Academic Preparation of First-Generation University Students

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Abstract

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Measurement and Statistics

The present study surveyed a sample of $N = 286$ undergraduates at the University of Washington aimed at understanding Washington state first-generation students' college readiness. Data was collected using an online survey designed and distributed using *Qualtrics*. Students were able to participate if they were: at least 18 years of age at the time of the survey, completed all secondary education (grades 9 – 12) in Washington state, and are currently pursuing their first Bachelor's degree. The results showed that African American, Latinx/Hispanic and White ethnicities uniquely predict first-generation college student status. Additionally, first-generation college students were less likely to factor in geography, UW's prestige, and academic programs, and UW campus visits, when deciding to attend UW for college. This study extends prior research on first-generation college students by including first-generation college students who do not identify as a racial minority as well as including their continuing-generation peers.

Keywords: academic preparation, college readiness, first-generation college students, secondary school, high school to college transition, P-20 pipeline

Academic Preparation of First-Generation University Students

Compared to continuing-generation college students, first-generation university students perceive campus life as far more challenging, as most arrive at college with less academic preparation and social capital than their continuing-generation peers (Unverferth, Talbert-Johnson, & Bogard, 2012). Not surprisingly, first-generation college students – who are quite often from lower-income households and communities – must quickly acclimatize to the middle-class culture and norms of their university, thereby having to adopt a new social class identity to successfully navigate their undergraduate education (Hermann & Varnum, 2018).

Additionally, because first-generation college students typically begin college with less academic preparedness during their secondary education (high school, grades 9 – 12), they may quickly "fall behind" at the beginning of their college careers, having to play "catch-up" immediately via remedial courses (Wiggins, 2011). This said, new college-preparatory programs in the high school such as Advancement Via Individual Determination and Upward Bound can offer first-generation college students the foundation necessary to get into, and thrive in, college. For example, Watt, Huerta, and Alkan (2011) studied the high school to college transition (during their freshman year) of 50 racial minority, first-generation college students (and continuing-generation peers) who graduated from the AVID program in Texas. Their results showed that AVID graduates, who were first-generation college students, had higher retention and graduation rates compared to their continuing-generation peers, holding all other variables constant (2011). In addition, AVID graduates reported that the academic and emotional support they received made it easier (more natural) for them to seek out help during their first year of college. Finally, Watt et al. (2011) also found that college success (retention) was significantly predicted by five key high school academic preparation variables: AVID program completion,

completing at least one advanced placement (AP) course, meeting Texas Higher Education Regional Councils' (HERC) requirements, and taking at least three years of math.

Other first-generation college research (not focused on the AVID program) has also shown that students' level of academic preparation was a key predictor of college success (Warburton, Bugarin, & Nuñez, 2011). Specifically, Walburton et al. specifically used large-scale data from the National Center for Education Statistics and found a significant link between AP coursetaking during high school and college persistence.

The present study aims to extend earlier research on first-generation students' college experiences, in several ways. First, although I surveyed both first- and continuing-generation students (as did Watt et al., 2011), the current research took place in Washington, which has a different demographic composition of first-generation college students compared to Texas (e.g., Washington has more students who are Asian and African, but fewer Latinx). Second, I survey first-generation college students who are not necessarily racial minorities (i.e., White students were included). Third, I surveyed all levels of students, from freshman to senior classmen, not just freshmen.

In addition to expanding the demographic composition of students, I also extend the prior research by considering other high school academic indicators (e.g., earning an International Baccalaureate, or IB) in addition to AP, as well as other indicators of college success like social and cultural preparedness.

Challenge #1: The Application Process

Before first-generation college students reach college, they, along with their peers, must prepare and submit college applications. The challenges that first-generation college students face begins at this point: applications alone are a process they must muddle through without

parental assistance. Choy (2001) found that students whose parents did not attend college were less likely to be admitted into a four-year college than those whose parents had earned at least a Bachelor's degree. In the same vein, Byrd and MacDonald (2005) found that time-management and self-advocacy skills were just as crucial as academic skills for first-generation students to gain college admission. Consistent with these earlier studies, Padgett, Johnson, and Pascarella (2012) found that parents' level of education was a significant predictor of liberal arts college students' psychosocial development.

Parents' Level of Education

Other researchers have found that the level of parental education has a significant influence on the students' college choices (i.e. the level of selectivity or admission rates of colleges) and the nature of their experiences—in and outside of the college classroom (Pascarella, Wolniak, & Terenzini, 2004). When first-generation college students finally arrive on campus as freshmen, they face further struggles. Compared to their counterparts, they have greater work responsibilities and are more likely to commute to campus, which leads to significantly lower levels of extracurricular participation (Pascarella et al., 2004). Other researchers like Mehta and colleagues have hypothesized and confirmed first-generation college students enter college with less preparation to succeed and heavier time demands and obligations, such as working part-time outside of classes (Mehta, Newbold, & O'Rourke, 2011). However, Mehta and colleagues did not focus on the academic preparation aspect; they only reached a general conclusion that first-generation college students were less academically satisfied than their counterparts (Mehta et al., 2011). This thesis project delves further into how first-generation and continuing-generation college students' academic preparations differ,

beginning at the secondary school level because their academic progress should be remedied not just at the college level, but also at the secondary school level.

By and large, first-generation college students' post-secondary outcomes do not look too promising. Soria and Stebleton using logistic regression on data collected from a sample of first-year undergraduate students at a Midwest research university have concluded that first-generation college students are associated with lower retention rates and academic engagement compared to their counterparts, holding all other variables constant (Soria & Stebleton, 2012). The authors encouraged researchers to pursue qualitative studies to explore first-generation college students' journeys toward post-secondary education. Since then other researchers have conducted qualitative studies on first-generation college students, including Hebert's qualitative study where the author conducted 2-hour interviews with each of the 10 first-generation college student participants (Hébert, 2018). This qualitative study adds to the growing knowledge about first-generation college students by finding that adversities within their families and adolescent years were recurring themes within the participants' lives (Hébert, 2018). However, they all benefited from high school academic rigor and found guidance from emotionally supportive K-12 educators (Hébert, 2018). This qualitative study, however, has limited generalizability because its sample included only10 students, who were all first-generation college students from low-income families, and were all considered to be academically gifted or high-achieving (Hébert, 2018).

The commonly studied higher education institutions are the more famous and prestigious colleges, which usually situate themselves in Northeastern US. Examples include Ivy League schools, Williams College, and Massachusetts Institute of Technology, just to name a few (Reese and Rury, 2008, p. 218-222). Not much scholarly work on higher education has focused on the

West Coast region. In contributing to address this geographical gap, this thesis project takes place in the State of Washington, part of the West Coast region.

Present Study

The present paper extends prior research several ways: 1) by expanding the demographic characteristics of the sample to include White first-generation college students (not just racial minorities) and college students spanning all college years (not just freshmen) within Washington state, 2) by incorporating more questions related to academic preparedness programs that students may have been exposed to during high school, and importantly, 2) iteratively developing a survey tool that could gauge students' perceptions of how and whether their own high school experiences helped prepare them for university campus life (i.e., not limited to administrative records or small-sample interviews). Specifically, the research questions for this study were as follows.

1) What is the nature and number of factors underlying college preparedness perceptions?
2) How well do college-preparatory academic experiences predict first-generation college status, controlling for demographic characteristics?
3) How well do college-preparatory academic experiences predict academic help-seeking behavior, college application process support, and decision to attend UW?

Methods

The data collected was collected in Spring quarter 2019 for one month from a convenience sample at the Seattle campus of the University of Washington. Participants received their high school diplomas or equivalent from 137 different schools in Washington state; 123 are public schools and the rest are private schools. The survey, designed by the author, can be found in the appendix.

Data Analysis Plan

Software. Descriptive statistics, exploratory factor analyses, multiple linear and logistic regression were conducted using *SPSS 25*.

Exploratory Factor Analysis. Exploratory factor analysis (EFA) allows researchers to extract the least number of latent constructs that explain the underlying relationships between variables in the dataset. In other words, EFA a dimension-reduction tool and makes the data more parsimonious.

Multiple Linear Regression. Using multiple linear regression, researchers can be able to see how multiple factors predict an outcome variable that is measured on a metrical scale.

Multiple Logistic Regression. The purpose of multiple logistic regression mirrors that of multiple linear regression. However, multiple logistic regression requires that the outcome variable be binary (e.g. yes/no, pass/fail, etc.).

Constant Comparison. This method is used to analyze open-ended items (survey questions 48 and 49). The researcher's expectations are not imposed on the results. Themes emerge intrinsically from participants' comments as they are analyzed.

Results

Descriptive Statistics

Table 1a reports the descriptive statistics for the entire sample of N = 286. Table 1b presents descriptive statistics disaggregated by first- and continuing-generation student groups. Table 1c lists the schools from which participants reported they have earned their high school diplomas or equivalent. Correlations among all variables are provided in Table 2.

Exploratory Factor Analysis (EFA) with Varimax Rotation Results

The initial EFA included all 22 variables (excluding from analysis the 'other' options) from Questions 18, 46, and 47, and tested from a range of three to ten factors. Using eigen values of <1 as the major criterion, factors and variables were eliminated from the EFA. In the final, 3-factor EFA with 14 variables as shown in Table 3, the communalities in the dataset range from (lowest to highest) 0.10 to 0.67. Based on the criterion of communalities being higher than 0.40 to be acceptable, the eight problematic variables are Q18_4_Geog, Q18_7_Visits, Q46_4_HSCoun, Q46_5_HSTeach, Q46_7_ParGuard, Q47_1_AcadTut, Q47_2_DeptAdv, and Q47_5_Peers. The set of three factors together explain 36% of the total variance. After rotation, factor 1 explains 13%, factor 2 explains 13%, and factor 3 explains 10%, of the total variance. Thus, each factor accounts for at least 10% of the total variance.

With the dataset sample size of N = 286, the critical value of $r_{\alpha=0.01,2-tailed} = \pm 0.298$ was used to determine the statistical significance of factor loadings (Stevens, 2002). None of the variables showed significant cross-loading nor loaded onto an unexpected factor. Five sub-items of survey question #47 (How comfortable do you feel seeking academic guidance (e.g. understanding schoolwork, deciding on majors, applying for internships, etc.) from the following persons at the University of Washington?) had significant factor loadings for factor 1. Another

five sub-items of survey question #46 (How supportive were the following persons in helping you navigate the college application process?) had significant factor loadings for factor 2. Similarly, the composite variable Lastly, four sub-items of survey question #18 (How did each of the following factors influence your decision to attend the University of Washington?) had significant factor loadings for factor 3. Factor 2 is called college application process support. Lastly, factor 3 is called decision to attend UW.

Stevens (2002) guidelines were also used to determine significant factors. Factor 1 would not be considered reliable because it has only one loading (specifically, Q47_7_TA with r = 0.80) that is at or more extreme than $\pm$0.80 and only one loading (which is Q47_6_Profs with r = 0.73) that is at or more extreme than $\pm$0.60. In the same vein, factor 2 would not be considered reliable as it has only two loadings at or more extreme than $\pm$0.60 (in particular, Q46_3_FamRel with r = 0.63 and Q46_8_Peers with r = 0.60). Similarly, factor 3, with four loadings, would also not be considered reliable because it does not meet the guidelines of having at least 3 loadings at or more than $\pm$0.80 nor having at least 4 loadings at or more extreme than $\pm$0.60. When examining the reproduced correlation matrix's residuals, it was found that three pair of variables have the largest deviations in absolute terms. They are Q46_4_HSCoun and Q46_5_HSTeach with a residual of 0.14, Q18_4_Geog and Q47_1_AcadTut with a residual of -0.11, and similarly Q47_2_DeptAdv and Q46_5_HSTeach also with a residual of -0.11. These relatively large deviations indicate that the EFA model does not represent well the correlations between those three pairs of variables. Figure 1 presents the EFA 3-factor model path diagram.

These EFA results will be used for the subsequent data analysis using multiple logistic regression. By taking their average, the five sub-items on a 1 – 5 Likert scale of survey question #18 were used to create a composite variable called 'AcdHelp' (academic help) to represent

factor 1 (academic help-seeking behavior). Following the same process, the composite variable for the four sub-items of survey question #46 is called 'ClgApp' (college application) to represent factor 2 (college application process support). The four sub-items of survey question #47 form the composite variable 'DecideUW' (decide to attend UW) to represent factor 3 (Decision to attend UW).

Multiple Logistic Regression Results

Multiple logistic regression with standard predictor entry was used to predict first-generation student status using complete data from 274 out of the total 286 survey respondents. The overall model fit was significant, $\chi^2(11) = 54.81$, $p < 0.001$. The model's Nagelkerke's pseudo-$R^2 = 0.25$, sensitivity and specificity were 48% and 85%, respectively. The overall hit rate was 71%, which is higher than the null model's hit rate of 62%.

For brevity, only significant coefficient estimates from the model are interpreted in full details. Non-significant coefficient estimates will be noted briefly. Model results showed that the intercept was not significantly different from zero (in other words, the mean predicted probability was not significantly different from 50%). The log-odds of being a first-generation college student across the sample, holding all predictors constant, was $b = 1.49$ ($SE = 1.17$), $Wald(1) = 1.62$, $p = 0.203$ (mean predicted probability of being a first-generation college student was 82%).

Being of African American ethnicity was uniquely predictive of first-generation college student status ($b = 0.76$ ($SE = 0.40$), $Wald(1) = 3.60$, $p = 0.058$, $OR = 2.14$), after controlling for other predictors. This result indicates that survey participants who identify as African American were 1.52 logits higher than those of other ethnicities on first-generation college student status (effect coding used, so double the coefficient 0.76 * 2 = 1.52), holding all other variables

constant. Two other ways to interpret this result are using the OR and predicted probabilities. The OR indicates that survey participants who identify as African American are 2.14 times more likely to be first-generation college students compared to average (predictor was effect coded). Computing the predicted probabilities based on the model estimates provides a clear interpretation: from these, it was found that survey participants who identify as African American had a 90% predicted probability of being first-generation college students compared to non-African American participants with a 67 % predicted probability.

Being of Latinx or Hispanic ethnicity was also uniquely predictive of first-generation college student status, (b = 1.17 (SE = 0.32), $Wald(1)$ = 13.53, $p < 0.001$, OR = 3.24), after controlling for other predictors. This result indicates that survey participants who identify as Latinx or Hispanic were 2.34 logits higher than survey participants of other ethnicities on first-generation college student status (effect coding used, so double the coefficient 1.17 * 2 = 2.34), holding all other variables constant. Using the OR and predicted probabilities yield other, but equivalent, interpretations. The OR indicates that survey participants who identify as Latinx or Hispanic are 3.24 times more likely to be first-generation college students compared to average (predictor was effect coded). From the computed predicted probabilities, it was found that survey participants who identify as Latinx or Hispanic had a 93% predicted probability of being first-generation college students in comparison to those who do not identify as such with a 58% predicted probability.

Additionally, identifying as White was uniquely predictive of first-generation college student status (b = -0.42 (SE = 0.20), $Wald(1)$ = 4.70, p = 0.030, OR = 0.66), holding all other variables constant. This result suggests that survey participants who identify as White were 0.84 logits lower than those of other ethnicities on first-generation college student status (effect

coding used, so double the coefficient -0.42 * 2 = -0.84), controlling for other predictors. Alternative ways to interpret this result are using the OR and predicted probabilities. The OR shows that survey participants who identify as White are 0.66 times as likely to be first-generation college students compared to average (predictor was effect coded). From the predicted probabilities computed based on the model estimates, it was found that survey participants who identify as White had a 74% predicted probability of being first-generation colleges compared to non-White participants with a higher predicted probability of 87%.

The final model was:

$$\begin{aligned}\text{Logit (First-generation Status)} &= b_0 + b_1\text{*AcdHelp} + b_2\text{*ClgApp} + b_3\text{*DecideUW} \\ &+ b_4\text{*Gender} + b_5\text{*Afr} + b_6\text{*AfrAm} + b_7\text{*Asian} \\ &+ b_8\text{*AsAm} + b_9\text{*Latinx} + b_{10}\text{*PacIs} + b_{11}\text{*White}\end{aligned}$$

In the model above, the log-odds (logits) of applying to college is equal to the conditional mean (b_0), plus the unique effects of AcdHelp (b_1, academic help seeking behavior, on a 1 – 5 Likert scale with 1 as 'Not Comfortable' and 5 as 'Very Comfortable'; how comfortable students felt in seeking academic guidance from academic tutors, departmental advisors, peers, professors, and teaching assistants at the University of Washington), ClgApp (b_2, college application process support, on a 1 – 5 Likert scale with 1 as 'Not Supportive' and 5 as 'Very Supportive'; how students perceive the level of support of their non-parent/guardian family relatives, high school counselors and teachers and peers, and parent(s)/guardian(s) in helping them navigate the college application process), DecideUW (b_3, decision process to attend UW, on a 1 – 5 Likert scale with 1 as 'Not Influential' and 5 as 'Very Influential'; how influential students felt geography, UW's prestige and academic programs, and UW campus visits were in their decision to attend UW for college), Gender (b_4, male effect coded as +1), Afr (b_5, African),

AfrAm (b_6, African American), Asian (b_7), AsAm (b_8, Asian American), Latinx (b_9, Latino/-a/Hispanic), PacIs (b_{10}, Pacific Islander), and White (b_{11}). Model results and correlations can be found in Tables 3 and 4, respectively.

Multiple Linear Regression Results

The following three multiple linear regression models used the same set of predictors (participation in Advanced Placement, Gifted Program, Honors Program, International Baccalaureate, Running Start, College in the High School, and first-generation college student status) to predict three different outcomes.

In the first multiple linear regression model, the set of predictors did not account for a significant amount of variance in academic help seeking behavior, $R^2 = 0.03$, $F(7, 69) = 0.98$, $p = 0.447$, $R^2_{adjusted} = 0.00$. The model estimate of the intercept showed that, when controlling for all predictors, students' comfort level in seeking academic guidance (from academic tutors, departmental advisors, college peers, professors, and teaching assistants), controlling for other predictors, was predicted to average 3.40 points ($SE = 0.24$), which was significantly different from zero, $t(7) = 14.21$, $p < 0.001$. None of the variables: participation in, Advanced Placement ($b = -0.02$, $SE = 0.08$, $t(7) = -0.30$, $p = 0.767$, $sr^2 = 0.00$), Gifted Program ($b = 0.17$, $SE = 0.22$, $t(7) = 0.78$, $p = 0.435$, $sr^2 = 0.00$), Honors Program ($b = 0.07$, $SE = 0.05$, $t(7) = 1.34$, $p = 0.182$, $sr^2 = 0.01$), International Baccalaureate ($b = 0.05$, $SE = 0.10$, $t(7) = 0.57$, $p = 0.570$, $sr^2 = 0.00$), Running Start ($b = 0.03$, $SE = 0.07$, $t(7) = 0.38$, $p = 0.702$, $sr^2 = 0.00$), College in the High School ($b = -0.07$, $SE = 0.09$, $t(7) = -0.78$, $p = 0.436$, $sr^2 = 0.00$), or first-generation college student status ($b = -0.09$, $SE = 0.05$, $t(7) = -1.65$, $p = 0.101$, $sr^2 = 0.01$), were uniquely predictive of students' academic help seeking behavior. For a summary of results, please refer to Table 5 in the appendix.

In the second multiple linear regression model, the set of predictors also did not account for a significant amount of variance in the outcome, which was college application process support, $R^2 = 0.04$, $F(7, 69) = 1.62$, $p = 0.129$, $R^2_{adjusted} = 0.02$. The model estimate of the intercept indicated that students' perception of the support they received in their college application process (from their non-parent/guardian family relatives, parent(s)/guardian(s), and high school counselors and teachers and peers), holding all other variables constant, was predicted to average 3.35 points ($SE = 0.29$), which was significantly different from zero, $t(7) = 11.43$, $p < 0.001$. Running start participation status had a unique negative effect on college application process support ($b = -0.18$, $SE = 0.08$, $t(7) = -2.20$, $p = 0.029$, $sr^2 = 0.02$). Specifically, there is an estimated mean decrease of 0.36 points on students' perception of the college application support they received for students who participated in Running Start compared to those who did not (double the coefficient since predictor was effect coded, 0.18 * 2 = 0.36), holding all else constant. The remaining predictors did not uniquely predict college application process support; participation in, Advanced Placement, $b = -0.04$, $SE = 0.10$, $t(7) = -0.40$, $p = 0.691$, $sr^2 = 0.00$; Gifted Program, $b = 0.40$, $SE = 0.27$, $t(7) = 1.48$, $p = 0.139$, $sr^2 = 0.01$; Honors Program, $b = 0.08$, $SE = 0.07$, $t(7) = 1.15$, $p = 0.253$, $sr^2 = 0.00$; International Baccalaureate, $b = 0.00$, $SE = 0.12$, $t(7) = -0.04$, $p = 0.972$, $sr^2 = 0.00$; College in the High School, $b = -0.13$, $SE = 0.11$, $t(7) = -1.20$, $p = 0.233$, $sr^2 = 0.00$; or first-generation college student status, $b = -0.01$, $SE = 0.07$, $t(7) = -1.18$, $p = 0.239$, $sr^2 = 0.00$. For a summary of results, please refer to Table 6 in the appendix.

Lastly, in the third multiple linear regression model, the set of predictors accounted for a significant amount of variance in decision to attend UW, $R^2 = 0.05$, $F(7, 69) = 1.80$, $p = 0.088$, $R^2_{adjusted} = 0.02$. The model estimate of the intercept showed that, holding all other variables

constant, students' ratings on how influential certain factors, such as geography, UW's prestige and academic programs, and UW campus visits, were in their decision to attend UW for college were predicted to average 3.34 points (*SE* = 0.24). First-generation college student status had a unique negative effect on decision to attend UW, (*b* = -0.11, *SE* = 0.05, *t*(7) = -2.07, *p* = 0.039, sr^2 = 0.02). Specifically, there is an estimated mean decrease of 0.22 points on decision to attend UW for students who identify as first-generation college students compared to those who do not (double the coefficient since predictor was effect coded, 0.11 * 2 = 0.22). On the other hand, participation in, Advanced Placement (*b* = 0.12, *SE* = 0.08, *t*(7) = 1.56, *p* = 0.119, sr^2 = 0.01), Gifted Program (*b* = 0.04, *SE* = 0.22, *t*(7) = 0.18, *p* = 0.855, sr^2 = 0.00), Honors Program (*b* = 0.04, *SE* = 0.05, *t*(7) = 0.79, *p* = 0.430, sr^2 = 0.00), International Baccalaureate (*b* = -0.05, *SE* = 0.09, *t*(7) = -0.52, *p* = 0.606, sr^2 = 0.00), Running Start (*b* = -0.06, *SE* = 0.07, *t*(7) = -0.88, *p* = 0.379, sr^2 = 0.00), and College in the High School (*b* = -0.09, *SE* = 0.09, *t*(7) = -1.01, *p* = 0.312, sr^2 = 0.00), were not uniquely predictive of students' decision to attend UW for college. For a summary of results, please refer to Table 7. Correlations for all three of the multiple linear regression models can be found in Table 8.

Results of Open-ended Item #48

The survey included two open-ended questions, #48 and #49. Only comments for item #48 are analyzed. The frequencies for themes of item #48 are presented in Table 9 and its verbatim comments are in Table 10. The verbatim comments of item #49 are in displayed in Table 11.

When asked, in item #48, to think about their transition to the University of Washington and what, if any, information and/or resources would you have liked to have access to or have more of, 154 out of 286 students provided responses. Their comments were analyzed for themes

using the constant comparison method. Some students' comments are categorized under more than one theme; hence frequencies can exceed 100%. Fifteen themes emerged (excluding an 'Other' category for comments that do not fit into any of the fifteen themes). The themes are organized by the time points (i.e. in high school, at the high school to college transition point, in college) at which students would have liked to have access to or more of the information or resources they mentioned.

In High School

Sixteen students, or 11% of 154 students, provided responses regarding information and resources that they would have liked to have more access to or more of while they were still in high school. The three themes were general differences between high school and college, high school coursework, and college outreach and preparatory programs. They are discussed in further detail below.

General Differences between High School and College

Students noted that they would more advice on the differences in expectations between high school and college.

High School Coursework

Students commented that they would have liked their high schools to expand Advanced Placement course selection, provide more rigorous STEM curricula, and train them to be more ready for college-level reading.

College Outreach and Preparatory Programs

Responses that fit under this theme highlighted a few key points: 1. Students felt they lacked mentorship and overall academic guidance and, hence, wish they would have known more information on college mentorship programs, 2. In the same vein,

respondents mentioned that they would have appreciated the help from college student mentors, and 3. Students regretted not participating, mostly due to not knowing about or not being able to access, college preparatory programs, such as Upward Bound.

High School to College Transition Point

Twelve students, or 8% of 154 students, commented on information and resources that they would have liked to have more access to or more of while they were in the transition point from high school to college. Their comments can be grouped under two themes: credit policies, and financial aid and scholarships. More details are provided below.

Credit Policies

Most of the comments under this theme conveyed students' frustrations with the policies for transfer, Advanced Placement, and major credit limits. Students wish that they had known more about those policies so that their academic planning would have been more efficient.

Financial Aid and Scholarships

Students touched upon three main points: securing and maintaining scholarships, learning more information about the Free Application for Federal Student Aid (FAFSA) and other forms of financial aid, and how to fill out the FAFSA.

In College

A larger percentage of the 154 students who provided responses to survey question #48 supplied comments that best fit under this time point. The comments of those 139 students can be categorized under ten different themes, which were Volunteering, internship, and research opportunities, Campus life, Degree and post-graduation planning, Mental health, Social

connections, Study and time management skills, Academic support, Academic advising, Structure of college courses, and Majors.

Volunteering, internship, and research opportunities

Students mentioned wanting more advice early in their college career about and access to a mainstream platform that connects students to opportunities, such as volunteering, job shadowing, and undergraduate research.

Campus life

For this theme, students' comments revolved around more affordable housing, expansion of dining options and more microwaves on campus. One student wanted a mainstream avenue through which to learn more about other students' college experiences. Additionally, another student would have liked to have the option for electronic communications about campus events to be tailored to the student's interests.

Degree and post-graduation planning

Students would have liked: more guidance with first-year course planning, clearer Degree Auditing Report System (DARS) reports, and more information and connection to events that would help them decide on careers post-college.

Mental health

Respondents wanted to know more about the mental health services offered on campus. Some commented that campus mental health resources need improvement and should be made easier for students to ask for help. One student mentioned wanting to know more about mental health resources for students with disabilities.

Social connections

The University of Washington is a large university, and most the comments, in one way or another, reiterate that point. Students would like to: have more information about student clubs and organizations, gain more opportunities for social connections (especially for those who live off-campus), learn how to make friends more quickly, and have access to resources that would help them to socially adapt to the UW campus, culture, and system.

Study and time management skills

Better study habits and stress-coping skills were the key motifs in students' comments. For some students, poor study skills (mostly because they earned good grades without having to study) followed them from high school to college.

Academic support

Students would like to have more access to: practice exam archives for all of their courses, more-detailed statistics on homework and test performance (on Canvas platform) for all of their courses, academic tutoring, more in-depth teacher evaluations, and more office hours (especially for large-size courses where professors will not have time to help all students).

Academic advising

Students shared that they would have liked more assistance from academic advisors on declaring majors. Additionally, they wanted mandatory and/or more individualized meetings with their general and/or departmental advisors. Some felt that academic advisors need to provide more clear information and connect students to academic resources on campus better.

Structure of college courses

An array of topics fit under this theme. Respondents wanted to know more about: class scheduling and registration (i.e. time frames for classes, how to drop out of classes, how Satisfactory/Non-satisfactory grading options work, etc.), the curved grading system (especially for STEM courses), other students' honest feedback about courses through a mainstream campus platform, what the college workload is like and how to connect to professors. Students also mentioned that they would have liked more: online classes, study abroad options, and courses specifically on course planning.

Majors

By and large, most students' comments are grouped under this theme. Students would like or would have liked to know more about: the admission process for majors (application, fulfilling requirements, direct admissions, acceptance rates, etc.), experiences of students currently enrolled in the majors which the respondent hope to gain admissions, how competitive majors are at the University, all the academic programs and majors that the University offers (one student would have liked a test that matches students to academic majors and programs based on the students' personalities), how to change majors, and how to declare additional majors.

Item #49 asked students to provide additional comments, if any. Twenty-five out of 154 students provided comments from which major themes did not emerge. Most of the comments were clarifications of students' responses to previous survey items. For general reference, Table 11 in the appendix presents verbatim comments from this item.

Discussion

Limitations and Future Research Directions

In the future, a confirmatory factor analysis using structural equation modeling needs to be carried out. The exploratory factor analysis serves as a starting point. Additionally, in item #46 about students' college application process, the question needs to be rephrased to "how involved" because students might confuse "how supportive" with emotional support, but the question really wanted to get at how involved certain people were in students' college application process. Lastly, this survey study relied on a convenience sample of University of Washington undergraduate students who: were at least 18 years old at the time they took the survey, completed all of their secondary education (9^{th} – 12^{th} grade) in Washington state, and are currently pursuing their first Bachelor's degrees. As such, any generalizations from this study are limited to the characteristics of the convenience sample and the survey inclusion criteria.

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Appendix

Survey Flow

Standard: Introduction (1 Question)
Block: Screening Question - Age (1 Question)

Branch: New Branch
If
If As of today, are you at least 18 years old? No Is Selected

Block: End survey if not meeting age criterion (1 Question)

EndSurvey:

Standard: Screening question - Complete HS in WA state (1 Question)

Branch: New Branch
If
If Did you complete all of your secondary education in Washington state? (For this survey, we define... No Is Selected

Block: End survey if not meeting HS domestic criterion (1 Question)

EndSurvey:

Standard: Screening question - first BA/BS (1 Question)

Branch: New Branch
If
If Are you currently pursuing your first Bachelor's degree? No Is Selected

Block: Ending survey if not meeting first BA/BS criterion (1 Question)

EndSurvey:

Standard: Background (12 Questions)
Standard: Academics (27 Questions)
Standard: Resources (3 Questions)
Standard: Additional Questions and/or Comments (1 Question)
Standard: Supplementary Information (3 Questions)
Standard: Random Prize Drawing (1 Question)

Branch: New Branch
If
If You can enter a random drawing for one of the available prizes (three $100 Amazon online gift car... Yes Is Selected

Block: Provide e-mail address for random prize drawing (1 Question)

Standard: Thank you (1 Question)

Survey Instrument (with display logic)

Start of Block: Introduction

ACADEMIC PREPARATION OF UW UNDERGRADUATE STUDENTS SURVEY

My name is LizAnne Ngo. I am a master's student in the measurement and statistics program at the College of Education. For my thesis project, I am using this survey I designed to learn about undergraduate students' transition from high school to college, focusing on their academic preparation. The survey should take approximately 10 - 15 minutes to complete. The results of this survey will be used to: 1.) further inform college readiness curricula in Washington high schools, and 2.) better support the academic experiences of current and future undergraduate students at the University of Washington. At the end of it, you will have an opportunity to enter a random drawing for one of these prizes: three $100 Amazon online gift cards, four $50 Amazon online gift cards, and four $25 University Bookstore online gift cards. If you are selected, you will be notified on Friday, May 31st, 2019.

The best efforts will be made to maintain the confidentiality and anonymity of your information. The server used for conducting this survey provides strong cyber security against unauthorized information access. Each respondent will be assigned an identification number, such that responses cannot be traced back to individual respondents.

Please answer the survey questions to the best of your ability. Your responses are saved automatically; if you need to take a break, you can close this window at any time and resume later by re-clicking the survey link. The survey is open until 11:59 PM Tuesday, May 28th, 2019. If you have any questions or concerns about this survey or how the results will be used, please contact me (ngocmngo@uw.edu, 206.631.0110). Thank you in advance for supporting my research!

End of Block: Introduction

Start of Block: Screening Question - Age

Q1. As of today, are you at least 18 years old?

- ○ Yes
- ○ No

End of Block: Screening Question - Age

Start of Block: End survey if not meeting age criterion

Q2. Based on your response, you do not meet the eligibility criteria of this survey. Thank you for your time and wishing you the best with your studies!

End of Block: End survey if not meeting age criterion

Start of Block: Screening question - Complete HS in WA state

Q3. Did you complete all of your secondary education in Washington state?
(For this survey, we define secondary education as 9th through 12th grade)

- ○ Yes
- ○ No

End of Block: Screening question - Complete HS in WA state

Start of Block: End survey if not meeting HS domestic criterion

Q4. Based on your previous responses, you do not meet the eligibility criteria of this survey. Thank you for your time and wishing you the best with your studies!

End of Block: End survey if not meeting HS domestic criterion

---

Start of Block: Screening question - first BA/BS

Q5. Are you currently pursuing your first Bachelor's degree?

- ○ Yes
- ○ No

End of Block: Screening question - first BA/BS

Start of Block: Ending survey if not meeting first BA/BS criterion

Q6. Based on your previous responses, you do not meet the eligibility criteria of this survey. Thank you for your time and wishing you the best with your studies!

End of Block: Ending survey if not meeting first BA/BS criterion

---

Start of Block: Background

Q7. From which school did you earn your high school diploma or equivalent? Please type your response into the box below. Example: Interlake High School

_____

Q8. What is your main reason for pursuing a college education? Select all that apply.

- ☐ I feel that my family expects me to
- ☐ I want to increase my earning potential
- ☐ I want to gain knowledge and find my passion
- ☐ I want to make my parent(s)/guardian(s) proud
- ☐ I want to help my family achieve a higher quality of life
- ☐ I want to meet new people and expand my social network
- ☐ My intended profession requires at least a Bachelor's degree
- ☐ Other. Please specify: _____

Q9. Are you a transfer student?

- ○ Yes; prior to UW, I attended another postsecondary institution but did not earn a four-year degree there
- ○ No; I came to UW right after high school or UW is the first postsecondary institution I have ever attended
- ○ Other. Please specify: _____

Q10. How many quarters have you completed at the University of Washington?

- ○ Zero; this is my first quarter at UW
- ○ Number of quarters completed: _____

Q11. Have you declared a major?

- ○ Yes
- ○ No

Display This Question:

If Have you declared a major? = Yes

Q12. What is your current major? If you are pursuing additional major(s)/minor(s), please write them in parentheses. Example: English (additional major: chemistry, minor: dance)

_____

Display This Question:

If Have you declared a major? = Yes

Q13. Did you change majors before your current one?

- ○ Yes
- ○ No

Display This Question:

If Did you change majors before your current one? = Yes

Q14. Why did you change majors? Select all that apply.

- ☐ The current major is more intellectually stimulating
- ☐ The current major has higher earning potential
- ☐ I am still exploring (I may change majors again)
- ☐ The current major aligns more with my career goals
- ☐ I felt that the advising staff from my previous major did not meet my expectations (e.g. advising sessions not helpful, not responsive to my requests, etc.)
- ☐ I felt that the faculty from my previous major did not meet my expectations (e.g. teaching needs improvement, insufficient office hours, etc.)
- ☐ Other. Please specify: _____

Display This Question:

If Have you declared a major? = No

Q15. What is your intended major? If you do not have one yet, write N/A. If you plan on pursuing additional major(s)/minor(s), please write them in parentheses. Example: English (additional major: chemistry, minor: dance)

_____

Q16. Which best describes the highest level of education your father or guardian 1 completed? Select one.

- ○ Did not complete high school
- ○ High school diploma or equivalent
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctorate degree (e.g. PhD)
- ○ Professional degree (e.g. JD, MD, PharmD, etc.)
- ○ A combination of doctorate and professional degrees (e.g. MD/PhD, JD/PhD, etc.)
- ○ I don't know
- ○ Not applicable

Q17. Which best describes the highest level of education your mother or guardian 2 completed? Select one.

- ○ Did not complete high school
- ○ High school diploma or equivalent
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctorate degree (e.g. PhD)
- ○ Professional degree (e.g. JD, MD, PharmD, etc.)
- ○ A combination of doctorate and professional degrees (e.g. MD/PhD, JD/PhD, etc.)
- ○ I don't know
- ○ Not applicable

Q18. How did each of the following factors influence your decision to attend the University of Washington? Please select a response for every single category.

	Not influential	Somewhat influential	Moderately influential	Influential	Very influential	Not applicable
a. College representatives (e.g. through outreach programs, guest speakers, etc.)	○	○	○	○	○	○
b. Family	○	○	○	○	○	○
c. Financial aid and/or scholarship(s) UW offered	○	○	○	○	○	○
d. Geography	○	○	○	○	○	○
e. Prestige of UW	○	○	○	○	○	○
f. UW's academic programs	○	○	○	○	○	○
g. UW campus visit(s)	○	○	○	○	○	○
h. Other. Please specify: _____	○	○	○	○	○	○

End of Block: Background

Start of Block: Academics

Q19. Did you satisfy high school academic requirements by taking any of the following tests?

- ○ General Education Development Test
- ○ High School Equivalency Test
- ○ None of the above

Q20. Does the following situation apply to you?
- you did not earn a high school diploma before age 21 or dropped out of high school before age 21
- ***and*** satisfied high school academic requirements through the statewide Open Doors Youth Reengagement system in Washington state

- ○ Yes
- ○ No

Display This Question:

If Does the following situation apply to you? - you did not earn a high school diploma before age... = Yes

Q21. Thinking about your experience with the Open Doors Youth Reengagement system, how do you feel about its overall rigor? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Does the following situation apply to you? - you did not earn a high school diploma before age... = Yes

Q22. How effective do you feel the Open Doors Youth Reengagement system was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Q23. Does the following situation apply to you?

- you did not earn a high school diploma before age 21 or dropped out of high school before age 21
- ***and*** satisfied high school academic requirements as an adult (21+ years old) through Adult Education classes

- ○ Yes
- ○ No

Display This Question:

If Does the following situation apply to you? - you did not earn a high school diploma before age 21... = Yes

Q24. Thinking about your experience with Adult Education classes, how do you feel about their overall rigor? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Does the following situation apply to you? - you did not earn a high school diploma before age 21... = Yes

Q25. How effective do you feel the Adult Education classes were in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Q26. Were you homeschooled at any point from 9th to 12th grade?

- ○ Yes
- ○ No

Q27. In high school, did you skip at least one grade level in any of the following subjects? Select all that apply.

- [ ] English
- [ ] Math
- [ ] Science
- [ ] Social Sciences
- [ ] None of the above
- [ ] Not applicable

Q28. Please answer this question based on your experience at the high school where you received your high school diploma. Did your high school offer any of the following programs? Select all that apply.

- [ ] Advanced Placement (AP)
- [ ] Gifted Program
- [ ] International Baccalaureate (IB)
- [ ] Honors Program
- [ ] Running Start
- [ ] Other coursework was offered. Please specify: _____
- [ ] I don't know
- [ ] Not applicable

Q29. Please answer this question based on your experience at the high school where you received your high school diploma. Did you participate in any of the programs listed below? Select all that apply.

- ☐ Advanced Placement (AP)
- ☐ Gifted program
- ☐ Honors Program
- ☐ International Baccalaureate (IB)
- ☐ Regular high school coursework (default coursework for the grade level you registered under)
- ☐ Running Start
- ☐ Other. Please specify: _____
- ☐ Not applicable

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = International Baccalaureate (IB)

Q30. Did you earn an International Baccalaureate (IB) diploma?

- ○ Yes
- ○ No

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Running Start

Q31. Did you earn an Associate's degree through the Running Start program?

- Yes
- No

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Advanced Placement (AP)

Q32. Thinking about your experience taking AP class(es), how do you feel about the overall rigor of the AP program? Select one.

- Not challenging
- Somewhat challenging
- Moderately challenging
- Challenging
- Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Advanced Placement (AP)

Q33. How effective do you feel the AP program was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Gifted program

Q34. Thinking about your experience with the Gifted Program, how do you feel about its overall rigor? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Gifted program

Q35. How effective do you feel the Gifted Program was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Honors Program

Q36. Thinking about your experience taking Honors class(es), how do you feel about the overall rigor of the Honors Program? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Honors Program

Q37. How effective do you feel the Honors Program was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = International Baccalaureate (IB)

Q38. Thinking about your experience taking IB class(es), how do you feel about the overall rigor of the IB program? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = International Baccalaureate (IB)

Q39. How effective do you feel the IB program was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Regular high school coursework (default coursework for the grade level you registered under)

Q40. Thinking about your experience taking regular high school coursework, how do you feel about its overall rigor? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Regular high school coursework (default coursework for the grade level you registered under)

Q41. How effective do you feel your high school's regular coursework was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Running Start

Q42. Thinking about your experience with Running Start, how do you feel about the overall rigor of the Running Start program? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Running Start

Q43. How effective do you feel the Running Start Program was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Other. Please specify:

Q44. How do you feel about the overall rigor of the program or curriculum (that you categorized as 'other')? Select one.

- ○ Not challenging
- ○ Somewhat challenging
- ○ Moderately challenging
- ○ Challenging
- ○ Very challenging

Display This Question:

If Please answer this question based on your experience at the high school where you received your h... = Other. Please specify:

Q45. How effective do you feel this program or curriculum (that you categorized as 'other') was in preparing you for your first year of classes at the University of Washington? Select one.
If you have been at UW for less than 4 quarters, answer this question based on your experience so far.

- ○ Not effective
- ○ Somewhat effective
- ○ Moderately effective
- ○ Effective
- ○ Very effective

End of Block: Academics

Start of Block: Resources

Q46. How supportive were the following persons in helping you navigate the college application process? Please select a response for every single category.

	Not supportive	Somewhat supportive	Moderately supportive	Supportive	Very supportive	Unable to provide the information or assistance I needed from him/her/them	Not applicable
a. Community college academic advisers	○	○	○	○	○	○	○
b. Community college instructors	○	○	○	○	○	○	○
c. Family relatives other than parent(s)/guardian(s)	○	○	○	○	○	○	○
d. High school counselors	○	○	○	○	○	○	○
e. High school teachers	○	○	○	○	○	○	○
f. Mentors (e.g. non-student adult mentors, college student mentors, etc.)	○	○	○	○	○	○	○
g. Parent(s)/Guardian(s)	○	○	○	○	○	○	○
h. Peers	○	○	○	○	○	○	○
i. Other person(s). Please specify: _____	○	○	○	○	○	○	○

Q47. How comfortable do you feel seeking academic guidance (e.g. understanding schoolwork, deciding on majors, applying for internships, etc.) from the following persons at the University of Washington? Please select a response for every single category.

	Not comfortable	Somewhat comfortable	Moderately comfortable	Comfortable	Very comfortable	Unable to provide the information or assistance I need from him/her/them	Not applicable
a. Academic tutors (e.g. Center for Learning and Undergraduate Enrichment, Instructional Center, etc.)	○	○	○	○	○	○	○
b. Departmental academic advisers (i.e. who work in the department of your intended or current major)	○	○	○	○	○	○	○
c. Dorm resident assistants (RAs)	○	○	○	○	○	○	○
d. General academic advisers (i.e. undergraduate advising in Mary Gates Hall)	○	○	○	○	○	○	○
e. Peers	○	○	○	○	○	○	○

f. Professors	○	○	○	○	○	○	○
g. Teaching assistants	○	○	○	○	○	○	○
h. Other person(s). Please specify: _____	○	○	○	○	○	○	○

Q48. Thinking about your transition to the University of Washington, what, if any, information and/or resources would you have liked to have access to or have more of? If none, please write N/A.

_____

End of Block: Resources

Start of Block: Additional Questions and/or Comments

Q49. What, if any, additional comments do you have? If none, please write N/A.

_____

End of Block: Additional Questions and/or Comments

Start of Block: Supplementary Information

Q50. What is your ethnicity? Select all that apply.

- ☐ American Indian
- ☐ African
- ☐ African American
- ☐ Asian
- ☐ Asian American
- ☐ Latino/Latina/Hispanic
- ☐ Pacific Islander
- ☐ White
- ☐ Other. Please specify: _____
- ☐ I prefer not to answer

Q51. Which gender identity do you identify with the most?

- ○ Male
- ○ Female
- ○ Transgender Male
- ○ Transgender Female
- ○ Gender variant/Non-conforming
- ○ Other. Please specify: _____
- ○ I prefer not to answer

Q52. What year were you born?

- ○ I was born in year: _____
- ○ I prefer not to answer

End of Block: Supplementary Information

Start of Block: Random Prize Drawing

Q53. You can enter a random drawing for one of the available prizes (three $100 Amazon online gift cards, four $50 Amazon online gift cards, and four $25 University Bookstore online gift cards) by providing your e-mail address.

Would you like to participate in the random prize drawing?

- ○ Yes
- ○ No

End of Block: Random Prize Drawing

Start of Block: Provide e-mail address for random prize drawing

Q54. Please ensure that: 1. the e-mail address is spelled accurately, and 2. the e-mail account is active and accessible to you.

If you are selected, the online gift card claim code will be sent from ngocmngo@uw.edu to the provided e-mail address on Friday, May 31st 2019.

Enter your e-mail address below (it does not have to be a UW e-mail address):

_____

End of Block: Provide e-mail address for random prize drawing

Start of Block: Thank you

Q55. You have finished the survey. Thank you for your time!

Once again, if you have any questions or concerns about this survey or how the results will be used, please contact LizAnne Ngo (ngocmngo@uw.edu, 206.631.0110).

End of Block: Thank you

END OF SURVEY INSTRUMENT

Table 1a.

Descriptive Statistics of Sample

Characteristic	*Mean*	*95% CI*		*(SD)*	*n*	*Valid N*	*Valid %*	*Missing N*
		Lower	*Upper*					
1. Number quarters completed	5.08	4.62	5.53	(3.86)	--	277	--	9
2. Declared major	0.62	0.56	0.67	(0.49)	176	286	62	0
3. STEM major	0.37	0.30	0.44	(0.48)	56	176	37	110
4. Additional major	0.31	0.24	0.38	(0.46)	54	176	31	110
5. First-generation college student	0.38	0.32	0.44	(0.49)	105	277	38	9
6. Homeschooled	0.01	0.00	0.02	(0.10)	3	286	1	0
7. Skipped English	0.09	0.05	0.12	(0.28)	25	286	9	0
8. Skipped math	0.48	0.42	0.53	(0.50)	136	286	48	0
9. Skipped science	0.18	0.13	0.22	(0.38)	51	286	18	0
10. Skipped social science	0.05	0.02	0.07	(0.21)	13	286	5	0
11. Advanced Placement participation	0.81	0.76	0.85	(0.40)	231	286	81	0
12. Advanced Placement rigor	3.10	2.99	3.22	(0.89)	--	231	--	55
13. Advancement Placement effectiveness	2.48	2.34	2.63	(1.12)	--	231	--	55
14. Gifted Program participation	0.01	0.00	0.03	(0.12)	4	286	1	0
15. Gifted Program rigor	3.25	1.25	5.25	(1.26)	--	4	--	282
16. Gifted Program effectiveness	2.00	0.16	3.84	(1.16)	--	4	--	282
17. Honors Program participation	0.40	0.34	0.46	(0.49)	115	286	40	0
18. Honors Program rigor	2.25	2.08	2.42	(0.90)	--	116	--	170
19. Honors Program effectiveness	2.09	1.90	2.27	(1.00)	--	116	--	170
20. International Baccalaureate participation	0.11	0.08	0.15	(0.32)	32	286	11	0
21. International Baccalaureate rigor	3.88	3.55	4.20	(0.91)	--	32	--	254
22. International Baccalaureate effectiveness	3.72	3.22	4.21	(1.37)	--	32	--	254
23. Running Start participation	0.23	0.18	0.28	(0.42)	65	286	23	0
24. Running Start rigor	2.86	2.64	3.08	(0.90)	--	65	--	221
25. Running Start effectivemess	3.18	2.90	3.47	(1.16)	--	65	--	221
26. College in the High School participation	0.10	0.06	0.13	(0.30)	28	286	10	0
27. College in the High School rigor	3.07	2.64	3.51	(1.12)	--	28	--	258
28. College in the High School effectiveness	3.11	2.59	3.63	(1.34)	--	28	--	258
29. Transfer student	0.11	0.07	0.14	(0.31)	31	286	11	0
30. General education development test	0.02	0.00	0.04	(0.14)	6	286	2	0
31. High school equivalency test	0.04	0.02	0.06	(0.19)	11	286	4	0
32. American Indian	0.02	0.00	0.03	(0.13)	5	286	2	0
33. African	0.01	0.00	0.02	(0.08)	2	286	1	0
34. African American	0.03	0.01	0.05	(0.17)	8	286	3	0
35. Asian	0.23	0.18	0.28	(0.42)	67	286	23	0
36. Asian American	0.28	0.23	0.34	(0.45)	81	286	28	0
37. Latinx/Hispanic	0.09	0.05	0.12	(0.28)	25	286	9	0
38. Pacific Islander	0.01	0.00	0.03	(0.12)	4	286	1	0
39. White	0.51	0.46	0.57	(0.50)	147	286	51	0
40. Gender (male = 1)	0.30	0.25	0.36	(0.46)	86	283	30	3
41. Gender variant/Non-conforming	0.01	0.00	0.02	(0.08)	2	286	1	0
42. Public school	0.94	0.91	0.97	(0.24)	267	285	94	1
43. Private school	0.06	0.03	0.09	(0.24)	18	285	6	1
44. Age (in years)	20.54	20.33	20.75	(1.76)	--	274	--	12

Note. Number of quarters completed range from 0 (completing first quarter at UW at time survey was taken) to 40. Students' ages range from 18 to 32 years old. Rigor = 1 - 5 Likert rating of how challenging students felt the programs they participated in were, 1 being 'Not Challenging' and 5 being 'Very Challenging.' Effectiveness = 1 - 5 Likert rating of how effective students felt the programs they participated in were in preparing them for their first year of classes at UW, 1 being 'Not Effective' and 5 being 'Very Effective.' Additional major, 1 = at least one additional major, 0 = only one major. Homeschooled, 1 = has been homeschooled at any point from 9th - 12th grade, 0 = never homeschooled from 9th - 12 th grade. Skipped English/math/science/social science, 1 = has skipped at least one grade level of subject at any point from 9th - 12th grade, 0 = never skipped at least one grade level of subject from 9th - 12th grade. Gender, 1 = male, 0 = female. Public school, 1 = student earned high school diploma or equivalent from a public school, 0 = other. Private school, 1 = student earned high school diploma or equivalent from a private school, 0 = other. Students can identify as more than more ethncity. All other variables dummy-coded, 1 = yes, 0 = no.

Table 1b.
Descriptive Statistics: Comparing First- and Continuing-Generation College Students

	First-Generation College Students (n = 105)								Continuing-Generation College Students (n = 172)							
Characteristic	*Mean*	*95% CI*		*(SD)*	*n*	*Valid N*	*Valid %*	*Missing N*	*Mean*	*95% CI*		*(SD)*	*n*	*Valid N*	*Valid %*	*Missing N*
		Lower	*Upper*							*Lower*	*Upper*					
1. Number quarters completed	5.37	4.67	6.07	(3.56)	--	102	--	3	4.67	4.22	5.13	(2.98)	--	167	--	5
2. Declared major	0.61	0.51	0.70	(0.49)	64	105	61	0	0.62	0.55	0.70	(0.49)	107	172	62	0
3. STEM major	0.30	0.18	0.41	(0.46)	19	64	30	41	0.41	0.32	0.51	(0.49)	44	107	41	65
4. Additional major	0.16	0.06	0.25	(0.37)	10	64	16	41	0.38	0.29	0.48	(0.49)	31	107	38	65
5. Homeschooled	0.01	-0.01	0.03	(0.10)	1	105	1	0	0.01	0.00	0.03	(0.11)	2	172	1	0
6. Skipped English	0.08	0.02	0.13	(0.27)	8	105	8	0	0.10	0.05	0.14	(0.30)	17	172	10	0
7. Skipped math	0.45	0.35	0.54	(0.50)	47	105	45	0	0.49	0.42	0.57	(0.50)	85	172	49	0
8. Skipped science	0.16	0.09	0.23	(0.37)	17	105	16	0	0.20	0.14	0.26	(0.40)	34	172	20	0
9. Skipped social science	0.07	0.02	0.12	(0.25)	7	105	7	0	0.03	0.01	0.06	(0.18)	6	172	4	0
10. Advanced Placement participation	0.81	0.73	0.89	(0.40)	85	105	81	0	0.81	0.76	0.87	(0.39)	140	172	81	0
11. Advanced Placement rigor	3.20	3.00	3.40	(0.92)	--	85	--	20	3.04	2.90	3.19	(0.88)	--	140	--	32
12. Advancement Placement effectiveness	2.27	2.02	2.52	(1.15)	--	85	--	20	2.59	2.41	2.77	(1.08)	--	140	--	32
13. Gifted Program participation	0.00	--	--	(0.00)	0	105	--	0	0.02	0.00	0.05	(0.15)	4	172	2	0
14. Gifted Program rigor	--	--	--	--	--	0	--	0	3.25	1.25	5.25	(1.26)	--	4	--	0
15. Gifted Program effectiveness	--	--	--	--	--	0	--	0	2.00	0.16	3.84	(1.16)	--	4	--	0
16. Honors Program participation	0.46	0.36	0.55	(0.50)	48	105	46	0	0.37	0.29	0.44	(0.48)	63	172	37	0
17. Honors Program rigor	2.33	2.04	2.62	(1.00)	--	48	--	57	2.16	1.95	2.37	(0.84)	--	64	--	108
18. Honors Program effectiveness	2.15	1.83	2.46	(1.09)	--	48	--	57	2.05	1.81	2.28	(0.95)	--	64	--	108
19. International Baccalaureate participation	0.11	0.05	0.18	(0.32)	12	105	11	0	0.11	0.06	0.16	(0.31)	19	172	11	0
20. International Baccalaureate rigor	3.75	3.14	4.36	(0.97)	--	12	--	93	3.95	3.51	4.39	(0.91)	--	19	--	153
21. International Baccalaureate effectiveness	2.83	2.03	3.64	(1.27)	--	12	--	93	4.32	3.76	4.87	(1.16)	--	19	--	153
22. Running Start participation	0.29	0.20	0.37	(0.45)	30	105		0	0.20	0.14	0.26	(0.40)	34	172	20	0
23. Running Start rigor	2.90	2.58	3.22	(0.85)	--	30	--	75	2.79	2.46	3.12	(0.95)	--	34	--	138
24. Running Start effectivemess	3.13	2.73	3.53	(1.07)	--	30	--	75	3.24	2.80	3.67	(1.26)	--	34	--	138
25. College in the High School participation	0.09	0.03	0.14	(0.28)	9	105	9	0	0.10	0.06	0.15	(0.31)	18	172	11	0
26. College in the High School rigor	3.00	2.23	3.77	(1.00)	--	9	--	96	3.22	2.67	3.78	(1.11)	--	18	--	154
27. College in the High School effectiveness	2.78	1.71	3.85	(1.39)	--	9	--	96	3.39	2.77	4.01	(1.24)	--	18	--	154
28. Transfer student	0.13	0.07	0.20	(0.34)	14	105	13	0	0.09	0.05	0.14	(0.29)	16	172	9	0
29. General education development test	0.04	0.00	0.08	(0.19)	4	105	4	0	0.01	0.00	0.03	(0.11)	2	172	1	0
30. High school equivalency test	0.06	0.01	0.10	(0.23)	6	105	6	0	0.03	0.00	0.05	(0.17)	5	172	3	0
31. American Indian	0.03	0.00	0.06	(0.17)	3	105	3	0	0.01	-0.01	0.02	(0.08)	1	172	1	0
32. African	0.01	-0.01	0.03	(0.10)	1	105	1	0	0.01	-0.01	0.02	(0.08)	1	172	1	0
33. African American	0.05	0.01	0.09	(0.21)	5	105	5	0	0.02	0.00	0.04	(0.13)	3	172	2	0
34. Asian	0.27	0.18	0.35	(0.44)	28	105	27	0	0.22	0.15	0.28	(0.41)	37	172	22	0
35. Asian American	0.39	0.30	0.49	(0.49)	41	105	39	0	0.22	0.16	0.28	(0.42)	38	172	22	0
36. Latinx/Hispanic	0.18	0.11	0.26	(0.39)	19	105	18	0	0.02	0.00	0.05	(0.15)	4	172	2	0
37. Pacific Islander	0.02	-0.01	0.05	(0.14)	2	105	2	0	0.01	0.00	0.03	(0.11)	2	172	1	0
38. White	0.33	0.24	0.42	(0.47)	35	105	33	0	0.65	0.57	0.72	(0.48)	111	172	65	0
39. Gender (male = 1)	0.33	0.24	0.42	(0.47)	34	104	33	1	0.30	0.23	0.37	(0.46)	51	170	30	2
40. Gender variant/Non-conforming	0.01	-0.01	0.03	(0.10)	1	105	1	0	0.01	-0.01	0.02	(0.08)	1	172	1	0
41. Public school	0.97	0.94	1.00	(0.17)	102	105	97	0	0.91	0.87	0.96	(0.28)	156	171	91	1
42. Private school	0.03	0.00	0.06	(0.17)	3	105	3	0	0.09	0.04	0.13	(0.28)	15	171	9	1
43. Age (in years)	20.88	20.43	21.32	(2.22)	--	98	--	7	20.34	20.12	20.55	(1.39)	--	167	--	5
	Note. Number of quarters completed range from 0 (currently completing first quarter at time survey was taken) to 18. Students' ages range from 18 to 32 years old.								*Note.* Number of quarters completed range from 0 (currently completing first quarter at time survey was taken) to 13. Students' ages range from 18 to 31 years old.							

General Note. Rigor = 1 - 5 Likert rating of how challenging students felt the programs they participated in were, 1 being 'Not Challenging' and 5 being 'Very Challenging.' Effectiveness = 1 - 5 Likert rating of how effective students felt the programs they participated in were in preparing them for their first year of classes at UW, 1 being 'Not Effective' and 5 being 'Very Effective.' Additional major, 1 = at least one additional major, 0 = only one major. Homeschooled, 1 = has been homeschooled at any point from 9th - 12th grade, 0 = never homeschooled from 9th - 12 th grade. Skipped English/math/science/social science, 1 = has skipped at least one grade level of subject at any point from 9th - 12th grade, 0 = never skipped at least one grade level of subject from 9th - 12th grade. Gender, 1 = male, 0 = female. Public school, 1 = student earned high school diploma or equivalent from a public school, 0 = other. Private school, 1 = student earned high school diploma or equivalent from a private school, 0 = other. Students can identify as more than more ethnicity. All other variables dummy-coded, 1 = yes, 0 = no.

Table 1c.
Participants' Reported Schools

School Name	*n*	Frequency %	Type	City	School District	County
Homeschool	1	0.3	--	--	--	--
Othello High School	2	0.7	Public	Othello	Othello	Adams
Kamiakin High School	1	0.3	Public	Kennewick	Kennewick	Benton
Hanford High School	1	0.3	Public	Richland	Richland	Benton
Richland High School	3	1.0	Public	Richland	Richland	Benton
Wenatchee High School	1	0.3	Public	Wenatchee	Wenatchee	Chelan
Neah Bay High School	1	0.3	Public	Neah Bay	Cape Flattery	Clallam
Port Angeles High School	1	0.3	Public	Port Angeles	Port Angeles	Clallam
Clark College	1	0.3	Private	Vancouver	--	Clark
Battle Ground High School	1	0.3	Public	Battle Ground	Battle Ground	Clark
Camas High School	1	0.3	Public	Camas	Camas	Clark
Henrietta Lacks Health and Bioscience High School	1	0.3	Public	Vancouver	Evergreen Public Schools	Clark
Heritage High School	1	0.3	Public	Vancouver	Evergreen Public Schools	Clark
Mountain View High School	3	1.0	Public	Vancouver	Evergreen Public Schools	Clark
Hudson's Bay High School	1	0.3	Public	Vancouver	Vancouver Public Schools	Clark
Port Townsend High School	1	0.3	Public	Port Townsend	Port Townsend	Jefferson
Rainier Christian High School	1	0.3	Private	Aurburn	--	King
Forest Ridge High School	1	0.3	Private	Bellevue	--	King
Holy Names Academy	3	1.0	Private	Seattle	--	King
Lakeside School	1	0.3	Private	Seattle	--	King
Seattle Preparatory School	2	0.7	Private	Seattle	--	King
King's High School	2	0.7	Private	Shoreline	--	King
Auburn Mountainview High School	2	0.7	Public	Auburn	Auburn	King
Thomas Jefferson High School	2	0.7	Public	Auburn	Auburn	King
Auburn Riverside High School	1	0.3	Public	Aurburn	Auburn	King
Bellevue High School	4	1.4	Public	Bellevue	Bellevue	King
Big Picture School	1	0.3	Public	Bellevue	Bellevue	King
Interlake High School	5	1.7	Public	Bellevue	Bellevue	King
International School	5	1.7	Public	Bellevue	Bellevue	King
Newport High School	10	3.5	Public	Bellevue	Bellevue	King
Sammamish High School	2	0.7	Public	Bellevue	Bellevue	King
Decatur High School	1	0.3	Public	Federal Way	Federal Way Public Schools	King
Federal Way High School	2	0.7	Public	Federal Way	Federal Way Public Schools	King
Highline High School	1	0.3	Public	Burien	Highline Public Schools	King
Mount Rainier High School	3	1.0	Public	Des Moines	Highline Public Schools	King
Tyee High School	1	0.3	Public	SeaTac	Highline Public Schools	King
Issaquah High School	1	0.3	Public	Issaquah	Issaquah	King
Skyline High School	2	0.7	Public	Sammamish	Issaquah	King
Kentwood High School	4	1.4	Public	Covington	Kent	King
Kent-Meridian High School	2	0.7	Public	Kent	Kent	King
Kentlake High School	1	0.3	Public	Kent	Kent	King
Kentridge High School	5	1.7	Public	Kent	Kent	King
International Community School	1	0.3	Public	Kirkland	Lake Washington	King
Juanita High School	1	0.3	Public	Kirkland	Lake Washington	King
Lake Washington High School	1	0.3	Public	Kirkland	Lake Washington	King
Redmond High School	4	1.4	Public	Redmond	Lake Washington	King
Tesla STEM High School	3	1.0	Public	Redmond	Lake Washington	King

Table 1c. (continued)

Participants' Reported Schools

School Name	*n*	Frequency %	Type	City	School District	County
Eastlake High School	5	1.7	Public	Sammamish	Lake Washington	King
Mercer Island High School	3	1.0	Public	Mercer Island	Mercer Island	King
Hazen High School	1	0.3	Public	Renton	Renton	King
Liberty High School	3	1.0	Public	Renton	Renton	King
Lindbergh High School	2	0.7	Public	Renton	Renton	King
Renton High School	3	1.0	Public	Renton	Renton	King
The Northwest School	1	0.3	Private	Seattle	Seattle Public Schools	King
Ballard High School	1	0.3	Public	Seattle	Seattle Public Schools	King
Cascade Parent Partnership Program	1	0.3	Public	Seattle	Seattle Public Schools	King
Chief Sealth International High School	6	2.1	Public	Seattle	Seattle Public Schools	King
Evergreen High School	2	0.7	Public	Seattle	Seattle Public Schools	King
Franklin High School	7	2.4	Public	Seattle	Seattle Public Schools	King
Garfield High School	6	2.1	Public	Seattle	Seattle Public Schools	King
Grover Cleveland STEM High School	2	0.7	Public	Seattle	Seattle Public Schools	King
Ingraham High School	2	0.7	Public	Seattle	Seattle Public Schools	King
Roosevelt High School	5	1.7	Public	Seattle	Seattle Public Schools	King
Seattle Academy of Arts and Sciences	1	0.3	Public	Seattle	Seattle Public Schools	King
The Center School	1	0.3	Public	Seattle	Seattle Public Schools	King
Shorecrest High School	3	1.0	Public	Shoreline	Shoreline	King
Shorewood High School	5	1.7	Public	Shoreline	Shoreline	King
Mount Si High School	1	0.3	Public	Snoqualmie	Snoqualmie Valley	King
Vashon Island High School	1	0.3	Public	Vashon	Vashon Island	King
Bothell High School	5	1.7	Public	Bothell	Northshore	King and Snohomish
Lynnwood High School	4	1.4	Public	Bothell	Northshore	King and Snohomish
Woodinville Montessori School	1	0.3	Public	Bothell	Northshore	King and Snohomish
Inglemoor High School	7	2.4	Public	Kenmore	Northshore	King and Snohomish
Woodinville High School	6	2.1	Public	Woodinville	Northshore	King and Snohomish
Bainbridge High School	2	0.7	Public	Bainbridge Island	Bainbridge Island	Kitsap
Bremerton High School	1	0.3	Public	Bremerton	Bremerton	Kitsap
North Kitsap High School	1	0.3	Public	Poulsbo	North Kitsap	Kitsap
South Kitsap High School	3	1.0	Public	Port Orchard	South Kitsap	Kitsap
Crosspoint Academy	1	0.3	Private	Bremerton	Bremerton	Kitsap County
Olympic High School	3	1.0	Public	Bremerton	Bremerton	Kitsap County
Easton School	1	0.3	Public	Easton	Easton	Kittitas
Ellensburg High School	2	0.7	Public	Ellensburg	Ellensburg	Kittitas
Columbia High School	1	0.3	Public	White Salmon	White Salmon Valley	Klickitat
Graham Kapowsin High School	1	0.3	Public	Graham	Bethel	Pierce
Clover Park High School	2	0.7	Public	Lakewood	Clover Park	Pierce
Lakes High School	1	0.3	Public	Lakewood	Clover Park	Pierce
Gig Harbor High School	2	0.7	Public	Gig Harbor	Peninsula	Pierce
Peninsula High School	2	0.7	Public	Gig Harbor	Peninsula	Pierce
Emerald Ridge High School	1	0.3	Public	Puyallup	Puyallup	Pierce

Table 1c. (continued)
Participants' Reported Schools

School Name	*n*	Frequency %	Type	City	School District	County
Sumner High School	3	1.0	Public	Sumner	Sumner-Bonney Lake	Pierce
Mount Tahoma High School	2	0.7	Public	Tacoma	Tacoma Public Schools	Pierce
Stadium High School	1	0.3	Public	Tacoma	Tacoma Public Schools	Pierce
Tacoma Science and Math Institute	1	0.3	Public	Tacoma	Tacoma Public Schools	Pierce
Woodrow Wilson High School	1	0.3	Public	Tacoma	Tacoma Public Schools	Pierce
Foster High School	1	0.3	Public	Tukwila	Tukwila	Pierce
Curtis Senior High School	5	1.7	Public	University Place	University Place	Pierce
Orcas Island High School	1	0.3	Public	Eastsound	Orcas Island	San Juan
Burlington-Edison High School	1	0.3	Public	Burlington	Burlington	Skagit
Mount Vernon High School	1	0.3	Public	Mount Vernon	Mount Vernon	Skagit
Archbishop Murphy High School	2	0.7	Private	Everett	--	Snohomish
Edmonds-Woodway High School	1	0.3	Public	Edmonds	Edmonds	Snohomish
Meadowdale High School	5	1.7	Public	Lynnwood	Edmonds	Snohomish
Mountlake Terrace High School	2	0.7	Public	Mountlake Terrace	Edmonds	Snohomish
Mariner High School	3	1.0	Public	Everett	Everett	Snohomish
Henry M. Jackson High School	4	1.4	Public	Mill Creek	Everett	Snohomish
Lake Stevens High School	1	0.3	Public	Lake Stevens	Lake Stevens	Snohomish
Marysville Getchell High School	2	0.7	Public	Marysville	Marysville	Snohomish
Marysville Pilchuck High School	2	0.7	Public	Marysville	Marysville	Snohomish
Kamiak High School	3	1.0	Public	Mukilteo	Mukilteo	Snohomish
Glacier Peak High School	1	0.3	Public	Snohomish	Snohomish	Snohomish
Snohomish High School	4	1.4	Public	Snohomish	Snohomish	Snohomish
Stanwood High School	1	0.3	Public	Stanwood	Stanwood-Camano	Snohomish
Sultan High School	1	0.3	Public	Sultan	Sultan	Snohomish
Saint George's School	1	0.3	Private	Spokane	--	Spokane
Central Valley High School	1	0.3	Public	Spokane	Central Valley	Spokane
Deer Park High School	1	0.3	Public	Deer Park	Deer Park	Spokane
Ferris High School	2	0.7	Public	Spokane	Spokane Public Schools	Spokane
Lewis and Clark High School	5	1.7	Public	Spokane	Spokane Public Schools	Spokane
Pope John Paul II High School	1	0.3	Private	Lacey	--	Thurston
River Ridge High School	1	0.3	Public	Lacey	North Thurston Public Schools	Thurston
Timberline High School	3	1.0	Public	Lacey	North Thurston Public Schools	Thurston
North Thurston High School	1	0.3	Public	Olympia	North Thurston Public Schools	Thurston
Olympia High School	2	0.7	Public	Olympia	Olympia	Thurston
Rainier High School	1	0.3	Public	Rainier	Rainier	Thurston
DeSales Catholic High School	1	0.3	Private	Walla Walla	--	Walla Walla
Bellingham High School	1	0.3	Public	Bellingham	Bellingham	Whatcom
Meridian High School	1	0.3	Public	Bellingham	Bellingham	Whatcom
Sehome High School	2	0.7	Public	Bellingham	Bellingham	Whatcom
Squalicum High School	1	0.3	Public	Bellingham	Bellingham	Whatcom
Lynden High School	1	0.3	Public	Lynden	Lynden	Whatcom
Pullman High School	1	0.3	Public	Pullman	Pullman	Whitman
East Valley High School	1	0.3	Public	Yakima	East Valley	Yakima
Grandview High School	1	0.3	Public	Grandview	Grandview	Yakima
Selah High School	1	0.3	Public	Selah	Selah	Yakima
West Valley High School	1	0.3	Public	Yakima	West Valley	Yakima
A.C. Davis High School	1	0.3	Public	Yakima	Yakima	Yakima

Table 2.

Exploratory Factor Analysis with Varimax Rotation

Item	Description	Communalities	Factor1 Loading	Factor2 Loading	Factor3 Loading	
1	Q18_4_Geog	0.10	0.03	0.10	**0.30**	
2	Q18_5_Prestige	0.50	0.13	0.03	**0.69**	
3	Q18_6_AcadProg	0.59	0.16	0.06	**0.75**	
4	Q18_7_Visits	0.19	0.06	0.19	**0.38**	
5	Q46_3_FamRel	0.43	0.17	**0.63**	0.02	
6	Q46_4_HSCoun	0.26	0.07	**0.50**	0.10	
7	Q46_5_HSTeach	0.33	0.07	**0.55**	0.16	
8	Q46_7_ParGuard	0.37	0.09	**0.59**	0.09	
9	Q46_8_Peers	0.40	0.15	**0.60**	0.15	
10	Q47_1_AcadTut	0.25	**0.48**	0.08	0.09	
11	Q47_2_DeptAdv	0.16	**0.38**	0.06	0.12	
13	Q47_5_Peers	0.21	**0.41**	0.22	0.02	
12	Q47_6_Profs	0.54	**0.73**	0.06	0.05	
14	Q47_7_TA	0.67	**0.80**	0.13	0.12	
			Factor1	Factor2	Factor3	$\chi^2(52)$
Unrotated Variance Accounted For			20%	8%	8%	
Varimax Rotated Variance Accounted For			13%	13%	10%	103 ***

Note. N = 286. Estimates from maximum likelihood with Varimax rotation; statistically significant loadings shown in boldface.

Items 1 - 4 above are sub-items of survey question #18: How did each of the following factors influence your decision to attend the University of Washington? Q18_4_Geog = Geography, Q18_5_Prestige = Prestige of UW, Q18_6_AcadProg = UW's academic programs, Q18_7_Visits = UW campus visit(s).

Items 5 - 9 above are sub-items of survey question #46: How supportive were the following persons in helping you navigate the college application process? Q46_3_FamRel = Family relatives other than parent(s)/guardian(s), Q46_4_HSCoun = High school counselors, Q46_5_HSTeach = High school teachers, Q46_7_ParGuard = Parent(s)/Guardian(s), Q46_8_Peers = Peers in high school.

Items 10 - 14 above are sub-items of survey question #47: How comfortable do you feel seeking academic guidance (e.g. understanding schoolwork, deciding on majors, applying for internships, etc.) from the following persons at the University of Washington? Q47_1_AcadTut = Academic tutors, Q47_2_DeptAdv = Departmental advisers, Q47_5_Peers = Peers in college, Q47_6_Profs = Professors, Q47_7_TA = Teaching assistants.

Figure 1.
3-factor EFA Path Diagram

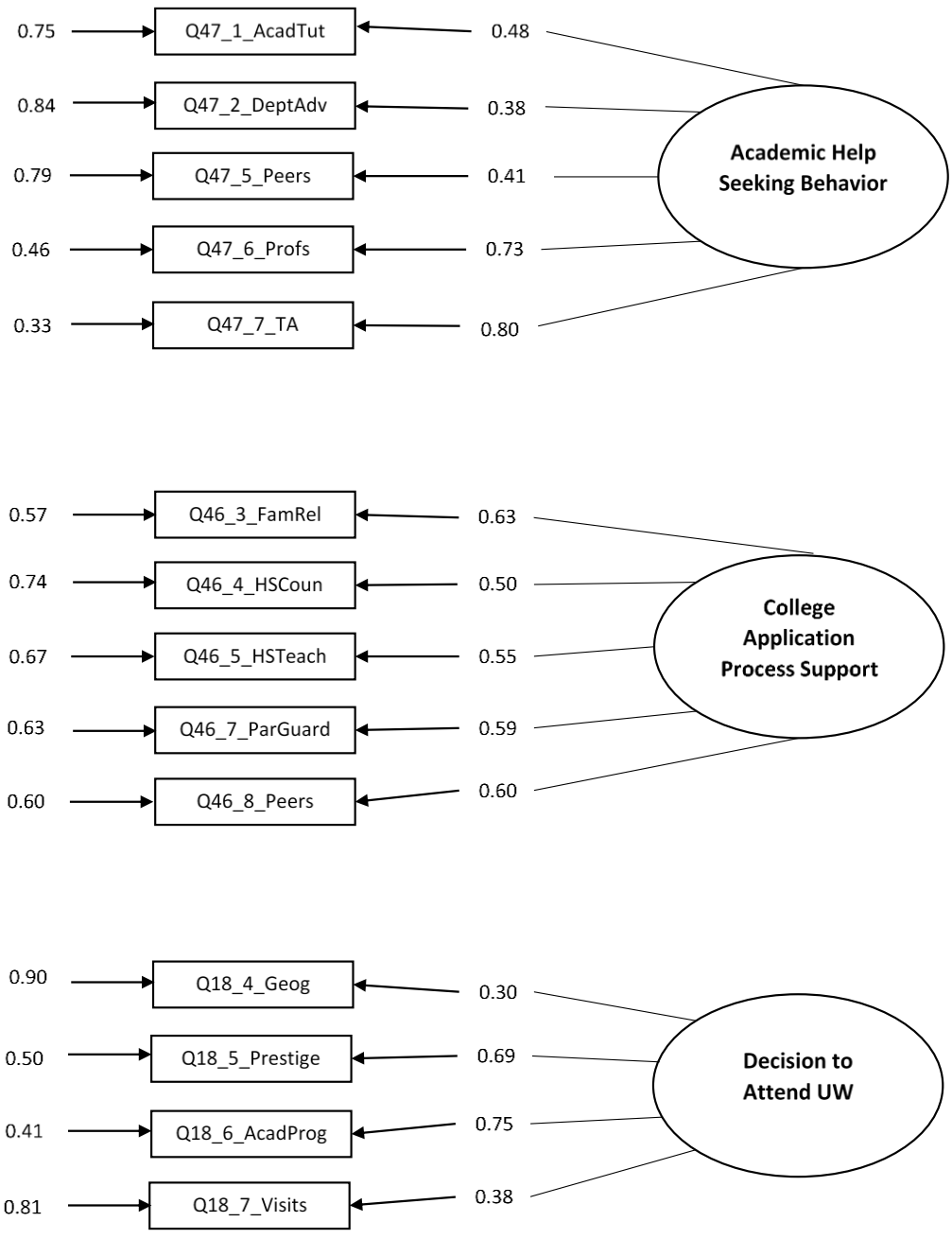

Table 3.
Multiple Logistic Regression (with Standard Predictor Entry) Results for First-generation Status

	$\chi^2(11)$	*p*	*Pseudo* R^2	*Sens*	*Spec*	*HR*	*b*	*(SE)*	*Wald*	*p*	*OR*
First-generation Status	54.81	***	0.25	48.10	85.30	71.20					
Intercept							1.49	(1.17)	1.62	0.203	4.42
Academic help							-0.20	(0.15)	1.75	0.186	0.82
College application							-0.06	(0.15)	0.16	0.689	0.94
Decide attend UW							-0.21	(0.15)	1.94	0.164	0.81
Gender (+1 = male)							0.07	(0.16)	0.23	0.633	1.08
African							0.27	(0.74)	0.14	0.713	1.31
African American							0.76	(0.40)	3.60	0.058	2.14
Asian							0.15	(0.19)	0.62	0.430	1.17
Asian American							0.33	(0.20)	2.89	0.089	1.40
Latinx/Hispanic							1.17	(0.32)	13.53	0.000	3.24
Pacific Islander							-0.20	(0.71)	0.08	0.780	0.82
White							-0.42	(0.20)	4.70	0.030	0.66

Note. N = 274 (12 missing cases). American Indian variable was excluded from final logistic regression model due to previous OR inflation. Academic help = represents factor 1 (academic help seeking behavior) from EFA results and is a composite variable created by taking mean of sub-items (Q47_1_AcadTut, Q47_2_DeptAdv, Q47_5_Peers, Q47_6_Profs, Q47_7_TA) from survey question #47. College application = represents factor 2 (college application process support) from EFA results and is a composite variable created by taking mean of sub-items (Q46_3_FamRel, Q46_4_HSCoun, Q46_5_HSTeach, Q46_7_ParGuard, Q46_8_Peers) from survey question #46. Decide attend UW = represents factor 3 (Decision to attend UW) from EFA results and is a composite created by taking mean of sub-items (Q18_4_Geog, Q18_5_Prestige, Q18_6_AcadProg, Q18_7_Visits) of survey question #18. Gender effect coded with +1 = male, -1 = female. All other variables effect-coded with +1 = yes, -1 = no. Academic help, College application, and Decision to attend UW in z-scores.

Table 4.

Correlation Table for Logistic Regression using Standard Predictor Entry for First-generation College Student Status

Measure	*M*	*95% CI*		*(SD)*	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
		Lower	*Upper*													
Outcome																
1. First-generation Status	0.38	0.32	0.44	(0.49)	--											
Predictors																
2. Academic help	3.22	3.12	3.32	(0.86)	-.11	--										
3. College application	3.14	3.02	3.27	(1.04)	-.09	.28 **	--									
4. Decide attend UW	3.51	3.41	3.61	(0.86)	-.12 *	.24 **	.28 **	--								
5. Gender (1 = male)	0.30	0.25	0.36	(0.46)	.03	.06	-.09	-.03	--							
6. African	0.01	0.00	0.02	(0.08)	.02	-.05	.01	.06	-.06	--						
7. African American	0.03	0.01	0.05	(0.17)	.09	.10	-.03	.03	-.02	-.02	--					
8. Asian	0.23	0.18	0.28	(0.42)	.06	-.07	.00	-.02	-.13 *	.05	-.10	--				
9. Asian American	0.28	0.23	0.34	(0.45)	.18 **	-.09	-.12 *	-.10	-.08	-.06	-.06	-.07	--			
10. Latinx/Hispanic	0.09	0.05	0.12	(0.28)	.28 **	-.01	.03	-.02	.08	-.03	.03	-.14	-.16	--		
11. Pacific Islander	0.01	0.00	0.03	(0.12)	.03	-.02	-.11	-.04	.05	-.01	-.02	.00	-.08 **	.18	--	
12. White	0.51	0.46	0.57	(0.50)	-.30 **	-.03	.06	-.03	-.02	-.09	.03	-.33 **	-.48 **	-.16	-.01	--

Note. N = 274. American Indian variable was excluded from final logistic regression model due to previous OR inflation. Academic help = represents factor 1 (academic help seeking behavior) from EFA results and is a composite variable created by taking mean of sub-items (Q47_1_AcadTut, Q47_2_DeptAdv, Q47_5_Peers, Q47_6_Profs, Q47_7_TA) from survey question #47. College application = represents factor 2 (college application process support) from EFA results and is a composite variable created by taking mean of sub-items (Q46_3_FamRel, Q46_4_HSCoun, Q46_5_HSTeach, Q46_7_ParGuard, Q46_8_Peers) from survey question #46. Decide attend UW = represents factor 3 (Decision to attend UW) from EFA results and is a composite created by taking mean of sub-items (Q18_4_Geog, Q18_5_Prestige, Q18_6_AcadProg, Q18_7_Visits) of survey question #18. Gender dummy-coded with 1 = male, 0 = female. All other variables coded-coded 1 = yes, 0 = no

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 5.

Multiple Linear Regression (with Standard Predictor Entry) Results for Academic Help Seeking Behavior

	R^2_{total}	$R^2_{adjusted}$	F (7,269)	p	b	(SE)	t(7)	p	sr^2
Academic Help Seeking Behavior	0.03	0.00	0.98	0.447					
Intercept					3.40	(0.24)	14.21	<0.001	
Advanced Placement					-0.02	(0.08)	-0.30	0.767	0.00
Gifted Program					0.17	(0.22)	0.78	0.435	0.00
Honors Program					0.07	(0.05)	1.34	0.182	0.01
International Baccalaureate					0.05	(0.10)	0.57	0.570	0.00
Running Start					0.03	(0.07)	0.38	0.702	0.00
College in the High School					-0.07	(0.09)	-0.78	0.436	0.00
First-generation College Student					-0.09	(0.05)	-1.65	0.101	0.01

Note. N = 277. Academic help seeking behavior = student's comfort level in seeking academic guidance, which is also factor 1 from EFA results and is a composite variable created by taking mean of sub-items (Q47_1_AcadTut, Q47_2_DeptAdv, Q47_5_Peers, Q47_6_Profs, Q47_7_TA) from survey question #47, on a 1 - 5 Likert scale (1 being 'Not Comfortable' and 5 being 'Very Comfortable'). All predictors effect coded: Advanced Placement/Gifted Program/Honors Program/International Baccalaureate/Running Start/College in the High School, +1 = has ever participated in program at any point from 9th -12th grade, -1 = has never participated in program; First-generation College Student, +1 = yes; both students of student has earned at least a Bachelor's degree, -1 = no; other.

Table 6.

Multiple Linear Regression (with Standard Predictor Entry) Results for Academic Help Seeking Behavior

	R^2_{total}	$R^2_{adjusted}$	F (7,269)	p	b	(SE)	t(7)	p	sr^2
College Application Process Support	0.04	0.02	1.62	0.129					
Intercept					3.35	(0.29)	11.43	<0.001	
Advanced Placement					-0.04	(0.10)	-0.40	0.691	0.00
Gifted Program					0.40	(0.27)	1.48	0.139	0.01
Honors Program					0.08	(0.07)	1.15	0.253	0.00
International Baccalaureate					0.00	(0.12)	-0.04	0.972	0.00
Running Start					-0.18	(0.08)	-2.20	0.029	0.02
College in the High School					-0.13	(0.11)	-1.20	0.233	0.01
First-generation College Student					-0.08	(0.07)	-1.18	0.239	0.00

Note. N = 277. College Application Process Support = students' perception of how supportive certain persons were in the college application process, which is also factor 2 from EFA results and is a composite variable created by taking mean of sub-items (Q46_3_FamRel, Q46_4_HSCoun, Q46_5_HSTeach, Q46_7_ParGuard, Q46_8_Peers) from survey question #46, on a 1 - 5 Likert scale (1 being 'Not Supportive' and 5 being 'Very Supportive'). All predictors effect coded: Advanced Placement/Gifted Program/Honors Program/International Baccalaureate/Running Start/College in the High School, +1 = has ever participated in program at any point from 9th -12th grade, -1 = has never participated in program; First-generation College Student, +1 = yes; both students of student have earned at least a Bachelor's degree, -1 = no; other.

Table 7.

Multiple Linear Regression (with Standard Predictor Entry) Results for Decision to Attend UW

	R^2_{total}	$R^2_{adjusted}$	$F(7,269)$	p	b	(SE)	$t(7)$	p	sr^2
Decision to Attend UW	0.05	0.02	1.80	0.088					
Intercept					3.34	(0.24)	14.20	<0.001	
Advanced Placement					0.12	(0.08)	1.56	0.119	0.01
Gifted Program					0.04	(0.22)	0.18	0.855	0.00
Honors Program					0.04	(0.05)	0.79	0.430	0.00
International Baccalaureate					-0.05	(0.09)	-0.52	0.606	0.00
Running Start					-0.06	(0.07)	-0.88	0.379	0.00
College in the High School					-0.09	(0.09)	-1.01	0.312	0.00
First-generation College Student					-0.11	(0.05)	-2.07	0.039	0.02

Note. N = 277. Decision to Attend UW = students' ratings on how influential certain factors were in their decision to attend UW, which is also factor 3 from EFA results and is a composite variable created by taking mean of sub-items (Q18_4_Geog, Q18_5_Prestige, Q18_6_AcadProg, Q18_7_Visits) from survey question #18, on a 1 - 5 Likert scale (1 being 'Not Influential' and 5 being 'Very Influential'). All predictors effect coded: Advanced Placement/Gifted Program/Honors Program/International Baccalaureate/Running Start/College in the High School, +1 = has ever participated in program at any point from 9th -12th grade, -1 = has never participated in program; First-generation College Student, +1 = yes; both students of student have earned at least a Bachelor's degree, -1 = no; other.

Table 8.

Correlation Table for Linear Regressions using Standard Predictor Entry for Acdemic Help Seeking Behavior, College Application Process Support, and Decision to Attend UW

Measure	*M*	*95% CI*		*(SD)*	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
		Lower	*Upper*											
Outcome														
1. Acdemic Help Seeking Behavior	3.22	3.12	3.32	(0.86)	--									
2. College Application Process Support	3.14	3.02	3.27	(1.04)	.28 **	--								
3. Decision to Attend UW	3.51	3.41	3.61	(0.86)	.22 **	.28 **	--							
Predictors														
4. Advanced Placement	0.81	0.76	0.85	(0.40)	-.03	.01	.14 *	--						
5. Gifted Program	0.01	0.00	0.03	(0.12)	.07	.08	.01	-.02	--					
6. Honors Program	0.40	0.34	0.46	(0.49)	.07	.07	.06	.17 *	.03	--				
7. International Baccalaureate	0.11	0.08	0.15	(0.32)	.05	.04	-.07	-.45 *	.05	-.06	--			
8. Running Start	0.23	0.18	0.28	(0.42)	.02	-.12 *	-.08	-.20 *	.15 *	-.03	-.14 *	--		
9. College in the High School	0.10	0.06	0.13	(0.30)	-.06	-.06	-.04	.06	-.04	-.07	-.12	-.12 *	--	
10. First-generation College Student	0.38	0.32	0.44	(0.49)	-.09 *	-.09	-.13 *	-.01	-.10	.09	.01	.10	-.03	--

Note. N = 277. Academic help seeking behavior = student's comfort level in seeking academic guidance, which is also factor 1 from EFA results and is a composite variable created by taking mean of sub-items (Q47_1_AcadTut, Q47_2_DeptAdv, Q47_5_Peers, Q47_6_Profs, Q47_7_TA) from survey question #47, on a 1 - 5 Likert scale (1 being 'Not Comfortable' and 5 being 'Very Comfortable'). College Application Process Support = students' perception of how supportive certain persons were in the college application process, which is also factor 2 from EFA results and is a composite variable created by taking mean of sub-items (Q46_3_FamRel, Q46_4_HSCoun, Q46_5_HSTeach, Q46_7_ParGuard, Q46_8_Peers) from survey question #46, on a 1 - 5 Likert scale (1 being 'Not Supportive' and 5 being 'Very Supportive'). Decision to Attend UW = students' ratings on how influential certain factors were in their decision to attend UW, which is also factor 3 from EFA results and is a composite variable created by taking mean of sub-items (Q18_4_Geog, Q18_5_Prestige, Q18_6_AcadProg, Q18_7_Visits) from survey question #18, on a 1 - 5 Likert scale (1 being 'Not Influential' and 5 being 'Very Influential'). All predictors dummy-coded: Advanced Placement/Gifted Program/Honors Program/International Baccalaureate/Running Start/College in the High School, 1 = has ever participated in program at any point from 9th -12th grade, 0 = has never participated in program; First-generation College Student, 1 = yes; both students of student has earned at least a Bachelor's degree, 0 = no; other.

Table 9.

Q48. Thinking about your transition to the University of Washington, what, if any, information or resources would you have liked to have access to or have more of? *n* = 154*

Level	Theme	*n*	Frequency (%)
High school	General differences between high school and college	3	2
	High school coursework	6	4
	College outreach and preparatory programs	7	5
High school & College	Credit policies	5	3
	Financial aid and scholarships	7	5
College	Volunteering, internship, and research opportunities	3	2
	Campus life	8	5
	Degree and post-graduation planning	9	6
	Mental health	10	6
	Social connections	10	6
	Study and time management skills	9	6
	Academic support	14	9
	Academic advising	18	12
	Structure of college courses	25	16
	Majors	33	21
	Other (responses were not relevant to question asked)	4	3

*Some responses categorized under more than one theme; hence frequencies can exceed 100%.

Table 10. Participants' verbatim responses to item #48: Thinking about your transition to the University of Washington, what, if any, information and/or resources would you have liked to have access to or have more of? If none, please write N/A.
(*n* = 154, responses organized by time points)

In High School:

More after school academic support
More outreach programs like Upward Bound should be available to students who are specifically of 1st generations and low income. They helped me tremendously being a 1st gen., low income student of color.
College Acess Now
Speaking to more current UW students about their experiences before making decision to matriculate at UW
I wish that UW did more outreach to lowe [sic] income high schools in Washington because I didn't know a lot about the process or the deadlines or anything about how to prepare and what college even was
My parents don't really know much about college ins ans [sic] outs so I was stuck on my own. This whole first year I have been really lost and people seem to expect me to know what I'm doing. I finally applied to my major, but I'll have to take a fifth year because I was not offered very good guidance and I couldn't get everything done in time.
I would have liked to have more information about financial aid
I honestly don't know if there was anything else I needed from UW, I think the problems were in my high school and it not providing me with the same opportunities as my peers here at UW.
AP classes
In high school I would have liked to be taught in a way where I was required to read a lot for my classes to better prepare me for college
The AP program was very limited, but it was the best advanced option at my school. Coming into my first year of college, I feel like I'm slightly behind the general student populous due to lack of opportunities.
My school did a great job of preparing us on the humanities side of school - writing, presentations, etc. However our STEM education was seriously lacking and I felt very under-prepared coming into college STEM courses. I would have liked a more rigorous STEM education.

I wish that we had more AP and Rigorous classes. All of the kids from my high school found our first year at UW very tough. Some of us still are. The material and curriculum is way below some of the other school districts, and we never got to do experiments and higher learning, perhaps due to our poor funding.
The process of direct admissions into a major from high school.
The general schedule structure of college courses, how AP credits would transfer to college of choice
I would've liked more college prep in terms of what classes were going to look like, or what skills (i.e., studying, social, etc.) I needed in college looked like.
I had a really difficult transition, I wish there was more study and stress coping skills taught to us who were always considered top of the class in high school and never really had to study, and then we didn't know how. It was difficult from getting 4.0s relatively easily to doing poorly in school for the first time.

At the High School to College Transtition Point:

I wish general academic advisors were not such a**holes. I got told that I can't apply to UW because my grades were so shitty. I was told to give up BIO. and I did because I believed it.
Know more about mentorship programs for students of color, especially 1st generation students that didn't know much about college
It would have been nice to be informed about which UW classes certain AP credits translated to in the beginning of high school rather than the end of it.
What classes to take and when -- especially taking AP credit into account. For example, I wish I hadn't taken Math124/125 series here as I already had credit and the level of difficulty at UW was much higher, leading me to perform at a lower level.
Scholarships
Similarities and differences between high school and college, how to best transition into college
Advice about difference of expectations from high school to university.
Expectations clearly laid out
I was never told to directly apply to a major and now I feel almost helpless. My parents did not attend college so I think it would have been helpful having students from the university visit my high school and help guide the starting process with college. No one ever told me what to do.
I needed someone to go over a bunch of majors with me and explain what some options for me are. My parents didn't attend college so I felt very lost when I got to UW and there were competitive majors.

In College:

My general counselor didn't know much about the journalism major application process so my application got set back one quarter. I wish departments would make their requirements more clear and available on their websites and specify things to the general counselors.
Thinking back to my first year at the UW, I wish that academic advisers and mental health counselors felt more accessible. While I knew they existed, it is easy to feel a lot of distance between resources at a school as a big as the UW. I understand that campus resources certainly don't have the capacity to initiate contact with every UW student - however, perhaps they could visit each class, or hold information sessions within each department, etc.
more personal meetings with advisers
Email from a specific advisor asking to meet more then just at orientation
I think it would've been nice to have a meeting with an advisor that's required.
academic advisory for declaring major
More major advising
I would like the advisors to know what they're talking about because they don't
Direct email addresses to the counselors we would be assigned to in college, but given at orientation/prior to starting.
More thorough academic advising before committing/during the summer/orientation related to competitive majors, preparing for difficult classes, etc
Overall better advising help. There does not seem to be very good effective help on campus
More info on who to go for for help. Specifically general advisors!
Better advisors than the current ones in the math deportment
More test archives like the ones that frats have, more academic support for those who feel lost
Whenever I went to tutoring sessions, there were too many students and not enough tutors. I usually did not get my questions answered, so it would have been nice to have more access to tutoring
more flexible office hours/ drop in advising/ counseling let's talk hours. I feel like i cannot make the most of my opportunities. Also i wish i had more access to exam material and teacher exaluations and information for classes
other programs aside from clue that could help with courses
better assistance in the first year of stem classes
Instructional center
IC
tutors
hw/ test statistics. Only some classes show some of their class stats for each assignment
More office hours, most of my classes office hours are during my other classes making it hard to attend one or the other

I think having more access to my professors would be great. I am in classes of 200-700 people and a professor simply doesn't have time to be there for every student
Tutors
Going to office hours more
Resources outside of campus sources from current students
Affordable housing for students
More about dining opportunities
More food areas with microwaves
Student Experiences
Emailing information, reminders, recommendations for thatâ€™s going on in campus that are important for that specific year (like Freshmen)
That universities like UW do not grant me AA or AS degrees after the first 2 years. If I knew this I would have tried to earn my AA/AS at Highline College during my high school's Running Start years. I was taking less credits than I needed for an AA/AS just because I have had enough high school credits and thought I would not need to take more than that to graduate high school and go to UW where I can earn all the degrees instead of at Highline College.
Transfer process and alignment with needed requirements
More informed about credit limit policies, in that I never heard about it anywhere until I thought about double majoring but was told unable to due to my credits.
More information on what classes to take your first year to set you up for applying to majors
Clearer degree audit in My Plan
Post college outcomes of people in my major (what companies they went to in what roles, what grad schools they went to in what subjects)
More understanding of the coursework I needed to do
More information/events to help decide possible career paths
Ability to sit in classes and understand what it would actually be like to be in these classes.
Knowledge about scholarships and scheduling classes
How to get and maintain scholarships.
Being able to fill out FAFSA alone
how to apply for financial aid
Major admissions and housing
I would have liked better explanations about placement testing and what the general requirements involved. It would have been nice to take some general requirements that still satisfied my major requirements.
Major application process, many others including myself came into this institution feeling clueless about many things related to the UW.
How the major system works

A more realistic view from people within each major
Information regarding major requirement and application, recommended course work
More accessible information on getting ready to explore or declare majors. It seems like a lot of researching just to get simple answers like application deadlines and requirements.
Knowing that UW was a competitive major school
Information on just how competitive the majors are here at UW
Acedmic statistics on Admissions to majors
That CS was highly competitive
More information or encouragement to seek information about preparing for and applying to majors in the future
Information about how competitive classes are.
Honest opinions about UW, especially the competitive nature, admissions, clubs, etc.
Money for books, supplies etc. Information about all the majors offered and the process for getting into your major.
It would have been nice to understand the "applying for your major" concept. That messed me up and I did not have proper guidance even as a freshman at UW to help me through that process.
That competitive majors are a thing and info about that whole process.
I knew nothing about direct to college for business. If I knew, I would've applied.
More info on deciding on a major, CHANGING majors, double majoring, double degrees
What happens if you don't get into your major guide. A general academic advisor who no longer works there made me feel worse about my future and did not offer guidance.
I would have liked to have known of direct admit options and other resources UW offers for commuting students
Major acceptance rates
More info on degree options. I did not know about the Informatics degree until I had completed my first year of college.
How the major system works, seeing as how it is unnecessarily difficult to pursue something you want to do here.
It would be nice to have a quiz or something to tell you what to major in or what majors suit your personality. Also, having a program like DARS that not only audits your degree but tells you what classes overlap with majors so you don't waste time and money taking classes that you don't need.
I wish there was more information given about what is expected of you in regard to declaring a major and completing the prerequisites for any potential majors the moment you enter the university, rather than suddenly expecting you to have it figured it out and ready to go by the end of your sophomore year.
Capacity constrained majors at the UW
More awareness on mental health resources on campus, more in-depth responses from advisors about possible course-work and paths

Guide to registration, when to buy your textbooks, complete breakdown of all mental health services offered
Counseling
Mental Healthcare
Mental Health
I would've liked to know about mental health and DRS resources for those with mental health struggles
Information about mental health and easier ways to reach out would have really helped
mental health resources
Maybe mental health resources could be improved. Can't do well in school if your mental wellbeing is falling apart.
N/A. Well maybe better math teachers
Resources more accessible to people who get too many emails and don't have time to check all of them. I feel like banners on the road ad the quad are more helpful bc we walk by it
I was a freshman who transferred in the winter, so my transfer orientation was understandably not geared towards me. I missed out on a lot of freshman things
More information about programs that exist for specific people (first gen, minority, etc.)
More individualized help!
student life, crime statistics on campus and close to campus,
As a first year, not living in dorms was really difficult to meet people so more first year resources for connecting with people.
Clubs and activities in college
How to make friends more quickly
More info on clubs?
Resources that would help me to adapt into the UW community?
Clubs
Common spaces to meet people (ex: a lounge to hang out in and watch TV)
Social skills, Independence, life skills, finance knowldge
How to make friends.
how classes work in general (dropping out, S/NS a class, time frames for the classes), better advice from dept counselors
Academic advising, like creating schedules and registering for classes
Study abroad, research scholarship, post graduation opportunities,
Teacher/Student Ratio or Major inclusion
how stem classes are graded / that there is a curve
I would have liked to know more about how most instructors run their class. I learn a lot by going to lecture, but whether or not I learn something in quiz section depends on the TA's ability to speak in front of a crowd. (most of my TA's have struggled at leading a discussion/class)

Information about the structure of college classes vs. high school classes. It was a very abrupt transition and left me worried if I was doing everything right.
Student testimonies and examples of class environment
The competitiveness of the classes
Quiz sections that have been cut to one day a week.
How to register for classes
Guidance on how to use Canvas website
HONEST student feedback about difficulty of classes and overall student atmosphere
Knowledge about how hard classes are purely based on the way UW grades (for STEM) and curvig and how it is normal to not perform well
I would have liked more information on courses I could take at UW.
I don't think that i really understood how difficult it is to do well in stem classes that are curved, there's no real opportunity to raise a grade once it has dropped and i wish i had understood how hard that is
What the workload is like, how to carve out a path, register for classes, connect with professors
More online classes
Perhaps a short video course on schedule planning.
Information about how hard it is to get into classes once in the major
Information for studying schedules, more helpful guidance with picking out classes and schedules
More understanding of curved classes and competitive majors. How to successfully handle higher workload
time arrangement
Different methods of studying
Better study habits that still allow you to have time for other things besides studying for hours on end.
How to learn in a college setting (ie- the transition from small classes to large lectures) and how to study effectively
Study skills
How to study in college
Undergraduate research information on how to approach professors and find opportunities
Volunteer/Job Shadowing Opportunities available to students instead of having to do an hour or more research across UW wide website in order to find some info about it.
Internship advice at the end of freshman year so I could start applying in late summer

Table 11. Participants' responses to item #49: What, if any, additional comments do you have? If none, please write N/A. (*n* = 25)

A lot of assumptions are made of students applying to university. I know that I needed to ask a friends about the application process just to figure out where to start. The application process would have been much less taxing on me if it were more transparent and cohesive between schools (I think applications like the Common App are great). This would also have helped alleviate the "Me vs. the University" mentality of the application process.
Ask how your students are doing individually more often
at least I have a girlfriend
good luck. on your study
high school doesn't prepare us at all for college. nothing I learned in high school I can apply to life in college/ life as a college student
I also did early fall start at UW, which was very helpful for getting an understanding of what university would be like.
I am an RA
I don't like my undergrad experience at UW, and most people I know don't either. However, we recognize that it is a prestigious school
i struggled hella
I think in general, WA state schools could improve on the public speaking aspect of their education. I went to a private school that emphasized speaking skills, and I feel like I am leagues above some of my classmates when it comes to giving presentations.
I went to another 4 year university before UW not a CC
I wish i had more guidance i wasted a few quarters in tecieving my aa which is keeping me from graduating two quarters earlier
I wish you luck in your thesis! I think it's great you are taking your time to find out how students felt their transitions from high school to college were. I know for my district we all wish it was a little better and matched the level of preparation needed to attend a four year college or university. Thank you!
I'm curious to know your results too
If you are a first generation student, you are severely disadvantaged.
It was a tough transition, I felt depressed for a few months and running start helped a lot. Some classes are easy and have amazing professors while others don't. There's also a huge Asian and white population. I feel like I stick out as a Hispanic female sometimes
Keep up your great work!
Look at my comment for the questions before this.
Make sure that the students know how to register for classes because it was really confusing for me
My biggest struggle was I had to figure out everything on my own. My academic/general advisor was awful and I did not know how to switch advisors. I finally switched and have not met with them but I think they will be better. Additionally, figuring out how and which classes to take has been a struggle.

The mental health care provided is meagre and they rush you in and out as fast as possible. It's also really hard to get a slot. Many of the students are suffering and can't get help.
UW is a fantastic university but if you are not in a major, the academic support and guidance is pretty poor.
UW was extremely overwhelming at first and it took a lot of trial and error and putting myself out there to get to a moderately comfortable place. some guidance or an overall peer mentor would have been really helpful.
While many of my peers were amazed at the amount of unscheduled time they had to learn to manage in college, I coming from a homeschool environment where I managed my own schedule regularly instead was amazed at the amount of in-class time I needed to attend.
You got this :)