | Count | 215 | 11 | 13 | 239 |
| Agree | \% | 39.2\% | 50.0\% | 37.1\% | 39.5\% |
| Total | Count | 548 | 22 | 35 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.8. University Connectedness (Q2C)

| Q02C I feel I have a community at WSU Health Sciences. | Sexual orientation |  |  |  |
| :--- | :--- | :--- | :--- | :--- | ---: | ---: | ---: |
|  | Heterosexual | Bisexual | Other |  |

Table A2.9. University Connectedness (Q2D)

| Q02D I do not feel a strong sense of belonging to WSU Health Sciences |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 136 | 3 | 6 | 145 |
| Disagree | \% | 24.8\% | 13.6\% | 17.1\% | 24.0\% |
| 2 Disagree | Count | 217 | 11 | 13 | 241 |
|  | \% | 39.6\% | 50.0\% | 37.1\% | 39.8\% |
| 3 Neither | Count | 94 | 2 | 8 | 104 |
| Agree nor Disagree | \% | 17.2\% | 9.1\% | 22.9\% | 17.2\% |
| 4 Agree | Count | 78 | 4 | 8 | 90 |
|  | \% | 14.2\% | 18.2\% | 22.9\% | 14.9\% |
| 5 Strongly | Count | 23 | 2 | 0 | 25 |
| Agree | \% | 4.2\% | 9.1\% | 0.0\% | 4.1\% |
| Total | Count | 548 | 22 | 35 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.10. University Connectedness (Q2E)

| Q02E I am planning to leave WSU Health Sciences prior to graduating |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| . | Count | 373 | 17 | 20 | 410 |
|  | \% | 68.1\% | 77.3\% | 58.8\% | 67.9\% |
|  | Count | 119 | 1 | 8 | 128 |
|  | \% | 21.7\% | 4.5\% | 23.5\% | 21.2\% |
|  | Count | 35 | 3 | 4 | 42 |
|  | \% | 6.4\% | 13.6\% | 11.8\% | 7.0\% |
|  | Count | 8 | 1 | 1 | 10 |
|  | \% | 1.5\% | 4.5\% | 2.9\% | 1.7\% |
|  | Count | 13 | 0 | 1 | 14 |
|  | \% | 2.4\% | 0.0\% | 2.9\% | 2.3\% |
| Total | Count | 548 | 22 | 34 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.11. University Environment (Q8A)

| Q08A Diverse perspectives are encouraged in class discussions and assignments. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 11 | 1 | 1 | 13 |
| Disagree | \% | 2.0\% | 4.5\% | 2.9\% | 2.2\% |
| 2 Disagree | Count | 35 | 1 | 3 | 39 |
|  | \% | 6.4\% | 4.5\% | 8.6\% | 6.5\% |
| 3 Neither | Count | 80 | 4 | 5 | 89 |
| Agree nor Disagree | \% | 14.6\% | 18.2\% | 14.3\% | 14.7\% |
| 4 Agree | Count | 300 | 11 | 16 | 327 |
|  | \% | 54.8\% | 50.0\% | 45.7\% | 54.1\% |
| 5 Strongly | Count | 121 | 5 | 10 | 136 |
| Agree | \% | 22.1\% | 22.7\% | 28.6\% | 22.5\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.12. University Environment (Q8B)

| Q08B Faculty are skilled in teaching about diversity and equity |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| . | 1 Strongly | Count | 17 | 2 | 2 | 21 |
|  | Disagree | \% | 3.1\% | 9.1\% | 5.7\% | 3.5\% |
|  | 2 Disagree | Count | 61 | 2 | 10 | 73 |
|  |  | \% | 11.1\% | 9.1\% | 28.6\% | 12.1\% |
|  | 3 Neither | Count | 142 | 4 | 6 | 152 |
|  | Agree nor Disagree | \% | 25.9\% | 18.2\% | 17.1\% | 25.1\% |
|  | 4 Agree | Count | 244 | 10 | 11 | 265 |
|  |  | \% | 44.5\% | 45.5\% | 31.4\% | 43.8\% |
|  | 5 Strongly | Count | 84 | 4 | 6 | 94 |
|  | Agree | \% | 15.3\% | 18.2\% | 17.1\% | 15.5\% |
| Total |  | Count | 548 | 22 | 35 | 605 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.13. University Environment (Q8C)

| Q08C Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 11 | 2 | 1 | 14 |
| Disagree | \% | 2.0\% | 9.5\% | 2.9\% | 2.3\% |
| 2 Disagree | Count | 54 | 2 | 5 | 61 |
|  | \% | 9.9\% | 9.5\% | 14.7\% | 10.1\% |
| 3 Neither | Count | 126 | 6 | 11 | 143 |
| Agree nor Disagree | \% | 23.1\% | 28.6\% | 32.4\% | 23.8\% |
| 4 Agree | Count | 249 | 5 | 13 | 267 |
|  | \% | 45.6\% | 23.8\% | 38.2\% | 44.4\% |
| 5 Strongly | Count | 106 | 6 | 4 | 116 |
| Agree | \% | 19.4\% | 28.6\% | 11.8\% | 19.3\% |
| Total | Count | 546 | 21 | 34 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.14. University Environment (Q8D)

| Q08D I often have the opportunity to work with students from backgrounds different than my own. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
|  | 1 Strongly | Count | 3 | 1 | 1 | 5 |
|  | Disagree | \% | 0.5\% | 4.8\% | 2.9\% | 0.8\% |
|  | 2 Disagree | Count | 29 | 3 | 3 | 35 |
|  |  | \% | 5.3\% | 14.3\% | 8.6\% | 5.8\% |
|  | 3 Neither | Count | 70 | 4 | 6 | 80 |
|  | Agree nor Disagree | \% | 12.8\% | 19.0\% | 17.1\% | 13.3\% |
|  | 4 Agree | Count | 288 | 6 | 14 | 308 |
|  |  | \% | 52.7\% | 28.6\% | 40.0\% | 51.2\% |
|  | 5 Strongly | Count | 156 | 7 | 11 | 174 |
|  | Agree | \% | 28.6\% | 33.3\% | 31.4\% | 28.9\% |
| Total |  | Count | 546 | 21 | 35 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.15. University Environment (Q8E)

| Q08E WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 21 | 2 | 4 | 27 |
| Disagree | \% | 3.8\% | 9.5\% | 11.4\% | 4.5\% |
| 2 Disagree | Count | 80 | 5 | 8 | 93 |
|  | \% | 14.6\% | 23.8\% | 22.9\% | 15.4\% |
| 3 Neither | Count | 173 | 2 | 11 | 186 |
| Agree nor Disagree | \% | 31.6\% | 9.5\% | 31.4\% | 30.8\% |
| 4 Agree | Count | 210 | 10 | 9 | 229 |
|  | \% | 38.4\% | 47.6\% | 25.7\% | 38.0\% |
| 5 Strongly | Count | 63 | 2 | 3 | 68 |
| Agree | \% | 11.5\% | 9.5\% | 8.6\% | 11.3\% |
| Total | Count | 547 | 21 | 35 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.16. University Environment (Q8F)

| Q08F There is sufficient amount of discussion on diversity and equity covered throughout the curriculum |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 14 | 1 | 6 | 21 |
| Disagree | \% | 2.6\% | 4.8\% | 17.1\% | 3.5\% |
| 2 Disagree | Count | 96 | 7 | 7 | 110 |
|  | \% | 17.5\% | 33.3\% | 20.0\% | 18.2\% |
| 3 Neither | Count | 149 | 2 | 8 | 159 |
| Agree nor Disagree | \% | 27.2\% | 9.5\% | 22.9\% | 26.3\% |
| 4 Agree | Count | 214 | 7 | 10 | 231 |
|  | \% | 39.1\% | 33.3\% | 28.6\% | 38.2\% |
| 5 Strongly | Count | 75 | 4 | 4 | 83 |
| Agree | \% | 13.7\% | 19.0\% | 11.4\% | 13.7\% |
| Total | Count | 548 | 21 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.17. University Environment (Q8G)

| Q08G I would take diversity and equity elective courses if WSU Health Sciences offered these courses. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 32 | 0 | 3 | 35 |
| Disagree | \% | 5.9\% | 0.0\% | 8.6\% | 5.8\% |
| 2 Disagree | Count | 106 | 6 | 5 | 117 |
|  | \% | 19.4\% | 28.6\% | 14.3\% | 19.4\% |
| 3 Neither | Count | 153 | 4 | 6 | 163 |
| Agree nor Disagree | \% | 28.0\% | 19.0\% | 17.1\% | 27.1\% |
| 4 Agree | Count | 184 | 7 | 8 | 199 |
|  | \% | 33.7\% | 33.3\% | 22.9\% | 33.1\% |
| 5 Strongly | Count | 71 | 4 | 13 | 88 |
| Agree | \% | 13.0\% | 19.0\% | 37.1\% | 14.6\% |
| Total | Count | 546 | 21 | 35 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.18. University Environment (Q8H)

| Q08H I do not feel comfortable contributing to class discussions. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 106 | 7 | 8 | 121 |
| Disagree | \% | 19.3\% | 33.3\% | 22.9\% | 20.0\% |
| 2 Disagree | Count | 229 | 7 | 16 | 252 |
|  | \% | 41.8\% | 33.3\% | 45.7\% | 41.7\% |
| 3 Neither | Count | 116 | 3 | 7 | 126 |
| Agree nor Disagree | \% | 21.2\% | 14.3\% | 20.0\% | 20.9\% |
| 4 Agree | Count | 77 | 3 | 3 | 83 |
|  | \% | 14.1\% | 14.3\% | 8.6\% | 13.7\% |
| 5 Strongly | Count | 20 | 1 | 1 | 22 |
| Agree | \% | 3.6\% | 4.8\% | 2.9\% | 3.6\% |
| Total | Count | 548 | 21 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.19. University Environment (Q8I)


Table A2.20. Diversity and Equity on Campus (Q18A)

| Q18A WSU Health Sciences is committed to promoting diversity and equity on our campus. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| 1 StronglyDisagree |  | Count | 6 | 0 | 1 | 7 |
|  |  | \% | 1.1\% | 0.0\% | 2.9\% | 1.2\% |
|  |  | Count | 22 | 2 | 5 | 29 |
|  |  | \% | 4.0\% | 9.1\% | 14.3\% | 4.8\% |
| 3 Neither Agree nor Disagree |  | Count | 78 | 4 | 6 | 88 |
|  |  | \% | 14.3\% | 18.2\% | 17.1\% | 14.6\% |
| 4 Agree |  | Count | 315 | 10 | 18 | 343 |
|  |  | \% | 57.8\% | 45.5\% | 51.4\% | 57.0\% |
| 5 Strongly Agree |  | Count | 124 | 6 | 5 | 135 |
|  |  | \% | 22.8\% | 27.3\% | 14.3\% | 22.4\% |
| Total |  | Count | 545 | 22 | 35 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.21. Diversity and Equity on Campus (Q18B)

| Q18B The students at this university are diverse |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| . | 1 Strongly | Count | 11 | 3 | 6 | 20 |
|  | Disagree | \% | 2.0\% | 13.6\% | 17.1\% | 3.3\% |
|  | 2 Disagree | Count | 35 | 1 | 4 | 40 |
|  |  | \% | 6.4\% | 4.5\% | 11.4\% | 6.6\% |
|  | 3 Neither | Count | 84 | 3 | 6 | 93 |
|  | Agree nor Disagree | \% | 15.4\% | 13.6\% | 17.1\% | 15.4\% |
|  | 4 Agree | Count | 291 | 9 | 9 | 309 |
|  |  | \% | 53.4\% | 40.9\% | 25.7\% | 51.3\% |
|  | 5 Strongly | Count | 124 | 6 | 10 | 140 |
|  | Agree | \% | 22.8\% | 27.3\% | 28.6\% | 23.3\% |
| Total |  | Count | 545 | 22 | 35 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.22. Diversity and Equity on Campus (Q18C)


Table A2.23. Diversity and Equity on Campus (Q18D)

| Q18D The faculty at this university is diverse. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 20 | 4 | 3 | 27 |
| Disagree | \% | 3.7\% | 18.2\% | 8.6\% | 4.5\% |
| 2 Disagree | Count | 79 | 3 | 9 | 91 |
|  | \% | 14.5\% | 13.6\% | 25.7\% | 15.2\% |
| 3 Neither | Count | 113 | 3 | 4 | 120 |
| Agree nor Disagree | \% | 20.8\% | 13.6\% | 11.4\% | 20.0\% |
| 4 Agree | Count | 251 | 7 | 13 | 271 |
|  | \% | 46.2\% | 31.8\% | 37.1\% | 45.2\% |
| 5 Strongly | Count | 80 | 5 | 6 | 91 |
| Agree | \% | 14.7\% | 22.7\% | 17.1\% | 15.2\% |
| Total | Count | 543 | 22 | 35 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.24. Diversity and Equity on Campus (Q18E)

| Q18E Individuals from different backgrounds get along at this university. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 6 | 0 | 1 | 7 |
| Disagree | \% | 1.1\% | 0.0\% | 2.9\% | 1.2\% |
| 2 Disagree | Count | 7 | 1 | 1 | 9 |
|  | \% | 1.3\% | 4.5\% | 2.9\% | 1.5\% |
| 3 Neither | Count | 62 | 4 | 4 | 70 |
| Agree nor Disagree | \% | 11.4\% | 18.2\% | 11.4\% | 11.7\% |
| 4 Agree | Count | 340 | 10 | 16 | 366 |
|  | \% | 62.6\% | 45.5\% | 45.7\% | 61.0\% |
| 5 Strongly | Count | 128 | 7 | 13 | 148 |
| Agree | \% | 23.6\% | 31.8\% | 37.1\% | 24.7\% |
| Total | Count | 543 | 22 | 35 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.25. Diversity and Equity on Campus (Q18F)

| Q18F Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly <br> Disagree |  | Count | 7 | 2 | 0 | 9 |
|  |  | \% | 1.3\% | 9.1\% | 0.0\% | 1.5\% |
|  |  | Count | 17 | 0 | 3 | 20 |
|  |  | \% | 3.1\% | 0.0\% | 8.6\% | 3.3\% |
|  | 3 Neither Agree nor Disagree | Count | 72 | 1 | 6 | 79 |
|  |  | \% | 13.2\% | 4.5\% | 17.1\% | 13.1\% |
|  | 4 Agree | Count | 279 | 12 | 14 | 305 |
|  |  | \% | 51.3\% | 54.5\% | 40.0\% | 50.7\% |
|  | 5 Strongly Agree | Count | 169 | 7 | 12 | 188 |
|  |  | \% | 31.1\% | 31.8\% | 34.3\% | 31.3\% |
| Total |  | Count | 544 | 22 | 35 | 601 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.26. Diversity and Equity on Campus (Q18G)

| Q18G WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 9 | 0 | 5 | 14 |
|  | \% | 1.7\% | 0.0\% | 14.3\% | 2.3\% |
| 2 Disagree | Count | 42 | 3 | 2 | 47 |
|  | \% | 7.7\% | 13.6\% | 5.7\% | 7.8\% |
| 3 Neither Agree nor Disagree | Count | 130 | 5 | 6 | 141 |
|  | \% | 23.9\% | 22.7\% | 17.1\% | 23.5\% |
| 4 Agree | Count | 267 | 9 | 15 | 291 |
|  | \% | 49.1\% | 40.9\% | 42.9\% | 48.4\% |
| 5 Strongly Agree | Count | 96 | 5 | 7 | 108 |
|  | \% | 17.6\% | 22.7\% | 20.0\% | 18.0\% |
| Total | Count | 544 | 22 | 35 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.27. Diversity and Equity on Campus (Q18H)

| Q18H Members of the campus community interact respectfully when using email and online learning tools. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 2 | 1 | 0 | 3 |
| Disagree | \% | 0.4\% | 4.5\% | 0.0\% | 0.5\% |
| 2 Disagree | Count | 10 | 0 | 0 | 10 |
|  | \% | 1.8\% | 0.0\% | 0.0\% | 1.7\% |
| 3 Neither | Count | 55 | 1 | 4 | 60 |
| Agree nor Disagree | \% | 10.1\% | 4.5\% | 11.4\% | 10.0\% |
| 4 Agree | Count | 316 | 13 | 17 | 346 |
|  | \% | 58.2\% | 59.1\% | 48.6\% | 57.7\% |
| 5 Strongly | Count | 160 | 7 | 14 | 181 |
| Agree | \% | 29.5\% | 31.8\% | 40.0\% | 30.2\% |
| Total | Count | 543 | 22 | 35 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.28. Diversity and Equity on Campus (Q18I)

| Q181 Members of the campus community are respectful when interacting through social media. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 3 | 1 | 0 | 4 |
| Disagree | \% | 0.6\% | 4.5\% | 0.0\% | 0.7\% |
| 2 Disagree | Count | 9 | 0 | 1 | 10 |
|  | \% | 1.7\% | 0.0\% | 2.9\% | 1.7\% |
| 3 Neither | Count | 87 | 2 | 7 | 96 |
| Agree nor Disagree | \% | 16.0\% | 9.1\% | 20.0\% | 16.0\% |
| 4 Agree | Count | 307 | 13 | 17 | 337 |
|  | \% | 56.4\% | 59.1\% | 48.6\% | 56.1\% |
| 5 Strongly | Count | 138 | 6 | 10 | 154 |
| Agree | \% | 25.4\% | 27.3\% | 28.6\% | 25.6\% |
| Total | Count | 544 | 22 | 35 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.29. Diversity and Equity on Campus (Q18J)

| Q18J I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 9 | 1 | 3 | 13 |
| Disagree | \% | 1.7\% | 4.5\% | 8.6\% | 2.2\% |
| 2 Disagree | Count | 32 | 0 | 1 | 33 |
|  | \% | 5.9\% | 0.0\% | 2.9\% | 5.5\% |
| 3 Neither | Count | 203 | 8 | 15 | 226 |
| Agree nor Disagree | \% | 37.5\% | 36.4\% | 42.9\% | 37.8\% |
| 4 Agree | Count | 222 | 9 | 11 | 242 |
|  | \% | 41.0\% | 40.9\% | 31.4\% | 40.5\% |
| 5 Strongly | Count | 75 | 4 | 5 | 84 |
| Agree | \% | 13.9\% | 18.2\% | 14.3\% | 14.0\% |
| Total | Count | 541 | 22 | 35 | 598 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.30. Diversity and Equity on Campus (Q18K)

| Q18K I believe there should be dedicated space for meditation prayer. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 30 | 4 | 3 | 37 |
| Disagree | \% | 5.6\% | 18.2\% | 8.6\% | 6.2\% |
| 2 Disagree | Count | 71 | 2 | 3 | 76 |
|  | \% | 13.1\% | 9.1\% | 8.6\% | 12.7\% |
| 3 Neither | Count | 200 | 6 | 16 | 222 |
| Agree nor Disagree | \% | 37.0\% | 27.3\% | 45.7\% | 37.2\% |
| 4 Agree | Count | 162 | 6 | 8 | 176 |
|  | \% | 30.0\% | 27.3\% | 22.9\% | 29.5\% |
| 5 Strongly | Count | 77 | 4 | 5 | 86 |
| Agree | \% | 14.3\% | 18.2\% | 14.3\% | 14.4\% |
| Total | Count | 540 | 22 | 35 | 597 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.31. Comfort and Safety related to Diversity (Q19A)

| Q19A I feel safe when I'm on campus |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
|  | 1 Strongly Disagree | Count | 2 | 0 | 2 | 4 |
|  |  | \% | 0.4\% | 0.0\% | 5.7\% | 0.7\% |
|  | 2 Disagree | Count | 12 | 1 | 1 | 14 |
|  |  | \% | 2.2\% | 4.5\% | 2.9\% | 2.3\% |
|  | 3 Neither | Count | 42 | 1 | 2 | 45 |
|  | Agree nor Disagree | \% | 7.7\% | 4.5\% | 5.7\% | 7.4\% |
|  | 4 Agree | Count | 299 | 10 | 17 | 326 |
|  |  | \% | 54.6\% | 45.5\% | 48.6\% | 53.9\% |
|  | 5 Strongly | Count | 193 | 10 | 13 | 216 |
|  | Agree | \% | 35.2\% | 45.5\% | 37.1\% | 35.7\% |
| Total |  | Count | 548 | 22 | 35 | 605 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.32. Comfort and Safety related to Diversity (Q19B)

| Q19B The university should recruit and retain more faculty and staff of color. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 8 | 0 | 1 | 9 |
| Disagree | \% | 1.5\% | 0.0\% | 2.9\% | 1.5\% |
| 2 Disagree | Count | 35 | 2 | 0 | 37 |
|  | \% | 6.4\% | 9.1\% | 0.0\% | 6.1\% |
| 3 Neither | Count | 263 | 6 | 12 | 281 |
| Agree nor Disagree | \% | 48.1\% | 27.3\% | 34.3\% | 46.5\% |
| 4 Agree | Count | 153 | 7 | 8 | 168 |
|  | \% | 28.0\% | 31.8\% | 22.9\% | 27.8\% |
| 5 Strongly | Count | 88 | 7 | 14 | 109 |
| Agree | \% | 16.1\% | 31.8\% | 40.0\% | 18.0\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.33. Comfort and Safety related to Diversity (Q19C)

| Q19C The university should recruit and retain more students of color. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 9 | 1 | 1 | 11 |
| Disagree | \% | 1.6\% | 4.5\% | 2.9\% | 1.8\% |
| 2 Disagree | Count | 36 | 2 | 0 | 38 |
|  | \% | 6.6\% | 9.1\% | 0.0\% | 6.3\% |
| 3 Neither | Count | 267 | 5 | 14 | 286 |
| Agree nor Disagree | \% | 48.8\% | 22.7\% | 40.0\% | 47.4\% |
| 4 Agree | Count | 150 | 6 | 6 | 162 |
|  | \% | 27.4\% | 27.3\% | 17.1\% | 26.8\% |
| 5 Strongly | Count | 85 | 8 | 14 | 107 |
| Agree | \% | 15.5\% | 36.4\% | 40.0\% | 17.7\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.34. Comfort and Safety related to Diversity (Q19D)

| Q19D The university should increase gender diversity of faculty <br> and staff. | Sexual orientation |  |  |  |  |
| :--- | :--- | :--- | :--- | ---: | ---: | ---: |
|  |  | Heterosexual | Bisexual | Other |  |

Table A2.35. Comfort and Safety related to Diversity (Q19E)

| Q19E The university should increase lesbian, gay, bisexual, transgender, and/or queer representation. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| 1 StronglyDisagree |  | Count | 12 | 0 | 1 | 13 |
|  |  | \% | 2.2\% | 0.0\% | 2.9\% | 2.2\% |
|  |  | Count | 47 | 1 | 1 | 49 |
|  |  | \% | 8.6\% | 4.5\% | 2.9\% | 8.1\% |
|  | 3 Neither Agree nor Disagree | Count | 283 | 6 | 13 | 302 |
|  |  | \% | 51.7\% | 27.3\% | 37.1\% | 50.0\% |
|  | 4 Agree | Count | 132 | 4 | 7 | 143 |
|  |  | \% | 24.1\% | 18.2\% | 20.0\% | 23.7\% |
|  | 5 Strongly Agree | Count | 73 | 11 | 13 | 97 |
|  |  | \% | 13.3\% | 50.0\% | 37.1\% | 16.1\% |
| Total |  | Count | 547 | 22 | 35 | 604 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.36. Comfort and Safety related to Diversity (Q19F)

| Q19F The university should increase support for faculty, staff and students with disabilities. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| 1 StronglyDisagree |  | Count | 3 | 0 | 0 | 3 |
|  |  | \% | 0.6\% | 0.0\% | 0.0\% | 0.5\% |
|  |  | Count | 19 | 1 | 0 | 20 |
|  |  | \% | 3.5\% | 4.5\% | 0.0\% | 3.3\% |
|  | 3 Neither Agree nor Disagree | Count | 207 | 6 | 11 | 224 |
|  |  | \% | 38.0\% | 27.3\% | 31.4\% | 37.2\% |
|  | 4 Agree | Count | 232 | 6 | 13 | 251 |
|  |  | \% | 42.6\% | 27.3\% | 37.1\% | 41.7\% |
|  | 5 Strongly Agree | Count | 84 | 9 | 11 | 104 |
|  |  | \% | 15.4\% | 40.9\% | 31.4\% | 17.3\% |
| Total |  | Count | 545 | 22 | 35 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.37. Comfort and Safety related to Diversity (Q19G)

| Q19G I feel at ease with people of backgrounds different from my own. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 2 | 0 | 0 | 2 |
|  | \% | 0.4\% | 0.0\% | 0.0\% | 0.3\% |
| 2 Disagree | Count | 5 | 1 | 0 | 6 |
|  | \% | 0.9\% | 4.5\% | 0.0\% | 1.0\% |
| 3 Neither Agree nor Disagree | Count | 59 | 1 | 2 | 62 |
|  | \% | 10.8\% | 4.5\% | 5.7\% | 10.3\% |
| 4 Agree | Count | 285 | 8 | 14 | 307 |
|  | \% | 52.2\% | 36.4\% | 40.0\% | 50.9\% |
| 5 Strongly Agree | Count | 195 | 12 | 19 | 226 |
|  | \% | 35.7\% | 54.5\% | 54.3\% | 37.5\% |
| Total | Count | 546 | 22 | 35 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.38. Comfort and Safety related to Diversity (Q19H)

| Q19H The university focuses too much attention on diversityrelated issues. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 52 | 6 | 12 | 70 |
|  | \% | 9.5\% | 27.3\% | 34.3\% | 11.6\% |
| 2 Disagree | Count | 164 | 9 | 7 | 180 |
|  | \% | 30.0\% | 40.9\% | 20.0\% | 29.8\% |
| 3 Neither Agree nor Disagree | Count | 181 | 5 | 8 | 194 |
|  | \% | 33.1\% | 22.7\% | 22.9\% | 32.1\% |
| 4 Agree | Count | 115 | 2 | 6 | 123 |
|  | \% | 21.0\% | 9.1\% | 17.1\% | 20.4\% |
| 5 Strongly Agree | Count | 35 | 0 | 2 | 37 |
|  | \% | 6.4\% | 0.0\% | 5.7\% | 6.1\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.39. Comfort and Safety related to Diversity (Q191)

| Q19I I am afraid to disagree with members of other groups for fear of being called prejudiced. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 70 | 8 | 12 | 90 |
|  | \% | 12.8\% | 36.4\% | 34.3\% | 14.9\% |
| 2 Disagree | Count | 193 | 7 | 12 | 212 |
|  | \% | 35.3\% | 31.8\% | 34.3\% | 35.1\% |
| 3 Neither Agree nor Disagree | Count | 115 | 3 | 4 | 122 |
|  | \% | 21.0\% | 13.6\% | 11.4\% | 20.2\% |
| 4 Agree | Count | 135 | 3 | 6 | 144 |
|  | \% | 24.7\% | 13.6\% | 17.1\% | 23.8\% |
| 5 Strongly Agree | Count | 34 | 1 | 1 | 36 |
|  | \% | 6.2\% | 4.5\% | 2.9\% | 6.0\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.40. Comfort and Safety related to Diversity (Q19J)

| Q19J In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 29 | 3 | 1 | 33 |
|  | \% | 5.3\% | 13.6\% | 3.0\% | 5.5\% |
| 2 Disagree | Count | 144 | 4 | 11 | 159 |
|  | \% | 26.3\% | 18.2\% | 33.3\% | 26.4\% |
| 3 Neither Agree nor Disagree | Count | 107 | 2 | 5 | 114 |
|  | \% | 19.6\% | 9.1\% | 15.2\% | 18.9\% |
| 4 Agree | Count | 219 | 6 | 12 | 237 |
|  | \% | 40.0\% | 27.3\% | 36.4\% | 39.4\% |
| 5 Strongly Agree | Count | 48 | 7 | 4 | 59 |
|  | \% | 8.8\% | 31.8\% | 12.1\% | 9.8\% |
| Total | Count | 547 | 22 | 33 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.41. Gender Based Violence and the University Environment (Q21A)

| Q21A WSU Health Sciences does not tolerate sexual assault. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 2 | 0 | 0 | 2 |
|  | \% | 0.4\% | 0.0\% | 0.0\% | 0.3\% |
| 2 Disagree | Count | 6 | 0 | 0 | 6 |
|  | \% | 1.1\% | 0.0\% | 0.0\% | 1.0\% |
| 3 Neither Agree nor Disagree | Count | 66 | 2 | 6 | 74 |
|  | \% | 12.1\% | 9.1\% | 17.1\% | 12.3\% |
| 4 Agree | Count | 269 | 6 | 17 | 292 |
|  | \% | 49.3\% | 27.3\% | 48.6\% | 48.4\% |
| 5 Strongly Agree | Count | 203 | 14 | 12 | 229 |
|  | \% | 37.2\% | 63.6\% | 34.3\% | 38.0\% |
| Total | Count | 546 | 22 | 35 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.42. Gender Based Violence and the University Environment (Q21B)

| Q21B WSU Health Sciences takes training in sexual assault prevention seriously. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 5 | 0 | 1 | 6 |
|  | \% | 0.9\% | 0.0\% | 2.9\% | 1.0\% |
| 2 Disagree | Count | 36 | 1 | 2 | 39 |
|  | \% | 6.6\% | 4.5\% | 5.7\% | 6.5\% |
| 3 Neither Agree nor Disagree | Count | 169 | 7 | 12 | 188 |
|  | \% | 31.0\% | 31.8\% | 34.3\% | 31.2\% |
| 4 Agree | Count | 228 | 7 | 12 | 247 |
|  | \% | 41.8\% | 31.8\% | 34.3\% | 41.0\% |
| 5 Strongly Agree | Count | 108 | 7 | 8 | 123 |
|  | \% | 19.8\% | 31.8\% | 22.9\% | 20.4\% |
| Total | Count | 546 | 22 | 35 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.43. Gender Based Violence and the University Environment (Q21C)

| Q21C WSU Health Sciences is doing a good job educating students about sexual harassment. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 11 | 1 | 2 | 14 |
|  | \% | 2.0\% | 4.5\% | 5.7\% | 2.3\% |
| 2 Disagree | Count | 92 | 6 | 5 | 103 |
|  | \% | 16.8\% | 27.3\% | 14.3\% | 17.1\% |
| 3 Neither Agree nor Disagree | Count | 184 | 7 | 15 | 206 |
|  | \% | 33.6\% | 31.8\% | 42.9\% | 34.1\% |
| 4 Agree | Count | 192 | 3 | 9 | 204 |
|  | \% | 35.1\% | 13.6\% | 25.7\% | 33.8\% |
| 5 Strongly Agree | Count | 68 | 5 | 4 | 77 |
|  | \% | 12.4\% | 22.7\% | 11.4\% | 12.7\% |
| Total | Count | 547 | 22 | 35 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.44. Gender Based Violence and the University Environment (Q21D)

| Q21D WSU Health Sciences is doing a good job trying to prevent sexual assault from happening. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 7 | 0 | 1 | 8 |
|  | \% | 1.3\% | 0.0\% | 2.9\% | 1.3\% |
| 2 Disagree | Count | 34 | , | 3 | 39 |
|  | \% | 6.2\% | 9.1\% | 8.6\% | 6.5\% |
| 3 Neither Agree nor Disagree | Count | 202 | 8 | 15 | 225 |
|  | \% | 37.1\% | 36.4\% | 42.9\% | 37.4\% |
| 4 Agree | Count | 224 | 6 | 13 | 243 |
|  | \% | 41.1\% | 27.3\% | 37.1\% | 40.4\% |
| 5 Strongly Agree | Count | 78 | 6 | 3 | 87 |
|  | \% | 14.3\% | 27.3\% | 8.6\% | 14.5\% |
| Total | Count | 545 | 22 | 35 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.45. Gender Based Violence and the University Environment (Q21E)

| Q21E WSU Health Sciences is doing a good job providing <br> needed services to victims of sexual assault. | Sexual orientation |  |  |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: |
|  | Count | Heterosexual | Bisexual | Other | Total |
| 1 Strongly Disagree | $\%$ | 6 | 0 | 1 | 7 |
|  | Count | $1.1 \%$ | $0.0 \%$ | $2.9 \%$ | $1.2 \%$ |
| 2 Disagree | $\%$ | 28 | 1 | 3 | 32 |
|  | Count | $5.1 \%$ | $4.5 \%$ | $8.6 \%$ | $5.3 \%$ |
| 3 Neither Agree nor Disagree | 257 | 14 | 17 | 288 |  |
|  | $\%$ | $47.1 \%$ | $63.6 \%$ | $48.6 \%$ | $47.8 \%$ |
| 4 Agree | Count | 180 | 4 | 11 | 195 |
|  | $\%$ | $33.0 \%$ | $18.2 \%$ | $31.4 \%$ | $32.3 \%$ |
| 5 Strongly Agree | Count | 75 | 3 | 3 | 81 |
|  | $\%$ | $13.7 \%$ | $13.6 \%$ | $8.6 \%$ | $13.4 \%$ |
| Total | Count | 546 | 22 | 35 | 603 |
|  | $\%$ | $100.0 \%$ | $100.0 \%$ | $100.0 \%$ | $100.0 \%$ |

Table A2.46. Gender Based Violence and the University Environment (Q21F)

| Q21F WSU Health Sciences is doing a good job investigating incidents of sexual assaults |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly | Count | 6 | 0 | 0 | 6 |
| Disagree | \% | 1.1\% | 0.0\% | 0.0\% | 1.0\% |
| 2 Disagree | Count | 15 | 1 | 0 | 16 |
|  | \% | 2.8\% | 4.5\% | 0.0\% | 2.7\% |
| 3 Neither | Count | 321 | 13 | 25 | 359 |
| Agree nor Disagree | \% | 59.1\% | 59.1\% | 71.4\% | 59.8\% |
| 4 Agree | Count | 145 | 4 | 7 | 156 |
|  | \% | 26.7\% | 18.2\% | 20.0\% | 26.0\% |
| 5 Strongly | Count | 56 | 4 | 3 | 63 |
| Agree | \% | 10.3\% | 18.2\% | 8.6\% | 10.5\% |
| Total | Count | 543 | 22 | 35 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.47. Gender Based Violence and the University Environment (Q21G)

| Q21G WSU Health Sciences is doing a good job holding people accountable for committing sexual assault |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 8 | 0 | 0 | 8 |
|  | \% | 1.5\% | 0.0\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 15 | 1 | 0 | 16 |
|  | \% | 2.8\% | 4.5\% | 0.0\% | 2.7\% |
| 3 Neither Agree nor Disagree | Count | 317 | 15 | 23 | 355 |
|  | \% | 58.5\% | 68.2\% | 65.7\% | 59.3\% |
| 4 Agree | Count | 141 | 3 | 10 | 154 |
|  | \% | 26.0\% | 13.6\% | 28.6\% | 25.7\% |
| 5 Strongly Agree | Count | 61 | 3 | 2 | 66 |
|  | \% | 11.3\% | 13.6\% | 5.7\% | 11.0\% |
| Total | Count | 542 | 22 | 35 | 599 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.48. Gender Based Violence and the University Environment (Q21H)

| Q21H I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 6 | 3 | 0 | 9 |
|  | \% | 1.1\% | 13.6\% | 0.0\% | 1.5\% |
| 2 Disagree | Count | 11 | 1 | 1 | 13 |
|  | \% | 2.0\% | 4.5\% | 2.9\% | 2.2\% |
| 3 Neither Agree nor Disagree | Count | 77 | 3 | 6 | 86 |
|  | \% | 14.1\% | 13.6\% | 17.1\% | 14.3\% |
| 4 Agree | Count | 296 | 4 | 18 | 318 |
|  | \% | 54.2\% | 18.2\% | 51.4\% | 52.7\% |
| 5 Strongly Agree | Count | 156 | 11 | 10 | 177 |
|  | \% | 28.6\% | 50.0\% | 28.6\% | 29.4\% |
| Total | Count | 546 | 22 | 35 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.49. Gender Based Violence and the University Environment (Q21I)

| Q21I I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Strongly Disagree | Count | 4 | 1 | 0 | 5 |
|  | \% | 0.7\% | 4.5\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 5 | 1 | 0 | 6 |
|  | \% | 0.9\% | 4.5\% | 0.0\% | 1.0\% |
| 3 Neither Agree nor Disagree | Count | 72 | 3 | 5 | 80 |
|  | \% | 13.2\% | 13.6\% | 14.3\% | 13.3\% |
| 4 Agree | Count | 305 | 6 | 18 | 329 |
|  | \% | 56.1\% | 27.3\% | 51.4\% | 54.7\% |
| 5 Strongly Agree | Count | 158 | 11 | 12 | 181 |
|  | \% | 29.0\% | 50.0\% | 34.3\% | 30.1\% |
| Total | Count | 544 | 22 | 35 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.50. Gender Based Violence and the University Environment (Q21J)

| Q21 I I believe there is a clear sense of appropriate behavior <br> among student at WSU Health Sciences | Sexual orientation |  |  |  |  |
| :--- | :--- | :--- | ---: | ---: | ---: |
|  | Heterosexual | Bisexual | Other | Total |  |
| 1 Strongly Disagree | Count | 7 | 1 | 0 | 8 |
|  | $\%$ | $1.3 \%$ | $4.5 \%$ | $0.0 \%$ | $1.3 \%$ |
| 2 Disagree | Count | 10 | 1 | 1 | 12 |
|  | $\%$ | $1.8 \%$ | $4.5 \%$ | $2.9 \%$ | $2.0 \%$ |
| 3 Neither Agree nor Disagree | Count | 79 | 1 | 6 | 86 |
|  | $\%$ | $14.5 \%$ | $4.5 \%$ | $17.1 \%$ | $14.3 \%$ |
| 4 Agree | Count | 301 | 11 | 17 | 329 |
|  | $\%$ | $55.3 \%$ | $50.0 \%$ | $48.6 \%$ | $54.7 \%$ |
| 5 Strongly Agree | Count | 147 | 8 | 11 | 166 |
|  | \% | $27.0 \%$ | $36.4 \%$ | $31.4 \%$ | $27.6 \%$ |
| Total | Count | 544 | 22 | 35 | 601 |
|  | $\%$ | $100.0 \%$ | $100.0 \%$ | $100.0 \%$ | $100.0 \%$ |

Table A2.51. Experiences with Discrimination at WSU Health Sciences (Q31)

| Q31 I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Heterosexual | Bisexual | Other |  |
| 1 Yes | Count | 38 | 3 | 4 | 45 |
|  | \% | 6.9\% | 13.6\% | 11.4\% | 7.4\% |
| 2 No | Count | 510 | 19 | 31 | 560 |
|  | \% | 93.1\% | 86.4\% | 88.6\% | 92.6\% |
| Total | Count | 548 | 22 | 35 | 605 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.52. Experiences with Discrimination at WSU Health Sciences (Q32)

| Q32 In the past year, I have been threatened or experienced discriminatory acts at WSU Health Sciences |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| . | 1 Yes | Count | 13 | 0 | 4 | 17 |
|  |  | \% | 2.4\% | 0.0\% | 11.4\% | 2.8\% |
|  | 2 No | Count | 533 | 22 | 31 | 586 |
|  |  | \% | 97.6\% | 100.0\% | 88.6\% | 97.2\% |
| Total |  | Count | 546 | 22 | 35 | 603 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A2.53. Experiences with Discrimination at WSU Health Sciences (Q33)


Table A2.54. Experiences with Discrimination at WSU Health Sciences (Q34)

| Q34 In the past year, I have experienced an act or acts of <br> bias (that did NOT rise to the level of discrimination or <br> crime) at WSU Health Sciences. | Sexual orientation |  |  |  |  |
| :--- | :--- | :--- | ---: | ---: | ---: | ---: |
|  |  |  |  |  |  |

Table A2.55. Experiences with Discrimination at WSU Health Sciences (Q35)

| Q35 In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences. |  |  | Sexual orientation |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Heterosexual | Bisexual | Other |  |
| $\frac{1 \mathrm{Yes}}{2 \mathrm{No}}$ <br>  |  | Count | 49 | 2 | 9 | 60 |
|  |  | \% | 9.0\% | 9.1\% | 25.7\% | 10.0\% |
|  |  | Count | 494 | 20 | 26 | 540 |
|  |  | \% | 91.0\% | 90.9\% | 74.3\% | 90.0\% |
| Total |  | Count | 543 | 22 | 35 | 600 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3. Crosstab analysis by Race
Table A3.1. University Connectedness (Q1A)

| Q01A I feel valued by other students. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 1 | 3 | 0 | 1 | 0 | 1 | 6 |
| Disagree | \% | 0.3\% | 2.3\% | 0.0\% | 5.9\% | 0.0\% | 2.4\% | 1.0\% |
| 2 Disagree | Count | 15 | 7 | 1 | 1 | 1 | 1 | 26 |
|  | \% | 4.0\% | 5.5\% | 3.8\% | 5.9\% | 5.0\% | 2.4\% | 4.3\% |
| 3 Neither | Count | 47 | 18 | 5 | 2 | 3 | 4 | 79 |
| Agree nor Disagree | \% | 12.7\% | 14.1\% | 19.2\% | 11.8\% | 15.0\% | 9.5\% | 13.1\% |
| 4 Agree | Count | 204 | 70 | 16 | 8 | 10 | 30 | 338 |
|  | \% | 55.0\% | 54.7\% | 61.5\% | 47.1\% | 50.0\% | 71.4\% | 56.0\% |
| 5 Strongly | Count | 104 | 30 | 4 | 5 | 6 | 6 | 155 |
| Agree | \% | 28.0\% | 23.4\% | 15.4\% | 29.4\% | 30.0\% | 14.3\% | 25.7\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.2. University Connectedness (Q1B)

| Q01B I feel valued by staff. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 1 | 2 | 1 | 1 | 0 | 0 | 5 |
| Disagree | \% | 0.3\% | 1.6\% | 3.8\% | 5.9\% | 0.0\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 15 | 5 | 0 | 2 | 1 | 1 | 24 |
|  | \% | 4.0\% | 3.9\% | 0.0\% | 11.8\% | 5.0\% | 2.4\% | 4.0\% |
| 3 Neither Agree | Count | 45 | 24 | 5 | 3 | 5 | 3 | 85 |
| nor Disagree | \% | 12.1\% | 18.9\% | 19.2\% | 17.6\% | 25.0\% | 7.1\% | 14.1\% |
| 4 Agree | Count | 190 | 61 | 14 | 7 | 9 | 31 | 312 |
|  | \% | 51.2\% | 48.0\% | 53.8\% | 41.2\% | 45.0\% | 73.8\% | 51.7\% |
| 5 Strongly Agree | Count | 120 | 35 | 6 | 4 | 5 | 7 | 177 |
|  | \% | 32.3\% | 27.6\% | 23.1\% | 23.5\% | 25.0\% | 16.7\% | 29.4\% |
| Total | Count | 371 | 127 | 26 | 17 | 20 | 42 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.3. University Connectedness (Q1C)

| Q01C I feel valued by faculty. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $\begin{gathered} 3 \\ \text { Hispanic } \\ \hline \end{gathered}$ | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 2 | 3 | 1 | 0 | 1 | 0 | 7 |
| Disagree | \% | 0.5\% | 2.3\% | 3.8\% | 0.0\% | 5.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 18 | 5 | 0 | 1 | 2 | 0 | 26 |
|  | \% | 4.9\% | 3.9\% | 0.0\% | 5.9\% | 10.0\% | 0.0\% | 4.3\% |
| 3 Neither Agree | Count | 55 | 19 | 4 | 3 | 3 | 6 | 90 |
| nor Disagree | \% | 14.8\% | 14.8\% | 15.4\% | 17.6\% | 15.0\% | 14.3\% | 14.9\% |
| 4 Agree | Count | 171 | 65 | 15 | 8 | 9 | 29 | 297 |
|  | \% | 46.1\% | 50.8\% | 57.7\% | 47.1\% | 45.0\% | 69.0\% | 49.2\% |
| 5 Strongly Agree | Count | 125 | 36 | 6 | 5 | 5 | 7 | 184 |
|  | \% | 33.7\% | 28.1\% | 23.1\% | 29.4\% | 25.0\% | 16.7\% | 30.5\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.4. University Connectedness (Q1D)

| Q01D I can fulfill requirements of my coursework without unduly repressing my own identity, background or experience. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 5 | 1 | 0 | 1 | 0 | 0 | 7 |
|  | \% | 1.3\% | 0.8\% | 0.0\% | 5.9\% | 0.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 21 | 7 | 0 | 0 | 1 | 1 | 30 |
|  | \% | 5.7\% | 5.5\% | 0.0\% | 0.0\% | 5.0\% | 2.4\% | 5.0\% |
| 3 Neither Agree nor Disagree | Count | 28 | 13 | 3 | 4 | 2 | 5 | 55 |
|  | \% | 7.5\% | 10.2\% | 11.5\% | 23.5\% | 10.0\% | 11.9\% | 9.1\% |
| 4 Agree | Count | 162 | 63 | 17 | 5 | 11 | 23 | 281 |
|  | \% | 43.7\% | 49.2\% | 65.4\% | 29.4\% | 55.0\% | 54.8\% | 46.5\% |
| 5 Strongly Agree | Count | 155 | 44 | 6 | 7 | 6 | 13 | 231 |
|  | \% | 41.8\% | 34.4\% | 23.1\% | 41.2\% | 30.0\% | 31.0\% | 38.2\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.5. University Connectedness (Q1E)

|  |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| Q01E I have opportunities for academic success that are similar to those of my classmates. | 1 Strongly | Count | 3 | 4 | 0 | 1 | 0 | 0 | 8 |
|  | Disagree | \% | 0.8\% | 3.1\% | 0.0\% | 5.9\% | 0.0\% | 0.0\% | 1.3\% |
|  | 2 Disagree | Count | 9 | 6 | 2 | 0 | 1 | 1 | 19 |
|  |  | \% | 2.4\% | 4.7\% | 7.7\% | 0.0\% | 5.0\% | 2.4\% | 3.2\% |
|  | 3 Neither Agree | Count | 23 | 14 | 1 | 3 | 1 | 1 | 43 |
|  | nor Disagree | \% | 6.2\% | 10.9\% | 3.8\% | 17.6\% | 5.0\% | 2.4\% | 7.1\% |
|  | 4 Agree | Count | 176 | 62 | 15 | 8 | 12 | 25 | 298 |
|  |  | \% | 47.6\% | 48.4\% | 57.7\% | 47.1\% | 60.0\% | 61.0\% | 49.5\% |
|  | 5 Strongly Agree | Count | 159 | 42 | 8 | 5 | 6 | 14 | 234 |
|  |  | \% | 43.0\% | 32.8\% | 30.8\% | 29.4\% | 30.0\% | 34.1\% | 38.9\% |
| Total |  | Count | 370 | 128 | 26 | 17 | 20 | 41 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.6. University Connectedness (Q2A)

| Q02A I feel close to people at WSU Health Sciences. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 7 | 3 | 1 | 1 | 0 | 2 | 14 |
| Disagree | \% | 1.9\% | 2.3\% | 3.8\% | 5.9\% | 0.0\% | 4.8\% | 2.3\% |
| 2 Disagree | Count | 36 | 12 | 2 | 2 | 3 | 5 | 60 |
|  | \% | 9.7\% | 9.4\% | 7.7\% | 11.8\% | 15.0\% | 11.9\% | 9.9\% |
| 3 Neither Agree | Count | 71 | 25 | 7 | 4 | 3 | 11 | 121 |
| nor Disagree | \% | 19.1\% | 19.5\% | 26.9\% | 23.5\% | 15.0\% | 26.2\% | 20.0\% |
| 4 Agree | Count | 169 | 63 | 12 | 5 | 10 | 16 | 275 |
|  | \% | 45.6\% | 49.2\% | 46.2\% | 29.4\% | 50.0\% | 38.1\% | 45.5\% |
| 5 Strongly Agree | Count | 88 | 25 | 4 | 5 | 4 | 8 | 134 |
|  | \% | 23.7\% | 19.5\% | 15.4\% | 29.4\% | 20.0\% | 19.0\% | 22.2\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.7. University Connectedness (Q2B)

| Q02B I would be very happy to continue the rest of my education at WSU Health Sciences. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 8 | 1 | 1 | 0 | 0 | 0 | 10 |
| Disagree | \% | 2.2\% | 0.8\% | 3.8\% | 0.0\% | 0.0\% | 0.0\% | 1.7\% |
| 2 Disagree | Count | 15 | 7 | 0 | 0 | 3 | 3 | 28 |
|  | \% | 4.0\% | 5.5\% | 0.0\% | 0.0\% | 15.0\% | 7.1\% | 4.6\% |
| 3 Neither Agree | Count | 52 | 19 | 2 | 6 | 1 | 9 | 89 |
| nor Disagree | \% | 14.0\% | 14.8\% | 7.7\% | 35.3\% | 5.0\% | 21.4\% | 14.7\% |
| 4 Agree | Count | 136 | 58 | 14 | 6 | 8 | 16 | 238 |
|  | \% | 36.7\% | 45.3\% | 53.8\% | 35.3\% | 40.0\% | 38.1\% | 39.4\% |
| 5 Strongly Agree | Count | 160 | 43 | 9 | 5 | 8 | 14 | 239 |
|  | \% | 43.1\% | 33.6\% | 34.6\% | 29.4\% | 40.0\% | 33.3\% | 39.6\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.8. University Connectedness (Q2C)


Table A3.9. University Connectedness (Q2D)

|  |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Q02D I do not feel a strong sense of belonging to WSU Health Sciences |  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 Strongly | Count | 86 | 30 | 8 | 4 | 5 | 12 | 145 |
|  | Disagree | \% | 23.2\% | 23.4\% | 30.8\% | 23.5\% | 25.0\% | 28.6\% | 24.0\% |
|  | 2 Disagree | Count | 156 | 48 | 9 | 6 | 8 | 15 | 242 |
|  |  | \% | 42.0\% | 37.5\% | 34.6\% | 35.3\% | 40.0\% | 35.7\% | 40.1\% |
|  | 3 Neither Agree | Count | 54 | 34 | 3 | 3 | 3 | 6 | 103 |
|  | nor Disagree | \% | 14.6\% | 26.6\% | 11.5\% | 17.6\% | 15.0\% | 14.3\% | 17.1\% |
|  | 4 Agree | Count | 59 | 12 | 6 | 2 | 2 | 9 | 90 |
|  |  | \% | 15.9\% | 9.4\% | 23.1\% | 11.8\% | 10.0\% | 21.4\% | 14.9\% |
|  | 5 Strongly Agree | Count | 16 | 4 | 0 | 2 | 2 | 0 | 24 |
|  |  | \% | 4.3\% | 3.1\% | 0.0\% | 11.8\% | 10.0\% | 0.0\% | 4.0\% |
| Total |  | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.10. University Connectedness (Q2E)

| Q02E I am planning to leave WSU Health Sciences prior to graduating. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 Strongly | Count | 266 | 82 | 14 | 7 | 9 | 32 | 410 |
|  | Disagree | \% | 71.7\% | 64.1\% | 53.8\% | 41.2\% | 45.0\% | 76.2\% | 67.9\% |
|  | 2 Disagree | Count | 72 | 28 | 11 | 5 | 8 | 6 | 130 |
|  |  | \% | 19.4\% | 21.9\% | 42.3\% | 29.4\% | 40.0\% | 14.3\% | 21.5\% |
|  | 3 Neither Agree | Count | 24 | 10 | 0 | 2 | 2 | 3 | 41 |
|  | nor Disagree | \% | 6.5\% | 7.8\% | 0.0\% | 11.8\% | 10.0\% | 7.1\% | 6.8\% |
|  | 4 Agree | Count | 4 | 4 | 0 | 1 | 0 | 1 | 10 |
|  |  | \% | 1.1\% | 3.1\% | 0.0\% | 5.9\% | 0.0\% | 2.4\% | 1.7\% |
|  | 5 Strongly Agree | Count | 5 | 4 | 1 | 2 | 1 | 0 | 13 |
|  |  | \% | 1.3\% | 3.1\% | 3.8\% | 11.8\% | 5.0\% | 0.0\% | 2.2\% |
| Total |  | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.11. University Environment (Q8A)


Table A3.12. University Environment (Q8B)

| Q08B Faculty are skilled in teaching about diversity and equity. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 10 | 5 | 2 | 2 | 0 | 2 | 21 |
|  | \% | 2.7\% | 3.9\% | 7.7\% | 11.1\% | 0.0\% | 4.8\% | 3.5\% |
| 2 Disagree | Count | 36 | 15 | 7 | 6 | 4 | 5 | 73 |
|  | \% | 9.7\% | 11.7\% | 26.9\% | 33.3\% | 20.0\% | 11.9\% | 12.1\% |
| 3 Neither Agree nor Disagree | Count | 91 | 36 | 6 | 3 | 6 | 10 | 152 |
|  | \% | 24.6\% | 28.1\% | 23.1\% | 16.7\% | 30.0\% | 23.8\% | 25.2\% |
| 4 Agree | Count | 161 | 61 | 9 | 5 | 8 | 21 | 265 |
|  | \% | 43.5\% | 47.7\% | 34.6\% | 27.8\% | 40.0\% | 50.0\% | 43.9\% |
| 5 Strongly Agree | Count | 72 | 11 | 2 | 2 | 2 | 4 | 93 |
|  | \% | 19.5\% | 8.6\% | 7.7\% | 11.1\% | 10.0\% | 9.5\% | 15.4\% |
| Total | Count | 370 | 128 | 26 | 18 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.13. University Environment (Q8C)

| Q08C Faculty are skilled at facilitating discussions where students with different backgrounds and perspectives |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree |  | Count | 8 | 3 | 1 | 2 | 0 | 0 | 14 |
|  |  | \% | 2.2\% | 2.3\% | 3.8\% | 11.8\% | 0.0\% | 0.0\% | 2.3\% |
| 2 Disagree |  | Count | 32 | 12 | 4 | 4 | 3 | 6 | 61 |
|  |  | \% | 8.7\% | 9.4\% | 15.4\% | 23.5\% | 15.8\% | 14.6\% | 10.2\% |
| 3 Neither Agree nor Disagree |  | Count | 77 | 41 | 7 | 5 | 3 | 9 | 142 |
|  |  | \% | 20.9\% | 32.0\% | 26.9\% | 29.4\% | 15.8\% | 22.0\% | 23.7\% |
| 4 Agree |  | Count | 167 | 56 | 10 | 4 | 9 | 22 | 268 |
|  |  | \% | 45.3\% | 43.8\% | 38.5\% | 23.5\% | 47.4\% | 53.7\% | 44.7\% |
| 5 Strongly Agree |  | Count | 85 | 16 | 4 | 2 | 4 | 4 | 115 |
|  |  | \% | 23.0\% | 12.5\% | 15.4\% | 11.8\% | 21.1\% | 9.8\% | 19.2\% |
| Total |  | Count | 369 | 128 | 26 | 17 | 19 | 41 | 600 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.14. University Environment (Q8D)

| Q08D I often have the opportunity to work with students from backgrounds different than my own. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 3 | 0 | 1 | 1 | 0 | 0 | 5 |
| Disagree | \% | 0.8\% | 0.0\% | 3.8\% | 5.6\% | 0.0\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 25 | 1 | 3 | 2 | 0 | 5 | 36 |
|  | \% | 6.8\% | 0.8\% | 11.5\% | 11.1\% | 0.0\% | 12.2\% | 6.0\% |
| 3 Neither Agree | Count | 55 | 18 | 0 | 4 | 1 | 2 | 80 |
| nor Disagree | \% | 14.9\% | 14.1\% | 0.0\% | 22.2\% | 5.0\% | 4.9\% | 13.3\% |
| 4 Agree | Count | 173 | 80 | 17 | 5 | 9 | 22 | 306 |
|  | \% | 47.0\% | 62.5\% | 65.4\% | 27.8\% | 45.0\% | 53.7\% | 50.9\% |
| 5 Strongly Agree | Count | 112 | 29 | 5 | 6 | 10 | 12 | 174 |
|  | \% | 30.4\% | 22.7\% | 19.2\% | 33.3\% | 50.0\% | 29.3\% | 29.0\% |
| Total | Count | 368 | 128 | 26 | 18 | 20 | 41 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.15. University Environment (Q8E)

| Q08E WSU Health Sciences offers a sufficient variety of courses in which to learn about topics related to diversity and equity. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 14 | 6 | 3 | 2 | 0 | 3 | 28 |
|  | \% | 3.8\% | 4.7\% | 11.5\% | 11.1\% | 0.0\% | 7.1\% | 4.7\% |
| 2 Disagree | Count | 50 | 20 | 7 | 3 | 4 | 9 | 93 |
|  | \% | 13.6\% | 15.6\% | 26.9\% | 16.7\% | 20.0\% | 21.4\% | 15.4\% |
| 3 Neither Agree nor Disagree | Count | 114 | 39 | 7 | 7 | 7 | 13 | 187 |
|  | \% | 31.0\% | 30.5\% | 26.9\% | 38.9\% | 35.0\% | 31.0\% | 31.1\% |
| 4 Agree | Count | 136 | 54 | 8 | 6 | 8 | 15 | 227 |
|  | \% | 37.0\% | 42.2\% | 30.8\% | 33.3\% | 40.0\% | 35.7\% | 37.7\% |
| 5 Strongly Agree | Count | 54 | 9 | 1 | 0 | 1 | 2 | 67 |
|  | \% | 14.7\% | 7.0\% | 3.8\% | 0.0\% | 5.0\% | 4.8\% | 11.1\% |
| Total | Count | 368 | 128 | 26 | 18 | 20 | 42 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.16. University Environment (Q8F)

| Q08F There is sufficient amount of discussion on diversity and equity covered throughout the curriculum |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 8 | 4 | 5 | 3 | 1 | 1 | 22 |
|  | \% | 2.2\% | 3.1\% | 19.2\% | 16.7\% | 5.0\% | 2.4\% | 3.6\% |
| 2 Disagree | Count | 64 | 24 | 5 | 3 | 0 | 13 | 109 |
|  | \% | 17.3\% | 18.8\% | 19.2\% | 16.7\% | 0.0\% | 31.0\% | 18.1\% |
| 3 Neither Agree nor Disagree | Count | 93 | 42 | 6 | 8 | 6 | 5 | 160 |
|  | \% | 25.2\% | 32.8\% | 23.1\% | 44.4\% | 30.0\% | 11.9\% | 26.5\% |
| 4 Agree | Count | 139 | 51 | 8 | 4 | 11 | 17 | 230 |
|  | \% | 37.7\% | 39.8\% | 30.8\% | 22.2\% | 55.0\% | 40.5\% | 38.1\% |
| 5 Strongly Agree | Count | 65 | 7 | 2 | 0 | 2 | 6 | 82 |
|  | \% | 17.6\% | 5.5\% | 7.7\% | 0.0\% | 10.0\% | 14.3\% | 13.6\% |
| Total | Count | 369 | 128 | 26 | 18 | 20 | 42 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.17. University Environment (Q8G)


Table A3.18. University Environment (Q8H)


Table A3.19. University Environment (Q8I)

| Q081 I will not share my own experience and background in class. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $\begin{gathered} 3 \\ \text { Hispanic } \\ \hline \end{gathered}$ | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 75 | 18 | 4 | 5 | 5 | 6 | 113 |
|  | \% | 20.3\% | 14.2\% | 16.0\% | 27.8\% | 25.0\% | 14.6\% | 18.8\% |
| 2 Disagree | Count | 158 | 52 | 10 | 4 | 5 | 20 | 249 |
|  | \% | 42.8\% | 40.9\% | 40.0\% | 22.2\% | 25.0\% | 48.8\% | 41.5\% |
| 3 Neither Agree nor Disagree | Count | 69 | 29 | 3 | 7 | 4 | 5 | 117 |
|  | \% | 18.7\% | 22.8\% | 12.0\% | 38.9\% | 20.0\% | 12.2\% | 19.5\% |
| 4 Agree | Count | 53 | 23 | 6 | 1 | 4 | 6 | 93 |
|  | \% | 14.4\% | 18.1\% | 24.0\% | 5.6\% | 20.0\% | 14.6\% | 15.5\% |
| 5 Strongly Agree | Count | 14 | 5 | 2 | 1 | 2 | 4 | 28 |
|  | \% | 3.8\% | 3.9\% | 8.0\% | 5.6\% | 10.0\% | 9.8\% | 4.7\% |
| Total | Count | 369 | 127 | 25 | 18 | 20 | 41 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.20. Diversity and Equity on Campus (Q18A)

| Q18A WSU Health Sciences is committed to promoting diversity and equity on our campus. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian |  | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 3 | 2 | 0 | 1 | 1 | 0 | 7 |
| Disagree | \% | 0.8\% | 1.6\% | 0.0\% | 5.6\% | 5.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 17 | 3 | 2 | 2 | 0 | 4 | 28 |
|  | \% | 4.6\% | 2.3\% | 7.7\% | 11.1\% | 0.0\% | 9.5\% | 4.7\% |
| 3 Neither Agree | Count | 44 | 24 | 5 | 7 | 0 | 6 | 86 |
| nor Disagree | \% | 12.0\% | 18.8\% | 19.2\% | 38.9\% | 0.0\% | 14.3\% | 14.3\% |
| 4 Agree | Count | 208 | 81 | 15 | 6 | 12 | 23 | 345 |
|  | \% | 56.7\% | 63.3\% | 57.7\% | 33.3\% | 60.0\% | 54.8\% | 57.4\% |
| 5 Strongly Agree | Count | 95 | 18 | 4 | 2 | 7 | 9 | 135 |
|  | \% | 25.9\% | 14.1\% | 15.4\% | 11.1\% | 35.0\% | 21.4\% | 22.5\% |
| Total | Count | 367 | 128 | 26 | 18 | 20 | 42 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.21. Diversity and Equity on Campus (Q18B)

| Q18B The students at this university are diverse. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 7 | 6 | 3 | 2 | 0 | 2 | 20 |
| Disagree | \% | 1.9\% | 4.7\% | 11.5\% | 11.1\% | 0.0\% | 4.8\% | 3.3\% |
| 2 Disagree | Count | 26 | 7 | 3 | 0 | 0 | 3 | 39 |
|  | \% | 7.1\% | 5.5\% | 11.5\% | 0.0\% | 0.0\% | 7.1\% | 6.5\% |
| 3 Neither Agree | Count | 56 | 17 | 5 | 5 | 2 | 7 | 92 |
| nor Disagree | \% | 15.3\% | 13.3\% | 19.2\% | 27.8\% | 10.0\% | 16.7\% | 15.3\% |
| 4 Agree | Count | 185 | 73 | 11 | 6 | 9 | 24 | 308 |
|  | \% | 50.4\% | 57.0\% | 42.3\% | 33.3\% | 45.0\% | 57.1\% | 51.2\% |
| 5 Strongly Agree | Count | 93 | 25 | 4 | 5 | 9 | 6 | 142 |
|  | \% | 25.3\% | 19.5\% | 15.4\% | 27.8\% | 45.0\% | 14.3\% | 23.6\% |
| Total | Count | 367 | 128 | 26 | 18 | 20 | 42 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.22. Diversity and Equity on Campus (Q18C)

| Q18C The staff at this university is diverse. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 9 | 5 | 2 | 4 | 0 | 3 | 23 |
|  | \% | 2.5\% | 3.9\% | 8.0\% | 22.2\% | 0.0\% | 7.1\% | 3.8\% |
| 2 Disagree | Count | 49 | 18 | 7 | 2 | 3 | 4 | 83 |
|  | \% | 13.4\% | 14.2\% | 28.0\% | 11.1\% | 15.0\% | 9.5\% | 13.9\% |
| 3 Neither Agree nor Disagree | Count | 75 | 28 | 3 | 7 | 4 | 8 | 125 |
|  | \% | 20.5\% | 22.0\% | 12.0\% | 38.9\% | 20.0\% | 19.0\% | 20.9\% |
| 4 Agree | Count | 175 | 61 | 11 | 3 | 7 | 24 | 281 |
|  | \% | 47.8\% | 48.0\% | 44.0\% | 16.7\% | 35.0\% | 57.1\% | 47.0\% |
| 5 Strongly Agree | Count | 58 | 15 | 2 | 2 | 6 | 3 | 86 |
|  | \% | 15.8\% | 11.8\% | 8.0\% | 11.1\% | 30.0\% | 7.1\% | 14.4\% |
| Total | Count | 366 | 127 | 25 | 18 | 20 | 42 | 598 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.23. Diversity and Equity on Campus (Q18D)

|  |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| Q18D The faculty at this university is diverse. | 1 Strongly | Count | 10 | 8 | 2 | 3 | 0 | 4 | 27 |
|  | Disagree | \% | 2.7\% | 6.3\% | 7.7\% | 16.7\% | 0.0\% | 9.5\% | 4.5\% |
|  | 2 Disagree | Count | 53 | 17 | 8 | 4 | 4 | 5 | 91 |
|  |  | \% | 14.5\% | 13.4\% | 30.8\% | 22.2\% | 20.0\% | 11.9\% | 15.2\% |
|  | 3 Neither Agree | Count | 72 | 23 | 5 | 7 | 3 | 8 | 118 |
|  | nor Disagree | \% | 19.7\% | 18.1\% | 19.2\% | 38.9\% | 15.0\% | 19.0\% | 19.7\% |
|  | 4 Agree | Count | 166 | 66 | 10 | 2 | 7 | 20 | 271 |
|  |  | \% | 45.4\% | 52.0\% | 38.5\% | 11.1\% | 35.0\% | 47.6\% | 45.2\% |
|  | 5 Strongly Agree | Count | 65 | 13 | 1 | 2 | 6 | 5 | 92 |
|  |  | \% | 17.8\% | 10.2\% | 3.8\% | 11.1\% | 30.0\% | 11.9\% | 15.4\% |
| Total |  | Count | 366 | 127 | 26 | 18 | 20 | 42 | 599 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.24. Diversity and Equity on Campus (Q18E)

| Q18E Individuals from different backgrounds get along at this university. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian |  | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 3 | 3 | 0 | 1 | 0 | 0 | 7 |
|  | \% | 0.8\% | 2.4\% | 0.0\% | 5.6\% | 0.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 2 | 2 | 2 | 1 | 1 | 1 | 9 |
|  | \% | 0.5\% | 1.6\% | 7.7\% | 5.6\% | 5.0\% | 2.4\% | 1.5\% |
| 3 Neither Agree nor Disagree | Count | 36 | 20 | 2 | 5 | 0 | 6 | 69 |
|  | \% | 9.8\% | 15.9\% | 7.7\% | 27.8\% | 0.0\% | 14.3\% | 11.5\% |
| 4 Agree | Count | 223 | 81 | 19 | 8 | 10 | 25 | 366 |
|  | \% | 60.8\% | 64.3\% | 73.1\% | 44.4\% | 50.0\% | 59.5\% | 61.1\% |
| 5 Strongly Agree | Count | 103 | 20 | 3 | 3 | 9 | 10 | 148 |
|  | \% | 28.1\% | 15.9\% | 11.5\% | 16.7\% | 45.0\% | 23.8\% | 24.7\% |
| Total | Count | 367 | 126 | 26 | 18 | 20 | 42 | 599 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.25. Diversity and Equity on Campus (Q18F)

| Q18F Faculty and instructors give feedback and evaluate students fairly, regardless of student's race, gender, sexual orientation, religion, age, or disability status |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | $5 \text { Other }$ | 6 Multi racial |  |
| . | 1 Strongly | Count | 5 | 2 | 0 | 1 | 1 | 0 | 9 |
|  | Disagree | \% | 1.4\% | 1.6\% | 0.0\% | 5.6\% | 5.0\% | 0.0\% | 1.5\% |
|  | 2 Disagree | Count | 12 | 3 | 0 | 3 | 1 | 0 | 19 |
|  |  | \% | 3.3\% | 2.4\% | 0.0\% | 16.7\% | 5.0\% | 0.0\% | 3.2\% |
|  | 3 Neither Agree | Count | 42 | 24 | 2 | 5 | 3 | 3 | 79 |
|  | nor Disagree | \% | 11.4\% | 18.9\% | 7.7\% | 27.8\% | 15.0\% | 7.1\% | 13.2\% |
|  | 4 Agree | Count | 174 | 75 | 17 | 7 | 7 | 25 | 305 |
|  |  | \% | 47.4\% | 59.1\% | 65.4\% | 38.9\% | 35.0\% | 59.5\% | 50.8\% |
|  | 5 Strongly Agree | Count | 134 | 23 | 7 | 2 | 8 | 14 | 188 |
|  |  | \% | 36.5\% | 18.1\% | 26.9\% | 11.1\% | 40.0\% | 33.3\% | 31.3\% |
| Total |  | Count | 367 | 127 | 26 | 18 | 20 | 42 | 600 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.26. Diversity and Equity on Campus (Q18G)

| Q18G WSU Health Sciences offers access to diversity-related training for all students, faculty and staff. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 7 | 3 | 2 | 1 | 1 | 0 | 14 |
|  | \% | 1.9\% | 2.4\% | 7.7\% | 5.6\% | 5.0\% | 0.0\% | 2.3\% |
| 2 Disagree | Count | 23 | 7 | 4 | 3 | 2 | 8 | 47 |
|  | \% | 6.3\% | 5.5\% | 15.4\% | 16.7\% | 10.0\% | 19.0\% | 7.8\% |
| 3 Neither Agree nor Disagree | Count | 86 | 28 | 9 | 6 | 3 | 8 | 140 |
|  | \% | 23.4\% | 22.0\% | 34.6\% | 33.3\% | 15.0\% | 19.0\% | 23.3\% |
| 4 Agree | Count | 178 | 73 | 8 | 6 | 7 | 18 | 290 |
|  | \% | 48.5\% | 57.5\% | 30.8\% | 33.3\% | 35.0\% | 42.9\% | 48.3\% |
| 5 Strongly Agree | Count | 73 | 16 | 3 | 2 | 7 | 8 | 109 |
|  | \% | 19.9\% | 12.6\% | 11.5\% | 11.1\% | 35.0\% | 19.0\% | 18.2\% |
| Total | Count | 367 | 127 | 26 | 18 | 20 | 42 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.27. Diversity and Equity on Campus (Q18H)

| Q18H Members of the campus community interact respectfully when using email and online learning tools. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
|  | \% | 0.5\% | 0.8\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.5\% |
| 2 Disagree | Count | 3 | 3 | 1 | 1 | 1 | 1 | 10 |
|  | \% | 0.8\% | 2.4\% | 3.8\% | 5.6\% | 5.0\% | 2.4\% | 1.7\% |
| 3 Neither Agree nor Disagree | Count | 35 | 17 | 1 | 2 | 0 | 4 | 59 |
|  | \% | 9.5\% | 13.5\% | 3.8\% | 11.1\% | 0.0\% | 9.5\% | 9.8\% |
| 4 Agree | Count | 208 | 81 | 14 | 10 | 9 | 23 | 345 |
|  | \% | 56.7\% | 64.3\% | 53.8\% | 55.6\% | 45.0\% | 54.8\% | 57.6\% |
| 5 Strongly Agree | Count | 119 | 24 | 10 | 5 | 10 | 14 | 182 |
|  | \% | 32.4\% | 19.0\% | 38.5\% | 27.8\% | 50.0\% | 33.3\% | 30.4\% |
| Total | Count | 367 | 126 | 26 | 18 | 20 | 42 | 599 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.28. Diversity and Equity on Campus (Q18I)

| Q181 Members of the campus community are respectful when interacting through social media. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 Strongly | Count | 2 | 2 | 0 | 0 | 0 | 0 | 4 |
|  | Disagree | \% | 0.5\% | 1.6\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.7\% |
|  | 2 Disagree | Count | 3 | 3 | 0 | 1 | 1 | 2 | 10 |
|  |  | \% | 0.8\% | 2.4\% | 0.0\% | 5.6\% | 5.0\% | 4.8\% | 1.7\% |
|  | 3 Neither Agree | Count | 57 | 22 | 5 | 3 | 2 | 6 | 95 |
|  | nor Disagree | \% | 15.5\% | 17.3\% | 19.2\% | 16.7\% | 10.0\% | 14.3\% | 15.8\% |
|  | 4 Agree | Count | 203 | 78 | 16 | 9 | 9 | 21 | 336 |
|  |  | \% | 55.3\% | 61.4\% | 61.5\% | 50.0\% | 45.0\% | 50.0\% | 56.0\% |
|  | 5 Strongly Agree | Count | 102 | 22 | 5 | 5 | 8 | 13 | 155 |
|  |  | \% | 27.8\% | 17.3\% | 19.2\% | 27.8\% | 40.0\% | 31.0\% | 25.8\% |
| Total |  | Count | 367 | 127 | 26 | 18 | 20 | 42 | 600 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.29. Diversity and Equity on Campus (Q18J)

| Q18J I believe WSU Health Sciences processes for budgeting and monitoring diversity programs receive the same consideration as non-diversity programs. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 4 | 1 | 3 | 3 | 1 | 1 | 13 |
| Disagree | \% | 1.1\% | 0.8\% | 12.0\% | 16.7\% | 5.0\% | 2.4\% | 2.2\% |
| 2 Disagree | Count | 17 | 8 | 1 | 2 | 1 | 4 | 33 |
|  | \% | 4.7\% | 6.3\% | 4.0\% | 11.1\% | 5.0\% | 9.5\% | 5.5\% |
| 3 Neither Agree | Count | 145 | 41 | 13 | 6 | 4 | 16 | 225 |
| nor Disagree | \% | 39.7\% | 32.3\% | 52.0\% | 33.3\% | 20.0\% | 38.1\% | 37.7\% |
| 4 Agree | Count | 142 | 65 | 5 | 7 | 8 | 15 | 242 |
|  | \% | 38.9\% | 51.2\% | 20.0\% | 38.9\% | 40.0\% | 35.7\% | 40.5\% |
| 5 Strongly Agree | Count | 57 | 12 | 3 | 0 | 6 | 6 | 84 |
|  | \% | 15.6\% | 9.4\% | 12.0\% | 0.0\% | 30.0\% | 14.3\% | 14.1\% |
| Total | Count | 365 | 127 | 25 | 18 | 20 | 42 | 597 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.30. Diversity and Equity on Campus (Q18K)

| Q18K I believe there should be dedicated space for meditation / prayer. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 23 | 3 | 2 | 0 | 5 | 4 | 37 |
|  | \% | 6.3\% | 2.4\% | 7.7\% | 0.0\% | 25.0\% | 9.5\% | 6.2\% |
| 2 Disagree | Count | 53 | 8 | 0 | 3 | 5 | 6 | 75 |
|  | \% | 14.6\% | 6.3\% | 0.0\% | 16.7\% | 25.0\% | 14.3\% | 12.6\% |
| 3 Neither Agree nor Disagree | Count | 145 | 42 | 14 | 6 | 2 | 12 | 221 |
|  | \% | 39.8\% | 33.3\% | 53.8\% | 33.3\% | 10.0\% | 28.6\% | 37.1\% |
| 4 Agree | Count | 96 | 48 | 9 | 4 | 5 | 14 | 176 |
|  | \% | 26.4\% | 38.1\% | 34.6\% | 22.2\% | 25.0\% | 33.3\% | 29.5\% |
| 5 Strongly Agree | Count | 47 | 25 | 1 | 5 | 3 | 6 | 87 |
|  | \% | 12.9\% | 19.8\% | 3.8\% | 27.8\% | 15.0\% | 14.3\% | 14.6\% |
| Total | Count | 364 | 126 | 26 | 18 | 20 | 42 | 596 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.31. Comfort and Safety related to Diversity (Q19A)

| Q19A I feel safe when I'm on campus |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | $\begin{gathered} 3 \\ \text { Hispanic } \\ \hline \end{gathered}$ | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 Strongly Disagree | Count | 1 | 1 | 0 | 0 | 1 | 0 | 3 |
|  |  | \% | 0.3\% | 0.8\% | 0.0\% | 0.0\% | 5.0\% | 0.0\% | 0.5\% |
|  | 2 Disagree | Count | 8 | 2 | 1 | 1 | 1 | 1 | 14 |
|  |  | \% | 2.2\% | 1.6\% | 3.8\% | 5.6\% | 5.0\% | 2.4\% | 2.3\% |
|  | 3 Neither Agree nor Disagree | Count | 24 | 10 | 2 | 2 | 1 | 5 | 44 |
|  |  | \% | 6.5\% | 7.8\% | 7.7\% | 11.1\% | 5.0\% | 11.9\% | 7.3\% |
|  | 4 Agree | Count | 203 | 76 | 10 | 10 | 9 | 19 | 327 |
|  |  | \% | 54.7\% | 59.4\% | 38.5\% | 55.6\% | 45.0\% | 45.2\% | 54.0\% |
|  | 5 Strongly Agree | Count | 135 | 39 | 13 | 5 | 8 | 17 | 217 |
|  |  | \% | 36.4\% | 30.5\% | 50.0\% | 27.8\% | 40.0\% | 40.5\% | 35.9\% |
| Total |  | Count | 371 | 128 | 26 | 18 | 20 | 42 | 605 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.32. Comfort and Safety related to Diversity (Q19B)

| Q19B The university should recruit and retain more faculty and staff of color. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree |  | Count | 5 | 1 | 0 | 0 | 1 | 2 | 9 |
|  |  | \% | 1.4\% | 0.8\% | 0.0\% | 0.0\% | 5.0\% | 4.8\% | 1.5\% |
| 2 Disagree |  | Count | 28 | 3 | 0 | 0 | 3 | 2 | 36 |
|  |  | \% | 7.6\% | 2.3\% | 0.0\% | 0.0\% | 15.0\% | 4.8\% | 6.0\% |
| 3 Neither Agree nor Disagree |  | Count | 201 | 39 | 9 | 3 | 8 | 20 | 280 |
|  |  | \% | 54.3\% | 30.5\% | 34.6\% | 16.7\% | 40.0\% | 47.6\% | 46.4\% |
| 4 Agree |  | Count | 86 | 53 | 8 | 5 | 7 | 10 | 169 |
|  |  | \% | 23.2\% | 41.4\% | 30.8\% | 27.8\% | 35.0\% | 23.8\% | 28.0\% |
| 5 Strongly Agree |  | Count | 50 | 32 | 9 | 10 | 1 | 8 | 110 |
|  |  | \% | 13.5\% | 25.0\% | 34.6\% | 55.6\% | 5.0\% | 19.0\% | 18.2\% |
| Total |  | Count | 370 | 128 | 26 | 18 | 20 | 42 | 604 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.33. Comfort and Safety related to Diversity (Q19C)

| Q19C The university should recruit and retain more students of color. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian |  | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 7 | 0 | 0 | 0 | 2 | 2 | 11 |
|  | \% | 1.9\% | 0.0\% | 0.0\% | 0.0\% | 10.0\% | 4.8\% | 1.8\% |
| 2 Disagree | Count | 28 | 4 | 0 | 0 | 4 | 1 | 37 |
|  | \% | 7.5\% | 3.1\% | 0.0\% | 0.0\% | 20.0\% | 2.4\% | 6.1\% |
| 3 Neither Agree nor Disagree | Count | 207 | 38 | 7 | 4 | 6 | 23 | 285 |
|  | \% | 55.8\% | 29.9\% | 26.9\% | 22.2\% | 30.0\% | 54.8\% | 47.2\% |
| 4 Agree | Count | 83 | 52 | 8 | 5 | 6 | 9 | 163 |
|  | \% | 22.4\% | 40.9\% | 30.8\% | 27.8\% | 30.0\% | 21.4\% | 27.0\% |
| 5 Strongly Agree | Count | 46 | 33 | 11 | 9 | 2 | 7 | 108 |
|  | \% | 12.4\% | 26.0\% | 42.3\% | 50.0\% | 10.0\% | 16.7\% | 17.9\% |
| Total | Count | 371 | 127 | 26 | 18 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.34. Comfort and Safety related to Diversity (Q19D)

| Q19D The university should increase gender diversity of faculty and staff |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| . | 1 Strongly | Count | 7 | 1 | 1 | 0 | 0 | 2 | 11 |
|  | Disagree | \% | 1.9\% | 0.8\% | 4.0\% | 0.0\% | 0.0\% | 4.8\% | 1.8\% |
|  | 2 Disagree | Count | 32 | 5 | 1 | 0 | 3 | 3 | 44 |
|  |  | \% | 8.6\% | 3.9\% | 4.0\% | 0.0\% | 15.0\% | 7.1\% | 7.3\% |
|  | 3 Neither Agree | Count | 194 | 49 | 8 | 4 | 9 | 20 | 284 |
|  | nor Disagree | \% | 52.4\% | 38.3\% | 32.0\% | 23.5\% | 45.0\% | 47.6\% | 47.2\% |
|  | 4 Agree | Count | 94 | 47 | 8 | 5 | 5 | 11 | 170 |
|  |  | \% | 25.4\% | 36.7\% | 32.0\% | 29.4\% | 25.0\% | 26.2\% | 28.2\% |
|  | 5 Strongly Agree | Count | 43 | 26 | 7 | 8 | 3 | 6 | 93 |
|  |  | \% | 11.6\% | 20.3\% | 28.0\% | 47.1\% | 15.0\% | 14.3\% | 15.4\% |
| Total |  | Count | 370 | 128 | 25 | 17 | 20 | 42 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.35. Comfort and Safety related to Diversity (Q19E)

| Q19E The university should increase lesbian, gay, bisexual, transgender, and/or queer representation. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 8 | 1 | 0 | 0 | 2 | 2 | 13 |
| Disagree | \% | 2.2\% | 0.8\% | 0.0\% | 0.0\% | 10.0\% | 4.8\% | 2.2\% |
| 2 Disagree | Count | 36 | 5 | 1 | 0 | 3 | 3 | 48 |
|  | \% | 9.7\% | 3.9\% | 3.8\% | 0.0\% | 15.0\% | 7.1\% | 7.9\% |
| 3 Neither Agree | Count | 204 | 53 | 8 | 6 | 10 | 20 | 301 |
| nor Disagree | \% | 55.0\% | 41.4\% | 30.8\% | 35.3\% | 50.0\% | 47.6\% | 49.8\% |
| 4 Agree | Count | 73 | 44 | 9 | 5 | 2 | 11 | 144 |
|  | \% | 19.7\% | 34.4\% | 34.6\% | 29.4\% | 10.0\% | 26.2\% | 23.8\% |
| 5 Strongly Agree | Count | 50 | 25 | 8 | 6 | 3 | 6 | 98 |
|  | \% | 13.5\% | 19.5\% | 30.8\% | 35.3\% | 15.0\% | 14.3\% | 16.2\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.36. Comfort and Safety related to Diversity (Q19F)

| Q19F The university should increase support for faculty, staff and students with disabilities |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| . | 1 Strongly | Count | 2 | 0 | 0 | 0 | 0 | 1 | 3 |
|  | Disagree | \% | 0.5\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 2.4\% | 0.5\% |
|  | 2 Disagree | Count | 18 | 0 | 0 | 0 | 1 | 1 | 20 |
|  |  | \% | 4.9\% | 0.0\% | 0.0\% | 0.0\% | 5.0\% | 2.4\% | 3.3\% |
|  | 3 Neither Agree | Count | 154 | 37 | 9 | 3 | 9 | 11 | 223 |
|  | nor Disagree | \% | 41.6\% | 29.1\% | 34.6\% | 17.6\% | 45.0\% | 26.2\% | 37.0\% |
|  | 4 Agree | Count | 151 | 58 | 10 | 6 | 8 | 18 | 251 |
|  |  | \% | 40.8\% | 45.7\% | 38.5\% | 35.3\% | 40.0\% | 42.9\% | 41.7\% |
|  | 5 Strongly Agree | Count | 45 | 32 | 7 | 8 | 2 | 11 | 105 |
|  |  | \% | 12.2\% | 25.2\% | 26.9\% | 47.1\% | 10.0\% | 26.2\% | 17.4\% |
| Total |  | Count | 370 | 127 | 26 | 17 | 20 | 42 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.37. Comfort and Safety related to Diversity (Q19G)

| Q19G I feel at ease with people of backgrounds different from my own. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 Strongly | Count | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
|  | Disagree | \% | 0.0\% | 0.8\% | 0.0\% | 5.9\% | 0.0\% | 0.0\% | 0.3\% |
|  | 2 Disagree | Count | 3 | 2 | 0 | 1 | 0 | 0 | 6 |
|  |  | \% | 0.8\% | 1.6\% | 0.0\% | 5.9\% | 0.0\% | 0.0\% | 1.0\% |
|  | 3 Neither Agree | Count | 33 | 20 | 1 | 2 | 1 | 5 | 62 |
|  | nor Disagree | \% | 8.9\% | 15.7\% | 3.8\% | 11.8\% | 5.0\% | 11.9\% | 10.3\% |
|  | 4 Agree | Count | 191 | 69 | 10 | 7 | 7 | 23 | 307 |
|  |  | \% | 51.5\% | 54.3\% | 38.5\% | 41.2\% | 35.0\% | 54.8\% | 50.9\% |
|  | 5 Strongly Agree | Count | 144 | 35 | 15 | 6 | 12 | 14 | 226 |
|  |  | \% | 38.8\% | 27.6\% | 57.7\% | 35.3\% | 60.0\% | 33.3\% | 37.5\% |
| Total |  | Count | 371 | 127 | 26 | 17 | 20 | 42 | 603 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.38. Comfort and Safety related to Diversity (Q19H)

| Q19H The university focuses too much attention on diversity-related issues. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 37 | 18 | 5 | 5 | 2 | 4 | 71 |
|  | \% | 10.0\% | 14.1\% | 19.2\% | 29.4\% | 10.0\% | 9.5\% | 11.8\% |
| 2 Disagree | Count | 119 | 32 | 8 | 4 | 3 | 13 | 179 |
|  | \% | 32.1\% | 25.0\% | 30.8\% | 23.5\% | 15.0\% | 31.0\% | 29.6\% |
| 3 Neither Agree nor Disagree | Count | 121 | 45 | 7 | 4 | 4 | 14 | 195 |
|  | \% | 32.6\% | 35.2\% | 26.9\% | 23.5\% | 20.0\% | 33.3\% | 32.3\% |
| 4 Agree | Count | 72 | 26 | 5 | 3 | 9 | 8 | 123 |
|  | \% | 19.4\% | 20.3\% | 19.2\% | 17.6\% | 45.0\% | 19.0\% | 20.4\% |
| 5 Strongly Agree | Count | 22 | 7 | 1 | 1 | 2 | 3 | 36 |
|  | \% | 5.9\% | 5.5\% | 3.8\% | 5.9\% | 10.0\% | 7.1\% | 6.0\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.39. Comfort and Safety related to Diversity (Q191)

| Q191 I am afraid to disagree with members of other groups for fear of being called prejudiced. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 52 | 23 | 5 | 5 | 2 | 4 | 91 |
| Disagree | \% | 14.0\% | 18.0\% | 19.2\% | 29.4\% | 10.0\% | 9.5\% | 15.1\% |
| 2 Disagree | Count | 130 | 42 | 10 | 2 | 8 | 20 | 212 |
|  | \% | 35.0\% | 32.8\% | 38.5\% | 11.8\% | 40.0\% | 47.6\% | 35.1\% |
| 3 Neither Agree | Count | 76 | 28 | 4 | 3 | 1 | 8 | 120 |
| nor Disagree | \% | 20.5\% | 21.9\% | 15.4\% | 17.6\% | 5.0\% | 19.0\% | 19.9\% |
| 4 Agree | Count | 93 | 27 | 6 | 6 | 6 | 7 | 145 |
|  | \% | 25.1\% | 21.1\% | 23.1\% | 35.3\% | 30.0\% | 16.7\% | 24.0\% |
| 5 Strongly Agree | Count | 20 | 8 | 1 | 1 | 3 | 3 | 36 |
|  | \% | 5.4\% | 6.3\% | 3.8\% | 5.9\% | 15.0\% | 7.1\% | 6.0\% |
| Total | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.40. Comfort and Safety related to Diversity (Q19J)

| Q19J In the event that I witness or experience an act of discrimination, I know where to report the incident to campus authorities. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 19 | 8 | 0 | 1 | 2 | 3 | 33 |
|  | \% | 5.1\% | 6.3\% | 0.0\% | 5.9\% | 10.5\% | 7.1\% | 5.5\% |
| 2 Disagree | Count | 111 | 24 | 6 | 1 | 2 | 16 | 160 |
|  | \% | 30.0\% | 18.8\% | 23.1\% | 5.9\% | 10.5\% | 38.1\% | 26.6\% |
| 3 Neither Agree nor Disagree | Count | 59 | 30 | 8 | 5 | 5 | 4 | 111 |
|  | \% | 15.9\% | 23.4\% | 30.8\% | 29.4\% | 26.3\% | 9.5\% | 18.4\% |
| 4 Agree | Count | 145 | 56 | 9 | 8 | 8 | 14 | 240 |
|  | \% | 39.2\% | 43.8\% | 34.6\% | 47.1\% | 42.1\% | 33.3\% | 39.9\% |
| 5 Strongly Agree | Count | 36 | 10 | 3 | 2 | 2 | 5 | 58 |
|  | \% | 9.7\% | 7.8\% | 11.5\% | 11.8\% | 10.5\% | 11.9\% | 9.6\% |
| Total | Count | 370 | 128 | 26 | 17 | 19 | 42 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.41. Gender Based Violence and the University Environment (Q21A)


Table A3.42. Gender Based Violence and the University Environment (Q21B)


Table A3.43. Gender Based Violence and the University Environment (Q21C)

| Q21C WSU Health Sciences is doing a good job educating students about sexual harassment. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 9 | 3 | 1 | 1 | 0 | 0 | 14 |
|  | \% | 2.4\% | 2.3\% | 3.8\% | 5.6\% | 0.0\% | 0.0\% | 2.3\% |
| 2 Disagree | Count | 62 | 20 | 5 | 4 | 1 | 11 | 103 |
|  | \% | 16.8\% | 15.6\% | 19.2\% | 22.2\% | 5.0\% | 26.2\% | 17.1\% |
| 3 Neither Agree nor Disagree | Count | 137 | 32 | 10 | 6 | 6 | 15 | 206 |
|  | \% | 37.0\% | 25.0\% | 38.5\% | 33.3\% | 30.0\% | 35.7\% | 34.1\% |
| 4 Agree | Count | 113 | 56 | 9 | 5 | 11 | 10 | 204 |
|  | \% | 30.5\% | 43.8\% | 34.6\% | 27.8\% | 55.0\% | 23.8\% | 33.8\% |
| 5 Strongly Agree | Count | 49 | 17 | 1 | 2 | 2 | 6 | 77 |
|  | \% | 13.2\% | 13.3\% | 3.8\% | 11.1\% | 10.0\% | 14.3\% | 12.7\% |
| Total | Count | 370 | 128 | 26 | 18 | 20 | 42 | 604 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.44. Gender Based Violence and the University Environment (Q21D)

| Q21D WSU Health Sciences is doing a good job trying to prevent sexual assault from happening. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 6 | 2 | 0 | 0 | 0 | 0 | 8 |
| Disagree | \% | 1.6\% | 1.6\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 22 | 9 | 1 | 2 | 3 | 2 | 39 |
|  | \% | 6.0\% | 7.0\% | 3.8\% | 11.1\% | 15.0\% | 4.8\% | 6.5\% |
| 3 Neither Agree | Count | 137 | 43 | 15 | 6 | 6 | 17 | 224 |
| nor Disagree | \% | 37.2\% | 33.6\% | 57.7\% | 33.3\% | 30.0\% | 40.5\% | 37.2\% |
| 4 Agree | Count | 149 | 57 | 8 | 7 | 8 | 15 | 244 |
|  | \% | 40.5\% | 44.5\% | 30.8\% | 38.9\% | 40.0\% | 35.7\% | 40.5\% |
| 5 Strongly Agree | Count | 54 | 17 | 2 | 3 | 3 | 8 | 87 |
|  | \% | 14.7\% | 13.3\% | 7.7\% | 16.7\% | 15.0\% | 19.0\% | 14.5\% |
| Total | Count | 368 | 128 | 26 | 18 | 20 | 42 | 602 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.45. Gender Based Violence and the University Environment (Q21E)

| Q21E WSU Health Sciences is doing a good job providing needed services to victims of sexual assault. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 5 | 1 | 0 | 0 | 1 | 0 | 7 |
|  | \% | 1.4\% | 0.8\% | 0.0\% | 0.0\% | 5.0\% | 0.0\% | 1.2\% |
| 2 Disagree | Count | 17 | 7 | 2 | 2 | 1 | 3 | 32 |
|  | \% | 4.6\% | 5.5\% | 7.7\% | 11.1\% | 5.0\% | 7.1\% | 5.3\% |
| 3 Neither Agree nor Disagree | Count | 182 | 53 | 15 | 7 | 8 | 22 | 287 |
|  | \% | 49.2\% | 41.7\% | 57.7\% | 38.9\% | 40.0\% | 52.4\% | 47.6\% |
| 4 Agree | Count | 112 | 51 | 6 | 6 | 7 | 14 | 196 |
|  | \% | 30.3\% | 40.2\% | 23.1\% | 33.3\% | 35.0\% | 33.3\% | 32.5\% |
| 5 Strongly Agree | Count | 54 | 15 | 3 | 3 | 3 | 3 | 81 |
|  | \% | 14.6\% | 11.8\% | 11.5\% | 16.7\% | 15.0\% | 7.1\% | 13.4\% |
| Total | Count | 370 | 127 | 26 | 18 | 20 | 42 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.46. Gender Based Violence and the University Environment (Q21F)

| Q21F WSU Health Sciences is doing a good job investigating incidents of sexual assaults |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 4 | 1 | 0 | 0 | 1 | 0 | 6 |
| Disagree | \% | 1.1\% | 0.8\% | 0.0\% | 0.0\% | 5.0\% | 0.0\% | 1.0\% |
| 2 Disagree | Count | 9 | 6 | 0 | 1 | 0 | 0 | 16 |
|  | \% | 2.4\% | 4.8\% | 0.0\% | 5.6\% | 0.0\% | 0.0\% | 2.7\% |
| 3 Neither Agree | Count | 223 | 65 | 20 | 9 | 12 | 30 | 359 |
| nor Disagree | \% | 60.6\% | 51.6\% | 76.9\% | 50.0\% | 60.0\% | 71.4\% | 59.8\% |
| 4 Agree | Count | 90 | 41 | 4 | 7 | 5 | 9 | 156 |
|  | \% | 24.5\% | 32.5\% | 15.4\% | 38.9\% | 25.0\% | 21.4\% | 26.0\% |
| 5 Strongly Agree | Count | 42 | 13 | 2 | 1 | 2 | 3 | 63 |
|  | \% | 11.4\% | 10.3\% | 7.7\% | 5.6\% | 10.0\% | 7.1\% | 10.5\% |
| Total | Count | 368 | 126 | 26 | 18 | 20 | 42 | 600 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.47. Gender Based Violence and the University Environment (Q21G)

| Q21G WSU Health Sciences is doing a good job holding people accountable for committing sexual assault |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly | Count | 5 | 2 | 0 | 0 | 1 | 0 | 8 |
| Disagree | \% | 1.4\% | 1.6\% | 0.0\% | 0.0\% | 5.0\% | 0.0\% | 1.3\% |
| 2 Disagree | Count | 10 | 4 | 0 | 1 | 0 | 1 | 16 |
|  | \% | 2.7\% | 3.2\% | 0.0\% | 5.6\% | 0.0\% | 2.4\% | 2.7\% |
| 3 Neither Agree | Count | 225 | 64 | 20 | 9 | 10 | 27 | 355 |
| nor Disagree | \% | 61.3\% | 50.8\% | 76.9\% | 50.0\% | 50.0\% | 64.3\% | 59.3\% |
| 4 Agree | Count | 82 | 44 | 4 | 6 | 7 | 11 | 154 |
|  | \% | 22.3\% | 34.9\% | 15.4\% | 33.3\% | 35.0\% | 26.2\% | 25.7\% |
| 5 Strongly Agree | Count | 45 | 12 | 2 | 2 | 2 | 3 | 66 |
|  | \% | 12.3\% | 9.5\% | 7.7\% | 11.1\% | 10.0\% | 7.1\% | 11.0\% |
| Total | Count | 367 | 126 | 26 | 18 | 20 | 42 | 599 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.48. Gender Based Violence and the University Environment (Q21H)

| Q21H I believe there is a clear sense of appropriate behavior among faculty at WSU Health Sciences |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | 3 Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 6 | 2 | 0 | 0 | 1 | 0 | 9 |
|  | \% | 1.6\% | 1.6\% | 0.0\% | 0.0\% | 5.0\% | 0.0\% | 1.5\% |
| 2 Disagree | Count | 9 | 1 | 1 | 2 | 0 | 0 | 13 |
|  | \% | 2.4\% | 0.8\% | 3.8\% | 11.1\% | 0.0\% | 0.0\% | 2.2\% |
| 3 Neither Agree nor Disagree | Count | 45 | 25 | 2 | 5 | 2 | 6 | 85 |
|  | \% | 12.2\% | 19.5\% | 7.7\% | 27.8\% | 10.0\% | 14.3\% | 14.1\% |
| 4 Agree | Count | 195 | 68 | 12 | 8 | 12 | 24 | 319 |
|  | \% | 52.8\% | 53.1\% | 46.2\% | 44.4\% | 60.0\% | 57.1\% | 52.9\% |
| 5 Strongly Agree | Count | 114 | 32 | 11 | 3 | 5 | 12 | 177 |
|  | \% | 30.9\% | 25.0\% | 42.3\% | 16.7\% | 25.0\% | 28.6\% | 29.4\% |
| Total | Count | 369 | 128 | 26 | 18 | 20 | 42 | 603 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.49. Gender Based Violence and the University Environment (Q21I)

| Q21I I believe there is a clear sense of appropriate behavior among staff at WSU Health Sciences |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian |  | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree | Count | 2 | 2 | 0 | 0 | 1 | 0 | 5 |
|  | \% | 0.5\% | 1.6\% | 0.0\% | 0.0\% | 5.0\% | 0.0\% | 0.8\% |
| 2 Disagree | Count | 2 | 2 | 0 | 2 | 0 | 0 | 6 |
|  | \% | 0.5\% | 1.6\% | 0.0\% | 11.1\% | 0.0\% | 0.0\% | 1.0\% |
| 3 Neither Agree nor Disagree | Count | 45 | 22 | 1 | 4 | 2 | 5 | 79 |
|  | \% | 12.2\% | 17.3\% | 3.8\% | 22.2\% | 10.0\% | 11.9\% | 13.1\% |
| 4 Agree | Count | 202 | 68 | 16 | 10 | 9 | 25 | 330 |
|  | \% | 54.9\% | 53.5\% | 61.5\% | 55.6\% | 45.0\% | 59.5\% | 54.9\% |
| 5 Strongly Agree | Count | 117 | 33 | 9 | 2 | 8 | 12 | 181 |
|  | \% | 31.8\% | 26.0\% | 34.6\% | 11.1\% | 40.0\% | 28.6\% | 30.1\% |
| Total | Count | 368 | 127 | 26 | 18 | 20 | 42 | 601 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.50. Gender Based Violence and the University Environment (Q21J)

| Q21 J believe there is a clear sense of appropriate behavior among student at WSU Health Sciences |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | $\begin{gathered} 3 \\ \text { Hispanic } \\ \hline \end{gathered}$ | 4 African American | 5 Other | 6 Multi racial |  |
| 1 Strongly Disagree |  | Count | 6 | 2 | 0 | 0 | 0 | 0 | 8 |
|  |  | \% | 1.6\% | 1.6\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 1.3\% |
| 2 Disagree |  | Count | 6 | 3 | 0 | 2 | 0 | 1 | 12 |
|  |  | \% | 1.6\% | 2.4\% | 0.0\% | 11.1\% | 0.0\% | 2.4\% | 2.0\% |
| 3 Neither Agree nor Disagree |  | Count | 47 | 24 | 2 | 4 | 3 | 5 | 85 |
|  |  | \% | 12.8\% | 18.9\% | 7.7\% | 22.2\% | 15.0\% | 11.9\% | 14.1\% |
| 4 Agree |  | Count | 205 | 68 | 14 | 9 | 9 | 25 | 330 |
|  |  | \% | 55.7\% | 53.5\% | 53.8\% | 50.0\% | 45.0\% | 59.5\% | 54.9\% |
| 5 Strongly Agree |  | Count | 104 | 30 | 10 | 3 | 8 | 11 | 166 |
|  |  | \% | 28.3\% | 23.6\% | 38.5\% | 16.7\% | 40.0\% | 26.2\% | 27.6\% |
| Total |  | Count | 368 | 127 | 26 | 18 | 20 | 42 | 601 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.51. Experiences with Discrimination at WSU Health Sciences (Q31)

| Q31 I have been impacted negatively at WSU Health Sciences because of my race/ethnicity, gender expression/identity, sexual orientation, religion, age, disability status, gender, mental illness or other identity attribute. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 | Count | 26 | 8 | 1 | 5 | 4 | 2 | 46 |
|  | Yes | \% | 7.0\% | 6.3\% | 3.8\% | 29.4\% | 20.0\% | 4.8\% | 7.6\% |
|  | 2 No | Count | 345 | 120 | 25 | 12 | 16 | 40 | 558 |
|  |  | \% | 93.0\% | 93.8\% | 96.2\% | 70.6\% | 80.0\% | 95.2\% | 92.4\% |
| Total |  | Count | 371 | 128 | 26 | 17 | 20 | 42 | 604 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.52. Experiences with Discrimination at WSU Health Sciences (Q32)


Table A3.53. Experiences with Discrimination at WSU Health Sciences (Q33)

| Q33 In the past year, I have witnessed an act or acts of discrimination against others at WSU Health Sciences. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 | Count | 29 | 11 | 3 | 2 | 1 | 4 | 50 |
|  | Yes | \% | 7.8\% | 8.7\% | 12.0\% | 12.5\% | 5.0\% | 9.5\% | 8.3\% |
|  | 2 No | Count | 342 | 116 | 22 | 14 | 19 | 38 | 551 |
|  |  | \% | 92.2\% | 91.3\% | 88.0\% | 87.5\% | 95.0\% | 90.5\% | 91.7\% |
| Total |  | Count | 371 | 127 | 25 | 16 | 20 | 42 | 601 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.54. Experiences with Discrimination at WSU Health Sciences (Q34)

| Q34 In the past year, I have experienced an act or acts of bias (that did NOT rise to the level of discrimination or crime) at WSU Health Sciences. |  |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 1 White | 2 Asian |  | 4 African American | 5 Other | 6 Multi racial |  |
|  | 1 | Count | 42 | 17 | 2 | 4 | 4 | 4 | 73 |
|  | Yes | \% | 11.4\% | 13.3\% | 8.0\% | 23.5\% | 20.0\% | 9.5\% | 12.1\% |
|  | 2 No | Count | 328 | 111 | 23 | 13 | 16 | 38 | 529 |
|  |  | \% | 88.6\% | 86.7\% | 92.0\% | 76.5\% | 80.0\% | 90.5\% | 87.9\% |
| Total |  | Count | 370 | 128 | 25 | 17 | 20 | 42 | 602 |
|  |  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

Table A3.55. Experiences with Discrimination at WSU Health Sciences (Q35)

| Q35 In the past year, I have witnessed an act or acts of bias (that did NOT rise to the level of discrimination or crime) against others at WSU Health Sciences. |  | RACE |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 White | 2 Asian | $3$ <br> Hispanic | 4 African American | 5 Other | 6 Multi racial |  |
|  | Count | 28 | 15 | 2 | 4 | 4 | 5 | 58 |
| Yes | \% | 7.6\% | 11.8\% | 7.7\% | 23.5\% | 20.0\% | 11.9\% | 9.7\% |
| 2 No | Count | 339 | 112 | 24 | 13 | 16 | 37 | 541 |
|  | \% | 92.4\% | 88.2\% | 92.3\% | 76.5\% | 80.0\% | 88.1\% | 90.3\% |
| Total | Count | 367 | 127 | 26 | 17 | 20 | 42 | 599 |
|  | \% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |

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