

FRESHMAN/SOPHOMORE STUDENT SURVEY 2013

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 of the initial phase of their USU experience. The survey includes 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 2013 Freshman/Sophomore survey was administered in sixteen classes with high proportions of freshman and sophomore students. Completed surveys were obtained from 1,702 students, which provide a sample of freshman and sophomore students at USU as a whole. The survey sample mirrored those of the general freshman and sophomore population at USU in terms of age, ethnicity, and gender. Two-thirds of the respondents were between 18 and 20 years of age, 51.7% were male, and 9.9% 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 72.5% of the respondents, and second choice for 21.9% of the respondents.
- 87.5% of the respondents were satisfied with the education they were receiving at USU; 9.5% marked the question neutral.
- 76.9% of the respondents said that if they had to make the decision again, they would still come to USU; 15.5% of the respondents were neutral.
- 78.8% of the respondents intended to graduate from USU; 13.3% were uncertain.
- 63.5% indicated that the tuition they paid at USU was a worthwhile investment; 25.2% marked neutral.
- 97.7% of the respondents said they would tell graduating high school students to come to USU, or would tell them mostly positive things about USU.

General Education

- 46.8% of the respondents said General Education was a useful part of their university experience; 30.4% were neutral in their response.
- 31.7% of the respondents had difficulty scheduling general education courses.
- 41.3% said that General Education courses were well-taught; 36.8% were neutral.

Faculty/Department Experiences

- 73.1% of the respondents said they were satisfied with their department; 23.3% were neutral.
- 78.5% of the respondents were satisfied with the quality of teaching in their department; 17.5% were neutral.
- 83.3% of the respondents said faculty members were usually available after class and during office hours; 13.7% were neutral in their response.
- 84.1% said they were respected and treated fairly by their department; 14% were neutral.

Libraries/Technology

- 66.2% of the respondents indicated USU libraries had the books, journals, and materials they needed; 31% were neutral.
- 68.2% said library staff was available and helpful; 29.8% marked neutral.
- 73.4% indicated that teachers used technology effectively in the classroom; 21.6% were neutral.

Starting College

- 53.4% of the respondents felt overwhelmed by the demands on their time; 29.2% marked neutral.
- 73.6% indicated that they had close friends here at USU; 13.3% were neutral in their response.

- The Registration Office was used by 74.5% of the respondent's one or more times; 83.6% of those that used it were satisfied or very satisfied with the office.
- Online Registration was used by 91.1% of the respondents; 67.9% of those that used it were satisfied or very satisfied.
- The Bookstore was used by 96.8% of the respondents; 88.6% were satisfied or very satisfied.

Financial Aid

- 31.4% of the respondents' financial support came from parents or other relatives, 18% came from scholarships, and 14.1% came from personal savings.
- 37.9% of the respondents worked half-time or more while taking courses.
- The Financial Aid Office was used by 49.4% of the respondents, and 81.8% of those that used it were satisfied or very satisfied.

Campus Climate

- 91.5% of the respondents felt safe on the USU campus; 1.9% did not feel safe on campus.
- 17.2% of the respondents said USU does not provide enough activities for its students; 34.3% were neutral.
- 69.8% of the respondents said faculty care about students; 25.7% were neutral.
- 81.2% of the respondents said professors are respectful of different points of view; 14.3% were neutral.

SURVEY OBJECTIVES

As part of Utah State University's undergraduate assessment program, opinions of three groups of students: freshmen/sophomores, candidates for graduation (bachelorette), and School of Graduate Studies students. The freshman/sophomore survey captures the perspectives of students early in their university experience. Surveying prospective graduates allows evaluation of how opinions may have changed during the undergraduate years. The School of Graduate Studies survey captures the perspectives of graduate students in relationship to their experiences at USU.

This report focuses on the results of the 2013 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 DEVELOPMENT AND ADMINISTRATION

Development of the Survey Instrument. This is the seventh iteration of the Freshman/Sophomore survey. Previous USU student surveys were reviewed to determine which questions garnered the most useful information. Questions were then developed to expand the data base in order to get a clearer picture of students' experiences in regards to different aspects of the university.

Sample Selection and Survey Administration. A list of Spring 2013 USU classes with at least 50% freshman and sophomore students was obtained. From this list, a stratified sample by college was selected to be surveyed. After the courses were chosen, demographic characteristics of the freshman and sophomore students in the sample 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 sophomore students in terms of age, ethnicity and gender. 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 demonstrated that if 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 students that were not freshmen or sophomores. This was accomplished by using a survey question that asked the students to report the total number of credit hours they had completed. There was a total of 2,352 freshman and sophomores (unduplicated headcount) in the sample courses selected. Because attendance is less than 100% during any given class period, all the targeted students did not fill out the survey. A total of 1,702 students completed the survey, and these are the basis for the results found in this report. About 56% of the respondents were freshman and 44% were sophomores. Cross-tabulations are available in the tables presented by selecting college and/or department in the menu provided. The narrative, however, is based on the total sample.

RESPONDENT CHARACTERISTICS

In general, these characteristics mirrored those of the general population of USU freshman and sophomore students in terms of age, ethnicity and gender. In considering the college breakdowns shown below, it is important to note that a substantial portion of respondents (438) did not identify a college, indicating "Other". The numbers of respondents by college follow:

Agriculture 131
Arts 65
Business 206
Education 292
Engineering 227
Humanities, Arts & Social Sciences 154
Natural Resources 48
Science 134
Other 438
No response 7

The percentage of male respondents was slightly higher (51.6%) than female respondents (48.4%). Sixty-five percent of the respondents were between the ages of 18 and 20. Eight percent of the respondents were married. Four percent of the respondents had one or more children. About 10% of the respondents classified themselves as minorities. Seventy-five percent of the respondents came from Utah, while 2% were international students. Fifty-four percent of the respondents reported they had lived in student housing one or more semesters since coming to USU. Seventy-two percent of the respondents were taking 12-15 credit hours of classes when surveyed, while 16.2% were taking 16 credits or more. Almost 56% of the respondents were freshman and 44.3% were sophomores. Eighty-five percent of the respondents had taken most of their general education courses at USU. Seventy-three percent of the respondents had been enrolled at USU two or less semesters. Forty-five percent of the respondents indicated that a bachelor's degree was the highest degree they planned to obtain, while 39.7% planned to obtain a master's degree. Seventy-three percent of the respondents said USU was their first choice when looking for a college to attend. It was the second choice for 21.9% of the respondents.

FINDINGS: SOURCES OF FINANCIAL AID

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:

31.4% Parents or other relative
0.6% Spouse
14.4% Personal Savings
7.6% Employment
18.0% Scholarship

14.0%	Loans
11.9%	Grants
2.4%	Other

Together families and self were the most important sources of funds. However, note that 43.9% of total financial support came from public or donated funds in the form of scholarships, loans or grants.

A plurality of respondents (43.5%) did not work at all while taking classes. Twenty-four percent of the respondents worked half-time, while 18.7% worked quarter time.

When asked about the extent of their concern about financing their college education, 15% had no concern while 57.4% had some concern. Note that 27.5% said financing their education was a major concern.

FINDINGS: ACADEMIC ADVISING

The survey included several questions about academic advising at USU. When asked about the most important source of information used for their academic planning, 65.2% of the respondents said their academic advisor. The university catalog was the second most common source of information, at 10.1%. A total of 79.4% of the respondents had met with their advisor one or more times in the past school year. Twenty-one percent of the respondents had never met with their advisor. The most frequently mentioned reasons for not meeting with advisors were: “did not know who their advisor was” (36.2%), “got the needed information from other sources” (39.9%), got the needed information in one appointment” (19.6%), and lastly “communicated with my advisory by email or telephone” (10.9%). Because the questions on reasons for not meeting with advisors allowed students to mark as many answers as applied to them the graphs represent the percentage of responses marking each item and the total will exceed 100%.

Sixty-six percent of the respondents agreed or strongly agreed that their advisor gave them good advice. Nine percent disagreed or strongly disagreed and the remainder of the respondents marked neutral. When asked if their advisors cared about them as individuals, 50.2% agreed or strongly agreed, and 14% disagreed or strongly disagreed. Fifty-eight percent of the respondents agreed or strongly agreed that their advisor was an effective mentor who provided useful and supportive guidance. Twelve percent of the respondents disagreed or strongly disagreed that their advisor was an effective mentor. Twenty-two percent of the respondents indicated that they often had difficulty getting an appointment with an advisor, 45.2% did not.

Sixty-one percent of the respondents agreed or strongly agreed that they were satisfied with their advisor, while 10.1% disagreed or strongly disagreed. When asked if they were satisfied with the advising system at USU, 60.3% agreed or strongly agreed, while 11% disagreed or strongly disagreed. Neutral responses on the advising questions ran from 25% to 35.9%.

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 garnered similar results, suggesting that there is still room for improvement in advising at USU.

FINDINGS: FACULTY/DEPARTMENT EXPERIENCES

Questions in this section focused on the perceptions students had of their faculty and department experiences and interactions. When asked to respond to the statement “I am satisfied with the quality of teaching in my department”, 78.5% of the respondents agreed or strongly agreed. Four percent of the respondents disagreed or strongly disagreed with this statement. Eighty-four of the respondents agreed or strongly agreed they were respected and treated fairly by their department, while 2% disagreed or strongly disagreed. When rating the availability of faculty after classes and during office hours, 83.3% of

the respondents agreed or strongly agreed that faculty were available; only 3% disagreed or strongly disagreed.

Seventy-two percent of the respondents agreed or strongly agreed that they received timely feedback on their coursework, while 6.5% disagreed or strongly disagreed. When asked if they were satisfied with the amount of interaction they had with faculty, 64.6% of the respondents indicated they were satisfied. Eight percent of the respondents were not satisfied with the amount of interaction they had with faculty. Sixty-four percent of the respondents indicated that they were satisfied with the quality of feedback that the faculty gave them on their work, while 9.3% were not. When asked if they would like to have received better feedback on their academic progress, 48.4% agreed or strongly agreed. Fifteen percent of the respondents disagreed or strongly disagreed. Seventy-four percent of the respondents agreed or strongly agreed that faculty created an atmosphere of helpfulness, while 3.9% disagreed or strongly disagreed.

When asked if the requirements for their major were clear and reasonable, 63.5% agreed or strongly agreed that they were. Eleven percent of the respondents disagreed or strongly disagreed that requirements were clear and reasonable. Approximately 37% of the respondents indicated that there was at least one faculty member that they considered a friend, while 35.2% disagreed or strongly disagreed. 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 general education classes.

Overall, 73% of the respondents were satisfied with their department, while 3.5% were not. The data suggest overall that the respondents were satisfied with their faculty and departmental experiences. Neutral responses on this section of questions ran from 13.7% to 37.1%.

FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES

General Education courses are the courses where most freshman and sophomore students spend much of their time. These courses are designed to give students needed background in the humanities and in the social, life, and physical sciences as well as enhance their communication, quantitative, and computer literacy skills. The students were asked to respond to the statement "General Education is a useful part of my university experience". Almost 47% of the respondents agreed or strongly agreed, and 22.8% disagreed or strongly disagreed.

Thirty-two percent of the respondents indicated they had difficulty scheduling general education courses, while 40.3% said they did not encounter scheduling difficulties. When asked if general education requirements were confusing, 32.7% agreed or strongly agreed, and 39.1% disagreed or strongly disagreed. Students were then asked if "General Education courses are well taught", 41.3% of the respondents agreed or strongly agreed and 21.8% disagreed or strongly disagreed.

When students were given the chance to evaluate their writing and computer skills, 59.4% said they had good writing skills, and 68.5% said they had good computer skills. Fifty-four percent of the respondents said they had the skills they needed in mathematics. Neutral responses on this grouping of questions ranged from 25% to 36.8%.

FINDINGS: LIBRARIES/TECHNOLOGY

The Libraries/Technology questions encompass experiences that deal with library materials, staff, online courses, and classroom technology. When asked if the "USU libraries have the books, journals, and materials I need", 66.2% of the respondents agreed or strongly agreed with this statement. Nearly 3% of the respondents disagreed or strongly disagreed. Twenty-one percent of the respondents thought it was difficult to locate materials in USU's libraries, while 30.4% said it was not difficult. When asked if the libraries had the electronic books, journals, and materials students needed, 54.1% of the respondents agreed or strongly agreed, while only 2.9% disagreed or strongly disagreed. Fifty-four percent of the respondents agreed or strongly agreed that it was easy to access electronic resources from off campus, while 7.2% disagreed or strongly disagreed. Twenty-seven percent of the respondents reported being

able to get materials through interlibrary loan in a timely fashion, while 5.1% disagreed or strongly disagreed. Note that 68% of the respondents were neutral about getting materials through interlibrary loan in a timely fashion.

When asked if the library instruction students received as part of their English 1010 or 2010 courses helped them fulfill their course assignments, 46% of the respondents agreed or strongly agreed. Almost nine percent of the respondents disagreed or strongly disagreed. Sixty-eight percent of the respondents agreed or strongly agreed that USU library staff were available and helpful, only 2% disagreed or strongly disagreed.

Twenty-eight percent of the respondents agreed or strongly agreed that USU should offer more online courses, while the majority of respondents (57.5%) were neutral in their response to this item. When asked if teachers used technology effectively in the classroom, 73.4% agreed or strongly agreed, and 4.9% disagreed or strongly disagreed. Neutral responses on this grouping of questions ranged from 21.6% to 68%.

FINDINGS: STARTING COLLEGE

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

When asked if classes were more difficult than students expected, 36% of the respondents agreed or strongly agreed. Thirty-one percent of the respondents indicated that classes were not more difficult than they had expected. Fifty-three percent of the respondents said that they often felt overwhelmed by the demands on their time, while 17.4% did not feel overwhelmed.

Seventy-four percent of the respondents said they had close friends here at USU, while 13.1% said they did not have close friends here at USU. Social support systems are important to any change of life adjustment especially when possibly going out on one's own for the first time. Neutral responses on these questions ranged from 13.3% to 33%.

FINDINGS: CAMPUS CLIMATE

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

An overwhelming majority of respondents (91.5%) felt safe on the USU campus, while 1.9% did not feel safe. Eighty-one percent of the respondents agreed or strongly agreed that professors at USU are respectful of different points of view, and 4.5% disagreed or strongly disagreed. Sixty-three percent of the respondents said students at USU are respectful of different points of view, while 12.6% disagreed or strongly disagreed.

Seventeen percent of the respondents agreed or strongly agreed that USU does not provide enough activities for students, while 48.5% disagreed or strongly disagreed. Sixty-six percent of the respondents said they knew students from other countries and of other races, while 15.5% did not.

A majority of respondents (69.8%) agreed or strongly agreed that faculty at USU care about students, but 4.6% disagreed or strongly disagreed. Sixty-eight percent of the respondents said that staff at USU care about students, while 5.4% disagreed or strongly disagreed. Neutral responses on these questions ranged from 6.6% to 34.3%.

FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES

It is not practicable to survey experiences for all of the USU services and activities provided for students.

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

Services: Help with Classes

Only 6.3% of the respondents had a practicum or internship. Of those respondents who had either a practicum or internship, 72.5% were satisfied with it. Five percent of the respondents went on Study Abroad, and 76.6% indicated they were satisfied with their experience. Sixty percent of the respondents participated in Supplemental Instruction sessions, and a large majority of respondents (86.2%) were satisfied with it. The Math/Stat Tutoring Center was not highly utilized (24.7%), but of those who used it, 75.1% were satisfied. Fifty-four percent of the respondents used the English Writing Lab, and 84.9% of those that used it were satisfied. Approximately 10% of the respondents used Individual Study Strategies Instruction, and 69.4% were satisfied or very satisfied with that instruction. A very small number of respondents (6.6%) used the Disability Resource Center, and 71.6% of those that used it gave the service satisfactory ratings. The Access and Diversity Center was only used by 7.6% of the respondents, with a satisfaction rating of 76%

Services: Placement Services

The Career Placement Office was used by 21.2% of the respondents, with a satisfaction rating of 76.4%. The Student Employment Office was used by 17.8% of the respondents, who gave it a satisfaction rating of 63%.

Services: Academic Support Services

The Registration Office was used by 74.5% of the respondents, and 83.6% were satisfied with the service. The Cashier's Office was used by 40.4% of the respondents, with satisfaction levels at 84.3%. The Financial Aid Office was used by 49.4% of the respondents, and 81.8% were satisfied with the service. The Bookstore was used by almost all of the respondents (96.8%), with satisfaction at 88.6%.

Services: Technology

Computer Labs were used by a majority of the respondents (74.6%), with a satisfaction rating of 93.2%. The Computer Help Desk was used by 25% of the respondents, with satisfaction at 83.7%. Only 16.9% of the respondents had taken online courses, and 71.9% of them were satisfied. Very few respondents (6.2%) had taken other Independent Study Courses, but of those who had taken them, 72.8% were satisfied with the courses. Online Registration was used by 91.1% of the respondents, with satisfaction at 67.9%. Aggiemail was used by 62% of the respondents, with a satisfaction rating of 87%. Almost all of the respondents (96.7%) had used the USU Homepage, and their satisfaction rating was 94.6%. Canvas was used by 99.4% of the respondents with a satisfaction rating of 90%.

Services: Psychological and Health Services

Counseling & Psychological Services – TSC 306 was used by only 9.5% of the respondents, with a satisfaction rating of 68.3%. A couple of years ago the title of the service was changed in the survey to avoid confusion with academic advising or other mental health services offered by the Psychology Community Clinic in the Psychology Department, and the Marriage and Family Therapy Clinic in the Department of Family, Consumer, and Human Development. The location of the service (TSC 306) was

added, to provide further clarification. The survey usage data is now more in line with the usage data internally reported by the Office of Counseling and Psychological Services.

The Student Health and Wellness Center was used by 31.3% of the respondents, who gave it a satisfaction rating of 80.4%. Student Health Insurance was used by 4.9% of the respondents, with satisfaction at 74.2%.

Services: Non-Academic Support Services

The Parking Services Office was used by 37.6% of the respondents. Of those that used the service, 76.4% were satisfied with it. The Shuttle Bus was used by 69.5% of the respondents, with a satisfaction rating of 92.5%.

The Quad Side Cafe was used by 47.4% of the respondents, with satisfaction at 89.7%. The Aggie Marketplace was used by 58.9% of the respondents, with a satisfaction level of 88.3%. The HUB was used by 57.4% of the respondents, with satisfaction at 86.5%. The Junction was used by 38.3% of the respondents, with a satisfaction level of 76.7%. Luke's Café was used by 17% of the respondents, with a satisfaction rating of 88.8%. The Artist's Block Café was used by 20.1% of the respondents, with a satisfaction rating of 87.1%.

The Statesman was read by 30.9% of the respondents. Eighty-five percent of the respondents who read the newspaper were satisfied with it.

Services: Activities

ASUSU Activities were used by 67.9% of the respondents and of those who participated, 87.3% were satisfied. The Arts and Lectures Series were used by 18.4% of the respondents, with a satisfaction level of 86.1%. The Val R. Christensen Service Center was used by 9.8% of the respondents, with a satisfaction rating of 81.1%.

The Club Sports program was used by 15.7% of the respondents and 83.7% of those who participated were satisfied. Intramurals were used by 20.3% of the respondents. Satisfaction with Intramurals was 87.6%. The Fieldhouse was used by 63.6% of the respondents, with satisfaction at 87%. The HPER was used by 61.8% of the respondents, with satisfaction at 92%. Outdoor Recreation equipment rental was used by 15.8% of the respondents, with a satisfaction level of 86.6%.

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 "Evaluation of Other Services and Activities" on the last page of the survey. The comments were categorized as follows: Advising, Bookstore, Canvas, Courses/Faculty/Supplemental Instruction/Programs, Fieldhouse/HPER/Intramurals, Financial Aid, Food Services, Housing Services, Library, Parking, Registration, Shuttle Bus, Student Activities, Student Employment, Student Health and Wellness Center/Counseling & Psychological Services, Student Services, The Survey, Technology, Tuition and Fees, and USU in General.

Many respondents were either unaware of the services listed in this section of the survey – indicating that if they had known about them they would have used them – or they indicated that they needed to use more of the available services. The categories with the most comments were: Courses/Faculty/Supplemental Instruction/Programs, and Fieldhouse/HPER/Intramurals and Registration. There were comments praising the effectiveness of Supplemental Instruction. There were mixed reviews about the Math Tutoring Center. Several respondents had trouble with the fast pace of the Math 1010 course. Some respondents thought that offering math online was not a good idea. A few respondents commented on the expense of online courses and wondered why they were so expensive. A few respondents thought that general education either had some unreasonable requirements or that they were a waste of their time.

When discussing the Fieldhouse, many respondents said that the facility was run down and falling apart. They felt the Fieldhouse was too crowded and needed to be open later into the evening. They also said that the Fieldhouse needed new equipment and more space. Some respondents wanted to participate in Intramurals but said it was hard to get onto a team. Several respondents complained about how crowded the HPER Pool was.

Registration was a bone of contention for many respondents. There were numerous complaints about online registration crashing and not being user friendly. Many found the online registration site confusing and frustrating. They said that it was inefficient and often timed out on them. Many respondents said that online registration could not handle the user demand.

Other comments ranged from the high cost of text books, to not knowing about many of the activities available to students. The comments listed under Student Services deal with units within that division or with services in general. All comments appear in a PDF document at the end of this report.

FINDINGS: OVERALL USU EXPERIENCES

There were several questions in the survey that focused on students general perceptions of USU. When students were given the statement: "I am satisfied with the education I am receiving at USU", 87.5% of the respondents agreed or strongly agreed with this statement. Only 3.1% said they disagreed or strongly disagreed. When asked if tuition was a worthwhile investment, 63.5% of the respondents agreed or strongly agreed, but 11.3% disagreed or strongly disagreed.

Seventy-seven percent of the respondents said that if they had to make the decision again they would still come to USU. Eight percent of the respondents disagreed or strongly disagreed. Seventy-nine percent of the respondents intended to graduate from Utah State University, while 8% did not.

When students were asked what they would tell a graduating high school student about Utah State University, four 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 (97.7%) said USU was great or at least said mostly positive things about the university.

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