

SPRING 2010 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2008

Descriptive Statistics

Report 2010-06

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OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY

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SPRING 2010 FOLLOW-UP SURVEY OF FRESHMEN WHO ENTERED WESTERN IN FALL OF 2008

EXECUTIVE SUMMARY

The Spring 2010 Follow-Up Survey of Freshmen Who Entered Western in Fall 2008 (2nd Year Survey) holds particular importance to Western in that it focuses on student experiences in first year programs and GUR courses. Together with the Vice Provost for Undergraduate Education and the Committee for Undergraduate Education, the Office of Survey Research (OSR) created this survey in an attempt to shed light on the efficacy of and satisfaction with programs designed to foster student success early in their Western careers.

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 2008. These students were completing their second complete year on campus at the time of the survey (Spring 2010). As part of OSR's efforts to paint a longitudinal portrait of Western's students, these students also were surveyed immediately prior to beginning their Western careers (Fall 2008 Baseline of Incoming Freshmen.)

In an attempt to measure the success of pre-calling, OSR initiated the 2nd Year Survey by first calling potential respondents and informing them that they were to receive an e-mail survey shortly. These pre-calls were made on May 3, 2010 and the e-mail with embedded link to the survey was sent on May 5th. Electronic reminders were sent to non-respondents three days later and phone call reminders were placed on May 12th. For non-respondents who provided the university with an external e-mail address, additional invitations and reminders were sent on May 13th and 17th. This was followed by a final phone call reminder during the following week. Of the 2,148 valid 2nd year students, OSR received survey responses from 1,355, a response rate of 63.1%.

In addition to the contributions of the Vice Provost for Undergraduate Research and the Committee for Undergraduate Education, a number of other campus offices contributed questions to the 2nd Year Survey. Among these contributors are the Math Center, University Residences, and the Office of Sustainable Transportation. Because of the large number of questions these offices included, 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 student to complete the survey while still allowing for a large number of questions to receive a quantity of responses necessary for statistical analysis. For each question, this report notes when randomization occurs. OSR did encounter a flaw in its programming of this randomization routine. On May 11th, after 569 completed surveys and 65 partially completed surveys had been received, OSR realized that the randomized questions were not being asked. This problem was corrected and the remaining 721 responses successfully received the appropriate randomized questions.

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. As is consistent with OSR's experience surveying Western students, women were more likely to respond to the 2nd Year Survey than men (63% of respondents were women whereas 59.2% of the population are women.) Likewise, respondents hold slightly better Western grade point averages; the average respondent earned a cumulative GPA of 3.04 compared to a population average of 2.97. Respondents are also more likely to live on campus (32.1% of respondents versus 29.5% of the population) and attempted more credits during spring quarter than non-respondents (average of 14.7 credits for respondents and 14.5 for the population.) Despite these differences, respondents and non-respondents were very similar in terms of race, running start status, residency in Washington, and first generation status.

The remainder of this report is composed of twelve additional sections each focusing on an aspect of student experience. Rather than describing each of these sections, here we focus on two: Section L (Department-Level Data) and Section M (Items Requested by Departments, Offices, and Programs). Some of the questions on this survey are better analyzed at the departmental level. For instance, questions about the quality of advising within a major or the likelihood of staying in a major are most helpful to specific departments. However, because some of these questions were randomly excluded from surveys and because many 2nd year students have yet to declare a major, only a small number of departments received enough responses to warrant documentation here. For departments which did receive a large number of responses, we included department-level breakdowns of questions dealing specifically with departmental issues in Section L. OSR will happily share data with departments who are not listed in this section.

Section M contains summary data for questions submitted by other offices and departments. These include questions from the Math Center, the Western Reads Program, University Residences, and the Office of Sustainable Transportation. It is OSR's intent to expand this section of the survey in the future as other departments add their own questions.

While we leave it to the reader to decide what is informative or striking in this report, we undertake to highlight some findings which the wider campus may find interesting. Ninety-one percent of students claimed to be "satisfied" or "very satisfied" with their Western experience but only 66% of students claimed that they were "very unlikely" to leave Western prior to graduation. For the sixty-one students who thought it probable that they would transfer from Western prior to graduating, the most common reasons given were that another school has a better program in their field, that they wanted to go somewhere new and different, or that Western doesn't offer a major that is of interest.

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. The average number of full courses were 1.66, about half of which were GUR courses and about 90% were required for their major or pre-major. Students were also asked about courses that were too large. The three courses most frequently cited by 2nd year students as being too large were PSY 101, ESCI 101, and BIOL 101. Sadly, only 8% of students strongly agreed with the statement "Taking GUR courses gives me useful skills" and only 7% of students are "very satisfied" with GUR course availability.

For students who have already declared a major, 63% claimed they were very unlikely to change their major prior to graduation. For undeclared students, 57% were certain as to what their major would be and 34% had some idea. Sixty percent of non-declared majors had contacted someone within a major department about their interest. The most common reason for not having declared a major was a need to take more courses to qualify for their major.

Over the entire academic year, 35% of students claim they did not write a single paper longer than 5 pages and 56% claimed to write between one and four such papers. Given that 34% of students claimed that learning writing skills is very important to them, this lack of writing experience may explain why only 15% of students are "very satisfied" with the writing skills they have developed.

Two 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. Researchers may view the contents of the baseline survey given to these students at: <http://www.wvu.edu/socad/osr/wels> 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.

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 1,355 responding to the survey due to question branching, random selection of respondents for certain questions, and survey attrition.
2. In many cases percentages do not sum to one hundred because of rounding.
3. A blank space indicates no respondent chose that response option. A report of 0% indicates that the percent of responses rounded down to, but is not equal with, zero.
4. This report presents responses from all students completing any question regardless of whether the respondent completed the survey or not.

THE OFFICE OF SURVEY RESEARCH

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

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

A. Comparison of all Second-Year Students and Respondents

A.1. Second-Year Characteristics

	Non- Respondents	Respondents	All Second-Year Students
N	793	1,355	2,148
Male	47.3%	37.0%	40.8%
Caucasian	75.0%	77.9%	76.8%
Black	3.5%	2.4%	2.8%
Hispanic	7.2%	4.6%	5.6%
Asian/Pacific Islander	9.7%	9.7%	9.7%
Native American	2.0%	2.3%	2.2%
Race Unknown	1.8%	2.1%	2.0%
Mean Admission Index	55.6	60.0	58.4
Mean WWU GPA	2.85	3.04	2.97
Mean Age	19.1	19.0	19.0
Median Age	19	19	19
First Generation Student	31.7%	30.1%	30.7%
Runningstart Student	13.1%	13.1%	13.1%
WA Resident	93.6%	92.5%	92.9%
Campus Housing 201020	23.7%	32.1%	29.5%
Mean Cumulative WWU Credits	69.2	72.4	71.2
Mean Spring 2010 Peak Credits	14.1	14.7	14.5

B. Attending Western

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

N	1,355
Very dissatisfied	1%
Dissatisfied	2%
Neither satisfied nor dissatisfied	7%
Satisfied	61%
Very Satisfied	30%

B.1.a. Why are you dissatisfied with your experience at Western? (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in B.1.) (N=28) (Responses included: can't get into classes for major as they are always full, classes not offered when needed, lack of variation in class times, not the learning environment for me, WWU is using my money for stuff I don't even use, quality of classes in my program is poor, quality of advising is poor.) (Text responses available on request.)

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

N	1,355
Very unlikely	66%
Somewhat unlikely	22%
Uncertain	8%
Somewhat likely	2%
Very likely	3%

B.3. When do you expect to graduate from Western with your bachelor's degree?

N	1,355
Winter 2011 or earlier	4%
Spring 2011 through winter 2012	8%
Spring 2012	48%
Summer 2012 through winter 2013	30%
Spring 2013 or later	9%
I don't plan to graduate from Western	2%

B.4. If you leave Western, will you transfer to another institution or not attend school anywhere? (Asked of respondents who answered "somewhat likely" or "very likely" in B.2., or "I don't plan to graduate from Western" in B.3.)

N	71
Transfer	87%
Not attend	13%

Attending Western (cont.)

B.4.a. Why are you likely to leave Western before you graduate? Check all that apply. (Asked of respondents who answered "not attend" in B.4.)

N	8
Financial problems	38%
Academic performance	13%
Unsure of my direction	63%
Employment opportunity	
A college education isn't important to me.	13%
Other	

B.4.a.1. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.4.a.) (N=0)

B.4.b. Why are you likely to transfer from Western? Check all that apply. (Asked of respondents who answered "transfer" in B.4.)

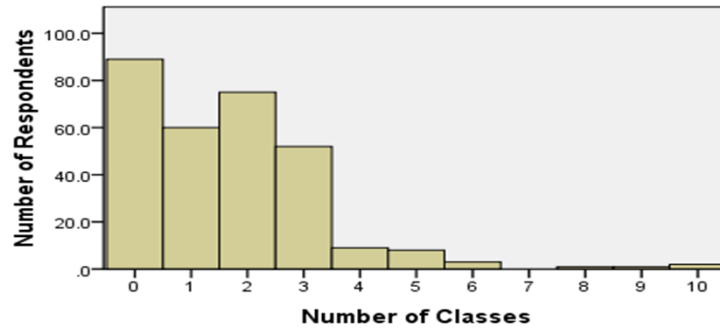
N	61
Western doesn't offer the major that interests me	33%
Another school has a better program in my field	44%
Another school would have challenged me more than Western	16%
Western is too big or too small	8%
I dislike the weather, recreation opportunities, or location in general	15%
Problems with academic performance at Western	16%
Financial problems	18%
To do something or go somewhere new and different	41%
To be closer to home	18%
To be further from home	11%
To be with friends or a significant other	20%
I don't fit in at Western	23%
Other	23%

Attending Western (cont.)

B.4.b.1. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.4.b.) (N=12) (Responses included: difficult to get all the classes needed each quarter, more opportunities relating to my field for post-graduation, job in different city, general dislike of WWU, Western doesn't offer the college life that I want, Western doesn't offer the program I want, transfer to private school with more hands on or involved teaching style which would fit me better, different scenery.) (Text responses available on request.)

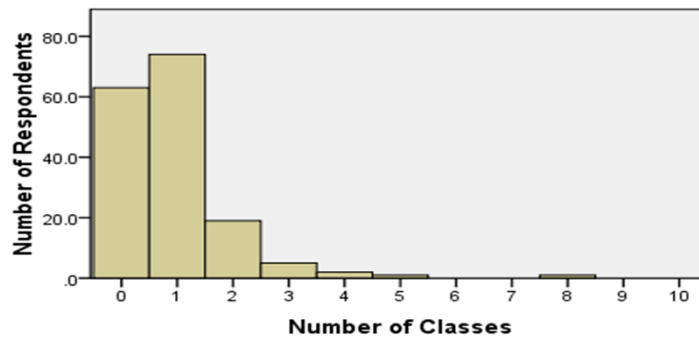
C. Course Scheduling

C.1. How many of the classes that you wanted to take this quarter were unavailable to you because they were full? (Asked of a random 22% of respondents.)



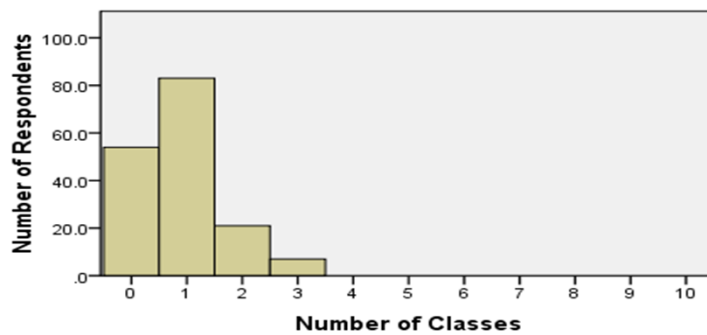
N	Mean	Median	Minimum	Maximum	Standard Deviation
300	1.66	2	0	10	1.63

C.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 >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
165	0.9	1	0	8	1.05

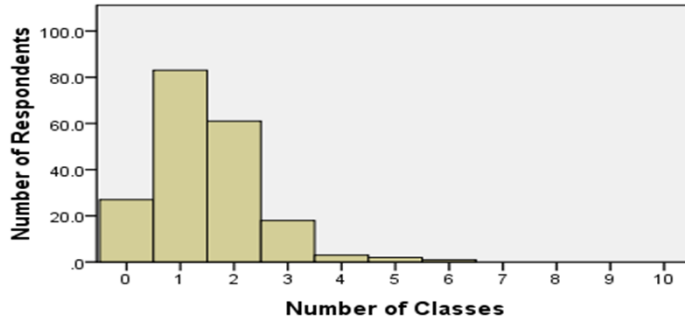
C1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
165	0.88	1	0	3	0.78

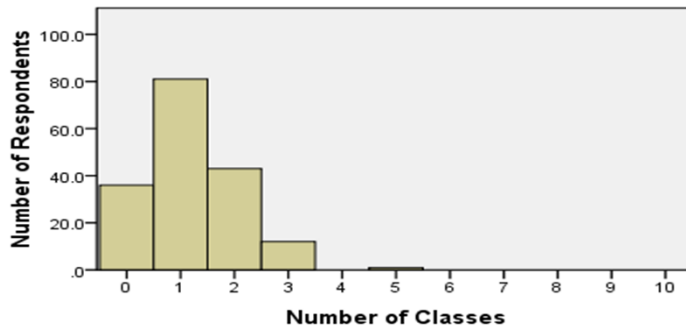
Course Scheduling (cont.)

C.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 >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
195	1.47	1	0	6	1.01

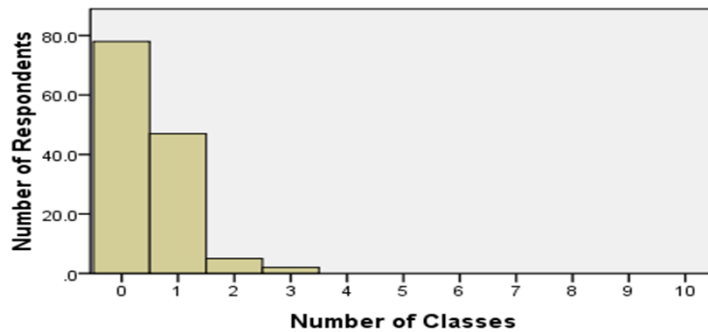
C.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
173	1.2	1	0	5	0.89

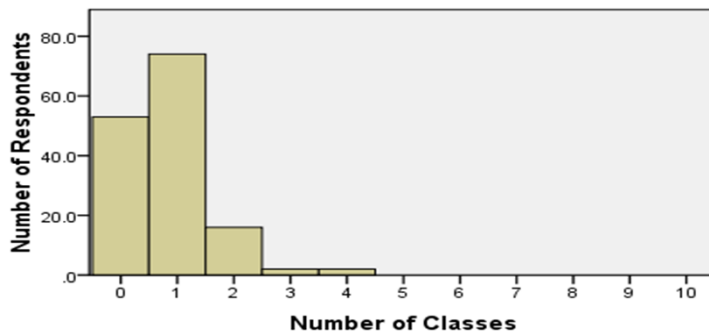
Course Scheduling (cont.)

C.1.e. Of the courses you were unable to take this quarter because they were full, how many were electives?
(Asked of respondents who answered >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
132	0.48	0	0	3	0.65

C.1.f. Of the courses you took instead, how many are electives? (Asked of respondents who answered >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
147	0.82	0	0	4	0.78

D. Concurrent Enrollment

D.1. Have you ever taken classes at Western and another institution during the same quarter? (Asked of a random 20% of respondents.)

N	273
Yes	3%
No	97%

D.1.a. How many classes have you completed through other institutions while simultaneously enrolled in classes at Western? (Asked of respondents who answered "yes" in D.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
7	2.71	1	1	7	2.25

D.1.b. Why did you take classes from another institution during a quarter in which you were enrolled at Western? Check all that apply. (Asked of respondents who answered "yes" in D.1.)

N	8
The class I needed was full at Western	
The class I needed wasn't offered at Western when I wanted to take it	25%
The class I needed was scheduled at a time that didn't work for me	13%
I wanted to take more than the maximum number of credits	
It was cheaper to fill the requirement elsewhere	38%
Other	50%

D.1.b.1. What was the "other" reason for taking classes from another institution while simultaneously enrolled in classes at Western? (Asked of respondents who answered "other" in D.1.b.) (N=4)
 (Responses included: It is supplementary to my education and I'm not receiving credit for the class, Whatcom's math is easier and teachers have more one on one time, playing soccer at a C.C., took EMT and fire training courses.) (Text responses available on request.)

E. Class Size

E.7. Have you taken any classes at Western that you considered to be too big?

N	1,355
Yes	40%
No	60%

E.7.a. Please list up to three classes which you considered to be too big. (Asked of respondents who answered "yes" in E.7.)

Case Summaries

Program	Course number	# of Respondents
A/HI - Art History	none given	3
	220	2
	221	3
	230	2
	231	2
	240	2
	241	2
	270	2
	271	1
Total	19	
ACCT - Accounting	none given	5
	240	5
	245	4
	Total	14
AMST - American Cultural Studies	361	1
	Total	1
ANTH - Anthropology	none given	29
	102	6
	103	1
	104	4
	201	43
	204	1
	365	1
Total	85	
ART - Art	109	1
	Total	1
ASTR - Astronomy	none given	3
	102	1
	103	2
	Total	6
BIOL - Biology	none given	41
	101	67
	204	7
	205	8
	206	4
Total	127	

Case Summaries

Program	Course number	# of Respondents
C/AM - Canadian/American	none given	1
	Total	1
CHEM - Chemistry	none given	11
	101	3
	121	29
	122	8
	123	9
	351	2
Total	62	
CLST - Classical Studies	none given	9
	101	1
	260	3
	270	2
	350	7
Total	22	
COMM - Communication	none given	7
	101	6
	220	1
	235	1
	250	1
Total	16	
CSCI - Computer Science	none given	2
	101	1
	141	2
	211	1
Total	6	
CSD - Communication	251	1
	Total	1
DNC - Dance	22	1
	211	1
	221	2
	Total	4
DSCI - Decision Sciences	205	5
	Total	5
DSGN - Design	211	1
	Total	1

Class Size (cont.)

Case Summaries

Program	Course number	# of Respondents
EAST - East Asian Studies	none given	1
	201	1
	Total	2
ECON - Economics	none given	8
	101	10
	206	4
	207	3
	303	1
	306	1
	309	1
	375	1
	Total	29
EDUC - Educ Admin	297	1
	Total	1
EGEO - Geography	114	1
	201	5
	203	1
	Total	7
ENG - English	none given	3
	101	2
	214	4
	216	2
	235	3
	311	2
	335	1
	336	1
	338	2
	355	1
	383	1
Total	22	
ESCI - Environmental Science	none given	48
	101	107
	201	1
	309	1
	Total	157
ESTU - Environmental Studies	none given	14
	101	6
	102	1
	202	9
	Total	30

Case Summaries

Program	Course number	# of Respondents
ETEC - Engineering Tech	110	1
	Total	1
FIN - Finance	none given	1
	101	1
	Total	2
GEOL - Geology	none given	11
	101	17
	112	1
	211	3
	212	1
	Total	33
GERM - German	none given	1
	203	1
	302	1
	Total	3
HIST - History	none given	2
	103	1
	104	2
	111	2
	113	1
	201	1
	274	1
	286	1
	313	1
	391	1
Total	13	
HLED - Health Education	none given	1
	Total	1
JAPN - Japanese	none given	1
Total	1	
JOUR - Journalism	190	1
	Total	1
KIN - Kinesiology	none given	1
	311	1
	Total	2
LANG - Modern & Classical	201	1
	Total	1
LBRL - Liberal Studies	none given	1
	Total	1

Class Size (cont.)

Case Summaries

LING - Linguistics	none given	7
	201	11
	202	1
	204	2
	211	1
	221	1
	Total	23
M/CS - Mathematics & Computer Science	none given	2
	112	1
	Total	3
MATH - Mathematics & Computer Science	none given	11
	99	1
	107	2
	112	8
	114	5
	115	1
	134	1
	156	3
	157	4
	240	1
Total	37	
MGMT - Management	none given	2
	271	2
	311	10
	Total	14
MUS - Music	none given	1
	103	1
	104	1
	105	1
	Total	4
OPS - Operations Management	360	4
	Total	4
PHIL - Philosophy	none given	8
	102	7
	114	1
	202	1
	Total	17
PHYS - Physics	none given	1
	101	3
	104	1
	121	2
	122	1
	Total	8

Case Summaries

PLSC - Political Science	none given	2
	101	2
	250	12
	261	2
	271	2
	279	1
	Total	22
PORT - Portuguese	none given	1
	Total	1
PSY - Psychology	none given	60
	101	124
	102	1
	119	6
	210	1
	220	2
	301	1
	Total	195
SOC - Sociology	none given	10
	221	4
	251	1
	255	5
	260	2
	268	4
	269	7
	Total	34
SPAN - Spanish	none given	1
	314	1
	401	1
	Total	3
SPED - Special Education	467	1
	Total	1
THTR - Theatre Arts	none given	8
	101	6
	201	8
	228	1
	260	1
	Total	25

F. General Education

F.1. How well did your high school experience prepare you to succeed at Western in each of the following areas? (Asked of a random 23% of respondents.)

	Math	Writing	Research	Reading	Time Management
N	305	305	305	304	304
Not at all prepared	6%	2%	4%	3%	13%
A little prepared	12%	11%	17%	8%	15%
Somewhat prepared	26%	20%	31%	19%	34%
Well prepared	37%	43%	34%	44%	20%
Very well prepared	19%	25%	13%	27%	17%

F.2. How has the level of difficulty in your GUR courses compared with your expectations? (Asked of a random sample of students.) (Asked of a random 19% of respondents.)

N	259
Much less difficult than expected	3%
Somewhat less difficult than expected	19%
As difficult as expected	45%
Somewhat more difficult than expected	29%
Much more difficult than expected	4%

F.3. In how many of your GUR courses has the instructor discussed the value of and goals of a general university education? (Asked of a random 19% of respondents.)

N	259
None of them	35%
Some of them	51%
Most of them	13%
All of them	2%

F.4. Western has established eleven competencies which are emphasized in GUR courses. Do you know what these competencies are? (Asked of a random 19% of respondents.)

N	259
Yes	22%
No	78%

General Education (cont.)

F.5. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of students who were required to complete GUR's. Excludes Running Start and Fairhaven students.)

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Taking GUR courses gives me useful skills	1,147	9%	22%	18%	44%	8%
I use GURs to explore potential majors	1,144	14%	18%	12%	35%	21%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required	1,146	12%	19%	20%	31%	18%
My GUR courses have broadened my perspective on the world	1,144	7%	14%	21%	38%	20%
GUR course requirements interfere with my taking courses that really interest me	1,146	4%	15%	21%	37%	24%

F.6. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of students who were required to complete GUR's. Excludes Running Start and Fairhaven 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	1,146	7%	31%	18%	37%	7%
The size and structure of most GUR classes	1,144	4%	18%	27%	41%	9%
Quality of instruction in GUR courses outside your major	357	2%	15%	22%	47%	14%
Quality of instruction in GUR courses that are in your major	356	0%	5%	13%	37%	38%
Quality of instruction in GUR courses	789	3%	14%	25%	42%	16%

G. Academic Major

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

N	474
Very unlikely	63%
Somewhat unlikely	22%
Uncertain	7%
Somewhat likely	4%
Very likely	4%

G.2. How certain are you of what your major will be? (Asked of non-declared respondents.)

N	879
I am uncertain	8%
I have some idea	34%
I am certain	57%

G.3. Have you contacted someone within an academic department about your interest in their major? (Asked of non-declared respondents.)

N	877
Yes	60%
No	40%

G.4. When do you plan to declare a major? (Asked of non-declared respondents.)

N	868
End of spring 2010	36%
Summer 2010	5%
Fall 2010	40%
Winter 2011	15%
After winter 2011	4%

Academic Major (cont.)

G.5. To what extent is each of the following a reason for not having officially declared a major prior to this time? (Asked of non-declared respondents.)

	N	Not at all	Minor reason	Major reason
Didn't know how to officially declare	868	50%	41%	10%
Not sure about what major to declare	867	44%	24%	32%
Recently decided on a major but haven't had time to officially declare it	864	53%	28%	19%
Needed to take more courses to qualify	865	27%	26%	47%
Difficulty meeting grade requirements for admission to the major	864	68%	20%	13%
Too hard to get into courses needed to qualify	862	54%	28%	18%
Department advising was inadequate or lacking	862	75%	19%	6%
Missed deadline for declaring my major this year	863	86%	11%	3%

H. General Academic Advising

H.1. My assigned academic advisor is:

N	1,353
The advisor I was assigned at Summerstart	25%
A staff advisor in Academic Advising	3%
A staff advisor in Student Outreach Services	2%
An advisor or faculty-member in an academic department	35%
I don't know	33%
Other	1%

H.1.a. Where, or from whom, do you receive academic advising? (Asked of respondents who answered "other" in H.1.) (N=10) (Responses included: no one, several professors and advisors from different departments, David Brunner in disAbility Services, a few peers as well as a few professors.) (Text responses available on request.)

H.2. When you need academic advising, how certain are you of where to go for help?

N	1,355
Uncertain	22%
Somewhat uncertain	20%
Somewhat certain	29%
Certain	29%

H.3. In the current academic year, how many times have you sought advising assistance for each of the following concerns?

	N	N/A	Never	Once	Two or three times	Four or five times	More than five times
Mapping out an academic plan	1,348	3%	37%	31%	25%	2%	1%
A short-term problem, such as registering for classes or help with dropping a class	1,348	5%	47%	28%	16%	3%	1%
Disappointing academic performance/progress	1,346	10%	73%	10%	5%	1%	0%
Other	1,271	36%	40%	12%	9%	2%	1%

General Academic Advising (cont.)

H.3.a. Who do you typically ask for advising on the following concerns? (Asked of respondents who answered "once" to "more than five times" in H.3.)

	N	My assigned academic advisor	WWU Faculty	Other WWU staff	Other
Mapping out an academic plan	790	46%	33%	9%	12%
A short-term problem, such as registering for classes or help with dropping a class	641	26%	44%	17%	13%
Disappointing academic performance/progress	218	22%	44%	14%	21%

H.4. As a result of the advising I received during the past academic year: (Asked of a random 23% of respondents.) (The fifth question was asked of students with no declared major.)

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am better able to build a balanced class schedule that helps me make progress toward graduation	305	8%	10%	37%	33%	12%
I understand the General University Requirements (GURs)	297	8%	5%	38%	28%	20%
I am familiar with policies about dropping and adding classes	304	7%	8%	38%	29%	17%
I am familiar with policies about academic performance and academic standing	303	7%	7%	40%	33%	13%
I am better able to connect my interests, abilities and goals with potential majors	216	8%	9%	41%	30%	12%
I know how to use the Degree Evaluation system (What-If Analysis) to monitor my completion of requirements	304	20%	16%	35%	19%	9%

I. Major Advising

I.1. Have you sought advising from the {Major} department? (Asked of declared majors.)

N	474
Yes	78%
No	22%

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

	N	N/A	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Understanding the requirements of your major	371	5%	1%	6%	11%	39%	38%
Selecting courses to take	371	8%	5%	5%	13%	37%	32%
Understanding internship opportunities	370	31%	11%	7%	15%	17%	19%
Understanding career opportunities	367	23%	8%	11%	16%	23%	19%

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

N	370
Not at all satisfied	1%
A little satisfied	6%
Somewhat satisfied	23%
Very satisfied	40%
Extremely satisfied	30%

J. Academic Engagement and Rigor

J.1. During the current academic year, how frequently have you done each of the following? (Asked of a random 20% of respondents.)

	N	Never	Sometimes	Often	Very Often
Asked an instructor to give me comments or criticisms about my work	270	34%	44%	19%	4%
Discussed grades or assignments with an instructor	269	16%	49%	29%	6%
Asked questions in class or contributed to class discussions	267	8%	39%	31%	22%
Talked about course material I was learning with someone other than an instructor	268	5%	19%	36%	40%
Talked about career plans with a faculty member or advisor	270	40%	43%	13%	5%
Made a class presentation	268	19%	53%	19%	8%
Worked on a paper or project that required integrating ideas or information from various sources	268	5%	35%	35%	24%
Worked with other students on a project during class	269	6%	42%	35%	17%

J.2. How many of each type of assignment listed below have you completed as part of your coursework during the current academic year?

	N	None	1 to 4	5 to 10	11 to 20	More than 20
Papers of 1 or 2 pages	1,320	4%	36%	34%	17%	9%
Papers of 3 - 5 pages	1,325	14%	56%	25%	5%	1%
Papers longer than 5 pages	1,312	35%	56%	7%	1%	0%

Academic Engagement and Rigor (cont.)

J.3. For each of the following skills, please rate how important it is for you to develop that skill, and rate your satisfaction with Western's contribution to the development of that skill. (Survey error resulted in lost data in the "importance" set of questions.)

J.3.a. Importance						
	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
Writing skills	1,149	1%	4%	20%	41%	34%
Oral communication skills	1,122	1%	3%	19%	38%	40%
Critically evaluate information	1,116	0%	2%	18%	39%	41%
Identify and analyze complex problems	1,113	1%	2%	19%	40%	38%
Work or learn independently	1,111	1%	3%	15%	39%	42%
Work cooperatively in a group	1,102	2%	5%	19%	37%	37%
Appreciation of the arts	1,107	7%	16%	28%	23%	25%
Apply scientific principles and methods	1,098	3%	11%	33%	30%	23%
Apply quantitative principles and methods	1,102	3%	10%	31%	36%	20%
Awareness of cultural and social differences among people	1,105	2%	5%	18%	31%	44%
Knowledge and understanding of how humans impact the environment	1,105	2%	5%	19%	32%	42%
Use library resources for research	1,104	3%	9%	28%	37%	23%
Using computing and information technology	1,100	1%	4%	21%	40%	34%

J.3.b. Satisfaction						
	N	Very dissatisfied	Somewhat dissatisfied	Neither satisf. nor dissatis.	Somewhat satisfied	Very satisfied
Writing skills	1,271	2%	11%	28%	44%	15%
Oral communication skills	1,259	2%	10%	31%	41%	17%
Critically evaluate information	1,260	1%	5%	27%	47%	20%
Identify and analyze complex problems	1,260	1%	7%	27%	49%	16%
Work or learn independently	1,264	1%	5%	26%	42%	26%
Work cooperatively in a group	1,256	1%	8%	29%	44%	19%
Appreciation of the arts	1,259	4%	11%	38%	29%	18%
Apply scientific principles and methods	1,263	1%	6%	35%	43%	16%
Apply quantitative principles and methods	1,261	2%	6%	38%	41%	13%
Awareness of cultural and social differences among people	1,265	2%	5%	22%	40%	31%
Knowledge and understanding of how humans impact the environment	1,265	1%	4%	23%	38%	34%
Use library resources for research	1,262	4%	13%	32%	33%	17%
Using computing and information technology	1,267	2%	9%	33%	38%	18%

K. Social Engagement

K.1. 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.

	N	1 Un- friendly	2	3	4	5	6	7 Friendly
Relationships with other students	1,349	0%	2%	4%	9%	22%	32%	31%
Relationships with faculty members	1,344	0%	1%	7%	19%	30%	27%	15%
Relationships with administrative personnel and offices	1,346	2%	7%	13%	28%	23%	17%	10%

K.2. During spring quarter, about how many hours per week (on average) have you spent doing each of the following? (Asked of a random 21% of respondents.)

	N	Mean	Median	Min.	Max.	St. Dev.
Studying for classes	282	13.40	10	1	53	9.23
Spending time with friends	280	16.01	12	0	80	13.02
Social networking (e.g. facebook, email, texting, etc.)	278	7.33	5	0	100	10.08
Volunteering on or off campus outside of coursework	272	1.13	0	0	15	2.29
Doing community service work as part of a course or graduation requirement	268	0.51	0	0	15	1.72
Participating in a campus sponsored club or student organization	273	1.78	0	0	21	3.32
Working for pay	272	6.31	0	0	50	9.10
Participating in athletics	274	2.75	0	0	34	5.92
Exercising or participating in other physical activities	277	6.12	5	0	25	4.59
Participating in religious activities	274	0.82	0	0	20	2.44
Attending classes	279	15.13	15	2	35	4.30
Total	282	70.28	67	22	168	25.39

L. Department-Level Data

This section presents data on selected survey items for departments that received 20 or more responses from declared majors. Individual level data for all departments can be shared upon request.

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

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	474	37	52	30	21	65
Very dissatisfied						
Dissatisfied	2%		4%			5%
Neither satisfied nor dissatisfied	5%	8%	10%	3%		2%
Satisfied	60%	57%	64%	67%	57%	71%
Very Satisfied	33%	35%	23%	30%	43%	23%

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

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	474	37	52	30	21	65
Very unlikely	74%	68%	62%	87%	100%	68%
Somewhat unlikely	17%	16%	23%	7%		17%
Uncertain	6%	11%	8%	3%		8%
Somewhat likely	1%		2%	3%		3%
Very likely	3%	5%	6%			5%

Department-Level Data (cont.)

L.3. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of students who were required to complete GUR's. Excludes Running Start and Fairhaven students.) (Scale of 1 - 5, "very dissatisfied" to "very satisfied.") (Means are reported.)

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	355	30	43	23	17	53
Quality of instruction in GUR courses outside your major	3.6	3.6	3.2	3.8	3.4	3.5
N	330	29	38	21	14	49
Quality of instruction in GUR courses that are in your major	4.1	4.1	4.1	4.2	3.9	3.9

L.4. How likely are you to change your major before you graduate?

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	474	37	52	30	21	65
Very unlikely	63%	60%	50%	77%	76%	55%
Somewhat unlikely	22%	24%	23%	20%	14%	34%
Uncertain	7%	5%	14%		10%	3%
Somewhat likely	4%	3%	6%			5%
Very likely	4%	8%	8%	3%		3%

L.5. When you need academic advising, how certain are you of where to go for help?

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	474	37	52	30	21	65
Uncertain	14%	22%	6%	10%	19%	9%
Somewhat uncertain	17%	19%	25%	13%	19%	14%
Somewhat certain	29%	38%	35%	20%	14%	25%
Certain	40%	22%	35%	57%	48%	52%

Department-Level Data (cont.)

L.6. In the current academic year, how many times have you sought advising assistance for each of the following concerns? (Scale of 1 - 5, "never" to "more than five times.") (Means are reported.)

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	471	37	52	30	21	65
Mapping out an academic plan	3.1	2.9	2.8	3.1	3.0	3.6
A short-term problem, such as registering for classes or help with dropping a class	2.9	2.7	3.0	2.9	2.4	3.0
Disappointing academic performance/progress	2.1	2.1	2.2	2.1	2.0	2.2
Other	2.1	2.0	1.9	2.3	1.7	2.0

L.7. Have you sought advising from the {Major} department?

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	474	37	52	30	21	65
Yes	79%	54%	81%	83%	81%	85%
No	22%	46%	19%	17%	19%	15%

L.8. For each of the following, please rate how helpful your {Major} advisor has been. (Asked of respondents who sought advising from their major department.) (Scale of 1 - 5, "not at all helpful" to "extremely helpful.") (Means are reported.)

	Rsepondents with declared major	ART	ETEC	ENG	HSR	PEHR
N	374	37	52	30	21	65
Understanding the requirements of your major	4.1	3.8	4.0	4.4	4.7	4.3
Selecting courses to take	3.9	3.7	4.1	3.8	4.6	4.3
Understanding internship opportunities	3.4	2.5	4.0	2.1	4.3	3.9
Understanding career opportunities	3.4	2.7	3.8	2.9	4.1	3.9

M. Items Requested by Departments, Offices, and Programs

Math Center

M.1. Have you been to the Math Center? (Asked of respondents who attempted a Math Center eligible course; Math 124 or more advanced.)

N	354
Yes	64%
No	36%

M.1.a. Why haven't you been to the Math Center? (Asked of respondents who answered "no" in M.1.)

N	127
I was not aware of the Math Center	2%
I did not need or want help	83%
I sought help elsewhere	28%
I heard the Math Center wasn't helpful	2%
Other	3%

M.1.a.1. What is your other reason for not seeking help at the Math Center? (Asked of respondents who answered "other" in M.1.a.) (N=4) (Text responses available on request.)

M.2. When you last enrolled in a calculus, linear algebra, statistics, or differential equations course, how frequently did you use the Math Center? (Asked of respondents who attempted a Math Center eligible course; Math 124 or more advanced.)

N	227
Rarely	28%
Monthly	18%
Weekly or more frequently	54%

M.3. How satisfied are you with your experience at the Math Center? (Asked of respondents who attempted a Math Center eligible course; Math 124 or more advanced.)

N	227
Very dissatisfied	2%
Somewhat dissatisfied	9%
Neither satisfied nor dissatisfied	14%
Somewhat satisfied	34%
Very satisfied	41%

Math Center (cont.)

M.3.a. Why are you dissatisfied with your experience at the Math Center? Check all that apply. (Asked of respondents who answered "very dissatisfied" or "somewhat dissatisfied" in M.3.)

N	23
It was too crowded	61%
It was too noisy	26%
It was not open at convenient times	
Tutors did not know the material well	43%
Tutors were not friendly	13%
Other	30%

M.3.a.1. Why are you dissatisfied with your experience at the Math Center? (Asked of respondents who answered "other" in M.3.a.) (N=7) (Text responses available on request.)

Western Reads Program

M.4. Did you read all or part of *The Omnivore's Dilemma* by Michael Pollan, this year's Western Reads book? (Asked of a random 22% of respondents.)

N	293
Yes, as required in a class	9%
Yes, on my own but inspired by or relating to the Western Reads program	2%
Yes, on my own and unrelated to Western Reads	6%
No	83%

M.5. Did you attend or participate in any of the following campus events concerning *The Omnivore's Dilemma*? (Asked of respondents who indicated they read the book in M.4.)

N	51
Michael Pollan's lecture or Q & A with students on January 14th	10%
The video of Michael Pollan's lecture	10%
The Dining Services Dinner in honor of <i>The Omnivore's Dilemma</i>	8%
Faculty panel discussion of <i>The Omnivore's Dilemma</i>	2%
None of the above	78%

M.6. Have you discussed *The Omnivore's Dilemma* with any of the following people, informally or formally, whether or not you read the book? Check all that apply. (Asked of respondents who indicated they read the book in M.4.)

N	51
Friends and other students	73%
Family	45%
Faculty or staff	27%
None of the above	14%

M.7. Did you read all or part of *The Battle Over the Meaning of Everything: Evolution, Intelligent Design and a School Board in Dover, PA.*, by Gordy Slack, last year's Western Reads book?

N	1,355
Yes, as required in a class	6%
Yes, on my own but inspired by or relating to the Western Reads program	28%
Yes, on my own and unrelated to Western Reads	6%
No	61%

Western Reads Program (cont.)

M.8. Did you attend or participate in any of the following campus events concerning The Battle Over the Meaning of Everything? (Asked of respondents who indicated they had read the book in M.7.)

N	526
Gordy Slack's lecture or Q & A with students	12%
The video of Gordy Slack's lecture	2%
The Dining Services dinner in honor of The Battle Over the Meaning of Everything	5%
Faculty panel discussion of The Battle Over the Meaning of Everything	8%
None of the above	78%

M.9. Did you discuss The Battle Over the Meaning of Everything with any of the following people, informally or formally? Check all that apply. (Asked of respondents who indicated they had read the book in M.7.)

N	531
Friends and other students	63%
Family	37%
Faculty or staff	13%
None of the above	25%

University Residences

M.10. How satisfied are you with your experience living in campus housing? (Asked of respondents who have lived in campus housing as indicated in the Data Warehouse.)

N	827
Very dissatisfied	7%
Dissatisfied	17%
Neither satisfied nor dissatisfied	20%
Satisfied	46%
Very satisfied	9%

Office of Sustainable Transportation

M.11. In an average week, how many days do you go to campus for classes or activities?

N	Median	Mean	Min.	Max.	Std. Dev.
1,233	5	5.3	0	7	1.02

M.12. How many times do you leave campus and return during a typical day (example, leave for lunch or between classes)?

N	1,351
Never or rarely	42%
Once a day	37%
Twice a day	17%
More than twice a day	5%

M.13. How many days per week do you use each of the following methods to travel between your house, apartment, or residence hall and campus?

	N	0	1	2	3	4	5	6	7
Walk	1,328	19%	8%	6%	7%	5%	18%	6%	30%
Bus	1,332	25%	12%	10%	10%	8%	22%	5%	8%
Bicycle	1,308	77%	7%	4%	3%	2%	4%	1%	2%
Drive alone to campus	1,313	73%	9%	5%	3%	2%	4%	1%	2%
Drive alone to Park and Ride, then bus	1,303	96%	1%	1%	1%	1%	1%		0%
Drive with a passenger, or ride with a friend to campus	1,305	70%	14%	7%	5%	3%	1%	1%	0%
Drive with a passenger, or ride with a friend to park and Ride, then bus	1,303	96%	2%	1%	1%	1%		0%	0%
Dropped off by someone not going to campus	1,302	82%	11%	4%	2%	1%	0%		0%
Other (skateboard, wheelchair, personal mobility device, etc.)	1,304	94%	2%	1%	1%	0%	1%	0%	1%

Office of Sustainable Transportation (cont.)

M.14. When attending Western, do you live within the area encompassed by the map (on the next page)?
 (Asked of respondents who did not live in campus housing at the time of the survey, Spring 2010.)

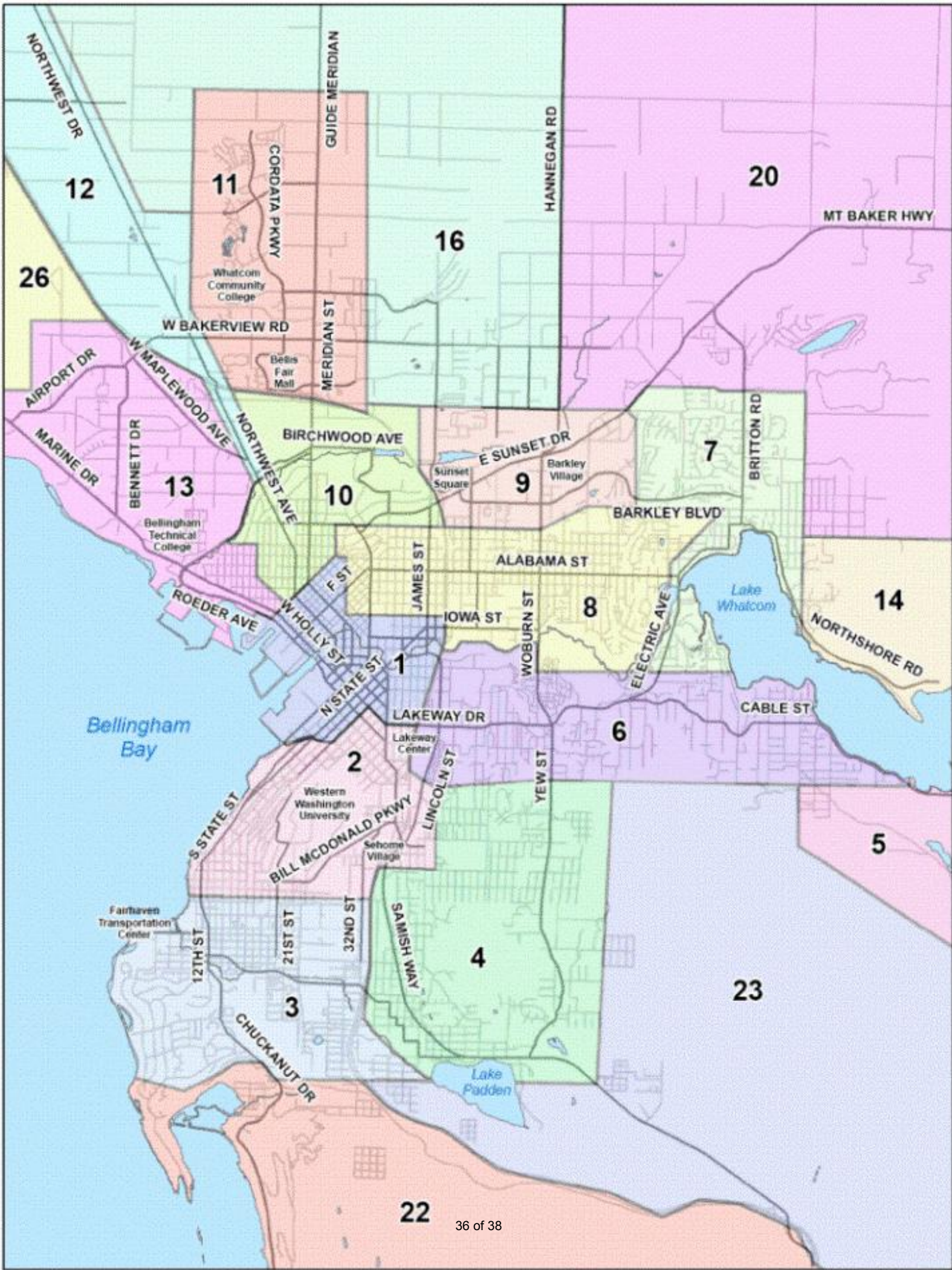
N	910
Yes	97%
No	3%

M.14.a. Please select the number corresponding to the area in which you live while attending Western. (Asked of respondents who answered "yes" in M.14.) (N = 882) (Map is on the next page.)

Map Code	Percent	Map Code	Percent
1	15%	11	1%
2	34%	12	0%
3	31%	13	1%
4	4%	14	
5	1%	16	0%
6	6%	20	0%
7	0%	22	0%
8	4%	23	0%
9	1%	26	
10	1%		

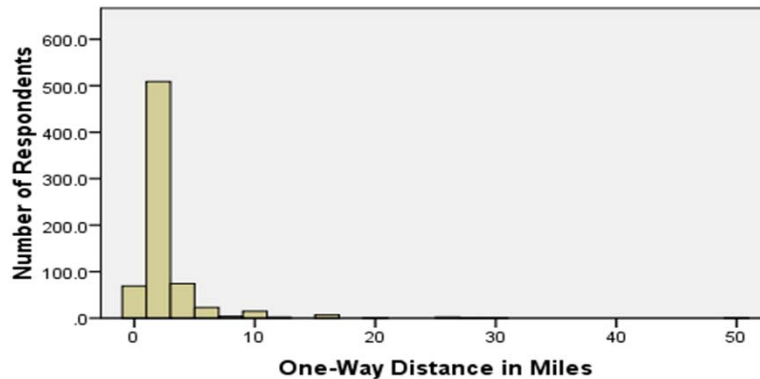
M.15. Where do you live while attending Western? (Asked of respondents who answered "no" in M.14.)

N	24
Ferndale	21%
Skagit County	13%
Blaine, Birch Bay, Custer, Semiahmoo	8%
Lake Samish area	8%
Snohomish County	8%
Along Mount Baker Highway, east of McLeod	4%
Acme, Wickersham, Van Zandt	4%
Sandy Point, Cherry Point	4%
Samish Way south of Yew Street	4%
King County	4%
Other	21%



Office of Sustainable Transportation (cont.)

M.16. What is the approximate distance (one way) to campus from where you live while attending Western?
(Responses greater than 50 miles (21 total) were excluded from this report.)



N=709, Mean = 2.11, Median=1, Min =0, Max = 50, St. Dev. =3.47

M.17. Do you have a car available for use in Bellingham?

N	1,355
Yes	57%
No	43%

M.17.a. How often do you drive to campus at night or on a weekend? (Asked of respondents who answered "yes" in M.17.)

N	779
Never	16%
Rarely	30%
Several times a month	29%
Several times a week	21%
Nearly every day	4%

M.17.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 M.17.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)	639	68%	8%	5%	4%	15%
Park in C lots	633	21%	25%	25%	16%	13%
Park off campus	628	52%	27%	12%	4%	5%
Use bus pass in G lots	634	45%	18%	22%	12%	2%
Pay at meters or pay boxes	623	75%	19%	4%	1%	1%

Office of Sustainable Transportation (cont.)

M.18. How often do you use the WWU Late Night Shuttle?

N	1,347
Never	41%
Rarely	38%
Several times a month	16%
Several times a week	4%
Nearly every day	1%
