



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 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 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

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).



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| | Inclusive survey respondents | | UW Bothell spring enrollment 15' | | Sample representativeness |
|--------|------------------------------|--------|----------------------------------|--------|---------------------------|
| | # | % | # | % | % Difference |
| Gender | | | | | |
| 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 | | |
|----------------------------------|-----|------|
| Gender | # | % |
| 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.

| | 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% |
| Total | 574 | 100.0% | 4788 | 100.0% | 0.0% |

| | 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% |
| Total | 574 | 100.0% | 4788 | 100.0% | 0.0% |

Student Inclusive Campus Survey Spring 2014-2015

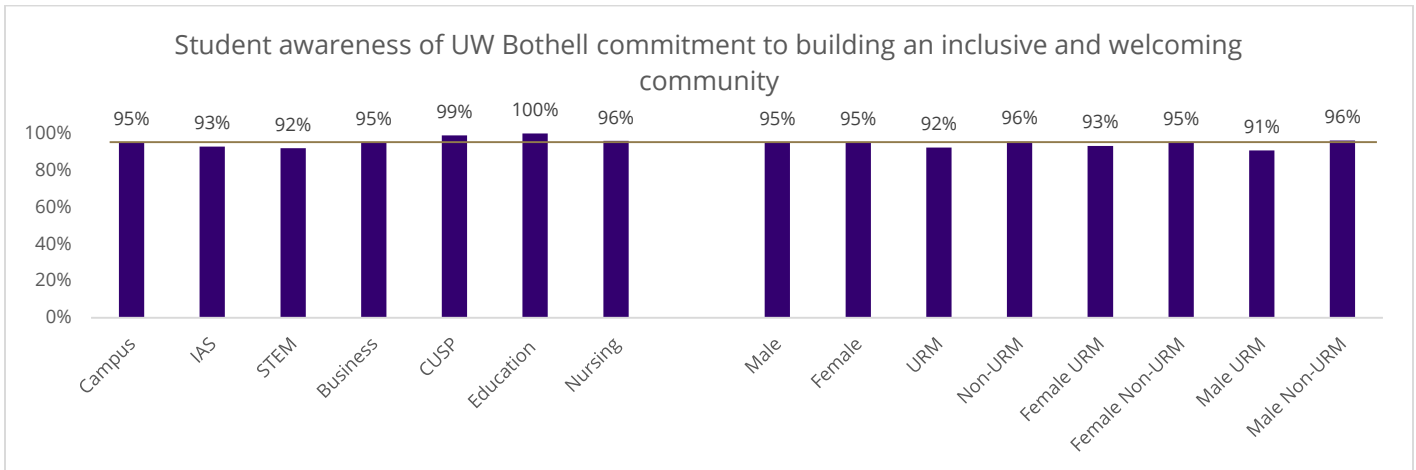
For more information, please contact Terryl Ross, Russell Cannon, or Ismael Fajardo



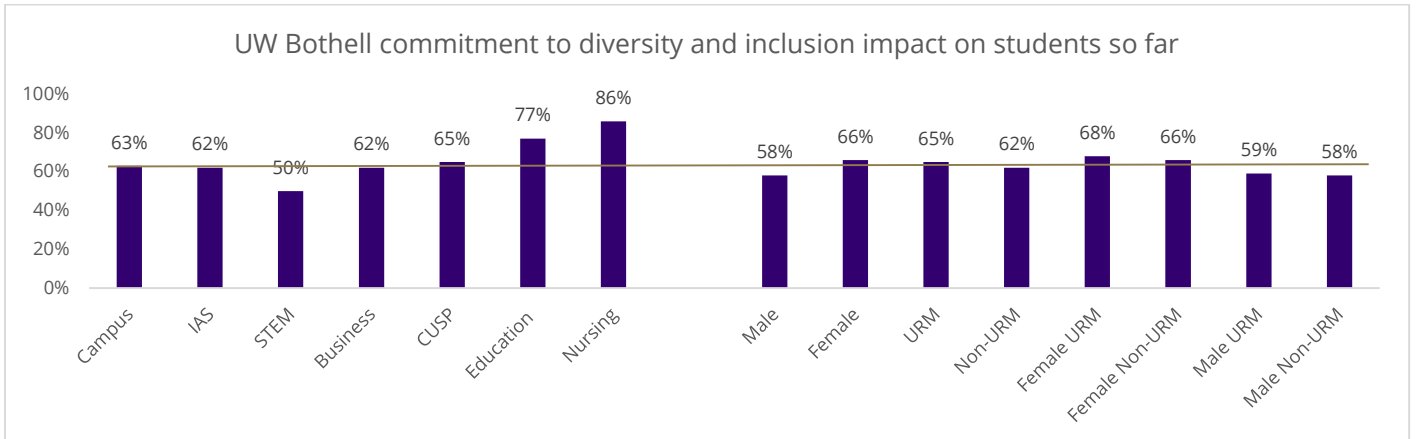
| Enrollment status | Inclusive survey respondents | | UW Bothell spring enrollment 15' | | Sample representativeness |
|-------------------|------------------------------|--------|----------------------------------|--------|---------------------------|
| | # | % | # | % | % Difference |
| Part-time | 102 | 17.8% | 949 | 19.8% | -2.1% |
| Full-time | 472 | 82.2% | 3839 | 80.2% | 2.1% |
| Total | 574 | 100.0% | 4788 | 100.0% | 0.0% |

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

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.



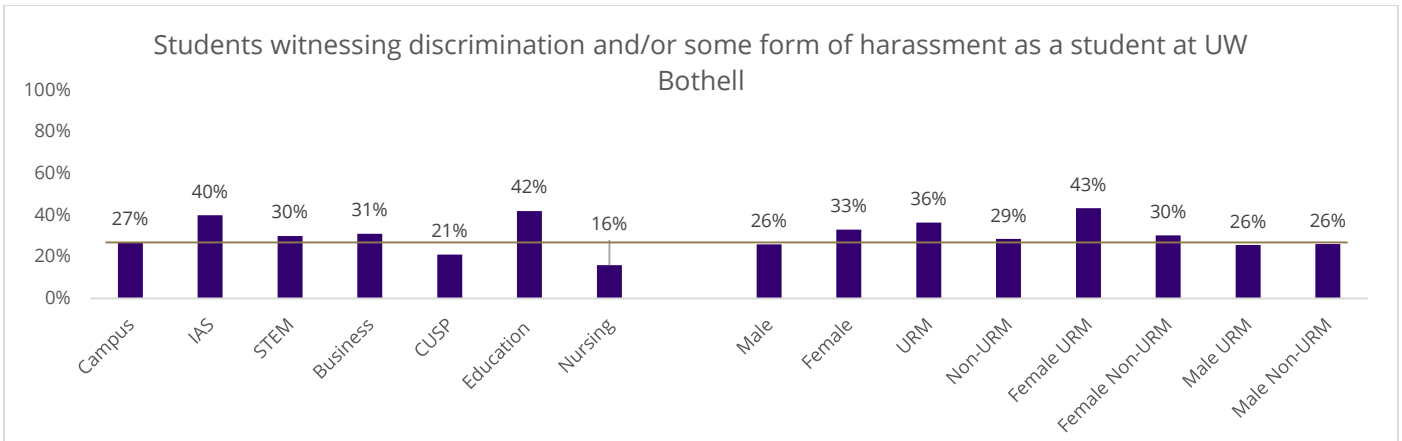
Notes: Students responded on a 5-point Likert scale: "None" to "A great deal". Responses shown here include "Some" to "A great deal."

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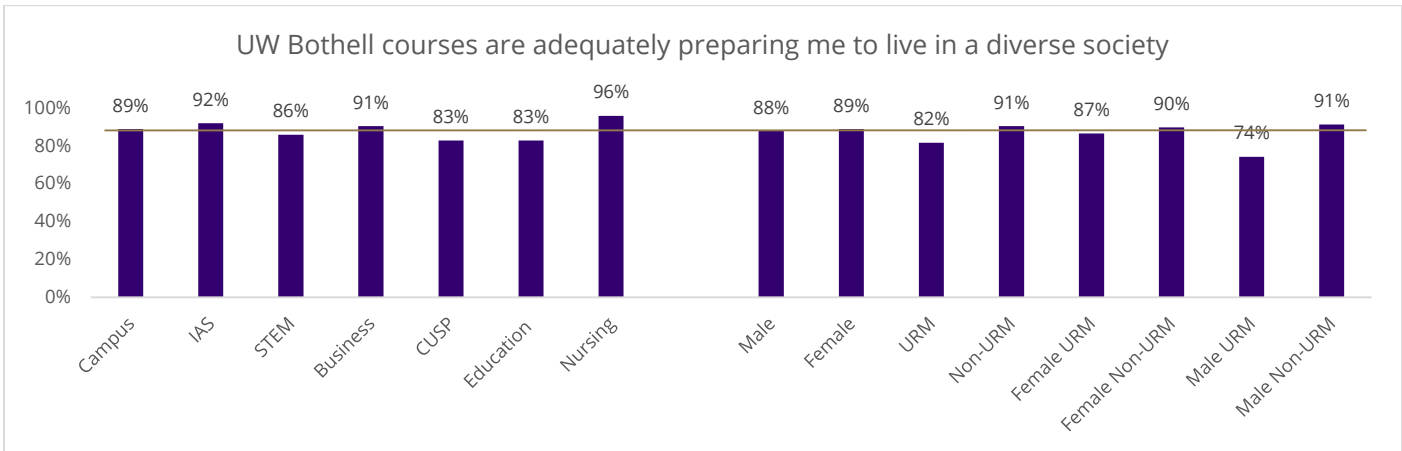
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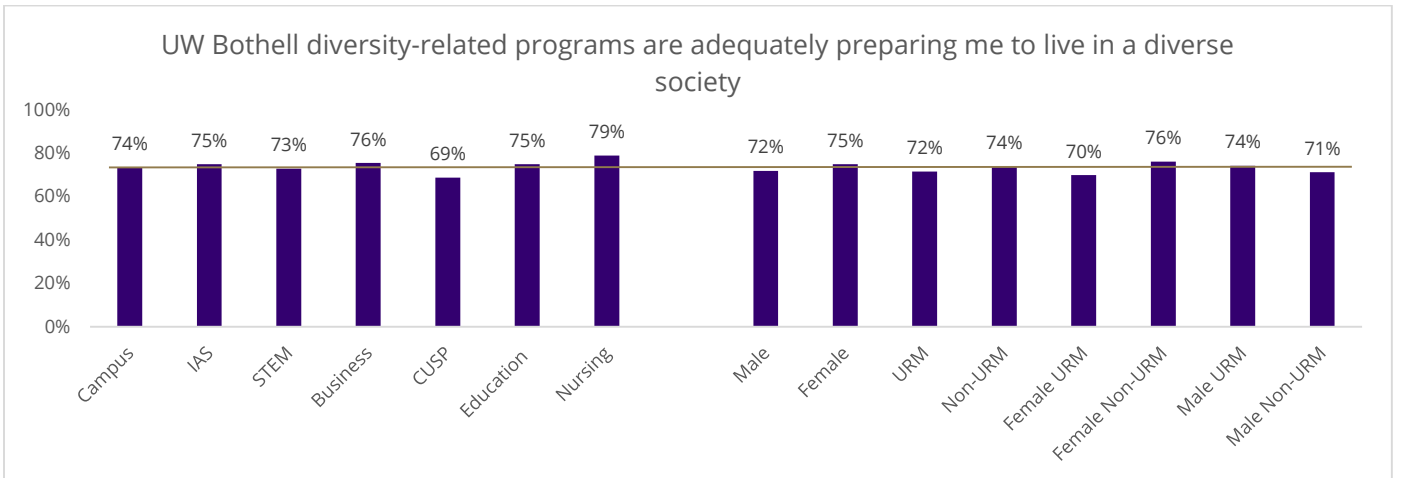
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Notes: Students responded on a 6-point Likert scale: "Strongly disagree" to "Strongly Agree". Responses shown here include "Somewhat agree" to "Strongly Agree"



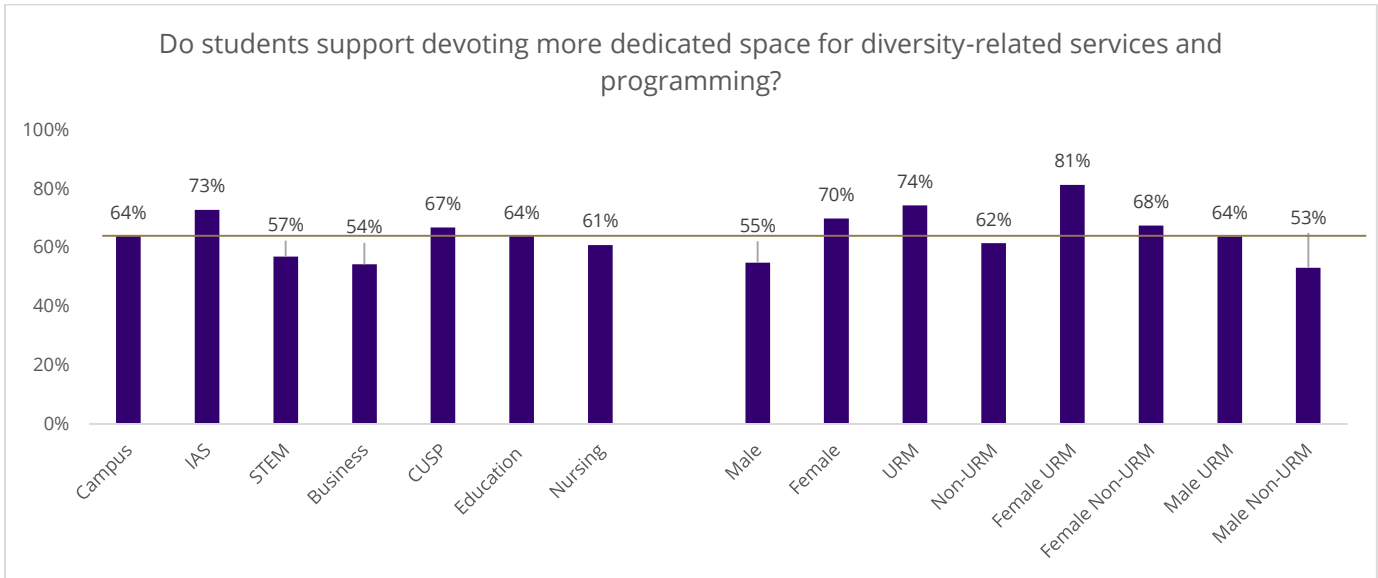
Notes: Students responded on a 6-point Likert scale: "Strongly disagree" to "Strongly Agree". Responses shown here include "Somewhat agree" to "Strongly Agree"



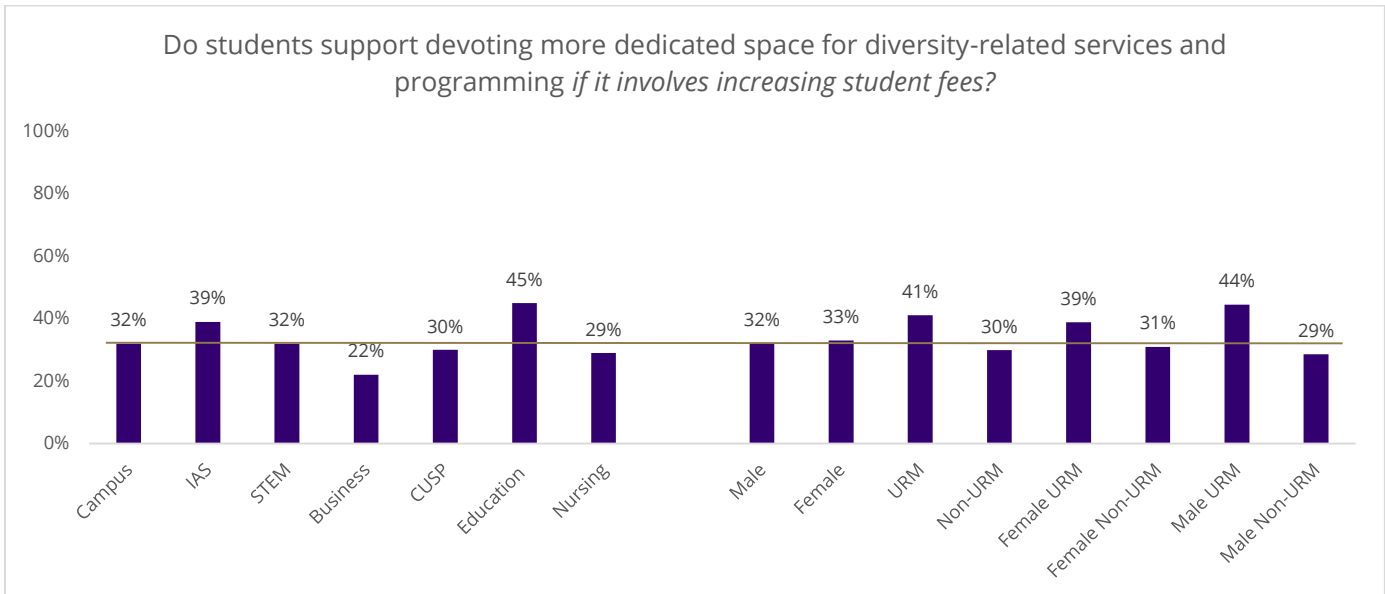
Notes: Students responded on a 6-point Likert scale: "Strongly disagree" to "Strongly Agree". Responses shown here include "Somewhat agree" to "Strongly Agree"

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



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 |
|--|
| Support services |
| 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. |
| Cost |
| 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. |
| Communication |
| 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. |
| Advising |
| 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. |
| Diversity |
| 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 calender 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 the 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 sscheduling conflict. I think different departments, especially those who are related (such as electrical engineering, math, and software engineering), need to corrdinate 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 |
|--|
| Broader diversity definition |
| 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. |
| Campus engagement |
| 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. |
| Facilities/space |
| 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. |
| Teaching and learning |
| 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. |
| No change/positive comments |
| 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

Campus climate/culture

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.

Academic quality

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



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.