

The percentage of respondents by degree received:

<i>Bachelor's Degrees:</i>	<i>Percentage</i>
Accounting	0.8%
Agribusiness	0.0%
Biology	0.4%
Business	5.4%
Communicative Disorders/Deaf Education)	14.2%
Communicative Disorders (2 nd Bachelors)	31.7%
Early Childhood Education	0.4%
Economics	0.6%
Elementary Education	3.2%
English Teaching	0.2%
Entrepreneurship	0.2%
Family, Consumer, & Human Development	3.4%
Family Life Studies	3.2%
General Studies	1.2%
History	0.0%
History Teaching	0.2%
Interdisciplinary Studies	2.4%
Liberal Arts	0.2%
Management Information Systems	0.2%
Mathematics Education	0.2%
Plant Science (Horticulture & Cropping Systems)	2.2%
Psychology	4.6%
Psychology Teaching	0.2%
Recreation Resource Management	0.4%
Residential Landscape Design & Construction	1.2%
Social Work	0.2%
Special Education (Mild/Moderate Disabilities)	2.8%
Wildlife Science	0.2%
 <i>Associate Degrees:</i>	
Criminal Justice	0.0%
General Studies	11.8%
General Technology	0.2%
Office Systems Support	0.0%
Ornamental Horticulture	4.2%
Pre-Engineering	1.2%
 <i>Other:</i>	
Certificate/Endorsement	2.6%

There were more than twice as many female respondents (75.4%) than male respondents 24.6%). This is a higher percentage than the average female enrollment for RCDE as a whole (63%).

Ninety-eight percent of the respondents were U.S. citizens. Twenty-one percent of the respondents were minority students. Fifty-nine percent of the respondents were married. Fifty-four percent of the respondents had one or more children. The modal age of the respondents was 31-40 years of age (30.7%) followed by ages 21-25 (26.5%), and 26-30 years (20.2%).

A plurality of respondents (30.3%) had been enrolled at USU for three to four semesters. Note that 62.4% of the respondents had been enrolled for five to fifteen or more semesters. This is expected since many RCDE students are fitting their educations around work and raising families.

Students were asked to report the longest interruption in their USU education, a majority of respondents (67.1%) did not interrupt their educations, but 10.5% interrupted their educations less than a year and 9.3% interrupted their educations from one to two years. The notable reasons for the respondent's interruption were family responsibilities (32.2%), Job (13.1%), Finances (12.6%), and other (9.3%).

When students were asked what type of learning option they used for their classes, 53.1% of the respondents were taking online courses, while 35.2% took classes face-to-face, and 11.7% participated through interactive broadcast.

FINDINGS: SOURCES OF FINANCIAL AID

Students were asked to indicate the percent of their financial support for school (tuition, books, etc.) that came from each of the following sources: parents or other relative, spouse, personal savings, employment, scholarships, loans, grants, paid by employer, and other. The mean percentages were as follows: loans (34.1%), savings (15.2%), grants (15.1%), parents or other relative (10.4%), employment (8.6%), scholarship (5.8%), spouse (4.8%), other (2.3%), and paid by employer (1.8%).

Forty-three percent of the respondents worked full-time, 21.4% worked half-time, and 13.5% worked three-quarters time. Only 11.9% of the respondents did not work at all.

FINDINGS: ADVISING

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, 32.4% of the respondents used the Major Requirement Sheets, while 23.2% said their Logan Campus Advisor, followed by 21.6% who said their RCDE Advisor. Ten 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 (36.9%), never (39.7%), and once (14.5%). Of those respondents who had not seen their advisor in the last year, the most frequently mentioned reasons for not meeting with advisors were: communicated with my advisor by telephone or email (49.4%), and got the needed information from other sources (25.9%). Only 10.9% of these respondents reported that they got the needed information in one appointment. Nearly 9% percent of these respondents said they did not know who their advisor was. Two percent of the respondents said that their advisor was not available, 3% said their advisor was not helpful. Totals on these questions will not equal 100% because students were asked to mark all reasons that applied and non-respondents are not included.

A majority of respondents (80.4%) agreed or strongly agreed that their advisor gave them good advice. Six 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, 67.6% of the respondents agreed or strongly agreed. Eight percent of the respondents disagreed or strongly disagree. Students were asked if their advisor was an effective mentor who provided useful and supportive guidance. Sixty-seven percent of the respondents agreed or strongly agreed with this statement, while 8.9% disagreed or strongly disagreed. When asked if students often had difficulty getting an appointment with an advisor, 19.5% of the respondents agreed or strongly agreed that they had difficulty. Sixty-three percent of the respondents did not have difficulty getting an appointment with an advisor.

Seventy-eight percent of the respondents strongly agreed or agreed that they were satisfied with their advisor. Six percent of the respondents were not satisfied with their advisor. When asked if "Overall I am satisfied with the advising system at USU", 73.9% of the respondents strongly agreed or agreed. Ten percent of the respondents disagreed or strongly disagreed with this statement.

FINDINGS: MAJOR DEPARTMENT

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 (90.2%) agreed or strongly agreed. Two 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 (91.4%) strongly agreed or agreed. Only 0.6% 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 (85.4%) agreed or strongly agreed they were available. Only 1.2% of the respondents disagreed that faculty were available. When asked if students received timely feedback in their Independent Study courses, a majority of respondents (82.4%) agreed or strongly agreed that they did. Two 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-three percent of the respondents agreed or strongly agreed that they did. Only 4.2% of the respondents disagreed or strongly disagreed that they received timely feedback in their online courses. Students were also asked about receiving timely feedback in their broadcast courses. Seventy-eight percent of the respondents agreed or strongly agreed that they did receive timely feedback in their broadcast courses. Only 3% disagreed or strongly disagreed. When students were asked if they were satisfied with the amount of interaction they had with faculty, 77.3% 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. Seventy-eight percent of the respondents were satisfied, while 5.5% of the respondents were not satisfied. Researchers also wanted to know if students would like to have received better feedback on their academic progress. Twenty-nine percent of the respondents said that they would have liked better feedback, while 42.5% disagreed or strongly disagreed. Although respondents reported receiving timely feedback in all types of their courses, some respondents felt they had not received adequate feedback on their academic progress.

Students were asked if faculty created an atmosphere of helpfulness, 79.2% of the respondents agreed or strongly agreed. Only 2.7% of the respondents disagreed or strongly disagreed. When asked if requirements for their majors were clear and reasonable, 86.4% of the respondents agreed or strongly agreed. Only 3.7% percent of the respondents disagreed or strongly disagreed. Forty-five percent of the respondents indicated that there was at least one faculty member that they considered a friend. Thirty 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", 79.6% of the respondents agreed or strongly agreed. Five percent of the respondents disagreed or strongly disagreed. Overall, 90.2% of the respondents agreed or strongly agreed that they were satisfied with their department. Only 2.2% of the respondents disagreed or strongly disagreed.

FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES

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 questions were asked to garner student's opinions

regarding their experiences with General Education. When asked if they had difficulty scheduling general education courses, 13.4% of the respondents agreed or strongly agreed that they did. Seventy-one percent of the respondents strongly disagreed or disagreed that they had difficulty scheduling their general education courses. Students were then asked if the general education requirements were confusing. Twelve percent of the respondents agreed or strongly agreed that they were confusing, while 68% said they were not confusing. Sixty-seven percent of the respondents thought that general education courses were well taught. Nine percent of the respondents thought that general education courses were not well taught.

Students were asked to evaluate their writing and computer skills; a majority of respondents (79.4%) said they had good writing skills. Only 4% of the respondents said they did not have good writing skills. Eighty-four percent of the respondents said they had good computer skills. Only 1.3% of the respondents said that they did not have good computer skills. When students were asked if they had the skills they needed in mathematics, a majority of respondents (74.5%) agreed or strongly agreed. Eight 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. Sixty-four percent of the respondents agreed or strongly agreed that general education was a useful part of their university experience, while 9.9% indicated that general education courses were not a useful part of their experience.

FINDINGS: LIBRARIES/TECHNOLOGY

The Libraries/Technology questions are related to students' experiences with library materials, staff, online courses, and classroom technology. When asked if USU libraries had the books, journals, and materials students needed, 78.9% of the respondents agreed or strongly agreed, while 3.4% disagreed or strongly disagreed. When responding to the question, "USU libraries had the electronic books, journals, and materials I needed" 81% of the respondents agreed or strongly agreed. Only 4.1% of the respondents disagreed or strongly disagreed. When asked if it was easy to access electronic library resources from off campus, 72.5% of the respondents agreed or strongly agreed, while 9.2% disagreed or strongly disagreed. When asked if Logan campus library staff were available and helpful, 70.1% of the respondents agreed or strongly agreed that they were. Two percent of the respondents disagreed or strongly disagreed.

A majority of respondents (62.3%) wanted more online courses. This is not surprising since 264 respondents out of the 487 respondents indicating the type of learning option in which they took the majority of their courses, said they took online courses. Eleven 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, 85.5% agreed or strongly agreed. Four percent of the respondents disagreed or strongly disagreed. A majority of respondents (69.5% agreed or strongly agreed that RCDE provided sufficient technology training for students to be successful in their distance courses. Four percent of the respondents disagreed or strongly disagreed that sufficient training was given. Sixty-seven percent of the respondents agreed or strongly agreed that Interactive Broadcast courses ran smoothly with little to no technical difficulties. Eleven percent of the respondents disagreed or strongly disagreed. When asked if students were satisfied with the technical help they were given, 77.2% reported being satisfied. Two percent reported being dissatisfied.

FINDINGS: CAMPUS CLIMATE

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 (93%) felt safe at their Regional Campus or Center. Only 0.3% 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 (85.9%) agreed or strongly agreed, while 2.2% disagreed or strongly disagreed. When asked if students are respectful of different points of view, 79.1% of the respondents agreed or strongly agreed. Four 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". Thirteen percent of the respondents agreed or strongly agree, while 48.1% strongly disagreed or 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, a bare majority (51.4%) agreed or strongly agreed. Twenty percent disagreed or strongly disagreed.

A majority of respondents (84.4%) 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, 82.3% of the respondents agreed or strongly agreed. Two percent of the respondents disagreed or strongly disagreed.

FINDINGS: USE AND EVALUATION OF OTHER SERVICES & ACTIVITIES

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. Because some of the services were not frequently utilized, in reporting evaluation data, responses by those who did not use the service were omitted in order to reflect only the views of those respondents who had experience with the service. Satisfaction ratings mentioned in the narrative include those respondents answering both satisfied and very satisfied as well as dissatisfied and very dissatisfied.

Math/Stat Tutoring (RCDE Locations)

Nineteen percent of the total respondents used Math/Stat Tutoring at RCDE locations one or more times. Of the respondents who used Math/Stat Tutoring, 82.2% were satisfied or very satisfied with it. Eighteen 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, 91.4% were satisfied or very satisfied. Nine percent of the respondents were dissatisfied or very dissatisfied.

RCDE Writing Help on Site

Only 12% of the respondents used RCDE Writing Help on site. Of the respondents who used it, 88% were satisfied or very satisfied with it. Twelve percent of the respondents were dissatisfied or very dissatisfied.

Disability Resource Center

Only 5% of the respondents used the Disability Resource Center. Eighty-three percent of the respondents who used the center were satisfied or very satisfied, while 17.3% were dissatisfied or very dissatisfied.

Career Services Office (Logan)

The Career Services Office was only used by 14.6% of the respondents. Eighty-two percent of the respondents who used it were satisfied or very satisfied with the service. Eighteen percent were dissatisfied or very dissatisfied.

Student Employment Office (Logan)

Only 9.8% of the respondents used the Student Employment Office on the Logan campus. Of those who used it, 87% were satisfied or very satisfied, while 13% were dissatisfied or very dissatisfied.

Registration Office (Logan)

Forty-nine percent of the respondents used the Registration Office on the Logan campus one or more times. Of those who used it, a majority of respondents (94.6%) were satisfied or very satisfied. Five percent of the respondents were dissatisfied or very dissatisfied.

Financial Aid Office (Logan)

Fifty percent of the respondents used the Financial Aid Office on the Logan campus. Of those who used it, 91.9% were satisfied or very satisfied, while 8.1% were not.

Bookstore (Logan)

Fifty-four percent of the respondents used the USU Bookstore on the Logan campus. The satisfaction rating for the Bookstore was 93%, while dissatisfaction was 7.1%.

Bookstore (RCDE Locations)

Thirty-one percent of the respondents used the USU Bookstore at RCDE locations. Of those who used an RCDE Bookstore, 92.1% were satisfied or very satisfied. Eight percent of the respondents were dissatisfied or very dissatisfied.

Computer Labs

Forty-two percent of the respondents used the Computer Labs and 97.5% were satisfied or very satisfied with the labs. Three percent of the respondents were dissatisfied.

Computer Help Desk (Logan)

Twenty-nine percent of the respondents used the Computer Help Desk in Logan. Ninety-four percent of the respondents were satisfied or very satisfied. Six percent were dissatisfied or very dissatisfied.

Online Registration

Almost all of the respondents (99.8%) used Online Registration, with a satisfaction rating of 94.3%. Six 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-six percent of the respondents using it were very satisfied or satisfied. Five percent of the respondents were dissatisfied or very dissatisfied.

RCDE Website

Fifty-three percent of the respondents used the RCDE Website and 95.5% of these respondents were satisfied or very satisfied with it. Five percent of the respondents were dissatisfied or very dissatisfied.

Practicum/Internship

Thirty-one percent of the respondents participated in a Practicum or Internship. Of those who participated, 88.7% were very satisfied or satisfied. Eleven percent of the respondents were dissatisfied for very dissatisfied.

Study Abroad

Only 2.8% of the respondents said they went on Study Abroad, of these 94.1% were very satisfied or satisfied. Six percent were dissatisfied.

RCDE Testing Center

Forty percent of the respondents used the RCDE Testing Center. Of those who used it, 95.5% were satisfied or very satisfied, while 4.3% were dissatisfied or very dissatisfied.

Aggiemail

Fifty-eight percent of the respondents used Aggiemail, with a satisfaction rating of 90.3%. Ten percent of the respondents were dissatisfied or very dissatisfied with Aggiemail.

Blackboard VISTA/Canvas

Nearly all of the respondents (97.9%) used Blackboard VISTA or Canvas, with a satisfaction rating of 92.1%. Eight percent of the respondents were dissatisfied or very dissatisfied.

IT Service Desk

Fifty-seven percent of the respondents used the IT Service Desk. Of those who used it, 93.6% were satisfied or very satisfied, while 6.3% were dissatisfied or very dissatisfied.

Summer Credit Workshops

Only 7.3% of the respondents took Summer Credit Workshops, with a satisfaction rating of 91.9%. Eight percent of the respondents were dissatisfied with the workshops.

Regional Campus Childcare

Only 2% of the respondents used Regional Camus Childcare. Of those who used it, 92.9% were very satisfied or satisfied while 7.1% were dissatisfied.

FINDINGS: FUTURE PLANS

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	30.8%
Additional education only	31.6%

Stay at home with children only	2.4%
Volunteer service only	0.6%
Other only	2.9%
Employment and additional education	21.8%
Employment, additional education, and Stay home with children	0.6%
Employment, additional education, and military service	0.4%
Employment, additional education, and volunteer service	2.4%
Employment, additional education, and other	0.2%
Employment, additional education, stay home w/children, and volunteer service	0.8%
Employment, and stay home with children	1.8%
Employment and volunteer service	1.0%
Employment and other	1.0%
Additional education, and stay home with children	0.4%
Additional education, stay home w/children, and volunteer service	0.2%
Additional education and volunteer service	0.6%
Additional education and other	0.2%
Stay home with children and volunteer service	0.4%

When students were asked if they were currently looking for a employment, 27.9% of the respondents said yes and 43.2% said no. The remainder of the respondents (28.9%) reported that they were continuing in their current employment.

If they were looking for employment they were asked if it was for full-time or part-time work. Sixty-three percent of those respondents that were looking for employment were looking for full-time employment. Thirty-seven percent were looking for part-time employment.

When students were asked if they had already secured employment after graduation, 37.5% of the respondents said yes. Sixty-three percent of the respondents had not secured employment. Of those respondents who had already secured employment, 76% of the respondents' were employed full-time, while 24% were employed part-time. When these respondents were asked if their employment was related to their degree, 39% said yes, 31.5% said somewhat and 29.6% said no. They were then asked what sector they will be working in. Thirty-seven percent would be working in Education both public and private; 31.4% in Business or Industry; 12.8% in Local, State or Federal Government; 5.4% in Non-Profit Organizations, and 13.9% of those employed marked other. Of those respondents who had employment, 55.3% would be working in Utah, 44.7% would not be working in Utah. Of the respondents who had secured employment, 30.6% were expecting to make less than \$30,000 a year. Fifteen percent expected to make between \$30,000 and \$34,000 a year; 11% expected between \$40,000 and \$45,000. The graph visualization presents the total breakdown for each category of expected salary ranges.

When asked if students were planning to further their education after graduation, 83.3% of the respondents said yes. Seventeen percent of the respondents said they did not plan on furthering their education. Of those respondents who were planning to further their education, 56.9% said they would be going to school full-time, while 43.1% would be going part-time. When asked what degree they would be seeking, a majority of the respondents (72.7%) who were continuing their education, said Master's degree, while 20.1% said Bachelor's degree. See the graph visualization for the data for all categories of degrees respondents would be seeking. Thirty-seven students indicated that they had already been admitted to Utah State University to seek another degree.

FINDINGS: OVERALL USU EXPERIENCES

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 received at USU, an overwhelming majority of respondents (95.4%) strongly agreed or agreed. Only 1.2% of the respondents disagreed or strongly disagreed.

When asked if student's career opportunities have improved significantly as a result of completing their degree at USU, 81.4% strongly agreed or agreed. Two percent disagreed.

In evaluating whether tuition was a worthwhile investment for USU students, 79.2% of the respondents indicated that it was a worthwhile investment. Four 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", 90.2% of the respondents strongly agreed or agreed that they would still come to USU. Two 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 (99%) said USU was great, or at least said mostly positive things. Only 1% of the respondents said mostly negative things, or it's not great, 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.