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Western Educational Longitudinal Study (WELS) Spring, 2008, Follow-Up Survey of Students Who Had Entered as Freshman in the Fall, 2005

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING, 2008, FOLLOW-UP SURVEY OF STUDENTS WHO
HAD ENTERED AS FRESHMEN IN THE FALL, 2005

REPORT 2009-01

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January, 2009

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) SPRING, 2008, 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 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.

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, 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—the so-called “transitions” survey (fall, 2003: 42% response rate)—at the end of their first year (spring, 2004: 55% response rate), at the end of their second year (spring, 2005: 70% response rate), at the end of their third year (spring, 2006: 50% response rate), and at the end of their fourth, or senior year (spring, 2007: 55% response rate). Each follow-up survey was designed to address pressing concerns about student needs, programming, and accountability and accreditation standards pertinent to the students’ year in college.

WELS 2005 COHORTS

A second series of WELS baseline surveys was administered in the summer, 2005: one for all in-coming freshmen, another for all in-coming transfer students. 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%).

End-of-fall-quarter, 2005, “transitions” surveys were administered to both freshmen (58% response rate) and transfers (48% response rate). The one-year follow-up surveys of freshmen and transfers entering Western in fall, 2005, were conducted in spring, 2006, (47% response rate for freshmen; 50% response rater for transfers) The two-year follow-up surveys were conducted in spring, 2007 (50% response rate for freshmen; 52% response rater for transfers). (NOTE: the spring, 2007, survey of transfers was considered a “terminal” survey, as transfers would be expected to complete their senior year two years/six quarters after entering a four-year degree program. Any further data sets from these students would come via alumni surveys.)

CURRENT SURVEY

Of the 2386 students who began as freshmen in the fall of 2005, 1864 enrolled at Western in the spring, 2008. This cohort was invited to participate in this report’s survey. OSR received 919 responses, for a response rate of 49%. The survey was administered both online and via telephone. There were 763 online responses and 156 telephone responses. This report presents the frequencies from that survey administration.

¹Current definitions of the term “freshmen” include 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.

CLARIFYING NOTES

1. When two related questions are asked, and the second builds on the first, the results are typically combined to efficiently communicate results. For example, if one question asks whether or not a student participated in something, and then branches so that “no” answers skip a question, and “yes” answers are asked how often they participated, results from the two questions are combined to give a valid percent for “no”, and then for each “yes” frequency category in one table.
2. When the survey branching pattern dictates that groups of students answer different versions of the same questions, the responses are sometimes totaled and presented in one table. This is indicated by a statement in the table heading which details which questions were combined.
3. Percents are calculated as the number of respondents who chose the option divided by the number responding to the question.
4. The phone version of the survey was shortened for respondents by randomly assigning respondents to one of three sets of questions. For this reason, many questions have an N which is less than the total survey N.

LIST OF WELS REPORTS

All of the WELS reports are available at: www.wvu.edu/socad/osr/wels.shtml. 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 Survey of Students Who Had Entered as Freshmen in the Fall, 2003 (Report No. 2008-01).

Western Educational Longitudinal Study (WELS): Spring, 2007, Follow-up of Survey of Students Who Had Entered as Freshmen in the Fall, 2003 (Report No. 2008-04).

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)

Western Educational Longitudinal Study (WELS) Spring, 2007, Follow-up Survey of Students Who Had Entered as Transfers in the Fall, 2005 (Report 2008-05)

Western Educational Longitudinal Study (WELS) Spring, 2007, Follow-up Survey of Students Who Had Entered as Freshmen in the Fall, 2005 (Report 2008-06)

Major Declaration

Date of first major or pre-major declaration. (N=826. Online only.)

Prior to fall 2007 (prior to third year)	64%				
Fall 2007 (third year)	13%				
Winter 2008 (third year)	12%				
Spring 2008 (third year)	3%				
Not declared as of spring 2008	8%				

Did you declare a major at this time to remove or avoid a registration hold for not having a declared major? (N=310. Asked of students who declared a major during their third year.)

Yes: to avoid having a registration hold	17%				
Yes: to remove an existing hold	5%				
No	78%				

How important are each of the following as reasons for your interest in your major or major of interest? (N=791)

	Not At All	A Little	Somewhat	Very	Extremely
Your parents wanted you to major in this field.	69%	18%	10%	3%	1%
You felt more confident in your abilities in this area than in others.	4%	8%	25%	40%	23%
Career opportunities and salaries are really good in this field.	16%	21%	30%	22%	10%
You took a GUR course in this area that got you interested in it.	38%	15%	19%	19%	9%
A particular professor caused you to become interested in this major.	37%	17%	19%	19%	8%
You had heard good things about the courses in this area.	21%	19%	29%	24%	7%
Requirements for this major didn't seem too demanding.	54%	22%	16%	6%	1%

Major Declaration (cont.)

Are you considering a second major, alternative major, or minor in another field? (N=827)

Yes: considering an alternative major	3%				
Yes: considering a second major	7%				
Yes: considering a minor	55%				
No	35%				

Had not declared major at the time of the survey, spring, 2008

To what extent was each of the following a reason for not having officially declared your major by spring, 2008? (N=69)

	Not At All	Minor	Major		
Didn't think it was necessary yet.	67%	25%	9%		
Didn't know how to officially declare.	55%	33%	12%		
Not sure about what major to declare.	46%	29%	25%		
Recently changed my mind about what major to declare.	51%	22%	28%		
Needed to take more courses to qualify.	58%	25%	17%		
Difficulty meeting grade requirements for admission to the major.	58%	25%	17%		
Too hard to get into courses needed to qualify.	58%	19%	23%		
Department advising was inadequate or lacking.	62%	28%	10%		
Missed deadline for declaring in my major field this year.	80%	13%	7%		

Major Declaration (cont.)

Did you officially change your major or major interest at anytime during the past academic year? (N=919)

Did not change declared major.	78%				
No major declared in fall, 2007; no interest or did not change interest.	8%				
Changed declared major.	9%				
No major declared in fall, 2007; changed major interest.	4%				

Changed major or major interest since fall, 2007

How important were each of the following as a reason for changing your major interest? (N=107)

	Not At All	A Little	Somewhat	Very	Extremely
Unable to meet the requirements for admission to the major.	69%	8%	8%	9%	7%
Too hard to get into required courses.	63%	15%	10%	7%	6%
Would have taken too long to complete.	59%	14%	14%	8%	6%
Professors were unfriendly, unfair, or unprofessional.	77%	12%	6%	2%	4%
Department advising was inadequate or lacking.	67%	15%	7%	6%	6%
The departmental deadline for declaring my major of interest made it too difficult to continue in this area without delaying time to graduation.	76%	11%	8%	3%	3%

Major Declaration (cont.)

Current Major

How satisfied are you with each of the following aspects of the department in which you have taken the most of your upper division courses? (N=919)

	Not At All	A Little	Somewhat	Mostly	Very
Course availability	9%	13%	20%	37%	21%
Knowledge and expertise of faculty	1%	2%	9%	31%	57%
Quality of instruction	1%	3%	12%	44%	42%
Course requirements and sequences	2%	5%	21%	45%	28%
Department internships and service learning opportunities	8%	14%	29%	27%	22%
Opportunities for independent study and research	8%	14%	28%	29%	21%
Opportunities for involvement in faculty research	13%	19%	27%	25%	16%
Overall department climate	1%	6%	14%	40%	39%
Department advising	5%	10%	20%	30%	34%
Adequacy of lab or studio space and equipment	4%	10%	19%	34%	32%
Adequacy of technology and software available	3%	7%	16%	36%	37%
Library resources in your field	3%	6%	22%	37%	31%

General University Requirements

To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (N=795)

	Strongly disagree	Somewhat disagree	Neither	Somewhat agree	Strongly agree
Taking GUR courses has given me useful skills and ideas	9%	17%	18%	43%	12%
GUR course requirements have interfered with my taking courses that really interest me	8%	13%	20%	38%	21%
I used my GUR courses as a key source for exploring potential majors	23%	24%	16%	25%	12%

How satisfied are you with each of the following aspects of your general education experience thus far? (N=805)

	Couldn't say	Not at all	A little	Somewhat	Mostly	Very
The GUR program in general	15	9%	19%	32%	33%	8%
GUR course availability	16	10%	21%	30%	30%	9%
The size and structure of most GUR classes	13	11%	21%	32%	32%	5%
Quality of instruction in your GUR courses	14	6%	17%	32%	38%	7%

General University Requirements (cont.)

Please indicate how many courses remain for your completion of the GURs in each of the six areas below. (N=697)

	Don't Know (N)	None	1	2	3	4 or more
Communication A (ENG101)	8	99%	1%	-	-	-
Communication B or C	12	94%	6%	1%	-	-
Comparative, Gender, and Multicultural Studies	16	70%	24%	6%	-	-
Quantitative and Symbolic Reasoning	10	97%	3%	0%	-	-
Social Sciences	14	95%	4%	1%	-	-
Humanities	10	92%	8%	1%	-	-
Natural Sciences	11	90%	8%	2%	-	-
Writing Proficiency	77	57%	38%	4%	1%	-
How well do you think your GUR courses prepared you for doing well in the upper division courses in your major or major? (N=894)		Not at all	A little	Somewhat	Very	Extremely
		20%	36%	34%	9%	1%

Upper Division Credits

	0-1	2-3	4-5	6-7	8-9	10+	
How many upper division courses have you taken this past year in your major field? (N=760)	12%	20%	28%	21%	12%	7%	
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=913)	52%	26%	13%	6%	2%	2%	

How many upper division courses among those you took this past academic year contained each of the following course elements or requirements? (N=818)

	0	1	2	3	4	5	6 or more
Structured classroom discussions	18%	19%	20%	14%	10%	6%	13%
Structured online discussions	63%	18%	9%	5%	2%	1%	2%
A required substantial essay of five pages or more	30%	21%	18%	11%	8%	4%	7%
A required library research paper of 5 pages or more	42%	26%	14%	8%	5%	2%	3%
A required scientific research paper of 5 pages or more	63%	19%	11%	4%	2%	1%	1%
A required volunteer or service learning project	75%	16%	6%	2%	0%	0%	1%
A required group project	23%	24%	20%	13%	8%	5%	7%
A required presentation before the class or others	21%	26%	21%	14%	8%	4%	5%

Upper Division Credits (cont.)

How satisfied are you with each of the following aspects of your upper division courses thus far? (N=120)

	Not At All	A Little	Somewhat	Mostly	Very	Not applicable	
Upper division courses in general	1%	3%	11%	49%	32%	4%	
Upper division course availability	12%	15%	23%	32%	15%	3%	
The size and structure of most upper division classes	2%	5%	15%	48%	27%	3%	
Quality of instruction in your upper division courses	2%	3%	11%	43%	39%	3%	

Academic Engagement

How often this past year did you do each of the following? (N=827)

	Not At All	Once or twice	Several times	Often	Very often		
Talk to a professor outside of class	5%	26%	39%	19%	11%		
Work with a professor outside of class on a research project	68%	19%	6%	4%	3%		
Volunteer in the community	49%	24%	13%	8%	7%		
Collaborate with others to complete coursework	4%	20%	33%	25%	18%		
Attend learning events (such as the distinguished lecture series) or cultural events (such as plays or concerts at the P.A.C.)	30%	35%	22%	7%	6%		

Studying Abroad

How important would you say it is for students to spend sometime studying in another country? (N=918)	Not at all	A little	Somewhat	Very	Extremely	Don't know
	6%	15%	30%	24%	16%	10%
Since coming to Western have you ever travelled abroad as part of a study abroad or foreign exchange program? (N=854)					Yes	No
					10%	90%

Travelled abroad

For those who have travelled abroad, which of the following years did you study abroad? (N=86. Check all that apply.)

Fall 2005 - Summer 2006	6%							
Fall 2006 - Summer 2007	34%							
Fall 2007 - Spring 2008	61%							

What is the longest time you have spent studying abroad since starting at Western? (N=87)

Less than 1 month	9%							
1-3 months	16%							
1 quarter	41%							
1-3 quarters	25%							
3 quarters or more	6%							

Have any of your study abroad experiences been arranged or administered by Western's Office of International Program Exchanges (IPE)? (N=87)

Yes	No
72%	28%

	Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Neither	Somewhat satisfied	Very satisfied	Extremely satisfied
How satisfied were you with Western's Office of International Program Exchanges (IPE)? (N=63)	3%	5%	11%	7%	21%	44%	10%
Overall, how satisfied were you with your study abroad experience? (N=87)	2%	1%	2%	5%	11%	31%	48%

Have not travelled abroad

For those who have not travelled abroad, how important would you say each of the following has been as part of the reason for not studying abroad? (N=768)

	Not At All	A Little	Somewhat	Very	Extremely		
Not interested	71%	9%	10%	5%	5%		
Don't know enough about these programs	29%	26%	27%	14%	5%		
Uncertain about how credits would transfer	29%	19%	25%	17%	9%		
Too expensive	12%	8%	14%	26%	40%		
Not enough financial aid	23%	11%	17%	19%	31%		
Lack sufficient fluency in foreign language	30%	18%	24%	17%	11%		
Afraid it would delay my time to degree	18%	11%	21%	25%	26%		

Academic Advising, Tutorial Services and Technology

	None	Once	Twice	3 times	4 times	5+ times
How many times have you consulted with a professional advisor from the Academic Advising Center over the past academic year? (N=843)	64%	20%	11%	3%	1%	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=843)	57%	15%	13%	7%	3%	6%

For those who consulted with a professional advisor, or received advising information from the Academic Advising center at least once: How helpful did you find the Academic Advising Center with respect to each of the following services during this past academic year? (N=454)

	Used Service (N)	Not at all	A little	Somewhat	Very	Extremely
Help with planning out my courses	251	24%	31%	23%	19%	4%
Help with deciding on a major	302	27%	35%	20%	13%	5%
Advice on how to get off of academic warning or probation	78	18%	28%	25%	20%	9%
Help checking my status in completing GUR requirements	262	18%	27%	22%	24%	9%
Advice about withdrawing from a class or changing my registration	125	20%	29%	25%	19%	6%
Answers to questions about university policies	105	23%	27%	24%	21%	6%

Is there is anything that you wish you could have received help with from the Academic Advising Center but did not? (N=399)	Yes	No
	16%	84%

Departmental Advising

	None	Once	Twice	3 times	4 times	5+ times
How many times have you consulted with a department advisor in your primary area of interest over the past academic year? (N=915)	21%	21%	21%	15%	6%	16%
How many times over the past academic year have you received advising information from an advisor in your major department? (N=915)	34%	14%	16%	8%	5%	24%

For those who consulted with or received advising information from an advisor in their major department: 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=780)

	Not Applicable (N)	Not at all	A little	Somewhat	Very	Extremely
	47	5%	19%	23%	36%	18%
Is there is anything that you wish you could have received help with from a departmental advisor but did not? (N=273)					Yes	No
					20%	80%

Tutorial Center

Did you visit the Tutorial and Academic Skills Center in Old Main at all this year? (N=911)	Yes	No			
	13%	87%			
How would you rate the effectiveness of the Tutorial Center staff in helping you with what you needed? (N=??)	Very Poor	Poor	Fair	Good	Excellent
	3%	6%	24%	42%	25%

Library

How often this past academic year, if at all, have you used the campus library's facilities—that is, their materials and services either online or in person—for coursework and not just for study space? (N=849)	Never	Rarely	Sometimes	Often	Very Often
	5%	16%	31%	27%	21%
Do you currently have an Illiad account for interlibrary borrowing? (N=851)	Yes	No			
	29%	71%			

Common Items

For each item below, indicate if you are extremely, very, somewhat, a little or not at all comfortable with your ability in that area. (N=344)

	Not at all	A little	Somewhat	Very	Extremely
Writing effectively	1%	6%	24%	48%	21%
Speaking effectively	3%	9%	35%	37%	16%
Critically analyzing written information	2%	7%	30%	46%	15%
Defining and solving problems	1%	4%	25%	52%	18%
Working and/or learning independently	1%	3%	13%	53%	31%
Working cooperatively in a group	1%	4%	21%	53%	21%
Understanding & applying scientific principles & methods	4%	13%	34%	33%	16%
Understanding & applying quantitative principles & methods	4%	14%	32%	35%	15%
Planning, implementing and organizing research	2%	6%	43%	37%	13%
Using library resources for research	4%	15%	38%	32%	11%
Citing references for research papers (creating bibliography)	3%	8%	31%	39%	19%
Understanding how to avoid plagiarism in your writing	1%	3%	16%	47%	34%
Understanding & appreciating differing philosophies/cultures	1%	5%	22%	43%	30%
Understanding the interaction of society & the environment.	1%	6%	22%	47%	24%
Working effectively with technology, especially computers	2%	6%	27%	39%	26%
Using management/leadership capabilities	2%	9%	33%	37%	20%
Understanding organizations and how people behave in them	3%	8%	35%	34%	20%

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. (N=574)

	Well below	Somewhat below	Slightly below	About average	Slightly above	Somewhat above	Well above
Writing skills and effectiveness.	1%	1%	4%	21%	24%	36%	14%
Oral communication and public speaking skills.	1%	3%	11%	27%	26%	21%	12%
Ability to critically evaluate written information .	1%	1%	4%	24%	33%	27%	11%
Ability to define research or analysis problems in such a way that you can see clearly what steps you need to to do to solve them	1%	1%	3%	30%	33%	23%	9%
Ability to work and learn independently without being given directions.	1%	0%	3%	16%	24%	38%	19%
Ability to work cooperatively in a group, no matter who is in it, to successfully solve problems.	1%	1%	3%	22%	28%	29%	16%
Ability to understand and apply formal scientific principles and methods to solve problems.	1%	3%	12%	32%	22%	20%	10%
Ability to understand and apply quantitative or mathematical principles to solve problems	2%	5%	13%	30%	18%	20%	11%
Knowledge and understanding of different cultures and philosophies.	1%	2%	6%	26%	23%	30%	12%
Knowledge and understanding of how humans impact the environment.	1%	2%	5%	26%	28%	22%	15%
Ability to work effectively with technology, especially computers.	1%	2%	6%	27%	27%	24%	13%
Leadership skills and the ability to manage the work of others.	1%	2%	5%	25%	27%	26%	15%
Knowledge of the dynamics of social relationships and organizations.	1%	2%	5%	25%	27%	26%	14%
Ability to use library resources such as reference books, online databases, special collections, etc.	1%	3%	10%	34%	27%	17%	8%
Ability to organize the results of library research into a research paper.	1%	3%	7%	29%	31%	20%	9%
Knowledge and understanding of plagiarism and your ability to avoid it	1%	0%	2%	25%	19%	29%	24%

Life Skills

Do you have fluency in a language other than English, sufficient for reading, writing or interacting with others in a foreign country? (N=760)

No	77%						
Yes: but only in my native language	4%						
Yes: in a language other than my native language	18%						

If you were faced with the need to choose your best option for consolidating multiple student loans involving different interest rates in a way that minimized your monthly payments on those loans after graduation and was the least costly to you, how comfortable would you feel with your ability to do so without help from others? (N=853)

	Not at all	A little	Somewhat	Very	Extremely		
	39%	25%	26%	8%	4%		

How well would you say you understand the meaning and limitations of the following: (N=853)

	Not at all	A little	Somewhat	Very	Extremely
Different government economic statistics cited in newspapers and by politicians today (e.g., the GDP, the unemployment rate, monthly and compounded inflation rates, etc.)?	9%	23%	34%	25%	9%
Different government social statistics cited in newspapers and by politicians today (e.g., marriage and divorce)	5%	14%	31%	38%	13%
Statistics used in social surveys and political polls (e.g., mean and percentage differences, sampling error, m	6%	13%	31%	32%	18%

Employment

Did you look for a job anytime during the past year? (N=853)	Yes	66%
	No	34%

Of those who looked for a job, percent who looked in each kind of place. (N = 565. Respondents chose all that applied, so percents add to more than 100%.)

On campus	58%			
A major Bellingham shopping mall (Bellisfair, Sunset)	15%			
A local retail store	27%			
A local restaurant (sit down or fast-food)	31%			
A local casino or other entertainment center	3%			
A local business other than retail, food, or entertainment	33%			
Other	25%			

Are you aware of the Office of Student Employment in the Financial Aid Office at Western? (N=853)

Yes: I have visited them or used their website	49%			
Yes: but I have never visited them or used their website	36%			
No	16%			

How satisfied are you with the resources that they provide at the Office of Student Employment? (N=413. Asked of respondents who have visited or used the website of the Office of Student Employment.)

Extremely	5%			
Very	36%			
Somewhat	43%			
A little	13%			
Not at all	3%			

Employment (cont.)

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.

Number of quarters worked (N=919)

None	29%			
One	10%			
Two	12%			
Three	49%			

Work location by quarter. (N=919)

	Fall	Winter	Spring	
Off-campus	35%	35%	34%	
On-campus	24%	23%	23%	
Both	3%	3%	3%	
Did not work during this quarter	39%	40%	40%	

Weeks worked by quarter (N=919)

	Fall	Winter	Spring	
Did not work during this quarter	36%	38%	39%	
1	0%	1%	1%	
2	3%	3%	3%	
3	3%	3%	5%	
4	3%	4%	7%	
5	3%	3%	3%	
6	2%	1%	1%	
7	1%	1%	1%	
8	1%	1%	1%	
9	2%	3%	2%	
10	9%	10%	8%	
11	36%	33%	29%	

Employment (cont.)

Hours worked per week by quarter. (N=919)

	Fall	Winter	Spring	
Did not work during this quarter	38%	40%	40%	
0-5	4%	4%	4%	
5-10	12%	12%	11%	
11-15	15%	16%	16%	
16-20	13%	13%	14%	
21-25	8%	8%	7%	
26-30	5%	4%	4%	
31-35	2%	2%	2%	
36-40	1%	2%	1%	
More than 40	0%	0%	1%	

For the job you worked the most at this academic year, what was your average pay? (N = 620. Only those who worked during the past academic year.)

< \$8/hr	3%			
\$8-9/hr	47%			
\$9-10/hr	20%			
\$10-11/hr	12%			
\$11-12/hr	4%			
\$12-13/hr	3%			
\$13-14/hr	1%			
\$14-15/hr	1%			
\$15-16/hr	2%			
\$16-20/hr	1%			
\$20-25/hr	2%			
\$30 or more/hr	3%			

Employment (cont.)

Where any of these jobs official "work study" positions? (N=649. Only those who worked during the past academic year)		Yes	8%		
		No	92%		
For work that you did off campus this academic year, what percent of the time did you use each of the following means for getting to and from work? (N=919)					
		Walking	Public Transportation	Bicycle	Driving
Did not work off campus					
< 1%		69%	72%	84%	10%
1-10%		10%	8%	5%	6%
11-20%		4%	3%	2%	3%
21-30%		2%	3%	1%	2%
31-40%		3%	2%	2%	1%
41-50%		3%	2%	1%	3%
51-60%		1%	1%	1%	2%
61-70%		1%	2%	0%	2%
71-80%		1%	3%	1%	2%
81-90%		1%	1%	1%	6%
91-100%		4%	3%	2%	63%

Social Engagement

Please indicate how much time you typically spent engaged in each of the following activities each week during the academic year. (N=164)

	None	A little	Some	Quite a bit	A great deal
Socializing with friends	13%	12%	30%	29%	17%
Student government	76%	7%	10%	3%	4%
Sports, exercise or other recreational activities	9%	25%	29%	28%	9%
Performing or fine arts activities	55%	21%	10%	8%	6%
Academic, political, ethnic, religious or social clubs	50%	23%	15%	9%	4%
Reading the newspaper or other sources of news	14%	35%	35%	14%	2%
Community service, volunteer work or service learning projects	54%	26%	10%	6%	4%
Participating in civic activities or political action	78%	13%	7%	1%	1%

Challenges

Please tell me how difficult each item has been for you this past academic year. (N=180)

	Not at all	A little	Somewhat	Very	Extremely
Getting access to courses you need for your major	16%	29%	29%	14%	12%
Managing your time effectively	11%	26%	37%	19%	6%
Getting to class consistently	49%	27%	14%	6%	3%
Completing reading and coursework on time	13%	34%	32%	14%	7%
Balancing your coursework with social life	12%	28%	33%	20%	6%
Balancing your coursework with the demands of a job	42%	22%	17%	7%	12%

Challenges (cont.)

How difficult has each of the following personal experiences been for you this year? (N=187)

	Not at all	A little	Somewhat	Very	Extremely
Managing your finances	20%	31%	32%	12%	6%
Managing your physical and emotional health	19%	24%	32%	17%	8%
Managing stress	11%	27%	31%	22%	9%
Getting enough sleep	9%	20%	31%	27%	13%
Handling the use of alcohol and drugs	65%	19%	13%	2%	1%
Fitting in with others at Western	52%	30%	12%	3%	3%
Meeting the expectations and obligations of your friends or peer group	46%	29%	20%	2%	3%

During the past academic year, to what extent did any of the following interfere with the quality of your educational experience? (N=190)

	Not at all	Hardly at all	A little	Somewhat	A lot
Feelings of loneliness	38%	22%	20%	15%	5%
Feeling overwhelmed	5%	11%	31%	38%	15%
Uncertainty about the future	16%	14%	26%	31%	13%
Financial problems or worries	27%	19%	26%	16%	11%
Unfair treatment by professors, instructors or Tas	54%	25%	13%	5%	2%
Personal drinking or drug use	71%	16%	6%	7%	-
Drinking or drug use on campus	93%	5%	2%	1%	-
Experiencing a crime or offense against yourself	91%	4%	4%	1%	1%
Problem with motivation or study habits	12%	20%	27%	27%	14%

Use of University-sponsored Services

Below is a list of student support services provided by Western. If you used any of these services at any time in the past academic year, please indicate your level of satisfaction with that service. (N=199)

	Used Service (N)	Very dissatisfied	Somewhat dissatisfied	Neither	Somewhat satisfied	Very satisfied
Disability Services	18	15%	8%	38%	15%	23%
Registrar's Office	129	9%	11%	22%	38%	19%
Financial Aid Office	70	4%	10%	18%	39%	28%
Career Services Center	47	14%	7%	12%	42%	26%
Library Collections and Services	129	1%	2%	14%	54%	30%
Academic Technology and User Services (Computer Labs and Help Desk)	146	3%	8%	9%	51%	30%
Writing Center	21	6%	6%	25%	38%	25%
Counseling Center	38	3%	9%	19%	38%	31%
Alcohol, Drug, and/or Sexual Assault Services	14	11%	-	33%	22%	33%
Student Health and/or Self-Care Center	102	3%	9%	11%	41%	36%
Student Outreach Services (ACCESS, Achievers and Governors Scholars, NOW Indian College, etc.)	12	17%	-	33%	17%	33%
University Residence Halls and Programs	37	6%	16%	28%	41%	9%
Viking Union	149	2%	1%	14%	49%	34%
Ethnic Student Center	24	5%	11%	16%	16%	53%
AS Bookstore	190	3%	7%	18%	45%	27%
Student Recreation/ Athletic Center	165	1%	2%	7%	26%	64%

Activities that Might Effect Academic Success

During this past academic year, how many days during a typical week would you say you... (N=917)

	0	1	2	3	4	5	6	Almost Daily
Got less than 8 hours of sleep?	4%	8%	15%	18%	20%	17%	4%	14%
Got at least 30 minutes of planned exercise?	13%	13%	17%	20%	15%	8%	3%	11%
Skipped lunch or dinner?	29%	19%	16%	16%	9%	5%	1%	5%
Drank too much alcohol or used drugs recreationally?	59%	21%	10%	5%	2%	1%	1%	2%
How satisfied are you with Western? (N=917)				Not at all	A little	Somewhat	Very	Extremely
				0%	3%	17%	60%	19%