

Office of Analysis, Assessment and Accreditation

UNIVERSITY CONNECTIONS SURVEY 2010

October 2010

EXECUTIVE SUMMARY

Each Fall Semester USU offers the University Connections course for incoming freshman. This year there were 60 sections. The Connections course starts on the Wednesday before the semester begins and students attend Wednesday, Thursday, Friday, from 9:00 a.m. to 3:30 p.m. and half day on Saturday. They then meet three more times in the first three weeks of the semester; each session was one hour. The objective of the course is to "provide an environment of challenge and support to help new students make a successful transition to USU. Class curriculum and activities provide an environment wherein students become familiar with the broad academic, social, and cultural opportunities offered by USU and the surrounding community" (USU Catalog).

The Connections Survey was designed to assess how helpful Connections is, and to evaluate satisfaction with various components of the course. A total of 1,694 students were enrolled in the course and 1,432 students responded to the survey. Due to some programming difficulties only 1,401 surveys were usable, for a return rate of 82.7%.

RESPONDENT CHARACTERISTICS

- 65.3% of the respondents were female.
- 73.3% of the respondents graduated from a high school in Utah.
- 65.4% of the respondents were living on campus.

THE CONNECTIONS COURSE WAS PERCEIVED AS BEING MOST USEFUL IN HELPING STUDENTS TO:

- Learn about University policies (90%)
- Learn about opportunities to be involved on campus (89.2%)
- Get settled before school started (88.9%)
- Navigate the physical layout of the campus (87.3%)

PRIMARY REASONS FOR ENROLLING IN CONNECTIONS

- 85.8% of the respondents said that earning two academic credits was very important.
- 65.9% of the respondents said to learn the physical layout of the campus.

SELECTED FINDINGS

- 91.4% of the respondents strongly agreed or agreed that because of the course they were more informed about campus events.
- 88.4% of the respondents strongly agreed or agreed that the Convocations speaker made the literature assignment more meaningful.
- 82.4% of the respondents strongly agreed or agreed that the Connections Blackboard website was easy to navigate.
- 81.1% of the respondents said they were glad there were evening activities for Connections students.

2010 UNIVERSITY CONNECTIONS SURVEY

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INTRODUCTION

Each Fall Semester USU offers the University Connections courses to incoming freshmen. This year there were 60 sections. The Connections course starts on the Wednesday before the semester begins and students attend Wednesday, Thursday, Friday from 9:00 a.m. to 3:30 p.m., and half day on Saturday. The students then meet once a week for the first three weeks of the semester, each session is one hour in length. This year, the course was completed by September 24, 2010.

The University Connections course was designed to give students an early introduction to the expectations and challenges of university life; to the academic, geographic, social/communal, and procedural maps of the University. Connections 2010 also emphasized some of the learning skills students needed to achieve their university goals successfully. The course explored problems common in the transition of students from high school into university life. The course provided an orientation to University services and resources, to basic policies and procedures governing the conduct of staff and students, as well as the physical layout of the USU campus and the Cache County community.

SURVEY METHODOLOGY

The purpose of the survey is to evaluate students opinion in the 60 sections of the Connections course. The survey consists of six parts: survey demographics, a section of questions evaluating students' experiences with the course, a section asking students how helpful the course was in meeting various goals, a section dealing with students' primary reasons for enrolling in Connections, a section dealing with the effectiveness of their course instructors, and a set of four open-ended questions allowing students to make comments and give more specific feedback about their impressions of the course. The open-ended questions will be addressed in a separate report that the instructors will be able to access through Blackboard Vista. The Connections Survey was placed on Blackboard Vista and all students were instructed to submit their responses by September 24, 2010.

A total of 1,694 students were enrolled in the Connections course during Fall Semester of 2010 and 1,401 usable surveys were submitted. Note that 1,432 students returned surveys but because of a programming issue 31 surveys were unable to be read. Thus, the response rate for usable surveys, on which the data is based, was 82.7%. A copy of the Connections Survey appears as Appendix A.

RESPONDENT CHARACTERISTICS (See Table 1)

Of the 1,401 respondents 65.3% were female. A majority of respondents (73.3%) graduated from a Utah high school. Sixty-five percent of the respondents were living on campus.

When students were asked to report their high school grade point average, a majority of respondents (78.1%) said they had a GPA of 3.5 to 4.0. When asked to predict their Fall Semester grade point average; 61.8% of the respondents anticipated getting between a 3.5 and 4.0 GPA. Students were then asked how difficult they expected their first semester of classes would be. A bare majority of respondents (50.5%) said they thought they would be moderately difficulty, while 16.6% said they would be very difficult.

Table 1. Respondent Characteristics

Gender: **Male** **Female**
 34.7% 65.3%

I am from a Utah High School
 Yes **No**
 73.3% 26.7%

Residence: **On Campus** **Off Campus**
 65.4% 34.6%

My High School GPA was:
 4.00 - 3.50 **3.49 - 3.0** **2.99 - 2.5** **2.49 - 2.0** **Less than 2.0**
 78.1% 17.4% 3.3% 1.0% 0.2%

Predicted GPA for Fall Semester:
 4.00 - 3.50 **3.49 - 3.0** **2.99 - 2.5** **2.49 - 2.0** **Less than 2.0**
 61.8% 34.7% 3.1% 0.3% 0.0%

Before college, I expected my first semester classes to be:
 Not Difficult **Somewhat Difficult** **Moderately Difficult** **Very Difficult**
 2.6% 30.3% 50.5% 16.6%

FINDINGS: THE USEFULNESS OF THE CONNECTIONS COURSE (See Table 2)

Students were asked if they agreed or disagreed with nine statements about how useful the Connections course was in helping them with various objectives. They were to rate each statement as Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. Results are discussed in descending order of responses based on the percentage of respondents agreeing plus strongly agreeing with the statement.

Ninety percent of the respondents strongly agreed or agreed that Connections was useful in helping them learn about University policies. Only 2.1% of the respondents disagreed or strongly disagreed with this statement. Eighty-nine percent of the respondents strongly agreed or agreed that Connections helped them learn about opportunities for involvement on campus, 1.5% of the respondents disagreed or strongly disagreed.

Connections helped 88.9% of the respondents get settled before school started. Only 3.2% of the respondents disagreed or strongly disagreed. Eighty-seven percent of the respondents thought Connections helped them navigate the physical layout of the campus, while 3.5% said it did not. Almost 74% of the respondents strongly agreed or agreed that Connections was a good way of helping them make friends with other new students, 9.1% disagreed or strongly disagreed.

Sixty-seven percent of the respondents agreed or strongly agreed that Connections helped them understand what there was to do in Logan, while 11.2% disagreed or strongly disagreed. Almost 65% of the respondents thought that participating in Connections helped them obtain valuable academic skills and techniques, but 9.1% thought it did not help them obtain these skills. Sixty-three percent of the respondents indicated that the course was useful in helping them meet faculty and staff, 10.5% disagreed or strongly disagreed. Forty-nine percent of the respondents agreed or strongly agreed that the course helped them learn more about a possible major, while 19.4% disagreed or strongly disagreed.

Table 2. Connections was was helpful for:

	Strongly Agree (SA)	Agree (A)	SA + A	Neutral	Disagree (D)	Strongly Disagree (SD)	D + SD
learning about University policies.	45.9%	44.1%	90.0%	7.9%	1.4%	0.7%	2.1%
learning about opportunities to be involved on campus.	48.2%	41.0%	89.2%	9.3%	1.0%	0.5%	1.5%
getting settled before school started.	60.4%	28.5%	88.9%	8.0%	2.2%	1.0%	3.2%
navigating the physical layout of the campus.	57.3%	30.0%	87.3%	9.3%	2.4%	1.1%	3.5%
making friends with other new students.	40.1%	33.6%	73.7%	17.2%	6.2%	2.9%	9.1%
understanding what there is to do in Logan.	30.3%	36.6%	66.9%	21.9%	8.5%	2.7%	11.2%
obtaining valuable academic skills and techniques.	25.5%	39.3%	64.8%	26.1%	6.5%	2.6%	9.1%
meeting faculty and staff.	24.3%	38.5%	62.8%	26.8%	8.6%	1.9%	10.5%
learning more about a possible major.	22.4%	26.3%	48.7%	31.9%	14.4%	5.0%	19.4%

FINDINGS: STUDENTS' EXPERIENCES WITH THE CONNECTIONS COURSE (See Table 3)

The survey includes questions requiring students to rate the extent to which they agreed or disagreed with statements about Connections as it related to course content and assignments. Results are discussed in descending order of responses based on the percentage of respondents agreeing plus strongly agreeing with the statement.

An overwhelming majority of respondents (91.4%) strongly agreed or agreed that because of the course they were more informed about campus events. Two percent disagreed or strongly disagreed. Eighty-eight percent of the respondents strongly agreed or agreed that they the Convocations speaker made the literature assignment more meaningful. Approximately 82% of the respondents strongly agreed or agreed that the Connections Blackboard website was easy to navigate, 6.4% disagreed or strongly disagreed. Eighty-one percent of the respondents said they were glad there were evening activities for Connections students, while 4.5% disagreed or strongly disagreed.

Almost 80% of the respondents indicated that the course helped ease their transition to USU. Six percent said it did not ease their transition. Seventy-eight percent of the respondents said they were satisfied with their Connections experience, while 6.4% said they were not. Seventy-seven percent of the respondents said the course enabled them to feel more comfortable contacting their professors. Seven percent of the respondents disagreed or strongly disagree that they felt more comfortable contacting professors. A majority of respondents (75.6%) agreed or strongly agreed that the course allowed them to know what was expected of them in their academic work, while 6.6% disagreed or strongly disagreed. Approximately 75% of the respondents said that peer mentor assistance was important to the course, but 7.6% said it was not. Seventy-two percent of the respondents strongly agreed or agreed that they learned how to use the Connections Blackboard site during the technology workshop, while 12.2% disagreed or strongly disagreed. Almost 72% of the respondents said that because of the library workshop they were more likely to ask library staff for assistance, but 8.4% of the respondents were not more likely to ask for assistance.

Approximately 70% of the respondents would recommend the Connections course to other students, while 10.9% would not. Sixty-six percent of the respondents said the technology workshop provided useful information, while 9.7% said it did not. Nearly 63% of the respondents indicated the "Welcome to USU Fair" provided useful information that helped them feel more connected to USU and the community. Six percent of the respondents disagreed or strongly disagreed. When asked if the Connections course assignments helped students understand more about what is expected in academic coursework, 62.1% of the respondents agreed or strongly agreed, while 13.6% disagreed or strongly disagreed. Sixty percent of the respondents said that making friends at USU was easier because of Connections, 13.9% of the respondents disagreed or strongly disagreed.

Fifty-seven percent of the respondents indicated that the course helped them learn how to manage their time more effectively, while 16.6% disagreed or strongly disagreed. When asked if "the Aggies, Think, Care, Act" presentation provided useful information about decision making in college, 55.1% of the respondents agreed or strongly agreed, while 17.6% disagreed or strongly disagreed. Almost 51% of the respondents agreed or strongly agreed that the literature assignment "Outcasts United" help to introduce them to college-level academic work. Twenty-one percent of the respondents disagreed or strongly disagreed. When asked if students would encourage friends not to attend Connections, 17.7% agreed or strongly agreed, while 64.5% strongly disagreed or disagreed.

Table 3. To what extent do you agree or disagree with each of the following statements:

	Strongly Agree (SA)	Agree (A)	SA + A	Neutral	Disagree (D)	Strongly Disagree (SD)	D + SD
Because of the course, I was more informed about campus events.	61.5%	29.9%	91.4%	6.4%	1.4%	0.8%	2.2%
The Convocations speaker made the literature assignment more meaningful to me.	63.0%	25.4%	88.4%	7.7%	2.4%	1.4%	3.8%
The Connections Blackboard website was easy to navigate.	48.2%	34.2%	82.4%	11.1%	4.4%	2.0%	6.4%
I was glad there were evening activities for Connections students.	54.4%	26.7%	81.1%	14.3%	3.1%	1.4%	4.5%
The Connections courses helped me ease my transition to USU.	39.3%	40.2%	79.5%	14.8%	4.4%	1.3%	5.7%
I am satisfied with my Connections experience.	40.6%	37.0%	77.6%	16.1%	4.5%	1.9%	6.4%
The course enabled me to feel more comfortable contacting my professors.	40.6%	36.8%	77.4%	15.2%	5.7%	1.7%	7.4%
In the Connections course, I received information that allowed me to know what is expected of me in my academic work.	32.0%	43.6%	75.6%	17.8%	5.0%	1.6%	6.6%
The peer mentor assistance was important to the course.	39.5%	35.2%	74.7%	17.7%	5.4%	2.2%	7.6%
I learned how to use the Connections Blackboard site during the technology workshop.	45.1%	27.3%	72.4%	15.5%	7.7%	4.5%	12.2%
Because of the library workshop, I am more likely to ask library staff for assistance.	32.5%	39.0%	71.5%	20.1%	6.1%	2.3%	8.4%
I would recommend the Connections course to other students.	37.1%	32.7%	69.8%	19.3%	7.7%	3.2%	10.9%
The technology workshop provided useful information.	25.3%	41.1%	66.4%	24.0%	7.3%	2.4%	9.7%
The "Welcome to USU Fair" provided useful information that helped to me feel more connected to USU and the local community.	26.6%	36.2%	62.8%	31.1%	4.4%	1.7%	6.1%
The Connections course assignments helped me understand more about what is expected of me in academic coursework.	24.6%	37.5%	62.1%	24.4%	10.1%	3.5%	13.6%
Making friends at USU was easier because of Connections.	30.0%	30.3%	60.3%	25.8%	10.3%	3.6%	13.9%
The course helped me learn how to manage my time more effectively.	24.0%	32.8%	56.8%	26.5%	13.0%	3.6%	16.6%
The Aggies Think, Care, Act presentation provided useful information about decision making in college.	22.9%	32.2%	55.1%	27.3%	12.6%	5.0%	17.6%
The literature assignment Outcasts United helped to introduce me to college-level academic work.	17.3%	33.4%	50.7%	27.8%	15.3%	6.1%	21.4%
I would encourage friends not to attend Connections.	8.1%	9.6%	17.7%	17.8%	28.9%	35.6%	64.5%

FINDINGS: REASONS FOR ENROLLING IN THE CONNECTIONS COURSE (See Table 4)

This section of the survey includes a series of statements relating to reasons students may have chosen to enroll in the Connections course. Results are presented in descending order of responses based on the percentage of respondents indicating the reason was very important.

The most notable reason for attending Connections was to earn two academic credits. Eighty-six percent of the respondents indicated that this was very important to them. Only 3.4% of the respondents thought that getting two academic credits was not important. The second most notable reason was to learn the physical layout of the campus, with 65.9% of the respondents saying this was very important. Ten percent of the respondents said it was not important. Fifty-nine percent of the respondents said it was very important to learn about opportunities to be involved on campus, while 6.4% said this was not important. Fifty-seven percent of the respondents reported that it was very important to learn about campus resources, while 7.3% reported it was not. Fifty-three percent of the respondents indicated that it was very important to learn college level study strategies, while 12.3% indicated it was not important. Just over half of the respondents (50.5%) said it was very important to develop a clearer understanding of what attending college means to them, while 14.2% said this was not important.

Just barely half of the respondents thought the course was very important because they heard that the course was informative and fun, 16.4% indicated this was not important. Thirty-eight percent of the respondents thought it was very important to enroll to make friends with other new students, while 13.9% thought this was not important. Thirty-seven percent of the respondents wanted to learn what there was to do in Logan, while 22% did not. Thirty-three percent of the respondents said it was very important to meet and interact with university faculty and staff, while 18.3% said it was not. Thirty percent indicated it was very important to learn University policies, while 20.6% said it was not important. Twenty-seven percent wanted to learn more about a possible major, but 33.8% did not. Twenty-six percent of the respondents said it was very important to enroll in Connections because their friend were enrolling, 49.2% said this was not important. Seventeen percent of the respondents marked "Other".

Table 4. What was the primary reason you enrolled in the Connections course?			
	Very Important	Somewhat Important	Not Important
To earn two academic credits.	85.8%	10.8%	3.4%
To learn the physical layout of the campus.	65.9%	24.2%	9.9%
To learn about opportunities to be involved on campus.	58.9%	34.8%	6.4%
To learn about campus resources.	57.3%	35.4%	7.3%
To learn college level study strategies.	53.3%	34.4%	12.3%
To develop a clearer understanding of what attending college means to me.	50.5%	35.3%	14.2%
Heard that it was a course that was informative and fun.	49.9%	33.7%	16.4%
To make friends with other new students.	38.3%	47.8%	13.9%
To learn what there is to do in Logan.	36.5%	41.5%	22.0%
To meet and interact with University faculty and staff.	32.5%	49.2%	18.3%
To learn University policies.	29.6%	49.8%	20.6%
To learn more about a possible major.	26.7%	39.5%	33.8%
Friends were enrolling.	26.4%	24.4%	49.2%
Other.	16.9%	47.9%	35.2%

FINDINGS: CONNECTIONS INSTRUCTOR PERFORMANCE (See Table 5)

This section of the survey includes a series of statements relating to how the instructors approached the subject matter and interacted with students. Answers available to students were: Hardly Ever, Occasionally, Sometimes, Frequently, and Almost Always. Results are presented in descending order of responses based on the percentage of respondents indicating the response Almost Always.

When asked if the instructor encouraged student-faculty interaction outside the class, 70.5% of the respondents indicated their instructor almost always did so. Sixty-seven percent of the respondents said their instructor almost always displayed a personal interest in them and in their academic success. Sixty percent of the respondents said their instructor almost always explained the Connections course objectives, while 55.3% said instructors almost always explained course material and assignments clearly and concisely. Fifty-five percent of the respondents indicated their instructor almost always communicated the importance of the Connections course subject matter. Fifty-four percent of the respondents said their instructor almost always asked students to help each other understand ideas or concepts of the course. Fifty-two percent of the respondents said instructors almost always made it clear how each topic and activity matched the course objectives. Only 4% to 5% of the respondents indicated that their instructors hardly ever met any of the performance objectives above.

Table 5. My Connections instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
Encouraged student-faculty interaction outside the class, (e-mail, phone calls, office visits).	4.7%	3.1%	5.3%	16.5%	70.5%
Displayed a personal interest in me and my academic success.	4.9%	4.6%	7.6%	16.5%	66.5%
Explained the Connections course objectives.	3.4%	4.1%	6.6%	25.5%	60.4%
Explained course material and assignments clearly and concisely.	5.1%	5.4%	9.8%	24.4%	55.3%
Communicated the importance of the Connections course subject matter.	3.9%	4.8%	11.0%	25.8%	54.6%
Asked students to help each other understand ideas or concepts.	4.8%	4.9%	10.4%	26.3%	53.6%
Made it clear how each topic and activity matched the course objectives.	4.2%	4.7%	11.9%	27.6%	51.6%








APPENDIX A





















Connections Survey 2010

Utah State University

Connections 1010 Course Evaluation

	Demographic Information	
1	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
2	I am From a Utah High School.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3	I live : On campus <input type="checkbox"/> Off campus <input type="checkbox"/>	
4	My High Shcool GPA was : 4.00-3.50 <input type="checkbox"/> 3.49-3.0 <input type="checkbox"/> 2.99-2.5 <input type="checkbox"/> 2.49-2.00 <input type="checkbox"/> Less than 2.0 <input type="checkbox"/>	
5	What do you predict your grade point average will be at the end of the Fall Semester? 4.00-3.50 <input type="checkbox"/> 3.49-3.0 <input type="checkbox"/> 2.99-2.5 <input type="checkbox"/> 2.49-2.00 <input type="checkbox"/> Less than 2.0 <input type="checkbox"/>	
6	Before college, I expected my first semester classes to be: Not Difficult <input type="checkbox"/> Somewhat Difficult <input type="checkbox"/> Moderately Difficult <input type="checkbox"/> Very Difficult <input type="checkbox"/>	

	Question	Agree-Disagree
1	The Connections course helped ease my transition to USU.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
2	Making friends at USU was easier because of Connections.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
3	The literature assignment Outcasts United helped introduce me to college-level academic work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
4	In the Connections course, I received information that allowed me to know what is expected of me in my academic work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
5	The course enabled me to feel more comfortable contacting my professors.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
6	I would encourage friends not to attend Connections.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 
7	Because of the course, I was more informed about campus events.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 

8	I am satisfied with my Connections experience.	 
9	The course helped me learn how to manage my time more effectively.	 
10	The Aggies Think, Care, Act presentation provided useful information about decision making in college.	 
11	The technology workshop provided useful information.	 
12	The peer mentor assistance was important to the course.	 
13	I was glad there were evening activities for Connections students.	 
14	The Connections course assignments helped me understand more about what is expected of me in academic coursework.	 
15	I would recommend the Connections course to other students.	 
16	Because of the library workshop, I am more likely to ask the library staff for assistance.	 
17	The Convocations speaker made the literature assignment more meaningful to me.	 
18	I learned how to use the Connections Blackboard site during the technology workshop.	 

19	The Connections Blackboard website was easy to navigate.	
20	The "Welcome to USU Fair" provided useful information that helped me feel more connected to USU and the local community.	

Question: Connections was helpful for:	Agree-Disagree
1 making friends with other new students.	
2 learning about University policies.	
3 navigating the physical layout of the campus.	
4 getting settled before school started.	
5 learning more about a possible major.	
6 learning about opportunities to be involved on campus.	
7 understanding what there is to do in Logan.	
8 meeting faculty and staff.	
9 obtaining valuable academic skills and techniques.	

Question: What was the primary reason you enrolled in the Connections course?	Importance: Very-Somewhat-Not
1 To make friends with other new students	
2 To learn University policies	
3 To learn the physical layout of the campus	

4	To learn about campus resources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	To learn college-level study strategies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	To earn two academic credits	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	To learn more about a possible major	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	To learn about opportunities to be involved on campus	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	To learn what there is to do in Logan	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	To meet and interact with University faculty and staff	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11	To develop a clearer understanding of what attending college means to me	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12	Friends were enrolling	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	Heard that it was a course that was informative and fun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14	Other	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Question: My Connections instructor:	Hardly-Sometimes-Always
1	Explained the Connections course objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Made it clear how each topic and activity matched the course objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Communicated the importance of the Connections course subject matter.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Explained course material and assignments clearly and concisely.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	Displayed a personal interest in me and my academic success.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	Asked students to help each other understand ideas or concepts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7	Encouraged student-faculty interaction outside of class, (e-mail, phone calls, office visits)	

1 What aspects of the teaching or content of this course do you feel were especially good?

◀
▶

2 What changes could be made to improve the teaching or the content of this course?

◀
▶

3 Should the required literature reading and assignment be continued as part of the Connections curriculum? Why or why not?

◀
▶

4 How effective was your Connections instructor in helping you to transition to Utah State University? Please explain.

◀
▶

[Submit Survey](#)

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