

**OFFICE OF ANALYSIS, ASSESSMENT & ACCREDITATION**

**2010 FRESHMAN/SOPHOMORE STUDENT SURVEY**

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## 2010 FRESHMAN/SOPHOMORE STUDENT SURVEY

### EXECUTIVE SUMMARY

Each year, the Office of Analysis, Assessment, and Accreditation conducts a survey of freshman and sophomore students to determine their attitudes and perceptions of the initial phase of their USU experience. The survey includes questions on: advising, department/faculty experiences, general education, libraries/technology, starting college, campus climate, overall experiences at USU, and evaluation of other services and activities, as well as student demographics.

The 2010 Freshman/Sophomore survey was administered in fourteen classes with high proportions of freshman and sophomore students. Completed surveys were obtained from 1,615 students, which provide a sample of freshman and sophomore students at USU as a whole. Survey respondents' demographics mirrored those of the general freshman and sophomore population at USU in terms of age, ethnicity, and citizenship, although males were over-represented in the sample by about 3%. Two-thirds of the respondents were between 18 and 20 years of age, 53.2% were male, and 9.6% were minorities. Ten percent of the respondents were married. Almost two-thirds of the respondents were Utah residents. Among the important findings of the survey are the following:

#### Overall Perceptions of USU

- Utah State University was the first choice of a college to attend for 72.6% of the respondents, and the second choice for 20.9%.
- 86.6% of the respondents were satisfied with the education they were receiving at USU; 10.3% marked neutral.
- 75.7% of the respondents said that if they had to make the decision again, they would still come to USU; 16.5% of the respondents were neutral.
- 76.2% of the respondents intended to graduate from USU; 13.6% were uncertain.
- 64.9% indicated that the tuition they paid at USU was a worthwhile investment; 24.6% marked neutral.
- 95.9% of the respondents said they would tell graduating high school students to come to USU, or would tell them mostly positive things about USU.

#### General Education

- 48.5% of the respondents said General Education was a useful part of their university experience; 30.2% were neutral in their response.
- 29.3% of the respondents had difficulty scheduling general education courses.
- 40.4% said that General Education courses were well-taught; 39.3% were neutral.

#### Faculty/Department Experiences

- 75.4% of the respondents said they were satisfied with their department; 21.9% were neutral.
- 78.7% of the respondents were satisfied with the quality of teaching in their department; 16.4% were neutral.
- 81.7% of the respondents said faculty members were usually available after class and during office hours; 15.1% were neutral in their response.
- 83.8% said they were respected and treated fairly by their department; 14% were neutral.

#### Libraries/Technology

- 69.5% of the respondents indicated USU libraries had the books, journals, and materials they needed; 28.5% were neutral.
- 70.5% said library staff was available and helpful; 26.5% marked neutral.
- 77.8% indicated that teachers used technology effectively in the classroom; 16.4% were neutral.

### Starting College

- 60.5% of the respondents felt overwhelmed by the demands on their time; 24.6% marked neutral.
- 77.3% indicated that they had close friends here at USU; 12.7% were neutral in their response.
- The Registration Office was used by 78.3% of the respondent's one or more times; 85.4% of those that used it were satisfied or very satisfied with the office.
- Online Registration was used by 93.6% of the respondents; 84.9% of those that used it were satisfied or very satisfied.
- The Bookstore was used by 98.6% of the respondents; 88.5% were satisfied or very satisfied.

### Financial Aid

- 29.4% of the respondents' financial support came from parents or other relatives, 19.3% came from scholarships, and 14.5% came from personal savings.
- 41.6% of the respondents worked half-time or more.
- The Financial Aid Office was used by 51.1% of the respondents, and 79.8% of those that used it were satisfied or very satisfied.

### Campus Climate

- 91.7% of the respondents felt safe on the USU campus; 1.6% did not feel safe on campus.
- 14.9% of the respondents said USU does not provide enough activities for its students; 33.8% were neutral.
- 69.6% of the respondents said faculty care about students; 25.1% were neutral.
- 81% of the respondents said professors are respectful of different points of view; 14.3% were neutral.

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### SURVEY OBJECTIVES

As part of Utah State University's undergraduate assessment program, opinions of three groups of students and former students are periodically surveyed: freshmen/sophomores, candidates for graduation, and alumni. The freshman/sophomore survey captures the perspectives of students early in their university experience. Surveying prospective graduates allows evaluation of how opinions may have changed during the undergraduate years. The alumni survey is useful in evaluating how attitudes and opinions evolve after students leave the university and have had time to establish themselves in their careers.

This report focuses on the results of the 2010 Freshman/Sophomore Student Survey. The survey instrument asked questions covering a broad range of experiences including:

- Advising
- Faculty/Department Experiences
- General Education/University Studies
- Libraries/Technology
- Starting College
- Campus Climate
- Use and Evaluation of Other Services and Activities
- Overall USU Experiences

### SURVEY ADMINISTRATION

**Development of the Survey Instrument.** This is the sixth iteration of the Freshman/Sophomore survey. Previous USU student surveys were reviewed to determine which questions garnered the most useful information. Questions were then developed to expand the data base in order to get a clearer picture of students' experiences in regards to different aspects of the university. The survey is included as Appendix A.

**Sample Selection and Survey Administration.** A list of Spring 2010 USU classes with at least 50% freshman and sophomore students was obtained. From this list, a stratified sample by college was selected to be surveyed. After the courses were chosen, demographic characteristics of the freshman and sophomore students in the sample were compared to characteristics of all USU freshmen and sophomore students. It was determined that the sample was representative of the general population of freshmen and sophomore students in terms of age, ethnicity and citizenship. There were more men (53.2%) than women (46.8%) in the sample; this compares to 50.8% men and 49.2% women in the general freshman/sophomore population. This difference was deemed small enough to warrant no further adjustment to the classes chosen to survey.

The survey was administered during class time. All of the students in each class were asked to fill out the questionnaire, even though some were not freshmen and sophomores. The reason for having everyone complete the survey was that previous experience demonstrated that if students were allowed to leave, many of those in the target sample also left.

**Data Analysis.** Because all students in each class completed the survey, it was necessary to sort out students that were not freshmen or sophomores. This was accomplished by using a survey question that asked the students to report the total number of credit hours they had completed.

Course lists indicated that there were a total of 2,653 freshman and sophomores in the sample courses selected. Some of the same students were in more than one of the surveyed classes, so the unduplicated count was 2,125. Because attendance is less than 100% during any given class period, all the targeted students did not fill out the survey. A total of 1,615 students completed the survey, and these are the basis for the results found in this report. About 59% of the respondents were freshman and 41% were sophomores.

Tables in this report show cross-tabulations by college. The narrative, however, is based on the data from the "Total" columns because variations by college were not usually apparent. Where isolated differences stand out, they are mentioned.

### **RESPONDENT CHARACTERISTICS (See Table 1)**

In general, these characteristics mirrored those of the general population of USU freshman and sophomore students in terms of age, ethnicity and citizenship. As previously noted, there was a slightly higher percentage of males (53.2%) than females (46.8%) in the survey as compared with the general population. In considering the college breakdowns shown below, it is important to note that a substantial portion of respondents (388) did not identify a college, indicating "Other". The numbers of respondents by college follow:

Agriculture	106
Business	217
Education	296
Engineering	210
Humanities, Arts & Social Sciences	253
Natural Resources	28
Science	111
Other	388
No response	6

Sixty-six percent of the respondents were between the ages of 18 and 20. Ten percent of the respondents were married. About 10% of the respondents classified themselves as minorities

Seventy-four percent of the respondents came from Utah, while 2.2% were international students. Forty-two percent of the respondents reported they had lived in student housing one or more semesters since coming to USU.

Seventy-three percent of the respondents were taking 12-15 credit hours of classes when surveyed, while 17.7% were taking 16 credits or more. Eighty-five percent of the respondents had taken most of their general education courses at USU. Seventy-three percent of the respondents had been enrolled at USU two or less semesters.

Forty-five percent of the respondents indicated that a bachelor's degree was the highest degree they planned to obtain, while 39.5% planned to obtain a master's degree. Seventy-three percent of the respondents said USU was their first choice when looking for a college to attend. It was the second choice for 20.9% of the respondents.

**TABLE 1. RESPONDENT CHARACTERISTICS**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Gender</b>									
Male	34.9%	77.4%	23.4%	89.5%	41.9%	82.1%	51.4%	53.6%	53.2%
Female	65.1%	22.6%	76.6%	10.5%	58.1%	17.9%	48.6%	46.4%	46.8%
<b>International Students</b>	2.8%	4.6%	2.7%	3.4%	3.2%	3.6%	2.7%	1.8%	2.9%
<b>Minority Students</b>	9.5%	10.7%	8.0%	9.3%	10.0%	18.5%	8.5%	9.8%	9.6%
<b>Married</b>	14.3%	13.4%	11.5%	10.0%	7.5%	21.4%	5.4%	9.3%	10.3%
<b>Have one or more children</b>	3.8%	6.1%	3.7%	6.7%	5.2%	10.7%	4.5%	4.5%	5.0%
<b>Age</b>									
18-20 years old	68.6%	46.1%	76.6%	60.0%	70.5%	57.1%	64.0%	70.8%	66.2%
21-25 years old	28.6%	48.8%	20.0%	34.3%	23.1%	39.3%	31.5%	24.0%	28.9%
<b>Credit hours taken this semester.</b>									
12-15	67.0%	71.2%	72.3%	68.6%	76.3%	75.0%	73.9%	76.0%	73.0%
16 or more	23.6%	16.7%	19.6%	26.7%	16.6%	17.9%	18.0%	11.1%	17.7%
<b>Where you have taken most of your General Education courses.</b>									
USU	85.8%	82.5%	86.8%	79.4%	79.7%	78.6%	85.6%	91.0%	84.9%
Another College	8.5%	9.2%	8.1%	9.1%	10.0%	14.3%	6.3%	5.9%	8.2%
AP or CLEP	5.7%	8.3%	5.1%	11.5%	10.4%	7.1%	8.1%	3.1%	7.0%
<b>Permanent address before starting at USU.</b>									
Cache Valley	16.0%	26.3%	17.6%	16.2%	28.9%	17.9%	24.3%	27.6%	23.1%
Utah, outside Cache Valley	55.7%	47.5%	57.1%	51.9%	48.2%	60.7%	49.5%	49.0%	51.2%
Outside Utah, but in USA	26.4%	21.2%	24.3%	29.5%	20.6%	17.9%	23.4%	22.2%	23.4%
Outside the USA	1.9%	5.1%	1.0%	2.4%	2.4%	3.6%	2.7%	1.3%	2.2%
<b>Semesters enrolled at USU.</b>									
2 or less	74.5%	59.9%	73.6%	77.6%	64.4%	71.4%	73.0%	82.7%	73.0%
3-4	21.7%	30.9%	20.3%	15.7%	27.7%	25.0%	18.0%	13.9%	20.8%
5-6	3.8%	7.8%	5.4%	4.8%	7.9%	3.6%	6.3%	2.3%	5.2%
<b>Semesters lived in USU housing while attending USU.</b>									
zero	48.6%	60.2%	44.3%	46.6%	43.3%	50.0%	47.3%	47.0%	47.8%
1-2	48.6%	34.7%	48.0%	48.6%	49.2%	39.3%	49.1%	50.1%	46.9%
3-4	2.9%	5.1%	7.1%	3.4%	6.7%	10.7%	3.6%	2.1%	4.6%
5 or more	0.0%	0.0%	0.7%	1.4%	0.8%	0.0%	0.0%	0.8%	0.6%
<b>Highest degree you plan to obtain.</b>									
Certificate	0.9%	0.0%	1.0%	0.0%	0.0%	0.0%	3.6%	0.8%	0.7%
Associate	2.8%	0.9%	2.0%	1.5%	1.6%	0.0%	1.8%	2.1%	1.8%
Bachelors	57.5%	37.0%	41.7%	41.7%	43.8%	42.9%	50.9%	47.4%	44.5%
Masters	18.9%	51.4%	39.0%	46.1%	44.2%	39.3%	25.5%	36.5%	39.5%
Doctoral	19.8%	10.6%	16.3%	10.7%	10.4%	17.9%	18.2%	13.3%	13.5%
<b>Choice of USU when looking for a college.</b>									
1st choice	75.2%	73.1%	73.3%	74.6%	69.1%	59.3%	67.0%	74.5%	72.6%
2nd choice	20.0%	19.4%	20.6%	19.1%	23.7%	33.3%	27.5%	18.4%	20.9%
3rd or lower choice	4.8%	7.4%	6.1%	6.2%	7.2%	7.4%	5.5%	7.0%	6.6%

NOTE: Percentages are based on the number of students responding to each question.

## FINDINGS: SOURCES OF FINANCIAL AID (See Table 2)

Students were asked to indicate the percent of their financial support for school (tuition, books, housing, food, etc.) that came from each of the following sources. The mean percentages for each source are as follows:

29.4%	Parents or other relative
0.8%	Spouse
14.5%	Personal Savings
7.8%	Employment
19.3%	Scholarship
13.6%	Loans
11.1%	Grants
1.9%	Other

Together families and self were the most important sources of funds. However, note that 44% of total financial support came from public or donated funds in the form of scholarships, loans or grants.

A plurality of respondents (42.8%) did not work at all while taking classes. Twenty-six percent of the respondents worked half-time, while 15.5% worked quarter time.

When asked about the extent of their concern about financing their college education, 15% had no concern while 55.8% had some concern. Note that 29.3% said financing their education was a major concern.

Since the nation is in the midst of an economic downturn it is important to look at student responses to these financial questions for the past several years. Overall, the percentage of respondents expressing major concern over financing their educations has increased slightly in the last four years:

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
No Concern	20.2%	20.5%	14.7%	15.0%
Some Concern	58.1%	56.5%	57.3%	55.8%
Major Concern	21.7%	23.0%	28.0%	29.3%

Overall, the number of hour's students worked while attending school decreased slightly over the last four years:

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Did not work at all	33.6%	36.1%	40.5%	42.8%
Worked ¼ time	18.9%	18.2%	18.5%	15.5%
Worked ½ time	27.7%	28.3%	24.9%	26.4%
Worked ¾ time	11.2%	10.0%	9.2%	8.1%
Worked full time	8.6%	7.4%	7.0%	7.1%

In looking at data received from the USU Financial Aid Office the number of off-campus job postings has decreased 20% over the last year, and the number of on-campus job postings has decreased 18%. The number of students wanting work-study jobs has increased 50%, and there was a 10% increase in students looking for on-campus jobs. The Financial Aid Office also reported that Student Employment was down 10% but Graduate Assistantships were up 11%.

When looking at student sources of financial aid used over the last four years there was an increase in the percentage of respondents reporting using loans and grants, and a decrease in employment.

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Parents	32.0%	32.4%	28.1%	29.4%
Spouse	1.1%	0.7%	0.8%	0.8%
Savings	14.5%	15.9%	16.6%	14.5%
Employment	10.5%	8.8%	9.0%	7.8%
Scholarship	20.8%	21.3%	22.2%	19.3%
Loans	9.7%	9.5%	11.6%	13.6%
Grants	9.0%	8.3%	8.0%	11.1%
Other	2.3%	1.6%	2.1%	1.9%

The Financial Aid Office reports that the total number of dollars available for Pell Grants is up 49% over the last year. The total number of dollars for loans is up 23% over the last year. The number of applications for these monies is up 29% over the last year.



**TABLE 2. SOURCES OF FINANCIAL AID**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Parents or other relative</b>	24.0%	25.5%	30.7%	26.6%	30.8%	25.0%	31.9%	32.2%	29.4%
<b>Spouse</b>	1.3%	1.5%	0.9%	1.2%	0.8%	0.0%	0.2%	0.4%	0.8%
<b>Personal Savings</b>	15.8%	18.6%	13.0%	13.1%	10.1%	12.6%	15.8%	16.3%	14.5%
<b>Employment</b>	10.1%	10.2%	7.2%	7.0%	8.9%	10.9%	6.2%	6.1%	7.8%
<b>Scholarship</b>	20.9%	19.0%	17.9%	27.1%	17.3%	23.4%	24.2%	15.5%	19.3%
<b>Loans</b>	7.4%	14.4%	13.1%	12.9%	16.2%	15.5%	12.2%	14.2%	13.6%
<b>Grants</b>	14.6%	8.2%	13.0%	8.5%	14.1%	8.9%	7.1%	11.1%	11.1%
<b>Other</b>	0.7%	2.3%	1.8%	2.3%	1.8%	3.6%	1.5%	1.8%	1.9%

NOTE: This table reports the means for each category.

**On average, how much do you work while taking courses at USU?**

<b>Not at all</b>	42.5%	26.9%	42.2%	54.5%	39.3%	32.1%	45.5%	48.3%	42.8%
<b>One-fourth time</b>	18.9%	13.4%	17.2%	12.4%	18.3%	21.4%	16.4%	13.7%	15.5%
<b>One-half time</b>	23.6%	30.6%	28.7%	19.6%	26.6%	35.7%	25.5%	26.4%	26.4%
<b>Three-fourths time</b>	11.3%	9.7%	7.4%	9.1%	6.7%	0.0%	10.0%	7.2%	8.1%
<b>Full-time</b>	3.8%	19.4%	4.4%	4.3%	9.1%	10.7%	2.7%	4.4%	7.1%

**To what extent are you concerned about financing your college education?**

<b>No Concern</b>	10.4%	19.6%	16.9%	12.9%	11.9%	20.0%	14.6%	15.1%	15.0%
<b>Some Concern</b>	51.0%	53.6%	53.8%	59.1%	58.0%	48.0%	55.2%	57.4%	55.8%
<b>Major Concern</b>	38.5%	26.8%	29.2%	28.1%	30.1%	32.0%	30.2%	27.5%	29.3%

NOTE: Percentages are based on the number of students responding to each question.

### **FINDINGS: ACADEMIC ADVISING (See Table 3)**

The survey included several questions about academic advising at USU. When asked about the most important source of information used for their academic planning, 52.6% of the respondents said their academic advisor. Major Requirement Sheets were the second most common source of information, at 24.1%. A total of 76.4% of the respondents had met with their advisor one or more times in the past school year. Twenty-four percent of the respondents had never met with their advisor. The most frequently mentioned reasons for not meeting with advisors were: “did not know who their advisor was” (21%), and “got the needed information from other sources” (20.2%). More respondents marking “other” for their college did not know who their advisor was. This could mean that new students who have an undeclared major still don’t know where to go for help. It could also mean that those respondents who attended SOAR did not understand that the advisor they met with was their assigned advisor. Because the questions on reasons for not meeting with advisors allowed students to mark as many answers as applied to them the table represents the percentage of responses made for each item and the total will not equal 100%.

Sixty-two percent of the respondents agreed or strongly agreed that their advisor gave them good advice. Nine percent disagreed or strongly disagreed and the remainder of the respondents marked neutral. When asked if their advisors cared about them as individuals, 45.2% agreed or strongly agreed, and 15.8% disagreed or strongly disagreed. Twenty-three percent of the respondents indicated that they often had difficulty getting an appointment with an advisor, 39.7% did not.

Fifty-five percent of the respondents agreed or strongly agreed that they were satisfied with their advisor, while 11.1% disagreed or strongly disagreed. When asked if they were satisfied with the advising system at USU, 53.4% agreed or strongly agreed, while 12.2% disagreed or strongly disagreed.

The responses to these advising questions suggest that students are not particularly dissatisfied with advising at USU, but neither are they overwhelmingly satisfied, as indicated by the high percentage of neutral responses to most of the questions asked. Previous surveys have garnered similar results, suggesting that there is still room for improvement in advising at USU.

TABLE 3. ACADEMIC ADVISING

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
<b>Most important source of information used for academic planning.</b>									
Advisor	61.3%	56.3%	56.1%	56.2%	43.3%	75.0%	44.5%	50.3%	52.6%
Catalog	3.8%	3.7%	5.7%	6.2%	10.3%	0.0%	15.5%	8.8%	7.4%
Other students	4.7%	7.0%	5.7%	4.8%	6.7%	0.0%	4.5%	11.4%	7.0%
Faculty, not advisor	2.8%	1.9%	3.0%	2.4%	3.2%	14.3%	0.0%	0.3%	2.1%
Major requirement sheets	27.4%	23.7%	25.0%	25.7%	32.1%	10.7%	25.5%	17.1%	24.1%
CAPP Advising Program	0.0%	1.9%	0.3%	1.9%	0.0%	0.0%	0.9%	0.3%	0.7%
Other	0.0%	5.6%	4.1%	2.9%	4.4%	0.0%	9.1%	11.9%	6.1%
<b>Met with advisor how often in the past school year.</b>									
Once a week	0.0%	0.9%	0.7%	0.5%	0.8%	0.0%	0.9%	0.5%	0.6%
Once a month	17.0%	5.6%	7.1%	4.8%	8.3%	28.6%	8.2%	6.0%	7.6%
Once a semester	53.8%	56.3%	54.1%	56.0%	49.6%	53.6%	44.5%	43.8%	50.7%
Once a year	16.0%	16.3%	20.9%	17.2%	19.0%	10.7%	16.4%	15.8%	17.5%
Never	13.2%	20.9%	17.2%	21.5%	22.2%	7.1%	30.0%	33.9%	23.5%
<b>If you answered never or one for times met with advisor, reasons for not meeting.</b>									
Didn't know who advisor was	11.3%	16.6%	18.9%	11.9%	22.9%	10.7%	21.6%	32.0%	21.0%
Advisor not helpful	2.8%	7.8%	4.7%	4.8%	8.3%	3.6%	4.5%	5.2%	5.7%
Advisor not available	8.5%	6.9%	3.4%	7.6%	5.5%	0.0%	3.6%	3.6%	5.1%
Got information elsewhere	17.9%	19.4%	20.3%	21.0%	20.2%	10.7%	22.5%	20.9%	20.2%
Communicated by email/phone	5.7%	2.3%	5.7%	9.0%	5.1%	7.1%	6.3%	3.9%	5.2%
<b>My USU advisors give me good advice.</b>									
Strongly agree	41.0%	28.2%	32.1%	34.1%	24.0%	35.7%	23.6%	19.8%	27.7%
Agree	34.3%	33.8%	37.2%	39.4%	34.8%	39.3%	30.9%	31.5%	34.7%
Neutral	16.2%	28.2%	23.3%	17.8%	33.2%	17.9%	32.7%	37.8%	28.4%
Disagree	6.7%	5.2%	4.7%	6.3%	4.0%	7.1%	4.5%	7.0%	5.6%
Strongly disagree	1.9%	4.7%	2.7%	2.4%	4.0%	0.0%	8.2%	3.9%	3.7%
<b>My advisors care about me as an individual.</b>									
Strongly agree	31.4%	14.1%	20.3%	19.8%	16.5%	25.0%	17.3%	13.1%	17.7%
Agree	29.5%	25.8%	30.7%	32.9%	23.3%	42.9%	27.3%	24.1%	27.5%
Neutral	24.8%	41.8%	35.5%	34.3%	44.2%	28.6%	38.2%	44.2%	39.0%
Disagree	11.4%	11.7%	9.1%	9.2%	8.8%	0.0%	8.2%	12.3%	10.1%
Strongly disagree	2.9%	6.6%	4.4%	3.9%	7.2%	3.6%	9.1%	6.3%	5.7%
<b>I often have difficulty getting an appointment with an advisor.</b>									
Strongly agree	8.5%	12.1%	7.4%	11.1%	7.6%	3.6%	7.3%	4.4%	7.8%
Agree	15.1%	16.4%	16.6%	23.1%	17.2%	7.1%	11.8%	11.2%	15.6%
Neutral	28.3%	35.5%	30.1%	37.0%	33.2%	28.6%	41.8%	46.7%	36.9%
Disagree	28.3%	26.6%	30.1%	17.8%	27.6%	42.9%	26.4%	27.6%	27.0%
Strongly disagree	19.8%	9.3%	15.9%	11.1%	14.4%	17.9%	12.7%	9.7%	12.7%
<b>I am satisfied with my advisor.</b>									
Strongly agree	38.1%	18.3%	23.0%	24.9%	20.5%	25.0%	15.5%	13.4%	20.4%
Agree	31.4%	36.6%	38.2%	39.7%	28.1%	50.0%	34.5%	31.2%	34.4%
Neutral	21.9%	34.7%	29.7%	24.9%	38.2%	14.3%	35.5%	43.7%	34.0%
Disagree	6.7%	4.2%	6.1%	7.2%	8.8%	10.7%	6.4%	7.3%	6.8%
Strongly disagree	1.9%	6.1%	3.0%	3.3%	4.4%	0.0%	8.2%	4.5%	4.3%
<b>Overall, I am satisfied with the advising system at USU.</b>									
Strongly agree	30.5%	16.0%	21.6%	19.7%	14.8%	21.4%	16.5%	12.8%	17.7%
Agree	35.2%	35.8%	40.2%	38.9%	34.0%	46.4%	26.6%	33.5%	35.7%
Neutral	20.0%	32.1%	28.4%	30.3%	38.8%	21.4%	42.2%	42.4%	34.4%
Disagree	10.5%	10.4%	6.8%	8.7%	6.8%	7.1%	7.3%	5.5%	7.5%
Strongly disagree	3.8%	5.7%	3.0%	2.4%	5.6%	3.6%	7.3%	5.8%	4.7%

NOTE: Percentages are based on the number of students responding to each question.

## **FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4)**

Questions in this section focused on the perceptions students had of their faculty and department experiences and interactions. When asked to respond to the statement "I am satisfied with the quality of teaching in my department", 78.7% of the respondents agreed or strongly agreed. Almost 5% of the respondents disagreed or strongly disagreed with this statement. When rating the availability of faculty after classes and during office hours, 81.7% of the respondents agreed or strongly agreed faculty were available; only 3.1% disagreed or strongly disagreed. Approximately 35% of the respondents indicated that there was at least one faculty member that they considered a friend, while 29.7% disagreed or strongly disagreed. It could be that it is too early in students' college experiences to have much of a chance for a friendship with faculty because students' are often in very large general education classes.

Nearly 84% of the respondents agreed or strongly agreed they were respected and treated fairly by their department, while 2.2% disagreed or strongly disagreed. Seventy-two percent of the respondents indicated that requirements for their major were clear and reasonable, while 6.6% disagreed or strongly disagreed. Overall, 75.4% of the respondents were satisfied with their department, while 2.6% were not.

Neutral responses ranged from 14% to 34.9% on these questions. The data suggest overall that the respondents were satisfied with their faculty and departmental experiences.

**TABLE 4. FACULTY/DEPARTMENT EXPERIENCES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>I am satisfied with the quality of teaching in my department.</b>									
Strongly agree	36.8%	21.3%	31.4%	20.0%	26.6%	42.9%	19.1%	19.1%	24.5%
Agree	47.2%	52.3%	55.1%	54.8%	58.7%	25.0%	57.3%	54.6%	54.2%
Neutral	10.4%	19.4%	10.8%	17.6%	11.1%	25.0%	15.5%	23.0%	16.4%
Disagree	4.7%	5.6%	2.7%	7.6%	3.2%	3.6%	6.4%	2.1%	4.1%
Strongly disagree	0.9%	1.4%	0.0%	0.0%	0.4%	3.6%	1.8%	1.3%	0.8%
<b>I am respected/treated fairly by my department.</b>									
Strongly agree	40.0%	24.5%	32.8%	28.7%	31.1%	42.9%	21.8%	20.2%	27.7%
Agree	45.7%	59.7%	54.7%	56.5%	56.6%	39.3%	61.8%	57.1%	56.1%
Neutral	13.3%	14.4%	9.5%	12.4%	10.8%	10.7%	14.5%	20.7%	14.0%
Disagree	1.0%	0.9%	2.7%	1.9%	1.2%	7.1%	0.9%	1.0%	1.6%
Strongly disagree	0.0%	0.5%	0.3%	0.5%	0.4%	0.0%	0.9%	1.0%	0.6%
<b>Faculty are usually available after class and during office hours.</b>									
Strongly agree	36.2%	28.7%	33.4%	26.8%	37.8%	42.9%	19.1%	26.4%	30.3%
Agree	46.7%	51.9%	50.7%	51.7%	48.6%	42.9%	54.5%	54.6%	51.4%
Neutral	13.3%	17.1%	12.8%	17.2%	12.0%	7.1%	23.6%	15.4%	15.1%
Disagree	1.9%	1.4%	2.4%	3.8%	1.6%	7.1%	1.8%	2.9%	2.4%
Strongly disagree	1.9%	0.9%	0.7%	0.5%	0.0%	0.0%	0.9%	0.8%	0.7%
<b>Requirements for my major are clear and reasonable.</b>									
Strongly agree	31.4%	22.7%	33.1%	29.7%	26.7%	35.7%	24.5%	16.8%	25.7%
Agree	44.8%	52.8%	42.6%	48.8%	49.4%	39.3%	53.6%	42.7%	46.7%
Neutral	15.2%	18.1%	17.2%	15.8%	18.3%	14.3%	17.3%	33.5%	21.0%
Disagree	5.7%	3.7%	5.7%	5.3%	4.8%	10.7%	3.6%	6.0%	5.3%
Strongly disagree	2.9%	2.8%	1.4%	0.5%	0.8%	0.0%	0.9%	1.0%	1.3%
<b>There is at least one faculty member that I consider a friend.</b>									
Strongly agree	20.0%	13.0%	12.2%	16.7%	18.7%	21.4%	9.1%	8.1%	13.4%
Agree	20.0%	22.7%	19.6%	19.1%	23.9%	32.1%	13.6%	25.8%	22.0%
Neutral	29.5%	34.3%	35.1%	33.0%	31.9%	32.1%	38.2%	38.9%	34.9%
Disagree	22.9%	21.8%	24.7%	21.1%	17.9%	7.1%	27.3%	18.0%	20.9%
Strongly disagree	7.6%	8.3%	8.4%	10.0%	7.6%	7.1%	11.8%	9.1%	8.8%
<b>Overall, I am satisfied with my department.</b>									
Strongly agree	39.0%	19.0%	29.1%	23.0%	31.5%	25.0%	16.5%	12.9%	23.1%
Agree	36.2%	58.8%	55.4%	57.4%	50.6%	50.0%	55.0%	48.3%	52.3%
Neutral	21.9%	20.4%	14.2%	15.8%	15.5%	21.4%	22.0%	36.5%	21.9%
Disagree	1.9%	1.9%	1.0%	3.8%	2.0%	0.0%	2.8%	1.6%	1.9%
Strongly disagree	1.0%	0.0%	0.3%	0.0%	0.4%	3.6%	3.7%	0.8%	0.7%

NOTE: Percentages are based on the number of students responding to each question.

## **FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES (See Table 5)**

General Education courses are the courses where most freshman and sophomore students spend much of their time. These courses are designed to give students needed background in the humanities and in the social, life, and physical sciences as well as enhance their communication, quantitative, and computer literacy skills. The students were asked to respond to the statement “General Education is a useful part of my university experience”. Almost 49% of the respondents agreed or strongly agreed, and 21.3% disagreed or strongly disagreed.

Students were asked if “General Education courses are well taught”, 40.4% of the respondents agreed or strongly agreed and 20.3% disagreed or strongly disagreed. Twenty-nine percent of the respondents indicated they had difficulty scheduling general education courses, while 45.2% said they did not encounter scheduling difficulties. When asked if general education requirements were confusing, 33.7% agreed or strongly agreed, and 39.1% disagreed or strongly disagreed.

When students were given the chance to evaluate their writing and computer skills, 60.8% said they had good writing skills, and 70.7% said they had good computer skills. Fifty-six percent of the respondents said they had the skills they needed in mathematics. More respondents in the College of HASS (76.2%) agreed or strongly agreed they were good writers. More respondents in the College of Engineering (77.5%) and College of Science (71.9%) agreed or strongly agreed that they had the skills they needed in mathematics. Neutral responses on all of these questions ranged from 23.4% to 39.3%.

**TABLE 5. GENERAL EDUCATION/UNIVERSITY STUDIES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>I have difficulty scheduling general education courses.</b>									
Strongly agree	4.7%	11.6%	8.1%	8.1%	8.0%	3.6%	5.5%	7.0%	7.8%
Agree	30.2%	16.2%	22.6%	22.5%	24.7%	25.0%	23.6%	17.8%	21.5%
Neutral	30.2%	26.4%	25.3%	26.8%	24.3%	28.6%	25.5%	23.8%	25.5%
Disagree	31.1%	37.0%	30.1%	31.6%	33.9%	42.9%	33.6%	37.7%	34.2%
Strongly disagree	3.8%	8.8%	13.9%	11.0%	9.2%	0.0%	11.8%	13.7%	11.0%
<b>General Education requirements are confusing.</b>									
Strongly agree	6.6%	9.3%	8.1%	10.0%	9.9%	14.3%	13.6%	6.7%	8.9%
Agree	33.0%	20.8%	26.4%	25.4%	28.2%	14.3%	20.9%	22.7%	24.8%
Neutral	33.0%	30.6%	25.0%	28.7%	24.2%	28.6%	29.1%	26.4%	27.3%
Disagree	22.6%	33.3%	29.7%	28.7%	31.0%	32.1%	30.0%	34.9%	31.1%
Strongly disagree	4.7%	6.0%	10.8%	7.2%	6.7%	10.7%	6.4%	9.3%	8.0%
<b>General Education courses are well taught.</b>									
Strongly agree	0.9%	3.2%	5.4%	8.6%	3.2%	0.0%	6.4%	7.3%	5.3%
Agree	33.0%	28.7%	31.8%	26.8%	33.9%	35.7%	45.5%	44.0%	35.1%
Neutral	44.3%	41.2%	42.2%	40.2%	43.0%	42.9%	25.5%	35.2%	39.3%
Disagree	17.0%	18.1%	17.2%	16.7%	13.5%	17.9%	13.6%	12.2%	15.2%
Strongly disagree	4.7%	8.8%	3.4%	7.7%	6.4%	3.6%	9.1%	1.3%	5.1%
<b>I am a good writer.</b>									
Strongly agree	10.4%	8.8%	14.5%	14.8%	22.6%	14.3%	10.9%	13.2%	14.2%
Agree	45.3%	51.4%	44.6%	36.8%	53.6%	35.7%	54.5%	45.0%	46.6%
Neutral	28.3%	26.9%	27.4%	26.8%	15.9%	46.4%	17.3%	28.2%	25.3%
Disagree	10.4%	7.9%	9.8%	14.8%	4.8%	3.6%	10.9%	8.5%	9.1%
Strongly disagree	5.7%	5.1%	3.7%	6.7%	3.2%	0.0%	6.4%	5.2%	4.8%
<b>I have good computer skills.</b>									
Strongly agree	17.0%	21.8%	12.2%	26.3%	23.8%	7.1%	27.3%	14.7%	19.0%
Agree	47.2%	54.6%	55.4%	54.1%	45.2%	46.4%	45.5%	53.5%	51.7%
Neutral	28.3%	17.1%	27.7%	15.8%	25.4%	32.1%	22.7%	24.8%	23.4%
Disagree	7.5%	5.6%	4.4%	1.9%	5.2%	10.7%	2.7%	4.9%	4.7%
Strongly disagree	0.0%	0.9%	0.3%	1.9%	0.4%	3.6%	1.8%	2.1%	1.2%
<b>I have the skills that I need in mathematics.</b>									
Strongly agree	9.4%	15.3%	11.8%	36.4%	8.7%	10.7%	25.5%	8.5%	15.0%
Agree	44.3%	43.1%	44.3%	41.1%	40.1%	39.3%	46.4%	37.2%	41.4%
Neutral	30.2%	26.9%	26.0%	15.3%	24.6%	17.9%	18.2%	31.3%	25.4%
Disagree	15.1%	10.2%	12.8%	6.7%	18.7%	21.4%	8.2%	17.1%	13.6%
Strongly disagree	0.9%	4.6%	5.1%	0.5%	7.9%	10.7%	1.8%	5.9%	4.7%
<b>General Education is a useful part of my university experience.</b>									
Strongly agree	12.3%	7.9%	7.4%	12.5%	8.3%	10.7%	8.2%	11.2%	9.6%
Agree	38.7%	37.0%	40.5%	26.9%	40.1%	28.6%	40.9%	44.4%	38.9%
Neutral	29.2%	33.3%	33.4%	31.3%	28.2%	39.3%	33.6%	25.5%	30.2%
Disagree	15.1%	11.1%	12.8%	20.2%	14.7%	10.7%	10.0%	12.5%	13.7%
Strongly disagree	4.7%	10.6%	5.7%	9.1%	8.7%	10.7%	7.3%	6.5%	7.6%

NOTE: Percentages are based on the number of students responding to each question.

## **FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)**

The Libraries/Technology questions encompass experiences that deal with library materials, staff, online courses, and classroom technology. When asked if the “USU libraries have the books, journals, and materials I need”, 69.5% of the respondents agreed or strongly agreed with this statement. Two percent disagreed or strongly disagreed. Twenty-six percent of the respondents thought it was difficult to locate materials in USU’s libraries, while 31.5% said it was not difficult. Seventy-one percent of the respondents agreed or strongly agreed that USU library staff were available and helpful, only 2.9% disagreed or strongly disagreed.

Twenty-six percent of the respondents agreed or strongly agreed that USU should offer more online courses, while the majority of respondents (61.5%) were neutral in their response to this item. When asked if teachers used technology effectively in the classroom, 77.8% agreed or strongly agreed, and 5.8% disagreed or strongly disagreed. Neutral responses on all of these questions ranged from 16.4% to 61.5%.



TABLE 6. LIBRARIES/TECHNOLOGY

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
<b>USU libraries have the books, journals, and materials I need.</b>									
Strongly agree	30.5%	26.4%	27.7%	23.3%	26.8%	21.4%	30.9%	25.6%	26.6%
Agree	37.1%	36.1%	47.3%	38.6%	44.8%	64.3%	40.9%	45.1%	42.9%
Neutral	31.4%	34.3%	22.0%	36.2%	28.0%	14.3%	27.3%	27.2%	28.5%
Disagree	1.0%	2.3%	2.7%	1.4%	0.4%	0.0%	0.9%	1.6%	1.6%
Strongly disagree	0.0%	0.9%	0.3%	0.5%	0.0%	0.0%	0.0%	0.5%	0.4%
<b>It is difficult to locate materials in USU's libraries.</b>									
Strongly agree	2.8%	3.7%	6.1%	6.7%	7.2%	7.1%	9.1%	3.9%	5.5%
Agree	18.9%	15.7%	22.3%	18.2%	23.2%	25.0%	18.2%	20.7%	20.2%
Neutral	42.5%	44.0%	40.5%	45.5%	40.8%	39.3%	46.4%	43.0%	42.8%
Disagree	23.6%	28.7%	22.0%	20.1%	22.8%	28.6%	20.0%	27.2%	24.1%
Strongly disagree	12.3%	7.9%	9.1%	9.6%	6.0%	0.0%	6.4%	5.2%	7.4%
<b>USU library staff are available and helpful.</b>									
Strongly agree	19.8%	23.1%	23.3%	22.0%	20.4%	10.7%	23.6%	21.7%	21.8%
Agree	58.5%	45.8%	49.3%	45.5%	52.0%	53.6%	45.5%	47.3%	48.7%
Neutral	18.9%	24.1%	25.7%	30.1%	26.0%	35.7%	27.3%	28.2%	26.5%
Disagree	1.9%	6.0%	1.0%	1.0%	0.8%	0.0%	1.8%	2.1%	2.0%
Strongly disagree	0.9%	0.9%	0.7%	1.4%	0.8%	0.0%	1.8%	0.8%	0.9%
<b>USU should offer more online courses.</b>									
Strongly agree	6.6%	10.2%	9.8%	6.7%	7.6%	7.1%	10.0%	7.5%	8.3%
Agree	19.8%	20.8%	18.2%	13.9%	18.4%	10.7%	15.5%	17.9%	17.7%
Neutral	67.0%	54.6%	58.4%	64.6%	62.8%	75.0%	63.6%	61.9%	61.5%
Disagree	3.8%	8.8%	11.8%	7.7%	8.8%	3.6%	8.2%	9.3%	8.9%
Strongly disagree	2.8%	5.6%	1.7%	7.2%	2.4%	3.6%	2.7%	3.4%	3.6%
<b>My teachers use technology effectively in the classroom.</b>									
Strongly agree	27.4%	16.2%	21.6%	22.1%	17.3%	10.7%	21.8%	19.7%	20.0%
Agree	53.8%	56.0%	55.7%	56.3%	63.5%	71.4%	54.5%	58.5%	57.8%
Neutral	12.3%	19.4%	17.9%	11.5%	16.9%	17.9%	16.4%	17.1%	16.4%
Disagree	6.6%	5.1%	3.4%	8.7%	2.0%	0.0%	5.5%	3.9%	4.5%
Strongly disagree	0.0%	3.2%	1.4%	1.4%	0.4%	0.0%	1.8%	0.8%	1.3%

NOTE: Percentages are based on the number of students responding to each question.

## **FINDINGS: STARTING COLLEGE (See Table 7)**

There were three questions on issues related to students' adjustment to college. These items allow the researchers to reflect on students' transition was from high school to college, in terms of difficulty and school workload. They also provide insight into students' access to appropriate social support systems that can help in their adjustment to college.

When asked if classes were more difficult than students expected, 34.6% of the respondents agreed or strongly agreed. Thirty-two percent of the respondents indicated that classes were not more difficult than they had expected. Sixty-one percent of the respondents said that they often felt overwhelmed by the demands on their time, while 14.9% did not feel overwhelmed.

Seventy-seven percent of the respondents said they had close friends here at USU, while 10.1% said they did not have close friends here at USU. Social support systems are important to any change of life adjustment especially when possibly going out on one's own for the first time. Neutral responses on these questions ranged from 12.7% to 33.7%.

TABLE 7. STARTING COLLEGE

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
<b>College classes are more difficult than I expected.</b>									
Strongly agree	11.3%	10.6%	9.1%	10.0%	7.1%	10.7%	14.5%	9.8%	9.8%
Agree	29.2%	19.9%	25.7%	25.7%	25.4%	17.9%	22.7%	25.8%	24.8%
Neutral	32.1%	40.3%	30.4%	34.3%	33.3%	32.1%	32.7%	33.3%	33.7%
Disagree	22.6%	24.5%	29.7%	25.7%	27.8%	35.7%	24.5%	25.8%	26.5%
Strongly disagree	4.7%	4.6%	5.1%	4.3%	6.3%	3.6%	5.5%	5.2%	5.1%
<b>I have close friends here at USU.</b>									
Strongly agree	40.6%	41.4%	46.3%	32.5%	38.9%	32.1%	35.5%	35.4%	38.7%
Agree	36.8%	38.1%	33.1%	44.0%	38.9%	39.3%	41.8%	39.3%	38.6%
Neutral	14.2%	12.6%	11.5%	13.4%	10.7%	14.3%	11.8%	14.5%	12.7%
Disagree	4.7%	6.0%	7.1%	6.2%	7.5%	10.7%	7.3%	6.5%	6.7%
Strongly disagree	3.8%	1.9%	2.0%	3.8%	4.0%	3.6%	3.6%	4.4%	3.4%
<b>I often feel overwhelmed by the demands on my time.</b>									
Strongly agree	18.9%	20.8%	22.0%	22.0%	24.6%	28.6%	23.6%	17.4%	21.1%
Agree	43.4%	37.5%	40.5%	41.6%	38.1%	25.0%	40.0%	38.9%	39.4%
Neutral	29.2%	25.9%	24.7%	23.4%	20.2%	32.1%	24.5%	25.6%	24.6%
Disagree	7.5%	14.8%	12.2%	10.0%	16.3%	14.3%	10.9%	14.8%	13.2%
Strongly disagree	0.9%	0.9%	0.7%	2.9%	0.8%	0.0%	0.9%	3.4%	1.7%

NOTE: Percentages are based on the number of students responding to each question.

## **FINDINGS: CAMPUS CLIMATE (See Table 8)**

This set of questions dealt with student opinion regarding safety, respect for differences, diversity, and a sense of belonging and being cared about at Utah State University.

An overwhelming majority of respondents (91.7%) felt safe on the USU campus, while 1.6% did not feel safe. Eighty-one percent of the respondents agreed or strongly agreed that professors at USU are respectful of different points of view, and 4.7% disagreed or strongly disagreed. Sixty-five percent of the respondents said students at USU are respectful of different points of view, while 11.6% disagreed or strongly disagreed.

Fifteen percent of the respondents agreed or strongly agreed that USU does not provide enough activities for students, while 51.3% disagreed or strongly disagreed. Seventy percent of the respondents said they knew students from other countries and of other races, while 13.5% did not.

A majority of respondents (69.6%) agreed or strongly agreed that faculty at USU care about students, but 5.2% disagreed or strongly disagreed. Sixty-seven percent of the respondents said that staff at USU care about students, while 5.5% disagreed or strongly disagreed. Neutral responses on these questions ranged from 6.7% to 33.8%.

**TABLE 8. CAMPUS CLIMATE**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>I feel safe on the USU campus.</b>									
Strongly agree	39.6%	48.4%	40.7%	44.0%	42.9%	50.0%	41.8%	38.2%	42.1%
Agree	51.9%	43.3%	52.5%	49.8%	47.2%	42.9%	50.0%	51.9%	49.6%
Neutral	6.6%	6.5%	5.4%	3.8%	7.9%	7.1%	6.4%	8.8%	6.7%
Disagree	1.9%	0.9%	0.7%	1.9%	1.6%	0.0%	0.9%	0.3%	1.0%
Strongly disagree	0.0%	0.9%	0.7%	0.5%	0.4%	0.0%	0.9%	0.8%	0.6%
<b>Professors at USU are respectful of different points of view.</b>									
Strongly agree	27.4%	21.8%	24.7%	28.2%	26.6%	25.0%	22.7%	25.3%	25.2%
Agree	51.9%	54.6%	59.1%	53.1%	55.2%	60.7%	51.8%	57.6%	55.8%
Neutral	17.0%	16.2%	12.2%	15.3%	16.3%	10.7%	17.3%	11.9%	14.3%
Disagree	1.9%	6.0%	3.4%	1.9%	1.6%	0.0%	5.5%	2.6%	3.1%
Strongly disagree	1.9%	1.4%	0.7%	1.4%	0.4%	3.6%	2.7%	2.6%	1.6%
<b>Students at USU are respectful of different points of view.</b>									
Strongly agree	17.9%	17.1%	17.6%	17.7%	13.5%	10.7%	12.7%	14.2%	15.6%
Agree	53.8%	45.8%	50.0%	48.8%	47.6%	42.9%	43.6%	53.0%	49.3%
Neutral	18.9%	26.4%	21.6%	23.4%	24.6%	17.9%	28.2%	22.7%	23.4%
Disagree	8.5%	7.4%	8.4%	7.2%	11.1%	17.9%	10.0%	7.2%	8.5%
Strongly disagree	0.9%	3.2%	2.4%	2.9%	3.2%	10.7%	5.5%	2.8%	3.1%
<b>USU does not provide enough activities for its students.</b>									
Strongly agree	4.7%	5.1%	1.4%	4.8%	3.6%	0.0%	4.5%	4.1%	3.7%
Agree	5.7%	12.0%	12.8%	12.4%	8.7%	14.3%	9.1%	12.1%	11.2%
Neutral	39.6%	34.7%	29.1%	39.7%	31.0%	32.1%	32.7%	34.4%	33.8%
Disagree	39.6%	38.0%	42.2%	30.1%	42.1%	39.3%	43.6%	39.5%	39.3%
Strongly disagree	10.4%	10.2%	14.5%	12.9%	14.7%	14.3%	10.0%	9.8%	12.0%
<b>I know students from other countries or of other races.</b>									
Strongly agree	19.0%	24.7%	19.6%	24.9%	24.3%	21.4%	23.6%	19.4%	21.9%
Agree	42.9%	47.9%	52.0%	46.4%	51.8%	53.6%	50.0%	45.6%	48.4%
Neutral	19.0%	17.7%	16.2%	14.4%	13.5%	14.3%	13.6%	18.1%	16.2%
Disagree	13.3%	9.3%	9.1%	10.0%	7.6%	7.1%	8.2%	14.0%	10.4%
Strongly disagree	5.7%	0.5%	3.0%	4.3%	2.8%	3.6%	4.5%	2.8%	3.1%
<b>Faculty at USU care about students.</b>									
Strongly agree	14.2%	14.8%	19.3%	16.3%	19.1%	10.7%	11.8%	14.0%	16.0%
Agree	63.2%	49.1%	54.4%	56.5%	52.6%	50.0%	50.9%	53.2%	53.6%
Neutral	17.9%	28.2%	22.0%	21.1%	23.9%	32.1%	30.9%	28.7%	25.1%
Disagree	3.8%	6.0%	3.4%	3.8%	3.6%	3.6%	4.5%	3.4%	3.9%
Strongly disagree	0.9%	1.9%	1.0%	2.4%	0.8%	3.6%	1.8%	0.8%	1.3%
<b>Staff at USU care about students.</b>									
Strongly agree	15.1%	14.8%	18.6%	16.3%	17.5%	11.1%	10.0%	14.0%	15.6%
Agree	57.5%	46.3%	52.9%	53.1%	50.2%	63.0%	50.9%	50.8%	51.4%
Neutral	20.8%	32.4%	24.1%	23.9%	27.5%	22.2%	33.6%	30.1%	27.6%
Disagree	6.6%	5.1%	3.4%	4.3%	4.4%	3.7%	3.6%	4.4%	4.4%
Strongly disagree	0.0%	1.4%	1.0%	2.4%	0.4%	0.0%	1.8%	0.8%	1.1%

NOTE: Percentages are based on the number of students responding to each question.

## **FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES**

It is not practicable to survey experiences for all of the USU services and activities provided for students. The survey includes a selection of the most common services and activities for freshman/sophomore students, as well as ones that may be important to special groups of students. The results presented in this section are divided into the following categories: Help with Classes, Technology, Placement Services, Academic Support Services, Psychological and Health Services, Non-Academic Support Services, and Activities. Both the use of the services and student evaluation of the services appear in the tables. Because many of the services were not frequently utilized, in reporting the evaluation data, responses by those who did not use the service were omitted in order to reflect only the views of those respondents who actually had experience with the service. Satisfaction ratings mentioned in this narrative include those respondents answering both satisfied and very satisfied.

### **Services: Help with Classes (See Table 9)**

Only 3.4% of the respondents had a practicum or internship. Of those respondents who had either a practicum or internship, 83.7% were satisfied with it. Four percent of the respondents went on Study Abroad, and 84.9% indicated they were satisfied with their experience.

Sixty-five percent of the respondents participated in Supplemental Instruction sessions, and a large majority of respondents (86.7%) were satisfied with it. The Math/Stat Tutoring Center was not highly utilized (23.1%), but of those who used it, 77.7% were satisfied. Forty-four percent of the respondents used the English Writing Lab, and 85.1% of those that used it were satisfied. A very small number of respondents (4.2%) used the Disability Resource Center, and 82.1% of those that used it gave the service satisfactory ratings.

### **Services: Technology (See Table 10)**

Computer Labs were used by a majority of the respondents (78.2%), with a satisfaction rating of 94.2%. The Computer Help Desk was used by 29.7% of the respondents, with satisfaction at 86.8%. Only 16.6% of the respondents had taken online courses, and 71.1% of them were satisfied. Very few respondents (5.4%) had taken other Independent Study Courses, but of those who had taken them, 68.2% were satisfied with the courses.

Online Registration was used by 93.6% of the respondents, with satisfaction at 84.9%. Almost all of the respondents (97.2%) had used the USU Homepage, and their satisfaction rating was 93.7%.

### **Services: Placement Services (See Table 11)**

The Career Placement Office was used by few respondents (7.4%), with a satisfaction rating of 80.9%. The Student Employment Office was used by 19.3% of the respondents, who gave it a satisfaction rating of 71.6%.

### **Services: Academic Support Services (See Table 12)**

The Registration Office was used by 77.5% of the respondents, and 85.4% were satisfied with the service. The Cashier's Office was used by 43.4% of the respondents, with satisfaction levels at 88%. The Financial Aid Office was used by 51.1% of the respondents, and 79.8% were satisfied with the service. The Bookstore was used by almost all of the respondents (98.6%), with satisfaction at 88.5%.

**TABLE 9. USE AND EVALUATION: HELP WITH CLASSES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Practicum/Internship</b>									
<b>Didn't Use</b>	97.2%	95.3%	97.3%	97.6%	93.5%	92.9%	98.2%	97.9%	96.6%
<b>Used 1 Time</b>	1.9%	3.8%	1.7%	2.4%	4.1%	3.6%	1.8%	1.3%	2.4%
<b>Used 2-4 Times</b>	0.0%	0.9%	0.3%	0.0%	2.0%	0.0%	0.0%	0.5%	0.6%
<b>Used 5-9 Times</b>	0.0%	0.0%	0.3%	0.0%	0.4%	3.6%	0.0%	0.3%	0.3%
<b>Used 10+ Times</b>	0.9%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
<b>Very Satisfied</b>	0.0%	42.9%	28.6%	50.0%	45.8%	50.0%	33.3%	25.0%	35.9%
<b>Satisfied</b>	80.0%	42.9%	64.3%	25.0%	41.7%	50.0%	66.7%	37.5%	47.8%
<b>Dissatisfied</b>	0.0%	7.1%	0.0%	25.0%	4.2%	0.0%	0.0%	25.0%	8.7%
<b>Very Dissatisfied</b>	20.0%	7.1%	7.1%	0.0%	8.3%	0.0%	0.0%	12.5%	7.6%
<b>Study Abroad</b>									
<b>Didn't Use</b>	97.2%	97.7%	86.6%	97.1%	91.1%	100.0%	96.4%	95.8%	95.8%
<b>Used 1 Time</b>	0.9%	1.4%	2.7%	1.9%	4.9%	0.0%	2.7%	2.6%	2.6%
<b>Used 2-4 Times</b>	1.9%	0.0%	0.7%	1.0%	2.8%	0.0%	0.9%	1.0%	1.1%
<b>Used 5-9 Times</b>	0.0%	0.5%	0.0%	0.0%	0.8%	0.0%	0.0%	0.5%	0.3%
<b>Used 10+ Times</b>	0.0%	0.5%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.1%
<b>Very Satisfied</b>	20.0%	37.5%	37.5%	16.7%	48.1%	100.0%	33.3%	28.6%	35.4%
<b>Satisfied</b>	80.0%	37.5%	62.5%	50.0%	37.0%	0.0%	66.7%	47.6%	49.5%
<b>Dissatisfied</b>	0.0%	25.0%	0.0%	25.0%	11.1%	0.0%	0.0%	14.3%	11.1%
<b>Very Dissatisfied</b>	0.0%	0.0%	0.0%	8.3%	3.7%	0.0%	0.0%	9.5%	4.0%
<b>Supplemental Instruction</b>									
<b>Didn't Use</b>	34.9%	31.5%	29.7%	50.7%	37.6%	42.9%	31.2%	32.9%	35.4%
<b>Used 1 Time</b>	6.6%	8.0%	8.4%	10.1%	9.6%	3.6%	11.0%	8.0%	8.7%
<b>Used 2-4 Times</b>	17.0%	23.0%	17.6%	18.4%	20.4%	21.4%	13.8%	15.3%	18.1%
<b>Used 5-9 Times</b>	17.0%	14.6%	18.6%	6.8%	16.8%	25.0%	13.8%	16.1%	15.3%
<b>Used 10+ Times</b>	24.5%	23.0%	25.7%	14.0%	15.6%	7.1%	30.3%	27.7%	22.6%
<b>Very Satisfied</b>	28.8%	21.9%	28.4%	20.4%	26.8%	6.3%	29.9%	33.9%	27.6%
<b>Satisfied</b>	60.6%	62.0%	58.2%	58.3%	59.5%	62.5%	58.4%	57.8%	59.1%
<b>Dissatisfied</b>	7.6%	12.4%	10.9%	14.6%	9.8%	25.0%	10.4%	6.4%	10.2%
<b>Very Dissatisfied</b>	3.0%	3.6%	2.5%	6.8%	3.9%	6.3%	1.3%	2.0%	3.2%
<b>Math/Stat Tutoring Center</b>									
<b>Didn't Use</b>	80.2%	72.8%	73.9%	71.5%	82.5%	59.3%	73.6%	82.0%	76.9%
<b>Used 1 Time</b>	10.4%	7.5%	12.9%	6.8%	6.9%	18.5%	7.3%	8.3%	8.9%
<b>Used 2-4 Times</b>	4.7%	10.3%	6.8%	8.7%	5.3%	7.4%	10.0%	5.2%	7.0%
<b>Used 5-9 Times</b>	1.9%	4.7%	3.7%	4.3%	2.0%	0.0%	5.5%	2.3%	3.3%
<b>Used 10+ Times</b>	2.8%	4.7%	2.7%	8.7%	3.3%	14.8%	3.6%	2.1%	4.0%
<b>Very Satisfied</b>	14.3%	25.5%	21.3%	28.1%	38.8%	9.1%	21.9%	17.4%	23.8%
<b>Satisfied</b>	66.7%	54.5%	53.3%	57.9%	40.8%	63.6%	59.4%	52.2%	53.9%
<b>Dissatisfied</b>	14.3%	10.9%	18.7%	10.5%	16.3%	9.1%	18.8%	23.2%	16.3%
<b>Very Dissatisfied</b>	4.8%	9.1%	6.7%	3.5%	4.1%	18.2%	0.0%	7.2%	6.0%
<b>English Writing Lab</b>									
<b>Didn't Use</b>	52.4%	61.2%	52.5%	56.6%	53.7%	59.3%	60.0%	55.2%	55.7%
<b>Used 1 Time</b>	17.1%	20.6%	16.9%	15.6%	15.9%	14.8%	10.9%	16.8%	16.6%
<b>Used 2-4 Times</b>	25.7%	15.0%	26.8%	23.9%	23.6%	22.2%	23.6%	24.1%	23.3%
<b>Used 5-9 Times</b>	1.9%	3.3%	2.7%	2.4%	4.5%	0.0%	2.7%	2.6%	2.9%
<b>Used 10+ Times</b>	2.9%	0.0%	1.0%	1.5%	2.4%	3.7%	2.7%	1.3%	1.5%
<b>Very Satisfied</b>	16.7%	14.7%	21.0%	16.5%	27.3%	10.0%	29.2%	25.3%	21.9%
<b>Satisfied</b>	62.5%	70.7%	65.9%	62.4%	60.9%	70.0%	62.5%	59.6%	63.2%
<b>Dissatisfied</b>	12.5%	10.7%	9.4%	14.1%	8.2%	20.0%	6.3%	13.9%	11.2%
<b>Very Dissatisfied</b>	8.3%	4.0%	3.6%	7.1%	3.6%	0.0%	2.1%	1.2%	3.7%

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Disability Resource Center</b>									
<b>Didn't Use</b>	98.1%	96.2%	95.9%	98.0%	92.7%	92.6%	95.4%	96.1%	95.8%
<b>Used 1 Time</b>	1.0%	1.4%	0.7%	0.5%	4.9%	3.7%	1.9%	1.3%	1.7%
<b>Used 2-4 Times</b>	1.0%	1.4%	1.4%	0.5%	1.2%	0.0%	2.8%	1.6%	1.3%
<b>Used 5-9 Times</b>	0.0%	0.0%	0.3%	0.5%	0.8%	0.0%	0.0%	0.0%	0.3%
<b>Used 10+ Times</b>	0.0%	0.9%	1.7%	0.5%	0.4%	3.7%	0.0%	1.0%	0.9%
<b>Very Satisfied</b>	0.0%	16.7%	60.0%	14.3%	30.8%	33.3%	11.1%	42.1%	31.6%
<b>Satisfied</b>	100.0%	58.3%	26.7%	57.1%	46.2%	33.3%	77.8%	47.4%	50.5%
<b>Dissatisfied</b>	0.0%	25.0%	6.7%	0.0%	15.4%	33.3%	11.1%	5.3%	11.6%
<b>Very Dissatisfied</b>	0.0%	0.0%	6.7%	28.6%	7.7%	0.0%	0.0%	5.3%	6.3%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.



**TABLE 10. USE AND EVALUATION: TECHNOLOGY**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Computer Labs</b>									
Didn't Use	21.7%	20.4%	18.7%	16.0%	20.2%	29.6%	31.8%	25.7%	21.8%
Used 1 Time	9.4%	11.6%	11.6%	11.2%	13.8%	0.0%	13.6%	13.0%	12.0%
Used 2-4 Times	18.9%	20.4%	24.5%	15.5%	18.2%	7.4%	15.5%	23.9%	20.4%
Used 5-9 Times	10.4%	13.9%	12.9%	13.1%	13.4%	11.1%	9.1%	9.9%	11.9%
Used 10+ Times	39.6%	33.8%	32.3%	44.2%	34.4%	51.9%	30.0%	27.5%	33.9%
Very Satisfied	53.8%	44.0%	41.0%	47.6%	41.2%	27.8%	38.7%	41.1%	42.9%
Satisfied	42.3%	47.8%	53.3%	46.5%	55.5%	61.1%	56.0%	52.4%	51.3%
Dissatisfied	2.6%	6.3%	3.5%	4.1%	1.6%	11.1%	4.0%	5.5%	4.2%
Very Dissatisfied	1.3%	1.9%	2.2%	1.8%	1.6%	0.0%	1.3%	1.1%	1.6%
<b>Computer Help Desk</b>									
Didn't Use	67.0%	67.1%	68.6%	72.8%	69.3%	63.0%	77.1%	72.3%	70.3%
Used 1 Time	17.9%	18.5%	18.6%	15.5%	14.8%	18.5%	14.7%	12.0%	15.7%
Used 2-4 Times	8.5%	11.6%	6.9%	8.3%	9.4%	11.1%	4.6%	11.0%	9.1%
Used 5-9 Times	1.9%	0.9%	2.4%	2.4%	2.5%	3.7%	2.8%	3.1%	2.4%
Used 10+ Times	4.7%	1.9%	3.4%	1.0%	4.1%	3.7%	0.9%	1.6%	2.5%
Very Satisfied	27.3%	27.1%	27.3%	17.3%	41.4%	18.2%	29.6%	30.5%	28.9%
Satisfied	66.7%	54.3%	59.1%	69.2%	50.0%	54.5%	66.7%	54.3%	57.9%
Dissatisfied	6.1%	11.4%	10.2%	7.7%	8.6%	18.2%	0.0%	10.5%	9.2%
Very Dissatisfied	0.0%	7.1%	3.4%	5.8%	0.0%	9.1%	3.7%	4.8%	3.9%
<b>Online Courses</b>									
Didn't Use	74.3%	83.3%	83.2%	83.0%	78.0%	92.6%	87.2%	88.2%	83.4%
Used 1 Time	20.0%	5.1%	8.9%	9.7%	13.1%	0.0%	11.0%	5.8%	9.1%
Used 2-4 Times	3.8%	6.0%	3.1%	4.9%	6.1%	7.4%	0.0%	3.9%	4.3%
Used 5-9 Times	0.0%	1.9%	2.1%	0.5%	1.2%	0.0%	0.0%	1.0%	1.1%
Used 10+ Times	1.9%	3.7%	2.7%	1.9%	1.6%	0.0%	1.8%	1.0%	2.0%
Very Satisfied	17.2%	22.2%	18.0%	10.5%	18.2%	33.3%	15.8%	17.0%	17.3%
Satisfied	62.1%	55.6%	54.0%	47.4%	54.5%	66.7%	47.4%	53.2%	53.8%
Dissatisfied	13.8%	11.1%	20.0%	26.3%	18.2%	0.0%	26.3%	14.9%	18.1%
Very Dissatisfied	6.9%	11.1%	8.0%	15.8%	9.1%	0.0%	10.5%	14.9%	10.8%
<b>Other Independent Study Courses</b>									
Didn't Use	93.3%	90.2%	96.5%	97.6%	93.0%	92.6%	95.4%	95.3%	94.6%
Used 1 Time	4.8%	5.1%	1.7%	1.0%	3.7%	3.7%	3.7%	2.1%	2.9%
Used 2-4 Times	1.0%	2.3%	1.0%	1.5%	2.5%	3.7%	0.0%	1.6%	1.6%
Used 5-9 Times	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.9%	0.8%	0.4%
Used 10+ Times	1.0%	2.3%	0.0%	0.0%	0.8%	0.0%	0.0%	0.3%	0.6%
Very Satisfied	0.0%	28.6%	33.3%	12.5%	45.8%	33.3%	33.3%	27.3%	30.1%
Satisfied	75.0%	28.6%	33.3%	25.0%	25.0%	66.7%	55.6%	45.5%	38.1%
Dissatisfied	12.5%	33.3%	16.7%	62.5%	16.7%	0.0%	11.1%	22.7%	23.0%
Very Dissatisfied	12.5%	9.5%	16.7%	0.0%	12.5%	0.0%	0.0%	4.5%	8.8%
<b>Online Registration</b>									
Didn't Use	2.9%	5.6%	7.4%	4.3%	5.6%	10.7%	11.8%	6.8%	6.4%
Used 1 Time	14.4%	18.1%	13.9%	18.2%	14.1%	28.6%	13.6%	19.7%	16.7%
Used 2-4 Times	49.0%	46.5%	49.3%	45.9%	47.2%	42.9%	39.1%	49.9%	47.5%
Used 5-9 Times	17.3%	14.0%	15.5%	18.2%	19.0%	3.6%	21.8%	12.7%	15.9%
Used 10+ Times	16.3%	15.8%	13.9%	13.4%	14.1%	14.3%	13.6%	10.9%	13.5%
Very Satisfied	25.5%	25.3%	26.9%	23.2%	28.0%	19.2%	31.6%	25.1%	26.0%
Satisfied	52.1%	56.8%	61.7%	60.8%	60.0%	57.7%	58.2%	58.2%	58.9%
Dissatisfied	17.0%	13.7%	8.0%	11.3%	8.9%	15.4%	8.2%	10.7%	10.7%
Very Dissatisfied	5.3%	4.2%	3.4%	4.6%	3.1%	7.7%	2.0%	6.1%	4.4%

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>USU Homepage</b>									
<b>Didn't Use</b>	3.8%	4.2%	2.0%	1.9%	2.4%	3.6%	4.6%	2.6%	2.8%
<b>Used 1 Time</b>	1.0%	2.3%	1.0%	1.9%	2.4%	7.1%	2.8%	2.3%	2.1%
<b>Used 2-4 Times</b>	9.5%	10.2%	7.8%	10.0%	5.6%	10.7%	11.0%	8.8%	8.7%
<b>Used 5-9 Times</b>	11.4%	10.7%	5.8%	8.1%	10.0%	0.0%	9.2%	13.4%	9.8%
<b>Used 10+ Times</b>	74.3%	72.6%	83.4%	78.0%	79.5%	78.6%	72.5%	72.9%	76.6%
<b>Very Satisfied</b>	44.3%	39.9%	49.6%	38.6%	48.1%	38.5%	42.5%	41.5%	43.6%
<b>Satisfied</b>	43.3%	48.7%	48.6%	54.3%	46.8%	50.0%	50.9%	49.5%	49.1%
<b>Dissatisfied</b>	12.4%	9.8%	1.8%	4.6%	4.8%	11.5%	4.7%	6.0%	5.8%
<b>Very Dissatisfied</b>	0.0%	1.6%	0.0%	2.5%	0.4%	0.0%	1.9%	3.0%	1.5%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

**TABLE 11. USE AND EVALUATION: PLACEMENT SERVICES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Career Placement Office</b>									
<b>Didn't Use</b>	92.4%	94.4%	95.2%	95.1%	90.2%	92.6%	92.6%	90.1%	92.6%
<b>Used 1 Time</b>	4.8%	3.3%	4.1%	3.4%	7.0%	3.7%	5.6%	6.5%	5.1%
<b>Used 2-4 Times</b>	2.9%	1.4%	0.7%	1.0%	2.5%	3.7%	1.9%	2.9%	1.9%
<b>Used 5-9 Times</b>	0.0%	0.9%	0.0%	0.5%	0.4%	0.0%	0.0%	0.0%	0.3%
<b>Used 10+ Times</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.1%
<b>Very Satisfied</b>	8.3%	12.5%	27.8%	16.7%	35.7%	50.0%	15.4%	20.0%	22.0%
<b>Satisfied</b>	66.7%	56.3%	50.0%	66.7%	53.6%	50.0%	76.9%	57.5%	58.9%
<b>Dissatisfied</b>	8.3%	18.8%	11.1%	16.7%	10.7%	0.0%	7.7%	15.0%	12.8%
<b>Very Dissatisfied</b>	16.7%	12.5%	11.1%	0.0%	0.0%	0.0%	0.0%	7.5%	6.4%
<b>Student Employment Office</b>									
<b>Didn't Use</b>	81.0%	84.0%	77.2%	80.8%	77.0%	81.5%	81.7%	83.3%	80.7%
<b>Used 1 Time</b>	11.4%	7.5%	9.2%	9.1%	10.2%	7.4%	7.3%	7.8%	8.8%
<b>Used 2-4 Times</b>	5.7%	6.1%	9.9%	5.8%	7.8%	7.4%	9.2%	6.5%	7.3%
<b>Used 5-9 Times</b>	0.0%	1.4%	1.0%	1.0%	2.5%	3.7%	0.9%	1.3%	1.3%
<b>Used 10+ Times</b>	1.9%	0.9%	2.7%	3.4%	2.5%	0.0%	0.9%	1.0%	1.9%
<b>Very Satisfied</b>	30.0%	13.9%	17.6%	11.9%	22.8%	33.3%	8.3%	20.3%	18.3%
<b>Satisfied</b>	45.0%	52.8%	54.4%	57.1%	52.6%	66.7%	58.3%	50.0%	53.3%
<b>Dissatisfied</b>	15.0%	25.0%	20.6%	14.3%	14.0%	0.0%	29.2%	18.8%	18.6%
<b>Very Dissatisfied</b>	10.0%	8.3%	7.4%	16.7%	10.5%	0.0%	4.2%	10.9%	9.8%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

**TABLE 12. USE AND EVALUATION: ACADEMIC SUPPORT SERVICES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Registration Office</b>									
Didn't Use	21.7%	19.4%	25.0%	22.6%	15.4%	35.7%	25.0%	25.1%	22.5%
Used 1 Time	37.7%	30.6%	31.1%	28.4%	34.6%	25.0%	25.0%	31.3%	31.2%
Used 2-4 Times	31.1%	39.4%	33.8%	37.0%	36.6%	28.6%	39.8%	35.8%	36.0%
Used 5-9 Times	6.6%	9.3%	5.1%	7.7%	8.9%	7.1%	5.6%	4.1%	6.5%
Used 10+ Times	2.8%	1.4%	5.1%	4.3%	4.5%	3.6%	4.6%	3.6%	3.8%
Very Satisfied	20.3%	17.3%	15.5%	18.5%	22.1%	5.9%	17.3%	20.6%	18.8%
Satisfied	64.6%	63.0%	71.4%	65.0%	66.3%	70.6%	65.4%	66.9%	66.6%
Dissatisfied	11.4%	15.4%	9.9%	11.5%	8.0%	11.8%	14.8%	9.3%	10.8%
Very Dissatisfied	3.8%	4.3%	3.3%	5.1%	3.5%	11.8%	2.5%	3.2%	3.8%
<b>Cashier's Office</b>									
Didn't Use	61.0%	52.8%	60.3%	53.4%	51.6%	55.6%	58.9%	59.0%	56.6%
Used 1 Time	14.3%	20.6%	17.8%	21.2%	22.1%	22.2%	18.7%	17.1%	19.0%
Used 2-4 Times	21.0%	21.5%	15.1%	16.8%	19.3%	22.2%	19.6%	19.2%	18.6%
Used 5-9 Times	1.9%	4.2%	4.5%	4.8%	5.3%	0.0%	0.0%	2.3%	3.5%
Used 10+ Times	1.9%	0.9%	2.4%	3.8%	1.6%	0.0%	2.8%	2.3%	2.2%
Very Satisfied	15.4%	20.4%	22.7%	21.1%	20.9%	9.1%	14.0%	19.2%	19.8%
Satisfied	74.4%	60.2%	68.1%	67.4%	69.6%	54.5%	74.4%	70.9%	68.2%
Dissatisfied	10.3%	16.5%	8.4%	8.4%	7.8%	27.3%	9.3%	6.6%	9.6%
Very Dissatisfied	0.0%	2.9%	0.8%	3.2%	1.7%	9.1%	2.3%	3.3%	2.4%
<b>Financial Aid Office</b>									
Didn't Use	44.3%	50.0%	47.5%	50.0%	44.9%	46.4%	51.4%	52.1%	48.9%
Used 1 Time	14.2%	18.5%	16.6%	19.7%	21.0%	17.9%	18.3%	19.7%	18.7%
Used 2-4 Times	34.9%	23.6%	25.4%	25.5%	23.9%	25.0%	23.9%	19.7%	24.1%
Used 5-9 Times	4.7%	6.0%	5.8%	3.4%	8.2%	10.7%	3.7%	5.4%	5.7%
Used 10+ Times	1.9%	1.9%	4.7%	1.4%	2.1%	0.0%	2.8%	3.1%	2.7%
Very Satisfied	20.7%	21.1%	22.1%	20.4%	26.9%	25.0%	18.2%	29.1%	23.8%
Satisfied	62.1%	45.0%	59.1%	58.3%	57.5%	56.3%	69.1%	51.6%	56.0%
Dissatisfied	10.3%	22.9%	10.4%	13.6%	11.9%	18.8%	7.3%	10.4%	12.7%
Very Dissatisfied	6.9%	11.0%	8.4%	7.8%	3.7%	0.0%	5.5%	8.8%	7.5%
<b>Bookstore</b>									
Didn't Use	0.0%	1.4%	0.7%	1.9%	1.2%	0.0%	0.9%	2.3%	1.4%
Used 1 Time	4.7%	7.4%	3.7%	3.8%	4.0%	7.1%	1.8%	5.2%	4.6%
Used 2-4 Times	31.1%	34.9%	24.7%	30.1%	30.4%	32.1%	32.7%	35.3%	31.3%
Used 5-9 Times	31.1%	27.9%	30.7%	34.9%	25.5%	28.6%	30.9%	30.9%	30.1%
Used 10+ Times	33.0%	28.4%	40.2%	29.2%	38.9%	32.1%	33.6%	26.2%	32.5%
Very Satisfied	34.0%	31.2%	37.2%	26.4%	38.5%	3.8%	34.9%	35.5%	33.8%
Satisfied	58.0%	51.3%	53.5%	60.2%	51.3%	76.9%	55.0%	54.0%	54.7%
Dissatisfied	4.0%	14.6%	6.4%	10.4%	7.7%	19.2%	5.5%	5.8%	8.1%
Very Dissatisfied	4.0%	3.0%	2.8%	3.0%	2.6%	0.0%	4.6%	4.7%	3.4%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

### **Services: Psychological and Health Services (See Table 13)**

Student Mental Health Services (Counseling & Psychological Services – TSC 306) was used by only 7.3% of the respondents, with a satisfaction rating of 80.3%. This year the title of the service was changed in the survey to avoid confusion with academic advising or other mental health services offered by the Psychology Community Clinic in the Psychology Department, and the Marriage and Family Therapy Clinic in the Department of Family, Consumer, and Human Development. The location of the service (TSC 306) was added, to provide further clarification. With this title change the number of respondents reporting using this service was down almost 17% from a year ago. This year's survey usage data is more in line with the usage data internally reported by the Office of Counseling and Psychological Services.

The Student Health and Wellness Center was used by 34% of the respondents, who gave it a satisfaction rating of 85.3%. Student Health Insurance was used by 4.8% of the respondents, with satisfaction at 74.7%.

### **Services: Non-Academic Support Services (See Table 14)**

The Parking Services Office was used by 40.9% of the respondents. Of those that used the service, 70.8% were satisfied with it. The Shuttle Bus was used by 67.5% of the respondents, with a satisfaction rating of 92%.

The Quad Side Cafe was used by 41.4% of the respondents, with satisfaction at 90.3%. The Aggie Marketplace was used by 51.8% of the respondents, with a satisfaction level of 86.8%. The HUB was used by 53% of the respondents, with satisfaction at 88.1%. The Junction was used by 34.2% of the respondents, with a satisfaction level of 76.6%.

The Statesman was read by 62% of the respondents. Ninety-one percent of the respondents who read the newspaper were satisfied with it.

### **Services: Activities (See Table 15)**

STAB Events were only used by 10.5% of the respondents and of those who participated, 86.3% were satisfied. The Arts and Lectures Series were used by 14.6% of the respondents, with a satisfaction level of 90.9%.

The Club Sports program was used by 18% of the respondents and 87.9% of those who participated were satisfied. Intramurals were used by 22.4% of the respondents. Satisfaction with Intramurals was 85.3%. The Fieldhouse was used by 68% of the respondents, with satisfaction at 92.6%. The HPER was used by 60.3% of the respondents, with satisfaction at 93.1%. Outdoor Recreation equipment rental was used by 12.7% of the respondents, with a satisfaction level of 89.5%.

**TABLE 13. USE AND EVALUATION: PSYCHOLOGICAL AND HEALTH SERVICES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Student Mental Health Services</b>									
<b>Didn't Use</b>	96.2%	84.0%	92.1%	97.1%	90.9%	77.8%	92.7%	91.4%	92.7%
<b>Used 1 Time</b>	1.9%	2.8%	3.8%	1.5%	3.7%	11.1%	3.7%	2.9%	3.1%
<b>Used 2-4 Times</b>	0.0%	1.4%	2.4%	1.0%	3.7%	3.7%	0.9%	3.7%	2.3%
<b>Used 5-9 Times</b>	1.9%	0.5%	1.4%	0.0%	0.8%	7.4%	1.8%	1.0%	1.1%
<b>Used 10+ Times</b>	0.0%	1.4%	0.3%	0.5%	0.8%	0.0%	0.9%	1.0%	0.8%
<b>Very Satisfied</b>	20.0%	25.0%	30.8%	16.7%	46.4%	33.3%	25.0%	32.4%	31.7%
<b>Satisfied</b>	60.0%	43.8%	50.0%	58.3%	42.9%	66.7%	66.7%	40.5%	48.6%
<b>Dissatisfied</b>	0.0%	25.0%	15.4%	16.7%	7.1%	0.0%	0.0%	18.9%	13.4%
<b>Very Dissatisfied</b>	20.0%	6.3%	3.8%	8.3%	3.6%	0.0%	8.3%	8.1%	6.3%
<b>Student Health/Wellness Center</b>									
<b>Didn't Use</b>	66.7%	74.9%	57.2%	66.0%	65.9%	59.3%	66.1%	68.0%	66.0%
<b>Used 1 Time</b>	16.2%	13.5%	21.9%	16.3%	12.2%	22.2%	16.5%	15.9%	16.3%
<b>Used 2-4 Times</b>	15.2%	7.0%	12.7%	14.4%	14.6%	7.4%	14.7%	10.4%	12.1%
<b>Used 5-9 Times</b>	1.9%	1.4%	4.8%	2.4%	2.4%	11.1%	1.8%	3.1%	3.0%
<b>Used 10+ Times</b>	0.0%	3.3%	3.4%	1.0%	4.9%	0.0%	0.9%	2.6%	2.6%
<b>Very Satisfied</b>	36.1%	35.2%	40.5%	33.8%	40.7%	20.0%	27.5%	39.0%	37.1%
<b>Satisfied</b>	52.8%	51.9%	46.8%	45.9%	48.1%	70.0%	60.0%	42.3%	48.2%
<b>Dissatisfied</b>	8.3%	9.3%	9.5%	13.5%	8.6%	0.0%	12.5%	13.0%	10.7%
<b>Very Dissatisfied</b>	2.8%	3.7%	3.2%	6.8%	2.5%	10.0%	0.0%	5.7%	4.0%
<b>Student Health Insurance</b>									
<b>Didn't Use</b>	93.3%	93.4%	95.5%	96.2%	94.2%	92.6%	97.2%	96.4%	95.2%
<b>Used 1 Time</b>	3.8%	2.4%	1.7%	1.9%	2.9%	3.7%	1.9%	2.3%	2.3%
<b>Used 2-4 Times</b>	1.9%	2.4%	1.7%	1.4%	1.6%	3.7%	0.9%	0.5%	1.5%
<b>Used 5-9 Times</b>	1.0%	0.9%	0.7%	0.5%	0.0%	0.0%	0.0%	0.3%	0.4%
<b>Used 10+ Times</b>	0.0%	0.9%	0.3%	0.0%	1.2%	0.0%	0.0%	0.5%	0.5%
<b>Very Satisfied</b>	25.0%	27.8%	47.6%	33.3%	50.0%	50.0%	62.5%	28.0%	38.7%
<b>Satisfied</b>	50.0%	27.8%	52.4%	22.2%	30.0%	0.0%	37.5%	36.0%	36.0%
<b>Dissatisfied</b>	25.0%	33.3%	0.0%	11.1%	10.0%	0.0%	0.0%	28.0%	16.2%
<b>Very Dissatisfied</b>	0.0%	11.1%	0.0%	33.3%	10.0%	50.0%	0.0%	8.0%	9.0%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

**TABLE 14. USE AND EVALUATION: NON-ACADEMIC SUPPORT SERVICES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Parking Services Office</b>									
Didn't Use	61.9%	58.4%	60.7%	58.3%	54.5%	60.7%	57.3%	61.3%	59.1%
Used 1 Time	23.8%	21.0%	23.1%	22.8%	24.6%	32.1%	25.5%	22.3%	23.2%
Used 2-4 Times	13.3%	12.1%	11.0%	15.5%	13.9%	3.6%	10.0%	9.6%	11.8%
Used 5-9 Times	0.0%	1.9%	2.4%	1.0%	2.5%	0.0%	2.7%	2.1%	1.9%
Used 10+ Times	1.0%	6.5%	2.8%	2.4%	4.5%	3.6%	4.5%	4.7%	4.0%
Very Satisfied	16.7%	20.5%	18.6%	18.1%	24.5%	18.2%	16.0%	23.8%	20.6%
Satisfied	47.6%	45.5%	63.7%	41.0%	52.8%	45.5%	54.0%	45.6%	50.2%
Dissatisfied	7.1%	9.1%	10.6%	24.1%	15.1%	18.2%	18.0%	15.0%	14.4%
Very Dissatisfied	28.6%	25.0%	7.1%	16.9%	7.5%	18.2%	12.0%	15.6%	14.8%
<b>Shuttle Bus</b>									
Didn't Use	24.8%	36.9%	24.6%	43.2%	28.3%	48.1%	37.3%	32.8%	32.5%
Used 1 Time	11.4%	7.9%	9.2%	2.4%	8.1%	11.1%	10.9%	6.3%	7.6%
Used 2-4 Times	6.7%	6.1%	13.0%	15.0%	11.7%	22.2%	10.0%	11.5%	11.3%
Used 5-9 Times	2.9%	5.6%	3.4%	3.9%	5.3%	0.0%	5.5%	3.9%	4.2%
Used 10+ Times	54.3%	43.5%	49.8%	35.4%	46.6%	18.5%	36.4%	45.6%	44.4%
Very Satisfied	53.2%	38.1%	46.7%	39.7%	44.6%	15.4%	40.0%	48.0%	44.4%
Satisfied	40.3%	49.3%	48.1%	48.3%	50.6%	76.9%	50.0%	43.9%	47.6%
Dissatisfied	3.9%	11.2%	4.2%	9.5%	3.6%	0.0%	7.1%	5.7%	6.1%
Very Dissatisfied	2.6%	1.5%	0.9%	2.6%	1.2%	7.7%	2.9%	2.4%	1.9%
<b>Quad Side Café</b>									
Didn't Use	58.5%	61.8%	54.3%	64.4%	51.4%	51.9%	51.8%	64.1%	58.6%
Used 1 Time	6.6%	8.0%	11.7%	11.1%	10.1%	0.0%	8.2%	8.9%	9.4%
Used 2-4 Times	13.2%	12.7%	15.8%	12.0%	12.1%	7.4%	20.0%	13.0%	13.6%
Used 5-9 Times	13.2%	7.5%	8.9%	3.8%	8.1%	7.4%	5.5%	4.2%	6.8%
Used 10+ Times	8.5%	9.9%	9.3%	8.7%	18.2%	33.3%	14.5%	9.9%	11.5%
Very Satisfied	35.7%	29.1%	40.3%	30.1%	47.4%	61.5%	38.9%	38.8%	38.8%
Satisfied	57.1%	55.7%	51.5%	54.8%	46.6%	30.8%	50.0%	52.5%	51.5%
Dissatisfied	7.1%	10.1%	4.5%	11.0%	5.2%	7.7%	3.7%	6.5%	6.6%
Very Dissatisfied	0.0%	5.1%	3.7%	4.1%	0.9%	0.0%	7.4%	2.2%	3.1%
<b>Aggie Marketplace</b>									
Didn't Use	55.7%	50.7%	46.9%	45.2%	43.5%	29.6%	52.7%	50.5%	48.2%
Used 1 Time	9.4%	10.8%	11.7%	5.3%	7.7%	14.8%	3.6%	8.0%	8.6%
Used 2-4 Times	11.3%	11.3%	11.4%	4.8%	13.8%	11.1%	10.0%	9.8%	10.4%
Used 5-9 Times	5.7%	3.3%	3.4%	3.8%	3.3%	7.4%	6.4%	2.8%	3.7%
Used 10+ Times	17.9%	23.9%	26.6%	40.9%	31.7%	37.0%	27.3%	28.8%	29.1%
Very Satisfied	35.6%	33.3%	41.3%	41.1%	39.6%	5.9%	47.2%	35.5%	37.9%
Satisfied	51.1%	48.0%	48.0%	46.4%	50.0%	64.7%	39.6%	51.6%	48.9%
Dissatisfied	8.9%	12.7%	9.3%	8.9%	5.2%	23.5%	7.5%	8.6%	9.0%
Very Dissatisfied	4.4%	5.9%	1.3%	3.6%	5.2%	5.9%	5.7%	4.3%	4.1%
<b>HUB</b>									
Didn't Use	46.7%	47.9%	46.6%	54.6%	41.0%	55.6%	43.6%	47.3%	47.0%
Used 1 Time	12.4%	10.3%	12.3%	14.1%	11.6%	3.7%	10.0%	8.1%	10.8%
Used 2-4 Times	17.1%	15.5%	17.1%	11.7%	14.5%	18.5%	17.3%	16.4%	15.6%
Used 5-9 Times	7.6%	8.5%	6.2%	6.3%	6.4%	3.7%	11.8%	10.6%	8.1%
Used 10+ Times	16.2%	17.8%	17.8%	13.2%	26.5%	18.5%	17.3%	17.7%	18.4%
Very Satisfied	34.0%	26.4%	38.4%	22.0%	40.6%	20.0%	30.2%	32.2%	32.7%
Satisfied	54.7%	55.5%	54.3%	59.3%	51.7%	60.0%	58.7%	56.1%	55.4%
Dissatisfied	9.4%	12.7%	5.3%	11.0%	5.6%	10.0%	7.9%	9.3%	8.5%
Very Dissatisfied	1.9%	5.5%	2.0%	7.7%	2.1%	10.0%	3.2%	2.4%	3.4%

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>Junction</b>									
<b>Didn't Use</b>	75.5%	75.1%	70.2%	54.3%	62.6%	51.9%	60.6%	65.5%	65.8%
<b>Used 1 Time</b>	6.6%	5.2%	6.6%	5.3%	6.5%	3.7%	5.5%	5.7%	5.9%
<b>Used 2-4 Times</b>	4.7%	5.2%	4.8%	4.3%	6.5%	3.7%	9.2%	7.5%	6.0%
<b>Used 5-9 Times</b>	2.8%	2.8%	2.8%	3.8%	1.6%	3.7%	0.9%	4.1%	3.0%
<b>Used 10+ Times</b>	10.4%	11.7%	15.6%	32.2%	22.8%	37.0%	23.9%	17.1%	19.3%
<b>Very Satisfied</b>	22.2%	17.0%	24.7%	29.0%	21.3%	18.2%	27.3%	28.9%	25.1%
<b>Satisfied</b>	48.1%	52.8%	49.4%	54.8%	57.3%	45.5%	54.5%	46.1%	51.5%
<b>Dissatisfied</b>	7.4%	15.1%	16.5%	10.8%	16.9%	27.3%	11.4%	16.4%	14.7%
<b>Very Dissatisfied</b>	22.2%	15.1%	9.4%	5.4%	4.5%	9.1%	6.8%	8.6%	8.7%
<b>Statesman</b>									
<b>Didn't Use</b>	36.8%	35.4%	33.4%	48.3%	30.2%	18.5%	39.8%	43.5%	38.0%
<b>Used 1 Time</b>	5.7%	7.1%	8.3%	5.8%	9.3%	3.7%	6.5%	8.0%	7.5%
<b>Used 2-4 Times</b>	17.9%	18.4%	22.8%	14.5%	20.2%	11.1%	20.4%	19.7%	19.3%
<b>Used 5-9 Times</b>	11.3%	10.8%	8.3%	6.8%	11.3%	25.9%	8.3%	10.1%	9.8%
<b>Used 10+ Times</b>	28.3%	28.3%	27.2%	24.6%	29.0%	40.7%	25.0%	18.7%	25.4%
<b>Very Satisfied</b>	40.0%	33.1%	30.0%	36.5%	34.5%	33.3%	26.5%	30.0%	32.4%
<b>Satisfied</b>	50.8%	55.6%	63.2%	56.7%	57.7%	47.6%	64.7%	59.6%	58.6%
<b>Dissatisfied</b>	6.2%	10.5%	5.8%	6.7%	6.5%	14.3%	7.4%	8.5%	7.6%
<b>Very Dissatisfied</b>	3.1%	0.8%	1.1%	0.0%	1.2%	4.8%	1.5%	1.9%	1.4%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.



**TABLE 15. USE AND EVALUATION: ACTIVITIES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>STAB Events</b>									
Didn't Use	92.3%	89.6%	88.3%	91.3%	84.9%	96.3%	93.6%	90.1%	89.5%
Used 1 Time	2.9%	2.8%	2.4%	4.9%	3.3%	3.7%	2.8%	3.1%	3.2%
Used 2-4 Times	2.9%	3.3%	6.2%	2.4%	7.3%	0.0%	1.8%	3.9%	4.3%
Used 5-9 Times	1.0%	1.9%	1.0%	0.5%	1.6%	0.0%	0.9%	1.0%	1.1%
Used 10+ Times	1.0%	2.4%	2.1%	1.0%	2.9%	0.0%	0.9%	1.8%	1.8%
Very Satisfied	12.5%	21.4%	25.0%	23.5%	47.6%	50.0%	36.4%	17.9%	28.4%
Satisfied	50.0%	57.1%	61.1%	64.7%	47.6%	0.0%	54.5%	69.2%	57.9%
Dissatisfied	37.5%	17.9%	11.1%	5.9%	4.8%	50.0%	9.1%	5.1%	10.4%
Very Dissatisfied	0.0%	3.6%	2.8%	5.9%	0.0%	0.0%	0.0%	7.7%	3.3%
<b>Arts and Lectures Series</b>									
Didn't Use	90.3%	86.3%	89.6%	91.7%	69.8%	74.1%	86.2%	87.5%	85.4%
Used 1 Time	1.9%	4.7%	4.5%	3.4%	6.5%	14.8%	5.5%	5.2%	5.0%
Used 2-4 Times	4.9%	5.7%	4.5%	2.0%	13.5%	7.4%	6.4%	5.2%	6.1%
Used 5-9 Times	1.0%	1.9%	0.7%	2.4%	2.9%	3.7%	0.9%	1.0%	1.6%
Used 10+ Times	1.9%	1.4%	0.7%	0.5%	7.3%	0.0%	0.9%	1.0%	2.0%
Very Satisfied	27.3%	23.5%	24.1%	35.3%	46.7%	50.0%	31.6%	27.7%	34.2%
Satisfied	45.5%	64.7%	65.5%	52.9%	52.0%	25.0%	68.4%	57.4%	56.7%
Dissatisfied	27.3%	8.8%	6.9%	5.9%	1.3%	25.0%	0.0%	8.5%	6.7%
Very Dissatisfied	0.0%	2.9%	3.4%	5.9%	0.0%	0.0%	0.0%	6.4%	2.5%
<b>Club Sports</b>									
Didn't Use	79.6%	79.1%	79.5%	83.4%	82.0%	76.9%	88.1%	83.9%	82.0%
Used 1 Time	2.9%	8.1%	5.8%	5.9%	5.3%	0.0%	4.6%	4.7%	5.4%
Used 2-4 Times	9.7%	6.6%	5.5%	3.9%	4.9%	7.7%	2.8%	5.7%	5.5%
Used 5-9 Times	1.0%	1.4%	3.1%	2.0%	1.6%	0.0%	0.0%	0.8%	1.5%
Used 10+ Times	6.8%	4.7%	6.2%	4.9%	6.1%	15.4%	4.6%	4.9%	5.6%
Very Satisfied	40.0%	32.6%	48.3%	41.2%	53.5%	28.6%	40.0%	48.3%	44.3%
Satisfied	50.0%	48.8%	48.3%	35.3%	39.5%	28.6%	53.3%	40.0%	43.6%
Dissatisfied	5.0%	11.6%	1.7%	14.7%	2.3%	42.9%	6.7%	6.7%	7.4%
Very Dissatisfied	5.0%	7.0%	1.7%	8.8%	4.7%	0.0%	0.0%	5.0%	4.6%
<b>Intramurals</b>									
Didn't Use	78.6%	73.9%	75.2%	80.1%	82.9%	74.1%	79.1%	76.2%	77.6%
Used 1 Time	8.7%	10.0%	8.3%	9.2%	5.7%	7.4%	9.1%	7.3%	8.1%
Used 2-4 Times	7.8%	9.5%	7.2%	5.3%	7.8%	14.8%	6.4%	7.1%	7.4%
Used 5-9 Times	1.9%	2.4%	2.4%	1.5%	1.2%	3.7%	3.6%	2.4%	2.2%
Used 10+ Times	2.9%	4.3%	6.9%	3.9%	2.4%	0.0%	1.8%	7.1%	4.8%
Very Satisfied	31.8%	29.3%	46.5%	38.5%	44.2%	40.0%	26.9%	46.7%	40.1%
Satisfied	50.0%	51.7%	39.4%	41.0%	44.2%	60.0%	65.4%	40.0%	45.2%
Dissatisfied	18.2%	15.5%	11.3%	12.8%	7.0%	0.0%	7.7%	7.8%	10.7%
Very Dissatisfied	0.0%	3.4%	2.8%	7.7%	4.7%	0.0%	0.0%	5.6%	4.0%
<b>Fieldhouse</b>									
Didn't Use	38.7%	34.4%	26.3%	32.5%	32.4%	40.7%	36.4%	30.9%	32.0%
Used 1 Time	2.8%	5.7%	5.5%	7.2%	4.5%	0.0%	6.4%	5.2%	5.3%
Used 2-4 Times	12.3%	8.5%	14.7%	13.9%	13.4%	3.7%	15.5%	14.0%	13.1%
Used 5-9 Times	13.2%	10.4%	7.8%	7.2%	8.5%	14.8%	10.9%	7.3%	8.7%
Used 10+ Times	33.0%	41.0%	45.7%	39.2%	41.3%	40.7%	30.9%	42.6%	40.8%
Very Satisfied	53.2%	42.3%	52.7%	40.7%	45.6%	46.7%	42.3%	49.4%	47.1%
Satisfied	37.1%	46.2%	41.1%	49.6%	51.9%	40.0%	50.7%	43.5%	45.5%
Dissatisfied	4.8%	9.2%	4.8%	7.4%	1.3%	0.0%	7.0%	4.7%	5.2%
Very Dissatisfied	4.8%	2.3%	1.4%	2.2%	1.3%	13.3%	0.0%	2.4%	2.1%

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
<b>HPER</b>									
Didn't Use	45.7%	44.8%	31.0%	40.4%	37.9%	59.3%	40.9%	41.1%	39.7%
Used 1 Time	7.6%	6.6%	9.5%	8.7%	10.1%	7.4%	12.7%	7.2%	8.6%
Used 2-4 Times	14.3%	13.7%	13.9%	14.4%	12.5%	3.7%	11.8%	12.7%	13.1%
Used 5-9 Times	2.9%	8.5%	9.2%	10.6%	7.3%	7.4%	6.4%	9.0%	8.3%
Used 10+ Times	29.5%	26.4%	36.4%	26.0%	32.3%	22.2%	28.2%	30.0%	30.2%
Very Satisfied	48.1%	40.2%	44.0%	43.0%	41.2%	40.0%	37.3%	46.8%	43.3%
Satisfied	42.6%	49.1%	51.8%	52.1%	52.7%	40.0%	56.7%	45.4%	49.8%
Dissatisfied	1.9%	8.0%	3.1%	3.3%	2.0%	20.0%	4.5%	5.1%	4.2%
Very Dissatisfied	7.4%	2.7%	1.0%	1.7%	4.1%	0.0%	1.5%	2.8%	2.6%
<b>Outdoor Recreation (Equipment Rental)</b>									
Didn't Use	86.5%	86.2%	87.5%	89.8%	83.2%	70.4%	94.5%	88.3%	87.3%
Used 1 Time	6.7%	5.2%	5.2%	5.3%	7.8%	25.9%	2.8%	4.7%	5.8%
Used 2-4 Times	5.8%	5.2%	4.8%	2.4%	3.7%	0.0%	0.0%	3.1%	3.6%
Used 5-9 Times	1.0%	1.9%	0.7%	1.5%	2.5%	3.7%	1.8%	1.3%	1.5%
Used 10+ Times	0.0%	1.4%	1.7%	1.0%	2.9%	0.0%	0.9%	2.6%	1.8%
Very Satisfied	46.7%	44.1%	61.5%	47.8%	53.2%	33.3%	55.6%	50.0%	50.9%
Satisfied	40.0%	35.3%	33.3%	34.8%	44.7%	66.7%	44.4%	34.1%	38.6%
Dissatisfied	13.3%	11.8%	5.1%	17.4%	0.0%	0.0%	0.0%	9.1%	7.3%
Very Dissatisfied	0.0%	8.8%	0.0%	0.0%	2.1%	0.0%	0.0%	6.8%	3.2%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

## **FINDINGS: WRITTEN COMMENTS ABOUT SERVICES AND ACTIVITIES**

Students had the opportunity to make comments about the services and activities that they had ranked on the “Evaluation of Other Services and Activities” on the last page of the survey. The comments were categorized as follows: Activities, Advising, Bookstore, Card Office, Classes, Cost, Facilities, Fieldhouse/HPER, Financial Aid, Food Services, Health Services, Housing, Parking, Professors, Psychological Services, Registration/Registrar’s Office, Services in General, Shuttle Bus, Statesman, Supplemental Instruction/Tutoring, This Survey, University Police, and USU in General (See Appendix B). Categories were extended beyond the listing of services on the survey because respondents also used this comment section to respond to other issues of concern to them. A total of 328 respondents made comments.

Many respondents were either unaware of the services listed in this section of the survey – indicating that if they had known about them they would have used them – or they indicated that they needed to use more of the available services. Many of the respondent’s comments about “Activities” focused on intramurals. Respondents said intramurals needed better referees, they wanted them to run longer than four weeks, or they had difficulty getting on a team.

Respondents continue to complain about poor “advising”. Some respondents did not know who their advisor was, or they were referred to someone else. Some respondents indicated that they would rather have only one advisor, some have an advisor for different departments (e.g. Math, Engineering, Honors).

The respondent’s remarks about the “Bookstore” focused on prices being too high. The USU “Card Office” was praised for their helpfulness.

A majority of the comments about “Classes” were complaints about classes being far too big. Some respondents wanted a better variety of classes. A number of respondents had trouble scheduling classes or supplemental instruction sessions around their work hours, and some wished that more classes had supplemental instruction available. Some respondents wanted more online courses while others thought the online courses were poor. There were a variety of complaints about the Math 1050 classes.

This year there were a number of complaints about the “cost” of education, most focusing on the high cost of tuition. There were a few comments about “facilities,” such as: concerns about the layout of campus, and wanting sanitary liners in the restrooms. Some respondents were unhappy with the condition of the “Fieldhouse/HPER”. Respondents complained about the track needing resurfacing, the need for mats for stretching, and the facility being too crowded, etc.

Comments about the “Financial Aid Office” were centered on poor customer service. Respondents found “Food Services” to be too expensive. Many respondents wanted better or extended hours of service because they were in class and had to eat late (Junction and Marketplace). They also wanted a greater variety of food offerings in the Marketplace and the Junction.

There were a few comments about the “Student Health Service”. Respondents really liked the service, but several respondents did not know that health services or health insurance were even available. Comments about “Parking” ranged from respondents wanting more parking to complaints about the staff in the parking office being rude and unhelpful.

There were several comments made by respondents about “Professors”. Several respondents thought that graduate students were “terrible as teachers”. Respondents also complained about professors who did not speak English well. And, some respondents felt that professors were “very pushy with their beliefs and political views”.

Only a few comments were made about “Psychological Services”. A couple of respondents felt that the service was very helpful and one respondent mentioned that they felt the service needed more staff. One respondent was negative about the service. Comments about “Registration/Registrar’s Office” centered on the unfriendliness of the staff or the need to improve online registration.

Many respondents were pleased with the availability of "Services in General". Several respondents had only used a few of the services and were quite pleased with them. Comments about the "Shuttle Bus" focused on the need for more busses, the need for more routes, and a more frequent running schedule. When commenting on the newspaper one respondent indicated that the Statesman did not have much variety and had an obvious bias.

Respondents voiced the need for more one-on-one help in the Math "Tutoring" Center. When commenting about "This Survey", respondents said it was too long. Respondent felt that the "University Police" were unfair or needed to be more lenient.

When commenting about "USU in general", many respondents praised the University and indicated that they really like it here. Some respondents thought it was a "great place to further education and personal growth", etc. Many respondents however, were put off by the Mormon influence here. Some felt that USU was "not diverse enough and was a very close minded environment". There were also several comments about the website being confusing and disorganized. All-in-all many of the comments about USU were very positive.

## **FINDINGS: OVERALL USU EXPERIENCES (See Table 16)**

There were several questions in the survey that focused on general perceptions of USU. When students were given the statement: "I am satisfied with the education I am receiving at USU", 86.6% of the respondents agreed or strongly agreed with this statement. Only 3.1% said they disagreed or strongly disagreed. When asked if tuition was a worthwhile investment, 64.9% of the respondents agreed or strongly agreed, but 10.4% disagreed or strongly disagreed.

Seventy-six percent of the respondents said that if they had to make the decision again they would still come to USU. Eight percent of the respondents disagreed or strongly disagreed. Seventy-six percent of the respondents intended to graduate from Utah State University, while 9.9% did not.

When students were asked what they would tell a graduating high school student about Utah State University, four responses were available: (1) It's great, come here to school, (2) Mostly positive things, (3) Mostly negative things, and (4) It's not great, don't come here. An overwhelming majority of respondents (95.9%) said USU was great or at least said mostly positive things about the university.

Responses on these questions suggest that the majority of respondents are satisfied with their USU experience thus far. Please note that those surveyed were the students who chose to remain at the university. This survey does not take into account the views of students who did not return to school Spring Semester. Previous research however, suggests that non-returning students tend to leave USU for personal, financial, or family reasons, not dissatisfaction with the University.

**TABLE 16. OVERALL USU EXPERIENCES**

	<b>AG</b>	<b>BUS</b>	<b>ED/HS</b>	<b>ENGR</b>	<b>HASS</b>	<b>NR</b>	<b>SCI</b>	<b>OTHER</b>	<b>TOTAL</b>
<b>I am satisfied with the education I am receiving at USU.</b>									
Strongly agree	35.8%	29.2%	39.9%	28.1%	29.0%	25.0%	29.1%	28.2%	31.1%
Agree	53.8%	52.8%	50.7%	59.5%	58.3%	53.6%	57.3%	56.6%	55.5%
Neutral	7.5%	13.9%	8.1%	9.0%	9.9%	17.9%	6.4%	12.4%	10.3%
Disagree	2.8%	2.3%	1.4%	2.9%	2.0%	0.0%	4.5%	1.8%	2.2%
Strongly disagree	0.0%	1.9%	0.0%	0.5%	0.8%	3.6%	2.7%	1.0%	0.9%
<b>The tuition I pay at USU is a worthwhile investment.</b>									
Strongly agree	22.6%	23.6%	20.6%	20.6%	20.6%	14.3%	13.6%	16.5%	19.6%
Agree	36.8%	41.7%	50.7%	44.5%	46.0%	46.4%	46.4%	45.2%	45.3%
Neutral	26.4%	23.6%	19.9%	22.0%	25.4%	25.0%	23.6%	29.5%	24.6%
Disagree	9.4%	5.1%	5.4%	10.5%	6.0%	7.1%	12.7%	6.7%	7.2%
Strongly disagree	4.7%	6.0%	3.4%	2.4%	2.0%	7.1%	3.6%	2.1%	3.2%
<b>If I had to make the decision again, I would still come to USU.</b>									
Strongly agree	36.8%	34.3%	41.6%	33.0%	30.6%	25.0%	31.8%	30.0%	33.7%
Agree	48.1%	40.7%	38.9%	45.9%	42.1%	32.1%	38.2%	42.9%	42.0%
Neutral	9.4%	14.4%	14.5%	15.8%	17.9%	21.4%	20.0%	19.1%	16.5%
Disagree	2.8%	5.6%	3.7%	3.3%	7.1%	14.3%	4.5%	4.7%	4.9%
Strongly disagree	2.8%	5.1%	1.4%	1.9%	2.4%	7.1%	5.5%	3.4%	3.1%
<b>I intend to graduate from Utah State University.</b>									
Strongly agree	45.3%	42.6%	50.7%	45.0%	42.2%	50.0%	34.5%	31.5%	41.1%
Agree	37.7%	36.1%	35.1%	40.7%	36.3%	14.3%	35.5%	31.3%	35.1%
Neutral	12.3%	11.6%	6.8%	10.5%	14.3%	17.9%	19.1%	19.6%	13.6%
Disagree	1.9%	5.1%	3.0%	1.9%	2.8%	7.1%	6.4%	10.9%	5.2%
Strongly disagree	2.8%	4.6%	4.4%	1.9%	4.4%	10.7%	4.5%	6.7%	4.7%
<b>What would you tell a graduating high school student about Utah State University?</b>									
It's great come here to school	62.1%	54.5%	63.7%	47.7%	54.6%	39.1%	49.5%	54.4%	55.2%
Mostly positive things	33.7%	38.1%	33.5%	49.7%	43.7%	47.8%	44.8%	41.2%	40.7%
Mostly negative things	3.2%	4.0%	2.1%	0.0%	0.8%	0.0%	1.0%	3.2%	2.1%
It's not great, don't come here	1.1%	3.5%	0.7%	2.5%	0.8%	13.0%	4.8%	1.1%	1.9%

NOTE: Percentages are based on the number of students responding to each question.

## **ADDITIONAL INFORMATION**

This report appears on the USU Facts and Figures website at <http://aaa.usu.edu/factsfigures/surveys.asp>.

**APPENDIX A**

**The Freshman/Sophomore Student Survey**





62718

# Utah State UNIVERSITY

## FRESHMAN/SOPHOMORE SURVEY

Please take a few minutes and complete this survey. To answer the questions, just fill in the "○" that is applicable, e.g., ●.

1. What is your major department?

### Agriculture

- Agricultural Systems Technology & Education
- Animal, Dairy, & Veterinary Sciences
- Applied Economics
- Nutrition, Dietetics and Food Sciences
- Plants, Soils, & Climate

### Jon M. Huntsman School of Business

- Economics & Finance
- Management
- Management Information Systems
- School of Accountancy

### Emma Eccles Jones College of Education & Human Services

- Communicative Disorders & Deaf Education
- Family, Consumer, & Human Development
- Health, Physical Education, & Recreation
- Instructional Technology
- Psychology
- School of Teacher Education & Leadership
- Special Education & Rehabilitation

### Engineering

- Biological & Irrigation Engineering
- Civil & Environmental Engineering
- Electrical & Computer Engineering
- Engineering & Technology Education
- Mechanical & Aerospace Engineering

### Humanities, Arts & Social Sciences

- Art
- English
- History
- Interior Design
- International Studies
- Journalism & Communication
- Landscape Architecture & Environmental Planning
- Languages, Philosophy, & Speech Communication
- Liberal Arts & Sciences
- Music
- Political Science
- Sociology, Social Work, & Anthropology
- Theatre Arts

### Natural Resources

- Environment & Society
- Watershed Sciences
- Wildland Resources

### Science

- Biology
- Chemistry & Biochemistry
- Computer Science
- Geology
- Mathematics & Statistics
- Physics

### Other

- Interdisciplinary Studies
- Undeclared
- Other

## ABOUT YOU

2. Are you:  Male  Female

3. Are you a U.S. citizen?  Yes  No

4. If you are a U.S. citizen, are you:  American Indian or Alaskan Native  Hispanic  White  
 (Answer only if a U.S. citizen.)  Asian  Native Hawaiian/Pacific Islander  Two or more races  
 Black, African American

5. Are you:  Single  Married

6. How many children do you have?  0  1  2  3  4 or more

7. How old are you?  18-20  21-25  26-30  31-40  41-50  51 + years

8. How many credits are you taking this semester?  1-6  7-11  12-15  16 or more

9. About how many total college credits have you completed?  0-30  31-60  61-90  91 or more

10. Where have you taken most of your general education courses:  At USU  At another college  By AP or CLEP

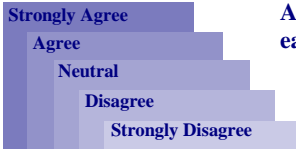
11. Where was your permanent address before you started school at USU?

- Cache Valley  Outside of Utah, but in the USA
- Utah, but outside of Cache Valley  Outside the USA

12. How many semesters have you been enrolled at USU?

- 2 or less  9-10
- 3-4  11-12
- 5-6  More than 12
- 7-8



**QUALITY OF YOUR USU EXPERIENCE:**

As you think about your time at USU, to what extent do you agree or disagree with each of the following statements?

**Advising**

- My USU advisors give me good advice.
- My advisors care about me as an individual.
- I often have difficulty getting an appointment with an advisor.
- I am satisfied with my advisor.
- Overall, I am satisfied with the advising system at USU.

**Faculty/Department**

- I am satisfied with the quality of teaching in my department.
- I am respected and treated fairly by my department.
- Faculty are usually available after class or during office hours.
- Requirements for my major are clear and reasonable.
- There is at least one faculty member that I consider a friend.
- Overall, I am satisfied with my department.

**General Education/University Studies**

- I have difficulty scheduling general education courses.
- General education requirements are confusing.
- General education courses are well-taught.
- I am a good writer.
- I have good computer skills.
- I have the skills that I need in mathematics.
- General education is a useful part of my university experience.

**Libraries/Technology**

- USU libraries have the books, journals, and materials I need.
- It is difficult to locate materials in USU's libraries.
- USU library staff are available and helpful.
- USU should offer more online courses.
- My teachers use technology effectively in the classroom.

**Starting College**

- College classes are more difficult than I expected.
- I have close friends here at USU.
- I often feel overwhelmed by the demands on my time.

**Campus Climate**

- I feel safe on the USU campus.
- Professors at USU are respectful of different points of view.
- Students at USU are respectful of different points of view.
- USU does not provide enough activities for its students.
- I know students from other countries or of other races.
- Faculty at USU care about students.
- Staff at USU care about students.

**USU Overall**

- I am satisfied with the education I am receiving at USU.
- The tuition I pay at USU is a worthwhile investment.
- If I had to make the decision again, I would still come to USU.
- I intend to graduate from Utah State University.

**EVALUATION OF OTHER SERVICES AND ACTIVITIES:**

During your time at USU, how often each semester have you used or participated in each of the following and how satisfied are you with them? (Fill in one circle on each side for each topic.)

How often did you use this service...	...Evaluation of Service	How often did you use this service...	...Evaluation of Service
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**APPENDIX B**

**Written Comments**

**ACTIVITIES**

WHAT IS STAB?

FRESHMEN NEED TO KNOW WHAT FUN THINGS THERE ARE TO DO IN LOGAN....IT'S BORING HERE!

THE OFFICIATING FOR MEN'S INTRAMURALS BASKETBALL WAS HORRIBLE, ABSOLUTELY TERRIBLE. THEY DON'T EVEN SEEM TO KNOW BASKETBALL.

BETTER REFEREES AT THE INTRAMURALS.

IT IS HARD FOR A PERSON TO JOIN A TEAM.

THE HOWL NEEDS TO OFFER FOOD AND MAYBE A COSTUME CONTEST IT'S TOO.

FOR SOCCER.

INTRAMURALS SHOULD GO MORE THAN 4 WEEKS.

HONESTLY ITS VERY DIFFICULT TO FIND INFO ON THE EVENTS ON CAMPUS I USUALLY HAVE TO FIND OUT BY WORD OF MOUTH, PERHAPS A COMPREHENSIVE MAP ON THE HOMEPAGE WOULD BE GOOD.

I DON'T KNOW WHAT STAB IS.

MORE ACTIVITIES.

DON'T PLAY TECHNO AT DANCES.

I SIGNED UP FOR INTERMURALS AND DIDN'T GET ON A TEAM, NO ONE WOULD GIVE ME MY MONEY BACK EVEN AFTER ASKING 10 DIFFERENT TIMES.

INTRAMURALS HERE ARE A JOKE.

ACTIVITES OFFERED BY USU...THEY ARE ALWAYS THE BEST.

STAB EVENTS ARE THE BEST. I LOVE THEM.

**ADVISING**

THE ONE COMPLAINT I HAVE IS WITHIN MY DEPT. I HAVE HAD A HARD TIME FINDING OUT WHO MY ADVISOR IS. I AM ALWAYS REFERED TO SOMEONE WHO REFERS ME TO SOMEONE ELSE, WHO REFERS ME TO YET SOMEONE ELSE.

THE ADVISORS I HAVE BEEN TO DO NOT KNOW ANY INFO BUT THE BARE MINIMUM, AT LEAST THEY ARE HELPFUL WITH THAT ADVISORS ARE UNAVAILABLE, UNCLEAR, TOO BUSY. AND YET I NEED QUESTIONS ANSWERED TERRIBLY!

RATHER HAVE 1 ADVISOR FOR EVERYTHING.

I DISLIKE HAVING 3 ADVISORS (MATH, ENGINEERING, AND HONORS).

I AM AN HONORS STUDENT AND AM SATISFIED WITH MY HONORS ADVISOR AND HONORS GENERALS BUT THE ADVISOR OF MY REGULAR DEPARTMENT CUT A MEETING SHORT BECAUSE OF ANOTHER MEETING. UNACCEPTABLE!

I DISLIKE MY ACTUAL ADVISOR BUT I ENJOY MY PEER ADVISOR.

ADVISING FOR FLIGHT PROGRAM ISN'T GOOD. (NAME) IS VERY NEGATIVE AND UNFRIENDLY! WILL NEVER! GO BACK TO HER MANY FLIGHT STUDENTS FEEL THE SAME WAY.

ADVISING/MAIN OFFICE STAFF PASS THE BUCK ONE TO ANOTHER. FAILURE TO COMMUNICATE. STAFF SHOWED LACK OF RESPONSIBILITY. VERY DISSATISFIED!

IT IS LEFT UP TO THE STUDENTS TO FIGRUE THINGS OUT FOR THEMSELVES. ASKING OTHER STUDENDS IS HOW I SURVIVED.

ADVISING SYSTEM IS HORRIBLE ESPECIALLY FOR STUDENTS WHO DON'T ALREADY KNOW WHAT THEY WANT TO STUDY, OR WHO ARE PURSUING DOUBLE MAJORS.

I FIND IT CONFUSING TRYING TO KNOW WHAT MY MAJOR OR MINOR IS AND WHO I CAN ASK FOR QUESTIONS.

THE ADVISOR NEED TO KNOW WHAT THEY ARE TALKING ABOUT CONSISTENTLY.

**BOOKSTORE**

BOOKS ARE OVERPRICED IN THE BOOKSTORE.

SERVICE AT THE BOOKSTORE IS FRIENDLY, BUT NOT VERY ORGANIZED.

THE BOOKSTORE CAN BE HELFPUL.

THE BOOKSTORE DOUBLE CHARGED ME!

BOOKS.

THE BOOKSTORE HAD EVERYTHING I NEEDED BUT IT WAS A RIP-OFF!

THE BOOKSTORE IS OVERPRICED, UNDERSTOCKED AND DOESN'T CARRY THE THINGS MY CLASSES REQUIRE. SHOULD BE CHEAPER PRICES ON BOOKSTORE ITEMS.

I WAS NOT IMPRESSED WITH THE BOOKSTORE, THEY LIED TO ME ABOUT THE LAPTOP I WAS GETTING, DIDN'T RETURN MY CALLS, AND WASTED MORE THAN 800 DOLLARS. I CALLED APPLE AND THEY WERE DISPLEASED ABOUT THE ACTIONS OF THE BOOKSTORE AS WELL

BOOKSTORE IS TOO EXPENSIVE

THE BOOKSTORE PRICES ARE UNREAL. COME ON, WE ARE STUDENTS WHO ARE PAYING TUITION ON TOP OF FOOD, TOILETRIES, ETC. AT LEAST GIVE US A MIN OF 50% OFF RETAIL.

THE BOOKSTORE IS TOO PRICEY, WE'RE ALREADY GIVING ALL OF OUR MONEY TOWARDS TUITION, DON'T TAKE ADVANTAGE OF US JUST BECAUSE WE ARE STUDENTS.

BOOKS ARE TOO EXPENSIVE.

**CARD OFFICE**

I LOVE THE CARD OFFICE.  
THE CARD OFFICE IS VERY HELPFUL.

**CLASSES**

I WISH THE EDUCATION WAS MORE HANDS ON.  
SUPPLEMENTAL INSTRUCTION IS VERY RARELY DURING A TIME THAT IS AVAILABLE FOR STUDENTS WHO HAVE TO WORK.  
THE CLASS SIZES ARE FAR(!) TOO BIG TO HAVE QUALITY LEARNING EXPERIENCES.  
I WISH MORE CLASSES WERE OFFERED IN THE SUMMER AND ONLINE.  
WANT TO GO ON STUDY ABROAD.  
MANY GE COURSES ARE DUMBED DOWN AND EASIER THAN MY HIGH SCHOOL COURSES.  
MATH TUTORING IS AMAZING BEING THAT I CANNOT UNDERSTAND MY MATH TEACHERS CHINESE ACCENT.  
FEEL THAT SOME OF THE OPTIONS OF CLASSES TO TAKE ARE REQUIRED ARE WORTHLESS.  
(GENERALS) THEY ARE USUALLY IRRELEVANT TO MY MAJOR.  
LARGE MATH CLASSES AREN'T COOL.  
DON'T SACRAFICE A GOOD TEACHING ENVIRONMENT TO FIT MORE STUDENTS INTO CLASSES LIKE MATH.  
TOO BIG OF CLASSES AND TEACHERS WHO CAN'T SPEAK ENGLISH AREN'T GOOD.  
TOO BIG OF CLASSES FOR GENERALS.  
OFFER A BETTER VARIETY OF CLASSES.  
REMOVE THE BREADTH CLASSES.  
I WOULD LIKE MORE ONLINE COURSES AVAILABLE TO FIT WITH JOB SCHEDULES.  
MORE ONLINE COURSES.  
BLACKBOARD VISTA IS AWFUL.  
NO CALCULATORS IN MATH 1010 DOESN'T MAKE SENSE.  
GENERALS ARE TIMEWASTERS (SUCH AS CREATIVE ARTS) AND SHOULD NOT BE REQUIRED.  
GENERALS ARE POINTLESS .  
I WISH MORE CLASSES HAD SI'S.  
MORE ACCESS ON OBTAINING INTERNSHIPS TO GET HANDS ON EXPERIENCE.  
TAKING 1050 MATH WITH 300 PEOPLE AND A DEADBEAT PROFESSOR STINKS.  
NOT ENOUGH DIFFERENT KIND OF CLASSES OR MAJORS. ALL THERE IS LANDSCAPE ARCHITECTURE AND ARCHITECTURE,  
ALSO REGISTRATION IS UNFAIR.  
MATH 1050 NEEDS TO BE SMALLER TO HAVE MORE MEANINGFUL STUDENT INTERACTION.  
USELESS LECTURE COURSE BECAUSE OF THIS IF IT WERE A VIEW OF BOTH SIDES OF THE ISSUE AND THOUGHT OUT IT  
WOULD BE A BETTER CLASS.  
I THINK THE MATH DEPARTMENT IS HORRIBLY ORGANIZED AND SLOWS STUDENTS DOWN IN THEIR PROGRESS TOWARDS  
GRADUATION.  
FFE CLASSES ARE GREAT.  
THE USU CLASSES ARE A WASTE OF TIME ESPECAILLY FOR TRANSFER STUDENTS.  
MAKE IT AVAILABLE TO VIEW BLACKBOARD AND ACCESS IN MULTIPLE WINDOWS PLEASE.  
MY ONLY CONCERN ABOUT ATTENDING UTAH STATE IS ALL THE GRAD STUDENTS THAT TEACH CLASSES. SOME ARE NOT  
QUALIFIED OR DO NOT HAVE THE SKILLS TO HOLD A CLASS WHERE STUDENTS ARE PAYING A LOT OF MONEY FOR GOOD  
INFORMATION.  
GEN ED MATH 1050 IS VERY UNSATISFACTORY AND I FEEL LIKE I AM NOT RECEIVING THE SKILLS AND EDUCATION I NEED  
FOR TODAYS JOB MARKET.  
USU NEEDS MORE PROFESSORS I DISLIKE GRADUATE STUDENTS TEACHING.  
I THINK MY PAY DESERVES AN ACTUAL PROFESSOR AND GEN ED CLASSES ARE FAR TOO LARGE.  
IF YOU ARE GOING TO HAVE A HUGE MATH 1050 CLASS, GET MORE EXPERIENCED RECITATION LEADERS (TEACHING  
EXPERIENCE).  
ONLINE COURSE-SUCKS.  
ONLINE COURSES ARE A NIGHTMARE (AT LEAST THE ONE I AM TAKING).

**COST**

TUITION IS WAY TOO EXPENSIVE! HOW ARE KIDS SUPPOSED TO PAY FOR THAT WHEN PARENTS WONT HELP YOU EVEN  
THOUGH THEY HAVE JUST ENOUGH MONEY SO YOU DON'T GET GRANTS!?! IT'S REDICULOUS.  
TUITION IS TOO HIGH FOR POOR STUDENTS.  
LOWER THE COST OF GETTING AN EDUCATION.  
TUITION TOO HIGH SUCKS.  
OUT OF STATE TUITION IS REDICULOUS(ID) I LIVE JUST ACROSS THE BORDER.  
WELL THE UTAH STATE TUITION KINDA SUCKS BUT EVERYTHING ELSE IS GREAT.  
EXPENSIVE FOR LACK OF SUBSTANCE.  
TOO EXPENSIVE.  
I FEEL I PAY A TON OF MONEY FOR THINGS THAT I DON'T USE.

TUITION SHOULD BE LESS SHOULDN'T WASTE MONEY ON OUR "FOOTBALL TEAM".  
WHAT IS USU DOING WITH ALL OF OUR MONEY.  
THE BUDGET CUTS SHOULDN'T HAVE AFFECTED THE MATH DEPARTMENT SO MUCH.  
TUITION IS WAY TOO EXPENSIVE.  
LOWER TUITION.  
PLEASE LOWER TUITION.  
HELP NON RESIDENTS WITH TUITION.  
TUITION COSTS ARE TOO HIGH USU SHOULD SPEND MONEY ON SCHOLARSHIP PROGRAMS INSTEAD OF SPORTS.  
INTERNATIONAL STUDENTS FEE IS TOO HIGH.

## **FACILITIES**

PUT SANITARY LINERS IN THE RESTROOMS!  
DON'T LIKE HOW THE CAMPUS IS DESIGNED THE CAMPUS IS NOT TERRIBLY WELCOMING. WEIRD DESIGN THAT NEEDS MORE CENTRAL ON CAMPUS HOUSING.  
THE FACILITIES ARE A WASTING MONEY, THEY COULD BE RUN MUCH MORE EFFICIENTLY AND EFFECTIVELY.

## **FIELDHOUSE/HPER**

EXERCISE FACILITIES ARE GREAT!  
FIELDHOUSE NEEDS A NEW RESURFACED TRACK.  
THE FIELDHOUSE IS VERY CONVENIENT.  
FIELDHOUSE NEEDS A MAT FOR STRETCHING, DOING CRUNCHES, ETC.  
IT WOULD HELP IF THINGS ABOUT USING THE HPER/FIELDHOUSE WERE MORE CLEAR, LIKE AT SOAR.  
FIELDHOUSE NEEDS WORK DONE ESPECIALLY ON THE INDOOR TRACK, IT'S LIKE RUNNING ON CONCRETE.  
FIELDHOUSE IS TOO BUSY AND HPER ISN'T WORTH GOING TO.  
FIELDHOUSE AND HPER MORE OPENING HOURS.  
I THINK THE FIELDHOUSE NEEDS A NEW TRACK.  
I THINK THERE NEEDS TO BE MORE ROOM AT THE FIELDHOUSE SO THAT MORE PEOPLE CAN WORK OUT.  
BIGGER FIELDHOUSE, MORE WEIGHTS PLEASE.  
THE FIELDHOUSE AND HPER NEED TO BE DIRECTED MORE EFFICIENTLY.  
NEED BETTER CLIMBING GYM IN FIELDHOUSE.  
HPER EITHER NEEDS TO BE OPEN LATER OR THE FIELDHOUSE NEEDS MORE BASKETBALL COURTS.  
THE HPER BUILDING NEEDS TO BE MORE AVAILABLE TO STUDENT CLUBS.  
THE FIELDHOUSE NEEDS TO RESURFACE THE TRACK.  
NEED A BETTER WEIGHT ROOM.  
I FEEL THAT THE FIELDHOUSE SHOULD BE IMPROVED UPON. MOSTLY WITH AIRCONDITIONING ELIPTICALS, AND TREDMILLS THAT WORK.  
YEAH, KEEP THE FIELDHOUSE MUCH CLEANER AND GET MORE OUTLETS. THERE ARE HUNDREDS OF GIRLS AND 1 OUTLET!  
ALSO, HAVE MORE SHOWERS WITH CURTAINS!  
FIELD HOUSE IS NICE BUT WE COULD USE ANOTHER OR UP TO DATE GYM.  
NEED A NEW TRACK IN THE FIELDHOUSE.  
BUILD A BIGGER ROCK CLIMBING GYM.  
EXERCISE MACHINES IN HYPER WERE FAULTY BUT STILL IN USE.  
WE NEED A NEW INDOOR TRACK FACILITY.

## **FINANCIAL AID**

THE FINANCIAL AID OFFICE NEEDS TO MAKE FINDING SCHOLARSHIPS EASIER. HAVE SOME THERE TO FILL OUT ON THE SPOT.  
SOME OF THE PEOPLE IN THE FINANCIAL AID OFFICE HAVE BEEN REALLY NICE AND HELPFUL BUT OTHERS HAVE BEEN INCREDIBLY RUDE AND DEMANDING.  
THE FINANCIAL AID OFFICE IS REALLY HELPFUL.  
SOME STAFF AT THE FINANCIAL AID OFFICE ARE RUDE.  
THE FINANCIAL AID OFFICE IS VERY CONFUSING AT TIMES.  
IT IS ALSO IMPOSSIBLE TO FIND A JOB. THE EMPLOYMENT OFFICE IS A WASTE OF TIME.  
ACADEMIC SCHOLARSHIPS ARE UPSETTING.  
EMPLOYMENT OFFICE HAS BAD SERVICE.  
FINANCIAL AID OFFICE DOESN'T HELP STUDENTS AT ALL.  
THE FINANCIAL AID OFFICE NEVER RESPONDS TO ANY OF MY LETTERS OR CALLS.  
THE LADIES IN THE FINANCIAL AID OFFICE COULD BE A LITTLE LESS GROUCHY.  
FINANCIAL AID OFFICE HAS BEEN A NIGHTMARE.  
THE FACULTY IN THE FINANCIAL AIDE OFFICE ARE VERY RUDE.



## FOOD SERVICES

HUB - BROKEN TABLES AND BOOTHS, SLOW INTERNET...NOT GOOD REP FOR USU.

NEED BETTER FOOD AND A TALKING MONKEY.

WHY CAN'T OTHER PEOPLE USE YOUR MEALS IF YOU HAVE A SET # OF MEALS PER WEEK? I FEEL LIKE I SHOULD BE ABLE TO USE THEM HOWEVER I WISH WHEN I'M PAYING FOR THEM.

STUDENTS.

HUB FOOD IS TOO EXPENSIVE.

CHEAPER PRICE AT MARKETPLACE AND HUB.

JUNCTION COULD USE MORE SELECTIONS.

MEA PLANS ARE VERY OVERPRICED.

HUB TOO EXPENSIVE.

MARKETPLACE AND JUNCTION FOOD IS GREAT BUT GETS OLD FAST. NEEDS MORE VARIETY OR CHANGE.

LIVING ON CAMPUS WHEN JUNCTION AND MARKETPLACE ARE CLOSED AND EVERYONE IS HUNGRY THE HOURS ARE INCONVENIENT IF YOU WORK.

THE FOOD AT THE HUB SUCKS, THEY USED TO HAVE GOOD PIZZA LIKE TWO YEARS AGO BUT I CAN'T EAT THERE ANY MORE.

MARKETPLACE AND JUNCTION ARE TOO EXPENSIVE I CAN'T AFFORD IT.

THE MARKETPLACE NEEDS MORE HEALTHY, QUALITY FOOD, WE PAY A LOT FOR IT.

HUB WOULD MAKE MORE MONEY IF THEY LOWERED PRICES AND BROUGHT IN GOOD FOOD.

SHOULD BE CHEAPER PRICES ON FOOD.

NEED MORE OF A SELECTION ON FOODS.

YES OFTEN THE FOOD AT THE JUNCTION IS BLAND AND LUNCH IS NOT AVAILABLE WHEN I'M DONE WITH CLASSES (2:30).

MEAL PLANS COST WAY TOO MUCH.

MARKETPLACE IS GROSS.

MARKETPLACE NEEDS MORE VARIETY. I HAVE TO EAT THERE EVERYDAY AND THE FOOD GETS VERY BORING.

THE MARKETPLACE HAS BECOME SIGNIFICANTLY LESS APETIZING THIS SECOND SEMESTER. CHOICES HAVE BECOME LESS APPEALING.

MARKETPLACE SHOULD HAVE MORE VARIETY AND LONGER HOURS.

THE JUNCTION NEEDS TO STEP UP AND BE BETTER.

PLEASE HAVE BREAKFAST AT THE MARKETPLACE.

THE MARKETPLACE COULD USE BETTER QUALITY FOOD I.E. NO MORE FROZEN FRIES.

ONCE FOUND STRANGE BLACK SUBSTANCE IN A ROLL AT THE MARKETPLACE...

THE MARKETPLACE NEEDS BREAKFAST LIKE THE JUNCTION AND LESS REPETITION IN THE FOOD.

MARKETPLACE NEEDS MORE HEALTHY/VEGETARIAN OPTIONS.

## HEALTH SERVICES

HEALTH AND WELLNESS CENTER: HAD TO WAIT A LONG TIME, SOLUTIONS DIDN'T ALWAYS WORK.

I WISH I KNEW WHAT THE DEAL IS WITH THE HEALTH AND WELLNESS CENTER.

SOME OF THE OPTIONS FOR STUDENTS SUCH AS HEALTH INSURANCE AND WELLNESS CENTER ARE NOT WELL KNOWN AND HAD TO BE TOLD ME BY ANOTHER STUDENT.

THE STUDENT HEALTH/WELLNESS CENTER IS AWESOME! I LOVE DR MARY.

DIDN'T KNOW THERE WAS HEALTH INSURANCE BECAUSE I NEED IT.

IT FELT LIKE THE DR OFFICE DIDN'T WANT ME IN THERE. NOT HAPPY AT ALL.

IT WOULD HAVE BEEN NICE TO KNOW MORE ABOUT STUDENT HEALTH INSURANCE.

## HOUSING

FIX BLUEZONE IN THE TOWERS NOW!!

## PARKING

WE NEED MORE PARKING.

EVERYONE WHO WORKS IN/FOR THE PARKING OFFICE ARE RUDE AND UNHELPFUL. THE PROPOSED PLANS WILL NOT FIX ANYTHING THE PARKING OFFICE IS THE SOLE REASON I WILL NOT BE DONATING ANY(!) MONEY WHEN I AM AN ALUMNI.

FIND MORE WAYS FOR STUDENTS TO PARK ON CAMPUS.

YOU REALLY NEED A BETTER PARKING SYSTEM. THE METERS NEED A BETTER TIMING SYSTEM.

LOWER PARKING PRICES AND HIRE FRIENDLY PEOPLE WHO WANT(!) TO HELP US.

PARKING ENFORCEMENT IS OUT OF CONTROL...EITHER MAKE MORE PARKING OR EASE UP ON ENFORCEMENT.

PARKING IS A MAJOR CONCERN I UNDERSTAND THAT IT IS A GOOD WAY TO CREATE BUT THEY ARE ALWAYS TOO HAPPY TO HAND OUT TICKETS. POSSIBLY SOME LENIANCY WOULDN'T GO AMISS.

PARKING IS TERRIBLE AT USU.

THE PARKING SERVICE PEOPLE ARE EXTREMELY RUDE AND TREAT STUDENTS WITH EXTREME DISRESPECT.

PARKING IS A JOKE! IT'S CRAP THAT WE ARE CHARGED SO MUCH, ESPECIALLY WHEN THERE ARE SO MANY EMPTY SPOTS AT THIS STADIUM. MAKE THE STADIUM FREE PARKING.

PARKING SUCKS.

IT IS IMPOSSIBLE TO FIND PARKING SPOTS AND UNREASONABLE TO NOT BE ABLE TO PARK ON PUBLIC ROADS WITHOUT PAYING.

## **PROFESSORS**

TEACHERS NEED TO BE EVALUATED ON HOW WELL THEY TEACH.

GRAD STUDENTS ARE TERRIBLE TEACHERS AND NOT WORTH MY TUITION.

GRAD STUDENTS(AS TEACHERS) ARE TERRIBLE AND NOT WORTH MY TUITION.

SOME OF THE TEACHERS TRY TO TEACH/PREACH THEIR POLITICAL VIEWPOINT-VERY ANNOYING. BUT MOST TEACHERS ARE GOOD.

ANDY ANDERSON IS A GREAT TEACHER.

TEACHERS SHOULD LEARN TO ADJUST THEIR TEACHING FOR THE WEAKEST OF STUDENTS INSTEAD OF SHOWING OFF AND ASSUMING THINGS.

USU TEACHING FACULTY IS BAD. IT IS NOT A QUALITY EDUCATION FOR MY MONEY.

SOME INSTRUCTORS NEED TO BE BETTER TRAINED WITH THE TECHNOLOGY THEY WILL BE USING IN CLASS.

WHY CAN WE NOT HAVE PROFESSORS WHO SPEAK ENGLISH?

WHY DO WE FIRE THE YOUNG ENERGETIC PROFESSORS?

I DON'T THINK IT'S TOO MUCH TO ASK FOR TEACHERS WHO SPEAK ENGLISH WELL.

SOME TEACHERS NEED TO DEVELOP A FEW ACTUAL TEACHING SKILLS.

HARRISON KLIENER DESERVES HIS JOB BACK.

SOME TEACHERS ARE VERY PUSHY WITH THEIR BELIEFS AND POLITICAL STANCE WHICH MAKES STUDENTS FEEL LIKE THEY MUST AGREE WITH THEM.

## **PSYCHOLOGICAL SERVICES**

COUNSELING CENTER IS VERY HELPFUL.

VISITED A DOCTOR IN THE COUNSELING CENTER WHO IMMEDIATELY SUGGESTED MEDS I CONTINUED THERAPY IN ANOTHER DIRECTION AND AM FINE NOW I FELT OFFENDED THAT THEY DIDN'T CARE ABOUT ME AS A PERSON.

COUNSELING SERVICES IS ALWAYS SLAMMED, NEED MORE STAFF.

GET MORE HELP AND INFORMATION FOR THOSE WITH TEST ANXIETY.

## **REGISTRATION/REGISTRAR'S OFFICE**

ONLINE REGISTRATION: IT IS VERY FRUSTRATING THAT WE CANNOT SIGN UP FOR CLASSES WITH CONFLICTING TIMES TO RESERVE OUR SPOT IN THE CLASS WHILE FINALIZING OUR SCHEDULE.

MAKE ONLINE REGISTRATION EASIER.

PEOPLE AT REGISTRAR'S OFFICE DON'T CARE! PERIOD. VERY RUDE!

ONLINE REGISTRATION NEEDS DRASTIC IMPROVEMENTS!!! FINALLY HAD TO CONTACT ADMISSION TO COMPLETE IT.

THE VA LIASON IN THE REGISTRAR GIVES VERY LIMITED INFORMATION.

TO MEET VA REQUIREMENTS, SHE DIDN'T EDUCATE ME UNTIL IT WAS TOO LATE, WISHING SHE WOULD EDUCATE BETTER, AND EXPLAIN WHY MORE CLEARLY.

GET COMPETANT PEOPLE TO WORK IN THE REGISTRARS OFFICE I HAVE ENDED UP WITH NO INSURANCE BECAUSE OF THEIR MISTAKES.

PLEASE MAKE ONLINE REGISTRATION MORE FIRST TIME USER FRIENDLY.

SOMETIMES IT CAN BE VERY FRUSTRATING TRYING TO REGISTER AND PAY FOR CLASSES, PEOPLE HERE ARE GRUMPY WHEN HELPING YOU AND ACT LIKE THEY DONT WANT YOU TO SUCCEED.

ONLINE REGISTRATION WAS FRUSTRATING.

## **SERVICES IN GENERAL**

I GET MY CLASSES SO I NEVER REALLY NEEDED EXTRA HELP AND I WORK A LOT SO I DON'T HAVE SPARE TIME FOR THESE ACTIVITIES.

GO AGGIES!

I'M GLAD ALL THAT'S AVAILABLE.

I'M GLAD THEY'RE AVAILABLE.

I WOULD LIKE TO SEE IT MORE LIKE THE U OF U. PLEASE.

I THINK ITS GREAT UTAH STATE OFFERS SO MANY FREE OR INEXPENSIVE SERVICES/ACTIVITIES.

IS IT POSSIBLE TO MAKE MORE ONLINE MORE ACCESSIBLE.

THERE IS ROOM FOR IMPROVEMENT.

I DON'T KNOW WHAT SOME THESE THINGS ARE.

I THINK THE NUMBER OF SERVICES AVAILABLE IS INCREDIBLE.

I'M SURE ALL OF THESE PLACES ARE GOOD AND I NEED TO TAKE MORE ADVANTAGE OF THEM.  
IT SEEMS SOME SERVICE ARE USED MUCH MORE THAN OTHER AND THE OTHERS ARE WANTING OUR MONEY. ITS TIME TO REDISTRIBUTE THE MONEY TO PROVIDE MORE OF THE SERVICES DEMANDED.  
I THINK RED BOXES ON CAMPUS IS A GREAT IDEA.  
I HAVE USED A LOT OF THEM BUT WANT TO AND I'VE HEARD THEY ARE ALL RIGHT.  
WHAT I HAVE USED I HAVE BEEN VERY PLEASED WITH.  
I AM A STUDENT-ATHLETE. MANY OF THESE SERVICE I EXPERIENCE AT THE LAUB AND LIKED THEM A LOT.  
THIS IS MY FIRST YEAR AND I HAVEN'T HAD A CHANCE TO USE ALL THAT IS AVAILABLE YET.  
THERE ARE RESOURCES THAT I WOULD USE IF I KNEW HOW THEY WORKED.  
I'VE ONLY BEEN HERE 5 WEEKS.  
THE ITEMS I USED WERE VERY HELPFUL.  
I GUESS I NEED TO USE MORE SERVICES OFFERED BY THE SCHOOL.  
I'M A NEW STUDENT SO I'M STILL TRYING TO TAKE THE MOST OUT OF MY EXPERIENCE HERE. SO FAR I AM VERY WELL PLEASED.  
MOST OF THE SERVICES ON THE RIGHT I SIMPLY DIDN'T HAVE TIME TO USE BUT PLAN TO IN THE FUTURE.  
VERY IMPRESSED WITH WHAT IS AVAILABLE PLAN TO USE THE SERVICE MORE OFTEN AS I CONTINUE ON IN SCHOOL.  
THE CAREER PLACEMENT PEOPLE SEEM DISINTERESTED IN ACTUALLY HELPING ME WITH MY CONCERNS.

### **SHUTTLE BUS**

BUS - I DON'T LIKE HOW THEY STUFF PEOPLE IN LIKE CATTLE.  
THE SHUTTLE BUS NEEDS AND AGGIE ICE CREAM STOP.  
SHUTTLE BUS SHOULD HAVE A SCHEDULE - NOT EVERYONE HAS AN IPHONE TO SEE WHERE IT IS!  
THERE SHOULD BE A BUS TO THE SOUTH FARM.  
PLEASE TELL THE BUSES TO START RIGHT AT 7 IT IS COLD OUTSIDE!  
WOULD BE HELPFUL IF INNOVATION CAMPUS BUS ROUTE RAN EARLY MORNINGS.  
NEED MORE BUSES TO RUN CAMPUS LOOP IN THE MORNINGS! MANY TIMES THIS WINTER WE HAVE BEEN LATE TO CLASS BECAUSE OF TOO FEW BUSES.  
THEY NEED MORE SHUTTLE BUSES!!  
THE SHUTTLE BUSES SOMETIMES TAKE WAY TOO LONG IN BETWEEN EACH OTHER.  
THERE NEED TO BE MORE SHUTTLE BUSES DURING WINTER ESPECIALLY.  
MORE SHUTTLES NEED TO BE GOING DURING THE WINTER.

### **STATESMAN**

MORE SUDOKU IN THE STATESMAN.  
THE STATESMAN HAS NO VARIETY AND HAS AN OBVIOUS BIAS.

### **SUPPLEMENTAL INSTRUCTION/TUTORING**

THE MATH AND STATS TUTORING CENTER IS AMAZING.  
MATH TUTORING CENTER NEEDS MORE TUTORS.  
I HAVEN'T HAD MATH YET BUT I WOULD USE THE MATH TUTORING CENTER IF I HAD MATH.  
I DIDN'T LEARN MUCH AT ALL IN MY SI'S.  
THE MATH/STAT TUTORING CENTER IS ALWAYS BUSY AND YOU CAN NEVER GET ONE ON ONE HELP UNLESS YOU HAVE HOURS TO WAIT.

### **THIS SURVEY**

INCLUDE A NEUTRAL - I PUT SATISFIED BUT COULD REALLY CARE.  
I AM 17.  
THIS IS A PAIN IN THE (EXPLATIVE).  
I AM A HS STUDENT, MOST OF THIS IS NA HOWEVER THE THEATRE DEPARTMENT IS GREAT.  
THIS TEST IS TOO LONG.  
THIS WAS TOO LONG OF A SURVEY.

### **UNIVERSITY POLICE**

THE USU COPS ARE UNFAIR.  
CAMPUS POLICE NEED TO BE MORE LENIENT OR LESS STUPID.

