

SPRING 2011 FOLLOW-UP SURVEY OF FRESHMEN  
WHO ENTERED WESTERN IN FALL OF 2009

Descriptive Statistics

Report 2011-06

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October, 2011  
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# Table of Contents

	Page
Executive Summary	2 - 4
A. Comparison of All Second-Year Students and Respondents	5
B. Attending Western	6 - 7
C. Course Scheduling	8 - 10
D. Class Size	11 - 12
E. General Education	13 - 14
F. Academic Major	15 - 16
G. General Academic Advising	17 - 18
H. Major Advising	19
I. Academic Engagement and Rigor	20 - 21
J. Employment and Educational Expenses	22 - 26
K. Items Requested by Departments, Offices, and Programs	
Math Center	27 - 28
Western Reads Program	29 - 30
University Residences	31
Western Libraries	32 - 36
Honors Program	37 - 39
Renewable Energy Degree (Development for the Sciences, Western Foundation)	40
Campus Smoking Policy (Environmental Health and Safety)	41 - 43

## SPRING 2011 FOLLOW-UP SURVEY OF FRESHMEN WHO ENTERED WESTERN IN FALL OF 2009

### EXECUTIVE SUMMARY

The Spring 2011 Follow-Up Survey of Freshmen Who Entered Western in 2009 (2nd Year Survey) is part of a longitudinal effort to survey students with a goal to improve educational programs and provide self-assessment data. Together with the Vice Provost for Undergraduate Education, the Office of Survey Research (OSR) designed this survey in an attempt to shed light on the efficacy and satisfaction with first year and GUR programs. This particular survey also received input from other campus offices which provides opportunities for these offices to address their specific needs.

The 2nd Year Survey consists of a mixture of open ended, multiple choice and numerical response questions. This survey targeted native freshmen (including running start students) who entered Western in the Fall of 2009. These students were completing their second full year on campus at the time of the survey (Spring, 2011). As part of OSR's efforts to paint a longitudinal portrait, these students were originally surveyed immediately prior to beginning their Western careers (Fall, 2009). A report of this initial survey may be found at: [http://www.wwu.edu/socad/osr/documents/Freshmen09Report\\_001.pdf](http://www.wwu.edu/socad/osr/documents/Freshmen09Report_001.pdf). Ultimately, these students will also be surveyed just prior to graduation and again two years after graduation.

In order to solicit responses, OSR e-mailed students at their WWU e-mail address beginning May 3rd, 2011. After a single e-mail reminder, OSR began to phone call non-responding students to encourage participation. OSR also contacted non-respondents using their off-campus e-mail accounts. Data collection continued through June 11th with non-respondents receiving a total of three phone calls. Of the 2,302 students in the second year cohort, OSR received responses from 1,043, a response rate of 45.3%.

In addition to the contributions of the Vice Provost for Undergraduate Education, a number of other campus offices contributed to the 2nd Year Survey. Among these were the Academic Advising Center, the Office of Enrollment and Student Services, the Math Center, University Residences, Western Libraries, the Honors Program, Environmental Health and Safety, and the Renewable Energy Degree initiative. Because of the large number of questions these offices submitted, OSR assigned a number of questions to be randomly skipped by students. In effect, this random skipping shortened the time it took for any individual to complete the survey while still providing for each question enough responses for statistical analysis. For each question, this report notes when and to what extent this randomization occurs.

As with any survey, readers should be concerned about sample selection bias; that is bias which occurs because survey respondents are not a random selection from a population of survey recipients. While sample selection bias for the 2nd Year Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating data. Section A of this document reports basic demographic and academic statistics for all students who responded to the survey and compares them to non-respondents. Overall, Section A demonstrates that respondents and non-respondents were similar in many respects including gender, age, Runningstart status, residency, cumulative WWU credits earned, and peak credits attempted during the quarter the survey was administered. Respondents were more likely to be Caucasian than non-respondents (78.5% of respondents were Caucasian versus 73.5% of non-respondents), averaged slightly higher admissions indices (59.4 v. 56.9), earned slightly better WWU GPAs (2.99 v. 2.94), were less likely to be first generation students (28.2% v. 32.9%) and were more likely to live in campus housing when the survey was administered (27% v. 23.1%).

In addition to Section A, this report contains ten sections each focusing on an aspect of student life at Western. While we leave it to the reader to decide what is informative or striking in this report, here we undertake to highlight findings which the wider campus may find interesting. Eighty-five percent of students claimed to be “satisfied” or “very satisfied” with their Western experience but only 60% of students claimed that they were “very unlikely” to leave Western prior to graduation. Both of these statistics are lower than the second year students replying to the 2010 survey when 91% were “satisfied” or “very satisfied” with their campus experiences and 66% were unlikely to leave.

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. On average, respondents were unable to take 1.82 of the classes they wanted because they were full. This number is ten percent higher than that measured in the previous 2nd year survey. Nine percent of students were “very satisfied” with the availability of GUR courses.

When asked about General Education courses (Section E), students replied that GURs were about as difficult as expected with equal minorities of students claiming they were easier or harder than expected. Sadly, only 11% of students strongly agreed that “Taking GUR courses gives me useful skills” and 20% strongly agreed that “completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required.” Less than half of respondents demonstrated a positive level of satisfaction with the size and structure of GUR courses although about two-thirds of students were positively satisfied with the quality of instruction in their GUR courses.

At the time of the survey, about 37% of students had declared a major. Of these, 60% claim it is very unlikely they will change their major prior to graduation. For undeclared majors, 60% were certain as to what their major would be and 32% had some idea. Of those who had yet to declare a major, the most common reasons given for not declaring were that they needed more courses to qualify for their program, they were unsure what to study, and it was too hard to get into the needed courses to declare their major. Twenty-one percent of students claimed to be uncertain as to where to go for academic advising help.

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 41% 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.

Of all respondents, almost half did not work for pay during the quarter. However, 55% of respondents claimed that they or someone else on their behalf has borrowed money to fund their education. Of those that have borrowed, the average education debt was \$15,228 of which about \$600 is in credit card debt. Three-fifths of students expect to borrow more to complete their Western education.

Three features of the 2nd Year Survey are worth mentioning. First, this is part of a longitudinal cohort which began with an OSR baseline survey prior to the beginning of the freshmen year. OSR is happy to package this data and share it with interested researchers. Secondly, each respondent in the 2nd Year Survey is tracked with a unique tracking number which OSR can match with university records. This ability profoundly opens the door for research in issues which impact students and the university. OSR will happily provide such data to researchers, departments, and offices upon request. Finally, this survey is the second of its kind. As previously mentioned, a 2nd Year Survey was also given in 2010 which provides the opportunity to track changes in student responses over time. Information on the 2010 survey may be found at: [http://www.wvu.edu/socad/osr/documents/2ndYr2010Report\\_Final.pdf](http://www.wvu.edu/socad/osr/documents/2ndYr2010Report_Final.pdf)

## 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 1,043 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	1,259	1,043	2,302
Male	44.5%	42.5%	43.6%
Caucasian	73.5%	78.5%	75.8%
Black	4.3%	2.4%	3.4%
Hispanic	5.6%	4.7%	5.2%
Asian/Pacific Islander	11.0%	9.1%	10.1%
Native American	2.0%	1.7%	1.9%
Race Unknown	3.3%	3.5%	3.4%
Mean Admission Index*	56.9	59.4	58.1
Mean WWU GPA	2.94	2.99	2.96
Mean Age	19.7	19.7	19.7
Median Age	20	20	20
First Generation Student	32.9%	28.2%	30.8%
Runningstart Student	15.4%	15.3%	15.4%
WA Resident	92.4%	92.6%	92.5%
Campus Housing Spring Quarter, 2011	23.1%	27.0%	26.5%
Mean Cumulative WWU Credits**	69.6	70.2	69.9
Mean Spring 2011 Peak Credits	13.73	13.83	13.78

\*As available

\*\*Through Winter Quarter, 2011

## B. Attending Western

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

N	1,042
Very dissatisfied	1%
Dissatisfied	3%
Neither satisfied nor dissatisfied	10%
Satisfied	62%
Very Satisfied	23%

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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=36) (Responses included: struggles getting into required courses; "class sizes on the large size"; hard to find the resources needed sometimes; hard to get into classes; quality of professors is poor; extraneous budget cuts; "Western is eliminating my major.") (Text responses available on request.)

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

N	1,042
Very unlikely	60%
Somewhat unlikely	23%
Uncertain	10%
Somewhat likely	3%
Very likely	4%

---

B.2.a. When do you expect to graduate from Western with your bachelor's degree? (Asked of respondents who answered "very unlikely", "somewhat unlikely" or "uncertain" in B.2.) (OSR asked a second version of this question if respondents said in B.2. that they are "somewhat likely" or "very likely" to leave Western. We asked "If you do stay at Western, when do you expect to graduate with your bachelor's degree?") (Results from the two versions are combined below.)

N	1,042
Winter 2012 or earlier	1%
Spring 2012 through winter 2013	11%
Spring 2013	46%
Summer 2013 through winter 2014	32%
Spring 2014 or later	10%

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B.2.b. 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.a.)

N	72
Transfer	94%
Not attend	6%

## Attending Western (cont.)

B.2.b.1 Why are you likely to leave Western before you graduate? Check all that apply. (Asked of respondents who answered "not attend" in B.2.b.)

N	4
Finances	75%
Academic performance	
Unsure of my direction	50%
Employment opportunity	25%
A college education isn't important to me	
Other	25%

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B.2.b.1.a. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.2.b. (N=1) (Text response: "You're eliminating my major."))

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B.2.b.2. Why are you likely to transfer from Western? Check all that apply. (Asked of respondents who answered "transfer" in B.4.)

	67
Western doesn't offer the major that interests me	33%
Another school has a better program in my field	52%
Another school would have challenged me more than Western	18%
Western is too big or too small	8%
It is too hard to get the classes I need	54%
I dislike the weather, recreation opportunities, or location in	24%
Problems with academic performance at Western	6%
Finances	18%
To do something or go somewhere new and different	45%
To be closer to home	27%
To be further from home	12%
To be with friends or a significant other	16%
I don't fit in at Western	25%
Other	16%

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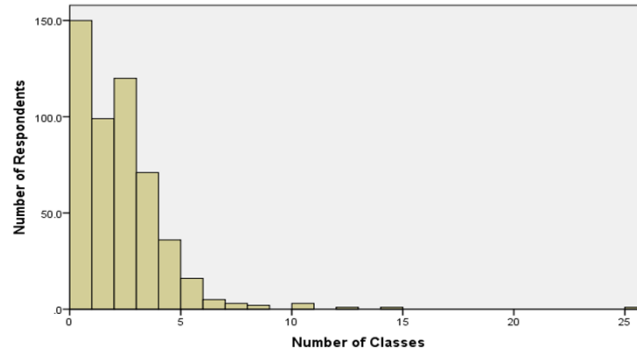
B.2.b.2.a. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.2.b.2.) (N=11) (Responses included: personal reasons, illness, moving to a different state.) (Text responses available on request.)

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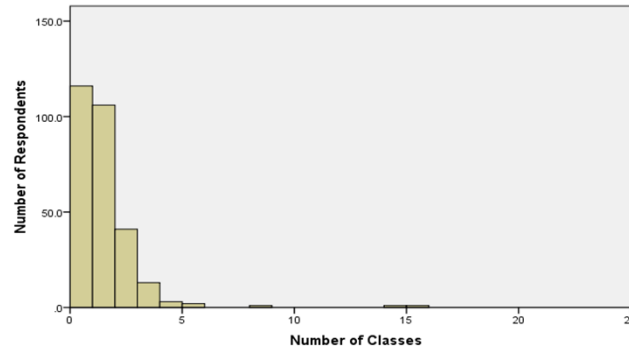
## C. Course Scheduling

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 50% of respondents.) OSR excluded responses greater than 50 (1 response.)



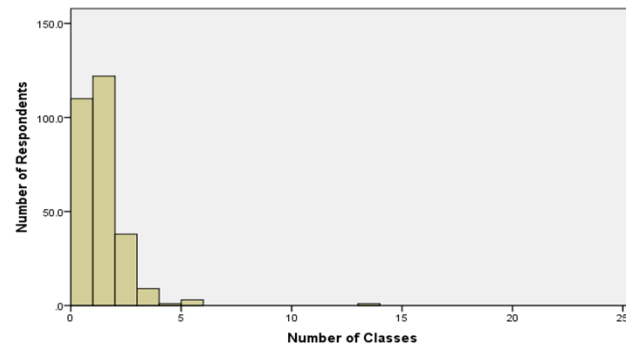
N	Mean	Median	Minimum	Maximum	Standard Deviation
508	1.82	2	0	25	2.1

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.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
284	1.01	1	0	15	1.55

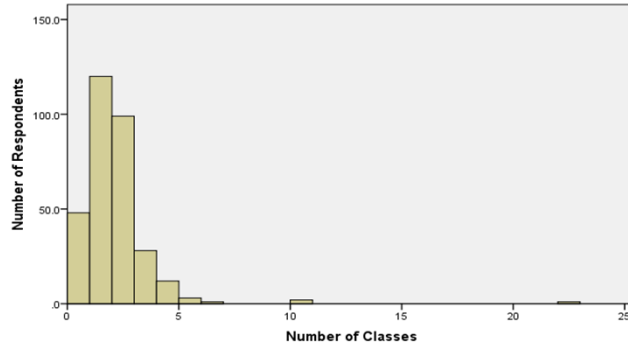
C.1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered >0 in C.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
284	0.9	1	0	13	1.16

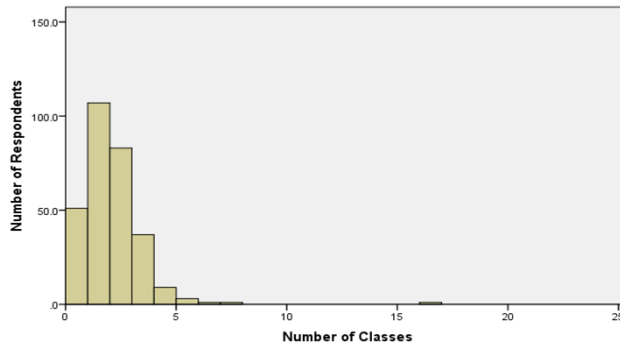
## Course Scheduling (cont.)

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.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
314	1.63	1	0	22	1.71

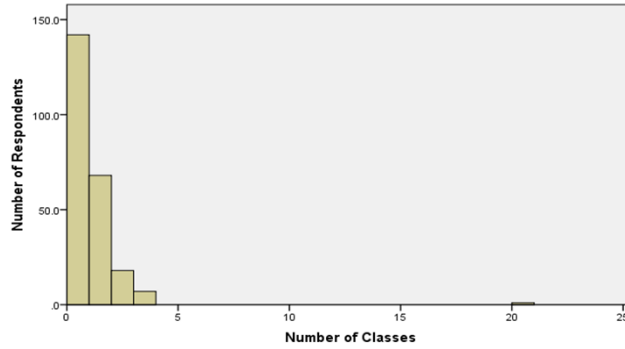
C.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered >0 in C.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
293	1.58	1	0	16	1.43

## Course Scheduling (cont.)

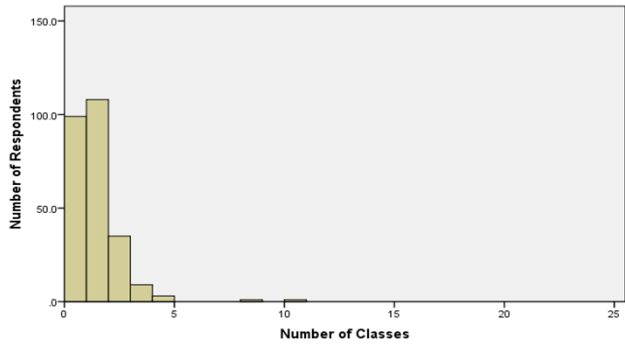
C.1.e. Of the courses you were unable to take this quarter because they were full, how many were electives?  
(Asked of respondents who answered >0 in C.1.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
236	0.61	0	0	20	1.48

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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
256	0.92	1	0	10	1.13

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## D. Class Size

D.1. Have you taken any classes at Western that you considered to be too big?

N	515
Yes	36%
No	64%

D.1.a. Please list up to three classes which you considered to be too big. (Asked of respondents who answered "yes" in D.1.) (Note: "None" means respondent did not specify a course number or specified a non-existent course number or CRN.)

Program	Course number	# of Respondents
1 A/HI - Art History	None	1
	231	1
	Total	2
2 ACCT - Accounting	240	3
	245	1
	Total	4
4 ANTH - Anthropology	0	8
	101	1
	102	2
	103	1
	201	12
	202	1
	361	1
	Total	26
6 ART - Art	109	2
	110	1
	130	1
	220	1
	Total	5
7 ASTR - Astronomy	0	1
	103	2
	Total	3
8 BIOL - Biology	0	8
	101	19
	204	5
	205	2
	206	1
	Total	35
9 C/AM - Canadian/American studies	0	1
	Total	1
12 CHEM - Chemistry	0	3
	101	1
	121	6
	122	4
	123	5
	351	2
Total	21	

Program	Course number	# of Respondents
14 CLST - Classical Studies	None	4
	270	2
	301	1
	350	5
	Total	12
15 COMM - Communication	None	1
	101	4
	220	2
	Total	7
16 CSCI - Computer Science	102	1
	140	1
	Total	2
17 CSD - Communication	251	1
	Total	1
18 DNC - Dance	None	4
	108	1
	232	1
	Total	6
19 DSCI - Decision Sciences	None	1
	205	2
	Total	3
21 EAST - East Asian Studies	285	1
	Total	1
23 ECON - Economics	None	3
	101	5
	206	4
	207	1
	Total	13
	26 EGEO - Geography	None
201		2
203		1
Total		7
28 ENG - English	216	1
	Total	1
29 ESCI - Environmental Science	None	18
	101	40
	Total	58

## Class Size (cont.)

Program	Course number	# of Respondents
30 ESTU - Environmental Studies	None	3
	101	1
	110	1
	201	1
	202	8
	Total	14
37 GEOL - Geology	101	8
	103	1
	Total	9
40 HIST - History	None	3
	103	1
	104	2
	Total	6
51 JOUR - Journalism	109	1
	Total	1
55 LBRL - Liberal Studies	271	2
	273	1
	278	1
	Total	4
57 LING - Linguistics	None	4
	201	5
	202	1
	204	1
	Total	11
59 MATH - Mathematics & Computer Science	None	2
	107	1
	112	5
	117	1
	157	3
	240	1
Total	13	
61 MGMT - Management	None	1
	311	1
	Total	2
63 MKTG - Marketing	380	1
	Total	1
66 MUS - Music	104	2
	Total	2
69 PHIL - Philosophy	107	1
	112	1
	Total	2
70 PHYS - Physics	None	2
	101	3
	121	1
	Total	6

Program	Course number	# of Respondents
71 PLSC - Political Science	None	1
	101	1
	250	1
	271	1
	346	1
	347	1
Total	6	
73 PSY - Psychology	None	15
	101	45
	230	1
	250	2
Total	63	
78 SCED - Science Education	202	1
	Total	1
81 SOC - Sociology	None	1
	225	1
	260	2
	268	1
	269	1
	Total	6
85 THTR - Theatre Arts	None	2
	201	3
	202	1
	210	1
	Total	7

## E. General Education

E.1. How well did your high school experience prepare you to succeed at Western in each of the following areas?

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	1041	5%	14%	26%	33%	21%
Writing	1037	2%	7%	21%	39%	30%
Research	1033	5%	16%	30%	32%	16%
Reading	1039	2%	5%	21%	36%	36%
Time-management	1038	8%	17%	29%	27%	20%

E.2. How has the level of difficulty in your GUR courses compared with your expectations? (Asked of a random 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

N	423
Much less difficult than expected	6%
Somewhat less difficult than expected	19%
As difficult as expected	54%
Somewhat more difficult than expected	18%
Much more difficult than expected	3%

## General Education (cont.)

E.5. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of a random 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.)

	N	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Taking GUR courses gives me useful skills	423	11%	18%	21%	40%	11%
I use GURs to explore potential majors	422	15%	17%	13%	34%	22%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required	422	10%	15%	18%	37%	20%
My GUR courses have broadened my perspective on the world	421	9%	10%	20%	36%	26%
GUR course requirements interfere with my taking courses that really interest me	422	4%	15%	23%	34%	24%

E.6. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked of a random 50% of respondents who are required to complete GURs at WWU; excludes Fairhaven and Runningstart students.) (Third and fourth questions asked of students with a declared major. Fifth question asked of students with no declared major.)

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	N/A
GUR course availability	423	10%	32%	18%	32%	9%	1%
The size and structure of most GUR classes	420	5%	18%	29%	36%	11%	0%
Quality of instruction in GUR courses outside your major	140	2%	13%	22%	45%	18%	
Quality of instruction in GUR courses that are in your major	140	1%	6%	14%	30%	38%	11%
Quality of instruction in GUR courses	282	4%	15%	22%	41%	17%	1%

## F. Academic Major

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

N	386
Very unlikely	60%
Somewhat unlikely	24%
Uncertain	8%
Somewhat likely	4%
Very likely	3%

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

N	653
I am uncertain	8%
I have some idea	32%
I am certain	60%

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

N	653
Yes	65%
No	35%

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

N	644
End of spring 2010	36%
Summer 2010	4%
Fall 2010	40%
Winter 2011	15%
After winter 2011	5%



## Academic Major (cont.)

F.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	638	55%	36%	9%
Not sure about what major to declare	638	46%	25%	29%
Recently decided on a major but haven't had time to officially declare it	635	51%	29%	20%
Needed to take more courses to qualify	636	28%	23%	49%
Difficulty meeting grade requirements for admission to the major	634	69%	19%	12%
Too hard to get into courses needed to qualify	636	52%	27%	21%
Department advising was inadequate or lacking	636	72%	21%	7%
Missed deadline for declaring my major this year	634	84%	13%	4%

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## G. General Academic Advising

G.1. My assigned academic advisor is: (Asked of a random 50% of respondents.)

N	542
The advisor I was assigned at Summerstart	24%
A staff advisor in Academic Advising	4%
A staff advisor in Student Outreach Services	3%
An advisor or faculty-member in an academic department	35%
I don't know	32%
Other	2%

---

G.1.a. Where, or from whom, do you receive academic advising? (Asked of respondents who answered "other" in G.1.) (N=5) (Text responses available on request.)

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

N	544
Uncertain	21%
Somewhat uncertain	19%
Somewhat certain	29%
Certain	31%

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G.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	541	3%	36%	30%	26%	4%	2%
A short-term problem, such as registering for classes or help with dropping a class	540	8%	46%	26%	16%	3%	1%
Disappointing academic performance/progress	542	14%	66%	12%	5%	1%	1%
Other	520	40%	37%	10%	9%	1%	2%

## General Academic Advising (cont.)

G.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 G.3.)

	N	My assigned academic advisor	WWU Faculty	Other WWU staff	Other
Mapping out an academic plan	332	46%	34%	11%	9%
A short-term problem, such as registering for classes or help with dropping a class	248	24%	45%	20%	11%
Disappointing academic performance/progress	103	27%	48%	15%	11%

G.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. The sixth question was asked of those with a 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	530	8%	9%	36%	30%	17%
I understand the General University Requirements (GURs)	434	8%	3%	39%	25%	26%
I am familiar with policies about dropping and adding classes	527	7%	7%	39%	30%	17%
I am familiar with policies about academic performance and academic standing	527	8%	6%	40%	30%	15%
I am better able to connect my interests, abilities and goals with potential majors	334	11%	7%	42%	27%	14%
I am better able to connect my interests, abilities and goals with my major	191	5%	5%	33%	34%	25%
I know how to use the Degree Evaluation system (What-If Analysis) to monitor my completion of requirements	529	19%	13%	37%	18%	13%

## H. Major Advising

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

N	386
Yes	63%
No	37%

---

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

	N	N/A	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Understanding the requirements of your major	241	2%	4%	7%	7%	31%	50%
Selecting courses to take	241	9%	3%	8%	11%	25%	44%
Understanding internship opportunities	241	30%	10%	10%	13%	16%	21%
Understanding career opportunities	237	22%	9%	10%	14%	25%	21%

---

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

N	240
Not at all satisfied	3%
A little satisfied	8%
Somewhat satisfied	11%
Very satisfied	34%
Extremely satisfied	45%

---

## I. Academic Engagement and Rigor

I.1. During the current academic year, how frequently have you done each of the following?

	N	Never	Sometimes	Often	Very Often
Asked an instructor to give me comments or criticisms about my work	1,030	27%	48%	18%	8%
Discussed grades or assignments with an instructor	1,028	16%	52%	23%	9%
Asked questions in class or contributed to class discussions	1,026	4%	37%	32%	27%
Talked about course material I was learning with someone other than an instructor	1,029	2%	16%	36%	46%
Talked about career plans with a faculty member or advisor	1,028	34%	45%	14%	8%
Made a class presentation	1,028	22%	49%	19%	11%
Worked on a paper or project that required integrating ideas or information from various sources	1,028	6%	36%	36%	22%
Worked with other students on a project during class	1,029	9%	43%	29%	19%

---

I.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	1,019	6%	36%	30%	20%	8%
Papers of 3 - 5 pages	1,017	15%	54%	27%	4%	1%
Papers longer than 5 pages	1,006	35%	56%	8%	1%	0%

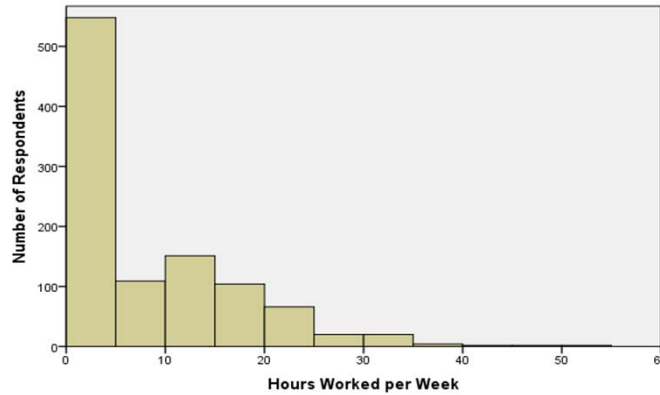
## Academic Engagement and Rigor (cont.)

I.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.

I.3.a. Importance						
	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
Writing skills	1,016	1%	3%	15%	40%	41%
Oral communication skills	1,009	1%	3%	13%	36%	47%
Critically evaluate information	1,001	0%	1%	15%	39%	46%
Identify and analyze complex problems	999	0%	1%	15%	40%	44%
Work or learn independently	1,003	0%	2%	11%	34%	53%
Work cooperatively in a group	1,003	1%	3%	15%	38%	44%
Appreciation of the arts	1,001	6%	13%	28%	26%	28%
Apply scientific principles and methods	1,001	3%	10%	29%	32%	27%
Apply quantitative principles and methods	996	2%	7%	27%	38%	25%
Awareness of cultural and social differences among people	1,004	1%	4%	15%	31%	50%
Knowledge and understanding of how humans impact the environment	1,002	2%	4%	16%	33%	45%
Use library resources for research	1,000	2%	8%	29%	38%	24%
Using computing and information technology	999	1%	3%	20%	38%	38%
I.3.b. Satisfaction						
	N	Very dissatisfied	Somewhat dissatisfied	Neither satisf. nor dissatis.	Somewhat satisfied	Very satisfied
Writing skills	1,002	1%	11%	29%	44%	15%
Oral communication skills	990	1%	11%	32%	40%	16%
Critically evaluate information	988	1%	7%	29%	45%	18%
Identify and analyze complex problems	987	0%	7%	31%	44%	17%
Work or learn independently	989	2%	4%	22%	44%	28%
Work cooperatively in a group	986	1%	7%	26%	46%	19%
Appreciation of the arts	984	3%	10%	37%	31%	19%
Apply scientific principles and methods	980	1%	5%	33%	44%	17%
Apply quantitative principles and methods	974	1%	5%	38%	41%	15%
Awareness of cultural and social differences among people	987	1%	5%	20%	43%	32%
Knowledge and understanding of how humans impact the environment	982	1%	3%	22%	40%	34%
Use library resources for research	985	4%	10%	38%	32%	16%
Using computing and information technology	988	2%	8%	37%	37%	16%

## J. Employment and Educational Expenses

J.1. During this current academic year, on average how many hours per week have you worked for pay? (OSR excluded responses greater than 60 hours (two responses)).

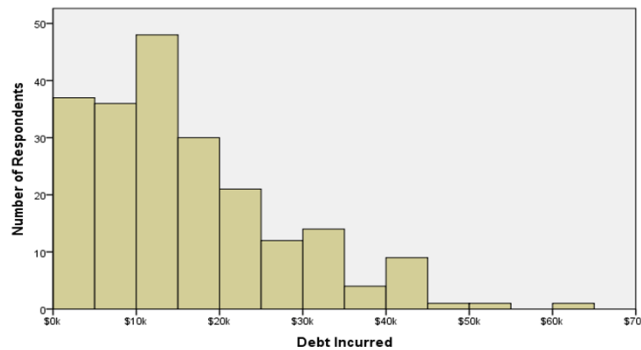


N	Mean	Median	Minimum	Maximum	Standard Deviation
1,028	6.9	2	8.76	50	9.31

J.2. Have you, or someone else on your behalf, borrowed money to fund your education? (Asked of a 50% of respondents at random.)

N	520
Yes	55%
No	45%

J.2.a. As of now, approximately how much have you or someone on your behalf borrowed to fund your education? (Asked of respondents who indicated "yes" in J.2. that they or someone else have borrowed money to fund their education.) (OSR excluded responses greater than \$75,000 (one response)).



N	Mean	Median	Minimum	Maximum	Standard Deviation
214	\$14,831	\$12,000	\$0	\$60,000	\$11,177

## Employment and Educational Expenses (cont.)

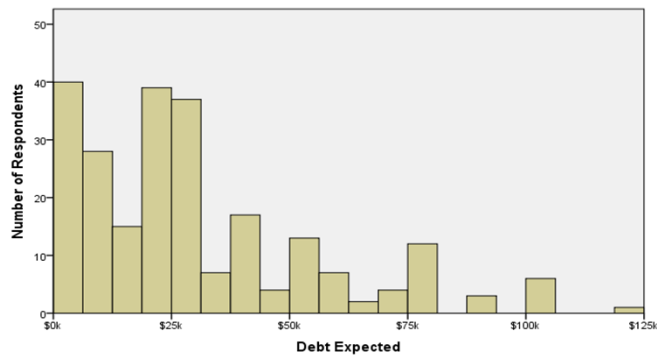
J.2.b. How much of this debt falls in each of the following categories? (Asked of respondents who indicated "yes" in J.2., that they or someone else have borrowed money to fund their education.) (Only valid responses are included. OSR did not assume 0 when no response was given.)

	N	Mean	Median	Minimum	Maximum	Standard Deviation
Loans in your name	184	\$9,529	\$10,000	\$0	\$60,000	\$7,907
Loans in someone else's name	129	\$7,626	\$5,000	\$0	\$40,000	\$8,708
Credit cards	99	\$622	\$0	\$0	\$40,000	\$4,067

J.3. Will additional funds be borrowed to complete your education at Western?

N	520
Yes	61%
No	39%

J.4. When you graduate, approximately how much will be owed for your education? (Asked of respondents who indicated in J.2. or J.3. that they have funded their all or part of their education with borrowed funds.) (OSR excluded responses greater than \$150,000 (one respondent)).

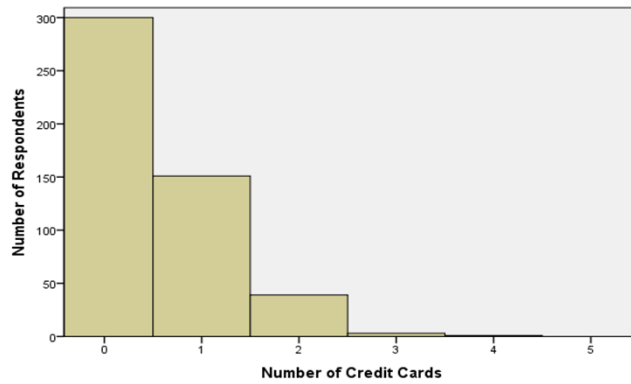


N	Mean	Median	Minimum	Maximum	Standard Deviation
235	\$29,707	\$23,000	\$0	\$120,000	\$25,074



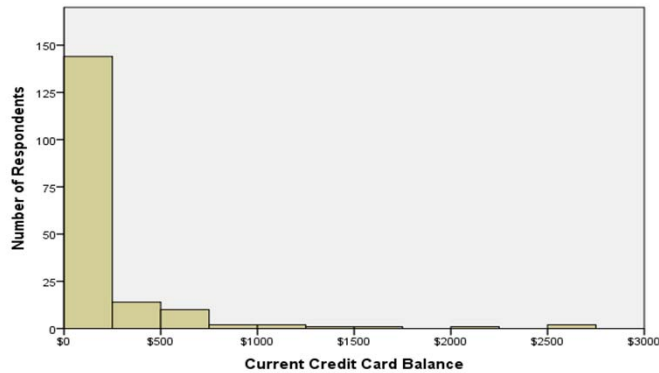
## Employment and Educational Expenses (cont.)

J.5. How many credit cards do you have now? Include national cards such as MC or Visa and store cards, gas cards, other. (Asked of a random 50% of respondents.) (OSR excluded responses greater than 5 (14 responses)).



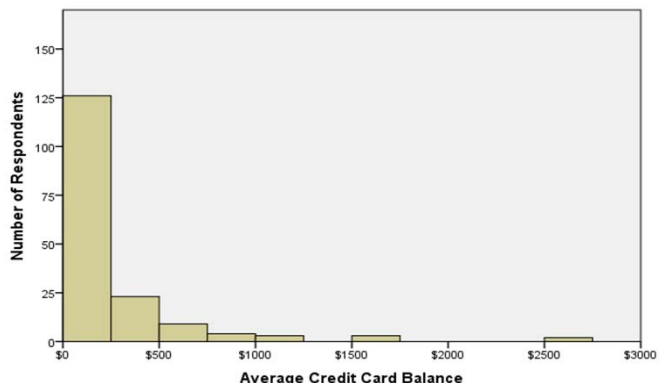
N	Mean	Median	Minimum	Maximum	Standard Deviation
494	0.49	0	0	5	0.68

J.5.a. What would you estimate is the combined outstanding balance on all your credit cards *today*? (Asked of respondents who indicated in K.5. that they have one or more credit cards.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
177	\$162	\$0	\$0	\$2,500	\$373

J.5.b. What would you estimate is the average combined monthly balance on all your credit cards during the past year? (Asked of respondents who indicated in J.5. that they have one or more credit cards.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
172	\$278	\$58	\$0	\$9,600	\$856

## Employment and Educational Expenses (cont.)

J.5.c. Which payment behavior best describes you? (Asked of respondents who indicated in J.5.a. that they have a credit card balance now, or J.5.b. on average over the past year.)

N	114
Pay off all credit card balances on all cards every month	61%
Make the minimum monthly payment on all cards every month	2%
Pay off some cards in full each month but make only the minimum payment on others	3%
Make more than the minimum payment but always carry a balance	14%
Make less than the minimum payment on some or all cards each month	
My parents pay my credit card bills	20%

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J.5.d. Which direct education-related expenses have you ever charged on your credit cards? (Asked of respondents who indicated in J.5. that they have one or more credit cards.)

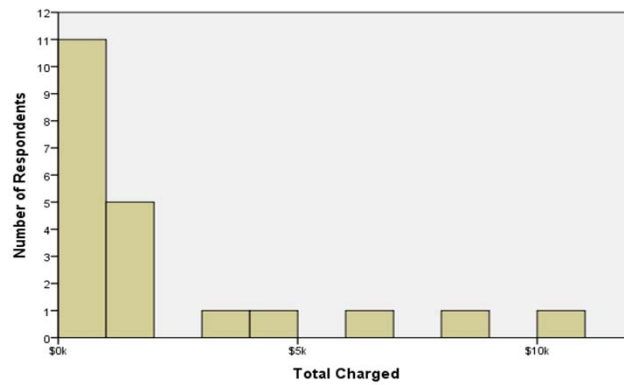
N	204
Tuition	13%
School-billed room and board	8%
Fees	28%
Textbooks	78%
General school supplies (paper, pencils, calculator, etc.)	68%
Commuter transportation-related costs	27%
Computer	20%
None	17%
Other	13%

## Employment and Educational Expenses (cont.)

J.5.d.1. Which other direct education-related expenses have you ever charged on your credit cards? (Asked of respondents who answered "other" in J.6.) (N= 15) (Responses included: entertainment, rent, living expenses, food.) (Text responses available on request.)

---

J.5.d.2. 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 J.5.d. that they have charged one or more direct education-related expenses to a credit card.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
24	\$1,773	\$600	\$0	\$10,000	\$2,598

---

## K. Items Requested by Departments, Offices, and Programs

### Math Center

K.1. Have you been to the Math Center? (Asked of respondents who have taken one or more Math Center-eligible classes.)

N	338
Yes	56%
No	44%

---

K.1.a. Why haven't you been to the Math Center? (Asked of respondents who indicated in K.1. that they have not been to the Math Center.)

N	148
I was not aware of the Math Center	4%
I did not need or want help	70%
I sought help elsewhere	38%
I heard the Math Center wasn't helpful	4%
Other	8%

---

K.1.a.1. What is your other reason for not seeking help at the Math Center? (Asked of respondents who answered "other" in K.1.a.) (N=10) (Responses included: where is it?; too busy; I wasn't eligible until this quarter; I was being overconfident; they don't tutor Math 114 or 115.)

---

K.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 indicated in K.1. that they have been to the Math Center.)

N	190
Never	6%
Rarely	26%
Monthly	25%
Weekly or more frequently	42%

---

K.3. How satisfied are you with your experience at the Math Center? (Asked of respondents who indicated in K.1. that they have been to the Math Center.)

N	190
Very dissatisfied	1%
Somewhat dissatisfied	10%
Neither satisfied nor dissatisfied	18%
Somewhat satisfied	38%
Very satisfied	34%

## Math Center (cont.)

K.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 K.3.)

N	20
It was too crowded	55%
It was too noisy	25%
It was not open at convenient times	25%
Tutors did not know the material well	50%
Tutors were not friendly	5%
Other	10%

---

K.3.a.1. Why are you dissatisfied with your experience at the Math Center? (Asked of respondents who answered "other" in K.3.a.) (N=3) (Text responses included: tutors were unable to answer questions without doing the problem completely, which was impractical; not enough tutors so they jump around instead of working with someone until the problem is understood; tutors were not paying attention to the students who needed help.)

---

## Western Reads Program

K.4. Did you read all or part of The Young and the Digital by S. Craig Watkins, this year's Western Reads book? (Asked of a random 50% of respondents.)

N	521
Yes, as required in a class	2%
Yes, on my own but inspired by or relating to the Western Reads program	1%
Yes, on my own and unrelated to Western Reads	0%
No	97%

---

K.5. Did you attend or participate in any of the following campus events concerning The Young and the Digital? (Asked of respondents who indicated in K.4. that they had read the book.)

N	16
S. Craig Watkins' lecture or Q & A with students	6%
S. Craig Watkins' classroom visits	
Faculty panel discussion of <u>The Young and the Digital</u>	
None of the above	94%

---

K.6. With which of the following people did you discuss The Young and the Digital, whether or not you read the book? Check all that apply. (Asked of respondents who indicated in K.4. that they had read the book.)

N	17
Friends and other students	71%
Family	12%
Faculty or staff	77%
None of the above	12%

---

K.7. Did you read all or part of The Omnivore's Dilemma by Michael Pollan, last year's Western Reads book? (Asked of a random 50% of respondents.)

N	521
Yes, as required in a class	51%
Yes, on my own but inspired by or relating to the Western Reads program	17%
Yes, on my own and unrelated to Western Reads	4%
No	28%

## Western Reads Program (cont.)

K.8. Did you attend or participate in any of the following campus events concerning The Omnivore's Dilemma? Check all that apply. (Asked of respondents who indicated in K.7. that they had read the book.)

N	371
Michael Pollan's lecture or Q & A with students	8%
The video of Michael Pollan's lecture	4%
The Dining Services Dinner in honor of <u>The Omnivore's Dilemma</u>	27%
None of the above	67%

---

K.9. With which of the following people did you discuss The Omnivore's Dilemma, whether or not you read the book? Check all that apply. (Asked of respondents who indicated in K.7. that they had read the book.)

N	372
Friends and other students	82%
Family	50%
Faculty or staff	58%
None of the above	9%

---

## University Residences

K.10. How satisfied are you with your experience living in campus housing? (Asked of respondents who lived in campus housing for one or more quarters.)

N	623
Very dissatisfied	5%
Dissatisfied	14%
Neither satisfied nor dissatisfied	27%
Satisfied	44%
Very satisfied	11%

---



## Western Libraries

K.11. How often did you visit the Western Libraries Haggard-Wilson complex this quarter? (Asked of a random 50% of respondents.)

N	515
Never	3%
Once	5%
Monthly	19%
Weekly	46%
Daily	28%

---

K.11a. Why did you not visit the Library complex more often? (Multiple response question.) (First option asked if respondent indicated in K.11. that they had not visited the library. Remaining questions asked if respondent indicated they had visited the library "never" or "once.")

N	37
I don't know where it is	0%
None of my classes required research	51%
Visited once and could not find the resources/support I needed	3%
I do all my research online	43%
I use a different library	3%
The atmosphere is not conducive to study and research	8%
Inadequate hours	3%
I did not need or want to visit more often	49%
Other	22%

## Western Libraries (cont.)

K.11.b. When you visited the library this quarter, how frequently were you able to find space in the library to effectively... (Asked of respondents who indicated in K.11. that they have visited the library.)

	N	N/A	Rarely	Sometimes	Usually	Always
Work alone?	499	3%	4%	16%	46%	32%
Work in a group?	498	15%	11%	23%	35%	16%

K.11.c.. Have you used any of the following library services at any time while enrolled at Western? (Asked of respondents who indicated in K.11. that have visited the library.)

	N	I have used this service	I was aware of, but have not used this service	I was not aware of this service
Walk-up research assistance at Reference & Information Desk	496	43%	39%	18%
Check out books, videos, journals, etc.	493	64%	35%	1%
Subject specialist librarians available to provide in-depth research support/consultation	493	10%	41%	49%
Course reserves for WWU classes	494	50%	42%	8%
Writing Center	495	16%	81%	4%
Student Technology Center	496	45%	51%	5%
Computer workstations on open floor	496	82%	16%	2%
Computer labs (Haggard 234 or 245)	495	77%	19%	3%
Group study rooms that can be reserved online	496	53%	35%	12%
Laptop checkout	495	41%	54%	5%
Print stations	496	91%	8%	1%
Video/DVD checkout	493	26%	68%	6%
Zoe's Bookside Bagels cafe	495	81%	17%	2%

K.11.d. Have any of your classes at Western included the following? (Asked of respondents who indicated in K.11. that they have visited the library.)

	N	Yes	No
An organized tour of the library led by library staff	515	12%	88%
A bibliographic/library instruction session taught by library staff	515	19%	81%

## Western Libraries (cont.)

K.11.d.1. What is the department and course number of your most recent class that participated in an organized tour of the library? (Asked of respondents who indicated in K.11.d. that they have participated in an organized tour of the library.)

Program	Course number	# of Respondents
AMST - American	314 Total	1 1
ANTH - Anthropology	None 201 Total	1 2 3
COMM - Communication	None 101 210 220 416 Total	1 4 1 10 1 17
DNC - Dance	231 232 431 Total	1 1 1 3
ECON - Economics	442 Total	1 1
EDUC - Educational Administration	108 397A Total	1 1 2
ENG - English	101 202 441 Total	2 2 1 2 7

Program	Course number	# of Respondents
FAIR - Fairhaven	None Total	1 1
HIST - History	113 Total	1 1
HSP - Human Services	302 Total	3 3
KIN - Kinesiology	301 Total	1 1
LBRL - Liberal Studies	Total	1 1
LIBR - Library	None 201 320 403 Total	1 5 1 1 8
MUS - Music	124 Total	1 1
PSY - Psychology	301 Total	1 1
SMNR - Seminar	None 101 102 Total	1 2 1 4
WMNS - Women Studies	212 Total	2 2

K.11.d.2. How useful was the organized tour? (Asked of respondents who indicated in K.11.d. that they have participated in an organized tour of the library.)

N	60
Not at all useful	
A little bit useful	23%
Somewhat useful	43%
Very useful	25%
Extremely useful	8%

## Western Libraries (cont.)

K.11.d.3. What is the department and course number of your most recent class that participated in a bibliographic/library instruction session? (Asked of respondents who indicated in L.11.d. that they have participated in a bibliographic/library instruction session.)

Program	Course number	# of Respondents
A/HI - Art	270	1
History	275	3
	Total	4
AMST -	314	1
American	Total	1
ART - Art	203	1
	290	1
	Total	2
BIOL - Biology	101	1
	Total	1
COMM -	101	7
Communication	220	6
	235	1
	416	1
	Total	15
CSD -	251	1
Communication	Total	1
DNC - Dance	232	2
	431	1
	Total	3
ECE - Early	435	2
Childhood	Total	2
EDUC -	310	3
Educational	Total	3
ENG - English	None	2
	101	2
	270	1
	441	2
	Total	7
FAIR -	None	1
Fairhaven	201	1
	203	1
	Unsure	1
	Total	4

Program	Course number	# of Respondents
HIST - History	None	1
	104	2
	113	4
	123	2
	240	1
	Total	10
HLED - Health	250	1
Education	345	2
	Total	3
HSP - Human	302	7
Services	304	1
	Total	8
IBUS -	370	2
Insternational	Total	2
LBRL - Liberal	None	1
Studies	Total	1
LIBR - Library	None	1
	201	5
	403	1
	Total	7
MUS - Music	None	1
	164	1
	Total	2
PSY -	301	13
Psychology	Total	13
SMNR -	102	1
Seminar	Total	1
WMNS -	212	1
Women Studies	Total	1

K.11.d.4. How useful was the bibliographic/library instruction session? (Asked of respondents who indicated in K.11.d. that they have participated in a bibliographic/library instruction session.)

N	91
Not at all useful	4%
A little bit useful	23%
Somewhat useful	34%
Very useful	26%
Extremely useful	12%

## Western Libraries (cont.)

K.12. On the most recent occasion when you sought research assistance from library staff, how satisfied were you with the services you received?

N	300
Very dissatisfied	1%
Dissatisfied	1%
Neither satisfied nor dissatisfied	32%
Satisfied	46%
Very satisfied	19%

---

## Honors Program

K.13. Why did you decide to participate in Honors? Check up to three. (Asked of respondents who have enrolled in one or more Honors courses, or who are on the Honors Program list of current students.)

N	57
Recognition and prestige	46%
Sense of belonging to a community	19%
Opportunity for scholarships	30%
Greater development of writing and research skills	23%
Preparation for some specific outcome, such as graduate school	30%
Better quality of faculty	19%
Increased access to and interaction with faculty	23%
Small class size	67%
Seminar/discussion format	23%
More challenging courses	39%
Courses exploring material in greater depth	21%
Having peers of similar ability, goals, motivation and work ethic	35%
Other	12%

---

K.13.a. Other reasons why you decided to participate in Honors. (Asked of respondents who answered "other" in K.13.) (N=6) (Responses included: They picked me; they directly invited me to join the program; to get more GURs done at once; told it would mean something.) (Text responses available on request.)

---

K.14. Would you have come to Western if you had not been in the Honors Program? (Asked of respondents who have enrolled in one or more Honors courses, or who are on the Honors Program list of current students.)

N	57
Yes	81%
No	19%

## Honors Program (cont.)

K.15. Which of the following most positively impacted your Honors experience? Check up to three.  
(Asked of respondents who are on the Honors Program list of current students.)

N	43
Recognition and prestige	9%
Sense of belonging to a community	30%
Greater development of writing and research skills	23%
Preparation for some specific outcome, such as graduate school	12%
Better quality of faculty	26%
Increased access to and interaction with faculty	30%
Small class size	70%
Seminar/discussion format	35%
More challenging courses	16%
Courses exploring material in greater depth	28%
Diversity of Honors students	2%
Having peers of similar ability, goals, motivation and work ethic	35%
Other	5%

---

K.16. At any point did you consider dropping out of Honors? (Asked of respondents who are on the Honors Program list of current students.)

N	46
Yes	63%
No	37%

---

K.16.a. Why did you consider dropping out? (Asked of respondents who answered "yes" in K.16.) (N=29)  
(Responses included: scheduling conflicts with my major; not helping my gpa; not useful/practical for getting GUR's; my first quarter professor was a harsh and unfair grader; difficult to schedule required classes for honors; not excited about having to do two senior projects; I do not find that the professors are better than other faculty at WWU; I don't feel like I meshed with that group of people very well.) (Text responses available on request.)

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## Honors Program (cont.)

K.17. I left Honors because: (Asked of respondents who have taken one or more Honors classes but are not on the Honors Program's list of current students.)

N	8
Courses were too demanding	
I believe Honors would have delayed my time to graduation	50%
Requirements were too demanding	
Courses were not sufficiently challenging	
Other	50%

---

K.17.a. What was your "other" reason for leaving Honors? (Asked of respondents who answered "other" in K.17.) (N=4) (Text responses included: Got my GURs done and didn't care about the rest; honors didn't benefit me enough to make it worth taking extra time, which I would have to do.) (Text responses available on request.)

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K.18. What would you suggest be changed in Honors? Why? (Asked of respondents who have enrolled in one or more Honors courses, or who are on the Honors Program list of current students.) (N=44) (Text responses available on request.)

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## Renewable Energy Degree

Western is considering a new interdisciplinary program focused on the science, technology, policy, economics and business management of clean and renewable energy and energy efficiency. The program under consideration will provide opportunities for research and include options to obtain a Bachelor of Science or a Bachelor of Arts degree. The following questions seek your opinion on the demand for and utility of such a degree.

K.19. To what extent do you agree with the following statements?

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Institutions of higher education should provide bachelors' degrees in renewable energy	501	2%	4%	28%	35%	31%
The creation of a bachelor's degree program in renewable energy would be a good fit for Western	500	2%	3%	15%	33%	47%

K.20. If a minor track in renewable energy were added, how likely would you be to add it to your current degree?

N	509
Very unlikely	40%
Unlikely	19%
Neutral	21%
Likely	14%
Very likely	6%

K.21. If this degree were currently available, how likely would you be to declare it as your major?

N	511
Very unlikely	54%
Unlikely	19%
Neutral	19%
Likely	6%
Very likely	3%

## Campus Smoking Policy

K.22. Do you smoke tobacco? (Asked of a random 50% of respondents.)

N	504
Yes	8%
No	92%

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K.22.a. How many cigarettes do you smoke per day? (Asked of respondents who answered "yes" in K.22.)

N	42
Less than half a pack	91%
Half a pack to one pack	10%
One to two packs	
More than two packs	

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K.22.b. Compared to when you're not on campus, how often do you smoke tobacco when you are on campus? (Asked of respondents who answered "yes" in K.22.)

N	42
Less often	62%
As often	17%
More often	21%

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K.22.c. To what extent do you agree with the following? (Asked of a random 50% of respondents.) (Fourth question asked of respondents who indicated they smoke in K.22.)

	N	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Second-hand tobacco smoke is unhealthy	501	1%	1%	9%	31%	59%
I am concerned about my exposure to second-hand tobacco smoke while I am on campus	503	16%	21%	25%	17%	22%
Smoking tobacco is unhealthy	502	0%	0%	3%	20%	76%
I want to quit smoking tobacco	42	5%	14%	50%	17%	14%

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K.22.c.1. Which best describes your primary barrier to quitting? (Asked of respondents who indicated they "want to quit smoking tobacco" in K.22.c., "neutral" to "strongly agree.")

N	34
Craving for a smoke	3%
Experiencing withdrawal symptoms	3%
Loss of way to handle stress or bad moods	18%
I enjoy smoking	68%
Other	9%

## Campus Smoking Policy (cont.)

K.22.c.2. Are you aware of the smoking cessation resources supported by the Students Prevention and Wellness Services? (Asked of respondents who indicated they "want to quit smoking tobacco" in K.22.c., "neutral" to "strongly agree.")

N	34
Yes	35%
No	65%

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Western's smoking policy states, in general:

1. Smoking is prohibited inside any building.
2. Smoking is prohibited within 25 feet of entrances, exits, windows that open, and ventilation intakes that serve a building.
3. There will be identified outdoor smoking areas on campus.

K.23. I think that individuals who smoke tobacco on campus comply with the smoking policy (described above.) (Asked of a random 50% of respondents.)

N	502
Strongly disagree	11%
disagree	28%
I have no opinion on the matter	18%
Agree	36%
Strongly agree	7%

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K.24. I think that educating individuals who smoke tobacco about the smoking policy will improve compliance with it. (Asked of a random 50% of respondents.)

N	503
Strongly disagree	7%
Disagree	30%
I have no opinion on the matter	31%
Agree	27%
Strongly agree	6%

---

K.25. Would you support smoke-free areas between buildings (e.g. pathways, sidewalks, walkways and plazas)? Individuals would be able to walk from one part of campus to another without encountering secondhand smoke from other pedestrians. (Asked of a random 50% of respondents.)

N	497
Yes	56%
No	16%
I have no opinion on the matter	28%

## Campus Smoking Policy (cont.)

K.26. Would you support limiting smoking to specific, designated outdoor locations near most buildings on campus? (Asked of a random 50% of respondents.)

N	497
Yes	53%
No	24%
I have no opinion on the matter	23%

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K.27. Would you support the funding and construction of covered locations to protect individuals who smoke from the elements? (Asked of a random 50% of respondents.)

N	497
Yes	24%
No	57%
I have no opinion on the matter	20%

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K.28. Would you smoke at those specific, designated outdoor locations knowing that they are exposed to the elements? (Asked of respondents who indicated in K.22. that they smoke tobacco.)

N	42
Yes	36%
No	26%
Depends on the weather	38%

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K.29. I think the entire campus should be smoke-free. (Asked of a random 50% of respondents.)

N	503
Strongly disagree	15%
Disagree	27%
I have no opinion on the matter	24%
Agree	18%
Strongly agree	16%

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