Autumn 2005 Survey of UW Entering Freshmen

Summary Report

February 3, 2006

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University of Washington, Bothell  
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Background and Objectives

University of Washington, Bothell (UWB) will be enrolling its first freshman class in Autumn 2006. As part of the process of planning for recruiting and admitting freshmen, UWB, with the support and assistance of University of Washington, Seattle (UWS) and University of Washington, Tacoma (UWT), conducted a survey of entering freshmen at University of Washington, Seattle.1

The information objectives of the survey included the following:

- Assess the importance of selected factors, such as the advice of relatives and academic and social considerations, in the decisions of entering freshmen about which college or university to attend;

- Explore opinions of attending UWB or UWT as an alternative to University of Washington in Seattle, had that been an option for entering freshmen in 2005;

- Assess opinions of what will help entering freshmen succeed as students at the University of Washington, including the importance of academic support, class scheduling and convenience, health and wellness services, social opportunities, and the number of days a week students attend classes; and

- Determine how well students expect their University of Washington experience to prepare them for the future.

This report describes the research methods, followed by key findings and the implications of the research for recruiting and planning for freshmen at UWB. Tables detailing overall results and results by the location of students’ residence (on campus versus off campus) are attached to the report, along with copies of the questionnaire and the invitation to participate in the survey.

Research Methods

The survey of entering freshmen was designed to assess opinions of UW freshmen who were most likely to meet the profile of potential students at UWB and UWT.

1 The contributions of Philip Ballinger, Sharon Fought, Nana Lowell, Todd Mildon, and Jim Rawlins are greatly appreciated.
Accordingly, the survey targeted entering freshmen at UWS who applied from the six-county region served by UWB and UWT: King, Kitsap, Pierce, Skagit, Snohomish, and Thurston Counties.

On October 20, 2005, an invitation to participate in the survey was emailed to entering UWS freshmen who applied from the six-county region served by UWB and UWT and were at least 18 years old. The invitation was sent by Jim Rawlins, Associate Director of Admissions for the University of Washington. Students were asked to complete the survey by October 31, and all students who participated in the survey were entered in a drawing to receive an iPod nano.

A total of 443 of the 2,905 students invited to participate in the survey completed questionnaires, for a response rate of 15 percent. If the survey respondents comprised a random sample of all 2,905 students who applied to UWS from the target region, the maximum margin of error would be expected to be ±4.3 percent at the .05 confidence level (p<.05).

The questionnaire used in the survey was developed by UWB Academic Affairs with input from the UWS Offices of the University Registrar, Educational Assessment, and Admissions and from UWT Academic Affairs.

Copies of the questionnaire and the invitation to participate in the survey are attached to this report.

**Results and Key Findings**

Entering freshmen at UWS who (1) applied from the six-county region served by UWB and UWT and (2) live off campus are expected to be among the UWS students who are most likely to attend UWB and UWT. Accordingly, survey results were examined for all respondents in aggregate (“Overall Results”) and for respondents who live on campus compared to those who live off campus (“Results by Location of Residence”). Tables showing responses to all items in the survey overall and by location of residence (on campus versus off campus) are attached to this report.

The responses of students who live on campus were compared to those of students who live off campus and tested for statistical differences. Responses that differed significantly are discussed below for each of the information objectives of the research, along with other key findings.

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2 The 15 percent response rate was achieved with a single email invitation to participate in the survey.
3 Differences were tested using t-tests for independent samples or chi-square tests at the 95% confidence level (SPSS 14.0 for Windows, Release 14.0.1, 18 Nov 2005).
Importance of Factors in Decisions about which College or University to Attend

Freshmen were asked to use a seven-point scale, where 1 means, “Not at all important,” and 7 means, “extremely important” to rate the importance of each of 20 factors in their decision about which college or university to attend.

The same five factors were rated highest in importance by both students who live on campus and those who live off campus:

- “Academic reputation;”
- “High-quality teaching;”
- “Variety of courses/programs offered;”
- “Offering the specific program you want;” and
- “Location.”

The responses of students who live on and off campus differed significantly on ratings of the importance of nine factors in decisions about which college or university to attend. Students who live off campus rated seven of the factors as significantly higher in importance than did students who live on campus:

- “Advice of parents, relatives, or friends;”
- “Advice of school counselors, advisors, or teachers;”
- “Financial aid/scholarships available;”
- “Opportunities to work while a student;”
- “Ability to attend college in the Puget Sound Region;”
- “Ability to attend college in Washington state;” and
- “Ability to live at home and commute to school.”

Students who live on campus rated two factors significantly more important than did students who live off campus:

- “Opportunities to live on campus;” and
- “Social climate/availability of social activities.”

These results are shown in the next table.
How important was each of the following in your decision about which college or university to attend?

Average ratings on 7-point scale; 1=Not at all important; 7=Extremely important

Differences between Students who Live On and Off Campus Are Significant

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=319 to 322)</th>
<th>Off Campus (N=116 to 118)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice of parents, relatives, or friends</td>
<td>4.58</td>
<td>4.97</td>
</tr>
<tr>
<td>Advice of school counselors, advisors, or teachers</td>
<td>3.95</td>
<td>4.39</td>
</tr>
<tr>
<td>Financial aid/scholarships available</td>
<td>4.44</td>
<td>4.93</td>
</tr>
<tr>
<td>Opportunities to work while a student</td>
<td>3.32</td>
<td>4.02</td>
</tr>
<tr>
<td>Ability to attend college in the Puget Sound Region</td>
<td>4.03</td>
<td>4.62</td>
</tr>
<tr>
<td>Ability to attend college in Washington state</td>
<td>4.50</td>
<td>5.17</td>
</tr>
<tr>
<td>Ability to live at home and commute to school</td>
<td>2.16</td>
<td>5.30</td>
</tr>
<tr>
<td>Opportunities to live on campus</td>
<td>5.28</td>
<td>2.66</td>
</tr>
<tr>
<td>Social climate/availability of social activities</td>
<td>5.00</td>
<td>4.58</td>
</tr>
</tbody>
</table>

Opinions of Attending UWB or UWT as an Alternative to UWS

Freshmen were asked several questions (seven items on the questionnaire) about their possible interest in attending UWB or UWT and elements of the application and admissions process for UWB and UWT. Responses to two of the items differed significantly between students who live on and off campus.

First, significantly more students who live off campus than on campus said that they would have been interested in applying to UWB or to both UWB and UWT if they had not been admitted to the University of Washington in Seattle. At the same time, more students who live on campus than off campus said that they would have been interested in UW Tacoma or in neither UWB nor UWT. These results are shown in the next chart. Percentages do not always total 100 in this and subsequent charts due to rounding.

The facts that most survey respondents who live in Snohomish County live off campus (23 of 25 students) and that very few respondents live in Pierce county (5 students total) likely contribute to these findings.
Second, students who live off campus rated the importance of “receiving the admission decision within 30 days of application” significantly higher for students applying to the University of Washington than did students who live on campus, as shown in the next table.

**Now that UWB and UWT are beginning to admit freshmen, how important do you believe the following is to students applying to the University of Washington?**

*Average ratings on 7-point scale; 1=Not at all important; 7=Extremely important*

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=321)</th>
<th>Off Campus (N=118)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving the admission decision within 30 days of application</td>
<td>5.47</td>
<td>5.92</td>
</tr>
</tbody>
</table>

“Receiving the admission decision within 30 days of application” was the application/admission feature rated highest in importance by students who live off campus, followed by “knowing admission standards in advance so you can predict whether or not you will be admitted.” For students who live on campus, the same two factors were rated highest in importance, but the order was reversed, so that “knowing admission standards in advance” was rated most important.

**Opinions of What Will Help Students Succeed at UW**

Freshmen were asked to rate the importance of 25 different factors in the students’ “ability to be successful as a student at the University of Washington.”
Overall, the following five factors were rated most important in ability to be successful as a student at the University of Washington by all survey respondents:

- “Academic support overall;”
- “Class scheduling and convenience overall;”
- “Opportunities to take daytime classes;”
- “Advising on course selection and academic planning;” and
- “Opportunities to interact with faculty in and outside of the classroom.”

However there were some differences in the rank order of the top factors for students who live on and off campus.

- Students who live on campus rated “places to meet friends (coffee shops, lounges)” as high in importance as “opportunities to interact with faculty in and outside of the classroom.”

- Students who live off campus rated “access to computer labs and support” and “public transportation to school” among the top five most important factors in the ability to be successful as a student. “Opportunities to take daytime classes,” “academic support overall,” and “class scheduling and convenience overall” also were among the five most important factors for students who live off campus.

Students who live on and off campus rated four of the factors that might contribute to the ability to be successful as a UW student significantly differently. Students who live off campus rated “access to computer labs and support,” “public transportation to school,” and “parking available at school” significantly more important than did students who live on campus. Students who live on campus rated “social opportunities overall” significantly more important than did students who live off campus. These results are shown in the following table.

**Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.**

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=317 to 322)</th>
<th>Off Campus (N=114 to 118)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to computer labs and support</td>
<td>5.59</td>
<td>6.14</td>
</tr>
<tr>
<td>Public transportation to school</td>
<td>4.54</td>
<td>6.03</td>
</tr>
<tr>
<td>Parking available at school</td>
<td>4.24</td>
<td>5.44</td>
</tr>
<tr>
<td>Social opportunities overall</td>
<td><strong>5.78</strong></td>
<td>5.45</td>
</tr>
</tbody>
</table>

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Students who live off campus said that, in order to be most successful as a student, they would want to commute to campus for classes an average of 4.29 days a week, significantly more than the average for students who live on campus (3.31 days). Likewise, students who live off campus said that they are able to commute to campus more days per week on average than are students who live on campus (4.79 vs. 4.17 days), as shown in the next table.

### Preferences for Number of Days to Commute for Classes

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=314, 307)</th>
<th>Off Campus (N=117)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to be <strong>most</strong> successful as a student, how many days a week would you want to commute to campus for classes?</td>
<td>3.31</td>
<td>4.29</td>
</tr>
<tr>
<td>How many days a week are you <strong>able</strong> to commute to campus?</td>
<td>4.17</td>
<td>4.79</td>
</tr>
</tbody>
</table>

| Differences between Students who Live On and Off Campus Are Significant |

**Opinions of How UW Will Prepare Students for the Future**

Freshmen were asked how well they expect their UW experience to prepare them for five aspects of their future lives, and ratings of one item differed significantly between students who live on and off campus. Students who live on campus said that they expect their UW experience to prepare them better for life-long learning than did students who live off campus, as shown in the following table.

### How well do you expect your University of Washington experience to prepare you for each of the follows?

**Average Ratings on 7-point scale; 1=Not at all well; 7=Extremely well**

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=314)</th>
<th>Off Campus (N=114)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life-long learning</td>
<td>6.16</td>
<td>5.84</td>
</tr>
</tbody>
</table>

| Differences between Students who Live On and Off Campus Are Significant |

**Background Information**

Students who live on and off campus also differed in their responses to several background questions: the number of four-year colleges or universities to which they applied, hours per week they expect to work during the quarter, whether their parents have earned a university degree, and the county in which they live.
Students who live on campus applied to more four-year institutions on average (3.20) than did students who live off campus (2.36), as shown in the next table.

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=323)</th>
<th>Off Campus (N=118)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including the University of Washington, to how many four-year colleges or universities did you apply?</td>
<td>3.20</td>
<td>2.36</td>
</tr>
</tbody>
</table>

As shown in the next table, students who live off campus said that they planned to work on average 8.24 hours per week, while students who live on campus planned to work 4.40 hours per week, during Autumn Quarter 2005.

<table>
<thead>
<tr>
<th></th>
<th>On Campus (N=322)</th>
<th>Off Campus (N=118)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When classes are in session this quarter, how many hours per week do you plan to work at a job?</td>
<td>4.40</td>
<td>8.24</td>
</tr>
</tbody>
</table>

A higher percentage of students who live on campus (70%) than those who live off campus (53%) said that at least one of their parents or their guardian earned a university degree, as shown in the next chart.

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**Did either or both of your parents earn a university degree?**

- **On Campus (N=323)**: 30% Other (Neither parents nor guardians), 70% At least one parent or guardian
- **Off Campus (N=118)**: 47% Other (Neither parents nor guardians), 53% At least one parent or guardian
While a few students who live on campus (residence hall, sorority, fraternity, other campus student housing) said that they currently live in Pierce, Snohomish, or other counties, most students who live on campus (98%) said that they live in King County. The majority of students who live off campus also said that they live in King County (78%), but one in five said that they live in Snohomish County, and one each said that they live in Pierce County or “other” counties. These results are shown in the next chart.

**Implications of the Research**

The research results offer the following considerations for strategic planning and recruiting entering freshmen at UWB.

**Strategic Planning**

- Develop more program/degree opportunities for students. “The variety of courses/programs offered” and “offering the specific program you want” were among the most important considerations for students making decisions about which college or university to attend.

- Continue to develop academic support services for UWB students, including computer labs and support. *Students who live on and off campus rated “academic support overall” as one of the two most important factors in their ability to be*

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4 While the survey targeted and included students who applied to UWS from the six-county region served by UWB and UWT, survey respondents lived predominantly in King County during Autumn Quarter 2005.
successful as a student at the University of Washington. Students who live off campus rated “access to computer labs and support” one of the five most important factors in their ability to be successful.

- Establish and communicate clear admissions standards and provide quick responses to applications. “Knowing admission standards in advance so you can predict whether or not you will be admitted” and “receiving the admission decision with 30 days of application” were the two admissions practices rated highest in importance by students.

- Develop work study and financial aid programs for students. “Financial aid/scholarships available” and “opportunities to work while a student” were significantly more important to students who live off campus than to students who live on campus.

- Schedule classes to accommodate public transportation and work schedules. Students who live off campus rated public transportation more important and said that they work more hours per week than did students who live on campus.

- Consider creating places for students to socialize on campus. “Places to meet friends” was among the five most important factors in the ability to succeed as a student for freshmen who live on campus and the eighth-ranking factor for those who live off campus.

**Recruiting and Messaging**

- Target parents, relatives, friends, and high school faculty as well as potential students with information about UWB. “Advice of parents, relatives, or friends” and “advice of school counselors, advisors, or teachers” were significantly more important to students who live off campus than to those who live on campus.

- Emphasize the academic reputation of the UW degree and high-quality teaching in messages to potential students and people who influence student decisions. Academic reputation” and “high-quality teaching” were the two most important factors in students’ decisions about which college or university to attend.

- Emphasize UWB’s convenient location, the availability of public transportation to campus, convenient parking, and class schedules that accommodate work in messages to potential students and people who influence student decisions. Location is one of the five most important factors in decisions about which college or university to attend. Opportunities to work while a student, live at home, and attend college in the Puget Sound Region and Washington state as well as the availability of public transportation and parking were significantly more important to students who live off campus than to those who live on campus.
Emphasize UWB computer labs and support in messages to potential students and people who influence student decisions. “Access to computer labs and support” was rated significantly more important in the ability to be successful as a student by students who live off campus than by those who live on campus.
Attachments

1. Questionnaire
2. Invitation to participate in the survey
3. Overall Results
4. Results by Location of Residence
5. Verbatim Responses to Open-ended Question
Thank you for participating in this Entering Freshman Survey. The questionnaire has three parts. After answering the questions, click on the “Submit” button at the end of this questionnaire to complete the survey and be entered in the drawing for an iPod nano.

Part I. Decision and Application Process

1. Including the University of Washington, to how many four-year colleges or universities did you apply?

__________________

2. To how many community colleges did you apply?

__________________

3. How important was each of the following in your decision about which college or university to attend? Please circle the number for each item that best reflects your opinion.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice of parents, relatives, or friends</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Advice of school counselors, advisors, or teachers</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Visit to campus</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Contact with faculty or students</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Academic reputation</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Financial aid/scholarships available</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Opportunities to work while a student</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Size of university</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Ability to attend college in the Puget Sound Region</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Ability to attend college in Washington state</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Opportunities to live on campus</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Ability to live at home and commute to school</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Variety of courses/programs offered</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Offering the specific program you want</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>High-quality teaching</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Opportunities to work with business or government organizations as a student intern</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Social climate/availability of social activities</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Collegiate sports</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>
4. If UW Bothell and UW Tacoma admitted freshmen (not just transfer students) when you were applying, would you have wanted to apply to UW Bothell and UW Tacoma at the same time that you applied to UW in Seattle?
   UW Bothell ☐ Yes ☐ No
   UW Tacoma ☐ Yes ☐ No

5. If you had not been admitted to the University of Washington in Seattle, would you have considered attending UW Bothell or UW Tacoma (assuming they admitted freshmen)?
   UW Bothell ☐ Yes ☐ No
   UW Tacoma ☐ Yes ☐ No

6. Now that UW Bothell and UW Tacoma are beginning to admit freshmen, how important do you believe each of the following is to students applying to the University of Washington? Please circle the number that best reflects your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Not at all important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being able to submit a single application to 1, 2, or all 3 UW campuses</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Having a short application that is easy to complete</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Knowing admission standards in advance, so you can predict whether or not you will be admitted</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Receiving the admission decision within 30 days of application</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>
Part II. Being a Successful Student

7. Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington? Please circle the number that best reflects your opinion for each item.

<table>
<thead>
<tr>
<th>Academic Support Overall</th>
<th>Not at all important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Tutoring with written assignments</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Tutoring with math and science assignments</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Access to computer labs and support</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Advising on course selection and academic planning</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Access to small classes (up to 30-40 students)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Opportunities to interact with faculty in and outside of the classroom</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Scheduling and Convenience Overall</th>
<th>Not at all important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Opportunities to take evening classes</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Opportunities to take daytime classes</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Childcare services</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Public transportation to school</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Parking available at school</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Wellness Services Overall</th>
<th>Not at all important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Access to gym/fitness center</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Access to bike and running trails</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Psychological counseling</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Health insurance</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Health care services available on campus</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Opportunities Overall</th>
<th>Not at all important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Places to meet friends (coffee shops, lounges)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Class schedule with breaks/free time to meet friends</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Evening and social events for students</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>Clubs for students (business student club, foreign language club, mountain climbing club, etc.)</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

8. What else is important to your ability to be successful as a student at the University of Washington?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
9. In order to be **most** successful as a student, how many days a week would you want to commute to campus for classes? Please check only one.

- 1
- 2
- 3
- 4
- 5

10. How many days a week are you able to commute to campus for classes? Please check all that apply.

- 1
- 2
- 3
- 4
- 5

11. What do you think your major area of study will be when you are completing your four-year degree?

- Architecture
- Business
- Computing
- Engineering
- Education
- English
- Fine and Performing Arts
- Foreign Languages
- Humanities (philosophy, history, etc.)
- Mathematics/Statistics
- Natural Sciences (biology, botany, genetics, etc.)
- Natural Resources/Environmental Studies
- Physical Sciences (astronomy, chemistry, physics, etc.)
- Medical/Health Sciences
- Social Sciences (psychology, sociology, etc.)
- Other

12. How well do you expect your University of Washington experience to prepare you for each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Not at all well</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Not applicable/ Not important to you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate or professional school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Your career</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Everyday life</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Contributing to society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
Part III. Background Questions

13. Did either or both of your parents earn a university degree?
   Mother ☐ Yes ☐ No
   Father ☐ Yes ☐ No
   Guardian ☐ Yes ☐ No

14. Did either of your parents or your guardian attend the University of Washington?
   ☐ Yes
   ☐ No

15. What is the highest degree you expect to earn
   ☐ Bachelor’s degree
   ☐ Second Bachelor’s degree
   ☐ Master’s degree
   ☐ Medical degree (MD, DO, DDS, DVM)
   ☐ Law degree (LLB or JD)
   ☐ PhD or EdD
   ☐ Other

16. Where do you live now, during Autumn Quarter 2005?
   ☐ Residence hall
   ☐ Sorority/fraternity
   ☐ Other campus student housing
   ☐ With parents or other relatives
   ☐ Other private home, apartment, room
   ☐ Other

17. In what county do you live now, during Autumn Quarter 2005?
   ☐ King
   ☐ Kitsap
   ☐ Pierce
   ☐ Skagit
   ☐ Snohomish
   ☐ Thurston
   ☐ Other. Please specify: ______________________________________

18. What is the zip code where you live now, during Autumn Quarter 2005?
   ___ ___ ___ ___ ___

19. When classes are in session, how many hours per week do you plan to work at a job? Please enter the number below. If you do not plan to work this quarter, please enter “0”.
   ______

Thank you very much for participating in this survey. Please click on the “Submit” button to complete the survey and to be entered in the drawing for an iPod nano.
Dear,

Congratulations again on your start at the University of Washington this fall. Now that classes are underway, I hope everything is going your way, and that you see many wonderful opportunities ahead.

In the last few weeks, I have greatly appreciated the responses of students like you to our survey of incoming students, a tool that greatly helps my office understand how we’re doing, and what we can do better in the future in our work with prospective Huskies. We appreciated the responses of over 1000 students to that survey, and are already learning a great deal from it.

In that same spirit, I would ask your assistance one more time as we present one additional survey, this one directly related to our Bothell and Tacoma campuses’ efforts to begin enrolling freshmen directly from high school for the first time this coming fall. We are glad to help them understand and plan for these changes by inviting your participation in this survey. Only new Seattle campus freshman from the Puget Sound region are being invited to participate in this survey.

If you can please take a moment to complete their survey, do so by clicking here or by going to https://catalysttools.washington.edu/tools/webq3/?sid=9930&owner=frsurvey

UW-Tacoma and UW-Bothell are very interested in learning from you, and to thank students for their participation will enter all respondents in a drawing to receive a free iPod nano!

As you begin, an important first step will be that you enter the following access code, including the zeros. Only students receiving this email will be able to participate in the survey, and you must have this access code to complete the survey. You may even want to jot the code number down if this email message won't be open as you work on the survey:

Please know that your responses will be held in the strictest confidence. The access code we ask you to provide on your form simply allows us to connect your responses to information in your admission file. But, I can assure you, only information about the freshman class as a whole, not you personally, will be considered in our analysis of the responses we receive.

We hope you can take a moment to complete this survey by Monday, October 31. Again, best wishes for an exciting autumn quarter.

Sincerely,
Jim Rawlins
Associate Director of Admissions
University of Washington
How important was each of the following in your decision about which college or university to attend?

<table>
<thead>
<tr>
<th>Advice of parents, relatives, or friends</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all important</td>
<td>22</td>
<td>5.0%</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>6.5%</td>
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<tr>
<td>3</td>
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<td>10.8%</td>
</tr>
<tr>
<td>4</td>
<td>81</td>
<td>18.3%</td>
</tr>
<tr>
<td>5</td>
<td>115</td>
<td>26.0%</td>
</tr>
<tr>
<td>6</td>
<td>81</td>
<td>18.3%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>67</td>
<td>15.1%</td>
</tr>
<tr>
<td>Group Total</td>
<td>443</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advice of school counselors, advisors, or teachers</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all important</td>
<td>38</td>
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</tr>
<tr>
<td>2</td>
<td>59</td>
<td>13.4%</td>
</tr>
<tr>
<td>3</td>
<td>62</td>
<td>14.1%</td>
</tr>
<tr>
<td>4</td>
<td>88</td>
<td>20.0%</td>
</tr>
<tr>
<td>5</td>
<td>98</td>
<td>22.2%</td>
</tr>
<tr>
<td>6</td>
<td>57</td>
<td>12.9%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>39</td>
<td>8.8%</td>
</tr>
</tbody>
</table>
How important was each of the following in your decision about which college or university to attend?

<table>
<thead>
<tr>
<th>Group Total</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Total</td>
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<tr>
<td>Contact with faculty or students</td>
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</tr>
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<tr>
<td></td>
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<td>6</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Extremely important</td>
<td>196</td>
</tr>
<tr>
<td>Group Total</td>
<td>442</td>
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</tr>
<tr>
<td>Cost</td>
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<td>14</td>
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<td></td>
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<td>5</td>
<td>66</td>
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<tr>
<td></td>
<td>6</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Extremely important</td>
<td>126</td>
</tr>
<tr>
<td>Group Total</td>
<td>439</td>
<td>100.0%</td>
</tr>
<tr>
<td>Financial aid/scholarships available</td>
<td>Not at all important</td>
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</tr>
<tr>
<td></td>
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<td>35</td>
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<td></td>
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<td></td>
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</tr>
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<td></td>
<td>6</td>
<td>67</td>
</tr>
<tr>
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<td>112</td>
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<td>Group Total</td>
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<tr>
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<tr>
<td>Group Total</td>
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</tr>
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</table>
How important was each of the following in your decision about which college or university to attend?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size of university</strong></td>
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<tr>
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<td>43</td>
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<td>74</td>
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</tr>
<tr>
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<td>5</td>
<td>112</td>
<td>25.4%</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>8.2%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>23</td>
<td>5.2%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>441</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all important</td>
<td>11</td>
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</tr>
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<td>7</td>
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<tr>
<td>3</td>
<td>17</td>
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<tr>
<td>4</td>
<td>48</td>
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<td>5</td>
<td>97</td>
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<tr>
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<td>131</td>
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</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>437</td>
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</tr>
<tr>
<td><strong>Ability to attend</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>college in the Puget Sound Region Not at all important</td>
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</tr>
<tr>
<td>2</td>
<td>41</td>
<td>9.3%</td>
</tr>
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<td>3</td>
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<td>10.3%</td>
</tr>
<tr>
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<td>53</td>
<td>12.1%</td>
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<td>19.1%</td>
</tr>
<tr>
<td>6</td>
<td>77</td>
<td>17.5%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>65</td>
<td>14.8%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>439</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Ability to attend</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>college in Washington state</td>
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<td>64</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>40</td>
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</tr>
<tr>
<td>4</td>
<td>38</td>
<td>8.7%</td>
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<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>85</td>
<td>19.4%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>112</td>
<td>25.5%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>439</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Opportunities to live</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on campus</td>
<td>Not at all important</td>
<td>59</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>6.8%</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>8.2%</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
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</tr>
<tr>
<td>6</td>
<td>102</td>
<td>23.2%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>84</td>
<td>19.1%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
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<td>100.0%</td>
</tr>
<tr>
<td><strong>Ability to live at home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and commute to school</td>
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<td>187</td>
</tr>
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<td>2</td>
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<td>6</td>
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</tr>
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<td>Extremely important</td>
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<tr>
<td><strong>Group Total</strong></td>
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</tr>
</tbody>
</table>
How important was each of the following in your decision about which college or university to attend?

<table>
<thead>
<tr>
<th>Variety of courses/programs offered</th>
<th>Count</th>
<th>Col %</th>
</tr>
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<tbody>
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<td>Not at all important</td>
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<td>1.6%</td>
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<tr>
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<td>8</td>
<td>1.8%</td>
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<td>7</td>
<td>1.6%</td>
</tr>
<tr>
<td>4</td>
<td>48</td>
<td>10.8%</td>
</tr>
<tr>
<td>5</td>
<td>102</td>
<td>23.0%</td>
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<tr>
<td>6</td>
<td>108</td>
<td>24.4%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>163</td>
<td>36.8%</td>
</tr>
<tr>
<td>Group Total</td>
<td>443</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offering the specific program you want</th>
<th>Count</th>
<th>Col %</th>
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</thead>
<tbody>
<tr>
<td>Not at all important</td>
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<td>2.9%</td>
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<td>12</td>
<td>2.7%</td>
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<td>4</td>
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<tr>
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<tr>
<td>Group Total</td>
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<table>
<thead>
<tr>
<th>High-quality teaching</th>
<th>Count</th>
<th>Col %</th>
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</tr>
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</tr>
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<td>4</td>
<td>36</td>
<td>8.2%</td>
</tr>
<tr>
<td>5</td>
<td>74</td>
<td>16.8%</td>
</tr>
<tr>
<td>6</td>
<td>126</td>
<td>28.6%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>185</td>
<td>42.0%</td>
</tr>
<tr>
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<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities to work with business or government organizations as a student intern</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>44</td>
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<tr>
<td>4</td>
<td>85</td>
<td>19.2%</td>
</tr>
<tr>
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<td>76</td>
<td>17.2%</td>
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<tr>
<td>6</td>
<td>72</td>
<td>16.3%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>69</td>
<td>15.6%</td>
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</table>

<table>
<thead>
<tr>
<th>Social climate/availability of social activities</th>
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<td>6</td>
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<tr>
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<table>
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<tr>
<th>Collegiate sports</th>
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<td>Not at all important</td>
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<td>3</td>
<td>56</td>
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</tr>
<tr>
<td>4</td>
<td>66</td>
<td>15.0%</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>13.6%</td>
</tr>
<tr>
<td>6</td>
<td>37</td>
<td>8.4%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>32</td>
<td>7.3%</td>
</tr>
<tr>
<td>Group Total</td>
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<td>100.0%</td>
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How important was each of the following in your decision about which college or university to attend?

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<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Valid N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice of parents, relatives, or friends</td>
<td>4.69</td>
<td>N=443</td>
</tr>
<tr>
<td>Advice of school counselors, advisors, or teachers</td>
<td>4.08</td>
<td>N=441</td>
</tr>
<tr>
<td>Visit to campus</td>
<td>4.14</td>
<td>N=442</td>
</tr>
<tr>
<td>Contact with faculty or students</td>
<td>3.81</td>
<td>N=440</td>
</tr>
<tr>
<td>Academic reputation</td>
<td>6.08</td>
<td>N=442</td>
</tr>
<tr>
<td>Cost</td>
<td>5.29</td>
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<tr>
<td>Financial aid/scholarships available</td>
<td>4.58</td>
<td>N=442</td>
</tr>
<tr>
<td>Opportunities to work while a student</td>
<td>3.51</td>
<td>N=439</td>
</tr>
<tr>
<td>Size of university</td>
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<td>N=441</td>
</tr>
<tr>
<td>Location</td>
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<td>N=437</td>
</tr>
<tr>
<td>Ability to attend college in the Puget Sound Region</td>
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<td>N=439</td>
</tr>
<tr>
<td>Ability to attend college in Washington state</td>
<td>4.68</td>
<td>N=439</td>
</tr>
<tr>
<td>Opportunities to live on campus</td>
<td>4.57</td>
<td>N=440</td>
</tr>
<tr>
<td>Ability to live at home and commute to school</td>
<td>3.01</td>
<td>N=440</td>
</tr>
<tr>
<td>Variety of courses/programs offered</td>
<td>5.72</td>
<td>N=443</td>
</tr>
<tr>
<td>Offering the specific program you want</td>
<td>5.58</td>
<td>N=442</td>
</tr>
<tr>
<td>High-quality teaching</td>
<td>5.92</td>
<td>N=440</td>
</tr>
<tr>
<td>Opportunities to work with business or government organizations as a student intern</td>
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<td>Social climate/availability of social activities</td>
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<tr>
<td>Collegiate sports</td>
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<td>N=441</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>If UWB and UWT admitted freshmen when you were applying, would you have wanted to apply to UWB and UWT at the same time that you applied to UWS?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWB Only</td>
<td>21</td>
<td>4.8%</td>
</tr>
<tr>
<td>UWT Only</td>
<td>31</td>
<td>7.1%</td>
</tr>
<tr>
<td>Both UWB &amp; UWT</td>
<td>9</td>
<td>2.1%</td>
</tr>
<tr>
<td>Neither UWB nor UWT</td>
<td>375</td>
<td>86.0%</td>
</tr>
<tr>
<td>Group Total</td>
<td>436</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you had NOT been admitted to UWS, would you have considered attending UWB or UWT assuming they admitted</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWB Only</td>
<td>55</td>
<td>12.6%</td>
</tr>
<tr>
<td>UWT Only</td>
<td>61</td>
<td>14.0%</td>
</tr>
<tr>
<td>Both UWB &amp; UWT</td>
<td>74</td>
<td>17.0%</td>
</tr>
<tr>
<td>Neither UWB nor UWT</td>
<td>246</td>
<td>56.4%</td>
</tr>
<tr>
<td>Group Total</td>
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</table>
Now that UWB and UWT are beginning to admit freshmen, how important do you believe each of the following is to students applying to UW?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Not at all important</th>
<th>2.00</th>
<th>3.00</th>
<th>4.00</th>
<th>5.00</th>
<th>6.00</th>
<th>Extremely important</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being able to submit a single application to 1, 2, or all 3 UW campuses</td>
<td>12</td>
<td>12</td>
<td>21</td>
<td>56</td>
<td>82</td>
<td>129</td>
<td>126</td>
<td>2.7%</td>
</tr>
<tr>
<td>Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle</td>
<td>46</td>
<td>29</td>
<td>42</td>
<td>69</td>
<td>111</td>
<td>58</td>
<td>10.4%</td>
<td></td>
</tr>
<tr>
<td>Knowing admission standards in advance, so you can predict whether or not you will be admitted</td>
<td>23</td>
<td>29</td>
<td>35</td>
<td>80</td>
<td>72</td>
<td>112</td>
<td>5.2%</td>
<td></td>
</tr>
<tr>
<td>Receiving the admission decision within 30 days of application</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>45</td>
<td>87</td>
<td>153</td>
<td>2.0%</td>
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</table>

**Group Total**

- Count: 438
- Col %: 100.0%

- Count: 443
- Col %: 100.0%

- Count: 443
- Col %: 100.0%
Now that UWB and UWT are beginning to admit freshmen, how important do you believe each of the following is to students applying to UW?

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<th>Mean</th>
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<tbody>
<tr>
<td>5.45</td>
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<tr>
<td>4.50</td>
<td>N=443</td>
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<tr>
<td>4.92</td>
<td>N=441</td>
</tr>
<tr>
<td>5.70</td>
<td>N=443</td>
</tr>
<tr>
<td>5.59</td>
<td>N=441</td>
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Please rate how important you think each of the following is to your ability to be successful as a student at UW.

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Col %</th>
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<tbody>
<tr>
<td>ACADEMIC SUPPORT OVERALL</td>
<td>Not at all important</td>
<td>1</td>
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<tr>
<td>3.00</td>
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<td>1.9%</td>
</tr>
<tr>
<td>4.00</td>
<td>32</td>
<td>7.5%</td>
</tr>
<tr>
<td>5.00</td>
<td>66</td>
<td>15.6%</td>
</tr>
<tr>
<td>6.00</td>
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<td>Group Total</td>
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</tr>
<tr>
<td>• Tutoring with written assignments</td>
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<tr>
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<td>7.7%</td>
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<tr>
<td>5.00</td>
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<td>6.00</td>
<td>99</td>
<td>22.4%</td>
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<tr>
<td>Extremely important</td>
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<td>20.9%</td>
</tr>
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<td>Group Total</td>
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<td>100.0%</td>
</tr>
<tr>
<td>• Tutoring with math and science assignments</td>
<td>Not at all important</td>
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<tr>
<td>2.00</td>
<td>17</td>
<td>3.9%</td>
</tr>
<tr>
<td>3.00</td>
<td>14</td>
<td>3.2%</td>
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</table>
Please rate how important you think each of the following is to your ability to be successful as a student at UW.

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<th>Class</th>
<th>Count</th>
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<td><strong>Access to computer labs and support</strong></td>
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<td></td>
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<tr>
<td>Not at all important</td>
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<tr>
<td>2.00</td>
<td>8</td>
<td>1.8%</td>
</tr>
<tr>
<td>3.00</td>
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<td>3.9%</td>
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<td>36.5%</td>
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<tr>
<td>Group Total</td>
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</tr>
<tr>
<td><strong>Advising on course selection and academic planning</strong></td>
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</tr>
<tr>
<td>Not at all important</td>
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<td>.2%</td>
</tr>
<tr>
<td>2.00</td>
<td>4</td>
<td>.9%</td>
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<td>4.00</td>
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<td>16.8%</td>
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<td>41.3%</td>
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<tr>
<td><strong>Access to large lecture classes</strong></td>
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<tr>
<td>Not at all important</td>
<td>33</td>
<td>7.5%</td>
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<td>8.4%</td>
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<tr>
<td>Group Total</td>
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</tr>
<tr>
<td><strong>Access to small classes (up to 30-40 students)</strong></td>
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<tr>
<td>Not at all important</td>
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<td>.9%</td>
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<td>.7%</td>
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<tr>
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<td>27.5%</td>
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<tr>
<td>Group Total</td>
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<tr>
<td><strong>Opportunities to interact with faculty in and outside of the classroom</strong></td>
<td></td>
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**CLASS**

<table>
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</table>
Please rate how important you think each of the following is to your ability to be successful as a student at UW.

<table>
<thead>
<tr>
<th>Feature</th>
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<th>Col %</th>
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<tbody>
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<td>Opportunities to take evening classes</td>
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<td></td>
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<td>3.00</td>
<td>53</td>
<td>12.0%</td>
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<tr>
<td>4.00</td>
<td>94</td>
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</tr>
<tr>
<td>5.00</td>
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<td>6.00</td>
<td>65</td>
<td>14.7%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>48</td>
<td>10.9%</td>
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<tr>
<td>Group Total</td>
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<td>100.0%</td>
</tr>
<tr>
<td>Opportunities to take daytime classes</td>
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<td></td>
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<tr>
<td>Not at all important</td>
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<td>1.4%</td>
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</table>
Please rate how important you think each of the following is to your ability to be successful as a student at UW.

<table>
<thead>
<tr>
<th><strong>• Places to meet friends (coffee shops, lounges)</strong></th>
<th><strong>Count</strong></th>
<th><strong>Col %</strong></th>
</tr>
</thead>
<tbody>
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</table>

**Group Total**

<table>
<thead>
<tr>
<th><strong>• Class schedule with breaks/free time to meet friends</strong></th>
<th><strong>Count</strong></th>
<th><strong>Col %</strong></th>
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</thead>
<tbody>
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<tr>
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<td>3.9%</td>
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<td>11.8%</td>
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<tr>
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**Group Total**

<table>
<thead>
<tr>
<th><strong>• Evening and social events for students</strong></th>
<th><strong>Count</strong></th>
<th><strong>Col %</strong></th>
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</tr>
<tr>
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<td>87</td>
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</tr>
<tr>
<td>6.00</td>
<td>127</td>
<td>28.7%</td>
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<tr>
<td>Extremely important</td>
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<td>27.6%</td>
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</table>

**Group Total**

<table>
<thead>
<tr>
<th><strong>• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)</strong></th>
<th><strong>Count</strong></th>
<th><strong>Col %</strong></th>
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</thead>
<tbody>
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<td>2.9%</td>
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<tr>
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**Group Total**

Please rate how important you think each of the following is to your ability to be successful as a student at UW.

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<thead>
<tr>
<th><strong>ACADEMIC SUPPORT OVERALL</strong></th>
<th><strong>Mean</strong></th>
<th><strong>Valid N</strong></th>
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</thead>
<tbody>
<tr>
<td>• Tutoring with written assignments</td>
<td>6.07</td>
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<tr>
<td>• Tutoring with math and science assignments</td>
<td>5.15</td>
<td>N=441</td>
</tr>
<tr>
<td>• Access to computer labs and support</td>
<td>5.63</td>
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<tr>
<td>• Advising on course selection and academic planning</td>
<td>5.73</td>
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</tr>
<tr>
<td>• Access to large lecture classes</td>
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</tr>
<tr>
<td>• Access to small classes (up to 30-40 students)</td>
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<td>N=422</td>
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<tr>
<td>• Access to small classes (up to 30-40 students)</td>
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<td>N=440</td>
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</table>
Please rate how important you think each of the following is to your ability to be successful as a student at UW.

<table>
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<tr>
<th>Category</th>
<th>Mean</th>
<th>Valid N</th>
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</thead>
<tbody>
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<td><strong>CLASS SCHEDULING AND CONVENIENCE OVERALL</strong></td>
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<tr>
<td>• Opportunities to interact with faculty in and outside of the classroom</td>
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<tr>
<td>• Opportunities to take evening classes</td>
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<tr>
<td>• Opportunities to take daytime classes</td>
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<td>• Childcare services</td>
<td>2.45</td>
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<tr>
<td>• Public transportation to school</td>
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<td>N=442</td>
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<tr>
<td>• Parking available at school</td>
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<tr>
<td><strong>HEALTH AND WELLNESS SERVICES OVERALL</strong></td>
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<tr>
<td>• Access to gym/fitness center</td>
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<td>• Access to bike and running trails</td>
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<td>• Psychological counseling</td>
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<td>• Places to meet friends (coffee shops, lounges)</td>
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<td>• Class schedule with breaks/free time to meet friends</td>
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<tr>
<td>• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)</td>
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### How many days a week would you want to commute to campus for classes?

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**Group Total**: 100.0%

### How many days a week would you be able to commute to campus?

<table>
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**Group Total**: 100.0%

### Mean and Valid N

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<tbody>
<tr>
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### Major area of study

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<td>Business</td>
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<td>Education</td>
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<td>Engineering</td>
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<td>English</td>
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<tr>
<td>Fine and Performing Arts</td>
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<tr>
<td>Foreign Languages</td>
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<tr>
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<tr>
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<tr>
<td>Medical/Health Sciences</td>
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<tr>
<td>Natural Resources/Environmental Studies</td>
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<tr>
<td>Natural Sciences (biology, botany, genetics, etc.)</td>
<td>42</td>
</tr>
<tr>
<td>Physical Sciences (astronomy, chemistry, physics, etc.)</td>
<td>26</td>
</tr>
<tr>
<td>Social Sciences (psychology, sociology, etc.)</td>
<td>49</td>
</tr>
<tr>
<td>Other</td>
<td>28</td>
</tr>
</tbody>
</table>

**Group Total**: 100.0%
How well do you expect your UW experience to prepare you for each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate or professional school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>4.00</td>
<td>13</td>
<td>3.1%</td>
</tr>
<tr>
<td>5.00</td>
<td>53</td>
<td>12.8%</td>
</tr>
<tr>
<td>6.00</td>
<td>132</td>
<td>31.9%</td>
</tr>
<tr>
<td>Extremely well</td>
<td>215</td>
<td>51.9%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>414</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Your career</strong></td>
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<td></td>
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<tr>
<td>3.00</td>
<td>5</td>
<td>1.2%</td>
</tr>
<tr>
<td>4.00</td>
<td>18</td>
<td>4.2%</td>
</tr>
<tr>
<td>5.00</td>
<td>69</td>
<td>16.0%</td>
</tr>
<tr>
<td>6.00</td>
<td>131</td>
<td>30.5%</td>
</tr>
<tr>
<td>Extremely well</td>
<td>207</td>
<td>48.1%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>430</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Everyday life</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all well</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>2.00</td>
<td>2</td>
<td>.5%</td>
</tr>
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<td>3.00</td>
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<td>5.4%</td>
</tr>
<tr>
<td>4.00</td>
<td>44</td>
<td>10.3%</td>
</tr>
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<td>104</td>
<td>24.2%</td>
</tr>
<tr>
<td>6.00</td>
<td>130</td>
<td>30.3%</td>
</tr>
<tr>
<td>Extremely well</td>
<td>125</td>
<td>29.1%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>429</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Contributing to society</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all well</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>2.00</td>
<td>2</td>
<td>.5%</td>
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<td>3.7%</td>
</tr>
<tr>
<td>4.00</td>
<td>40</td>
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<td>5.00</td>
<td>89</td>
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</tr>
<tr>
<td>6.00</td>
<td>142</td>
<td>32.9%</td>
</tr>
<tr>
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<td>142</td>
<td>32.9%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>432</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Life-long learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>3.00</td>
<td>9</td>
<td>2.1%</td>
</tr>
<tr>
<td>4.00</td>
<td>28</td>
<td>6.5%</td>
</tr>
<tr>
<td>5.00</td>
<td>64</td>
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</tr>
<tr>
<td>6.00</td>
<td>140</td>
<td>32.6%</td>
</tr>
<tr>
<td>Extremely well</td>
<td>187</td>
<td>43.5%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td>430</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

How well do you expect your UW experience to prepare you for each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Valid N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate or professional school</td>
<td>6.32</td>
<td>N=414</td>
</tr>
<tr>
<td>Your career</td>
<td>6.20</td>
<td>N=430</td>
</tr>
<tr>
<td>Everyday life</td>
<td>5.65</td>
<td>N=429</td>
</tr>
<tr>
<td>Contributing to society</td>
<td>5.80</td>
<td>N=432</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>6.07</td>
<td>N=430</td>
</tr>
</tbody>
</table>
### Did either or both of your parents earn a university degree?

<table>
<thead>
<tr>
<th>Did either or both of your parents earn a university degree?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one parent</td>
<td>291</td>
<td>65.7%</td>
</tr>
<tr>
<td>Other</td>
<td>152</td>
<td>34.3%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td><strong>443</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### Did either of your parents or your guardian attend the University of Washington?

<table>
<thead>
<tr>
<th>Did either of your parents or your guardian attend the University of Washington?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>122</td>
<td>27.6%</td>
</tr>
<tr>
<td>No</td>
<td>320</td>
<td>72.4%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td><strong>442</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### What is the highest degree you expect to earn?

<table>
<thead>
<tr>
<th>What is the highest degree you expect to earn?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td>76</td>
<td>17.2%</td>
</tr>
<tr>
<td>Second Bachelor's degree</td>
<td>14</td>
<td>3.2%</td>
</tr>
<tr>
<td>Law degree (LLB or JD)</td>
<td>16</td>
<td>3.6%</td>
</tr>
<tr>
<td>Master's degree</td>
<td>191</td>
<td>43.2%</td>
</tr>
<tr>
<td>Medical degree (MD, DO, DDS, DVM)</td>
<td>73</td>
<td>16.5%</td>
</tr>
<tr>
<td>PhD or EdD</td>
<td>69</td>
<td>15.6%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>.7%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td><strong>442</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### Where do you live now, during Autumn Quarter 2005?

<table>
<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence hall</td>
<td>280</td>
<td>63.5%</td>
</tr>
<tr>
<td>Sorority/ fraternity</td>
<td>40</td>
<td>9.1%</td>
</tr>
<tr>
<td>Other campus student housing</td>
<td>3</td>
<td>.7%</td>
</tr>
<tr>
<td>With parents or other relatives</td>
<td>96</td>
<td>21.8%</td>
</tr>
<tr>
<td>Other private home, apartment, room</td>
<td>22</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td><strong>441</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### In what county do you live now, during Autumn Quarter 2005?

<table>
<thead>
<tr>
<th>In what county do you live now, during Autumn Quarter 2005?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>402</td>
<td>92.4%</td>
</tr>
<tr>
<td>Pierce</td>
<td>6</td>
<td>1.4%</td>
</tr>
<tr>
<td>Snohomish</td>
<td>25</td>
<td>5.7%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td><strong>Group Total</strong></td>
<td><strong>435</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### What is the Zip code where you live now, during Autumn Quarter 2005?

<table>
<thead>
<tr>
<th>What is the Zip code where you live now, during Autumn Quarter 2005?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>95010</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98003</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98005</td>
<td>1</td>
<td>.2%</td>
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<tr>
<td>98006</td>
<td>5</td>
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<tr>
<td>98007</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98008</td>
<td>4</td>
<td>.9%</td>
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<tr>
<td>98011</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98012</td>
<td>5</td>
<td>1.1%</td>
</tr>
<tr>
<td>98014</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98015</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98021</td>
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<td>.7%</td>
</tr>
<tr>
<td>98023</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98026</td>
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<td>.5%</td>
</tr>
<tr>
<td>98028</td>
<td>1</td>
<td>.2%</td>
</tr>
</tbody>
</table>
### 2005 Survey of Entering Freshmen

<table>
<thead>
<tr>
<th>What is the Zip code where you live now, during Autumn Quarter 2005?</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>98033</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98034</td>
<td>3</td>
<td>.7%</td>
</tr>
<tr>
<td>98036</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98037</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98038</td>
<td>1</td>
<td>.2%</td>
</tr>
<tr>
<td>98040</td>
<td>3</td>
<td>.7%</td>
</tr>
<tr>
<td>98042</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98043</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98052</td>
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<td>.5%</td>
</tr>
<tr>
<td>98055</td>
<td>2</td>
<td>.5%</td>
</tr>
<tr>
<td>98056</td>
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<td>.5%</td>
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<td>98059</td>
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<td>98103</td>
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<td>.5%</td>
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<td>98105</td>
<td>154</td>
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<td>98108</td>
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<td>98155</td>
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<td>.5%</td>
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<tr>
<td>98159</td>
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<td>.5%</td>
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<td>98168</td>
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<td>.7%</td>
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<td>98177</td>
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<td>.9%</td>
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<tr>
<td>98185</td>
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</tr>
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<tr>
<td>98189</td>
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<td>.2%</td>
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</tr>
<tr>
<td>98591</td>
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<td>.2%</td>
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</tbody>
</table>

**Group Total**: 440 | 100.0%
### How many hours per week do you plan to work at a job?

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<th>Count</th>
<th>Col %</th>
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<td>.5%</td>
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<td>.9%</td>
</tr>
<tr>
<td>3</td>
<td>.9%</td>
</tr>
<tr>
<td>4</td>
<td>1.6%</td>
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<tr>
<td>5</td>
<td>2.5%</td>
</tr>
<tr>
<td>6</td>
<td>2.0%</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>2.5%</td>
</tr>
<tr>
<td>9</td>
<td>.5%</td>
</tr>
<tr>
<td>10</td>
<td>8.1%</td>
</tr>
<tr>
<td>12</td>
<td>3.4%</td>
</tr>
<tr>
<td>13</td>
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<tr>
<td>14</td>
<td>.5%</td>
</tr>
<tr>
<td>15</td>
<td>7.2%</td>
</tr>
<tr>
<td>16</td>
<td>1.8%</td>
</tr>
<tr>
<td>17</td>
<td>.2%</td>
</tr>
<tr>
<td>18</td>
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<td>.5%</td>
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<td>25</td>
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<td>26</td>
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</tr>
<tr>
<td>30</td>
<td>.5%</td>
</tr>
<tr>
<td>40</td>
<td>.2%</td>
</tr>
</tbody>
</table>

**Group Total**: 442  100.0%

### Mean and Valid N

<table>
<thead>
<tr>
<th>How many hours per week do you plan to work at a job?</th>
<th>Mean</th>
<th>Valid N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.41</td>
<td>N=442</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>260</td>
<td>58.7%</td>
</tr>
<tr>
<td>Male</td>
<td>183</td>
<td>41.3%</td>
</tr>
</tbody>
</table>

**Group Total**: 443  100.0%

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>10</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>150</td>
<td>33.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18</td>
<td>4.1%</td>
</tr>
<tr>
<td>Native American-Alaskan</td>
<td>5</td>
<td>1.1%</td>
</tr>
<tr>
<td>Native</td>
<td>20</td>
<td>4.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>.7%</td>
</tr>
<tr>
<td>White</td>
<td>237</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

**Group Total**: 443  100.0%
<table>
<thead>
<tr>
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2005 Survey of Entering Freshmen
Autumn 2005 Survey of UW Entering Freshmen

RESULTS BY LOCATION OF RESIDENCE
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<th>Mean</th>
<th>Valid N</th>
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<td>97.2%</td>
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**Mean**: 3.20, 2.36, 2.98, 0.05
How important was each of the following in your decision about which college or university to attend?

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<table>
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How important was each of the following in your decision about which college or university to attend?

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<th>On campus</th>
<th>Off campus</th>
<th>Group Total</th>
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<td>10 8.5%</td>
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</tr>
<tr>
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<td>74 23.0%</td>
<td>38 32.2%</td>
<td>112 25.5%</td>
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<tr>
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<td>322 100.0%</td>
<td>118 100.0%</td>
<td>440 100.0%</td>
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<td>Off campus</td>
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<td>28 24.1%</td>
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<td>11 9.5%</td>
<td>41 9.4%</td>
</tr>
<tr>
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<td>17 14.7%</td>
<td>29 6.6%</td>
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<tr>
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<td>437 100.0%</td>
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<td>29 24.6%</td>
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<td>22 5.0%</td>
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<td>11 2.5%</td>
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<td>1 0.9%</td>
<td>7 1.6%</td>
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<td>5 4.3%</td>
<td>17 3.9%</td>
</tr>
<tr>
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<td>33 10.4%</td>
<td>15 12.8%</td>
<td>48 11.0%</td>
</tr>
<tr>
<td>5</td>
<td>75 23.6%</td>
<td>21 17.9%</td>
<td>96 22.1%</td>
</tr>
<tr>
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<td>31 26.5%</td>
<td>131 30.1%</td>
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<tr>
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<td>125 28.7%</td>
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<td>318 100.0%</td>
<td>117 100.0%</td>
<td>435 100.0%</td>
</tr>
<tr>
<td>Ability to attend college in the Puget Sound Region</td>
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<td>Off campus</td>
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<td>74 16.9%</td>
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<tr>
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<td>8 6.8%</td>
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<td>17 14.4%</td>
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<td>59 18.5%</td>
<td>25 21.2%</td>
<td>84 19.2%</td>
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<td>52 16.3%</td>
<td>24 20.3%</td>
<td>76 17.4%</td>
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<tr>
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<td>44 13.8%</td>
<td>21 17.8%</td>
<td>65 14.9%</td>
</tr>
<tr>
<td>Group Total</td>
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<td>437 100.0%</td>
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<td>56 17.4%</td>
<td>18 15.5%</td>
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</tr>
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<td>58 18.1%</td>
<td>26 22.4%</td>
<td>84 19.2%</td>
</tr>
<tr>
<td>Extremely important</td>
<td>75 23.4%</td>
<td>37 31.9%</td>
<td>112 25.6%</td>
</tr>
<tr>
<td>Group Total</td>
<td>321 100.0%</td>
<td>116 100.0%</td>
<td>437 100.0%</td>
</tr>
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</table>
### 2005 Survey of Entering Freshmen

How important was each of the following in your decision about which college or university to attend?

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<th>Off campus</th>
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<td>%</td>
<td>Count</td>
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<td><strong>Group Total</strong></td>
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<tr>
<td><strong>Variety of courses/programs offered</strong></td>
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<tr>
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<td><strong>Group Total</strong></td>
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<td>Count</td>
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<td>%</td>
<td>Count</td>
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How important was each of the following in your decision about which college or university to attend?

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<td>20</td>
</tr>
<tr>
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<td>11</td>
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<td>100.0%</td>
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How important was each of the following in your decision about which college or university to attend?

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<th>On campus Mean</th>
<th>Valid N</th>
<th>Off campus Mean</th>
<th>Valid N</th>
<th>Group Total Mean</th>
<th>Valid N</th>
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<td>4.97</td>
<td>N=118</td>
<td>4.68</td>
<td>N=441</td>
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<tr>
<td>Advice of school counselors, advisors, or teachers</td>
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<td>4.39</td>
<td>N=118</td>
<td>4.07</td>
<td>N=439</td>
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<td>4.14</td>
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<td>4.14</td>
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<td>3.91</td>
<td>N=116</td>
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<td>5.52</td>
<td>N=117</td>
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<tr>
<td>Size of university</td>
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<td>N=118</td>
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<tr>
<td>Location</td>
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<td>5.73</td>
<td>N=117</td>
<td>5.54</td>
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</tr>
<tr>
<td>Ability to attend college in the Puget Sound Region</td>
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<tr>
<td>Opportunities to live on campus</td>
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<td>2.66</td>
<td>N=118</td>
<td>4.57</td>
<td>N=438</td>
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<tr>
<td>Ability to live at home and commute to school</td>
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<td>Offering the specific program you want</td>
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<td>4.40</td>
<td>N=117</td>
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<td>N=440</td>
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<td>Social climate/availability of social activities</td>
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<td>4.58</td>
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<td>3.25</td>
<td>N=439</td>
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<tr>
<td>If UWB and UWT admitted freshmen when you were applying, would you have wanted to apply to UWB and UWT at the same time that you applied to UWS?</td>
<td>On campus</td>
<td>Off campus</td>
<td>Group Total</td>
<td></td>
<td></td>
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<tr>
<td>Count</td>
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<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
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<tr>
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<td>11</td>
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<td>10</td>
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<td>4.8%</td>
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<tr>
<td>UWT Only</td>
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<td>4</td>
<td>3.4%</td>
<td>30</td>
<td>6.9%</td>
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<tr>
<td>Both UWB &amp; UWT</td>
<td>7</td>
<td>2.2%</td>
<td>2</td>
<td>1.7%</td>
<td>9</td>
<td>2.1%</td>
</tr>
<tr>
<td>Neither UWB nor UWT</td>
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<td>102</td>
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<td>86.2%</td>
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<tr>
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<td>118</td>
<td>100.0%</td>
<td>434</td>
<td>100.0%</td>
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<tr>
<td>If you had NOT been admitted to UWS, would you have considered attending UWB or UWT (assuming they admitted you)</td>
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<td>Off campus</td>
<td>Group Total</td>
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<tr>
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<tr>
<td>Both UWB &amp; UWT</td>
<td>47</td>
<td>14.8%</td>
<td>26</td>
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<td>73</td>
<td>16.8%</td>
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<tr>
<td>Neither UWB nor UWT</td>
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<td>60.1%</td>
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<td>47.4%</td>
<td>246</td>
<td>56.7%</td>
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<tr>
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<td>116</td>
<td>100.0%</td>
<td>434</td>
<td>100.0%</td>
</tr>
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</table>
Now that UWB and UWT are beginning to admit freshmen, how important do you believe each of the following is to students applying to UW?

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<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
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<tr>
<td>Count</td>
<td>Col %</td>
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<tr>
<td>On campus</td>
<td>Off campus</td>
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<tr>
<td>Being able to submit a single application to 1, 2, or all 3 UW campuses</td>
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<tr>
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<td>6.00</td>
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</tr>
<tr>
<td>Extremely important</td>
<td>93</td>
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<td>Group Total</td>
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<tr>
<td>Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle</td>
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<td>Not at all important</td>
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<td>Having a short application that is easy to complete</td>
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<tr>
<td>Knowing admission standards in advance, so you can predict whether or not you will be admitted</td>
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<tr>
<td>Not at all important</td>
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<td>3.00</td>
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<td>4.00</td>
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<td>5.00</td>
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<td>6.00</td>
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<td>Extremely important</td>
<td>88</td>
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<tr>
<td>Group Total</td>
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<tr>
<td>Receiving the admission decision within 30 days of application</td>
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<tr>
<td>Not at all important</td>
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<td>2.00</td>
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<td>3.00</td>
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<td>4.00</td>
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<td>6.00</td>
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<tr>
<td>Extremely important</td>
<td>97</td>
</tr>
<tr>
<td>Group Total</td>
<td>321</td>
</tr>
</tbody>
</table>
Now that UWB and UWT are beginning to admit freshmen, how important do you believe each of the following is to students applying to UW?

<table>
<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
<th>On campus</th>
<th>Off campus</th>
<th>Group Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Valid N</td>
<td>Mean</td>
<td>Valid N</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Being able to submit a single application to 1, 2, or all 3 UW campuses</td>
<td>5.43</td>
<td>N=319</td>
<td>5.52</td>
</tr>
<tr>
<td>Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle</td>
<td>4.50</td>
<td>N=323</td>
<td>4.47</td>
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<tr>
<td>Having a short application that is easy to complete</td>
<td>4.93</td>
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<td>4.86</td>
</tr>
<tr>
<td>Knowing admission standards in advance, so you can predict whether or not you will be admitted</td>
<td>5.67</td>
<td>N=323</td>
<td>5.79</td>
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<tr>
<td>Receiving the admission decision within 30 days of application</td>
<td>5.47</td>
<td>N=321</td>
<td>5.92</td>
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</tbody>
</table>
Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

<table>
<thead>
<tr>
<th>ACADEMIC SUPPORT OVERALL</th>
<th>On campus</th>
<th>Off campus</th>
<th>Group Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all important</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.00</td>
<td>.3%</td>
<td>.2%</td>
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</tr>
<tr>
<td>3.00</td>
<td>7</td>
<td>8</td>
<td>14</td>
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<td>4.00</td>
<td>23</td>
<td>31</td>
<td>54</td>
</tr>
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<td>5.00</td>
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<td>65</td>
<td>113</td>
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<tr>
<td>6.00</td>
<td>91</td>
<td>122</td>
<td>213</td>
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<tr>
<td>Extremely important</td>
<td>140</td>
<td>194</td>
<td>334</td>
</tr>
</tbody>
</table>

Group Total

• Tutoring with written assignments

| Not at all important | 6         | 8          | 14          |
| 2.00                 | 7         | 14         | 21          |
| 3.00                 | 27        | 34         | 61          |
| 4.00                 | 57        | 76         | 133         |
| 5.00                 | 93        | 117        | 210         |
| 6.00                 | 72        | 98         | 170         |
| Extremely important  | 60        | 92         | 152         |

Group Total

• Tutoring with math and science assignments

| Not at all important | 4         | 6          | 10          |
| 2.00                 | 9         | 17         | 26          |
| 3.00                 | 12        | 14         | 26          |
| 4.00                 | 35        | 44         | 79          |
| 5.00                 | 63        | 84         | 147         |
| 6.00                 | 93        | 124        | 217         |
| Extremely important  | 104       | 149        | 253         |

Group Total

• Access to computer labs and support

| Not at all important | 3         | 4          | 7           |
| 2.00                 | 6         | 8          | 14          |
| 3.00                 | 16        | 17         | 33          |
| 4.00                 | 46        | 49         | 95          |
| 5.00                 | 57        | 76         | 133         |
| 6.00                 | 90        | 124        | 214         |
| Extremely important  | 104       | 161        | 265         |

Group Total

• Advising on course selection and academic planning

| Not at all important | 1         | 1          | 2           |
| 2.00                 | 3         | 4          | 7           |
| 3.00                 | 6         | 11         | 17          |
| 4.00                 | 31        | 43         | 74          |
| 5.00                 | 55        | 74         | 129         |
| 6.00                 | 97        | 124        | 221         |
| Extremely important  | 128       | 182        | 310         |

Group Total

• Access to large lecture classes

| Not at all important | 24        | 33         | 57          |
| 2.00                 | 19        | 26         | 45          |
| 3.00                 | 49        | 65         | 114         |
| 4.00                 | 94        | 127        | 221         |
| 5.00                 | 76        | 105        | 181         |
| 6.00                 | 31        | 47         | 78          |
| Extremely important  | 30        | 37         | 67          |

Group Total

Where do you live now, during Autumn Quarter 2005?

<table>
<thead>
<tr>
<th>On campus Count</th>
<th>Off campus Count</th>
<th>Group Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Col %</td>
<td>Col %</td>
<td>Col %</td>
</tr>
<tr>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
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</tbody>
</table>

2005 Survey of Entering Freshmen
Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

<table>
<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
<th>Group Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Off campus</td>
</tr>
<tr>
<td>Count</td>
<td>Col %</td>
</tr>
<tr>
<td><strong>CLASS SCHEDULING AND CONVENIENCE</strong></td>
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</tr>
<tr>
<td><strong>OVERALL</strong></td>
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<tr>
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<tr>
<td>Extremely important</td>
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<tr>
<td><strong>GROUP TOTAL</strong></td>
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<tr>
<td><strong>GROUP TOTAL</strong></td>
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<tr>
<td>Not at all important</td>
<td>322</td>
</tr>
<tr>
<td>Extremely important</td>
<td>322</td>
</tr>
</tbody>
</table>

- **Access to small classes (up to 30-40 students)**
- **Opportunities to interact with faculty in and outside of the classroom**
- **Opportunities to take evening classes**
- **Opportunities to take daytime classes**
- **Childcare services**
Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

<table>
<thead>
<tr>
<th>Public transportation to school</th>
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<th>Count</th>
<th>Col %</th>
<th>Count</th>
<th>Col %</th>
<th>Count</th>
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</table>
Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

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<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>Group Total</td>
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</tr>
<tr>
<td>• Class schedule with breaks/free time to meet friends</td>
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</tr>
<tr>
<td>Group Total</td>
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</tr>
<tr>
<td>• Evening and social events for students</td>
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<tr>
<td>Group Total</td>
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</table>
Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

<table>
<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
<th>Group Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>On campus</td>
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<tr>
<td>Clubs for students</td>
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<tr>
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<td>Extremely important</td>
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<td>Count</td>
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</table>

Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

<table>
<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
<th>Group Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>On campus</td>
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<tr>
<td>Academic Support Overall</td>
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</tr>
<tr>
<td>Tutoring with written assignments</td>
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<tr>
<td>Tutoring with math and science assignments</td>
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<tr>
<td>Access to computer labs and support</td>
<td>5.59</td>
</tr>
<tr>
<td>Advising on course selection and academic planning</td>
<td>5.93</td>
</tr>
<tr>
<td>Access to large lecture classes</td>
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<tr>
<td>Access to small classes (up to 30-40 students)</td>
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</tr>
<tr>
<td>Opportunities to interact with faculty in and outside of the classroom</td>
<td>5.80</td>
</tr>
<tr>
<td>Class Scheduling and Convenience Overall</td>
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</tr>
<tr>
<td>Opportunities to take evening classes</td>
<td>4.08</td>
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<tr>
<td>Opportunities to take daytime classes</td>
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<tr>
<td>Childcare services</td>
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<tr>
<td>Public transportation to school</td>
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<tr>
<td>Parking available at school</td>
<td>4.24</td>
</tr>
<tr>
<td>Health and Wellness Services Overall</td>
<td>5.25</td>
</tr>
</tbody>
</table>
Please rate how important you think each of the following is to your ability to be successful as a student at the University of Washington.

<table>
<thead>
<tr>
<th>Where do you live now, during Autumn Quarter 2005?</th>
<th>Group Total</th>
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</thead>
<tbody>
<tr>
<td><strong>On campus</strong></td>
<td><strong>Off campus</strong></td>
</tr>
<tr>
<td>Mean</td>
<td>Valid N</td>
</tr>
<tr>
<td>• Access to gym/fitness center</td>
<td>5.48</td>
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<tr>
<td>• Access to bike and running trails</td>
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</tr>
<tr>
<td>• Psychological counseling</td>
<td>4.06</td>
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<tr>
<td>• Health insurance</td>
<td>4.12</td>
</tr>
<tr>
<td>• Health care services available on campus</td>
<td>5.01</td>
</tr>
</tbody>
</table>
**SOCIAL OPPORTUNITIES OVERALL**
| Mean | Valid N | Mean | Valid N | Mean | Valid N |
| • Places to meet friends (coffee shops, lounges) | 5.78 | N=317 | 5.45 | N=114 | 5.69 | N=431 |
| • Class schedule with breaks/free time to meet friends | 5.80 | N=322 | 5.69 | N=118 | 5.77 | N=440 |
| • Evening and social events for students | 5.44 | N=320 | 5.48 | N=118 | 5.45 | N=438 |
| • Clubs for students (business student club, foreign language club, mountain climbing club, etc.) | 5.50 | N=322 | 5.16 | N=118 | 5.41 | N=440 |
| Mean | Valid N | Mean | Valid N | Mean | Valid N |
| 5.78 | N=322 | 5.53 | N=118 | 5.71 | N=440 |

Where do you live now, during Autumn Quarter 2005?

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<tr>
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<td><strong>Off campus</strong></td>
<td><strong>Group Total</strong></td>
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<tr>
<td>How many days a week would you want to commute to campus for classes?</td>
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<td>10.3%</td>
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<td>1.7%</td>
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<td>117</td>
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<td>431</td>
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<tr>
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### 2005 Survey of Entering Freshmen

#### Where do you live now, during Autumn Quarter 2005?

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#### Major area of study

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### How well do you expect your UW experience to prepare you for each of the following?

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### 2005 Survey of Entering Freshmen

#### Did either or both of your parents earn a university degree?

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<td>118</td>
<td>100.0%</td>
<td>441</td>
<td>100.0%</td>
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#### Did either of your parents or your guardian attend U if it f?

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#### What is the highest degree you expect to earn?

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#### Where do you live now, during Autumn Quarter 2005?

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### Zip code where you live now, during Autumn Quarter 2005?

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### Where do you live now, during Autumn Quarter 2005?

<table>
<thead>
<tr>
<th></th>
<th>On campus</th>
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<th>Group Total</th>
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### How many hours per week do you plan to work at a job?

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<tr>
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<td>118</td>
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</table>

### Where do you live now, during Autumn Quarter 2005?

<table>
<thead>
<tr>
<th>How many hours per week do you plan to work at a job?</th>
<th>On campus</th>
<th></th>
<th>Off campus</th>
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<th>Group Total</th>
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<td>How many hours per week do you plan to work at a job?</td>
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<td>5.43 N=440</td>
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</table>
What else is important to your ability to be successful as a student at the University of Washington? *(comments from 294 respondents)*

<table>
<thead>
<tr>
<th>Good surroundings are an important factor in studying</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Having a mentor.</td>
</tr>
<tr>
<td>- Programs where they'd assist first-year generation/low-income like Trio or UW's Student Support Services.</td>
</tr>
<tr>
<td>- Opportunities to meet new people.</td>
</tr>
<tr>
<td>a friendly atmosphere among the students and the staff</td>
</tr>
<tr>
<td>A good place to study, and a learning environment where the student is able to ask questions during a lecture/class (not too big of class sizes)</td>
</tr>
<tr>
<td>A good variety of study locations such as libraries, study centers, study lounges etc. as well as professors who are easy to understand</td>
</tr>
<tr>
<td>A guide to help you know where to get help be it with academics, health, etc... Especially for freshmen. Even if the services are available they need to know where to get them.</td>
</tr>
<tr>
<td>A high level of academic Excellence. I succeed more often when I have to work hard than when I am able to procrastinate.</td>
</tr>
<tr>
<td>A larger quantity of places to eat, especially down by the Physics/Astronomy buildings.</td>
</tr>
<tr>
<td>A lot of friends who you can help and ones who can help you.</td>
</tr>
<tr>
<td>A network of friends to count on!</td>
</tr>
<tr>
<td>A nice place to stay such as dorms, greek system.</td>
</tr>
<tr>
<td>A place with good teachers and the resources (books, libraries, labs, computers, etc.) that a student needs to be able to learn well.</td>
</tr>
<tr>
<td>A quiet place to study.</td>
</tr>
<tr>
<td>a safe campus area with good police patrols</td>
</tr>
<tr>
<td>A Want to be here and learn.</td>
</tr>
<tr>
<td>ability to be in campus band</td>
</tr>
<tr>
<td>ability to stay focus</td>
</tr>
<tr>
<td>Access to academic counselors (I don't even know where to find one!) and availability of quiet study areas.</td>
</tr>
<tr>
<td>Access to libraries and internet within the campus.</td>
</tr>
<tr>
<td>Access to many libraries.</td>
</tr>
<tr>
<td>access to professors</td>
</tr>
<tr>
<td>Access to the setting and atmosphere to study.</td>
</tr>
<tr>
<td>Advisors</td>
</tr>
<tr>
<td>Advisors taking an active role in helping to choose classes.</td>
</tr>
<tr>
<td>ALOT AND ALOT OF ZZZZZZZZZZZZ, SLEEP. GOOD TIME MANAGEMENT, AND GET ALOT OF GIRLS PHONE NUMBER WHEN IN SMALL CLASSES, SO THEY'LL GET TO BE MORE FRIENDLY AND WILLING TO HELP YOU MORE.</td>
</tr>
<tr>
<td>always have left over money for emergencies.</td>
</tr>
<tr>
<td>As for now, I would just like to focus on my education, in getting good grades and knowing more about my staff and faculties. Since I live at home, I would have to commute back and forth, so I would have to manage my time in doing homework and community service. I would need to work on using my time more efficiently and being able to balance my schedule. I know that entering college would be hard, and I would do my best in being who I want to be.</td>
</tr>
<tr>
<td>attitude toward doing nothing and how willing one is to remain inactive in society</td>
</tr>
<tr>
<td>Availability of classes for incoming freshmen. A lot of freshmen couldn't take classes they wanted because they were already full.</td>
</tr>
<tr>
<td>Balance between academic and social activities.</td>
</tr>
<tr>
<td>be able to communicate with the professor...not only the TAs</td>
</tr>
<tr>
<td>Review sessions for mid terms...not just tutoring.</td>
</tr>
<tr>
<td>be able to know where to turn for help with class</td>
</tr>
<tr>
<td>Be in a diverse population, with diverse faculty. For African Americans to not feel so disconnected because there is only maybe 150 other students that they can relate to on a cultural level. And faculty, needs to be more culturally spread.</td>
</tr>
<tr>
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<tr>
<td>Beat the curve</td>
</tr>
<tr>
<td>Become interactive and known, not just as a face, in lecture classes consisting of over 500 students.</td>
</tr>
<tr>
<td>Being able to communicate with someone about my degree.</td>
</tr>
<tr>
<td>Being able to complete work and reading without overwhelming amounts of work from other classes.</td>
</tr>
<tr>
<td>Being able to find a group of people who are willing to support and help each other in every way possible, not just &quot;lone wolfing&quot; it.</td>
</tr>
<tr>
<td>Being able to get academic help in any way you need it.</td>
</tr>
<tr>
<td>Being able to have quiet places to work where my focus can be entirely directed towards my learning.</td>
</tr>
<tr>
<td>Being able to manage my time and getting accustomed to the different types of teaching and testing methods.</td>
</tr>
<tr>
<td>being able to manage your time b/t classes</td>
</tr>
<tr>
<td>Being able to try out a large variety of things and perhaps find something to be passionate about.</td>
</tr>
<tr>
<td>Being able to understand and learn the information presented to me by being able to have a healthy, clean, ad hospitable environment for studying or equivalent to studying.</td>
</tr>
<tr>
<td>being clear on graduation and major requirements</td>
</tr>
<tr>
<td>being comfertable while at school, feeling like you are doing well</td>
</tr>
<tr>
<td>Being given information about the differences of highschool and college work and what is expected of you.</td>
</tr>
<tr>
<td>Being in a diverse environment. UW lacks diversity, we need to change that.</td>
</tr>
<tr>
<td>being placed in a permanent room right away would help because then you don't have a adjust in the middle of midterms.</td>
</tr>
<tr>
<td>Better chances of getting the classes I want</td>
</tr>
<tr>
<td>better knowledge of what college is like, before coming</td>
</tr>
<tr>
<td>Build a campus-wide wireless network for students and staff</td>
</tr>
<tr>
<td>Campus Housing</td>
</tr>
<tr>
<td>Career advising</td>
</tr>
<tr>
<td>close places to get food. there should be one in every building.</td>
</tr>
<tr>
<td>CLUE</td>
</tr>
<tr>
<td>CLUE and other study type sessions are very helpful</td>
</tr>
<tr>
<td>College enables a student with much more free time in comparison to High School. Managing all this extra time into productive activities is the key to success.</td>
</tr>
<tr>
<td>Collegiate Sports</td>
</tr>
<tr>
<td>comfortability w/ housing, campus, people, classes, activities and faculty.</td>
</tr>
<tr>
<td>Comfotable living environment and lower cost for food.</td>
</tr>
<tr>
<td>-Commitment and a skateboard</td>
</tr>
<tr>
<td>convenient class times and more chances of getting the classes you are interested in</td>
</tr>
<tr>
<td>counseling on available internships and job opportunities on campus</td>
</tr>
<tr>
<td>Creating a feel of a smaller classroom by getting to know the professors.</td>
</tr>
<tr>
<td>Daily attendance.</td>
</tr>
<tr>
<td>Degree Counseling specific to departments.</td>
</tr>
<tr>
<td>determination and motivation</td>
</tr>
<tr>
<td>During quiz sections and Homework discussions, to have TA's that actually know how to do all the problems in advance so when we ask them to explain something, they can do so without difficulty.</td>
</tr>
<tr>
<td>Easy access to involvement.</td>
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<tr>
<td>Better football team.</td>
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<tr>
<td>Easy way to choose roomates</td>
</tr>
<tr>
<td>Environment to get to know fellow students with similar majors and being able to communicate tips and tricks of the trade.</td>
</tr>
</tbody>
</table>
Events that work around students who commute and do not live on campus.

Everything listed above.

Faculty whom all speak fluent English.

Family support in what my plans are and what I am studying.

Feeling secure in my environment

Flexibility of curriculum

Focusing on academics first and foremost.

food and housing costs

For the students to have a say when finals and midterms take place.

Forced conferences with professors.

foreign exchange programs that are held quarterly for those interested (someone don't like going for an entire semester).

frats

Free time.

Friendly, understanding, ENGLISH SPEAKING TA’s

going involved in clubs, intermurals, social activities as well as help the university while making friends and achieving academic success

Getting lots of help and advice, learning good study methods, easy and convienent access to information.

Good dorms!

Good on-campus living conditions...

Good quiet places on campus to study

GOOD TEACHERS!!! Which isn't always the case!!!

Good, inexpensive food services (something that the UW is lacking)

Inexpensive housing opportunities

Complete, reliable wireless network in all buildings

good, vegan food

Hard work and a bit of luck.

Have a good and welcoming feeling about campus and are able to be yourself.

Have resources and old tests available to study from, make the dorm rooms sound proof for easier studying times, and more restrictions on quiet hours.

Have the support of the University and not just feel like a number, or a payday.

Having a good night sleep at dorm; better soundproof system

Having a large/long-term goal to strive for (medical school) and a strong group of friends for socials and academic support.

Having a library close by

Having a positive environment, where distraction would not occur.

Having a postive environment for the students to just learn and do well in school.

Having a study center open during the evening where I can go to get help after class.

Having an opportunity to work in the field I want to major in so I can have more hands on experience.

Having an advisor and counselor to talk to.

Having clear guidelines AND easy to access said guidelines to recieve aid from Disabled Student Services.

Having CLUE and other study centers. Also, when the professors are available to help.

Having conviences such as local bank branches on campus. Having a beautiful campus that makes you proud of going to school everyday and being part of something great. Providing activities/entertainment that gives students a break from constantly studying.

Having everything listed above in walking distance.

Having interesting classes.

Having personal tutors available through the university who are familiar with specific courses and how to
approach the material.

Having professors that can let you speak how you want and what you want. For example, my professor word things really weirdly on tests, and we don't get a say in it. So many people end up guessing or getting horrible scores. Or simply professors who can word things correct. Too much of them speak in their own personality, which they create making new terms words, that DO NOT EXIST!!

Having professors who care about your education and that are willing to work with you and discuss things outside of class to allow one to grow more as a student. Also, programs available to help incoming freshmen get used to the campus and prepare them for future quarters, which is already present in the FIG's.

having small classes in between lectures to have a discussion in a small group.

Having smaller classes that aren't run without a teacher.

Having social groups in which you can study.

Having support and various help program for hard classes.

Having teachers who want you to succeed.

Having the support I get from my sorority sisters.

Help with time management.

honors program, peer support

Hours of workload within the classes

I am currently in a FIG, where I have classes with the same students. This is a great way to make new friends and learn from each other when we need help.

I believe a better, more user friendly program for freshmans and new transfer students to get into classes would be very ncie. I also believe that FIGs should be more open then just to certain classes. I really wanted to joina FIG but due to the small amount of class chocies and schedule conflicts I was not able to do so.

I believe that a good support system, as well as one that understands the tough academic standards one must achieve at a university such as the UW, plays a huge role in the success of the students.

I can't think of anything that has not been addressed already.

I currently have a job on campus. This is very important to me.

I dont really know, I guess that help with classes is the most important to me. It is nice to have places to go and get help. Also it is nice to have things to do since you are not in class of studying all the time.

I feel that the greates asset to any student is the ability to find help when and where they need it. There are many opportunuties on campus including CLUE, study times, and office hours all dedicated to help students when they are in need of help.

I like the opportunuties for international programs and the access to world-class talks and lectures outside of the classroom.

I need good teachers, good materials, access to help if needed, and plenty of time to work.

I need to be comfortable with classes I am taking and the environment around me.

I need to have some study-buddies that take the classes I take and can work with me to figure out problems. The UW's FIG program is an excellent way of doing just that.

i think it is important to be able to balance work and play. i like how there are plenty of group activities to do essentially every day.

I think that having FIG's all through freshman year would help greatly and a lot of other freshmen I have talked to also think it would help.

I think the above sections have already covered all the important areas for success.

i would like it if the teachers would actually teach or guide ciriculum instead of just having it in a book

I would say everything was pretty much covered in the above questions.

I'll be successful as long as the resources are available for me to get assistance with my homework, I'm provided with many opportunities to get involved with extra-curricular activities, and the faculty is there to contact if I need to speak with them.

I'm not sure.

In order to be a successful student at the University of Washington, you need to be very focused on your work when you are in class and doing homework. Partying is fun, but it will kill your success if you don't stay focused on why you are really here: to get an education.
In order to be a successful student at the UW i need a sense of security. Knowing that i'm safe at the UW (in the streets, in the dorm, etc.) can let me concentrate on my studies. Also, in order to concentrate i must be comfortable where i am, and not feel like i'm in an old, dirty building. Things need to be clean and nice or else i am uncomfortable.

In order to be successful at the University of Washington, I need to work hard, and ask for help when I have not understand sometime in my classes. I will always make sure that I will use the resources available to me well in order to achieve some of my goals. Make friends that will make differences in the world.

Independance
Independent motivation of a student.

Internship opportunities, more career fairs, the continuation of programs like CLUE, greater scholarship opportunities for things like study abroad

Iono

It is essential to have people outside of the UW that you can talk to. Also, in order to do well, one must be willing to study hard. Being willing to reach beyond your comfort level, whether it is going to office hours for help, or just meeting new people can also be a part of being successful.

It is important for students to have plenty of space to study or research in. Quiet areas like libraries or computer labs are crucial.

It is important that students are given ample opportunities to meet and converse with fellow students. The more events like Dawg Daze, the better.

It is important to be motivated by good teachers and by good peers around you. A place to quietly study and helpful tutors like CLUE

It is important to focus on freshman for the first quarter.

It would be nice to be a freshman and have a larger say in the types of accomodations you recieve. Being stuck in a dorm with someone that you do not know, and do not want to hang around is awkward, whereas if incoming freshman could choose who they want to room with (even have a seminar set aside to meet people to room with), that would make the entire college expirience better.

It's important to have internet access

It's important to not have a bunch of people in a room, triples should not be allowed.

I've found that being able to type my notes helps a lot in my success as a student, as I type much faster than I write.

Just being able to connect with not only those in my classes but also those I've never met before.

just doing ur homework:D

Just knowing that you'll be able to get help with what you need.

Knowing how to manage time to maintain a proper balance of social time and study time.

Knowing that I can go home on weekends. My dorm room as a place to study, read, and/ or just get away from the rest of the world. Trying out for Crew.

Knowing that you are in a comfortable surrounding where you can not only grow as a student, but as a person in whole.

Knowing upper classmen to give you advice on what classes to take and to show you the ins and outs of the campus.

Knowing where to get help when you need it, getting to know your professors

Knowledge of the rigor and standards of classes according to former students with similar academic strengths.

Large and variant library services available

late night study groups for different subjects

Learn to prioritize time and schedule class study times more carefully.

Learning how to manage time and to take classes that fit what you are good at; too many requirements force people to take classes they don't want to, so then they tend not to do as well in them.

Libraries

Libraries and having quiet places to study

Living close to campus

Living on campus is very important. It keeps me close to school and students so i can recieve help when i need it.
<table>
<thead>
<tr>
<th>Making connections with people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many quiet study locations.</td>
</tr>
<tr>
<td>Maybe discount stores where things may be sold for low prices. Also, HUSKY card at more places.</td>
</tr>
<tr>
<td>Most important is having access to help from faculty, TAs, group help.</td>
</tr>
<tr>
<td>mostly covered above</td>
</tr>
<tr>
<td>Mostly, I think that faculty and TA's need to be available for questions about lectures/classes. Office hours are therefore very important, and/or resource centers where students can go for help with homework/papers/etc.</td>
</tr>
<tr>
<td>Motivation is key to success at the UW. It is a big place here, and the help won't come to you if you don't seek it out. But there is plenty of help out there, just waiting.</td>
</tr>
<tr>
<td>My own ability and free time, I suppose. It's tough to quantify exactly, but I've always been a very independent learner.</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>NA</td>
</tr>
<tr>
<td>Networking.</td>
</tr>
<tr>
<td>No comment</td>
</tr>
<tr>
<td>non-accademic events that fit around my class schedule.</td>
</tr>
<tr>
<td>not much else</td>
</tr>
<tr>
<td>not munch</td>
</tr>
<tr>
<td>Not smoking too much.</td>
</tr>
<tr>
<td>nothing</td>
</tr>
<tr>
<td>Nothing - just to have more opportunity to meet up with TA's and Professors outside of office hours.</td>
</tr>
<tr>
<td>nothing else that wasn't already mentioned.</td>
</tr>
<tr>
<td>Office hours are extremely helpful. So is the ability to have more places than a library to study.</td>
</tr>
<tr>
<td>Once students are taking classes there should be a survey to see if they feels satisfied with the teacher and the class. Provide free lunch to low income students</td>
</tr>
<tr>
<td>online discussion boards</td>
</tr>
<tr>
<td>Open tutoring sessions in all subjects</td>
</tr>
<tr>
<td>Opportunities for registered student organizations, such as sororities and fraternities.</td>
</tr>
<tr>
<td>Opportunities to meet other people because it's extremely difficult to meet new people when you're commuting every day.</td>
</tr>
<tr>
<td>Opportunities with advisors that really know what they are talking about to help plan and lessen stress on the student. Having them be very accessible and available.</td>
</tr>
<tr>
<td>Organization and hard work!</td>
</tr>
<tr>
<td>Organization!!!</td>
</tr>
<tr>
<td>Outlets for minority students to become involved in.</td>
</tr>
<tr>
<td>Patience and drive.</td>
</tr>
<tr>
<td>Persistence and using all the resources that are available to you.</td>
</tr>
<tr>
<td>Places to study outside of the dorm room. I would like to have lectures recorded so we can watch them on the internet to review. only people in the certain class could watch with a password or something, that would be nice.</td>
</tr>
<tr>
<td>Plenty of group help and study opportunities facilitated or conducted by TAs and/or professors.</td>
</tr>
<tr>
<td>practical requirements, i don't want to take classes for my major that i don't like or am not interested in, at least more than one.</td>
</tr>
<tr>
<td>Proper time management, available computers to use, and available assistance from faculty.</td>
</tr>
<tr>
<td>quick responses and availability from staff when i have questions either over email or the phone.</td>
</tr>
<tr>
<td>quiet study areas</td>
</tr>
<tr>
<td>quiet study areas</td>
</tr>
<tr>
<td>Quiet study locations, such as libraries, cafes, etc.</td>
</tr>
<tr>
<td>reminders sent for deadlines that are close, availability of scholarships</td>
</tr>
<tr>
<td>Research opportunities.</td>
</tr>
</tbody>
</table>
Reviewing goals everyday, and why I want to accomplish them. Also, the feeling of prestige, worth, and the expectation to live up to something great. The atmosphere is filled with positivity. Many of the people going here have very well off parents who have accomplished many great things, so they expect nothing but success, just like their parents. I'm sure once I'm in the engineering program, the atmosphere will continue to rise as all of the people here without any direction fade off into the distance.

**Scholarships**

Since I'm paying for college myself and have to keep up a full course load and almost a full time job, it's nice to have professors who understand that. And it'd be nice if FAFSA was easier to complete as a student.

**Sleep!** Having a roommate questionnaire which includes approximate going to bed times and then matching up similar people would be priceless... *yawn*

**Sleeping, social activity.**

**Staff office hours and class study sessions**

**Study and review**

**Study Centers**

Study Centers are very helpful for my success at the University of Washington.

**study centers open all the time**

**Study centers, tutors, healthy available snacks**

**study partners. a person in which is reliable that can help you if you need it. a refuge.**

**Study rooms inside the dorms**

**24-hr Odegaard Library - yes!**

**Study sessions available to students**

**STUDY STUDY STUDY**

**Study time/places**

**Some kind of motivation**

**Studying the recommended time for each class, and reading the material from the book as well as listening during lecture.**

**succeeding**

**Successfully matching roommates with similar study habits/schedules.**

**Sup.**

**Support and academic help from friends and family as well as quiet time to be alone to do work for classes.**

**taking advantage of things like the math study center, clue, the libraries and other resources designed to help students do well at UW.**

**Taking advantages of these opportunities.**

**Teacher availability**

**teachers that give tests on what they teach in class**

**Technological integration- i.e., being able to look up assignments/lecture notes at course website, etc.**

**Technological support on campus.**

**The ability of the faculty to keep me motivated and interested in the subject matter.**

**The ability to find your own voice in such a big campus.**

**The ability to get help of information at any time that you need it!**

**The ability to get in touch with student of international heritage, who speaks the language of the country that i want to go to**

**the ability to pursue academic interests outside of normal classes (i.e. research, etc. )**

**The ability to take classes in the areas of my interest**

**The academic atmosphere.**

**The activities and the quality of the people I meet.**

**the amount of quiet time we get if we are staying in dorms, the amount of after class study sessions available sometimes 24 hours around midterm and finals time.**

**The atmosphere in general.**
The availability if the library system practically 24hrs.

The FIG program is proving to be very helpful in providing opportunities to meet people.

The great food on campus.

The hiring of qualified and learned faculty, limiting the number of upper level courses taught by teacher's assistants and giving all students proper housing accommodations.

The libraries are nice. I wish that there were more comfortable chairs around.

The main thing that I feel would help me be successful is access to resources to help me organize my schedule and help me decide which classes I should take.

The most important factors in my ability to be successful at school is my faith in God and internal stability.

The Office of Minority Affairs and the IC.

The overall environment being positive.

The possibility to be able to talk to professors and ta's and receive help.

The quantity and quality of exam review sessions.

The rest of what is important to being a successful student relies heavily on the individual (i.e., time management, time spent studying, etc.).

The social climate at UW.

The tutoring centers and online class forums are very helpful. It would be much easier if I didn't commute so far, but that is my decision.

The University Bookstore!

The University of Washington has already provided all of the desire that I could hope for in terms of being a successful student (plenty of academic resources, people to get help from, quiet study areas). However, I think something that would help me be just a little more successful here would be if the UW continued &quot;caring&quot; about it's students. We, as students, notice a lot of things, especially when those things directly affect us. This could possibly include little things, such as the slight overpricing of meals in the residence halls (it adds up!). For example, we notice when we're getting three small pieces of meat, yet at the same time, our plates have a football quantity of rice! Give me more meat!

Time for reflection.

Time management

Time management is a really hard one for me. maybe some kind of short freshman seminar on that subject would be helpful.

Time management is extremely important and the most difficult

Time management, distance from classes and dorms, understanding of flow of classes and grading

Time to sleep

To be able to manage my time effectively and to stay focused when studying.

To be able to study well and have a good study environment.

To be happy and healthy with your surroundings.

To be in a positive environment with other students who are excited to learn, and professors who are just as excited to teach!

To be successful it is important that the UW offer all that was listed above. Even though UW does offer this, is was not mentioned, but intercultural experiences are very important in developing skills for the real world.

To learn how to manage your time.

Tutoring with English language.

tutors

Tutors for almost all the major subjects.

Ultimately I like to rely on no one else but myself to attain my goals, and although I realize that it is likely impossible to succeed without others help, I also believe that in the end the results are predominately of my doing. Thus I can think of only one more important item to add to this list of importance, that being myself.

um, everything was covered...

using my time wisely

variety of food on campus
While having a challenging course load is always good, overloading yourself, even if you can manage time very well, will lead to virtually NO free time and cause much much UNWANTED STRESS!! DON'T DO IT! Have some fun at college too.

### Wireless Internet Access!!! (Wi-Fi)
Libraries
- work hard and use library resources
- Working hard and not letting yourself get too lazy.

- Workshops in things that many college students lack, like time management or study skills.
- You must be able to plan your own life schedule around school, not school around your life.