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Western Washington University Alumni Attitudes and Perceptions of Their Undergraduate Experiences-1987 and 1989

Report 1992-04

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Joseph E. Trimble

Executive Summary

This report was designed to provide information that may help colleges and departments with internal planning and periodic reviews. Where possible, data was combined from two sources: a survey of the class of 1989, and a survey of 1987 seniors, nearly all of whom graduated in 1987 and 1988. By combining the two sets, the resulting sample was large enough to provide meaningful feedback to all but the smallest departments.

The findings attached as part of this report have not been analyzed or interpreted. Tables and graphs displaying the appropriate data were generated, but no analysis was done nor conclusions drawn. Although the hope was to provide useful information, the findings were *not* meant to be used for either inter-college or inter-department comparisons. Such comparisons were never intended for these surveys and would be illegitimate short of a full analysis taking into account a wide range of student characteristics, demographics, and other such concerns. The intent was to offer each college and its departments a series of descriptive reports, loosely contextualized via descriptions of larger units.

Distribution of the data in this report was threefold: 1) a summary and complete listing of the entire set of data was provided to the president and provost; 2) a summary and complete listing of all departmental data within each college was provided to each college dean; 3) a complete set of departmental data was provided to each departmental chair. Data on individual departments was distributed vertically only: each department sees their own data, but not the data on other departments. Each dean received data for his or her college and for each department within it, but not for other colleges. The Provost received data displayed for the entire university and each college, and can access both college-level and departmental-level data. Policy regarding the lateral exchange of data has been left to department chairs and college deans to decide on.

In addition to the requisite information reporting students' satisfaction with various aspects of their majors, occupational and related information, departments were presented three verbatim reports: 1) a job titles and employers list of each member of one sample, the class of 1989; 2) summary descriptive statistics on the backgrounds and attitudes of graduates; and 3) duplicated copies of graduates' responses to open-ended questions that were found at the end of each survey.

Finally, this report marks the first attempt of the Office of Institutional Assessment and Testing to make survey information available tailored to each department and college at WWU.

Introduction

This report has been designed to provide information that may help colleges and departments with internal planning and periodic reviews. Raw data generated by recent surveys of alumni, and categorized on the university, college, and department level, are presented. Although findings on only a few concerns can be offered, and although caution must be exercised when interpreting perceptual data, we hope this information proves useful.

The findings attached as part of this report have not been analyzed or interpreted. Tables and graphs displaying the appropriate data were generated and printed for each department, but no analysis was done nor conclusions drawn. It is especially important to note that these findings are *not* meant to be used for either inter-college or inter-department comparisons. Such comparisons were never intended for these surveys and would be illegitimate short of a full analysis taking into account a wide range of student characteristics, demographics, and other such concerns. The intent is to offer each college and its departments a series of descriptive reports, loosely contextualized via descriptions of larger units.¹

Distribution of the data in this report was threefold: 1) a summary and complete listing of the entire set of data has been provided to the president and provost; 2) a summary and complete listing of all departmental data within each college has been provided to each college dean; 3) a complete set of departmental data has been provided to each departmental chair. Data on individual departments have been distributed vertically only: each department sees their own data, but not the data on other departments. Each dean receives data for his or her college and for each department within it, but not for other colleges. The Provost receives data displayed for the entire university and each college, and can access departmental-level data. Departments should not, however, assume that the Provost will be familiar with department-level findings; the sheer bulk of these unanalyzed tables prevents that. Policy regarding the lateral exchange of data has been left to department chairs and college deans to decide on.

Moreover, while reports to the President, Provost, and Deans contain selected listings of data, department level reports contain nearly all the data generated. In addition to the tables reporting students' satisfaction with various aspects of their majors, and graphs reporting occupational and related information, departments are presented two verbatim reports: 1) a job titles and employers list of each member of one sample, the class of 1989; and 2) summary descriptive statistics on the backgrounds and attitudes of graduates. The

¹ To facilitate this endeavor, the College of Arts & Sciences has been broken down into four discipline areas: Humanities, Social Sciences, Math and Natural Sciences, and Applied Majors. Also, the FMDS major in the College of Business & Economics is large enough to allow additional breakdowns into its three specialties. Where colleges contain no departments, that variable is, of course, omitted.

latter section contains tables that may serve as background information for those who wish to dig deeper into the data. Twelve questions selected from the surveys are presented. Resources did not allow transcription of these data into the more readable form used for other tables in this report; even so, the tables were included in department-level reports in hopes that this set of measures could add a small amount of systematic data to departments' much more detailed knowledge of their students.

Department-level reports also include duplicated copies of graduates' responses to open-ended questions that were found at the end of each survey.² While these data are less comparable than others, they offer rich detail lost in quantitative measures.

Regarding the actual findings, it is important to remember that the numbers do not stand by themselves. Critical interpretation must be applied. The data raise questions and may offer possible answers, but only in conjunction with knowledge each unit has concerning its goals, personnel, and offerings. For example, if a department's students, like many, would like internships, but that department has decided that education in its field is not well served by offering internships, then low student satisfaction with "the availability of internships" may represent a disagreement of perception but not a problem to be solved. Even with questions such as satisfaction with the quality of instruction in the major, the satisfaction ratings of alumni result from the interplay of their expectations and the instruction they received. Low expectations, as well as quality offerings, may raise satisfaction. For example, students may be dissatisfied because challenges are greater than they want, or they may have other reasons to be dissatisfied, about which a department might be more concerned. This is not to say that the report's data should be completely discounted, only that it is important to reflect on what the data may indicate in each context.

As well, it should be noted that small variations in findings can easily occur by chance, especially in the case of department-level data, where sample sizes are typically very small. In addition, there may be chance fluctuation in the particular alumni who graduated from each department in the years in question.

Finally, this report marks the first attempt of the Office of Institutional Assessment and Testing to make survey information available tailored to each department and college at Western. Comments regarding the usefulness of the information included in this report (or lack thereof), requests for additional or other information, recommendations regarding the presentation of results, or other comments would be appreciated. In addition, any college or department can arrange computer access to the original data sets and/or arrange to discuss the interpretation of these findings. Please address your comments or requests to Joe

²For most departments, about one-third of the total sample responded to these open-ended questions. Almost one-third were not asked these questions because their surveys were conducted over the telephone rather than through the mail. The other third or so simply chose not to add any comments.

Trimble, at the Office of Institutional Assessment and Testing, WWU, for routing to the appropriate individual.

The Source of the Findings

Where possible, this report combines data from two sources: a survey of the class of 1989, and a survey of 1987 seniors, nearly all of whom graduated in 1987 and 1988. Where the same questions were asked, the two data sets were combined to make the resulting sample large enough to provide meaningful feedback to all but the smallest departments. This new capacity brings the assessment effort closer to its ideal role: to provide information to particular units to interpret and use as they wish, as part of their own assessment efforts. Either survey alone contained too few cases to report to any but the largest units.

The downside associated with combining the two surveys is that one sample graduated from Western long enough ago that many departments and units will have changed considerably during the interim. Moreover, while the alumni survey of the class of 1989 is quite straightforward--all data were gathered in the spring of 1990, six to eighteen months after respondents' graduation--the information from 1987 seniors is slightly less straightforward. These students were interviewed twice, in 1987 and again in 1991, and the timing of data received from them depends on the issue being asked about. For instance, information concerning perceptions of Western and their major fields was gathered during their senior years in 1987, when the experiences were fresh; whereas the students were asked about their jobs in 1991, three to four years beyond graduation.

The most important distinction is that about half of the data summarized in this report concern the graduating class of 1989, with nearly all the other half split evenly between the classes of 1987 and 1988. In cases where departments have changed markedly since Spring, 1987, the findings may be partially or entirely non-applicable to the present.

For some questions, data are available from only one survey. For example, job satisfaction data come from only the class of 1989. For these tables, sample sizes are smaller and there were too few respondents to provide data for some departments. For more information on the surveys, see our full reports on each, published and distributed to all departments. (A report of the 1987 survey was published in 1988. Reports of the 1990 and 1991 surveys will be published in 1992.)

TABLE 1: How satisfied are you with each of the following aspects of your job? (in percentages)

Some- Woodring Some- S		W II W	All Western			West													1		
Very Mostly Some Some Some Not Very Mostly Waht Not Very World Waht Wat			1100			M COU	8			Elemei	nary Ce	rtuncati		Seconda	ny Cen	ificatio		Specia	召		
10.4 31.3 36.2 22.1 6.4 23.4 39.4 39.5 38.8 20.8 37.7 37.7 4.3 27.7 27.7 40.4 10.4 31.3 36.2 22.1 6.4 23.4 39.4 39.9 38.8 32.6 17.4 13.5 22.7 20.9 15.2 23.8 32.6 17.4 13.2 29.4 15.7 16.6 23.8 32.6 17.4 13.9 29.7 20.9 15.2 23.8 32.6 17.4 13.9 29.7 20.9 15.2 32.8 32.6 17.4 13.9 29.7 20.9 15.2 32.8 32.6 17.4 13.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 20.9 29.7 29.8 29.2 2		Very	Moetly	<u> </u>	<u> </u>	Vor	Maria	Some-	2			Some-		-		Some-				Some-	
10.4 31.3 36.2 22.1 6.4 23.4 39.4 30.9 38 20.8 37.7 37.7 47.1 40.4 28.6 22.6 26.1 20.4 17.4 32.0 29.7 20.9 15.2 32.8 32.6 17.4 15.9 22.7 34.1 27.3 24.5 24.1 24.4 24.5 20.4 17.4 32.0 29.7 20.9 15.2 32.8 32.6 17.4 15.9 22.7 34.1 27.3 24.4 24.4 24.4 25.9 9.4 59.6 22.3 11.1 3.2 32.9 3.4 17.5 11.1 3.2 32.9 34.0 17.5 17.1 10.4 24.4 24.4 25.9 9.4 59.6 22.3 12.8 5.3 73.1 21.2 38.8 19.1 17.5 27.1 10.4 24.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3 40.4 51.9 51.0 51.0 51.0 24.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3 40.4 51.9 51.0 51.0 24.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3 40.4 51.9 41.7 51.0 24.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3 40.4 51.9 41.7 41.2 41.2 24.4 44.7 26.4 4.5 34.2 34.2 34.2 34.2 34.2 34.2 24.4 34.4 36.2 22.1 6.4 32.4 30.9 24.4 34.4 24.4 24.4 24.4 24.5 24.4 24.5 24.4 34.4 24.4 24.4 24.5 24.4 24.5 24.4 34.4 24.4 24.4 24.5 24.4 24.5 24.4 34.4 24.4 24.4 24.5 24.4 24.5 24.4 34.4 34.4 34.4 34.4 34.5 24.4 34.4 34.4 34.4 34.5 24.4 34.4 34.4 34.4 34.5 24.4 34.4 34.4 34.4 34.5 24.4 34.4 34.4 34.4 34.5 24.4 34.4 34.4 34.4 24.4 34.4 34.4 34.4 24.4 34.4 34.4 34.4 24.4 34.4 34.4 34.4 24.4 34.4 34.4 34.4 24.4 34.4 34.4 24.4 34.4 34.4 24.4 34.4 34.4 24		2	(DECOIA)	ㅗ	: [:	V C.I. y	MOSULY	WIRIT	Non	Verv		what	Į V	-	Mostly	what	Not	Very	Mostly	what	Not
Signature Sign	The amount you earn	10.4				6.4	23.4	39.4	30.9	3.8	20.8	37.7	37.7	4.3	27.7	27.7	40.4				
cennent 27.5 26.0 26.1 20.4 17.4 32.0 29.7 20.8 32.6 17.4 15.9 22.7 34.1 27.3 40.1 20.4 32.8 32.6 17.4 15.9 22.7 34.1 27.3 36.4 36.4 36.5 16.6 4.8 52.8 34.0 11.1 3.2 34.0 11.3 19.0 45.9 17.3 11.1 3.2 34.0 45.3 10.0 45.8 20.2 18.3 20.2 18.3 20.2 18.3 20.2 18.8 6.3 46.4 17.2 17.1 0.0 45.8 17.2 17.1 0.0 45.9 17.2 17.1 0.0 45.9 17.1 17.0 40.4 51.9 77.7 0.0 45.8 6.3 40.4 51.9 77.7 0.0 45.9 27.1 10.4 10.4 10.4 10.4 10.4 10.4 10.4 10.0 10.0 10.0 10.0 10.0 10.0 </td <td>Job Security</td> <td>38.9</td> <td>1,11</td> <td>140.44</td> <td>1 15</td> <td>34.2</td> <td>31.0</td> <td>18.7</td> <td>16.0</td> <td>35.3</td> <td>29.4</td> <td>15.7</td> <td>9.61</td> <td>25.0</td> <td>27.1</td> <td>22.9</td> <td>25.0</td> <td></td> <td>2 20 20</td> <td>[¥]</td> <td></td>	Job Security	38.9	1,11	140.44	1 15	34.2	31.0	18.7	16.0	35.3	29.4	15.7	9.61	25.0	27.1	22.9	25.0		2 20 20	[¥]	
of work 39.3 37.7 21.5 6.5 68.3 17.5 11.1 3.2 34.0 11.3 19.1 48.9 25.5 6.4 of work 39.3 37.7 21.5 6.5 68.3 17.5 11.1 3.2 83.0 9.4 7.5 0.0 45.8 29.2 18.8 6.3 ed 34.4 34.4 25.9 9.4 45.7 17.0 4.3 40.4 7.7 0.0 45.8 27.1 18.3 6.4 8.3 ed 34.4 34.4 25.9 9.4 45.7 17.0 4.3 40.4 51.9 7.7 0.0 45.8 27.1 10.4 All Words Wood work Mostly what Not Very Mostly what Not	Opportunity for advancement	27.5	200	5.036		.	32.0	29.7	20.9	15.2	32.8	32.6	17.4	15.9	22.7	<u> </u>	27.3		for perc	entages	
Californ Californ	Kinds of daily work you do	24.5		41,330			38.5	16.6	4.8	52.8	34.0	11.3	6.1	19.1	48.9	25.5	6.4		to be me	aningful	
Modely Math Modely Mode	Importance and worth of work	39.3	3.5952			68.3	17.5	11.1	3.2	83.0	9.4	7.5	0.0	45.8	29.2	18.8	6.3			0	
Moodring Moodring	Self-fulfillment received	ж 4	7.7.1	11: .	9.4	9.65	22.3	12.8	5.3	73.1	21.2	3.8	1.9	41.7	22.9	27.1	8.3				
All Western Sometime Moodring Sometime Mostly what Mostly what Not be meaningful Not be meaningful Not be meaningful Sometime Not be meaningful Not be meaningful <th< td=""><td>The entire job, overall</td><td>24.4</td><td>1</td><td></td><td>musé.</td><td>33.0</td><td>45.7</td><td>17.0</td><td>4.3</td><td>40.4</td><td>51.9</td><td></td><td></td><td>25.0</td><td>37.5</td><td>27.1</td><td>10.4</td><td></td><td></td><td></td><td></td></th<>	The entire job, overall	24.4	1		musé.	33.0	45.7	17.0	4.3	40.4	51.9			25.0	37.5	27.1	10.4				
Very Mostly What Not Not Not 10.4 31.3 36.2 22.1 6.4 23.4 30.9 Not Not Not 14.3 21.4 45.2 19.0 0.0 11.8 cement 27.5 26.0 26.1 17.4 32.0 29.7 20.9 Not Not Not 24.4 36.6 19.5 35.3 35.9 36.9 Noto Not Not 11.3 36.6 36.6 24.4 36.6 24.4 27.4 47.1 47.1		All W	estern			Woodr	gi	 		Genera	Science	D		Iuman	Service			Social	Studies		
10.4 31.3 36.2 22.1 6.4 23.4 30.9		Very	Mostly		Not	Verv	Mostly	Some-	ž			Some			\vdash	юше	1			Some	
cernent 27.5 26.0 26.1 20.4 17.4 32.0 29.7 20.9 for percentages 24.4 36.6 19.5 19.5 35.3 35.3 35.7 21.4 9.5 35.3 <th>The amount you earn</th> <th>10.4</th> <th>31.3</th> <th>district.</th> <th></th> <th>6.4</th> <th>23.4</th> <th>39.4</th> <th>30.9</th> <th></th> <th></th> <th></th> <th></th> <th>+</th> <th>21.4</th> <th>Wnat</th> <th>10 0</th> <th>Very</th> <th>Mostly</th> <th>what</th> <th>Not</th>	The amount you earn	10.4	31.3	district.		6.4	23.4	39.4	30.9					+	21.4	Wnat	10 0	Very	Mostly	what	Not
cement 27.5 26.0 26.1 20.4 17.4 32.0 29.7 20.9 for percentiages 24.4 36.6 19.5 19.5 19.5 N too small ou do 24.5 44.1 24.4 7.1 40.1 38.5 16.6 4.8 to be meaningful 36.6 36.6 24.4 24.4 27.1 47.1 47.1 of work 39.3 32.7 21.5 6.5 68.3 17.5 11.1 3.2 61.9 23.8 11.9 24 47.1 47.1 ed 34.4 34.4 25.9 94 59.6 22.3 12.8 5.3 57.1 21.4 19.0 2.4 82.4 17.6 ed 34.4 44.7 26.4 45.7 17.0 4.3 38.6 45.2 23.8 17.6 17.6	Job Security	38.9	32.0	1	9.3	34.2	31.0	18.7	16.0		N too sm	7		33.3	35.7	21.4	9.5	35.3	52.9	` ∝	
ou do 24.5 44.1 24.4 7.1 40.1 38.5 16.6 4.8 to be meaningful 36.6 36.6 36.6 24.4 2.4 47.1 47.1 47.1 of work 39.3 32.7 21.5 65.3 17.5 11.1 3.2 61.9 23.8 11.9 2.4 88.2 11.8 ed 34.4 34.4 25.9 9.4 59.6 22.3 12.8 5.3 ed 44.7 26.4 45.5 33.0 45.7 17.0 4.3	Opportunity for advancement	27.5	11.00	26.1	20.4	17.4	32.0	29.7	20.9		for percei	itages		24.4	36.6	19.5	19.5		N too sn		}
of work 39.3 32.7 21.5 6.5 68.3 17.5 11.1 3.2 ed 34.4 34.4 25.9 9.4 59.6 22.3 12.8 5.3 ed 34.4 34.4 25.9 9.4 59.6 22.3 12.8 5.3 ed 34.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3	Kinds of daily work you do	24.5	5	24.4	7.1	40.1	38.5	9.91	8.4		о ъе шеа	ningful	.	36.6	36.6	24.4	2.4	1.5.	47.1	5.9	0.0
ed 34.4 34.4 25.9 9.4 59.6 22.3 12.8 5.3 57.1 21.4 19.0 2.4 82.4 17.6 24.3 57.1 24.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3	Importance and worth of work			21.5	6.5	68.3	17.5	11.11	3.2					6.19	23.8	11.9	2.4	1	11.8	0.0	0.0
24.4 44.7 26.4 4.5 33.0 45.7 17.0 4.3	Self-fulfillment received	34.4	1.1		9.4	59.6	22.3	12.8	5.3					57.1	21.4	19.0	2.4	82.4	17.6	0.0	0.0
1.10 F.72 F.3	The entire job, overall	24.4	_ 11	26.4		33.0	45.7	17.0	4.3					28.6	45.2	23.8	2.4	29.4	7.43	5.9	0.0

TABLE 2-A: How satisfied are you with the following aspects of your primary major at Western? (In percentages)

	All Western	stem			Woodring	ing			General Science	Hun	Human Services	ces		Social	Social Studies		
	Very	Very Mostly what Not Very Mostly	Some- what	Not	Verv	Mostly	Some-what	ž	Very Moetly what Not Very	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Mean	Some-		•		1	
									VI James Grand Co.	3	y month	MIRI		very	very Mostly what		ğ
Availability of courses	18.7	18.7 45.5 25.3 10.5 13.5 50.0 28.2	25.3	10.5	13.5	50.0		8.3		37.	37.1 43.5 17.7 1.6 10.0 65.0 2.0	17.7	1.6	10.0	0.50		0 \$
Quality of instruction	26.6	26.6 53.0 17.9 2.5 22.4 51.3 23.1	17.9	2.5	22.4	51.3		3.2	N too small	33.5	33.9 35.5 25.8 4.8 15.0 45.0 40.0	25.8	4 %	15.0	45.0	, o	
													;	20:51	2	2.5	5
How well challenged	24.5	24.5 46.8 25.7 3.1 16.0 56.0	25.7	3.1	16.0	96.0	22.0	6.0	for percentages	41.5	41.9 25.6 23.3	23.3	9.3				
Dept/faculty advising: courses 23.7 32.6 30.5 13.2 20.0 30.0	23.7	32.6	30.5	13.2	20.0	30.0	28.0	22.0	to be meaningful	39.5	39.5 32.6 18.6				N foot small	7	
Dept/faculty advising: career 11.7 24.5 37.6 26.2 9.1 36.	11.7	24.5	37.6	26.2	9.1	4	40.9 13.6	13.6		72.0	22.0 39.0 31.7 7.3	31.7	7.3			1	
																	9 10 11 11

TABLE 2-B: How satisfied are you with the following aspects of your teacher education courses at Western? (In percentages)

	(0.00		120																
	All W	All Western			Woodring	ing		·	Elemen	tary Ce	rtificati	Elementary Certification Secondary Certification	econda	ry Cert	fication		Special Ed		
	Very	Very Mostly what Not Very Mostly	Some- what	Not	Very	Mostly	Some- what	χο Z	Very	Mostly	Some-what	Very Mostly what Not Very Mostly what	Verv	Anstly	Some-	Ş	Very Most	Some-	2
Availability of courses	18.7	18.7 45.5 25.3 10.5 11.1	25.3	10.5	1.1	52.8	25.0	11.11	11.1 13.0 53.6 23.2 10.1	53.6	23.2		5.9	5.9 47.1 35.3 11.8	35.3		vely wild	SLLY WINS	NOC
Quality of instruction	26.6	26.6 53.0 17.9 2.5	17.9	2.5	4.9	50.7	33.3	1.11	33.3 11.1 2.9 58.0 31.9 7.2	58.0	31.9		3.9	3.9 47.1 35.3	35.3	13.7	z	N too small	
How well challenged	24.5	24.5 46.8 25.7 3.1 6.3	25.7	3.1	6.3	41.3	41.3	1.11	41.3 11.1 5.8 55.1 33.3 5.8	55.1	33.3	5.8	4.0	30.0	20.0	16.0		for mercenteries	
Practice teaching		not applicable	icable		52.8	27.1	14.6	5.6	53.6	24.6	15.9	14.6 5.6 53.6 24.6 15.9 53.8 52.9 25.5 15.7	52.9	25.5	15.7	5.9		to be meaningful	
Informal relations w/profs	29.0	29.0 32.1 30.2 8.7 14.4	30.2	8.7	14.4	39.6	31.7	14.4	10.3	50.0	30.9	14.4 10.3 50.0 30.9 8.8 18.4 32.7 34.7 14.3	18.4	32.7	34.7	14.3			

TABLE 3: How satisfied are you with the opportunities provided by your primary major at Western for each of the following? (In percentages)

						Ž					53		V	2			
					NOME	Not Very Mostly what		nail			10.5		0.0 10.0 25.0 60.0	3		II	
			Studies			Mostly		N too small			7.60		25.0			IN too small	
			Social Studies			Very				31.3	7.17	y.	10.0				
					;	Not		30.6	_	1,1	3		0.0	}	23		
		,	S	Some-	-	Wnat		32.7	_	14.8 13 9.00		!	17.7		25.6		
		Coming	201 410	-	Manel	MOSITA	,	20.5		27.9		,	7.47	_	23.3		
		Human Sarrings		_	V.			10.2 26.5 32.7 30.6	_	54.1 27.9		1 03	7.0	,	48.8 23.3 25.6		
		General Science			very Mostly what Not	18UM ADSOTAT ATTACK	N too small			10r percentages		to be meaningful					
				Ž	5	-	7.7		-		1	0.01		16.3			
			Some-			7	14.3 24.4 57.1	,	19.7		30 0	0.0	, ,	34.9 32.6 16.3			
(000	au.	٥		Mostly	1		14.3	,	43.0 19.7	1	32.0	25.0	7,	<u>x</u>			
	Woodring			Very		4.0	_				13.6		_	_			
- [5 Z		38.6		10 1	1		8.7 13.6		11.3				
			- COLLING	what Not		9.1 19.3 33.0 38.6	1	28.5	,		30.2		31.5				
	stern		7	MOSELY		19.3		28.3			73.1		33.1				
	All Western		Very	À .		9.1		24.2	1	5	0.67		24.0	\parallel			
						unvolved in faculty projects		Internship/experiential courses 24.2 28.3 28.5 10.1		Informal relationship w/profe	Sinid w directions		Chairenging individual project 24.0 33.1 31.5 11.3 16.3	 			

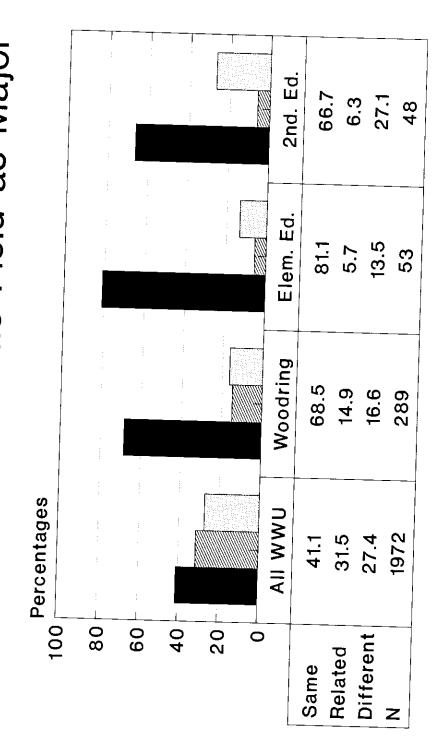
reason, or not a reason why you chose the major you graduated TABLE 4: Was each of the following a major reason, minor with? (In percentages)

	All Western	tern		Woodring	20		Element	ary Certi	fication	Secondary	Elementary Certification Secondary Certification	tion	Special Ed	70	
	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not	Major	Minor	joz
Job opportunites in field	31.5	35.2	33.3	17.0	46.5	36.5	17.9	58.9	23.2	5.7	45.3	49.1	4 35.55		
Enjoying nature of work	88.5	9.3	2.2	94.7	3.9	1.5	96.4	0.0	3.6	92.5	5.7	1.9	2 Z	N too small	
Grades received in field	26.0	43.3	30.7	17.7	40.2	42.0	12.5	53.6	33.9	28.3	45.3	26.4	for	for percentages	Ş
Improving self as person	49.4	32.2	18.4	56.6	29.2	14.2	54.5	27.3	18.2	61.5	25.0	13.5	, g	to be meaningful	gful
Income levels in field	17.8	33.9	48.3	0.0	24.1	75.0	0.0	39.3	60.7	0.0	20.8	79.2			
Liking profs or intro courses	27.3	34.7	38.0	18.3	27.6	54.2	16.4	32.7	50.9	24.0	40.0	36.0			
Contribute to society in field	60.1	26.6	13.3	91.0	7.5	1.5	94.5	1.8	3.6	88.7	11.3	0.0			
	All Western	tern		Woodring	540		General Science	Science		Human Services	rvices		Social Studies	dies	
	Major	Major Minor	Not	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not	Major	Minor	Not
Job opportunites in field	31.5	35.2	33.3	17.0	46.5	36.5				15.5	50.0	34.5	16.7	41.7	41.7
Enjoying nature of work	88.5	9.3	2.2	94.7	3.9	1.5	z	N too small		93.5	4.8	1.6	92.3	3.8	3.8
Grades received in field	26.0	43.3	30.7	17.7	40.2	42.0	jo	for percentages	S.	21.3	29.5	49.2	16.7	66.7	16.7
Improving self as person	49.4	32.2	18.4	56.6	29.2	14.2	<u>유</u>	to be meaningful	gful	76.2	20.6	3.2	54.2	37.5	8.3
Income levels in field	17.8	33.9	48.3	6.0	24.1	75.0				1.7	16.7	81.7	0.0	32.0	68.0
Liking profs or intro courses	27.3	34.7	38.0	18.3	27.6	54.2				36.2	27.6	36.2	16.0	32.0	52.0
Contribute to society in field	60.1	26.6	13.3	91.0	7.5	1.5				93.5	6.5	0.0	87.5	8.3	4.2

Table 5: Academic major as undergrad for Woodring College of Education

graduates			
MAJOR	FREQUENCY	MAJOR	FREQUENCY
English	23	Anthropology	less than 3
History	17	Chemistry/Biochemistry	t .
Social Studies	14	Communications	:
Psychology	10	Economics	t
Physical Education	6	Foreign Language/Literature	11
Mathematics	8	Geography/Regional Planning	z.
Sociology	5	Geology	I
Biology	4	Jounalism	T
General Studies	4	Philosophy	2
Music	4	Fairhaven	=
Technology	4	Student-Faculty Designed Major	2
Art	3	Social Work/Human Services	=

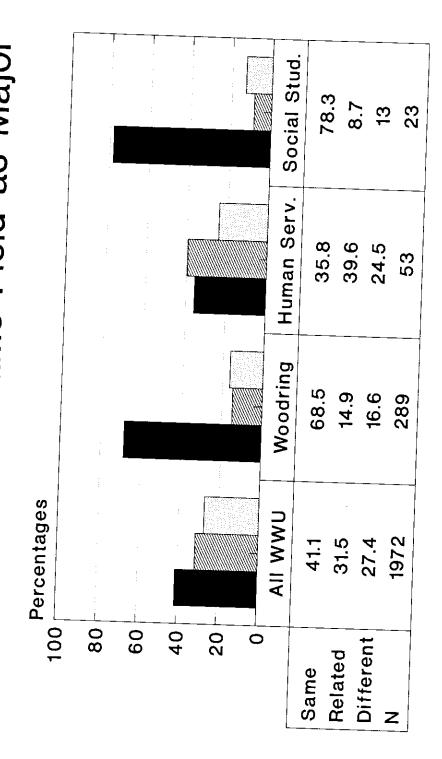
FIGURE 1a - GRADUATE SURVEY Job in the Same Field as Major



Same Related Different

N for Special Education Major < 15

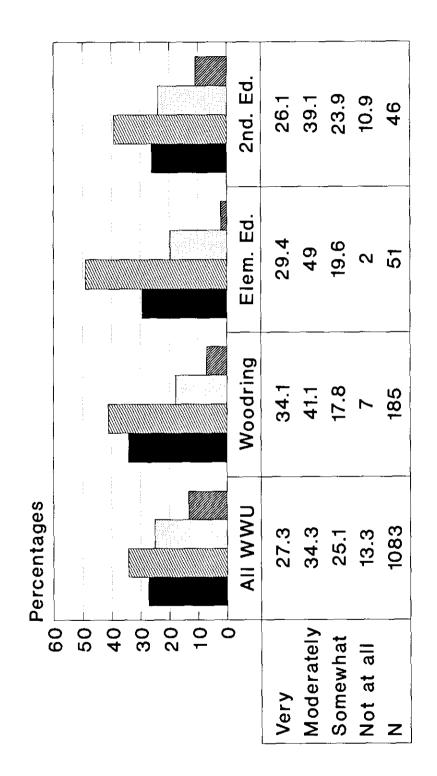
FIGURE 1b - GRADUATE SURVEY Job in the Same Field as Major



Same Related Different

N for General Science Major < 15

Value of Courses in Major for Job FIGURE 2a - GRADUATE SURVEY

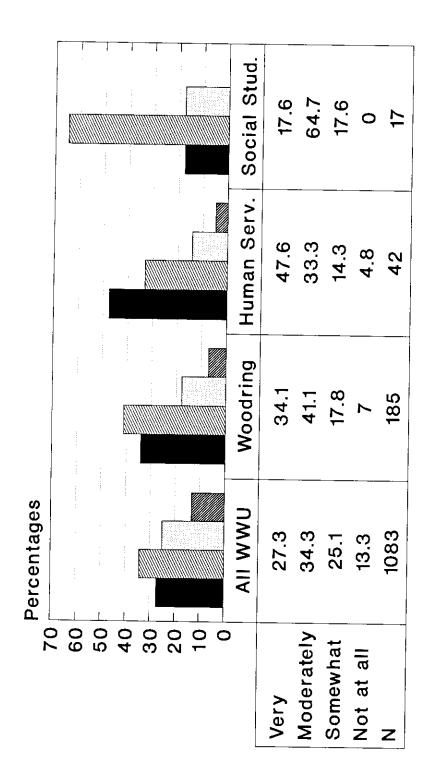


Wery Moderately Somewhat

Not at all

N for Special Education < 15

FIGURE 2b - GRADUATE SURVEY Value of Courses in Major for Job

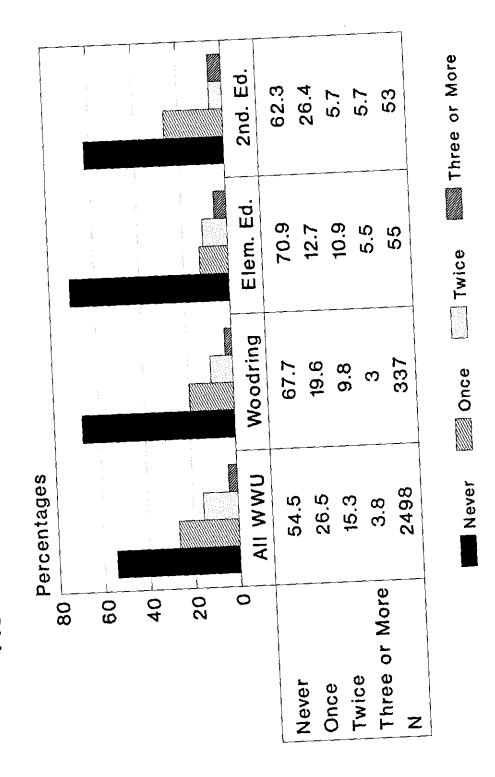


■ Very Moderately Somewhat

Not at all

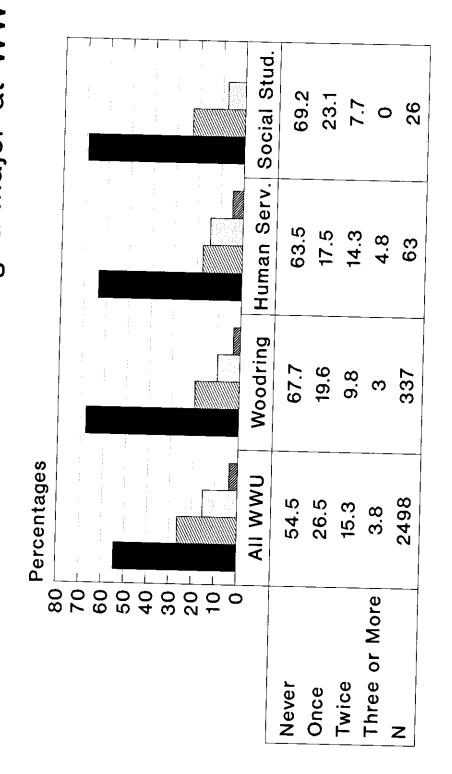
N for General Science Major < 15

Number of Times Changed Major at WWU FIGURE 3a - GRADUATE SURVEY



N for Special Education Major < 15

Number of Times Changed Major at WWU FIGURE 3b - GRADUATE SURVEY



N for General Science Major < 15

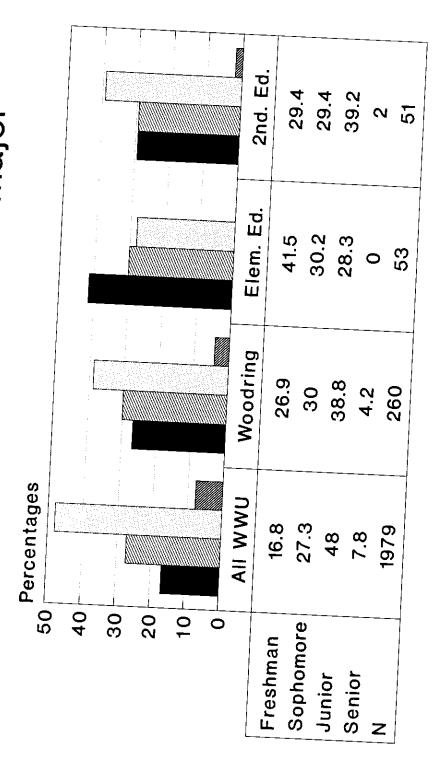
Three or More

Twice

Once

Never

FIGURE 4a - GRADUATE SURVEY Year Decided on Major



N for Special Education Major < 15

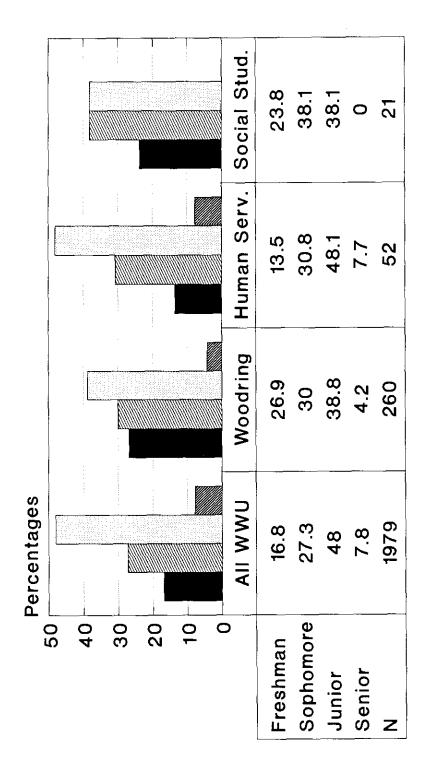
Senior Senior

Junior

Sophomore

Freshman

FIGURE 4b - GRADUATE SURVEY Year Decided on Major



Senior Senior Junior Sophomore Freshman

N for General Science Major < 15