



7-1-2014

Western Educational Longitudinal Study (WELS) Spring 2014 Follow-Up Survey of Freshmen Who Entered in the Fall of 2012: Descriptive Statistics

John M. Krieg

Western Washington University

Beth Hartsoch

Western Washington University

Linda D. (Linda Darlene) Clark

Western Washington University

Chris Stark

Western Washington University

Follow this and additional works at: https://cedar.wwu.edu/surveyresearch_docs



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

Recommended Citation

Krieg, John M.; Hartsoch, Beth; Clark, Linda D. (Linda Darlene); and Stark, Chris, "Western Educational Longitudinal Study (WELS) Spring 2014 Follow-Up Survey of Freshmen Who Entered in the Fall of 2012: Descriptive Statistics" (2014). *Office of Survey Research*. 402.

https://cedar.wwu.edu/surveyresearch_docs/402

WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING 2014 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2012

Descriptive Statistics

Report 2014-06

John Krieg
Beth Hartsoch
Linda Clark
Chris Stark

July, 2014

OFFICE OF SURVEY RESEARCH WESTERN
WASHINGTON UNIVERSITY



Table of Contents

	Page
Executive Summary	2
A. Comparison of All Second-Year Students and Respondents	5
B. Attending Western	6
C. General Education	10
D. Course Scheduling	12
E. Academic Major	15
F. Major Advising	18
G. Academic Engagement and Rigor	19
H. Employment and Educational Expenses	21
I. Items Requested by Departments, Offices, and Programs	23
Western Reads Program	23
University Residences	25
Technology	26
Online Courses	28
General University Requirements	30
Western Libraries and Learning Commons	33

Western Educational Longitudinal Study (WELS) Spring 2014 Follow-up Survey of Freshmen Who Entered Western in the Fall of 2012

EXECUTIVE SUMMARY

The Spring 2014 Follow-Up Survey of Freshmen Who Entered Western in 2012 (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 2012. These students were completing their second full year on campus at the time of the survey (Spring, 2014). As part of OSR's efforts to paint a longitudinal portrait, these students were originally surveyed immediately prior to beginning their Western careers (Fall, 2012). A report of this initial survey may be found at: [WELS 2012 Freshmen Baseline Survey Report](#). 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 on April 22nd. OSR sent a single e-mail reminder to internal email addresses on April 25th, and then sent the initial invitation to external email addresses on April 29th and the reminder on May 2nd. On May 5th, OSR began to phone call non-responding students to encourage participation. Two additional reminders were sent to students' internal and external email addresses at an interval of approximately three days. Data collection continued through June 13th with non-respondents receiving a total of two phone calls. Of the 2,103 students in the second year cohort, OSR received responses from 1,322, a response rate of 62.9%.

In addition to 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 Division of Enrollment and Student Services, University Residences, Western Libraries and Learning Commons, and the GUR task force. 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 age, residency, cumulative WWU credits earned, and peak credits attempted during the quarter the survey was administered. Respondents were more likely to be women (63.5% of respondents were women versus 50.4% of non-respondents), averaged higher admissions indices (58.6 v. 54.1), earned better

WWU cumulative GPAs (3.04 v. 2.87), and were more likely to live in campus housing when the survey was administered (30.0% v. 19.5%).

In addition to Section A, this report contains eight 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-seven percent of students claimed to be “satisfied” or “very satisfied” with their Western experience, a number similar to prior years. Sixty-six percent of students claimed that they were “very unlikely” to leave Western prior to graduation, a number similar to last year but slightly higher than those of two and three years ago.

When asked about General Education courses (Section C), one-half of students replied that GURs were about as difficult as expected with roughly equal numbers of students claiming they were easier or harder than expected. Sadly, only 9% of students strongly agreed that “taking GUR courses gives me useful skills” and 18% 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.” Just less than one-half of respondents demonstrated a positive level of satisfaction with the size and structure of GUR courses and 55% of students were positively satisfied with the quality of instruction in their GUR courses; a number slightly lower than the prior year. This year’s second year survey included a series of questions written by the Task Force on GURs to explore the need and desirability to change Western’s general education program. These are detailed in Section I.

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. Fifty-seven percent of respondents were unable to take at least one class because it was full, a decrease of seven percentage points over the prior year. Of students who had yet to declare a major, 62% were certain of what their major would be and a further 31% had “some idea” of what they would study. When asked what delayed their major declaration, students most frequently responded that they needed more courses in order to declare or they were not sure about which major to declare. Very few students cited inadequate academic advising as causing their delay.

Of all respondents, 40% did not work for pay during the quarter; the average hours worked per week of all students was 8.8 hours, about half-an-hour higher than last year and up from 6.9 hours three years ago. Fifty-seven percent of respondents claimed that they or someone else on their behalf has borrowed money to fund their education. Of those who have borrowed, the average education debt to date was \$17,313, a slight decrease from the prior year. Of this amount, respondents averaged \$425 in education-related credit card debt and about \$6,200 in loans in other people’s names. 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, as previously mentioned, 2nd Year Surveys were also given in 2010, 2011, 2012 and 2013 which provides the opportunity to track responses over time. Information from the prior surveys may be found on OSR’s website.

OSR is pleased to share its data with interested campus researchers.

Clarifying Notes

1. Unless otherwise noted, percentages given are of the number responding to a question divided by the number asked that question. This denominator may contain fewer students than the total number 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.

A. Comparison of all Second-Year Students and Respondents

A.1. Second-Year Characteristics

	Non- Respondents	Respondents	All Second-Year Students
N	781	1,322	2,103
Male	49.6%	36.5%	41.4%
Caucasian	73.9%	78.4%	76.7%
Black	4.0%	2.8%	3.2%
Hispanic	6.7%	5.9%	6.2%
Asian/Pacific Islander	12.8%	10.4%	11.3%
Native American	2.2%	2.0%	2.1%
Other/Unknown Race	0.3%	0.4%	0.3%
International	0.3%	0.1%	0.1%
Mean Admission Index*	54.1	58.6	56.9
Mean WWU GPA**	2.87	3.04	2.98
Mean Age	19.7	19.6	19.7
Median Age	20	20	20
First Generation Student	30.7%	27.5%	28.7%
Runningstart Student	18.7%	21.6%	20.5%
WA Resident	88.5%	87.4%	87.8%
Campus Housing Spring Quarter, 2014	19.5%	30.0%	26.1%
Mean Cumulative WWU Credits**	68.4	71.2	70.1
Mean Spring 2014 Peak Hours Registered	14.0	14.5	14.3

*As available

**Through Winter Quarter, 2014

B. Attending Western

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

N	1322
Very dissatisfied	1%
Dissatisfied	3%
Neither satisfied nor dissatisfied	10%
Satisfied	62%
Very Satisfied	25%

B.1.a. Why are you dissatisfied with your experience at Western? Check all that apply. (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in B.1.)

N	52
Difficulty getting into classes	48%
I am unlikely to graduate in four years	42%
Difficulty getting financial aid/scholarships	35%
Poor quality of teaching	40%
Academic advising is inadequate or lacking	48%
Lack of caring and support from professors	25%
Classes are too big	14%
Courses/exams are too difficult	19%
I have not enjoyed my time at Western as much as I would have liked	64%
I have not been accepted into the program I want	14%
Tuition increases	35%
I'm not getting my money's worth at Western	44%
Other, please specify below	21%

B.1.a.1. "Other" reasons why you are dissatisfied with your experience at Western. (Asked of respondents who answered "other" in B.1.a). (N=14) (Responses included: racism, too much money.) (Text responses available on request.)

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

N	1319
Very unlikely	66%
Somewhat unlikely	20%
Uncertain	8%
Somewhat likely	3%
Very likely	3%

Attending Western (cont.)

B.2.a. 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.)

N	76
Transfer	90%
Not attend	11%

B.2.a.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.a.)

N	8
Finances	38%
Academic performance	25%
Unsure of my direction	75%
Employment opportunity	38%
A college education isn't important to me	25%
Not accepted in my major of choice	25%
Lack of diversity at Western	25%
Personal health	50%
I'm not getting my money's worth at Western	25%
Other	13%

B.2.a.1.a. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.2.a.1). (N= 1) (Responses included: Not able to get into classes/major I need and lack of support)

Attending Western (cont.)

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

N	66
Western doesn't offer the major that interests me	27%
Another school has a better program in my field	52%
Another school would have challenged me more than Western	24%
Western is too big or too small	15%
It is too hard to get the classes I need	30%
I was not accepted to my major of choice	6%
I dislike the weather, recreation opportunities, or location in general	30%
Problems with academic performance at Western	12%
Finances	14%
Personal health	14%
To do something or go somewhere new and different	38%
To be closer to home	20%
To be further from home	11%
To be with friends or a significant other	21%
I don't fit in at Western	27%
Lack of diversity at Western	17%
I'm not getting my money's worth at Western	23%
Other	12%

B.2.a.2.a.. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.2.a.2.) (N=4) (Responses included: Western's campus is very old and dirty, I am completing pre-requisites for pharmacy school. Hoping to be admitted without a bachelor's degree.) (Text responses available on request.)

Attending Western (cont.)

B.2.a.3. To which school are you likely to transfer? (Asked of respondents who indicated in B.2.a. that if they left Western before graduating they would transfer to another institution.)

N	65
University of Washington - Seattle	26%
Whatcom Community College	2%
Washington State University	2%
Central Washington University	3%
Bellevue College	3%
The Evergreen State College	3%
Skagit Valley College	
Everett Community College	
Seattle University	2%
Eastern Washington University	3%
Seattle Pacific University	3%
Bellingham Technical College	2%
Olympic College	
The University of Montana	
Other	52%

B.2.a.3.a.. To which school are you likely to transfer? (Asked of respondents who answered "other" in B.2.a.3.) (N=26) (Responses included: Southern Oregon University, University of San Francisco) (Text responses available on request.)

B.2.a.4. When do you expect to graduate from Western with your bachelor's degree? (Asked of respondents who indicated they were "very unlikely", "somewhat unlikely" or "uncertain" about leaving Western before graduating 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	1,314
Winter 2015 or earlier	4%
Spring 2015 through winter 2016	13%
Spring 2016	46%
Summer 2016 through winter 2017	30%
Spring 2017 or later	7%

C. General Education

C.1. How well did your high school experience prepare you to succeed at Western in each of the following areas? (Asked of 60% of respondents at random.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	660	9%	17%	30%	30%	15%
Writing	659	2%	10%	25%	37%	26%
Research	658	8%	20%	33%	30%	10%
Reading	655	2%	10%	24%	38%	26%
Time-management	658	12%	20%	32%	24%	14%

C.2. How well did your Running Start experience prepare you to succeed at Western in each of the following areas? (Asked of respondents who participated in Running Start.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	269	20%	17%	23%	20%	19%
Writing	273	3%	7%	23%	34%	32%
Research	270	10%	14%	25%	30%	20%
Reading	269	4%	11%	19%	35%	31%
Time-management	270	7%	14%	29%	29%	22%

C.3. How has the level of difficulty in your GUR courses compared with your expectations? Most were: (Asked of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	492
Much less difficult than expected	7%
Somewhat less difficult than expected	21%
As difficult as expected	45%
Somewhat more difficult than expected	25%
Much more difficult than expected	3%

General Education (cont.)

C.4. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of a randomly selected 60% 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	595	8%	22%	19%	42%	9%
I use GURs to explore potential majors	594	18%	17%	14%	31%	20%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required	593	12%	20%	17%	33%	18%
My GUR courses have broadened my perspective on the world	589	8%	11%	19%	41%	22%
GUR course requirements interfere with my taking courses that really interest me	593	4%	18%	19%	37%	21%

C.5. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of a randomly selected 60% 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.)

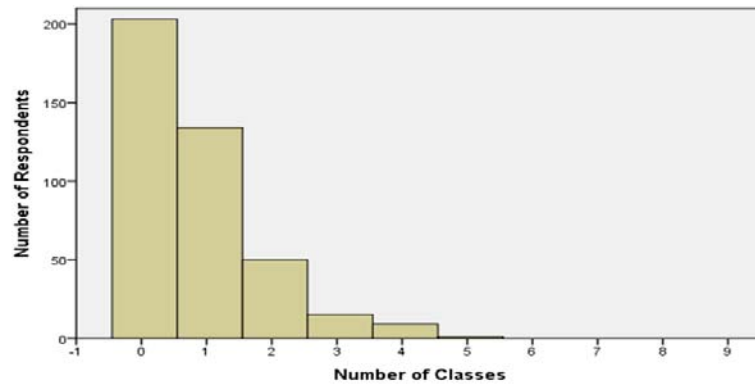
	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	N/A
GUR course availability	580	3%	21%	22%	42%	11%	1%
The size and structure of most GUR classes	580	4%	18%	28%	37%	12%	1%
Quality of instruction in GUR courses outside your major	183	5%	20%	22%	38%	13%	2%
Quality of instruction in GUR courses that are in your major	183	2%	4%	16%	37%	34%	8%
Quality of instruction in GUR courses	397	3%	16%	26%	41%	14%	1%

D. Course Scheduling

D.1. Were any of the classes that you wanted to take this quarter unavailable to you because they were full? (Asked of 75% of respondents at random.)

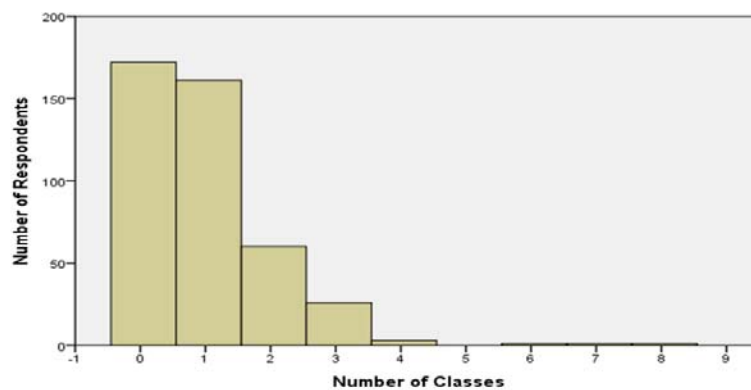
N	943
Yes	57%
No	43%

D.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 yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
412	0.78	1	0	5	0.97

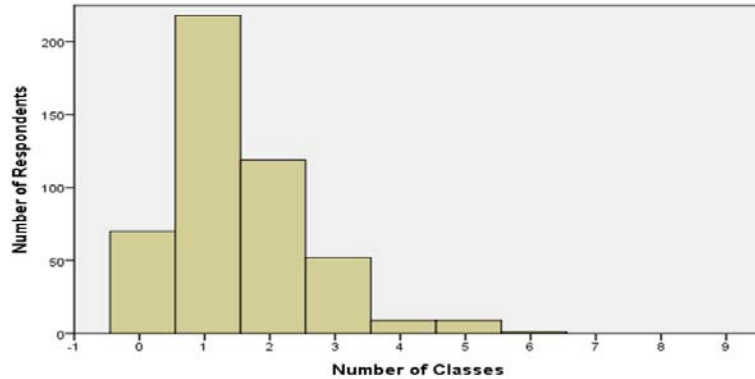
D.1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
425	0.9	1	0	8	1.05

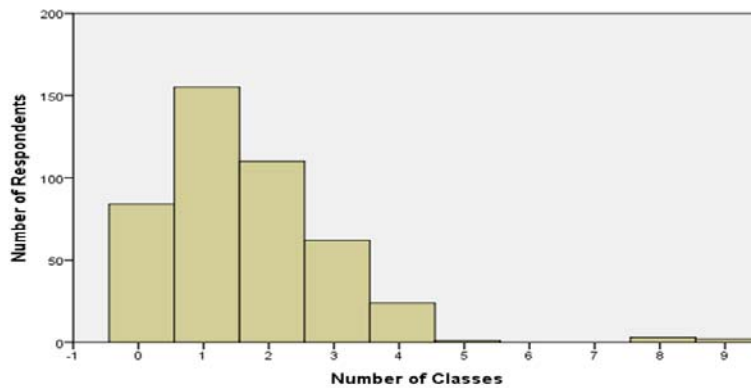
Course Scheduling (cont.)

D.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 yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
478	1.5	1	0	6	1.07

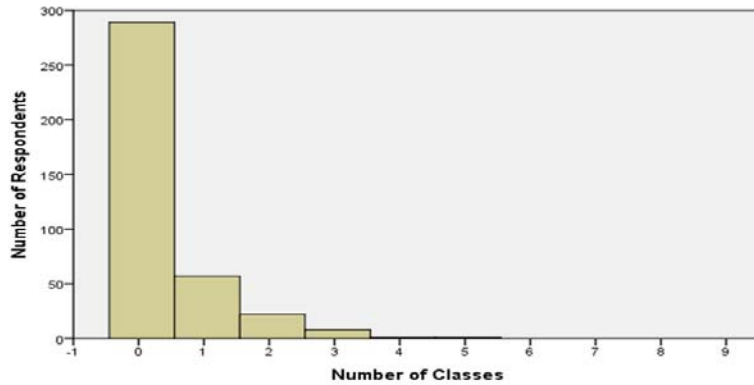
D.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
441	1.6	1	0	9	1.34

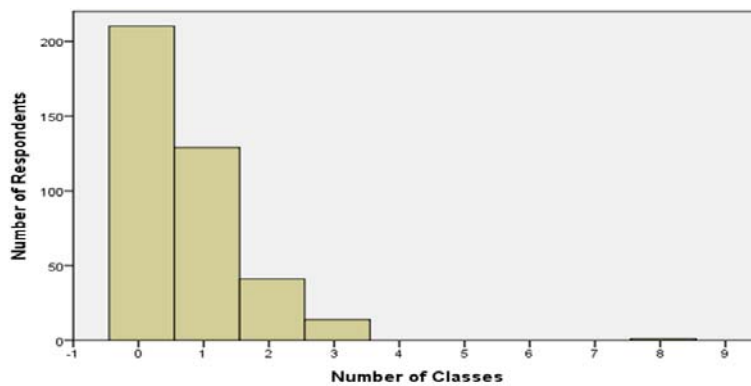
Course Scheduling (cont.)

D.1.e. Of the courses you were unable to take this quarter because they were full, how many were non-GUR courses outside your major or pre-major? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
378	0.4	0	0	5	0.75

D.1.f. Of the courses you took instead, how many are non-GUR courses outside your major or pre-major? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
395	0.7	0	0	8	0.89

E. Academic Major

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

N	515
Very unlikely	65%
Somewhat unlikely	21%
Uncertain	9%
Somewhat likely	3%
Very likely	3%

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

N	751
I am uncertain	7%
I have some idea	31%
I am certain	62%

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

N	747
Yes	69%
No	31%

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

N	736
End of spring 2014	43%
Summer 2014	4%
Fall 2014	35%
Winter 2015	15%
After winter 2015	3%

Academic Major (cont.)

E.5. Which department houses the major you plan to declare? (Asked of respondents with no declared major who "have some idea" or are "certain" of which major they plan to declare.)

N	686
Accounting	2%
American Cultural Studies	0%
Anthropology	2%
Art	2%
Biology	7%
Chemistry	5%
Communication	5%
Communication Sciences & Disorders	2%
Computer Science	6%
Decision Sciences	1%
Economics	3%
Elementary Education	4%
Engineering Technology	5%
English	3%
Environmental Sciences	6%
Environmental Studies	4%
Fairhaven College	2%
Finance & Marketing	4%
Finance, Marketing & Decision Sciences	2%
General Studies	0%
Geography	1%
Geology	1%
History	1%
Human Services and Rehabilitation	2%
Interdisciplinary Arts	0%
International Studies	0%
Journalism	3%
Liberal Studies	0%
Linguistics	0%
Management	5%
Mathematics	2%
Modern and Classical Languages	1%
Music	0%
Philosophy	0%
Physical Education, Health & Recreation	3%
Physics and Astronomy	1%
Political Science	1%
Psychology	11%
Science Education	0%
Secondary Education	0%
Sociology	2%
Special Education	1%
Theatre Arts and Dance	1%

Academic Major (cont.)

E.6. To what extent is each of the following a reason for not having officially declared a major prior to this time? (Asked of 50% of respondents at random with no declared major who "have some idea" or are "certain" of which major they plan to declare.)

	N	Not at all	Minor reason	Major reason
Didn't know how to officially declare	362	50%	37%	12%
Not sure about what major to declare	362	44%	25%	31%
Recently decided on a major but haven't had time to officially declare it	362	49%	33%	17%
Needed to take more courses to qualify	363	24%	28%	49%
Difficulty meeting grade requirements for admission to the major	361	62%	24%	14%
Too hard to get into courses needed to qualify	362	53%	28%	19%
Department advising was inadequate or lacking	363	76%	18%	6%
Missed deadline for declaring my major this year	362	80%	14%	6%

F. Major Advising

F.1. Have you sought advising from your major department? (Asked of declared majors.)

N	514
Yes	78%
No	22%

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

	N	N/A	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Understanding the requirements of your major	397	2%	2%	6%	12%	33%	45%
Selecting courses to take	397	8%	4%	10%	14%	30%	36%
Understanding internship opportunities	396	28%	14%	10%	14%	16%	18%
Understanding career opportunities	393	21%	9%	13%	16%	21%	19%

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

N	397
Very dissatisfied	4%
Somewhat dissatisfied	7%
Neither satisfied nor dissatisfied	11%
Somewhat satisfied	37%
Very satisfied	41%

G. Academic Engagement and Rigor

G.1. During the current academic year, how frequently have you done each of the following? (Asked of 50% of respondents at random.)

	N	Never	Sometimes	Often	Very Often
Asked an instructor to give me comments or criticisms about my work	604	26%	44%	23%	8%
Discussed grades or assignments with an instructor	603	16%	46%	28%	11%
Asked questions in class or contributed to class discussions	602	5%	36%	32%	27%
Talked about course material I was learning with someone other than an instructor	603	2%	13%	41%	44%
Talked about career plans with a faculty member or advisor	603	29%	46%	16%	9%
Made a class presentation	600	22%	45%	23%	10%
Worked on a paper or project that required integrating ideas or information from various sources	600	6%	31%	40%	23%
Worked with other students on a project during class	601	8%	37%	35%	20%

Academic Engagement and Rigor (cont.)

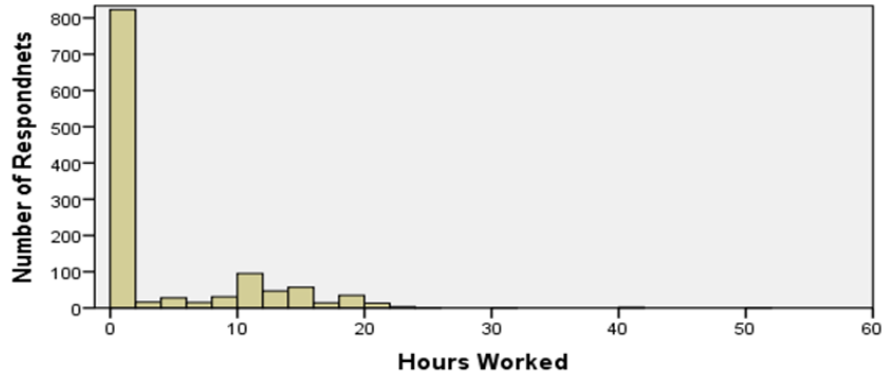
G.3. Please rate your satisfaction with Western's contribution to your development of each of the following skills.

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisf. nor dissatis.	Somewhat satisfied	Very satisfied
Writing skills	1,236	2%	8%	32%	41%	17%
Oral communication skills	1,232	1%	6%	33%	41%	19%
Critically evaluate information	1,227	1%	3%	24%	50%	23%
Identify and analyze complex problems	1,233	1%	3%	25%	48%	23%
Work or learn independently	1,234	1%	5%	20%	44%	31%
Work cooperatively in a group	1,228	2%	8%	31%	44%	16%
Appreciation of the arts	1,229	3%	9%	36%	31%	21%
Apply scientific principles and methods	1,232	1%	6%	35%	39%	19%
Apply quantitative principles and methods	1,230	2%	6%	36%	39%	18%
Awareness of cultural and social differences among people	1,234	2%	4%	18%	36%	39%
Knowledge and understanding of how humans impact the environment	1,229	1%	4%	22%	40%	33%
Use library resources for research	1,229	4%	15%	35%	30%	16%
Using computing and information technology	1,231	2%	9%	36%	36%	17%

H. Employment and Educational Expenses

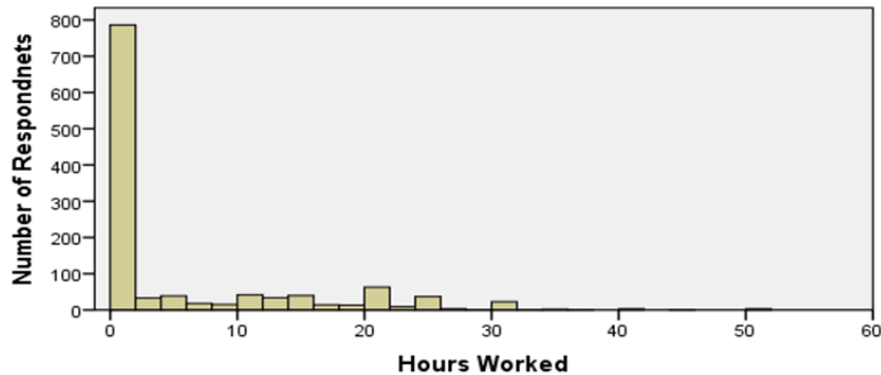
H.1. During this current academic year, on average how many hours per week have you worked for pay? (OSR derived total employment values by adding on- and off-campus employment responses. If the respondent did not answer either the on- and off-campus employment questions, no value is computed for total work hours. If respondent input a value in one category but not the other, OSR assumed 0 for the other.) (OSR excluded three cases reporting greater than 60 total hours.)

H.1.a. On campus



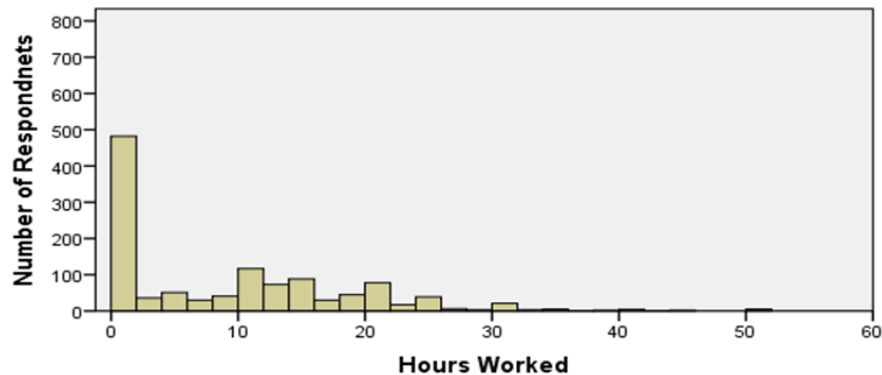
N	Mean	Median	Minimum	Maximum	Standard Deviation
1,182	3.66	0	0	50	6.34

H.1.b. Off campus



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,182	5.15	0	0	60	9.02

H.1.c. Total



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,182	8.80	7	0	60	9.84

Employment and Educational Expenses (cont.)

H.2. Have you, or someone else on your behalf, borrowed money to fund your education?

N	1,245
Yes	57%
No	43%

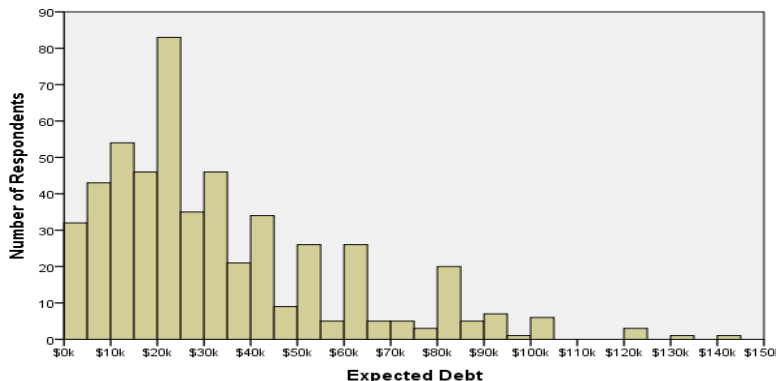
H.2.a. Will additional funds be borrowed to complete your education at Western? (Or if respondent indicated in H.2. that no funds have been borrowed yet, 'Will any money be borrowed to complete your education at Western?')

N	1,244
Yes	60%
No	40%

H.2.b. As of now, approximately how much have you (or someone on your behalf) borrowed in each of the following categories to fund your education? (Asked of respondents who indicated "yes" in H.2., that they or someone else have borrowed money to fund their education.) (Only valid responses are included.) (OSR assumed 0 for categories with no response if the respondent gave a valid amount for at least one category. In previous years, OSR did not assume 0 when no responses was given. For further analysis, contact OSR.) (OSR excluded four cases reporting total accrued debt greater than \$75,000.)

	N	Mean	Median	Minimum	Maximum	Standard Deviation
Loans in your name	455	\$9,598	\$8,000	\$0	\$50,000	\$9,022
Loans in someone else's name	455	\$6,202	\$0	\$0	\$60,000	\$10,714
Credit cards	455	\$425	\$0	\$0	\$26,000	\$2,438
Other	455	\$790	\$0	\$0	\$30,000	\$3,350
Total	457	\$17,313	\$12,000	\$10	\$75,000	\$13,498

H.2.c. When you graduate, approximately how much will be owed for your education? (Asked of respondents who indicated in H.2. or H.2.a. that they have funded their all or part of their education with borrowed funds.) (OSR excluded four cases reporting greater than \$150,000.)



N	Mean	Median	Minimum	Maximum	St. Dev.
517	\$31,340	\$25,000	\$0	\$140,000	\$24,892

I. Items Requested by Departments, Offices, and Programs

Western Reads Program

I.1. Did you read all or part of *Early Warming: Crisis and Response in the Climate Changed North* by Nancy Lord, this year's Western Reads book? (Asked of 50% of respondents at random.)

N	612
Yes, as required in a class	2%
Yes, on my own but inspired by or relating to the Western Reads program	2%
Yes, on my own and unrelated to Western Reads	1%
No	95%

I.1.a. Did you attend Nancy Lord's lecture? (Asked if the respondent claimed to have read the book) (Asked of 50% of respondents at random.)

N	611
Yes	3%
No	97%

I.1.b. With which of the following people did you discuss *Early Warming: Crisis and Response in the Climate Changed North*? Check all that apply. (Asked of respondents who indicated in I.1. that they had read the book.)

N	29
Friends and other students	79%
Family	21%
Faculty or staff	66%
None of the above	7%

I.1.c.. Which of your courses required reading *Early Warming: Crisis and Response in the Climate Changed North*? (Asked of respondents who indicated in I.1. that they had read the book.)

N	14
English 101	
Other	100%

Western Reads Program (cont.)

I.2. Did you read all or part of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, last year's Western Reads book? (Asked of 50% of respondents at random.)

N	614
Yes, as required in a class	27%
Yes, on my own but inspired by or relating to the Western Reads program	19%
Yes, on my own and unrelated to Western Reads	5%
No	50%

I.2.a. Did you attend Rebecca Skloot's lecture or Q & A with students? (Asked of 50% of respondents at random.)

N	609
Lecture	6%
Q & A with students	6%
None of the above	91%

I.2.b. Did you attend Dr. Joy DeGruy's talk on post-traumatic slavery syndrome? (Asked of 50% of respondents at random.)

N	308
Friends and other students	72%
Family	43%
Faculty or staff	44%
None of the above	15%

I.2.b. With which of the following people did you discuss *The Immortal Life of Henrietta Lacks*? Check all that apply. (Asked of respondents who indicated in I.2. that they had read the book.)

N	308
Friends and other students	72%
Family	43%
Faculty or staff	44%
None of the above	15%

I.2.c. Which of your courses required reading *The Immortal Life of Henrietta Lacks*? (Asked of respondents who indicated in I.2. that they had read the book.)

N	161
English 101	83%
Other	20%

University Residences

I.3. 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	1,166
Very dissatisfied	7%
Dissatisfied	15%
Neither satisfied nor dissatisfied	24%
Satisfied	44%
Very satisfied	11%

Technology

I.4. Which of the following devices do you have with you at Western this quarter? (Asked of a random 50% of respondents.)

N	633
Laptop computer	95%
Desktop computer	8%
Tablet computer	13%
Cell phone	98%
E-book reader	16%
Other wi-fi enabled device	12%
None of the above	1%

I.4.a. Which of the following devices do you typically bring to class? (Asked of respondents who indicated in I.4 that they have these devices with them at Western this quarter.)

N	628
Laptop computer	35%
Tablet computer	5%
Cell phone	94%
E-book reader	3%
Other wi-fi enabled device	3%
None of the above	4%

I.4.b. What type of operating system is your laptop computer running? (Asked of respondents who indicated in I.4 that they have a laptop computer.)

N	601
Windows	60%
OS X	33%
Linux	1%
Other	3%
I don't know	3%

I.4.c. What type of operating system is your desktop computer running? (Asked of respondents who indicated in I.4 that they have a desktop computer.)

N	49
Windows	82%
OS X	6%
Linux	2%
Other	6%
I don't know	4%

Technology (cont.)

I.4.d. What type of operating system is your tablet running? (Asked of respondents who indicated in I.4 that they have a tablet at Western.)

N	81
iOS	48%
Android	25%
Windows	16%
Blackberry	
Ubuntu	
Other	6%
I don't know	5%

I.4.e. Which of the following capabilities does your cell phone or cell plan have? (Asked of respondents who indicated in I.4 that they have a cell phone)

N	615
Smart phone	86%
Texting (with texting plan)	62%
None of the above	1%

I.4.f. What other Wi-Fi enabled device do you have with you this quarter? (Asked of respondents who answered "other wi-fi enabled device" in I.4.) (N=53) (Responses included: iPod Touch, Xbox, Kindle Fire.) (Text responses available on request.)

I.5. During this quarter, how frequently have you used the following? (Asked of 50% of respondents at random.)

	N	Never	Less than weekly	Weekly	Daily	Hourly
Facebook	627	6%	8%	13%	59%	15%
Twitter	615	63%	9%	8%	15%	6%
E-mail	620	0%	1%	9%	69%	21%
YouTube	622	4%	24%	38%	32%	3%
Instant messenger	613	59%	18%	11%	9%	2%
SMS/text messaging	623	2%	2%	5%	45%	45%
Google+	616	65%	13%	11%	11%	1%
QR (Quick Response) codes	613	94%	5%	1%	0%	
Reddit	615	73%	7%	6%	10%	4%
Foursquare	611	98%	2%		0%	
LinkedIn	611	87%	10%	2%	0%	
Groupon or other "daily deal" service	610	84%	12%	3%	1%	
Instagram	615	46%	6%	8%	31%	9%

Online Courses

For the following questions, "online" refers to a course format where required interaction is exclusively online. "Traditional" refers to courses that are primarily face-to-face interaction, whether or not they have an online component.

I.6. Why did you choose to take a course (or courses) online through Western? Check all that apply. (Asked of respondents who have taken an online course through Western.)

N	118
The quality of the course was better in the online format	6%
Schedule flexibility	73%
To make progress toward my degree	49%
The traditional format course sections were full	25%
The course was not offered that quarter in a traditional format	19%
The traditional format course had major restrictions that I did not meet	1%
To repeat a class already taken in a traditional format	3%
To gain admission or re-admission to western	1%
Other	15%

I.7. Have you ever taken an online course at another institution or high school?

No	636
Yes	30%
No	70%

I.8. Do you expect to take an online course at Western between now and graduation?

No	637
Yes	15%
No	45%
I don't know	40%

I.9. How many online courses have you completed through each of the following? (Asked of respondents who indicated in 1.7 that they had taken an online course at another institution.)

	N	None	One	Two or more
High school	185	43%	41%	17%
Two-year college	183	53%	16%	31%
Four-year college (excluding Western)	176	93%	3%	4%
Other	154	92%	5%	3%

Online Courses (cont.)

I.10. Do you think online or traditional courses are better for the following purposes? (Asked of 50% of respondents at random).

	N	Online is a lot better	Online is somewhat better	Online and traditional are equal	Traditional is somewhat better	Traditional is a lot better
Learning more	610	0%	2%	18%	31%	49%
Getting good grades	609	9%	23%	30%	17%	21%
Making progress toward my degree	607	2%	5%	39%	20%	34%
Quality of interaction with faculty	608	1%	1%	8%	19%	72%
Quantity of interaction with faculty	606	0%	5%	11%	20%	64%
Class discussions	606	1%	5%	11%	22%	62%
Scheduling around other courses	608	39%	34%	14%	5%	8%
Scheduling around a job	609	46%	32%	12%	4%	6%
Scheduling around family or other responsibilities	597	40%	32%	16%	5%	7%
Confidence in my ability to succeed	607	3%	7%	39%	18%	33%

I.11. Do you prefer an online or traditional format for the following types of classes? (Asked of 50% of respondents at random).

	N	Prefer online	No preference	Prefer traditional
GURs	618	15%	41%	44%
Major or minor requirements	616	2%	14%	84%
Courses outside my major/minor	609	7%	41%	52%

I.12. To what extent do you agree with the following? (Asked of 50% of respondents at random).

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
In general, I like taking online courses	613	19%	24%	44%	12%	2%
In an ideal world, I would enroll in a mix of traditional on-campus classes and online classes while I am a Western student	613	18%	27%	34%	17%	5%
I wish Western offered more online courses	607	15%	19%	45%	15%	5%
Western should retain its identity as an on-campus university and resist the move toward online education	612	6%	11%	34%	24%	25%

General University Requirements (cont.)

I.13. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of a randomly selected 60% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
GUR courses I have taken at WWU have helped me make connections or see relationships between different subject areas (for example, between art and environmental science).	595	8%	22%	19%	42%	9%

I.14. To what extent would you agree that a purpose of taking GUR courses is to help students: (Asked of a randomly selected 60% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Establish an academic and intellectual foundation	615	3%	9%	16%	47%	24%
Choose a major or minor	613	5%	13%	18%	47%	18%
Succeed professionally	615	10%	21%	31%	31%	7%
Succeed in their personal lives	615	13%	18%	30%	30%	9%

I.15. What have you especially liked about taking GUR courses at WWU? (Check all that apply.) GUR courses: (Asked of a randomly selected 60% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

N	567
Helped me choose a major or minor	33%
Broadened my general knowledge of subjects that interest me	74%
Broadened my knowledge specifically to prepare for my chosen career	20%
Helped me learn to think critically	39%
Prepared me to be a more active and informed citizen	47%
Were easy grades	38%
Helped me understand a broad range of issues	55%
Introduced me to fields or concepts I was previously unaware of	70%
Helped me to consider an issue from another perspective	54%
Other	6%

I.15.a. What other aspect have you especially liked about taking GUR courses at WWU? (Asked respondents who chose "other" in I.15.) (N=18) (Responses included: "Some that I did not expect to engage me particularly turned out to be interesting", "I met more people".) (Text responses available on request.)

General University Requirements (cont.)

I.16. What have you especially disliked about taking GUR courses at WWU? (Check all that apply.) GUR courses: (Asked of a randomly selected 60% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

N	558
Not knowing why I need to take GUR courses	25%
Taking GUR courses that have no connection to my major, my minor, or my interests	80%
Taking GUR courses that have no connection with each other	38%
Taking GUR courses with students who have no interest in the subject	59%
GUR courses gave low grades	24%
GUR courses are not challenging	13%
GUR courses are not a good value	27%
GUR courses were too large	32%
Other	10%

I.16.a. What other aspect have you especially disliked about taking GUR courses at WWU? (Asked respondents who chose "other" in I.16.) (N=50) (Responses included: "lack of engaging material or presentation, occasional incompetence in teaching subject matter effectively", "Nothing in particular, some of them just didn't seem like they were necessary".) (Text responses available on request.)

I.17. GUR courses provide students opportunities to develop the following eleven competencies. How many of these competencies did your GUR courses address? (Check all that apply.) (Asked of a randomly selected 40% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

N	398
Analyze and communicate ideas effectively in oral/written/visual forms	76%
Analyze and interpret information from varied sources	71%
Use quantitative and scientific reasoning to frame and solve problems	64%
Apply tools of technology with an understanding of their uses and	45%
Work collaboratively and manage projects to effective completion	58%
Understand and evaluate assumptions, values, and beliefs in context of diverse local, national, and global communities	73%
Understand and assess the impacts of interactions among the individual, society, and the environment	69%
Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in a diverse society	62%
Reflect on one's own work and on the ethical dimensions of academic pursuits	55%
Identify and analyze complex problems	61%
Explore, imagine, and create	57%
None of these 11 competencies were addressed in my GUR courses	3%

General University Requirements

I.18. How many of your GUR professors have mentioned, either in the syllabus or during class time, the ways in which their GUR course relates to either the “liberal arts and sciences,” a “liberal education,” or “general education”? (Asked of a randomly selected 60% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

N	643
None	19%
One or two	30%
Three to five	18%
Six or more	4%
I don't recall	30%

I.19. What changes, if any, would you suggest to improve WWU's GUR courses? (Check all that apply.) (Asked of a randomly selected 52% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

N	479
I see no need to change the current GUR curriculum	19%
Individual GUR courses should be integrated with each other by linking courses along similar themes or disciplines	43%
GUR professors should explicitly state the value of a liberal arts and sciences education	21%
GUR professors should explicitly state the competencies that their course provides students opportunities to develop	37%
The eleven competencies need to be revised	18%
Other	17%

I.19.a. What other changes, if any, would you suggest to improve WWU's GUR courses? (Asked respondents who chose "other" in I.19.) (N=60) (Responses included: "GUR courses should have a point of focus in the subject matter that professors can tether to in teaching, and students can refer to in determining their interest in the subject", "allow for an opt out from certain gur categories I know I have no interest in. For example i have zero desire to take any acgm courses, i know to respect and value people cultures gender and religion.".) (Text responses available on request.)

I.20. A WWU undergraduate degree requires 180 credits, including a current minimum of 53 GUR credits (unless you are a transfer student). If you could create your own degree requirements, how many GUR credits would you include? (Asked of a randomly selected 52% of respondents who were required to complete GURs at Western; excludes Fairhaven and Runningstart students.)

N	Mean	Median	Minimum	Maximum	St. Dev.
498	44.3	42	0	200	28.7

Western Libraries and Learning Commons

I.21. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? (Asked of 55% of respondents at random.)

	N	Not at all	A little	Some	A lot
Interacting with any Learning Commons Partners (Tutoring Center, Writing Center, Research Consultation with a librarian, Center for Service-Learning, Student Tech Center, and Teaching-Learning Academy)	668	30%	32%	26%	12%
Using study spaces that are near the Learning Commons programs	668	17%	27%	34%	23%
Using collections (books, journals, multi-media, course reserves and OneSearch)	668	20%	31%	31%	19%

I.21.a. Tell us why your interaction with Western Libraries and Learning Commons resources or services failed to have a more significant impact on your learning. Choose all that apply. (Asked of respondents who indicated in I.21 that interacting with Learning Commons partners contributed "not at all" or "a little" to their learning).

N	358
I find collaborative areas distracting	44%
Services I need are not offered	6%
Services I need are not offered at times I can use them	10%
I don't feel that I could benefit from the services offered	36%
The staff did not have the expertise I required	8%
I never come to the physical library	22%
I did not see a direct benefit to my coursework	44%

I.21.b. Tell us why your interaction with Western Libraries and Learning Commons resources or services contributed to your learning. Choose all that apply. (Asked of respondents who indicated in I.21 that interacting with Learning Commons partners contributed "some" or "a lot" to their learning).

N	243
I appreciate areas that facilitate collaboration	51%
The staff are especially helpful	56%
The services are available to me when I need them	79%
I spend a lot of time in the physical library and appreciate so many resources in one place	51%
I saw a direct benefit to my coursework	44%

Western Libraries and Learning Commons (cont.)

I.21.c. Tell us why Western Libraries and Learning Commons spaces failed to have a more significant impact on your learning. Choose all that apply. (Asked of respondents who indicated in I.21 that Western Libraries and Learning Commons spaces contributed "not at all" or "a little" to their learning. An error in the survey resulted in the loss of 185 responses submitted prior to 21 May 2014).

N	81
I don't have a need for these services or resources	31%
I rarely study in the Learning Commons spaces	47%
I prefer to study in the quiet areas of the library	52%
I prefer to study elsewhere on campus	42%
I don't study on campus	27%

I.21.d. Tell us why Western Libraries and Learning Commons spaces contributed to your learning. Choose all that apply. (Asked of respondents who indicated in I.21 that Western Libraries and Learning Commons spaces contributed "some" or "a lot" to their learning. An error in the survey resulted in the loss of 222 responses submitted prior to 21 May 2014).

N	135
I appreciate having support services and resources close at hand when I study	69%
I appreciate having food services close at hand when I study	68%
I like the comfortable and inviting furniture	70%
I want to be able to interact with others when I study	42%
I don't have any other places where I can study	22%

I.21.e. Tell us why Western Libraries and Learning Commons collections failed to have a more significant impact on your learning. Choose all that apply. (Asked of respondents who indicated in I.21 that Western Libraries and Learning Commons collections contributed "not at all" or "a little" to their learning. An error in the survey resulted in the loss of 142 responses submitted prior to 21 May 2014).

N	75
It's difficult to identify the materials I need	41%
I find the layout of the building too confusing when looking for items	36%
I can't find books or other items the library owns using OneSearch	25%
I find it difficult to use the various to use the databases effectively	43%
The course reserves items I needed were not available	23%

I.21.f. Tell us why Western Libraries and Learning Commons collections contributed to your learning. Choose all that apply. (Asked of respondents who indicated in I.21 that Western Libraries and Learning Commons collections contributed "some" or "a lot" to their learning. An error in the survey resulted in the loss of 188 responses submitted prior to 21 May 2014).

N	109
The staff have helped me understand how to identify and find the materials I need	42%
I have become familiar with the layout of the building so know where to look for items	58%
I have learned how to use OneSearch	59%
I have learned how to use the databases effectively	69%
The course reserve items for my classes were available when I needed	59%