



1-1-2012

Western Educational Longitudinal Study (WELS) Baseline Survey of Transfers Entering Western in the Fall, 2011

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Recommended Citation

Clark, Linda D. (Linda Darlene); Hartsoch, Beth; Krieg, John M.; and Seaman, Keiran, "Western Educational Longitudinal Study (WELS) Baseline Survey of Transfers Entering Western in the Fall, 2011" (2012). *Office of Survey Research*. 549.
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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
BASELINE SURVEY OF TRANSFERS ENTERING WESTERN
IN THE FALL, 2011

Descriptive Statistics

Report 2012-01

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January, 2012

OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY



Table of Contents

| | Page |
|--|---------|
| Executive Summary | 2 - 3 |
| A. Characteristics of Fall 2011 Transfers and Survey Respondents | 4 |
| B. Previous College: Engagement and Experiences | 5 - 8 |
| C. College Application Process | 9 - 16 |
| D. Class Schedule and Expectations | 17 - 18 |
| E. Academic Skills and Goals | 19 - 21 |
| F. Major Choice and Declaration | 22 - 23 |
| G. Expenses and Employment | 24 - 25 |
| H. Demographics and Comments | 26 |
| I. Items Requested by Office of Sustainable Transportation | 27 - 31 |

WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) BASELINE SURVEY OF TRANSFERS ENTERING WESTERN IN THE FALL, 2011

EXECUTIVE SUMMARY

The WELS Baseline Survey of Transfers Entering Western in the Fall, 2011 (Transfer Survey) is the companion survey to the Office of Survey Research's (OSR) survey of incoming freshmen. Together, these surveys elicit information from students prior to the start of their Western academic careers and provide an initial contact in a longitudinal survey design that follows students through graduation and into their initial years as alumni. The Transfer Survey is designed with three purposes in mind: (1) to provide baseline observations of students prior to the Western experience that can be used to forecast and enhance student success; (2) to provide data that can assist university assessment and accreditation endeavors; and (3) to assess student needs based upon their self-reported characteristics, perceptions, and concerns. To accomplish these, the Transfer Survey integrates questions into seven sections: prior engagement and experiences, the college application process, course scheduling, academic skills and goals, major choice, expenses and employment, and demographics. In addition to these, Western's Office of Sustainable Transportation submitted questions to better understand planned student commuting patterns. The questions on the Transfer Survey are a mixture of open-ended, numerical and multiple choice types. This report lists all questions and reports basic descriptive statistics from equations which lend themselves to numerical analysis. Responses to open ended questions are available upon request.

OSR initially conducted the Transfer Survey by e-mail in July, 2011. This was done in conjunction with Western's Transitions program; e-mails were sent to Transitions participants the night of the Transitions program. Non-participants in Transitions received OSR's initial e-mail shortly after the conclusion of Transitions. Reminder e-mails were sent to non-respondents at both their internal and external e-mail addresses. Non-respondents to these e-mails received phone call requests and final e-mails through the month of August. The survey was closed the weekend prior to the beginning of fall quarter. Of the 1,114 transfer students entering the fall of 2011, OSR received responses from 760, a response rate of 68.2%.

As with any survey, readers should be concerned with sample selection bias; that is bias which arises because survey respondents are not a random selection of the population of survey recipients. While sample selection bias on the Transfer Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating data. Section A of this document compares respondents to all incoming transfer students. Relative to all transfers, respondents were more likely to be female (55.9% of respondents versus 53.2% of all transfers), had a slightly lower average admissions index (48.4 of respondents versus 49.6 of transfers), and transferred slightly more credits to WWU (average of 90.3 for respondents and 87.6 for all transfers). On the other hand, respondents and non-respondents were nearly identical in terms of ethnicity, SAT, prior collegiate GPAs, median age, first generation status, and state of origin.

In order to shorten the survey and increase respondent completion rates, OSR asked certain questions to a random group of students. In our report, these are noted by statements such as "asked of a random 50% of respondents." In programming this random group, OSR made an error that prevented some of these questions from being answered. OSR caught this error after the survey had been initiated and then corrected it. As a result, the number of responses to these questions is less than what would have been hoped for. The report notes the questions in which this happened.

OSR is excited to share survey data and results with campus researchers so they may address their own questions. To familiarize readers with the content of the survey, here we make a few observations regarding the survey results. Out of 16 potential responses, students listed the following three reasons as "very important" in their decision to attend Western: a specific program at Western, Western's good reputation, and recreational opportunities in the area. These were the same three as listed in both the 2009 and 2010 transfer surveys. About two-thirds first learned of Western prior to graduating from high school. The most common initial method of learning about Western for transfer students was from friends; although one-fourth of students learned about

Western first from other family members. The most valuable resource in learning about Western was Western's website, followed by friends already attending.

The median transfer student applied to only one school (Western), while about one-third applied to two or more schools. The most common school to apply to other than Western was the University of Washington. Among those students who had registered for classes prior to completing the survey, 24% expressed some level of dissatisfaction with their schedule, an amount three percent higher than the 2010 survey results. The most common reasons given for the dissatisfaction were that their desired courses were full by the time they registered for courses and classes were offered at conflicting times.

The median transfer student expects to take 7 quarters to graduate from Western, about the same as in the 2010 survey. However, nearly one-in-six transfers expect to take more than 9 quarters to graduate. About 17% of students expressed some level of likelihood that they would transfer from Western prior to earning a degree; again an amount similar to the 2010 survey results. For those who are considering a transfer, the most common reason given was that Western does not offer the degree program they are interested in. While only 40% of transfers have officially declared a major, 75% are certain as to what their major will be.

All of OSR's survey data is linked by a unique student identifier allowing the longitudinal tracking of students through time. OSR is excited to share this data with interested 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 760 responding to the survey due to question branching, random selection of respondents for certain questions, and survey attrition.
2. In many cases percentages do not sum to one hundred because of rounding.
3. A blank space indicates no respondent chose that response option. A report of 0% indicates that the percent of responses rounded down to, but is not equal with, zero.
4. This report presents responses from all students completing any question regardless of whether the respondent completed the survey or not.

THE OFFICE OF SURVEY RESEARCH

The Office of Survey Research provides high quality survey research and other applied social science research that supports the mission of Western Washington University. In particular, OSR surveys students, alumni, graduates, employers, and the campus community to provide valuable assessment data and analysis of reports which can be used for improvement of programs, instruction, faculty scholarship, and information services. OSR is responsible for developing and administering the Western Educational Longitudinal Study (WELS), Western's Alumni Surveys, and Western's exit surveys of graduating students.

<http://www.wvu.edu/socad/osr/>

A. Characteristics of Fall 2011 Transfer Students and Survey Respondents

A.1. Characteristics of Fall 2011 Transfer Students and Survey Respondents

| | Non-Respondents | Respondents | All Fall 2011 Transfers |
|---|-----------------|-------------|-------------------------|
| N | 354 | 760 | 1,114 |
| Male | 52.5% | 44.1% | 46.8% |
| Caucasian | 77.4% | 76.8% | 77.0% |
| Black | 3.1% | 3.2% | 3.1% |
| Hispanic | 4.8% | 6.6% | 6.0% |
| Asian/Pacific Islander | 7.9% | 6.8% | 7.2% |
| Native American | 4.8% | 4.5% | 4.6% |
| Other/Unknown | 0.3% | 0.5% | 0.4% |
| International | 1.7% | 1.6% | 1.6% |
| Mean admission index* | 52.1 | 48.4 | 49.6 |
| Median admission index* | 51.0 | 48.0 | 49.0 |
| Mean math SAT* | 549 | 548 | 548 |
| Mean verbal SAT* | 554 | 561 | 560 |
| Mean cumulative GPA from prior colleges | 3.24 | 3.24 | 3.24 |
| Mean age | 19.6 | 20.4 | 20.1 |
| Median age | 19 | 19 | 19 |
| First generation college student | 33.7% | 34.5% | 34.2% |
| Washington residency | 90.1% | 91.7% | 91.3% |
| OR high school* | 0.3% | 0.4% | 0.4% |
| ID high school* | 1.1% | 0.8% | 0.9% |
| AK high school* | 1.1% | 0.4% | 0.6% |
| Mean hours transferred to WWU | 81.7 | 90.3 | 87.6 |
| Peak Fall 2011 WWU hours registered | 13.2 | 13.7 | 13.6 |
| Transferred from 2-year college | 81.5% | 84.7% | 83.7% |

* Because Western does not measure these for transfers, the N for these variables differs from the reported N.

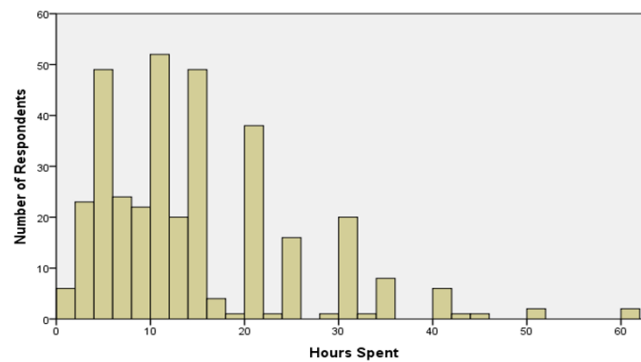
B. Previous College: Engagement and Experiences

B.1. Please indicate how often you did each of the following during your last year at {the respondent's previous college}.

| | N | Never | Once | 2-3 times | 4-5 times | More than 5 times |
|---|-----|-------|------|-----------|-----------|-------------------|
| Wrote an academic paper of 5 pages or more for a course requirement | 745 | 7% | 12% | 35% | 20% | 26% |
| Used tutoring services for help | 739 | 48% | 13% | 16% | 5% | 17% |
| Asked a teacher for help when I had difficulties in a course | 743 | 9% | 11% | 33% | 17% | 31% |
| Talked about course material I was learning with someone other than a teacher | 744 | 2% | 2% | 13% | 13% | 71% |

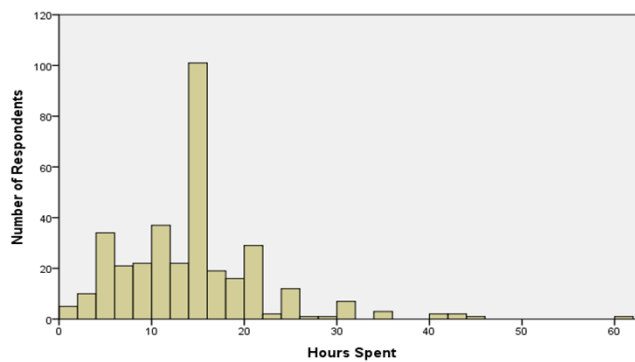
B.2. During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following? (Asked of a random 50% of respondents.) (OSR excluded values 80 hours and higher.)

B.2.a. Studying for classes



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 347 | 14.02 | 10 | 0 | 60 | 10.27 |

B.2.b. Attending classes

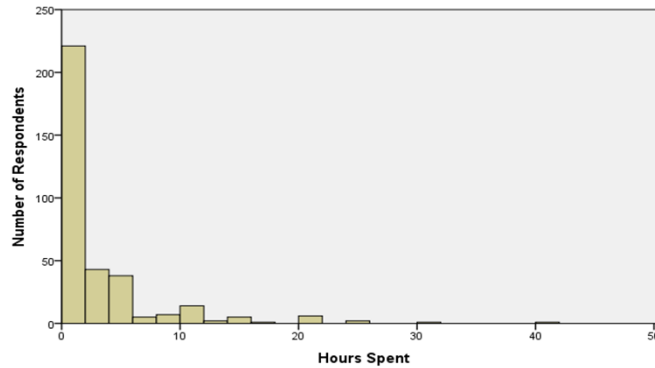


| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 348 | 13.82 | 15 | 0 | 60 | 7.65 |

Previous College: Engagement and Experiences (cont.)

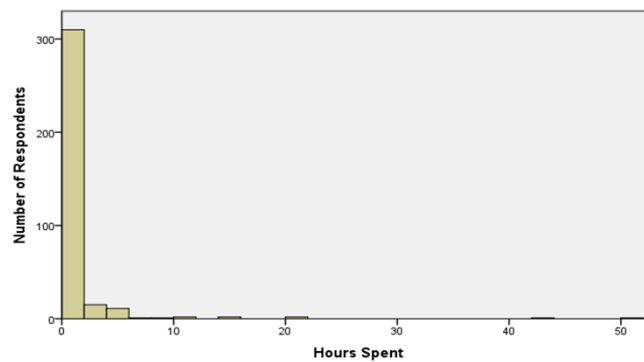
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following? (Asked of a random 50% of respondents.)

B.2.c. Volunteering on or off campus outside of coursework



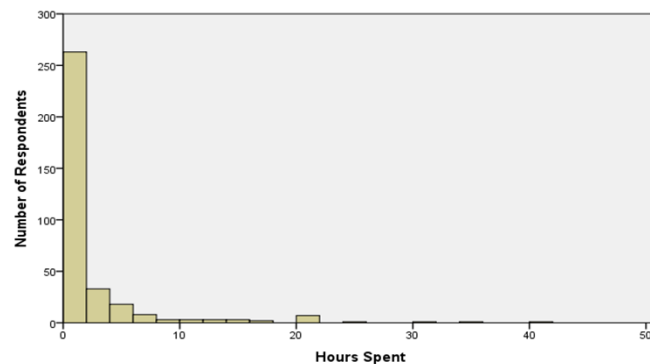
| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 346 | 2.59 | 0 | 0 | 40 | 5.00 |

B.2.d. Doing community service work as part of a course



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 346 | 0.86 | 0 | 0 | 50 | 4.15 |

B.2.e. Participating in a campus sponsored club or student organization

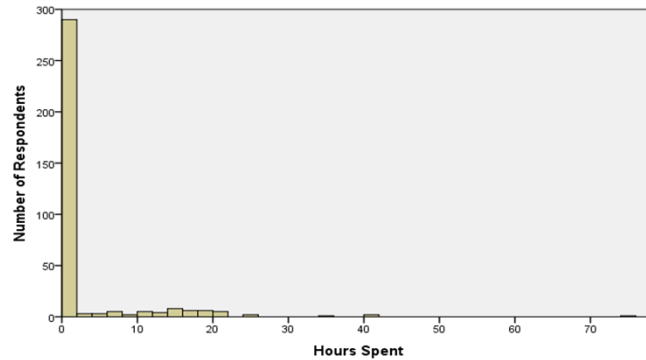


| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 347 | 1.94 | 0 | 0 | 40 | 5.06 |

Previous College: Engagement and Experiences (cont.)

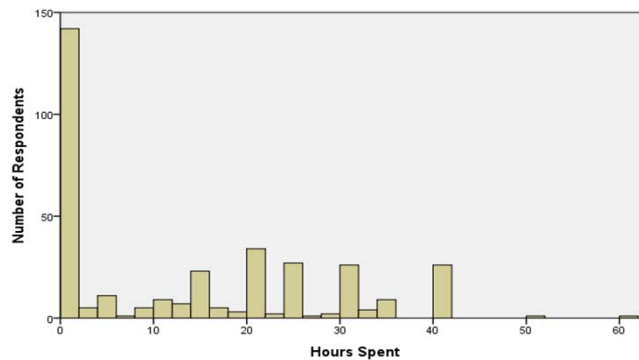
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following? (Asked of a random 50% of respondents.)

B.2.f. Working for pay on campus



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 343 | 2.44 | 0 | 0 | 75 | 7.31 |

B.2.g. Working for pay off campus



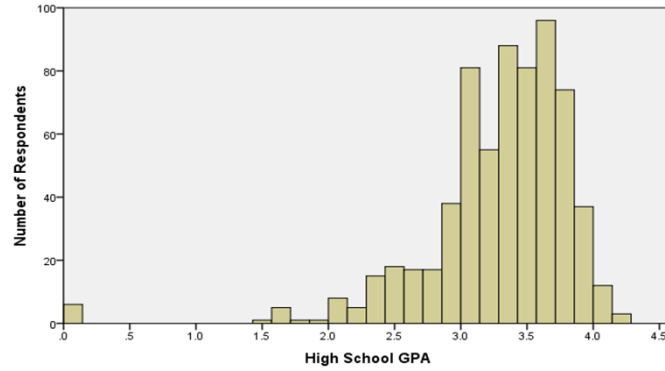
| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 344 | 13.42 | 10 | 0 | 60 | 14.07 |

B.3. How satisfied are you with the education you received at...

| | N | Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|-------------------------------------|-----|-------------------|-----------------------|------------------------------------|--------------------|----------------|
| {the respondent's previous college} | 678 | 1% | 8% | 7% | 35% | 50% |
| The high school you graduated from | 726 | 6% | 13% | 20% | 35% | 27% |

Previous College: Engagement and Experiences (cont.)

B.4. What was your high school GPA?



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 659 | 3.28 | 3.4 | 0 | 4.2 | 0.57 |

B.5. Did you ever attend a community college through the Running Start Program?

| | |
|-----|-----|
| N | 729 |
| Yes | 27% |
| No | 73% |

B.6. Have you ever served in the United States' Army, Navy, Air Force, Marines or National Guard?

| | |
|-----|-----|
| N | 729 |
| Yes | 3% |
| No | 97% |

C. College Application Process

C.1. How important were each of the following factors in your choice to attend {the respondent's previous college}? (Asked of students transferring from a four-year institution.) (Technical problem with the survey reduced the number of respondents.)

| | N | Not at all important | A little important | Somewhat important | Important | Very important |
|--|----|----------------------|--------------------|--------------------|-----------|----------------|
| Family or friends were attending {the respondent's previous college} | 29 | 76% | 10% | 7% | 3% | 3% |
| My total financial cost was low | 29 | 28% | 14% | 14% | 14% | 31% |
| I was interested in a specific academic program | 29 | 24% | 24% | 14% | 10% | 28% |
| {The respondent's previous college} had a good academic reputation | 29 | 17% | 7% | 17% | 34% | 24% |
| {The respondent's previous college} was close to home | 29 | 41% | 21% | 7% | 21% | 10% |
| {The respondent's previous college} was far away from home | 29 | 59% | 14% | 7% | 7% | 14% |
| I liked the size of the community in which {the respondent's previous college} was located | 29 | 31% | 17% | 28% | 17% | 7% |
| I liked the size of {the respondent's previous college} | 28 | 32% | 7% | 29% | 21% | 11% |
| I liked the recreational opportunities in the area | 29 | 38% | 14% | 31% | 7% | 10% |
| The religious orientation at {the respondent's previous college} fit with my own | 29 | 62% | 17% | 3% | 10% | 7% |
| {The respondent's previous college} had a Greek system | 29 | 83% | 3% | 3% | 10% | |
| I played on a varsity athletic team | 29 | 79% | 3% | | 3% | 14% |
| {The respondent's previous college} offered opportunities to participate in art and music events | 29 | 38% | 24% | 28% | 7% | 3% |

College Application Process (cont.)

C.2. How important were each of the following factors in choosing to attend {the respondent's previous college}? (Asked of students transferring from a two-year institution.) (Technical problem with the survey reduced the number of respondents.) (Running Start question asked of respondents who indicated in B.5. that they attended a community college through the Running Start program.)

| | N | Not at all important | A little important | Somewhat important | Important | Very important |
|--|-----|----------------------|--------------------|--------------------|-----------|----------------|
| The college was close to home | 218 | 12% | 5% | 15% | 28% | 41% |
| I wanted to finish the requirements for an associates degree | 217 | 9% | 5% | 6% | 18% | 62% |
| I wanted to earn a specific certificate or degree offered at {the respondent's previous college} | 218 | 53% | 9% | 11% | 9% | 19% |
| It was less expensive than a four-year school | 216 | 6% | 6% | 7% | 19% | 63% |
| I was not accepted at the four year school(s) to which I applied | 216 | 83% | 6% | 4% | 3% | 4% |
| I wanted to strengthen my academic record | 215 | 30% | 10% | 17% | 21% | 21% |
| I missed the application deadline for four-year school(s) | 216 | 90% | 4% | 2% | 1% | 2% |
| I continued at the same two-year college I had attended for Running Start | 62 | 19% | 5% | 11% | 15% | 50% |
| I was unsure about my direction | 217 | 37% | 13% | 21% | 16% | 12% |
| Friends or family were attending {the respondent's previous college} | 216 | 69% | 11% | 13% | 6% | 0% |
| {The respondent's previous college} offered opportunities to participate in art and music events | 216 | 72% | 12% | 9% | 4% | 4% |

C.3. Out of all your college options, how important were each of the following in your decision to attend Western?

| | N | Not at all important | A little important | Somewhat important | Important | Very important |
|--|-----|----------------------|--------------------|--------------------|-----------|----------------|
| My family wants me to go to Western | 746 | 60% | 14% | 12% | 9% | 4% |
| A Western faculty member recruited me | 745 | 91% | 3% | 4% | 1% | 1% |
| An instructor, teacher or advisor encouraged me to go to Western | 744 | 60% | 13% | 14% | 8% | 5% |
| I am interested in a specific academic program at Western | 745 | 15% | 4% | 13% | 24% | 44% |
| Western has a good academic reputation | 744 | 10% | 3% | 14% | 40% | 34% |
| Western has a good reputation for its social activities | 745 | 26% | 10% | 23% | 26% | 16% |
| Western is more affordable than my other choices | 746 | 26% | 9% | 19% | 24% | 21% |
| Western offered me financial assistance | 745 | 48% | 5% | 10% | 15% | 21% |
| I want to live near home | 746 | 40% | 10% | 13% | 16% | 21% |
| I want to live far away from home | 744 | 71% | 8% | 10% | 8% | 3% |
| I like the size of Western | 745 | 24% | 7% | 22% | 29% | 18% |
| I like the size of Bellingham | 745 | 26% | 7% | 20% | 26% | 21% |
| I like the recreational opportunities in this area | 745 | 27% | 6% | 17% | 25% | 24% |
| Western does not have a Greek system | 745 | 65% | 6% | 10% | 8% | 11% |
| I will be playing on a varsity athletic team | 745 | 51% | 11% | 16% | 13% | 10% |
| Western offers opportunities to participate in arts and music events | 745 | 92% | 3% | 2% | 1% | 1% |

College Application Process (cont.)

C.4. How did you first learn about Western? (Asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.)

| | |
|--|-----|
| N | 339 |
| A parent/sibling/relative told me about Western | 26% |
| A friend told me about Western | 30% |
| A coach or teacher told me about Western | 10% |
| An admissions counselor visited my school | 3% |
| I spoke with an admissions counselor at a college fair | 5% |
| I conducted a general college web search | 13% |
| I conducted a search for institutions that participate in the Western Undergraduate Exchange program | 1% |
| While I was researching Bellingham | |
| Western contacted me | 1% |
| Other | 12% |

C.4.a. How did you first learn about Western? (Asked of respondents who answered "other" in C.4.) (N=38) (Responses included: I live in Bellingham; I participated in several summer camps; I researched major colleges in Washington; school field trip.) (Text responses available on request.)

C.5. When did you first learn about Western? (Asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.)

| | |
|--|-----|
| N | 346 |
| Before entering high school | 28% |
| As a high school freshmen or sophomore | 16% |
| As a high school junior | 13% |
| As a high school senior | 9% |
| After high school | 34% |

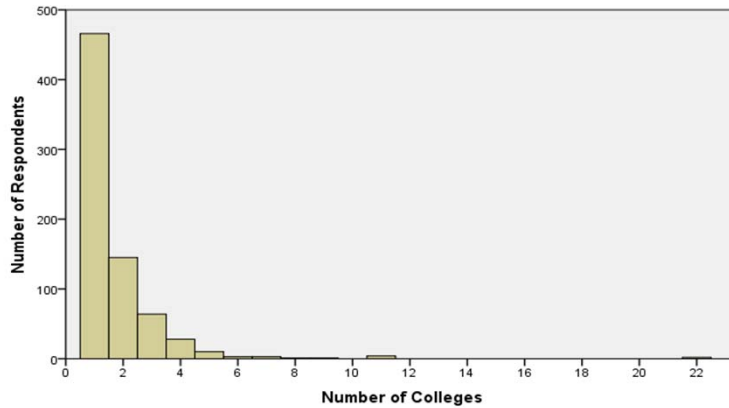
C.6. Which of the following sources were most valuable in helping you to learn about Western? Please check the three most valuable sources. (Asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.)

| | |
|---|-----|
| N | 348 |
| Western's website | 66% |
| Friends at Western | 49% |
| Western's admissions website | 18% |
| Western's alumni | 10% |
| Visit to campus | 46% |
| High school counselor | 4% |
| An advisor from {respondent's previous college} | 20% |
| Paper mailings from the Office of Admissions | 7% |
| Email communication from the Office of Admissions | 5% |
| Parent/sibling/relative | 20% |
| Summer program at Western | 2% |
| Personal contact with an admissions counselor | 8% |
| Personal contact with a Western faculty member | 11% |
| Other | 8% |

College Application Process (cont.)

C.6.a. What other source(s) of information was valuable in helping you to learn about Western? (Asked of respondents who answered "other" in C.6.) (N=59) (Responses included: high school teachers; basketball coaches; course catalog; transfer fair at WCC.; varsity sport; general reputation; pamphlet from WWU representative visiting Peninsula College; Olympic College Partnership website.) (Text responses available on request.)

C.7. Including Western, to how many four-year colleges did you apply for admission this fall? (OSR recoded responses of 0 as 1, and increased responses to match the count in C.8. if it exceeded response in C.7.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 727 | 1.72 | 1 | 0 | 22 | 1.67 |

College Application Process (cont.)

C.8. To which of the following four-year colleges did you apply for this fall?

| | |
|--|------|
| N | 756 |
| Western Washington University | 100% |
| University of Washington - Seattle | 12% |
| Central Washington University | 8% |
| Washington State University - Pullman | 6% |
| Eastern Washington University | 3% |
| University of Washington - Bothell | 3% |
| Seattle University | 2% |
| Evergreen State College | 1% |
| Lewis & Clark College | 1% |
| Oregon State University | 1% |
| Pacific Lutheran University | 1% |
| Seattle Pacific University | 1% |
| University of Montana | 1% |
| University of Oregon | 1% |
| University of Puget Sound | 1% |
| University of Washington - Tacoma | 1% |
| Gonzaga University | 0% |
| Linfield College | 0% |
| University of British Columbia | 0% |
| University of Colorado at Boulder | 0% |
| University of Portland | 0% |
| Washington State University - Vancouver | 0% |
| Washington State University - Spokane | 0% |
| Washington State University - Tri-Cities | 0% |
| Whitman College | 0% |
| Willamette University | 0% |
| Other | 9% |

College Application Process (cont.)

C.9. Of all the schools to which you applied, which was your *first* choice to attend? (Recoded by OSR to include choices implied by skip pattern.)

| | |
|--|-----|
| N | 727 |
| Western Washington University | 90% |
| University of Washington - Seattle | 5% |
| University of Washington - Bothell | 1% |
| Central Washington University | 0% |
| Eastern Washington University | 0% |
| University of British Columbia | 0% |
| University of Oregon | 0% |
| Willamette University | 0% |
| Evergreen State College | |
| Gonzaga University | |
| Lewis & Clark College | |
| Linfield College | |
| Oregon State University | |
| Pacific Lutheran University | |
| Seattle Pacific University | |
| Seattle University | |
| University of Colorado at Boulder | |
| University of Montana | |
| University of Portland | |
| University of Puget Sound | |
| University of Washington - Tacoma | |
| Washington State University - Pullman | |
| Washington State University - Spokane | |
| Washington State University - Tri-Cities | |
| Washington State University - Vancouver | |
| Whitman College | |
| Other | 1% |
| Did not specify first choice | 2% |

C.9.a. Which school was your *first* choice? (Asked of respondents who answered "other" in C.10.) (N=10)
 (Responses included: Cornell, Columbia University, California College of the Arts, Richmond University in London, University of Arizona, University of San Diego.) (Text responses available on request.)

College Application Process (cont.)

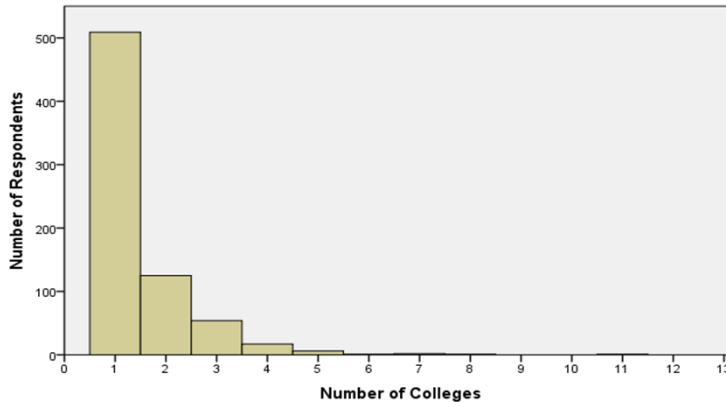
C.10. Of all the schools to which you applied, which was your *second* choice to attend? (Recoded by OSR to include choices implied by skip pattern.)

| | |
|--|-----|
| N | 727 |
| Western Washington University | 7% |
| University of Washington - Seattle | 6% |
| Central Washington University | 5% |
| Washington State University - Pullman | 3% |
| Eastern Washington University | 1% |
| Evergreen State College | 1% |
| Seattle University | 1% |
| University of Oregon | 1% |
| University of Washington - Bothell | 1% |
| Gonzaga University | 0% |
| Lewis & Clark College | 0% |
| Oregon State University | 0% |
| Pacific Lutheran University | 0% |
| Seattle Pacific University | 0% |
| University of Montana | 0% |
| University of Portland | 0% |
| University of Puget Sound | 0% |
| University of Washington - Tacoma | 0% |
| Washington State University - Vancouver | 0% |
| Willamette University | 0% |
| Linfield College | |
| University of British Columbia | |
| University of Colorado at Boulder | |
| Washington State University - Spokane | |
| Washington State University - Tri-Cities | |
| Whitman College | |
| Other | 7% |
| Did not specify second choice | 3% |
| Applied only to Western | 64% |

C.10.a. Which school was your *second* choice? (Asked of respondents who answered "other" in C.11.) (N=32) (Responses included: Arizona State University, California Lutheran University, Humboldt State University, Northwest Unibersity, Portland State University, University of Idaho, University of Washington.) (Text responses available on request.)

College Application Process (cont.)

C.11. Including Western, to how many four year colleges were you accepted for admission this fall? (OSR recoded to match count of C.12. if count of C.12. exceeded response in C.11. or if no response was given in C.11.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 716 | 1.48 | 1 | 1 | 11 | 0.97 |

C.12. To which of the following four-year colleges were you accepted? (OSR recoded to assume acceptance in cases where the response in C.11. = response in C.7. (accepted to same number of colleges applied.)

| | |
|--|------|
| N | 716 |
| Western Washington University | 100% |
| Central Washington University | 8% |
| University of Washington - Seattle | 6% |
| Washington State University - Pullman | 5% |
| Eastern Washington University | 2% |
| University of Washington - Bothell | 2% |
| Seattle University | 2% |
| Evergreen State College | 1% |
| University of Oregon | 1% |
| University of Washington - Tacoma | 1% |
| Oregon State University | 1% |
| Pacific Lutheran University | 1% |
| University of Montana | 1% |
| University of Puget Sound | 0% |
| Willamette University | 0% |
| Lewis & Clark College | 0% |
| Linfield College | 0% |
| Seattle Pacific University | 0% |
| University of British Columbia | 0% |
| Washington State University - Vancouver | 0% |
| Gonzaga University | 0% |
| University of Colorado at Boulder | 0% |
| Washington State University - Spokane | 0% |
| Washington State University - Tri-Cities | 0% |
| Whitman College | 0% |
| University of Portland | 0% |

D. Class Schedule and Expectations

D.1. How satisfied are you with your class schedule?

| N | I have not yet registered for classes | Very dissatisfied | Somewhat dissatisfied | Neither satisfied nor dissatisfied | Somewhat satisfied | Very satisfied |
|-----|--|----------------------|--------------------------|---------------------------------------|-----------------------|----------------|
| 725 | 17% | 7% | 13% | 7% | 30% | 25% |

D.1.a. Why are you dissatisfied with your class schedule? (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in D.1.)

| | |
|---|-----|
| N | 149 |
| The classes I need to take were full | 86% |
| The classes I need to take are scheduled at conflicting times | 37% |
| My classes are spread too far across campus | 5% |
| My classes are spread too far throughout the day | 18% |
| My classes are spread too far throughout the week | 2% |
| My class schedule does not work well with my job schedule | 16% |
| My classes begin too early in the morning | 11% |
| My classes end too late in the evening | 6% |
| One or more of my classes meet every day | 9% |
| Other | 14% |

D.1.b. What is your other reason for being dissatisfied with your class schedule? (Asked of respondents who answered "other" in D.1.) (N=21) (Responses included: The admissions counselors had not finished my transfer equivalency evaluation, so I couldn't register for junior classes; my transfer equivalency report conflicted with the WWU/WCC equivalency site, preventing me from registering for several required courses; registration access time is too limited; I was unable to register for a beginning language course because I am not a freshmen; I was told the wrong date that registration began by a Western employee and therefore was extremely limited in my choices.) (Text responses available on request.)

Class schedule and Expectations (cont.)

D.2. Please indicate how difficult, if at all, you expect each of the following to be for you this fall:

| | N | Not at all difficult | A little difficult | Somewhat difficult | Difficult | Very difficult |
|---|-----|-------------------------|-----------------------|-----------------------|-----------|-------------------|
| Participating in discussion groups in my courses | 720 | 47% | 30% | 17% | 5% | 1% |
| Preparing for and presenting my work in front of a class | 719 | 29% | 31% | 21% | 14% | 6% |
| Completing coursework and reading on time | 718 | 40% | 32% | 21% | 6% | 1% |
| Getting good grades | 720 | 22% | 41% | 23% | 13% | 2% |
| Managing my finances | 719 | 15% | 29% | 24% | 20% | 11% |

E. Academic Skills and Goals

E.1. Please rate your ability on the following academic skills relative to your peers at { the respondent's previous college}. Also please rate the importance of these skills to you.

E.1.a. Ability

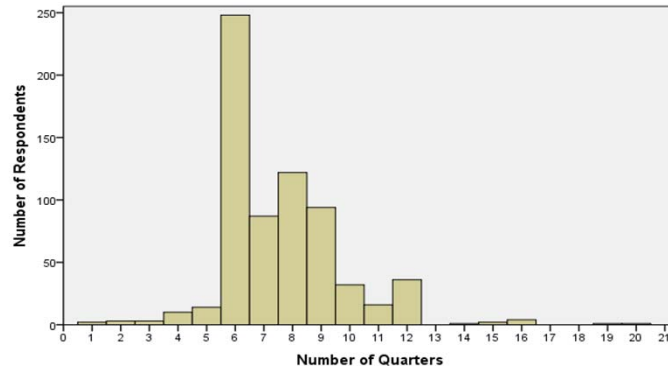
| | N | Well below average | Below average | About average | Above average | Well above average |
|---|-----|--------------------|---------------|---------------|---------------|--------------------|
| Writing skills | 703 | 0% | 2% | 26% | 51% | 20% |
| Oral communication skills | 700 | 1% | 7% | 38% | 39% | 15% |
| Critically evaluate information | 699 | 1% | 3% | 38% | 43% | 16% |
| Work or learn independently | 700 | 1% | 3% | 21% | 46% | 30% |
| Work cooperatively in a group | 698 | 1% | 5% | 33% | 42% | 19% |
| Appreciation of the arts | 701 | 2% | 12% | 34% | 32% | 21% |
| Apply scientific principles and methods | 700 | 1% | 13% | 44% | 31% | 11% |
| Apply quantitative principles and methods | 700 | 1% | 14% | 43% | 31% | 11% |
| Awareness of cultural and social differences among people | 701 | 0% | 3% | 23% | 40% | 33% |
| Using computing and information technology | 697 | 0% | 8% | 40% | 36% | 16% |
| Use library resources for research | 702 | 1% | 10% | 44% | 33% | 11% |
| Identify and analyze complex problems | 696 | 1% | 3% | 39% | 43% | 15% |

E.1.b. Importance

| | N | Not at all important | A little important | Somewhat important | Important | Very important |
|---|-----|----------------------|--------------------|--------------------|-----------|----------------|
| Writing skills | 691 | 1% | 2% | 10% | 34% | 52% |
| Oral communication skills | 686 | 0% | 3% | 8% | 37% | 52% |
| Critically evaluate information | 685 | 1% | 2% | 10% | 44% | 44% |
| Work or learn independently | 685 | 1% | 2% | 13% | 41% | 43% |
| Work cooperatively in a group | 681 | 1% | 3% | 13% | 38% | 44% |
| Appreciation of the arts | 691 | 6% | 13% | 27% | 30% | 23% |
| Apply scientific principles and methods | 690 | 2% | 7% | 27% | 41% | 23% |
| Apply quantitative principles and methods | 687 | 3% | 6% | 25% | 45% | 22% |
| Awareness of cultural and social differences among people | 687 | 1% | 5% | 10% | 35% | 49% |
| Using computing and information technology | 686 | 0% | 2% | 17% | 47% | 33% |
| Use library resources for research | 687 | 1% | 7% | 20% | 42% | 31% |
| Identify and analyze complex problems | 685 | 1% | 1% | 11% | 44% | 43% |

Academic Skills and goals (cont.)

E.2. How many quarters do you expect to be at Western until you complete your Bachelor's degree?



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|------|--------|---------|---------|--------------------|
| 676 | 7.58 | 7 | 1 | 20 | 2.15 |

E.3. What is the highest degree you expect to earn in your lifetime?

| N | Bachelors (B.A., B.S., etc.) | Masters (M.A., M.S., etc.) | Professional (M.D., D.O., D.D.S., D.V.M., J.D., etc.) | Doctorate (Ph.D., Ed.D., etc.) |
|-----|---------------------------------|-------------------------------|---|-----------------------------------|
| 707 | 24% | 53% | 7% | 16% |

E.4. How likely is it that you will transfer from Western to another college or university before you graduate?

| N | Very unlikely | Somewhat unlikely | Uncertain | Somewhat likely | Very likely |
|-----|---------------|-------------------|-----------|-----------------|-------------|
| 708 | 67% | 16% | 15% | 1% | 1% |

E.4.a. Which of the following reasons best explains why you are likely to transfer from Western to another college before you graduate? (Asked of respondents who answered "somewhat likely" or "very likely" in E.4.)

| | |
|--|-----|
| N | 16 |
| Western is too expensive | |
| Western does not offer the degree program I am interested in | 38% |
| Friends or family attend a different school | |
| Western is not prestigious enough for me | 13% |
| Western is too rigorous for me | |
| Western is too small | 6% |
| Western is too large | |
| Western is too far from friends or family | 13% |
| Other | 31% |

Academic Skills and goals (cont.)

E.4.b. What degree program are you interested in? (Asked of respondents who answered "Western does not offer the degree program I am interested in" in E.4.a.) (N=6) (Responses included: theatre arts with a concentration in directing; physical therapy; pharmacy; law; design; I would like to work toward my Ph.D. in psychology.)

E.4.c. What other reason best explains why you are likely to transfer from Western to another college before you graduate? (Asked of respondents who answered "other" in E.4.a.) (N=3) (Responses included: Life; Western does not have a film program; I want to live abroad while I finish my degree.)

F. Major Choice and Declaration

F.1. How certain are you of what your major will be?

| N | Uncertain | Have some idea | Certain |
|-----|-----------|----------------|---------|
| 707 | 3% | 21% | 75% |

F.2. Have you met with a departmental advisor about your potential major?

| N | Yes | No |
|-----|-----|-----|
| 704 | 72% | 28% |

F.3. Have you completed the paperwork to officially declare your major?

| N | Yes | No |
|-----|-----|-----|
| 704 | 40% | 60% |

F.4. What resources have you used to learn about majors at Western? (Check all that apply.)

| | |
|---|-----|
| N | 705 |
| An advisor at your transfer school | 39% |
| A Western Admissions Counselor | 23% |
| Western's website | 70% |
| A departmental advisor or faculty member at Western | 54% |
| Western's Academic Advising Center | 13% |
| Western's Major Guides | 56% |
| Western's Online Catalog | 41% |
| Other | 11% |
| None | 2% |

F.5. Why haven't you declared your major? (Asked of respondents who answered "certain" in F.1. and "no" in F.3.)

| | |
|---|-----|
| N | 268 |
| I am unaware of the process to declare my major | 24% |
| I don't yet meet the requirements of my major | 52% |
| It is not urgent that I declare my major now | 18% |
| Other | 18% |

Major Choice and Declaration (cont.)

F.6. When did you decide what your major would be? (Asked of respondents who answered "certain" in F.1.)

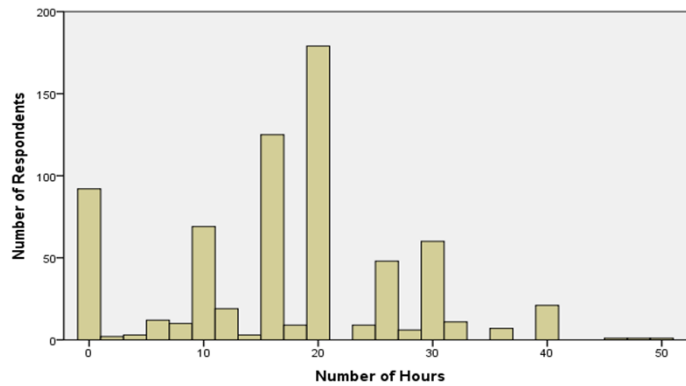
| | |
|---|-----|
| N | 529 |
| After your first year at your transfer institution | 7% |
| During your first year at your transfer institution | 20% |
| During high school | 30% |
| Before high school | 43% |

G. Expenses and Employment

G.1. In your first year at Western, how much of your educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

| | N | None | \$1 to \$999 | \$1,000 to \$2,999 | \$3,000 to \$5,999 | \$6,000 to \$9,999 | \$10,000 or more |
|---|-----|------|--------------|--------------------|--------------------|--------------------|------------------|
| Family resources (parents, relatives, spouse, etc.) | 691 | 35% | 16% | 9% | 9% | 11% | 19% |
| My own resources (savings, employment, other income) | 686 | 12% | 33% | 25% | 16% | 8% | 7% |
| Aid which need not be repaid (grants, scholarships, military funding, etc.) | 682 | 42% | 7% | 12% | 12% | 12% | 14% |
| Aid which must be repaid (loans, etc.) | 685 | 39% | 3% | 8% | 15% | 13% | 22% |

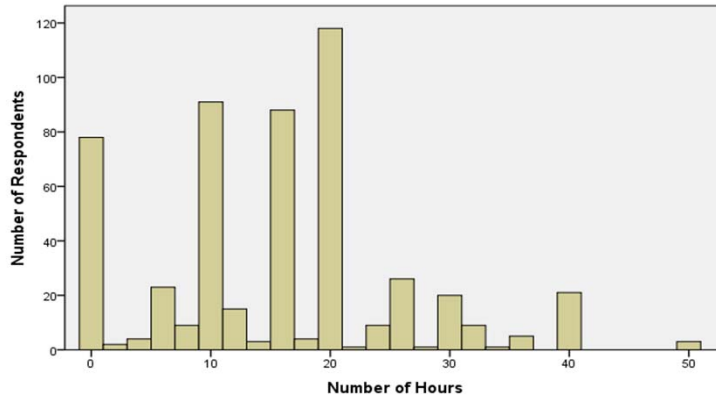
G.2. During the coming year, about how many hours per week do you hope to work while attending Western?



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 688 | 17.01 | 18.5 | 0 | 50 | 10.0 |

Expenses and Employment (cont.)

G.3. During this coming year, what is the minimum number of hours per week you will need to work while attending Western to pay for tuition and living expenses? (Asked if G.2. was greater than zero and if respondent claimed to use "my own resources" in G.1.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|-----|-------|--------|---------|---------|--------------------|
| 531 | 15.25 | 15 | 0 | 50 | 10.3 |

H. Demographics and Comments

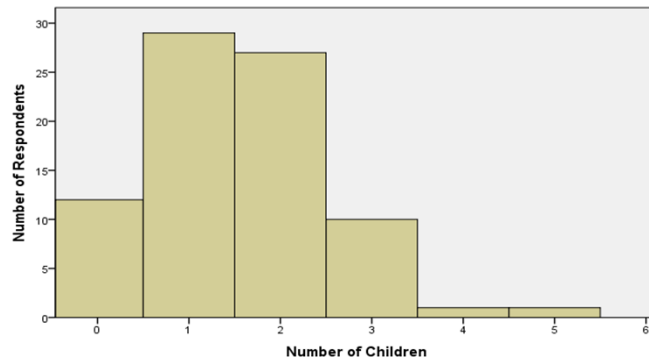
H.1. What is your marital status?

| N | Single, never married | Married (or legal equivalent) | Single, divorced | Single, widowed |
|-----|-----------------------|-------------------------------|------------------|-----------------|
| 703 | 86% | 9% | 5% | |

H.2. Do you have children?

| N | Yes | No |
|-----|-----|-----|
| 703 | 11% | 89% |

H.2.a. How many children will be living with you over the coming year? (Asked of respondents who answered "yes" in H.2.)



| N | Mean | Median | Minimum | Maximum | Standard Deviation |
|----|------|--------|---------|---------|--------------------|
| 80 | 1.53 | 1 | 0 | 5 | 1.02 |

H.3. Please use this space below for any additional comments or suggestions. (Open-ended question asked of all respondents.) (N=112) (Text responses available on request.)

I. Items Requested by Office of Sustainable Transportation

This section was asked of 50% of respondents at random. Technical problem with the survey reduced the number of respondents.

I.1. Will you live on campus during fall quarter?

| | |
|--------------|-----|
| N | 291 |
| Yes | 24% |
| No | 73% |
| I don't know | 3% |

I.2. While attending Western, will you live within the area encompassed by the map below? (Map is on next page.)

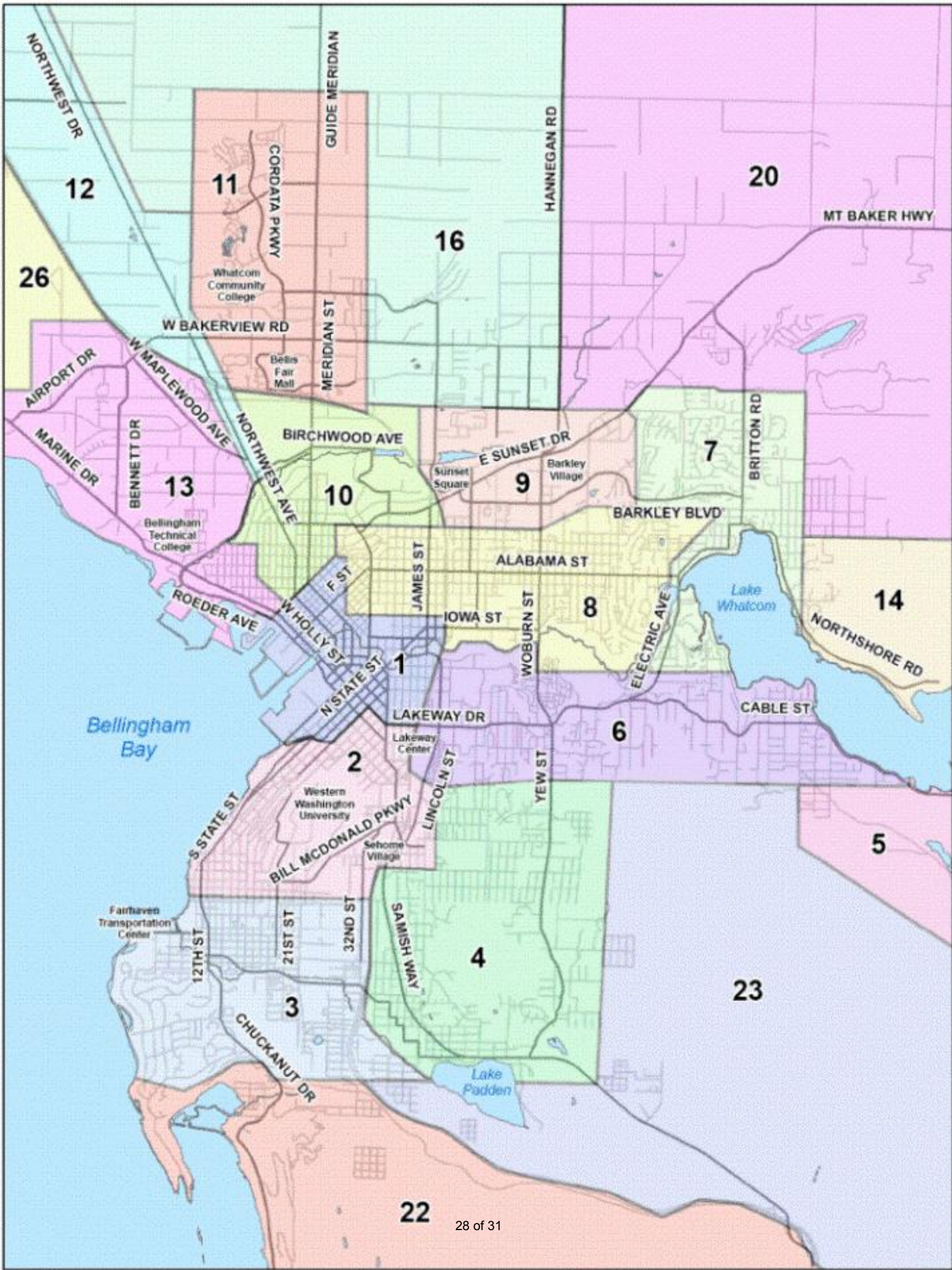
| | |
|--------------|-----|
| N | 212 |
| Yes | 65% |
| No | 27% |
| I don't know | 8% |

I.2.a. Please select the number corresponding to the area in which you will live while attending Western. (Asked of respondents who answered "yes" in D.2.) (N = 145) (Map is on next page.)

| Map Code | Percent | Map Code | Percent |
|----------|---------|----------|---------|
| 1 | 9% | 11 | 6% |
| 2 | 25% | 12 | |
| 3 | 19% | 13 | 6% |
| 4 | 6% | 14 | |
| 5 | | 16 | 1% |
| 6 | 8% | 20 | |
| 7 | 0% | 22 | 1% |
| 8 | 13% | 23 | |
| 9 | 5% | 26 | |
| 10 | 2% | | |

I.2.b. Where will you live while attending Western? (Asked of respondents who answered "no" in I.2.)

| | |
|--|-----|
| N | 65 |
| Everson, Nooksack, Sumas | 2% |
| Lynden, Laurel, Meridian north of Horton | 8% |
| Ferndale | 5% |
| Blaine, Birch Bay, Custer, Semiahmoo | 6% |
| Along Mount Baker Highway, east of McLeod | 2% |
| Marine Drive west of Airport Drive, Marietta | 2% |
| Gooseberry Point, Lummi Island | 3% |
| Skagit County | 17% |
| Island County | 2% |
| Snohomish County | 29% |
| King County | 3% |
| Other | 23% |



Office of Sustainable Transportation (cont.)

I.3. Will you have a car available for use while at Western?

| | |
|---|-----|
| N | 291 |
| Yes, I have my own car | 64% |
| Yes, I will be able to use someone else's car | 3% |
| No, I do not plan to use a car | 29% |
| I don't know | 4% |

I.3.a. For which of the following trips will you usually use the car? (Asked of respondents who answered "yes" in I.3.)

| | |
|---|-----|
| N | 214 |
| School | 57% |
| Work | 68% |
| Shopping | 62% |
| Travelling outside Bellingham (e.g. to your hometown) | 72% |
| Other | 21% |

I.3.b. What mode of transportation do you plan to use to commute to campus during the day? (Asked of respondents who indicated in I.3. that they will have a car available for their use while at Western.)

| | |
|--|-----|
| N | 165 |
| Walk | 13% |
| Bus | 23% |
| Bicycle | 8% |
| Drive alone to campus | 36% |
| Drive alone to park & ride, then bus | 7% |
| Carpool to campus | 5% |
| Carpool to park & ride, then bus | 2% |
| Dropped off by someone not going to campus | |
| Other | 1% |
| I don't know | 5% |

Office of Sustainable Transportation (cont.)

I.3.c. What mode of transportation do you plan to use to commute to campus at night? (Asked of respondents who indicated in I.3. that they will have a car available for use while at Western.)

| | |
|--|-----|
| N | 165 |
| Walk | 6% |
| Bus | 19% |
| Bicycle | 4% |
| Drive alone to campus | 45% |
| Drive alone to park & ride, then bus | 3% |
| Carpool to campus | 4% |
| Carpool to park & ride, then bus | 1% |
| Dropped off by someone not going to campus | 1% |
| Other | 1% |
| I don't plan to go to campus at night | 12% |
| I don't know | 5% |

I.3.d. What mode of transportation do you plan to use to commute to campus during the day? (Asked of respondents who indicated in I.3. that they will not have a car available to them while at Western.)

| | |
|--|-----|
| N | 47 |
| Walk | 28% |
| Bus | 40% |
| Bicycle | 19% |
| Carpool to campus | |
| Carpool to park & ride, then bus | 2% |
| Dropped off by someone not going to campus | 2% |
| Other | 2% |
| I don't know | 6% |

Office of Sustainable Transportation (cont.)

I.3.e. What mode of transportation do you plan to use to commute to campus at night? (Asked of respondents who indicated in I.3. that they will not have a car available for use while at Western.)

| | |
|--|-----|
| N | 47 |
| Walk | 19% |
| Bus | 34% |
| Bicycle | 21% |
| Carpool to park & ride, then bus | 4% |
| Dropped off by someone not going to campus | 2% |
| Other | 2% |
| I don't plan to go to campus at night | 11% |
| I don't know | 6% |

I.3.f. Have you ever used a bicycle for transportation?

| | |
|-----|-----|
| N | 290 |
| Yes | 64% |
| No | 36% |

I.3.g. Will you have a bicycle available for use while attending Western?

| | |
|-----|-----|
| N | 290 |
| Yes | 55% |
| No | 45% |

I.3.h. How frequently have you used a public bus or transit system in the past?

| | |
|---------------|-----|
| N | 291 |
| Never | 10% |
| Once or twice | 26% |
| Occasionally | 30% |
| Regularly | 34% |
