

Office of Analysis, Assessment and Accreditation

FRESHMAN/SOPHOMORE STUDENT SURVEY 2005 - 2011

Joan Kleinke

July 2011

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SURVEY OBJECTIVES

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

This report focuses on the results of the Freshman/Sophomore Student Surveys from 2005 through 2011. The survey instrument asked questions covering a broad range of experiences including:

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

SURVEY ADMINISTRATION

Development of the Survey Instrument. This is the seventh iteration of the Freshman/Sophomore survey. Previous USU student surveys were reviewed with interested USU faculty and staff to determine which questions garnered the most useful information. Questions were then developed to expand the data base in order to get a clearer picture of students' experiences in regards to different aspects of the university. Several new questions were added this year to the section of the survey dealing with the quality of students' experiences at USU. The new questions were added to the areas of: advising, faculty/department, and libraries. The 2011 survey is included as Appendix A.

Sample Selection and Survey Administration. Each year a list of Spring USU classes with at least 50% freshman and sophomore students is obtained. From this list, a stratified sample by college is selected to be surveyed. After the courses are chosen, demographic characteristics of the freshman and sophomore students in the sample are compared to characteristics of all USU freshmen and sophomore students. If the sample is representative in age, gender and ethnicity the study proceeds. In 2011 the sample was representative of the general population of freshman and sophomore students in terms of age, and ethnicity. Due to a computer programming error that was discovered after the study was underway; there were 4% more males and 4% fewer females in the population than in the sample. The error was discovered during ongoing scheduling for survey administration. Upon calling the professors of the classes, it became apparent that four out of sixteen classes did not have the numbers of freshman/sophomore students displayed on the course list. Because survey administration was already underway, these four classes were substituted with classes that had sufficient numbers of freshman and sophomore students.

The survey is administered during class time. Every effort is made to administer the survey in classes before spring break because class attendance is typically lower after spring break. All of the students in each class are asked to fill out the questionnaire even though some are not freshmen and sophomores. Previous experience has demonstrated that if some students are allowed to skip completion of the survey and leave, many of those in the target sample also leave.

Data Analysis and Presentation. Because all students in each class complete the survey, it is necessary to sort out students that are not freshmen or sophomores. This is accomplished by using a survey question asking students to report the total number of credit hours they have completed. Because attendance is less than 100% during any given class period, all the targeted students do not fill out the survey. Students are asked not to fill out the survey again if they had filled it out in a previous class.

Each year data is cross-tabulated by college, this year's (2011) data by college can be found in Appendix B. The comparison data presented in this report is based on the data from the "Total" columns of all Freshman/Sophomore Student Surveys from 2005 - 2011. Previous Freshman/Sophomore Student Survey reports, by year, can be found on the Analysis, Assessment, and Accreditation website. Raw data from which the graphs in this report are taken can be found in Appendix C.

This comparison report includes data collected over a seven year period from 2005 to 2011. The percentages in each table are based on the number of students responding to each question. The numbers in the tables printed in red are subtotals for agree plus strongly agree and subtotals for disagree plus strongly disagree, and for very satisfied plus satisfied or dissatisfied plus very dissatisfied. Some question wording may have been modified in the seven year period. Any numbers or text printed in blue, in the tables, denotes a change to that question and its corresponding data. Comparison graphs are presented in the body of this report for emphasis and a clearer visual representation of the data. In the narrative of this report, data are presented in percentage ranges, from low percentage to high percentage for the seven year period. When questions are presented that involve the likert scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, only agreement data (Strongly Agree plus Agree) are represented in the graphs. Disagreement and neutral ratings are presented in narrative form and can be seen by year in the corresponding tables for each section of the data presented in Appendix C. When presenting the new questions that were added to the survey this year, data are presented in narrative form only.

RESPONDENT CHARACTERISTICS (See Table 1 Appendix C)

The number of freshman/sophomore respondents for each year is as follows:

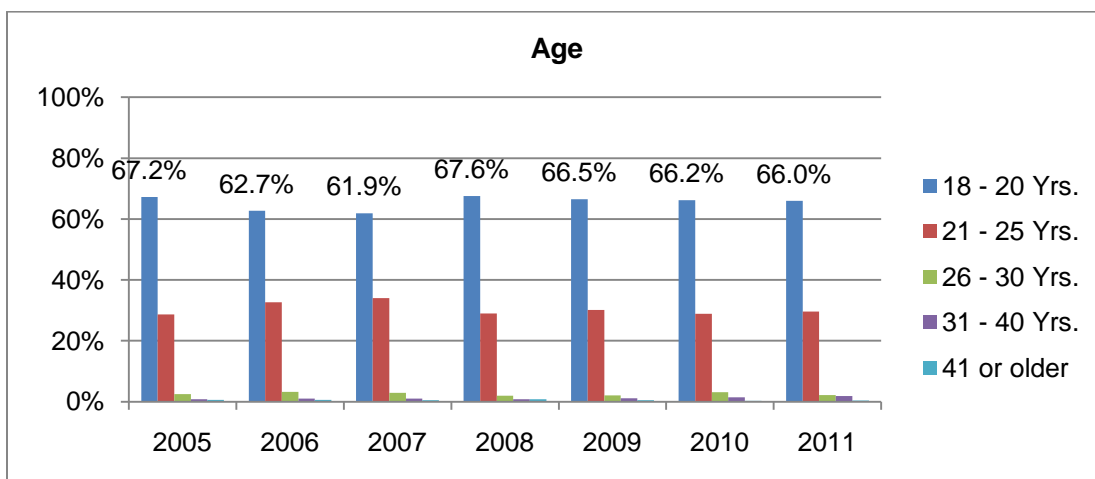
2005 - 1,008
 2006 - 1,185
 2007 - 1,265
 2008 - 1,573
 2009 - 1,632
 2010 - 1,615
 2011 - 1,467

The number of respondents by College for each year is:

| Year | AG | ARTS | BUS | ED & HS | ENGR | HASS | NR | SCI | OTHER |
|-------------|-----|------|-----|---------|------|------|----|-----|-------|
| 2005 | 36 | | 156 | 233 | 133 | 181 | 11 | 82 | 142 |
| 2006 | 62 | | 187 | 257 | 177 | 216 | 11 | 85 | 142 |
| 2007 | 50 | | 235 | 224 | 143 | 188 | 42 | 120 | 261 |
| 2008 | 106 | | 224 | 279 | 187 | 311 | 14 | 97 | 351 |
| 2009 | 119 | | 179 | 239 | 234 | 265 | 41 | 167 | 387 |
| 2010 | 106 | | 217 | 296 | 210 | 253 | 28 | 111 | 338 |
| 2011 | 96 | 112 | 184 | 269 | 217 | 170 | 42 | 82 | 293 |

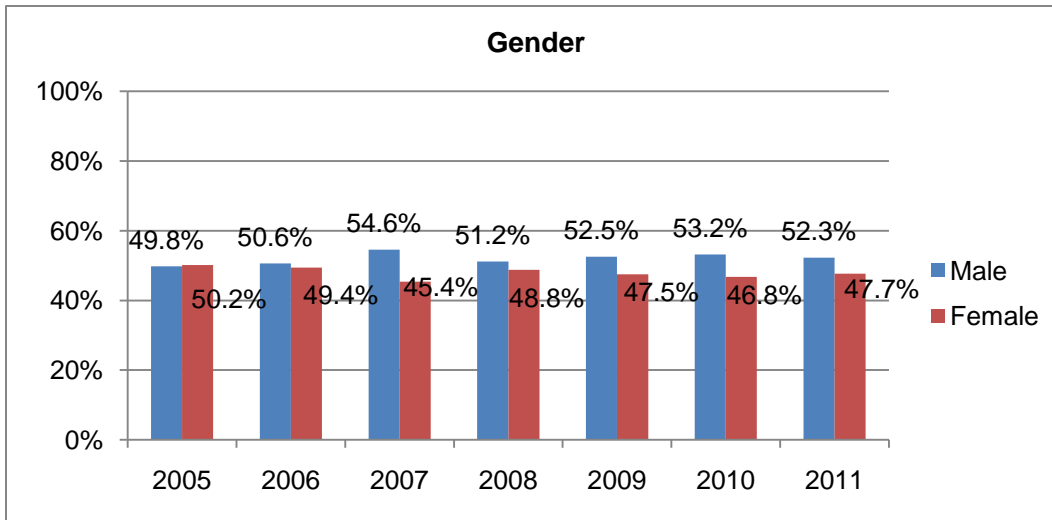
Note: These numbers may not equal the total number of respondents for each year because some of the respondents did not indicate their major department. In 2011 the College of Humanities, Arts and Social Sciences became the College of Humanities and Social Sciences and the College of the Arts was newly created. 2011 raw data by college can be found in Appendix B. Other raw data sets by college can be found in previous yearly Freshman/Sophomore Student Survey reports on the Analysis, Assessment and Accreditation website.

From 2005 - 2011 the respondents modal age was 18 to 20 years. The age profile of respondents has remained fairly consistent over time.

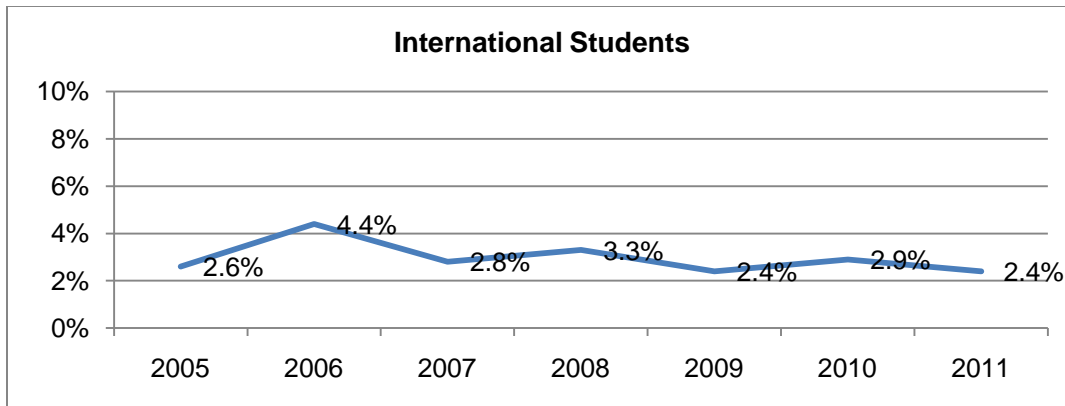


There were more male respondents than female respondents from 2006 through 2011, and approximately an equal number of male and female respondents in 2005. In all years except 2011 the sample was very closely representative of the gender of the population, typically $\pm 1\%$, at the highest $\pm 2\%$. In 2011 it was $\pm 4\%$ because of the computer programming error that forced the substitution of four

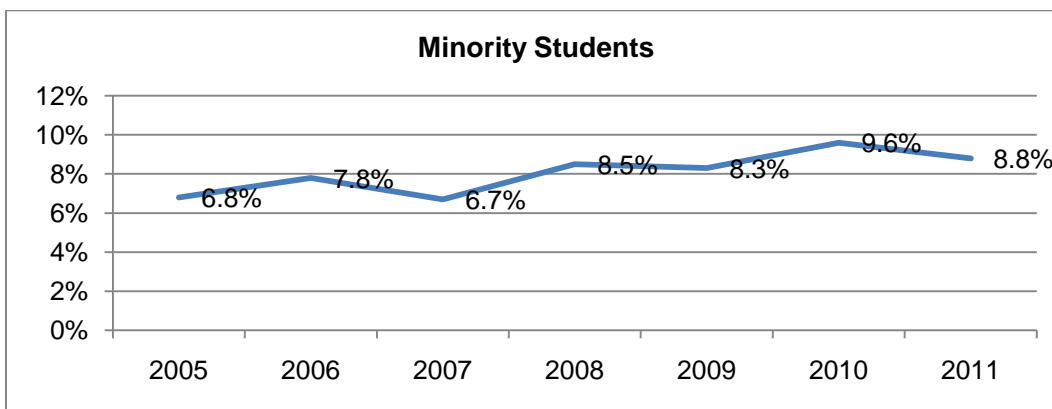
classes after the study was underway. That said, the number of respondents by gender was fairly consistent over the seven year period.



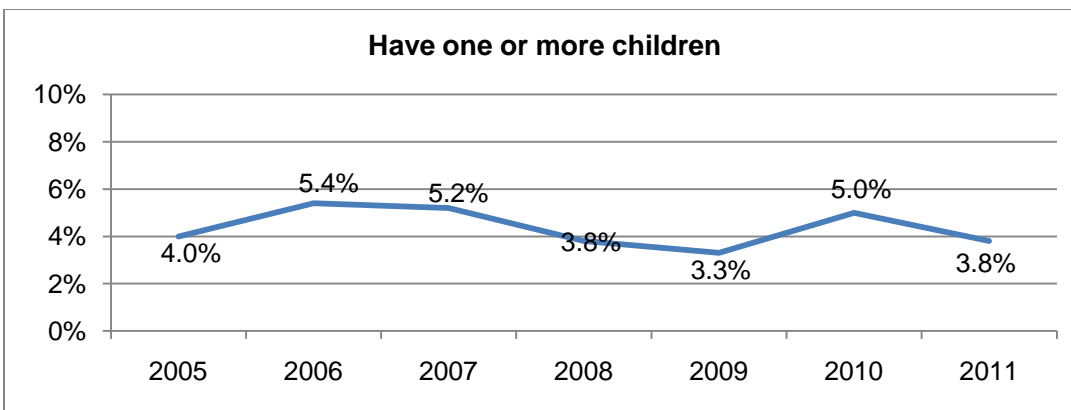
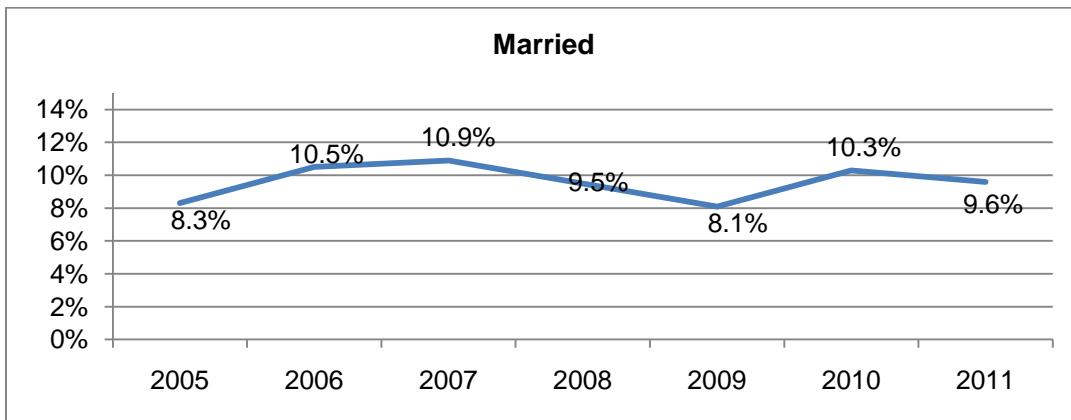
The number of international students fluctuated somewhat over the seven year period ranging from 2.4% to 4.4%. The highest number of international respondents was in 2006.



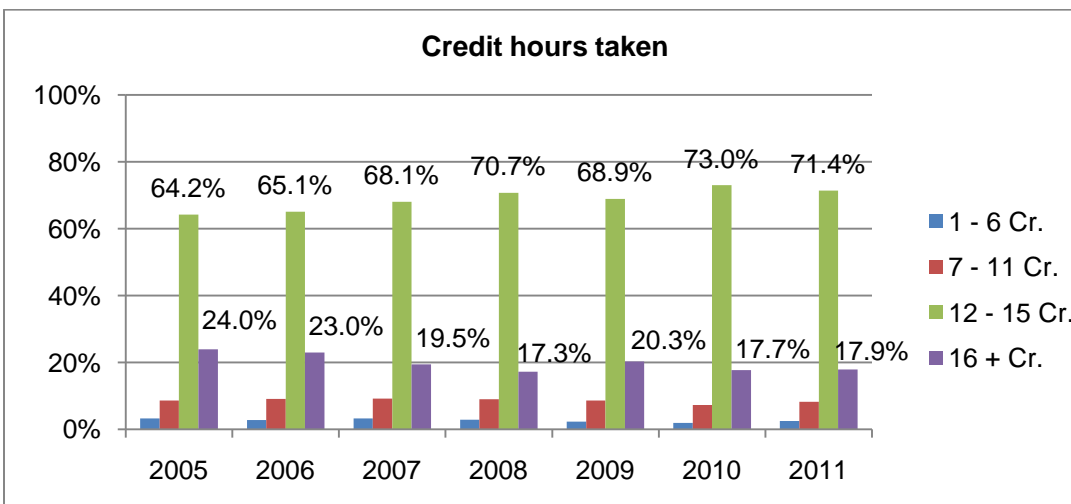
Between 6.7% and 9.6% of the respondents, over the seven year period, were minority students. The highest number of minority respondents for this time period was in 2010.



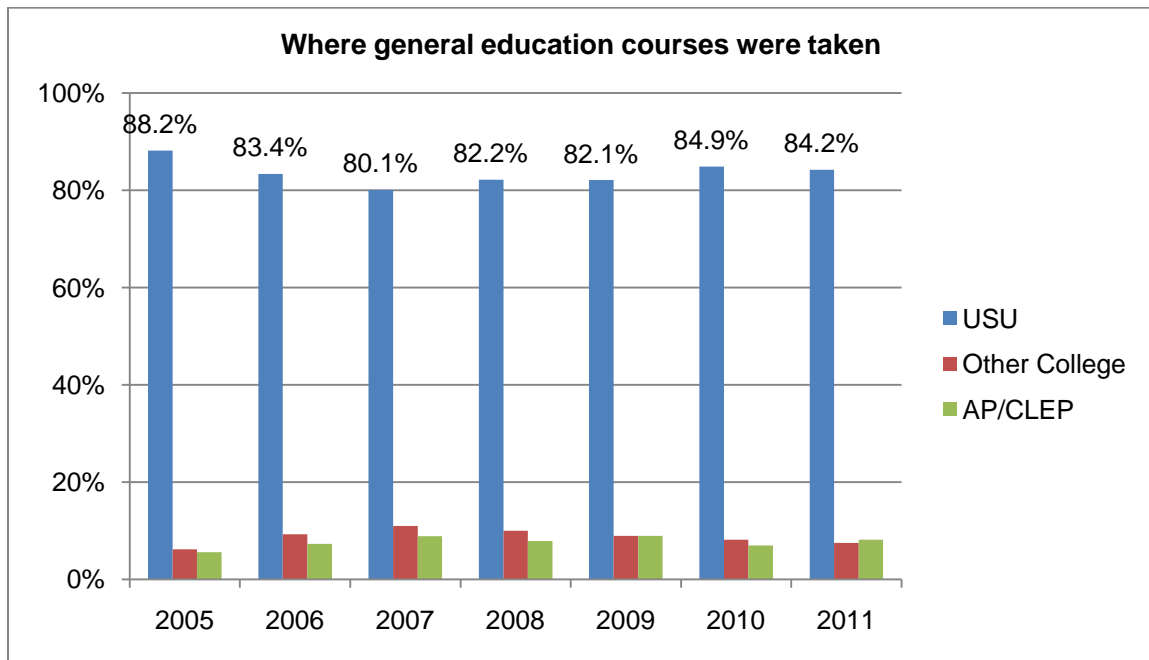
Eight percent to 10.9% of the respondents were married. Only 3.3% to 5.4% of the respondents had one or more children. The number of married respondents and the number of respondents who had children fluctuated slightly over the seven year period.



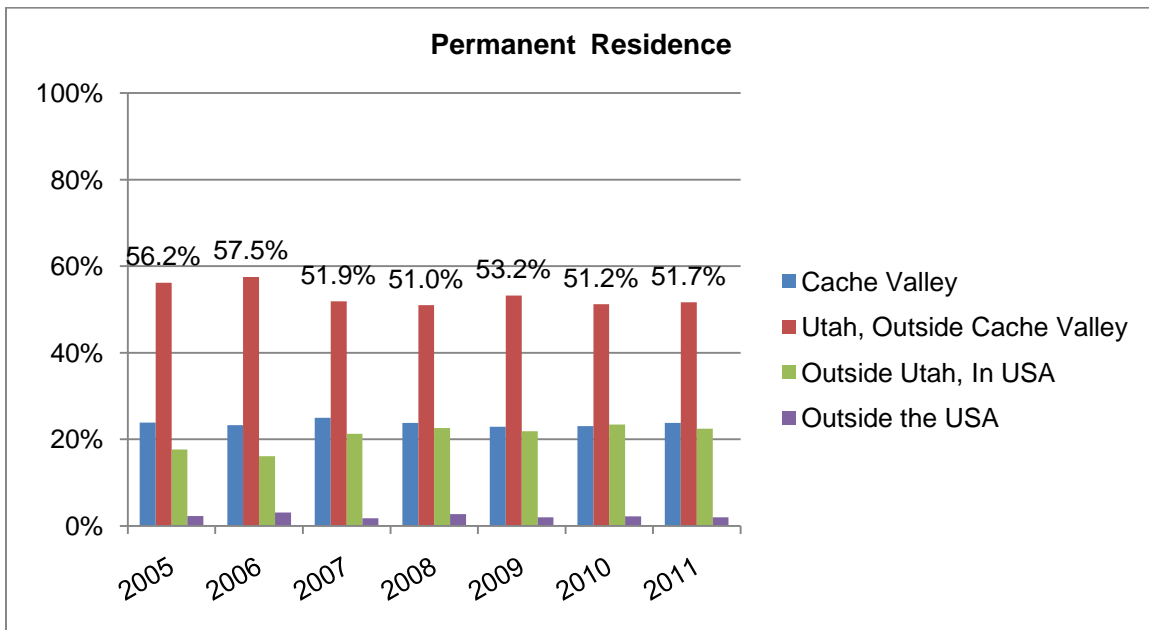
When asked how many credit hours students were taking during the current semester, a majority of respondents (64.2% to 73%) were taking 12 to 15 credits. This number of credit hours taken increased from 2005 to 2010 then dropped slightly. Overall, respondents taking 16 or more credits declined slightly, from 24% to 17.3% between 2005 and 2008, increased in 2009 (20.3%) and declined again in 2010 through 2011.



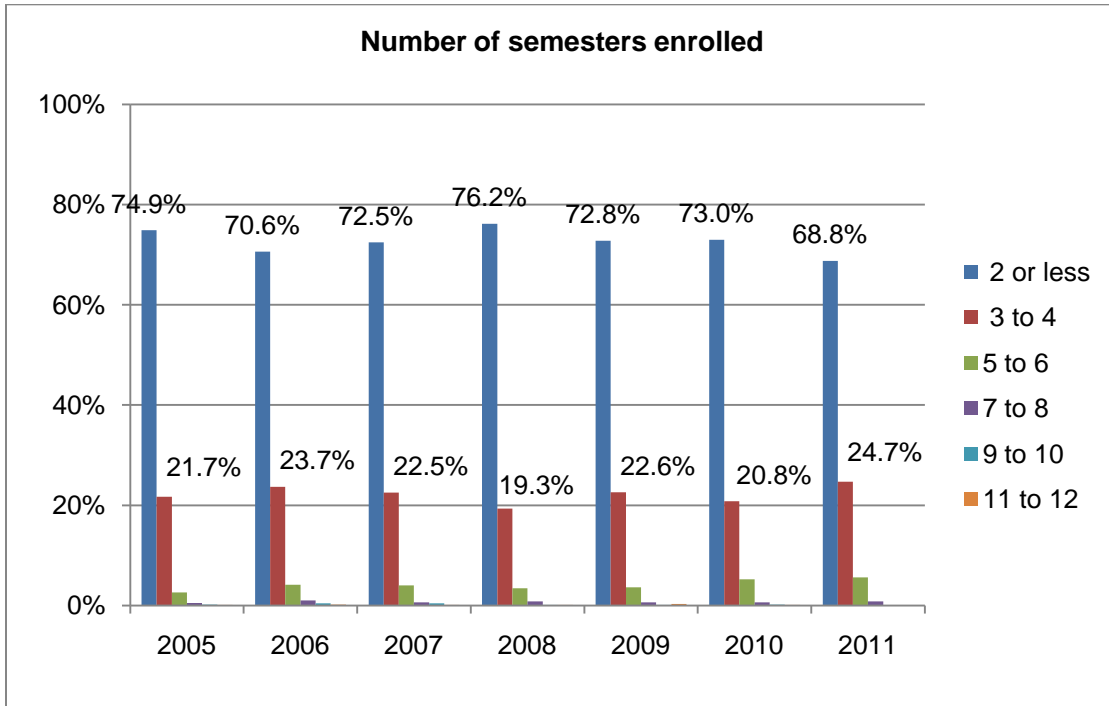
A majority of respondents (80.1% to 88.2%) had taken most of their general education courses at USU. These ratings varied slightly over the seven year period. As well, the "other College" and "AP/CLEP" categories varied slightly over time.



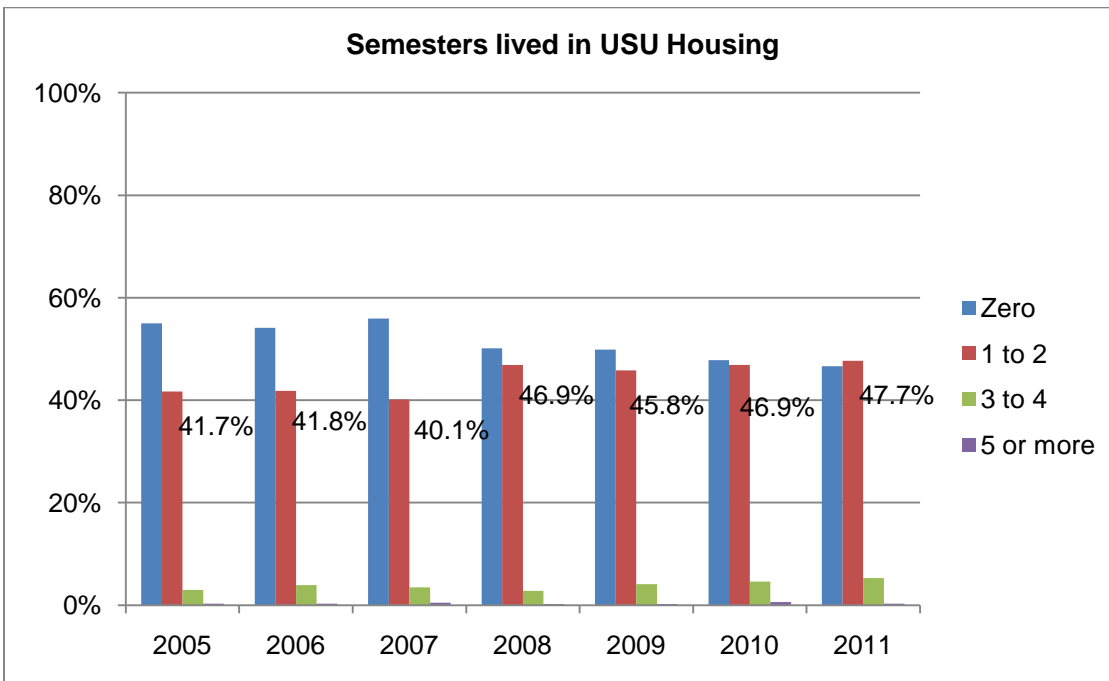
When students were asked about their permanent address before starting school at USU, a majority of respondents (51% to 57.5%) were from Utah but outside Cache Valley. This number decreased from 2006 to 2007 and then remained fairly consistent from 2007 to 2011. Twenty-three percent to 25% of the respondents were from Cache Valley. Sixteen percent to 23.4% were from outside Utah but in the United States. Overall, respondents coming from out of Utah but in the United States increased slightly over the seven year period.



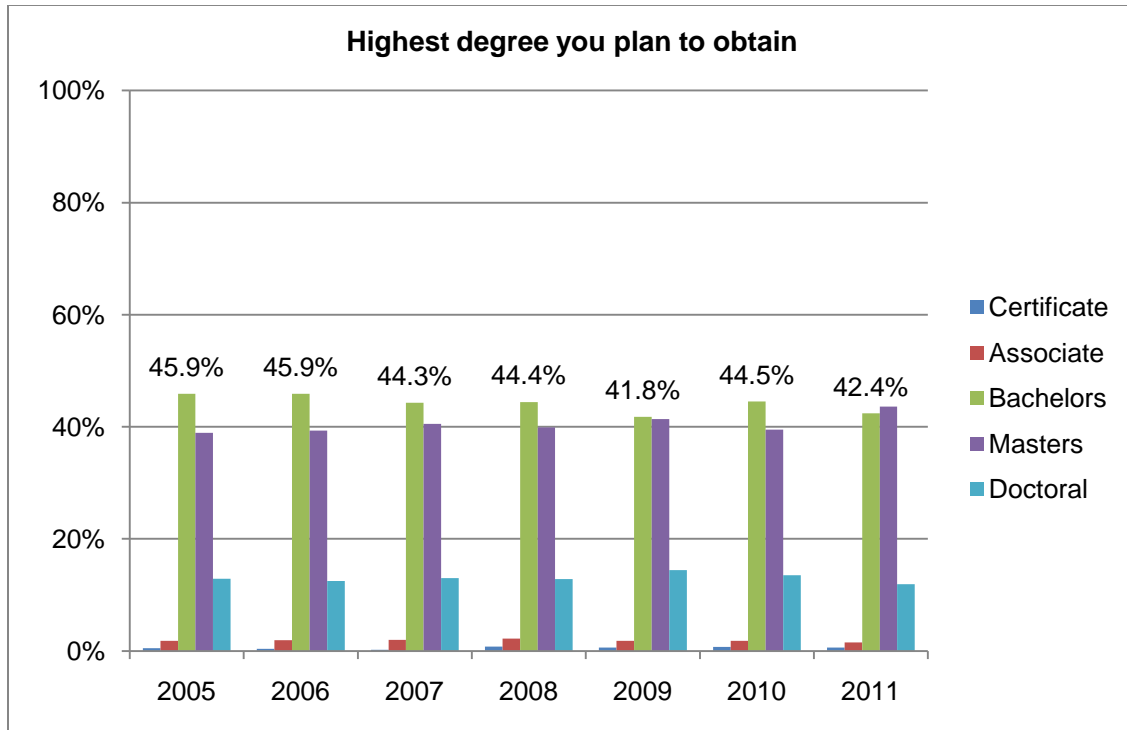
A majority of respondents (68.8% to 76.2%) reported having been enrolled at USU for 2 or less semesters. This number is not unusual since some respondents had taken some of their credits as AP or CLEP. Nineteen percent to 24.7% of the respondents said they had been enrolled for three to four semesters.



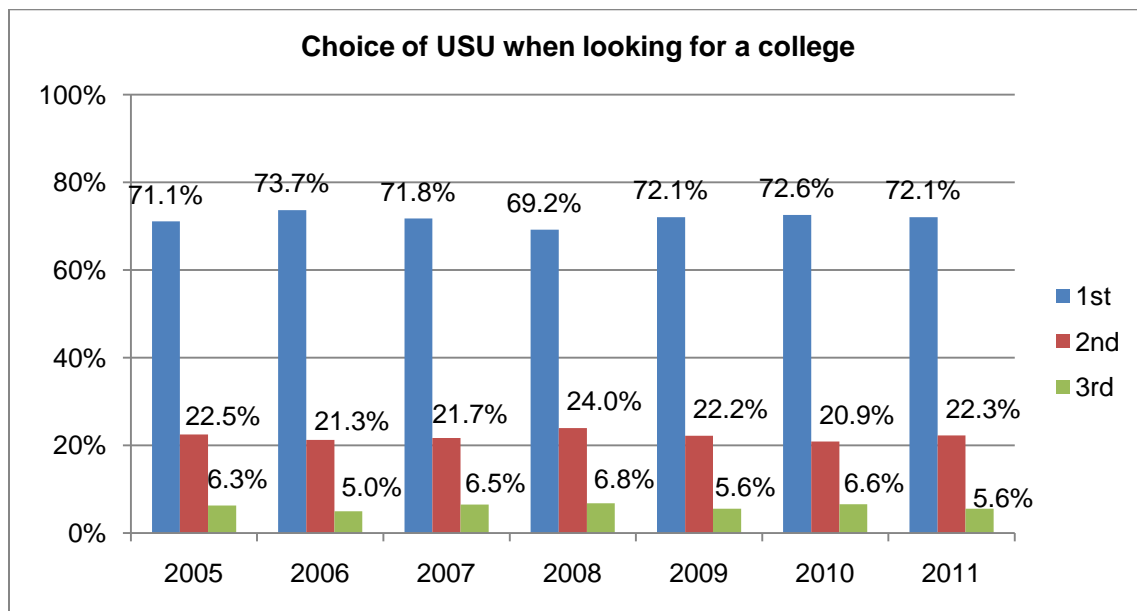
When asked how many semesters students lived in USU housing while attending school, 40.1% to 47.7% lived in student housing for one to two semesters. Forty-seven percent to 55.9% never lived in USU student housing. Overall, respondents living in USU student housing increased slightly over the seven year period.



Students were asked to indicate the highest degree they planned to obtain. Forty-two percent to 45.9% of the respondents planned on getting a bachelors degree. Thirty-nine percent to 43.6% planned on getting a master's degree, while 11.9% to 14.4% planned on getting a doctor's degree. A very small percentage of these freshman/sophomore respondents (0.2% to 0.8%) planned on only getting a certificate, while 1.5% to 2.2% planned on only getting an associate's degree.

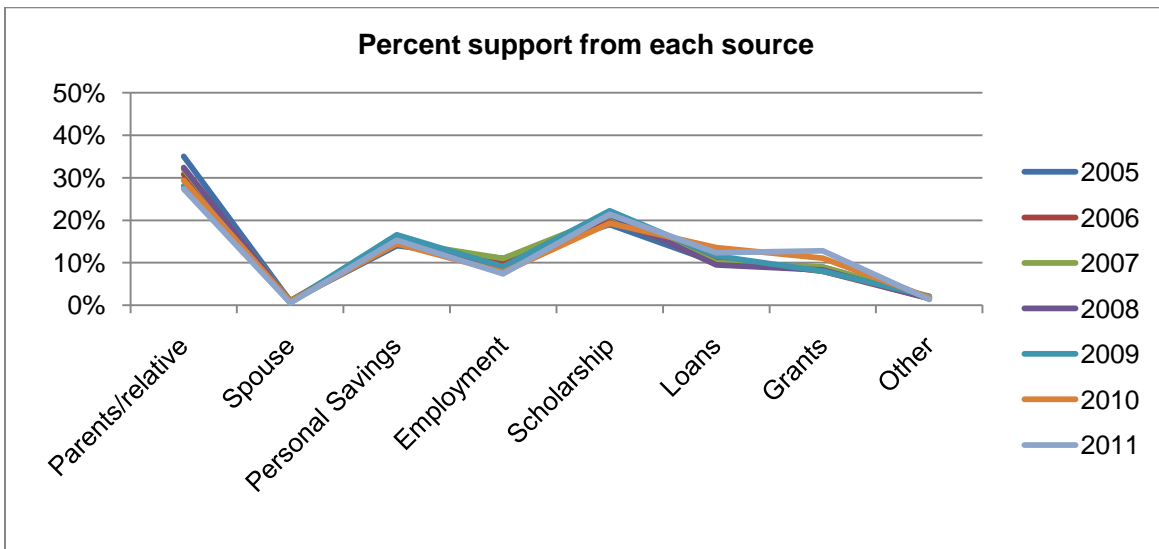


When choosing a college, USU was the first choice for 69.2% to 73.7% of the respondents. USU was the second choice for 20.9% to 24% of the respondents, and the third or lower choice for 5% to 6.8% of respondents. Ratings remained fairly consistent over time.

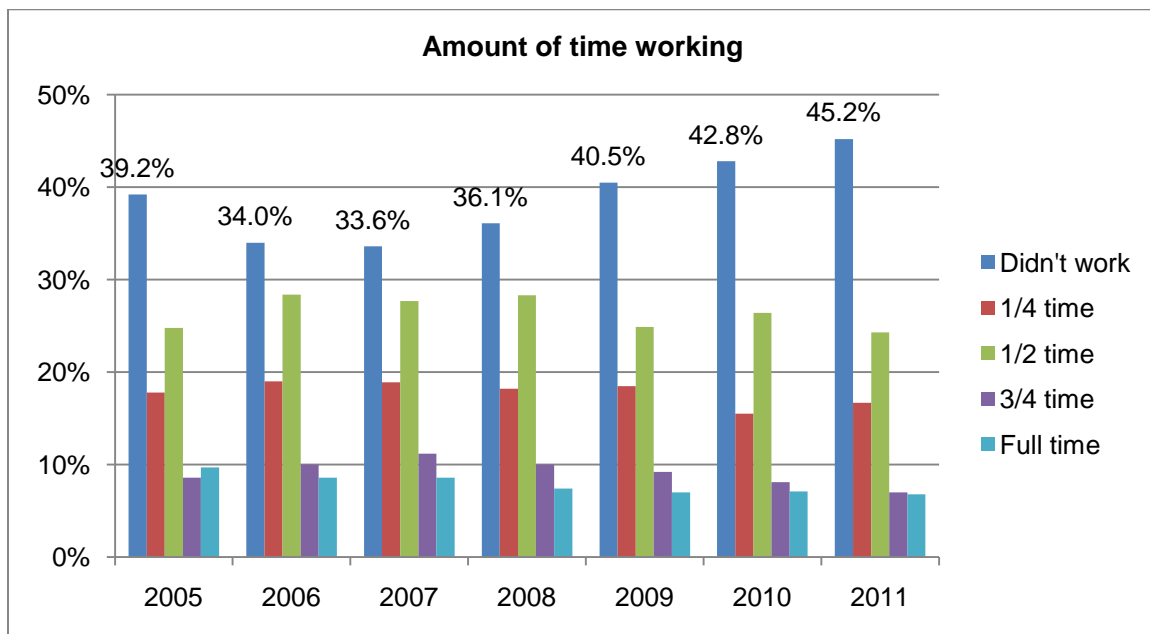


FINDINGS: SOURCES OF FINANCIAL AID (See Table 2 Appendix C)

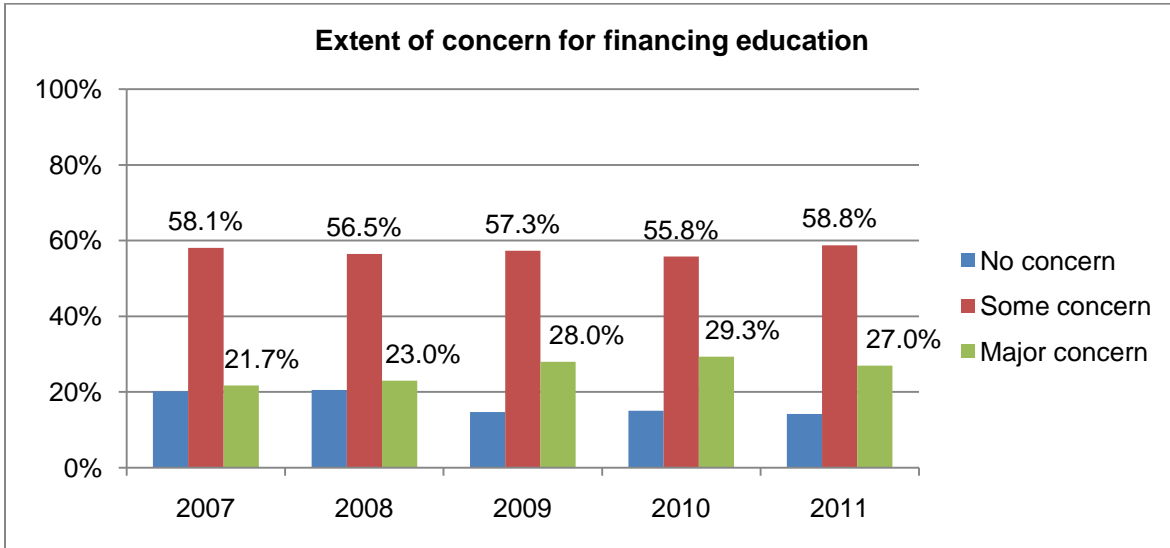
Students were asked to indicate the percentage of financial support for school (tuition, books, housing, food, etc.) that came from various sources. Mean percentages are used to determine the percentage of support that came from each source. The highest source (27% to 35%) came from parents or other relatives. The use of parents or other relative declined slightly over the seven year period. The next highest source was scholarships, 19% to 22%, followed by personal savings (14% to 17%) and loans (10% to 14%). Grants were used as a source of financial support by 8% to 13% of the respondents, followed by employment (7% to 11%). Other (1% to 2%) and spouse (1%) were the lowest sources of financial support.



When asked how much students' worked while taking courses at USU, 34% to 45.2% of the respondents did not work at all. This percentage increased from 2006 to 2011 after dropping 5% after 2005. Twenty-four percent to 28.4% of the respondents worked half-time, and 15.5% to 19% worked quarter-time. Seven percent to 11.2% of the respondents worked three-fourths time, while 7% to 9.7% worked full-time.

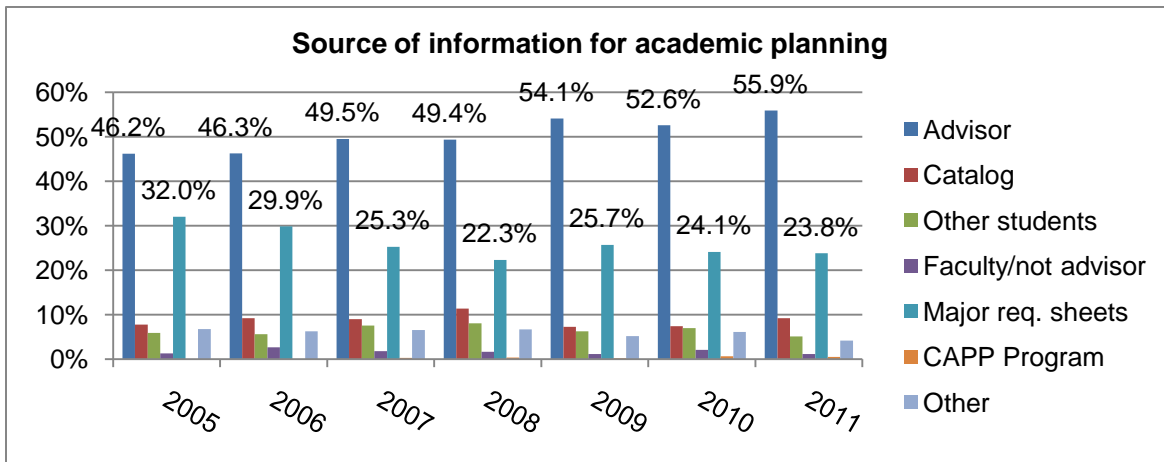


A question was added to the survey in 2007 that asked students to what extent they were concerned about financing their educations. A majority of respondents (55.8% to 58.8%) had some concern about financing their education. These ratings were fairly consistent over the seven year period. Twenty-two percent to 29.3% of the respondent said that financing their education was a major concern. Overall, this figure increased over time. Fourteen percent to 20.5% of the respondents said financing their education was not a concern.

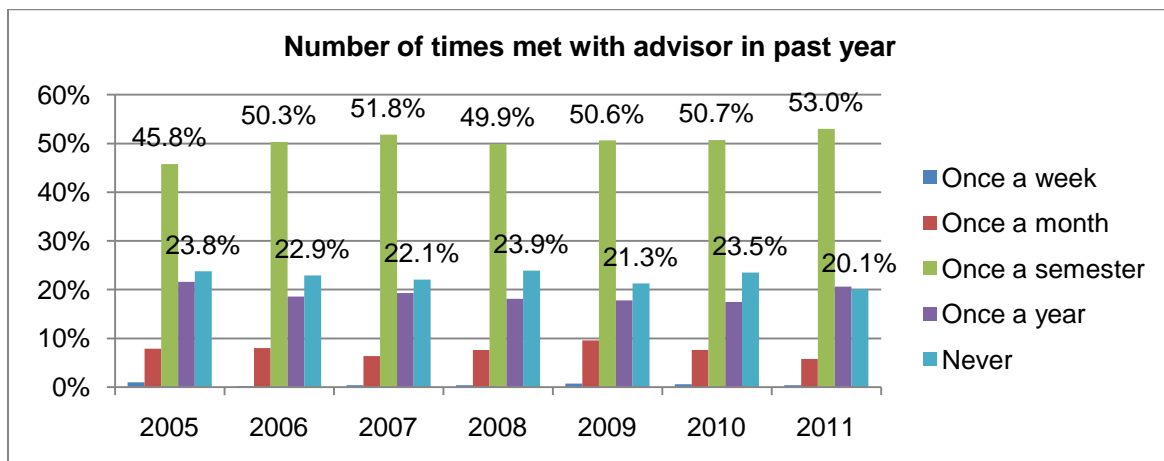


FINDINGS: ADVISING (See Table 3 Appendix C)

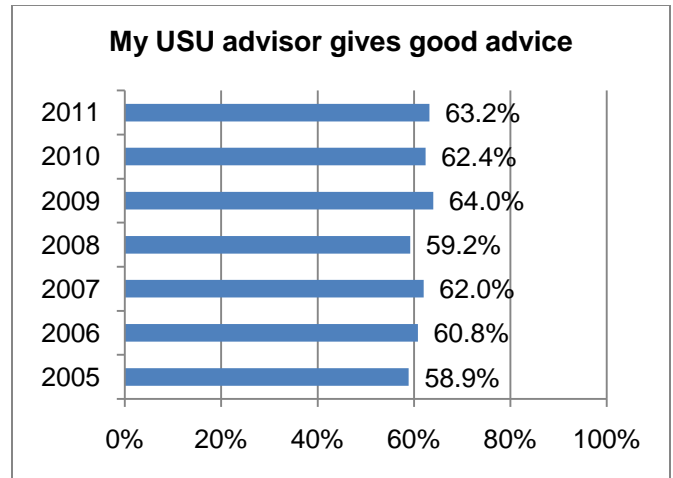
The survey included several questions about academic advising. When asked about the most important source of information used for academic planning 46.2% to 55.9% of the respondents said it was their academic advisor. Overall, the ratings for academic advisor increased over time. The second most important source of information was the major requirement sheets (22.3% to 32%). Overall, this rating decreased over the seven year period. The catalog was the third most important source of information (7.3% to 11.4%). This rating fluctuated over the seven year period.



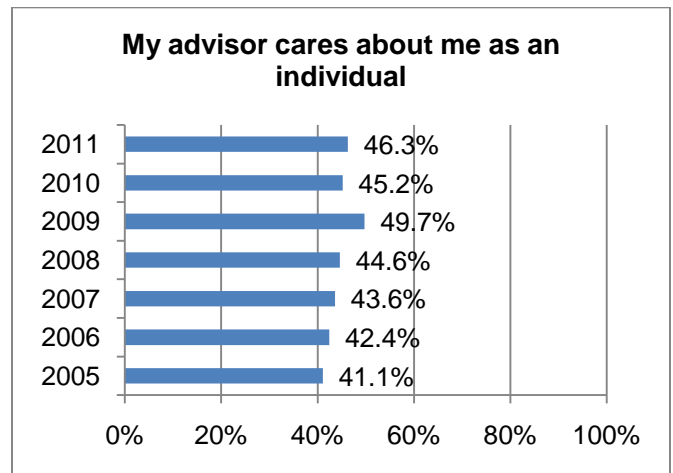
Most respondents met with their advisor once a semester (45.8% to 53%), With the exception of the lower percentage in 2005, the ratings were fairly consistent over time. An alarming 20% to 23.9% of the respondents had never met with their advisor in the past school year. Of those respondents who had not met with their advisor, the reasons they indicated for not meeting was that they got the information elsewhere (17.6% to 21.5%) or they did not know who their advisor was (16.6% to 21.5%). The University Advising office has indicated that every freshman student with less than 24 post high school credits is required to attend or participate in some version of SOAR (Student Orientation, Advising and Registration). Each student is assigned an advisor. Advisors wonder if students may not understand that the advisor assigned to them, and that they work with at SOAR, is their continuing advisor. The office of University Advising is currently trying to make better efforts and develop better communication with students to ensure that students know who their advisor is and how to contact them. They also indicated that as of next year the Major Requirements Sheets will no longer be available and the CAPP Program is being replaced by Degree Works, an interactive computer based program that will help students understand the academic requirements for their degree programs. That said, there is concern over students getting correct information in a timely manner.



When students were asked if their advisor gave them good advice, 58.9% to 64% agreed or strongly agreed. The ratings fluctuated slightly over the seven year period. Nine percent to 12.9% of the respondents disagreed or strongly disagreed that their advisor gave good advice. The remainder of the respondents were neutral in their ratings (25.8% to 29.9%).

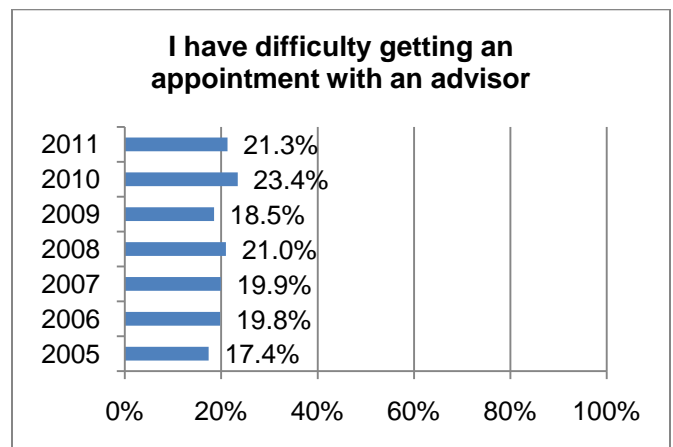


A plurality of respondents (41.1% to 49.7%) agreed or strongly agreed that their advisor cares about them as an individual. There was a gradual increase in agreement from 2005 to 2009, then a slight decrease in 2010 and 2011. Fourteen percent to 18.3% of the respondents disagreed or strongly disagreed that their advisor cares about them as an individual.

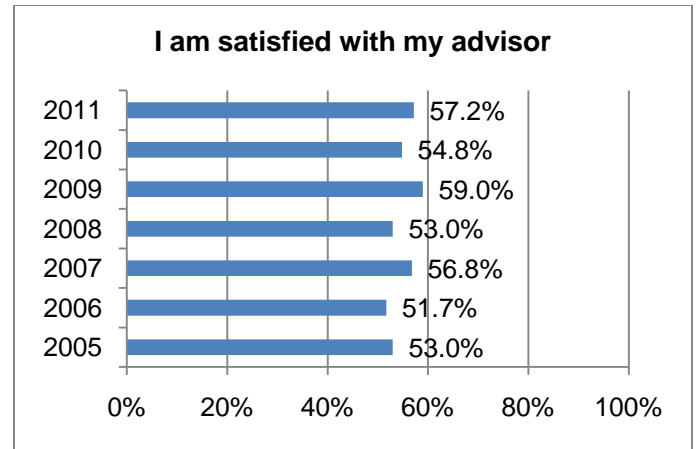


A new question was added to the advising section of the survey this year. Students were asked if their advisor is an effective mentor who provides useful and supportive guidance. A majority of the respondents (53%) agreed or strongly agreed with this statement. Fourteen percent of the respondents disagreed or strongly disagreed. The remainder of the respondents were neutral in their rating.

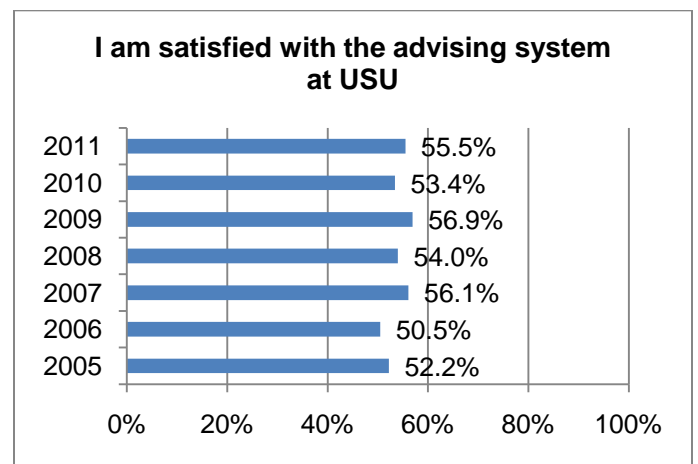
When students were asked if they often had difficulty getting an appointment with an advisor, 17.4% to 23.4% agreed or strongly agreed. A plurality of respondents (40.3% to 47.4%) disagreed or strongly disagreed. Based on these percentages, there is still room for improvement in advisor availability.



A majority of respondents (51.7% to 59%) were satisfied with their advisor. Ratings varied over the seven year period. Nine percent to 13.1% of the respondents disagreed or strongly disagreed that they were satisfied with their advisor. The disagreement ratings varied $\pm 4\%$ over the seven year period.



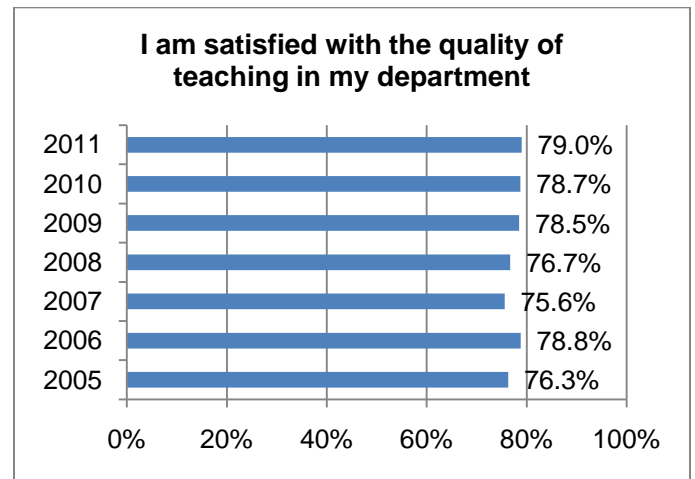
When asked if overall they are satisfied with the advising system at USU, 50.5% to 56.9% of the respondents agreed or strongly agreed. However, 11.2% to 13.7% of the respondents disagreed or strongly disagreed with this statement. Thus, improvement in advising is still needed.



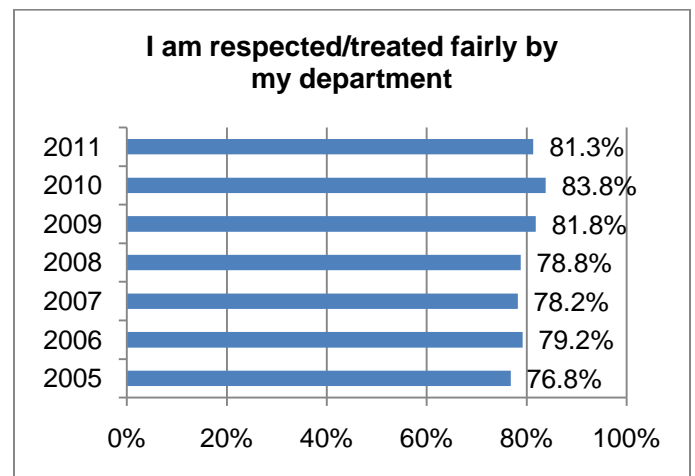
FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4 Appendix C)

Questions in this section focused on the perceptions students had of their faculty and departmental experiences and interactions.

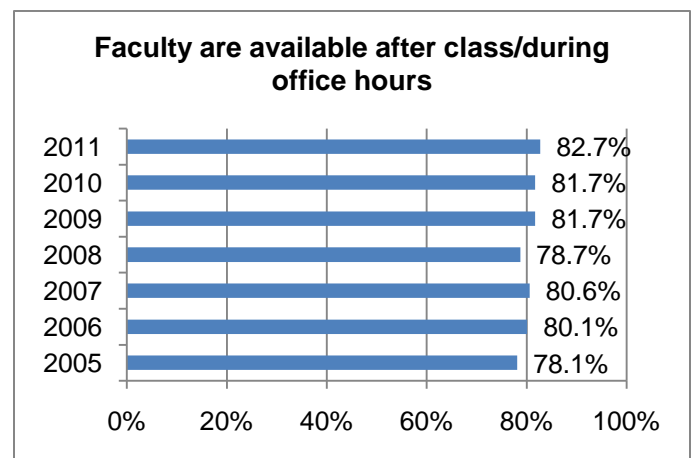
When asked to respond to the statement "I am satisfied with the quality of teaching in my department", 75.6% to 79% of the respondents agreed or strongly agreed. The agreement ratings were fairly consistent over the seven year period. Four percent to 5% of the respondents disagreed or strongly disagreed with this statement.



Seventy-seven percent to 83.8% of the respondents agreed or strongly agreed that they are respected and treated fairly by their department. Ratings steadily increased from 2005 to 2010 then dropped slightly in 2011. Only 1.5% to 2.3% of the respondents disagreed or strongly disagreed with this statement.



When rating the availability of faculty after classes and during office hours, 78.1% to 82.7% of the respondents agreed or strongly agreed faculty are available. Overall ratings increased slightly over the seven year period with the exception of a very slight drop in 2008. Two percent to 3.1% of the respondents disagreed or strongly disagreed that faculty are available.



Five new questions were added to this section of the survey (Faculty/Department Experiences).

Students were asked if they receive timely feedback on their coursework. Sixty-six percent of the respondents agreed or strongly agreed that they did receive timely feedback. Eight percent disagreed or strongly disagreed with this statement.

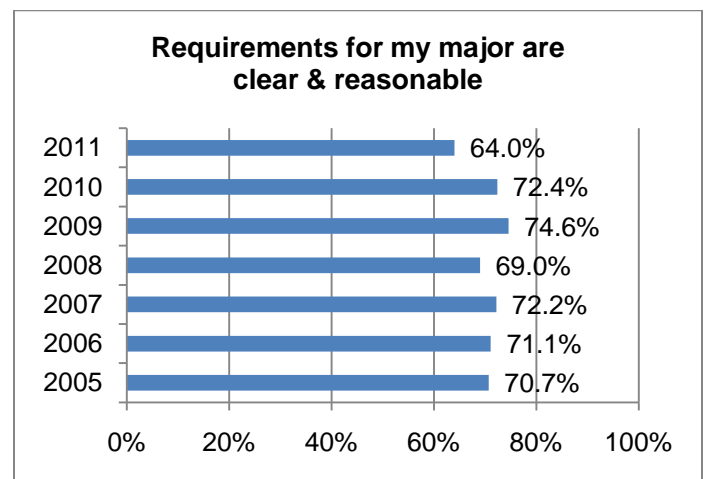
Students were then asked if they were satisfied with the amount of interaction they have with faculty, and 64.1% of the respondents agreed or strongly agreed. Eight percent disagreed or strongly disagreed.

When asked if they were satisfied with the quality of feedback that faculty give them on their work, 60.3% of the respondents agreed or strongly agreed. Nine percent of the respondents disagreed or strongly disagreed.

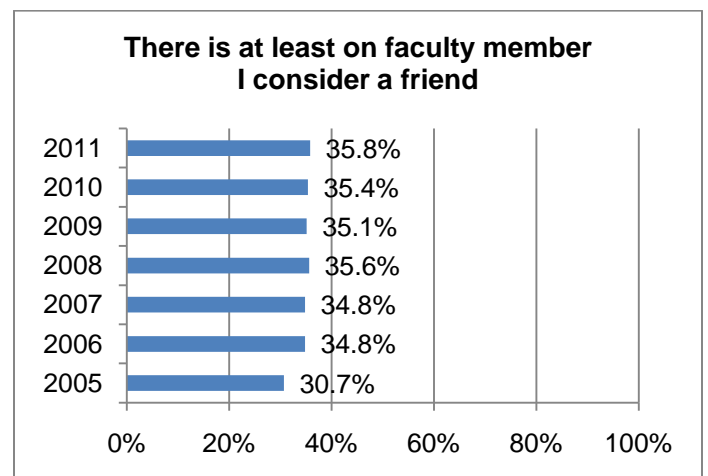
Students were asked if they would like to receive better feedback on their academic progress. Fifty-two percent of the respondents agreed or strongly agreed that they would like better feedback. Twelve percent of the respondents disagreed or strongly disagreed with this statement.

Students were then given the statement, faculty create an atmosphere of helpfulness. Seventy-two percent of the respondents agreed or strongly agreed while 3.6% disagreed or strongly disagreed.

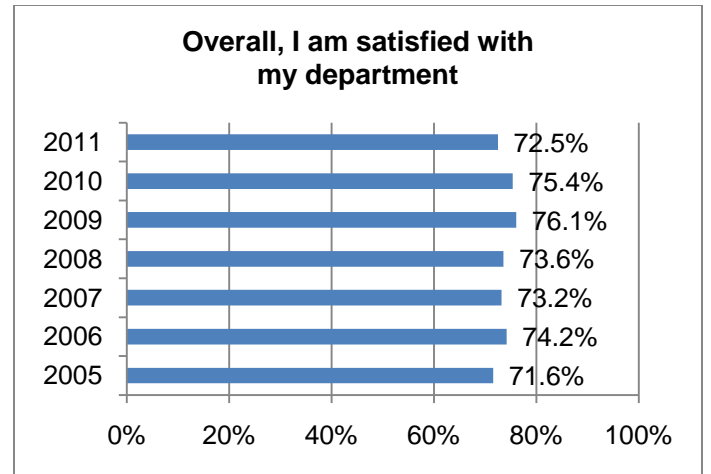
Sixty-four percent to 74.6% of the respondents agreed or strongly agreed that requirements for their major were clear and reasonable. Five percent to 10.2% of the respondents disagreed or strongly disagreed. Ratings varied somewhat over the seven year period.



When asked if there is at least one faculty member that they consider a friend, 30.7% to 35.8% of the respondents agreed or strongly agreed. These agreement ratings increased slightly over the seven year period. Twenty-eight percent to 34.3% of the respondents disagreed or strongly disagreed that they had a friendship with a faculty member.



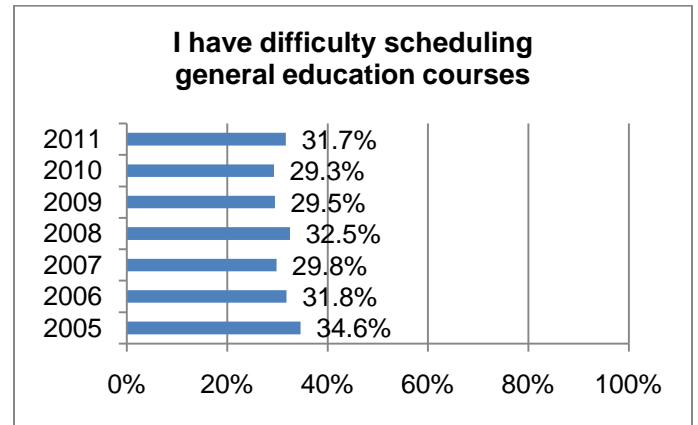
When asked if, overall they are satisfied with their department, 71.6% to 76.1% of the respondents agreed or strongly agreed. Ratings gradually increased to 76.1% in 2009 but overall varied slightly over time. Two percent to 3.5% of the respondents disagreed or strongly disagreed that they were satisfied with their department.



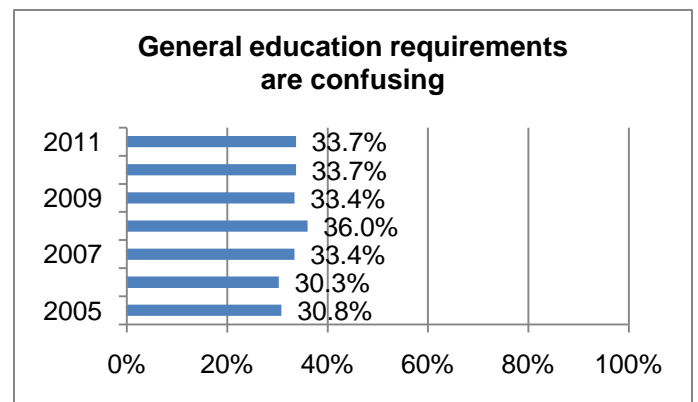
FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES (See Table 5 Appendix C)

General education courses are the courses where most freshman and sophomore students spend much of their time. These courses are designed to give students needed background in the humanities and in the social, life, and physical sciences as well as enhance their communication, quantitative, and computer literacy skills.

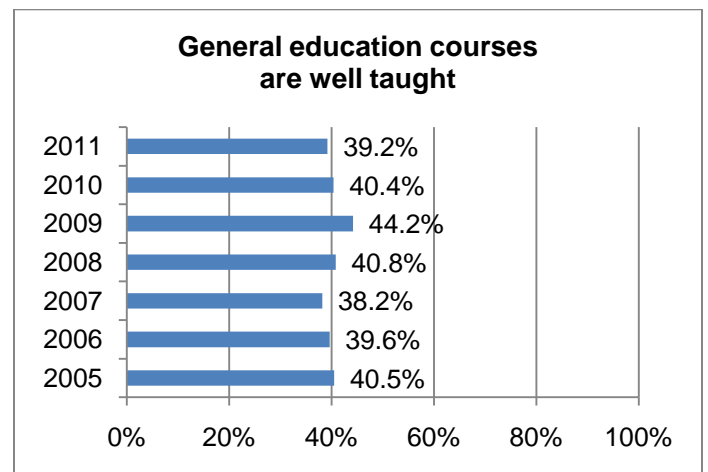
When students were asked if they had difficulty scheduling general education courses, 29.3% to 34.6% of the respondents indicated that they had difficulty. Ratings varied slightly over the seven year period. Thirty-seven percent to 45.2% of the respondents said they did not have difficulty scheduling general education courses.



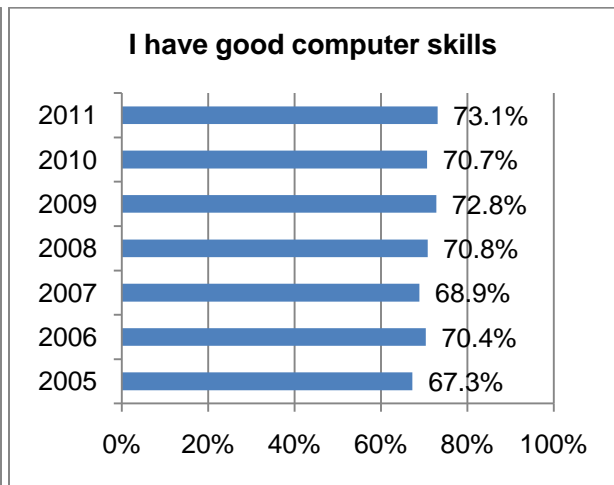
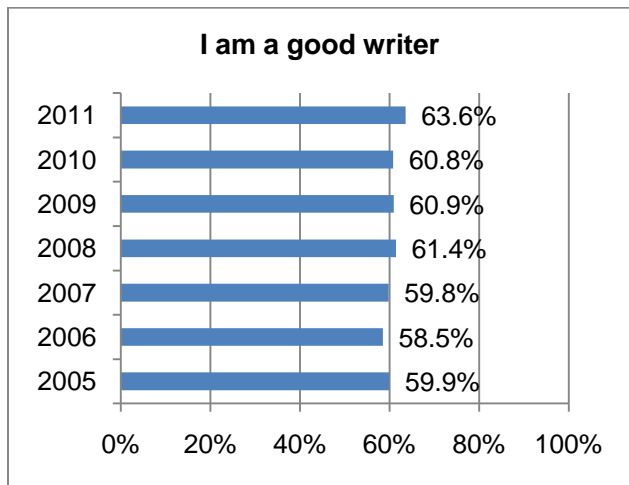
When asked if general education requirements are confusing, 30.3% to 36% of the respondents agreed or strongly agreed. Ratings varied slightly over time. Thirty-five percent to 39.9% of the respondents disagreed or strongly disagreed that general education requirements were confusing.



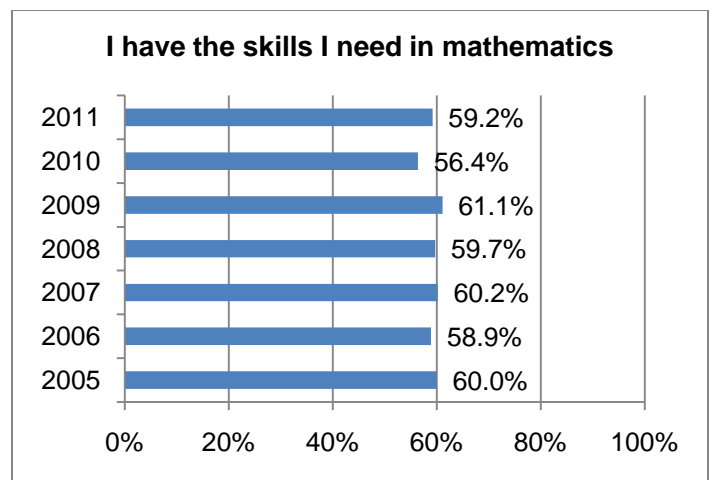
Students were asked if general education courses are well taught, 38.2% to 44.2% of the respondents agreed or strongly agreed they were. Ratings fluctuated slightly over the seven year period. However, 18.3% to 22.1% disagreed or strongly disagreed.



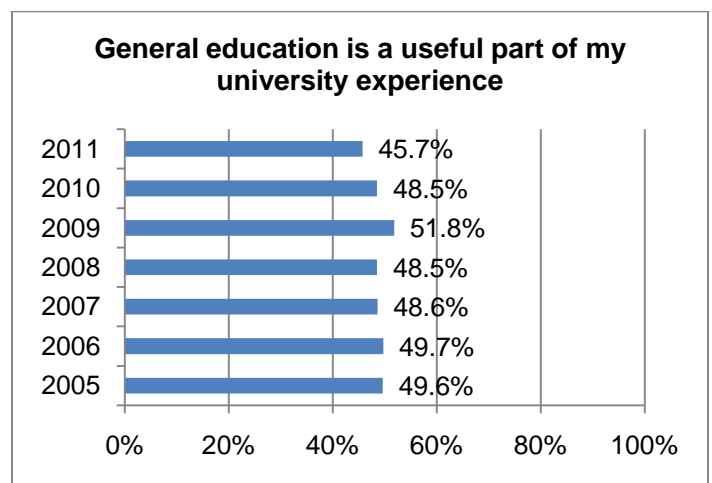
When students were given the chance to evaluate their writing and computer skills, 58.5% to 63.6% said they had good writing skills. These ratings were very consistent over the seven year period. When reporting whether or not they had good computer skills, 67.3% to 73.1% said they did.



Students were then asked if they had the skills they needed in mathematics. Fifty-six percent to 61.1% of the respondents agreed or strongly agreed that they had the needed mathematics skills. Ratings were fairly consistent over time, except a slight drop in 2010. Sixteen percent to 18.3% of the respondents indicated that they did not have the mathematics skills they needed.



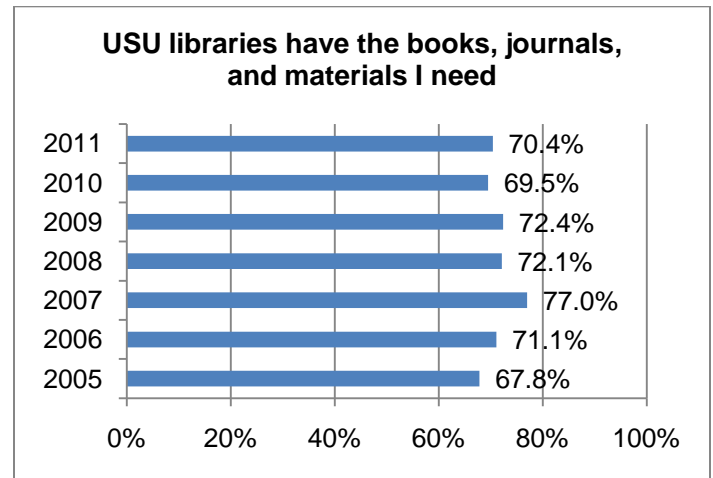
The students were asked to respond to the statement "General education is a useful part of my university experience". Forty-six percent to 51.8% of the respondents agreed or strongly agreed. Ratings were fairly consistent with the exception of a small increase in 2009 and a slight decrease in 2011. Sixteen percent to 24.3% of the respondents disagreed or strongly disagreed that general education was a useful part of their university experience.



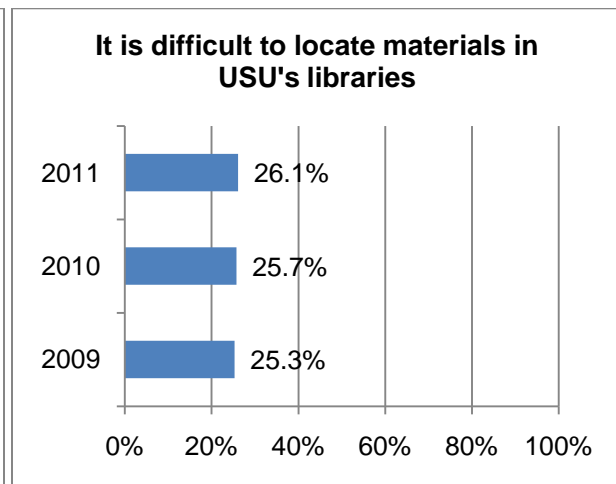
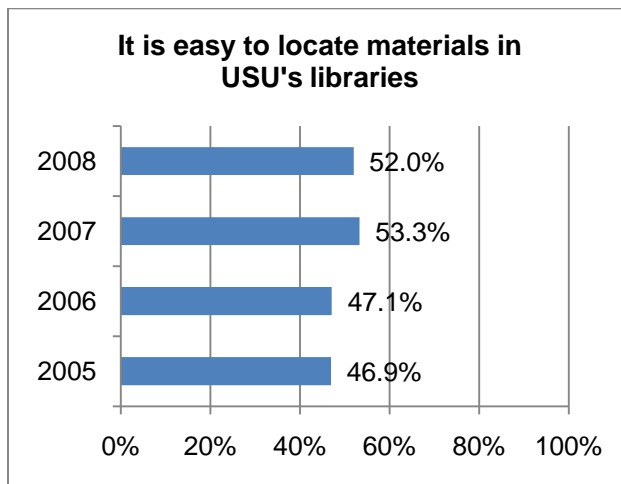
FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6 Appendix C)

The Libraries/Technology questions encompass experiences that deal with library materials, staff, online courses, and classroom technology.

When asked if the "USU libraries have the books, journals, and materials I need", 67.8% to 77% of the respondents agreed or strongly agreed. These ratings varied $\pm 9\%$ over the seven year period. Two percent to 3.5% of the respondents disagree or strongly disagreed that the libraries had the materials they needed.



From 2005 to 2008 students were asked if it was easy to locate materials in USU's libraries. Forty-seven to 53.3% of the respondents indicated that it was easy. Eleven percent to 13.1% disagreed or strongly disagreed with this statement. In 2009 the questions was changed to read, "It is difficult to locate materials in USU's libraries. Twenty-five percent to 26.1% of the respondents agreed or strongly agreed, while 30.1% to 34.2% disagreed or strongly disagreed with this statement. The remainder of the respondents were neutral in their rating. One might expect to see a mirror opposite in the ratings between these two questions, but that did not occur.



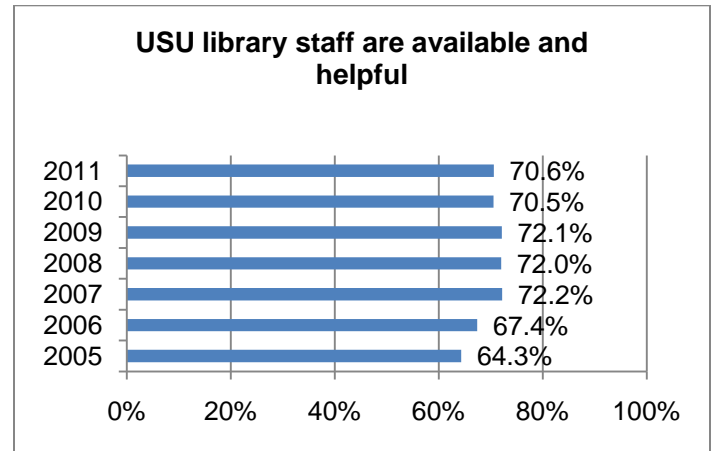
Four new questions were added to the library section of the survey in 2011. Students were asked if USU libraries have the electronic books, journals, and materials they need. Sixty percent of the respondents agreed or strongly agreed with this statement. Two percent of the respondents disagreed or strongly disagreed.

When asked if it was easy to access electronic resources from off campus, 51.3% of the respondents agreed or strongly agreed. Twelve percent of the respondents disagreed or strongly disagreed.

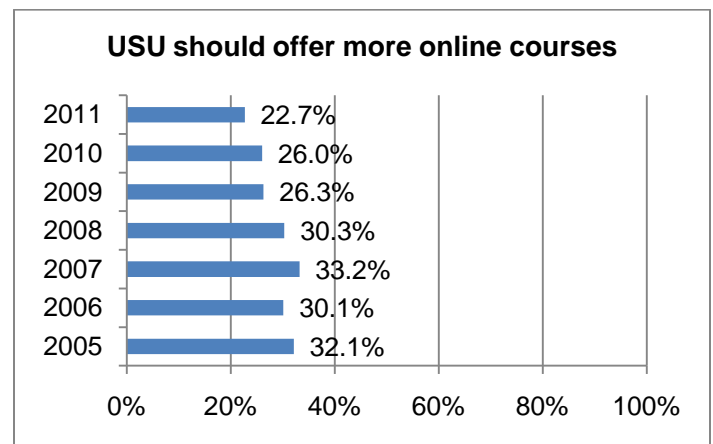
Students were then asked if they were able to get materials through interlibrary loan in a timely fashion. Twenty-six percent of the respondents agreed or strongly agreed, while 3.9% disagreed or strongly disagreed. Neutral responses were rather high on this question (69.8%).

The last new question to this section asked if the library instruction students received in English 1010/2010 courses helped them fulfill their course assignments. Forty-seven percent of the respondents agreed or strongly agreed that it did help them, while 7.8% disagreed or strongly disagreed.

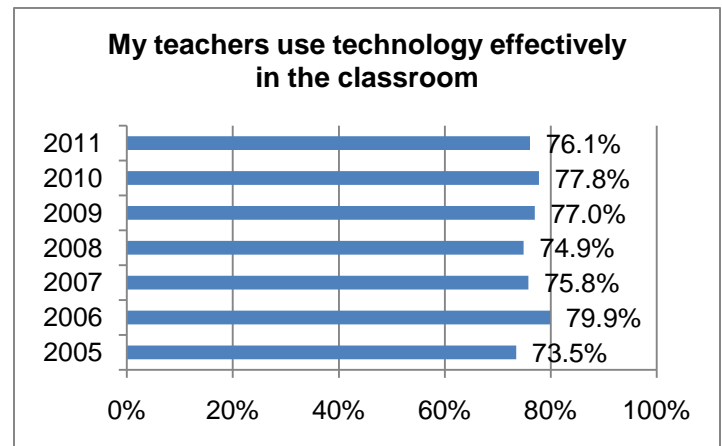
When asked if the library staff are available and helpful, 64.3% to 72.2% of the respondents agreed or strongly agreed. There was a slight increase in agreement from 2005 to 2009, then a slight drop in 2010 and 2011. Two percent to 4.2% of the respondents disagreed or strongly disagreed that library staff are available and helpful.



The last two questions of this section deal with technology. When students were asked if USU should offer more online courses, 22.7% to 33.2% agreed or strongly agreed. These ratings decreased over the seven year period. Seven percent to 19.1% of the respondents disagreed or strongly disagreed that USU should offer more online courses.



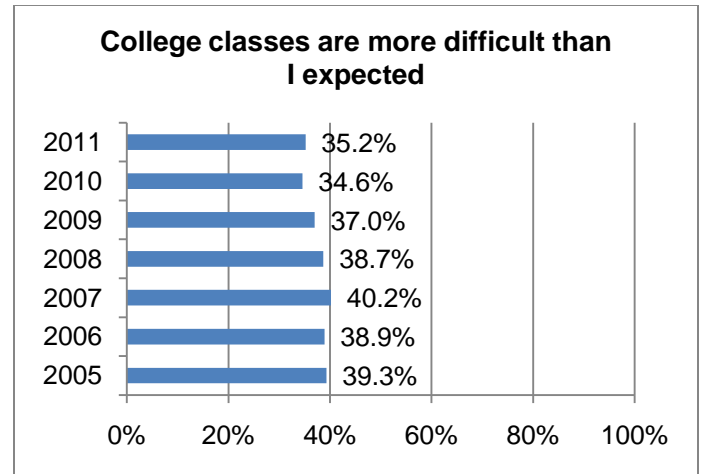
When evaluating if teachers used technology effectively in the classroom, 73.5% to 79.9% agreed or strongly agreed they did. Ratings varied very slightly over the seven year period. Four percent to 5.8% of the respondents said teachers did not use technology effectively.



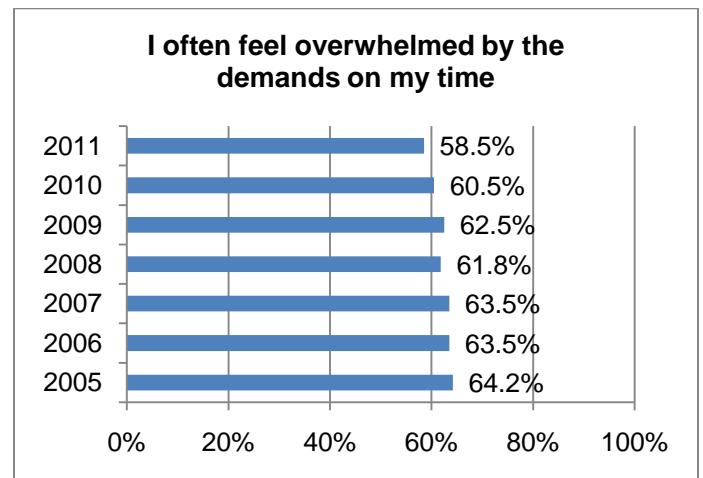
FINDINGS: STARTING COLLEGE (See Table 7 Appendix C)

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

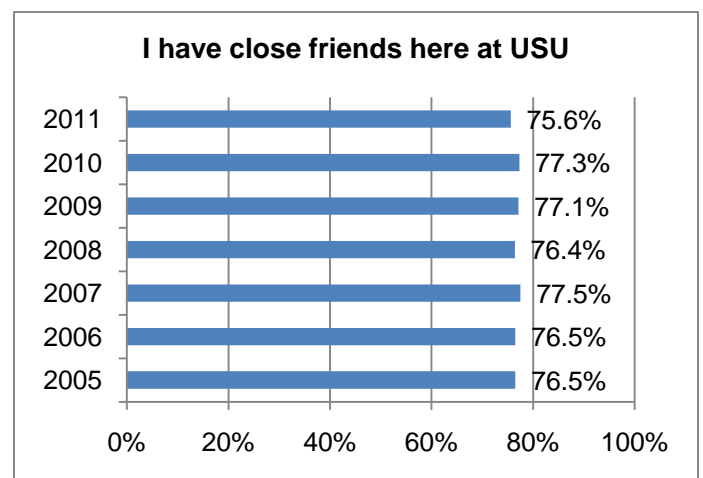
When asked if classes were more difficult than students expected, 34.6% to 40.2% of the respondents agreed or strongly agreed. These ratings were consistent from 2005 to 2007 and then decreased slightly from 2008 to 2011. Twenty-six percent to 34.1% of the respondents indicated that classes were not more difficult than expected.



Fifty-nine percent to 64.2% of the respondents said they often felt overwhelmed by the demands on their time. These ratings decreased 5% over the seven year period. Ten percent to 14.9% of the respondents reported that they did not feel overwhelmed by the demands on their time.



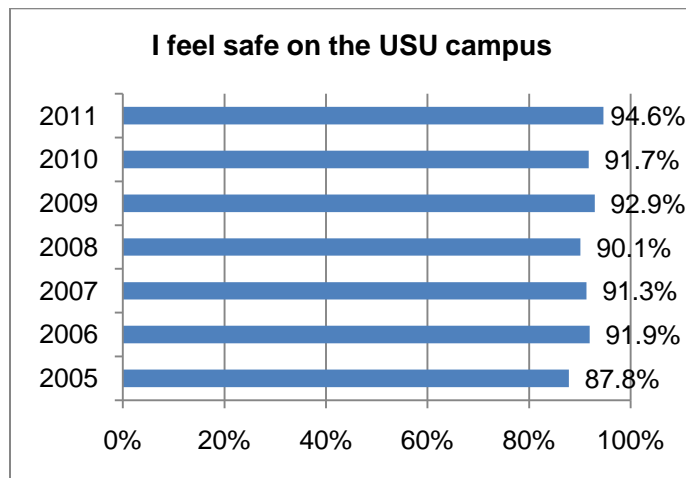
Seventy-six percent to 77.5% of the respondents said they had close friends here at USU. Ratings remained consistent over the seven year period. However, 9.1% to 12% of the respondents said they did not have close friends here at USU. Social support systems are important to any change of life adjustment especially when possibly going out on one's own for the first time.



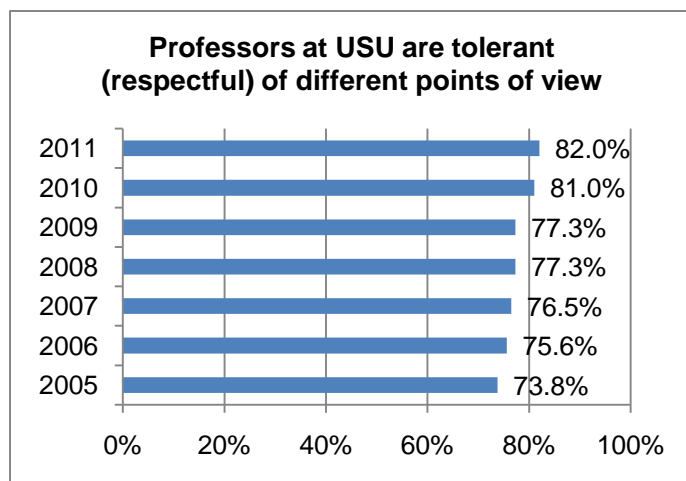
FINDINGS: CAMPUS CLIMATE (See Table 8 Appendix C)

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

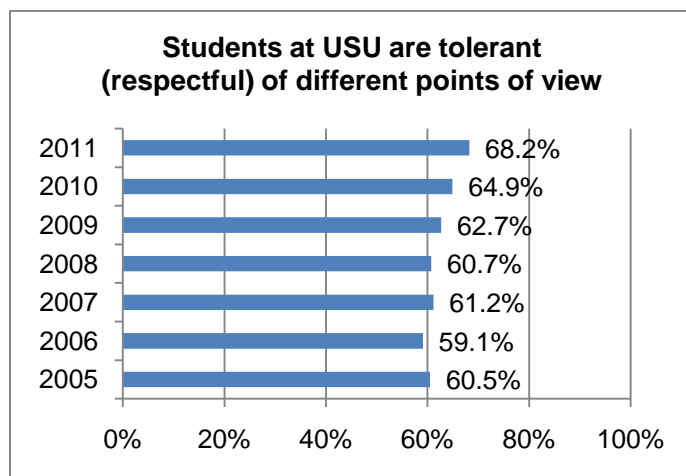
An overwhelming majority of respondents (87.8% to 94.6%) felt safe on the USU campus. Overall, the ratings in the seven year period increased slightly. Only 0.8% to 2.6% of the respondents did not feel safe on campus.



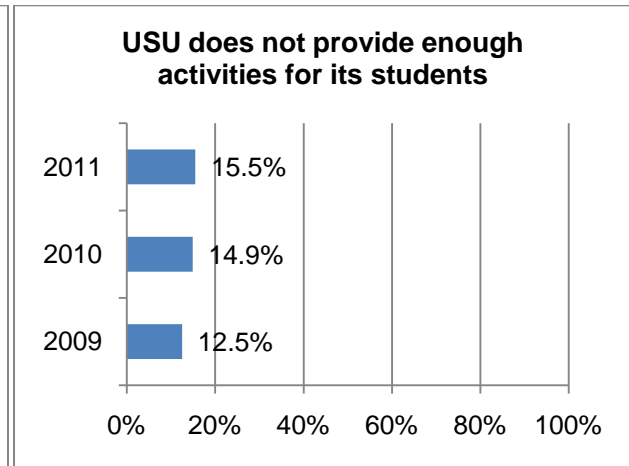
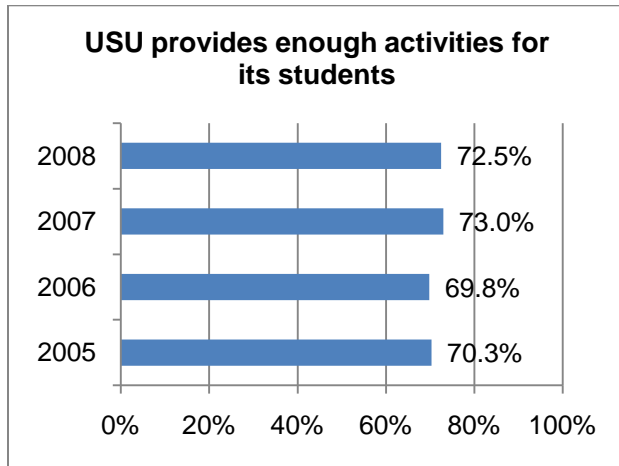
Seventy-four percent to 82% of the respondents agreed or strongly agreed that professors at USU are tolerant/respectful of different points of view. These ratings gradually increased over the seven year period. The increase in ratings in 2010 and 2011 could be due to the change in the wording to the question. From 2005 to 2009 the word "tolerant" of different points of view was used and in 2010 it was changed to "respectful". Four percent to 5.8% of the respondents disagreed or strongly disagreed with this statement.



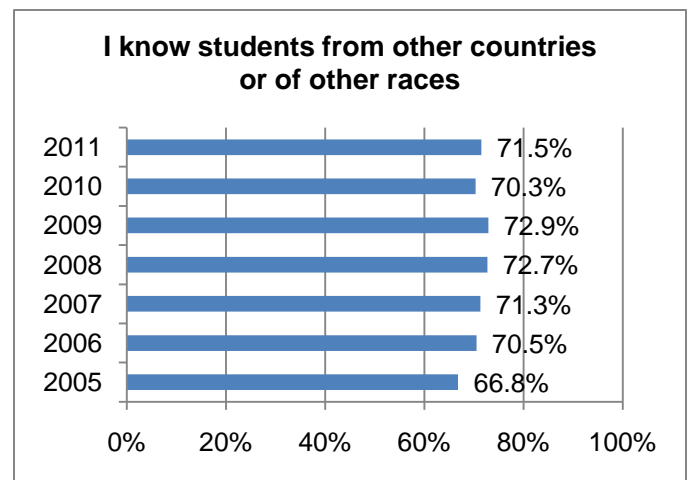
Fifty-nine percent to 68.2% of the respondents said that students at USU are tolerant/respectful of different points of view. Overall, the ratings increased over time. Although the same wording changes were made to this question, as in the previous question. Eleven percent to 12.5% of the respondents disagreed or strongly disagree that students were tolerant/respectful of different points of view.



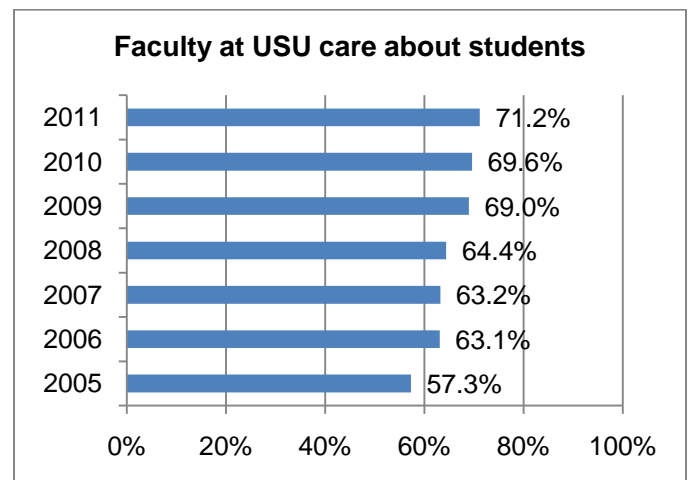
When evaluating student opinion regarding activities, from 2005 to 2008 students were given the statement "USU provides enough activities for its students". Seventy percent to 73% of the respondents agreed or strongly agreed with this statement. Seven percent to 8% disagreed or strongly disagreed with the statement. From 2009 to 2011 the question was changed to ask, "USU does not provide enough activities for its students. One might expect that ratings would be the same but in reverse, this was not the case. Thirteen percent to 15.5% of the respondents said USU did not provide enough activities, while 49% to 52% of the respondents said they did.



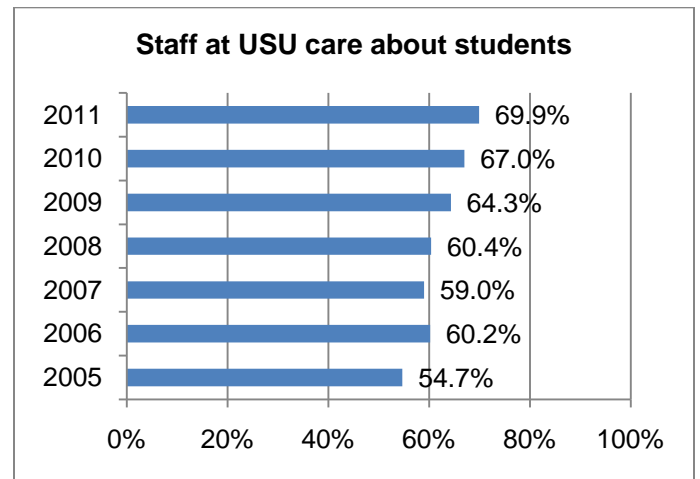
Students were asked to agree or disagree with the statement, "I know students from other countries and of other races". Sixty-seven percent to 72.9% of the respondents agreed or strongly agreed, while 10.3% to 13.5% disagreed or strongly disagreed. Agreement ratings were fairly consistent over the seven year period except in 2005 where the rating was slightly lower.



When asked if faculty care about students, 57.3% to 71.2% of the respondents agreed or strongly agreed. These ratings steadily increased over time. Five percent to 6.1% of the respondents disagreed or strongly disagreed with this statement.



When asked if staff at USU care about students, responses were similar to the responses for faculty. Fifty-five percent to 69.9% of the respondents agreed or strongly agreed. Overall, ratings increased over the seven year period. Five percent to 6.3% of the respondents disagreed or strongly disagreed that staff care about students.

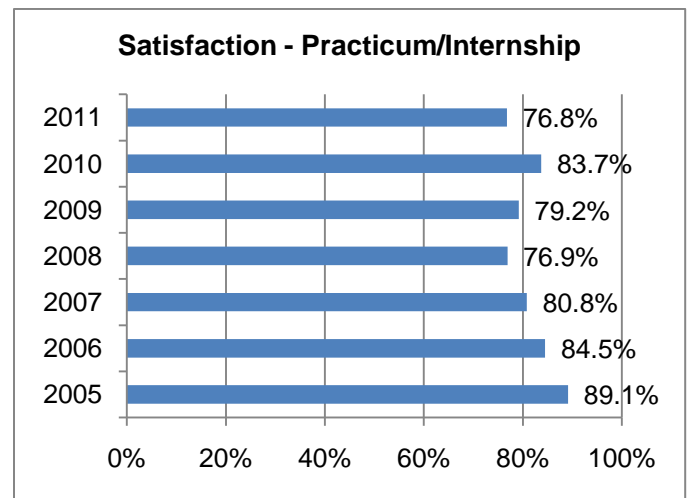


FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES

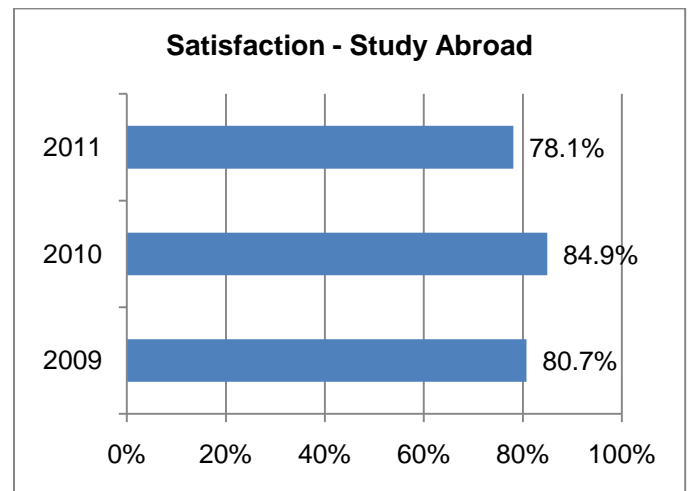
It is not practical to survey experiences for all of the USU services and activities provided for students. The survey includes a selection of the most common services and activities for freshman/sophomore students, as well as ones that may be important to special groups of students. The results presented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

Services: Help with Classes (See Table 9 Appendix C)

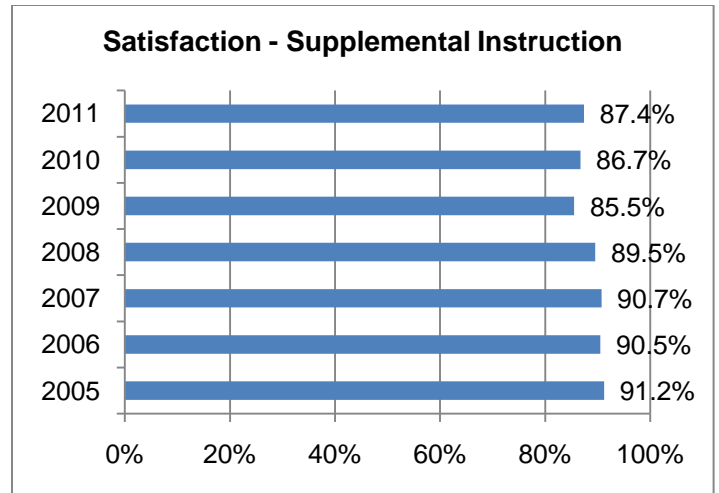
Only 3.4% to 5.4% of the respondents had a practicum or internship experience. Of those respondents who had a practicum or internship, 76.8% to 89.1% were satisfied with it. Satisfaction ratings declined from 2005 to 2008, then fluctuated to its lowest point in 2011. Eleven percent to 23.3% of the respondents who had a practicum or internship were dissatisfied or very dissatisfied with it.



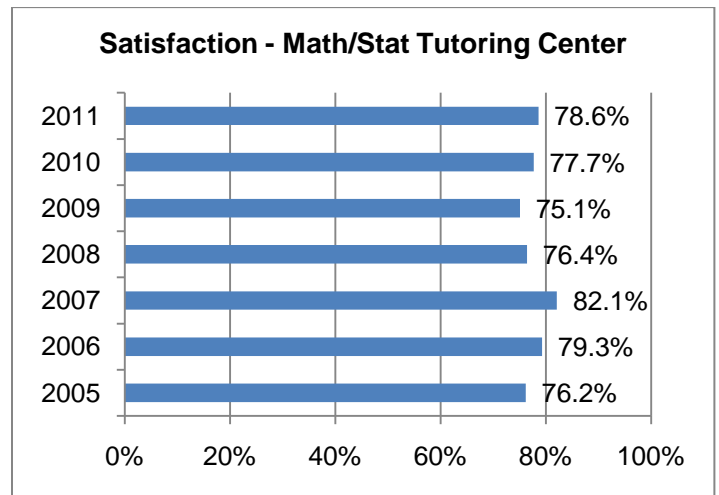
The Study Abroad question was added to the survey in 2009. Only 3.2% to 4.9% of the respondents had participated in Study Abroad. Of those who had participated, 78.1% to 84.9% were satisfied with it, while 15.1% to 21.8% of the respondents were dissatisfied or very dissatisfied.



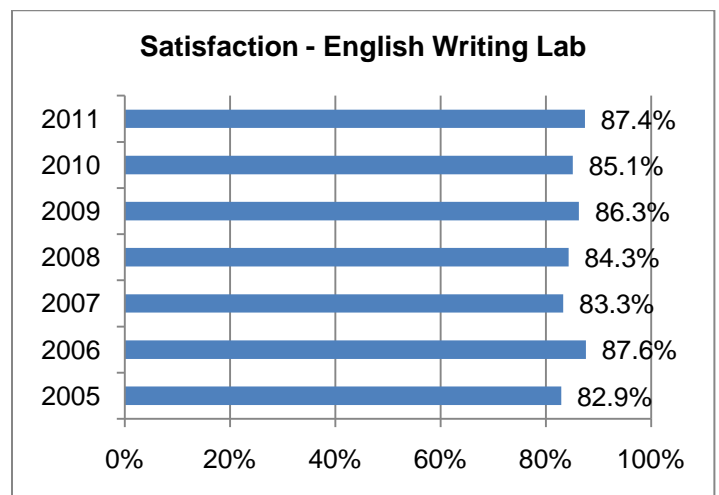
Sixty-five percent to 78.4% of the respondents went to Supplemental Instruction sessions. Of those who went, 85.5% to 91.2% were satisfied or very satisfied with the sessions. Satisfaction ratings fluctuated but overall, declined over the seven year period. Nine percent to 14.5% of the respondents were dissatisfied or very dissatisfied with Supplemental Instruction.



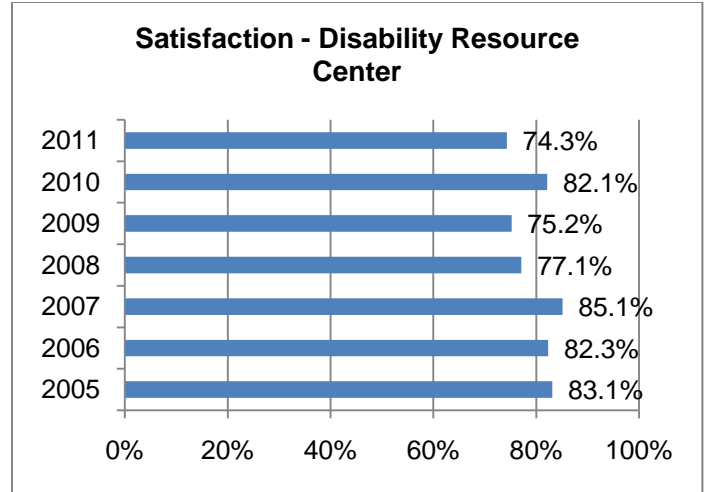
The Mathematics/Statistics Tutoring Center was used by 22.7% to 26% of the respondents. Of those who used it 75.1% to 82.1% were satisfied or very satisfied with it. Satisfaction ratings varied by $\pm 7\%$ over the seven year period. Eighteen percent to 24.9% of the respondents were dissatisfied or very dissatisfied with the Math/Stat Tutoring Center.



Forty-two percent to 47.2% of the respondents used the English Writing Lab. Eighty-three percent to 87.6% of the respondents who use it were satisfied with it. Satisfaction ratings varied slightly over the seven year period. Dissatisfaction ranged from 12.4% to 17.1%.

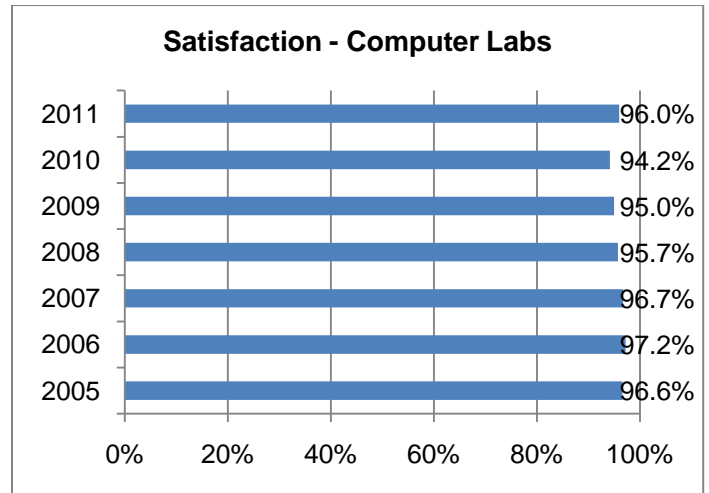


Only 4% to 5.8% of the respondents used the Disability Resource Center, but of those who used it 74.3% to 85.1% were satisfied or very satisfied with it. Ratings fluctuated over the seven year period. Fifteen percent to 25.8% if the respondents were dissatisfied or very dissatisfied with the center.

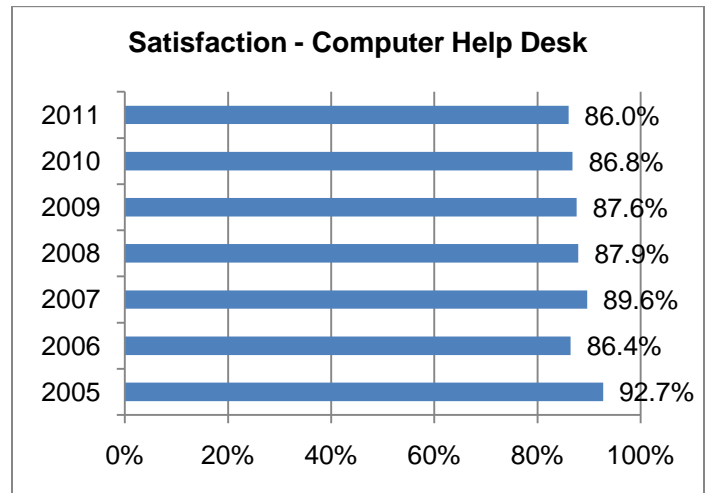


Services: Technology (See Table 10 Appendix C)

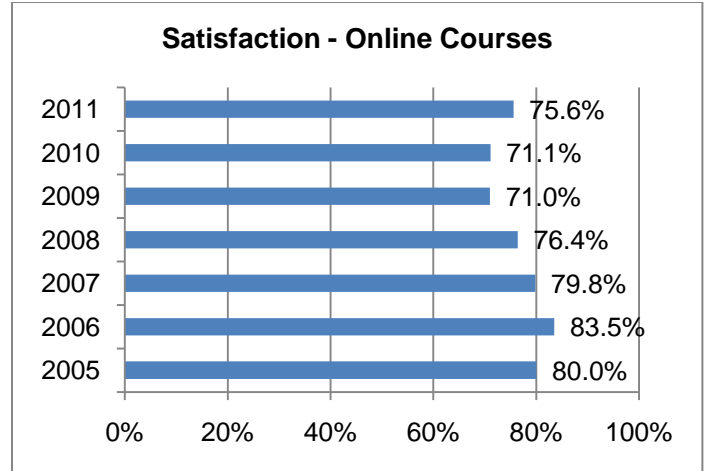
A majority of the respondents used the Computer Labs (78.2% to 89.9%). Of those using the labs an overwhelming majority of respondents (94.2% to 97.2%) were satisfied or very satisfied with the labs. Ratings were very consistent over the seven year period. Only 2.8% to 5.8% of the respondents were dissatisfied or very dissatisfied with the Computer Labs.



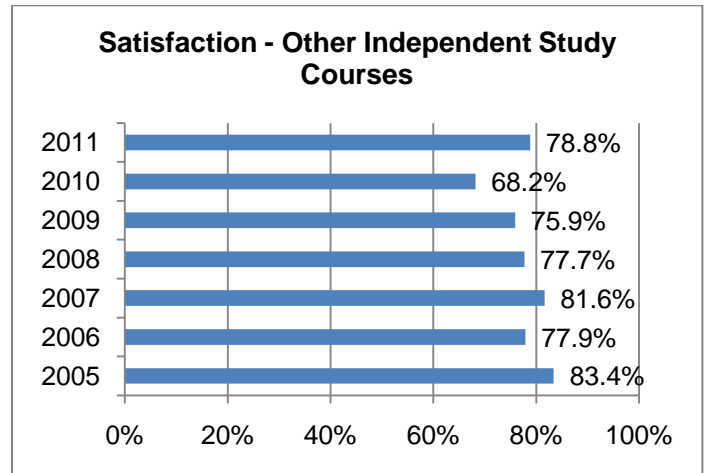
Twenty-seven percent to 49.2% of the respondents used the Computer Help Desk. Eighty-six percent to 92.7% were satisfied or very satisfied with it. With the exception of a drop in satisfaction ratings from 2005 to 2006, the ratings were consistent over the remaining six year period. Seven percent to 14% of the respondents who used the Computer Help Desk were dissatisfied or very dissatisfied with it.



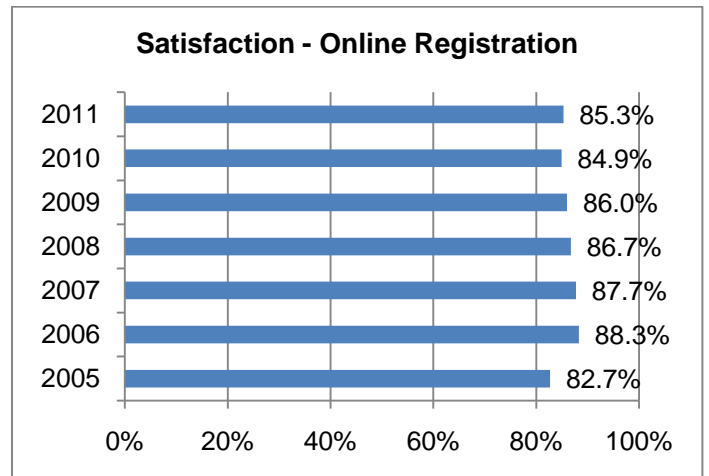
Seventeen percent to 22.1% of the respondents had taken online courses. Seventy-one percent to 83.5% of the respondents who had taken online courses were satisfied or very satisfied with them. Overall, the ratings decreased from 2007 to 2010 then rose slightly in 2011. Seventeen percent to 29% of the respondents who took online courses were dissatisfied or very dissatisfied with them.



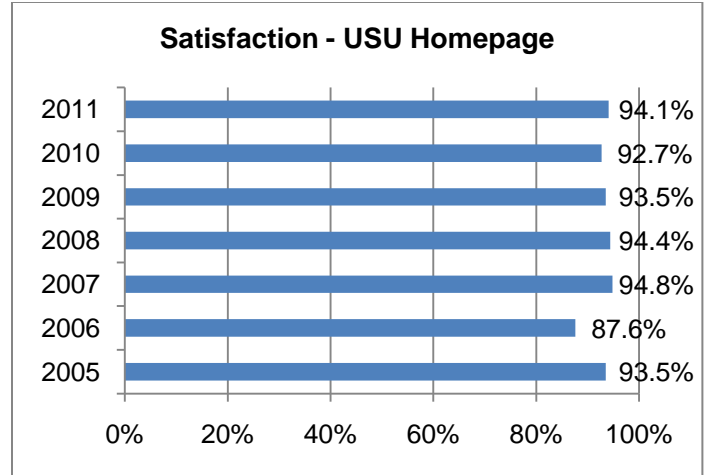
Only 5.3% to 7.4% of the respondents had taken other independent study courses. Of those respondents who had taken them, 68.2% to 83.4% were satisfied or very satisfied with them. Overall, ratings declined from 2006 to 2010 then increased in 2011. Seventeen percent to 31.8% of the respondents report being dissatisfied or very dissatisfied with other independent study courses.



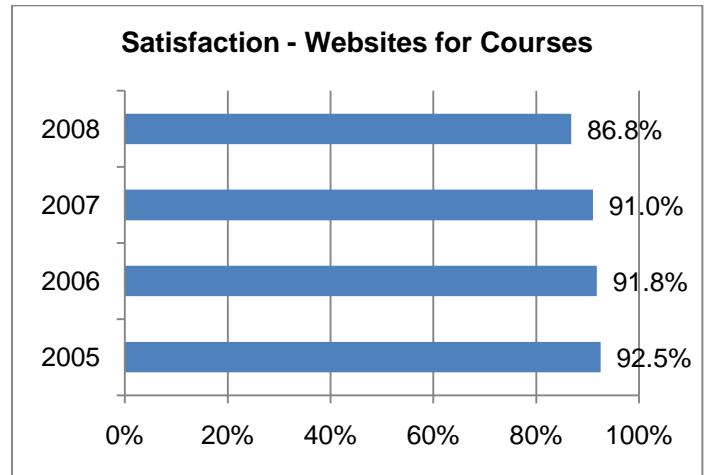
Most respondents, 89.5% to 94.1%, used online registration. Of those who used it, 82.7% to 88.3% were satisfied or very satisfied with it. Ratings varied $\pm 5\%$ over the seven year period. Twelve percent to 17.2% of the respondents were dissatisfied or very dissatisfied with online registration.



Almost all of the respondents (96.1% to 98.5%) had used the USU Homepage. Eighty-eight percent to 94.8% of the respondents were satisfied or very satisfied with the USU Homepage. Except for 2006, ratings were very consistent over the seven year period. Five percent to 12.4% of the respondents were dissatisfied or very dissatisfied with USU's Homepage.

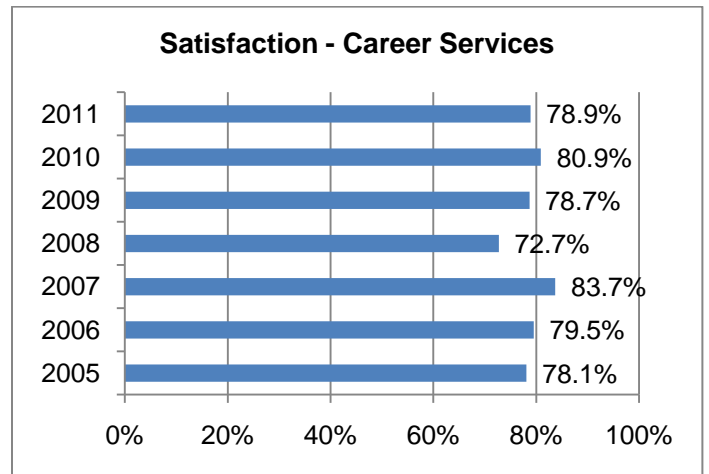


Websites for courses was used by 89.6% to 93.5% of the respondents. This question was only asked in the years 2005 through 2008, when it was decided to remove the question from the survey since the researchers really did not know whose website respondents were referring to in their ratings. That said, during the time the question was asked 86.8% to 92.5% of the respondents were satisfied. Ratings slowly decline over the four year period. Eight percent to 13.1% of the respondents were dissatisfied or very dissatisfied the websites for courses.

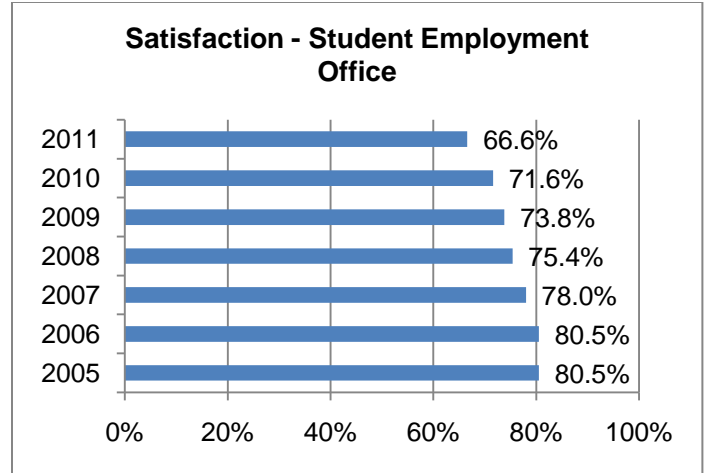


Services: Placement Services (See Table 11 Appendix C)

The Career Services office was used by only 7.4% to 10% of the respondents. Of those who used it, 72.7% to 83.7% of the respondents were satisfied or very satisfied with Career Services. Ratings fluctuated over the seven year period. Sixteen percent to 27.2% of the respondents were dissatisfied or very dissatisfied with Career Services.

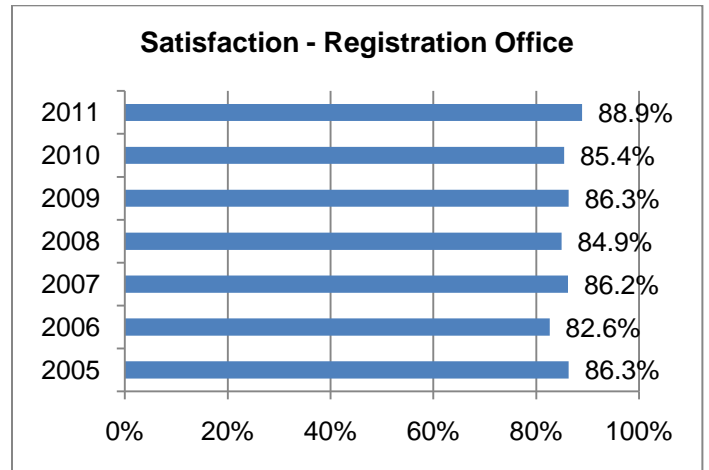


The Student Employment Office was used by 19% to 27.2% of the respondents. Of those using this office, 66.6% to 80.5% were satisfied or very satisfied with it. Ratings gradually decreased from 2007 to 2011. Twenty percent to 33.4% of the respondents were dissatisfied or very dissatisfied with the Student Employment Office.

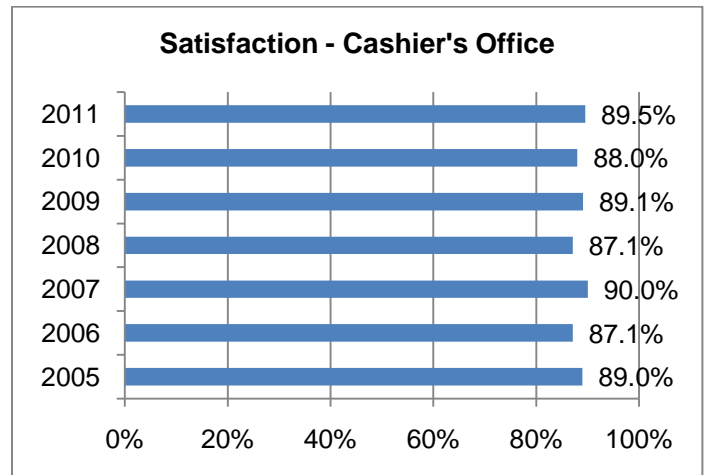


Services: Academic Support Services (See Table 12 Appendix C)

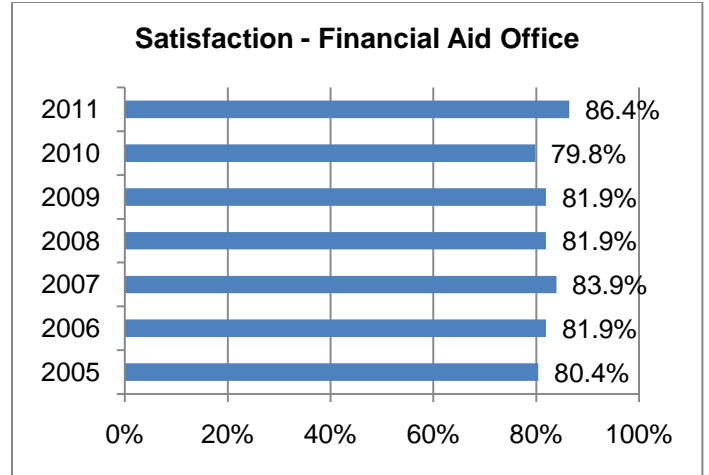
The Registration Office was used by 75.7% to 87.1% of the respondents. Eighty-three percent to 88.9% of the respondents using the Registration Office were satisfied or very satisfied with it. Ratings remained fairly consistent ($\pm 6\%$) over the seven year period. Eleven percent to 17.4% of the respondents were dissatisfied or very dissatisfied with the Registration Office.



The Cashier's Office was used by 42.2% to 70.8% of the respondents. Of those respondents using the Cashier's Office, 87.1% to 90% were satisfied or very satisfied with it. Ratings were consistent ($\pm 3\%$) over time. Ten percent to 12.9% of the respondents who used the Cashier's Office were dissatisfied or very dissatisfied with it.



The Financial Aid Office was used by 45.7% to 53.8% of the respondents. Of those who used it, 79.8% to 86.4% were satisfied or very satisfied with it. Ratings fluctuated slightly over the seven year period. Fourteen percent to 20.2% of the respondents were dissatisfied or very dissatisfied with the Financial Aid Office.



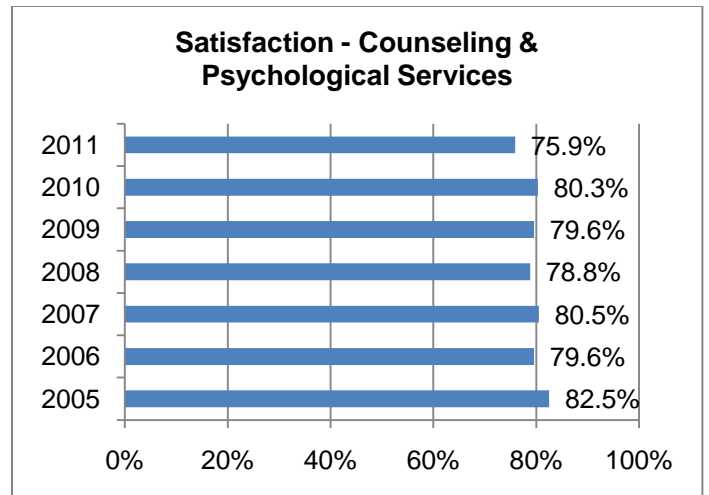
Almost all of the respondents (98.1% to 99.2%) used the Bookstore. Eighty-nine percent to 91% of the respondents were satisfied or very satisfied with it, while 9.1% to 11.5% were dissatisfied or very dissatisfied with it. Satisfaction ratings were very consistent over time.



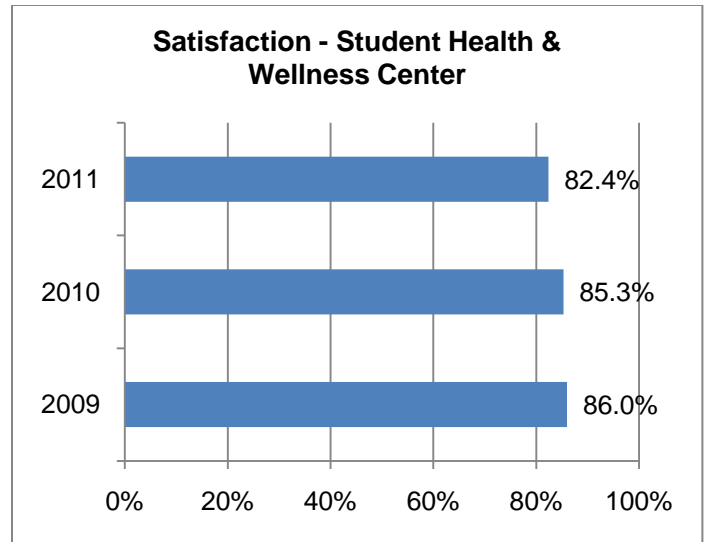
Services: Psychological and Health Services (See Table 13 Appendix C)

The Counseling and Psychological Services office was used by 6.1% to 24.4% of the respondents. It was discovered over the years that students were probably mistaking this office with academic advising or other mental health services offered by the Psychology Community Clinic in the Psychology Department and the Marriage and Family Therapy Clinic in the Department of Family, Consumer, and Human Development. In 2010 the survey question was changed to read Student Mental Health Services (Counseling & Psychological Services - TSC 306) to provide further clarification. With this title change the number of respondents reporting using the service went down 17% from previous years. The usage data from 2010 and 2011 is more in line with the usage data internally reported by the Office of Counseling and Psychological Services. With that said, 75.9% to 82.5% of the respondents reported being

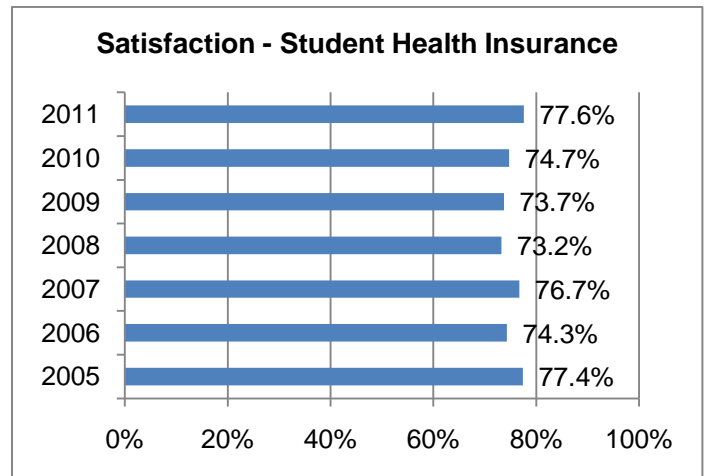
satisfied or very satisfied with the services and 17.5% 24.2% of the respondents were dissatisfied or very dissatisfied.



From 2009 to 2011, 31.9% to 34% of the respondents used the Student Health and Wellness Center. Of those who used it, 82.4% to 86% were satisfied or very satisfied with it, while 14% to 17.5% were dissatisfied or very dissatisfied. Prior to 2009 students were asked to rate the Student Health Center and the Student Wellness Center separately. When doing so, 21.3% to 26.8% of the respondents reported using the Health Center with satisfaction ratings ranging from 84.2% to 88.5%. Dissatisfaction ranged from 11.5% to 15.7%. When rating the Student Wellness Center 19.6% to 28% of the respondents reported using it with satisfaction ranging from 80.1% to 86.9%. Dissatisfaction ranged from 13.1% to 19.9%. The questions was changed in 2009 to combine the question at the request of the center to coincide with their name.

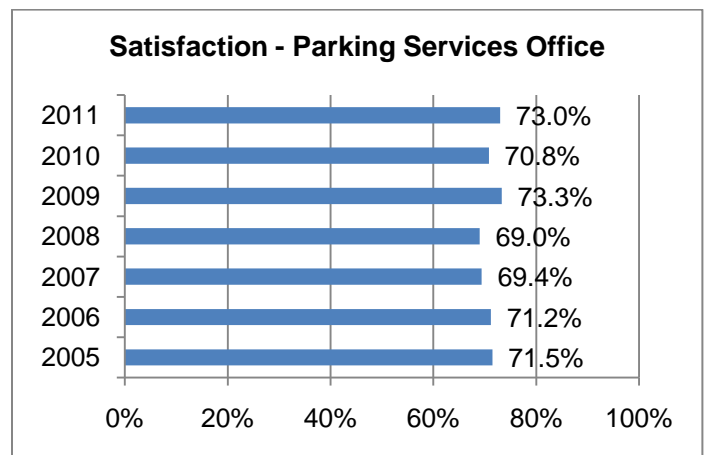


When students were asked to rate Student Health Insurance, only 4.2% to 6.1% of the respondents said they used it. Of those who used it 73.2% to 77.6% said they were satisfied or very satisfied with it. Ratings varied slightly over time. Twenty-two percent to 26.7% of the respondents were dissatisfied or very dissatisfied with Student Health Insurance.

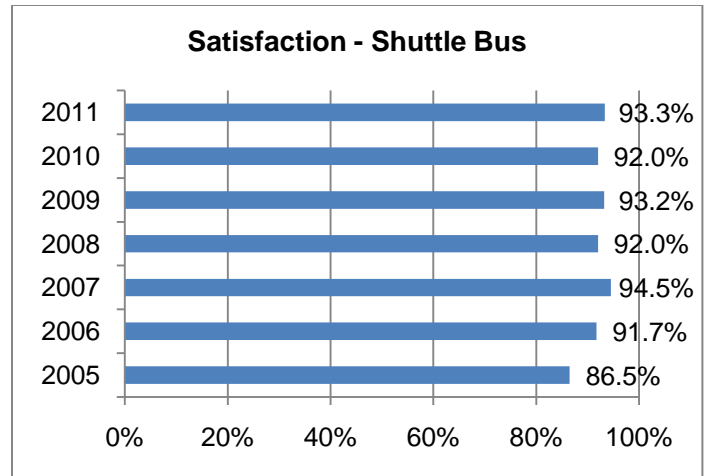


Services: Non-Academic Support Services (See Table 14 Appendix C)

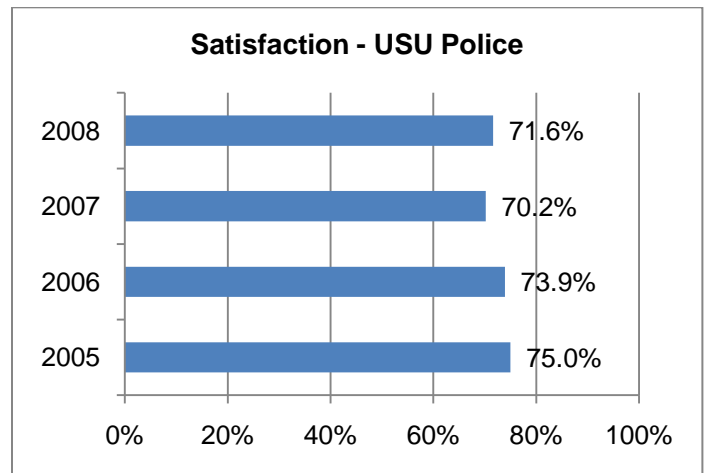
Thirty-eight percent to 50.9% of the respondents used the Parking Services Office, and of those who used it, 69% to 73.3% were satisfied or very satisfied with it. Ratings varied slightly over the seven year period. Twenty-seven percent to 31% of the respondents were dissatisfied or very dissatisfied with the Parking Services Office.



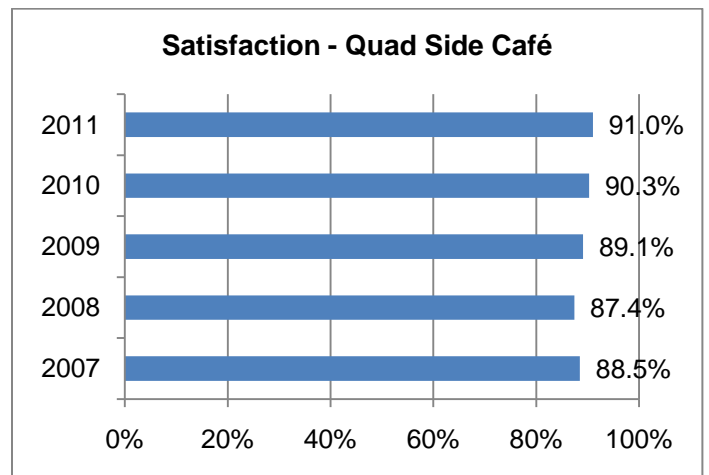
A majority of respondents (66.2% to 73.5%) used the Shuttle Bus. Of those using the Shuttle Bus, 86.5% to 94.5% were satisfied or very satisfied with it. After 2005, ratings were fairly consistent over time. Six percent to 13.5% of the respondents were dissatisfied or very dissatisfied with the Shuttle Bus.



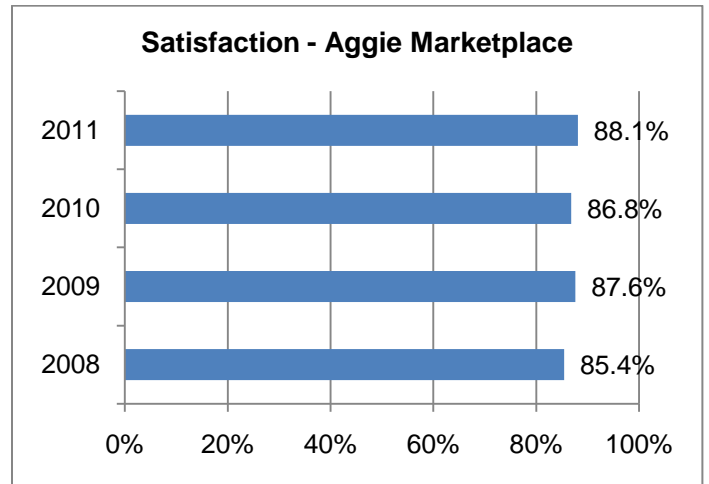
Students were asked to rate the USU Police from 2005 to 2008. Eleven percent to 16.8% of the respondents used the USU Police, of those respondent, 70.2% to 75% were satisfied or very satisfied with the university police. Ratings decreased slightly over the four year period. Twenty-five percent to 29.8% of the respondents were dissatisfied or very dissatisfied.



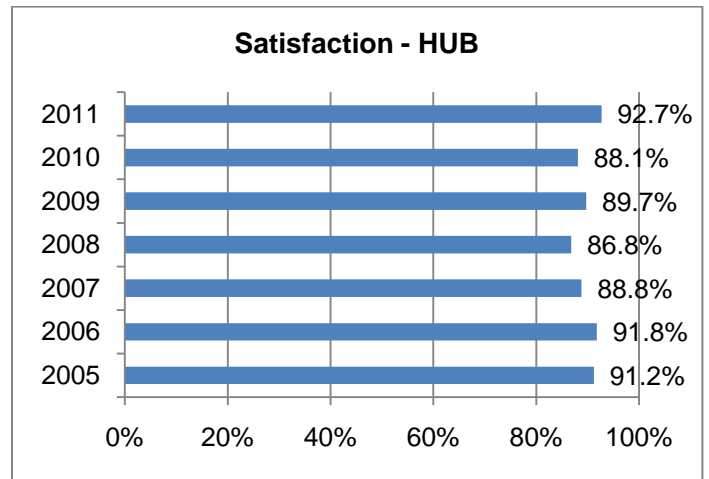
The Quad Side Café was opened in 2007, 35.3% to 43.7% of the respondents used it. Of those respondents using the café, 87.4% to 91% were satisfied or very satisfied with it. Overall, ratings increased slightly during the five year period. Nine percent to 12.6% of the respondents were dissatisfied or very dissatisfied with the Quad Side Café.



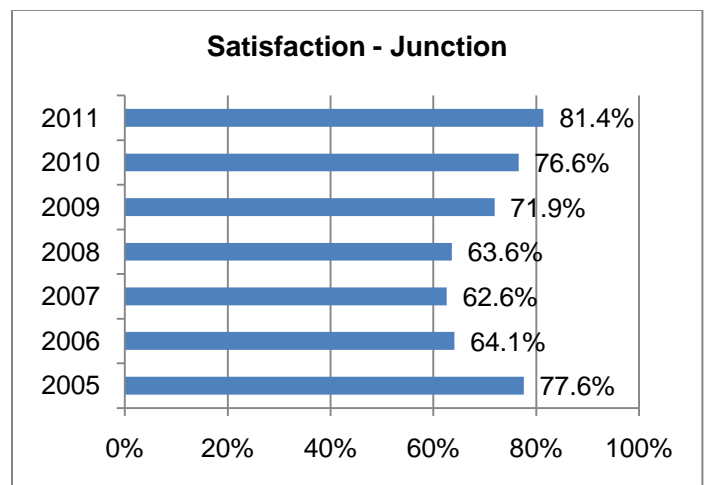
The Aggie Marketplace was opened in the school year 2007 - 2008; it replaced Carousel Square and became the major eating area for students living in the Learning and Living Center who purchased meal plans. Fifty percent to 55.7% of the respondents used the Aggie Marketplace and 85.4% to 88.1% were satisfied or very satisfied with it. Ratings increased slightly over the four year period. Twelve percent to 14.6% of the respondents were dissatisfied or very dissatisfied with the Aggie Marketplace. Prior to 2007-2008 school year this eating area was Carousel Square and was used by 23% to 36.1% of the respondents, with a satisfaction rating of 80.9% to 89.3%. Eleven percent to 19% of the respondents were dissatisfied or very dissatisfied with Carousel Square.



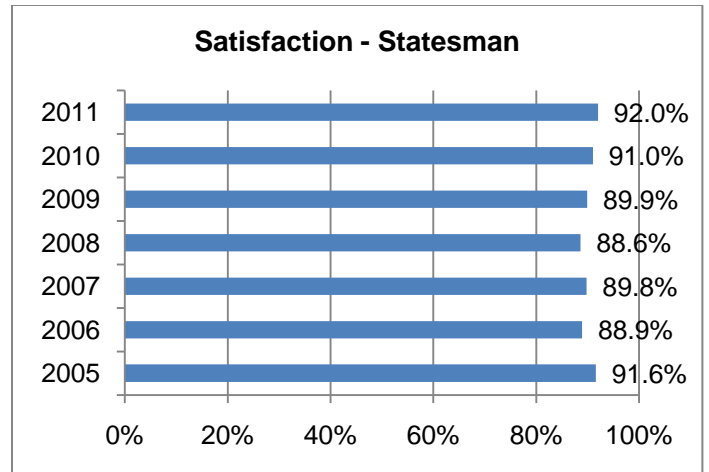
Forty-seven percent to 66.6% of the respondents ate at the HUB and 86.8% to 92.7% were satisfied or very satisfied with it. Ratings varied $\pm 6\%$ over the seven year period. Seven percent to 13.1% of the respondents who ate at the HUB were dissatisfied or very dissatisfied with it.



The Junction was used by 32.4% to 39.8% of the respondents. Of those respondents who ate at the Junction 62.6% to 81.4% were satisfied or very satisfied with it. Satisfaction dropped in 2006 through 2008 and then rose again from 2009 to its high point in 2011. Dissatisfaction ratings ranged from 18.6% to 37.4%.

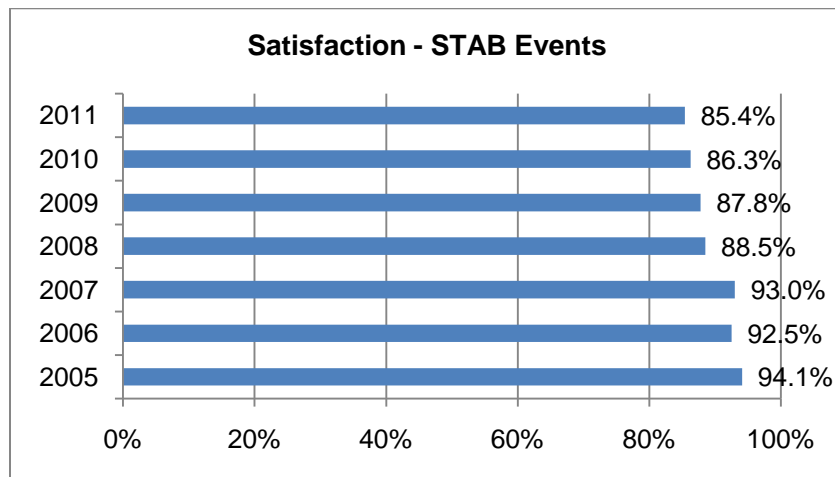


Fifty-four percent to 73.4% of the respondents read the Statesman. Of those respondents who read the Statesman, 88.6% to 92% were satisfied or very satisfied with it. Ratings were fairly consistent over the seven year period, note that readership declined by 19.1% over this period of time. Eight percent to 11.4% of the respondents were dissatisfied or very dissatisfied with the Statesman.

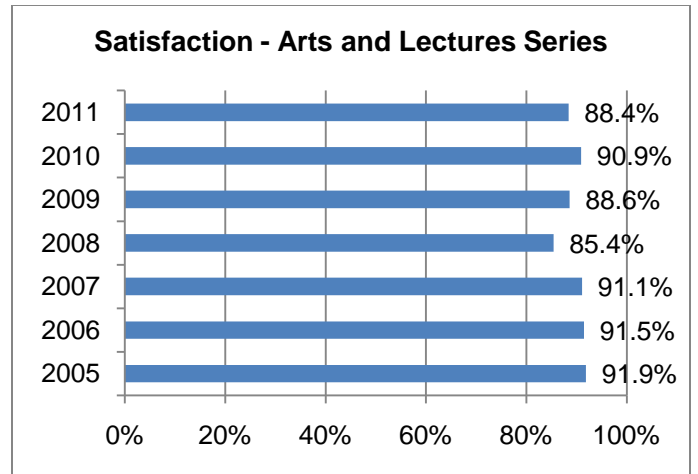


Services: Activities (See Table 15 Appendix C)

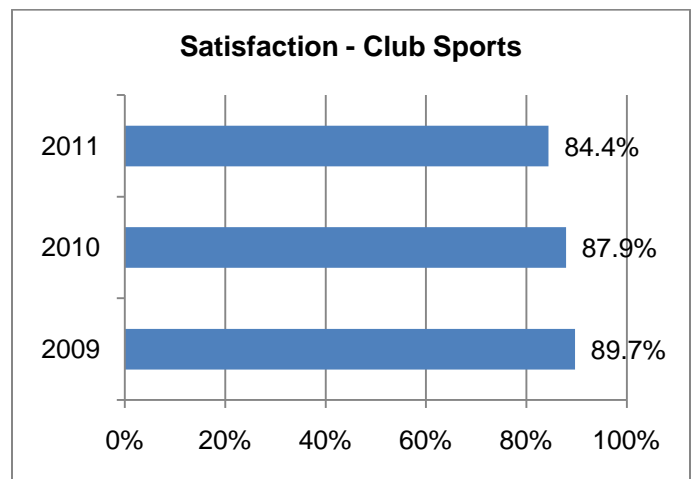
The Student Traditions Activities & Arts Board (STAB) events were attended by 7.7% to 48.6% of the respondents. Of those attending STAB activities 85.4% to 94.1% were satisfied or very satisfied with the activities. Satisfaction ratings declined over the seven year period and so did participation. Six percent to 14.7% of the respondents were dissatisfied or very dissatisfied with STAB activities. That said, the data seems inconsistent with the usage data kept by the ASUSU activities office. In actuality their usage data indicates an increase in attendance over the years. After a discussion with the ASUSU office, it seems as though respondents may not have recognized the name "STAB Events". Several respondents asked, in the comments section of the survey, what STAB Events were. This name was regularly used when advertising activities but apparently not recently, even though ASUSU's webpage talks about STAB by name. In anticipation of next year's survey the name has already been changed to read "ASUSU Activities". ASUSU will change their web page to try to eliminate this confusion. Thus the data here is suspect and hopefully next year's question will garner more accurate results.



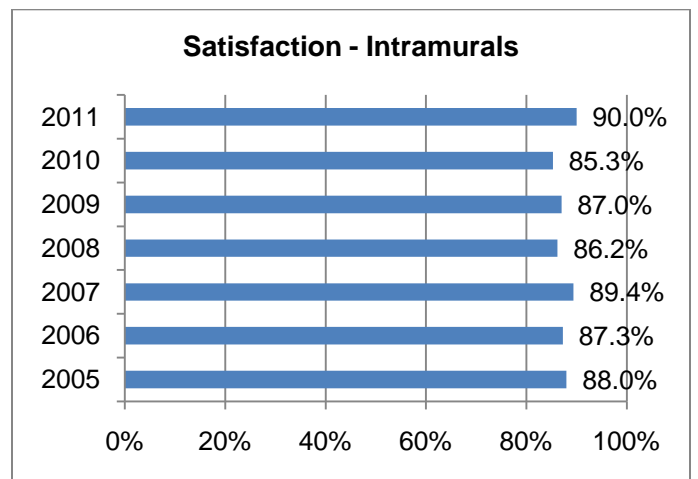
Fifteen percent to 35.2% of the respondents attended the Arts and Lectures Series events. Of those who attended 85.4% to 91.9% were satisfied or very satisfied with the Arts and Lectures Series. Ratings varied $\pm 6\%$ over the seven year period. Eight percent to 14.6% of the respondents were dissatisfied or very dissatisfied with the Arts and Lectures Series.



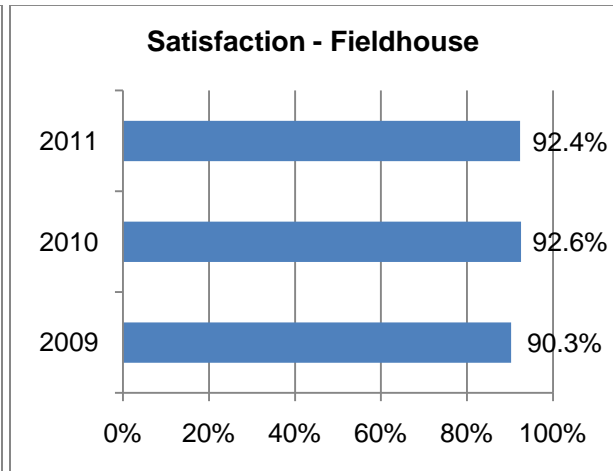
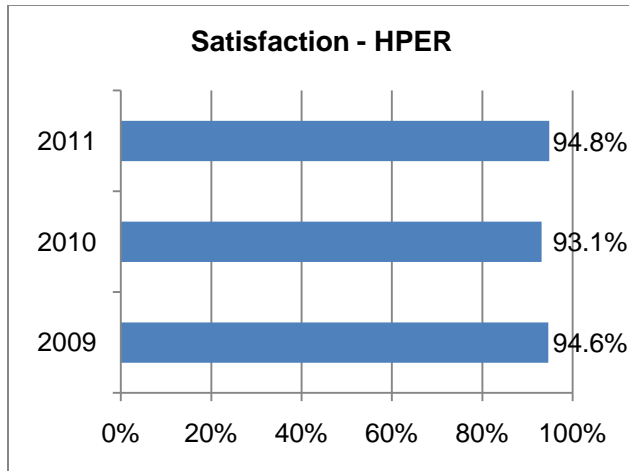
Club Sports was listed in the survey in 2009 and from that point, 17.5% to 20.2% of the respondents reported participating. Of those who participated 84.4% to 89.7% were satisfied or very satisfied with Club Sports. Ratings declined slightly over this three year period. Ten percent to 15.6% of the respondents were dissatisfied or very dissatisfied with Club Sports.



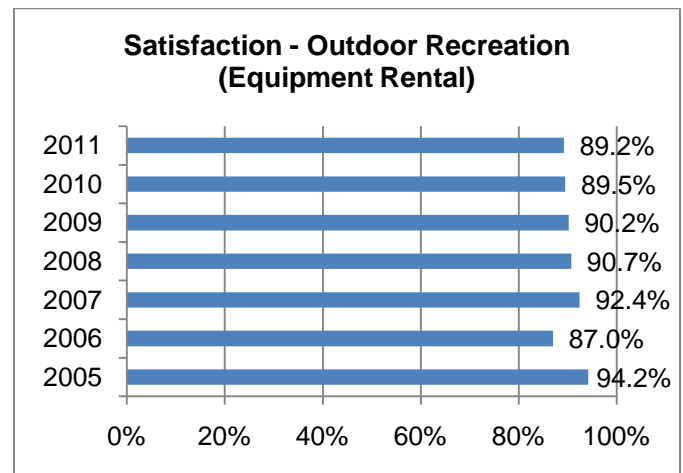
Twenty-three percent to 27.8% of the respondents participated in Intramurals. Of those participating 85.3% to 90% were satisfied or very satisfied with Intramurals. Ratings varied $\pm 5\%$ over the seven year period. Ten percent to 14.7% of the respondents were dissatisfied or very dissatisfied with Intramurals.



When students were first asked about using the gymnasium facilities both the HPER and Fieldhouse were put into the same question. In 2009 it was decided to separate these facilities since they were two distinct places and it could not be determined which facility students were rating. That said, HPER was used by 60.2% to 62.8% of the respondents with a satisfaction rating of 93.1% to 94.8%. Only 5.3% to 6.8% of the respondents were dissatisfied or very dissatisfied with HPER. The Fieldhouse was used by 65.8% to 68.8% of the respondents with a satisfaction rating of 90.3% to 92.6%. Only 7.3% to 9.7% of the respondents were dissatisfied or very dissatisfied with the Fieldhouse. When these questions were combined 72.7% to 75.5% of the respondents reported using them with a satisfaction rating of 94.2% to 94.7%. Only 5.3% to 5.8% of the respondents were dissatisfied with HPER/Fieldhouse. Even after separating the facilities on the questionnaire satisfaction ratings remained consistent over time although usage data decreased somewhat after the questions were separated.



The Outdoor Recreation (Equipment Rental) was used by 12.7% to 15.7% of the respondents. Satisfaction with the Outdoor Recreation ranged from 87% to 94.2%. Satisfaction declined in 2006 then went up in 2007 and remained fairly constant through 2011. Six percent to 12.9% of the respondents who used Outdoor Recreation were dissatisfied or very dissatisfied with it.



FINDINGS: WRITTEN COMMENTS ABOUT SERVICES AND ACTIVITIES FOR 2011 (See Appendix D)

Students had the opportunity to make comments about the services and activities that they had ranked on the "Evaluation of Other Services and Activities" on the last page of the survey. The comments were categorized as follows: Advising, Bookstore, Career Services, Cashier's Office, Classes/Programs, Disability Resource Center, Faculty, Fieldhouse/HPER, Financial Aid, Food Services, Online Courses, Online Registration, Parking, Police, Registrar's Office, Services, Shuttle Bus, Statesman, Student Activities, Student Employment, Student Health and Wellness Center, Supplemental Instruction/Tutoring, Technology, The Survey, Tuition/Costs, Etc., and USU Overall. A total of 262 respondents made comments. All comments for the year 2011 can be found in Appendix D. Comments for previous years can be found in the Freshman/Sophomore yearly reports on the Analysis, Assessment, and Accreditation webpage.

Many respondents were unaware of the services listed in this section of the survey -- indicating that they did not know about the services. Some students suggested that receiving emails about the services would be nice. Many students did not have time to use the services. There were a few comments on "Advising" in which respondents wanted more help. Respondents' comments about the "Bookstore" focused on prices being too high. Some respondents were having trouble locating textbooks since the Bookstore rearranged their shelves by author.

Respondents' opinions about "Classes/Programs" focused on the need for more general education classes, stating that "it was hard to get the classes you need as a freshman". Some respondents were disenchanted with the Math Placement Exam. When commenting about "Faculty", respondents had trouble with professors who did not speak English well. Some said that they wanted professors to use the books they required for their classes more.

Many respondents were unhappy with the condition of the "Fieldhouse" expressing the need for repairs and upgrades in equipment. Some said the facility was overcrowded during peak hours and wanted the Fieldhouse to be open longer on Saturdays.

When discussing "Financial Aid" respondents expressed the need for more scholarships and direction on how to get scholarships. Respondents thought that scholarship GPA requirements should be posted on the scholarship page, stating that currently these requirements are only listed in the catalog and the award letter.

A majority of comments about "Food Services" were complaints about high prices, hours of operation, lack of variety in types of food, and the need for healthier food options. Some respondents praised their favorite on campus eating establishment.

When commenting on "Online Courses", respondents expressed concern over the extra cost involved with taking them. Comments on "Online Registration" centered on the difficulty students' had with the system being so backed up, even in night time hours. They felt the system needed improvement.

Many respondents wanted more "Parking". Some respondents complained about parking tickets being too high and being ticketed because they were unable to see the lines when there was snow on the parking lots.

Some respondents said that some of the "Registrar's Office" staff were rude and didn't care about students. One student expressed that the office needed to be up to date on tribal issues and agreements with USU and the State of Utah.

Respondents liked the "Shuttle Bus" but had difficulty with wait times for buses, the crowded conditions on buses, and some of the bus routes. When evaluating the student newspaper "The Statesman" some respondents expressed the need for a new editor, the desire for more national and world news, and frustration over the grammatical errors printed in the paper.

When discussing "Student Activities" respondents wanted the activity board in the Taggart Student Center to be updated each week, wanted better advertising of club activities, and wanted more intramurals offered each semester. Some expressed their concern about clubs taking over the basement of the Fieldhouse.

Comments about "Student Employment" focused on vague job descriptions and not enough contact information listed on job announcements. Some respondents were concerned about the difficulty in getting an on campus job. The "Student Health and Wellness Center" received complaints about being overbooked and crowded. Some respondents said they needed more doctors or need to prioritize their cases better.

Several respondents had great experiences with Supplemental Instruction, the Math Lab, and the Writing Center. Some respondents had difficulty scheduling appointments in the Writing Lab and the Math Lab. When commenting on "Technology" some respondents thought that the USU homepage was confusing. Some could not find the academic calendar easily. One respondent was asking for the availability of more internet access tools for smart phones.

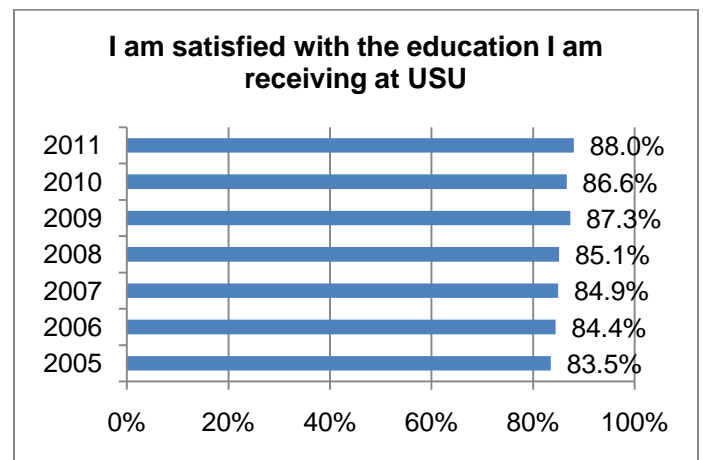
When describing this "Survey" some students did not know what "STAB Events" were. Although Student Traditions Activities & Arts Board (STAB) appears on the Student Government web page, students still did not know what it was. Changes have been made to next year's survey to clarify this. Some respondents wanted a neutral rating on the Evaluation of Services and Activities questions.

When it came to evaluating "Tuition/Costs" the majority of respondents making comments said, "don't raise tuition", "everything is too expensive", etc. In the "USU Overall" comments, most respondents said they liked it here. There were a few suggestions that focused on longer breaks between classes to enable students to get to their next class on time, or making useful information more accessible.

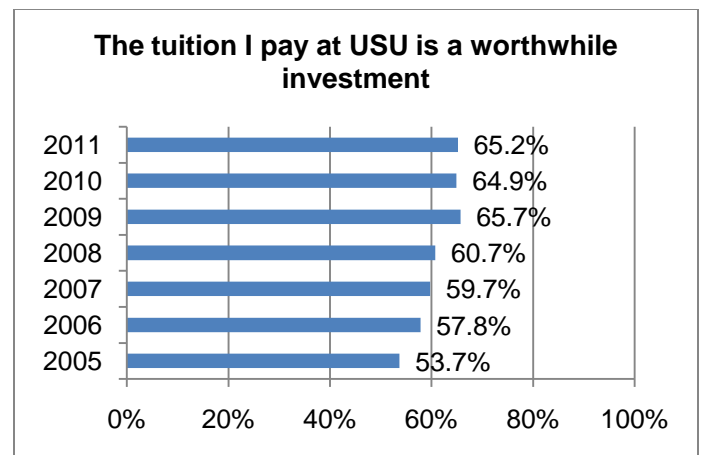
FINDINGS: OVERALL USU EXPERIENCES (See Table 16 Appendix C)

There were several questions in the survey that focused on general perceptions of USU.

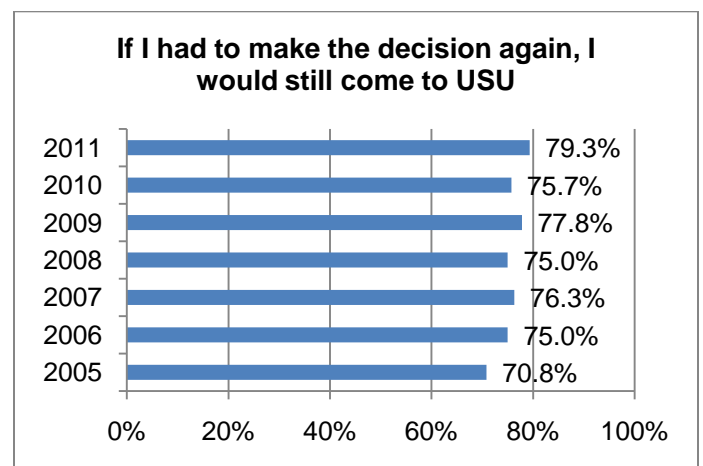
When students were given the statement "I am satisfied with the education I am receiving at USU", 83.5% to 88% of the respondents agreed or strongly agreed. Ratings increased gradually over the seven year period. Only 2.6% to 3.7% of the respondents disagreed or strongly disagreed with this statement.



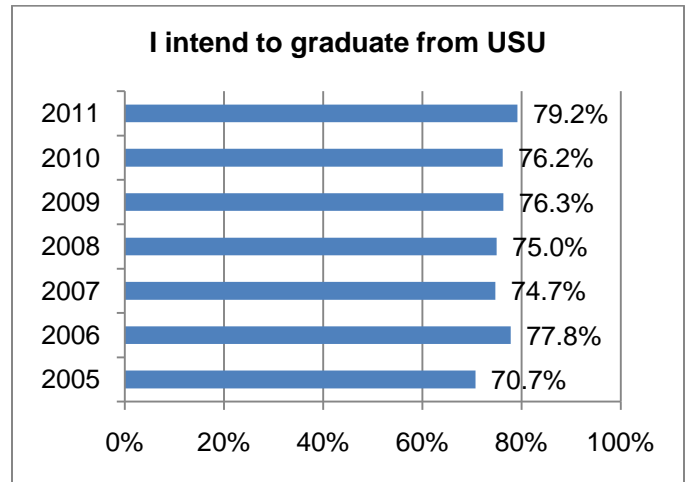
When asked if the tuition paid at USU is a worthwhile investment, 53.7% to 65.7% of the respondents agreed or strongly agreed. Overall, ratings gradually increased over time. Ten percent to 16.3% of the respondents disagreed or strongly disagreed that their tuition was a worthwhile investment.



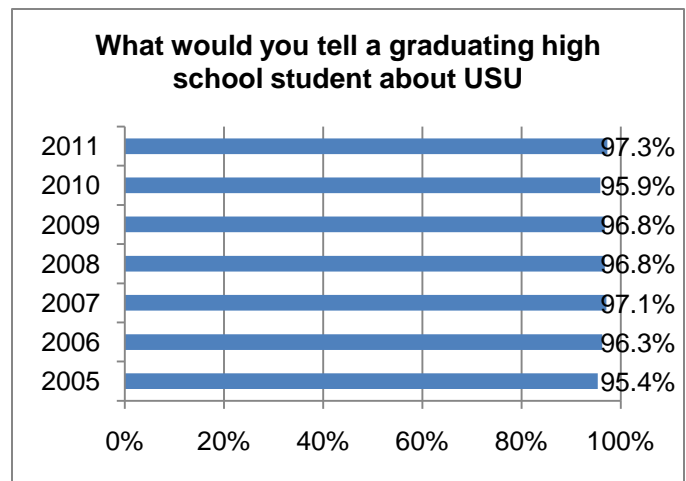
When students were asked if they had to make the decision again would they still come to USU, 70.8% to 79.3% of the respondents agreed or strongly agreed. Overall, ratings increased over the seven year period. Seven percent to 10% of the respondents disagreed or strongly disagreed with this statement.



Seventy-one percent to 79.2% of the respondents said that they intended to graduate from USU. Seven percent to 12.1% of the respondents did not intend to graduate from USU.



When asked what students would tell a graduating high school student about USU, an overwhelming majority of respondents (95.4% to 97.3%) said they would tell students that it was great here or would tell them mostly positive things. These ratings were very consistent over the seven year period. Only 2.7% to 4.5% of the respondents would say mostly negative things or tell others it is not great and don't come here.



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

APPENDIX A

The Survey Instrument

APPENDIX B

2011 Raw Data by College

APPENDIX C

Raw Data Tables 2005 - 2011

APPENDIX D

Written Comments for 2011

