

OFFICE OF ANALYSIS, ASSESSMENT, AND ACCREDITATION

**COMPARISON OF RESPONSES:
FRESHMAN/SOPHOMORE VERSUS GRADUATING STUDENTS
2005 – 2010**

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DESCRIPTION OF SURVEYS

Each year, the Office of Analysis, Assessment, and Accreditation conducts two general surveys of students to determine attitudes and perceptions of their experiences at Utah State University: a survey of freshmen and sophomore students, and a survey of graduating baccalaureate students. In addition to some general demographic questions, both the Freshman/Sophomore Student Survey and the Graduating Student Survey include topics on: Financial Aid, Advising, Faculty/Department Experiences, General Education, Libraries/Technology, Campus Climate, and overall USU Experiences.

In 2009 the Graduating Student Survey added a section on Future Plans which is not a part of the Freshman/Sophomore Student Survey, and thus will not be compared in this analysis. With this exception, the majority of the survey questions are similar, which allows for a comparison of how students attitudes and perceptions may have changed over time.

SAMPLE SELECTION AND SURVEY ADMINISTRATION

The Freshman/Sophomore Student Survey is administered during class time in classes with high proportions of freshmen and sophomore students. All of the students in each class fill out the survey. The surveys are then sorted to include only freshmen and sophomore students. Sorting is done using a survey question that asks students to report the total number of credit hours they have completed. Over 1,000 surveys are completed every year, and these are the basis of the freshman/sophomore results.

The Graduating Student Survey attempts to survey all of the undergraduate candidates for graduation. Surveys are distributed as part of the graduation application packet. Students are instructed to fill out the survey and return it with their graduation application materials to the Registrar's Office. Over 1,500 usable surveys are completed each year and these are the basis of the graduating student results.

DATA PRESENTATION

This summary focuses on a subset of matching items from the two surveys. It includes data collected over a six year period. The tables compare results of the Freshman/Sophomore Student Survey from 2005 through 2010 with those of the Graduating Student Survey for the same six year period. The narrative presentation focuses on "strongly agree" and "agree" student responses to survey questions. In the tables, where cells are blank, no data was available for those years. The numbers in the tables printed in red are subtotals for "agree" plus "strongly agree" responses, or subtotals for "disagree" plus "strongly disagree" responses. Some question wording may have been modified in the six year period covered by this summary. Any numbers or text printed in blue, in the tables, denotes a change to that question and its corresponding data. The tables referred to in each section can be found in the appendix.

YEAR-TO-YEAR VARIATIONS

An interesting and important finding that resulted from evaluating the data over a six year period was that there tends to be little variation of ratings over time. That is, for most of the survey questions, the results from the Freshman/Sophomore Student Survey and also from the Graduating Student Survey did not change very much from year-to-year. Consequently, the focus of this report will be on comparisons between the two groups.

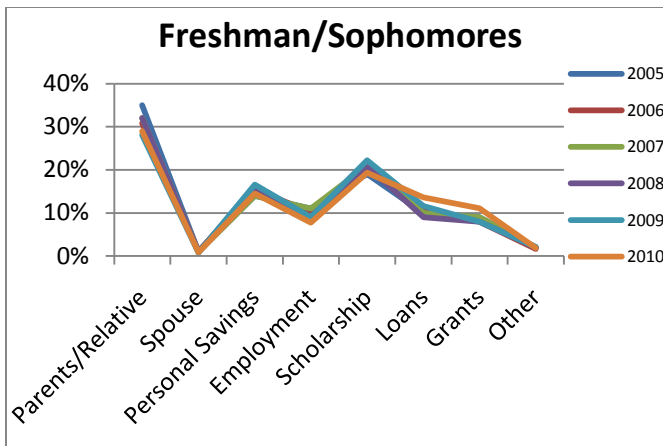
RESPONDENT CHARACTERISTICS (See Table 1)

In 2005 there were more female respondents in both groups. From 2006 through 2010 there were more male freshmen/sophomore respondents and more female graduating respondents. In all years, the percentage of male and female respondents was within $\pm 5\%$ of the median (50%). Across the six year period, graduating respondents were about five times more likely to be married than freshman/sophomore respondents. In all six years there were 2% to 3% more freshman/sophomore minority respondents than graduating minority respondents.

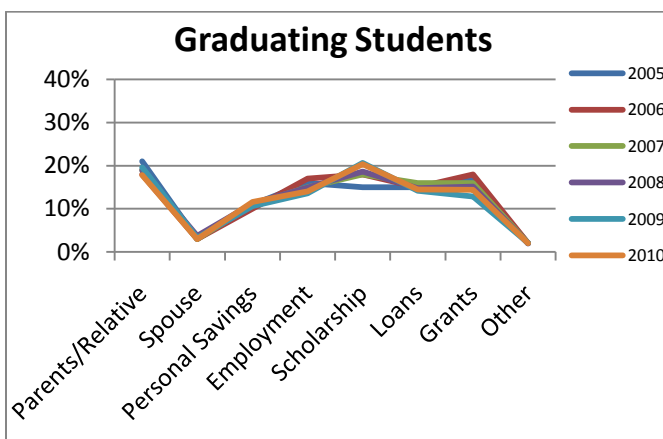
FINDINGS: SOURCES OF FINANCIAL AID (See Table 2)

Questions are asked to determine how students supported themselves through college. Students are asked to indicate the percent of their financial support for school (tuition, books, housing, food, etc.) that came from each of the sources mentioned. The percentages in the table are the means for each source.

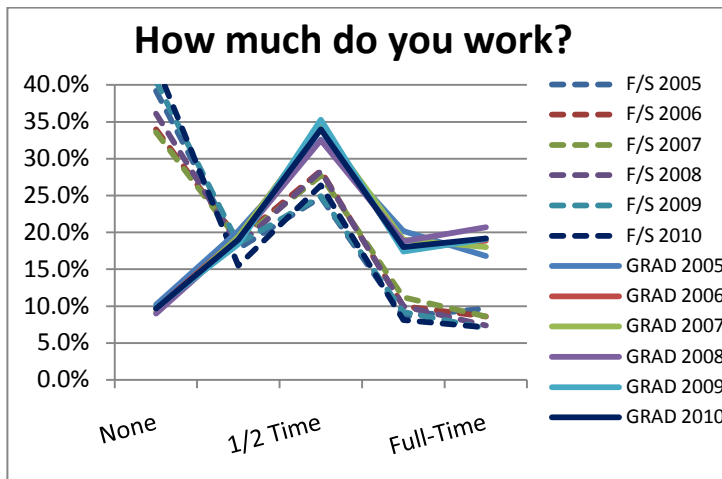
For freshman/sophomore respondents, from 2005 through 2010, parents or other relatives were the most common source of financial support, providing about 31% of support for an average student across those years. The next largest sources of support for freshman/sophomore respondents were scholarships (20% on average), personal savings (15% on average), and loans (11% on average).



For graduating respondents, support from parents or other relatives declined to an average of about 19%. By the time of graduation, these respondents reported a mix of financial sources that included scholarships (18% on average), grants (16% on average), and loans and employment (15% on average for each) as the largest sources of support. From 2005 through 2009, 1% to 4% more freshman/sophomore respondents received scholarships than graduating respondents, but 3% to 10% more graduating respondents received grants. In all years, 1% to 6% more graduating respondents used loans. Over the six year period, 2% to 6% more graduating respondents relied on employment than freshman/sophomore respondents, except in 2010 when both groups were the same.



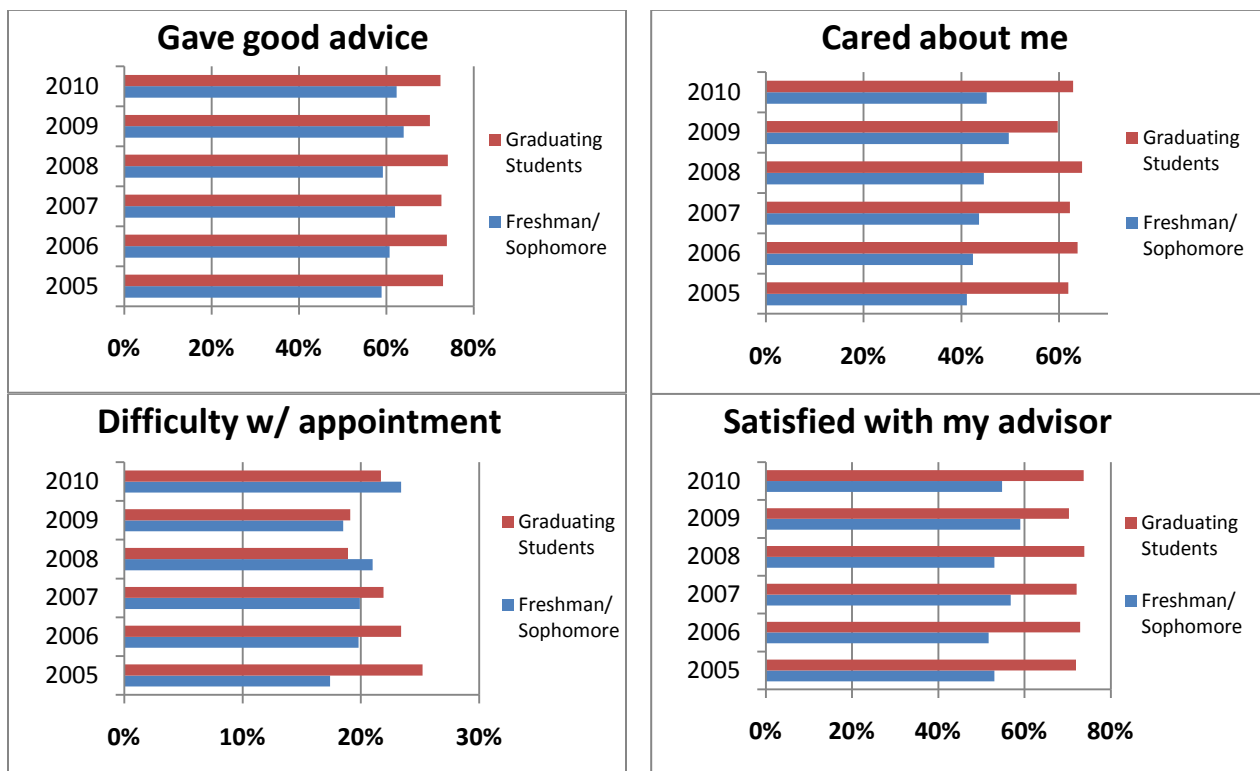
On average, across these six years, more than four times – nearly 40% – as many freshman/sophomore respondents reported doing no [paid] work, when compared to graduating student respondents. Most graduating respondents reported working. Less than 10%, on average, did not work at all. More than 37% of graduating respondents reported working three-quarters, or full-time. As might be expected, over the six year period, a greater percentage of graduating respondents worked more hours than freshman and sophomore respondents.



FINDINGS: ADVISING (See Table 3)

The surveys include several questions about USU's academic advising program. When asked about the most important source of information used for academic planning, the first choice of the freshman/sophomore respondents was their academic advisor. Graduating respondent's most important source of information came from the Major Requirement Sheets from 2005 and 2006, but their advisor was their top choice from 2007 through 2010. The most common number of advisor visits for both groups was once a semester. While 21% to 24% of freshman/sophomore respondents had not met with their advisor during the school year, only 6% to 9% of graduating respondents reported the same. The most notable reasons that freshman/sophomore respondents gave for not meeting with their advisor were: 1) they did not know who their advisor was, and 2) they got their information from other sources. For graduating respondents the most frequently mentioned reasons for not meeting with their advisor were: 1) they got the information from other sources, and 2) they communicated with their advisor by email or telephone.

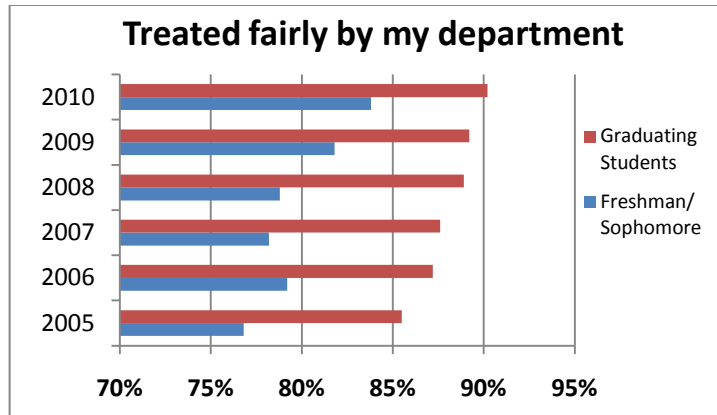
Students' opinions of USU advising start out generally positive, and improve over the course of their academic career. A majority (more than 50%) of freshman/sophomores are satisfied with USU advising, and with their advisor. When asked if their advisor gave them good advice, on average, more than 60% of freshman/sophomores agreed or strongly agreed. By graduation, these percentages had increased, with 10% to 15% more graduating respondents than freshman/sophomore respondents agreeing or strongly agreeing that their advisor gave them good advice. Affirmative responses to the question: "My advisor cared about me as an individual" increased by 10% to 21% between freshman/sophomore respondents and graduating respondents. When responding to the question, "I often have difficulty getting an appointment with an advisor," 40% or more of the freshman/sophomore respondents disagreed or strongly disagreed. Fifty-four percent to 64% of graduating respondents disagreed or strongly disagreed with this statement. When asked if they were satisfied with their advisor, a higher percentage (11% to 21%) of graduating respondents than freshman/sophomore respondents agreed or strongly agreed that they were satisfied. Three percent to 11% more graduating respondents than freshman/sophomore respondents agreed or strongly agreed that they were satisfied with the advising system at USU.



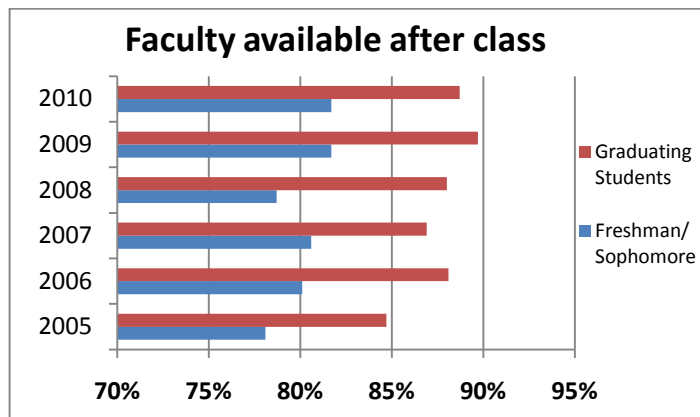
FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4)

Students' opinions about their departments are very positive, and show a steady trend of improvement among both freshman/sophomores and graduating respondents over the last six years. Several questions about faculty and department interactions are included in the surveys.

Six percent to 10% more graduating respondents than freshman/sophomore respondents said they were treated fairly by their departments. In 2010, more than 90% of graduating respondents agreed or strongly agreed with this statement.

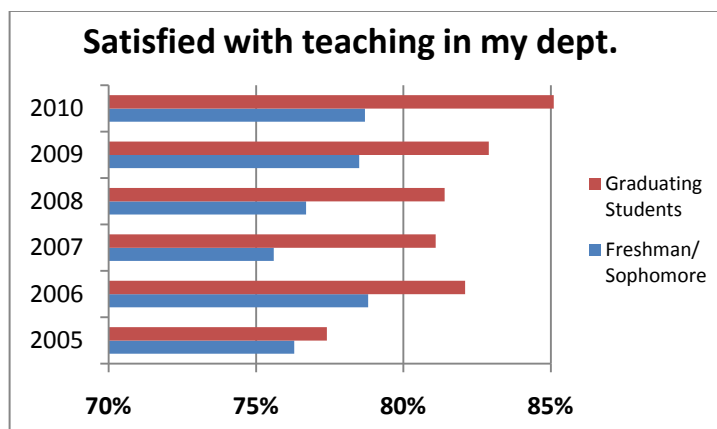


When rating the availability of faculty after classes and during office hours, more than 70% in both groups agreed or strongly agreed that faculty were available, but 7% to 9% more graduating respondents rated this item higher than freshman/sophomore respondents.



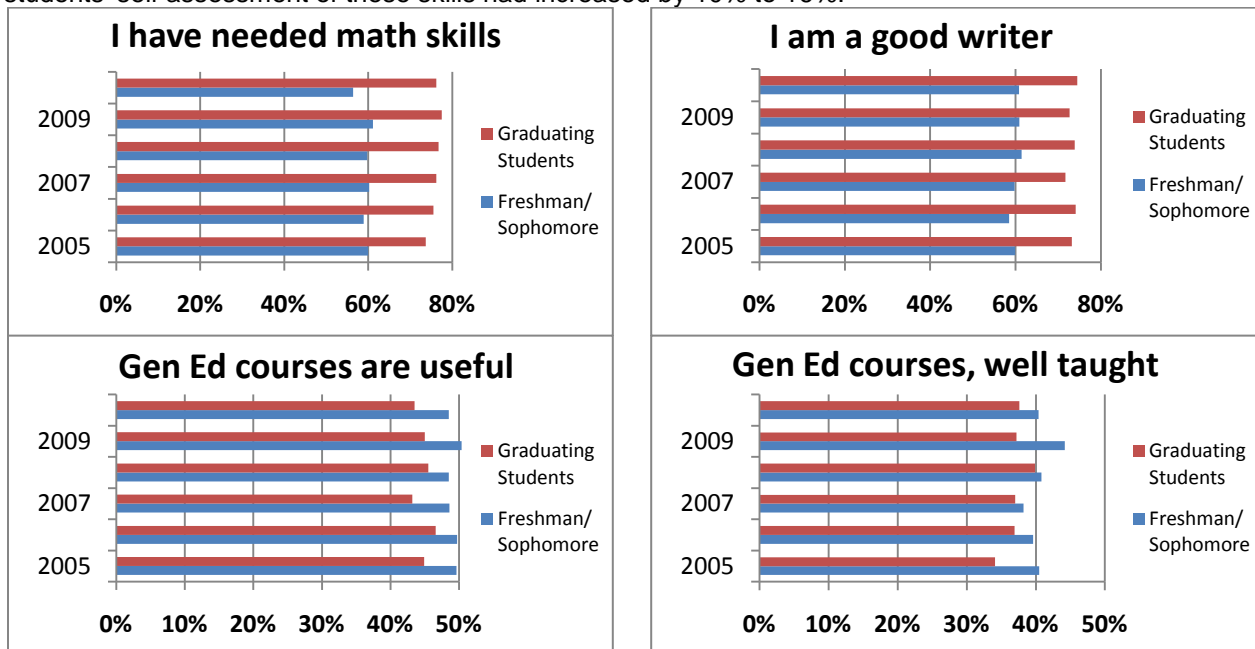
When asked if requirements for their majors were clear and reasonable, on average, more than 70% of freshman/sophomores agreed, and 8% to 13% more graduating respondents agreed or strongly agreed than freshman/sophomore respondents. When asked if there was at least one faculty member students considered a friend, double the number of graduating respondents agreed or strongly agreed (67% to 73%), suggesting there are good opportunities to develop friendships with faculty members over the course of students academic careers at USU.

When responding to the statement, "I am satisfied with the quality of teaching in my department", 76% to 79% of freshman/sophomores agree or strongly agree. Graduating respondents' ratings ranged from 77% to 85%.

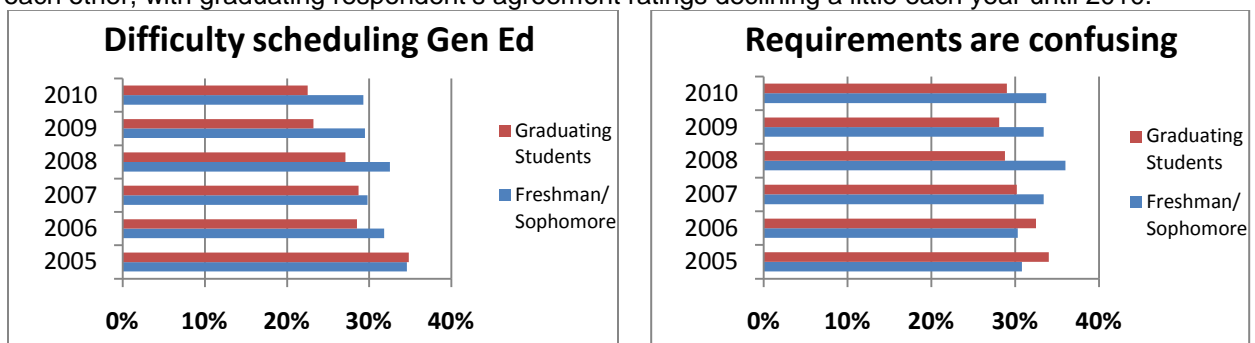


FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES (See Table 5)

Most freshman/sophomore students spend much of their time in general education courses, while graduating students are often trying to finish the general education courses they had not completed earlier. General education courses are designed to enhance students' communication, quantitative, and computer literacy skills and give needed background in humanities and in the social, life, and physical sciences. Freshman/sophomore respondents start with a fairly high opinion of their initial skills and capacity, with 60% agreeing or strongly agreeing with the statements: "I have the skills I need in mathematics," and "I am a good writer." They felt even stronger about their computer skills; 70% agreed or strongly agreed with the statement "I have good computer skills." This may, in turn, influence students' overall opinion of general education courses. Slightly less than 50% of freshman/sophomores agreed or strongly agreed with the statement "General Education is a useful part of my university experience." Positive responses to this question by graduating students were 3% to 7% lower. When asked if general education courses were well taught, 38% to 44% of freshman/sophomore respondents agreed or strongly agreed. Graduating student responses to this question were 1% to 6% lower. By the time of graduation students' self assessment of these skills had increased by 10% to 16%.



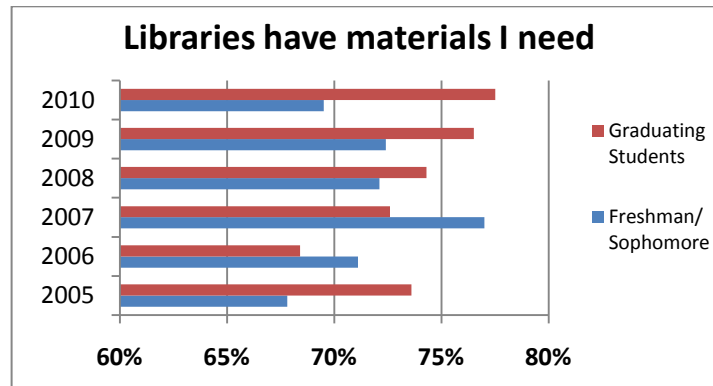
When answering the question "I have difficulty scheduling general education courses", a slightly higher percentage of freshman/sophomore respondents (0.2% to 7%) than graduating respondents indicated that they had difficulty scheduling general education courses. The number of students reporting difficulty shows a slight decline for freshman/sophomores between 2005 and 2010, and a more pronounced decline for graduating respondents. By 2010, less than 30% of freshman/sophomores and graduating students reported difficulty in scheduling. When asked if general education requirements were confusing freshman/sophomore respondent and graduating respondent agreement rates were within 2% to 7% of each other, with graduating respondent's agreement ratings declining a little each year until 2010.



FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)

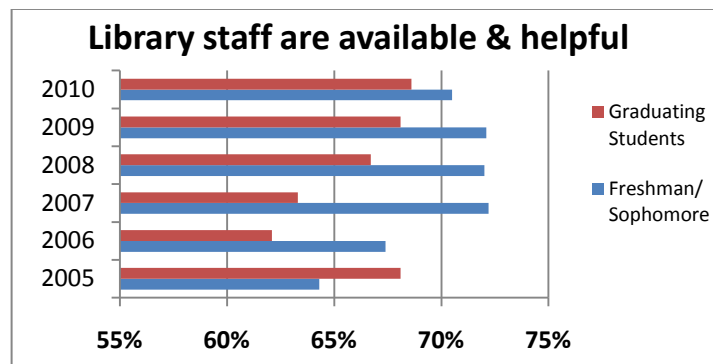
These items deal with experiences involving library materials and staff, online courses, and classroom technology.

When asked if “USU libraries have the books, journals, materials I need”, both freshman/sophomore respondents and graduating respondents rated this item between 68% and 78% agreement.

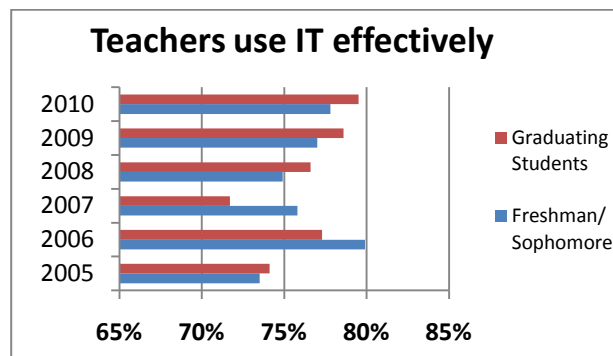
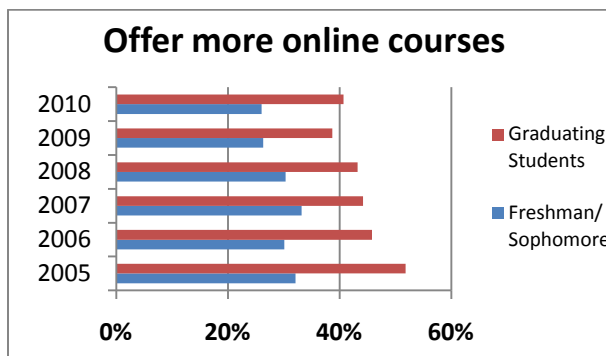


Students were surveyed on the ease and difficulty of locating materials in the USU libraries. Overall, more freshman/sophomore respondents (10% to 16%) than graduating respondents thought it was easy to locate materials in USU’s libraries. In 2009, the wording of this question was changed to ask students if it was difficult to locate materials in the library. With this new wording, less than 26% of students felt that it was difficult to locate materials. Freshmen/sophomore respondents and graduating respondents had roughly the same difficulty.

Overall, a higher percentage of freshman/sophomore respondents (2% to 9%) than graduating respondents thought library staff was available and helpful, except in 2005 when a few more graduating respondents (4%) agreed or strongly agreed that staff was available and helpful.



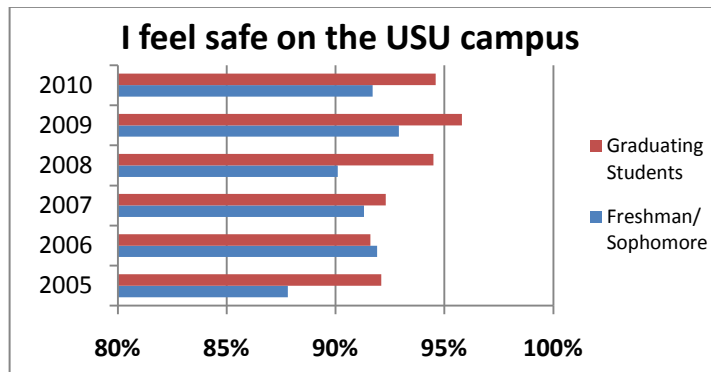
When given the statement, “USU should offer more online courses”, 11% to 20% more graduating respondents than freshman/sophomore respondents agreed or strongly agreed. It’s notable that the percentage of graduating students agreeing or strongly agreeing that USU should offer more online courses has been in decline since 2005, from 52% in 2005 to 41% in 2010. When asked if teachers used technology effectively in the classroom, evaluations between the two groups were quite similar, over 71% for both groups agreed or strongly agreed.



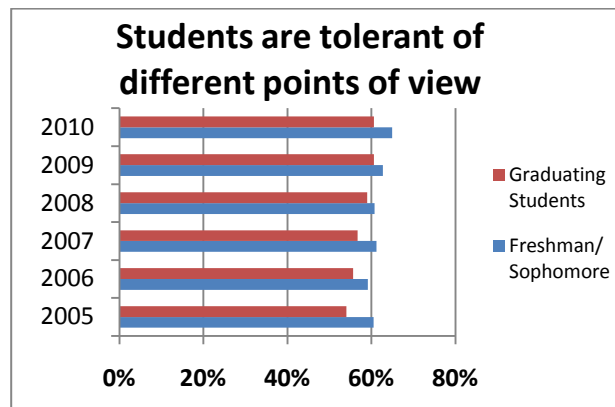
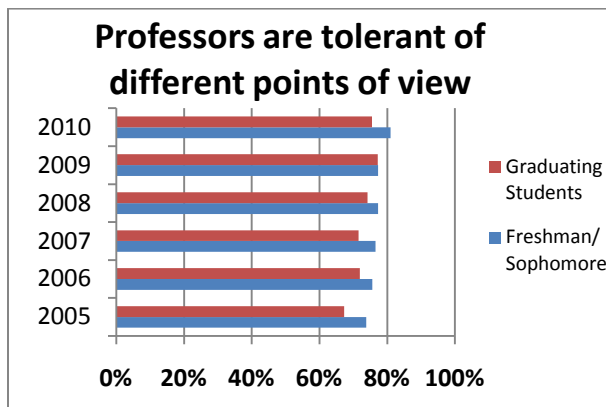
FINDINGS: CAMPUS CLIMATE (See Table 7)

This group of questions addresses student opinion regarding safety, tolerance of different points of view, diversity, and a sense of being cared about at Utah State University.

Utah State is considered a very safe campus. Since 2005, over 90% of both freshman/sophomores and graduating respondents reported that they felt safe on the USU campus. The sense of safety seems to grow over time, with 1% to 4% more graduating respondents than freshman/sophomore respondents agreeing that they felt safe on the campus.

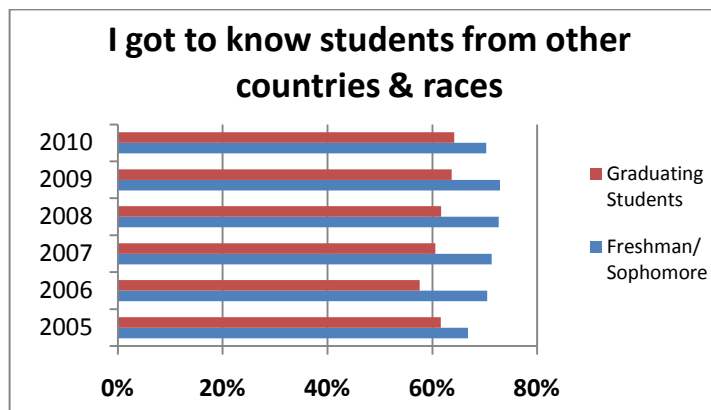


The percentage of students agreeing that professors are tolerant of different points of view has been increasing slightly, with 76% of graduating respondents and 81% of freshman/sophomore respondents agreeing or strongly agreeing to this statement in 2010. In 2005, these numbers were 67% and 74% respectively. Respondents in both groups felt students were less tolerant of different points of views than professors, but this number has also been improving over time, with 61% of graduating respondents and 65% of freshman/sophomore respondents agreeing in 2010 (compared to 54% and 61% in 2005).

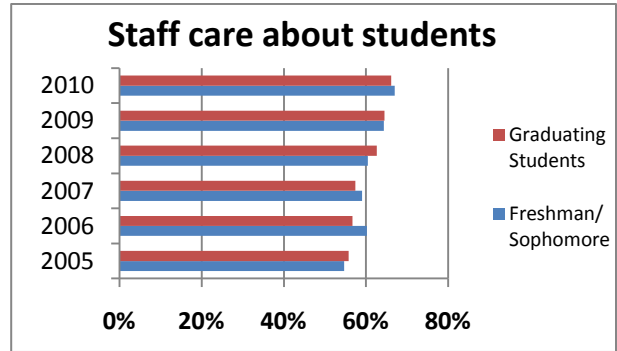
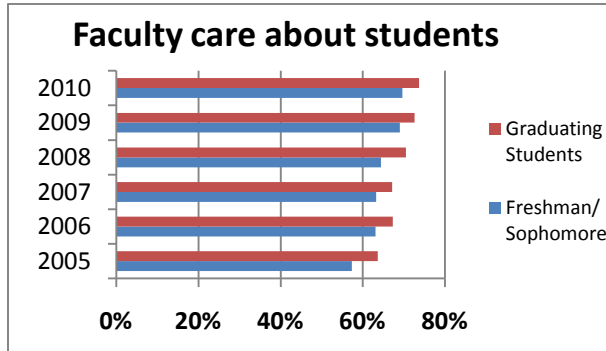


In 2005 through 2008, 17% to 20% more freshman/sophomore respondents than graduating respondents thought that USU provided enough activities for its students. In 2009 this question was changed to focus specifically on whether or not USU did not provide enough activities for students. Thirteen percent to 15% of freshman/sophomore respondents agreed or strongly agreed that USU “does not provide enough activities for its students,” while 9% to 11% of graduating respondents felt that way.

Since 2005, more than 70% of freshman/sophomore respondents have agreed or strongly agreed with the statement: “I got to know students from other countries and of other races.” Interestingly enough, these numbers are 5% to 11% higher than the survey results from graduating respondents.

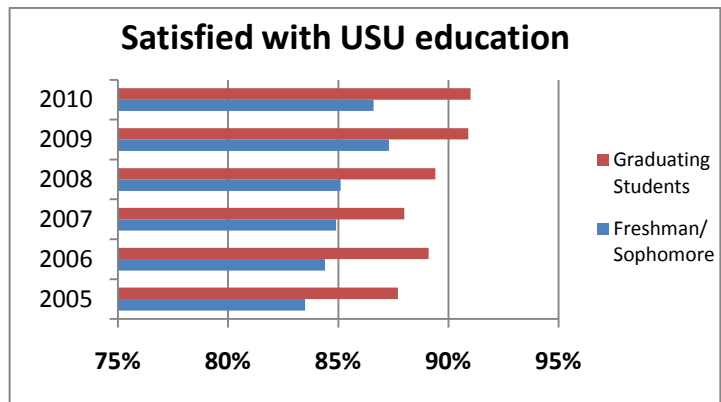


The percentage of students saying that “faculty care about students” has been increasing for freshman/sophomore respondents and graduating respondents over all six years. Four percent to 6% more graduating respondents than freshman/sophomore respondents agreed or strongly agreed that faculty at USU care about students. The percentage of students saying that “staff care about students” has also increased over that same period. In 2006, 2007, and 2010 more freshman/sophomore respondents (0.9% to 4%) than graduating respondents said staff at USU cared about students. But, in 2005, 2008, and 2009 more graduating respondents (0.2% to 2%) said staff care about students. Overall, a clear majority of respondents from both groups saw USU as a safe, tolerant, and caring place to be.

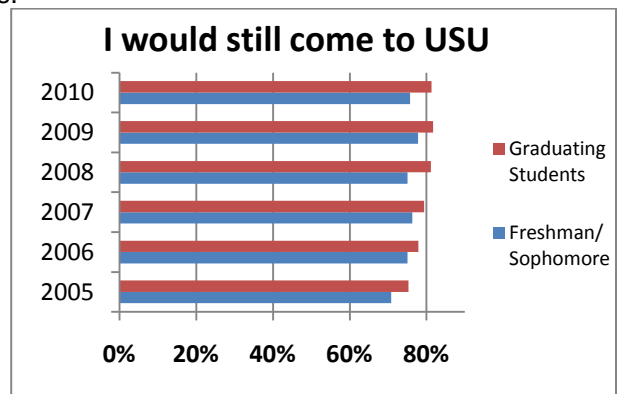
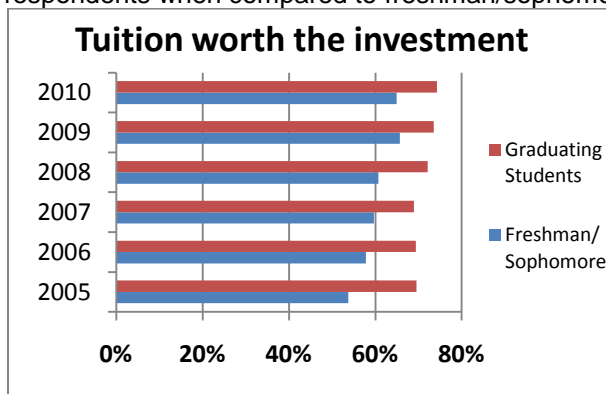


FINDINGS: OVERALL USU EXPERIENCES (See Table 8)

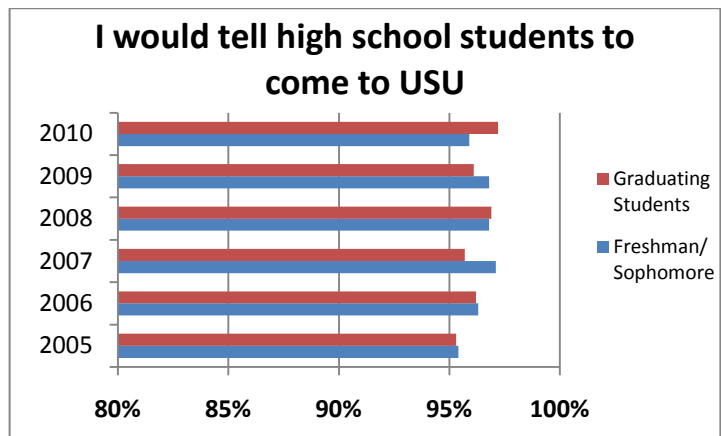
Several questions are included in the survey to determine students' general perceptions of USU. Students' overall satisfaction with their experience at USU appears to increase over time. When students were asked if they were satisfied with the education they were receiving at USU, 3% to 5% more graduating respondents than freshman/sophomore respondents agreed or strongly agreed.



Students' satisfaction with their financial investment at USU also improves over time. In evaluating whether tuition was a worthwhile investment for USU students, more graduating respondents (8% to 16%) than freshman/sophomore respondents agreed or strongly agreed. When students were asked, "If I had to make the decision again, I would still come to USU", 71% or more of the respondents in both groups agreed or strongly agreed, and that number was consistently 3% to 6% higher for graduating respondents when compared to freshman/sophomores.



Students were asked what they would tell a graduating high school student about Utah State University. The four choices were: (1) It's great, come here, (2) Mostly positive things, (3) Mostly negative things, (4) It's not great, don't come here to school. Over 95% of both groups said USU was great or at least mostly positive things about the university, while only 3% and 5% of both groups selected (3) and (4).



LOCATION OF FULL REPORTS

The reports and additional data for each of these studies can be found on the Analysis, Assessment, and Accreditation Web Site (<http://aaa.usu.edu/FactsFigures/surveys.asp>).

APPENDIX

Data Tables

TABLE 1. RESPONDENTS CHARACTERISTICS												
	FRESH- SOPH 2005	GRAD 2005	FRESH- SOPH 2006	GRAD 2006	FRESH- SOPH 2007	GRAD 2007	FRESH- SOPH 2008	GRAD 2008	FRESH- SOPH 2009	GRAD 2009	FRESH- SOPH 2010	GRAD 2010
Gender												
Male	49.8%	46.5%	50.6%	45.4%	54.6%	46.3%	51.2%	48.6%	52.5%	47.9%	53.2%	47.0%
Female	50.2%	53.5%	49.4%	54.6%	45.4%	53.7%	48.8%	51.4%	47.5%	52.1%	46.8%	53.0%
Married	8.3%	47.4%	10.5%	50.4%	10.9%	48.8%	9.5%	49.2%	8.1%	48.0%	10.3%	49.5%
International Students	2.6%	4.1%	4.4%	2.3%	2.8%	2.6%	3.3%	2.3%	2.4%	3.8%	2.9%	3.6%
Minority Students	6.8%	4.8%	7.8%	5.4%	6.7%	5.2%	8.5%	5.7%	8.3%	6.3%	9.6%	6.5%

TABLE 2. SOURCES OF FINANCIAL AID

	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
Parents or other relative	35%	21%	31%	18%	32%	19%	32%	19%	28%	20%	29%	18%
Spouse	1%	3%	1%	3%	1%	3%	1%	4%	1%	3%	1%	3%
Personal Savings	14%	11%	15%	10%	14%	11%	16%	11%	17%	11%	14%	12%
Employment	11%	16%	10%	17%	11%	15%	9%	15%	9%	14%	8%	14%
Scholarship	19%	15%	20%	18%	21%	18%	21%	19%	22%	21%	19%	20%
Loans	10%	15%	11%	15%	10%	16%	9%	15%	12%	14%	14%	14%
Grants	9%	17%	8%	18%	9%	16%	8%	15%	8%	13%	11%	14%
Other	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
	This is a means report											
On average, how much do you work while taking courses at USU?												
Not at all	39.2%	10.2%	34.0%	9.7%	33.6%	9.2%	36.1%	9.0%	40.5%	9.8%	42.8%	9.7%
One-fourth time	17.8%	20.2%	19.0%	19.3%	18.9%	19.4%	18.2%	19.0%	18.5%	18.4%	15.5%	19.0%
One-half time	24.8%	32.6%	28.4%	34.5%	27.7%	34.4%	28.3%	32.5%	24.9%	35.3%	26.4%	34.0%
Three-fourths time	8.6%	20.2%	10.0%	17.7%	11.2%	19.0%	10.0%	18.8%	9.2%	17.4%	8.1%	18.0%
Full-time	9.7%	16.8%	8.6%	18.9%	8.6%	18.0%	7.4%	20.7%	7.0%	19.1%	7.1%	19.2%

TABLE 3. ADVISING												
	FRESH- SOPH	GRAD	FRESH- SOPH	GRAD	FRESH- SOPH	GRAD	FRESH- SOPH	GRAD	FRESH- SOPH	GRAD	FRESH- SOPH	GRAD
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
Most important source of information used for academic planning.												
Advisor	46.2%	41.2%	46.3%	40.7%	49.5%	42.2%	49.4%	47.2%	54.1%	46.1%	52.6%	48.2%
Catalog	7.8%	4.4%	9.2%	3.3%	9.0%	4.9%	11.4%	5.5%	7.3%	4.4%	7.4%	5.5%
Other students	5.9%	4.2%	5.6%	4.2%	7.6%	4.1%	8.1%	5.0%	6.3%	4.6%	7.0%	5.1%
Faculty, not advisor	1.3%	3.7%	2.7%	3.2%	1.8%	3.2%	1.7%	2.9%	1.2%	3.0%	2.1%	3.7%
Major requirement sheets	32.0%	43.6%	29.9%	45.2%	25.3%	42.0%	22.3%	36.2%	25.7%	39.2%	24.1%	34.6%
CAAP Advising Program					0.3%	0.1%	0.4%	0.2%	0.2%	0.0%	0.7%	0.1%
Other	6.8%	2.9%	6.3%	3.4%	6.6%	3.6%	6.7%	3.1%	5.2%	2.7%	6.1%	2.9%
Met with advisor how often in the past school year.												
Once a week	1.0%	0.9%	0.2%	0.8%	0.4%	1.0%	0.4%	0.6%	0.7%	1.2%	0.6%	0.7%
Once a month	7.9%	17.0%	8.0%	16.3%	6.4%	15.4%	7.6%	15.7%	9.6%	11.7%	7.6%	12.5%
Once a semester	45.8%	58.2%	50.3%	56.9%	51.8%	58.3%	49.9%	58.2%	50.6%	61.4%	50.7%	60.9%
Once a year	21.6%	17.6%	18.6%	19.2%	19.3%	19.3%	18.1%	18.8%	17.8%	18.9%	17.5%	16.8%
Never	23.8%	6.3%	22.9%	6.8%	22.1%	5.8%	23.9%	6.6%	21.3%	6.9%	23.5%	9.1%
Reasons for not meeting with advisor												
Did not know who my advisor was					19.6%	1.7%	21.5%	2.1%	18.9%	2.4%	21.0%	2.3%
Advisor was not helpful					6.4%	7.2%	7.5%	6.9%	6.7%	7.0%	5.7%	6.1%
Advisor was not available					4.0%	3.4%	3.9%	3.0%	3.6%	3.5%	5.1%	3.6%
Got information from other source					21.5%	22.7%	20.8%	23.6%	18.6%	24.8%	20.2%	25.1%
Communicated with advisor by email or telephone					4.5%	11.7%	3.3%	15.2%	4.8%	14.7%	5.2%	16.4%
My USU advisors give me good advice.												
Strongly agree	22.7%	30.4%	22.7%	33.0%	22.4%	32.7%	22.7%	35.0%	26.1%	31.7%	27.7%	34.3%
Agree	36.2%	42.6%	38.1%	40.9%	39.6%	39.9%	36.5%	39.1%	37.9%	38.3%	34.7%	38.1%
	58.9%	73.0%	60.8%	73.9%	62.0%	72.6%	59.2%	74.1%	64.0%	70.0%	62.4%	72.4%
Neutral	28.2%	16.9%	29.7%	17.0%	28.0%	17.0%	29.9%	15.8%	26.5%	19.8%	28.4%	18.9%
Disagree	7.5%	6.4%	5.7%	6.0%	6.5%	6.7%	6.5%	6.4%	5.8%	6.9%	5.6%	5.2%
Strongly disagree	5.4%	3.6%	3.8%	3.1%	3.6%	3.8%	4.5%	3.7%	3.7%	3.4%	3.7%	3.5%
	12.9%	10.0%	9.5%	9.1%	10.1%	10.5%	11.0%	10.1%	9.5%	10.3%	9.3%	8.7%

	FRESH- SOPH 2005	GRAD 2005	FRESH- SOPH 2006	GRAD 2006	FRESH- SOPH 2007	GRAD 2007	FRESH- SOPH 2008	GRAD 2008	FRESH- SOPH 2009	GRAD 2009	FRESH- SOPH 2010	GRAD 2010
My advisor cared about me as an individual.												
Strongly agree	12.6%	27.3%	14.7%	30.0%	14.2%	30.1%	13.4%	31.7%	18.7%	27.6%	17.7%	30.0%
Agree	28.5%	34.6%	27.7%	33.8%	29.4%	32.1%	31.2%	33.0%	31.0%	32.1%	27.5%	32.9%
	41.1%	61.9%	42.4%	63.8%	43.6%	62.2%	44.6%	64.7%	49.7%	59.7%	45.2%	62.9%
Neutral	40.5%	24.6%	41.5%	24.4%	42.2%	25.1%	40.1%	22.9%	36.2%	26.0%	39.0%	24.4%
Disagree	11.1%	8.1%	11.3%	6.9%	9.3%	7.8%	9.2%	7.4%	9.6%	9.5%	10.1%	7.8%
Strongly disagree	7.2%	5.4%	4.8%	4.9%	4.9%	4.8%	6.2%	5.0%	4.4%	4.8%	5.7%	4.9%
	18.3%	13.5%	16.1%	11.8%	14.2%	12.6%	15.4%	12.4%	14.0%	14.3%	15.8%	12.7%
I often have difficulty getting an appointment with an advisor.												
Strongly agree	4.2%	8.9%	6.3%	8.0%	5.6%	8.4%	7.6%	5.5%	5.5%	6.6%	7.8%	8.1%
Agree	13.2%	16.3%	13.5%	15.4%	14.3%	13.5%	13.4%	13.4%	13.0%	12.5%	15.6%	13.6%
	17.4%	25.2%	19.8%	23.4%	19.9%	21.9%	21.0%	18.9%	18.5%	19.1%	23.4%	21.7%
Neutral	39.2%	20.8%	39.9%	17.4%	37.9%	20.5%	36.9%	17.5%	34.1%	19.3%	36.9%	21.4%
Disagree	27.2%	27.8%	27.9%	30.4%	29.7%	25.8%	28.1%	27.8%	31.0%	31.2%	27.0%	25.8%
Strongly disagree	16.2%	26.1%	12.4%	28.9%	12.5%	31.7%	14.0%	35.8%	16.4%	30.3%	12.7%	31.1%
	43.4%	53.9%	40.3%	59.3%	42.2%	57.5%	42.1%	63.6%	47.4%	61.5%	39.7%	56.9%
I am satisfied with my advisor.												
Strongly agree	17.6%	31.5%	17.4%	35.6%	17.6%	34.4%	18.1%	36.1%	21.6%	32.9%	20.4%	34.3%
Agree	35.4%	40.4%	34.3%	37.3%	39.2%	37.7%	34.9%	37.8%	37.4%	37.4%	34.4%	39.4%
	53.0%	71.9%	51.7%	72.9%	56.8%	72.1%	53.0%	73.9%	59.0%	70.3%	54.8%	73.7%
Neutral	33.8%	17.4%	37.1%	16.3%	34.3%	16.6%	35.7%	16.3%	31.4%	17.8%	34.0%	16.4%
Disagree	8.0%	6.4%	7.4%	5.7%	5.5%	6.8%	7.0%	5.4%	6.0%	7.8%	6.8%	5.5%
Strongly disagree	5.1%	4.3%	3.8%	5.1%	3.4%	4.5%	4.4%	4.4%	3.5%	4.1%	4.3%	4.3%
	13.1%	10.7%	11.2%	10.8%	8.9%	11.3%	11.4%	9.8%	9.5%	11.9%	11.1%	9.8%

	FRESH- SOPH 2005	GRAD 2005	FRESH- SOPH 2006	GRAD 2006	FRESH- SOPH 2007	GRAD 2007	FRESH- SOPH 2008	GRAD 2008	FRESH- SOPH 2009	GRAD 2009	FRESH- SOPH 2010	GRAD 2010
Overall, I am satisfied with the advising system at USU.												
Strongly agree	14.1%	19.3%	13.5%	22.7%	15.1%	21.7%	14.9%	23.9%	18.4%	23.3%	17.7%	24.3%
Agree	38.1%	38.3%	37.0%	38.4%	41.0%	37.1%	39.1%	38.7%	38.5%	36.7%	35.7%	39.0%
	52.2%	57.6%	50.5%	61.1%	56.1%	58.8%	54.0%	62.6%	56.9%	60.0%	53.4%	63.3%
Neutral	34.1%	24.2%	37.6%	21.5%	31.6%	23.7%	33.3%	21.7%	31.9%	23.6%	34.4%	21.8%
Disagree	8.4%	11.7%	8.2%	10.6%	9.1%	10.7%	8.3%	9.2%	7.8%	10.5%	7.5%	9.0%
Strongly disagree	5.3%	6.6%	3.8%	6.8%	3.2%	6.8%	4.4%	6.4%	3.4%	5.9%	4.7%	5.8%
	13.7%	18.3%	12.0%	17.4%	12.3%	17.5%	12.7%	15.6%	11.2%	16.4%	12.2%	14.8%
	NOTE: Percentages are based on the number of students responding to each question.											

TABLE 4. FACULTY/DEPARTMENT EXPERIENCES													
	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010	
I am satisfied with the quality of teaching in my department.													
Strongly agree	19.6%	25.3%	23.6%	29.6%	23.4%	29.0%	21.9%	31.2%	26.3%	33.7%	24.5%	34.6%	
Agree	56.7%	52.1%	55.2%	52.5%	52.2%	52.1%	54.8%	50.2%	52.2%	49.2%	54.2%	50.5%	
	76.3%	77.4%	78.8%	82.1%	75.6%	81.1%	76.7%	81.4%	78.5%	82.9%	78.7%	85.1%	
Neutral	19.1%	15.3%	17.2%	12.1%	19.4%	13.4%	18.6%	13.6%	17.2%	11.7%	16.4%	11.0%	
Disagree	3.5%	5.6%	3.4%	4.2%	4.7%	4.4%	4.3%	3.8%	3.3%	3.5%	4.1%	3.0%	
Strongly disagree	1.0%	1.7%	0.6%	1.6%	0.3%	1.1%	0.5%	1.2%	0.9%	1.9%	0.8%	0.8%	
	4.5%	7.3%	4.0%	5.8%	5.0%	5.5%	4.8%	5.0%	4.2%	5.4%	4.9%	3.8%	
I am treated fairly by my department.													
Strongly agree	19.3%	30.1%	22.6%	35.1%	21.7%	36.3%	22.8%	36.9%	27.7%	41.8%	27.7%	40.6%	
Agree	57.5%	55.4%	56.6%	52.1%	56.5%	51.3%	56.0%	52.0%	54.1%	47.4%	56.1%	49.6%	
	76.8%	85.5%	79.2%	87.2%	78.2%	87.6%	78.8%	88.9%	81.8%	89.2%	83.8%	90.2%	
Neutral	21.0%	11.3%	19.2%	9.5%	20.1%	9.8%	19.8%	8.5%	16.1%	8.4%	14.0%	8.2%	
Disagree	1.9%	2.6%	1.0%	2.2%	1.2%	1.8%	1.4%	1.9%	1.6%	1.3%	1.6%	1.2%	
Strongly disagree	0.4%	0.6%	0.6%	1.1%	0.4%	0.8%	0.1%	0.7%	0.6%	1.1%	0.6%	0.4%	
	2.3%	3.2%	1.6%	3.3%	1.6%	2.6%	1.5%	2.6%	2.2%	2.4%	2.2%	1.6%	
Faculty are usually available after class and during office hours.													
Strongly agree	22.9%	32.5%	26.6%	35.5%	25.7%	37.6%	28.3%	39.1%	30.2%	43.3%	30.3%	43.5%	
Agree	55.2%	52.2%	53.5%	52.6%	54.9%	49.3%	50.4%	48.9%	51.5%	46.4%	51.4%	45.2%	
	78.1%	84.7%	80.1%	88.1%	80.6%	86.9%	78.7%	88.0%	81.7%	89.7%	81.7%	88.7%	
Neutral	19.7%	11.9%	17.6%	9.3%	16.5%	10.7%	18.7%	9.7%	15.7%	8.5%	15.1%	9.2%	
Disagree	2.1%	3.0%	1.6%	2.0%	2.2%	1.7%	2.3%	1.7%	2.0%	1.4%	2.4%	1.7%	
Strongly disagree	0.2%	0.5%	0.7%	0.7%	0.7%	0.7%	0.3%	0.6%	0.6%	0.5%	0.7%	0.4%	
	2.3%	3.5%	2.3%	2.7%	2.9%	2.4%	2.6%	2.3%	2.6%	1.9%	3.1%	2.1%	

	FRESH- SOPH 2005	GRAD 2005	FRESH- SOPH 2006	GRAD 2006	FRESH- SOPH 2007	GRAD 2007	FRESH- SOPH 2008	GRAD 2008	FRESH- SOPH 2009	GRAD 2009	FRESH- SOPH 2010	GRAD 2010
Requirements for my major are clear and reasonable.												
Strongly agree	20.3%	29.6%	22.3%	31.6%	21.1%	34.5%	21.8%	35.9%	24.5%	38.7%	25.7%	37.8%
Agree	50.4%	48.9%	48.8%	49.9%	51.1%	48.3%	47.2%	46.0%	50.1%	45.4%	46.7%	47.1%
	70.7%	78.5%	71.1%	81.5%	72.2%	82.8%	69.0%	81.9%	74.6%	84.1%	72.4%	84.9%
Neutral	24.0%	13.7%	23.5%	12.0%	22.1%	12.0%	23.8%	12.4%	20.6%	9.6%	21.0%	11.0%
Disagree	4.4%	5.9%	4.1%	4.6%	5.3%	3.9%	6.1%	4.4%	3.7%	4.8%	5.3%	3.0%
Strongly disagree	0.9%	2.0%	1.3%	1.9%	0.4%	1.4%	1.0%	1.4%	1.2%	1.5%	1.3%	1.1%
	5.3%	7.9%	5.4%	6.5%	5.7%	5.3%	7.1%	5.8%	4.9%	6.3%	6.6%	4.1%
There is at least one faculty member that I consider a friend.												
Strongly agree	11.4%	32.8%	12.7%	35.7%	12.6%	36.7%	13.8%	37.5%	14.5%	42.2%	13.4%	41.6%
Agree	19.3%	33.7%	22.1%	32.0%	22.2%	32.5%	21.8%	32.8%	20.6%	31.0%	22.0%	30.9%
	30.7%	66.5%	34.8%	67.7%	34.8%	69.2%	35.6%	70.3%	35.1%	73.2%	35.4%	72.5%
Neutral	35.0%	20.0%	36.7%	19.0%	37.3%	18.0%	34.1%	18.0%	32.5%	16.2%	34.9%	16.3%
Disagree	23.5%	10.2%	20.4%	9.2%	20.0%	8.3%	22.1%	8.2%	22.5%	7.2%	20.9%	7.7%
Strongly disagree	10.8%	3.3%	8.1%	4.1%	7.9%	4.5%	8.2%	3.5%	9.8%	3.4%	8.8%	3.6%
	34.3%	13.5%	28.5%	13.3%	27.9%	12.8%	30.3%	11.7%	32.3%	10.6%	29.7%	11.3%
Overall, I am satisfied with my department.												
Strongly agree	15.1%	30.4%	19.7%	35.9%	18.8%	35.7%	19.7%	37.8%	24.5%	42.1%	23.1%	41.9%
Agree	56.5%	53.8%	54.5%	50.6%	54.4%	50.6%	53.9%	48.9%	51.6%	45.6%	52.3%	47.6%
	71.6%	84.2%	74.2%	86.5%	73.2%	86.3%	73.6%	86.7%	76.1%	87.7%	75.4%	89.5%
Neutral	26.3%	12.2%	23.3%	9.4%	24.5%	10.2%	24.3%	9.6%	21.5%	9.2%	21.9%	7.8%
Disagree	1.4%	2.7%	1.9%	2.8%	2.0%	2.6%	1.9%	2.7%	1.4%	2.3%	1.9%	2.2%
Strongly disagree	0.7%	0.9%	0.6%	1.4%	0.3%	0.9%	0.3%	1.0%	1.0%	0.8%	0.7%	0.6%
	2.1%	3.6%	2.5%	4.2%	2.3%	3.5%	2.2%	3.7%	2.4%	3.1%	2.6%	2.8%

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

TABLE 5. GENERAL EDUCATION/UNIVERSITY STUDIES

	FRESH-SOPH 2005	GRAD 2005	FRESH-SOPH 2006	GRAD 2006	FRESH-SOPH 2007	GRAD 2007	FRESH-SOPH 2008	GRAD 2008	FRESH-SOPH 2009	GRAD 2009	FRESH-SOPH 2010	GRAD 2010
I have difficulty scheduling general education courses.												
Strongly agree	9.0%	11.1%	8.6%	8.2%	7.9%	7.4%	8.6%	6.6%	7.4%	5.3%	7.8%	6.3%
Agree	25.6%	23.7%	23.2%	20.3%	21.9%	21.3%	23.9%	20.5%	22.1%	17.9%	21.5%	16.2%
	34.6%	34.8%	31.8%	28.5%	29.8%	28.7%	32.5%	27.1%	29.5%	23.2%	29.3%	22.5%
Neutral	28.5%	26.4%	28.7%	25.1%	27.3%	26.0%	27.5%	23.9%	27.4%	25.6%	25.5%	25.1%
Disagree	28.3%	27.6%	30.6%	30.9%	33.9%	27.9%	30.8%	30.4%	31.4%	31.6%	34.2%	32.1%
Strongly disagree	8.5%	11.1%	8.9%	15.5%	9.0%	17.4%	9.1%	18.6%	11.7%	19.6%	11.0%	20.2%
	36.8%	38.7%	39.5%	46.4%	42.9%	45.3%	39.9%	49.0%	43.1%	51.2%	45.2%	52.3%
General Education requirements are confusing.												
Strongly agree	6.6%	10.0%	6.8%	8.3%	6.7%	7.4%	9.2%	7.5%	7.7%	7.3%	8.9%	6.1%
Agree	24.2%	24.0%	23.5%	24.2%	26.7%	22.8%	26.8%	21.3%	25.7%	20.8%	24.8%	22.9%
	30.8%	34.0%	30.3%	32.5%	33.4%	30.2%	36.0%	28.8%	33.4%	28.1%	33.7%	29.0%
Neutral	30.5%	28.0%	29.8%	25.7%	27.3%	26.1%	29.1%	25.5%	27.3%	26.6%	27.3%	25.8%
Disagree	31.3%	27.2%	31.6%	29.0%	32.0%	28.1%	28.0%	30.0%	30.1%	29.4%	31.1%	30.7%
Strongly disagree	7.3%	10.7%	8.3%	12.8%	7.4%	15.6%	6.8%	15.6%	9.1%	15.9%	8.0%	14.4%
	38.6%	37.9%	39.9%	41.8%	39.4%	43.7%	34.8%	45.6%	39.2%	45.3%	39.1%	45.1%
General Education courses are well taught.												
Strongly agree	4.6%	4.5%	4.5%	5.8%	5.3%	5.0%	4.8%	6.0%	7.2%	5.5%	5.3%	6.2%
Agree	35.9%	29.6%	35.1%	31.1%	32.9%	32.0%	36.0%	33.9%	37.0%	31.7%	35.1%	31.4%
	40.5%	34.1%	39.6%	36.9%	38.2%	37.0%	40.8%	39.9%	44.2%	37.2%	40.4%	37.6%
Neutral	41.2%	41.9%	40.2%	40.4%	39.7%	39.0%	38.2%	38.4%	37.0%	39.3%	39.3%	39.7%
Disagree	15.2%	17.1%	16.3%	16.1%	17.6%	17.5%	17.3%	15.0%	15.1%	16.1%	15.2%	16.7%
Strongly disagree	3.1%	6.8%	3.8%	6.5%	4.5%	6.5%	3.7%	6.7%	3.7%	7.3%	5.1%	6.1%
	18.3%	23.9%	20.1%	22.6%	22.1%	24.0%	21.0%	21.7%	18.8%	23.4%	20.3%	22.8%

	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
I am a good writer.												
Strongly agree	11.6%	18.8%	10.9%	22.2%	13.0%	19.4%	14.4%	21.1%	14.0%	22.9%	14.2%	23.7%
Agree	48.3%	54.4%	47.6%	51.9%	46.8%	52.3%	47.0%	52.8%	46.9%	49.8%	46.6%	50.8%
	59.9%	73.2%	58.5%	74.1%	59.8%	71.7%	61.4%	73.9%	60.9%	72.7%	60.8%	74.5%
Neutral	25.3%	19.4%	26.2%	18.9%	27.7%	20.0%	26.7%	19.6%	24.6%	20.9%	25.3%	19.4%
Disagree	12.3%	5.4%	11.3%	5.3%	9.7%	6.6%	8.9%	4.5%	10.6%	4.7%	9.1%	4.7%
Strongly disagree	2.6%	1.9%	4.0%	1.7%	2.8%	1.6%	3.1%	2.0%	4.0%	1.8%	4.8%	1.4%
	14.9%	7.3%	15.3%	7.0%	12.5%	8.2%	12.0%	6.5%	14.6%	6.5%	13.9%	6.1%
I have good computer skills.												
Strongly agree	16.7%	26.9%	17.9%	29.0%	16.4%	28.2%	18.3%	27.1%	18.7%	28.1%	19.0%	31.4%
Agree	50.6%	52.9%	52.5%	52.6%	52.5%	54.6%	52.5%	55.5%	54.1%	54.6%	51.7%	52.2%
	67.3%	79.8%	70.4%	81.6%	68.9%	82.8%	70.8%	82.6%	72.8%	82.7%	70.7%	83.6%
Neutral	25.3%	16.6%	23.0%	15.5%	24.3%	13.9%	23.2%	15.1%	20.6%	14.6%	23.4%	13.6%
Disagree	6.5%	2.6%	5.5%	2.4%	5.8%	2.9%	5.1%	2.1%	5.4%	2.4%	4.7%	2.5%
Strongly disagree	0.9%	0.9%	1.1%	0.5%	1.0%	0.3%	0.9%	0.2%	1.2%	0.3%	1.2%	0.3%
	7.4%	3.5%	6.6%	2.9%	6.8%	3.2%	6.0%	2.3%	6.6%	2.7%	5.9%	2.8%
I have the skills that I need in mathematics.												
Strongly agree	15.1%	23.9%	15.4%	27.1%	16.0%	25.1%	17.1%	25.9%	16.3%	27.1%	15.0%	27.7%
Agree	44.9%	49.8%	43.5%	48.4%	44.2%	51.1%	42.6%	50.8%	44.8%	50.4%	41.4%	48.5%
	60.0%	73.7%	58.9%	75.5%	60.2%	76.2%	59.7%	76.7%	61.1%	77.5%	56.4%	76.2%
Neutral	24.2%	18.1%	25.2%	18.4%	23.9%	16.8%	24.2%	16.2%	22.6%	16.3%	25.4%	17.5%
Disagree	12.0%	5.9%	11.6%	4.8%	12.1%	5.1%	11.3%	5.1%	12.4%	4.4%	13.6%	4.6%
Strongly disagree	3.8%	2.4%	4.3%	1.3%	3.8%	1.9%	4.8%	1.9%	4.0%	1.8%	4.7%	1.7%
	15.8%	8.3%	15.9%	6.1%	15.9%	7.0%	16.1%	7.0%	16.4%	6.2%	18.3%	6.3%

	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
General Education is a useful part of my university experience.												
Strongly agree	8.9%	9.2%	9.7%	8.7%	10.4%	8.7%	9.5%	9.6%	11.6%	9.4%	9.6%	9.5%
Agree	40.7%	35.7%	40.0%	37.9%	38.2%	34.5%	39.0%	35.9%	40.2%	35.6%	38.9%	34.0%
	49.6%	44.9%	49.7%	46.6%	48.6%	43.2%	48.5%	45.5%	51.8%	45.0%	48.5%	43.5%
Neutral	34.3%	33.7%	31.4%	32.1%	30.5%	33.3%	30.3%	32.5%	29.8%	31.3%	30.2%	31.5%
Disagree	10.9%	14.2%	12.9%	11.9%	13.5%	15.2%	14.1%	12.6%	12.2%	13.2%	13.7%	14.9%
Strongly disagree	5.2%	7.2%	6.0%	9.4%	7.4%	8.2%	7.0%	9.4%	6.3%	10.5%	7.6%	10.2%
	16.1%	21.4%	18.9%	21.3%	20.9%	23.4%	21.1%	22.0%	18.5%	23.7%	21.3%	25.1%
NOTE: Percentages are based on the number of students responding to each question.												

TABLE 6. LIBRARIES/TECHNOLOGY

	FRESH-SOPH 2005	GRAD 2005	FRESH-SOPH 2006	GRAD 2006	FRESH-SOPH 2007	GRAD 2007	FRESH-SOPH 2008	GRAD 2008	FRESH-SOPH 2009	GRAD 2009	FRESH-SOPH 2010	GRAD 2010
USU libraries have the books, journals, materials I need.												
Strongly agree	18.9%	18.1%	23.8%	17.7%	26.9%	19.8%	27.1%	24.7%	28.6%	26.0%	26.6%	29.1%
Agree	48.9%	55.5%	47.3%	50.7%	50.1%	52.8%	45.0%	49.6%	43.8%	50.5%	42.9%	48.4%
	67.8%	73.6%	71.1%	68.4%	77.0%	72.6%	72.1%	74.3%	72.4%	76.5%	69.5%	77.5%
Neutral	28.7%	20.9%	25.4%	24.3%	20.8%	21.0%	25.5%	20.3%	25.0%	20.1%	28.5%	18.9%
Disagree	3.2%	4.0%	2.7%	5.5%	1.7%	4.6%	1.8%	4.0%	1.9%	3.0%	1.6%	2.9%
Strongly disagree	0.3%	1.5%	0.8%	1.8%	0.5%	1.8%	0.6%	1.4%	0.7%	0.4%	0.4%	0.8%
	3.5%	5.5%	3.5%	7.3%	2.2%	6.4%	2.4%	5.4%	2.6%	3.4%	2.0%	3.7%
It is easy (difficult) to locate materials in USU's libraries.												
Strongly agree	9.8%	10.0%	11.8%	9.2%	13.4%	11.5%	14.5%	12.7%	5.6%	5.2%	5.5%	5.6%
Agree	37.1%	20.8%	35.3%	27.7%	39.9%	28.1%	37.5%	27.6%	19.7%	21.1%	20.2%	18.5%
	46.9%	30.8%	47.1%	36.9%	53.3%	39.6%	52.0%	40.3%	25.3%	26.3%	25.7%	24.1%
Neutral	40.5%	34.2%	39.8%	34.4%	36.0%	32.1%	36.2%	32.9%	40.5%	31.1%	42.8%	33.2%
Disagree	10.5%	18.8%	11.2%	22.4%	8.6%	23.1%	9.6%	21.4%	26.7%	28.9%	24.1%	25.7%
Strongly disagree	2.2%	6.1%	1.9%	6.2%	2.1%	5.2%	2.1%	5.4%	7.5%	13.8%	7.4%	17.1%
	12.7%	24.9%	13.1%	28.6%	10.7%	28.3%	11.7%	26.8%	34.2%	42.7%	31.5%	42.8%
USU library staff are available and helpful.												
Strongly agree	17.0%	17.8%	21.1%	14.6%	22.2%	16.2%	23.4%	19.1%	22.0%	20.6%	21.8%	22.5%
Agree	47.3%	50.3%	46.3%	47.5%	50.0%	47.1%	48.6%	47.6%	50.1%	47.5%	48.7%	46.1%
	64.3%	68.1%	67.4%	62.1%	72.2%	63.3%	72.0%	66.7%	72.1%	68.1%	70.5%	68.6%
Neutral	32.8%	25.9%	28.5%	32.1%	23.7%	29.8%	25.0%	27.0%	25.6%	27.1%	26.5%	27.0%
Disagree	2.5%	4.5%	3.5%	4.2%	3.6%	5.4%	2.5%	4.9%	1.9%	4.2%	2.0%	3.5%
Strongly disagree	0.4%	1.4%	0.6%	1.6%	0.6%	1.5%	0.6%	1.4%	0.5%	0.6%	0.9%	0.8%
	2.9%	5.9%	4.1%	5.8%	4.2%	6.9%	3.1%	6.3%	2.4%	4.8%	2.9%	4.3%

	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
USU should offer more online courses.												
Strongly agree	11.6%	23.2%	9.7%	18.5%	12.2%	18.2%	9.7%	17.6%	8.4%	15.8%	8.3%	16.6%
Agree	20.5%	28.6%	20.4%	27.3%	21.0%	26.0%	20.6%	25.6%	17.9%	22.9%	17.7%	24.1%
	32.1%	51.8%	30.1%	45.8%	33.2%	44.2%	30.3%	43.2%	26.3%	38.7%	26.0%	40.7%
Neutral	60.8%	41.2%	62.9%	45.2%	59.5%	47.0%	60.1%	48.3%	59.2%	52.3%	61.5%	46.1%
Disagree	5.2%	4.6%	5.5%	6.2%	5.4%	5.8%	7.4%	6.1%	10.8%	5.0%	8.9%	8.2%
Strongly disagree	2.0%	2.5%	1.6%	2.8%	1.9%	3.0%	2.2%	2.5%	3.7%	4.0%	3.6%	4.9%
	7.2%	7.1%	7.1%	9.0%	7.3%	8.8%	9.6%	8.6%	14.5%	9.0%	12.5%	13.1%
My teachers use technology effectively in the classroom.												
Strongly agree	15.6%	17.6%	19.5%	18.5%	18.8%	16.5%	18.4%	20.6%	21.9%	22.0%	20.0%	22.4%
Agree	57.9%	56.5%	60.4%	58.8%	57.0%	55.2%	56.5%	56.0%	55.1%	56.6%	57.8%	57.1%
	73.5%	74.1%	79.9%	77.3%	75.8%	71.7%	74.9%	76.6%	77.0%	78.6%	77.8%	79.5%
Neutral	22.5%	19.1%	15.9%	17.9%	19.9%	22.2%	20.7%	17.5%	18.3%	17.1%	16.4%	15.9%
Disagree	3.0%	5.7%	3.5%	3.5%	4.0%	5.1%	3.7%	4.9%	3.8%	3.7%	4.5%	3.6%
Strongly disagree	0.9%	1.1%	0.7%	1.3%	0.2%	1.0%	0.8%	1.0%	0.9%	0.6%	1.3%	1.0%
	3.9%	6.8%	4.2%	4.8%	4.2%	6.1%	4.5%	5.9%	4.7%	4.3%	5.8%	4.6%

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

TABLE. 7. CAMPUS CLIMATE

	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD	FRESH-SOPH	GRAD
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010
I feel safe on the USU campus.												
Strongly agree	33.6%	44.3%	38.0%	43.6%	39.5%	45.9%	38.2%	52.0%	42.8%	55.1%	42.1%	53.7%
Agree	54.2%	47.8%	53.9%	48.0%	51.8%	46.4%	51.9%	42.5%	50.1%	40.7%	49.6%	40.9%
	87.8%	92.1%	91.9%	91.6%	91.3%	92.3%	90.1%	94.5%	92.9%	95.8%	91.7%	94.6%
Neutral	9.6%	6.8%	6.8%	6.8%	7.2%	6.9%	8.2%	4.5%	5.6%	3.7%	6.7%	4.7%
Disagree	1.8%	1.0%	1.0%	1.4%	1.0%	0.8%	1.2%	0.9%	0.6%	0.4%	1.0%	0.5%
Strongly disagree	0.8%	0.1%	0.3%	0.2%	0.6%	0.1%	0.6%	0.2%	1.0%	0.1%	0.6%	0.1%
	2.6%	1.1%	1.3%	1.6%	1.6%	0.9%	1.8%	1.1%	1.6%	0.5%	1.6%	0.6%
Professors at USU are tolerant of different points of view.												
Strongly agree	15.2%	17.6%	17.6%	17.7%	20.2%	19.8%	18.8%	21.4%	24.4%	24.8%	25.2%	25.5%
Agree	58.6%	49.7%	58.0%	54.2%	56.3%	51.7%	58.5%	52.8%	52.9%	52.4%	55.8%	50.0%
	73.8%	67.3%	75.6%	71.9%	76.5%	71.5%	77.3%	74.2%	77.3%	77.2%	81.0%	75.5%
Neutral	20.5%	23.4%	19.8%	19.1%	19.0%	20.3%	17.6%	19.2%	18.0%	16.5%	14.3%	18.2%
Disagree	4.8%	7.4%	3.6%	7.0%	3.4%	6.3%	4.0%	5.6%	3.4%	4.6%	3.1%	4.9%
Strongly disagree	1.0%	1.9%	1.1%	1.9%	1.0%	2.0%	1.0%	1.0%	1.3%	1.7%	1.6%	1.3%
	5.8%	9.3%	4.7%	8.9%	4.4%	8.3%	5.0%	6.6%	4.7%	6.3%	4.7%	6.2%
Students at USU are tolerant of different points of view.												
Strongly agree	8.8%	11.0%	10.3%	10.3%	11.6%	11.8%	11.5%	13.8%	15.5%	16.0%	15.6%	16.0%
Agree	51.7%	43.0%	48.8%	45.3%	49.6%	44.9%	49.2%	45.2%	47.2%	44.6%	49.3%	44.6%
	60.5%	54.0%	59.1%	55.6%	61.2%	56.7%	60.7%	59.0%	62.7%	60.6%	64.9%	60.6%
Neutral	27.0%	28.5%	28.8%	28.5%	27.8%	28.0%	27.8%	25.7%	26.2%	25.5%	23.4%	26.0%
Disagree	8.4%	12.2%	8.8%	10.9%	8.3%	10.0%	7.9%	10.4%	7.5%	9.1%	8.5%	9.3%
Strongly disagree	4.1%	5.2%	3.4%	5.0%	2.7%	5.3%	3.5%	4.9%	3.5%	4.9%	3.1%	4.2%
	12.5%	17.4%	12.2%	15.9%	11.0%	15.3%	11.4%	15.3%	11.0%	14.0%	11.6%	13.5%

	FRESH-SOPH 2005	GRAD 2005	FRESH-SOPH 2006	GRAD 2006	FRESH-SOPH 2007	GRAD 2007	FRESH-SOPH 2008	GRAD 2008	FRESH-SOPH 2009	GRAD 2009	FRESH-SOPH 2010	GRAD 2010
USU (does not) provides enough activities for its students.												
Strongly agree	16.4%	15.1%	19.2%	16.1%	17.7%	19.5%	20.0%	20.2%	3.6%	2.9%	3.7%	3.5%
Agree	53.9%	37.1%	50.6%	35.1%	55.3%	34.0%	52.5%	35.3%	8.9%	8.4%	11.2%	5.9%
	70.3%	52.2%	69.8%	51.2%	73.0%	53.5%	72.5%	55.5%	12.5%	11.3%	14.9%	9.4%
Neutral	21.7%	34.4%	22.6%	37.8%	19.8%	35.5%	20.5%	33.9%	35.6%	30.5%	33.8%	31.9%
Disagree	6.0%	9.6%	5.3%	8.1%	6.1%	8.6%	5.5%	7.3%	38.9%	37.7%	39.3%	35.9%
Strongly disagree	2.0%	3.9%	2.3%	2.8%	1.1%	2.4%	1.4%	3.3%	13.1%	20.5%	12.0%	22.8%
	8.0%	13.5%	7.6%	10.9%	7.2%	11.0%	6.9%	10.6%	52.0%	58.2%	51.3%	58.7%
I got to know students from other countries and of other races.												
Strongly agree	18.2%	15.4%	24.4%	14.6%	22.3%	15.7%	24.8%	17.9%	21.0%	18.5%	21.9%	18.2%
Agree	48.6%	46.2%	46.1%	43.0%	49.0%	44.9%	47.9%	43.8%	51.9%	45.2%	48.4%	46.0%
	66.8%	61.6%	70.5%	57.6%	71.3%	60.6%	72.7%	61.7%	72.9%	63.7%	70.3%	64.2%
Neutral	20.3%	20.7%	17.1%	24.1%	18.0%	22.8%	17.0%	21.4%	15.8%	20.7%	16.2%	21.4%
Disagree	10.6%	12.9%	9.7%	14.1%	7.7%	11.9%	8.5%	11.0%	8.7%	11.5%	10.4%	10.4%
Strongly disagree	2.3%	4.8%	2.7%	4.1%	2.9%	4.8%	1.8%	5.9%	2.7%	4.1%	3.1%	4.1%
	12.9%	17.7%	12.4%	18.2%	10.6%	16.7%	10.3%	16.9%	11.4%	15.6%	13.5%	14.5%
Faculty at USU care about students.												
Strongly agree	9.6%	13.4%	13.1%	13.8%	12.4%	15.1%	13.6%	17.7%	16.9%	18.5%	16.0%	20.6%
Agree	47.7%	50.2%	50.0%	53.5%	50.8%	52.0%	50.8%	52.8%	52.1%	54.1%	53.6%	53.1%
	57.3%	63.6%	63.1%	67.3%	63.2%	67.1%	64.4%	70.5%	69.0%	72.6%	69.6%	73.7%
Neutral	36.6%	27.8%	31.1%	25.0%	32.1%	25.6%	29.6%	23.5%	25.7%	22.3%	25.1%	22.0%
Disagree	4.9%	6.5%	4.4%	5.5%	4.1%	5.4%	4.7%	4.4%	4.2%	3.9%	3.9%	3.3%
Strongly disagree	1.2%	2.1%	1.4%	2.1%	0.6%	1.9%	1.3%	1.6%	1.1%	1.3%	1.3%	1.1%
	6.1%	8.6%	5.8%	7.6%	4.7%	7.3%	6.0%	6.0%	5.3%	5.2%	5.2%	4.4%

	FRESH- SOPH 2005	GRAD 2005	FRESH- SOPH 2006	GRAD 2006	FRESH- SOPH 2007	GRAD 2007	FRESH- SOPH 2008	GRAD 2008	FRESH- SOPH 2009	GRAD 2009	FRESH- SOPH 2010	GRAD 2010
Staff at USU care about students.												
Strongly agree	8.9%	10.9%	12.3%	12.5%	12.2%	12.6%	12.9%	14.3%	15.7%	16.0%	15.6%	17.7%
Agree	45.8%	44.9%	47.9%	44.2%	46.8%	44.8%	47.5%	48.3%	48.6%	48.5%	51.4%	48.4%
	54.7%	55.8%	60.2%	56.7%	59.0%	57.4%	60.4%	62.6%	64.3%	64.5%	67.0%	66.1%
Neutral	39.2%	32.3%	33.5%	32.4%	36.3%	31.3%	33.7%	29.4%	30.1%	27.8%	27.6%	27.5%
Disagree	5.1%	8.6%	4.7%	7.6%	3.6%	7.5%	3.9%	5.5%	4.3%	5.8%	4.4%	4.6%
Strongly disagree	1.0%	3.3%	1.6%	3.3%	1.0%	3.8%	1.9%	2.5%	1.2%	1.9%	1.1%	1.9%
	6.1%	11.9%	6.3%	10.9%	4.6%	11.3%	5.8%	8.0%	5.5%	7.7%	5.5%	6.5%
	NOTE: Percentages are based on the number of students responding to each question.											

TABLE 8. OVERALL USU EXPERIENCES

	FRESH-SOPH 2005	GRAD 2005	FRESH-SOPH 2006	GRAD 2006	FRESH-SOPH 2007	GRAD 2007	FRESH-SOPH 2008	GRAD 2008	FRESH-SOPH 2009	GRAD 2009	FRESH-SOPH 2010	GRAD 2010
I am satisfied with the education I am receiving at USU.												
Strongly agree	23.2%	29.1%	25.2%	32.3%	25.8%	34.7%	27.3%	37.1%	32.9%	41.2%	31.1%	40.8%
Agree	60.3%	58.6%	59.2%	56.8%	59.1%	53.3%	57.8%	52.3%	54.4%	49.7%	55.5%	50.2%
	83.5%	87.7%	84.4%	89.1%	84.9%	88.0%	85.1%	89.4%	87.3%	90.9%	86.6%	91.0%
Neutral	12.8%	8.9%	12.1%	7.8%	12.5%	8.6%	11.6%	7.9%	9.3%	6.5%	10.3%	7.2%
Disagree	3.2%	2.6%	2.4%	2.4%	1.9%	2.6%	2.3%	1.9%	2.5%	2.2%	2.2%	1.4%
Strongly disagree	0.5%	0.7%	1.1%	0.6%	0.7%	0.8%	1.0%	0.9%	0.9%	0.5%	0.9%	0.4%
	3.7%	3.3%	3.5%	3.0%	2.6%	3.4%	3.3%	2.8%	3.4%	2.7%	3.1%	1.8%
The tuition I pay at USU is a worthwhile investment.												
Strongly agree	12.4%	20.8%	14.7%	22.7%	14.7%	23.3%	17.5%	25.3%	21.8%	28.9%	19.6%	30.1%
Agree	41.3%	48.7%	43.1%	46.7%	45.0%	45.6%	43.2%	46.8%	43.9%	44.6%	45.3%	44.2%
	53.7%	69.5%	57.8%	69.4%	59.7%	68.9%	60.7%	72.1%	65.7%	73.5%	64.9%	74.3%
Neutral	30.0%	20.8%	29.6%	20.9%	28.7%	22.0%	28.1%	18.4%	23.7%	19.7%	24.6%	19.4%
Disagree	11.8%	6.1%	9.3%	6.5%	8.8%	5.8%	7.9%	6.8%	7.6%	4.6%	7.2%	4.9%
Strongly disagree	4.5%	3.5%	3.4%	3.3%	2.8%	3.3%	3.3%	2.8%	3.0%	2.1%	3.2%	1.5%
	16.3%	9.6%	12.7%	9.8%	11.6%	9.1%	11.2%	9.6%	10.6%	6.7%	10.4%	6.4%
If I had to make the decision again, I would still come to USU.												
Strongly agree	28.5%	32.5%	28.2%	37.0%	29.9%	37.0%	30.2%	40.1%	36.5%	43.6%	33.7%	43.7%
Agree	42.3%	42.8%	46.8%	40.9%	46.4%	42.4%	44.8%	41.0%	41.3%	38.1%	42.0%	37.6%
	70.8%	75.3%	75.0%	77.9%	76.3%	79.4%	75.0%	81.1%	77.8%	81.7%	75.7%	81.3%
Neutral	19.2%	14.9%	16.8%	13.8%	15.6%	12.3%	17.2%	12.4%	14.0%	11.3%	16.5%	11.9%
Disagree	7.1%	6.5%	5.6%	4.9%	5.5%	4.2%	4.9%	4.0%	5.3%	4.7%	4.9%	4.3%
Strongly disagree	2.9%	3.3%	2.5%	3.4%	2.6%	4.0%	2.8%	2.4%	2.9%	2.3%	3.1%	2.5%
	10.0%	9.8%	8.1%	8.3%	8.1%	8.2%	7.7%	6.4%	8.2%	7.0%	8.0%	6.8%

	FRESH- SOPH 2005	GRAD 2005	FRESH- SOPH 2006	GRAD 2006	FRESH- SOPH 2007	GRAD 2007	FRESH- SOPH 2008	GRAD 2008	FRESH- SOPH 2009	GRAD 2009	FRESH- SOPH 2010	GRAD 2010
What would you tell a graduating high school student about Utah State University?												
It's great come here to school	47.6%	44.6%	47.7%	47.7%	50.5%	49.6%	52.0%	52.7%	57.7%	55.6%	55.2%	58.7%
Mostly positive things	47.8%	50.7%	48.6%	48.5%	46.6%	46.1%	44.8%	44.2%	39.1%	40.5%	40.7%	38.5%
	95.4%	95.3%	96.3%	96.2%	97.1%	95.7%	96.8%	96.9%	96.8%	96.1%	95.9%	97.2%
Mostly negative things	3.5%	3.2%	2.8%	2.3%	2.0%	3.1%	2.1%	2.2%	2.0%	2.8%	2.1%	1.8%
It's not great, don't come here	1.0%	1.4%	1.0%	1.5%	0.9%	1.2%	1.1%	0.9%	1.1%	1.1%	1.9%	1.0%
	4.5%	4.6%	3.8%	3.8%	2.9%	4.3%	3.2%	3.1%	3.1%	3.9%	4.0%	2.8%
	NOTE: Percentages are based on the number of students responding to each question.											