



4-1-2006

# Western Educational Longitudinal Study (WELS): Fall, 2005, Baseline Survey of In-Coming Freshmen

Richard Bulcroft

*Western Washington University*

Linda D. (Linda Darlene) Clark

*Western Washington University*

Sara Jones

*Western Washington University*

Gary (Gary Russell) McKinney

*Western Washington University*

Follow this and additional works at: [https://cedar.wwu.edu/surveyresearch\\_docs](https://cedar.wwu.edu/surveyresearch_docs)

 Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

## Recommended Citation

Bulcroft, Richard; Clark, Linda D. (Linda Darlene); Jones, Sara; and McKinney, Gary (Gary Russell), "Western Educational Longitudinal Study (WELS): Fall, 2005, Baseline Survey of In-Coming Freshmen" (2006). *Office of Survey Research*. 498.  
[https://cedar.wwu.edu/surveyresearch\\_docs/498](https://cedar.wwu.edu/surveyresearch_docs/498)

This Report is brought to you for free and open access by the Institutes, Centers, and Offices at Western CEDAR. It has been accepted for inclusion in Office of Survey Research by an authorized administrator of Western CEDAR. For more information, please contact [westerncedar@wwu.edu](mailto:westerncedar@wwu.edu).

WESTERN EDUCATIONAL  
LONGITUDINAL STUDY (WELS):  
FALL, 2005, BASELINE SURVEY OF  
IN-COMING FRESHMEN

(REPORT 2006-02)

Gary R. McKinney  
Richard Bulcroft  
Sara Jones  
Linda Clark

April, 2006

---

## INTRODUCTION

The Western Educational Longitudinal Study (WELS) was conceived as a process to obtain data more relevant to Western and its mission than survey data had been able to obtain previously. Rather than continuing to rely on outside survey forms, researchers developed a Western-specific survey form. Development of this survey took about three years, with researchers soliciting input from dozens of individuals, departments and offices. Along the way, WELS researchers also noted where data was already being collected so that doubling up on survey questions was minimized.

The final survey form was considered by all participants to be as thorough and Western-specific as it could be. In the inaugural WELS survey, 1580 in-coming 2003 freshmen participated. These respondents became the baseline cohort. From this baseline—and also from the general population of Western students—samples have been and will continue to be drawn for subsequent WELS surveys.

The fall, 2005, WELS baseline survey of freshmen was administered to students online and over the phone. There were 2,037 in-coming fall, 2005, freshman and 349 in-coming Running Start students contacted to complete the survey. Students were initially emailed the survey and 1326 of the freshman and 177 of the Running Start students took the survey online. Additionally, freshman were contacted over the phone and given a shorter version of the survey, which 188 completed. In all, 1514 (74%) of in-coming freshman and 177 (51%) of the in-coming Running Start students took the survey. Hence, the overall response rate for the fall, 2005, WELS baseline survey was 71%.

General topics covered in the fall, 2005, survey included: initial perceptions and expectations; academic self-perceptions; college preparedness, concern, and motivation; high school experiences; and personal self-perceptions.

Other principle WELS frequency surveys to date include:

- Baseline (summer, 2003): *Western Educational Longitudinal Study* (OIART Report 2003-02).
- First quarter transitions (late fall, 2003): *Fall 2003 Freshmen Transition* (OIART Focus Summary, Issue 8, Volume 4).
- End of first year follow-up (spring, 2004): *Follow-up of Freshmen Entering Fall, 2003* (OIART Report 2004-01).
- End of sophomore year follow-up (spring, 2005): *Western Educational Longitudinal Study (WELS): Spring Follow-up of Freshmen Entering Fall, 2003* (OIART Report 2006-01).

All OIART reports can be accessed in pdf form at <http://www.wwu.edu/depts/assess>. For hard copies, please contact Gary McKinney. E-mail: [gary.mckinney@wwu.edu](mailto:gary.mckinney@wwu.edu). Telephone: 360-650-3409.

---

---

WELS Fall, 2005, Survey of First-time,  
In-coming Freshmen

**Combined Survey Form  
and Findings**

---

## I. Initial Perceptions and Expectations

### Perceptions of Western's culture

	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
Please tell us to what extent you agree or disagree that each is true based on impressions you have formed thus far. To what extent do you agree or disagree with the statement that "Western is a place where...									
students are regularly engaged in intellectual/academic discussions outside the classroom (n=1679)	0.7	3.3	11.0	29.7	35.3	15.5	4.7		
students are focused on social relationships more than academics (n=1679)	1.0	6.8	20.8	41.0	21.7	7.1	1.4		
students are actively engaged in political and environmental causes (n=1665)	0.9	4.0	9.7	23.4	29.7	23.3	9.0		
there is a lot of drinking and pot smoking (or other drug use) (n=1675)	3.3	10.3	16.4	31.5	22.3	11.1	5.1		
life in the residence halls is clearly separate from life in the classroom (n=1675)	1.1	3.6	11.9	35.3	21.9	17.0	9.2		
there are many opportunities for social activities so it is difficult to study (n=1484)	4.9	16.1	27.3	34.1	12.7	3.8	1.1		
religion and religious activity play a central role in students' lives (n=1488)	8.5	17.7	17.8	37.1	12.4	4.4	2.1		
many students have friendships with others of different race/ethnicity (n=1483)	1.2	2.2	4.0	15.9	22.0	31.0	23.6		
students accept others with different lifestyles, ability levels and values (n=1492)	0.7	1.7	3.0	12.5	23.2	34.4	24.4		

WELS Fall, 2005, Survey of In-coming Freshmen

**Awareness of Resources/Advisors/Majors**

	Very Dissatisfied	Pretty Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Pretty Satisfied	Very Satisfied
How satisfied or dissatisfied are you with the advising you have received thus far from Western (including Summerstart advising)? (n=1593)	3.3	7.0	12.0	10.9	19.5	38.2	9.2
How would you rate your knowledge about the different academic majors and their requirements at Western? (n=1495)	I haven't really looked at any of the possible academic majors yet	I have looked at a few of the different majors, but I haven't examined any very closely	I have looked at many of the different majors, but I haven't examined any very closely	I have examined some majors in some depth	I have examined some majors in great depth	I have examined many of the majors in some depth	I have examined many of the majors in great depth
	10.2	27.9	15.5	30.0	11.0	3.5	1.9

WELS Fall, 2005, Survey of In-coming Freshmen

**Awareness of Resources/Advisors/Majors (cont.)**

Accounting	English	Journalism	Psychology
2.6	3.6	2.6	7.9
<b>Anthro</b>	<b>Fairhaven</b>	<b>Liberal Studies</b>	<b>Social Sciences</b>
1.9	1.0	0.4	0.2
<b>Art</b>	<b>Foreign Language</b>	<b>Management</b>	<b>Sociology</b>
3.0	2.7	5.3	1.2
<b>Biology</b>	<b>General Science</b>	<b>Mathematics</b>	<b>Speech Pathology</b>
7.1	0.3	1.7	0.2
<b>Chemistry</b>	<b>Geography</b>	<b>Music</b>	<b>Technology</b>
3.1	0.2	2.0	1.8
<b>Communications</b>	<b>Geology</b>	<b>PEHR</b>	<b>Theater</b>
3.4	0.8	3.3	2.3
<b>Computer Science</b>	<b>History</b>	<b>Philosophy</b>	<b>Visual Communication</b>
2.8	1.8	0.5	0.5
<b>Economics</b>	<b>Human Services</b>	<b>Physics</b>	<b>Other</b>
2.8	0.5	0.9	9.8
<b>Education</b>	<b>Huxley</b>	<b>Political Science</b>	<b>Don't Know</b>
8.2	2.5	3.3	7.8

If you had to choose a major today, what would it be?  
(n=1687)

**Awareness of resources/advisors/majors (cont.)**

	Not at all certain					Absolutely Certain	
	1	2	3	4	5	6	7
On a scale of 1 to 7, how certain are you that this will be your major when you graduate? (n=1681)	18.8	7.5	10.2	16.1	20.3	17.1	9.9
<hr/>							
	Not at all familiar					Extremely familiar	
	1	2	3	4	5	6	7
On a 1 to 7 scale, how familiar are you with...	49.3	23.9	13.0	8.7	3.2	0.9	0.9
the human services needs of the people of Bellingham and Whatcom County? (n=1488)	32.8	25.2	17.4	13.2	6.5	3.5	1.3



### Academic Career Expectations

	Extremely Unlikely	Very Unlikely	Somewhat Unlikely	Uncertain	Somewhat Likely	Very Likely	Extremely Likely
On a scale of 1 to 7, how likely is it that you will transfer from Western to another college or university before you graduate? (n= 1683)	27.2	26.1	13.8	15.9	9.7	4.0	3.2
How long do you think it will take you to finish your bachelor's degree (not including any teaching or other additional internships that you might need to graduate)? (n=1493)	< 4 years	Exactly 4 years	4-5 years	5 or more years	Don't Know		
	11.3	48.8	34.2	0.7	5.0		

## II Self-Perceptions: Academic

Now we would like to know a bit more about you in terms of the knowledge, skills and abilities you have acquired before entering Western. We are also interested in knowing something about the study strategies, learning styles and motivations for learning you developed during high school.

### Skills, Abilities and Knowledge Areas

First, we would like you to rate your competencies in different academic areas relative to other students. Please try to compare yourself to **all other first-year college students** *be they enrolling in regional colleges or the most elite schools in the country*. Also, please try to provide an honest assessment of your knowledge and abilities that is **specific to the area referred to**, rather than an overall impression of yourself.

	Well Below Average	Somewhat Below Average	Slightly Below Average	About Average	Slightly Above Average	Somewhat Above Average	Well Above Average
Writing skills and effectiveness (n= 1685)	0.4	1.4	6.2	25.2	27.5	30.9	8.4
Oral communication and public speaking skills (n=1678)	1.0	5.2	15.2	28.6	23.0	20.6	6.4
Ability to critically evaluate written information (n= 1663)	0.2	1.8	8.7	32.2	30.7	21.3	5.0
Ability to define research or analysis problems in such a way that you can see clearly what steps you need to take to solve them (n= 1668)	0.2	1.6	8.1	37.4	32.6	16.5	3.6
Ability to work and learn independently without being given directions(n=1676)	0.1	1.1	5.2	22.5	29.9	30.0	11.2
Ability to work cooperatively in a group, no matter who is in it, to successfully solve problems (n=1674)	0.2	1.6	5.3	23.1	29.0	29.2	11.6
Ability to understand and apply formal scientific principles and methods to solve problems (n=1678)	0.8	3.5	14.5	35.3	24.2	16.4	5.2
Ability to understand and apply quantitative or mathematical/statistical principles and methods to solve problems (n=1682)	1.1	5.7	14.3	30.4	23.4	18.3	6.7

WELS Fall, 2005, Survey of In-coming Freshmen

Skills, Abilities and Knowledge Areas (cont.)	Well Below Average	Somewhat Below Average	Slightly Below Average	About Average	Slightly Above Average	Somewhat Above Average	Well Above Average
Knowledge and understanding of different cultures and philosophies (n=1680)	0.4	2.6	13.1	31.4	24.5	21.0	6.9
Knowledge and understanding of how humans impact the environment (n=1678)	0.2	1.7	6.9	32.0	30.1	22.1	6.9
Ability to work effectively with technology, especially computers (n=1672)	0.9	3.9	9.0	29.8	23.7	21.5	11.2
Leadership skills and the ability to manage the work of others (n=1472)	0.7	2.4	7.8	28.3	28.2	22.8	9.7
Knowledge of the dynamics of social relationships and organizations (n=1484)	0.2	1.5	9.1	36.8	28.4	18.3	5.7
Ability to use library resources (beyond newspaper, internet websites, and magazine articles), such as reference books, online databases, special collections and other sources) (n=1483)	0.3	3.3	14.3	40.5	23.8	14.3	3.5
Ability to organize the results of library research into a research paper (n=1488)	0.3	2.0	9.9	35.7	29.3	17.9	4.8
Knowledge and understanding of plagiarism and your ability to avoid it (n=1488)	0.2	0.6	2.2	23.8	21.2	29.2	22.8

## WELS Fall, 2005, Survey of In-coming Freshmen

### Study Strategies

The following statements have to do with the way you studied for classes and important exams during your last year of high school (including any running start courses you took). Please rate each statement on a scale of 1 to 7.

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
When you studied for and important course or exam, to what extent did you...							
practice saying the material to yourself over and over? (n=1583)	9.7	17.6	26.2	19.2	14.9	8.5	4.0
read your notes and the course readings over and over? (n=1564)	3.8	11.8	22.1	22.6	21.0	12.6	6.1
make lists of important terms for the course and memorize the lists? (n=1564)	5.9	10.8	18.9	21.8	19.9	15.7	7.0
try to understand material by making connections between the readings and what you hear in class? (n=1581)	2.3	6.4	16.4	24.7	24.0	17.9	8.2
try to relate ideas to those in other courses whenever possible? (n=1579)	5.3	13.4	23.6	20.8	18.0	12.7	6.1
try to relate the material from the readings to what you already knew? (n=1567)	1.3	4.6	14.3	25.0	24.3	19.6	10.9
write brief summaries of the main ideas from readings and things you learned in class? (n=1579)	17.1	22.1	22.8	16.6	11.5	7.0	2.9
outline the material from the readings and your class notes to help you organize your thoughts? (n=1582)	8.6	14.9	23.0	19.8	15.9	10.4	7.3
go through the readings and your class notes and try to find the most important ideas? (n=1582)	2.5	5.1	15.2	23.7	24.1	18.6	10.7
make charts, diagrams, or tables to help you organize course material? (n=1581)	17.7	22.3	22.8	17.2	10.8	6.1	3.0
usually study in a place where you could concentrate on your work? (n=1582)	1.7	5.6	14.6	19.8	18.0	21.5	18.9
make good use of your study time? (n=1580)	3.4	8.3	23.0	24.4	18.9	14.2	7.8
find it hard to stick to a study schedule? (n=1575)	6.7	20.6	30.9	14.8	13.0	8.6	5.3
make sure you kept up with the weekly readings and assignments? (n=1584)	1.5	4.9	16.5	21.4	17.7	19.3	18.8

## WELS Fall, 2005, Survey of In-coming Freshmen

### Learning Styles

The next set of questions has to do with the various ways that people learn material.

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Thinking back to your senior year in high school, as a student, to what extent do you...							
find yourself trying to decide if there is good evidence to support a theory, interpretation, or conclusion present in class or in something you read? (n=1674)	2.6	9.6	25.3	26.5	18.5	12.1	5.5
treat course material as just a starting point and try to form your own ideas about it? (n=1667)	3.4	13.2	28.4	25.3	16.1	9.5	4.3
find yourself thinking about possible alternatives to assertions or conclusions that you read or hear in a class. (n=1665)	2.8	11.9	24.6	28.7	17.5	10.0	4.6
find yourself thinking about other things and as a result miss important points being made in class or in a reading? (n=1669)	3.6	23.4	26.3	22.0	14.0	6.8	4.0
ask yourself questions to make sure you understand the material you have been reading or studying in a class? (n=1669)	2.9	11.7	25.3	28.8	18.6	9.7	3.0
go back and try to understand the meaning of concepts from class or reading that you don't understand well? (n=1667)	0.8	4.6	18.8	30.8	24.4	15.6	5.0
try to change the way you study and prepare in order to fit with course requirements and an instructor's teacher style? (n=1667)	3.5	11.6	22.9	26.9	18.8	11.9	4.4
try to think through a topic and decide what you are supposed to learn from it rather than just reading it over when studying? (n=1672)	3.2	12.9	24.8	27.6	16.1	10.0	5.4

WELS Fall, 2005, Survey of In-coming Freshmen

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Thinking back to your senior year in high school, as a student, to what extent do you... (cont.)	5.5	14.2	21.4	23.5	15.3	13.2	7.0
set goals to direct your activities during time set aside for studying? (n=1669)	3.9	13.7	21.6	23.3	19.0	12.6	6.0
try to do school work on your own, without help from anyone, even if you are having trouble learning the material? (n=1670)	2.4	12.8	23.9	24.5	18.0	10.5	7.9
ask the instructor to clarify concepts you do not understand well? (n=1667)	2.1	9.1	20.3	28.5	19.1	15.2	5.7
try to explain the material to a classmate or friend as a way of studying? (n=1477)	5.8	10.6	20.6	26.4	16.9	13.9	5.8
work with others from a class to complete your individual assignments? (n=1470)	7.4	20.5	23.3	22.7	13.2	9.3	3.5
set aside time to discuss the course material with a group of students from a class as a way of studying for a course? (n=1476)	18.5	23.5	24.1	17.1	9.3	5.2	2.3

### Learning Motivations

The following statements have to do with what motivates you to do well academically.

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
To what extent would you say each of the following statements accurately describes your approach and your work in academic courses?							
I prefer material that really challenges me so I can learn new things (n= 1660)	1.5	6.7	25.8	24.1	18.5	14.6	8.7
It is important to me that I get better grades than most other students (n=1653)	6.8	12.5	21.8	21.0	15.6	12.9	9.4
The most satisfying thing for me in a course is trying to understand the content as thoroughly as possible regardless of what grade I get. (n=1655)	5.0	12.9	26.3	23.5	15.3	10.3	6.6
The most important thing for me right now is my overall grade point average, so my main concern in my classes is getting good grades. (n=1657)	4.3	10.7	23.8	24.1	16.8	10.9	9.4
When I have the opportunity, I choose course assignments so that I can learn, even if they do not guarantee a good grade. (n=1651)	4.4	13.4	27.9	24.8	14.5	10.1	5.0
I want to do well in my classes because it is important to show my ability to my family, friends, employer, or others. (n=1468)	3.5	9.7	17.0	22.3	17.1	14.2	16.1

### III. College Preparedness, Concern, Motivation

In this section we will ask you about your perceptions of college, your concerns and your motivations.

	Strongly disagree	1	2	3	4	5	6	7	Strongly Agree
To what extent do you <i>agree</i> or <i>disagree</i> with each of the following statements about how to succeed at Western?					Neither Agree nor Disagree				
In order to succeed at Western a student needs to do at least 2 hours of work for every hour that they have of class time. (n=1573)	3.9	7.8	11.9	33.5	22.8	11.8	8.4		
It isn't really necessary to complete all assigned readings before each class when they are due, as long as you get them done before an exam. (n=1572)	16.7	24.9	19.0	21.6	12.7	3.6	1.7		
Participating in a lot of outside activities during the days prior to an exam should not interfere with doing well on the exam. (n=1566)	7.6	16.8	20.2	30.0	14.9	7.3	3.2		
It's really important to complete all school assignments before spending time in other activities. (n=1570)	1.9	5.9	14.5	24.2	29.7	15.4	8.4		
It's possible to skip class occasionally and still do well in a course. (n=1567)	7.4	12.5	12.5	28.0	24.5	10.1	5.0		
To do well in a course all you need is to do the minimum work required. (n=1559)	25.7	29.7	20.5	17.8	3.7	1.6	1.0		
It is important to plan and start assignments weeks before they are due. (n=1572)	3.4	6.8	11.1	27.7	25.6	15.6	9.7		



**WELS Fall, 2005, Survey of In-coming Freshmen**

	Not at all concerned	1	2	3	4	5	6	Extremely Concerned
Thinking about the upcoming school year, how concerned are you about each of the following?		1	2	3	4	5	6	7
Performing well in large classes (n=1667)	8.3	8.0	11.0	22.1	24.8	15.4	10.5	
Maintaining a high GPA (n=1663)	2.3	3.1	6.5	17.8	26.2	24.8	19.2	
Writing longer, more in-depth papers (n=1662)	4.6	5.5	10.0	20.6	24.2	21.1	13.9	
Performing well on college level multiple-choice exams (n=1665)	5.3	6.6	11.7	19.4	22.2	21.9	12.9	
Being able to attend all your classes regularly (n=1657)	24.3	16.8	12.0	15.8	12.8	10.6	7.7	
Meeting family expectations for, or interference with, your academic work (n=1660)	12.9	13.6	13.2	22.5	15.6	12.7	9.5	
Fitting in with others and making friends at Western (1663)	10.8	10.0	11.1	17.9	19.0	18.0	13.0	
Managing stress and other sources of emotional upset (n=1663)	7.0	10.9	10.5	19.1	19.7	17.7	15.0	
Maintaining your spiritual and/or moral focus and direction (n=1569)	22.2	14.3	12.0	19.0	14.0	9.8	8.7	
Having enough money and dealing with financial matters and concerns (n=1468)	7.1	9.7	9.7	15.7	17.3	21.7	18.8	
Maintaining, forming or ending romantic relationships (n=1473)	13.4	12.9	10.7	20.7	17.3	13.6	11.5	

WELS Fall, 2005, Survey of In-coming Freshmen

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Compared to attending college this fall, how much would you have preferred to be...							
taking time off from school (this fall rather than coming to Western)?	36.0	21.7	17.5	11.4	5.9	3.6	3.8
working at a job? (n= 1669)	41.5	20.4	18.0	9.6	5.0	2.9	2.6
going to school at a community college (instead of at Western)? (n=1479)	66.5	12.9	9.9	5.8	1.8	1.4	1.6
	Not at all Important						Extremely Important
	1	2	3	4	5	6	7
How important is it for you personally that you attend college this year?	0.3	0.5	1.9	5.4	13.7	24.3	54.0

## IV. High School Experiences

We would like you to think back to your last year in high school and tell us a little bit about your in-school and out-of-school activities during that year.

### Academic Engagement

The following questions are about things you may have done during your senior year in high school that relate to your academic life.

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Please indicate the extent to which you engaged in each of the following.							
I approached teachers to discuss ideas for a class paper or project (n=1670)	5.1	12.0	19.4	19.5	17.1	16.3	10.6
I asked instructors to give me comments or criticisms about my work (n=1668)	5.4	11.6	19.2	21.1	17.9	14.7	10.0
Whenever I had difficulties in a course I approached the teacher for help (n=1664)	2.6	11.1	17.2	21.3	19.3	15.7	12.9
I formed friendships based on shared academic activities or interests (n=1666)	5.1	12.8	19.7	20.1	17.1	15.1	10.1
If there was material I didn't understand, I asked about it in class (n=1662)	3.6	11.9	19.1	20.9	18.0	15.8	10.7
I contributed to classroom discussions by bringing up new ideas in class (n=1472)	5.0	12.8	20.0	18.7	16.2	15.5	11.9
I talked about course material I was learning with someone else other than a teacher (n=1479)	2.2	8.2	19.1	22.4	19.8	16.7	11.6

WELS Fall, 2005, Survey of In-coming Freshmen

**Campus/Community Engagement**

	No		Yes				
During your senior year in high school, did you hold a regular job with a business, company, or community organization for which you received a wage?	48.5	5 to 10	10 to 15	15 to 20	20 to 25	25 to 30	30 or more
How many hours a week did you typically work at this job and any other jobs you may have held?	5.5	13.5	24.7	24.3	17.9	7.4	6.8
Thinking back to your senior year in high school, to what extent were you involved in each of the following activities?	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Academic clubs (e.g., language clubs, fine arts, honors society) (n=1565)	20.8	16.5	16.0	13.6	10.2	10.2	12.7
Organized team sport or other recreational exercise activities (n=1559)	23.9	8.8	9.9	11.9	9.0	11.1	25.3
Non-academic school clubs (e.g. student government, religious, social) (n=1560)	29.6	12.8	13.1	11.8	9.6	8.7	14.4
Other non-academic school activities (e.g., assisting coaches, teachers) (n=1547)	36.3	17.5	14.0	12.4	7.1	5.2	7.6
Community services or volunteer work (n=1560)	11.1	13.9	19.9	18.0	13.2	12.2	11.7
High school or community college service learning projects (n=1562)	53.7	15.2	11.1	8.8	3.8	3.8	3.5

**WELS Fall, 2005, Survey of In-coming Freshmen**

**Lifestyles**

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Thinking back to your senior year in high school, to what extent did you spend your time engaged in each of the following activities outside of school?							
Socializing with friends (n=1478)	0.7	3.5	10.3	19.8	20.4	23.3	22.1
Participating in organized family activities (recreational, religious, dining) (n=1475)	3.6	15.3	20.7	23.0	16.3	11.9	9.3
Recreational television watching (n=1478)	9.5	27.8	21.4	18.5	11.2	7.1	4.4
Recreational internet use and computer/video game playing (n=1479)	6.9	20.0	20.8	19.8	14.5	10.1	7.9
Reading novels for personal enjoyment (n=1480)	11.5	20.7	21.8	17.4	11.7	9.5	7.4
Reading the newspaper or other sources of news (n=1476)	11.7	24.9	25.2	18.1	10.8	6.0	3.3
Watching/listening to information or news programming on television/radio (n=1477)	10.1	25.3	22.2	20.2	11.3	7.0	4.0
Participating in civic activities or political action (n=1475)	42.6	23.7	14.1	10.6	4.4	2.4	2.2
Thinking back to your senior year in high school, to what extent would you say that you had difficulty meeting the expectations and obligations of...	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
your parents or other family members? (n=1665)	34.9	25.3	18.1	9.3	6.1	3.1	3.2
your friends or peer group? (n=1666)	44.8	26.4	14.0	8.0	3.7	1.7	1.3
your boyfriend/girlfriend or other romantic relationships? (n=1476)	57.0	17.1	9.5	7.9	3.0	2.5	3.0

WELS Fall, 2005, Survey of In-coming Freshmen

	None at all	1	2	3	4	5	6	A great deal
During your senior year in high school how much difficulty did you have balancing the time and other demands of family, friends, school, and/or your workplace?	11.2	20.8	24.8	20.3	14.3	5.5	3.1	
During your senior year in high school how many days during a typical week would you say you ...	One or Fewer	1	2	3	4	5	6	Almost Daily
got less than 8 hours of sleep? (N=1573)	11.3	13.1	15.1	14.2	18.1	10.5	17.8	
got at least 30 minutes of planned exercise? (N=1566)	16.2	14.8	12.5	12.8	11.9	6.9	25.0	
skipped lunch or dinner? (N=1561)	44.4	16.0	11.5	11.1	8.8	3.8	4.4	
drank too much alcohol or used drugs recreationally? (n=1572)	81.5	7.3	3.6	3.8	1.6	0.8	1.5	

WELS Fall, 2005, Survey of In-coming Freshmen

	Never							Almost always
	1	2	3	4	5	6	7	
During your senior year in high school, how often would you say you felt...								
overwhelmed with academic work and other responsibilities? (n=1577)	6.5	18.1	21.3	20.9	17.9	8.6	6.7	
depressed or stressed out about something? (n=1571)	9.0	20.6	18.3	21.0	15.5	9.8	5.9	
that you didn't fit in with your peers? (n=1575)	34.5	26.3	12.5	11.4	7.4	4.8	3.2	
that you didn't have someone that you were close to? (n=1572)	47.6	19.1	9.5	9.4	7.1	3.8	3.6	
that you were part of a group of friends? (n=1576)	14.5	8.6	6.6	10.1	9.7	14.2	36.3	
that there was no one you could turn to? (n=1576)	53.8	19.3	8.2	8.8	5.2	2.5	2.2	

## V. Self Perceptions: Personal

In this section, we want to know a bit more about how you perceive yourself in terms of the kind of person you are, your awareness of yourself and your attitudes.

### Self-concept

	Strongly disagree	1	2	3	4	5	6	7	Strongly Agree
On a scale of 1 to 7, please tell us the extent to which you agree or disagree that each of the following is a true or accurate statement about the kind of person you are?					Neither Agree nor Disagree				
When a course is difficult, I tend to give up or only study the easy parts (n=1667)	24.9	27.1	17.9	20.0	7.4	1.7	1.1		
I work hard to do well in a class even if I do not like what we are doing (n=1662)	2.5	4.9	10.3	18.0	27.2	23.1	14.0		
If I study correctly, then I know I will learn the material in my courses (n=1659)	1.1	3.3	6.9	22.3	29.9	21.3	15.3		
It is my own fault if I do not learn the material in a course (n=1656)	2.4	4.3	13.5	26.4	21.3	18.5	13.6		
If I don't understand material, it's usually because I don't try hard enough (n=1661)	4.2	8.7	16.9	26.4	21.5	14.5	7.8		
I'm confident I can do well on assignments and tests in my courses (n=1654)	1.0	2.7	8.5	21.7	30.9	24.6	10.5		
I'm confident that I can understand the most complex material presented in the courses I take (n=1663)	2.4	7.2	15.8	25.4	25.7	16.2	7.2		
I'm certain I can master the skills being taught in my classes (n=1476)	1.7	4.0	12.7	27.3	29.5	17.3	7.6		
I always expect that I will do very well in my classes (n=1478)	1.6	4.1	10.0	28.1	27.3	19.1	9.8		



WELS Fall, 2005, Survey of In-coming Freshmen

	Not at all	A Little	Somewhat	Quite a bit	A Lot	Quite A Lot	A Great Deal
Thinking about your academic strengths, weaknesses, and learning styles, how much have you thought about each of the following:							
The strategies that help you learn the best (n=1568)	2.6	10.1	27.4	29.3	18.0	8.5	4.2
Your academic strengths and weaknesses (n=1568)	1.4	4.6	16.8	29.9	26.0	14.4	6.9
The extent to which others have academic difficulties similar to your own (n=1569)	7.9	18.0	26.4	26.6	12.7	6.1	2.2

**WELS Fall, 2005, Survey of In-coming Freshmen**

	Strongly disagree							Neither Agree nor Disagree							Strongly Agree							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Please indicate how much you agree or disagree with each of the following statements.																						
If I find an internet source for information on a topic that has lots of studies and commentary included in it, I feel confident that the information is valid and I can rely upon it for understanding the topic and writing a paper on it (n=1656)	4.0	8.9	16.4	32.4	24.5	10.5	3.3															
I feel like I really know what college will be like (n=1653)	8.8	14.6	22.7	29.0	14.3	6.6	4.0															
My family will have little to no influence over what courses I take at Western (n=1656)	5.0	11.2	16.5	25.1	15.3	15.9	10.9															
There is really only one reality so it doesn't really matter whether you interpret it from the perspective of the arts, the social sciences, the humanities, or the natural sciences (n=1656)	15.6	15.1	12.8	41.2	7.9	4.0	3.4															
Whether a person is interested in business, natural science, the arts, humanities, or social sciences, there is really little to be gained in taking courses in disciplines or areas not related to your major (n=1658)	26.7	22.4	17.2	20.4	6.1	3.6	3.6															
People have an obligation to give back to the community by doing volunteer work or participating in other civic activities, regardless of how busy they might be doing academic or other types of work for their own benefit (n=1474)	4.0	7.9	12.5	36.8	21.9	9.6	7.3															
Doing volunteer work or engaging in other civic activities is not likely to contribute much to my educational outcomes and academic success (n=1466)	15.1	18.3	23.0	29.1	8.5	3.6	2.4															
There are many value systems in society, but really only one that is right (n=1470)	36.7	17.8	9.6	25.7	3.9	2.7	3.6															
People should do more than just tolerate differences in values and lifestyles, they should try to understand them and recognize them as having the same validity as their own (n=1476)	2.2	2.3	3.5	24.0	17.7	19.8	30.6															