



UNIVERSITY *of* WASHINGTON | BOTHELL

# **Student Inclusive Campus Survey Spring 2015: Full Results**

---

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](mailto:tjross@uw.edu)  
Russell Cannon [cannonr@uw.edu](mailto:cannonr@uw.edu)  
Ismael Fajardo [ifajardo@uw.edu](mailto:ifajardo@uw.edu)



## **Student Inclusive Campus Survey Spring 2014-2015: Full 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

- 574 Total Respondents (4788 email invitations were sent with multiple reminders)
  - 12% Email Response Rate
- 459 Completed Entire Survey
  - 80% 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.

## **Student Inclusive Campus Survey Spring 2015**



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>



**How Representative is the Survey Sample?**

Class Standing	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Freshman	44	8%	482	10%	-2.4%
Sophomore	57	10%	588	12%	-2.4%
Junior	188	33%	1315	27%	5.3%
Senior	200	35%	1679	35%	-0.2%
Post-Bac	9	2%	182	4%	-2.2%
Graduate	69	12%	457	10%	2.5%
Non-matriculated	7	1%	85	2%	-0.6%
Total	574	100%	4788	100%	0.0%

Department	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Bothell Campus Exchange	1	0.2%	9	0.2%	0.0%
Business Administration	87	15.2%	844	17.6%	-2.5%
CUSP	130	22.6%	1308	27.3%	-4.7%
Education	13	2.3%	186	3.9%	-1.6%
Interdisciplinary Arts and Sci.	164	28.6%	1102	23.0%	5.6%
Nursing	56	9.8%	447	9.3%	0.4%
STEM	123	21.4%	892	18.6%	2.8%
Total	574	100.0%	4788	100.0%	0.0%

Notes: STEM includes IMD (N = 4 survey respondents).

Sex	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Male	232	40.4%	2333	48.7%	-8.3%
Female	342	59.6%	2455	51.3%	8.3%
Total	574	100.0%	4788	100.0%	0.0%



# UNIVERSITY of WASHINGTON | BOTHELL

	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Racial/ethnic background					
African American	40	7.0%	263	5.5%	1.5%
American Indian	2	0.3%	19	0.4%	0.0%
Asian American	115	20.0%	1173	24.5%	-4.5%
Caucasian	271	47.2%	2180	45.5%	1.7%
Hawaiian/Pacific Islander	2	0.3%	37	0.8%	-0.4%
Hispanic or Latino	53	9.2%	382	8.0%	1.3%
International	45	7.8%	386	8.1%	-0.2%
Not Indicated	8	1.4%	80	1.7%	-0.3%
Two or More Races	38	6.6%	268	5.6%	1.0%
<b>Total</b>	<b>574</b>	<b>100.0%</b>	<b>4788</b>	<b>100.0%</b>	<b>0.0%</b>

	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Enrollment Entry (Origin)					
First Time First Year	191	33.3%	1874	39.1%	-5.9%
Transfer 2YR-WACC	241	42.0%	1733	36.2%	5.8%
Transfer 4YR	39	6.8%	337	7.0%	-0.2%
Other	103	17.9%	844	17.6%	0.3%
<b>Total</b>	<b>574</b>	<b>100.0%</b>	<b>4788</b>	<b>100.0%</b>	<b>0.0%</b>

	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Enrollment Status					
Part-time	102	17.8%	949	19.8%	-2.1%
Full-time	472	82.2%	3839	80.2%	2.1%
<b>Total</b>	<b>574</b>	<b>100.0%</b>	<b>4788</b>	<b>100.0%</b>	<b>0.0%</b>

	Inclusive Survey Respondents		UW Bothell Spring Enrollment 15'		Sample Representativeness
	#	%	#	%	% Difference
Pell Eligible					
No	370	64.5%	3240	67.7%	-3.2%
Yes	204	35.5%	1548	32.3%	3.2%
<b>Total</b>	<b>574</b>	<b>100.0%</b>	<b>4788</b>	<b>100.0%</b>	<b>0.0%</b>

## Student Inclusive Campus Survey Spring 2015

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



### 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	133	23%
Very Aware	193	34%
Moderately Aware	152	26%
Somewhat Aware	67	12%
Not at all Aware	29	5%
Total	574	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	48	8%
Quite a Bit	131	23%
Some	182	32%
Not very much	140	24%
None	73	13%
Total	574	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	35%	39%	17%	4%	3%	2%	1%
First generation students	30%	38%	15%	4%	3%	3%	8%
Differences in age	35%	38%	16%	4%	3%	3%	2%
Differences in gender	39%	38%	12%	3%	3%	2%	3%
Differences in language	30%	34%	19%	6%	4%	3%	4%
Differences in national origin	37%	35%	15%	3%	4%	2%	3%
Differences in political beliefs	24%	32%	21%	7%	4%	4%	7%
Differences in race/ethnicity	37%	37%	13%	4%	4%	2%	3%
Differences in religion/spirituality	27%	34%	18%	6%	5%	4%	6%
Differences in sexual orientation	33%	38%	15%	3%	3%	2%	6%
Differences in SES	24%	34%	19%	8%	4%	5%	6%
Students with disabilities	33%	37%	16%	5%	3%	2%	5%
Undocumented students	20%	27%	21%	5%	4%	2%	20%
Veterans	32%	37%	15%	3%	1%	1%	10%

Notes: SES = Socioeconomic Status



<b>Questions 17-28. How important is it for you to identify yourself by each of the following?</b>					
	Extremely Important	Very Important	Moderately Important	Slightly Important	Not at all Important
Ability Status	19%	22%	24%	8%	28%
Age	9%	14%	31%	20%	26%
Socioeconomic status	10%	16%	26%	15%	33%
Gender	18%	19%	26%	12%	24%
Immigration Status	12%	9%	14%	11%	55%
Language	14%	18%	19%	14%	36%
National Origin	14%	14%	20%	12%	39%
Race/ethnicity	17%	17%	18%	11%	37%
Religion/spirituality	15%	12%	18%	14%	42%
Sexual orientation	11%	13%	20%	14%	43%
Veteran Status	7%	8%	16%	8%	62%
Other	8%	5%	11%	3%	73%

Notes: Each question had 80 - 83 missing respondents except for "Other," which had 107 missing respondents.

<b>Questions 29-39. How interested are you in increasing your ability to interact with others in terms of:</b>					
	Extremely Interested	Very Interested	Moderately Interested	Slightly Interested	Not at all Interested
Ability Status	22%	18%	27%	12%	21%
Age	18%	19%	28%	16%	19%
Socioeconomic status	18%	16%	23%	17%	26%
Gender	20%	18%	26%	12%	24%
Immigration Status	19%	14%	22%	14%	32%
Language	24%	19%	23%	11%	24%
National Origin	21%	20%	24%	11%	25%
Race/ethnicity	21%	21%	23%	12%	23%
Religion/spirituality	18%	15%	22%	14%	31%
Sexual orientation	17%	15%	23%	14%	31%
Veteran Status	15%	12%	23%	16%	34%

Notes: Each question had 79 missing respondents

<b>Question 40. To what extent do you agree with the following statement:</b>		
I have experienced discrimination and/or some form of harassment as a student at UW Bothell.	#	%
Strongly Agree	33	7%
Agree	38	8%
Somewhat Agree	58	12%
Somewhat Disagree	50	10%
Disagree	134	27%
Strongly Disagree	182	37%
Total	495	100%

Notes: Missing Respondents = 79



<b>Question 41. To what extent do you agree with the following statement:</b>		
I have witnessed another student experience discrimination and/or some form of harassment at UW Bothell.	#	%
Strongly Agree	38	8%
Agree	62	13%
Somewhat Agree	49	10%
Somewhat Disagree	50	10%
Disagree	138	28%
Strongly Disagree	158	32%
Total	495	100%

Notes: Missing Respondents = 79

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 open-ended report for complete responses

<b>Question 43. To what extent do you agree with the following statement:</b>		
My courses at UW Bothell are adequately preparing me to live in a diverse society.	#	%
Strongly Agree	105	21%
Agree	179	36%
Somewhat Agree	152	31%
Somewhat Disagree	23	5%
Disagree	18	4%
Strongly Disagree	14	3%
Total	491	100%

Notes: Missing Respondents = 83

<b>Question 44. To what extent do you agree with the following statement:</b>		
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	49	10%
Agree	130	26%
Somewhat Agree	183	37%
Somewhat Disagree	59	12%
Disagree	39	8%
Strongly Disagree	31	6%
Total	491	100%

Notes: Missing Respondents = 83





<b>Question 45.</b>		
Have UW Bothell diversity-related programs impacted your ability to effectively interact with people from demographic backgrounds other than your own?	#	%
No	270	55%
Yes	221	45%
Total	491	100%

Notes: Missing Respondents = 83

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

<b>Question 47.</b>		
Have UW Bothell courses impacted your ability to effectively interact with people from demographic backgrounds other than your own?	#	%
No	163	34%
Yes	311	66%
Total	474	100%

Notes: Missing Respondents = 100

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

<b>Question 49. Some students have shared their desire to have a diversity-related center or space on campus.</b>		
Do you support devoting more dedicated space for diversity-related services and programming?	#	%
No	98	21%
Yes	293	64%
Other (Please explain)	66	14%
Total	457	100%

Notes: Missing Respondents = 117

<b>Question 50. Some students have shared their desire to have a diversity-related center or space on campus.</b>		
Do you support devoting more dedicated space for diversity-related services and programming if it involves increasing your student fees each quarter?	#	%
No	235	51%
Yes	147	32%
Other (Please explain)	75	16%
Total	457	100%

Notes: Missing Respondents = 117



<b>Question 51. If we have a diversity-center, which of the following needs would you like to see addressed:</b>		
<b>(Check up to three)</b>	<b>#</b>	<b>%</b>
Space for Collaboration	146	12%
Space for Computing	39	3%
Space for Counseling	96	8%
Space for English Language Learners	78	6%
Space for First-generation students	45	4%
Space for Hot foods	134	11%
Space for International Students	67	5%
Space for Lesbian, Gay, Bisexual, Transgendered, Queer+ Students	70	6%
Space for Meditation	76	6%
Space for Racially discriminated groups	66	5%
Space for Sexual assault survivors	46	4%
Space for Student organization meetings	49	4%
Space for Studying	129	10%
Space for Undocumented students	25	2%
Space for Veterans	29	2%
Space for Women	45	4%
Other 1 (Please specify)	66	5%
Other 2 (Please specify)	15	1%
Other 2 (Please specify)	13	1%
<b>Total</b>	<b>1239</b>	<b>100%</b>

Notes: 459 total respondents. Missing respondents = 119.

<b>Question 52.</b>		
<b>Sex</b>	<b>#</b>	<b>%</b>
Female	258	57%
Male	186	41%
Transgender	2	0%
Additional Responses*	9	2%
<b>Total</b>	<b>455</b>	<b>100%</b>

Notes: Missing respondents = 119. \* = Agender, Genderqueer, Private, and "other" responses.

<b>Question 53. Do you regularly speak a language other than English in your daily life (e.g. with friends, at home, etc.)</b>		
	<b>#</b>	<b>%</b>
No	281	61%
Yes (Please specify)	176	39%
<b>Total</b>	<b>457</b>	<b>100%</b>

Notes: Missing respondents = 117.



# UNIVERSITY *of* WASHINGTON | BOTHELL

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