

WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS)
BASELINE SURVEY OF STUDENTS ENTERING AS TRANSFERS
FALL, 2009

Descriptive Statistics

Report 2010-01

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OFFICE OF SURVEY RESEARCH
WESTERN WASHINGTON UNIVERSITY

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WESTERN EDUCATIONAL LONGITUDINAL STUDY (WELS) BASELINE SURVEY OF STUDENTS ENTERING AS TRANSFERS, FALL 2009

EXECUTIVE SUMMARY

The 2009 WELS survey of incoming transfer students (the Survey) continues the Office of Survey Research's (OSR) efforts to collect information on all students prior to the start of their academic careers at Western Washington University. This survey represents the initial contact in a longitudinal process that makes additional inquiries of transfer students when they graduate from the university and again one to two years after graduation. The purpose of the incoming transfer student survey is fourfold: (1) to assess student needs based upon their self-reported characteristics, perceptions, and concerns; (2) to provide data that can assist university assessment and accreditation activities; (3) to obtain baseline entry data that can be used as statistical controls in analyses that offset the inability to conduct randomized studies; and (4) to maintain an ongoing record of student knowledge acquisition, ability levels, and other general education outcomes that aid in addressing accreditation and accountability.

OSR uses a mixture of online and telephone survey methodologies to obtain survey responses. Incoming transfer students who attended Western's Transitions program were informed that they would receive an invitation through their Western e-mail to participate in the Survey at the conclusion of Transitions. Students not attending Transitions received an invitation through their external e-mail address. After the initial e-mail invitation, OSR sent reminder e-mails to non-respondents twice and then followed these with phone calls placed by WWU students encouraging individuals to complete the survey. These phone calls were followed by additional e-mails to both external and internal e-mail addresses. The survey was then left open until the weekend before Fall quarter courses began on campus.

Of the 898 Fall 2009 transfer students, 534 responded to the Survey (a response rate of 59.5%). Of the 534 respondents, 533 provided responses to the final question of the survey, an extremely low attrition rate. This report provides data from all questions that lent themselves to a numerical summary and lists the open ended questions asked of students. Responses to the open-ended questions are available upon request.

The Survey is divided into six subject areas: previous college engagement and experiences; the most recent college application process; familiarity and comfort with Western; skills, goals and expectations; expenses and employment; and demographics. Section B, the previous college section, provides information on student time use and engagement during their last year at their prior college. It also investigates student satisfaction with their prior college. The college application process section (C) makes inquiries into why students chose their prior college, why they decided to transfer, how they chose Western, and what other institutions they considered. In the familiarity and comfort section (D) students were asked about the registration process, satisfaction with the courses they registered for, procedures at Western, and difficulties students expected to face. Because the Transitions program aids students in many of these areas, this report divided respondents in this section by their participation in Transitions. The skills, goals, and expectations section (E) asked students to rate their abilities relative to their peers at the school they most recently attended. This section also asked students their likelihood of transferring from Western, their certainty of their major, and the highest degree they expect to earn during their lifetime. In Section F, students are asked about their method for financing their education at Western and the amount of employment they hope to obtain during the academic year. The final section, G, inquires about marital status and family size.

As with any survey, readers should be concerned with sample selection bias; that is bias which arises because survey respondents are not a random selection of the population of survey recipients. While sample selection bias for the Survey is mitigated through proper survey techniques and a good response rate, its presence should be considered when evaluating data. Section A of this document compares demographic and educational history characteristics of respondents and non-respondents. Respondents averaged a higher admissions index (54.4 versus 52.9), a higher GPA at their former institution (3.24 v. 3.21), transferred fewer hours to Western (87.6 hours v. 88.7 hours), are younger (average age of 22.3 v. 23.6), and are more likely to be a first generation college student (46% of respondents v. 39% of transfers). Despite these differences, respondents were statistically no different than non-respondents racially, by resident status, high school location (by state), or SAT scores. In a very atypical outcome for OSR surveys of Western students, respondents were more likely to be male than female (47% of respondents versus 45% of all transfers). While these differences do not appear large, one must take care in interpreting the statistics contained in this report and should apply non-random sample selection corrections to any multivariate procedures using this data.

OSR is excited to share individual survey results (purged of identifying information) with campus researchers so they may follow their own inquiries. To familiarize readers with the content of the survey, OSR will make a few observations regarding the survey results. During their last quarter at their previous school, transfers averaged 13 hours per week studying for courses, almost 15 hours in class, and 17 hours per week working for pay. A high percentage (either 72% or 81% depending upon the question) indicated they were satisfied with the education they received at their prior school. Among students transferring from 2-year schools (about 80% of respondents), the two most common reasons they chose to attend their prior 2-year school was because it allowed them to complete an associates degree and it was less expensive than a four year school. Western's academic reputation and a specific Western academic program were the two most important reasons why transfers chose to attend Western. Like the 2009 freshmen (see OSR's incoming freshmen survey), a high percent (49%) learned about Western prior to their junior year in high school. Unlike incoming freshmen, about one in four transfer students first learned about Western after graduating from high school. The three most valuable resources used to learn about Western were friends, visits to campus, and Western's website. Including Western, transfers applied to an average of 1.72 colleges and were accepted at 1.5 of them. Other than Western, the most frequent schools applied to were the University of Washington (17% of transfers), Washington State University (9%), and Central Washington University (5%). Eight percent of transfer students were admitted to the University of Washington, seven percent to Washington State, and four percent to Central Washington.

Transfers who completed the survey after registering for courses (86% of the sample) reported a wide range of satisfaction with their initial course schedule. Twenty-one percent of these transfers expressed dissatisfaction with their schedule while 34% were very satisfied. Almost three out of four students who expressed some level of dissatisfaction did so because the classes they wanted to take were already full.

When asked the importance of a variety of skills, students gave high marks to writing skills and the awareness of cultural and social differences among people. Those deemed least important were the application of scientific principles and the application of quantitative principles. These latter two skills were also the lowest-ranked when respondents ranked their own abilities relative to their peers.

The average transfer student expects to be at Western for just over seven and a half quarters and 16% claimed to be uncertain or likely to transfer to another school prior to graduating. Seventy percent of transfers are certain as to what their major will be but only one-third have completed the paperwork needed to declare that major. Over half (53%) of transfers expect to earn a Masters degree during their lifetime.

A number of questions that appear in this survey were asked in prior WELS surveys. This provides the opportunity to measure changes in Western's student body over time. For instance, 9.2% of 2009 transfers

applied to four or more schools for admission this fall. In 2005, only 4.6% of students applied to this many schools. However, among those schools to which they were accepted, 94% of 2009 transfers versus 86% of 2005 transfers listed Western as their first choice. Recent transfers also appear more likely to work for pay than 2005 transfers. Eighty-eight percent of current transfers expect to work while only 75% of 2005 transfers expected to. Current transfers are also older, on average, than 2005 transfers (23.6 years versus 22.9).

One benefit provided by the Survey is that respondents are tracked using their W number. This provides the opportunity to merge the Survey data with Western's data warehouse or data collected in future surveys administered by OSR, colleges, departments, or the alumni office. Using the W number it is possible to sort all data by categories, even the open ended responses, and provide them to interested departments and colleges. OSR will provide this type of data 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 2,454 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. Because of survey length, some questions were asked of a random sample of students. The notes associated with such questions indicate when this occurs.
5. This report presents responses from all students completing any question regardless of if 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 reports which can be used for improvement of programs, instruction, faculty scholarship, and information services. OSR is responsible for developing and administering the Western Educational Longitudinal Study (WELS), Western's Alumni Surveys, and Western's exit surveys of graduating students.

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

A. Characteristics of Fall, 2009 Transfer Students and Survey Respondents

A.1. Characteristics of Fall, 2009 Transfer Students and Survey Respondents

	Non-Respondents	Respondents	All Fall, 2009 Transfers
N	364	534	898
Male	43%	47%	45%
Caucasian	75%	76%	75%
Black	4%	2%	2%
Hispanic	5%	5%	5%
Asian/Pacific Islander	5%	6%	6%
Native American	2%	4%	3%
Race Unknown	10%	8%	9%
Mean Admission Index*	50.3	54.4	52.9
Median Admission Index*	51	56.5	56
Mean Math SAT*	540	547	544
Mean Verbal SAT*	549	550	549
Mean Cumulative GPA From Prior Colleges	3.16	3.24	3.21
Mean Age	25.4	22.3	23.6
Median Age	21	21	21
First Generation college Student	29%	46%	39%
Washington Residency	95%	95%	95%
OR High School	3%	1%	1%
ID High School	1%	1%	1%
AK High School	2%	1%	1%
Mean hours transferred to WWU	90.2	87.6	88.7
Fall, 2009 WWU hours registered	12.7	13.6	13.3
Transferred from 2-year college	83%	81%	82%

* Because these measures are optional for students, the N for these variables differs from the reported N.

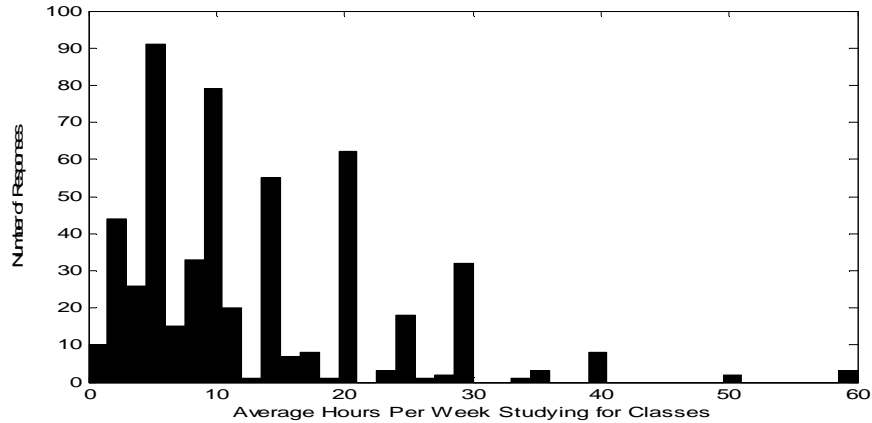
B. Previous College: Engagement and Experiences

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

	N	Never	Once	1-2 times	3-5 times	More than 5 times
Sought out a job for credit rather than pay, such as an internship	528	84%	9%	6%	2%	
Wrote an academic paper of 5 pages or more for a course requirement	530	7%	8%	26%	34%	25%
Used tutoring services for help	528	50%	13%	14%	8%	15%
Met with an academic advisor	530	7%	12%	34%	27%	20%
Asked a teacher for help when I had difficulties in a course	532	11%	6%	28%	22%	33%
Talked about course material I was learning with someone other than a teacher	532	2%	2%	9%	15%	73%

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

B.2.a. Studying for classes

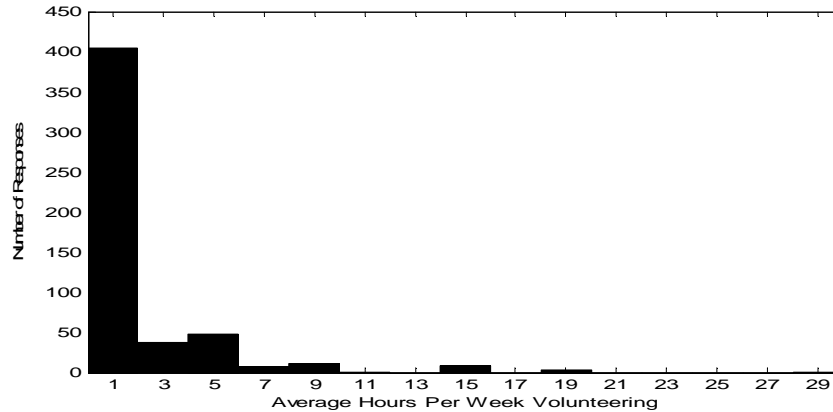


Mean = 13.07, St. Dev. = 10.77, Max = 120, Min = 0, N = 526

B. Previous College: Engagement and Experiences (cont.)

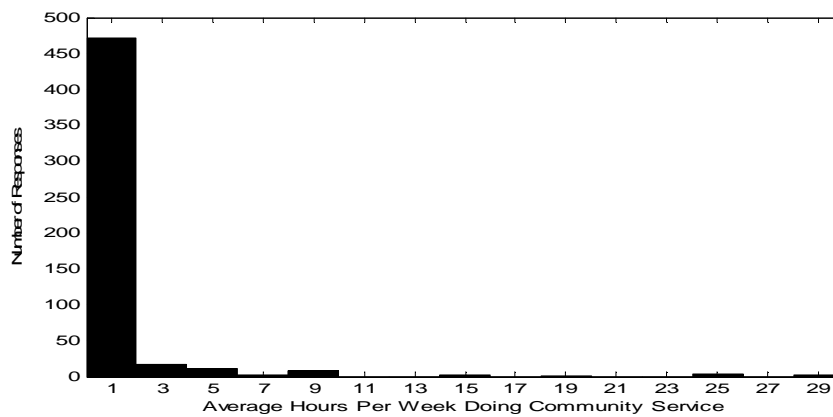
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following?

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



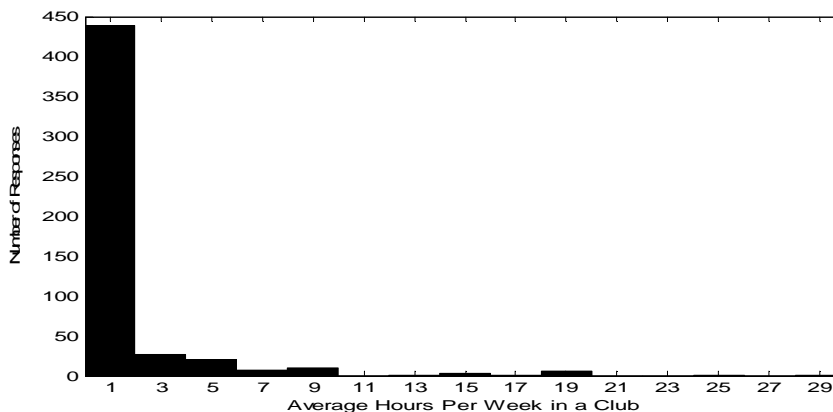
Mean = 1.90, St. Dev. = 5.14, Max = 90, Min = 0, N = 521

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



Mean = .87, St. Dev. = 3.29, Max = 30, Min = 0, N = 518

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

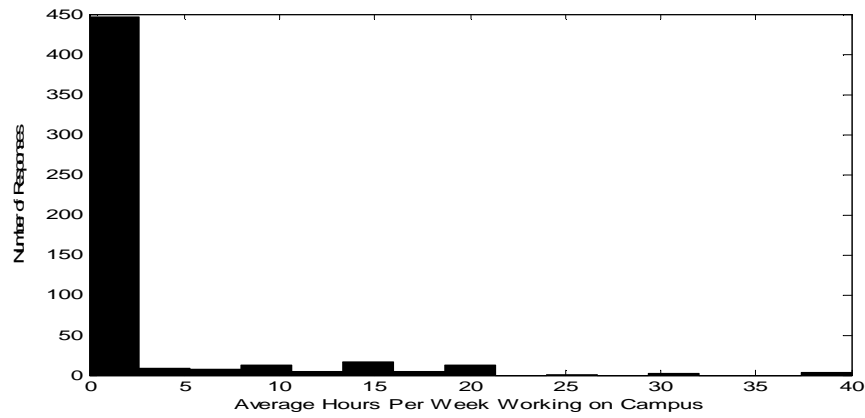


Mean = 1.40, St. Dev. = 3.56, Max = 30, Min = 0, N = 517

B. Previous College: Engagement and Experiences (cont.)

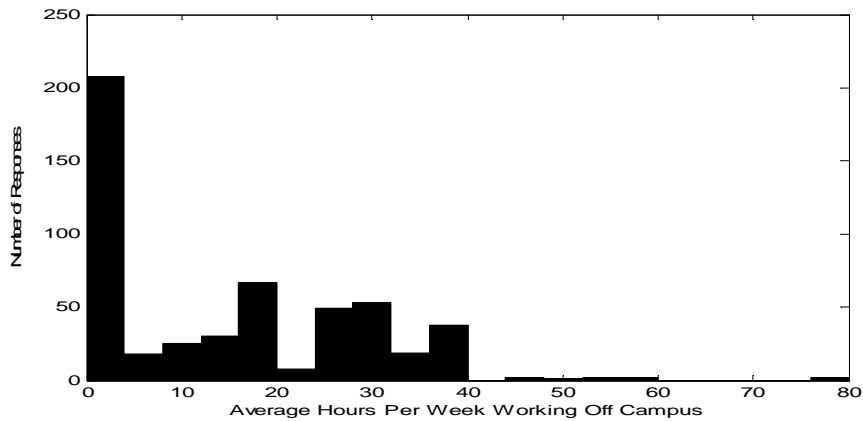
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following?

B.2.e. Working for pay on campus



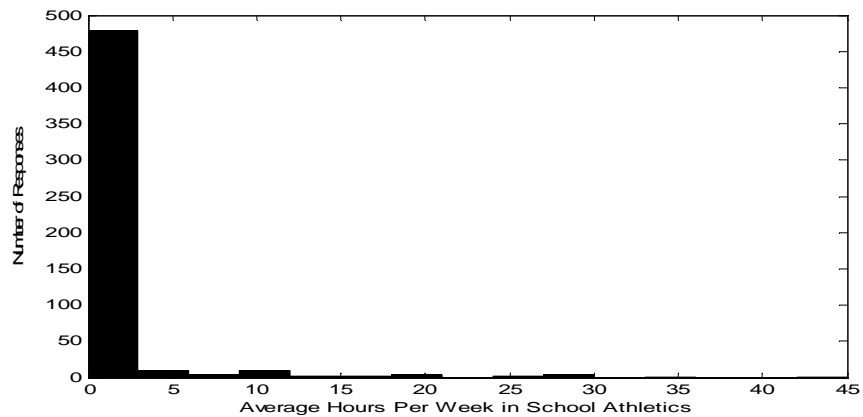
Mean = 2.03, St. Dev. = 5.84, Max = 40, Min = 0, N = 518

B.2.f. Working for pay off campus



Mean = 15.14, St. Dev. = 14.97, Max = 80, Min = 0, N = 524

B.2.g. Participating in school athletics

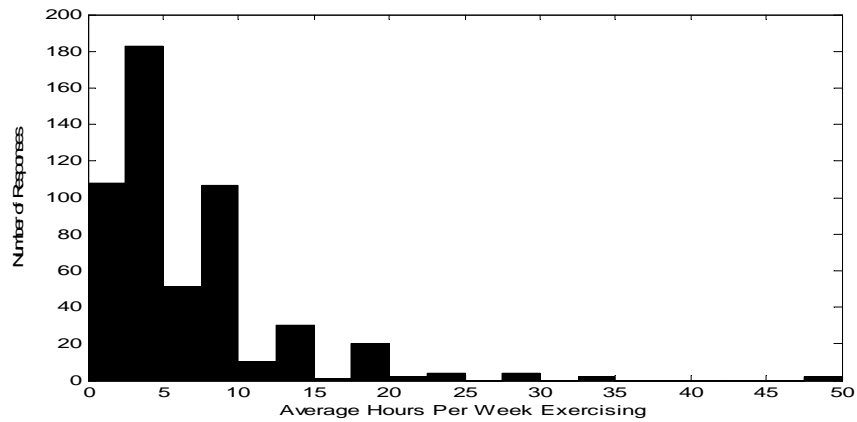


Mean = 1.11, St. Dev. = 4.65, Max = 45, Min = 0, N = 516

B. Previous College: Engagement and Experiences (cont.)

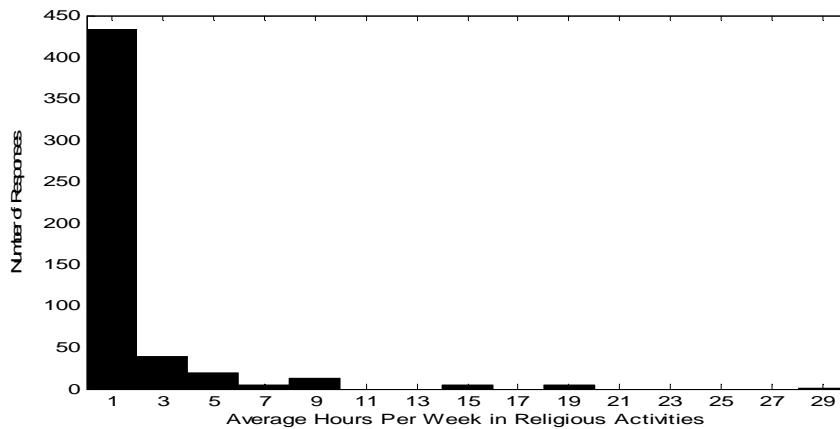
B.2. (cont.) During your last quarter or semester at {the respondent's previous college}, how many hours per week (on average) did you spend doing each of the following?

B.2.h. Exercising or participating in other physical activities



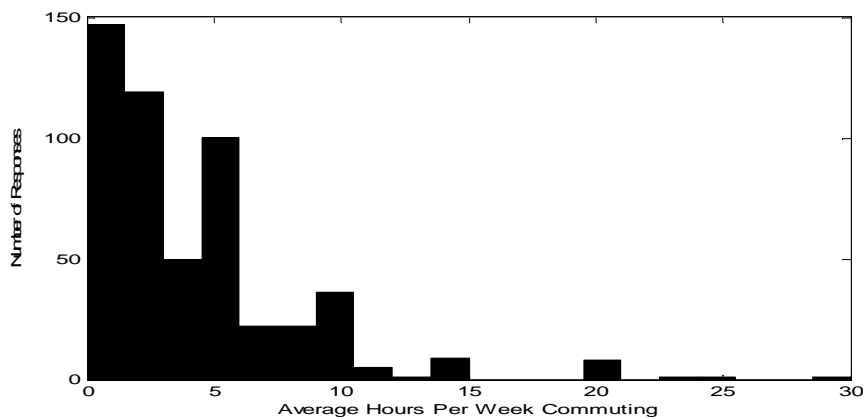
Mean = 6.91, St. Dev. = 6.27, Max = 50, Min = 0, N = 524

B.2.i. Participating in religious activities



Mean = 1.31, St. Dev. = 3.16, Max = 30, Min = 0, N = 518

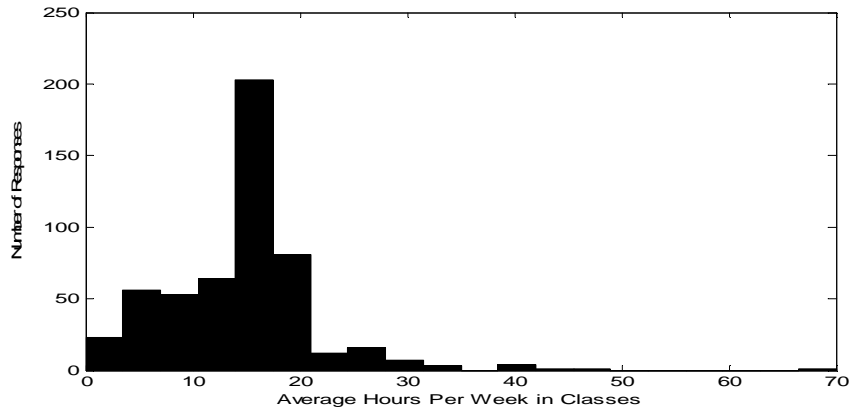
B.2.j. Commuting



Mean = 4.37, St. Dev. = 5.22, Max = 75, Min = 0, N = 523

B. Previous College: Engagement and Experiences (cont.)

B.2.k. Attending classes



Mean = 14.68, St. Dev. = 7.50, Max = 75, Min = 0, N = 526

B.3. How satisfied are you with the education you received at {the respondent's previous college}? (Respondents randomly received question B.3 or B.5)

N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
234	3%	7%	6%	34%	51%

B.4. How satisfied are you with the education you received at the high school you graduated from? (Respondents randomly received question B.4 or B.6)

N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
241	7%	13%	18%	31%	31%

B.5. How satisfied are you with the education you received at {the respondent's previous college}? (Respondents randomly received question B.3 or B.5)

N	Not at all satisfied	A little satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
277	2%	4%	22%	49%	23%

B.6. How satisfied are you with the education you received at the high school you graduated from? (Respondents randomly received question B.4 or B.6)

N	Not at all satisfied	A little satisfied	Somewhat satisfied	Very satisfied	Extremely satisfied
282	5%	13%	38%	33%	12%

C. College Application Process

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

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
Family or friends were attending {the respondent's previous college}	97	60%	14%	15%	10%	
My total financial cost was low	97	33%	10%	26%	19%	12%
I was interested in a specific academic program	97	29%	13%	23%	22%	13%
{The respondent's previous college} had a good academic reputation	97	13%	11%	35%	20%	21%
{The respondent's previous college} was close to home	95	52%	12%	9%	20%	7%
{The respondent's previous college} was far away from home	95	56%	17%	16%	9%	2%
I liked the size of the community in which {the respondent's previous college} was located	97	37%	13%	28%	15%	6%
I liked the size of {the respondent's previous college}	97	25%	14%	29%	19%	13%
I liked the recreational opportunities in the area	97	25%	15%	23%	31%	6%
The religious orientation at {the respondent's previous college} fit my own	96	77%	9%	6%	4%	3%
{The respondent' previous college} had a Greek system	97	84%	5%	6%	2%	3%
I played on a varsity athletic team	97	90%	1%	2%	1%	6%
Other	81	60%	5%	20%	6%	9%

C.1.a. Twelve respondents provided open-ended responses to C.1 describing their "other" factors. These are available upon request.

C. College Application Process (cont.)

C.2. How important were each of the following factors in choosing to attend {the respondent's previous college}?
(Asked of students transferring from a two-year institution)

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
The college was close to home	399	9%	10%	19%	38%	25%
I wanted to finish the requirements for an associates degree	397	11%	3%	11%	25%	50%
I wanted to earn a specific certificate or degree offered at {the respondent's previous college}	399	44%	14%	18%	11%	13%
It was less expensive than a four-year school	399	6%	6%	14%	25%	50%
I was not accepted at the four year school(s) to which I applied	388	83%	5%	4%	5%	3%
I wanted to strengthen my academic record	397	24%	10%	26%	19%	20%
I missed the application deadline for four-year school(s)	388	89%	3%	4%	2%	2%
I continued at the same two-year college I had attended for running start	390	74%	2%	5%	6%	13%
I was unsure about my direction	390	34%	13%	22%	15%	17%
Friends or family were attending {the respondent's previous college}	389	59%	13%	16%	8%	3%
Other	327	60%	7%	18%	6%	9%

C.2.a. Forty-eight respondents provided open-ended responses to C.2 describing their "other" factors. These are available upon request.

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

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
My family wants me to go to Western*	399	50%	22%	19%	8%	2%
An instructor or advisor encouraged me to go to Western*	398	51%	17%	21%	7%	4%
I am interested in a specific academic program at Western	532	8%	7%	18%	32%	34%
Western has a good academic reputation	533	3%	3%	16%	44%	34%
Western has a good reputation for its social activities*	397	12%	13%	29%	29%	16%
Western is more affordable than my other choices	530	18%	13%	25%	22%	22%
Western offered me financial assistance	527	42%	13%	15%	15%	16%
I want to live near home	529	36%	16%	19%	15%	15%
I want to live far away from home	521	66%	13%	13%	5%	3%
I like the size of Western	531	10%	7%	31%	33%	19%
I like the size of Bellingham	531	13%	6%	28%	30%	23%
I like the recreational opportunities in this area	530	11%	8%	25%	30%	25%
Western does not have a Greek system	529	61%	7%	12%	11%	9%
I will be playing on a varsity athletic team	524	87%	6%	3%	2%	2%
Other	425	66%	5%	19%	5%	5%

*Asked only of students transferring from 2-year colleges

C. College Application Process (cont.)

C.3.a. Forty-five respondents provided open-ended responses to C.3 describing the "other" factors that were important in their decision to attend Western. These are available upon request.

C.4. How did you first learn about Western? (N = 534)

A parent/sibling/relative told me about Western	27%
A friend told me about Western	32%
A coach or teacher told me about Western	7%
An admissions counselor visited my school	2%
I spoke with an admissions counselor at a college fair	1%
I conducted a general college web search	14%
I conducted a search for institutions that participate in the Western Undergraduate Exchange program	0%
While I was researching Bellingham	2%
Western contacted me	1%
Other	12%

C.4.a. Sixty-eight respondents provided open-ended responses to C.4 describing the "other" ways they first learned about Western.

C.5. When did you first learn about Western? (N = 530)

Before entering high school	28%
As a high school freshmen or sophomore	21%
As a high school junior	15%
As a high school senior	13%
After high school	23%

C.6. Which of the following sources were most valuable in helping you to learn about Western? Please check the three most valuable sources. (N = 534)

Western's website	30%
Friends at Western	54%
Western's admissions website	20%
Western's alumni	9%
Visit to campus	49%
High school counselor	5%
Paper mailings from the Office of Admissions	10%
Email communication from the Office of Admissions	6%
Parent/sibling/relative	18%
Summer program at Western	2%
Personal contact with an admissions counselor	7%
Personal contact with a Western faculty member	9%
Other	6%

C. College Application Process (cont.)

C.6.a. Twenty-eight respondents provided open-ended responses to C.6 describing the "other" sources that were valuable tools to learn about Western. These responses are available upon request.

C.7. How did the information you received from Western compare with other schools to which you applied as a transfer student?

	N	Not applicable	Not as good	Similar	Better
Mailings before you applied	529	47%	6%	37%	11%
Mailings/information after your admission	526	36%	4%	37%	22%
Personal contact from Western	527	38%	7%	29%	25%
Western's website	527	33%	6%	39%	23%
Email communication	526	36%	4%	35%	25%

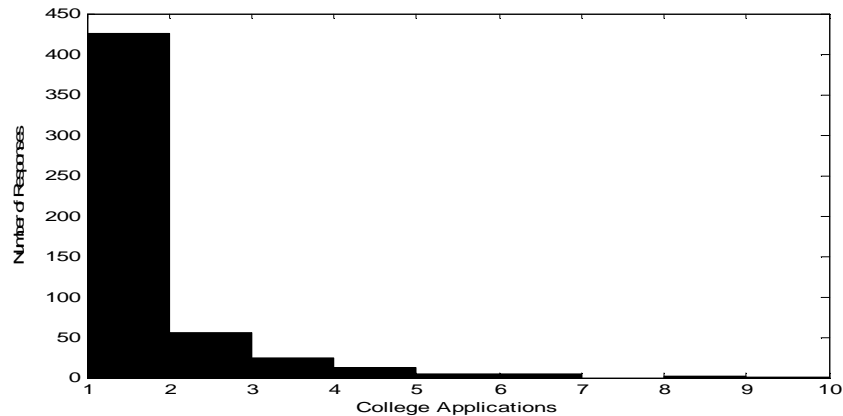
C.8. To which four-year colleges did you apply for admission this fall?

University of Washington	17%
Washington State University	9%
Central Washington University*	5%
Eastern Washington University	3%
Seattle University	2%
Seattle Pacific University	2%
University of Oregon	2%
Evergreen State College	1%
Oregon State University	1%
University of Puget Sound	1%
Whitman College	1%
Gonzaga University	1%
Pacific Lutheran University	1%
University of Montana	1%
University of Portland	1%
Willamette University	1%
Linfield College	0%
University of Colorado at Boulder	0%
University of British Columbia	0%
Lewis & Clark	
Other*	8%

* Central was mistakenly omitted from the school list on the survey. OSR derived the CWU count from the "other" comments. The "other" category excludes records where CWU was the only "other" school to which the student applied.

C. College Application Process (cont.)

C.9. Including Western, to how many schools did you apply?



Mean = 1.72, St. Dev. = 1.31, Max = 10, Min = 1, N = 531

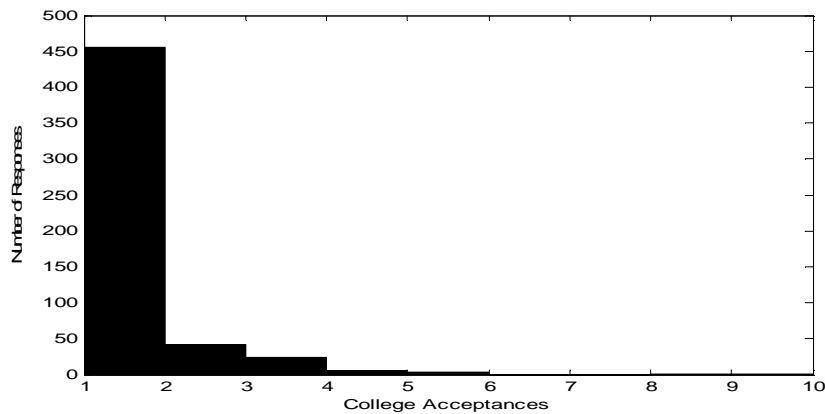
C.10. To which four-year colleges were you accepted for admission this fall?

University of Washington	8%
Washington State University	7%
Central Washington University*	4%
Eastern Washington University	3%
Seattle University	1%
Seattle Pacific University	1%
University of Oregon	1%
Evergreen State College	1%
Oregon State University	1%
University of Puget Sound	1%
Whitman College	1%
Gonzaga University	1%
Pacific Lutheran University	0%
University of Montana	0%
University of Portland	0%
Willamette University	0%
Linfield College	0%
University of Colorado at Boulder	0%
University of British Columbia	0%
Lewis & Clark	
Other*	6%

*Central was mistakenly omitted from the school list on the survey. OSR derived the CWU count from the "other" comments. The "other" category excludes records where CWU was the only "other" school to which the student was accepted.

C. College Application Process (cont.)

C.11. Including Western, to how many schools were you accepted for admission this fall?



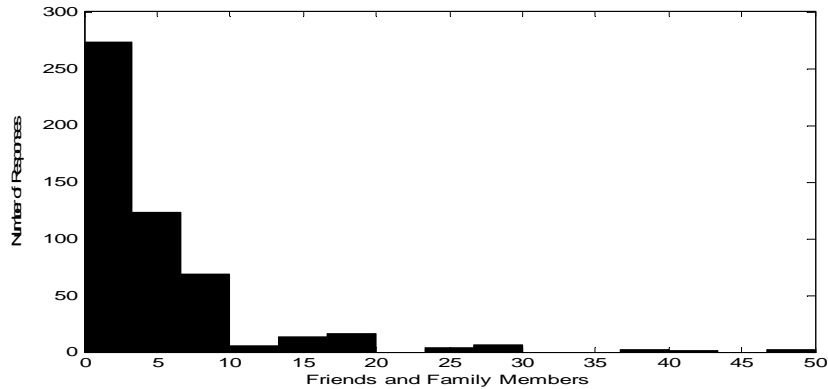
Mean = 1.50, St. Dev. = 1.07, Max = 10, Min = 1, N = 530

C.12. Please rank up to three colleges to which you were admitted in order of your preference, 1 for first choice, 2 for second choice, and 3 for third choice. (N = 495)

School	Number of Respondents Picking their School as their			Not in the top 3
	1st Choice	2nd Choice	3rd Choice	
Western Washington University	465	26	3	1
University of Washington	4	33	2	456
Washington State University	0	21	18	456
Seattle University	1	6	0	488
University of Puget Sound	0	2	0	493
Pacific Lutheran University	1	0	0	494
Gonzaga University	0	0	1	494
Seattle Pacific University	1	2	1	491
Whitman College	1	0	1	493
Eastern Washington University	0	7	6	482
Evergreen State University	0	6	0	489
University of Oregon	0	3	1	491
Willamette University	0	0	1	494
Oregon State University	0	4	1	490
Linfield College	0	0	1	494
University of Colorado at Boulder	1	1	0	493
University of British Columbia	0	1	0	494
University of Montana	0	1	1	493

C. College Application Process (cont.)

C.13. How many of your friends or family members will be attending Western in the coming year?



Mean = 5.32, St. Dev. = 7.56, Max = 75, Min = 0, N = 523

C.13a. Which of the following types of friends or family members will be attending Western the coming year?
(N = 412) {Asked of those who responded to C.13 with a positive number}

Sister/brother	9%
Boyfriend/girlfriend	14%
Spouse/partner	2%
Friend	93%
Cousin	11%
Parent	1%
Other	6%

D. Familiarity and Comfort with Western

D.1. Did you attend Western's Transitions Program? (N=534) (Data provided by New Student Services)

Yes	No
84%	16%

D.2. At Transitions, Western's orientation for incoming transfer students held on July 17, 23, or 24, I participated in the following: (N = 436) (Asked of those who responded "Yes" to D.1)

Overnight program	96%
Campus tour	86%
Math placement test	91%
Welcome	91%
General academic advising	85%
Department advising	79%
Advising for students undecided about a major	15%
Information fair	53%
Financial aid workshop	3%
"Putting your degree to Work" workshop	1%
Student accounts workshop	3%
"Living on Campus" workshop	1%
Veteran's services workshop	2%
Library tour	4%
Class registration	92%

D. Familiarity and Comfort with Western (cont.)

D.3. How familiar are you with each of the following?

	N	Not at All Familiar	A Little Familiar	Somewhat Familiar	Very Familiar	Extremely Familiar
a. How to declare a major						
All respondents	533	8%	20%	34%	23%	16%
Transitions participants	449	6%	16%	34%	25%	18%
Non-Transitions participants	84	14%	38%	35%	7%	6%
b. Opportunities for extracurricular involvement						
All respondents	527	11%	27%	43%	14%	5%
Transitions participants	444	10%	27%	43%	15%	5%
Non-Transitions participants	83	17%	31%	40%	8%	4%
c. Western's tuition and fee structure						
All respondents	530	10%	23%	38%	23%	7%
Transitions participants	446	9%	23%	37%	23%	8%
Non-Transitions participants	84	17%	21%	39%	20%	2%
d. Available financial resources						
All respondents	533	14%	28%	34%	18%	5%
Transitions participants	449	13%	28%	34%	18%	6%
Non-Transitions participants	84	20%	29%	32%	17%	2%
e. Western's graduate requirements						
All respondents	533	5%	15%	34%	34%	12%
Transitions participants	449	4%	12%	35%	36%	13%
Non-Transitions participants	84	12%	33%	27%	20%	7%
f. General University Requirements (GURs)						
All respondents	533	5%	12%	30%	36%	18%
Transitions participants	449	3%	11%	29%	39%	19%
Non-Transitions participants	84	14%	21%	33%	20%	11%
g. Western's online catalog						
All respondents	533	9%	18%	33%	29%	10%
Transitions participants	449	6%	18%	33%	31%	11%
Non-Transitions participants	84	26%	18%	33%	15%	7%
h. Web4U						
All respondents	533	5%	17%	32%	34%	13%
Transitions participants	449	2%	15%	34%	35%	14%
Non-Transitions participants	84	17%	29%	21%	25%	8%
i. Classfinder						
All respondents	533	6%	13%	32%	35%	14%
Transitions participants	449	2%	12%	33%	39%	15%
Non-Transitions participants	84	24%	23%	30%	15%	8%
j. Viking Advisor						
All respondents	531	31%	28%	27%	10%	3%
Transitions participants	447	29%	28%	28%	12%	4%
Non-Transitions participants	84	45%	29%	23%	4%	
k. Planning a schedule of classes						
All respondents	531	6%	17%	31%	34%	12%
Transitions participants	447	2%	15%	32%	37%	13%
Non-Transitions participants	84	23%	25%	27%	19%	6%
l. Your transfer equivalency report						
All respondents	526	4%	14%	28%	37%	18%
Transitions participants	444	2%	12%	28%	39%	19%
Non-Transitions participants	82	16%	26%	27%	23%	9%
m. Evaluating your progress toward your degree with CAPP						
All respondents	529	38%	25%	25%	7%	4%
Transitions participants	445	34%	27%	26%	9%	4%
Non-Transitions participants	84	61%	18%	20%		1%

D. Familiarity and Comfort with Western (cont.)

D.4. How comfortable are you with each of the following?

	N	Not at all comfortable	A little comfortable	Somewhat comfortable	Very comfortable	Extremely comfortable
a. Understanding how your transfer credits align with graduation requirements						
All respondents	533	7%	18%	40%	25%	10%
Transitions participants	448	5%	16%	40%	27%	11%
Non-Transitions participants	85	15%	28%	38%	13%	6%
b. Navigating Western's campus						
All respondents	530	4%	17%	40%	30%	9%
Transitions participants	447	3%	15%	41%	31%	10%
Non-Transitions participants	83	8%	29%	33%	18%	12%
c. Getting advice from faculty and staff on which classes to take						
All respondents	528	4%	20%	32%	32%	12%
Transitions participants	445	3%	19%	31%	34%	12%
Non-Transitions participants	83	8%	29%	33%	18%	12%

D.5. How satisfied are you with your class schedule? (N = 534)

I have not yet registered for classes 14%	Very dissatisfied 4%	Somewhat dissatisfied 14%	Neither satisfied nor dissatisfied 8%	Somewhat satisfied 31%	Very satisfied 29%
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D.5.a. Why are you dissatisfied with your class schedule? (N = 99) (Asked of those who responded "Very dissatisfied" or "Dissatisfied" to D.5)

The classes I need to take were full	73%
The classes I need to take are scheduled at conflicting times	32%
My classes are spread too far across campus	2%
My classes are spread too far throughout the day	22%
My classes are spread too far throughout the week	6%
My class schedule does not work well with my job schedule	6%
My classes begin too early in the morning	15%
My classes end too late in the evening	7%
One or more of my classes meet every day	6%
Other	31%

D.5.b. Twenty-seven respondents who answered "other" to D.5.a provided open ended responses describing those other reasons for dissatisfaction. These are available upon request.

D. Familiarity and Comfort with Western (cont.)

D.6. Please indicate how difficult, if at all, you expect each of the following to be for you this fall:

	N	Not at all difficult	A little difficult	Somewhat difficult	Very difficult	Extremely difficult
Participating in discussion groups in my courses	533	45%	31%	20%	4%	1%
Preparing for and presenting my work in front of a class	529	26%	33%	24%	12%	4%
Completing coursework and reading on time	532	44%	36%	17%	3%	0%
Writing papers as part of my coursework	532	41%	35%	18%	4%	2%
Getting good grades	533	31%	41%	21%	6%	2%
Preventing alcohol and drugs from interfering with my academics	531	81%	12%	6%	1%	1%
Managing my finances	532	21%	30%	33%	14%	2%
Staying healthy	531	43%	33%	19%	4%	1%
Managing stress	532	15%	37%	32%	11%	5%
Getting enough sleep	530	15%	33%	33%	15%	5%
Meeting my family's expectations	531	49%	26%	14%	7%	3%
Making friends	532	40%	31%	22%	5%	2%
Maintaining my spiritual or religious values	529	77%	13%	7%	2%	1%
Living away from home	527	56%	24%	13%	5%	2%

E. Skills, Goals and Expectations

E.1. For the following skills, please rate your ability relative to your peers at the school you most recently attended.

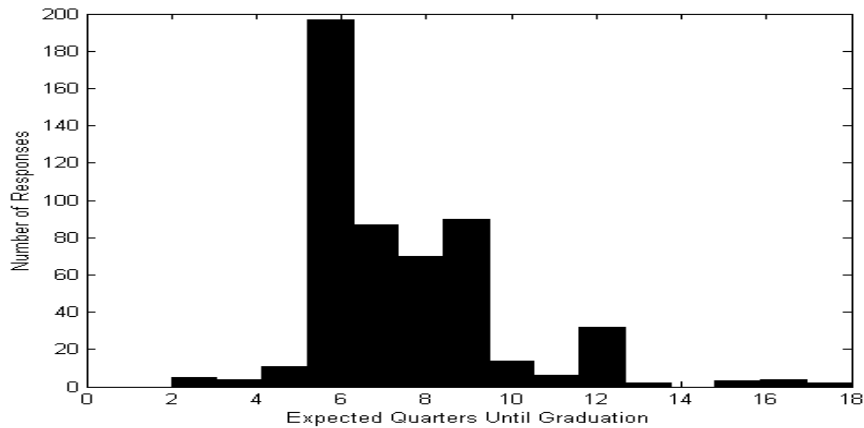
	N	Well below average	Below average	About average	Above average	Well above average
Writing skills	527	1%	2%	28%	49%	20%
Oral communication skills	527	1%	8%	36%	39%	16%
Critically evaluate information	526		2%	36%	44%	17%
Work or learn independently	527	0%	2%	22%	45%	30%
Work cooperatively in a group	525	0%	3%	33%	46%	18%
Appreciation of the arts	527	1%	12%	33%	29%	25%
Apply scientific principles and methods	527	1%	12%	50%	27%	10%
Apply quantitative principles and methods	528	1%	13%	49%	27%	10%
Awareness of cultural and social differences among people	526	1%	2%	24%	43%	30%
Work effectively with appropriate technology in your field	525	0%	3%	37%	40%	19%
Use library resources for research	527	1%	8%	46%	31%	14%
Plan, implement, and organize research	525		5%	38%	40%	18%

E.2. Please rate the importance of these skills to you.

	N	Not at all important	A little important	Somewhat important	Very important	Extremely important
Writing skills	520	1%	3%	15%	42%	40%
Oral communication skills	519	1%	2%	15%	44%	38%
Critically evaluate information	519	0%	3%	16%	48%	34%
Work or learn independently	518	1%	1%	17%	45%	36%
Work cooperatively in a group	512	2%	3%	20%	43%	33%
Appreciation of the arts	518	5%	15%	28%	26%	26%
Apply scientific principles and methods	516	2%	9%	40%	32%	17%
Apply quantitative principles and methods	517	3%	9%	37%	36%	15%
Awareness of cultural and social differences among people	516	2%	3%	18%	35%	42%
Work effectively with appropriate technology in your field	514	0%	1%	20%	46%	32%
Use library resources for research	516	1%	6%	23%	42%	28%
Plan, implement, and organize research	515	0%	2%	15%	40%	43%

E. Skills, Goals and Expectations (cont.)

E.3. How many quarters do you expect to be at Western until you complete your Bachelor's degree?



Mean = 7.60, St. Dev. = 2.16, Max = 18, Min = 2, N = 527

E.4. How likely is it that you will transfer from Western to another college or university before you graduate? (N = 533)

Very Unlikely	Somewhat unlikely	Uncertain	Somewhat Likely	Very Likely
74%	9%	13%	2%	1%

E.5. What is the highest degree you expect to earn in your lifetime? (N = 531)

Bachelors (B.A., B.S., etc.)	Masters (M.A., M.S., etc.)	Professional (M.D., D.O., D.D.S, J.D., etc.)	Doctorate (Ph.D., Ed.D., etc.)
21%	53%	7%	18%

E.6. How certain are you of what your major will be? (N = 532)

Uncertain	Have some idea	Certain
4%	25%	70%

E.7. Have you met with a departmental advisor about your potential major? (N = 530)

Yes	No
73%	27%

E.8. Have you completed the paperwork to officially declare your major? (N = 532)

Yes	No
31%	69%

F. Expenses and Employment

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

	N	None	Less than \$1000	\$1000 to \$2999	\$3000 to \$5999	\$6000 to \$9999	\$10000 or more
Family resources (parents, relatives, spouse, etc.)	523	31%	15%	10%	12%	13%	20%
My own resources (savings, employment, other income)	513	14%	28%	29%	18%	7%	4%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	512	44%	11%	13%	11%	11%	10%
Aid which must be repaid (loans, etc.)	516	43%	4%	8%	16%	15%	14%
Other sources	456	86%	7%	3%	2%	1%	1%

F.1.a. Forty-eight respondents provided descriptions of the other sources that they will use to finance their educational expenses. These responses are available upon request.

F.2. Do you have credit card debt? (N = 532)

Yes	No	I don't have a credit card
24%	31%	45%

F.2.a. Are you planning to use your credit card to pay for tuition, fees or books? (N = 294) (Asked of those who answered "Yes" or "I have a credit card with no balance")

Yes	No
29%	71%

F.3. For the coming year, have you or your parents filed the FAFSA, or are you planning to file the FAFSA? (N = 534)

Yes, I already filed	I am planning on filing	No
71%	10%	18%

F.3.a. Why are you not planning to file the FAFSA? (N = 110) (Asked of those who responded "No" to F.4)

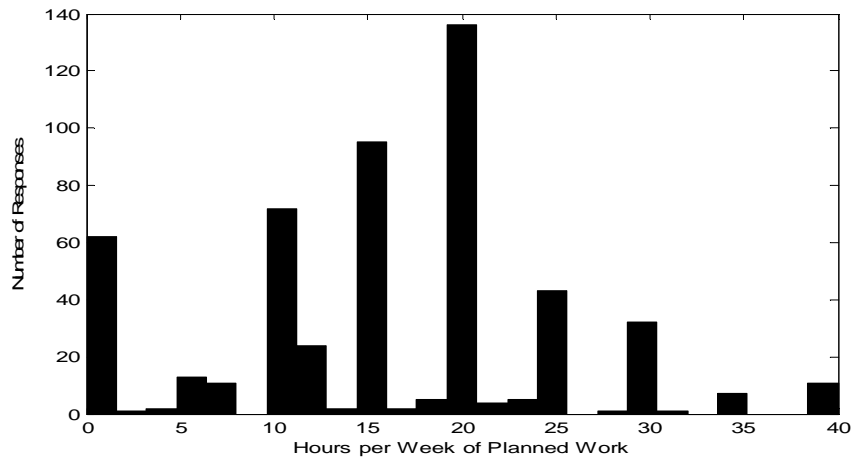
I don't or won't qualify	77%
The FAFSA is too complicated	1%
I missed the deadline	10%
Other	12%

F.3.b. What are the other reasons you are not planning to file the FAFSA? (Asked of those who responded "other" to F.4.a)

Eleven respondents provided open-ended answers to this question. These responses are available upon request.

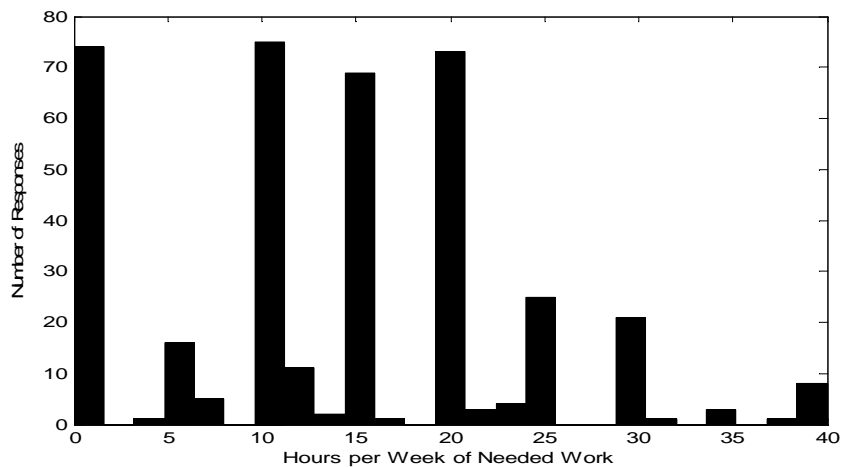
F. Expenses and Employment (cont.)

F.4. During this coming year, about how many hours per week do you hope to work while attending Western?



Mean = 16.00, St. Dev. = 9.05, Max = 40, Min = 0, N = 529

F.5. During this coming year, what is the minimum number of hours per week you will need to work while attending Western to pay for tuition and living expenses? (Asked of those who responded to F.4 with a non-zero response and those who responded to F.1 "My own resources" with an answer other than "none")



Mean = 13.91, St. Dev. = 9.66, Max = 40, Min = 0, N = 393

G. Demographics and Comments

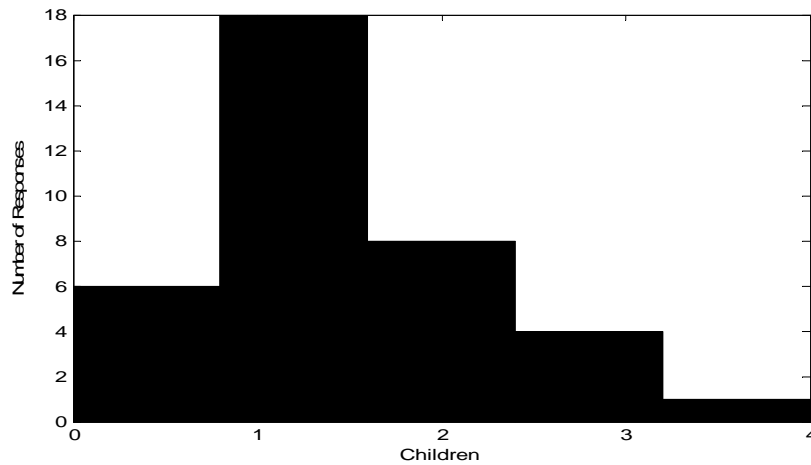
G.1. What is your marital status? (N = 533)

Single, never married	Married (or legal equivalent)	Single, divorced	Single, widowed
89%	7%	3%	0%

G.2. Do you have children? (N = 533)

Yes	No
7%	93%

G.2.a. How many children will be living with you over the coming year? (Asked of those who responded "Yes" to G.2.)



Mean = 1.35, St. Dev. = .97, Max = 4, Min = 0, N = 37

G.3. Please use this space below for any additional comments or suggestions.

One hundred and twenty-one respondents provided additional comments and suggestions. These are available upon request.
