

**ANALYSIS, ASSESSMENT & ACCREDITATION**

**UNIVERSITY CONNECTIONS COURSE  
PRE- AND POST-SURVEY**

**FEBRUARY, 2004**

# UNIVERSITY CONNECTIONS COURSE PRE- AND POST-SURVEY

## EXECUTIVE SUMMARY

Each fall, USU offers a University Connections class for incoming freshman. Students spend a week in class before fall semester starts and then meet periodically during the semester. To determine the impact of Connections, a pre-survey was administered on the first day of the class and a nearly-identical post-survey was filled out at the final class meeting. The surveys had three parts. The first section asked students to rate the importance of reasons for attending Connections (pre-survey) and to indicate how useful the course was in meeting those needs (post-survey). The second focused on their attitudes about being at college and in Logan. The third consisted of multiple choice questions about content to be taught in Connections.

A total of 1,020 students completed the pre-survey and 705 the post-survey. The demographic characteristics of the post-survey respondents are virtually identical to those of the pre-survey group, and both closely resemble the demographics for all incoming Fall, 2003 freshman. This report provides both pre- and post-survey results. In comparing pre/post survey data, only the responses for students who completed both surveys were used.

The pre-survey results suggest that the most important reasons for attending Connections were to develop college study skills, learn where things are found on campus, and better understand what professors expect. The post-survey data indicate that Connections was useful in fulfilling these needs, but the proportion of students who strongly agreed was not high, except for learning where things are found on campus.

Comparing pre/post survey perceptions of college and Logan, responses for most of the twelve statements did not change very much. For nine of the statements, more than 50% of the students did not change their answer and for five of the twelve, changes reflecting greater agreement with the statement were closely mirrored by those indicating greater disagreement. The pre/post comparison does indicate that, as they approached the end of the term, students were less worried about succeeding in college, had more confidence in their computer skills, and better understood what professors expect. They were also more likely to agree that there isn't much to do in Logan.

For the ten multiple choice questions that focused on course content, the pre-survey mean was 37%, while the post-survey mean was 50%. The results suggest that some learning occurred, but the improvement is not large, nor is the final score stellar. Possible explanations are that the questions were too hard, some of the material was not taught, or that students did not take the learning component of Connections very seriously.

# **UNIVERSITY CONNECTIONS COURSE PRE- AND POST-SURVEY**

**Craig Petersen  
Roy Sleight  
Office of Analysis, Assessment, and Accreditation**

**FEBRUARY, 2004**

## **I. INTRODUCTION**

Utah State University sponsors a University Connections class for incoming freshmen. The course provides an introduction to the breadth of university services and resources, to basic policies and procedures of the university, and to the physical layout of the campus. It also provides students with an introduction to college-level study skills. The stated goals of Connections are to:

1. Increase student awareness of and ability to cope with the normal developmental processes that are a part of this stage of the life cycle.
2. Help students identify and address the anxieties involved in the transition to university life and help them make the transition to USU a productive learning experience.
3. Create an environment that helps students establish friendship and support networks.
4. Introduce students to the expectations of Utah State University and promote academic success.
5. Introduce students to the Computer Information Literacy (CIL) exam and have them successfully complete two of the six tests.
6. Develop in students the desire and ability to be an “informed-participant” in the educational process.
7. Broaden the educational experience by increasing student involvement in extra-curricular and service learning activities.
8. Enhance student understanding of the professor/student relationship.
9. Help students connect with the university as a community of learners.

Each year, a large percentage of new freshmen participate in Connections. These students are divided into sections of approximately 30 students each and engage in an intensive one-week experience just before the start of fall semester and then meet periodically in those same groups during the semester.

## II. SURVEY METHODOLOGY

The purpose of the survey was to evaluate the impact and effectiveness of Connections. Students were asked to complete a questionnaire (pre-survey) on the first day of the 2003 class and then to complete a near-identical questionnaire (post-survey) at the last meeting of the group, which occurred in November. Responses on the pre- and post-surveys were compared to assess how the students' attitudes and knowledge had changed over the period.

The surveys consisted of three parts. On the pre-survey, the first section asked students to indicate how important different reasons were for attending Connections. On the post-survey, the same reasons were listed, but students were asked how helpful Connections actually was in achieving those objectives. The second section of both the pre-and the post-survey asked the students to indicate their degree of agreement or disagreement with statements such as "USU is a friendly place for students" and "I don't have very good study skills." The final section focused on information that was to be taught during Connections. Ten representative multiple choice questions were selected. The purpose was to compare pre- and post-survey results to assess how much learning took place. Copies of the two survey instruments are included in the appendix, along with the correct answers to the multiple choice questions.

A total of 1,020 students completed the pre-survey, about 90% of the students who took the course. The post-survey was completed by 705 students. The lower completion rate on the post-survey primarily reflects the negligence of some group instructors who failed to pass it out at the last class meeting. In making pre vs. post comparisons, only the responses for students who completed both questionnaires were used.

As will be discussed in the next section, the demographic characteristics of those students who filled out the post-survey are almost identical to the larger group who filled out the pre-survey, so there is no reason to expect bias in the pre vs. post survey comparisons. The similarity in characteristics of the two groups is probably explained by the fact that whole classes were omitted from the post-survey, rather than individual students deciding not to complete the instrument or not being in attendance when it was administered.

### III. CHARACTERISTICS OF SURVEY RESPONDENTS

As part of the survey, students were asked to include their student identification number. This made it possible to match the pre- and post-surveys and it also allowed additional student information, including age, ACT score, high school GPA, race, and college credits earned to be included in the data base. The following tables provide summary information on the characteristics of the pre-survey respondents.

<b>AGE</b>		<b>GENDER</b>	
≤ 18 Years	90%	Female	61%
19 Years	7%	Male	39%
≥ 20 Years	3%		

The vast majority, 97%, of Connections students were 18 or 19 years old. Sixty-one percent of Connections students were women, compared to 57% for all incoming USU freshman in Fall, 2003. The gender and age distributions for the post-survey are very similar to the pre-survey distribution.

ACT scores and high school GPAs for the 2003 Connections class are shown below. The mean values for all incoming freshman in Fall, 2003 are similar to these numbers, with 23.6 for ACT score and 3.56 for high school GPA. The post-survey means of 23.79 for ACT and 3.62 for high school GPA are also very close to the pre-survey values.

<b>ACT SCORE</b>		<b>HIGH SCHOOL GPA</b>	
< 18	5%	< 2.5	1%
18-21	26%	2.5-2.99	5%
22-25	34%	3.0-3.49	27%
26-29	27%	3.5-3.79	28%
30-36	8%	3.8-3.99	34%
	Mean = 23.82	4.0	4%
			Mean = 3.59

Nearly 90% of all Connections students are white. For all incoming freshmen in 2003, the proportion was 91%. Over 80% of those in Connections came from Utah. This compares to 79% for all Fall, 2003 Freshman. Post-survey values for these two measures are virtually identical to the pre-survey numbers.

<b>RACE/ETHNICITY</b>		<b>GEOGRAPHIC ORIGIN</b>	
Am. Ind./AK Nat.	1%	Cache Valley	13%
Asian/Pac. Isl.	3%	Utah, not Cache Valley	69%
Black, Non-Hisp.	0%	U.S., not Utah	16%
Hispanic	3%	Outside of U.S.	1%
Other/Unspecified	2%		
White, Non-Hisp.	89%		

Of particular interest is the number of credits that Connections students bring as they start their college experience. These credits are earned through AP, CLEP, or concurrent

enrollment. Over 60% had no college credit, but nearly 20% brought more than 12 credits. Again, the post-survey distribution is essentially the same as the pre-survey percentages.

<b>PRIOR COLLEGE CREDITS</b>			
0	62%	19-24	5%
1-6	3%	25-30	2%
7-12	16%	31-36	3%
13-18	8%	≥ 37	1%

#### IV. PRE-SURVEY RESULTS

Responses to the Connections pre-survey are shown below. In the first section, all of the eight reasons for attending Connections were considered very or somewhat important by over 90% of the respondents. Three reasons, “1. Develop college level study skills,” “4. Learn where things are found on campus,” and “7. Better understand what professors expect” were ranked as “Very Important” on at least 80% of the surveys and “2. Making friends with other new students” was very important to almost 70%. The reason with the least support was “3. Learn about USU policies and procedures.”

<b>Importance of reasons for attending Connections</b>	Very Important	Somewhat Important	Not Important
1. Develop college level study skills	81.3%	17.6%	1.1%
2. Make friends with other new students	69.2%	28.9%	1.9%
3. Learn about USU policies and procedures	41.9%	51.6%	6.5%
4. Learn where things are found on campus	80.9%	17.8%	1.3%
5. Get settled in before school starts	64.5%	29.8%	5.7%
6. Learn what university life is like	54.8%	42.6%	2.6%
7. Better understand what professors expect	80.0%	19.5%	0.5%
8. Better Understand what I want from college	63.3%	32.8%	3.9%

There was substantial variation in responses to the statements in the second section. Three-fourths of Connections students were worried about succeeding in college, but over 85% believed that their computer skills were adequate for college and about half thought they have good study skills and are good at using a library. Three-fourths started college with the perception that faculty and staff at USU are helpful, but two-thirds didn't believe they understand what professors expect from students.

Two-thirds of the respondents disagreed with the statement that there isn't enough to do in Logan and nearly 98% were happy to be at USU. Over 98% agreed that USU is a friendly place for students.

<b>Agree or disagree with statement</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am worried about succeeding in college	20.6%	54.5%	21.1%	3.7%
2. Faculty and staff at USU are helpful	20.6%	54.5%	21.1%	3.7%
3. I plan to graduate from USU	49.6%	42.2%	7.3%	1.0%
4. My computer skills are adequate for college	26.6%	58.8%	13.2%	1.4%
5. I don't have very good study skills	8.2%	40.1%	45.9%	5.8%
6. USU is a friendly place for students	31.2%	67.0%	1.3%	0.5%
7. I am not very good at using a library	5.5%	36.6%	49.9%	8.0%
8. I understand what professors expect from students at USU	1.8%	32.3%	58.1%	7.9%
9. I am happy to be here at USU	41.8%	56.0%	2.0%	0.2%
10. There isn't enough to do in Logan	6.5%	25.7%	59.5%	8.2%
11. I want to be involved in extra-curricular activities while in college	37.4%	56.5%	5.9%	0.2%
12. Connections should be required for all freshman	9.3%	34.6%	50.3%	5.8%

The 10 multiple choice questions in the final part of the pre-survey were taken from material which was to be covered in the Connections class. Five of the questions were based on the Computer Information Literacy Test modules that the students are expected to pass or other information technology material. The other five dealt with USU policies and procedures.

The mean pre-survey score on the ten questions is 37%. The proportion of respondents getting a specific question right ranged from less than 10% for how long students have to make up an "I" grade to over 80% for the number of credits to be ranked as a sophomore. Correct answers are marked on the surveys in the appendix.

It is interesting to note that over 85% of the pre-survey respondents believed they had adequate computer skills for college. However, this assessment is not supported by their collective performance on the computer and information technology questions. The mean score on those five questions is 36%

<b>Material to be covered in Connections</b>	<b>Correct Answers</b>
1. Which would you <u>not</u> be able to access by connecting to USU by modem from home or from your dorm?	20%
2. The term "FTP" stands for?	70%
3. The grade of pass or "P" indicates that a student has earned at least a ____ grade in a course.	46%
4. The maximum length of time a student has to make up an "I" grade is ____ .	10%
5. To be ranked as a sophomore, a student must have earned a total of at least _____ credits.	81%
6. A full-time enrolled freshman student may apply for an emergency loan of up to _____ dollars.	18%
7. If you received an "A" in a 2 credit class, a "B" in a 4 credit class, and a "C" in a one credit class, your GPA for the semester would be:	41%
8. Any software or data is owned by its creator and considered to be copyrighted as soon as:	28%
9. A shareware license for software means that:	31%
10. You buy a disk with a game on it. Which of the following would be a violation of copyright law?	29%



## V. POST-SURVEY RESULTS

Below are the results of the post-survey. They will be further analyzed in the next section. Note that the only difference in format from the pre-survey is the first section. Instead of asking students to evaluate the importance of reasons for attending Connections, students were asked how helpful the class was in those areas.

<b>Connections was useful in helping me to:</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Develop college level study skills	17%	65%	16%	2%
2. Make friends with other new students	39%	54%	7%	1%
3. Learn about USU policies and procedures	37%	61%	2%	0%
4. Learn where things are found on campus	54%	43%	3%	0%
5. Get settled in before school starts	63%	34%	3%	0%
6. Learn what university life is like	29%	56%	15%	1%
7. Better understand what professors expect	26%	63%	11%	0%
8. Better Understand what I want from college	20%	63%	17%	1%

<b>Agree or disagree with statement</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am worried about succeeding in college	16%	43%	35%	6%
2. Faculty and staff at USU are helpful	26%	71%	3%	0%
3. I plan to graduate from USU	40%	48%	9%	3%
4. My computer skills are adequate for college	33%	55%	12%	0%
5. I don't have very good study skills	8%	40%	46%	5%
6. USU is a friendly place for students	35%	63%	1%	0%
7. I am not very good at using a library	6%	36%	51%	7%
8. I understand what professors expect from students at USU	11%	79%	10%	0%
9. I am happy to be here at USU	43%	52%	4%	1%
10. There isn't enough to do in Logan	13%	37%	45%	6%
11. I want to be involved in extra-curricular activities while in college	29%	63%	8%	0%
12. Connections should be required for all freshman	15%	28%	46%	11%

<b>Material covered in Connections</b>	Correct Answers
1. Which would you <u>not</u> be able to access by connecting to USU by modem from home or your dorm?	21%
2. The term "FTP" stands for?	74%
3. The grade of pass or "P" indicates that a student has earned at least a ____ grade in a course.	65%
4. The maximum length of time a student has to make up an "I" grade is ____ .	33%
5. To be ranked as a sophomore, a student must have earned a total of at least ____ credits.	96%
6. A full-time enrolled freshman student may apply for an emergency loan of up to _____ dollars.	40%
7. If you received an "A" in a 2 credit class, a "B" in a 4 credit class, and a "C" in a one credit class, your GPA for the semester would be:	49%
8. Any software or data is owned by its creator and considered to be copyrighted as soon as:	57%
9. A shareware license for software means that:	41%
10. You buy a disk with a game on it. Which of the following would be a violation of copyright law?	33%

## VI. PRE- VS. POST-SURVEY RESULTS

One of the primary purposes for conducting the survey was to assess the value-added that results from Connections participation. By having students complete essentially the same instrument at the end of the course as they did at the beginning, it is possible to evaluate changes in attitudes and knowledge.

On the first section of the questionnaire, the pre-survey asked about importance of reasons for taking Connections, while the post-survey focused on the helpfulness of the course in meeting those needs. By analyzing both, it is possible to assess the extent to which Connections provided help with the most important reasons students had for taking the course.

The three reasons for attending Connections ranked by at least 80% of pre-survey respondents as very important are listed below, together with the assessment from the post-survey as to how helpful Connections was in meeting these needs.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Develop college level study skills	17%	65%	16%	2%
2. Learn where things are found on campus	54%	43%	3%	0%
3. Better understand what professors expect	26%	63%	11%	0%

The data indicate that a substantial proportion of the post-survey respondents agree that Connections was successful in helping them satisfy their most important reasons for attending. However, the percentages who “strongly agree” that Connections helped them “Develop college level study skills” or “Better understand what professors expect” are not particularly high. Connections may have been “helpful”, but the unanswered question is “how helpful?”

In analyzing the data from the second section of the surveys which focus on feelings or concerns about college life, the approach was to consider how responses changed from the start of the course to the end. Only the responses from those students who completed both the pre-survey and the post-survey were used. The approach was to quantify the pre/post “change” for each respondent for each statement. Stronger agreement or weaker disagreement was assigned positive values and weaker agreement or stronger disagreement was given negative values. If the student marked the same category both times, a value of “0” was assigned. Possible values range from -3 (a change from strongly agree to strongly disagree) to +3 (a change from strongly disagree to strongly agree). For example, if the pre- survey response was “strongly agree” and the post-survey response was “agree”, the score would be -1 for that student on that statement.

It is recognized that there may be problems in assigning numerical values to changes, because this approach assumes that movement between all categories represents the “same attitudinal shift.” This may not be accurate. For example, a change from agree to disagree may reflect a bigger change in attitude than a change from agree to strongly

agree. Still, the methodology allows the pre/post variations to be examined in a systematic manner. The results are shown in the table below.

Statements	Disagree More Than Pre-Survey				Agree More Than Pre-Survey		
	-3	-2	-1	0	1	2	3
1. I am worried about succeeding in college	1%	7%	30%	43%	17%	2%	0%
2. Faculty and staff at USU are helpful	0%	0%	18%	65%	16%	1%	0%
3. I plan to graduate from USU	0%	3%	22%	61%	12%	2%	0%
4. My computer skills are adequate for college	0%	0%	14%	61%	24%	1%	0%
5. I don't have very good study skills	0%	2%	19%	56%	21%	2%	0%
6. USU is a friendly place for students	0%	1%	15%	63%	21%	1%	0%
7. I am not very good at using a library	0%	2%	19%	56%	20%	2%	1%
8. I understand what professors expect from students at USU	0%	0%	3%	32%	54%	9%	2%
9. I am happy to be here at USU	0%	2%	19%	58%	21%	1%	0%
10. There isn't enough to do in Logan	0%	2%	14%	48%	30%	6%	1%
11. I want to be involved in extra-curricular activities while in college	0%	1%	22%	62%	14%	0%	0%
12. Connections should be required for all freshman	0%	4%	18%	54%	18%	4%	1%

The table suggests that, for most of the statements, Connections did not change attitudes very much. For nine of the twelve, more than 50% of the respondents did not alter their answers at all. For five of the statements (2, 5, 7, 9, and 12), the pre/post percentage of students who indicated greater disagreement was within 2% of those indicating greater agreement.

Seven statements (1, 3, 4, 6, 8, 10, and 11) did reveal significant shifts in attitude. After finishing Connections, students are somewhat less worried about succeeding in college, have a little more confidence in their computer skills, and have a much better understanding of what USU professors expect from students. But they are not as certain they will graduate from USU. Having spent most of a semester at USU, they are more likely to agree that there isn't enough to do in Logan, but also more likely to respond that USU is a friendly place for students. Finally, they are a little less interested in being involved in extracurricular activities than they were when they took the pre-survey.

The final table compares answers for the ten multiple choice content questions. The answer for each student on the pre-survey is matched to that student's answer on the post-survey. As the table shows, there are four possible pre vs. post combinations. By adding the right/right and wrong/right percentages and then calculating the average for all ten questions, the mean score for the post-survey respondents can be computed. By adding the right/right and right/wrong percentages the pre-survey mean can be determined. The mean for the post-survey is 50%, while the pre-survey mean is 37% (The pre-survey mean for those who completed both the pre- and post-survey is essentially the same as the mean for the larger group that completed only the pre-survey, which reaffirms the lack of bias in the post-survey responses.).

The comparison of means indicates that learning did take place during Connections, but the gain is not large and the final mean of 50% does not reflect stellar performance by Connections students. There may be several reasons. The first is that the test questions may have been too hard. The second is that some of the material may not have been taught by all instructors. Finally, students may not have put forth much effort to learn the material. More study is necessary to determine the relative importance of these factors.

In comparing learning gains, there was less improvement on the computer and information technology questions than on the other items. The change on the five computer and information technology questions was from 38% to 44%, while the means went from 39% to 56% on the five other questions.

	Right/ Right	Wrong/ Right	Right/ Wrong	Wrong/ Wrong
1. Which would you <u>not</u> be able to access by connecting to USU by modem from home or from your dorm?	7%	12%	13%	67%
2. The term "FTP" stands for?	60%	15%	13%	13%
3. The grade of pass or "P" indicates that a student has earned at least a ___ grade in a course.	35%	29%	11%	25%
4. The maximum length of time a student has to make up an "I" grade is	5%	28%	5%	62%
5. To be ranked as a sophomore, a student must have earned a total of at least ___ credits.	80%	17%	2%	2%
6. A full-time enrolled freshman student may apply for an emergency loan of up to ____ .	11%	29%	6%	54%
7. If you received an "A" in a 2 credit class, a "B" in a 4 credit class, and a "C" in a one credit class, your GPA for the semester would be:	22%	26%	19%	33%
8. Any software or data is owned by its creator and considered to be copyrighted as soon as:	23%	35%	5%	36%
9. A shareware license for software means that:	19%	12%	23%	45%
10. You buy a disk with a game on it. Which of the following would be a violation of copyright law?	16%	19%	11%	54%

In addition to evaluating overall learning, the pre/post survey data can be used to assess how learning gains varied by Connections instructor, at least for those sections where the post-survey was returned. The changes ranged from six percentage points to twenty-five percentage points. The highest post-survey mean for any section was 61%, up from 43% in the pre-survey.



Draft

# 2003 CONNECTIONS SURVEY/PRE-TEST

Please respond to the following questions or statements based on your opinion or understanding at the present time. Don't worry if some of the questions seem difficult; the reason you are in college is to learn. This form will be electronically scanned, so please don't fold, crinkle, or tear it.

Rate each of the following reasons for attending Connections class according to how important that reason is to you by filling in one circle for each reason.

	Very Important	Somewhat Important	Not Important
0. Example	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1. Develop college level study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Make friends with other new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Learn about USU policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Learn where things are found on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Get settled in before school starts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Learn what university life is like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Better understand what professors expect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Better understand what I want from college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate whether you agree or disagree with each of the following statements by filling in one circle for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am worried about succeeding in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Faculty and staff at USU are helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I plan to graduate from USU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My computer skills are adequate for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I don't have very good study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. USU is a friendly place for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am not very good at using a library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I understand what professors expect from students at USU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am happy to be here at USU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. There isn't enough to do in Logan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I want to be involved in extra-curricular activities while in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Connections should be required for all freshman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Following are some questions that require specific knowledge or understanding of a topic. Please answer them as best you can. Each of the questions will be covered later in your Connections class. We just want to find out what you know now. Fill in the circle to the left of the correct answer.

1. Which would you not be able to access by connecting to USU by modem from home or from your dorm?
- a. VMS
  - b. word processing software
  - c. Internet
  - d. All can be accessed



Draft

2. The term "FTP" stands for?
  - a. file type priority
  - b. fast transfer periferal
  - c. file transfer protocol
  - d. fax type private
3. The grade of pass or "P" indicates that a student has earned at least a \_\_\_\_\_ grade in a course.
  - a. "C-"
  - b. "D"
  - c. "B-"
  - d. "D-"
4. The maximum length of time a student has to make up an "I" grade is \_\_\_\_\_.
  - a. one semester
  - b. 12 months
  - c. two semesters
  - d. 18 months
5. To be ranked as a sophomore, a student must have earned a total of at least \_\_\_\_\_ credits.
  - a. 15
  - b. 60
  - c. 30
  - d. credits don't matter; be at USU one full year
6. A full-time enrolled freshman student may apply for an emergency loan of up to \_\_\_\_\_.
  - a. \$200
  - b. \$1,000
  - c. \$50
  - d. Depends on need, there is no maximum
7. If you received an "A" in a 3 credit class, a "B" in a 4 credit class, and a "C" in a one credit class, your GPA for the semester would be:
  - a. 3.00
  - b. 3.25
  - c. 3.50
  - d. None of the answers is correct.
8. Any software or data is owned by its creator and considered to be copyrighted as soon as:
  - a. it is registered with the government
  - b. a price is charged for its use
  - c. it has a "©" symbol attached to it.
  - d. it is in any tangible or electronic form
9. A shareware license for software means that:
  - a. the creator gives the software away free
  - b. the software is used by several people
  - c. the software was created using government money
  - d. a fee is charged for permanent use of the software
10. You buy a disk with a game on it. Which of the following would be a violation of copyright law?
  - a. Making a backup copy for your own use
  - b. Letting a friend load the game on her hard drive
  - c. Letting a friend borrow the disk to play it on her computer
  - d. More than one of the answers is a violation of copyright law

Information About You

Are you?  Male  Female

Did you come to USU from:  Cache Valley  Another place in Utah  Not Utah, but in the U.S.  Outside of the U.S.

What is your Student Identification Number?

--	--	--	--	--	--	--	--	--	--

In most cases, your student ID number will be your social security number. This information is necessary to analyze the results of the survey. Your responses will not be connected with your name in any way.

For Office Use Only

--	--



Draft

# 2003 CONNECTIONS SURVEY/POST-TEST

Please respond to the following questions or statements based on your opinion or understanding at the present time. This form will be electronically scanned, so please don't fold, crinkle, or tear it.

Indicate whether you agree or disagree with each of the following statements about Connections by filling in one circle for each reason.

### Connection was useful in helping me to:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Develop college level study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Make friends with other new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Learn about USU policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Learn where things are found on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Get settled in before school starts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Learn what university life is like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Better understand what professors expect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Better understand what I want from college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate whether you agree or disagree with each of the following statements by filling in one circle for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am worried about succeeding in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Faculty and staff at USU are helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I plan to graduate from USU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My computer skills are adequate for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I don't have very good study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. USU is a friendly place for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am not very good at using a library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I understand what professors expect from students at USU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am happy to be at USU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. There isn't enough to do in Logan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I want to be involved in extra-curricular activities while in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Connections should be required for all freshman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Following are some questions that require specific knowledge or understanding of a topic. Please answer them as carefully and as best you can. All of the questions should have been covered during your Connections class. Fill in the circle to the left of the correct answer.

1. Which would you not be able to access by connecting to USU by modem from home or from your dorm?

- a. VMS
- b. word processing software
- c. Internet
- d. All can be accessed



Draft

2. The term "FTP" stands for?
  - a. file type priority
  - b. fast transfer periferal
  - c. file transfer protocol
  - d. fax type private
3. The grade of pass or "P" indicates that a student has earned at least a \_\_\_\_\_ grade in a course.
  - a. "C-"
  - b. "D"
  - c. "B-"
  - d. "D-"
4. The maximum length of time a student has to make up an "I" grade is \_\_\_\_\_.
  - a. one semester
  - b. 12 months
  - c. two semesters
  - d. 18 months
5. To be ranked as a sophomore, a student must have earned a total of \_\_\_\_\_ credits.
  - a. 15
  - b. 60
  - c. 30
  - d. credits don't matter; be at USU one full year
6. A full-time enrolled freshman student may apply for an emergency loan of up to \_\_\_\_\_.
  - a. \$200
  - b. \$1,000
  - c. \$50
  - d. Depends on need, there is no maximum
7. If you received an "A" in a 3 credit class, a "B" in a 4 credit class, and a "C" in a one credit course, your GPA for the semester would be:
  - a. 3.00
  - b. 3.25
  - c. 3.50
  - d. None of the answers is correct.
8. Any software or data created by a computer is owned by its creator and copyrighted when:
  - a. it is registered with the government
  - b. a price is charged for its use
  - c. it has a "©" symbol attached to it.
  - d. it is in any tangible or electronic form
9. A shareware license for software means that:
  - a. the creator gives the software away free
  - b. the software is used by several people
  - c. the software was created using government money
  - d. a fee is charged for permanent use of the software
10. You buy a disk with a game on it. Which of the following would be a violation of copyright law?
  - a. Make a backup copy for your own use
  - b. letting a friend load the game onto her computer
  - c. Letting a friend borrow the disk to play it on her computer
  - d. More than one of the answers is a violation of copyright law

Information About You

Are you?  Male  Female

Did you come to USU from:  Cache Valley  Another place in Utah  Not Utah, but in the U.S.  Outside of the U.S.

What is your Student Identification Number?

--	--	--	--	--	--	--	--	--	--

In most cases, your student ID number will be your social security number. This information is necessary to analyze the results of the survey. Your responses will not be connected with your name in any way.

Connections Section #