

OFFICE OF ANALYSIS, ASSESSMENT, AND ACCREDITATION

**COMPARISON OF RESPONSES:
FRESHMAN/SOPHOMORE VERSUS GRADUATING STUDENTS
2005 – 2009**

JOAN KLEINKE

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Table of Contents

	Page
Description of Surveys	5
Sample Selection and Survey Administration	5
Data Presentation	5
Year-to-Year Variations.....	5
Respondent Characteristics	5
Findings: Sources of Financial Aid.....	7
Findings: Advising	7
Findings: Faculty/Department Experiences	11
Findings: General Education/University Studies.....	11
Findings: Libraries/Technology	16
Findings: Campus Climate	16
Findings: Overall USU Experiences.....	16
Location of Full Reports	17

DESCRIPTION OF SURVEYS

Each year, the Office of Analysis, Assessment, and Accreditation conducts a survey of freshmen and sophomore students and also graduating baccalaureate students to determine their attitudes and perceptions regarding their USU experience. In addition to some general demographic questions, the focus of the surveys included topics on: Advising, Faculty/Department Experiences, General Education, Libraries/Technology, Campus Climate, and overall USU Experiences.

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

SAMPLE SELECTION AND SURVEY ADMINISTRATION

The Freshman/Sophomore Student Survey was administered during class time to a sample of classes with high proportions of freshmen and sophomores. All of the students in each class filled out the survey and freshmen and sophomores were sorted out later. Sorting was done using a survey question that asked the students to report the number of credit hours they have completed. Over 1,000 surveys were completed each year and these are the basis of the freshman/sophomore results.

With the Graduating Student Survey, an attempt was made to survey all of the undergraduate, graduating population. 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. Upon payment of the graduation fee, surveys were collected by the Cashier's Office. Over 1,500 usable surveys were completed each year and these are the basis of the graduating student results.

DATA PRESENTATION

This comparison report focuses on a subset of the items from the two surveys and includes data collected over a five year period. The tables compare results from the Freshman/Sophomore Student Survey for 2005 to 2009 with those from the Graduating Student Survey for the same five year period. The narrative presentation will combine the strongly agree and agree responses. When cells in the tables are blank, no data are available for those years.

YEAR-TO-YEAR VARIATIONS

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

RESPONDENT CHARACTERISTICS (See Table 1)

In 2005 the sample of respondents from both groups contained a slight majority of female students. In 2006 there was a slight majority of male freshman/sophomore students and a slight majority of female graduating students. In 2007, 2008, and 2009 there were more male freshmen and sophomores and more female graduating students. In all years graduating students were about five times more likely to be married than freshman/sophomore students.

TABLE 1. RESPONDENTS CHARACTERISTICS										
	FRESH- SOPH	GRADUATING	FRESH- SOPH	GRADUATING	FRESH- SOPH	GRADUATING	FRESH- SOPH	GRADUATING	FRESH- SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
Gender										
Male	49.8%	46.5%	50.6%	45.4%	54.6%	46.3%	51.2%	48.6%	52.5%	47.9%
Female	50.2%	53.5%	49.4%	54.6%	45.4%	53.7%	48.8%	51.4%	47.5%	52.1%
Married	8.3%	47.4%	10.5%	50.4%	10.9%	48.8%	9.5%	49.2%	8.1%	48.0%

FINDINGS: SOURCES OF FINANCIAL AID (See Table 2)

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

For both freshman/sophomore and graduating respondents, self and families were the most important sources of funds. A few more freshman/sophomore respondents received scholarships, but a few more graduating respondents received loans or grants.

Fewer graduating respondents than freshman/sophomore respondents did not work at all. Typically, more graduating respondents worked more hours than freshman and sophomore respondents. The increased tuition costs for students usually forces them to work more as time goes on.

FINDINGS: ADVISING (See Table 3)

The survey included several questions about USU's academic advising program. When asked about the most important source of information used for academic planning, the first choice of the freshman/sophomore respondents was their academic advisor, while the first choice for graduating respondents was the Major Requirement Sheets, except in 2007 through 2009 where the advisor was the first choice. Many more freshman/sophomore respondents than graduating respondents had not met with their advisor during each school year. In 2007 through 2009 the reported reasons freshman/sophomore respondents did not meet with their advisor were: 1) they did not know who their advisor was, and 2) they got their information from other sources. For graduating respondents the reasons were: 1) they got the information from other sources, and 2) they communicated with their advisor by email or telephone. The most common number of advisor visits for both groups was once a semester.

When asked if their advisor gave them good advice, fewer freshman/sophomore respondents agreed or strongly agreed than graduating respondents. About 20% more graduating respondents said their advisor cared about them as an individual. When responding to the question, "I often have difficulty getting an appointment with an advisor," most respondents in both groups disagreed or strongly disagreed that getting an appointment was difficult. When asked if they were satisfied with their advisor, a much higher percentage of graduating respondents than freshman/sophomore respondents agreed or strongly agreed that they were satisfied with their advisor. When rating the advising system at USU, more graduating respondents than freshman/sophomore respondents agreed or strongly agreed that they were satisfied with the advising system at USU.

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

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

	FRESH-SOPH 2005	GRADUATING 2005	FRESH-SOPH 2006	GRADUATING 2006	FRESH-SOPH 2007	GRADUATING 2007	FRESH-SOPH 2008	GRADUATING 2008	FRESH-SOPH 2009	GRADUATING 2009
My advisors care about me as an individual.										
Strongly agree	12.6%	27.3%	14.7%	30.0%	14.2%	30.1%	13.4%	31.7%	18.7%	27.6%
Agree	28.5%	34.6%	27.7%	33.8%	29.4%	32.1%	31.2%	33.0%	31.0%	32.1%
Neutral	40.5%	24.6%	41.5%	24.4%	42.2%	25.1%	40.1%	22.9%	36.2%	26.0%
Disagree	11.1%	8.1%	11.3%	6.9%	9.3%	7.8%	9.2%	7.4%	9.6%	9.5%
Strongly disagree	7.2%	5.4%	4.8%	4.9%	4.9%	4.8%	6.2%	5.0%	4.4%	4.8%
I often have difficulty getting an appointment with an advisor.										
Strongly agree	4.2%	8.9%	6.3%	8.0%	5.6%	8.4%	7.6%	5.5%	5.5%	6.6%
Agree	13.2%	16.3%	13.5%	15.4%	14.3%	13.5%	13.4%	13.4%	13.0%	12.5%
Neutral	39.2%	20.8%	39.9%	17.4%	37.9%	20.5%	36.9%	17.5%	34.1%	19.3%
Disagree	27.2%	27.8%	27.9%	30.4%	29.7%	25.8%	28.1%	27.8%	31.0%	31.2%
Strongly disagree	16.2%	26.1%	12.4%	28.9%	12.5%	31.7%	14.0%	35.8%	16.4%	30.3%
I am satisfied with my advisor.										
Strongly agree	17.6%	31.5%	17.4%	35.6%	17.6%	34.4%	18.1%	36.1%	21.6%	32.9%
Agree	35.4%	40.4%	34.3%	37.3%	39.2%	37.7%	34.9%	37.8%	37.4%	37.4%
Neutral	33.8%	17.4%	37.1%	16.3%	34.3%	16.6%	35.7%	16.3%	31.4%	17.8%
Disagree	8.0%	6.4%	7.4%	5.7%	5.5%	6.8%	7.0%	5.4%	6.0%	7.8%
Strongly disagree	5.1%	4.3%	3.8%	5.1%	3.4%	4.5%	4.4%	4.4%	3.5%	4.1%
Overall, I am satisfied with the advising system at USU.										
Strongly agree	14.1%	19.3%	13.5%	22.7%	15.1%	21.7%	14.9%	23.9%	18.4%	23.3%
Agree	38.1%	38.3%	37.0%	38.4%	41.0%	37.1%	39.1%	38.7%	38.5%	36.7%
Neutral	34.1%	24.2%	37.6%	21.5%	31.6%	23.7%	33.3%	21.7%	31.9%	23.6%
Disagree	8.4%	11.7%	8.2%	10.6%	9.1%	10.7%	8.3%	9.2%	7.8%	10.5%
Strongly disagree	5.3%	6.6%	3.8%	6.8%	3.2%	6.8%	4.4%	6.4%	3.4%	5.9%
NOTE: Percentages are based on the number of students responding to each question.										

FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4)

Several questions about faculty and department interactions were included in the surveys. When responding to the statement, "I am satisfied with the quality of teaching in my department", graduating respondents ratings were slightly higher than freshman/sophomore respondents. More graduating respondents than freshman/sophomore respondents said they were treated fairly by their departments. When rating the availability of faculty after classes and during office hours, graduating respondents rated this item slightly higher in all years than freshman/sophomore respondents.

When asked if requirements for their majors were clear and reasonable, more graduating respondents agreed or strongly agreed than freshman/sophomore respondents. When asked if there was at least one faculty member students considered a friend, clearly more graduating respondents had greater opportunities to develop friendships with faculty members than freshman/sophomore respondents. Part of this could be due to some of the very large general education courses that freshman/sophomore students are enrolled in. More graduating respondents than freshman/sophomore respondents agreed or strongly agreed that, overall, they were satisfied with their department.

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

Most freshman/sophomore students spend much of their time in general education courses, while graduating students are often trying to finish the general education courses they had not yet completed earlier. These courses are designed to enhance students' communication, quantitative, and computer literacy skills and give the needed background in humanities and in the social, life, and physical sciences. Students were asked to respond to the statement "General Education is a useful part of my university experience." A slightly higher percentage of freshman/sophomore respondents than graduating respondents agreed or strongly agreed with this statement. When asked if general education courses were well taught, a slightly higher percentage of freshman/sophomore respondents than graduating respondents agreed or strongly agreed.

When answering the question "I have difficulty scheduling general education courses", a slightly higher percentage of freshman/sophomore respondents than graduating respondents indicated that they had difficulty scheduling general education courses. Note that for graduating respondents the reported difficulty in scheduling general education courses declined slightly each year. When asked if general education requirements were confusing, similar agreement ratings were reported by both freshman/sophomore respondents and graduating respondents, although graduating respondents agreement ratings declined a little each year.

When respondents were asked about their writing, computer, and mathematics skills, graduating respondents were much more confident in their abilities in each of these areas. Since graduating students would have more experience, their confidence level would be expected to be higher.

TABLE 4. FACULTY/DEPARTMENT EXPERIENCES										
	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
I am satisfied with the quality of teaching in my department.										
Strongly agree	19.6%	25.3%	23.6%	29.6%	23.4%	29.0%	21.9%	31.2%	26.3%	33.7%
Agree	56.7%	52.1%	55.2%	52.5%	52.2%	52.1%	54.8%	50.2%	52.2%	49.2%
Neutral	19.1%	15.3%	17.2%	12.1%	19.4%	13.4%	18.6%	13.6%	17.2%	11.7%
Disagree	3.5%	5.6%	3.4%	4.2%	4.7%	4.4%	4.3%	3.8%	3.3%	3.5%
Strongly disagree	1.0%	1.7%	0.6%	1.6%	0.3%	1.1%	0.5%	1.2%	0.9%	1.9%
I am treated fairly by my department.										
Strongly agree	19.3%	30.1%	22.6%	35.1%	21.7%	36.3%	22.8%	36.9%	27.7%	41.8%
Agree	57.5%	55.4%	56.6%	52.1%	56.5%	51.3%	56.0%	52.0%	54.1%	47.4%
Neutral	21.0%	11.3%	19.2%	9.5%	20.1%	9.8%	19.8%	8.5%	16.1%	8.4%
Disagree	1.9%	2.6%	1.0%	2.2%	1.2%	1.8%	1.4%	1.9%	1.6%	1.3%
Strongly disagree	0.4%	0.6%	0.6%	1.1%	0.4%	0.8%	0.1%	0.7%	0.6%	1.1%
Faculty are usually available after class and during office hours.										
Strongly agree	22.9%	32.5%	26.6%	35.5%	25.7%	37.6%	28.3%	39.1%	30.2%	43.3%
Agree	55.2%	52.2%	53.5%	52.6%	54.9%	49.3%	50.4%	48.9%	51.5%	46.4%
Neutral	19.7%	11.9%	17.6%	9.3%	16.5%	10.7%	18.7%	9.7%	15.7%	8.5%
Disagree	2.1%	3.0%	1.6%	2.0%	2.2%	1.7%	2.3%	1.7%	2.0%	1.4%
Strongly disagree	0.2%	0.5%	0.7%	0.7%	0.7%	0.7%	0.3%	0.6%	0.6%	0.5%
Requirements for my major are clear and reasonable.										
Strongly agree	20.3%	29.6%	22.3%	31.6%	21.1%	34.5%	21.8%	35.9%	24.5%	38.7%
Agree	50.4%	48.9%	48.8%	49.9%	51.1%	48.3%	47.2%	46.0%	50.1%	45.4%
Neutral	24.0%	13.7%	23.5%	12.0%	22.1%	12.0%	23.8%	12.4%	20.6%	9.6%
Disagree	4.4%	5.9%	4.1%	4.6%	5.3%	3.9%	6.1%	4.4%	3.7%	4.8%
Strongly disagree	0.9%	2.0%	1.3%	1.9%	0.4%	1.4%	1.0%	1.4%	1.2%	1.5%

	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
There is at least one faculty member that I consider a friend.										
Strongly agree	11.4%	32.8%	12.7%	35.7%	12.6%	36.7%	13.8%	37.5%	14.5%	42.2%
Agree	19.3%	33.7%	22.1%	32.0%	22.2%	32.5%	21.8%	32.8%	20.6%	31.0%
Neutral	35.0%	20.0%	36.7%	19.0%	37.3%	18.0%	34.1%	18.0%	32.5%	16.2%
Disagree	23.5%	10.2%	20.4%	9.2%	20.0%	8.3%	22.1%	8.2%	22.5%	7.2%
Strongly disagree	10.8%	3.3%	8.1%	4.1%	7.9%	4.5%	8.2%	3.5%	9.8%	3.4%
Overall, I am satisfied with my department.										
Strongly agree	15.1%	30.4%	19.7%	35.9%	18.8%	35.7%	19.7%	37.8%	24.5%	42.1%
Agree	56.5%	53.8%	54.5%	50.6%	54.4%	50.6%	53.9%	48.9%	51.6%	45.6%
Neutral	26.3%	12.2%	23.3%	9.4%	24.5%	10.2%	24.3%	9.6%	21.5%	9.2%
Disagree	1.4%	2.7%	1.9%	2.8%	2.0%	2.6%	1.9%	2.7%	1.4%	2.3%
Strongly disagree	0.7%	0.9%	0.6%	1.4%	0.3%	0.9%	0.3%	1.0%	1.0%	0.8%
	NOTE: Percentages are based on the number of students responding to each question.									

TABLE 5. GENERAL EDUCATION/UNIVERSITY STUDIES										
	FRESH- SOPH 2005	GRADUATING 2005	FRESH- SOPH 2006	GRADUATING 2006	FRESH- SOPH 2007	GRADUATING 2007	FRESH- SOPH 2008	GRADUATING 2008	FRESH- SOPH 2009	GRADUATING 2009
I have difficulty scheduling general education courses.										
Strongly agree	9.0%	11.1%	8.6%	8.2%	7.9%	7.4%	8.6%	6.6%	7.4%	5.3%
Agree	25.6%	23.7%	23.2%	20.3%	21.9%	21.3%	23.9%	20.5%	22.1%	17.9%
Neutral	28.5%	26.4%	28.7%	25.1%	27.3%	26.0%	27.5%	23.9%	27.4%	25.6%
Disagree	28.3%	27.6%	30.6%	30.9%	33.9%	27.9%	30.8%	30.4%	31.4%	31.6%
Strongly disagree	8.5%	11.1%	8.9%	15.5%	9.0%	17.4%	9.1%	18.6%	11.7%	19.6%
General Education requirements are confusing.										
Strongly agree	6.6%	10.0%	6.8%	8.3%	6.7%	7.4%	9.2%	7.5%	7.7%	7.3%
Agree	24.2%	24.0%	23.5%	24.2%	26.7%	22.8%	26.8%	21.3%	25.7%	20.8%
Neutral	30.5%	28.0%	29.8%	25.7%	27.3%	26.1%	29.1%	25.5%	27.3%	26.6%
Disagree	31.3%	27.2%	31.6%	29.0%	32.0%	28.1%	28.0%	30.0%	30.1%	29.4%
Strongly disagree	7.3%	10.7%	8.3%	12.8%	7.4%	15.6%	6.8%	15.6%	9.1%	15.9%
General Education courses are well taught.										
Strongly agree	4.6%	4.5%	4.5%	5.8%	5.3%	5.0%	4.8%	6.0%	7.2%	5.5%
Agree	35.9%	29.6%	35.1%	31.1%	32.9%	32.0%	36.0%	33.9%	37.0%	31.7%
Neutral	41.2%	41.9%	40.2%	40.4%	39.7%	39.0%	38.2%	38.4%	37.0%	39.3%
Disagree	15.2%	17.1%	16.3%	16.1%	17.6%	17.5%	17.3%	15.0%	15.1%	16.1%
Strongly disagree	3.1%	6.8%	3.8%	6.5%	4.5%	6.5%	3.7%	6.7%	3.7%	7.3%
I am a good writer.										
Strongly agree	11.6%	18.8%	10.9%	22.2%	13.0%	19.4%	14.4%	21.1%	14.0%	22.9%
Agree	48.3%	54.4%	47.6%	51.9%	46.8%	52.3%	47.0%	52.8%	46.9%	49.8%
Neutral	25.3%	19.4%	26.2%	18.9%	27.7%	20.0%	26.7%	19.6%	24.6%	20.9%
Disagree	12.3%	5.4%	11.3%	5.3%	9.7%	6.6%	8.9%	4.5%	10.6%	4.7%
Strongly disagree	2.6%	1.9%	4.0%	1.7%	2.8%	1.6%	3.1%	2.0%	4.0%	1.8%

	FRESH- SOPH 2005	GRADUATING 2005	FRESH- SOPH 2006	GRADUATING 2006	FRESH- SOPH 2007	GRADUATING 2007	FRESH- SOPH 2008	GRADUATING 2008	FRESH- SOPH 2009	GRADUATING 2009
I have good computer skills.										
Strongly agree	16.7%	26.9%	17.9%	29.0%	16.4%	28.2%	18.3%	27.1%	18.7%	28.1%
Agree	50.6%	52.9%	52.5%	52.6%	52.5%	54.6%	52.5%	55.5%	54.1%	54.6%
Neutral	25.3%	16.6%	23.0%	15.5%	24.3%	13.9%	23.2%	15.1%	20.6%	14.6%
Disagree	6.5%	2.6%	5.5%	2.4%	5.8%	2.9%	5.1%	2.1%	5.4%	2.4%
Strongly disagree	0.9%	0.9%	1.1%	0.5%	1.0%	0.3%	0.9%	0.2%	1.2%	0.3%
I have the skills that I need in mathematics.										
Strongly agree	15.1%	23.9%	15.4%	27.1%	16.0%	25.1%	17.1%	25.9%	16.3%	27.1%
Agree	44.9%	49.8%	43.5%	48.4%	44.2%	51.1%	42.6%	50.8%	44.8%	50.4%
Neutral	24.2%	18.1%	25.2%	18.4%	23.9%	16.8%	24.2%	16.2%	22.6%	16.3%
Disagree	12.0%	5.9%	11.6%	4.8%	12.1%	5.1%	11.3%	5.1%	12.4%	4.4%
Strongly disagree	3.8%	2.4%	4.3%	1.3%	3.8%	1.9%	4.8%	1.9%	4.0%	1.8%
General Education is a useful part of my university experience.										
Strongly agree	8.9%	9.2%	9.7%	8.7%	10.4%	8.7%	9.5%	9.6%	11.6%	9.4%
Agree	40.7%	35.7%	40.0%	37.9%	38.2%	34.5%	39.0%	35.9%	40.2%	35.6%
Neutral	34.3%	33.7%	31.4%	32.1%	30.5%	33.3%	30.3%	32.5%	29.8%	31.3%
Disagree	10.9%	14.2%	12.9%	11.9%	13.5%	15.2%	14.1%	12.6%	12.2%	13.2%
Strongly disagree	5.2%	7.2%	6.0%	9.4%	7.4%	8.2%	7.0%	9.4%	6.3%	10.5%
	NOTE: Percentages are based on the number of students responding to each question.									

FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)

These items deal with experiences involving library materials and staff, online courses, and classroom technology. When asked if “USU libraries have the books, journals, materials I need”, both freshman/sophomore respondents and graduating respondents rated this between 68% and 77% agreement. Surprisingly, more freshman/sophomore respondents than graduating respondents thought it was easy to locate materials in USU’s libraries. However the question was changed in 2009 and students were asked if it was difficult to locate materials in the library. This was done to break the mindset that is often attributed to only positive statements in surveys. Notice that freshmen/sophomore respondents and graduating respondents had basically the same difficulty. Overall, a slightly higher percentage of freshman/sophomore respondents than graduating respondents thought that the library staff was available and helpful.

When given the statement, “USU should offer more online courses”, a higher percentage of graduating respondents than freshman/sophomore respondents agreed or strongly agreed. When asked if their teachers used technology effectively in the classroom, evaluations between the two groups were quite similar.

FINDINGS: CAMPUS CLIMATE (See Table 7)

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

An overwhelming majority of both freshman/sophomore respondents and graduating respondents felt safe on the USU campus. Both freshman/sophomore and graduating respondents made very similar evaluation about professors at USU being tolerant of different points of view. Respondents in both groups felt students were less tolerant of different points of view than professors. But note, on average, a slightly higher percentage of freshman/sophomore respondents than graduating respondents felt students were tolerant of different points of view.

In 2005 through 2008 more freshman/sophomore respondents than graduating respondents thought that USU provided enough activities for its students. In 2009 when students were given the statement “USU does not provide enough activities for its students” both freshman/sophomore and graduating respondents agreement ratings were almost identical. A greater percentage of freshman/sophomore respondents than graduating respondents got to know students from other countries and of other races.

A slightly higher percentage of graduating respondents than freshman/sophomore respondents agreed or strongly agreed that faculty at USU care about students. Note that agreement ratings for both groups increased slightly over the five year period. Similar percentages from both groups agreed or strongly agreed that staff at USU care about students. Overall, a majority of respondents from both groups saw USU as a safe, tolerant, and caring place to be.

FINDINGS: OVERALL USU EXPERIENCES (See Table 8)

Several questions were included in the survey to determine students’ general perceptions of USU. When students were asked if they were satisfied with the education they were receiving at USU, a slightly higher percentage of graduating respondents than freshman/sophomore respondents agreed or strongly agreed.

In evaluating whether tuition was a worthwhile investment for USU students, many more graduating respondents than freshman/sophomore respondents agreed or strongly agreed. When students were asked, “If I had to make the decision again, I would still come to USU”, the two groups had similar agreement ratings.

Students were asked what they would tell a graduating high school student about Utah State University. The four choices were: (1) It’s great, come here, (2) Mostly positive things, (3) Mostly negative things, (4)

It's not great, don't come here to school. Between 3% and 4% of both groups selected (3) and (4), while over 95% of both groups said USU was great or at least mostly positive things about the university.

LOCATION OF FULL REPORTS

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

TABLE 6. LIBRARIES/TECHNOLOGY										
	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
USU libraries have the books, journals, materials I need.										
Strongly agree	18.9%	18.1%	23.8%	17.7%	26.9%	19.8%	27.1%	24.7%	28.6%	26.0%
Agree	48.9%	55.5%	47.3%	50.7%	50.1%	52.8%	45.0%	49.6%	43.8%	50.5%
Neutral	28.7%	20.9%	25.4%	24.3%	20.8%	21.0%	25.5%	20.3%	25.0%	20.1%
Disagree	3.2%	4.0%	2.7%	5.5%	1.7%	4.6%	1.8%	4.0%	1.9%	3.0%
Strongly disagree	0.3%	1.5%	0.8%	1.8%	0.5%	1.8%	0.6%	1.4%	0.7%	0.4%
It is easy (difficult) to locate materials in USU's libraries.										
Strongly agree	9.8%	10.0%	11.8%	9.2%	13.4%	11.5%	14.5%	12.7%	(5.6%)	(5.2%)
Agree	37.1%	20.8%	35.3%	27.7%	39.9%	28.1%	37.5%	27.6%	(19.7%)	(21.1%)
Neutral	40.5%	34.2%	39.8%	34.4%	36.0%	32.1%	36.2%	32.9%	(40.5%)	(31.1%)
Disagree	10.5%	18.8%	11.2%	22.4%	8.6%	23.1%	9.6%	21.4%	(26.7%)	(28.9%)
Strongly disagree	2.2%	6.1%	1.9%	6.2%	2.1%	5.2%	2.1%	5.4%	(7.5%)	(13.8%)
USU library staff are available and helpful.										
Strongly agree	17.0%	17.8%	21.1%	14.6%	22.2%	16.2%	23.4%	19.1%	22.0%	20.6%
Agree	47.3%	50.3%	46.3%	47.5%	50.0%	47.1%	48.6%	47.6%	50.1%	47.5%
Neutral	32.8%	25.9%	28.5%	32.1%	23.7%	29.8%	25.0%	27.0%	25.6%	27.1%
Disagree	2.5%	4.5%	3.5%	4.2%	3.6%	5.4%	2.5%	4.9%	1.9%	4.2%
Strongly disagree	0.4%	1.4%	0.6%	1.6%	0.6%	1.5%	0.6%	1.4%	0.5%	0.6%
USU should offer more online courses.										
Strongly agree	11.6%	23.2%	9.7%	18.5%	12.2%	18.2%	9.7%	17.6%	8.4%	15.8%
Agree	20.5%	28.6%	20.4%	27.3%	21.0%	26.0%	20.6%	25.6%	17.9%	22.9%
Neutral	60.8%	41.2%	62.9%	45.2%	59.5%	47.0%	60.1%	48.3%	59.2%	52.3%
Disagree	5.2%	4.6%	5.5%	6.2%	5.4%	5.8%	7.4%	6.1%	10.8%	5.0%
Strongly disagree	2.0%	2.5%	1.6%	2.8%	1.9%	3.0%	2.2%	2.5%	3.7%	4.0%

	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
My teachers use technology effectively in the classroom.										
Strongly agree	15.6%	17.6%	19.5%	18.5%	18.8%	16.5%	18.4%	20.6%	21.9%	22.0%
Agree	57.9%	56.5%	60.4%	58.8%	57.0%	55.2%	56.5%	56.0%	55.1%	56.6%
Neutral	22.5%	19.1%	15.9%	17.9%	19.9%	22.2%	20.7%	17.5%	18.3%	17.1%
Disagree	3.0%	5.7%	3.5%	3.5%	4.0%	5.1%	3.7%	4.9%	3.8%	3.7%
Strongly disagree	0.9%	1.1%	0.7%	1.3%	0.2%	1.0%	0.8%	1.0%	0.9%	0.6%
NOTE: Percentages are based on the number of students responding to each question.										

TABLE 7. CAMPUS CLIMATE										
	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
I feel safe on the USU campus.										
Strongly agree	33.6%	44.3%	38.0%	43.6%	39.5%	45.9%	38.2%	52.0%	42.8%	55.1%
Agree	54.2%	47.8%	53.9%	48.0%	51.8%	46.4%	51.9%	42.5%	50.1%	40.7%
Neutral	9.6%	6.8%	6.8%	6.8%	7.2%	6.9%	8.2%	4.5%	5.6%	3.7%
Disagree	1.8%	1.0%	1.0%	1.4%	1.0%	0.8%	1.2%	0.9%	0.6%	0.4%
Strongly disagree	0.8%	0.1%	0.3%	0.2%	0.6%	0.1%	0.6%	0.2%	1.0%	0.1%
Professors at USU are tolerant of different points of view.										
Strongly agree	15.2%	17.6%	17.6%	17.7%	20.2%	19.8%	18.8%	21.4%	24.4%	24.8%
Agree	58.6%	49.7%	58.0%	54.2%	56.3%	51.7%	58.5%	52.8%	52.9%	52.4%
Neutral	20.5%	23.4%	19.8%	19.1%	19.0%	20.3%	17.6%	19.2%	18.0%	16.5%
Disagree	4.8%	7.4%	3.6%	7.0%	3.4%	6.3%	4.0%	5.6%	3.4%	4.6%
Strongly disagree	1.0%	1.9%	1.1%	1.9%	1.0%	2.0%	1.0%	1.0%	1.3%	1.7%
Students at USU are tolerant of different points of view.										
Strongly agree	8.8%	11.0%	10.3%	10.3%	11.6%	11.8%	11.5%	13.8%	15.5%	16.0%
Agree	51.7%	43.0%	48.8%	45.3%	49.6%	44.9%	49.2%	45.2%	47.2%	44.6%
Neutral	27.0%	28.5%	28.8%	28.5%	27.8%	28.0%	27.8%	25.7%	26.2%	25.5%
Disagree	8.4%	12.2%	8.8%	10.9%	8.3%	10.0%	7.9%	10.4%	7.5%	9.1%
Strongly disagree	4.1%	5.2%	3.4%	5.0%	2.7%	5.3%	3.5%	4.9%	3.5%	4.9%
USU (does not) provides enough activities for its students.										
Strongly agree	16.4%	15.1%	19.2%	16.1%	17.7%	19.5%	20.0%	20.2%	(3.6%)	(2.9%)
Agree	53.9%	37.1%	50.6%	35.1%	55.3%	34.0%	52.5%	35.3%	(8.9%)	(8.4%)
Neutral	21.7%	34.4%	22.6%	37.8%	19.8%	35.5%	20.5%	33.9%	(35.6%)	(30.5%)
Disagree	6.0%	9.6%	5.3%	8.1%	6.1%	8.6%	5.5%	7.3%	(38.9%)	(37.7%)
Strongly disagree	2.0%	3.9%	2.3%	2.8%	1.1%	2.4%	1.4%	3.3%	(13.1%)	(20.5%)

	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
I got to know students from other countries and of other races.										
Strongly agree	18.2%	15.4%	24.4%	14.6%	22.3%	15.7%	24.8%	17.9%	21.0%	18.5%
Agree	48.6%	46.2%	46.1%	43.0%	49.0%	44.9%	47.9%	43.8%	51.9%	45.2%
Neutral	20.3%	20.7%	17.1%	24.1%	18.0%	22.8%	17.0%	21.4%	15.8%	20.7%
Disagree	10.6%	12.9%	9.7%	14.1%	7.7%	11.9%	8.5%	11.0%	8.7%	11.5%
Strongly disagree	2.3%	4.8%	2.7%	4.1%	2.9%	4.8%	1.8%	5.9%	2.7%	4.1%
Faculty at USU care about students.										
Strongly agree	9.6%	13.4%	13.1%	13.8%	12.4%	15.1%	13.6%	17.7%	16.9%	18.5%
Agree	47.7%	50.2%	50.0%	53.5%	50.8%	52.0%	50.8%	52.8%	52.1%	54.1%
Neutral	36.6%	27.8%	31.1%	25.0%	32.1%	25.6%	29.6%	23.5%	25.7%	22.3%
Disagree	4.9%	6.5%	4.4%	5.5%	4.1%	5.4%	4.7%	4.4%	4.2%	3.9%
Strongly disagree	1.2%	2.1%	1.4%	2.1%	0.6%	1.9%	1.3%	1.6%	1.1%	1.3%
Staff at USU care about students.										
Strongly agree	8.9%	10.9%	12.3%	12.5%	12.2%	12.6%	12.9%	14.3%	15.7%	16.0%
Agree	45.8%	44.9%	47.9%	44.2%	46.8%	44.8%	47.5%	48.3%	48.6%	48.5%
Neutral	39.2%	32.3%	33.5%	32.4%	36.3%	31.3%	33.7%	29.4%	30.1%	27.8%
Disagree	5.1%	8.6%	4.7%	7.6%	3.6%	7.5%	3.9%	5.5%	4.3%	5.8%
Strongly disagree	1.0%	3.3%	1.6%	3.3%	1.0%	3.8%	1.9%	2.5%	1.2%	1.9%
	NOTE: Percentages are based on the number of students responding to each question.									

TABLE 8. OVERALL USU EXPERIENCES										
	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING	FRESH-SOPH	GRADUATING
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
I am satisfied with the education I am receiving at USU.										
Strongly agree	23.2%	29.1%	25.2%	32.3%	25.8%	34.7%	27.3%	37.1%	32.9%	41.2%
Agree	60.3%	58.6%	59.2%	56.8%	59.1%	53.3%	57.8%	52.3%	54.4%	49.7%
Neutral	12.8%	8.9%	12.1%	7.8%	12.5%	8.6%	11.6%	7.9%	9.3%	6.5%
Disagree	3.2%	2.6%	2.4%	2.4%	1.9%	2.6%	2.3%	1.9%	2.5%	2.2%
Strongly disagree	0.5%	0.7%	1.1%	0.6%	0.7%	0.8%	1.0%	0.9%	0.9%	0.5%
The tuition I pay at USU is a worthwhile investment.										
Strongly agree	12.4%	20.8%	14.7%	22.7%	14.7%	23.3%	17.5%	25.3%	21.8%	28.9%
Agree	41.3%	48.7%	43.1%	46.7%	45.0%	45.6%	43.2%	46.8%	43.9%	44.6%
Neutral	30.0%	20.8%	29.6%	20.9%	28.7%	22.0%	28.1%	18.4%	23.7%	19.7%
Disagree	11.8%	6.1%	9.3%	6.5%	8.8%	5.8%	7.9%	6.8%	7.6%	4.6%
Strongly disagree	4.5%	3.5%	3.4%	3.3%	2.8%	3.3%	3.3%	2.8%	3.0%	2.1%
If I had to make the decision again, I would still come to USU.										
Strongly agree	28.5%	32.5%	28.2%	37.0%	29.9%	37.0%	30.2%	40.1%	36.5%	43.6%
Agree	42.3%	42.8%	46.8%	40.9%	46.4%	42.4%	44.8%	41.0%	41.3%	38.1%
Neutral	19.2%	14.9%	16.8%	13.8%	15.6%	12.3%	17.2%	12.4%	14.0%	11.3%
Disagree	7.1%	6.5%	5.6%	4.9%	5.5%	4.2%	4.9%	4.0%	5.3%	4.7%
Strongly disagree	2.9%	3.3%	2.5%	3.4%	2.6%	4.0%	2.8%	2.4%	2.9%	2.3%
What would you tell a graduating high school student about Utah State University?										
It's great come here to school	47.6%	44.6%	47.7%	47.7%	50.5%	49.6%	52.0%	52.7%	57.7%	55.6%
Mostly positive things	47.8%	50.7%	48.6%	48.5%	46.6%	46.1%	44.8%	44.2%	39.1%	40.5%
Mostly negative things	3.5%	3.2%	2.8%	2.3%	2.0%	3.1%	2.1%	2.2%	2.0%	2.8%
It's not great, don't come here	1.0%	1.4%	1.0%	1.5%	0.9%	1.2%	1.1%	0.9%	1.1%	1.1%
NOTE: Percentages are based on the number of students responding to each question.										