



UNIVERSITY *of* WASHINGTON | BOTHELL

Student Inclusive Campus Survey Spring 2015: STEM Department

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Student Inclusive Campus Survey 2015: STEM department

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 – STEM¹ Department only

- 123 Total Respondents (892 email invitations were sent with multiple reminders)
 - 14% Email Response Rate
- 136 Completed Entire Survey
 - 81% 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

¹ STEM includes Biological Science, Computing & Software Systems, Engineering & Mathematics, Interactive Media Design, and Physical Science



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 Survey Sample to the STEM Department?

STEM Department	Inclusive Survey Respondents		UW Bothell STEM Spring Enrollment 15'		STEM Sample Representativeness
	#	%	#	%	% Difference
Class Standing					
Freshman	0	0%	2	0%	-0.2%
Sophomore	2	2%	21	2%	-0.7%
Junior	35	28%	258	29%	-0.5%
Senior	62	50%	452	51%	-0.3%
Post-Bac	4	3%	49	5%	-2.2%
Graduate	13	11%	68	8%	2.9%
Non-matriculated	7	6%	42	5%	1.0%
Total	123	100%	892	100%	0.0%

STEM Department	Inclusive Survey Respondents		UW Bothell STEM Spring Enrollment 15'		STEM Sample Representativeness
	#	%	#	%	% Difference
Enrollment Entry (Origin)					
FTFY	27	22.0%	1874	39.1%	-17.2%
Transfer 2YR-WACC	59	48.0%	1733	36.2%	11.8%
Transfer 4YR	7	5.7%	337	7.0%	-1.3%
Other	30	24.4%	844	17.6%	6.8%
Total	123	100.0%	4788	100.0%	0.0%

STEM Department	Inclusive Survey Respondents		UW Bothell STEM Spring Enrollment 15'		STEM Sample Representativeness
	#	%	#	%	% Difference
Enrollment Status					
Part-time	27	22.0%	226	25.3%	-3.4%
Full-time	96	78.0%	666	74.7%	3.4%
Total	123	100.0%	892	100.0%	0.0%

STEM Department	Inclusive Survey Respondents		UW Bothell STEM Spring Enrollment 15'		STEM Sample Representativeness
	#	%	#	%	% Difference
Sex					
Male	77	62.6%	644	72.2%	-9.6%
Female	46	37.4%	248	27.8%	9.6%
Total	123	100.0%	892	100.0%	0.0%

STEM Department	Inclusive Survey Respondents		UW Bothell STEM Spring Enrollment 15'		STEM Sample Representativeness
	#	%	#	%	% Difference
URM					
No	104	84.6%	785	88.0%	-3.5%
Yes	19	15.4%	107	12.0%	3.5%
Total	123	100.0%	892	100.0%	0.0%

Student Inclusive Campus Survey Spring 2015

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STEM Department	Inclusive Survey Respondents		UW Bothell STEM Spring Enrollment 15'		STEM Sample Representativeness
	#	%	#	%	% Difference
Pell Eligible					
No	80	65.0%	604	67.7%	-2.7%
Yes	43	35.0%	288	32.3%	2.7%
Total	123	100.0%	892	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	20%
Very Aware	36	29%
Moderately Aware	39	32%
Somewhat Aware	14	11%
Not at all Aware	10	8%
Total	123	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	11	9%
Quite a Bit	22	18%
Some	29	24%
Not very much	37	30%
None	24	20%
Total	123	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	37%	38%	16%	2%	2%	2%	2%
First generation students	30%	33%	18%	2%	2%	1%	14%
Differences in age	41%	36%	15%	3%	2%	1%	2%
Differences in gender	38%	36%	15%	3%	2%	2%	5%
Differences in language	32%	31%	18%	8%	3%	2%	6%
Differences in national origin	43%	28%	16%	2%	2%	3%	4%
Differences in political beliefs	24%	27%	22%	7%	2%	3%	16%
Differences in race/ethnicity	39%	38%	11%	3%	2%	2%	4%
Differences in religion/spirituality	30%	28%	20%	4%	3%	3%	11%
Differences in sexual orientation	35%	32%	19%	2%	2%	2%	10%
Differences in SES	24%	33%	20%	8%	2%	5%	8%
Students with disabilities	33%	38%	14%	5%	0%	2%	7%
Undocumented students	15%	27%	20%	7%	2%	2%	28%
Veterans	31%	34%	16%	2%	0%	2%	15%

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	21%	21%	22%	7%	29%
Age	7%	15%	26%	22%	29%
Socioeconomic status (SES)	10%	16%	22%	13%	38%
Gender	18%	23%	19%	15%	25%
Immigration Status	12%	11%	11%	13%	52%
Language	12%	21%	19%	10%	38%
National Origin	12%	16%	22%	10%	39%
Race/ethnicity	13%	21%	13%	12%	40%
Religion/spirituality	11%	13%	17%	14%	45%
Sexual orientation	7%	13%	21%	12%	47%
Veteran Status	9%	7%	14%	8%	62%
Other	5%	2%	4%	2%	36%

Notes: Each question had 16 missing respondents except for "Other," which had 29.



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%	21%	21%	10%	26%
Age	18%	18%	22%	19%	23%
Socioeconomic status	17%	16%	19%	18%	31%
Gender	17%	23%	19%	9%	32%
Immigration Status	15%	15%	18%	15%	37%
Language	25%	17%	16%	11%	31%
National Origin	20%	21%	18%	9%	32%
Race/ethnicity	17%	23%	15%	15%	30%
Religion/spirituality	15%	15%	16%	16%	38%
Sexual orientation	13%	16%	19%	15%	37%
Veteran Status	11%	10%	19%	21%	39%

Notes: Missing respondents = 16.

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	5	5%
Agree	8	7%
Somewhat Agree	14	13%
Somewhat Disagree	6	6%
Disagree	28	26%
Strongly Disagree	46	43%
Total	107	100%

Notes: Missing respondents = 16.

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	6	6%
Agree	15	14%
Somewhat Agree	11	10%
Somewhat Disagree	6	6%
Disagree	30	28%
Strongly Disagree	39	36%
Total	107	100%

Notes: Missing respondents = 16.

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	16%
Agree	39	37%
Somewhat Agree	35	33%
Somewhat Disagree	7	7%
Disagree	3	3%
Strongly Disagree	5	5%
Total	106	100%

Notes: Missing respondents = 17.

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	8	8%
Agree	19	18%
Somewhat Agree	50	47%
Somewhat Disagree	11	10%
Disagree	10	9%
Strongly Disagree	8	8%
Total	106	100%

Notes: Missing respondents = 17.

Question 45. Have UW Bothell diversity-related programs impacted your ability to effectively interact with people from demographic backgrounds other than your own?		
	#	%
No	74	70%
Yes	32	30%
Total	106	100%

Notes: Missing respondents = 17.

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	48	46%
Yes	57	54%
Total	105	100%

Notes: Missing respondents = 18.

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	25	25%
Yes	57	57%
Other (Please explain)	18	18%
Total	100	100%

Notes: Missing respondents = 23.

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	55%
Yes	32	32%
Other (Please explain)	13	13%
Total	100	100%

Notes: Missing respondents = 23.

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	34	13%
Space for Computing	15	6%
Space for Counseling	22	8%
Space for English Language Learners	20	7%
Space for First-generation students	7	3%
Space for Hot foods	26	10%
Space for International Students	15	6%
Space for Lesbian, Gay, Bisexual, Transgendered, Queer+ Students	20	7%
Space for Meditation	14	5%
Space for Racially discriminated groups	14	5%
Space for Sexual assault survivors	6	2%
Space for Student organization meetings	8	3%
Space for Studying	35	13%
Space for Undocumented students	1	0%
Space for Veterans	4	1%
Space for Women	9	3%
Other 1 (Please specify)	14	5%
Other 2 (Please specify)	3	1%
Other 2 (Please specify)	1	0%
Total	268	100%

Notes: 100 total respondents. Missing respondents = 23.

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	60	60%
Yes (Please specify)	40	40%
Total	100	100%

Notes: Missing respondents = 23.

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