



**CENTRAL WASHINGTON UNIVERSITY**

**A SUMMARY OF RESPONSES TO A SURVEY OF CWU FIRST YEAR AND SENIOR STUDENTS  
USING QUESTIONS FROM TWO NATIONAL SURVEY OF STUDENT ENGAGEMENT TOPICAL MODULES  
SPRING 2017**

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## I. ABSTRACT

The National Survey of Student Engagement (NSSE) allows institutions to add questions from eight “topical modules” (see <http://nsse.indiana.edu/html/modules.cfm>). Central Washington University (CWU) administered the NSSE during 2016 so CWU was allowed to self-administer a survey in 2017 with questions from any or all of the Topical Modules.

CWU self-administered questions from two of the modules during the spring quarter of 2017. The survey consisted of four *Academic Advising* questions, four questions from the *Inclusiveness and Engagement with Cultural Diversity* module, two open-ended text questions, and 17 “hidden variables” with each student’s sex, race, etc. This report summarizes responses and compares responses of different student demographic groups.

## II. METHODOLOGY

The survey was emailed to all CWU first year and senior students during the spring 2017 quarter. The invitation email was sent on 4/13/17, reminder emails were sent on 4/18/17 and 4/20/17.

The survey response rate was 9%, 502 replies out of 5,448 students surveyed. NSSE has stated, “research suggests that the total number of respondents is more important than response rate in assuring that first-year student and senior institutional estimates are reliable.” See

[http://nsse.indiana.edu/pdf/Resp\\_Rate\\_FAQ.pdf](http://nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf)

**Tables 1 – CWU 2017 NSSE Topical Module Question Survey Response Rates** – note that 72% of responses were by female students, this is a potential source of bias

	First Year Students	Senior Students	All Replies
Surveys Sent	1,614	3,834	5,448
Number of Responses	178	324	502
CWU Response Rate	11%	8%	9%

	Female	Male	All Replies
Surveys Sent	2,877	2,571	5,448
Number of Responses	360	142	502
CWU Response Rate	13%	6%	9%

	Female First Year	Male First Year	Female Senior	Male Senior	Total
Surveys Sent	861	753	2,016	1,818	5,448
Number of Responses	128	50	232	92	502
CWU Response Rate	19%	7%	12%	5%	9%

All students who responded to the survey received a 10% coupon on a purchase from the Wildcat Shop (either in Ellensburg or online) and a coupon for \$10.77 off a purchase of \$50 or more at Jerrol’s. Fifteen respondents were randomly selected for early fall 2017 registration.

The comparisons below use a statistic called “effect size” to classify the “substantive difference” between two groups as small, moderate (or medium), large or very large. Large and very large differences have a black background with white lettering. Medium differences have a gray background with black lettering. Small differences are not highlighted. According to the NSSE, group difference indices “lend themselves nicely to categorical or experimental outcomes rather than continuous or correlational data.”

The reference values that NSSE uses (and that we used in this paper) are: (see [http://nsse.indiana.edu/pdf/effect\\_size\\_guide.pdf](http://nsse.indiana.edu/pdf/effect_size_guide.pdf))


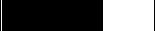
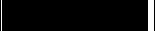



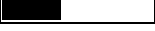
Small	.1
Medium	.3
Large	.5
Very large	.7

This paper compares CWU student responses to the average response of all universities that administered the “Academic Advising” Topical Module and the “inclusiveness and Engagement with Cultural Diversity” topical module in 2017.

### III. TABLES FOR RESPONSES BY ALL CWU STUDENTS

#### A. Academic Advising

**Table 2 – Advising Question 1** - During the current school year, about how many times have you and an academic advisor discussed your academic course selections or academic performance?

Answer	Count	- % -	Data Bars 0% to 25%
0	54	11%	
1	82	16%	
2	121	24%	
3	109	22%	
4	58	12%	
5	28	6%	
6 or more	49	10%	
Total	501		

Note: many of the tables below include small charts called “Sparklines.” Edward Tufte developed the idea. The charts are designed to help reader’s spot trends in the data.

**Table 3 – Advising Question 2** - During the current school year, to what extent have your academic advisors done the following? Medians are highlighted.

	Very Much	Quite a bit	Some	Very Little	Not applicable	Total	Sparklines
a. Been available when needed	36%	30%	19%	9%	6%	502	
b. Listened closely to your concerns and questions	43%	27%	16%	7%	8%	501	
c. Informed you of important deadlines	27%	27%	19%	19%	7%	502	
d. Helped you understand academic rules and policies	27%	24%	22%	16%	12%	502	
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	24%	20%	20%	21%	15%	501	
f. Provided useful information about courses	32%	26%	21%	14%	7%	501	
g. Helped you when you had academic difficulties	25%	17%	14%	15%	28%	499	
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	22%	14%	18%	21%	25%	500	
i. Discussed your career interests and post-graduation plans	24%	19%	18%	21%	18%	499	

**Table 4 – Advising Question 3** - During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?

	Count	%	Data Bars
Very often	18	4%	
Often	81	16%	
Sometimes	158	32%	
Never	244	49%	
Total	501		

**B. INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY**

**Table 5 – Advising Question 4** - During the current school year, which of the following has been your primary source of advice regarding your academic plans?

	Count	%	Data Bars 0% to 50%
Academic advisor(s) assigned to you	225	45%	
Academic advisor(s) available to any student	33	7%	
Faculty or staff not formally assigned as an advisor	66	13%	
Online advising system (degree progress report, etc.)	40	8%	
Website, catalog, or other published sources	44	9%	
Friends or other students	34	7%	
Family members	18	4%	
Other, please specify	25	5%	
I did not seek academic advice this year	16	3%	
<b>Total</b>	<b>501</b>		

**Table 6 – First Inclusiveness Question** - During the current school year, how much has your coursework emphasized the following? Medians are highlighted.

	Very much	Quite a bit	Some	Very little	Total	Sparklines
a. Developing the skills necessary to work effectively with people from various backgrounds	27%	34%	27%	12%	498	
b. Recognizing your own cultural norms and biases	22%	27%	30%	20%	499	
c. Sharing your own perspectives and experiences	27%	32%	29%	12%	499	
d. Exploring your own background through projects, assignments, or programs	20%	23%	29%	27%	498	
e. Learning about other cultures	23%	28%	29%	20%	498	
f. Discussing issues of equity or privilege	23%	30%	25%	23%	496	
g. Respecting the expression of diverse ideas	35%	35%	20%	9%	497	

**Table 7 – 2<sup>nd</sup> Inclusiveness Question** - How much does your institution emphasize the following? Medians are highlighted.

	Very much	Quite a bit	Some	Very little	Total	Sparklines
a. Demonstrating a commitment to diversity	37%	36%	22%	4%	500	
b. Providing students with the resources needed for success in a multicultural world	29%	36%	28%	7%	499	
c. Creating an overall sense of community among students	33%	34%	24%	10%	499	
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)	37%	32%	24%	7%	500	
e. Providing information about anti-discrimination and harassment policies	34%	34%	20%	11%	499	
f. Taking allegations of discrimination or harassment seriously	40%	33%	19%	7%	497	
g. Helping students develop the skills to confront discrimination and harassment	27%	33%	26%	15%	496	

**Table 8 – 3<sup>rd</sup> Inclusiveness Question** - How much does your institution provide a supportive environment for the following forms of diversity? Medians are highlighted.

	Very much	Quite a bit	Some	Very little	Total	Sparklines
a. Racial/ethnic identification	38%	34%	23%	5%	494	
b. Gender identification	40%	31%	24%	5%	495	
c. Economic background	27%	32%	29%	12%	493	
d. Political affiliation	22%	28%	33%	17%	492	
e. Religious affiliation	29%	34%	28%	10%	493	
f. Sexual orientation	39%	34%	21%	6%	494	
g. Disability status	38%	35%	19%	8%	494	

**Table 9 – 4<sup>th</sup> Inclusiveness Question** - The term "cultural community" can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent to you agree or disagree with the following statements? Medians are highlighted.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total	Sparklines
a. On campus, there are enough opportunities to learn about my own cultural community.	20%	28%	34%	11%	8%	496	
b. On campus, there are enough opportunities to learn about important issues within my own cultural community.	18%	28%	34%	12%	8%	493	
c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community.	19%	27%	34%	12%	8%	495	
d. In general, people on campus value knowledge from my cultural community.	19%	24%	35%	12%	10%	495	
e. In general, people on campus value the experience of people with my cultural community.	20%	25%	35%	11%	9%	495	
f. In general, my cultural community is valued on campus.	20%	26%	35%	11%	8%	494	

#### IV. ACADEMIC ADVISING CWU vs. 2017 NSSE TABLES

CWU averages from the NSSE Topical Module are compared to national averages from the NSSE “Academic Advising” topical module results from 2017.

**Tables 10 and 10.5 – Advising Question 1** - During the current school year, about how many times have you and an academic advisor discussed your academic course selections or academic performance?

First Years			
CWU	NSSE	Data Bars	Effect Size
2.88	2.21		0.44

Seniors			
CWU	NSSE	Data Bars	Effect Size
2.49	2.22		0.16

**Tables 11 and 11.5 – Advising Question 2** - During the current school year, to what extent have your academic advisors done the following?

Question	First Years				Seniors			
	CWU	NSSE	Data Bars	Effect Size	CWU	NSSE	Data Bars	Effect Size
2a. Been available when needed	3.17	2.93		0.25	2.88	2.95		0.07
2b. Listened closely to your concerns and questions	3.33	2.98		0.37	3.03	2.98		0.05
2c. Informed you of important deadlines	2.85	2.82		0.03	2.56	2.77		0.19
2d. Helped you understand academic rules and policies	2.98	2.79		0.19	2.53	2.68		0.13
2e. Informed you of academic support options	2.79	2.76		0.03	2.41	2.44		0.02
2f. Provided useful information about courses	2.95	2.86		0.09	2.74	2.73		0.01
2g. Helped you when you had academic difficulties	2.80	2.68		0.11	2.67	2.60		0.06
2h. Helped you get information on special opportunities	2.53	2.49		0.03	2.47	2.46		0.01
2i. Discussed your career interests and post-graduation plans	2.66	2.47		0.17	2.49	2.48		0.01

**Tables 12 and 12.5 – Advising Question 3** - During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?

First Years			
CWU	NSSE	Data Bars	Effect Size
1.79	1.98		0.20

Seniors			
CWU	NSSE	Data Bars	Effect Size
1.72	1.85		0.07

**Tables 13 and 13.5 – Advising Question 4** - During the current school year, which of the following has been your primary source of advice regarding your academic plans?

	First Year Students			
	CWU	NSSE	Data Bars	Effect Size*
Academic advisor(s) assigned to you	51%	36%		<b>0.31</b>
Academic advisor(s) available to any student	8%	8%		0.00
Faculty or staff not formally assigned as an advisor	8%	8%		0.02
Online advising system (degree progress report, etc.)	2%	4%		-0.14
Website, catalog, or other published sources	8%	4%		0.17
Friends or other students	11%	15%		-0.13
Family members	6%	17%		<b>-0.37</b>
Other, please specify	3%	2%		0.09
I did not seek academic advice this year	3%	6%		-0.13
Total	178	34,346		



	Seniors			
	CWU	NSSE	Data Bars	Effect Size*
Academic advisor(s) assigned to you	41%	34%		0.15
Academic advisor(s) available to any student	6%	9%		-0.12
Faculty or staff not formally assigned as an advisor	16%	16%		-0.01
Online advising system (degree progress report, etc.)	11%	8%		0.12
Website, catalog, or other published sources	9%	5%		0.17
Friends or other students	5%	10%		-0.21
Family members	2%	8%		-0.26
Other, please specify	6%	3%		0.14
I did not seek academic advice this year	3%	7%		-0.18
Total	323	44,631		

\* Effect size is a method of quantifying the difference between two groups, e.g., means or in the two tables above, proportions. In this paper medium effect sizes ( $|.3|$  to  $|.5|$ ) are highlighted with a gray background. Large effect sizes (greater than  $|.5|$ ) are highlighted with a black background and white text. The paper computers effect sizes using the same methods as the National Survey for Student Engagement. We used “Hedge’s g” to compare means and “Cohen’s h” to compare proportions. See [http://nsse.indiana.edu/pdf/effect\\_size\\_guide.pdf](http://nsse.indiana.edu/pdf/effect_size_guide.pdf)

## V. INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY CWU vs. 2017 NSSE NATIONAL RESULTS

CWU averages from the 2017 NSSE Topical Module are compared to national averages from the 2017 NSSE “Inclusiveness and Engagement with Cultural Diversity” topical module results.

**Tables 14 – Inclusiveness Question 1** - During the current school year, how much has your coursework emphasized the following?

Question	First Years				Seniors			
	CWU	NSSE	Data Bars	Effect Size	CWU	NSSE	Data Bars	Effect Size
5a. Developing the skills necessary to work effectively with people from various backgrounds	2.57	2.58		0.01	2.85	2.70		0.16
5b. Recognizing your own cultural norms and biases	2.50	2.62		0.13	2.52	2.65		0.14
5c. Sharing your own perspectives and experiences	2.60	2.78		0.21	2.81	2.82		0.01
5d. Exploring your own background through projects, assignments, or programs	2.23	2.46		0.24	2.45	2.50		0.05
5e. Learning about other cultures	2.58	2.57		0.01	2.52	2.54		0.02
5f. Discussing issues of equity or privilege	2.42	2.55		0.13	2.59	2.48		0.11
5g. Respecting the expression of diverse ideas	3.01	2.78		0.25	2.94	2.77		0.19

**Tables 15 – Inclusiveness Question 2 - How much does your institution emphasize the following?**

Question	First Years				Seniors			
	CWU	NSSE	Data Bars	Effect Size	CWU	NSSE	Data Bars	Effect Size
6a. Demonstrating a commitment to diversity	3.18	2.99		0.21	3.01	2.95		0.07
6b. Providing students with the resources needed for success in a multicultural world	2.99	2.88		0.12	2.83	2.78		0.05
6c. Creating an overall sense of community among students	3.03	2.98		0.06	2.82	2.85		0.03
6d. Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)	3.21	3.01		0.23	2.88	2.88		0.00
6e. Providing information about anti-discrimination and harassment policies	3.06	2.96		0.12	2.84	2.84		0.00
6f. Taking allegations of discrimination or harassment seriously	3.22	3.08		0.17	2.97	2.93		0.05
6g. Helping students develop the skills to confront discrimination and harassment	2.87	2.84		0.03	2.63	2.64		0.01

**Table 16 – Inclusiveness Question 3 - How much does your institution provide a supportive environment for the following forms of diversity?**

Question	First Years				Senior			
	CWU	NSSE	Data Bars	Effect Size	CWU	NSSE	Data Bars	Effect Size
a. Racial/ethnic identification	3.22	3.08		0.16	2.96	2.93		0.04
b. Gender identification	3.26	3.03		0.26	2.93	2.87		0.07
c. Economic background	2.94	2.80		0.16	2.64	2.64		0.00
d. Political affiliation	2.78	2.65		0.13	2.43	2.50		0.07
e. Religious affiliation	3.06	2.87		0.21	2.68	2.68		0.00
f. Sexual orientation	3.27	2.99		0.31	2.93	2.83		0.11
g. Disability status	3.28	2.89		0.42	2.90	2.79		0.12

**Table 17 – Inclusiveness Question 4** - The term "cultural community" can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent to you agree or disagree with the following statements?

Question	First Years				Senior			
	CWU	NSSE	Data Bars	Effect Size	CWU	NSSE	Data Bars	Effect Size
a. On campus, there are enough opportunities to learn about my own cultural community.	3.53	3.57		0.04	3.35	3.44		0.09
b. On campus, there are enough opportunities to learn about important issues within my own cultural community.	3.45	3.59		0.13	3.33	3.44		0.11
c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community.	3.51	3.60		0.09	3.28	3.46		0.18
d. In general, people on campus value knowledge from my cultural community.	3.41	3.53		0.11	3.24	3.42		0.17
e. In general, people on campus value the experience of people	3.50	3.56		0.06	3.26	3.45		0.19
f. In general, my cultural community is valued on campus.	3.58	3.67		0.09	3.31	3.54		0.23

## VI. DEMOGRAPHIC COMPARISON TABLES

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### Effect Sizes

There are only two large effect sizes (both are located in table 18), these are indicated with a black background and white lettering.

All medium effect sizes have grey backgrounds and bold, black lettering.

### **Academic Advising Questions**

1. During the current school year, about how many times have you and an academic advisor discussed your academic course selections or academic performance?
2. During the current school year, to what extent have your academic advisors done the following? (Very little-1, Some-2, Quite a bit-3, Very much-4)
  - 2a. Been available when needed
  - 2b. Listened closely to your concerns and questions
  - 2c. Informed you of important deadlines
  - 2d. Helped you understand academic rules and policies
  - 2e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)
  - 2f. Provided useful information about courses
  - 2g. Helped you when you had academic difficulties
  - 2h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)
  - 2i. Discussed your career interests and post-graduation plans
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance? (Never-1, Sometimes-2, Often-3, Very often-4)
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans?

N/A - Question 4 is not a scaled question so the numerical value of the average answer is not representative

### **Inclusiveness and Engagement with Cultural Diversity Questions**










5. During the current school year, how much has your coursework emphasized the following? (Very little-1, Some-2, Quite a bit-3, Very much-4)
  - 5a. Developing the skills necessary to work effectively with people from various backgrounds
  - 5b. Recognizing your own cultural norms and biases
  - 5c. Sharing your own perspectives and experiences
  - 5d. Exploring your own background through projects, assignments, or programs
  - 5e. Learning about other cultures
  - 5f. Discussing issues of equity or privilege
  - 5g. Respecting the expression of diverse ideas
6. How much does your institution emphasize the following? (Very little-1, Some-2, Quite a bit-3, Very much-4)
  - 6a. Demonstrating a commitment to diversity
  - 6b. Providing students with the resources needed for success in a multicultural world
  - 6c. Creating an overall sense of community among students
  - 6d. Ensuring that you are not stigmatized because of your identity
  - 6e. Providing information about anti-discrimination and harassment policies
  - 6f. Taking allegations of discrimination or harassment seriously
  - 6g. Helping students develop the skills to confront discrimination and harassment

7. How much does your institution provide a supportive environment for the following forms of diversity? (Very little-1, Some-2, Quite a bit-3, Very much-4)
  - 7a. Racial/ethnic identification
  - 7b. Gender identification
  - 7c. Economic background
  - 7d. Political affiliation
  - 7e. Religious affiliation
  - 7f. Sexual orientation
  - 7g. Disability status
  
8. The term "cultural community" can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent do you agree or disagree with the following statements? (Strongly agree-5, Somewhat agree-4, Neither agree nor disagree-3, Somewhat disagree-2, Strongly disagree-1)
  - 8a. On campus, there are enough opportunities to learn about my own cultural community
  - 8b. On campus, there are enough opportunities to learn about important issues within my own cultural community
  - 8c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community
  - 8d. In general, people on campus value knowledge from my cultural community
  - 8e. In general, people on campus value the experience of people with my cultural community
  - 8f. In general, my cultural community is valued on campus

Table 14 – First Year vs. Senior

		First Year vs. Senior								
Question	First Year			Senior			Data Bars	Effect Size		
	Mean	n	Std. Dev.	Mean	n	Std. Dev.				
A D V I S I N G	1	2.88	177	1.44	2.49	324	1.84		0.23	
	2a	3.17	172	0.85	2.88	300	1.05		0.29	
	2b	3.33	173	0.82	3.03	290	1.01		0.32	
	2c	2.85	172	1.03	2.56	293	1.13		0.27	
	2d	2.98	169	0.93	2.53	273	1.14		0.42	
	2e	2.79	164	1.08	2.41	260	1.16		0.33	
	2f	2.95	172	1.02	2.74	293	1.08		0.20	
	2g	2.80	127	1.14	2.67	230	1.17		0.11	
	2h	2.53	133	1.18	2.47	241	1.19		0.04	
	2i	2.66	146	1.04	2.49	264	1.22		0.15	
	3	1.79	178	0.84	1.72	323	0.86		0.08	
	4	NA	NA	NA	NA	NA	NA	NA	NA	
I N C L U S I V I T Y A N D D I V E R S I T Y	5a	2.57	176	0.96	2.85	322	0.99		0.29	
	5b	2.50	176	1.00	2.52	323	1.08		0.02	
	5c	2.60	176	0.89	2.81	323	1.03		0.21	
	5d	2.23	176	0.98	2.45	322	1.14		0.20	
	5e	2.58	177	1.03	2.52	321	1.06		0.06	
	5f	2.42	174	1.04	2.59	322	1.09		0.16	
	5g	3.01	176	0.92	2.94	321	0.98		0.07	
	6a	3.18	176	0.85	3.01	324	0.88		0.19	
	6b	2.99	176	0.85	2.83	323	0.94		0.18	
	6c	3.03	176	0.89	2.82	323	1.00		0.22	
	6d	3.21	176	0.87	2.88	324	0.96		0.36	
	6e	3.06	176	0.97	2.84	323	0.99		0.23	
	6f	3.22	174	0.81	2.97	323	0.99		0.27	
	6g	2.87	173	0.98	2.63	323	1.03		0.24	
	7a	3.22	176	0.86	2.96	318	0.92		0.28	
	7b	3.26	177	0.87	2.93	318	0.93		0.36	
	7c	2.94	175	0.98	2.64	318	0.98		0.31	
	7d	2.78	174	1.00	2.43	318	1.00		0.34	
7e	3.06	175	0.94	2.68	318	0.94		0.40		
7f	3.27	176	0.86	2.93	318	0.94		0.37		
7g	3.28	176	0.83	2.90	318	0.97		0.41		
8a	3.53	177	1.22	3.35	319	1.10		0.15		
8b	3.45	175	1.21	3.33	318	1.10		0.11		
8c	3.51	176	1.25	3.28	319	1.11		0.20		
8d	3.41	176	1.18	3.24	319	1.19		0.14		
8e	3.50	176	1.15	3.26	319	1.19		0.20		
8f	3.58	176	1.10	3.31	318	1.17		0.24		

**Table 14.5 – First Year vs. Senior Question 4.** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	First Year		Senior		Data Bars	Effect Size
	Count	%	Count	%		
Academic advisor(s) assigned to you	91	51%	134	41%		-0.19
Academic advisor(s) available to any student	14	8%	19	6%		-0.08
Faculty or staff not formally assigned as an advisor	15	8%	51	16%		0.23
Online advising system (degree progress report, etc.)	3	2%	37	11%		<b>0.43</b>
Website, catalog, or other published sources	14	8%	30	9%		0.05
Friends or other students	19	11%	15	5%		-0.23
Family members	10	6%	8	2%		-0.16
Other, please specify	6	3%	19	6%		0.12
I did not seek academic advice this year	6	3%	10	3%		-0.02
<b>Total</b>	<b>178</b>		<b>323</b>			



**Table 15 – First Time vs. Transfer First Years**

(Transfer usually means that they have running start or cornerstone credits)

		First Time vs. Transfer First Year							
Question	Transfer			First Time			Data Bars	Effect Size	
	Mean	n	Std. Dev.	Mean	n	Std. Dev.			
A D V I S I N G	1	2.49	324	1.84	2.88	177	1.44		0.22
	2a	2.88	300	1.05	3.17	172	0.85		0.29
	2b	3.03	290	1.01	3.33	173	0.82		0.32
	2c	2.56	293	1.13	2.85	172	1.03		0.27
	2d	2.53	273	1.14	2.98	169	0.93		0.42
	2e	2.41	260	1.16	2.79	164	1.08		0.33
	2f	2.74	293	1.08	2.95	172	1.02		0.20
	2g	2.67	230	1.17	2.80	127	1.14		0.11
	2h	2.47	241	1.19	2.53	133	1.18		0.04
	2i	2.49	264	1.22	2.66	146	1.04		0.15
	3	1.72	323	0.86	1.79	178	0.84		0.08
4	NA	NA	NA	NA	NA	NA	NA	NA	
I N C L U S I V I T Y A N D D I V E R S I T Y	5a	2.85	322	0.99	2.57	176	0.96		0.29
	5b	2.52	323	1.08	2.50	176	1.00		0.02
	5c	2.81	323	1.03	2.60	176	0.89		0.21
	5d	2.45	322	1.14	2.23	176	0.98		0.20
	5e	2.52	321	1.06	2.58	177	1.03		0.06
	5f	2.59	322	1.09	2.42	174	1.04		0.16
	5g	2.94	321	0.98	3.01	176	0.92		0.07
	6a	3.01	324	0.88	3.18	176	0.85		0.19
	6b	2.83	323	0.94	2.99	176	0.85		0.18
	6c	2.82	323	1.00	3.03	176	0.89		0.22
	6d	2.88	324	0.96	3.21	176	0.87		0.36
	6e	2.84	323	0.99	3.06	176	0.97		0.23
	6f	2.97	323	0.99	3.22	174	0.81		0.27
	6g	2.63	323	1.03	2.87	173	0.98		0.24
	7a	2.96	318	0.92	3.22	176	0.86		0.28
	7b	2.93	318	0.93	3.26	177	0.87		0.36
	7c	2.64	318	0.98	2.94	175	0.98		0.31
	7d	2.43	318	1.00	2.78	174	1.00		0.34
7e	2.68	318	0.94	3.06	175	0.94		0.40	
7f	2.93	318	0.94	3.27	176	0.86		0.37	
7g	2.90	318	0.97	3.28	176	0.83		0.41	
8a	3.35	319	1.10	3.53	177	1.22		0.15	
8b	3.33	318	1.10	3.45	175	1.21		0.11	
8c	3.28	319	1.11	3.51	176	1.25		0.20	
8d	3.24	319	1.19	3.41	176	1.18		0.14	
8e	3.26	319	1.19	3.50	176	1.15		0.20	
8f	3.31	318	1.17	3.58	176	1.10		0.24	

**Table 15.5 – First Time vs. Transfer First Years Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	First Time		Transfer		Data Bars	Effect Size
	Count	%	Count	%		
Academic advisor(s) assigned to you	134	41%	91	51%		0.19
Academic advisor(s) available to any student	19	6%	14	8%		0.08
Faculty or staff not formally assigned as an advisor	51	16%	15	8%		0.23
Online advising system (degree progress report, etc.)	37	11%	3	2%		0.43
Website, catalog, or other published sources	30	9%	14	8%		0.05
Friends or other students	15	5%	19	11%		0.23
Family members	8	2%	10	6%		0.16
Other, please specify	19	6%	6	3%		0.12
I did not seek academic advice this year	10	3%	6	3%		0.02
<b>Total</b>	<b>323</b>		<b>178</b>			

**Table 16 – Full Time vs. Part Time Students**

Full Time vs. Part Time									
Question	Full Time			Part Time			Data Bars	Effect Size	
	Mean	n	Std. Dev.	Mean	n	Std. Dev.			
A D V I S I N G	1	2.62	437	1.70	2.72	64	1.86		0.06
	2a	2.99	413	0.99	3.00	59	1.03		0.01
	2b	3.14	406	0.95	3.19	57	0.95		0.06
	2c	2.65	405	1.10	2.77	60	1.11		0.10
	2d	2.70	389	1.08	2.72	53	1.13		0.01
	2e	2.56	369	1.13	2.51	55	1.23		0.05
	2f	2.84	408	1.04	2.68	57	1.24		0.15
	2g	2.74	311	1.15	2.57	46	1.19		0.15
	2h	2.49	322	1.18	2.50	52	1.26		0.01
	2i	2.54	357	1.15	2.62	53	1.27		0.07
	3	1.74	438	0.84	1.83	63	0.93		0.11
4	NA	NA	NA	NA	NA	NA	NA	NA	
I N C L U S I V I T Y A N D D I V E R S I T Y	5a	2.75	434	0.99	2.73	64	0.98		0.02
	5b	2.50	435	1.06	2.59	64	0.99		0.09
	5c	2.71	435	0.99	2.91	64	0.92		0.20
	5d	2.34	434	1.09	2.58	64	1.10		0.22
	5e	2.55	434	1.06	2.52	64	1.01		0.03
	5f	2.53	432	1.07	2.50	64	1.10		0.03
	5g	2.96	433	0.97	3.02	64	0.92		0.06
	6a	3.07	436	0.89	3.08	64	0.76		0.01
	6b	2.88	435	0.92	2.92	64	0.84		0.05
	6c	2.91	435	0.98	2.84	64	0.89		0.06
	6d	2.99	436	0.96	3.05	64	0.86		0.06
	6e	2.91	435	1.01	2.95	64	0.88		0.04
	6f	3.06	433	0.95	3.05	64	0.86		0.02
	6g	2.71	432	1.03	2.70	64	0.94		0.01
	7a	3.05	432	0.91	3.05	62	0.88		0.01
	7b	3.06	433	0.92	3.00	62	0.91		0.06
	7c	2.74	431	1.00	2.76	62	0.92		0.01
	7d	2.56	430	1.02	2.53	62	1.00		0.03
7e	2.84	432	0.95	2.67	61	1.01		0.17	
7f	3.06	432	0.92	3.00	62	0.96		0.06	
7g	3.04	432	0.94	2.97	62	0.90		0.08	
8a	3.43	433	1.16	3.30	63	1.06		0.11	
8b	3.38	430	1.15	3.30	63	1.10		0.07	
8c	3.37	432	1.17	3.29	63	1.16		0.07	
8d	3.31	432	1.19	3.27	63	1.18		0.03	
8e	3.34	432	1.17	3.38	63	1.24		0.03	
8f	3.41	431	1.14	3.37	63	1.22		0.04	

**Table 16.5 – Full Time vs. Part Time Students Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	Full Time		Part Time		Data Bars	Effect Size
	Count	%	Count	%		
Academic advisor(s) assigned to you	196	45%	29	45%		0.01
Academic advisor(s) available to any student	28	6%	5	8%		0.05
Faculty or staff not formally assigned as an advisor	58	13%	8	13%		0.02
Online advising system (degree progress report, etc.)	33	8%	7	11%		0.12
Website, catalog, or other published sources	40	9%	4	6%		0.11
Friends or other students	29	7%	5	8%		0.05
Family members	15	3%	3	5%		0.06
Other, please specify	24	5%	1	2%		0.22
I did not seek academic advice this year	14	3%	2	3%		0.00
<b>Total</b>	<b>437</b>		<b>64</b>			

Table 17 – Female vs. Male Students

		Female vs. Male							
	Question	Female			Male			Data Bars	Effect Size
		Mean	n	Std. Dev.	Mean	n	Std. Dev.		
A D V I S I N G	1	2.61	359	1.73	2.68	142	1.69		0.04
	2a	2.96	340	1.00	3.05	132	0.98		0.09
	2b	3.15	329	0.95	3.13	134	0.97		0.01
	2c	2.59	335	1.12	2.86	130	1.03		0.24
	2d	2.64	316	1.08	2.88	126	1.09		0.23
	2e	2.46	304	1.13	2.80	120	1.14		0.30
	2f	2.79	335	1.07	2.92	130	1.04		0.12
	2g	2.71	265	1.17	2.72	92	1.12		0.00
	2h	2.38	271	1.18	2.78	103	1.16		0.33
	2i	2.49	296	1.18	2.69	114	1.12		0.17
	3	1.70	360	0.85	1.87	141	0.86		0.21
	4	NA	NA	NA	NA	NA	NA	NA	NA
I N C L U S I V I T Y A N D D I V E R S I T Y	5a	2.82	357	0.97	2.57	141	0.99		0.25
	5b	2.61	358	1.03	2.26	141	1.07		0.34
	5c	2.83	358	0.95	2.50	141	1.03		0.35
	5d	2.42	358	1.10	2.24	140	1.04		0.16
	5e	2.59	357	1.05	2.42	141	1.04		0.17
	5f	2.62	356	1.08	2.29	140	1.03		0.31
	5g	3.03	357	0.93	2.80	140	1.03		0.24
	6a	3.11	359	0.87	2.97	141	0.89		0.15
	6b	2.92	358	0.89	2.79	141	0.95		0.15
	6c	2.96	358	0.94	2.74	141	1.02		0.22
	6d	3.03	359	0.92	2.91	141	1.00		0.12
	6e	2.95	358	0.96	2.82	141	1.06		0.13
	6f	3.08	356	0.93	3.02	141	0.97		0.06
	6g	2.71	357	1.02	2.72	139	1.01		0.01
	7a	3.08	355	0.89	2.99	139	0.94		0.09
	7b	3.10	355	0.89	2.91	140	0.97		0.21
	7c	2.77	354	0.99	2.70	139	0.98		0.07
	7d	2.60	353	0.99	2.43	139	1.06		0.17
7e	2.86	355	0.93	2.71	138	1.03		0.15	
7f	3.11	355	0.88	2.91	139	1.01		0.22	
7g	3.05	355	0.92	2.99	139	0.99		0.06	
8a	3.44	356	1.14	3.34	140	1.17		0.09	
8b	3.39	355	1.12	3.34	138	1.20		0.04	
8c	3.37	356	1.13	3.32	139	1.24		0.04	
8d	3.35	356	1.14	3.20	139	1.31		0.12	
8e	3.37	356	1.14	3.27	139	1.28		0.08	
8f	3.44	355	1.11	3.30	139	1.24		0.12	

**Table 17.5 – Female vs. Male Students Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	Female		Male		Data Bars	Effect Size
	Count	%	Count	%		
Academic advisor(s) assigned to you	159	44%	66	46%		0.04
Academic advisor(s) available to any student	21	6%	12	8%		0.10
Faculty or staff not formally assigned as an advisor	49	14%	17	12%		0.05
Online advising system (degree progress report, etc.)	29	8%	11	8%		0.01
Website, catalog, or other published sources	28	8%	16	11%		0.12
Friends or other students	26	7%	8	6%		0.07
Family members	14	4%	4	3%		0.06
Other, please specify	20	6%	5	4%		0.10
I did not seek academic advice this year	13	4%	3	2%		0.09
na Total	359		142			

**Table 18 – Online vs. Face to Face Students**

Variable Definitions: Online - Students enrolled in an online degree program

Face to Face - Students enrolled on campus

		Online vs. Face to Face								
Question	Online			Face to Face			Data Bars	Effect Size		
	Mean	n	Std. Dev.	Mean	n	Std. Dev.				
<b>A D V I S I N G</b>	1	<b>2.05</b>	<b>58</b>	<b>1.85</b>	2.70	443	1.69		<b>0.38</b>	
	2a	<b>2.82</b>	<b>56</b>	<b>1.18</b>	3.01	416	0.96		0.19	
	2b	<b>2.98</b>	<b>50</b>	<b>1.13</b>	3.16	413	0.93		0.19	
	2c	<b>2.54</b>	<b>54</b>	<b>1.14</b>	2.69	411	1.10		0.14	
	2d	<b>2.46</b>	<b>50</b>	<b>1.23</b>	2.74	392	1.06		0.26	
	2e	<b>2.29</b>	<b>52</b>	<b>1.14</b>	2.59	372	1.14		0.27	
	2f	<b>2.41</b>	<b>54</b>	<b>1.12</b>	2.88	411	1.05		<b>0.44</b>	
	2g	<b>2.32</b>	<b>44</b>	<b>1.22</b>	2.77	313	1.14		<b>0.39</b>	
	2h	<b>2.09</b>	<b>43</b>	<b>1.19</b>	2.54	331	1.18		<b>0.38</b>	
	2i	<b>1.96</b>	<b>47</b>	<b>1.23</b>	2.63	363	1.13		<b>0.58</b>	
	3	<b>1.66</b>	<b>58</b>	<b>0.89</b>	1.76	443	0.85		0.12	
4	<b>NA</b>	<b>NA</b>	<b>NA</b>	NA	NA	NA	NA	NA		
<b>I N C L U S I V I T Y A N D D I V E R S I T Y</b>	5a	<b>2.84</b>	<b>57</b>	<b>0.96</b>	2.74	441	0.99		0.11	
	5b	<b>2.70</b>	<b>57</b>	<b>1.05</b>	2.49	442	1.05		0.20	
	5c	<b>3.14</b>	<b>57</b>	<b>1.03</b>	2.69	442	0.97		<b>0.47</b>	
	5d	<b>2.84</b>	<b>57</b>	<b>1.15</b>	2.31	441	1.07		<b>0.49</b>	
	5e	<b>2.69</b>	<b>55</b>	<b>1.14</b>	2.53	443	1.04		0.16	
	5f	<b>2.65</b>	<b>57</b>	<b>1.17</b>	2.51	439	1.06		0.13	
	5g	<b>3.05</b>	<b>57</b>	<b>1.03</b>	2.95	440	0.95		0.10	
	6a	<b>3.07</b>	<b>58</b>	<b>0.92</b>	3.07	442	0.87		0.00	
	6b	<b>2.90</b>	<b>58</b>	<b>0.95</b>	2.88	441	0.90		0.02	
	6c	<b>2.84</b>	<b>58</b>	<b>1.11</b>	2.90	441	0.95		0.06	
	6d	<b>3.03</b>	<b>58</b>	<b>0.94</b>	2.99	442	0.95		0.05	
	6e	<b>2.93</b>	<b>58</b>	<b>1.01</b>	2.91	441	0.99		0.02	
	6f	<b>3.00</b>	<b>57</b>	<b>1.00</b>	3.07	440	0.94		0.07	
	6g	<b>2.75</b>	<b>57</b>	<b>1.06</b>	2.71	439	1.01		0.05	
	7a	<b>2.86</b>	<b>57</b>	<b>1.01</b>	3.08	437	0.89		0.24	
	7b	<b>2.79</b>	<b>57</b>	<b>1.00</b>	3.08	438	0.91		<b>0.32</b>	
	7c	<b>2.79</b>	<b>57</b>	<b>1.00</b>	2.74	436	0.99		0.05	
	7d	<b>2.68</b>	<b>57</b>	<b>1.09</b>	2.54	435	1.00		0.14	
7e	<b>2.65</b>	<b>57</b>	<b>1.06</b>	2.84	436	0.94		0.20		
7f	<b>2.82</b>	<b>57</b>	<b>0.98</b>	3.08	437	0.91		0.28		
7g	<b>2.86</b>	<b>57</b>	<b>1.09</b>	3.06	437	0.91		0.21		
8a	<b>3.32</b>	<b>56</b>	<b>0.96</b>	3.43	440	1.17		0.09		
8b	<b>3.32</b>	<b>56</b>	<b>0.97</b>	3.38	437	1.16		0.05		
8c	<b>3.32</b>	<b>56</b>	<b>0.99</b>	3.36	439	1.19		0.04		
8d	<b>3.21</b>	<b>56</b>	<b>1.02</b>	3.32	439	1.21		0.09		
8e	<b>3.23</b>	<b>56</b>	<b>1.03</b>	3.36	439	1.20		0.11		
8f	<b>3.27</b>	<b>56</b>	<b>1.04</b>	3.42	438	1.16		0.13		

**Table 18.5 –Students Enrolled in an Online Degree Program (Flagged as Online) vs Students Enrolled at a Campus - Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	Flagged as Online		Enrolled at a Campus		Data	Effect
	Count	%	Count	%	Bars	Size
Academic advisor(s) assigned to you	23	40%	202	45%		0.10
Academic advisor(s) available to any student	2	4%	31	7%		0.16
Faculty or staff not formally assigned as an advisor	8	14%	58	13%		0.03
Online advising system (degree progress report, etc.)	15	26%	25	6%		0.60
Website, catalog, or other published sources	5	9%	39	9%		0.00
Friends or other students	1	2%	33	7%		0.29
Family members	0	0%	18	4%		0.41
Other, please specify	3	5%	22	5%		0.01
I did not seek academic advice this year	0	0%	16	4%		0.38
Total	57	100%	444	100%		

“Flagged as Online” indicates students enrolled in an online degree program. Students who are “not online” are enrolled at one of the campuses. They may take course online or in a classroom.



Table 19 – Latinx Effect Size


**Table 19.3 – Latinx Effect Size Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	LatinX		Not LatinX		Data Bars	Effect Size
	Count	%	Count	%		
Academic advisor(s) assigned to you	43	54%	170	43%		0.23
Academic advisor(s) available to any student	4	5%	27	7%		0.08
Faculty or staff not formally assigned as an advisor	8	10%	53	13%		0.10
Online advising system (degree progress report, etc.)	4	5%	34	9%		0.14
Website, catalog, or other published sources	6	8%	36	9%		0.06
Friends or other students	4	5%	28	7%		0.09
Family members	1	1%	16	4%		0.18
Other, please specify	7	9%	17	4%		0.19
I did not seek academic advice this year	2	3%	13	3%		0.05
<b>Total</b>	<b>79</b>		<b>394</b>			

Table 19.6 – Latinx vs. Not Latinx vs. Not Answered

		Latinx vs. Not Latinx vs. Did Not Answer				
		Question	Latinx (n = 78-79)	Not Latinx (n=387-395)	Not Answered (n=25-28)	Sparklines
A D V I S I N G		1	2.78	<b>2.58</b>	2.93	
		2a	3.08	<b>2.97</b>	2.93	
		2b	3.25	<b>3.12</b>	3.15	
		2c	3.00	<b>2.59</b>	2.93	
		2d	3.06	<b>2.61</b>	3.00	
		2e	2.80	<b>2.49</b>	2.76	
		2f	2.82	<b>2.82</b>	2.77	
		2g	2.75	<b>2.71</b>	2.71	
		2h	2.59	<b>2.45</b>	2.76	
		2i	2.63	<b>2.53</b>	2.58	
		3	1.95	<b>1.69</b>	1.93	
		4	NA	<b>NA</b>	NA	NA
I N C L U S I V I T Y A N D D I V E R S I T Y		5a	2.76	<b>2.75</b>	2.71	
		5b	2.43	<b>2.53</b>	2.50	
		5c	2.71	<b>2.76</b>	2.50	
		5d	2.37	<b>2.38</b>	2.32	
		5e	2.52	<b>2.55</b>	2.50	
		5f	2.46	<b>2.54</b>	2.50	
		5g	2.83	<b>2.99</b>	2.93	
		6a	2.86	<b>3.11</b>	3.00	
		6b	2.77	<b>2.92</b>	2.64	
		6c	2.89	<b>2.92</b>	2.61	
		6d	2.80	<b>3.05</b>	2.75	
		6e	2.72	<b>2.97</b>	2.75	
		6f	2.87	<b>3.11</b>	2.85	
		6g	2.59	<b>2.75</b>	2.56	
		7a	2.84	<b>3.12</b>	2.74	
		7b	2.86	<b>3.10</b>	2.81	
		7c	2.58	<b>2.78</b>	2.70	
		7d	2.42	<b>2.59</b>	2.44	
	7e	2.67	<b>2.86</b>	2.63		
	7f	2.80	<b>3.12</b>	2.85		
	7g	2.92	<b>3.07</b>	2.85		
	8a	3.39	<b>3.44</b>	3.07		
	8b	3.32	<b>3.40</b>	3.14		
	8c	3.35	<b>3.38</b>	3.11		
	8d	3.30	<b>3.31</b>	3.25		
	8e	3.32	<b>3.36</b>	3.29		
	8f	3.30	<b>3.42</b>	3.41		

**Table 19.9 – Latinx vs. Not Latinx vs. Not Answered Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	LatinX	Not LatinX	Not Reported	Spark Lines
Academic advisor(s) assigned to you	54%	43%	43%	
Academic advisor(s) available to any student	5%	7%	7%	
Faculty or staff not formally assigned as an advisor	10%	13%	18%	
Online advising system (degree progress report, etc.)	5%	9%	7%	
Website, catalog, or other published sources	8%	9%	7%	
Friends or other students	5%	7%	7%	
Family members	1%	4%	4%	
Other, please specify	9%	4%	4%	
I did not seek academic advice this year	3%	3%	4%	
Total	79	394	28	

**Table 20 – Taking Courses On-campus, Online, or Mixed**

On-campus – Students taking only Face to Face classes In person during spring 2017

Mixed – Students taking both Online and Face to Face classes in spring 2017

Online - Students taking only Online classes in spring 2017

	Question	In Person (n=305 to 308)	Mixed (n=138 to 143)	Online (n=49 to 50)	Sparklines
A D V I S I N G	1	2.67	2.73	2.08	
	2a	3.01	3.05	2.67	
	2b	3.20	3.10	2.93	
	2c	2.76	2.54	2.47	
	2d	2.84	2.55	2.35	
	2e	2.62	2.57	2.14	
	2f	2.89	2.86	2.30	
	2g	2.77	2.77	2.15	
	2h	2.51	2.63	1.91	
	2i	2.61	2.61	1.92	
	3	1.74	1.80	1.62	
4	NA	NA	NA	NA	
I N C U S I N I Y Y a n d D I V E R S I T Y	5a	2.68	2.93	2.67	
	5b	2.46	2.65	2.47	
	5c	2.61	2.93	2.98	
	5d	2.24	2.56	2.65	
	5e	2.50	2.62	2.56	
	5f	2.46	2.70	2.45	
	5g	2.92	3.09	2.88	
	6a	3.02	3.19	3.00	
	6b	2.86	2.98	2.78	
	6c	2.87	3.01	2.72	
	6d	2.96	3.13	2.86	
	6e	2.88	3.04	2.80	
	6f	3.03	3.18	2.92	
	6g	2.66	2.87	2.59	
	7a	3.04	3.17	2.82	
	7b	3.06	3.15	2.69	
	7c	2.71	2.84	2.71	
	7d	2.51	2.67	2.51	
7e	2.83	2.88	2.53		
7f	3.06	3.16	2.71		
7g	3.06	3.06	2.78		
8a	3.44	3.46	3.12		
8b	3.38	3.44	3.16		
8c	3.37	3.40	3.20		
8d	3.29	3.41	3.08		
8e	3.36	3.40	3.12		
8f	3.41	3.49	3.10		

**Table 20.5 –Type of Student Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	In Person	Mixed	Online	Sparklines
Academic advisor(s) assigned to you	47%	44%	35%	
Academic advisor(s) available to any student	8%	5%	4%	
Faculty or staff not formally assigned as an advisor	12%	16%	12%	
Online advising system (degree progress report, etc.)	5%	8%	29%	
Website, catalog, or other published sources	8%	9%	12%	
Friends or other students	9%	4%	2%	
Family members	4%	5%	0%	
Other, please specify	5%	6%	4%	
I did not seek academic advice this year	4%	3%	2%	
Total	309	143	49	

**Table 21 – Race**

	Question	Not Reported (n=131-134)	Multiracial (n=27-28)	African American/Black (n=14-17)	Asian (n=27)	White (n=282-289)	Sparklines
<b>A D V I S I N G</b>	1	2.81	2.79	2.82	2.70	2.52	■ ■ ■ ■ ■ ■ ■ ■
	2a	3.06	2.89	3.38	3.26	2.90	■ ■ ■ ■ ■ ■ ■ ■
	2b	3.18	2.81	3.00	3.22	3.14	■ ■ ■ ■ ■ ■ ■ ■
	2c	2.70	2.85	2.63	3.08	2.59	■ ■ ■ ■ ■ ■ ■ ■
	2d	2.88	2.65	2.94	2.92	2.60	■ ■ ■ ■ ■ ■ ■ ■
	2e	2.58	2.40	2.81	3.32	2.46	■ ■ ■ ■ ■ ■ ■ ■
	2f	2.80	2.70	3.00	3.22	2.79	■ ■ ■ ■ ■ ■ ■ ■
	2g	2.60	2.59	2.69	3.29	2.70	■ ■ ■ ■ ■ ■ ■ ■
	2h	2.47	2.67	2.47	2.82	2.43	■ ■ ■ ■ ■ ■ ■ ■
	2i	2.57	2.41	2.29	2.83	2.53	■ ■ ■ ■ ■ ■ ■ ■
	3	1.81	1.68	2.59	1.89	1.65	■ ■ ■ ■ ■ ■ ■ ■
4	NA	NA	NA	NA	NA		
<b>I N C L U S I V E a n d D I V E R S I T Y</b>	5a	2.63	2.64	2.60	2.81	2.80	■ ■ ■ ■ ■ ■ ■ ■
	5b	2.41	2.36	2.40	2.74	2.55	■ ■ ■ ■ ■ ■ ■ ■
	5c	2.69	2.57	2.60	2.96	2.76	■ ■ ■ ■ ■ ■ ■ ■
	5d	2.34	2.54	2.40	2.59	2.33	■ ■ ■ ■ ■ ■ ■ ■
	5e	2.46	2.63	2.56	2.63	2.56	■ ■ ■ ■ ■ ■ ■ ■
	5f	2.41	2.43	2.43	2.96	2.55	■ ■ ■ ■ ■ ■ ■ ■
	5g	2.86	2.86	3.00	3.22	2.99	■ ■ ■ ■ ■ ■ ■ ■
	6a	3.01	3.04	2.63	3.30	3.10	■ ■ ■ ■ ■ ■ ■ ■
	6b	2.79	3.00	2.63	3.04	2.91	■ ■ ■ ■ ■ ■ ■ ■
	6c	2.81	2.89	2.69	3.15	2.93	■ ■ ■ ■ ■ ■ ■ ■
	6d	2.89	2.82	2.94	3.41	3.02	■ ■ ■ ■ ■ ■ ■ ■
	6e	2.78	2.75	2.81	2.96	3.00	■ ■ ■ ■ ■ ■ ■ ■
	6f	2.97	3.04	2.94	3.19	3.10	■ ■ ■ ■ ■ ■ ■ ■
	6g	2.59	2.75	2.88	2.96	2.72	■ ■ ■ ■ ■ ■ ■ ■
	7a	2.98	3.04	2.69	3.22	3.09	■ ■ ■ ■ ■ ■ ■ ■
	7b	2.96	2.93	3.00	3.30	3.08	■ ■ ■ ■ ■ ■ ■ ■
	7c	2.84	2.61	2.44	2.93	2.71	■ ■ ■ ■ ■ ■ ■ ■
	7d	2.52	2.39	2.31	3.11	2.55	■ ■ ■ ■ ■ ■ ■ ■
7e	2.77	2.61	2.63	3.04	2.84	■ ■ ■ ■ ■ ■ ■ ■	
7f	3.00	2.82	2.94	3.33	3.07	■ ■ ■ ■ ■ ■ ■ ■	
7g	3.05	2.86	3.00	3.26	3.03	■ ■ ■ ■ ■ ■ ■ ■	
8a	3.29	3.54	3.53	3.30	3.45	■ ■ ■ ■ ■ ■ ■ ■	
8b	3.24	3.46	3.44	3.33	3.42	■ ■ ■ ■ ■ ■ ■ ■	
8c	3.21	3.54	3.31	3.37	3.41	■ ■ ■ ■ ■ ■ ■ ■	
8d	3.18	3.11	3.63	3.41	3.35	■ ■ ■ ■ ■ ■ ■ ■	
8e	3.17	3.43	3.56	3.70	3.36	■ ■ ■ ■ ■ ■ ■ ■	
8f	3.22	3.46	3.50	3.67	3.45	■ ■ ■ ■ ■ ■ ■ ■	

**Table 21.5 – Race Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

Race	Not		African			
	Reported	Multiracial	American	Asian	White	Sparklines
Academic advisor(s) assigned to you	45%	64%	53%	44%	42%	
Academic advisor(s) available to any student	7%	11%	6%	15%	6%	
Faculty or staff not formally assigned as an advisor	13%	11%	6%	11%	15%	
Online advising system (degree progress report, etc.)	9%	4%	12%	4%	8%	
Website, catalog, or other published sources	7%	4%	12%	4%	10%	
Friends or other students	8%	4%	6%	7%	6%	
Family members	3%	0%	0%	4%	4%	
Other, please specify	5%	0%	6%	4%	6%	
I did not seek academic advice this year	4%	4%	0%	7%	3%	
Total responses	134	28	17	27	289	495



**Table 22 – Admit Type**

	Question	First Year No Transfer Credits (n=151-154)	First Year with Transfe Credits (n=112-116)	Transfer with ≤40 College Credits (n=9)	Transfer with >40 College Credits (n=171-174)	Readmitted Students (n=26-28)	Sparklines
<b>A D V I S I N G</b>	1	2.81	2.79	2.82	2.70	2.52	■ ■ ■ ■ ■ ■
	2a	3.06	2.89	3.38	3.26	2.90	■ ■ ■ ■ ■ ■
	2b	3.18	2.81	3.00	3.22	3.14	■ ■ ■ ■ ■ ■
	2c	2.70	2.85	2.63	3.08	2.59	■ ■ ■ ■ ■ ■
	2d	2.88	2.65	2.94	2.92	2.60	■ ■ ■ ■ ■ ■
	2e	2.58	2.40	2.81	3.32	2.46	■ ■ ■ ■ ■ ■
	2f	2.80	2.70	3.00	3.22	2.79	■ ■ ■ ■ ■ ■
	2g	2.60	2.59	2.69	3.29	2.70	■ ■ ■ ■ ■ ■
	2h	2.47	2.67	2.47	2.82	2.43	■ ■ ■ ■ ■ ■
	2i	2.57	2.41	2.29	2.83	2.53	■ ■ ■ ■ ■ ■
	3	1.81	1.68	2.59	1.89	1.65	■ ■ ■ ■ ■ ■
	4	NA	NA	NA	NA	NA	■ ■ ■ ■ ■ ■
<b>I N C L U S I N Y Y a n d D I V E R S I T Y</b>	5a	2.63	2.64	2.60	2.81	2.80	■ ■ ■ ■ ■ ■
	5b	2.41	2.36	2.40	2.74	2.55	■ ■ ■ ■ ■ ■
	5c	2.69	2.57	2.60	2.96	2.76	■ ■ ■ ■ ■ ■
	5d	2.34	2.54	2.40	2.59	2.33	■ ■ ■ ■ ■ ■
	5e	2.46	2.63	2.56	2.63	2.56	■ ■ ■ ■ ■ ■
	5f	2.41	2.43	2.43	2.96	2.55	■ ■ ■ ■ ■ ■
	5g	2.86	2.86	3.00	3.22	2.99	■ ■ ■ ■ ■ ■
	6a	3.01	3.04	2.63	3.30	3.10	■ ■ ■ ■ ■ ■
	6b	2.79	3.00	2.63	3.04	2.91	■ ■ ■ ■ ■ ■
	6c	2.81	2.89	2.69	3.15	2.93	■ ■ ■ ■ ■ ■
	6d	2.89	2.82	2.94	3.41	3.02	■ ■ ■ ■ ■ ■
	6e	2.78	2.75	2.81	2.96	3.00	■ ■ ■ ■ ■ ■
	6f	2.97	3.04	2.94	3.19	3.10	■ ■ ■ ■ ■ ■
	6g	2.59	2.75	2.88	2.96	2.72	■ ■ ■ ■ ■ ■
	7a	2.98	3.04	2.69	3.22	3.09	■ ■ ■ ■ ■ ■
	7b	2.96	2.93	3.00	3.30	3.08	■ ■ ■ ■ ■ ■
	7c	2.84	2.61	2.44	2.93	2.71	■ ■ ■ ■ ■ ■
	7d	2.52	2.39	2.31	3.11	2.55	■ ■ ■ ■ ■ ■
7e	2.77	2.61	2.63	3.04	2.84	■ ■ ■ ■ ■ ■	
7f	3.00	2.82	2.94	3.33	3.07	■ ■ ■ ■ ■ ■	
7g	3.05	2.86	3.00	3.26	3.03	■ ■ ■ ■ ■ ■	
8a	3.29	3.54	3.53	3.30	3.45	■ ■ ■ ■ ■ ■	
8b	3.24	3.46	3.44	3.33	3.42	■ ■ ■ ■ ■ ■	
8c	3.21	3.54	3.31	3.37	3.41	■ ■ ■ ■ ■ ■	
8d	3.18	3.11	3.63	3.41	3.35	■ ■ ■ ■ ■ ■	
8e	3.17	3.43	3.56	3.70	3.36	■ ■ ■ ■ ■ ■	
8f	3.22	3.46	3.50	3.67	3.45	■ ■ ■ ■ ■ ■	

**Table 22.5 – Admit Type Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	First Year No Transfer Credits	First Year with Transfer Credits	Transfer with ≤40 College Credits	Transfer with >40 College Credits	Readmitted Students	Sparklines
Academic advisor(s) assigned to you	55%	41%	22%	41%	32%	
Academic advisor(s) available to any student	5%	6%	0%	8%	11%	
Faculty or staff not formally assigned as an advisor	10%	14%	44%	14%	11%	
Online advising system (degree progress report, etc.)	3%	5%	0%	13%	25%	
Website, catalog, or other published sources	7%	10%	0%	10%	7%	
Friends or other students	11%	5%	11%	5%	0%	
Family members	3%	9%	0%	2%	0%	
Other, please specify	3%	5%	11%	5%	11%	
I did not seek academic advice this year	3%	4%	11%	2%	4%	
Total	154	116	9	173	28	480

Table 23 – College

		College						
Question		CAH (n = 50-51)	COTS (n=134-137)	CEPS (n=112-116)	CB (n=58-59)	Mixed (n=27)	Undeclared (n=108-112)	Sparklines
A D V I S I N G	1	2.71	2.73	2.38	2.56	2.07	2.90	■■■■■
	2a	3.11	3.00	2.77	2.89	2.70	3.26	■■■■■
	2b	3.48	3.16	3.01	2.83	2.76	3.35	■■■■■
	2c	2.82	2.75	2.42	2.53	2.31	2.92	■■■■■
	2d	2.76	2.74	2.46	2.68	2.15	3.03	■■■■■
	2e	2.76	2.61	2.17	2.57	2.11	2.85	■■■■■
	2f	3.06	2.89	2.66	2.75	2.28	2.96	■■■■■
	2g	3.03	2.77	2.48	2.56	2.17	2.92	■■■■■
	2h	2.58	2.62	2.27	2.56	2.28	2.53	■■■■■
	2i	2.95	2.60	2.41	2.51	1.81	2.64	■■■■■
	3	1.65	1.72	1.58	1.85	1.67	1.96	-----
	4	NA	NA	NA	NA	NA	NA	NA
I N C L U S I V I T Y A N D D I V E R S I T Y	5a	2.70	2.77	2.87	2.80	3.00	2.54	■■■■■
	5b	2.41	2.61	2.48	2.31	2.70	2.54	■■■■■
	5c	2.67	2.83	2.88	2.61	2.67	2.59	■■■■■
	5d	2.20	2.36	2.51	2.42	2.37	2.29	■■■■■
	5e	2.76	2.54	2.50	2.32	2.78	2.56	■■■■■
	5f	2.59	2.60	2.52	2.37	2.56	2.50	■■■■■
	5g	3.08	3.04	2.86	2.73	3.08	3.02	■■■■■
	6a	3.00	3.15	2.97	2.97	2.96	3.17	■■■■■
	6b	2.76	2.97	2.74	2.81	2.85	3.03	■■■■■
	6c	2.86	3.01	2.70	2.69	2.85	3.11	■■■■■
	6d	2.90	3.09	2.80	2.86	2.93	3.21	■■■■■
	6e	2.78	3.03	2.78	2.63	2.78	3.16	■■■■■
	6f	2.94	3.12	2.85	3.02	3.00	3.30	■■■■■
	6g	2.47	2.74	2.63	2.53	2.67	3.00	■■■■■
	7a	2.98	3.19	2.88	2.90	2.93	3.20	■■■■■
	7b	2.98	3.10	2.96	2.86	2.96	3.23	■■■■■
	7c	2.71	2.82	2.63	2.55	2.67	2.91	■■■■■
	7d	2.49	2.51	2.46	2.47	2.52	2.81	■■■■■
7e	2.73	2.91	2.69	2.52	2.70	3.06	■■■■■	
7f	3.08	3.08	2.93	2.81	3.00	3.26	■■■■■	
7g	3.12	3.09	2.84	2.79	3.07	3.25	■■■■■	
8a	3.47	3.41	3.34	3.17	3.44	3.59	■■■■■	
8b	3.35	3.37	3.31	3.21	3.48	3.51	■■■■■	
8c	3.31	3.34	3.36	3.12	3.26	3.55	■■■■■	
8d	3.02	3.31	3.23	3.07	3.63	3.55	■■■■■	
8e	3.06	3.33	3.30	3.17	3.44	3.62	■■■■■	
8f	3.33	3.37	3.28	3.28	3.59	3.62	■■■■■	

**Table 23.5 – College Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	CAH	COTS	CEPS	CB	Mixed	Undeclared	Sparklines
Academic advisor(s) assigned to you	41%	52%	37%	37%	44%	51%	
Academic advisor(s) available to any student	12%	4%	4%	10%	4%	9%	
Faculty or staff not formally assigned as an advisor	12%	13%	21%	12%	20%	6%	
Online advising system (degree progress report, etc.)	12%	12%	7%	12%	4%	2%	
Website, catalog, or other published sources	8%	11%	9%	5%	16%	7%	
Friends or other students	4%	1%	7%	7%	4%	15%	
Family members	6%	2%	3%	5%	4%	4%	
Other, please specify	6%	1%	9%	5%	4%	4%	
I did not seek academic advice this year	0%	4%	3%	7%	0%	3%	
Total	51	137	115	59	25	112	499

**Table 24 – Service Campus**

	Question	Ellensburg (n=408-416)	Des Moines (n=18-26)	Everett (n=6-14)	Lynnwood (n=12-24)	Pierce (n=13-18)	East Side (n=7-10)	Sparklines
<b>A D V I S I N G</b>	1	2.67	2.88	2.25	2.25	2.28	1.90	■ ■ ■ ■ ■ ■ ■ ■
	2a	3.01	3.27	2.29	2.83	2.88	2.33	■ ■ ■ ■ ■ ■ ■ ■
	2b	3.18	3.13	3.00	2.82	3.12	2.38	■ ■ ■ ■ ■ ■ ■ ■
	2c	2.68	3.15	2.14	2.27	2.72	2.22	■ ■ ■ ■ ■ ■ ■ ■
	2d	2.73	3.04	1.83	2.16	2.76	2.25	■ ■ ■ ■ ■ ■ ■ ■
	2e	2.58	3.04	1.57	2.22	2.56	1.75	■ ■ ■ ■ ■ ■ ■ ■
	2f	2.87	3.21	2.00	2.24	2.71	2.00	■ ■ ■ ■ ■ ■ ■ ■
	2g	2.75	2.89	2.20	2.20	2.60	2.43	■ ■ ■ ■ ■ ■ ■ ■
	2h	2.51	2.70	2.00	2.25	2.54	1.88	■ ■ ■ ■ ■ ■ ■ ■
	2i	2.58	2.79	2.50	2.12	2.40	2.00	■ ■ ■ ■ ■ ■ ■ ■
	3	1.73	2.04	1.50	1.67	1.94	1.60	■ ■ ■ ■ ■ ■ ■ ■
4	NA	NA	NA	NA	NA	NA		
<b>I N C L U S I N Y Y a n d D I V E R S I T Y</b>	5a	2.71	3.19	2.13	2.67	3.39	2.80	■ ■ ■ ■ ■ ■ ■ ■
	5b	2.45	3.00	2.13	2.83	3.11	2.20	■ ■ ■ ■ ■ ■ ■ ■
	5c	2.66	3.27	2.75	2.88	3.44	2.90	■ ■ ■ ■ ■ ■ ■ ■
	5d	2.27	3.00	2.13	2.96	3.11	2.50	■ ■ ■ ■ ■ ■ ■ ■
	5e	2.50	2.69	2.25	2.63	3.35	2.56	■ ■ ■ ■ ■ ■ ■ ■
	5f	2.47	2.96	2.13	2.67	3.11	2.60	■ ■ ■ ■ ■ ■ ■ ■
	5g	2.93	3.23	2.50	3.08	3.44	2.70	■ ■ ■ ■ ■ ■ ■ ■
	6a	3.07	3.27	2.88	2.96	3.28	2.50	■ ■ ■ ■ ■ ■ ■ ■
	6b	2.88	3.12	2.75	2.83	3.00	2.30	■ ■ ■ ■ ■ ■ ■ ■
	6c	2.92	3.08	2.25	2.71	3.06	2.30	■ ■ ■ ■ ■ ■ ■ ■
	6d	3.00	3.27	2.88	2.83	3.22	2.20	■ ■ ■ ■ ■ ■ ■ ■
	6e	2.93	3.15	2.75	2.75	3.00	1.90	■ ■ ■ ■ ■ ■ ■ ■
	6f	3.07	3.35	2.50	3.13	2.94	2.30	■ ■ ■ ■ ■ ■ ■ ■
	6g	2.71	2.81	2.38	2.88	2.78	2.20	■ ■ ■ ■ ■ ■ ■ ■
	7a	3.07	3.20	3.00	2.92	2.89	2.60	■ ■ ■ ■ ■ ■ ■ ■
	7b	3.07	3.08	3.00	2.96	2.83	2.60	■ ■ ■ ■ ■ ■ ■ ■
	7c	2.72	3.16	2.63	2.92	2.72	2.50	■ ■ ■ ■ ■ ■ ■ ■
	7d	2.52	3.04	2.63	2.71	2.61	2.20	■ ■ ■ ■ ■ ■ ■ ■
7e	2.83	2.96	2.63	2.75	2.72	2.40	■ ■ ■ ■ ■ ■ ■ ■	
7f	3.08	3.12	2.75	2.92	3.00	2.50	■ ■ ■ ■ ■ ■ ■ ■	
7g	3.06	3.24	2.75	3.04	2.89	2.10	■ ■ ■ ■ ■ ■ ■ ■	
8a	3.43	3.42	3.13	3.54	3.29	2.80	■ ■ ■ ■ ■ ■ ■ ■	
8b	3.39	3.46	3.00	3.42	3.24	3.00	■ ■ ■ ■ ■ ■ ■ ■	
8c	3.39	3.25	3.13	3.33	3.29	2.80	■ ■ ■ ■ ■ ■ ■ ■	
8d	3.29	3.58	3.13	3.38	3.35	3.00	■ ■ ■ ■ ■ ■ ■ ■	
8e	3.33	3.63	3.25	3.50	3.35	3.00	■ ■ ■ ■ ■ ■ ■ ■	
8f	3.41	3.63	3.00	3.54	3.35	2.70	■ ■ ■ ■ ■ ■ ■ ■	

**Table 24.5 – Service Campus Question 4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	Ellensburg	Des Moines	Everett	Lynnwood	Pierce	East Side	Sparklines
Academic advisor(s) assigned to you	46%	46%	63%	25%	50%	10%	
Academic advisor(s) available to any student	6%	15%	0%	17%	0%	10%	
Faculty or staff not formally assigned as an advisor	14%	0%	0%	13%	11%	20%	
Online advising system (degree progress report, etc.)	6%	19%	13%	21%	22%	20%	
Website, catalog, or other published sources	9%	4%	25%	4%	6%	30%	
Friends or other students	7%	0%	0%	8%	6%	0%	
Family members	4%	8%	0%	0%	0%	0%	
Other, please specify	5%	8%	0%	4%	6%	10%	
I did not seek academic advice this year	3%	0%	0%	8%	0%	0%	
Total	415	26	8	24	18	10	501

Table 25. Responses by First Generation Students vs. All Other First Year and Senior Respondents

**Table 25.5 – First Generation vs. All Other First Year and Senior Respondents**

**#4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

	First Gen Students		All Other Students		Data Bars	Effect Size
	Count	%	Count	%		
Academic advisor(s) assigned to you	117	44%	108	45%		2%
Academic advisor(s) available to any student	20	8%	13	5%		9%
Faculty or staff not formally assigned as an advisor	32	12%	34	14%		6%
Online advising system (degree progress report, etc.)	24	9%	16	7%		9%
Website, catalog, or other published sources	22	8%	22	9%		3%
Friends or other students	19	7%	15	6%		4%
Family members	8	3%	10	4%		6%
Other, please specify:	9	3%	16	7%		15%
I did not seek academic advice this year	12	5%	4	2%		17%
Total	263	100%	238	100%		



**Table 26. Students Eligible to Receive Pell Grants vs. All Other First Year and Senior Respondents**

	Question	Eligible for Pell Grants			All Other Students			Data Bars	Effect Size
		Mean	n	StDev	Mean	n	StDev		
<b>A D V I S I M G</b>	1	<b>2.67</b>	<b>248</b>	<b>1.83</b>	2.58	253	1.61		0.05
	2a	<b>3.02</b>	<b>234</b>	<b>1.00</b>	2.96	238	0.98		0.06
	2b	<b>3.10</b>	<b>231</b>	<b>1.02</b>	3.19	232	0.88		-0.10
	2c	<b>2.73</b>	<b>229</b>	<b>1.15</b>	2.61	236	1.06		0.11
	2d	<b>2.76</b>	<b>218</b>	<b>1.13</b>	2.66	224	1.04		0.09
	2e	<b>2.65</b>	<b>215</b>	<b>1.15</b>	2.46	209	1.13		0.16
	2f	<b>2.83</b>	<b>228</b>	<b>1.09</b>	2.81	237	1.04		0.01
	2g	<b>2.79</b>	<b>192</b>	<b>1.17</b>	2.63	165	1.14		0.14
	2h	<b>2.56</b>	<b>190</b>	<b>1.21</b>	2.42	184	1.17		0.11
	2i	<b>2.54</b>	<b>203</b>	<b>1.19</b>	2.56	207	1.13		-0.01
	3	<b>1.82</b>	<b>249</b>	<b>0.87</b>	1.68	252	0.83		0.16
	4	<b>NA</b>	<b>NA</b>	<b>NA</b>	NA	NA	NA		
<b>I N C L U S I V I T Y  A N D  D I V E R S I T Y</b>	5a	<b>2.83</b>	<b>246</b>	<b>1.01</b>	2.67	252	0.96		0.15
	5b	<b>2.58</b>	<b>247</b>	<b>1.10</b>	2.45	252	1.01		0.12
	5c	<b>2.73</b>	<b>247</b>	<b>1.04</b>	2.75	252	0.93		-0.02
	5d	<b>2.43</b>	<b>246</b>	<b>1.13</b>	2.32	252	1.05		0.10
	5e	<b>2.63</b>	<b>247</b>	<b>1.07</b>	2.46	251	1.02		0.16
	5f	<b>2.59</b>	<b>244</b>	<b>1.09</b>	2.47	252	1.06		0.11
	5g	<b>2.95</b>	<b>245</b>	<b>0.99</b>	2.98	252	0.94		-0.03
	6a	<b>3.03</b>	<b>248</b>	<b>0.90</b>	3.11	252	0.85		-0.09
	6b	<b>2.90</b>	<b>247</b>	<b>0.94</b>	2.87	252	0.88		0.03
	6c	<b>2.90</b>	<b>248</b>	<b>0.99</b>	2.89	251	0.95		0.01
	6d	<b>2.93</b>	<b>248</b>	<b>0.99</b>	3.06	252	0.89		-0.14
	6e	<b>2.88</b>	<b>247</b>	<b>1.02</b>	2.95	252	0.97		-0.07
	6f	<b>3.04</b>	<b>248</b>	<b>1.00</b>	3.08	249	0.89		-0.05
	6g	<b>2.72</b>	<b>246</b>	<b>1.03</b>	2.71	250	1.01		0.01
	7a	<b>3.00</b>	<b>246</b>	<b>0.92</b>	3.10	248	0.89		-0.12
	7b	<b>2.94</b>	<b>247</b>	<b>0.97</b>	3.16	248	0.86		-0.24
	7c	<b>2.64</b>	<b>245</b>	<b>1.01</b>	2.85	248	0.95		-0.21
	7d	<b>2.48</b>	<b>244</b>	<b>1.03</b>	2.63	248	1.00		-0.15
7e	<b>2.76</b>	<b>246</b>	<b>0.99</b>	2.87	247	0.92		-0.12	
7f	<b>2.97</b>	<b>246</b>	<b>0.96</b>	3.13	248	0.88		-0.17	
7g	<b>2.96</b>	<b>246</b>	<b>0.99</b>	3.11	248	0.88		-0.17	
8a	<b>3.42</b>	<b>247</b>	<b>1.17</b>	3.41	249	1.12		0.01	
8b	<b>3.37</b>	<b>246</b>	<b>1.18</b>	3.38	247	1.10		-0.01	
8c	<b>3.35</b>	<b>246</b>	<b>1.21</b>	3.37	249	1.12		-0.02	
8d	<b>3.27</b>	<b>246</b>	<b>1.22</b>	3.34	249	1.16		-0.06	
8e	<b>3.29</b>	<b>246</b>	<b>1.19</b>	3.40	249	1.17		-0.09	
8f	<b>3.37</b>	<b>246</b>	<b>1.19</b>	3.43	248	1.11		-0.05	

**Table 26.5 – Students Eligible to Receive Pell Grants vs. All Other First Year and Senior Respondents**

**#4** “During the current school year, which of the following has been your primary source of advice regarding your academic plans?”

The table is a grid with approximately 10 columns and 15 rows. The first two columns on the left are almost entirely covered by large black redaction boxes. The remaining columns contain a grid of cells. Many of these cells are also covered by black redaction boxes, but some are visible. The grid has alternating shaded and unshaded columns. In the rightmost section of the grid, there are two vertical red bars. The overall structure suggests a data table where most content has been redacted for privacy or security reasons.

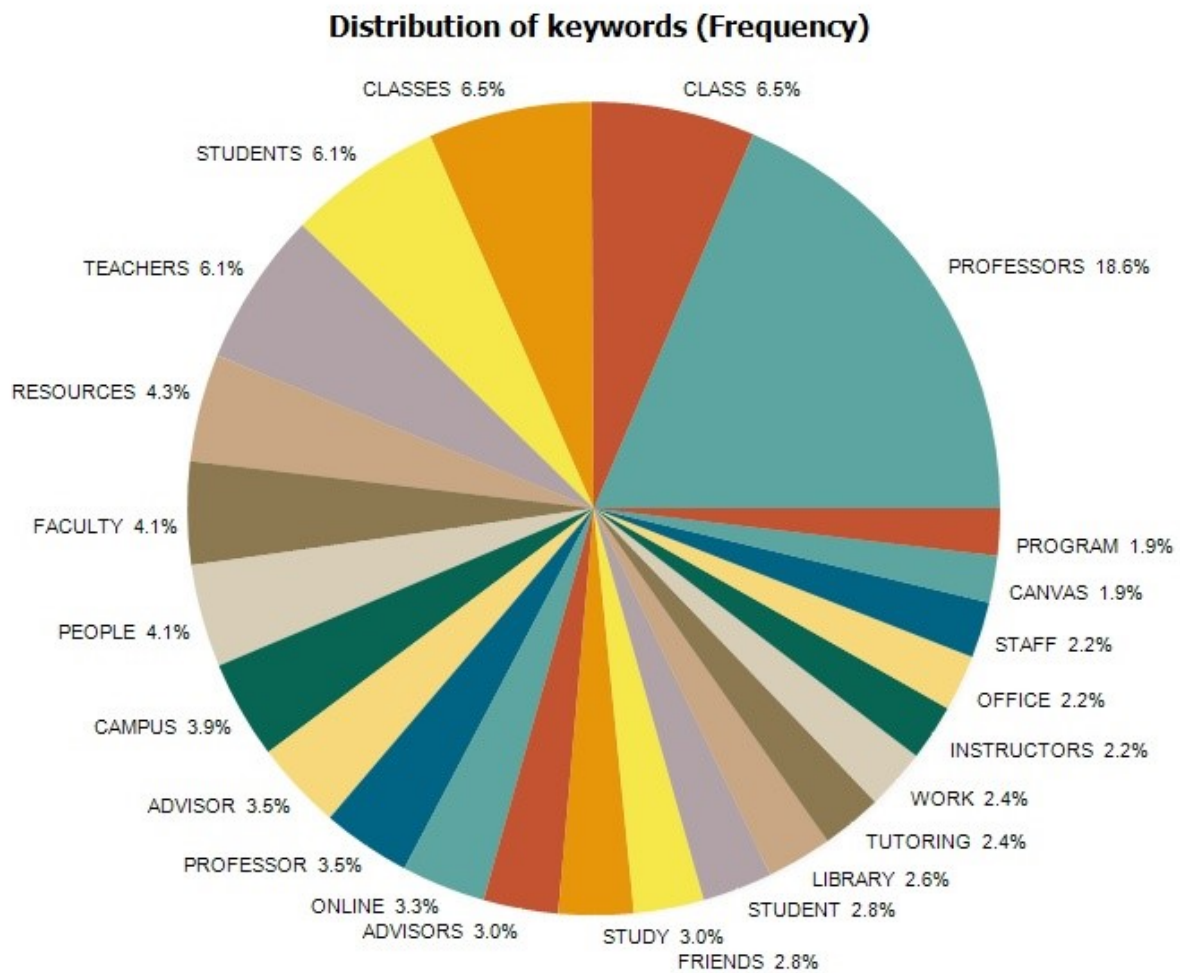
**VI. TEXT QUESTION ANALYTICS**

**Question 9 - What is the one thing that has helped your learning the most at CWU?**

**Table 27 –Common Phrases in Responses**

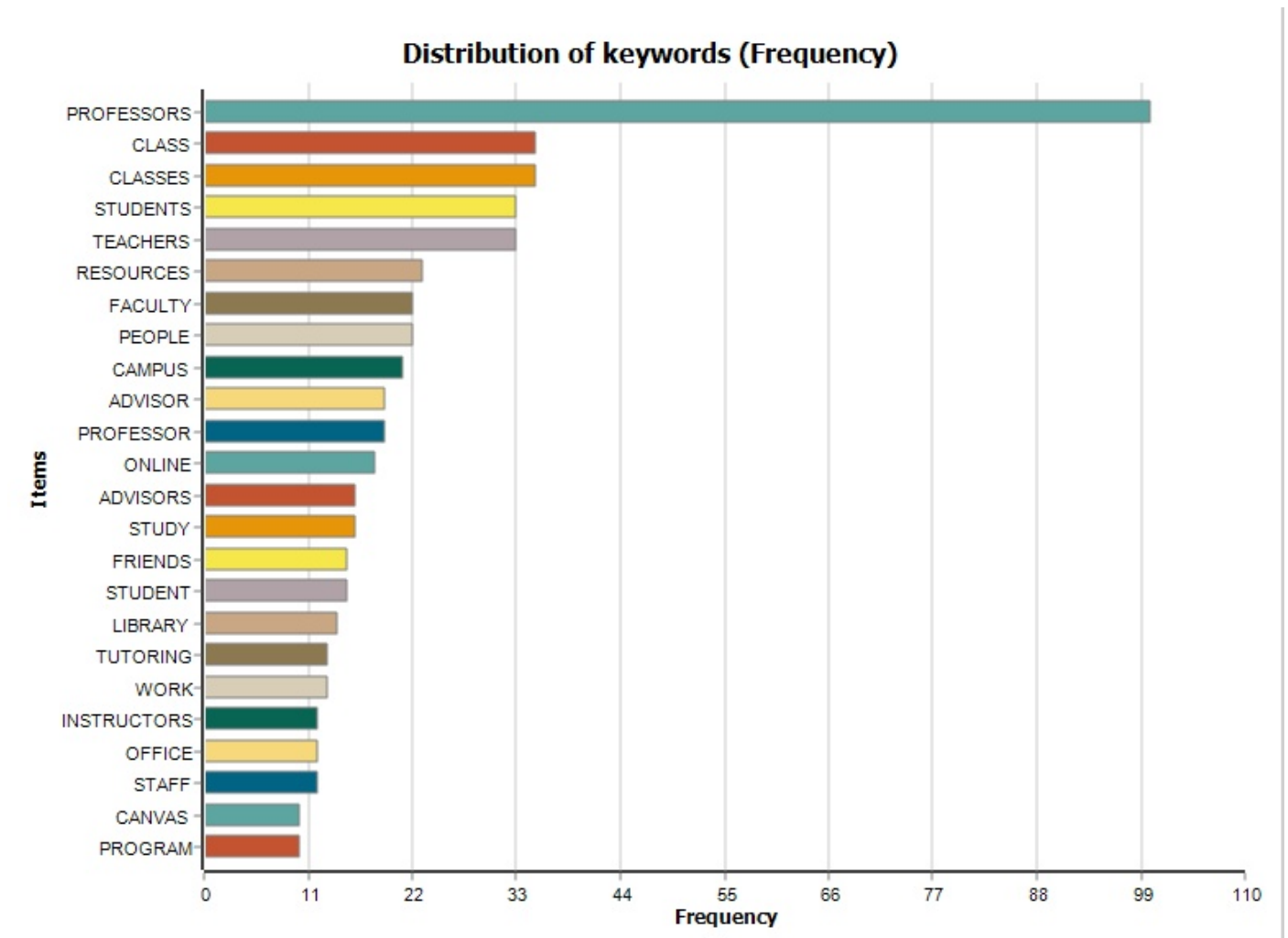
Phrase	Frequency
Class Sizes	4
Faculty Members	4
Brooks Library	3
Passionate Professors	3
Study Hall	3

**Graph 1 –The distribution of the main topics of the responses.**



**Question 9 - What is the one thing that has helped your learning the most at CWU?**

**Graph 2** –The number of responses for each topic.



**Question 9 - What is the one thing that has helped your learning the most at CWU?**

**Table 28 –Most Common Paragraph Topics (topics that are related)**

<b>NO.</b>	<b>Name</b>	<b>Keywords</b>	<b>Eigenvalue</b>	<b>% Variation</b>	<b>Frequency</b>
<b>1</b>	<b>Teachers; Students</b>	<b>Teachers; Students; CWU</b>	<b>2.21</b>	<b>5.54</b>	<b>92</b>
<b>2</b>	<b>Campus; CWU</b>	<b>Campus; CWU; Resources; People</b>	<b>1.36</b>	<b>6.11</b>	<b>58</b>
<b>3</b>	<b>Office, Professors</b>	<b>Office; Professors; Professor; Faculty</b>	<b>1.24</b>	<b>5.72</b>	<b>145</b>
<b>4</b>	<b>Online; Canvas</b>	<b>Online; Canvas; Program; Student; Classes</b>	<b>1.20</b>	<b>5.56</b>	<b>86</b>
<b>5</b>	<b>Study, Library</b>	<b>Study; Library; Resources; Work</b>	<b>1.16</b>	<b>5.68</b>	<b>39</b>

**Table 29 – Most Common Sentence Topics (topics that are related)**

<b>NO.</b>	<b>Name</b>	<b>Keywords</b>	<b>Eigenvalue</b>	<b>% Variation</b>	<b>Frequency</b>
<b>1</b>	<b>Online; Canvas</b>	<b>Online; Canvas; Program</b>	<b>2.03</b>	<b>5.35</b>	<b>37</b>
<b>2</b>	<b>Resources</b>	<b>Resources; Library; Tutoring; People; Study</b>	<b>1.27</b>	<b>5.83</b>	<b>83</b>
<b>3</b>	<b>Office</b>	<b>Office; Professors; Professor</b>	<b>1.23</b>	<b>5.50</b>	<b>128</b>
<b>4</b>	<b>Students; Teachers</b>	<b>Students; Teachers; CWU; Campus</b>	<b>1.20</b>	<b>5.28</b>	<b>115</b>
<b>5</b>	<b>Staff; Faculty</b>	<b>Staff; Faculty; CWU; Campus</b>	<b>1.14</b>	<b>5.51</b>	<b>34</b>

Note: In this instance “eigenvalue” refers to the correlation between the keywords that make up the topic. The higher the eigenvalue the higher the correlation between the keywords.

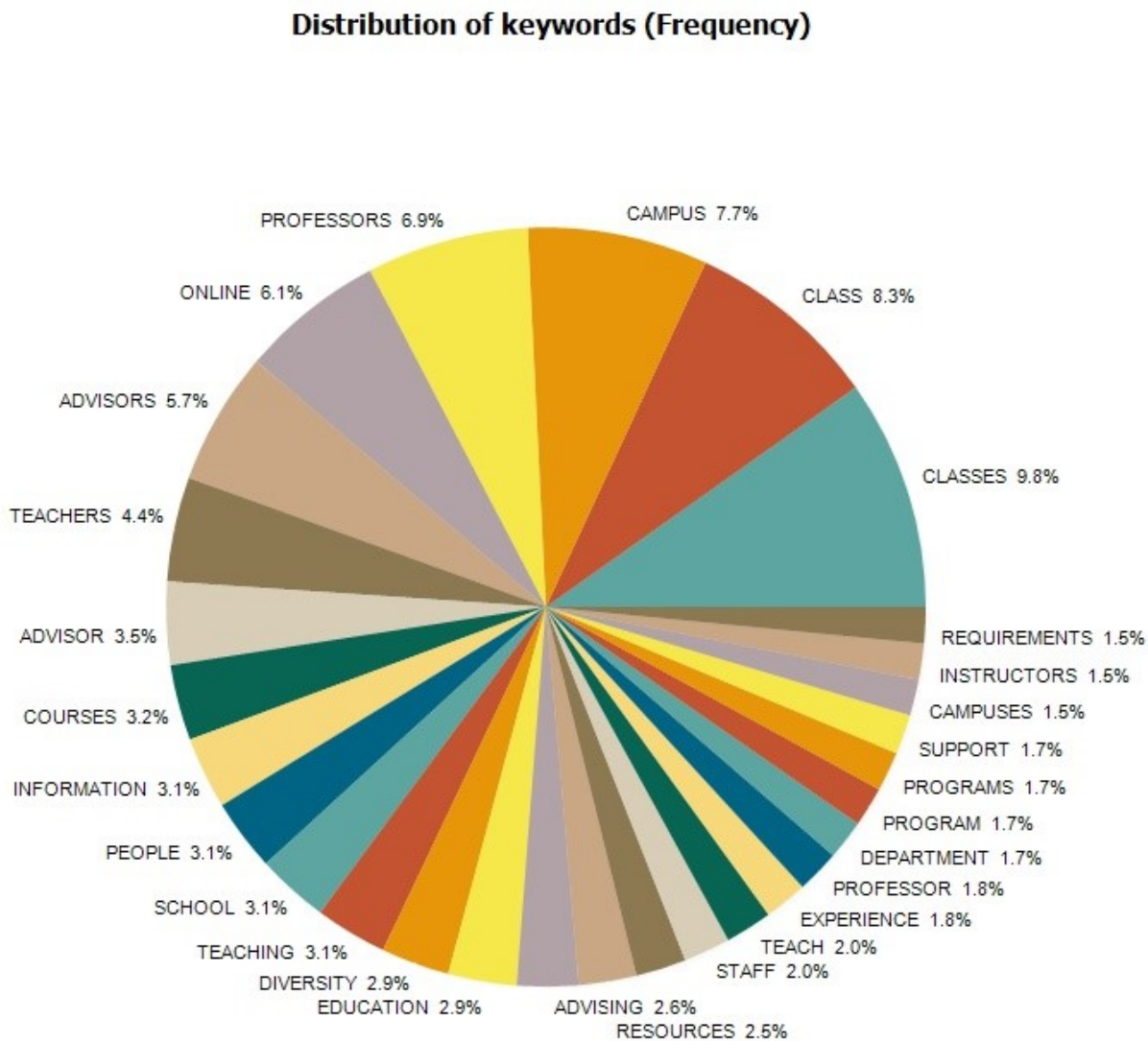
**Question 10 - What is the one thing that CWU could do to most improve your learning?**

**Table 30 – Common Phrases**

<b>Phrase</b>	<b>Frequency</b>
<b>Satellite Campuses</b>	<b>6</b>
<b>Education Department</b>	<b>4</b>
<b>Gender Neutral</b>	<b>4</b>
<b>Online Classes</b>	<b>4</b>
<b>Speak English</b>	<b>4</b>
<b>Discussion Boards</b>	<b>3</b>
<b>General Education</b>	<b>3</b>
<b>Online Courses</b>	<b>3</b>
<b>Text Books</b>	<b>3</b>

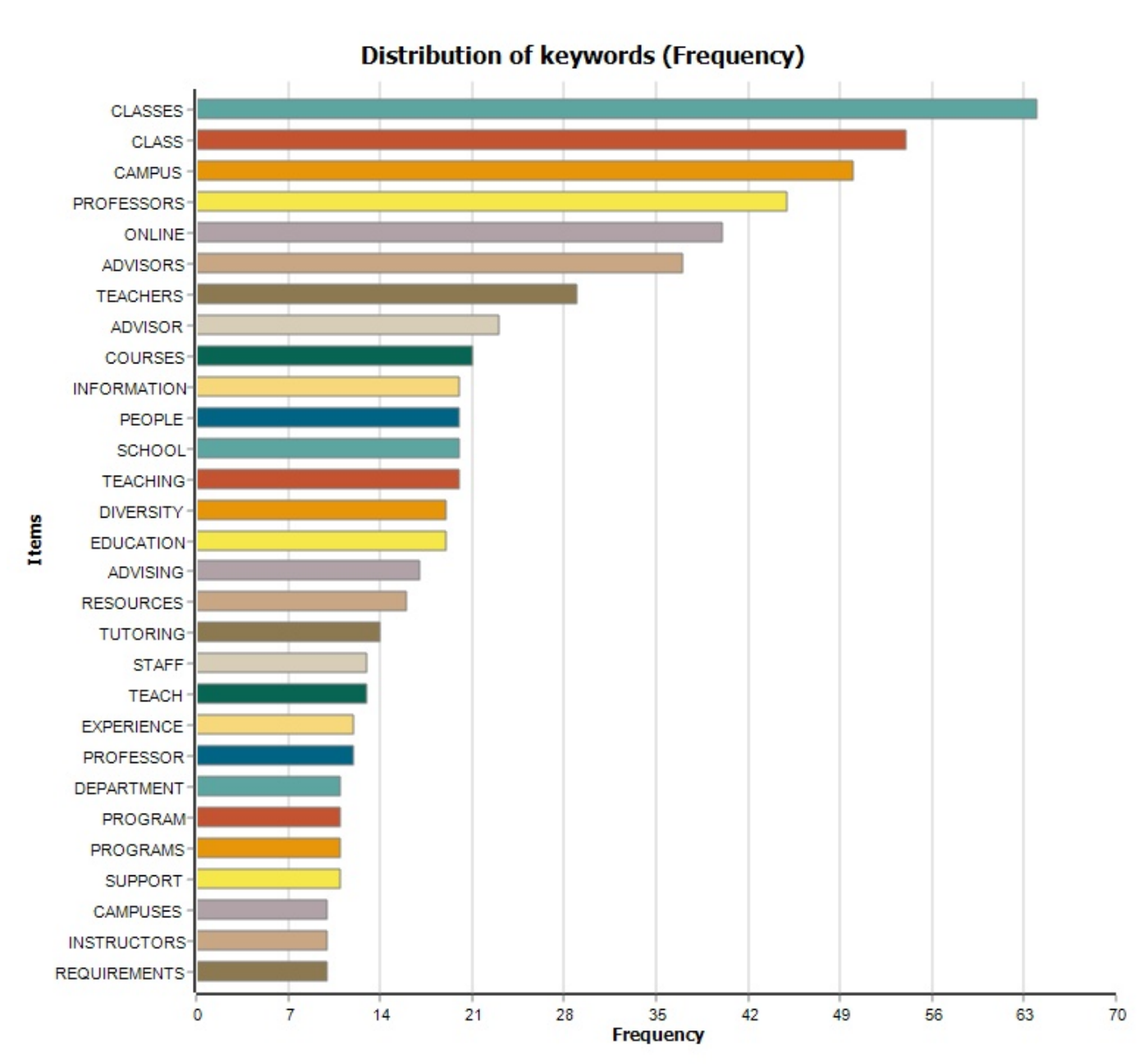
**Question 10 - What is the one thing that CWU could do to most improve your learning?**

**Graph 3 – The distribution of the main topics of the responses.**



**Question 10 - What is the one thing that CWU could do to most improve your learning?**

**Graph 4 – The number of responses for each topic.**





**Question 10 - What is the one thing that CWU could do to most improve your learning?**

**Table 31 – Most Common Paragraph Topics (topics that are related)**

<b>NO.</b>	<b>Name</b>	<b>Keywords</b>	<b>Eigenvalue</b>	<b>% Variation</b>	<b>Frequency</b>
<b>1</b>	<b>Class; Teach</b>	<b>Class; Teach; Professors; Professor; Online; Teaching; Courses</b>	<b>2.78</b>	<b>6.78</b>	<b>162</b>
<b>2</b>	<b>Programs; Campus</b>	<b>Programs; Campuses; Campus; Diversity; Experience</b>	<b>1.51</b>	<b>5.85</b>	<b>79</b>
<b>3</b>	<b>Advisor; Advising</b>	<b>Advisor; Advising; Advisors</b>	<b>1.41</b>	<b>5.31</b>	<b>60</b>
<b>4</b>	<b>Department; Education</b>	<b>Department; Education; Support; Program</b>	<b>1.29</b>	<b>5.28</b>	<b>47</b>
<b>5</b>	<b>Teaching; Teachers</b>	<b>Teaching; Teachers; Program; Requirements; Information; Classes</b>	<b>1.26</b>	<b>5.22</b>	<b>129</b>

**Table 32 – Most Common Sentence Topics (topics that are related)**

<b>NO.</b>	<b>Name</b>	<b>Keywords</b>	<b>Eigenvalue</b>	<b>% Variation</b>	<b>Frequency</b>
<b>1</b>	<b>Teach; Professors</b>	<b>Teach; Professors; Class; Teaching; Professor; Classes; Online</b>	<b>2.93</b>	<b>7.49</b>	<b>194</b>
<b>2</b>	<b>Campuses; Programs</b>	<b>Campuses; Programs; Campus; Diversity; Experience; Staff</b>	<b>1.61</b>	<b>6.38</b>	<b>90</b>
<b>3</b>	<b>Advisor; Advising</b>	<b>Advisor; Advising; Advisors</b>	<b>1.50</b>	<b>5.63</b>	<b>60</b>
<b>4</b>	<b>Department</b>	<b>Department; Education; Support</b>	<b>1.33</b>	<b>5.38</b>	<b>37</b>
<b>5</b>	<b>Program</b>	<b>Program; Requirements; Classes</b>	<b>1.27</b>	<b>4.92</b>	<b>18</b>

Note: In this instance “eigenvalue” refers to the correlation between the keywords that make up the topic. The higher the eigenvalue the higher the correlation between the keywords.

## **APPENDIX 1**

### **MOCK-UP OF CWU'S SELF-ADMISNTIERED NSSE TOPICAL MODULES SURVEY**



Thank you very much for participating in this survey. We plan to use your responses to improve Academic Advising and Inclusivity at Central Washington University. Note: Questions 1 through 8 are used with permission from the National Survey of Student Engagement, Copyright 2001-17 The Trustees of Indiana University. CWU is an AA/EEO/Title IX/Veteran/Disability employer. For accommodation e-mail: DS@cwu.edu

## ACADEMIC ADVISING

1. During the current school year, about how many times have you and an academic advisor discussed your academic course selections or academic performance?

- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 or more (6)

2. During the current school year, to what extent have your academic advisors done the following?

	Very much (4)	Quite a bit (3)	Some (2)	Very little (1)	Not applicable (9)
a. Been available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Listened closely to your concerns and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Informed you of important deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helped you understand academic rules and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provided useful information about courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helped you when you had academic difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed your career interests and post-graduation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?

- Very often (4)
- Often (3)
- Sometimes (2)
- Never (1)

4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? [Select one]

- Academic advisor(s) assigned to you (1)
- Academic advisor(s) available to any student (2)
- Faculty or staff not formally assigned as an advisor (3)
- Online advising system (degree progress report, etc.) (4)
- Website, catalog, or other published sources (5)
- Friends or other students (6)
- Family members (7)
- Other, please specify \_\_\_\_\_ (8)
- I did not seek academic advice this year (9)

## INCLUSIVENESS AND ENGAGEMENT WITH CULTURAL DIVERSITY

5. During the current school year, how much has your coursework emphasized the following?

	Very much (4)	Quite a bit (3)	Some (2)	Very little (1)
a. Developing the skills necessary to work effectively with people from various backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Recognizing your own cultural norms and biases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sharing your own perspectives and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Exploring your own background through projects, assignments, or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Learning about other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussing issues of equity or privilege	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Respecting the expression of diverse ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How much does your institution emphasize the following?

	Very much (4)	Quite a bit (3)	Some (2)	Very little (1)
a. Demonstrating a commitment to diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing students with the resources needed for success in a multicultural world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Creating an overall sense of community among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Providing information about anti-discrimination and harassment policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Taking allegations of discrimination or harassment seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helping students develop the skills to confront discrimination and harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How much does your institution provide a supportive environment for the following forms of diversity?

	Very much (4)	Quite a bit (3)	Some (2)	Very little (1)
a. Racial/ethnic identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Gender identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Economic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Political affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Religious affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The term "cultural community" can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent do you agree or disagree with the following statements?

	Strongly agree (5)	Somewhat agree (4)	Neither agree nor disagree (3)	Somewhat disagree (2)	Strongly disagree (1)
a. On campus, there are enough opportunities to learn about my own cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On campus, there are enough opportunities to learn about important issues within my own cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In general, people on campus value knowledge from my cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In general, people on campus value the experience of people with my cultural community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In general, my cultural community is valued on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: NSSE used questions 8.d. above with permission from the Culturally Engaging Campus Environments survey

9. What is the one thing that has helped your learning the most at CWU?

10. What is the one thing that CWU could do to most improve your learning?

Thank you very much. We plan to use your responses to help improve Advising and Inclusivity at Central Washington University.

