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

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING, 2007, FOLLOW-UP SURVEY OF STUDENTS WHO
HAD ENTERED AS TRANSFERS IN THE FALL, 2005

REPORT 2008-05

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May, 2008

phone several times. A total of 851 responses were received, a response rate of 52%. Of particular interest at this point in this cohort's academic career were issues concerning their major and minor, graduation, and their future plans. Other survey topics included respondents' level of academic engagement; writing proficiency experiences; use of and satisfaction with student services academic advising; use of academic technologies; attitudes towards academic and social engagement; experiences with courses and resources; successes and challenges; and health and learning strategies issues.

To find out more about previous surveys of the 2003 freshmen WELS cohort, see the following reports:

Western Educational Longitudinal Study (Report No. 2003-02).

Western Educational Longitudinal Study: Fall 2003 Freshmen Transition Survey. Focus: A Research Summary, 8, (4), 1-8.

Western Educational Longitudinal Study: Spring, 2004, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2004-01).

Western Educational Longitudinal Study (WELS): Spring, 2005, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2006-01).

Western Educational Longitudinal Study (WELS): Spring, 2006, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2008-01).

To find out more about previous surveys of the 2005 freshmen and transfer WELS cohorts see the following reports:

Western Educational Longitudinal Study (WELS) Fall, 2005, Baseline Survey of In-coming Transfers (Report No. 2006-02).

Western Educational Longitudinal Study (WELS): Fall, 2005, Baseline Survey of In-coming Freshmen (Report No. 2006-03).

Western Educational Longitudinal Study (WELS) Freshmen in Transition: Fall Quarter, 2005, In-coming Freshmen Surveyed at the End of Fall Quarter, 2005 (Report 2006-04).

Western Educational Longitudinal Study (WELS) Transfers in Transition: Fall Quarter, 2005, In-coming Transfers Surveyed at the End of Fall Quarter, 2005 (Report 2006-05).

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Freshmen in the Fall, 2005 (Report 2008-02).

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Transfers in the Fall, 2005 (Report 2008-03).

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) SPRING, 2007, FOLLOW-UP SURVEY OF STUDENTS WHO HAD ENTERED AS TRANSFERS IN THE FALL, 2005

WELS BACKGROUND

The Western Educational Longitudinal Study (WELS) is a series of internal longitudinal surveys of all in-coming first-year and transfer students administered every two-three years. This study involves an initial assessment of students prior to entering Western and then a series of follow-ups at different points in their academic careers. The purpose of this study is threefold: (1) To assess student needs based on their self-reported characteristics, perceptions and concerns; (2) To provide data that can be used to better assess academic and co-curricular programs by providing baseline entry data that can be used as statistical controls in analyses to offset the inability to conduct randomized studies; and (3) To maintain an ongoing record of student knowledge acquisition, ability levels, and other general education outcomes to address concerns of accountability and accreditation.

The WELS is conducted by the Office of Survey Research (OSR) and uses a mixture of on-line and telephone survey methodologies. Since the data collected in these studies includes identifying information, these data can and are linked with data in student records, thus expanding their usefulness beyond what could be obtained using large national studies such as the National Study of Student Engagement (NSSE). Although WELS data cannot, like other national studies, be used for comparisons to other institutions, the surveys have more flexibility in content to allow them to be tailored to Western's needs.

WELS 2003 COHORT

The first WELS was administered in the summer, 2003, and included only in-coming freshmen (no transfers)¹. The baseline survey was developed as a result of meetings with various stakeholders across campus (the Provost's Office, student services, deans, the faculty senate, ATUS, etc.) as well as focus groups with students and a search for potentially useful items used on various national surveys. This baseline included 1580 out of 2225 incoming first year non-transfer students (a response rate of 71%). This cohort was then followed up at the end of their first quarter (fall, 2003: 42% response rate), the end of their first year (spring, 2004: 55% response rate), and the end of their second year (spring 2005: 70% response rate), and at the end of their third year (spring, 2006: 50% response rate). Each follow-up survey is designed to address pressing concerns about student needs, programming, and accountability and accreditation standards pertinent to the students' year in college. (For example, the first quarter follow-up of the 2003 cohort was focused on how well students make the adjustment to college; and the first and second year follow-ups focused on GURs; and the third year follow-up focused on majors.)

WELS 2005 COHORTS

A second series of WELS baseline surveys was initiated in the summer, 2005, and again included all in-coming freshmen, although this time a separate baseline survey was developed for transfer students as well. The baseline for the 2005 survey of freshmen included 1691 out of 2386 incoming students (a response rate of 71%). The baseline for the 2005 survey of transfers included 875 out of 1029 entering transfer students (a response rate of 85%). Please see below for the list of reports on these two cohorts.

CURRENT SURVEY

This report presents findings from the spring, 2007, two-year follow-up survey of students who had entered as transfers in fall, 2005. Invitations to participate in this WELS survey were sent to 1637 students. Responses were collected with a web-based survey instrument, and non-responders were contacted by

¹Current definitions of the term "freshmen" include nowadays a small percentage of students who do not fit the traditional profile of a freshman. These include high school students who have earned Running Start and Advanced Placement (AP) credits. Technically, these students are entering college for the first-time, but may have earned as many as 90 college credits.

DECLARING AND CHANGING MAJORS

Have you officially declared any major or changed your major since the beginning of the academic year beginning Fall 2006? (N=389)

	No	Declared 1st major	Changed major	Declared 2nd major
	60%	28%	11%	1%

Declared First Major (N=104)

Reason for delaying declaration: For those who declared majors for the first time: To what extent was each of the following a reason for not having officially declared your major prior to this time?

	N	Not at all	A minor reason	A major reason
Personal Reasons:				
Needed to take more courses to qualify.	104	47%	19%	34%
Not sure about what major to declare.	104	56%	24%	20%
Didn't know how to officially declare.	104	64%	30%	7%
Departmental Reasons:				
Too hard to get into courses needed to qualify.	104	74%	21%	5%
Difficulty meeting grade requirements for admission to the major.	104	85%	12%	3%
Missed deadline for declaring in my major field this year	104	89%	9%	3%

DECLARING AND CHANGING MAJORS (Cont.)

Changed major (N=44)

Reason for changing major: For those who changed their majors: How important were each of the following as reasons for your decision to change your major?

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
Changed my interests.	44	18%	7%	14%	34%	27%
Professors were unfriendly, unfair, or unprofessional.	44	44%	16%	9%	16%	14%
Would have taken too long to complete.	44	48%	18%	7%	16%	11%
Too hard to get into required courses.	44	50%	11%	14%	11%	14%
Later career or employment prospects were not good enough.	44	49%	9%	23%	14%	5%
Material was too difficult to master.	44	51%	19%	21%	5%	5%
The departmental deadline for declaring my major of interest made it too difficult to continue in this area without delaying time to graduation.	44	74%	7%	5%	7%	7%

Declared Second Major (N=5)

Which of the following were reasons for completing a second major? (Check all that apply.)

The second major will complement my first major.	100%
Had most of the necessary credits through electives.	60%
Just wanted to explore another field in more depth.	20%
There was a lot of overlap in requirements with my first major.	40%
Wanted a backup major in case my career plan didn't work out.	20%
Other: Didn't have enough upper division credits in my first major.	20%

DECLARING AND CHANGING MAJORS (Cont.)

Does/did pursuing a second degree increase the total number of credits required for your degree? (N=4)

Yes	No
100%	-

Approximately how many additional credits are/were required in order to complete this second major? (N=16)

1-5	6-10	11-15	16-20	21 or >
-	25%	-	50%	25%

Does/did pursuing a second major increase the amount of time at WWU needed to complete your degree? (N=4)

Same time	More time
50%	50%

CURRENT MAJOR

How satisfied are you with each of the following aspects of your experiences in your current major or major field of study? If more than one major, please refer to the major that you officially declared first. (N=379)

	N	Not at all	A little	Somewhat	Mostly	Very
Course availability	377	6%	11%	24%	40%	19%
Opportunities for independent study and research	304	8%	12%	29%	26%	25%
Department internships and service learning opportunities	311	13%	12%	23%	29%	24%
Opportunities for involvement in faculty research	280	15%	17%	25%	22%	20%
Adequacy of technology and available software	304	2%	7%	17%	36%	37%
Library resources in your field	307	2%	10%	17%	35%	36%
Adequacy of lab or studio space and equipment	271	6%	9%	19%	38%	28%

MINOR					
	N	Yes	No		
Will/did you successfully complete a minor for graduation?	388	37%	63%		
<i>Will Complete A Minor For Graduation (N=116)</i>					
				Yes	No
Does/did pursuing a minor increase the amount of time at WWU needed to complete your degree?				36%	64%
Does/did pursuing a minor increase your total number of credits needed for graduation?				52%	48%
Approximately how many additional credits are/were required in order to complete this minor? (N=60)					
	1-5	6-10	11-15	16-20	21 or >
	2%	28%	17%	22%	32%
<i>Will NOT Complete A Minor For Graduation (N=244)</i>					
Did you ever consider completing a minor? (N=244)					
		Yes	No		
		68%	32%		

MINOR (Cont.)

Which of the following were reasons for not completing a minor in this field? (N=165)

Too many credits required	39%
Too difficult to get into upper division classes in the area	19%
Course requirements were too difficult	6%
Was discouraged by department	5%
Was discouraged by an advisor	4%
Other*	54%
*Couldn't complete minor without delaying graduation.	18%
*Scheduling conflicts, lack of course availability or access	5%
*Credits required for GURs/ major/ double major did not leave time for a minor	5%
*Still considering it	4%
*No minor offered	4%
*Inadequate facilities/ dissatisfied with department	4%
*Completed major instead of minor	3%
*Lack of interest or motivation	2%
*Earned too many credits to keep financial aid	2%
*Other reasons mentioned only once included: Changed mind; Family responsibilities; Forgot to apply; Didn't want to take large lower division courses required; Needed to concentrate on staying in school; Prefer DE; No purpose for minor; Incorporated into degree.	

EDUCATION PLANS

Do you plan to pursue an advanced educational degree any time in the foreseeable future? (Online version only. N=331.)

Yes: Next year	13%
Yes: Sometime in the next 5 years	42%
Yes: But not within the next 5 years	5%
No	15%
Uncertain	25%

EMPLOYMENT

Are you currently employed?	N	Yes	No
	389	59%	41%

Employed (N=231)

How many hours per week do you typically work?

	1-10 hours	11-20 hours	21-30 hours	31-40 hours	More than 40 hours
	17%	49%	20%	13%	3%

Do you plan to stay in this job for at least a year after you graduate?

	Yes	No
	25%	75%

EMPLOYMENT (cont.)

Not Employed, or Not Planning to Keep Job (N=331)

Have you started to search for a job after graduation?

Yes	27%
No: I intend to look in the near future	49%
No: I plan to take some time off before looking for a job	13%
No: Not interested in getting one	5%
I have already landed a position	5%

To what extent have you used the Career Center and events organized by the Career Center (e.g., Career Fairs, job bullet boards, etc.) at Western to help in your job search? (N=87)

	Not at all	Very little	Some	A good deal	A lot
	37%	20%	29%	13%	2%

WWU GRADUATION AND SATISFACTION

When do you anticipate graduating from WWU with your Bachelor's Degree? (N=389)

Already graduated	2%
Spring 2007	25%
Summer 2007	8%
Fall 2007	14%
Winter 2008	12%
Spring 2008 or later	34%
Uncertain	5%

To what extent would you say that your education at Western has helped you in the following ways? (Online version only.)

	N	Not at all	Very little	Some	A good deal	A lot	N/A
Preparation for graduate study	331	6%	9%	27%	32%	16%	10%
Understanding of current issues	330	2%	8%	23%	40%	25%	2%
Ability to make good decisions in practical situations	332	2%	6%	19%	42%	29%	3%
Preparation for life in general	331	4%	8%	28%	33%	25%	3%
Ability to meet the challenges of being a professional in your field of study	332	2%	7%	22%	34%	33%	2%

To what extent would you say each of the following is true about your time at Western?

	N	Not at all true	A little true	Somewhat true	Very true	Extremely true
I have made sound educational decisions.	364	2%	8%	25%	48%	17%
I have a good idea of how the different aspects of my education at Western have fit together.	364	4%	8%	29%	46%	14%
I have become a more engaged and independent learner.	368	7%	13%	27%	38%	15%
I have developed good problem solving and self-management skills.	368	5%	14%	31%	37%	13%
I feel like I have been in control of my own educational career and outcomes.	352	5%	12%	21%	39%	22%
I feel like the major I chose was the best for me.	352	3%	8%	21%	31%	36%
I have a better sense of my own abilities and skills.	352	4%	11%	23%	41%	21%
I have developed a better awareness of my own values and interests.	352	6%	12%	20%	40%	23%

 **SERVICE LEARNING**

While attending Western, did you participate in any internship, service learning courses, volunteer positions, or other type of experience that gave you work experience in your field? (N=389)

Yes	No
47%	54%

Please check all types of such experiences you have had while at Western. (N=181)

Volunteering	49%
Internships	44%
Service Learning	30%
Other (please specify)*	22%
*Relevant on-campus job	5%
*Undergraduate research	4%
*Practica	4%
*Relevant off-campus job	3%
*Field Experience	2%
*WWU experiential/teaching course	1%

*Other responses included: apprenticeship, residence life job, student church council, tutor

How helpful have these experiences been in terms of preparing you to get a job once you graduate? (N=181)

Not at all	A little	Somewhat	Very	Extremely
2%	9%	22%	31%	37%

COURSE EXPERIENCE

How many of each type of assignment listed below have you completed as part of your coursework this past academic year, excluding those you completed to meet your writing proficiency requirement?

	N	None	One	Two	Three	Four	Five	Six or more
Required presentations involving media (e.g. overheads, powerpoint, etc.)	389	14%	10%	16%	15%	11%	8%	26%
Substantial essays of five pages or more	389	18%	15%	12%	13%	7%	10%	24%
Library research papers of 5 pages or more	387	27%	16%	18%	12%	9%	6%	12%
Scientific or primary source research papers of 5 pages or more	379	44%	18%	13%	10%	3%	4%	9%
* Service learning, internship or field projects	388	51%	18%	15%	8%	2%	1%	5%

How often this past year did you do each of the following? (online version only)

	N	Not at all	Once or twice	Several times	Often	Very often
Talk to a professor outside of class.	368	2%	16%	34%	22%	26%
Attend learning events (such as the distinguished lecture series) or cultural events (such as plays or concerts at the PAC) on campus.	368	27%	31%	26%	9%	8%
Work with a professor outside of class on a research project.	364	52%	26%	9%	4%	9%

CAPSTONE EXPERIENCE

Have you taken a "capstone" course or seminar or completed a senior thesis or senior project as part of your major? (N=389)

	Yes	No
	29%	71%

Did this course result in the production of a portfolio, major paper or artistic work that you could use as an example of your preparation for employment or graduate school?

N	Yes	No
104	74%	26%

To what extent would you disagree or agree with each of the following statements about your capstone or senior thesis/project course?

	N	Strongly disagree	Disagree somewhat	Disagree a little	Neither/ don't know	Agree a little	Agree somewhat	Strongly agree
It was a rewarding experience.	106	6%	2%	6%	11%	24%	23%	29%
It provided me with an opportunity to pull together much of what I had learned from other courses in my major.	106	4%	8%	6%	4%	28%	26%	25%
It gave me a feeling of completion.	105	7%	8%	9%	10%	14%	30%	22%
It left me feeling like I had learned a lot from the courses in my major.	106	7%	8%	3%	8%	23%	33%	19%
It gave me a feeling of completion.	106	5%	5%	6%	8%	24%	33%	21%

WRITING PROFICIENCY COURSE EXPERIENCES

When did you successfully complete your WP course requirement? (N=389)

Fall 2003 - Summer 2004	0%
Fall 2004 - Summer 2005	1%
Fall 2005 - Summer 2006	22%
Fall 2006	16%
Winter 2007	17%
Spring 2007	11%
I haven't completed it yet	32%

COMPLETED WRITING PROFICIENCY REQUIREMENT

How did you complete your Writing Proficiency? (N=265)

A single writing proficiency designated course	78%
A series of courses with writing proficiency points attached	11%
A petition to count a regular course as a writing proficiency	1%
Other (please specify)*	10%
*Fairhaven writing portfolio	1%
*Multiple writing proficiency designated courses	2%
*AP or transfer credit	5%

*Other responses (< 1%) included: AP English exam, correspondence course, not sure, publication work.

COMPLETED WRITING PROFICIENCY REQUIREMENT (Cont.)

Completed Writing Proficiency Requirement - Single Course - (N=206)

Why did you take your WP course when you did? (Check all that apply.) (N=181. Online version only.)

It was part of my major so I took it when prerequisites were completed.	49%
I wanted to get it taken care of as soon as possible.	33%
I tried to get into a WP course earlier, but it was full.	10%
I wanted to get all my GURs out of the way first.	8%
I wanted to complete more upper division courses in my major first.	4%
It was difficult finding a WP course that fit into my schedule.	6%
I put it off until I felt that I was ready.	4%
Preferred course or instructor, interesting class	6%
Required by department, or part of capstone course	4%
Did not realize it was WP until later	2%
Other reason (please specify)*	18%

*Other reasons included: I needed more credits to be full-time status; I haven't yet; Busy with other stuff; I get capstone from study abroad, but not WP; I wanted to do it before my last quarter, "just in case"; I wanted to incorporate it with the research I had already been working on; I wanted to take it as a senior because many of the assignments are applicable to finding jobs and careers; Put it off but was ready long ago; Was not sure if a class from a different university would count.

	N	Yes	No
Did you have to repeat a WP course in order to complete the requirement?	183	5%	95%
Did you take other WP courses even though you had already completed the WP requirement?	183	36%	63%
Did the writing proficiency course you took also satisfy another requirement of your major? If so, what type of major requirement did it also satisfy? (N=209)			
Yes: A core course requirement		40%	
No		26%	
Yes: An area or distribution requirement		15%	
Yes: A capstone requirement		8%	
Yes: Not specified		7%	
Yes: A senior thesis or project requirement		1%	
Yes: Other (please specify)*		3%	
*Yes: Elective		1%	
*Yes: Upper division credit		1%	
*Yes: Internship		1%	

*Other responses included: anthro cultural series, both course requirement and later a senior thesis, research requirement, resume and cover letter

COMPLETED WRITING PROFICIENCY REQUIREMENT (Cont.)

WP Course Did Not Satisfy Another Major Requirement

Was this course another course in your major field or a course outside your major field? (N=54)

A course in my major	44%
A course outside my major	11%
A course outside my major but specifically required by it	44%

Responded "a course outside my major": Which of the following are reasons for completing your WP requirement outside your major? (N=20)

	N	%
I didn't think it made any difference.	6	30%
I completed it before changing my major or major interest.	-	-
My major didn't offer a WP course in the quarter I needed it.	3	15%
I thought it would be easier to complete outside my major.	2	10%
There was no specific course available designed for general studies majors.	1	5%
I didn't want to affect my GPA in my major.	3	15%
Other (please specify)*	4	20%
*Took what was available	2	10%

*Other responses included: ENG 302 was a chance for me to make a perfect resume and cover letter; GUR; I was interested in a class in my minor; Interesting class.

Responded "a course outside my major": To what extent would you say that taking your writing proficiency outside your major field made it:

	N	Not at all	A little	Somewhat	A lot	Extremely
Less relevant?	17	65%	12%	18%	-	6%
More difficult?	17	59%	6%	35%	-	-

COMPLETED WRITING PROFICIENCY REQUIREMENT (Cont.)

Completed Writing Proficiency Requirement - Series - (N=30)

For those who took a series of courses: How many courses and quarters did it take to complete your writing proficiency requirement?

	N	One	Two	Three	Four or more
Courses	24	-	50%	46%	4%
Quarters	24	17%	54%	25%	4%

DESIGNATED WRITING PROFICIENCY COURSES - ASSIGNMENTS AND EXAMS

Below is a list of typical writing assignments and exams found in writing proficiency course(s). Thinking back to all the courses you took to satisfy your writing proficiency: 1) if you took a series of courses, please indicate how many of those courses required at least one such element that was graded at least partially on your demonstrated writing skills; or, 2) if you took a single WP designated course, please change the default selection to "Yes" if this course required at least one such element and it was graded at least partially on your demonstrated writing skills.

<i>Took a series of courses for WP requirement</i>	N	None	One	Two	Three	Four
Short essays, take-home essay exams or papers (5 pages or less)	24	17%	4%	13%	33%	33%
Moderate-length essays, take-home essay exams or papers (6-10 pages)	24	25%	13%	21%	33%	8%
Major essays, take-home essay exams or papers (more than 10 pages)	24	29%	29%	25%	8%	8%
In-class essay exams	24	33%	13%	33%	13%	8%
In-class writing exercises	24	42%	13%	13%	8%	25%
Other*	24	79%	-	4%	4%	13%

*Other responses included: At least one for quarter; Development of rhetorical strategy for use in non-text media such as speaker note slide-show slides; Web-site content and cartoons for the school newspaper.

DESIGNATED WRITING PROFICIENCY COURSES - ASSIGNMENTS AND EXAMS (Cont.)

	<i>Took single WP designated course.</i>			<i>All WP completes (combined single WP course and series)</i>		
	N	No	Yes	N	No	Yes*
Short essays, take-home essay exams or papers (5 pages or less)	183	63%	37%	207	58%	42%
Moderate-length essays, take-home essay exams or papers (6-10 pages)	183	44%	56%	207	42%	58%
Major essays, take-home essay exams or papers (more than 10 pages)	183	48%	52%	207	46%	54%
In-class writing exercises	183	52%	48%	207	51%	49%
In-class essay exams	183	62%	38%	207	59%	41%
Other	183	79%	21%	183	79%	21%

DESIGNATED WRITING PROFICIENCY COURSES - FORMS OF INSTRUCTION

If the course(s) you took to fulfill your writing proficiency included any of the following forms of instruction how helpful was that type of instruction?

<i>Series of courses</i>	N	<i>Not part of my WP courses</i>	<i>Not at all helpful</i>	<i>A little helpful</i>	<i>Somewhat helpful</i>	<i>Very helpful</i>	<i>Extremely helpful</i>
Required re-writes of assignments, essays, or papers	30	37%	-	7%	27%	27%	3%
Peer feedback on your writing	30	33%	-	7%	23%	33%	3%
Formal lectures on writing from the instructor	30	40%	-	13%	33%	10%	3%
Personal assistance in writing from your instructor	30	30%	7%	10%	13%	30%	10%
Assigned readings on writing style and technique	30	43%	3%	17%	23%	10%	3%
In-class presentations or workshops offered by the Writing Center	30	70%	7%	13%	7%	3%	-
Personal assistance in writing from a department teaching assistant	30	70%	3%	20%	3%	3%	-
Personal assistance of a writing assistant from the Writing Center	30	80%	10%	10%	-	-	-

DESIGNATED WRITING PROFICIENCY COURSES - FORMS OF INSTRUCTION (Cont.)							
<i>Single WP course</i>	N	Not part of my WP courses	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Required re-writes of assignments, essays, or papers	209	25%	3%	12%	19%	30%	10%
Personal assistance in writing from your instructor	209	36%	3%	12%	17%	22%	11%
Peer feedback on your writing	209	30%	4%	14%	20%	26%	5%
Formal lectures on writing from the instructor	209	37%	5%	14%	22%	18%	5%
Assigned readings on writing style and technique	209	49%	5%	15%	17%	12%	1%
Personal assistance in writing from a department teaching assistant	209	80%	3%	5%	7%	4%	-
In-class presentations or workshops offered by the Writing Center	209	72%	7%	8%	8%	5%	1%
Personal assistance of a writing assistant from the Writing Center	209	78%	9%	5%	5%	4%	-
<i>All WP completes</i>	N	Not part of my WP courses	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Personal assistance in writing from your instructor	239	35%	4%	12%	16%	23%	11%
Required re-writes of assignments, essays, or papers	239	27%	3%	11%	20%	30%	9%
Formal lectures on writing from the instructor	239	37%	4%	14%	23%	17%	5%
Peer feedback on your writing	239	30%	3%	13%	20%	27%	5%
Assigned readings on writing style and technique	239	48%	5%	15%	18%	12%	1%
Personal assistance in writing from a department teaching assistant	209	79%	3%	7%	6%	4%	-
In-class presentations or workshops offered by the Writing Center	239	72%	7%	9%	8%	5%	1%
Personal assistance of a writing assistant from the Writing Center	239	78%	9%	6%	4%	3%	-

DESIGNATED WRITING PROFICIENCY COURSES - WRITING SKILLS

Please indicate the extent to which course(s) you took to fulfill your writing proficiency provided instruction and assistance in developing skills in each area of writing.

<i>Took series of courses for WP requirement</i>	N	Not at all	A little	Some	A lot
Using evidence to support ideas	27	4%	11%	26%	59%
Developing a topic or thesis	27	4%	22%	33%	41%
Using disciplinary style for citing and formatting of documentary sources	27	7%	19%	22%	52%
Developing a sense of audience and purpose	27	7%	19%	41%	33%
Organization of ideas	27	19%	15%	33%	33%
Using grammatical conventions	27	19%	19%	44%	19%
Using strategies for preparation and pre-writing	27	19%	22%	37%	22%
Choosing the best words to convey ideas	27	15%	30%	41%	15%
<i>Took single WP designated course</i>	N	Not at all	A little	Some	A lot
Using evidence to support ideas	193	10%	12%	29%	48%
Organization of ideas	192	10%	17%	37%	36%
Developing a topic or thesis	197	13%	17%	31%	39%
Using disciplinary style for citing and formatting of documentary sources	196	14%	17%	33%	36%
Developing a sense of audience and purpose	198	13%	20%	35%	32%
Using grammatical conventions	195	16%	21%	32%	30%
Choosing the best words to convey ideas	192	18%	20%	31%	31%
Using strategies for preparation and pre-writing	196	17%	23%	36%	24%
<i>All WP completes</i>	N	Not at all	A little	Some	A lot
Using evidence to support ideas	220	10%	12%	29%	50%
Organization of ideas	219	11%	16%	37%	36%
Developing a topic or thesis	224	12%	18%	32%	39%
Using disciplinary style for citing and formatting of documentary sources	223	13%	17%	32%	38%
Developing a sense of audience and purpose	225	12%	20%	36%	32%
Using grammatical conventions	222	17%	21%	34%	29%
Choosing the best words to convey ideas	219	17%	21%	32%	29%
Using strategies for preparation and pre-writing	223	17%	23%	36%	24%

DESIGNATED WRITING PROFICIENCY COURSES - EFFECTIVENESS

Please rate the effectiveness of your WP course in each of the areas listed.

<i>Took series of courses for WP requirement</i>	N	Not at all	A little	Somewhat	Very	Extremely	Don't know
Preparing you to do well on writing assignments in other courses	22	-	14%	23%	46%	18%	-
Improving your ability to write effectively in your major field of study	22	-	9%	32%	36%	23%	-
Improving your overall writing skills	22	-	14%	27%	32%	27%	-
<i>Took single WP designated course.</i>	N	Not at all	A little	Somewhat	Very	Extremely	Don't know
Improving your ability to write effectively in your major field of study	173	15%	13%	39%	23%	9%	1%
Improving your overall writing skills	174	9%	14%	35%	32%	11%	-
Preparing you to do well on writing assignments in other courses	174	12%	13%	42%	21%	10%	2%
<i>All WP completes</i>	N	Not at all	A little	Somewhat	Very	Extremely	Don't know
Improving your ability to write effectively in your major field of study	195	13%	13%	37%	26%	10%	2%
Improving your overall writing skills	196	8%	13%	35%	32%	12%	-
Preparing you to do well on writing assignments in other courses	196	11%	13%	40%	22%	12%	4%

DESIGNATED WRITING PROFICIENCY COURSES - PORTFOLIO

Did you have to produce a portfolio of writing samples as part of your writing proficiency requirement?

	N	Yes	No
Series of courses for WP requirement	30	23%	77%
Single WP course/waiver	209	24%	76%
All WP completes	239	24%	76%

To what extent do you disagree or agree with each of the following statements about writing portfolios?

<i>Series of courses for WP requirement</i>	N	Strongly disagree	Disagree somewhat	Disagree a little	Neither/ don't know	Agree a little	Agree somewhat	Strongly agree
They help you see more clearly how your writing improves over time	6	-	17%	-	-	17%	17%	50%
They help you understand better what it takes to be a good writer	6	-	17%	-	-	17%	33%	33%
They are useful learning tools	7	-	17%	-	-	33%	33%	17%
They are useful to have when you are preparing to go on the job market or apply to graduate school	6	17%	17%	-	17%	17%	-	33%
They are waste of time	7	29%	29%	14%	14%	-	-	14%
<i>Single WP course</i>	N	Strongly disagree	Disagree somewhat	Disagree a little	Neither/ don't know	Agree a little	Agree somewhat	Strongly agree
They help you see more clearly how your writing improves over time	49	-	6%	4%	14%	31%	20%	25%
They are useful learning tools	49	2%	2%	6%	16%	8%	39%	27%
They help you understand better what it takes to be a good writer	49	-	4%	6%	18%	27%	27%	18%
They are useful to have when you are preparing to go on the job market or apply to graduate school	49	4%	4%	10%	12%	20%	22%	27%
They are waste of time	49	39%	18%	18%	8%	8%	8%	-
<i>All WP completes</i>	N	Strongly disagree	Disagree somewhat	Disagree a little	Neither/ don't know	Agree a little	Agree somewhat	Strongly agree
They help you see more clearly how your writing improves over time	55	-	7%	4%	12%	29%	20%	28%
They are useful learning tools	56	2%	4%	5%	14%	11%	38%	26%
They help you understand better what it takes to be a good writer	55	-	5%	5%	16%	26%	28%	20%
They are useful to have when you are preparing to go on the job market or apply to graduate school	55	5%	5%	9%	13%	20%	20%	28%
They are waste of time	56	38%	19%	18%	9%	7%	7%	2%

DESIGNATED WRITING PROFICIENCY COURSES - COMPARED WITH OTHER COURSES

To what extent did your WP course help you develop or improve your writing skills beyond what you were able to do in other upper division courses not designated as writing proficiencies?

	N	Not at all	A little	Somewhat	A good deal	A lot
<i>Series of courses for WP requirement</i>	30	7%	20%	27%	40%	7%
<i>Single WP course/waiver</i>	209	1%	19%	35%	32%	14%
<i>All WP completes</i>	239	2%	19%	34%	33%	13%

NON-WP COURSES - FORMS OF INSTRUCTION

To what extent have you experienced each of the following forms of instruction in course(s) you took over the past two years that were NOT officially designed WP courses?

<i>Series of courses for WP requirement</i>	N	Not at all	A little	Some	A lot
Required re-writes of assignments, essays, or papers	33	21%	18%	46%	15%
Personal assistance in writing from your instructor	33	27%	18%	36%	18%
Formal lectures on writing from the instructor	29	28%	45%	21%	7%
Peer feedback on your writing	30	28%	45%	21%	7%
Assigned readings on writing style and technique	32	38%	41%	13%	9%
Personal assistance in writing from a department teaching assistant	33	64%	24%	12%	-
In-class presentations or workshops offered by the Writing Center	33	79%	12%	9%	-
Personal assistance of a writing assistant from the Writing Center	33	88%	6%	6%	-

NON-WP COURSES - FORMS OF INSTRUCTION (Cont.)

<i>Single WP course/waiver</i>	N	Not at all	A little	Some	A lot
Personal assistance in writing from your instructor	224	26%	30%	30%	13%
Peer feedback on your writing	222	28%	29%	28%	15%
Required re-writes of assignments, essays, or papers	220	30%	29%	26%	16%
Formal lectures on writing from the instructor	224	28%	42%	20%	11%
Assigned readings on writing style and technique	223	44%	31%	18%	8%
In-class presentations or workshops offered by the Writing Center	223	74%	16%	9%	2%
Personal assistance in writing from a department teaching assistant	217	76%	14%	9%	1%
Personal assistance of a writing assistant from the Writing Center	219	80%	15%	6%	1%
<i>All WP completes</i>	N	Not at all	A little	Some	A lot
Personal assistance in writing from your instructor	257	26%	28%	31%	14%
Required re-writes of assignments, essays, or papers	253	29%	28%	29%	16%
Peer feedback on your writing	252	28%	31%	27%	14%
Formal lectures on writing from the instructor	253	28%	42%	20%	11%
Assigned readings on writing style and technique	255	43%	32%	17%	8%
In-class presentations or workshops offered by the Writing Center	256	75%	15%	9%	2%
Personal assistance in writing from a department teaching assistant	250	74%	15%	9%	1%
Personal assistance of a writing assistant from the Writing Center	252	81%	14%	6%	1%

NON-WP COURSES - WRITING SKILLS

Please indicate whether or not you took any courses over the past two years—other than those taken to satisfy the writing proficiency—that offered at least a similar level of instruction and assistance in the same aspect of writing.

<i>Series of courses for WP requirement</i>	N	None at a similar level	Some at a similar level	Some at a greater level
Using strategies for preparation and pre-writing	27	30%	44%	26%
Using grammatical conventions	27	33%	48%	19%
Using evidence to support ideas	27	15%	70%	15%
Using disciplinary style for citing and formatting of documentary sources (e.g., APA, ASA, MLA, etc.)	27	19%	56%	26%
Organization of ideas	27	22%	59%	19%
Developing a topic or thesis	27	19%	56%	26%
Developing a sense of audience and purpose	27	30%	56%	15%
Choosing the best words to convey ideas	27	19%	63%	19%
<i>Single WP course/waiver</i>	N	None at a similar level	Some at a similar level	Some at a greater level
Using strategies for preparation and pre-writing	207	30%	53%	17%
Using grammatical conventions (e.g., sentence structure, punctuation, paragraph structure)	207	26%	53%	21%
Using evidence to support ideas	208	17%	52%	31%
Using disciplinary style for citing and formatting of documentary sources (e.g., APA, ASA, MLA, etc.)	209	20%	46%	34%
Organization of ideas	209	19%	60%	21%
Developing a topic or thesis	207	19%	56%	25%
Developing a sense of audience and purpose	212	21%	58%	21%
Choosing the best words to convey ideas.	210	28%	54%	19%

NON-WP COURSES - WRITING SKILLS (Cont.)

<i>All WP completes</i>	N	None at a similar level	Some at a similar level	Some at a greater level
Using strategies for preparation and pre-writing.	234	30%	52%	18%
Using grammatical conventions (e.g., sentence structure, punctuation, paragraph structure)	234	27%	52%	21%
Using evidence to support ideas	235	17%	54%	29%
Using disciplinary style for citing and formatting of documentary sources (e.g., APA, ASA, MLA, etc.)	236	20%	47%	33%
Organization of ideas	236	19%	60%	21%
Developing a topic or thesis	234	19%	56%	25%
Developing a sense of audience and purpose	239	22%	58%	20%
Choosing the best words to convey ideas	237	27%	55%	19%

ACADEMIC ADVISING

Thinking back over the years you have been at Western, please indicate whether or not you have utilized any of the following services offered by the Academic Advising Center. (N=389)

Transitions	26%
One-on-one professional advising	45%
Information via e-mail or printed brochures about choosing courses, majors, etc.	34%
One-on-one peer advising	14%
A special presentation to a regular academic class or FIGs seminar	3%
A special advising workshop offered at the Advising Center, in the residence halls or elsewhere on campus	2%
A small group advising session	5%
A special course offered by the Academic Advising Center (UNIV107)	3%
Other*	7%
*Professors/mentors in major department	1%

*"Other" reasons with < 1% response included: A program transfer student; Appointments to reinstate my ability to register because of too many credits; As a music student, I generally consult _____ with advising questions; Career Center; Counseling: WWU or department website; Fairhaven's IDC process; Fairhaven informational session for the whole quarter; Financial Aid Office; Phone calls on how to register; Pre-med club; Talking with friends.

Over the years that you have been attending Western, how helpful have you found the services and information provided by the Academic Advising Center? (N=637. Online version only.)

N	Not at all	A little	Somewhat	Very	Extremely
327	18%	25%	22%	7%	1%

ACADEMIC SKILLS AND COMPETENCIES

For each item below, please tell me how comfortable you feel with your ability in that area.

	N	Not at all	A little	Somewhat	Very	Extremely
Understanding how to avoid plagiarism in your writing	381	2%	4%	11%	45%	38%
Working and/or learning independently	382	1%	2%	16%	48%	34%
Understanding and appreciating differing philosophies/cultures	382	2%	4%	15%	44%	34%
Understanding the interaction of society and the environment	381	2%	4%	21%	42%	31%
Citing references for research papers, for example, creating a bibliography	382	3%	9%	16%	44%	29%
Working cooperatively in a group	382	1%	4%	23%	47%	26%
Defining and solving problems	380	1%	4%	23%	53%	19%
Working effectively with technology, especially computers	382	1%	5%	23%	40%	30%
Writing effectively.	381	2%	6%	23%	47%	23%
Critically analyzing written information	381	1%	6%	25%	49%	18%
Using management/leadership capabilities	381	4%	7%	28%	40%	21%
Understanding organizations and how people behave in them	382	3%	8%	28%	37%	23%
Planning, implementing and organizing research	382	4%	9%	30%	38%	20%
Using library resources for research	381	4%	10%	28%	41%	16%
Speaking effectively	382	3%	8%	35%	39%	15%
Understanding and applying scientific principles and methods	381	4%	15%	30%	34%	17%
Understanding and applying quantitative principles and methods	381	6%	15%	33%	32%	14%