

---

Office of Survey Research

---

1-1-2008

# Western Educational Longitudinal Study, (WELS) Spring, 2006, Follow-Up Survey of Students of Students Who Had Entered as Freshman in Fall, 2005

Richard Bulcroft  
*Western Washington University*

Linda Clark  
*Western Washington University*

Sara Jones  
*Western Washington University*

Gary McKinney  
*Western Washington University*

Follow this and additional works at: [http://cedar.wwu.edu/surveyresearch\\_docs](http://cedar.wwu.edu/surveyresearch_docs)

 Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

## Recommended Citation

Bulcroft, Richard; Clark, Linda; Jones, Sara; and McKinney, Gary, "Western Educational Longitudinal Study, (WELS) Spring, 2006, Follow-Up Survey of Students of Students Who Had Entered as Freshman in Fall, 2005" (2008). *Office of Survey Research*. Paper 515.  
[http://cedar.wwu.edu/surveyresearch\\_docs/515](http://cedar.wwu.edu/surveyresearch_docs/515)

This Report is brought to you for free and open access by Western CEDAR. It has been accepted for inclusion in Office of Survey Research by an authorized administrator of Western CEDAR. For more information, please contact [westerncedar@wwu.edu](mailto:westerncedar@wwu.edu).

---

WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)  
SPRING, 2006, FOLLOW-UP SURVEY OF STUDENTS WHO  
HAD ENTERED AS TRANSFERS IN THE FALL, 2005

REPORT 2008-02

Gary R. McKinney  
Sara Jones  
Richard Bulcroft  
Linda Clark

January, 2008

---

---

## Table of Contents

### **Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up of Transfers Entering Fall, 2005**

---

Response Rate & WELS Background	2-3
Academic Major and Major Department	4-15
Upper Division Course Work	16-17
Course Experiences	18-19
Studying Abroad	20
Advising	21-22
Tutorial Center	22
Academic Skills and Competencies	23
Work	24
Activities	25
Academic Difficulties	26
Personal Difficulties	27-28
Problem Behaviors	28
Family Income	29
Western Services Used	30-31
Library	31
Perceptions of Western	32
Family Socioeconomic Status (Education)	33
Family Socioeconomic Status (Occupation)	33

---

---

## WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) SPRING, 2006, FOLLOW-UP SURVEY OF STUDENTS WHO HAD ENTERED AS TRANSFERS IN THE FALL, 2005

### WELS BACKGROUND

The Western Educational Longitudinal Study (WELS) is a series of internal longitudinal surveys of all in-coming first-year and transfer students administered every two to three years. This study involves an initial assessment of students prior to entering Western and then a series of follow-ups at different points in their academic careers. The purpose of this study is threefold: (1) To assess student needs based on their self-reported characteristics, perceptions and concerns; (2) To provide data that can be used to better assess academic and co-curricular programs by providing baseline entry data that can be used as statistical controls in analyses to offset the inability to conduct randomized studies; and (3) To maintain an ongoing record of student knowledge acquisition, ability levels, and other general education outcomes to address concerns of accountability and accreditation.

The WELS is conducted by the Office of Survey Research (OSR) and uses a mixture of on-line and telephone survey methodologies. Since the data collected in these studies includes identifying information, these data can and are linked with data in student records, thus expanding their usefulness beyond what could be obtained using large national studies such as the National Study of Student Engagement (NSSE). Although WELS data cannot, like other national studies, be used for comparisons to other institutions, the surveys have more flexibility in content to allow them to be tailored to Western's needs.

### WELS 2003 COHORT

The first WELS was administered in the summer, 2003, and included only in-coming freshmen (no transfers)<sup>1</sup>. The baseline survey was developed as a result of meetings with various stakeholders across campus (the Provost's Office, student services, deans, the faculty senate, ATUS, etc.) as well as focus groups with students and a search for potentially useful items used on various national surveys. This baseline included 1580 out of 2225 incoming first year non-transfer students (a response rate of 71%). This cohort was then followed up at the end of their first quarter (fall, 2003: 42% response rate), the end of their first year (spring, 2004: 55% response rate), and the end of their second year (spring 2005: 70% response rate), and at the end of their third year (see details below). They will also be assessed at the end of their fourth year. Each follow-up survey is designed to address pressing concerns about student needs, programming, and accountability and accreditation standards pertinent to the students' year in college. (For example, the first quarter follow-up of the 2003 cohort was focused on how well students make the adjustment to college; and the first and second year follow-ups focused on GURs, since students were in the midst of completing most of their GURs and the requirement itself was under review at the time).

### WELS 2005 COHORTS

A second series of WELS baseline surveys was initiated in the summer, 2005, and again included all in-coming freshmen, although this time a separate baseline survey was developed for transfer students as well. The baseline for the 2005 survey of freshmen included 1691 out of 2386 incoming students (a response rate of 71%). The baseline for the 2005 survey of transfers included 875 out of 1029 entering transfer students (a response rate of 85%).

The end-of-fall-quarter, 2005, "transitions" survey for the freshmen cohort included 1371 students out of 2375 (a response rate of 58%). The end-of-fall-quarter, 2005, "transitions" survey for transfer students included 499 out of 1029 students (a response rate of 48%).

---

<sup>1</sup>Current definitions of the term "freshmen" include nowadays a small percentage of students who do not fit the traditional profile of a freshman. These include high school students who have earned Running Start and Advanced Placement (AP) credits. Technically, these students are entering college for the first-time, but may have earned as many as 90 college credits.

---

The one-year follow-up of freshmen entering Western in fall, 2005, was conducted in spring, 2006, and included 1061 out of 2261 still enrolled freshmen (a response rate of 47%). The one-year follow-up of transfers entering Western in fall, 2005, was also conducted in spring, 2006, and included 497 out of 992 still enrolled transfers (a response rate of 50%).

#### **CURRENT SURVEY**

This report presents findings from the spring, 2006, one-year follow-up survey of students who had entered as transfers in the fall, 2005. There were 497 completed surveys out of the 992 who were still registered in the spring (a response rate of 50%). Of these, there were 330 students who took the survey online and 167 who took the survey over the phone. Similar to the three-year follow-up survey of students who had entered as freshmen in the fall, 2003—students who also mostly have junior status—this survey focused on issues facing third-year students, for instance: choosing a major, upper division course experiences, study abroad, and general studies advising. In addition, the survey included questions from other time points and cohorts such as questions on academic advising and tutorial services, general student services usage, academic skills and competencies, work and other non-academic activities, academic and personal difficulties, and perceptions of Western.

To find out more about previous surveys of the 2003 freshmen WELS cohort, see the following reports:

*Western Educational Longitudinal Study (Report No. 2003-02).*

*Western Educational Longitudinal Study: Fall 2003 Freshmen Transition Survey. Focus: A Research Summary, 8, (4), 1-8.*

*Western Educational Longitudinal Study: Spring, 2004, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2004-01).*

*Western Educational Longitudinal Study (WELS): Spring, 2005, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2006-01).*

To find out more about previous surveys of the 2005 freshmen and transfer WELS cohorts see the following reports:

*Western Educational Longitudinal Study (WELS) Fall, 2005, Baseline Survey of In-coming Transfers (Report No. 2006-02).*

*Western Educational Longitudinal Study (WELS): Fall, 2005, Baseline Survey of In-coming Freshmen (Report No. 2006-03).*

*Western Educational Longitudinal Study (WELS) Freshmen in Transition: Fall Quarter, 2005, In-coming Freshmen Surveyed at the End of Fall Quarter, 2005 (Report 2006-04).*

*Western Educational Longitudinal Study (WELS) Transfers in Transition: Fall Quarter, 2005, In-coming Transfers Surveyed at the End of Fall Quarter, 2005 (Report 2006-05).*

*Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Freshmen in the Fall, 2005 (Report 2008-02)*

*Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Transfers in the Fall, 2005 (Report 2008-03)*

## Academic Major and Major Department

Students who had *officially* declared a major before fall quarter, 2005

Prior to the start of Fall Quarter 2005, had you officially declared a major or pre-major? (n=497)

Yes 45%

No 55%

What was your major at that time? (n=220)

Accounting	5%	Geography	0%
American Cultural Studies	0%	Geology	0%
Anthropology / Archaeology	3%	German	0%
Art	5%	History	1%
Art History	0%	Human Services	11%
Biochemistry	3%	Humanities	0%
Biology	9%	Industrial Design	1%
Canadian-American Studies	0%	Industrial Technology	0%
Chemistry	3%	Journalism	0%
Communication	3%	Linguistics	1%
Communication Sciences and Disorders	1%	Management	2%
Community Health	0%	Manufacturing & Supply-Chain Management	1%
Computer Science	2%	Manufacturing Engineering Technology	0%
Dance	0%	Mathematics	1%
Decision Sciences	0%	Music	2%
East Asian Studies	0%	Philosophy	1%
Economics	0%	Physical Education and Health	1%
Electronics Engineering Technology	1%	Physics	0%
Elementary Education	10%	Planning & Environmental Policy	0%
English	6%	Plastics Engineering Technology	0%
Environmental Education	0%	Political Science	4%
Environmental Science	2%	Psychology	4%
Environmental Studies	1%	Recreation	1%
Exercise and Sports Science	1%	Secondary Education	0%
Fairhaven	1%	Sociology	3%
Finance & Marketing	2%	Spanish	0%
Financial Economics	0%	Special Education	1%
French	0%	Theatre Arts	0%
General Studies	0%	Other	4%

---

**Academic Major and Major Department (cont.)**


---

 Students who had *officially* declared a major before fall quarter, 2005 (cont.)
 

---

How important were each of the following as reasons for declaring this major?	Not at all	A Little	Somewhat	Very	Extremely
It sounded interesting (n=144)	9%	6%	16%	35%	34%
You were always interested in this area of study (n=143)	3%	4%	15%	29%	48%
Your parents wanted you to major in this field (n=221)	74%	8%	13%	5%	0%
You felt more confident in your abilities in this area than in others (n=218)	8%	9%	28%	39%	17%
Career opportunities and salaries are really good in this field (n=220)	29%	17%	26%	19%	10%
An academic advisor suggested this major as one that best fit your interests and abilities (n=220)	70%	10%	10%	6%	5%
A friend convinced you that this would be a good major (n=219)	74%	12%	9%	5%	0%
You took a GUR course in this area that got you interested in it as a possible major (n=196)	60%	9%	16%	10%	5%
A particular professor caused you to become interested in this major (n=144)	48%	14%	17%	13%	8%
You had heard good things about the faculty in this area (n=220)	40%	11%	27%	15%	8%
You had heard good things about the courses in this area (n=144)	31%	13%	31%	17%	8%
Requirements for this major didn't seem too demanding. (n=220)	65%	18%	12%	3%	2%

---

**Academic Major and Major Department (cont.)**

Students who had *not officially* declared a major before Fall 2005

Did you have an interest in any particular major or majors at that time? (n=276)

Yes 93%

No 7%

What major were you most interested in pursuing at the start of Fall quarter? (n=255)

Accounting	1%	Geography	0%
American Cultural Studies	0%	Geology	2%
Anthropology / Archaeology	2%	German	0%
Art	2%	History	3%
Art History	0%	Human Services	3%
Biochemistry	0%	Humanities	0%
Biology	3%	Industrial Design	0%
Canadian-American Studies	0%	Industrial Technology	2%
Chemistry	0%	Journalism	5%
Communication	6%	Linguistics	0%
Communication Sciences and Disorders	2%	Management	4%
Community Health	0%	Manufacturing & Supply-Chain Management	0%
Computer Science	2%	Manufacturing Engineering Technology	1%
Dance	0%	Mathematics	1%
Decision Sciences	0%	Music	3%
East Asian Studies	1%	Philosophy	0%
Economics	1%	Physical Education and Health	2%
Electronics Engineering Technology	0%	Physics	0%
Elementary Education	9%	Planning & Environmental Policy	0%
English	5%	Plastics Engineering Technology	0%
Environmental Education	0%	Political Science	3%
Environmental Science	2%	Psychology	13%
Environmental Studies	1%	Recreation	0%
Exercise and Sports Science	0%	Secondary Education	3%
Fairhaven	2%	Sociology	1%
Finance & Marketing	4%	Spanish	2%
Financial Economics	0%	Special Education	2%
French	0%	Theatre Arts	1%
General Studies	0%	Other	4%



---

**Academic Major and Major Department (cont.)**


---

Students who *declared* a major in their *junior* year

---

Have you officially declared any major or pre-major since the beginning of the year? (n=276)

---

Yes 82%

No 18%

---

What major did you declare? (n=225)

Accounting	2%	Geography	1%
American Cultural Studies	0%	Geology	2%
Anthropology / Archaeology	2%	German	0%
Art	3%	History	4%
Art History	0%	Human Services	7%
Biochemistry	0%	Humanities	1%
Biology	2%	Industrial Design	0%
Canadian-American Studies	0%	Industrial Technology	2%
Chemistry	0%	Journalism	4%
Communication	5%	Linguistics	1%
Communication Sciences and Disorders	2%	Management	2%
Community Health	0%	Manufacturing & Supply-Chain Management	0%
Computer Science	1%	Manufacturing Engineering Technology	1%
Dance	0%	Mathematics	1%
Decision Sciences	0%	Music	2%
East Asian Studies	1%	Philosophy	0%
Economics	1%	Physical Education and Health	1%
Electronics Engineering Technology	0%	Physics	0%
Elementary Education	8%	Planning & Environmental Policy	0%
English	4%	Plastics Engineering Technology	0%
Environmental Education	0%	Political Science	2%
Environmental Science	2%	Psychology	16%
Environmental Studies	1%	Recreation	0%
Exercise and Sports Science	0%	Secondary Education	1%
Fairhaven	1%	Sociology	2%
Finance & Marketing	4%	Spanish	1%
Financial Economics	0%	Special Education	1%
French	0%	Theatre Arts	2%
General Studies	2%	Other	3%

**Academic Major and Major Department (cont.)**

Students who *declared* a major in their *junior* year (cont.)

How important were each of the following as reasons for declaring this major?	Not at all	A Little	Somewhat	Very	Extremely
It sounded interesting (n=128)	7%	6%	13%	37%	37%
You were always interested in this area of study (n=128)	4%	5%	17%	34%	41%
Your parents wanted you to major in this field (n=184)	79%	10%	8%	1%	1%
You felt more confident in your abilities in this area than in others (n=182)	5%	8%	29%	36%	23%
Career opportunities and salaries are really good in this field (n=183)	27%	14%	37%	15%	7%
An academic advisor suggested this major as one that best fit your interests and abilities (n=183)	74%	9%	14%	1%	2%
A friend convinced you that this would be a good major (n=183)	74%	12%	9%	3%	2%
You took a GUR course in this area that got you interested in it as a possible major (n=172)	48%	11%	20%	10%	12%
A particular professor caused you to become interested in this major (n=177)	46%	11%	16%	16%	11%
You had heard good things about the faculty in this area (n=137)	47%	15%	18%	17%	4%
You had heard good things about the courses in this area (n=130)	35%	15%	22%	22%	5%
Requirements for this major didn't seem too demanding. (n=182)	63%	18%	14%	5%	1%
When did you declare this major or enter into pre-major status? (n=253)	Fall quarter, 2005	Winter quarter, 2006	Spring quarter, 2006		
	42%	36%	23%		
Did you declare a major at this time to remove or avoid a registration hold for not having a declared major? (n=253)					
Yes: to avoid a hold	15%				
Yes: to remove an existing hold	5%				
No	80%				

### Academic Major and Major Department (cont.)

Second major, alternative major, or minor in another field (all students)

Are you considering a second major, alternative major, or minor in another field? (n=446)

Yes: alternative major 4%

Yes: second major 12%

Yes: minor 39%

No 44%

What is this second major or minor interest? (n=227)

Accounting	2%	Geography	1%
American Cultural Studies	0%	Geology	2%
Anthropology / Archaeology	2%	German	2%
Art	3%	History	2%
Art History	1%	Human Services	0%
Biochemistry	0%	Humanities	1%
Biology	2%	Industrial Design	0%
Canadian-American Studies	0%	Industrial Technology	1%
Chemistry	4%	Journalism	2%
Communication	2%	Linguistics	1%
Communication Sciences and Disorders	0%	Management	0%
Community Health	0%	Manufacturing & Supply-Chain Management	1%
Computer Science	2%	Manufacturing Engineering Technology	0%
Dance	0%	Mathematics	4%
Decision Sciences	0%	Music	2%
East Asian Studies	1%	Philosophy	2%
Economics	2%	Physical Education and Health	0%
Electronics Engineering Technology	0%	Physics	1%
Elementary Education	2%	Planning & Environmental Policy	0%
English	6%	Plastics Engineering Technology	0%
Environmental Education	0%	Political Science	3%
Environmental Science	2%	Psychology	7%
Environmental Studies	1%	Recreation	0%
Exercise and Sports Science	0%	Secondary Education	1%
Fairhaven	0%	Sociology	6%
Finance & Marketing	2%	Spanish	4%
Financial Economics	0%	Special Education	1%
French	2%	Theatre Arts	1%
General Studies	0%	Other	15%

---

**Academic Major and Major Department (cont.)**


---

**Students who have *not declared* a major**

To what extent was each of the following a reason for not having officially declared your major by this time?	Not at all	A minor reason	A major reason
Didn't think it was necessary yet (n=50)	49.0	33.3	17.6
Didn't know how to officially declare (n=51)	40.0	38.0	22.0
Not sure about what major to declare (n=51)	43.1	23.5	33.3
Recently changed my mind about what major to declare (n=51)	60.8	19.6	19.6
Needed to take more courses to qualify (n=51)	39.2	21.6	39.2
Difficulty meeting grade requirements for admission to the major (n=51)	76.5	11.8	11.8
Too hard to get into courses needed to qualify (n=51)	72.5	15.7	11.8
Department advising was inadequate or lacking (n=49)	57.1	24.5	18.4
Missed deadline for declaring in my major field this year (n=51)	70.0	12.0	18.0

**If you had to declare a major today, what major would it be? (n=49)**

Anthropology / Archaeology	4%
Communication	14%
Computer Science	2%
Elementary Education	4%
English	2%
Environmental Science	4%
Fairhaven	4%
Finance & Marketing	2%
History	2%
Human Services	4%
Journalism	8%
Linguistics	2%
Management	6%
Mathematics	2%
Physics	2%
Political Science	4%
Psychology	10%
Secondary Education	4%
Spanish	2%

---

**Academic Major and Major Department (cont.)**


---

**Students who have *not declared* a major (cont.)**


---

How important are each of the following as reasons for your interest in this major?	Not at all	A little	Somewhat	Very	Extremely
It sounded interesting (n=29)	7%	7%	28%	31%	28%
You were always interested in this area of study (n=27)	4%	7%	26%	26%	37%
Your parents wanted you to major in this field (n=51)	78%	14%	6%	2%	0%
You felt more confident in your abilities in this area than in others (n=50)	8%	10%	28%	36%	18%
Career opportunities and salaries are really good in this field (n=51)	35%	20%	20%	18%	8%
An academic advisor suggested this major as one that best fit your interests and abilities (n=51)	61%	16%	16%	6%	2%
A friend convinced you that this would be a good major (n=51)	69%	10%	10%	6%	6%
You took a GUR course in this area that got you interested in it as a possible major (n=39)	51%	15%	13%	10%	10%
A particular professor caused you to become interested in this major (n=29)	38%	10%	14%	21%	17%
You had heard good things about the faculty in this area (n=51)	53%	8%	6%	22%	12%
You had heard good things about the courses in this area (n=28)	39%	11%	11%	29%	11%
Requirements for this major didn't seem too demanding. (n=51)	63%	10%	18%	6%	4%

---

---

## Academic Major and Major Department (cont.)

---

### Students who have *not declared* a major (cont.)

---

Are you considering a second major, alternative major, or minor in another field? (n=51)

Yes: alternative major	0%
Yes: second major	8%
Yes: minor	57%
No	35%

---

What is this second major or minor interest? (n=33)

Accounting	3%
Art	3%
Art History	3%
Communication	3%
Computer Science	3%
Economics	12%
Elementary Education	3%
English	6%
Finance & Marketing	3%
Geology	3%
History	9%
Music	3%
Physical Education and Health	3%
Political Science	6%
Psychology	12%
Sociology	6%
Other	18%

---

---

**Academic Major and Major Department (cont.)**


---

**Students who officially *changed* their major as juniors**


---

 Did you officially change your major anytime during the past academic year? (n=393)
 

---

 Yes 10%
 

---

 No 90%
 

---

How important were each of the following as reasons for your decision to change your major interest?	Not at all	A little	Somewhat	Very	Extremely
Unable to meet the requirements for admission to the major (n=39)	72%	5%	5%	5%	13%
Too hard to get into required courses (n=39)	59%	10%	10%	8%	13%
Would have taken too long to complete (n=39)	56%	8%	10%	26%	0%
Material was too difficult to master (n=39)	59%	13%	13%	3%	13%
Professors were unfriendly, unfair, or unprofessional (n=39)	64%	13%	10%	8%	5%
Later career or employment prospects were not good enough (n=39)	62%	8%	13%	10%	8%
Changed my interests (n=39)	32%	5%	16%	21%	26%
Workload in courses was too great (n=39)	59%	13%	8%	8%	13%
Department advising was inadequate or lacking (n=39)	54%	8%	21%	15%	3%
The departmental deadline made it too difficult to continue without delaying time to graduation (n=39)	79%	3%	8%	8%	3%

---

### Academic Major and Major Department (cont.)

The following is combined data for the students' current declared major or the major they would declare today if they had to.

Major (n=494)

Accounting	3%	Geography	0%
American Cultural Studies	0%	Geology	1%
Anthropology / Archaeology	3%	German	0%
Art	3%	History	3%
Art History	0%	Human Services	9%
Biochemistry	1%	Humanities	1%
Biology	4%	Industrial Design	1%
Canadian-American Studies	0%	Industrial Technology	1%
Chemistry	1%	Journalism	3%
Communication	5%	Linguistics	1%
Communication Sciences and Disorders	1%	Management	2%
Community Health	0%	Manufacturing & Supply-Chain Management	0%
Computer Science	1%	Manufacturing Engineering Technology	1%
Dance	0%	Mathematics	1%
Decision Sciences	0%	Music	1%
East Asian Studies	1%	Philosophy	0%
Economics	1%	Physical Education and Health	1%
Electronics Engineering Technology	1%	Physics	1%
Elementary Education	9%	Planning & Environmental Policy	0%
English	5%	Plastics Engineering Technology	0%
Environmental Education	0%	Political Science	3%
Environmental Science	2%	Psychology	9%
Environmental Studies	1%	Recreation	1%
Exercise and Sports Science	1%	Secondary Education	1%
Fairhaven	1%	Sociology	2%
Finance & Marketing	3%	Spanish	1%
Financial Economics	0%	Special Education	1%
French	0%	Theatre Arts	1%
General Studies	1%	Other	6%



---

**Academic Major and Major Department (cont.)**


---



---

 Students' current declared major or the major they would declare today if they had to (cont.)
 

---

How important were each of the following as reasons for declaring or having an interest in this major?	Not at all	A little	Somewhat	Very	Extremely
It sounded interesting (n=301)	8%	6%	16%	36%	35%
You were always interested in this area of study (n=298)	4%	5%	17%	31%	44%
Your parents wanted you to major in this field (n=456)	77%	9%	10%	3%	1%
You felt more confident in your abilities in this area than in others (n=450)	7%	9%	28%	37%	19%
Career opportunities and salaries are really good in this field (n=454)	29%	16%	30%	17%	9%
An academic advisor suggested this major as one that best fit your interests and abilities (n=454)	70%	10%	12%	4%	3%
A friend convinced you that this would be a good major (n=453)	73%	12%	9%	4%	2%
You took a GUR course in this area that got you interested in it as a possible major (n=407)	54%	11%	17%	10%	8%
A particular professor caused you to become interested in this major (n=350)	46%	12%	17%	15%	10%
You had heard good things about the faculty in this area (n=408)	44%	12%	21%	16%	7%
You had heard good things about the courses in this area (n=302)	33%	14%	25%	21%	7%
Requirements for this major didn't seem too demanding. (n=453)	64%	17%	13%	4%	2%

---

## Upper Division Course Work

In what department have you taken the most upper division courses thus far?

All students (n=???)

Accounting	2%	Geology	1%
American Cultural Studies	0%	German	0%
Anthropology / Archaeology	3%	History	4%
Art	3%	Human Services	8%
Art History	0%	Humanities	1%
Biochemistry	0%	Industrial Design	0%
Biology	3%	Industrial Technology	1%
Canadian-American Studies	0%	Journalism	3%
Chemistry	4%	Linguistics	1%
Communication	4%	Management	3%
Communication Sciences and Disorders	1%	Manufacturing & Supply-Chain Management	0%
Community Health	0%	Manufacturing Engineering Technology	1%
Computer Science	1%	Mathematics	3%
Dance	0%	Music	1%
Decision Sciences	0%	Philosophy	1%
East Asian Studies	1%	Physical Education and Health	1%
Economics	2%	Physics	1%
Electronics Engineering Technology	1%	Planning & Environmental Policy	0%
Elementary Education	8%	Plastics Engineering Technology	0%
English	6%	Political Science	2%
Environmental Education	0%	Psychology	8%
Environmental Science	1%	Recreation	1%
Environmental Studies	2%	Secondary Education	0%
Exercise and Sports Science	1%	Sociology	3%
Fairhaven	1%	Spanish	1%
Finance & Marketing	2%	Special Education	1%
Financial Economics	0%	Theatre Arts	1%
French	0%	Other	4%
Geography	1%		

---

**Upper division course work (cont.)**


---

How satisfied are you with each of the following aspects of your experiences in this department?	Not at all	A little	Somewhat	Mostly	Very
Course Availability (n=480)	6%	9%	25%	34%	27%
Knowledge and Expertise of Faculty (n=484)	1%	3%	9%	30%	57%
Quality of Instruction (n=485)	2%	4%	13%	39%	42%
Course requirements and Sequences (n=322)	3%	5%	21%	45%	26%
Department Internships and Service Learning Opportunities (n=352)	10%	12%	29%	28%	22%
Opportunities for Independent Study and Research (n=348)	10%	11%	31%	25%	24%
Opportunities for Involvement in Faculty Research (n=300)	19%	15%	35%	19%	11%
Opportunities for Informal Relationships with Professors (n=302)	8%	10%	22%	33%	27%
Overall Department Climate (n=323)	4%	6%	16%	38%	35%
Department Advising (n=457)	10%	9%	21%	27%	34%
Adequacy of Lab or Studio Space and Equipment (n=375)	7%	8%	20%	28%	37%
Adequacy of Technology and Software Available (n=411)	6%	6%	18%	31%	39%
Library Resources in Your Field (n=439)	5%	8%	17%	30%	40%

---

---

### Course Experiences

---

How many upper division courses (300 or 400 level) have you taken this past year in your major field? (n=493)	None	1-3	4-6	7-9	10+
	20%	33%	23%	10%	14%
How many of these upper division courses did you take this year that consisted of 25 students or less and that were primarily a discussion format? (n=327)	None	1-3	4-6	7-9	10+
	41%	36%	12%	4%	7%
How satisfied are you with each of the following aspects of your upper division courses thus far? Not at all; a little; somewhat; mostly; very; not applicable	Not at all	A little	Somewhat	Mostly	Very
Upper division courses in general (n=342)	2%	5%	13%	50%	30%
Upper division course availability (n=335)	7%	15%	20%	38%	20%
The size and structure of most upper division classes (n=340)	2%	5%	18%	45%	29%
Quality of instruction in your upper division courses (n=341)	3%	5%	13%	40%	38%
How often this past year did you do each of the following?	Not at all	Once or twice	Several times	Often	Very often
Talk to a professor outside of class (n=410)	5%	25%	38%	22%	10%
Work with a professor outside of class on a research project (n=409)	65%	22%	9%	3%	1%
Volunteer in the community (n=407)	52%	19%	11%	7%	12%
Collaborate with others to complete coursework (n=409)	8%	16%	34%	22%	21%
Attend learning events (such as the distinguished lecture series) or cultural events (such as plays or concerts at the PAC) on campus (n=409)	41%	29%	17%	8%	4%

---

**Course experiences (cont.)**


---

How many upper division courses among those you took this past academic year contained each of the following course elements or requirements?

---

	None	1	2	3	4	5	6+
Structured classroom discussions (n=354)	17%	16%	15%	13%	6%	8%	24%
Structured online discussions (n=352)	57%	19%	10%	7%	2%	1%	4%
A required substantial essay of five pages or more (n=313)	33%	18%	13%	11%	9%	5%	11%
A required library research paper of 5 pages or more (n=349)	36%	24%	15%	10%	8%	2%	6%
A required scientific research paper of 5 pages or more (n=351)	58%	21%	10%	4%	3%	1%	2%
A required volunteer or service learning project (n=351)	69%	15%	8%	5%	2%	0%	2%
A required group project (n=355)	23%	21%	19%	12%	9%	5%	10%
A required presentation before the class or others (n=353)	25%	18%	18%	11%	8%	3%	17%
Required attendance at a learning event or cultural event on campus (n=319)	62%	16%	13%	3%	2%	1%	2%
A required educational field trip or outing (n=318)	67%	22%	6%	3%	1%	1%	1%

---

### Studying Abroad

How important would you say it is for students to spend sometime studying in another country? (n=443)	Not at all	A little	Somewhat	Very	Extremely
	9%	16%	34%	25%	17%
Since coming to Western have you ever traveled abroad as part of a study abroad or foreign exchange program? (n=496)	Yes	No			
	1%	99%			
How important would you say each of the following has been as part of the reason for not studying abroad?	Not at all	A Little	Somewhat	Very	Extremely
Not interested (n=489)	72%	8%	9%	5%	6%
Don't know enough about these programs (n=489)	30%	18%	25%	16%	11%
Uncertain about how credits would transfer (n=490)	41%	14%	21%	15%	9%
Too expensive (n=487)	15%	7%	14%	27%	38%
Not enough financial aid (n=486)	27%	7%	14%	23%	29%
Lack sufficient fluency in foreign language (n=488)	32%	13%	24%	18%	14%
Afraid it would delay my time to degree (n=489)	34%	13%	16%	17%	20%

**Advising**

How many times have you consulted with a professional advisor from the Academic Advising Center over the past academic year? (n=493)

None	Once	Twice	Three	Four	Five+
48%	25%	16%	7%	2%	2%

How many times over the past academic year have you received advising information from the Academic Advising Center either by telephone, email, newsletter, or some other mechanism? (n=489)

None	Once	Twice	Three	Four	Five+
46%	12%	21%	11%	3%	8%

How helpful did you find the Academic Advising Center as a source of information about options available for choice of a major and major declaration requirements during this past academic year? (n=323)

Not at all	A little	Somewhat	Very	Extremely
16%	24%	32%	22%	6%

Is there is anything that you wish you could have received help with from the Academic Advising Center but did not? (n=214)

Yes	No
22%	79%

Are you currently declared or considering declaring as a general studies major? Yes; no (n=330)

Yes	No
4%	96%

How many times have you consulted with the University General Studies advisor (Karen Perry) over the past academic year? (n=178)

None	Once	Twice	Three	Four	Five+
89%	6%	5%	0%	0%	1%

How many times over the past academic year have you received advising information from the University General Studies advisor (Karen Perry) either by telephone, email, newsletter, or some other mechanism? (n=177)

None	Once	Twice	Three	Four	Five+
81%	7%	7%	2%	2%	2%

**Advising (cont.)**

How helpful did you find the University General Studies advisor (Karen Perry) as a source of information about courses and majors during this past academic year? (n=38)

Not at all	A little	Somewhat	Very	Extremely
21%	26%	32%	16%	5%

Is there is anything that you wish you could have received help with from the University General Studies advisor (Karen Perry) but did not? (n=6)

Yes	No
17%	83%

How many times have you consulted with a department advisor in your primary area of interest over the past academic year? (n=494)

None	Once	Twice	Three	Four	Five+
16%	20%	21%	16%	8%	19%

How many times over the past academic year have you received advising information from an advisor in your major department either by telephone, email, newsletter, or some other mechanism? (n=494)

None	Once	Twice	Three	Four	Five+
30%	16%	17%	11%	4%	22%

How helpful did you find departmental advising in your major as a source of information about courses and majors during this past academic year? (n=413)

Not at all	A Little	Somewhat	Very	Extremely
6%	21%	33%	28%	11%

Is there is anything that you wish you could have received help with from a departmental advisor but did not? (n=284)

Yes	No
19%	81%

**Tutorial center**

Did you visit the Tutorial and Academic Skills Center in Old Main at all this year? (n=330)

Yes	No
14%	86%

How would you rate the effectiveness of the Tutorial Center staff in helping you with what you needed? (n=45)

Very Poor	Poor	Fair	Good	Excellent
0%	13%	40%	36%	11%



## Academic Skills and Competencies

For each item below, please indicate your comfort level with your ability in that area.	Not at all	A little	Somewhat	Very	Extremely
Writing effectively (n=493)	2%	2%	21%	52%	23%
Speaking effectively (n=493)	3%	8%	34%	39%	16%
Critically analyzing written information (n=491)	1%	4%	29%	46%	20%
Defining and solving problems (n=491)	0%	4%	29%	48%	19%
Working and/or learning independently (n=492)	0%	2%	13%	48%	36%
Working cooperatively in a group (n=491)	2%	4%	23%	47%	25%
Understanding and applying scientific principles and methods (n=489)	3%	11%	37%	36%	13%
Understanding and applying quantitative principles and methods (n=490)	6%	12%	37%	32%	12%
Planning, implementing and organizing research (n=489)	3%	8%	31%	42%	16%
Using library resources for research (n=486)	2%	12%	32%	37%	17%
Citing references for research papers, for example, creating a bibliography (n=489)	2%	7%	23%	44%	23%
Understanding how to avoid plagiarism in your writing? (n=492)	1%	2%	14%	43%	39%
Understanding and appreciating differing philosophies/cultures (n=491)	1%	3%	18%	39%	39%
Understanding the interaction of society and the environment. (n=490)	1%	4%	22%	41%	32%
Working effectively with technology, especially computers (n=490)	1%	5%	28%	40%	26%
Using management/leadership capabilities (n=490)	2%	7%	29%	44%	19%
Understanding organizations and how people behave in them (n=327)	1%	6%	34%	37%	21%
Do you have fluency in a language other than English, sufficient for reading, writing or interacting with others in a foreign country? (n=493)					
No	81%				
Yes: native language	5%				
Yes: other language	14%				

## Work

For each academic term listed, please indicate the location of your work, the number of weeks worked, and the number of hours you typically worked each week.

### Fall 2005

Location of work (n=410)	None	Off-campus	On-campus	Both
	37%	54%	8%	2%
Weeks worked (n=352)	N/A	1-5	6-10	11
	30%	8%	29%	34%
Hours per week (n=356)	N/A	0-15	16-30	31+
	30%	30%	29%	12%

### Winter 2006

Location of work (n=410)	None	Off-Campus	On-Campus	Both
	36%	55%	7%	2%
Weeks worked (n=359)	N/A	1-5	6-10	11
	29%	7%	30%	34%
Hours per week(n=361)	N/A	0-15	16-30	31+
	30%	28%	31%	11%

### Spring 2006

Location of work (n=413)	None	Off-Campus	On-Campus	Both
	34%	53%	10%	3%
Weeks worked (n=361)	N/A	1-5	6-10	11
	27%	6%	33%	34%
Hours per week (n=366)	N/A	0-15	16-30	31+
	28%	28%	31%	12%

<b>Activities</b>					
Please indicate how much time you typically spent engaged in each of the following activities each week during the academic year.	None	A little	Some	Quite a bit	A great deal
Socializing with friends (n=65)	3%	22%	39%	25%	12%
Student government (n=95)	92%	7%	1%	0%	0%
Recreational television watching (n=94)	25%	35%	30%	11%	0%
Sports, exercise or other recreational activities (n=95)	7%	31%	32%	24%	6%
Recreational internet use and computer/ video game playing (n=95)	17%	30%	24%	21%	8%
Performing or fine arts activities (n=65)	45%	26%	15%	9%	5%
Reading novels for personal enjoyment (n=94)	27%	30%	27%	14%	3%
Academic, political, ethnic, religious or social clubs (n=94)	61%	20%	12%	7%	0%
Reading the newspaper or other sources of news (n=95)	22%	32%	31%	15%	1%
Watching or listening to information or news programming on television or radio (n=94)	29%	31%	25%	15%	1%
Community service, volunteer work or service learning projects (n=92)	50%	22%	11%	8%	10%
Participating in organized family activities (recreational, religious, dining with family) (n=94)	34%	30%	18%	13%	5%
Participating in civic activities or political action (n=94)	78%	15%	3%	2%	2%

### Academic Difficulties

Please tell me how difficult each item has been for you this past academic year.	Not at all	A little	Somewhat	Very	Extremely
Getting access to courses you need for your major (n=102)	28%	21%	32%	13%	6%
Managing your time effectively (n=103)	10%	26%	43%	18%	4%
Getting to class consistently (n=103)	55%	25%	14%	4%	2%
Completing reading and coursework on time (n=103)	24%	37%	30%	6%	3%
Doing well on multiple choice tests (n=103)	41%	26%	25%	5%	3%
Writing papers as part of your coursework (n=103)	31%	27%	37%	4%	1%
Balancing your coursework with social life (n=102)	18%	30%	30%	14%	8%
Balancing your coursework with personal activities (n=67)	12%	42%	22%	16%	8%
Balancing your coursework with family or community obligations (n=103)	28%	27%	25%	12%	8%

---

### Personal Difficulties

---

How difficult has each of the following personal experiences been for you this year?	Not at all	A little	Somewhat	Very	Extremely
Managing your finances (n=97)	20%	25%	33%	19%	4%
Managing your physical and emotional health (n=97)	20%	22%	43%	11%	4%
Getting the emotional support you need to do well in school (n=97)	40%	22%	27%	6%	5%
Dealing with homesickness (n=97)	68%	14%	14%	2%	1%
Managing stress (n=97)	19%	27%	30%	21%	4%
Getting enough sleep (n=97)	19%	23%	35%	18%	6%
Handling the use of alcohol and drugs (n=96)	76%	9%	12%	1%	2%
Fitting in with others at Western (n=97)	46%	22%	23%	7%	2%
Meeting your family's expectations (n=97)	69%	17%	10%	2%	2%
Meeting the expectations and obligations of your friends or peer group (n=97)	62%	19%	14%	4%	1%
Maintaining, forming or ending romantic relationships (n=97)	41%	8%	26%	17%	8%
Being able to maintain your spiritual or religious values (n=97)	72%	8%	14%	2%	3%

---

### Personal Difficulties (cont.)

During the past academic year, to what extent did any of the following interfere with the quality of your educational experience?	Not at all	Hardly at all	A little	Somewhat	A Lot
Feelings of loneliness (n=99)	36%	14%	25%	16%	8%
Spiritual dilemmas or issues (n=100)	73%	9%	8%	6%	4%
Feeling overwhelmed (n=99)	10%	12%	27%	33%	17%
Uncertainty about the future (n=100)	24%	14%	20%	26%	16%
Financial problems or worries (n=100)	21%	18%	16%	29%	16%
Unfair treatment by professors, instructors or TAs (n=100)	59%	21%	11%	5%	4%
Problems dealing with the administration (e.g., registrar) (n=100)	70%	14%	7%	5%	4%
Personal drinking or drug use (n=100)	81%	10%	4%	3%	2%
Drinking or drug use on campus (n=100)	95%	3%	1%	0%	1%
Experiencing a crime or offense against yourself (n=100)	88%	2%	2%	5%	3%
Problem with motivation or study habits (n=100)	21%	16%	40%	13%	10%
Level of work involvement (n=100)	36%	14%	20%	22%	8%
Involvement in Associated Students activities (n=100)	78%	10%	9%	3%	0%

### Problem Behaviors

During this past academic year, how many days during a typical week would you say you...	0	1-2	3-4	5-6	Almost Daily
Got less than 8 hours of sleep? (n=484)	5%	19%	30%	22%	25%
Got at least 30 minutes of planned exercise? (n=481)	19%	30%	28%	10%	13%
Skipped lunch or dinner?(n=480)	28%	26%	28%	9%	9%
Drank too much alcohol or used drugs recreationally? (n=480)	71%	21%	4%	1%	2%

---

## Family Income

---

Which of the following categories best fits the total income of those parents who were legally responsible for you this past year?  
(n=477)

---

less than \$15k	3%
\$15-30k	8%
\$30-45k	9%
\$45-60k	10%
\$60-75k	8%
\$75-100k	14%
\$100-135k	7%
\$135-170k	2%
\$170-200k	1%
Over \$200k	2%
Don't Know	18%
Decline to answer	15%

---

---

### Western Services Used

---

Please indicate if you used any of the following services at any time in the past academic year.	Used
Disability Services (n=91)	10%
Registrar's Office (n=90)	77%
Financial Aid Office (n=92)	58%
Career Services Center (n=90)	20%
Library Collections and Services (n=93)	62%
ATUS (Computer Labs and Help Desk) (n=92)	76%
Writing Center (n=91)	9%
Counseling Center (n=91)	13%
Alcohol, Drug, Sexual Assault Services (n=90)	0%
Student Health and/or Self-Care Center (n=91)	39%
University Residence Halls and Programs (n=91)	23%
Viking Union (n=91)	68%
Ethnic Student Center (n=91)	7%
AS Bookstore (n=92)	88%
Intramurals or Intercollegiate Sports Clubs (n=90)	21%
Student Recreation / Athletic Center (n=90)	57%
Non-Credit Recreational, Fitness and Sports Classes (n=91)	13%

---



**Western Services Used (cont.)**

If you used any of the services listed above, please indicate your level of satisfaction with that service.	Very dissatisfied	Somewhat dissatisfied	Neither	Somewhat satisfied	Very satisfied
Disability Services (n=9)	0%	0%	0%	33%	67%
Registrar's Office (n=69)	4%	9%	29%	23%	35%
Financial Aid Office (n=53)	4%	13%	9%	40%	34%
Career Services Center (n=18)	6%	0%	17%	39%	39%
Library Collections and Services (n=58)	0%	2%	3%	41%	53%
ATUS (Computer Labs and Help Desk) (n=70)	0%	0%	16%	33%	51%
Writing Center (n=8)	25%	0%	0%	25%	50%
Counseling Center (n=12)	0%	0%	0%	33%	67%
Alcohol, Drug, Sexual Assault Services (n=0)	0%	0%	0%	0%	0%
Student Health and/or Self-Care Center (n=35)	0%	3%	9%	31%	57%
University Residence Halls and Programs (n=21)	5%	5%	14%	43%	33%
Viking Union (n=62)	0%	3%	13%	35%	48%
Ethnic Student Center (n=6)	17%	0%	0%	50%	33%
AS Bookstore (n=81)	4%	11%	10%	38%	37%
Intramurals or Intercollegiate Sports Clubs (n=19)	0%	0%	5%	42%	53%
Student Recreation/ Athletic Center (n=51)	2%	4%	2%	25%	67%
Non-Credit Recreational, Fitness and Sports Classes (n=12)	0%	0%	8%	25%	67%

**Library**

How often this past academic year, if at all, have you used the campus library's facilities—their materials and services either online or in person—for coursework and not just for study space? (n=329)	Never	Rarely	Sometimes	Often	Very often
	7%	17%	31%	30%	15%
Do you currently have an Illiad account for interlibrary borrowing? (n=328)	Yes	No			
	34%	67%			

### Perceptions of Western

Below is a list of statements about the student culture at Western. To what extent you agree or disagree the statement that "Western is a place where..."

1 =  
Strongly  
disagree

2

3

4 =  
Neither  
agree nor  
disagree

5

6

7 =  
Strongly  
agree

students are regularly engaged in intellectual/academic discussions outside the classroom. (n=474)

2%

7%

8%

28%

31%

18%

6%

students are focused on social relationships more than academics. (n=472)

3%

9%

18%

37%

22%

7%

3%

students are actively engaged in political and environmental causes. (n=472)

3%

5%

5%

21%

32%

20%

14%

there is a lot of drinking and pot smoking (or other drug use). (n=471)

10%

6%

11%

30%

21%

12%

10%

religion and religious activity play a central role in students' lives. (n=469)

9%

19%

17%

37%

15%

3%

1%

many students have friendships with others of different race/ethnicity. (n=473)

3%

5%

5%

24%

22%

23%

17%

students accept others with different lifestyles, ability levels and values. (n=473)

2%

3%

4%

14%

26%

29%

21%

**How satisfied are you with Western?**  
(n=483)

Not at all

A Little

Somewhat

Very

Extremely

2%

4%

20%

55%

19%

## Family Socioeconomic Status

### Education

On-line version: Thinking of the parent(s) who were legally responsible for you when you graduated from high school, what is the highest level of education each has completed? Phone version: Thinking of the family you lived with the most when you were in high school, which of the following is the highest level of education of your family's principal breadwinner at that time?	Mother / Step-Mother (n=326)	Father / Step-Father (n=325)	Principal Breadwinner (n=157)
Not Applicable	2%	5%	0%
Less than high school	6%	6%	5%
High school graduate	19%	18%	17%
Some college or post-high school educational training	25%	20%	13%
Community college degree	12%	8%	11%
Bachelor's degree or equivalent	24%	27%	26%
Master's degree or equivalent	11%	10%	23%
Law degree, Medical degree, or PhD	1%	4%	5%
I Prefer Not To Answer	1%	1%	0%

### Occupation

On-line version: Thinking of the parent(s) who were legally responsible for you when you graduated from high school, how would you classify their occupational status? Phone version: Thinking of the family you lived with the most when you were in high school, which of the following comes closest to the occupation of your family's principal breadwinner at that time?	Mother / Step-Mother (n=326)	Father / Step-Father (n=326)	Principal Breadwinner (n=157)
Not Applicable	7%	12%	1%
Not engaged in employment for income inside or outside the home	17%	4%	0%
Laborer (e.g., general construction worker, house cleaner, etc.)	9%	6%	6%
Skilled laborer (e.g., auto mechanic, carpenter, hairdresser, etc.)	3%	21%	17%
Service worker (e.g., police, fire, military, childcare, elder care, etc.)	10%	6%	15%
Clerical work or retail sales	13%	3%	5%
Technician or para-professional (e.g., medical, electronics, etc.)	12%	15%	18%
Grade school or high school teacher	10%	2%	9%
College or university teacher	1%	0%	1%
Business executive or accountant	6%	11%	8%
Farm owner / operator	0%	1%	3%
Business owner / entrepreneur	6%	12%	11%
Elected official or government executive	6%	1%	2%
I Prefer Not To Answer	0%	6%	0%