

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
SELECTED FINDINGS OF NOTE	2
SPECIFIC DATA TABLES	7
RESPONDENTS AND THEIR COLLEGES.....	7
OTHER RESPONDENT DEMOGRAPHICS	12
STOPPING OUT.....	22
FINANCIAL AID	26
ADVISING	29
SATISFACTION WITH EDUCATION AT USU	41
IMPORTANCE OF GOALS AND PROGRESS TOWARD GOALS.....	50
IMPORTANCE AND OPINION OF ACADEMIC SUPPORT SERVICES	67
IMPORTANCE AND OPINION OF NON ACADEMIC SUPPORT SERVICES	79
PREPARATION IN GENERAL EDUCATION DOMAINS	89
IMPRESSIONS OF USU	91

EXECUTIVE SUMMARY

The Survey

The graduation application packets contain a survey which students are asked to complete as part of the requirements for the graduation process. Students make application year round and surveys are collected monthly. The present results are those of students who made application for graduation from May 2001 - May 2002.

The Sample

The sample was representative of the baccalaureate graduating class of 2002. It contained 2386 cases which was over 88 percent of the target population of baccalaureate graduates (N = 2687). The sample contained over 450 more cases than last year's sample. The sample was representative of the entire student population in terms of:

- the proportions of respondents from each college
- gender
- ethnicity

SELECTED FINDINGS OF NOTE

WHAT WOULD STUDENTS TELL THEIR FRIENDS ABOUT USU?

- 40.7% would say, "It's great, come here to school"
- 42.2% would say mostly positive things

HOW SATISFIED ARE STUDENTS WITH THEIR EDUCATIONS AT USU?

Respondents were satisfied or very satisfied in the following proportions:

- | | |
|---|-------|
| • Overall quality of education | 95.2% |
| • Challenge of courses in the major | 93.9% |
| • Overall quality of the program in the major | 93.0% |

WHAT ARE STUDENTS' IMPRESSIONS OF USU?

Respondents rated their impressions as good or very good in the following proportions:

- | | |
|--------------------------------|-------|
| • Their major departments | 85.4% |
| • Their undergraduate programs | 80.7% |

HOW WELL PREPARED ARE STUDENTS IN GENERAL EDUCATION?

The following proportions of respondents rated themselves as well or very well prepared in:

- Communications 92.2%
- Social Sciences 90.2%
- Computer Literacy 89.3%
- Humanities and Arts 88.1%
- Life Science 86.9%
- Numeracy 86.7%
- Physical Science 86.5%

ADVISING

- 71.9% agreed or strongly agreed they were satisfied with their advisors
- 65.5% agreed or strongly agreed they were satisfied with the advising system in their college/department
- 59.5% agreed or strongly agreed they were satisfied with the advising system at USU

STOPPING OUT

- 50.1% stopped out
- 71.3% of these stopped out once
- 62.7% of these stopped out 1-2 years
- 59.5% (major + minor reason) stopped out for church/mission service

FINANCIAL AID

(Major + Minor Source)

- 86.9% employment
- 66.3% savings
- 63.3% parent
- 58.5% grants

IMPORTANCE OF GOALS AND PROGRESS TOWARD GOALS

Highest Importance

(Very + moderately important ratings) (Above 95%)

• Job/career skills	99.0%
• Problem solving skills	98.2%
• General knowledge	98.1%
• Critical thinking abilities	97.9%
• Level of intellect	97.6%
• Acquire skills for self-directed learning	97.5%
• Learn to work well with others	96.5%
• Planning and organizational skills	95.9%
• Verbal Skills	95.5%
• Time management skills	95.2%

Lowest Importance

• Find a spouse/partner	63.4%
• Participate in extracurricular activities	74.6%
• Interactions with international minority students	74.9%
• Affiliation with the USU community	76.4%
• Appreciation of the arts	76.9%
• Prepare for family life	79.2%

Greatest Progress

(Very good + good) (Above 90%)

• General knowledge	96.8%
• Level of intellect	94.6%
• Independence	94.4%
• Learn to work well with others	93.8%
• Problem solving skills`	93.5%
• Critical thinking abilities	92.8%

Least Progress

• Find a spouse/partner	65.2%
• Interactions with international/minority students	69.7%
• Participate in extracurricular activities	74.6%
• Informal interactions with professors	76.4%
• Affiliation with USU community	77.0%
• Prepare for family life	78.8%
• Management of personal finances	78.2%

Largest Negative Gap Between Importance and Progress

• Management of personal finances	-15.1%
• Likelihood of promotion/salary increase	-10.5%

- Job/career skills -9.0%
- Obtain professional skills -8.9%
- Informal interactions with professors -8.6%
- Awareness of social issues -8.4%
- Time management skills -8.1%

Largest Positive Gap Between Importance and Progress

- Appreciation of the arts +3.2%

ACADEMIC SUPPORT SERVICES

Highest Importance

- Computer Labs 95.9%
- Registration and Records Office 95.5%
- Bookstore 95.0%

Lowest Importance

- Children's House 36.9%
- International Students/Scholars Office 46.4%
- Re-entry Student Center 48.7%
- Multicultural Student Services 48.7%

Highest Opinion

(Includes all above 90% satisfaction)

- Cazier Science & Technology Library 96.1%
- USU ID Card Office 95.2%
- Women's Center 93.3%
- Re-entry Student Center 92.2%
- Copy Centers 92.1%
- Merrill Library 91.1%
- Student Wellness Center 91.1%
- Computer Labs 90.6%
- Disability Resource Center 90.3%
- Multicultural Student Services 90.1%

Lowest Opinion

(Includes all below 80% satisfaction)

- Bookstore 67.6%
- Student Health Insurance 70.2%
- SOAR 74.1%
- Student Housing 77.5%

Largest Negative Gap Between Importance and Opinion

(Expectations not met)

- Bookstore -27.4%

Largest Positive Gap Between Importance and Opinion

(Expectations exceeded)

- Children's House +50.3%
- International Students/Scholars Office +46.5%
- Re-entry Student Center +43.5%
- Multicultural Student Services +41.6%
- Women's Center +41.0%
- Disability Resource Center +36.8%

NON ACADEMIC SUPPORT SERVICES

Highest Importance

- Statesman 86.8%
- Parking Services 86.5%
- Shuttle Bus 84.3%
- Recreation (HPER/Field House) 83.4%
- USU Police 83.0%

Lowest Importance

- Affirmative Action/Equal Opportunity Office 31.9%
- Parent's Weekend 41.4%
- Robins Awards 41.8%
- Arts & Lectures Series 43.5%
- Poetry and a Beverage 45.2%

Highest Opinion

(All above 90% satisfaction)

- Outdoor Recreation 96.0%
- Val R. Christensen Service Center 94.5%
- Performing Arts Series* 94.1%
- Arts & Lectures Series 92.9%
- Convocations 92.3%
- STAB Activities 91.7%
- Homecoming 91.0%
- Campus Recreation 90.5%

*No longer offered

Lowest Opinion

- Parking Services 31.8%

Largest Negative Gap Between Importance and Opinion
(Expectations not met)

- Parking Services -54.7%

Largest Positive Gap Between Importance and Opinion
(Expectations exceeded)

- Affirmative Action/Equal Opportunity Office +55.2%
- Arts & Lectures Series +49.4%
- Robins Awards +47.4%
- Parent's Weekend +45.1%
- Poetry and a Beverage +44.7%

SOME OTHER DEMOGRAPHICS OF THE SAMPLE

- 72.7% had a cumulative grade point average of B or better
- 48.9% were single; 49.0% were married
- 27.9% had one or more dependents
- 70.9% were between 21-25 years of age
- 81.5% were living in Utah
- 96.1% were getting Bachelor's degrees
- 55.0% were female; 45.0% were male
- 97.4% were US citizens
- 84.6% took the majority of their classes on the USU campus

SPECIFIC DATA TABLES

Throughout this report data tables are presented in frequencies and percentages. Crosstabulations are presented when differences occur among colleges.

RESPONDENTS AND THEIR COLLEGES

Table 1 shows respondents by college and also the percent of undergraduates completing their degrees by college at USU for spring graduation 2002. The percent data is then ranked in the last column so the reader can see how the two data sets compare.

Table 1. College

<u>College</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>USU Spring Graduation*</u>	<u>Ranks**</u>
Agriculture	132	5.5	5.1	7:7
Business	499	20.9	20.9	2:2
Education	499	20.9	19.2	3:3
Engineering	210	8.8	7.9	4:5
Family Life	196	8.2	7.6	5:6
Humanities, Arts & Sciences	567	23.8	25.1	1:1
Natural Resources	78	3.3	3.1	8:8
Science	177	7.4	8.3	6:4
Other	26	1.1	2.9	9:9
Subtotal	2384	100.0		
Missing	2			
Total	2386			

*USU Office of Analysis, Assessment, and Accreditation, Graduation Summary, Spring 2002.

**Left rank is from Graduating Students Survey, right rank is from Analysis, Assessment and Accreditation.

Tables 2 - 10 show the number of respondents within colleges by degree program.

Table 2. College of Agriculture

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	2244	94.0	94.0	94.0
Agribusiness	8	.3	.3	94.4
Agricultural Economics	1	.0	.0	94.4
Agricultural Education	11	.5	.5	94.9
Agricultural Mach Tech	2	.1	.1	95.0
Agricultural Systems Tech	11	.5	.5	95.4
Animal Science	11	.5	.5	95.9
Bioveterinary Science	4	.2	.2	96.1
Crop Science	2	.1	.1	96.1
Dairy Science	1	.0	.0	96.2
Environmental Soil/Water Science	3	.1	.1	96.3
Food Microbiology & Safety	1	.0	.0	96.4
Horticulture	53	2.2	2.2	98.6
International Agribusiness	1	.0	.0	98.6
Nutrition and Food Sciences	14	.6	.6	99.2
Ornamental Horticulture	18	.8	.8	100.0
Plant Science	1	.0	.0	100.0
Total	2386	100.0	100.0	

Table 3. College of Business

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	1871	78.4	78.4	78.4
Accounting	100	4.2	4.2	82.6
BIS	106	4.4	4.4	87.0
BISE	11	.5	.5	87.5
Business	9	.4	.4	87.9
Business Administration	32	1.3	1.3	89.2
Business Education	7	.3	.3	89.5
Economics	29	1.2	1.2	90.7
Education	1	.0	.0	90.8
Finance	61	2.6	2.6	93.3
Human Resource Management	38	1.6	1.6	94.9
Information Technology	7	.3	.3	95.2
Management	32	1.3	1.3	96.6
Marketing	59	2.5	2.5	99.0
Marketing Education	3	.1	.1	99.2
Office Systems Support	15	.6	.6	99.8
Production Management	5	.2	.2	100.0
Total	2386	100.0	100.0	

Table 4. College of Education

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	1877	78.7	78.7	78.7
Communicative Disorders	49	2.1	2.1	80.7
Early Childhood Education	20	.8	.8	81.6
Education	5	.2	.2	81.8
Elementary Education	159	6.7	6.7	88.4
Health Education Specialist	22	.9	.9	89.4
Health, Physical Education & Recreation	16	.7	.7	90.0
Parks and Recreation	27	1.1	1.1	91.2
Physical Education	43	1.8	1.8	93.0
Psychology	89	3.7	3.7	96.7
Secondary Education	45	1.9	1.9	98.6
Special Education	34	1.4	1.4	100.0
Total	2386	100.0	100.0	

Table 5. College of Engineering

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	2171	91.0	91.0	91.0
Aerospace	2	.1	.1	91.1
Biological Engineering	2	.1	.1	91.2
Civil & Environmental	8	.3	.3	91.5

Engineering				
Civil Engineering	23	1.0	1.0	92.5
Computer Engineering	12	.5	.5	93.0
Drafting	7	.3	.3	93.3
Electrical Engineering	29	1.2	1.2	94.5
Environmental Engineering	2	.1	.1	94.6
Industrial Teacher Education	9	.4	.4	94.9
Industrial Technology	6	.3	.3	95.2
IT (Aero Technology)	7	.3	.3	95.5
IT (Electronics/Computer Tech)	12	.5	.5	96.0
IT (Flight Tech)	35	1.5	1.5	97.4
IT (Industrial Technology)	5	.2	.2	97.7
IT (Welding Engineering Tech)	12	.5	.5	98.2
Mechanical Engineering	44	1.8	1.8	100.0
Total	2386	100.0	100.0	

Table 6. College of Family Life

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	2171	91.0	91.0	91.0
Apparel and Textiles	9	.4	.4	91.4
Early Childhood Education	4	.2	.2	91.5
Family & Consumer Sciences	40	1.7	1.7	93.2
Family & Consumer Sciences Education	9	.4	.4	93.6
Family & Human Development	107	4.5	4.5	98.1
Family Life	2	.1	.1	98.2
Human Environments	14	.6	.6	98.7
Interior Design	9	.4	.4	99.1
Nutrition and Food Sciences	21	.9	.9	100.0
Total	2386	100.0	100.0	

Table 7. College of Humanities, Arts, & Social Science

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	1802	75.5	75.5	75.5
American Studies	9	.4	.4	75.9
Anthropology	10	.4	.4	76.3
Art	69	2.9	2.9	79.2
Asian Studies	6	.3	.3	79.5
Communication	13	.5	.5	80.0
English	64	2.7	2.7	82.7
French	3	.1	.1	82.8
German	3	.1	.1	82.9
History	40	1.7	1.7	84.6
International Relations	6	.3	.3	84.9
Journalism	49	2.1	2.1	86.9
Landscape Architecture	29	1.2	1.2	88.1

Liberal Arts and Sciences	73	3.1	3.1	91.2
Music	24	1.0	1.0	92.2
Music Therapy	9	.4	.4	92.6
Philosophy	10	.4	.4	93.0
Political Science	44	1.8	1.8	94.8
Pre-law	5	.2	.2	95.1
Second Language Teaching	1	.0	.0	95.1
Social Science	1	.0	.0	95.1
Social Work	39	1.6	1.6	96.8
Sociology	44	1.8	1.8	98.6
Spanish	20	.8	.8	99.5
Theatre Arts	12	.5	.5	100.0
Town and Regional Planning	1	.0	.0	100.0
Total	2386	100.0	100.0	

Table 8. College of Natural Resources

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	2305	96.6	96.6	96.6
Aquatic Ecology	1	.0	.0	96.6
Environmental Studies	25	1.0	1.0	97.7
Fisheries and Wildlife	14	.6	.6	98.3
Fisheries Biology	1	.0	.0	98.3
Forestry	6	.3	.3	98.6
Geography	16	.7	.7	99.2
Rangeland Resources	5	.2	.2	99.5
Recreation Resources Management	6	.3	.3	99.7
Watershed Science	2	.1	.1	99.8
Wildlife Biology	5	.2	.2	100.0
Total	2386	100.0	100.0	

Table 9. College of Science

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other Colleges	2205	92.4	92.4	92.4
Biochemistry	3	.1	.1	92.5
Biology	59	2.5	2.5	95.0
Chemistry	9	.4	.4	95.4
Chemistry Teaching	1	.0	.0	95.4
Composite	4	.2	.2	95.6
Composite Teaching Physical Science (Chem)	3	.1	.1	95.7
Composite Teaching Physical Science (Physics)	4	.2	.2	95.9
Computer Science	32	1.3	1.3	97.2
Geology	8	.3	.3	97.6

Liberal Arts and Sciences	1	.0	.0	97.6
Mathematical Sciences	2	.1	.1	97.7
Mathematics	8	.3	.3	98.0
Mathematics Education	15	.6	.6	98.7
Physics	6	.3	.3	98.9
Public Health	23	1.0	1.0	99.9
Statistics	3	.1	.1	100.0
Total	2386	100.0	100.0	

Table 10. Other

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Other College	2359	98.9	98.9	98.9
Interdisciplinary Studies	18	.8	.8	99.6
International Studies	9	.4	.4	100.0
Total	2386	100.0	100.0	

OTHER RESPONDENT DEMOGRAPHICS

Table 11. Term applied for graduation

<u>Term</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Summer	305	12.8	13.1	13.1
Fall	675	28.3	29.0	42.1
Spring	1350	56.6	57.9	100.0
Subtotal	2330	97.7	100.0	
Missing	56	2.3		
Total	2386	100.0		

Table 12. Year applied for graduation

<u>Year</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
2001	545	22.8	23.7	23.7
2002	1753	73.5	76.3	100.0
Subtotal	2298	96.3	100.0	
Missing	88	3.7		
Total	2386	100.0		

Table 13 shows that over 72% of the respondents maintained a B or better grade point average. Table 14 shows that more respondents than expected from the colleges of Agriculture, and Natural Resources had lower grades while the College of Education had more respondents than expected with higher grades.

Table 13. Cumulative grade point average

<u>Cumulative GPA</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
4.0 - 3.6	745	31.2	32.3	32.3
3.5 - 3.1	931	39.0	40.4	72.7
3.0 - 2.6	554	23.2	24.0	96.8
2.5 - 2.0	74	3.1	3.2	100.0
Subtotal	2304	96.6	100.0	
Missing	82	3.4		
Total	2386	100.0		

Table 14. Cumulative grade point average crosstabulation by college

<u>College</u>	<u>Cumulative GPA</u>				<u>Total</u>
	<u>4.0 - 3.6</u>	<u>3.5 - 3.1</u>	<u>3.0 - 2.6</u>	<u>2.5 - 2.0</u>	
Agriculture	38	41	37	12**	128
Business	111*	198	168**	10	487
Education	208**	198	72*	5*	483
Engineering	52	101**	51	2	206
Family Life	57	79	43	6	185
Humanities, Arts & Sciences	189	215	117	22	543
Natural Resources	19	29	20	8**	76
Science	69	60	37	5	171
Other	2*	9	9	4**	24
Total	745	930	554	74	2303

*Fewer than expected

**More than expected

Table 15 shows the degrees respondents received. Those indicating masters and doctoral degrees had just received their bachelors degree and were matriculated into graduate programs.

Table 15. Degree earned

<u>Degree Earned</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Certificate	9	.4	.4	.4
Associate	79	3.3	3.3	3.7
Bachelors	2272	95.2	96.1	99.8
Masters	3	.1	.1	100.0
Doctorate	1	.0	.0	100.0
Subtotal	2364	99.1	100.0	
Missing	22	.9		
Total	2386	100.0		

Table 16 shows that a slight majority of respondents were female but the USU graduating population was 50% females and 50% males. Table 17 shows that the gender of respondents was unevenly distributed across the colleges in a predictable manner. Females were over represented and males under represented in the Colleges of Education, and Family Life. Females were under represented and males over represented in the colleges of Business, Engineering, Natural Resources, and Science.

Table 16. Gender

<u>Gender</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Female	1296	54.3	55.0	55.0
Male	1061	44.5	45.0	100.0
Subtotal	2357	98.8	100.0	
Missing	29	1.2		
Total	2386	100.0		

Table 17. Gender crosstabulation by college

<u>College</u>	<u>Gender</u>		<u>Total</u>
	<u>Female</u>	<u>Male</u>	
Agriculture	70	62	132
Business	177*	317**	494
Education	415**	77*	492
Engineering	14*	195**	209
Family Life	177**	16*	193
Humanities, Arts & Sciences	332	227	559
Natural Resources	29*	48**	77
Science	66*	110**	176
Other	15	9	24
Total	1295	1061	2356

*Fewer than expected

**More than expected

Most all of the respondents (97.4%) indicated that they were U.S. citizens (Table 18).

Table 18. Citizenship

<u>Citizenship</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
US	2280	95.6	97.4	97.4
Other	62	2.6	2.6	100.0
Subtotal	2342	98.2	100.0	
Missing	44	1.8		
Total	2386	100.0		

The majority of respondents (94.8%) were Caucasian (Table 19). 91.9% of the graduating class of 2002 were Caucasian (Office of Analysis, Assessment, and Accreditation).

Table 19. Ethnicity

<u>Ethnicity</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>	<u>USU Graduating Class 2002*</u>
American Indian or Alaskan Native	20	.8	.9	.9	0.6
Hispanic	32	1.3	1.4	2.2	1.4
Asian or Pacific Islander	39	1.6	1.7	3.9	1.2
White, Non-Hispanic	2193	91.9	94.8	98.7	91.9
Black, Non-Hispanic	7	.3	.3	99.0	0.3
Other, Unspecified	23	1.0	1.0	100.0	4.6**
Subtotal	2314	97.0	100.0		100.0
Missing	72	3.0			
Total	2386	100.0			

*USU Office of Analysis, Assessment, and Accreditation, Graduation Summary, Spring 2002.

**This figure includes non-resident aliens.

A plurality of respondents (49.0%) were married (Table 20). 48.9% of the respondents were single.

Table 20. Marital Status

<u>Marital Status</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Single	1153	48.3	48.9	48.9
Married	1155	48.4	49.0	97.8
Divorced	40	1.7	1.7	99.5
Widowed	3	.1	.1	99.7
Separated	8	.3	.3	100.0
Subtotal	2359	98.9	100.0	
Missing	27	1.1		
Total	2386	100.0		

A majority of the respondents (72.1%) had no dependents (Table 21). 14.7% of the respondents had one dependent.

Table 21. Number of Dependents

<u>Dependents</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Zero	1688	70.7	72.1	72.1
1	344	14.4	14.7	86.8
2	167	7.0	7.1	93.9
3	74	3.1	3.2	97.1
4	36	1.5	1.5	98.6

5 +	32	1.3	1.4	100.0
Subtotal	2341	98.1	100.0	
Missing	45	1.9		
Total	2386	100.0		

The majority of respondents (74.4%) were between the ages of 18 and 25 (Table 22). 17.6% of the respondents were between the ages of 26 and 30.

Table 22. Age

<u>Age</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
18 - 20	82	3.4	3.5	3.5
21 - 25	1676	70.2	70.9	74.4
26 - 30	415	17.4	17.6	92.0
31 - 40	109	4.6	4.6	96.6
41 - 50	62	2.6	2.6	99.2
51 - 60	17	.7	.7	99.9
60 +	2	.1	.1	100.0
Subtotal	2363	99.0	100.0	
Missing	23	1.0		
Total	2386	100.0		

Table 23 shows that the majority of respondents are from Cache Valley (41.6%) or in Utah outside of Cache Valley (39.8%). Table 24 shows the same figures crosstabulated by college. This table suggests that relative to other colleges the College of Agriculture and the College of Education have more Utah residents from outside Cache Valley than expected. The College of HASS has fewer Utah residents than expected from outside Cache Valley.

Table 23. Residence when not at USU

<u>Residence</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Cache Valley	981	41.1	41.6	41.6
Utah, outside Cache Valley	939	39.4	39.8	81.5
Outside Utah in US	388	16.3	16.5	97.9
Outside the USA	49	2.1	2.1	100.0
Subtotal	2357	98.8	100.0	
Missing	29	1.2		
Total	2386	100.0		

Table 24. Residence when not at USU crosstabulation by college

<u>College</u>	<u>Cache Valley</u>	<u>Utah, outside Cache Valley</u>	<u>Outside Utah in US</u>	<u>Outside the USA</u>	<u>Total</u>
Agriculture	40*	70**	20	2	132
Business	229	173	78	12	492
Education	179	246**	67	1*	493
Engineering	99	76	27	6	208
Family Life	67	94	32	2	195
Humanities, Arts & Sciences	254	183*	107	16	560
Natural Resources	28	28	19	3	78
Science	77	59	32	5	173
Other	8	10	6	1	25
Total	981	939	388	48	2356

*Fewer than expected

**More than expected

Table 25 shows that there is no majority of students who attended USU for the 4 years that it usually takes for a student to receive a Bachelor's degree. About the same proportions of respondents attended USU for 2, 3, 4, and 5 years. Given other university data, an inference can be made that the sample is composed of respondents who transferred from other institutions (perhaps those attending USU for 4 years or less), and those who have been at USU for their entire college attendance (most of those attending 4, 5, and 6 years).

Table 25. Length of attendance at USU

<u>Attendance (yrs)</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<1	2	.1	.1	.1
1	43	1.8	1.8	1.9
2	434	18.2	18.4	20.3
3	519	21.8	22.0	42.4
4	681	28.5	28.9	71.3
5	457	19.2	19.4	90.7
6 +	219	9.2	9.3	100.0
Subtotal	2355	98.7	100.0	
Missing	31	1.3		
Total	2386	100.0		

Table 26 shows that the majority of respondents (84.6%) took most of their classes on the Logan campus at USU. The data in Table 27 show that more respondents than expected from the Colleges of Agriculture and Education took the majority of their classes at other USU locations. Fewer respondents than expected in the Colleges of Engineering and HASS took the majority of classes at other USU locations.

Table 26. Majority of classes taken where?

<u>Location</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Another college/university	199	8.3	8.5	8.5
Logan Campus	1985	83.2	84.6	93.1
Other USU locations (e.g. Moab, Roosevelt)	161	6.7	6.9	100.0
Subtotal	2345	98.3	100.0	
Missing	41	1.7		
Total	2386	100.0		

Table 27. Majority of classes taken where crosstabulation by college

<u>College</u>	<u>Another college university</u>	<u>Logan Campus</u>	<u>Other USU locations (e.g. Moab, Roosevelt)</u>	<u>Total</u>
Agriculture	15	91	25**	131
Business	36	415	42	493
Education	48	382	59**	489
Engineering	14	190	1*	205
Family Life	20	164	10	194
Humanities, Arts & Sciences	43	503	11*	557
Natural Resources	9	67	1	77
Science	13	153	8	174
Other	1	19	4	24
Total	199	1984	161	2344

*Fewer than expected

**More than expected

A majority of respondents (53.1%) planned to continue their educations (Table 28). However, 34.5% of the respondents were undecided about continuing their educations.

Table 28. Plan to continue education?

<u>Continue?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Yes	1252	52.5	53.1	53.1
No	292	12.2	12.4	65.5
Undecided	812	34.0	34.5	100.0
Subtotal	2356	98.7	100.0	
Missing	30	1.3		
Total	2386	100.0		

A majority of respondents (54.4%) were only employed part-time, while 21.3% were employed full-time (Table 29). 24.3% of the respondents were unemployed.

Table 29. Employment status

<u>Employment</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Employed full-time	501	21.0	21.3	21.3
Employed part-time	1281	53.7	54.4	75.7
Unemployed	571	23.9	24.3	100.0
Subtotal	2353	98.6	100.0	
Missing	33	1.4		
Total	2386	100.0		

When respondents were asked how much time they worked while they were attending USU, a plurality of respondents (31.8%) indicated they were employed half time (Table 30).

Table 30. Time worked

<u>Time Worked</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
None	299	12.5	12.7	12.7
1/4	440	18.4	18.7	31.3
1/2	750	31.4	31.8	63.1
3/4	428	17.9	18.2	81.3
Full	441	18.5	18.7	100.0
Subtotal	2358	98.8	100.0	
Missing	28	1.2		
Total	2386	100.0		

Table 31 shows that over half of the respondents had employment that was not related to their degrees. Table 32 shows that this outcome was unevenly distributed across the colleges. The colleges of Education and HASS had more respondents than expected whose employment was not related to their degrees, while the college of Agriculture had more respondents than expected whose employment was related to their degrees.

Table 31. Relationship of employment to degree

<u>Employment</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Related to degree	880	36.9	46.5	46.5
Unrelated to degree	1013	42.5	53.5	100.0
Subtotal	1893	79.3	100.0	
Missing	493	20.7		
Total	2386	100.0		

Table 32. Relationship of employment to degree crosstabulation by college

<u>College</u>	<u>Related to degree</u>	<u>Unrelated to degree</u>	<u>Total</u>
Agriculture	71**	40*	111
Business	216	193	409
Education	136*	232**	368
Engineering	96	72	168
Family Life	68	82	150
Humanities, Arts & Sciences	169*	295**	464
Natural Resources	35	26	61
Science	80	64	144
Other	9	9	18
Total	880	1013	1893

*Fewer than expected

**More than expected

84.2 percent of the respondents had career-related practical experience during college, including practica, volunteer experiences, employment, and work study (Table 33). These experiences varied by college (Table 34). More respondents than expected from Education and Family Life had practicum/internship experiences while there were fewer HASS and Science respondents than expected who did. More respondents than expected in Education and fewer than expected in Business had volunteer experiences. On the other hand more respondents than expected from Agriculture, Business, and Science got their practical experiences from employment while fewer respondents from Education and Family Life did so. Both HASS and Science had more respondents than expected who had no practical experience during college.

Table 33. Career-related practical experience during college

<u>Experience</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Practicum/internship	1062	44.5	45.4	45.4
Volunteer experiences	345	14.5	14.7	60.1
Employment	486	20.4	20.8	80.9
Work-study	77	3.2	3.3	84.2
None	371	15.5	15.8	100.0
Subtotal	2341	98.1	100.0	
Missing	45	1.9		
Total	2386	100.0		

Table 34. College career-related practical experience during college crosstabulation

<u>College</u>	<u>Practicum/ internship</u>	<u>Volunteer experiences</u>	<u>Employment</u>	<u>Work- study</u>	<u>None</u>	<u>Total</u>
Agriculture	62	16	39**	5	10*	132
Business	214	38*	141**	11	89	493
Education	277**	92**	64*	14	42*	489
Engineering	99	12	49	2	44	206
Family Life	138**	34	10*	5	6*	193
Humanities, Arts & Sciences	194*	99	101	26	137**	557
Natural Resources	26	13	23	4	9	75
Science	43*	35	57**	10	26	171
Other	8	6	2	0	8**	24
Total	1061	345	486	77	371	2340

*Fewer than expected

**More than expected

Table 35 shows that 82.9% of the respondents were positive about their USU experience. Table 36 presents the same findings by college. More respondents than expected in the colleges of Education and Family Life said that USU was great and would tell their friends to come. More respondents than expected in the colleges of Business, Engineering and Science were neutral in their opinion. More respondents than expected from the College of Science would tell their friends not to come to USU.

Table 35. "What do you tell your friends about USU?"

<u>What say?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
It's great; come here to school	955	40.0	40.7	40.7
Mostly positive things	991	41.5	42.2	82.9
Nothing much, positive or negative	314	13.2	13.4	96.3
Mostly negative things	66	2.8	2.8	99.1
It's not great; don't come here to school	21	.9	.9	100.0
Subtotal	2347	98.4	100.0	
Missing	39	1.6		
Total	2386	100.0		

Table 36. What do you tell your friends about USU crosstabulation by college

<u>College</u>	<u>It's great; come here to school</u>	<u>Mostly positive things</u>	<u>Nothing much, positive or negative</u>	<u>Mostly negative things</u>	<u>It's not great; don't come here to school</u>	<u>Total</u>
Agriculture	57	49	21	5	0	132
Business	156*	232	82**	21	2	493
Education	240**	197	41*	8	3	489
Engineering	60*	98	43**	2	4	207
Family Life	116**	64*	12*	2	0	194
Humanities, Arts & Sciences	237	238	59	17	6	557
Natural Resources	23	33	15	3	2	76
Science	58	68	37**	7	4**	174
Other	8	11	4	1	0	24
Total	955	990	314	66	21	2346

*Fewer than expected

**More than expected

STOPPING OUT

Many of USU's students take longer than 4 years to complete their baccalaureate degrees. The primary reasons for this are presented in the following tables. Table 37 shows that a little over half of the respondents stopped out of school. Of those who stopped out over 70% stopped out once (Table 38). Over 60% of those respondents who stopped out did so between one and two years (Table 39). The major reason for stopping out was church/mission service (Table 40). Tables 41 -51 present the summary data of Table 40 in its raw form.

Table 37. Education interrupted?

<u>Interrupted?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Yes	1168	49.0	50.1	50.1
No	1163	48.7	49.9	100.0
Subtotal	2331	97.7	100.0	
Missing	55	2.3		
Total	2386	100.0		

Table 38. Number of interruptions

<u>How Often?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Once	829	34.7	71.3	71.3
More than once	333	14.0	28.7	100.0
Subtotal	1162	48.7	100.0	
Missing	1224	51.3		
Total	2386	100.0		

Table 39. Longest interruption

<u>Length (yrs)</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
< 1	268	11.2	23.0	23.0
1 - 2	732	30.7	62.7	85.7
3 - 4	88	3.7	7.5	93.2
5 +	79	3.3	6.8	100.0
Subtotal	1167	48.9	100.0	
Missing	1219	51.1		
Total	2386	100.0		

Table 40. Reasons for stopping out

<u>Reasons for Interruption</u>	<u>Major + Minor Reason (%)</u>
Church/Mission Service	59.5
Financial	42.9
Job	32.2
Family Responsibilities	25.6
Transferred to another college/university	19.0
Lack of Interest	17.4
Stress	17.3
Moving	14.2
Illness	6.6
Academic Standing	5.9
Out of Drops	0.3

Table 41. Reason for interruption: financial

<u>Finances</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	250	10.5	23.4	23.4
Minor Reason	209	8.8	19.6	42.9
Not A Reason	610	25.6	57.1	100.0
Subtotal	1069	44.8	100.0	
Missing	1317	55.2		
Total	2386	100.0		

Table 42. Reason for interruption: family responsibility

<u>Family Responsibilities</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	186	7.8	17.5	17.5
Minor Reason	86	3.6	8.1	25.6
Not A Reason	789	33.1	74.4	100.0
Subtotal	1061	44.5	100.0	
Missing	1325	55.5		
Total	2386	100.0		

Table 43. Reason for interruption: stress

<u>Stress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	60	2.5	5.8	5.8
Minor Reason	120	5.0	11.6	17.3
Not A Reason	858	36.0	82.7	100.0
Subtotal	1038	43.5	100.0	
Missing	1348	56.5		
Total	2386	100.0		

Table 44. Reason for interruption: academic standing

<u>Academic Standing</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	18	.8	1.8	1.8
Minor Reason	42	1.8	4.1	5.9
Not A Reason	963	40.4	94.1	100.0
Subtotal	1023	42.9	100.0	
Missing	1363	57.1		
Total	2386	100.0		

Table 45. Reason for interruption: church/mission service

<u>Church Service</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	656	27.5	58.2	58.2
Minor Reason	15	.6	1.3	59.5
Not A Reason	456	19.1	40.5	100.0
Subtotal	1127	47.2	100.0	
Missing	1259	52.8		
Total	2386	100.0		

Table 46. Reason for interruption: job

<u>Job</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	178	7.5	16.8	16.8
Minor Reason	163	6.8	15.4	32.2

Not A Reason	719	30.1	67.8	100.0
Subtotal	1060	44.4	100.0	
Missing	1326	55.6		
Total	2386	100.0		

Table 47. Reason for interruption: illness

<u>Illness</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	42	1.8	4.0	4.0
Minor Reason	26	1.1	2.5	6.6
Not A Reason	970	40.7	93.4	100.0
Subtotal	1038	43.5	100.0	
Missing	1348	56.5		
Total	2386	100.0		

Table 48. Reason for interruption: lack of interest

<u>Lack of Interest</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	52	2.2	5.0	5.0
Minor Reason	129	5.4	12.4	17.4
Not A Reason	858	36.0	82.6	100.0
Subtotal	1039	43.5	100.0	
Missing	1347	56.5		
Total	2386	100.0		

Table 49. Reason for interruption: transferred to another college/university

<u>Transferred</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	97	4.1	9.2	9.2
Minor Reason	103	4.3	9.8	19.0
Not A Reason	851	35.7	81.0	100.0
Subtotal	1051	44.0	100.0	
Missing	1335	56.0		
Total	2386	100.0		

Table 50. Reason for interruption: moving

<u>Moving</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Reason	81	3.4	7.7	7.7
Minor Reason	68	2.8	6.5	14.2
Not A Reason	898	37.6	85.8	100.0
Subtotal	1047	43.9	100.0	
Missing	1339	56.1		
Total	2386	100.0		

Table 51. Reason for interruption: out of drops

<u>Out of Drops</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Minor Reason	3	.1	.3	.3
Not a Reason	1024	42.9	99.7	100.0
Subtotal	1027	43.0	100.0	
Missing	1359	57.0		
Total	2386	100.0		

FINANCIAL AID

The following section shows the respondents' sources of financial aid. Table 52 shows that employment was the major and minor source of financial aid for the largest proportion of respondents. Tables 53-63 present the raw data summarized in Table 52.

Table 52. Sources of financial aid for respondents in order of importance

<u>Source of Financial Aid</u>	<u>Major Source + Minor Source (%)</u>
Employment	86.9
Savings	66.3
Parents	63.3
Grants	58.5
Scholarship	49.0
Loans	48.2
Spouse	32.5
Other Relatives	11.4
Work Study	12.1
Veteran's Benefits	2.2
Graduate Assistantship	0.5

Table 53. Financial aid: parents

<u>Parents</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	649	27.2	29.9	29.9
Minor Source	727	30.5	33.4	63.3
Not a Source	798	33.4	36.7	100.0
Subtotal	2174	91.1	100.0	
Missing	212	8.9		
Total	2386	100.0		

Table 54. Financial aid: spouse

<u>Spouse</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	260	10.9	12.5	12.5
Minor Source	414	17.4	20.0	32.5
Not a Source	1400	58.7	67.5	100.0
Subtotal	2074	86.9	100.0	
Missing	312	13.1		
Total	2386	100.0		

Table 55. Financial aid: other relative

<u>Other Relative</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	67	2.8	3.3	3.3
Minor Source	165	6.9	8.1	11.4
Not a Source	1798	75.4	88.6	100.0
Subtotal	2030	85.1	100.0	
Missing	356	14.9		
Total	2386	100.0		

Table 56. Financial aid: savings

<u>Savings</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	511	21.4	24.3	24.3
Minor Source	885	37.1	42.1	66.3
Not a Source	708	29.7	33.7	100.0
Subtotal	2104	88.2	100.0	
Missing	282	11.8		
Total	2386	100.0		

Table 57. Financial aid: employment

<u>Employment</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	1085	45.5	49.7	49.7
Minor Source	810	33.9	37.1	86.9
Not a Source	286	12.0	13.1	100.0
Subtotal	2181	91.4	100.0	
Missing	205	8.6		
Total	2386	100.0		

Table 58. Financial aid: work study

<u>Work Study</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	63	2.6	3.1	3.1
Minor Source	182	7.6	9.0	12.1
Not a Source	1784	74.8	87.9	100.0
Subtotal	2029	85.0	100.0	
Missing	357	15.0		
Total	2386	100.0		

Table 59. Financial aid: graduate assistantship

<u>Graduate Assistantship</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	4*	.2	.2	.2
Minor Source	6*	.3	.3	.5
Not a Source	2004	84.0	99.5	100.0
Subtotal	2014	84.4	100.0	
Missing	372	15.6		
Total	2386	100.0		

*Assumption here is that undergraduates were involved in research and this is the only item where they felt this could be reported.

Table 60. Financial aid: scholarship

<u>Scholarship</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	584	24.5	27.6	27.6
Minor Source	453	19.0	21.4	49.0
Not a Source	1081	45.3	51.0	100.0
Subtotal	2118	88.8	100.0	
Missing	268	11.2		
Total	2386	100.0		

Table 61. Financial aid: loans

<u>Loans</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	651	27.3	30.7	30.7
Minor Source	371	15.5	17.5	48.2
Not a Source	1097	46.0	51.8	100.0
Subtotal	2119	88.8	100.0	
Missing	267	11.2		
Total	2386	100.0		

Table 62. Financial aid: grants

<u>Grants</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	836	35.0	38.8	38.8
Minor Source	424	17.8	19.7	58.5
Not a Source	894	37.5	41.5	100.0
Subtotal	2154	90.3	100.0	
Missing	232	9.7		
Total	2386	100.0		

Table 63. Financial aid: veteran's benefits

<u>Veteran's Benefits</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major Source	27	1.1	1.3	1.3
Minor Source	17	.7	.8	2.2
Not a Source	1975	82.8	97.8	100.0
Subtotal	2019	84.6	100.0	
Missing	367	15.4		
Total	2386	100.0		

ADVISING

Respondent opinion on advising continues to be ranked lower than other areas of this survey. Table 64 presents the results of the items on advising arranged from strongest agreement to weakest agreement.

Table 64. Respondents' agreement with advising items.

<u>Item</u>	<u>Agreement (%) (Strongly Agree + Agree</u>
Interactions with my advisor were positive	78.4
My advisor: Gave me correct information on services/programs	75.9
Overall I was satisfied with my advisor	71.9
My advisor: Was interested in my welfare	68.0
Overall I was satisfied with the advising system in my college/department	65.5
My advisor: Was readily available for consultation	64.6
Overall I was satisfied with the advising system at USU	59.5
My advisor: Helped me make academic/career decisions	54.5

Table 65 shows that over 95 percent of the respondents were assigned an advisor. There were no important differences between colleges on the numbers of respondents who knew they were assigned an advisor and those who did not know they were assigned an advisor.

Table 65. Assigned an advisor?

<u>Advisor?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Yes	2127	89.1	90.8	90.8
No	105	4.4	4.5	95.3
Don't Know	110	4.6	4.7	100.0
Subtotal	2342	98.2	100.0	
Missing	44	1.8		
Total	2386	100.0		

Table 66 shows that a majority of respondents (57.4%) met with their advisors at least each semester. There were many differences by college (Table 67). More respondents than expected from Agriculture and Natural Resources met with their advisors monthly. More respondents than expected from Education met with their advisors each semester while fewer respondents from HASS did the same. More

respondents than expected from HASS met annually with their advisors while fewer respondents than expected from Agriculture, and Education did so. More respondents than expected from Engineering and HASS reported they had never met with their advisors while fewer respondents from Agriculture, Education, and Natural Resources did so.

Table 66. Frequency of meetings with advisor

<u>Meeting Frequency</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Weekly	33	1.4	1.4	1.4
Monthly	176	7.4	7.5	8.9
Each Semester	1350	56.6	57.4	66.3
Once a Year	659	27.6	28.0	94.3
Never	133	5.6	5.7	100.0
Subtotal	2351	98.5	100.0	
Missing	35	1.5		
Total	2386	100.0		

Table 67. Frequency of meetings with advisor crosstabulation by college

<u>College</u>	<u>Weekly</u>	<u>Monthly</u>	<u>Each Semester</u>	<u>Once a Year</u>	<u>Never</u>	<u>Total</u>
Agriculture	4	24**	86	18*	0*	132
Business	6	29	255	176	28	494
Education	5	46	327**	99*	10*	487
Engineering	0	7*	123	46	32**	208
Family Life	4	16	131	37	5	193
Humanities, Arts & Sciences	11	27*	283*	192**	48**	561
Natural Resources	2	15**	41	18	0*	76
Science	1	11	85	69	10	176
Other	0	1	18	4	0	23
Total	33	176	1349	659	133	2350

*Fewer than expected

**More than expected

86% of the respondents indicated that they either had a full-time faculty member or a full-time advisor as an advisor (Table 68). Table 69 shows how type of advisor differed by college. The colleges of HASS, Natural Resources, and Science showed more full-time faculty members than expected while Education and Engineering showed more full-time advisors than expected. Family Life showed a greater number of peer advisors than expected. Education and Other showed more continuing education advisors than expected.

Table 68. Type of advisor

<u>Type of Advisor</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Continuing Ed administrator	41	1.7	1.7	1.7
Faculty member	995	41.7	42.4	44.2
Full-time advisor	1022	42.8	43.6	87.8
Peer advisor	58	2.4	2.5	90.3
Don't know	228	9.6	9.7	100.0
Subtotal	2344	98.2	100.0	
Missing	42	1.8		
Total	2386	100.0		

Table 69. Type of advisor crosstabulation by college

<u>College</u>	<u>Continuing Ed administrator</u>	<u>Faculty member</u>	<u>Full-time advisor</u>	<u>Peer advisor</u>	<u>Don't know</u>	<u>Total</u>
Agriculture	5	67	49	0	9	130
Business	12	227	191	5*	56	491
Education	15**	84*	326**	10	54	489
Engineering	2	34*	154**	0*	16	206
Family Life	2	88	70	22**	11	193
Humanities, Arts & Sciences	2*	313**	175*	14	56	560
Natural Resources	0	65**	8*	2	1*	76
Science	1	113**	37*	4	20	175
Other	2**	4	12	1	4	23
Total	41	995	1022	58	227	2343

*Fewer than expected

**More than expected

A majority of the respondents (53.7%) reported that they used the major requirement sheets as the major source for planning their academic program (Table 70). The second most used source was the respondent's advisor. Given the differences in types of advising systems used by various colleges the data in Table 71 are fairly predictable. For example, more respondents than expected in the colleges of Agriculture and Education used their advisors as the major source of planning while fewer respondents than expected in the college of Business, HASS and Science used this as a major source of planning. More respondents than expected in the colleges of Business and Science and fewer than expected in the colleges of Agriculture, Education, and Other used the major requirement sheets for their major source of planning. More respondents than expected in the College of HASS and fewer respondents than expected in the College of Family Life used the general catalog as a major source for academic planning.

Table 70. Major source of information in planning academic program

<u>Planning Source</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Advisor	770	32.3	32.7	32.7
Other faculty	59	2.5	2.5	35.2
Catalog	111	4.7	4.7	39.9
Major requirement sheets	1263	52.9	53.7	93.6
Other students	93	3.9	4.0	97.5
Other	58	2.4	2.5	100.0
Subtotal	2354	98.7	100.0	
Missing	32	1.3		
Total	2386	100.0		

Table 71. Major source of information in planning academic program crosstabulation by college

<u>College</u>	<u>Advisor</u>	<u>Other faculty</u>	<u>Catalog</u>	<u>Major requirement sheets</u>	<u>Other students</u>	<u>Other</u>	<u>Total</u>
Agriculture	85**	3	6	37*	0*	1	132
Business	85*	6	28	331**	32*	12	494
Education	248**	10	14	200*	11	8	491
Engineering	87	5	4	95	11	5	207
Family Life	71	6	3*	98	10	5	193
Humanities, Arts & Sciences	129*	21	39**	333	22	17	561
Natural Resources	21	1	3	46	4	1	76
Science	32*	7	11	119**	3	4	176
Other	12	0	3	3*	0	5**	23
Total	770	59	111	1262	93	58	2353

*Fewer than expected

**More than expected

75.9% of the respondents agreed or strongly agreed that their advisors gave them correct information (Table 72). Table 73 shows how responses differed by college. More respondents than expected in the colleges of Agriculture, Education, and Family Life strongly agreed while fewer than expected in the College of Business did so. More respondents than expected in the colleges of Business and Natural Resources were neutral while fewer than expected in the colleges of Education and Family Life were neutral. More respondents than expected in the College of Science strongly disagreed that their advisors gave them correct information.

Table 72. My advisor gave me correct information on services/programs

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	883	37.0	37.7	37.7
Agree	892	37.4	38.1	75.9
Neutral	400	16.8	17.1	92.9
Disagree	112	4.7	4.8	97.7
Strongly Disagree	53	2.2	2.3	100.0
Subtotal	2340	98.1	100.0	
Missing	46	1.9		
Total	2386	100.0		

Table 73. My advisor gave me correct information on services/programs
crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	72**	41	15	3	1	132
Business	124*	200	121**	31	12	488
Education	215**	194	48*	27	5	489
Engineering	71	85	34	8	8	206
Family Life	90**	72	16*	9	4	191
Humanities, Arts & Sciences	210	211	101	24	13	559
Natural Resources	29	20	26**	0	1	76
Science	62	63	33	9	8**	175
Other	10	6	5	1	1	23
Total	883	892	399	112	53	2339

*Fewer than expected

**More than expected

68% of the respondents strongly agreed or agreed that their advisor was interested in their welfare (Table 74). There were differences in this data when analyzed by college (Table 75). More respondents than expected in the colleges of Agriculture and Education and fewer in the College of Business strongly agreed with this item. More respondents than expected in the colleges of Business and Science either disagreed or strongly disagreed. Fewer respondents than expected in the colleges of Education and HASS disagreed with this item and fewer respondents in the College of Education strongly disagreed.

Table 74. My advisor was interested in my welfare

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	829	34.7	35.5	35.5
Agree	760	31.9	32.5	68.0
Neutral	542	22.7	23.2	91.1
Disagree	128	5.4	5.5	96.6
Strongly Disagree	79	3.3	3.4	100.0
Subtotal	2338	98.0	100.0	
Missing	48	2.0		
Total	2386	100.0		

Table 75. My advisor was interested in my welfare crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	83**	30	13*	3	2	131
Business	97*	158	155**	48**	30**	488
Education	200**	165	104	14*	6*	489
Engineering	58	72	51	15	10	206
Family Life	82	71	29*	8	2	192
Humanities, Arts & Sciences	209	185	131	18*	14	557
Natural Resources	32	18	20	5	1	76
Science	59	53	35	16**	12**	175
Other	9	8	3	1	2	23
Total	829	760	541	128	79	2337

*Fewer than expected

**More than expected

Only 64.6% of the respondents agreed or strongly agreed that their advisors were readily available for consultation (Table 76). This is indicative of the responses across the years with this survey. It illustrates some problems with the advising system. The data in Table 77 shows the data to be highly related to particular colleges. More respondents than expected in the colleges of Agriculture and Education strongly agreed with this item. Alternately, Business and Engineering had fewer respondents who strongly agreed with this item. In the case of Engineering more respondents than expected were neutral, disagreed, or strongly disagreed with this item.

Table 76. Advisor: Was readily available for consultation

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	672	28.2	28.8	28.8
Agree	837	35.1	35.8	64.6
Neutral	503	21.1	21.5	86.2
Disagree	222	9.3	9.5	95.7
Strongly Disagree	101	4.2	4.3	100.0
Subtotal	2335	97.9	100.0	
Missing	51	2.1		
Total	2386	100.0		

Table 77. My advisor was readily available for consultation crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	69**	43	11*	6	2	131
Business	88*	199	115	52	32**	486
Education	186**	166	83*	41	13	489
Engineering	28*	64	59**	30**	25**	206
Family Life	57	75	34	21	5	192
Humanities, Arts & Sciences	154	206	136	44	16	556
Natural Resources	25	20	19	12	0	76
Science	58	58	39	15	5	175
Other	7	6	6	1	3**	23
Total	672	837	502	222	101	2334

*Fewer than expected

**More than expected

A slight majority of respondents (54.5%) rely on their advisors for academic/career decisions (Table 78). Table 79 shows differences by college. More respondents than expected from the colleges of Agriculture, Education, and Family Life strongly agreed with this item while more respondents in Business either disagreed or strongly disagreed with this item. Fewer respondents than expected from the colleges of Agriculture, Education and Family Life were either neutral, disagreed or strongly disagreed with this item.

Table 78. My advisor helped me make academic/career decisions

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	561	23.5	24.1	24.1
Agree	709	29.7	30.4	54.5
Neutral	657	27.5	28.2	82.6
Disagree	272	11.4	11.7	94.3
Strongly Disagree	133	5.6	5.7	100.0
Subtotal	2332	97.7	100.0	
Missing	54	2.3		
Total	2386	100.0		

Table 79. My advisor helped me make academic/career decisions crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	65**	41	16*	7*	2*	131
Business	51*	141	157	85**	51**	485
Education	147**	165	126	36*	14*	488
Engineering	44	61	63	25	13	206
Family Life	66**	65	40	13*	7	191
Humanities, Arts & Sciences	125	156	179	68	28	556
Natural Resources	21	18	24	11	2	76
Science	36	54	45	26	14	175
Other	6	8	6	1	2	23
Total	561	709	656	272	133	2331

*Fewer than expected

**More than expected

Despite the fact that respondents have responded less positively to previous items, 78.4% strongly agreed or agreed that interactions with their advisors were positive (Table 80). But, data by college (Table 81) shows that numbers of respondents were not distributed proportionally. More respondents than expected in the colleges of Agriculture, Education, and Family Life strongly agreed with this item while fewer in the College of Business strongly agreed with this item. More respondents in Business and fewer in Agriculture agreed with this item. More respondents than expected in Business and less in Education and Family Life were neutral with this item. More respondents than expected in Engineering and Science disagreed while fewer in Education disagreed with this item. More respondents than expected in Engineering strongly disagreed with this item.

Table 80. Interaction with my advisor were positive

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	958	40.2	41.0	41.0
Agree	874	36.6	37.4	78.4
Neutral	366	15.3	15.7	94.0
Disagree	84	3.5	3.6	97.6
Strongly Disagree	56	2.3	2.4	100.0
Subtotal	2338	98.0	100.0	
Missing	48	2.0		
Total	2386	100.0		

Table 81. Interactions with my advisor were positive crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	83**	33*	12	2	2	132
Business	133*	218**	99*	21	16	487
Education	235**	181	59*	8*	7	490
Engineering	67	78	37	15**	10**	207
Family Life	97**	67	17*	5	3	189
Humanities, Arts & Sciences	235	202	95	17	9	558
Natural Resources	33	26	17	0	0	76
Science	62	63	28	15**	7	175
Other	12	6	2	1	2	23
Total	957	874	366	84	56	2337

*Fewer than expected

**More than expected

Results changed when the advising question became more global, that is when the question did not apply to their advisors and applied to the university advising system. Only 59.5% of the respondents (Table 82) agreed or strongly agreed they were satisfied with the advising system at USU. This item also differed across colleges (Table 83). More respondents than expected in the colleges of Agriculture, Education, and Family Life strongly agreed with this item while fewer in the College of Business strongly agreed with this item. More in Science and fewer in Education were neutral with this item. More in Business and fewer in Agriculture and Education disagreed with this item. More in Business and fewer in Education strongly disagreed with this item.

Table 82. Overall I was satisfied with the advising system at USU

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	579	24.3	24.8	24.8
Agree	809	33.9	34.7	59.5
Neutral	521	21.8	22.3	81.9
Disagree	266	11.1	11.4	93.3
Strongly Disagree	157	6.6	6.7	100.0
Subtotal	2332	97.7	100.0	
Missing	54	2.3		
Total	2386	100.0		

Table 83. Overall I was satisfied with the advising system at USU crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	59**	33	28	6*	5	131
Business	68*	169	123	76**	51**	487
Education	161**	191	82*	38*	17*	489
Engineering	40	75	48	30	13	206
Family Life	70**	65	30	17	8	190
Humanities, Arts & Sciences	127	188	138	59	42	554
Natural Resources	17	23	17	13	6	76
Science	34	52	53**	23	13	175
Other	3	12	2	4	2	23
Total	579	808	521	266	157	2331

When respondents were asked about the advising system in their colleges/departments, only 65.5% strongly agreed or agreed with this item (Table 84). Again there were differences across colleges (Table 85). More respondents than expected in the colleges of Agriculture, Education, and Family Life strongly agreed with this item while fewer from Business, Engineering, and Science strongly agreed. Fewer respondents than expected in the College of Agriculture agreed with this item. More in the colleges of Business, and Science and fewer in the colleges of Education and Family Life were neutral with this item. More in Science and fewer in Education disagreed with this item. More in Business and Other while fewer in Agriculture and Education strongly disagreed with this item.

Table 84. Overall I was satisfied with the advising system in my college/department

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	727	30.5	31.1	31.1
Agree	803	33.7	34.4	65.5
Neutral	429	18.0	18.4	83.9
Disagree	238	10.0	10.2	94.0
Strongly Disagree	139	5.8	6.0	100.0
Total	2336	97.9	100.0	
System	50	2.1		
Total	2386	100.0		

Table 85. Overall I was satisfied with the advising system in my college/department crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	74**	32*	16	8	2*	132
Business	79*	176	128**	59	44**	486
Education	196**	187	53*	36*	18*	490
Engineering	47*	80	38	29	13	207
Family Life	77**	69	19*	16	9	190
Humanities, Arts & Sciences	182	173	114	54	33	556
Natural Resources	28	22	13	7	6	76
Science	39*	55	44**	27**	10	175
Other	5	8	4	2	4**	23
Total	727	802	429	238	139	2335

*Fewer than expected

**More than expected

71.9% of the respondents strongly agreed or agreed that they were satisfied with their advisors (Table 86). Again, there were differences across colleges (Table 87). Agriculture, Education and Family Life all had more respondents than expected strongly agree with this item while Business had fewer than expected who strongly agreed. Agriculture and Education had fewer respondents who were neutral while Business had more who were neutral. Science had more respondents than expected who disagreed with this item. Business had more respondents than expected who strongly disagreed with this item.

Table 86. Overall I was satisfied with my advisor

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	848	35.5	36.3	36.3
Agree	831	34.8	35.6	71.9
Neutral	389	16.3	16.7	88.6
Disagree	152	6.4	6.5	95.1
Strongly Disagree	115	4.8	4.9	100.0
Subtotal	2335	97.9	100.0	
Missing	51	2.1		
Total	2386	100.0		

Table 87. Overall I was satisfied with my advisor crosstabulation by college

<u>College</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Total</u>
Agriculture	84**	30*	11*	5	2	132
Business	108*	189	117**	37	36**	487
Education	213**	178	60*	23	15	489
Engineering	55*	85	36	18	13	207
Family Life	92**	64	21	6	7	190
Humanities, Arts & Sciences	210	197	92	30	26	555
Natural Resources	26	25	15	8	2	76
Science	52	53	35	23**	12	175
Other	8	9	2	2	2	23
Total	848	830	389	152	115	2334

*Fewer than expected

**More than expected

SATISFACTION WITH EDUCATION AT USU

Table 88. Satisfaction with various aspects of their education by respondents

<u>To what extent were you satisfied with each of the following at USU?</u>	<u>Satisfaction (%) Very Satisfied + Satisfied</u>
Overall quality of education	95.2%
Challenge of courses in your major	93.9%
The degree to which you were fairly treated	93.2%
Overall quality of the program in your major	93.0%
Helpfulness of faculty	89.3%
Accessibility of faculty	88.8%
Variety of courses in your major	87.2%
Challenge of courses in University Studies/General Education	86.1%
Variety of courses in University Studies/General Education	84.1%
Overall quality of University Studies/General Education	81.6%

95.2% of the respondents were satisfied or very satisfied with the overall quality of their educations (Table 89). Even with this level of satisfaction among respondents there were still differences across colleges (Table 90). More respondents than expected in the colleges of Education and Family Life were very satisfied with this item while fewer than expected from the college of Business and Engineering were very satisfied. Fewer respondents than expected from the College of Education were satisfied with this item. More from the College of Business and fewer from the College of Education were dissatisfied with this item. More in Science were very dissatisfied with this item.

Table 89. Satisfaction with: Overall quality of education

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	646	27.1	27.6	27.6
Satisfied	1582	66.3	67.6	95.2
Dissatisfied	100	4.2	4.3	99.4
Very Dissatisfied	13	.5	.6	100.0
Subtotal	2341	98.1	100.0	
Missing	45	1.9		
Total	2386	100.0		

Table 90. Satisfaction with overall quality of education crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	37	85	10	0	132
Business	83*	364	39**	3	489
Education	195**	285*	8*	1	489
Engineering	33*	163	12	0	208
Family Life	74**	111	3	1	189
Humanities, Arts & Sciences	163	371	21	4	559
Natural Resources	20	54	3	0	77
Science	35	131	4	4**	174
Other	5	18	0	0	23
Total	645	1582	100	13	2340

*Fewer than expected

**More than expected

81.6% of the respondents were satisfied or very satisfied with the overall quality of University Studies/General Education (Table 91). These ratings are quite a bit lower than the respondents ratings of overall quality of education. Differences were also found across colleges (Table 92). Fewer respondents than expected in the colleges of Business, Engineering, and Science were very satisfied with this item while more in the College Family Life were very satisfied. More respondents than expected in the colleges of Engineering, and Science were dissatisfied while fewer in the colleges of Education and Family Life were dissatisfied with this item. Fewer respondents than expected in the College of Education were very dissatisfied with this item.

Table 91. Satisfaction with: Overall quality of University Studies/General Education courses

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	233	9.8	10.2	10.2
Satisfied	1637	68.6	71.4	81.6
Dissatisfied	353	14.8	15.4	96.9
Very Dissatisfied	70	2.9	3.1	100.0
Subtotal	2293	96.1	100.0	
Missing	93	3.9		
Total	2386	100.0		

Table 92. Satisfaction with overall quality of University Studies/General Education courses crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	20	80	24	5	129
Business	35*	348	84	17	484
Education	59	362	44*	7*	472
Engineering	7*	145	44**	11	207
Family Life	32**	133	18*	4	187
Humanities, Arts & Sciences	61	386	82	15	544
Natural Resources	11	47	18	1	77
Science	5*	119	37**	9	170
Other	2	17	2	1	22
Total	232	1637	353	70	2292

*Fewer than expected

**More than expected

93.0% of the respondents were satisfied or very satisfied with the overall quality of the programs in their majors (Table 93). These satisfaction ratings were distributed differently across colleges (Table 94). More respondents than expected in the colleges of Education and Family Life were very satisfied with this item while fewer respondents in the colleges of Business, Engineering, and Science were very satisfied. More in the colleges of Business and Engineering were satisfied while fewer in the colleges of Education and Family Life were satisfied. More in the colleges of Business and Science were dissatisfied while fewer in the College of Education were dissatisfied.

Table 93. Satisfaction with: Overall quality of the program in your major

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	1017	42.6	43.5	43.5
Satisfied	1158	48.5	49.5	93.0
Dissatisfied	140	5.9	6.0	99.0
Very Dissatisfied	24	1.0	1.0	100.0
Subtotal	2339	98.0	100.0	
Missing	47	2.0		
Total	2386	100.0		

Table 94. Satisfaction with overall quality of the program in your major crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	Total
Agriculture	56	65	8	3	132
Business	149*	294**	43**	2	488
Education	272**	199*	16*	2	489
Engineering	69*	124**	12	3	208
Family Life	106**	75*	8	1	190
Humanities, Arts & Sciences	270	249	30	9	558
Natural Resources	36	35	6	0	77
Science	52*	101	17**	4	174
Other	6	16	0	0	22
Total	1016	1158	140	24	2338

*Fewer than expected

**More than expected

87.2% of the respondents were satisfied or very satisfied with the variety of courses in their major (Table 95). There were differences across colleges (Table 96). More respondents than expected in the colleges of Education, Family Life, and HASS were very satisfied with this item while fewer respondents in the colleges of Business and Engineering were very satisfied. More respondents than expected in the College of Business were satisfied while fewer in the colleges of HASS and Natural Resources were satisfied. More respondents than expected in the College of Engineering were both dissatisfied and very dissatisfied. Fewer respondents than expected in the colleges of Education and Family Life were dissatisfied with this item while more in the College of Natural Resources were dissatisfied.

Table 95. Satisfaction with: Variety of courses in your major

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	754	31.6	32.4	32.4
Satisfied	1274	53.4	54.8	87.2
Dissatisfied	254	10.6	10.9	98.2
Very Dissatisfied	43	1.8	1.8	100.0
Subtotal	2325	97.4	100.0	
Missing	61	2.6		
Total	2386	100.0		

Table 96. Satisfaction with variety of courses in your major crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	46	69	14	2	131
Business	109*	315**	55	8	487
Education	199**	256	28*	4	487
Engineering	31*	132	35**	9**	207
Family Life	86**	95	8*	1	190
Humanities, Arts & Sciences	207**	263*	70	11	551
Natural Resources	28	28*	17**	3	76
Science	42	101	26	5	174
Other	5	15	1	0	21
Total	753	1274	254	43	2324

*Fewer than expected

**More than expected

84.1% of the respondents were satisfied or very satisfied with the variety of courses in University Studies/General Education (Table 97). Again there were differences across colleges (Table 98). More respondents in the colleges of Education and Family Life and fewer in the colleges of Business and Engineering were very satisfied with this item. More respondents in the College of Engineering were dissatisfied or very dissatisfied with this item while fewer in the College of Education were dissatisfied or very dissatisfied.

Table 97. Satisfaction with: Variety of courses in University Studies/General Education

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	389	16.3	17.0	17.0
Satisfied	1538	64.5	67.2	84.1
Dissatisfied	312	13.1	13.6	97.8
Very Dissatisfied	51	2.1	2.2	100.0
Subtotal	2290	96.0	100.0	
Missing	96	4.0		
Total	2386	100.0		

Table 98. Satisfaction with variety of courses in University Studies/General Education crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	25	82	19	3	129
Business	58*	356	59	10	483
Education	107**	325	38*	3*	473
Engineering	12*	140	44**	11**	207
Family Life	56**	107	19	4	186
Humanities, Arts & Sciences	94	351	84	14	543
Natural Resources	14	47	15	1	77
Science	19	116	29	5	169
Other	3	14	5	0	22
Total	388	1538	312	51	2289

*Fewer than expected

**More than expected

93.9% of the respondents were satisfied or very satisfied with the challenge of courses in their major (Table 99). The only differences were in the College of Business where fewer respondents than expected were very satisfied while more than expected were satisfied (Table 100).

Table 99. Satisfaction with: Challenge of courses in your major

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	857	35.9	36.6	36.6
Satisfied	1340	56.2	57.3	93.9
Dissatisfied	122	5.1	5.2	99.1
Very Dissatisfied	20	.8	.9	100.0
Subtotal	2339	98.0	100.0	
Missing	47	2.0		
Total	2386	100.0		

Table 100. Satisfaction with challenge of courses in your major crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	48	80	4	0	132
Business	136*	314**	33	6	489
Education	204	260	21	4	489
Engineering	70	126	12	0	208
Family Life	85	96	8	1	190
Humanities, Arts & Sciences	224	303	26	4	557

Natural Resources	25	44	7	1	77
Science	60	99	11	4	174
Other	4	18	0	0	22
Total	856	1340	122	20	2338

*Fewer than expected

**More than expected

86.1% of the respondents were satisfied or very satisfied with the challenge of courses in University Studies/General Education (Table 101). There were many differences across colleges (Table 102). More respondents than expected from the colleges of Education and Family Life were very satisfied with this item while fewer from Engineering and Science were very satisfied with this item. More respondents from Engineering, Natural Resources and Sciences were dissatisfied while fewer from Education and Family Life were dissatisfied. More from Engineering were very dissatisfied.

Table 101. Satisfaction with: Challenge of courses in University Studies/General Education

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	384	16.1	16.8	16.8
Satisfied	1587	66.5	69.4	86.1
Dissatisfied	257	10.8	11.2	97.4
Very Dissatisfied	60	2.5	2.6	100.0
Subtotal	2288	95.9	100.0	
Missing	98	4.1		
Total	2386	100.0		

Table 102. Satisfaction with challenge of courses in University Studies/General Education crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	23	88	15	3	129
Business	70	355	46	12	483
Education	107**	323	34*	6	470
Engineering	23*	138	33**	12**	206
Family Life	58**	119	10*	2	189
Humanities, Arts & Sciences	77	381	69	13	540
Natural Resources	11	48	15**	3	77
Science	11*	118	34**	8	171
Other	3	17	1	1	22
Total	383	1587	257	60	2287

*Fewer than expected

**More than expected

88.8% of the respondents were satisfied or very satisfied with the accessibility of faculty (Table 103). There were a few differences across colleges (Table 104). More respondents than expected in the College of Education were very satisfied with this item while fewer in the College of Business were very satisfied. More respondents in the College of Business were dissatisfied and fewer respondents in the College of Education were very dissatisfied.

Table 103. Satisfaction with: Accessibility of faculty

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	618	25.9	26.4	26.4
Satisfied	1457	61.1	62.3	88.8
Dissatisfied	217	9.1	9.3	98.0
Very Dissatisfied	46	1.9	2.0	100.0
Subtotal	2338	98.0	100.0	
Missing	48	2.0		
Total	2386	100.0		

Table 104. Satisfaction with accessibility of faculty crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	40	83	6	2	131
Business	87*	323	62**	15	487
Education	154**	296	37	2*	489
Engineering	41	145	16	6	208
Family Life	57	114	18	2	191
Humanities, Arts & Sciences	169	323	51	15	558
Natural Resources	17	49	11	0	77
Science	47	108	15	3	173
Other	5	16	1	1	23
Total	617	1457	217	46	2337

*Fewer than expected

**More than expected

89.3% of the respondents were satisfied or very satisfied with the helpfulness of faculty (Table 105). Again, there were a few differences across colleges (Table 106). More respondents than expected from Agriculture, Education, and Science were very satisfied with this item while fewer from Business were very satisfied. More from Business were dissatisfied and fewer from Education were very dissatisfied.

Table 105. Satisfaction with: Helpfulness of faculty

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	651	27.3	27.8	27.8
Satisfied	1439	60.3	61.5	89.3
Dissatisfied	216	9.1	9.2	98.5

Very Dissatisfied	35	1.5	1.5	100.0
Subtotal	2341	98.1	100.0	
Missing	45	1.9		
Total	2386	100.0		

Table 106. Satisfaction with helpfulness of faculty crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	52**	69	10	1	132
Business	83*	326	67**	12	488
Education	165**	288	35	1*	489
Engineering	44	146	14	4	208
Family Life	56	117	15	3	191
Humanities, Arts & Sciences	182	323	44	9	558
Natural Resources	22	45	9	1	77
Science	42**	107	21	4	174
Other	4	18	1	0	23
Total	650	1439	216	35	2340

*Fewer than expected

**More than expected

93.2% of the respondents were satisfied or very satisfied with the degree to which they were treated fairly (Table 107). Again, a few differences were noted across colleges (Table 108). More respondents than expected from Education and fewer from Business were very satisfied with this item. More from Business were satisfied with this item. More respondents than expected from Science were very dissatisfied with this item.

Table 107. Satisfaction with: The degree to which you were treated fairly

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	719	30.1	30.7	30.7
Satisfied	1461	61.2	62.5	93.2
Dissatisfied	125	5.2	5.3	98.5
Very Dissatisfied	34	1.4	1.5	100.0
Subtotal	2339	98.0	100.0	
Missing	47	2.0		
Total	2386	100.0		

Table 108. Satisfaction with the degree to which you were treated fairly
crosstabulation by college

<u>College</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Total</u>
Agriculture	50	76	4	2	132
Business	104*	349**	26	10	489
Education	190**	272	25	2	489
Engineering	55	136	12	5	208
Family Life	65	117	8	1	191
Humanities, Arts & Sciences	171	337	39	8	555
Natural Resources	23	52	2	0	77
Science	57	102	9	6**	174
Other	3	20	0	0	23
Total	718	1461	125	34	2338

*Fewer than expected

**More than expected

IMPORTANCE OF GOALS AND PROGRESS TOWARD GOALS

The table that follows (Table 109) summarizes respondents' goals and progress toward them by showing their importance, progress, and gap. "Gap" is constructed by subtracting Importance from Progress, thus the reader can consider that a negative gap means the respondent did not meet the intended goal, or a positive gap means they had met or exceeded the goal. In order to show a positive gap both Importance and Progress need to be high. Conversely, where importance is low, progress needs to be high to show a positive gap. Tables 110-169 show the raw data summarized in Table 109.

Management of personal finances and career related items were those in which respondents' expectations were not met, followed by items relating to personal interaction and skill building.

Table 109. Importance of goals, progress toward those goals, and gaps between them

<u>Goals</u>	<u>Importance (%) (Moderately Important + Very Important)</u>	<u>Progress (%) (Good + Very Good)</u>	<u>Gap (%) (Progress-Importance)</u>
Management of personal finances	93.3	78.2	-15.1
Likelihood of promotion/salary increase	93.1	82.6	-10.5

Job/career skills	99.0	90.0	-9.0
Obtain professional skills	98.2	89.3	-8.9
Informal interactions with professors	85.0	76.4	-8.6
Awareness of social issues	93.5	85.1	-8.4
Time management skills	95.2	87.1	-8.1
Acquire skills for self-directed learning	97.5	90.6	-6.9
Planning and organizational skills	95.9	89.1	-6.8
Leadership skills	92.8	86.2	-6.6
Understanding the sciences	91.6	85.7	-5.9
Affiliation with a department/program	89.0	83.5	-5.5
Interactions with international/minority students	74.9	69.7	-5.2
Critical thinking abilities	97.9	92.8	-5.1
Personal system of values	89.9	84.7	-5.2
Problem solving skills	98.2	93.5	-4.7
Verbal skills	95.5	91.5	-4.0
Self-confidence	94.6	90.7	-3.9
Sensitivity/tolerance to alternative views and cultures	89.8	86.4	-3.4
Sensitivity/tolerance to others	92.1	89.0	-3.1
Level of intellect	97.6	94.6	-3.0
Learn to work well with others	96.5	93.8	-2.7
Social/interpersonal skills	93.1	91.2	-1.9
General knowledge	98.1	96.8	-1.3

Prepare for family life	79.2	78.8	-0.4
Participate in extracurricular activities	74.6	74.6	0.0
Affiliation with the USU community	76.4	77.0	0.6
Independence	93.3	94.4	1.1
Find a spouse/partner	63.4	65.2	1.8
Appreciation of the arts	76.9	80.1	3.2

Table 110. Importance of Goal: General knowledge

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1585	66.4	68.2	68.2
Moderately Important	694	29.1	29.9	98.1
Not Important	45	1.9	1.9	100.0
Subtotal	2324	97.4	100.0	
Missing	62	2.6		
Total	2386	100.0		

Table 111. Progress: General knowledge

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	734	30.8	32.1	32.1
Good	1479	62.0	64.7	96.8
Poor	58	2.4	2.5	99.4
Very Poor	14	.6	.6	100.0
Subtotal	2285	95.8	100.0	
Missing	101	4.2		
Total	2386	100.0		

Table 112. Importance of Goal: Appreciation of the arts

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	666	27.9	28.8	28.8
Moderately Important	1115	46.7	48.2	76.9
Not Important	534	22.4	23.1	100.0
Subtotal	2315	97.0	100.0	
Missing	71	3.0		
Total	2386	100.0		

Table 113. Progress: Appreciation of the arts

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	406	17.0	17.9	17.9
Good	1411	59.1	62.2	80.1
Poor	361	15.1	15.9	96.0
Very Poor	91	3.8	4.0	100.0
Subtotal	2269	95.1	100.0	
Missing	117	4.9		
Total	2386	100.0		

Table 114. Importance of Goal: Social/interpersonal skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1311	54.9	56.5	56.5
Moderately Important	850	35.6	36.6	93.1
Not Important	159	6.7	6.9	100.0
Subtotal	2320	97.2	100.0	
Missing	66	2.8		
Total	2386	100.0		

Table 115. Progress: Social/interpersonal skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	670	28.1	29.5	29.5
Good	1402	58.8	61.7	91.2
Poor	165	6.9	7.3	98.5
Very Poor	34	1.4	1.5	100.0
Subtotal	2271	95.2	100.0	
Missing	115	4.8		
Total	2386	100.0		

Table 116. Importance of Goal: Independence

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1474	61.8	63.6	63.6
Moderately Important	689	28.9	29.7	93.3
Not Important	156	6.5	6.7	100.0
Subtotal	2319	97.2	100.0	
Missing	67	2.8		
Total	2386	100.0		

Table 117. Progress: Independence

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	939	39.4	41.4	41.4
Good	1201	50.3	53.0	94.4
Poor	103	4.3	4.5	98.9
Very Poor	25	1.0	1.1	100.0
Subtotal	2268	95.1	100.0	
Missing	118	4.9		
Total	2386	100.0		

Table 118. Importance of Goal: Self-confidence

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1587	66.5	68.5	68.5
Moderately Important	605	25.4	26.1	94.6
Not Important	124	5.2	5.4	100.0
Subtotal	2316	97.1	100.0	
Missing	70	2.9		
Total	2386	100.0		

Table 119. Progress: Self-confidence

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	717	30.1	31.6	31.6
Good	1341	56.2	59.1	90.7
Poor	179	7.5	7.9	98.5
Very Poor	33	1.4	1.5	100.0
Subtotal	2270	95.1	100.0	
Missing	116	4.9		
Total	2386	100.0		

Table 120. Importance of Goal: Leadership skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1355	56.8	58.6	58.6
Moderately Important	791	33.2	34.2	92.8
Not Important	166	7.0	7.2	100.0
Subtotal	2312	96.9	100.0	
Missing	74	3.1		
Total	2386	100.0		

Table 121. Progress: Leadership skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	607	25.4	26.8	26.8
Good	1343	56.3	59.3	86.2
Poor	274	11.5	12.1	98.3
Very Poor	39	1.6	1.7	100.0
Subtotal	2263	94.8	100.0	
Missing	123	5.2		
Total	2386	100.0		

Table 122. Importance of Goal: Sensitivity/tolerance to alternative views and cultures

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1181	49.5	51.1	51.1
Moderately Important	896	37.6	38.8	89.9
Not Important	234	9.8	10.1	100.0
Subtotal	2311	96.9	100.0	
Missing	75	3.1		
Total	2386	100.0		

Table 123. Progress: Sensitivity/tolerance to alternative views and cultures

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	657	27.5	28.9	28.9
Good	1307	54.8	57.5	86.4
Poor	237	9.9	10.4	96.8
Very Poor	72	3.0	3.2	100.0
Subtotal	2273	95.3	100.0	
Missing	113	4.7		
Total	2386	100.0		

Table 124. Importance of Goal: Sensitivity/tolerance to others

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1263	52.9	54.5	54.5
Moderately Important	872	36.5	37.6	92.1
Not Important	182	7.6	7.9	100.0
Subtotal	2317	97.1	100.0	
Missing	69	2.9		
Total	2386	100.0		

Table 125. Progress: Sensitivity/tolerance to others

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	690	28.9	30.5	30.5
Good	1325	55.5	58.5	89.0
Poor	185	7.8	8.2	97.2
Very Poor	64	2.7	2.8	100.0
Subtotal	2264	94.9	100.0	
Missing	122	5.1		
Total	2386	100.0		

Table 126. Importance of Goal: Level of intellect

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1662	69.7	71.7	71.7
Moderately Important	600	25.1	25.9	97.6
Not Important	55	2.3	2.4	100.0
Subtotal	2317	97.1	100.0	
Missing	69	2.9		
Total	2386	100.0		

Table 127. Progress: Level of intellect

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	696	29.2	30.6	30.6
Good	1457	61.1	64.0	94.6
Poor	101	4.2	4.4	99.1
Very Poor	21	.9	.9	100.0
Subtotal	2275	95.3	100.0	
Missing	111	4.7		
Total	2386	100.0		

Table 128. Importance of Goal: Affiliation with a department/program

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	936	39.2	40.5	40.5
Moderately Important	1120	46.9	48.5	89.0
Not Important	253	10.6	11.0	100.0
Subtotal	2309	96.8	100.0	
Missing	77	3.2		
Total	2386	100.0		

Table 129. Progress: Affiliation with a department/program

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	589	24.7	26.0	26.0
Good	1304	54.7	57.5	83.5
Poor	326	13.7	14.4	97.9
Very Poor	48	2.0	2.1	100.0
Subtotal	2267	95.0	100.0	
Missing	119	5.0		
Total	2386	100.0		

Table 130. Importance of Goal: Interactions with international/minority students

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	558	23.4	24.2	24.2
Moderately Important	1171	49.1	50.8	74.9
Not Important	578	24.2	25.1	100.0
Subtotal	2307	96.7	100.0	
Missing	79	3.3		
Total	2386	100.0		

Table 131. Progress: Interactions with international/minority students

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	353	14.8	15.6	15.6
Good	1219	51.1	54.0	69.7
Poor	557	23.3	24.7	94.4
Very Poor	127	5.3	5.6	100.0
Subtotal	2256	94.6	100.0	
Missing	130	5.4		
Total	2386	100.0		

Table 132. Importance of Goal: Informal interactions with professors

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	695	29.1	30.1	30.1
Moderately Important	1268	53.1	54.9	85.0
Not Important	347	14.5	15.0	100.0
Subtotal	2310	96.8	100.0	
Missing	76	3.2		
Total	2386	100.0		

Table 133. Progress: Informal interactions with professors

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	481	20.2	21.2	21.2
Good	1250	52.4	55.2	76.4
Poor	430	18.0	19.0	95.4
Very Poor	105	4.4	4.6	100.0
Subtotal	2266	95.0	100.0	
Missing	120	5.0		
Total	2386	100.0		

Table 134. Importance of Goal: Affiliation with the USU community

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	508	21.3	22.0	22.0
Moderately Important	1254	52.6	54.4	76.4
Not Important	544	22.8	23.6	100.0
Subtotal	2306	96.6	100.0	
Missing	80	3.4		
Total	2386	100.0		

Table 135. Progress: Affiliation with the USU community

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	324	13.6	14.4	14.4
Good	1409	59.1	62.6	77.0
Poor	413	17.3	18.4	95.4
Very Poor	104	4.4	4.6	100.0
Subtotal	2250	94.3	100.0	
Missing	136	5.7		
Total	2386	100.0		

Table 136. Importance of Goal: Verbal skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1479	62.0	64.0	64.0
Moderately Important	728	30.5	31.5	95.5
Not Important	105	4.4	4.5	100.0
Subtotal	2312	96.9	100.0	
Missing	74	3.1		
Total	2386	100.0		

Table 137. Progress: Verbal skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	577	24.2	25.5	25.5
Good	1492	62.5	66.0	91.5
Poor	168	7.0	7.4	99.0
Very Poor	23	1.0	1.0	100.0
Subtotal	2260	94.7	100.0	
Missing	126	5.3		
Total	2386	100.0		

Table 138. Importance of Goal: Time management skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1462	61.3	63.3	63.3
Moderately Important	737	30.9	31.9	95.2
Not Important	110	4.6	4.8	100.0
Subtotal	2309	96.8	100.0	
Missing	77	3.2		
Total	2386	100.0		

Table 139. Progress: Time management skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	602	25.2	26.6	26.6
Good	1366	57.3	60.4	87.1
Poor	248	10.4	11.0	98.1
Very Poor	44	1.8	1.9	100.0
Subtotal	2260	94.7	100.0	
Missing	126	5.3		
Total	2386	100.0		

Table 140. Importance of Goal: Planning and organizational skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1528	64.0	66.1	66.1
Moderately Important	687	28.8	29.7	95.9
Not Important	95	4.0	4.1	100.0
Subtotal	2310	96.8	100.0	
Missing	76	3.2		
Total	2386	100.0		

Table 141. Progress: Planning and organizational skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	677	28.4	30.0	30.0
Good	1337	56.0	59.2	89.1
Poor	210	8.8	9.3	98.4
Very Poor	36	1.5	1.6	100.0
Subtotal	2260	94.7	100.0	
Missing	126	5.3		
Total	2386	100.0		

Table 142. Importance of Goal: Job/career skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	2013	84.4	87.8	87.8
Moderately Important	255	10.7	11.1	99.0
Not Important	24	1.0	1.0	100.0
Subtotal	2292	96.1	100.0	
Missing	94	3.9		
Total	2386	100.0		

Table 143. Progress: Job/career skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	852	35.7	37.3	37.3
Good	1201	50.3	52.6	90.0
Poor	194	8.1	8.5	98.5
Very Poor	35	1.5	1.5	100.0
Subtotal	2282	95.6	100.0	
Missing	104	4.4		
Total	2386	100.0		

Table 144. Importance of Goal: Management of personal finances

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1384	58.0	60.4	60.4
Moderately Important	754	31.6	32.9	93.3
Not Important	154	6.5	6.7	100.0
Subtotal	2292	96.1	100.0	
Missing	94	3.9		
Total	2386	100.0		

Table 145. Progress: Management of personal finances

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	539	22.6	23.7	23.7
Good	1238	51.9	54.5	78.2
Poor	401	16.8	17.6	95.9
Very Poor	94	3.9	4.1	100.0
Subtotal	2272	95.2	100.0	
Missing	114	4.8		
Total	2386	100.0		

Table 146. Importance of Goal: A personal system of values

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1449	60.7	63.5	63.5
Moderately Important	603	25.3	26.4	89.9
Not Important	230	9.6	10.1	100.0
Subtotal	2282	95.6	100.0	
Missing	104	4.4		
Total	2386	100.0		

Table 147. Progress: A personal system of values

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	708	29.7	31.2	31.2
Good	1212	50.8	53.5	84.7
Poor	269	11.3	11.9	96.6
Very Poor	77	3.2	3.4	100.0
Subtotal	2266	95.0	100.0	
Missing	120	5.0		
Total	2386	100.0		

Table 148. Importance of Goal: Awareness of social issues

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1189	49.8	52.1	52.1
Moderately Important	945	39.6	41.4	93.5
Not Important	149	6.2	6.5	100.0
Subtotal	2283	95.7	100.0	
Missing	103	4.3		
Total	2386	100.0		

Table 149. Progress: Awareness of social issues

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	576	24.1	25.4	25.4
Good	1352	56.7	59.7	85.1
Poor	272	11.4	12.0	97.1
Very Poor	65	2.7	2.9	100.0
Subtotal	2265	94.9	100.0	
Missing	121	5.1		
Total	2386	100.0		

Table 150. Importance of Goal: Critical thinking abilities

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1681	70.5	73.6	73.6
Moderately Important	556	23.3	24.3	97.9
Not Important	48	2.0	2.1	100.0
Subtotal	2285	95.8	100.0	
Missing	101	4.2		
Total	2386	100.0		

Table 151. Progress: Critical thinking abilities

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	765	32.1	33.6	33.6
Good	1345	56.4	59.1	92.8
Poor	144	6.0	6.3	99.1
Very Poor	20	.8	.9	100.0
Subtotal	2274	95.3	100.0	
Missing	112	4.7		
Total	2386	100.0		

Table 152. Importance of Goal: Understanding of the sciences

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	954	40.0	41.8	41.8
Moderately Important	1137	47.7	49.8	91.6
Not Important	192	8.0	8.4	100.0
Subtotal	2283	95.7	100.0	
Missing	103	4.3		
Total	2386	100.0		

Table 153. Progress: Understanding of the sciences

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	519	21.8	22.8	22.8
Good	1433	60.1	62.9	85.7
Poor	286	12.0	12.6	98.2
Very Poor	40	1.7	1.8	100.0
Subtotal	2278	95.5	100.0	
Missing	108	4.5		
Total	2386	100.0		

Table 154. Importance of Goal: Likelihood for promotion/salary increase

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1392	58.3	61.0	61.0
Moderately Important	733	30.7	32.1	93.1
Not Important	157	6.6	6.9	100.0
Subtotal	2282	95.6	100.0	
Missing	104	4.4		
Total	2386	100.0		

Table 155. Progress: Likelihood for promotion/salary increase

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	553	23.2	24.3	24.3
Good	1326	55.6	58.3	82.6
Poor	344	14.4	15.1	97.8
Very Poor	51	2.1	2.2	100.0
Subtotal	2274	95.3	100.0	
Missing	112	4.7		
Total	2386	100.0		

Table 156. Importance of Goal: Problem solving skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1692	70.9	74.2	74.2
Moderately Important	548	23.0	24.0	98.2
Not Important	40	1.7	1.8	100.0
Subtotal	2280	95.6	100.0	
Missing	106	4.4		
Total	2386	100.0		

Table 157. Progress: Problem solving skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	780	32.7	34.2	34.2
Good	1351	56.6	59.3	93.5
Poor	129	5.4	5.7	99.1
Very Poor	20	.8	.9	100.0
Subtotal	2280	95.6	100.0	
Missing	106	4.4		
Total	2386	100.0		

Table 158. Importance of Goal: Obtain professional skills

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1858	77.9	81.3	81.3
Moderately Important	384	16.1	16.8	98.2
Not Important	42	1.8	1.8	100.0
Subtotal	2284	95.7	100.0	
Missing	102	4.3		
Total	2386	100.0		

Table 159. Progress: Obtain professional skills

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	835	35.0	36.7	36.7
Good	1196	50.1	52.6	89.3
Poor	216	9.1	9.5	98.8
Very Poor	27	1.1	1.2	100.0
Subtotal	2274	95.3	100.0	
Missing	112	4.7		
Total	2386	100.0		

Table 160. Importance of Goal: Acquire skills for self-directed learning

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1604	67.2	70.4	70.4
Moderately Important	617	25.9	27.1	97.5
Not Important	58	2.4	2.5	100.0
Subtotal	2279	95.5	100.0	
Missing	107	4.5		
Total	2386	100.0		

Table 161. Progress: Acquire skills for self-directed learning

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	759	31.8	33.3	33.3
Good	1308	54.8	57.3	90.6
Poor	186	7.8	8.2	98.8
Very Poor	28	1.2	1.2	100.0
Subtotal	2281	95.6	100.0	
Missing	105	4.4		
Total	2386	100.0		

Table 162. Importance of Goal: Learn to work well with others

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1642	68.8	72.2	72.2
Moderately Important	554	23.2	24.4	96.5
Not Important	79	3.3	3.5	100.0
Subtotal	2275	95.3	100.0	
Missing	111	4.7		
Total	2386	100.0		

Table 163. Progress: Learn to work well with others

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	978	41.0	43.0	43.0
Good	1156	48.4	50.8	93.8
Poor	118	4.9	5.2	99.0
Very Poor	23	1.0	1.0	100.0
Subtotal	2275	95.3	100.0	
Missing	111	4.7		
Total	2386	100.0		

Table 164. Importance of Goal: Find a spouse/partner

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	746	31.3	32.8	32.8
Moderately Important	696	29.2	30.6	63.4
Not Important	831	34.8	36.6	100.0
Subtotal	2273	95.3	100.0	
Missing	113	4.7		
Total	2386	100.0		

Table 165. Progress: Find a spouse/partner

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	733	30.7	32.9	32.9
Good	720	30.2	32.3	65.2
Poor	354	14.8	15.9	81.1
Very Poor	421	17.6	18.9	100.0
Subtotal	2228	93.4	100.0	
Missing	158	6.6		
Total	2386	100.0		

Table 166. Importance of Goal: Prepare for family life

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1109	46.5	48.7	48.7
Moderately Important	696	29.2	30.5	79.2
Not Important	474	19.9	20.8	100.0
Subtotal	2279	95.5	100.0	
Missing	107	4.5		
Total	2386	100.0		

Table 167. Progress: Prepare for family life

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	667	28.0	29.6	29.6
Good	1109	46.5	49.2	78.8
Poor	279	11.7	12.4	91.2
Very Poor	199	8.3	8.8	100.0
Subtotal	2254	94.5	100.0	
Missing	132	5.5		
Total	2386	100.0		

Table 168. Importance of Goal: Participate in extracurricular activities

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	748	31.3	32.8	32.8
Moderately Important	955	40.0	41.8	74.6
Not Important	580	24.3	25.4	100.0
Subtotal	2283	95.7	100.0	
Missing	103	4.3		
Total	2386	100.0		

Table 169. Progress: Participate in extracurricular activities

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	592	24.8	26.3	26.3
Good	1091	45.7	48.4	74.6
Poor	357	15.0	15.8	90.5
Very Poor	215	9.0	9.5	100.0
Subtotal	2255	94.5	100.0	
Missing	131	5.5		
Total	2386	100.0		

IMPORTANCE AND OPINION OF ACADEMIC SUPPORT SERVICES

Respondents' ratings of importance and opinion of academic support services were analyzed as above. Importance was computed by summing Very Important and Moderately Important ratings. Opinion was computed by summing Very Satisfied and Satisfied ratings. The number of respondents who reported not using a particular service and the number of missing responses were subtracted from the total number of respondents so that the percentages that comprised Opinion reflected the number who had actually used the service. Gap was computed by subtracting Importance from Opinion. Note that, if a service is thought to be highly important, opinion also has to be high so that there is no negative gap. Conversely, where importance is low, opinion can be lower without producing a negative gap. Table 170 presents this data in summary form. Table 171-222 presents the raw data summarized in Table 170.

Table 170. Importance and opinion of academic support services and the gaps between them

<u>Academic Support Service</u>	<u>Importance of Service (%)</u> <u>Very Important</u> <u>+ Moderately Important</u>	<u>Opinion of Service (%)</u> <u>(Very Satisfied</u> <u>+ Satisfied)*</u>	<u>Gap (%)</u> <u>(Opinion -</u> <u>Importance</u> <u>of Service)</u>
Bookstore	95.0	67.6	-27.4
Registration & Records Office	95.5	86.4	-9.1
Computer Labs	95.9	90.6 (9)	-5.3
Fee & Tuition Payment Service	91.9	87.1	-4.8
Cashier's Office	88.5	86.1	-2.4

Financial Aid Office	88.3	86.2	-2.1
Merrill Library	92.8	91.1 (7.5)	-1.7
Career Services	81.0	82.8	1.8
Copy Center	88.6	92.1 (6)	3.5
USU ID Card Office	89.0	95.2 (2)	6.2
Student Health Insurance	63.1	70.2	7.1
Touch Tone Registration	79.7	88.6	8.9
Student Health Center	77.7	88.6	10.9
Student Employment Office	71.3	83.3	12.0
Student Housing	64.7	77.5	12.8
Cazier Science & Technology Library	83.1	96.1(1)	13.0
Counseling Center	65.5	84.2	18.7
SOAR	53.0	74.1	21.1
Computer Solutions Center	60.6	87.3	26.7
Student Wellness Center	61.8	91.1 (7.5)	29.3
Disability Resource Center	53.5	90.3 (10)	36.8
Women's Center	52.3	93.3 (3)	41.0
Multi-Cultural Student Services	48.5	90.1 (11)	41.6
Re-entry Student Center	48.7	92.2 (5)	43.5
International Students/Scholars Office	46.4	92.9 (4)	46.5
Children's House	36.9	87.2	50.3

*Numbers in parentheses are ranks of those ratings above 90%.

Table 171. Importance of Service: Bookstore

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1250	52.4	54.3	54.3
Moderately Important	939	39.4	40.8	95.0
Not Important	114	4.8	5.0	100.0
Subtotal	2303	96.5	100.0	
Missing	83	3.5		
Total	2386	100.0		

Table 172. Use and Opinion: Bookstore

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	209	9.3	9.3
Satisfied	1305	58.3	67.6
Dissatisfied	488	21.8	89.4
Very Dissatisfied	237	10.6	100.0
Total	2239	100.0	

Table 173. Importance of Service: Career Services

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	856	35.9	37.5	37.5
Moderately Important	992	41.6	43.5	81.0
Not Important	434	18.2	19.0	100.0
Subtotal	2282	95.6	100.0	
Missing	104	4.4		
Total	2386	100.0		

Table 174. Use and Opinion: Career Services

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	200	14.1	14.1
Satisfied	972	68.7	82.8
Dissatisfied	194	13.7	96.5
Very Dissatisfied	49	3.5	100.0
Total	1415	100.0	

Table 175. Importance of Service: Cashier's Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	836	35.0	36.6	36.6
Moderately Important	1186	49.7	51.9	88.5
Not Important	263	11.0	11.5	100.0
Subtotal	2285	95.8	100.0	
Missing	101	4.2		
Total	2386	100.0		

Table 176. Use and Opinion: Cashier's Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	281	13.1	13.1
Satisfied	1561	73.0	86.1
Dissatisfied	216	10.1	96.2
Very Dissatisfied	80	3.8	100.0
Total	2138	100.0	

Table 177. Importance of Service: Cazier Sciences & Technology Library

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	992	41.6	43.7	43.7
Moderately Important	893	37.4	39.4	83.1
Not Important	383	16.1	16.9	100.0
Subtotal	2268	95.1	100.0	
Missing	118	4.9		
Total	2386	100.0		

Table 178. Use and Opinion: Cazier Sciences & Technology Library

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	617	34.4	34.4
Satisfied	1108	61.7	96.1
Dissatisfied	55	3.1	99.2
Very Dissatisfied	16	0.8	100.0
Total	1796	100.0	

Table 179. Importance of Service: Children's House

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	251	10.5	11.2	11.2
Moderately Important	578	24.2	25.7	36.9
Not Important	1418	59.4	63.1	100.0
Subtotal	2247	94.2	100.0	
Missing	139	5.8		
Total	2386	100.0		

Table 180. Use and Opinion: Children's House

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	62	16.5	16.5
Satisfied	266	70.7	87.2
Dissatisfied	38	10.1	97.3
Very Dissatisfied	10	2.7	100.0
Total	376	100.0	

Table 181. Importance of Service: Computer Labs

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1740	72.9	76.3	76.3
Moderately Important	447	18.7	19.6	95.9
Not Important	94	3.9	4.1	100.0
Subtotal	2281	95.6	100.0	
Missing	105	4.4		
Total	2386	100.0		

Table 182. Use and Opinion: Computer Labs

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	647	30.2	30.2
Satisfied	1294	60.4	90.6
Dissatisfied	158	7.4	98.0
Very Dissatisfied	43	2.0	100.0
Total	2142	100.0	

Table 183. Importance of Service: Computer Solutions Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	407	17.1	18.2	18.2
Moderately Important	946	39.6	42.3	60.6
Not Important	881	36.9	39.4	100.0
Subtotal	2234	93.6	100.0	
Missing	152	6.4		
Total	2386	100.0		

Table 184. Use and Opinion: Computer Solutions Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	139	16.3	16.3
Satisfied	607	71.0	87.3
Dissatisfied	76	8.9	96.2
Very Dissatisfied	33	3.8	100.0
Total	855	100.0	

Table 185. Importance of Service: Copy Centers

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	829	34.7	36.5	36.5
Moderately Important	1186	49.7	52.2	88.6
Not Important	258	10.8	11.4	100.0
Subtotal	2273	95.3	100.0	
Missing	113	4.7		
Total	2386	100.0		

Table 186. Use and Opinion: Copy Centers

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	371	18.8	18.8
Satisfied	1445	73.3	92.1
Dissatisfied	127	6.5	98.6
Very Dissatisfied	28	1.4	100.0
Total	1971	100.0	

Table 187. Importance of Service: Counseling Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	679	28.5	30.3	30.3
Moderately Important	789	33.1	35.2	65.5
Not Important	774	32.4	34.5	100.0
Subtotal	2242	94.0	100.0	
Missing	144	6.0		
Total	2386	100.0		

Table 188. Use and Opinion: Counseling Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	153	19.6	19.6
Satisfied	503	64.6	84.2
Dissatisfied	84	10.8	95.0
Very Dissatisfied	39	5.0	100.0
Total	779	100.0	

Table 189. Importance of Service: Disability Resource Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	600	25.1	26.9	26.9
Moderately Important	595	24.9	26.7	53.5
Not Important	1037	43.5	46.5	100.0
Subtotal	2232	93.5	100.0	
Missing	154	6.5		
Total	2386	100.0		

Table 190. Use and Opinion: Disability Resource Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	102	24.6	24.6
Satisfied	272	65.7	90.3
Dissatisfied	30	7.3	97.6
Very Dissatisfied	10	2.4	100.0
Total	414	100.0	

Table 191. Importance of Service: Fee & Tuition Payment Services

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1210	50.7	53.5	53.5
Moderately Important	867	36.3	38.3	91.9
Not Important	184	7.7	8.1	100.0
Subtotal	2261	94.8	100.0	
Missing	125	5.2		
Total	2386	100.0		

Table 192. Use and Opinion: Fee & Tuition Payment Services

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	331	16.3	16.3
Satisfied	1434	70.8	87.1
Dissatisfied	196	9.7	96.8
Very Dissatisfied	64	3.2	100.0
Total	2025	100.0	

Table 193. Importance of Service: Financial Aid Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1418	59.4	63.0	63.0
Moderately Important	570	23.9	25.3	88.3
Not Important	263	11.0	11.7	100.0
Subtotal	2251	94.3	100.0	
Missing	135	5.7		
Total	2386	100.0		

Table 194. Use and Opinion: Financial Aid Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	487	27.1	27.1
Satisfied	1062	59.1	86.2
Dissatisfied	178	9.9	96.1
Very Dissatisfied	70	3.9	100.0
Total	1797	100.0	

Table 195. Importance of Service: International Students/Scholars Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	414	17.4	18.6	18.6
Moderately Important	620	26.0	27.8	46.4
Not Important	1193	50.0	53.6	100.0
Subtotal	2227	93.3	100.0	
Missing	159	6.7		
Total	2386	100.0		

Table 196. Use and Opinion: International Students/Scholars Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	69	18.2	18.2
Satisfied	283	74.7	92.9
Dissatisfied	19	5.0	97.9
Very Dissatisfied	8	2.1	100.0
Total	379	100.0	

Table 197. Importance of Service: Merrill Library

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1331	55.8	58.8	58.8
Moderately Important	771	32.3	34.0	92.8
Not Important	163	6.8	7.2	100.0
Subtotal	2265	94.9	100.0	
Missing	121	5.1		
Total	2386	100.0		

Table 198. Use and Opinion: Merrill Library

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	552	26.8	26.8
Satisfied	1326	64.3	91.1
Dissatisfied	147	7.1	98.2
Very Dissatisfied	36	1.8	100.0
Total	2061	100.0	

Table 199. Importance of Service: Multi-cultural Student Services

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	417	17.5	18.7	18.7
Moderately Important	666	27.9	29.9	48.6
Not Important	1146	48.0	51.4	100.0
Subtotal	2229	93.4	100.0	
Missing	157	6.6		
Total	2386	100.0		

Table 200. Use and Opinion: Multi-cultural Student Services

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	68	17.6	17.6
Satisfied	280	72.5	90.1
Dissatisfied	28	7.3	97.4
Very Dissatisfied	10	2.6	100.0
Total	386	100.0	

Table 201. Importance of Service: Re-entry Student Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	391	16.4	17.7	17.7
Moderately Important	687	28.8	31.0	48.7
Not Important	1136	47.6	51.3	100.0
Subtotal	2214	92.8	100.0	
Missing	172	7.2		
Total	2386	100.0		

Table 202. Use and Opinion: Re-entry Student Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	71	16.7	16.7
Satisfied	320	75.5	92.2
Dissatisfied	26	6.1	98.3
Very Dissatisfied	7	1.7	100.0
Total	424	100.0	

Table 203. Importance of Service: Registration and Records Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1405	58.9	61.9	61.9
Moderately Important	762	31.9	33.6	95.5
Not Important	101	4.2	4.5	100.0
Subtotal	2268	95.1	100.0	
Missing	118	4.9		
Total	2386	100.0		

Table 204. Use and Opinion: Registration and Records Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	367	17.0	17.0
Satisfied	1496	69.4	86.4
Dissatisfied	202	9.4	95.8
Very Dissatisfied	91	4.2	100.0
Total	2156	100.0	

Table 205. Importance of Service: SOAR

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	370	15.5	16.5	16.5
Moderately Important	819	34.3	36.5	53.0
Not Important	1054	44.2	47.0	100.0
Subtotal	2243	94.0	100.0	
Missing	143	6.0		
Total	2386	100.0		

Table 206. Use and Opinion: SOAR

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	174	13.7	13.7
Satisfied	765	60.4	74.1
Dissatisfied	214	16.9	91.0
Very Dissatisfied	114	9.0	100.0
Total	1267	100.0	

Table 207. Importance of Service: Student Employment Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	783	32.8	35.1	35.1
Moderately Important	809	33.9	36.2	71.3
Not Important	640	26.8	28.7	100.0
Subtotal	2232	93.5	100.0	
Missing	154	6.5		
Total	2386	100.0		

Table 208. Use and Opinion: Student Employment Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	176	14.5	14.5
Satisfied	837	68.8	83.3
Dissatisfied	154	12.7	96.0
Very Dissatisfied	49	4.0	100.0
Total	1216	100.0	

Table 209. Importance of Service: Student Health Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1001	42.0	44.7	44.7
Moderately Important	739	31.0	33.0	77.7
Not Important	498	20.9	22.3	100.0
Subtotal	2238	93.8	100.0	
Missing	148	6.2		
Total	2386	100.0		

Table 210. Use and Opinion: Student Health Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	396	30.0	30.0
Satisfied	773	58.6	88.6
Dissatisfied	109	8.3	96.9
Very Dissatisfied	40	3.1	100.0
Total	1318	100.0	

Table 211. Importance of Service: Student Health Insurance

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	751	31.5	33.8	33.8
Moderately Important	652	27.3	29.3	63.1
Not Important	822	34.5	36.9	100.0
Subtotal	2225	93.3	100.0	
Missing	161	6.7		
Total	2386	100.0		

Table 212. Use and Opinion: Student Health Insurance

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	121	16.5	16.5
Satisfied	393	53.7	70.2
Dissatisfied	117	16.0	86.2
Very Dissatisfied	101	13.8	100.0
Total	732	100.0	

Table 213. Importance of Service: Student Housing

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	756	31.7	33.9	33.9
Moderately Important	688	28.8	30.8	64.7
Not Important	789	33.1	35.3	100.0
Subtotal	2233	93.6	100.0	
Missing	153	6.4		
Total	2386	100.0		

Table 214. Use and Opinion: Student Housing

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	138	14.7	14.7
Satisfied	590	62.8	77.5
Dissatisfied	125	13.3	90.8
Very Dissatisfied	87	9.2	100.0
Total	940	100.0	

Table 215. Importance of Service: Student Wellness Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	601	25.2	27.1	27.1
Moderately Important	770	32.3	34.7	61.8
Not Important	849	35.6	38.2	100.0
Subtotal	2220	93.0	100.0	
Missing	166	7.0		
Total	2386	100.0		

Table 216. Use and Opinion: Student Wellness Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	149	23.0	23.0
Satisfied	441	68.1	91.1
Dissatisfied	38	5.9	97.0
Very Dissatisfied	20	3.0	100.0
Total	648	100.0	

Table 217. Importance of Service: Touch Tone Registration

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1019	42.7	45.6	45.6
Moderately Important	763	32.0	34.1	79.7
Not Important	454	19.0	20.3	100.0
Subtotal	2236	93.7	100.0	
Missing	150	6.3		
Total	2386	100.0		

Table 218. Use and Opinion: Touch Tone Registration

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	445	28.0	28.0
Satisfied	963	60.6	88.6
Dissatisfied	137	8.6	97.2
Very Dissatisfied	44	2.8	100.0
Total	1589	100.0	

Table 219. Importance of Service: USU ID Card Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	913	38.3	40.6	40.6
Moderately Important	1086	45.5	48.3	89.0
Not Important	248	10.4	11.0	100.0
Subtotal	2247	94.2	100.0	
Missing	139	5.8		
Total	2386	100.0		

Table 220. Use and Opinion: USU ID Card Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	496	24.4	24.4
Satisfied	1440	70.8	95.2
Dissatisfied	80	3.9	99.1
Very Dissatisfied	18	0.9	100.0
Total	2034	100.0	

Table 221. Importance of Service: Women’s Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	461	19.3	20.9	20.9
Moderately Important	692	29.0	31.4	52.3
Not Important	1050	44.0	47.7	100.0
Subtotal	2203	92.3	100.0	
Missing	183	7.7		
Total	2386	100.0		

Table 222. Use and Opinion: Women’s Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	82	23.2	23.2
Satisfied	248	70.1	93.3
Dissatisfied	17	4.8	98.1
Very Dissatisfied	7	1.9	100.0
Total	354	100.0	

IMPORTANCE AND OPINION OF NON ACADEMIC SUPPORT SERVICES

The analysis conducted for Academic Support Services was also conducted here as well. Importance was computed by summing Very Important and Moderately Important responses. Opinion was computed by summing Very Satisfied and Satisfied responses. The number of respondents who reported not using a particular service and the number of missing responses were each subtracted from the total number of respondents so that the percentage that made up Opinion reflected a number comparable to those who had used the service. Gap was computed by subtracting Importance from Opinion. Once again, if a service is thought to be highly important, opinion also has to be high so that there is no negative gap. Conversely, where importance is low, opinion can be lower without producing a negative gap. Table 223 presents this data in summary form. Table 224-268 presents the raw data summarized in Table 223.

Parking services leads in terms of negative gap. Parking is one of those areas where satisfaction is difficult because of the large numbers of students who cannot be accommodated. However, the Shuttle Bus which is an offering of Parking Services was ranked high in importance with a small positive gap. While no correlations were run on these items at this time, in the past, use of the service was highly correlated with perceived importance. This can be seen by examining the numbers responding to each service with an opinion. These run from a few hundred (e.g. Robins Awards, Parents’ Weekend) to almost the entire sample (e.g. Parking Service, Shuttle Bus). These are the cases that may show the most impact in the Gap analysis.

Table 223. Importance and opinion of non academic support services and the gaps between them

<u>Non Academic Support Service</u>	<u>Importance (%) (Very Important + Moderately Important)</u>	<u>Opinion (%) (Very Satisfied + Satisfied)*</u>	<u>Gap (%) (Opinion - Importance)</u>
Parking Service	86.5	31.8	-54.7
Statesman	86.8	83.6	-3.2
Recreation (HPER/Field House)	83.4	82.3	-1.1
Shuttle Bus	84.3	88.5	4.2
USU Police	83.0	89.1	6.1
Food Services	78.8	85.1	6.3
Varsity Athletics	69.0	86.0	17.0
Campus Recreation	71.3	90.5 (8)	19.2
Performing Arts Series	69.6	94.1 (3)	24.5
Council of Student Clubs & Organizations	63.8	88.6	24.9
Outdoor Recreation	67.8	96.0 (1)	28.2
STAB Activities	62.0	91.7 (6)	29.7
Val R. Christensen Service Center	63.3	94.5 (2)	31.2
KUSU/Utah Public Radio	56.4	89.9	33.5
Homecoming	54.8	91.0 (7)	36.2
Convocations	55.0	92.3 (5)	37.3
Game Room	51.2	88.8	37.6
Poetry and a Beverage	45.2	89.9	44.7
Parent's Weekend	41.4	86.5	45.1
Robins Awards	41.8	89.2	47.4
Arts & Lectures Series	43.5	92.9 (4)	49.4

Affirmative Action/Equal Opportunity Office	31.9	87.1	55.2
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*Numbers in parentheses are ranks of those ratings above 90%.

Table 224. Importance of Service: Affirmative Action/Equal Opportunity Office

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Moderately Important	700	29.3	31.9	31.9
Not Important	1494	62.6	68.1	100.0
Subtotal	2194	92.0	100.0	
Missing	192	8.0		
Total	2386	100.0		

Table 225. Use and Opinion: Affirmative Action/Equal Opportunity Office

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	63	16.6	16.6
Satisfied	268	70.5	87.1
Dissatisfied	28	7.4	94.5
Very Dissatisfied	21	5.5	100.0
Total	380	100.0	

Table 226. Importance of Service: Arts and Lecture Series

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Moderately Important	958	40.2	43.5	43.5
Not Important	1244	52.1	56.5	100.0
Subtotal	2202	92.3	100.0	
Missing	184	7.7		
Total	2386	100.0		

Table 227. Use and Opinion: Arts and Lecture Series

<u>Satisfied</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	164	16.5	16.5
Satisfied	759	76.4	92.9
Dissatisfied	61	6.1	99.0
Very Dissatisfied	10	1.0	100.0
Total	994	100.0	

Table 228. Importance of Service: Campus Recreation

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	723	30.3	33.0	33.0
Moderately Important	839	35.2	38.3	71.3
Not Important	630	26.4	28.7	100.0
Subtotal	2192	91.9	100.0	
Missing	194	8.1		
Total	2386	100.0		

Table 229. Use and Opinion: Campus Recreation

<u>Satisfied</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	261	21.9	21.9
Satisfied	819	68.6	90.5
Dissatisfied	80	6.7	97.2
Very Dissatisfied	34	2.8	100.0
Total	1194	100.0	

Table 230. Importance of Services: Convocations

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	274	11.5	12.6	12.6
Moderately Important	924	38.7	42.4	55.0
Not Important	982	41.2	45.0	100.0
Subtotal	2180	91.4	100.0	
Missing	206	8.6		
Total	2386	100.0		

Table 231. Use and Opinion: Convocations

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	112	15.0	15.0
Satisfied	577	77.3	92.3
Dissatisfied	43	5.8	98.1
Very Dissatisfied	14	1.9	100.0
Total	746	100.0	

Table 232. Importance of Service: Council of Student Clubs & Organizations

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	492	20.6	22.5	22.5
Moderately Important	905	37.9	41.3	63.8
Not Important	792	33.2	36.2	100.0
Subtotal	2189	91.7	100.0	
Missing	197	8.3		
Total	2386	100.0		

Table 233. Use and Opinion: Council of Student Clubs & Organizations

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	173	17.7	17.7
Satisfied	691	70.9	88.6
Dissatisfied	82	8.4	97.0
Very Dissatisfied	29	3.0	100.0
Total	975	100.0	

Table 234. Importance of Service: Food Services

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	722	30.3	32.8	32.8
Moderately Important	1014	42.5	46.0	78.8
Not Important	467	19.6	21.2	100.0
Subtotal	2203	92.3	100.0	
Missing	183	7.7		
Total	2386	100.0		

Table 235. Use and Opinion: Food Services

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	243	14.6	14.6
Satisfied	1177	70.5	85.1
Dissatisfied	204	12.2	97.3
Very Dissatisfied	46	2.7	100.0
Total	1670	100.0	

Table 236. Importance of Service: Game Room

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	283	11.9	12.9	12.9
Moderately Important	840	35.2	38.3	51.2
Not Important	1071	44.9	48.8	100.0
Subtotal	2194	92.0	100.0	
Missing	192	8.0		
Total	2386	100.0		

Table 237. Use and Opinion: Game Room

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	116	13.1	13.1
Satisfied	672	75.7	88.8
Dissatisfied	80	9.0	97.8
Very Dissatisfied	20	2.2	100.0
Total	888	100.0	

Table 238. Importance of Service: Homecoming

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	357	15.0	16.2	16.2
Moderately Important	852	35.7	38.6	54.8
Not Important	999	41.9	45.2	100.0
Subtotal	2208	92.5	100.0	
Missing	178	7.5		
Total	2386	100.0		

Table 239. Use and Opinion: Homecoming

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	205	17.7	17.7
Satisfied	851	73.3	91.0
Dissatisfied	78	6.7	97.7
Very Dissatisfied	27	2.3	100.0
Total	1161	100.0	

Table 240. Importance of Service: KUSU/Utah Public Radio

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	431	18.1	19.6	19.6
Moderately Important	808	33.9	36.8	56.4
Not Important	957	40.1	43.6	100.0
Subtotal	2196	92.0	100.0	
Missing	190	8.0		
Total	2386	100.0		

Table 241. Use and Opinion: KUSU/Utah Public Radio

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	260	26.7	26.7
Satisfied	615	63.2	89.9
Dissatisfied	62	6.4	96.3
Very Dissatisfied	36	3.7	100.0
Total	973	100.0	

Table 242. Importance of Service: Outdoor Recreation

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	586	24.6	26.6	26.6
Moderately Important	904	37.9	41.1	67.8
Not Important	709	29.7	32.2	100.0
Subtotal	2199	92.2	100.0	
Missing	187	7.8		
Total	2386	100.0		

Table 243. Use and Opinion: Outdoor Recreation

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	307	28.5	28.5
Satisfied	726	67.5	96.0
Dissatisfied	34	3.2	99.2
Very Dissatisfied	9	0.8	100.0
Total	1076	100.0	

Table 244. Importance of Service: Parents' Weekend

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	227	9.5	10.4	10.4
Moderately Important	678	28.4	31.0	41.4
Not Important	1279	53.6	58.6	100.0
Subtotal	2184	91.5	100.0	
Missing	202	8.5		
Total	2386	100.0		

Table 245. Use and Opinion: Outdoor Recreation

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	64	15.3	15.3
Satisfied	297	71.2	86.5
Dissatisfied	39	9.4	95.9
Very Dissatisfied	17	4.1	100.0
Total	417	100.0	

Table 246. Importance of Service: Parking Services

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1318	55.2	59.3	59.3
Moderately Important	605	25.4	27.2	86.5
Not Important	300	12.6	13.5	100.0
Subtotal	2223	93.2	100.0	
Missing	163	6.8		
Total	2386	100.0		

Table 247. Use and Opinion: Parking Services

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	96	5.0	5.0
Satisfied	516	26.8	31.8
Dissatisfied	558	29.1	60.9
Very Dissatisfied	750	39.1	100.0
Total	1920	100.0	

Table 248. Importance of Service: Performing Arts Series

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	549	23.0	25.1	25.1
Moderately Important	974	40.8	44.5	69.6
Not Important	664	27.8	30.4	100.0
Subtotal	2187	91.7	100.0	
Missing	199	8.3		
Total	2386	100.0		

Table 249. Use and Opinion: Performing Arts Series

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	251	20.7	20.7
Satisfied	890	73.4	94.1
Dissatisfied	52	4.3	98.4
Very Dissatisfied	19	1.6	100.0
Total	1212	100.0	

Table 250. Importance of Service: Poetry and a Beverage

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	264	11.1	12.1	12.1
Moderately Important	724	30.3	33.1	45.2
Not Important	1200	50.3	54.8	100.0
Subtotal	2188	91.7	100.0	
Missing	198	8.3		
Total	2386	100.0		

Table 251. Use and Opinion: Poetry and a Beverage

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	158	23.2	23.2
Satisfied	454	66.7	89.9
Dissatisfied	54	7.9	97.8
Very Dissatisfied	15	2.2	100.0
Total	681	100.0	

Table 252. Importance of Service: Recreation (HPER/Field House)

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1045	43.8	47.3	47.3
Moderately Important	796	33.4	36.1	83.4
Not Important	367	15.4	16.6	100.0
Subtotal	2208	92.5	100.0	
Missing	178	7.5		
Total	2386	100.0		

Table 253. Use and Opinion: Recreation (HPER/Field House)

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	362	20.8	20.8
Satisfied	1070	61.5	82.3
Dissatisfied	187	10.8	93.1
Very Dissatisfied	120	6.9	100.0
Total	1739	100.0	

Table 254. Importance of Service: Robins Awards

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	231	9.7	10.6	10.6
Moderately Important	679	28.5	31.2	41.8
Not Important	1269	53.2	58.2	100.0
Subtotal	2179	91.3	100.0	
Missing	207	8.7		
Total	2386	100.0		

Table 255. Use and Opinion: Robins Awards

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	82	17.9	17.9
Satisfied	326	71.3	89.2
Dissatisfied	30	6.6	95.8
Very Dissatisfied	19	4.2	100.0
Total	457	100.0	

Table 256. Importance of Service: Shuttle Bus

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1218	51.0	55.1	55.1
Moderately Important	645	27.0	29.2	84.3
Not Important	348	14.6	15.7	100.0
Subtotal	2211	92.7	100.0	
Missing	175	7.3		
Total	2386	100.0		

Table 257. Use and Opinion: Shuttle Bus

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	496	28.9	28.9
Satisfied	1023	59.6	88.5
Dissatisfied	157	9.1	97.6
Very Dissatisfied	42	2.4	100.0
Total	1718	100.0	

Table 258. Importance of Service: STAB Activities

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	454	19.0	20.9	20.9
Moderately Important	896	37.6	41.2	62.0
Not Important	827	34.7	38.0	100.0
Subtotal	2177	91.2	100.0	
Missing	209	8.8		
Total	2386	100.0		

Table 259. Use and Opinion: STAB Activities

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	199	18.0	18.0
Satisfied	814	73.7	91.7
Dissatisfied	74	6.7	98.6
Very Dissatisfied	17	1.6	100.0
Total	1104	100.0	

Table 260. Importance of Service: Statesman

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	892	37.4	40.3	40.3
Moderately Important	1028	43.1	46.5	86.8
Not Important	291	12.2	13.2	100.0
Subtotal	2211	92.7	100.0	
Missing	175	7.3		
Total	2386	100.0		

Table 261. Use and Opinion: Statesman

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	419	21.1	21.1
Satisfied	1244	62.5	83.6
Dissatisfied	237	11.9	95.5
Very Dissatisfied	89	4.5	100.0
Total	1989	100.0	

Table 262. Importance of Service: USU Police

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1123	47.1	51.1	51.1
Moderately Important	701	29.4	31.9	83.0
Not Important	374	15.7	17.0	100.0
Subtotal	2198	92.1	100.0	
Missing	188	7.9		
Total	2386	100.0		

Table 263. Use and Opinion: USU Police

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	325	21.9	21.9
Satisfied	997	67.2	89.1
Dissatisfied	96	6.5	95.6
Very Dissatisfied	65	4.4	100.0
Total	1483	100.0	

Table 264. Importance of Service: Varsity Athletics

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	711	29.8	32.3	32.3
Moderately Important	807	33.8	36.7	69.0
Not Important	683	28.6	31.0	100.0
Subtotal	2201	92.2	100.0	
Missing	185	7.8		
Total	2386	100.0		

Table 265. Use and Opinion: Varsity Athletics

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	342	23.0	23.0
Satisfied	936	63.0	86.0
Dissatisfied	133	9.0	95.0
Very Dissatisfied	74	5.0	100.0
Total	1485	100.0	

Table 266. Importance of Service: Val R. Christensen Service Center

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	591	24.8	27.1	27.1
Moderately Important	787	33.0	36.2	63.3
Not Important	799	33.5	36.7	100.0
Subtotal	2177	91.2	100.0	
Missing	209	8.8		
Total	2386	100.0		

Table 267. Use and Opinion: Val R. Christensen Service Center

<u>Satisfaction</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	280	31.4	31.4
Satisfied	563	63.1	94.5
Dissatisfied	32	3.6	98.1
Very Dissatisfied	17	1.9	100.0
Total	892	100.0	

PREPARATION IN GENERAL EDUCATION DOMAINS

If respondents took some but did not take all of their general education at USU, they could mark these items “Not at USU” or “Not Applicable”. These respondents were removed from the sample in order to reflect only those respondents who had some or all of these experiences at USU (Table 268). Tables 269-275 show the raw data summarized in Table 268.

Table 268. Preparation in general education domains

<u>Preparation</u>	<u>Very Well + Well (%)</u>
Communication	92.2
Social Science	90.2
Computer Literacy	89.3
Humanities and Arts	88.1
Life Science	86.9
Numeracy	86.7
Physical Science	86.5

Table 269. Preparation: Communication

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	529	33.1	33.1
Well	944	59.1	92.2
Poorly	103	6.4	98.6
Very Poorly	22	1.4	100.0
Total	1598	100.0	

Table 270. Preparation: Numeracy

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	364	24.7	24.7
Well	912	62.0	86.7
Poorly	157	10.7	97.4
Very Poorly	38	2.6	100.0
Total	1471	100.0	

Table 271. Preparation: Computer Literacy

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	663	38.7	38.7
Well	865	50.6	89.3
Poorly	146	8.5	97.8
Very Poorly	37	2.2	100.0
Total	1711	100.0	

Table 272. Preparation: Humanities and Art

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	570	34.5	34.5
Well	884	53.6	88.1
Poorly	163	9.9	98.0
Very Poorly	33	2.0	100.0
Total	1650	100.0	

Table 273. Preparation: Social Science

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	565	34.0	34.0
Well	934	56.2	90.2
Poorly	142	8.5	98.7
Very Poorly	20	1.3	100.0
Total	1661	100.0	

Table 274. Preparation: Life Science

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	440	28.1	28.1
Well	921	58.8	86.9
Poorly	172	11.0	97.9
Very Poorly	32	2.1	100.0
Total	1565	100.0	

Table 275. Preparation: Physical Science

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Well	449	28.6	28.6
Well	909	57.9	86.5
Poorly	191	12.2	98.7
Very Poorly	22	1.3	100.0
Total	1571	100.0	

IMPRESSIONS OF USU

The more familiar the respondents were personally with the area the higher it was ranked. Table 276 shows the rank order of the responses to these items. Tables 277-283 shows the raw data summarized in Table 276.

Table 276. Summary of respondents' impressions of USU in various areas

<u>Impression of USU in:</u>	<u>Very Good + Good (%)</u>
Your major department	85.4

Undergraduate programs	80.7
Teaching ability of faculty	78.2
Quality of students	78.1
Personal interest of faculty in students	69.9
Research activities	62.9
Public relations	58.0

Table 277. Impression of USU: Undergraduate programs

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	599	25.1	26.0	26.0
Good	1262	52.9	54.7	80.7
Fair	351	14.7	15.2	95.9
Poor	40	1.7	1.7	97.7
No Opinion	54	2.3	2.3	100.0
Subtotal	2306	96.6	100.0	
Missing	80	3.4		
Total	2386	100.0		

Table 278. Impression of USU: Your major department

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	1074	45.0	46.5	46.5
Good	898	37.6	38.9	85.4
Fair	258	10.8	11.2	96.6
Poor	68	2.8	2.9	99.5
No Opinion	11	.5	.5	100.0
Subtotal	2309	96.8	100.0	
Missing	77	3.2		
Total	2386	100.0		

Table 279. Impression of USU: Teaching ability of faculty

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	711	29.8	30.8	30.8
Good	1092	45.8	47.4	78.2
Fair	404	16.9	17.5	95.7
Poor	89	3.7	3.9	99.6
No Opinion	9	.4	.4	100.0
Subtotal	2305	96.6	100.0	
Missing	81	3.4		
Total	2386	100.0		

Table 280. Impression of USU: Personal interest of faculty in students

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	632	26.5	27.4	27.4
Good	979	41.0	42.5	69.9
Fair	516	21.6	22.4	92.3
Poor	165	6.9	7.2	99.5
No Opinion	12	.5	.5	100.0
Subtotal	2304	96.6	100.0	
Missing	82	3.4		
Total	2386	100.0		

Table 281. Impression of USU: Quality of students

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	550	23.1	23.9	23.9
Good	1248	52.3	54.2	78.0
Fair	419	17.6	18.2	96.2
Poor	65	2.7	2.8	99.0
No Opinion	22	.9	1.0	100.0
Subtotal	2304	96.6	100.0	
Missing	82	3.4		
Total	2386	100.0		

Table 282. Impression of USU: Research activities

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	453	19.0	19.7	19.7
Good	994	41.7	43.2	62.8
Fair	468	19.6	20.3	83.2
Poor	81	3.4	3.5	86.7
No Opinion	307	12.9	13.3	100.0
Subtotal	2303	96.5	100.0	
Missing	83	3.5		
Total	2386	100.0		

Table 283. Impression of USU: Public relations

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	326	13.7	14.2	14.2
Good	1007	42.2	43.7	57.9
Fair	599	25.1	26.0	83.9
Poor	120	5.0	5.2	89.1
No Opinion	250	10.5	10.9	100.0
Subtotal	2302	96.5	100.0	
Missing	84	3.5		
Total	2386	100.0		