



UNIVERSITY *of* WASHINGTON | BOTHELL

Student Inclusive Campus Survey Spring 2015: Business

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Student Inclusive Campus Survey 2015: Business Results

Overview

The Student Inclusive Campus Survey was conducted during the spring quarter 2014-2015 focused on campus inclusiveness and diversity, one of our 21st Century Campus Initiative priorities. All University of Washington Bothell students were invited to participate. The survey was created by the Director of Diversity, the Office of Institutional Research, and the Diversity Council. The results will be used to inform a campus diversity action plan.

Data

Student Inclusive Campus Survey 2015 – Business Admin. Only

- 87 Total Respondents (844 email invitations were sent with multiple reminders)
 - 10% Email Response Rate
- 68 Completed Entire Survey
 - 78% Completion Rate

Limitations

As with any attempt to the inclusive campus survey it is important to name and contextualize the limitations of the instrument. First, it should be noted that this response rate, while within an acceptable range for an online survey, still fell below typical response rate averages for the UW Bothell campus. This is not uncommon when surveys are focused on a particular area. In surveys with lower response rates it is particularly important to understand the representativeness of the survey across available categories of interest. For most of the areas checked (School, URM status, Sex...) the proportion of survey respondents closely mapped to the representation of those groups on the UW Bothell campus.

Categories and Definitions

While categorization of respondents into subgroups is always a challenge, it is particularly important to note these challenges within a context of a survey with an explicit focus on diversity. Subgroups are typically used in surveys to surface opinions that may otherwise be hidden in summary averages. Selecting categories is often a balance between providing the greatest possible accuracy while also keeping numbers aggregated at a level large enough that results can be reported out for a group without compromising anonymity. Other important considerations include the length of the survey (with the goal of keeping it as short as possible) and potential consequences having self-categorization frame responses. As with all new surveys, categories were vetted with the surveys subject-area owner (in this case, the Office of Diversity) and feedback continues to be sought on how best to improve them.

Where possible we eliminated demographic questions from the survey to reduce its length. The one exception was a question related to gender recommended by the Diversity Committee with the intent to surface a wider variety of sponsors responses then allowed in the University of Washington's binary male/female codification of Sex. While the question provided helpful contextual information for our campus, the low response rate to the question relatively low number of responses in categories outside of male/female (which would have restricted the ability to break into subgroups in order to protect anonymity), we made the decision to provide breakouts



based on the University of Washington's self-reported Sex classifications to ensure that his many voices as possible were heard.

In addition to reducing survey length and removing a potential source of bias or stress for the respondent, University of Washington data is also used because data is typically available for all respondents and definitions are standard across the three campuses as well as typically a line with federal categorization. Using these externally verified definitions also allows us to make comparisons external surveys if necessary.

Definitions are provided below for context:

Student Race. The federal government requires the UW to collect information about students' race according to the following categories. A) American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. B) Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. C) Black or African American: A person having origins in any of the Black racial groups of Africa. D) Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. E) White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. A student can select as many race categories as he or she identifies with.

Student Race-Ethnicity. The federal government requires the UW to report on Student Race and Student Ethnicity in combination, in the following seven categories: A) Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only, B) American Indian or Alaska Native, C) Asian, C) Black or African American, D) Native Hawaiian or Other Pacific Islander, E) White, and F) Two or more races (students who have identified with more than one of the groups listed under B through E).

Underrepresented Minority (URM) Status. A student is classified as having Underrepresented Minority (URM) Status if that student identifies with either: a Hispanic/Latino ethnicity, OR one or more of the following racial groups: Hawaiian/Pacific Islander, American Indian, or African-American,

International Student. An individual who is not a citizen or permanent resident of the U.S. and is enrolled in one or more courses at the UW.

Sex. Self-reported sex of student.

Pell Eligible Student. The federal Pell grant program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Eligibility for the program is set by the US Department of Education and based on information a student provides in his or her Free Application for Federal Student Aid (FAFSA). Pell grant eligibility is often used as a proxy for students' socioeconomic status.

Source. <http://uwmetadata.azurewebsites.net/BusinessTerms/PreviewList>



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How Representative is the Business Survey Sample to the Business Department?

| Business Department | Inclusive Survey Respondents | | UW Bothell Business Spring Enrollment 15' | | Sample Representativeness % Difference |
|---------------------|------------------------------|------|---|------|---|
| | # | % | # | % | |
| Class Standing | | | | | |
| First-year | 0 | 0% | 0 | 0% | 0.0% |
| Sophomore | 2 | 2% | 11 | 1% | 1.0% |
| Junior | 37 | 43% | 290 | 34% | 8.2% |
| Senior | 34 | 39% | 415 | 49% | -10.1% |
| Post-Bac | 0 | 0% | 13 | 2% | -1.5% |
| Graduate | 14 | 16% | 115 | 14% | 2.5% |
| Non-matriculated | 0 | 0% | 0 | 0% | 0.0% |
| Total | 87 | 100% | 844 | 100% | 0.0% |

| Business Department | Inclusive Survey Respondents | | UW Bothell Business Spring Enrollment 15' | | Sample Representativeness % Difference |
|---------------------------|------------------------------|--------|---|--------|---|
| | # | % | # | % | |
| Enrollment Entry (Origin) | | | | | |
| FTFY | 14 | 16.1% | 204 | 24.2% | -8.1% |
| Transfer 2YR-WACC | 51 | 58.6% | 445 | 52.7% | 5.9% |
| Transfer 4YR | 5 | 5.7% | 52 | 6.2% | -0.4% |
| Other | 17 | 19.5% | 143 | 16.9% | 2.6% |
| Total | 87 | 100.0% | 844 | 100.0% | 0.0% |

| Business Department | Inclusive Survey Respondents | | UW Bothell Business Spring Enrollment 15' | | Sample Representativeness % Difference |
|---------------------|------------------------------|--------|---|--------|---|
| | # | % | # | % | |
| Enrollment Status | | | | | |
| Part-time | 17 | 19.5% | 148 | 17.5% | 2.0% |
| Full-time | 70 | 80.5% | 696 | 82.5% | -2.0% |
| Total | 87 | 100.0% | 844 | 100.0% | 0.0% |

| Business Department | Inclusive Survey Respondents | | UW Bothell Business Spring Enrollment 15' | | Sample Representativeness % Difference |
|---------------------|------------------------------|--------|---|--------|---|
| | # | % | # | % | |
| Sex | | | | | |
| Male | 39 | 44.8% | 470 | 55.7% | -10.9% |
| Female | 48 | 55.2% | 374 | 44.3% | 10.9% |
| Total | 87 | 100.0% | 844 | 100.0% | 0.0% |

| Business Department | Inclusive Survey Respondents | | UW Bothell Business Spring Enrollment 15' | | Sample Representativeness % Difference |
|---------------------|------------------------------|--------|---|--------|---|
| | # | % | # | % | |
| URM | | | | | |
| No | 75 | 86.2% | 749 | 88.7% | -2.5% |
| Yes | 12 | 13.8% | 95 | 11.3% | 2.5% |
| Total | 87 | 100.0% | 844 | 100.0% | 0.0% |

Student Inclusive Campus Survey Spring 2015

For more information, please contact Terry Ross, Russell Cannon, or Ismael Fajardo



| Business Department | Inclusive Survey Respondents | | UW Bothell Business Spring Enrollment 15' | | Sample Representativeness |
|---------------------|------------------------------|--------|---|--------|---------------------------|
| | # | % | # | % | % Difference |
| Pell Eligible | | | | | |
| No | 61 | 72.6% | 630 | 74.6% | -2.0% |
| Yes | 23 | 27.4% | 214 | 25.4% | 2.0% |
| Total | 84 | 100.0% | 844 | 100.0% | 0.0% |

Survey Results

| Question 1. To what extent are you aware of UW Bothell's commitment to building an inclusive and welcoming community that incorporates multicultural content and diverse perspectives on disability, ethnic and racial groups, gender, sexual orientation, social class, and veteran status? | | |
|--|----|------|
| | # | % |
| Extremely Aware | 24 | 28% |
| Very Aware | 31 | 36% |
| Moderately Aware | 16 | 18% |
| Somewhat Aware | 12 | 14% |
| Not at all Aware | 4 | 5% |
| Total | 87 | 100% |

| Question 2. Overall, how much impact has the University's commitment to diversity and inclusion had on your experiences on campus so far? | | |
|---|----|------|
| | # | % |
| A Great Deal | 4 | 5% |
| Quite a Bit | 22 | 25% |
| Some | 28 | 32% |
| Not very much | 24 | 28% |
| None | 9 | 10% |
| Total | 87 | 100% |



| Question 3 - 16. To what extent do you agree with the following statements about UW Bothell's support for different types of students? | | | | | | | |
|---|----------------|-------|----------------|-------------------|----------|-------------------|--------------|
| UW Bothell is Supportive of... | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | I Don't Know |
| All Students | 37% | 49% | 7% | 3% | 2% | 1% | 0% |
| First generation students | 30% | 46% | 15% | 1% | 1% | 5% | 2% |
| Differences in age | 38% | 36% | 20% | 2% | 0% | 3% | 1% |
| Differences in gender | 40% | 46% | 11% | 1% | 0% | 1% | 0% |
| Differences in language | 31% | 37% | 20% | 8% | 1% | 1% | 2% |
| Differences in national origin | 39% | 38% | 14% | 6% | 1% | 1% | 1% |
| Differences in political beliefs | 29% | 38% | 21% | 7% | 2% | 3% | 0% |
| Differences in race/ethnicity | 44% | 38% | 10% | 7% | 1% | 0% | 0% |
| Differences in religion/spirituality | 33% | 36% | 16% | 7% | 3% | 2% | 2% |
| Differences in sexual orientation | 33% | 46% | 16% | 2% | 1% | 0% | 1% |
| Differences in SES | 29% | 43% | 14% | 10% | 1% | 2% | 1% |
| Students with disabilities | 39% | 38% | 15% | 6% | 1% | 0% | 1% |
| Undocumented students | 22% | 29% | 18% | 7% | 5% | 2% | 17% |
| Veterans | 37% | 39% | 14% | 3% | 1% | 0% | 6% |

Notes: SES = Socioeconomic Status

| Questions 17 - 28. How important is it for you to identify yourself by each of the following? | | | | | |
|--|---------------------|----------------|----------------------|--------------------|----------------------|
| | Extremely Important | Very Important | Moderately Important | Slightly Important | Not at all Important |
| Ability Status | 28% | 18% | 22% | 7% | 26% |
| Age | 16% | 11% | 31% | 12% | 30% |
| Socioeconomic status | 12% | 15% | 26% | 15% | 32% |
| Gender | 27% | 18% | 18% | 11% | 27% |
| Immigration Status | 16% | 5% | 15% | 12% | 51% |
| Language | 25% | 18% | 12% | 14% | 32% |
| National Origin | 18% | 16% | 12% | 14% | 40% |
| Race/ethnicity | 25% | 14% | 12% | 7% | 42% |
| Religion/spirituality | 22% | 11% | 14% | 11% | 42% |
| Sexual orientation | 16% | 5% | 18% | 16% | 45% |
| Veteran Status | 14% | 8% | 12% | 12% | 53% |
| Other | 7% | 2% | 15% | 5% | 71% |

Notes: Each question had 13-14 missing respondents except for "Other," which had 32.



Questions 29 - 39. How interested are you in increasing your ability to interact with others in terms of:

| | Extremely Interested | Very Interested | Moderately Interested | Slightly Interested | Not at all Interested |
|-----------------------|----------------------|-----------------|-----------------------|---------------------|-----------------------|
| Ability Status | 30% | 12% | 26% | 11% | 22% |
| Age | 20% | 16% | 26% | 15% | 23% |
| Socioeconomic status | 20% | 14% | 22% | 16% | 28% |
| Gender | 23% | 15% | 22% | 11% | 30% |
| Immigration Status | 18% | 8% | 27% | 16% | 31% |
| Language | 27% | 22% | 18% | 12% | 22% |
| National Origin | 23% | 16% | 24% | 11% | 26% |
| Race/ethnicity | 23% | 22% | 18% | 12% | 26% |
| Religion/spirituality | 20% | 12% | 23% | 12% | 32% |
| Sexual orientation | 18% | 14% | 19% | 14% | 36% |
| Veteran Status | 16% | 9% | 24% | 16% | 34% |

Notes: Missing respondents = 13.

Question 40. To what extent do you agree with the following statement:

| I have experienced discrimination and/or some form of harassment as a student at UW Bothell. | # | % |
|--|----|------|
| Strongly Agree | 4 | 5% |
| Agree | 5 | 7% |
| Somewhat Agree | 9 | 12% |
| Somewhat Disagree | 12 | 16% |
| Disagree | 16 | 22% |
| Strongly Disagree | 28 | 38% |
| Total | 74 | 100% |

Notes: Missing respondents = 13.

Question 41. To what extent do you agree with the following statement:

| I have witnessed another student experience discrimination and/or some form of harassment at UW Bothell. | # | % |
|--|----|------|
| Strongly Agree | 3 | 4% |
| Agree | 7 | 9% |
| Somewhat Agree | 13 | 18% |
| Somewhat Disagree | 6 | 8% |
| Disagree | 18 | 24% |
| Strongly Disagree | 27 | 36% |
| Total | 74 | 100% |

Notes: Missing respondents = 13.

Question 42 (Open-ended). What is one concrete idea you have about how to create a campus climate that helps our students graduate in a timely manner? – Please see the open-ended report for complete responses



| Question 43. To what extent do you agree with the following statement: | | |
|---|----------|----------|
| My courses at UW Bothell are adequately preparing me to live in a diverse society. | # | % |
| Strongly Agree | 17 | 23% |
| Agree | 22 | 30% |
| Somewhat Agree | 28 | 38% |
| Somewhat Disagree | 5 | 7% |
| Disagree | 1 | 1% |
| Strongly Disagree | 1 | 1% |
| Total | 74 | 100% |

Notes: Missing respondents = 13.

| Question 44. Diversity-related programs (e.g. student clubs, speakers, workshops, events, etc.) at UW Bothell are adequately preparing me to live in a diverse society. | | |
|--|----------|----------|
| | # | % |
| Strongly Agree | 7 | 9% |
| Agree | 20 | 27% |
| Somewhat Agree | 29 | 39% |
| Somewhat Disagree | 10 | 14% |
| Disagree | 5 | 7% |
| Strongly Disagree | 3 | 4% |
| Total | 74 | 100% |

Notes: Missing respondents = 13.

| Question 45. Have UW Bothell diversity-related programs impacted your ability to effectively interact with people from demographic backgrounds other than your own? | | |
|--|----------|----------|
| | # | % |
| No | 42 | 57% |
| Yes | 32 | 43% |
| Total | 74 | 100% |

Notes: Missing respondents = 13.

Question 46 (Open-ended). Please list up to three diversity-related programs you have participated in at UW Bothell that have had the greatest impact on your ability to effectively interact with people from demographic backgrounds other than your own? – Please see Open-ended report for complete responses

| Question 47. Have UW Bothell courses impacted your ability to effectively interact with people from demographic backgrounds other than your own? | | |
|---|----------|----------|
| | # | % |
| No | 26 | 37% |
| Yes | 44 | 63% |
| Total | 70 | 100% |

Notes: Missing respondents = 17.

Question 48 (Open-ended). Please list up to three courses you have taken at UW Bothell that have had the greatest impact on your ability to effectively interact with people from demographic backgrounds other than your own? – Please see Open-ended report for complete responses



| Question 49. Some students have shared their desire to have a diversity-related center or space on campus. | | |
|---|----|------|
| Do you support devoting more dedicated space for diversity-related services and programming? | # | % |
| No | 22 | 32% |
| Yes | 37 | 54% |
| Other (Please explain) | 9 | 13% |
| Total | 68 | 100% |

Notes: Missing respondents = 19.

| Question 50. Some students have shared their desire to have a diversity-related center or space on campus. | | |
|---|----|------|
| Do you support devoting more dedicated space for diversity-related services and programming if it involves increasing your student fees each quarter? | # | % |
| No | 45 | 66% |
| Yes | 15 | 22% |
| Other (Please explain) | 8 | 12% |
| Total | 68 | 100% |

Notes: Missing respondents = 19.

| Question 51. If we have a diversity-center, which of the following needs would you like to see addressed: | | |
|--|-----|------|
| (Check up to three) | # | % |
| Space for Collaboration | 27 | 16% |
| Space for Computing | 4 | 2% |
| Space for Counseling | 12 | 7% |
| Space for English Language Learners | 18 | 10% |
| Space for First-generation students | 6 | 3% |
| Space for Hot foods | 16 | 9% |
| Space for International Students | 12 | 7% |
| Space for Lesbian, Gay, Bisexual, Transgendered, Queer+ Students | 6 | 3% |
| Space for Meditation | 14 | 8% |
| Space for Racially discriminated groups | 5 | 3% |
| Space for Sexual assault survivors | 2 | 1% |
| Space for Student organization meetings | 7 | 4% |
| Space for Studying | 21 | 12% |
| Space for Undocumented students | 4 | 2% |
| Space for Veterans | 4 | 2% |
| Space for Women | 6 | 3% |
| Other 1 (Please specify) | 7 | 4% |
| Other 2 (Please specify) | 1 | 1% |
| Other 2 (Please specify) | 1 | 1% |
| Total | 173 | 100% |

Notes: 68 total respondents. Missing respondents = 19.

Question 52. Please see the institutional level report for a more gender inclusive question and responses.



Question 53. Do you regularly speak a language other than English in your daily life (e.g. with friends, at home, etc.)

| | # | % |
|----------------------|----|------|
| No | 41 | 60% |
| Yes (Please specify) | 27 | 40% |
| Total | 68 | 100% |

Notes: Missing respondents = 19.

Question 54 (Open-ended). In your own words, how should a welcoming and inclusive UW Bothell look and feel, and what are your recommendations for getting this campus there? – Please see Open-ended report for complete responses.

Question 55 (Open-ended). This is an open-ended opportunity for you to say anything you want about UW Bothell, your academic program, diversity, and/or creating a welcoming and inclusive campus. – Please see Open-ended report for complete responses