

University of Washington
Faculty Council on Teaching and Learning
February 6, 2020
10:30 a.m. – 12:00 p.m.
Gerberding 142

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from January 9, 2020
 3. Announcements
 4. Final Reading: Distance learning Class B legislation – Lynn Dietrich
 5. Final Reading: Zoom pro license Class C resolution
 6. Update on SERU survey questions – Judith Howard and Katie Malcom
 7. Good of the order
 8. Adjourn
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1. Call to order

The meeting was called to order at 10:32 a.m.

2. Review of the minutes from January 9, 2020

The minutes from January 9, 2020, were approved as written.

3. Announcements

There were no announcements.

4. Final Reading: Distance learning Class B legislation – Lynn Dietrich

Lynn Dietrich gave an overview of the Class B legislation (Exhibits 1 and 2).

Penelope Moon, Assistant Director of Digital Learning, provided feedback on the Class B legislation and stressed the importance valuing all students equally.

The council gave suggestions for the language in the background and rationale.

Both pieces of Class B legislation were approved.

5. Final Reading: Zoom pro license Class C resolution

Chair Halverson introduced the updated Class C resolution (Exhibit 3).

There were concerns that even a Zoom Pro license might not be sufficient for accommodating all students and faculty for certain classes. The Class C is the first step towards a better system, but the technology needs to improve more before everyone can be accommodated.

Amendments were made for clarity.

The Class C resolution was approved as amended.

6. Update on SERU survey questions – Judith Howard and Katie Malcom

Judith Howard, the UWRA representative on the council, and Katie Malcolm from the Center for Teaching and Learning gave an update on the SERU survey (Exhibit 4).

There were positive responses from students that showed that classes regarding diversity are having an impact.

7. Good of the order

Fred Bookstein, a faculty member on the council, gave an update on Class A legislation regarding lecturer titles that passed the January 23, 2020 Faculty Senate meeting. The legislation brings the teaching, tenure, and research tracks more into balance.

8. Adjourn

The meeting adjourned at 11:50 p.m.

Minutes by Jordan Smith, jjsmith4@uw.edu, assistant to the chair

Present: **Faculty Code Section 21-61 A:** Thomas Halverson (chair), Timea Tihanyi, Fred Bookstein, Kristin Gustafson, Lynn Dietrich, Kathleen Peterson
Faculty Code Section 21-61 B: Judith Howard, Deepa Banerjee, Alece Stancin
President's designee: LeAnne Jones Wiles
Guests: Katie Malcolm, Sean Gehrke, Penelope Moon

Absent: **Faculty Code Section 21-61 A:** Kimberlee Gillis-Bridges, Sri Devi Duvvuri
Faculty Code Section 21-61 B: Brady Rainey

Exhibits

Exhibit 1 – Class B 101

Exhibit 2 – Class B 115

Exhibit 3 – Class C on Zoom Pro

Exhibit 4 – SERU Survey

Class B Legislation
Student Governance and Policies
Scholastic Regulations
Chapter 101, Section 1 (Preliminary Statements and Definitions, Program-Specific Students)

Background and Rationale

The Faculty Council on Teaching and Learning, with the support of the Faculty Council on Academic Standards and the Office of the University Registrar, recommends amending Scholastic Regulations Chapter 101 (Admissions) based on the following findings:

- Lack of access to state-funded courses at the UW forces students admitted to fee-based programs to seek general education and elective course options at other institutions, inside and outside Washington State. This runs counter to our university's commitment to providing students with a ["uniquely Washington" experience](#) as members of our academic community.
- While there are over 900 online courses currently offered at UW, undergraduate online students completing their degrees in fee-based programs have access to only a small number of online courses they need to complete their degree.
- The university is losing considerable tuition revenue (SCH) by denying students access to these UW courses. In addition, there is a financial impact on the students who may have to pay higher fees as non-matriculated students at other institutions. If the student is receiving financial aid, they must submit a Consortium Agreement to the Office of Student Financial Aid (OSFA) to be approved, which places a burden on the office's limited resources. This process can be complicated if the transfer institution is on a different academic calendar. If the transfer course is not completed, it can cause a delay in the subsequent quarter's financial aid being released.
- The [university's strategic plan](#) to improve the Husky Experience prioritizes supporting students as they navigate their way through the university experience. Forcing fee-based students to complete coursework at other institutions runs counter to this goal, and can delay students' graduation because of the complicated process of getting transfer courses approved in time to post their degrees.
- Home units can maintain control of their enrollment requirements and procedures for their courses, so the impact of expanded access should be di minimis. For example, a home unit could limit the total number of fee-based students that could enroll in a course, or limit the period in which fee-based students could enroll.

Exhibit 1

Admission

1. Preliminary Statements and Definitions

1.E.2 Program-Specific Student

A program-specific undergraduate student is one who has been competitively admitted to a specific degree program ~~and must choose from a limited number of courses specifically identified in his or her program.~~ Admission is restricted to this program and does not qualify the student for admission to other degree programs of the University of Washington. To be admitted to other degree programs, the students must separately apply. The student shall be informed by the program of any additional restrictions related to his or her enrollment.

Class B Legislation

Student Governance and Policies

Scholastic Regulations

Chapter 115, Section 1 (Course-Numbering System) and Chapter 114, Section 1 (Depth Requirements) and Section 2 (Requirements for the Bachelor's Degree)

Background and Rationale

The Faculty Council on Teaching and Learning, with the support of the Faculty Council on Academic Standards and the Office of the University Registrar, recommends amending several regulations related to distance learning: Scholastic Regulations Chapter 115 (Courses), Chapter 114 (Degrees, Graduation, and Commencement) and Chapter 107 (Academic Probation and Dismissal for Low Scholarship) based on the following findings:

Chapter 115:

- DL courses are required to undergo an extensive review in the third year by the University Curriculum Committee, a process that is not required for courses taught on campus and puts an undue administrative burden on units offering online courses. This statute was developed in 2001 at a time when the university was just beginning to explore distance learning. We now offer over 900 online courses and the additional effort does not reflect what we now know about the risks and challenges of this mode of instruction, nor does it align with the levels of review and evaluation we require of courses taught on campus. We have two undergraduate degree completion programs and a number of successful master's degree programs with rigorous curricula and faculty and staff that now have years of online pedagogical expertise, rendering this additional scrutiny unnecessary.
- Additional course review at the university level is expensive, labor-intensive, discriminatory, and unnecessary. Home units may develop their own systems and processes of monitoring online courses based on evidence-based practices, as they do for courses taught on campus, DL courses offered by the University of Washington should be recognized as residence credits. Currently, undergraduate UW students who complete more than 15 credits of UW DL courses during their final 60 credits must complete a graduation petition and request a waiver of the senior residency requirement, which may delay graduation. Recognizing these UW credits as residence credit will significantly diminish the Colleges' and Registrars' administrative burden of adjudicating these waiver requests and smooth the path toward degree.

Chapter 114:

- If DL courses are recognized as residence credits, it will no longer be necessary for a distance-learning degree programs to petition for a waiver of the 45-credit resident requirement.

Chapter 107:

- If DL courses are recognized as residence credits, it will no longer be necessary to call them out specifically to calculate the cumulative grade-point average.

Chapter 115 Courses

1. Course-Numbering System

I. DL Courses

8) In addition to the initial review, DL courses must be reviewed in the third year by the appropriate curriculum review committees of the school or college. It is the responsibility of the home school or college to determine the necessity of and procedure for additional review of DL courses after the courses have been approved at the university level.

10) DL courses offered by the student's home campus are considered residence credits at that campus.

S-B 43, October 1949 with Presidential approval; HB, 1950; S-B 92, May 1964 with Presidential approval; S-C 180, October 1968; AI, November 1968; S-B 167, November 26, 2001 with Presidential approval; AI, February 9, 2006; S-B 173, April 6, 2007 with Presidential approval; AI, February 9, 2015; RC, October 27, 2017.

Chapter 114 Degrees, Graduation, and Commencement

1. Depth Requirements

B. Residence Requirement

To be recommended for a first or subsequent Bachelor's degree, a student must complete 45 of ~~his or her~~ their final 60 credits as a matriculated student in residence at the University of Washington campus where the degree is to be earned. Exceptions to this rule are as follows:

1) Of the 45 resident credits required for a UW undergraduate degree, no more than 10 credits may be waived by the dean of the college or school awarding the degree and only on a case-by-case basis.

2) A unit desiring to develop a provisional undergraduate distance-learning degree may petition the college or school and the ~~Faculty Council on Academic Standards~~ appropriate campus undergraduate program governance body for a waiver of the ~~45-credit resident requirement and/or~~ the 90-credit course limit. Such petitions should identify the reasons why the offering needs to waive the requirement, based on audience, access, or unit academic mission, describe the relationship of the new program to existing degrees, justify the methods of content delivery, and describe the goals and oversight needed to meet institutional standards. If the petition is approved, the degree may be implemented with a repetition of the above mentioned review required in the sixth year for continuance.

S-B 92, May 1964; S-B 105, March 1969; S-B 151, January 21, 1991; S-B 167, November 26, 2001; S-B 173, April 6, 2007: all with Presidential approval.

Chapter 107

Academic Probation and Dismissal for Low Scholarship

1. Cumulative Grade-Point Average

Cumulative grade-point average includes only credits granted for courses taken ~~in residence~~ at the University of Washington ~~and DL courses~~. This specifically excludes transfer and extension credits, and credits earned by examination.

S-B 95, December 10, 1964; S-B 173, April 6, 2007: both with Presidential approval.

DRAFT (TT,KG,TH 2/6/20)

Class C Resolution: Support for purchasing and maintaining a real-time, online interaction license suitable for all UW faculty and students

WHEREAS the University of Washington has experienced repeated weather-related emergencies leading to closures in recent years and commuting challenges; and

WHEREAS the University of Washington currently has no plan in place that provides access for all faculty and students to communicate via video/audio conferencing during emergencies (weather-related, pandemics, earthquakes, or similar); and

WHEREAS the University of Washington provides only a real-time, online interaction service (Zoom Basic) for video/audio conferencing that does not meet the faculty and student needs for emergencies or other university functions (the current contract restricts meetings to 40 minutes), but allows faculty to purchase an upgraded license to a service (Zoom Pro) which is adequate (it will record for up to 24 hours); and

WHEREAS the University of Washington could provide required accommodation for student learning needs, particularly for students with disabilities who may experience significant challenges getting to campus and students with religious needs, via better access to course activities and better interaction with instructors related to course work; and

WHEREAS Erik Hofer, AVP for Academic Services & Deputy CIO, reported that the University's Zoom usage is approaching a level of individual users (most often using personal or departmental funds) that would justify obtaining an enterprise license for all faculty and students; and

WHEREAS the Faculty Council on Teaching & Learning, the Faculty Council on Student Affairs, the Associated Students of the University of Washington, and the Office of Disability Resource Services (DRS) all agree in their support the University of Washington's purchasing and maintaining a real-time, online interaction license suitable for all UW faculty and students; therefore

BE IT RESOLVED that the Faculty Senate of the University of Washington supports UW Information Technology purchasing and maintaining a real-time, online interaction license for all UW faculty and students.

Assessing Student Learning Experiences in Undergraduate Diversity Requirement Courses Using SERU 2019 Survey Data

Jillian Morn, Research Scientist
December 2019

EXECUTIVE SUMMARY

This report summarizes the results of 4 new questions on student learning experiences in Diversity requirement courses from the Student Experience in the Research University (SERU) 2019 survey of undergraduates at the University of Washington. 15.6% of undergraduates gave a partial or complete survey response. 2,719 to 2,738 students responded to the 4 questions identified. Overall, undergraduate students reported that their understanding of issues of diversity and inequality improved from when they started on this campus compared to now. 57% of respondents said their proficiency understanding issues of diversity and inequality was good to excellent when they started at UW, compared to 88% now. Among respondents who indicated they had taken courses that met the UW Diversity requirement, 84% somewhat to strongly agreed that the courses helped foster a climate where all students could learn and participate and 81% somewhat to strongly agreed that the courses had a positive effect on the quality of their education at UW.

Responses varied by student level, entrance type, gender, and race/ethnicity of respondents. Seniors reported the highest average difference in their proficiency levels from when they started compared to now for understanding issues of diversity and inequality. Seniors were also less likely than other levels of students to agree with the statements that courses that met the UW Diversity requirement fostered inclusive climates or had a positive effect on their education quality. 25% of transfer student respondents indicated they had not yet taken courses that meet the UW Diversity requirement, compared to 12% of first-time first year students. Women respondents reported higher levels of proficiency understanding issues of diversity and inequality when they started at UW and now relative to men. A higher percentage of women respondents reported having taken courses that met the UW Diversity requirement, and overall women were more likely than men respondents to agree with the statements that courses that met the UW Diversity requirement had a positive impact on climate and their education quality. Hispanic and white students reported the highest average increase in proficiency understanding issues of diversity and inequality from when they started at UW. International students were more likely than students of other races or ethnicities to agree with the statements that courses that met the UW Diversity requirement had a positive impact on climate and their education quality.

INTRODUCTION

This report provides results of the SERU 2019 survey of University of Washington. Specifically, this report summarizes the results of 4 SERU questions written by the Faculty Council on Teaching & Learning subcommittee on Equity and Diversity Pedagogy and the Office of Educational Assessment to address student learning experiences of undergraduate students in diversity requirement courses.

Prior to survey launch, OEA and the FCTL subcommittee wrote 4 new custom questions for the Wildcard Module of the SERU survey instrument. One set of questions asked respondents to rate their level of

proficiency in understanding issues of sociocultural, political and/or economic diversity and inequality when they started at this campus and to rate their level of proficiency now. Respondents were asked to evaluate their level of proficiency on a 6-point Likert scale from “Very Poor” to “Excellent.” The questions as they appear in the survey instrument can be seen below in Figure 1.

Figure 1. SERU 2019 Understanding Issues Questions in Survey Instrument

Q1c. [Page_W_01c] Please rate your level of proficiency in the following areas when you started at the University of Washington and now.

	Very Poor	Poor	Fair	Good	Very Good	Excellent
Using self-reflection and self-assessment to guide future directions: When you started <i>[Q01j]</i>	①	②	③	④	⑤	⑥
Using self-reflection and self-assessment to guide future directions: Now <i>[Q01j]</i>	①	②	③	④	⑤	⑥
Understanding issues of sociocultural, political and/or economic diversity and inequality: When you started <i>[Q01k]</i>	①	②	③	④	⑤	⑥
Understanding issues of sociocultural, political and/or economic diversity and inequality: Now <i>[Q01j]</i>	①	②	③	④	⑤	⑥

Two additional custom questions were written and added to the Wildcard Module to collect data on the perception of the impact of courses that meet the UW Diversity requirement. Respondents were asked to select their level of agreement with the statement on a 6-point Likert scale. A seventh response option of “No courses taken” was provided as well. The questions as they appear in the survey instrument can be seen below in Figure 2.

Figure 2. General Education Diversity Requirement Courses Questions in Survey Instrument

Q2b. *[Page_W_02b]* The next set of questions ask about your experience in University of Washington General Education (GE) courses. By General Education, we mean lower-division, required courses you take outside of your major that satisfy the following requirements: Visual, Literary, and Performing Arts (VLPA); Individuals and Societies (I&S); the Natural World (NW); English Composition; Quantitative & Symbolic Reasoning; and Diversity. Please select your level of agreement or disagreement with the following statements about UW General Education (GE) courses overall.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	No courses taken
My GE coursework helped me to choose my major <i>[Q02f]</i>	①	②	③	④	⑤	⑥	⑦
My GE coursework contributed to my success in my major <i>[Q02g]</i>	①	②	③	④	⑤	⑥	⑦
Courses that met the UW Diversity requirement fostered a climate where all students could learn and participate <i>[Q02h]</i>	①	②	③	④	⑤	⑥	⑦
The UW Diversity requirement has had a positive effect on the quality of my education at UW <i>[Q02i]</i>	①	②	③	④	⑤	⑥	⑦

METHOD

Population

The original population selected for the survey sample included all undergraduate students enrolled at the Seattle campus on the tenth day of winter quarter 2019. Students under the age of 18 at the start of the survey, visiting and exchange students, university employees enrolled using a faculty or staff exemption, and those with no email address on file were excluded from the population. The final population included N=29,688 students.

Students were recruited to participate through targeted emails, physical ads displayed on campus, and digital ads in online spaces like MyUW.

Response Rate

The survey went out on April 1, 2019. The survey closed on May 10, 2019 with 5,349 interactions. Of the 5,349 interactions, 679 individuals reached the consent page and did not consent or decline to participate, 14 respondents formally declined to participate, 1,864 respondents consented and provided a partial survey response, and 2,792 respondents consented and provided a complete survey response.

Of the 4,656 partial and complete responses, 4 were graduate students and 8 were students who were under the age of 18 who must be excluded from analysis. Thus, the qualified total response rate for SERU 2019 was 4,644/29,688, or 15.6%. The table below shows the response counts and rates for each of the diversity requirement questions.

Table 1. SERU 2019 Responses Rates for Diversity Requirement Questions

Question	Count of Responses	Question Response Rate
Understanding issues when started	2,738	59.0%
Understanding issues now	2,731	58.8%
Diversity requirement courses fostered climate	2,719	58.5%
Diversity requirement positive effect on quality of education	2,720	58.6%

The 4 new questions appear in the very last section of the survey in the Wildcard Module. Question location in the survey may explain the low and declining response rates among respondents.

RESULTS

“Understanding issues of sociocultural, political and/or economic diversity and inequality”

On a 6-point Likert scale, with 1 being “Very Poor” and 6 being “Excellent”, respondents gave an average rating of 3.66 when they started compared to an average rating of 4.55 now for their proficiency in understanding issues of sociocultural, political and/or economic diversity and inequality. 57% of respondents rated their proficiency level at good to excellent when they started at UW. 88% of respondents rated their proficiency level at good to excellent now.

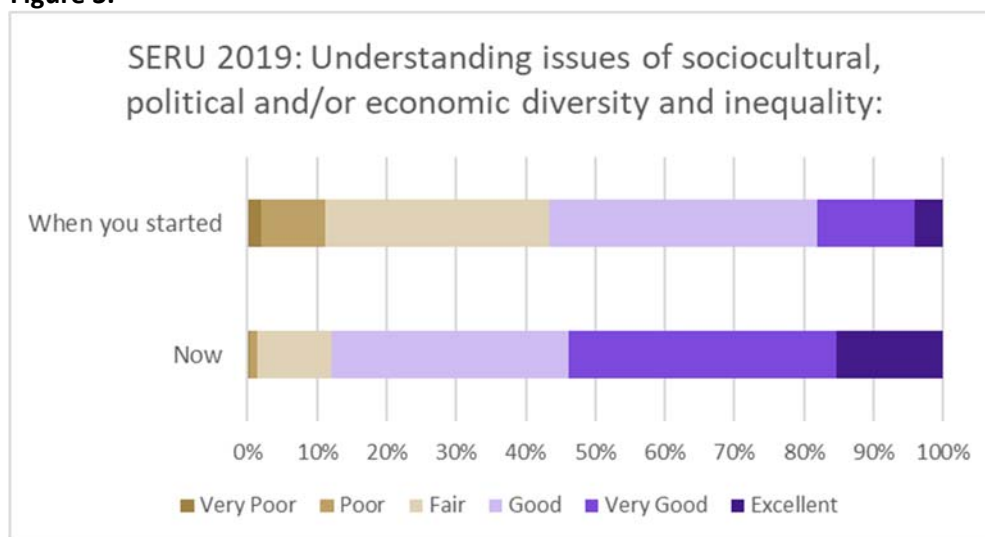
2,729 respondents provided a rating for both questions. A paired t-test shows that the average difference in the rating for understanding issues of diversity and inequality when they started and now was significantly different at $p < 0.001$, with a mean difference of 0.89.

60% of those who provided a rating for both when they started and now indicated their proficiency understanding issues of diversity and inequality increased overtime (N=1,624). 39% indicated there was no change in their proficiency (N=1,073). And 1% indicated their proficiency understanding issues of diversity and inequality decreased over time (N=32).

Table 2. SERU 2019 Responses Understanding Issues

	When you started		Now	
	N	%	N	%
Very Poor (1)	54	2%	10	0%
Poor (2)	249	9%	27	1%
Fair (3)	885	32%	294	11%
Good (4)	1,054	38%	931	34%
Very Good (5)	383	14%	1,050	38%
Excellent (6)	113	4%	419	15%
N	2,738		2,731	
Mean Rating	3.66		4.55 ^p	

^p The difference in mean rating for understanding issues of diversity and inequality when you started and now is significant at $p < 0.001$

Figure 3.

Mean ratings of proficiency understanding issues of diversity and inequality when they started and now varied by student level, entrance type, gender, and race/ethnicity.

Table 3. SERU 2019 Understanding issues of sociocultural, political and/or economic diversity and inequality, Mean ratings

	Mean Rating When you started	Mean Rating Now	Difference	Total who answered both
By Class				
First-year	3.83	4.40	0.57 ***	219
Sophomore	3.78	4.38	0.60 ***	601
Junior	3.81	4.53	0.72 ***	830
Senior	3.44	4.70	1.26 ***	1079
By Entry Type				
FTFY	3.60	4.52	0.92 ***	2,263
Transfer	3.95	4.70	0.75 ***	466
By Gender				
Men	3.62	4.42	0.80 ***	990
Women	3.68	4.63	0.95 ***	1,737
By Ethnicity				
African American	4.03	4.74	0.71 ***	76
American Indian/Alaska Native	3.82	4.76	0.94 ***	33
White	3.73	4.69	0.95 ***	1,075
Hispanic/Latino	3.68	4.66	0.98 ***	252
Asian	3.54	4.42	0.88 ***	975
Hawaiian/Pacific Islander	3.71	4.65	0.94 ***	34
Other/Unknown	4.32	4.68	0.37	19
International	3.58	4.30	0.71 ***	265
N	2,738	2,731	2,729	
Overall	3.66	4.55	0.89 ***	

Note: 3 alphas for statistical significance of paired t-tests are denoted in this table: * p<0.05, **p<0.01 *** p<0.001.

The difference of mean ratings between when they started compared to now was significantly different for all groups at $p < 0.001$ except other/unknown race respondents with no significant difference in self-evaluation of proficiency understanding issues of diversity and inequality over time.

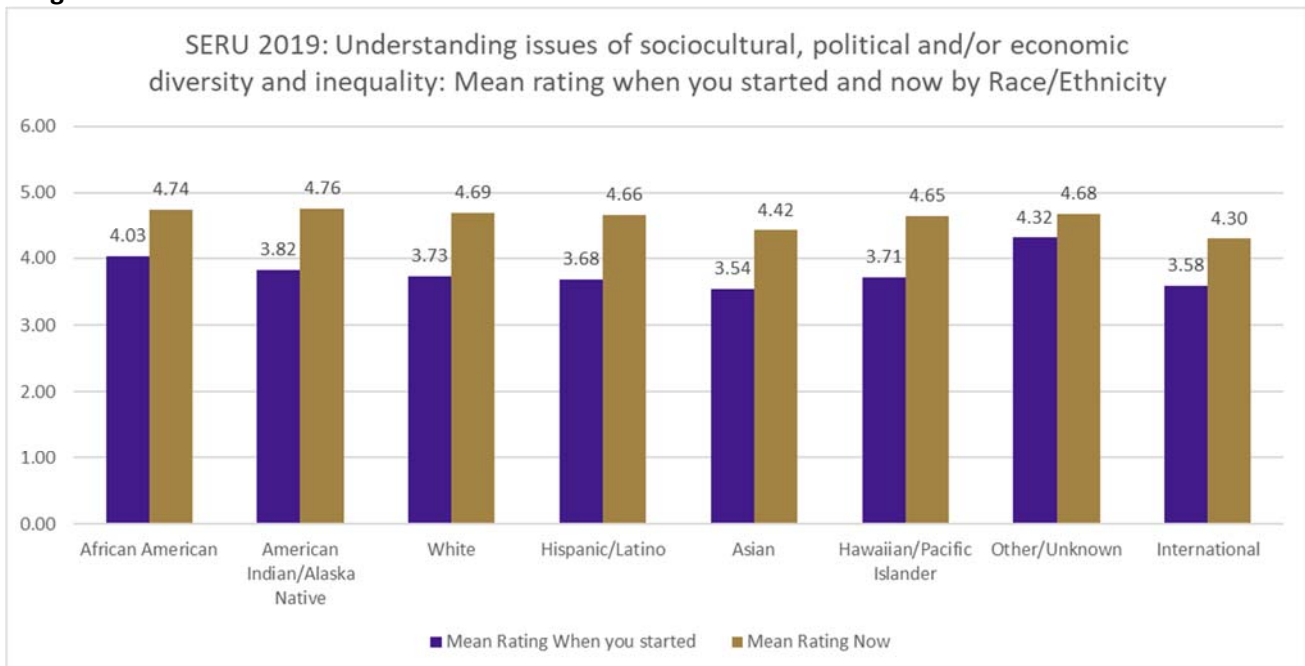
Seniors had the highest mean rating of their proficiency understanding issues of diversity and inequality now (4.70), and the highest mean difference from when they started (1.26). Interestingly, seniors also gave the lowest mean rating of proficiency understanding issues of diversity and inequality when they started (3.44)

Transfer students rate their proficiency understanding issues of diversity and inequality when they started at UW and now higher than students who entered as first-time first years. First-time first year students reported a higher average difference in proficiency now compared to when they first started. This is likely because respondents are asked to evaluate their skills when they started the UW, therefore first-time first year students are looking back to their ability as freshmen, while transfer students may be looking back to their ability as a sophomore or junior class standing compared to now.

Women reported a higher mean rating of their proficiency understanding issues of diversity and inequality when they started (3.68), and now (4.63), as well as a higher average difference in proficiency over time (0.95) relative to men.

Hispanic students reported the largest difference in proficiency understanding issues of diversity and inequality when they started compared to now (0.98 mean difference), followed by White students (0.95) and Hawaiian/Pacific Islander students and American Indian/Alaska Native students tied at 0.94. Race unknown students and African American students reported the highest proficiency understanding issues of diversity and inequality when they started, and the lowest mean difference in their proficiency over time.

Figure 4.



“Courses that met the UW Diversity requirement fostered a climate where all students could learn and participate”

On a 6-point Likert scale, with 1 being “Strongly Disagree” and 6 being “Strongly Agree”, respondents gave an average rating of 4.42 of their agreement that courses that met the UW Diversity requirement fostered a climate where all students could learn and participate. Among the 2,341 respondents who indicated they had taken a course that met the UW Diversity requirement, 84% somewhat to strongly agreed that the courses fostered a climate where all students could learn and participate.

Levels of agreement varied by student level, entrance type, gender, and race/ethnicity.

Table 4. SERU 2019 Responses Diversity Requirement Climate

Courses that met the UW Diversity requirement fostered a climate where all students could learn and participate:

	N	%
Strongly Disagree (1)	82	3%
Disagree (2)	107	4%
Somewhat Disagree (3)	176	6%
Somewhat Agree (4)	717	26%
Agree (5)	903	33%
Strongly Agree (6)	356	13%
No Courses Taken	378	14%
N	2,719	
Mean Rating*	4.42	

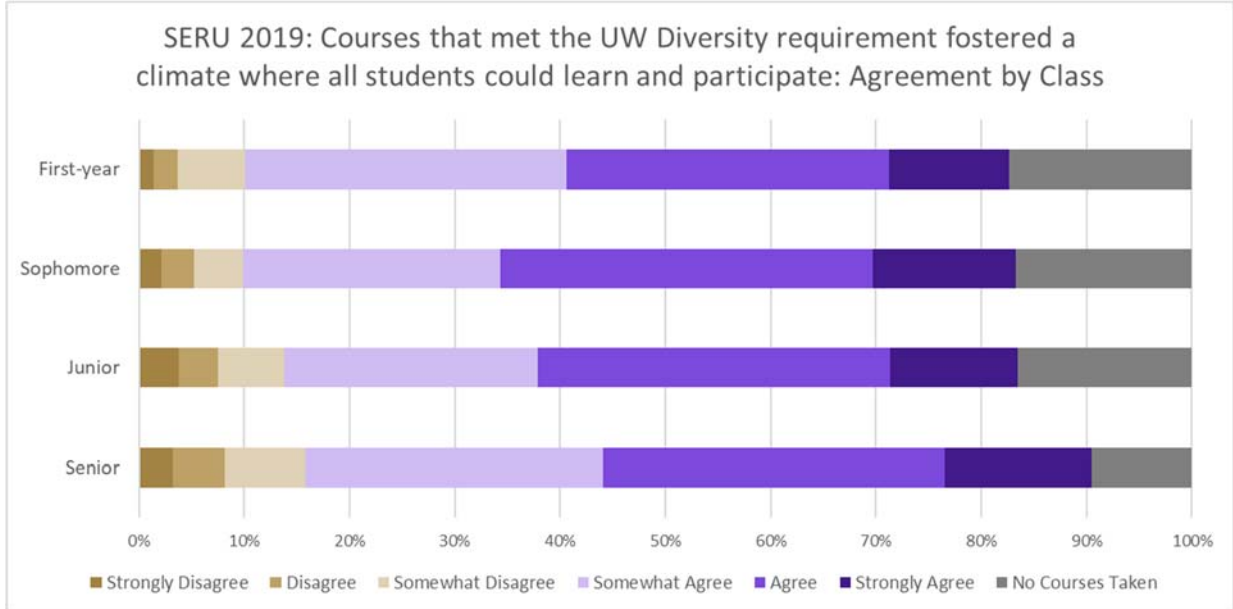
*Mean rating excludes those who selected No Courses Taken

Table 5. SERU 2019 Diversity requirement course climate, Mean ratings

	Mean Rating	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	No Courses Taken	Total
By Class									
First-year	4.46	3 1%	5 2%	14 6%	67 31%	67 31%	25 11%	38 17%	219
Sophomore	4.54	13 2%	18 3%	28 5%	146 24%	211 35%	81 14%	100 17%	597
Junior	4.39	31 4%	31 4%	52 6%	199 24%	276 33%	100 12%	137 17%	826
Senior	4.37	35 3%	53 5%	82 8%	305 28%	349 32%	150 14%	103 10%	1077
By Entry Type									
FTFY	4.42	65 3%	95 4%	147 7%	623 28%	771 34%	297 13%	260 12%	2258
Transfer	4.43	17 4%	12 3%	29 6%	94 20%	132 29%	59 13%	118 26%	461
By Gender									
Men	4.26	47 5%	44 4%	77 8%	245 25%	310 31%	108 11%	156 16%	987
Women	4.50	35 2%	63 4%	99 6%	471 27%	593 34%	248 14%	221 13%	1730
By Ethnicity									
African American	4.39	2 3%	3 4%	7 9%	18 24%	27 36%	9 12%	10 13%	76
American Indian/Alaska Native	4.65	0 0%	1 3%	3 9%	8 24%	13 39%	6 18%	2 6%	33
White	4.48	26 2%	43 4%	65 6%	237 22%	356 33%	147 14%	195 18%	1069
Hispanic/Latino	4.51	5 2%	10 4%	16 6%	66 27%	84 34%	40 16%	27 11%	248
Asian	4.32	40 4%	39 4%	64 7%	296 30%	302 31%	118 12%	118 12%	977
Hawaiian/Pacific Islander	4.36	2 6%	1 3%	1 3%	9 27%	11 33%	4 12%	5 15%	33
Other/Unknown	3.94	0 0%	2 11%	3 16%	5 26%	6 32%	0 0%	3 16%	19
International	4.46	7 3%	8 3%	17 6%	78 30%	104 39%	32 12%	18 7%	264
Overall	4.42	82 3%	107 4%	176 6%	717 26%	903 33%	356 13%	378 14%	2,719

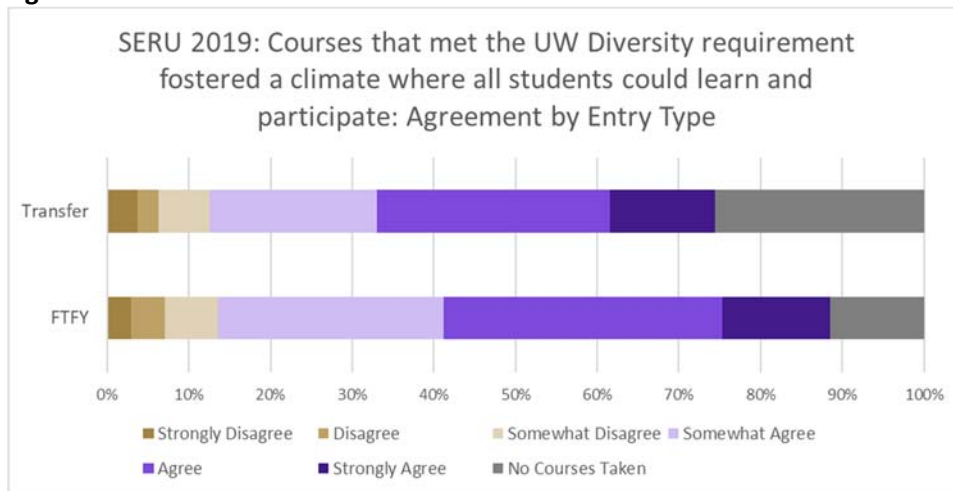
Sophomores had the highest mean rating of agreement (4.54), while seniors had the lowest mean rating or agreement (4.37). 17% of first-years, sophomores, and juniors indicated they had not yet taken courses that met the UW Diversity requirement. Among those who had taken the courses, 88% of first-years, 88% of sophomores, 83% of juniors, and 83% of seniors somewhat to strongly agree that they fostered a climate where all students could learn and participate.

Figure 5.



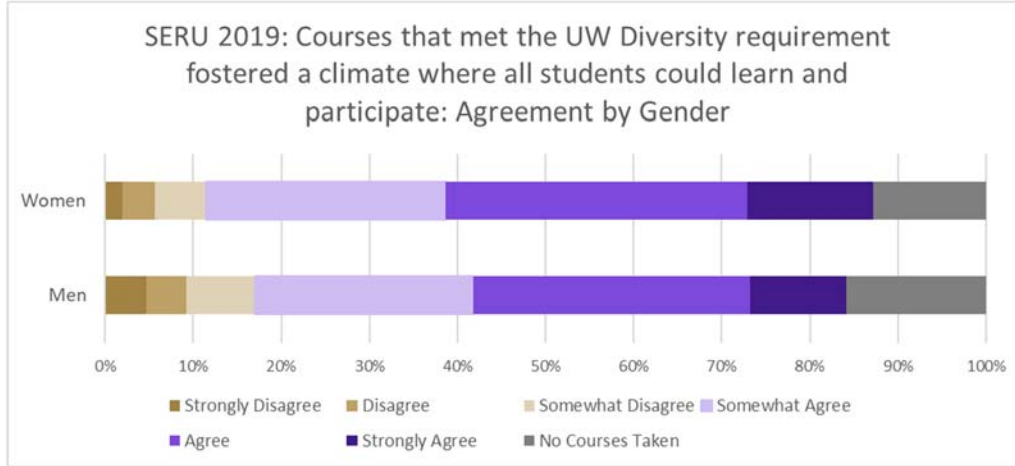
Mean rating of agreement did not vary by entrance type; transfer students had a mean rating of agreement of 4.43 while students who entered as first-time first years had a mean rating of agreement of 4.42. However, a greater percentage of transfer students had not yet taken courses that meet the UW Diversity requirement. Among those who had taken the courses, 85% of first-time first year and 83% of transfer students somewhat to strongly agree that they fostered a climate where all students could learn and participate.

Figure 6.



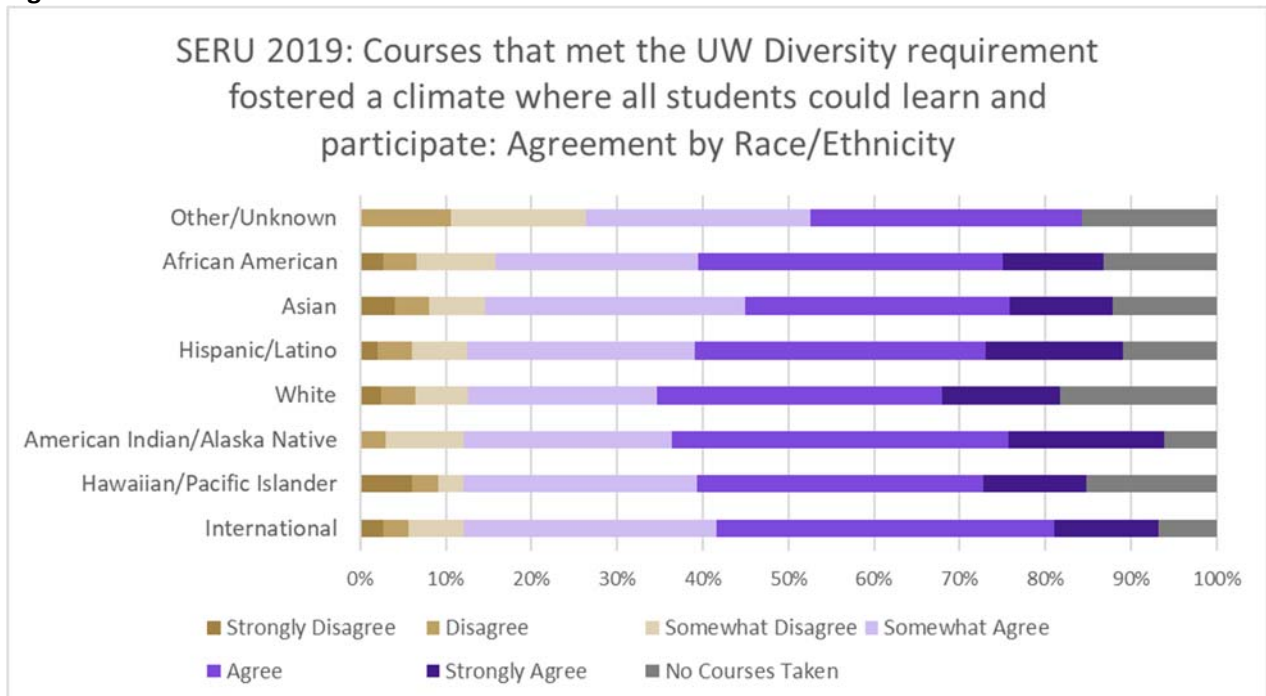
Agreement varied significantly by gender. Women had a higher mean rating of agreement with 4.50 compared to 4.26 for men. A higher percentage of men indicated that have not yet taken courses that meet the UW Diversity requirement relative to women. Among those who had taken the courses, 80% of men and 87% of women somewhat to strongly agree that they fostered a climate where all students could learn and participate.

Figure 7.



Students with other/unknown race had the lowest mean rating of agreement with 3.94. American Indian/Alaska Native students had the highest mean rating of 4.65. Among those who had taken the courses, 87% of American Indian/Alaska Native, 87% of International, 86% of Hispanic, 86% of Hawaiian/Pacific Islander, 85% of White, 83% of Asian, 82% of African American, and 69% of Other/Unknown students somewhat to strongly agree they fostered a climate where all students could learn and participate.

Figure 8.



“The UW Diversity requirement has had a positive effect on the quality of my education at UW”

On a 6-point Likert scale, with 1 being “Strongly Disagree” and 6 being “Strongly Agree”, respondents gave an average rating of 4.35 on their agreement that the UW Diversity requirement has had a positive effect on the quality of their education at UW. Among the 2,337 respondents who indicated they had taken a course that met the UW Diversity requirement, 81% somewhat to strongly agreed that the requirement had a positive effect on the quality of their education.

Levels of agreement varied by student level, entrance type, gender, and race/ethnicity.

Table 6. SERU 2019 Responses Diversity Requirement Quality

The UW Diversity requirement has had a positive effect on the quality of my education at UW:

	N	%
Strongly Disagree (1)	117	4%
Disagree (2)	123	5%
Somewhat Disagree (3)	216	8%
Somewhat Agree (4)	682	25%
Agree (5)	776	29%
Strongly Agree (6)	423	16%
No Courses Taken	383	14%
N	2,720	
Mean Rating*	4.35	

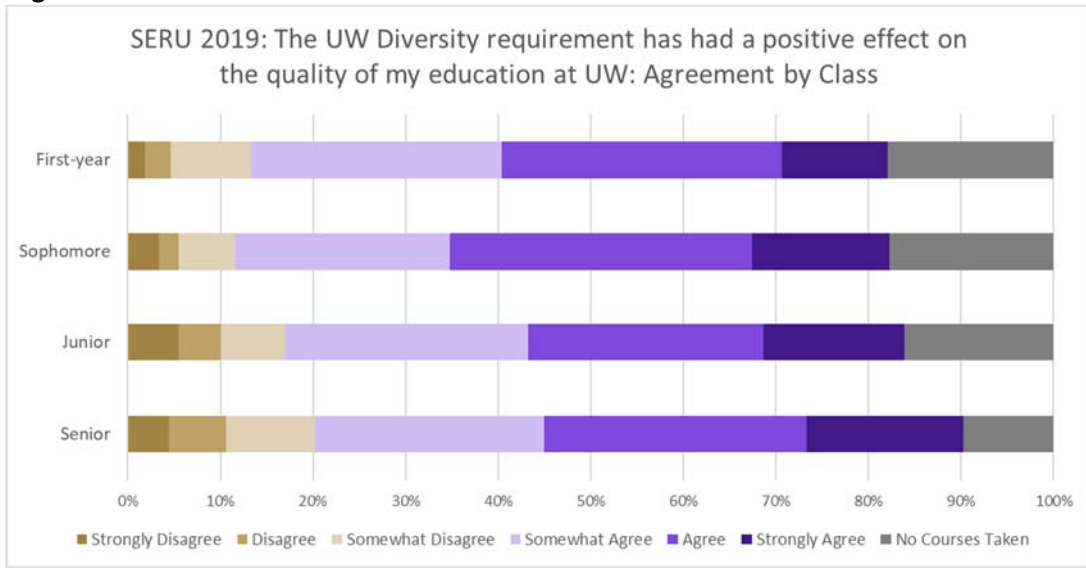
*Mean rating excludes those who selected No Courses Taken

Table 7. SERU 2019 Diversity requirement education quality, Mean ratings

	Mean Rating	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	No Courses Taken	Total
By Class									
First-year	4.41	4 2%	6 3%	19 9%	59 27%	66 30%	25 11%	39 18%	218
Sophomore	4.51	20 3%	13 2%	36 6%	139 23%	195 33%	89 15%	106 18%	598
Junior	4.28	45 5%	38 5%	57 7%	217 26%	210 25%	126 15%	133 16%	826
Senior	4.30	48 4%	66 6%	104 10%	267 25%	305 28%	183 17%	105 10%	1078
By Entry Type									
FTFY	4.35	96 4%	101 4%	183 8%	588 26%	664 29%	356 16%	269 12%	2257
Transfer	4.30	21 5%	22 5%	33 7%	94 20%	112 24%	67 14%	114 25%	463
By Gender									
Men	4.01	77 8%	62 6%	90 9%	254 26%	236 24%	110 11%	159 16%	988
Women	4.53	40 2%	61 4%	126 7%	428 25%	539 31%	313 18%	223 13%	1730
By Ethnicity									
African American	4.47	2 3%	3 4%	5 7%	20 26%	24 32%	12 16%	10 13%	76
American Indian/Alaska Native	4.66	2 6%	0 0%	3 9%	6 18%	12 36%	9 27%	1 3%	33
White	4.31	44 4%	61 6%	95 9%	225 21%	287 27%	167 16%	191 18%	1070
Hispanic/Latino	4.54	6 2%	10 4%	14 6%	71 29%	68 27%	51 20%	29 12%	249
Asian	4.28	52 5%	39 4%	79 8%	271 28%	272 28%	138 14%	125 13%	976
Hawaiian/Pacific Islander	4.54	2 6%	0 0%	3 9%	6 18%	10 30%	7 21%	5 15%	33
Other/Unknown	3.94	1 5%	3 16%	0 0%	6 32%	6 32%	1 5%	2 11%	19
International	4.48	8 3%	7 3%	17 6%	77 29%	97 37%	38 14%	20 8%	264
Overall	4.35	117 4%	123 5%	216 8%	682 25%	776 29%	423 16%	383 14%	2,720

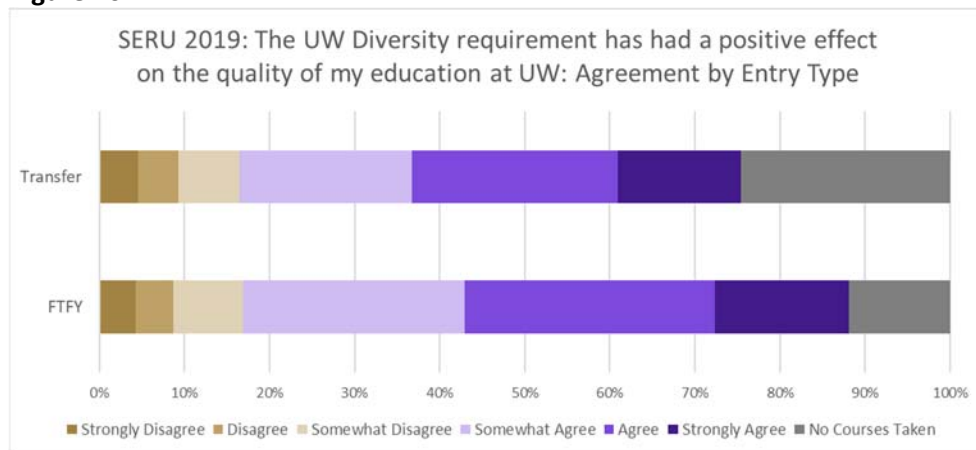
Sophomores had the highest mean rating of agreement (4.51), while juniors had the lowest mean rating or agreement (4.28). 18% of first-years and sophomores, 16% of juniors, and 10% of seniors indicated they had not yet taken courses that met the UW Diversity requirement. Among those who had taken courses that met the UW Diversity requirement, 84% of first-years, 86% of sophomores, 80% of juniors, and 78% of seniors somewhat to strongly agree that they had a positive effect on the quality of their education at UW.

Figure 9.



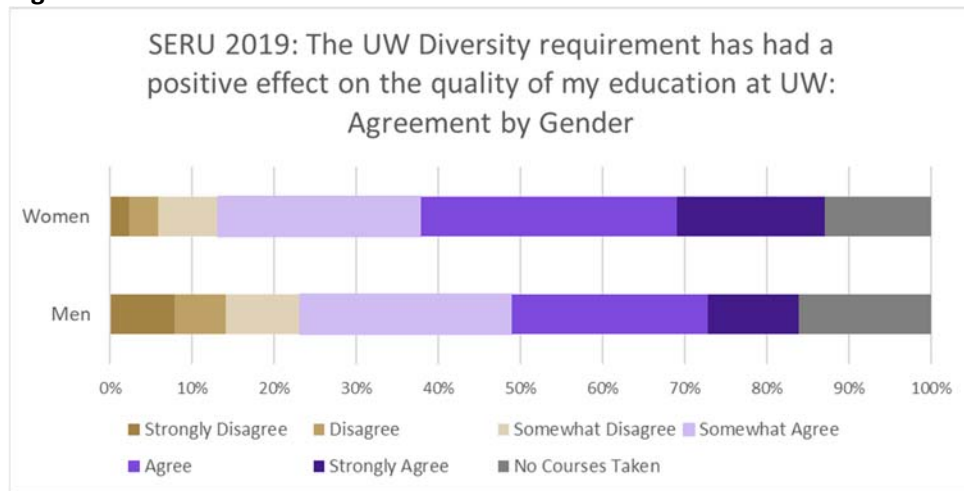
Mean rating of agreement varied slightly by entrance type; transfer students had a mean rating of agreement of 4.30 while students who entered as first-time first years had a mean rating of agreement of 4.35. As mentioned above, a greater percentage of transfer students had not yet taken courses that met the UW Diversity requirement. Among those who had taken the courses, 81% of first-time first year and 78% of transfer students somewhat to strongly agree that they had a positive effect on the quality of their education at UW.

Figure 10.



Agreement varied significantly by gender. Women had a higher mean rating of agreement of 4.53 compared to 4.01 for men. A higher percentage of men indicated that have not yet taken courses that meet the UW Diversity requirement relative to women. Among those who had taken the courses, 72% of men and 85% of women somewhat to strongly agree that they had a positive effect on the quality of their education at UW.

Figure 11.



Students with other/unknown race had the lowest mean rating of agreement of 3.94. American Indian/Alaska Native students had the highest mean rating of 4.66. Among those who had taken the courses, 87% of International, 86% of Hispanic, 85% of African American, 84% of American Indian/Alaska Native, 82% of Hawaiian/Pacific Islander, 80% of Asian, 77% of White, and 76% of Other/Unknown students somewhat to strongly agree that they had a positive effect on the quality of their education at UW.

Figure 12.

