



11-1-2009

# Western Educational Longitudinal Study (WELS) Baseline Survey of Students Entering Western in the Fall, 2009

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## Recommended Citation

Krieg, John M.; Hartsoch, Beth; and Clark, Linda D. (Linda Darlene), "Western Educational Longitudinal Study (WELS) Baseline Survey of Students Entering Western in the Fall, 2009" (2009). *Office of Survey Research*. 372.  
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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)  
BASELINE SURVEY OF STUDENTS ENTERING WESTERN  
IN THE FALL, 2009

Descriptive Statistics

Report 2009-03

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November, 2009

OFFICE OF SURVEY RESEARCH  
WESTERN WASHINGTON UNIVERSITY

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## WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) BASELINE SURVEY OF FRESHMEN ENTERING WESTERN IN THE FALL, 2009

### EXECUTIVE SUMMARY

The 2009 WELS survey of incoming freshmen (the Survey) continues the Office of Survey Research's (OSR) efforts to collect information on all students prior to the start of their academic careers at Western Washington University. This survey represents the initial contact in a longitudinal process that makes additional inquiries of students at the end of their sophomore year, when they graduate from the university, and one to two years after graduation. The purpose of the incoming freshmen survey is threefold: (1) to assess student needs based upon their self-reported characteristics, perceptions, and concerns; (2) to provide data that can assist university assessment and accreditation activities; and (3) to provide baseline observations of students prior to their Western experience which can be used to forecast and enhance student success.

The OSR uses a mixture of online and telephone survey methodologies to obtain survey responses. Incoming freshmen who attended Western's Summerstart program were provided an opportunity to complete this survey as part of their Summerstart experience. Students not attending Summerstart and those who chose not to complete the survey while at Summerstart, were invited to complete the survey via e-mail. After the initial e-mail, OSR sent e-mail reminders to non-responders twice. These reminders were followed by phone calls placed by WWU students encouraging completion of the survey. The survey was then left open until the weekend before Fall quarter courses began on campus. Of the 2,696 Fall 2009 freshmen, 2,454 responded to the survey (a response rate of 91.0%). Of the 2,454 respondents, 2,306 provided responses to the final question of the survey suggesting low attrition during the survey. This report provides data from all questions that lent themselves to a numerical summary and lists the open ended questions asked of students. Responses to the open-ended questions are available upon request.

The survey is divided into five broad subject areas: pre-college engagement and experiences; the college application process; familiarity and comfort with Western; skills, goals and expectations; expenses and employment. Section B, the pre-college section, focuses on students' high school experiences with particular attention paid to students' level of engagement, perceived stresses, and time use. The college application section, Section C, provides information about how and when students learned about Western, other schools to which the student applied and was accepted, and how students have prepared themselves for Western. In Section D, the familiarity and comfort section, students were asked about the registration process, their comfort with procedures at Western, and concerns they had for the upcoming year. Because new student programs aids students in these areas, this report divides answers to some of these questions by students who attended Summerstart and by those who did not. The skills, goals and expectations section, Section E, asked students to rate their abilities relative to their peers at the school they most recently attended. This section also asked students how certain they are about their major, how long they think it will take to complete their bachelors degree, and how likely they will transfer from Western to another college. The final section, Section F, asked students about financing their education, the amount of work-for-pay they expect to undertake during their first year, their use of credit cards, and their use of the FAFSA.

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 for Western's exit 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 freshmen. Relative to all freshmen, respondents were more likely to be female (58.1% of respondents versus 56.9% of all freshmen) and averaged a slightly higher admissions index (58 versus 57). However, these differences were not statistically significant. Indeed, respondents and all freshmen look almost identical in terms of racial characteristics, SAT scores, age, first generation status, and state of residence. Taken as a whole, there appears little reason to believe conclusions drawn based upon respondent's answers differ substantially from those of the population.

OSR is excited to share its individual survey results (purged of identifying information) with campus researchers so they may answer their own questions. To familiarize readers with the content of the survey, OSR will make a few observations regarding the survey results. A quarter of Western students learned about Western prior to high school and an additional third learned of it during their high school freshmen or sophomore year with the most frequent source of information being a family member or a friend. The modal response to the inquiry about the most valuable tool used to learn about Western was Western's website followed closely by "visits to campus" and "friends at Western." On average, students found the pre-admission information provided by Western, including mailings, personal contacts from the admissions office, and e-mail communication more helpful than that received from other schools. Including Western, students applied to an average of 3 colleges and were admitted to 2.4. The most common colleges applied to were the University of Washington (35% of all respondents), Washington State (25%), Central Washington (9%), and the University of Oregon (9%). The most common schools that Western students were admitted to were the University of Washington (13%), Washington State (23%), Central Washington (8%), and the University of Oregon (8%). Of all the schools to which they were accepted, 86.3% of students listed Western as their first choice, 10.9% as their second choice, and 2.1% as their third choice. Of those not choosing Western as their first choice, the modal responses for first choice school was the University of Washington and the University of Oregon.

Students who completed the survey after registering for courses (90% of our sample) demonstrated high variance in their satisfaction with their initial class schedule. Eleven percent expressed some level of dissatisfaction with their schedule and an additional 7% expressed neither satisfaction nor dissatisfaction. Forty-one percent were only somewhat satisfied with their schedule. The vast majority of dissatisfaction came from students who found the classes they wanted were already full when it was their time to register. Of the perceived difficulties the coming academic year may bring, the most difficult hurdle students identified was paying for college followed by managing stress. Western freshmen expressed little expected difficulty with regard to making friends, getting good grades, staying healthy, and meeting their family's expectations. With regard to finances, 26% of students plan to pay for tuition, fees or books with a credit card. On average, freshmen hope to work for pay 11.8 hours per week during their initial year on campus.

A number of the questions that appear in this survey were asked in prior WELS surveys. This provides the opportunity to measure changes in students over time. For instance, 31% of the 2009 incoming freshmen expected to take more than four years to graduate while 35% of the 2005 incoming freshmen expected to do so. Thirteen percent of 2009 freshmen expressed some likelihood that they would transfer to another institution prior to graduating while 17% of 2005 freshmen felt the same way. Four percent of 2009 students relative to 8% of 2005 students chose the top two categories of a seven point scale indicating that they did not fit in with their high school peers.

One benefit provided by this survey is that respondents are tracked using their W number. This provides the opportunity to merge the survey data with Western's data warehouse or data collected by future surveys, colleges, departments, and the alumni association. Using the W number it is possible to sort all data by categories, even the open ended responses, and provide them to interested departments and colleges. OSR will be happy to provide this type of data upon request. Further, OSR is excited to share anonymous data with researchers who wish to use this data in their academic or professional research.

## 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 2,454 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. Because of survey length, some questions were asked of a random sample of students. The notes associated with such questions indicate when this occurs.
5. This report presents responses from all students completing any question regardless of if 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 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 2009 Freshmen and Survey Respondents

### A.1. Characteristics of 2009 Freshmen and Survey Respondents

	Non-Respondents	Respondents	All 2009 Freshmen
N	242	2454	2696
Male	54.5%	41.9%	43.1%
Caucasian	73.5%	74.7%	74.5%
Black	3.7%	3.7%	3.7%
Hispanic	6.6%	5.2%	5.3%
Asian/Pacific Islander	9.9%	10.6%	10.5%
Native American	2.5%	2.2%	2.2%
Race Unknown	3.7%	3.6%	3.6%
Mean Admission Index*	55.0	57.7	57.5
Median Admission Index*	55	58	57
Mean Math SAT*	566	557	559
Mean Verbal SAT*	563	562	562
Mean High School Percentile	71st	76th	76th
Mean Age	18.8	18.7	18.7
Median Age	18	18	18
First Generation College Student	27.3%	33.0%	32.5%
Runningstart Student	15.3%	16.2%	16.1%
WA High School	85.1%	89.4%	89.0%
OR High School	2.5%	1.3%	1.4%
ID High School	0.8%	0.5%	0.5%
AK High School	1.7%	1.2%	1.2%
Mean hours transferred to WWU	12.8	13.8	13.7

\* Because these measures are optional for students, the N for these variables differs from the reported N.

## B. Pre-College: Engagement and Experiences

B.1. During your senior year in high school (including any community college classes you may have taken during that time), how often did you do each of the following:

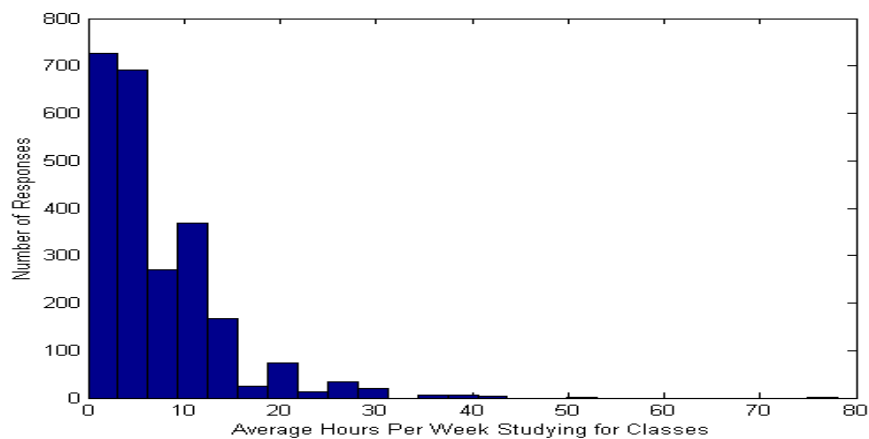
	N	Never	Once	1-2 times	4-5 times	More than 5 times
Asked teachers to give me comments or criticisms about my work	2456	7%	5%	24%	26%	37%
Asked a teacher for help when I had difficulties in a course	2451	2%	3%	16%	26%	53%
Talked about course material I was learning with someone other than a teacher	2455	1%	2%	10%	19%	68%

B.2. During your senior year in high school, how often would you say you felt each of the following ways?

	N	Never	2	3	4	5	6	Always
I felt that I was overwhelmed with academic work	2439	9%	20%	25%	24%	14%	6%	3%
I felt overwhelmed with non-academic responsibilities (work, family, other things)	2434	11%	18%	21%	19%	15%	9%	6%
I felt that I didn't fit in with my peers	2433	47%	28%	9%	7%	5%	3%	1%
I felt that I had at least one person I could talk with about personal difficulties	2434	2%	4%	5%	5%	7%	9%	68%

B.3. During your last quarter or semester in high school, about how many hours per week (on average) did you spend doing each of the following?

B.3.a. Studying for classes



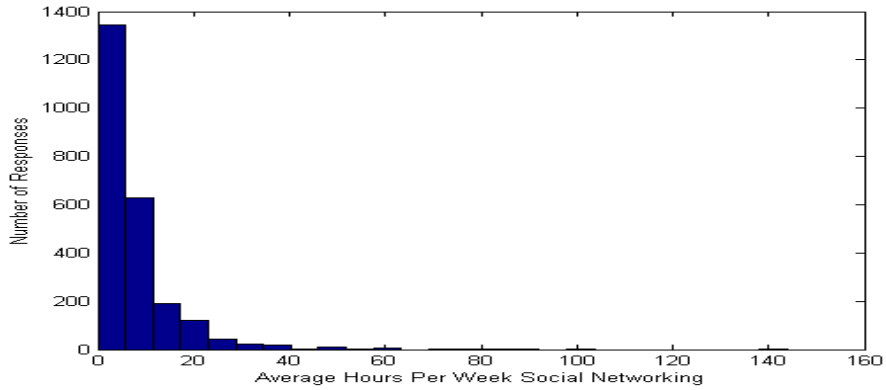
Mean = 7.31, St. Dev. = 6.52, Min = 0, Max = 78, N = 2408



## B. Pre-College: Engagement and Experiences (cont.)

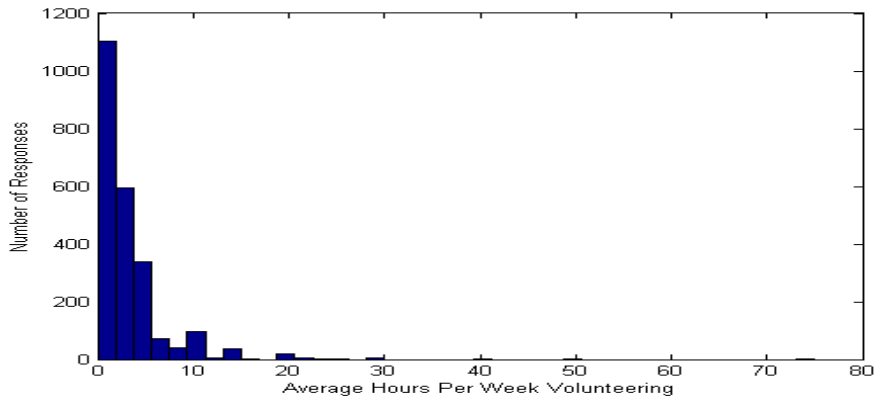
B.3. (cont.) During your last quarter or semester in high school, about how many hours per week (on average) did you spend doing each of the following?

B.3.b. Social Networking (facebook, email, texting, etc.)



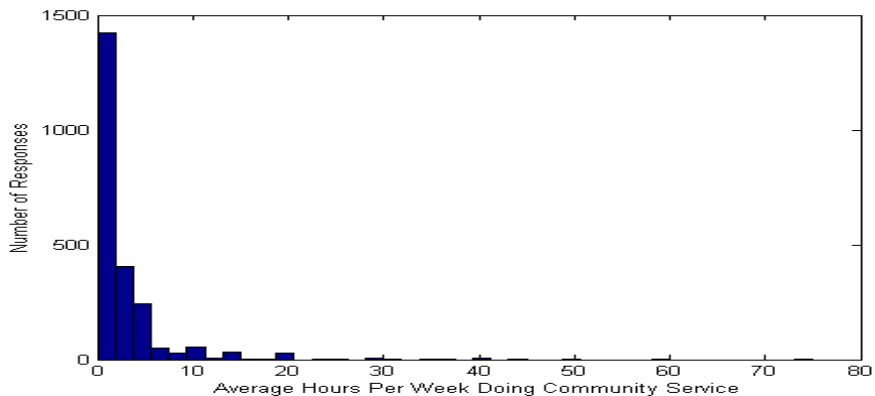
Mean = 7.69, St. Dev. = 9.02, Min = 0, Max = 144, N = 2395

B.3.c. Volunteering on or off campus outside of coursework



Mean = 2.87, St. Dev. = 4.39, Min = 0, Max = 75, N = 2330

B.3.d. Doing community service work as part of a course or graduation requirement

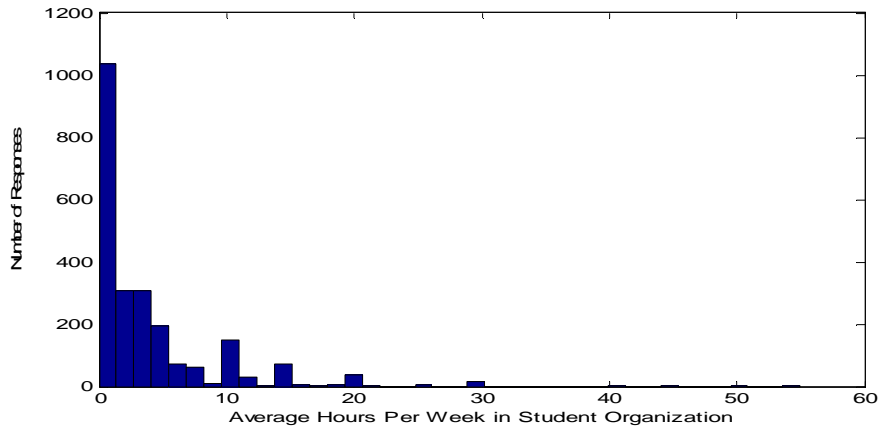


Mean = 2.54, St. Dev. = 5.58, Min = 0, Max = 75, N = 2307

## B. Pre-College: Engagement and Experiences (cont.)

B.3. (cont.) During your last quarter or semester in high school, about how many hours per week (on average) did you spend doing each of the following?

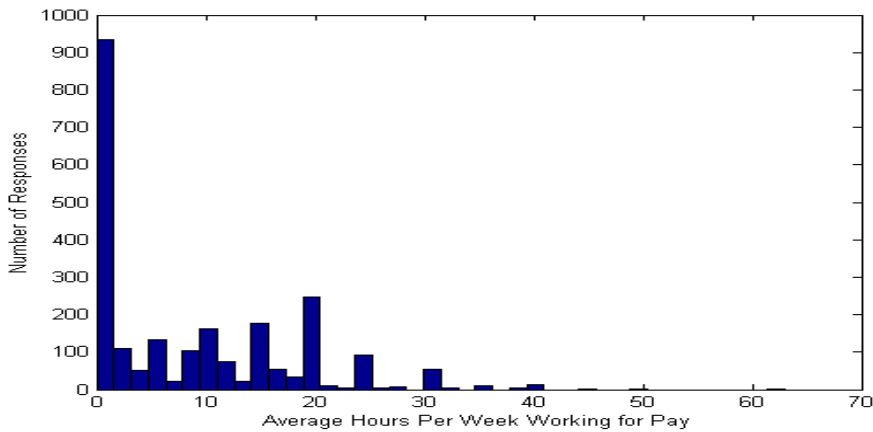
B.3.e. Participating in a campus sponsored club or student organization



Mean = 3.76, St. Dev. = 5.52, Min = 0, Max = 100, N = 2321

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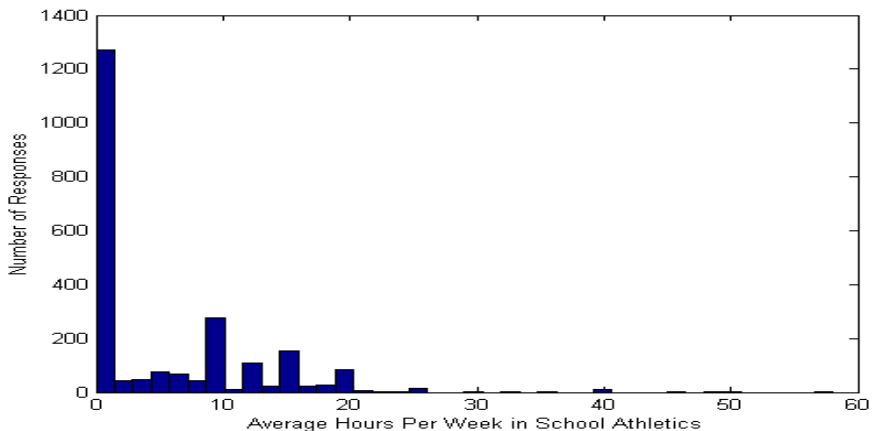
B.3.f. Working for pay



Mean = 8.65, St. Dev. = 9.77, Min = 0, Max = 100, N = 2335

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B.3.g. Participating in school athletics

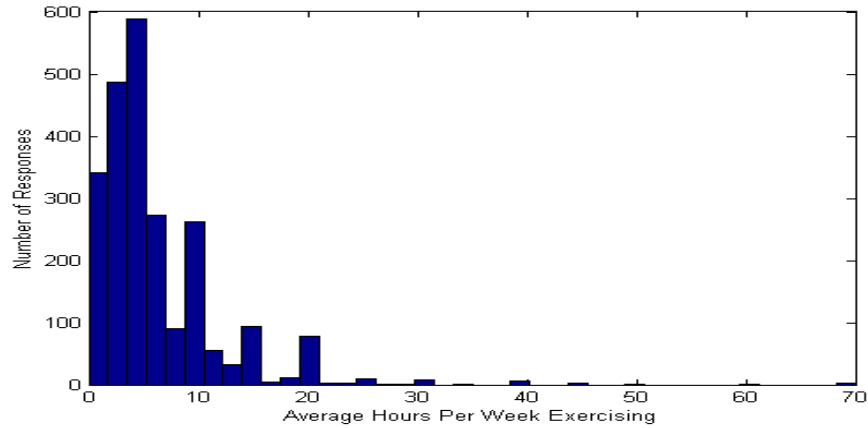


Mean = 5.30, St. Dev. = 7.36, Min = 0, Max = 58, N = 2300

## B. Pre-College: Engagement and Experiences (cont.)

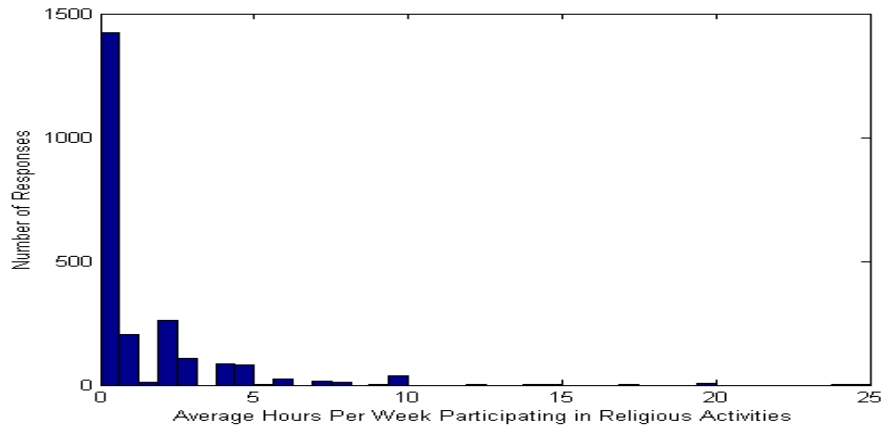
B.3. (cont.) During your last quarter or semester in high school, about how many hours per week (on average) did you spend doing each of the following?

### B.3.h. Exercising or participating in other physical activities



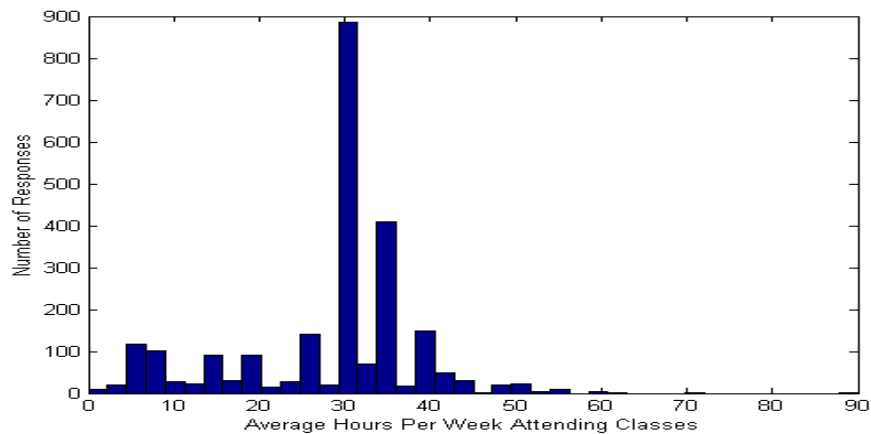
Mean = 6.30, St. Dev. = 6.04, Min = 0, Max = 70, N = 2361

### B.3.i. Participating in religious activities



Mean = 1.22, St. Dev. = 2.40, Min = 0, Max = 72, N = 2271

### B.3.j. Attending classes



Mean = 28.26, St. Dev. = 10.66, Min = 0, Max = 90, N = 2391

## B. Pre-College: Engagement and Experiences (cont.)

B.4. How satisfied are you with the education you received at your high school?

N	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied
2432	4%	10%	8%	43%	33%

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B.5. How satisfied are you with the education you received at your running start college? (Asked of only running start students)

N	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied
392	4%	3%	7%	31%	54%

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B.6. What is your marital status? (N = 2369)

Single, never married	Married (or legal equivalent)	Single, divorced	Single, widowed
100%	0%	0%	0%

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B.7. Do you have children? (N = 2367)

Yes	No
0%	100%

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## C. College Application Process

C.1. How important are each of the following reasons you decided to attend college this fall? (Randomly asked of 50% of total respondents)

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
My family wants me to go to college	1217	5%	12%	21%	29%	33%
A mentor/role model encouraged me to go	1214	22%	17%	26%	20%	15%
To get away from home	1214	15%	20%	31%	22%	13%
To improve my job prospects after graduation	1213	1%	2%	8%	27%	63%
To gain a general education and appreciation of new ideas	1215	1%	1%	12%	34%	52%
To increase my earnings after graduation	1213	1%	4%	15%	29%	51%
To prepare myself for graduate/professional school	1215	9%	12%	21%	24%	35%
To make a difference in society	1214	2%	6%	22%	26%	43%

C.2. Out of all your college options, how important are each of the following in your decision to attend Western? (Randomly asked of 50% of total respondents)

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
My family wants me to go to Western	1202	30%	20%	29%	14%	7%
An instructor or advisor encouraged me to go to Western	1196	39%	23%	25%	10%	3%
I am interested in a specific academic program at Western	1198	13%	13%	30%	25%	19%
Western has a good academic reputation	1200	2%	3%	21%	50%	24%
Western has a good reputation for its social activities	1203	5%	10%	30%	39%	17%
Western is more affordable than my other choices	1199	10%	10%	24%	31%	25%
Western offered me financial assistance	1196	37%	13%	17%	17%	15%
I want to live near home	1201	33%	21%	25%	14%	8%
I want to live far away from home	1201	46%	21%	21%	9%	4%
I like the size of Western	1197	3%	5%	25%	42%	25%
I like the size of Bellingham	1197	6%	7%	26%	37%	25%
I like the recreational opportunities in this area	1196	5%	7%	23%	33%	32%
Western does not have a Greek system	1200	45%	14%	18%	13%	11%
I will be playing on a varsity athletic team	1200	79%	10%	7%	2%	2%
Other*	957	41%	6%	34%	10%	9%

## C. College Application Process (cont.)

C.2. (cont.) Out of all your college options, how important are each of the following in your decision to attend Western? (Randomly asked of 50% of total respondents)

* Other responses coded by OSR	N
General good feeling about the place and people, good fit, feels like home, community	42
Friend(s) and/or family attending Western now	33
Bellingham, climate, general atmosphere	23
Heard positive things from WWU students or alumni, including high school teachers	22
Campus is beautiful, new buildings, dorms, general preference for campus	17
Good distance from home/family, not too near or too far.	12
Good size, not too big, not too small.	9
Non-varsity athletics and/or athletic facilities	7
Desire to improve self	5
In-state school	4
Small class sizes	4
Emphasis on sustainability, environmentally conscious community	2
Diversity	2
Liberal arts philosophy	2
Only school to which student was accepted	2
Religious groups presence on campus	2
Foreign exchange program	1
Commuting to save housing costs	1
Late application deadline	1
Western's achievements	1
Easy transportation without a car	1
RS student able to enter degree program	1
Safety	1
Avoid specific individual at another school	1
Faculty accommodation of disability	1
Number and variety of course options	1

## C. College Application Process (cont.)

C.3. How did you first learn about Western? (N = 1207) (Randomly asked of 50% of total respondents)

A parent/sibling/relative told me about Western	34%
A friend told me about Western	30%
A coach or teacher told me about Western	7%
An admissions counselor visited my school	3%
I spoke with an admissions counselor at a college fair	4%
I conducted a general college web search	11%
I conducted a search for institutions that participate in the Western Undergraduate Exchange program	1%
While I was researching Bellingham	1%
Western contacted me	2%
Other	7%

---

C.3.a. 80 students who responded to "other" in C.3 provided open-ended descriptions of these other reasons. These responses are available upon request.

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C.4. When did you first learn about Western? (N = 1204) (Randomly asked of 50% of total respondents)

Before entering high school	26%
As a high school freshmen or sophomore	30%
As a high school junior	29%
As a high school senior	16%
After high school	0%

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C.5. Which of the following sources were most valuable in helping you to learn about Western? Please check the three most valuable sources. (N = 1200) (Randomly asked of 50% of total respondents)

Western's website	63%
Friends from Western	42%
Western's admissions website	11%
Western's alumni	8%
Visit to campus	60%
High school counselor	11%
Paper mailings from the Office of Admissions	14%
Email communication from the Office of Admissions	8%
Parent/sibling/relative	22%
Summer program at Western	24%
Personal contact with an admissions counselor	4%
Personal contact with a Western faculty member	5%
Other	5%

## C. College Application Process (cont.)

C.5.a. 40 students who responded "other" to C.5 provided open-ended descriptions of these other sources. These responses are available upon request.

C.6. How did the information you received from Western compare with other schools to which you applied? (Randomly asked of 50% of total respondents)

	N	Not Applicable	Not as Helpful	Equal	More Helpful
Mailings before you applied	1194	17%	10%	60%	14%
Mailings/information after your admission	1188	9%	5%	48%	38%
Personal contact from Western	1191	13%	11%	44%	31%
Western's website	1190	7%	9%	50%	33%
Email communication	1192	9%	8%	48%	35%

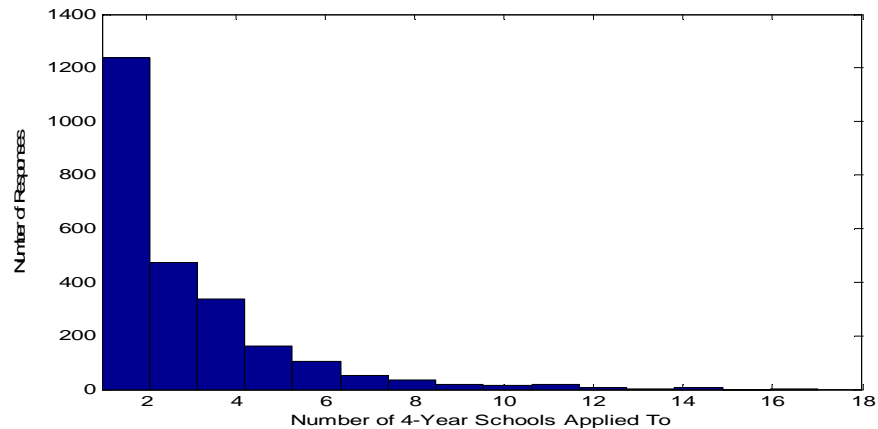
C.7. To which four-year colleges did you apply for admission this fall? (N = 2472)

University of Washington	35%
Washington State University	25%
Central Washington University	9%
University of Oregon	9%
University of Portland	6%
Eastern Washington University	5%
Pacific Lutheran University	4%
Seattle University	4%
Willamette University	4%
Gonzaga University	4%
Evergreen State College	4%
Oregon State University	3%
University of Puget Sound	3%
University of Montana	3%
Seattle Pacific University	3%
Whitman College	3%
Whitworth University	3%
Lewis & Clark College	3%
University of Colorado at Boulder	2%
Northern Arizona University	2%
University of California	2%
Portland State University	1%
Montana State University	1%
California State University	1%
Humbolt State University	1%
University of Idaho	1%
University of Hawaii	1%
University of British Columbia	1%
University of Alaska	1%
University of Arizona	1%
Linfield College	1%
Colorado State University	1%
Other	34%



## C. College Application Process (cont.)

C.8. Including Western, to how many four year colleges did you apply for admission this fall?



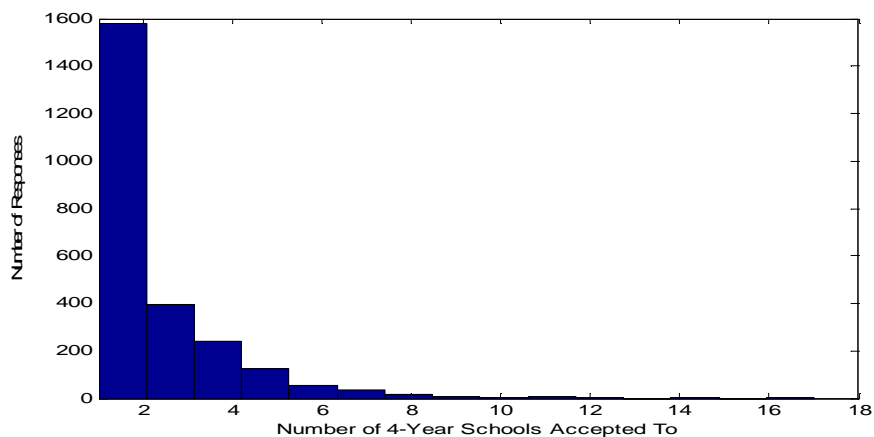
Mean = 3.02, St. Dev. = 2.12, Min = 1, Max = 17, N = 2472

C.9. To which four-year colleges were you accepted for admission this fall? (N = 2472)

Washington State University	23%
University of Washington	13%
Central Washington University	8%
University of Oregon	8%
University of Portland	6%
Eastern Washington University	5%
Pacific Lutheran University	4%
Willamette University	4%
Evergreen State College	3%
Seattle University	3%
Oregon State University	3%
University of Montana	3%
University of Puget Sound	3%
Gonzaga University	3%
Whitworth University	3%
Seattle Pacific University	2%
University of Colorado at Boulder	2%
Lewis & Clark College	2%
Northern Arizona University	2%
Montana State University	1%
Whitman College	1%
Portland State University	1%
Humbolt State University	1%
University of Idaho	1%
University of Hawaii	1%
University of Alaska	1%
University of Arizona	1%
Linfield College	1%
California State University	1%
Colorado State University	1%
University of British Columbia	1%
University of California	0%
Other	21%

## C. College Application Process (cont.)

C.10. Including Western, to how many four year colleges were you accepted for admission this fall?



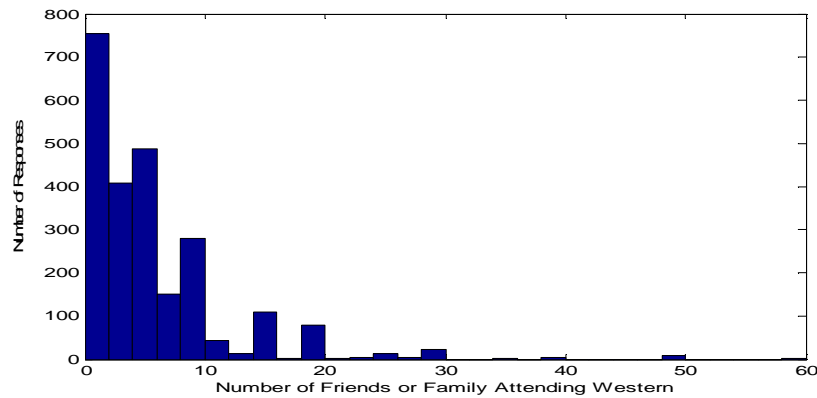
Mean = 2.44, St. Dev. = 1.71, Min = 1, Max = 17, N = 2472

C.11. Please rank up to three colleges to which you were admitted in order of your preference, 1 for first choice, 2 for second choice, and 3 for third choice. (N = 2345)

School	Number of Respondents Picking their School as their			
	1st Choice	2nd Choice	3rd Choice	Not in the top 3
Western Washington University	2,025	255	51	14
University of Washington	22	210	64	2,049
Washington State University	14	294	153	1,884
Seattle University	17	27	21	2,280
University of Puget Sound	5	20	19	2,301
Pacific Lutheran University	8	43	23	2,271
Gonzaga University	5	21	17	2,302
Seattle Pacific University	5	23	16	2,301
Whitman College	4	6	8	2,327
Eastern Washington University	1	31	39	2,274
Evergreen State College	0	42	27	2,276
University of Oregon	22	80	52	2,191
Willamette University	4	37	28	2,276
University of Portland	14	40	38	2,253
Lewis and Clark College	10	8	5	2,322
Oregon State University	4	29	22	2,290
Linfield College	0	7	4	2,334
University of Colorado-Boulder	11	20	4	2,310
University of British Columbia	2	8	3	2,332
University of Montana	0	23	32	2,290

## C. College Application Process (cont.)

C.12. How many of your friends or family members will be attending Western in the coming year?



Mean = 6.05, St. Dev. = 6.64, Min = 0, Max = 60, N = 2388

C.13. Which of the following types of friends or family members will be attending Western in the coming year? (N = 2030)

Sister/brother	11%
Boyfriend/girlfriend	9%
Spouse/partner	0%
Friend	95%
Cousin	8%
Parent	0%

C.14. Did you do any of the following to help you prepare for your first quarter at Western?

	N	Yes	No
Read about at least one possible major field	2386	81%	19%
Identify courses you might want to take	2386	86%	14%
Visit campus (other than at Summerstart)	2387	85%	15%
Speak with a Western faculty member or advisor	2378	60%	40%

## D. Familiarity and Comfort with Western

D.1. Did you attend Summerstart (Western's orientation program for incoming freshmen held in August)?

N	Yes	No
2480	84%	16%

D.2. At Summerstart I participated in the following (please select all that apply) (For those who answered "yes" to D.1) (N = 2331)

Math Placement Test	56%
Welcome	97%
Academic advising	96%
Library tour	6%
Associated Students/Viking Union tour	10%
Afternoon computer lab assistance	37%
Campus tour	37%
Workshop-Financial Aid and Student Accounts	18%
Interest Session: AccessAbility, Resources that Support Students with disAbilities at WWU	1%
Interest Session: Being a Student Leader at WWU, Overview of Western's Leadership Advantage	8%
Interest Session: The Biology Major	6%
Interest Session: Diverse Empowerment Opportunities, Find Your Passion	3%
Interest Session: Fairhaven College	1%
Interest Session: First-Year Academic Programs	5%
Interest Session: Honors Program	3%
Interest Session: Huxley College of the Environment, Beyond Cycling and Recycling	5%
Interest Session: International Programs and Exchanges	16%
Interest Session: International Studies	5%
Interest Session: Our Network of Experiences (Student Outreach Services)	1%
Interest Session: Pre-Health A (Medicine, Optometry, Pharmacy, Dentistry and/or Veterinary School)	7%
Interest Session: Pre-Health B (Physical and Occupational Therapy, Physician's Assistance and/or Nursing)	4%
Interest Session: Teacher Education Programs	9%
Evening orientation session	78%
Evening dessert social	65%
Information fair	68%
Tips for students	67%
Class registration	99%

## D. Familiarity and Comfort with Western (cont.)

D.3. How familiar are you with each of the following? (Asked of all non-summerstart attendees and a random 50% selection of summerstart attendees)

	N	Not at All Familiar	A Little Familiar	Somewhat Familiar	Very Familiar	Extremely Familiar
<b>a. How to declare a major</b>						
WWU	1236	29%	31%	31%	7%	3%
Summerstart Participants	1102	27%	30%	32%	8%	3%
Non-Summerstart Participants	134	45%	36%	15%	4%	1%
<b>b. Opportunities for extracurricular involvement</b>						
WWU	1229	6%	21%	43%	25%	6%
Summerstart Participants	1096	4%	19%	44%	26%	6%
Non-Summerstart Participants	133	17%	35%	38%	11%	1%
<b>c. Western's tuition and fee structure</b>						
WWU	1233	9%	22%	42%	22%	5%
Summerstart Participants	1099	9%	22%	43%	22%	5%
Non-Summerstart Participants	134	14%	24%	34%	23%	4%
<b>d. Available financial resources</b>						
WWU	1231	12%	26%	41%	17%	4%
Summerstart Participants	1097	12%	26%	42%	16%	4%
Non-Summerstart Participants	134	16%	28%	34%	19%	2%
<b>e. Western's graduate requirements</b>						
WWU	1233	5%	13%	39%	34%	9%
Summerstart Participants	1100	2%	11%	40%	37%	10%
Non-Summerstart Participants	133	34%	29%	26%	9%	2%
<b>f. General University Requirements (GURs)</b>						
WWU	1233	5%	12%	34%	34%	15%
Summerstart Participants	1099	1%	10%	35%	37%	17%
Non-Summerstart Participants	134	34%	28%	25%	10%	3%
<b>g. Western's online catalog</b>						
WWU	1235	12%	20%	32%	27%	9%
Summerstart Participants	1101	9%	20%	32%	29%	10%
Non-Summerstart Participants	134	37%	19%	31%	11%	2%
<b>h. Web4U</b>						
WWU	1235	5%	16%	34%	34%	12%
Summerstart Participants	1101	2%	14%	34%	36%	13%
Non-Summerstart Participants	134	24%	29%	35%	10%	2%
<b>i. Classfinder</b>						
WWU	1236	6%	6%	24%	45%	20%
Summerstart Participants	1102	0%	4%	25%	49%	22%
Non-Summerstart Participants	134	51%	23%	16%	10%	1%
<b>j. Viking Advisor</b>						
WWU	1234	17%	21%	32%	21%	8%
Summerstart Participants	1100	12%	21%	35%	24%	9%
Non-Summerstart Participants	134	63%	23%	10%	3%	0%
<b>k. Planning a schedule of classes</b>						
WWU	1229	6%	9%	34%	37%	14%
Summerstart Participants	1095	1%	7%	35%	41%	16%
Non-Summerstart Participants	134	46%	29%	21%	4%	0%
<b>l. Evaluating your progress toward your degree with CAPP</b>						
WWU	1234	58%	21%	17%	3%	1%
Summerstart Participants	1100	55%	22%	18%	3%	1%
Non-Summerstart Participants	134	78%	14%	7%	1%	0%

## D. Familiarity and Comfort with Western (cont.)

D.4. How comfortable are you with each of the following? (Asked of all non-summerstart attendees and a random 50% selection of attendees)

	N	Not at all comfortable	A little comfortable	Somewhat comfortable	Very comfortable	Extremely comfortable
a. Understanding how your transfer credits align with graduation requirements						
WWU	1281	13%	20%	39%	19%	9%
Summerstart Participants	1150	10%	19%	41%	21%	10%
Non-Summerstart Participants	131	40%	30%	21%	8%	1%
b. Navigating Western's campus						
WWU	1292	2%	12%	38%	36%	13%
Summerstart Participants	1160	0%	9%	39%	38%	14%
Non-Summerstart Participants	132	14%	31%	31%	20%	5%
c. Getting advice from faculty and staff on which classes to take						
WWU	1288	2%	11%	32%	38%	17%
Summerstart Participants	1156	1%	10%	31%	40%	18%
Non-Summerstart Participants	132	11%	21%	42%	23%	3%

D.5. How satisfied are you with your class schedule? (N = 2396)

I have not yet registered for classes	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
10%	2%	9%	7%	41%	32%

D.5.a. Why are you dissatisfied with your class schedule? (N = 251) (Asked of students who responded "very dissatisfied" or "somewhat dissatisfied" to D.5)

The classes I need to take were full	78%
The classes I need to take are scheduled at conflicting times	35%
My classes are spread too far across campus	3%
My classes are spread too far throughout the day	11%
My classes are spread too far throughout the week	4%
My class schedule does not work well with my job schedule	2%
My classes begin too early in the morning	12%
My classes end too late in the evening	6%
One or more of my classes meet every day	17%
Other	21%

D.5.b. Of the 52 "other" responses to D.5.a., 47 students provided open-ended descriptions of why they are dissatisfied with their class schedule. These responses are available upon request.

## D. Familiarity and Comfort with Western (cont.)

D.6. 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	Very difficult	Extremely difficult
Participating in discussion groups in my courses	2383	30%	35%	28%	5%	1%
Preparing for and presenting my work in front of a class	2378	16%	31%	34%	14%	5%
Writing papers as part of my coursework	2379	19%	35%	32%	12%	2%
Getting good grades	2375	11%	39%	39%	9%	1%
Not allowing the use of alcohol and/or recreational drugs to interfere with my academics or other responsibilities	2378	67%	19%	11%	2%	1%
Paying for college and other expenses	2377	15%	27%	30%	18%	9%
Staying healthy	2379	31%	39%	24%	4%	1%
Managing stress	2377	9%	32%	38%	16%	5%
Meeting my family's expectations	2378	38%	31%	20%	9%	3%
Making friends	2375	39%	38%	19%	3%	1%
Maintaining my spiritual or religious values	2375	74%	15%	8%	2%	1%
Living away from home	2378	30%	39%	22%	7%	2%

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## E. Skills, Goals and Expectations

E.1. For the following skills, please rate your ability relative to your peers at the school you most recently attended.

	N	Well below average	Below average	About average	Above average	Well above average
Writing skills	2306	0%	4%	37%	47%	11%
Oral communication skills	2297	1%	8%	44%	36%	11%
Critically evaluate information	2285	0%	4%	46%	40%	9%
Work or learn independently	2297	0%	3%	31%	47%	19%
Work cooperatively in a group	2293	0%	3%	33%	46%	18%
Appreciation of the arts	2301	2%	12%	32%	30%	24%
Apply scientific principles and methods	2298	1%	16%	48%	27%	7%
Apply quantitative principles and methods	2298	2%	17%	49%	26%	6%
Awareness of cultural and social differences among people	2297	0%	3%	29%	44%	23%
Work effectively with appropriate technology in your field	2299	1%	6%	43%	38%	12%
Use library resources for research	2293	1%	11%	47%	33%	8%
Plan, implement, and organize research	2302	1%	7%	43%	40%	10%

E.2. Please rate the importance of these skills to you.

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
Writing skills	2286	1%	3%	17%	48%	31%
Oral communication skills	2282	0%	2%	14%	46%	38%
Critically evaluate information	2261	0%	3%	22%	48%	27%
Work or learn independently	2283	0%	2%	17%	48%	32%
Work cooperatively in a group	2268	0%	2%	19%	46%	33%
Appreciation of the arts	2277	4%	15%	31%	27%	23%
Apply scientific principles and methods	2263	1%	8%	37%	37%	15%
Apply quantitative principles and methods	2270	2%	9%	38%	37%	14%
Awareness of cultural and social differences among people	2279	1%	4%	20%	36%	40%
Work effectively with appropriate technology in your field	2274	0%	1%	20%	47%	31%
Use library resources for research	2268	0%	3%	24%	45%	27%
Plan, implement, and organize research	2283	0%	1%	16%	45%	38%



## E. Skills, Goals and Expectations (cont.)

E.3. How certain are you of what your major will be? (N = 2382)

Uncertain	Have some idea	Certain
19%	53%	28%

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E.4. How long do you think it will take you to complete your bachelors degree? (N = 2370)

Less than 3 years	3-4 years	Exactly 4 years	4-5 years	5 or more years
4%	23%	42%	30%	1%

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E.5. How likely is it that you will transfer from Western to another college or university before you graduate? (N = 2357)

Very Unlikely	Somewhat unlikely	Uncertain	Somewhat Likely	Very Likely
39%	21%	27%	10%	3%

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E.5.a. 280 respondents provided open-ended statements about why they are "Very Likely" or "Somewhat Likely" to transfer from Western. These responses are available upon request.

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E.6. What is the highest degree you expect to earn in your lifetime? (N = 2373)

Bachelors (B.A., B.S., etc.)	Masters (M.A., M.S., etc.)	Professional (M.D., D.O., D.D.S, J.D., etc.)	Doctorate (Ph.D., Ed.D., etc.)	Not Sure
15%	34%	10%	13%	27%

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## F. Expenses and Employment

F.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? Mark one answer for each possible source. (Randomly asked of 50% of total respondents)

	N	None	Less than \$1000	\$1000 to \$2999	\$3000 to \$5999	\$6000 to \$9999	\$10000 or more
Family resources (parents, relatives, spouse, etc.)	1157	11%	11%	12%	14%	15%	37%
My own resources (savings, employment, other income)	1148	13%	33%	32%	15%	4%	3%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	1144	34%	14%	20%	12%	7%	11%
Aid which must be repaid (loans, etc.)	1130	43%	7%	10%	15%	12%	13%
Other sources	1016	75%	10%	6%	3%	2%	3%

F.1.a. 172 respondents who answered "Other sources" in F.1 provided open-ended responses to what those other sources were. These responses are available upon request.

F.2. Do you have credit card debt? (Randomly asked of 50% of total respondents) (N = 1184)

Yes	No	I don't have a credit card
10%	35%	55%

F.2.a. Are you planning to use your credit card to pay for tuition, fees or books? (Asked of those who answered "Yes" or "No" to F.2) (N = 523)

Yes	No
26%	74%

F.3. For the coming year, have you or your parents filed the FAFSA, or are you planning to file the FAFSA? (Randomly asked of 50% of total respondents) (N = 1180)

Yes, I already filed	I am planning on filing	No
71%	10%	18%

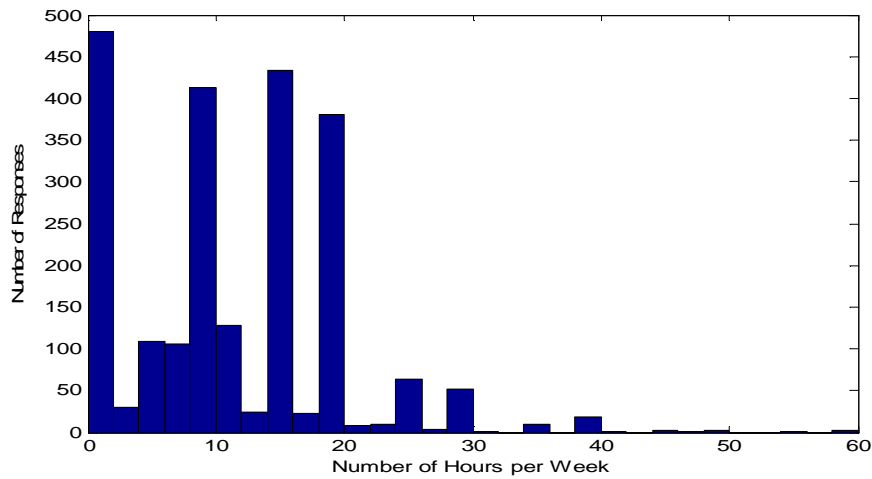
F.3.a. Why are you not planning to file the FAFSA? (Mark all that apply) (Asked of those who answered "No" to F.3) (N = 213)

I don't or won't qualify	67.14%
The FAFSA is too complicated	5.63%
The FAFSA is too invasive	2.82%
I missed the deadline	17.37%
Other	23.94%

F.3.b. 43 respondents provided open-ended "other" reasons to question F.3.a. These are available upon request.

## F. Expenses and Employment (cont.)

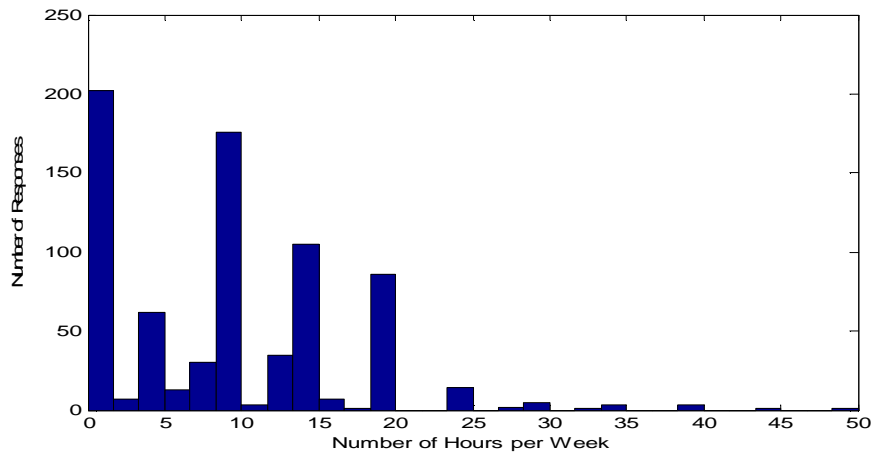
F.4. During the coming year, about how many hours per week do you hope to work while attending Western?



Mean = 11.84, St. Dev. = 8.65, Min. = 0, Max = 60, N = 2301

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F.5. 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 F.4 was greater than zero and if respondent claimed to use "My own resources" in F.1)



Mean = 9.49, St. Dev. = 7.93, Min. = 0, Max = 50, N = 757

## **G. Comments**

G.1. 442 respondents provided open-ended responses to a request for additional comments or suggestions. These are available upon request.

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