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Gina S. Gould

Western Washington University

Gary (Gary Russell) McKinney

Western Washington University

Jacqueline M. Andrieu-Parker

Western Washington University

Joseph E. Trimble

Western Washington University

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Western Experience Survey

Report 1992-05

Gina S. Gould
Gary R. McKinney
Jacqueline M. Andrieu-Parker
Joseph E. Trimble

July, 1992

Introduction

This report examines the undergraduate student experience at WWU. Special attention will be paid to comparing this experience by gender, using such shared aspects of university life as academic experiences, student services, social life, extracurricular activities, etc.

The report consists of summaries of responses given by 488 subjects from a sample of 800 randomly selected undergraduate students during Spring Quarter, 1991. The return rate was 61%, with the final sample representing 5.5% of the total undergraduate headcount for that quarter. Respondents were 57% female, and 43% male in an overall WWU student population that was 55.5% female, and 44.5% male. (See Table 1.)

The instrument used in this study, the Western Experience Survey, was adapted from one developed and used by Princeton University in 1990'. After receiving permission to use the instrument for the basis of a study at WWU, it was reviewed by a number of students, faculty, administrators, and staff. Based on their recommendations, the survey was modified for use at WWU, although changes were minimal. A test group then took the survey and provided written and verbal feedback regarding their interpretations of the items and the clarity of the questionnaire. Their input helped determine the wording of the cover and reminder letters sent with the instrument to survey takers. The survey and its cover letter, plus the reminder letter were distributed to survey takers primarily by U.S. and campus mail.' (See Appendix A for copies.)

Results

The first survey question asked students to quantify on a four-point scale of very satisfied to very dissatisfied twelve aspects of their experiences at WWU during the academic

¹Clark, Joyce D. (1990). Women's Needs Assessment Survey: Women's Views of Their Experiences at Princeton University. Princeton University: Women's Needs Assessment Task Force.

The researcher would like to thank Dr. Clark and the others involved in the Princeton study for their willingness to share their instrument and research.

²The survey upon which the report is based was sponsored in part by Western Washington University's Office of the Vice President for Student Affairs, the Women's Commission, the Diversity Fund, and the Office of Institutional Assessment and Testing.

TABLE 1: Demographic characteristics of Western Experience Survey respondents

	All WWU	Males	Females
Gender			
Male	43%	-	-
Female	57%	-	-
Credits			
90 or less	18%	12%	20%
91 or more	82%	88%	80%
Transfer Credits			
No	45%	42%	47%
Yes	55%	58%	53%
earned AA degree	25%	28%	22%
Residence			
On-campus	27%	25%	29%
Off-campus	73%	75%	71%
Financial Aid			
Receiving	36%	36%	36%
Not receiving	64%	64%	64%
Ethnicity			
Black	1%	1%	0.5%
Hispanic	1%	2%	0.5%
Caucasian	90%	90%	91%
Native American	0.5%	-	1%
Asian/Pac. Island	3%	2%	4%
Other	3.5%	5%	3%

year current with the survey.³ An overwhelming majority of the sample were satisfied to very satisfied with their overall WWU experience (93.9%). Most other areas of inquiry also showed high levels of satisfaction (75% or more). One issue--opportunities for internships, practicums, etc.--had a less high level of satisfaction (64.5%), which was probably unavoidable--in this area particularly, student wishes and departmental offerings are often contentious. While students may want internships, departments may feel they are inappropriate to the discipline. And since departments were not singled out in the survey, there was no way of knowing if respondents were unhappy with the departments offering too few internships, or with departments without internships being stubborn in their refusal to offer them.

Two issues had low levels of student satisfaction: academic and career advising. Only 52.2% of students were satisfied with academic advising; only 49.0% were satisfied with career advising. And two issues indicated a degree of gender differentiation: males had a tendency to be less satisfied than females with social programs and activities, and with cultural programs and activities. (See Table 2.)

The survey then asked for the same four-point ranking of satisfaction with a set of somewhat more specific issues, and also asked that the student's entire WWU career be taken into account. Again, high levels of satisfaction were found, especially with intramurals, extracurricular activities, and intercollegiate athletics. Two issues had less high levels of satisfaction: help with personal counseling, and ethnic, racial and religious harmony. Three issues had low levels of satisfaction: institutional concern for students, student government, and, lowest of all, input into campus policies.

Three issues indicated a strong gender differentiation: males were less satisfied than females with student government, institutional concern for students, and input in campus policies. (See Table 3.)

Survey question three asked for frequency of participation in eleven activities, utilizing a ranking scale of regularly, sometimes, seldom, or never. The activities with the highest percentages of regular participation were intramurals, student media (e.g., Western Front), and religious activities. The activities with the highest percentages of occasional use were cultural activities, volunteer work, and performing arts. The activities with the highest percentages of non-participation were intercollegiate athletics, student government, and various clubs.

Two activities indicated a degree of gender differentiation: males participated in both

³For this report, data was formulated into cross-tabulations by gender and response to survey item. Chi-squares were then performed to help indicate statistically significant differences in relationships between female and male responses.

TABLE 2: Response pattern to the survey question:

"During this current academic year how satisfied have you been with:"

	Satisfied			Dissatisfied			N
	All WWU	M	F	All WWU	M	F	
Western experience	93.9	92.3	95.2	6.0	7.8	4.7	480
Academic progress	81.5	79.8	82.7	18.6	20.2	17.3	485
Academic experience	85.1	84.6	85.5	14.8	15.4	14.4	484
Social life	83.2	79.2	86.2	16.8	20.8	13.8	469
Residential experience	79.6	77.9	81.0	20.3	22.1	19.0	379
Social programs/activities	80.1	74.6	84.5	19.9	25.4	15.4	362
Cultural programs/activities	75.2	68.5	80.4	24.8	31.5	19.5	246
Academic advising	52.2	52.3	52.0	47.8	47.7	47.9	393
Career advising	49.0	47.8	50.0	50.9	52.3	50.0	308
Quality of instruction	85.0	85.0	84.9	15.0	15.0	15.1	484
Internships, practicums, etc.	64.5	58.3	69.9	35.6	41.7	30.1	253
Accessibility of faculty	82.8	82.0	83.5	17.2	17.9	16.5	478

TABLE 3: Response pattern to the survey question:

During your entire Western career, how satisfied have you been with each of the following:"

	Satisfied			Dissatisfied			N
	All WWU	M	F	All WWU	M	F	
Intramurals	96.1	96.4	95.9	3.9	3.6	4.2	283
Intercollegiate athletics	85.1	80.2	90.5	15.0	19.8	9.5	221
Student government	52.3	35.5	68.2	47.7	64.6	31.8	256
Input into campus policies	43.9	31.8	55.1	56.2	68.2	44.8	319
Extracurricular activities	87.0	82.9	90.4	13.0	17.1	9.5	385
Ethnic, racial, religious harmony	68.0	66.3	69.0	32.0	33.7	30.6	381
Institutional concern for students	54.6	44.4	63.5	45.4	56.6	36.5	412
Campus security	75.6	75.2	75.7	24.5	24.7	24.3	396
Personal counseling	69.6	67.3	71.3	30.4	32.7	28.7	240
Help with health concerns	82.5	83.3	82.0	17.4	16.7	18.0	378

intramurals and intercollegiate athletics in higher percentages than did their female counterparts. (See Table 4.)

Survey question four asked students to judge on a four-point scale (strongly agree to strongly disagree) ten aspects of their experience at WWU. A large majority (94.6%) agreed that it was important to meet students of different ages, and sizable majorities agreed that they felt accepted and supported at WWU, that it was easy to meet other students, and that they were encouraged to study. A majority of students also agreed in feeling a sense of community, and that gender issues were integrated into their overall academic experience. On the other hand, while students agreed that faculty were interested in their academic experiences, they did not think that faculty were much interested in students' non-academic experiences.

Two of the aspects in question indicated gender differentiation: 1) although overall most students did not find it difficult to meet other students (over 75%), females found it more difficult than males, with about 25% of females finding it difficult to meet other students of either gender; and 2) males felt their values were in conflict with other students' more so than females. (See Table 5.)

Survey question five asked students to rate on a scale of almost always, often, sometimes, and almost never how often during the past year they had participated in or had feelings about a series of situations. Students found meeting interesting *students* relatively easy at WWU, with 75.4% responding that they were almost always or often able to do so. Conversely, students found it more difficult to find interesting *things* to do at WWU, with only 41.3% responding almost always or often--although another 47.7% were at least *sometimes* able to find interesting things to do.

Other issues with fairly high rankings of almost always or often included finding needed resources, feeling "at home" at WWU, and enjoying classes. Students were more ambivalent on other issues, including finding comfortable social space, expressing views in class, and feeling isolated or alone.

One combination of questions produced particularly interesting results. When students were asked how often they expressed views in class, 50.3% said almost always or often, with no statistically significant gender differentiation. When asked how often they felt inhibited to participate in class, 21.9% of students responded almost always or often. But unlike the issue of expressing views in class, gender differentiation was statistically significant. While 34.3% of females responded that they almost always or often felt inhibited to participate in class, only 16.3% of males responded that they almost always or often felt inhibited to participate in class.

The above data indicates, and correlational analyses support the idea that males saw the two questions as one issue asked two different ways: if they reported expressing views in class; they did not report feeling inhibited to participate in class. Females, on the other

TABLE 4: Response pattern to the survey question:
 "How frequently do you participate in each of
 the following activities:"

	Regularly			Sometimes/Seldom			Never			N
	All WWU	M	F	All WWU	M	F	All WWU	M	F	
Cultural activities	3.9	4.9	3.2	52.6	51.9	53.0	43.5	43.2	43.7	483
Religious activities	12.0	10.1	13.4	29.5	30.9	28.5	58.5	58.9	58.1	484
Student government	3.5	3.9	3.2	28.3	30.0	27.0	68.2	66.2	69.7	484
Student media	12.8	13.1	12.6	35.6	37.4	34.3	51.6	49.5	53.1	483
Intramurals	19.4	26.9	13.7	36.5	38.0	35.4	44.1	35.1	50.9	485
Intercollegiate athletics	10.4	16.4	5.8	15.8	20.3	12.3	73.9	63.3	81.9	483
Performing arts	10.1	9.7	10.5	42.5	39.8	44.4	47.4	50.5	54.6	483
Volunteer work	9.7	7.7	11.2	43.4	43.9	42.9	46.9	48.3	45.8	484
Clubs: A.S.	2.9	3.4	2.5	36.6	37.2	36.1	60.5	59.4	61.4	484
Clubs: non-A.S.	8.5	8.2	8.7	29.7	34.3	26.4	61.8	57.5	65.0	484

TABLE 5: Response pattern to the survey question:

"To what extent do you agree with each of the following:"

	Agree			Disagree			N
	All WWU	M	F	All WWU	M	F	
Encouraged to study	74.9	75.7	74.3	25.1	24.4	25.7	481
Feel sense of community	72.5	68.6	75.4	27.6	31.4	24.6	483
Difficult to meet women	23.2	18.9	26.4	76.8	81.1	73.7	483
Difficult to meet men	20.0	13.6	24.9	80.0	86.4	75.1	483
Values different than own	38.7	45.8	33.4	61.2	54.1	66.7	483
Faculty interested in academic exp.	69.1	69.0	69.2	30.9	31.0	30.8	482
Faculty interested in non-academic exp.	31.4	31.7	31.6	68.5	68.2	68.4	477
Accepted/supported at WWU	81.5	80.0	82.6	18.5	20.0	17.4	481
Important meet different age students	94.6	91.3	97.1	5.4	8.6	2.9	482
Gender issues integrated in studies	65.4	66.9	64.4	34.6	33.2	35.6	469

hand, made a distinction: expressing views in class was one issue; feeling inhibited to participate in class was another. (See Table 6.)

Survey question six asked students to rate the likelihood of participating in various programs, using a rating scale of very likely, somewhat likely, unlikely, or definitely not. The most likely program that students overall would participate in would be one on career options (88.3% very or somewhat likely). Outside of career options, no other programs received much over 50% of very or somewhat likely participation. The programs least likely for students to participate in were programs on eating disorders, and technophobia (aversion to computers, etc.).

Analyzing the data by gender, however, showed some distinct patterns. Most strikingly, in every program listing females were more likely to participate than males--sometimes significantly so. For instance, females were much more likely than males to participate in programs on sexual harassment or assault, eating disorders, relationships, and sex roles. (See Table 7.)

Survey question seven asked students to what extent a listing of issues were a problem at WWU, using a rating scale of a great extent, some extent, a very little extent, and not at all. Alcohol or other drug use was rated as a problem to a great or some extent by 79.2% of the respondents. No other issues received percentages in the same rating area as high as the alcohol/drug one. Three issues were rated as problems to a great of some extent over 50%: lack of racial/ethnic diversity, harassment of gays/lesbians, and eating disorders.

Again, analysis by gender provided somewhat conflicting opinion, especially in the area of eating disorders, where females saw the problem as much more serious than males (62.2% females said to a great or some extent, compared to only 37.1% of males). Females also saw alcohol or drug use as a bigger problem than males (86.0% of females said to a great of some extent, compared to 70.1% of males). In fact, for students indicating that issues were a problem to a great or some extent, females responded in higher percentages than males on all, except the issue of intolerance of differing points of view. (See Table 8.)

The last non-demographic survey question was in two parts: in the first, students were asked if they had personally experienced or witnessed a listing of issues; in the second, students who had responded affirmatively to any of the issues were asked to indicate where they had gone for help.

Nearly three-quarters of students had personally experienced or witnessed alcohol abuse (69.3%). Over half had experienced or witnessed other drug abuse (50.3%). Over a quarter of students had personally experienced or witnessed the following: sexual harassment (25.8%), racial harassment (27.6%), or eating disorders (38.1%).

Gender response patterns indicated that the only areas of differentiation that were statistically significant were in alcohol and other drug abuse, where higher percentages of

TABLE 6: Response pattern to the survey question:
 "During the part year, how often have you:"

	Almost always/Often			Sometimes			Almost never			N
	All WWU	M	F	All WWU	M	F	All WWU	M	F	
Enjoyed classes	68.4	64.5	71.4	29.7	32.7	27.4	1.9	2.9	1.1	485
Expressed views in class	50.3	54.8	46.9	36.5	34.1	38.3	13.2	11.1	14.8	485
Inhibited to participate in class	21.9	16.3	34.3	50.1	50.0	50.2	28.0	33.7	23.8	485
Felt "at home" at Western	68.6	61.3	74.0	26.9	33.8	21.7	4.5	4.8	4.3	484
Found needed resources	73.2	75.5	71.4	24.7	23.1	26.0	2.1	1.4	2.5	485
Met interesting students	75.4	71.7	78.4	23.1	26.9	20.2	1.4	1.4	1.4	485
Found interesting things to do	41.3	38.7	43.2	47.7	50.2	45.8	11.0	11.1	11.0	480
Found comfortable social space	57.7	56.5	58.6	31.9	34.3	30.0	10.4	9.2	11.4	480
Felt isolated or alone	12.2	11.5	12.7	42.9	41.1	44.2	44.9	47.3	43.1	483

TABLE 7: Response pattern to the survey question:
 "How likely would you be to attend a program on each of
 the following:"

	Very or somewhat likely			Unlikely or Would Not			N
	All WWU	M	F	All WWU	M	F	
Work/school/social balance	55.9	54.3	57.1	44.1	45.7	42.9	483
Sexuality	40.8	36.1	43.7	59.3	63.0	56.4	483
Career options	88.3	82.2	92.8	11.8	17.8	7.3	484
Race relations	45.2	39.4	49.7	54.8	60.5	50.3	482
Sexual harassment/assault	41.3	24.1	54.3	58.7	75.9	45.6	482
Technophobia	19.2	15.9	21.8	80.7	84.1	78.2	483
Eating disorders	21.2	11.6	28.4	78.9	88.5	71.5	482
Relationships	56.8	45.2	65.6	43.1	54.8	34.4	484
Sex roles	44.6	31.7	54.2	55.5	68.2	45.8	483

TABLE 8: Response pattern to the survey question:
 "In your view, to what extent is each of the following
 a problem at WWU:"

	Great or Some Extent			Little or No Extent			N
	All WWU	M	F	All WWU	M	F	
Sexual harassment	41.1	36.3	44.8	58.8	63.7	55.2	474
Sexual assault	38.5	32.4	43.2	61.5	67.6	56.7	470
Racial harassment	41.1	37.6	43.7	59.0	62.4	56.3	475
Harassment of gays/lesbians	52.3	45.6	57.3	47.7	54.5	42.7	471
Lack of racial/ethnic diversity	59.0	55.6	61.5	41.0	44.4	38.5	478
Alcohol or other drug use	79.2	70.1	86.0	20.8	29.9	14.0	475
Intolerance of disabilities	33.9	29.5	37.1	66.1	70.5	62.9	472
Eating disorders	51.4	37.1	62.2	48.6	63.0	37.8	459
Intolerance of differing POV	47.8	49.1	46.9	52.2	50.9	53.2	479
Violence in dating relationships	41.4	36.1	45.5	58.7	64.0	54.4	456

males than females had witnessed or experienced alcohol or other drug abuse. It was interesting to note, however, that while more males than females had witnessed or experienced alcohol or other drug abuse, a higher percentage of females perceived the issue as a problem.

And there is this item that falls into a similar vein: It has already been noted that females regarded eating disorders as a problem at WWU in a disproportionately higher percentage than males. Yet females and males reported having personally experienced or witnessed eating disorders in relatively equal percentages. Thus males, it would seem, although nearly equally aware of the issue, don't nearly as often perceive it as a problem.

In regards to where students went for assistance *if* they had experienced or witnessed any of the problems listed, the highest percentage responded that they did not go for help at all (45.9%). If they went anywhere, it might have been to friends, who had the second highest percentage (37.0%). In far less percentages, students went to faculty or staff (11.1%), or the Counseling Center (10.1%). (See Tables 9a and 9b.)

Finally, two questions were asked that fit neither into the realm of demographic information, nor the pattern of rating issues or situations on a multiple scale. The first of these questions asked students if during the year of the survey they had seriously considered withdrawing from WWU for any reason. Overall, 10.5% had considered it very seriously, 21.6% had considered it somewhat seriously, and 67.9% had not considered it at all. The second question asked how many of the students' teachers at WWU had been women. Overall, 66.3% reported having had four or more women teachers, 31.6% reported having had between one and three women teachers, and 2.1% reported having had no women teachers.

Discussion

Although the population and institutional characteristics of WWU and Princeton (whose survey WWU adapted) are too different to compare or contrast directly, the similarities and patterns of response of both the studies do warrant mention.

In most areas the studies *were* remarkably similar. As at WWU, Princeton students report high levels of satisfaction (75% or more) to most of the items on the first survey question. The exceptions to these high levels of satisfaction at Princeton, as at WWU, were academic and career advising. In terms of frequency of participation in extracurricular activities and the likelihood of participating in various programs, the general patterns of responses remained the same. Males at both institutions participated more in athletics; both genders were most likely to participate in a program on career options. However, fewer WWU students participate regularly in extracurricular activities and reported less likelihood of participating in various programs. Not surprisingly, the extent individual issues were seen as problems on the two campuses differed, although females at both institutions were likely

TABLE 9a: Response pattern to the survey question:
 "While at WWU, have you personally experienced
 or witnessed:"

	Yes			No			N
	All WWU	M	F	All WWU	M	F	
Sexual harassment	25.8	24.6	26.6	74.2	75.4	73.4	485
Sexual assault	5.6	5.8	5.4	94.4	94.2	94.6	485
Violence in dating relationship	19.6	20.3	19.1	80.4	79.7	80.9	485
Racial harassment	27.6	30.9	25.2	72.4	69.1	74.8	485
Eating disorders	38.1	34.1	41.0	61.9	65.9	59.0	486
Alcohol abuse	69.3	77.4	63.3	30.7	22.6	36.7	486
Other drug abuse	50.3	56.5	45.7	49.7	43.5	54.3	485
Harassment of gays/lesbians	24.7	24.6	24.8	75.3	75.4	75.2	485
Harassment of disabled persons	6.6	5.3	7.6	93.4	94.7	92.4	485

TABLE 9b: Response pattern to the survey question:
 "If YES to any of the above, where did you go for help?"

	Left blank			Checked			N
	All WWU	M	F	All WWU	M	F	
Did not go for help	54.1	48.1	58.6	45.9	51.9	41.4	486
Friends	60.1	63.0	57.9	39.9	37.0	42.1	486
Faculty or staff	88.7	88.9	88.5	11.3	11.1	11.5	486
AS Resource Center	98.8	99.0	98.6	1.2	1.0	1.4	486
Sexual Harassment Ombudsmen	98.8	99.0	98.6	1.2	1.0	1.4	486
Affirmative Action Office	99.2	99.0	99.3	0.8	1.0	0.7	486
Office of Student Life	97.9	97.6	98.2	2.1	2.4	1.8	486
Counseling Center	88.9	89.9	88.1	11.1	10.1	11.9	486
Health Services	93.6	93.3	93.9	6.4	6.7	6.1	486
Substance Abuse Prevention Ctr	96.3	94.7	97.5	3.7	5.3	2.5	486
Disabled Student Services	98.4	98.1	98.6	1.6	1.9	1.4	486
Off-campus resource	98.8	99.0	98.6	1.2	1.0	1.4	486

to perceive the issues listed as problems. Alcohol use at both institutions received the highest overall percentages, and eating disorders were seen as more problematic by females than males. As with WWU, Princeton females found it more difficult than males to make friends with other students. As well, females more than males reported feeling inhibited to participate in class.

In contrast to WWU, females at Princeton reported feeling isolated or alone more than males. Half of both genders at Princeton felt their values differed from other students', while at WWU males were more likely to report this. Perhaps the most interesting difference between the two institutions was reported on the second question concerning students satisfaction with specific issues. At Princeton, females were more dissatisfied with both input in campus policies and institutional concern for students. At WWU the pattern is reversed, with males reporting lower levels of satisfaction on these items.

Summary

Although women are relative newcomers to higher education, WWU has a unique history of educating women. Unlike most other colleges and universities, there has never been a Western without women students and staff. Perhaps it is not surprising that women, more so than men, are satisfied with their overall WWU experience and report higher levels of enjoyment of their classes. This study's findings show that, for the most part, WWU is an environment supportive of women. Indeed, it bears repeating that a majority of students of both genders were satisfied or very satisfied with most of the experiences addressed in this survey.

One exception to the high levels of satisfaction reported was in the area of faculty interest in students. Although students felt that faculty were interested in their academic experience, they did not feel faculty were interested in their non-academic experiences. This issue could be one of note in light of findings indicating that a positive relationship, both in and out of the classroom, between an individual student and that student's instructor is of particular importance to women entering non-traditional fields⁴, and re-entry women.⁵

Another exception to the high levels of satisfaction reported was the area of academic and career advising. Again, because research has indicated that these issues are of particular importance to re-entry students (of either gender), these low levels of satisfaction could be of note.

⁴Carney and Morgan, 1981; Savage, 1983; Ware, Steckler and Leserman, 1985; Tidball, 1986; Ethington and Wolfe, 1988; Thomas, 1988.

⁵Simpkins and Ray, 1983.

Appendix A:
Copies of Cover Letter,
Survey Form, and
Reminder Letter



Vice President for Student Affairs

April 19, 1991

Dear Student:

You are one of a small number of WWU students who has been randomly selected to receive the enclosed survey concerning your experiences at Western. Too often assumptions are made, policies are developed, and programs are implemented without information from the students of the University. Your participation in this effort will help faculty, staff, and students better understand many aspects of student life at Western.

Please take ten to fifteen minutes to complete the survey. We have asked that you provide us with your social security number. **This number will not be used to identify individual responses.** However, it will allow us to access statistical information available from the campus student information system without increasing the size of the survey. Examples of this information include age or major. We ask that you return your complete survey in the envelope provided. Also separately mail the enclosed postcard indicating that you have completed and returned the survey. May we have your response as soon as possible - ideally, no later than May 8?

If you have any questions or concerns, please contact:

Gina Gould
Woodring College of Education
Miller Hall 175 - Mail Stop 9087
Telephone: 676-3376

Since this questionnaire is being sent to only ten percent of the student body, your response to the survey will be highly valued as an important contribution to the overall study. Thank you for your participation.

Sincerely,

Sandra L. Taylor, Ph.D.
Vice President for Student Affairs

gg/Enc.

Survey sponsored by:

*Office of the Vice President of Student Affairs
Women's Commission*

*The WWU Diversity Fund
Office for Institutional Assessment Testing*

WESTERN WASHINGTON UNIVERSITY

STUDENT EXPERIENCE SURVEY - SPRING, 1991

We are interested in learning about the experiences of our students and how Western meets their needs. Please complete this survey and return it in the enclosed business reply envelope. Remember to mail the business reply postcard separately. Thank you for your help.

WRITE THE NUMBER THAT CORRESPONDS TO YOUR RESPONSE IN THE BOX PROVIDED TO THE LEFT OF EACH QUESTION.

FOR QUESTIONS 1 TO 22, PLEASE USE THIS SCALE:

1) VERY SATISFIED 2) SATISFIED 3) DISSATISFIED 4) VERY DISSATISFIED 5) NO BASIS FOR JUDGMENT

DURING THIS *CURRENT ACADEMIC YEAR* HOW SATISFIED HAVE YOU BEEN WITH:

- | | |
|--------------------------------------|---|
| _____ 1. your Western experience | _____ 7. cultural programs/activities |
| _____ 2. your academic progress | _____ 8. academic advising |
| _____ 3. your academic experience | _____ 9. career advising |
| _____ 4. your social life | _____ 10. quality of instruction |
| _____ 5. your residential experience | _____ 11. opportunities for internships, practicums, etc. |
| _____ 6. social programs/activities | _____ 12. accessibility of faculty |

DURING YOUR ENTIRE WESTERN CAREER, HOW SATISFIED HAVE YOU BEEN WITH EACH OF THE FOLLOWING:

- | | |
|--|--|
| _____ 13. intramural athletics and activities | _____ 18. campus ethnic, racial, and religious harmony |
| _____ 14. intercollegiate athletics | _____ 19. institutional concern for students |
| _____ 15. student government | _____ 20. campus security |
| _____ 16. student input into campus policies | _____ 21. help with personal counseling |
| _____ 17. opportunities for extracurricular activities | _____ 22. help with health problems or concerns |

FOR QUESTIONS 23 TO 34, PLEASE USE THIS SCALE:

1) REGULARLY 2) SOMETIMES 3) SELDOM 4) NEVER

HOW FREQUENTLY DO YOU PARTICIPATE IN EACH OF THE FOLLOWING ACTIVITIES?

- | | |
|---|--|
| _____ 23. cultural activities | _____ 29. performing arts |
| _____ 24. religious activities | _____ 30. volunteer work |
| _____ 25. student government | _____ 31. departmental or pre-professional clubs |
| _____ 26. student media (e.g., Western Front) | _____ 32. social issues or political organizations |
| _____ 27. intramural athletics | _____ 33. AS clubs |
| _____ 28. intercollegiate athletics | _____ 34. other (specify) _____ |

FOR QUESTIONS 35 TO 44, PLEASE USE THIS SCALE:

1) STRONGLY AGREE 2) SOMEWHAT AGREE 3) SOMEWHAT DISAGREE 4) STRONGLY DISAGREE

TO WHAT EXTENT DO YOU AGREE WITH EACH OF THE FOLLOWING:

- _____ 35. I have been encouraged to study whatever I want by faculty and advisors.
- _____ 36. I feel a sense of community at Western.
- _____ 37. It has been difficult for me to meet and make friends with women students.
- _____ 38. It has been difficult for me to meet and make friends with men students.
- _____ 39. Most students at Western have values and attitudes which are different from my own.
- _____ 40. Most faculty members are interested in students' academic experiences.
- _____ 41. Most faculty members are interested in students' non-academic experiences.
- _____ 42. I feel accepted and supported at Western.
- _____ 43. It is important to have a chance to meet students of different ages.
- _____ 44. Gender issues have been integrated into my overall academic experience.

FOR QUESTIONS 45 TO 54, PLEASE USE THIS SCALE:

1) ALMOST ALWAYS 2) OFTEN 3) SOMETIMES 4) ALMOST NEVER

DURING THIS PAST YEAR, HOW OFTEN HAVE YOU:

- _____ 45. enjoyed your classes.
- _____ 46. expressed your views in class.
- _____ 47. wanted to participate in class but felt inhibited.
- _____ 48. felt "at home" at Western.
- _____ 49. been able to find the resources you've needed.
- _____ 50. met other students who are really interesting.
- _____ 51. been able to find interesting things to do on campus.
- _____ 52. been able to find comfortable, informal social space on campus.
- _____ 53. felt isolated or alone.
- _____ 54. been encouraged or taken seriously in your academic work.

FOR QUESTIONS 55 TO 64, PLEASE USE THIS SCALE:

1) VERY LIKELY 2) SOMEWHAT LIKELY 3) UNLIKELY 4) DEFINITELY WILL NOT

HOW LIKELY WOULD YOU BE TO ATTEND A PROGRAM ON EACH OF THE FOLLOWING:

- | | |
|---|--|
| _____ 55. balancing work, school, and social activities | _____ 60. technophobia (avoiding science, computers) |
| _____ 56. sexuality | _____ 61. eating disorders |
| _____ 57. career options | _____ 62. relationships |
| _____ 58. race relations | _____ 63. sex roles |
| _____ 59. sexual harassment/assault | _____ 64. other (specify) _____ |

FOR QUESTIONS 65 TO 74, PLEASE USE THIS SCALE:

1) TO A GREAT EXTENT 2) TO SOME EXTENT 3) TO A VERY LITTLE EXTENT 4) NOT AT ALL
IN YOUR VIEW, TO WHAT EXTENT IS EACH OF THE FOLLOWING A PROBLEM AT WESTERN:

- | | |
|---|---|
| <input type="checkbox"/> 65. sexual harassment | <input type="checkbox"/> 70. alcohol or other drug use |
| <input type="checkbox"/> 66. sexual assault | <input type="checkbox"/> 71. intolerance of physical or learning disabilities |
| <input type="checkbox"/> 67. racial harassment | <input type="checkbox"/> 72. eating disorders |
| <input type="checkbox"/> 68. harassment of gays and lesbians | <input type="checkbox"/> 73. intolerance of differing points of view |
| <input type="checkbox"/> 69. lack of racial or ethnic diversity | <input type="checkbox"/> 74. violence in dating relationships |

FOR QUESTIONS 75 TO 83, PLEASE USE: 1) YES 2) NO

WHILE AT WESTERN, HAVE YOU PERSONALLY EXPERIENCED OR WITNESSED:

- | | |
|---|---|
| <input type="checkbox"/> 75. sexual harassment | <input type="checkbox"/> 80. alcohol abuse |
| <input type="checkbox"/> 76. sexual assault | <input type="checkbox"/> 81. other drug abuse |
| <input type="checkbox"/> 77. violence in dating relationships | <input type="checkbox"/> 82. harassment of gays or lesbians |
| <input type="checkbox"/> 78. racial harassment | <input type="checkbox"/> 83. harassment of disabled persons |
| <input type="checkbox"/> 79. eating disorders | |

84. If YES to any of the above, where did you go for help? (Please check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Did not go for help | <input type="checkbox"/> Counseling Center |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Health Services |
| <input type="checkbox"/> Faculty or staff | <input type="checkbox"/> Substance Abuse Prevention Center |
| <input type="checkbox"/> AS Resource Center (e.g. Women's Center) | <input type="checkbox"/> Disabled Student Services |
| <input type="checkbox"/> Sexual Harassment Ombudsmen | <input type="checkbox"/> Multicultural Services Center |
| <input type="checkbox"/> Affirmative Action Office | <input type="checkbox"/> An off campus resource |
| <input type="checkbox"/> Office of Student Life | <input type="checkbox"/> Other (specify) _____ |

FOR QUESTIONS 85 TO 93, WRITE THE NUMBER OF YOUR RESPONSE IN THE BLANK BESIDE EACH QUESTION.

85. Do you receive financial aid? 1) YES 2) NO
86. During this year, have you seriously considered withdrawing from Western for any reason?
1) YES — VERY SERIOUSLY 2) YES — SOMEWHAT SERIOUSLY 3) NO
87. Number of overall college credits: 1) 0 - 45 2) 46 - 90 3) 91 - 135 4) 136 - 180 5) More than 181
88. Do you live: 1) ON-CAMPUS 2) OFF-CAMPUS
89. Sex: 1) FEMALE 2) MALE
90. Please describe yourself using one of these categories:
- | | |
|---------------------------|---------------------------|
| 1) BLACK/AFRICAN AMERICAN | 5) ASIAN/PACIFIC ISLANDER |
| 2) SPANISH/HISPANIC | 8) NON-US RESIDENT |
| 3) NATIVE AMERICAN | 9) OTHER |
| 4) WHITE | |

QUESTIONS 91-93 CONTINUED ON NEXT PAGE.

91. Have you received credits from a university/college other than Western?

- 1) YES — received an AA 2) YES — but did not received an AA 3) NO

92. How many of your teachers at Western have been women?

- 1) NONE 2) 1-3 3) 4 OR MORE

93. What is your social security number (optional) _____

We encourage you to make comments about your Western experience in the space provided below.

Thank You For Your Help

Please use this space for comments:

Please **check** the words that you think best describe Western. If you hesitate to think whether a word describes Western, do not check it. As you go through the list, **circle** those words you wish you could have checked.

- | | | |
|--------------------|-------------------|----------------------|
| 1. accepting | 29. conscientious | 57. erratic |
| 2. adaptable | 30. conservative | 58. ethical |
| 3. adventurous | 31. considerate | 59. evasive |
| 4. aggressive | 32. consistent | 60. excellent |
| 5. alert | 33. contented | 61. expressive |
| 6. aloof | 34. conventional | 62. fair-minded |
| 7. ambitious | 35. cooperative | 63. feels for others |
| 8. apathetic | 36. courageous | 64. feminine |
| 9. argumentative | 37. creative | 65. flexible |
| 10. artistic | 38. critical | 66. free |
| 11. assertive | 39. curious | 67. friendly |
| 12. amusing | 40. dedicated | 68. fulfilling |
| 13. authoritarian | 41. defensive | 69. fun |
| 14. aware | 42. deliberate | 70. generous |
| 15. awkward | 43. demanding | 71. gentle |
| 16. boring | 44. democratic | 72. genuine |
| 17. calm | 45. determined | 73. giving |
| 18. capable | 46. difficult | 74. good judgment |
| 19. caring | 47. disorderly | 75. good-natured |
| 20. carious | 48. dissatisfied | 76. happy |
| 21. changeable | 49. distractible | 77. hard headed |
| 22. cheerful | 50. dominating | 78. hard working |
| 23. clear-thinking | 51. dull | 79. helpful |
| 24. coherent | 52. easy going | 80. honest |
| 25. cold | 53. effective | 81. humorless |
| 26. competitive | 54. efficient | 82. humorous |
| 27. conforming | 55. energetic | 83. idealistic |
| 28. confusing | 56. enthusiastic | 84. illogical |

- | | | |
|-----------------------------|---------------------|----------------------|
| 85. imaginative | 117. open | 149. self-conscious |
| 86. impatient | 118. optimistic | 150. self-controlled |
| 87. impersonal | 119. orderly | 151. self-driving |
| 88. impractical | 120. other-centered | 152. self-educating |
| 89. impulsive | 121. outspoken | 153. self-reliant |
| 90. inconsiderate | 122. parental | 154. self-respect |
| 91. inconsistent | 123. passive | 155. self-sufficient |
| 92. independent | 124. persistent | 156. sensitive |
| 93. inflexible | 125. personable | 157. sharp |
| 94. inhibited | 126. plans ahead | 158. show off |
| 95. initiative | 127. playful | 159. shy |
| 96. insightful | 128. plays it safe | 160. sincere |
| 97. intellectually exciting | 129. practical | 161. sophisticated |
| 98. intellectually rigorous | 130. precise | 162. spontaneous |
| 99. intense | 131. proud | 163. stable |
| 100. integrated | 132. purposeless | 164. stressful |
| 101. irresponsible | 133. realistic | 165. strict |
| 102. joyful | 134. reasonable | 166. stubborn |
| 103. lacks self-confidence | 135. rebellious | 167. suggestible |
| 104. lacks vitality | 136. reflective | 168. suspicious |
| 105. leisurely | 137. relaxed | 169. sympathetic |
| 106. liberal | 138. religious | 170. tender |
| 107. logical | 139. resentful | 171. thorough |
| 108. lonely | 140. responsible | 172. trusting |
| 109. loving | 141. restless | 173. understanding |
| 110. masculine | 142. resourceful | 174. unemotional |
| 111. methodical | 143. rigid | 175. unfair |
| 112. moody | 144. scattered | 176. unfriendly |
| 113. natural | 145. scheduled | 177. unhappy |
| 114. needs approval | 146. secretive | 178. uptight |
| 115. not afraid to complain | 147. self-centered | 179. warm |
| 116. not easily impressed | 148. self-confident | 180. welcoming |



May 3, 1991

Office of the Vice President for Student Affairs

Dear Student,

Two weeks ago you were selected as one of a small number of Western students to receive a survey concerning your experiences at Western.

WE NEED TO HEAR FROM YOU!!

We know you are busy, but your thoughts form an important part of the overall attitude of this institution. If you have a specific reason for not completing the survey, perhaps our comments below will help change your mind:

Does it take much
TIME?

It will take between ten and fifteen minutes to complete the survey.

Will my **PRIVACY** be
protected?

Your reply is confidential. We have asked that you provide your social security number only to give us access to statistical information available from the campus student information system without increasing the size of the survey. Your responses become part of a general statistical profile of WWU students which is generated by computer.

Am I **IMPORTANT?**

YES! Our sample randomly selected only one student out of every twelve currently enrolled. Each respondent's answers are needed to make up a valid sample of the student body.

I haven't been at
Western long enough
to know how to
answer the questions.

We are trying to gather the impressions of all our students regarding their Western experiences. At any given time about one fourth of the student body are new freshman or transfer students. Your response is valuable as it represents the experiences of a large portion of Western students.

How will the survey
results be **USED?**

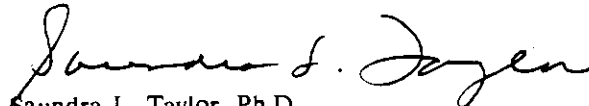
Information will be shared with faculty, staff and students so that programs and policies can be relevant to student needs and experiences.

The survey doesn't let
me say what I want to
say. Why not?

Every survey designer is forced to limit the questions in order to make statistical analysis possible. If you feel that you want to communicate more, please write down your comments - or call Gina Gould (676-3376). We have already received many valuable comments and appreciate this kind of feedback.

If you have misplaced your copy of this survey enclosed is another copy for your convenience.

Sincerely,


Sandra L. Taylor, Ph.D.
Vice President for Student Affairs

gg/ENC

Survey sponsored by:

Office of the Vice President for Student Affairs
Women's Commission

WWU Diversity Fund
Office for Institutional Assessment Testing