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WESTERN WASHINGTON UNIVERSITY 2008 SURVEY OF  
ALUMNI WHO GRADUATED BETWEEN SUMMER, 2006, AND  
SPRING, 2007 • DEPARTMENT REPORT

REPORT 2009-03

Beth Hartsoch  
Linda Clark  
John Krieg  
Gary R. McKinney  
Joseph E. Trimble

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\*Each college report includes topics 1 through 14, presented in the same order as in section A.

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## WESTERN WASHINGTON UNIVERSITY 2008 SURVEY OF ALUMNI WHO GRADUATED BETWEEN SUMMER, 2006, AND SPRING, 2007 • DEPARTMENT REPORT

### EXECUTIVE SUMMARY

Since 1990, Western's Office of Survey Research (OSR) has surveyed alumni every other year. Alumni who are one to two years past graduation are invited to participate. They are asked to reflect on their experiences at Western, and about their current situation regarding family, education, and employment. OSR uses a mixture of online and telephone survey methodologies, then, when applicable, links survey results with Western's student records, thus expanding their usefulness to researchers.

The 2008 alumni survey was administered to graduates earning their bachelor's degrees between the summer of 2006 and spring of 2007. Of the 3,028 eligible alumni, OSR received valid responses from 1,093 (response rate of 36%). The full survey asked questions regarding financial status, plans for postgraduate education, and issues of employment search and job characteristics. Alumni were also asked retrospective questions regarding their Western experience, including the challenges they faced, their level of satisfaction with Western's student services, their satisfaction with their major, and the ways Western might expedite time to degree. In addition, they were asked to rate their academic competencies when they entered Western, and how they rate those same competencies now. A second report based on the same Alumni survey, entitled "Western Washington University 2008 Survey of Alumni who Graduated between Summer, 2006, and Spring, 2007," presents the full compliment of responses to these questions and may be accessed at: <http://www.wvu.edu/socad/osr/AlumniSurveys.shtml>.

Because individual colleges and departments can frequently benefit from data derived from their own graduates, this report presents a portion of the alumni survey data divided by academic unit. Presenting the entire set of survey results by department is possible, but in hopes of creating a more accessible report, the data presented here are those likely to be of most use to campus leaders in evaluating and improving their programs. OSR will be happy to provide individuals with more detail or analysis upon request.

As with any survey, readers should be concerned with sample selection bias; that is, bias which arises because survey responders are not a random selection from the population. While sample selection bias for Western's alumni survey has been mitigated through proper survey techniques, its presence should always be considered when evaluating data. With that said, each subsection of this report presents descriptive statistics of all alumni (based on Western's student records) compared to alumni survey respondents for the university as a whole and for each college. These comparisons occur in the first two tables of each subsection and generally reveal that survey respondents are similar to the population of alumni. For instance, 58% of all graduates between summer, 2006, and spring, 2007, were women—as were 58% of alumni survey respondents. Similar comparisons can be found for minorities (all graduates=16% v. survey respondents=15%), transfers (43% v. 42%), Running Start students (9% v. 9%), and average age at graduation (24.5 v. 24.4). These figures suggest that there is little reason to believe significant sample selection bias occurs on observables at the university level.

Generally speaking, this survey confirms beliefs about Western's overall strengths and suggests areas of improvement. For instance, alumni highly commend the knowledge, expertise and teaching ability of the faculty and rate the challenge level of their courses as being very high. The 88% of alumni who are currently employed also appear highly satisfied with their job. At the same time, alumni were not as satisfied with opportunities for involvement in faculty research, department internships and departmental career advising. When asked about factors that delayed their graduation, alumni most frequently responded with "scheduling conflicts" followed by "full courses."

The tables found in this report present means and percentages for 14 questions submitted to alumni, separated by college and department. At least two caveats are in order when considering this data. First,

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although all departments had graduates counted in the tables derived from Western's student records, some departments had no valid alumni survey responses and were not included in the departmental data. Second, while it is tempting to compare one department or college with another, statistically significant differences depend not only on the differences in means, but also the number of observations in both comparison groups; most importantly, when the numbers are disproportionate, the meaning of statistical significance can be misleading.

Nearly all data sets can have more finely honed statistical analyses—this set of Alumni Survey data included. That being said, the analyses in this report are sufficient for most of those who rely on findings to help their decision making. For help with understanding the data as presented in this report, or with delving deeper into the data, please contact OSR.

#### **RELEVANT CLARIFYING NOTES AND DISCLAIMERS**

1. Aggregate means in this report include all subsets of respondents. A true comparison of one department against the remaining respondents should exclude respondents graduating from that department in the latter statistic. For simplicity, this report has not done so.
2. OSR did not filter results based on number of respondents in a category. Statistical significance of any differences between departments or colleges is critically dependent on the number of respondents in each comparison group.
3. Respondents whose degree department did not match their degree college are reported in the college summary but not at the department level.
4. Departments with no survey respondents are included in the alumni demographics of the college, but are not listed separately as a department.
5. Percents sum to 100% in columns.

#### **DATA COLLECTION:**

- Data were collected online beginning May 20, 2008.
- An invitation email was sent to external email addresses on file. Email reminders were sent on May 23rd, May 30th, June 23rd, and July 3rd. A refusal option was included on the June 23rd and July 3rd reminders, which linked to a refusal survey.
- Phone surveys began on June 4th, and continued Sunday through Thursday afternoons and evenings, with occasional mornings, excepting holidays, until July 10th.

#### **RESPONDENTS:**

- OSR received 1093 responses.
- OSR confirmed contact with 1600 alumni, who either responded, refused by survey, or were contacted in person on the phone.
- Online responses: 739.
- Phone responses: 333.
- Responded to refusal survey: 21.
- Did not respond: 507.
- Could not confirm contact: 1428.
- Some questions were excluded from the phone version of the survey, and most questions were excluded from the refusal survey.

#### **THE OFFICE OF SURVEY RESEARCH**

The OSR provides high quality survey research that supports the mission of Western in a cost-effective manner. In particular, OSR surveys students, alumni, employers, and the campus community to provide valuable assessment data; it includes, but is not limited to, data analysis and reports which can be used for improvement of programs, instruction, faculty scholarship, and information services.

## A. Western Washington University

<b>A.1 Alumni Characteristics</b>									
	<b>General Studies</b>	<b>Business</b>	<b>Woodring</b>	<b>Fairhaven</b>	<b>Fine Arts</b>	<b>Humanities &amp; Social Science</b>	<b>Huxley</b>	<b>Science &amp; Tech</b>	<b>WWU</b>
Number of graduates (N)	143	485	315	115	163	1307	153	350	3032
% Female	52%	38%	90%	67%	56%	65%	56%	33%	58%
% Minority	16%	16%	15%	23%	14%	16%	10%	12%	16%
% Transfers	37%	39%	64%	52%	42%	39%	33%	45%	43%
% Running Start (RS) freshmen	6%	9%	5%	10%	7%	9%	13%	8%	9%
Mean age at graduation	25.0	23.6	29.8	27.2	24.9	23.4	24.5	23.7	24.5
Median age at graduation	23.0	23.0	24.0	24.0	23.0	22.0	23.0	23.0	23.0
Mean WWU GPA	2.67	3.00	3.54	-	3.27	3.18	3.26	3.10	3.16
Mean yrs to degree: freshmen	5.2	4.6	4.8	4.9	5.0	4.4	4.7	4.8	4.6
Mean yrs to degree: RS	4.7	4.3	4.2	5.1	3.9	3.8	4.5	4.1	4.1
Mean yrs to degree: transfers	4.1	2.7	2.7	3.7	3.5	2.7	3.1	3.3	3.0
<b>A.2 Survey Respondent Characteristics</b>									
	<b>General Studies</b>	<b>Business</b>	<b>Woodring</b>	<b>Fairhaven</b>	<b>Fine Arts</b>	<b>Humanities &amp; Social Science</b>	<b>Huxley</b>	<b>Science &amp; Tech</b>	<b>WWU</b>
Number of graduates (N)	51	185	108	35	59	441	60	153	1093
% Female	45%	39%	89%	74%	53%	67%	60%	34%	58%
% Minority	19%	18%	18%	16%	12%	16%	6%	12%	15%
% Transfers	35%	37%	63%	54%	54%	38%	27%	46%	42%
% Running Start (RS) freshmen	2%	7%	5%	9%	9%	10%	13%	11%	9%
Mean age at graduation	24.2	23.9	28.6	30.6	24.7	23.4	24.4	23.5	24.4
Median age at graduation	23.0	23.0	23.5	24.0	23.0	22.0	23.0	23.0	23.0
Mean WWU GPA	2.58	3.06	3.57	-	3.37	3.26	3.29	3.13	3.21
Mean yrs to degree: freshmen	5.4	4.5	4.5	4.7	5.6	4.3	4.6	4.7	4.6
Mean yrs to degree: RS	4.7	4.3	3.5	5.3	3.7	3.4	5.0	4.0	3.9
Mean yrs to degree: transfers	4.9	2.7	2.8	2.7	3.3	2.7	2.9	3.3	3.0

## A. Western Washington University

<b>Respondent Employment</b>									
<b>A.3 How well did your education at Western prepare you for success in the job market? (N=968. Mean reported. Scale of 1 to 5: "not at all" to "extremely.")</b>									
	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
Mean	3.13	3.56	3.98	3.38	3.24	3.38	3.69	3.63	3.51
<b>A.4 Are you currently employed? (N=1086)</b>									
	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
% Yes	90%	91%	93%	71%	74%	87%	83%	92%	88%
<b>A.5 Of those who are employed: Which of the following job categories best fits your current occupation? (N=927)</b>									
	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
Management, business & financial	25%	68%	5%	4%	17%	11%	8%	9%	21%
Science, engineering & computer professionals	11%	7%	25%	17%	10%	13%	38%	61%	22%
Healthcare	9%	4%	2%	8%	5%	10%	2%	5%	7%
Other professional workers	18%	6%	39%	33%	29%	22%	25%	9%	19%
Technicians	2%	1%	1%	-	2%	2%	4%	6%	2%
Sales	11%	4%	2%	-	7%	6%	2%	1%	5%
Administrative support	9%	6%	17%	17%	20%	24%	15%	2%	15%
Construction and extractive craft	-	1%	-	-	2%	1%	-	-	1%
Installation, maintenance and repair craft	-	1%	-	-	-	-	-	1%	0%
Production operative	2%	-	-	-	-	-	-	2%	0%
Transportation and material moving operative	5%	-	-	4%	-	-	2%	-	1%
Laborers and helpers	2%	1%	-	4%	7%	2%	-	1%	2%
Protective service	2%	-	-	-	-	-	-	1%	0%
Service, except protective	2%	3%	9%	13%	-	9%	4%	2%	6%

## A. Western Washington University

<b>A.6 Of those who are employed: How closely is this job related to your major at WWU? (N=937)</b>									
	<b>General Studies</b>	<b>Business</b>	<b>Woodring</b>	<b>Fairhaven</b>	<b>Fine Arts</b>	<b>Humanities &amp; Social Science</b>	<b>Huxley</b>	<b>Science &amp; Tech</b>	<b>WWU</b>
Same field	-	49%	74%	39%	51%	22%	51%	56%	39%
Related field	-	35%	15%	44%	23%	32%	27%	32%	30%
Different field	-	16%	12%	17%	26%	47%	22%	12%	30%
<b>A.7 Of those who are employed and whose job is in the SAME field as their major, please indicate how important the following skills are in your current job. (N=953. Mean reported. Scale of 1 to 4: "not at all" to "very.")</b>									
	<b>General Studies</b>	<b>Business</b>	<b>Woodring</b>	<b>Fairhaven</b>	<b>Fine Arts</b>	<b>Humanities &amp; Social Science</b>	<b>Huxley</b>	<b>Science &amp; Tech</b>	<b>WWU</b>
Strong writing skills	-	3.44	3.61	3.44	3.19	3.37	3.24	2.91	3.32
Strong oral communication skills	-	3.85	3.99	3.89	3.71	3.89	3.92	3.62	3.84
Ability to critically analyze written information	-	3.62	3.56	3.11	3.24	3.52	3.40	3.53	3.52
Ability to define and solve problems	-	3.77	3.94	3.56	3.67	3.86	3.88	3.82	3.83
Ability to work or learn independently, without supervision	-	3.78	3.83	3.89	3.71	3.84	3.80	3.75	3.80
Ability to cooperate well, work in teams, etc.	-	3.63	3.83	3.78	3.37	3.63	3.88	3.60	3.67
Understanding and applying scientific principles and methods	-	2.08	2.59	1.67	1.52	2.40	2.80	3.30	2.52
Understanding and applying quantitative principles and methods	-	3.01	2.56	1.63	1.57	2.49	2.80	3.34	2.76
Awareness of cultural and personal differences among people	-	3.00	3.90	3.78	3.24	3.84	3.28	2.88	3.39
Working effectively with technology, including computers	-	3.84	3.29	2.89	3.24	3.38	3.44	3.82	3.54
Strong interpersonal management skills	-	3.65	3.83	3.67	3.48	3.66	3.32	3.16	3.55
Understanding organizations and how people behave in them	-	3.45	3.57	3.22	3.00	3.46	3.48	2.84	3.32
Strong task/organizational/data management skills	-	3.84	3.70	3.67	3.67	3.61	3.40	3.58	3.66

## A. Western Washington University

**A.8 Of those who are employed: how valuable were the courses you took at Western in preparing you for this job? (N=940. Mean reported. Scale of 1 to 4: "not at all" to "very.")**

	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
Courses in your major	-	3.20	3.63	3.28	3.14	2.95	3.35	3.37	3.16
Courses outside your major	-	2.84	3.11	3.22	2.79	2.82	3.02	2.67	2.85

**A.9 Of those who are employed, how satisfied are you with the job you are currently in? (N=945. Mean reported. Scale of 1 to 5: "not at all" to "extremely.")**

	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
	3.28	3.46	3.79	3.88	3.40	3.38	3.67	3.69	3.51

### Respondent Education

**A.10 Which of the following best describes your educational plans for the foreseeable future? (N=1083)**

	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
I am currently enrolled in a college or university program	18%	11%	17%	23%	14%	25%	9%	14%	18%
I have been accepted into a college or university program	4%	2%	6%	9%	2%	4%	7%	9%	5%

**A.11 Of those enrolled or accepted: relationship of the educational program you are currently enrolled in or accepted to relative to your undergraduate major at Western. (N=230)**

	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
Same field	-	39%	19%	60%	56%	40%	25%	52%	39%
Related field	-	44%	62%	40%	11%	39%	63%	36%	41%
Different field	-	17%	19%	-	33%	21%	13%	13%	20%

**A.12 Of those enrolled or accepted: Adequacy of preparation for the educational program you are currently enrolled in or accepted to. (N=251. Mean reported. Scale of 1 - 5: "not at all" to "extremely adequate.")**

	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
Courses in your major	-	3.00	3.48	4.40	3.33	3.78	3.13	4.26	3.67
Courses outside your major	-	2.82	3.52	3.63	3.29	3.21	3.38	3.39	3.22

## A. Western Washington University

### Respondent Time to Degree

**A.13 To what extent did you find each of the following to be an impediment to the timely completion of your degree or a factor leading to a less than ideal educational experience at WWU? (N=1058. Mean reported. Scale of 1 - 4: "not at all" to "a lot.")**

	General Studies	Business	Woodring	Fairhaven	Fine Arts	Humanities & Social Science	Huxley	Science & Tech	WWU
Scheduling conflicts	2.59	2.49	2.09	2.41	2.74	2.37	2.64	2.57	2.44
Full courses	2.61	2.57	1.76	2.03	2.29	2.31	2.25	2.22	2.29
Poor or inadequate major advising	2.55	1.98	1.50	1.79	1.86	1.75	1.86	1.81	1.83
Number of credits required for your major	2.00	1.67	1.50	1.26	1.84	1.52	1.59	2.11	1.67
Grade or credit restrictions on desired major	2.49	1.50	1.41	1.38	1.56	1.49	1.41	1.56	1.54
Access to courses in your major	2.41	2.11	1.75	1.76	1.93	1.89	1.88	1.89	1.94

## B. College of Business and Economics

Respondent Major Satisfaction							
B.14 Excluding those who thought the item was "not applicable," how satisfied are you with each of the following aspects of your primary major and department within which it was located? (N=1036. Mean reported. Scale of 1 - 5: "not at all" to "very.")							
	ACCT	DSCI	ECON	FMKT	MGMT	CBE	WWU
Course availability	3.76	3.83	3.97	3.69	3.26	3.68	3.86
Knowledge and expertise of faculty	4.41	3.96	4.35	4.17	4.31	4.24	4.42
Quality of instruction	4.17	3.88	4.17	3.92	3.90	4.00	4.22
Course requirements and sequences	4.28	3.83	4.06	3.93	3.82	3.97	4.06
Opportunities for class interaction and projects	4.21	4.08	4.09	4.24	4.26	4.19	4.26
Challenge level of courses	4.45	4.04	4.20	4.11	4.18	4.19	4.24
Department internships and service learning opportunities	3.40	3.36	2.64	3.18	3.11	3.14	3.36
Opportunities for independent study and research	2.94	3.14	2.85	2.89	3.00	2.95	3.46
Opportunities for involvement in faculty research	2.25	2.39	2.78	2.29	2.38	2.42	2.83
Overall department climate	4.00	3.57	4.09	3.79	3.71	3.83	4.07
Department advising for courses	3.65	3.39	3.62	3.46	2.87	3.38	3.77
Department advising for careers	4.00	3.33	3.00	3.34	2.63	3.22	3.27
Adequacy of lab or studio space and equipment	3.84	3.82	3.72	3.82	3.60	3.75	3.76
Adequacy of technology and software available	4.19	3.96	4.23	3.98	4.24	4.11	3.98
Library resources in your field	3.79	3.53	3.79	3.68	4.05	3.79	3.92
Classroom space and technology	3.79	3.74	3.80	4.06	4.03	3.92	3.86

## C. Woodring College of Education

<b>C.1 Alumni Characteristics</b>					
	<b>Elementary</b>	<b>Special Education</b>	<b>Human Services</b>	<b>Woodring</b>	<b>WWU</b>
Number of graduates (N)	110	55	150	315	3032
% Female	91%	96%	87%	90%	58%
% Minority	14%	8%	19%	15%	16%
% Transfers	74%	44%	65%	64%	43%
% Running Start (RS) freshmen	2%	7%	7%	5%	9%
Mean age at graduation	29.4	26.2	31.4	29.8	24.5
Median age at graduation	24.5	23.0	25.5	24.0	23.0
Mean WWU GPA	3.68	3.55	3.44	3.54	3.16
Mean yrs to degree: freshmen	4.7	5.0	4.7	4.8	4.6
Mean yrs to degree: RS	4.8	3.7	4.2	4.2	4.1
Mean yrs to degree: transfers	3.0	3.1	2.4	2.7	3.0
<b>C.2 Survey Respondent Characteristics</b>					
	<b>Elementary</b>	<b>Special Education</b>	<b>Human Services</b>	<b>Woodring</b>	<b>WWU</b>
Number of graduates (N)	38	23	47	108	1093
% Female	90%	96%	85%	89%	58%
% Minority	22%	9%	20%	18%	15%
% Transfers	66%	44%	57%	63%	42%
% Running Start (RS) freshmen	-	4%	9%	5%	9%
Mean age at graduation	28.6	27.0	29.5	28.6	24.4
Median age at graduation	23.5	23.0	25.0	23.5	23.0
Mean WWU GPA	3.72	3.55	3.46	3.57	3.21
Mean yrs to degree: freshmen	4.7	4.9	3.9	4.5	4.6
Mean yrs to degree: RS	3.1	3.3	2.2	3.5	3.9
Mean yrs to degree: transfers	-	3.3	3.5	2.8	3.0

## C. Woodring College of Education

<b>Respondent Employment</b>					
<b>C.3 How well did your education at Western prepare you for success in the job market? (N=968. Mean reported. Scale of 1 to 5: "not at all" to "extremely.")</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
Mean	3.74	4.22	4.05	3.98	3.51
<b>C.4 Are you currently employed? (N=1086)</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
% Yes	92%	91%	94%	93%	88%
<b>C.5 Of those who are employed: Which of the following job categories best fits your current occupation? (N=927)</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
Management, business & financial	6%	5%	5%	5%	21%
Science, engineering & computer professionals	26%	48%	12%	25%	22%
Healthcare	3%	-	2%	2%	7%
Other professional workers	52%	48%	26%	39%	19%
Technicians	-	-	2%	1%	2%
Sales	-	-	5%	2%	5%
Administrative support	3%	-	36%	17%	15%
Construction and extractive craft	-	-	-	-	1%
Installation, maintenance and repair craft	-	-	-	-	0%
Production operative	-	-	-	-	0%
Transportation and material moving operative	-	-	-	-	1%
Laborers and helpers	-	-	-	-	2%
Protective service	-	-	-	-	0%
Service, except protective	10%	-	12%	9%	6%

## C. Woodring College of Education

<b>C.6 Of those who are employed: How closely is this job related to your major at WWU? (N=937)</b>					
	<b>Elementary</b>	<b>Special Education</b>	<b>Human Services</b>	<b>Woodring</b>	<b>WWU</b>
Same field	76%	91%	63%	74%	39%
Related field	12%	-	24%	15%	30%
Different field	12%	10%	12%	12%	30%
<b>C.7 Of those who are employed and whose job is in the SAME field as their major, please indicate how important the following skills are in your current job. (N=953. Mean reported. Scale of 1 to 4: "not at all" to "very.")</b>					
	<b>Elementary</b>	<b>Special Education</b>	<b>Human Services</b>	<b>Woodring</b>	<b>WWU</b>
Strong writing skills	3.84	3.63	3.38	3.61	3.32
Strong oral communication skills	3.96	4.00	4.00	3.99	3.84
Ability to critically analyze written information	3.68	3.68	3.35	3.56	3.52
Ability to define and solve problems	3.88	4.00	3.96	3.94	3.83
Ability to work or learn independently, without supervision	3.80	3.79	3.88	3.83	3.80
Ability to cooperate well, work in teams, etc.	3.84	3.89	3.77	3.83	3.67
Understanding and applying scientific principles and methods	2.96	2.56	2.27	2.59	2.52
Understanding and applying quantitative principles and methods	2.83	2.61	2.27	2.56	2.76
Awareness of cultural and personal differences among people	4.00	3.89	3.81	3.90	3.39
Working effectively with technology, including computers	3.52	3.47	2.92	3.29	3.54
Strong interpersonal management skills	3.80	3.84	3.84	3.83	3.55
Understanding organizations and how people behave in them	3.60	3.32	3.73	3.57	3.32
Strong task/organizational/data management skills	3.80	3.79	3.54	3.70	3.66

## C. Woodring College of Education

<b>C.8 Of those who are employed: how valuable were the courses you took at Western in preparing you for this job? (N=940. Mean reported. Scale of 1 to 4: "not at all" to "very.")</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
Courses in your major	3.47	3.86	3.64	3.63	3.16
Courses outside your major	3.18	2.86	3.20	3.11	2.85
<b>C.9 Of those who are employed, how satisfied are you with the job you are currently in? (N=945. Mean reported. Scale of 1 to 5: "not at all" to "extremely.")</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
	3.88	3.90	3.67	3.79	3.51
<b>Respondent Education</b>					
<b>C.10 Which of the following best describes your educational plans for the foreseeable future? (N=1083)</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
I am currently enrolled in a college or university program	11%	4%	28%	17%	18%
I have been accepted into a college or university program	3%	-	11%	6%	5%
<b>C.11 Of those enrolled or accepted: relationship of the educational program you are currently enrolled in or accepted to relative to your undergraduate major at Western. (N=230)</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
Same field	25%	-	19%	19%	39%
Related field	50%	100%	63%	62%	41%
Different field	25%	-	19%	19%	20%
<b>C.12 Of those enrolled or accepted: Adequacy of preparation for the educational program you are currently enrolled in or accepted to. (N=251. Mean reported. Scale of 1 - 5: "not at all" to "extremely adequate.")</b>					
	Elementary	Special Education	Human Services	Woodring	WWU
Courses in your major	2.50	4.00	3.69	3.48	3.67
Courses outside your major	3.50	4.00	3.50	3.52	3.22

## C. Woodring College of Education

<b>Respondent Major Satisfaction</b>					
<b>C.14 Excluding those who thought the item was "not applicable," how satisfied are you with each of the following aspects of your primary major and department within which it was located? (N=1036. Mean reported. Scale of 1 - 5: "not at all" to "very.")</b>					
	<b>Elementary</b>	<b>Special Education</b>	<b>Human Services</b>	<b>Woodring</b>	<b>WWU</b>
Course availability	4.20	4.09	4.14	4.15	3.86
Knowledge and expertise of faculty	4.38	4.61	4.79	4.60	4.42
Quality of instruction	4.17	4.35	4.71	4.44	4.22
Course requirements and sequences	4.00	4.00	4.58	4.25	4.06
Opportunities for class interaction and projects	4.54	4.57	4.71	4.62	4.26
Challenge level of courses	4.22	4.48	4.40	4.35	4.24
Department internships and service learning opportunities	4.31	4.43	4.64	4.48	3.36
Opportunities for independent study and research	3.91	3.71	4.25	4.02	3.46
Opportunities for involvement in faculty research	2.71	2.87	3.20	2.97	2.83
Overall department climate	4.03	4.26	4.68	4.35	4.07
Department advising for courses	3.59	4.48	4.67	4.25	3.77
Department advising for careers	3.69	4.27	4.28	4.06	3.27
Adequacy of lab or studio space and equipment	3.79	4.20	3.59	3.82	3.76
Adequacy of technology and software available	3.94	4.17	3.77	3.93	3.98
Library resources in your field	3.57	4.14	3.65	3.73	3.92
Classroom space and technology	4.03	3.70	3.90	3.90	3.86