



UNIVERSITY *of* WASHINGTON | BOTHELL

# **Student Inclusive Campus Survey Spring 2015: Executive Summary**

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## **Student Inclusive Campus Survey Spring 2014-2015: Executive Summary**

### **Overview**

The Student Inclusive Campus Survey was conducted during the spring quarter 2014-2015 focused on campus inclusiveness and diversity, one of our 21<sup>st</sup> 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 Spring 2014-2015

- 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.



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
First-year	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%

Inclusive survey gender question		
Sex	#	%
Female	258	57%
Male	186	41%
Transgender	2	0%
Additional Responses*	9	2%
Total	455	100%

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

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	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>

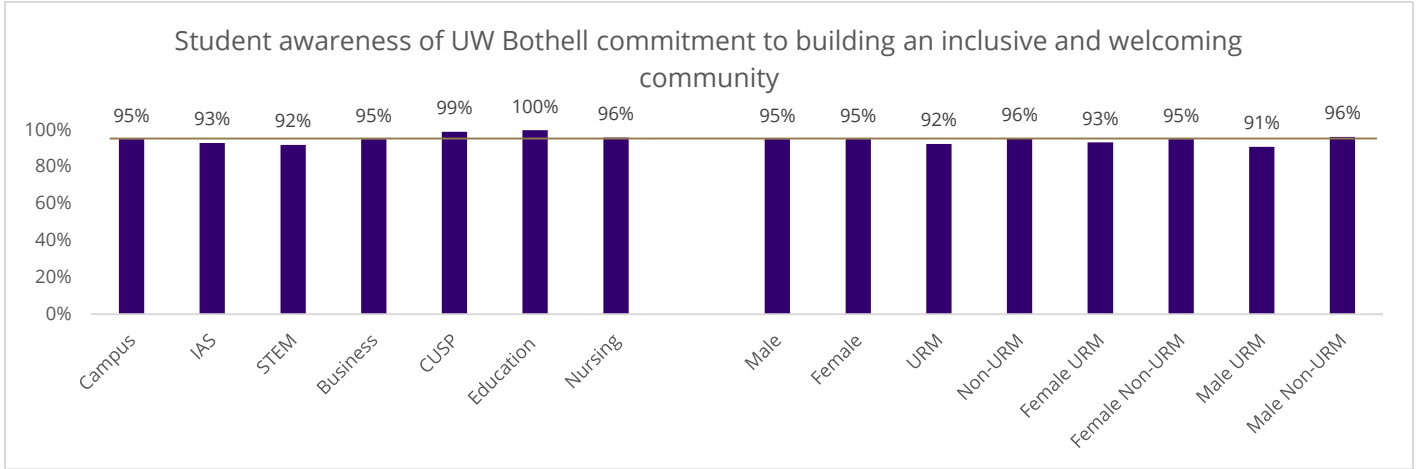
	Inclusive survey respondents		UW Bothell spring enrollment 15'		Sample representativeness
	#	%	#	%	% Difference
Pell eligible					
No	370	64.5%	3240	67.7%	-3.2%
Yes	204	35.5%	1548	32.3%	3.2%
<b>Total</b>	<b>574</b>	<b>100.0%</b>	<b>4788</b>	<b>100.0%</b>	<b>0.0%</b>

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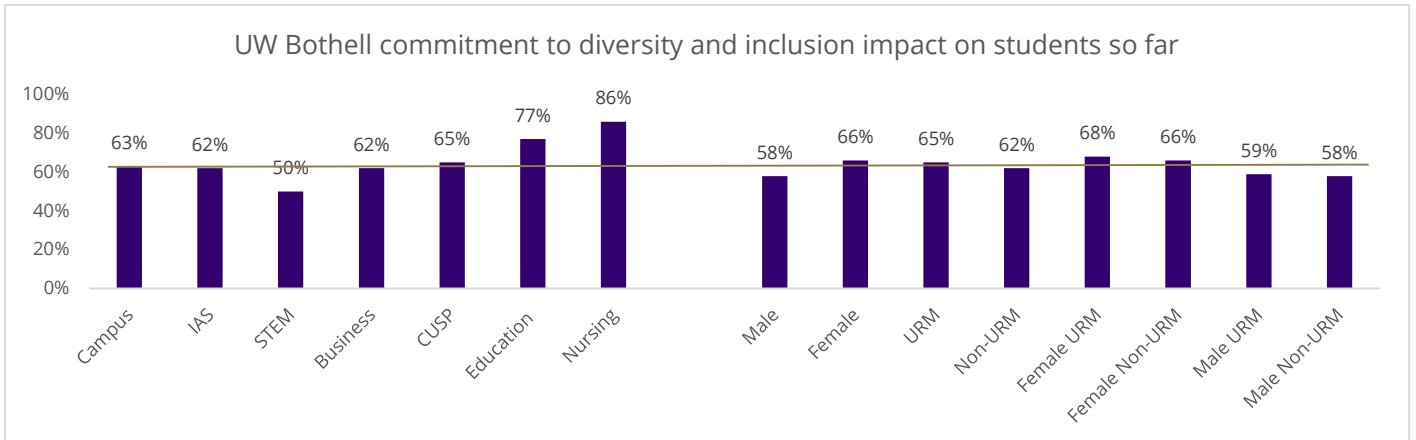
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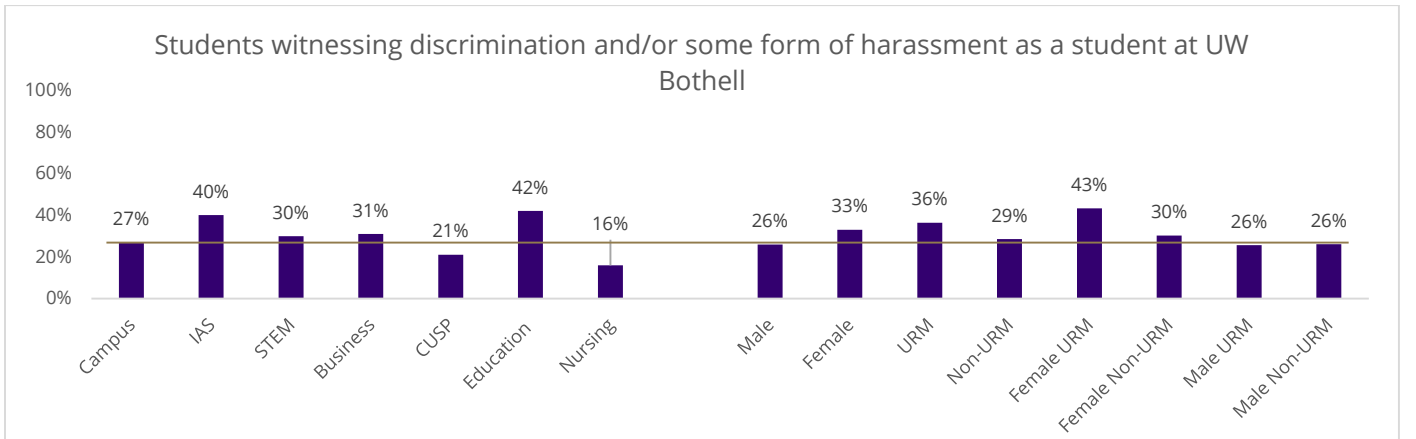
Survey Results



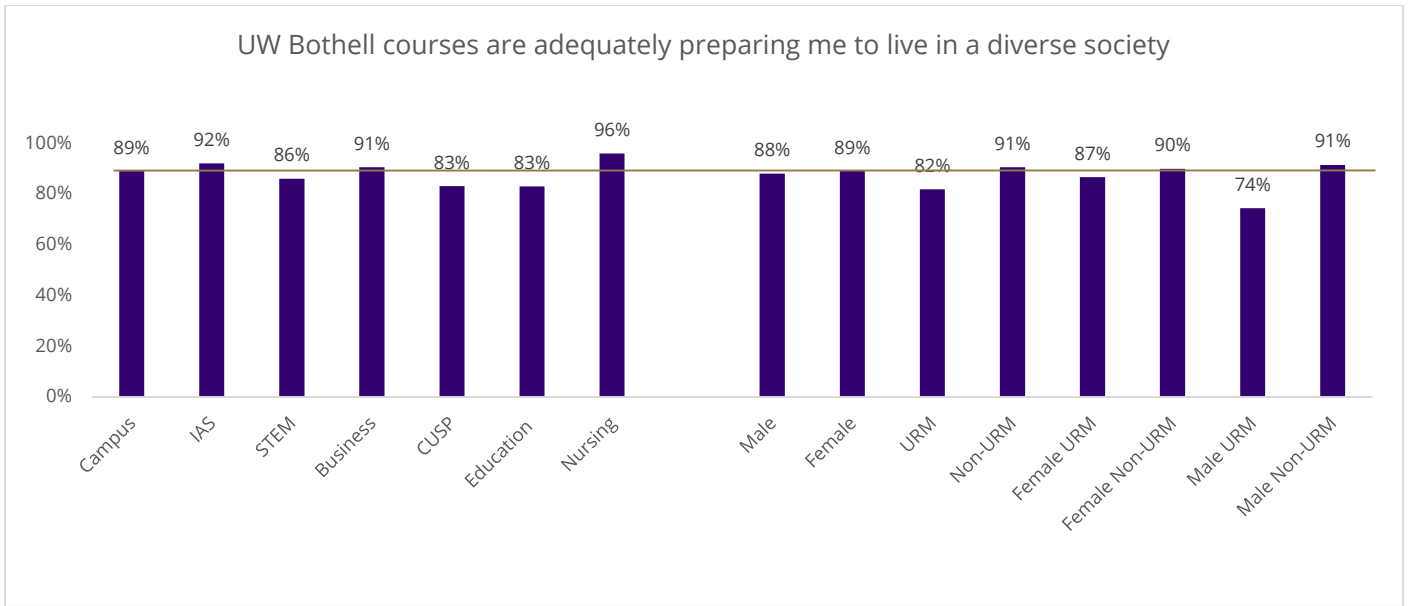
Notes: Students responded on a 5-point Likert scale: "Not at all aware" to "Extremely aware". Responses shown here include "Somewhat aware" to "Extremely aware." Female URM respondents = 75. Female Non-URM respondents = 267. Male URM respondents = 44. Male Non-URM respondents includes = 188.



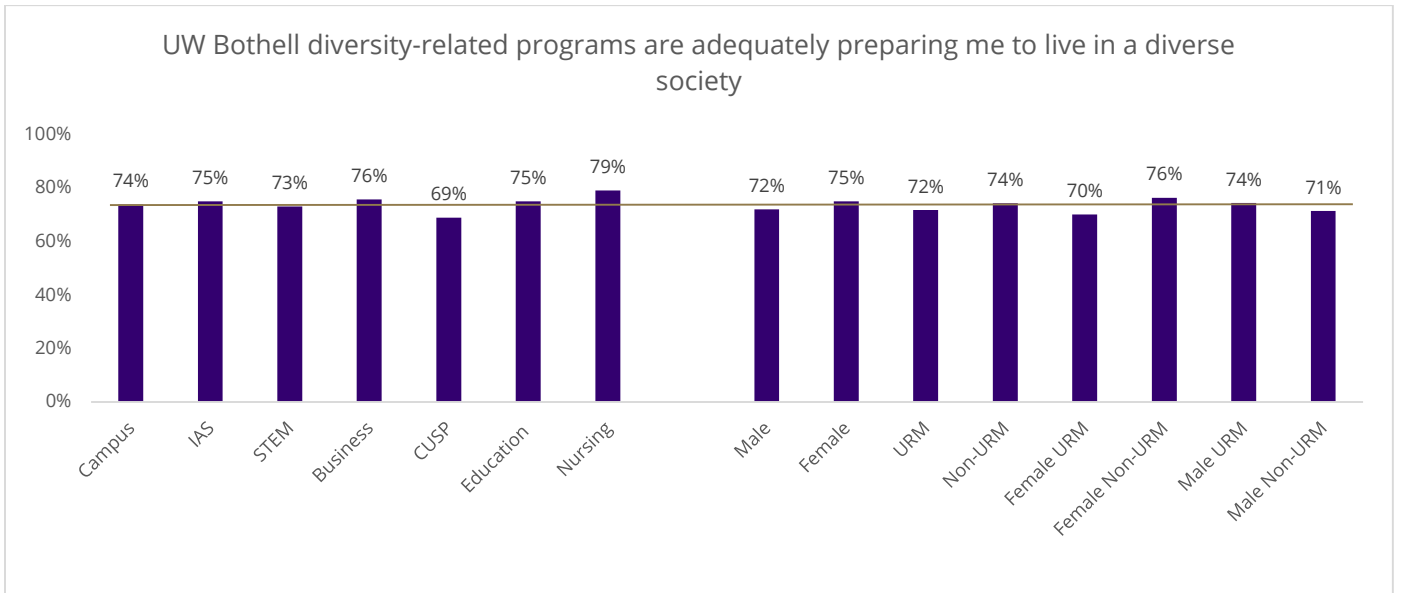
Notes: Students responded on a 5-point Likert scale: "None" to "A great deal". Responses shown here include "Some" to "A great deal."



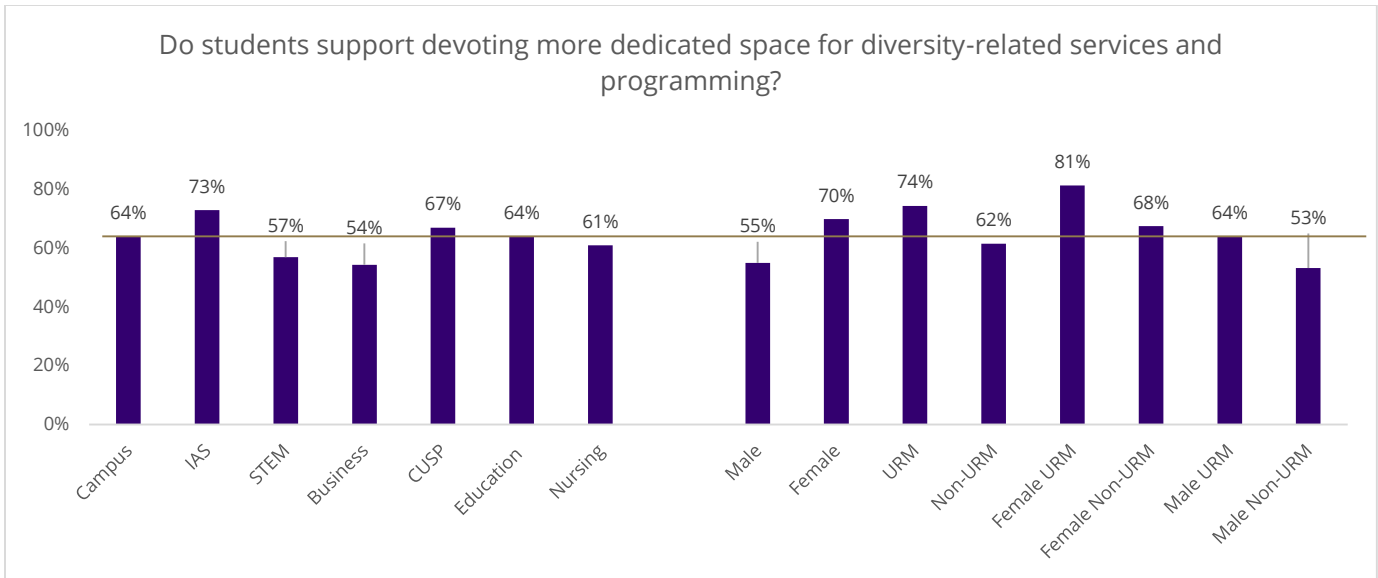
Notes: Students responded on a 6-point Likert scale: "Strongly disagree" to "Strongly Agree". Responses shown here include "Somewhat agree" to "Strongly Agree"



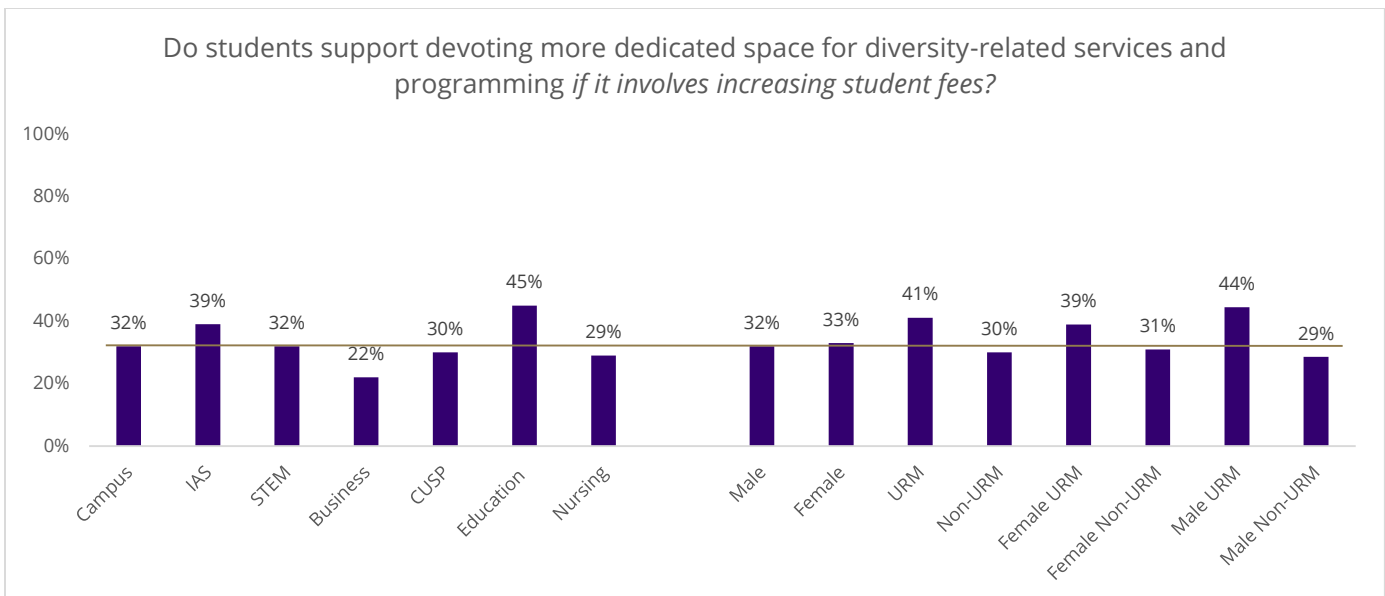
Notes: Students responded on a 6-point Likert scale: "Strongly disagree" to "Strongly Agree". Responses shown here include "Somewhat agree" to "Strongly Agree"



Notes: Students responded on a 6-point Likert scale: "Strongly disagree" to "Strongly Agree". Responses shown here include "Somewhat agree" to "Strongly Agree"



Notes: Students responded to "Yes," "No," and "Other: please explain." Responses shown here include only those indicated "Yes."



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If UW Bothell were to have a diversity-center, which of the following needs would you like to see addressed:  
Top 6 by Major Department

Campus Overall	IAS	STEM	Business	Nursing	CUSP
1. Space for Collaboration	1. Space for Collaboration	1. Space for Studying	1. Space for Collaboration	1. Space for Collaboration	1. Space for Hot foods
2. Space for Hot foods	2. Space for Hot foods	2. Space for Collaboration	2. Space for Studying	2. Space for English Language Learners	2. Space for Studying
3. Space for Studying	3. Space for Lesbian Gay Bisexual Transgendered Queer Students	3. Space for Hot foods	3. Space for English Language Learners	3. Space for Studying	3) Space for Collaboration
4. Space for Counseling	4. Space for Counseling	4. Space for Counseling	4. Space for Hot foods	4. Space for International Students	4. Space for Counseling
5. Space for English Language Learners	5. Space for Studying	T5. Space for English Language Learners	5. Space for Meditation	T5. Space for Hot foods	5. Space for International Students
6. Space for Meditation	T6. Space for Meditation & Racially discriminated groups	T5. Space for Lesbian Gay Bisexual Transgendered Queer Students	T6. Space for International Students & Counseling	T5. Space for Counseling	T6. Multiple spaces

Notes: Education results (N = 13): T1) Hot Foods, T1) English language learners, T3) Collaboration, T3) Counseling, T5) Multiple spaces

If UW Bothell were to have a diversity-center, which of the following needs would you like to see addressed:  
Top 6 by Demographic Backgrounds

Campus Overall	Male	Female	URM	Non-URM
1. Space for Collaboration	1) Space for Hot foods	1) Space for Collaboration	T1) Space for Collaboration	1) Space for Collaboration
2. Space for Hot foods	2) Space for Collaboration	2) Space for Hot foods	T1) Space for Hot foods	2) Space for Hot foods
3. Space for Studying	3) Space for Studying	3) Space for Studying	3) Space for Studying	3) Space for Studying
4. Space for Counseling	4) Space for Counseling	4) Space for Counseling	4) Space for Racially Discriminated Groups	4) Space for Counseling
5. Space for English Language Learners	5) Space for English Language Learners	T5) Space for English Language Learners	5) Space for First-generation students	5) Space for English Language Learners
6. Space for Meditation	6) Space for Racially Discriminated Groups	T5) Space for Lesbian, Gay, Bisexual, Transgendered, Queer+ Students	6) Space for International Students	6) Space for Meditation

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What is one concrete idea you have about how to create a campus climate that helps our students graduate in a timely manner?	#	%
Communication	60	19%
Support services	54	17%
Advising	49	15%
Scheduling	44	14%
Diversity	41	13%
Cost	11	3%
Other	65	20%
Total	324	100%

Select verbatim responses by theme
<b>Support services</b>
Longer library hours, having more spaces for students to hang out on campus
Providing a low-cost day care center on campus to help students who are also the parents of young children.
<b>Cost</b>
Make classes more affordable to all socioeconomic groups.
Don't spend student money on unnecessary buildings that will not include all individuals or enhance our community as a whole.
<b>Communication</b>
Increased inter-class/major networking and support. Encourage activities that cause students to work and study together. Also, expand professors' office hours by at least one hour or day per week! Especially with a quarter-based system, with classes compressed into limited days, students expect more access to professor/teacher time. Finally, have professors mention resources such as quantitative skills center and writing center.
Better way to communicate with teachers outside of class, some teachers don't respond to email at all because they are too busy. Give us a medium or place we can go to meet faculty more easily.
<b>Advising</b>
More advisors/advising appointments
I would suggest giving first year students a detailed list of all the majors with their descriptions and requirements along with minors, so students know from the first year how to get accepted into what major after choosing it. I found that I was selecting classes for the first two years without a plan on how to take my classes that work towards my major.
<b>Diversity</b>
I'm of the mind that the school is already doing better than average at being inclusive and diverse. I certainly don't think a "diversity center" is going to do anything at all, but making sure that the class environment is a place where everyone feels safe to speak up is paramount. Too often are class discussions commanded by the few, and too often professors fail to engage anyone else.



As the most racially diverse four-year institution in Washington State, UW Bothell NEEDS to immediately provide a temporary Diversity Center for its diverse student population. The need for safe spaces that value our identities is crucial for us to perform adequately in our classes and extra curricular activities. I think the university is not taken the need for space seriously from the students. I think that if UWB wants to claim itself as a campus that supports and appreciates diversity, it is important to have operational safe spaces for students, such as a Diversity Center, to support them.

**Scheduling**

Classes need to either be offered every quarter or be better labeled to say only winter and spring classes. Academic calendar year needs to be set up a year or two out. And students who start in the winter quarter need to sit down with an adviser so they know not to take all their required courses first leaving them trying to fill Summer and Fall quarters when a lot of classes aren't offered or have limited time frames.

A lot of times it seems as if I cannot take the classes that I want due to a scheduling conflict. I think different departments, especially those who are related (such as electrical engineering, math, and software engineering), need to coordinate with each other to avoid conflicts.

**Other**

Provide for a physical campus that matches the theoretical view we have of it.

Stay on top of work the work is assigned.



In your own words, how should a welcoming and inclusive UW Bothell Campus look and feel, and what are your recommendations for getting this campus there?	#	%
Broader diversity definition	99	33%
Campus engagement	36	12%
Facilities/space	53	17%
Teaching and learning	19	6%
No change/positive comments	57	19%
No responses	20	7%
Other	19	6%
Total	303	100%

Select verbatim responses by theme
<b>Broader diversity definition</b>
It would feel safe and welcoming to people of all backgrounds regardless of race, ethnicity, gender, sexual orientation, religion, socio-economic status, ability, or any other belief, idea, or characteristic. A place where we are all accepted.
UWB has so much potential; I think keeping small cohort groups; having professors lead break out sessions in spaces designed for that- out of classroom on special topics or continuation of classroom material; more circle type space instead of square boxes- students feel more valued when they are seen, known, and can participate (seminar classes are one or two steps closer to a 'circular' space.) A central community space (i.e. diversity center) instead of so many scattered boxes of spaces.
<b>Campus engagement</b>
More clubs on campus. There really is just a lack of a presence. Sure the school is diverse, but beyond that there doesn't seem to be a big support from the school.
UW Bothell should be a place where students are able to express themselves and get involved in different social activity, but the lack of space issue limits it to grow.
<b>Facilities/space</b>
A Diversity/Student Center with an University employee capable of navigating between students, administration, and services, with a student support orientation would increase student success. In addition, a daycare center for children of students remarkably absent from UW Bothell!
The Commons could do with a real face lift. Also, I don't think it's a suitable space for some of the events held there. It could be a much more welcoming space than it is today.
<b>Teaching and learning</b>
In my opinion, increasing the diverse representation among faculty and staff would help. Faculty addressing microaggressions in classroom would be profound. I have always felt welcomed at UW Bothell and believe that it is on the right track for many good things to come in terms of being an inclusive environment.
It should pride itself on the support of different identities and not solely having a selling point that is of the identities. All faculty and staff need mandatory cultural competency trainings!! All!! Especially the staff that interact with students! Not an exception.
<b>No change/positive comments</b>
I think UW Bothell already has a welcoming look and feeling and doesn't need to change anything.
The campus is already welcoming and inclusive.



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.	#	%
Campus climate/culture (P = 15, N = 32, R = 26)	73	30%
Academic quality (P = 9, N = 31, R = 31)	71	29%
Facilities/space/resources (P = 1, N = 5, R = 40)	46	19%
General positive student experience	36	15%
No response/I don't know	16	7%
Other	4	2%
Total	246	100%

Notes: P = Positive comments, N = Negative comments, and R = Recommendation.

Select verbatim responses by theme
<b>Campus climate/culture</b>
Overall, UW Bothell is great campus but still has some work to do in its efforts to support diversity.
Stop trying to force diversity upon everyone with "diverse" activities. It already happens from having a diverse student body.
I really love this campus & all it has to offer. There is certainly a lot of improvements & building that needs to happen since it is a new school but I think the fact the school is taking the time to ask students about what they want to see & even focusing on the importance of diversity & inclusion is what makes this a great school. There are a lot of administrative processes & polices & decision bodies that make things difficult to achieve. I think more transparency & streamlining where possible will help students who raise any issues that are relevant to see changes happen within the period they are still students which will help improve the understanding & perception of the school's stance on inclusion & diversity.
<b>Academic quality</b>
I am graduating at the end of the quarter and have been reflecting on my time here through my capstone portfolio course. I have gained a lot of useful knowledge and skills from my education here. My program has been excellent, although I was lucky in choosing most of my courses. I would like to see more communication about course additions after the schedule is published. I often reviewed the time schedule after it was published, so I was typically aware, but many others students were not. I also have heard a few times that students didn't take the right classes for their graduating major (sometimes because of their own fault), so I would like to see a better push to use myUW and other resources in the degree attainment process. Lastly, I was happy with most of my professors and instructors, but I don't feel connected with many of them - I will probably not stay in touch with them after I finish my education, which I am a bit disappointed. Much of that is due to not having the time to see them during office hours, or being able to talk to them after class (due to working). I'm not sure what recommendations I have for that, but it is something that I already regret.
It feels like UWB doesn't understand who it's students are most of the time. To be a "welcoming" school, you need to keep in mind that most of us aren't living within walking distance of the campus. Most commute to and from for our classes everyday. On-campus events, workshops, seminars, etc. are tough to make time for outside of class, and we're rarely going to make another drive to and from campus for them. I've benefited so much from undergraduate advising from the staff, but it's a real hassle to schedule for so

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little time with them. Clearer guidelines on which classes we should be taking in what order for our major would really help. IF we are on campus outside of classes, the library is where most of us will probably be/need to be. More resources focused on renovating and improving the library building and the tools therein is always welcome. The computers and study spaces in particular really need an update. The new science building is incredible and the great spaces there should be the standard for our campus. It seems we have a lot of international students and students who don't know English as a first language. I think that's a really great thing and something UWB should be proud of, but there's been a lack of preparation/resources in many of my classes for them, and it's hindered my experience in class. In many classes, there is constant loud talking by students translating/explaining to one another what a prof is teaching, and it can be really disruptive. The language barrier has never been a problem collaborating with students on projects/homework, but lectures are always tough to stay focused in. Furthermore, I can't imagine how challenging it must be for one of those students in a class without friends who speak their first language. It must certainly limit what classes they feel they can take if they don't have a friend taking it with them. I don't have a solution for it (perhaps clear written lecture notes provided by profs for students?), but I can tell you I'm definitely not alone being affected this in class.

**Facilities/space**

I think the word diversity is misleading and can mean a lot of things. It can mean that you come from a non white background, it can mean multi cultural etc. For many the word diversity excludes them as does the word cultural. So diversity or diversity center needs to be defined and instead when space is allocated for "diversity" I think it should be very inclusive; like the student success center , or Diversity Action Space, UWB Collaborative Center. Actually, maybe the next survey asks for students to help create the mission statement and creative names & ideas. Make it a competition of sorts.

I would like to say that my 4 years at UWB have been pretty great. I think moving forward and gaining a larger student population we will need a student diversity center, however before that I believe there needs to be an expansion to the current library. In terms of study space. This is a university after all and when you can't find a seat to study it becomes frustrating really quick. Especially during the weeks of midterms and finals. I think this project should be considered before a diversity center is put into action. I also think the the current program advisors should have a bigger presence with their major's students. It's really difficult creating or planing a path to graduation when you aren't aware that there is someone there to guide you. Also class times and time overlaps with other major classes seem like a terrible device to keep students from graduating more quickly. I would like to see more availability in class times so that my quarter schedules aren't as hectic.

**General positive student experience**

UW Bothell is great a university. My overall experience was really great, and am glad to be a student here.

Love this school! Definitely a commuter campus though. Would love to have more awareness as to how to connect with resources. I think the counseling center should have a stronger presence.