

Office of Analysis, Assessment and Accreditation

**REGIONAL CAMPUSES AND DISTANCE EDUCATION
GRADUATING STUDENT SURVEY 2011**

July 2011

Table of Contents

	Page
Description of Survey.....	3
Sample Selection and Survey Administration.....	3
Data Analysis.....	3
Respondent Characteristics.....	4
Findings: Sources of Financial Aid.....	8
Findings: Advising.....	10
Findings: Major Department.....	15
Findings: General Education/University Studies.....	22
Findings: Libraries/Technology.....	26
Findings: Campus Climate.....	31
Findings: Evaluation of Other Services and Activities.....	35
Findings: Future Plans.....	47
Findings: Overall USU Experiences.....	52
Location of Other RCDE Reports.....	54
Appendix: Survey Instrument.....	A-1

DESCRIPTION OF THE SURVEY

Each year, the Office of Analysis, Assessment, and Accreditation conducts a survey of graduating baccalaureate students to determine their attitudes and perceptions of their experience at Utah State University. In previous years the Regional Campus and Distance Education (RCDE) students participated in the survey given to all Logan campus students. However, consultation with RCDE stakeholders revealed that this survey, as written, is not as relevant to RCDE students as it could be. Researchers reviewed the Graduating Student Survey, lead discussions with RCDE deans and administrators and created a new RCDE Graduating Students Survey that takes into account the unique set of circumstances, resources and services available to RCDE students. Many of the questions on the new RCDE survey parallel the continuing Graduating Students Survey. This allows comparative analyses between the two groups of students on those questions. The primary objectives of the new survey are to assess the attitudes and opinions of RCDE graduating students with respect to:

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

SAMPLE SELECTION AND SURVEY ADMINISTRATION

Efforts were made to survey all of the RCDE candidates for graduation. Surveys were distributed as part of the graduation application packet. All students were instructed to fill out the survey and return it with their graduation application materials to the Registrar's Office.

DATA ANALYSIS

Surveys were scanned and all RCDE students who were candidates for graduation (both baccalaureate and associate degrees) or students completing certifications were included in the data analysis. At the request of RCDE, data was cross tabulated by the RCDE location at which students had taken the majority of their classes. The number of respondents for each location appears at the beginning of each Table. It should be noted that the number of respondents for each location varies greatly. Caution should be taken in trying to extrapolate these data too broadly. Sample sizes below 15 respondents have less reliability. More reliable results are obtained from RCDE Locations with fifteen or more respondents. They were: Brigham City Campus, Tooele Campus, Uintah Basin Campus, Salt Lake Center, USU Online, and Logan. The percentages in each table are based on the number of students responding to each question. When reporting data, neutral responses will be mentioned in the narrative where needed, to bring emphasis and clarification to what might be perceived as lower agreement or satisfaction ratings. Graphs appear in the report to help the reader better visualize trends between locations, but again with some location numbers being so small the narrative of the report will mainly focus on the data "Total" for each question (locations with sample sizes of 15 or more are highlighted in yellow in each of the graphs). The numbers in the tables printed in red are subtotals for Strongly Agree plus Agree or Very Satisfied plus Satisfied. Subtotals in red for Disagree plus Strongly Disagree or Dissatisfied plus Very Dissatisfied are also included.

RESPONDENT CHARACTERISTICS (See Table 1)

The number of RCDE respondents for each location is as follows:

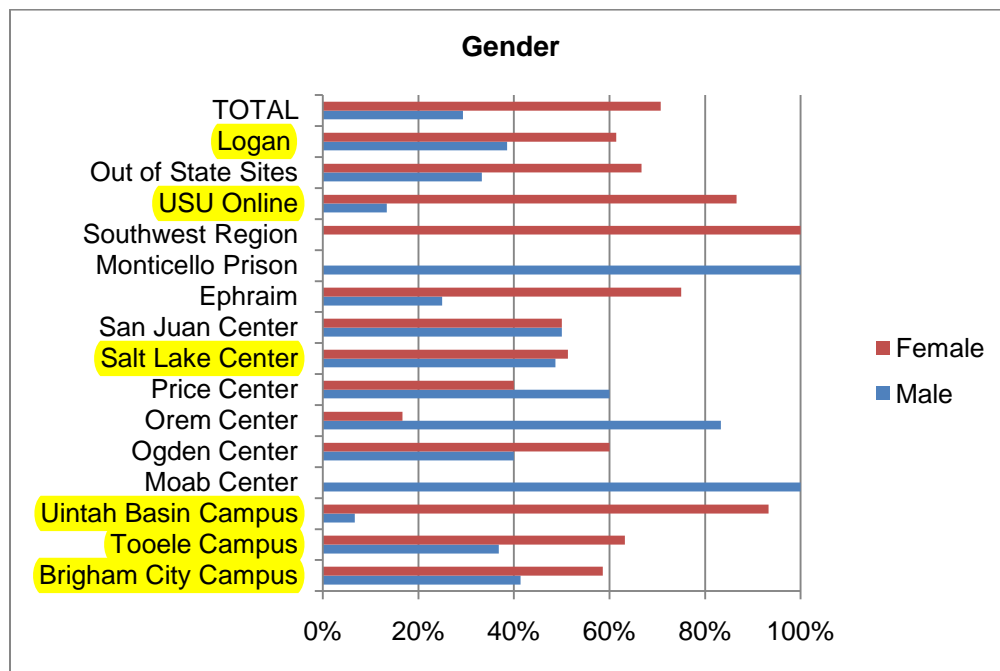
Brigham City Campus	29	San Juan Center	2
Tooele Campus	19	Ephraim	12
Uintah Basin Campus	15	Monticello Prison	1
Moab Center	1	Southwest Region	4
Ogden Center	5	USU Online	134
Orem Center	6	Out of State Sites	6
Price Center	5	<u>Logan</u>	<u>70</u>
Salt Lake Center	39	TOTAL	348

The percentage of respondents by degree received:

Accounting	3.8%	History Teaching Emphasis	0.0%
Biology	0.6%	Horticulture	5.8%
Business	18.4%	Interdisciplinary Studies	8.2%
Communicative Disorders/Deaf Ed.	35.6%	Liberal Arts and Sciences	2.6%
Composite Teaching Biology Science	0.3%	Management Information Systems	1.2%
Composite Teaching Physical Science	0.3%	Mathematics Education	0.3%
Early Childhood Education	0.3%	Psychology	3.5%
Elementary Education	6.4%	Recreation Resource Management	0.3%
English Teaching Emphasis	0.3%	Wildlife Science	0.0%
Entrepreneurship	0.0%	General Studies	2.0%
Family, Consumer & Human Dev.	2.6%	Office Systems Support	0.0%
Family Life Studies	3.5%	Ornamental Horticulture	2.0%
History	1.7%	Pre-Engineering	0.3%

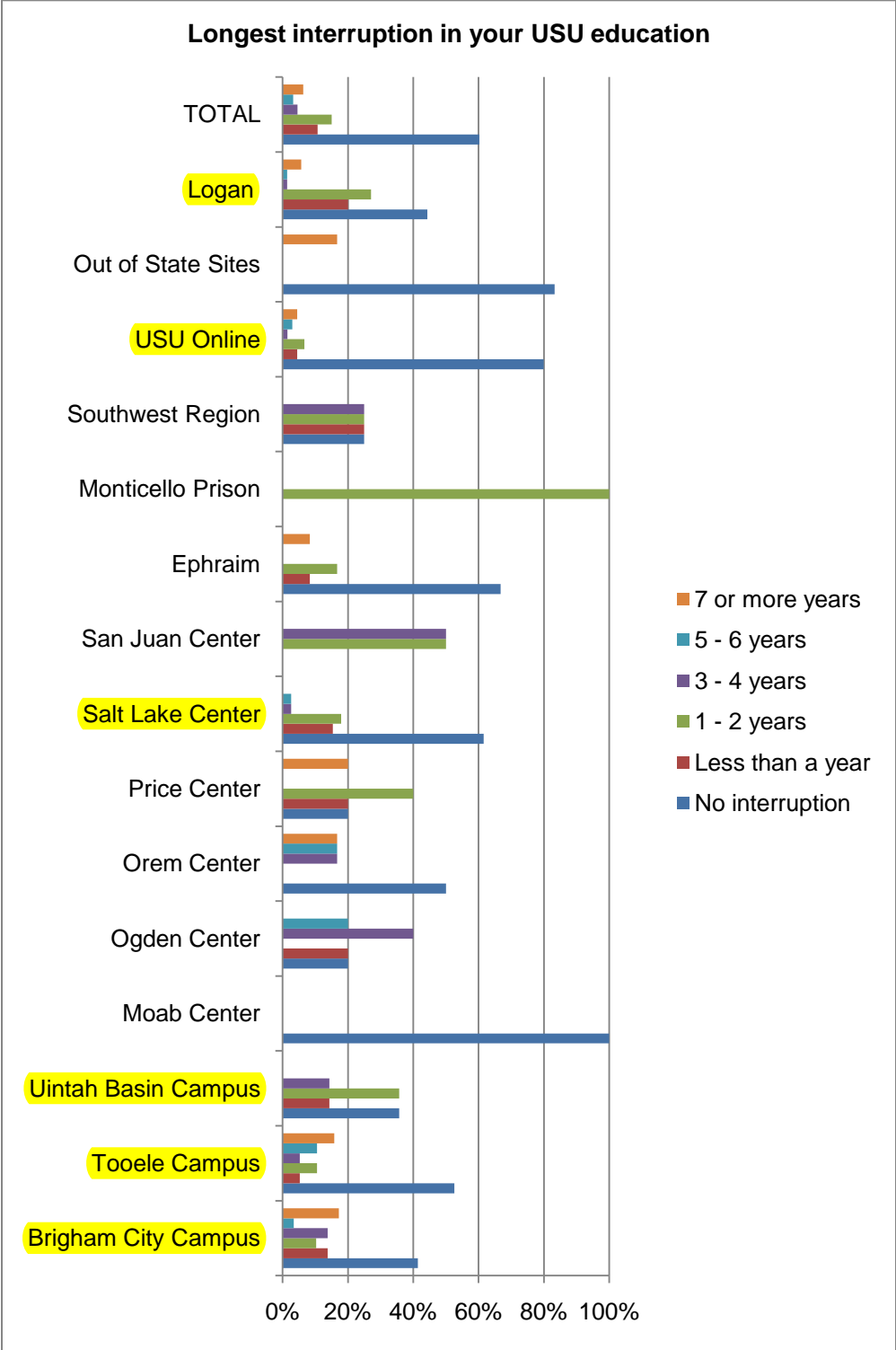
Note in Table 1 that 79.9% of the online respondents received their degree in Communicative Disorders and Deaf Education.

There were more than twice as many female respondents (70.7%) than male respondents (29.3%).

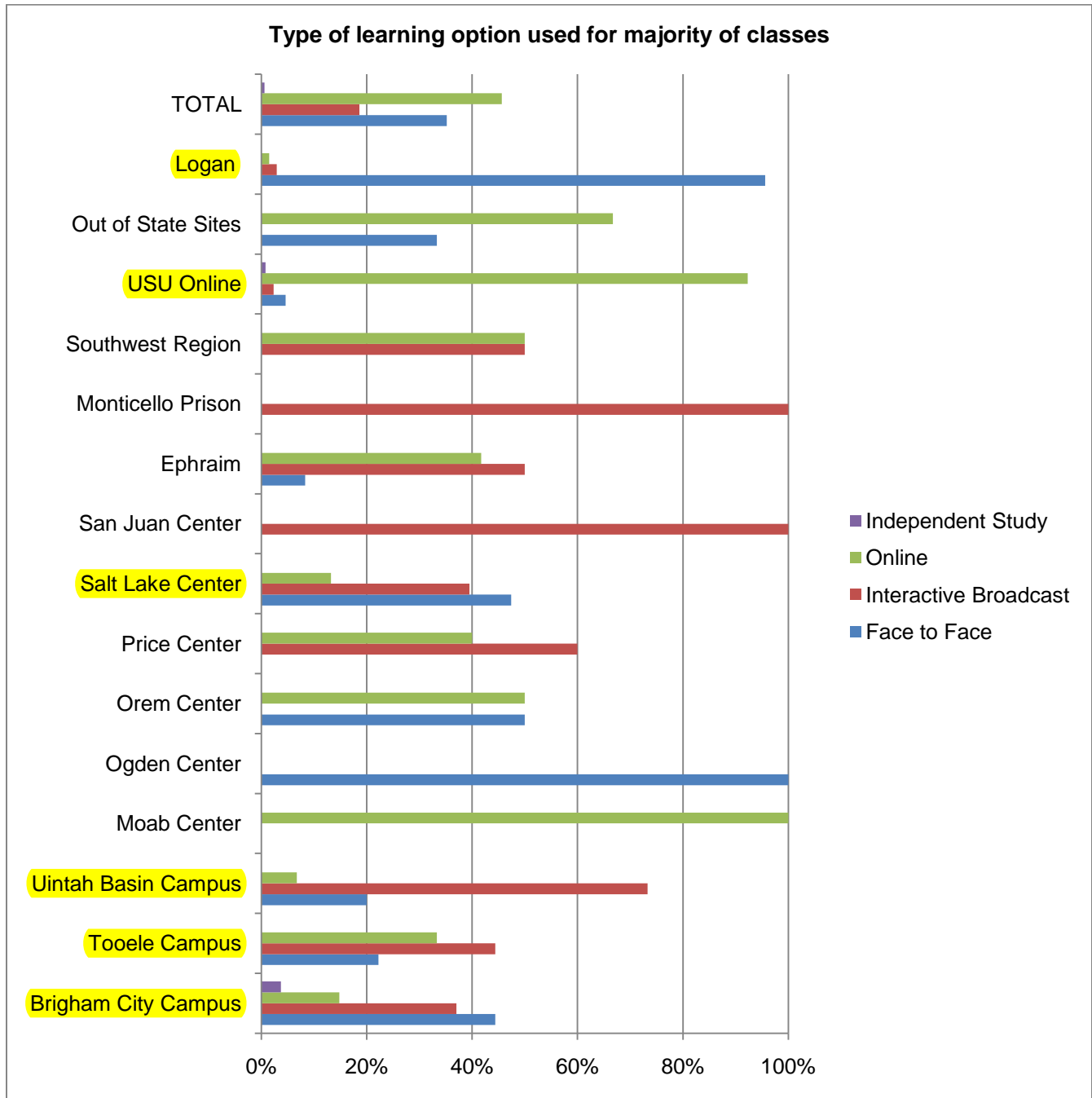


Ninety-eight percent of the respondents were U.S. citizens. Fifteen percent of the respondents were minority students. Sixty percent of the respondents were married. Forty-five percent of the respondents had one or more

A majority of respondents (60.2%) had not interrupted their educations, but 10.7% had interrupted their educations less than a year and 15% had interrupted their educations from one to two years. The most notable reasons for the respondent's interruption were family responsibilities (31.5%); followed by job (13.4%), other (10.7%), finances (10.1%) and church service (10.1%).

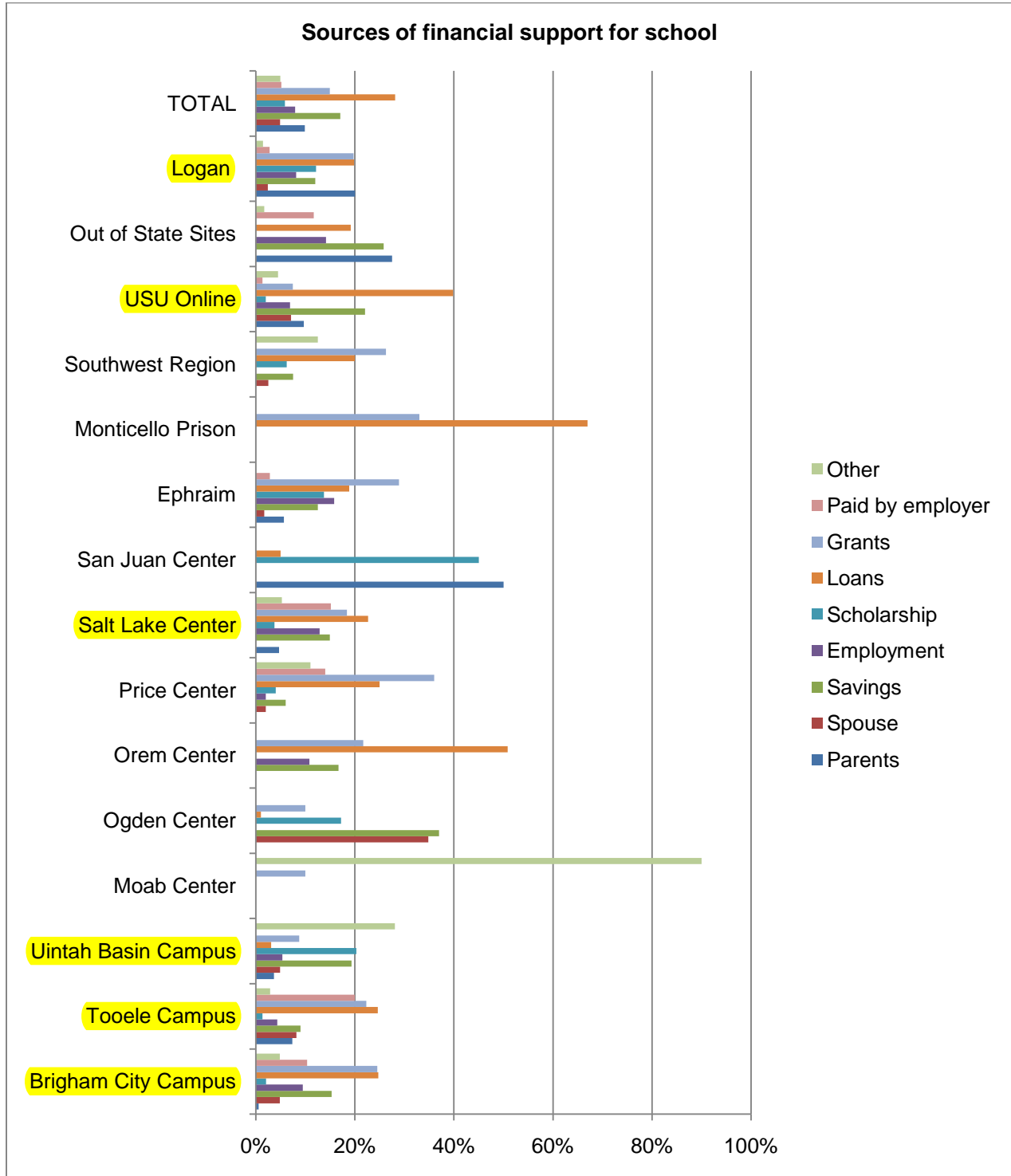


When the respondents were asked what type of learning option they used for the majority of their classes, 45.6% said online, while 35.2% took classes face-to-face, and 18.6% participated through interactive broadcast. Only 0.6% of the respondents took independent study courses.

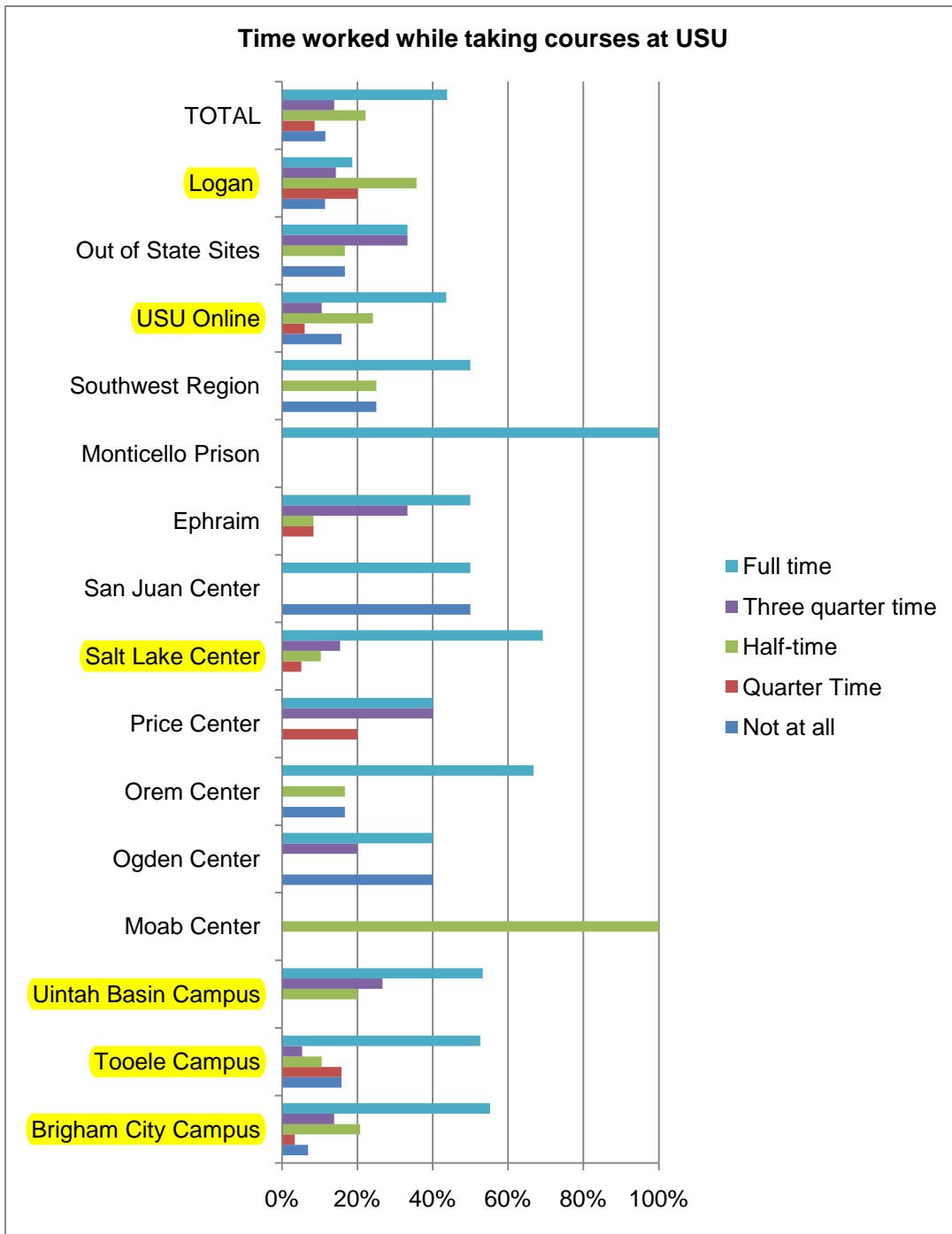


FINDINGS: SOURCES OF FINANCIAL AID (See Table 2)

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: parents or other relative, spouse, personal savings, employment, scholarship, loans, grants, paid by employer, and other. The mean percentages were as follows: loans (28.1%) savings (17.1%), grants (15%), parents (9.9%), employment (8%), scholarship (5.9%), paid by employer (5.2%), other (5%), and spouse (4.9%).



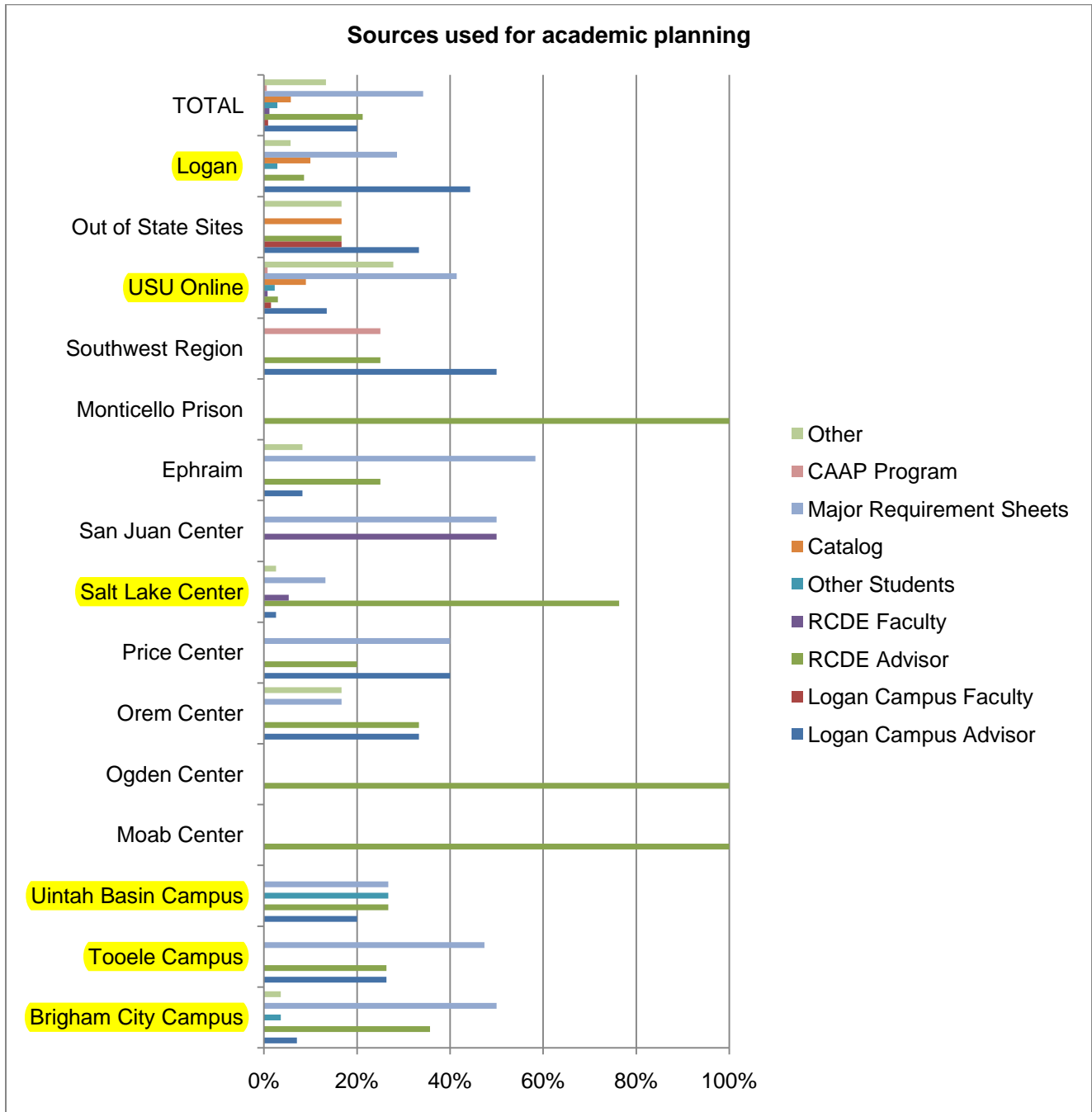
Forty-four percent of the respondents worked full-time, 22.2% worked half-time, and 13.8% worked three quarters-time. Only 11.5% did not work at all.



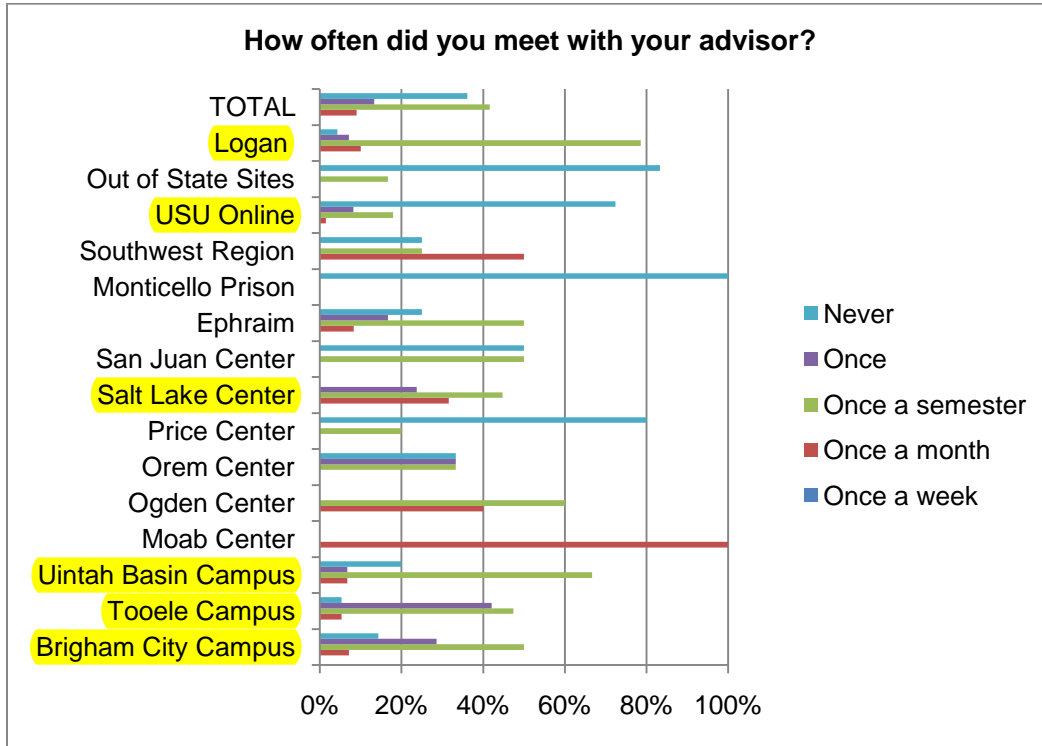
FINDINGS: ADVISING (See Table 3)

The survey asked several questions about academic advising. It should be noted that respondents could mark "Not Applicable" on items asking for ratings. "Not Applicable" responses are excluded to reflect ratings of only those respondents who had some or all of these experiences at USU. Percentages in the graphs represent those respondents marking agree plus strongly agree.

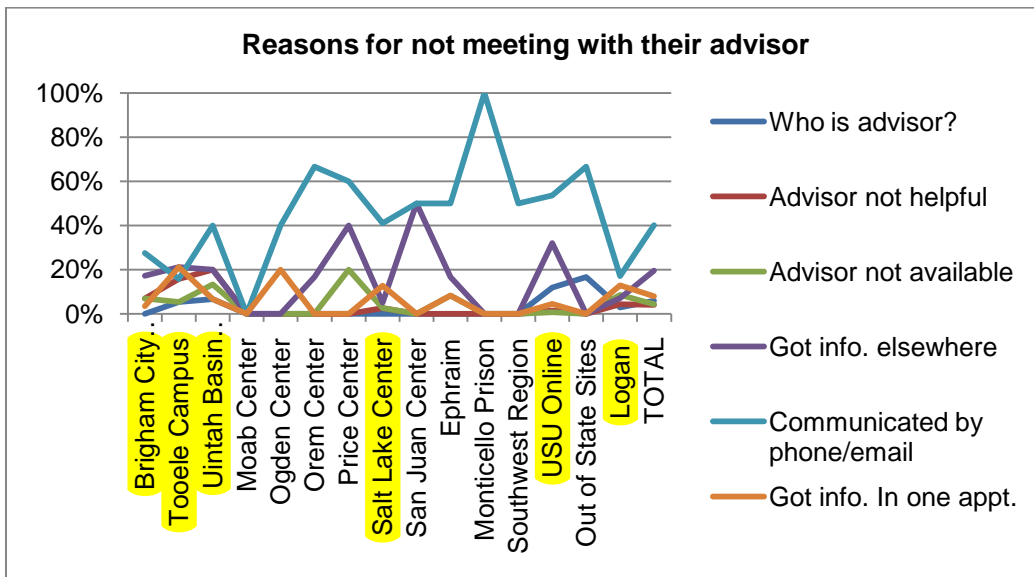
Students were asked to identify the most important source of information used for their academic planning, 34.2% of the respondents chose the Major Requirement Sheets, while 21.2% said their RCDE Advisor, followed by 20% who said their Logan Campus Advisor. Thirteen percent of the respondents said "Other".



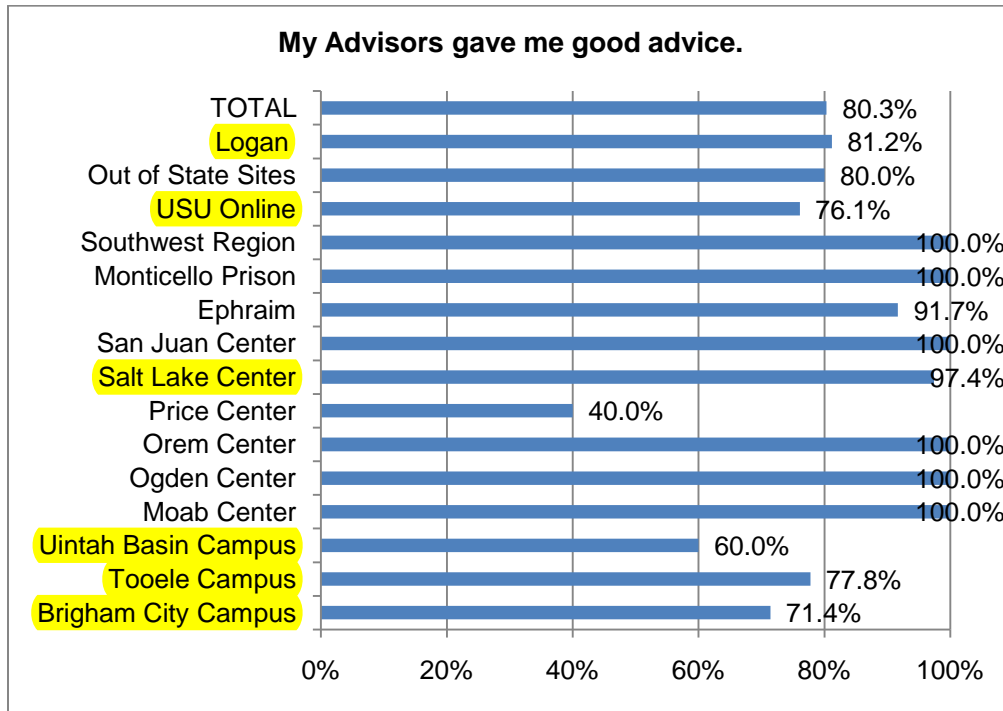
When asked how often students met with their advisor in the past school year, respondents said: once a semester (41.6%), never (36.1%), other (13.3%) and once a month (9%). Note that 72.4% of the online respondent had never met with their advisor in the past school year.



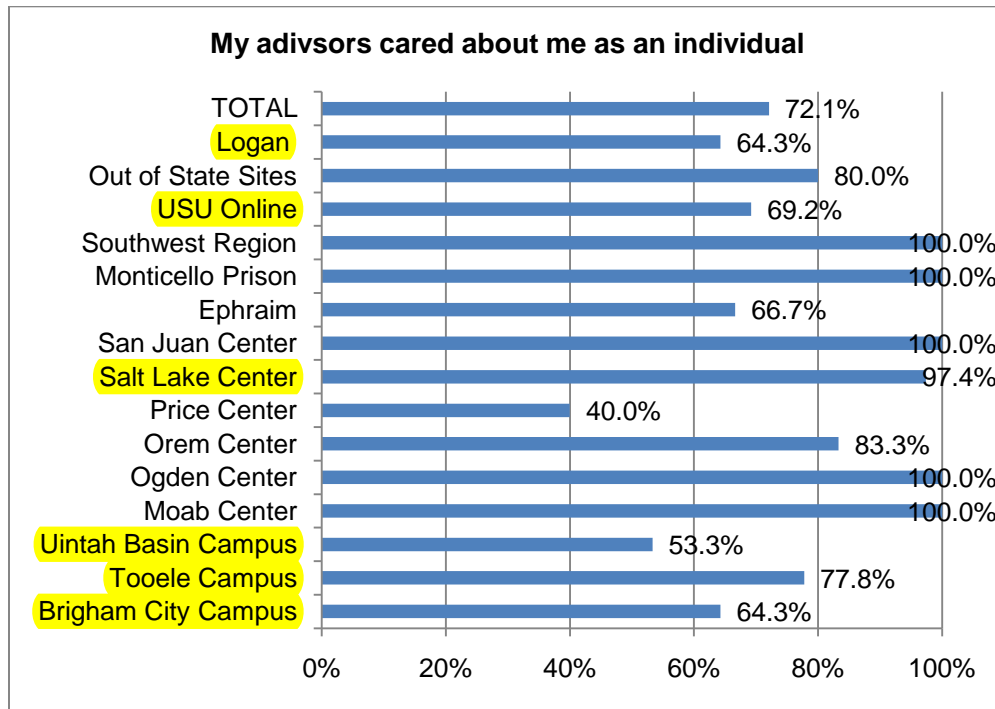
The most frequently mentioned reasons for not meeting with advisors were: communicated with my advisor by telephone or email (40.2%), and got the needed information from other sources (19.5%). Eight percent of the respondents reported that they got the needed information in one appointment. Six percent of the respondents said they did not know who their advisor was. A little over 4% of the respondents said that their advisor was not available, and 4% said their advisor was not helpful. Totals on this question will not equal 100% because students were asked to mark all reasons that applied and non-respondents are not included.



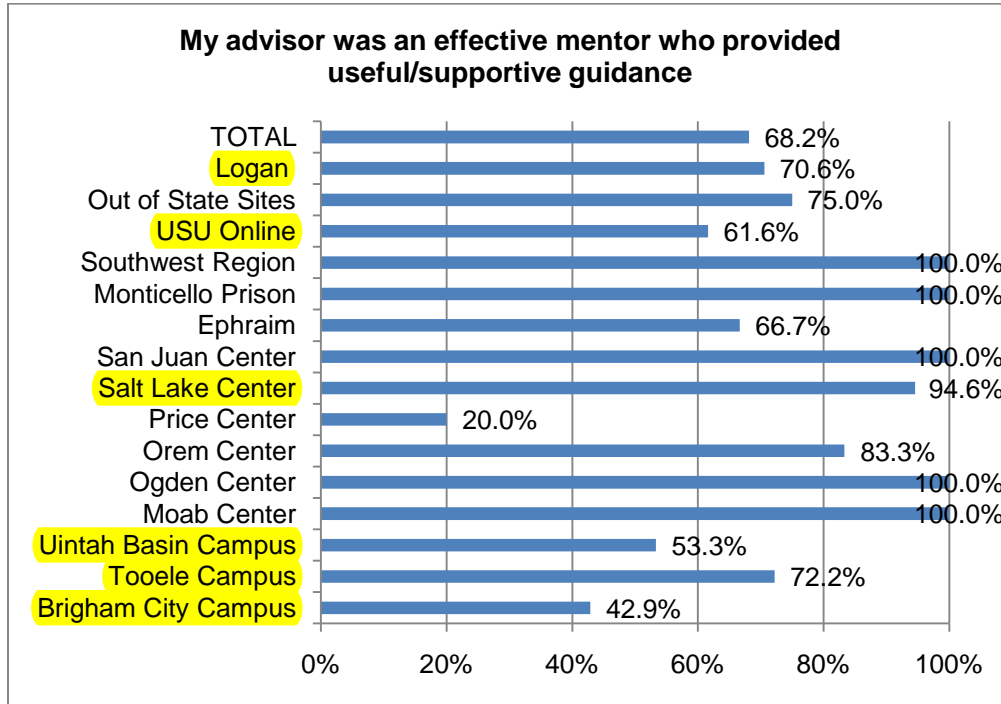
A majority of respondents (80.3%) agreed or strongly agreed that their advisor gave them good advice. Seven percent of the respondents disagreed or strongly disagreed that they got good advice. The remainder of the respondents were neutral in their rating.



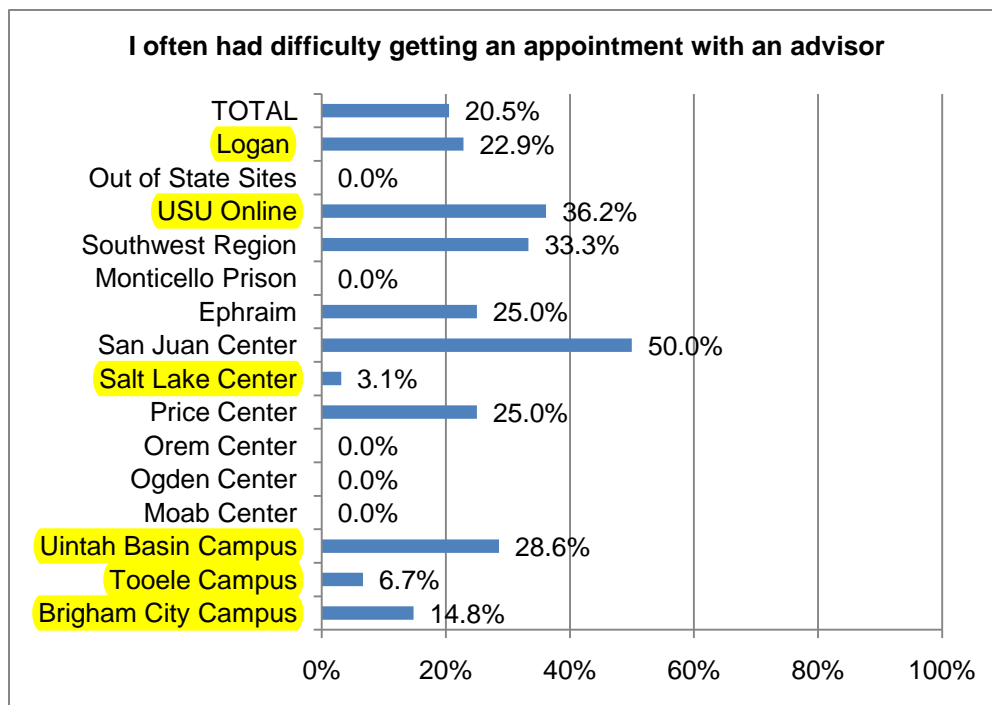
When students were asked if their advisors cared about them as an individual, 72.1% of the respondents agreed or strongly agreed. Nine percent of the respondents disagreed or strongly disagreed.



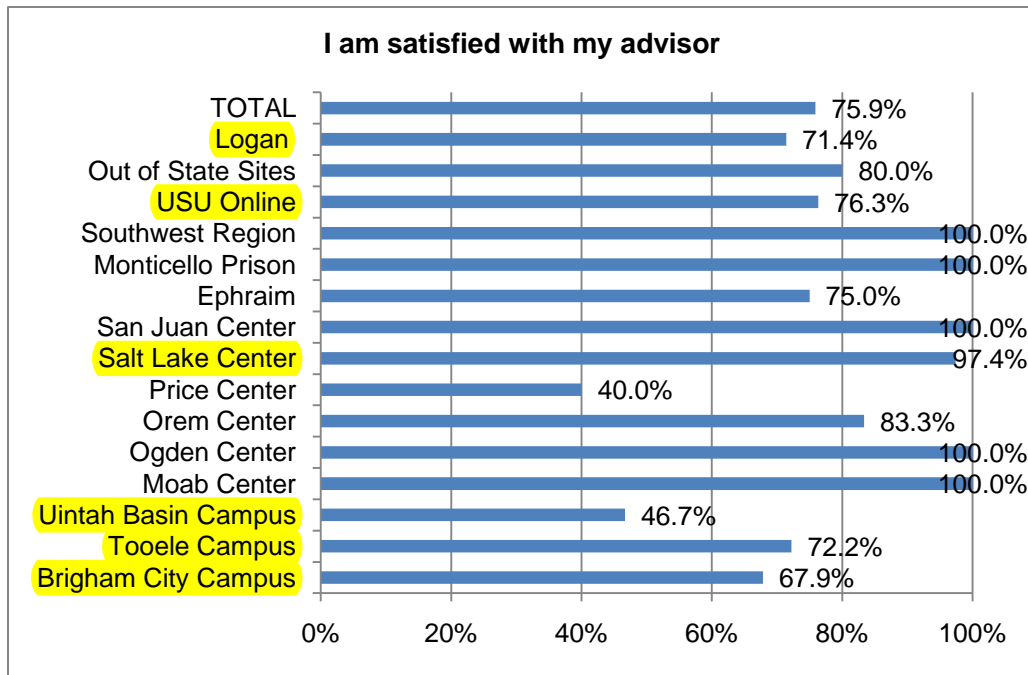
Students were asked if their advisor was an effective mentor who provided useful and supportive guidance. Sixty-eight percent of the respondents agreed or strongly agreed with this statement, while 10.6% disagreed or strongly disagreed.



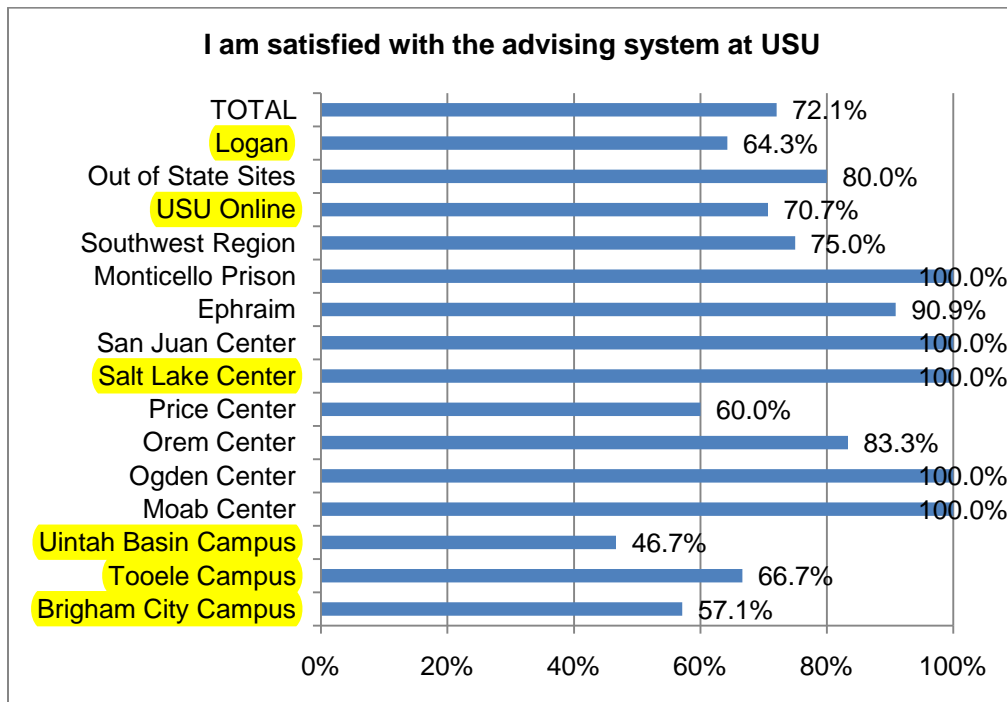
When asked if students often had difficulty getting an appointment with an advisor, 20.5% of the respondents agreed or strongly agreed that they had difficulty. Sixty-one percent of the respondents did not have difficulty getting an appointment with their advisor.



Seventy-six percent of the respondents agreed or strongly agreed that they were satisfied with their advisor. Nine percent of the respondents were not satisfied with their advisor.

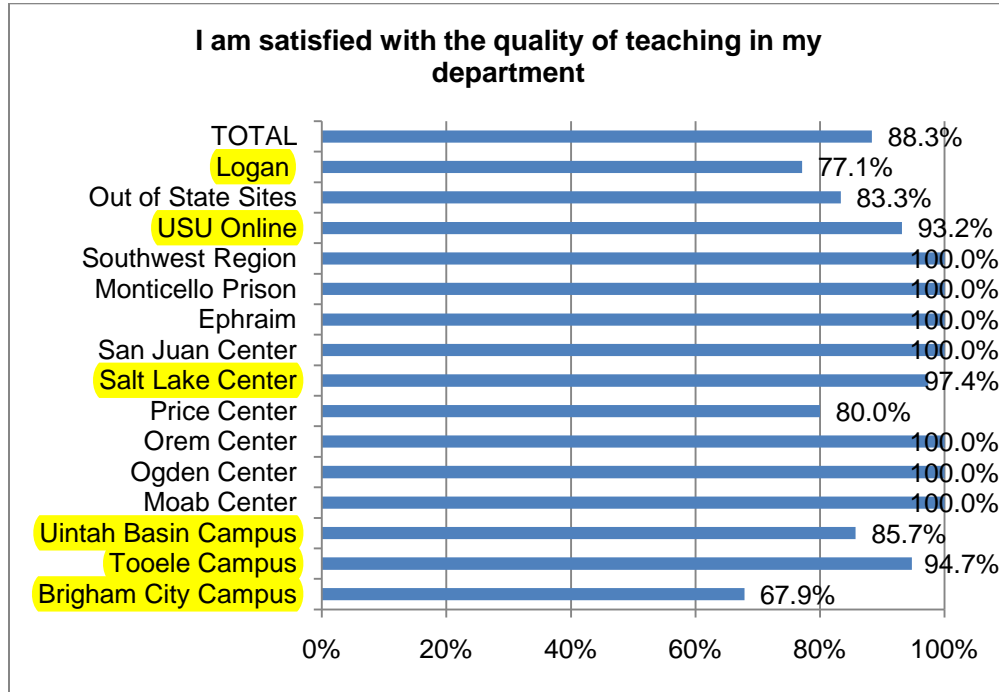


When asked if “Overall I am satisfied with the advising system at USU”, 72.1% of the respondents agreed or strongly agreed. Nine percent of the respondents disagreed or strongly disagreed with this statement.

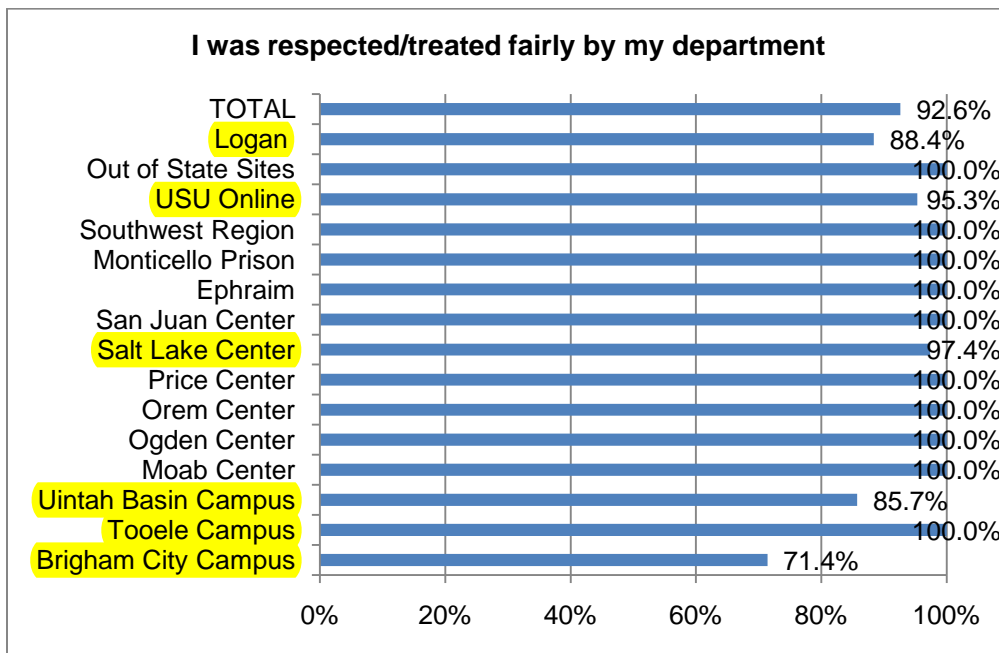


FINDINGS: MAJOR DEPARTMENT (See Table 4)

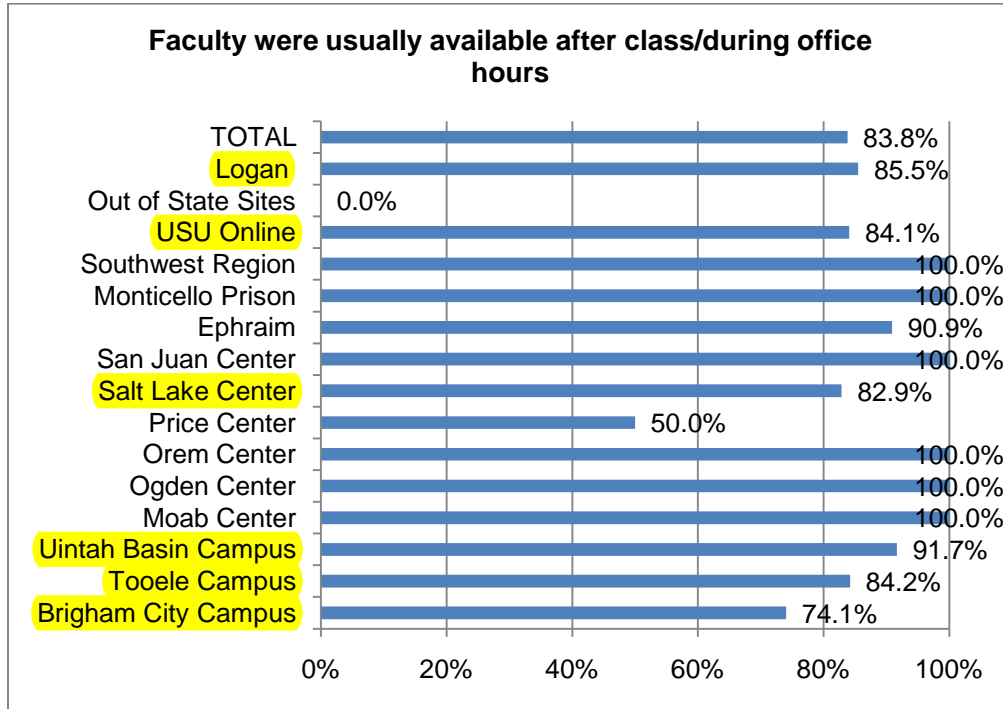
There are several questions included in the survey to determine how students perceived their faculty and department interactions. Responses by students marking "Not Applicable" are removed. Percentages in the graphs denote agree plus strongly agree. When responding to the statement "I am satisfied with the quality of teaching in my department", a majority of respondents (88.3%) agreed or strongly agreed. Three percent of the respondents disagreed or strongly disagreed that they were satisfied with the teaching in their department.



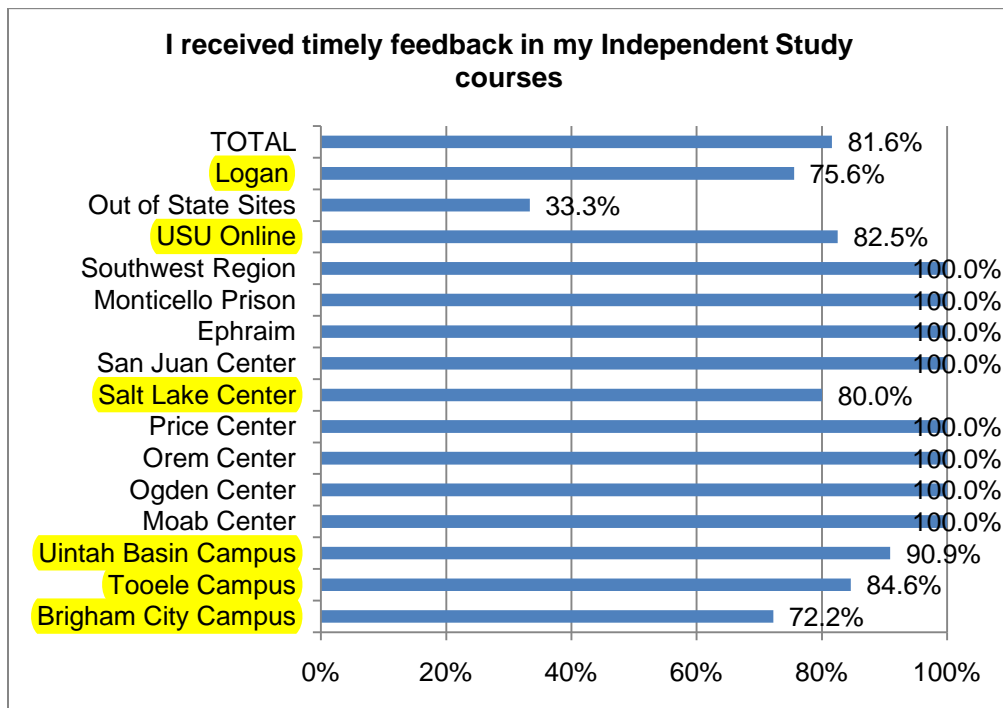
When students were asked if they were respected and treated fairly by their department, an overwhelming majority of respondents (92.6%) agreed or strongly agreed. Only 1.2% of the total respondents disagreed or strongly disagreed with this statement.



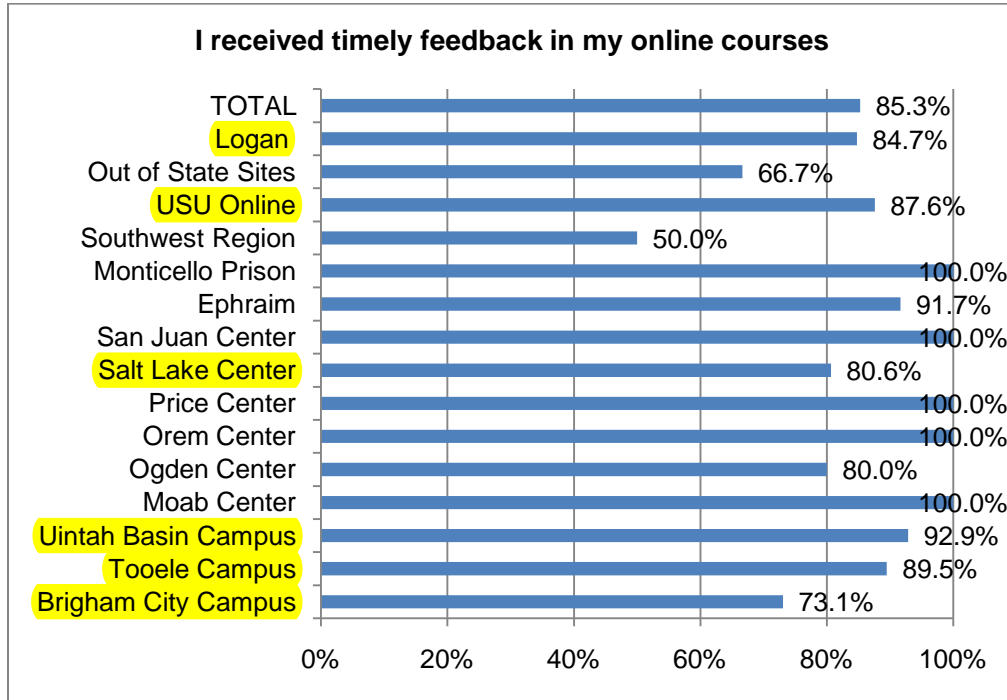
When rating the availability of faculty after class and during office hours, a majority of respondents (83.8%) agreed or strongly agreed they were available. Only 1.4% of the respondents disagreed or strongly disagreed that faculty were available.



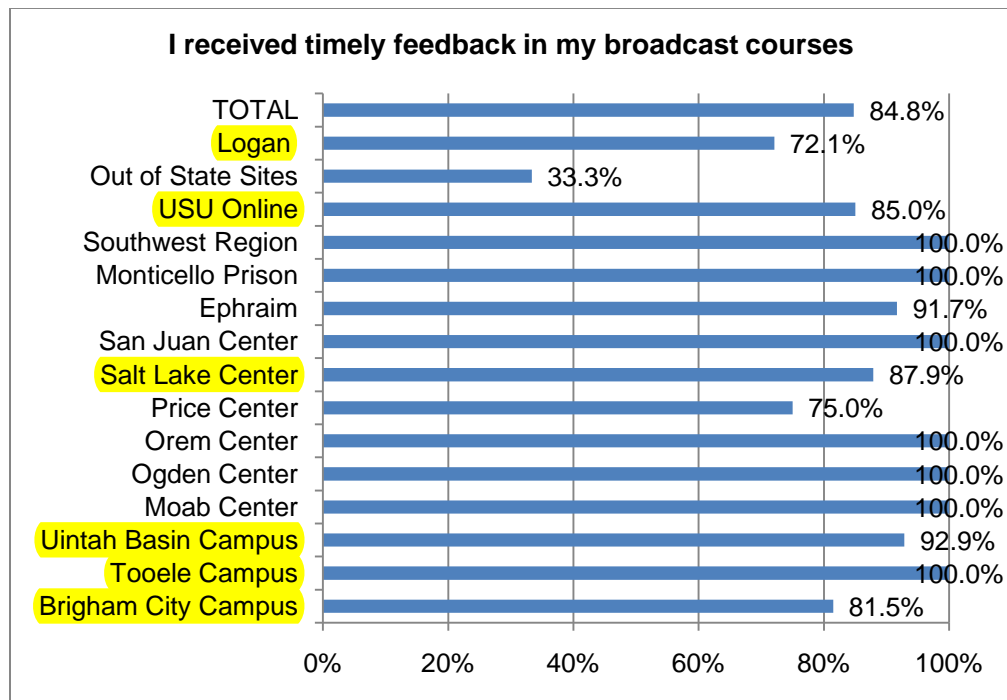
When asked if students received timely feedback in their Independent Study courses, a majority of respondents (81.6%) agreed or strongly agreed that they did. Five percent of the respondents disagreed or strongly disagreed that they received timely feedback in their Independent Study courses.



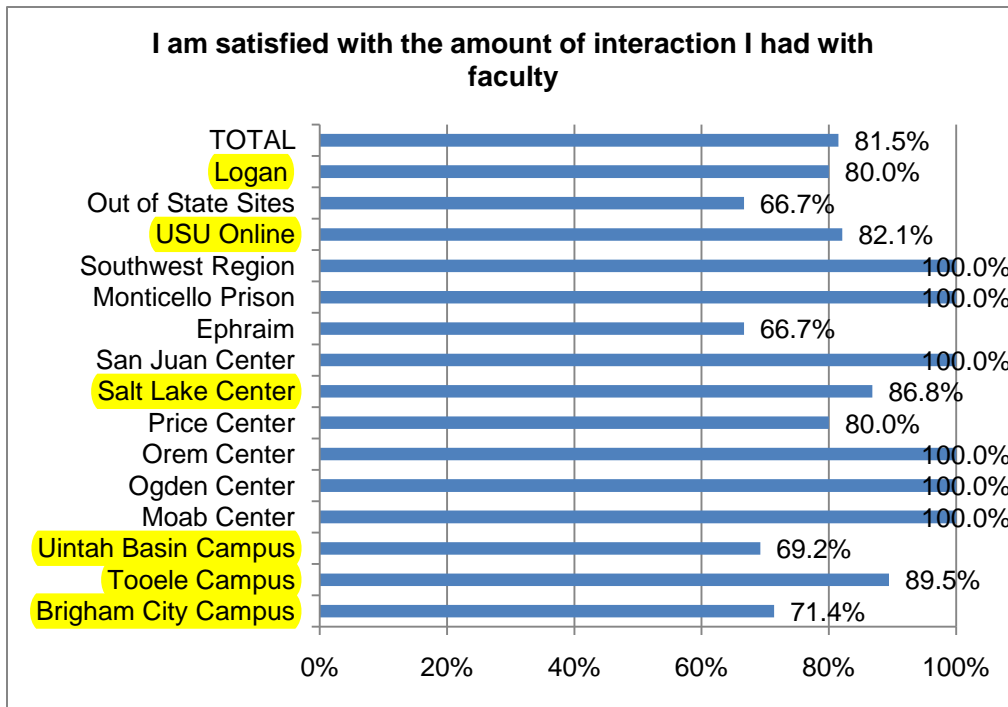
Students were then asked if they received timely feedback in their online courses. Eighty-five percent of the respondents agreed or strongly agreed that they did. Only 3.1% of the respondent disagreed or strongly disagreed that received timely feedback in their online courses.



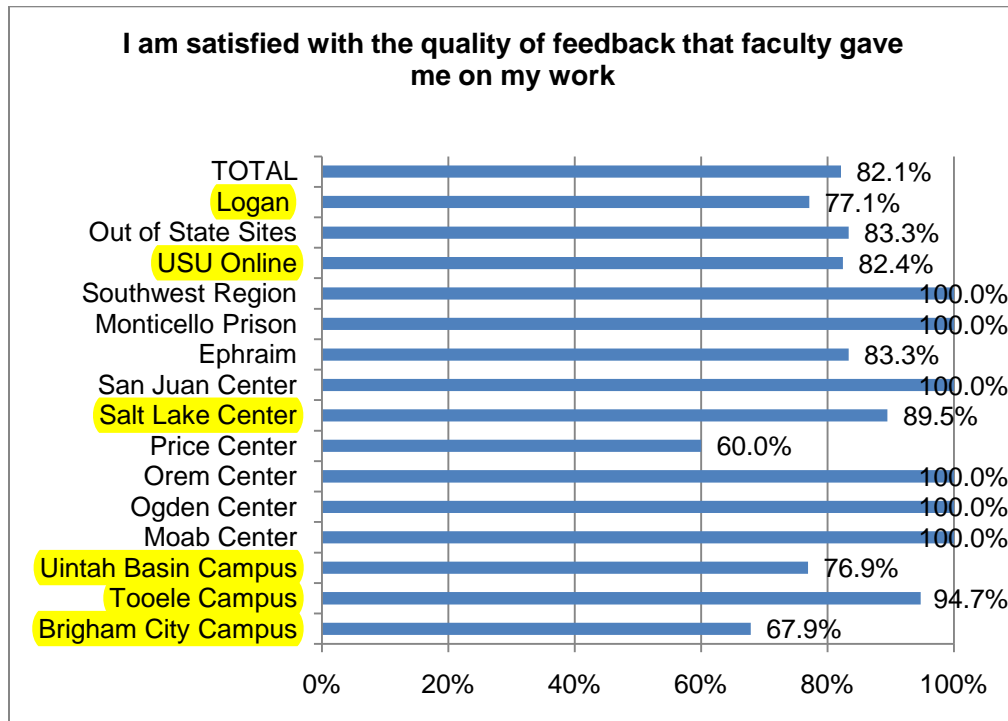
Students were asked about timely feedback in their broadcast courses. Eighty-five percent of the respondents agreed or strongly agreed that they received timely feedback in their broadcast courses. Only 2.4% disagreed or strongly disagreed.



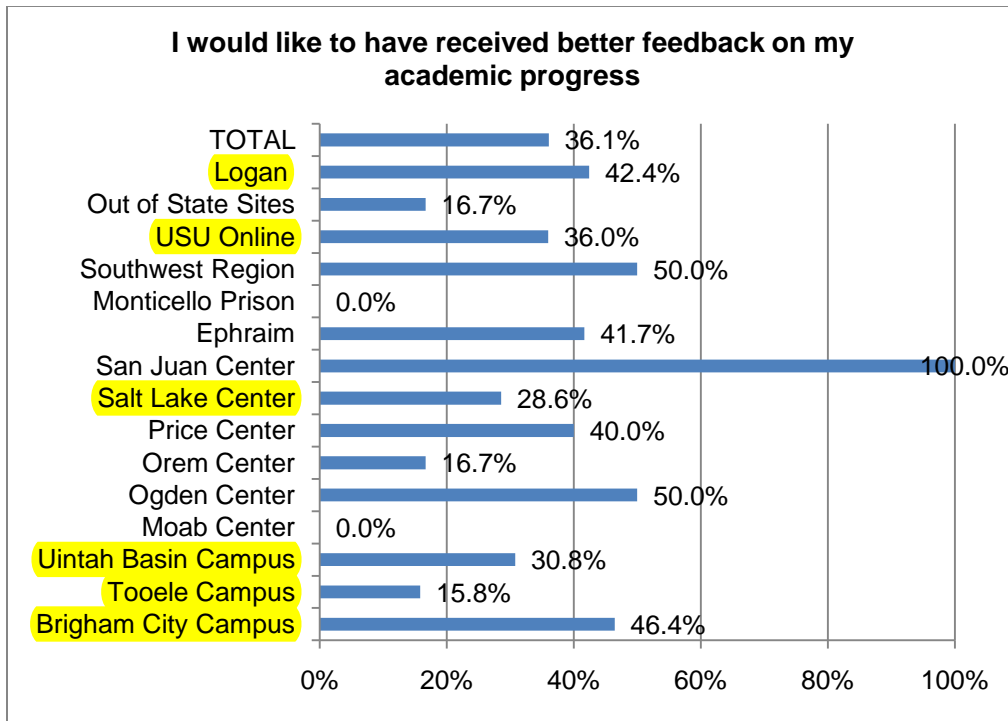
When students were asked if they were satisfied with the amount of interaction they had with faculty, 81.5% of the respondents agreed or strongly agreed. Five percent of the respondents disagreed or strongly disagreed.



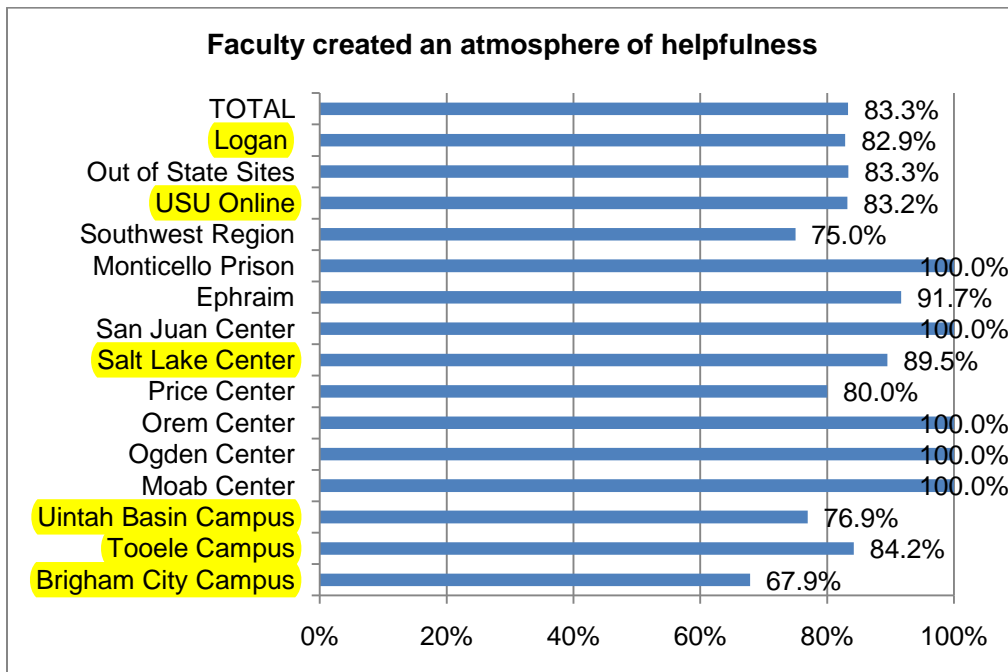
Since the feedback students get from faculty is so important, students were also asked if they were satisfied with the quality of feedback that the faculty gave them on their work. Eighty-two percent of the respondents were satisfied, while 2.9% of the respondents were not satisfied.



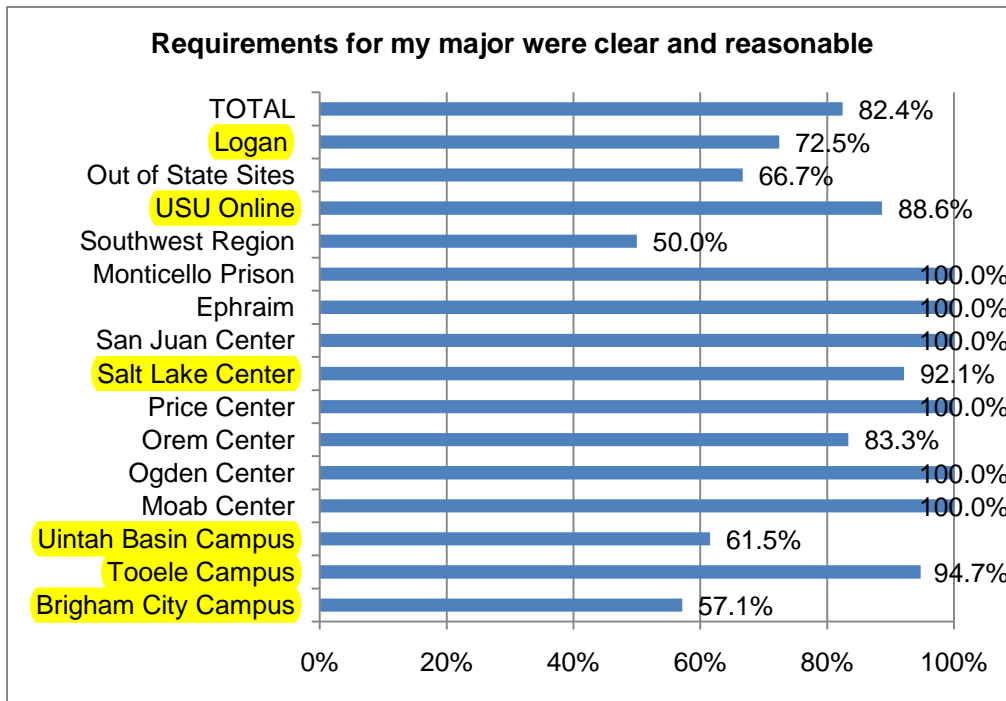
Researchers also wanted to know if students would like to have received better feedback on their academic progress. Thirty-six percent of the respondents said that they would have liked better feedback on their academic progress, while 34.2% disagreed or strongly disagreed. Although respondents reported receiving timely feedback in all types of their courses, some respondents felt they were not receiving adequate feedback on their academic progress.



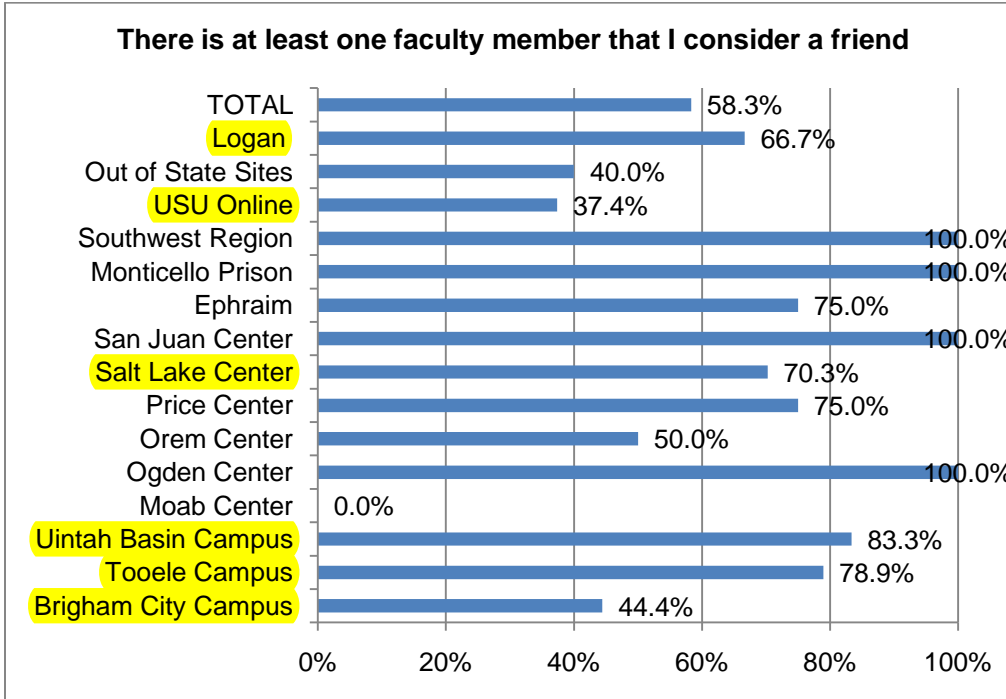
Students were asked if faculty created an atmosphere of helpfulness, 83.3% of the respondents agree or strongly agreed. Only 1.2% of the respondents disagreed or strongly disagreed.



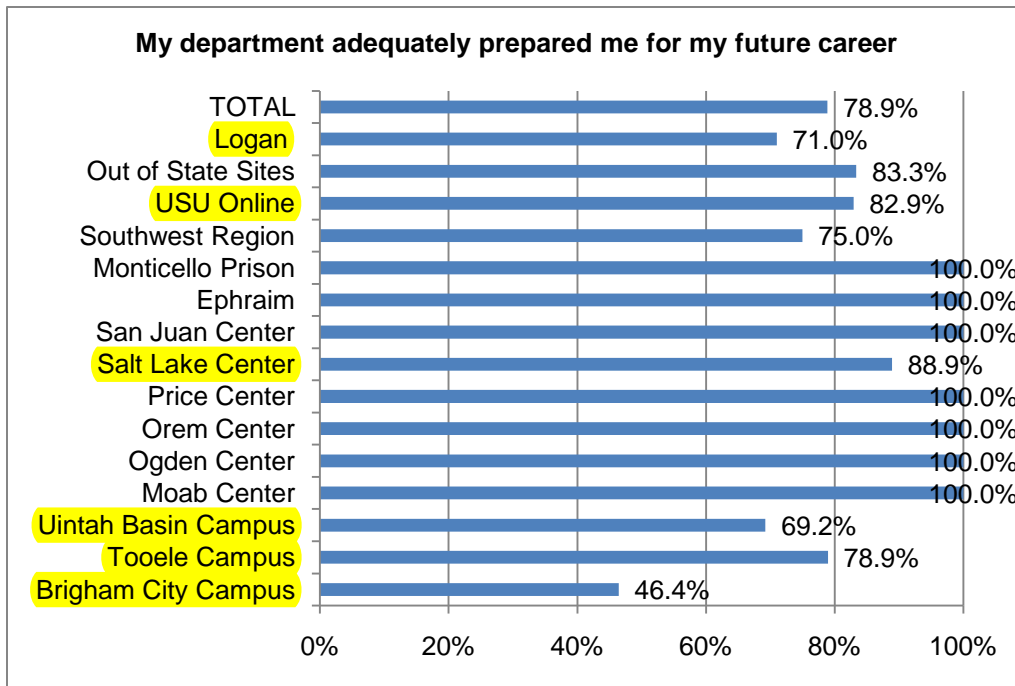
When asked if the requirements for their majors were clear and reasonable, 82.4% of the respondents agreed or strongly agreed. Seven percent of the respondents disagreed or strongly disagreed.



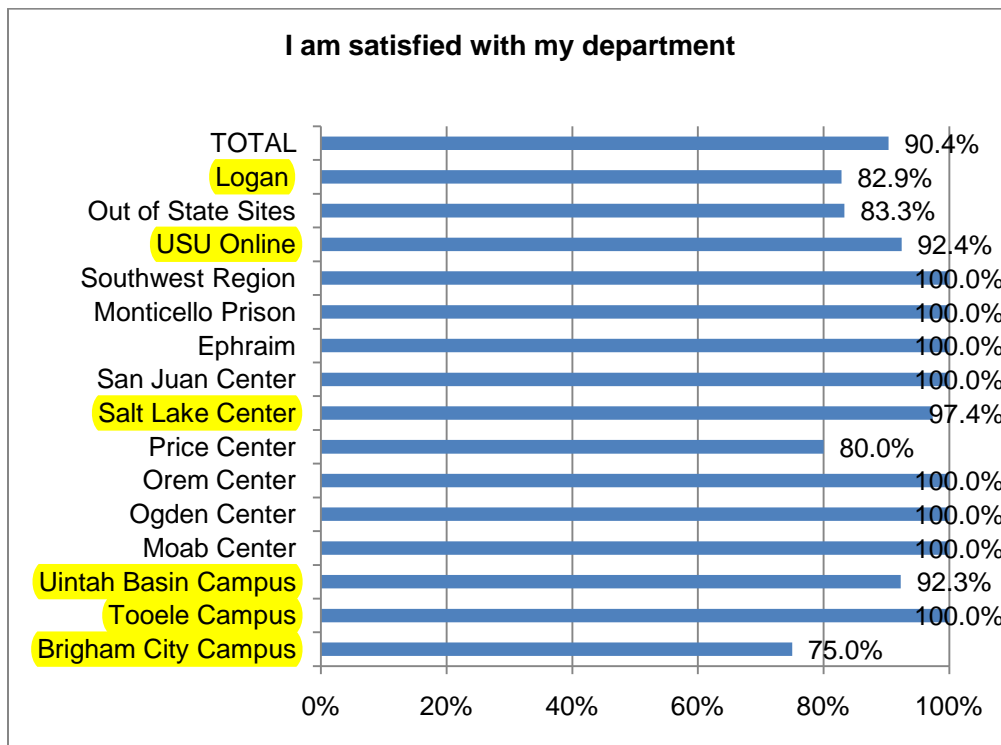
Fifty-eight percent of the respondents indicated that there was at least one faculty member that they considered a friend. Twenty percent of the respondents said they did not have friendships with faculty members.



When responding to the statement, “My department adequately prepared me for my future career”, 78.9% of the respondents agreed or strongly agreed. Five percent of the respondents disagreed or strongly disagreed.

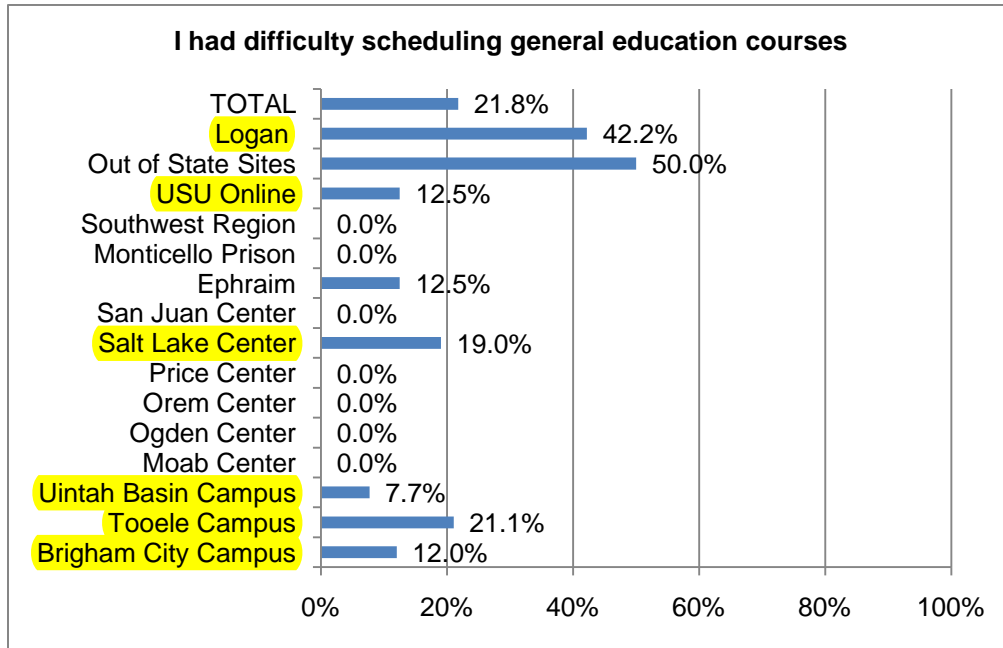


Overall, 90.4% of the respondents agreed or strongly agreed that they were satisfied with their department. Only 1.5% of the respondents disagreed or strongly disagreed.

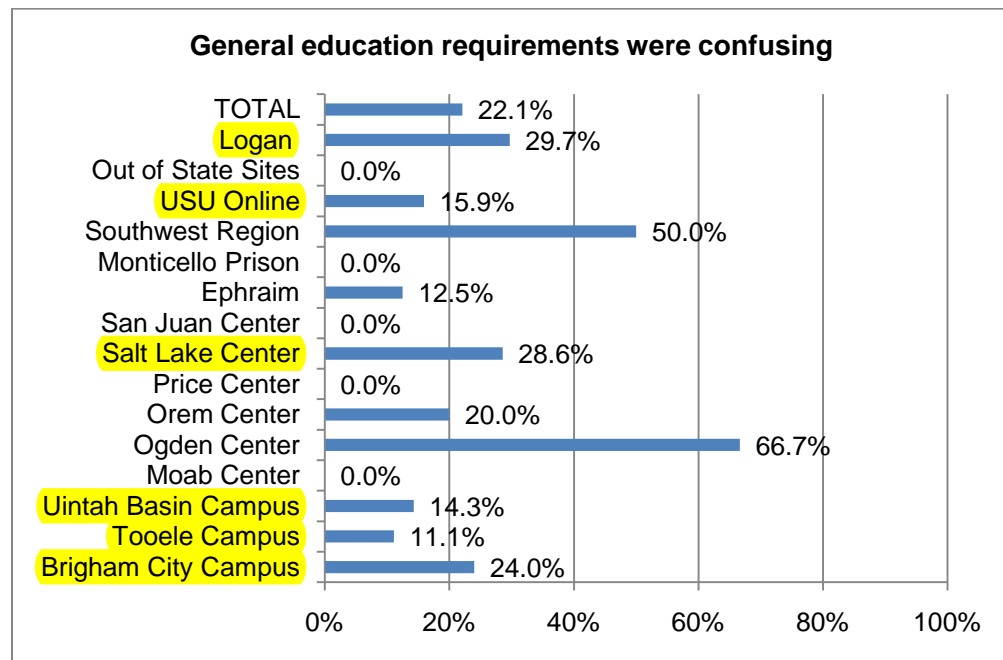


FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES (See Table 5)

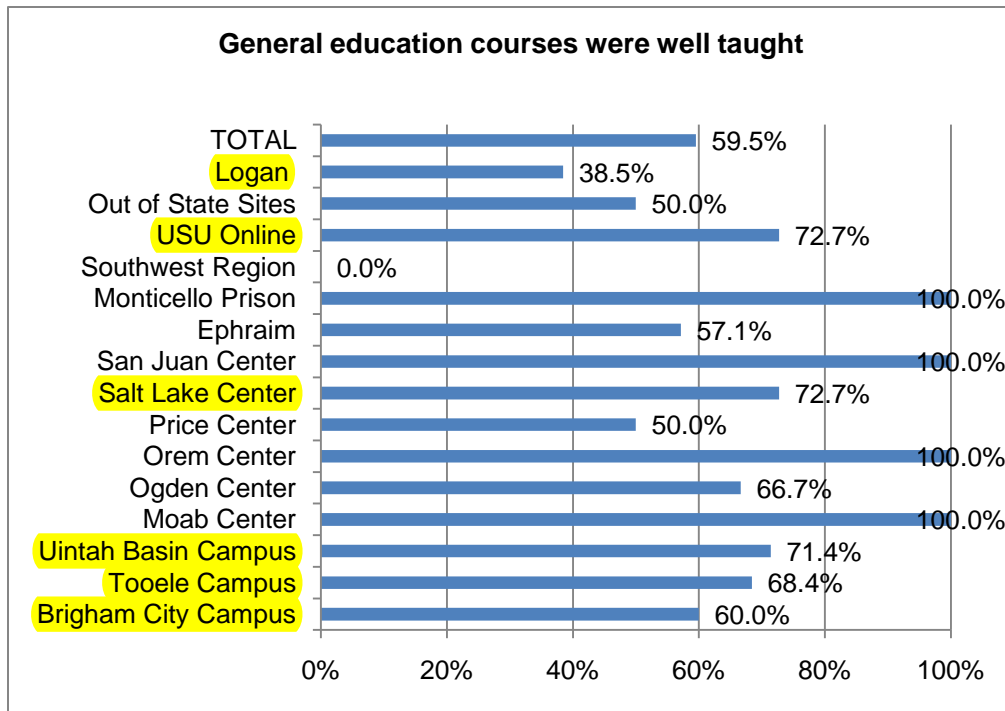
General Education courses are designed to enhance students' skills in communication, mathematics, and computer literacy; they are also designed to give them the needed background in the humanities and in the social, life, and physical sciences. A series of seven questions were asked to garner student's opinions regarding their experiences with General Education. When asked if they had difficulty scheduling general education courses, 21.8% of the respondents agreed or strongly agreed that they did. Sixty-four percent of the respondent disagreed or strongly disagreed that they had difficulty scheduling their general education courses.



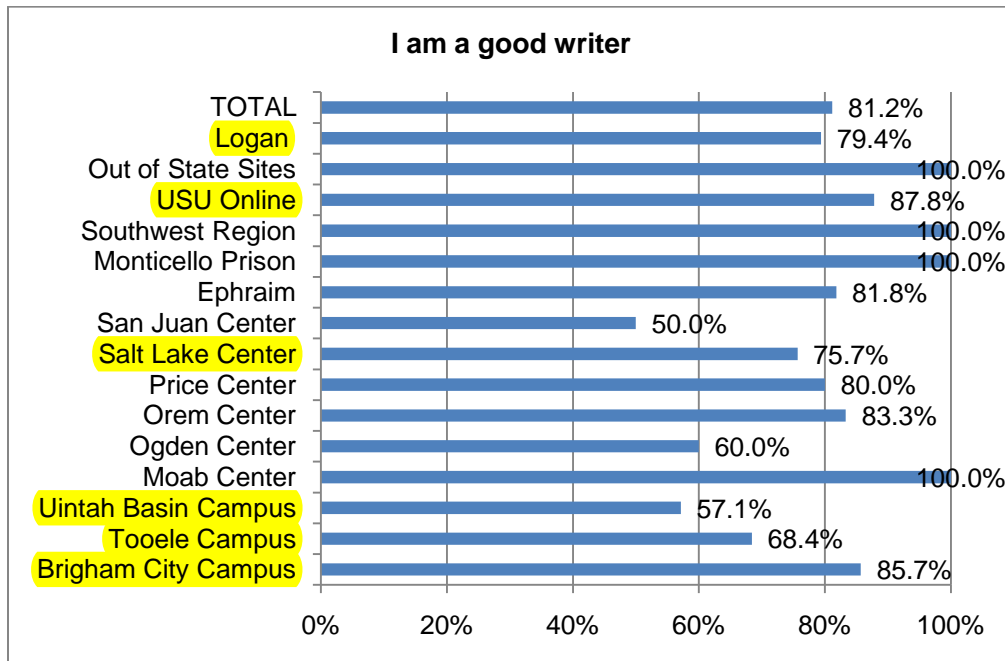
Students were then asked if the general education requirements were confusing. Twenty-two percent of the respondents agreed or strongly agreed that they were confusing, while 57.3% said they were not confusing.



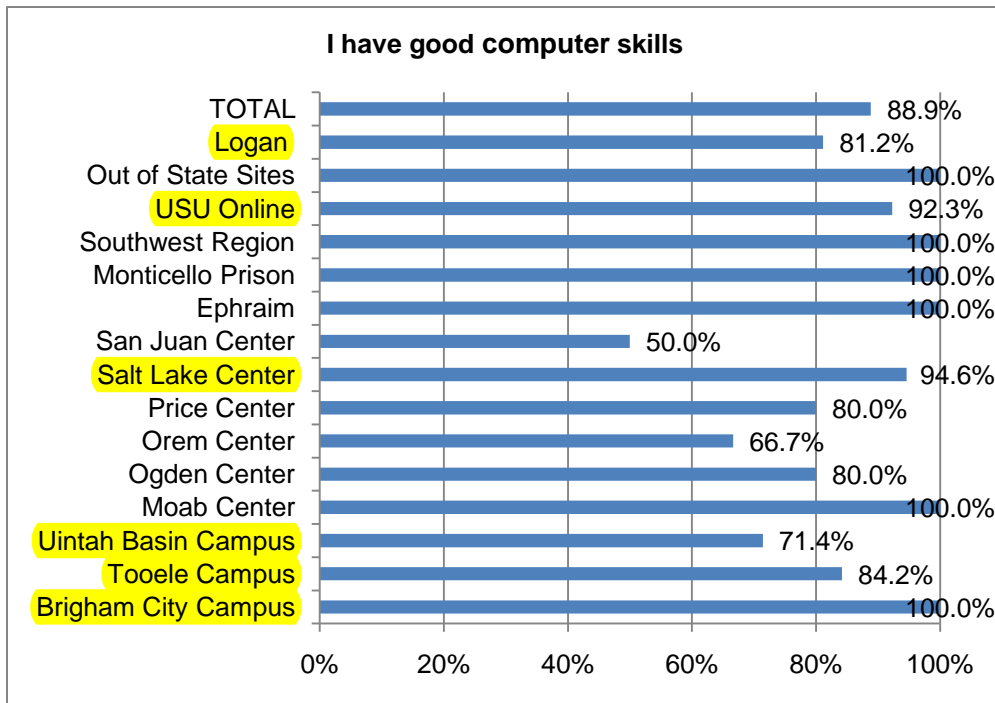
Sixty percent of the respondent thought that general education courses were well taught. Eleven percent of the respondents thought they were not well taught.



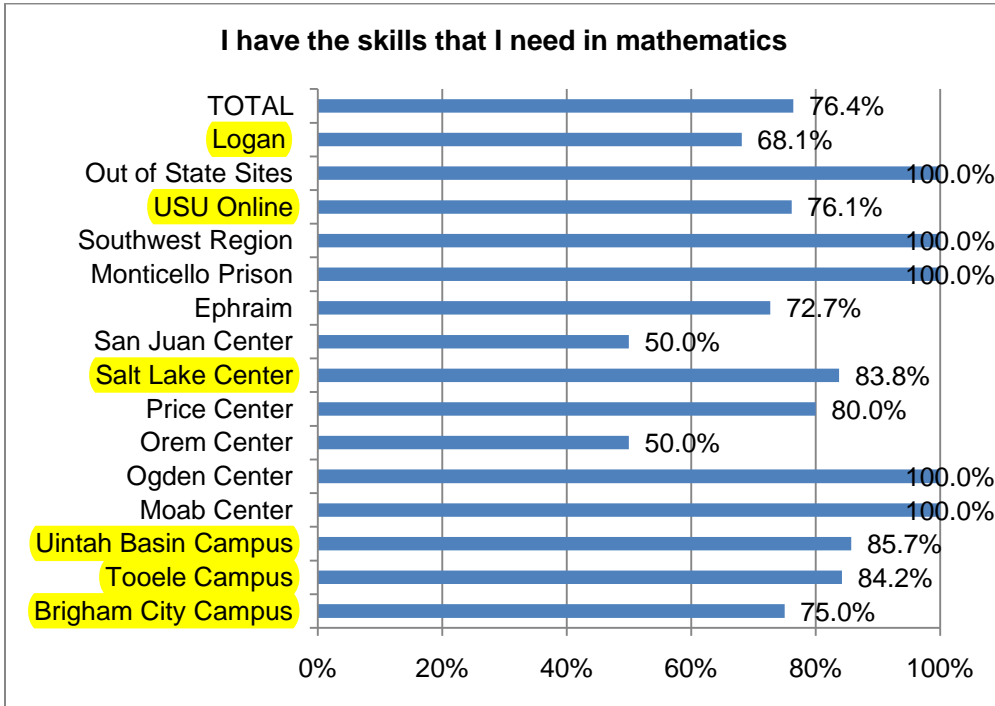
Students were asked to evaluate their writing and computer skills; a majority of respondents (81.2%) said they had good writing skills. Only 4.7% of the respondents said they did not have good writing skills.



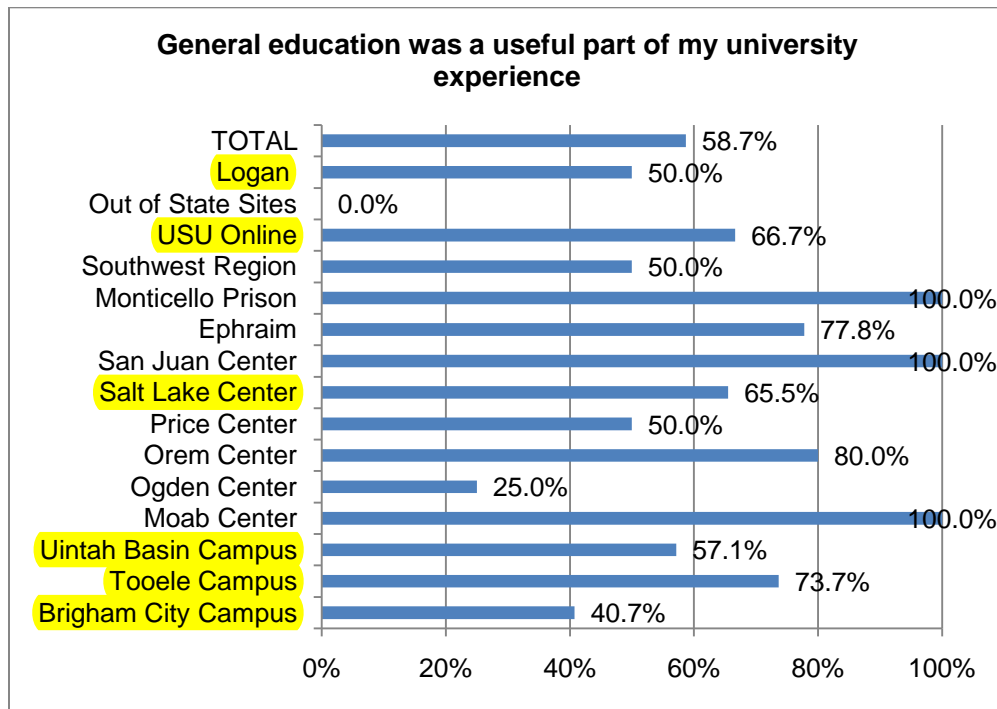
Eight-nine percent of the respondents said they had good computer skills. Only 0.9% of the respondents did not think they had good computer skills.



When asked if they had the skills they needed in mathematics, a majority of respondents (76.4%) agreed or strongly agreed. Six percent said they did not have the skills they needed in mathematics.

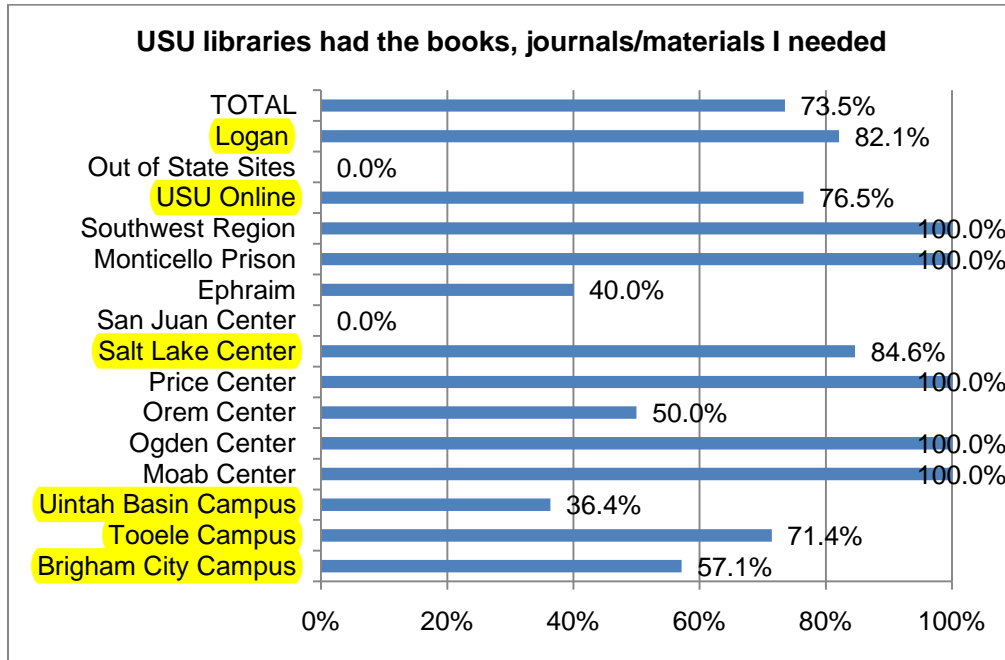


The last question in this section related to how useful students thought that their general education courses were to their university experience. Fifty-nine percent of the respondents agreed or strongly agreed that general education was a useful part of their university experience, while 12.8% indicated that general education courses were not a useful part of their experience.

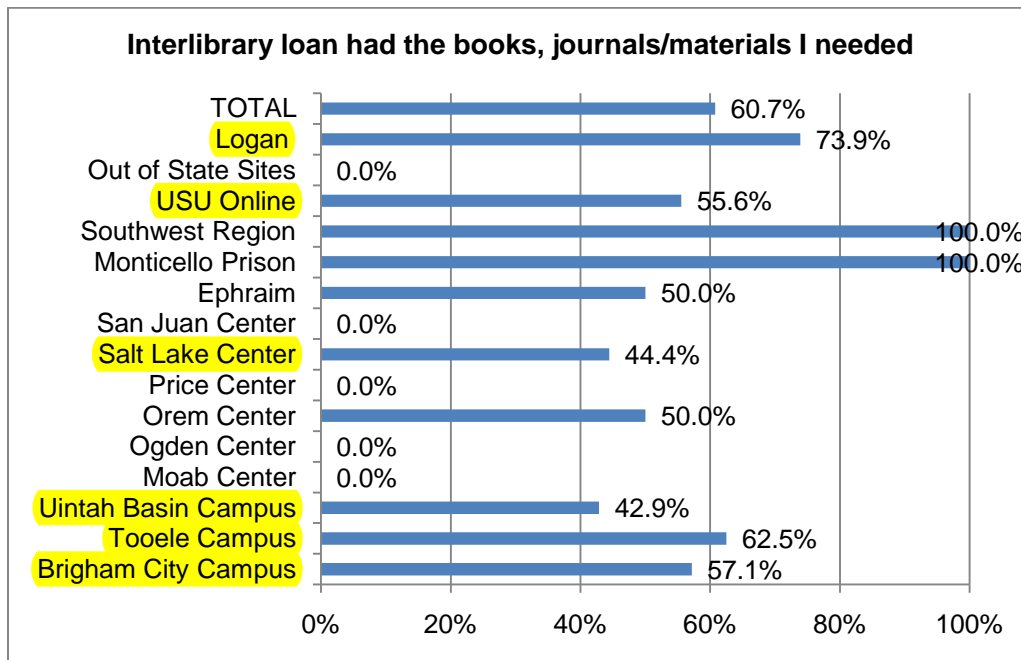


FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)

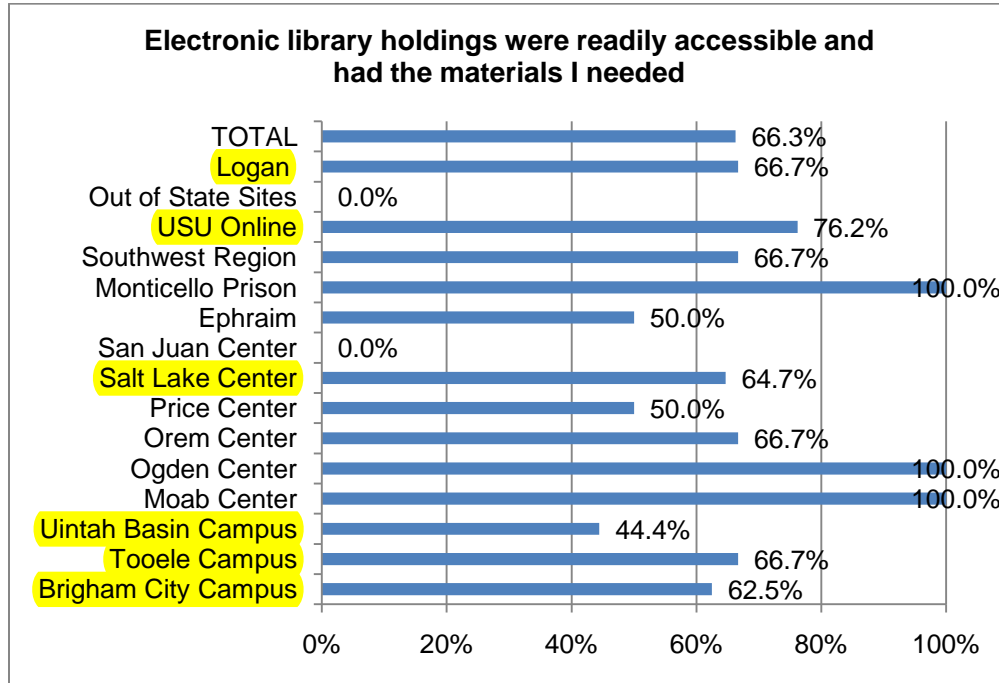
The Libraries/Technology questions are related to students' experiences with library materials, staff, online courses, and classroom technology. When asked if the USU libraries had the books, journals, and materials students needed, 73.5% of the respondents agreed or strongly agreed, while 5.9% disagreed or strongly disagreed.



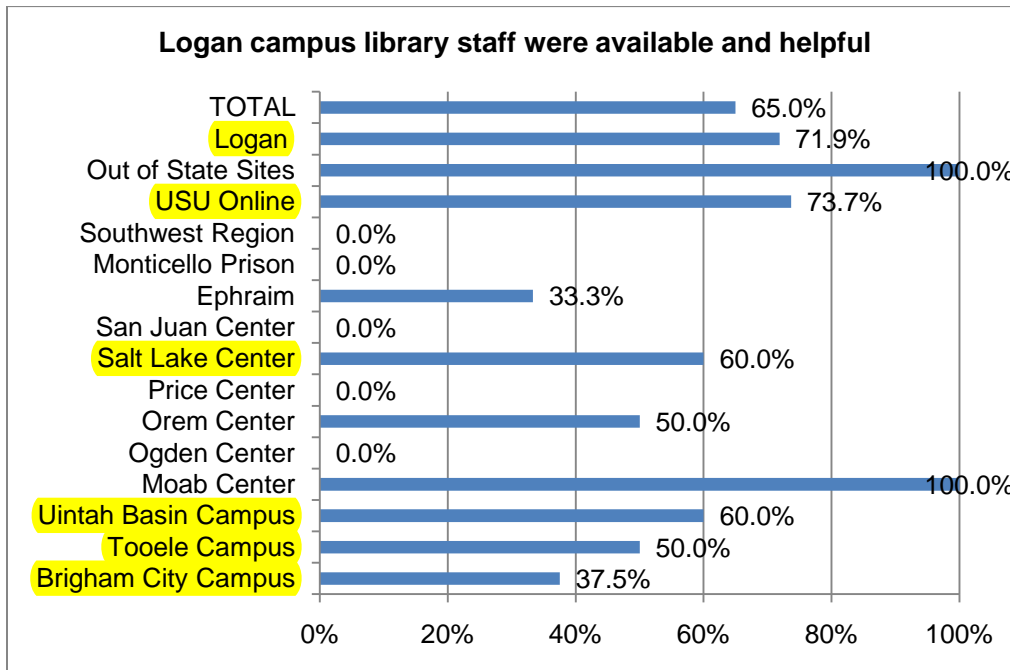
Students were then asked if Interlibrary loan had the books, journals and materials they needed. Sixty-one percent of the respondents agreed or strongly agreed that Interlibrary loan had the materials they needed, while 3.7% disagreed or strongly disagreed.



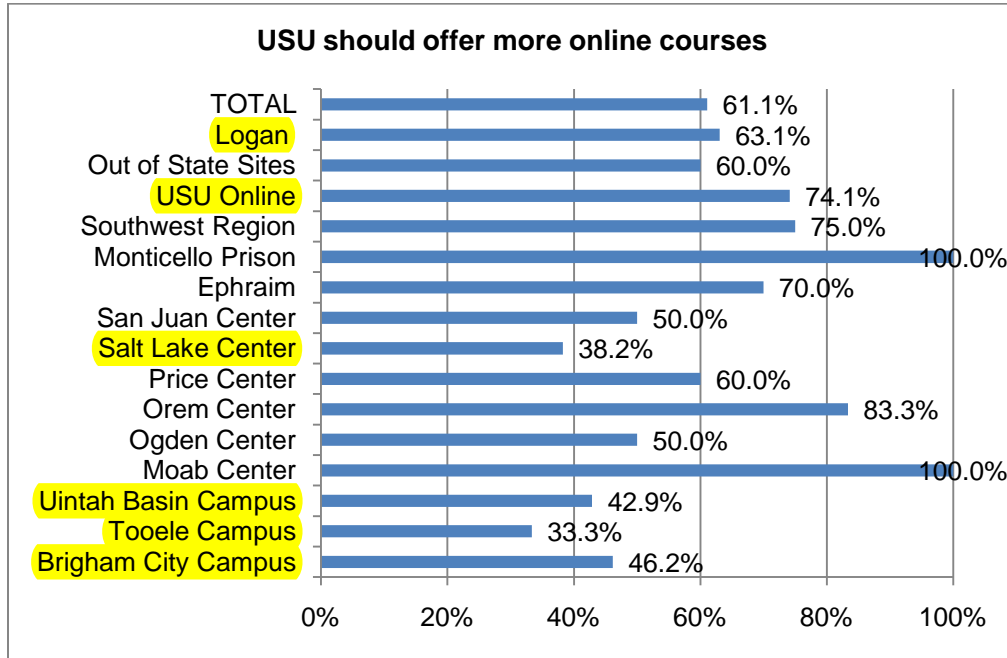
Students then evaluated electronic library holdings. Sixty-six percent of the respondents agreed or strongly agreed that electronic library holdings were readily accessible and had the materials they needed. Seven percent of the respondents disagreed or strongly disagreed that electronic materials were readily accessible.



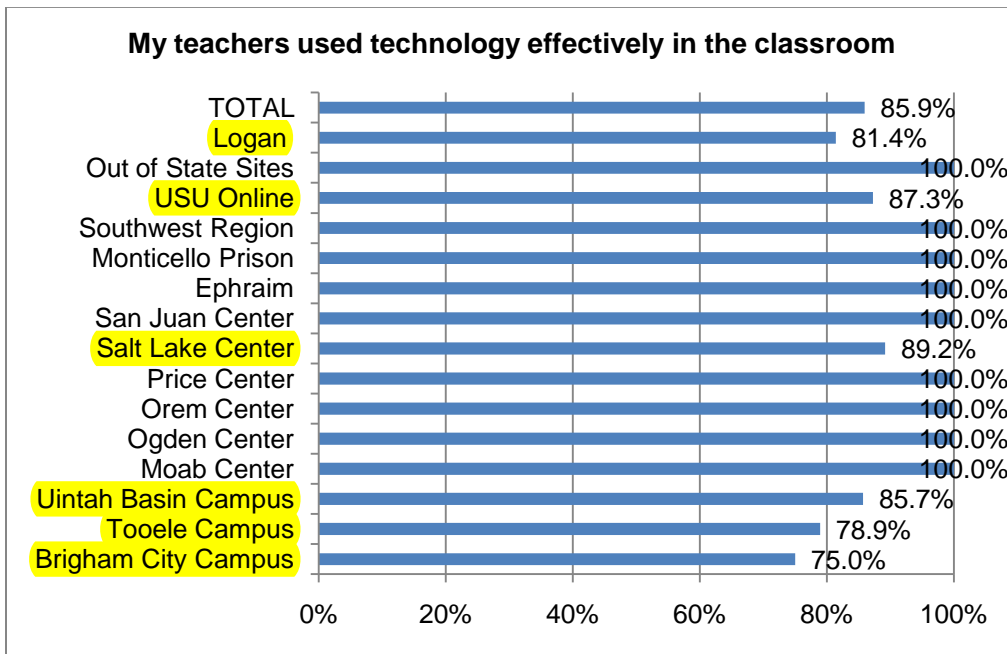
When asked if Logan campus library staff were available and helpful, 65% of the respondents agreed or strongly agreed that they were. Three percent of the respondents disagreed or strongly disagreed.



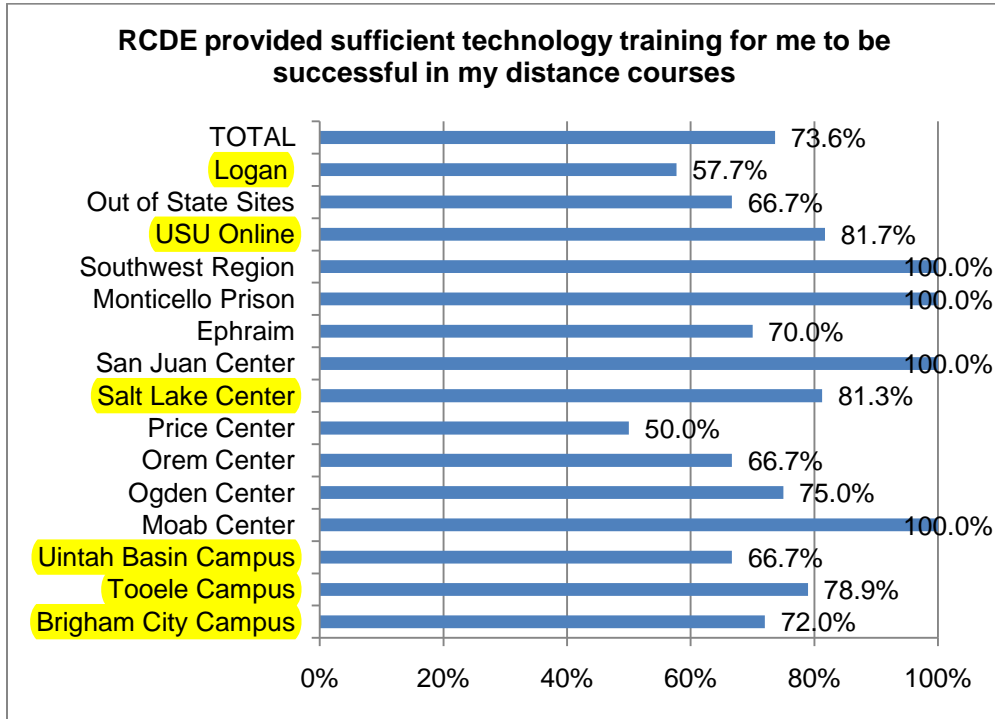
A majority of respondents (61.1%) wanted more online courses. This is not surprising since 134 of the respondents out of the 348 respondents took the majority of their courses online. Nine percent of the respondents disagreed or strongly disagreed that USU should offer more online courses.



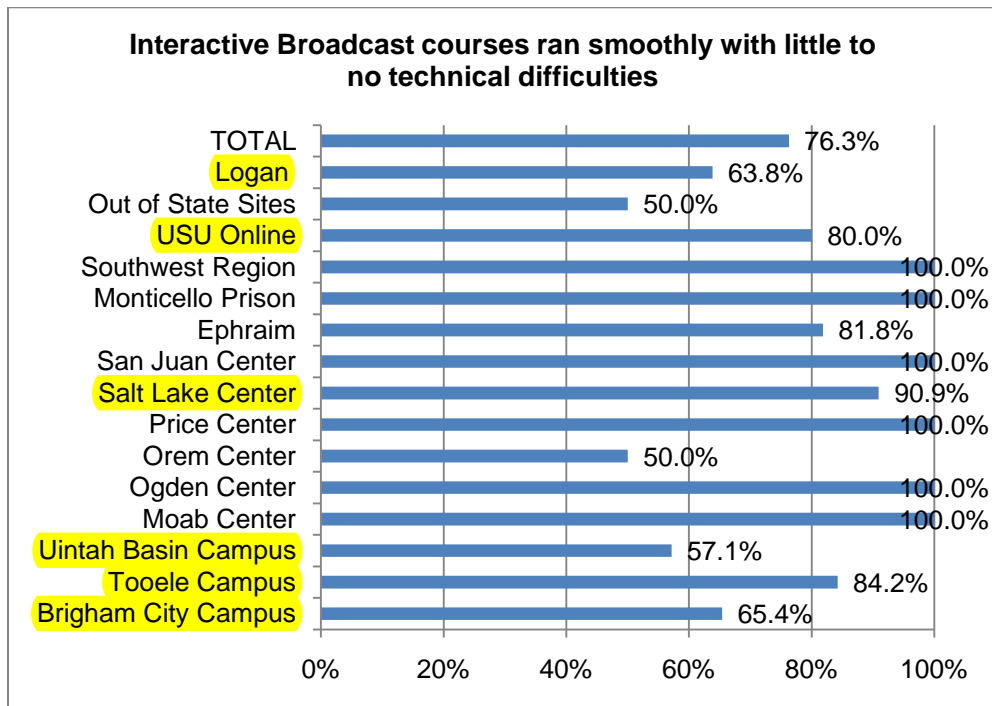
When asked if their teachers used technology effectively in the classroom, 85.9% agreed or strongly agreed. Three percent of the respondents disagreed or strongly disagreed.



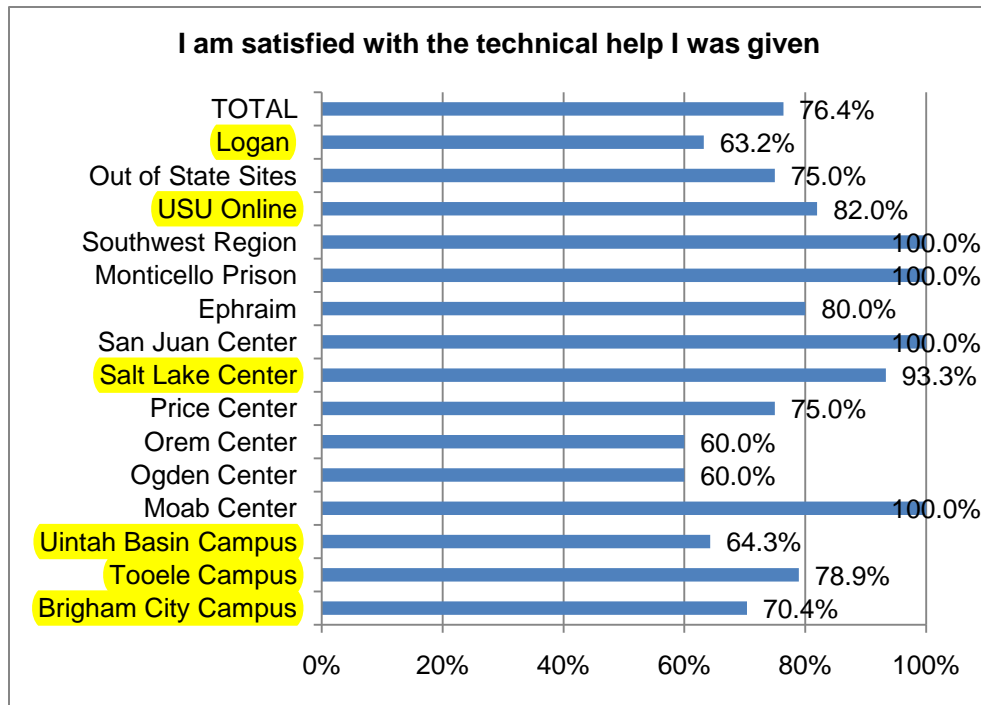
A majority of respondents (73.6%) agreed or strongly agreed that RCDE provided sufficient technology training for them to be successful in their distance courses. Three percent of the respondents disagreed or strongly disagreed that they received sufficient technology training to be successful in their distance courses.



Seventy-six percent of the respondents agreed or strongly agreed that Interactive Broadcast courses ran smoothly with little to no technical difficulties. Seven percent of the respondents disagree or strongly disagreed.

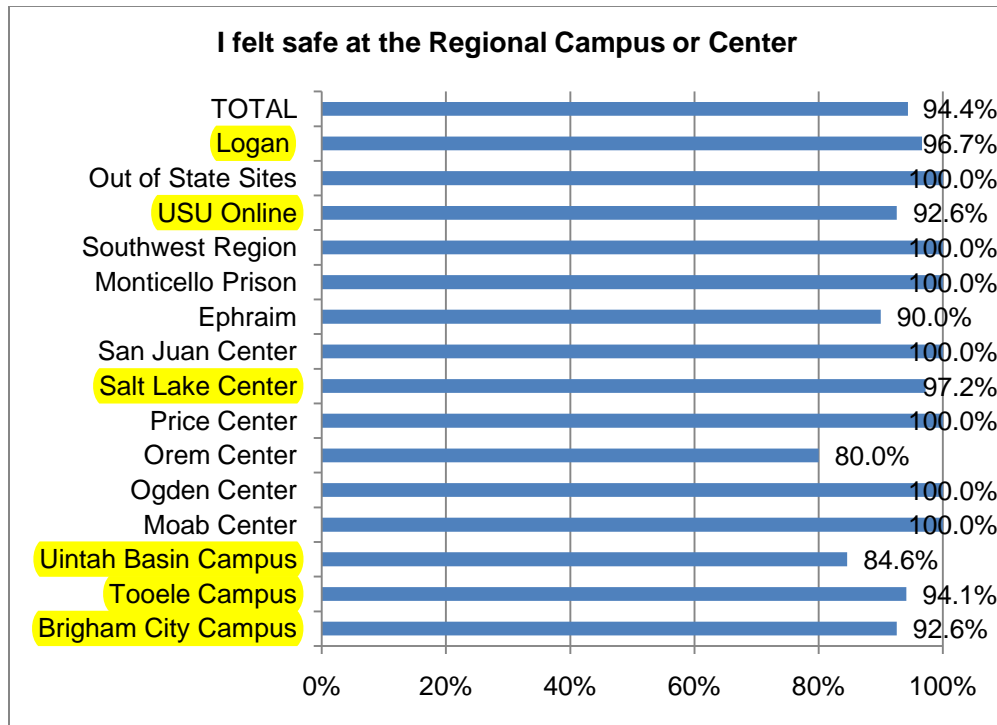


When asked if students were satisfied with the technical help they were given, 76.4% agreed or strongly agreed. Four percent disagreed or strongly disagreed, while the remainder of the respondents were neutral in their rating.

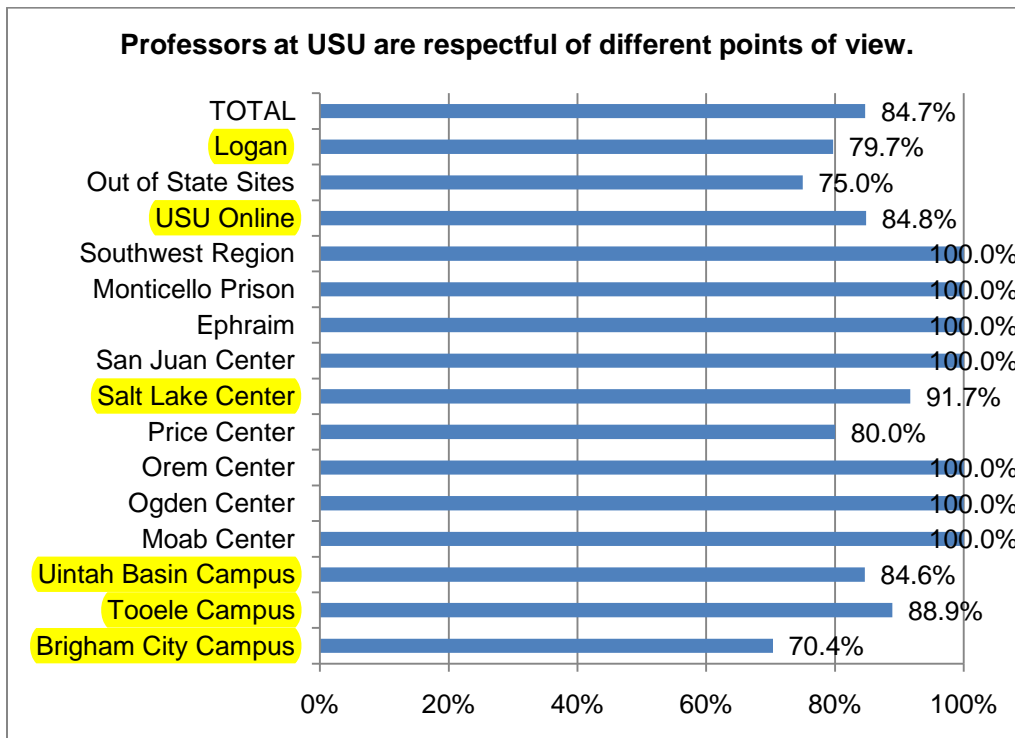


FINDINGS: CAMPUS CLIMATE (See Table 7)

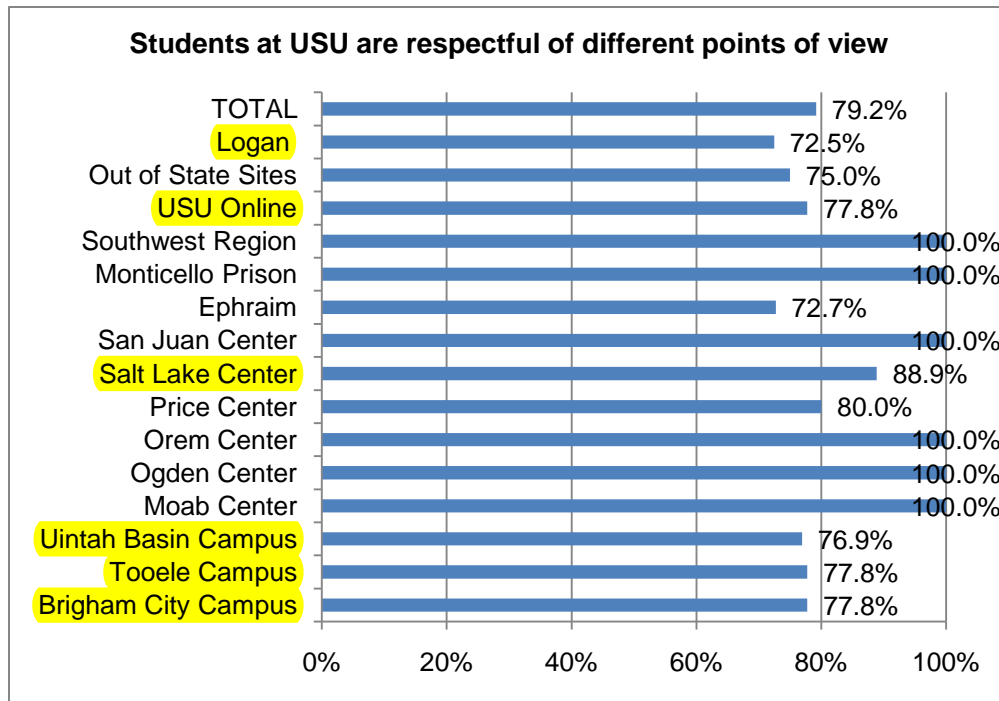
These questions deal with student opinion regarding safety, respect for different points of view, diversity, and a sense of being cared about at Utah State University. An overwhelming majority of respondents (94.4%) felt safe at their Regional Campus or Center. None of the respondents disagreed or strongly disagreed.



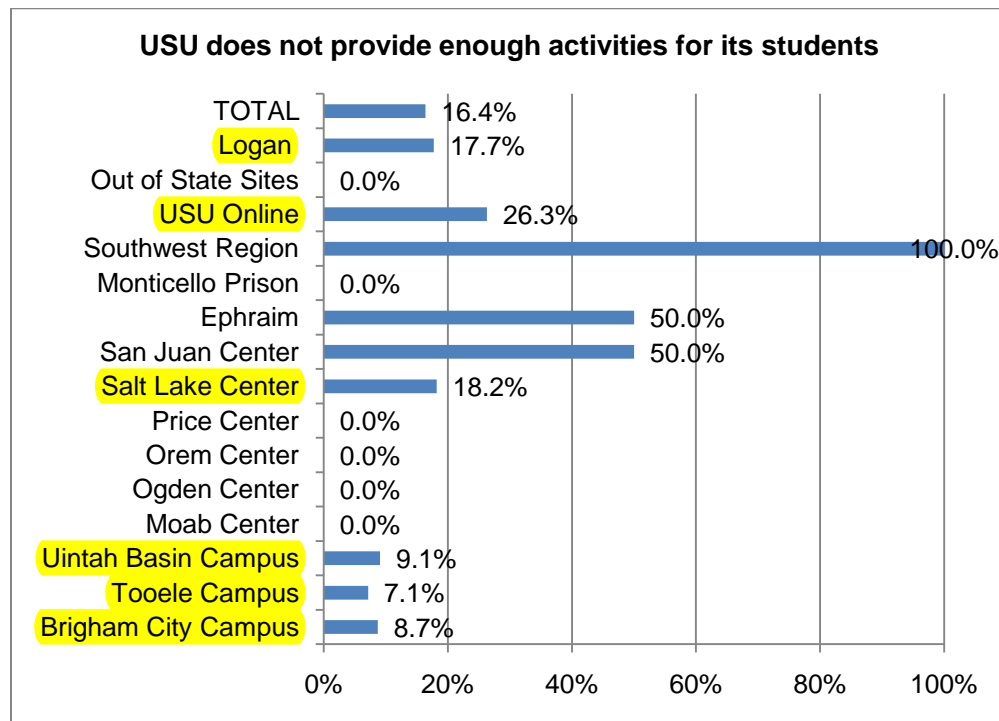
Students were asked if professors at USU are respectful of different points of view. A large majority of respondents (84.7%) agreed or strongly agreed, while 3.2% disagreed or strongly disagreed.



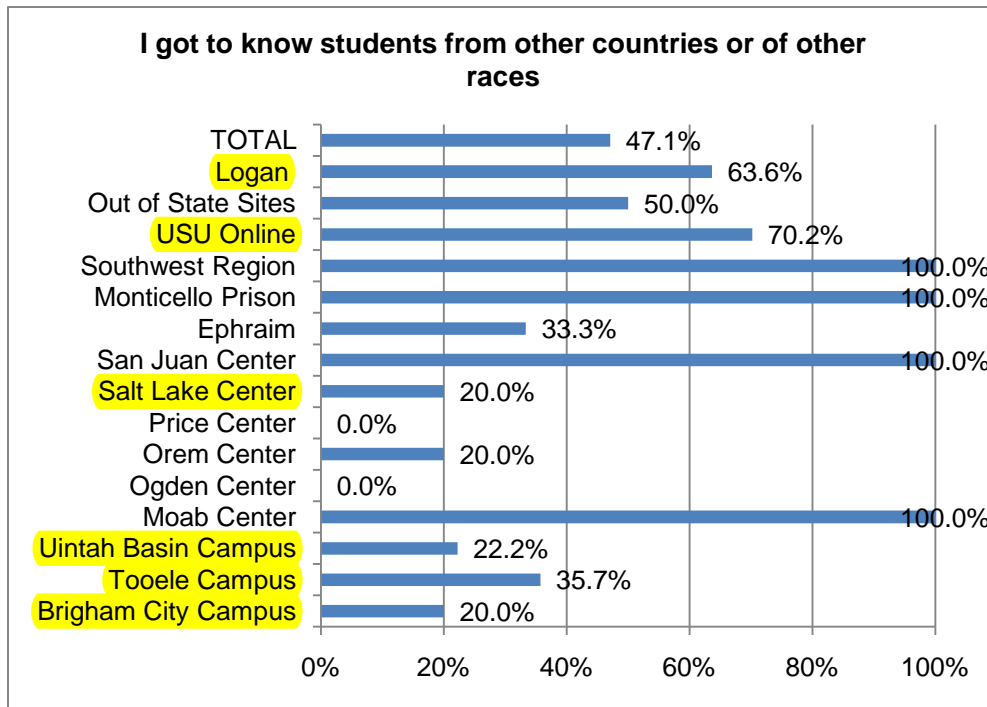
When asked if students are respectful of different points of view, 79.2% of the respondents agreed or strongly agreed. Five percent of the respondents disagreed or strongly disagreed.



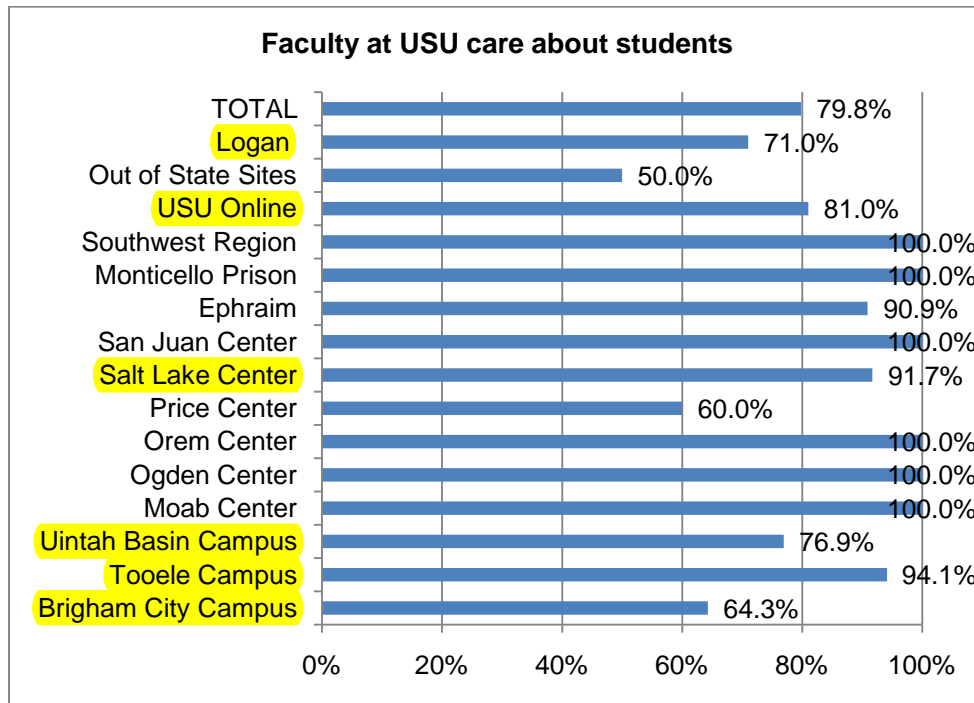
Students were asked to respond to the statement, “USU does not provide enough activities for its students”. Sixteen percent of the respondents agreed or strongly agreed, while 45.6% disagreed or strongly disagreed. There are some activities at the regional campuses and more limited opportunities for activities at smaller centers.



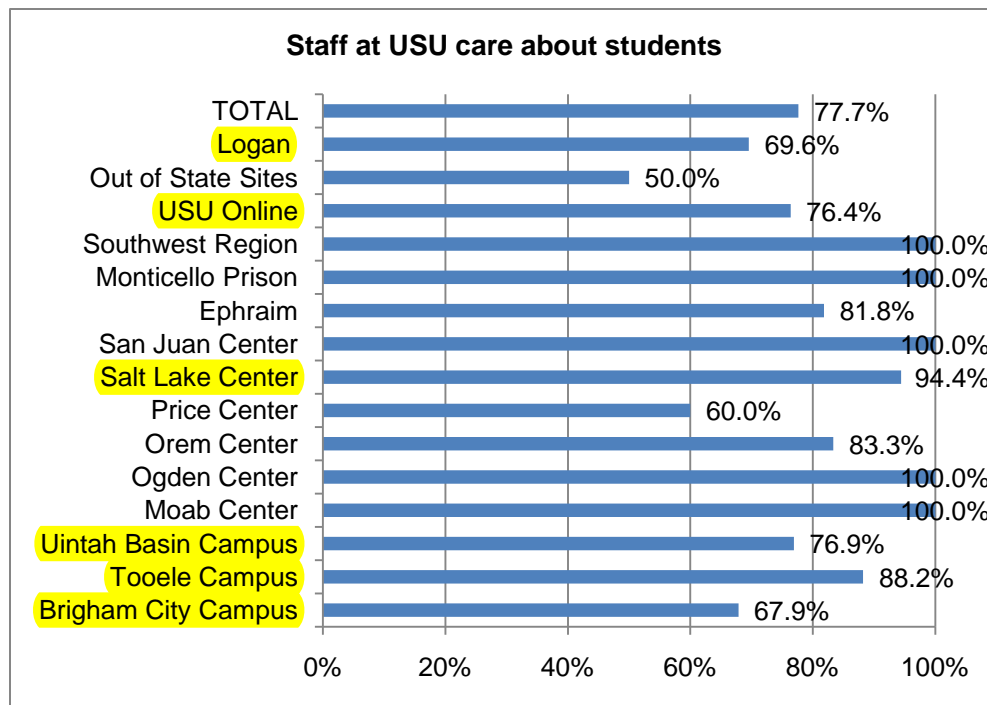
When asked if they got to know students from other countries and of other races, 47.1% agreed or strongly agreed. Twenty-six percent disagreed or strongly disagreed.



A majority of respondents (79.8%) agreed or strongly agreed that faculty at USU care about students. Two percent of the respondents disagreed or strongly disagreed.



When asked if staff at USU care about students, 77.7% of the respondents agreed or strongly agreed. Four percent of the respondents disagreed or strongly disagreed.

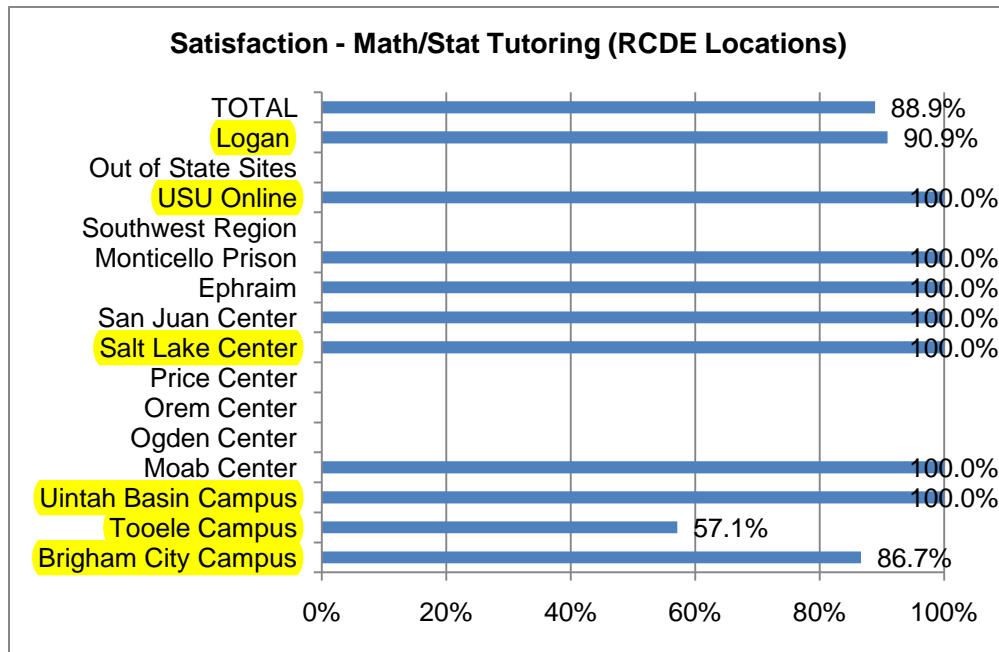


FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES (See Table 8)

Students were asked: "During your time at USU, how often did you use or participate in each of the following (services/activities) and how satisfied were you with each? The RCDE survey includes a selection of the most common services and activities as well as ones that may be important to special groups of students. The services listed are the services that most RCDE students would be likely to use. In this section of the report, when a location on the graph has no bar or percentage rating, it was either not used by anyone at that location, or no one at that location rated the service or activity.

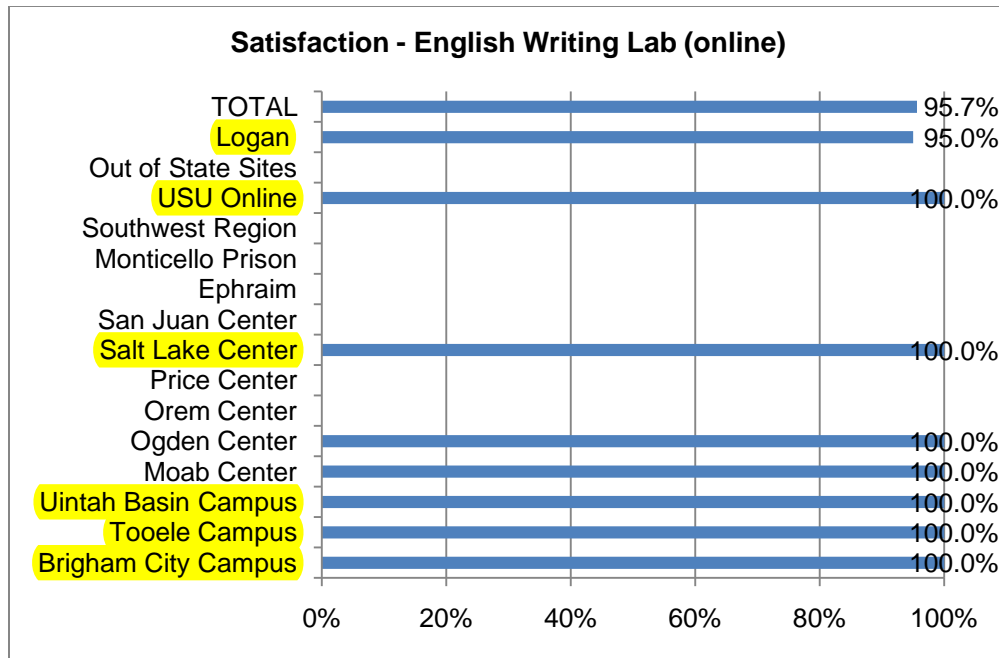
Math/Stat Tutoring (RCDE Locations)

Twenty percent of the total respondents used Math/Stat Tutoring at RCDE locations one or more times. Of the respondents who used Math/Stat Tutoring, 88.9% were satisfied or very satisfied with it. Eleven percent of the respondents were dissatisfied or very dissatisfied with this service.



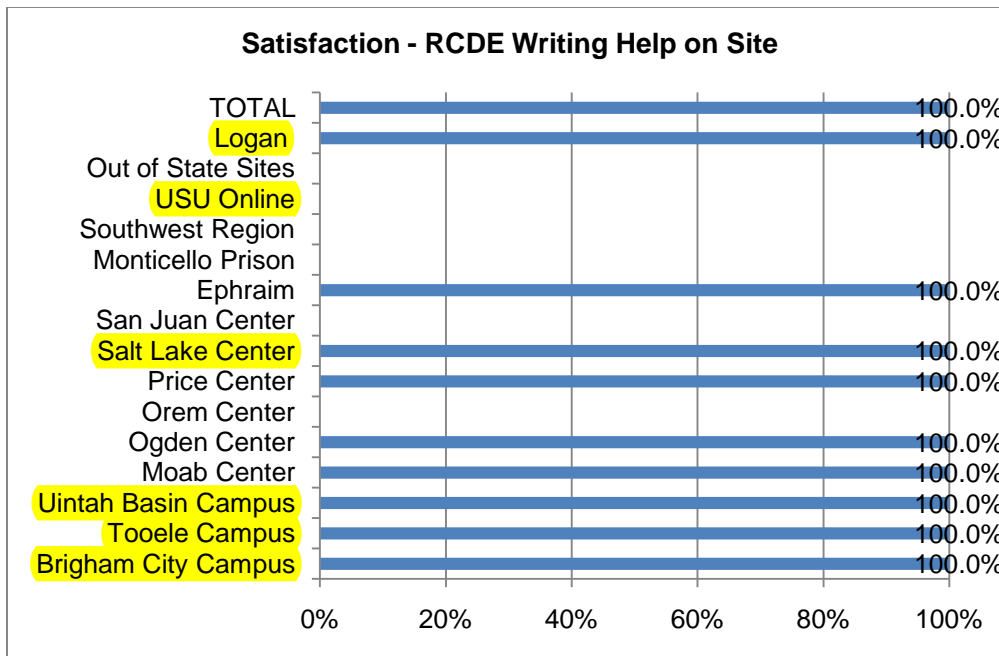
English Writing Lab (online)

Sixteen percent of the respondents used the online English Writing Lab one or more times. Of those respondents who used it, 95.7% were satisfied or very satisfied with it. Four percent of the respondents were dissatisfied or very dissatisfied.



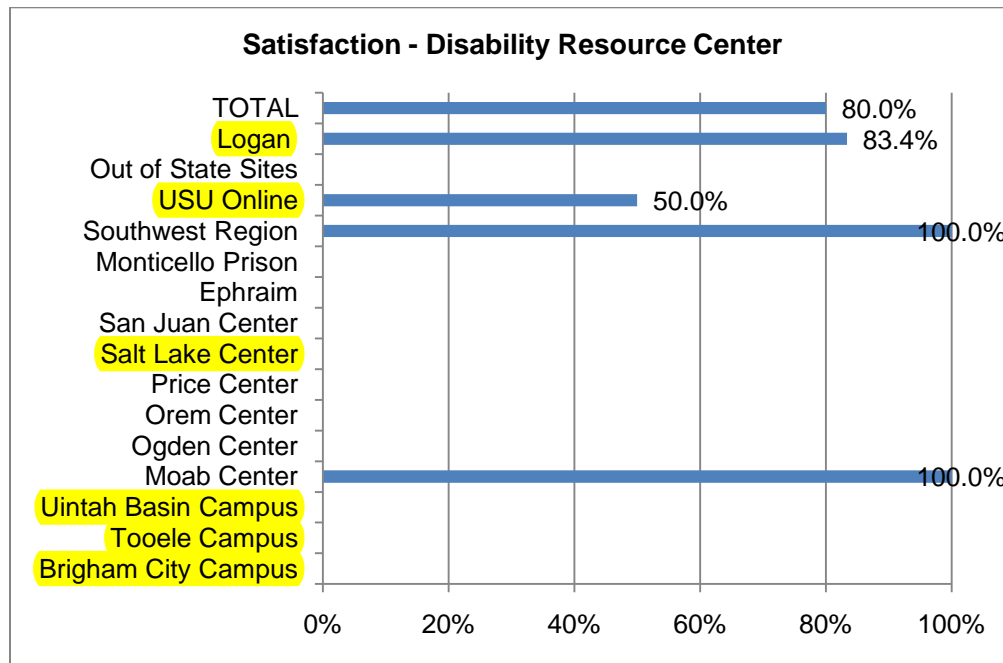
RCDE Writing Help on Site

Only nine percent of the respondents used RCDE Writing Help on site. Of the respondents who used it, 100% were satisfied or very satisfied with it.



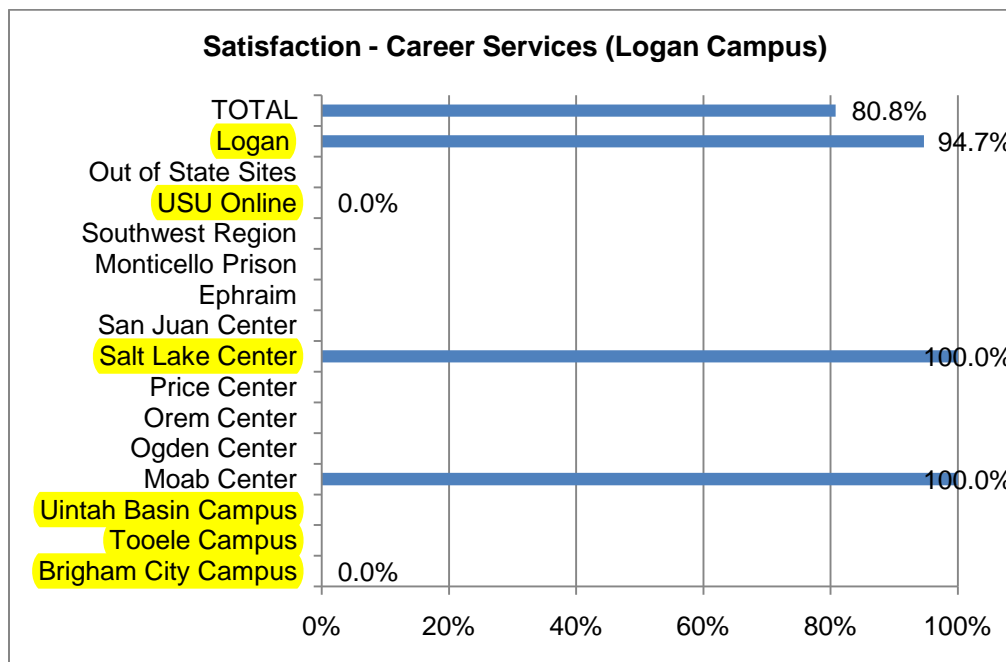
Disability Resource Center

Only 3.1% of the respondents used the Disability Resource Center. Eighty percent of the respondents who used the center were satisfied or very satisfied, while 20% were dissatisfied or very dissatisfied.



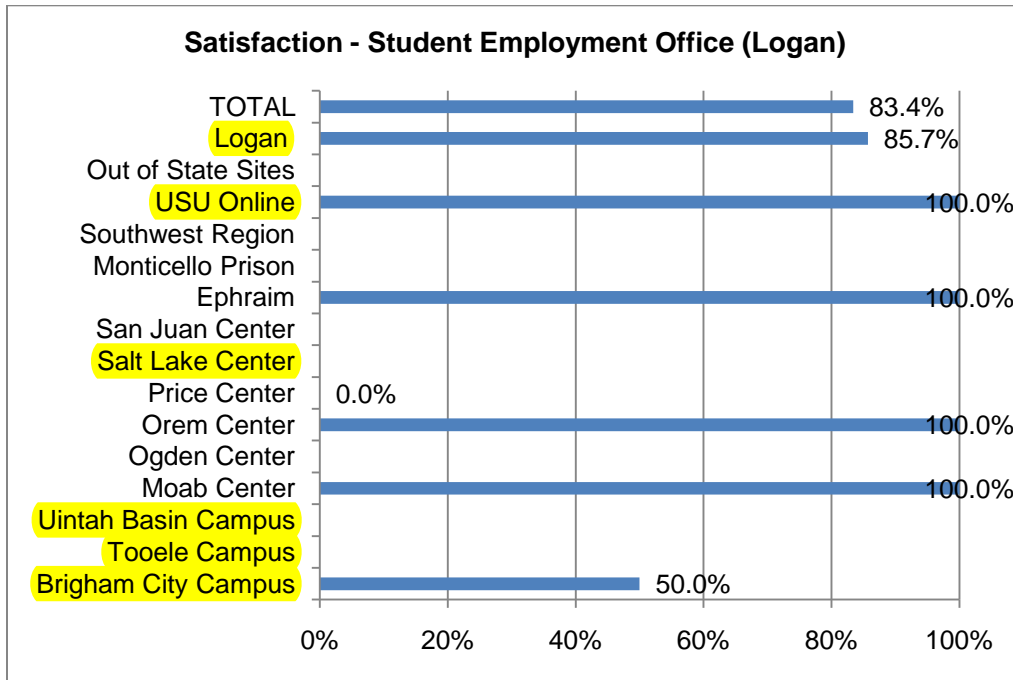
Career Service Office (Logan Campus)

The Career Services Office, previously known as the Career Placement Office was only used by 7.8% of the respondents. Eighty-one percent of the respondents who used it were satisfied or very satisfied with the service. Nineteen percent were dissatisfied or very dissatisfied.



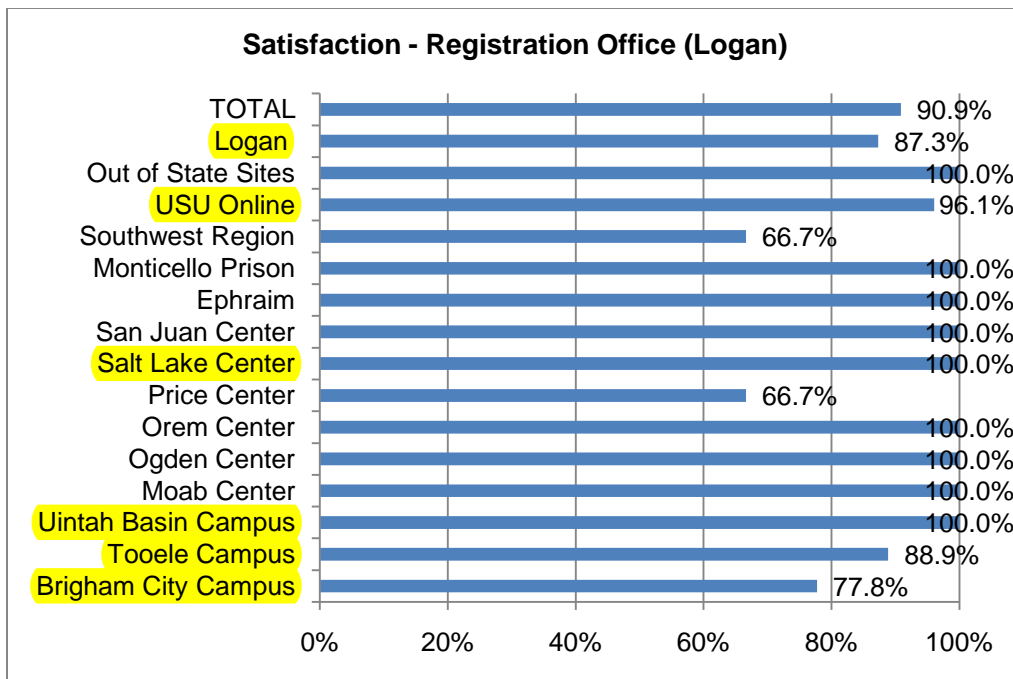
Student Employment Office (Logan)

Only 9.7% of the respondents used the Student Employment Office on the Logan campus. Of those who used it, 83.4% were satisfied or very satisfied, while 16.6% were dissatisfied or very dissatisfied.



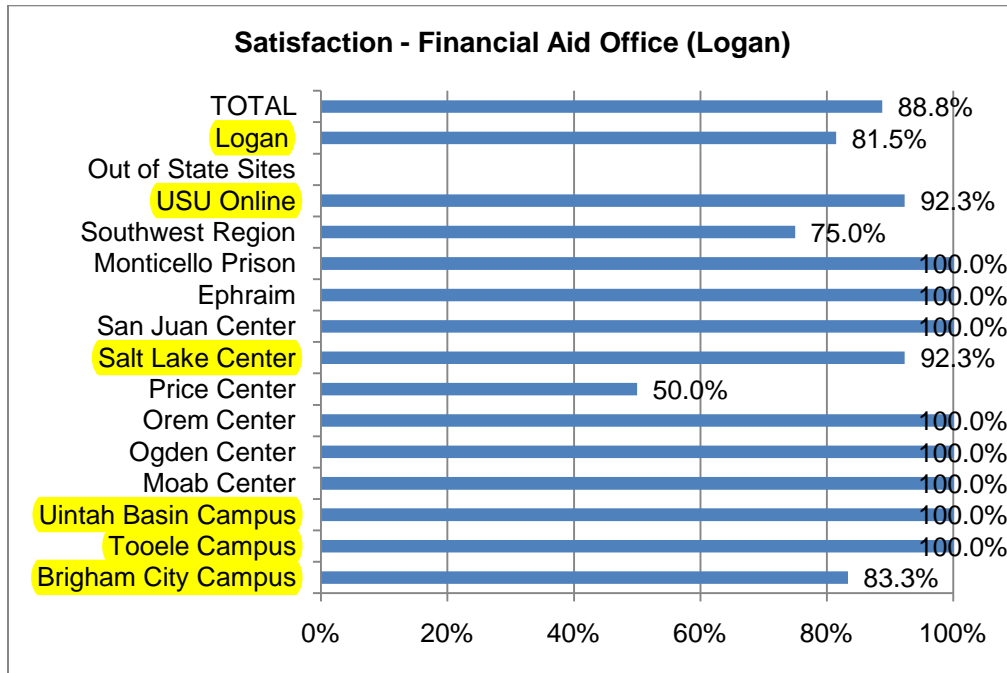
Registration Office (Logan)

Fifty-two percent of the respondents used the Registration Office on the Logan campus one or more times. Of those who used it, an overwhelming majority of respondents (90.9%) were satisfied or very satisfied. Nine percent of the respondents were dissatisfied or very dissatisfied.



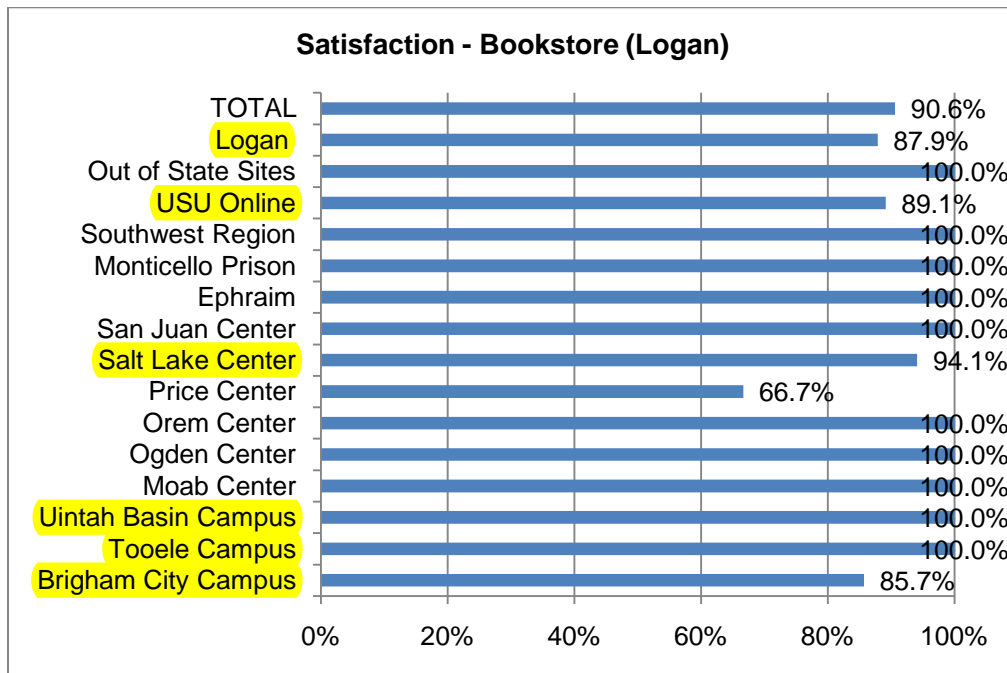
Financial Aid Office (Logan)

Fifty-three percent of the respondents used the Financial Aid Office on the Logan campus one or more times. Of those who used it, 88.8% were satisfied or very satisfied, while 11.2% were not.



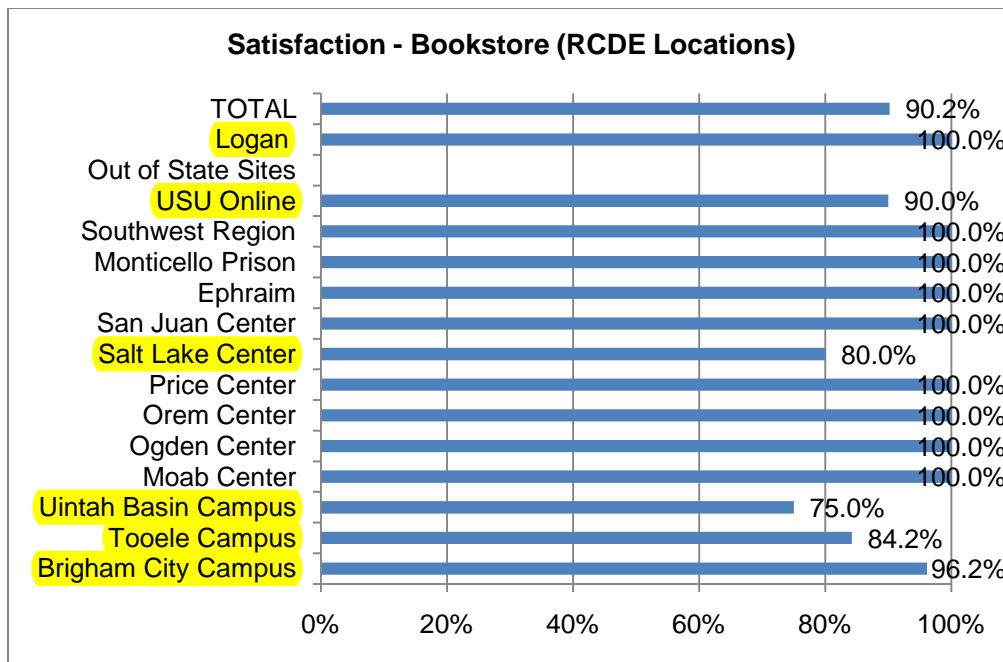
Bookstore (Logan)

Sixty percent of the respondents used the USU Bookstore on the Logan campus one or more times. The satisfaction ratings for the Bookstore was 90.6%, while dissatisfaction was 9.4%



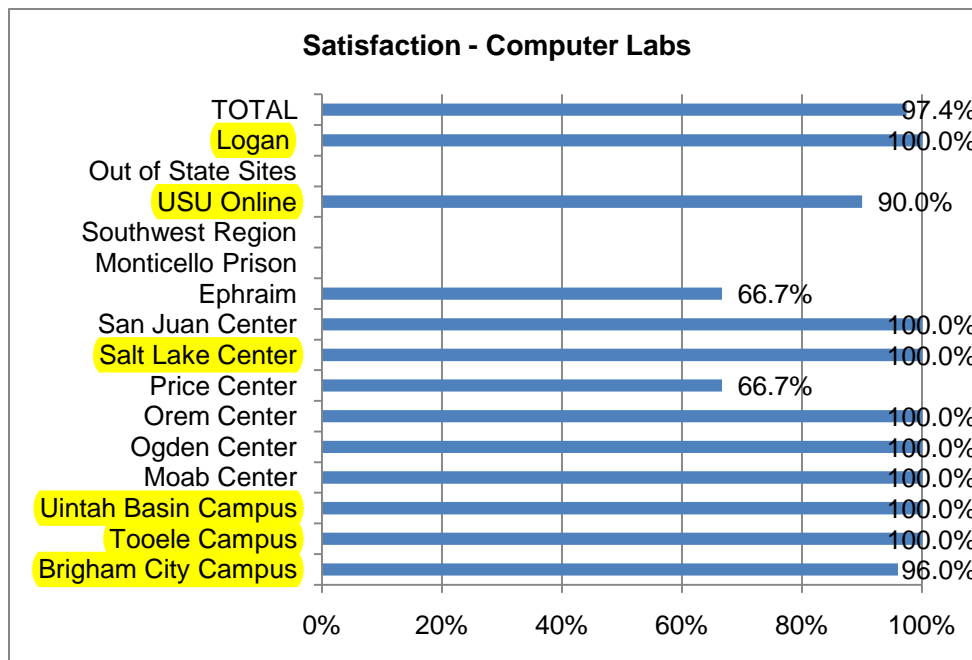
Bookstore (RCDE Locations)

Thirty-three percent of the respondents used a USU Bookstore at RCDE locations. Of those who used an RCDE Bookstore, 90.2% were satisfied or very satisfied. Ten percent of the respondents were dissatisfied or very dissatisfied.



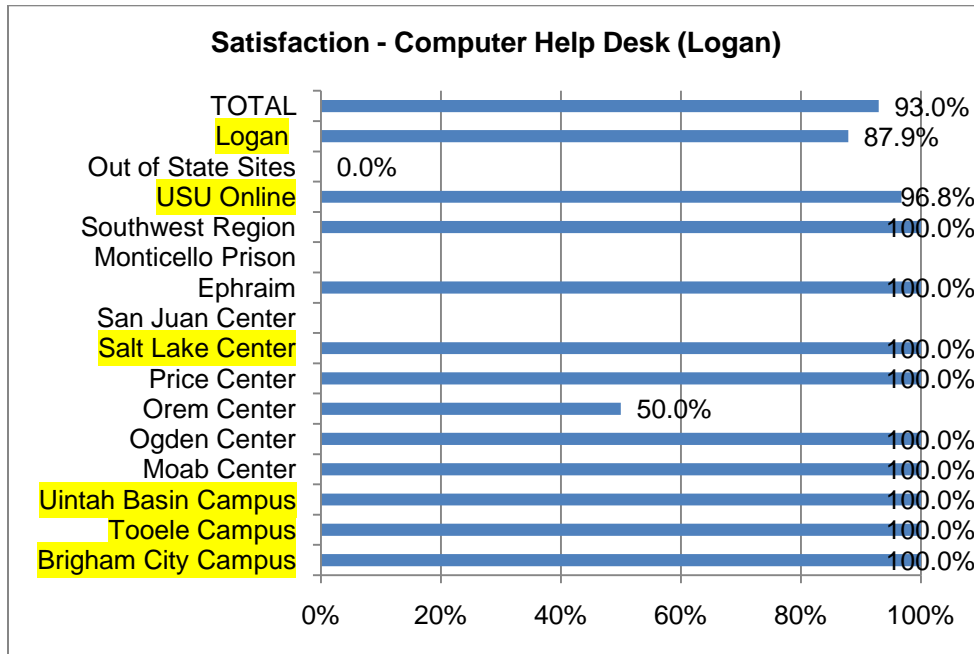
Computer Labs

Forty-eight percent of the respondents used the Computer Labs and 97.4% were satisfied or very satisfied with the labs. Three percent of the respondents were dissatisfied or very dissatisfied.



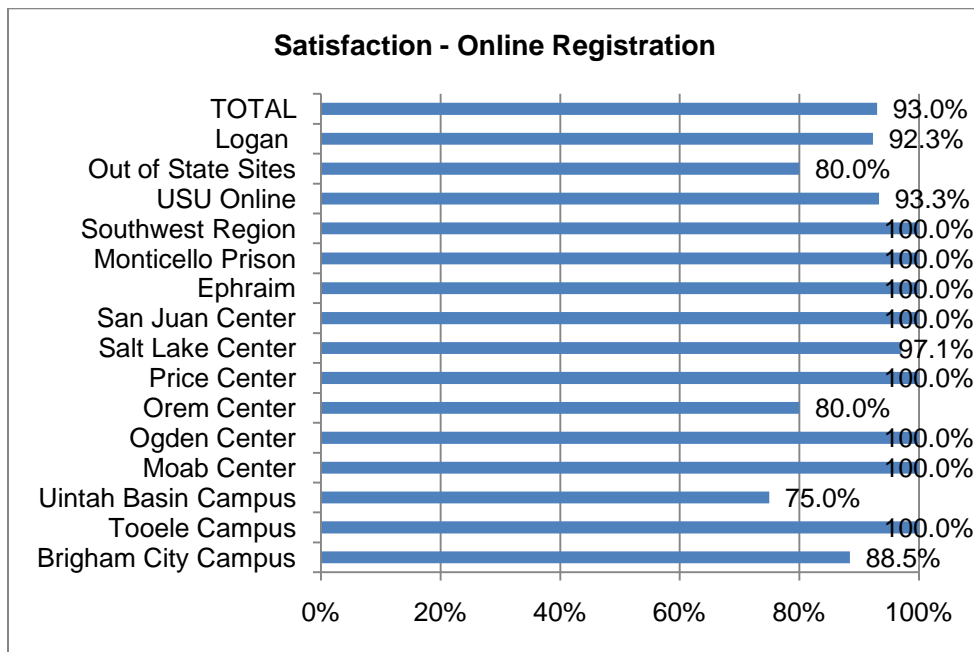
Computer Help Desk (Logan)

Thirty-four percent of the respondents used the Computer Help Desk in Logan. Nine-three percent of the respondents were satisfied or very satisfied with it. Seven percent were dissatisfied or very dissatisfied.



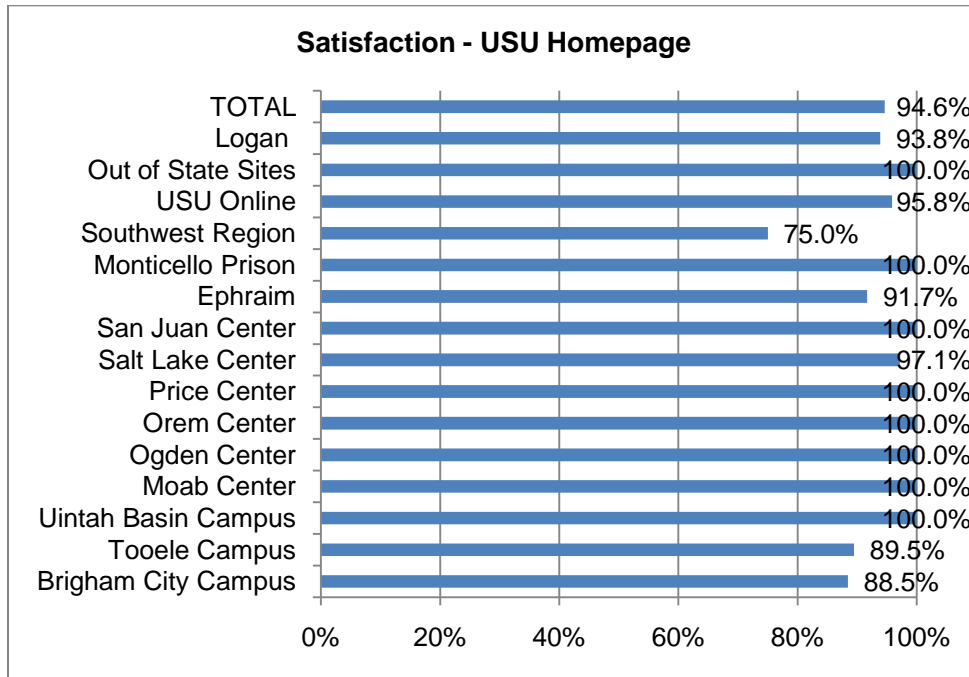
Online Registration

Almost all of the respondents (97.6%) used Online Registration, with a satisfaction rating of 93%. Seven percent of the respondents were dissatisfied or very dissatisfied with Online Registration.



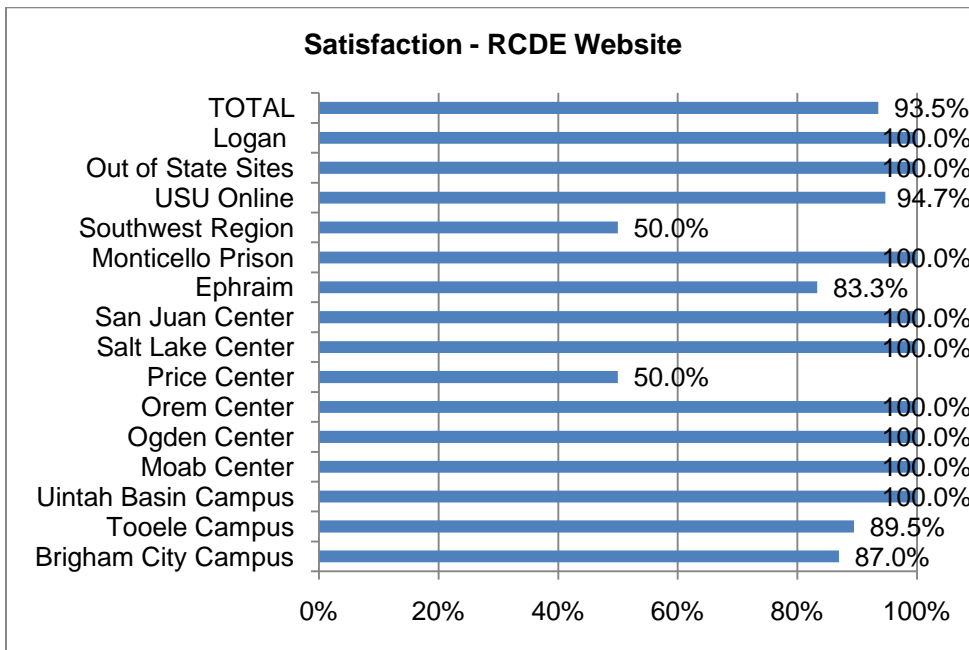
USU Homepage

Ninety-eight percent of the respondents used the USU Homepage. Ninety-five percent of the respondents using it were satisfied or very satisfied. Five percent of the respondents were dissatisfied or very dissatisfied.



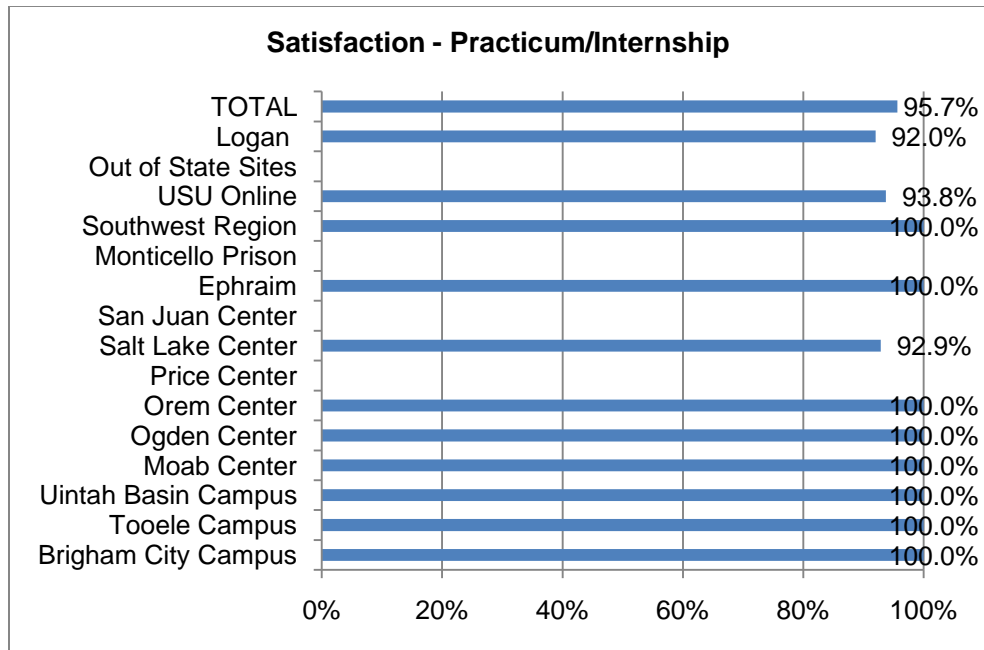
RCDE Website

Forty-eight percent of the respondents used the RCDE Website and 93.5% of these respondents were satisfied or very satisfied with it. Seven percent of the respondents were dissatisfied or very dissatisfied.



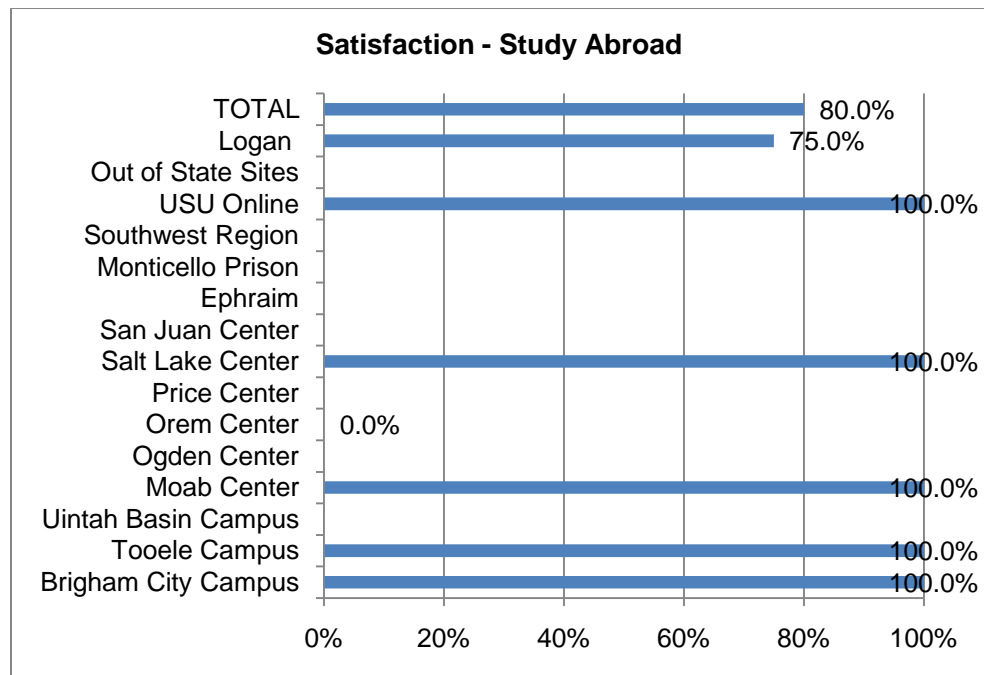
Practicum/Internship

Twenty-nine percent of the respondents had participated in a Practicum or Internship. Of those who had participated, 95.7% were satisfied or very satisfied. Four percent of the respondents were dissatisfied or very dissatisfied.



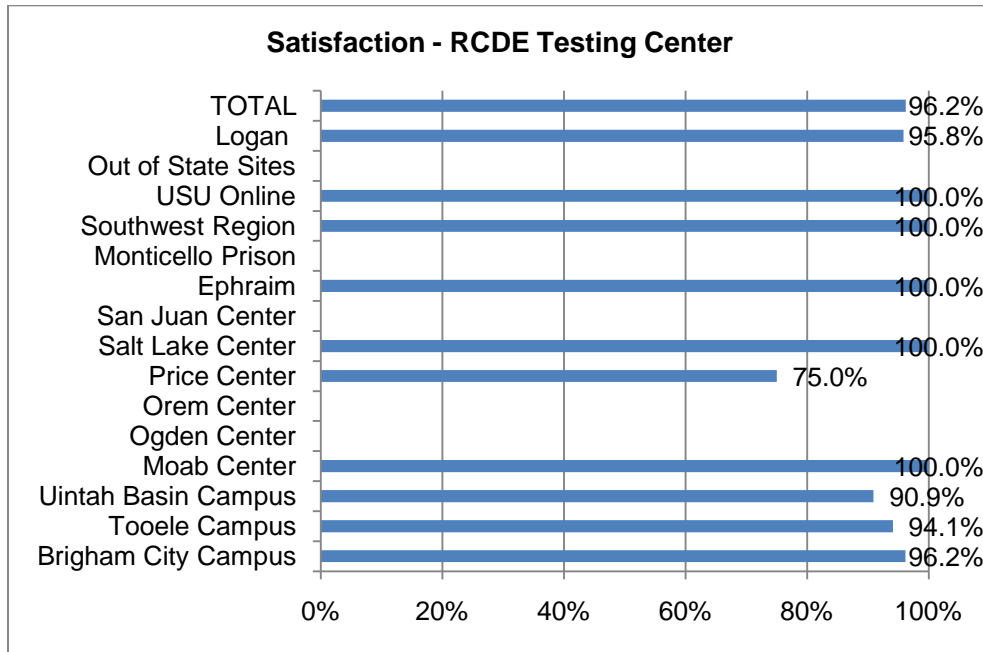
Study Abroad

Only 3.4% of the respondent said they went on Study Abroad, of which 80% were satisfied or very satisfied. Twenty percent were dissatisfied or very dissatisfied.



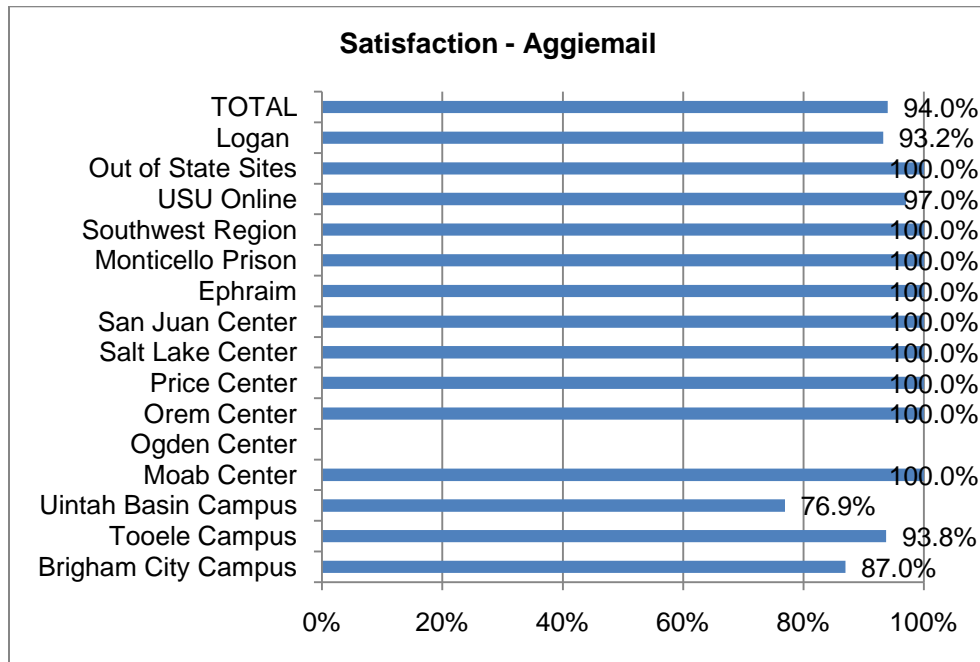
RCDE Testing Center

Forty-one percent of the respondents used the RCDE Testing Center one or more times. Of those who used it, 96.2% were satisfied or very satisfied, while 3.8% were dissatisfied or very dissatisfied.



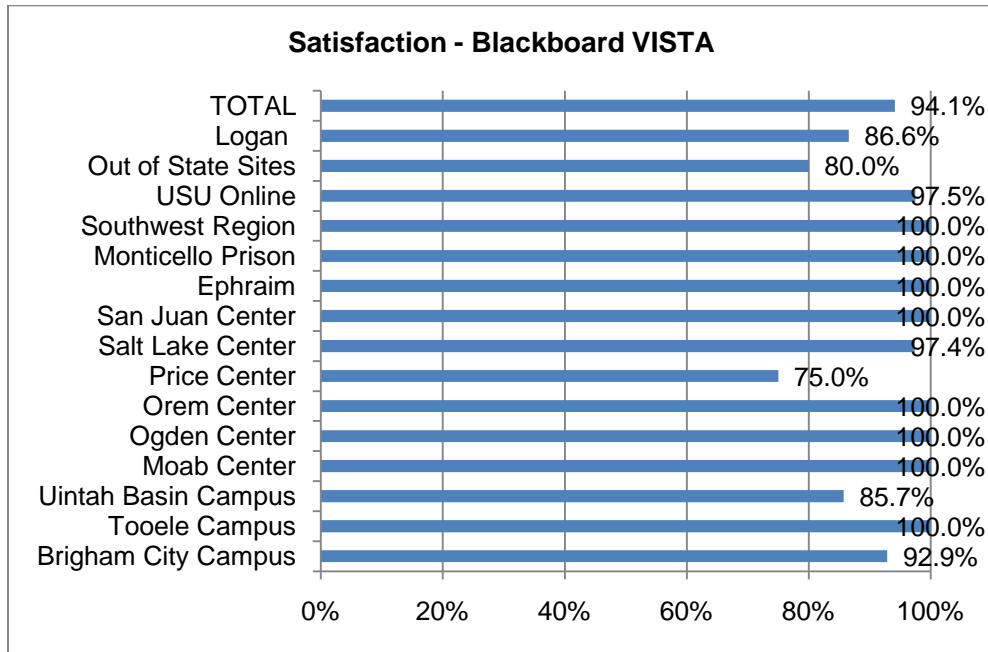
Aggiemail

Sixty-eight percent of the respondents used Aggiemail, with a satisfaction rating of 94%. Six percent of the respondents were dissatisfied or very dissatisfied with Aggiemail.



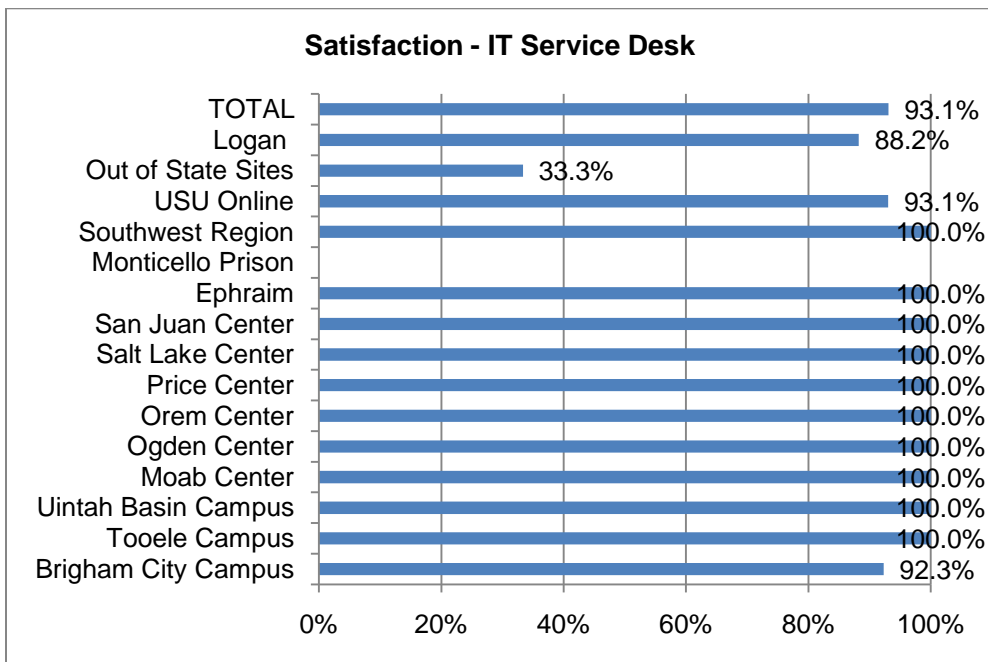
Blackboard VISTA

Nearly all respondents (99.4%) used Blackboard VISTA, with a satisfaction rating of 94.1%. Six percent of the respondents were dissatisfied or very dissatisfied with it.



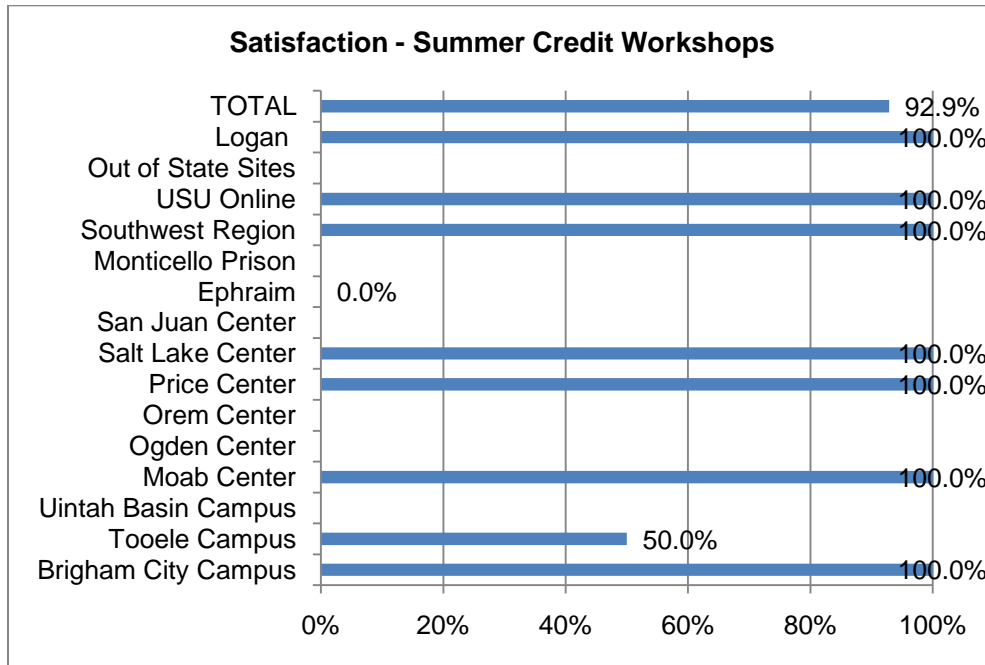
IT Service Desk

Fifty-four percent of the respondents used the IT Service Desk one or more times. Of those who used it, 93.1% were satisfied or very satisfied, while 6.9% were dissatisfied or very dissatisfied.



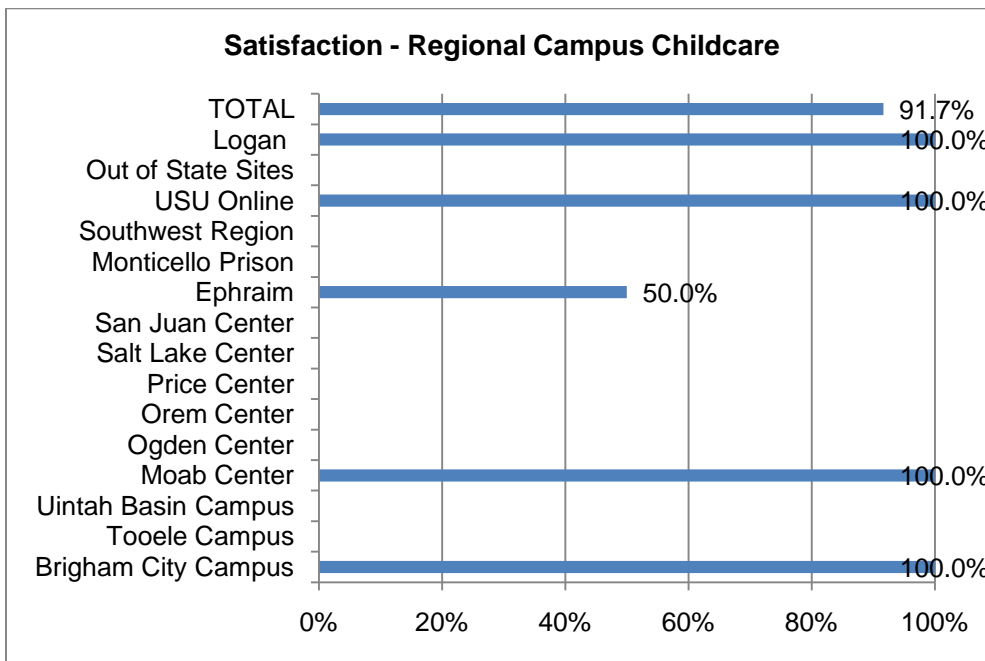
Summer Credit Workshops

Only 7.7% of the respondents used the Summer Credit Workshops, with a satisfaction rating of 92.9%. Seven percent of the respondents were dissatisfied or very dissatisfied with these workshops.



Regional Campus Childcare

Only 1.6% of the respondents used Regional Campus Childcare. Of those who used it, 91.7% were satisfied or very satisfied while 8.3% were dissatisfied or very dissatisfied.

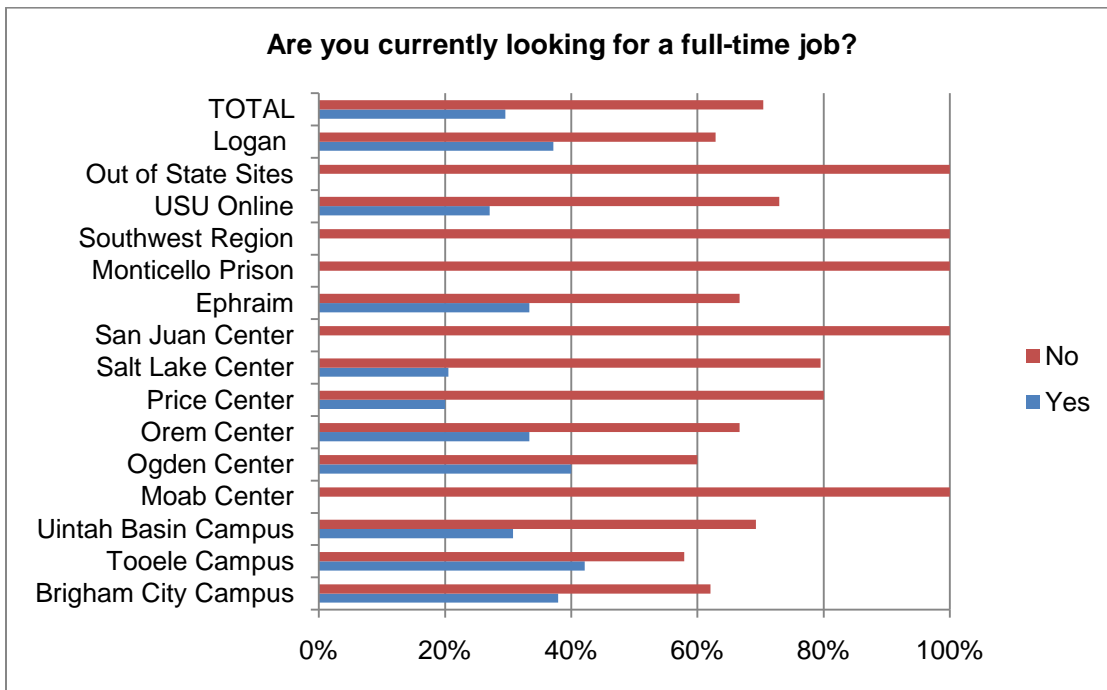


FINDINGS: FUTURE PLANS (See Table 9)

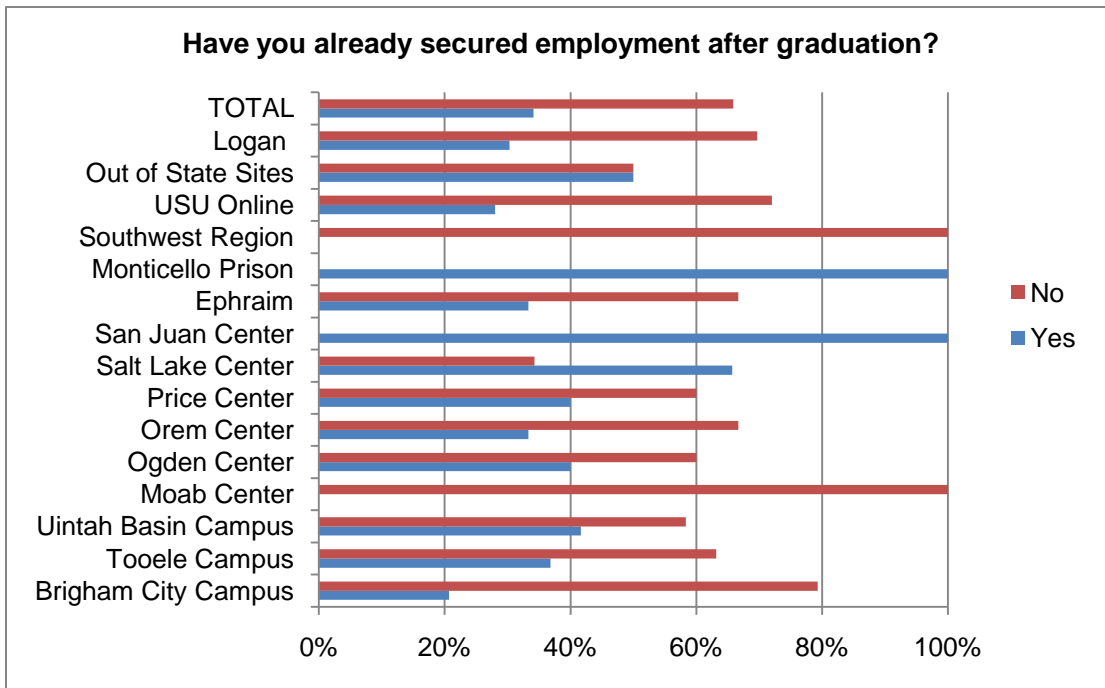
This series of questions focuses on students' plans for employment or further education after graduation. Students were asked, "After you graduate from USU, what are your plans for the next year?" Students were allowed to mark all answers that applied to them. Because of this, the following are the combination of answers given by the total number of respondents:

Employment only	35.9%
Employment + Education	20.7%
Employment, Education, Stay home with children	1.1%
Employment, Education, Stay home w/children, Volunteer	0.6%
Employment, Education, Stay home w/children, Other	0.3%
Employment, Education, Military Service	0.6%
Employment, Education, Volunteer	2.0%
Employment, Education, Volunteer, Other	0.3%
Employment, Education, Other	1.1%
Employment, Stay home w/children	2.3%
Employment, Stay home w/children, Volunteer	0.6%
Employment, Military Service	0.3%
Employment, Other	2.0%
Education only	25.3%
Education, Stay home w/children	0.9%
Education, Other	0.3%
Stay home w/children only	2.3%
Stay home w/children, Volunteer	0.9%
Military Service only	0.3%
Other only	2.3%

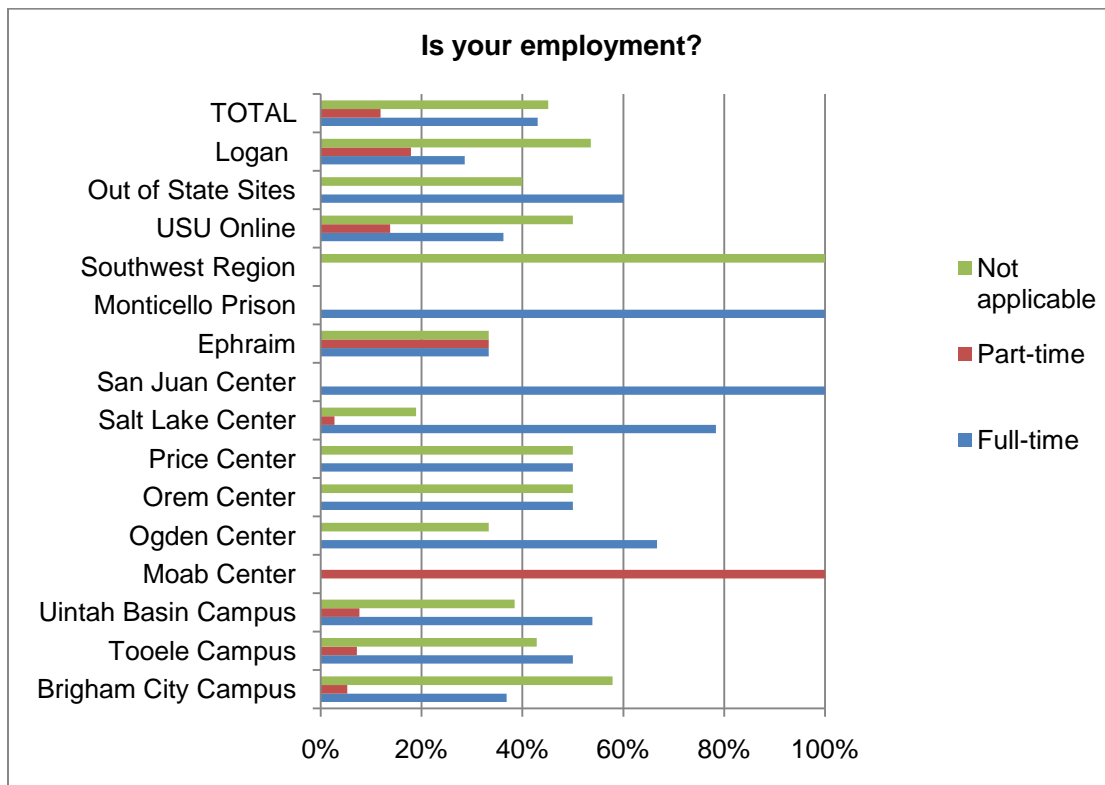
When asked if they were currently looking for a full-time job, 29.6% of the respondents said yes and 70.4% said no.



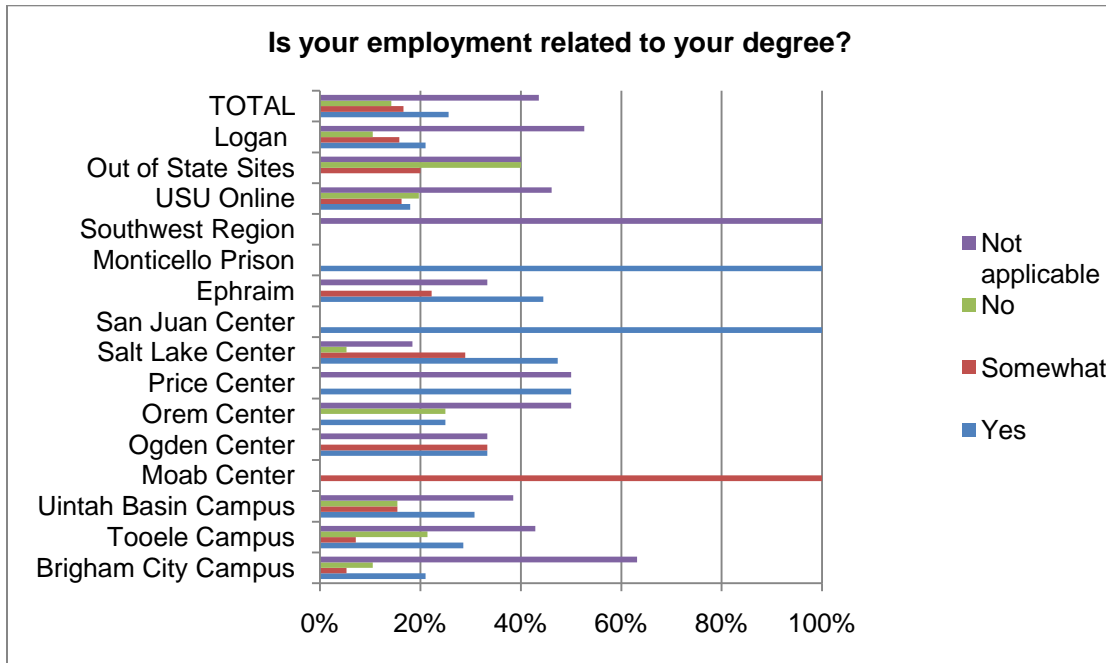
Students were then asked if they had already secured employment after graduation. 34.1% of the respondents had secured employment while 65.9% had not.



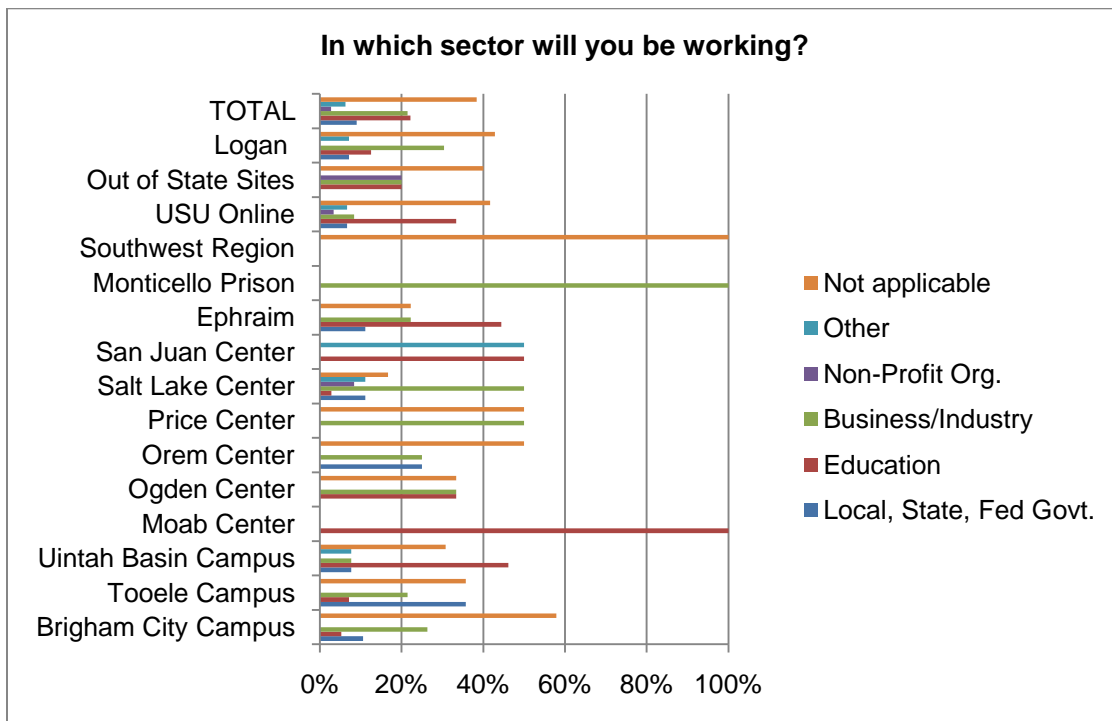
If students were employed they were asked if their employment was full-time or part-time. Forty-three percent of the respondents were employed full-time, 11.9% part-time, and 45.1% of the respondents marked not applicable.



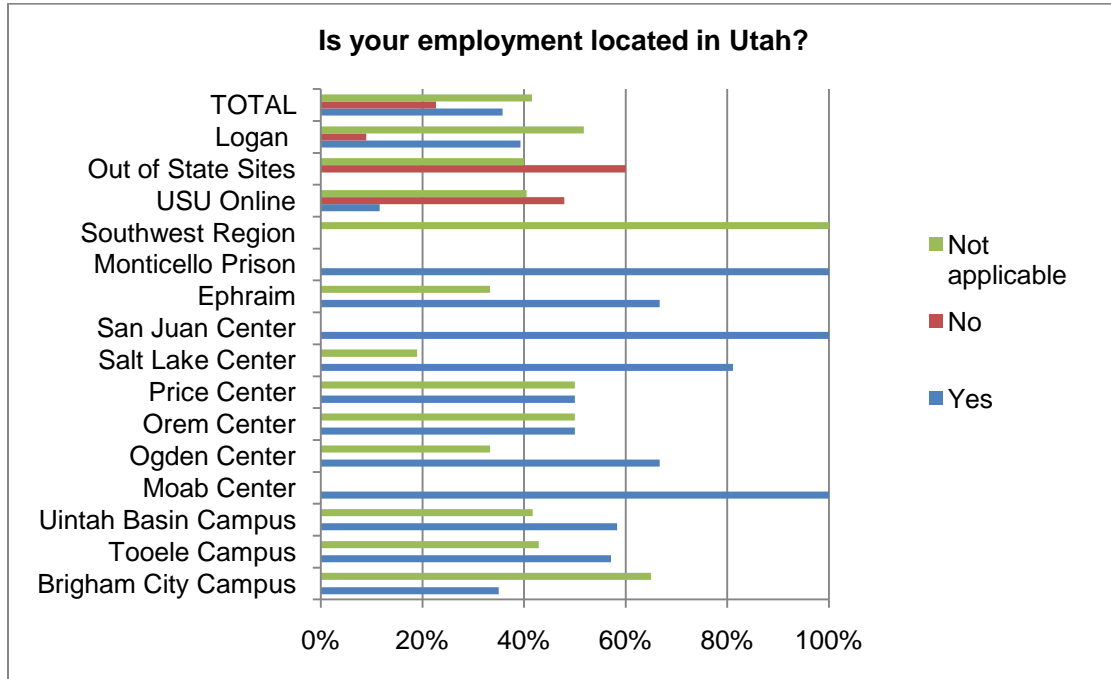
Researchers then wanted to know if the students' employment was related to their degree. Twenty-six percent of the respondents said their employment was related to their degree. Seventeen percent of the respondents said their work was somewhat related to their degree, and 14.2% said their employment was not related to their degree. Forty-four percent of the respondents marked the question not applicable.



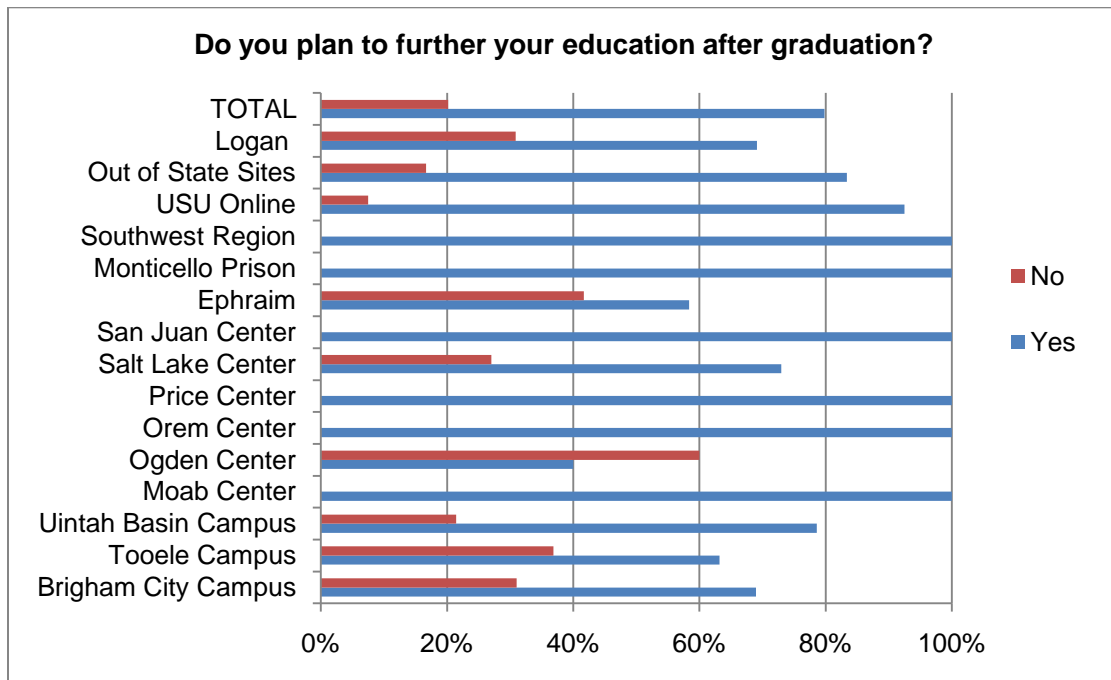
Students were then asked, "In which sector will you be working?" Nine percent of the respondent said Local, State, or Federal Government. Twenty-two percent said Education (public or private), 21.5% said Business or industry, 2.8% said Non-Profit Organization, and 6.2% said Other. The remainder of the respondents (38.4%) marked the question not applicable.



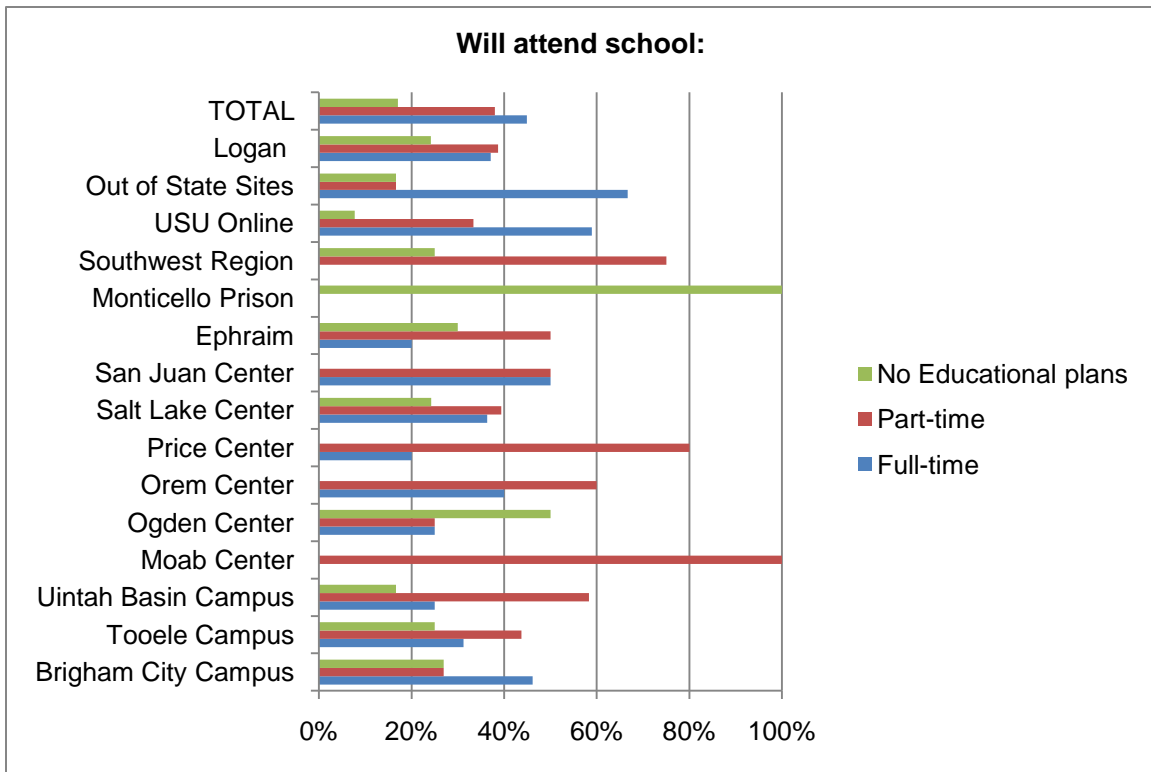
Students were then asked if their employment was located in Utah. Thirty-six percent of the respondents said their employment was located in Utah, while 22.7% said their employment was not. Forty-two percent of the respondents marked not applicable.



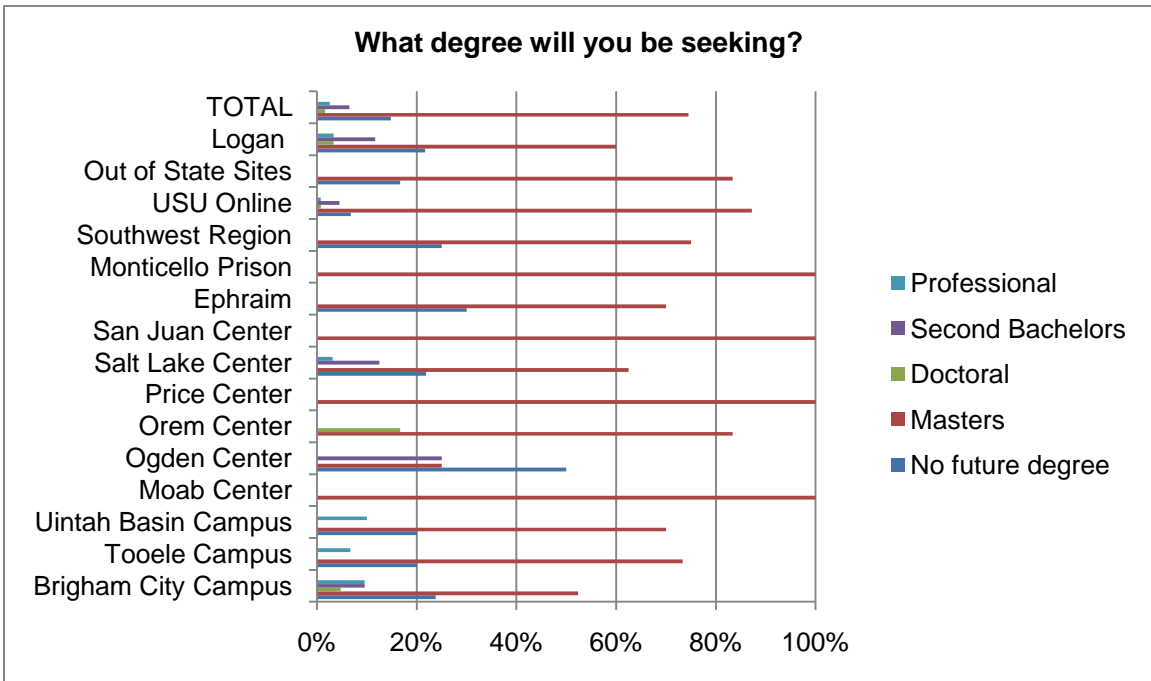
Eighty percent of the respondents said they planned to further their education after graduation. Twenty percent of the respondents did not plan on furthering their education.



When asked if they planned on furthering their education full or part time, 44.9% of the respondents said full-time, 38% said part-time, and 17.1% had no future educational plans.

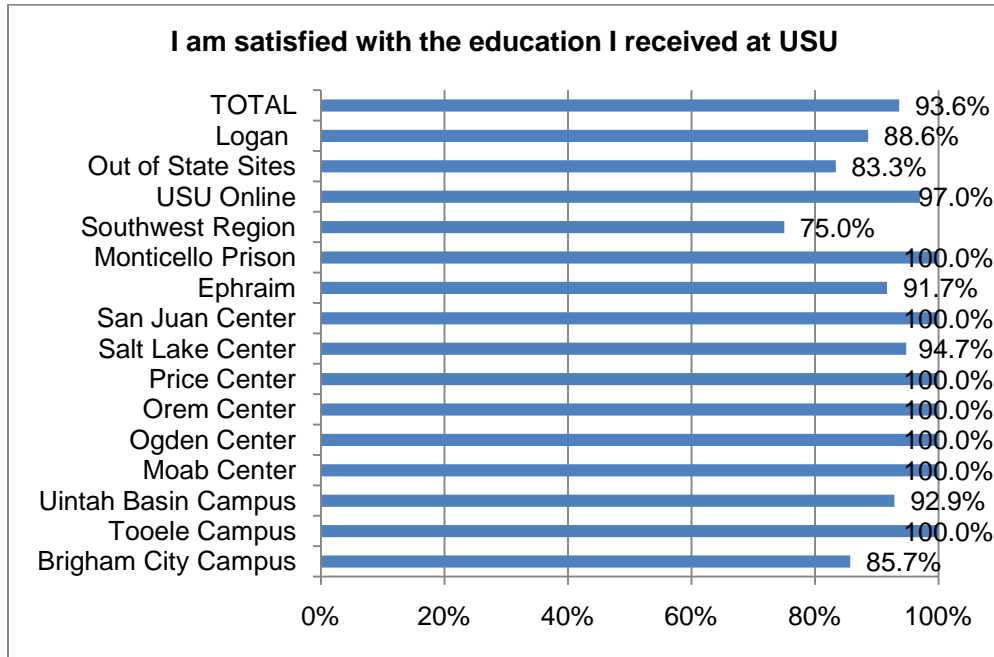


When asked what degree they would be seeking, 14.8% had no future educational plans, 74.5% would be seeking Masters degrees, 1.6% would be seeking a Doctors degree, 6.5% a Second Bachelors degree, 2.6% would be seeking a professional degree. No respondents sought an Associate of Applied Science or Bachelors Degree.

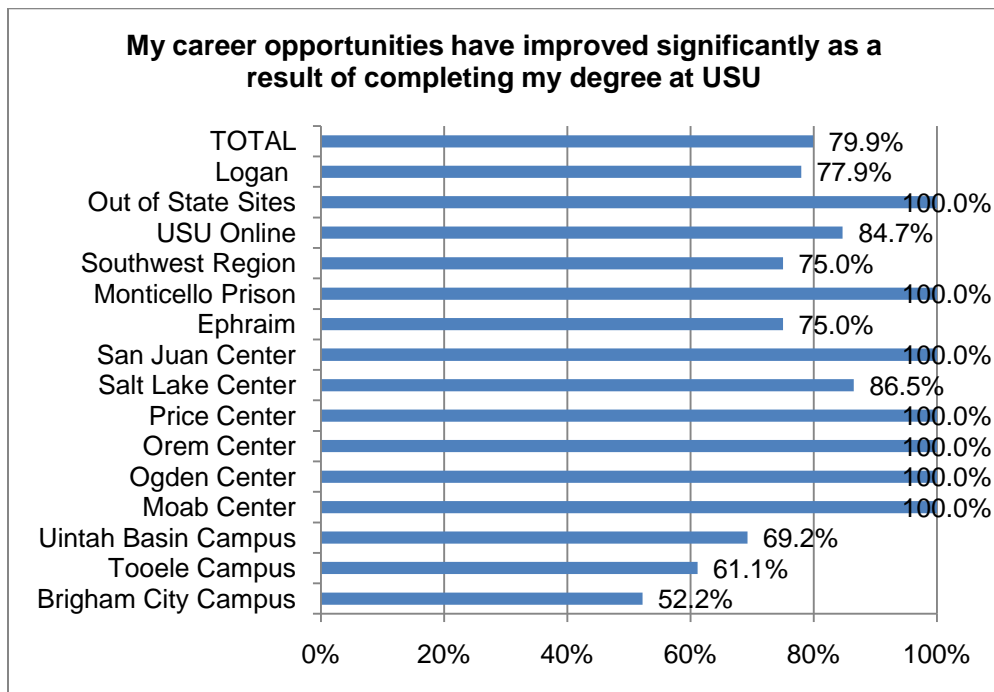


FINDINGS: OVERALL USU EXPERIENCES (See Table 10)

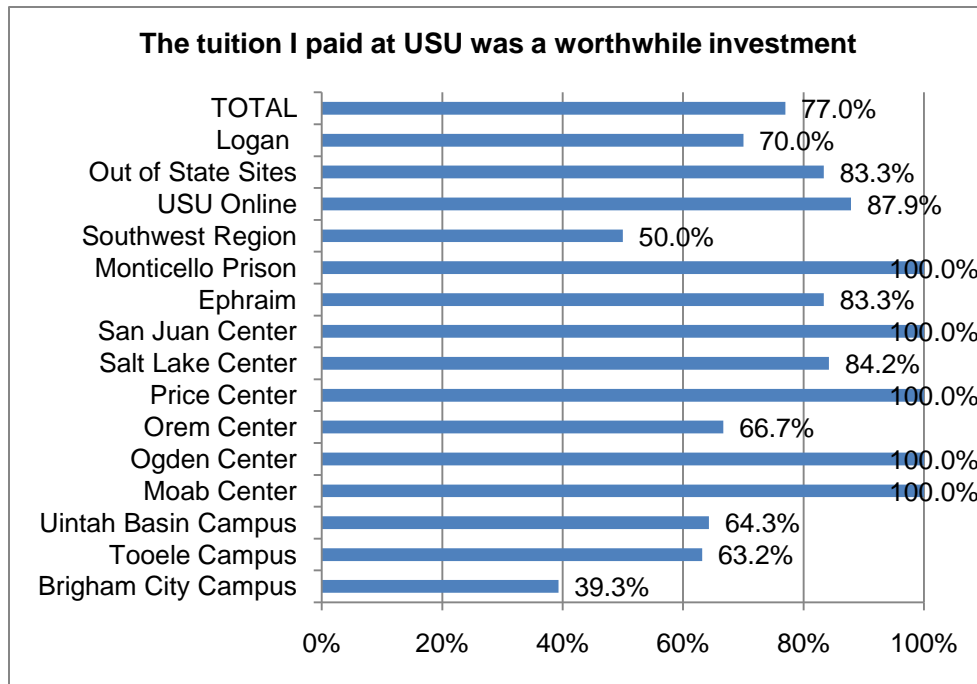
These survey questions are included to determine the general perceptions students have of Utah State University. When students were asked if they were satisfied with the education they receive at USU, an overwhelming majority of respondents (93.6%) agreed or strongly agreed. Only 1.2% disagreed or strongly disagreed.



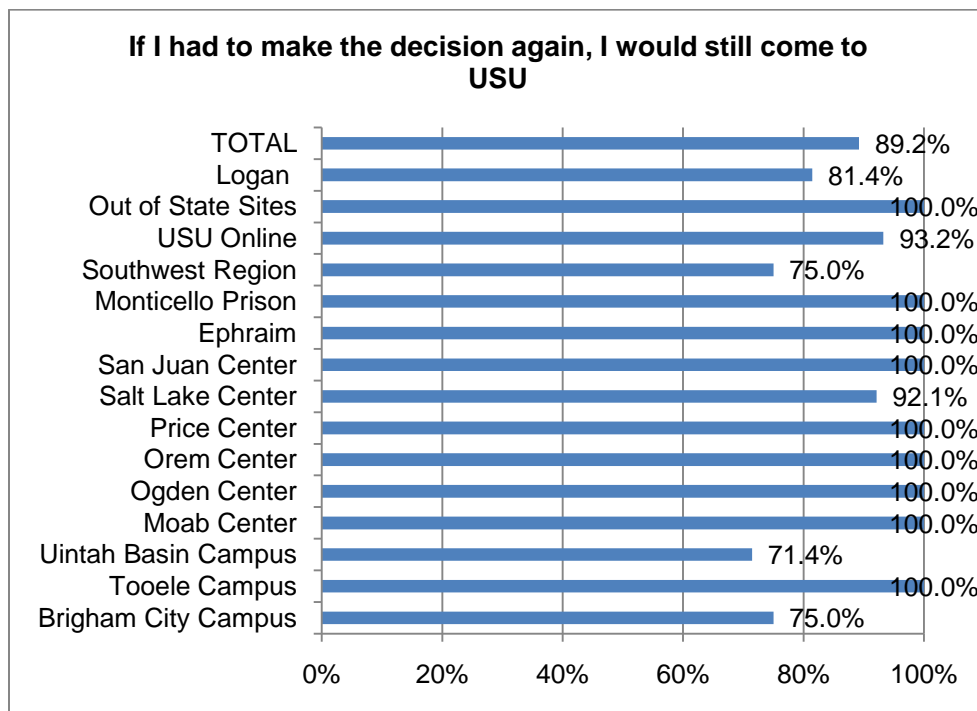
When asked if student's career opportunities have improved significantly as a result of completing their degree at USU, 79.9% said it had. Seven percent disagreed or strongly disagreed.



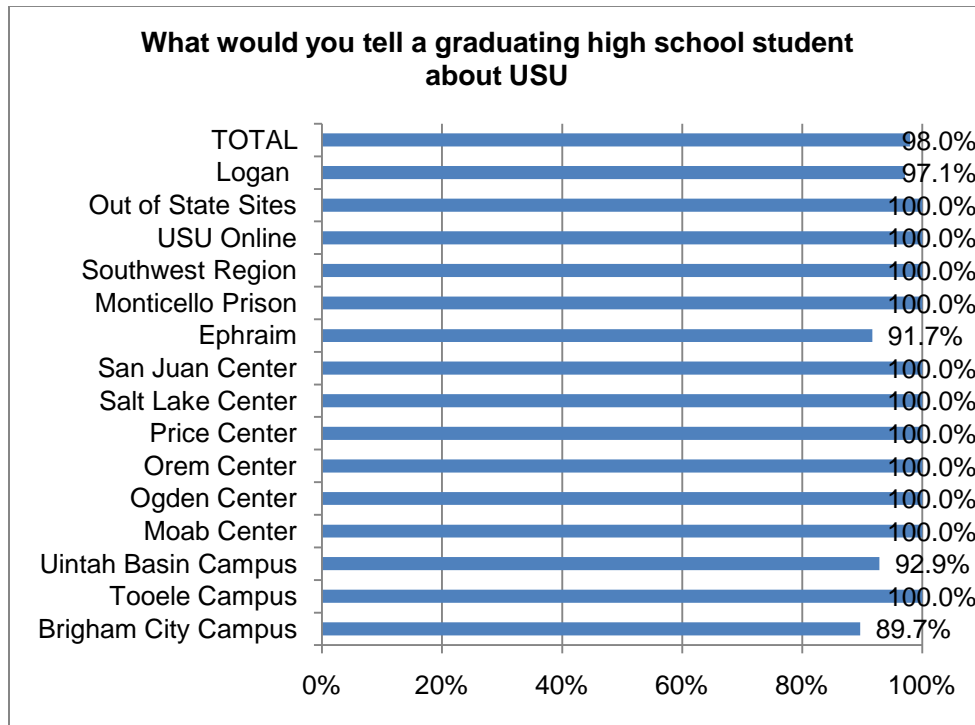
In evaluating whether tuition was a worthwhile investment for USU students, 77% of the respondents indicated that it was a worthwhile investment. Six percent of the respondents said it was not a worthwhile investment.



When students were asked: "If I had to make the decision again, I would still come to USU", 89.2% of the respondents agreed or strongly agreed. Four percent disagreed or strongly disagreed.



The 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 to school. An overwhelming majority of respondents (98%) said USU was great, or at least said mostly positive things. Only 2% of the respondents said mostly negative things, or don't come here.



Responses to these questions imply general satisfaction with students' experiences at USU. It should be noted that those surveyed were the students who were candidates for graduation. These statistics do not account for the views of students who may have left USU.

ADDITIONAL INFORMATION

This report appears on the Analysis, Assessment, and Accreditation website at:
http://www.usu.edu/aaa/survey_results.cfm

APPENDIX A

Regional Campuses and Distance Education (RCDE) - Graduating Student Survey



51425

REGIONAL CAMPUSES AND DISTANCE EDUCATION (RCDE) - GRADUATING STUDENT SURVEY

Please take a few minutes and complete this survey. It must be returned to the Registrar's Office with your graduation packet. To answer the questions, just fill in the "○" that is applicable, e.g., ●.

1. What term and year are you graduating? Summer Fall Spring 20
(Fill in year)

2. From what program will you receive your degree?

Bachelor Degrees

- Accounting
- Biology
- Business
- Communicative Disorders & Deaf Education
- Composite Teaching Biological Science
- Composite Teaching Physical Science
- Early Childhood Education
- Elementary Education
- English Teaching Emphasis
- Entrepreneurship
- Family, Consumer, and Human Development
- Family Life Studies

- History
- History Teaching Emphasis
- Horticulture
- Interdisciplinary Studies
- Liberal Arts and Sciences
- Management Information Systems
- Mathematics Education
- Psychology
- Recreation Resource Management
- Wildlife Science

Associate Degrees

- General Studies
- Office Systems Support
- Ornamental Horticulture
- Pre-Engineering

ABOUT YOU

1. Are you: Male Female
2. Are you a U.S. citizen? Yes No
3. If you are a U.S. citizen, are you: American Indian or Alaskan Native Hispanic Two or more races
(Answer only if a U.S. citizen.) Asian Native Hawaiian/Pacific Islander
 Black, African-American White
4. Are you: Single (never married) Married Divorced Widowed Separated
5. How many children do you have? 0 1 2 3 4 5 or more
6. How old are you? Under 18 18-20 21-25 26-30 31-40 41-50 51 + years

YOUR COLLEGE HISTORY

1. I have taken the majority of my classes at (choose the nearest USU location):
 Brigham City Campus Ogden Center San Juan Center USU Online
 Tooele Campus Orem Center Ephraim Out of State Sites
 Uintah Basin Campus Price Center Monticello Prison International Sites
 Moab Center Salt Lake Center Southwest Region Logan
2. How many semesters have you been enrolled at USU?
 2 or less 3-4 5-6 7-8 9-10 11-12 13-14 15 or more
3. On average, how much did you work while taking courses at USU?
 Not at all One-fourth time One-half time Three-fourths time Full-time
4. Other than summers, what was the longest interruption in your USU education?
 No interruption Less than a year 1-2 years 3-4 years 5-6 years 7 or more years



51425

5. What was the most important reason for the longest interruption? (Mark one)

- Finances
- Marriage
- Military service
- Illness/stress
- Family responsibilities (e.g., childcare)
- Courses needed were not available
- Job
- Church service
- No interruption
- Lack of interest in school
- Attended another university
- Other

6. What type of learning option did you use for the majority of your classes?

- Face to face (traditional classes)
- Interactive Broadcast
- Online
- Independent Study

SOURCES OF FINANCIAL AID

1. During the time you were at USU, about what percent of your financial support for school (tuition, books, etc.) came 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
			% Paid by employer
			% Other
1	0	0	%

ACADEMIC ADVISING

1. What was the most important source of information you used to plan your academic program?

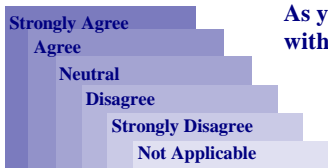
- Logan Campus Advisor
- Catalog
- Logan Campus Faculty
- Major requirement sheets
- RCDE Advisor
- CAAP (Curriculum Advising Program Planning)
- RCDE Faculty
- Other
- Other Students

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

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

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

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

QUALITY OF YOUR USU EXPERIENCE:

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

Advising

- My USU advisors gave me good advice.
- My advisors cared about me as an individual.
- My advisor was an effective mentor who provided useful and supportive guidance.
- I often had difficulty getting an appointment with an advisor.
- I am satisfied with my advisor.
- Overall, I am satisfied with the advising system at USU.

Major Department

- I am satisfied with the quality of teaching in my department.
- I was respected and treated fairly by my department.
- Faculty were usually available after class or during office hours.
- I received timely feedback in my Independent Study courses.
- I received timely feedback in my online courses.
- I received timely feedback in my broadcast courses.
- I was satisfied with the amount of interaction I had with faculty.
- I was satisfied with the quality of feedback that faculty gave me on my work.
- I would like to have received better feedback on my academic progress.
- Faculty created an atmosphere of helpfulness.
- Requirements for my major were clear and reasonable.
- There is at least one faculty member that I consider a friend.
- My department adequately prepared me for my future career.
- Overall, I am satisfied with my department.

General Education/University Studies

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

Libraries/Technology

- USU libraries had the books, journals, and materials I needed.
- Interlibrary loan had the books, journals, and materials I needed.
- Electronic library holdings were readily accessible and had the materials I needed.
- Logan campus library staff were available and helpful.
- USU should offer more online courses.
- My teachers used technology effectively in the classroom.
- RCDE provided sufficient technology training for me to be successful in my distance courses.
- Interactive Broadcast courses ran smoothly with little to no technical difficulties.
- I am satisfied with the technical help I was given.

Campus Climate

- I felt safe at the Regional Campus or Center.
- Professors at USU are respectful of different points of view.
- Students at USU are respectful of different points of view.
- USU does not provide enough activities for its students.
- I got to 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 received at USU.
- My career opportunities have improved significantly as a result of completing my degree at USU.
- The tuition I paid at USU was a worthwhile investment.
- If I had to make the decision again, I would still come to USU.

EVALUATION OF OTHER SERVICES AND ACTIVITIES:

During your time at USU, how often did you use or participate in each of the following and how satisfied were you with each? (Fill in one circle on each side for each topic.)

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

FUTURE PLANS:

1. After you graduate from USU, what are your plans for the next year? (Mark all that apply)

- Employment
- Stay at home with children
- Volunteer service
- Additional education
- Military service
- Other _____

2. Are you currently looking for a full-time job? Yes No

3. Have you already secured employment after graduation? Yes No

- a. Is your employment: Full-time Part-time Not applicable
- b. Is your employment related to your degree? Yes Somewhat No Not applicable
- c. In which sector will you be working? Local, State, Federal Government Education (public or private) Business or industry
 Non-Profit Organization Other Not Applicable
- d. Is your employment located in Utah? Yes No Not applicable

4. Do you plan to further your education after graduation? Yes No

- a. Will attend school: Full-time Part-time No future educational plans
- b. What degree will you be seeking? No future degree plans Masters Doctoral
 Second bachelors Professional (medical, dental, law, etc.)
- c. To which college/university have you been admitted? _____
 I have not yet been admitted I have no future educational plans

Finally, based on your experience, what would you tell a graduating high school student about Utah State University?

- It's great, come here to school
- Mostly negative things
- Mostly positive things
- It's not great, don't come here to school