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Western Educational Longitudinal Study (WELS) Spring, 2007, Follow-UP Survey of Students Who Had Entered as Freshman the Fall, 2005

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING, 2007, FOLLOW-UP SURVEY OF STUDENTS WHO
HAD ENTERED AS FRESHMEN IN THE FALL, 2005

REPORT 2008-06

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May, 2008

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) SPRING, 2007, FOLLOW-UP SURVEY OF STUDENTS WHO HAD ENTERED AS FRESHMEN 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-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)¹. 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 (spring, 2006: 50% response rate). 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; and the third year follow-up focused on majors.)

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%). Please see below for the list of reports on these two cohorts.

CURRENT SURVEY

This report presents findings from the spring, 2007, two-year follow-up survey of students who had entered as freshmen in fall, 2005. Invitations to participate in this WELS survey were sent to 2059 students. Responses were collected with a web-based survey instrument, and non-responders were contacted by

¹Current 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.

phone several times. A total of 1027 responses were received, a response rate of 50%. Survey topics included respondents' use of and satisfaction with academic advising; use of academic technologies; attitudes towards academic and social engagement; experiences with courses and resources; successes and challenges; and health and learning strategies issues.

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).

Western Educational Longitudinal Study (WELS): Spring, 2006, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2008-01).

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 ADVISING

Do you know who your academic advisor is? (N=395)

No	Yes
32%	68%

For those who know who their academic advisor is: How many times have you had contact with an academic advisor this year? (N=267)

Mean number of contacts = 1.66

Standard deviation = 1.83

Frequencies:

0	1	2	3	4	5	6 or more
36%	20%	19%	9%	4%	3%	8%

Overall, how satisfied are you with the advising you have received so far at Western? (N=395)

Not at all	A little	Somewhat	Very	Extremely
13%	21%	41%	22%	4%

E-MAIL

Do you have a non-Western email account that you use in addition to or instead of your Western email? (N=633)

No	Yes
20%	80%

Have you set up your Western email account to automatically forward email to your Non-western account? (N=507)

Didn't know I could	No	Yes
13%	59%	28%

STUDENT TECHNOLOGY SERVICES

To what degree, if at all, have you used the services of the Student Technology Center this year? (N=633)

Didn't know it existed	None	Some	Quite a bit	A great deal
4%	45%	39%	9%	3%

During the last month of school, how many times did you try to use one of Western's computer labs outside of class time, but found that it was full? (N=624)

Mean = 3.45

Standard deviation = 5.23

Never	1 or more
28%	72%

In the past year, how many times, if at all, did you use Western's wireless computer network? (N=632)

Never	1-3/qtr	2-3/mo	Once a week	>Once a week	Daily
20%	28%	15%	14%	18%	6%

ACADEMIC ENGAGEMENT

First, how many of each type of assignment listed below have you completed as part of your coursework this past academic year? (N=1027)

	0	1	2	3	4	5	6 or more
Substantial essays of five pages or more	28%	20%	16%	11%	7%	5%	13%
Library research papers of 5 pages or more	49%	24%	11%	7%	3%	2%	3%
Scientific or primary source research papers of 5 pages or more	63%	21%	8%	4%	2%	1%	1%
*Service learning, internship or field projects	70%	18%	7%	3%	1%	0%	1%
Required presentations involving the use of media (e.g. overheads, powerpoint, slides, etc.)	33%	23%	19%	11%	6%	3%	5%

The following questions are about things you may have done during this past academic year that relate to your academic life. Please indicate the extent to which you engaged in each of the following: (N=1027)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
I approached teachers to discuss ideas for a class paper or project.	19%	30%	24%	13%	7%	4%	3%
I asked instructors to give me comments or criticisms about my work.	31%	25%	19%	12%	6%	3%	2%
I formed friendships based on shared academic activities or interests.	11%	20%	27%	20%	12%	7%	4%
If there was material I didn't understand, I asked about it in class.	15%	26%	25%	14%	10%	5%	5%
I contributed to classroom discussions by bringing up new ideas in class.	16%	25%	25%	13%	10%	6%	5%
I talked about course material I was learning with someone else other than a teacher.	3%	10%	17%	25%	19%	13%	13%

SOCIAL ENGAGEMENT

During the past academic year, how many times did you attend or participate in any of the following events or activities organized by Western? (N=395)

	Did not attend	Did attend	Once	Twice	3 Times	4 Times	5+ Times
Distinguished Lecture Series	249	146	59%	31%	5%	3%	1%
Other Special Academic Presentations	190	205	50%	28%	15%	2%	5%
Information Fairs or Sessions	122	273	50%	35%	10%	3%	2%
Special Advising or Learning Workshops or Sessions	261	134	57%	26%	8%	4%	4%
University Organized Social Events	122	273	32%	26%	16%	8%	18%

Please indicate how much time you typically spent engaged in each of the following activities during this past academic year. (N=395)

	None	A little	Some	Quite a bit	A great deal
Student government	81%	11%	4%	2%	2%
Socializing with friends	1%	2%	16%	39%	43%
Sports, exercise or other recreational activities	4%	17%	27%	30%	22%
Performing or fine arts activities	40%	27%	16%	10%	7%
Academic, political, ethnic, religious or social clubs	49%	22%	12%	10%	8%
* Community service, volunteer work or service learning projects	42%	29%	15%	8%	6%

Thinking back over the past academic year, to what extent were you involved in each of the following activities? (N=205)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
Academic clubs (e.g., language clubs, fine arts, honors society)	65%	20%	6%	2%	2%	2%	1%
Organized team sports or other recreational exercise activities	37%	13%	14%	12%	9%	8%	9%
Non-academic school clubs (e.g. student government, religious, social)	57%	12%	8%	5%	7%	4%	6%
Other non-academic school activities (e.g., assisting coaches, teachers)	64%	11%	8%	6%	3%	4%	3%
* Community services or volunteer work	47%	21%	15%	7%	3%	2%	4%
* Course related service learning projects	72%	12%	8%	4%	1%	1%	0%

SOCIAL ENGAGEMENT (Cont.)

Thinking back over the past academic year, to what extent did you spend your time engaged in each of the following activities outside of school? (N=204)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
Socializing with friends		4%	13%	23%	24%	22%	15%
Recreational television watching	18%	27%	26%	15%	7%	5%	2%
Recreational internet use and computer/video game playing	5%	14%	24%	20%	16%	12%	8%
Reading the newspaper or other sources of news	6%	35%	27%	18%	12%	3%	1%
Watching/listening to information or news programming on television/radio	22%	36%	21%	8%	10%	2%	1%
Participating in civic activities or political action	48%	29%	15%	4%	3%	1%	0%

Below is a list of statements about the student culture at Western. To what extent do you agree or disagree with the statement that "Western is a place where... (N=633)

	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."	2%	7%	9%	18%	40%	19%	6%
...students are focused on social relationships more than academics."	1%	5%	18%	38%	23%	12%	3%
...there is a lot of drinking and pot smoking (or other drug use)."	1%	6%	14%	23%	29%	19%	8%
...life in the residence halls is clearly separate from life in the classroom."	3%	7%	15%	30%	22%	16%	8%
...students accept others with different lifestyles, ability levels and values."	1%	3%	5%	10%	24%	35%	21%

COURSE SCHEDULING

How many courses did you take during Spring Quarter that you didn't really want to take when you registered? (N=395)

	0	1	2	3	4 or more
	49%	31%	14%	4%	2%

How often during this past academic year were you unable to take courses required for your GURs because they were full? (N=395)

	Never	Rarely	Sometimes	Often	Always
	49%	16%	31%	27%	7%

COURSE SATISFACTION

Overall how satisfied are you with the courses you took this year? (N=1027)

	Not at all	A little	Somewhat	Very	Extremely
	1%	4%	33%	55%	7%

WRITING PROFICIENCY

Have you completed your writing proficiency yet? (N=1027)

	Don't Know	No	Yes
	23%	38%	39%

USE OF RESOURCES

If you used any of the following resources available to you during this past academic year, how satisfied were you with the services you received? (For example: Did you get the information you needed? Was the staff courteous?) (N=328)

Table shows number of respondents who did not use and the number who used each service, and a breakdown of satisfaction for those who used the service.

	Did not use	Used service	Not at all satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
Academic Advising Center	210	117	17%	55%	23%	5%
Tutorial and Academic Skills Center	224	82	7%	40%	40%	12%
Disability Services	315	12	8%	42%	25%	25%
Registrar's Office	146	179	13%	47%	34%	6%
Financial Aid Office	231	94	17%	37%	38%	7%
Career Services Center	271	54	15%	52%	24%	9%
Health and Wellness Services	140	187	11%	28%	45%	16%

WORKING WHILE ATTENDING WESTERN

"Did you work at a job on a regular basis for pay or work study any time during Spring Quarter?" AND for those who worked, "How many hours a week did you typically work at this job and any other jobs you may have held during Spring Quarter?" (N=1027)

	N	%	<10 hours	10-20 hours	20-30 hours	>30 hours
Did not work	447	44%				
Worked	580	56%	23%	50%	21%	5%

Details for those who worked: Type of job and hours per week. (N=580)

	N	%	<10 hours	10-20 hours	20-30 hours	>30 hours
Regular job	512	88%	54%	47%	23%	6%
Both regular job & work study	14	2%	0%	64%	36%	0%
Work Study	54	9%	24%	70%	6%	0%

ACADEMIC SKILLS AND COMPETENCIES

Using all students entering college for the first time this coming fall as a comparison standard, how would you rate your own abilities in each of these areas today? Please try to provide an honest assessment of your knowledge and abilities that is specific to the area referred to, rather than an overall impression of yourself. (N=633)

	Well below average	Somewhat below average	Slightly below average	About average	Slightly above average	Somewhat above average	Well above average
Writing skills and effectiveness	1%	1%	4%	20%	27%	35%	11%
Oral communication and public speaking skills	1%	4%	9%	28%	23%	26%	10%
Ability to critically evaluate written information	0%	1%	5%	26%	31%	28%	9%
Ability to define research or analysis problems in such a way that you can see clearly what steps you need to do to solve them	0%	1%	6%	33%	33%	21%	6%
Ability to work and learn independently without being given directions	0%	1%	3%	17%	30%	34%	15%
Ability to work cooperatively in a group, no matter who is in it, to successfully solve problems	1%	1%	4%	24%	28%	32%	12%
Ability to understand and apply formal scientific principles and methods to solve problems	0%	2%	12%	34%	26%	17%	8%
Ability to understand and apply quantitative or mathematical/statistical principles and methods to solve problems	1%	5%	14%	32%	21%	18%	9%
Knowledge and understanding of different cultures and philosophies	0%	2%	7%	25%	30%	23%	12%
Knowledge and understanding of how humans impact the environment	0%	0%	5%	26%	28%	27%	13%
Ability to work effectively with technology, especially computers	0%	2%	8%	27%	22%	24%	16%
Leadership skills and the ability to manage the work of others	1%	2%	5%	24%	30%	24%	13%
Knowledge of the dynamics of social relationships and organizations	1%	2%	5%	27%	32%	25%	10%
Ability to use library resources (beyond newspaper, internet websites, and magazine articles), such as reference books, online databases, special collections and others sources	1%	6%	15%	36%	23%	14%	5%
Ability to organize the results of library research into a research paper	1%	3%	10%	34%	29%	18%	6%
Knowledge and understanding of plagiarism and your ability to avoid it	0%	1%	1%	23%	24%	29%	21%

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SUCCEEDING AT WESTERN

To what extent do you agree or disagree with each of the following statements about how to succeed at Western? (N=212)

	1=Strongly disagree	2	3	4=Neither agree nor disagree	5	6	7=Strongly agree
In order to succeed at Western a student needs to do at least 2 hours of work for every hour that they have of class time.	10%	15%	26%	19%	17%	7%	6%
It isn't really necessary to complete all assigned readings before each class when they are due, as long as you get them done before an exam..	3%	11%	11%	17%	33%	17%	9%
Participating in a lot of outside activities during the days prior to an exam should not interfere with doing well on the exam.	7%	18%	22%	29%	18%	5%	2%
It's really important to complete all school assignments before spending time in other activities.	4%	8%	24%	25%	26%	8%	5%
It's possible to skip class occasionally and still do well in a course.	2%	3%	6%	14%	37%	24%	13%
To do well in a course all you need is to do the minimum work required.	18%	33%	24%	15%	7%	2%	1%
It is important to plan and start assignments weeks before they are due.	5%	11%	19%	22%	26%	11%	5%

ACADEMIC CHALLENGES

Please indicate how difficult each of the following academic experiences has been for you this past academic year. (N=394)

	Not at all	A little	Somewhat	Very	Extremely
Managing your time effectively	10%	24%	37%	22%	6%
Getting to class consistently	44%	24%	13%	12%	7%
Completing reading and coursework on time	21%	30%	30%	14%	5%
Balancing your coursework with social life	15%	26%	33%	19%	8%
Balancing your coursework with family or community obligations	33%	26%	23%	13%	5%
Balancing your coursework with a job	33%	20%	22%	16%	9%
Getting access to courses you need to prepare for your major	17%	20%	31%	20%	10%

Thinking back over the past academic year, how difficult did you find each of the following? (N=633)

	1=Not Difficult At All	2	3	4	5	6	7=Extremely Difficult
Performing well in large classes	22%	23%	18%	17%	12%	7%	2%
Maintaining a high GPA	5%	11%	16%	18%	26%	14%	10%
Writing long, in-depth papers	5%	12%	20%	26%	21%	11%	4%
Performing well on multiple-choice exams	12%	20%	23%	17%	17%	9%	3%
Being able to attend all your classes regularly	32%	26%	15%	12%	8%	5%	3%

NON-ACADEMIC CHALLENGES

Thinking back over the past academic year, how difficult did you find each of the following? (N=633)

	1=Not Difficult At All	2	3	4	5	6	7=Extremely Difficult
Meeting family expectations for, or interference with, your academic work	27%	22%	14%	15%	11%	8%	3%
Fitting in with others and making friends at Western	30%	25%	16%	12%	8%	7%	2%
Managing stress and other sources of emotional upset	10%	20%	19%	17%	16%	10%	7%
Maintaining your spiritual and/or moral focus and direction	28%	24%	13%	15%	10%	6%	4%
Having enough money and dealing with financial matters and concerns	15%	17%	13%	17%	15%	14%	9%
Maintaining, forming or ending romantic relationships	17%	16%	14%	16%	14%	13%	10%

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NON-ACADEMIC CHALLENGES (Cont.)

How difficult has each of the following personal experiences been for you this year? (N=395)

	Not at all	A little	Somewhat	Very	Extremely
Managing your finances	18%	27%	32%	15%	8%
Managing your physical and emotional health	16%	28%	32%	18%	6%
Getting the emotional support you need to do well in school	38%	26%	24%	10%	3%
Dealing with homesickness	59%	28%	7%	3%	3%
Managing stress	12%	30%	31%	19%	8%
Getting enough sleep	12%	20%	32%	27%	10%
Handling the use of alcohol and drugs	64%	17%	9%	5%	5%
Fitting in with others at WWU	55%	26%	10%	6%	3%
Meeting your family's expectations	52%	22%	16%	6%	4%
Getting the financial support you need	47%	24%	15%	9%	5%
Finding people you get along with, making friends	51%	27%	11%	7%	4%
Being able to maintain your spiritual or religious values	68%	15%	10%	4%	3%

NON-ACADEMIC CHALLENGES (Cont.)

Thinking back over the past academic year, on a scale of 1 to 7, how much difficulty did you have balancing the time and other demands of family, friends, school, and/or your workplace? (N=633)

Mean = 3.02							
Standard deviation = 1.41							
	0=None at all	1	2	3	4	5	6=A great deal
	4%	11%	22%	22%	29%	7%	5%

Thinking back over the past academic year, how often would you feel... (N=633)

	0=Never	1	2	3	4	5	6=Almost always
...overwhelmed with academic work and other responsibilities?	1%	9%	21%	22%	29%	12%	6%
...depressed or stressed out about something?	4%	18%	22%	20%	23%	8%	6%
...that you didn't fit in with your peers?	28%	30%	13%	10%	12%	4%	3%
...that you didn't have someone that you were close to?	42%	24%	9%	8%	8%	7%	2%
...that you were part of a group of friends?	15%	11%	9%	10%	11%	14%	29%
...that there was no one you could turn to?	51%	22%	9%	7%	6%	3%	2%

HEALTH AND WELLNESS

Thinking back over the past academic year, how many days during a typical week would you say you...
(N=633)

	1=One or fewer	2	3	4	5	6	7=Almost daily
...got less than 8 hours of sleep?	12%	15%	17%	16%	16%	9%	16%
...got at least 30 minutes of planned exercise?	23%	20%	19%	14%	10%	5%	9%
...skipped lunch or dinner?	39%	19%	14%	11%	8%	3%	6%
...drank too much alcohol or used drugs recreationally?	76%	12%	5%	3%	1%	1%	2%

LEARNING STRATEGIES

Thinking about your academic strengths, weaknesses, and learning styles, how much have you thought about each of the following. (N=395)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
The strategies that help you learn the best	3%	12%	29%	22%	17%	8%	9%
Your academic strengths and weaknesses	1%	9%	25%	26%	18%	12%	10%
The extent to which others have academic difficulties similar to your own	12%	21%	30%	17%	11%	5%	5%

LEARNING STRATEGIES (Cont.)

The following statements have to do with the way you studied for classes and important exams during this past year. When you studied for an important course or exam, to what extent did you... (The first six questions were included in online and phone versions of the survey: N=207. The next four questions were included in the online version only: N=167.)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
...practice saying the material to yourself over and over?	21%	22%	16%	14%	14%	7%	5%
...read your notes and the course readings over and over?	6%	12%	16%	23%	18%	13%	11%
...make lists of important terms for the course and memorize the lists?	8%	11%	23%	16%	21%	12%	9%
...try to understand material by making connections between the readings and what you hear in class?	1%	10%	19%	20%	24%	15%	9%
...try to relate ideas to those in other courses whenever possible?	7%	13%	22%	15%	19%	14%	9%
...try to relate the material from the readings to what you already knew?	3%	7%	13%	22%	26%	16%	14%
...write brief summaries of the main ideas from readings and things you learned in class?	30%	30%	17%	6%	11%	4%	2%
...outline the material from the readings and your class notes to help you organize your thoughts?	24%	18%	23%	10%	12%	8%	6%
...go through the readings and your class notes and try to find the most important ideas?	6%	8%	15%	20%	23%	19%	9%
...make charts, diagrams, or tables to help you organize course material?	31%	31%	15%	10%	4%	4%	5%

LEARNING STRATEGIES (Cont.)

Thinking back over the past academic year at Western, to what extent do you... (The first five questions were included in online and phone versions of the survey: N = 204. The next five questions were included in the online version only: N=178.)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
...find yourself trying to decide if there is good evidence to support a theory, interpretation, or conclusion presented in class or in something you read?	6%	14%	30%	24%	16%	6%	3%
...treat course material as just a starting point and try to form your own ideas about it?	5%	15%	30%	22%	19%	3%	4%
...find yourself thinking about possible alternatives to assertions or conclusions that you read or hear in a class?	4%	13%	25%	27%	18%	7%	5%
...ask yourself questions to make sure you understand the material you have been reading or studying in a class?	4%	12%	31%	26%	18%	5%	4%
...go back and try to understand the meaning of concepts from class or reading that you don't understand well?	3%	11%	29%	27%	18%	7%	7%
...try to change the way you study and prepare in order to fit with course requirements and an instructor's teacher style?	5%	15%	23%	22%	17%	12%	7%
...try to think through a topic and decide what you are supposed to learn from it rather than just reading it over when studying?	5%	14%	28%	22%	15%	10%	7%
...try to explain the material to a classmate or friend as a way of studying?	7%	18%	21%	18%	21%	9%	6%
...work with others from a class to complete your individual assignments?	14%	25%	22%	14%	14%	7%	4%
...set aside time to discuss the course material with a group of students from a class as a way of studying for a course?	30%	24%	18%	13%	9%	3%	3%

LEARNING STRATEGIES (Cont.)

To what extent would you agree or disagree that each of the following is a true or accurate statement about the kind of person you are? (The first five questions were included in online and phone versions of the survey: N=222. The next four questions were included in the online version only: N=190)

	1=Strongly disagree	2	3	4=Neither agree nor disagree	5	6	7=Strongly agree
When a course is difficult, I tend to give up or only study the easy parts.	32%	35%	14%	11%	7%		2%
I work hard to do well in a class even if I do not like what we are doing.	1%	5%	13%	11%	30%	22%	17%
If I study correctly, then I know I will learn the material in my courses.	3%	1%	14%	17%	24%	26%	15%
It is my own fault if I do not learn the material in a course.	3%	9%	16%	23%	17%	21%	12%
If I don't understand material, it's usually because I don't try hard enough.	6%	10%	18%	22%	19%	16%	9%
I'm confident I can do well on assignments and tests in my courses.	2%	2%	9%	14%	34%	21%	19%
I'm confident that I can understand the most complex material presented in the courses I take.	5%	4%	15%	18%	25%	18%	14%
I'm certain I can master the skills being taught in my classes.	2%	4%	11%	22%	32%	19%	11%
I always expect that I will do very well in my classes.	1%	5%	13%	21%	30%	18%	12%

ACADEMIC PRIORITIES

To what extent would you say each of the following statements accurately describes your approach and your work in academic courses? (The first four questions were included in online and phone versions of the survey: N=411. The next two questions were included in the online version only: N=345.)

	Not at all	A little	Somewhat	Quite a bit	A lot	Quite a lot	A great deal
I prefer material that really challenges me so I can learn new things.	1%	6%	28%	21%	25%	11%	8%
It is important to me that I get better grades than most other students.	7%	14%	23%	20%	14%	14%	9%
The most satisfying thing for me in a course is trying to understand the content as thoroughly as possible regardless of what grade I get.	4%	21%	28%	18%	14%	8%	6%
The most important thing for me right now is my overall grade point average, so my main concern in my classes is getting good grades.	4%	14%	21%	17%	19%	15%	9%
When I have the opportunity, I choose course assignments so that I can learn, even if they do not guarantee a good grade.	9%	20%	31%	21%	9%	6%	5%
I want to do well in my classes because it is important to show my ability to my family, friends, employer, or others.	5%	12%	18%	23%	12%	15%	15%