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Spring 2011 Follow-up Survey of Freshmen Who Entered Western in Fall of 2009

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SPRING 2011 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2009

Descriptive Statistics

Report 2011-06

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October, 2011
OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY



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SPRING 2011 FOLLOW-UP SURVEY OF FRESHMEN WHO ENTERED WESTERN IN FALL OF 2009

EXECUTIVE SUMMARY

The Spring 2011 Follow-Up Survey of Freshmen Who Entered Western in 2009 (2nd Year Survey) is part of a longitudinal effort to survey students with a goal to improve educational programs and provide self-assessment data. Together with the Vice Provost for Undergraduate Education, the Office of Survey Research (OSR) designed this survey in an attempt to shed light on the efficacy and satisfaction with first year and GUR programs. This particular survey also received input from other campus offices which provides opportunities for these offices to address their specific needs.

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 2009. These students were completing their second full year on campus at the time of the survey (Spring, 2011). As part of OSR's efforts to paint a longitudinal portrait, these students were originally surveyed immediately prior to beginning their Western careers (Fall, 2009). A report of this initial survey may be found at: http://www.wwu.edu/socad/osr/documents/Freshmen09Report_001.pdf. Ultimately, these students will also be surveyed just prior to graduation and again two years after graduation.

In order to solicit responses, OSR e-mailed students at their WWU e-mail address beginning May 3rd, 2011. After a single e-mail reminder, OSR began to phone call non-responding students to encourage participation. OSR also contacted non-respondents using their off-campus e-mail accounts. Data collection continued through June 11th with non-respondents receiving a total of three phone calls. Of the 2,302 students in the second year cohort, OSR received responses from 1,043, a response rate of 45.3%.

In addition to the contributions of the Vice Provost for Undergraduate Education, a number of other campus offices contributed to the 2nd Year Survey. Among these were the Academic Advising Center, the Office of Enrollment and Student Services, the Math Center, University Residences, Western Libraries, the Honors Program, Environmental Health and Safety, and the Renewable Energy Degree initiative. Because of the large number of questions these offices submitted, 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 to complete the survey while still providing for each question enough responses for statistical analysis. For each question, this report notes when and to what extent this randomization occurs.

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. Overall, Section A demonstrates that respondents and non-respondents were similar in many respects including gender, age, Runningstart status, residency, cumulative WWU credits earned, and peak credits attempted during the quarter the survey was administered. Respondents were more likely to be Caucasian than non-respondents (78.5% of respondents were Caucasian versus 73.5% of non-respondents), averaged slightly higher admissions indices (59.4 v. 56.9), earned slightly better WWU GPAs (2.99 v. 2.94), were less likely to be first generation students (28.2% v. 32.9%) and were more likely to live in campus housing when the survey was administered (27% v. 23.1%).

In addition to Section A, this report contains ten sections each focusing on an aspect of student life at Western. While we leave it to the reader to decide what is informative or striking in this report, here we undertake to highlight findings which the wider campus may find interesting. Eighty-five percent of students claimed to be “satisfied” or “very satisfied” with their Western experience but only 60% of students claimed that they were “very unlikely” to leave Western prior to graduation. Both of these statistics are lower than the second year students replying to the 2010 survey when 91% were “satisfied” or “very satisfied” with their campus experiences and 66% were unlikely to leave.

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. On average, respondents were unable to take 1.82 of the classes they wanted because they were full. This number is ten percent higher than that measured in the previous 2nd year survey. Nine percent of students were “very satisfied” with the availability of GUR courses.

When asked about General Education courses (Section E), students replied that GURs were about as difficult as expected with equal minorities of students claiming they were easier or harder than expected. Sadly, only 11% of students strongly agreed that “Taking GUR courses gives me useful skills” and 20% strongly agreed that “completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required.” Less than half of respondents demonstrated a positive level of satisfaction with the size and structure of GUR courses although about two-thirds of students were positively satisfied with the quality of instruction in their GUR courses.

At the time of the survey, about 37% of students had declared a major. Of these, 60% claim it is very unlikely they will change their major prior to graduation. For undeclared majors, 60% were certain as to what their major would be and 32% had some idea. Of those who had yet to declare a major, the most common reasons given for not declaring were that they needed more courses to qualify for their program, they were unsure what to study, and it was too hard to get into the needed courses to declare their major. Twenty-one percent of students claimed to be uncertain as to where to go for academic advising help.

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 41% 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.

Of all respondents, almost half did not work for pay during the quarter. However, 55% of respondents claimed that they or someone else on their behalf has borrowed money to fund their education. Of those that have borrowed, the average education debt was \$15,228 of which about \$600 is in credit card debt. Three-fifths of students expect to borrow more to complete their Western education.

Three 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. 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. Finally, this survey is the second of its kind. As previously mentioned, a 2nd Year Survey was also given in 2010 which provides the opportunity to track changes in student responses over time. Information on the 2010 survey may be found at: http://www.wvu.edu/socad/osr/documents/2ndYr2010Report_Final.pdf

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 1,043 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 | 1,259 | 1,043 | 2,302 |
| Male | 44.5% | 42.5% | 43.6% |
| Caucasian | 73.5% | 78.5% | 75.8% |
| Black | 4.3% | 2.4% | 3.4% |
| Hispanic | 5.6% | 4.7% | 5.2% |
| Asian/Pacific Islander | 11.0% | 9.1% | 10.1% |
| Native American | 2.0% | 1.7% | 1.9% |
| Race Unknown | 3.3% | 3.5% | 3.4% |
| Mean Admission Index* | 56.9 | 59.4 | 58.1 |
| Mean WWU GPA | 2.94 | 2.99 | 2.96 |
| Mean Age | 19.7 | 19.7 | 19.7 |
| Median Age | 20 | 20 | 20 |
| First Generation Student | 32.9% | 28.2% | 30.8% |
| Runningstart Student | 15.4% | 15.3% | 15.4% |
| WA Resident | 92.4% | 92.6% | 92.5% |
| Campus Housing Spring Quarter, 2011 | 23.1% | 27.0% | 26.5% |
| Mean Cumulative WWU Credits** | 69.6 | 70.2 | 69.9 |
| Mean Spring 2011 Peak Credits | 13.73 | 13.83 | 13.78 |

*As available

**Through Winter Quarter, 2011

B. Attending Western

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

| | |
|------------------------------------|-------|
| N | 1,042 |
| Very dissatisfied | 1% |
| Dissatisfied | 3% |
| Neither satisfied nor dissatisfied | 10% |
| Satisfied | 62% |
| Very Satisfied | 23% |

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=36) (Responses included: struggles getting into required courses; "class sizes on the large size"; hard to find the resources needed sometimes; hard to get into classes; quality of professors is poor; extraneous budget cuts; "Western is eliminating my major.") (Text responses available on request.)

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

| | |
|-------------------|-------|
| N | 1,042 |
| Very unlikely | 60% |
| Somewhat unlikely | 23% |
| Uncertain | 10% |
| Somewhat likely | 3% |
| Very likely | 4% |

B.2.a. When do you expect to graduate from Western with your bachelor's degree? (Asked of respondents who answered "very unlikely", "somewhat unlikely" or "uncertain" in B.2.) (OSR asked a second version of this question if respondents said in B.2. that they are "somewhat likely" or "very likely" to leave Western. We asked "If you do stay at Western, when do you expect to graduate with your bachelor's degree?") (Results from the two versions are combined below.)

| | |
|---------------------------------|-------|
| N | 1,042 |
| Winter 2012 or earlier | 1% |
| Spring 2012 through winter 2013 | 11% |
| Spring 2013 | 46% |
| Summer 2013 through winter 2014 | 32% |
| Spring 2014 or later | 10% |

B.2.b. 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.a.)

| | |
|------------|-----|
| N | 72 |
| Transfer | 94% |
| Not attend | 6% |

Attending Western (cont.)

B.2.b.1 Why are you likely to leave Western before you graduate? Check all that apply. (Asked of respondents who answered "not attend" in B.2.b.)

| | |
|---|-----|
| N | 4 |
| Finances | 75% |
| Academic performance | |
| Unsure of my direction | 50% |
| Employment opportunity | 25% |
| A college education isn't important to me | |
| Other | 25% |

B.2.b.1.a. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.2.b. (N=1) (Text response: "You're eliminating my major."))

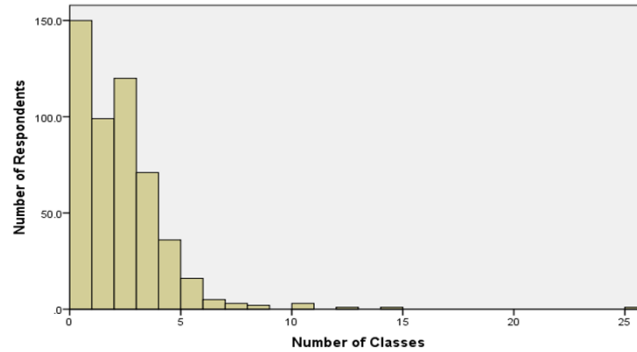
B.2.b.2. Why are you likely to transfer from Western? Check all that apply. (Asked of respondents who answered "transfer" in B.4.)

| | |
|---|-----|
| | 67 |
| Western doesn't offer the major that interests me | 33% |
| Another school has a better program in my field | 52% |
| Another school would have challenged me more than Western | 18% |
| Western is too big or too small | 8% |
| It is too hard to get the classes I need | 54% |
| I dislike the weather, recreation opportunities, or location in | 24% |
| Problems with academic performance at Western | 6% |
| Finances | 18% |
| To do something or go somewhere new and different | 45% |
| To be closer to home | 27% |
| To be further from home | 12% |
| To be with friends or a significant other | 16% |
| I don't fit in at Western | 25% |
| Other | 16% |

B.2.b.2.a. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.2.b.2.) (N=11) (Responses included: personal reasons, illness, moving to a different state.) (Text responses available on request.)

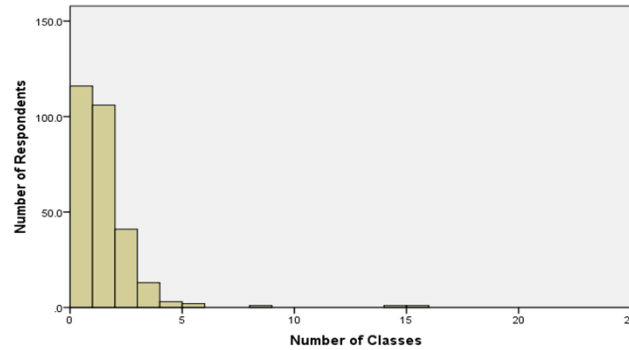
C. Course Scheduling

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 50% of respondents.) OSR excluded responses greater than 50 (1 response.)



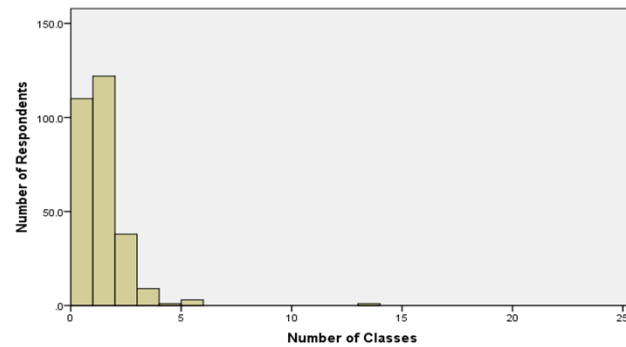
| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 508 | 1.82 | 2 | 0 | 25 | 2.1 |

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.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 284 | 1.01 | 1 | 0 | 15 | 1.55 |

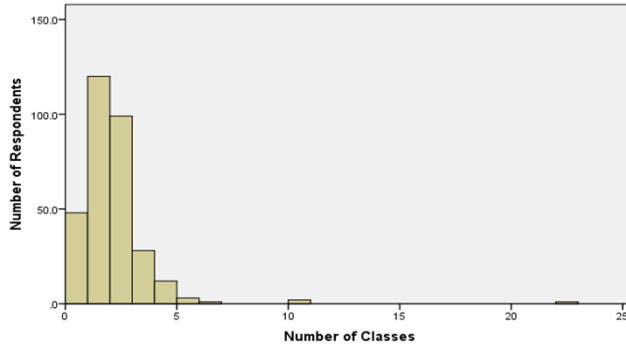
C.1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered >0 in C.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 284 | 0.9 | 1 | 0 | 13 | 1.16 |

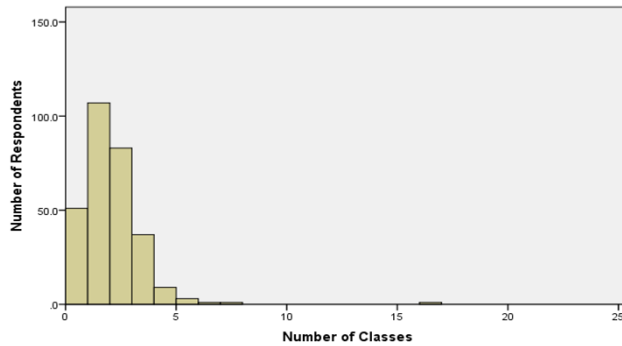
Course Scheduling (cont.)

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.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 314 | 1.63 | 1 | 0 | 22 | 1.71 |

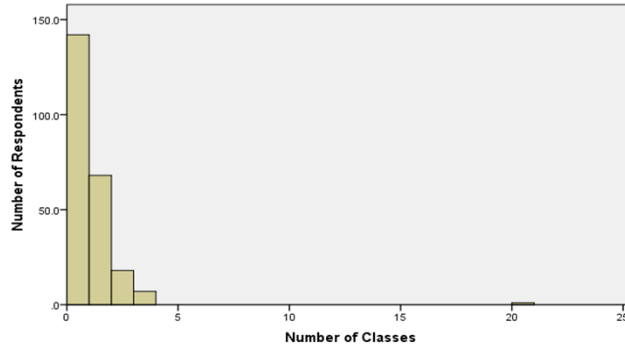
C.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered >0 in C.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 293 | 1.58 | 1 | 0 | 16 | 1.43 |

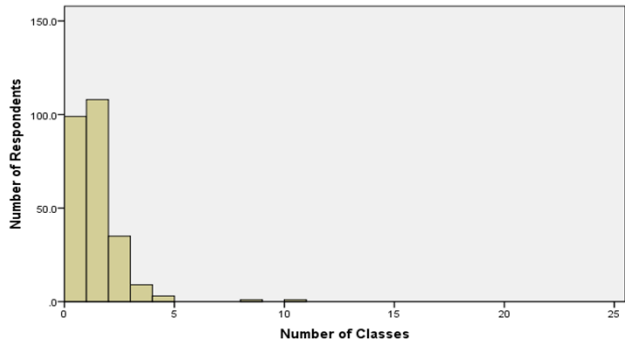
Course Scheduling (cont.)

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 |
|-----|------|--------|---------|---------|--------------------|
| 236 | 0.61 | 0 | 0 | 20 | 1.48 |

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 |
|-----|------|--------|---------|---------|--------------------|
| 256 | 0.92 | 1 | 0 | 10 | 1.13 |

D. Class Size

D.1. Have you taken any classes at Western that you considered to be too big?

| | |
|-----|-----|
| N | 515 |
| Yes | 36% |
| No | 64% |

D.1.a. Please list up to three classes which you considered to be too big. (Asked of respondents who answered "yes" in D.1.) (Note: "None" means respondent did not specify a course number or specified a non-existent course number or CRN.)

| Program | Course number | # of Respondents |
|------------------------------------|---------------|------------------|
| 1 A/HI - Art History | None | 1 |
| | 231 | 1 |
| | Total | 2 |
| 2 ACCT - Accounting | 240 | 3 |
| | 245 | 1 |
| | Total | 4 |
| 4 ANTH - Anthropology | 0 | 8 |
| | 101 | 1 |
| | 102 | 2 |
| | 103 | 1 |
| | 201 | 12 |
| | 202 | 1 |
| | 361 | 1 |
| | Total | 26 |
| 6 ART - Art | 109 | 2 |
| | 110 | 1 |
| | 130 | 1 |
| | 220 | 1 |
| | Total | 5 |
| 7 ASTR - Astronomy | 0 | 1 |
| | 103 | 2 |
| | Total | 3 |
| 8 BIOL - Biology | 0 | 8 |
| | 101 | 19 |
| | 204 | 5 |
| | 205 | 2 |
| | 206 | 1 |
| | Total | 35 |
| 9 C/AM - Canadian/American studies | 0 | 1 |
| | Total | 1 |
| 12 CHEM - Chemistry | 0 | 3 |
| | 101 | 1 |
| | 121 | 6 |
| | 122 | 4 |
| | 123 | 5 |
| | 351 | 2 |
| Total | 21 | |

| Program | Course number | # of Respondents |
|---------------------------------|---------------------|------------------|
| 14 CLST - Classical Studies | None | 4 |
| | 270 | 2 |
| | 301 | 1 |
| | 350 | 5 |
| | Total | 12 |
| 15 COMM - Communication | None | 1 |
| | 101 | 4 |
| | 220 | 2 |
| | Total | 7 |
| 16 CSCI - Computer Science | 102 | 1 |
| | 140 | 1 |
| | Total | 2 |
| 17 CSD - Communication | 251 | 1 |
| | Total | 1 |
| 18 DNC - Dance | None | 4 |
| | 108 | 1 |
| | 232 | 1 |
| | Total | 6 |
| 19 DSCI - Decision Sciences | None | 1 |
| | 205 | 2 |
| | Total | 3 |
| 21 EAST - East Asian Studies | 285 | 1 |
| | Total | 1 |
| 23 ECON - Economics | None | 3 |
| | 101 | 5 |
| | 206 | 4 |
| | 207 | 1 |
| | Total | 13 |
| | 26 EGEO - Geography | None |
| 201 | | 2 |
| 203 | | 1 |
| Total | | 7 |
| 28 ENG - English | 216 | 1 |
| | Total | 1 |
| 29 ESCI - Environmental Science | None | 18 |
| | 101 | 40 |
| | Total | 58 |

Class Size (cont.)

| Program | Course number | # of Respondents |
|--|---------------|------------------|
| 30 ESTU - Environmental Studies | None | 3 |
| | 101 | 1 |
| | 110 | 1 |
| | 201 | 1 |
| | 202 | 8 |
| | Total | 14 |
| 37 GEOL - Geology | 101 | 8 |
| | 103 | 1 |
| | Total | 9 |
| 40 HIST - History | None | 3 |
| | 103 | 1 |
| | 104 | 2 |
| | Total | 6 |
| 51 JOUR - Journalism | 109 | 1 |
| | Total | 1 |
| 55 LBRL - Liberal Studies | 271 | 2 |
| | 273 | 1 |
| | 278 | 1 |
| | Total | 4 |
| 57 LING - Linguistics | None | 4 |
| | 201 | 5 |
| | 202 | 1 |
| | 204 | 1 |
| | Total | 11 |
| 59 MATH - Mathematics & Computer Science | None | 2 |
| | 107 | 1 |
| | 112 | 5 |
| | 117 | 1 |
| | 157 | 3 |
| | 240 | 1 |
| Total | 13 | |
| 61 MGMT - Management | None | 1 |
| | 311 | 1 |
| | Total | 2 |
| 63 MKTG - Marketing | 380 | 1 |
| | Total | 1 |
| 66 MUS - Music | 104 | 2 |
| | Total | 2 |
| 69 PHIL - Philosophy | 107 | 1 |
| | 112 | 1 |
| | Total | 2 |
| 70 PHYS - Physics | None | 2 |
| | 101 | 3 |
| | 121 | 1 |
| | Total | 6 |

| Program | Course number | # of Respondents |
|-----------------------------|---------------|------------------|
| 71 PLSC - Political Science | None | 1 |
| | 101 | 1 |
| | 250 | 1 |
| | 271 | 1 |
| | 346 | 1 |
| | 347 | 1 |
| Total | 6 | |
| 73 PSY - Psychology | None | 15 |
| | 101 | 45 |
| | 230 | 1 |
| | 250 | 2 |
| Total | 63 | |
| 78 SCED - Science Education | 202 | 1 |
| | Total | 1 |
| 81 SOC - Sociology | None | 1 |
| | 225 | 1 |
| | 260 | 2 |
| | 268 | 1 |
| | 269 | 1 |
| | Total | 6 |
| 85 THTR - Theatre Arts | None | 2 |
| | 201 | 3 |
| | 202 | 1 |
| | 210 | 1 |
| | Total | 7 |

E. General Education

E.1. How well did your high school experience prepare you to succeed at Western in each of the following areas?

| | N | Not at all prepared | A little prepared | Somewhat prepared | Well prepared | Very well prepared |
|-----------------|------|---------------------|-------------------|-------------------|---------------|--------------------|
| Math | 1041 | 5% | 14% | 26% | 33% | 21% |
| Writing | 1037 | 2% | 7% | 21% | 39% | 30% |
| Research | 1033 | 5% | 16% | 30% | 32% | 16% |
| Reading | 1039 | 2% | 5% | 21% | 36% | 36% |
| Time-management | 1038 | 8% | 17% | 29% | 27% | 20% |

E.2. How has the level of difficulty in your GUR courses compared with your expectations? (Asked of a random 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

| | |
|---------------------------------------|-----|
| N | 423 |
| Much less difficult than expected | 6% |
| Somewhat less difficult than expected | 19% |
| As difficult as expected | 54% |
| Somewhat more difficult than expected | 18% |
| Much more difficult than expected | 3% |

General Education (cont.)

E.5. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of a random 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

| | N | Strongly disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Strongly agree |
|--|-----|-------------------|-------------------|----------------------------|----------------|----------------|
| Taking GUR courses gives me useful skills | 423 | 11% | 18% | 21% | 40% | 11% |
| I use GURs to explore potential majors | 422 | 15% | 17% | 13% | 34% | 22% |
| Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required | 422 | 10% | 15% | 18% | 37% | 20% |
| My GUR courses have broadened my perspective on the world | 421 | 9% | 10% | 20% | 36% | 26% |
| GUR course requirements interfere with my taking courses that really interest me | 422 | 4% | 15% | 23% | 34% | 24% |

E.6. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of a random 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart 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 | N/A |
|--|-----|-------------------|-----------------------|------------------------------------|--------------------|----------------|-----|
| GUR course availability | 423 | 10% | 32% | 18% | 32% | 9% | 1% |
| The size and structure of most GUR classes | 420 | 5% | 18% | 29% | 36% | 11% | 0% |
| Quality of instruction in GUR courses outside your major | 140 | 2% | 13% | 22% | 45% | 18% | |
| Quality of instruction in GUR courses that are in your major | 140 | 1% | 6% | 14% | 30% | 38% | 11% |
| Quality of instruction in GUR courses | 282 | 4% | 15% | 22% | 41% | 17% | 1% |

F. Academic Major

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

| | |
|-------------------|-----|
| N | 386 |
| Very unlikely | 60% |
| Somewhat unlikely | 24% |
| Uncertain | 8% |
| Somewhat likely | 4% |
| Very likely | 3% |

F.2. How certain are you of what your major will be? (Asked of respondents with no declared major.)

| | |
|------------------|-----|
| N | 653 |
| I am uncertain | 8% |
| I have some idea | 32% |
| I am certain | 60% |

F.3. Have you contacted someone within an academic department about your interest in their major? (Asked of respondents with no declared major.)

| | |
|-----|-----|
| N | 653 |
| Yes | 65% |
| No | 35% |

F.4. When do you plan to declare a major? (Asked of respondents with no declared major.)

| | |
|--------------------|-----|
| N | 644 |
| End of spring 2010 | 36% |
| Summer 2010 | 4% |
| Fall 2010 | 40% |
| Winter 2011 | 15% |
| After winter 2011 | 5% |

Academic Major (cont.)

F.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 | 638 | 55% | 36% | 9% |
| Not sure about what major to declare | 638 | 46% | 25% | 29% |
| Recently decided on a major but haven't had time to officially declare it | 635 | 51% | 29% | 20% |
| Needed to take more courses to qualify | 636 | 28% | 23% | 49% |
| Difficulty meeting grade requirements for admission to the major | 634 | 69% | 19% | 12% |
| Too hard to get into courses needed to qualify | 636 | 52% | 27% | 21% |
| Department advising was inadequate or lacking | 636 | 72% | 21% | 7% |
| Missed deadline for declaring my major this year | 634 | 84% | 13% | 4% |

G. General Academic Advising

G.1. My assigned academic advisor is: (Asked of a random 50% of respondents.)

| | |
|--|-----|
| N | 542 |
| The advisor I was assigned at Summerstart | 24% |
| A staff advisor in Academic Advising | 4% |
| A staff advisor in Student Outreach Services | 3% |
| An advisor or faculty-member in an academic department | 35% |
| I don't know | 32% |
| Other | 2% |

G.1.a. Where, or from whom, do you receive academic advising? (Asked of respondents who answered "other" in G.1.) (N=5) (Text responses available on request.)

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

| | |
|--------------------|-----|
| N | 544 |
| Uncertain | 21% |
| Somewhat uncertain | 19% |
| Somewhat certain | 29% |
| Certain | 31% |

G.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 | 541 | 3% | 36% | 30% | 26% | 4% | 2% |
| A short-term problem, such as registering for classes or help with dropping a class | 540 | 8% | 46% | 26% | 16% | 3% | 1% |
| Disappointing academic performance/progress | 542 | 14% | 66% | 12% | 5% | 1% | 1% |
| Other | 520 | 40% | 37% | 10% | 9% | 1% | 2% |

General Academic Advising (cont.)

G.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 G.3.)

| | N | My assigned academic advisor | WWU Faculty | Other WWU staff | Other |
|---|-----|------------------------------|-------------|-----------------|-------|
| Mapping out an academic plan | 332 | 46% | 34% | 11% | 9% |
| A short-term problem, such as registering for classes or help with dropping a class | 248 | 24% | 45% | 20% | 11% |
| Disappointing academic performance/progress | 103 | 27% | 48% | 15% | 11% |

G.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. The sixth question was asked of those with a 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 | 530 | 8% | 9% | 36% | 30% | 17% |
| I understand the General University Requirements (GURs) | 434 | 8% | 3% | 39% | 25% | 26% |
| I am familiar with policies about dropping and adding classes | 527 | 7% | 7% | 39% | 30% | 17% |
| I am familiar with policies about academic performance and academic standing | 527 | 8% | 6% | 40% | 30% | 15% |
| I am better able to connect my interests, abilities and goals with potential majors | 334 | 11% | 7% | 42% | 27% | 14% |
| I am better able to connect my interests, abilities and goals with my major | 191 | 5% | 5% | 33% | 34% | 25% |
| I know how to use the Degree Evaluation system (What-If Analysis) to monitor my completion of requirements | 529 | 19% | 13% | 37% | 18% | 13% |

H. Major Advising

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

| | |
|-----|-----|
| N | 386 |
| Yes | 63% |
| No | 37% |

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

| | N | N/A | Not at all helpful | A little helpful | Somewhat helpful | Very helpful | Extremely helpful |
|--|-----|-----|--------------------|------------------|------------------|--------------|-------------------|
| Understanding the requirements of your major | 241 | 2% | 4% | 7% | 7% | 31% | 50% |
| Selecting courses to take | 241 | 9% | 3% | 8% | 11% | 25% | 44% |
| Understanding internship opportunities | 241 | 30% | 10% | 10% | 13% | 16% | 21% |
| Understanding career opportunities | 237 | 22% | 9% | 10% | 14% | 25% | 21% |

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

| | |
|----------------------|-----|
| N | 240 |
| Not at all satisfied | 3% |
| A little satisfied | 8% |
| Somewhat satisfied | 11% |
| Very satisfied | 34% |
| Extremely satisfied | 45% |

I. Academic Engagement and Rigor

I.1. During the current academic year, how frequently have you done each of the following?

| | N | Never | Sometimes | Often | Very Often |
|--|-------|-------|-----------|-------|------------|
| Asked an instructor to give me comments or criticisms about my work | 1,030 | 27% | 48% | 18% | 8% |
| Discussed grades or assignments with an instructor | 1,028 | 16% | 52% | 23% | 9% |
| Asked questions in class or contributed to class discussions | 1,026 | 4% | 37% | 32% | 27% |
| Talked about course material I was learning with someone other than an instructor | 1,029 | 2% | 16% | 36% | 46% |
| Talked about career plans with a faculty member or advisor | 1,028 | 34% | 45% | 14% | 8% |
| Made a class presentation | 1,028 | 22% | 49% | 19% | 11% |
| Worked on a paper or project that required integrating ideas or information from various sources | 1,028 | 6% | 36% | 36% | 22% |
| Worked with other students on a project during class | 1,029 | 9% | 43% | 29% | 19% |

I.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 | 1,019 | 6% | 36% | 30% | 20% | 8% |
| Papers of 3 - 5 pages | 1,017 | 15% | 54% | 27% | 4% | 1% |
| Papers longer than 5 pages | 1,006 | 35% | 56% | 8% | 1% | 0% |

Academic Engagement and Rigor (cont.)

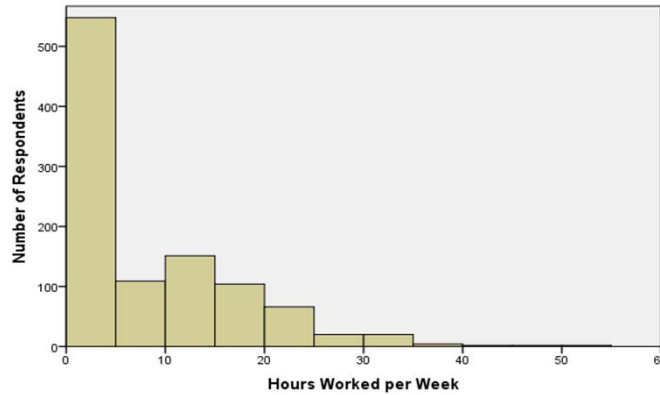
I.3. For each of the following skills, please rate how important it is for you to develop that skill, and rate your satisfaction with Western's contribution to the development of that skill.

| | I.3.a. Importance | | | | | |
|--|-------------------|----------------------|--------------------|--------------------|----------------|---------------------|
| | N | Not at all important | A little important | Somewhat important | Very important | Extremely important |
| Writing skills | 1,016 | 1% | 3% | 15% | 40% | 41% |
| Oral communication skills | 1,009 | 1% | 3% | 13% | 36% | 47% |
| Critically evaluate information | 1,001 | 0% | 1% | 15% | 39% | 46% |
| Identify and analyze complex problems | 999 | 0% | 1% | 15% | 40% | 44% |
| Work or learn independently | 1,003 | 0% | 2% | 11% | 34% | 53% |
| Work cooperatively in a group | 1,003 | 1% | 3% | 15% | 38% | 44% |
| Appreciation of the arts | 1,001 | 6% | 13% | 28% | 26% | 28% |
| Apply scientific principles and methods | 1,001 | 3% | 10% | 29% | 32% | 27% |
| Apply quantitative principles and methods | 996 | 2% | 7% | 27% | 38% | 25% |
| Awareness of cultural and social differences among people | 1,004 | 1% | 4% | 15% | 31% | 50% |
| Knowledge and understanding of how humans impact the environment | 1,002 | 2% | 4% | 16% | 33% | 45% |
| Use library resources for research | 1,000 | 2% | 8% | 29% | 38% | 24% |
| Using computing and information technology | 999 | 1% | 3% | 20% | 38% | 38% |

| | I.3.b. Satisfaction | | | | | |
|--|---------------------|-------------------|-----------------------|-------------------------------|--------------------|----------------|
| | N | Very dissatisfied | Somewhat dissatisfied | Neither satisf. nor dissatis. | Somewhat satisfied | Very satisfied |
| Writing skills | 1,002 | 1% | 11% | 29% | 44% | 15% |
| Oral communication skills | 990 | 1% | 11% | 32% | 40% | 16% |
| Critically evaluate information | 988 | 1% | 7% | 29% | 45% | 18% |
| Identify and analyze complex problems | 987 | 0% | 7% | 31% | 44% | 17% |
| Work or learn independently | 989 | 2% | 4% | 22% | 44% | 28% |
| Work cooperatively in a group | 986 | 1% | 7% | 26% | 46% | 19% |
| Appreciation of the arts | 984 | 3% | 10% | 37% | 31% | 19% |
| Apply scientific principles and methods | 980 | 1% | 5% | 33% | 44% | 17% |
| Apply quantitative principles and methods | 974 | 1% | 5% | 38% | 41% | 15% |
| Awareness of cultural and social differences among people | 987 | 1% | 5% | 20% | 43% | 32% |
| Knowledge and understanding of how humans impact the environment | 982 | 1% | 3% | 22% | 40% | 34% |
| Use library resources for research | 985 | 4% | 10% | 38% | 32% | 16% |
| Using computing and information technology | 988 | 2% | 8% | 37% | 37% | 16% |

J. Employment and Educational Expenses

J.1. During this current academic year, on average how many hours per week have you worked for pay? (OSR excluded responses greater than 60 hours (two responses)).

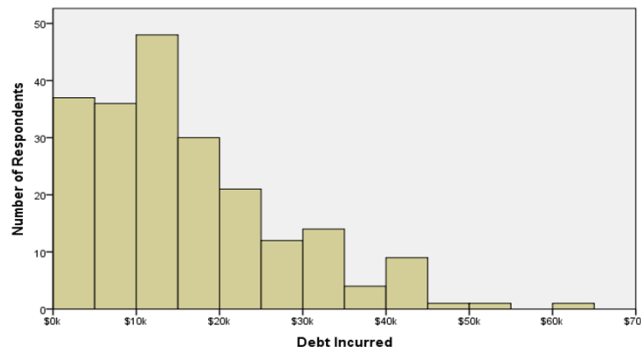


| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-------|------|--------|---------|---------|--------------------|
| 1,028 | 6.9 | 2 | 8.76 | 50 | 9.31 |

J.2. Have you, or someone else on your behalf, borrowed money to fund your education? (Asked of a 50% of respondents at random.)

| | |
|-----|-----|
| N | 520 |
| Yes | 55% |
| No | 45% |

J.2.a. As of now, approximately how much have you or someone on your behalf borrowed to fund your education? (Asked of respondents who indicated "yes" in J.2. that they or someone else have borrowed money to fund their education.) (OSR excluded responses greater than \$75,000 (one response)).



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|----------|----------|---------|----------|--------------------|
| 214 | \$14,831 | \$12,000 | \$0 | \$60,000 | \$11,177 |

Employment and Educational Expenses (cont.)

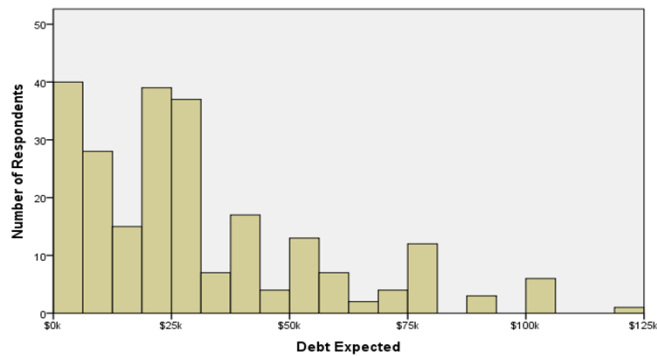
J.2.b. How much of this debt falls in each of the following categories? (Asked of respondents who indicated "yes" in J.2., that they or someone else have borrowed money to fund their education.) (Only valid responses are included. OSR did not assume 0 when no response was given.)

| | N | Mean | Median | Minimum | Maximum | Standard Deviation |
|------------------------------|-----|---------|----------|---------|----------|--------------------|
| Loans in your name | 184 | \$9,529 | \$10,000 | \$0 | \$60,000 | \$7,907 |
| Loans in someone else's name | 129 | \$7,626 | \$5,000 | \$0 | \$40,000 | \$8,708 |
| Credit cards | 99 | \$622 | \$0 | \$0 | \$40,000 | \$4,067 |

J.3. Will additional funds be borrowed to complete your education at Western?

| | |
|-----|-----|
| N | 520 |
| Yes | 61% |
| No | 39% |

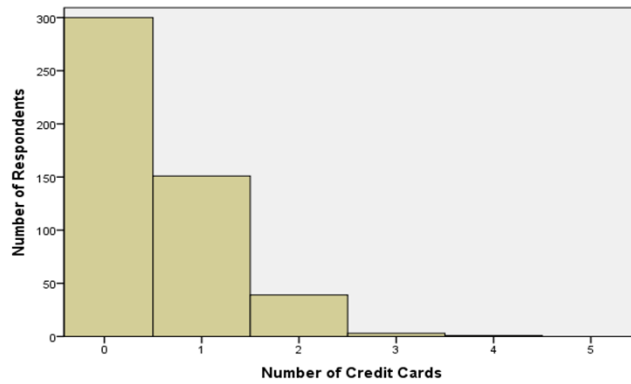
J.4. When you graduate, approximately how much will be owed for your education? (Asked of respondents who indicated in J.2. or J.3. that they have funded their all or part of their education with borrowed funds.) (OSR excluded responses greater than \$150,000 (one respondent)).



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|----------|----------|---------|-----------|--------------------|
| 235 | \$29,707 | \$23,000 | \$0 | \$120,000 | \$25,074 |

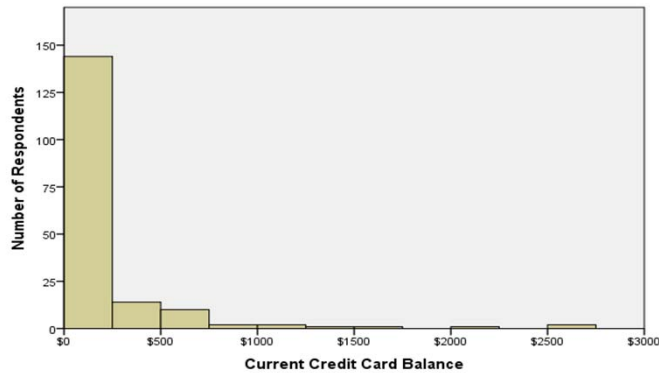
Employment and Educational Expenses (cont.)

J.5. How many credit cards do you have now? Include national cards such as MC or Visa and store cards, gas cards, other. (Asked of a random 50% of respondents.) (OSR excluded responses greater than 5 (14 responses)).



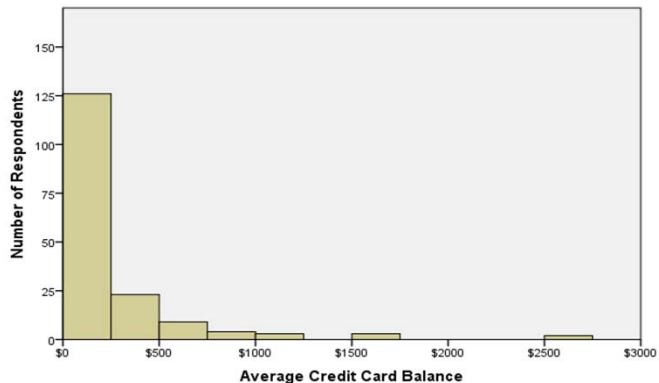
| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 494 | 0.49 | 0 | 0 | 5 | 0.68 |

J.5.a. What would you estimate is the combined outstanding balance on all your credit cards *today*? (Asked of respondents who indicated in K.5. that they have one or more credit cards.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 177 | \$162 | \$0 | \$0 | \$2,500 | \$373 |

J.5.b. What would you estimate is the average combined monthly balance on all your credit cards during the past year? (Asked of respondents who indicated in J.5. that they have one or more credit cards.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 172 | \$278 | \$58 | \$0 | \$9,600 | \$856 |

Employment and Educational Expenses (cont.)

J.5.c. Which payment behavior best describes you? (Asked of respondents who indicated in J.5.a. that they have a credit card balance now, or J.5.b. on average over the past year.)

| | |
|---|-----|
| N | 114 |
| Pay off all credit card balances on all cards every month | 61% |
| Make the minimum monthly payment on all cards every month | 2% |
| Pay off some cards in full each month but make only the minimum payment on others | 3% |
| Make more than the minimum payment but always carry a balance | 14% |
| Make less than the minimum payment on some or all cards each month | |
| My parents pay my credit card bills | 20% |

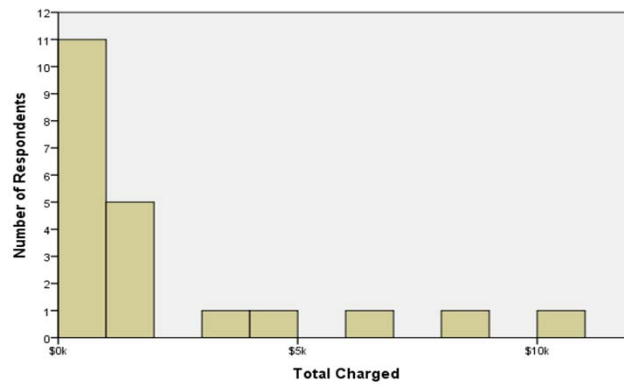
J.5.d. Which direct education-related expenses have you ever charged on your credit cards? (Asked of respondents who indicated in J.5. that they have one or more credit cards.)

| | |
|--|-----|
| N | 204 |
| Tuition | 13% |
| School-billed room and board | 8% |
| Fees | 28% |
| Textbooks | 78% |
| General school supplies (paper, pencils, calculator, etc.) | 68% |
| Commuter transportation-related costs | 27% |
| Computer | 20% |
| None | 17% |
| Other | 13% |

Employment and Educational Expenses (cont.)

J.5.d.1. Which other direct education-related expenses have you ever charged on your credit cards? (Asked of respondents who answered "other" in J.6.) (N= 15) (Responses included: entertainment, rent, living expenses, food.) (Text responses available on request.)

J.5.d.2. What would you estimate is the total amount you have charged on your credit card(s) for direct education expenses during the past year? (Asked of respondents who indicated in J.5.d. that they have charged one or more direct education-related expenses to a credit card.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|----|---------|--------|---------|----------|--------------------|
| 24 | \$1,773 | \$600 | \$0 | \$10,000 | \$2,598 |

K. Items Requested by Departments, Offices, and Programs

Math Center

K.1. Have you been to the Math Center? (Asked of respondents who have taken one or more Math Center-eligible classes.)

| | |
|-----|-----|
| N | 338 |
| Yes | 56% |
| No | 44% |

K.1.a. Why haven't you been to the Math Center? (Asked of respondents who indicated in K.1. that they have not been to the Math Center.)

| | |
|--|-----|
| N | 148 |
| I was not aware of the Math Center | 4% |
| I did not need or want help | 70% |
| I sought help elsewhere | 38% |
| I heard the Math Center wasn't helpful | 4% |
| Other | 8% |

K.1.a.1. What is your other reason for not seeking help at the Math Center? (Asked of respondents who answered "other" in K.1.a.) (N=10) (Responses included: where is it?; too busy; I wasn't eligible until this quarter; I was being overconfident; they don't tutor Math 114 or 115.)

K.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 indicated in K.1. that they have been to the Math Center.)

| | |
|---------------------------|-----|
| N | 190 |
| Never | 6% |
| Rarely | 26% |
| Monthly | 25% |
| Weekly or more frequently | 42% |

K.3. How satisfied are you with your experience at the Math Center? (Asked of respondents who indicated in K.1. that they have been to the Math Center.)

| | |
|------------------------------------|-----|
| N | 190 |
| Very dissatisfied | 1% |
| Somewhat dissatisfied | 10% |
| Neither satisfied nor dissatisfied | 18% |
| Somewhat satisfied | 38% |
| Very satisfied | 34% |

Math Center (cont.)

K.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 K.3.)

| | |
|---------------------------------------|-----|
| N | 20 |
| It was too crowded | 55% |
| It was too noisy | 25% |
| It was not open at convenient times | 25% |
| Tutors did not know the material well | 50% |
| Tutors were not friendly | 5% |
| Other | 10% |

K.3.a.1. Why are you dissatisfied with your experience at the Math Center? (Asked of respondents who answered "other" in K.3.a.) (N=3) (Text responses included: tutors were unable to answer questions without doing the problem completely, which was impractical; not enough tutors so they jump around instead of working with someone until the problem is understood; tutors were not paying attention to the students who needed help.)

Western Reads Program

K.4. Did you read all or part of The Young and the Digital by S. Craig Watkins, this year's Western Reads book? (Asked of a random 50% of respondents.)

| | |
|---|-----|
| N | 521 |
| Yes, as required in a class | 2% |
| Yes, on my own but inspired by or relating to the Western Reads program | 1% |
| Yes, on my own and unrelated to Western Reads | 0% |
| No | 97% |

K.5. Did you attend or participate in any of the following campus events concerning The Young and the Digital? (Asked of respondents who indicated in K.4. that they had read the book.)

| | |
|--|-----|
| N | 16 |
| S. Craig Watkins' lecture or Q & A with students | 6% |
| S. Craig Watkins' classroom visits | |
| Faculty panel discussion of <u>The Young and the Digital</u> | |
| None of the above | 94% |

K.6. With which of the following people did you discuss The Young and the Digital, whether or not you read the book? Check all that apply. (Asked of respondents who indicated in K.4. that they had read the book.)

| | |
|----------------------------|-----|
| N | 17 |
| Friends and other students | 71% |
| Family | 12% |
| Faculty or staff | 77% |
| None of the above | 12% |

K.7. Did you read all or part of The Omnivore's Dilemma by Michael Pollan, last year's Western Reads book? (Asked of a random 50% of respondents.)

| | |
|---|-----|
| N | 521 |
| Yes, as required in a class | 51% |
| Yes, on my own but inspired by or relating to the Western Reads program | 17% |
| Yes, on my own and unrelated to Western Reads | 4% |
| No | 28% |

Western Reads Program (cont.)

K.8. Did you attend or participate in any of the following campus events concerning The Omnivore's Dilemma? Check all that apply. (Asked of respondents who indicated in K.7. that they had read the book.)

| | |
|--|-----|
| N | 371 |
| Michael Pollan's lecture or Q & A with students | 8% |
| The video of Michael Pollan's lecture | 4% |
| The Dining Services Dinner in honor of <u>The Omnivore's Dilemma</u> | 27% |
| None of the above | 67% |

K.9. With which of the following people did you discuss The Omnivore's Dilemma, whether or not you read the book? Check all that apply. (Asked of respondents who indicated in K.7. that they had read the book.)

| | |
|----------------------------|-----|
| N | 372 |
| Friends and other students | 82% |
| Family | 50% |
| Faculty or staff | 58% |
| None of the above | 9% |

University Residences

K.10. How satisfied are you with your experience living in campus housing? (Asked of respondents who lived in campus housing for one or more quarters.)

| | |
|------------------------------------|-----|
| N | 623 |
| Very dissatisfied | 5% |
| Dissatisfied | 14% |
| Neither satisfied nor dissatisfied | 27% |
| Satisfied | 44% |
| Very satisfied | 11% |

Western Libraries

K.11. How often did you visit the Western Libraries Haggard-Wilson complex this quarter? (Asked of a random 50% of respondents.)

| | |
|---------|-----|
| N | 515 |
| Never | 3% |
| Once | 5% |
| Monthly | 19% |
| Weekly | 46% |
| Daily | 28% |

K.11a. Why did you not visit the Library complex more often? (Multiple response question.) (First option asked if respondent indicated in K.11. that they had not visited the library. Remaining questions asked if respondent indicated they had visited the library "never" or "once.")

| | |
|--|-----|
| N | 37 |
| I don't know where it is | 0% |
| None of my classes required research | 51% |
| Visited once and could not find the resources/support I needed | 3% |
| I do all my research online | 43% |
| I use a different library | 3% |
| The atmosphere is not conducive to study and research | 8% |
| Inadequate hours | 3% |
| I did not need or want to visit more often | 49% |
| Other | 22% |

Western Libraries (cont.)

K.11.b. When you visited the library this quarter, how frequently were you able to find space in the library to effectively... (Asked of respondents who indicated in K.11. that they have visited the library.)

| | N | N/A | Rarely | Sometimes | Usually | Always |
|------------------|-----|-----|--------|-----------|---------|--------|
| Work alone? | 499 | 3% | 4% | 16% | 46% | 32% |
| Work in a group? | 498 | 15% | 11% | 23% | 35% | 16% |

K.11.c.. Have you used any of the following library services at any time while enrolled at Western? (Asked of respondents who indicated in K.11. that have visited the library.)

| | N | I have used this service | I was aware of, but have not used this service | I was not aware of this service |
|---|-----|--------------------------|--|---------------------------------|
| Walk-up research assistance at Reference & Information Desk | 496 | 43% | 39% | 18% |
| Check out books, videos, journals, etc. | 493 | 64% | 35% | 1% |
| Subject specialist librarians available to provide in-depth research support/consultation | 493 | 10% | 41% | 49% |
| Course reserves for WWU classes | 494 | 50% | 42% | 8% |
| Writing Center | 495 | 16% | 81% | 4% |
| Student Technology Center | 496 | 45% | 51% | 5% |
| Computer workstations on open floor | 496 | 82% | 16% | 2% |
| Computer labs (Haggard 234 or 245) | 495 | 77% | 19% | 3% |
| Group study rooms that can be reserved online | 496 | 53% | 35% | 12% |
| Laptop checkout | 495 | 41% | 54% | 5% |
| Print stations | 496 | 91% | 8% | 1% |
| Video/DVD checkout | 493 | 26% | 68% | 6% |
| Zoe's Bookside Bagels cafe | 495 | 81% | 17% | 2% |

K.11.d. Have any of your classes at Western included the following? (Asked of respondents who indicated in K.11. that they have visited the library.)

| | N | Yes | No |
|---|-----|-----|-----|
| An organized tour of the library led by library staff | 515 | 12% | 88% |
| A bibliographic/library instruction session taught by library staff | 515 | 19% | 81% |

Western Libraries (cont.)

K.11.d.1. What is the department and course number of your most recent class that participated in an organized tour of the library? (Asked of respondents who indicated in K.11.d. that they have participated in an organized tour of the library.)

| Program | Course number | # of Respondents |
|-----------------------------------|---|------------------------------|
| AMST - American | 314 Total | 1 1 |
| ANTH - Anthropology | None 201 Total | 1 2 3 |
| COMM - Communication | None 101 210 220 416 Total | 1 4 1 10 1 17 |
| DNC - Dance | 231 232 431 Total | 1 1 1 3 |
| ECON - Economics | 442 Total | 1 1 |
| EDUC - Educational Administration | 108 397A Total | 1 1 2 |
| ENG - English | 101 202 441 Total | 2 2 1 2 7 |

| Program | Course number | # of Respondents |
|------------------------|------------------------------------|-----------------------|
| FAIR - Fairhaven | None Total | 1 1 |
| HIST - History | 113 Total | 1 1 |
| HSP - Human Services | 302 Total | 3 3 |
| KIN - Kinesiology | 301 Total | 1 1 |
| LBRL - Liberal Studies | Total | 1 1 |
| LIBR - Library | None 201 320 403 Total | 1 5 1 1 8 |
| MUS - Music | 124 Total | 1 1 |
| PSY - Psychology | 301 Total | 1 1 |
| SMNR - Seminar | None 101 102 Total | 1 2 1 4 |
| WMNS - Women Studies | 212 Total | 2 2 |

K.11.d.2. How useful was the organized tour? (Asked of respondents who indicated in K.11.d. that they have participated in an organized tour of the library.)

| | |
|---------------------|-----|
| N | 60 |
| Not at all useful | |
| A little bit useful | 23% |
| Somewhat useful | 43% |
| Very useful | 25% |
| Extremely useful | 8% |

Western Libraries (cont.)

K.11.d.3. What is the department and course number of your most recent class that participated in a bibliographic/library instruction session? (Asked of respondents who indicated in L.11.d. that they have participated in a bibliographic/library instruction session.)

| Program | Course number | # of Respondents |
|----------------|---------------|------------------|
| A/HI - Art | 270 | 1 |
| History | 275 | 3 |
| | Total | 4 |
| AMST - | 314 | 1 |
| American | Total | 1 |
| ART - Art | 203 | 1 |
| | 290 | 1 |
| | Total | 2 |
| BIOL - Biology | 101 | 1 |
| | Total | 1 |
| COMM - | 101 | 7 |
| Communication | 220 | 6 |
| | 235 | 1 |
| | 416 | 1 |
| | Total | 15 |
| CSD - | 251 | 1 |
| Communication | Total | 1 |
| DNC - Dance | 232 | 2 |
| | 431 | 1 |
| | Total | 3 |
| ECE - Early | 435 | 2 |
| Childhood | Total | 2 |
| EDUC - | 310 | 3 |
| Educational | Total | 3 |
| ENG - English | None | 2 |
| | 101 | 2 |
| | 270 | 1 |
| | 441 | 2 |
| | Total | 7 |
| FAIR - | None | 1 |
| Fairhaven | 201 | 1 |
| | 203 | 1 |
| | Unsure | 1 |
| | Total | 4 |

| Program | Course number | # of Respondents |
|----------------|---------------|------------------|
| HIST - History | None | 1 |
| | 104 | 2 |
| | 113 | 4 |
| | 123 | 2 |
| | 240 | 1 |
| | Total | 10 |
| HLED - Health | 250 | 1 |
| Education | 345 | 2 |
| | Total | 3 |
| HSP - Human | 302 | 7 |
| Services | 304 | 1 |
| | Total | 8 |
| IBUS - | 370 | 2 |
| Insternational | Total | 2 |
| LBRL - Liberal | None | 1 |
| Studies | Total | 1 |
| LIBR - Library | None | 1 |
| | 201 | 5 |
| | 403 | 1 |
| | Total | 7 |
| MUS - Music | None | 1 |
| | 164 | 1 |
| | Total | 2 |
| PSY - | 301 | 13 |
| Psychology | Total | 13 |
| SMNR - | 102 | 1 |
| Seminar | Total | 1 |
| WMNS - | 212 | 1 |
| Women Studies | Total | 1 |

K.11.d.4. How useful was the bibliographic/library instruction session? (Asked of respondents who indicated in K.11.d. that they have participated in a bibliographic/library instruction session.)

| | |
|---------------------|-----|
| N | 91 |
| Not at all useful | 4% |
| A little bit useful | 23% |
| Somewhat useful | 34% |
| Very useful | 26% |
| Extremely useful | 12% |

Western Libraries (cont.)

K.12. On the most recent occasion when you sought research assistance from library staff, how satisfied were you with the services you received?

| | |
|------------------------------------|-----|
| N | 300 |
| Very dissatisfied | 1% |
| Dissatisfied | 1% |
| Neither satisfied nor dissatisfied | 32% |
| Satisfied | 46% |
| Very satisfied | 19% |

Honors Program

K.13. Why did you decide to participate in Honors? Check up to three. (Asked of respondents who have enrolled in one or more Honors courses, or who are on the Honors Program list of current students.)

| | |
|---|-----|
| N | 57 |
| Recognition and prestige | 46% |
| Sense of belonging to a community | 19% |
| Opportunity for scholarships | 30% |
| Greater development of writing and research skills | 23% |
| Preparation for some specific outcome, such as graduate school | 30% |
| Better quality of faculty | 19% |
| Increased access to and interaction with faculty | 23% |
| Small class size | 67% |
| Seminar/discussion format | 23% |
| More challenging courses | 39% |
| Courses exploring material in greater depth | 21% |
| Having peers of similar ability, goals, motivation and work ethic | 35% |
| Other | 12% |

K.13.a. Other reasons why you decided to participate in Honors. (Asked of respondents who answered "other" in K.13.) (N=6) (Responses included: They picked me; they directly invited me to join the program; to get more GURs done at once; told it would mean something.) (Text responses available on request.)

K.14. Would you have come to Western if you had not been in the Honors Program? (Asked of respondents who have enrolled in one or more Honors courses, or who are on the Honors Program list of current students.)

| | |
|-----|-----|
| N | 57 |
| Yes | 81% |
| No | 19% |

Honors Program (cont.)

K.15. Which of the following most positively impacted your Honors experience? Check up to three.
(Asked of respondents who are on the Honors Program list of current students.)

| | |
|---|-----|
| N | 43 |
| Recognition and prestige | 9% |
| Sense of belonging to a community | 30% |
| Greater development of writing and research skills | 23% |
| Preparation for some specific outcome, such as graduate school | 12% |
| Better quality of faculty | 26% |
| Increased access to and interaction with faculty | 30% |
| Small class size | 70% |
| Seminar/discussion format | 35% |
| More challenging courses | 16% |
| Courses exploring material in greater depth | 28% |
| Diversity of Honors students | 2% |
| Having peers of similar ability, goals, motivation and work ethic | 35% |
| Other | 5% |

K.16. At any point did you consider dropping out of Honors? (Asked of respondents who are on the Honors Program list of current students.)

| | |
|-----|-----|
| N | 46 |
| Yes | 63% |
| No | 37% |

K.16.a. Why did you consider dropping out? (Asked of respondents who answered "yes" in K.16.) (N=29)
(Responses included: scheduling conflicts with my major; not helping my gpa; not useful/practical for getting GUR's; my first quarter professor was a harsh and unfair grader; difficult to schedule required classes for honors; not excited about having to do two senior projects; I do not find that the professors are better than other faculty at WWU; I don't feel like I meshed with that group of people very well.) (Text responses available on request.)

Honors Program (cont.)

K.17. I left Honors because: (Asked of respondents who have taken one or more Honors classes but are not on the Honors Program's list of current students.)

| | |
|---|-----|
| N | 8 |
| Courses were too demanding | |
| I believe Honors would have delayed my time to graduation | 50% |
| Requirements were too demanding | |
| Courses were not sufficiently challenging | |
| Other | 50% |

K.17.a. What was your "other" reason for leaving Honors? (Asked of respondents who answered "other" in K.17.) (N=4) (Text responses included: Got my GURs done and didn't care about the rest; honors didn't benefit me enough to make it worth taking extra time, which I would have to do.) (Text responses available on request.)

K.18. What would you suggest be changed in Honors? Why? (Asked of respondents who have enrolled in one or more Honors courses, or who are on the Honors Program list of current students.) (N=44) (Text responses available on request.)

Renewable Energy Degree

Western is considering a new interdisciplinary program focused on the science, technology, policy, economics and business management of clean and renewable energy and energy efficiency. The program under consideration will provide opportunities for research and include options to obtain a Bachelor of Science or a Bachelor of Arts degree. The following questions seek your opinion on the demand for and utility of such a degree.

K.19. To what extent do you agree with the following statements?

| | N | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|-----|-------------------|----------|----------------------------|-------|----------------|
| Institutions of higher education should provide bachelors' degrees in renewable energy | 501 | 2% | 4% | 28% | 35% | 31% |
| The creation of a bachelor's degree program in renewable energy would be a good fit for Western | 500 | 2% | 3% | 15% | 33% | 47% |

K.20. If a minor track in renewable energy were added, how likely would you be to add it to your current degree?

| | |
|---------------|-----|
| N | 509 |
| Very unlikely | 40% |
| Unlikely | 19% |
| Neutral | 21% |
| Likely | 14% |
| Very likely | 6% |

K.21. If this degree were currently available, how likely would you be to declare it as your major?

| | |
|---------------|-----|
| N | 511 |
| Very unlikely | 54% |
| Unlikely | 19% |
| Neutral | 19% |
| Likely | 6% |
| Very likely | 3% |

Campus Smoking Policy

K.22. Do you smoke tobacco? (Asked of a random 50% of respondents.)

| | |
|-----|-----|
| N | 504 |
| Yes | 8% |
| No | 92% |

K.22.a. How many cigarettes do you smoke per day? (Asked of respondents who answered "yes" in K.22.)

| | |
|-------------------------|-----|
| N | 42 |
| Less than half a pack | 91% |
| Half a pack to one pack | 10% |
| One to two packs | |
| More than two packs | |

K.22.b. Compared to when you're not on campus, how often do you smoke tobacco when you are on campus? (Asked of respondents who answered "yes" in K.22.)

| | |
|------------|-----|
| N | 42 |
| Less often | 62% |
| As often | 17% |
| More often | 21% |

K.22.c. To what extent do you agree with the following? (Asked of a random 50% of respondents.) (Fourth question asked of respondents who indicated they smoke in K.22.)

| | N | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-----|-------------------|----------|---------|-------|----------------|
| Second-hand tobacco smoke is unhealthy | 501 | 1% | 1% | 9% | 31% | 59% |
| I am concerned about my exposure to second-hand tobacco smoke while I am on campus | 503 | 16% | 21% | 25% | 17% | 22% |
| Smoking tobacco is unhealthy | 502 | 0% | 0% | 3% | 20% | 76% |
| I want to quit smoking tobacco | 42 | 5% | 14% | 50% | 17% | 14% |

K.22.c.1. Which best describes your primary barrier to quitting? (Asked of respondents who indicated they "want to quit smoking tobacco" in K.22.c., "neutral" to "strongly agree.")

| | |
|---|-----|
| N | 34 |
| Craving for a smoke | 3% |
| Experiencing withdrawal symptoms | 3% |
| Loss of way to handle stress or bad moods | 18% |
| I enjoy smoking | 68% |
| Other | 9% |

Campus Smoking Policy (cont.)

K.22.c.2. Are you aware of the smoking cessation resources supported by the Students Prevention and Wellness Services? (Asked of respondents who indicated they "want to quit smoking tobacco" in K.22.c., "neutral" to "strongly agree.")

| | |
|-----|-----|
| N | 34 |
| Yes | 35% |
| No | 65% |

Western's smoking policy states, in general:

1. Smoking is prohibited inside any building.
2. Smoking is prohibited within 25 feet of entrances, exits, windows that open, and ventilation intakes that serve a building.
3. There will be identified outdoor smoking areas on campus.

K.23. I think that individuals who smoke tobacco on campus comply with the smoking policy (described above.) (Asked of a random 50% of respondents.)

| | |
|---------------------------------|-----|
| N | 502 |
| Strongly disagree | 11% |
| disagree | 28% |
| I have no opinion on the matter | 18% |
| Agree | 36% |
| Strongly agree | 7% |

K.24. I think that educating individuals who smoke tobacco about the smoking policy will improve compliance with it. (Asked of a random 50% of respondents.)

| | |
|---------------------------------|-----|
| N | 503 |
| Strongly disagree | 7% |
| Disagree | 30% |
| I have no opinion on the matter | 31% |
| Agree | 27% |
| Strongly agree | 6% |

K.25. Would you support smoke-free areas between buildings (e.g. pathways, sidewalks, walkways and plazas)? Individuals would be able to walk from one part of campus to another without encountering secondhand smoke from other pedestrians. (Asked of a random 50% of respondents.)

| | |
|---------------------------------|-----|
| N | 497 |
| Yes | 56% |
| No | 16% |
| I have no opinion on the matter | 28% |

Campus Smoking Policy (cont.)

K.26. Would you support limiting smoking to specific, designated outdoor locations near most buildings on campus? (Asked of a random 50% of respondents.)

| | |
|---------------------------------|-----|
| N | 497 |
| Yes | 53% |
| No | 24% |
| I have no opinion on the matter | 23% |

K.27. Would you support the funding and construction of covered locations to protect individuals who smoke from the elements? (Asked of a random 50% of respondents.)

| | |
|---------------------------------|-----|
| N | 497 |
| Yes | 24% |
| No | 57% |
| I have no opinion on the matter | 20% |

K.28. Would you smoke at those specific, designated outdoor locations knowing that they are exposed to the elements? (Asked of respondents who indicated in K.22. that they smoke tobacco.)

| | |
|------------------------|-----|
| N | 42 |
| Yes | 36% |
| No | 26% |
| Depends on the weather | 38% |

K.29. I think the entire campus should be smoke-free. (Asked of a random 50% of respondents.)

| | |
|---------------------------------|-----|
| N | 503 |
| Strongly disagree | 15% |
| Disagree | 27% |
| I have no opinion on the matter | 24% |
| Agree | 18% |
| Strongly agree | 16% |
