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

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

(REPORT 2006-02)

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Linda Clark

April, 2006

INTRODUCTION & BACKGROUND TO THE WESTERN EDUCATIONAL LONGITUNDINAL STUDY (WELS)

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—many of which were pricey and often only partially useful—researchers developed a Western-specific survey form. This development process began in the fall, 2001, with researchers meeting with dozens of individuals, departments and offices and asking them what their survey data needs were. From these conversations general areas of interest (expectations, pre-college experiences, college preparedness, etc.) were outlined and specific questions logged. Along the way, WELS researchers also noted where data was already being collected so that doubling up on survey questions was minimized.

The first survey form began taking shape in January, 2003. Its development was a process of drafting, sharing the draft with all the interested parties, and revising. There were numerous iterations, and the final survey form was considered by all participants to be as thorough and Western-specific as everyone thought it could be.

This first WELS survey—the study's baseline—was administered to Western's fall, 2003, freshman class during Summerstart—Western's summer freshmen orientation program—in August, 2003. Ultimately, about 72% of in-coming freshmen took the survey. The survey covered high school experiences and activities (both academic and personal), expectations for college, and family and personal background. Subsequent WELS surveys of this same entering class (fall, 2003) were administered: 1) in fall, 2003, the end of the cohort's first quarter; 2) in spring, 2004, the end of the cohort's first year; and 3) in spring, 2005, the end of the cohort's second year at Western. Surveys are planned for the end of the cohort's third and fourth years, and onward as graduates and alumnae. From these surveys numerous technical reports and Focus Summaries have been generated. (See Appendix A for a list of WELS-related materials published to date.)

RESEARCH METHODS FOR THE WELS SURVEY OF FALL, 2005, IN-COMING TRANSFER STUDENTS

Two years following the administration of the first WELS survey to in-coming freshmen, the WELS survey of in-coming transfers was administered, the first comprehensive survey of transfer students in Western's history. [Note: in 1995, a small sample of transfer students (n=69) were administered the CIRP (or freshmen survey developed by the Higher Education Research Program at the University of California, Los Angeles), marking the one previous attempt to obtain survey data on in-coming transfers.]

Yet the WELS survey of in-coming transfers will be more than a once-only event. Rather transfers now enter into the same longitudinal scheme as the WELS has for in-coming freshmen. The fall, 2005, cohort of in-coming transfers will also be surveyed at the end of their first quarter, their first year, etc. Moreover, the timing of the transfer survey will place, conceptually anyway, both survey cohorts—freshmen from fall, 2003, and transfers from fall, 2005—in the junior class, fall, 2005.

The survey questions for the transfer student WELS were developed similarly to the previous WELS surveys. WELS researchers contacted various departments and individuals at Western to discuss information they needed about Western's transfer students. Additionally, WELS researchers conducted a focus group of transfer students in order to obtain insight into the transfer student population at Western and identify areas where transfer students differed from the rest of the Western population. Some questions were chosen to parallel previous WELS surveys. Transfer students were asked questions on a variety of topics including previous educational experiences, transfer student orientation, expectations about their Western experience, their major and advising, personal background, and future plans.

Data collection for the WELS baseline survey of transfer students occurred over a period of four months starting in June and ending in October, 2005. The list of in-coming transfers was obtained in June, 2005, and included the entire cohort of 1,019. From June 22 to July 26, undergraduates in sociology administered a telephone version of the WELS survey. Of those 1,019 transfers, 698 completed the survey, 12 completed part of the survey, and 11 refused to take the survey. Another 295 either had bad numbers or received the maximum number of "attempt to reach" phone calls. Transfers who did not complete the phone survey were e-mailed an on-line version. Of those, 120 completed the survey and one completed part of the survey. Finally, from September 22 to September 26, in-coming transfers who had yet to complete the survey were re-telephoned, with an additional 26 completing the survey. In total, 844 in-coming transfers completed the survey and 13 completed part of the survey. Of the 173 transfers who did not take the survey, 89 of the original cohort were eliminated from the analysis because they were no longer attending Western. Hence, the WELS Survey of in-coming transfers had a 91% response rate. Given the high response rate, these findings can be considered representative of the incoming transfer students. (See Appendix B for the original telephone survey form.)

WELS Survey of In-coming Transfers • Fall, 2005

Findings

Previous Education (n=851)	Community College	4-year College or University	Both
Have you attended a community college or a four-year college?	75.9%	11.9%	11.6%

Reasons for attending community college (n=747)

	Major reason	Minor reason	Not a reason
It was less expensive to start at that school	67.4%	21.3%	11.3%
You wanted to finish the requirements for your AA degree.	52.3%	25.4%	22.2%
The college was close to home	48.0%	29.0%	23.1%
You wanted to prepare for your major	33.1%	36.6%	30.3%
You wanted to improve your GPA	11.0%	28.2%	60.9%
You couldn't get into a 4-year school.	8.7%	17.2%	74.1%

Mentoring relationships

How many mentoring relationships with faculty did you have? (n=850)	Zero	One	Two	Three	Four or more
	46.1%	14.7%	20.1%	8.8%	8.8%

Previous Experiences in College	Never	Once	2-3 times	4-5 times	> 5 times
Personally contributed to a classroom discussion (n=849)	1.3%	1.4%	8.8%	11.2%	77.3%
Talked to a Professor outside of class (n=852)	3.3%	6.0%	20.2%	16.9%	53.6%
Wrote a substantial scientific/ research paper of 5 pages or more (n=849)	20.4%	15.8%	33.3%	13.2%	17.3%
Wrote any other substantial paper of 5 pages or more (n=849)	22.3%	12.4%	31.1%	10.6%	23.7%
Volunteered on or off campus outside of coursework (n=852)	37.6%	11.2%	21.8%	6.5%	22.9%
Participated in a club or activity (n=850)	41.1%	17.8%	17.3%	4.9%	18.9%
Used tutoring services for help (n=850)	53.6%	10.5%	13.6%	4.6%	17.6%
Changed your plans for your major field (n=850)	54.0%	26.8%	13.4%	3.8%	2.0%
Did community service as part of a course (n=849)	72.7%	13.9%	8.7%	1.2%	3.5%
Sought help from a counselor for something personal (n=837)	81.6%	6.7%	7.2%	2.2%	2.4%
Sought out a job for credit rather than pay (internship, etc.) (n=850)	87.1%	9.6%	2.6%	0.4%	0.4%
Sought help from a disabilities resource center (n=848)	94.8%	2.0%	1.1%	0.5%	1.7%

Attending Western

	1	2	3	4 +
How many colleges did you apply to for admission this year? (n=853)	65.7%	19.7%	10.0%	4.6%
	Yes	No	Don't Know	
Was WWU your 1st choice among those you applied to? (n=293)	75.1%	18.8%	6.1%	
Were you accepted to more than one college or university? (n=293)	85.0%	9.2%	5.8%	
Was WWU your 1st choice among those you were accepted to? (n=267)	85.8%	10.1%	4.1%	

Transitions					
	Do you expect to attend, or have you already attended, Transitions (transfer orientation program)? (n=853)	Don't know	No	Yes: expect to attend	Yes: have attended
		6.2%	13.6%	61.3%	18.9%
	If no, can you say why you did not attend, or why you don't plan to attend? (n=119)	Yes, a reason	No, not a reason		
	Work conflict: can't get away	32.8%	67.2%		
	I already know what I need to know / don't need an orientation	30.3%	69.7%		
	Scheduling: it's at a bad time	21.0%	79.0%		
	Don't see any value or benefit in going	21.0%	79.0%		
	Transportation: can't get there	12.6%	87.4%		
	Didn't know about it	5.9%	94.1%		
	Other	29.4%	70.6%		

Expectations

	Strongly agree	Somewhat agree	Neither	Somewhat disagree	Strongly disagree
I have the study skills I need to be a successful student (n=851)	70.4%	25.7%	2.1%	1.5%	0.0%
I expect to have important, new friendships with other Western students (n=851)	60.4%	31.8%	5.3%	1.6%	0.4%
I feel I will be part of the university community (n=850)	43.2%	45.3%	6.4%	3.5%	1.1%
Concern for my family will interfere with my academic work (n=848)	2.8%	13.1%	16.3%	25.9%	40.2%

Comfort with Ability

How comfortable are you with your abilities in these areas:	Extremely	Very	Somewhat	A Little	Not at All
Using computers for your academic work (n=847)	52.1%	35.7%	10.4%	1.3%	0.6%
Understanding how to avoid plagiarism (n=849)	49.6%	37.0%	11.0%	1.6%	0.6%
Citing references for research papers (n=849)	33.5%	37.2%	24.3%	3.9%	1.2%
Using library resources for research (n=846)	29.8%	34.9%	29.1%	5.3%	0.9%
Planning, implementing, organizing research (n=848)	25.7%	39.5%	30.9%	3.5%	0.4%

Academic Difficulties

How difficult do you expect each of the following academic items will be for you this year?	Extremely	Very	Somewhat	A Little	Not at All
Preparing for and presenting your work in front of a class (n=844)	4.7%	10.2%	28.7%	21.7%	34.7%
Sharing with other students in a discussion group (n=845)	0.7%	3.6%	15.4%	17.9%	62.5%
Managing your time effectively (n=846)	1.8%	8.9%	36.2%	25.9%	27.3%
Managing your coursework (n=844)	0.9%	5.0%	29.4%	31.0%	33.3%
Completing your coursework and reading on time (n=845)	1.4%	4.1%	21.3%	24.0%	49.1%
Balancing your coursework with family or community obligations (n=846)	1.4%	6.6%	32.6%	26.6%	32.4%
Writing papers as part of your coursework (n=844)	1.1%	4.1%	22.6%	21.8%	50.4%
Participating in discussion groups in your courses (n=846)	1.4%	3.5%	19.0%	20.2%	55.6%
Balancing your coursework with a job (n=845)	2.4%	6.3%	28.8%	23.3%	37.5%

Personal Difficulties					
How difficult do you expect each of the following personal items will be for you this year?	Extremely	Very	Somewhat	A Little	Not at All
Getting the financial support you need (n=843)	5.0%	10.2%	28.7%	20.3%	35.2%
Getting enough sleep (n=843)	4.5%	14.7%	35.3%	25.3%	20.0%
Managing your finances (n=844)	3.7%	11.5%	32.2%	24.1%	28.6%
Managing stress (n=844)	1.7%	8.3%	32.8%	29.7%	27.4%
Meeting your family's expectations (n=843)	1.4%	3.6%	12.0%	15.9%	66.7%
Getting the emotional help that you need to do well in school (n=842)	1.0%	2.1%	12.1%	18.3%	66.0%
Fitting in with others at Western (n=844)	0.7%	1.9%	13.7%	20.9%	61.6%
Finding people you get along with, making friends (n=843)	0.7%	1.7%	15.7%	21.5%	59.8%
Managing your physical and emotional health (n=843)	0.6%	3.8%	19.5%	24.0%	52.0%
Managing your living arrangements (n=844)	0.6%	3.3%	20.1%	21.8%	53.4%
Being able to maintain your spiritual or religious values (n=843)	0.4%	0.7%	6.2%	9.1%	82.4%
Handling the use of alcohol or drugs (n=844)	0.2%	0.7%	4.6%	9.6%	84.8%

Major/Advising	Yes	No	Don't know		
Do you have a major in mind? (n=843)	88.5%	11.5%	0.0%		
Do you plan on completing a minor? (n=845)	48.3%	20.3%	31.4%		
Have you sought advising from an advisor in your department of your interest about what classes or prerequisites are needed to get into your major? (n=674)	38.7%	60.8%	0.4%		
Have you talked to an advisor about declaring your major? (n=673)	27.8%	71.5%	0.7%		
Have you completed the paperwork to officially declare your major? (n= 745)	26.4%	67.2%	6.3%		
Have you worked on a plan of study with an advisor in your intended major? (n=843)	15.5%	83.9%	0.6%		
How certain are you of what your major will be? (n=745)	Extremely	Very	Somewhat	A Little	Not at all
	48.1%	37.6%	12.6%	1.6%	0.1%

Future Plans		Definitely will	Probably will	Probably won't	Definitely won't	Don't know
Do you expect to take a quarter or more, other than summer, off from college over the next few years? (n=844)		3.0%	7.5%	35.8%	52.7%	1.1%
How likely are you to study abroad over the next few years? (n=838)		6.8%	22.2%	39.0%	22.7%	9.3%
How likely are you to graduate from Western? (n=844)		80.7%	17.8%	0.9%	0.0%	0.6%
How many quarters all together do you expect to be at Western before you finish your Bachelor's degree? (n=832)		< 6	6	7	8	9 +
		3.4%	43.4%	17.5%	14.3%	21.4%
What is the highest level of education you plan to attain in the next 10 years? (n=844)		Bachelor's degree	Master's Degree	Beyond Master's (PhD, etc.)	Don't know	2nd BA or Certification
		26.3%	53.6%	11.5%	6.9%	1.7%

Living Arrangements

	0	1	2	3	4+
How many adults are in your household besides yourself? (n=831)	20.2%	37.4%	19.0%	14.4%	6.4%
How many children under the age of 18? (n=841)	86.6%	6.7%	3.7%	1.8%	0.8%
		Yes	No, it's arranged	No, old enough to take care of themselves	
Will those children need to be cared for while you are in school? (n=113)		45.1%	23.0%	31.9%	
	Don't know / not responsible for the child				
How difficult will it be for you to arrange child care? (n=52)	34.6%	30.8%	7.7%	15.4%	9.6%
		Not at all	A little	Somewhat	Very
					Extremely
					1.9%

Work

	No	Yes	Don't know
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Do you expect to work while attending Western? (n=842)	17.5%	75.1%	7.5%
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	5 to 10	11 to 20	21 to 30	31 +	Don't know
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How many hours per week do you expect to work? (n=624)	6.6%	56.6%	23.4%	8.8%	4.6%
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Appendix A:
WELS-related Reports
(December, 2005)

The following reports all use WELS findings. Some have WELS findings exclusively; others combine both WELS findings and findings from other sources—for instance, information from the Data Warehouse. To obtain a copy of any or all of these reports, please contact Gary McKinney, Planning Analyst, OIART (Office of Institutional Assessment, Research, and Testing), at 360.650.3409 or email at gary.mckinney@wwu.edu. These reports are also available as downloadable pdf files at the OIART web site: www.wwu.edu/depts/assess/

Jull, P., Clark, L., and McKinney, G. (2003, October). *Western Educational Longitudinal Study* (Report No. 2003-02). (Office of Institutional Assessment and Testing, Western Washington University)

Jull, P., Clark, L., and McKinney, G.R. (2003, December). *Western Educational Longitudinal Study: Fall 2003 Freshmen Transition Survey. Focus: A Research Summary*, 8, (4), 1-8. (Office of Institutional Assessment and Testing, Western Washington University)

Jull, P., Clark, L., and McKinney, G. (2004, October). *Western Educational Longitudinal Study: Spring, 2004, Follow-up of Freshmen Entering Fall, 2003* (Report No. 2004-01). (Office of Institutional Assessment, Research, and Testing, Western Washington University)

Clark, L., Dickson, R., and McKinney, G.R. (2005, February). *New Transfer Focus Group Summary. Focus: A Research Summary*, 10, (1), 1-8. (Office of Institutional Assessment and Testing, Western Washington University)

McKinney, G.R., Dickson, R., and Trimble, J.E. (2005, February). *Longitudinal Analysis from WELS Surveys, 2003-2004. Focus: A Research Summary*, 10, (2), 1-8. (Office of Institutional Assessment and Testing, Western Washington University)

Schmidtz, S., McKinney, G.R., and Trimble, J.E. (2005, March). *Student Contact with Their Academic Advisors. Focus: A Research Summary*, 10, (3), 1-8. (Office of Institutional Assessment and Testing, Western Washington University)

Dickson, R., McKinney, G.R., and Trimble, J.E. (2005, April). *Student Attitudes Toward General University Requirements (GURs). Focus: A Research Summary*, 10, (4), 1-8. (Office of Institutional Assessment and Testing, Western Washington University)

Dickson, R., McKinney, G.R., and Trimble, J.E. (2005, April). *Students and Academic-oriented Technology: a Longitudinal Study. Focus: A Research Summary*, 10, (5), 1-8. (Office of Institutional Assessment and Testing, Western Washington University)

Appendix B:
WELS Survey of In-coming Transfers • Fall, 2005
Telephone Form

B

WELS Baseline of Transfers Entering Fall 2005

A	B
Administered Summer 05: Phone interviews and follow-up online	WELS Baseline of Transfers Entering Fall 2005
1	WELS Transfers (Baseline 05)
2	I. Previous Education
3	PE1. To start with, we'd like to know how it is you came to this point in your education. Have you attended either a community college or a four year college? Yes, community college--continue with PE2; Yes, both--continue with PE2, Yes, four year college--skip to PE3a, NOT APPLICABLE/DK--skip to PE6
4	PE2. (If attended a Community College): I'm going to read you a list of reasons that some people attend community college. For each item, please tell me if it was a major reason, a minor reason, or not a reason you chose to attend community college.
5	a. The college was closer to home
6	b. You wanted to finish the requirements for AA degree
7	c. You wanted to prepare for your major
8	d. It was less expensive to start at that school
9	e. You couldn't get into 4-year school
10	f. You wanted to improve your GPA
11	Other reasons (specify)
12	
13	
14	PE3a. When was your last quarter or semester at your previous college? Spring Quarter/Semester, Summer Quarter/Semester, Fall Quarter/Semester; Winter Quarter
15	PE3b. ENTER YEAR (prompt: if needed, verify if needed) 2005; 2004; 2003; 2002; 2001; 2000; 1999; 1998; 1997; 1996; Other (open)
16	PE4. While attending your previous college, did you develop any close, mentoring relationships with faculty? Yes--go to PE5; No--Skip to PE6; Don't know--skip to PE6
17	PE5. How many mentoring relationships with faculty did you have? One; two; three; four or more; Don't know
18	
19	PE6. I'm going to read you some items about things you might have done during your last year at your previous college. Please tell me how often you did each thing, if at all. The first one is....(read top item below)...Would you say...more than 5 times, 4-5 times, 2-3 times, once, or never?
20	a. TALKED TO A PROFESSOR OUTSIDE OF CLASS
21	b. Personally contributed to a classroom discussion
22	c. Volunteered on or off campus outside of coursework
23	d. Changed your plans for your major field
24	e. Sought out a job for credit rather than pay, such as an internship
25	f. Did community service work as part of a course
26	g. Participated in a club or activity
27	h. Wrote a substantial scientific or other research paper of 5 pages or more
28	i. Wrote any other type of substantial paper of 5 pages or more
29	j. Used tutoring services for help
30	k. Sought help from a disability resources service
31	l. Sought help from a counselor for something personal
32	PE7. About how many credits per quarter or semester did you usually complete while attending your previous college? Quarter hours (open); Semester hours (open)
33	Quarter hours (Specify)
34	Semester hours (Specify)
35	PE8. About how many hours per week did you usually spend studying while attending your previous college? Hours/week (open)
36	

B

A

II. Attending Western

My next questions have to do with your attending Western. First, please tell me...

AW1. How many colleges did you apply to for admission this year? 1 (skip to question Tran1); 2; 3; 4; more than 4

AW2. Was Western your first choice among those you applied to? Yes; No; Don't know

AW3. Were you accepted into more than one college or university? Yes; No (skip to Tran1); Don't know

AW4. Was Western your first choice among those you were accepted to? Yes; No; Don't know

III. Transitions

Tran1. Do you expect to attend, or have you already attended Western's orientation for Transfer students, called "Transitions"? Yes, I have attended--go on to Tran2, then skip to Expl; Yes, I expect to attend--skip to Tran3, then skip to Expl; No, I don't expect to attend--skip to Tran4, Don't know--skip to Tran4 INFO: Transitions is an orientation program for new transfer students, offered July 8, July 13, July 15 and September 12

Tran2. (If "yes have attended" to Tran1): What did you gain from attending the Transitions program? (open)

Tran3. (if "yes plan to attend" to Tran1): What do you hope to gain from attending the Transitions program? (open)

Tran4. (if "no, don't expect to attend" in Tran1): The Office of New Student Services would like to know the reasons people choose not to attend Transitions. Can you tell me why you won't be coming? (CHECK ALL THAT APPLY) DO NOT PROMPT

TRANnsched - it's at a bad time

TRANnnd - already know what I need to know - don't need an orientation

TRANntr - transportation - can't get there

TRANnwrk - Work conflict - can't get away

TRANnobcn - Don't see any value or benefit in going

TRANndk - Didn't know about it

Other

Other (Specify)

IV. Expectations

Exp1. I'm going to read you a series of statements. For each one, please tell me if you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or strongly disagree. The first one is... (read first item below)

a. I have the study skills I need to be a successful student

b. I feel I will be a part of the university community

c. I expect to have important, new friendships with other Western students

d. Concern for my family will interfere with my academic work

Exp2. I'm going to read you a list of items. For each item please tell me if you are: extremely, very, somewhat, a little, or not at all comfortable with your ability in that area. The first item is... (read top item below)

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B

A

73	COM1comp	a. Using computers for your academic work
74	COM1srch	b. Planning, implementing and organizing research
75	COM1libr	c. Using library resources for research
76	COM1bibl	d. Citing references for research papers, for example, creating a bibliography
77	COM1plag	e. Understanding how to avoid plagiarism in your writing
78		
79	Exp3.	My next set of questions has to do with how you expect your academic experiences to be this Fall. Please tell me how difficult, if at all, you expect each item to be for you this year. The first one is... (read top item below)... would you say that will be... <i>Extremely difficult, Very difficult, Somewhat difficult, A little difficult, or Not at all difficult...</i> ?
80	DIFFtime	a. Managing your time effectively
81	DIFF1ersw	b. Managing your coursework
82	DIFF1disc	c. Participating in discussion groups in your courses
83	DIFF1pres	d. Preparing for and presenting your work in front of a class
84	DIFF1shar	e. Sharing with other students in a discussion group
85	DIFF1compl	f. Completing coursework and reading on time
86	DIFF1writ	g. Writing papers as part of your coursework
87	I do not have answers to this question	h. Balancing your coursework with personal activities
88	DIFF1bfam	i. Balancing your coursework with family or community obligations
89	DIFF1job	j. Balancing your coursework with a job
90		
91	Exp4.	And how difficult, if at all, do you expect each of the following personal experiences to be for you this Fall? The first one is... (read first item listed below)... would you say that will be... <i>Extremely difficult, Very difficult, Somewhat difficult, A little difficult, or Not at all difficult...</i> ?
92	DIFF1fin	a. Managing your finances
93	DIFF1hth	b. Managing your physical and emotional health
94	DIFF1emo	c. Getting the emotional support you need to do well in school
95	DIFF1stss	d. Managing stress
96	DIFF1slp	e. Getting enough sleep
97	DIFF1drgs	f. Handling the use of alcohol and drugs
98	DIFF1fitn	g. Fitting in with others at Western
99	DIFF1famex	h. Meeting your family's expectations
100	DIFF1finsp	i. Getting the financial support you need
101	DIFF1livar	j. Managing living arrangements
102	DIFF1frnds	k. Finding people you get along with, making friends
103	DIFF1val	l. Being able to maintain your spiritual or religious values
104		
105		
106		
107	MAJ1hav	V. Major Maj1. Do you have a major in mind or are you undecided? Yes (go on to Maj1a); Undecided (skip to Maj3a)
108		
109	MAJ1spec	Maj1a. If yes, what major do you have in mind? (open)
110		
111	MAJ1cert	Maj2. How certain are you of what your major will be? Would you say... Extremely; Very; Somewhat; A little; Not at all; DK
112		

B

A

113	MAJ1pap	Maj3. Have you completed the paperwork to officially declare your major yet? Yes (skip to Adv3); No (skip to Adv1); DK (skip to Adv1)
114		
115	MAJ1cons	Maj3a. If "undecided" about a major, which majors are you considering? (open)
116		
117		VI. Advising
118		
119	ADV1decl	Adv1. Have you talked with an advisor about declaring your major? Yes; No; DK
120		
121		Adv2. Have you sought advising from an advisor in your department of interest about what classes or prerequisites are needed for you to get into the major? Yes; No; DK
122		
123	ADV1plan	Adv3. Have you worked on a plan of study with an advisor? Yes; No; DK
124		
125	MINOR	Adv4. Do you plan to complete a minor? Yes (if yes, what program?) (open); No; DK
126		If yes, what program?
127	MINspec	Adv5. What has your experience with advising at Western been like so far? (open)
128		
129		VII. Personal
130		
131		Pers1. How likely are you to do each of the following? The first one is: take a quarter or more other than summer off from college over the next few years... Would you say... Definitely will. Probably will. Probably won't. Definitely won't
132	LKLY1off	a. Take a quarter or more other than summer off from college over the next few years
133	LKLY1abrd	b. What about: Study abroad or participate in student exchange?
134		
135	LKLY1grad	Pers1c. And how likely are you to graduate from Western? Definitely will (skip to Pers2); Probably will (skip to Pers2); Probably won't (skip to Pers3); Definitely won't (skip to Pers3); DK
136		
137	PERS1yrs	Pers2. How many quarters all together do you expect to be at Western before you finish your Bachelor's Degree? 3 quarters; 4 quarters; 5 quarters; 6 quarters; 7 quarters; 8 quarters; 9 quarters; more than 9 quarters
138		
139	PERS1ed	Pers3. What is the highest level of education you plan to attain in the next 10 years? (choose one) DO NOT PROMPT Bachelor's degree; A second bachelor's degree; A certification program; A masters degree; Or; Any degree beyond a masters such as a PhD, MD or JD; DK
140		
141		Finally, I have a few questions about your life outside of Western:
142	PERS1ad	Pers4. When you attend Western, how many adults will be in your household, besides yourself? # other adults (open)
143		
144	PERS1ch	Pers5. And how many children under the age of 18? None (skip to Pers7); # of children
145	PERS1#ch	# of children (open)
146	PERS1chcare	Pers5a. Will those children need to be cared for while you are in school? Yes (go on to Pers6); No--they're old enough to take care of themselves (skip to Pers7); No--it's arranged (skip to Pers7)
147		
148	PERS1diffch	Pers6. How difficult will it be for you to arrange child care? Would you say... Extremely, Very, Somewhat, A little; Not at all; You're not responsible for the children's care; DK
149		
150	WRK1now	Pers7. Are you working now? Yes.; No
151	WRK1hrs	if yes, how many hours per week? (open)
152	WRK1wwu	Pers8. Do you expect to work while attending Western? Yes.; No; DK
153	WRK1whrs	(If yes, how many hours per week? Open
154	PERS1add	Pers9. Those are all of my questions. Is there anything else you'd like to add? (Open)

Appendix C:

Demographic comparison of WELS Transfer Survey
Participants and Non-Participating Transfer Students

Demographics of the WELS Transfer Survey

Item	WELS	All Transfers
Female	55.4%	53.7%
First Generation	36.3%	37.0%
Ethnicity		
White	74.1%	74.4%
African American	1.9%	2.1%
Hispanic	3.4%	3.4%
Asian	3.9%	4.2%
Native	3.2%	2.9%
Other	6.0%	6.2%
Transfer GPA		
< 2.50	3.3%	3.7%
2.50-2.99	17.2%	18.5%
3.00-3.49	44.3%	44.3%
3.50+	35.2%	33.6%
AA degree	68.7%	69.5%
Average Age	22.9	22.9