

2023 Campus Climate Assessment

Report

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Introduction

Background

Senate Bill 5227

Senate Bill 5227 was passed by the state legislature and signed by the governor in 2021. Now [RCW 28B.10.147](#) requires that higher education institutions in Washington “conduct a campus climate assessment to understand the current state of diversity, equity, and inclusion in the learning, working, and living environment on campus for students, faculty, and staff.” The assessment should be completed at least every five years, and results should be utilized to inform professional development.

Diversity, Equity, and Inclusion Council – Campus Climate and Data Equity Action Team

The Campus Climate and Data Equity Team (now, an official college committee), was created under the Diversity, Equity, and Inclusion Council (DEIC) to organize efforts to fulfill the RCW requirements. The team is led by the Executive Director of Diversity, Equity, and Inclusion and the Director of Institutional Research and Effectiveness. Members of the committee include both faculty and staff. The team collaborated on decisions related to the survey instrument and the distribution of the survey. The team ultimately selected the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey, after reviewing both HEDS and SoundRocket options, based on recommendations from the State Board for Community and Technical Colleges (SBCTC). Students were consulted in this process. Initial results and data were delivered by HEDS. The team collaborated on decisions related to analysis, such as defining key metrics, interpreting results, and determining recommendations based on findings.

Definitions (defined by HEDS)

- **Diversity:** differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective.
- **Equity:** a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds.
- **Discrimination:** the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.
- **Harassment:** a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.

Methodology

Instrument

The Campus Climate and Data Equity Action Team selected the [HEDS Diversity and Equity Campus Climate Survey](#) as the instrument. There was a single instrument for students, faculty, and staff. The survey asked respondents about:

- perceptions of their institution's climate,
- perceptions of how their institution supports diversity and equity, and
- experiences with discrimination and harassment at their institution.

The instrument was divided into two sections: the main section from HEDS, with little modification, and the supplemental section determined by RTC. The main survey consisted of 45 items. The supplemental section consisted of 21 items. The supplemental items were determined by the Campus Climate and Data Equity Action Team. Six student workers provided feedback on the instrument via "think aloud" interviews.

The instrument was provided in English and Spanish languages via Qualtrics software. A companion guide and Vietnamese translation was provided as support materials.

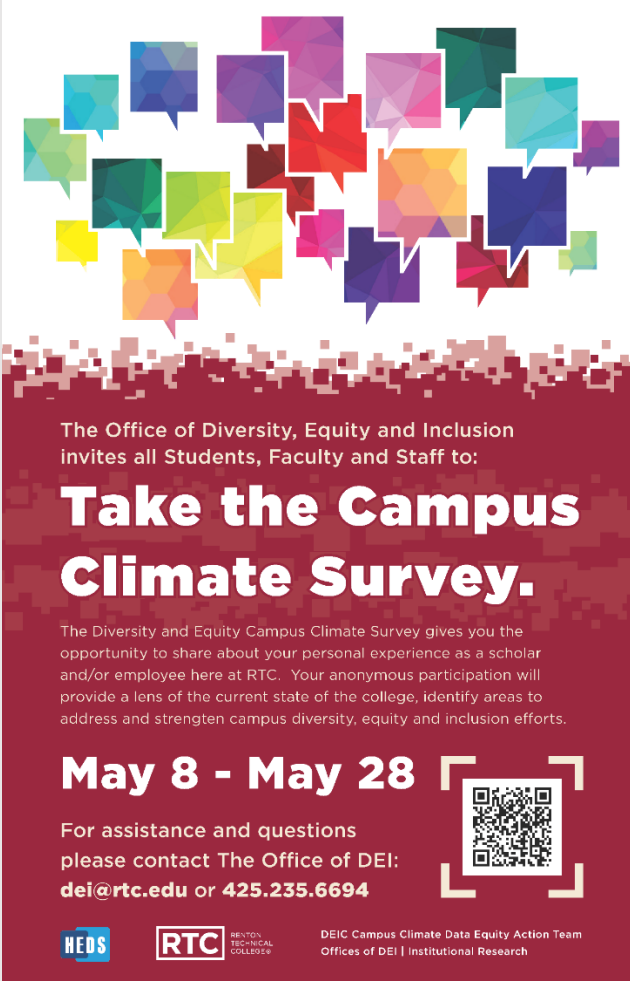
Sample

The survey was open from May 8 to May 28, 2023, which was during 2023 Spring Quarter. The survey was open to all RTC students and employees, with exception to those under 18 years of age.

Distribution

The survey was distributed via a general, anonymous link and QR code via email, text message, and flyers across campus. The method of distribution was decided by the Campus Climate and Data Equity Action Team for the following reasons:

1. Surveys sent directly to users could be interpreted as not anonymous and may deter people from responding or responding truthfully.
2. A general link and/or QR code is easily shared and distributed to respondents without the need for a specific login access. The QR code functionality was only available with this method.
3. The risk of multiple or unwanted responses is highly unlikely for a survey of this magnitude and specificity.
4. This method was the quickest implementation which suited the timeline of the launch.

A flyer for the Campus Climate Survey. The top half features a cluster of colorful, multi-colored speech bubbles in shades of blue, purple, pink, green, yellow, and orange. Below this is a dark red background with white text. The text reads: "The Office of Diversity, Equity and Inclusion invites all Students, Faculty and Staff to: **Take the Campus Climate Survey.** The Diversity and Equity Campus Climate Survey gives you the opportunity to share about your personal experience as a scholar and/or employee here at RTC. Your anonymous participation will provide a lens of the current state of the college, identify areas to address and strengthen campus diversity, equity and inclusion efforts. **May 8 - May 28** For assistance and questions please contact The Office of DEI: dei@rtc.edu or **425.235.6694**". To the right of the text is a QR code. At the bottom, there are logos for HEDS, RTC (Repton Technical College), and the DEIC Campus Climate Data Equity Action Team, Offices of DEI | Institutional Research.


The Office of Diversity, Equity and Inclusion
invites all Students, Faculty and Staff to:

Take the Campus Climate Survey.

The Diversity and Equity Campus Climate Survey gives you the opportunity to share about your personal experience as a scholar and/or employee here at RTC. Your anonymous participation will provide a lens of the current state of the college, identify areas to address and strengthen campus diversity, equity and inclusion efforts.

May 8 - May 28

For assistance and questions
please contact The Office of DEI:
dei@rtc.edu or **425.235.6694**



HEDS **RTC** REPTON TECHNICAL COLLEGE
DEIC Campus Climate Data Equity Action Team
Offices of DEI | Institutional Research



Respondents

For reference, the number and percentage of students enrolled and active faculty and staff during spring 2023 are listed below.

Table 1: Reference Population at RTC during Spring 2023

Role	Number	Percent
Students	4308	92%
Faculty	167	4%
Staff*	210	4%
Total	4685	100%

**Not including volunteers or student employees.*

Of the 4,685 possible participants, 307 responded to the survey, resulting in a 6.6% response rate.

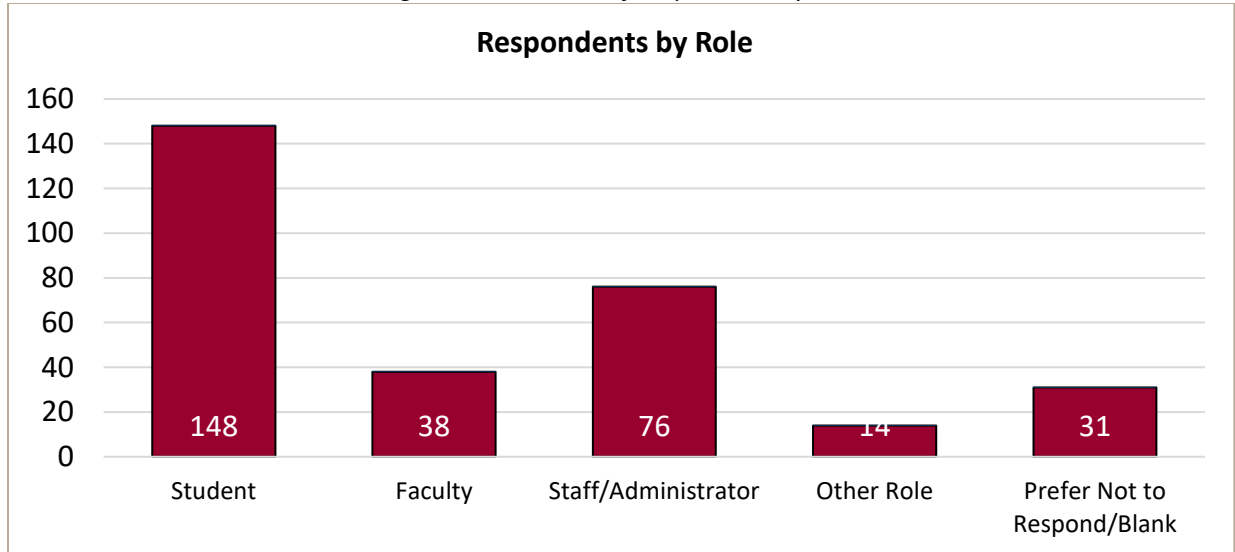
Due to the low response rate, these are not generalizable results. Regardless, contributions from participants provide learning and insights that are still helpful to RTC.

Respondents Breakdown

The respondents have been disaggregated by role, race/ethnicity, gender, sexual orientation, and disability status.

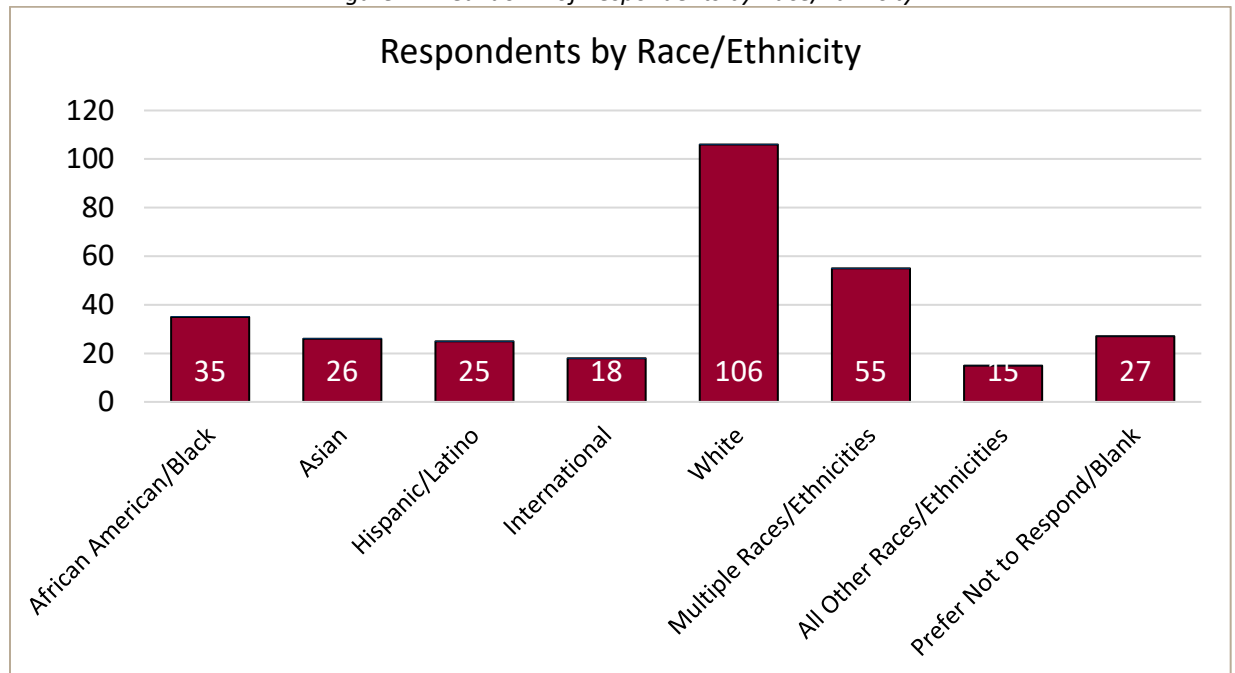
By role, the largest group of respondents were **students** at 48% (n=148), followed by **staff and administrators** at 25% (n=76), and then **faculty** at 12% (n=38). Thirty-one respondents chose not to respond or left it blank.

Figure 1: Breakdown of Respondents by Role



When broken out by race/ethnicity, the largest group was **White** at 35% (n=106), followed by **Multiple Races/Ethnicities** at 18% (n=55), and then **African American/Black** at 11% (n=35).

Figure 2: Breakdown of Respondents by Race/Ethnicity



62% of respondents identified as **Woman (cisgender)**, while 30% identified as **Man (cisgender)** and 4% **Non-binary and/or Transgender**. Of the respondents, 69% indicated **Straight (heterosexual)**, while 19% indicated a group within **LGBQ+**.

Figure 3: Breakdown of Respondents by Gender

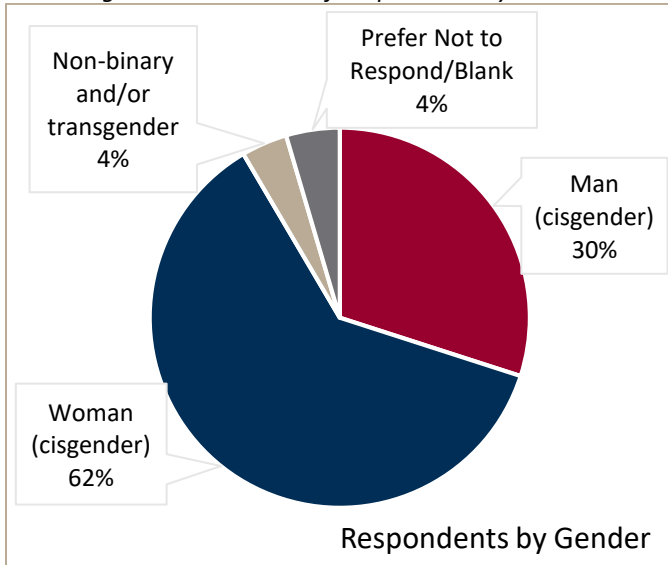
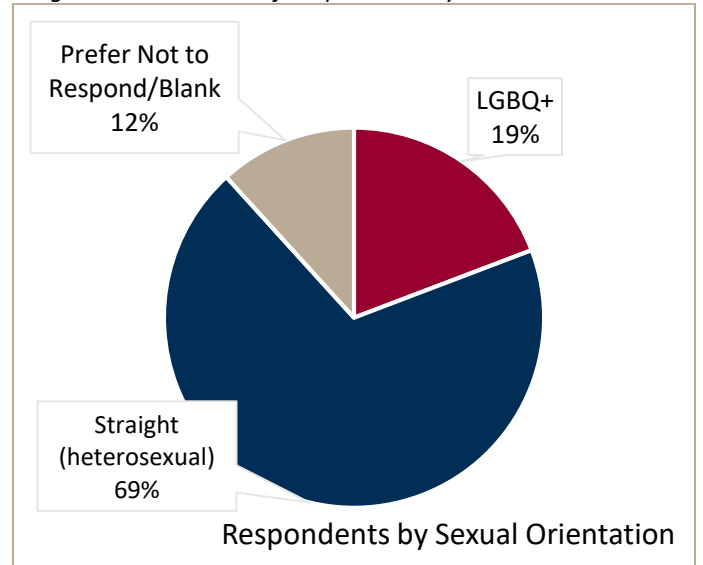
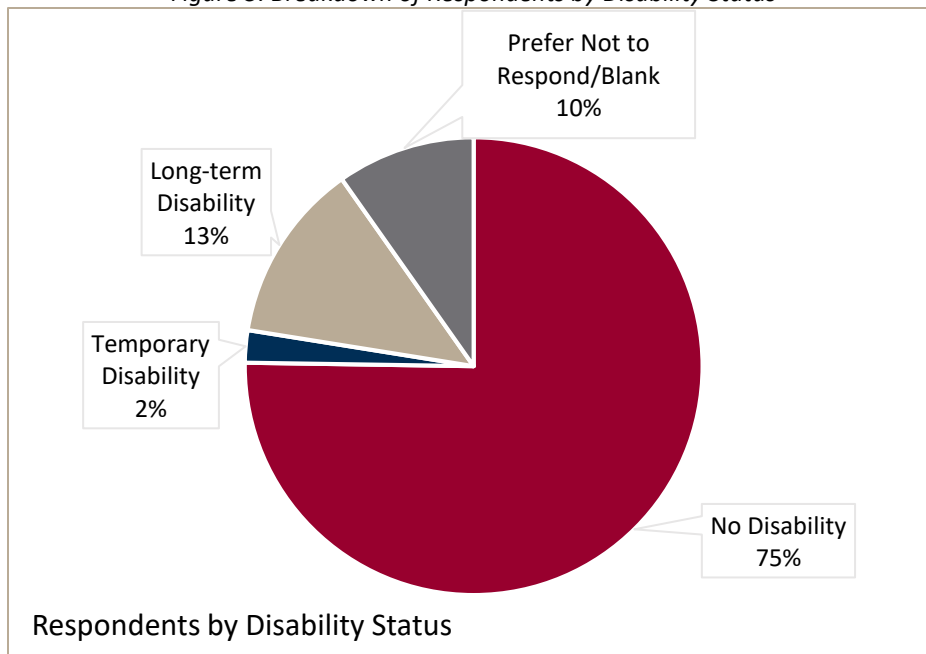


Figure 4: Breakdown of Respondents by Sexual Orientation



Of the respondents, 75% reported **No Disability**, 2% a **Temporary Disability**, and 13% a **Long-Term Disability**.

Figure 5: Breakdown of Respondents by Disability Status





Key Findings and Results

- Almost all respondents felt that diversity improves campus
- Overall, respondents were satisfied with campus climate at RTC
- Based on data collected, students had a more positive outlook than employees
- Based on data collected, staff had a more positive outlook than faculty
- Some felt that the sense of community at RTC has diminished in recent years
- Respondents were wanting more events and more opportunities to engage with each other
- Some significant concerns should be noted and improved upon
- There are subpopulation groups we should learn more about

Overall Campus Climate

As Figure 6 shows, over 90% agreed that diversity improves campus interactions and over 80% were satisfied with the overall campus climate.

Figure 6: Percentage of Responses on Overall Campus Climate

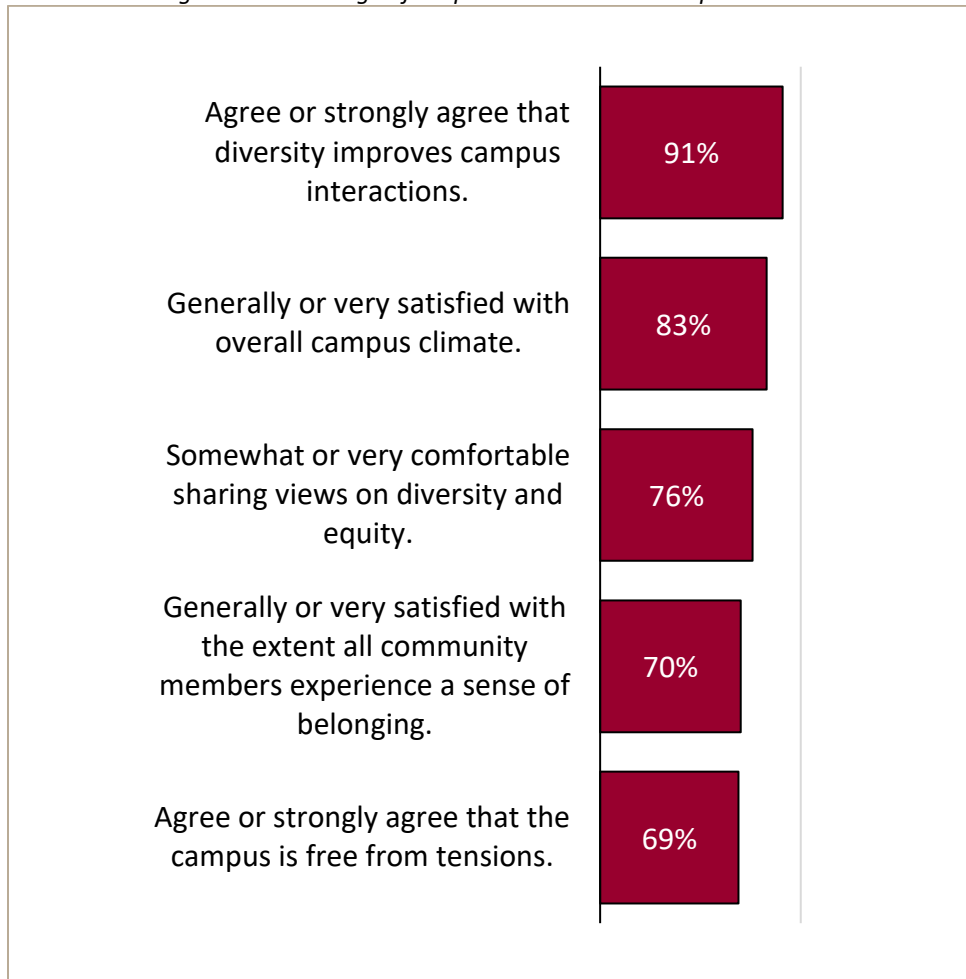
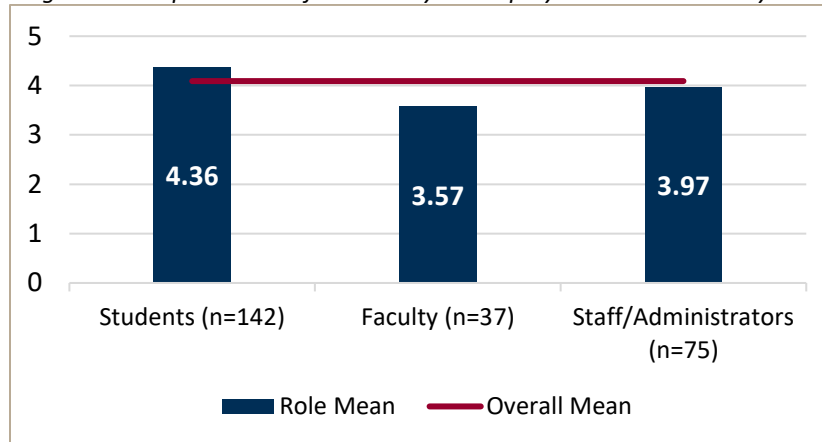


Figure 7 shows mean scores for the **Campus Climate for Diversity and Equity Indicator** broken out by role. Four 5-point Likert-scale items were averaged to calculate the Campus Climate for Diversity and Equity Indicator:

Question: Please indicate your level of satisfaction with the following at Renton Technical College. (Q1)

1. Overall campus climate
2. The campus experience/environment regarding diversity at Renton Technical College
3. The extent to which you experience a sense of belonging or community at Renton Technical College
4. The extent to which you feel all community members experience a sense of belonging or community at Renton Technical College

Figure 7: Campus Climate for Diversity and Equity Indicator Means by Role



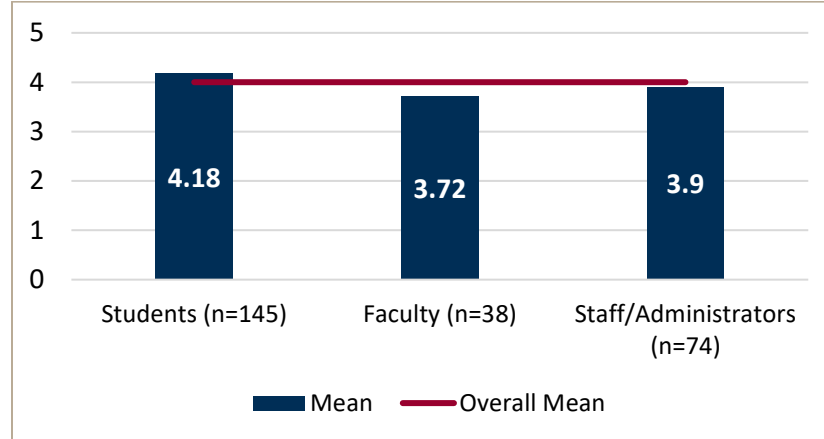
Note 1: Response options: 1=Very dissatisfied; 2=Generally dissatisfied; 3=Neither satisfied nor dissatisfied; 4=Generally satisfied; 5=Very satisfied

Similarly, Figure 8 shows mean scores for the **Institutional Support for Diversity and Equity Indicator** broken out by role. Four 5-point Likert-scale items were averaged to calculate the Institutional Support for Diversity and Equity Indicator:

Question: Please indicate your level of agreement with each of the following statements about Renton Technical College. (Q2)

1. The campus environment is free from tensions related to individual or group differences.
2. Recruitment of historically marginalized students, faculty, and staff is an institutional priority.
3. Retention of historically marginalized students, faculty, and staff is an institutional priority.
4. Senior leadership demonstrates a commitment to diversity and equity on this campus.

Figure 8: Institutional Support for Diversity and Equity Indicator Means by Role



Note 2: Response options: 1=Very dissatisfied; 2=Generally dissatisfied; 3=Neither satisfied nor dissatisfied; 4=Generally satisfied; 5=Very satisfied

Table 2 displays the percent of respondents that marked that they were “**very comfortable**” interacting with **different groups** at RTC. The different groups include people of a different racial/ethnic identity, sexual orientation, gender, and disability status.

For reference, the overall RTC percentages, which include both students and employees, show percentages from 84% to 91%.

In comparison, student groups broken down by race/ethnicity show how the percentages differ from the overall percentages. Extreme and/or non-extreme response bias may be present, in addition to low sample size. Thus, extreme caution should be taken with the interpretation of these results.

Table 2: Percent of Respondents Indicating They're "Very Comfortable" Interacting with Different Groups of People at RTC

		n	Racial/Ethnic Identity	Sexual Orientation	Gender	Disability
Renton Technical College Overall (including employees)		307	91%	84%	89%	89%
Students	White	35	89%	74%	89%	89%
	Multiple races/ethnicities	28	82%	81%	89%	85%
	African American/Black	21	85%	80%	81%	86%
	Hispanic/Latino	13	100%	85%	85%	92%
	International	17	94%	82%	88%	88%
	Asian	16	73%	63%	69%	73%
	All other races/ethnicities	8	75%	75%	75%	75%

Experience with Negative Remarks

Respondents were asked if they heard **negative remarks** about different topics around identity. Of note, almost one-fifth of respondents heard negative remarks about “**People for whom English is not their native language,**” which is important to note, given RTC’s large ELA population.

When broken out by racial and ethnic identity, 23% of **African American/Black** respondents, 20% of **Asian** respondents, and 20% of **All other races/ethnicities** heard negative remarks about racial and ethnic identity.

When broken out by gender or gender identity, 45% of **non-binary and/or transgender** respondents heard negative remarks about gender or gender identity.

When asked about the **source** of the negative remarks, the source with the largest selection was **students** with 24% of respondents in that category, followed by **faculty** with 22%, and **local community** with 21%.

Figure 9: Percent of Respondents that Sometimes, Often, or Very Often Heard Insensitive or Disparaging Remarks about Various Topics

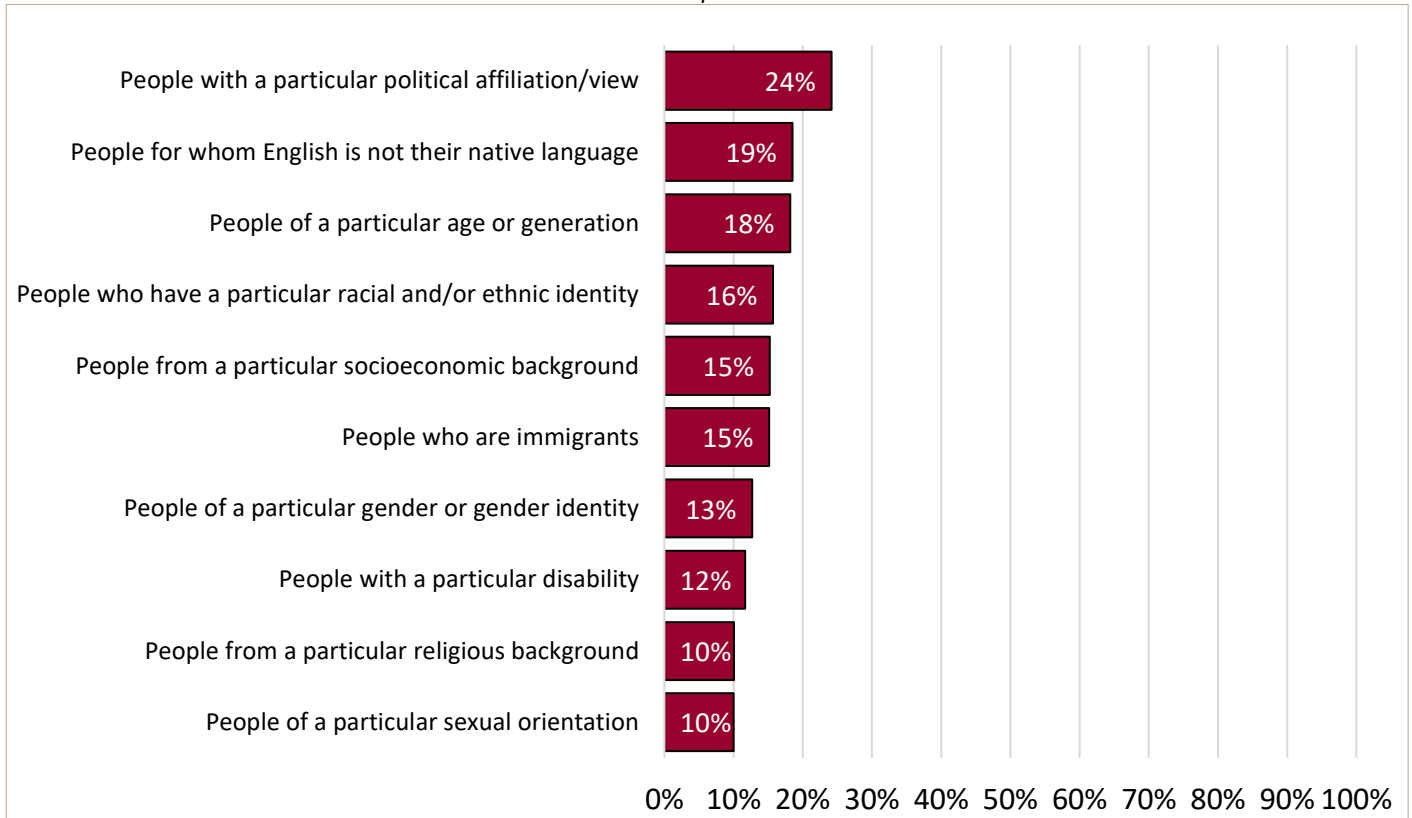
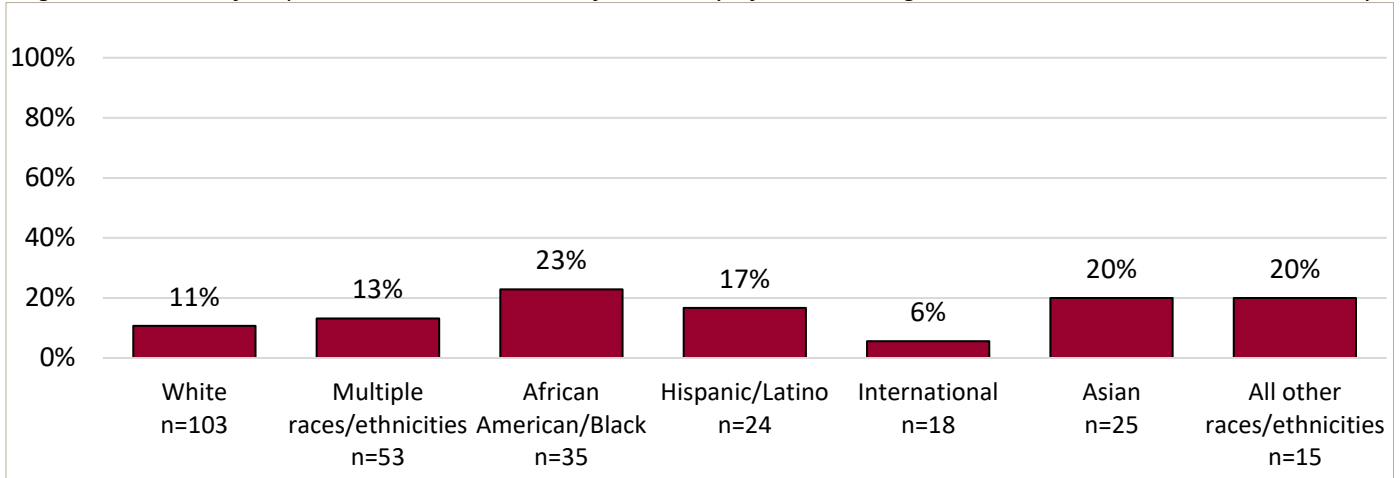
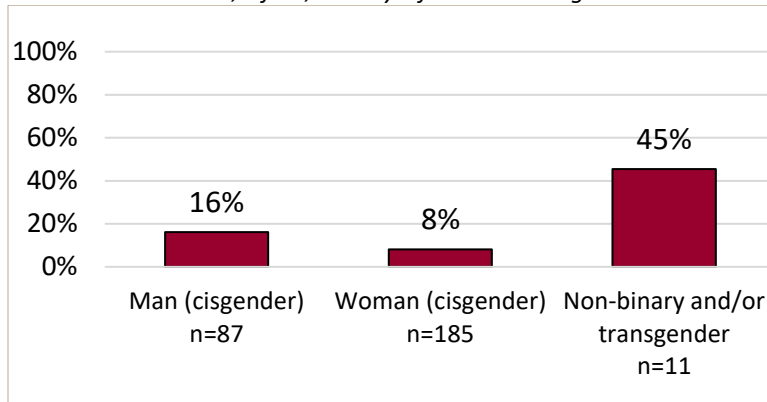


Figure 10: Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Racial/Ethnic Identity



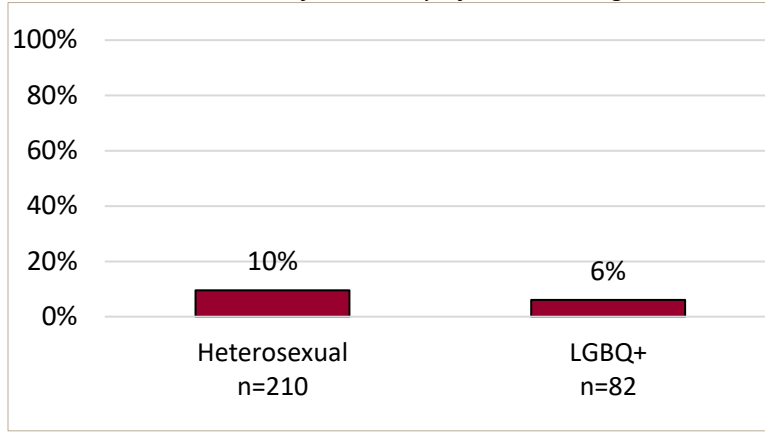
Note 3: Question 10: During your time at RTC, about how often have you heard someone make an insensitive or disparaging remark about: People who have a particular racial and/or ethnic identity

Figure 11: Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Gender or Gender Identity



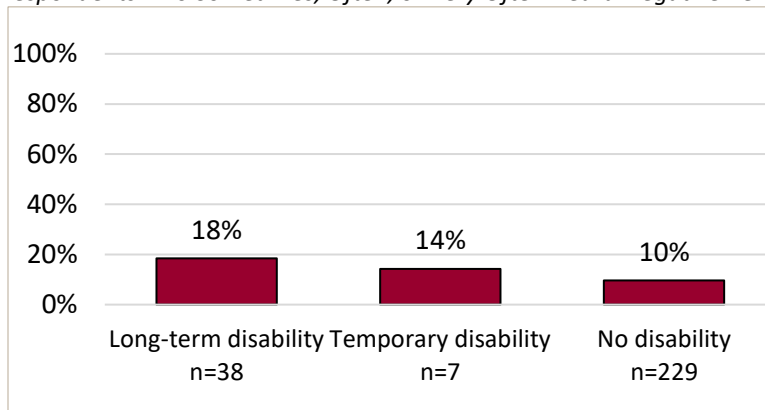
Note 4: Question 10: During your time at RTC, about how often have you heard someone make an insensitive or disparaging remark about: People of a particular gender or gender identity

Figure 12: Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Sexual Orientation



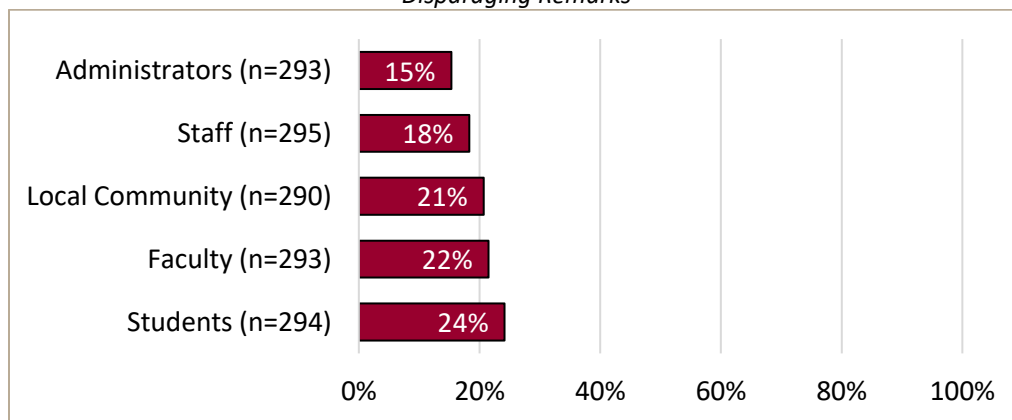
Note 5: Question 10: During your time at RTC, about how often have you heard someone make an insensitive or disparaging remark about: People of a particular sexual orientation

Figure 13: Percent of Respondents who Sometimes, Often, or Very Often Heard Negative Remarks about Disabilities



Note 6: Question 10: During your time at RTC, about how often have you heard someone make an insensitive or disparaging remark about: People with a particular disability

Figure 14: Percent of Respondents that Indicated Each Group was Sometimes, Often, or Very Often the Source of Insensitive or Disparaging Remarks



Note 7: Question 11: If you heard someone make an insensitive or disparaging remark, about how often was the source of that remark a member of the following groups? (n is the number of respondents for each category)

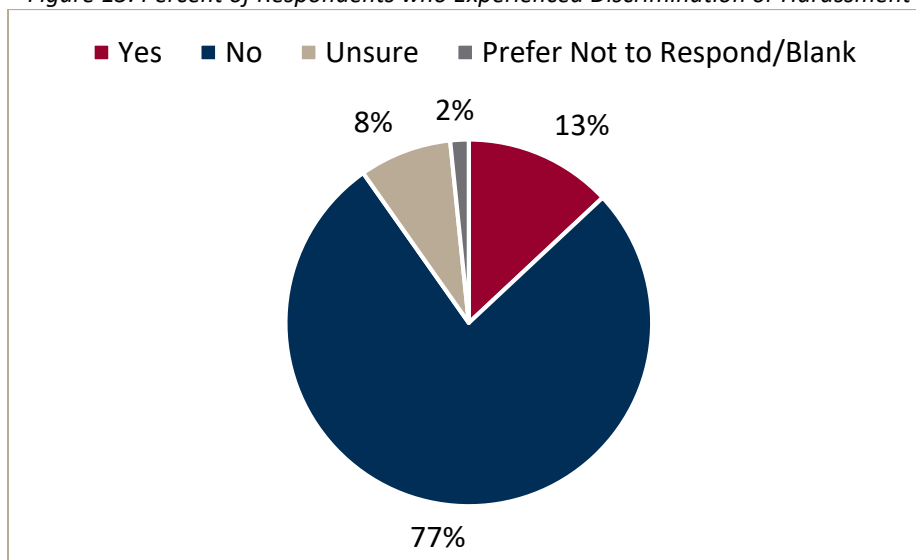
Experience with Discrimination or Harassment

The survey asked respondents if they experienced **discrimination or harassment** at RTC. Of the respondents, 13% marked “Yes,” while 77% marked “No.” 8% were unsure and 2% either marked “Prefer Not to Respond” or left it blank.

Of those 13% who indicated that they have experienced discrimination or harassment, 55% stated that it was within the **last year**. 59% of those who experienced it in the **last year** did **not report** it to campus officials. Reasons for not reporting primarily included lack of trust in support and perceived inadequate severity.

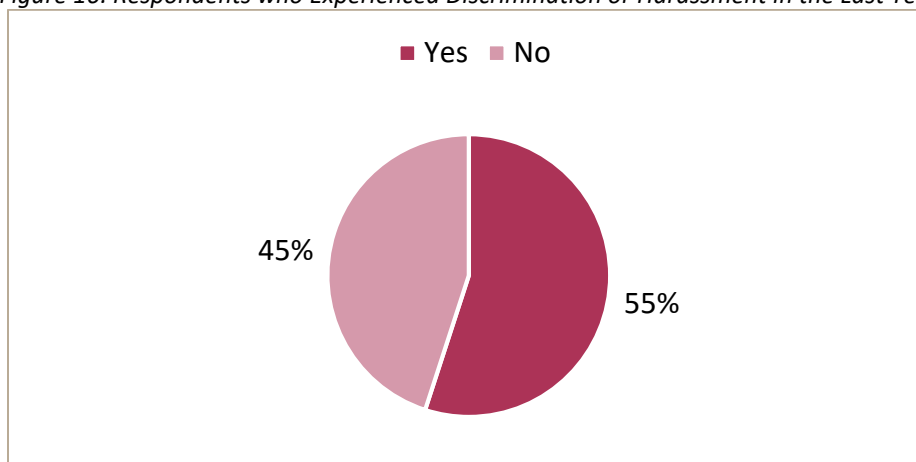
55% of those who **experienced discrimination or harassment** indicated that **Administrators** were the source of the discrimination or harassment. 50% indicated **Staff** as the source. These proportions are higher compared to other institutions that participated in the HEDS survey.

Figure 15: Percent of Respondents who Experienced Discrimination or Harassment



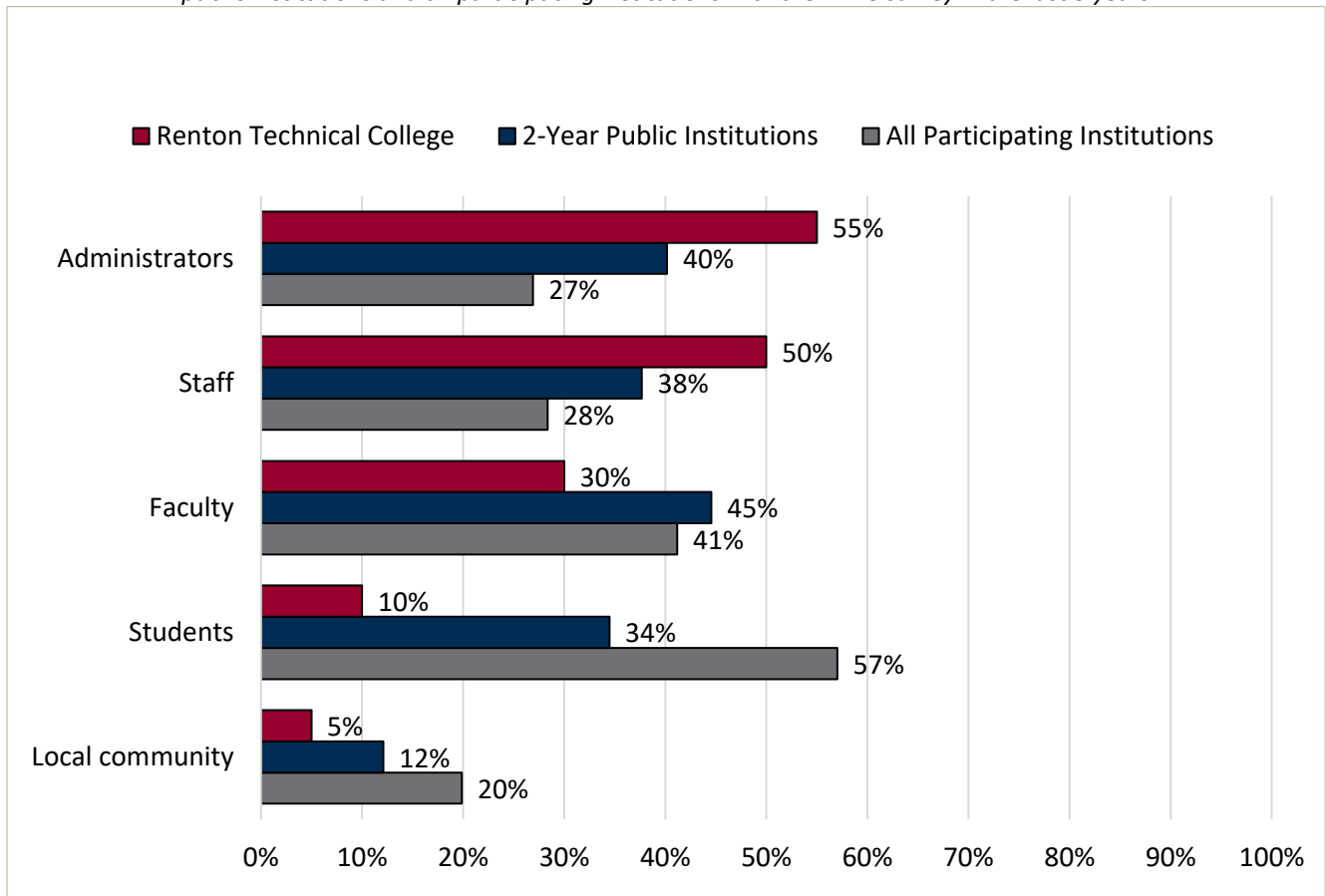
Note 8: Question 13: Have you ever been discriminated against or harassed on the RTC campus, at an off-campus residence, or at an off-campus program/event affiliated with RTC?

Figure 16: Respondents who Experienced Discrimination or Harassment in the Last Year



Note 9: Question 15: You indicated that you have experienced discrimination or harassment during your time at RTC. Did any of these incidents of discrimination or harassment at RTC occur in the last year?

Figure 17: Percent of Respondents who Identified These Groups as the Source(s) of Discrimination or Harassment, compared to 2-year public institutions and all participating institutions with the HEDS survey in the last 3 years



Note 10: Question 18. Was the source of the discrimination/harassment a member of the following groups? (Check all that apply)

Open-Ended Responses

There was an open-ended item that asked about **sense of belonging**. Responses were analyzed, themes were identified, and categorized as either “Positive Comments,” “Negative Comments,” or “Mixed Comments.”

When analyzing all responses, 56 responses expressed the theme of **welcoming, accepting, inclusive, and community**. 55 responses were **generally positive**, with no specific theme. 27 responses mentioned **family**. 19 responses expressed that RTC was **supportive and caring**.

Of the negative comments, 11 indicated that sense of **belonging was lacking** at RTC. 10 responses mentioned that the sense of community is **divided or fractured**. 10 responses expressed that what RTC is doing **isn’t working**.

26 responses included both positive and negative feelings.

Figures 18 to 22 show the responses disaggregated by role at the college. The figures clearly show a shift in the proportion of positive and negative comments based on role.

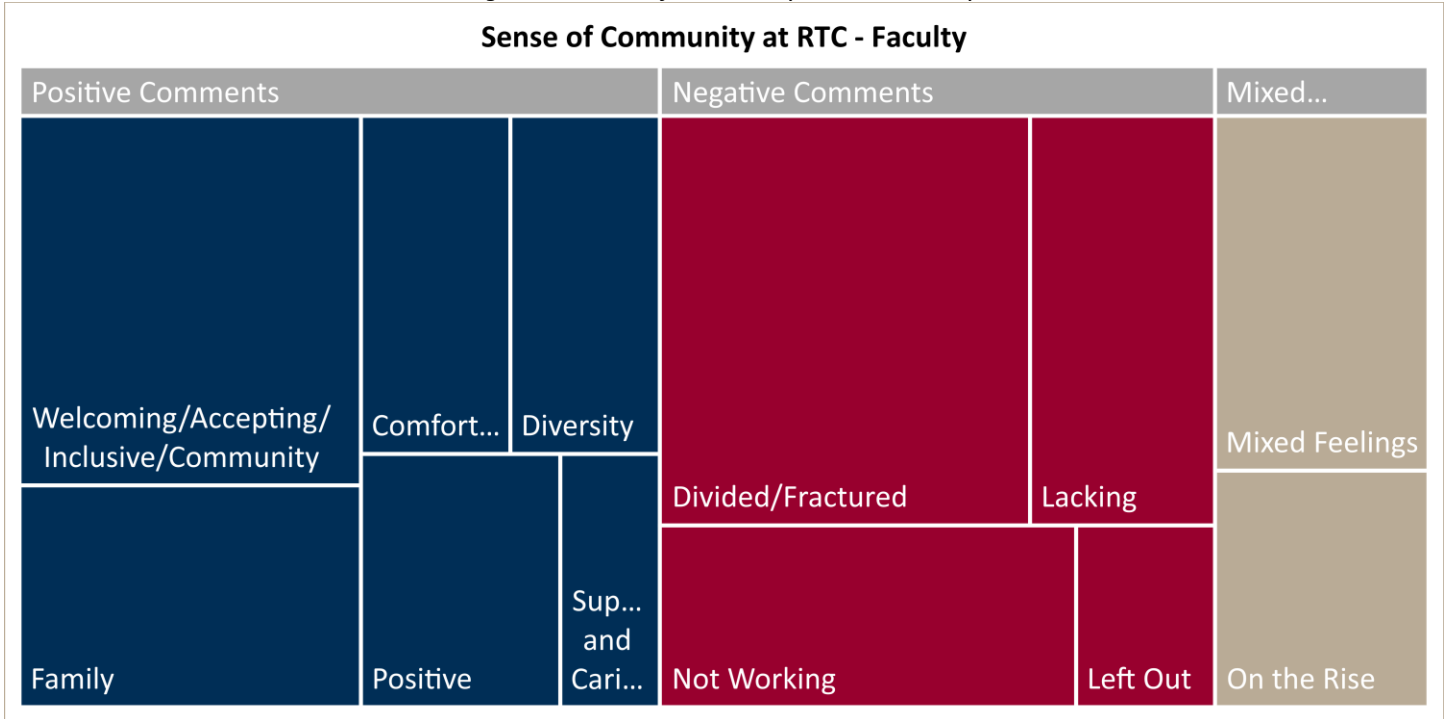
Faculty responses indicated more negative comments compared to other groups. Students responded most positively out of the different groups.

Figure 18: Sense of Community at RTC – All Respondents

Sense of Community at RTC - All				Positive Comments		Negative Comments	
Welcoming/Accepting/ Inclusive/Community	Generally Positive	Family	Diversity	Lacking	Not Working	Left Out	Mixed Comments
		Supportive and Caring	Comfortable	Divided/ Fractured			
				Mixed Feelings	On the Rise	On the Decline	

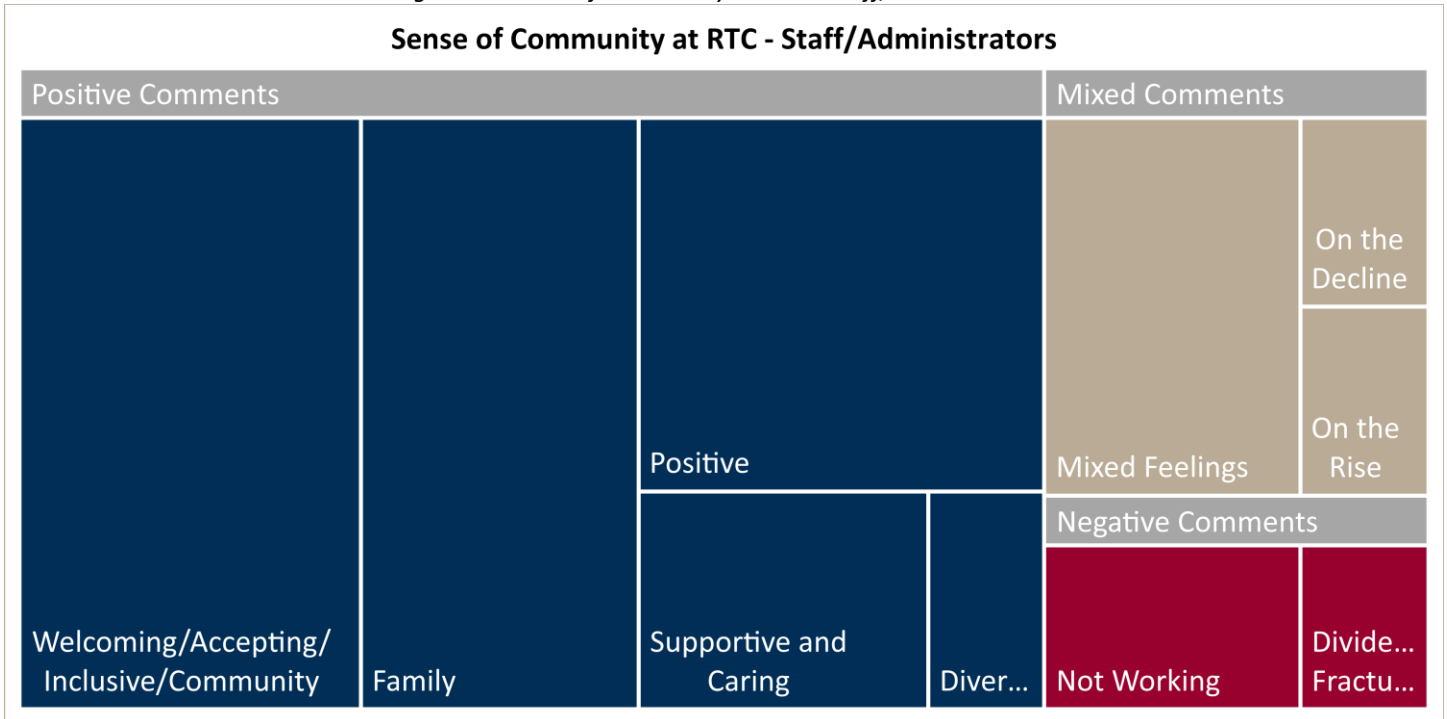
Note 11: Question 8: What one word or sentence would you use to describe the sense of community you feel at RTC?

Figure 19: Sense of Community at RTC – Faculty



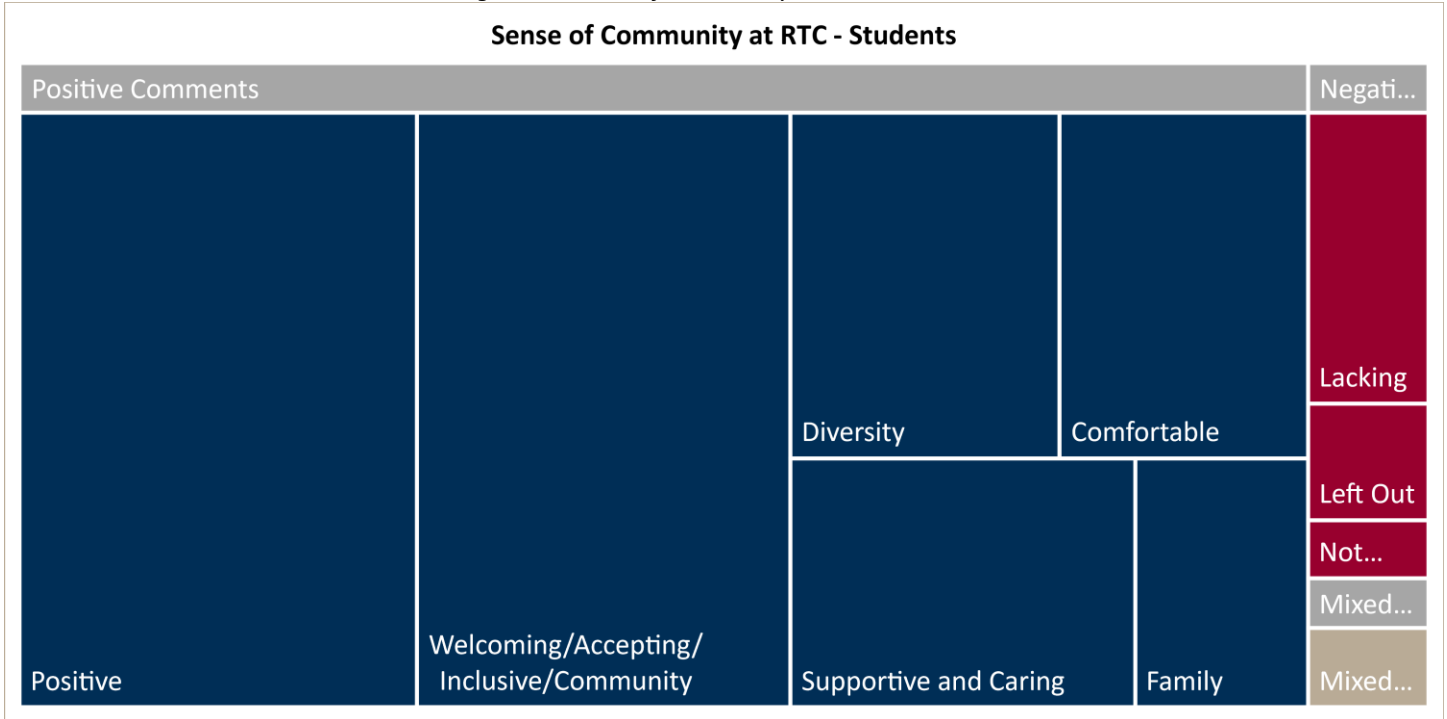
Note 12: Question 8: What one word or sentence would you use to describe the sense of community you feel at RTC?

Figure 20: Sense of Community at RTC – Staff/Administrators



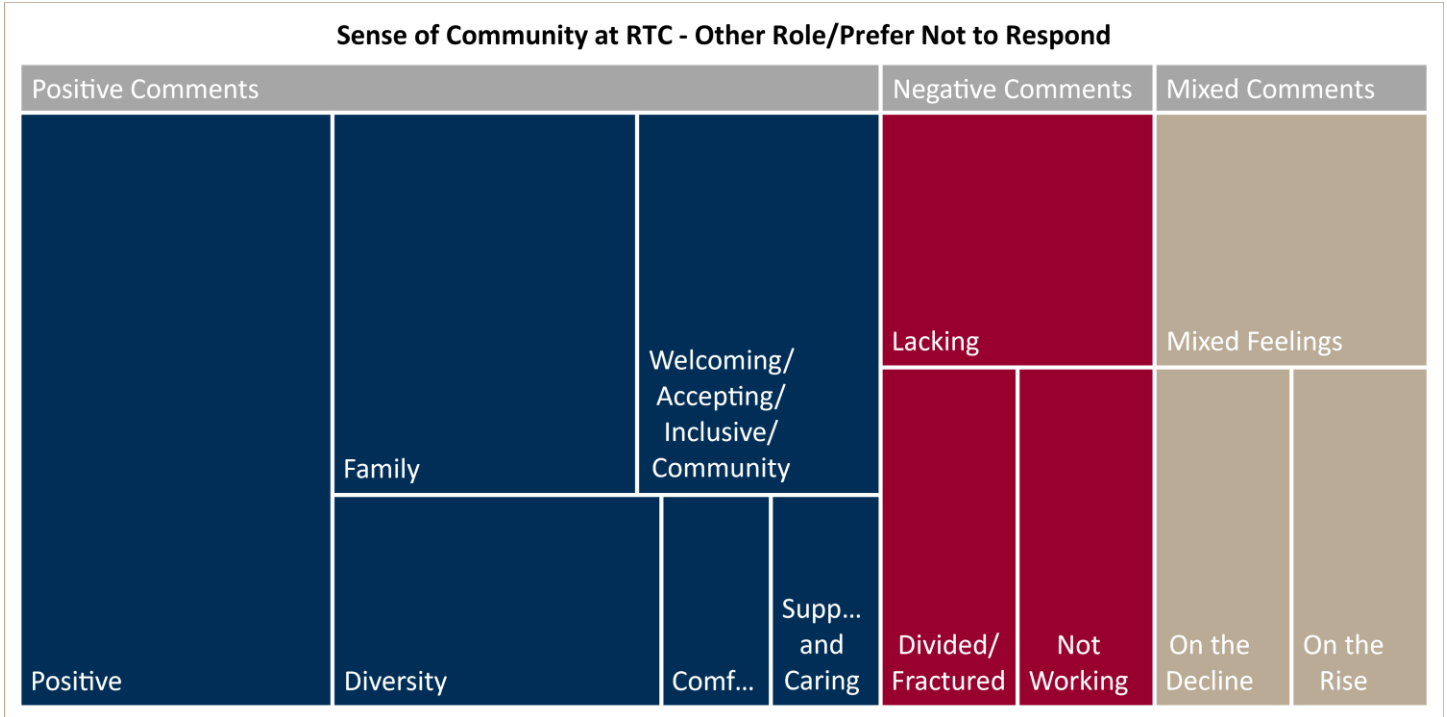
Note 13: Question 8: What one word or sentence would you use to describe the sense of community you feel at RTC?

Figure 21: Sense of Community at RTC – Students



Note 14: Question 8: What one word or sentence would you use to describe the sense of community you feel at RTC?

Figure 22: Sense of Community at RTC – Other Role/Prefer Not to Respond



Note 15: Question 8: What one word or sentence would you use to describe the sense of community you feel at RTC?

The survey also asked about a **change** the respondent would make to enhance the sense of community. Figure 23 is a word cloud that shows the prevalence of different themes in the responses. The larger the word, the more prevalent the theme. The largest theme included responses that indicated that they would **change nothing**. In addition, many were wanting more **events, activities,** and **opportunities to engage** across departments.

Figure 23: Changes to Enhance Sense of Community



Note 16: Question 9: What one change would you make in order to enhance the sense of community at RTC?



Events & Activities Themes

Specific comments on events and activities included ideas such as cultural fairs, social activities, outdoor events, food, music, art, sports, trainings and development. Comments also mentioned that events should be available to those who work during the day and should be communicated during class.

Communication & Collaboration Themes

Many expressed the need for increased collaboration between departments and programs. This goes beyond just saying so, but intentionally creating opportunities to work together. Ideas included mandatory group projects, organized meet-ups across departments, planned team-building activities, and more cross-divisional events. Communication was also a top theme, with comments suggesting that communication of events, department changes, and/or policy changes need to be a top priority, as many are not aware of important changes happening on campus. Some mentioned suggestion boxes or open forums to allow people to give constructive feedback and share ideas.

In-Person Theme

There were a few comments on bringing more back-to-campus classes/work, noting the importance of in-person interactions, presence, and the stress of isolation. Although there is not a strong consensus of in-person versus remote modalities, more predictability and regularity were noted.

Staffing & Resources Themes

Responses that mentioned staffing and resources included comments about having staff that support quality programs and work, for instance, making sure the right people are in the right positions to make the most positive impact. Several comments stated a need for more diverse staff and more reliable translation services.

Leadership & Development Themes

Feedback related to the themes of leadership and development included comments on having more professional development and training opportunities, including workshops on diversity, equity, and inclusion. Some comments expressed the need for organizational systems to support students equitably. Finally, comments indicated a desire for less hierarchy and more racially diverse representation among leadership roles.

Limitations

Low response rate

The response rate was 6.6%, which is extremely low. One should not make generalizations about populations based on a low response rate, as it will not be representative.

Self-selection bias/Distribution method

As the survey was open for all active students and employees, those who opt to complete the survey may be those who hold extreme opinions about the subject matter.

Lack of translations/Limited timeframe

The main HEDS survey instrument was only available in English and Spanish languages. RTC staff translated the supplemental questions to Spanish, as well as the entire instrument to Vietnamese. Other languages could not be accommodated in the timeframe given.

Aggregated recoding

With response options with multiple demographic categories (e.g., different religious affiliations), categories with small samples were aggregated by HEDS. This is typical for survey data analysis. However, it may hide details and intricacies related to smaller subpopulations.

Recommendations

RTC should focus on reducing tensions and improving a sense of belonging on campus. It is recommended that RTC leadership continue to foster a community that is collaborative and supportive of one another. It would be particularly beneficial to intentionally create opportunities for employees to engage with one another on a personal level to improve relationships across campus.

It is also recommended that the school use the annual listening sessions as an opportunity to learn more specifically about the experiences of stakeholders on campus. These sessions should be used to make more targeted improvements across campus.

Finally, RTC should acknowledge the good work that is being done. Students were overwhelmingly positive in their responses, which is indicative of the college's strengths in supporting student success.

Next Steps

The Campus Climate and Data Equity Committee will continue work related to [RCW 28B.10.147](#), focusing on the annual listening sessions next. The Strategic Equity Planning Steering Committee will also utilize results from this work in formulating the new Strategic Equity Plan, set to launch later in 2024.

For future campus climate assessments, it is recommended to implement a more rigorous sampling plan, to improve the response rate and representation of subpopulations. In addition to sampling, a more aggressive promotion plan should be executed to increase awareness. RTC should work with SBCTC and other community and technical colleges to perfect an instrument that is tailored to our system and our students, including surveys that are translated in multiple languages.

Contact

For comments or feedback, please contact our Diversity, Equity, and Inclusion Office at dei@rtc.edu.

Appendix

Table 3: Breakdown of RTC Faculty Population

Faculty Type	Number
Full-time faculty	66
Part-time faculty	93
Academic Career Counselor	3
Counselor Running Start	1
Counselor Transfer Education	1
Counselor Workforce Education	2
Librarian	2
Grand Total	167

Table 4: Breakdown of RTC Staff Population

Staff Type	Number
Executive/Admin/Managerial	67
Staff	143
Student Employee	69
Volunteer	14
Grand Total	293

Table 5: Other Institutions Comparison Group

Participating Institutions	Survey Year	Institution Type
Alvin Community College	2021	2-Year Public
Arkansas State University - Newport	2022	2-Year Public
Atlantic Cape Community College	2022	2-Year Public
Beaufort County Community College	2022	2-Year Public
Bellevue College	2022	2-Year Public
Berkshire Community College	2023	2-Year Public
Blackhawk Technical College	2022	2-Year Public
Camden County College	2023	2-Year Public
Cascadia College	2023	2-Year Public
Central Ohio Technical College	2023	2-Year Public
Chippewa Valley Technical College	2023	2-Year Public
Clover Park Technical College	2023	2-Year Public
Clovis Community College	2021	2-Year Public
Coast Community College District Office	2021	2-Year Public
Coastline Community College	2021	2-Year Public
College of Southern Idaho	2021	2-Year Public

Participating Institutions	Survey Year	Institution Type
Columbus State Community College	2022	2-Year Public
Community College of Allegheny County	2023	2-Year Public
Community College of Allegheny County	2023	2-Year Public
Community College of Aurora	2023	2-Year Public
Dakota County Technical College	2023	2-Year Public
Elgin Community College	2021	2-Year Public
Everett Community College	2022	2-Year Public
Forsyth Technical Community College	2021	2-Year Public
Gateway Community College (CT)	2023	2-Year Public
Gateway Technical College	2023	2-Year Public
Glen Oaks Community College	2022	2-Year Public
Golden West College	2021	2-Year Public
Green River College	2023	2-Year Public
Inver Hills Community College	2023	2-Year Public
Kilgore College	2022	2-Year Public
Lake Superior College	2023	2-Year Public
Lakeshore Technical College	2023	2-Year Public
Lamar State College - Orange	2022	2-Year Public
Louisiana Community and Technical College System	2021	2-Year Public
Lower Columbia College	2022	2-Year Public
Lower Columbia College	2023	2-Year Public
McLennan Community College	2021	2-Year Public
Metropolitan Community College - Penn Valley Campus	2021	2-Year Public
Middlesex College	2023	2-Year Public
Minneapolis College	2023	2-Year Public
Minnesota West Community and Technical College	2023	2-Year Public
Mountwest Community & Technical College	2022	2-Year Public
Nicolet Area Technical College	2023	2-Year Public
North Hennepin Community College	2021	2-Year Public
North Shore Community College	2023	2-Year Public
Northshore Technical Community College	2021	2-Year Public
Northwest Technical College	2023	2-Year Public
Orange Coast College	2021	2-Year Public
Peninsula College	2023	2-Year Public
Prince George's Community College	2023	2-Year Public
Raritan Valley Community College	2022	2-Year Public
Renton Technical College	2023	2-Year Public
Ridgewater College	2023	2-Year Public
Saddleback College	2021	2-Year Public
Salem Community College	2022	2-Year Public
South Central College	2023	2-Year Public

Participating Institutions	Survey Year	Institution Type
South Orange County Community College District	2021	2-Year Public
South Orange County Community College District	2023	2-Year Public
Spokane Falls Community College	2023	2-Year Public
St. Cloud Technical & Community College	2022	2-Year Public
St. Louis Community College	2022	2-Year Public
Tacoma Community College	2023	2-Year Public
Taft College	2021	2-Year Public
Technical College of the Lowcountry	2022	2-Year Public
Walla Walla Community College	2023	2-Year Public
West Kentucky Community and Technical College	2022	2-Year Public
Whatcom Community College	2023	2-Year Public
Wichita State University Campus of Applied Sciences and Technology	2023	2-Year Public
Wichita State University Campus of Applied Sciences and Technology	2023	2-Year Public
Randolph-Macon College	2023	4-Year Bacc Liberal Arts
Arcadia University	2022	4-Year Private
Art Academy of Cincinnati	2023	4-Year Private
Avila University	2022	4-Year Private
Azusa Pacific University	2023	4-Year Private
Baldwin Wallace University	2022	4-Year Private
Berklee College of Music	2021	4-Year Private
Biola University	2022	4-Year Private
Bon Secours Memorial College of Nursing	2022	4-Year Private
Brandeis University	2023	4-Year Private
Brigham Young University	2021	4-Year Private
Bryant University	2022	4-Year Private
Buena Vista University	2021	4-Year Private
Buena Vista University	2023	4-Year Private
Butler University	2022	4-Year Private
Cabarrus College of Health Sciences	2023	4-Year Private
California College of the Arts	2023	4-Year Private
California Institute of the Arts	2021	4-Year Private
Capitol Technology University	2021	4-Year Private
Carroll College	2023	4-Year Private
Cazenovia College	2021	4-Year Private
Cazenovia College	2022	4-Year Private
Cedar Crest College	2023	4-Year Private
Cleveland Institute of Art	2021	4-Year Private
College for Creative Studies	2023	4-Year Private
Columbus College of Art and Design	2022	4-Year Private
Cottey College	2022	4-Year Private
Culinary Institute of America	2021	4-Year Private

Participating Institutions	Survey Year	Institution Type
Delaware Valley University	2021	4-Year Private
Dominican University of California	2023	4-Year Private
Drexel University	2022	4-Year Private
Elon University	2023	4-Year Private
Felician University	2021	4-Year Private
Felician University	2023	4-Year Private
Fresno Pacific University	2023	4-Year Private
Goshen College	2023	4-Year Private
Hawai'i Pacific University	2023	4-Year Private
Hawaii Pacific University	2022	4-Year Private
Heidelberg University	2022	4-Year Private
Hiram College	2022	4-Year Private
Hood College	2023	4-Year Private
Kansas City Art Institute	2023	4-Year Private
Keuka College	2023	4-Year Private
Lakeland University	2022	4-Year Private
Lawrence Technological University	2022	4-Year Private
Lebanese American University	2023	4-Year Private
Lebanon Valley College	2021	4-Year Private
Lehigh University	2022	4-Year Private
Lindenwood University	2022	4-Year Private
Maine College of Art and Design	2023	4-Year Private
Manchester University	2023	4-Year Private
Manhattan College	2021	4-Year Private
Marymount University	2023	4-Year Private
Marywood University	2023	4-Year Private
McDaniel College	2022	4-Year Private
Milwaukee School of Engineering	2022	4-Year Private
Milwaukee School of Engineering	2023	4-Year Private
Misericordia University	2022	4-Year Private
Molloy University	2023	4-Year Private
Montserrat College of Art	2023	4-Year Private
Moore College of Art and Design	2023	4-Year Private
Morningside University	2023	4-Year Private
Mount Mary University	2023	4-Year Private
Mount Saint Mary's University	2021	4-Year Private
Naropa University	2022	4-Year Private
Nazareth College	2023	4-Year Private
New York Institute of Technology	2022	4-Year Private
New York School of Interior Design	2021	4-Year Private
New York School of Interior Design	2023	4-Year Private

Participating Institutions	Survey Year	Institution Type
Newberry College	2021	4-Year Private
Newberry College	2023	4-Year Private
Nichols College	2021	4-Year Private
North Central College	2021	4-Year Private
Northeastern University	2021	4-Year Private
Northeastern University	2023	4-Year Private
Northwestern College (IA)	2021	4-Year Private
Northwestern University - IT Staff	2022	4-Year Private
Olivet College	2022	4-Year Private
Otis College of Art and Design	2023	4-Year Private
Our Lady of the Lake University	2023	4-Year Private
Pacific Union College	2021	4-Year Private
Pacific University	2022	4-Year Private
Pennsylvania College of Art and Design	2023	4-Year Private
Pepperdine University	2021	4-Year Private
Point Park University	2022	4-Year Private
Pratt Institute	2023	4-Year Private
Providence College	2023	4-Year Private
Queens University of Charlotte	2023	4-Year Private
Regis University	2023	4-Year Private
Rider University	2022	4-Year Private
Ringling College of Art and Design	2023	4-Year Private
Rochester Institute of Technology	2022	4-Year Private
Rockford University	2022	4-Year Private
Rosemont College	2021	4-Year Private
Saint Mary's University of Minnesota	2022	4-Year Private
Salve Regina University	2021	4-Year Private
Seattle Pacific University	2022	4-Year Private
Siena College	2021	4-Year Private
Siena Heights University	2023	4-Year Private
Southside College of Health Sciences	2022	4-Year Private
Southwest College of Naturopathic Medicine & Health Sciences, Inc.	2021	4-Year Private
Springfield College	2023	4-Year Private
St. Catherine University	2021	4-Year Private
St. Edward's University	2023	4-Year Private
St. Francis College	2021	4-Year Private
St. John Fisher College	2022	4-Year Private
St. John's University	2022	4-Year Private
St. Mary's Hospital School of Medical Imaging	2022	4-Year Private
The College of Saint Rose	2021	4-Year Private
The College of Saint Rose	2023	4-Year Private

Participating Institutions	Survey Year	Institution Type
The College of Saint Rose	2023	4-Year Private
The Jack C. Massey College of Business at Belmont University	2023	4-Year Private
The University of Findlay	2022	4-Year Private
The University of Tampa	2022	4-Year Private
The University of the Arts	2022	4-Year Private
Tulane University of Louisiana	2023	4-Year Private
University of Bridgeport	2021	4-Year Private
University of Evansville	2023	4-Year Private
University of La Verne	2023	4-Year Private
University of Mount Union	2023	4-Year Private
University of Portland	2022	4-Year Private
University of Saint Francis	2021	4-Year Private
University of Scranton	2021	4-Year Private
University of Scranton	2023	4-Year Private
University of St. Thomas	2023	4-Year Private
Utica University	2023	4-Year Private
Wentworth Institute of Technology	2023	4-Year Private
Westminster College (Salt Lake City, Utah)	2022	4-Year Private
Whitworth University	2021	4-Year Private
Widener University	2022	4-Year Private
William Woods University	2021	4-Year Private
Woodbury University	2021	4-Year Private
Woodbury University	2022	4-Year Private
Woods College of Advancing Studies	2022	4-Year Private
Woods College of Boston College - Masters of Applied Economics Program	2022	4-Year Private
Ball State University	2022	4-Year Public
Bemidji State University	2023	4-Year Public
Bowie State University	2021	4-Year Public
California University of Pennsylvania	2021	4-Year Public
Castleton University	2022	4-Year Public
Clark College	2022	4-Year Public
CUNY Queens College	2023	4-Year Public
CUNY School of Professional Studies	2021	4-Year Public
East Carolina University	2021	4-Year Public
East Tennessee State University	2021	4-Year Public
Eastern Oregon University	2022	4-Year Public
Eastern Oregon University	2023	4-Year Public
Eastern Washington University	2023	4-Year Public
Elizabeth City State University	2021	4-Year Public
FAMU-FSU College of Engineering	2021	4-Year Public

Participating Institutions	Survey Year	Institution Type
Florida Atlantic University	2021	4-Year Public
Florida Gulf Coast University	2022	4-Year Public
Florida International University	2022	4-Year Public
Florida State University	2022	4-Year Public
Frostburg State University	2021	4-Year Public
Governors State University	2023	4-Year Public
Grand Valley State University	2022	4-Year Public
Massachusetts Maritime Academy	2021	4-Year Public
Massachusetts Maritime Academy	2023	4-Year Public
Minnesota State University, Mankato	2023	4-Year Public
Minnesota State University, Moorhead	2023	4-Year Public
New Mexico Highlands University	2021	4-Year Public
Olympic College	2022	4-Year Public
Plymouth State University	2023	4-Year Public
Plymouth State University	2023	4-Year Public
Purdue University - Weldon School of Biomedical Engineering	2021	4-Year Public
Sam Houston State University	2022	4-Year Public
Sam Houston State University - College of Health Sciences	2021	4-Year Public
Skagit Valley College	2022	4-Year Public
Stony Brook University	2022	4-Year Public
SUNY Brockport	2023	4-Year Public
SUNY Oneonta	2022	4-Year Public
Teachers College of San Joaquin	2022	4-Year Public
Texas A & M University - Kingsville	2021	4-Year Public
The College of New Jersey	2023	4-Year Public
University of Alaska Fairbanks	2021	4-Year Public
University of Alaska Fairbanks	2023	4-Year Public
University of Arkansas - Fort Smith	2021	4-Year Public
University of Arkansas at Monticello	2022	4-Year Public
University of Florida - Herbert Wertheim College of Engineering	2022	4-Year Public
University of Florida - Levin College of Law	2022	4-Year Public
University of Florida Physics Department	2023	4-Year Public
University of Maine	2021	4-Year Public
University of Maine	2022	4-Year Public
University of Maine at Augusta	2022	4-Year Public
University of Maine at Farmington	2022	4-Year Public
University of Maine at Fort Kent	2022	4-Year Public
University of Maine at Presque Isle	2022	4-Year Public
University of Maine School of Law	2022	4-Year Public
University of New Orleans	2021	4-Year Public
University of North Carolina at Charlotte - Belk College of Business	2022	4-Year Public

Participating Institutions	Survey Year	Institution Type
University of Pittsburgh	2023	4-Year Public
University of South Carolina Upstate	2023	4-Year Public
University of Southern Maine	2022	4-Year Public
University of Toledo	2022	4-Year Public
University of Washington - Institute for Stem Cell and Regenerative Medicine	2022	4-Year Public
University of Wyoming	2023	4-Year Public
Utah Tech University	2023	4-Year Public
Weldon School of Biomedical Engineering at Purdue University	2023	4-Year Public
Western Washington University	2022	4-Year Public
William & Mary School of Education	2022	4-Year Public
Winona State University	2023	4-Year Public
Allegheny College	2021	Baccalaureate Liberal Arts
Augustana College	2022	Baccalaureate Liberal Arts
Bennington College	2022	Baccalaureate Liberal Arts
Bryn Mawr College	2021	Baccalaureate Liberal Arts
Central College	2022	Baccalaureate Liberal Arts
Claremont McKenna College	2022	Baccalaureate Liberal Arts
Colgate University	2021	Baccalaureate Liberal Arts
College of Saint Benedict / Saint John's University	2021	Baccalaureate Liberal Arts
Connecticut College	2021	Baccalaureate Liberal Arts
Earlham College	2022	Baccalaureate Liberal Arts
Eckerd College	2022	Baccalaureate Liberal Arts
Elizabethtown College	2022	Baccalaureate Liberal Arts
Furman University	2022	Baccalaureate Liberal Arts
Goshen College	2021	Baccalaureate Liberal Arts
Gustavus Adolphus College	2023	Baccalaureate Liberal Arts
Hanover College	2022	Baccalaureate Liberal Arts
Illinois College	2022	Baccalaureate Liberal Arts
Institution College	2021	Baccalaureate Liberal Arts
Juniata College	2022	Baccalaureate Liberal Arts
Kalamazoo College	2021	Baccalaureate Liberal Arts
Lawrence University	2021	Baccalaureate Liberal Arts
Lawrence University	2023	Baccalaureate Liberal Arts
Linfield University	2021	Baccalaureate Liberal Arts
Macalester College	2022	Baccalaureate Liberal Arts
Meredith College	2021	Baccalaureate Liberal Arts
Millsaps College	2022	Baccalaureate Liberal Arts
Oglethorpe University	2021	Baccalaureate Liberal Arts
Oglethorpe University	2022	Baccalaureate Liberal Arts
Purchase College - SUNY	2021	Baccalaureate Liberal Arts

Participating Institutions	Survey Year	Institution Type
Reed College	2023	Baccalaureate Liberal Arts
Rhodes College	2022	Baccalaureate Liberal Arts
Roanoke College	2023	Baccalaureate Liberal Arts
Salem College	2022	Baccalaureate Liberal Arts
Soka University of America	2022	Baccalaureate Liberal Arts
St. Lawrence University	2023	Baccalaureate Liberal Arts
St. Mary's College of Maryland	2023	Baccalaureate Liberal Arts
Susquehanna University	2021	Baccalaureate Liberal Arts
Trinity College (CT)	2021	Baccalaureate Liberal Arts
Trinity College (CT)	2023	Baccalaureate Liberal Arts
University of North Carolina at Asheville	2023	Baccalaureate Liberal Arts
University of Puget Sound	2021	Baccalaureate Liberal Arts
Washington & Jefferson College	2023	Baccalaureate Liberal Arts
Whitman College	2023	Baccalaureate Liberal Arts
Whittier College	2023	Baccalaureate Liberal Arts
Willamette University	2023	Baccalaureate Liberal Arts
Wittenberg University	2023	Baccalaureate Liberal Arts
Young Harris College	2021	Baccalaureate Liberal Arts
Eastern International College	2023	
Ponce Health Sciences University	2022	