

**THE GRADUATING STUDENT SURVEY**

**A 5-YEAR SUMMARY: 1993-1997**

**University Assessment**

# **THE GRADUATING STUDENT SURVEY**

## **A FIVE-YEAR SUMMARY: 1993-1997**

Introduction

Procedures

Respondents

Gender

Citizenship

American Ethnic Representation

Years Attended USU

Age

Marital Status

Employment Status

Career Related Work

### **IMPORTANCE OF GOALS AND PROGRESS TOWARD GOALS**

Obtain Skills in Profession

Develop and Extend General Knowledge

Develop Appreciation of Culture/Fine Arts

Acquire Skills for Self-Directed Learning

Develop Social Skills/Interpersonal Relations

Find a Compatible Spouse

Prepare for a Meaningful Family Life

Develop Independence/Self-Confidence

Develop Leadership Ability

Develop Sensitivity/Tolerance

## INTERRUPTIONS IN EDUCATION

Has There Been an Interruption?

Reasons for Interruption

Finances

Assume Homemaking Responsibilities

Too Much Stress

Low Academic Standing

Church/Mission Service

Good Job Opportunity

Illness

Lack of Interest

Sources of Financial Aid

Parent

Spouse

Other Relative

Savings

Employment

Work Study

Graduate Assistantship

Scholarship

Loans

Grants

Veteran's Benefit

Hours Worked Per Week

## PREPARATION

Writing Concise, Expressive Compositions

Statistics/Research Methods

Speaking Clearly and Effectively

Reading/Writing a Foreign Language

Calculating Algebraic Computations

Calculating Advanced Math Problems

Applying Knowledge to a New Situation

Understanding and Use of Computers

## SATISFACTION WITH EDUCATION

Overall Quality of Education

Variety of General Education Courses

Quality of Programs in Major

Variety of Courses in Major

Challenge of Courses in Major

Instructor Accessibility in Major

Helpfulness of Faculty in Major

Professional/Vocational Advising in Major

## USE AND OPINION OF CAMPUS SERVICES

Merrill Library

Computer Services

Student Health Center

Counseling Center

Financial Aid Center

Taggart Student Center

Career Development

Placement Center

Tutoring Services

Academic Advising

Recreation Center

Residence Halls

Parking

Registration and Records

Food Services

Bookstore

Children's House

Student Employment

Fee and Tuition Payment Service

Shuttle Bus

WHAT WOULD YOU TELL YOUR FRIENDS ABOUT UTAH STATE UNIVERSITY?

**Introduction**

Comparable data exist for the Graduating Student Survey (GSS) for the 5-year period from 1993 -1997. During these years, the GSS has remained relatively unchanged and cross-year comparisons are possible. A revision of the GSS has been accomplished in Fall 1998, hence, forthcoming data will not be as easily compared with prior years. The revision was necessary for a number of reasons, primary among them efficiency of process for respondents and analysts alike.

The following describes the results of the GSS and attempts not to speculate about reasons for particular outcomes. These are left to readers and to other forums.

If there is any one summary statement, it is that there is remarkable consistency of outcome on the GSS from year to year.

**Procedures**

The GSS is handed to students who apply for graduation, as part of the package of materials students commonly complete for graduation. The graduation process is continuous. That is, students can make application at any time of the year. Therefore, the data from any one year constitute the responses of students applying for graduation from immediately after the spring (heretofore, June) graduation ceremonies of one year to the next spring's graduation. Thus, data described for the 1993 year constitute data gathered during summer and fall of 1993 and winter and spring terms of 1994. The same is true for all five years. Thus, the years should be read as 93-94, 94-95, 95-96, 96-97 and 97-98.

**Respondents**

Across the 5 years respondents have numbered near and above 1,000 annually. While the GSS has been distributed with graduation materials, its completion and return have not been mandated as conditions of completion of the graduation process. However, given average baccalaureate graduation numbers of 2,500 per year for the past 5 years,

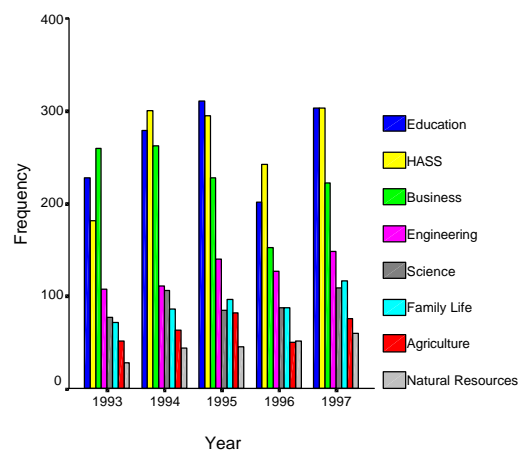
a return of 1,000 or more surveys constitutes at least a 40 percent sample of the graduating class. Beginning this year, graduation completion will be contingent upon completion and return of the GSS in the materials packet—another reason for halting cross-year comparisons with the GSS data from 1997.

Throughout this report, data are presented in frequencies so the reader is advised against comparisons across figures, without duly noting changes in the sizes of ordinates between and among figures. Frequency data are presented in order to present the least manipulated form of data.

Year	1993	1994	1995	1996	1997
Respondents	1,020	1,268	1,294	965	1,296

**Table 1.** Shows the total numbers of respondents for each year of the survey.

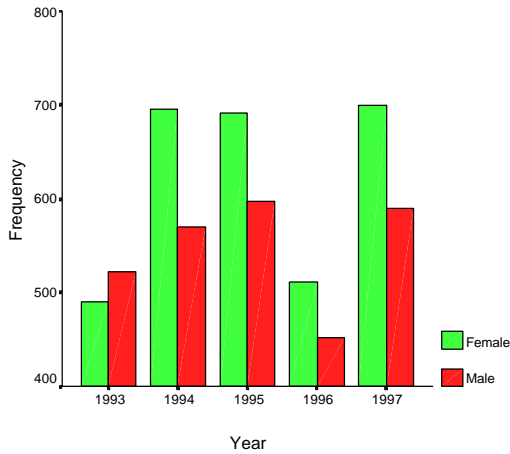
Figure 1 shows the frequencies of respondents by college with the data roughly portrayed from colleges with the most participants to the least participants arrayed from left to right within years. These frequencies match well the relative frequencies by college for baccalaureate degrees awarded annually during the same period.



**Figure 1.** Frequencies of respondents by college for the 5 years of the survey.

### Gender

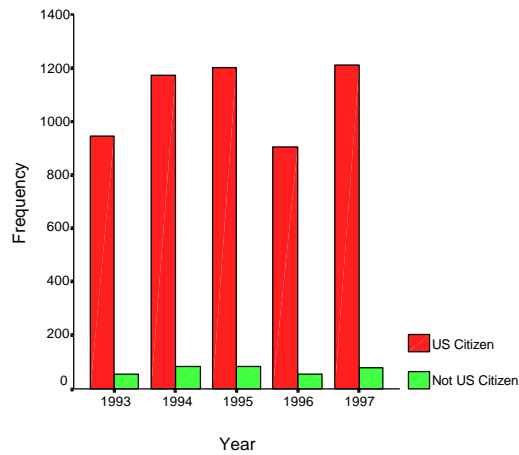
More females were respondents in each year than males except during 1993. The greater numbers of female respondents reflect their greater relative frequency in the population of students at the university.



the 5 years of the survey. Population data shows 1993 as the best year in which the M/F ration was 58/50. For the running year it was 47/50.

### Citizenship

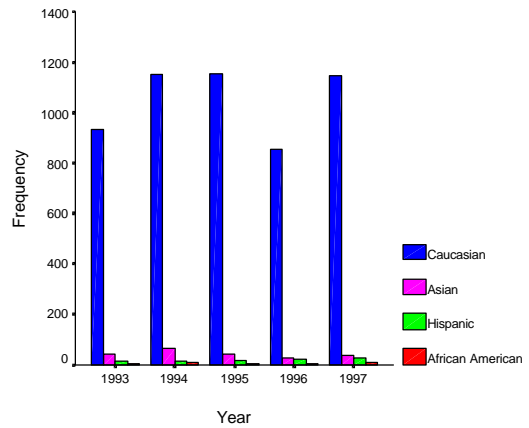
Respondents overwhelmingly identified themselves as US citizens in each year with very little change across the 5-year period. Relative frequencies here mirror the university's population data.



**Figure 3.** Frequencies of US citizen and non-US citizen respondents in the 5 years of the survey.

### American Ethnic Representation

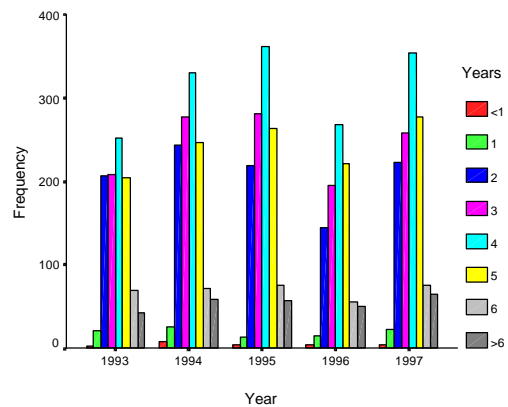
Respondents were overwhelmingly Caucasian with small representations of American minorities. These relative frequencies also mirror the population data.



**Figure 4.** Frequencies of Americans by ethnicity. This figure omits Pacific Islanders because there were 0 frequencies in most years.

### Years Attended USU

These data suggest that the modal respondent each year attended the university for 4 years. However, substantial frequencies also attended 2, 3, and 5 years. The 2- and 3-year frequencies reflect the numbers of transfer students who enroll at USU after completing some education at other state colleges and universities. The 5-year frequencies may reflect stop out time (see below).



**Figure 5.** Years of attendance at USU by survey respondents.

### Age

Respondents' modal ages were 23-25 years each year. This is above the average age of students in the university population because survey respondents were completing degrees and had been at the institution for several years (see above). Ages of respondents were also very consistent across years.

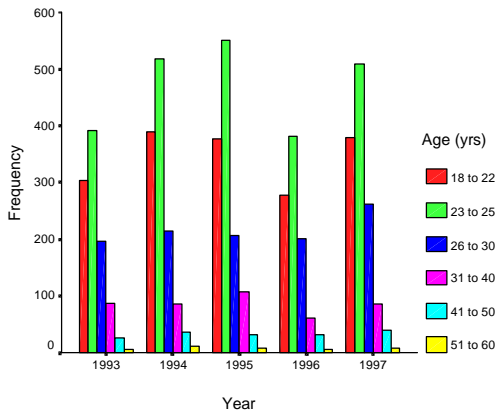


Figure 6. Ages of survey respondents. Omits one case over 61.

### Marital Status

Married respondents outnumbered unmarried respondents in each year of the survey. These data reflect the tendency of Utahns to marry earlier than national norms, and also reflect the student population data.

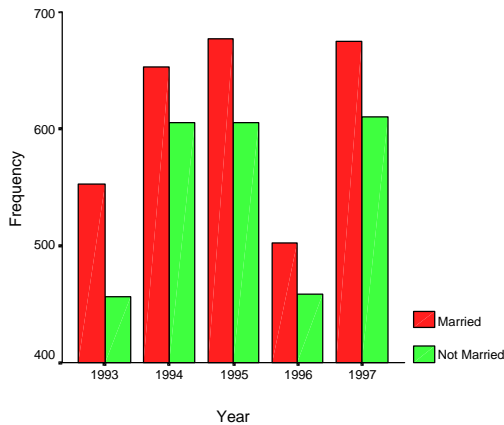


Figure 7. Marital status of respondents

### Employment Status

Modal numbers of students were employed part time in each year of the survey with a clear majority being employed either part or full time.

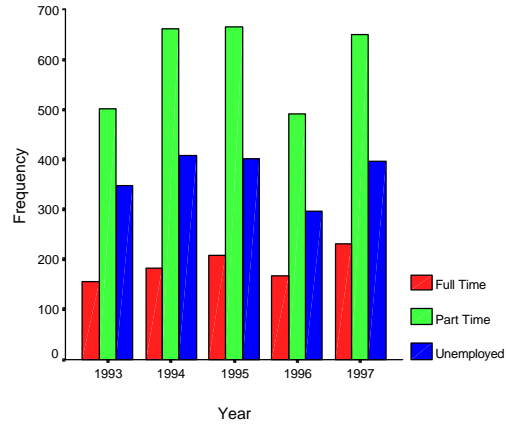


Figure 8. Employment status of respondents.

### Career Related Work

In each year a plurality of respondents reported gaining career related work experience via practica and internships. This activity was closely followed (except 1995) by part-time employment related to the field. Many fewer respondents reported extracurricular college activities, volunteering, and college work study as sources of career-related work.

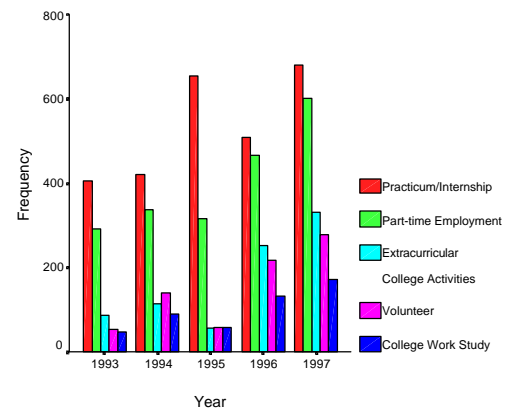


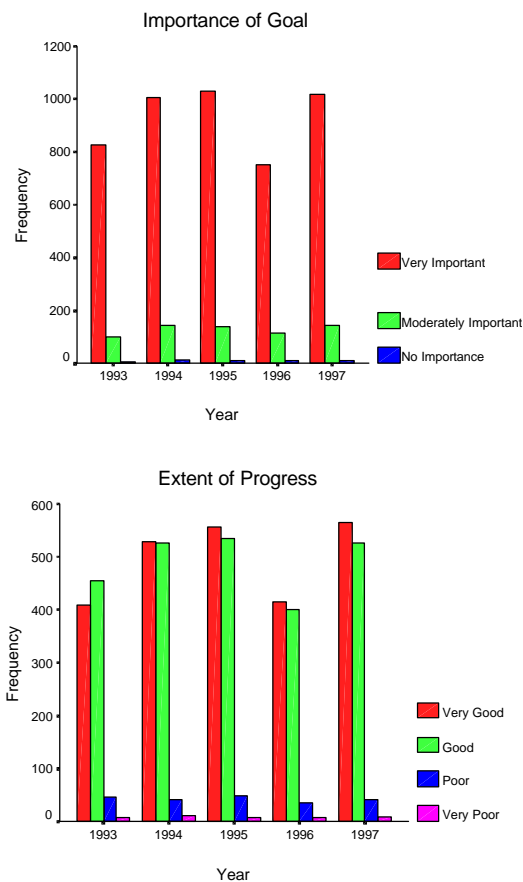
Figure 9. Types of career-related work experiences of respondents.

### IMPORTANCE OF GOALS AND PROGRESS TOWARD GOALS

Respondents were asked to evaluate 10 common goals of the university experience and to rate their progress toward those goals. In each of the figures that follows, the top panel depicts respondents' ratings of the importance of the specific goal while the bottom panel depicts ratings of progress toward that goal.

#### Obtain Skills in Profession

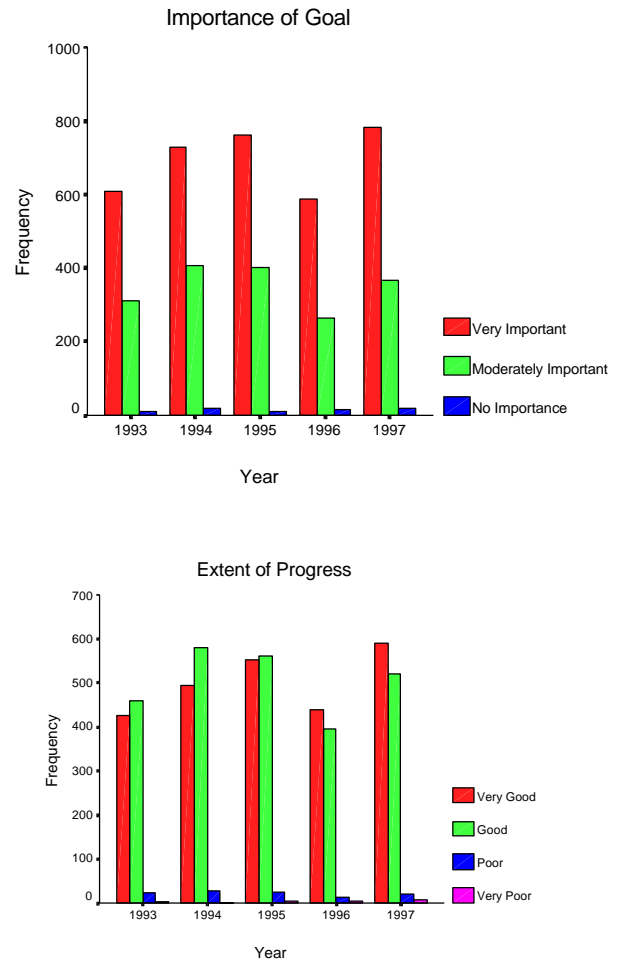
A large majority of respondents rated this goal as very important while very few rated it as moderately important or of no importance in each year. Thereafter almost all respondents rated their progress toward this goal as very good or good.



**Figure 10.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

#### Develop and Expand General Knowledge

A majority of respondents thought this goal moderates important in each year. A majority of respondents indicated good progress toward this goal in each year.

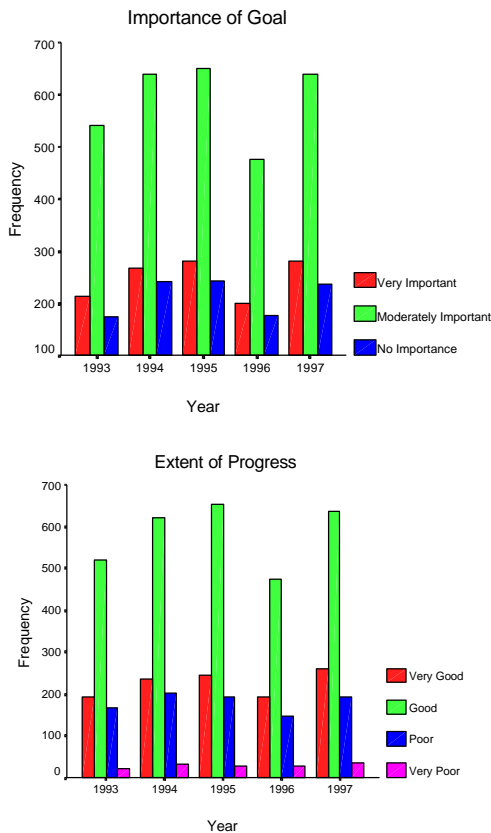


**Figure 11.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

#### Develop Appreciation of Culture/Fine Arts

A substantial majority of respondents considered this to be a moderately important goal of their college education. A much lower number of respondents indicated that this was a very important goal, and an almost equivalent number in each year considered this goal to be of no importance. Perhaps not surprisingly the

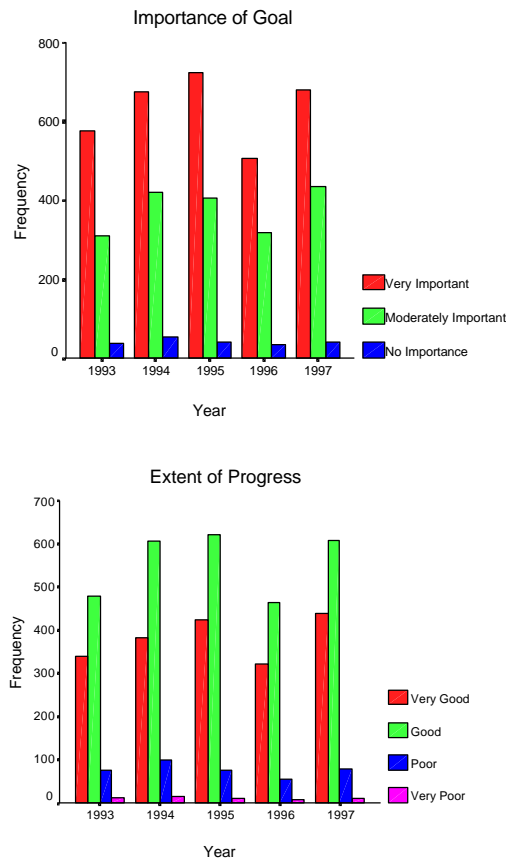
majority of respondents indicate only good progress toward this goal while a much lower frequency indicated very good progress. The very good progress numbers were matched across the years by almost equivalent numbers who indicated poor progress. These outcomes might be usefully contrasted with those of the prior two goals both in importance and progress.



**Figure 12.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

### Acquire Skills for Self-directed Learning

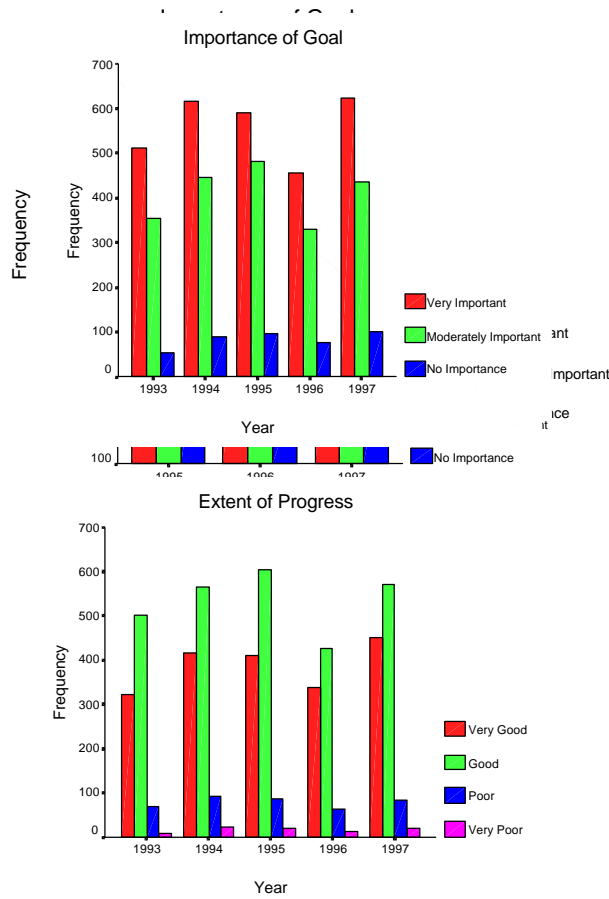
In each year a majority of respondents considered this to be a very important goal along with lesser, but substantial, numbers who considered this to be a moderately important goal. For this goal the majority indicated good progress followed by very good progress.



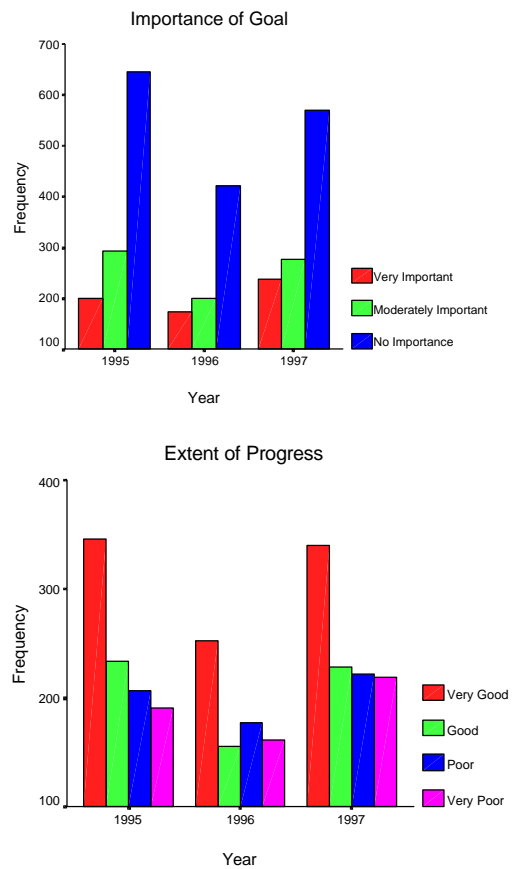
**Figure 13.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

### Develop Social Skills/Interpersonal Relations

A majority in each year considered this to be a very important goal followed by substantial numbers who considered it moderately important. Again a majority considered their progress toward this goal to be good followed by a substantial number who considered their progress to be very good.



**Figure 14.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).



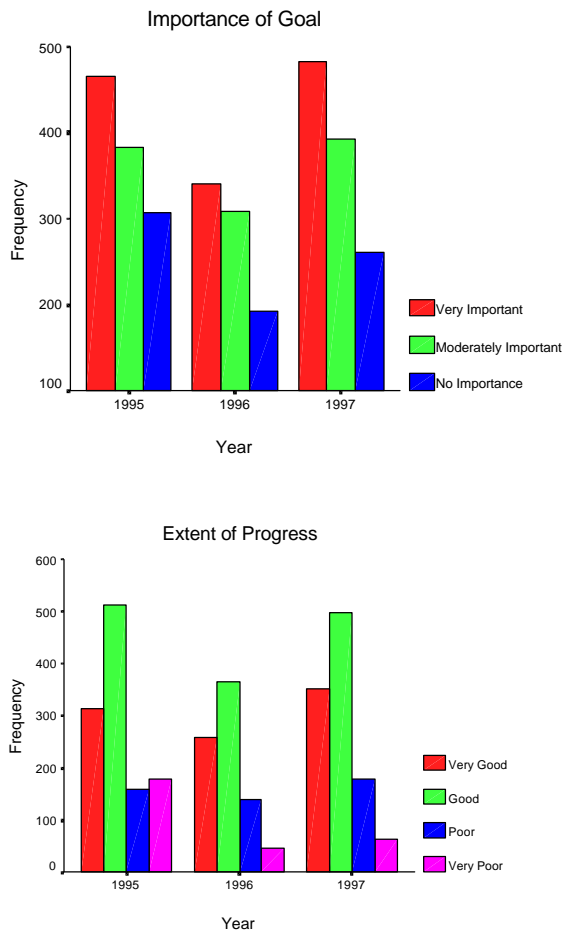
**Figure 15.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

### Find a Compatible Spouse

Majorities of students in each of the 3 years this goal was included in the GSS indicated that this goal was of no importance to them. (Recall that over half of respondents are already married.) A majority of respondents, however, report very good progress toward this goal while the remaining frequencies were about equal. (Note the much smaller ordinate.) At this time it is not known whether those answering very good progress are those who are already married, those who are unmarried, or some combination of the two.

### Prepare for a Meaningful Family Life

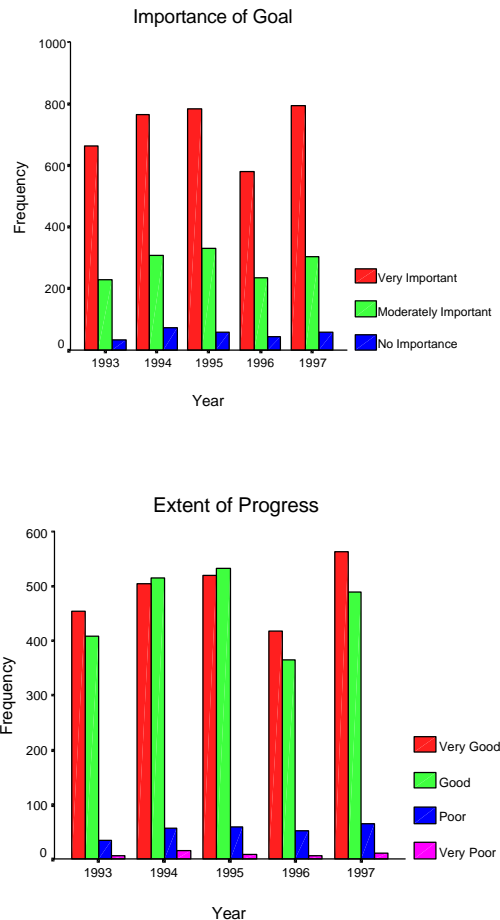
A majority of respondents in each of the 3 years that this question was included in the GSS considered this to be a very important goal followed by those who considered this to be moderately important goal. Majorities in each year indicated their progress toward this goal as good followed by very good.



**Figure 16.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

### Develop Independence/Self-confidence

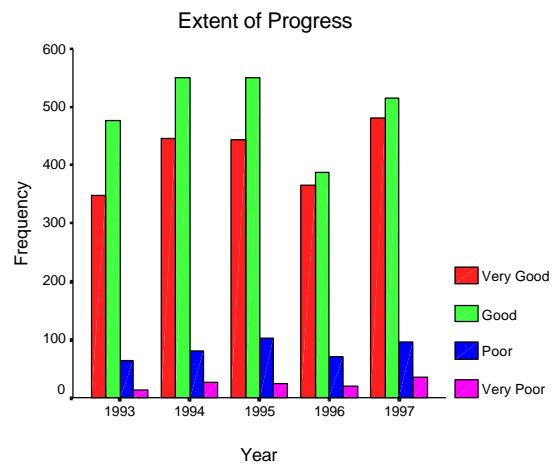
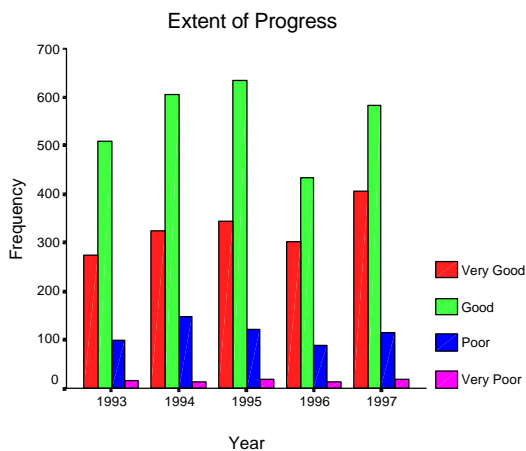
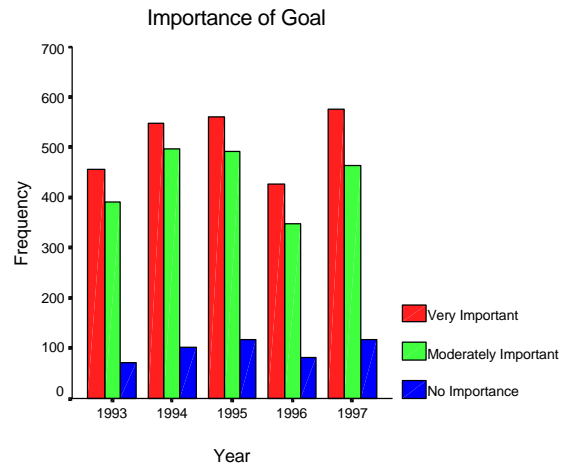
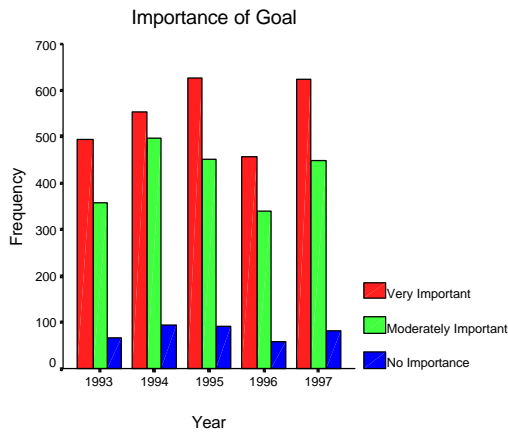
Most students considered this to be a very important goal and most thought they had made very good or good progress toward this goal.



**Figure 17.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

### Develop Leadership Ability

Students nearly equivalently considered this to be a very important or moderately important goal. Large majorities felt that they had made good progress toward this goal while smaller yet significant numbers felt they had made very good progress.



**Figure 18.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel).

**Figure 19.** Frequencies of respondents rating importance of goal (top panel) and extent of their progress toward the goal (bottom panel)

### Develop Sensitivity/Tolerance

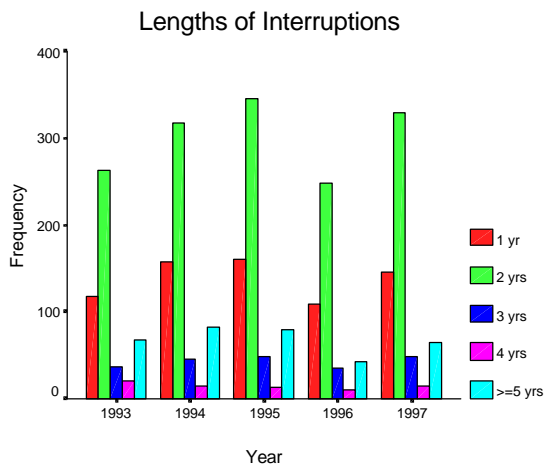
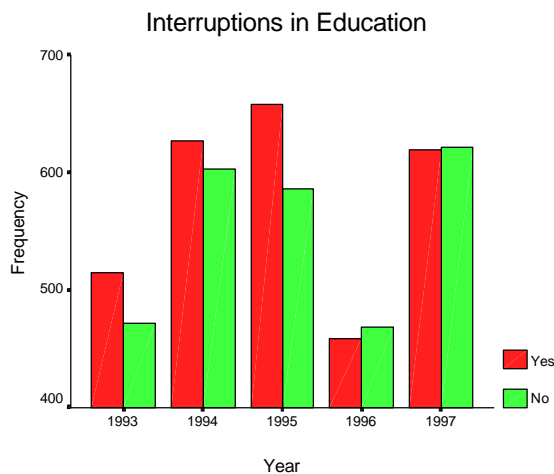
Nearly equivalent majorities in each year indicated that this was a very important or moderately important goal of their college experience. And, the majority of students in each year felt they had made good progress or very good progress toward the goal.

### INTERRUPTIONS IN EDUCATION

Students were asked whether they had experienced any interruptions in their college educations (top panel of Figure 20), the length of the interruption (bottom panel of Figure 20), and the reasons for the interruption (Figure 21). Interrupting education has been called “stopping out”.

### Has There Been an Interruption?

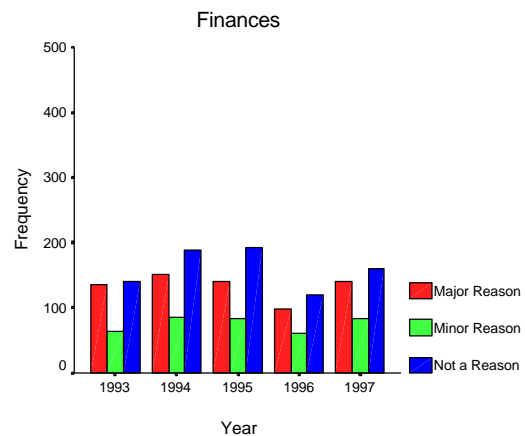
About half or a little over half of respondents in each year answered that they had interrupted their educations. Length of the interruption was predominantly 2 years. However, about 1/3 as many students reported a 1-year interruption. The third most frequent interruption was for the time period of greater than or equal to 5 years—defining the re-entry student.



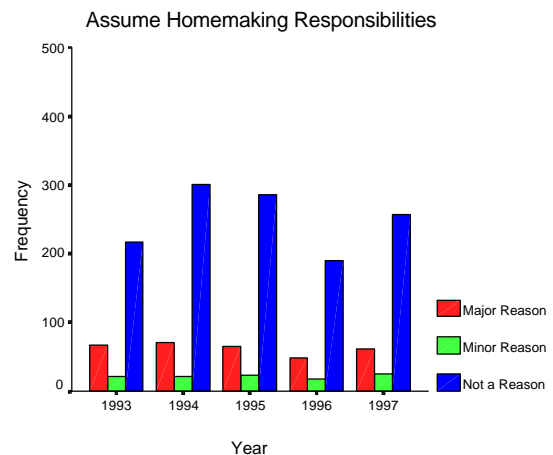
### Reasons for Interruption

Respondents were to reply to each of the following and indicate whether the reason was major, minor, or not a reason at all.

**Finances.** Small, and equivalent frequencies of respondents indicated that finances were major, minor, and/or not a reason for interrupting their educations.

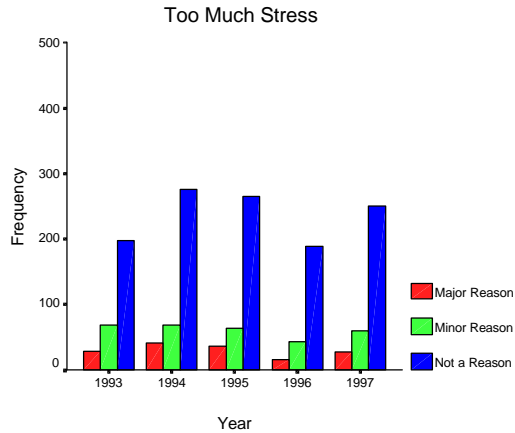


**Assume Homemaking Responsibilities.** Large majorities in each year indicated that this was not a reason for stopping out of school.

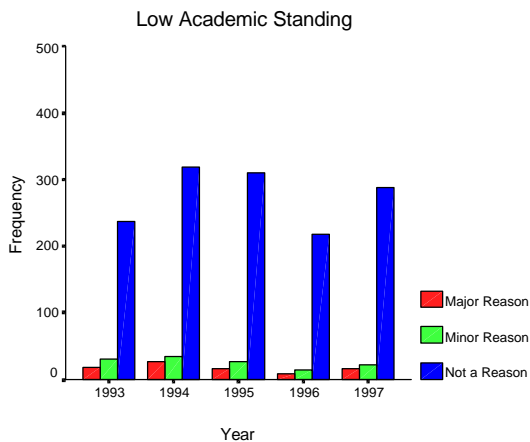


**Figure 20.** Frequencies of respondents reporting interruptions in their educations (top panel) and the lengths of those interruptions in years (bottom panel).

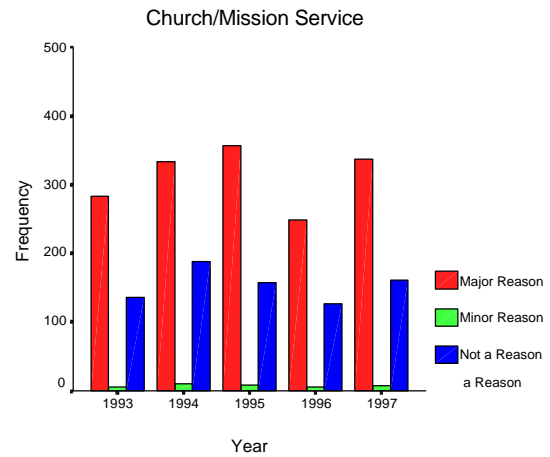
**Too Much Stress.** Large majorities again indicated that this was not a reason for stopping out.



**Low Academic Standing.** Very large majorities indicated that stopping out was not due to low academic standing.



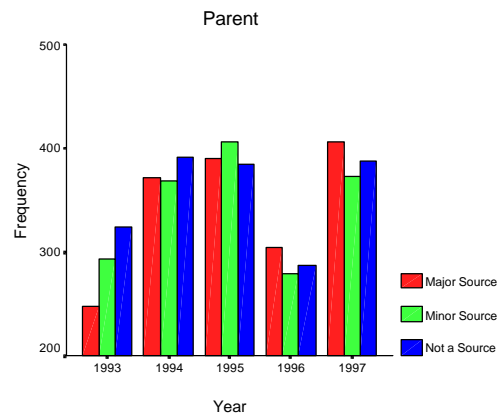
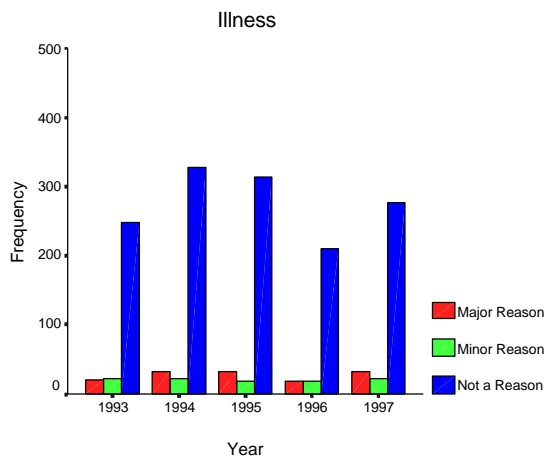
**Church/Mission Service.** A majority in each year indicated this was a major reason for stopping out. Note, however, that each year's frequency is bimodal. A substantial number in each year indicated that this was not a reason for stopping out.



**Good Job Opportunity.** The majority of respondents in each year indicated that this was not a reason for stopping out.



**Illness.** Large majorities in each year indicated that illness was not a reason for interrupting their education.



**Lack of Interest.** A large majority of students reported that lack of interest was not a reason for stopping out of school.

**Spouse.** Large majorities in each year indicated that a spouse was not a source of financial aid. This response may reflect those who do not have a spouse—about half the sample in each year

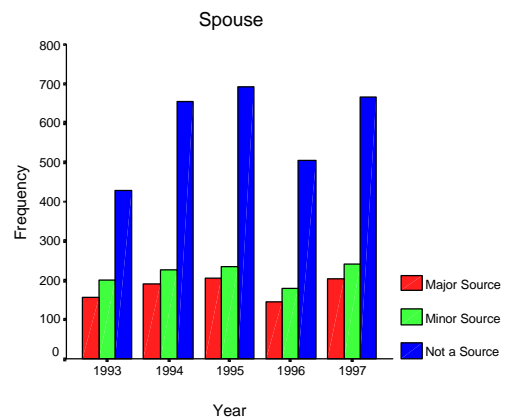
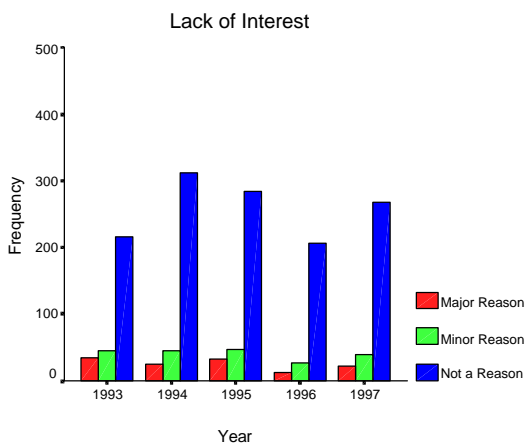


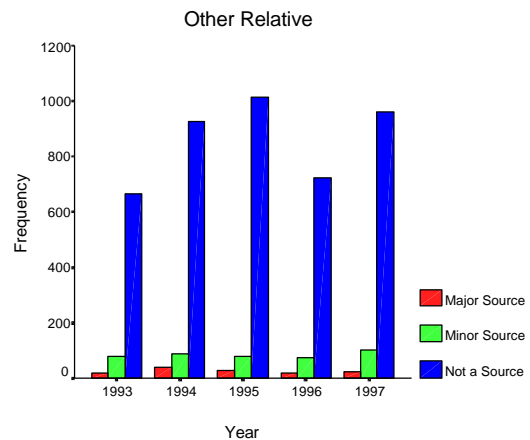
Figure 21. Eight potential reasons for interruptions in respondents' educations.

**Other Relative.** Other relatives were clearly not a source of financial aid in all years and very few respondents indicated they were either a major or minor source in addition.

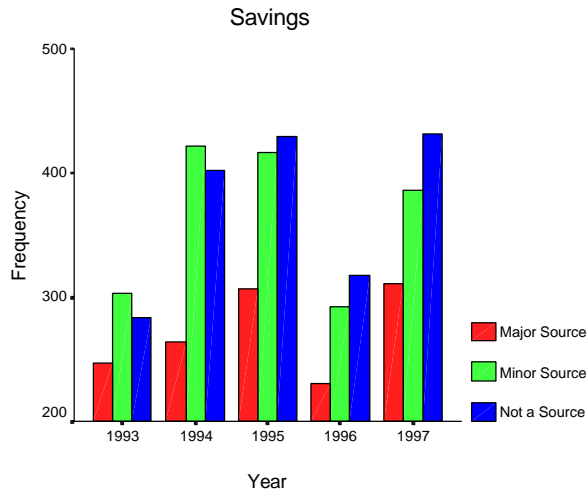
### Sources of Financial Aid

Students were asked to indicate their sources of financial aid in 11 categories by indicating the category as a major source, a minor source, or not a source of financial aid. The different panels of Figure 22 have different ordinates.

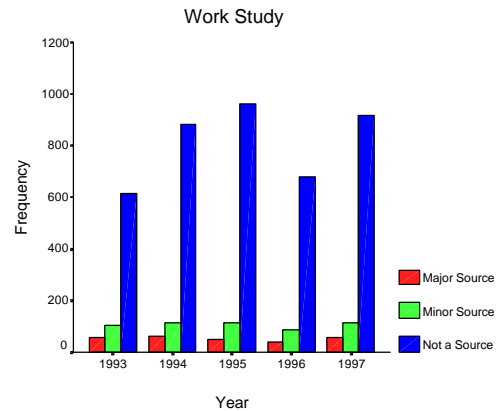
**Parent.** About equal frequencies of students indicated a parent was a major, a minor, and not a source of financial aid.



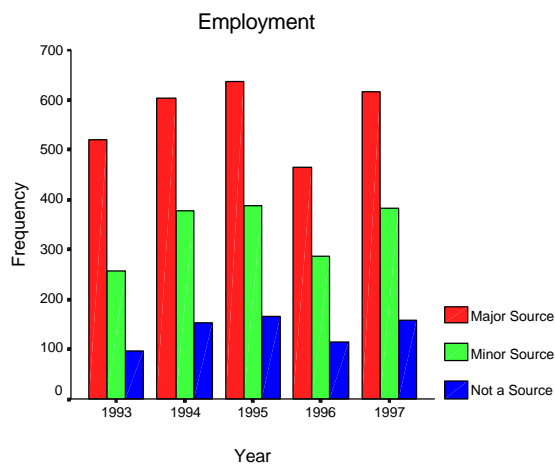
**Savings.** Savings were about equivalently a source of financial aid in each year, as well as not a source. The fewest responses indicated savings were a major source.



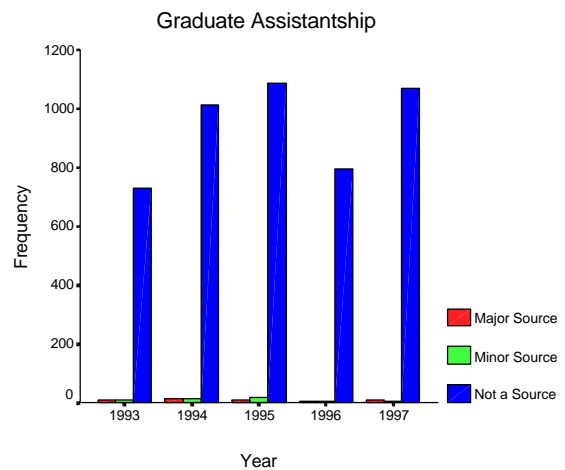
**Work Study.** The majority of respondents indicated that work study was not a source of financial aid in each year of the survey and very few students indicated that work study was either a major or minor source of aid.



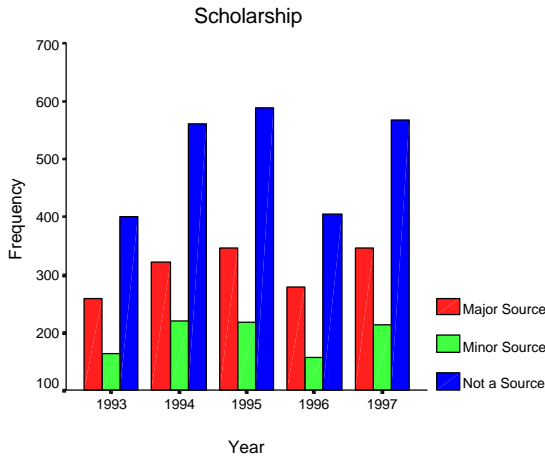
**Employment.** Far and away, employment constituted a major source of financial aid in each year with a secondarily large number of respondents indicating that employment was at least a minor source. Many fewer students indicated that employment was not a source of financial aid.



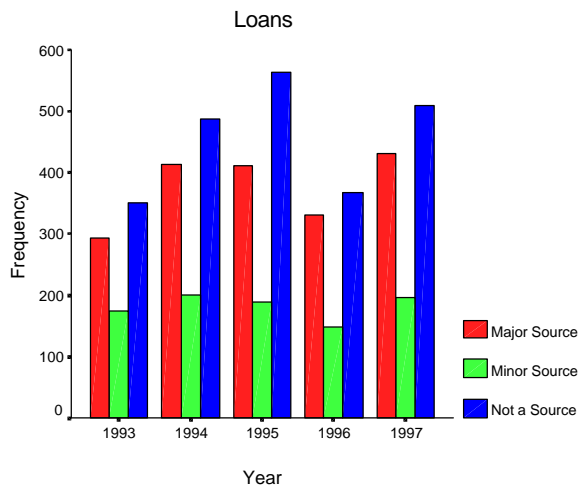
**Graduate Assistantship.** Indirectly validating that the respondents constituted an undergraduate sample, almost all indicated that a graduate assistantship was not a source of financial aid.



**Scholarship.** While a clear majority of respondents indicated that scholarship was not a source of financial, each year's second mode indicated that for some, a scholarship was a major source of aid.

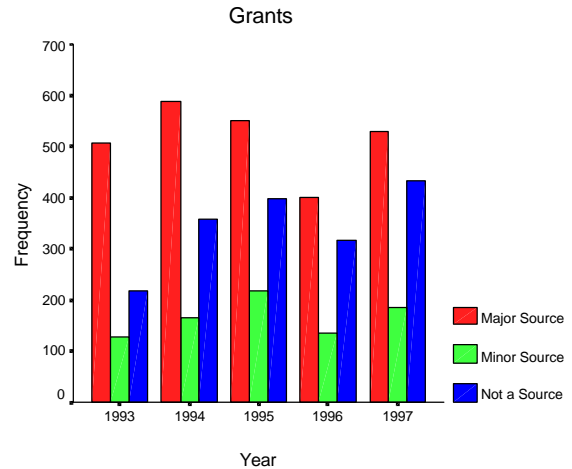


**Loans.** A clear majority of each year's respondents indicated that loans were not a source of financial aid to them. However, large secondary modes in each year indicate that loans were a major source to these respondents. In addition, there were also substantial numbers who indicated that loans were a minor source of financial aid.

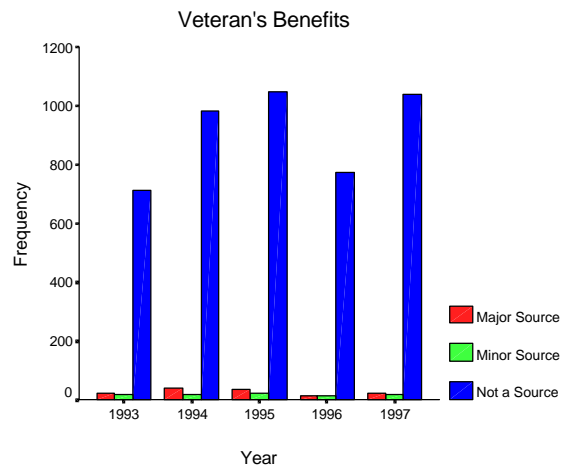


**Grants.** Although the item did not say Pell Grant precisely, it might be assumed that

students read this item in that way. Here, clear majorities in each year reported that grants were a major source of aid. Again, however, the distributions were bimodal with a large secondary mode in each year indicating that grants were not a source of aid. Substantial frequencies also indicated that grants were a minor source of financial aid.



**Veteran's Benefits.** Very few students indicated that veteran's benefits were either a major or minor source of financial aid. Almost all respondents indicated this was not a source of aid.



**Figure 22.** Frequencies of responses to 11 different sources of financial aid by respondents as major, minor, or no source.

### Hours Worked Per Week

In each year the combination of times from 16-20 and from 21-30 hours per week described a majority of respondents. The distributions look quasi-normal except that more respondents than expected indicate that they worked 5-10 hours per week.

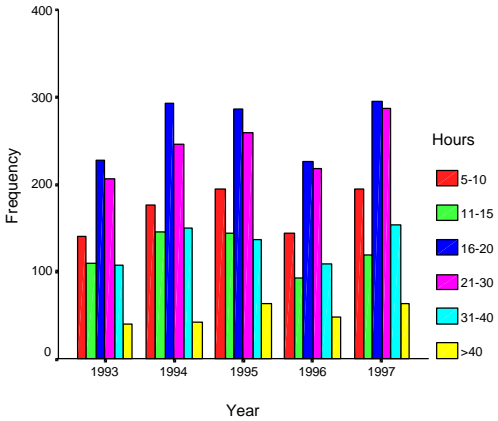


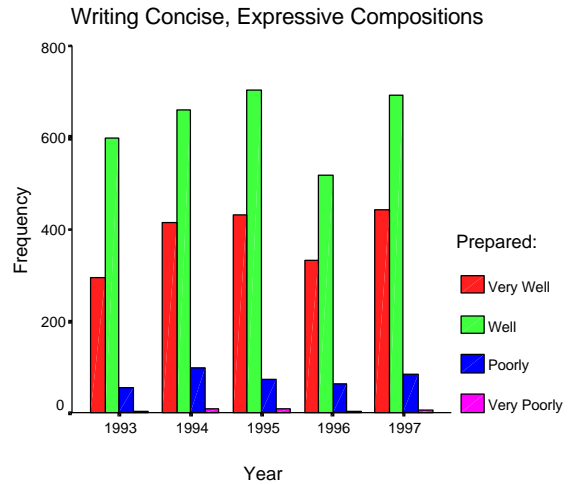
Figure 23. Respondents' reports of hours worked per week in general while attending USU.

### PREPARATION

Students were asked how well prepared they were in a number of academically related areas. Coordinates vary within the panels of Figure 24.

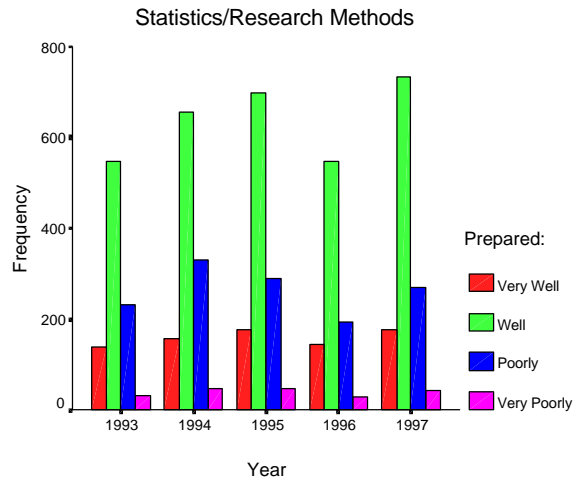
#### Writing Concise, Expressive Compositions

A majority of respondents indicated that they felt well prepared followed by very well prepared in this area. Few answered that they were poorly or very poorly prepared.



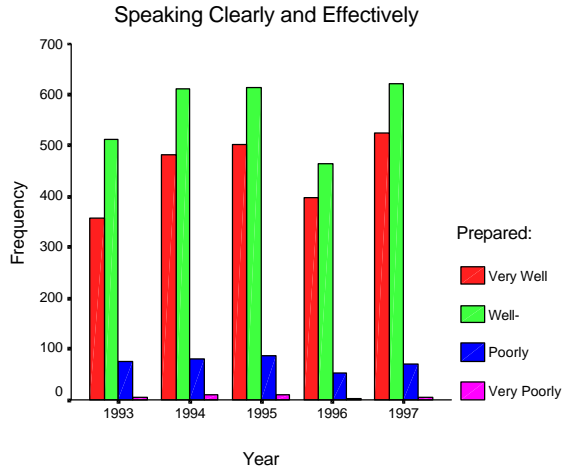
#### Statistics/Research Methods

Clear majorities in each year indicated they felt well prepared. Fewer indicated they were very well prepared, and more students indicated that they felt poorly prepared in this area.



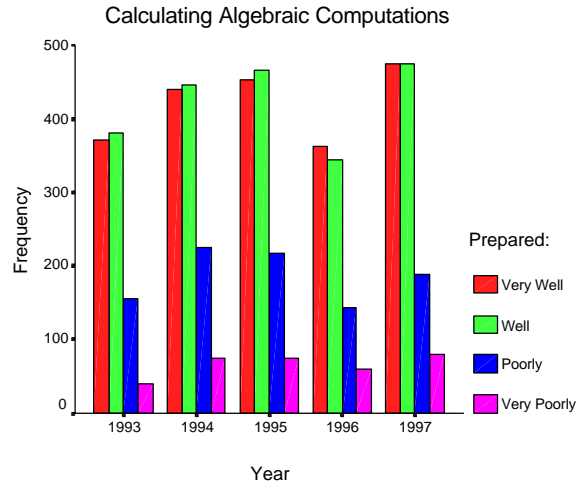
### Speaking Clearly and Effectively

A large majority of students indicated they felt well or very well prepared in this area with few indicating poor or very poor preparation.



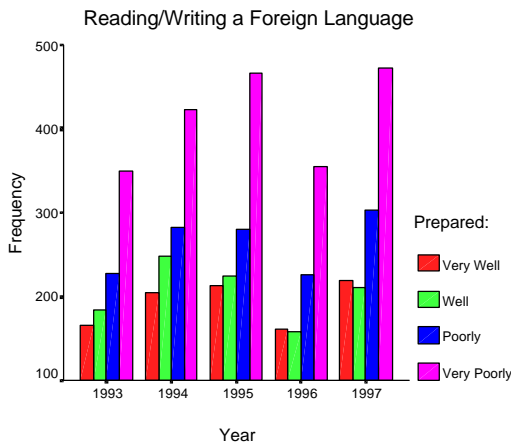
### Calculating Algebraic Computations

Large majorities of respondents in each year indicated that they were either very well or well prepared in this area. However, a substantial minority in each year indicated they were poorly prepared.



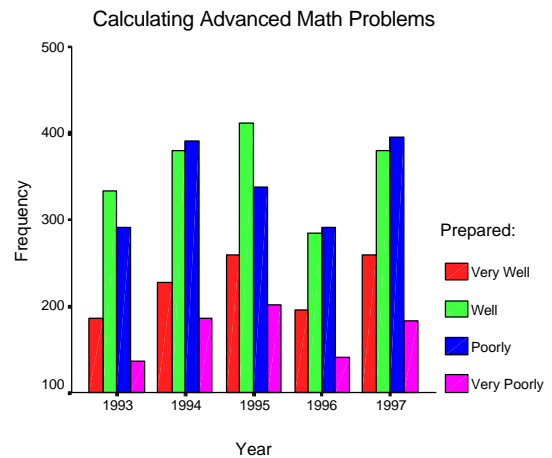
### Reading/Writing a Foreign Language

A large majority indicated that they were very poorly prepared in this area followed by more who thought they were poorly prepared.



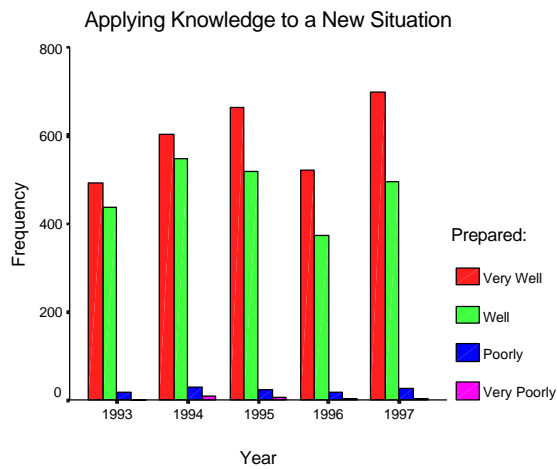
### Calculating Advanced Math Problems

In 3 of the 5 years a plurality of respondents indicated they felt poorly prepared. However, in the remaining 2 years and in the other 3 years too, either a plurality or near plurality of respondents indicated they felt well prepared in this area.



### Applying Knowledge to a New Situation

A large majority in each year felt very well or well prepared in this area with very few respondents reporting poor or very poor preparation.



### Understanding and Use of Computers

A large majority in each year felt well prepared followed by very well prepared in this area. A few students felt poorly prepared.

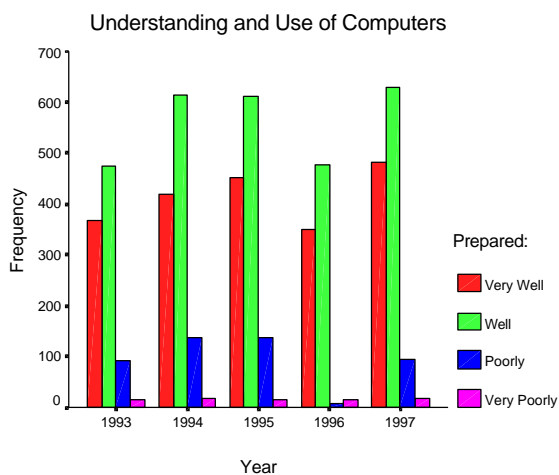


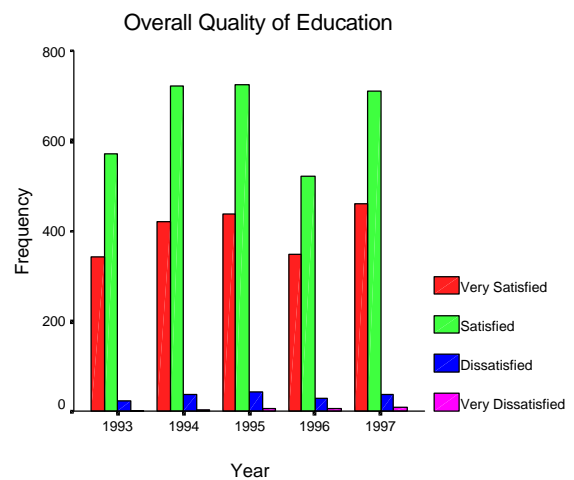
Figure 24. Self-ratings of respondents as to their preparation in eight different areas.

### SATISFACTION WITH EDUCATION

Students were asked to report how satisfied they were with their education in general and in several specific areas of the university.

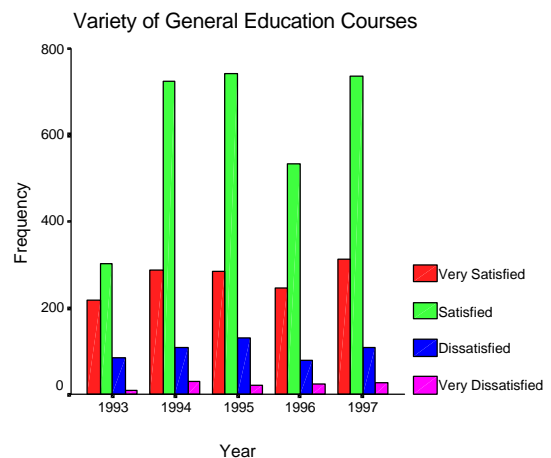
#### Overall Quality of Education

The majority of students were satisfied followed by those who were very satisfied with the overall quality of their educations. Notably, few students reported dissatisfaction of any kind.



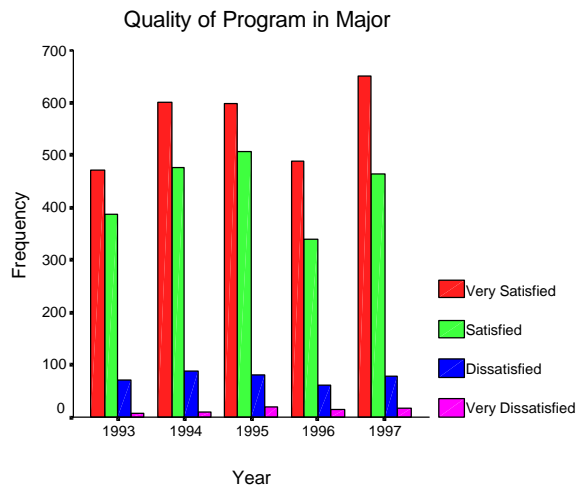
#### Variety of General Education Courses

Substantial majorities of students in each year reported being satisfied with the variety of courses in general education, while much smaller numbers were very satisfied. A few reported dissatisfaction.



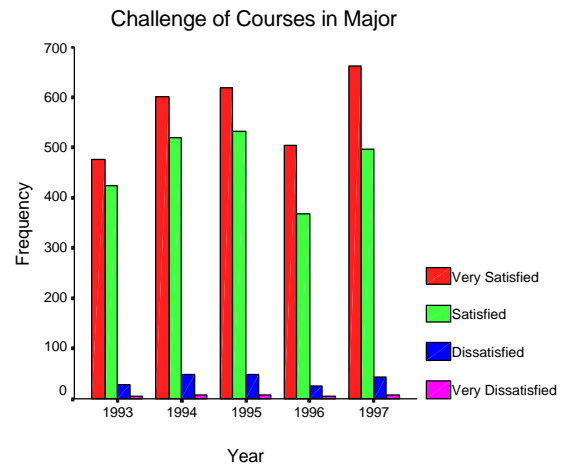
### Quality of Program in Major

Most students reported being very satisfied followed closely by those who reported being satisfied with the quality of the programs in their majors. A few students reported their dissatisfaction however.



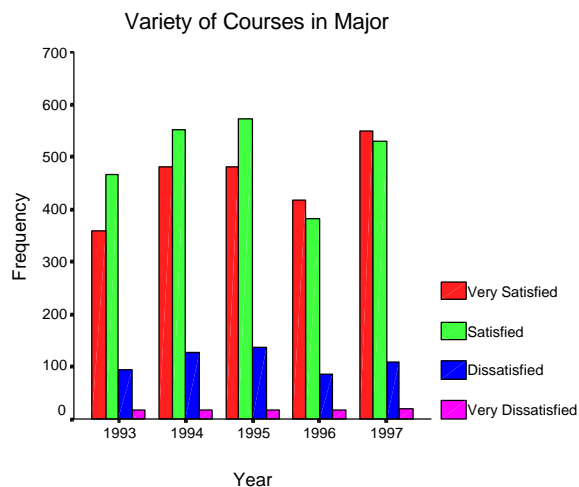
### Challenge of Courses in Major

In each year students reported being very satisfied followed closely by being satisfied with the challenge of courses in their majors.



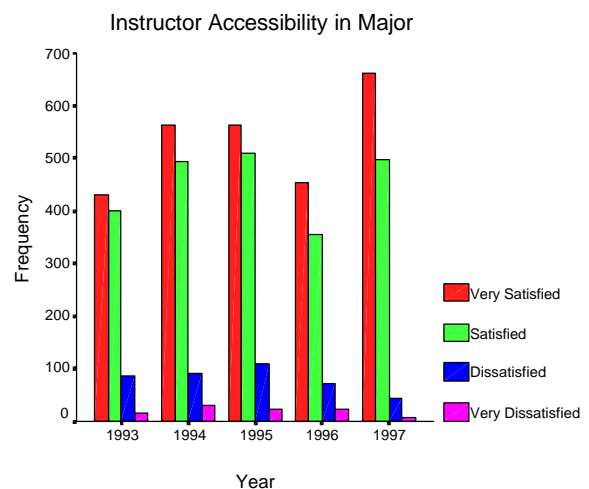
### Variety of Courses in Major

In most years students reported being satisfied or very satisfied with the variety of courses in their majors. Again, a small number reported their dissatisfaction.



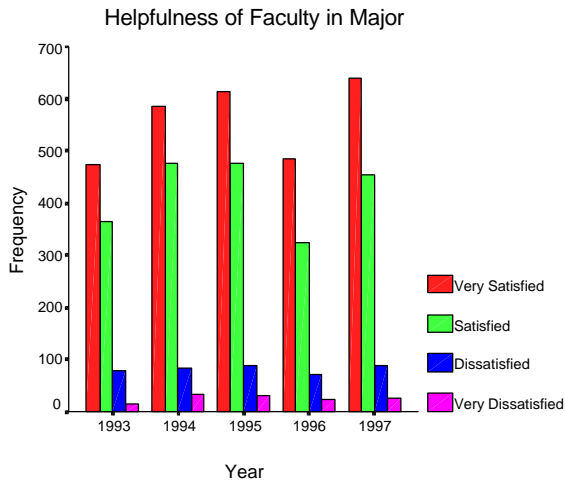
### Instructor Accessibility in Major

A majority of students reported being very satisfied followed closely by those who reported being satisfied by the availability of instructors in their majors. A few students indicated dissatisfaction in the first three years followed by a decline thereafter.



### Helpfulness of Faculty in Major

Clear majorities in each year indicated that they were very satisfied followed closely by those who were satisfied with the helpfulness of faculty in their majors. An unchanging few reported dissatisfaction in each year.



### Professional/Vocational Advising in Major

A plurality of students indicated they were satisfied with advising in their majors, followed closely by those who were very satisfied. Notably, higher numbers here indicated their dissatisfaction in each year, however, observe the somewhat reduced scale on the ordinate.

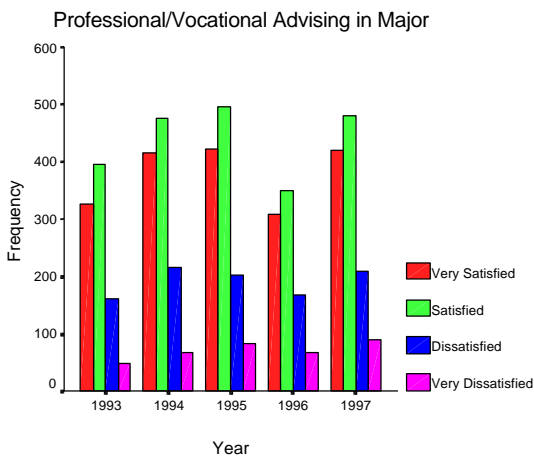


Figure 25. Self-rating of respondents of their satisfaction with USU in eight different areas.

### USE AND OPINION OF CAMPUS SERVICES

Students were asked to report if they had used a particular campus service and then to indicate their satisfaction with that service.

#### Merrill Library

In each year, most respondents had used Merrill Library. Moreover, they reported satisfaction with its service. Smaller numbers reported being very satisfied. While quite small numbers reported dissatisfaction those numbers may be decreasing across the years.

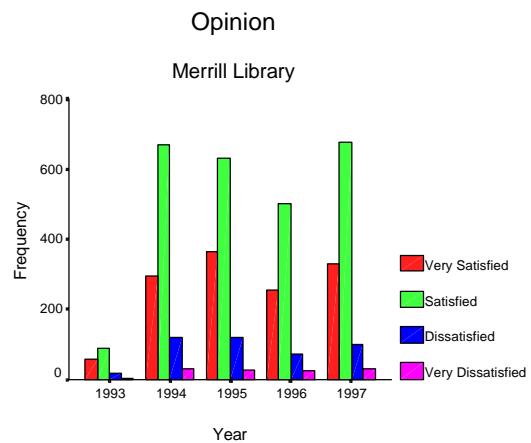
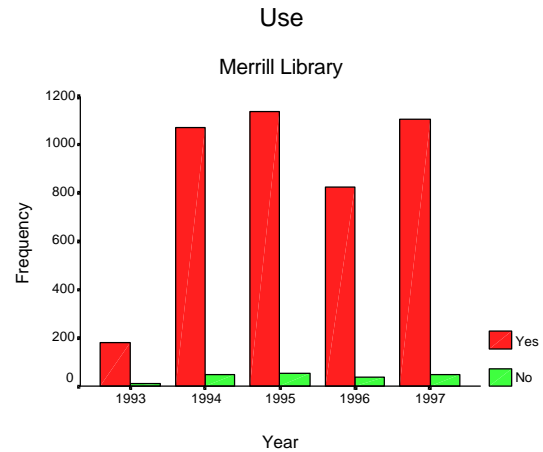
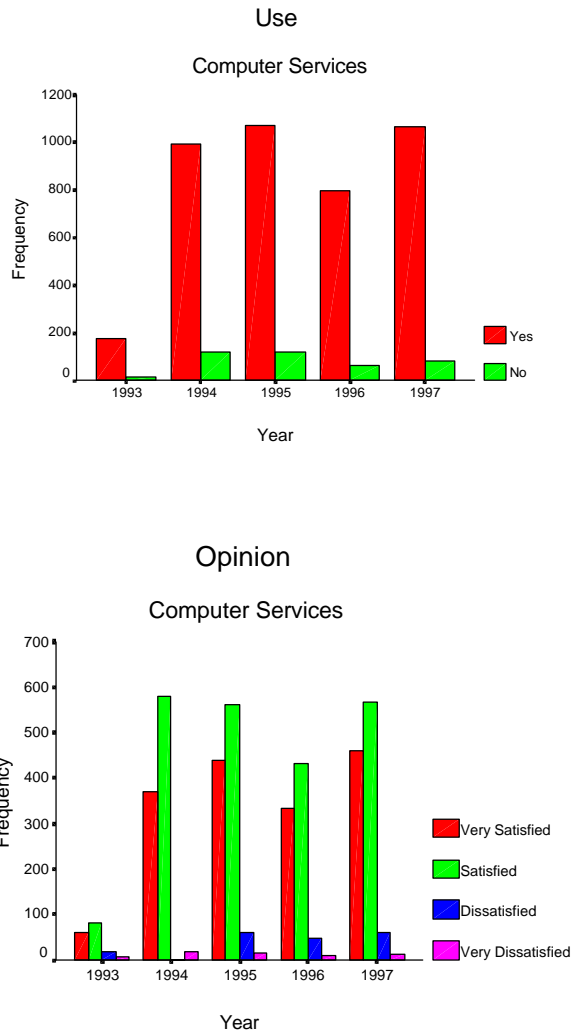


Figure 26. Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

**Computer Services**

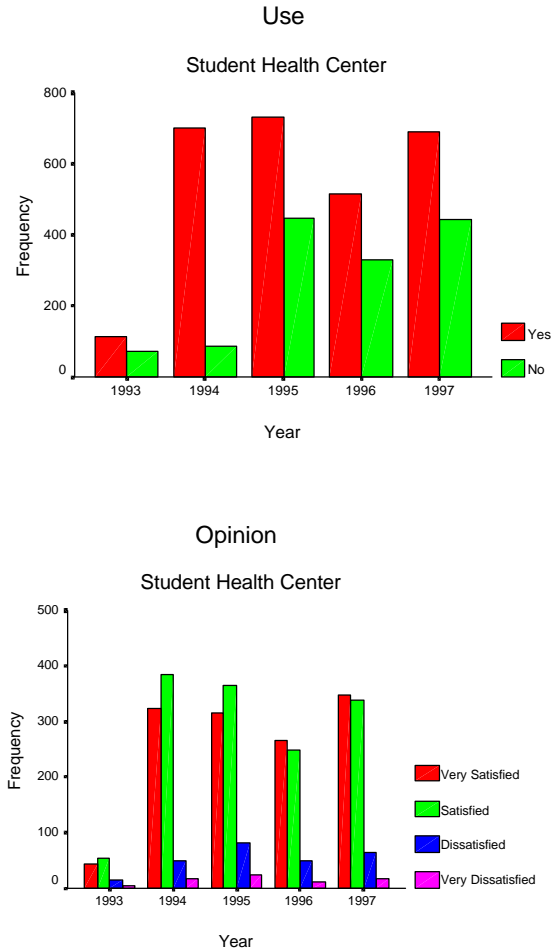
In each year most respondents indicated they had used this service. Across the years majorities reported being satisfied, followed closely by those who reported being very satisfied with this service.



**Figure 27.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

**Student Health Center**

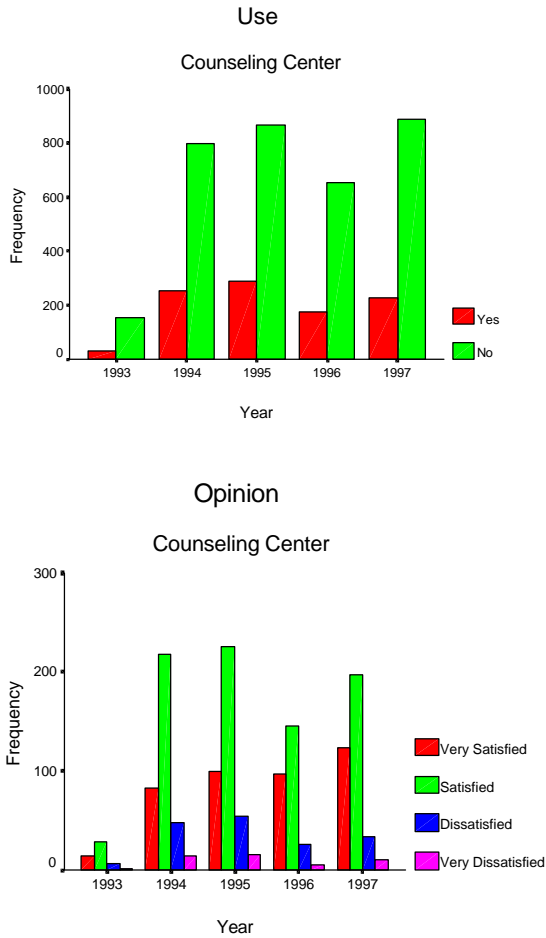
A majority of students in each year reported not using this service. However, substantial numbers of students reported not using the service. Of those using the service, majorities were either very satisfied or satisfied with this service in each year of the survey.



**Figure 28.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Counseling Center

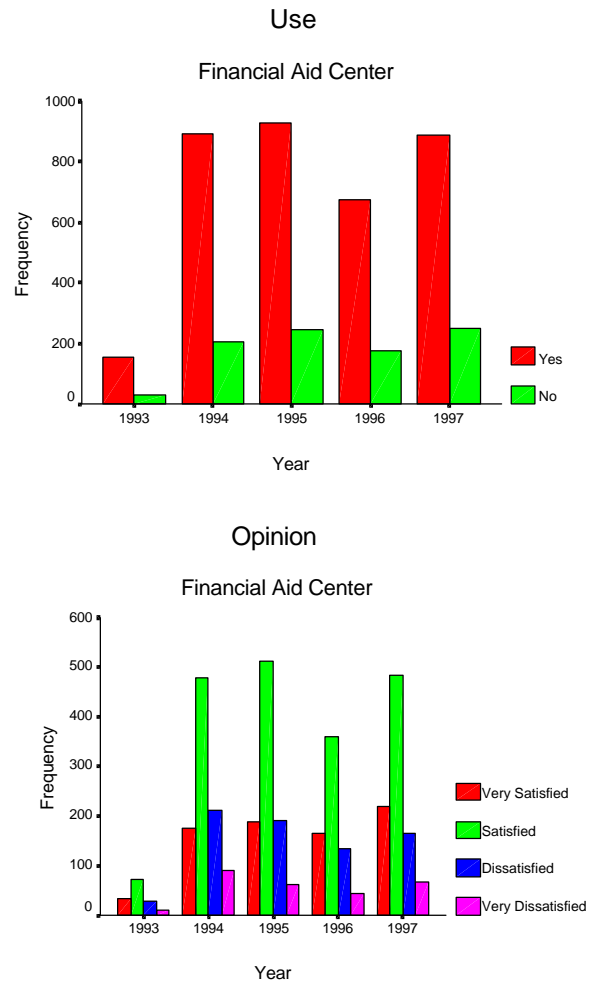
In each year most students reported not using this service. However, of those who did, most rated the service as satisfactory followed at some distance by very satisfactory. Numbers of students here indicating dissatisfaction may be decreasing across years.



**Figure 29.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Financial Aid Center

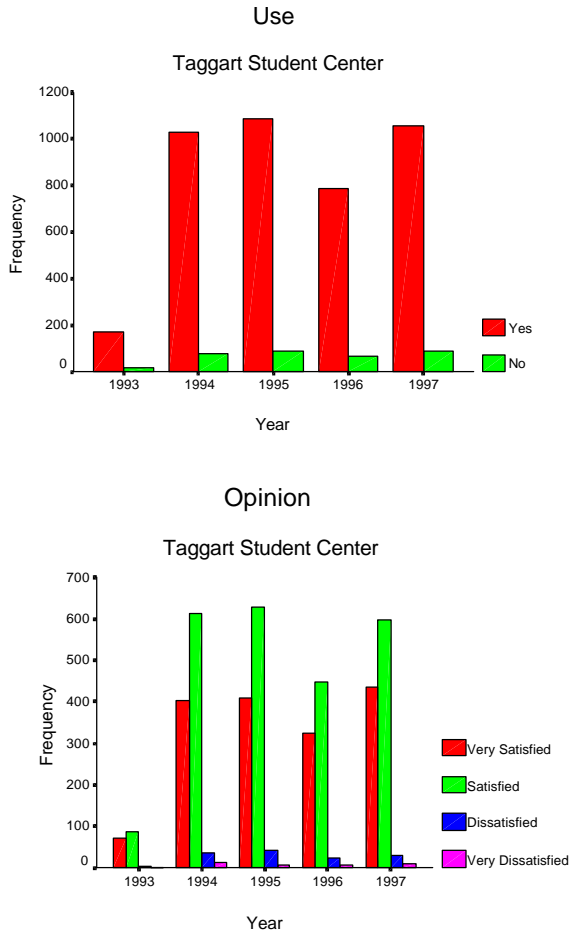
Large majorities of students reported using this service each year. And large majorities reported being satisfied with the service. However, the numbers of students who reported being very satisfied with this service were offset by similar numbers who reported dissatisfaction.



**Figure 30.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Taggart Student Center

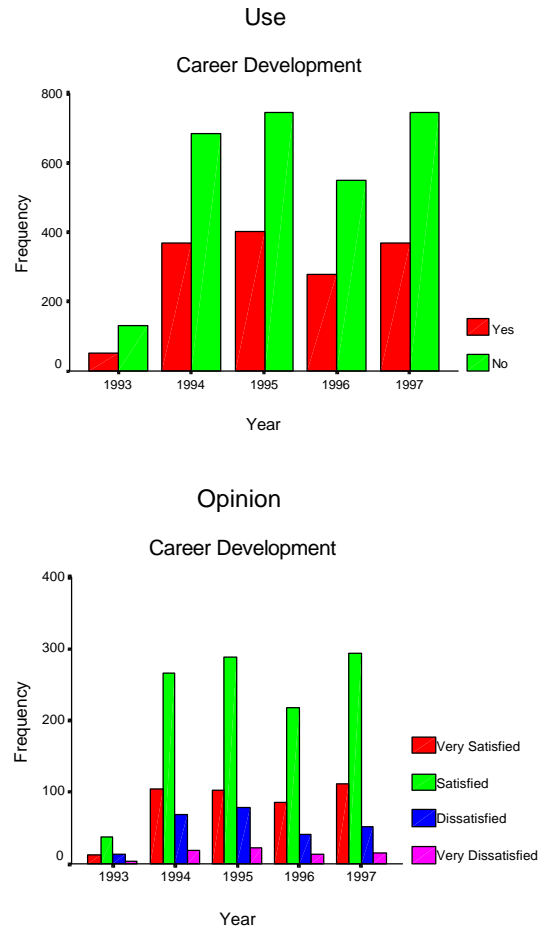
Large majorities in each year reported using the Taggart Student Center. Similarly large majorities reported their satisfaction with this service followed closely by those who reported being very satisfied with it. Dissatisfaction numbers were small.



**Figure 31.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Career Development

Most students in each year reported not using this service. Of those who did, a majority in each year indicated they were satisfied with it. Much smaller numbers were very satisfied and these numbers were offset somewhat by smaller numbers reporting dissatisfaction with it.



**Figure 32.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Placement Center

Most students in each year reported not using this service, perhaps increasingly so with the years. However, substantial majorities in each year reported their satisfaction with the service. Numbers of those reporting being very satisfied with the service were offset in most years by similar numbers reporting dissatisfaction.

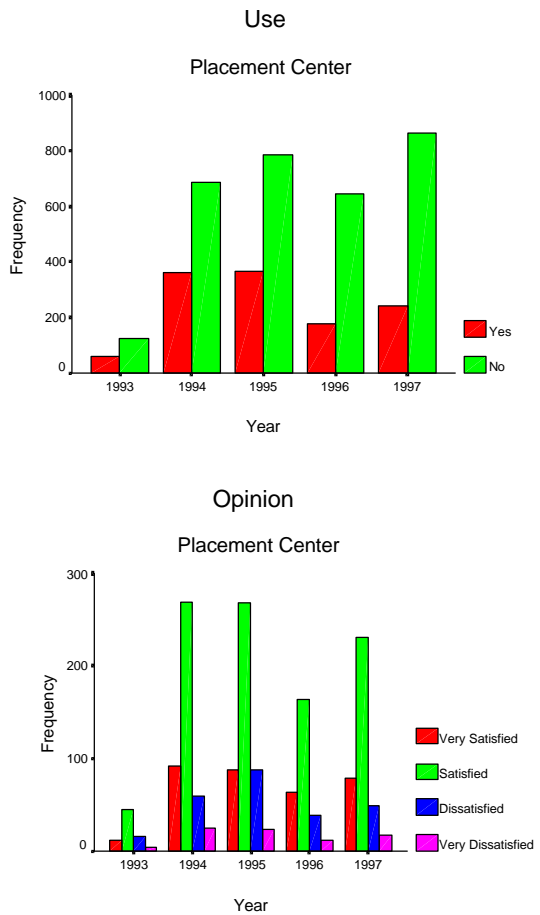


Figure 33. Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Tutoring Services

Large majorities in each year reported not using this service. For those who did, however, the majority reported they were satisfied each year. The smaller numbers of those who were very satisfied were offset in each year by those who reported dissatisfaction with this service.

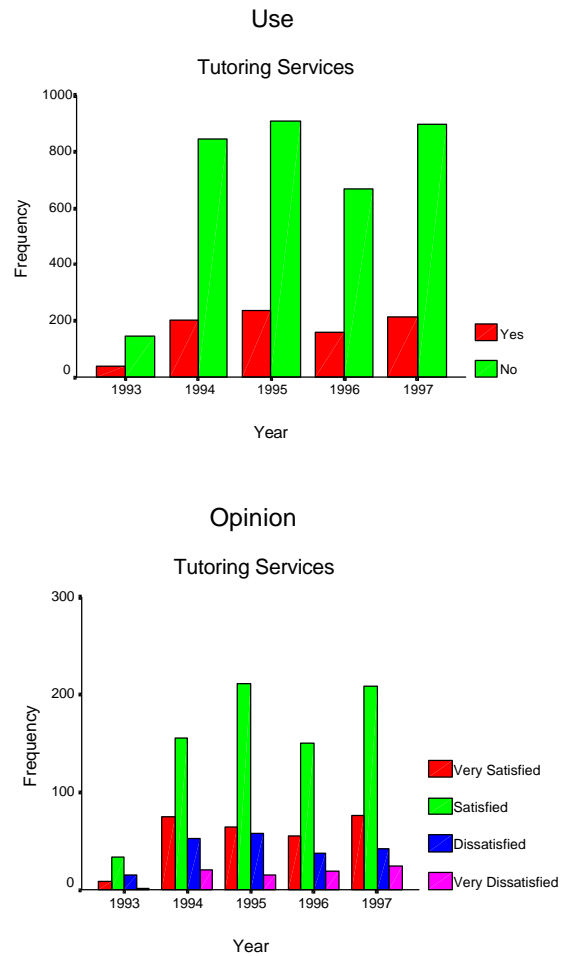
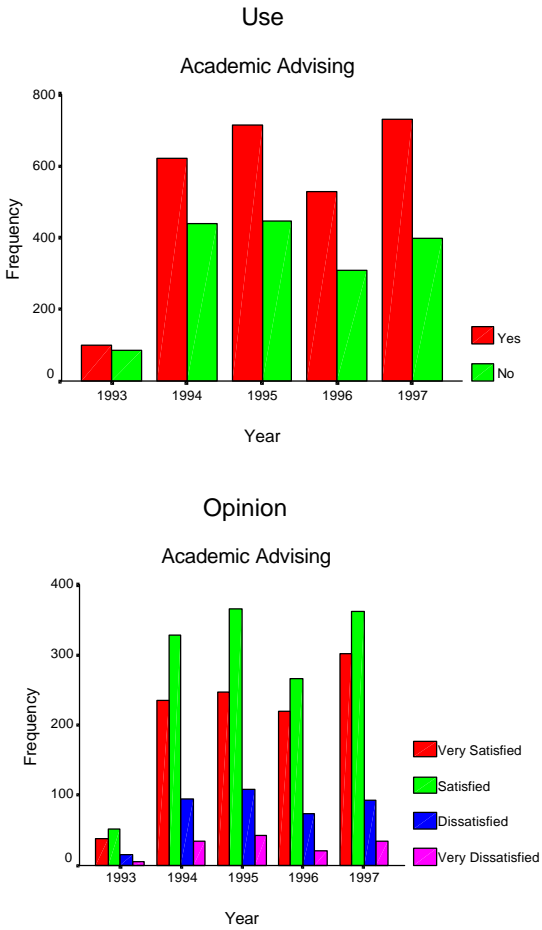


Figure 34. Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Academic Advising

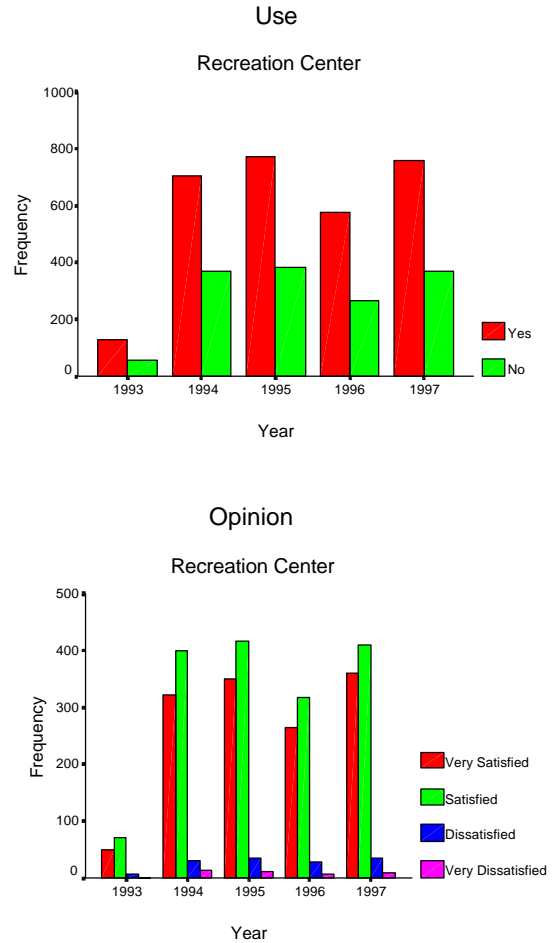
About a third more students each year reported using this service than not. Each year substantial majorities reported being either satisfied or very satisfied with this service. There were small numbers who reported dissatisfaction, but these numbers may be decreasing across the years.



**Figure 35.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Recreation Center

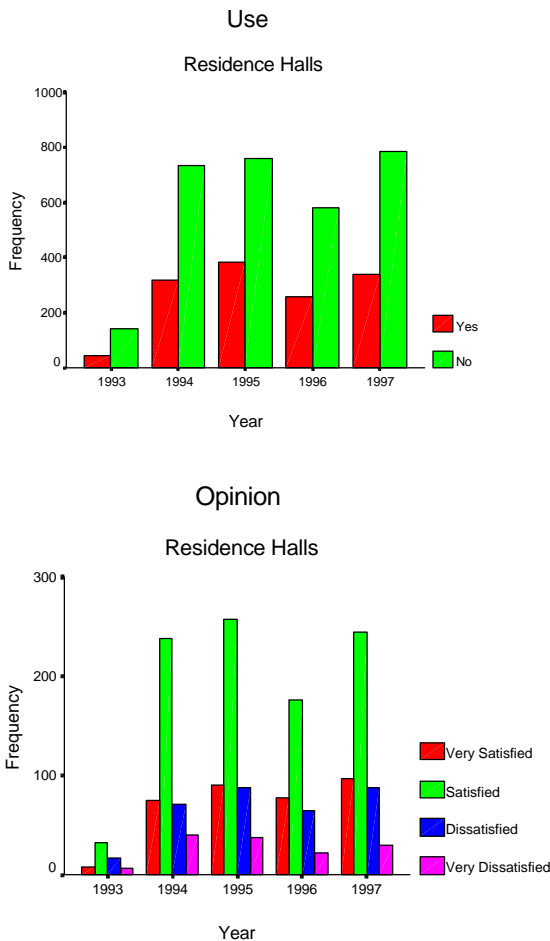
Students in each year about 2:1 reported using this service. Clear majorities in each year were satisfied or very satisfied with it.



**Figure 36.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

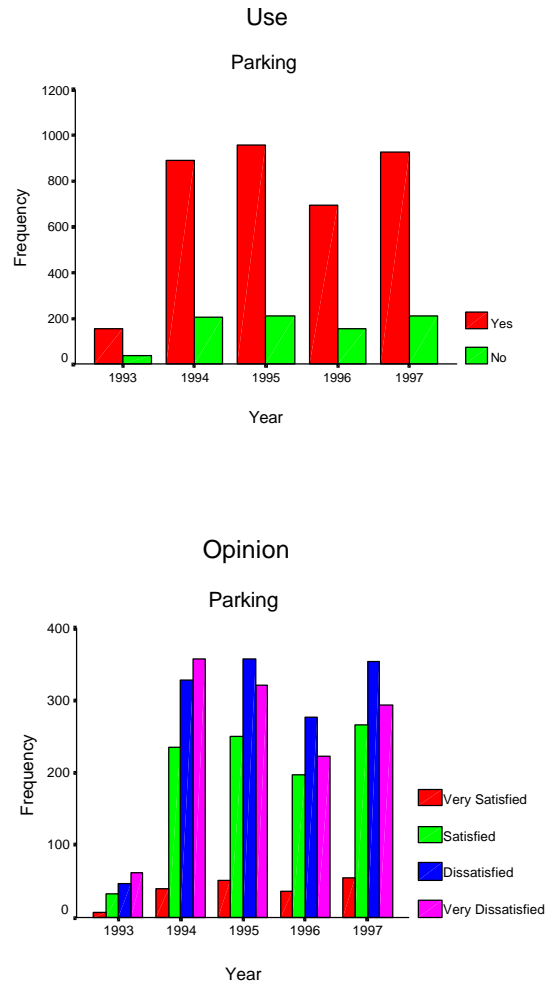
### Residence Halls

Majorities of students in each year reported not using this service. For those who did, however, a substantial majority each year reported satisfaction. Those reporting being very satisfied were offset in each year by those who reported dissatisfaction. (Note the small scale on the ordinate.)



**Figure 37.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

2 years and the second most frequent response in 3 others). However, it should also be noted that almost as frequent numbers of students reported being satisfied in most years. Also there is a possible decreasing trend in the frequency of reporting being very dissatisfied from 1994 to 1996.



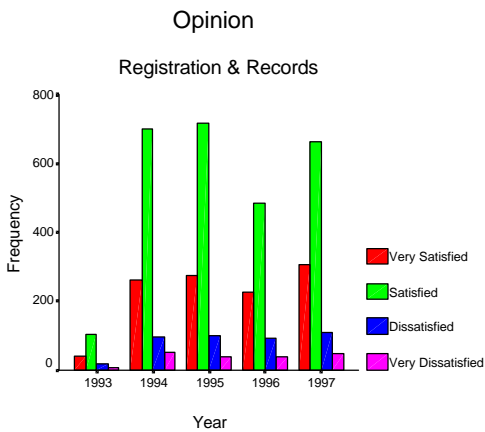
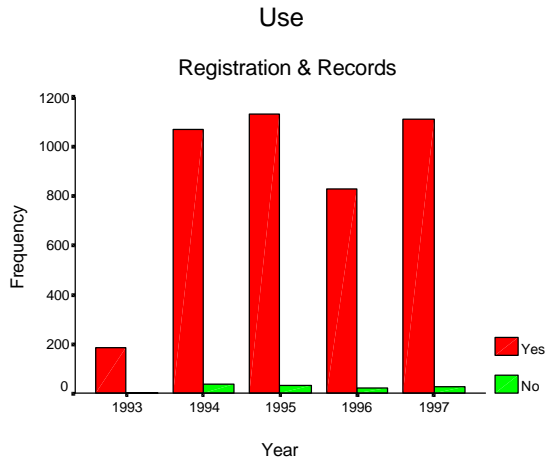
**Figure 38.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Parking

Substantial majorities of students in each year reported using this service. Most students reported being dissatisfied (a plurality in 3 of the 5 years) or being very dissatisfied ( a plurality in

### Registration and Records

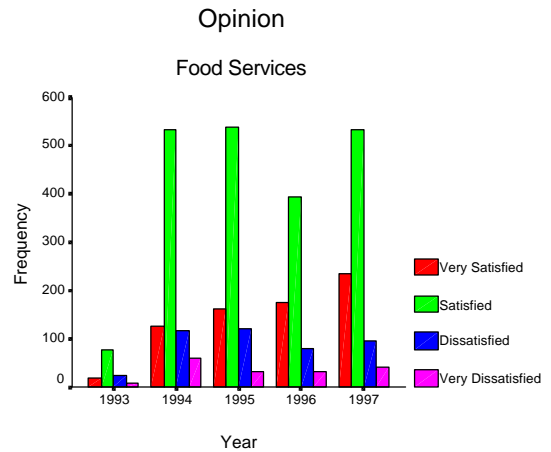
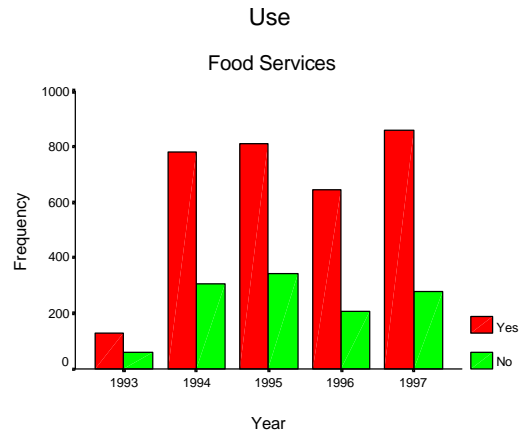
Large majorities of respondents report using this service each year. And large majorities report being satisfied with it. While much less frequent, substantial numbers of respondents report each year being very satisfied with this service while smaller frequencies report dissatisfaction.



**Figure 39.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Food Services

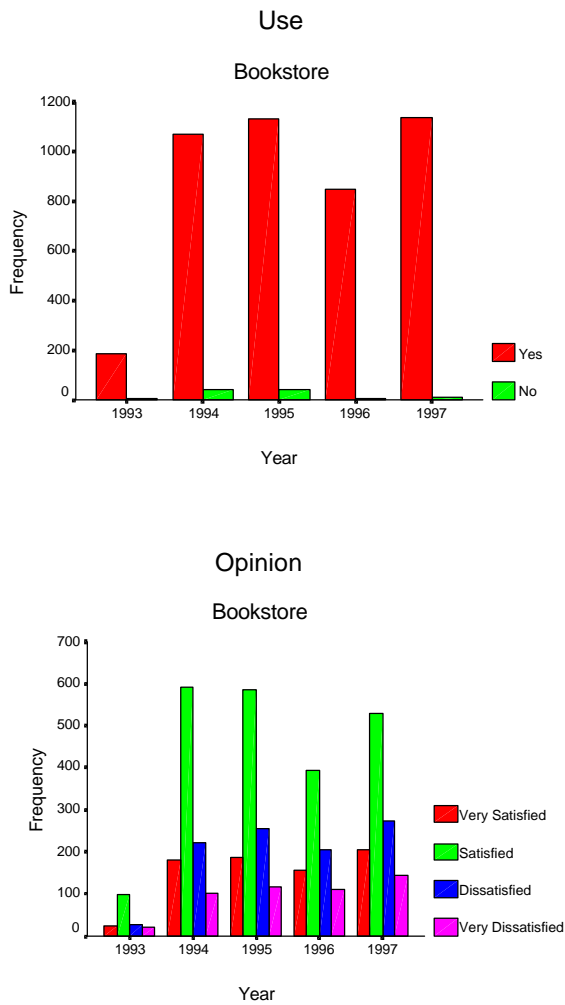
Students annually report using this service by about 3:1. And a substantial majority in each year reports being satisfied with it. Many fewer students report being very satisfied with this service and these numbers are offset in a couple years by similar numbers of students who report dissatisfaction.



**Figure 40.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

**Bookstore**

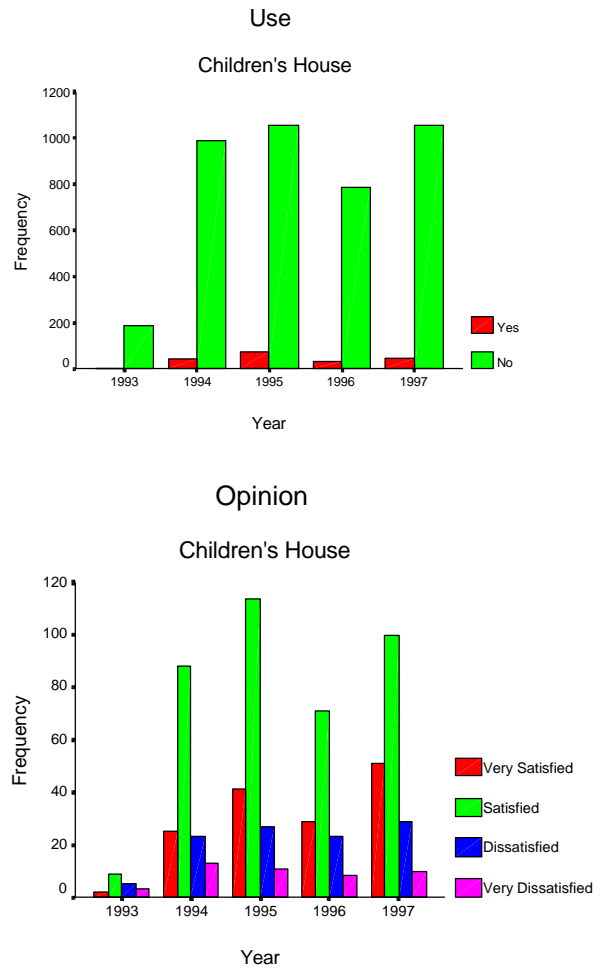
Almost all students in the sample each report using the bookstore. And substantial majorities in each year report being satisfied with it. Much smaller numbers report being very satisfied. These numbers are exceeded by those who indicate being dissatisfied with the bookstore. Moreover, a slight trend toward more dissatisfactions and less satisfactions may be noted across the last four years.



**Figure 41.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

**Children's House**

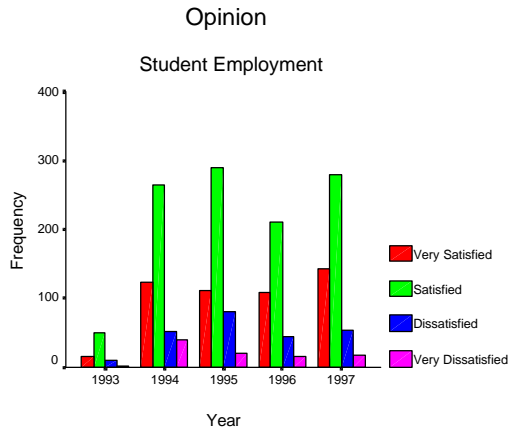
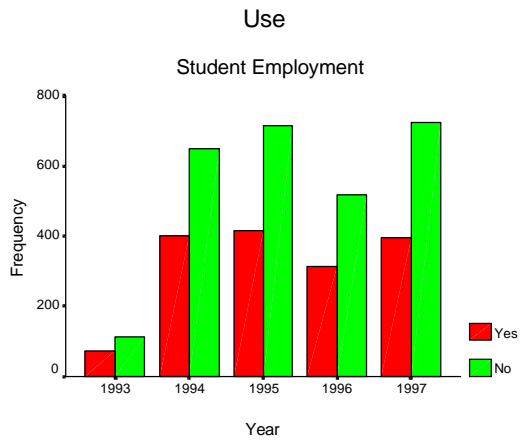
Almost no students in the survey report using this service. Therefore, note the small scale of the ordinate in the opinion panel wherein most users report being satisfied with it. However, in several years, reports of being very satisfied with this service are at least partially offset by reports of dissatisfaction. Again note the small numbers here.



**Figure 42.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Student Employment

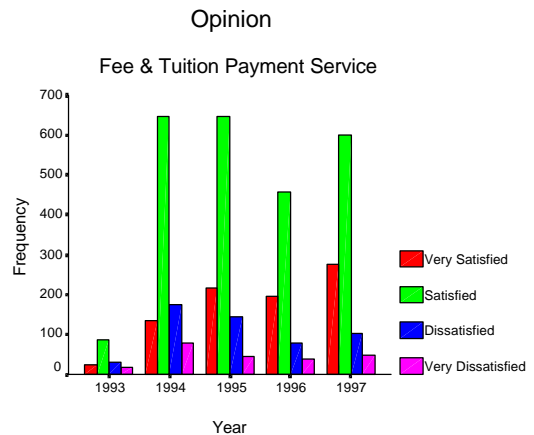
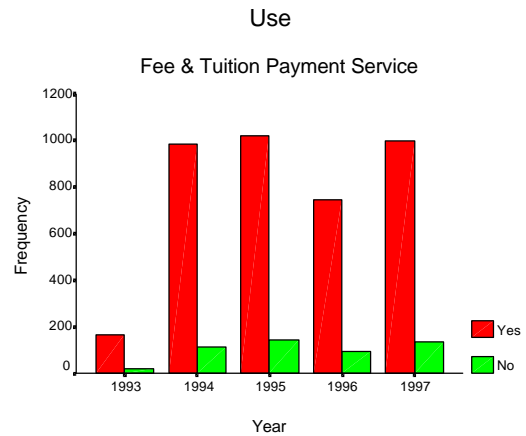
About 2 out of 3 respondents reported not using this service. For those who did, clear majorities in each year reported satisfaction with it, followed by those who were very satisfied. Potential decreases in the few reporting dissatisfaction can be noted.



**Figure 43.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Fee and Tuition Payment Service

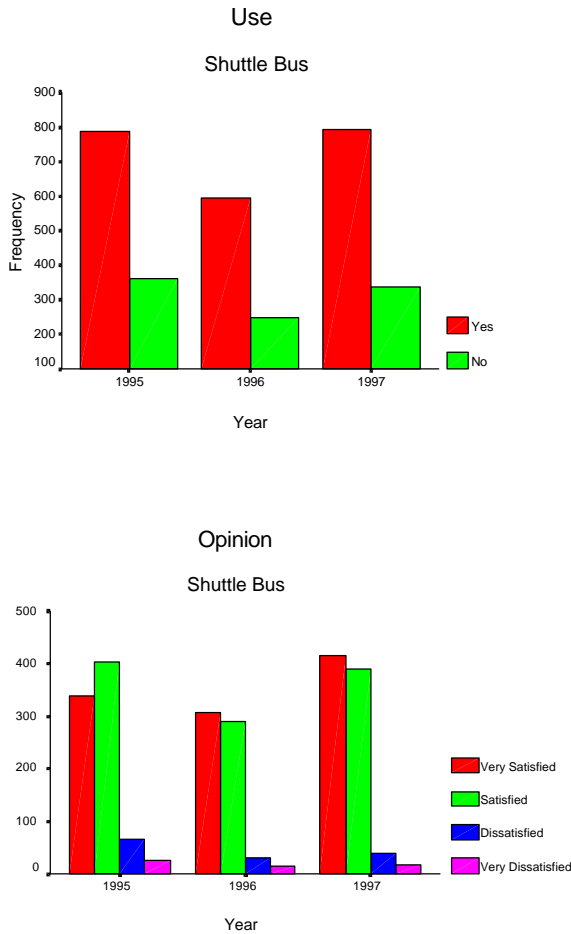
Almost all respondents in each year report using this service. Overwhelming majorities in each year report being satisfied with it. Many fewer report being very satisfied. While about equivalent numbers report being dissatisfied in 1994-95, those numbers may be decreasing from that point.



**Figure 44.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### Shuttle Bus

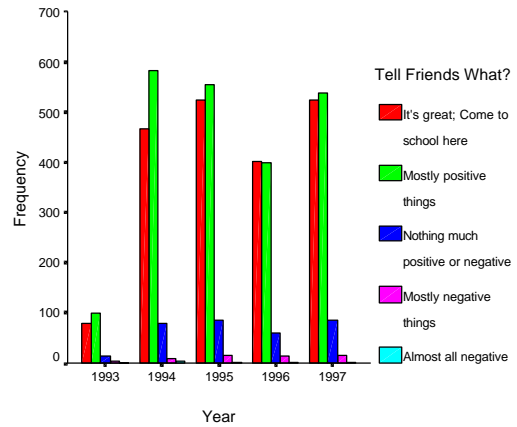
By more than 2:1 respondents in each year report using this service since its inception in 1995. Moreover, substantial majorities report being satisfied or very satisfied with it. The small numbers who report dissatisfaction may be decreasing across the years.



**Figure 45.** Reported use by respondents of this service (top panel) and levels of satisfaction with the service (bottom panel).

### WHAT WOULD YOU TELL YOUR FRIENDS ABOUT UTAH STATE UNIVERSITY

This catchall question contained 5 categories of response. The top two—"It's great; Come to school here" and "Mostly positive things" account for the overwhelming majority of responses in each year. Very few students answered either of the negative responses and while perhaps one in 10 answered neutrally.



**Figure 46.** Frequencies of reply to the question, "What would you tell your friends about USU?"