VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Assessment of Undergraduate Satisfaction and Engagement at UW Bothell

For information only.

BACKGROUND

UW Bothell’s commitment to transformational learning experiences is embedded in its core values and its interdisciplinary, experiential approach to learning. Students engage in a wide variety of integrative, high-impact experiences both inside and outside of the classroom, designed to build a foundation for meaningful lives and rewarding careers. These include the Discovery Core first-year curriculum, undergraduate research, study abroad, internships, capstone courses, community-based learning and research, leadership development and more.

In addition to the robust assessments of student learning that take place at the campus and School level, UW Bothell pays close attention to assessments of student experiences. Given our campus’s extensive growth, expanding program offerings, diverse student body, and emphasis on supporting all students through graduation, we have sought to use assessment to better understand the satisfaction, behavior, and beliefs of students throughout their trajectory. Our newly developed survey calendar and selected findings from completed analysis are summarized below.

- **Admitted Student Questionnaire** (Summer) [n=899, 33% Response Rate]
  Administered annually to all admitted students; focus on acceptance decision
  - When admitted students were asked to compare UW Bothell to other schools that they seriously considered attending, students’ top reasons for choosing UW Bothell were UW Bothell’s “personal attention to students,” “campus safety,” “academic reputation,” and “campus visit experience”

- **New Student End-of-Quarter Survey** (Autumn) [n=398, 32% Response Rate]
  Administered annually to new 1st-years and transfers; focus on retention
  - Challenges
    - 57% reported at least moderate challenges from family obligations
    - 52% reported at least moderate challenges from work obligations
  - High Impact Practices
    - 50% plan to participate in a club (First-Years: 58%; 1st Gen/Pell: 60%)
    - 58% plan to work on a professor’s research project (1st Gen/Pell: 64%)
    - 70% plan to seek tutoring help in specific courses
  - General Satisfaction
VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Assessment of Undergraduate Satisfaction and Engagement at UW Bothell
(continued p. 2)

> 92% were satisfied with their academic life at UW Bothell
> 73% were satisfied with their social life at UW Bothell
> 90% felt that they “belong” at UW Bothell
> 85% would choose UW Bothell if they had to do it over
> 89% would recommend UW Bothell to a potential student

- Students who are First-Generation or Pell-Eligible report satisfaction and a sense of belonging at similar or higher levels

- **Strategic Priority All-Student Survey** (Winter)
  Administered to all students. 2015 Topic: Diversity and Inclusion at UW Bothell

- **First Year/Senior Engagement Survey** (Spring) Next Scheduled Spring ‘15
  Administered every 3-4 years, last in 2011 [n=189, 31% Response Rate].
  - UW Bothell first-years and seniors are significantly more likely than peers in Far West Public group and in our Carnegie class to report “active and collaborative learning experiences” (NSSE ACL Benchmark) such as making class presentations, working with students inside and outside of class, tutoring other students, participating in a community-based project as part of a course, or discussing ideas from classes outside of class.

- **Graduation Survey** (Spring) [n=460, 31% Response Rate (spring 2014)]
  Administered annually to all graduating Bachelor’s and Master’s students; focus on usage of student services, satisfaction, and post-graduation plans.
  - 89% of graduates are “very satisfied” or “satisfied” with their UW Bothell experience
  - 91% are “very satisfied” or “satisfied” with class size
  - 87% are “very satisfied” or “satisfied” with instructional quality
  - Future Plans
    > 18% report a desire to attend graduate school
    > 68% report a desire to work full time
    • 2/3 of these had an offer of employment

- **One-Year-Out Survey of Alumni** (Spring) Currently Under Development
  Administered in collaboration with the UW Office of Educational Assessment

- **Persistence Plus** (Continuous) Currently Piloting with Support from ASUWB
  Interactive text messaging platform that delivers priority reminders, academic supports, and single-question surveys to a trial group of ~300 first year students who have opted-in to the service. Unlike general surveys that attempt to learn
VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Assessment of Undergraduate Satisfaction and Engagement at UW Bothell
(continued p. 3)

about campus climate for “campus level” responses, students are informed that their responses may be shared confidentially with their academic advisors.

As we move our survey calendar from the pilot phase to a more permanent form, our focus will be on:
• Engaging additional campus partners in the design and analysis stages
• Aligning existing and new questions with campus priorities
• Drawing on additional data sources, including focus groups and campus data
• Increasing survey response rates
• Communicating results quickly and transparently
• Using key findings to inform campus and unit-level decision making.

Attachment
Student Presenters’ Biographical Information
Student Presenters’ Biographical Information

**Zynia Lolita Chapman** is a sophomore, intending to double major in Environmental Science and Community Psychology. Ultimately, her goal is to work in the field of sustainability science and help under- and misrepresented communities.

Zynia is an independent first-generation college student who lives in campus housing. She is motivated to help her fellow students and those in the broader community. She is a member of the UW Bothell Debate Society team and has won seven awards in two years. As a first-year senator with the ASUWB, she served as a liaison and representative for her class, helping her to connect the objectives of both students and the larger university.

She is currently working at the Student Success Center, which offers a plethora of resources, all with the purpose of giving students tools to successfully use skills to accomplish their goals. She is also interested in in undergraduate research and plans to do sustainable agriculture research in the Conservatory on campus.”

**David Edwards** is a senior studying Law, Economics and Public Policy at the University of Washington Bothell. He graduated from Juanita High School and began studying at UW Bothell in 2011.

While attending UW Bothell, David has been involved with many on campus leadership opportunities, including three terms as a representative for the Associated Students of the University of Washington Bothell Student Government.

David has also had the opportunity to mentor incoming first year students as a new student Orientation Leader. He will graduate at end of winter quarter. Upon graduation, David will be attending Seattle University School of Law and hopes to eventually practice public interest law in the Greater Seattle Area.
Robby Shaffer is a junior majoring in Mechanical Engineering and is in his first year as a student at UW Bothell. He expects to graduate in the Spring of 2016. Before returning to complete his education, Robby held a variety of positions in construction, fabrication and building maintenance. This professional experience has contributed greatly to his aptitude for engineering.

Robby is currently working as an intern for a structural engineer, but in the near future hopes to find an internship more closely related to his field of study. He is involved in undergraduate research under the mentorship of Dr. Pierre Mourad and Ivan Owen, and was awarded a 2014-15 UW Bothell Founder’s Fellow Scholarship for his project “Modular, Functional, 3-D Printed Full Hand Prosthetic.”