



Autumn 2005 Survey of UW Entering Freshmen

Summary Report

February 3, 2006

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Table of Contents

Background and Objectives	1
Research Methods.....	1
Results and Key Findings	2
Importance of Factors in Decisions about which College or University to Attend.....	3
Opinions of Attending UWB or UWT as an Alternative to UWS.....	4
Opinions of What Will Help Students Succeed at UW	6
Opinions of How UW Will Prepare Students for the Future	7
Background Information.....	7
Implications of the Research.....	9
Appendix	
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	

University of Washington, Bothell
Autumn 2005 Survey of UW Entering Freshmen
Summary Report

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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.² 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.³ Responses that differed significantly are discussed below for each of the information objectives of the research, along with other key findings.

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*

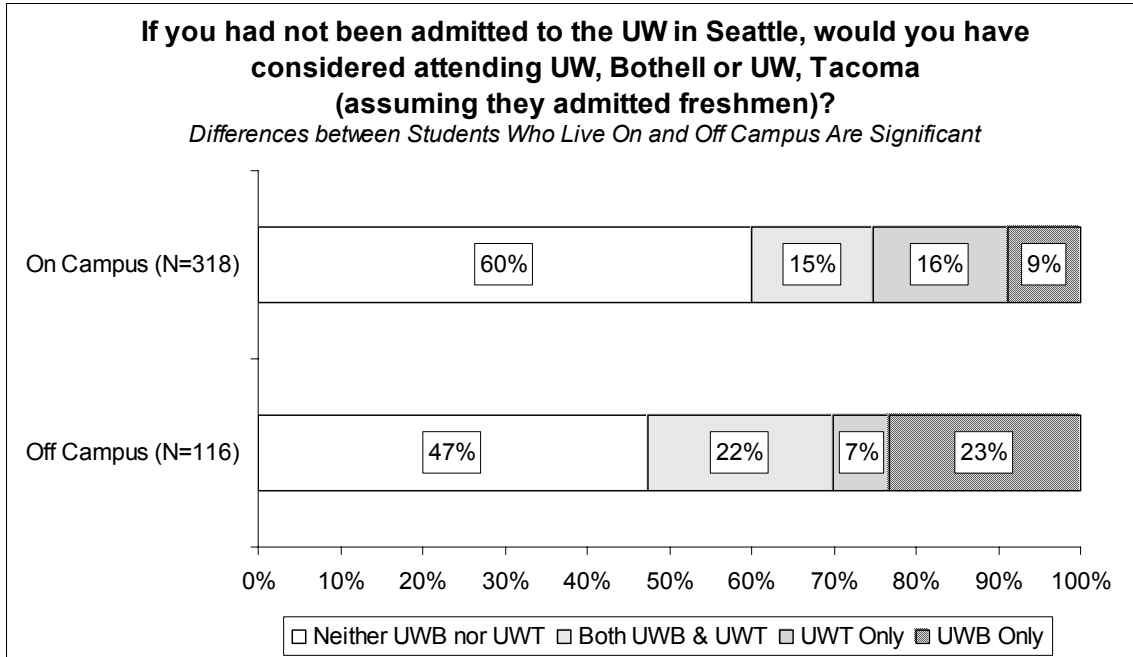
	On Campus (N=319 to 322)	Off Campus (N=116 to 118)
Advice of parents, relatives, or friends	4.58	4.97
Advice of school counselors, advisors, or teachers	3.95	4.39
Financial aid/scholarships available	4.44	4.93
Opportunities to work while a student	3.32	4.02
Ability to attend college in the Puget Sound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

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

	On Campus (N=321)	Off Campus (N=118)
Receiving the admission decision within 30 days of application	5.47	5.92

“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.

*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*

	On Campus (N=317 to 322)	Off Campus (N=114 to 118)
Access to computer labs and support	5.59	6.14
Public transportation to school	4.54	6.03
Parking available at school	4.24	5.44
Social opportunities overall	5.78	5.45

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

Average Ratings

Differences between Students who Live On and Off Campus Are Significant

	On Campus (N=314, 307)	Off Campus (N=117)
In order to be most successful as a student, how many days a week would you want to commute to campus for classes?	3.31	4.29
How many days a week are you able to commute to campus?	4.17	4.79

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

Differences between Students who Live On and Off Campus Are Significant

	On Campus (N=314)	Off Campus (N=114)
Life-long learning	6.16	5.84

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.

Number of Colleges or Universities to which Students Applied

Average Ratings

Differences between Students who Live On and Off Campus Are Significant

	On Campus (N=323)	Off Campus (N=118)
Including the University of Washington, to how many four-year colleges or universities did you apply?	3.20	2.36

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.

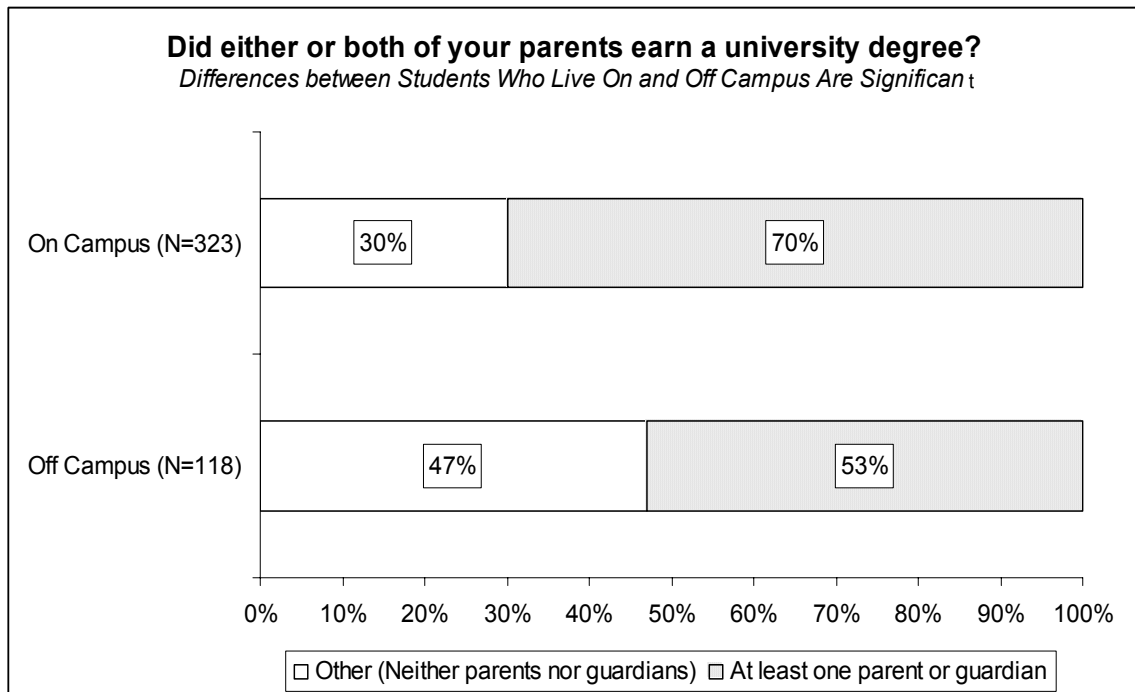
Hours per Week Students Planned to Work During Autumn Quarter 2005

Average Ratings

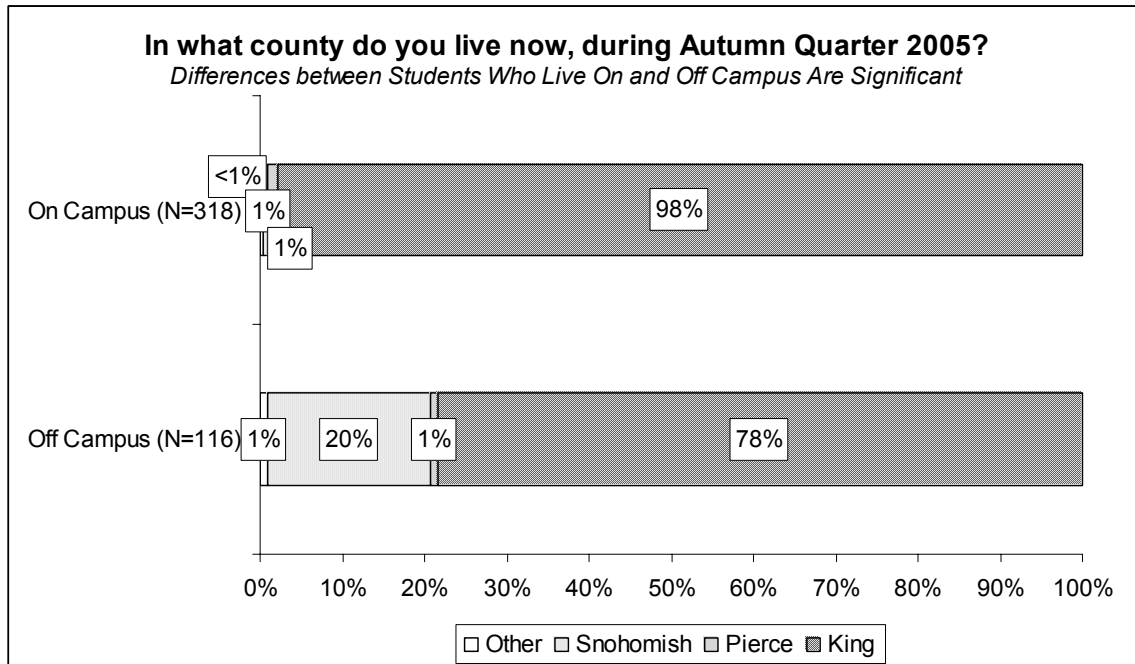
Differences between Students who Live On and Off Campus Are Significant

	On Campus (N=322)	Off Campus (N=118)
When classes are in session this quarter, how many hours per week do you plan to work at a job?	4.40	8.24

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.



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.⁴ 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*

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

**University of Washington
Survey of Entering Freshmen**

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.

	Not at all important						Extremely important
	1	2	3	4	5	6	7
Advice of parents, relatives, or friends	1	2	3	4	5	6	7
Advice of school counselors, advisors, or teachers	1	2	3	4	5	6	7
Visit to campus	1	2	3	4	5	6	7
Contact with faculty or students	1	2	3	4	5	6	7
Academic reputation	1	2	3	4	5	6	7
Cost	1	2	3	4	5	6	7
Financial aid/scholarships available	1	2	3	4	5	6	7
Opportunities to work while a student	1	2	3	4	5	6	7
Size of university	1	2	3	4	5	6	7
Location	1	2	3	4	5	6	7
Ability to attend college in the Puget Sound Region	1	2	3	4	5	6	7
Ability to attend college in Washington state	1	2	3	4	5	6	7
Opportunities to live on campus	1	2	3	4	5	6	7
Ability to live at home and commute to school	1	2	3	4	5	6	7
Variety of courses/programs offered	1	2	3	4	5	6	7
Offering the specific program you want	1	2	3	4	5	6	7
High-quality teaching	1	2	3	4	5	6	7
Opportunities to work with business or government organizations as a student intern	1	2	3	4	5	6	7
Social climate/availability of social activities	1	2	3	4	5	6	7
Collegiate sports	1	2	3	4	5	6	7

DRAFT – Used To Create Catalyst Online Questionnaire

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.

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

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.

	Not at all important					Extremely important		
	1	2	3	4	5	6	7	
Academic Support Overall								
• Tutoring with written assignments	1	2	3	4	5	6	7	
• Tutoring with math and science assignments	1	2	3	4	5	6	7	
• Access to computer labs and support	1	2	3	4	5	6	7	
• Advising on course selection and academic planning	1	2	3	4	5	6	7	
• Access to large lecture classes	1	2	3	4	5	6	7	
• Access to small classes (up to 30-40 students)	1	2	3	4	5	6	7	
• Opportunities to interact with faculty in and outside of the classroom	1	2	3	4	5	6	7	
Class Scheduling and Convenience Overall								
• Opportunities to take evening classes	1	2	3	4	5	6	7	
• Opportunities to take daytime classes	1	2	3	4	5	6	7	
• Childcare services	1	2	3	4	5	6	7	
• Public transportation to school	1	2	3	4	5	6	7	
• Parking available at school	1	2	3	4	5	6	7	
Health and Wellness Services Overall								
• Access to gym/fitness center	1	2	3	4	5	6	7	
• Access to bike and running trails	1	2	3	4	5	6	7	
• Psychological counseling	1	2	3	4	5	6	7	
• Health insurance	1	2	3	4	5	6	7	
• Health care services available on campus	1	2	3	4	5	6	7	
Social Opportunities Overall								
• Places to meet friends (coffee shops, lounges)	1	2	3	4	5	6	7	
• Class schedule with breaks/free time to meet friends	1	2	3	4	5	6	7	
• Evening and social events for students	1	2	3	4	5	6	7	
• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)	1	2	3	4	5	6	7	

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

DRAFT – Used To Create Catalyst Online Questionnaire

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?

	Not at all well					Extremely well		Not applicable/ Not important to you
	1	2	3	4	5	6	7	9
Graduate or professional school	1	2	3	4	5	6	7	9
Your career	1	2	3	4	5	6	7	9
Everyday life	1	2	3	4	5	6	7	9
Contributing to society	1	2	3	4	5	6	7	9
Life-long learning	1	2	3	4	5	6	7	9

Part III. Background Questions

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

- | | | |
|----------|------------------------------|-----------------------------|
| Mother | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Father | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Guardian | <input type="checkbox"/> Yes | <input type="checkbox"/> 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

Autumn 2005 Survey of UW Entering Freshmen

OVERALL RESULTS

2005 Survey of Entering Freshmen

		Count	Col %
Including the University of Washington, to how many four-year colleges or universities did you apply?	0	21	4.7%
	1	100	22.6%
	2	96	21.7%
	3	74	16.7%
	4	66	14.9%
	5	39	8.8%
	6	23	5.2%
	7	6	1.4%
	8	11	2.5%
	9	1	.2%
	10	2	.5%
	11	2	.5%
	12	2	.5%
Group Total		443	100.0%
To how many community colleges did you apply?	0	428	96.6%
	1	11	2.5%
	2	1	.2%
	3	2	.5%
	5	1	.2%
Group Total		443	100.0%

	Mean	Valid N
Including the University of Washington, to how many four-year colleges or universities did you apply?	2.97	N=443
To how many community colleges did you apply?	.05	N=443

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

		Count	Col %
Advice of parents, relatives, or friends	Not at all important	22	5.0%
	2	29	6.5%
	3	48	10.8%
	4	81	18.3%
	5	115	26.0%
	6	81	18.3%
	Extremely important	67	15.1%
Group Total		443	100.0%
Advice of school counselors, advisors, or teachers	Not at all important	38	8.6%
	2	59	13.4%
	3	62	14.1%
	4	88	20.0%
	5	98	22.2%
	6	57	12.9%
	Extremely important	39	8.8%

2005 Survey of Entering Freshmen

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

		Count	Col %
Group Total		441	100.0%
Visit to campus	Not at all important	51	11.5%
	2	35	7.9%
	3	68	15.4%
	4	90	20.4%
	5	88	19.9%
	6	63	14.3%
	Extremely important	47	10.6%
Group Total		442	100.0%
Contact with faculty or students	Not at all important	59	13.4%
	2	60	13.6%
	3	67	15.2%
	4	86	19.5%
	5	81	18.4%
	6	62	14.1%
	Extremely important	25	5.7%
Group Total		440	100.0%
Academic reputation	Not at all important	4	.9%
	2	4	.9%
	3	5	1.1%
	4	23	5.2%
	5	64	14.5%
	6	146	33.0%
	Extremely important	196	44.3%
Group Total		442	100.0%
Cost	Not at all important	14	3.2%
	2	24	5.5%
	3	24	5.5%
	4	66	15.0%
	5	66	15.0%
	6	119	27.1%
	Extremely important	126	28.7%
Group Total		439	100.0%
Financial aid/scholarships available	Not at all important	52	11.8%
	2	35	7.9%
	3	49	11.1%
	4	67	15.2%
	5	60	13.6%
	6	67	15.2%
	Extremely important	112	25.3%
Group Total		442	100.0%
Opportunities to work while a student	Not at all important	80	18.2%
	2	65	14.8%
	3	78	17.8%
	4	84	19.1%
	5	62	14.1%
	6	41	9.3%
	Extremely important	29	6.6%
Group Total		439	100.0%

2005 Survey of Entering Freshmen

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

		Count	Col %
Size of university	Not at all important	43	9.8%
	2	45	10.2%
	3	74	16.8%
	4	108	24.5%
	5	112	25.4%
	6	36	8.2%
	Extremely important	23	5.2%
	Group Total		441
Location	Not at all important	11	2.5%
	2	7	1.6%
	3	17	3.9%
	4	48	11.0%
	5	97	22.2%
	6	131	30.0%
	Extremely important	126	28.8%
	Group Total		437
Ability to attend college in the Puget Sound Region	Not at all important	74	16.9%
	2	41	9.3%
	3	45	10.3%
	4	53	12.1%
	5	84	19.1%
	6	77	17.5%
	Extremely important	65	14.8%
	Group Total		439
Ability to attend college in Washington state	Not at all important	64	14.6%
	2	25	5.7%
	3	40	9.1%
	4	38	8.7%
	5	75	17.1%
	6	85	19.4%
	Extremely important	112	25.5%
	Group Total		439
Opportunities to live on campus	Not at all important	59	13.4%
	2	30	6.8%
	3	36	8.2%
	4	60	13.6%
	5	69	15.7%
	6	102	23.2%
	Extremely important	84	19.1%
	Group Total		440
Ability to live at home and commute to school	Not at all important	187	42.5%
	2	55	12.5%
	3	35	8.0%
	4	35	8.0%
	5	37	8.4%
	6	38	8.6%
	Extremely important	53	12.0%
	Group Total		440

2005 Survey of Entering Freshmen

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

		Count	Col %
Variety of courses/programs offered	Not at all important	7	1.6%
	2	8	1.8%
	3	7	1.6%
	4	48	10.8%
	5	102	23.0%
	6	108	24.4%
	Extremely important	163	36.8%
Group Total		443	100.0%
Offering the specific program you want	Not at all important	13	2.9%
	2	12	2.7%
	3	27	6.1%
	4	46	10.4%
	5	71	16.1%
	6	100	22.6%
	Extremely important	173	39.1%
Group Total		442	100.0%
High-quality teaching	Not at all important	6	1.4%
	2	5	1.1%
	3	8	1.8%
	4	36	8.2%
	5	74	16.8%
	6	126	28.6%
	Extremely important	185	42.0%
Group Total		440	100.0%
Opportunities to work with business or government organizations as a student intern	Not at all important	44	10.0%
	2	42	9.5%
	3	54	12.2%
	4	85	19.2%
	5	76	17.2%
	6	72	16.3%
	Extremely important	69	15.6%
Group Total		442	100.0%
Social climate/availability of social activities	Not at all important	19	4.3%
	2	28	6.3%
	3	38	8.6%
	4	66	15.0%
	5	114	25.9%
	6	99	22.4%
	Extremely important	77	17.5%
Group Total		441	100.0%
Collegiate sports	Not at all important	124	28.1%
	2	66	15.0%
	3	56	12.7%
	4	66	15.0%
	5	60	13.6%
	6	37	8.4%
	Extremely important	32	7.3%
Group Total		441	100.0%

2005 Survey of Entering Freshmen

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

	Mean	Valid N
Advice of parents, relatives, or friends	4.69	N=443
Advice of school counselors, advisors, or teachers	4.08	N=441
Visit to campus	4.14	N=442
Contact with faculty or students	3.81	N=440
Academic reputation	6.08	N=442
Cost	5.29	N=439
Financial aid/scholarships available	4.58	N=442
Opportunities to work while a student	3.51	N=439
Size of university	3.91	N=441
Location	5.54	N=437
Ability to attend college in the Puget Sound Region	4.19	N=439
Ability to attend college in Washington state	4.68	N=439
Opportunities to live on campus	4.57	N=440
Ability to live at home and commute to school	3.01	N=440
Variety of courses/programs offered	5.72	N=443
Offering the specific program you want	5.58	N=442
High-quality teaching	5.92	N=440
Opportunities to work with business or government organizations as a student intern	4.36	N=442
Social climate/availability of social activities	4.89	N=441
Collegiate sports	3.25	N=441

		Count	Col %
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?	UWB Only	21	4.8%
	UWT Only	31	7.1%
	Both UWB & UWT	9	2.1%
	Neither UWB nor UWT	375	86.0%
Group Total		436	100.0%
If you had NOT been admitted to UWS, would you have considered attending UWB or UWT (assuming they admitted)	UWB Only	55	12.6%
	UWT Only	61	14.0%
	Both UWB & UWT	74	17.0%
	Neither UWB nor UWT	246	56.4%
	Group Total	436	100.0%

2005 Survey of Entering Freshmen

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?

		Count	Col %
Being able to submit a single application to 1, 2, or all 3 UW campuses	Not at all important	12	2.7%
	2.00	12	2.7%
	3.00	21	4.8%
	4.00	56	12.8%
	5.00	82	18.7%
	6.00	129	29.5%
	Extremely important	126	28.8%
Group Total		438	100.0%
Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle	Not at all important	46	10.4%
	2.00	29	6.5%
	3.00	42	9.5%
	4.00	69	15.6%
	5.00	111	25.1%
	6.00	88	19.9%
	Extremely important	58	13.1%
Group Total		443	100.0%
Having a short application that is easy to complete	Not at all important	23	5.2%
	2.00	29	6.6%
	3.00	35	7.9%
	4.00	80	18.1%
	5.00	72	16.3%
	6.00	112	25.4%
	Extremely important	90	20.4%
Group Total		441	100.0%
Knowing admission standards in advance, so you can predict whether or not you will be admitted	Not at all important	6	1.4%
	2.00	4	.9%
	3.00	14	3.2%
	4.00	45	10.2%
	5.00	87	19.6%
	6.00	153	34.5%
	Extremely important	134	30.2%
Group Total		443	100.0%
Receiving the admission decision within 30 days of application	Not at all important	6	1.4%
	2.00	8	1.8%
	3.00	26	5.9%
	4.00	55	12.5%
	5.00	77	17.5%
	6.00	121	27.4%
	Extremely important	148	33.6%
Group Total		441	100.0%

2005 Survey of Entering Freshmen

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?

	Mean	Valid N
Being able to submit a single application to 1, 2, or all 3 UW campuses	5.45	N=438
Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle	4.50	N=443
Having a short application that is easy to complete	4.92	N=441
Knowing admission standards in advance, so you can predict whether or not you will be admitted	5.70	N=443
Receiving the admission decision within 30 days of application	5.59	N=441

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

		Count	Col %
ACADEMIC SUPPORT OVERALL	Not at all important	1	.2%
	2.00	1	.2%
	3.00	8	1.9%
	4.00	32	7.5%
	5.00	66	15.6%
	6.00	122	28.8%
	Extremely important	194	45.8%
Group Total		424	100.0%
• Tutoring with written assignments	Not at all important	8	1.8%
	2.00	14	3.2%
	3.00	34	7.7%
	4.00	77	17.5%
	5.00	117	26.5%
	6.00	99	22.4%
	Extremely important	92	20.9%
Group Total		441	100.0%
• Tutoring with math and science assignments	Not at all important	6	1.4%
	2.00	17	3.9%
	3.00	14	3.2%
	4.00	45	10.2%
	5.00	84	19.1%
	6.00	125	28.4%
	Extremely important	149	33.9%
Group Total		440	100.0%

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 UW.

		Count	Col %
• Access to computer labs and support	Not at all important	4	.9%
	2.00	8	1.8%
	3.00	17	3.9%
	4.00	49	11.1%
	5.00	78	17.7%
	6.00	124	28.1%
	Extremely important	161	36.5%
Group Total		441	100.0%
• Advising on course selection and academic planning	Not at all important	1	.2%
	2.00	4	.9%
	3.00	11	2.5%
	4.00	45	10.2%
	5.00	74	16.8%
	6.00	124	28.1%
	Extremely important	182	41.3%
Group Total		441	100.0%
• Access to large lecture classes	Not at all important	33	7.5%
	2.00	26	5.9%
	3.00	65	14.7%
	4.00	128	29.0%
	5.00	105	23.8%
	6.00	48	10.9%
	Extremely important	37	8.4%
Group Total		442	100.0%
• Access to small classes (up to 30-40 students)	Not at all important	4	.9%
	2.00	3	.7%
	3.00	14	3.2%
	4.00	52	11.8%
	5.00	99	22.5%
	6.00	147	33.4%
	Extremely important	121	27.5%
Group Total		440	100.0%
• Opportunities to interact with faculty in and outside of the classroom	Not at all important	2	.5%
	2.00	6	1.4%
	3.00	12	2.7%
	4.00	47	10.6%
	5.00	81	18.3%
	6.00	151	34.2%
	Extremely important	143	32.4%
Group Total		442	100.0%
CLASS SCHEDULING AND CONVENIENCE OVERALL	Not at all important	2	.5%
	2.00	1	.2%
	3.00	6	1.4%
	4.00	33	7.5%
	5.00	70	15.9%
	6.00	134	30.4%
	Extremely important	195	44.2%
Group Total		441	100.0%

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 UW.

		Count	Col %
• Opportunities to take evening classes	Not at all important	43	9.8%
	2.00	51	11.6%
	3.00	53	12.0%
	4.00	94	21.3%
	5.00	87	19.7%
	6.00	65	14.7%
	Extremely important	48	10.9%
Group Total		441	100.0%
• Opportunities to take daytime classes	Not at all important	6	1.4%
	2.00	3	.7%
	3.00	4	.9%
	4.00	25	5.6%
	5.00	86	19.4%
	6.00	114	25.7%
	Extremely important	205	46.3%
Group Total		443	100.0%
• Childcare services	Not at all important	210	47.5%
	2.00	67	15.2%
	3.00	44	10.0%
	4.00	49	11.1%
	5.00	38	8.6%
	6.00	18	4.1%
	Extremely important	16	3.6%
Group Total		442	100.0%
• Public transportation to school	Not at all important	45	10.2%
	2.00	27	6.1%
	3.00	30	6.8%
	4.00	51	11.5%
	5.00	68	15.4%
	6.00	98	22.2%
	Extremely important	123	27.8%
Group Total		442	100.0%
• Parking available at school	Not at all important	63	14.3%
	2.00	34	7.7%
	3.00	34	7.7%
	4.00	60	13.6%
	5.00	61	13.8%
	6.00	90	20.4%
	Extremely important	100	22.6%
Group Total		442	100.0%
HEALTH AND WELLNESS SERVICES OVERALL	Not at all important	12	2.7%
	2.00	11	2.5%
	3.00	27	6.2%
	4.00	67	15.3%
	5.00	107	24.5%
	6.00	104	23.8%
	Extremely important	109	24.9%
Group Total		437	100.0%

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 UW.

		Count	Col %
• Access to gym/fitness center	Not at all important	13	3.0%
	2.00	12	2.7%
	3.00	22	5.0%
	4.00	53	12.0%
	5.00	91	20.7%
	6.00	119	27.0%
	Extremely important	130	29.5%
Group Total		440	100.0%
• Access to bike and running trails	Not at all important	27	6.1%
	2.00	27	6.1%
	3.00	42	9.5%
	4.00	84	19.0%
	5.00	81	18.4%
	6.00	88	20.0%
	Extremely important	92	20.9%
Group Total		441	100.0%
• Psychological counseling	Not at all important	46	10.4%
	2.00	52	11.8%
	3.00	73	16.6%
	4.00	89	20.2%
	5.00	80	18.1%
	6.00	60	13.6%
	Extremely important	41	9.3%
Group Total		441	100.0%
• Health insurance	Not at all important	59	13.5%
	2.00	44	10.0%
	3.00	60	13.7%
	4.00	80	18.3%
	5.00	70	16.0%
	6.00	72	16.4%
	Extremely important	53	12.1%
Group Total		438	100.0%
• Health care services available on campus	Not at all important	26	5.9%
	2.00	23	5.2%
	3.00	37	8.4%
	4.00	72	16.4%
	5.00	90	20.5%
	6.00	92	20.9%
	Extremely important	100	22.7%
Group Total		440	100.0%
SOCIAL OPPORTUNITIES OVERALL	Not at all important	7	1.6%
	2.00	4	.9%
	3.00	18	4.2%
	4.00	47	10.9%
	5.00	85	19.6%
	6.00	123	28.4%
Extremely important	149	34.4%	
Group Total		433	100.0%

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 UW.

		Count	Col %
• Places to meet friends (coffee shops, lounges)	Not at all important	4	.9%
	2.00	4	.9%
	3.00	12	2.7%
	4.00	45	10.2%
	5.00	90	20.4%
	6.00	138	31.2%
	Extremely important	149	33.7%
Group Total		442	100.0%
• Class schedule with breaks/free time to meet friends	Not at all important	7	1.6%
	2.00	17	3.9%
	3.00	27	6.1%
	4.00	52	11.8%
	5.00	81	18.4%
	6.00	129	29.3%
	Extremely important	127	28.9%
Group Total		440	100.0%
• Evening and social events for students	Not at all important	8	1.8%
	2.00	19	4.3%
	3.00	22	5.0%
	4.00	57	12.9%
	5.00	87	19.7%
	6.00	127	28.7%
	Extremely important	122	27.6%
Group Total		442	100.0%
• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)	Not at all important	5	1.1%
	2.00	15	3.4%
	3.00	13	2.9%
	4.00	40	9.0%
	5.00	78	17.6%
	6.00	135	30.5%
	Extremely important	156	35.3%
Group Total		442	100.0%

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

	Mean	Valid N
ACADEMIC SUPPORT OVERALL	6.07	N=424
• Tutoring with written assignments	5.15	N=441
• Tutoring with math and science assignments	5.63	N=440
• Access to computer labs and support	5.73	N=441
• Advising on course selection and academic planning	5.92	N=441
• Access to large lecture classes	4.22	N=442
• Access to small classes (up to 30-40 students)	5.65	N=440

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 UW.

	Mean	Valid N
• Opportunities to interact with faculty in and outside of the classroom	5.77	N=442
CLASS SCHEDULING AND CONVENIENCE OVERALL	6.06	N=441
• Opportunities to take evening classes	4.17	N=441
• Opportunities to take daytime classes	6.03	N=443
• Childcare services	2.45	N=442
• Public transportation to school	4.94	N=442
• Parking available at school	4.57	N=442
HEALTH AND WELLNESS SERVICES OVERALL	5.27	N=437
• Access to gym/fitness center	5.44	N=440
• Access to bike and running trails	4.81	N=441
• Psychological counseling	4.02	N=441
• Health insurance	4.11	N=438
• Health care services available on campus	4.94	N=440
SOCIAL OPPORTUNITIES OVERALL	5.69	N=433
• Places to meet friends (coffee shops, lounges)	5.77	N=442
• Class schedule with breaks/free time to meet friends	5.45	N=440
• Evening and social events for students	5.41	N=442
• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)	5.71	N=442

2005 Survey of Entering Freshmen

		Count	Col %
How many days a week would you want to commute to campus for classes?	1	99	22.9%
	2	21	4.8%
	3	57	13.2%
	4	49	11.3%
	5	207	47.8%
Group Total		433	100.0%
How many days a week would you be able to commute to campus?	1	54	12.7%
	2	9	2.1%
	3	13	3.1%
	4	15	3.5%
	5	335	78.6%
Group Total		426	100.0%

	Mean	Valid N
How many days a week would you want to commute to campus for classes?	3.56	N=433
How many days a week would you be able to commute to campus?	4.33	N=426

		Count	Col %
Major area of study	Architecture	11	2.5%
	Business	71	16.2%
	Computing	10	2.3%
	Education	4	.9%
	Engineering	71	16.2%
	English	9	2.1%
	Fine and Performing Arts	17	3.9%
	Foreign Languages	7	1.6%
	Humanities (philosophy, history, etc.)	27	6.2%
	Mathematics/Statistics	3	.7%
	Medical/Health Sciences	61	13.9%
	Natural Resources/Environmental Studies	2	.5%
	Natural Sciences (biology, botany, genetics, etc.)	42	9.6%
	Physical Sciences (astronomy, chemistry, physics, etc.)	26	5.9%
	Social Sciences (psychology, sociology, etc.)	49	11.2%
	Other	28	6.4%
Group Total		438	100.0%

2005 Survey of Entering Freshmen

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

		Count	Col %
Graduate or professional school	3.00	1	.2%
	4.00	13	3.1%
	5.00	53	12.8%
	6.00	132	31.9%
	Extremely well	215	51.9%
Group Total		414	100.0%
Your career	3.00	5	1.2%
	4.00	18	4.2%
	5.00	69	16.0%
	6.00	131	30.5%
	Extremely well	207	48.1%
Group Total		430	100.0%
Everyday life	Not at all well	1	.2%
	2.00	2	.5%
	3.00	23	5.4%
	4.00	44	10.3%
	5.00	104	24.2%
	6.00	130	30.3%
	Extremely well	125	29.1%
Group Total		429	100.0%
Contributing to society	Not at all well	1	.2%
	2.00	2	.5%
	3.00	16	3.7%
	4.00	40	9.3%
	5.00	89	20.6%
	6.00	142	32.9%
	Extremely well	142	32.9%
Group Total		432	100.0%
Life-long learning	2.00	2	.5%
	3.00	9	2.1%
	4.00	28	6.5%
	5.00	64	14.9%
	6.00	140	32.6%
Extremely well	187	43.5%	
Group Total		430	100.0%

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

	Mean	Valid N
Graduate or professional school	6.32	N=414
Your career	6.20	N=430
Everyday life	5.65	N=429
Contributing to society	5.80	N=432
Life-long learning	6.07	N=430

2005 Survey of Entering Freshmen

		Count	Col %
Did either or both of your parents earn a university degree?	At least one parent	291	65.7%
	Other	152	34.3%
Group Total		443	100.0%

		Count	Col %
Did either of your parents or your guardian attend the University of Washington?	Yes	122	27.6%
	No	320	72.4%
Group Total		442	100.0%
What is the highest degree you expect to earn?	Bachelor's degree	76	17.2%
	Second Bachelor's degree	14	3.2%
	Law degree (LLB or JD)	16	3.6%
	Master's degree	191	43.2%
	Medical degree (MD, DO, DDS, DVM)	73	16.5%
	PhD or EdD	69	15.6%
	Other	3	.7%
Group Total		442	100.0%
Where do you live now, during Autumn Quarter 2005?	Residence hall	280	63.5%
	Sorority/ fraternity	40	9.1%
	Other campus student housing	3	.7%
	With parents or other relatives	96	21.8%
	Other private home, apartment, room	22	5.0%
Group Total		441	100.0%
In what county do you live now, during Autumn Quarter 2005?	King	402	92.4%
	Pierce	6	1.4%
	Snohomish	25	5.7%
	Other	2	.5%
Group Total		435	100.0%

		Count	Col %
What is the Zip code where you live now, during Autumn Quarter 2005?	95010	1	.2%
	98003	2	.5%
	98005	1	.2%
	98006	5	1.1%
	98007	2	.5%
	98008	4	.9%
	98011	1	.2%
	98012	5	1.1%
	98014	1	.2%
	98015	2	.5%
	98021	3	.7%
	98023	1	.2%
	98026	2	.5%
	98028	1	.2%

2005 Survey of Entering Freshmen

		Count	Col %
What is the	98033	1	.2%
Zip code	98034	3	.7%
where you	98036	1	.2%
live now,	98037	2	.5%
during	98038	1	.2%
Autumn	98040	3	.7%
Quarter	98042	2	.5%
2005?	98043	2	.5%
	98052	2	.5%
	98055	2	.5%
	98056	2	.5%
	98058	2	.5%
	98059	1	.2%
	98072	2	.5%
	98074	2	.5%
	98076	1	.2%
	98103	2	.5%
	98105	154	35.0%
	98108	5	1.1%
	98112	1	.2%
	98115	5	1.1%
	98117	4	.9%
	98118	4	.9%
	98121	1	.2%
	98122	1	.2%
	98125	8	1.8%
	98133	5	1.1%
	98136	1	.2%
	98144	3	.7%
	98145	1	.2%
	98146	6	1.4%
	98148	1	.2%
	98155	2	.5%
	98159	2	.5%
	98168	3	.7%
	98177	4	.9%
	98185	2	.5%
	98188	1	.2%
	98189	1	.2%
	98195	143	32.5%
	98204	3	.7%
	98208	4	.9%
	98275	5	1.1%
	98296	1	.2%
	98311	1	.2%
	98354	1	.2%
	98391	1	.2%
	98495	1	.2%
	98499	1	.2%
	98501	1	.2%
	98591	1	.2%
Group Total		440	100.0%

2005 Survey of Entering Freshmen

		Count	Col %
How many hours per week do you plan to work at a job?	0	252	57.0%
	1	2	.5%
	2	4	.9%
	3	4	.9%
	4	7	1.6%
	5	11	2.5%
	6	9	2.0%
	7	3	.7%
	8	11	2.5%
	9	2	.5%
	10	36	8.1%
	12	15	3.4%
	13	3	.7%
	14	2	.5%
	15	32	7.2%
	16	8	1.8%
	17	1	.2%
	18	3	.7%
	19	2	.5%
	20	22	5.0%
	22	2	.5%
23	2	.5%	
24	1	.2%	
25	4	.9%	
26	1	.2%	
30	2	.5%	
40	1	.2%	
Group Total		442	100.0%

	Mean	Valid N
How many hours per week do you plan to work at a job?	5.41	N=442

		Count	Col %
Gender	Female	260	58.7%
	Male	183	41.3%
Group Total		443	100.0%
Ethnicity	African-American	10	2.3%
	Asian-American	150	33.9%
	Hispanic	18	4.1%
	Native American-Alaskan Native	5	1.1%
	Not Indicated	20	4.5%
	Pacific Islander	3	.7%
	White	237	53.5%
	Group Total		443

2005 Survey of Entering Freshmen

		Count	Col %
City - Home Address	Arlington	1	.2%
	Auburn	5	1.1%
	Bainbridge Is	1	.2%
	Bainbridge Island	3	.7%
	Bellevue	28	6.3%
	Bonney Lake	1	.2%
	Bonneylake	1	.2%
	Bothell	12	2.7%
	Bow	1	.2%
	Bremerton	5	1.1%
	Brier	2	.5%
	Burien	5	1.1%
	Carnation	4	.9%
	Conway	1	.2%
	Covington	1	.2%
	Dupont	1	.2%
	Edgewood	1	.2%
	Edmonds	4	.9%
	Everett	11	2.5%
	Federal Way	9	2.0%
	Gig Harbor	1	.2%
	Gold Bar	1	.2%
	Graham	3	.7%
	Indianola	1	.2%
	Issaquah	5	1.1%
	Kenmore	4	.9%
	Kent	13	2.9%
	Kirkland	12	2.7%
	Kirland	1	.2%
	Lacey	1	.2%
	Lake Forest Park	1	.2%
	Lakewood	2	.5%
	Lynnwood	10	2.3%
	Maple Valley	3	.7%
	Marysville	1	.2%
	Mercer Island	10	2.3%
	Mill Creek	4	.9%
	Milton	2	.5%
	Mount Vernon	1	.2%
	Mountlake Terrace	5	1.1%
Mukilteo	7	1.6%	
Newcastle	6	1.4%	
Normandy Park	1	.2%	
Olympia	8	1.8%	
Orting	1	.2%	
Port Orchard	1	.2%	
Puyallup	5	1.1%	
Redmond	8	1.8%	
Renton	14	3.2%	
Sammamish	6	1.4%	
Sea Tac	1	.2%	
Seattle	148	33.4%	

2005 Survey of Entering Freshmen

		Count	Col %
City - Home Address	Sedro Woolley	1	.2%
	Shelton	1	.2%
	Shoreline	12	2.7%
	Silverdale	1	.2%
	Snohomish	4	.9%
	South Prairie	1	.2%
	Spanaway	2	.5%
	Spanway	1	.2%
	Sultan	2	.5%
	Sumner	2	.5%
	Tacoma	12	2.7%
	Tukwila	3	.7%
	Tumwater	1	.2%
	University Place	3	.7%
	Vashon	1	.2%
	Woodinville	11	2.5%
	Yelm	1	.2%
	Group Total	443	100.0%
County - High School	King	287	64.8%
	Kitsap	15	3.4%
	Pierce	49	11.1%
	Skagit	6	1.4%
	Snohomish	64	14.4%
	Thurston	22	5.0%
Group Total	443	100.0%	

Autumn 2005 Survey of UW Entering Freshmen

RESULTS BY LOCATION OF RESIDENCE

2005 Survey of Entering Freshmen

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Including the University of Washington, to how many four-year colleges or universities did you apply?	0	13	4.0%	8	6.8%	21	4.8%
	1	64	19.8%	36	30.5%	100	22.7%
	2	67	20.7%	27	22.9%	94	21.3%
	3	54	16.7%	20	16.9%	74	16.8%
	4	50	15.5%	16	13.6%	66	15.0%
	5	33	10.2%	6	5.1%	39	8.8%
	6	20	6.2%	3	2.5%	23	5.2%
	7	6	1.9%			6	1.4%
	8	9	2.8%	2	1.7%	11	2.5%
	9	1	.3%			1	.2%
	10	2	.6%			2	.5%
	11	2	.6%			2	.5%
	12	2	.6%			2	.5%
Group Total		323	100.0%	118	100.0%	441	100.0%
To how many community colleges did you apply?	0	314	97.2%	112	94.9%	426	96.6%
	1	6	1.9%	5	4.2%	11	2.5%
	2	1	.3%			1	.2%
	3	1	.3%	1	.8%	2	.5%
	5	1	.3%			1	.2%
Group Total		323	100.0%	118	100.0%	441	100.0%

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Mean	Valid N
		Mean	Valid N	Mean	Valid N		
Including the University of Washington, to how many four-year colleges or universities did you apply?		3.20	N=323	2.36	N=118	2.98	N=441
To how many community colleges did you apply?		.05	N=323	.07	N=118	.05	N=441

2005 Survey of Entering Freshmen

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

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Advice of parents, relatives, or friends	Not at all important	17	5.3%	5	4.2%	22	5.0%
	2	24	7.4%	5	4.2%	29	6.6%
	3	33	10.2%	15	12.7%	48	10.9%
	4	64	19.8%	17	14.4%	81	18.4%
	5	91	28.2%	24	20.3%	115	26.1%
	6	54	16.7%	25	21.2%	79	17.9%
	Extremely important	40	12.4%	27	22.9%	67	15.2%
Group Total		323	100.0%	118	100.0%	441	100.0%
Advice of school counselors, advisors, or teachers	Not at all important	27	8.4%	11	9.3%	38	8.7%
	2	46	14.3%	13	11.0%	59	13.4%
	3	51	15.9%	11	9.3%	62	14.1%
	4	63	19.6%	25	21.2%	88	20.0%
	5	76	23.7%	22	18.6%	98	22.3%
	6	41	12.8%	14	11.9%	55	12.5%
	Extremely important	17	5.3%	22	18.6%	39	8.9%
Group Total		321	100.0%	118	100.0%	439	100.0%
Visit to campus	Not at all important	42	13.0%	9	7.6%	51	11.6%
	2	22	6.8%	13	11.0%	35	8.0%
	3	44	13.7%	24	20.3%	68	15.5%
	4	67	20.8%	22	18.6%	89	20.2%
	5	67	20.8%	21	17.8%	88	20.0%
	6	47	14.6%	15	12.7%	62	14.1%
	Extremely important	33	10.2%	14	11.9%	47	10.7%
Group Total		322	100.0%	118	100.0%	440	100.0%
Contact with faculty or students	Not at all important	45	14.0%	14	12.1%	59	13.5%
	2	47	14.6%	13	11.2%	60	13.7%
	3	43	13.4%	24	20.7%	67	15.3%
	4	68	21.1%	17	14.7%	85	19.4%
	5	58	18.0%	23	19.8%	81	18.5%
	6	45	14.0%	16	13.8%	61	13.9%
	Extremely important	16	5.0%	9	7.8%	25	5.7%
Group Total		322	100.0%	116	100.0%	438	100.0%
Academic reputation	Not at all important	3	.9%	1	.8%	4	.9%
	2	4	1.2%			4	.9%
	3	2	.6%	3	2.5%	5	1.1%
	4	18	5.6%	5	4.2%	23	5.2%
	5	47	14.6%	17	14.4%	64	14.5%
	6	107	33.2%	38	32.2%	145	33.0%
	Extremely important	141	43.8%	54	45.8%	195	44.3%
Group Total		322	100.0%	118	100.0%	440	100.0%
Cost	Not at all important	11	3.4%	3	2.6%	14	3.2%
	2	19	5.9%	5	4.3%	24	5.5%
	3	20	6.3%	4	3.4%	24	5.5%
	4	47	14.7%	18	15.4%	65	14.9%
	5	50	15.6%	16	13.7%	66	15.1%
	6	90	28.1%	28	23.9%	118	27.0%
	Extremely important	83	25.9%	43	36.8%	126	28.8%
Group Total		320	100.0%	117	100.0%	437	100.0%

2005 Survey of Entering Freshmen

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

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Financial aid/scholarships available	Not at all important	43	13.4%	9	7.6%	52	11.8%
	2	25	7.8%	10	8.5%	35	8.0%
	3	35	10.9%	14	11.9%	49	11.1%
	4	54	16.8%	13	11.0%	67	15.2%
	5	49	15.2%	11	9.3%	60	13.6%
	6	42	13.0%	23	19.5%	65	14.8%
	Extremely important	74	23.0%	38	32.2%	112	25.5%
Group Total		322	100.0%	118	100.0%	440	100.0%
Opportunities to work while a student	Not at all important	65	20.2%	15	12.9%	80	18.3%
	2	54	16.8%	11	9.5%	65	14.9%
	3	58	18.1%	19	16.4%	77	17.6%
	4	56	17.4%	28	24.1%	84	19.2%
	5	46	14.3%	15	12.9%	61	14.0%
	6	30	9.3%	11	9.5%	41	9.4%
	Extremely important	12	3.7%	17	14.7%	29	6.6%
Group Total		321	100.0%	116	100.0%	437	100.0%
Size of university	Not at all important	34	10.6%	9	7.6%	43	9.8%
	2	31	9.7%	14	11.9%	45	10.3%
	3	51	15.9%	23	19.5%	74	16.9%
	4	79	24.6%	29	24.6%	108	24.6%
	5	84	26.2%	27	22.9%	111	25.3%
	6	29	9.0%	7	5.9%	36	8.2%
	Extremely important	13	4.0%	9	7.6%	22	5.0%
Group Total		321	100.0%	118	100.0%	439	100.0%
Location	Not at all important	10	3.1%	1	.9%	11	2.5%
	2	6	1.9%	1	.9%	7	1.6%
	3	12	3.8%	5	4.3%	17	3.9%
	4	33	10.4%	15	12.8%	48	11.0%
	5	75	23.6%	21	17.9%	96	22.1%
	6	100	31.4%	31	26.5%	131	30.1%
	Extremely important	82	25.8%	43	36.8%	125	28.7%
Group Total		318	100.0%	117	100.0%	435	100.0%
Ability to attend college in the Puget Sound Region	Not at all important	62	19.4%	12	10.2%	74	16.9%
	2	33	10.3%	8	6.8%	41	9.4%
	3	34	10.7%	11	9.3%	45	10.3%
	4	35	11.0%	17	14.4%	52	11.9%
	5	59	18.5%	25	21.2%	84	19.2%
	6	52	16.3%	24	20.3%	76	17.4%
	Extremely important	44	13.8%	21	17.8%	65	14.9%
Group Total		319	100.0%	118	100.0%	437	100.0%
Ability to attend college in Washington state	Not at all important	56	17.4%	8	6.9%	64	14.6%
	2	20	6.2%	5	4.3%	25	5.7%
	3	29	9.0%	11	9.5%	40	9.2%
	4	27	8.4%	11	9.5%	38	8.7%
	5	56	17.4%	18	15.5%	74	16.9%
	6	58	18.1%	26	22.4%	84	19.2%
	Extremely important	75	23.4%	37	31.9%	112	25.6%
Group Total		321	100.0%	116	100.0%	437	100.0%

2005 Survey of Entering Freshmen

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

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Opportunities to live on campus	Not at all important	15	4.7%	44	37.3%	59	13.5%
	2	9	2.8%	21	17.8%	30	6.8%
	3	22	6.9%	13	11.0%	35	8.0%
	4	37	11.6%	23	19.5%	60	13.7%
	5	61	19.1%	8	6.8%	69	15.8%
	6	96	30.0%	6	5.1%	102	23.3%
	Extremely important	80	25.0%	3	2.5%	83	18.9%
Group Total		320	100.0%	118	100.0%	438	100.0%
Ability to live at home and commute to school	Not at all important	179	55.9%	8	6.8%	187	42.7%
	2	48	15.0%	7	5.9%	55	12.6%
	3	29	9.1%	6	5.1%	35	8.0%
	4	21	6.6%	14	11.9%	35	8.0%
	5	21	6.6%	15	12.7%	36	8.2%
	6	15	4.7%	22	18.6%	37	8.4%
	Extremely important	7	2.2%	46	39.0%	53	12.1%
Group Total		320	100.0%	118	100.0%	438	100.0%
Variety of courses/programs offered	Not at all important	6	1.9%	1	.8%	7	1.6%
	2	3	.9%	5	4.2%	8	1.8%
	3	5	1.5%	2	1.7%	7	1.6%
	4	33	10.2%	15	12.7%	48	10.9%
	5	81	25.1%	21	17.8%	102	23.1%
	6	80	24.8%	26	22.0%	106	24.0%
	Extremely important	115	35.6%	48	40.7%	163	37.0%
Group Total		323	100.0%	118	100.0%	441	100.0%
Offering the specific program you want	Not at all important	12	3.7%	1	.8%	13	3.0%
	2	9	2.8%	3	2.5%	12	2.7%
	3	21	6.5%	6	5.1%	27	6.1%
	4	35	10.9%	11	9.3%	46	10.5%
	5	55	17.1%	16	13.6%	71	16.1%
	6	62	19.3%	37	31.4%	99	22.5%
	Extremely important	128	39.8%	44	37.3%	172	39.1%
Group Total		322	100.0%	118	100.0%	440	100.0%
High-quality teaching	Not at all important	6	1.9%			6	1.4%
	2	5	1.6%			5	1.1%
	3	3	.9%	5	4.3%	8	1.8%
	4	26	8.1%	10	8.5%	36	8.2%
	5	55	17.1%	19	16.2%	74	16.9%
	6	89	27.7%	36	30.8%	125	28.5%
	Extremely important	137	42.7%	47	40.2%	184	42.0%
Group Total		321	100.0%	117	100.0%	438	100.0%
Opportunities to work with business or government organizations as a student intern	Not at all important	30	9.3%	14	12.0%	44	10.0%
	2	29	9.0%	13	11.1%	42	9.5%
	3	43	13.3%	11	9.4%	54	12.3%
	4	64	19.8%	21	17.9%	85	19.3%
	5	62	19.2%	13	11.1%	75	17.0%
	6	49	15.2%	22	18.8%	71	16.1%
	Extremely important	46	14.2%	23	19.7%	69	15.7%
Group Total		323	100.0%	117	100.0%	440	100.0%

2005 Survey of Entering Freshmen

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

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Social climate/availability of social activities	Not at all important	12	3.7%	7	6.0%	19	4.3%
	2	18	5.6%	10	8.5%	28	6.4%
	3	20	6.2%	18	15.4%	38	8.7%
	4	47	14.6%	19	16.2%	66	15.0%
	5	93	28.9%	20	17.1%	113	25.7%
	6	76	23.6%	22	18.8%	98	22.3%
	Extremely important	56	17.4%	21	17.9%	77	17.5%
Group Total		322	100.0%	117	100.0%	439	100.0%
Collegiate sports	Not at all important	83	25.8%	41	35.0%	124	28.2%
	2	56	17.4%	10	8.5%	66	15.0%
	3	40	12.4%	15	12.8%	55	12.5%
	4	46	14.3%	20	17.1%	66	15.0%
	5	44	13.7%	15	12.8%	59	13.4%
	6	26	8.1%	11	9.4%	37	8.4%
	Extremely important	27	8.4%	5	4.3%	32	7.3%
Group Total		322	100.0%	117	100.0%	439	100.0%

2005 Survey of Entering Freshmen

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

	Where do you live now, during Autumn Quarter 2005?				Group Total	
	On campus		Off campus		Mean	Valid N
	Mean	Valid N	Mean	Valid N		
Advice of parents, relatives, or friends	4.58	N=323	4.97	N=118	4.68	N=441
Advice of school counselors, advisors, or teachers	3.95	N=321	4.39	N=118	4.07	N=439
Visit to campus	4.14	N=322	4.14	N=118	4.14	N=440
Contact with faculty or students	3.76	N=322	3.91	N=116	3.80	N=438
Academic reputation	6.07	N=322	6.11	N=118	6.08	N=440
Cost	5.21	N=320	5.52	N=117	5.30	N=437
Financial aid/scholarships available	4.44	N=322	4.93	N=118	4.57	N=440
Opportunities to work while a student	3.32	N=321	4.02	N=116	3.50	N=437
Size of university	3.89	N=321	3.92	N=118	3.90	N=439
Location	5.47	N=318	5.73	N=117	5.54	N=435
Ability to attend college in the Puget Sound Region	4.03	N=319	4.62	N=118	4.19	N=437
Ability to attend college in Washington state	4.50	N=321	5.17	N=116	4.68	N=437
Opportunities to live on campus	5.28	N=320	2.66	N=118	4.57	N=438
Ability to live at home and commute to school	2.16	N=320	5.30	N=118	3.00	N=438
Variety of courses/programs offered	5.72	N=323	5.71	N=118	5.72	N=441
Offering the specific program you want	5.52	N=322	5.75	N=118	5.58	N=440
High-quality teaching	5.91	N=321	5.94	N=117	5.92	N=438
Opportunities to work with business or government organizations as a student intern	4.33	N=323	4.40	N=117	4.35	N=440
Social climate/availability of social activities	5.00	N=322	4.58	N=117	4.89	N=439
Collegiate sports	3.30	N=322	3.09	N=117	3.25	N=439

2005 Survey of Entering Freshmen

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
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?	UWB Only	11	3.5%	10	8.5%	21	4.8%
	UWT Only	26	8.2%	4	3.4%	30	6.9%
	Both UWB & UWT	7	2.2%	2	1.7%	9	2.1%
	Neither UWB nor UWT	272	86.1%	102	86.4%	374	86.2%
Group Total		316	100.0%	118	100.0%	434	100.0%
If you had NOT been admitted to UWS, would you have considered attending UWB or UWT (assuming they admitted)	UWB Only	28	8.8%	27	23.3%	55	12.7%
	UWT Only	52	16.4%	8	6.9%	60	13.8%
	Both UWB & UWT	47	14.8%	26	22.4%	73	16.8%
	Neither UWB nor UWT	191	60.1%	55	47.4%	246	56.7%
Group Total		318	100.0%	116	100.0%	434	100.0%

2005 Survey of Entering Freshmen

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?

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Being able to submit a single application to 1, 2, or all 3 UW campuses	Not at all important 2.00 3.00 4.00 5.00 6.00 Extremely important	9 9 17 41 62 88 93	2.8% 2.8% 5.3% 12.9% 19.4% 27.6% 29.2%	3 3 4 15 20 39 33	2.6% 2.6% 3.4% 12.8% 17.1% 33.3% 28.2%	12 12 21 56 82 127 126	2.8% 2.8% 4.8% 12.8% 18.8% 29.1% 28.9%
Group Total		319	100.0%	117	100.0%	436	100.0%
Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle	Not at all important 2.00 3.00 4.00 5.00 6.00 Extremely important	34 21 33 47 81 62 45	10.5% 6.5% 10.2% 14.6% 25.1% 19.2% 13.9%	12 8 9 22 30 24 13	10.2% 6.8% 7.6% 18.6% 25.4% 20.3% 11.0%	46 29 42 69 111 86 58	10.4% 6.6% 9.5% 15.6% 25.2% 19.5% 13.2%
Group Total		323	100.0%	118	100.0%	441	100.0%
Having a short application that is easy to complete	Not at all important 2.00 3.00 4.00 5.00 6.00 Extremely important	14 24 25 57 53 84 65	4.3% 7.5% 7.8% 17.7% 16.5% 26.1% 20.2%	9 5 10 22 19 27 25	7.7% 4.3% 8.5% 18.8% 16.2% 23.1% 21.4%	23 29 35 79 72 111 90	5.2% 6.6% 8.0% 18.0% 16.4% 25.3% 20.5%
Group Total		322	100.0%	117	100.0%	439	100.0%
Knowing admission standards in advance, so you can predict whether or not you will be admitted	Not at all important 2.00 3.00 4.00 5.00 6.00 Extremely important	5 1 8 37 66 118 88	1.5% .3% 2.5% 11.5% 20.4% 36.5% 27.2%	1 3 6 8 20 34 46	.8% 2.5% 5.1% 6.8% 16.9% 28.8% 39.0%	6 4 14 45 86 152 134	1.4% .9% 3.2% 10.2% 19.5% 34.5% 30.4%
Group Total		323	100.0%	118	100.0%	441	100.0%
Receiving the admission decision within 30 days of application	Not at all important 2.00 3.00 4.00 5.00 6.00 Extremely important	6 7 22 46 52 91 97	1.9% 2.2% 6.9% 14.3% 16.2% 28.3% 30.2%	1 1 4 9 25 29 50	.8% 3.4% 7.6% 21.2% 24.6% 42.4%	8 26 55 77 120 147	1.8% 5.9% 12.5% 17.5% 27.3% 33.5%
Group Total		321	100.0%	118	100.0%	439	100.0%

2005 Survey of Entering Freshmen

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?

	Where do you live now, during Autumn Quarter 2005?				Group Total	
	On campus		Off campus		Mean	Valid N
	Mean	Valid N	Mean	Valid N		
Being able to submit a single application to 1, 2, or all 3 UW campuses	5.43	N=319	5.52	N=117	5.45	N=436
Having application deadlines for UW Bothell and Tacoma that are later than the deadline for UW in Seattle	4.50	N=323	4.47	N=118	4.50	N=441
Having a short application that is easy to complete	4.93	N=322	4.86	N=117	4.92	N=439
Knowing admission standards in advance, so you can predict whether or not you will be admitted	5.67	N=323	5.79	N=118	5.71	N=441
Receiving the admission decision within 30 days of application	5.47	N=321	5.92	N=118	5.59	N=439

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.

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
ACADEMIC	Not at all important	1	.3%			1	.2%
SUPPORT OVERALL	2.00	1	.3%			1	.2%
	3.00	7	2.3%	1	.9%	8	1.9%
	4.00	23	7.4%	8	7.2%	31	7.3%
	5.00	48	15.4%	17	15.3%	65	15.4%
	6.00	91	29.3%	31	27.9%	122	28.9%
	Extremely important	140	45.0%	54	48.6%	194	46.0%
Group Total		311	100.0%	111	100.0%	422	100.0%
• Tutoring with written assignments	Not at all important	6	1.9%	2	1.7%	8	1.8%
	2.00	7	2.2%	7	6.0%	14	3.2%
	3.00	27	8.4%	7	6.0%	34	7.7%
	4.00	57	17.7%	19	16.2%	76	17.3%
	5.00	93	28.9%	24	20.5%	117	26.7%
	6.00	72	22.4%	26	22.2%	98	22.3%
	Extremely important	60	18.6%	32	27.4%	92	21.0%
Group Total		322	100.0%	117	100.0%	439	100.0%
• Tutoring with math and science assignments	Not at all important	4	1.3%	2	1.7%	6	1.4%
	2.00	9	2.8%	8	6.8%	17	3.9%
	3.00	12	3.8%	2	1.7%	14	3.2%
	4.00	35	10.9%	9	7.6%	44	10.0%
	5.00	63	19.7%	21	17.8%	84	19.2%
	6.00	93	29.1%	31	26.3%	124	28.3%
	Extremely important	104	32.5%	45	38.1%	149	34.0%
Group Total		320	100.0%	118	100.0%	438	100.0%
• Access to computer labs and support	Not at all important	3	.9%	1	.9%	4	.9%
	2.00	6	1.9%	2	1.7%	8	1.8%
	3.00	16	5.0%	1	.9%	17	3.9%
	4.00	46	14.3%	3	2.6%	49	11.2%
	5.00	57	17.7%	19	16.2%	76	17.3%
	6.00	90	28.0%	34	29.1%	124	28.2%
	Extremely important	104	32.3%	57	48.7%	161	36.7%
Group Total		322	100.0%	117	100.0%	439	100.0%
• Advising on course selection and academic planning	Not at all important	1	.3%			1	.2%
	2.00	3	.9%	1	.8%	4	.9%
	3.00	6	1.9%	5	4.2%	11	2.5%
	4.00	31	9.7%	12	10.2%	43	9.8%
	5.00	55	17.1%	19	16.1%	74	16.9%
	6.00	97	30.2%	27	22.9%	124	28.2%
	Extremely important	128	39.9%	54	45.8%	182	41.5%
Group Total		321	100.0%	118	100.0%	439	100.0%
• Access to large lecture classes	Not at all important	24	7.4%	9	7.7%	33	7.5%
	2.00	19	5.9%	7	6.0%	26	5.9%
	3.00	49	15.2%	16	13.7%	65	14.8%
	4.00	94	29.1%	33	28.2%	127	28.9%
	5.00	76	23.5%	29	24.8%	105	23.9%
	6.00	31	9.6%	16	13.7%	47	10.7%
	Extremely important	30	9.3%	7	6.0%	37	8.4%
Group Total		323	100.0%	117	100.0%	440	100.0%

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.

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
• Access to small classes (up to 30-40 students)	Not at all important	3	.9%	1	.9%	4	.9%
	2.00	3	.9%			3	.7%
	3.00	9	2.8%	5	4.3%	14	3.2%
	4.00	40	12.4%	12	10.3%	52	11.9%
	5.00	77	23.9%	22	19.0%	99	22.6%
	6.00	102	31.7%	43	37.1%	145	33.1%
	Extremely important	88	27.3%	33	28.4%	121	27.6%
Group Total		322	100.0%	116	100.0%	438	100.0%
• Opportunities to interact with faculty in and outside of the classroom	Not at all important	2	.6%			2	.5%
	2.00	2	.6%	4	3.4%	6	1.4%
	3.00	5	1.5%	7	6.0%	12	2.7%
	4.00	33	10.2%	14	12.0%	47	10.7%
	5.00	65	20.1%	15	12.8%	80	18.2%
	6.00	116	35.9%	35	29.9%	151	34.3%
	Extremely important	100	31.0%	42	35.9%	142	32.3%
Group Total		323	100.0%	117	100.0%	440	100.0%
CLASS SCHEDULING AND CONVENIENCE OVERALL	Not at all important	2	.6%			2	.5%
	2.00			1	.9%	1	.2%
	3.00	6	1.9%			6	1.4%
	4.00	20	6.2%	12	10.3%	32	7.3%
	5.00	54	16.8%	15	12.8%	69	15.7%
	6.00	100	31.1%	34	29.1%	134	30.5%
	Extremely important	140	43.5%	55	47.0%	195	44.4%
Group Total		322	100.0%	117	100.0%	439	100.0%
• Opportunities to take evening classes	Not at all important	34	10.6%	9	7.6%	43	9.8%
	2.00	37	11.5%	14	11.9%	51	11.6%
	3.00	43	13.4%	10	8.5%	53	12.1%
	4.00	67	20.9%	27	22.9%	94	21.4%
	5.00	63	19.6%	22	18.6%	85	19.4%
	6.00	48	15.0%	17	14.4%	65	14.8%
	Extremely important	29	9.0%	19	16.1%	48	10.9%
Group Total		321	100.0%	118	100.0%	439	100.0%
• Opportunities to take daytime classes	Not at all important	5	1.5%	1	.8%	6	1.4%
	2.00	2	.6%	1	.8%	3	.7%
	3.00	3	.9%	1	.8%	4	.9%
	4.00	22	6.8%	3	2.5%	25	5.7%
	5.00	65	20.1%	20	16.9%	85	19.3%
	6.00	83	25.7%	30	25.4%	113	25.6%
	Extremely important	143	44.3%	62	52.5%	205	46.5%
Group Total		323	100.0%	118	100.0%	441	100.0%
• Childcare services	Not at all important	156	48.4%	54	45.8%	210	47.7%
	2.00	51	15.8%	16	13.6%	67	15.2%
	3.00	34	10.6%	9	7.6%	43	9.8%
	4.00	32	9.9%	16	13.6%	48	10.9%
	5.00	25	7.8%	13	11.0%	38	8.6%
	6.00	11	3.4%	7	5.9%	18	4.1%
	Extremely important	13	4.0%	3	2.5%	16	3.6%
Group Total		322	100.0%	118	100.0%	440	100.0%

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.

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
• Public transportation to school	Not at all important	41	12.7%	4	3.4%	45	10.2%
	2.00	26	8.1%	1	.8%	27	6.1%
	3.00	27	8.4%	3	2.5%	30	6.8%
	4.00	43	13.4%	7	5.9%	50	11.4%
	5.00	55	17.1%	13	11.0%	68	15.5%
	6.00	70	21.7%	27	22.9%	97	22.0%
	Extremely important	60	18.6%	63	53.4%	123	28.0%
	Group Total		322	100.0%	118	100.0%	440
• Parking available at school	Not at all important	54	16.8%	9	7.6%	63	14.3%
	2.00	31	9.6%	3	2.5%	34	7.7%
	3.00	28	8.7%	6	5.1%	34	7.7%
	4.00	49	15.2%	11	9.3%	60	13.6%
	5.00	44	13.7%	15	12.7%	59	13.4%
	6.00	62	19.3%	28	23.7%	90	20.5%
	Extremely important	54	16.8%	46	39.0%	100	22.7%
	Group Total		322	100.0%	118	100.0%	440
HEALTH AND WELLNESS SERVICES OVERALL	Not at all important	6	1.9%	6	5.2%	12	2.8%
	2.00	8	2.5%	3	2.6%	11	2.5%
	3.00	19	6.0%	8	6.9%	27	6.2%
	4.00	56	17.6%	11	9.5%	67	15.4%
	5.00	79	24.8%	27	23.3%	106	24.4%
	6.00	80	25.1%	23	19.8%	103	23.7%
	Extremely important	71	22.3%	38	32.8%	109	25.1%
	Group Total		319	100.0%	116	100.0%	435
• Access to gym/fitness center	Not at all important	8	2.5%	5	4.3%	13	3.0%
	2.00	8	2.5%	4	3.4%	12	2.7%
	3.00	14	4.4%	8	6.8%	22	5.0%
	4.00	38	11.8%	14	12.0%	52	11.9%
	5.00	70	21.8%	21	17.9%	91	20.8%
	6.00	90	28.0%	28	23.9%	118	26.9%
	Extremely important	93	29.0%	37	31.6%	130	29.7%
	Group Total		321	100.0%	117	100.0%	438
• Access to bike and running trails	Not at all important	14	4.4%	13	11.0%	27	6.2%
	2.00	17	5.3%	10	8.5%	27	6.2%
	3.00	28	8.7%	14	11.9%	42	9.6%
	4.00	66	20.6%	16	13.6%	82	18.7%
	5.00	65	20.2%	16	13.6%	81	18.5%
	6.00	68	21.2%	20	16.9%	88	20.0%
	Extremely important	63	19.6%	29	24.6%	92	21.0%
	Group Total		321	100.0%	118	100.0%	439
• Psychological counseling	Not at all important	31	9.7%	15	12.7%	46	10.5%
	2.00	36	11.2%	16	13.6%	52	11.8%
	3.00	52	16.2%	21	17.8%	73	16.6%
	4.00	67	20.9%	20	16.9%	87	19.8%
	5.00	60	18.7%	20	16.9%	80	18.2%
	6.00	48	15.0%	12	10.2%	60	13.7%
	Extremely important	27	8.4%	14	11.9%	41	9.3%
	Group Total		321	100.0%	118	100.0%	439

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.

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
• Health insurance	Not at all important	41	12.9%	18	15.3%	59	13.5%
	2.00	33	10.4%	11	9.3%	44	10.1%
	3.00	41	12.9%	18	15.3%	59	13.5%
	4.00	60	18.9%	19	16.1%	79	18.1%
	5.00	52	16.4%	18	15.3%	70	16.1%
	6.00	58	18.2%	14	11.9%	72	16.5%
	Extremely important	33	10.4%	20	16.9%	53	12.2%
	Group Total		318	100.0%	118	100.0%	436
• Health care services available on campus	Not at all important	17	5.3%	9	7.6%	26	5.9%
	2.00	16	5.0%	7	5.9%	23	5.3%
	3.00	24	7.5%	13	11.0%	37	8.4%
	4.00	47	14.7%	24	20.3%	71	16.2%
	5.00	74	23.1%	15	12.7%	89	20.3%
	6.00	70	21.9%	22	18.6%	92	21.0%
	Extremely important	72	22.5%	28	23.7%	100	22.8%
	Group Total		320	100.0%	118	100.0%	438
SOCIAL OPPORTUNITIES OVERALL	Not at all important	4	1.3%	3	2.6%	7	1.6%
	2.00	3	.9%	1	.9%	4	.9%
	3.00	10	3.2%	8	7.0%	18	4.2%
	4.00	30	9.5%	17	14.9%	47	10.9%
	5.00	59	18.6%	24	21.1%	83	19.3%
	6.00	100	31.5%	23	20.2%	123	28.5%
	Extremely important	111	35.0%	38	33.3%	149	34.6%
	Group Total		317	100.0%	114	100.0%	431
• Places to meet friends (coffee shops, lounges)	Not at all important	3	.9%	1	.8%	4	.9%
	2.00	4	1.2%			4	.9%
	3.00	8	2.5%	4	3.4%	12	2.7%
	4.00	28	8.7%	16	13.6%	44	10.0%
	5.00	59	18.3%	30	25.4%	89	20.2%
	6.00	113	35.1%	25	21.2%	138	31.4%
	Extremely important	107	33.2%	42	35.6%	149	33.9%
	Group Total		322	100.0%	118	100.0%	440
• Class schedule with breaks/free time to meet friends	Not at all important	5	1.6%	2	1.7%	7	1.6%
	2.00	13	4.1%	4	3.4%	17	3.9%
	3.00	21	6.6%	6	5.1%	27	6.2%
	4.00	37	11.6%	15	12.7%	52	11.9%
	5.00	54	16.9%	26	22.0%	80	18.3%
	6.00	102	31.9%	26	22.0%	128	29.2%
	Extremely important	88	27.5%	39	33.1%	127	29.0%
	Group Total		320	100.0%	118	100.0%	438
• Evening and social events for students	Not at all important	3	.9%	5	4.2%	8	1.8%
	2.00	12	3.7%	7	5.9%	19	4.3%
	3.00	14	4.3%	8	6.8%	22	5.0%
	4.00	42	13.0%	15	12.7%	57	13.0%
	5.00	58	18.0%	28	23.7%	86	19.5%
	6.00	107	33.2%	19	16.1%	126	28.6%
	Extremely important	86	26.7%	36	30.5%	122	27.7%
	Group Total		322	100.0%	118	100.0%	440

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.

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)	Not at all important	4	1.2%	1	.8%	5	1.1%
	2.00	7	2.2%	8	6.8%	15	3.4%
	3.00	7	2.2%	6	5.1%	13	3.0%
	4.00	29	9.0%	11	9.3%	40	9.1%
	5.00	56	17.4%	21	17.8%	77	17.5%
	6.00	106	32.9%	29	24.6%	135	30.7%
	Extremely important	113	35.1%	42	35.6%	155	35.2%
Group Total		322	100.0%	118	100.0%	440	100.0%

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.

	Where do you live now, during Autumn Quarter 2005?				Group Total	
	On campus		Off campus		Mean	Valid N
	Mean	Valid N	Mean	Valid N		
ACADEMIC SUPPORT OVERALL	6.05	N=311	6.16	N=111	6.08	N=422
• Tutoring with written assignments	5.11	N=322	5.24	N=117	5.15	N=439
• Tutoring with math and science assignments	5.62	N=320	5.64	N=118	5.63	N=438
• Access to computer labs and support	5.59	N=322	6.14	N=117	5.74	N=439
• Advising on course selection and academic planning	5.93	N=321	5.93	N=118	5.93	N=439
• Access to large lecture classes	4.21	N=323	4.21	N=117	4.21	N=440
• Access to small classes (up to 30-40 students)	5.62	N=322	5.72	N=116	5.64	N=438
• Opportunities to interact with faculty in and outside of the classroom	5.80	N=323	5.68	N=117	5.77	N=440
CLASS SCHEDULING AND CONVENIENCE OVERALL	6.06	N=322	6.10	N=117	6.07	N=439
• Opportunities to take evening classes	4.08	N=321	4.41	N=118	4.17	N=439
• Opportunities to take daytime classes	5.98	N=323	6.20	N=118	6.04	N=441
• Childcare services	2.39	N=322	2.58	N=118	2.44	N=440
• Public transportation to school	4.54	N=322	6.03	N=118	4.94	N=440
• Parking available at school	4.24	N=322	5.44	N=118	4.56	N=440
HEALTH AND WELLNESS SERVICES OVERALL	5.25	N=319	5.34	N=116	5.27	N=435

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.

	Where do you live now, during Autumn Quarter 2005?				Group Total	
	On campus		Off campus		Mean	Valid N
	Mean	Valid N	Mean	Valid N		
• Access to gym/fitness center	5.48	N=321	5.34	N=117	5.44	N=438
• Access to bike and running trails	4.89	N=321	4.59	N=118	4.81	N=439
• Psychological counseling	4.06	N=321	3.90	N=118	4.02	N=439
• Health insurance	4.12	N=318	4.10	N=118	4.11	N=436
• Health care services available on campus	5.01	N=320	4.75	N=118	4.94	N=438
SOCIAL OPPORTUNITIES OVERALL	5.78	N=317	5.45	N=114	5.69	N=431
• Places to meet friends (coffee shops, lounges)	5.80	N=322	5.69	N=118	5.77	N=440
• Class schedule with breaks/free time to meet friends	5.44	N=320	5.48	N=118	5.45	N=438
• Evening and social events for students	5.50	N=322	5.16	N=118	5.41	N=440
• Clubs for students (business student club, foreign language club, mountain climbing club, etc.)	5.78	N=322	5.53	N=118	5.71	N=440

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
How many days a week would you want to commute to campus for classes?	1	86	27.4%	12	10.3%	98	22.7%
	2	18	5.7%	2	1.7%	20	4.6%
	3	50	15.9%	7	6.0%	57	13.2%
	4	34	10.8%	15	12.8%	49	11.4%
	5	126	40.1%	81	69.2%	207	48.0%
Group Total		314	100.0%	117	100.0%	431	100.0%
How many days a week would you be able to commute to campus?	1	49	16.0%	4	3.4%	53	12.5%
	2	8	2.6%	1	.9%	9	2.1%
	3	12	3.9%	1	.9%	13	3.1%
	4	11	3.6%	4	3.4%	15	3.5%
	5	227	73.9%	107	91.5%	334	78.8%
Group Total		307	100.0%	117	100.0%	424	100.0%

2005 Survey of Entering Freshmen

	Where do you live now, during Autumn Quarter 2005?				Group Total	
	On campus		Off campus		Mean	Valid N
	Mean	Valid N	Mean	Valid N		
How many days a week would you want to commute to campus for classes?	3.31	N=314	4.29	N=117	3.57	N=431
How many days a week would you be able to commute to campus?	4.17	N=307	4.79	N=117	4.34	N=424

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Major area of study	Architecture	9	2.8%	2	1.7%	11	2.5%
	Business	47	14.7%	24	20.7%	71	16.3%
	Computing	8	2.5%	2	1.7%	10	2.3%
	Education	4	1.3%			4	.9%
	Engineering	44	13.8%	26	22.4%	70	16.1%
	English	8	2.5%	1	.9%	9	2.1%
	Fine and Performing Arts	15	4.7%	2	1.7%	17	3.9%
	Foreign Languages	6	1.9%	1	.9%	7	1.6%
	Humanities (philosophy, history, etc.)	21	6.6%	6	5.2%	27	6.2%
	Mathematics/Statistics	3	.9%			3	.7%
	Medical/Health Sciences	46	14.4%	15	12.9%	61	14.0%
	Natural Resources/Environmental Studies	1	.3%	1	.9%	2	.5%
	Natural Sciences (biology, botany, genetics, etc.)	35	10.9%	7	6.0%	42	9.6%
	Physical Sciences (astronomy, chemistry, physics, etc.)	18	5.6%	8	6.9%	26	6.0%
	Social Sciences (psychology, sociology, etc.)	39	12.2%	10	8.6%	49	11.2%
Other	16	5.0%	11	9.5%	27	6.2%	
Group Total	320	100.0%	116	100.0%	436	100.0%	

2005 Survey of Entering Freshmen

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

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Graduate or professional school	3.00	1	.3%			1	.2%
	4.00	9	3.0%	4	3.6%	13	3.2%
	5.00	30	9.9%	23	20.9%	53	12.9%
	6.00	103	34.1%	27	24.5%	130	31.6%
	Extremely well	159	52.6%	56	50.9%	215	52.2%
Group Total		302	100.0%	110	100.0%	412	100.0%
Your career	3.00	3	1.0%	2	1.7%	5	1.2%
	4.00	14	4.5%	4	3.5%	18	4.2%
	5.00	46	14.7%	23	20.0%	69	16.1%
	6.00	92	29.4%	37	32.2%	129	30.1%
	Extremely well	158	50.5%	49	42.6%	207	48.4%
Group Total		313	100.0%	115	100.0%	428	100.0%
Everyday life	Not at all well	1	.3%			1	.2%
	2.00	1	.3%	1	.9%	2	.5%
	3.00	17	5.4%	6	5.3%	23	5.4%
	4.00	35	11.2%	9	7.9%	44	10.3%
	5.00	71	22.7%	32	28.1%	103	24.1%
	6.00	92	29.4%	37	32.5%	129	30.2%
	Extremely well	96	30.7%	29	25.4%	125	29.3%
Group Total		313	100.0%	114	100.0%	427	100.0%
Contributing to society	Not at all well	1	.3%			1	.2%
	2.00	1	.3%	1	.9%	2	.5%
	3.00	8	2.5%	8	7.0%	16	3.7%
	4.00	26	8.3%	14	12.2%	40	9.3%
	5.00	66	21.0%	23	20.0%	89	20.7%
	6.00	106	33.7%	34	29.6%	140	32.6%
	Extremely well	107	34.0%	35	30.4%	142	33.0%
Group Total		315	100.0%	115	100.0%	430	100.0%
Life-long learning	2.00			2	1.8%	2	.5%
	3.00	7	2.2%	2	1.8%	9	2.1%
	4.00	17	5.4%	11	9.6%	28	6.5%
	5.00	41	13.1%	23	20.2%	64	15.0%
	6.00	104	33.1%	35	30.7%	139	32.5%
Group Total		145	46.2%	41	36.0%	186	43.5%
Group Total		314	100.0%	114	100.0%	428	100.0%

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

	Where do you live now, during Autumn Quarter 2005?				Group Total	
	On campus		Off campus		Mean	Valid N
	Mean	Valid N	Mean	Valid N		
Graduate or professional school	6.36	N=302	6.23	N=110	6.32	N=412
Your career	6.24	N=313	6.10	N=115	6.20	N=428
Everyday life	5.66	N=313	5.62	N=114	5.65	N=427
Contributing to society	5.86	N=315	5.62	N=115	5.80	N=430
Life-long learning	6.16	N=314	5.84	N=114	6.07	N=428

2005 Survey of Entering Freshmen

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
Did either or both of your parents earn a university degree?	At least one parent	227	70.3%	63	53.4%	290	65.8%
	Other	96	29.7%	55	46.6%	151	34.2%
Group Total		323	100.0%	118	100.0%	441	100.0%
Did either of your parents or your guardian attend	Yes	97	30.0%	24	20.5%	121	27.5%
	No	226	70.0%	93	79.5%	319	72.5%
Group Total		323	100.0%	117	100.0%	440	100.0%
What is the highest degree you expect to earn?	Bachelor's degree	57	17.7%	19	16.1%	76	17.3%
	Second Bachelor's degree	8	2.5%	6	5.1%	14	3.2%
	Law degree (LLB or JD)	15	4.7%	1	.8%	16	3.6%
	Master's degree	132	41.0%	57	48.3%	189	43.0%
	Medical degree (MD, DO, DDS, DVM)	55	17.1%	18	15.3%	73	16.6%
	PhD or EdD	53	16.5%	16	13.6%	69	15.7%
	Other	2	.6%	1	.8%	3	.7%
Group Total		322	100.0%	118	100.0%	440	100.0%
Where do you live now, during Autumn Quarter 2005?	Residence hall	280	86.7%			280	63.5%
	Sorority/ fraternity	40	12.4%			40	9.1%
	Other campus student housing	3	.9%			3	.7%
	With parents or other relatives			96	81.4%	96	21.8%
	Other private home, apartment, room			22	18.6%	22	5.0%
Group Total		323	100.0%	118	100.0%	441	100.0%
In what county do you live now, during Autumn Quarter 2005?	King	311	97.8%	91	78.4%	402	92.6%
	Pierce	4	1.3%	1	.9%	5	1.2%
	Snohomish	2	.6%	23	19.8%	25	5.8%
	Other	1	.3%	1	.9%	2	.5%
Group Total		318	100.0%	116	100.0%	434	100.0%

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
What is the Zip code where you live now, during Autumn Quarter 2005?	95010	1	.3%			1	.2%
	98003	1	.3%	1	.8%	2	.5%
	98005			1	.8%	1	.2%
	98006	2	.6%	3	2.5%	5	1.1%
	98007			2	1.7%	2	.5%
	98008			4	3.4%	4	.9%
	98011			1	.8%	1	.2%
	98012	1	.3%	4	3.4%	5	1.1%
	98014	1	.3%			1	.2%
	98015	2	.6%			2	.5%
	98021			3	2.5%	3	.7%
	98023			1	.8%	1	.2%
	98026			2	1.7%	2	.5%

2005 Survey of Entering Freshmen

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
What is the	98028	1	.3%			1	.2%
Zip code	98033			1	.8%	1	.2%
where you	98034			3	2.5%	3	.7%
live now,	98036			1	.8%	1	.2%
during	98037			2	1.7%	2	.5%
Autumn	98038	1	.3%			1	.2%
Quarter	98040	3	.9%			3	.7%
2005?	98042	1	.3%	1	.8%	2	.5%
	98043			2	1.7%	2	.5%
	98052			2	1.7%	2	.5%
	98055			2	1.7%	2	.5%
	98056			2	1.7%	2	.5%
	98058			2	1.7%	2	.5%
	98059			1	.8%	1	.2%
	98072			2	1.7%	2	.5%
	98074			2	1.7%	2	.5%
	98076	1	.3%			1	.2%
	98103			2	1.7%	2	.5%
	98105	139	43.4%	15	12.7%	154	35.2%
	98108			5	4.2%	5	1.1%
	98112			1	.8%	1	.2%
	98115	3	.9%	2	1.7%	5	1.1%
	98117			4	3.4%	4	.9%
	98118	1	.3%	3	2.5%	4	.9%
	98121	1	.3%			1	.2%
	98122			1	.8%	1	.2%
	98125	4	1.3%	4	3.4%	8	1.8%
	98133			5	4.2%	5	1.1%
	98136			1	.8%	1	.2%
	98144			3	2.5%	3	.7%
	98145	1	.3%			1	.2%
	98146	1	.3%	5	4.2%	6	1.4%
	98148			1	.8%	1	.2%
	98155	1	.3%	1	.8%	2	.5%
	98159	2	.6%			2	.5%
	98168			2	1.7%	2	.5%
	98177	1	.3%	3	2.5%	4	.9%
	98185	2	.6%			2	.5%
	98188			1	.8%	1	.2%
	98189	1	.3%			1	.2%
	98195	141	44.1%	2	1.7%	143	32.6%
	98204			3	2.5%	3	.7%
	98208			4	3.4%	4	.9%
	98275	1	.3%	4	3.4%	5	1.1%
	98296	1	.3%			1	.2%
	98311	1	.3%			1	.2%
	98354			1	.8%	1	.2%
	98391	1	.3%			1	.2%
	98495	1	.3%			1	.2%

2005 Survey of Entering Freshmen

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
What is the 98501		1	.3%			1	.2%
Zip code 98591		1	.3%			1	.2%
Group Total		320	100.0%	118	100.0%	438	100.0%

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Count	Col %
		Count	Col %	Count	Col %		
How many 0	hours per	203	63.0%	47	39.8%	250	56.8%
1	week do	1	.3%	1	.8%	2	.5%
2	you plan to	2	.6%	2	1.7%	4	.9%
3	work at a	3	.9%	1	.8%	4	.9%
4	job?	6	1.9%	1	.8%	7	1.6%
5		3	.9%	8	6.8%	11	2.5%
6		7	2.2%	2	1.7%	9	2.0%
7		2	.6%	1	.8%	3	.7%
8		10	3.1%	1	.8%	11	2.5%
9		2	.6%			2	.5%
10		23	7.1%	13	11.0%	36	8.2%
12		13	4.0%	2	1.7%	15	3.4%
13		1	.3%	2	1.7%	3	.7%
14		1	.3%	1	.8%	2	.5%
15		24	7.5%	8	6.8%	32	7.3%
16		2	.6%	6	5.1%	8	1.8%
17		1	.3%			1	.2%
18		1	.3%	2	1.7%	3	.7%
19		1	.3%	1	.8%	2	.5%
20		13	4.0%	9	7.6%	22	5.0%
22		1	.3%	1	.8%	2	.5%
23				2	1.7%	2	.5%
24				1	.8%	1	.2%
25				4	3.4%	4	.9%
26				1	.8%	1	.2%
30		1	.3%	1	.8%	2	.5%
40		1	.3%			1	.2%
Group Total		322	100.0%	118	100.0%	440	100.0%

		Where do you live now, during Autumn Quarter 2005?				Group Total	
		On campus		Off campus		Mean	Valid N
		Mean	Valid N	Mean	Valid N		
How many hours per week do you plan to work at a job?		4.40	N=322	8.24	N=118	5.43	N=440

Autumn 2005 Survey of UW Entering Freshmen

VERBATIM RESPONSES TO OPEN-ENDED QUESTION

What else is important to your ability to be successful as a student at the University of Washington? (comments from 294 respondents)

Good surroundings are an important factor in studing
- Having a mentor.
- Programs where they'd assist first-year generation/low-income like Trio or UW's Student Support Services.
- Opportunities to meet new people.
a friendly atmosphere among the students and the staff
A good place to study, and a learning environment where the student is able to ask quesitons during a lectre/class (not too big of class sizes)
A good variety of study locatons such as librarys, study centers, study lounges etc. as well as professors who are easy to understand
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.
A high level of academic Excellence. I succeed more often when I have to work hard than when I am able to procrastinate.
A larger quantity of places to eat, especially down by the Physics/Astronomy buildings.
A lot of friends who you can help and ones who can help you.
A network of friends to count on!
A nice place to stay such as dorms, greek system.
A place with good teachers and the resources (books, libraries, labs, computers, etc.) that a student needs to be able to learn well.
A quiet place to study
a safe campus area with good police patrols
A Want to be here and learn.
ability to be in campus band
ability to stay focus
Access to academic counselors (I don't even know where to find one!)and availablity of quiet study areas.
Access to libraries and internet within the campus.
Access to many libraries.
access to professores
Access to the setting and atmosphere to study.
Advisors
Advisors taking an active role in helping to choose classes.
ALOT AND ALOT OF ZZZZZZZZZZZ, 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.
always have left over money for emergencies.
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 comute 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.
attitude toward doing nothing and how willing one is to remain inactive in society
Availability of classes for incoming freshmen. A lot of freshmen couldn't take classes they wanted because they were already full.
Balance between academic and social activities.
be able to communicate with the professor..not only the TAs
Review sessions for mid terms...not just tutoring..
be able to know where to turn for help with class

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.
Beat the curve
Become interactive and known, not just as a face, in lecture classes consisting of over 500 students.
Being able to communicate with someone about my degree.
Being able to complete work and reading without overwhelming amounts of work from other classes.
Being able to find a group of people who are willing to support and help each other in every way possible, not just "lone wolfeing" it.
Being able to get academic help in any way you need it.
Being able to have quiet places to work where my focus can be entirely directed towards my learning.
Being able to manage my time and getting accustomed to the different types of teaching and testing methods.
being able to manage your time b/t classes
Being able to try out a large variety of things and perhaps find something to be passionate about.
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.
being clear on graduation and major requirements
being comfterable while at school, feeling like you are doing well
Being given information about the differences of highschool and college work and what is expected of you.
Being in a diverse environment. UW lacks diversity, we need to change that.
being placed in a permanent room right away would help becuase then you don't have a adjust in the middle of midterms.
Better chances of getting the classes I want
better knowledge of what college is like, before coming
Build a campus-wide wireless network for students and staff
Campus Housing
Career advising
close places to get food. there should be one in every building.
CLUE
CLUE and other study type sessions are very helpful
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.
Collegiate Sports
comfortability w/ housing, campus, people,classes, activities and faculty.
Comfotable living environement and lower cost for food.
-Commitment and a skateboard
convenient class times and more chances of getting the classes you are interested in
counseling on available internships and job opportunities on campus
Creating a feel of a smaller classroom by getting to know the professors.
Daily attendance.
Degree Counseling specific to departments.
determination and motivation
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.
Easy access to involvement.
Better football team.
Easy way to choose roomates
Environment to get to know fellow students with similar majors and being able to communicate tips and tricks of the trade.

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
getting 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 convenient 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 positive 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 receive aid from Disabled Student Services.
Having CLUE and other study centers. Also, when the professors are available to help.
Having conveniences 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 weridly 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 suceed.
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 greasest asset to any student is the ability to find help when and where they need it. There are many oppourtunties on campus including CLUE, study times, and office hours all dedicated to help students when they are in need of help.
I like the opportunities 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 studens 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 experience better.
Its 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.

Making connections with people.
Many quiet study locations.
Maybe discount stores where things may be sold for low prices. Also, HUSKY card at more places.
Most important is having access to help from faculty, TAs, group help.
mostly covered above
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.
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.
My own ability and free time, I suppose. It's tough to quantify exactly, but I've always been a very independent learner.
n/a
n/a
NA
Networking.
No comment
non-academic events that fit around my class schedule.
not much else
not much
Not smoking too much.
nothing
Nothing - just to have more opportunity to meet up with TA's and Professors outside of office hours.
nothing else that wasn't already mentioned.
Office hours are extremely helpful. So is the ability to have more places than a library to study.
Once students are taking classes there should be a survey to see if they feel satisfied with the teacher and the class. Provide free lunch to low income students
online discussion boards
Open tutoring sessions in all subjects
Opportunities for registered student organizations, such as sororities and fraternities.
Opportunities to meet other people because it's extremely difficult to meet new people when you're commuting every day.
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.
Organization and hard work!
Organization!!!
Outlets for minority students to become involved in.
Patience and drive.
Persistence and using all the resources that are available to you.
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.
Plenty of group help and study opportunities facilitated or conducted by TAs and/or professors.
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.
Proper time management, available computers to use, and available assistance from faculty.
quick responses and availability from staff when I have questions either over email or the phone.
quiet study areas
quiet study areas
Quiet study locations, such as libraries, cafes, etc.
reminders sent for deadlines that are close, availability of scholarships
Research opportunities.

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 questionare 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 doorms
24-hr Odeegard 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
Sucessfully 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 persue 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 imeet.
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 oportunites 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 accomodations
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 recieve help.
the quantity and quality of exam review sessions
The rest of what is important to being a succesful 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 "caring" 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
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 courseload 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.