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Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-Up Survey of Students Who Had Entered as Freshmen in the Fall, 2003

Richard Bulcroft

Western Washington University

Linda D. (Linda Darlene) Clark

Western Washington University

Sara Jones

Western Washington University

Gary (Gary Russell) McKinney

Western Washington University

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING, 2006, FOLLOW-UP SURVEY OF STUDENTS WHO
HAD ENTERED AS FRESHMEN IN THE FALL, 2003

REPORT 2008-01

Gary R. McKinney
Sara Jones
Richard Bulcroft
Linda Clark

January, 2008

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) SPRING, 2006, FOLLOW-UP SURVEY OF STUDENTS WHO HAD ENTERED AS FRESHMEN IN THE FALL, 2003

WELS BACKGROUND

The Western Educational Longitudinal Study (WELS) is a series of internal longitudinal surveys of all in-coming first-year and transfer students administered every two to three years. This study involves an initial assessment of students prior to entering Western and then a series of follow-ups at different points in their academic careers. The purpose of this study is threefold: (1) To assess student needs based on their self-reported characteristics, perceptions and concerns; (2) To provide data that can be used to better assess academic and co-curricular programs by providing baseline entry data that can be used as statistical controls in analyses to offset the inability to conduct randomized studies; and (3) To maintain an ongoing record of student knowledge acquisition, ability levels, and other general education outcomes to address concerns of accountability and accreditation.

The WELS is conducted by the Office of Survey Research (OSR) and uses a mixture of on-line and telephone survey methodologies. Since the data collected in these studies includes identifying information, these data can and are linked with data in student records, thus expanding their usefulness beyond what could be obtained using large national studies such as the National Study of Student Engagement (NSSE). Although WELS data cannot, like other national studies, be used for comparisons to other institutions, the surveys have more flexibility in content to allow them to be tailored to Western's needs.

WELS 2003 COHORT

The first WELS was administered in the summer, 2003, and included only in-coming freshmen (no transfers)¹. The baseline survey was developed as a result of meetings with various stakeholders across campus (the Provost's Office, student services, deans, the faculty senate, ATUS, etc.) as well as focus groups with students and a search for potentially useful items used on various national surveys. This baseline included 1580 out of 2225 incoming first year non-transfer students (a response rate of 71%). This cohort was then followed up at the end of their first quarter (fall, 2003: 42% response rate), the end of their first year (spring, 2004: 55% response rate), and the end of their second year (spring 2005: 70% response rate), and at the end of their third year (see details below). They will also be assessed at the end of their fourth year. Each follow-up survey is designed to address pressing concerns about student needs, programming, and accountability and accreditation standards pertinent to the students' year in college. (For example, the first quarter follow-up of the 2003 cohort was focused on how well students make the adjustment to college; and the first and second year follow-ups focused on GURs, since students were in the midst of completing most of their GURs and the requirement itself was under review at the time).

WELS 2005 COHORTS

A second series of WELS baseline surveys was initiated in the summer, 2005, and again included all in-coming freshmen, although this time a separate baseline survey was developed for transfer students as well. The baseline for the 2005 survey of freshmen included 1691 out of 2386 incoming students (a response rate of 71%). The baseline for the 2005 survey of transfers included 875 out of 1029 entering transfer students (a response rate of 85%).

The end-of-fall-quarter, 2005, "transitions" survey for the freshmen cohort included 1371 students out of 2375 (a response rate of 58%). The end-of-fall-quarter, 2005, "transitions" survey for transfer students included 499 out of 1029 students (a response rate of 48%).

¹Current definitions of the term "freshmen" include nowadays a small percentage of students who do not fit the traditional profile of a freshman. These include high school students who have earned Running Start and Advanced Placement (AP) credits. Technically, these students are entering college for the first-time, but may have earned as many as 90 college credits.

The one-year follow-up of freshmen entering Western in fall, 2005, was conducted in spring, 2006, and included 1061 out of 2261 still enrolled freshmen (a response rate of 47%). The one-year follow-up of transfers entering Western in fall, 2005, was also conducted in spring, 2006, and included 497 out of 992 still enrolled transfers (a response rate of 50%).

CURRENT SURVEY

This report presents findings from the spring, 2006, three-year follow-up survey of students who had entered as freshmen in fall, 2003. There were 829 completed surveys out of the 1673 who were still registered (a response rate of 50%). Of these, there were 677 students who took the survey on-line and 152 who took the survey over the phone. Given that the sample consisted of students who were in their third year of study and expected to have made a decision about their major field of study, the focus of this survey was on the process of declaring and changing majors, double majors, and minors. They were also asked about their experiences in upper division courses and in their chosen academic departments and their experiences with or attitudes toward study abroad opportunities. In addition, questions from previous baseline and follow-up surveys were included on their use of and satisfaction with student services (including academic advising and tutorial services); attitudes toward the culture at Western; academic skills and competencies; academic and social engagement; academic and personal difficulties; and work experiences.

To find out more about previous surveys of the 2003 freshmen WELS cohort, see the following reports:

Western Educational Longitudinal Study (Report No. 2003-02).

Western Educational Longitudinal Study: Fall 2003 Freshmen Transition Survey. Focus: A Research Summary, 8, (4), 1-8.

Western Educational Longitudinal Study: Spring, 2004, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2004-01).

Western Educational Longitudinal Study (WELS): Spring, 2005, Follow-up of Freshmen Entering Fall, 2003 (Report No. 2006-01).

To find out more about previous surveys of the 2005 freshmen and transfer WELS cohorts see the following reports:

Western Educational Longitudinal Study (WELS) Fall, 2005, Baseline Survey of In-coming Transfers (Report No. 2006-02).

Western Educational Longitudinal Study (WELS): Fall, 2005, Baseline Survey of In-coming Freshmen (Report No. 2006-03).

Western Educational Longitudinal Study (WELS) Freshmen in Transition: Fall Quarter, 2005, In-coming Freshmen Surveyed at the End of Fall Quarter, 2005 (Report 2006-04).

Western Educational Longitudinal Study (WELS) Transfers in Transition: Fall Quarter, 2005, In-coming Transfers Surveyed at the End of Fall Quarter, 2005 (Report 2006-05).

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Freshmen in the Fall, 2005 (Report 2008-02)

Western Educational Longitudinal Study (WELS) Spring, 2006, Follow-up Survey of Students Who Had Entered as Transfers in the Fall, 2005 (Report 2008-03)

40%

60%

who had officially declared a major before Fall 2005

your major at that time? (n=494)

ing	2%	East Asian Studies	0%	Geology	1%	PE and Health	2%
cultural	3%	Economics	2%	German	0%	Physics	1%
ology / logy	0%	Electronics Engineering	0%	History	3%	Planning & Env. Policy	0%
	3%	Elementary Education	2%	Human Services	2%	Plastics Engineering	1%
ory	0%	English	5%	Humanities	0%	Political Science	4%
istry	1%	Environmental Education	0%	Industrial Design	1%	Psychology	6%
	4%	Environmental Science	3%	Industrial Technology	2%	Recreation	2%
n Studies	0%	Environmental Studies	2%	Journalism	3%	Secondary Education	0%
ry	1%	Exercise and Sports Science	3%	Linguistics	1%	Sociology	5%
ation	1%	Fairhaven	1%	Management	3%	Spanish	2%
science diss	2%	Finance & Marketing	2%	Manufacturing	0%	Special Education	1%
nity	2%	Financial Economics	1%	Manufacturing Engineering	1%	Theatre Arts	0%
a	2%	French	0%	Mathematics	1%	Other	6%
	0%	General Studies	1%	Music	2%		
Sciences	0%	Geography	1%	Philosophy	1%		

important were each of the following as reasons for declaring this

	Not at all	A little	Somewhat	Very
interesting (n=494)	17%	6%	16%	32%
re always interested in this area of study (n=491)	5%	6%	15%	37%
parents wanted you to major in this field (n=491)	56%	17%	17%	7%
more confident in your abilities in this area than in others (n=485)	21%	9%	21%	29%
opportunities and salaries are really good in this field (n=492)	32%	21%	26%	15%
academic advisor suggested this major as one that best fit your interests (n=492)	67%	15%	10%	5%
convinced you that this would be a good major (n=492)	64%	15%	13%	7%

Students who had not officially declared a major before Fall 2005

Did you have an interest in any particular major or majors at that time? (n=335)

No	Yes
6%	94%

If yes, what major were you most interested in pursuing at the start of Fall quarter? (n=319)

Accounting	3%	East Asian Studies	0%	Geology	3%	PE and Health	2%
Amer. Cultural Studies	1%	Economics	1%	German	0%	Physics	0%
Anthropology / Archaeology	1%	Electronics Engineering	0%	History	2%	Planning & Env. Policy	0%
Art	1%	Elementary Education	4%	Human Services	2%	Plastics Engineering	0%
Art History	0%	English	5%	Humanities	1%	Political Science	4%
Biochemistry	1%	Environmental Education	1%	Industrial Design	0%	Psychology	9%
Biology	3%	Environmental Science	2%	Industrial Technology	0%	Recreation	2%
Can / Am Studies	0%	Environmental Studies	1%	Journalism	3%	Secondary Education	1%
Chemistry	1%	Exercise and Sports Science	0%	Linguistics	1%	Sociology	6%
Communication	6%	Fairhaven	1%	Management	4%	Spanish	1%
Comm. Science & Disorders	1%	Finance & Marketing	5%	Manufacturing	0%	Special Education	2%
Community Health	0%	Financial Economics	1%	Manufacturing Engineering	0%	Theatre Arts	1%
Computer Science	1%	French	2%	Mathematics	1%	Other	9%
Dance	0%	General Studies	0%	Music	1%		
Decision Sciences	1%	Geography	1%	Philosophy	1%		

you declare this year? (n=333)

3%	East Asian Studies	0%	Geology	1%	PE and Health	2%
1%	Economics	2%	German	0%	Physics	1%
1%	Electronics Engineering	0%	History	2%	Planning & Env. Policy	0%
1%	Elementary Education	3%	Human Services	2%	Plastics Engineering	0%
0%	English	7%	Humanities	1%	Political Science	3%
1%	Environmental Education	0%	Industrial Design	0%	Psychology	10%
5%	Environmental Science	2%	Industrial Technology	0%	Recreation	3%
0%	Environmental Studies	1%	Journalism	3%	Secondary Education	0%
3%	Exercise and Sports Science	1%	Linguistics	1%	Sociology	5%
5%	Fairhaven	3%	Management	3%	Spanish	1%
1%	Finance & Marketing	6%	Manufacturing	0%	Special Education	2%
1%	Financial Economics	1%	Manufacturing Engineering	1%	Theatre Arts	1%
1%	French	1%	Mathematics	1%	Other	7%
0%	General Studies	1%	Music	0%		
1%	Geography	2%	Philosophy	1%		

were each of the following as reasons for declaring this major?	Not at all	A little	Somewhat	Very
interesting (n=494)	17%	6%	16%	3%
always interested in this area of study (n=491)	5%	6%	15%	3%
wanted you to major in this field (n=491)	56%	17%	17%	
confident in your abilities in this area than in others (n=485)	21%	9%	21%	2%
opportunities and salaries are really good in this field (n=492)	32%	21%	26%	1%
advisor suggested this major as one that best fit your interests and abilities	67%	15%	10%	
informed you that this would be a good major (n=492)	64%	15%	13%	
took a course in this area that got you interested in it as a possible major				

Did you declare this major or enter into a major status? (n=328)	Fall Quarter 2005	Winter Quarter 2006	Spring Quarter 2006
	41%	38%	21%
Did you declare a major at this time to remove a registration hold for not having a declared major? (n=328)	Yes: to avoid having a hold placed on my registration	Yes: to remove an existing registration hold	No
	22%	4%	75%

Students who have Declared a Major

Are you considering a second major, alternative major or minor in another field? (n=762)	Yes: Considering an alternative major	Yes: Considering a second major	Yes: Considering a minor	No
	4%	14%	51%	32%

What is this second major or minor interest? (n=521)

Accounting	2%	East Asian Studies	1%	Geology	1%	PE and Health	0%
Arts and Cultural Studies	1%	Economics	5%	German	1%	Physics	1%
Biology/Pre-Med	3%	Electronics Engineering	0%	History	2%	Planning & Env. Policy	0%
Business	1%	Elementary Education	2%	Human Services	0%	Plastics Engineering	0%
Chemistry	1%	English	5%	Humanities	1%	Political Science	2%
Computer Science	0%	Environmental Education	0%	Industrial Design	0%	Psychology	7%
Engineering	2%	Environmental Science	1%	Industrial Technology	0%	Recreation	0%
Environmental Studies	0%	Environmental Studies	2%	Journalism	1%	Secondary Education	1%
Health Services	3%	Exercise and Sports Science	0%	Linguistics	1%	Sociology	7%
Information Systems	5%	Fairhaven	0%	Management	1%	Spanish	8%
International Studies	0%	Finance & Marketing	2%	Manufacturing	0%	Special Education	0%
Liberal Arts	0%	Financial Economics	1%	Manufacturing Engineering	1%	Theatre Arts	1%
Mathematics	1%	French	4%	Mathematics	4%	Other	15%
Music	0%	General Studies	0%	Music	0%		

Didn't think it was necessary yet (n=67)	51%	36%	1%
Didn't know how to officially declare (n=67)	49%	33%	18%
Not sure about what major to declare (n=67)	40%	22%	37%
Recently changed my mind about what major to declare (n=65)	54%	29%	17%
Needed to take more courses to qualify (n=67)	40%	24%	36%
Difficulty meeting grade requirements for admission to the major (n=67)	57%	22%	21%
Too hard to get into courses needed to qualify (n=66)	64%	26%	11%
Department advising was inadequate or lacking (n=67)	67%	25%	7%
Missed deadline for declaring in my major field this year (n=67)	79%	10%	10%

If you had to declare a major today, what major would it be? (n=65)

Accounting	2%	French	6%
American Cultural Studies	6%	General Studies	5%
Anthropology / Archaeology	2%	Geography	2%
Communication	6%	Geology	3%
Comm. Sciences & Disorders	2%	History	6%
Community Health	2%	Management	3%
Computer Science	3%	Music	2%
Decision Sciences	2%	Political Science	3%
East Asian Studies	2%	Psychology	6%
Elementary Education	2%	Recreation	2%
English	5%	Secondary Education	2%
Environmental Studies	2%	Sociology	11%
Finance & Marketing	2%	Other	17%

How important are each of the following as reasons for your interest in this major?

	Not at all	A Little	Somewhat	Very	Extremely
It sounded interesting (n=66)	30%	5%	11%	33%	21%
You were always interested in this area of study (n=65)	9%	6%	14%	42%	29%
Your parents wanted you to major in this field (n=67)	61%	13%	19%	5%	2%
You felt more confident in your abilities in this area than in others (n=67)	30%	12%	15%	27%	16%
Career opportunities and salaries are really good in this field (n=66)	41%	24%	15%	12%	8%
An academic advisor suggested this major as one that best fit your interests and abilities (n=67)	61%	16%	10%	10%	1%
A friend convinced you that this would be a good major (n=67)	67%	9%	9%	10%	5%
You took a GUR course in this area that got you interested in it as a possible major (n=66)	48%	17%	18%	12%	5%
A particular professor caused you to become interested in this major (n=48)	46%	10%	27%	8%	8%

Considering a second major, alternative major, or minor in another field? (n=67)

	Yes: considering an alternative major	Yes: considering a second major	Yes: considering a minor	No
	7%	6%	51%	36%

Which second major or minor interest? (n=43)

	2%	Geology	2%
	2%	History	5%
	2%	Journalism	2%
American Studies	2%	Linguistics	2%
Communication	2%	Mathematics	5%
Science	5%	Music	2%
	2%	Political Science	2%
Elemental Education	2%	Psychology	19%
ent	2%	Sociology	7%
Marketing	2%	Spanish	7%
	2%	Theatre Arts	2%
Studies	2%	Other	14%

Students who officially changed their major in their Junior Year

Do you officially change your major anytime during the past academic year? (n=712)

	No	Yes
	90%	10%

Students who changed their major this year, how important were each of the following as reasons for your decision to change your major interest?

	Not at all	A Little	Somewhat	Very
to meet the requirements for admission to the major (n=107)	70%	7%	9%	8%
to get into required courses (n=106)	67%	12%	6%	11%
have taken too long to complete (n=106)	56%	10%	17%	6%
was too difficult to master (n=106)	65%	11%	13%	7%
instructors were unfriendly, unfair, or unprofessional (n=107)	69%	16%	6%	4%
career or employment prospects were not good enough (n=107)	55%	13%	13%	13%
to pursue my interests (n=106)	12%	9%	19%	28%
workload in courses was too great (n=107)	64%	10%	13%	7%
departmental advising was inadequate or lacking (n=105)	57%	14%	14%	10%
departmental deadline for declaring my major of interest made it too difficult to	74%	12%	3%	4%
to continue in this area without delaying time to graduation (n=106)				

5	2%	East Asian Studies	0%	Geology	1%	PE and Health	2%
al	1%	Economics	2%	German	0%	Physics	1%
7/	3%	Electronics Engineering	0%	History	3%	Planning & Env. Policy	0%
	2%	Elementary Education	2%	Human Services	2%	Plastics Engineering	1%
7	0%	English	6%	Humanities	0%	Political Science	4%
	1%	Environmental Education	0%	Industrial Design	1%	Psychology	8%
	3%	Environmental Science	2%	Industrial Technology	1%	Recreation	2%
udies	0%	Environmental Studies	1%	Journalism	2%	Secondary Education	0%
	1%	Exercise and Sports Science	2%	Linguistics	1%	Sociology	6%
ation	3%	Fairhaven	2%	Management	3%	Spanish	1%
ce	2%	Finance & Marketing	4%	Manufacturing	0%	Special Education	1%
y	1%	Financial Economics	1%	Manufacturing Engineering	1%	Theatre Arts	0%
	2%	French	1%	Mathematics	1%	Other	7%
	0%	General Studies	1%	Music	1%		
nces	1%	Geography	1%	Philosophy	1%		

Important were each of the following as reasons for declaring or having an interest in this major?	Not at all	A Little	Somewhat	Very
It is interesting (n=791)	17%	6%	15%	34%
I have always been interested in this area of study (n=786)	5%	7%	18%	36%
My parents wanted me to major in this field (n=787)	56%	19%	16%	7%
I am more confident in my abilities in this area than in others (n=780)	20%	8%	22%	32%
Opportunities and salaries are really good in this field (n=789)	30%	20%	27%	15%
My advisor suggested this major as one that best fit my interests and abilities (n=790)	66%	17%	10%	5%
My advisor convinced me that this would be a good major (n=790)	64%	15%	13%	6%
I took a GUR course in this area that got me interested in it as a possible major	44%	13%	20%	14%

ing	3%	East Asian Studies	0%	Geology	1%	PE and Health	2%
cultural	0%	Economics	4%	German	0%	Physics	0%
ology/ logy	3%	Electronics Engineering	0%	History	3%	Planning & Env. Policy	0%
	1%	Elementary Education	3%	Human Services	2%	Plastics Engineering	1%
y	0%	English	7%	Humanities	0%	Political Science	4%
try	0%	Environmental Education	0%	Industrial Design	0%	Psychology	8%
	4%	Environmental Science	2%	Industrial Technology	1%	Recreation	1%
i Studies	0%	Environmental Studies	2%	Journalism	2%	Secondary Education	0%
y	3%	Exercise and Sports Science	1%	Linguistics	1%	Sociology	7%
ication	3%	Fairhaven	1%	Management	4%	Spanish	2%
Science	1%	Finance & Marketing	3%	Manufacturing	0%	Special Education	1%
ity	0%	Financial Economics	0%	Manufacturing Engineering	0%	Theatre Arts	0%
	2%	French	2%	Mathematics	2%	Other	4%
	0%	General Studies	1%	Music	1%		
Sciences	0%	Geography	1%	Philosophy	1%		

Satisfied are you with each of the following aspects of your experiences in this department?				
	Not at All	A Little	Somewhat	Mostly
Availability (n=826)	9%	12%	19%	35%
Age and Expertise of Faculty (n=822)	1%	3%	10%	30%
Quality of Instruction (n=824)	1%	4%	13%	39%
Course requirements and Sequences (n=822)	3%	7%	20%	42%
Student Internships and Service Learning Opportunities (n=825)	8%	11%	24%	16%
Opportunities for Independent Study and Research (n=826)	9%	11%	25%	17%
Opportunities for Involvement in Faculty Research (n=824)	12%	12%	20%	16%
Opportunities for Informal Relationships with Professors (n=824)	5%	7%	21%	27%
Department Climate (n=827)	3%	4%	17%	33%

Requirements have interfered with my taking courses that really interest me (n=720)	6%	15%	14%	41%
GUR courses as a key source for exploring potential majors (n=721)	28%	20%	13%	25%
Learning about courses in a broad range of disciplines is something I would have done for myself even if it were not required (n=719)	12%	18%	17%	34%

How satisfied are you with each of the following aspects of your GUR education experience thus far?	Not at All	A Little	Somewhat	Mostly	Very	Could Not Say
Program in general (n=708)	10%	25%	30%	29%	5%	1%
Course availability (n=708)	14%	24%	26%	26%	10%	1%
Structure of most GUR classes (n=706)	13%	23%	32%	28%	4%	1%
Instruction in your GUR courses (n=705)	8%	21%	34%	31%	5%	1%
Exposure to courses and instructors to race and ethnic differences among students (n=705)	4%	6%	12%	26%	29%	24%
Exposure to courses and instructors to differences in sexual orientation and gender identities (n=708)	3%	5%	13%	27%	27%	25%
Exposure to courses and instructors to differences in religious views among students (n=708)	4%	7%	18%	27%	22%	22%

Indicate the status of your completion of the GURs in each of the categories below.	GURs Completed	1 Course Left	2 Courses Left	3 Courses Left	4 or More Courses Left
Requirement A (ENG101) (n=683)	95%	1%	0%	1%	0%
Requirement B or C (n=681)	91%	4%	1%	1%	0%
Environmental Studies, Gender, and Multicultural Studies (n=683)	69%	23%	3%	1%	0%
Mathematical and Symbolic Reasoning (n=678)	88%	4%	0%	2%	0%
Physical Sciences (n=680)	91%	2%	1%	1%	0%
Humanities (n=681)	85%	7%	2%	2%	0%
Life Sciences (n=681)	79%	13%	3%	2%	0%
Computer Science (n=650)	55%	31%	3%	0%	0%

How do you think your GUR courses prepared you for doing well in the upper division courses in your major or minor?	Not at All	A Little	Somewhat	Very
Very well (n=804)	19%	34%	36%	10%

How much would you agree or disagree with each of the following statements about Stage 1 (Exploratory Studies) of the GUR program?	Strongly disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Exploratory studies are a waste of time (n=804)	12%	23%	33%	20%	12%

structure of Stage 1 core classes (n=21)	5%	0%	24%	24%	33%
instruction in your Stage 1 core courses (n=21)	5%	14%	10%	19%	43%
of courses and instructors to race and ethnic differences among students (n=21)	5%	0%	5%	14%	71%
of courses and instructors to differences in sexual orientation and gender identities (n=21)	5%	0%	0%	19%	71%
of courses and instructors to differences in religious views among students (n=21)	5%	14%	5%	24%	48%

Indicate your satisfaction with each of the Stage 1 core courses	Not completed yet	Not at All	A Little	Somewhat	Mostly
- Introduction to Interdisciplinary Study at Fairhaven (n=18)	22%	0%	17%	17%	6%
- Critical and Reflective Inquiry (n=17)	53%	6%	6%	18%	12%
- Humanities and the Expressive Arts I (n=18)	39%	0%	11%	22%	17%
- Social Relationships and Responsibility: Theories and Critique (n=18)	44%	0%	6%	0%	17%
- Science and Our Place on the Planet I (n=17)	53%	12%	6%	18%	12%
- Science and the Expressive Arts (n=18)	39%	0%	28%	6%	17%
- The Individual (n=18)	50%	6%	6%	11%	17%
- Our Place on the Planet (n=18)	44%	0%	11%	17%	17%
- Writing Portfolio and Transition Conference (n=19)	21%	5%	11%	32%	32%

How did you choose for Stage 2? (n=25)	Fairhaven Interdisciplinary Concentration	WWU Department major	Concentrated Studies	Law & Diversity program	Haven't decided
	72%	24%	0%	0%	4%

How satisfied are you with choice of concentration? (n=25)	Not at All	A Little	Somewhat	Mostly	Very
	0%	0%	13%	29%	58%

How satisfied are you with courses you have taken thus far in this concentration? (n=25)	Not at All	A Little	Somewhat	Mostly	Very
	0%	0%	4%	46%	50%

How many upper division courses (300 or 400 level) have you taken this past year in your major field? (n=677)

	17/0	17/0	10/0	17/0	11/0	3/0	12/0
red online discussions (n=803)	67%	17%	9%	4%	2%	1%	1%
red substantial essay of five pages or more (n=802)	29%	18%	15%	14%	9%	5%	9%
red library research paper of 5 pages or more (n=800)	43%	21%	16%	9%	5%	3%	3%
red scientific research paper of 5 pages or more (n=798)	66%	18%	8%	4%	3%	1%	1%
red volunteer or service learning (n=806)	66%	13%	10%	4%	3%	1%	3%
red group project (n=805)	24%	24%	22%	14%	7%	3%	7%
red presentation before the class or on campus (n=655)	24%	23%	20%	16%	7%	3%	7%
red attendance at a learning event or event on campus (n=659)	67%	16%	7%	5%	2%	1%	2%
red educational field trip or outing (n=659)	77%	13%	5%	3%	1%	0%	1%

Satisfied are you with each of the following aspects of your division courses thus far?	Not at All	A Little	Somewhat	Very	Extreme
Division courses in general (n=662)	1%	3%	12%	43%	37%
Division course availability (n=661)	10%	10%	27%	33%	16%
Content and structure of most upper division classes (n=658)	1%	5%	18%	45%	27%
Quality of instruction in your upper division courses (n=661)	1%	4%	12%	43%	37%

When this past year did you do each of the following?	Not at All	Once or Twice	Several Times	Often	Very Often
Met with a professor outside of class (n=670)	4%	25%	38%	19%	13%
Worked with a professor outside of class on a research project (n=667)	62%	24%	9%	3%	2%
Volunteered or worked as a peer in the community (n=666)	45%	22%	13%	8%	12%
Studied with others to complete coursework (n=669)	5%	20%	34%	24%	17%
Attended learning events (such as the distinguished lecture series) or cultural events (such as plays or concerts at the PAC) on campus (n=666)	33%	35%	20%	7%	5%

How important would you say it is for students to spend some time studying in another country (n=827)	Not at All	A Little	Somewhat	Very	Extremely	N/A
	8%	15%	31%	22%	14%	10%

When coming to Western have you ever traveled abroad as part of a study abroad or foreign exchange program? (n=827)	No	Yes

What is the longest time you have spent studying abroad since starting at Western? (n=92)

	< 1 Month	1-3 Months	1 Quarter	1 - 3 Quarters	3 Qtrs or More
	5%	24%	38%	23%	10%

Have any of your study abroad experiences been arranged or administered by Western's Office of International Program Exchanges (IPE)? (n=92)

	No	Yes
	31.52	68.48

How satisfied were you with Western's Office of International Program Exchanges (IPE)? (n=68)

	Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Neither	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
	0%	3%	13%	8%	33%	35%	8%

Overall, how satisfied were you with your study abroad experience? (n=92)

	Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Neither	Somewhat Satisfied	Very Satisfied	Extremely Satisfied
	0%	0%	2%	1%	9%	37%	51%

How important would you say each of the following has been as part of the reason for not studying abroad?

	Not at All	A Little	Somewhat	Very	Extremely
Not interested (n=731)	67%	11%	10%	5%	7%
Don't know enough about these programs (n=728)	29%	21%	27%	17%	5%
Uncertain about how credits would transfer (n=728)	32%	17%	26%	17%	8%
Too expensive (n=729)	11%	8%	14%	28%	40%
Not enough financial aid (n=729)	23%	7%	17%	24%	29%
Lack sufficient fluency in foreign language (n=730)	28%	16%	25%	17%	13%
Afraid it would delay my time to degree (n=732)	24%	13%	17%	23%	22%

Advising Center over the past academic year? (n=825)

None	One	Two	Three	Four	Five or >
57%	24%	12%	4%	1%	1%

How many times over the past academic year have you received advising information from the Academic Advising Center either by telephone, email, newsletter, or some other mechanism? (n=825)

None	One	Two	Three	Four	Five or >
55%	20%	13%	6%	2%	3%

How helpful did you find the Academic Advising Center as a source of information about options available for choice of a major and major declaration requirements during this past academic year? (n=485)

Not at All	A Little	Somewhat	Very	Extremely
19%	33%	25%	19%	4%

Is there is anything that you wish you could have received help with from the Academic Advising Center but did not? (n=395)

No	Yes
77%	23%

Are you currently declared or considering declaring as a general studies major? (n=824)

No	Yes
79%	21%

How many times have you consulted with the University General Studies advisor (Karen Perry) over the past academic year? (n=171)

None	One	Two	Three	Four	Five or >
91%	6%	3%	0%	0%	0%

How many times over the past academic year have you received advising information from the University General Studies advisor (Karen Perry) either by telephone, email, newsletter, or some other mechanism? (n=171)

None	One	Two	Three	Four	Five or >
90%	4%	4%	2%	0%	1%

How many times have you consulted with a department advisor in your primary area of interest over the past academic year? (n=821)

None	One	Two	Three	Four	Five or >
16%	23%	23%	14%	6%	17%

How many times over the past academic year have you received advising information from an advisor in your major department either by telephone, email, newsletter, or some other mechanism? (n=821)

None	One	Two	Three	Four	Five or >
33%	16%	16%	9%	4%	22%

How many times have you consulted with a department advisor in your primary area of interest over the past academic year? (n=821)

None	One	Two	Three	Four	Five or >
16%	23%	23%	14%	6%	17%

How many times over the past academic year have you received advising information from an advisor in your major department either by telephone, email, newsletter, or some other mechanism? (n=821)

None	One	Two	Three	Four	Five or >
33%	16%	16%	9%	4%	23%

How helpful did you find departmental advising in your major as a source of information about courses and majors during this past academic year? (n=720)

Not at All	A Little	Somewhat	Very	Extremely
7%	20%	31%	28%	14%

Is there is anything that you wish you could have received help with from a departmental advisor but did not? (n=585)

No	Yes
81%	19%

Did you visit the Tutorial and Academic Skills Center in Old Main at all this year? (n=677)

No	Yes
87%	13%

How would you rate the effectiveness of the Tutorial Center staff in helping you with what you needed? (n=89)

Very Poor	Poor	Fair	Good	Excellent
2%	3%	28%	46%	20%

BASIC SKILLS and COMPETENCIES

For each item below, please tell me if you are extremely, very, somewhat, a little or not at all comfortable with your area. Not at all, a little, somewhat, very, extremely

	Not at All	A Little	Somewhat	Very
Working effectively (n=821)	1%	5%	25%	46%
Working effectively (n=822)	3%	6%	32%	40%
Analyzing written information (n=822)	1%	6%	30%	46%
Reading and solving problems (n=819)	0%	4%	27%	50%
Reading and/or learning independently (n=820)	0%	1%	13%	51%
Working cooperatively in a group (n=818)	1%	3%	18%	54%
Reading and applying scientific principles and methods (n=819)	4%	13%	37%	31%
Reading and applying quantitative principles and methods (n=820)	5%	14%	34%	33%
Designing and organizing research (n=820)	2%	9%	30%	42%
Using library resources for research (n=818)	3%	10%	35%	36%
Using references for research papers, for example, creating a bibliography (n=822)	2%	8%	24%	40%
Learning how to avoid plagiarism in your writing? (n=822)	1%	3%	16%	44%
Understanding and appreciating differing philosophies/ cultures (n=818)	2%	5%	21%	39%
Understanding the interaction of society and the environment. (n=819)	1%	5%	24%	44%
Working effectively with technology, especially computers (n=819)	1%	3%	26%	41%
Management/leadership capabilities (n=820)	1%	6%	26%	46%
Understanding organizations and how people behave in them (n=670)	2%	5%	30%	44%

Do you have fluency in a language other than English, sufficient for reading, writing and interacting with others in a foreign country? (n=827)

No	Yes: But only in my native language	Yes: In a language other than my native language
76%	4%	19%

Over the course of this past academic year, if at all, have you used the campus library facilities -- that is, their materials and services either online or in person -- for your coursework and not just for study space? (n=676)

Never	Rarely	Sometimes	Often	Very Often
5%	16%	30%	28%	21%

Do you currently have an Iliad account for interlibrary loan? (n=677)

For each academic term listed, please indicate the location of your work, the number of weeks worked, and the number of hours you typically worked each week.

Fall 2005

Location of work (n=749)	None	Off-Campus	On-Campus	Both
	33%	36%	26%	5%
Weeks worked (n=663)	N/A	One to Five	Five to Ten	Eleven
	25%	4%	26%	43%
Hours per week (n=662)	N/A	0 to 15	16 to 30	31 or more
	24%	40%	32%	4%

Winter 2006

Location of work (n=740)	None	Off-Campus	On-Campus	Both
	29%	38%	29%	4%
Weeks worked (n=666)	N/A	One to Five	Five to Ten	Eleven
	22%	4%	29%	45%
Hours per week (n=665)	N/A	0 to 15	16 to 30	31 or more
	21%	42%	33%	4%

Spring 2006

Location of work (n=745)	None	Off-Campus	On-Campus	Both
	26%	41%	27%	6%
Weeks worked (n=680)	N/A	One to Five	Five to Ten	Eleven
	21%	8%	30%	42%
Hours per week (n=680)	N/A	0 to 15	16 to 30	31 or more
	20%	40%	35%	5%

Please indicate how much time you typically spent engaged in each of the following activities each week during the academic year.

	None	A little	Some	Quite a bit	A great deal
Socializing with friends (n=153)	22%	6%	20%	33%	19%
Student government (n=152)	73%	13%	11%	2%	1%
Recreational television watching (n=153)	10%	20%	36%	23%	10%
Sports, exercise or other recreational activities (n=153)	7%	32%	34%	18%	9%
Recreational internet use and computer/ video game playing (n=153)	11%	27%	30%	20%	12%
Performing or fine arts activities (n=153)	56%	16%	17%	8%	3%
Reading novels for personal enjoyment (n=151)	25%	33%	28%	11%	3%
Academic, political, ethnic, religious or social clubs (n=153)	50%	23%	12%	10%	5%
Reading the newspaper or other sources of news (n=152)	24%	39%	18%	17%	2%
Watching or listening to information or news programming on television or radio (n=153)	22%	34%	28%	12%	3%

coming to class consistently (n=193)	53%	24%	17%	4%	3%
completing reading and coursework on time (n=193)	23%	32%	28%	15%	2%
doing well on multiple choice tests (n=193)	34%	25%	23%	11%	7%
writing papers as part of your coursework (n=191)	28%	35%	29%	5%	3%
balancing your coursework with social life (n=191)	23%	32%	28%	10%	7%
balancing your coursework with personal activities (n=190)	21%	29%	34%	9%	7%
balancing your coursework with family or community obligations (n=160)	32%	29%	26%	8%	5%

How difficult has each of the following personal experiences been for you this year?

	None	A little	Some	Quite a bit	A lot
managing your finances (n=162)	20%	34%	32%	12%	
managing your physical and emotional health (n=163)	13%	38%	31%	14%	
getting the emotional support you need to do well in school (n=163)	42%	31%	20%	5%	
dealing with homesickness (n=163)	71%	19%	8%	1%	
managing stress (n=162)	13%	27%	38%	18%	
getting enough sleep (n=163)	12%	21%	33%	28%	
handling the use of alcohol and drugs (n=163)	67%	12%	17%	4%	
fitting in with others at Western (n=163)	60%	28%	7%	4%	
meeting your family's expectations (n=163)	55%	20%	18%	4%	
meeting the expectations and obligations of your friends or peer group (n=163)	53%	26%	16%	2%	
maintaining, forming or ending romantic relationships (n=163)	32%	25%	18%	17%	
being able to maintain your spiritual or religious values (n=162)	61%	20%	13%	4%	

During the past academic year, to what extent did any of the following interfere with the quality of your educational experience?

	Not at All	Hardly at all	A Little	Somewhat	A lot
feelings of loneliness (n=162)	33%	20%	27%	13%	7%
moral dilemmas or issues (n=163)	57%	17%	15%	5%	6%
feeling overwhelmed (n=161)	7%	7%	27%	37%	22%
uncertainty about the future (n=163)	15%	13%	25%	31%	16%
financial problems or worries (n=163)	21%	16%	20%	27%	16%
unfair treatment by professors, instructors or TAs (n=163)	51%	25%	15%	8%	1%
problems dealing with the administration (e.g., registrar) (n=163)	53%	26%	12%	7%	2%
personal drinking or drug use (n=163)	77%	15%	8%	2%	1%

Financial Aid Office (n=147)	37%
Financial Services Center (n=146)	25%
Financial Collections and Services (n=148)	70%
Information Technology (Computer Labs and Help Desk) (n=148)	77%
Library Center (n=147)	12%
Legal Services Center (n=146)	14%
Medical, Drug, and/or Sexual Assault Services (n=147)	7%
Physical Health and/or Self-Care Center (n=146)	57%
University Residence Halls and Programs (n=147)	15%
Student Government Union (n=147)	79%
University Student Center (n=146)	12%
University Bookstore (n=148)	91%
University Intramural Athletics and Intercollegiate Sports Clubs (n=147)	38%
University Recreation/Athletic Center (n=148)	86%
University Credit Recreational, Fitness and Sports Classes (n=147)	24%

Satisfaction if used service	Satisfaction Level				
	Very Dissatisfied	Somewhat Dissatisfied	Neither	Somewhat Satisfied	Sa
Financial Services (n=9)	11%	11%	22%	0%	
Financial Aid Office (n=104)	6%	7%	27%	38%	
Financial Aid Office (n=54)	13%	9%	17%	44%	
Financial Services Center (n=37)	3%	11%	24%	32%	
Financial Collections and Services (n=103)	1%	2%	13%	39%	
Information Technology (Computer Labs and Help Desk) (n=114)	4%	4%	7%	46%	
Library Center (n=18)	6%	0%	44%	22%	
Legal Services Center (n=21)	5%	5%	24%	33%	
Medical, Drug, and/or Sexual Assault Services (n=11)	18%	0%	55%	9%	
Physical Health and/or Self-Care Center (n=83)	8%	7%	10%	42%	
University Residence Halls and Programs (n=22)	9%	5%	41%	23%	
Student Government Union (n=116)	3%	2%	16%	33%	
University Student Center (n=17)	6%	0%	35%	18%	
University Bookstore (n=135)	5%	9%	16%	44%	
University Intramural Athletics and Intercollegiate Sports Clubs (n=56)	2%	5%	5%	36%	
University Recreation/Athletic Center (n=127)	2%	4%	4%	28%	
University Credit Recreational, Fitness and Sports Classes (n=36)	6%	0%	11%	14%	

Education: (n=670)

Education: (n=670)

Not Applicable	1%	3%
Less than high school	1%	2%
High school graduate	11%	10%
Some college or post-high school educational training	21%	19%
Community college degree	9%	6%
Bachelor's degree or equivalent	35%	32%
Master's degree or equivalent	17%	21%
Law degree, Medical degree, or PhD	2%	6%
I prefer not to answer.	2%	2%

Thinking of the family you lived with the most when you were in high school, what is the highest level of education completed by your family's principal breadwinner? (n=145) (Telephone question.)

Not Applicable	0%
Less than high school	1%
High school graduate	7%
Some college or post-high school educational training	10%
Community college degree	5%
Bachelor's degree or equivalent	40%
Master's degree or equivalent	26%
Law degree, Medical degree, or PhD	12%
I prefer not to answer.	0%

Again, thinking of the parent(s) who are legally responsible for you, how would you classify their occupational status? (On-line question.)

	Mother/Step-Mother Occupation: (n=670)	Father/Step-Father Education: (n=670)
Not Applicable	7%	9%
Not engaged in employment for income inside or outside the house	10%	2%
Laborer (e.g., general construction worker, assembly line worker, house cleaner, agricultural worker, etc.)	3%	5%
Skilled laborer (e.g., machine operator, auto mechanic, carpenter, hairdresser, house framer, etc.)	2%	14%
Service worker (e.g., police, fire, military, childcare, elder care, etc.)	12%	9%
Clerical work or retail sales	12%	2%
Technician or para-professional (e.g., medical, computers, electronics, etc.)	13%	15%
Grade school or high school teacher	19%	6%

Again, thinking of the family you lived with the most when you were in high school, which of the following comes closest to the occupation of your family's principal breadwinner? (n=145) (Telephone question.)

Laborer (e.g., general construction worker, assembly line worker, house cleaner, agricultural worker, food service worker, etc.)	2%
Skilled laborer (e.g., machine operator, auto mechanic, carpenter, hairdresser, house framer, etc.)	9%
Service worker (e.g., police, fire, military, childcare, elder care, etc.)	9%
Clerical work or retail sales	4%
Technician or para-professional (e.g., medical, computers, electronics, etc.)	20%
Grade school or high school teacher	12%
College or university teacher	3%
Business executive or accountant	14%
Farm owner/operator	1%
Business owner/entrepreneur, or	19%
Elected official or government executive	3%
Not applicable	1%
Can't classify	3%

Which of the following categories best fits the total income of those parents who were legally responsible for you this past year? (n=815)

less than \$15k	2%
\$15-30k	5%
\$30-45k	6%
\$45-60k	10%
\$60-75k	10%
\$75-100k	14%
\$100-135k	13%
\$135-170k	4%
\$170-200k	2%
Over \$200k	4%
Don't Know	19%
Decline to answer	10%

PERCEPTIONS OF AND ATTITUDES TOWARD WESTERN

Below is a list of statements about the student culture at Western. Please read each statement and tell us to what extent you agree or disagree that each is true. To what extent do you agree or disagree with the statement that "Western is a place where..."

	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
students are regularly engaged in intellectual/academic discussions outside the classroom. (n=807)	4%	4%	6%	13%	25%	33%	14%	5%	
students are focused on social relationships more than academics. (n=807)	1%	1%	6%	18%	33%	28%	10%	4%	
students are actively engaged in political and environmental causes. (n=805)	1%	1%	4%	9%	15%	38%	21%	12%	
there is a lot of drinking and pot smoking (or other drug use). (n=805)	1%	1%	4%	10%	22%	32%	20%	12%	
religion and religious activity play a central role in students' lives. (n=805)	5%	5%	17%	21%	33%	18%	5%	1%	
many students have friendships with others of different race/ethnicity. (n=808)	2%	2%	6%	13%	19%	26%	20%	14%	
students accept others with different lifestyles, ability levels and values. (n=808)	1%	1%	4%	5%	13%	30%	32%	14%	

How satisfied are you with Western? (n=813)

Not at All	A Little	Somewhat	Very	Extremely
1%	3%	18%	56%	22%