

SPRING 2013 FOLLOW-UP SURVEY OF FRESHMEN
WHO ENTERED WESTERN IN FALL OF 2011

Descriptive Statistics

Report 2013-03

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WESTERN WASHINGTON UNIVERSITY



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SPRING 2013 FOLLOW-UP SURVEY OF FRESHMEN WHO ENTERED WESTERN IN FALL OF 2011

EXECUTIVE SUMMARY

The Spring 2013 Follow-Up Survey of Freshmen Who Entered Western in 2011 (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 2011. These students were completing their second full year on campus at the time of the survey (Spring, 2013). As part of OSR's efforts to paint a longitudinal portrait, these students were originally surveyed immediately prior to beginning their Western careers (Fall, 2011). A report of this initial survey may be found at: http://www.wwu.edu/osr/documents/Freshmen2011FinalReport_000.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 on April 29th. OSR sent a single e-mail reminder to internal email addresses on May 1st, and then sent the initial invitation to external email addresses on May 6th and the reminder on May 8th. On May 14th, OSR began to phone call non-responding students to encourage participation. Two additional reminders were sent to students' internal and external email addresses at an interval of approximately three days. Data collection continued through June 13th with non-respondents receiving a total of three phone calls. Of the 2,153 students in the second year cohort, OSR received responses from 1,313, a response rate of 61.0%.

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

As with any survey, readers should be concerned about sample selection bias; that is bias which occurs because survey respondents are not a random selection from a population of survey recipients. While sample selection bias for the 2nd Year Survey is mitigated through proper survey techniques and a high response rate, its presence should be considered when evaluating data. Section A of this document reports basic demographic and academic statistics for all students who responded to the survey and compares them to non-respondents. Overall, Section A demonstrates that respondents and non-respondents were similar in many respects including age, Running Start status, residency, cumulative WWU credits earned, and peak credits attempted during the quarter the survey was administered. Respondents were more likely to be women (65.1% of respondents were women versus 48.7% of non-respondents), averaged higher admissions indices (58.7 v. 53.6), earned better WWU cumulative GPAs (3.03 v. 2.85), and were more likely to live in campus housing when the survey was administered (32.4% v. 24.7%).

In addition to Section A, this report contains eight sections each focusing on an aspect of student life at Western. While we leave it to the reader to decide what is informative or striking in this report, here we undertake to highlight findings which the wider campus may find interesting. Eighty-six percent of students claimed to be “satisfied” or “very satisfied” with their Western experience, a number similar to prior years. Interestingly, 66% of students claimed that they were “very unlikely” to leave Western prior to graduation, an increase over the prior year of by one percentage points and over two years ago by six percentage points.

When asked about General Education courses (Section C), one-half of students replied that GURs were about as difficult as expected with equal numbers of students claiming they were easier or harder than expected. Sadly, only 9% of students strongly agreed that “taking GUR courses gives me useful skills” and 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.” Just less than one-half of respondents demonstrated a positive level of satisfaction with the size and structure of GUR courses and 59% of students were positively satisfied with the quality of instruction in their GUR courses; a number slightly higher than the prior year.

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. Sixty-four percent of respondents were unable to take at least one class because it was full, an identical percentage to the prior year. Of students who had yet to declare a major, 59% were certain of what their major would be and a further 30% had “some idea” of what they would study. When asked what delayed their major declaration, students most frequently responded that they needed more courses in order to declare or they were not sure about which major to declare. Very few students cited inadequate academic advising as causing their delay.

Of all respondents, 44% did not work for pay during the quarter; the average hours worked per week of all students was 8.3 hours, about equal to the prior year but up from 6.9 hours two years ago. Fifty-seven percent of respondents claimed that they or someone else on their behalf has borrowed money to fund their education. Of those who have borrowed, the average education debt to date was \$18,436, an increase of 11.1% over the respondents from the prior year. Of this amount, respondents averaged \$308 in education-related credit card debt and about \$7,114 in loans in other people’s names. 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, as previously mentioned, 2nd Year Surveys were also given in 2010 and 2011 which provides the opportunity to track responses over time. Information from the prior surveys may be found on OSR’s website.

Clarifying Notes

1. Unless otherwise noted, percentages given are of the number responding to a question divided by the number asked that question. This denominator may contain fewer students than the 1,313 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	840	1,313	2,153
Male	51.3%	34.9%	41.3%
Caucasian	73.5%	78.4%	76.5%
Black	3.1%	1.9%	2.4%
Hispanic	6.7%	5.9%	6.2%
Asian/Pacific Islander	13.7%	11.3%	12.2%
Native American	2.5%	2.5%	2.5%
Other/Unknown Race	0.2%	0.0%	0.1%
International	0.4%	0.1%	0.2%
Mean Admission Index*	53.6	58.7	56.7
Mean WWU GPA**	2.85	3.03	2.96
Mean Age	19.7	19.7	19.7
Median Age	20	20	20
First Generation Student	30.0%	29.5%	29.7%
Runningstart Student	16.8%	16.4%	16.5%
WA Resident	91.4%	87.4%	89.0%
Campus Housing Spring Quarter, 2013	24.7%	32.4%	29.8%
Mean Cumulative WWU Credits**	68.5	71.5	70.4
Mean Spring 2013 Peak Hours Registered	14.1	14.6	14.4

*As available

**Through Winter Quarter, 2013

B. Attending Western

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

N	1314
Very dissatisfied	1%
Dissatisfied	3%
Neither satisfied nor dissatisfied	10%
Satisfied	59%
Very Satisfied	27%

B.1.a. Why are you dissatisfied with your experience at Western? Check all that apply. (Asked of respondents who answered "very dissatisfied" or "dissatisfied" in B.1.)

N	49
Difficulty getting into classes	47%
I am unlikely to graduate in four years	55%
Difficulty getting financial aid/scholarships	22%
Poor quality of teaching	47%
Academic advising is inadequate or lacking	43%
Lack of caring and support from professors	35%
Classes are too big	22%
Courses/exams are too difficult	12%
Western is not the learning environment for me	25%
I have not enjoyed my time at Western as much as I would have liked	51%
I have not been accepted into the program I want	6%
Tuition increases	57%
Other, please specify	31%

B.1.a.1. "Other" reasons why you are dissatisfied with your experience at Western. (Asked of respondents who answered "other" in B.1.a). (N=18) (Responses included: the structure of a "liberal arts" program is outdated, misdirected and inefficient; department mis-management and catalog changes; being an out of state student I do not feel welcome or part of the community; I wish I hadn't been pressured into a major so quickly and had more time to explore.) (Text responses available on request.)

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

N	1,306
Very unlikely	66%
Somewhat unlikely	20%
Uncertain	8%
Somewhat likely	3%
Very likely	3%

Attending Western (cont.)

B.2.a. If you leave Western, will you transfer to another institution or not attend school anywhere? (Asked of respondents who answered "somewhat likely" or "very likely" in B.2.) (These data are not comparable with the 2012 report, but are comparable with earlier reports. See OSR for further analysis.)

N	77
Transfer	91%
Not attend	9%

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

N	7
Finances	29%
Academic performance	29%
Unsure of my direction	57%
Employment opportunity	29%
A college education isn't important to me	29%
Not accepted in my major of choice	14%
Lack of diversity at Western	
Personal health	29%
Other	

B.2.a.1.a. Please list the "other" reasons why you are likely to leave Western. (Asked of respondents who answered "other" in B.2.a.1). (N= 0)

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

N	68
Western doesn't offer the major that interests me	35%
Another school has a better program in my field	40%
Another school would have challenged me more than Western	16%
Western is too big or too small	12%
It is too hard to get the classes I need	28%
I was not accepted to my major of choice	2%
I dislike the weather, recreation opportunities, or location in general	21%
Problems with academic performance at Western	15%
Finances	15%
Personal health	6%
To do something or go somewhere new and different	28%
To be closer to home	18%
To be further from home	4%
To be with friends or a significant other	9%
I don't fit in at Western	21%
Lack of diversity at Western	13%
Other	18%

Attending Western (cont.)

B.2.a.2.a.. Please list "other" reasons why you are likely to transfer. (Asked of respondents who answered "other" in B.2.a.2.) (N=3) (Responses included: family concerns; rock music in Portland) (Text responses available on request.)

B.2.a.3. To which school are you likely to transfer? (Asked of respondents who indicated in B.2.a. that if they left Western before graduating they would transfer to another institution.)

N	68
University of Washington - Seattle	21%
Whatcom Community College	4%
Washington State University	7%
Central Washington University	3%
Bellevue College	4%
The Evergreen State College	
Skagit Valley College	
Everett Community College	
Seattle University	3%
Eastern Washington University	2%
Seattle Pacific University	2%
Bellingham Technical College	
Olympic College	2%
Pacific Lutheran University	
Other	53%

B.2.a.3.a.. To which school are you likely to transfer? (Asked of respondents who answered "other" in B.2.a.3.) (N=28) (Responses included: WWU Everett; Arizona State University; University of Oregon; University of Montana; University of Hawaii; Colorado State University; somewhere out of state.) (Text responses available on request.)

B.2.a.4. When do you expect to graduate from Western with your bachelor's degree? (Asked of respondents who indicated they were "very unlikely", "somewhat unlikely" or "uncertain" about leaving Western before graduating in B.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	1,304
Winter 2014 or earlier	3%
Spring 2014 through winter 2015	14%
Spring 2015	45%
Summer 2015 through winter 2016	29%
Spring 2016 or later	9%

Attending Western (cont.)

B.3. Have your Western classroom environments ever been unwelcoming? (Asked of 60% of respondents at random.)

N	788
Never	56%
Once	28%
Two or three times	14%
More than three times	2%

B.4. Have your Western professors ever treated you disrespectfully? (Asked of 70% of respondents at random.)

N	903
Never	63%
Once	26%
Two or three times	9%
More than three times	2%

B.5. To what extent have you felt diminished or excluded in your educational experience at Western because of your: (Asked of 70% of respondents at random.)

	N	Not at all	To some extent	To a great extent
Race	895	94%	6%	1%
Religion	895	82%	14%	4%
National origin	893	97%	3%	0%
Sex	891	89%	10%	1%
Gender identity or expression	893	97%	3%	0%
Disability	893	97%	3%	0%
Age	891	86%	13%	1%
Veteran status	891	99%	0%	0%
Sexual orientation	894	96%	4%	
Marital status	889	99%	1%	0%

C. General Education

C.1. How well did your high school experience prepare you to succeed at Western in each of the following areas? (Asked of 60% of respondents at random.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	778	7%	16%	27%	31%	19%
Writing	772	2%	11%	19%	40%	28%
Research	773	6%	20%	31%	33%	11%
Reading	775	2%	8%	20%	39%	32%
Time-management	770	8%	18%	31%	26%	17%

C.2. How well did your Running Start experience prepare you to succeed at Western in each of the following areas? (Asked of respondents who participated in Running Start.)

	N	Not at all prepared	A little prepared	Somewhat prepared	Well prepared	Very well prepared
Math	202	21%	13%	21%	26%	19%
Writing	203	3%	8%	15%	44%	29%
Research	202	8%	13%	21%	35%	22%
Reading	202	4%	9%	19%	38%	30%
Time-management	201	6%	10%	27%	27%	30%

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

N	1,075
Much less difficult than expected	7%
Somewhat less difficult than expected	18%
As difficult as expected	48%
Somewhat more difficult than expected	25%
Much more difficult than expected	4%

General Education (cont.)

C.4. To what extent would you agree or disagree with each of the following statements about the GUR program at Western? (Asked of 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	1,067	9%	23%	20%	39%	9%
I use GURs to explore potential majors	1,065	16%	20%	16%	30%	18%
Completing courses in a broad range of disciplines is something I would choose to do myself even if it were not required	1,066	13%	20%	19%	28%	20%
My GUR courses have broadened my perspective on the world	1,060	8%	12%	19%	39%	22%
GUR course requirements interfere with my taking courses that really interest me	1,065	6%	14%	22%	36%	22%

C.5. How satisfied are you with each of the following aspects of your general education experience thus far? (Asked 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.)

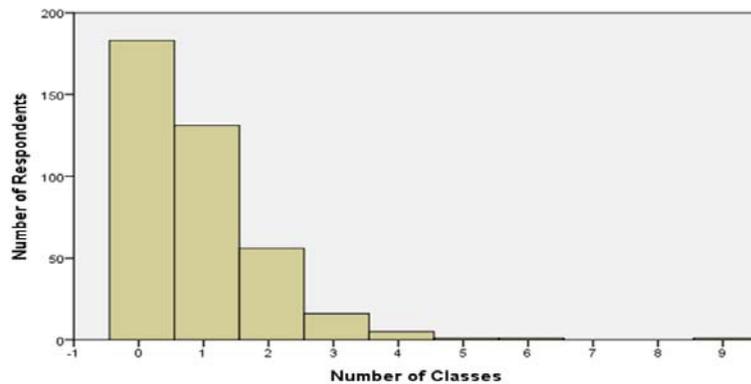
	N	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	N/A
GUR course availability	1,060	5%	28%	20%	35%	11%	1%
The size and structure of most GUR classes	1,059	4%	18%	31%	35%	11%	1%
Quality of instruction in GUR courses outside your major	406	3%	14%	27%	37%	18%	2%
Quality of instruction in GUR courses that are in your major	403	1%	4%	18%	35%	36%	7%
Quality of instruction in GUR courses	654	3%	15%	21%	41%	18%	1%

D. Course Scheduling

D.1. Were any of the classes that you wanted to take this quarter unavailable to you because they were full? (Asked of a random 50% of respondents.)

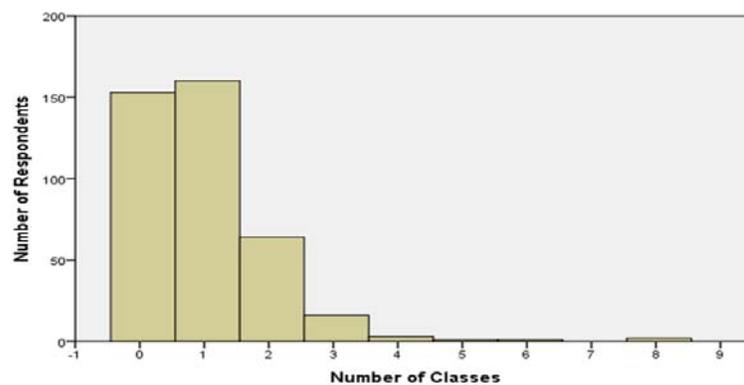
N	773
Yes	64%
No	37%

D.1.a. Of the courses you were unable to take this quarter because they were full, how many were classes to fulfill GURs? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or less.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
394	0.84	1	0	9	1.06

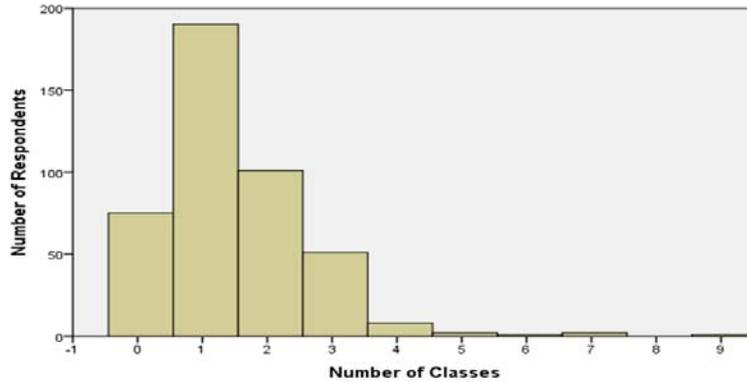
D.1.b. Of the courses you took instead, how many are classes to fulfill GUR's? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or less.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
400	0.9	1	0	8	1.06

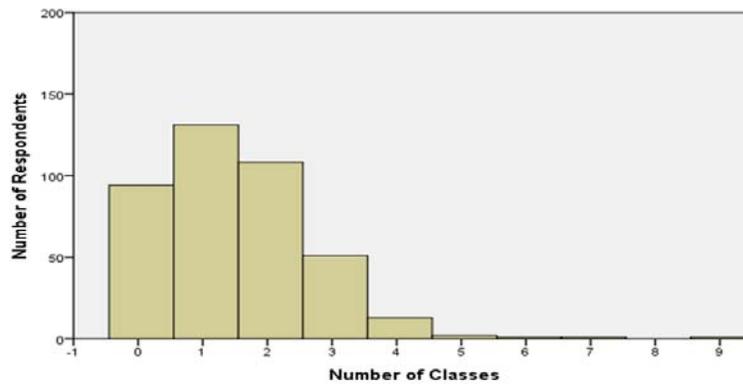
Course Scheduling (cont.)

D.1.c. Of the courses you were unable to take this quarter because they were full, how many were classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or less.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
431	1.4	1	0	9	1.15

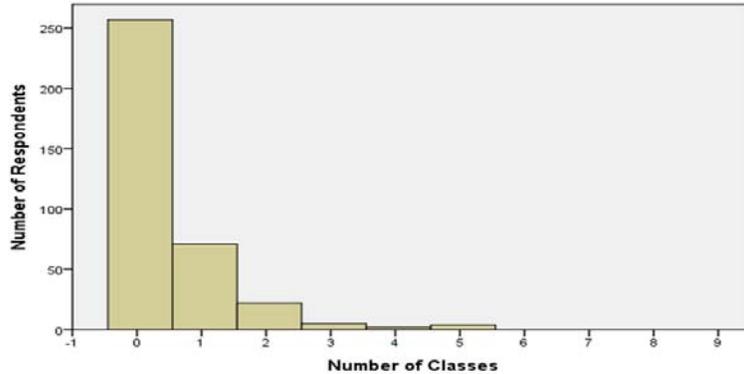
D.1.d. Of the courses you took instead, how many are classes for your major or pre-major which did not fulfill a GUR? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or less.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
402	1.5	1	0	9	1.22

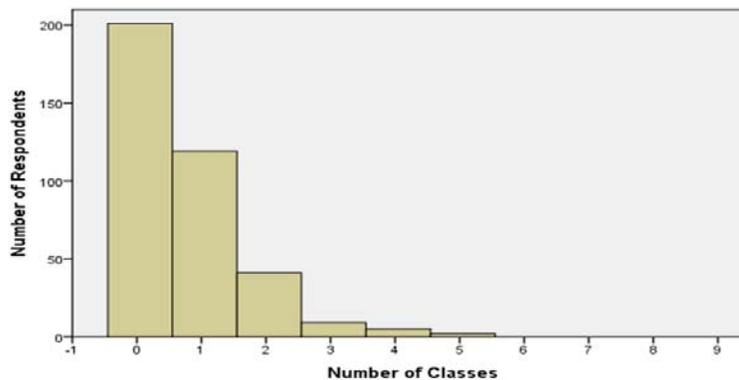
Course Scheduling (cont.)

D.1.e. Of the courses you were unable to take this quarter because they were full, how many were non-GUR courses outside your major or pre-major? (Asked of respondents who answered yes in D.1.) (Only valid responses are included. OSR did not assume 0 when no response was given.) (OSR limited responses to values of 9 or less.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
361	0.4	0	0	5	0.86

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



N	Mean	Median	Minimum	Maximum	Standard Deviation
377	0.7	0	0	5	0.92

E. Academic Major

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

N	538
Very unlikely	67%
Somewhat unlikely	19%
Uncertain	6%
Somewhat likely	3%
Very likely	5%

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

N	736
I am uncertain	11%
I have some idea	30%
I am certain	59%

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

N	734
Yes	69%
No	32%

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

N	719
End of spring 2013	40%
Summer 2013	4%
Fall 2013	39%
Winter 2014	14%
After winter 2014	3%

Academic Major (cont.)

E.5. Which department houses the major you plan to declare? (Asked of respondents with no declared major who "have some idea" or are "certain" of which major they plan to declare.)

N	649
Accounting	2%
Anthropology	2%
Art	1%
Biology	9%
Canadian/American Studies	0%
Chemistry	6%
Communication	5%
Communication Sciences & Disorders	4%
Computer Science	4%
Decision Sciences	2%
Economics	1%
Educational Curriculum and Instruction	0%
Elementary Education	4%
Engineering Technology	4%
English	2%
Environmental Sciences	4%
Environmental Studies	3%
Fairhaven College	3%
Finance & Marketing	2%
Finance, Marketing & Decision Sciences	1%
General Studies	0%
Geography	0%
Geology	1%
History	2%
Human Services and Rehabilitation	4%
Journalism	4%
Linguistics	1%
Management	6%
Mathematics	2%
Modern and Classical Languages	1%
Music	0%
Physical Education, Health & Recreation	3%
Physics and Astronomy	1%
Political Science	2%
Psychology	10%
Science Education	1%
Secondary Education	0%
Sociology	3%
Special Education	1%
Theatre Arts and Dance	1%
Women's Studies	0%

Academic Major (cont.)

E.6. To what extent is each of the following a reason for not having officially declared a major prior to this time? (Asked of 50% of respondents at random with no declared major who "have some idea" or are "certain" of which major they plan to declare.)

	N	Not at all	Minor reason	Major reason
Didn't know how to officially declare	339	54%	38%	8%
Not sure about what major to declare	336	52%	26%	23%
Recently decided on a major but haven't had time to officially declare it	339	58%	27%	16%
Needed to take more courses to qualify	340	29%	28%	43%
Difficulty meeting grade requirements for admission to the major	339	63%	23%	14%
Too hard to get into courses needed to qualify	337	61%	25%	14%
Department advising was inadequate or lacking	337	79%	16%	5%
Missed deadline for declaring my major this year	338	83%	11%	6%

F. Major Advising

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

N	538
Yes	78%
No	22%

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

	N	N/A	Not at all helpful	A little helpful	Somewhat helpful	Very helpful	Extremely helpful
Understanding the requirements of your major	419	3%	1%	9%	9%	33%	45%
Selecting courses to take	417	6%	4%	8%	13%	29%	39%
Understanding internship opportunities	416	26%	10%	11%	17%	16%	19%
Understanding career opportunities	414	21%	7%	13%	18%	21%	21%

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

N	418
Very dissatisfied	3%
Somewhat dissatisfied	9%
Neither satisfied nor dissatisfied	13%
Somewhat satisfied	29%
Very satisfied	46%

G. Academic Engagement and Rigor

G.1. During the current academic year, how frequently have you done each of the following? (Asked of 50% of respondents at random.)

	N	Never	Sometimes	Often	Very Often
Asked an instructor to give me comments or criticisms about my work	630	27%	49%	18%	6%
Discussed grades or assignments with an instructor	627	18%	50%	24%	8%
Asked questions in class or contributed to class discussions	627	5%	36%	36%	24%
Talked about course material I was learning with someone other than an instructor	626	3%	17%	41%	40%
Talked about career plans with a faculty member or advisor	628	32%	44%	17%	7%
Made a class presentation	626	19%	49%	22%	9%
Worked on a paper or project that required integrating ideas or information from various sources	626	5%	33%	39%	24%
Worked with other students on a project during class	627	9%	39%	34%	19%

Academic Engagement and Rigor (cont.)

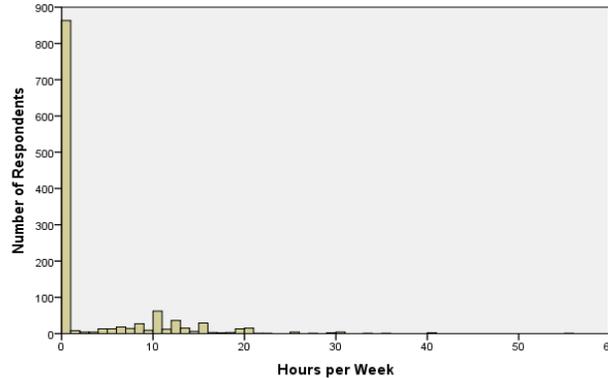
G.3. Please rate your satisfaction with Western's contribution to your development of each of the following skills.

	N	Very dissatisfied	Somewhat dissatisfied	Neither satisf. nor dissatis.	Somewhat satisfied	Very satisfied
Writing skills	1,235	3%	7%	31%	39%	20%
Oral communication skills	1,231	1%	6%	31%	41%	21%
Critically evaluate information	1,230	1%	4%	24%	48%	24%
Identify and analyze complex problems	1,234	1%	5%	23%	45%	26%
Work or learn independently	1,235	0%	3%	21%	43%	33%
Work cooperatively in a group	1,232	1%	8%	31%	40%	20%
Appreciation of the arts	1,232	3%	7%	36%	28%	26%
Apply scientific principles and methods	1,234	2%	6%	31%	39%	22%
Apply quantitative principles and methods	1,226	2%	5%	31%	42%	20%
Awareness of cultural and social differences among people	1,233	1%	4%	19%	35%	41%
Knowledge and understanding of how humans impact the environment	1,232	1%	3%	23%	37%	37%
Use library resources for research	1,232	3%	11%	33%	33%	21%
Using computing and information technology	1,230	2%	7%	34%	36%	22%

H. Employment and Educational Expenses

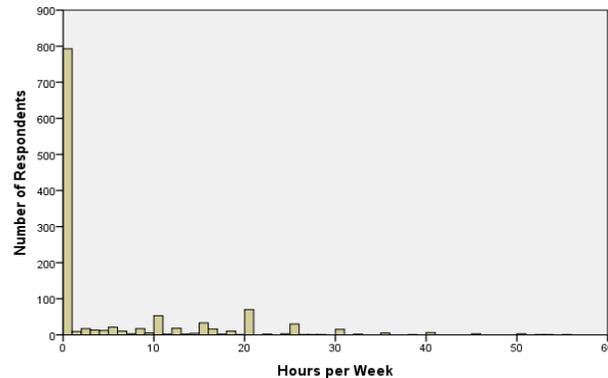
H.1. During this current academic year, on average how many hours per week have you worked for pay? (OSR derived total employment values by adding on- and off-campus employment responses. If the respondent did not answer either the on- and off-campus employment questions, no value is computed for total work hours. If respondent input a value in one category but not the other, OSR assumed 0 for the other.) (OSR excluded values greater than 60 hours, 2 cases.)

H.1.a. On campus



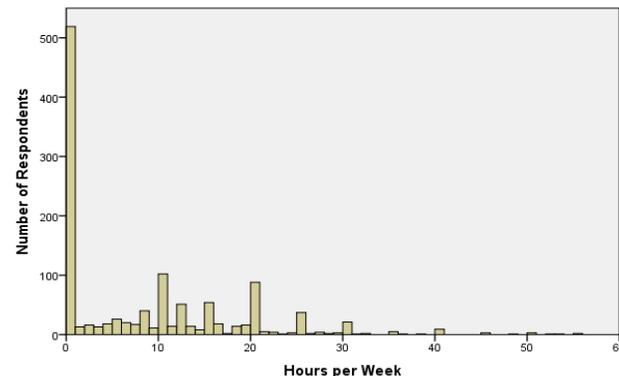
N	Mean	Median	Minimum	Maximum	Standard Deviation
1,187	3.18	0	0	55	6.26

H.1.b. Off campus



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,187	5.13	0	0	55	9.32

H.1.c. Total



N	Mean	Median	Minimum	Maximum	Standard Deviation
1,186	8.32	5	0	55	10.08

Employment and Educational Expenses (cont.)

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

N	1,248
Yes	57%
No	43%

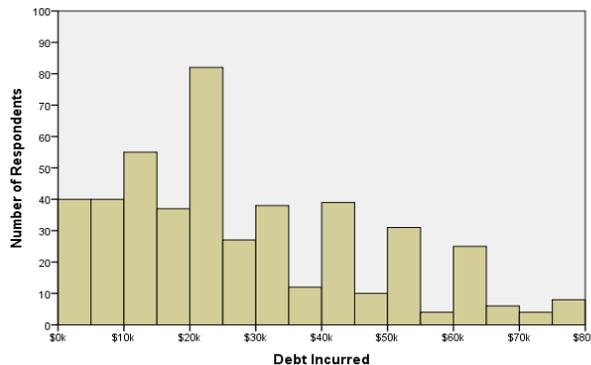
H.2.a. Will additional funds be borrowed to complete your education at Western? (Or if respondent indicated in H.2. that no funds have been borrowed yet, 'Will any money be borrowed to complete your education at Western'?)

N	1,248
Yes	61%
No	39%

H.2.b. As of now, approximately how much have you (or someone on your behalf) borrowed in each of the following categories to fund your education? (Asked of respondents who indicated "yes" in H.2., that they or someone else have borrowed money to fund their education.) (Only valid responses are included.) (OSR assumed 0 for categories with no response if the respondent gave a valid amount for at least one category. In previous years, OSR did not assume 0 when no responses was given. For further analysis, contact OSR.) (OSR excluded values greater than \$75,000.) (Three cases.)

	N	Mean	Median	Minimum	Maximum	Standard Deviation
Loans in your name	480	\$10,134	\$9,000	\$0	\$70,000	\$9,750
Loans in someone else's name	480	\$7,114	\$0	\$0	\$50,000	\$11,588
Credit cards	480	\$308	\$0	\$0	\$24,000	\$1,961
Other	480	\$880	\$0	\$0	\$43,000	\$3,843
Total	480	\$18,436	\$14,750	\$0	\$72,000	\$14,088

H.2.c. When you graduate, approximately how much will be owed for your education? (Asked of respondents who indicated in H.2. or H.2.a. that they have funded their all or part of their education with borrowed funds.) (OSR excluded 7 values greater than \$150,000.)



N	Mean	Median	Minimum	Maximum	Standard Deviation
520	\$33,864	\$25,000	\$0	\$130,000	\$27,399

I. Items Requested by Departments, Offices, and Programs

Western Reads Program

I.1. Did you read all or part of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, this year's Western Reads book? (Asked of 40% of respondents at random.)

N	504
Yes, as required in a class	3%
Yes, on my own but inspired by or relating to the Western Reads program	2%
Yes, on my own and unrelated to Western Reads	4%
No	92%

I.1.a. Did you attend a panel discussion of *The Immortal Life of Henrietta Lacks* ? (Asked of 40% of respondents at random.)

N	501
Yes	4%
No	96%

I.1.b. With which of the following people did you discuss *The Immortal Life of Henrietta Lacks* ? Check all that apply. (Asked of respondents who indicated in I.1. that they had read the book.)

N	41
Friends and other students	71%
Family	39%
Faculty or staff	44%
None of the above	12%

I.1.c.. Which of your courses required reading *The Immortal Life of Henrietta Lacks* ? (Asked of respondents who indicated in I.1. that they had read the book.)

N	13
English 101	23%
Other	77%

Western Reads Program (cont.)

I.2. Did you read all or part of *Religious Literacy* by Stephen Prothero, last year's Western Reads book? (Asked of 40% of respondents at random.)

N	511
Yes, as required in a class	27%
Yes, on my own but inspired by or relating to the Western Reads program	10%
Yes, on my own and unrelated to Western Reads	5%
No	59%

I.2.a. Did you attend Stephen Prothero's lecture of Q & A with students? (Asked of 40% of respondents at random.)

N	509
Lecture	12%
Q & A with students	6%
None of the above	86%

I.2.b. With which of the following people did you discuss *Religious Literacy*? Check all that apply. (Asked of respondents who indicated in I.2. that they had read the book.)

N	210
Friends and other students	68%
Family	21%
Faculty or staff	50%
None of the above	16%

I.2.c. Which of your courses required reading *Religious Literacy*? (Asked of respondents who indicated in I.2. that they had read the book.)

N	137
English 101	91%
Other	10%

University Residences

I.3. How satisfied are you with your experience living in campus housing? (Asked of respondents who lived in campus housing for one or more quarters.)

N	1,169
Very dissatisfied	7%
Dissatisfied	15%
Neither satisfied nor dissatisfied	23%
Satisfied	42%
Very satisfied	13%

Technology

I.4. Which of the following devices do you have with you at Western this quarter? (Asked of a random 60% of respondents.)

N	735
Laptop computer	96%
Desktop computer	9%
Tablet computer	10%
Cell phone	97%
E-book reader	17%
Other wi-fi enabled device	16%
None of the above	0%

I.4.a. Which of the following devices do you typically bring to class? (Asked of respondents who indicated in I.4 that they have these devices with them at Western this quarter.)

N	731
Laptop computer	33%
Tablet computer	6%
Cell phone	94%
E-book reader	3%
Other wi-fi enabled device	5%
None of the above	4%

I.4.b. What type of operating system is your laptop computer running? (Asked of respondents who indicated in I.4 that they have a laptop computer.)

N	706
Windows	63%
OS X	35%
Linux	3%
Other	2%
I don't know	2%

I.4.c. What type of operating system is your desktop computer running? (Asked of respondents who indicated in I.4 that they have a desktop computer.)

N	63
Windows	79%
OS X	21%
Linux	13%
Other	
I don't know	2%

Technology (cont.)

I.4.d. What type of operating system is your tablet running? (Asked of respondents who indicated in I.4 that they have a tablet at Western.)

N	73
iOS	60%
Android	30%
Windows	7%
Blackberry	
Ubuntu	
Other	3%
I don't know	1%

I.4.e. Which of the following capabilities does your cell phone or cell plan have? (Asked of respondents who indicated in I.4 that they have a cell phone)

N	714
Smart phone	75%
Texting (with texting plan)	69%
None of the above	1%

I.4.f. What other Wi-Fi enabled device do you have with you this quarter? (Asked of respondents who answered "other wi-fi enabled device" in I.4.) (N=74) (Responses included: Ipod; Xbox, Wii, PS3, Nintendo; kindle; Ipad.) (Text responses available on request.)

I.5. During this quarter, how frequently have you used the following? (Asked of 30% of respondents at random.)

	N	Never	Less than weekly	Weekly	Daily	Hourly
Facebook	375	8%	6%	10%	63%	14%
Twitter	374	70%	9%	6%	12%	4%
E-mail	375		1%	9%	72%	18%
YouTube	376	3%	20%	41%	33%	2%
Instant messenger	372	62%	16%	10%	10%	2%
SMS/text messaging	376	2%	2%	4%	41%	51%
Google+	372	65%	15%	9%	8%	2%
QR (Quick Response) codes	373	93%	6%	1%	0%	
Reddit	372	70%	10%	7%	8%	6%
Foursquare	373	98%	1%	0%	1%	
LinkedIn	373	91%	6%	2%	1%	0%
Groupon or other "daily deal" service	374	88%	8%	3%	1%	
Instagram	371	59%	7%	10%	19%	5%

Online Courses

For the following questions, "online" refers to a course format where required interaction is exclusively online. "Traditional" refers to courses that are primarily face-to-face interaction, whether or not they have an online component.

I.6. Why did you choose to take a course (or courses) online through Western? Check all that apply. (Asked of respondents who have taken an online course through Western.)

N	89
The quality of the course was better in the online format	9%
Schedule flexibility	81%
To make progress toward my degree	46%
The traditional format course sections were full	19%
The course was not offered that quarter in a traditional format	17%
The traditional format course had major restrictions that I did not meet	
To repeat a class already taken in a traditional format	6%
To gain admission or re-admission to Western	1%
Other	14%

I.7. Have you ever taken an online course at another institution or high school? (Asked of 60% of respondents at random).

No	738
Yes	24%
No	76%

I.8. Do you expect to take an online course at Western between now and graduation? (Asked of 60% of respondents at random).

No	739
Yes	20%
No	46%
I don't know	35%

I.9. How many online courses have you completed through each of the following? (Asked of respondents who indicated in 1.7 that they had taken an online course at another institution.)

	N	None	One	Two or more
High school	165	32%	49%	19%
Two-year college	165	64%	15%	21%
Four-year college (excluding Western)	164	91%	7%	2%
Other	145	93%	4%	3%

Online Courses (cont.)

I.10. Do you think online or traditional courses are better for the following purposes? (Asked of 60% of respondents at random).

	N	Online is a lot better	Online is somewhat better	Online and traditional are equal	Traditional is somewhat better	Traditional is a lot better
Learning more	710	1%	2%	17%	30%	50%
Getting good grades	707	10%	20%	31%	18%	22%
Making progress toward my degree	707	3%	7%	33%	22%	36%
Quality of interaction with faculty	708	0%	1%	6%	20%	73%
Quantity of interaction with faculty	707	1%	5%	8%	21%	66%
Class discussions	706	1%	2%	9%	21%	67%
Scheduling around other courses	708	38%	33%	17%	5%	8%
Scheduling around a job	708	46%	33%	12%	4%	7%
Scheduling around family or other responsibilities	704	39%	31%	19%	5%	7%
Confidence in my ability to succeed	707	2%	6%	37%	21%	34%

I.11. Do you prefer an online or traditional format for the following types of classes? (Asked of 60% of respondents at random).

	N	Prefer online	No preference	Prefer traditional
GURs	717	14%	36%	50%
Major or minor requirements	713	1%	15%	84%
Courses outside my major/minor	701	7%	39%	54%

I.12. To what extent do you agree with the following? (Asked of 60% of respondents at random).

	N	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
In general, I like taking online courses	712	20%	22%	48%	8%	2%
In an ideal world, I would enroll in a mix of traditional on-campus classes and online classes while I am a Western student	711	21%	26%	33%	17%	3%
I wish Western offered more online courses	707	16%	20%	43%	15%	5%
Western should retain its identity as an on-campus university and resist the move toward online education	712	5%	8%	38%	22%	28%

Online Courses (cont.)

I.13.a. If traditional sections of a GUR you need to take were full next quarter, would you pay {\$50/\$200/\$500} to take it online? (Asked of 10% of respondents at random.)

	N	Yes	No
\$50	42	29%	71%
\$200	38	21%	79%
\$500	40	8%	93%

I.13.b. If traditional sections of a major or minor requirement you need to take were full next quarter, would you pay {\$50/\$200/\$500} to take it online? (Asked of 50% of respondents at random.)

	N	Yes	No
\$50	203	45%	55%
\$200	207	34%	66%
\$500	204	19%	81%
