



UNIVERSITY *of* WASHINGTON | BOTHELL

Student Inclusive Campus Survey Spring 2015: Interdisciplinary Arts & Sciences

Dr. Terryl Ross
Director of Diversity

Russell Cannon
Dr. Ismael Fajardo
Office of Institutional Research
University of Washington Bothell

December 2015

For more information, please contact:
Terryl Ross tjross@uw.edu
Russell Cannon cannonr@uw.edu
Ismael Fajardo ifajardo@uw.edu



Student Inclusive Campus Survey 2015: Interdisciplinary Arts and Sciences 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 – Interdisciplinary Arts and Science only

- 164 Total Respondents (1102 email invitations were sent with multiple reminders)
 - 15% Email Response Rate
- 136 Completed Entire Survey
 - 83% 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 than 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>



UNIVERSITY of WASHINGTON | BOTHELL

How Representative is the Survey Sample to the IAS Department?

IAS Department Only	IAS Inclusive Survey Respondents		UW Bothell IAS Spring Enrollment 15'		IAS Sample Representativeness % Difference
	#	%	#	%	
Class Standing					
Freshman	0	0%	0	0%	0.0%
Sophomore	4	2%	52	5%	-2.3%
Junior	69	42%	431	39%	3.0%
Senior	72	44%	537	49%	-4.8%
Post-Bac	0	0%	4	0%	-0.4%
Graduate	19	12%	78	7%	4.5%
Non-matriculated	0	0%	0	0%	0.0%
Total	164	100%	1102	100%	0.0%

IAS Department Only	IAS Inclusive Survey Respondents		UW Bothell IAS Spring Enrollment 15'		IAS Sample Representativeness % Difference
	#	%	#	%	
Enrollment Entry (Origin)					
FTFY	45	27.4%	341	30.9%	-3.5%
Transfer 2YR-WACC	83	50.6%	539	48.9%	1.7%
Transfer 4YR	11	6.7%	104	9.4%	-2.7%
Other	25	15.2%	118	10.7%	4.5%
Total	164	100.0%	1102	100.0%	0.0%

IAS Department Only	IAS Inclusive Survey Respondents		UW Bothell IAS Spring Enrollment 15'		IAS Sample Representativeness % Difference
	#	%	#	%	
Enrollment Status					
Part-time	17	10.4%	126	11.4%	-1.1%
Full-time	147	89.6%	976	88.6%	1.1%
Total	164	100.0%	1102	100.0%	0.0%

IAS Department Only	IAS Inclusive Survey Respondents		UW Bothell IAS Spring Enrollment 15'		IAS Sample Representativeness % Difference
	#	%	#	%	
Sex					
Male	53	32.3%	410	37.2%	-4.9%
Female	111	67.7%	692	62.8%	4.9%
Total	164	100.0%	1102	100.0%	0.0%

IAS Department Only	IAS Inclusive Survey Respondents		UW Bothell IAS Spring Enrollment 15'		IAS Sample Representativeness % Difference
	#	%	#	%	
URM Status					
No	121	73.8%	867	78.7%	-4.9%
Yes	43	26.2%	235	21.3%	4.9%
Total	164	100.0%	1102	100.0%	0.0%

Student Inclusive Campus Survey Spring 2015

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



IAS Department Only	IAS Inclusive Survey Respondents		UW Bothell IAS Spring Enrollment 15'		IAS Sample Representativeness
	#	%	#	%	% Difference
Pell Eligible					
No	100	61.0%	706	64.1%	-3.1%
Yes	64	39.0%	396	35.9%	3.1%
Total	164	100.0%	1102	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	36	22%
Very Aware	64	39%
Moderately Aware	36	22%
Somewhat Aware	16	10%
Not at all Aware	12	7%
Total	164	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	13	8%
Quite a Bit	38	23%
Some	50	30%
Not very much	44	27%
None	19	12%
Total	164	100%



Questions 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	29%	31%	22%	8%	6%	4%	0%
First generation students	25%	33%	16%	7%	6%	4%	9%
Differences in age	27%	37%	18%	5%	7%	5%	1%
Differences in gender	37%	34%	10%	7%	9%	3%	1%
Differences in language	24%	30%	22%	7%	7%	5%	4%
Differences in national origin	31%	34%	18%	3%	9%	2%	3%
Differences in political beliefs	21%	29%	25%	9%	6%	5%	4%
Differences in race/ethnicity	30%	37%	15%	3%	10%	3%	2%
Differences in religion/spirituality	21%	37%	13%	9%	9%	7%	4%
Differences in sexual orientation	32%	32%	16%	5%	7%	3%	5%
Differences in SES	21%	27%	22%	10%	9%	7%	4%
Students with disabilities	25%	34%	20%	5%	7%	4%	4%
Undocumented students	20%	27%	18%	6%	7%	4%	18%
Veterans	30%	38%	15%	5%	2%	1%	7%

Notes: SES = Socioeconomic Status

Question 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	15%	18%	22%	10%	35%
Age	8%	11%	30%	26%	24%
Socioeconomic status	14%	15%	27%	14%	31%
Gender	24%	18%	27%	10%	21%
Immigration Status	10%	4%	15%	11%	60%
Language	13%	10%	19%	17%	41%
National Origin	14%	8%	17%	14%	48%
Race/ethnicity	22%	10%	18%	11%	39%
Religion/spirituality	16%	5%	17%	19%	43%
Sexual orientation	15%	12%	17%	14%	42%
Veteran Status	4%	4%	17%	7%	68%
Other	13%	7%	8%	3%	69%

Notes: Each category had 19 - 21 missing respondents except for "Other" which had 44 missing respondents.



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	21%	17%	28%	11%	22%
Age	20%	18%	31%	14%	17%
Socioeconomic status	20%	19%	24%	14%	23%
Gender	22%	18%	29%	12%	19%
Immigration Status	22%	14%	21%	10%	32%
Language	24%	16%	25%	11%	24%
National Origin	23%	21%	23%	8%	24%
Race/ethnicity	23%	19%	27%	10%	21%
Religion/spirituality	21%	14%	22%	12%	31%
Sexual orientation	21%	18%	21%	12%	28%
Veteran Status	14%	14%	24%	14%	34%

Notes: Each category had 19 - 21 missing respondents

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	13	9%
Agree	19	13%
Somewhat Agree	17	12%
Somewhat Disagree	19	13%
Disagree	39	27%
Strongly Disagree	38	26%
Total	145	100%

Notes: Missing Respondents = 19

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	17	12%
Agree	27	19%
Somewhat Agree	14	10%
Somewhat Disagree	20	14%
Disagree	36	25%
Strongly Disagree	31	21%
Total	145	100%

Notes: Missing Respondents = 19

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	36	25%
Agree	59	41%
Somewhat Agree	38	26%
Somewhat Disagree	5	3%
Disagree	5	3%
Strongly Disagree	1	1%
Total	144	100%

Notes: Missing Respondents = 20

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	14	10%
Agree	41	28%
Somewhat Agree	53	37%
Somewhat Disagree	15	10%
Disagree	13	9%
Strongly Disagree	8	6%
Total	144	100%

Notes: Missing Respondents = 20

Question 45. Have UW Bothell diversity-related programs impacted your ability to effectively interact with people from demographic backgrounds other than your own?		
	#	%
No	83	58%
Yes	61	42%
Total	144	100%

Notes: Missing Respondents = 20

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	39	28%
Yes	101	72%
Total	140	100%

Notes: Missing Respondents = 24



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	21	15%
Yes	99	73%
Other (Please explain)	16	12%
Total	136	100%

Notes: Missing Respondents = 28.

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	55	40%
Yes	53	39%
Other (Please explain)	28	21%
Total	136	100%

Notes: Missing Respondents = 28.

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	42	11%
Space for Computing	6	2%
Space for Counseling	29	8%
Space for English Language Learners	9	2%
Space for First-generation students	13	3%
Space for Hot foods	36	9%
Space for International Students	13	3%
Space for Lesbian, Gay, Bisexual, Transgendered, Queer+ Students	35	9%
Space for Meditation	26	7%
Space for Racially discriminated groups	26	7%
Space for Sexual assault survivors	16	4%
Space for Student organization meetings	23	6%
Space for Studying	28	7%
Space for Undocumented students	11	3%
Space for Veterans	6	2%
Space for Women	21	5%
Other 1 (Please specify)	29	8%
Other 2 (Please specify)	8	2%
Other 2 (Please specify)	8	2%
Total	385	100%

Notes: 136 total respondents. Missing respondents = 28.



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	99	73%
Yes (Please specify)	37	27%
Total	136	100%

Notes: Missing respondents = 28

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