

OFFICE OF ANALYSIS, ASSESSMENT & ACCREDITATION

2009 FRESHMAN/SOPHOMORE STUDENT SURVEY

JOAN KLEINKE

APRIL 2009

2009 FRESHMAN/SOPHOMORE STUDENT SURVEY

EXECUTIVE SUMMARY

Each year, the Office of Analysis, Assessment, and Accreditation conducts a survey of freshman and sophomore students to determine their attitudes and perceptions regarding the initial phase of their USU experience. The survey included questions on: advising, department/faculty experiences, general education, libraries/technology, starting college, campus climate, overall experiences at USU, and evaluation of other services and activities, as well as student demographics.

The survey was administered in a sample of fifteen classes with high proportions of freshman and sophomore students. Completed surveys were obtained from 1,632 students. Survey respondents' demographics mirrored those of the general population of freshman and sophomore students at USU in terms of age, ethnicity, and citizenship, although males were over-represented in the sample by about 2%. Two-thirds of the respondents were between 18 and 20 years of age, 52.5% were male, and 8.2% were minorities. Eight percent of the respondents were married. Three-quarters of the respondents were Utah residents. Among the important findings of the survey are the following:

Overall Perceptions of USU

- Utah State University was the first choice of a college to attend for 72.1% of the respondents, and the second choice for 22.2%.
- 87.3% of the respondents were satisfied or very satisfied with the education they were receiving at USU; 9.3% marked neutral.
- 77.8% said if they had to make the decision again, they would still come to USU; 14% were neutral.
- 76.3% intended to graduate from USU; 13.3% were uncertain.
- 65.7% said the tuition they paid at USU was a worthwhile investment, 23.7% were neutral.
- 96.8% said they would tell graduating high school students to come to USU, or would tell them mostly positive things about USU.

General Education

- 51.8% said General Education was a useful part of their university experience; 29.8% were neutral.
- 29.5% of the respondents had difficulty scheduling general education courses.
- 44.2% said that General Education courses were well-taught; 37% were neutral.

Faculty/Department Experiences

- 76.1% of the respondents were satisfied or very satisfied with their department; 21.5% were neutral.
- 78.5% were satisfied or very satisfied with the quality of teaching in their department; 17.2% were neutral.
- 81.7% said faculty members were usually available after class and during office hours; 15.7% were neutral.
- 81.8% felt they were treated fairly by their department, 16.1% were neutral.

Libraries/Technology

- 72.4% of the respondents indicated USU libraries had the books, journals, and materials they needed; 25% marked the neutral response.
- 72.1% said library staff was available and helpful; 25.6% were neutral.
- 77% said their teachers used technology effectively in the classroom; 18.3% were neutral.

Starting College

- 62.5% of the respondents felt overwhelmed by the demands on their time; 24.6% were neutral.
- 77.1% said they had close friends here at USU; 12.3% were neutral.
- The Registration Office was used by 76.1% of the respondents; 86.3% were satisfied or very satisfied with the office.
- Online Registration was used by 93.7% of the respondents; 85.9% of those that used it were satisfied or very satisfied.
- The Bookstore was used by 98.4% of the respondents, and 89% were satisfied or very satisfied.

Financial Aid

- 28.1% of the respondents' financial support came from parents or other relatives, 22.2% came from scholarships, and 16.6% came from personal savings.
- 41.1% of the respondents worked half-time or more.
- The Financial Aid Office was used by 47.3% of the respondents, and 81.9% of those that used it were satisfied or very satisfied.

Campus Climate

- 92.9% of the respondents felt safe on the USU campus; 5.6% were neutral.
- 12.5% said USU does not provide enough activities for its students; 35.6% were neutral.
- 69% said faculty care about students; 25.7% were neutral.
- 77.3% said professors are tolerant of different points of view, 18% were neutral.

TABLE OF CONTENTS

	PAGE
SURVEY OBJECTIVES	1
SURVEY ADMINISTRATION.....	1
RESPONDENT CHARACTERISTICS	2
FINDINGS: SOURCES OF FINANCIAL AID	4
FINDINGS: ACADEMIC ADVISING.....	6
FINDINGS: FACULTY/DEPARTMENT EXPERIENCES	8
FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES	10
FINDINGS: LIBRARIES/TECHNOLOGY	12
FINDINGS: STARTING COLLEGE.....	14
FINDINGS: CAMPUS CLIMATE	16
FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES	18
HELP WITH CLASSES	19
TECHNOLOGY	21
PLACEMENT SERVICES	23
ACADEMIC SUPPORT SERVICES	24
PSYCHOLOGICAL AND HEALTH SERVICES	26
NON-ACADEMIC SUPPORT SERVICES	27
ACTIVITIES.....	29
FINDINGS: WRITTEN COMMENTS ABOUT SERVICES AND ACTIVITIES	31
FINDINGS: OVERALL USU EXPERIENCES	32
ADDITIONAL INFORMATION	34
APPENDIX A: SURVEY INSTRUMENT	A-1
APPENDIX B: WRITTEN COMMENTS	B-1

2009 FRESHMAN/SOPHOMORE STUDENT SURVEY

Office of Analysis, Assessment, and Accreditation

Joan Kleinke

April 2009

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, those applying for graduation, and alumni. The freshman/sophomore survey captures the perspectives of students early in their university experience. Surveying prospective graduates allows evaluation of how opinions have changed during the undergraduate years. The alumni survey is useful in seeing how attitudes and opinions evolve after students leave and have had time to establish themselves in their careers.

This report focuses on the result of the 2009 Freshman/Sophomore Student Survey. 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 fifth iteration of this particular survey. Previous USU student surveys were reviewed to determine which questions garnered the most useful information. Questions were developed to expand the data base in order to get a clearer picture of students' experiences with different segments of the university. The survey is included as Appendix A.

Sample Selection and Survey Administration. A list of Spring 2009 USU classes with at least 50% freshman and sophomore students was obtained. From this list, courses were selected by college to be surveyed. After the courses were chosen, demographic characteristics of the freshman and sophomore students in the courses were compared to characteristics of all USU freshmen and sophomore students. It was determined that the sample was representative of the general population of freshmen and sophomores in terms of age, ethnicity and citizenship, there were, however, more men (52.5%) than women (47.5%) in the sample. In the general freshman/sophomore population 50.1% were men and 49.9% women. This difference was deemed small enough to warrant no further adjustment to the classes chosen to survey.

The survey was administered during class time. All of the students in each class were asked to fill out the questionnaire, even though some were not freshmen and sophomores. The reason for having everyone complete the survey was that previous experience determined that if any students were allowed to leave, many of those in the target sample also left.

Data Analysis. Because all students in each class completed the survey, it was necessary to sort out freshman and sophomore students. This was accomplished by using a survey question asking the student to report the number of credit hours she/he had completed.

Registration lists indicated a total of 2,724 freshman and sophomore students were in the courses where the survey was administered. Some of the same students were in more than one of the surveyed classes, so the unduplicated count was 2,102. Because attendance is less than 100% during any given class period, all the targeted students did not fill out the survey. A total of 1,632 students completed the survey, and these are the basis for the results found in this report. About 53% of the respondents were freshmen and 47% were sophomores.

Tables in this report show cross-tabulations by college. The narrative, however, is based on the data from the "Total" columns because variations by college were not usually apparent. This may reflect the fact that many freshmen and sophomores do not yet identify with their college. Where isolated differences stand out, they are mentioned.

RESPONDENT CHARACTERISTICS (See Table 1)

In general, these characteristics mirrored those of the general population of USU freshman and sophomore students in terms of age, ethnicity and citizenship, with a few more males (52.5%) than females (47.5%). In considering the college breakdowns shown below, it is important to note that a substantial portion of respondents (387) did not identify a college, indicating "Other". The numbers of respondents by college follow:

Agriculture	119
Business	179
Education and Human Services	239
Engineering	234
Humanities, Arts & Social Sciences	265
Natural Resources	41
Science	167
Other	387
No response	1

About 66% of the respondents were between the ages of 18 and 20. Overall, there were more men (52.5%) than women (47.5%) in the sample. Eight percent of the respondents were married. About 8% of the respondents classified themselves as minorities.

Seventy-six percent of the respondents came from Utah, while 2.4% were international students. About 46% reported they had lived in student housing one or two semesters since coming to USU.

Sixty-nine percent of the respondents were taking 12-15 credit hours of classes when surveyed, while 20.3% were taking 16 credits or more. Eighty-two percent of the respondents had taken most of their general education courses at USU. About 73% of the respondents had been enrolled at USU two or less semesters.

About 42% of the respondents indicated that a bachelor's degree was the highest degree they planned to obtain, while almost 41% planned to obtain a master's degree. Utah State University was the first choice of a college to attend for 72.1% of the respondents, and the second choice for another 22.2%.

TABLE 1. RESPONDENT CHARACTERISTICS

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Gender									
Male	39.5%	76.0%	19.7%	91.8%	32.1%	58.5%	64.7%	50.5%	52.5%
Female	60.5%	24.0%	80.3%	8.2%	67.9%	41.5%	35.3%	49.5%	47.5%
International Students	2.5%	4.0%	2.1%	3.9%	3.0%	2.4%	3.0%	0.3%	2.4%
Minority Students	6.0%	11.9%	5.1%	7.3%	10.9%	7.8%	9.8%	7.6%	8.3%
Married	14.3%	8.4%	6.7%	11.6%	7.9%	2.6%	9.0%	5.2%	8.1%
Have one or more children	7.6%	2.9%	1.2%	5.3%	4.1%	2.5%	3.6%	3.6%	3.3%
Age									
18-20 years old	66.4%	44.1%	82.8%	51.7%	74.4%	73.1%	64.0%	70.6%	66.5%
21-25 years old	28.5%	52.5%	15.8%	42.8%	21.1%	19.5%	34.2%	27.0%	30.1%
Credit hours taken this semester.									
12-15	65.3%	70.9%	67.2%	70.8%	68.7%	58.5%	66.3%	71.2%	68.9%
16 or more	26.3%	18.4%	25.2%	19.7%	20.4%	26.8%	22.3%	15.1%	20.3%
Where you have taken most of your General Education courses.									
USU	84.0%	77.5%	86.2%	76.0%	76.5%	82.9%	82.6%	88.1%	82.1%
Another College	7.6%	14.0%	9.2%	9.0%	9.8%	12.2%	9.6%	5.7%	9.0%
AP or CLEP	8.4%	8.4%	4.6%	15.0%	13.6%	4.9%	7.8%	6.2%	9.0%
Permanent address before starting at USU.									
Cache Valley	23.5%	24.0%	18.0%	20.9%	21.6%	19.5%	26.3%	26.2%	22.9%
Utah, outside Cache Valley	48.7%	49.2%	61.9%	56.0%	56.4%	51.2%	38.3%	53.6%	53.2%
Outside Utah, but in USA	23.5%	22.9%	19.7%	19.7%	19.7%	29.3%	32.3%	19.9%	21.9%
Outside the USA	4.2%	3.9%	0.4%	3.4%	2.3%	0.0%	3.0%	0.3%	2.0%
Semesters enrolled at USU.									
2 or less	62.2%	69.3%	64.4%	73.9%	72.1%	75.6%	72.5%	82.7%	72.8%
3-4	31.1%	27.4%	29.7%	22.2%	21.1%	17.1%	22.2%	15.2%	22.6%
5-6	5.9%	2.8%	5.0%	3.0%	4.5%	7.3%	3.6%	1.8%	3.6%
Semesters lived in USU housing while attending USU.									
zero	58.8%	59.6%	43.7%	51.9%	44.7%	43.9%	51.5%	48.8%	49.9%
1-2	38.7%	36.0%	48.3%	43.8%	50.4%	51.2%	43.1%	49.6%	45.8%
3-4	2.5%	3.9%	7.6%	4.3%	4.2%	4.9%	5.4%	1.6%	4.1%
5 or more	0.0%	0.6%	0.4%	0.0%	0.8%	0.0%	0.0%	0.0%	0.2%
Highest degree you plan to obtain.									
Certificate	0.0%	0.0%	0.8%	0.9%	0.4%	0.0%	0.0%	1.3%	0.6%
Associate	1.7%	1.1%	1.3%	0.0%	0.8%	0.0%	1.2%	4.7%	1.8%
Bachelors	52.9%	34.5%	50.6%	30.9%	45.5%	40.0%	26.7%	46.9%	41.8%
Masters	28.6%	55.9%	36.0%	57.9%	44.3%	52.5%	24.8%	35.9%	41.4%
Doctoral	16.8%	8.5%	11.3%	10.3%	9.1%	7.5%	47.3%	11.2%	14.4%
Choice of USU when looking for a college.									
1st choice	72.4%	61.9%	74.5%	76.5%	69.6%	68.3%	66.5%	77.3%	72.1%
2nd choice	22.4%	27.8%	20.9%	19.1%	23.5%	22.0%	25.7%	19.8%	22.2%
3rd or lower choice	5.2%	10.2%	4.6%	4.3%	6.9%	9.8%	7.8%	2.9%	5.6%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: SOURCES OF FINANCIAL AID (See Table 2)

Students were asked to indicate the percent of their financial support for school (tuition, books, housing, food, etc.) that came from each of the following sources. The mean percentages for each source are as follows:

- 28% Parents or other relative
- 0.8% Spouse
- 17% Personal Savings
- 9% Employment
- 22% Scholarship
- 12% Loans
- 8% Grants
- 2% Other

Together families and self were the most important sources of funds. However, note that about 42% of total financial support came from public or donated funds in the form of scholarships, loans or grants.

A plurality of respondents (40.5%) did not work at all while taking classes. About 25% of the respondents worked half-time, while 19% worked quarter-time.

When asked about the extent of their concern about financing their college education, 14.7% had no concern while 57.3% had some concern. Note that 28% said financing their education was a major concern.

TABLE 2. SOURCES OF FINANCIAL AID

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Parents or other relative	30.8%	29.0%	31.3%	26.0%	27.1%	28.7%	21.9%	29.4%	28.1%
Spouse	1.5%	0.6%	0.9%	1.1%	1.0%	0.0%	0.8%	0.5%	0.8%
Personal Savings	13.0%	16.7%	15.3%	18.3%	14.1%	14.1%	18.8%	18.2%	16.6%
Employment	8.9%	10.5%	8.0%	9.7%	10.5%	6.2%	6.6%	8.9%	9.0%
Scholarship	20.8%	20.2%	20.7%	25.5%	22.6%	21.9%	27.3%	19.9%	22.2%
Loans	10.1%	12.4%	10.4%	11.0%	15.1%	16.2%	11.6%	10.0%	11.6%
Grants	9.4%	7.4%	8.5%	7.0%	6.4%	11.1%	6.9%	9.4%	8.0%
Other	1.2%	2.0%	3.6%	1.1%	1.4%	1.9%	3.5%	2.0%	2.1%

NOTE: This table reports the means for each category.

On average, how much do you work while taking courses at USU?

Not at all	34.5%	36.5%	33.5%	46.8%	37.3%	36.6%	42.2%	46.6%	40.5%
One-fourth time	16.8%	16.9%	22.2%	16.7%	20.9%	29.3%	17.5%	16.1%	18.5%
One-half time	22.7%	24.2%	31.8%	25.8%	24.0%	29.3%	23.5%	21.8%	24.9%
Three-fourths time	11.8%	12.4%	10.0%	4.3%	11.8%	4.9%	10.2%	7.5%	9.2%
Full-time	14.3%	10.1%	2.5%	6.4%	6.1%	0.0%	6.6%	8.0%	7.0%

To what extent are you concerned about financing your college education?

No Concern	13.0%	16.6%	13.3%	19.5%	12.9%	2.9%	13.5%	15.7%	14.7%
Some Concern	52.8%	58.9%	61.1%	56.3%	58.8%	61.8%	56.0%	55.1%	57.3%
Major Concern	34.3%	24.5%	25.6%	24.2%	28.3%	35.3%	30.5%	29.2%	28.0%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: ACADEMIC ADVISING (See Table 3)

The survey included several questions about academic advising at USU. When asked about the most important source of information used for their academic planning, 54.1% of the respondents said their academic advisor, with the Major Requirement Sheets second at 25.7%. This is not surprising since 78.7% of the respondents had met with their advisor one or more times in the past school year. It should be noted, however, that 21.3% of the respondents had never met with their advisor. More respondents marking "other" for their college did not know who their advisor was. This could mean that new students who have an undeclared major still don't know where to go for help. It could also mean that they do not understand that the advisor they met with at SOAR is their assigned advisor. The reasons for not meeting with advisors were: Did not know who their advisor was (42.4%), got the needed information from other sources (41.6%), advisor was not helpful (15.0%), communicated with my advisor by email or telephone (10.7%), and advisor was not available (8.1%). Because the question on reasons for not meeting with advisors allowed students to mark as many answers as applied to them, a multivariate table is presented instead. Note that the total percentage exceeds 100% due to the fact that students were asked to mark all that applied.

Sixty-four percent of the respondents agreed or strongly agreed that their advisor gave them good advice, while 9.5% disagreed or strongly disagreed; the remainder of the respondents were neutral. When asked if their advisors cared about them as individuals, 49.7% agreed or strongly agreed, and 14% disagreed or strongly disagreed. Nineteen percent of the respondents reported having difficulty getting an appointment with an advisor.

Fifty-nine percent of the respondents agreed or strongly agreed that they were satisfied with their advisor, while 9.5% disagreed or strongly disagreed. When asked to respond to the statement, "Overall, I am satisfied with the advising system at USU", 56.9% agreed or strongly agreed, while 11.2% disagreed or strongly disagreed.

The responses to these advising questions suggest that students are not particularly dissatisfied with advising at USU, but neither are they overwhelmingly satisfied, as indicated by the high percentage of neutral responses to most of the questions asked. Previous surveys have indicated similar results, suggesting there is still room for improvement in advising at USU.

TABLE 3. ACADEMIC ADVISING

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Most important source of information used for academic planning.									
Advisor	66.4%	59.3%	60.7%	55.4%	50.6%	48.8%	43.1%	50.9%	54.1%
Catalog	1.7%	7.9%	5.0%	5.2%	10.6%	2.4%	6.6%	9.8%	7.3%
Other students	6.7%	8.5%	3.3%	8.2%	4.6%	0.0%	4.2%	8.8%	6.3%
Faculty, not advisor	1.7%	0.6%	1.3%	0.0%	2.3%	4.9%	0.6%	1.0%	1.2%
Major requirement sheets	17.6%	19.2%	28.0%	27.5%	27.0%	39.0%	39.5%	20.4%	25.7%
CAPP Advising Program	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%
Other	5.0%	4.0%	1.7%	3.9%	4.9%	4.9%	6.0%	8.8%	5.2%
Met with advisor how often in the past school year.									
Once a week	0.8%	0.0%	1.3%	0.4%	0.8%	2.4%	0.0%	0.8%	0.7%
Once a month	16.0%	15.2%	8.8%	8.6%	6.4%	19.5%	12.0%	6.5%	9.6%
Once a semester	60.5%	44.4%	59.0%	53.0%	50.2%	53.7%	41.9%	47.5%	50.6%
Once a year	12.6%	22.5%	16.7%	15.1%	19.2%	19.5%	18.6%	18.1%	17.8%
Never	10.1%	18.0%	14.2%	22.8%	23.4%	4.9%	27.5%	27.1%	21.3%
Reasons for not meeting with advisor.									
Didn't know who my advisor was	26.5%	43.8%	54.1%	28.7%	42.0%	38.5%	31.0%	52.3%	42.4%
Advisor not helpful	17.6%	20.0%	14.1%	15.8%	15.3%	15.4%	12.6%	13.2%	15.0%
Advisor not available	17.6%	8.8%	8.2%	13.9%	9.9%	0.0%	5.7%	3.6%	8.1%
Got the needed information from other sources	29.4%	36.3%	32.9%	51.5%	42.0%	61.5%	56.3%	36.5%	41.6%
Communicated with advisor by email or telephone	23.5%	5.0%	8.2%	12.9%	12.2%	15.4%	16.1%	7.1%	10.7%
My USU advisors give me good advice.									
Strongly agree	42.0%	21.5%	31.4%	25.8%	26.9%	36.6%	23.6%	19.5%	26.1%
Agree	31.9%	39.5%	38.9%	40.3%	30.7%	34.1%	43.0%	40.1%	37.9%
Neutral	21.0%	26.0%	21.8%	23.2%	30.7%	24.4%	24.8%	31.5%	26.5%
Disagree	4.2%	9.0%	5.0%	7.3%	6.8%	2.4%	3.0%	5.2%	5.8%
Strongly disagree	0.8%	4.0%	2.9%	3.4%	4.9%	2.4%	5.5%	3.6%	3.7%
My advisors care about me as an individual.									
Strongly agree	31.1%	15.9%	24.7%	15.9%	16.7%	25.0%	18.8%	14.9%	18.7%
Agree	37.8%	27.3%	28.5%	33.0%	27.7%	45.0%	30.9%	31.7%	31.0%
Neutral	22.7%	38.1%	32.6%	38.6%	39.4%	25.0%	35.2%	39.8%	36.2%
Disagree	7.6%	13.6%	9.6%	7.7%	9.5%	5.0%	10.9%	9.7%	9.6%
Strongly disagree	0.8%	5.1%	4.6%	4.7%	6.8%	0.0%	4.2%	3.9%	4.4%
I often have difficulty getting an appointment with an advisor.									
Strongly agree	2.5%	6.3%	3.8%	6.9%	8.4%	7.5%	5.5%	4.2%	5.5%
Agree	6.8%	18.8%	12.1%	19.0%	14.4%	12.5%	9.1%	9.9%	13.0%
Neutral	25.4%	35.8%	28.5%	36.2%	35.4%	12.5%	33.9%	39.8%	34.1%
Disagree	39.8%	28.4%	32.2%	30.0%	26.6%	40.0%	26.1%	33.2%	31.0%
Strongly disagree	25.4%	10.8%	23.4%	7.8%	15.2%	27.5%	25.5%	12.8%	16.4%
I am satisfied with my advisor.									
Strongly agree	38.1%	15.9%	30.5%	17.7%	21.1%	24.4%	25.9%	14.1%	21.6%
Agree	36.4%	40.9%	32.2%	42.7%	33.6%	43.9%	24.9%	39.2%	37.4%
Neutral	16.1%	29.0%	29.7%	31.9%	34.0%	19.5%	30.7%	37.9%	31.4%
Disagree	5.1%	9.1%	5.4%	3.9%	6.4%	9.8%	5.4%	6.3%	6.0%
Strongly disagree	4.2%	5.1%	2.1%	3.9%	4.9%	2.4%	3.0%	2.6%	3.5%
Overall, I am satisfied with the advising system at USU.									
Strongly agree	27.1%	14.8%	25.1%	15.6%	16.0%	12.8%	18.2%	17.0%	18.4%
Agree	41.5%	36.9%	37.7%	39.8%	33.5%	46.2%	34.5%	42.4%	38.5%
Neutral	24.6%	31.3%	28.9%	35.1%	36.9%	35.9%	32.7%	30.4%	31.9%
Disagree	4.2%	11.4%	6.7%	7.4%	8.4%	5.1%	9.7%	7.3%	7.8%
Strongly disagree	2.5%	5.7%	1.7%	2.2%	5.3%	0.0%	4.8%	2.9%	3.4%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4)

Questions in this section set out to determine how students perceived their faculty and department experiences and interactions. When responding to the statement “I am satisfied with the quality of teaching in my department”, almost 79% of the respondents agreed or strongly agreed. About 4% of the respondents disagreed or strongly disagreed with this statement. When rating the availability of faculty after classes and during office hours, 81.7% of the respondents agreed or strongly agreed faculty were available; only 2.6% disagreed or strongly disagreed. Approximately 35% of the respondents indicated there was at least one faculty member that they considered a friend, while 32.3% disagreed or strongly disagreed that they had faculty members that were friends. It could be that it is too early in students’ college experiences to have much of a chance for a friendship with faculty because students’ are often in very large classes.

Eighty-two percent of the respondents agreed or strongly agreed they were treated fairly by their department, while 2.2% disagreed or strongly disagreed. Seventy-five percent of the respondents indicated that requirements for their major were clear and reasonable, while 4.9% disagreed or strongly disagreed. Overall, 76.1% of the respondents were satisfied with their department, while 2.4% were not.

Neutral responses ranged from 16% to 33% on these questions. However, the data suggest overall that the respondents were satisfied with their faculty and departmental experiences thus far.

TABLE 4. FACULTY/DEPARTMENT EXPERIENCES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
I am satisfied with the quality of teaching in my department.									
Strongly agree	42.9%	26.0%	34.3%	19.3%	33.7%	31.7%	28.3%	14.2%	26.3%
Agree	37.8%	50.8%	53.1%	54.1%	53.4%	48.8%	48.8%	56.5%	52.2%
Neutral	16.0%	18.6%	10.9%	19.3%	9.8%	14.6%	18.1%	24.9%	17.2%
Disagree	1.7%	4.5%	1.3%	6.0%	1.5%	4.9%	3.6%	3.6%	3.3%
Strongly disagree	1.7%	0.0%	0.4%	1.3%	1.5%	0.0%	1.2%	0.8%	0.9%
I am treated fairly by my department.									
Strongly agree	43.2%	26.6%	31.4%	22.0%	33.7%	43.9%	27.1%	18.8%	27.7%
Agree	41.5%	54.8%	54.8%	62.5%	51.5%	36.6%	56.0%	54.8%	54.1%
Neutral	11.9%	16.9%	13.0%	12.9%	11.4%	19.5%	15.7%	24.0%	16.1%
Disagree	0.8%	1.7%	0.8%	2.2%	2.3%	0.0%	0.0%	2.3%	1.6%
Strongly disagree	2.5%	0.0%	0.0%	0.4%	1.1%	0.0%	1.2%	0.0%	0.6%
Faculty are usually available after class and during office hours.									
Strongly agree	39.0%	27.7%	36.0%	26.7%	36.4%	36.6%	28.3%	23.0%	30.2%
Agree	44.9%	50.8%	47.3%	56.5%	47.7%	39.0%	54.8%	56.1%	51.5%
Neutral	8.5%	15.8%	15.1%	15.1%	13.6%	24.4%	15.7%	19.1%	15.7%
Disagree	5.1%	4.5%	1.7%	1.7%	1.5%	0.0%	0.6%	1.6%	2.0%
Strongly disagree	2.5%	1.1%	0.0%	0.0%	0.8%	0.0%	0.6%	0.3%	0.6%
Requirements for my major are clear and reasonable.									
Strongly agree	33.9%	23.2%	30.1%	22.1%	31.4%	36.6%	23.5%	14.4%	24.5%
Agree	52.5%	54.8%	52.3%	55.8%	47.0%	41.5%	49.4%	45.7%	50.1%
Neutral	6.8%	17.5%	13.8%	18.2%	14.8%	19.5%	22.9%	35.0%	20.6%
Disagree	3.4%	4.5%	3.3%	3.5%	4.5%	2.4%	4.2%	3.1%	3.7%
Strongly disagree	3.4%	0.0%	0.4%	0.4%	2.3%	0.0%	0.0%	1.8%	1.2%
There is at least one faculty member that I consider a friend.									
Strongly agree	21.2%	13.0%	15.9%	14.7%	15.9%	31.7%	13.3%	9.9%	14.5%
Agree	27.1%	19.8%	19.7%	20.3%	20.1%	24.4%	19.3%	20.4%	20.6%
Neutral	27.1%	27.7%	35.1%	35.5%	30.3%	31.7%	28.9%	36.1%	32.5%
Disagree	17.8%	27.1%	20.1%	22.5%	24.6%	7.3%	23.5%	23.0%	22.5%
Strongly disagree	6.8%	12.4%	9.2%	6.9%	9.1%	4.9%	15.1%	10.5%	9.8%
Overall, I am satisfied with my department.									
Strongly agree	40.2%	21.6%	32.6%	17.3%	31.1%	45.0%	24.1%	13.6%	24.5%
Agree	41.9%	49.4%	56.9%	60.2%	51.9%	37.5%	52.4%	48.2%	51.6%
Neutral	15.4%	26.1%	10.0%	20.8%	14.8%	15.0%	19.9%	34.8%	21.5%
Disagree	0.9%	2.8%	0.0%	1.7%	0.8%	2.5%	2.4%	1.6%	1.4%
Strongly disagree	1.7%	0.0%	0.4%	0.0%	1.5%	0.0%	1.2%	1.8%	1.0%

NOTE: Percentages are based on the number of students responding to each question.

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

General Education courses are the courses where most freshmen and sophomores spend much of their time. These courses are designed to enhance students' communication, quantitative, and computer literacy skills and give them the needed background in humanities and in the social, life, and physical sciences. Thus, the students were asked to respond to the statement "General Education is a useful part of my university experience." Almost 52% of the respondents agreed or strongly agreed it was, but 18.5% disagreed or strongly disagreed.

When asked if "General Education courses are well taught", 44.2% of the respondents agreed or strongly agreed and 18.8% disagreed or strongly disagreed. Almost 30% of the respondents indicated having difficulty scheduling general education courses, while 43.1% said they did not encounter scheduling difficulties. When asked if general education requirements were confusing, 33.4% agreed or strongly agreed, while 39.2% disagreed or strongly disagreed.

When students were asked to evaluate their writing and computer skills, 60.9% said they had good writing skills, and 72.8% said they had good computer skills. Approximately 61% of the respondents said they had the skills that they needed in mathematics. More respondents from the College of HASS (24.9%) strongly agreed that they were good writers, and more respondents from the College of Engineering (26.2%) and College of Science (29.5%) strongly agreed that they had the needed math skills. Neutral responses to all these items ranged from 20.6% to 37%.

TABLE 5. GENERAL EDUCATION/UNIVERSITY STUDIES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
I have difficulty scheduling general education courses.									
Strongly agree	7.6%	9.1%	6.3%	4.3%	9.4%	7.3%	9.0%	7.0%	7.4%
Agree	19.3%	24.4%	21.8%	20.2%	21.9%	34.1%	21.7%	22.2%	22.1%
Neutral	29.4%	27.3%	23.8%	33.9%	31.1%	26.8%	22.9%	24.5%	27.4%
Disagree	30.3%	27.3%	33.9%	30.5%	25.3%	24.4%	30.1%	38.2%	31.4%
Strongly disagree	13.4%	11.9%	14.2%	11.2%	12.1%	7.3%	16.3%	8.0%	11.7%
General Education requirements are confusing.									
Strongly agree	8.5%	7.4%	6.3%	4.7%	12.1%	14.6%	8.4%	6.2%	7.7%
Agree	27.1%	30.3%	25.1%	24.9%	25.7%	31.7%	29.5%	22.0%	25.7%
Neutral	20.3%	29.7%	25.5%	35.6%	26.4%	22.0%	19.3%	29.2%	27.3%
Disagree	29.7%	25.1%	32.2%	24.5%	27.9%	24.4%	33.1%	35.4%	30.1%
Strongly disagree	14.4%	7.4%	10.9%	10.3%	7.9%	7.3%	9.6%	7.2%	9.1%
General Education courses are well taught.									
Strongly agree	5.9%	8.6%	8.0%	6.9%	6.0%	0.0%	7.8%	8.0%	7.2%
Agree	29.7%	34.3%	33.2%	36.5%	41.9%	29.3%	36.7%	40.7%	37.0%
Neutral	44.1%	36.0%	39.9%	41.2%	29.4%	36.6%	35.5%	36.8%	37.0%
Disagree	14.4%	17.7%	16.0%	13.3%	17.0%	29.3%	13.9%	12.4%	15.1%
Strongly disagree	5.9%	3.4%	2.9%	2.1%	5.7%	4.9%	6.0%	2.1%	3.7%
I am a good writer.									
Strongly agree	11.9%	11.4%	13.8%	6.4%	24.9%	19.5%	18.7%	10.3%	14.0%
Agree	46.6%	47.4%	49.4%	40.3%	51.3%	41.5%	41.6%	48.8%	46.9%
Neutral	22.9%	22.9%	25.9%	32.2%	16.2%	12.2%	24.7%	27.4%	24.6%
Disagree	10.2%	14.9%	8.4%	16.3%	6.4%	14.6%	7.8%	10.3%	10.6%
Strongly disagree	8.5%	3.4%	2.5%	4.7%	1.1%	12.2%	7.2%	3.1%	4.0%
I have good computer skills.									
Strongly agree	16.9%	24.6%	13.8%	22.7%	22.3%	19.5%	26.5%	11.1%	18.7%
Agree	46.6%	53.7%	59.8%	55.8%	51.7%	58.5%	49.4%	55.3%	54.1%
Neutral	26.3%	16.6%	20.5%	16.3%	20.0%	7.3%	19.9%	25.3%	20.6%
Disagree	7.6%	4.0%	5.0%	4.3%	4.5%	14.6%	3.0%	7.0%	5.4%
Strongly disagree	2.5%	1.1%	0.8%	0.9%	1.5%	0.0%	1.2%	1.3%	1.2%
I have the skills that I need in mathematics.									
Strongly agree	14.4%	18.3%	14.2%	26.2%	12.8%	14.6%	29.5%	8.0%	16.3%
Agree	44.1%	46.9%	46.4%	48.9%	40.0%	41.5%	44.0%	44.4%	44.8%
Neutral	18.6%	22.9%	23.4%	18.0%	24.5%	24.4%	19.3%	25.8%	22.6%
Disagree	17.8%	10.9%	11.7%	6.0%	15.8%	12.2%	6.0%	16.0%	12.4%
Strongly disagree	5.1%	1.1%	4.2%	0.9%	6.8%	7.3%	1.2%	5.7%	4.0%
General Education is a useful part of my university experience.									
Strongly agree	7.7%	7.4%	12.1%	12.9%	13.6%	15.0%	10.2%	12.4%	11.6%
Agree	29.9%	41.1%	43.5%	36.9%	37.4%	32.5%	37.3%	46.6%	40.2%
Neutral	36.8%	27.4%	25.9%	33.9%	28.7%	32.5%	28.3%	29.8%	29.8%
Disagree	16.2%	15.4%	12.1%	12.4%	12.1%	12.5%	14.5%	8.3%	12.2%
Strongly disagree	9.4%	8.6%	6.3%	3.9%	8.3%	7.5%	9.6%	2.8%	6.3%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)

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, materials I need”, 72.4% of the respondents agreed or strongly agreed with this statement. Approximately 3% disagreed or strongly disagreed. Twenty-five percent of the respondents thought it was difficult to locate materials in USU’s libraries, while 34.2% said it was not difficult. Seventy-two percent of the respondents agreed or strongly agreed that USU library staff were available and helpful, only 2.4% disagreed or strongly disagreed.

Twenty-six percent of the respondents agreed or strongly agreed that USU should offer more online courses. The majority of respondents (59.2%) were neutral in their response to this item. When asked if their teachers used technology effectively in the classroom, 77% agreed or strongly agreed, and 4.7% disagreed or strongly disagreed. Many respondents were neutral in their responses to these items.

TABLE 6. LIBRARIES/TECHNOLOGY

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
USU libraries have the books, journals, and materials I need.									
Strongly agree	26.9%	28.6%	26.8%	20.7%	32.7%	36.6%	34.7%	28.7%	28.6%
Agree	42.0%	41.7%	43.9%	50.0%	39.9%	53.7%	44.9%	42.6%	43.8%
Neutral	26.9%	27.4%	27.6%	25.9%	23.2%	7.3%	18.0%	27.1%	25.0%
Disagree	1.7%	0.6%	1.3%	3.0%	3.8%	0.0%	1.8%	1.3%	1.9%
Strongly disagree	2.5%	1.7%	0.4%	0.4%	0.4%	2.4%	0.6%	0.3%	0.7%
It is difficult to locate materials in USU's libraries.									
Strongly agree	5.9%	5.1%	4.6%	5.6%	6.8%	7.5%	4.8%	5.7%	5.6%
Agree	20.3%	17.1%	23.4%	15.1%	21.3%	15.0%	17.5%	21.4%	19.7%
Neutral	38.1%	41.1%	40.2%	46.1%	35.7%	35.0%	41.0%	41.3%	40.5%
Disagree	21.2%	29.7%	25.5%	27.6%	27.8%	35.0%	29.5%	24.3%	26.7%
Strongly disagree	14.4%	6.9%	6.3%	5.6%	8.4%	7.5%	7.2%	7.2%	7.5%
USU library staff are available and helpful.									
Strongly agree	22.9%	17.1%	22.6%	20.3%	24.2%	27.5%	25.3%	20.9%	22.0%
Agree	42.4%	53.7%	52.7%	50.0%	49.4%	45.0%	50.0%	50.1%	50.1%
Neutral	29.7%	26.3%	23.4%	26.7%	23.6%	22.5%	22.3%	27.6%	25.6%
Disagree	3.4%	2.3%	0.8%	2.2%	2.7%	5.0%	1.2%	1.3%	1.9%
Strongly disagree	1.7%	0.6%	0.4%	0.9%	0.0%	0.0%	1.2%	0.0%	0.5%
USU should offer more online courses.									
Strongly agree	9.3%	9.2%	8.4%	4.8%	11.5%	7.5%	12.0%	6.5%	8.4%
Agree	15.3%	21.8%	15.9%	21.2%	28.7%	10.0%	18.1%	16.3%	17.9%
Neutral	62.7%	56.9%	61.5%	60.6%	53.1%	57.5%	55.4%	62.8%	59.2%
Disagree	8.5%	7.5%	10.5%	11.3%	11.5%	22.5%	11.4%	11.1%	10.8%
Strongly disagree	4.2%	4.6%	3.8%	2.2%	5.3%	2.5%	3.0%	3.4%	3.7%
My teachers use technology effectively in the classroom.									
Strongly agree	20.3%	24.6%	23.8%	20.8%	20.6%	23.1%	27.1%	19.2%	21.9%
Agree	56.8%	52.0%	56.9%	53.7%	56.9%	46.2%	53.0%	56.5%	55.1%
Neutral	17.8%	15.4%	16.3%	22.1%	17.6%	30.8%	14.5%	19.4%	18.3%
Disagree	3.4%	6.9%	2.9%	3.0%	4.2%	0.0%	3.0%	3.9%	3.8%
Strongly disagree	1.7%	1.1%	0.0%	0.4%	0.8%	0.0%	2.4%	1.0%	0.9%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: STARTING COLLEGE (See Table 7)

There were three questions about issues regarding the students' adjustment to college. When asked if classes were more difficult than students had expected, 37% of the respondents agreed or strongly agreed. Thirty-one percent of the respondents indicated that classes were not more difficult than they had expected.

Sixty-three percent of the respondents often felt overwhelmed by the demands on their time, while 13% did not. Seventy-seven percent of the respondents said they had close friends here at USU, while about 11% said they did not have close friends here at USU.

These items allowed the researchers to determine how students' transition was from high school to college in terms of difficulty and school workload. It was also important to see if students' had a social support system that would help them in their adjustment to college. However, the finding that 11% did not have close friends here and that 12.3% were neutral in their response to this question is an improvement over the 28% that were neutral a year ago. Social support systems are important to any change of life adjustment especially when possibly going out on one's own for the first time.

TABLE 7. STARTING COLLEGE

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
College classes are more difficult than I expected.									
Strongly agree	5.9%	9.7%	9.6%	6.9%	6.9%	14.6%	14.5%	10.1%	9.2%
Agree	25.2%	33.0%	25.9%	31.3%	24.4%	19.5%	24.7%	29.8%	27.8%
Neutral	36.1%	33.5%	30.1%	35.6%	29.0%	22.0%	34.9%	30.6%	31.9%
Disagree	27.7%	18.8%	31.4%	22.3%	32.1%	41.5%	19.3%	24.1%	25.8%
Strongly disagree	5.0%	5.1%	2.9%	3.9%	7.6%	2.4%	6.6%	5.4%	5.2%
I have close friends here at USU.									
Strongly agree	37.3%	36.4%	46.0%	35.2%	42.7%	31.7%	39.8%	36.8%	39.0%
Agree	35.6%	39.8%	37.2%	39.5%	38.2%	46.3%	30.1%	40.4%	38.1%
Neutral	10.2%	11.4%	10.5%	16.3%	6.5%	12.2%	16.3%	14.5%	12.3%
Disagree	10.2%	9.1%	2.1%	4.7%	7.6%	4.9%	6.6%	6.5%	6.3%
Strongly disagree	6.8%	3.4%	4.2%	4.3%	5.0%	4.9%	7.2%	1.8%	4.2%
I often feel overwhelmed by the demands on my time.									
Strongly agree	19.5%	20.5%	20.5%	18.9%	24.0%	32.5%	25.3%	18.9%	21.2%
Agree	42.4%	44.9%	48.1%	37.8%	39.5%	25.0%	35.5%	42.5%	41.3%
Neutral	27.1%	22.2%	18.8%	29.2%	21.7%	32.5%	24.1%	27.2%	24.6%
Disagree	8.5%	10.2%	11.7%	11.6%	13.3%	10.0%	12.7%	9.8%	11.2%
Strongly disagree	2.5%	2.3%	0.8%	2.6%	1.5%	0.0%	2.4%	1.6%	1.8%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: CAMPUS CLIMATE (See Table 8)

This set of questions dealt with student opinion regarding safety, tolerance of students and staff to different views, diversity, and a sense of being cared about at Utah State University.

An overwhelming majority of respondents (92.9%) felt safe on the USU campus. About 77% of the respondents agreed or strongly agreed that professors at USU were tolerant of different points of view, and only 4.7% disagreed or strongly disagreed. Almost 63% of the respondents said students at USU were tolerant of different points of view, while 11% disagreed or strongly disagreed.

About 13% of the respondents agreed or strongly agreed that USU does not provide enough activities for students, while 52% disagreed or strongly disagreed. Almost 73% of the respondents said they knew students from other countries and of other races, while 11.4% did not.

A majority of respondents (69%) agreed or strongly agreed that faculty at USU care about students, but 5.3% disagreed or strongly disagreed. Sixty-four percent of the respondents said that staff at USU care about students, while 5.5% disagreed or strongly disagreed. Neutral responses on these questions ranged from 5.6% to 35.6%.

TABLE 8. CAMPUS CLIMATE

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
I feel safe on the USU campus.									
Strongly agree	43.7%	45.7%	40.2%	46.4%	42.6%	57.5%	39.8%	40.4%	42.8%
Agree	46.2%	44.0%	55.2%	48.9%	49.8%	40.0%	50.6%	52.6%	50.1%
Neutral	6.7%	8.0%	3.8%	3.9%	5.7%	2.5%	7.8%	5.7%	5.6%
Disagree	0.8%	1.1%	0.0%	0.0%	1.1%	0.0%	0.0%	0.8%	0.6%
Strongly disagree	2.5%	1.1%	0.8%	0.9%	0.8%	0.0%	1.8%	0.5%	1.0%
Professors at USU are tolerant of different points of view.									
Strongly agree	25.4%	22.3%	24.7%	22.3%	27.5%	15.0%	26.5%	24.1%	24.4%
Agree	52.5%	53.7%	57.3%	51.9%	51.1%	60.0%	48.8%	52.6%	52.9%
Neutral	13.6%	17.7%	13.8%	20.6%	18.7%	17.5%	20.5%	19.2%	18.0%
Disagree	5.1%	5.1%	3.8%	3.4%	1.5%	7.5%	1.2%	3.6%	3.4%
Strongly disagree	3.4%	1.1%	0.4%	1.7%	1.1%	0.0%	3.0%	0.5%	1.3%
Students at USU are tolerant of different points of view.									
Strongly agree	19.5%	14.9%	14.6%	16.3%	13.8%	17.5%	16.9%	15.0%	15.5%
Agree	43.2%	52.0%	49.4%	50.2%	41.8%	27.5%	45.2%	49.7%	47.2%
Neutral	26.3%	22.9%	27.6%	26.2%	28.4%	22.5%	22.3%	27.5%	26.2%
Disagree	4.2%	8.6%	5.9%	6.0%	10.7%	17.5%	6.6%	7.3%	7.5%
Strongly disagree	6.8%	1.7%	2.5%	1.3%	5.4%	15.0%	9.0%	0.5%	3.5%
USU does not provide enough activities for its students.									
Strongly agree	3.4	6.3%	2.5%	1.3%	3.8%	10.0%	4.2%	3.4%	3.6%
Agree	7.6	12.0%	6.3%	8.2%	7.6%	10.0%	8.4%	10.9%	8.9%
Neutral	36.4%	34.9%	33.1%	43.3%	30.2%	40.0%	38.0%	34.7%	35.6%
Disagree	35.6%	35.4%	43.9%	36.9%	44.3%	25.0%	36.7%	38.1%	38.9%
Strongly disagree	16.9%	11.4%	14.2%	10.3%	14.1%	15.0%	12.7%	13.0%	13.1%
I know students from other countries or of other races.									
Strongly agree	17.8%	23.4%	21.3%	22.3%	22.9%	20.0%	23.0%	17.6%	21.0%
Agree	50.0%	51.4%	54.4%	51.1%	51.9%	57.5%	52.7%	50.5%	51.9%
Neutral	16.9%	14.9%	13.4%	20.2%	14.9%	10.0%	12.1%	17.4%	15.8%
Disagree	9.3%	9.1%	8.4%	4.3%	8.4%	7.5%	7.9%	11.9%	8.7%
Strongly disagree	5.9%	1.1%	2.5%	2.1%	1.9%	5.0%	4.2%	2.6%	2.7%
Faculty at USU care about students.									
Strongly agree	20.5%	16.0%	20.9%	14.2%	19.8%	12.5%	15.7%	14.5%	16.9%
Agree	51.3%	49.7%	54.8%	55.4%	50.8%	55.0%	46.4%	52.8%	52.1%
Neutral	23.9%	26.3%	22.2%	24.5%	23.3%	25.0%	29.5%	29.0%	25.7%
Disagree	3.4%	5.7%	1.7%	4.7%	5.7%	7.5%	5.4%	3.1%	4.2%
Strongly disagree	0.9%	2.3%	0.4%	1.3%	0.4%	0.0%	3.0%	0.5%	1.1%
Staff at USU care about students.									
Strongly agree	17.9%	14.9%	17.6%	13.7%	18.3%	7.7%	16.2%	14.1%	15.7%
Agree	48.7%	45.7%	51.5%	50.2%	45.8%	51.3%	42.5%	51.6%	48.6%
Neutral	27.4%	30.3%	28.5%	31.3%	29.8%	33.3%	32.3%	30.2%	30.1%
Disagree	4.3%	6.9%	2.1%	4.3%	5.7%	5.1%	4.8%	3.4%	4.3%
Strongly disagree	1.7%	2.3%	0.4%	0.4%	0.4%	2.6%	4.2%	0.8%	1.2%

NOTE: Percentages are based on the number of students responding to each question.

FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES

It is impossible to list all services and activities provided to students. Those included in the survey are services and activities that students would be most likely to have contact with. 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 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 who responded satisfied or very satisfied.

Services: Help with Classes (See Table 9)

Seventy-three percent of the respondents used Supplemental Instruction, and a large majority (85.5%) were satisfied with this services. The Math/Stat Tutoring Center was not highly utilized (25.3%) but of those who used it, 75.1% were satisfied. Forty-seven percent of the respondents used the English Writing Lab and 86.2% of those were satisfied.

Relatively few respondents (4.9%) had a practicum or internship experience. Of those that did, 79.2% had a satisfactory experience. This was the first year that students were asked if they participated in Study Abroad. Only 4.8% had participated and 80.7% were satisfied with their experience. A small number of respondents (4.7%) used the Disability Resource Center and 75.2% of those that used it gave the service satisfactory ratings.

Services: Technology (See Table 10)

Computer Labs were highly utilized (82.2%), with a satisfaction rating of 95%. The Computer Help Desk was used by one third of the respondents with satisfaction levels around 88%. Only 16.7% of the respondents had taken online courses and 71% of them were satisfied. Very few respondents (5.3%) had taken other Independent Study Courses, but of those who had taken them, 75.9% were satisfied or very satisfied.

Online Registration was used by 93.7% of the respondents, with satisfaction at 85.9%. Almost all of the respondents had used the USU Homepage (96.8%) and the satisfaction rating was 93.5%.

Services: Placement Services (See Table 11)

The Career Placement Office was used by few respondents (8.6%), with a satisfaction rating of 78.7%. The Student Employment Office was used by 27.2% of the respondents who gave it a satisfaction rating of 73.7%.

Services: Academic Support Services (See Table 12)

The Registration Office was used by 76.1% of the respondents and 86.3% were satisfied with the service. The Cashier's Office was used by 42.1% of the respondents with satisfaction levels at 89.1%. The Financial Aid Office was used by 47.3% of the respondents and 81.9% were satisfied with their experience. The Bookstore was used by 98.4% of the respondents with satisfaction at 89%.

TABLE 9. USE AND EVALUATION: HELP WITH CLASSES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Practicum/Internship									
Didn't Use	96.6%	94.3%	93.5%	95.2%	95.3%	92.7%	93.3%	96.8%	95.1%
Used 1 Time	0.8%	4.6%	4.3%	3.0%	2.7%	7.3%	4.3%	1.9%	3.1%
Used 2-4 Times	0.0%	0.0%	1.3%	0.9%	1.2%	0.0%	1.2%	0.8%	0.8%
Used 5-9 Times	0.8%	0.0%	0.9%	0.4%	0.4%	0.0%	0.0%	0.3%	0.4%
Used 10+ Times	1.7%	1.1%	0.0%	0.4%	0.4%	0.0%	1.2%	0.3%	0.6%
Very Satisfied	42.9%	26.7%	47.6%	29.4%	15.8%	66.7%	29.4%	41.9%	34.6%
Satisfied	28.6%	60.0%	33.3%	41.2%	63.2%	33.3%	41.2%	41.9%	44.6%
Dissatisfied	28.6%	6.7%	19.0%	23.5%	15.8%	0.0%	5.9%	3.2%	12.3%
Very Dissatisfied	0.0%	6.7%	0.0%	5.9%	5.3%	0.0%	23.5%	12.9%	8.5%
Study Abroad									
Didn't Use	95.8%	93.1%	94.0%	97.0%	92.9%	97.6%	95.7%	96.6%	95.2%
Used 1 Time	0.8%	4.6%	4.3%	0.4%	4.0%	0.0%	1.2%	1.9%	2.5%
Used 2-4 Times	1.7%	1.7%	1.3%	1.7%	2.4%	2.4%	1.9%	1.3%	1.7%
Used 5-9 Times	0.0%	0.0%	0.4%	0.9%	0.4%	0.0%	1.2%	0.3%	0.4%
Used 10+ Times	1.7%	0.6%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.3%
Very Satisfied	42.9%	41.2%	27.8%	35.3%	43.5%	100.0%	30.8%	26.1%	35.3%
Satisfied	42.9%	41.2%	61.1%	41.2%	39.1%	0.0%	38.5%	52.2%	45.4%
Dissatisfied	14.3%	11.8%	11.1%	11.8%	8.7%	0.0%	15.4%	17.4%	12.6%
Very Dissatisfied	0.0%	5.9%	0.0%	11.8%	8.7%	0.0%	15.4%	4.3%	6.7%
Supplemental Instruction									
Didn't Use	17.8%	29.0%	23.8%	33.5%	30.7%	24.4%	19.0%	28.1%	27.0%
Used 1 Time	5.9%	10.8%	8.7%	9.1%	8.9%	7.3%	6.1%	8.5%	8.5%
Used 2-4 Times	22.9%	20.5%	24.2%	26.1%	26.5%	26.8%	22.7%	22.3%	23.8%
Used 5-9 Times	16.9%	16.5%	17.7%	13.5%	16.3%	26.8%	18.4%	19.1%	17.3%
Used 10+ Times	36.4%	23.3%	25.5%	17.8%	17.5%	14.6%	33.7%	22.0%	23.4%
Very Satisfied	36.8%	25.4%	23.8%	27.3%	25.1%	23.3%	27.2%	26.6%	26.8%
Satisfied	49.5%	53.3%	62.8%	61.7%	57.7%	56.7%	60.0%	60.6%	58.7%
Dissatisfied	10.5%	14.8%	11.0%	8.4%	12.0%	20.0%	9.6%	10.4%	11.1%
Very Dissatisfied	3.2%	6.6%	2.3%	2.6%	5.1%	0.0%	3.2%	2.3%	3.4%
Math/Stat Tutoring Center									
Didn't Use	73.5%	72.0%	74.1%	62.3%	85.8%	70.7%	70.6%	79.1%	74.7%
Used 1 Time	11.1%	10.9%	8.2%	10.0%	4.3%	4.9%	12.3%	9.0%	8.9%
Used 2-4 Times	6.8%	8.0%	6.9%	8.7%	6.7%	2.4%	9.2%	5.8%	7.1%
Used 5-9 Times	2.6%	5.1%	3.9%	6.5%	0.8%	9.8%	3.1%	2.9%	3.6%
Used 10+ Times	6.0%	4.0%	6.9%	12.6%	2.4%	12.2%	4.9%	3.2%	5.7%
Very Satisfied	32.3%	25.5%	32.2%	25.6%	22.5%	33.3%	13.5%	30.1%	26.3%
Satisfied	45.2%	48.9%	47.5%	54.4%	55.0%	50.0%	57.7%	36.1%	48.8%
Dissatisfied	12.9%	17.0%	16.9%	14.4%	17.5%	8.3%	19.2%	16.9%	16.2%
Very Dissatisfied	9.7%	8.5%	3.4%	5.6%	5.0%	8.3%	9.6%	16.9%	8.7%
English Writing Lab									
Didn't Use	49.2%	62.3%	44.8%	59.1%	50.4%	53.7%	52.1%	52.2%	52.8%
Used 1 Time	19.5%	16.0%	17.8%	17.7%	17.8%	12.2%	19.6%	17.2%	17.6%
Used 2-4 Times	24.6%	18.3%	29.1%	19.0%	25.6%	22.0%	23.3%	25.6%	23.9%
Used 5-9 Times	5.1%	2.3%	6.1%	3.0%	4.7%	9.8%	3.1%	3.4%	4.1%
Used 10+ Times	1.7%	1.1%	2.2%	1.3%	1.6%	2.4%	1.8%	1.6%	1.6%
Very Satisfied	32.8%	18.5%	29.0%	27.8%	24.4%	35.0%	26.4%	25.3%	26.5%
Satisfied	50.0%	69.2%	61.3%	58.8%	59.3%	45.0%	59.7%	61.2%	59.8%
Dissatisfied	8.6%	9.2%	8.1%	12.4%	11.4%	20.0%	11.1%	10.7%	10.6%
Very Dissatisfied	8.6%	3.1%	1.6%	1.0%	4.9%	0.0%	2.8%	2.8%	3.1%

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Disability Resource Center									
Didn't Use	94.1%	96.0%	93.9%	97.8%	95.3%	97.6%	95.7%	94.2%	95.3%
Used 1 Time	1.7%	1.1%	0.9%	0.9%	2.8%	0.0%	1.9%	2.1%	1.6%
Used 2-4 Times	1.7%	1.1%	0.9%	0.9%	0.8%	2.4%	1.2%	1.6%	1.2%
Used 5-9 Times	0.0%	0.6%	0.4%	0.4%	0.4%	0.0%	1.2%	1.6%	0.8%
Used 10+ Times	2.5%	1.1%	3.9%	0.0%	0.8%	0.0%	0.0%	0.5%	1.1%
Very Satisfied	40.0%	38.5%	54.5%	17.6%	16.7%	100.0%	25.0%	32.4%	33.9%
Satisfied	30.0%	53.8%	31.8%	29.4%	41.7%	0.0%	41.7%	52.9%	41.3%
Dissatisfied	10.0%	7.7%	9.1%	41.2%	33.3%	0.0%	33.3%	5.9%	17.4%
Very Dissatisfied	20.0%	0.0%	4.5%	11.8%	8.3%	0.0%	0.0%	8.8%	7.4%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 10. USE AND EVALUATION: TECHNOLOGY

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Computer Labs									
Didn't Use	16.1%	17.6%	16.4%	11.2%	18.8%	27.5%	20.1%	20.7%	17.8%
Used 1 Time	14.4%	13.6%	9.1%	6.0%	12.5%	7.5%	8.5%	7.4%	9.6%
Used 2-4 Times	19.5%	19.9%	18.5%	16.4%	15.6%	12.5%	21.3%	25.5%	19.7%
Used 5-9 Times	6.8%	13.6%	10.8%	11.6%	16.0%	17.5%	9.1%	11.1%	11.8%
Used 10+ Times	43.2%	35.2%	45.3%	54.7%	37.1%	35.0%	40.9%	35.3%	41.0%
Very Satisfied	50.5%	38.0%	49.5%	51.0%	41.1%	34.5%	43.0%	44.4%	45.1%
Satisfied	45.3%	55.5%	48.4%	45.3%	52.5%	62.1%	51.2%	49.5%	49.9%
Dissatisfied	4.2%	6.6%	2.1%	4.0%	4.5%	3.4%	4.1%	3.9%	4.1%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	1.7%	2.2%	1.0%
Computer Help Desk									
Didn't Use	66.1%	62.3%	64.0%	70.9%	66.9%	70.7%	68.7%	67.7%	67.0%
Used 1 Time	18.6%	22.3%	19.7%	14.8%	15.5%	12.2%	17.8%	15.7%	17.2%
Used 2-4 Times	8.5%	8.6%	9.6%	8.3%	10.4%	9.8%	10.4%	9.9%	9.5%
Used 5-9 Times	4.2%	2.9%	4.4%	3.0%	4.4%	2.4%	0.6%	3.2%	3.3%
Used 10+ Times	2.5%	4.0%	2.2%	3.0%	2.8%	4.9%	2.5%	3.5%	3.0%
Very Satisfied	34.1%	12.5%	29.6%	24.3%	24.1%	15.4%	24.0%	35.0%	26.6%
Satisfied	51.2%	67.2%	63.0%	65.7%	57.0%	84.6%	66.0%	54.7%	61.0%
Dissatisfied	14.6%	15.6%	6.2%	8.6%	11.4%	0.0%	4.0%	6.8%	8.9%
Very Dissatisfied	0.0%	4.7%	1.2%	1.4%	7.6%	0.0%	6.0%	3.4%	3.5%
Online Courses									
Didn't Use	73.7%	81.7%	80.3%	88.2%	84.5%	87.5%	81.7%	85.3%	83.3%
Used 1 Time	14.4%	8.6%	14.5%	6.1%	9.9%	7.5%	9.8%	9.6%	10.1%
Used 2-4 Times	5.9%	5.7%	4.8%	3.1%	3.6%	5.0%	6.1%	1.6%	3.9%
Used 5-9 Times	0.8%	1.7%	0.0%	1.3%	0.8%	0.0%	0.0%	0.8%	0.8%
Used 10+ Times	5.1%	2.3%	0.4%	1.3%	1.2%	0.0%	2.4%	2.7%	2.0%
Very Satisfied	37.5%	6.7%	14.3%	20.6%	21.7%	0.0%	27.3%	17.2%	19.8%
Satisfied	43.8%	56.7%	51.0%	50.0%	50.0%	40.0%	39.4%	60.9%	51.2%
Dissatisfied	15.6%	26.7%	18.4%	26.5%	21.7%	40.0%	21.2%	15.6%	20.5%
Very Dissatisfied	3.1%	10.0%	16.3%	2.9%	6.5%	20.0%	12.1%	6.3%	8.5%
Other Independent Study Courses									
Didn't Use	95.7%	90.2%	97.4%	95.6%	95.2%	92.5%	93.2%	94.7%	94.7%
Used 1 Time	1.7%	7.5%	2.6%	1.8%	2.8%	7.5%	2.5%	2.9%	3.2%
Used 2-4 Times	1.7%	0.6%	0.0%	1.8%	1.6%	0.0%	3.1%	0.8%	1.2%
Used 5-9 Times	0.0%	1.1%	0.0%	0.0%	0.4%	0.0%	1.2%	0.5%	0.4%
Used 10+ Times	0.9%	0.6%	0.0%	0.9%	0.0%	0.0%	0.0%	1.1%	0.5%
Very Satisfied	40.0%	15.8%	26.7%	41.2%	18.8%	0.0%	30.8%	25.0%	25.9%
Satisfied	40.0%	68.4%	60.0%	23.5%	37.5%	66.7%	46.2%	57.1%	50.0%
Dissatisfied	20.0%	5.3%	13.3%	29.4%	31.3%	33.3%	23.1%	14.3%	19.0%
Very Dissatisfied	0.0%	10.5%	0.0%	5.9%	12.5%	0.0%	0.0%	3.6%	5.2%
Online Registration									
Didn't Use	6.8%	10.8%	7.3%	6.1%	5.1%	0.0%	4.9%	5.6%	6.3%
Used 1 Time	14.4%	15.3%	11.6%	21.3%	15.7%	19.5%	17.1%	24.1%	18.0%
Used 2-4 Times	53.4%	41.5%	50.0%	51.7%	50.2%	51.2%	45.7%	50.4%	49.3%
Used 5-9 Times	10.2%	15.9%	15.5%	8.7%	11.8%	14.6%	20.1%	9.5%	12.6%
Used 10+ Times	15.3%	16.5%	15.5%	12.2%	17.3%	14.6%	12.2%	10.3%	13.8%
Very Satisfied	34.9%	32.7%	25.8%	23.7%	29.7%	28.2%	32.4%	27.1%	28.6%
Satisfied	53.2%	54.4%	58.9%	60.7%	54.4%	61.5%	53.1%	60.5%	57.4%
Dissatisfied	11.0%	7.5%	12.4%	11.8%	12.1%	7.7%	11.7%	9.4%	10.8%
Very Dissatisfied	0.9%	5.4%	2.9%	3.8%	3.8%	2.6%	2.8%	3.0%	3.3%

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
USU Homepage									
Didn't Use	2.5%	4.5%	3.4%	5.6%	1.6%	0.0%	2.4%	2.9%	3.2%
Used 1 Time	2.5%	2.3%	0.4%	1.7%	3.1%	4.9%	2.4%	2.1%	2.1%
Used 2-4 Times	7.6%	6.8%	8.1%	9.5%	5.1%	4.9%	12.7%	8.0%	8.0%
Used 5-9 Times	10.9%	12.5%	7.2%	9.5%	9.3%	4.9%	8.5%	10.3%	9.5%
Used 10+ Times	76.5%	73.9%	80.9%	73.7%	80.9%	85.4%	73.9%	76.7%	77.2%
Very Satisfied	49.1%	38.6%	46.4%	35.7%	38.9%	43.6%	39.7%	45.5%	42.0%
Satisfied	46.4%	55.7%	49.1%	58.7%	51.6%	53.8%	50.0%	48.4%	51.5%
Dissatisfied	4.5%	5.1%	4.1%	5.2%	9.0%	0.0%	7.5%	2.3%	5.0%
Very Dissatisfied	0.0%	0.6%	0.5%	0.5%	0.4%	2.6%	2.7%	3.8%	1.5%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 11. USE AND EVALUATION: PLACEMENT SERVICES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Career Placement Office									
Didn't Use	92.4%	90.3%	91.7%	93.9%	92.9%	90.2%	89.5%	89.9%	91.4%
Used 1 Time	5.1%	6.9%	4.8%	2.2%	5.1%	2.4%	5.6%	6.4%	5.1%
Used 2-4 Times	1.7%	1.7%	3.1%	3.5%	1.2%	4.9%	4.9%	2.7%	2.7%
Used 5-9 Times	0.8%	0.0%	0.0%	0.4%	0.4%	0.0%	0.0%	0.8%	0.4%
Used 10+ Times	0.0%	1.1%	0.4%	0.0%	0.4%	2.4%	0.0%	0.3%	0.4%
Very Satisfied	25.0%	13.6%	20.0%	13.6%	15.8%	0.0%	30.0%	31.0%	22.0%
Satisfied	66.7%	68.2%	60.0%	59.1%	36.8%	50.0%	45.0%	59.5%	56.7%
Dissatisfied	8.3%	18.2%	16.0%	22.7%	31.6%	50.0%	15.0%	4.8%	15.9%
Very Dissatisfied	0.0%	0.0%	4.0%	4.5%	15.8%	0.0%	10.0%	4.8%	5.5%
Student Employment Office									
Didn't Use	72.0%	77.3%	71.3%	76.4%	70.5%	51.2%	70.7%	74.7%	72.8%
Used 1 Time	10.2%	13.1%	12.2%	8.7%	12.2%	17.1%	14.6%	12.8%	12.2%
Used 2-4 Times	9.3%	7.4%	12.2%	10.5%	13.0%	26.8%	10.4%	8.3%	10.6%
Used 5-9 Times	2.5%	2.3%	2.6%	2.2%	2.8%	4.9%	2.4%	1.9%	2.4%
Used 10+ Times	5.9%	0.0%	1.7%	2.2%	1.6%	0.0%	1.8%	2.4%	2.0%
Very Satisfied	25.7%	12.8%	16.7	8.6%	8.3%	5.0%	20.4%	19.4%	15.1%
Satisfied	54.3%	51.3%	61.1%	51.7%	63.9%	85.0%	55.1%	58.1%	58.7%
Dissatisfied	14.3%	28.2%	13.9%	31.0%	16.7%	10.0%	22.4%	19.4%	19.9%
Very Dissatisfied	5.7%	7.7%	8.3%	8.6%	11.1%	0.0%	2.0%	3.2%	6.4%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 12. USE AND EVALUATION: ACADEMIC SUPPORT SERVICES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Registration Office									
Didn't Use	20.3%	17.1%	25.5%	23.5%	23.7%	39.0%	25.0%	25.3%	23.9%
Used 1 Time	28.8%	30.9%	32.0%	34.3%	28.0%	22.0%	36.0%	35.5%	32.3%
Used 2-4 Times	39.0%	44.0%	34.6%	35.2%	35.8%	26.8%	29.3%	30.4%	34.5%
Used 5-9 Times	8.5%	4.0%	4.8%	5.7%	10.5%	12.2%	7.9%	6.9%	7.0%
Used 10+ Times	3.4%	4.0%	3.0%	1.3%	1.9%	0.0%	1.8%	1.9%	2.3%
Very Satisfied	21.1%	14.1%	16.6%	14.4%	20.5%	4.3%	12.5%	19.3%	16.9%
Satisfied	61.1%	67.4%	72.8%	70.3%	67.2%	82.6%	75.0%	68.7%	69.4%
Dissatisfied	15.6%	14.1%	9.5%	13.8%	8.2%	13.0%	8.9%	8.5%	10.7%
Very Dissatisfied	2.2%	4.4%	1.2%	1.7%	4.1%	0.0%	3.6%	3.5%	2.9%
Cashier's Office									
Didn't Use	55.1%	51.1%	64.3%	57.4%	60.3%	56.1%	58.9%	56.2%	57.9%
Used 1 Time	17.8%	25.3%	16.5%	25.7%	15.5%	24.4%	18.4%	26.5%	21.5%
Used 2-4 Times	19.5%	19.5%	15.2%	14.8%	19.0%	17.1%	19.0%	13.8%	16.7%
Used 5-9 Times	3.4%	2.9%	1.7%	1.3%	4.0%	2.4%	1.2%	2.9%	2.5%
Used 10+ Times	4.2%	1.1%	2.2%	0.9%	1.2%	0.0%	2.5%	0.5%	1.5%
Very Satisfied	26.9%	12.0%	18.4%	17.6%	14.9%	0.0%	17.7%	14.8%	16.2%
Satisfied	65.4%	78.3%	72.4%	73.5%	69.3%	88.9%	74.2%	72.2%	72.9%
Dissatisfied	7.7%	6.0%	9.2%	7.8%	11.9%	5.6%	6.5%	9.3%	8.5%
Very Dissatisfied	0.0%	3.6%	0.0%	1.0%	4.0%	5.6%	1.6%	3.7%	2.4%
Financial Aid Office									
Didn't Use	50.4%	50.9%	50.4%	56.1%	55.3%	51.2%	43.9%	55.9%	52.7%
Used 1 Time	19.7%	20.8%	23.9%	24.3%	14.6%	12.2%	29.3%	17.6%	20.6%
Used 2-4 Times	23.1%	20.2%	18.7%	17.0%	21.7%	31.7%	19.5%	19.7%	20.1%
Used 5-9 Times	3.4%	5.2%	3.9%	2.2%	6.7%	4.9%	4.3%	5.9%	4.7%
Used 10+ Times	3.4%	2.9%	3.0%	0.4%	1.6%	0.0%	3.0%	1.1%	1.9%
Very Satisfied	29.3%	12.6%	29.3%	16.8%	25.9%	10.0%	17.8%	20.9%	21.4%
Satisfied	50.0%	58.6%	55.2%	62.6%	53.4%	85.0%	66.7%	66.5%	60.5%
Dissatisfied	17.2%	21.8%	9.5%	15.0%	14.7%	0.0%	12.2%	8.9%	13.0%
Very Dissatisfied	3.4%	6.9%	6.0%	5.6%	6.0%	5.0%	3.3%	3.8%	5.1%
Bookstore									
Didn't Use	1.7%	3.4%	1.3%	1.7%	0.8%	0.0%	2.4%	1.3%	1.6%
Used 1 Time	5.1%	9.1%	3.0%	5.2%	5.4%	2.4%	6.7%	5.6%	5.5%
Used 2-4 Times	29.7%	28.4%	25.8%	37.7%	28.3%	17.1%	29.7%	31.9%	30.1%
Used 5-9 Times	32.2%	34.7%	35.2%	29.9%	36.0%	43.9%	31.5%	32.7%	33.5%
Used 10+ Times	31.4%	24.4%	34.8%	25.5%	29.5%	36.6%	29.7%	28.5%	29.2%
Very Satisfied	32.4%	26.1%	43.5%	27.6%	34.5%	30.8%	28.0%	34.7%	33.1%
Satisfied	56.8%	59.9%	49.3%	57.5%	54.6%	56.4%	61.3%	55.7%	55.9%
Dissatisfied	5.4%	9.6%	5.8%	12.7%	7.6%	7.7%	6.7%	6.4%	7.8%
Very Dissatisfied	5.4%	4.5%	1.3%	2.3%	3.2%	5.1%	4.0%	3.2%	3.2%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

Services: Psychological and Health Services (See Table 13)

The Counseling Center was used by 24% of the respondents, with a satisfaction rating of 79.6%. The Student Health and Wellness Center was utilized by 32% of the respondents, who gave it a satisfaction rating of 86%. Student Health Insurance was used by only 4.5% of the respondents with a satisfaction level of 73.7%.

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

The Parking Services Office was used by 38.2% of the respondents. Of those who used the service, 73.3% were satisfied. The Shuttle Bus was used by 73.1% of the respondents with a satisfaction rating of 93.3%.

The Quad Side Café was used by 43.8% of the respondents, with satisfaction levels at 89.1%. The Aggie Marketplace was used by 50.4% of the respondents with satisfaction at 87.7%. The HUB was used by 59.2% of the respondents with satisfaction running 89.7%. The Junction was used by 33.1% of the respondents with satisfaction at 71.9%.

The Statesman was read by 65.9% of the respondents. Ninety percent of the respondents who read the Statesman were satisfied with the newspaper.

Services: Activities (See Table 15)

STAB Events were only used by 14.8% of the respondents who gave these events a satisfaction rating of 87.8%. The Arts and Lectures Series were utilized by only 17.3% of the respondents with a satisfaction level of 88.7%.

The Club Sports program was used by 20.1% of the respondents and 89.8% of those who participated were satisfied. Intramurals were utilized by 23.3% of the respondents. Satisfaction with Intramurals was 87%. The Fieldhouse was used by 69% of the respondents with satisfaction running 90.3%. The HPER was used by 62% of the respondents, with satisfaction at 94.6%. Outdoor Recreation equipment rental was used by only 14% of the respondents with a satisfaction level of 90.2%.

TABLE 13. USE AND EVALUATION: PSYCHOLOGICAL AND HEALTH SERVICES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Counseling Center									
Didn't Use	89.8%	61.9%	79.9%	82.4%	80.4%	80.5%	78.4%	67.8%	76.1%
Used 1 Time	2.5%	15.3%	11.8%	10.1%	9.4%	12.2%	14.2%	15.4%	12.0%
Used 2-4 Times	3.4%	17.0%	6.6%	6.2%	6.7%	7.3%	4.3%	14.6%	9.2%
Used 5-9 Times	1.7%	4.5%	0.9%	0.9%	2.4%	0.0%	2.5%	1.9%	2.0%
Used 10+ Times	2.5%	1.1%	0.9%	0.4%	1.2%	0.0%	0.6%	0.3%	0.8%
Very Satisfied	40.0%	12.3%	20.8%	17.0%	22.0%	14.3%	16.2%	14.6%	17.4%
Satisfied	46.7%	61.5%	56.6%	61.7%	48.0%	71.4%	70.3%	69.9%	62.2%
Dissatisfied	6.7%	18.5%	15.1%	19.1%	16.0%	14.3%	10.8%	13.0%	14.9%
Very Dissatisfied	6.7%	7.7%	7.5%	2.1%	14.0%	0.0%	2.7%	2.4%	5.5%
Student Health/Wellness Center									
Didn't Use	71.8%	67.8%	60.8%	73.2%	66.8%	58.5%	66.0%	71.1%	68.1%
Used 1 Time	13.7%	15.5%	19.4%	12.3%	14.0%	24.4%	15.4%	14.7%	15.3%
Used 2-4 Times	9.4%	9.8%	16.4%	9.6%	11.6%	12.2%	16.7%	8.8%	11.5%
Used 5-9 Times	1.7%	2.9%	1.3%	0.9%	6.4%	0.0%	0.0%	1.3%	2.1%
Used 10+ Times	3.4%	4.0%	2.2%	3.9%	1.2%	4.9%	1.9%	4.0%	3.0%
Very Satisfied	38.2%	31.5%	36.7%	39.7%	36.6%	66.7%	32.7%	49.5%	39.8%
Satisfied	38.2%	61.1%	51.1%	46.0%	47.6%	26.7%	40.0%	41.9%	46.2%
Dissatisfied	17.6%	3.7%	6.7%	11.1%	11.0%	6.7%	14.5%	4.8%	8.8%
Very Dissatisfied	5.9%	3.7%	5.6%	3.2%	4.9%	0.0%	12.7%	3.8%	5.2%
Student Health Insurance									
Didn't Use	94.0%	93.6%	95.3%	95.1%	98.0%	100.0%	93.1%	96.0%	95.5%
Used 1 Time	1.7%	3.5%	3.9%	2.7%	0.8%	0.0%	4.4%	1.9%	2.5%
Used 2-4 Times	0.9%	2.9%	0.9%	0.9%	1.2%	0.0%	1.9%	1.3%	1.3%
Used 5-9 Times	2.6%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.3%	0.3%
Used 10+ Times	0.9%	0.0%	0.0%	0.9%	0.0%	0.0%	0.6%	0.5%	0.4%
Very Satisfied	50.0%	20.0%	50.0%	27.8%	25.0%	50.0%	28.6%	40.7%	36.0%
Satisfied	30.0%	46.7%	40.0%	27.8%	37.5%	0.0%	35.7%	44.4%	37.7%
Dissatisfied	10.0%	13.3%	0.0%	38.9%	25.0%	50.0%	14.3%	11.1%	15.8%
Very Dissatisfied	10.0%	20.0%	10.0%	5.6%	12.5%	0.0%	21.4%	3.7%	10.5%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 14. USE AND EVALUATION: NON-ACADEMIC SUPPORT SERVICES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Parking Services Office									
Didn't Use	52.6%	54.9%	62.1%	65.9%	66.8%	70.0%	61.7%	61.1%	61.8%
Used 1 Time	30.2%	26.6%	22.0%	22.1%	18.4%	17.5%	20.4%	23.9%	22.7%
Used 2-4 Times	9.5%	14.5%	11.5%	7.5%	6.4%	5.0%	13.0%	9.1%	9.7%
Used 5-9 Times	3.4%	1.2%	2.2%	0.9%	2.8%	5.0%	1.9%	0.5%	1.7%
Used 10+ Times	4.3%	2.9%	2.2%	3.5%	5.6%	2.5%	3.1%	5.4%	4.0%
Very Satisfied	29.1%	12.0%	27.6%	19.3%	22.9%	8.3%	14.3%	27.7%	22.2%
Satisfied	41.8%	58.7%	54.0%	47.0%	44.6%	50.0%	58.7%	51.8%	51.1%
Dissatisfied	10.9%	10.7%	8.0%	21.7%	14.5%	33.3%	7.9%	12.4%	12.9%
Very Dissatisfied	18.2%	18.7%	10.3%	12.0%	18.1%	8.3%	19.0%	8.0%	13.8%
Shuttle Bus									
Didn't Use	31.9%	30.6%	20.6%	33.9%	20.7%	24.4%	25.2%	28.3%	26.9%
Used 1 Time	3.4%	7.5%	9.9%	12.3%	7.2%	17.1%	8.0%	7.8%	8.6%
Used 2-4 Times	7.8%	8.1%	11.2%	13.7%	12.0%	12.2%	16.6%	12.7%	12.0%
Used 5-9 Times	1.7%	5.2%	5.6%	5.3%	4.8%	0.0%	6.1%	3.2%	4.4%
Used 10+ Times	55.2%	48.6%	52.8%	34.8%	55.4%	46.3%	44.2%	48.0%	48.1%
Very Satisfied	55.7%	45.1%	50.3%	36.7%	41.4%	33.3%	47.5%	45.2%	44.8%
Satisfied	41.8%	45.1%	47.4%	56.0%	49.7%	63.3%	41.5%	48.6%	48.4%
Dissatisfied	1.3%	8.0%	2.3%	6.0%	6.3%	3.3%	8.5%	4.2%	5.1%
Very Dissatisfied	1.3%	1.8%	0.0%	1.3%	2.6%	0.0%	2.5%	1.9%	1.6%
Quad Side Café									
Didn't Use	58.1%	56.0%	55.6%	57.6%	55.4%	39.0%	49.7%	60.5%	56.2%
Used 1 Time	8.5%	12.0%	8.2%	6.1%	8.4%	12.2%	11.2%	7.5%	8.6%
Used 2-4 Times	14.5%	13.7%	15.5%	12.7%	13.9%	12.2%	15.5%	14.8%	14.3%
Used 5-9 Times	8.5%	8.6%	6.9%	3.9%	7.2%	17.1%	5.0%	6.2%	6.7%
Used 10+ Times	10.3%	9.7%	13.8%	19.7%	15.1%	19.5%	18.6%	11.0%	14.1%
Very Satisfied	39.1%	30.1%	43.7%	38.3%	40.4%	40.0%	37.0%	46.3%	40.3%
Satisfied	47.8%	54.8%	48.5%	50.0%	48.6%	44.0%	53.1%	44.3%	48.8%
Dissatisfied	8.7%	8.2%	5.8%	9.6%	4.6%	12.0%	6.2%	6.7%	7.1%
Very Dissatisfied	4.3%	6.8%	1.9%	2.1%	6.4%	4.0%	3.7%	2.7%	3.8%
Aggie Marketplace									
Didn't Use	58.1%	52.9%	48.7%	45.0%	46.2%	41.5%	48.1%	52.7%	49.6%
Used 1 Time	6.0%	9.2%	11.6%	8.7%	12.0%	9.8%	11.1%	11.8%	10.5%
Used 2-4 Times	6.8%	6.9%	14.2%	7.9%	12.0%	14.6%	9.9%	11.3%	10.5%
Used 5-9 Times	6.0%	5.7%	4.3%	4.8%	3.2%	2.4%	3.1%	3.5%	4.1%
Used 10+ Times	23.1%	25.3%	21.1%	33.6%	26.7%	31.7%	27.8%	20.7%	25.3%
Very Satisfied	35.4%	36.4%	37.4%	44.0%	34.3%	21.7%	32.1%	41.1%	37.5%
Satisfied	54.2%	54.5%	55.7%	40.0%	51.5%	69.6%	49.4%	47.4%	50.1%
Dissatisfied	8.3%	9.1%	5.2%	11.2%	9.7%	0.0%	13.6%	8.6%	9.0%
Very Dissatisfied	2.1%	0.0%	1.7%	4.8%	4.5%	8.7%	4.9%	2.9%	3.3%
HUB									
Didn't Use	41.0%	40.2%	32.6%	47.2%	43.4%	24.4%	35.8%	44.6%	40.8%
Used 1 Time	11.1%	8.0%	12.0%	12.7%	10.0%	7.3%	10.5%	11.3%	10.8%
Used 2-4 Times	17.1%	19.0%	24.0%	13.5%	15.3%	17.1%	20.4%	13.4%	17.0%
Used 5-9 Times	6.8%	9.2%	9.4%	8.7%	8.4%	19.5%	10.5%	9.4%	9.3%
Used 10+ Times	23.9%	23.6%	21.9%	17.9%	22.9%	31.7%	22.8%	21.2%	22.0%
Very Satisfied	29.9%	25.5%	39.0%	24.8%	31.4%	23.3%	27.9%	37.6%	31.7%
Satisfied	62.7%	64.7%	56.5%	55.4%	56.9%	70.0%	60.6%	53.5%	58.0%
Dissatisfied	4.5%	6.9%	3.2%	18.2%	8.0%	6.7%	8.7%	5.9%	7.7%
Very Dissatisfied	3.0%	2.9%	1.3%	1.7%	3.6%	0.0%	2.9%	3.0%	2.5%

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
Junction									
Didn't Use	69.0%	67.8%	65.9%	61.4%	72.8%	58.5%	63.6%	68.3%	66.9%
Used 1 Time	6.9%	5.7%	7.4%	7.0%	3.2%	4.9%	6.2%	8.3%	6.5%
Used 2-4 Times	8.6%	7.5%	9.6%	2.6%	3.6%	4.9%	4.3%	7.3%	6.1%
Used 5-9 Times	1.7%	5.2%	3.9%	2.6%	2.0%	12.2%	3.1%	2.2%	3.1%
Used 10+ Times	13.8%	13.8%	13.1%	26.3%	18.4%	19.5%	22.8%	14.0%	17.4%
Very Satisfied	22.2%	13.5%	22.4%	23.6%	22.9%	17.6%	25.9%	22.9%	22.1%
Satisfied	52.8%	59.6%	50.0%	49.4%	47.1%	70.6%	44.8%	45.8%	49.8%
Dissatisfied	11.1%	17.3%	25.0%	19.1%	14.3%	11.8%	13.8%	24.6%	19.0%
Very Dissatisfied	13.9%	9.6%	2.6%	7.9%	15.7%	0.0%	15.5%	6.8%	9.1%
Statesman									
Didn't Use	31.9%	39.7%	29.3%	36.2%	35.3%	20.0%	29.4%	36.6%	34.1%
Used 1 Time	6.0%	10.3%	8.2%	6.1%	5.2%	10.0%	8.0%	7.8%	7.4%
Used 2-4 Times	20.7%	13.8%	20.7%	17.0%	18.5%	20.0%	24.5%	20.2%	19.3%
Used 5-9 Times	13.8%	8.6%	9.9%	9.2%	10.8%	7.5%	8.0%	8.3%	9.5%
Used 10+ Times	27.6%	27.6%	31.9%	31.4%	30.1%	42.5%	30.1%	27.2%	29.7%
Very Satisfied	37.7%	29.3%	39.2%	29.4%	37.9%	40.6%	31.9%	33.2%	34.4%
Satisfied	57.1%	53.5%	56.3%	57.3%	52.8%	56.3%	55.8%	55.9%	55.5%
Dissatisfied	3.9%	10.1%	3.8%	11.9%	8.1%	3.1%	9.7%	8.3%	7.9%
Very Dissatisfied	1.3%	7.1%	0.6%	1.4%	1.2%	0.0%	2.7%	2.6%	2.2%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 15. USE AND EVALUATION: ACTIVITIES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
STAB Events									
Didn't Use	87.9%	84.5%	81.3%	90.4%	83.9%	82.9%	84.6%	85.5%	85.2%
Used 1 Time	2.6%	4.0%	3.9%	2.2%	3.2%	0.0%	4.3%	5.4%	3.8%
Used 2-4 Times	6.0%	5.2%	8.7%	4.8%	6.4%	12.2%	5.6%	4.8%	6.0%
Used 5-9 Times	0.9%	2.9%	3.5%	1.8%	4.4%	2.4%	1.9%	1.9%	2.5%
Used 10+ Times	2.6%	3.4%	2.6%	0.9%	2.0%	2.4%	3.7%	2.4%	2.4%
Very Satisfied	46.7%	25.0%	33.3%	40.0%	31.7%	28.6%	27.6%	32.7%	32.8%
Satisfied	46.7%	66.7%	61.9%	32.0%	58.5%	57.1%	55.2%	54.5%	55.0%
Dissatisfied	6.7%	4.2%	4.8%	24.0%	9.8%	14.3%	13.8%	10.9%	10.5%
Very Dissatisfied	0.0%	4.2%	0.0%	4.0%	0.0%	0.0%	3.4%	1.8%	1.7%
Arts and Lectures Series									
Didn't Use	87.0%	86.0%	83.5%	88.2%	69.0%	78.0%	85.1%	84.7%	82.7%
Used 1 Time	4.3%	3.5%	5.2%	4.8%	8.1%	2.4%	6.2%	8.3%	6.1%
Used 2-4 Times	5.2%	7.6%	7.4%	5.3%	13.3%	12.2%	6.2%	4.8%	7.3%
Used 5-9 Times	1.7%	1.2%	3.0%	0.9%	4.4%	2.4%	1.9%	1.6%	2.2%
Used 10+ Times	1.7%	1.7%	0.9%	0.9%	5.2%	4.9%	0.6%	0.5%	1.7%
Very Satisfied	41.2%	16.0%	34.2%	29.4%	35.9%	50.0%	33.3%	27.3%	31.9%
Satisfied	47.1%	72.0%	60.5%	47.1%	51.3%	50.0%	55.2%	67.3%	56.7%
Dissatisfied	11.8%	8.0%	2.6%	17.6%	10.3%	0.0%	11.1%	1.8%	8.2%
Very Dissatisfied	0.0%	4.0%	2.6%	5.9%	2.6%	0.0%	3.7%	3.6%	3.2%
Club Sports									
Didn't Use	82.8%	74.0%	78.8%	81.1%	84.2%	82.9%	77.6%	79.3%	79.9%
Used 1 Time	4.3%	5.8%	5.6%	4.4%	6.1%	0.0%	6.8%	4.3%	5.1%
Used 2-4 Times	2.6%	8.1%	4.8%	4.4%	3.2%	4.9%	6.8%	5.9%	5.2%
Used 5-9 Times	3.4%	1.2%	1.7%	3.9%	2.8%	0.0%	1.9%	2.4%	2.4%
Used 10+ Times	6.9%	11.0%	9.1%	6.1%	3.6%	12.2%	6.8%	8.1%	7.5%
Very Satisfied	50.0%	39.5%	39.6%	42.9%	35.9%	33.3%	34.3%	47.9%	41.5%
Satisfied	40.0%	44.2%	54.2%	38.8%	56.4%	66.7%	57.1%	45.2%	48.2%
Dissatisfied	10.0%	11.6%	6.3%	14.3%	5.1%	0.0%	5.7%	2.7%	7.3%
Very Dissatisfied	0.0%	4.7%	0.0%	4.1%	2.6%	0.0%	2.9%	4.1%	2.9%
Intramurals									
Didn't Use	72.6%	72.4%	73.3%	78.2%	84.3%	87.8%	75.0%	75.8%	76.7%
Used 1 Time	10.3%	6.3%	6.9%	7.9%	4.8%	2.4%	8.1%	8.1%	7.2%
Used 2-4 Times	6.8%	10.9%	8.6%	7.4%	5.2%	4.9%	7.5%	7.5%	7.6%
Used 5-9 Times	5.1%	2.3%	4.7%	1.3%	2.4%	2.4%	3.1%	3.0%	3.0%
Used 10+ Times	5.1%	8.0%	6.5%	5.2%	3.2%	2.4%	6.3%	5.6%	5.5%
Very Satisfied	30.0%	31.1%	49.2%	49.1%	36.6%	0.0%	39.5%	35.6%	38.9%
Satisfied	50.0%	57.8%	47.5%	35.8%	53.7%	80.0%	36.8%	50.6%	48.1%
Dissatisfied	10.0%	4.4%	1.6%	9.4%	7.3%	20.0%	15.8%	6.9%	7.5%
Very Dissatisfied	10.0%	6.7%	1.6%	5.7%	2.4%	0.0%	7.9%	6.9%	5.6%
Fieldhouse									
Didn't Use	30.8%	28.7%	26.7%	36.4%	39.2%	25.0%	34.0%	25.7%	31.1%
Used 1 Time	6.8%	6.3%	7.3%	7.0%	3.6%	15.0%	6.2%	6.4%	6.4%
Used 2-4 Times	7.7%	11.5%	12.9%	16.7%	12.0%	15.0%	13.0%	16.4%	13.6%
Used 5-9 Times	12.0%	9.8%	9.9%	7.9%	10.0%	7.5%	9.3%	9.4%	9.5%
Used 10+ Times	42.7%	43.7%	43.1%	32.0%	35.2%	37.5%	37.7%	42.1%	39.3%
Very Satisfied	51.3%	40.0%	47.0%	43.8%	42.7%	33.3%	40.8%	44.9%	44.0%
Satisfied	43.6%	44.3%	48.8%	45.9%	44.7%	56.7%	47.6%	46.0%	46.3%
Dissatisfied	5.1%	11.3%	3.0%	9.6%	9.3%	10.0%	7.8%	6.8%	7.5%
Very Dissatisfied	0.0%	4.3%	1.2%	0.7%	3.3%	0.0%	3.9%	2.3%	2.2%

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
HPER									
Didn't Use	42.7%	37.4%	29.6%	42.3%	47.4%	36.6%	33.3%	35.7%	38.1%
Used 1 Time	6.0%	9.2%	7.7%	8.4%	4.4%	14.6%	8.6%	7.0%	7.4%
Used 2-4 Times	12.8%	12.6%	15.0%	14.5%	14.5%	9.8%	14.2%	14.7%	14.1%
Used 5-9 Times	11.1%	10.3%	9.0%	7.9%	7.6%	14.6%	10.5%	12.1%	10.0%
Used 10+ Times	27.4%	30.5%	38.6%	26.9%	26.1%	24.4%	33.3%	30.6%	30.4%
Very Satisfied	46.2%	39.8%	44.9%	44.8%	43.1%	32.0%	40.2%	43.3%	42.9%
Satisfied	52.3%	50.5%	51.3%	51.5%	50.0%	56.0%	43.9%	51.8%	51.7%
Dissatisfied	1.5%	6.8%	3.8%	3.0%	3.1%	8.0%	3.9%	3.1%	3.7%
Very Dissatisfied	0.0%	2.9%	0.0%	0.7%	3.8%	4.0%	2.0%	1.8%	1.7%
Outdoor Recreation (Equipment Rental)									
Didn't Use	89.7%	84.4%	88.3%	82.5%	85.9%	68.3%	83.9%	89.5%	86.1%
Used 1 Time	4.3%	8.1%	5.6%	9.6%	8.4%	4.9%	5.0%	4.0%	6.4%
Used 2-4 Times	5.2%	3.5%	3.5%	3.9%	3.6%	12.2%	6.8%	3.2%	4.2%
Used 5-9 Times	0.9%	1.2%	0.4%	1.3%	0.4%	7.3%	1.2%	1.1%	1.1%
Used 10+ Times	0.0%	2.9%	2.2%	2.6%	1.6%	7.3%	3.1%	2.2%	2.3%
Very Satisfied	61.5%	52.0%	53.1%	60.0%	43.6%	58.3%	56.7%	34.2%	50.9%
Satisfied	30.8%	40.0%	43.8%	31.1%	43.6%	33.3%	30.0%	52.6%	39.3%
Dissatisfied	7.7%	8.0%	3.1%	6.7%	10.3%	8.3%	10.0%	10.5%	8.1%
Very Dissatisfied	0.0%	0.0%	0.0%	2.2%	2.6%	0.0%	3.3%	2.6%	1.7%

NOTE: Percentages are based on the number of students responding to each question.

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

FINDINGS: WRITTEN COMMENTS ABOUT SERVICES AND ACTIVITIES

Students had the opportunity to make comments about the services and activities that they had ranked on the last page of the survey. This was the "Evaluation of Other Services and Activities" section of the survey. Two hundred and seventeen respondents made comments (See Appendix B). The comments were categorized as follows: Activities & Activity Facilities, Advising, Bookstore, Classes/Programs, Computer Services, Cost, Financial Aid, Food Services, Housing, Parking, Psychological & Health Services, Registration, Services, Shuttle Bus, Supplemental Instruction/Tutoring, Teachers, This Survey, and USU in General.

Many respondents were unaware of the services listed in this section of the survey, and indicated that if they had known about them they would have used them. Others indicated that they just did not have the time to take advantage of many of the programs and services that were available. Respondents comments about "Activities & Activity Facilities" mostly focused on how crowded the HPER and Fieldhouse were, lack of access to these facilities during times they had available, and the disrepair of the equipment in both places.

Respondents continue to complain about poor advising, but fewer respondents (7) had negative things to say this year. The Bookstore got the typical remarks about text books being too expensive, and their prices in general being too high. Respondents also did not like the fact that they had to leave their backpacks out in the hall when frequenting the Bookstore.

Comments about "Classes/Program" ranged from praising classes they took to complaining about having to take too many general education courses. When addressing the issue of cost, a few respondents complained about things being too expensive here at USU. A few respondents had difficulty dealing with the Financial Aid Office in regards to not getting the information they needed or getting misinformation. One respondent praised the Financial Aid Office for their help.

Food Services received many complaints about the lack of variety of food in both the Junction and the Aggie Marketplace. There were numerous complaints about food prices being too high. Some respondents also mentioned that services were not available late enough in the day.

Parking got the usual complaints about lack of parking, the office being difficult to find, the people in the office being difficult to deal with. Some students praised the shuttle bus system while others indicated that buses were not on time and that made them late for classes.

There was only one comment about the Counseling Center, stating that the depression screening was not private enough and needs to be done in a different location. The Student Health and Wellness Center was criticized for poor service and lack of adequate student health insurance.

A number of respondents expressed the need to overhaul the online registration system, saying it was difficult to use when too many student were online. They also felt that the registration office was disorganized and said people were unfriendly.

Respondents seemed grateful for Supplemental Instruction, the Math Tutoring Center, and the English Writing Lab. Some respondents wanted more flexibility on times for these services. There were only a few comments about poor teachers. These comments centered around not being able to understand TA's from other countries who spoke with thick accents or sent them emails with incomplete sentences.

When speaking about USU in general, many respondents praised the University and indicated that they really liked it here. They liked the available resources, think it is a great school, and are glad they are here. There was a comment about USU's website being difficult to find things on, and one respondent wanted more student activities. All-in-all these comments about USU were very positive.

FINDINGS: OVERALL USU EXPERIENCES (See Table 16)

There were several questions in the survey that focused on general perceptions students had of USU. When students were asked: "I am satisfied with the education I am receiving at USU", 87.3% of the respondents agreed or strongly agreed with the statement. About 3% said they disagreed or strongly disagreed.

When asked if tuition was a worthwhile investment 65.7% of the respondents agreed or strongly agreed that it was a worthwhile investment. Eleven percent disagreed or strongly disagreed with this statement. It should be noted that these ratings could be influenced by the continual increases in tuition at USU.

Seventy-eight percent of the respondents said that if they had to make the decision again they would still come to USU. About 8% of the respondents disagreed or strongly disagreed. Seventy-six percent of the respondents intended to graduate from Utah State University; 10.3% did not.

When students were asked what they would tell a graduating high school student about Utah State University, four choices for responses were available: (1) It's great come here to school, (2) Mostly positive things, (3) Mostly negative things, and (4) It's not great, don't come here. An overwhelming majority of respondents (96.8%) said USU was great or at least said mostly positive things about the university.

Responses to these questions suggest that respondents are satisfied with their USU experience thus far. It should be noted that those surveyed were the students who remained at the university and does not take into account the view of students who did not return to school Spring Semester. Previous research however, suggests that non-returning students tend to leave for personal, financial, or family reasons, not dissatisfaction with the University.

TABLE 16. OVERALL USU EXPERIENCES

	AG	BUS	ED/HS	ENGR	HASS	NR	SCI	OTHER	TOTAL
I am satisfied with the education I am receiving at USU.									
Strongly agree	34.5%	31.4%	40.6%	30.0%	36.3%	31.7%	27.5%	30.1%	32.9%
Agree	55.5%	54.3%	53.6%	58.5%	49.6%	56.1%	53.3%	56.0%	54.4%
Neutral	7.6%	9.1%	4.6%	8.6%	8.8%	7.3%	16.2%	10.9%	9.3%
Disagree	0.8%	4.6%	0.8%	2.6%	3.4%	2.4%	1.2%	2.8%	2.5%
Strongly disagree	1.7%	0.6%	0.4%	0.4%	1.9%	2.4%	1.8%	0.3%	0.9%
The tuition I pay at USU is a worthwhile investment.									
Strongly agree	25.4%	21.7%	25.5%	23.6%	21.4%	19.5%	17.4%	19.7%	21.8%
Agree	37.3%	40.0%	47.3%	50.2%	38.2%	46.3%	45.5%	44.6%	43.9%
Neutral	31.4%	22.9%	20.5%	19.3%	25.6%	24.4%	26.3%	23.8%	23.7%
Disagree	4.2%	12.0%	4.2%	4.7%	10.3%	4.9%	8.4%	8.8%	7.6%
Strongly disagree	1.7%	3.4%	2.5%	2.1%	4.6%	4.9%	2.4%	3.1%	3.0%
If I had to make the decision again, I would still come to USU.									
Strongly agree	39.0%	32.0%	46.0%	33.9%	38.2%	46.3%	31.7%	33.4%	36.5%
Agree	44.1%	37.7%	34.7%	51.1%	42.0%	29.3%	40.7%	41.2%	41.3%
Neutral	11.0%	17.1%	12.6%	11.2%	9.9%	17.1%	15.6%	17.9%	14.0%
Disagree	4.2%	6.3%	4.6%	3.0%	6.5%	2.4%	6.0%	6.2%	5.3%
Strongly disagree	1.7%	6.9%	2.1%	0.9%	3.4%	4.9%	6.0%	1.3%	2.9%
I intend to graduate from Utah State University.									
Strongly agree	52.5%	40.0%	51.5%	46.4%	45.0%	46.3%	40.1%	32.1%	42.6%
Agree	30.5%	37.1%	31.8%	39.1%	31.3%	43.9%	33.5%	31.9%	33.7%
Neutral	8.5%	11.4%	7.9%	11.6%	14.1%	4.9%	15.6%	19.4%	13.3%
Disagree	4.2%	5.7%	2.9%	1.7%	5.3%	0.0%	4.8%	9.1%	5.1%
Strongly disagree	4.2%	5.7%	5.9%	1.3%	4.2%	4.9%	6.0%	7.5%	5.2%
What would you tell a graduating high school student about Utah State University?									
It's great come here to school	58.6%	56.1%	71.4%	50.2%	56.8%	56.4%	49.1%	58.9%	57.7%
Mostly positive things	40.5%	36.3%	27.7%	48.0%	38.8%	38.5%	46.6%	38.6%	39.1%
Mostly negative things	0.9%	3.5%	0.4%	1.3%	3.6%	2.6%	0.6%	2.4%	2.0%
It's not great, don't come here	0.0%	4.1%	0.4%	0.4%	0.8%	2.6%	3.7%	0.0%	1.1%

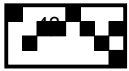
NOTE: Percentages are based on the number of students responding to each question.

ADDITIONAL INFORMATION

This report appears on the USU Facts and Figures website at <http://aaa.usu.edu/factsfigures/surveys.asp>.

APPENDIX A

The Freshman/Sophomore Student Survey



13634

Utah State UNIVERSITY

FRESHMAN/SOPHOMORE SURVEY

Please take a few minutes and complete this survey. To answer the questions, just fill in the "○" that is applicable, e.g., ●.

1. What is your major department?

Agriculture

- Agricultural Systems Technology & Education
- Animal, Dairy, & Veterinary Sciences
- Applied Economics
- Nutrition and Food Sciences
- Plants, Soils, & Climate

Jon M. Huntsman School of Business

- Economics & Finance
- Marketing & Management
- Operations & Information Management
- School of Accountancy

Emma Eccles Jones College of Education & Human Services

- Communicative Disorders & Deaf Education
- Family, Consumer, & Human Development
- Health, Physical Education, & Recreation
- Instructional Technology
- Psychology
- School of Teacher Education & Leadership
- Special Education & Rehabilitation

Engineering

- Biological & Irrigation Engineering
- Civil & Environmental Engineering
- Electrical & Computer Engineering
- Engineering & Technology Education
- Mechanical & Aerospace Engineering

Humanities, Arts & Social Sciences

- Art
- English
- History
- Interdisciplinary Studies
- Interior Design
- International Studies
- Journalism & Communication
- Landscape Architecture & Environmental Planning
- Languages, Philosophy, & Speech Communication
- Liberal Arts & Sciences
- Music
- Political Science
- Sociology, Social Work, & Anthropology
- Theatre Arts

Natural Resources

- Environment & Society
- Watershed Sciences
- Wildland Resources

Science

- Biology
- Chemistry & Biochemistry
- Computer Science
- Geology
- Mathematics & Statistics
- Physics

Other

- Undeclared
- Other

ABOUT YOU

2. Are you: Male Female

3. Are you a U.S. citizen? Yes No

4. If you are a U.S. citizen, are you: American Indian or Alaskan Native Hispanic White
(Answer only if a U.S. citizen.) Asian Native Hawaiian/Pacific Islander Two or more races
 Black, African American

5. Are you: Single Married

6. How many children do you have? 0 1 2 3 4 or more

7. How old are you? (Please write carefully on the lines, your answer will be computer scanned.) _____

8. How many credits are you taking this semester? 1-6 7-11 12-15 16 or more

9. About how many total college credits have you completed? 0-30 31-60 61-90 91 or more

10. Where have you taken most of your general education courses: At USU At another college By AP or CLEP

11. Where was your permanent address before you started school at USU?
 Cache Valley Outside of Utah, but in the USA
 Utah, but outside of Cache Valley Outside the USA

12. How many semesters have you been enrolled at USU?

- 2 or less 9-10
- 3-4 11-12
- 5-6 More than 12
- 7-8



13634

13. On average, how much do you work while taking courses at USU?

- Not at all
- One-fourth time
- One-half time
- Three-fourths time
- Full-time

14. How many semesters have you lived in USU housing while attending USU?

- 0
- 1-2
- 3-4
- 5 or more

15. What is the highest degree you plan to obtain?

- Certificate
- Associates
- Bachelors
- Masters
- Doctoral

16. When you were looking for a college to attend, was USU your:

- 1st Choice
- 2nd Choice
- 3rd or Lower Choice

SOURCES OF FINANCIAL AID

17. During the time you have been at USU, about what percent of your financial support for school (tuition, books, housing, food, etc.) has come from each of the following sources? (Carefully write in the percent for each source. The total should add to 100%.)

										%	Parents or other relative
										%	Spouse
										%	Personal savings
										%	Employment
										%	Scholarship
										%	Loans
										%	Grants
										%	Other
1 0 0										%	

18. To what extent are you concerned about financing your college education? (Mark one.)

- No concern (I will have sufficient funds)
- Some concern (but probably will have sufficient funds)
- Major concern (not sure I will have sufficient funds to complete college)

ACADEMIC ADVISING

19. What is the most important source of information you use to plan your academic program?

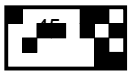
- Advisor
- Catalog
- Other students
- Faculty, but not an advisor
- Major requirements sheets
- CAPP (Curriculum Advising Program Planning)
- Other

20. During the past school year, how often did you meet with your advisor?

- Once a week
- Once a month
- Once a semester
- Once a year
- Never

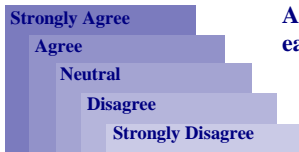
21. If you answered "Once a year" or "Never", why didn't you meet more often? (Mark all that apply.)

- Did not know who my advisor was.
- Advisor was not helpful.
- Advisor was not available.
- Got the needed information from other sources.
- Communicated with my advisor by email or telephone.



13634

QUALITY OF YOUR USU EXPERIENCE:



As you think about your time at USU, to what extent do you agree or disagree with each of the following statements?

Advising

- My USU advisors give me good advice.
- My advisors care about me as an individual.
- I often have difficulty getting an appointment with an advisor.
- I am satisfied with my advisor.
- Overall, I am satisfied with the advising system at USU.

Faculty/Department

- I am satisfied with the quality of teaching in my department.
- I am treated fairly by my department.
- Faculty are usually available after class or during office hours.
- Requirements for my major are clear and reasonable.
- There is at least one faculty member that I consider a friend.
- Overall, I am satisfied with my department.

General Education/University Studies

- I have difficulty scheduling general education courses.
- General education requirements are confusing.
- General education courses are well-taught.
- I am a good writer.
- I have good computer skills.
- I have the skills that I need in mathematics.
- General education is a useful part of my university experience.

Libraries/Technology

- USU libraries have the books, journals, and materials I need.
- It is difficult to locate materials in USU's libraries.
- USU library staff are available and helpful.
- USU should offer more online courses.
- My teachers use technology effectively in the classroom.

Starting College

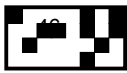
- College classes are more difficult than I expected.
- I have close friends here at USU.
- I often feel overwhelmed by the demands on my time.

Campus Climate

- I feel safe on the USU campus.
- Professors at USU are tolerant of different points of view.
- Students at USU are tolerant of different points of view.
- USU does not provide enough activities for its students.
- I know students from other countries or of other races.
- Faculty at USU care about students.
- Staff at USU care about students.

USU Overall

- I am satisfied with the education I am receiving at USU.
- The tuition I pay at USU is a worthwhile investment.
- If I had to make the decision again, I would still come to USU.
- I intend to graduate from Utah State University.



EVALUATION OF OTHER SERVICES AND ACTIVITIES:

During your time at USU, how often each semester have you used or participated in each of the following and how satisfied are you with them? (Fill in one circle on each side for each topic.)

How often did you use this service...	...Evaluation of Service	How often did you use this service...	...Evaluation of Service
0 1 Time 2-4 Times 5-9 Times 10 + Times	Didn't Use Very Dissatisfied Dissatisfied Satisfied Very Satisfied	0 1 Time 2-4 Times 5-9 Times 10 + Times	Didn't Use Very Dissatisfied Dissatisfied Satisfied Very Satisfied
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>		

APPENDIX B

Written Comments

FRESHMAN/SOPHOMORE STUDENT SURVEY 2009 - STUDENT COMMENTS ON EVALUATION OF OTHER SERVICES AND ACTIVITIES

ACTIVITIES & ACTIVITY FACILITIES

THERE SHOULD BE MORE ATTENTION PAID TO SPORTS LIKE WRESTLING THAT WANT TO GET A ROOM TO PRACTICE IN LIKE IN THE HPER BUILDING

MACHINES ARE ALWAYS BROKEN

I HATE GOING TO THE HPER ON A SATURDAY TO SWIM AND FINDING OUT THERE IS A SWIM MEET DURING THE TIME SCHEDULED FOR ME
FIX THE TREADMILLS

I DON'T USE THE FIELDHOUSE OFTEN TO PLAY BASKETBALL BUT WHEN I WANT TO IT SEEMS TO BE CLOSED

USED HPER BUT ONLY FOR CLASS

THE FIELDHOUSE SAVES MY LIFE

THEY HPER SHOULD PUT CLASSROOM NUMBERS ON THE SIDE OF THE DOORS WITH BRAILLE SIGNAGE

THE HPER AND FIELDHOUSE ARE ALWAYS CROWDED

FIELDHOUSE NEEDS TO FIX ITS MACHINES THEY ARE ALWAYS OUT OF ORDER

FIELDHOUSE TREADMILLS ARE ALWAYS OUT OF ORDER OR SHOULD BE MARKED AS SUCH; HALF DON'T WORK AND HALF OF THE WORKING ONES DON'T WORK WELL

GET MORE ACTIVITIES THAT MARRIED STUDENTS CAN GO TO

WE NEED MORE RACQUETBALL COURTS, 6 IS NOT ENOUGH. THEY ARE ALWAYS FULL AND IT CAN BE HARD TO PLAY

I LOVE ALL THE ACTIVITIES, I WISH THERE WERE MORE

FIELD HOUSE IS CROWDED AND MACHINES CRAMMED

WISH HYPER HAD MORE CONVENIENT POOL HOURS, LATER AT NIGHT FOR BUSY STUDENTS AND NOT AS CROWDED

ADVISING

THE COUNSELING AT USU IS THE WORST I HAVE EVER SEEN. THE COUNSELORS NEED TO BE FIRED AND THE SYSTEM NEEDS TO BE REDONE

WHENEVER I WANT TO TALK TO MY ADVISOR THEY ALWAYS SEND ME TO SOMEONE ELSE SO I HAVE NEVER MET WITH MY REAL ADVISOR
UPON TRANSFERING TO USU EVERY ADVISOR I SPOKE WITH OVER THE PHONE SAID SOMETHING DIFFERENT REGARDING GE REQUIREMENTS

THE ADVISING STAFF IS HELPFUL BUT COULD CARE LESS ABOUT US AS PEOPLE

THE ADVISING ACTUALLY GOT ME NOWHERE BUT ENROLLED ME IN THE WRONG CLASSES AND WAS WORSE OFF THAN BEFORE. I GET MORE DONE DOING IT MYSELF

SHOULDN'T HAVE TO GO THROUGH ADVISOR AS A FRESHMAN OR TRANSFER STUDENT

I CAN NEVER FIND THE CLASSES OUTLINED IN MY MAJOR REQUIREMENTS SHEET. ADVISORS ARE NEVER AVAILABLE AND ARE NOT MUCH HELP

BOOKSTORE

BOOKSTORE IS RIDICULOUS. TRY BEING COMPETITIVE WITH ONLINE SELLERS

BOOKSTORE IS TOO EXPENSIVE. I NEVER SHOP THERE.

BOOKSTORE IS TOO EXPENSIVE

I COULD NEVER GET THE TEXTBOOKS I NEEDED IN THE BOOKSTORE. THEY WERE ALWAYS ON BACK-ORDER

WORKERS AT THE BOOKSTORE ARE TOO SLOW

THE BOOKSTORES PRICES CAN COME DOWN A LITTLE BIT

MY ICLICKER STOPPED WORKING HALFWAY THROUGH THE SEMESTER AND THE BOOKSTORE WOULDN'T REPLACE IT

BOOKSTORE NEEDS DETECTORS OR SOMETHING SO WE DON'T HAVE TO LEAVE BACKPACKS IN THE HALL

PLEASE LOWER BOOK PRICES

BOOKSTORE NEEDS TO MODIFY BACKPACK POLICY

BOOKS ARE A SCAM AND SHOULDN'T COST THAT MUCH

SOME OF THE EMPLOYEES AT THE BOOKSTORE AREN'T THE FRIENDLIEST

CLASSES/PROGRAMS

MORE EXERCISE CLASSES AT NIGHT

CREATIVE ARTS IS POINTLESS!

ENGLISH 2010 IS HORRIBLE, LET ME TEST OUT OF IT! TOO MANY GEN ED

I LOVE MY SWING DANCING CLASS!

TOO MANY GENERAL ED CLASSES. FEWER AND WIDER SPECTRUM WOULD BE BETTER

IN THE MATH DEPARTMENT THE HOMEWORK FOR CLASSES NEEDS TO BE REQUIRED. WHEN HOMEWORK ISN'T REQUIRED IT DOESN'T GET DONE AND THEN HOW ARE WE TO LEARN? MAKE IT REQUIRED!

THE REQUIREMENT FOR GENERAL STUDIES IS A WASTE. MORE FOCUS SHOULD BE PUT ON SPECIFIC FIELDS

TOLERANCE OF RELIGIOUS MINORITIES WOULD BE NICE, CNR IS FANTASTIC

ENGINEERING CLASSES SHOULD BE CLOSELY EVALUATED. ENGINEERING GRAPHICS IS NOT WELL TAUGHT

THERE NEED TO BE SPOTS AVAILABLE IN GENERAL COURSES SO THAT FRESHMEN HAVE A CHANCE TO GET MOVING ON THE MAJOR

MORE JAZZERCISE CLASSES OFFERED AT THE HYPER

MY ENGLISH CLASS IS TAUGHT BY A PERSON WHO BARELY SPEAKS ENGLISH. WHEN HE SENDS US EMAILS THEY ARE NOT EVEN IN COMPLETE SENTENCES

NEED TO TAKE CREDIT LEVEL RESTRICTIONS OFF ENGLISH CLASSES. IT'S DUMB, I CAN TAKE TWO MATH CLASSES AT THE SAME TIME BUT AFTER PASSING ENG 1010 I HAVE TO GET OVER 30 CREDITS TO TAKE ENG 2010

ALTHOUGH I HAVE NOT DONE ANY ONLINE COURSES YET I DO PLAN ON COMPLETING MANY

THIS CLASS ECON 1500 HAS POOR TEACHING

YOU NEED YOUR OWN NURSING PROGRAM, TAKE OVER THE BATC LPN PROGRAM TO RN PROGRAM

I WISH THERE WAS A DANCE PROGRAM

GET A FASHION MERCHANDISING PROGRAM

STUDY ABROAD OFFICE WAS SO HELPFUL

COMPUTER SERVICES

PEOPLE WHO WORK IN HE COMPUTER LABS ARE RUDE, EQUIPMENT IS GREAT THOUGH
WE SHOULDN'T HAVE TO LOG INTO BLACKBOARD, ACCESS, AND AGGIEMAIL SEPARATELY WE SHOULD BE LOGGED INTO ALL 3 ONCE WE
TYPE OUR PASSWORD

COST

TUITION IS WAY TOO DANG MUCH!!! NO HAVE-O MUCHO DINERO!
YOU GUYS ARE TOO MONEY HUNGRY
BUYING ANYTHING ON CAMPUS IS TOO EXPENSIVE.
MOST THINGS COST TOO MUCH
MORE FUNDING FOR SPORTS

FINANCIAL AID

FINANCIAL AID IS GREAT. I WISH THEY WERE MORE BROAD TO COVER PEOPLE WHO BARELY HAVE ANYTHING AND STILL COULD REALLY
USE THE MONEY
USU COULD BE MORE SENSITIVE TO FIRST GENERATION STUDENTS. OFFER CLEARER INSTRUCTIONS ON HOW TO LEARN ABOUT
FINANCIAL AID, REGISTRATION, ETC
THE FINANCIAL AID OFFICE COULD REALLY EDUCATE THEIR EMPLOYEES MORE AND BE QUICKER AT GETTING STUFF DONE LIKE HELPING
US WITH TUITION
I WOULD LOVE TO LEARN HOW TO USE THE FINANCIAL AID OFFICE MORE
I THINK THE FINANCIAL AID OFFICE SHOULD HAVE ALL THE INFORMATION ON ALL AVAILABLE AID INSTEAD OF ME HAVING TO SEARCH ALL
OVER CAMPUS TO FIND OUT
THE FINANCIAL AID OFFICE WAS ABSOLUTELY HORRIBLE
THE FINANCIAL AID OFFICE WASN'T HELPFUL AT ALL
FINANCIAL AID OFFICE NEEDS TO BE RUN BETTER; I DROPPED A CLASS AND MOVED FROM ONE SECTION OF CREDITS TO ANOTHER AND
ENDED UP OWING 300 MORE IN TUITION, NOT HAPPY, NEED TO TELL PEOPLE WHEN THAT HAPPENS

FOOD SERVICES

THE JUNCTION NEEDS MORE VARIETY
THE JUNCTIONS FOOD QUALITY AND PRICE IS NOT WORTH THE MONEY WE PAY TO EAT THERE
THE JUNCTION NEEDS HIGHER QUALITY FOOD. THE JUNCTION SHOULD BE AT LEAST COMPARABLE TO THE MARKETPLACE!
JUNCTION NEEDS BETTER FOOD AND A BIGGER VARIETY
THEY SHOULD USE GLOVES AT THE QUAD WHEN PREPARING YOUR FOOD AND ALL OTHER FOOD PLACES ON CAMPUS!
JUNCTION FOOD HAS WEAKER QUALITY COMPARED TO THE MARKETPLACE
THE JUNCTION CAN BE A LITTLE MORE SANITARY
IT WOULD BE NICE TO HAVE MORE OF A VARIETY AT THE MARKETPLACE BUT THE FOOD THEY DO MAKE IS GOOD

QUAD SIDE NEEDS NON CARBONATED DRINKS IN THE FOUNTAIN
THE HUB - HEALTHY VEGETARIAN OPTIONS ARE LIMITED. I RELY ON THE IBIS COFFEE CART
THE JUNCTION SHOULD HAVE BLUEBERRY MUFFINS AS A BREAKFAST OPTION EVERYDAY THEY DON'T MAKE THEM ENOUGH
CHEAPER FOOD
JUNCTION FOOD IS CREEPY
I GOT CAVITIES FROM THE CAFETERIA FOOD THERE WAS SUGAR IN ALL THE FOOD
JUNCTION FOOD COULD BE MUCH BETTER
I WISH FOOD AT THE QUAD SIDE WAS CHEAPER
THE COST OF SERVICES IS RIDICULOUS FOR EXAMPLE A LARGE TATTER TOT AT TACO TIME ON CAMPUS COSTS 4 DOLLARS
ANOTHER MICROWAVE IN THE HUB WOULD BE APPRECIATED
SOMETHING NEEDS TO BE DONE ABOUT LIVING IN THE LLC AND HAVING A MEAL PLAN IT IS FINANCIALLY DRAINING THE MEAL PLANS NEED TO BE CHANGED WE PAY THE MONEY, WE SHOULD BE ABLE TO LET OTHERS USE OUR CARD AND USE IT ANYWHERE ON CAMPUS
KEEP MARKET PLACE OPEN LATER. I HAVE HORSE TEAM TILL 5 TO 7 SO I HAVE TO EAT OUT ON TUESDAY AND THURSDAY
MARKETPLACE DOESN'T HAVE VERY MANY GLUTEN FREE OPTIONS MAKING IT HARD FOR ME TO EAT THERE
FOOD IS OVERPRICED AND NEEDS MORE VARIETY
I LIKE HOT FUDGE BROWNIES WITH ICE CREAM COOL WHIP CARMEL BANANAS SPRINKLES AND CHOCOLATE
THE FOOD AT THE MARKET PLACE AND THE CAFE IS TOO EXPENSIVE I CAN HARDLY EVER AFFORD IT
DON'T LIKE THE JUNCTION AND THE MARKETPLACE
HUB IS OVER PRICED
THE JUNCTION HAS BAD FOOD AND IS OPEN AT WEIRD HOURS ON THE WEEKENDS
MAYBE INTRODUCING NEW FOOD TO THE MARKETPLACE. I HAVE A MEAL PLAN AND GET BORED OF EATING THE SAME THINGS
MEAL PLANS ARE A RIP OFF
THE JUNCTION NEEDS MORE VARIETY IN THEIR FOOD AND IT NEEDS MORE ICE CREAM
I LOVE THE QUAD SIDE CAFE, GIVE ALL THE WORKERS RAISES
SOMETIMES AT THE FOOD PLACES ESPECIALLY THE QUAD SIDE CAFE I'M TREATED MORE LIKE A NUMBER THAN A PERSON. SOME OF THE PEOPLE WORKING THERE DON'T HAVE VERY GOOD PEOPLE SKILLS
FIX THE MEAL PLAN SYSTEM
REALLY BAD EXPERIENCES AT THE JUNCTION
SMOOTHIES AT THE JUNCTION, REAL JUICE ANYWHERE
HOUSING
I LOVE USU HOUSING AND RESIDENCE LIFE
I AM NOT TOO FOND OF LIVING IN CAMPUS HOUSING AND WOULDN'T PUT IN A GOOD WORD TO ANYONE WHO ASKED ABOUT IT
THE INTERNET IN THE DORMS DOES NOT ALWAYS WORK

PARKING

PARKING ON CAMPUS IS A JOKE!

PARKING ON CAMPUS SIDE STREETS IS A NIGHTMARE!

SHOULD BE ABLE TO PURCHASE PARKING PERMITS (SPECIFICALLY FOR NIGHT CLASSES) THAT ARE CLOSER TO THE CLASSROOM
MORE PARKING WOULD BE WONDERFUL!

PARKING IS RIDICULOUS

PARKING SUCKS

USU INVISIBLE PARKING RULES ARE CONSTANTLY RIDICULOUS

THAT

PARKING IS RIDICULOUS ALWAYS. ALL TIMED METERS SHOULD BE 2 OR MORE HOURS

PARKING SHOULD BE FREE AND LESS RESTRICTED

PARKING IS TERRIBLE

PARKING SERVICES DON'T HANDLE SITUATIONS WELL

PARKING SERVICES OFFICE WAS DIFFICULT TO FIND

I WORK FOR PARKING AND ITS GREAT

PSYCHOLOGICAL & HEALTH SERVICES

DEPRESSION SCREENING WAS NOT PRIVATE ENOUGH NEEDS A DIFFERENT LOCATION

THE DOCTORS AT THE WELLNESS CENTER DON'T KNOW WHAT THEY'RE DOING

THE INSURANCE FOR STUDENTS IS TERRIBLY PRICED.

THE RECEPTIONISTS AT THE WELLNESS CENTER ARE LOUD AND OPENLY TALKED ABOUT PERSONAL INFO, WHY I NEVER WENT BACK

THE WELLNESS CENTER WASN'T HELPFUL AT ALL

I'VE HEARD THE INSURANCE IS EXPENSIVE, NOT GOOD, THAT'S WHY I HAVEN'T USED IT.

I DON'T KNOW HOW TO FIND OUT ABOUT STUDENT HEALTH INSURANCE, THAT COULD BE A LITTLE MORE PUBLICIZED

THE INSURANCE PLAN FOR STUDENT IS HORRIBLE. OTHER COLLEGES REALLY TAKE CARE OF THEIR STUDENTS IN THAT REGARD. I WAS
VERY DISGUSTED WITH THE PLAN HERE. IT IS UNAFFORDABLE

GET BETTER DOCTORS THEY HAVE NO IDEA WHAT IS GOING ON AND GENERALIZE EVERY DISEASE IN 3 DIAGNOSIS

VERY DISAPPOINTED WITH THE STUDENT HEALTH AND WELLNESS CENTER, I WAS NOT HELPED VERY WELL WHEN I WAS SICK

REGISTRATION

BANNER ONLINE REGISTRATION IS NOT USER FRIENDLY AT ALL. YOU REALLY NEED SOMEONE WHO KNOWS THE SYSTEM TO SHOW YOU
SOME EMPLOYEES AT REGISTRAR'S OFFICE AND FINANCIAL AID ARE NOT ON THE SAME PAGE SO THEY SOMETIMES HAVE GIVEN ME
WRONG INFORMATION WHICH ALSO GOES FOR THE ADMISSIONS OFFICE. ALSO REGISTERING ONLINE IS VERY DIFFICULT AND SLOW!

USU COULD BE MORE SENSITIVE TO FIRST GENERATION STUDENTS. OFFER CLEARER INSTRUCTIONS ON HOW TO LEARN ABOUT
FINANCIAL AID, REGISTRATION, ETC

ONLINE REGISTRATION IS HORRIBLE

ONLINE REGISTRATION BLACKBOARD IS A NIGHTMARE

THE PEOPLE WHO WORK IN REGISTRATION AND CASHIERS OFFICE ARE VERY UNFRIENDLY
ONLINE REGISTRATION MESSED UP SO I HAD TO FIX MY SCHEDULE AND TAKE A MATH PLACEMENT BECAUSE MY ACT EXPIRED
ONLINE REGISTRATION IS PATHETIC WHEN EVERYONE DOES IT AT THE SAME TIME
IN THE REGISTRATION OFFICE SOME WORKERS HAVE PUT PEOPLE DOWN.
MORE CAPACITY FOR ONLINE REGISTRATION
HIGHER STUDENT CAPACITY FOR ONLINE REGISTRATION. I'VE ALSO HAD PROBLEMS WITH SCHOLARSHIPS AND MY TRANSCRIPT BECAUSE USU KEEPS LOSING IT OVER AND OVER AGAIN
REGISTRATION IS UNCLEAR ON WHAT TO DO AND VERY DISORGANIZED
ONLINE REGISTRATION COULD BE A LITTLE MORE USER FRIENDLY
MAKE ONLINE REGISTRATION EASIER, LIKE WHEN THERE'S A TIME CONFLICT LET THEM CHOOSE WHICH THEY WANT IMMEDIATELY INSTEAD OF GOING THROUGH THE PROCESS AGAIN
SERVICES
ADVERTISE MORE PLEASE! I DIDN'T KNOW ABOUT A LOT OF THESE (BUT I WOULD WANT TO USE THEM)
I THINK MORE OF THESE FACILITIES WOULD BE USED IF MORE INFORMATION WAS GIVEN ON HOW TO ACCESS THEM AND WHAT IS EXPECTED. WHAT STOPS ME IS FEAR OF THE UNKNOWN.
I THINK THE AGGIE MARKETPLACE IS GOOD STUFF. I THINK THINGS ARE HARD TO FIND, EVERYTHING IS SO SPREAD OUT. ALSO, I WOULD LOVE IT IF THE DISABILITY RESOURCE CENTER OFFERED SERVICES TO PEOPLE ON CRUTCHES TO HELP THEM GET AROUND TO CLASS.
HAVEN'T BEEN HERE VERY LONG, BUT HAVEN'T HEARD ABOUT A LOT OF THESE
A LOT OF THE THINGS ABOVE YOU JUST HEAR ABOUT OR HAVE NO IDEA WHEN,WHERE, WHAT OR WHY
HAVEN'T USED MOST OF THIS STUFF YET
I HAVEN'T GOTTEN AROUND TO USING MANY RESOURCES YET
A GREAT AMOUNT OF THE ONES I DIDN'T USE WERE RESULTS OF LACK OF INFORMATION
SERVICES ARE FINE
I NEED TO GET OUT MORE
MOST OF THE THINGS I NEVER USED WERE NEVER USED BECAUSE I DIDN'T KNOW ABOUT IT
I'M VERY BUSY WITH WORK WHICH DOESN'T ALLOW ME TO ENJOY A LOT OF THE ACTIVITIES AND FACILITIES THAT ARE AVAILABLE FOR STUDENTS
IT SEEMS KIND OF SAD THAT I DON'T PARTICIPATE IN ALL THE THINGS OFFERED. I JUST AM STUDYING ALL THE TIME
I SELDOM HAVE TIME TO DO THINGS OUTSIDE MY MAJOR
I JUST DON'T THINK THE SERVICES ARE EDUCATIONAL ENOUGH
IF I LIVED ON CAMPUS I PROBABLY WOULD HAVE DONE MORE OF THESE
WE DON'T NEED THE STATESMEN EVERY DAY
KEEP THE USU NEWSPAPER
THE DISABILITY CENTER PEOPLE WERE RUDE AND IT IS RIDICULOUS WHAT YOU HAVE TO GO THROUGH TO GET HELP FOR ANXIETY TESTING
I HAVEN'T DONE STUDY ABROAD YET BUT HAVE HEARD WONDERFUL THINGS FROM FRIENDS AND PLAN ON TRYING IT OUT ONE DAY
MOST OF THE THINGS THAT I HAVE USED ARE GREAT
I DON'T KNOW WHERE HALF THIS STUFF IS

SHUTTLE BUS

BUSES ARE GREAT, I USE THEM ONCE EVERYDAY

HOW ABOUT ACCURATE PICK UP FOR SHUTTLES

LOVE THE SHUTTLE BUSES.

GOOD BUS MAN.

WOULD BE VERY SATISFIED WITH SHUTTLE BUS IF THE SOUTH CAMPUS BUS CAME MORE OFTEN

LOVE THE AGGIE SHUTTLE

I WISH THE SHUTTLE BUS WAS ON TIME AND CONSISTENT.

WITH THE SHUTTLE, IT SEEMS THAT THERE ARE ALWAYS THE MOST PEOPLE WHEN A SMALLER BUS IS COMING BY ELIMINATE USE OF SMALLER BUSES

MAKE AGGIE SHUTTLE ROUTES MORE CLEAR ONLINE

I WISH THERE WAS A SHUTTLE STOP ON THE ISLAND

SHUTTLE BUSES ARE GREAT, I USE THEM ONCE EVERYDAY

THE AGGIE SHUTTLE BUS CAN BE IMPROVED

THE SHUTTLE SYSTEM IS SLOW AND ALWAYS BACKED UP MAKING ME LATE FOR CLASS

THE BUSSES NEED A REGULAR SCHEDULE, IF THEY DID AND I KNEW I COULD RELY ON THE TIMING AND WOULD USE THEM MORE

NEED MORE SHUTTLES

I THINK IF YOU ARE HAVING BUDGET CUTS THEN CUT DOWN ON BUSES, HALF THE TIME THERE IS ONLY ONE OR TWO PEOPLE ON EACH

I LOVE THE AGGIE SHUTTLE, IT GETS ME WHERE I NEED TO GO

SUPPLEMENTAL INSTRUCTION/TUTORING

I LOVE THE SI AND THE MATH TUTOR CENTER. I AM GLAD WE HAVE THOSE RESOURCES AT USU

MATH TUTORING CENTER WAS AMAZING! THE TUTORS WERE GREAT AND I FEEL LIKE WITHOUT IT I WOULDN'T HAVE PASSED CALCULUS. INSTEAD I GOT AND A-

THE SI ARE UNFORTUNATELY AT TIMES WHEN I WORK. I THINK IT WOULD BE GREATLY ADVANTAGEOUS IN THE MORNINGS LIKE 7 THIRTY OR EVEN SIX THIRTY AM

ON MATH TUTORING, I DEBATED TO PUT A 1 OR 0 BECAUSE I WENT ONE TIME BUT DID NOT RECEIVE HELP BECAUSE NO ONE WAS AVAILABLE.

PLEASE KEEP THE SI'S! THEY CAN REALLY HELP.

I THINK SI SHOULD HAVE TIMES IN THE MORNING OR EARLY AFTERNOON LOTS OF PEOPLE WHO WOULD LIKE TO ATTEND WORK AT NIGHT

LOVE THE WRITING CENTER

TEACHERS

PAY PROFESSORS MORE!

I THINK YOU SHOULD CHOOSE BETTER TEACHERS FOR GENERAL ED CLASSES. MY ENGLISH TEACHER IS CHINESE AND I CAN'T EVEN UNDERSTAND HER!

I THINK THE FACULTY IN HASS IS EXCEPTIONAL. I TRANSFERRED THERE OUT OF AG SCIENCE BECAUSE THE AG PROGRAM AND TEACHERS WERE AWFUL
USING SOME STUDENTS TO TEACH HPER CLASSES IS A VERY POOR IDEA.
MY PHYSIOLOGY TEACHER IS TERRIBLE AND YOU NEED TO HAVE A GOOD TEACHER BECAUSE THAT IS A CRUCIAL SUBJECT
THIS SURVEY
THIS WAS A GREAT SURVEY
THIS TOOK WAY TOO LONG. SORRY TO BE HARSH, I'M JUST HONEST
THIS SHOULD HAVE BEEN BROKEN INTO MULTIPLE SURVEYS, IT WAS LONG
YOU HAVE TOO MANY QUESTIONS
I HAVE AN INTERDISCIPLINARY MAJOR PLEASE WRITE THAT OPTION ON THE FRONT
THE TERM WHITE ON THE RACE WAS VERY RACIST AND UNPROFESSIONAL
YOU SHOULD ASK QUESTIONS ABOUT HOUSING AND DINING
THERE IS NO SUCH THING AS RACE JUST VARIETIES
USU IN GENERAL
IT'S A GREAT SCHOOL
UTAH STATE HAS ALWAYS BEEN MY NUMBER ONE CHOICE, I WILL CONTINUE TO GO HERE AND TELL OTHERS TO DO THE SAME
UTAH STATE HEY AGGIES ALL THE WAY
IT IS AN EXCELLENT SCHOOL. I WOULD LIKE TO SEE THE RELIGIOUS STUDIES DEPARTMENT GROW OFFERING MORE DIVERSE COURSES. BUT USU IS AMAZING AND I WOULD RECOMMEND IT.
USU COULD BE MORE SENSITIVE TO FIRST GENERATION STUDENTS. OFFER CLEARER INSTRUCTIONS ON HOW TO LEARN ABOUT FINANCIAL AID, REGISTRATION, ETC
I LOVE USU AND ALL THE PROGRAMS IT OFFERS. I LOVE TH STUDENT GOVERNMENT ASUSU! GO AGGIES!
THE USU WEBSITE IS A PAIN TO TRY TO FIND THINGS WITH, IT'S RATHER CONFUSING.
THE USU HOMEPAGE NEEDS A BETTER SEARCH ENGINE
REALLY HAVE BEEN DISAPPOINTED IN THE LACK OF CHALLENGES HERE AT USU
LOVE THIS SCHOOL
SAVE SOME MONEY WE DON'T NEED TO GIVE PEOPLE RUNNING FOR OFFICE \$400 TO SPEND. I THOUGHT WE WERE BROKE AS A SCHOOL
GREAT SCHOOL, BUT TEACHERS COULD TEACH GREAT WITHOUT EXPENSIVE BOOKS
USU IS AMAZING I LOVE EVERYTHING ABOUT IT
SOMETIMES THE USU HOMEPAGE WEBSITE IS CONFUSING
I DON'T REALLY LIKE THIS UNIVERSITY'S ATTITUDE TOWARDS EDUCATION
KEEP UP THE GOOD WORK
USU IS AMAZING
EVERY PLACE I'VE BEEN TO I'VE REALLY ENJOYED HAD A GREAT EXPERIENCE BEING AT USU
I JUST WISH THEY HAD A STUDENT SPOUSE CARDS FOR GAMES AND STUFF

NO SCHOOL IS PERFECT
I LOVE USU
MY FRESHMAN YEAR AT USU HAS BEEN REALLY GREAT AND BENEFICIAL FOR ME
I HAVE HAD A GREAT TIME UP HERE AND THE RESOURCES I NEED HAVE BEEN AVAILABLE TO ME
USU NEEDS MORE STUDENT ACTIVITIES
I LOVE ALL THE RESOURCES
THIS SCHOOL IS COOL
ITS GREAT THAT BEAVER MOUNTAIN IS SO CLOSE BY
I'VE ENJOYED MY TIME HER, ALTHOUGH I HAVEN'T USED ALL THE FACILITIES I STILL LIKE KNOWING THEY ARE THERE THEY ALL ADD UP TO AN AWESOME COMMUNITY GO AGGIES
I LOVE LOVE USU, GO AGGIES
DO NOT GET RID OF THE U STATE LOGO
I LOVE USU
THERE ARE A LOT OF RESOURCES I HAVE YET TO EXPERIENCE. I ENJOY USU
I AM VERY GLAD I CHOSE TO COME HERE, SUCH A RICH AND POSITIVE ATMOSPHERE AND SO MANY USEFUL RESOURCES TO HELP ME AND OTHERS SUCCEED
LOVE IT HERE
GO AGGIES