



9-2015

Western Educational Longitudinal Study (WELS) Spring 2015 Follow-up Survey of Freshmen Who Entered Western in the Fall of 2013, Descriptive Statistics

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Recommended Citation

Krieg, John M.; Hartsoch, Beth; Stark, Chris; and Office of Survey Research, Western Washington University, "Western Educational Longitudinal Study (WELS) Spring 2015 Follow-up Survey of Freshmen Who Entered Western in the Fall of 2013, Descriptive Statistics" (2015). *Office of Survey Research*. 670.

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
SPRING 2015 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2013

Descriptive Statistics

Report 2015-04

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Sept, 2015

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	11
D. Course Scheduling	17
E. Academic Major	20
F. Major Advising	23
G. Academic Engagement and Rigor	24
H. Employment and Educational Expenses	26
I. Items Requested by Departments, Offices, and Programs	28
Western Reads Program	28
University Residences	30
Western Libraries and Learning Commons	31
Online Courses	33
Office of Sustainable Transportation	35
Technology	40

Western Educational Longitudinal Study (WELS) Spring 2015 Follow-up Survey of Freshmen Who Entered Western in the Fall of 2013

EXECUTIVE SUMMARY

The Spring 2015 Follow-Up Survey of Freshmen Who Entered Western in 2013 (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 2013. These students were completing their second full year on campus at the time of the survey (Spring, 2015). As part of OSR's efforts to paint a longitudinal portrait, these students were originally surveyed immediately prior to beginning their Western careers (Fall, 2013). A report of this initial survey may be found at: [WELS 2013 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 as well as their external email address on April 24th. OSR sent a single e-mail reminder to both email addresses on April 29th. On May 5th, OSR began to phone call non-responding students to encourage participation. Additional reminders were sent to students' internal and external email addresses at an interval of approximately three days. Data collection continued through June 12th with non-respondents receiving a total of two phone calls. Of the 2,159 students in the second year cohort, OSR received responses from 1,346, a response rate of 62.3%.

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, the Office of Sustainable Transportation, 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 (63.7% of respondents were women versus 50.4% of non-respondents), averaged higher admissions indices (56.7 v. 53.2), earned better WWU cumulative GPAs (3.0 v. 2.9), and were more likely to live in campus housing when the survey was administered (29.0% v. 21.8%).

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-four percent of students claimed to be “satisfied” or “very satisfied” with their Western experience, a number similar to prior years. Sixty-four percent of students claimed that they were “very unlikely” to leave Western prior to graduation, whereas only 5% of respondents indicated a positive likelihood that they would leave Western before graduation.

When asked about General Education courses (Section C), one-half of students replied that GURs were about as difficult as expected with nearly 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 17% 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 69% of students were positively satisfied with the quality of instruction in their GUR courses.

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. Forty-six percent of respondents were unable to take at least one class because it was full, a decrease of eleven percentage points over the prior year and eighteen percentage points lower than two years ago. Of students who had yet to declare a major, 59% were certain of what their major would be and a further 30% 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. The most frequently listed intended majors of those who have yet to declare are Biology, Psychology, Computer Science, and Management.

Of all respondents, 60% worked for pay during the quarter; the average hours worked per week of all students was 9.4 hours, about half-an-hour higher than last year and up from 6.9 hours four years ago. Forty-eight percent of respondents claimed that they or someone else on their behalf has borrowed money to fund their education, a decrease of nine percentage points relative to last year. Of those who have borrowed, the average education debt to date was \$16,695, a slight decrease from the prior year. Of this amount, respondents averaged \$707 in education-related credit card debt and about \$9,300 in loans in other people’s names. About one-half of students expect to borrow more to complete their Western education.

This year’s 2nd Year Survey contains a section asking students about their perceptions and experiences with online courses (part of Section I of this report). Consistently, students describe the benefits of online courses as providing them with a flexible schedule. About one-in-five students had previously completed an online course prior to coming to Western and a similar percentage expect to enroll in an online class while at Western. When asked to compare traditional formats with online formats, the dominant perception is that traditional courses generate more learning, have hire quality and quantity of interaction with faculty and their peers. Online courses are thought to be better for

earning higher grades and, as previously mentioned, for setting a flexible schedule. Nine percent of students strongly agreed that Western should offer more online courses.

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, 2013 and 2014 which provides the opportunity to track responses over time. Information from the prior surveys may be found on OSR's website.

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	813	1,346	2,159
Male	50.4%	36.3%	41.6%
Caucasian	72.4%	76.3%	74.8%
Black	3.9%	2.5%	3.1%
Hispanic	6.0%	6.5%	6.3%
Asian/Pacific Islander	13.9%	11.8%	12.6%
Native American	2.8%	2.2%	2.4%
Other/Unknown Race	0.6%	0.2%	0.4%
International	0.2%	0.4%	0.4%
Mean Admission Index*	53.2	56.7	55.4
Mean WWU GPA**	2.90	3.00	2.97
Mean Age	19.9	19.9	19.9
Median Age	20.0	20.0	20.0
First Generation Student	28.2%	26.7%	27.3%
Runningstart Student	19.4%	16.8%	17.8%
WA Resident	90.8%	88.3%	89.2%
Campus Housing Spring Quarter, 2015	21.8%	29.0%	26.3%
Mean Cumulative WWU Credits**	67.2	69.7	68.7
Mean Spring 2015 Peak Hours Registered	14.0	14.3	14.2

*As available

**Through Winter Quarter, 2015

B. Attending Western

B.1. If you could start your higher education experience over, would you choose to:

N	1338
Attend Western	82%
Attend a different university	17%
Not pursue a bachelor's degree at any school	1%

B.1.a. Why would you choose to attend a different university? (Asked of respondents who answered "Attend a different university" in B.1.)

N	224
I could graduate more quickly from a different school	18%
I don't like Western's campus	8%
I don't like Western's students	21%
I don't like Western's quarter system	5%
I don't like Western's faculty members	6%
I became interested in a major that Western doesn't offer	22%
Another school has a better program in my field	37%
A degree from another school is more valuable	24%
Western's degree or major requirements were not what I expected or was led to believe	15%
Another school would have challenged me more at Western	10%
I feel like I settled for a second-rate experience when I should have tried harder to get into a better school	34%
Western is too big	3%
Western is too small	11%
Western is too far from home	11%
Western is too close to home	8%
Other	19%

B. Attending Western

B.2. How satisfied are you with your experience at Western?

N	1334
Very dissatisfied	1%
Dissatisfied	3%
Neither satisfied nor dissatisfied	13%
Satisfied	59%
Very Satisfied	25%

B.2.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.2.)

N	48
Difficulty getting into classes	52%
I am unlikely to graduate in four years	54%
Difficulty getting financial aid/scholarships	40%
Poor quality of teaching	31%
Academic advising is inadequate or lacking	46%
Lack of caring and support from professors	35%
Classes are too big	8%
Courses/exams are too difficult	17%
I have not enjoyed my time at Western as much as I would have liked	67%
I have not been accepted into the program I want	10%
I'm not getting my money's worth at Western	46%
Other, please specify below	23%

B.2.a.1. "Other" reasons why you are dissatisfied with your experience at Western. (Asked of respondents who answered "other" in B.2.a). (N=11) (Responses included: GUR's, lack of diversity.) (Text responses available on request.)

Attending Western (cont.)

B.3. How likely is it that you will leave Western before you graduate?

N	1330
Very unlikely	64%
Somewhat unlikely	22%
Uncertain	9%
Somewhat likely	3%
Very likely	2%

B.3.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.3.)

N	63
Transfer	84%
Not attend	16%

B.3.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.3.a.)

N	10
Finances	40%
Academic performance	30%
Unsure of my direction	80%
Employment opportunity	0%
A college education isn't important to me	30%
Not accepted in my major of choice	30%
Lack of diversity at Western	30%
Personal health	30%
I'm not getting my money's worth at Western	20%
Other	10%

B.3.a.1.a. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.3.a.1). (N= 0)

Attending Western (cont.)

B.3.a.2. Why are you likely to transfer from Western? Check all that apply. (Asked of respondents who answered "transfer" in B.3.a.)

N	52
Western doesn't offer the major that interests me	42%
Another school has a better program in my field	52%
Another school would have challenged me more than Western	13%
Western is too big or too small	13%
It is too hard to get the classes I need	15%
I was not accepted to my major of choice	8%
I dislike the weather, recreation opportunities, or location in general	19%
Problems with academic performance at Western	13%
Finances	15%
Personal health	13%
To do something or go somewhere new and different	33%
To be closer to home	15%
To be further from home	10%
To be with friends or a significant other	6%
I don't fit in at Western	27%
Lack of diversity at Western	15%
I'm not getting my money's worth at Western	19%
Other	6%

B.3.a.2.a.. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.3.a.2.) (N=3) (Responses included: GUR's, lack of diversity, harassment by university.) (Text responses available on request.)

Attending Western (cont.)

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

N	51
University of Washington - Seattle	33%
Whatcom Community College	8%
Eastern Washington University	6%
Washington State University	4%
The University of Montana	4%
Central Washington University	2%
Seattle University	2%
Bellingham Technical College	2%
Bellevue College	
The Evergreen State College	
Skagit Valley College	
Everett Community College	
Seattle Pacific University	
Olympic College	
Other	39%

B.3.a.3.a.. To which school are you likely to transfer? (Asked of respondents who answered "other" in B.3.a.3.) (N=16) (Responses included: Oklahoma State University, University of Hawaii) (Text responses available on request.)

B.3.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.3.) (OSR asked a second version of this question if respondents said in B.3. 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	1,323
Winter 2016 or earlier	4%
Spring 2016 through winter 2017	12%
Spring 2017	51%
Summer 2017 through winter 2018	27%
Spring 2018 or later	6%

B.3.a.4.b.. Why do you expect to take more than four years to earn your bachelor's degree at Western? (Asked of respondents who answered "Summer 2017 through winter 2018 or Spring 2018 or later" in B.3.a.4.) (N=384) (Responses included: Double Major, Failed classes, changed my major) (Text responses available on request.)

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 50% of respondents at random.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	694	8%	19%	26%	29%	19%
Writing	694	4%	10%	22%	40%	24%
Research	693	9%	18%	32%	30%	11%
Reading	695	4%	9%	23%	37%	28%
Time-management	695	12%	20%	27%	25%	15%

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	210	19%	12%	22%	29%	16%
Writing	211	4%	6%	19%	39%	31%
Research	212	9%	9%	28%	33%	21%
Reading	211	4%	5%	22%	39%	29%
Time-management	211	4%	11%	20%	39%	26%

C.3. How has the level of difficulty in your GUR courses compared with your expectations? Most were: (Asked of 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	614
Much less difficult than expected	7%
Somewhat less difficult than expected	22%
As difficult as expected	46%
Somewhat more difficult than expected	22%
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	621	9%	23%	21%	39%	9%
I use GURs to explore potential majors	620	17%	15%	15%	34%	19%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required	620	12%	17%	20%	34%	17%
My GUR courses have broadened my perspective on the world	621	8%	12%	20%	37%	23%
GUR course requirements interfere with my taking courses that really interest me	621	3%	12%	23%	37%	24%
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).	620	8%	11%	25%	39%	18%

C.5. 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 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
Establish an academic and intellectual foundation	621	4%	6%	19%	51%	20%
Choose a major or minor	620	4%	10%	18%	47%	21%
Succeed professionally	620	7%	19%	33%	31%	10%
Succeed in their personal lives	621	9%	19%	34%	28%	9%

General Education (cont.)

C.6. 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
GUR course availability	621	5%	20%	25%	39%	12%
The size and structure of most GUR classes	621	5%	19%	29%	40%	8%
Quality of instruction in GUR courses outside your major	175	7%	16%	29%	38%	10%
Quality of instruction in GUR courses that are in your major	176	2%	8%	22%	39%	30%
Quality of instruction in GUR courses	445	3%	16%	31%	39%	11%

C.7. What have you especially liked about taking GUR courses at WWU? Check all that apply. (Asked of a randomly selected 60% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	628
Helped me choose a major or minor	32%
Broadened my general knowledge of subjects that interest me	69%
Broadened my knowledge specifically to prepare for my chosen career	20%
Helped me learn to think critically	34%
Prepared me to be a more active and informed citizen	40%
Were easy grades	32%
Helped me understand a broad range of issues	50%
Introduced me to fields or concepts I was previously unaware of	64%
Helped me to consider an issue from another perspective	49%
Other	4%

C.7.a. What other aspect have you especially liked about taking GUR courses at WWU? (Asked of respondents who "Other" in C.7.) (N=22) (Responses included: Meeting new people outside my area of study, exposed me to more things in life, Prepared me for my major classes) (Text responses available on request.)

General Education (cont.)

C.8. What have you especially disliked about taking GUR courses at WWU? Check all that apply. (Asked of a randomly selected 60% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	655
Not knowing why I need to take GUR courses	18%
Taking GUR courses that have no connection to my major, my minor, or my interests	75%
Taking GUR courses that have no connection with each other	32%
Taking GUR courses with students who have no interest in the subject	51%
GUR courses gave low grades	23%
GUR courses are not challenging	10%
GUR courses are not a good value	20%
GUR courses were too large	28%
Other	7%

C.8.a. What other aspect have you especially disliked about taking GUR courses at WWU? (Asked of respondents who "Other" in C.8.) (N=2) (Responses included: they take away time I should be spending on my major courses) (Text responses available on request.)

General Education (cont.)

C.9. 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 are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	448
Analyze and communicate ideas effectively in oral/written/visual forms	61%
Analyze and interpret information from varied sources	56%
Use quantitative and scientific reasoning to frame and solve problems	51%
Apply tools of technology with an understanding of their uses	34%
Work collaboratively and manage projects to effective completion	46%
Understand and evaluate assumptions, values, and beliefs in context of diverse local, national, and global communities	55%
Understand and assess the impacts of interactions among the individual, society, and the environment	55%
Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in a diverse society	51%
Reflect on one's own work and on the ethical dimensions of academic pursuits	48%
Identify and analyze complex problems	50%
Explore, imagine, and create	42%
None of these 11 competencies were addressed in my GUR courses	5%

C.9. 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 are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	645
None	17%
One or two	28%
Three to five	19%
Six or more	6%
I don't recall	31%

General Education (cont.)

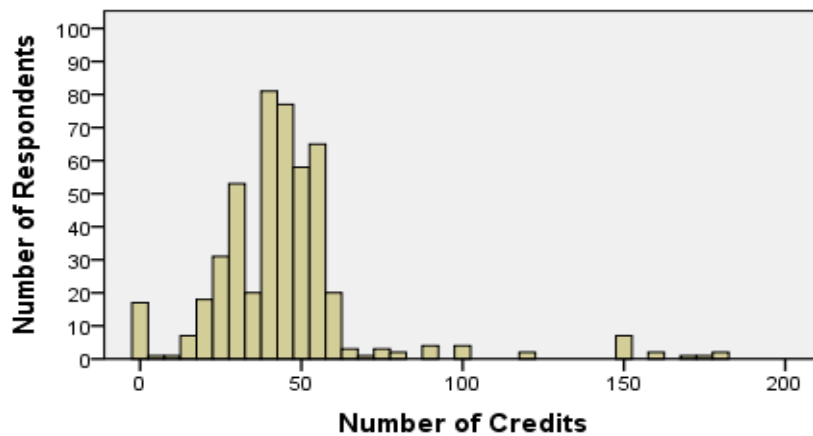
C.10. What changes, if any, would you suggest to improve WWU's GUR courses?

Check all that apply. (Asked of a randomly selected 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	568
I see no need to change the current GUR curriculum	20%
Individual GUR courses should be integrated with each other by linking courses along similar themes or disciplines	36%
GUR professors should explicitly state the value of a liberal arts and sciences education	17%
GUR professors should explicitly state the competencies that their course provides students opportunities to develop	29%
The eleven competencies need to be revised	19%
Other	11%

C.10.a. What other changes, if any, would you suggest to improve WWU's GUR courses? (Asked of respondents who "Other" in C.10.) (N=57) (Responses included: More flexibility in requirements and selection, More variety of classes) (Text responses available on request.)

C.11. 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 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.) (OSR limited responses to values of 200 or greater.)



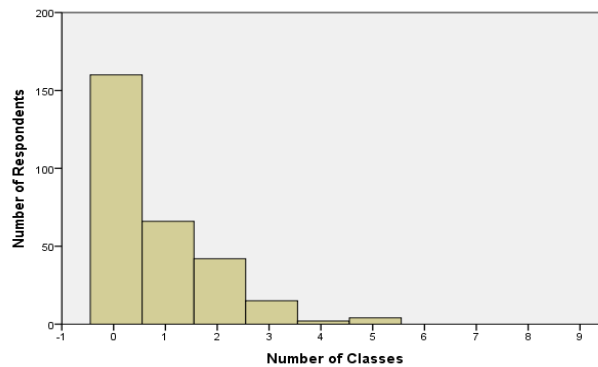
N	Mean	Median	Minimum	Maximum	Standard Deviation
481	44.72	45	0	180	25.21

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.)

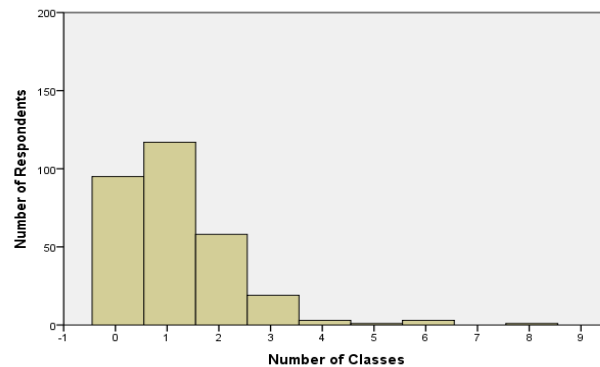
N	881
Yes	46%
No	54%

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
289	0.77	0	0	5	1.07

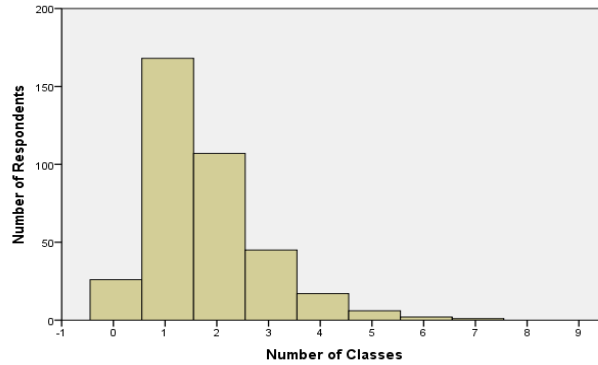
D.1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
297	1.1	1	0	8	1.15

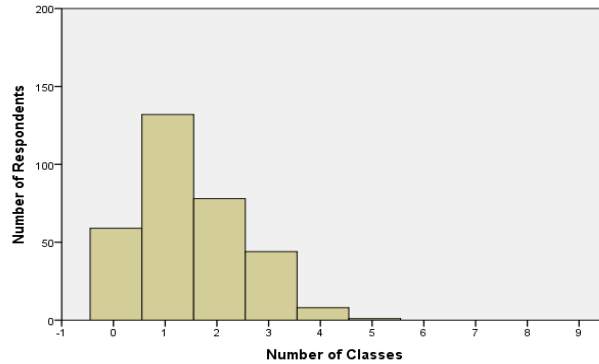
Course Scheduling (cont.)

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
372	1.7	1	0	7	1.12

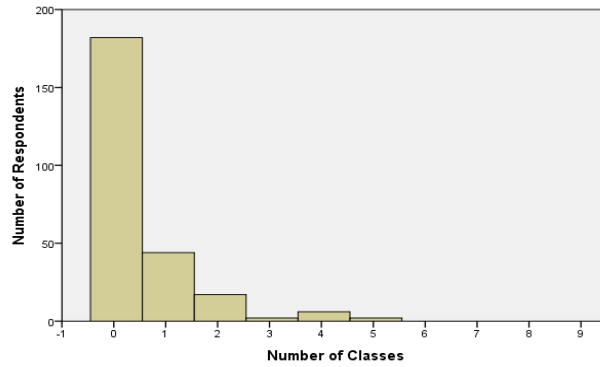
D.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or fewer.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
322	1.4	1	0	5	1.03

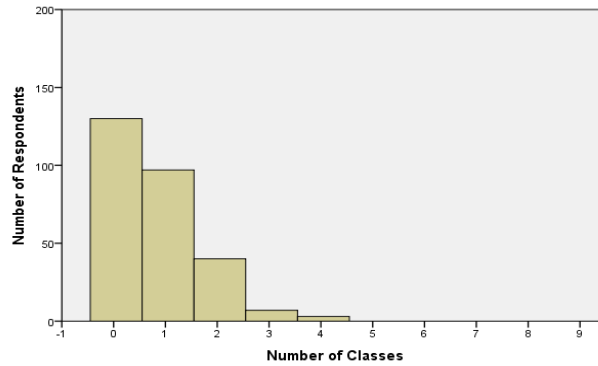
Course Scheduling (cont.)

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
253	0.5	0	0	5	0.93

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
277	0.8	1	0	4	0.87

E. Academic Major

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

N	441
Very unlikely	67%
Somewhat unlikely	19%
Uncertain	6%
Somewhat likely	4%
Very likely	3%

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

N	829
I am uncertain	10%
I have some idea	30%
I am certain	59%

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

N	826
Yes	68%
No	32%

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

N	806
End of spring 2015	38%
Summer 2015	4%
Fall 2015	36%
Winter 2016	17%
After winter 2016	5%

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	710
Accounting	2%
American Cultural Studies	0%
Anthropology	3%
Art	2%
Biology	9%
Chemistry	3%
Communication	3%
Communication Sciences & Disorders	2%
Computer Science	8%
Decision Sciences	2%
Economics	3%
Elementary Education	4%
Engineering and Design	4%
English	1%
Environmental Sciences	6%
Environmental Studies	5%
Fairhaven College	2%
Finance & Marketing	4%
Finance, Marketing & Decision Sciences	0%
General Studies	0%
Geography	0%
Geology	1%
History	1%
Human Services and Rehabilitation	4%
Interdisciplinary Arts	0%
International Studies	0%
Journalism	3%
Liberal Studies	0%
Linguistics	1%
Management	6%
Mathematics	2%
Modern and Classical Languages	1%
Music	0%
Philosophy	0%
Physical Education, Health & Recreation	2%
Physics and Astronomy	1%
Political Science	1%
Psychology	9%
Science Education	0%
Secondary Education	0%
Sociology	3%
Special Education	1%
Theatre Arts and Dance	0%

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 respondents 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	482	56%	33%	11%
Not sure about what major to declare	482	48%	27%	26%
Recently decided on a major but haven't had time to officially declare it	482	52%	30%	17%
Needed to take more courses to qualify	483	28%	26%	47%
Difficulty meeting grade requirements for admission to the major	477	63%	21%	16%
Too hard to get into courses needed to qualify	481	52%	24%	24%
Department advising was inadequate or lacking	478	75%	18%	7%
Missed deadline for declaring my major this year	477	80%	14%	6%

F. Major Advising

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

N	439
Yes	73%
No	27%

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	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Understanding the requirements of your major	318	1%	3%	12%	40%	44%
Selecting courses to take	317	3%	5%	19%	32%	41%
Understanding internship opportunities	315	5%	14%	45%	19%	16%
Understanding career opportunities	317	4%	9%	40%	28%	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	319
Very dissatisfied	1%
Dissatisfied	6%
Neutral	19%
Satisfied	46%
Very satisfied	28%

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	654	25%	49%	19%	8%
Discussed grades or assignments with an instructor	654	14%	53%	24%	9%
Asked questions in class or contributed to class discussions	654	5%	37%	32%	27%
Talked about course material I was learning with someone other than an instructor	652	3%	21%	40%	36%
Talked about career plans with a faculty member or advisor	654	32%	44%	15%	10%
Made a class presentation	653	21%	44%	24%	11%
Worked on a paper or project that required integrating ideas or information from various sources	654	6%	34%	37%	24%
Worked with other students on a project during class	654	9%	39%	31%	21%

Academic Engagement and Rigor (cont.)

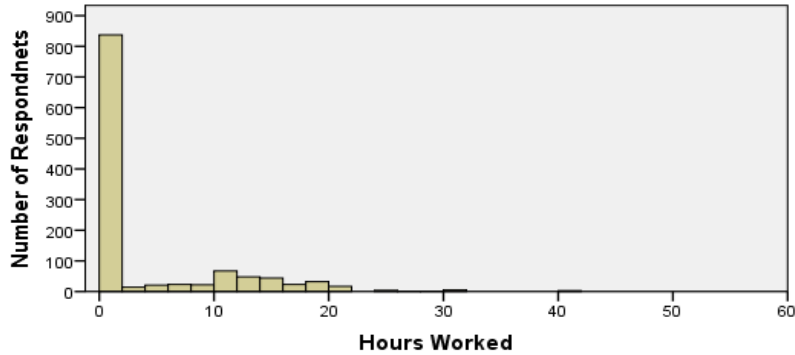
G.2. Please rate your satisfaction with Western's contribution to your development of each of the following skills.

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisf.nor dissatis.	Somewhat satisfied	Very satisfied
Writing skills	1,234	3%	10%	32%	39%	16%
Oral communication skills	1,239	2%	8%	33%	39%	18%
Critically evaluate information	1,239	1%	4%	24%	48%	23%
Identify and analyze complex problems	1,240	2%	4%	24%	47%	23%
Work or learn independently	1,239	1%	4%	21%	43%	31%
Work cooperatively in a group	1,237	3%	7%	31%	41%	18%
Appreciation of the arts	1,239	4%	8%	34%	31%	24%
Apply scientific principles and methods	1,219	2%	7%	32%	41%	18%
Apply quantitative principles and methods	1,219	3%	7%	32%	41%	18%
Awareness of cultural and social differences among people	1,218	3%	4%	16%	35%	43%
Knowledge and understanding of how humans impact the environment	1,220	2%	3%	21%	39%	35%
Use library resources for research	1,218	6%	13%	31%	33%	18%
Work effectively with technology appropriate for your field	1,220	3%	8%	29%	43%	18%

H. Employment and Educational Expenses

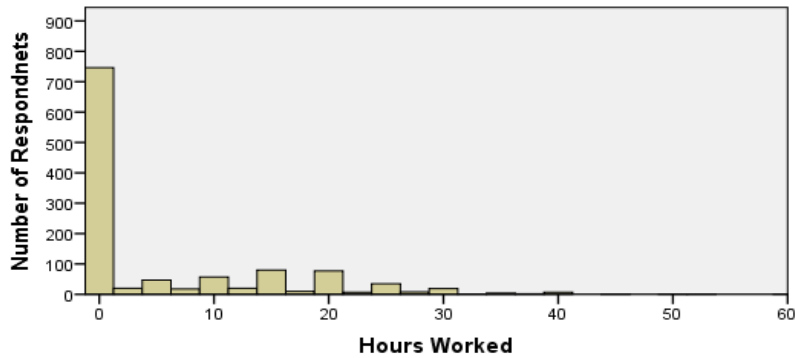
H.1. During this current academic year, on average how many hours per week have you worked for pay? (OSR derived total employment values by adding on- and off-campus employment responses. If the respondent did not answer either the on- and off-campus employment questions, no value is computed for total 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



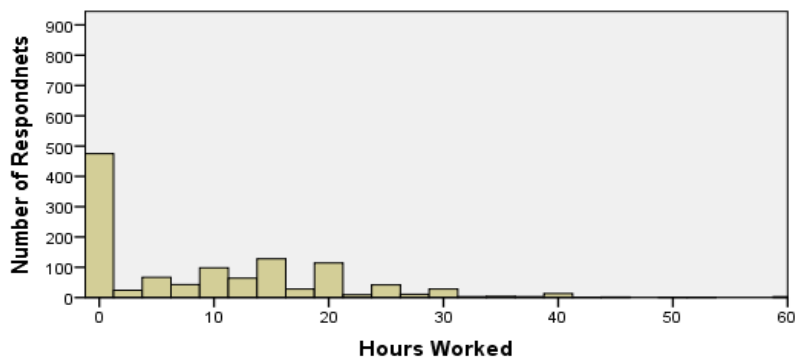
N	Mean	Median	Minimum	Maximum	Standard Deviation
1,162	3.55	0	0	40	6.55

H.1.b. Off campus



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,162	5.80	0	0	60	9.45

H.1.c. Total



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,162	9.35	8	0	60	10.34

Employment and Educational Expenses (cont.)

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

N	1,228
Yes	48%
No	52%

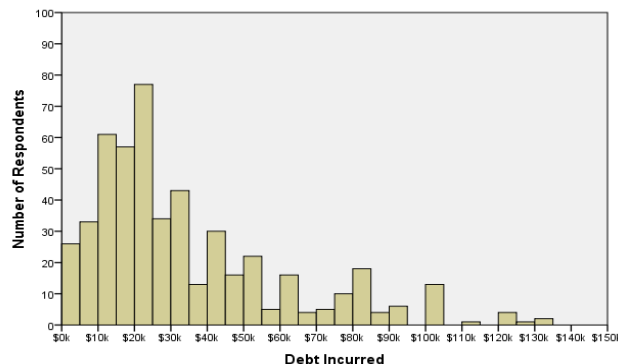
H.2.a. Will additional funds be borrowed to complete your education at Western? (Or if respondent indicated in H.2. that no funds have been borrowed yet, 'Will any money be borrowed to complete your education at Western?')

N	1,215
Yes	52%
No	48%

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.) (OSR assumed 0 for categories with no response if the respondent gave a valid amount for at least one category.) (OSR limited values to a maximum total of \$75,000.)

	N	Mean	Median	Minimum	Maximum	Standard Deviation
Loans in your name	438	\$11,395	\$10,000	\$0	\$60,000	\$9,759
Loans in someone else's name	273	\$9,299	\$3,000	\$0	\$55,000	\$12,498
Credit cards	173	\$707	\$0	\$0	\$20,000	\$3,004
Other	142	\$2,077	\$0	\$0	\$69,500	\$7,495
Total	476	\$16,695	\$11,000	\$8	\$75,000	\$14,460

H.2.c. When you graduate, approximately how much will be owed for your education? (Asked of respondents who indicated in H.2.a. that additional funds will be borrowed to complete their education at Western.) (OSR excluded three cases reporting greater than \$150,000.)



N	Mean	Median	Minimum	Maximum	St. Dev.
503	\$33,042	\$24,000	\$0	\$150,000	\$27,679

I. Western Reads Program

I.1. Did you read all or part of *The Boys on the Boat* by Daniel James Brown, this year's Western Reads book? (Asked of 50% of respondents at random.)

N	577
Yes, as required in a class	1%
Yes, on my own but inspired by or relating to the Western Reads program	1%
Yes, on my own and unrelated to Western Reads	3%
No	95%

I.1.a. With which of the following people did you discuss *The Boys on the Boat*? (Asked of respondents who answered "Yes" in I.1.)

N	28
Friends and other students	71%
Family	71%
Faculty or staff	25%
None of the above	11%

I.1.b. Which of your courses required reading *The Boys on the Boat*? (Asked of respondents who answered "Yes, as required in class" in I.1.)

N	4
English 101	
Other	100%

I.2. Did you attend Daniel James Brown's lecture? (Asked of 50% of respondents at random.)

N	28
Yes	2%
No	98%

Western Reads Program (cont.)

I.3. Did you read all or part of *Early Warming: Crisis and Response in the Climate-Changed North* by Nancy Lord, last year's Western Reads book? (Asked of 50% of respondents at random.)

N	589
Yes, as required in a class	11%
Yes, on my own but inspired by or relating to the Western Reads program	9%
Yes, on my own and unrelated to Western Reads	3%
No	78%

I.3.a With which of the following people did you discuss *Early Warming: Crisis and Response in the Climate-Changed North*? (Asked of respondents who answered "Yes" in I.3.)

N	130
Friends and other students	57%
Family	30%
Faculty or staff	38%
None of the above	23%

I.3.b. Which of your courses required reading *Early Warming: Crisis and Response in the Climate-Changed North*? (Asked of respondents who answered "Yes, as required in class" in I.3.)

N	62
English 101	23%
Other	79%

I.4. Did you attend Nancy Lord's lecture or Q & A with students? (Asked of 50% of respondents at random.)

N	589
Lecture	2%
Q&A with students	2%
None of the above	97%

I.5. Did you attend Bill McKibben's talk on climate change? (Asked of 50% of respondents at random.)

N	590
Yes	4%
No	96%

University Residences

I.6. 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	1,161
Very dissatisfied	7%
Dissatisfied	16%
Neither satisfied nor dissatisfied	22%
Satisfied	44%
Very satisfied	12%

Western Libraries and Learning Commons

I.7. 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)	609	30%	27%	28%	15%
Using study spaces that are near the Learning Commons programs	609	16%	22%	32%	30%
Using collections (books, journals, multi-media, course reserves and OneSearch)	610	20%	31%	29%	19%

I.7.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.7 that interacting with Learning Commons partners contributed "not at all" or "a little" to their learning).

N	377
I find collaborative areas distracting	36%
Services I need are not offered	7%
Services I need are not offered at times I can use them	9%
I don't feel that I could benefit from the services offered	32%
The staff did not have the expertise I required	12%
I never come to the physical library	26%
I did not see a direct benefit to my coursework	32%

I.7.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.7 that interacting with Learning Commons partners contributed "some" or "a lot" to their learning).

N	289
I appreciate areas that facilitate collaboration	51%
The staff are especially helpful	47%
The services are available to me when I need them	66%
I spend a lot of time in the physical library and appreciate so many resources in one place	48%
I saw a direct benefit to my coursework	37%

Western Libraries and Learning Commons (cont.)

I.7.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.7 that Western Libraries and Learning Commons spaces contributed "not at all" or "a little" to their learning.)

N	256
I don't have a need for these services or resources	29%
I rarely study in the Learning Commons spaces	48%
I prefer to study in the quiet areas of the library	34%
I prefer to study elsewhere on campus	36%
I don't study on campus	32%

I.7.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.7 that Western Libraries and Learning Commons spaces contributed "some" or "a lot" to their learning.)

N	409
I appreciate having support services and resources close at hand when I study	62%
I appreciate having food services close at hand when I study	63%
I like the comfortable and inviting furniture	58%
I want to be able to interact with others when I study	34%
I don't have any other places where I can study	16%

I.7.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.7 that Western Libraries and Learning Commons collections contributed "not at all" or "a little" to their learning.)

N	245
It's difficult to identify the materials I need	27%
I find the layout of the building too confusing when looking for items	20%
I can't find books or other items the library owns using OneSearch	9%
I find it difficult to use the various to use the databases effectively	18%
The course reserves items I needed were not available	12%

I.7.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.7 that Western Libraries and Learning Commons collections contributed "some" or "a lot" to their learning.)

N	337
The staff have helped me understand how to identify and find the materials I need	23%
I have become familiar with the layout of the building so know where to look for items	40%
I have learned how to use OneSearch	42%
I have learned how to use the databases effectively	33%
The course reserve items for my classes were available when I needed	32%

I.8. Is there anything else you would like to tell us about your experience with Western Libraries and Learning Commons? (Asked of 40% of respondents at random.) (N=82) (Text responses available on request.)

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.9. 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	187
The quality of the course was better in the online format	9%
Schedule flexibility	67%
To make progress toward my degree	43%
The traditional format course sections were full	11%
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	1%
To gain admission or re-admission to western	1%
Other	5%

I.10. Have you ever taken an online course at another institution or high school? (Asked of 55% of respondents at random.)

No	653
Yes	21%
No	79%

I.10.a. How many online courses have you completed through each of the following? (Asked of respondents who indicated in 1.9 that they had taken an online course at another institution.)

	N	None	One	Two or more
High school	119	37%	42%	21%
Two-year college	116	42%	24%	34%
Four-year college (excluding Western)	96	92%	5%	3%
Other	96	94%	2%	4%

I.11. Do you expect to take an online course at Western between now and graduation?

No	656
Yes	19%
No	44%
I don't know	37%

Online Courses (cont.)

I.12. 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	578	0%	3%	22%	33%	42%
Getting good grades	578	9%	17%	37%	17%	20%
Making progress toward my degree	577	1%	5%	40%	21%	33%
Quality of interaction with faculty	581	0%	2%	9%	23%	66%
Quantity of interaction with faculty	581	1%	3%	11%	21%	64%
Class discussions	580	2%	4%	11%	24%	59%
Scheduling around other courses	576	41%	30%	15%	6%	8%
Scheduling around a job	579	47%	28%	15%	5%	6%
Scheduling around family or other responsibilities	578	39%	29%	20%	5%	7%
Confidence in my ability to succeed	579	3%	6%	37%	25%	30%

I.13. Do you prefer an online or traditional format for the following types of classes? (Asked of 50% of respondents who had previously taken an online course).

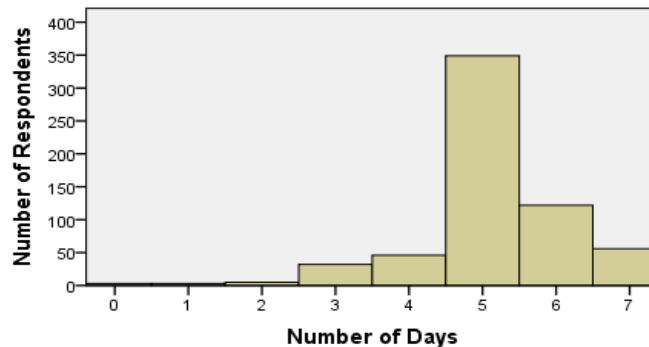
	N	Prefer online	No preference	Prefer traditional
GURs	583	19%	38%	43%
Major or minor requirements	584	1%	17%	82%
Courses outside my major/minor	582	7%	46%	47%

I.14. To what extent do you agree with the following? (Asked of 50% of respondents at random). (Only respondents who had previously taken an online course were asked the first item below).

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
In general, I like taking online courses	201	17%	26%	29%	20%	7%
In an ideal world, I would enroll in a mix of traditional on-campus classes and online classes while I am a Western student	267	18%	29%	27%	17%	9%
I wish Western offered more online courses	267	9%	27%	42%	13%	9%
Western should retain its identity as an on-campus university and resist the move toward online education	266	4%	14%	36%	24%	23%

Office of Sustainable Transportation

I.15. In an average week, how many days do you go to campus for classes or activities? (Asked of 50% of respondents at random.)



N	Mean	Median	Minimum	Maximum	St. Dev.
616	5.13	5	0	7	1.05

I.16. How many times do you leave campus and return during a typical day (example, leave for lunch or between classes)? (Asked of 50% of respondents at random.)

N	553
Never or rarely	50%
Once a day	35%
Twice a day	13%
More than twice a day	2%

I.17. How many days per week do you use each of the following methods to travel between your house, apartment, or residence hall and campus? (Asked of 50% of respondents at random.)

	N	0	1	2	3	4	5	6	7
Walk	599	15%	5%	7%	9%	8%	22%	6%	28%
Bus	521	25%	10%	10%	10%	9%	22%	5%	10%
Bicycle	483	82%	5%	4%	3%	2%	1%	0%	2%
Drive alone to campus	495	72%	8%	6%	5%	2%	4%	1%	2%
Drive alone to Park and Ride, then bus	473	95%	2%	1%	1%	0%	1%		0%
Drive with a passenger, or ride with a friend to campus	481	78%	9%	4%	6%	1%	1%	1%	0%
Drive with a passenger, or ride with a friend to Park and Ride, then bus	468	95%	2%	1%	1%	1%	0%		
Dropped off by someone not going to campus	475	85%	8%	4%	2%	1%	0%		0%
Other (skateboard, wheelchair, personal mobility device, etc.)	476	94%	2%	1%	1%	0%	1%	0%	0%

Office of Sustainable Transportation (cont)

I.18. When attending Western, do you live within the area encompassed by the map below (see next page.) (Asked of 50% of respondents at random.)

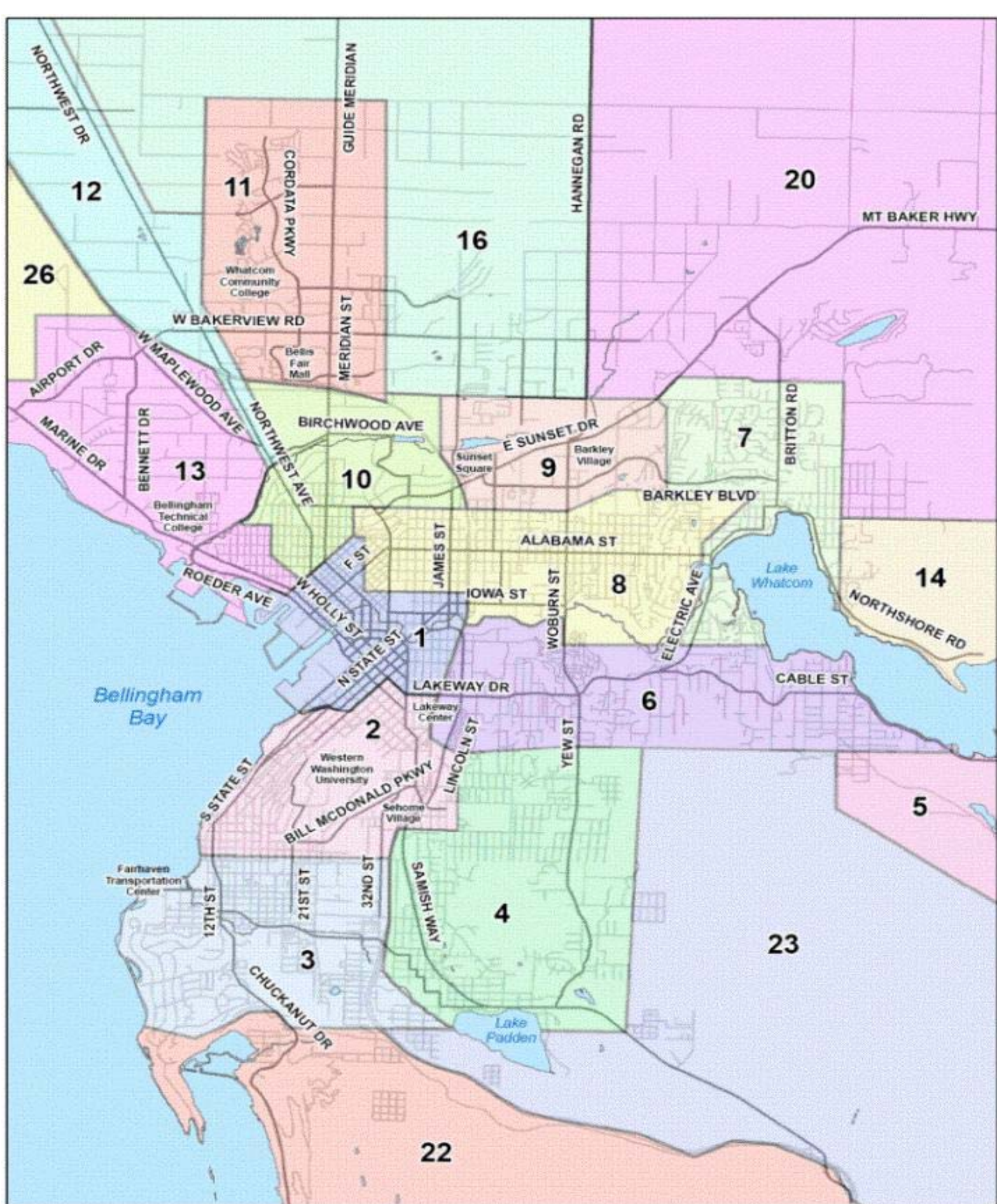
N	622
Yes	96%
No	4%

I.18.a. Please select the number corresponding to the area in which you live while attending Western. (Asked of respondents who answered "yes" in I.18.) (N = 593) (Map is on the next page.)

Map Code	Percent	Map Code	Percent
1	10%	11	0%
2	51%	12	1%
3	24%	13	0%
4	5%	14	
5	0%	16	
6	5%	20	
7	1%	22	
8	3%	23	
9	1%	26	
10	0%		

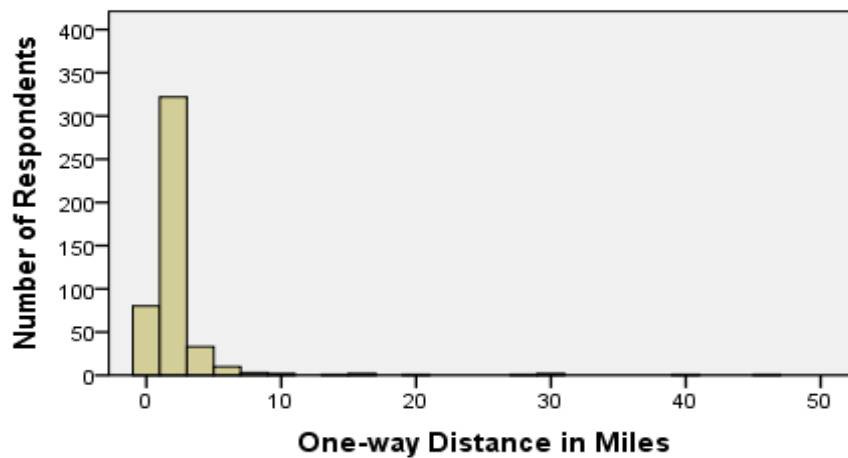
I.18.b. Where do you live while attending Western? (Asked of respondents who answered "no" in I.18.)

N	25
Skagit County	12%
Snohomish County	12%
Lynden, Laurel, Meridian north of Horton	12%
Everson, Nooksack, Sumas	8%
unincorporated Whatcom County	4%
King County	4%
Blaine, Birch Bay, Custer, Semiahmoo	4%
Marine Drive west of Airport Drive, Marietta	4%
Gooseberry Point, Lummi Island	4%
Other	36%



Office of Sustainable Transportation (cont.)

I.19. What is the approximate distance (one way) to campus from where you live while attending Western? (Observations greater than 50 miles were not included in the summary statistics.) (Asked of 40% of respondents at random.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
459	1.84	0	0	45	3.978

I.20. Do you have a bicycle available for use in Bellingham? (Asked of respondents that did not report using a bike to commute to Western in I.17.).

N	915
Yes	28%
No	72%

I.21. How familiar are you with electric-assist bicycles? (Asked of 40% of respondents at random.)

N	543
I have seen photos or video of an electric-assist bicycle	15%
I have seen an electric-assist bicycle in Bellingham	12%
I have seen an electric-assist bicycle outside of Bellingham	9%
I have ridden an electric-assist bicycle	2%
None of the above	65%

Office of Sustainable Transportation (cont.)

I.22. Do you have a car available for use in Bellingham? (Asked of 40% of respondents at random.)

N	303
Yes	75%
No	25%

L.22.a. How often do you drive to campus at night or on a weekend? (Asked of respondents who answered "yes" in L.22.)

N	227
Never	11%
Rarely	28%
Several times a month	9%
Several times a week	27%
Nearly every day	25%

L.22.a.1. When you drive to campus at night or on weekends, how often do you do each of the following? (Asked of respondents who answered anything but "never" in L.22.a.)

	N	Never	Rarely	Several times a month	Several times a week	Nearly every day
Use a campus parking permit (C or G lot permit)	191	54%	9%	6%	8%	22%
Park in C lots	194	17%	20%	24%	22%	18%
Use bus pass in G lots	181	89%	3%	3%	2%	2%
Pay at meters or pay boxes	183	67%	22%	8%	3%	
How often do you use the WWU late Night Shuttle?	482	33%	43%	21%	3%	

Technology

I.23. Which of the following devices do you have with you at Western this quarter? Check all that apply. (Asked of 50% of respondents at random.)

N	552
Laptop computer	95%
Desktop computer	9%
Tablet computer	22%
Cell phone	98%
E-book reader	14%
Other wi-fi enabled device	15%
None of the above	0%

I.23.a. Which of the following devices do you typically bring to class? Check all that apply. (Asked of respondents indicating in I.23 that they had one or more of the following devices with them at Western this quarter. Respondents saw only the devices they checked in I.23.)

N	552
Laptop computer	35%
Tablet computer	11%
Cell phone	94%
E-book reader	2%
Other wi-fi enabled device	4%
None of the above	

B.18.a.1. What other Wi-Fi enabled device do you have with you this quarter? (Open-ended question asked of respondents who answered "other wi-fi enabled device" in I.23 and I.23.a.) (N=17) (Responses included: iPod, i-touch.) (Text responses available on request.)

Technology

I.23.b What type of operating system is your laptop computer running? (Asked of respondents indicating in I.23 that they brought a laptop computer to Western this quarter.)

N	524
Windows	54%
OS X	40%
Linux	1%
Other	3%
I don't know	3%

I.23.c What type of operating system is your desktop computer running? (Asked of respondents indicating in I.23 that they brought a desktop computer to Western this quarter.)

N	47
Windows	83%
OS X	6%
Linux	6%
Other	2%
I don't know	2%

I.23.d What type of operating system is your tablet running? (Asked of respondents indicating in I.18 that they brought a tablet to Western this quarter.)

N	121
iOS	61%
Android	17%
Windows	14%
Blackberry	1%
I don't know	3%
Other	4%

Technology

I.23.e Which of the following capabilities does your cell phone or cell plan have?

(Asked of respondents indicating in I.23 that they brought a cellphone to Western this quarter.)

N	539
Smartphone	93%
Texting (with texting plan)	61%
None of the above	1%

I.24. 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	543	5%	5%	19%	56%	15%
Twitter	542	61%	11%	7%	15%	6%
Email	545	1%	1%	10%	65%	23%
YouTube	545	3%	17%	34%	41%	5%
Instant Messenger	538	65%	8%	10%	11%	6%
SMS/text messaging	543	3%	1%	4%	41%	52%
Google+	541	71%	11%	7%	9%	2%
QR (Quick Response) Codes	540	96%	3%	1%	0%	0%
Reddit	542	74%	8%	6%	8%	4%
Foursquare	539	98%	1%	0%	1%	0%
LinkedIn	541	83%	10%	4%	2%	0%
Groupon or other "daily deal" service	540	86%	11%	2%	1%	0%
Instagram	542	34%	8%	7%	39%	11%
Snapchat	542	18%	10%	13%	39%	20%
Kik	541	96%	2%	1%	1%	0%
Tinder	540	82%	9%	4%	4%	1%
Skype	540	53%	34%	10%	3%	1%
Yik-Yak	541	67%	14%	7%	10%	2%
Vine	542	80%	13%	4%	4%	1%
Pinterest	543	57%	16%	15%	10%	2%