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Spring 2010 Follow-up Survey of Freshmen Who Entered Western in Fall of 2008: Descriptive Statistics

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SPRING 2010 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2008

Descriptive Statistics

Report 2010-06

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December, 2010

OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY

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SPRING 2010 FOLLOW-UP SURVEY OF FRESHMEN WHO ENTERED WESTERN IN FALL OF 2008

EXECUTIVE SUMMARY

The Spring 2010 Follow-Up Survey of Freshmen Who Entered Western in Fall 2008 (2nd Year Survey) holds particular importance to Western in that it focuses on student experiences in first year programs and GUR courses. Together with the Vice Provost for Undergraduate Education and the Committee for Undergraduate Education, the Office of Survey Research (OSR) created this survey in an attempt to shed light on the efficacy of and satisfaction with programs designed to foster student success early in their Western careers.

The 2nd Year Survey consists of a mixture of open ended, multiple choice, and numerical response questions. This survey targeted native freshmen (including running start students) who entered Western in the Fall of 2008. These students were completing their second complete year on campus at the time of the survey (Spring 2010). As part of OSR's efforts to paint a longitudinal portrait of Western's students, these students also were surveyed immediately prior to beginning their Western careers (Fall 2008 Baseline of Incoming Freshmen.)

In an attempt to measure the success of pre-calling, OSR initiated the 2nd Year Survey by first calling potential respondents and informing them that they were to receive an e-mail survey shortly. These pre-calls were made on May 3, 2010 and the e-mail with embedded link to the survey was sent on May 5th. Electronic reminders were sent to non-respondents three days later and phone call reminders were placed on May 12th. For non-respondents who provided the university with an external e-mail address, additional invitations and reminders were sent on May 13th and 17th. This was followed by a final phone call reminder during the following week. Of the 2,148 valid 2nd year students, OSR received survey responses from 1,355, a response rate of 63.1%.

In addition to the contributions of the Vice Provost for Undergraduate Research and the Committee for Undergraduate Education, a number of other campus offices contributed questions to the 2nd Year Survey. Among these contributors are the Math Center, University Residences, and the Office of Sustainable Transportation. Because of the large number of questions these offices included, OSR assigned a number of questions to be randomly skipped by students. In effect, this random skipping shortened the time it took for any individual student to complete the survey while still allowing for a large number of questions to receive a quantity of responses necessary for statistical analysis. For each question, this report notes when randomization occurs. OSR did encounter a flaw in its programming of this randomization routine. On May 11th, after 569 completed surveys and 65 partially completed surveys had been received, OSR realized that the randomized questions were not being asked. This problem was corrected and the remaining 721 responses successfully received the appropriate randomized questions.

As with any survey, readers should be concerned about sample selection bias; that is bias which occurs because survey respondents are not a random selection from a population of survey recipients. While sample selection bias for the 2nd Year 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 reports basic demographic and academic statistics for all students who responded to the survey and compares them to non-respondents. As is consistent with OSR's experience surveying Western students, women were more likely to respond to the 2nd Year Survey than men (63% of respondents were women whereas 59.2% of the population are women.) Likewise, respondents hold slightly better Western grade point averages; the average respondent earned a cumulative GPA of 3.04 compared to a population average of 2.97. Respondents are also more likely to live on campus (32.1% of respondents versus 29.5% of the population) and attempted more credits during spring quarter than non-respondents (average of 14.7 credits for respondents and 14.5 for the population.) Despite these differences, respondents and non-respondents were very similar in terms of race, running start status, residency in Washington, and first generation status.

The remainder of this report is composed of twelve additional sections each focusing on an aspect of student experience. Rather than describing each of these sections, here we focus on two: Section L (Department-Level Data) and Section M (Items Requested by Departments, Offices, and Programs). Some of the questions on this survey are better analyzed at the departmental level. For instance, questions about the quality of advising within a major or the likelihood of staying in a major are most helpful to specific departments. However, because some of these questions were randomly excluded from surveys and because many 2nd year students have yet to declare a major, only a small number of departments received enough responses to warrant documentation here. For departments which did receive a large number of responses, we included department-level breakdowns of questions dealing specifically with departmental issues in Section L. OSR will happily share data with departments who are not listed in this section.

Section M contains summary data for questions submitted by other offices and departments. These include questions from the Math Center, the Western Reads Program, University Residences, and the Office of Sustainable Transportation. It is OSR's intent to expand this section of the survey in the future as other departments add their own questions.

While we leave it to the reader to decide what is informative or striking in this report, we undertake to highlight some findings which the wider campus may find interesting. Ninety-one percent of students claimed to be "satisfied" or "very satisfied" with their Western experience but only 66% of students claimed that they were "very unlikely" to leave Western prior to graduation. For the sixty-one students who thought it probable that they would transfer from Western prior to graduating, the most common reasons given were that another school has a better program in their field, that they wanted to go somewhere new and different, or that Western doesn't offer a major that is of interest.

In order to gauge the difficulty of registering for courses, students were asked how many classes which they wanted to take in the spring quarter were full. The average number of full courses were 1.66, about half of which were GUR courses and about 90% were required for their major or pre-major. Students were also asked about courses that were too large. The three courses most frequently cited by 2nd year students as being too large were PSY 101, ESCI 101, and BIOL 101. Sadly, only 8% of students strongly agreed with the statement "Taking GUR courses gives me useful skills" and only 7% of students are "very satisfied" with GUR course availability.

For students who have already declared a major, 63% claimed they were very unlikely to change their major prior to graduation. For undeclared students, 57% were certain as to what their major would be and 34% had some idea. Sixty percent of non-declared majors had contacted someone within a major department about their interest. The most common reason for not having declared a major was a need to take more courses to qualify for their major.

Over the entire academic year, 35% of students claim they did not write a single paper longer than 5 pages and 56% claimed to write between one and four such papers. Given that 34% of students claimed that learning writing skills is very important to them, this lack of writing experience may explain why only 15% of students are "very satisfied" with the writing skills they have developed.

Two features of the 2nd Year Survey are worth mentioning. First, this is part of a longitudinal cohort which began with an OSR baseline survey prior to the beginning of the freshmen year. OSR is happy to package this data and share it with interested researchers. Researchers may view the contents of the baseline survey given to these students at: <http://www.wvu.edu/socad/osr/wels> Secondly, each respondent in the 2nd Year Survey is tracked with a unique tracking number which OSR can match with university records. This ability profoundly opens the door for research in issues which impact students and the university. OSR will happily provide such data to researchers, departments, and offices upon request.

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 1,355 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. Comparison of all Second-Year Students and Respondents

A.1. Second-Year Characteristics

| | Non- Respondents | Respondents | All Second-Year Students |
|-------------------------------|------------------|-------------|--------------------------|
| N | 793 | 1,355 | 2,148 |
| Male | 47.3% | 37.0% | 40.8% |
| Caucasian | 75.0% | 77.9% | 76.8% |
| Black | 3.5% | 2.4% | 2.8% |
| Hispanic | 7.2% | 4.6% | 5.6% |
| Asian/Pacific Islander | 9.7% | 9.7% | 9.7% |
| Native American | 2.0% | 2.3% | 2.2% |
| Race Unknown | 1.8% | 2.1% | 2.0% |
| Mean Admission Index | 55.6 | 60.0 | 58.4 |
| Mean WWU GPA | 2.85 | 3.04 | 2.97 |
| Mean Age | 19.1 | 19.0 | 19.0 |
| Median Age | 19 | 19 | 19 |
| First Generation Student | 31.7% | 30.1% | 30.7% |
| Runningstart Student | 13.1% | 13.1% | 13.1% |
| WA Resident | 93.6% | 92.5% | 92.9% |
| Campus Housing 201020 | 23.7% | 32.1% | 29.5% |
| Mean Cumulative WWU Credits | 69.2 | 72.4 | 71.2 |
| Mean Spring 2010 Peak Credits | 14.1 | 14.7 | 14.5 |

B. Attending Western

B.1. How satisfied are you with your experience at Western?

| | |
|------------------------------------|-------|
| N | 1,355 |
| Very dissatisfied | 1% |
| Dissatisfied | 2% |
| Neither satisfied nor dissatisfied | 7% |
| Satisfied | 61% |
| Very Satisfied | 30% |

B.1.a. Why are you dissatisfied with your experience at Western? (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in B.1.) (N=28) (Responses included: can't get into classes for major as they are always full, classes not offered when needed, lack of variation in class times, not the learning environment for me, WWU is using my money for stuff I don't even use, quality of classes in my program is poor, quality of advising is poor.) (Text responses available on request.)

B.2. How likely is it that you will leave Western before you graduate?

| | |
|-------------------|-------|
| N | 1,355 |
| Very unlikely | 66% |
| Somewhat unlikely | 22% |
| Uncertain | 8% |
| Somewhat likely | 2% |
| Very likely | 3% |

B.3. When do you expect to graduate from Western with your bachelor's degree?

| | |
|---------------------------------------|-------|
| N | 1,355 |
| Winter 2011 or earlier | 4% |
| Spring 2011 through winter 2012 | 8% |
| Spring 2012 | 48% |
| Summer 2012 through winter 2013 | 30% |
| Spring 2013 or later | 9% |
| I don't plan to graduate from Western | 2% |

B.4. If you leave Western, will you transfer to another institution or not attend school anywhere? (Asked of respondents who answered "somewhat likely" or "very likely" in B.2., or "I don't plan to graduate from Western" in B.3.)

| | |
|------------|-----|
| N | 71 |
| Transfer | 87% |
| Not attend | 13% |

Attending Western (cont.)

B.4.a. Why are you likely to leave Western before you graduate? Check all that apply. (Asked of respondents who answered "not attend" in B.4.)

| | |
|--|-----|
| N | 8 |
| Financial problems | 38% |
| Academic performance | 13% |
| Unsure of my direction | 63% |
| Employment opportunity | |
| A college education isn't important to me. | 13% |
| Other | |

B.4.a.1. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.4.a.) (N=0)

B.4.b. Why are you likely to transfer from Western? Check all that apply. (Asked of respondents who answered "transfer" in B.4.)

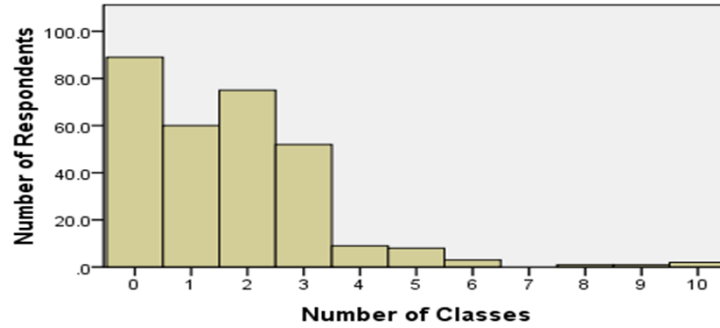
| | |
|---|-----|
| N | 61 |
| Western doesn't offer the major that interests me | 33% |
| Another school has a better program in my field | 44% |
| Another school would have challenged me more than Western | 16% |
| Western is too big or too small | 8% |
| I dislike the weather, recreation opportunities, or location in general | 15% |
| Problems with academic performance at Western | 16% |
| Financial problems | 18% |
| To do something or go somewhere new and different | 41% |
| To be closer to home | 18% |
| To be further from home | 11% |
| To be with friends or a significant other | 20% |
| I don't fit in at Western | 23% |
| Other | 23% |

Attending Western (cont.)

B.4.b.1. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.4.b.) (N=12) (Responses included: difficult to get all the classes needed each quarter, more opportunities relating to my field for post-graduation, job in different city, general dislike of WWU, Western doesn't offer the college life that I want, Western doesn't offer the program I want, transfer to private school with more hands on or involved teaching style which would fit me better, different scenery.) (Text responses available on request.)

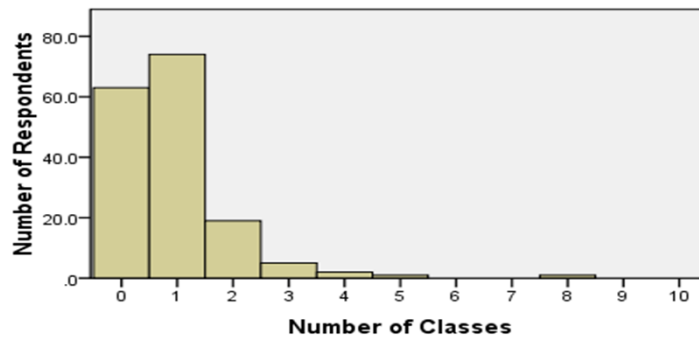
C. Course Scheduling

C.1. How many of the classes that you wanted to take this quarter were unavailable to you because they were full? (Asked of a random 22% of respondents.)



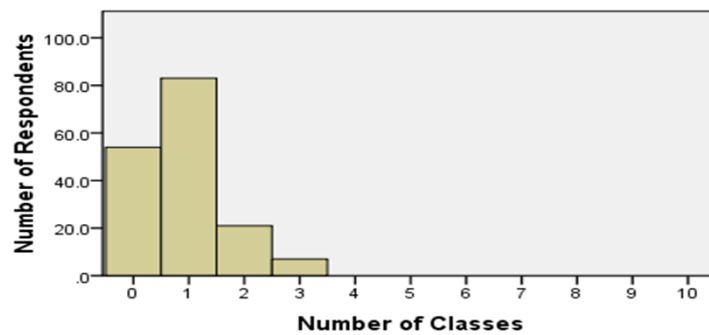
| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 300 | 1.66 | 2 | 0 | 10 | 1.63 |

C.1.a. Of the courses you were unable to take this quarter because they were full, how many were classes to fulfill GURs? (Asked of respondents who answered >0 in C.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 165 | 0.9 | 1 | 0 | 8 | 1.05 |

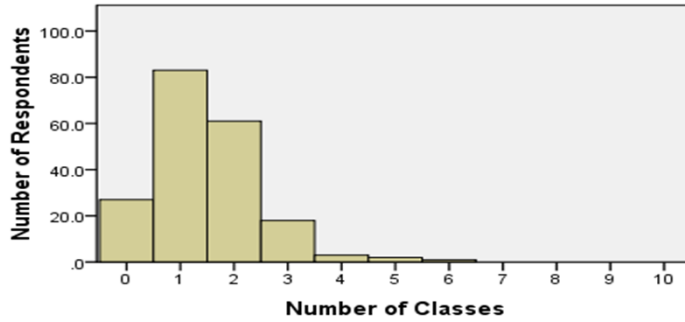
C1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered >0 in C.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 165 | 0.88 | 1 | 0 | 3 | 0.78 |

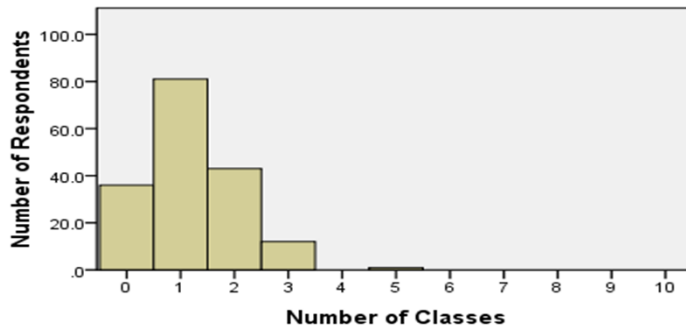
Course Scheduling (cont.)

C.1.c. Of the courses you were unable to take this quarter because they were full, how many were classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered >0 in C.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 195 | 1.47 | 1 | 0 | 6 | 1.01 |

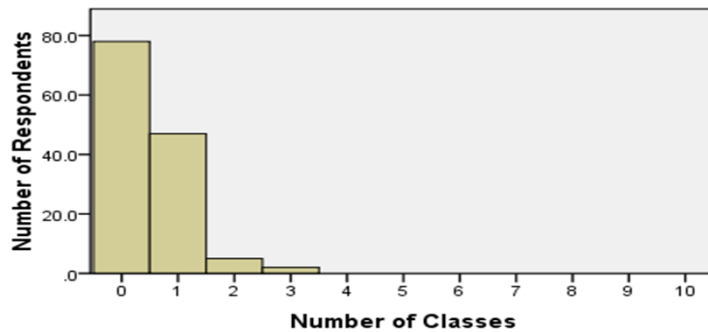
C.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered >0 in C.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 173 | 1.2 | 1 | 0 | 5 | 0.89 |

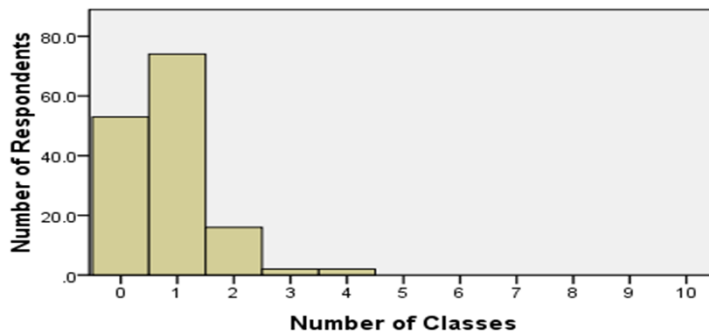
Course Scheduling (cont.)

C.1.e. Of the courses you were unable to take this quarter because they were full, how many were electives?
(Asked of respondents who answered >0 in C.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 132 | 0.48 | 0 | 0 | 3 | 0.65 |

C.1.f. Of the courses you took instead, how many are electives? (Asked of respondents who answered >0 in C.1.)



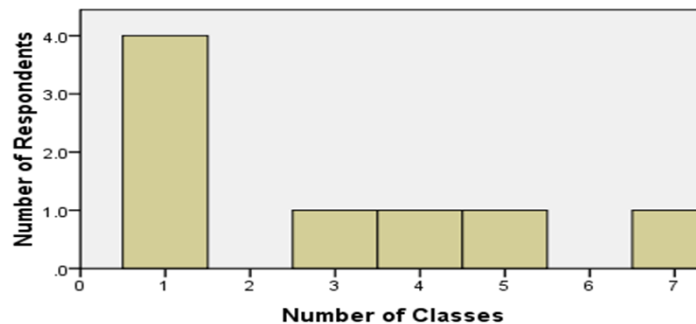
| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 147 | 0.82 | 0 | 0 | 4 | 0.78 |

D. Concurrent Enrollment

D.1. Have you ever taken classes at Western and another institution during the same quarter? (Asked of a random 20% of respondents.)

| | |
|-----|-----|
| N | 273 |
| Yes | 3% |
| No | 97% |

D.1.a. How many classes have you completed through other institutions while simultaneously enrolled in classes at Western? (Asked of respondents who answered "yes" in D.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|---|------|--------|---------|---------|--------------------|
| 7 | 2.71 | 1 | 1 | 7 | 2.25 |

D.1.b. Why did you take classes from another institution during a quarter in which you were enrolled at Western? Check all that apply. (Asked of respondents who answered "yes" in D.1.)

| | |
|---|-----|
| N | 8 |
| The class I needed was full at Western | |
| The class I needed wasn't offered at Western when I wanted to take it | 25% |
| The class I needed was scheduled at a time that didn't work for me | 13% |
| I wanted to take more than the maximum number of credits | |
| It was cheaper to fill the requirement elsewhere | 38% |
| Other | 50% |

D.1.b.1. What was the "other" reason for taking classes from another institution while simultaneously enrolled in classes at Western? (Asked of respondents who answered "other" in D.1.b.) (N=4)
 (Responses included: It is supplementary to my education and I'm not receiving credit for the class, Whatcom's math is easier and teachers have more one on one time, playing soccer at a C.C., took EMT and fire training courses.) (Text responses available on request.)

E. Class Size

E.7. Have you taken any classes at Western that you considered to be too big?

| | |
|-----|-------|
| N | 1,355 |
| Yes | 40% |
| No | 60% |

E.7.a. Please list up to three classes which you considered to be too big. (Asked of respondents who answered "yes" in E.7.)

Case Summaries

| Program | Course number | # of Respondents |
|-------------------------------------|---------------|------------------|
| A/HI - Art History | none given | 3 |
| | 220 | 2 |
| | 221 | 3 |
| | 230 | 2 |
| | 231 | 2 |
| | 240 | 2 |
| | 241 | 2 |
| | 270 | 2 |
| | 271 | 1 |
| | Total | 19 |
| ACCT - Accounting | none given | 5 |
| | 240 | 5 |
| | 245 | 4 |
| | | Total |
| AMST - American Cultural Studies | 361 | 1 |
| | | Total |
| ANTH - Anthropology | none given | 29 |
| | 102 | 6 |
| | 103 | 1 |
| | 104 | 4 |
| | 201 | 43 |
| | 204 | 1 |
| | 365 | 1 |
| | Total | 85 |
| ART - Art | 109 | 1 |
| | | Total |
| ASTR - Astronomy | none given | 3 |
| | 102 | 1 |
| | 103 | 2 |
| | | Total |
| BIOL - Biology | none given | 41 |
| | 101 | 67 |
| | 204 | 7 |
| | 205 | 8 |
| | 206 | 4 |
| | Total | 127 |

Case Summaries

| Program | Course number | # of Respondents |
|-----------------------------|---------------|------------------|
| C/AM - Canadian/American | none given | 1 |
| | | Total |
| CHEM - Chemistry | none given | 11 |
| | 101 | 3 |
| | 121 | 29 |
| | 122 | 8 |
| | 123 | 9 |
| | 351 | 2 |
| | Total | 62 |
| CLST - Classical Studies | none given | 9 |
| | 101 | 1 |
| | 260 | 3 |
| | 270 | 2 |
| | 350 | 7 |
| | Total | 22 |
| COMM - Communication | none given | 7 |
| | 101 | 6 |
| | 220 | 1 |
| | 235 | 1 |
| | 250 | 1 |
| | Total | 16 |
| CSCI - Computer Science | none given | 2 |
| | 101 | 1 |
| | 141 | 2 |
| | 211 | 1 |
| | Total | 6 |
| CSD - Communication | 251 | 1 |
| | | Total |
| DNC - Dance | 22 | 1 |
| | 211 | 1 |
| | 221 | 2 |
| | | Total |
| DSCI - Decision Sciences | 205 | 5 |
| | | Total |
| DSGN - Design | 211 | 1 |
| | | Total |

Class Size (cont.)

Case Summaries

| Program | Course number | # of Respondents |
|------------------------------|---------------|------------------|
| EAST - East Asian Studies | none given | 1 |
| | 201 | 1 |
| | Total | 2 |
| ECON - Economics | none given | 8 |
| | 101 | 10 |
| | 206 | 4 |
| | 207 | 3 |
| | 303 | 1 |
| | 306 | 1 |
| | 309 | 1 |
| | 375 | 1 |
| | Total | 29 |
| EDUC - Educ Admin | 297 | 1 |
| | Total | 1 |
| EGEO - Geography | 114 | 1 |
| | 201 | 5 |
| | 203 | 1 |
| | Total | 7 |
| ENG - English | none given | 3 |
| | 101 | 2 |
| | 214 | 4 |
| | 216 | 2 |
| | 235 | 3 |
| | 311 | 2 |
| | 335 | 1 |
| | 336 | 1 |
| | 338 | 2 |
| | 355 | 1 |
| | 383 | 1 |
| Total | 22 | |
| ESCI - Environmental Science | none given | 48 |
| | 101 | 107 |
| | 201 | 1 |
| | 309 | 1 |
| | Total | 157 |
| ESTU - Environmental Studies | none given | 14 |
| | 101 | 6 |
| | 102 | 1 |
| | 202 | 9 |
| | Total | 30 |

Case Summaries

| Program | Course number | # of Respondents |
|---------------------------|---------------|------------------|
| ETEC - Engineering Tech | 110 | 1 |
| | Total | 1 |
| FIN - Finance | none given | 1 |
| | 101 | 1 |
| | Total | 2 |
| GEOL - Geology | none given | 11 |
| | 101 | 17 |
| | 112 | 1 |
| | 211 | 3 |
| | 212 | 1 |
| | Total | 33 |
| GERM - German | none given | 1 |
| | 203 | 1 |
| | 302 | 1 |
| | Total | 3 |
| HIST - History | none given | 2 |
| | 103 | 1 |
| | 104 | 2 |
| | 111 | 2 |
| | 113 | 1 |
| | 201 | 1 |
| | 274 | 1 |
| | 286 | 1 |
| | 313 | 1 |
| | 391 | 1 |
| Total | 13 | |
| HLED - Health Education | none given | 1 |
| | Total | 1 |
| JAPN - Japanese | none given | 1 |
| | Total | 1 |
| JOUR - Journalism | 190 | 1 |
| | Total | 1 |
| KIN - Kinesiology | none given | 1 |
| | 311 | 1 |
| | Total | 2 |
| LANG - Modern & Classical | 201 | 1 |
| | Total | 1 |
| LBRL - Liberal Studies | none given | 1 |
| | Total | 1 |

Class Size (cont.)

Case Summaries

| | | |
|---------------------------------------|------------|----|
| LING - Linguistics | none given | 7 |
| | 201 | 11 |
| | 202 | 1 |
| | 204 | 2 |
| | 211 | 1 |
| | 221 | 1 |
| | Total | 23 |
| M/CS - Mathematics & Computer Science | none given | 2 |
| | 112 | 1 |
| | Total | 3 |
| MATH - Mathematics & Computer Science | none given | 11 |
| | 99 | 1 |
| | 107 | 2 |
| | 112 | 8 |
| | 114 | 5 |
| | 115 | 1 |
| | 134 | 1 |
| | 156 | 3 |
| | 157 | 4 |
| | 240 | 1 |
| | Total | 37 |
| MGMT - Management | none given | 2 |
| | 271 | 2 |
| | 311 | 10 |
| | Total | 14 |
| MUS - Music | none given | 1 |
| | 103 | 1 |
| | 104 | 1 |
| | 105 | 1 |
| | Total | 4 |
| OPS - Operations Management | 360 | 4 |
| | Total | 4 |
| PHIL - Philosophy | none given | 8 |
| | 102 | 7 |
| | 114 | 1 |
| | 202 | 1 |
| | Total | 17 |
| PHYS - Physics | none given | 1 |
| | 101 | 3 |
| | 104 | 1 |
| | 121 | 2 |
| | 122 | 1 |
| | Total | 8 |

Case Summaries

| | | |
|--------------------------|------------|-----|
| PLSC - Political Science | none given | 2 |
| | 101 | 2 |
| | 250 | 12 |
| | 261 | 2 |
| | 271 | 2 |
| | 279 | 1 |
| | 364 | 1 |
| | Total | 22 |
| PORT - Portuguese | none given | 1 |
| | Total | 1 |
| PSY - Psychology | none given | 60 |
| | 101 | 124 |
| | 102 | 1 |
| | 119 | 6 |
| | 210 | 1 |
| | 220 | 2 |
| | 301 | 1 |
| | Total | 195 |
| SOC - Sociology | none given | 10 |
| | 221 | 4 |
| | 251 | 1 |
| | 255 | 5 |
| | 260 | 2 |
| | 268 | 4 |
| | 269 | 7 |
| | 351 | 1 |
| | Total | 34 |
| SPAN - Spanish | none given | 1 |
| | 314 | 1 |
| | 401 | 1 |
| | Total | 3 |
| SPED - Special Education | 467 | 1 |
| | Total | 1 |
| THTR - Theatre Arts | none given | 8 |
| | 101 | 6 |
| | 201 | 8 |
| | 228 | 1 |
| | 260 | 1 |
| | 261 | 1 |
| | Total | 25 |

F. General Education

F.1. How well did your high school experience prepare you to succeed at Western in each of the following areas? (Asked of a random 23% of respondents.)

| | Math | Writing | Research | Reading | Time Management |
|---------------------|------|---------|----------|---------|-----------------|
| N | 305 | 305 | 305 | 304 | 304 |
| Not at all prepared | 6% | 2% | 4% | 3% | 13% |
| A little prepared | 12% | 11% | 17% | 8% | 15% |
| Somewhat prepared | 26% | 20% | 31% | 19% | 34% |
| Well prepared | 37% | 43% | 34% | 44% | 20% |
| Very well prepared | 19% | 25% | 13% | 27% | 17% |

F.2. How has the level of difficulty in your GUR courses compared with your expectations? (Asked of a random sample of students.) (Asked of a random 19% of respondents.)

| | |
|---------------------------------------|-----|
| N | 259 |
| Much less difficult than expected | 3% |
| Somewhat less difficult than expected | 19% |
| As difficult as expected | 45% |
| Somewhat more difficult than expected | 29% |
| Much more difficult than expected | 4% |

F.3. In how many of your GUR courses has the instructor discussed the value of and goals of a general university education? (Asked of a random 19% of respondents.)

| | |
|--------------|-----|
| N | 259 |
| None of them | 35% |
| Some of them | 51% |
| Most of them | 13% |
| All of them | 2% |

F.4. Western has established eleven competencies which are emphasized in GUR courses. Do you know what these competencies are? (Asked of a random 19% of respondents.)

| | |
|-----|-----|
| N | 259 |
| Yes | 22% |
| No | 78% |

General Education (cont.)

F.5. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of students who were required to complete GUR's. Excludes Running Start and Fairhaven students.)

| | N | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
|--|-------|-------------------|-------------------|----------------------------|----------------|----------------|
| Taking GUR courses gives me useful skills | 1,147 | 9% | 22% | 18% | 44% | 8% |
| I use GURs to explore potential majors | 1,144 | 14% | 18% | 12% | 35% | 21% |
| Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required | 1,146 | 12% | 19% | 20% | 31% | 18% |
| My GUR courses have broadened my perspective on the world | 1,144 | 7% | 14% | 21% | 38% | 20% |
| GUR course requirements interfere with my taking courses that really interest me | 1,146 | 4% | 15% | 21% | 37% | 24% |

F.6. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of students who were required to complete GUR's. Excludes Running Start and Fairhaven students.) (Third and fourth questions asked of students with a declared major. Fifth question asked of students with no declared major.)

| | N | Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|--|-------|-------------------|-----------------------|------------------------------------|--------------------|----------------|
| GUR course availability | 1,146 | 7% | 31% | 18% | 37% | 7% |
| The size and structure of most GUR classes | 1,144 | 4% | 18% | 27% | 41% | 9% |
| Quality of instruction in GUR courses outside your major | 357 | 2% | 15% | 22% | 47% | 14% |
| Quality of instruction in GUR courses that are in your major | 356 | 0% | 5% | 13% | 37% | 38% |
| Quality of instruction in GUR courses | 789 | 3% | 14% | 25% | 42% | 16% |

G. Academic Major

G.1. How likely are you to change your major before you graduate? (Asked of declared majors.)

| | |
|-------------------|-----|
| N | 474 |
| Very unlikely | 63% |
| Somewhat unlikely | 22% |
| Uncertain | 7% |
| Somewhat likely | 4% |
| Very likely | 4% |

G.2. How certain are you of what your major will be? (Asked of non-declared respondents.)

| | |
|------------------|-----|
| N | 879 |
| I am uncertain | 8% |
| I have some idea | 34% |
| I am certain | 57% |

G.3. Have you contacted someone within an academic department about your interest in their major? (Asked of non-declared respondents.)

| | |
|-----|-----|
| N | 877 |
| Yes | 60% |
| No | 40% |

G.4. When do you plan to declare a major? (Asked of non-declared respondents.)

| | |
|--------------------|-----|
| N | 868 |
| End of spring 2010 | 36% |
| Summer 2010 | 5% |
| Fall 2010 | 40% |
| Winter 2011 | 15% |
| After winter 2011 | 4% |

Academic Major (cont.)

G.5. To what extent is each of the following a reason for not having officially declared a major prior to this time? (Asked of non-declared respondents.)

| | N | Not at all | Minor reason | Major reason |
|---|-----|------------|--------------|--------------|
| Didn't know how to officially declare | 868 | 50% | 41% | 10% |
| Not sure about what major to declare | 867 | 44% | 24% | 32% |
| Recently decided on a major but haven't had time to officially declare it | 864 | 53% | 28% | 19% |
| Needed to take more courses to qualify | 865 | 27% | 26% | 47% |
| Difficulty meeting grade requirements for admission to the major | 864 | 68% | 20% | 13% |
| Too hard to get into courses needed to qualify | 862 | 54% | 28% | 18% |
| Department advising was inadequate or lacking | 862 | 75% | 19% | 6% |
| Missed deadline for declaring my major this year | 863 | 86% | 11% | 3% |

H. General Academic Advising

H.1. My assigned academic advisor is:

| | |
|--|-------|
| N | 1,353 |
| The advisor I was assigned at Summerstart | 25% |
| A staff advisor in Academic Advising | 3% |
| A staff advisor in Student Outreach Services | 2% |
| An advisor or faculty-member in an academic department | 35% |
| I don't know | 33% |
| Other | 1% |

H.1.a. Where, or from whom, do you receive academic advising? (Asked of respondents who answered "other" in H.1.) (N=10) (Responses included: no one, several professors and advisors from different departments, David Brunner in disAbility Services, a few peers as well as a few professors.) (Text responses available on request.)

H.2. When you need academic advising, how certain are you of where to go for help?

| | |
|--------------------|-------|
| N | 1,355 |
| Uncertain | 22% |
| Somewhat uncertain | 20% |
| Somewhat certain | 29% |
| Certain | 29% |

H.3. In the current academic year, how many times have you sought advising assistance for each of the following concerns?

| | N | N/A | Never | Once | Two or three times | Four or five times | More than five times |
|---|-------|-----|-------|------|--------------------|--------------------|----------------------|
| Mapping out an academic plan | 1,348 | 3% | 37% | 31% | 25% | 2% | 1% |
| A short-term problem, such as registering for classes or help with dropping a class | 1,348 | 5% | 47% | 28% | 16% | 3% | 1% |
| Disappointing academic performance/progress | 1,346 | 10% | 73% | 10% | 5% | 1% | 0% |
| Other | 1,271 | 36% | 40% | 12% | 9% | 2% | 1% |

General Academic Advising (cont.)

H.3.a. Who do you typically ask for advising on the following concerns? (Asked of respondents who answered "once" to "more than five times" in H.3.)

| | N | My assigned academic advisor | WWU Faculty | Other WWU staff | Other |
|---|-----|------------------------------|-------------|-----------------|-------|
| Mapping out an academic plan | 790 | 46% | 33% | 9% | 12% |
| A short-term problem, such as registering for classes or help with dropping a class | 641 | 26% | 44% | 17% | 13% |
| Disappointing academic performance/progress | 218 | 22% | 44% | 14% | 21% |

H.4. As a result of the advising I received during the past academic year: (Asked of a random 23% of respondents.) (The fifth question was asked of students with no declared major.)

| | N | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
|--|-----|-------------------|-------------------|----------------------------|----------------|----------------|
| I am better able to build a balanced class schedule that helps me make progress toward graduation | 305 | 8% | 10% | 37% | 33% | 12% |
| I understand the General University Requirements (GURs) | 297 | 8% | 5% | 38% | 28% | 20% |
| I am familiar with policies about dropping and adding classes | 304 | 7% | 8% | 38% | 29% | 17% |
| I am familiar with policies about academic performance and academic standing | 303 | 7% | 7% | 40% | 33% | 13% |
| I am better able to connect my interests, abilities and goals with potential majors | 216 | 8% | 9% | 41% | 30% | 12% |
| I know how to use the Degree Evaluation system (What-If Analysis) to monitor my completion of requirements | 304 | 20% | 16% | 35% | 19% | 9% |

I. Major Advising

I.1. Have you sought advising from the {Major} department? (Asked of declared majors.)

| | |
|-----|-----|
| N | 474 |
| Yes | 78% |
| No | 22% |

I.1.a. For each of the following, please rate how helpful your {Major} advisor has been. (Asked of respondents who answered "yes" in I.1.)

| | N | N/A | Not at all helpful | A little helpful | Somewhat helpful | Very helpful | Extremely helpful |
|--|-----|-----|--------------------|------------------|------------------|--------------|-------------------|
| Understanding the requirements of your major | 371 | 5% | 1% | 6% | 11% | 39% | 38% |
| Selecting courses to take | 371 | 8% | 5% | 5% | 13% | 37% | 32% |
| Understanding internship opportunities | 370 | 31% | 11% | 7% | 15% | 17% | 19% |
| Understanding career opportunities | 367 | 23% | 8% | 11% | 16% | 23% | 19% |

I.1.b. Overall, how satisfied are you with the advising services in the {Major} department? (Asked of respondents who answered "yes" in I.1.)

| | |
|----------------------|-----|
| N | 370 |
| Not at all satisfied | 1% |
| A little satisfied | 6% |
| Somewhat satisfied | 23% |
| Very satisfied | 40% |
| Extremely satisfied | 30% |

J. Academic Engagement and Rigor

J.1. During the current academic year, how frequently have you done each of the following? (Asked of a random 20% of respondents.)

| | N | Never | Sometimes | Often | Very Often |
|--|-----|-------|-----------|-------|------------|
| Asked an instructor to give me comments or criticisms about my work | 270 | 34% | 44% | 19% | 4% |
| Discussed grades or assignments with an instructor | 269 | 16% | 49% | 29% | 6% |
| Asked questions in class or contributed to class discussions | 267 | 8% | 39% | 31% | 22% |
| Talked about course material I was learning with someone other than an instructor | 268 | 5% | 19% | 36% | 40% |
| Talked about career plans with a faculty member or advisor | 270 | 40% | 43% | 13% | 5% |
| Made a class presentation | 268 | 19% | 53% | 19% | 8% |
| Worked on a paper or project that required integrating ideas or information from various sources | 268 | 5% | 35% | 35% | 24% |
| Worked with other students on a project during class | 269 | 6% | 42% | 35% | 17% |

J.2. How many of each type of assignment listed below have you completed as part of your coursework during the current academic year?

| | N | None | 1 to 4 | 5 to 10 | 11 to 20 | More than 20 |
|----------------------------|-------|------|--------|---------|----------|--------------|
| Papers of 1 or 2 pages | 1,320 | 4% | 36% | 34% | 17% | 9% |
| Papers of 3 - 5 pages | 1,325 | 14% | 56% | 25% | 5% | 1% |
| Papers longer than 5 pages | 1,312 | 35% | 56% | 7% | 1% | 0% |

Academic Engagement and Rigor (cont.)

J.3. For each of the following skills, please rate how important it is for you to develop that skill, and rate your satisfaction with Western's contribution to the development of that skill. (Survey error resulted in lost data in the "importance" set of questions.)

| J.3.a. Importance | | | | | | |
|--|-------|----------------------|-----------------------|-------------------------------|--------------------|---------------------|
| | N | Not at all important | A little important | Somewhat important | Very important | Extremely important |
| Writing skills | 1,149 | 1% | 4% | 20% | 41% | 34% |
| Oral communication skills | 1,122 | 1% | 3% | 19% | 38% | 40% |
| Critically evaluate information | 1,116 | 0% | 2% | 18% | 39% | 41% |
| Identify and analyze complex problems | 1,113 | 1% | 2% | 19% | 40% | 38% |
| Work or learn independently | 1,111 | 1% | 3% | 15% | 39% | 42% |
| Work cooperatively in a group | 1,102 | 2% | 5% | 19% | 37% | 37% |
| Appreciation of the arts | 1,107 | 7% | 16% | 28% | 23% | 25% |
| Apply scientific principles and methods | 1,098 | 3% | 11% | 33% | 30% | 23% |
| Apply quantitative principles and methods | 1,102 | 3% | 10% | 31% | 36% | 20% |
| Awareness of cultural and social differences among people | 1,105 | 2% | 5% | 18% | 31% | 44% |
| Knowledge and understanding of how humans impact the environment | 1,105 | 2% | 5% | 19% | 32% | 42% |
| Use library resources for research | 1,104 | 3% | 9% | 28% | 37% | 23% |
| Using computing and information technology | 1,100 | 1% | 4% | 21% | 40% | 34% |
| J.3.b. Satisfaction | | | | | | |
| | N | Very dissatisfied | Somewhat dissatisfied | Neither satisf. nor dissatis. | Somewhat satisfied | Very satisfied |
| Writing skills | 1,271 | 2% | 11% | 28% | 44% | 15% |
| Oral communication skills | 1,259 | 2% | 10% | 31% | 41% | 17% |
| Critically evaluate information | 1,260 | 1% | 5% | 27% | 47% | 20% |
| Identify and analyze complex problems | 1,260 | 1% | 7% | 27% | 49% | 16% |
| Work or learn independently | 1,264 | 1% | 5% | 26% | 42% | 26% |
| Work cooperatively in a group | 1,256 | 1% | 8% | 29% | 44% | 19% |
| Appreciation of the arts | 1,259 | 4% | 11% | 38% | 29% | 18% |
| Apply scientific principles and methods | 1,263 | 1% | 6% | 35% | 43% | 16% |
| Apply quantitative principles and methods | 1,261 | 2% | 6% | 38% | 41% | 13% |
| Awareness of cultural and social differences among people | 1,265 | 2% | 5% | 22% | 40% | 31% |
| Knowledge and understanding of how humans impact the environment | 1,265 | 1% | 4% | 23% | 38% | 34% |
| Use library resources for research | 1,262 | 4% | 13% | 32% | 33% | 17% |
| Using computing and information technology | 1,267 | 2% | 9% | 33% | 38% | 18% |

K. Social Engagement

K.1. Mark the box that best represents the quality of your relationships with people at Western, from "unfriendly, unsupportive, alienating" on one end, to "friendly, supportive, inclusive" on the other.

| | N | 1 Un- friendly | 2 | 3 | 4 | 5 | 6 | 7 Friendly |
|---|-------|----------------------|----|-----|-----|-----|-----|---------------|
| Relationships with other students | 1,349 | 0% | 2% | 4% | 9% | 22% | 32% | 31% |
| Relationships with faculty members | 1,344 | 0% | 1% | 7% | 19% | 30% | 27% | 15% |
| Relationships with administrative personnel and offices | 1,346 | 2% | 7% | 13% | 28% | 23% | 17% | 10% |

K.2. During spring quarter, about how many hours per week (on average) have you spent doing each of the following? (Asked of a random 21% of respondents.)

| | N | Mean | Median | Min. | Max. | St. Dev. |
|--|-----|-------|--------|------|------|----------|
| Studying for classes | 282 | 13.40 | 10 | 1 | 53 | 9.23 |
| Spending time with friends | 280 | 16.01 | 12 | 0 | 80 | 13.02 |
| Social networking (e.g. facebook, email, texting, etc.) | 278 | 7.33 | 5 | 0 | 100 | 10.08 |
| Volunteering on or off campus outside of coursework | 272 | 1.13 | 0 | 0 | 15 | 2.29 |
| Doing community service work as part of a course or graduation requirement | 268 | 0.51 | 0 | 0 | 15 | 1.72 |
| Participating in a campus sponsored club or student organization | 273 | 1.78 | 0 | 0 | 21 | 3.32 |
| Working for pay | 272 | 6.31 | 0 | 0 | 50 | 9.10 |
| Participating in athletics | 274 | 2.75 | 0 | 0 | 34 | 5.92 |
| Exercising or participating in other physical activities | 277 | 6.12 | 5 | 0 | 25 | 4.59 |
| Participating in religious activities | 274 | 0.82 | 0 | 0 | 20 | 2.44 |
| Attending classes | 279 | 15.13 | 15 | 2 | 35 | 4.30 |
| Total | 282 | 70.28 | 67 | 22 | 168 | 25.39 |

L. Department-Level Data

This section presents data on selected survey items for departments that received 20 or more responses from declared majors. Individual level data for all departments can be shared upon request.

L.1. How satisfied are you with your experience at Western?

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|------------------------------------|---------------------------------------|-----|------|-----|-----|------|
| N | 474 | 37 | 52 | 30 | 21 | 65 |
| Very dissatisfied | | | | | | |
| Dissatisfied | 2% | | 4% | | | 5% |
| Neither satisfied nor dissatisfied | 5% | 8% | 10% | 3% | | 2% |
| Satisfied | 60% | 57% | 64% | 67% | 57% | 71% |
| Very Satisfied | 33% | 35% | 23% | 30% | 43% | 23% |

L.2. How likely is it that you will leave Western before you graduate?

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|-------------------|---------------------------------------|-----|------|-----|------|------|
| N | 474 | 37 | 52 | 30 | 21 | 65 |
| Very unlikely | 74% | 68% | 62% | 87% | 100% | 68% |
| Somewhat unlikely | 17% | 16% | 23% | 7% | | 17% |
| Uncertain | 6% | 11% | 8% | 3% | | 8% |
| Somewhat likely | 1% | | 2% | 3% | | 3% |
| Very likely | 3% | 5% | 6% | | | 5% |

Department-Level Data (cont.)

L.3. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of students who were required to complete GUR's. Excludes Running Start and Fairhaven students.) (Scale of 1 - 5, "very dissatisfied" to "very satisfied.") (Means are reported.)

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|---|---------------------------------------|-----|------|-----|-----|------|
| N | 355 | 30 | 43 | 23 | 17 | 53 |
| Quality of instruction in GUR courses outside your major | 3.6 | 3.6 | 3.2 | 3.8 | 3.4 | 3.5 |
| N | 330 | 29 | 38 | 21 | 14 | 49 |
| Quality of instruction in GUR courses that are in your major | 4.1 | 4.1 | 4.1 | 4.2 | 3.9 | 3.9 |

L.4. How likely are you to change your major before you graduate?

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|-------------------|---------------------------------------|-----|------|-----|-----|------|
| N | 474 | 37 | 52 | 30 | 21 | 65 |
| Very unlikely | 63% | 60% | 50% | 77% | 76% | 55% |
| Somewhat unlikely | 22% | 24% | 23% | 20% | 14% | 34% |
| Uncertain | 7% | 5% | 14% | | 10% | 3% |
| Somewhat likely | 4% | 3% | 6% | | | 5% |
| Very likely | 4% | 8% | 8% | 3% | | 3% |

L.5. When you need academic advising, how certain are you of where to go for help?

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|--------------------|---------------------------------------|-----|------|-----|-----|------|
| N | 474 | 37 | 52 | 30 | 21 | 65 |
| Uncertain | 14% | 22% | 6% | 10% | 19% | 9% |
| Somewhat uncertain | 17% | 19% | 25% | 13% | 19% | 14% |
| Somewhat certain | 29% | 38% | 35% | 20% | 14% | 25% |
| Certain | 40% | 22% | 35% | 57% | 48% | 52% |

Department-Level Data (cont.)

L.6. In the current academic year, how many times have you sought advising assistance for each of the following concerns? (Scale of 1 - 5, "never" to "more than five times.") (Means are reported.)

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|---|---------------------------------------|-----|------|-----|-----|------|
| N | 471 | 37 | 52 | 30 | 21 | 65 |
| Mapping out an academic plan | 3.1 | 2.9 | 2.8 | 3.1 | 3.0 | 3.6 |
| A short-term problem, such as registering for classes or help with dropping a class | 2.9 | 2.7 | 3.0 | 2.9 | 2.4 | 3.0 |
| Disappointing academic performance/progress | 2.1 | 2.1 | 2.2 | 2.1 | 2.0 | 2.2 |
| Other | 2.1 | 2.0 | 1.9 | 2.3 | 1.7 | 2.0 |

L.7. Have you sought advising from the {Major} department?

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|-----|---------------------------------------|-----|------|-----|-----|------|
| N | 474 | 37 | 52 | 30 | 21 | 65 |
| Yes | 79% | 54% | 81% | 83% | 81% | 85% |
| No | 22% | 46% | 19% | 17% | 19% | 15% |

L.8. For each of the following, please rate how helpful your {Major} advisor has been. (Asked of respondents who sought advising from their major department.) (Scale of 1 - 5, "not at all helpful" to "extremely helpful.") (Means are reported.)

| | Rsepondents with declared major | ART | ETEC | ENG | HSR | PEHR |
|--|---------------------------------------|-----|------|-----|-----|------|
| N | 374 | 37 | 52 | 30 | 21 | 65 |
| Understanding the requirements of your major | 4.1 | 3.8 | 4.0 | 4.4 | 4.7 | 4.3 |
| Selecting courses to take | 3.9 | 3.7 | 4.1 | 3.8 | 4.6 | 4.3 |
| Understanding internship opportunities | 3.4 | 2.5 | 4.0 | 2.1 | 4.3 | 3.9 |
| Understanding career opportunities | 3.4 | 2.7 | 3.8 | 2.9 | 4.1 | 3.9 |

M. Items Requested by Departments, Offices, and Programs

Math Center

M.1. Have you been to the Math Center? (Asked of respondents who attempted a Math Center eligible course; Math 124 or more advanced.)

| | |
|-----|-----|
| N | 354 |
| Yes | 64% |
| No | 36% |

M.1.a. Why haven't you been to the Math Center? (Asked of respondents who answered "no" in M.1.)

| | |
|--|-----|
| N | 127 |
| I was not aware of the Math Center | 2% |
| I did not need or want help | 83% |
| I sought help elsewhere | 28% |
| I heard the Math Center wasn't helpful | 2% |
| Other | 3% |

M.1.a.1. What is your other reason for not seeking help at the Math Center? (Asked of respondents who answered "other" in M.1.a.) (N=4) (Text responses available on request.)

M.2. When you last enrolled in a calculus, linear algebra, statistics, or differential equations course, how frequently did you use the Math Center? (Asked of respondents who attempted a Math Center eligible course; Math 124 or more advanced.)

| | |
|---------------------------|-----|
| N | 227 |
| Rarely | 28% |
| Monthly | 18% |
| Weekly or more frequently | 54% |

M.3. How satisfied are you with your experience at the Math Center? (Asked of respondents who attempted a Math Center eligible course; Math 124 or more advanced.)

| | |
|------------------------------------|-----|
| N | 227 |
| Very dissatisfied | 2% |
| Somewhat dissatisfied | 9% |
| Neither satisfied nor dissatisfied | 14% |
| Somewhat satisfied | 34% |
| Very satisfied | 41% |

Math Center (cont.)

M.3.a. Why are you dissatisfied with your experience at the Math Center? Check all that apply. (Asked of respondents who answered "very dissatisfied" or "somewhat dissatisfied" in M.3.)

| | |
|---------------------------------------|-----|
| N | 23 |
| It was too crowded | 61% |
| It was too noisy | 26% |
| It was not open at convenient times | |
| Tutors did not know the material well | 43% |
| Tutors were not friendly | 13% |
| Other | 30% |

M.3.a.1. Why are you dissatisfied with your experience at the Math Center? (Asked of respondents who answered "other" in M.3.a.) (N=7) (Text responses available on request.)

Western Reads Program

M.4. Did you read all or part of *The Omnivore's Dilemma* by Michael Pollan, this year's Western Reads book? (Asked of a random 22% of respondents.)

| | |
|---|-----|
| N | 293 |
| Yes, as required in a class | 9% |
| Yes, on my own but inspired by or relating to the Western Reads program | 2% |
| Yes, on my own and unrelated to Western Reads | 6% |
| No | 83% |

M.5. Did you attend or participate in any of the following campus events concerning *The Omnivore's Dilemma*? (Asked of respondents who indicated they read the book in M.4.)

| | |
|--|-----|
| N | 51 |
| Michael Pollan's lecture or Q & A with students on January 14th | 10% |
| The video of Michael Pollan's lecture | 10% |
| The Dining Services Dinner in honor of <i>The Omnivore's Dilemma</i> | 8% |
| Faculty panel discussion of <i>The Omnivore's Dilemma</i> | 2% |
| None of the above | 78% |

M.6. Have you discussed *The Omnivore's Dilemma* with any of the following people, informally or formally, whether or not you read the book? Check all that apply. (Asked of respondents who indicated they read the book in M.4.)

| | |
|----------------------------|-----|
| N | 51 |
| Friends and other students | 73% |
| Family | 45% |
| Faculty or staff | 27% |
| None of the above | 14% |

M.7. Did you read all or part of *The Battle Over the Meaning of Everything: Evolution, Intelligent Design and a School Board in Dover, PA.*, by Gordy Slack, last year's Western Reads book?

| | |
|---|-------|
| N | 1,355 |
| Yes, as required in a class | 6% |
| Yes, on my own but inspired by or relating to the Western Reads program | 28% |
| Yes, on my own and unrelated to Western Reads | 6% |
| No | 61% |

Western Reads Program (cont.)

M.8. Did you attend or participate in any of the following campus events concerning The Battle Over the Meaning of Everything? (Asked of respondents who indicated they had read the book in M.7.)

| | |
|--|-----|
| N | 526 |
| Gordy Slack's lecture or Q & A with students | 12% |
| The video of Gordy Slack's lecture | 2% |
| The Dining Services dinner in honor of The Battle Over the Meaning of Everything | 5% |
| Faculty panel discussion of The Battle Over the Meaning of Everything | 8% |
| None of the above | 78% |

M.9. Did you discuss The Battle Over the Meaning of Everything with any of the following people, informally or formally? Check all that apply. (Asked of respondents who indicated they had read the book in M.7.)

| | |
|----------------------------|-----|
| N | 531 |
| Friends and other students | 63% |
| Family | 37% |
| Faculty or staff | 13% |
| None of the above | 25% |

University Residences

M.10. How satisfied are you with your experience living in campus housing? (Asked of respondents who have lived in campus housing as indicated in the Data Warehouse.)

| | |
|------------------------------------|-----|
| N | 827 |
| Very dissatisfied | 7% |
| Dissatisfied | 17% |
| Neither satisfied nor dissatisfied | 20% |
| Satisfied | 46% |
| Very satisfied | 9% |

Office of Sustainable Transportation

M.11. In an average week, how many days do you go to campus for classes or activities?

| N | Median | Mean | Min. | Max. | Std. Dev. |
|-------|--------|------|------|------|--------------|
| 1,233 | 5 | 5.3 | 0 | 7 | 1.02 |

M.12. How many times do you leave campus and return during a typical day (example, leave for lunch or between classes)?

| | |
|-----------------------|-------|
| N | 1,351 |
| Never or rarely | 42% |
| Once a day | 37% |
| Twice a day | 17% |
| More than twice a day | 5% |

M.13. How many days per week do you use each of the following methods to travel between your house, apartment, or residence hall and campus?

| | N | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-------|-----|-----|-----|-----|----|-----|----|-----|
| Walk | 1,328 | 19% | 8% | 6% | 7% | 5% | 18% | 6% | 30% |
| Bus | 1,332 | 25% | 12% | 10% | 10% | 8% | 22% | 5% | 8% |
| Bicycle | 1,308 | 77% | 7% | 4% | 3% | 2% | 4% | 1% | 2% |
| Drive alone to campus | 1,313 | 73% | 9% | 5% | 3% | 2% | 4% | 1% | 2% |
| Drive alone to Park and Ride, then bus | 1,303 | 96% | 1% | 1% | 1% | 1% | 1% | | 0% |
| Drive with a passenger, or ride with a friend to campus | 1,305 | 70% | 14% | 7% | 5% | 3% | 1% | 1% | 0% |
| Drive with a passenger, or ride with a friend to park and Ride, then bus | 1,303 | 96% | 2% | 1% | 1% | 1% | | 0% | 0% |
| Dropped off by someone not going to campus | 1,302 | 82% | 11% | 4% | 2% | 1% | 0% | | 0% |
| Other (skateboard, wheelchair, personal mobility device, etc.) | 1,304 | 94% | 2% | 1% | 1% | 0% | 1% | 0% | 1% |

Office of Sustainable Transportation (cont.)

M.14. When attending Western, do you live within the area encompassed by the map (on the next page)?
 (Asked of respondents who did not live in campus housing at the time of the survey, Spring 2010.)

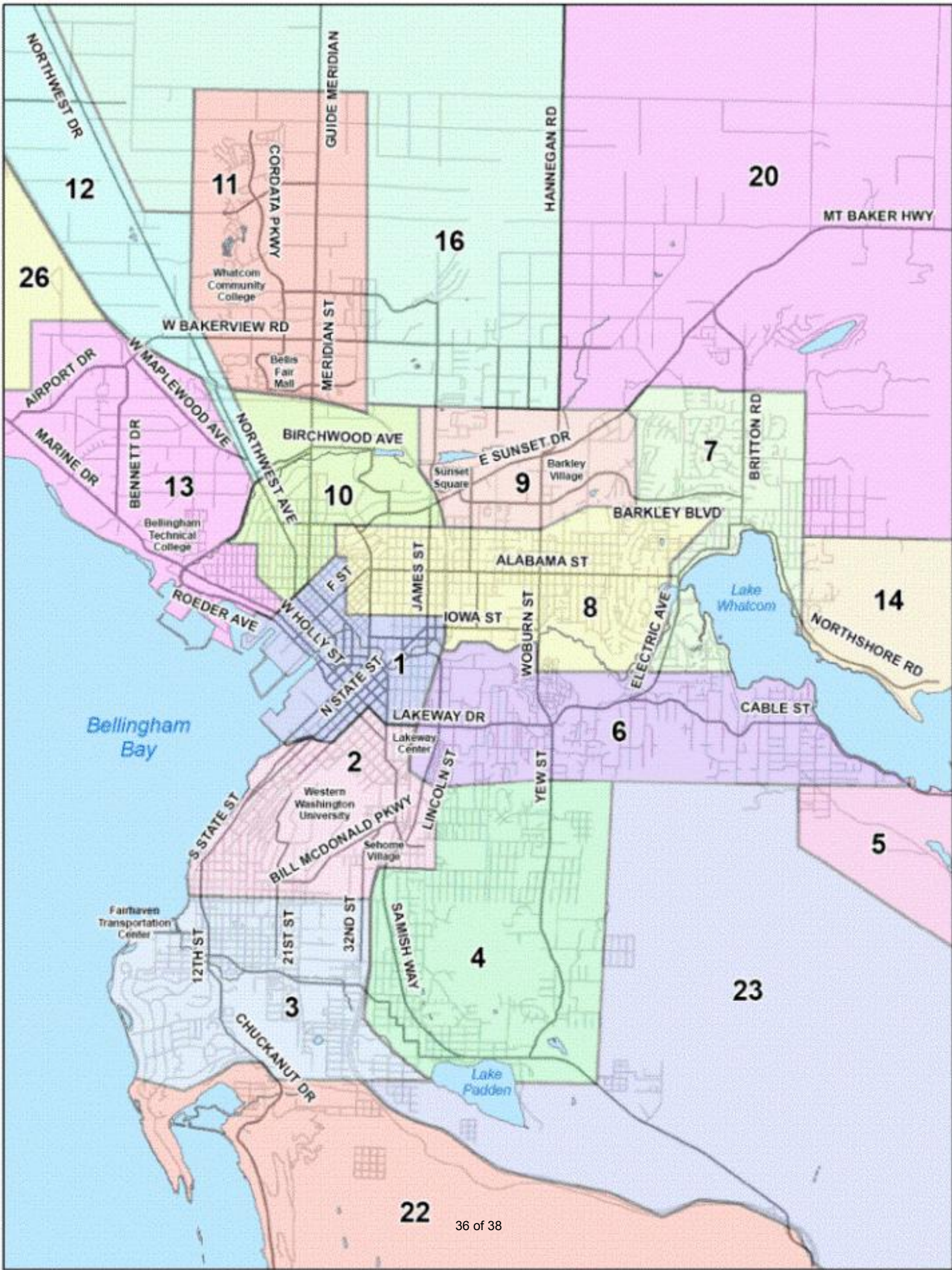
| | |
|-----|-----|
| N | 910 |
| Yes | 97% |
| No | 3% |

M.14.a. Please select the number corresponding to the area in which you live while attending Western. (Asked of respondents who answered "yes" in M.14.) (N = 882) (Map is on the next page.)

| Map Code | Percent | Map Code | Percent |
|----------|---------|----------|---------|
| 1 | 15% | 11 | 1% |
| 2 | 34% | 12 | 0% |
| 3 | 31% | 13 | 1% |
| 4 | 4% | 14 | |
| 5 | 1% | 16 | 0% |
| 6 | 6% | 20 | 0% |
| 7 | 0% | 22 | 0% |
| 8 | 4% | 23 | 0% |
| 9 | 1% | 26 | |
| 10 | 1% | | |

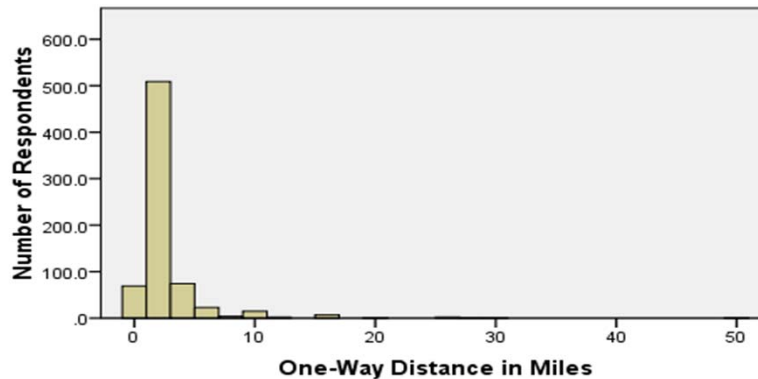
M.15. Where do you live while attending Western? (Asked of respondents who answered "no" in M.14.)

| | |
|---|-----|
| N | 24 |
| Ferndale | 21% |
| Skagit County | 13% |
| Blaine, Birch Bay, Custer, Semiahmoo | 8% |
| Lake Samish area | 8% |
| Snohomish County | 8% |
| Along Mount Baker Highway, east of McLeod | 4% |
| Acme, Wickersham, Van Zandt | 4% |
| Sandy Point, Cherry Point | 4% |
| Samish Way south of Yew Street | 4% |
| King County | 4% |
| Other | 21% |



Office of Sustainable Transportation (cont.)

M.16. What is the approximate distance (one way) to campus from where you live while attending Western?
(Responses greater than 50 miles (21 total) were excluded from this report.)



N=709, Mean = 2.11, Median=1, Min =0, Max = 50, St. Dev. =3.47

M.17. Do you have a car available for use in Bellingham?

| | |
|-----|-------|
| N | 1,355 |
| Yes | 57% |
| No | 43% |

M.17.a. How often do you drive to campus at night or on a weekend? (Asked of respondents who answered "yes" in M.17.)

| | |
|-----------------------|-----|
| N | 779 |
| Never | 16% |
| Rarely | 30% |
| Several times a month | 29% |
| Several times a week | 21% |
| Nearly every day | 4% |

M.17.a.1. When you drive to campus at night or on weekends, how often do you do each of the following?
(Asked of respondents who answered anything but "never" in M.17.a.)

| | N | Never | Rarely | Several times a month | Several times a week | Nearly every day |
|---|-----|-------|--------|-----------------------|----------------------|------------------|
| Use a campus parking permit (C or G lot permit) | 639 | 68% | 8% | 5% | 4% | 15% |
| Park in C lots | 633 | 21% | 25% | 25% | 16% | 13% |
| Park off campus | 628 | 52% | 27% | 12% | 4% | 5% |
| Use bus pass in G lots | 634 | 45% | 18% | 22% | 12% | 2% |
| Pay at meters or pay boxes | 623 | 75% | 19% | 4% | 1% | 1% |

Office of Sustainable Transportation (cont.)

M.18. How often do you use the WWU Late Night Shuttle?

| | |
|-----------------------|-------|
| N | 1,347 |
| Never | 41% |
| Rarely | 38% |
| Several times a month | 16% |
| Several times a week | 4% |
| Nearly every day | 1% |
