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Chose Not to Enroll: Survey Results
of Nonenrolled Students Admitted
to Western Washington University

Report 1992-07

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September, 1992

Executive Summary

This report analyzes survey results from a questionnaire sent to a sample of 2,000 Fall Quarter, 1991, non-enrolled students who were accepted for admission to WWU but declined to attend. Both general survey results and written results are reported.

The sample was made up mostly of single, Caucasian females aged 21 and under who had permanent residency in Washington State. Over three-quarters of respondents had been enrolled in a college prep program, and had a 3.00 or higher overall high school GPA. Two-thirds of the respondents were employed, with half working more than 21 hours a week.

The college catalog and/or brochures, visits to campus, and friends at WWU were listed as the most frequent sources of information about WWU. Very few people had a negative impression from any of the sources listed.

Nearly all survey respondents attended another institution during the 1991-92 academic year after declining to attend WWU (93.9%). Most attended a public, 4-year college in Washington State; most attended the school of their first choice, and had made the decision to apply to that institution while in the 12th grade. The highest percentage of respondents said that academic reputation, availability of a particular program of study, and cost of attending were very important in the decision to attend their current college.

Over two-thirds of respondents agreed that WWU has high-quality academic programs, and that the cost of attending WWU is reasonable. Most respondents had visited the WWU campus, had a positive or very positive overall impression of WWU, and considered WWU a high choice for attending college. Less than a quarter, however, indicated that wanted further information about WWU, or that they planned to enroll at WWU in the future.

Of note was the fact that while WWU was considered a high choice for survey respondents, a majority of respondents marked that they ended up attending the institution of their first choice. For many respondents attending WWU might have been desirable only if their first choice was unavailable; or, they might have been shopping. In this regard, the 1991 Cooperative Institutional Research Program (CIRP) Survey data (OIAT Report 1992-06) provided an interesting comparison. While 12.5% of CIRP survey respondents (admitted and enrolled students) had applied to four or more colleges for admissions, 33.1% of the non-enrollment survey respondents had applied to four or more colleges for admissions.

Another analysis of interest was the enrollment activity of ethnic groups. While overall, ethnic minorities opted to enroll more often than to not enroll, they did so in lower percentages than Caucasians (63.7% of accounted for Caucasians enrolled; 52.5% of accounted for ethnic-minorities enrolled). This trend was especially true for Asian students. Of the 179 admitted Asian students accounted for, half had decided not to enroll. Of all the ethnic groups, it was the only one in which more potential WWU students had opted to not enroll rather than to enroll.

Introduction

In the summer of 1991, a questionnaire was sent to a sample of 2,000 non-enrolled students (people accepted for admission to Western Washington University for Fall Quarter 1991 who had declined to attend) to determine their reasons for declining, and with such knowledge to try and respond to those concerns within the parameters of administrative duty and intent. Follow-up letters were sent until a total of 990 responses were collected by the fall of 1991. Written comments were included by 410 of the respondents.

The report is organized into three sections, General Survey Results, Written Survey Results, and an appendix. The first section focuses on the following areas of interest: demographic information, opinions of WWU, opinions about the institute chosen to attend for the survey year, and future plans. Analyses by gender, age, high school GPA, and by those who felt the financial aid made available by WWU was either good or poor were done, and will be reported in the cases where differences were of statistical significance.

The second section focuses on the written comments. Appendix A is an ethnicity report, presented in tabular form only, with no analysis, which the disproportionate numbers between respondents of different ethnic groups disallowed.

General Survey Results

Demographic Information

The sample was made up mostly of single, Caucasian females aged 21 and under who had permanent residency in Washington State. Over three-quarters of respondents had been enrolled in a college prep program, and had a 3.00 or higher overall high school GPA. Two-thirds of the respondents were employed, with half working more than 21 hours a week. (See Table 1.)

Analysis by high school GPA and hours worked provided figures of interest. Respondents whose GPA's were 3.00 or above tended to be employed for more hours per week than those with GPA's under 3.00. The statistical significance was tempered by the disproportionate numbers of respondents in the two categories (there were far more respondents with GPA's over 3.00), but was significant enough to warrant presenting the information. (See Figure 1.)

As might be expected, a higher percentage of people with high school GPA's of 3.00 or over were in college prep programs than those with high school GPA's of under 3.00 (86.5% versus 66.9%). More of the younger cohort of respondents had been enrolled in college prep than the older cohort (86.6% aged 21 or under versus 48.3% aged 22+).

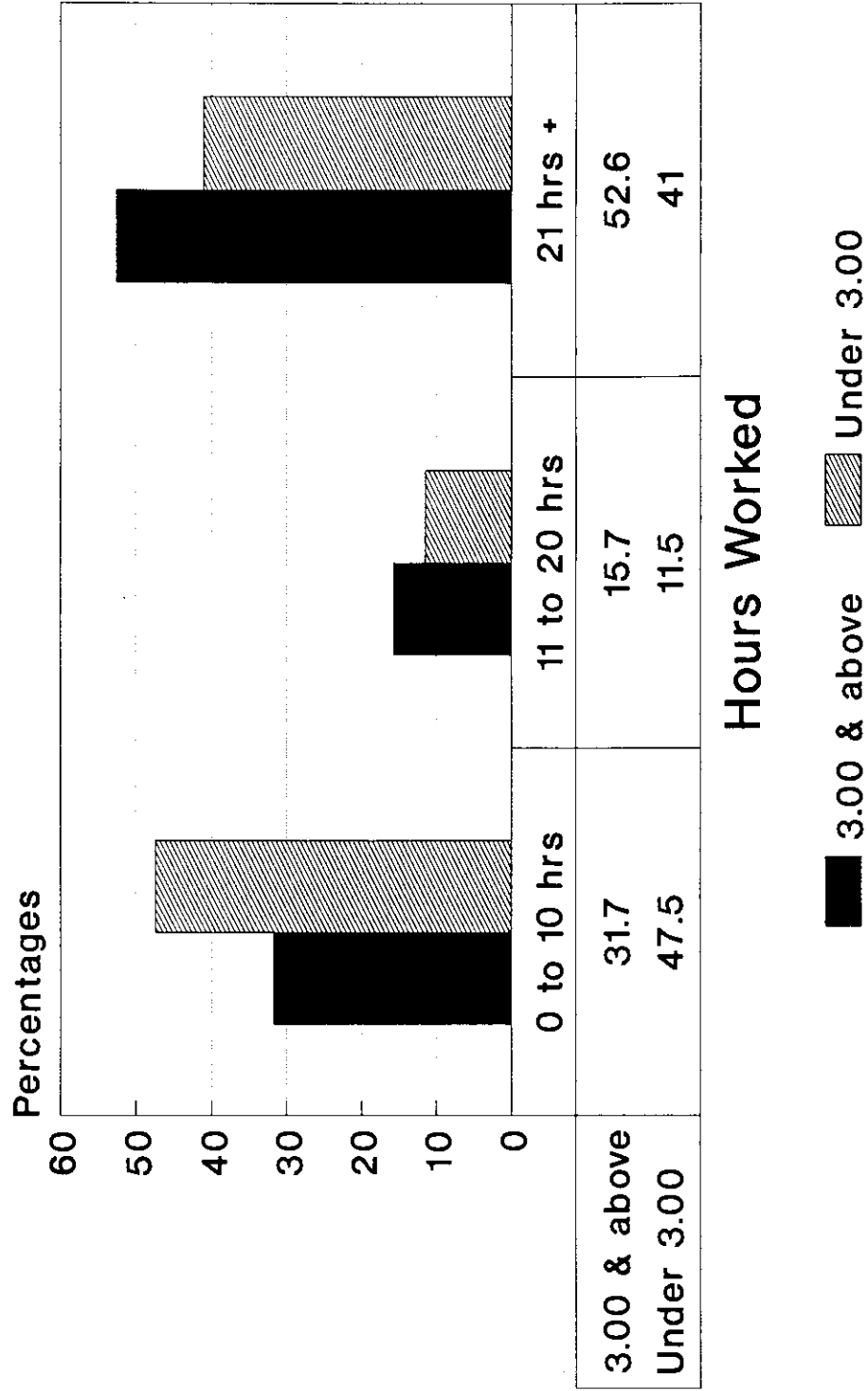
A higher percentage of females than males had an A- to A overall high school GPA (46.3% females versus 33.8% males). A higher percentage of younger respondents than

NON-ENROLLMENT SURVEY 1991

TABLE 1: Demographic Information

Item Description	N	%	Item Description	N	%
Gender			Average HS grades		
Male	352	35.6	3.00+	835	84.3
Female	616	62.2	under 3.00	124	12.5
Age in 1991			Marital Status		
21 or under	893	90.2	Single/unmarried	945	95.5
22 or over	58	5.8	Married	14	1.4
HS program of study			Hours employed 1991		
College Prep	808	81.6	1-10 hrs/wk	322	32.5
Business/Vocational	45	4.5	11-20 hrs/wk	144	14.6
Other	100	10.1	21 or more hrs/wk	488	49.4
Distance from WWU			Ethnicity		
less than 50 miles	88	8.8	White/Caucasian	759	76.7
51-100 miles	281	28.4	Afro-American/Black	14	1.4
101-250 miles	351	35.5	Native American	7	0.7
251-500 miles	130	13.1	Oriental/Asian	90	9.1
over 500 miles	86	8.7	Mexican orgin	11	1.1
Year grad from HS			Other Hispanic	9	0.9
1991	772	78.0	Other	15	1.5
1990	29	2.9			
1989	71	7.2			
1988 or earlier	90	9.0			

FIGURE 1 - NON ENROLLMENT SURVEY
Hours worked by high school grades



older had an A- to A overall high school GPA (43.8% aged 21 or under versus 22.4% aged 22+).

Application/Enrollment Information

Most respondents applied to at least three post-secondary institutions, with a third applying to four or more. Older respondents, however, had a tendency to apply to fewer institutions. Of respondents aged 22 and older, 41.4% applied to two institutions, and 24.1% to only one. (See box below.)

Item description	N	%
Post-secondary institutions applied to:		
one	40	4.0
two	269	27.2
three	308	31.3
four or more	327	33.1

At the time of the survey, 89.8% of the survey respondents were attending another post-secondary institution full-time. Among those age 22 and over, however, only 58.6% were attending another institution full-time.

Opinion of WWU

Over two-thirds of respondents agreed that WWU has high-quality academic programs, and that the cost of attending WWU is reasonable. A relatively high percentage of respondents also agreed that WWU has a large number and variety of courses and programs, and that WWU has many activities and organizations. Few respondents thought it was difficult to earn good grades at WWU.

About many issues respondents were mostly neutral or had no opinions. This was especially true of issues where information would be difficult to glean from catalogs or brochures, or even a single campus visit, for instance: students use of drugs and/or alcohol, the political viewpoints of students, how students of different races get along, etc. Even issues that might have been clarified by campus literature were sometimes unclear to respondents, for example: a majority of respondents had no opinion about required courses, nor about the difficulty of WWU's foreign language requirement. Information on both topics could have been looked up in the General Catalog. (See Table 2a.)

Analysis by age found that a higher percentage of older respondents than younger agreed that WWU had a high quality program in the subject area they planned to pursue

NON-ENROLLMENT SURVEY 1991

TABLE 2a: Opinion of WWU

Item Description	Agreed or Strongly Agreed	Disagreed or Strongly Disagreed	Neutral or No Opinion	Did Not Respond
Indicate your level of agreement with each statement about this college				
Cost is reasonable	72.8	4.4	18.6	4.2
Has high quality academic programs	69.8	1.0	25.3	3.9
Has variety of courses and programs	58.6	3.1	33.7	4.6
Has many activities/organizations	50.3	2.7	42.7	4.2
Students are friendly	38.2	1.9	55.6	4.2
Must be above average for admittance	35.4	25.7	34.2	4.6
Has high quality program in my subject	34.8	18.5	42.5	4.0
Has comfortable residence halls	31.3	3.7	60.6	4.4
Excellent recreational facilities	27.2	3.9	64.5	4.3
Personnel care about individual students	24.8	5.3	65.6	4.1
Offers many cultural events & programs	21.5	1.7	72.0	4.7
Students from various racial & ethnic backgrounds get along well	20.0	1.7	73.7	4.5
Strong intercollegiate athletic program	19.9	11.1	64.5	4.4
Has high quality learning facilities	19.0	2.3	73.8	4.8
Provides sufficient financial aid for students who need assistance	18.0	16.1	61.2	4.6
Offers many job-oriented courses	17.7	2.1	75.8	4.3
Many students use drugs and/or alcohol	14.0	4.9	76.5	4.4
Has many students more interested in having fun than studying	12.9	11.2	71.5	4.4
Has many students who hold extreme political views	11.3	3.7	80.5	4.4
Foreign language requirement too strict	3.9	27.9	63.8	4.3
Difficult to earn good grades	3.3	22.8	69.8	4.0
Has too many required courses	3.0	20.6	71.6	4.7
Has too many rules & regulations	1.1	22.7	71.7	4.5

(65.6% aged 22+ versus 34.0% aged 21 or under), and fewer of the older group were neutral on this point (27.6% versus 44.6%), suggesting that this was a more important issue for older students. On the other hand, as might be expected, more of the older group than the younger group were neutral on the question regarding the quality of WWU's intercollegiate athletic program (81.0% versus 65.5%), indicating less interest in this area.

A slightly higher percentage of males than females agreed that there are excellent recreational facilities for individual use at WWU (27.3% of males versus 20.6% of females), and that WWU has high-quality classroom and laboratory facilities (21.6% of males versus 15.4% of females). A slightly higher percentage of females than males thought that WWU offers many cultural events and programs (33.7% of females versus 20.6% of males).

As might be expected, respondents who felt the financial aid made available by WWU was good had a more positive view of WWU than those who felt the financial aid made available was poor. Those who felt financial aid was good agreed in higher percentages that the cost of attending WWU was reasonable (86.5% to 56.3%), that residence halls were comfortable (43.3% to 25.0%), and that students from different ethnic backgrounds get along well (33.8% to 21.3%).

Most respondents had visited the WWU campus, had a positive or very positive overall impression of WWU, and considered WWU a high choice for attending college. Less than a quarter, however, indicated that they wanted further information about WWU, or that they planned to enroll at WWU in the future. (See Table 2b.)

As expected, a higher percentage of those who rated WWU's financial aid as good had a positive or very positive overall impression of WWU than those who rated WWU's financial aid as poor (82.6% versus 61.3%). No one who rated WWU's financial aid as good had a negative overall impression of WWU. A slightly higher percentage of those rating WWU's financial aid as poor indicated that they planned to attend WWU in the future (27.5% versus 21.9%).

A higher percentage of older respondents than younger said WWU was a high choice when they considered attending (81.0% aged 22+ versus 46.9% aged 21 or under). As well, a higher percentage of older respondents than younger said they planned to attend WWU in the future (46.6% versus 19.0%). This may be related to the higher percentage of older respondents who thought WWU had a high quality program in the subject area they planned to pursue (65.6% versus 34.0%).

Source of Information about WWU

The college catalog and/or brochures, visits to campus, and friends at WWU were listed most frequently as sources of information about WWU. Very few people had a negative impression from any of the sources listed; the highest ranking negative impression, campus visit(s), included only 5.5% of the total survey sample.

NON-ENROLLMENT SURVEY 1991

TABLE 2b: Opinion of WWU

Item Description	N	%
How would you describe your overall impression of WWU?		
Very Positive	132	13.3
Positive	562	56.8
Neutral	218	22.0
Negative	26	2.6
Very Negative	6	0.6
Did you ever visit the campus?		
Yes	584	59.0
No	376	38.0
Would you like further information about WWU?		
Yes	207	20.9
No	730	73.7
Did you ever consider attending WWU?		
Yes, high choice	579	58.5
Yes, low choice	361	36.5
No	15	1.5
Do you plan to enroll at WWU in the future?		
Yes	201	20.3
No	686	69.3

Of those with a poor overall impression of WWU (only 32 people or 3.2% of the total survey sample), the highest percentage said they received a negative impression from visits to the campus, friends at the college, high school classmates, parents/relatives, and college representatives. (See Table 3.)

As would be expected the younger cohort (21 and under) listed high school teachers, counselors, classmates, and their parents/relatives as a source of information about WWU, while the older cohort (22+) relied much more heavily on the college catalog, brochures and/or pamphlets, and visits to campus for their information about WWU.

Similarly, since the older cohort also had the higher percentage of high school GPA's under 3.00, a higher percentage of those with a lower GPA said they received their information about WWU mostly from campus literature rather than from high school sources or from parents, and more of those with a GPA 3.00 or over said they received their information about WWU from high school resources and parents.

Current Institution Attended by Survey Sample

Almost all of the people in survey sample attended another institution during the 1991-92 academic year after declining to attend WWU (93.9%). Most attended a public, 4-year college or a private, 4-year college. Three-quarters attended a school in Washington State, and the highest percentage said their school had 20,000 or more students. Most of them attended the school of their first choice, and had made the decision to apply to that institution while in the 12th grade. (See Table 4a.)

The highest percentage of respondents said that academic reputation of the college, availability of a particular program of study, and cost of attending the college were very important in the decision to attend their current college. Variety of courses offered, distance of the college from their permanent residence, and visits to the college campus were also very important for a high percentage of the survey respondents. (See Table 4b.)

A higher percentage of the younger cohort than the older attended another institution for the 1991-92 academic year (96.0% aged 21+ versus 77.6% aged 22 or under). As expected, an overwhelming majority of the older cohort made their decision to attend their present institution after high school (69.0% versus 15.2%), and, in keeping with the relationship between lower GPA and the older age group, a much higher percentage of those with a GPA under 3.00 made their decision after high school (34.7%) than those with a GPA 3.00 and over (16.3%).

Educational Objectives/Activities

The highest percentage of the total survey sample said that their educational objective at the institution they are now attending was to earn a Bachelor's degree. A Masters degree ranked second. When asked about their major area of study at the institution they were

NON-ENROLLMENT SURVEY 1991

TABLE 3: Source of Information about WWU

Item Description	Indicate whether the following were a major or minor source of your information about WWU		For each source of information indicate whether you received a positive or negative impression	
	Major Source	Minor Source	Positive Impression	Negative Impression
College catalog	34.9	39.4	44.2	1.9
Visit(s) to campus	34.2	21.1	33.2	5.5
Friends at this college	34.1	27.2	46.8	3.9
WWU brochure/pamphlet	33.3	41.3	45.7	1.2
High school classmates	28.7	36.3	40.4	3.8
Parents or relatives	23.4	32.1	36.2	2.7
High school counselors	14.7	35.5	29.2	1.4
College alumni	12.2	15.3	22.7	1.4
High School teachers	11.2	34.8	27.8	1.6
Visits by WWU reps	10.1	16.8	16.0	2.3
HS library materials	5.7	17.7	5.7	17.7
Phone calls by WWU reps	2.5	5.7	4.1	2.4
Written articles	1.7	7.6	5.8	0.9
High School administrators	0.9	9.1	6.3	0.9
Radio/TV announcements	0.0	1.4	1.2	0.5

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TABLE 4a: Description of Current Institution

Item Description	N	%
How would you describe the institution now attended?		
Public 4-year	584	59.0
Private 4-year	211	21.3
Public 2-year	129	13.0
Private 2-year	5	0.5
Voc/Tech School	1	0.1
How many students are enrolled?		
Under 1000	29	2.9
1000 to 1999	82	8.3
2000 to 4999	207	20.9
5000 to 9999	92	9.3
10,000 to 19,999	127	12.8
20,000 or more	325	32.8
Where is the school located?		
Washington	752	76.0
Oregon	58	5.9
California	43	4.3
Other state	82	8.2
When you decided to go to college, what was your rating of the school you currently attend?		
First choice	549	55.5
Second choice	222	22.4
Third choice	86	8.7
Lower	69	6.9
When did you decided to attend?		
After high school	180	18.2
During 12th grade	517	52.2
During 11th grade	130	13.1
Earlier	99	9.9

NON-ENROLLMENT SURVEY 1991

TABLE 4b: Assessment of Current Institution

Item Description	Very Important	Moderately Important	Slightly Important	Not Important
How important were the following in your decision to attend your current college?				
Academic reputation	55.4	28.2	6.6	3.1
Availability of particular program	49.5	26.4	9.5	7.5
Cost of attending	40.0	29.0	12.9	12.9
Variety of courses offered	36.2	38.5	12.7	5.4
Distance from permanent residence	33.8	23.0	16.8	19.5
Campus visit(s)	33.1	24.4	17.3	18.2
Availability of financial aid	33.0	17.4	13.3	30.3
Quality of facilities (labs, etc.)	30.4	36.0	16.9	9.9
Average class size	27.8	26.3	21.1	18.0
Type of local community	27.0	30.6	22.1	13.3
Faculty/staff showed interest in me	23.5	15.8	17.8	35.7
Size of college	23.0	31.4	21.4	17.7
Social climate/activities	22.1	39.2	17.8	14.2
Extracurricular activities	22.1	29.1	23.0	18.9
Available quality campus housing	20.6	27.8	14.8	29.5
Advice of alumni/attendee	17.0	27.9	24.4	23.7
Advice of parents/relatives	16.5	30.3	25.7	20.8
Entrance requirements	16.4	27.3	19.3	30.1
Opportunity for part-time work	15.7	22.1	21.2	34.3
Contact(s) with representatives	10.9	17.0	22.0	43.1
Varsity sports opportunities	10.8	11.0	18.3	53.7
Friends attend/will attend	9.6	17.5	20.9	45.3
Racial/ethnic make-up	6.9	14.1	23.4	48.8
Advice of HS counselors/teachers	5.8	20.3	27.8	39.1
Religious affiliation of college	5.1	6.1	13.0	69.1
Male/female ratio	3.9	13.2	21.0	54.7

currently attending, the highest percentage of respondents indicated they were undecided (15.4%). The older cohort were found to be less likely to be undecided about their major (5.2% aged 22+ versus 16.5% 21-), and more likely to major in Education (19.0% versus 10.2%). (See Table 5.)

Current Activities/Plans

When asked about non-scholastic activities, an overwhelming majority gave no response to this question (83.2%), indicating that for most of the survey sample the primary activity for the year was attending school. Only 120 people, 12.2% of the total survey sample said they were working, split about evenly with half working full-time and half working part-time. Most planned to continue their formal education with a year.

Discussion

Since it was the intent of this survey and subsequent report to attempt and discern what might be keeping well-qualified students from attending WWU, especially after they've been admitted, some inference and speculation as to the what the data means will be presented in hopes that both Admissions and related administrative offices will find it helpful.

Of first note was the fact that while WWU was considered a high choice for survey respondents, a majority of respondents marked that they ended up at the institution of their first choice. For many respondents attending WWU might have been desirable only if their first choice was unavailable; or, they might have been shopping, maybe with their minds mostly made up, but keeping their options strong. In this regard, the 1991 Cooperative Institutional Research Program (CIRP) Survey data provided an interesting comparison. While 12.5% of CIRP survey respondents (admitted and enrolled students) had applied to four or more colleges for admissions, 33.1% of the non-enrollment survey respondents had applied to four or more colleges for admissions. (See Figure 2.)

Of further note was the demographic comparison of 1991 non-enrollees and 1991 enrollees. While the percent of males and females was virtually identical, some differences were found in age, high school GPA, place of origin, and ethnicity. Although slight, non-enrollees more frequently were 22 years of age or older, had high school GPA's of over 3.00, and were from out-of-state.

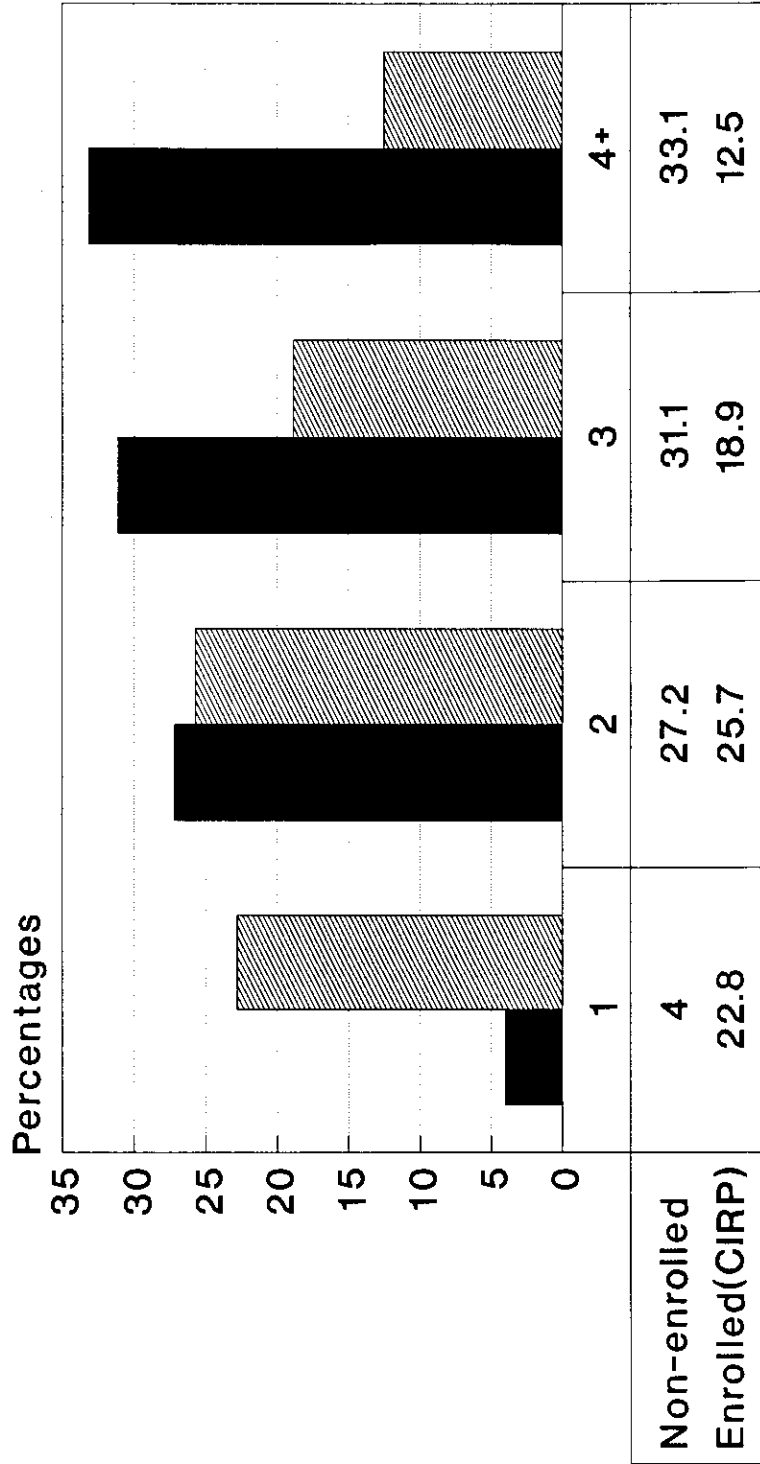
One more analysis of interest was the enrollment activity of ethnic groups. While overall, ethnic minorities opted to enroll more often than to not enroll, they did so in lower percentages than Caucasians (63.7% of accounted for Caucasians enrolled; 52.5% of accounted for ethnic-minorities enrolled). This trend was especially true for Asian students. Of the 179 admitted Asian students accounted for, half had decided not to enroll. Of all the ethnic groups, it was the only one in which more potential WWU students had opted to not enroll rather than to enroll. (See Table 6.)

NON-ENROLLMENT SURVEY 1991

TABLE 5: Educational Objective
at Current Institution

Item Description	N	%
Educational objective		
Bachelor's degree	497	50.2
Master's degree	124	12.5
Transfer	90	9.1
Ph.D/M.D., etc.	70	7.1
No goal in mind	63	6.4
Associate's degree	50	5.1
Other	23	2.3
Major area of study		
Undecided	152	15.4
Business/Commerce	126	12.7
Education	102	10.3
Social sciences	101	10.2
Health profession	89	9.0
Engineering	71	7.2
Communications	55	5.6
Biological sciences	47	4.7
Applied/Fine arts	36	3.6
Physical science	23	2.3
Architecture	18	1.8
Letters	14	1.4
Computer science	13	1.3
Foreign languages	12	1.2
General studies	11	1.1
Other	34	3.4

FIGURE 2 - NON-ENROLLMENT SURVEY 1991
Number of Colleges Applied to



NON-ENROLLMENT SURVEY 1991

TABLE 6: Demographic Comparison

Item Description	Non-enrolled		Enrolled	
	N	%	N	%
Gender				
Female	616	62.2	927	59.7
Male	352	35.6	626	40.3
Age in 1991				
21 and under	893	90.2	1535	98.9
22 and over	58	5.8	18	1.1
Ethnicity				
White/Caucasian	759	76.7	1332	89.2
Oriental/Asian	90	9.1	89	1.1
Hispanic	20	2.0	26	1.2
Afro-American/Black	14	1.4	17	6.0
Native American	7	0.7	18	1.7
Other	15	1.5	12	0.8
High School GPA				
3.00 and over	835	87.1	1267	81.6
under 3.00	124	12.9	286	18.4
Place of origin				
Washington State	863	87.2	1468	94.5
Other states	91	9.2	72	4.7
Foreign	10	1.0	13	0.8

Survey Written Comments

Out of the 990 total survey responses, 410 included written comments which were analyzed separately from the general survey results. Out of the 410 who submitted written comments, 110 gave no reason for their decision not to attend WWU bringing the total number of useful written responses to 300. However, 32 people gave multiple reasons for not attending, bringing the total number of reasons available to categorize to 422. These were sorted and are presented in order from highest to lowest number of responses. (See box below.)

Item description	N	%
Administrative and/or personnel problems with application process	91	21.6
Financial aid/cost	77	18.8
Programs offered/availability of classes	64	15.2
Distance to school: too far or close, wanted to live at home, etc.	40	9.5
Location: prefer more urban environment, etc.	25	5.9
Social: lack of Greek system, limited extra-curricular activities, etc.	24	5.7
Sports: athletic program better elsewhere, no program in select sport, etc.	23	5.5
Reputation: other school better overall, or in select program.	20	4.7
Housing: lack or housing at WWU/Bellingham, better housing elsewhere, etc.	20	4.7
WWU too small or too large	16	3.8
Personal: stay closer to family/friends, family advised to go elsewhere, etc.	16	3.8
Miscellaneous	11	1.4

In general, these written responses tended to be more negative about WWU than the general survey responses. Although largely anecdotal in nature, this section is interesting in that it gives more detailed reasons/information for not attending WWU than a purely statistical survey can provide.

Administrative and/or personnel problems with the recruitment process

This group listed problems with the application process, recruiting procedure, and recruiting and admission office personnel as reasons for not attending WWU. This category could have been broken down into "communication problems" and "problems with WWU's personnel/representatives," but since people who cited communication problems frequently cited personnel problems as well, these were combined.

Within this group, 34 cited poor communication with the admission or financial aid office as their reason for not attending, and 20 simply cited late or poor notification. Out of this latter group, 11 people said that their financial award notice was received too late or not received at all, and 9 said that their notice of acceptance to WWU was received too late or much later than from other institutions and that they would have attended if notification had been received earlier. Another 10 said that not enough information was sent from either the financial aid or admission office. Others complained that they received no response to requests for information or that they lacked information about the \$50 confirmation fee or that they had been accepted until it was too late to accept the offer.

The second largest number of responses within this group did not like the personal contact they made with either office staff at WWU or the University's recruiting representatives. Of the 26 respondents who complained about WWU's staff/representatives, 13 people said that representatives were rude, non-enthusiastic or had a bad attitude; 9 said that they did not receive enough personal attention during the recruitment process (2 of whom indicated that they would have liked a campus visit but were not invited); and 4 people said they didn't like the faculty or staff representatives they met while visiting the campus.

Of an additional 3 people who cited disappointment with their campus visit, 2 complained that they did not get into a classroom. The application process at another school was cited as one reason for missing WWU's deadlines, and another thought that WWU should consider an appeal process for missed deadlines.

Quotes

- Information/notification problems:

I decided not to attend Western Washington University because it took an extremely long time to find out I was accepted... I would have likely attended WWU if I had received a response earlier.

The reason I decided not to attend WWU is because I didn't get notice of acceptance until 3 1/2 months after I was accepted at WSU.

My main reason for not attending Western Washington U. is that the process

of acceptance and any awards of scholarships or loans was too slow. PLU showed immediate interest and I had already received acceptance and a substantial offer of financial aid before summer. I had to decide by April whether to take PLU's offer or take a chance on WWU who didn't even notify me of acceptance until June.

One of the reasons I chose not to attend Western was that your financial office did not get my financial offer to me before the deadline to accept from other institutions.

The major factor in my decision not to attend Western was the fact that my FAF was not processed and returned to me... I never got any response from WWU's financial aid office.

The one problem that I encountered after I applied to WWU is that it took so long to find out if I had been accepted...

The basic reason for not attending your school was its inability to get me advanced information on how much financial aid/scholarship money you were willing to give. GFC had this information at my door by March 1 and I had a time limit in accepting. Since you and the other schools would not give me any idea on how much help I would get until June/July I chose GFC.

More communication between the office of admission and the office of financial aid is necessary!

The only reason I am not attending WWU is because I was not aware of the \$50 confirmation fee. I had planned to attend and was looking forward to it. I feel you need to be more specific on the point of confirmation fees.

I received virtually no information from this school for which I am answering this survey... If they had really wanted me to attend, I would have gotten more correspondence and support instead of just a lot of nothingness. I'm sure this college is a fine one, but I would never have known it from the college itself.

WWU was my 1st choice. I had gotten accepted and had housing with a roommate already chosen but I didn't turn in my \$50.00 by the deadline date because I was waiting on some financial aid info...

In recruiting, send more info - bulletins, catalogs, and specific instruction on deadlines etc. Make admission deadline after financial aid notices...

I received no information from Western Washington University concerning the

amount of financial aid that they would offer. Other colleges sent the information early...

It was extremely difficult to get any financial information from the student financial office. I asked several times for the financial office to send me a copy of my financial grants. Still they continue to ignore my request...

Too Slow. WWU non-responsive, poor administrative responses on awards (much too late).

I wrote in Sept. '90 for information on your sailing team, nothing was ever sent.

I was impressed with WWU's academic reputation. Unfortunately, admissions to WWU was a hassle. Staff of admissions were very uncooperative over the phone, and responses through mail were way too slow.

One of the major reasons why I will not be attending Western during the 91-92 school year is because I was notified of my offer of admission too late. I had already accepted an offer of admission to another school because I figured it was too late for Western to be accepting any more applicants. If Western had notified me of my offer of admission earlier, that is the university that I would be attending for the 91-92 academic year.

- Personal contacts:

I seriously planned to attend Western -- My parents & grandparents and great-grandparents are alums, but I was very discouraged by 1) the snobbish attitude of recruitment people 2) the lack of outreach 3) the non-availability of information 4) the slow processing of my application 5) the lack of "warmth" from any of the contact people high schools!

... personnel were always in a hurry and did not seem to care whether or not our questions or concerns were answered. You need people with more compassion and people skills in areas dealing with the public. In-coming students & their parents have lots of questions & concerns and an understanding person on your staff would go a long way in improving your public image.

The single most reason for not attending this institution was due to the rudeness displayed by your personnel...Much work needs to be done concerning the public relations at your school.

The lady who represented Western Wash. Univ. did not do any justice for the

school.. She never smiled, and she talked in monotone. She never talked about the fun parts of Western, and didn't make the school sound appealing. That presentation basically made my decision.

The reason I did not decide to enroll at WWU is that I found the staff correspondence to be snobby, impersonal and anything but friendly. With a G.P.A. of nearly 3.9 in college prep courses I had a choice and initially felt that WWU could give me a good college education.

During the visitation I received a very hostile attitude from the administrators.

The representative I encountered was very non-personable -- she appeared to be uninterested in new students. She was very rude...

The representatives you send around the state to recruit new students need to be more positive and enthusiastic. After listening to an admissions officer I was "turned off" of WWU.

The college had been my first choice until I visited. Although it's a beautiful campus, I wasn't impressed with the personal contacts I had. The counselor I met with simply chose to show me pages of the catalog -- it was more like trying to use up time rather than sell me on the programs. My tour guide was also uninspiring & languid. Plus, I think you should provide a student sponsor to anyone who spends the night, rather than let prospective students fend for themselves.

My visit to Western Washington University's campus in April of 1991 was a disappointment to me. I got the impression that the faculty wasn't particularly interested in the individual student after meeting with an advisor. This advisor seemed bitter about the way things were being run within the University and this resentfulness was reflected in his interaction with me, a prospective. In the future, I would recommend setting up students with advisors that are more personable & display a desire to be there & help the students.

Very little information about WWU was ever mailed to me when I wrote the school asking for it. All sources of information I did use in the decision-making process did not come from the school. I felt like a number, not an individual and not important to the school.

I found my contacts w/WWU to be unfriendly & unconcerned. When I called with questions, people acted like I was infringing on their time... WWU didn't show much interest in me.

I did not choose to attend WWU because I did not feel the faculty and staff

was interested in me, as an individual. Other schools pursued me and made me feel very wanted. They invited me for campus visits and congratulated me on high school successes. I felt WWU didn't have time for me.

- Problems with procedures:

I was definitely interested in attending WWU, but apparently my notification of admission was lost in the mail. I never received any information, and when I called the Office of Admissions to check on my application status, I was informed that I had missed the payment deadline for fall quarter enrollment. I then inquired if I could appeal this situation, and was rudely told I would have to re-enroll winter quarter. Thus, I decided to attend U.W.

Financial Aid/Cost

Many acceptees cited insufficient financial aid/cost as their reason for not attending WWU, with 64 people indicating that funding/financial difficulty was important in their decision not to attend WWU. Of these, 15 said that they were offered more aid at another institution, or that they received aid from another institution when WWU offered none; 14 cited personal financial problems and said that they simply could not afford to attend; 13 said they did not attend because they were not offered aid or the amount of aid offered was not enough; and 5 cited the high cost of out of state tuition as their reason for not attending.

Quotes

Western was my first choice. I've wanted to attend your university since I was young and visited your institution to see Carver Gymnasium, named after my great-grandfather, and the interest of attending Western grew throughout high school. But due to an insufficient amount of financial aid, I am unable to attend.

WWU's financial aid offer was a joke. Of the seven schools I applied and was accepted, WWU's offer was the worst. (by thousands) I want an education NOT poverty for my family.

Programs offered/availability of classes

This group cited the lack of particular programs or unavailability of classes as reasons for not attending WWU. Within this group, 24 said that there was no program at WWU in their field of interest; 15 said that there was stronger program at another institution or that their program of interest was not strong at WWU; 9 said that the curriculum at WWU is too narrow; 5 said that the style of instruction was better at another school; and 2 said they were concerned that it might be difficult to get into desired classes.

Nursing/medicine and engineering were cited most often as programs not available at WWU. Other programs mentioned as not available were architecture, interpreting for the deaf, international business, and pharmacy. Programs that were considered stronger at other institutions included pre-law, journalism/communications, fine arts, marine science, computer science, archaeology/anthropology, and drama/dance. Of the 9 who said that WWU's curriculum was too narrow, 3 mentioned the science program in particular.

Quotes

I visited WWU and was very impressed with the campus, the people, and the food. (location also) The single largest factor that made me choose another college was the computer science department. The programming languages were outdated and students were having trouble with some of the hardware because it was too old and not maintained. I also talked to one of the people from the department and was told I would have to take mostly core courses for the first two years.

The main reason I decided not to attend WWU was lack of variety, options, and a strong medical/science program.

The field of study that I am pursuing is the only reason that differentiated WWU and WSU in making my choice. I feel that WWU is one of the best colleges on the west coast, and if I was pursuing a different major, I would have attended WWU.

Other

- Distance to school:

I believe that WWU is a very good school and it was difficult for me to choose between UW and WWU. For me, it came down to the fact that UW was closer and I could still live at home while going there.

- Social opportunities:

Extra curricular activities need to be open and advertised for all students. Students find that there aren't many things other than studying to consume their time and they usually just sit around or party. Clubs should be expansive and readily available for extra curricular time.

- Sports:

I chose the college I did because I'm an athlete and they showed the most interest in my ability. I plan to transfer after two years to a four year school.

in which I will pursue my major and play sports.

- WWU's reputation:

I'm sure I would have attended Western if my family didn't pressure me into attending the U. of W. But another thing I had to consider was the reputation and resources of the college. The U. of W. has a lot more facilities and I'm considering the possibility of continuing on to obtain my Masters Degree after my B.A. so I want to increase my chance of getting into a better college after U. of W. I do appreciate all the letters and the acceptance to Western.

WWU is a fine institution with a good reputation. You have excellent representatives who do a good job. All you really need is time to build a reputation like the larger institutions.

Western is a good school but is seen as a level below schools like U.W. and W.S.U. More representatives of Western need to come to eastern W.A. I was never able to meet with one living in Yakima.

The social climate of Western left a very good reputation on me. I believe that I would enjoy my college experience much more by attending WWU. The academic reputation of WWU, however, especially in the sciences is not good. After visiting the chemistry department, I was not left with the impression that I would be as rigorously challenged by going to WWU as going to WSU. Also, I would need to make up too many core requirements changing from an honors program at WSU, to a general university system at WWU.

- Setting/location:

I thought WWU was a good academic school. The main things I didn't like had nothing to do with the university. They involved the attitude of the students, they seemed unfriendly. I also didn't care for Bellingham, I was looking for more of a college town. The only thing that the school could change would be to update the residence halls. I thought they were old, I didn't care for them.

- Housing:

I'm not impressed about the fact some incoming freshmen to WWU can not receive housing. All freshmen should be offered on-campus housing.

The main reason that I decided to attend WSU instead of WWU is because of the difference in quality & availability of residence halls.

More housing opportunities!!

- Size of school:

I was interested in the Fairhaven college but after visiting Evergreen felt that they, being a larger institution with more funding, had more diverse faculty and could be more selective w/students therefore maintaining a seemingly more active & intelligent student body.

WWU is a very pretty campus and there were many positive things about it but I want to attend a larger University.

- Miscellaneous:

It would be nicer if Western had a bigger (or more places) to workout at. But I do understand U.W. is bigger so they have more facilities, but I still think Western could use more.

- Personal reasons:

Good college, just too far away from my boyfriend!

I decided that if I was going to go to a big school, I'd go to the university of Washington. Western is a good school. But, my sister goes there and I didn't want to go where she went. I think personal phone calls make all the difference in the world!

APPENDIX A:
Ethnicity Report

NON-ENROLLMENT SURVEY 1991

ETHNICITY REPORT

Table 1a: Demographic Information

Ethnicity

	N	%
Afro-American/Black	14	1.5
American Indian	7	0.7
Asian American	90	9.6
Caucasian	757	80.4
Hispanic American	20	2.1
Other	15	1.6
Did not respond	39	4.1

Age

21 and under

22 and over

	21 and under		22 and over	
	N	% of Ethnic population	N	% of Ethnic population
Afro-American/Black	13	92.9	1	7.1
American Indian	6	85.7	1	14.3
Asian American	88	97.8	2	2.2
Caucasian	711	93.9	46	6.1
Hispanic American	16	80.0	4	20.0
Other	15	100.0	-	0
Did not respond	35	89.7	4	10.3

Marital status

Unmarried

Married

	Unmarried		Married	
	N	% of Ethnic population	N	% of Ethnic population
Afro-American/Black	14	100.0	-	0
American Indian	7	100.0	-	0
Asian American	89	98.9	-	0
Caucasian	748	98.7	9	1.2
Hispanic American	17	85.0	3	15.0
Other	15	100.0	-	0
Did not respond	36	92.3	2	5.1

NON-ENROLLMENT SURVEY 1991
 ETHNICITY REPORT
 Table 1b: Demographic Information

Permanent residence
 in relation to WWU

	Same state		Different state		Other country	
	N	% Ethnic pop.	N	% Ethnic pop.	N	% Ethnic pop.
Afro-American/Black	13	92.9	1	7.1	-	0
American Indian	5	71.4	2	18.6	-	0
Asian American	86	95.6	1	1.1	3	3.3
Caucasian	673	88.7	81	8.6	5	0.7
Hispanic American	20	100.0	-	0	-	0
Other	13	86.7	1	6.7	1	6.7
Did not respond	36	90.0	3	7.5	1	2.5

Hours employed
 in 1991

	0-10 hrs/week		11-20 hrs/week		More than 21 hrs/week	
	N	% Ethnic pop.	N	% Ethnic pop.	N	% Ethnic pop.
Afro-American/Black	5	38.5	2	15.4	6	46.2
American Indian	3	42.9	-	0	4	57.2
Asian American	41	45.5	20	22.2	29	32.3
Caucasian	232	30.9	107	14.3	412	54.9
Hispanic American	12	63.2	3	15.8	4	21.1
Other	7	46.7	2	13.4	6	40.1
Did not respond	16	40.0	8	20.0	16	40.0

NON-ENROLLMENT SURVEY 1991
 ETHNICITY REPORT
 Table 1c: High School Demographics

Program of study	College prep		Business or Vocational		General or Other	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	11	78.6	-	0	3	21.4
American Indian	6	85.7	1	14.3	-	0
Asian American	69	78.4	6	6.8	13	14.8
Caucasian	649	86.1	43	5.7	72	9.5
Hispanic American	14	73.7	2	10.5	3	15.8
Other	11	73.3	3	20.0	1	6.7
Did not respond	34	89.5	-	0	4	10.5

Graduation year	1991		1990 or prior	
	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	12	85.7	2	14.2
American Indian	5	71.4	2	28.6
Asian American	83	92.2	7	7.7
Caucasian	601	79.3	157	20.8
Hispanic American	14	70.0	6	30.0
Other	13	86.7	2	13.4
Did not respond	31	77.5	16	22.5

HS GPA	GPA 3.00 & above		GPA under 3.00	
	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	9	64.3	5	35.7
American Indian	6	85.7	1	14.3
Asian American	76	85.4	13	14.6
Caucasian	658	87.1	98	13.0
Hispanic American	18	90.0	2	10.0
Other	13	86.6	2	13.4
Did not respond	38	95.0	2	5.0

NON-ENROLLMENT SURVEY 1991
ETHNICITY REPORT

Table 2: Enrollment Information

To how many postsecondary institutions did you apply?

	1		2		3		4 or more	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	-	0	3	21.4	8	57.1	3	21.4
American Indian	2	28.6	-	0	3	42.9	2	28.6
Asian American	1	1.1	26	28.9	28	31.1	32	35.6
Caucasian	35	4.6	215	28.4	243	32.1	251	33.1
Hispanic American	1	5.0	7	35.0	4	20.0	8	40.0
Other	-	0	5	33.3	2	13.3	8	53.3
Did not respond	1	2.5	1	2.5	11	27.5	16	40.0

During the current academic year are you attending (will you attend) a postsecondary institution?

	Yes, full-time		Yes, part-time		No	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	14	100.0	-	0	-	0
American Indian	5	71.4	2	28.6	-	0
Asian American	81	90.0	2	2.2	7	7.8
Caucasian	692	91.7	23	3.0	40	5.3
Hispanic American	18	90.0	2	10.0	-	0
Other	14	93.3	1	6.7	-	0
Did not respond	37	92.5	62	5.0	1	2.5

NON-ENROLLMENT SURVEY 1991

ETHNICITY REPORT

Table 3a: Opinion of WWU

Indicate your level of agreement
with each statement about this college.

Afro-American/Black	Agreed	Disagreed	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Cost is reasonable	78.6	0	21.4
Has high quality academic programs	71.5	0	28.5
Has large number/variety courses/programs	50.0	0	50.0
Has high quality program in my subject area	42.8	14.3	42.9
Students from various racial & ethnic backgrounds get along well	0	0	100.0
Provides sufficient financial aid for students who need assistance	14.2	14.3	71.4

American Indian	Agreed	Disagreed	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Cost is reasonable	57.2	14.3	28.6
Has high quality academic programs	85.7	0	14.3
Has large number/variety courses/programs	71.4	0	28.6
Has high quality program in my subject area	57.2	0	42.9
Students from various racial & ethnic backgrounds get along well	28.6	14.3	57.2
Provides sufficient financial aid for students who need assistance	14.3	14.3	71.5

Asian American	Agreed	Disagreed	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Cost is reasonable	77.8	3.3	18.9
Has high quality academic programs	58.4	1.1	40.5
Has large number/variety courses/programs	46.0	6.9	47.1
Has high quality program in my subject area	29.2	19.1	51.6
Students from various racial & ethnic backgrounds get along well	18.0	3.4	78.7
Provides sufficient financial aid for students who need assistance	24.7	11.3	64.1

NON-ENROLLMENT SURVEY 1991

ETHNICITY REPORT

Table 3b: Opinion of WWU

Indicate your level of agreement with each statement about this college.

Caucasian	Agreed	Disagreed	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Cost is reasonable	77.3	4.5	18.1
Has high quality academic programs	74.5	1.2	24.2
Has large number/variety courses/programs	63.0	3.0	34.1
Has high quality program in my subject area	37.1	20.2	42.8
Students from various racial & ethnic backgrounds get along well	22.9	1.3	75.9
Provides sufficient financial aid for students who need assistance	18.7	17.6	61.7

Hispanic American	Agreed	Disagreed	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Cost is reasonable	52.6	5.3	42.1
Has high quality academic programs	73.7	0	26.3
Has large number/variety courses/programs	65.0	5.0	30.0
Has high quality program in my subject area	40.0	0	60.0
Students from various racial & ethnic backgrounds get along well	10.0	0	90.0
Provides sufficient financial aid for students who need assistance	15.0	15.0	70.0

Did not respond	Agreed	Disagreed	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Cost is reasonable	61.6	5.2	33.4
Has high quality academic programs	64.1	0	35.8
Has large number/variety courses/programs	61.5	2.6	35.9
Has high quality program in my subject area	30.8	23.1	46.1
Students from various racial & ethnic backgrounds get along well	7.9	7.9	84.3
Provides sufficient financial aid for students who need assistance	12.8	17.9	69.2

NON-ENROLLMENT SURVEY 1991
ETHNICITY REPORT

Table 3c: Opinion of WWU

How would you describe your overall impression of this college?

	Positive	Negative	Neutral
	% Eth. pop	% Eth. pop	% Eth. pop
Afro-American/Black	71.5	0	28.6
American Indian	85.7	0	14.3
Asian American	70.4	1.1	28.4
Caucasian	72.9	0.7	24.0
Hispanic American	65.0	5.0	30.0
Other	60.0	0	40.0

Did you ever visit the campus of this college?

	Yes	No
	% Eth. pop	% Eth. pop
Afro-American/Black	35.7	64.3
American Indian	42.9	57.1
Asian American	52.3	47.7
Caucasian	63.5	36.5
Hispanic American	30.0	70.0
Other	33.3	66.7

Would you like further information about this college?

	Yes	No
	% Eth. pop	% Eth. pop
Afro-American/Black	42.9	57.1
American Indian	57.1	42.9
Asian American	15.7	84.3
Caucasian	21.5	78.5
Hispanic American	60.0	40.0
Other	13.3	86.7

NON-ENROLLMENT SURVEY 1991

ETHNICITY REPORT

Table 3d: Opinion of WWU

Did you ever consider attending this college?	Yes, high choice	Yes, low choice	No interest
	% Eth. pop	% Eth. pop	% Eth. pop
Afro-American/Black	78.6	21.4	0
American Indian	83.3	16.7	0
Asian American	51.7	46.0	0.1
Caucasian	60.8	37.5	1.3
Hispanic American	55.0	46.0	1.1
Other	53.3	33.3	13.3

Do you plan to enroll at this college in the future?	Yes	No
	% Eth. pop	% Eth. pop
Afro-American/Black	27.3	72.7
American Indian	57.1	42.9
Asian American	17.9	82.1
Caucasian	22.1	77.9
Hispanic American	58.8	41.2
Other	25.0	75.0

NON-ENROLLMENT SURVEY 1991

Ethnicity Report

TABLE 4a: Source of Information about WWU

	Indicate whether each of the following was a major or a minor source of your information about this college.		For each source of information, indicate whether you received a positive or negative impression.	
	Major Source	Minor Source	Positive Impression	Negative Impression
	% Eth. pop	% Eth. pop	% Eth. pop	% Eth. pop
Afro-American/Black				
Friends at this college	30.8	30.8	55.6	0
Parents or relatives	15.4	30.8	44.4	0
High school teachers	30.8	46.2	50.0	10.0
High school counselors	30.8	53.8	60.0	0
High school administrators	7.7	15.4	16.7	0
High school classmates	38.5	23.1	40.0	0
HS library materials	15.4	15.4	22.2	0
College catalog	50.0	28.6	54.5	0
College brochure/pamphlet	42.9	35.7	66.7	0
College alumni	23.1	7.7	42.9	0
College representative	7.7	30.8	42.9	0
Visit(s) to campus	35.7	7.1	55.6	0

American Indian

Friends at this college	42.9	14.3	80.0	0
Parents or relatives	0	42.9	33.3	0
High school teachers	14.3	14.3	50.0	0
High school counselors	0	14.3	0	0
High school administrators	0	0	0	0
High school classmates	14.3	14.3	0	33.3
HS library materials	0	14.3	0	0
College catalog	28.6	42.9	80.0	0
College brochure/pamphlet	28.6	57.1	66.7	0
College alumni	14.3	0	50.0	0
College representative	0	0	0	0
Visit(s) to campus	28.6	14.3	75.0	0

Asian American

Friends at this college	35.2	29.5	69.4	0
Parents or relatives	12.5	35.2	40.7	11.1
High school teachers	15.9	36.4	50.0	3.4
High school counselors	18.2	39.8	43.3	3.3
High school administrators	2.3	12.6	15.0	7.5
High school classmates	38.6	42.0	62.2	4.1
HS library materials	8.0	18.4	17.8	4.4
College catalog	39.1	39.1	44.2	6.5
College brochure/pamphlet	38.4	41.9	45.3	5.3
College alumni	13.8	23.0	47.3	7.3
College representative	17.2	20.7	41.7	6.3
Visit(s) to campus	34.5	14.9	40.0	9.1

NON-ENROLLMENT SURVEY 1991

Ethnicity Report

TABLE 4b: Source of Information about WWU

	Indicate whether each of the following was a major or a minor source of your information about this college.		For each source of information, indicate whether you received a positive or negative impression.	
	Major Source	Minor Source	Positive Impression	Negative Impression
Caucasian	% Eth. pop	% Eth. pop	% Eth. pop	% Eth. pop
Friends at this college	36.3	29.7	72.7	7.1
Parents or relatives	26.6	34.7	62.1	4.1
High school teachers	10.9	37.3	53.5	3.1
High school counselors	14.6	38.6	52.8	2.5
High school administrators	0.8	9.3	24.5	2.4
High school classmates	29.4	39.1	61.1	6.3
HS library materials	5.6	18.7	31.4	1.1
College catalog	35.9	43.4	61.4	2.2
College brochure/pamphlet	35.5	44.3	64.8	1.4
College alumni	12.9	16.1	56.2	2.8
College representative	10.6	17.5	43.2	6.3
Visit(s) to campus	36.9	23.5	58.9	9.0

Hispanic American

Friends at this college	26.3	15.8	87.5	0
Parents or relatives	33.3	11.1	87.5	0
High school teachers	10.5	31.6	57.1	0
High school counselors	31.6	15.8	88.9	0
High school administrators	0	5.6	0	0
High school classmates	15.8	15.8	83.3	0
HS library materials	11.1	5.6	33.3	0
College catalog	47.4	31.6	46.2	0
College brochure/pamphlet	42.1	36.8	64.3	0
College alumni	10.5	15.8	100.0	0
College representative	16.7	0	66.7	0
Visit(s) to campus	21.1	10.5	62.5	12.5

Other

Friends at this college	40.0	13.3	75.0	0
Parents or relatives	13.3	20.0	57.1	0
High school teachers	21.4	21.4	28.6	0
High school counselors	14.3	35.7	37.5	12.5
High school administrators	0	14.3	0	0
High school classmates	40.0	26.7	60.0	10.0
HS library materials	0	30.8	33.3	0
College catalog	46.2	30.8	63.6	0
College brochure/pamphlet	28.6	57.1	53.8	0
College alumni	0	21.4	16.7	0
College representative	0	28.6	20.0	0
Visit(s) to campus	23.1	15.4	80.0	20.0

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Table 5a: Description of Current Institution

Type of institution	Public 4-yr.		Private 4-yr.		Public 2-yr.		Private 2-yr.		Vo-tech	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	11	78.6	1	7.1	1	7.1	-	0	-	0
American Indian	4	80.0	-	0	1	20.0	-	0	-	0
Asian American	55	64.7	26	30.6	3	3.5	-	0	-	0
Caucasian	447	61.1	162	22.2	112	15.3	5	0.7	1	0.1
Hispanic American	12	80.0	3	15.0	5	25.0	-	0	-	0
Other	12	80.0	3	20.0	-	0	-	0	-	0
Did not respond	29	74.4	6	15.4	4	10.3	-	0	-	0

Number of students at current institution	Under 1000		1000-4999		5000-9999		10,000-19,999		20,000+	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	1	8.3	3	25.0	-	0	2	16.7	6	50.0
American Indian	-	0	-	0	3	75.0	1	25.0	-	0
Asian American	3	3.8	23	29.5	7	9.0	5	6.4	40	51.3
Caucasian	20	2.9	234	34.2	78	11.4	108	15.8	244	35.7
Hispanic American	2	10.5	6	31.6	1	5.3	4	21.1	6	31.6
Other	-	0	5	38.5	2	15.4	-	0	6	46.2
Did not respond	1	2.9	12	35.3	-	0	4	11.8	17	50.0

In which state is your current institution?	Washington		Oregon		California		Other states	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	11	84.6	-	0	1	7.7	1	7.7
American Indian	5	83.3	1	16.7	-	0	-	0
Asian American	75	87.2	1	1.2	4	4.7	5	5.9
Caucasian	585	79.8	50	6.8	32	4.4	62	8.1
Hispanic American	18	90.0	1	5.0	-	0	1	5.0
Other	10	66.7	1	6.7	-	0	3	20.0
Did not respond	31	79.5	1	2.6	2	5.1	4	10.4

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Table 5b: Description of Current Institution

When you decided to go to college, what was your rating of institution you currently attend?

	1st choice		2nd choice		3rd choice		4th or lower	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	11	78.6	2	14.3	1	7.1	-	0
American Indian	4	66.7	-	0	1	16.7	1	16.7
Asian American	57	66.3	20	23.3	5	5.8	4	4.7
Caucasian	426	59.0	169	23.4	70	9.7	57	7.9
Hispanic American	9	45.0	8	40.0	2	10.0	1	5.0
Other	7	46.7	6	40.0	1	6.7	1	6.7
Did not respond	19	48.7	12	30.8	4	10.3	4	10.3

When did you decide to apply to institution currently attending?

	After High School		During 12th grade		During 11th grade		Earlier	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	1	7.1	9	64.3	2	14.3	2	14.2
American Indian	3	50.0	1	16.7	2	33.3	-	0
Asian American	10	11.4	47	53.4	11	12.5	20	22.8
Caucasian	141	19.4	414	57.0	108	14.9	63	8.7
Hispanic American	7	36.8	7	36.8	2	10.5	3	15.8
Other	1	6.7	12	80.0	2	13.3	-	0
Did not respond	12	30.8	17	43.6	3	7.7	7	18.0

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Table 6: Educational Objective at Current Institution

What is your educational objective
at the institution you are currently attending?

	Bachelor's		Master's		Ph.D/M.D.	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	6	42.9	4	28.6	-	0
American Indian	3	50.0	1	16.7	1	16.7
Asian American	46	52.9	16	18.4	9	10.3
Caucasian	386	53.7	95	13.2	54	7.5
Hispanic American	11	55.0	3	15.0	1	5.0
Other	12	80.0	1	6.7	-	0
Did not respond	24	64.9	4	10.8	3	8.1

	Associates degree		Certification		Transfer	
	N	% Eth. pop.	N	% Eth. pop.	N	% Eth. pop.
Afro-American/Black	1	7.1	-	0	1	7.1
American Indian	-	0	-	0	1	16.7
Asian American	2	2.3	-	0	4	4.6
Caucasian	39	5.4	13	1.8	80	11.1
Hispanic American	4	20.0	-	0	1	5.0
Other	-	0	-	0	-	0
Did not respond	2	5.4	-	0	2	5.4