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Spring 2012 Follow-Up Survey of Freshman Who Entered in the Fall of 2010

Linda Clark

Western Washington University

Beth Hartsoch

Western Washington University

John Krieg

Western Washington University

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SPRING 2012 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2010

Descriptive Statistics

Report 2012-04

John Krieg
Beth Hartsoch
Linda Clark

November, 2012
OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY



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SPRING 2012 FOLLOW-UP SURVEY OF FRESHMEN WHO ENTERED WESTERN IN FALL OF 2010

EXECUTIVE SUMMARY

The Spring 2012 Follow-Up Survey of Freshmen Who Entered Western in 2010 (2nd Year Survey) is part of a longitudinal effort to survey students with a goal to improve educational programs and provide self-assessment data. Together with the Vice Provost for Undergraduate Education, the Office of Survey Research (OSR) designed this survey in an attempt to shed light on the efficacy and satisfaction with first year and GUR programs. This particular survey also received input from other campus offices which provides opportunities for these offices to address their specific needs.

The 2nd Year Survey consists of a mixture of open ended, multiple choice and numerical response questions. This survey targeted native freshmen (including running start students) who entered Western in the Fall of 2010. These students were completing their second full year on campus at the time of the survey (Spring, 2012). As part of OSR's efforts to paint a longitudinal portrait, these students were originally surveyed immediately prior to beginning their Western careers (Fall, 2010). A report of this initial survey may be found at: <http://www.wwu.edu/osr/wels.shtml#Freshmen2010>. Ultimately, these students will also be surveyed just prior to graduation and again two years after graduation.

In order to solicit responses, OSR e-mailed students at their WWU e-mail address on April 17th. OSR sent a single e-mail reminder to internal email addresses on April 20th, and then sent the initial invitation and the reminder to external email addresses on April 23rd and 26th, respectively. OSR sent additional reminders to internal email addresses on April 30th and May 3rd, and to external addresses on May 7th and 10th. On May 16th, OSR began to phone call non-responding students to encourage participation. Data collection continued through June 8th with non-respondents receiving a total of three phone calls. Of the 2,182 students in the second year cohort, OSR received responses from 1,443, a response rate of 66.1%.

In addition to the contributions of the Vice Provost for Undergraduate Education, a number of other campus offices contributed to the 2nd Year Survey. Among these were the Academic Advising Center, the Division of Enrollment and Student Services, and University Residences. Because of the large number of questions these offices submitted, OSR assigned a number of questions to be randomly skipped by students. In effect, this random skipping shortened the time it took for any individual to complete the survey while still providing for each question enough responses for statistical analysis. For each question, this report notes when and to what extent this randomization occurs.

As with any survey, readers should be concerned about sample selection bias; that is bias which occurs because survey respondents are not a random selection from a population of survey recipients. While sample selection bias for the 2nd Year Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating data. Section A of this document reports basic demographic and academic statistics for all students who responded to the survey and compares them to non-respondents. Overall, Section A demonstrates that respondents and non-respondents were similar in many respects including age, Runningstart status, residency, cumulative WWU credits earned, and peak credits attempted during the quarter the survey was administered. Respondents were more likely to be women (64.4% of respondents were women versus 48.8% of non-respondents), averaged higher admissions indices (59.0 v. 54.8), earned slightly better WWU cumulative GPAs (3.03 v. 2.90), and were more likely to live in campus housing when the survey was administered (32.2% v. 23.0%).

In addition to Section A, this report contains eight sections each focusing on an aspect of student life at Western. While we leave it to the reader to decide what is informative or striking in this report, here we undertake to highlight findings which the wider campus may find interesting. Eighty-seven percent of students claimed to be "satisfied" or "very satisfied" with their Western experience, a number similar to prior years. Interestingly, 65% of students claimed that they were "very unlikely" to leave Western prior to graduation, an increase over the prior year of five percentage points. Both of these statistics are lower than the second year students replying to the 2010 survey when 91% were "satisfied" or "very satisfied" with their campus experiences and 66% were very unlikely to leave.

In order to gauge the difficulty of registering for courses, students were asked how many classes which they wanted to take in the spring quarter were full. 64% of respondents were unable to take at least one class because it was full. Of students who had yet to declare a major, 62% were certain of what their major would be and a further 30% had "some idea" of what they would study. When asked what delayed their major declaration, students most frequently responded that they needed more courses in order to declare or they were not sure about which major to declare. Very few students cited inadequate academic advising as causing their delay.

When asked about General Education courses (Section C), one-half of students replied that GURs were about as difficult as expected with equal numbers of students claiming they were easier or harder than expected. Sadly, only 8% of students strongly agreed that "Taking GUR courses gives me useful skills" and 19% strongly agreed that "completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required." About half of respondents demonstrated a positive level of satisfaction with the size and structure of GUR courses and 58% of students were positively satisfied with the quality of instruction in their GUR courses; a number slightly higher than the prior year.

Over the entire academic year, 36% of students claim they did not write a single paper longer than 5 pages and 56% claimed to write between one and four such papers. This lack of writing experience may explain why only 15% of students are "very satisfied" with the writing skills they have developed.

Of all respondents, 41% did not work for pay during the quarter; the average hours worked per week of all students was 8.4 hours, up from 6.9 the year before. Fifty-seven percent of respondents claimed that they or someone else on their behalf has borrowed money to fund their education. Of those that have borrowed, the average education debt to date was \$16,583 an increase of 10.2% over the respondents from the prior year. Of this amount, respondents averaged \$488 in education-related credit card debt. Three-fifths of students expect to borrow more to complete their Western education.

Three features of the 2nd Year Survey are worth mentioning. First, this is part of a longitudinal cohort which began with an OSR baseline survey prior to the beginning of the freshmen year. OSR is happy to package this data and share it with interested researchers. Secondly, each respondent in the 2nd Year Survey is tracked with a unique tracking number which OSR can match with university records. This ability profoundly opens the door for research in issues which impact students and the university. OSR will happily provide such data to researchers, departments, and offices upon request. Finally, as previously mentioned, 2nd Year Surveys were also given in 2010 and 2011 which provides the opportunity to track changes in student responses over time. Information from the prior surveys may be found on OSR's website.

Clarifying Notes

1. Unless otherwise noted, percentages given are of the number responding to a question divided by the number asked that question. This denominator may contain fewer students than the 1,443 responding to the survey due to question branching, random selection of respondents for certain questions, and survey attrition.
2. In many cases percentages do not sum to one hundred because of rounding.
3. A blank space indicates no respondent chose that response option. A report of 0% indicates that the percent of responses rounded down to, but is not equal with, zero.
4. This report presents responses from all students completing any question regardless of whether the respondent completed the survey or not.

THE OFFICE OF SURVEY RESEARCH

The Office of Survey Research provides high quality survey research and other applied social science research that supports the mission of Western Washington University. In particular, OSR surveys students, alumni, graduates, employers, and the campus community to provide valuable assessment data and analysis of reports which can be used for improvement of programs, instruction, faculty scholarship, and information services. OSR is responsible for developing and administering the Western Educational Longitudinal Study (WELS), Western's Alumni Surveys, and Western's exit surveys of graduating students.

<http://www.wvu.edu/socad/osr/>

A. Comparison of all Second-Year Students and Respondents

A.1. Second-Year Characteristics

	Non- Respondents	Respondents	All Second-Year Students
N	739	1,443	2,182
Male	51.2%	35.6%	40.9%
Caucasian	76.0%	75.5%	75.7%
Black	5.0%	3.0%	3.7%
Hispanic	4.9%	6.7%	6.0%
Asian/Pacific Islander	11.0%	11.8%	11.5%
Native American	2.7%	2.2%	2.4%
Other/Unknown Race	0.3%	0.6%	0.5%
International	0.1%	0.2%	0.2%
Mean Admission Index*	54.8	59.0	57.6
Mean WWU GPA**	2.90	3.03	2.98
Mean Age	19.6	19.6	19.6
Median Age	20	20	20
First Generation Student	29.9%	30.6%	30.4%
Runningstart Student	13.7%	16.0%	15.2%
WA Resident	93.2%	90.2%	91.2%
Campus Housing Spring Quarter, 2012	23.0%	32.2%	29.1%
Mean Cumulative WWU Credits**	69.5	71.6	70.9
Mean Spring 2012 Peak Hours Registered	14.4	14.6	14.5

*As available

**Through Winter Quarter, 2012

B. Attending Western

B.1. How satisfied are you with your experience at Western?

N	1,443
Very dissatisfied	2%
Dissatisfied	3%
Neither satisfied nor dissatisfied	9%
Satisfied	61%
Very Satisfied	25%

B.1.a. Why are you dissatisfied with your experience at Western? Check all that apply. (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in B.1.)

N	65
Difficulty getting into classes	55%
Difficulty getting financial aid/scholarships	25%
Poor quality of teaching	43%
Academic advising is inadequate or lacking	39%
Lack of caring and support from professors	34%
Classes are too big	17%
Courses/exams are too difficult	11%
Western is not the learning environment for me	31%
I have not enjoyed my time at Western as much as I would have liked	51%
I have not been accepted into the program I want	8%
Tuition increases	51%
Other, please specify	8%

B.1.a.1. "Other" reasons why you are dissatisfied with your experience at Western. (Asked of respondents who answered "other" in B.1.a). (N=7) (Responses included: not graduating in four years, low availability of scholarships, don't have my major anymore.) (Text responses available on request.)

B.2. How likely is it that you will leave Western before you graduate?

N	1,438
Very unlikely	65%
Somewhat unlikely	19%
Uncertain	9%
Somewhat likely	4%
Very likely	3%

Attending Western (cont.)

B.2.a. If you leave Western, will you transfer to another institution or not attend school anywhere? (Asked of respondents who answered "uncertain", "somewhat likely" or "very likely" in B.2.) (Previous years did not ask this of students indicating they were "uncertain" about leaving Western. See OSR for further analysis.)

N	233
Transfer	85%
Not attend	16%

B.2.a.1. Why are you likely to leave Western before you graduate? Check all that apply. (Asked of respondents who answered "not attend" in B.2.a.)

N	35
Finances	46%
Academic performance	31%
Unsure of my direction	74%
Employment opportunity	14%
A college education isn't important to me	14%
Other	23%

B.2.a.1.a. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.2.a.1). (N=6) (Responses included: the level of education doesn't reflect how much I feel I'm paying for; taking classes that I'm not interested in; some classes seem unnecessary and/or too droll; I really want to travel.)

B.2.a.2. Why are you likely to transfer from Western? Check all that apply. (Asked of respondents who answered "transfer" in B.2.a.)

N	195
Western doesn't offer the major that interests me	23%
Another school has a better program in my field	43%
Another school would have challenged me more than Western	10%
Western is too big or too small	9%
It is too hard to get the classes I need	30%
I dislike the weather, recreation opportunities, or location in general	20%
Problems with academic performance at Western	15%
Finances	22%
To do something or go somewhere new and different	42%
To be closer to home	24%
To be further from home	8%
To be with friends or a significant other	16%
I don't fit in at Western	17%
Other	15%

Attending Western (cont.)

B.2.a.2.a.. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.2.b.) (N=18) (Responses included: lack of diversity; I may be able to more effectively fulfill my academic potential in another environment; I didn't get accepted into the second phase of my major; the teaching program here isn't a good fit for me.) (Text responses available on request.)

B.2.a.3. To which school are you likely to transfer? (Asked of respondents who indicated in B.2.a. that if they left Western before graduating they would transfer to another institution.)

N	193
University of Washington - Seattle	29%
Whatcom Community College	3%
Washington State University	4%
Central Washington University	4%
Bellevue College	2%
The Evergreen State College	
Skagit Valley College	
Everett Community College	1%
Seattle University	2%
Eastern Washington University	3%
Seattle Pacific University	1%
Bellingham Technical College	1%
Olympic College	
Pacific Lutheran University	1%
Other	50%

B.2.a.4. When do you expect to graduate from Western with your bachelor's degree? (Asked of respondents who indicated they were "very unlikely", "somewhat unlikely" or "uncertain" about leaving Western before graduating in B.2.) (OSR asked a second version of this question if respondents said in B.2. that they are "somewhat likely" or "very likely" to leave Western. We asked "If you do stay at Western, when do you expect to graduate with your bachelor's degree?") (Results from the two versions are combined below.)

N	1,432
Winter 2013 or earlier	3%
Spring 2013 through winter 2014	10%
Spring 2014	45%
Summer 2014 through winter 2015	33%
Spring 2015 or later	8%

Attending Western (cont.)

B.3. Why did you take one or more quarters off since enrolling at Western in the Fall of 2010? (Asked of respondents who took one or more quarters off since enrolling at Western in the Fall of 2010.)

N	34
Employment opportunity	9%
Finances	21%
Travel opportunity	21%
Study abroad through another institution	6%
Unsure of direction	29%
Illness	21%
Other	29%

B.3.a. What is your "other" reason for taking one or more quarters off? (Asked of respondents who answered "other" in B.3.) (N=10) (Responses included: Family complications; homesick; be closer to home and save money; academic probation; unable to keep myself in line away from home and got bad grades.)

C. General Education

C.1. How well did your high school experience prepare you to succeed at Western in each of the following areas? (Asked of 40% of respondents at random.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	569	6%	14%	28%	33%	19%
Writing	567	3%	10%	24%	39%	25%
Research	567	8%	16%	31%	32%	13%
Reading	566	2%	8%	22%	39%	30%
Time-management	568	10%	16%	35%	27%	13%

C.2. How well did your Running Start experience prepare you to succeed at Western in each of the following areas? (Asked of 40% of Runningstart participant respondents at random.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	83	15%	10%	17%	37%	22%
Writing	82	6%	5%	9%	40%	40%
Research	83	6%	12%	17%	35%	30%
Reading	83	6%	4%	19%	39%	33%
Time-management	83	7%	2%	27%	29%	35%

C.3. How has the level of difficulty in your GUR courses compared with your expectations? Most were: (Asked of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	1,167
Much less difficult than expected	6%
Somewhat less difficult than expected	19%
As difficult as expected	51%
Somewhat more difficult than expected	21%
Much more difficult than expected	2%

General Education (cont.)

C.4. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Taking GUR courses gives me useful skills	1,160	9%	24%	18%	41%	8%
I use GURs to explore potential majors	1,158	16%	18%	14%	34%	19%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required	1,161	15%	17%	20%	29%	19%
My GUR courses have broadened my perspective on the world	1,153	7%	15%	19%	38%	21%
GUR course requirements interfere with my taking courses that really interest me	1,163	4%	15%	21%	38%	22%

C.5. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.) (Third and fourth questions asked of students with a declared major. Fifth question asked of students with no declared major.)

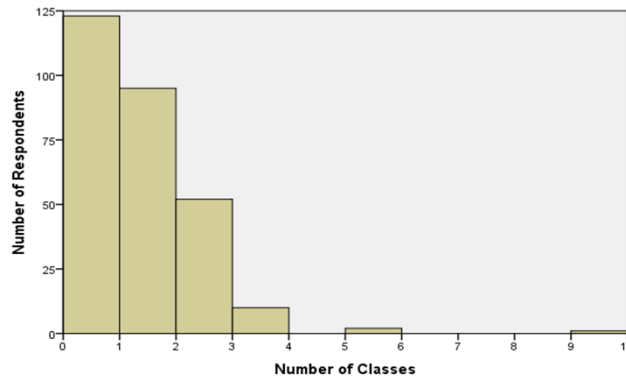
	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	N/A
GUR course availability	1,160	7%	27%	21%	35%	10%	0%
The size and structure of most GUR classes	1,155	5%	15%	31%	39%	9%	0%
Quality of instruction in GUR courses outside your major	266	5%	15%	27%	38%	15%	
Quality of instruction in GUR courses that are in your major	268	3%	5%	16%	39%	31%	7%
Quality of instruction in GUR courses	893	4%	15%	26%	40%	15%	0%

D. Course Scheduling

D.1. Were any of the classes that you wanted to take this quarter unavailable to you because they were full? (Asked of a random 50% of respondents.)

N	543
Yes	64%
No	37%

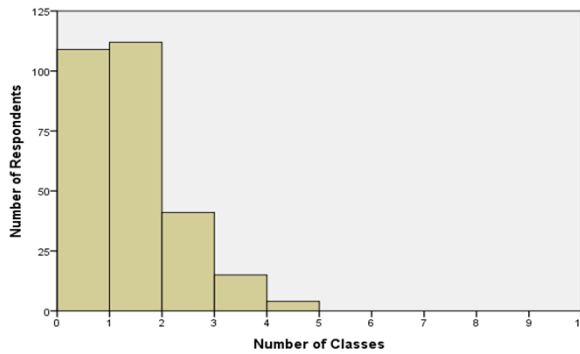
D.1.a. Of the courses you were unable to take this quarter because they were full, how many were classes to fulfill GURs? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or less.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
283	0.88	1	0	9	1.04

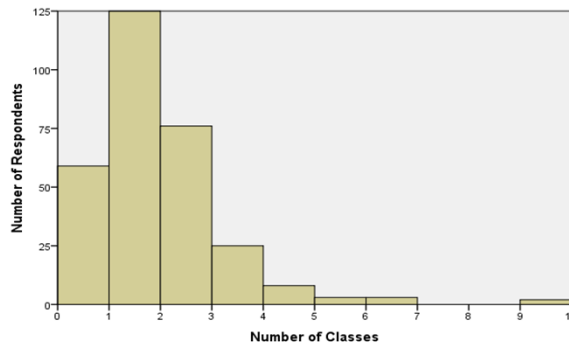
Course Scheduling (cont.)

D.1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



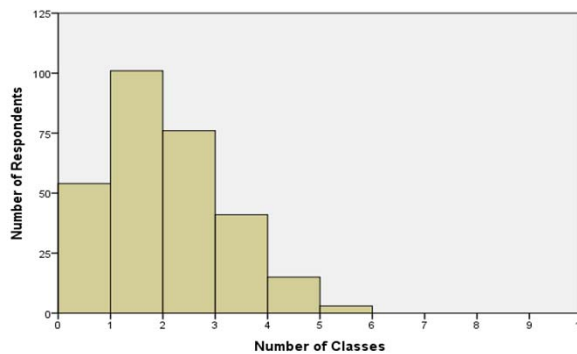
N	Mean	Median	Minimum	Maximum	Standard Deviation
281	0.9	1	0	4	0.93

D.1.c. Of the courses you were unable to take this quarter because they were full, how many were classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
305	1.4	1	0	9	1.28

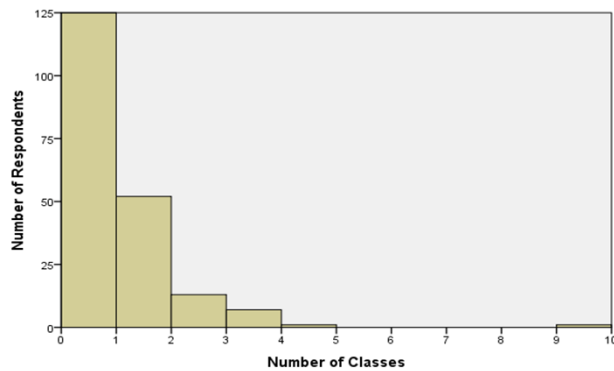
D.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
290	1.6	1	0	5	1.16

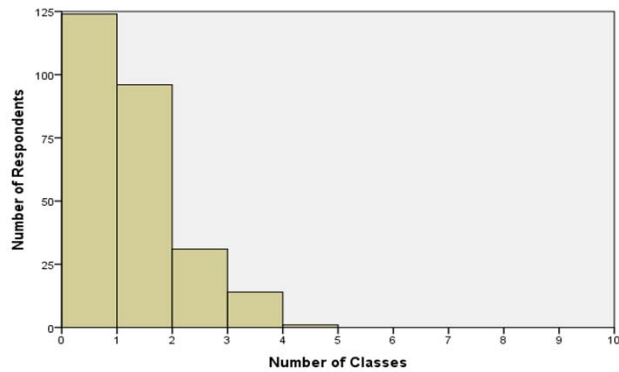
Course Scheduling (cont.)

D.1.e. Of the courses you were unable to take this quarter because they were full, how many were electives?
(Asked of respondents who answered yes in D.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
248	0.5	0	0	9	0.93

D.1.f. Of the courses you took instead, how many are electives? (Asked of respondents who answered yes in D.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
266	0.8	1	0	4	0.88

E. Academic Major

E.1. How likely are you to change your major before you graduate? (Asked of declared majors.)

N	396
Very unlikely	66%
Somewhat unlikely	17%
Uncertain	7%
Somewhat likely	4%
Very likely	5%

E.2. How certain are you of what your major will be? (Asked of respondents with no declared major.)

N	1,021
I am uncertain	9%
I have some idea	30%
I am certain	62%

E.3. Have you contacted someone within an academic department about your interest in their major? (Asked of respondents with no declared major.)

N	1,021
Yes	71%
No	29%

E.4. When do you plan to declare a major? (Asked of respondents with no declared major.)

N	986
End of spring 2012	53%
Summer 2012	4%
Fall 2012	31%
Winter 2013	9%
After winter 2013	3%

Academic Major (cont.)

E.5. Which department houses the major you plan to declare? (Asked of respondents with no declared major who "have some idea" or are "certain" of which major they plan to declare.)

N	909
Accounting	3%
American Cultural Studies	0%
Anthropology	3%
Art	1%
Biology	8%
Chemistry	4%
Communication	4%
Communication Sciences & Disorders	3%
Computer Science	2%
Decision Sciences	2%
East Asian Studies	0%
Economics	2%
Educational Curriculum and Instruction	0%
Educational Leadership	0%
Elementary Education	3%
Engineering Technology	2%
English	4%
Environmental Sciences	4%
Environmental Studies	3%
Fairhaven College	2%
Finance & Marketing	3%
Finance, Marketing & Decision Sciences	1%
Geography	0%
Geology	2%
History	1%
Human Services and Rehabilitation	4%
International Studies	1%
Journalism	3%
Liberal Studies	0%
Linguistics	1%
Management	6%
Mathematics	2%
Modern and Classical Languages	1%
Music	1%
Physical Education, Health & Recreation	4%
Physics and Astronomy	1%
Political Science	3%
Psychology	10%
Science Education	0%
Secondary Education	1%
Sociology	4%
Special Education	1%
Theatre Arts and Dance	0%

Academic Major (cont.)

E.6. To what extent is each of the following a reason for not having officially declared a major prior to this time? (Asked of respondents with no declared major who "have some idea" or are "certain" of which major they plan to declare.)

	N	Not at all	Minor reason	Major reason
Didn't know how to officially declare	955	57%	36%	7%
Not sure about what major to declare	957	49%	21%	30%
Recently decided on a major but haven't had time to officially declare it	955	58%	27%	16%
Needed to take more courses to qualify	954	34%	24%	43%
Difficulty meeting grade requirements for admission to the major	956	70%	19%	11%
Too hard to get into courses needed to qualify	952	60%	27%	14%
Department advising was inadequate or lacking	954	79%	17%	4%
Missed deadline for declaring my major this year	955	87%	10%	3%

F. Major Advising

F.1. Have you sought advising from your major department? (Asked of declared majors.)

N	396
Yes	80%
No	20%

F.1.a. For each of the following, please rate how helpful your {Major} advisor has been. (Asked of respondents who answered "yes" in F.1.)

	N	N/A	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Understanding the requirements of your major	315	3%	3%	7%	9%	37%	43%
Selecting courses to take	314	6%	5%	9%	15%	27%	38%
Understanding internship opportunities	316	25%	13%	11%	16%	16%	19%
Understanding career opportunities	311	21%	10%	15%	18%	16%	21%

F.1.b. Overall, how satisfied are you with the advising services in the {Major} department? (Asked of respondents who answered "yes" in F.1.)

N	315
Not at all satisfied	7%
A little satisfied	7%
Somewhat satisfied	13%
Very satisfied	31%
Extremely satisfied	42%

G. Academic Engagement and Rigor

G.1. During the current academic year, how frequently have you done each of the following?

	N	Never	Sometimes	Often	Very Often
Asked an instructor to give me comments or criticisms about my work	1,377	28%	50%	17%	6%
Discussed grades or assignments with an instructor	1,371	17%	54%	23%	7%
Asked questions in class or contributed to class discussions	1,369	6%	39%	31%	25%
Talked about course material I was learning with someone other than an instructor	1,375	2%	16%	39%	44%
Talked about career plans with a faculty member or advisor	1,375	33%	45%	16%	7%
Made a class presentation	1,370	24%	49%	20%	8%
Worked on a paper or project that required integrating ideas or information from various sources	1,373	7%	37%	36%	20%
Worked with other students on a project during class	1,376	10%	42%	31%	17%

G.2. How many of each type of assignment listed below have you completed as part of your coursework during the current academic year? (Asked of 50% of respondents at random.)

	N	None	1 to 4	5 to 10	11 to 20	More than 20
Papers of 1 or 2 pages	562	4%	37%	31%	19%	9%
Papers of 3 - 5 pages	559	16%	55%	23%	5%	1%
Papers longer than 5 pages	557	36%	56%	6%	1%	1%

Academic Engagement and Rigor (cont.)

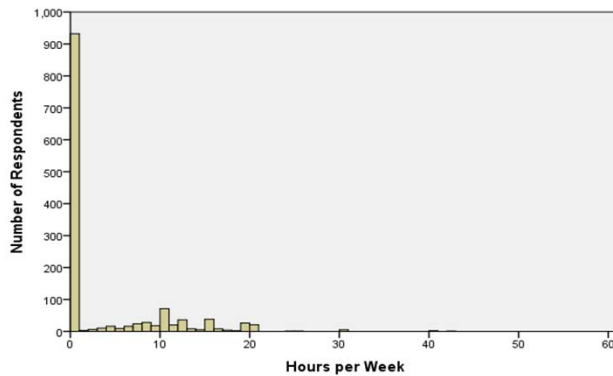
G.3. Please rate your satisfaction with Western's contribution to your development of each of the following skills.

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisf. nor dissatis.	Somewhat satisfied	Very satisfied
Writing skills	1,365	3%	12%	34%	37%	15%
Oral communication skills	1,363	2%	6%	38%	37%	18%
Critically evaluate information	1,361	1%	4%	28%	48%	19%
Identify and analyze complex problems	1,364	1%	4%	26%	47%	22%
Work or learn independently	1,362	1%	3%	24%	46%	26%
Work cooperatively in a group	1,362	2%	6%	33%	43%	16%
Appreciation of the arts	1,362	4%	10%	37%	31%	18%
Apply scientific principles and methods	1,359	1%	6%	34%	39%	20%
Apply quantitative principles and methods	1,353	2%	6%	36%	39%	18%
Awareness of cultural and social differences among people	1,366	2%	3%	19%	42%	34%
Knowledge and understanding of how humans impact the environment	1,361	1%	3%	24%	41%	31%
Use library resources for research	1,360	3%	10%	34%	35%	18%
Using computing and information technology	1,361	3%	7%	36%	38%	17%

H. Employment and Educational Expenses

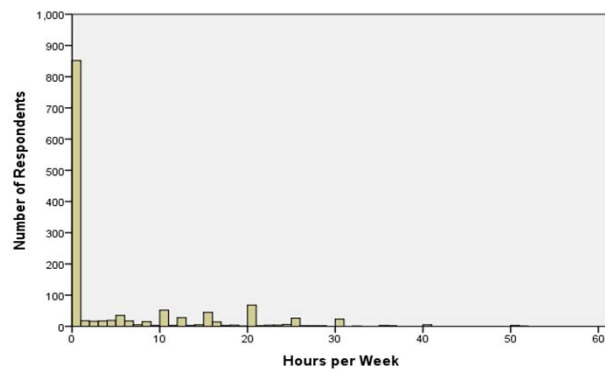
H.1. During this current academic year, on average how many hours per week have you worked for pay? (OSR derived total employment values by adding on- and off-campus employment responses. If the respondent did not answer both the on- and off-campus employment questions, no value is computed for total work hours. If respondent input a value in one category but not the other, OSR assumed 0 for the other.) (OSR excluded values greater than 60 total hours, 2 cases.)

H.1.a. On campus (OSR assumed 0 for cases with no response where off-campus > 0)



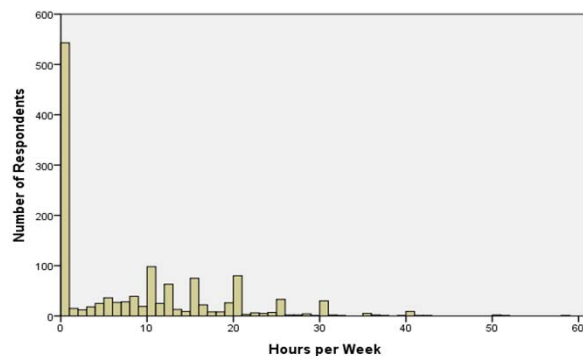
N	Mean	Median	Minimum	Maximum	Standard Deviation
1,311	3.34	0	0	42	6.11

H.1.b. Off campus (OSR assumed 0 for cases with no response where on-campus > 0)



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,310	5.02	0	0	60	8.90

H.1.c. Total



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,310	8.36	6	0	60	9.71

Employment and Educational Expenses (cont.)

H.2. Have you, or someone else on your behalf, borrowed money to fund your education?

N	1,375
Yes	57%
No	44%

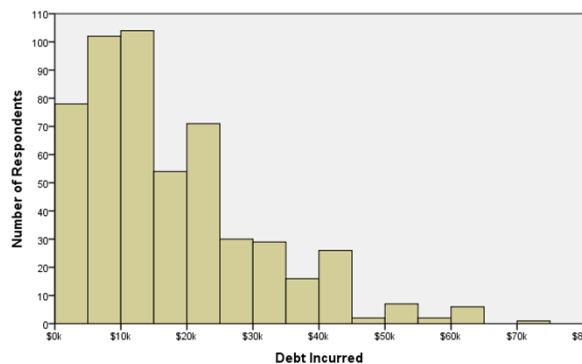
H.2.a. Will additional funds be borrowed to complete your education at Western? (Or if respondent indicated in H.2. that no funds have been borrowed yet, 'Will any money be borrowed to complete your education at Western?')

N	1,375
Yes	62%
No	38%

H.2.b. As of now, approximately how much have you (or someone on your behalf) borrowed in each of the following categories to fund your education? (Asked of respondents who indicated "yes" in H.2., that they or someone else have borrowed money to fund their education.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR excluded values greater than \$75,000.) (Two cases.)

	N	Mean	Median	Minimum	Maximum	Standard Deviation
Loans in your name	489	\$10,351	\$10,000	\$0	\$60,000	\$8,739
Loans in someone else's name	366	\$8,773	\$5,000	\$0	\$60,000	\$11,046
Credit cards	251	\$488	\$0	\$0	\$20,000	\$1,904
Other	220	\$1,480	\$0	\$0	\$36,000	\$4,607

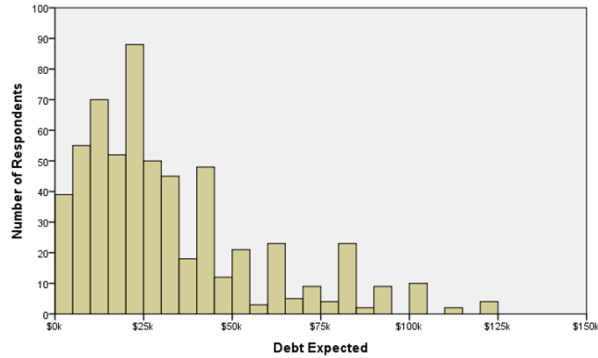
H.2.c. As of now, approximately how much have you (or someone on your behalf) borrowed to fund your education? (Asked of respondents who indicated "yes" in H.2. that they or someone else have borrowed money to fund their education.) (OSR excluded values greater than \$75,000.) (Two cases.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
528	\$16,583	\$13,000	\$0	\$72,500	\$12,983

Employment and Educational Expenses (cont.)

H.2.d. When you graduate, approximately how much will be owed for your education? (Asked of respondents who indicated in H.2. or H.2.a. that they have funded their all or part of their education with borrowed funds.) (OSR excluded 6 values greater than \$150,000.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
594	\$30,805	\$24,000	\$0	\$150,000	\$25,769

H.3. If you had to weigh one job offer over another, would you be more likely to take the job that offers higher pay - even if it offers less career satisfaction - in order to pay off your student loans? (Asked of respondents who indicated in H.2.c. that they have incurred loan debt in their own name.)

N	445
Yes	47%
No	23%
I don't know	31%

I. Items Requested by Departments, Offices, and Programs

Western Reads Program

I.1. Did you read all or part of *Religious Literacy* by Stephen Prothero, this year's Western Reads book? (Asked of a random 40% of respondents.)

N	547
Yes, as required in a class	1%
Yes, on my own but inspired by or relating to the Western Reads program	1%
Yes, on my own and unrelated to Western Reads	2%
No	96%

I.1.a. Did you attend Stephen Prothero's lecture or Q & A with students? (Asked of respondents who indicated in I.1. that they had read the book.)

N	20
Lecture	10%
Q & A with students	10%
Neither	90%

I.1.b. With which of the following people did you discuss *Religious Literacy*? Check all that apply. (Asked of respondents who indicated in I.1. that they had read the book.)

N	21
Friends and other students	57%
Family	33%
Faculty or staff	38%
None of the above	24%

I.1.c. Which of your courses required reading *Religious literacy*? (Asked of respondents who indicated in I.1. that they had read the book.)

N	7
English 101	29%
Other	71%

Western Reads Program (cont.)

I.2. Did you read all or part of *The Young and the Digital* by S. Craig Watkins, last year's Western Reads book? (Asked of a random 40% of respondents.)

N	547
Yes, as required in a class	50%
Yes, on my own but inspired by or relating to the Western Reads program	4%
Yes, on my own and unrelated to Western Reads	2%
No	45%

I.2.a. Did you attend or participate in any of the following campus events concerning *The Young and the Digital*? Check all that apply. (Asked of respondents who indicated in I.2. that they had read the book.)

N	302
S. Craig Watkins' lecture or Q & A with students	11%
S. Craig Watkins' classroom visits	2%
Faculty panel discussion of <i>The Young and the Digital</i>	2%
None of the above	88%

I.2.b. With which of the following people did you discuss *The Young and the Digital*? Check all that apply. (Asked of respondents who indicated in I.2. that they had read the book.)

N	303
Friends and other students	65%
Family	17%
Faculty or staff	55%
None of the above	16%

I.2.c. Which of your courses required reading *The Young and the Digital*? (Asked of respondents who indicated in I.2. that they had read the book.)

N	272
English 101	95%
Other	6%

University Residences

I.3. How satisfied are you with your experience living in campus housing? (Asked of respondents who lived in campus housing for one or more quarters.)

N	1,286
Very dissatisfied	5%
Dissatisfied	14%
Neither satisfied nor dissatisfied	25%
Satisfied	43%
Very satisfied	12%

Technology

I.4. Which of the following devices do you typically bring to class? (Asked of 50% of respondents.)

N	559
Laptop computer	30%
Tablet computer	5%
Smart phone	45%
Other wi-fi enabled device	6%
None	37%

I.4.a. What other Wi-Fi enabled device do you typically bring to class? (Asked of respondents who answered "other wi-fi enabled device" in I.4.) (N=34) (Responses included: ipod; iTouch; cell phone; wireless keyboard.) (Text responses available on request.)
