



1-1-2012

Western Educational Longitudinal Study (WELS) Baseline Survey of Transfers Entering Western in the Fall, 2011

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Recommended Citation

Clark, Linda D. (Linda Darlene); Hartsoch, Beth; Krieg, John M.; and Seaman, Keiran, "Western Educational Longitudinal Study (WELS) Baseline Survey of Transfers Entering Western in the Fall, 2011" (2012). *Office of Survey Research*. 549.
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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
BASELINE SURVEY OF TRANSFERS ENTERING WESTERN
IN THE FALL, 2011

Descriptive Statistics

Report 2012-01

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January, 2012

OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY



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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) BASELINE SURVEY OF TRANSFERS ENTERING WESTERN IN THE FALL, 2011

EXECUTIVE SUMMARY

The WELS Baseline Survey of Transfers Entering Western in the Fall, 2011 (Transfer Survey) is the companion survey to the Office of Survey Research's (OSR) survey of incoming freshmen. Together, these surveys elicit information from students prior to the start of their Western academic careers and provide an initial contact in a longitudinal survey design that follows students through graduation and into their initial years as alumni. The Transfer Survey is designed with three purposes in mind: (1) to provide baseline observations of students prior to the Western experience that can be used to forecast and enhance student success; (2) to provide data that can assist university assessment and accreditation endeavors; and (3) to assess student needs based upon their self-reported characteristics, perceptions, and concerns. To accomplish these, the Transfer Survey integrates questions into seven sections: prior engagement and experiences, the college application process, course scheduling, academic skills and goals, major choice, expenses and employment, and demographics. In addition to these, Western's Office of Sustainable Transportation submitted questions to better understand planned student commuting patterns. The questions on the Transfer Survey are a mixture of open-ended, numerical and multiple choice types. This report lists all questions and reports basic descriptive statistics from equations which lend themselves to numerical analysis. Responses to open ended questions are available upon request.

OSR initially conducted the Transfer Survey by e-mail in July, 2011. This was done in conjunction with Western's Transitions program; e-mails were sent to Transitions participants the night of the Transitions program. Non-participants in Transitions received OSR's initial e-mail shortly after the conclusion of Transitions. Reminder e-mails were sent to non-respondents at both their internal and external e-mail addresses. Non-respondents to these e-mails received phone call requests and final e-mails through the month of August. The survey was closed the weekend prior to the beginning of fall quarter. Of the 1,114 transfer students entering the fall of 2011, OSR received responses from 760, a response rate of 68.2%.

As with any survey, readers should be concerned with sample selection bias; that is bias which arises because survey respondents are not a random selection of the population of survey recipients. While sample selection bias on the Transfer Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating data. Section A of this document compares respondents to all incoming transfer students. Relative to all transfers, respondents were more likely to be female (55.9% of respondents versus 53.2% of all transfers), had a slightly lower average admissions index (48.4 of respondents versus 49.6 of transfers), and transferred slightly more credits to WWU (average of 90.3 for respondents and 87.6 for all transfers). On the other hand, respondents and non-respondents were nearly identical in terms of ethnicity, SAT, prior collegiate GPAs, median age, first generation status, and state of origin.

In order to shorten the survey and increase respondent completion rates, OSR asked certain questions to a random group of students. In our report, these are noted by statements such as "asked of a random 50% of respondents." In programming this random group, OSR made an error that prevented some of these questions from being answered. OSR caught this error after the survey had been initiated and then corrected it. As a result, the number of responses to these questions is less than what would have been hoped for. The report notes the questions in which this happened.

OSR is excited to share survey data and results with campus researchers so they may address their own questions. To familiarize readers with the content of the survey, here we make a few observations regarding the survey results. Out of 16 potential responses, students listed the following three reasons as "very important" in their decision to attend Western: a specific program at Western, Western's good reputation, and recreational opportunities in the area. These were the same three as listed in both the 2009 and 2010 transfer surveys. About two-thirds first learned of Western prior to graduating from high school. The most common initial method of learning about Western for transfer students was from friends; although one-fourth of students learned about

Western first from other family members. The most valuable resource in learning about Western was Western's website, followed by friends already attending.

The median transfer student applied to only one school (Western), while about one-third applied to two or more schools. The most common school to apply to other than Western was the University of Washington. Among those students who had registered for classes prior to completing the survey, 24% expressed some level of dissatisfaction with their schedule, an amount three percent higher than the 2010 survey results. The most common reasons given for the dissatisfaction were that their desired courses were full by the time they registered for courses and classes were offered at conflicting times.

The median transfer student expects to take 7 quarters to graduate from Western, about the same as in the 2010 survey. However, nearly one-in-six transfers expect to take more than 9 quarters to graduate. About 17% of students expressed some level of likelihood that they would transfer from Western prior to earning a degree; again an amount similar to the 2010 survey results. For those who are considering a transfer, the most common reason given was that Western does not offer the degree program they are interested in. While only 40% of transfers have officially declared a major, 75% are certain as to what their major will be.

All of OSR's survey data is linked by a unique student identifier allowing the longitudinal tracking of students through time. OSR is excited to share this data with interested researchers.

Clarifying Notes

1. Unless otherwise noted, percentages given are of the number responding to a question divided by the number asked that question. This denominator may contain fewer students than the 760 responding to the survey due to question branching, random selection of respondents for certain questions, and survey attrition.
2. In many cases percentages do not sum to one hundred because of rounding.
3. A blank space indicates no respondent chose that response option. A report of 0% indicates that the percent of responses rounded down to, but is not equal with, zero.
4. This report presents responses from all students completing any question regardless of whether the respondent completed the survey or not.

THE OFFICE OF SURVEY RESEARCH

The Office of Survey Research provides high quality survey research and other applied social science research that supports the mission of Western Washington University. In particular, OSR surveys students, alumni, graduates, employers, and the campus community to provide valuable assessment data and analysis of reports which can be used for improvement of programs, instruction, faculty scholarship, and information services. OSR is responsible for developing and administering the Western Educational Longitudinal Study (WELS), Western's Alumni Surveys, and Western's exit surveys of graduating students.

<http://www.wvu.edu/socad/osr/>

A. Characteristics of Fall 2011 Transfer Students and Survey Respondents

A.1. Characteristics of Fall 2011 Transfer Students and Survey Respondents

	Non-Respondents	Respondents	All Fall 2011 Transfers
N	354	760	1,114
Male	52.5%	44.1%	46.8%
Caucasian	77.4%	76.8%	77.0%
Black	3.1%	3.2%	3.1%
Hispanic	4.8%	6.6%	6.0%
Asian/Pacific Islander	7.9%	6.8%	7.2%
Native American	4.8%	4.5%	4.6%
Other/Unknown	0.3%	0.5%	0.4%
International	1.7%	1.6%	1.6%
Mean admission index*	52.1	48.4	49.6
Median admission index*	51.0	48.0	49.0
Mean math SAT*	549	548	548
Mean verbal SAT*	554	561	560
Mean cumulative GPA from prior colleges	3.24	3.24	3.24
Mean age	19.6	20.4	20.1
Median age	19	19	19
First generation college student	33.7%	34.5%	34.2%
Washington residency	90.1%	91.7%	91.3%
OR high school*	0.3%	0.4%	0.4%
ID high school*	1.1%	0.8%	0.9%
AK high school*	1.1%	0.4%	0.6%
Mean hours transferred to WWU	81.7	90.3	87.6
Peak Fall 2011 WWU hours registered	13.2	13.7	13.6
Transferred from 2-year college	81.5%	84.7%	83.7%

* Because Western does not measure these for transfers, the N for these variables differs from the reported N.

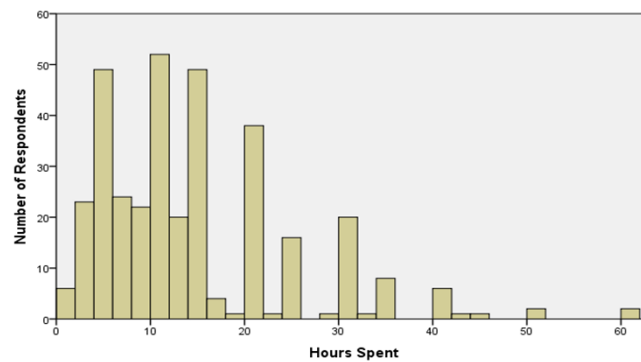
B. Previous College: Engagement and Experiences

B.1. Please indicate how often you did each of the following during your last year at {the respondent's previous college}.

	N	Never	Once	2-3 times	4-5 times	More than 5 times
Wrote an academic paper of 5 pages or more for a course requirement	745	7%	12%	35%	20%	26%
Used tutoring services for help	739	48%	13%	16%	5%	17%
Asked a teacher for help when I had difficulties in a course	743	9%	11%	33%	17%	31%
Talked about course material I was learning with someone other than a teacher	744	2%	2%	13%	13%	71%

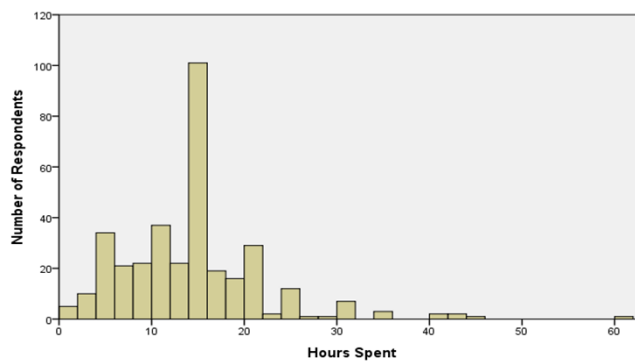
B.2. During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following? (Asked of a random 50% of respondents.) (OSR excluded values 80 hours and higher.)

B.2.a. Studying for classes



N	Mean	Median	Minimum	Maximum	Standard Deviation
347	14.02	10	0	60	10.27

B.2.b. Attending classes

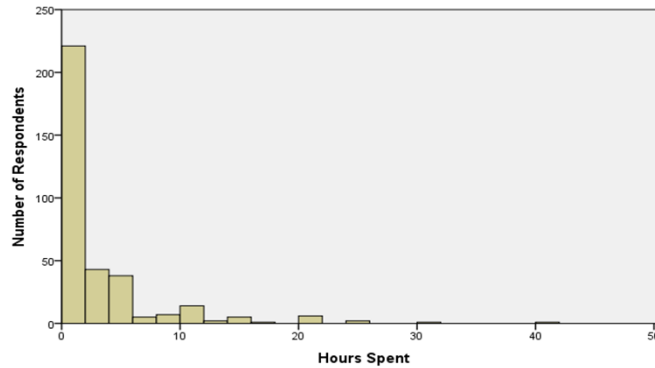


N	Mean	Median	Minimum	Maximum	Standard Deviation
348	13.82	15	0	60	7.65

Previous College: Engagement and Experiences (cont.)

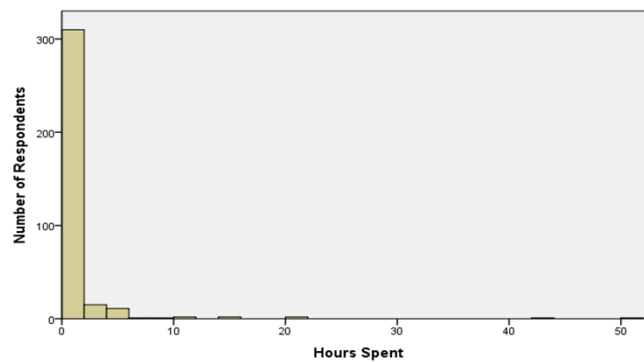
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following? (Asked of a random 50% of respondents.)

B.2.c. Volunteering on or off campus outside of coursework



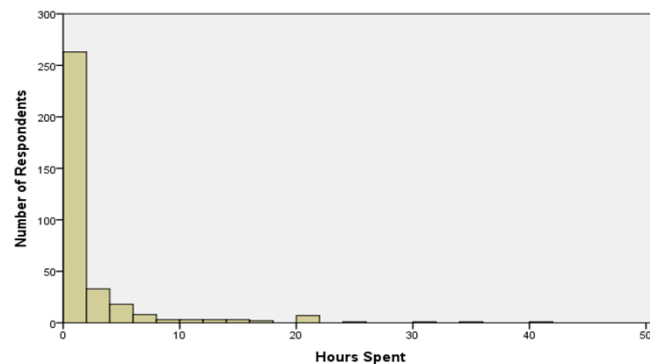
N	Mean	Median	Minimum	Maximum	Standard Deviation
346	2.59	0	0	40	5.00

B.2.d. Doing community service work as part of a course



N	Mean	Median	Minimum	Maximum	Standard Deviation
346	0.86	0	0	50	4.15

B.2.e. Participating in a campus sponsored club or student organization

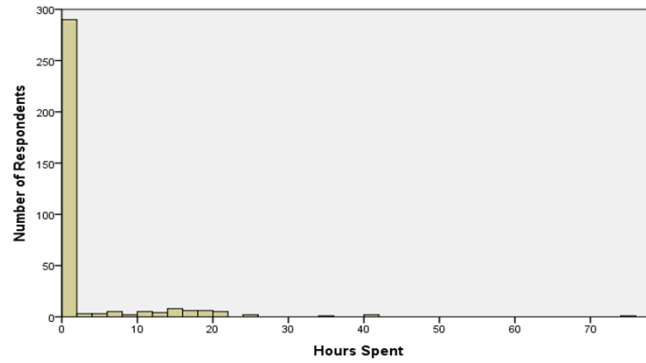


N	Mean	Median	Minimum	Maximum	Standard Deviation
347	1.94	0	0	40	5.06

Previous College: Engagement and Experiences (cont.)

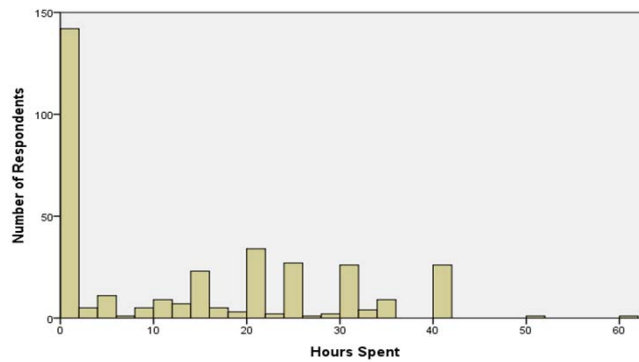
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following? (Asked of a random 50% of respondents.)

B.2.f. Working for pay on campus



N	Mean	Median	Minimum	Maximum	Standard Deviation
343	2.44	0	0	75	7.31

B.2.g. Working for pay off campus



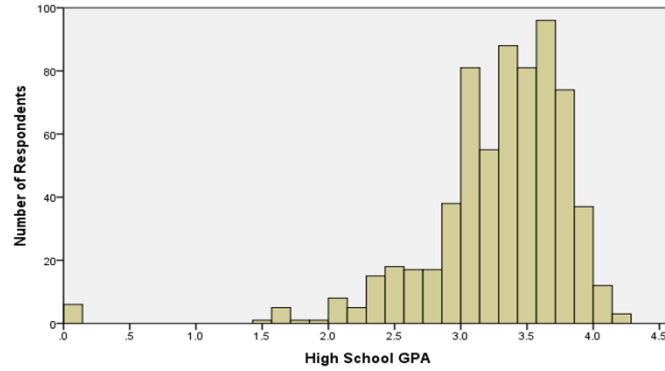
N	Mean	Median	Minimum	Maximum	Standard Deviation
344	13.42	10	0	60	14.07

B.3. How satisfied are you with the education you received at...

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
{the respondent's previous college}	678	1%	8%	7%	35%	50%
The high school you graduated from	726	6%	13%	20%	35%	27%

Previous College: Engagement and Experiences (cont.)

B.4. What was your high school GPA?



N	Mean	Median	Minimum	Maximum	Standard Deviation
659	3.28	3.4	0	4.2	0.57

B.5. Did you ever attend a community college through the Running Start Program?

N	729
Yes	27%
No	73%

B.6. Have you ever served in the United States' Army, Navy, Air Force, Marines or National Guard?

N	729
Yes	3%
No	97%

C. College Application Process

C.1. How important were each of the following factors in your choice to attend {the respondent's previous college}? (Asked of students transferring from a four-year institution.) (Technical problem with the survey reduced the number of respondents.)

	N	Not at all important	A little important	Somewhat important	Important	Very important
Family or friends were attending {the respondent's previous college}	29	76%	10%	7%	3%	3%
My total financial cost was low	29	28%	14%	14%	14%	31%
I was interested in a specific academic program	29	24%	24%	14%	10%	28%
{The respondent's previous college} had a good academic reputation	29	17%	7%	17%	34%	24%
{The respondent's previous college} was close to home	29	41%	21%	7%	21%	10%
{The respondent's previous college} was far away from home	29	59%	14%	7%	7%	14%
I liked the size of the community in which {the respondent's previous college} was located	29	31%	17%	28%	17%	7%
I liked the size of {the respondent's previous college}	28	32%	7%	29%	21%	11%
I liked the recreational opportunities in the area	29	38%	14%	31%	7%	10%
The religious orientation at {the respondent's previous college} fit with my own	29	62%	17%	3%	10%	7%
{The respondent's previous college} had a Greek system	29	83%	3%	3%	10%	
I played on a varsity athletic team	29	79%	3%		3%	14%
{The respondent's previous college} offered opportunities to participate in art and music events	29	38%	24%	28%	7%	3%

College Application Process (cont.)

C.2. How important were each of the following factors in choosing to attend {the respondent's previous college}? (Asked of students transferring from a two-year institution.) (Technical problem with the survey reduced the number of respondents.) (Running Start question asked of respondents who indicated in B.5. that they attended a community college through the Running Start program.)

	N	Not at all important	A little important	Somewhat important	Important	Very important
The college was close to home	218	12%	5%	15%	28%	41%
I wanted to finish the requirements for an associates degree	217	9%	5%	6%	18%	62%
I wanted to earn a specific certificate or degree offered at {the respondent's previous college}	218	53%	9%	11%	9%	19%
It was less expensive than a four-year school	216	6%	6%	7%	19%	63%
I was not accepted at the four year school(s) to which I applied	216	83%	6%	4%	3%	4%
I wanted to strengthen my academic record	215	30%	10%	17%	21%	21%
I missed the application deadline for four-year school(s)	216	90%	4%	2%	1%	2%
I continued at the same two-year college I had attended for Running Start	62	19%	5%	11%	15%	50%
I was unsure about my direction	217	37%	13%	21%	16%	12%
Friends or family were attending {the respondent's previous college}	216	69%	11%	13%	6%	0%
{The respondent's previous college} offered opportunities to participate in art and music events	216	72%	12%	9%	4%	4%

C.3. Out of all your college options, how important were each of the following in your decision to attend Western?

	N	Not at all important	A little important	Somewhat important	Important	Very important
My family wants me to go to Western	746	60%	14%	12%	9%	4%
A Western faculty member recruited me	745	91%	3%	4%	1%	1%
An instructor, teacher or advisor encouraged me to go to Western	744	60%	13%	14%	8%	5%
I am interested in a specific academic program at Western	745	15%	4%	13%	24%	44%
Western has a good academic reputation	744	10%	3%	14%	40%	34%
Western has a good reputation for its social activities	745	26%	10%	23%	26%	16%
Western is more affordable than my other choices	746	26%	9%	19%	24%	21%
Western offered me financial assistance	745	48%	5%	10%	15%	21%
I want to live near home	746	40%	10%	13%	16%	21%
I want to live far away from home	744	71%	8%	10%	8%	3%
I like the size of Western	745	24%	7%	22%	29%	18%
I like the size of Bellingham	745	26%	7%	20%	26%	21%
I like the recreational opportunities in this area	745	27%	6%	17%	25%	24%
Western does not have a Greek system	745	65%	6%	10%	8%	11%
I will be playing on a varsity athletic team	745	51%	11%	16%	13%	10%
Western offers opportunities to participate in arts and music events	745	92%	3%	2%	1%	1%

College Application Process (cont.)

C.4. How did you first learn about Western? (Asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.)

N	339
A parent/sibling/relative told me about Western	26%
A friend told me about Western	30%
A coach or teacher told me about Western	10%
An admissions counselor visited my school	3%
I spoke with an admissions counselor at a college fair	5%
I conducted a general college web search	13%
I conducted a search for institutions that participate in the Western Undergraduate Exchange program	1%
While I was researching Bellingham	
Western contacted me	1%
Other	12%

C.4.a. How did you first learn about Western? (Asked of respondents who answered "other" in C.4.) (N=38) (Responses included: I live in Bellingham; I participated in several summer camps; I researched major colleges in Washington; school field trip.) (Text responses available on request.)

C.5. When did you first learn about Western? (Asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.)

N	346
Before entering high school	28%
As a high school freshmen or sophomore	16%
As a high school junior	13%
As a high school senior	9%
After high school	34%

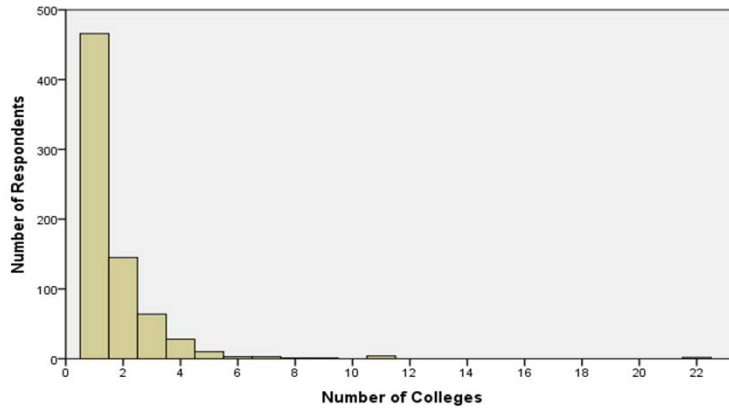
C.6. Which of the following sources were most valuable in helping you to learn about Western? Please check the three most valuable sources. (Asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.)

N	348
Western's website	66%
Friends at Western	49%
Western's admissions website	18%
Western's alumni	10%
Visit to campus	46%
High school counselor	4%
An advisor from {respondent's previous college}	20%
Paper mailings from the Office of Admissions	7%
Email communication from the Office of Admissions	5%
Parent/sibling/relative	20%
Summer program at Western	2%
Personal contact with an admissions counselor	8%
Personal contact with a Western faculty member	11%
Other	8%

College Application Process (cont.)

C.6.a. What other source(s) of information was valuable in helping you to learn about Western? (Asked of respondents who answered "other" in C.6.) (N=59) (Responses included: high school teachers; basketball coaches; course catalog; transfer fair at WCC.; varsity sport; general reputation; pamphlet from WWU representative visiting Peninsula College; Olympic College Partnership website.) (Text responses available on request.)

C.7. Including Western, to how many four-year colleges did you apply for admission this fall? (OSR recoded responses of 0 as 1, and increased responses to match the count in C.8. if it exceeded response in C.7.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
727	1.72	1	0	22	1.67

College Application Process (cont.)

C.8. To which of the following four-year colleges did you apply for this fall?

N	756
Western Washington University	100%
University of Washington - Seattle	12%
Central Washington University	8%
Washington State University - Pullman	6%
Eastern Washington University	3%
University of Washington - Bothell	3%
Seattle University	2%
Evergreen State College	1%
Lewis & Clark College	1%
Oregon State University	1%
Pacific Lutheran University	1%
Seattle Pacific University	1%
University of Montana	1%
University of Oregon	1%
University of Puget Sound	1%
University of Washington - Tacoma	1%
Gonzaga University	0%
Linfield College	0%
University of British Columbia	0%
University of Colorado at Boulder	0%
University of Portland	0%
Washington State University - Vancouver	0%
Washington State University - Spokane	0%
Washington State University - Tri-Cities	0%
Whitman College	0%
Willamette University	0%
Other	9%

College Application Process (cont.)

C.9. Of all the schools to which you applied, which was your *first* choice to attend? (Recoded by OSR to include choices implied by skip pattern.)

N	727
Western Washington University	90%
University of Washington - Seattle	5%
University of Washington - Bothell	1%
Central Washington University	0%
Eastern Washington University	0%
University of British Columbia	0%
University of Oregon	0%
Willamette University	0%
Evergreen State College	
Gonzaga University	
Lewis & Clark College	
Linfield College	
Oregon State University	
Pacific Lutheran University	
Seattle Pacific University	
Seattle University	
University of Colorado at Boulder	
University of Montana	
University of Portland	
University of Puget Sound	
University of Washington - Tacoma	
Washington State University - Pullman	
Washington State University - Spokane	
Washington State University - Tri-Cities	
Washington State University - Vancouver	
Whitman College	
Other	1%
Did not specify first choice	2%

C.9.a. Which school was your *first* choice? (Asked of respondents who answered "other" in C.10.) (N=10)
 (Responses included: Cornell, Columbia University, California College of the Arts, Richmond University in London, University of Arizona, University of San Diego.) (Text responses available on request.)

College Application Process (cont.)

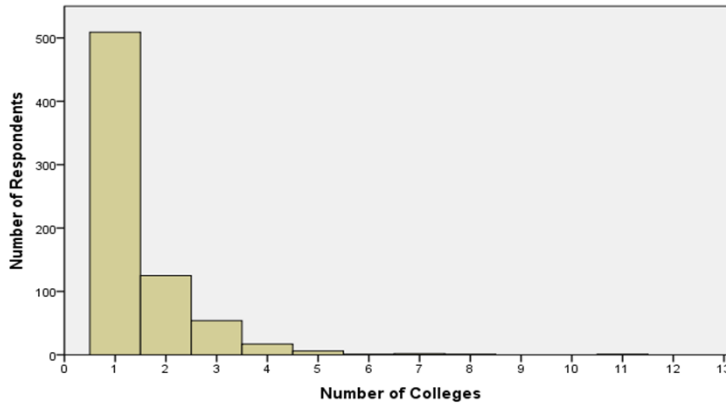
C.10. Of all the schools to which you applied, which was your *second* choice to attend? (Recoded by OSR to include choices implied by skip pattern.)

N	727
Western Washington University	7%
University of Washington - Seattle	6%
Central Washington University	5%
Washington State University - Pullman	3%
Eastern Washington University	1%
Evergreen State College	1%
Seattle University	1%
University of Oregon	1%
University of Washington - Bothell	1%
Gonzaga University	0%
Lewis & Clark College	0%
Oregon State University	0%
Pacific Lutheran University	0%
Seattle Pacific University	0%
University of Montana	0%
University of Portland	0%
University of Puget Sound	0%
University of Washington - Tacoma	0%
Washington State University - Vancouver	0%
Willamette University	0%
Linfield College	
University of British Columbia	
University of Colorado at Boulder	
Washington State University - Spokane	
Washington State University - Tri-Cities	
Whitman College	
Other	7%
Did not specify second choice	3%
Applied only to Western	64%

C.10.a. Which school was your *second* choice? (Asked of respondents who answered "other" in C.11.) (N=32) (Responses included: Arizona State University, California Lutheran University, Humboldt State University, Northwest Unibersity, Portland State University, University of Idaho, University of Washington.) (Text responses available on request.)

College Application Process (cont.)

C.11. Including Western, to how many four year colleges were you accepted for admission this fall? (OSR recoded to match count of C.12. if count of C.12. exceeded response in C.11. or if no response was given in C.11.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
716	1.48	1	1	11	0.97

C.12. To which of the following four-year colleges were you accepted? (OSR recoded to assume acceptance in cases where the response in C.11. = response in C.7. (accepted to same number of colleges applied.)

N	716
Western Washington University	100%
Central Washington University	8%
University of Washington - Seattle	6%
Washington State University - Pullman	5%
Eastern Washington University	2%
University of Washington - Bothell	2%
Seattle University	2%
Evergreen State College	1%
University of Oregon	1%
University of Washington - Tacoma	1%
Oregon State University	1%
Pacific Lutheran University	1%
University of Montana	1%
University of Puget Sound	0%
Willamette University	0%
Lewis & Clark College	0%
Linfield College	0%
Seattle Pacific University	0%
University of British Columbia	0%
Washington State University - Vancouver	0%
Gonzaga University	0%
University of Colorado at Boulder	0%
Washington State University - Spokane	0%
Washington State University - Tri-Cities	0%
Whitman College	0%
University of Portland	0%

D. Class Schedule and Expectations

D.1. How satisfied are you with your class schedule?

N	I have not yet registered for classes	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
725	17%	7%	13%	7%	30%	25%

D.1.a. Why are you dissatisfied with your class schedule? (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in D.1.)

N	149
The classes I need to take were full	86%
The classes I need to take are scheduled at conflicting times	37%
My classes are spread too far across campus	5%
My classes are spread too far throughout the day	18%
My classes are spread too far throughout the week	2%
My class schedule does not work well with my job schedule	16%
My classes begin too early in the morning	11%
My classes end too late in the evening	6%
One or more of my classes meet every day	9%
Other	14%

D.1.b. What is your other reason for being dissatisfied with your class schedule? (Asked of respondents who answered "other" in D.1.) (N=21) (Responses included: The admissions counselors had not finished my transfer equivalency evaluation, so I couldn't register for junior classes; my transfer equivalency report conflicted with the WWU/WCC equivalency site, preventing me from registering for several required courses; registration access time is too limited; I was unable to register for a beginning language course because I am not a freshmen; I was told the wrong date that registration began by a Western employee and therefore was extremely limited in my choices.) (Text responses available on request.)

Class schedule and Expectations (cont.)

D.2. Please indicate how difficult, if at all, you expect each of the following to be for you this fall:

	N	Not at all difficult	A little difficult	Somewhat difficult	Difficult	Very difficult
Participating in discussion groups in my courses	720	47%	30%	17%	5%	1%
Preparing for and presenting my work in front of a class	719	29%	31%	21%	14%	6%
Completing coursework and reading on time	718	40%	32%	21%	6%	1%
Getting good grades	720	22%	41%	23%	13%	2%
Managing my finances	719	15%	29%	24%	20%	11%

E. Academic Skills and Goals

E.1. Please rate your ability on the following academic skills relative to your peers at { the respondent's previous college}. Also please rate the importance of these skills to you.

E.1.a. Ability

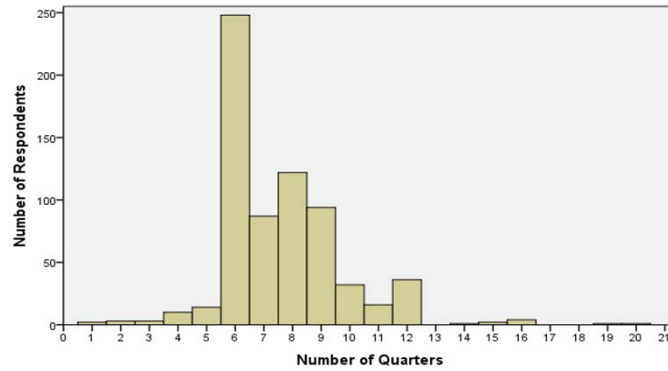
	N	Well below average	Below average	About average	Above average	Well above average
Writing skills	703	0%	2%	26%	51%	20%
Oral communication skills	700	1%	7%	38%	39%	15%
Critically evaluate information	699	1%	3%	38%	43%	16%
Work or learn independently	700	1%	3%	21%	46%	30%
Work cooperatively in a group	698	1%	5%	33%	42%	19%
Appreciation of the arts	701	2%	12%	34%	32%	21%
Apply scientific principles and methods	700	1%	13%	44%	31%	11%
Apply quantitative principles and methods	700	1%	14%	43%	31%	11%
Awareness of cultural and social differences among people	701	0%	3%	23%	40%	33%
Using computing and information technology	697	0%	8%	40%	36%	16%
Use library resources for research	702	1%	10%	44%	33%	11%
Identify and analyze complex problems	696	1%	3%	39%	43%	15%

E.1.b. Importance

	N	Not at all important	A little important	Somewhat important	Important	Very important
Writing skills	691	1%	2%	10%	34%	52%
Oral communication skills	686	0%	3%	8%	37%	52%
Critically evaluate information	685	1%	2%	10%	44%	44%
Work or learn independently	685	1%	2%	13%	41%	43%
Work cooperatively in a group	681	1%	3%	13%	38%	44%
Appreciation of the arts	691	6%	13%	27%	30%	23%
Apply scientific principles and methods	690	2%	7%	27%	41%	23%
Apply quantitative principles and methods	687	3%	6%	25%	45%	22%
Awareness of cultural and social differences among people	687	1%	5%	10%	35%	49%
Using computing and information technology	686	0%	2%	17%	47%	33%
Use library resources for research	687	1%	7%	20%	42%	31%
Identify and analyze complex problems	685	1%	1%	11%	44%	43%

Academic Skills and goals (cont.)

E.2. How many quarters do you expect to be at Western until you complete your Bachelor's degree?



N	Mean	Median	Minimum	Maximum	Standard Deviation
676	7.58	7	1	20	2.15

E.3. What is the highest degree you expect to earn in your lifetime?

N	Bachelors (B.A., B.S., etc.)	Masters (M.A., M.S., etc.)	Professional (M.D., D.O., D.D.S., D.V.M., J.D., etc.)	Doctorate (Ph.D., Ed.D., etc.)
707	24%	53%	7%	16%

E.4. How likely is it that you will transfer from Western to another college or university before you graduate?

N	Very unlikely	Somewhat unlikely	Uncertain	Somewhat likely	Very likely
708	67%	16%	15%	1%	1%

E.4.a. Which of the following reasons best explains why you are likely to transfer from Western to another college before you graduate? (Asked of respondents who answered "somewhat likely" or "very likely" in E.4.)

N	16
Western is too expensive	
Western does not offer the degree program I am interested in	38%
Friends or family attend a different school	
Western is not prestigious enough for me	13%
Western is too rigorous for me	
Western is too small	6%
Western is too large	
Western is too far from friends or family	13%
Other	31%

Academic Skills and goals (cont.)

E.4.b. What degree program are you interested in? (Asked of respondents who answered "Western does not offer the degree program I am interested in" in E.4.a.) (N=6) (Responses included: theatre arts with a concentration in directing; physical therapy; pharmacy; law; design; I would like to work toward my Ph.D. in psychology.)

E.4.c. What other reason best explains why you are likely to transfer from Western to another college before you graduate? (Asked of respondents who answered "other" in E.4.a.) (N=3) (Responses included: Life; Western does not have a film program; I want to live abroad while I finish my degree.)

F. Major Choice and Declaration

F.1. How certain are you of what your major will be?

N	Uncertain	Have some idea	Certain
707	3%	21%	75%

F.2. Have you met with a departmental advisor about your potential major?

N	Yes	No
704	72%	28%

F.3. Have you completed the paperwork to officially declare your major?

N	Yes	No
704	40%	60%

F.4. What resources have you used to learn about majors at Western? (Check all that apply.)

N	705
An advisor at your transfer school	39%
A Western Admissions Counselor	23%
Western's website	70%
A departmental advisor or faculty member at Western	54%
Western's Academic Advising Center	13%
Western's Major Guides	56%
Western's Online Catalog	41%
Other	11%
None	2%

F.5. Why haven't you declared your major? (Asked of respondents who answered "certain" in F.1. and "no" in F.3.)

N	268
I am unaware of the process to declare my major	24%
I don't yet meet the requirements of my major	52%
It is not urgent that I declare my major now	18%
Other	18%

Major Choice and Declaration (cont.)

F.6. When did you decide what your major would be? (Asked of respondents who answered "certain" in F.1.)

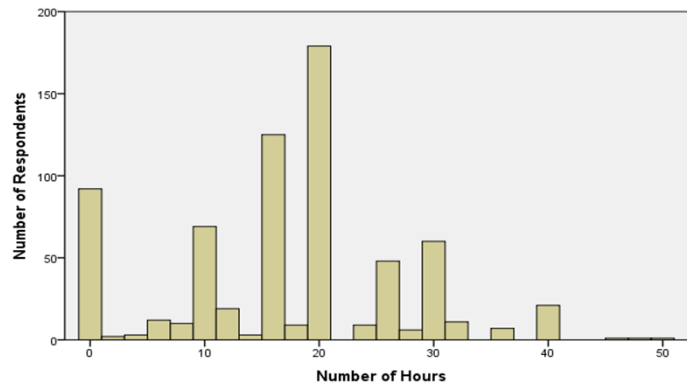
N	529
After your first year at your transfer institution	7%
During your first year at your transfer institution	20%
During high school	30%
Before high school	43%

G. Expenses and Employment

G.1. In your first year at Western, how much of your educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

	N	None	\$1 to \$999	\$1,000 to \$2,999	\$3,000 to \$5,999	\$6,000 to \$9,999	\$10,000 or more
Family resources (parents, relatives, spouse, etc.)	691	35%	16%	9%	9%	11%	19%
My own resources (savings, employment, other income)	686	12%	33%	25%	16%	8%	7%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	682	42%	7%	12%	12%	12%	14%
Aid which must be repaid (loans, etc.)	685	39%	3%	8%	15%	13%	22%

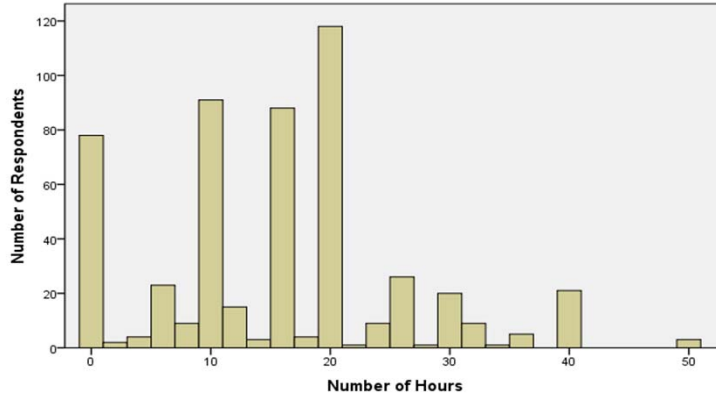
G.2. During the coming year, about how many hours per week do you hope to work while attending Western?



N	Mean	Median	Minimum	Maximum	Standard Deviation
688	17.01	18.5	0	50	10.0

Expenses and Employment (cont.)

G.3. During this coming year, what is the minimum number of hours per week you will need to work while attending Western to pay for tuition and living expenses? (Asked if G.2. was greater than zero and if respondent claimed to use "my own resources" in G.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
531	15.25	15	0	50	10.3

H. Demographics and Comments

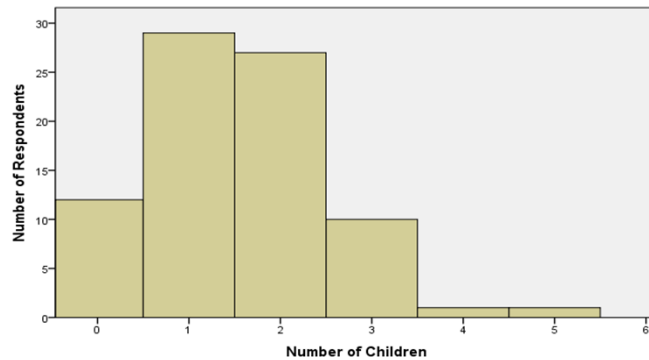
H.1. What is your marital status?

N	Single, never married	Married (or legal equivalent)	Single, divorced	Single, widowed
703	86%	9%	5%	

H.2. Do you have children?

N	Yes	No
703	11%	89%

H.2.a. How many children will be living with you over the coming year? (Asked of respondents who answered "yes" in H.2.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
80	1.53	1	0	5	1.02

H.3. Please use this space below for any additional comments or suggestions. (Open-ended question asked of all respondents.) (N=112) (Text responses available on request.)

I. Items Requested by Office of Sustainable Transportation

This section was asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.

I.1. Will you live on campus during fall quarter?

N	291
Yes	24%
No	73%
I don't know	3%

I.2. While attending Western, will you live within the area encompassed by the map below? (Map is on next page.)

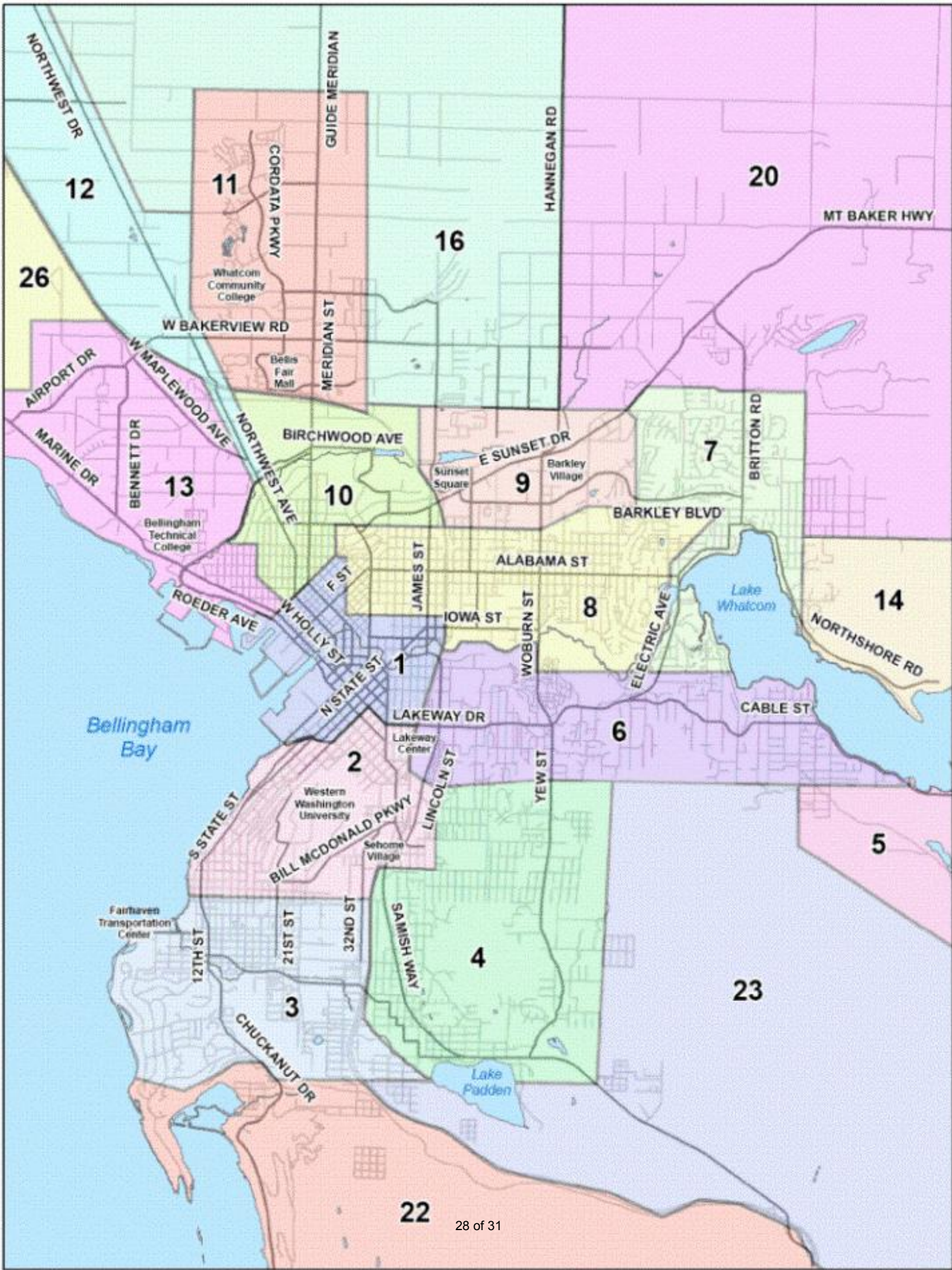
N	212
Yes	65%
No	27%
I don't know	8%

I.2.a. Please select the number corresponding to the area in which you will live while attending Western. (Asked of respondents who answered "yes" in D.2.) (N = 145) (Map is on next page.)

Map Code	Percent	Map Code	Percent
1	9%	11	6%
2	25%	12	
3	19%	13	6%
4	6%	14	
5		16	1%
6	8%	20	
7	0%	22	1%
8	13%	23	
9	5%	26	
10	2%		

I.2.b. Where will you live while attending Western? (Asked of respondents who answered "no" in I.2.)

N	65
Everson, Nooksack, Sumas	2%
Lynden, Laurel, Meridian north of Horton	8%
Ferndale	5%
Blaine, Birch Bay, Custer, Semiahmoo	6%
Along Mount Baker Highway, east of McLeod	2%
Marine Drive west of Airport Drive, Marietta	2%
Gooseberry Point, Lummi Island	3%
Skagit County	17%
Island County	2%
Snohomish County	29%
King County	3%
Other	23%



Office of Sustainable Transportation (cont.)

I.3. Will you have a car available for use while at Western?

N	291
Yes, I have my own car	64%
Yes, I will be able to use someone else's car	3%
No, I do not plan to use a car	29%
I don't know	4%

I.3.a. For which of the following trips will you usually use the car? (Asked of respondents who answered "yes" in I.3.)

N	214
School	57%
Work	68%
Shopping	62%
Travelling outside Bellingham (e.g. to your hometown)	72%
Other	21%

I.3.b. What mode of transportation do you plan to use to commute to campus during the day? (Asked of respondents who indicated in I.3. that they will have a car available for their use while at Western.)

N	165
Walk	13%
Bus	23%
Bicycle	8%
Drive alone to campus	36%
Drive alone to park & ride, then bus	7%
Carpool to campus	5%
Carpool to park & ride, then bus	2%
Dropped off by someone not going to campus	
Other	1%
I don't know	5%

Office of Sustainable Transportation (cont.)

I.3.c. What mode of transportation do you plan to use to commute to campus at night? (Asked of respondents who indicated in I.3. that they will have a car available for use while at Western.)

N	165
Walk	6%
Bus	19%
Bicycle	4%
Drive alone to campus	45%
Drive alone to park & ride, then bus	3%
Carpool to campus	4%
Carpool to park & ride, then bus	1%
Dropped off by someone not going to campus	1%
Other	1%
I don't plan to go to campus at night	12%
I don't know	5%

I.3.d. What mode of transportation do you plan to use to commute to campus during the day? (Asked of respondents who indicated in I.3. that they will not have a car available to them while at Western.)

N	47
Walk	28%
Bus	40%
Bicycle	19%
Carpool to campus	
Carpool to park & ride, then bus	2%
Dropped off by someone not going to campus	2%
Other	2%
I don't know	6%

Office of Sustainable Transportation (cont.)

I.3.e. What mode of transportation do you plan to use to commute to campus at night? (Asked of respondents who indicated in I.3. that they will not have a car available for use while at Western.)

N	47
Walk	19%
Bus	34%
Bicycle	21%
Carpool to park & ride, then bus	4%
Dropped off by someone not going to campus	2%
Other	2%
I don't plan to go to campus at night	11%
I don't know	6%

I.3.f. Have you ever used a bicycle for transportation?

N	290
Yes	64%
No	36%

I.3.g. Will you have a bicycle available for use while attending Western?

N	290
Yes	55%
No	45%

I.3.h. How frequently have you used a public bus or transit system in the past?

N	291
Never	10%
Once or twice	26%
Occasionally	30%
Regularly	34%
