SURVEY OF SURVEYS:

What Do We Know About Current And Former USU Students?

Office of Analysis, Assessment & Accreditation

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SURVEY OF SURVEYS:
WHAT DO WE KNOW ABOUT CURRENT AND FORMER USU STUDENTS?

H Craig Petersen
Director, Analysis, Assessment, and Accreditation

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EXECUTIVE SUMMARY

Utah State University’s Office of Analysis, Assessment, and Accreditation (AAA) administers or coordinates a series of university-wide surveys to collect information on the demographic characteristics, activities, and attitudes of current and former USU students. Some of these surveys were developed by AAA, while others are nationally-normed instruments. The purpose of this document is to consolidate the survey findings into a single source. The approach used here is to present a series of questions and then provide the most recent survey data that are relevant to answering each question.

Although this report was designed as a summary of results found in other surveys, there is still a large amount of data contained in the document. Consequently, it is difficult and probably not very helpful to further distill the information in an executive summary. The most useful approach may be to list the questions that establish the structure of this report and then suggest that the reader go to the section of interest to find out what is known about current and former USU Students.

Accordingly, the questions are:

Q1: What are the Characteristics of USU Students?

Q2: How Do the Values and Attitudes of USU’s New Freshman Students Compare to Those at Peer Institutions?

Q3: How “Engaged” are USU Students in Their Educational Experience?

Q4: How Do Students Feel About Their General Education Experience at USU?

Q5: How Do Students Feel About the Overall Quality of Teaching and Advising at USU?

Q6: How do Students Finance Their Educations at USU?

Q7: How Do Students Rate Support Services Provided by USU?

Q8: How Do Students Perceive the Campus Climate at USU?

Q9: How Do Students Rate Their Overall Experience at USU?

Q10: How Successful are USU Graduates at Taking Graduate/Professional School Admission Exams, Getting Into Graduate School, and Finding Employment?

Q11: How Do Employers Rate Their Employees Who Graduated From USU?

Q12: How Do Alumni Feel About Their Experiences at USU and How Do They Perceive the University?
INTRODUCTION

Utah State University’s Office of Analysis, Assessment, and Accreditation (AAA) administers or coordinates a series of university-wide surveys to collect information on the demographic characteristics, activities, and attitudes of current and former USU students. Some of these surveys were developed by AAA, while others are nationally-normed instruments.

The following schedule for survey administration has been implemented by AAA. The designations next to each survey identify the sources of the data found in this report. To see the complete survey reports, go to [http://aaa.usu.edu/FactsFigures/surveys.asp](http://aaa.usu.edu/FactsFigures/surveys.asp).

<table>
<thead>
<tr>
<th>SURVEY</th>
<th>POPULATION/SAMPLE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Institutional Research Program</td>
<td>All new students attending freshman</td>
<td>Every other year</td>
</tr>
<tr>
<td>(CIRP: Summer, 2006)</td>
<td>orientation</td>
<td></td>
</tr>
<tr>
<td>Connections (Connections:</td>
<td>All new students attending the</td>
<td>Every year</td>
</tr>
<tr>
<td>Fall, 2006)</td>
<td>freshman orientation course</td>
<td></td>
</tr>
<tr>
<td>National Survey of Student Engagement</td>
<td>Random sample of freshmen and senior</td>
<td>Every other year</td>
</tr>
<tr>
<td>(NSSE: 2006)</td>
<td>students</td>
<td></td>
</tr>
<tr>
<td>Freshman/Sophomore (F/S: 2006)</td>
<td>Random sample of freshman and</td>
<td>Every year</td>
</tr>
<tr>
<td></td>
<td>sophomore students</td>
<td></td>
</tr>
<tr>
<td>Survey Type</td>
<td>Sample Description</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Graduating Seniors (GS: 2006)</td>
<td>All students receiving BA/BS degrees in the academic year</td>
<td>Every year</td>
</tr>
<tr>
<td>School of Graduate Studies (SGS: 2006)</td>
<td>All students receiving graduate degrees in the academic year</td>
<td>Every year</td>
</tr>
<tr>
<td>Employment/Education (E/E: 2006)</td>
<td>Random sample of students who received a BA/BS degree in the previous year</td>
<td>Every year</td>
</tr>
<tr>
<td>Alumni Association (AA: 2006)</td>
<td>All alumni on Alumni Association electronic mailing list</td>
<td>Every year</td>
</tr>
<tr>
<td>Course Evaluations (CE) (CE: 2001-2006)</td>
<td>Every course</td>
<td>Every semester</td>
</tr>
<tr>
<td>Beginning College Survey of Student Engagement (BCSSE: 2005)</td>
<td>All new students attending freshman orientation</td>
<td>Periodically</td>
</tr>
<tr>
<td>Noel-Levitz Employer (NL: 2005)</td>
<td>Sample of firms who frequently hire USU graduates</td>
<td>Periodically</td>
</tr>
</tbody>
</table>

Although these surveys provide a large amount of useful information about students, it can be difficult to determine what they mean about USU because the results are scattered through the individual survey reports. The purpose of this document is to consolidate the survey findings into a single source. The approach used here is to present a series of questions and then provide the most recent survey data that are relevant to answering each question. Sources labeled “AAA” are data generated by the Office of Analysis, Assessment, and Accreditation.
QUESTION 1. WHAT ARE THE CHARACTERISTICS OF USU’S STUDENTS?

A. NEW FRESHMAN

• New Freshman Applications, Admissions, and Enrollment (Source: AAA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Applied/ Accepted</th>
<th>Accepted/ Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>5,165</td>
<td>4,851</td>
<td>2,548</td>
<td>93.9%</td>
<td>52.5%</td>
</tr>
<tr>
<td>2004</td>
<td>4,906</td>
<td>4,491</td>
<td>2,183</td>
<td>91.5%</td>
<td>48.6%</td>
</tr>
<tr>
<td>2005</td>
<td>4,666</td>
<td>4,365</td>
<td>2,054</td>
<td>93.5%</td>
<td>47.1%</td>
</tr>
<tr>
<td>2006</td>
<td>5,209</td>
<td>5,029</td>
<td>2,562</td>
<td>96.5%</td>
<td>50.9%</td>
</tr>
</tbody>
</table>

• New Freshman Composite ACT Scores and High School GPAs (Source: AAA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Composite ACT</th>
<th>High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>22.3</td>
<td>3.37</td>
</tr>
<tr>
<td>2002</td>
<td>22.9</td>
<td>3.46</td>
</tr>
<tr>
<td>2003</td>
<td>23.6</td>
<td>3.56</td>
</tr>
<tr>
<td>2004</td>
<td>24.1</td>
<td>3.57</td>
</tr>
<tr>
<td>2005</td>
<td>23.7</td>
<td>3.54</td>
</tr>
<tr>
<td>2006</td>
<td>23.7</td>
<td>3.53</td>
</tr>
</tbody>
</table>

• High School Coursework, USU vs. New Freshmen at Peer Schools (Source: CIRP)

The CIRP peer group is public universities that were designated as “medium selective,” defined as institutions with average SAT scores (if ACT was used the scores were converted to their SAT equivalent) between 1,085 and 1,139.

<table>
<thead>
<tr>
<th>Subject</th>
<th>USU Freshmen</th>
<th>Peer School Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4 years)</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Mathematics (3 years)</td>
<td>96%</td>
<td>99%</td>
</tr>
<tr>
<td>Foreign Language (2 years)</td>
<td>63%</td>
<td>97%</td>
</tr>
<tr>
<td>Physical Science (2 years)</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>Biological Science (2 years)</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>History/Government (1 year)</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Computer Science (1/2 year)</td>
<td>92%</td>
<td>67%</td>
</tr>
<tr>
<td>Arts and/or Music (1 year)</td>
<td>92%</td>
<td>81%</td>
</tr>
</tbody>
</table>

• 56% of USU new freshman were female, 6% were minorities, and 0.8% were international students. (Source: AAA)
• Compared to those in the peer group, a higher portion were 18, but there were also relatively more who were 21 or older. The prevalence of older students reflects the number of young men who serve LDS missions prior to starting college. (Source: CIRP)

• 78% were living in Utah before coming to USU. (Source: AAA)

• USU students are closer to home than peer school students —68% were 100 miles or less from their permanent residence vs. 46% for those at peer schools. (Source: CIRP)

• USU students were more likely to come from homes where both parents are alive and living together —85% USU vs. 75% Peer. (Source: CIRP)

• Fathers of USU freshman were more likely to have a college degree—66% USU vs. 62% Peer, but mothers are less likely—48% USU vs. 59% Peer. (Source: CIRP)

• Nearly 20% of USU freshman planned on living with their family or with relatives while at college. About 45% intended to live in university housing. In contrast, only 3% of those at peer institutions expected to live at home and more than 90% planned to live in campus housing. (Source: CIRP)

• About 60% of USU freshman indicated that they intended to obtain a graduate degree, compared to over 70% of students at the other schools. (Source: CIRP)

• 87% of freshman said that USU was their first choice for a college or university. The proportion of students at peer institutions was 78%. (Source: CIRP)

• 39% of freshmen reported that USU was the only college or university to which they applied. Twenty percent applied to one other place and another 20% to two other places. Students at peer institutions were more likely than those at USU to have applied to three or more other colleges or universities. (Source: CIRP)

• Among possible reasons for selecting USU, those with the highest percentage of students marking “very important” were (1) academic reputation, (2) offered financial aid, (3) good reputation for social activities, (4) graduates get good jobs, and (5) cost. The five top ranked reasons for peer institutions were (1) academic reputation (2) good jobs, (3) social activities, (4) visit to campus, and (5) size of school. (Source: CIRP)

• Financial aid is an important reason for selecting USU. Nearly 50% of USU students rated this reason “very important” vs. only 23% of those at peer schools. (Source: CIRP)

• 39% of the respondents indicated that college classes were more difficult than they had expected. About 27% of the respondents said they were not more difficult. (F/S)

• 64% of the respondents often felt overwhelmed by the demands on their time at college, while 12% did not. (F/S)

• 77% of the respondents said they had close friends here at USU, while 12% felt that they did not. (F/S)
B. NEW TRANSFER STUDENTS

- Undergraduate Transfer Applications, Admissions, and Enrollment (Source: AAA)

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Applied/ Accepted</th>
<th>Accepted/ Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>2,132</td>
<td>2,033</td>
<td>1,048</td>
<td>95.4%</td>
<td>51.5%</td>
</tr>
<tr>
<td>2004</td>
<td>2,083</td>
<td>1,960</td>
<td>1,000</td>
<td>94.1%</td>
<td>51.0%</td>
</tr>
<tr>
<td>2005</td>
<td>1,657</td>
<td>1,543</td>
<td>928</td>
<td>93.1%</td>
<td>60.1%</td>
</tr>
<tr>
<td>2006</td>
<td>1,746</td>
<td>1,670</td>
<td>1,063</td>
<td>95.6%</td>
<td>63.7%</td>
</tr>
</tbody>
</table>

- 48% of new undergraduate transfer students were female, 5% were minorities, and 5% were international students. (AAA)

- 73% were living in Utah prior to transferring to USU. (Source: AAA)

C. GRADUATING SENIORS

- 55% of graduating seniors were female, 5% were minorities, and 2% were international students. (Source: GS)

- 50% were married and 25% had one or more children. (Source: GS)

- 60% had come to USU from outside of Utah but in the USA, while 18% came from Cache Valley, and 20% came from Utah but outside Cache Valley. (Source: GS)

- Thirty-six percent reported they had lived in student housing one or more semesters while attending USU. (Source: GS)

- Average number of semesters to graduate was 12.7 semesters for students who started at USU and 9.5 semesters for undergraduate transfer students. (Source: AAA)

- About 38% of the respondents had interrupted their educations for at least one year. The most frequent reason given for the interruption was church service. (Source: GS)

- After graduation, 58% planned to get a job and 30% planned to go to graduate school. (Source: GS)
D. MASTERS AND DOCTORAL STUDENTS

● Graduate Student Applications, Admissions, and Enrollment (Source: Graduate School)

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
<th>Accepted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>2,861</td>
<td>1,381</td>
<td>749</td>
<td>48.3%</td>
<td>54.2%</td>
</tr>
<tr>
<td>2004</td>
<td>1,936</td>
<td>1,053</td>
<td>680</td>
<td>54.4%</td>
<td>64.6%</td>
</tr>
<tr>
<td>2005</td>
<td>2,463</td>
<td>1,578</td>
<td>696</td>
<td>64.1%</td>
<td>44.1%</td>
</tr>
<tr>
<td>2006</td>
<td>2,564</td>
<td>1,991</td>
<td>681</td>
<td>77.7%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

● Mean Test Scores of Admitted Graduate Students (Source: Graduate School)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate Record Exam</th>
<th>Miller Analogies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Verbal</td>
<td>Quantitative</td>
</tr>
<tr>
<td>2003</td>
<td>518.4</td>
<td>655.2</td>
</tr>
<tr>
<td>2004</td>
<td>543.3</td>
<td>696.8</td>
</tr>
<tr>
<td>2005</td>
<td>513.1</td>
<td>650.7</td>
</tr>
<tr>
<td>2006</td>
<td>495.6</td>
<td>653.0</td>
</tr>
</tbody>
</table>

● 40% of new graduate students were female, 3% were minorities, and 13% were international students. (Source: AAA)

● 57% were living in Utah prior to starting graduate school at USU. (Source: AAA)

● 71% were married. (Source: SGS)

● 54% had already earned at least one USU degree. (Source: SGS)
QUESTION 2: HOW DO THE VALUES AND ATTITUDES OF USU’S NEW FRESHMAN STUDENTS COMPARE TO THOSE AT PEER INSTITUTIONS?

All information relating to this question is from the CIRP Freshman Survey. The CIRP peer group is public universities that were designated as “medium selective,” defined as institutions with average SAT scores (if ACT was used by the school, the scores were converted to their SAT equivalent) between 1,085 and 1,139.

● Lifestyle and Religion

Most USU freshman come from Utah and the surrounding states and, according to the survey, LDS was the religious preference for 87% of them, while only 7% indicated no religious preference. As a result, it is not surprising that responses of USU freshman tend to reflect those of the LDS lifestyle. Twenty percent of freshmen at peer institutions reported they had no religious preference.

• Less than 1% of USU students smoked cigarettes during the last year compared with 5% of students at peer institutions.

• About 5% of new USU freshman drank alcohol during the last year vs. over 50% of those at peer schools.

• Over 95% of USU students attended a religious service during the last year compared to 86% of peer school respondents.

• 62% of new USU freshman frequently discussed religion/spirituality vs. about one-third of those at peer schools.

• During their last year in high school, the proportion of USU students who spent more than five hours during a typical week partying was 10% vs. nearly 23% for those at peer schools.

• Nearly 30% of students in the peer group did not pray or meditate during a typical week of their last year in high school, while only about 10% of USU students did not engage in these activities.

• Nearly 70% of USU freshman consider that integrating spirituality into their life is essential vs. 46% of those at the peer institutions.

● Life Objectives and Social/Political Viewpoints

CIRP participants were provided with a long list of life objectives. The four objectives most likely to be considered “essential” or “very important” by USU freshmen are listed below. They are the same “top four” as students at peer institutions, although the order and the percentages differ.
1. Raising a family 87% USU  76% Peer Schools
2. Being very well off financially 71% USU  74% Peer Schools
3. Helping others in difficulty 66% USU  62% Peer Schools
4. Becoming an authority in my field 50% USU  58% Peer Schools

• Asked how they would characterize their political views, only 11% of USU freshman said far left or liberal, compared to 27% from the peer group. Forty-seven percent classified themselves as conservative or far right vs. 31% at the other schools.

• Asked about their views on social and political issues, the proportion of USU students who said that they “somewhat” or “strongly” agree with the survey statements differed by ten percentage points or more from those at the peer institutions on the following eight of the twenty-one items on the survey:

1. Abortion should be legal 21% USU  55% Peer Schools
2. Marijuana should be legalized 11% USU  40% Peer Schools
3. There should be laws prohibiting homosexual relationships 66% USU  29% Peer Schools
4. Same-sex couples should have the right to marital status 23% USU  58% Peer Schools
5. Colleges have the right to ban extreme speakers 62% USU  41% Peer Schools
6. An individual can do little to change society 19% USU  29% Peer Schools
7. Only volunteers should serve in the armed forces 50% USU  61% Peer Schools
8. The federal government is not doing enough to control pollution 62% USU  73% Peer Schools

• Responses of USU freshmen to these issues are very similar to those who took the survey in 2001 and 2004.
QUESTION 3. HOW “ENGAGED” ARE USU STUDENTS IN THEIR EDUCATIONAL EXPERIENCE?

All information relating to this question comes from the National Survey of Student Engagement. NSSE assesses the extent to which first-year and senior students at four-year colleges and universities are involved in educationally effective activities. One benefit of participating in NSSE is that USU responses can be compared to those of other schools. For USU, the comparison group is the 38 schools that participated in NSSE in 2006 classified by the Carnegie Foundation as “Doctoral Universities—high research.”

To simplify the interpretation of NSSE results, five benchmarks of effective educational practices were developed by NSSE Administrators—Level of Academic Challenge, Active and Student Collaboration, Student-Faculty Interactions, Enriching Educational Experiences, and Supportive Campus Environment. Each category is made up of 6 to 11 NSSE questions. Benchmark scores are expressed in a 0-100 point scale that allows comparison with the peer group.

NSSE results are most useful as they pertain to seniors because these are the students who have most fully participated in the experience provided by their university. USU benchmark scores for seniors compare favorably with those of the peer group. The mean USU score is higher than the average for the 38 Carnegie institutions in four categories and almost identical for the fifth.

Peer comparisons are important, but it is also helpful to look directly at what USU students perceive and do. Following are selected NSSE results that pertain to students in their senior year at USU:

1. 63% often or very often asked questions in class or contributed to class discussions.
2. 32% often or very often prepared two or more drafts of a paper before turning it in.
3. 32% often or very often came to class without completing readings or assignments.
4. 67% often or very often worked with classmates outside of class to prepare assignments.
5. 35% often or very often had serious conversations with students of a different race or ethnicity.
6. 49% often or very often had serious conversations with students with different religious beliefs, political opinions, or values than their own.
7. 93% had written four or less papers or reports of 20 pages or more during the last year, 60% had written four or less of 5 to 19 pages, and 33% had written less than five papers or reports of four or less pages.
8. 60% often or very often exercised or participated in physical fitness activities and 83% often or very often participated in activities that enhance their spirituality.
9. 70% had finished a practicum, internship, field experience, or co-op program.

10. 72% had done community service or volunteer work.

11. 26% had participated in a research project with a faculty member that did not involve their coursework or program requirements.

12. 34% had taken foreign language coursework.

13. 42% had completed some type of culminating senior experience (capstone, senior project, thesis, exam, etc.)

14. In a typical week, 42% spent ten or less hours preparing for class and 23% spent 21 hours or more.

15. 69% spent ten or less hours relaxing/socializing, while 8% spent 21 hours or more.

16. 66% reported that USU puts quite a bit or very much emphasis on providing students the support they need to survive academically.

17. 32% said USU puts quite a bit or very much emphasis on encouraging contact among students from different backgrounds.

18. 77% reported that their USU experience contributed quite a bit or very much to their ability to write clearly and effectively, 88% made the same assessment about thinking critically and analytically, and 79% about working effectively with others.

19. 88% of seniors rated the quality of their educational experience at USU as good or excellent.

20. 87% said if they could start over, they would probably or definitely attend USU.

USU participated in NSSE in 2001 (also 2004). By comparing NSSE 2006 responses of seniors to those of NSSE 2001, it is possible to make a general assessment as to whether student educational engagement has improved over time. Of the 85 NSSE content (as opposed to demographic) questions, 61 were included on both the 2001 and the 2006 survey instruments. Of those 61, the 2006 and 2001 mean responses were essentially the same for 15 items. For the remaining 46 questions, the 2006 USU seniors responding to NSSE judged their engagement and/or assessment of USU more positively on 38 items than did the 2001 respondents. Responses to the 2001 survey were more positive for four questions and four other items (working on or off campus, relaxing, and providing for dependents) cannot be classified.

Although this analysis is not conclusive because statistically significant differences in means cannot be computed with the available data, the results do suggest that USU seniors were more educationally engaged in 2006 than they were in 2001.
QUESTION 4. HOW DO STUDENTS FEEL ABOUT THEIR GENERAL EDUCATION EXPERIENCES AT USU?

• **Freshman Orientation Course—Connections** (Source: Connections)
  
  • Approximately 70% of the respondents agreed or strongly agreed that the Connections course helped ease their transition to USU.
  
  • About 69% agreed or strongly agreed that they would recommend the Connections course to other students, while 12% disagreed or strongly disagreed.
  
  • 75% of the respondents agreed or strongly agreed that they were satisfied with their Connections experience, while 19% disagreed or strongly disagreed.

• **Responses of Freshman/Sophomore Students** (Source: F/S)
  
  • About 50% of freshman/sophomore students agreed or strongly agreed that general education is a useful part of their university experience, but 19% disagreed or strongly disagreed.
  
  • Almost 40% agreed or strongly agreed that general education courses were well taught, while 20% disagreed or strongly disagreed.
  
  • 32% said they were having difficulty scheduling general education courses, while 39% said they did not encounter scheduling difficulties.
  
  • Asked if general education requirements were confusing, about 30% agreed or strongly agreed, while about 40% disagreed or strongly disagreed.
  
  • Asked about their academic skills,
    
    59% said they had good writing skills; 15% said they did not.
    
    70% said they had good computer skills; 7% said they did not.
    
    59% said they had the adequate mathematics skills; 16% said they did not.

• **Responses of Graduating Seniors** (Source: GS)
  
  • About 47% of graduating seniors agreed or strongly agreed that general education was a useful part of their university experience, but 21% disagreed or strongly disagreed.
  
  • Almost 37% agreed or strongly agreed that general education courses were well taught, while 23% disagreed or strongly disagreed.
  
  • 29% said they had difficulty scheduling general education courses, while 46% said they did not encounter scheduling difficulties.
• Asked if general education requirements were confusing, about 33% agreed or strongly agreed, while about 42% disagreed or strongly disagreed.

• Asked about their academic skills,
  74% said they had good writing skills; 7% said they did not.
  82% said they had good computer skills: 3% said they did not.
  76% said they had the adequate mathematics skills; 6% said they did not.
QUESTION 5. HOW DO STUDENTS FEEL ABOUT THE OVERALL QUALITY OF TEACHING AND ADVISING AT USU?

- Results of Course/Instructor Evaluations (Source: CE)

Students rate courses and instructors on a scale of 1, “very poor” to 6, “excellent.” Mean scores are shown below.

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Fall 2001</th>
<th>Fall 2006</th>
<th>Change: 2001 to 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRICULTURE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>4.9</td>
<td>5.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>5.0</td>
<td>5.1</td>
<td>0.1</td>
</tr>
<tr>
<td>BUSINESS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Overall Course Quality</td>
<td>4.8</td>
<td>4.9</td>
<td>0.1</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>4.9</td>
<td>4.9</td>
<td>0.0</td>
</tr>
<tr>
<td>EDUCATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>5.2</td>
<td>5.3</td>
<td>0.1</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>5.3</td>
<td>5.3</td>
<td>0.0</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>4.7</td>
<td>4.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>4.7</td>
<td>4.7</td>
<td>0.0</td>
</tr>
<tr>
<td>HASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>5.0</td>
<td>5.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>5.1</td>
<td>5.2</td>
<td>0.1</td>
</tr>
<tr>
<td>NATURAL RESOURCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>4.9</td>
<td>4.7</td>
<td>-0.2</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>5.0</td>
<td>4.8</td>
<td>-0.2</td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>4.6</td>
<td>4.8</td>
<td>0.2</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>4.7</td>
<td>4.9</td>
<td>0.2</td>
</tr>
<tr>
<td>USU TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Course Quality</td>
<td>4.9</td>
<td>5.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Instructor Effectiveness</td>
<td>5.0</td>
<td>5.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

- Responses by Freshman and Sophomore Students (Source: F/S, except as noted)

- 79% agreed or strongly agreed that they were satisfied with the quality of teaching in their department. Only 4% disagreed.

- 80% agreed that faculty were available after class or during office hours. Only 2% disagreed.

- 35% agreed or strongly agreed that there was at least one faculty member that they considered a friend, while almost 25% disagreed or strongly disagreed.
• 61% agreed or strongly agreed that their advisor gave them good advice, while 9% disagreed or strongly disagreed.

• Asked if their advisors cared about them as individuals, 42% agreed or strongly agreed, and 16% disagreed or strongly disagreed.

• Almost 20% reported having difficulty getting an appointment with an advisor.

• Just over half said that they were satisfied with their advisor, while 11% were not satisfied.

• Asked to respond to the statement, “Overall, I am satisfied with the advising system at USU, 50% agreed or strongly agreed, while 12% disagreed or strongly disagreed.

• 70% of USU students rated the quality of advising as good or excellent, compared to 72% of students at peer schools. (Source: NSSE)

• Responses by Graduating Seniors (Source: GS, except as noted)

  • 82% agreed or strongly agreed that they were satisfied with the quality of teaching in their department. Only 7% disagreed.

  • 88% agreed that faculty were available after class or during office hours. Only 3% disagreed.

  • 68% agreed or strongly agreed that there was at least one faculty member that they considered a friend, while almost 13% disagreed or strongly disagreed.

  • 74% agreed or strongly agreed that their advisor gave them good advice, while 9% disagreed or strongly disagreed.

  • Asked if their advisors cared about them as individuals, 64% agreed or strongly agreed, and 12% disagreed or strongly disagreed.

  • Almost 23% reported having difficulty getting an appointment with an advisor.

  • 73% said that they were satisfied with their advisor, while 11% were not satisfied.

  • Asked to respond to the statement, “Overall, I am satisfied with the advising system at USU, 61% agreed or strongly agreed, while 17% disagreed or strongly disagreed.

  • 66% of USU students rated the quality of advising as good or excellent, compared to 64% of students at peer schools. (Source: NSSE)
• Responses by Graduating Masters and Doctoral Students (Source: SGS)

  • 94% were somewhat, mostly, or very satisfied with the overall quality of graduate courses they took.

  • 94% were somewhat, mostly, or very satisfied with the helpfulness of their major professor, but only 80% agreed or strongly agreed that she/he was an effective mentor.
QUESTION 6. HOW DO STUDENTS FINANCE THEIR EDUCATIONS AT USU?

● New Freshmen Expectations (Source: CIRP)

- Students were asked how much of their first year expenses they expected to cover from various sources. Percentages reporting “none” or “less than $1,000” were:

<table>
<thead>
<tr>
<th>Source</th>
<th>USU Students</th>
<th>Peer School Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Resources</td>
<td>48.1%</td>
<td>32.7%</td>
</tr>
<tr>
<td>Student’s Resources</td>
<td>46.5%</td>
<td>61.8%</td>
</tr>
<tr>
<td>Grants/Scholarships</td>
<td>41.0%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Loans</td>
<td>84.1%</td>
<td>63.7%</td>
</tr>
</tbody>
</table>

- About one-fourth of USU freshman were confident that they will have sufficient funds to complete their college education, vs. 40% of students at peer institutions.

- Nearly two-thirds of new USU students said the chances are “very good” that they will get a job to help pay for college expenses vs. 39% of those at peer schools.

- About 10% of USU freshman expect to work full time while attending college vs. less than 4% at peer schools.

● Reported Actual Experience of Freshman/Sophomore Students (Source: F/S)

- Freshman and sophomores 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 means for each source are as follows:

  - 31% Parents or other relative
  - 1% Spouse
  - 15% Personal savings
  - 10% Employment
  - 20% Scholarship
  - 11% Loans
  - 9% Grants
  - 3% Other
  - 100%

- 34% of freshman/sophomores did not work at all while taking classes. About 28% worked half time, and 19% worked quarter time.

● Reported Actual Experience of Graduating Seniors (Source: GS)

- Graduating seniors 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 means for each source are as follows:
<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of other relative</td>
<td>18%</td>
</tr>
<tr>
<td>Spouse</td>
<td>3%</td>
</tr>
<tr>
<td>Personal Savings</td>
<td>10%</td>
</tr>
<tr>
<td>Employment</td>
<td>17%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>18%</td>
</tr>
<tr>
<td>Loans</td>
<td>15%</td>
</tr>
<tr>
<td>Grants</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

- Over 71% of graduating seniors worked half time or more while taking courses at USU. Only 10% did not work at all.

- **Responses by Graduating Masters and Doctoral Students** *(Source: SGS)*
  - 42% rated funding levels of assistantships as adequate.
  - 53% said that decisions about allocation of financial aid in their department were made fairly.
QUESTION 7. HOW DO STUDENT RATE SUPPORT SERVICES PROVIDED BY USU?

- **Responses by Freshman/Sophomore Students** *(Source: F/S)*

  - Libraries and Technology
    - Strongly Agreed
      - Libraries had needed books and materials: 71%
      - It was easy to locate materials in libraries: 47%
      - Library staff were available and helpful: 67%
      - Technology was used effectively in classroom: 80%
    - Strongly Disagreed
      - Libraries had needed books and materials: 3%
      - It was easy to locate materials in libraries: 13%
      - Library staff were available and helpful: 4%
      - Technology was used effectively in classroom: 4%

  - Other Support Services
    - Strongly Satisfied
      - Supplemental Instruction: 82%
      - Computer Labs: 97%
      - Online Registration: 88%
      - USU Homepage: 88%
      - Course Websites: 92%
      - Registration Office: 83%
      - Cashier’s Office: 87%
      - Financial Aid Office: 82%
      - Bookstore: 90%
      - Parking Services Office: 71%
      - Shuttle Bus: 92%
      - Campus Housing: 82%
      - HUB: 92%
      - STAB Events: 92%
      - HYPER/Fieldhouse: 94%
    - Strongly Dissatisfied
      - Supplemental Instruction: 10%
      - Computer Labs: 3%
      - Online Registration: 12%
      - USU Homepage: 12%
      - Course Websites: 8%
      - Registration Office: 17%
      - Cashier’s Office: 13%
      - Financial Aid Office: 18%
      - Bookstore: 10%
      - Parking Services Office: 29%
      - Shuttle Bus: 8%
      - Campus Housing: 18%
      - HUB: 8%
      - STAB Events: 8%
      - HYPER/Fieldhouse: 6%

- **Responses by Graduating Seniors** *(Source: GS)*

  - Libraries and Technology
    - Strongly Agreed
      - Libraries had needed books and materials: 68%
      - It was difficult to locate materials in libraries: 29%
      - Library staff were available and helpful: 62%
      - Technology was used effectively in classroom: 77%
    - Strongly Disagreed
      - Libraries had needed books and materials: 7%
      - It was difficult to locate materials in libraries: 37%
      - Library staff were available and helpful: 6%
      - Technology was used effectively in classroom: 5%

  - Other Support Services
    - Strongly Satisfied
      - Supplemental Instruction: 88%
      - Computer Labs: 97%
      - Online Registration: 81%
      - USU Homepage: 93%
      - Course Websites: 93%
    - Strongly Dissatisfied
      - Supplemental Instruction: 12%
      - Computer Labs: 3%
      - Online Registration: 19%
      - USU Homepage: 7%
      - Course Websites: 7%
Registration Office 78% 23%
Cashier’s Office 87% 13%
Financial Aid Office 87% 13%
Bookstore 77% 23%
Parking Services Office 63% 38%
Shuttle Bus 90% 10%
Campus Housing 78% 22%
HUB 90% 10%
STAB Events 90% 10%
HYPER/Fieldhouse 94% 6%

- **Responses by Graduating Masters and Doctoral Students** (Source: SGS)

  • 90% were at least somewhat satisfied with the availability of library collections in their field of study.

  • 92% were at least somewhat with the helpfulness of library staff.

  • 69% were at least somewhat satisfied with computer facilities available to graduate students.

  • 88% were at least somewhat satisfied with staff in the School of Graduate Studies.

  • 62% agreed or strongly agreed that their department had done a good job in assisting them to find employment; 16% disagreed or strongly disagreed.
QUESTION 8: HOW DO STUDENTS PERCEIVE THE CAMPUS CLIMATE AT USU?

- Responses by Freshman/Sophomore Students (Source: F/S)
  - 92% felt safe on the USU campus.
  - 76% agreed that USU professors were tolerant of different points of view; 5% disagreed.
  - 59% agreed that USU students were tolerant of different points of view; 12% disagreed.
  - 63% agreed that USU faculty care about students; 6% disagreed.
  - 60% agreed that USU staff care about students; 6% disagreed.

- Responses by Graduating Seniors (Source: GS)
  - 92% felt safe on the USU campus.
  - 72% agreed that USU professors were tolerant of different points of view; 9% disagreed.
  - 56% agreed that USU students were tolerant of different points of view; 16% disagreed.
  - 67% agreed that USU faculty care about students; 8% disagreed.
  - 57% agreed that USU staff care about students; 11% disagreed.
QUESTION 9. HOW DO STUDENTS RATE THEIR OVERALL EXPERIENCE AT USU?

● Responses by Freshmen/Sophomores (Source F/S, except as noted)

  • 84% were satisfied with the education they are receiving from USU; 3% were dissatisfied.

  • 58% agreed that the tuition they pay to USU is a worthwhile investment; 13% disagreed.

  • If they had to make the decision again, 75% said they would still come to USU; 8% said they would not.

  • Asked what they would tell a graduating high school student about USU, 96% would say it’s great or at least mostly positive things.

  • 88% of USU students rated the quality of their educational experience as good or excellent, compared to 86% of students at peer institutions. (Source: NSSE)

  • 87% of USU students said that if they could start again, they would still come to USU, compared to 86% of students at peer institutions. (Source: NSSE)

● Responses by Graduating Seniors (Source: GS, except as noted)

  • 89%% were satisfied with their USU education; 3% were dissatisfied.

  • 69% agreed the tuition they paid was a worthwhile investment; 10% disagreed.

  • If they had to make the decision again, 78% said they would still come to USU; 8% said they would not.

  • Asked what they would tell a graduating high school student about USU, 96% would say it’s great or at least mostly positive things.

  • 88% of USU students rated the quality of their educational experience as good or excellent, compared to 83% of students at peer institutions. (Source: NSSE)

  • 87% of USU students said that if they could start again, they would still come to USU, compared to 80% of students at peer institutions. (Source: NSSE)

● Responses of Graduating Masters and Doctoral Students (Source SGS)

  • 96% were somewhat, mostly, or very satisfied with their graduate program.

  • 86% agreed or strongly agreed that USU is a good choice for graduate study.

  • 81% would recommend their program to prospective students.
QUESTION 10.  HOW SUCCESSFUL ARE USU GRADUATES AT TAKING GRADUATE/PROFESSIONAL SCHOOL ADMISSIONS EXAMS, GETTING INTO GRADUATE SCHOOL, AND FINDING EMPLOYMENT?

Except as noted, information relating to this question is from the USU Employment/Education Survey.

● Mean GRE scores for USU students in 2004 (the last year for which data are available) compared to graduates of other schools are as follows: (Source: AAA)
  
  - Verbal: 474 USU 475 Nationwide
  - Quantitative 609 USU 598 Nationwide

● The mean LSAT score USU students in 2005 (the last year for which data are available) was 154.4 versus 152.7 nationwide. (Source: AAA)

● The mean MCAT score for USU students in 2006 was 27.6 versus 25.0 nationwide. (Source: AAA)

● About 30% of recent USU graduates were continuing their education as a full- or part-time student and 25% were enrolled in graduate degree programs.

● 69% of those continuing their educations were in masters programs and about 10% were in professional studies such as medicine, dentistry, and law. About 40% of the students in graduate degree programs were enrolled at USU.

● Business was the most popular field of study for those in graduate degree programs.

● About 14% of the respondents who were not full-time students did not have a full- or part-time job, but many of these individuals were not seeking employment.

● The unemployment rate of recent alumni looking for jobs was estimated at 2.5%, which is slightly below the nationwide rate of 3.0% for college graduates.

● Of those with full-time jobs, about 20% indicated that their job is unrelated to their USU degree.

● Nearly two-thirds of those with full-time jobs were working in Utah.

● About 60% of those with full-time jobs were working in the private sector and about 20% were employed in public or private education.

● Fifty-one percent of those with full-time jobs provided salary data. Department median starting salaries ranged from $22,000 to nearly $52,000.
QUESTION 11. HOW DO EMPLOYERS RATE THEIR EMPLOYEES WHO GRADUATED FROM USU?

All information relating to this question is from the Noel-Levitz Survey of Employer Satisfaction. Employers were asked to respond on a scale of 1 to 5, where 1 was “not at all” and 5 denoted “extremely.” The numbers below are means for USU and for the 17 other schools who participated in the survey.

- Satisfaction with overall knowledge and understanding in the major field of study.
  Mean for USU graduates = 4.23
  Mean for graduates of other schools = 4.11

- Satisfaction with general knowledge and understanding outside of the major field of study.
  Mean for USU graduates = 4.01
  Mean for graduates of other schools = 3.92

- Demonstration of qualities expected from college graduates (i.e., creativity, reliability, integrity, self-discipline, etc.)
  Mean for USU graduates = 4.34
  Mean for graduates of other schools = 4.21

- Satisfaction with general skills as they relate to the requirements of the job.
  Mean for USU graduates = 4.14
  Mean for graduates of other schools = 4.12

- Satisfaction with specialized skills as they relate to the requirements of the job (i.e., ability to set goals and allocate time to achieve those goals, ability to translate theory into practice, etc.)
  Mean for USU graduates = 4.01
  Mean for graduates of other schools = 3.89

- Based on their experience with graduates, likelihood of hiring other students from the school.
  Mean for USU graduates = 4.42
  Mean for graduates of other schools = 4.17
QUESTION 12. HOW DO ALUMNI FEEL ABOUT THEIR EXPERIENCES AT USU AND HOW DO THEY PERCEIVE THE UNIVERSITY?

All information relating to this question is from the USU Alumni Survey.

- 60% of alumni rated the current academic quality of USU as excellent or very good, while only 0.5% rated academic quality as poor. More than one-third believed that USU’s academic reputation is improving, versus only 2% who perceived that it is declining.

- Nearly three-fourths of alumni stated that they identify very closely or moderately with USU overall. Younger alumni were more likely to identify with their department or individual faculty than were older respondents.

- 17% agreed that they have an allegiance to another university that is as strong as their allegiance to USU, while 54% disagreed. 41% of alumni living in Utah who are old enough to have college age children reported that they have sent one or more of their children to another college or university. 51% of those living outside of Utah have sent a child to college elsewhere.

- Nearly 90% of the survey respondents said that if they had to make the decision again, they would still come to USU, and nearly 90% would recommend USU to a friend or relative who wants to attend college. About 82% agreed that USU had prepared them well for their employment, while about 5% disagreed.

- Alumni generally believe that USU is headed in the right direction. They perceive that extension activities provide valuable assistance, but don’t believe that too much emphasis is placed on research or on athletics. Alumni are neutral or about equally divided as to whether the university should raise admissions standards and as to whether they receive too many contacts from USU asking for money.

- Asked if the balance between conservative and liberal views at USU is consistent with their values, 38% agreed and 16% disagreed. The rest were neutral.

- About 46% of the respondents indicated that they intend to donate to USU in the future and 35% said they had donated in the last five years. Scholarships were mentioned as the most attractive reason for donating.

- Nearly 60% said they don’t donate more to USU because they can’t afford to, but only 12% indicated that donations to other universities were a reason for not contributing more to USU.

- Ten percent of the alumni respondents had never been back on campus since their graduation and another 28% had not been back in the last five years. Almost one-fourth reported that they have had no involvement with USU during the last five years. Only ten to fifteen percent had attended a home or away football or basketball game during the last five years.