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Exit Survey of Undergraduate Students Completing Degrees in Summer 2013, Fall 2013, Winter 2014 and Spring 2014, Descriptive Statistics

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EXIT SURVEY OF UNDERGRADUATE STUDENTS
COMPLETING DEGREES IN SUMMER 2013, FALL 2013,
WINTER 2014, AND SPRING 2014

Descriptive Statistics

Report 2014-07

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December, 2014

OFFICE OF SURVEY RESEARCH WESTERN
WASHINGTON UNIVERSITY



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Exit Survey of Undergraduate Students Completing Degrees in Summer 2013, Fall 2013, Winter 2014 and Spring 2014

EXECUTIVE SUMMARY

The Exit Survey of Undergraduate Students Completing Degrees in Summer of 2013 through Spring of 2014 is the sixth survey of graduating students conducted at Western Washington University. This survey is designed to illuminate departmental-, college-, and university-level information on student satisfaction, barriers to success, experiences in upper division courses, and post-graduation plans. The exit survey also includes questions submitted to the Office of Survey Research (OSR) by the Division of Enrollment and Student Services, Western Libraries, University Residences, the Vice Provost of Undergraduate Education, an ad hoc committee examining General University Requirements, the One World Strategic Team, and a group of questions addressing online courses. The Exit Survey consists of a mixture of open-ended, multiple-choice and numerical response questions. This report provides descriptive statistics of the multiple choice and numerical response questions.

This exit survey includes responses from undergraduates completing their degrees in summer 2013, fall 2013, winter 2014 and spring 2014. OSR initiated the Exit Survey during the fifth week of each quarter with an e-mail sent by the chair of the recipient's major department. This e-mail requested that respondents complete the Exit Survey using a link embedded within the e-mail. A follow-up e-mail from OSR was typically sent three days later to non-respondents and then the process was repeated to non-respondent's off-campus e-mail address about one week later. OSR then sent a reminder to internal email addresses the following week, and again to external addresses the subsequent week. Non-respondents were then contacted with phone call requests for their participation. This process ended the day before each quarter's graduation exercises. Of the 3,010 students graduating over this time, OSR received responses from 2,178, a response rate of 72.4%.

As with any voluntary survey, readers should be concerned about sample selection bias; that is bias which arises because survey respondents are not a random selection from the population of survey recipients. While sample selection bias for the Exit Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating the data. Section A of this document reports basic demographic and academic statistics of graduates who responded to the survey and compares these to non-respondents. As found in the general literature on surveys, women were more likely to complete the survey; 61.1% of respondents were women whereas 58.5% of graduates were women. Respondents were slightly better students as measured by the admissions index (average of 59.1 for respondents versus 58.1 for all graduates) and WWU GPA (average of 3.19 for respondents versus 3.17). In other ways, respondents and non-respondents were remarkably similar. The average and median age of respondents and non-respondents were nearly identical as were measures of first generation, transfer status, Washington residency, cumulative WWU credits earned, and credits taken during their final quarter on campus.

Section B of this report contains university-level summary statistics of each question asked. These data are then disaggregated by college in section C. In past reports of the Undergraduate Exit Survey, OSR has provided departmental-level summary statistics in this report. In place of the

department-level breakdown, OSR will publish an electronic pivot-table tool that will make these results available. The appendices to this report present count data on two of the open ended questions: “In what ways has Western exceeded your expectations?” and “In what ways has Western fallen short of your expectations?” Hopefully, this disaggregation of data will aid colleges and departments in their self-assessment efforts.

While OSR will leave it to the reader to decide what is informative or striking in this report, we undertake to point out some findings which the wider campus may find interesting. If provided the opportunity to start over, 84% of respondents would attend Western again; a number similar to those reported each year since OSR initiated exit surveys in 2009. Of those who would not attend Western again, the most frequently given reasons were that another school has a better program in the student’s field of study and the student felt a degree from another school would have been more valuable. It is important to note that these responses varied considerably across colleges with relative few Woodring students claiming another school had a better program. When asked about the length of time it took to graduate relative to their expectations at the time of enrollment, 67% of students claimed it took “less time than expected” or “as long as expected,”. For students who took longer to graduate than expected, the most frequently cited reasons for the delays were “I could not get the classes I needed” “I received poor advising prior to declaring my major” and “I changed my major.”

When asked about their upper division studies, 81% of students expressed a positive level of satisfaction with the knowledge and expertise of faculty and 83% were positively satisfied with the level of academic challenge. Fifty-six percent of students collaborated with a professor on a research or creative project outside, 68% of these students indicated that this experience contributed “quite a bit” or “a lot” to their learning.

The average student graduated with an educational debt of just over \$16,485, an increase of \$2000 over the prior year. However, this average hides the fact that 37% of graduates completed their education with no debt whatsoever. The average debt of those who did borrow was \$28,826, an increase of \$2,700 over the prior year. Fourteen percent of students indicated that their student loans impacted their decision to pursue a particular career.

Fifty-nine percent of students expect that their principal activity upon graduation will be full-time employment while 14% expect to work part-time. Of those expecting to work, 46% were looking for, but unable to find a job at the time of survey completion, one percentage point higher than the prior year. Thirteen percent of graduates hoped to attend a graduate program and of these, 42% had accepted an offer of admission.

Among the questions submitted by offices around campus, a number provide interesting information. For instance, 79% of students who enrolled in a WWU online course did so because of the schedule flexibility it provided. Among all students, 56% believe that they learn more in traditional courses relative to online ones, though only 20% of students believe that traditional courses give better grades than online courses.

In thinking back to their GUR experiences, only 12% of students “strongly agreed” that GUR courses helped make connections between different subject areas, 20% “strongly agreed” that GURs established an academic and intellectual foundation, and only 17% “strongly agreed” that these courses helped them choose a major or minor. Students did appreciate GUR courses that broadened their knowledge of subjects in which they already had interest, but 81% of students especially disliked taking GURs that have no connection to their major or minor.

One feature of the Exit Survey is that respondents are tracked using their W number which provides OSR the opportunity to merge the student data with Western's records and past OSR surveys. This ability profoundly opens the door to analysis of longitudinal issues that would otherwise be impossible. OSR is happy to share data or provide survey services upon request.

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.

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

A. Comparison of All Graduates and Survey Respondents: Summer 2013-Spring 2014

A.1. Characteristics of WWU graduates and survey respondents

	Non-Respondents	Respondents	All Graduates
N	832	2,178	3,010
Male	48.1%	38.9%	41.5%
Hispanic	7.1%	5.6%	6.0%
Caucasian	85.3%	86.2%	85.9%
Black	3.7%	3.1%	3.3%
Asian	11.3%	10.1%	10.4%
Native American	2.6%	2.7%	2.7%
Pacific Islander	0.5%	0.4%	0.4%
International Student	0.7%	1.1%	1.0%
Mean Admission Index*	55.3	59.1	58.1
Mean WWU GPA	3.12	3.19	3.17
Mean Age	23.8	23.8	23.8
Median Age	22.7	22.6	22.6
First Generation Student	31.4%	33.9%	33.2%
Transfer Student	35.9%	34.2%	34.7%
Running Start Student	11.2%	11.3%	11.3%
WA Resident	92.4%	91.5%	91.8%
Campus Housing, survey term	2.2%	4.4%	3.8%
Off Campus Program	5.0%	2.9%	3.5%
Mean Cumulative WWU Hours Earned	144.2	145.4	145.1
Hours registered - peak day of survey term	12.5	12.9	12.8

*Because not all students are given an admissions index, the N for this variable differs from the reported N

**Prior to the term of the survey

Comparison of All Graduates and Survey Respondents: Summer 2013-Spring 2014 (Cont.)

A.2. Characteristics of WWU Graduates and Survey Respondents by College

	CBE		Woodring		Fairhaven		CFPA	
	Non-Respondents	Respondents	Non-Respondents	Respondents	Non-Respondents	Respondents	Non-Respondents	Respondents
N	130	361	85	202	38	74	65	120
Male	69.2%	53.2%	18.8%	12.4%	39.5%	29.7%	35.4%	25.8%
Hispanic	9.2%	5.8%	4.7%	8.9%	2.6%	4.1%	6.2%	3.3%
Caucasian	80.0%	79.5%	89.4%	85.1%	78.9%	90.5%	92.3%	90.0%
Black	3.1%	2.2%	3.5%	1.0%	10.5%	6.8%	1.5%	1.7%
Asian	14.6%	13.6%	9.4%	7.4%	5.3%	6.8%	4.6%	11.7%
Native American		2.2%	2.4%	4.0%	2.6%	6.8%	4.6%	3.3%
Pacific Islander	.8%	.3%		1.0%				
International Student	2.3%	3.6%					1.5%	
Mean Admission Index*	53.8	57.6	60.6	59.7	54.0	59.3	55.8	60.2
Mean WWU GPA	3.04	23.80	23.80	23.80	3.16	3.27	3.24	3.30
Mean Age	23.4	23.5	27.0	27.1	23.6	25.9	23.9	23.0
Median Age	22.7	22.6	23.3	23.3	23.2	22.6	22.7	22.6
First Generation Student	31.5%	39.3%	32.9%	29.7%	36.8%	18.9%	35.4%	25.8%
Transfer Student	33.1%	34.1%	60.0%	51.5%	36.8%	36.5%	36.9%	26.7%
Running Start Student	10.8%	12.2%	7.1%	6.9%	10.5%	10.8%	10.8%	12.5%
WA Resident	93.1%	94.2%	95.3%	93.6%	84.2%	78.4%	90.8%	90.0%
Campus Housing	.8%	3.9%		1.5%		1.4%		3.3%
Off Campus Program			45.9%	25.2%				
Mean Cumulative WWU Hours	145.1	140.0	144.5	152.3	149.8	148.6	153.9	160.9
Hours registered - peak day of survey term	12.0	12.0	13.3	14.0	12.0	13.6	13.2	13.1

*Because not all students are given an admissions index, the N for this variable differs from the reported N

**Prior to the term of the survey

Comparison of All Graduates and Survey Respondents: Summer 2013-Spring 2014 (Cont.)

A.2. Characteristics of WWU Graduates and Survey Respondents by College (cont.)

	CHSS		Huxley		CST	
	Non-Respondents	Respondents	Non-Respondents	Respondents	Non-Respondents	Respondents
N	403	1,002	36	146	118	362
Male	40.4%	31.8%	58.3%	39.7%	77.1%	63.5%
Hispanic	7.9%	6.4%	8.3%	4.1%	4.2%	4.7%
Caucasian	85.1%	87.3%	91.7%	92.5%	88.1%	85.1%
Black	4.7%	4.0%		.7%	2.5%	2.5%
Asian	12.7%	9.9%	8.3%	4.1%	9.3%	11.6%
Native American	3.2%	2.5%	2.8%	1.4%	3.4%	1.9%
Pacific Islander	.2%	.4%	2.8%	4.8%	1.7%	.3%
International Student	.2%	.4%		.7%	.8%	1.4%
Mean Admission Index*	53.9	57.6	60.1	62.0	60.0	64.7
Mean WWU GPA	3.08	3.19	3.18	3.19	3.03	3.13
Mean Age	23.3	23.3	24.5	23.9	24.0	23.8
Median Age	22.5	22.4	23.1	22.8	22.9	22.9
First Generation Student	33.5%	36.4%	30.6%	30.8%	20.3%	29.8%
Transfer Student	34.2%	32.4%	30.6%	26.7%	28.8%	31.2%
Running Start Student	12.2%	11.7%		15.8%	13.6%	9.4%
WA Resident	92.1%	92.5%	77.8%	89.7%	98.3%	87.8%
Campus Housing	3.0%	5.5%	2.8%	1.4%	3.4%	5.0%
Off Campus Program			8.3%	8.2%		
Mean Cumulative WWU Hours	141.2	142.3	158.6	158.8	153.8	155.8
Hours registered - peak day of survey term	12.5	13.2	13.1	14.6	12.2	11.6

*Because not all students are given an admissions index, the N for this variable differs from the reported N

**Prior to the term of the survey

Comparison of Survey Respondents by Graduation Term Summer 2013-Spring 2014 (cont.)

A.3. Characteristics of Survey Respondents by Quarter of Graduation

	Summer 2013	Fall 2013	Winter 2014	Spring 2014	Total
N	181	435	402	1,160	2,178
Male	40.9%	42.3%	45.0%	35.3%	38.9%
Hispanic	5.5%	5.7%	6.0%	5.5%	5.6%
Caucasian	82.9%	86.9%	82.6%	87.7%	86.2%
Black	3.3%	2.5%	2.0%	3.6%	3.1%
Asian	12.7%	9.9%	10.7%	9.6%	10.1%
Native American	3.3%	1.4%	3.5%	2.8%	2.7%
Pacific Islander			.2%	.6%	.4%
International Student	1.1%	1.6%	1.5%	.7%	1.1%
Mean Admission Index*	57.0	56.4	58.9	60.5	59.1
Mean WWU GPA**	3.10	3.11	3.12	3.25	3.19
Mean Age	23.5	23.8	23.8	23.8	22.8
Median Age	21.8	22.7	22.6	22.6	21.6
First Generation Student	37.0%	35.9%	37.6%	31.4%	33.9%
Transfer Student	37.0%	37.9%	33.3%	32.7%	34.2%
Running Start Student	10.5%	9.0%	14.7%	11.1%	11.3%
WA Resident	92.3%	90.6%	92.0%	91.6%	91.5%
Campus Housing	3.3%	3.0%	4.7%	4.9%	4.4%
Off Campus Program	4.4%	.9%	.2%	4.3%	2.9%
Mean Cumulative WWU Hours**	146.6	144.5	146.2	145.3	145.4
Hours registered - peak day of survey term	9.0	13.1	12.7	13.5	12.9

*Because not all students are given an admissions index, the N for this variable differs from the reported N.

**Prior to the term of the survey

B. University-Level Responses

Satisfaction

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

N	2,178
Attend Western	84%
Attend a different university	14%
Not pursue a bachelor's degree at any school	2%

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

N	309
I could have graduated more quickly from a different school	19%
I don't like Western's campus	5%
I don't like Western's students	18%
I don't like Western's quarter system	9%
I don't like Western's faculty members	14%
I became interested in a major that Western doesn't offer	23%
Another school has a better program in my field	46%
A degree from another school is more valuable	30%
Western's degree or major requirements were not what I expected or was led to believe	17%
Another school would have challenged me more than Western	26%
I feel like I settled for a second-rate experience when I should have tried harder to get into a better school	30%
Western is too big	2%
Western is too small	9%
Western is too far from home	10%
Western is too close to home	10%
Other	28%

Satisfaction (cont.)

B.2. In what ways has Western exceeded your expectations? (Open-ended question asked in summer, fall and winter quarters.) (N=658) (Table of response categories provided in Appendix A, text responses available on request.)

B.3. In what ways has Western fallen short of your expectations? (Open-ended question asked in summer, fall and winter quarters.) (N=664) (Table of response categories provided in Appendix B, text responses available on request.)

B.4. Mark the box that best represents the quality of your relationships with people at Western, from "unfriendly, unsupportive, alienating" on one end to "friendly, supportive, inclusive" on the other. (Asked of 50% of summer, winter and spring quarter respondents at random. A technical problem with the survey interfered with data collection in fall quarter.)

	N	Unfriendly 1	2	3	4	5	6	Friendly 7
Relationships with other students	846	1%	2%	3%	9%	19%	28%	39%
Relationships with faculty members	844	0%	1%	4%	11%	24%	30%	31%
Relationships with administrative personnel and offices	846	3%	6%	9%	23%	23%	18%	18%

B.5. How satisfied are you with your experience at Western?

N	2,167
Very dissatisfied	2%
Dissatisfied	3%
Neither satisfied nor dissatisfied	11%
Satisfied	55%
Very Satisfied	28%

Graduation Delays

B.6. Compared with what you expected when you first enrolled at Western, how long did it take for you to graduate? (Responses from winter and spring quarter graduates only. A problem with the survey instrument prevented meaningful interpretation of responses from summer and fall quarters.)

N	1,557
Less time than expected	12%
As long as expected	55%
More time than expected	33%

B.6.a. Which of the following factors were a minor or major reason for your graduation being delayed? Select only those that apply. (Responses from respondents who reported taking longer than expected to graduate in B.6.) (N=515)

	Not a reason	Minor reason	Major reason
I could not get the classes I needed	47%	30%	24%
I wanted to take a lighter course load	71%	22%	7%
I was advised to take a lighter course load	84%	13%	3%
I received poor advising prior to declaring my major	57%	21%	22%
I received poor advising from my major department	75%	16%	9%
I changed my major	60%	18%	23%
I was uncertain about which major to choose	57%	22%	21%
I lost credits when transferring from another institution	81%	10%	9%
I participated in a study abroad program	96%	3%	2%
I spent a lot of time working for pay	69%	17%	14%
I'm graduating with more than one major/minor	78%	8%	13%
My major required a high number of credits	65%	16%	19%
I completed an internship, practicum, student teaching, etc.	76%	12%	12%
I had a challenging financial situation	77%	13%	10%
I had personal health issues	84%	9%	8%
I had chemical dependency issues	98%	2%	0%
I had family or significant-other issues	83%	10%	7%
I was involved in student activities, athletics, etc.	87%	10%	4%
I took classes that didn't end up counting toward my degree requirements	51%	30%	19%
Other	83%	8%	9%

Graduation Delays

B.7. How satisfied are you with the length of time it took for you to graduate from Western? (Responses from winter and spring quarter graduates only. A problem with the survey instrument prevented meaningful interpretation of responses from summer and fall quarters.)

N	1,556
Very dissatisfied	3%
Dissatisfied	10%
Neither satisfied nor dissatisfied	22%
Satisfied	43%
Very satisfied	23%

Major and Upper Division Experiences

B.8. How satisfied are you with each of the following aspects of your major?

	N	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
Course availability	2,302	3%	16%	18%	47%	16%
Variety of courses offered	2,297	2%	12%	19%	51%	18%
Knowledge and expertise of faculty	2,303	1%	2%	8%	43%	46%
Quality of instruction	2,304	1%	5%	12%	50%	31%
Level of academic challenge	2,297	1%	5%	12%	52%	31%
Department internship and service learning opportunities	2,295	5%	17%	36%	26%	18%
Relevance of coursework to future career plans	2,292	2%	10%	22%	44%	23%
Effectiveness of your major advisor	2,294	5%	11%	27%	31%	26%

B.9. During the current academic year, about how often have you done each of the following? (Asked of 50% of summer, winter and spring quarter respondents at random. A technical problem with the survey interfered with data collection in fall quarter.)

	N	Not at all	Once or twice	Several times	Often	Very often
Participated in a classroom discussion	827	1%	6%	21%	29%	43%
Talked with an advisor or faculty member about career plans	820	12%	36%	23%	16%	13%
Attended learning events on campus, such as the distinguished lecture series, films with discussion, or field trips	827	27%	35%	22%	10%	6%
Made a class presentation	827	3%	11%	29%	29%	28%
Worked with classmates outside of class to prepare class assignments	825	3%	8%	22%	31%	35%
Put together ideas or concepts from different courses when completing assignments or during class discussions	824	3%	8%	21%	34%	34%
Engaged in academic dishonesty	828	93%	5%	1%	0%	1%

Major and Upper Division Experiences (cont.)

B.10. During your upper division studies, how often did you collaborate with a professor on a research or creative project outside of course or program requirements? (Asked of 50% of summer and winter quarter respondents, and 60% of spring quarter respondents at random, and all respondents majoring in chemistry in all quarters. A technical problem with the survey interfered with data collection in fall quarter.)

N	999
Never	44%
Once	23%
Two or more times	33%

B.10.a. How much has collaborating with a professor contributed to your learning? (Asked of respondents who answered "once" or "two or more times" in B.10.)

N	555
Not at all	1%
A little	10%
Some	22%
Quite a bit	39%
A lot	29%

Academic Engagement and Rigor

B.11. How satisfied are you with Western's contribution to your development of the following skills? (Asked of all respondents in summer, fall and winter quarters and 50% of spring quarter respondents at random.)

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Writing skills	1,530	2%	7%	19%	42%	30%
Oral communication skills	1,524	1%	5%	17%	46%	31%
Critically evaluate information	1,527	1%	2%	11%	43%	44%
Work or learn independently	1,522	1%	2%	13%	43%	41%
Work cooperatively in a group	1,521	1%	4%	14%	43%	38%
Appreciation of the arts	1,523	2%	7%	38%	31%	23%
Apply scientific principles and methods	1,524	1%	4%	27%	41%	27%
Apply quantitative principles and methods	1,518	1%	4%	24%	44%	27%
Awareness of cultural and social differences among people	1,521	2%	5%	17%	34%	42%
Use library resources for research	1,523	3%	9%	26%	37%	26%
Work effectively with appropriate technology in your field	1,527	2%	6%	15%	46%	31%

B.12. During the current school year, how much has your coursework emphasized the following? (Asked of 50% of respondents in Summer, Winter and Spring quarters at random. A technical problem with the survey interfered with data collection in fall quarter.)

	N	Very little	Some	Quite a bit	Very much
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	856	22%	36%	29%	13%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	852	3%	20%	46%	32%
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	851	4%	18%	44%	34%
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	854	7%	27%	38%	29%
Applying theories or concepts to practical problems or in new situations	858	5%	22%	37%	35%

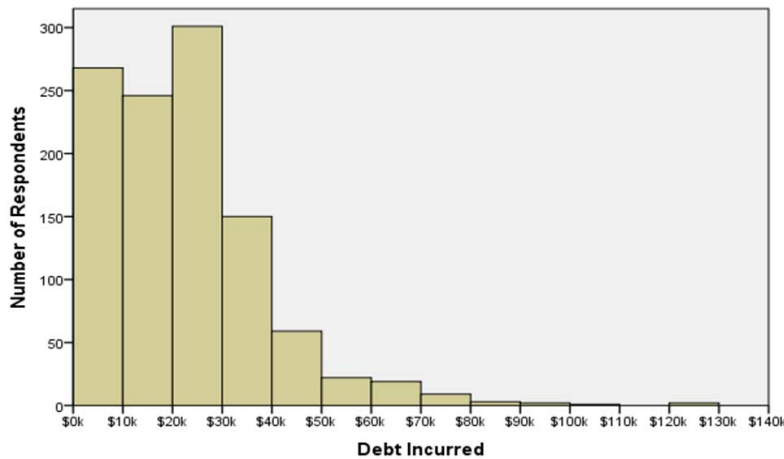
Educational Expenses and Employment

B.13. Did you or someone else borrow money to fund your education?

N	2,077
Yes	63%
No	37%

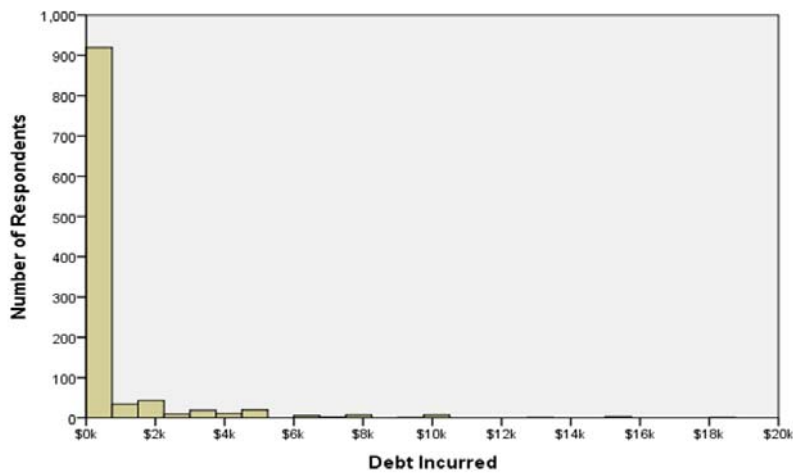
B.13.a. When you graduate, approximately how much will be owed for your education in each of the following categories? (Asked of respondents who indicated in B.13. that someone borrowed money to fund their education.) (OSR assumed zero when no response was given if the respondent gave a valid response in another debt category.) (OSR excluded three cases where total debt reported exceeded \$150k.)

B.13.a.1. Loans in your name



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,083	\$20,767	\$20,000	\$0	\$120,000	\$15,680

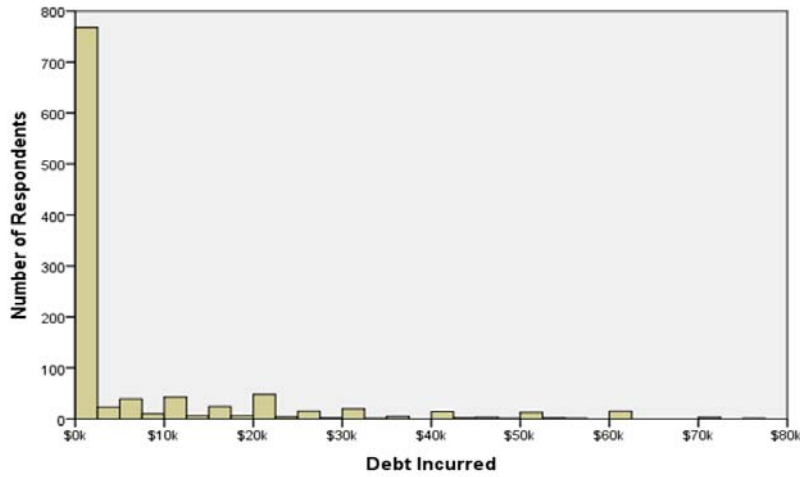
B.13.a.2. Credit cards in your name



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,083	\$605	\$0	\$0	\$40,000	\$2,142

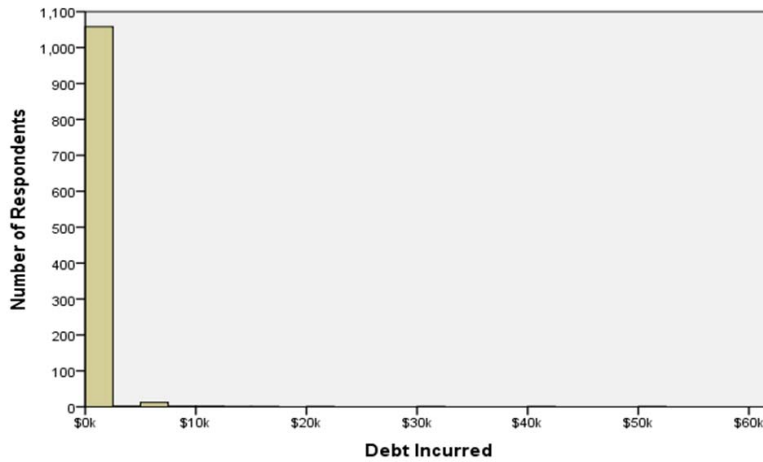
Educational Expenses and Employment (cont.)

B.13.a.3. Loans in someone else's name



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,083	\$7,220	\$0	\$0	\$120,000	\$16,307

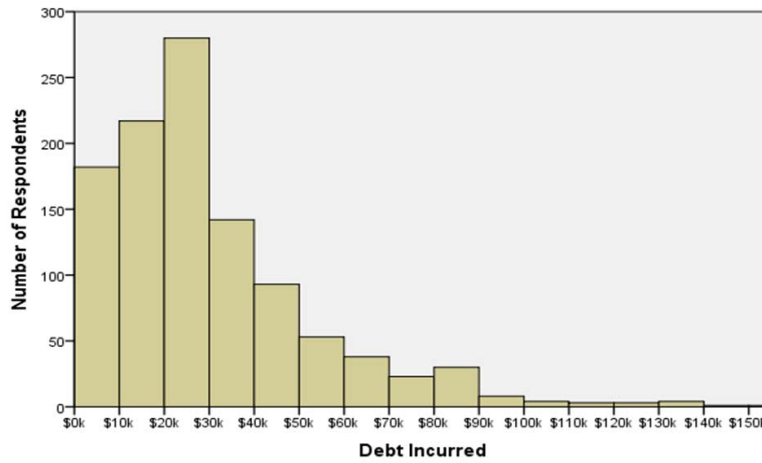
B.13.a.4. Credit cards in someone else's name



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,083	\$272	\$0	\$0	\$50,000	\$2,452

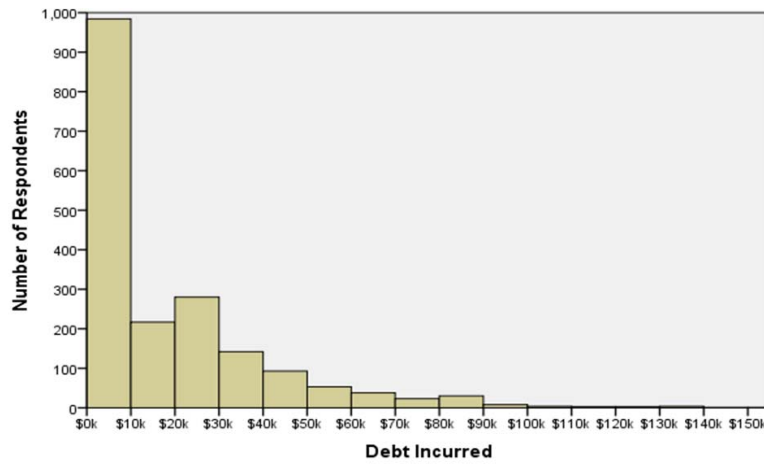
Educational Expenses and Employment (cont.)

B.13.b.1. Total for all debt categories for respondents who incurred debt



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,086	28,826	\$2,300	\$3	\$150,000	\$22,800

B.13.b.2. Total for all debt categories for all respondents

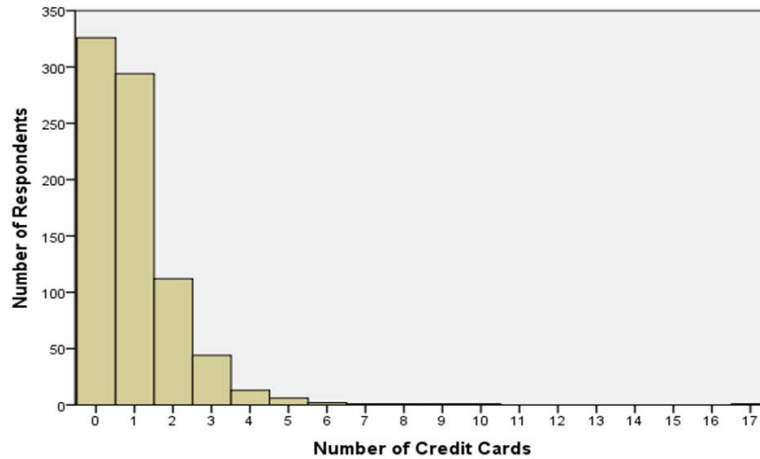


N	Mean	Median	Minimum	Maximum	Standard Deviation
1,899	\$16,485	\$7,500	\$0	\$150,000	\$22,377

Educational Expenses and Employment (cont.)

B.14. How many credit cards do you have now? Include national cards such as MC or Visa and store cards, gas cards, other. (Asked of 40% of respondents at random.)

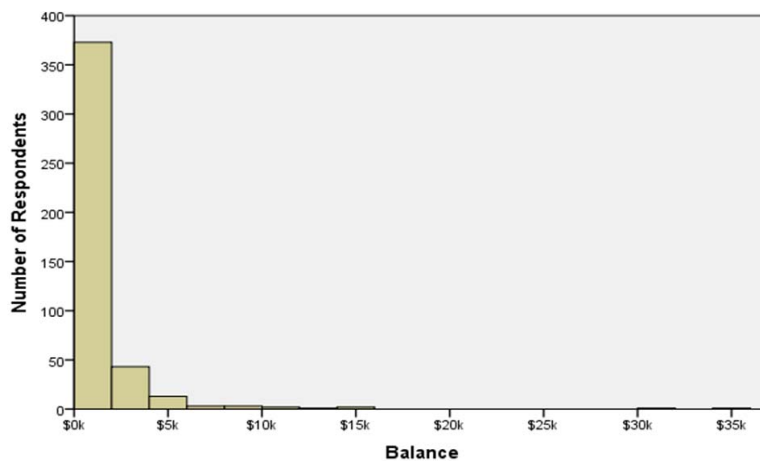
Number of credit cards



N	Mean	Median	Minimum	Maximum	Standard Deviation
802	0.99	1	0	17	1.30

B.14.a. What would you estimate is the combined outstanding balance on all your credit cards: (Asked of respondents who indicated in B.14. that they have one or more credit cards.) (Only valid responses are included. OSR did not assume 0 when no response was given.)

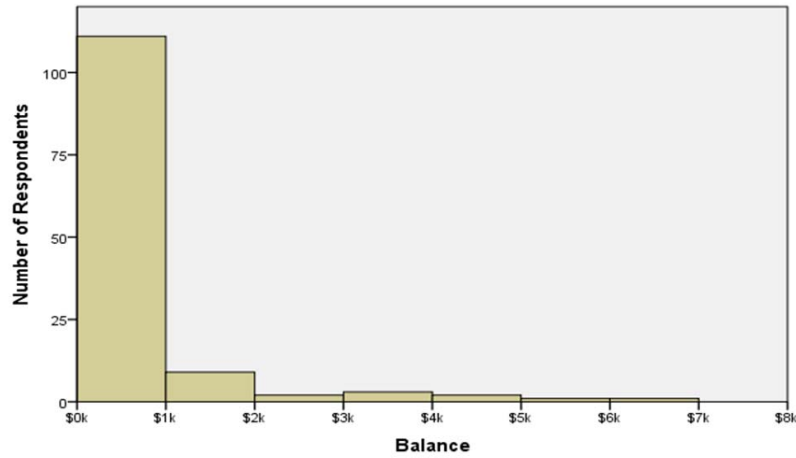
B.14.a.1. Credit card balance *today*



N	Mean	Median	Minimum	Maximum	Standard Deviation
442	\$954	\$100	\$0	\$35,000	\$2,803

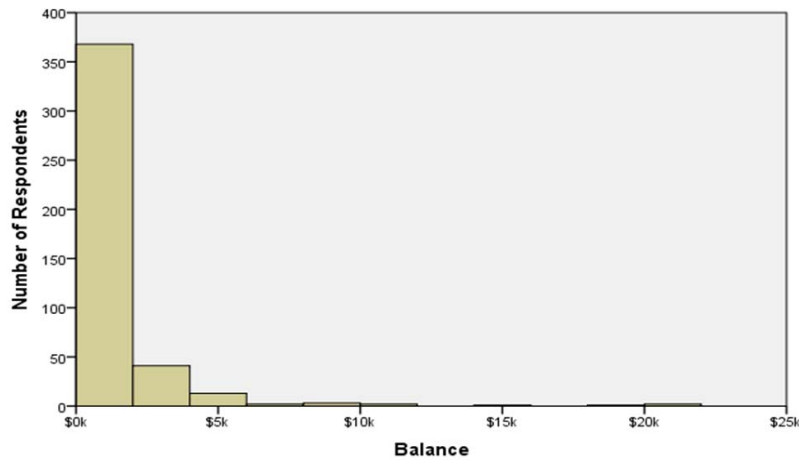
Educational Expenses and Employment (cont.)

B.14.a.2. Average credit card balance *during the past year* (Asked in summer and fall quarters)



N	Mean	Median	Minimum	Maximum	Standard Deviation
129	\$480	\$150	\$0	\$6,000	\$976

B.14.b. What would you estimate is the total amount you have charged on your credit card(s) for direct education expenses during the past year? (Asked of respondents who indicated in B.14. that they have one or more credit cards.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR excluded one responses greater than \$50,000).

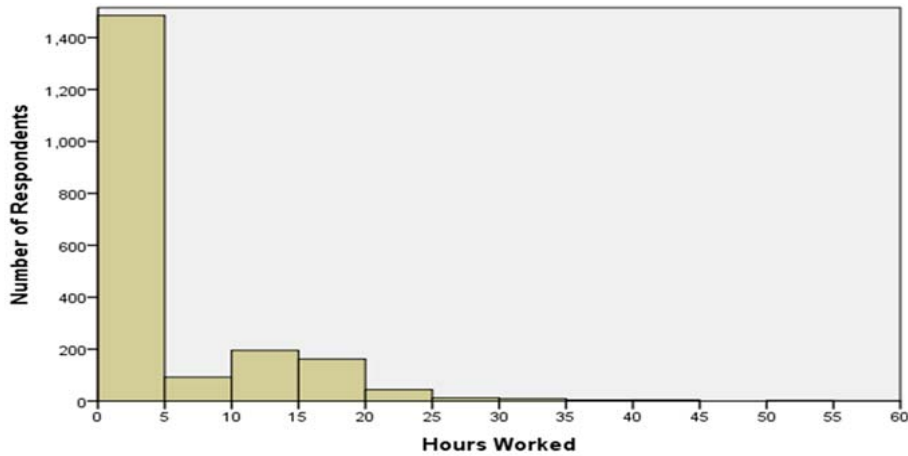


N	Mean	Median	Minimum	Maximum	Standard Deviation
434	\$1,107	\$400	\$0	\$50,000	\$3,238

Educational Expenses and Employment (cont.)

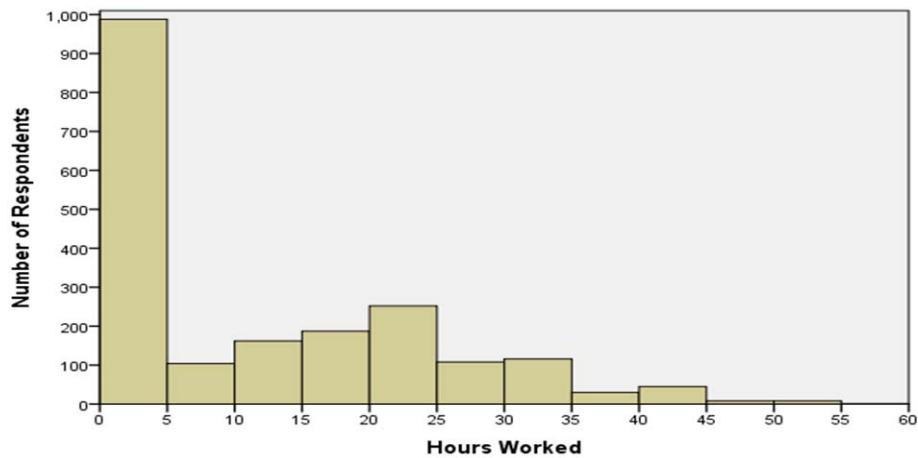
B.15. During this current academic year, on average how many hours per week have you worked for pay? (If respondent indicated working in one category but did not respond in the other category, OSR assumed 0 hours for the category with no response). (OSR excluded 26 cases where total employment hours exceeded 60 per week.)

B.15.a. On Campus



N	Mean	Median	Minimum	Maximum	Standard Deviation
2,011	3.73	0	0	55	7.07

B.15.b. Off Campus

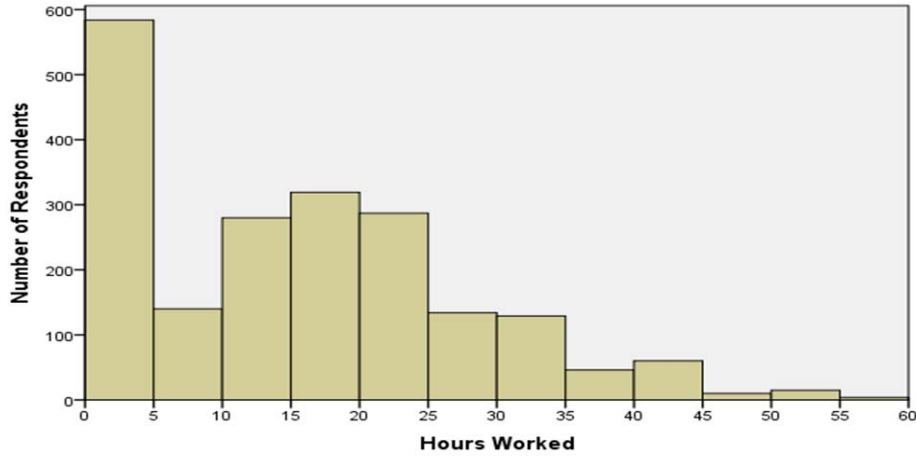


N	Mean	Median	Minimum	Maximum	Standard Deviation
2,011	10.27	5	0	60	12.10

Educational Expenses and Employment (cont.)

B.15.c. Total

OSR derived total employment values by adding on- and off-campus employment responses. (If respondent indicated working in one category but did not respond in the other category, OSR assumed 0 hours for the category with no response). (OSR excluded 26 cases where total employment hours exceeded 60 per week.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
2,011	14.00	15	0	60	12.10

Post-Graduation Plans

B.16. What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

N	2,081
Employment, full-time paid	59%
Employment, part-time paid	14%
Graduate or professional school, full-time	12%
Graduate or professional school, part-time	1%
Additional undergraduate coursework at Western	1%
Additional undergraduate coursework at another institution	1%
Military service	1%
Volunteer activity (e.g. Peace Corps)	4%
Starting or raising a family	1%
Other, please specify	7%

B.16.a. Other likely principal activities upon graduation. (Open-ended question asked of respondents who answered "other" in B.17.) (N=134) (Responses included: internship, employment *and* graduate school, employment *and* internship or volunteer activity, starting a business, study abroad, travel, taking time off, don't know. (Text responses available on request.)

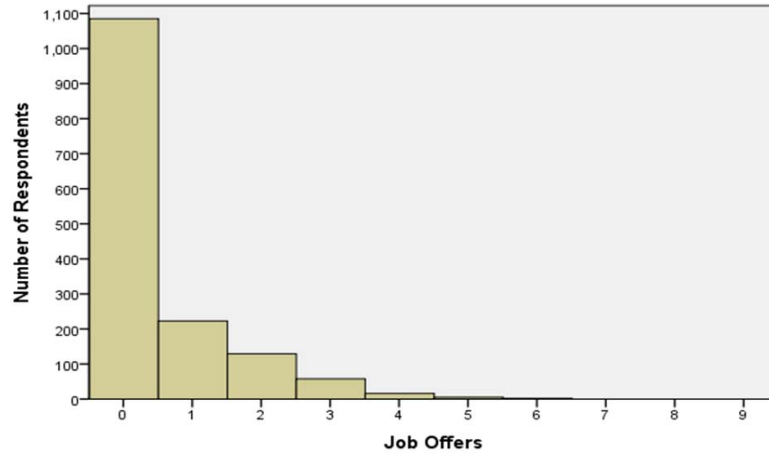
B.16.b. Which of the following best describes the current state of your job search? (Asked of respondents who answered "employment, full-time" or "employment, part-time" in B.17.)

N	1,514
Planning to stay in my current job after graduation	13%
Accepted an offer of employment	16%
Received an offer for a position, but declined	1%
Currently considering an offer	8%
Looking but no offers yet	46%
Planning to work next year, but not actively looking for a position	17%

Post-Graduation Plans (cont.)

B.16.b.1. How many job offers have you received? (Asked of respondents who answered "employment, full-time" or "employment, part-time" in B.16.) (OSR included 0 values for respondents who indicated in B.16.b that they have looked for a job but not received an offer or have not looked for a job. Previous reports did not include these values. Contact OSR for further analysis). (OSR excluded three responses greater than 10.)

Job offers



N	Mean	Median	Minimum	Maximum	Standard Deviation
1519	0.50	0	0	10	0.97

B.16.b.2. Of those offers, how many are related to your field of study? (Asked of respondents who indicated in B.16.b.1 that they have received one or more job offers.) (Response options seen by the respondent were limited to a number equal to or fewer than the total number of job offers indicated in B.16.b.1.) (Responses are crosstabled with total number of job offers.)

		Offers Related to Field of Study									
		N	None	1	2	3	4	5	6	8	10 +
		435	18%	48%	21%	8%	3%	1%	1%	0%	1%
Total Offers	None										
	1	221	24%	77%							
	2	129	17%	20%	63%						
	3	58	3%	21%	19%	57%					
	4	16	6%	6%		6%	81%				
	5	5				20%	40%	40%			
	6	2							100%		
	10 +	4						25%		25%	50%

Post-Graduation Plans (cont.)

B.16.b.3. What is the name of the company/organization you will work for? (Open-ended question asked of respondents who answered "planning to stay in my current job after graduation" or "accepted an offer of employment" in B.16.b.) (N=369) (Text responses available on request.)

B.16.b.4. What will your title be? (Open-ended question asked of respondents who answered "planning to stay in my current job after graduation" or "accepted an offer of employment" in B.16.b.) (N=367) (Text responses available on request.)

B.16.b.5. Did you take a job that offers higher pay and less career satisfaction in order to help pay off your student loans? (Asked of respondents who indicated they were planning to stay in a current job or had accepted an offer of employment in B.16.b.)

N	428
Yes	14%
No	86%

B.16.c. What is the current state of your application process? (Asked of respondents who indicated in B.16 that they plan to continue their education.)

N	291
I have accepted an offer of admission	42%
I am currently considering an offer(s) of admission	3%
I am waiting for admission decisions	10%
I applied but was not accepted for fall	3%
I have begun, but not finished the application process	19%
I have not begun the application process	23%

B.16.c.1. To which schools have you been accepted? (Open-ended question asked of respondents who answered "I have accepted an offer of admission" or "I am currently considering an offer(s) of admission" in B.16.c.) (N=126) (Text responses available on request.)

B.16.c.2. Which school will you attend? (Open-ended question asked of respondents who answered "I have accepted an offer of admission" in B.16.c.) (N=121) (Text responses available on request.)

Post-Graduation Plans (cont.)

B.16.c.3. For what degree or certificate? (MBA, Ph.D, M.D., etc.) (Open-ended question asked of respondents who answered "I have accepted an offer of admission" or "I am currently considering an offer(s) of admission" in B.16.c.)

N	128
Master's (M.A., M.S., etc.)	66%
Doctorate (Ph.D. or Ed.D., etc.)	11%
Certificate	9%
Medical (M.D., D.O., D.D.S., D.V.M., etc.)	6%
Law (J.D., etc.)	5%
Prerequisites	2%
Bachelor's (B.A., B.S., etc.)	1%

B.17. What is the highest degree you expect to earn in your lifetime?

N	2,076
Bachelor's (B.A., B.S., etc.)	30%
Master's (M.A., M.S., etc.)	52%
Medical (M.D., D.O., D.D.S., D.V.M., etc.)	3%
Law (J.D., etc.)	2%
Doctorate (Ph.D. or Ed.D., etc.)	14%

Items Requested by Administrative Units

Technology

B.18. Which of the following devices do you have with you at Western this quarter? Check all that apply. (Asked of 50% of spring quarter respondents at random.)

N	544
Laptop computer	89%
Desktop computer	14%
Tablet computer	25%
Cell phone	97%
E-book reader	18%
Other wi-fi enabled device	10%
None of the above	1%

B.18.a. Which of the following devices do you typically bring to class? Check all that apply. (Asked of respondents indicating in B.18 that they had one or more of the following devices with them at Western this quarter. Respondents saw only the devices they checked in B.19.)

N	538
Laptop computer	30%
Tablet computer	12%
Cell phone	93%
E-book reader	4%
Other wi-fi enabled device	3%
None of the above	4%

B.18.a.1. What other Wi-Fi enabled device do you typically bring to class? (Open-ended question asked of respondents who answered "other wi-fi enabled device" in B.18.b and B.19.) (N=16) (Responses included: iPod, i-touch.) (Text responses available on request.)

Items Requested by Administrative Units (cont.)

Online Courses

In this section, "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.

B.19. Why did you choose to take a course (or courses) online through Western? Check all that apply. (Asked of spring quarter respondents who had taken an online course through Western.)

N	308
The quality of the course was better in the online format	7%
Schedule flexibility	79%
To make progress toward my degree	51%
The traditional format course sections were full	12%
The course was not offered that quarter in a traditional format	26%
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	0%
Other	10%

B.20. Have you ever taken an online course at another institution or high school? (Asked of 50% of spring quarter respondents at random.)

N	539
Yes	39%
No	61%

B.20.a. How many online courses have you completed through each of the following? (Asked of respondents who indicated in B.22 that they have taken an online class.)

N	N	None	One	Two or more
High school	199	70%	22%	8%
Two-year college	206	24%	27%	49%
Four-year college (excluding Western)	197	78%	9%	14%
Other	144	92%	4%	4%

Items Requested by Administrative Units (cont.)

Online Courses (cont.)

B.21. Do you think online or traditional courses are better for the following purposes? (Asked of 35% of spring quarter 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	389	2%	2%	16%	25%	56%
Getting good grades	387	12%	21%	33%	15%	20%
Making progress toward my degree	388	3%	9%	35%	21%	32%
Quality of interaction with faculty	390	0%	2%	7%	14%	77%
Quantity of interaction with faculty	390	1%	5%	9%	14%	72%
Class discussions	389	2%	3%	8%	17%	70%
Scheduling around other courses	388	41%	33%	14%	3%	10%
Scheduling around a job	387	47%	32%	11%	3%	8%
Scheduling around family or other responsibilities	387	41%	32%	16%	4%	8%
Confidence in my ability to succeed	388	3%	6%	34%	20%	36%

B.22. Do you prefer an online or traditional format for the following types of classes? (Asked of 50% of spring quarter respondents at random.)

	N	Prefer online	No preference	Prefer traditional
GURs	529	15%	32%	53%
Major or minor requirements	527	2%	10%	88%
Courses outside my major/minor	519	6%	29%	65%

B.23. To what extent do you agree with the following? (Asked of 50% of spring quarter respondents at random. First question asked of 50% of respondents who have taken an online course.)

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
In general, I like taking online courses	270	20%	23%	29%	22%	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	528	21%	35%	22%	17%	6%
I wish Western offered more online courses	528	15%	25%	41%	14%	5%
Western should retain its identity as an on-campus university and resist the move toward online education	529	3%	9%	36%	23%	30%

Items Requested by Administrative Units (cont.)

University Residences

B.24. Would you recommend living on campus to a new student coming to Western? (Asked of Summer and Winter respondents who lived in campus housing.)

N	123
Yes	91%
No	9%

Items Requested by Administrative Units (cont.)

General University Requirements

B.25. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of 63% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
GUR courses I have taken at WWU have helped me make connections or see relationships between different subject areas (for example, between art and environmental science).	483	13%	19%	20%	36%	12%

B.26. To what extent would you agree that a purpose of taking GUR courses is to help students: (Asked of 63% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Establish an academic and intellectual foundation	476	6%	13%	14%	47%	20%
Choose a major or minor	474	7%	13%	17%	46%	17%
Succeed professionally	476	12%	26%	35%	23%	4%
Succeed in their personal lives	476	11%	23%	30%	27%	9%

B.27. What have you especially liked about taking GUR courses at WWU? (Check all that apply.) GUR courses: (Asked of 60% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	451
Helped me choose a major or minor	33%
Broadened my general knowledge of subjects that interest me	71%
Broadened my knowledge specifically to prepare for my chosen career	11%
Helped me learn to think critically	32%
Prepared me to be a more active and informed citizen	44%
Were easy grades	49%
Helped me understand a broad range of issues	51%
Introduced me to fields or concepts I was previously unaware of	65%
Helped me to consider an issue from another perspective	50%
Other	5%

B.27.a. What other aspect have you especially liked about taking GUR courses at WWU? (Open-ended question asked of respondents who answered "Other" in B.28.) (N=17) (Text responses available on request.)

Items Requested by Administrative Units (cont.)

General University Requirements (cont.)

B.28. What have you especially disliked about taking GUR courses at WWU? (Check all that apply.)
GUR courses: (Asked of 60% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	462
Not knowing why I need to take GUR courses	31%
Taking GUR courses that have no connection to my major, my minor, or my interests	81%
Taking GUR courses that have no connection with each other	50%
Taking GUR courses with students who have no interest in the subject	67%
GUR courses gave low grades	21%
GUR courses are not challenging	23%
GUR courses are not a good value	31%
GUR courses were too large	47%
Other	5%

B.28.a. What other aspect have you especially disliked about taking GUR courses at WWU? (Open-ended question asked of respondents who answered "Other" in B.29.) (N=18) (Text responses available on request.)

B.29. 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 60% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	449
Analyze and communicate ideas effectively in oral/written/visual forms	66%
Analyze and interpret information from varied sources	59%
Use quantitative and scientific reasoning to frame and solve problems	54%
Apply tools of technology with an understanding of their uses and	38%
Work collaboratively and manage projects to effective completion	52%
Understand and evaluate assumptions, values, and beliefs in context of diverse local, national, and global communities	58%
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	49%
Reflect on one's own work and on the ethical dimensions of academic pursuits	41%
Identify and analyze complex problems	43%
Explore, imagine, and create	41%
None of these 11 competencies were addressed in my GUR courses	7%

Items Requested by Administrative Units (cont.)

General University Requirements (cont.)

B.30. 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 60% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

N	456
None	15%
One or two	25%
Three to five	15%
Six or more	6%
I don't recall	39%

B.31. What changes, if any, would you suggest to improve WWU's GUR courses? (Check all that apply.) (Asked of 55% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).

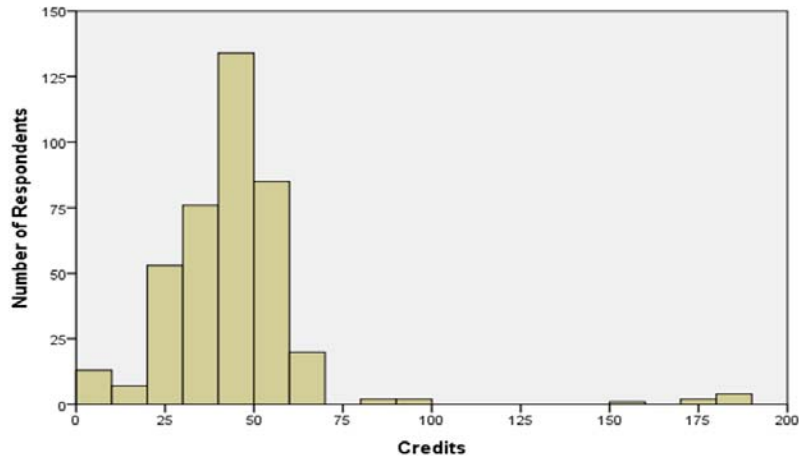
N	410
I see no need to change the current GUR curriculum	18%
Individual GUR courses should be integrated with each other by linking courses along similar themes or disciplines	50%
GUR professors should explicitly state the value of a liberal arts and sciences education	19%
GUR professors should explicitly state the competencies that their course provides students opportunities to develop	31%
The eleven competencies need to be revised	21%
Other	17%

B.31.a. What changes, if any, would you suggest to improve WWU's GUR courses? Other. (Open-ended question asked of respondents who answered "Other" in B.31.) (N=59) (Text responses available on request.)

Items Requested by Administrative Units (cont.)

General University Requirements (cont.)

B.32. 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 55% of spring quarter respondents at random, excluded Fairhaven students and those who previously earned an AA degree).



N	Mean	Median	Minimum	Maximum	Standard Deviation
399	41.00	40	0	185	22.50

Items Requested by Administrative Units (cont.)

Western Libraries

B.33. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? 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): (Asked of 50% of spring quarter respondents at random).

N	533
Not at all	30%
A little	30%
Some	26%
A lot	14%

B.33.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 B.33 that the extent to which their learning was aided was "not at all" or "a little").

N	319
I find collaborative areas distracting	35%
Services I need are not offered	7%
Services I need are not offered at times I can use them	6%
I don't feel that I could benefit from the services offered	35%
The staff did not have the expertise I required	9%
I never come to the physical library	32%
I did not see a direct benefit to my coursework	38%

B.33.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 B.33 that the extent to which their learning was aided was "some" or "a lot").

N	214
I appreciate areas that facilitate collaboration	50%
The staff are especially helpful	52%
The services are available to me when I need them	71%
I spend a lot of time in the physical library and appreciate so many re:	47%
I saw a direct benefit to my coursework	44%

Items Requested by Administrative Units (cont.)

Western Libraries (cont.)

B.34. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? Using study spaces that are near the Learning Commons programs: (Asked of 50% of spring quarter respondents at random).

N	534
Not at all	26%
A little	27%
Some	27%
A lot	20%

B.34.a. 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 B.34 that the extent to which their learning was aided was "not at all" or "a little").

N	283
I don't have a need for these services or resources	35%
I rarely study in the Learning Commons spaces	53%
I prefer to study in the quiet areas of the library	27%
I prefer to study elsewhere on campus	37%
I don't study on campus	45%

B.34.b. Tell us why Western Libraries and Learning Commons spaces contributed to your learning. Choose all that apply. (Asked of respondents who indicated in B.34 that the extent to which their learning was aided was "some" or "a lot").

N	251
I appreciate having support services and resources close at hand when	62%
I appreciate having food services close at hand when I study	65%
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%

Items Requested by Administrative Units (cont.)

Western Libraries (cont.)

B.35. To what extent has your interaction with the following Western Libraries and Learning Commons resources and services aided your learning? Using collections (books, journals, multi-media, course reserves and OneSearch). (Asked of 50% of spring quarter respondents at random).

N	534
Not at all	10%
A little	21%
Some	25%
A lot	44%

B.35.a. 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 B.35 that the extent to which their learning was aided was "not at all" or "a little").

N	169
It's difficult to identify the materials I need	19%
I find the layout of the building too confusing when looking for items	21%
I can't find books or other items the library owns using OneSearch	14%
I find it difficult to use the various to use the databases effectively	20%
The course reserves items I needed were not available	17%

B.35.b. Tell us why Western Libraries and Learning Commons collections contributed to your learning. Choose all that apply. (Asked of respondents who indicated in B.35 that the extent to which their learning was aided was "some" or "a lot").

N	365
The staff have helped me understand how to identify and find the materials I need	34%
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	49%
I have learned how to use the databases effectively	72%
The course reserve items for my classes were available when I needed	50%

Items Requested by Administrative Units (cont.)

International Education

The following set of questions refer to “internationally-oriented content” in Western courses. This may include: texts from other nations, ethnicities, cultures, or languages, case studies from outside the US, exposure to teaching methods or standards that are used globally, participation of international students, international geography, foreign language, First Nations or other indigenous perspectives, or international travel.

B.36. To what extent did your coursework at Western include internationally-oriented content? (Asked of 50% of summer and winter quarter respondents at random).

N	265
Not at all	43%
Some	41%
A lot	16%

B.37. To what extent were you involved in internationally-oriented extracurricular activities during your time at Western? (Including internships, clubs, volunteer experiences, service-learning, etc.) (Asked of 50% of summer and winter quarter respondents at random).

N	251
Not at all	63%
Some	27%
A lot	10%

B.38. To what extent did coursework in your {GURs/major} at Western include internationally-oriented content? (Asked of 38% of spring quarter respondents at random).

	N	Not at all	Some	A lot
Major	421	27%	54%	19%
GURs	385	14%	69%	18%

Items Requested by Administrative Units (cont.)

International Education

B.39. Did you study abroad during your time at Western? (Asked of 38% of spring quarter respondents at random).

N	424
Yes	11%
No	89%

B.40. Did you study foreign language during your time at Western? (Asked of 38% of spring quarter respondents at random).

N	424
Yes	11%
No	89%

B.41. During the current academic year, about how often have you done each of the following? (Asked of 50% of spring respondents at random).

	N	Not at all	Once or twice	Several times	Often	Very often
Participated in internationally-oriented extracurricular activities (e.g. internships, clubs, volunteer experiences, service-learning, etc.)	547	60%	20%	9%	6%	4%
Worked with internationally-oriented faculty and staff advisors (e.g. for study abroad, credit transfer, internships abroad)	544	75%	14%	6%	3%	3%
Heard international speakers on campus	543	52%	30%	12%	4%	3%
Attended international events at the university (e.g. musical performances by international artists, Chinese New Year celebration, International Education Week, World Issues Forum)	546	60%	25%	10%	4%	2%

Items Requested by Administrative Units (cont.)

International Education (cont.)

B.42. To what extent did the following experience(s) impact your education? (Asked of respondents who indicated in tables B.40 and B.41 that they had engaged in the activity).

	N	No impact	Slight impact	Moderate impact	Large impact
Study abroad	48	2%		19%	79%
Foreign language study	110	13%	26%	26%	36%
Internationally-oriented content in your major coursework	305	24%	37%	24%	16%
Internationally-oriented content in your GURs	331	27%	42%	23%	9%
Participation in internationally-oriented extracurricular activities (e.g. internships, clubs, volunteer experiences, service-learning, etc.)	217	24%	33%	25%	18%
Work with internationally-oriented faculty and staff advisors (e.g. for study abroad, credit transfer, internships abroad)	134	21%	31%	24%	24%
International speakers on campus	255	35%	41%	18%	7%
International events at the university (e.g. musical performances by international artists, Chinese New Year celebration, International Education Week, World Issues Forum)	220	30%	46%	17%	7%

B.43. To what extent do you agree that your Western education has: (Asked of 50% of spring respondents at random).

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Made you a more informed and engaged global citizen?	546	3%	6%	23%	42%	27%
Prepared you to work in a globally interconnected world?	546	4%	8%	34%	39%	16%

Items Requested by Administrative Units (cont.)

International Education (cont.)

B.44. If you could begin your Western experience again, in which areas would you like expanded international education opportunities? Choose up to two options. (Asked of 50% of summer and winter quarter respondents at random).

N	168
Study abroad	67%
Interaction with international students	15%
Classes with international focus	20%
Events with international focus	11%
Foreign language study	8%
None, Western already offers enough international education opportunities	12%
Other, please specify below	7%

B.45. If you could begin your Western experience again, in which areas would you like expanded international education opportunities? Choose up to two options. (Asked of 50% of spring quarter respondents at random).

N	536
Study abroad	55%
Interaction with international students	14%
International content in major classes	15%
International content in GURs	13%
Internationally-oriented faculty and staff advising	5%
International speakers at the university	6%
International events at the university	8%
Foreign language study	29%
None, Western already offers enough international education opportunities	14%
Other, please specify below	4%

B.45.a. If you could begin your Western experience again, in which areas would you like expanded international education opportunities? Other. (Open-ended question asked of respondents who answered "Other" in B.44. or B.45.) (N=26) (Text responses available on request.)

C. College-Level Responses

Satisfaction

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

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	361	202	74	119	1,001	146	362	2,178
Attend Western	78%	94%	74%	76%	85%	85%	84%	84%
Attend a different university	19%	5%	20%	21%	13%	13%	16%	14%
Not pursue a bachelor's degree at any school	3%	1%	5%	3%	2%	2%	1%	2%

C.1.a. Why would you choose to attend a different university? Check all that apply. (Asked of respondents who answered "attend a different university" in C.1.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	69	11	15	24	128	19	56	309
I could have graduated more quickly from a different school	12%	18%	7%	17%	22%	21%	23%	19%
I don't like Western's campus	4%		7%	4%	3%	5%	9%	5%
I don't like Western's students	19%	9%	13%	13%	21%	26%	7%	18%
I don't like Western's quarter system	4%		7%	13%	9%	16%	14%	9%
I don't like Western's faculty members	14%	27%	7%	8%	13%	16%	18%	14%
I became interested in a major that Western doesn't offer	17%	9%	40%	17%	22%	26%	27%	23%
Another school has a better program in my field	43%	27%	80%	33%	43%	32%	64%	46%
A degree from another school is more valuable	45%	9%	27%	33%	24%	21%	38%	30%
Western's degree or major requirements were not what I expected or was led to believe	12%	27%		29%	18%	26%	16%	17%
Another school would have challenged me more than Western	22%	36%	53%	33%	27%	32%	20%	26%
I feel like I settled for a second-rate experience when I should have tried harder to get into a better school	28%	18%	20%	29%	36%	32%	29%	30%
Western is too big				4%	2%	11%	2%	2%
Western is too small	12%	9%		8%	13%	5%	2%	9%
Western is too far from home	16%		13%	8%	7%	11%	7%	10%
Western is too close to home	6%	9%		8%	16%	5%	7%	10%
Other	26%	55%		33%	29%	26%	25%	28%

Satisfaction (cont.)

C.2. Mark the box that best represents the quality of your relationships with people at Western, from "unfriendly, unsupportive, alienating" on one end to "friendly, supportive, inclusive" on the other. (Scale of 1 - 7.) (Means are reported.) (Asked of 50% of summer, winter and spring quarter respondents at random. A technical problem with the survey interfered with data collection in fall quarter.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	135	86	37	40	396	49	144	846
Relationships with other students	5.9	6.1	5.2	5.7	5.7	5.8	6.1	5.8
Relationships with faculty members	5.6	6.0	5.6	5.9	5.7	5.5	5.7	5.7
Relationships with administrative personnel and offices	5.1	5.4	4.8	4.7	4.6	4.8	4.9	4.8

C.3. How satisfied are you with your experience at Western?

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	359	202	74	118	997	146	358	2,167
Very dissatisfied	3%	3%		1%	2%	3%	2%	2%
Dissatisfied	2%	4%	3%	3%	3%	3%	4%	3%
Neither satisfied nor dissatisfied	13%	6%	19%	13%	10%	10%	15%	11%
Satisfied	55%	52%	61%	57%	57%	59%	48%	55%
Very Satisfied	27%	36%	18%	26%	28%	25%	31%	28%

Graduation Delays

C.4. Compared with what you expected when you first enrolled at Western, how long did it take for you to graduate? (Responses from winter and spring quarter graduates only. A problem with the survey instrument prevented meaningful interpretation of responses from summer and fall quarters.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	235	162	52	93	710	98	273	1,557
Less time than expected	11%	3%	10%	13%	15%	6%	7%	12%
As long as expected	54%	55%	52%	55%	59%	43%	50%	55%
More time than expected	34%	42%	38%	32%	25%	51%	43%	33%

C.4.a. Which of the following factors were a minor or major reason for your graduation being delayed? Select only those that apply. (Asked of respondents who answered "more time than expected" in C.4.) (Scale of 1 -3, "not a reason" to "major reason.") (Means are reported.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	81	68	20	30	181	50	117	515
I could not get the classes I needed	1.5	1.5	1.6	1.8	1.8	1.9	2.0	1.8
I wanted to take a lighter course load	1.5	1.1	1.6	1.2	1.4	1.5	1.2	1.4
I was advised to take a lighter course load	1.3	1.1	1.2	1.1	1.2	1.2	1.2	1.2
I received poor advising prior to declaring my major	1.5	1.5	1.9	1.6	1.7	1.9	1.6	1.7
I received poor advising from my major department	1.2	1.4	1.3	1.6	1.3	1.4	1.4	1.3
I changed my major	1.7	1.3	2.0	1.7	1.7	1.7	1.5	1.6
I was uncertain about which major to choose	1.8	1.1	1.9	1.8	1.7	1.9	1.5	1.6
I lost credits when transferring from another institution	1.3	1.1	1.3	1.3	1.3	1.5	1.2	1.3
I participated in a study abroad program	1.0	1.1	1.2	1.1	1.1	1.1	1.0	1.1
I spent a lot of time working for pay	1.5	1.2	1.4	1.4	1.5	1.6	1.4	1.5
I'm graduating with more than one major/minor	1.4	1.3	1.5	1.5	1.5	1.3	1.2	1.4
My major required a high number of credits	1.4	1.9	1.4	1.7	1.3	1.8	1.9	1.5
I completed an internship, practicum, student teaching, etc.	1.2	2.3	1.3	1.1	1.3	1.7	1.1	1.4
I had a challenging financial situation	1.2	1.2	1.5	1.5	1.3	1.2	1.4	1.3
I had personal health issues	1.1	1.2	1.3	1.3	1.3	1.3	1.2	1.2
I had chemical dependency issues	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
I had family or significant-other issues	1.3	1.2	1.4	1.2	1.3	1.3	1.2	1.2
I was involved in student activities, athletics, etc.	1.2	1.0	1.3	1.1	1.2	1.2	1.2	1.2
I took classes that didn't end up counting toward my degree requirements	1.6	1.3	1.6	1.8	1.7	1.9	1.7	1.7
Other	1.2	1.1	1.4	1.3	1.3	1.2	1.3	1.3

Graduation Delays

C.5. How satisfied are you with the length of time it took for you to graduate from Western? (Responses from winter and spring quarter graduates only. A problem with the survey instrument prevented meaningful interpretation of responses from summer and fall quarters.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	235	162	52	93	709	98	273	1,556
Very dissatisfied	3%	6%		1%	3%	3%	2%	3%
Dissatisfied	9%	17%	4%	11%	9%	19%	14%	10%
Neither satisfied nor dissatisfied	18%	26%	29%	30%	17%	27%	29%	22%
Satisfied	46%	30%	60%	43%	44%	35%	41%	43%
Very satisfied	25%	22%	8%	15%	27%	16%	14%	23%

Major and Upper Division Experiences

C.6. How satisfied are you with each of the following aspects of your major? (Scale of 1 - 5, "very dissatisfied" to "very satisfied.") (Means are reported.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	381	155	76	121	1,060	150	359	2,302
Course availability	3.7	3.8	3.6	3.7	3.6	3.4	3.3	3.6
Variety of courses offered	3.7	3.8	3.5	3.5	3.7	3.8	3.6	3.7
Knowledge and expertise of faculty	4.2	4.3	4.1	4.3	4.4	4.3	4.3	4.3
Quality of instruction	3.9	4.2	4.0	4.1	4.2	4.1	3.9	4.1
Level of academic challenge	4.0	4.0	3.8	4.2	4.1	4.0	4.2	4.1
Department internship and service learning opportunities	3.3	4.3	3.2	3.2	3.3	3.7	3.1	3.4
Relevance of coursework to future career plans	3.8	4.2	3.8	3.8	3.7	3.8	3.8	3.8
Effectiveness of your major advisor	3.4	3.7	3.5	3.6	3.7	3.7	3.6	3.6

C.7. During the current academic year, about how often have you done each of the following? (Scale of 1 - 5, "not at all" to "very often.") (Means are reported.) (Asked of 50% of summer, winter and spring quarter respondents at random. A technical problem with the survey interfered with data collection in fall quarter.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	127	72	27	55	394	54	139	827
Participated in a classroom discussion	4.0	4.3	4.3	4.2	4.2	4.2	3.8	4.1
Talked with an advisor or faculty member about career plans	2.5	3.2	3.5	3.3	2.8	2.8	2.7	2.8
Attended learning events on campus, such as the distinguished lecture series, films with discussion, or field trips	2.4	2.3	2.9	2.8	2.2	2.8	2.3	2.3
Made a class presentation	3.9	4.0	3.8	3.9	3.7	3.8	3.2	3.7
Worked with classmates outside of class to prepare class assignments	4.2	4.1	3.2	4.0	3.7	4.1	3.9	3.9
Put together ideas or concepts from different courses when completing assignments or during class discussions	3.9	4.4	4.4	3.8	3.8	3.9	3.8	3.9
Engaged in academic dishonesty	1.2	1.2	1.0	1.1	1.1	1.0	1.0	1.1

Major and Upper Division Experiences (cont.)

C.8. During your upper division studies, how often did you collaborate with a professor on a research or creative project outside of course or program requirements? (Asked of 50% of summer and winter quarter respondents, and 60% of spring quarter respondents at random, and all respondents majoring in chemistry in all quarters. A technical problem with the survey interfered with data collection in fall quarter.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	162	88	35	64	451	52	203	999
Never	51%	53%	26%	31%	45%	42%	41%	44%
Once	23%	14%	26%	23%	21%	37%	25%	23%
Two or more times	26%	33%	49%	45%	34%	21%	34%	33%

C.8.a. How much has collaborating with a professor contributed to your learning? (Asked of respondents who answered "once" or "two or more times" in C.8.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	79	41	26	44	247	30	119	555
Not at all	4%			2%			3%	1%
A little	15%	5%	12%	5%	9%	10%	12%	10%
Some	24%	17%	15%	25%	22%	33%	19%	22%
Quite a bit	35%	54%	46%	36%	36%	37%	40%	39%
A lot	22%	24%	27%	32%	33%	20%	28%	29%

Academic Engagement and Rigor

C.9. How satisfied are you with Western's contribution to your development of the following skills. (Scale of 1 - 5, "Very dissatisfied" to "very satisfied.") (Means are reported.) (Asked of all respondents in summer, fall and winter quarters and 50% of spring quarter respondents at random.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	265	127	59	77	715	100	264	1,530
Writing skills	3.7	3.8	4.0	3.7	4.1	3.8	3.7	3.9
Oral communication skills	4.0	4.1	4.3	3.9	4.0	3.9	3.8	4.0
Critically evaluate information	4.2	4.2	4.5	4.0	4.4	4.2	4.3	4.3
Work or learn independently	4.1	4.1	4.3	4.2	4.2	4.1	4.3	4.2
Work cooperatively in a group	4.3	4.1	4.1	4.1	4.0	4.1	4.2	4.1
Appreciation of the arts	3.4	3.7	4.1	4.4	3.8	3.6	3.4	3.7
Apply scientific principles and methods	3.6	3.8	3.5	3.4	3.8	4.3	4.3	3.9
Apply quantitative principles and methods	3.9	3.9	3.4	3.4	3.8	4.1	4.3	3.9
Awareness of cultural and social differences among people	3.9	4.3	4.5	4.0	4.3	4.0	3.8	4.1
Use library resources for research	3.3	3.8	4.0	3.7	4.0	3.7	3.6	3.7
Work effectively with technology appropriate for your field	3.9	4.0	3.8	3.9	4.0	3.8	4.3	4.0

C.10. During the current school year, how much has your coursework emphasized the following? (Scale of 1 - 4, "very little" to "very much.") (Means are reported.) (Asked of 50% of respondents in Summer, Winter and Spring quarters at random. A technical problem with the survey interfered with data collection in fall quarter.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	139	82	23	48	403	55	143	856
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.7	1.8	1.6	2.2	2.3	2.1	2.5	2.3
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.9	3.2	3.2	2.9	3.1	3.0	3.1	3.1
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.2	3.1	3.4	2.9	3.1	3.0	2.9	3.1
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	2.8	3.0	2.9	2.6	3.0	2.7	2.8	2.9
Applying theories or concepts to practical problems or in new situations	3.0	3.4	3.1	2.9	2.9	3.0	3.2	3.0

Educational Expenses and Employment

C.11. Did you or someone else borrow money to fund your education?

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	341	188	71	116	971	139	347	2,077
Yes	58%	78%	58%	54%	63%	60%	66%	63%
No	42%	22%	42%	46%	37%	40%	34%	37%

C.11.a. When you graduate, approximately how much will be owed for your education in each of the following categories? (Asked of respondents who indicated in C.11. that someone borrowed money to fund their education.) (OSR assumed zero when no response was given if the respondent gave a valid response in another debt category.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	170	129	33	50	486	71	190	1083
Loans in your name	\$18,934	\$23,893	\$20,669	\$20,844	\$19,966	\$23,130	\$21,577	\$20,767
Credit cards in your name	\$708	\$847	\$527	\$459	\$455	\$715	\$687	\$605
Loans in someone else's name	\$5,191	\$6,449	\$5,333	\$8,566	\$8,395	\$8,115	\$6,348	\$7,220
Credit cards in someone else's name	\$62	\$186	\$303	\$120	\$309	\$99	\$484	\$272
Total for respondents who incurred debt	\$24,895	\$31,376	\$27,220	\$29,989	\$29,018	\$32,058	\$29,097	\$28,826

C.11.b. Total educational debt for all respondents. (OSR assumed zero for debt categories when no response was given if the respondent gave a valid response in another debt category, and included zero values for respondents who indicated in C.11 that no money was borrowed to fund their education.)

N	322	176	65	104	873	130	318
Total for all respondents	\$13,143	\$22,997	\$14,238	\$14,418	\$16,221	\$17,509	\$17,385

Educational Expenses and Employment (cont.)

C.12. How many credit cards do you have now? Include national cards such as MC or Visa and store cards, gas cards, other. (Asked of 40% of respondents at random.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	142	76	21	35	386	60	110	802
Mean	1.3	1.2	1.3	0.9	0.9	0.9	1.0	1.0

C.12.a. What would you estimate is the combined outstanding balance on all your credit cards: (Asked of respondents who indicated in C.12. that they have one or more credit cards.) (Only valid responses are included. OSR did not assume 0 when no response was given.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
Credit card balance today								
N	99	49	7	19	191	34	60	442
Mean	\$780	\$1,697	\$3	\$855	\$883	\$432	\$1,145	\$954
Average credit card balance during the past year								
N	39	9	3	4	56	8	18	129
Mean	\$504	\$940	\$0	\$130	\$399	\$156	\$751	\$480

C.12.b. What would you estimate is the total amount you have charged on your credit card(s) for direct education expenses during the past year?(Asked of respondents who indicated in C.12. that they have one or more credit cards.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR excluded one responses greater than \$50,000)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	96	47	7	19	190	33	59	434
Mean	\$2,086	\$1,076	\$214	\$763	\$864	\$368	\$986	\$1,107

C.13. During this current academic year, on average how many hours per week have you worked for pay? (If respondent indicated working in one category but did not respond in the other category, OSR assumed 0 hours for the category with no response.) (OSR derived total employment values by adding on- and off-campus employment responses.) (Means are reported.) (OSR excluded 26 cases where total employment hours exceeded 60 per week.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	327	184	68	111	944	135	337	
On-Campus	3.1	2.6	6.2	4.2	4.1	2.9	4.1	
Off-Campus	11.4	13.1	7.8	8.2	10.7	11.8	6.8	
Total	14.5	15.7	14.0	12.4	14.8	14.7	11.0	

Post-Graduation Plans

C.14. What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	342	188	71	116	973	140	347	2,081
Employment, full-time paid	77%	70%	41%	58%	51%	54%	63%	59%
Employment, part-time paid	6%	16%	25%	20%	18%	19%	9%	14%
Graduate or professional school, full-time	6%	3%	13%	10%	15%	7%	17%	12%
Graduate or professional school, part-time	0%	2%	3%		1%	1%	1%	1%
Additional undergraduate coursework at Western	1%	1%	1%	2%	1%		0%	1%
Additional undergraduate coursework at another institution					1%	1%	1%	1%
Military service	1%		1%		1%	1%	1%	1%
Volunteer activity (e.g. Peace Corps)	2%	2%	4%	2%	5%	11%	4%	4%
Starting or raising a family	1%	1%	3%	1%	1%	1%		1%
Other, please specify	6%	5%	9%	9%	7%	6%	4%	7%

C.14.a. Which of the following best describes the current state of your job search? (Asked of respondents who answered "employment, full-time" or "employment, part-time" in C.14.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	286	159	47	90	662	100	247	1,514
Planning to stay in my current job after graduation	10%	11%	26%	20%	15%	19%	5%	13%
Accepted an offer of employment	21%	11%	6%	13%	14%	18%	20%	16%
Received an offer for a position, but declined	2%	1%	2%		0%	1%	0%	1%
Currently considering an offer	10%	6%	4%	6%	7%	6%	7%	8%
Looking but no offers yet	44%	48%	43%	51%	44%	49%	51%	46%
Planning to work next year, but not actively looking for a position	12%	24%	19%	10%	20%	7%	16%	17%

C.14.a.1. How many job offers have you received? (Asked of respondents who answered "employment, full-time" or "employment, part-time" in C.14.) (OSR included 0 values for respondents who indicated in C.14.a that they have looked for a job but not received an offer or have not looked for a job. Previous reports did not include these values. Contact OSR for further analysis). (OSR excluded three responses greater than 10.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	285	162	47	90	664	101	248	1519
Mean	0.74	0.34	0.47	0.72	0.43	0.45	0.49	0.50

Post-Graduation Plans (cont.)

C.14.a.2. Of those offers, how many are related to your field of study? (Asked of respondents who indicated in C.14.a.1. that they have received one or more job offers.) (Response options seen by the respondent were limited to a number equal to or fewer than the total number of job offers indicated in C.14.a.1.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	113	34	9	26	171	30	71	435
None	5%	3%	11%	8%	33%	20%	7%	18%
One	49%	62%	44%	35%	44%	57%	54%	48%
Two	28%	24%	33%	27%	14%	17%	25%	21%
Three	10%	6%		15%	6%	3%	10%	8%
Four	6%	6%		8%	2%		4%	3%
Five			11%	4%	1%	3%		1%
Six				4%	1%			1%
Seven								
Eight					1%			0%
Nine								
Ten or more	2%							1%

C.14.a.3. Did you take a job that offers higher pay and less career satisfaction in order to help pay off your student loans? (Asked of respondents who indicated they were planning to stay in a current job or had accepted an offer of employment in C.14.a.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	89	34	15	29	187	35	63	428
Yes	12%	15%		10%	15%	17%	14%	14%
No	88%	85%	100%	90%	85%	83%	86%	86%

C.14.a.4 What is the current state of your application process? (Asked of respondents who indicated in C.14.a. that they plan to continue their education upon graduation.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	23	9	11	11	169	12	67	291
I have accepted an offer of admission	61%	22%	46%	46%	37%	25%	54%	42%
I am currently considering an offer(s) of admission	4%				3%	8%	2%	3%
I am waiting for admission decisions	9%		9%		11%		12%	10%
I applied but was not accepted for fall			9%	9%	4%		3%	3%
I have begun, but not finished the application process	9%	11%	9%	18%	22%	17%	16%	19%
I have not begun the application process	17%	67%	27%	27%	24%	50%	13%	23%

Post-Graduation Plans (cont.)

C.15. What is the highest degree you expect to earn in your lifetime?

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	341	188	71	116	971	138	347	2,076
Bachelor's (B.A., B.S., etc.)	39%	17%	20%	43%	28%	25%	29%	30%
Master's (M.A., M.S., etc.)	55%	74%	44%	41%	49%	62%	47%	52%
Medical (M.D., D.O., D.D.S., D.V.M., etc.)			3%	1%	3%	1%	8%	3%
Law (J.D., etc.)	2%	1%	6%	1%	3%	4%		2%
Doctorate (Ph.D. or Ed.D., etc.)	4%	8%	28%	14%	18%	9%	16%	14%

Items Requested by Administrative Units

Technology

C.16. Which of the following devices do you have with you at Western this quarter? Check all that apply. (Asked of 50% of spring quarter respondents at random.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	78	58	11	39	255	38	84	544
Laptop computer	87%	81%	100%	87%	93%	90%	88%	89%
Desktop computer	15%	19%	9%	15%	9%	8%	27%	14%
Tablet computer	31%	22%	46%	23%	24%	18%	20%	25%
Cell phone	97%	90%	100%	95%	99%	95%	95%	97%
E-book reader	22%	19%	9%	23%	19%	16%	13%	18%
Other wi-fi enabled device	12%	5%	9%	13%	10%		14%	10%
None of the above	1%	5%		3%				1%

C.16.a. Which of the following devices do you typically bring to class? Check all that apply. (Asked of respondents indicating in C.16 that they had one or more of the following devices with them at Western this quarter. Respondents saw only the devices they checked in C.16.)

	CBE	Woodring	Fairhaven	CFPA	CHSS	Huxley	CST	WWU
N	77	55	11	38	255	38	83	538
Laptop computer	33%	40%	18%	29%	32%	26%	16%	30%
Tablet computer	17%	9%	18%	13%	11%	13%	8%	12%
Cell phone	95%	84%	100%	95%	96%	87%	92%	93%
E-book reader	5%	2%		5%	4%	5%	1%	4%
Other wi-fi enabled device	4%			13%	2%		5%	3%
None of the above	4%	6%		3%	4%	3%	7%	4%

Appendix A.

In what ways has Western exceeded your expectations? (N=658)

Open-ended question, responses categorized by OSR. Frequencies sum to more than the number of respondents because respondents provided multiple comments. Full Text available on request.

Major or program specifically mentioned, including curriculum, faculty in department, preparation for graduate school or employment

Department	N	Department	N	Department	N	Department	N
ACCT	7	ENG	7	RECR	11	PET	1
CBE	2	GSTU	1	SOC	6	PLAS	3
ECON	3	HIST	3	BIOL	2	PSY	1
FIN/ECON	1	JOUR	4	CAD/CAM	1	Fairhaven	10
FMKT	7	LANG	3	CSCI	2	EVSC	3
ART	2	LING	1	DSGN	3	Huxley	8
MUS	2	PEHR	7	ENGD	4	HSRV	1
THTR	2	PHIL	1	ETEC	4	Woodring	16
ANTH	2	PLSC	1	GEOL	7		
COMM	4	PSY	7	MSCM	2		

Faculty (in general, no department mentioned)

Faculty (overall) - excellent/great/good	83
Accessible, friendly, one-on-one interaction/attention	25
Excellent quality, knowledgeable, professional	24
Caring, supportive, interested in students' work/success	23
Helpful	10

Staff (in general - excellent, helpful, supportive) (Note: some students may be referring to faculty, not staff) 23

Appendix A. (cont.)

In what ways has Western exceeded your expectations? (cont.)

Response Categories	N
Western's community, social environment	
Western's community and atmosphere, on and off campus	98
Diversity	25
Personal connections and growth	
Connections with friends, faculty	48
Personal and academic growth	63
Western's campus, facilities, location	
Western's campus	23
Western's location/Bellingham area	17
Western's facilities	5
Western's sustainability efforts	6
Classes	
a. Size	18
b. Variety	14
c. Content	13
d. Availability/scheduling	6
Academics/curriculum overall	8
Enrollment and Student Services	
Associated Students (AS) - student activities, clubs, Ethnic Student Center, AS Outdoor Center, AS facilities off campus	22
Academic Advising Center	1
Career Services Center	3
Health Center	13
Recreation Center, Intramurals	9
Tutoring Center	2
University Residences/Residence Life	3
Other Enrollment and Student Services	1

Appendix A. (cont.)

In what ways has Western exceeded your expectations? (cont.)

Response categories	N
Experiential learning opportunities (in general, no department mentioned)	19
None (Western did not exceed expectations)	35
Resources & services (in general, no department mentioned)	10
Western met expectations	10
Extracurricular activities (in general, no department mentioned)	12
Library	10
Western's finances/budgeting/tuition	4
Overall great experience at Western	9
Extended Education (off campus sites; Independent Learning)	16
General University Requirements	8
Time to Degree	8
Career Preparation	11
Other miscellaneous comments	36

Appendix B.

In what ways has Western fallen short of your expectations? (N= 664)

Open-ended question, responses categorized by OSR. Frequencies sum to more than the number of respondents because respondents provided multiple comments. Full text available on request.

Major or program specifically mentioned, including curriculum, faculty in department, preparation for graduate school or employment

Department	N	Department	N	Department	N	Department	N
ACCT	3	EAST	1	SOC	1	PET	1
CBE	5	ENGL	2	SPAN	2	VHCL	1
FMKT	5	HIST	2	BIOL	4	Fairhaven	1
MGMT	1	JOUR	3	CSCI	6	ENVS	1
ART	4	JPNS	2	CSE	4	HUX	4
DSGN	2	LANG	1	EVST	1	ECE	1
MUS	1	LAT	1	GEOL	4	SPED	1
MUS	3	LING	1	MATH	1	Woodring	10
THTR	1	PEHR	9	MATH	3		
COMM	2	PSY	6	MET	1		

Faculty (in general, no department mentioned)	N
General- Overall	24
Accessibility, friendliness, lack of support, helpfulness	12
Quality, knowledgability, level of engagement, professionalism	22

Staff (in general, no department mentioned)	N
	5

Classes	N
Availability/access	55
Registration (related to class access)	29
Classes outside of major - not available to non-majors	6
Size	8
Content	30
Variety	11

Appendix B. (cont.)

In what ways has Western fallen short of your expectations? (cont.)

Student Affairs and Academic Support Services	N
Associated Students (AS) - student activities, clubs, Ethnic Student Center, ASOutdoor Center, AS facilities off campus	56
Academic Advising Center or Freshman/Undeclared Advising	28
Departmental Advising	11
Athletics	4
Career Services Center	2
Counseling Center	14
Dining Services	18
Financial Aid/Scholarships	7
Registrar's Office	2
Student Outreach Services/Destination Graduation	8
University Residences/Residence Life	
Western's community, social environment	
Diversity	18
Western's community and atmosphere, on and off campus	33
Political views	8
Communications	18
Western's administration/administrative procedures	
Administration/administrative procedures	10
Finances/budgeting/tuition	36

Appendix B. (cont.)

In what ways has Western fallen short of your expectations? (cont.)

	N
Academics/curriculum overall	30
Employment issues	16
Time to degree	18
General University Requirements	21
Parking/transportation	17
Resources & services - (in general, no department mentioned)	3
Transfer student concerns	18
Western's campus, facilities, location	2
Experiential learning opportunities (in general, no department mentioned)	11
Western doesn't offer a particular program	13
Library	2
Western Didn't Fall short/ no expectations/ none	31
Post-Undergraduate Concerns	12
Other/Miscellaneous	50
