

Office of Analysis, Assessment & Accreditation

**REGIONAL CAMPUSES AND DISTANCE EDUCATION REPORT
GRADUATING STUDENT SURVEY 2005 TO 2009**

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Regional Campuses and Distance Education Report Graduating Student Survey 2005 to 2009

EXECUTIVE SUMMARY

Each year the office of Analysis, Assessment, and Accreditation conducts a survey of graduating baccalaureate students to determine attitudes and perceptions regarding their experiences at Utah State University. The survey includes questions on: advising, faculty/departmental experiences, general education, libraries/technology, campus climate, future plans, use and evaluation of other services and activities, overall USU experiences, and student demographics.

The survey is distributed as part of the graduation application packet. Students are asked to complete it as part of the requirement for graduation. Surveys are collected from the end of May of each year to the beginning of May the following year. The results reported here are based on a tabulation of the responses by Regional Campus and Distance Education students on the Graduating Student Survey from 2005 through 2009. In the narrative portion of this report data are presented in percentage ranges, from low percentage to high percentage over the five year period. Only those students receiving bachelor's degrees are included in the data analysis.

The data should not be extrapolated too broadly because the Graduating Student Survey as written is not as relevant to Regional Campus and Distance Education students as it could be. There is a need to create a new Graduating Student Survey for Regional Campus and Distance Education students that takes into account the unique set of resources and services specifically available to them. Throughout this report suggestions will be made with regard to new questions or sections needed for a new survey.

The modal age category was 21 – 25 years of age, but over the five year period 24% to 50% of the respondents were 31 years of age or older. There were more female respondents each year than male respondents. Four percent to 11% of the respondents were minority students. Over the five year period, 65% to 73% of the respondents were married. Among the important findings of the survey are the following (percentages shown include the range of responses combining Satisfied plus Very Satisfied or Dissatisfied plus Very Dissatisfied over the five year period):

Overall Perceptions of USU

- 89% to 95% of the respondents, over the five year period, said they were satisfied with the education they received at USU, 2% to 3% were dissatisfied.
- 81% to 90% of respondents said if they had to make the decision again, they would still come to USU, 4% to 8% said they would not still come to USU.
- 69% to 79% of respondents said that the tuition they paid at USU was a worthwhile investment, 3% to 9% said it was not.

General Education

- 53% to 62% of respondents said General Education was a useful part of their university experience, 6% to 18% said it was not.
- 10% to 27% of respondents had difficulty scheduling general education courses, 54% to 70% did not.
- 41% to 66% of respondents said that general education courses were well taught, 8% to 11% said general education courses were not well taught.

Faculty/Department Experiences

- 76% to 89% of respondents were satisfied with the quality of teaching in their department, 2% to 6% were dissatisfied.
- 78% to 89% of respondents were satisfied with their department, 1% to 6% were dissatisfied.

- 73% to 85% of respondents said faculty were usually available after class or during office hours, 2% to 7% said faculty were not available.

Libraries/Technology

- 49% to 66% of respondents said USU libraries had the books, journals, and materials they needed, 3% to 13% disagreed.
- 50% to 60% of respondents indicated library staff was available and helpful, 3% to 12% disagreed.
- 72% to 80% of respondents said their teachers used classroom technology effectively in the classroom, 2% to 7% disagreed.

Campus Climate

- 74% to 84% of respondents said they felt safe on the USU campus, 1% to 2% did not feel safe.
- 11% to 16% of respondents said USU does not provide enough activities for students, 33% to 40% disagreed.
- 66% to 73% of respondents said faculty care about students, 2% to 5% disagreed.

Future Plans

- 11% of respondents planned to continue their educations, of those, 90% will be seeking a master's degree.
- 47% will be employed only.
- 35% will be employed and continuing school.
- 6% plan on staying at home with their children.

TABLE OF CONTENTS

	PAGE
SURVEY OBJECTIVES.....	7
SURVEY ADMINISTRATION.....	7
RESPONDENT CHARACTERISTICS.....	9
FINDINGS: SOURCES OF FINANCIAL AID.....	12
FINDINGS: ADVISING.....	14
FINDINGS: FACULTY/DEPARTMENT EXPERIENCES.....	17
FINDINGS: GENERAL EDUCATION/UNIVERSITY STUDIES.....	20
FINDINGS: LIBRARIES/TECHNOLOGY.....	23
FINDINGS: CAMPUS CLIMATE.....	26
FINDINGS: FUTURE PLANS.....	28
FINDINGS: USE AND EVALUATION OF OTHER SERVICES AND ACTIVITIES.....	31
EXPERIENTIAL LEARNING PROGRAMS.....	31
HELP WITH CLASSES.....	31
TECHNOLOGY.....	31
PLACEMENT SERVICES.....	32
ACADEMIC SUPPORT SERVICES.....	32
FINDINGS: OVERALL USU EXPERIENCES.....	41
APPENDIX A: SURVEY INSTRUMENT.....	A-1

REGIONAL CAMPUSES AND DISTANCE EDUCATION REPORT GRADUATING STUDENT SURVEY 2005 TO 2009

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SURVEY OBJECTIVES

Utah State University's assessment program surveys two groups of students on a regular basis; freshmen/sophomores and those applying for graduation. The Graduating Student Survey allows evaluation of how student opinion may have changed during the undergraduate years. The freshman/sophomore survey captures the perspective of students as they begin their university experience. Similar sets of questions appear on the on the two surveys to facilitate basic comparisons of student's experiences over time.

This report focuses on the responses of the Regional Campuses and Distance Education students on the 2005 to 2009 Graduating Student Surveys. The primary objectives were to assess the attitudes and opinions of the graduating students with respect to:

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

SURVEY ADMINISTRATION

Development of the Survey Instrument – The survey was revised in 2008-09. Questions were developed to expand the data base to include student's future plans. More information was needed regarding future employment, future educational goals, the relationship of the student's education to their employment, and the sector in which the employment would take place. The section on the "Evaluation of Other Services and Activities" was also revised, as well as updating some demographic questions. A copy of the 2009 survey appears in Appendix A.

The Graduating Student Survey as written is not as relevant to Regional Campus and Distance Education students as it could be. There is a need to create a new Graduating Student Survey for Regional Campus and Distance Education students that takes into account the unique set of resources and services specifically available to them. Throughout this report suggestions will be made with regard to new questions or sections needed for a new survey.

Sample Selection and Survey Administration – 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.

Data Analysis – Surveys were scanned and only students receiving bachelor's degrees were included in the data analysis. The number of respondents for each year appears at the beginning of Table 1. Tables in this report show Regional Campuses and Distance Education (RCDE) responses from the Graduating

Students Survey for the years 2005 to 2009. The reader should keep in mind that the number of respondents from RCDE is very small and caution should be taken in trying to extrapolate these data too broadly. The percentages in each table are based on the number of students responding to each question. In the narrative of this report, data are presented in percentage ranges, from low percentage to high percentage over the five year period.

RESPONDENT CHARACTERISTICS (See Table 1)

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

2005 – 90
2006 – 137
2007 – 129
2008 – 158
2009 – 116

Respondents modal age category is 21 – 25 years of age, but note that over the five year period 18% to 31% of the respondents were 26 – 30 years of age, and 24% to 50% were 31 years of age or older. There were more female respondents than male respondents in each of the five years. The percentage of minority students was fairly steady from 2006 to 2008 ranging from 4% to 5%, but in 2005 and 2009 there was a higher percentages of minority respondents (8% and 11%). Sixty-five percent to 73% of the respondents were married. A majority of respondents (58% to 68%) had one or more children. On a new RCDE Graduating Student Survey this question should probably be expanded to include a category for 5 or more children.

When asked how many semesters' students were enrolled at USU a plurality of respondents (31% to 44%) was enrolled from five to eight semesters. Note that from 14% to 28% of the respondents were enrolled more than twelve semesters. This is expected since many RCDE students are fitting their educations around work and raising families. For an RCDE survey this answer set might be expanded to include a category for 12 to 14 semesters, and 15 or more semesters to see if finer differentiation gets more finite results.

Students were asked, "Other than summers, what was the longest interruption in your USU education?" Fifty-three percent to 66% of the respondents had not interrupted their USU educations. The most frequent period of interruption reported by respondents was either less than a year (12% to 18%) or one to two years (9% to 19%). Note that 9% to 11% of the respondents interrupted their educations for five or more years. The most important reasons for interruptions were family responsibilities (8% to 14%) and job (1% to 10%). This would be expected since so many of the respondents were older, married, and had families.

TABLE 1. RESPONDENTS CHARACTERISTICS					
	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Number of Respondents each year	90	137	129	158	116
Gender					
Male	38.9%	34.3%	34.9%	34.2%	29.2%
Female	61.1%	65.7%	65.1%	65.8%	70.8%
Age					
18-20 years old	1.1%	0.0%	2.4%	0.7%	3.6%
21-25 years old	50.5%	35.7%	27.3%	25.3%	25.9%
26-30 years old	21.3%	18.2%	27.4%	23.3%	31.4%
31-40 years old	11.1%	21.1%	16.5%	26.7%	25.2%
41-50 years old	8.9%	20.3%	18.0%	19.4%	12.6%
51+ years old	4.4%	4.4%	8.5%	4.1%	1.8%
Minority Students	8.4%	3.9%	4.8%	4.9%	10.7%
Married	69.7%	67.2%	72.7%	64.9%	64.9%
How many children do you have?					
Zero	35.6%	33.8%	32.6%	39.5%	42.3%
1	18.4%	16.9%	14.0%	7.9%	13.5%
2	18.4%	16.9%	22.5%	14.5%	24.3%
3	16.1%	11.0%	11.6%	15.8%	9.0%
4 or more	11.5%	21.3%	19.4%	22.4%	10.8%
Semesters enrolled at USU.					
2 or less	0.0%	0.7%	0.0%	1.3%	2.7%
3-4	16.7%	11.6%	8.5%	18.7%	15.0%
5-6	23.3%	26.8%	20.2%	14.0%	26.5%
7-8	21.1%	14.5%	20.2%	16.7%	17.7%
9-10	16.7%	10.9%	20.2%	12.7%	15.9%
11-12	5.6%	10.9%	10.1%	8.7%	8.0%
More than 12	16.7%	24.6%	20.9%	28.0%	14.2%
Other than summers, what was the longest interruption in your education?					
No interruption	53.3%	53.7%	58.1%	53.0%	66.1%
Less than year	12.2%	18.4%	14.0%	13.9%	11.6%
1-2 years	18.9%	14.0%	13.2%	15.2%	8.9%
3-4 years	5.6%	3.7%	3.9%	8.6%	5.4%
5 or more years	10.0%	10.3%	10.9%	9.3%	8.0%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
What was the most important reason for the longest interruption?					
Finances	4.5%	3.0%	8.7%	4.8%	5.6%
Illness/stress	2.2%	5.3%	3.2%	1%	3.7%
Job	10.1%	9.0%	6.3%	6%	0.9%
Lack of interest in school	0.0%	3.0%	1.6%	2.7%	3.7%
Marriage	4.5%	0.8%	0.8%	4.8%	3.7%
Family responsibilities	11.2%	9.8%	7.9%	14.3%	12.1%
Church service	6.7%	4.5%	5.6%	5.4%	2.8%
Attend another university	2.2%	3.8%	3.2%	0.7%	0.9%
Military service					0.0%
Other	4.5%	9.8%	7.9%	8.8%	3.7%
No interruption	53.9%	51.1%	54.8%	51.0%	62.6%

FINDINGS: SOURCES OF FINANCIAL AID (See Table 2)

Students were asked to indicate the percent of their financial support for school (tuition, books, housing, food, etc.) that came from each of the following sources: parents or other relative, spouse, personal savings, employment, scholarship, loans, grants, and other. The largest percent of respondent's total financial support came from public or donated funds in the form of scholarships, loans, or grants (43% to 54%). After that, respondents relied on employment (15% to 19%).

Forty-four percent to 60% of the respondents worked full-time. Only 4% to 10% of the respondents did not work at all.

TABLE 2. SOURCES OF FINANCIAL AID

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Sources of Financial Aid					
Parents or other relative	10%	10%	19%	9%	13%
Spouse	6%	5%	3%	9%	8%
Personal Savings	11%	10%	11%	11%	17%
Employment	19%	15%	15%	16%	15%
Scholarship	12%	12%	18%	10%	11%
Loans	17%	20%	16%	19%	20%
Grants	17%	22%	16%	16%	12%
Other	4%	6%	2%	10%	3%
	This is a means report.				
On average, how much do you work while taking courses at USU?					
Not at all	10.2%	4.4%	7.0%	6.8%	8.8%
One-fourth time	12.5%	11.0%	10.9%	8.8%	9.7%
One-half time	15.9%	14.0%	25.6%	12.9%	14.2%
Three-fourths time	15.9%	19.1%	12.4%	16.3%	7.1%
Full-time	45.5%	51.5%	44.2%	55.1%	60.2%

FINDINGS: ADVISING (See Table 3)

The survey included several questions about academic advising at USU. It should be noted that respondents could mark "Not Applicable" on items asking for ratings. Responses for respondents marking "Not Applicable" are not included in order to reflect ratings of only those who had some or all of these experiences at USU.

When students were asked about the most important sources of information used for their academic planning, 41% to 58% of the respondents chose their advisor. Twenty-seven percent to 40% of the respondents used the major requirement sheets. Forty-five percent to 58% of the respondents met with their advisor once a semester in the last school year. Note that 16% to 23% of the respondents never met with their advisor in the last school year. The most frequently mentioned reasons for not meeting with advisors were: communicated with my advisor by email or telephone (38% to 66%), or got the needed information from other sources (9% to 25%). This would be expected if their advisor was not at their location.

A large majority of respondents (73% to 84%) agreed or strongly agreed that their advisor gave them good advice, while 4% to 10% of the respondents disagreed or strongly disagreed; the remainder of the respondents were neutral. When asked if their advisors cared about them as an individual, a majority of respondents (67% to 73%) agreed or strongly agreed. Three percent to 11% of the respondents disagreed or strongly disagreed with this statement. Forty-seven percent to 60% of the respondents disagreed or strongly disagreed that they had difficulty getting an appointment with an advisor, while 20% to 30% did not.

A majority of respondents (71% to 82%) agreed or strongly agreed that they were satisfied with their advisor. Six percent to 12% of the respondents disagreed or strongly disagreed. When asked if "Overall I am satisfied with the advising system at USU", a majority of respondents (66% to 70%) agreed or strongly agreed. Ten percent to 17% of the respondents disagreed or strongly disagreed that they were satisfied with the advising system at USU.

When taken together, these questions on advising suggest that students are fairly satisfied with advising at USU, but the lack of overwhelming agreement as indicated by the neutral responses show that there is probably room for improvement. When writing an RCDE Graduating Student Survey more clarification is needed to determine who and where student's advisors are.

TABLE 3. ADVISING

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Most important source of information used for academic planning.					
Advisor	44.8%	41.2%	48.4%	55.7%	58.0%
Catalog	4.6%	2.9%	3.1%	2.0%	5.4%
Other students	4.6%	3.7%	4.7%	4.0%	7.1%
Faculty, not advisor	10.3%	5.9%	3.1%	2.0%	1.8%
Major requirement sheets	29.9%	40.4%	34.4%	29.5%	26.8%
CAAP Advising Program			0.0%	0.7%	0.0%
Other	5.7%	5.9%	6.3%	6.0%	0.9%
Met with advisor how often in the past school year.					
Once a week	0.0%	1.5%	0.0%	0.7%	0.0%
Once a month	11.2%	8.9%	13.3%	15.3%	11.6%
Once a semester	58.4%	51.1%	46.9%	46.7%	44.6%
Once a year	11.2%	19.3%	24.2%	17.3%	20.5%
Never	19.1%	19.3%	15.6%	20.0%	23.2%
Reasons for not meeting with advisor					
Did not know who my advisor was	2.3%	7.7%	3.1%	3.9%	6.2%
Advisor was not helpful	2.3%	3.1%	4.7%	0.7%	1.8%
Advisor was not available	4.5%	3.1%	6.2%	3.3%	0.9%
Got information from other source	25.0%	15.4%	14.0%	9.2%	16.8%
Communicated with advisor by email or telephone	65.9%	70.8%	38.8%	37.5%	44.2%
My USU advisors gave me good advice.					
Strongly agree	35.2%	36.7%	39.7%	44.0%	42.2%
Agree	39.8%	39.1%	38.9%	32.0%	41.3%
Neutral	20.5%	13.3%	11.1%	18.7%	12.8%
Disagree	2.3%	6.3%	7.1%	3.3%	1.8%
Strongly disagree	2.3%	4.7%	3.2%	2.0%	1.8%
My advisors cared about me as an individual.					
Strongly agree	35.2%	35.9%	39.5%	33.1%	36.4%
Agree	31.8%	34.4%	29.8%	37.1%	35.5%
Neutral	29.5%	18.8%	21.8%	19.2%	24.3%
Disagree	2.3%	3.9%	4.8%	6.6%	1.9%
Strongly disagree	1.1%	7.0%	4.0%	4.0%	1.9%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
I often had difficulty getting an appointment with an advisor.					
Strongly agree	2.7%	7.8%	14.3%	7.0%	8.6%
Agree	16.8%	12.6%	14.3%	14.1%	14.0%
Neutral	27.0%	22.3%	24.8%	21.1%	17.2%
Disagree	24.3%	24.3%	10.5%	21.9%	29.0%
Strongly disagree	29.7%	33.0%	36.2%	35.9%	31.2%
I am satisfied with my advisor.					
Strongly agree	38.6%	35.7%	41.6%	38.3%	45.4%
Agree	37.5%	34.9%	32.8%	34.9%	36.1%
Neutral	15.9%	17.1%	16.0%	19.5%	13.0%
Disagree	4.5%	5.4%	6.4%	4.0%	3.7%
Strongly disagree	3.4%	7.0%	3.2%	3.4%	1.9%
Overall, I am satisfied with the advising system at USU.					
Strongly agree	30.6%	29.0%	30.4%	32.9%	35.2%
Agree	36.5%	36.6%	39.2%	36.9%	35.2%
Neutral	23.5%	17.6%	18.4%	18.8%	18.5%
Disagree	7.1%	6.1%	6.4%	6.7%	8.3%
Strongly disagree	2.4%	10.7%	5.6%	4.7%	2.8%
NOTE: Percentages are based on the number of students responding to each question.					

FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4)

Several questions in the survey were included to determine how students perceived their faculty and department interactions. Responses by students marking "Not Applicable" were removed.

When responding to the statement "I am satisfied with the quality of teaching in my department", a majority of respondents (76% to 89%) agreed or strongly agreed, while 2% to 6% disagreed or strongly disagreed. When students were asked to rate if they were treated fairly by their department, a large majority of respondents (83% to 90%) agreed or strongly agreed they were treated fairly. A very low percentage of respondents (1% to 5%) disagreed or strongly disagreed.

When rating the availability of faculty after class and during office hours, the majority respondents (73% to 85%) agreed or strongly agreed they were available, while 2% to 7% disagreed or strongly disagreed. In order to better understand this response it would be useful to know where the professors were located. An RCDE survey could include a demographic question asking students to indicate the teaching method of the majority of their courses (e.g. online, in person, broadcast, etc.).

When asked if the requirements for their majors were clear and reasonable, a majority of respondents (66% to 82%) agreed or strongly agreed. Seven percent to 14% of the respondents disagreed or strongly disagreed with this statement.

A majority of respondents (56% to 66%) indicated that there was at least one faculty member that they considered a friend. However, 13% to 20% of the respondents did not have faculty that they considered a friend. When responding to the statement, "Overall I am satisfied with my department; a large majority of respondents (78% to 89%) agreed or strongly agreed. Only 1% to 6% of the respondents disagreed or strongly disagreed with this statement.

TABLE 4. FACULTY/DEPARTMENT EXPERIENCES					
	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
I am satisfied with the quality of teaching in my department.					
Strongly agree	28.1%	37.0%	35.4%	41.7%	31.9%
Agree	48.3%	46.7%	48.8%	47.7%	49.6%
Neutral	18.0%	11.1%	12.6%	8.6%	12.4%
Disagree	5.6%	5.2%	2.4%	1.3%	0.9%
Strongly disagree	0.0%		0.8%	0.7%	5.3%
I was treated fairly by my department.					
Strongly agree	30.7%	43.3%	39.1%	43.0%	46.4%
Agree	52.3%	42.5%	50.8%	46.3%	43.8%
Neutral	12.5%	9.0%	7.8%	8.1%	8.9%
Disagree	3.4%	2.2%	1.6%	2.7%	0.9%
Strongly disagree	1.1%	3.0%	0.8%	0.0%	0.0%
Faculty were usually available after class and during office hours.					
Strongly agree	31.8%	36.4%	31.3%	40.4%	43.6%
Agree	41.2%	43.8%	41.7%	41.2%	41.6%
Neutral	20.0%	15.7%	20.9%	15.4%	12.9%
Disagree	4.7%	2.5%	5.2%	1.5%	2.0%
Strongly disagree	2.4%	1.7%	0.9%	1.5%	0.0%
Requirements for my major were clear and reasonable.					
Strongly agree	29.5%	30.8%	35.7%	40.4%	36.6%
Agree	36.4%	46.6%	42.9%	41.7%	45.5%
Neutral	20.5%	12.0%	13.5%	11.3%	9.8%
Disagree	9.1%	8.3%	6.3%	4.0%	6.3%
Strongly disagree	4.5%	2.3%	1.6%	2.6%	1.8%
There is at least one faculty member that I consider a friend.					
Strongly agree	31.8%	31.4%	32.5%	29.3%	30.7%
Agree	34.1%	32.2%	33.3%	27.1%	34.7%
Neutral	21.6%	23.1%	21.7%	23.6%	17.8%
Disagree	9.1%	7.4%	9.2%	13.6%	10.9%
Strongly disagree	3.4%	5.8%	3.3%	6.4%	5.9%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Overall, I am satisfied with my department.					
Strongly agree	32.6%	40.3%	35.4%	43.7%	37.8%
Agree	45.3%	43.3%	52.0%	45.7%	47.7%
Neutral	18.6%	10.4%	10.2%	9.3%	10.8%
Disagree	3.5%	5.2%	0.0%	0.7%	2.7%
Strongly disagree	0.0%	0.7%	2.4%	0.7%	0.9%
NOTE: Percentages are based on the number of students responding to each question.					

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

General Education courses are designed to enhance students' skills in communication, mathematics, and computer literacy; they are also designed to give them the needed background in the humanities and in the social, life, and physical sciences. With this in mind students were asked to respond to the statement, "General Education was a useful part of my university experience." A majority of respondents (53% to 62%) agreed or strongly agreed, while 6% to 18% disagreed or strongly disagreed. When asked if "General Education courses were well taught, 41% to 66% agreed or strongly agreed, and 8% to 11% disagreed or strongly disagreed.

When asked, "I had difficulty scheduling General Education courses, a majority respondents (54% to 70% disagreed or strongly disagreed, while 10% to 27% agreed or strongly agreed they had difficulty scheduling courses. Students were also asked if "General Education requirements were confusing", 12% to 21% agreed or strongly agreed, while 48% to 68% disagreed or strongly disagreed.

Students were asked to evaluate their writing and computer skills; a majority of respondents (70% to 75% agreed or strongly agreed that they had good writing skills. Seventy-eight percent to 86% of the respondents said they had good computer skills. When asked if they had the skills that they needed in mathematics, a majority of respondents (71% to 80%) agreed or strongly agreed.

TABLE 5. GENERAL EDUCATION/UNIVERSITY STUDIES

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
I had difficulty scheduling general education courses.					
Strongly agree	11.8%	3.7%	3.7%	5.9%	7.6%
Agree	14.7%	6.5%	15.9%	16.1%	7.6%
Neutral	19.1%	20.4%	24.3%	14.4%	15.2%
Disagree	23.5%	38.0%	29.9%	35.6%	39.2%
Strongly disagree	30.9%	31.5%	26.2%	28.0%	30.4%
General Education requirements were confusing.					
Strongly agree	9.9%	7.5%	7.2%	5.2%	7.7%
Agree	16.9%	11.3%	13.5%	13.8%	6.4%
Neutral	25.4%	20.8%	22.5%	21.6%	17.9%
Disagree	22.5%	29.2%	24.3%	34.5%	42.3%
Strongly disagree	25.4%	31.1%	32.4%	25.0%	25.6%
General Education courses were well taught.					
Strongly agree	11.6%	17.4%	12.4%	16.7%	17.1%
Agree	39.1%	37.6%	42.5%	49.2%	46.3%
Neutral	40.6%	35.8%	26.3%	25.8%	25.6%
Disagree	5.8%	7.3%	7.1%	7.5%	7.3%
Strongly disagree	2.9%	1.8%	1.8%	0.8%	3.7%
I am a good writer.					
Strongly agree	14.0%	28.0%	22.7%	13.8%	22.1%
Agree	59.3%	42.4%	52.3%	60.7%	51.9%
Neutral	19.8%	22.0%	21.9%	19.3%	25.0%
Disagree	3.5%	6.1%	3.1%	3.4%	1.0%
Strongly disagree	3.5%	1.5%	0.0%	2.8%	0.0%
I have good computer skills.					
Strongly agree	27.6%	28.0%	24.2%	24.7%	26.0%
Agree	50.6%	56.1%	56.3%	61.6%	57.7%
Neutral	16.1%	14.4%	16.4%	11.0%	13.5%
Disagree	4.6%	1.5%	2.3%	2.7%	2.9%
Strongly disagree	1.1%	0.0%	0.8%	0.0%	0.0%
I have the skills that I need in mathematics.					
Strongly agree	20.7%	24.4%	18.0%	17.1%	23.1%
Agree	50.6%	49.6%	61.7%	60.3%	56.7%
Neutral	20.7%	22.9%	14.1%	17.1%	11.5%
Disagree	4.6%	2.3%	5.5%	3.4%	6.7%
Strongly disagree	3.4%	0.8%	0.8%	2.1%	1.9%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
General Education was a useful part of my university experience.					
Strongly agree	19.0%	14.3%	17.1%	12.7%	15.9%
Agree	38.0%	47.1%	45.3%	47.6%	37.5%
Neutral	31.6%	32.8%	27.4%	27.0%	28.4%
Disagree	7.6%	3.4%	8.5%	8.7%	6.8%
Strongly disagree	3.8%	2.5%	1.7%	4.0%	11.4%
NOTE: Percentages are based on the number of students responding to each question.					

FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)

The Libraries/Technology questions were related to students' experiences with library materials, staff, online courses, and classroom technology.

When asked if USU libraries had the books, journals, and materials needed, 49% to 66% of the respondents agreed or strongly agreed. Three percent to 13% disagreed or strongly disagreed.

When asked if it was difficult to locate materials in USU's libraries, 17% to 31% of the respondents agreed or strongly agreed, while 31% to 40% disagreed or strongly disagreed. To better understand these responses, an RCDE survey should clarify what library and its materials are being used. Only one RCDE campus has a small library of their own, while many RCDE students use interlibrary loan or online library resources.

A majority of respondents (50% to 60%) agreed or strongly agreed that library staff was available and helpful, while 3% to 12% disagreed or strongly disagreed. An RCDE survey should have questions that will clarify with whom and where RCDE students have library access and help.

Students were asked if USU should offer more online courses. As one might expect, a majority of the respondents (55% to 68%) agreed or strongly agreed that there should be more online courses, while 5% to 10% disagreed or strongly disagreed. A majority of respondents (72% to 80%) agreed or strongly agreed that their teachers used technology effectively in the classroom, while 2% to 7% said they did not.

When considering technology, this section of an RCDE survey should probably be expanded to include the effectiveness of the different kinds of course delivery systems. It should try to determine if students were given enough training to use the delivery systems effectively. There is also a need to determine the impact of any technological problems to see if broadcast classes, etc. ran smoothly with minimal interruptions.

TABLE 6. LIBRARIES/TECHNOLOGY

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
USU libraries had the books, journals, materials I need.					
Strongly agree	17.5%	14.3%	23.6%	17.0%	18.8%
Agree	45.6%	35.1%	42.7%	37.2%	42.2%
Neutral	28.1%	42.9%	27.0%	33.0%	35.9%
Disagree	1.8%	5.2%	4.5%	9.6%	3.1%
Strongly disagree	7.0%	2.6%	2.2%	3.2%	0.0%
It is difficult to locate materials in USU's libraries.					
Strongly agree	3.8%	4.5%	10.6%	5.6%	8.5%
Agree	13.5%	16.4%	20.0%	15.7%	22.0%
Neutral	42.3%	44.8%	32.9%	38.2%	39.0%
Disagree	28.8%	23.9%	20.0%	21.3%	16.9%
Strongly disagree	11.5%	10.4%	16.5%	19.1%	13.6%
USU library staff were available and helpful.					
Strongly agree	13.7%	14.5%	18.3%	15.2%	24.6%
Agree	41.2%	35.5%	33.8%	44.3%	33.3%
Neutral	33.3%	46.8%	38.0%	29.1%	38.6%
Disagree	5.9%	1.6%	7.0%	10.1%	3.5%
Strongly disagree	5.9%	1.6%	2.8%	1.3%	0.0%
USU should offer more online courses.					
Strongly agree	31.3%	37.0%	27.4%	30.2%	28.4%
Agree	28.9%	31.1%	33.6%	34.5%	26.5%
Neutral	30.1%	26.1%	34.5%	28.1%	39.2%
Disagree	6.0%	5.0%	2.7%	5.8%	2.9%
Strongly disagree	3.6%	0.8%	1.8%	1.4%	3.9%
My teachers used technology effectively in the classroom.					
Strongly agree	24.1%	25.0%	22.0%	25.9%	29.7%
Agree	51.8%	51.6%	50.0%	51.9%	50.5%
Neutral	16.9%	20.3%	22.9%	20.0%	17.8%
Disagree	4.8%	2.3%	3.4%	1.5%	1.0%
Strongly disagree	2.4%	0.8%	1.7%	0.7%	1.0%
NOTE: Percentages are based on the number of students responding to each question.					

FINDINGS: CAMPUS CLIMATE (See Table 7)

These questions deal with student opinion regarding safety issues, tolerance of students and staff, diversity, and a sense of being cared about in their interactions at Utah State University.

A majority of respondents (74% to 84%) felt safe on the USU campus. Very few respondents disagreed or strongly disagreed (0% to 2%). Because regional campuses and centers are spread out in various parts of Utah it is uncertain which location respondents are referring to. An RCDE survey should include a demographic question asking which location RCDE students are taking their courses at.

When asked if professors are tolerant of different points of view, a majority of respondents (68% to 82%) indicated professors were tolerant of different points of view. Three percent to 9% said professors were not tolerant of different points of view. When asked if students are tolerant of different points of view, 62% to 75% of the respondents agreed or strongly agreed, while 3% to 9% disagreed or strongly disagreed.

Students were asked to respond to the statement "USU does not provide enough activities for its students". Eleven percent to 16% of the respondents agreed or strongly agreed, while 32% to 40% of the respondents disagreed or strongly disagreed. There are some activities at the regional campuses and limited opportunities for activities at smaller centers. These ratings would suggest that there might need to be more activities. It would be interesting to see if the respondents that do not have families are the ones agreeing with the statement. With a new RCDE survey this could be explored a little more.

When asked if students got to know students from other countries and of other races, 38% to 61% agreed or strongly agreed. Note that 5% to 28% of the respondents disagreed or strongly disagreed.

A majority of respondents (66% to 73%) agreed or strongly agreed that faculty at USU care about students. Only 2% to 5% disagreed or strongly disagreed. When asked if staff care about students, 64% to 70% agreed or strongly agreed, while only 2% to 8% disagreed or strongly disagreed. Overall, respondents saw USU as a safe, tolerant, and caring place to be.

TABLE 7. CAMPUS CLIMATE

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
I felt safe on the USU campus.					
Strongly agree	39.2%	36.9%	37.5%	38.7%	42.9%
Agree	43.1%	36.9%	38.9%	37.3%	41.4%
Neutral	15.7%	26.2%	23.6%	24.0%	14.3%
Disagree	0.0%	0.0%	0.0%	0.0%	1.4%
Strongly disagree	2.0%	0.0%	0.0%	0.0%	0.0%
Professors at USU are tolerant of different points of view.					
Strongly agree	20.0%	19.4%	23.8%	24.0%	27.7%
Agree	48.8%	48.5%	45.7%	51.2%	54.3%
Neutral	22.5%	26.2%	24.8%	22.3%	12.8%
Disagree	5.0%	2.9%	4.8%	2.5%	4.3%
Strongly disagree	3.8%	2.9%	1.0%	0.0%	1.1%
Students at USU are tolerant of different points of view.					
Strongly agree	22.1%	16.5%	22.4%	19.6%	23.9%
Agree	45.5%	53.6%	39.8%	49.1%	51.1%
Neutral	23.4%	26.8%	31.6%	28.6%	20.7%
Disagree	0.0%	3.1%	4.1%	2.7%	4.3%
Strongly disagree	9.1%	0.0%	2.0%	0.0%	0.0%
USU does not provide enough activities for its students.					
Strongly agree	6.1%	6.0%	0.0%	6.1%	4.6%
Agree	10.2%	7.5%	12.9%	6.1%	6.2%
Neutral	49.0%	53.7%	48.6%	48.8%	49.2%
Disagree	20.4%	20.9%	20.0%	22.0%	20.0%
Strongly disagree	14.3%	11.9%	18.6%	17.1%	20.0%
I got to know students from other countries and of other races.					
Strongly agree	19.6%	16.7%	27.4%	17.3%	12.7%
Agree	33.9%	21.2%	33.6%	24.7%	32.4%
Neutral	23.2%	36.4%	34.5%	32.1%	26.8%
Disagree	12.5%	19.7%	2.7%	11.1%	14.1%
Strongly disagree	10.7%	6.1%	1.8%	14.8%	14.1%
Faculty at USU care about students.					
Strongly agree	22.0%	20.2%	20.6%	24.8%	28.3%
Agree	46.3%	50.9%	49.5%	47.2%	44.4%
Neutral	28.0%	24.6%	25.2%	25.6%	24.2%
Disagree	1.2%	2.6%	2.8%	1.6%	2.0%
Strongly disagree	2.4%	1.8%	1.9%	0.8%	1.0%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Staff at USU care about students.					
Strongly agree	22.1%	22.9%	21.0%	23.6%	28.6%
Agree	41.6%	46.8%	44.8%	46.3%	43.9%
Neutral	28.6%	23.9%	26.7%	25.2%	25.5%
Disagree	3.9%	4.6%	3.8%	3.3%	1.0%
Strongly disagree	3.9%	1.8%	3.8%	1.6%	1.0%
NOTE: Percentages are based on the number of students responding to each question.					

FINDINGS: FUTURE PLANS (See Table 8)

This set of questions was included in the 2009 survey to get a better understanding of what USU graduates planned to do the year following their graduation. Although previous telephone employment surveys have been conducted a year or two after students graduated, it was only possible to survey a sample of the graduates and the survey was very time consuming for departments. Asking these questions as part of the Graduating Student Survey allows the researchers to capture information from students applying for graduation and determine what their plans are for the year following graduation.

Students were asked, "After you graduate from USU, what are your plans for the next year?" As the analysis of this grouping of questions progressed it became apparent that there was great overlap in respondent's answers to the questions in this section. That is, some respondents answered the other questions in this section without regard to how they answered the first question (e.g. If a student marked employment on the first question he/she might also have given answers to question two which dealt with continuing their education in the next year). So a more finite analysis was done by preparing pivot tables that included the variation of responses given on this section of questions. Thus, response categories were expanded for the first question of this section in accordance with the combination of answers received, as show in Table 8. Both frequency and percentage data are included in this table because there was such a difference in the number of students responding to each question.

Eleven percent of the respondents planned to continue their educations only. 35% of the respondents planned to work and continue their educations. A plurality of respondents (47%) planned only to work. Very few respondents (6%) planned to stay at home with their children the year following graduation. No respondents planned on volunteer service or military service only. Only one respondent planned on military service plus additional education.

Students were asked, "If you are continuing your education during the next year will it be full-time or part-time?" A majority of respondents (52%) were going to attend school full-time. When asked what degrees they were seeking, an overwhelming majority of respondents (90%) would be seeking master's degrees. No respondents indicated they would be seeking doctoral degrees. Very few respondents (8%) planned on seeking professional degrees or second bachelor's degrees.

Students were then asked, "If you have job, will it be full-time or part-time?" A majority of respondent (88%) said they will be working full-time. A majority of respondents (60%) indicated that their job was related to their degree. When asked what sector they will be working in, 38% said education and 38% said business/industry. A small percentage of respondents (15%) said they would be working for a government agency. When asked if their job was located in Utah, a majority of the respondents (85%) indicated that it was. A majority of respondents (67%) were not looking for a full-time job.

TABLE 8. FUTURE PLANS				
			RCDE	RCDE
			2009	2009
			f	%
After you graduate what are your plans for the next year?				
Additional education only			12	10.9%
Employment only			52	47.3%
Employment plus Additional Education			38	34.5%
Stay at home with children only			6	5.5%
Stay at home with children plus Ed plus Work			0	0.0%
Stay at home with children plus Work			0	0.0%
Volunteer service only			0	0.0%
Volunteer service plus Additional Education			0	0.0%
Military service only			0	0.0%
Military service plus Additional Education			1	0.9%
Other only			1	0.9%
Total			110	100.0%
If you are continuing your education during the next year, will it be:				
I will be attending school				
Full-time			25	52.1%
Part-time			23	47.9%
Total			48	100.0%
The degrees you are seeking				
Masters			43	89.6%
Doctorate			0	0.0%
Second Bachelors			2	4.2%
Professional (medical, law)			2	4.2%
Other, no degree			1	2.1%
Total			48	100.1%
If you have a job, will it be:				
I will be working				
Full-time			66	88.0%
Part-time			9	12.0%
Total			75	100.0%
Is your job related to your degree?				
Yes			44	60.3%
Somewhat			21	28.8%
No			8	11.0%
Total			73	100.1%

			RCDE	RCDE
			2009	2009
			f	%
In what sector will you be working				
			11	15.1%
			28	38.4%
			28	38.4%
			6	8.2%
			73	100.1%
Is you job located in Utah?				
			61	84.7%
			11	15.3%
			72	100.0%
Are you currently looking for a full-time job?				
			33	28.4%
			66	66.7%
			99	95.1%
NOTE: Percentages are based on the number of students responding to each question.				

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?" Making a list of all services and activities provided to students is impossible. Those included in this survey are those that students would be most likely to have contact with, or services that are provided to particular segments of the USU population. The results presented here however are only a portion of those listed on the survey, they are the services that Regional Campuses and Distance Education students would be likely to have used. This section is divided into the following categories: Experiential Learning Programs, Help with Classes, Technology, Placement Services, and Academic Support Services.

Services: Experiential Learning Programs (See Table 9)

Forty-six percent to 63% of the respondents had one or more Practicum/Internship experiences, and a majority of respondents (85% to 97%) were satisfied or very satisfied with their experience(s). Study Abroad was listed in the survey for the first time in 2009. Very few respondents (3%) participated in Study Abroad. Of the respondents who used this program, 100% were satisfied or very satisfied with their experience.

Services: Help with classes (See Table 10)

When looking at the question on Supplemental Instruction, some respondents could have misunderstood what this question meant. Supplemental Instruction (SI) assists students in selected General Education Breadth courses by providing out-of-class sessions help two times per week. The likelihood of RCDE students having SI sessions available to them is minimal, the Uintah Basin, Brigham City, and Tooele may have some SI sessions but other RCDE centers do not, so only small numbers of RCDE respondents had the chance to participate in SI sessions. That being said, 13% to 26% of the respondents reported using Supplemental Instruction. A majority of these respondents (80% to 95%) were satisfied or very satisfied with Supplemental Instruction. Fifteen percent to 29% of the respondents reported using the Math/Stat Tutoring Center. According to RCDE administration, some RCDE students have access to Math/Stat tutoring at their campuses/centers or online. Seventy-five percent to 97% of the respondents that used the Math/Stat Tutoring Center were satisfied or very satisfied with it. The English Writing Lab is available to RCDE students online and at their regional campuses. Twenty percent to 27% of the respondents reported using the English Writing Lab. Of those who used it, 77% to 90% were satisfied or very satisfied with this service. Very few respondents used the Disability Resource Center (3% to 9%). Of those who used the Disability Resource Center 50% to 100% were satisfied for very satisfied with the service.

Services: Technology (See Table 11)

RCDE students have access to computer labs at most RCDE locations. Fifty-three percent to 75% of the respondents used the Computer Labs. An overwhelming majority of respondents (92% to 100%) were satisfied or very satisfied with the Computer Labs. RCDE students have access to the Computer Help Desk on the Logan campus by phone or email. The Computer Help Desk was used by 25% to 43% of the respondents. Eighty-two percent to 96% of the respondents were satisfied or very satisfied with the Computer Help Desk.

When asked about Online Courses, 82% to 91% of the respondents had taken online courses. This would be expected because of their distance from the Logan campus. A very large majority of respondents (87% to 94%) were satisfied or very satisfied with Online Courses. Other Independent Study Courses were taken by 46% to 61% of the respondents. Of those that took them, 78% to 91% of the respondents were satisfied or very satisfied.

Online Registration was used by 72% to 94% of the respondents. This service was provided on the main campus in Logan. RCDE students had the option of registering in person at their regional campuses and centers or online. A majority of respondents (78% to 96%) were satisfied or very satisfied with Online

Registration. Almost all of the respondents (93% to 99%) used the USU Homepage. An overwhelming majority of respondents (90% to 99%) were satisfied or very satisfied with the USU Homepage.

Services: Placement Services (See Table 12)

The Career Placement Office was only used by 3% to 8% of the respondents. This would be expected since the office is located on the USU main campus. The Career Services Center reports that it provides email notices and advertisements, their Career Aggie job listings, and their Going Global information on national and international internship sites to RCDE students; in essence, they report that a virtual Career Services is available to RCDE students. From the usage information reported above it would seem unlikely that very many RCDE students are aware of this service or are inclined to use it. Of the respondents who used Career Services, a majority (56% to 89%) were satisfied or very satisfied with. The Student Employment Office was used by 7% to 10% of the respondents. RCDE students have access to student employment opportunities through the Logan campus office and through their regional campuses and centers; however the number of jobs available are far less than on the Logan campus. A majority of the respondents (67% to 100%) were satisfied or very satisfied with the Student Employment Office.

Services: Academic Support Services (See Table 13)

The Registration Office was used 70% to 81% of the respondents. RCDE students can use the Registration Office on the Logan campus or at registration locations at their regional campuses or centers. A majority of respondents (83% to 98%) were satisfied or very satisfied with the Registration Office. The Cashier's Office was used by 47% to 63% of the respondents. There are cashier offices on the main campus in Logan as well as at the regional campuses and centers. An overwhelming majority of the respondents (91% to 95%) were satisfied or very satisfied with this service. Fifty-seven percent to 74% of the respondents used the Financial Aid Office. RCDE students use the Financial Aid Office on the Logan campus but have the ability to ask financial aid questions at their regional campuses or centers. A majority of respondents (87% to 94%) were satisfied or very satisfied with the Financial Aid Office. The Bookstore was used by an overwhelming majority of respondents (87% to 94%). RCDE students have access to the Bookstore on the Logan campus and to USU Bookstores at their regional campuses. A majority of the respondents (81% to 91%) were satisfied or very satisfied with the Bookstore.

Responses to the questions on services indicate that it will be necessary on an RCDE survey to differentiate where each of the services is located. This might necessitate the need to list similar services more than once designating location.

TABLE 9. USE AND EVALUATION: EXPERIENTIAL LEARNING PROGRAMS					
	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Practicum/Internship					
Didn't Use	54.5%	50.8%	54.3%	51.7%	37.1%
Used 1 Time	15.9%	17.4%	18.1%	20.0%	32.4%
Used 2-4 Times	20.5%	14.4%	18.1%	18.6%	20.0%
Used 5-9 Times	2.3%	3.0%	3.1%	1.4%	1.0%
Used 10+ Times	6.8%	14.4%	6.3%	8.3%	9.5%
Very Satisfied					
	25.6%	56.7%	40.8%	46.3%	47.6%
Satisfied					
	59.0%	40.3%	55.1%	49.3%	42.9%
Dissatisfied					
	7.7%	1.5%	2.0%	4.5%	3.2%
Very Dissatisfied					
	7.7%	1.5%	2.0%	0.0%	6.3%
Study Abroad					
Didn't Use					97.2%
Used 1 Time					0.0%
Used 2-4 Times					0.0%
Used 5-9 Times					0.9%
Used 10+ Times					1.9%
Very Satisfied					
					50.0%
Satisfied					
					50.0%
Dissatisfied					
					0.0%
Very Dissatisfied					
					0.0%
NOTE: Percentages are based on the number of students responding to each question.					
NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.					

TABLE 10. USE AND EVALUATION: HELP WITH CLASSES

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Supplemental Instruction					
Didn't Use	76.1%	82.0%	73.6%	82.1%	86.7%
Used 1 Time	8.0%	7.0%	7.2%	11.7%	5.7%
Used 2-4 Times	10.2%	3.9%	6.4%	4.1%	4.8%
Used 5-9 Times	2.3%	3.1%	6.4%	1.4%	0.0%
Used 10+ Times	3.4%	3.9%	6.4%	0.7%	2.9%
Very Satisfied	5.0%	31.8%	24.0%	12.0%	31.3%
Satisfied	80.0%	63.6%	56.0%	76.0%	56.3%
Dissatisfied	15.0%	0.0%	12.0%	0.0%	6.3%
Very Dissatisfied	0.0%	4.5%	8.0%	12.0%	6.3%
Math/Stat Tutoring Center					
Didn't Use	82.8%	76.2%	71.4%	79.6%	85.0%
Used 1 Time	5.7%	6.9%	4.8%	5.4%	4.7%
Used 2-4 Times	3.4%	6.9%	7.9%	5.4%	3.7%
Used 5-9 Times	5.7%	3.1%	7.9%	3.4%	2.8%
Used 10+ Times	2.3%	6.9%	7.9%	6.1%	3.7%
Very Satisfied	6.3%	46.7%	29.0%	21.4%	47.1%
Satisfied	68.8%	50.0%	58.1%	64.3%	41.2%
Dissatisfied	18.8%	0.0%	12.9%	10.7%	11.8%
Very Dissatisfied	6.3%	3.3%	0.0%	3.6%	0.0%
English Writing Lab					
Didn't Use	74.7%	78.5%	73.2%	77.4%	80.4%
Used 1 Time	12.6%	4.6%	7.1%	8.9%	6.5%
Used 2-4 Times	5.7%	10.0%	11.0%	10.3%	11.2%
Used 5-9 Times	3.4%	3.1%	6.3%	1.4%	0.9%
Used 10+ Times	3.4%	3.8%	2.4%	2.1%	0.9%
Very Satisfied	13.6%	25.0%	16.7%	27.3%	55.0%
Satisfied	63.6%	60.7%	66.7%	57.6%	35.0%
Dissatisfied	18.2%	7.1%	10.0%	6.1%	10.0%
Very Dissatisfied	4.5%	7.1%	6.7%	9.1%	0.0%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Disability Resource Center					
Didn't Use	93.1%	95.3%	97.6%	97.2%	91.4%
Used 1 Time	1.1%	2.3%	0.0%	1.4%	3.8%
Used 2-4 Times	1.1%	0.8%	0.8%	1.4%	0.0%
Used 5-9 Times	1.1%	0.8%	0.0%	0.0%	2.9%
Used 10+ Times	3.4%	0.8%	1.6%	0.0%	1.9%
Very Satisfied	0.0%	57.1%	50.0%	37.5%	55.6%
Satisfied	50.0%	14.3%	50.0%	12.5%	44.4%
Dissatisfied	50.0%	14.3%	0.0%	37.5%	0.0%
Very Dissatisfied	0.0%	14.3%	0.0%	12.5%	0.0%
NOTE: Percentages are based on the number of students responding to each question.					
NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.					

TABLE 11. USE AND EVALUATION: TECHNOLOGY

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Computer Labs					
Didn't Use	25.3%	35.7%	41.3%	47.3%	39.6%
Used 1 Time	2.3%	0.8%	4.0%	5.5%	3.8%
Used 2-4 Times	14.9%	7.8%	10.3%	2.7%	7.5%
Used 5-9 Times	6.9%	5.4%	3.2%	7.5%	10.4%
Used 10+ Times	50.6%	50.4%	41.3%	37.0%	38.7%
Very Satisfied					
Very Satisfied	37.7%	48.1%	39.3%	39.7%	54.7%
Satisfied					
Satisfied	54.1%	44.3%	57.4%	53.4%	45.3%
Dissatisfied					
Dissatisfied	6.6%	3.8%	0.0%	5.5%	0.0%
Very Dissatisfied					
Very Dissatisfied	1.6%	3.8%	3.3%	1.4%	0.0%
Computer Help Desk					
Didn't Use	64.3%	64.1%	64.3%	74.8%	57.5%
Used 1 Time	11.9%	10.2%	11.1%	5.4%	17.9%
Used 2-4 Times	10.7%	12.5%	16.7%	10.2%	17.0%
Used 5-9 Times	3.6%	4.7%	0.8%	2.7%	5.7%
Used 10+ Times	9.5%	8.6%	7.1%	6.8%	1.9%
Very Satisfied					
Very Satisfied	24.1%	31.1%	29.4%	38.5%	42.2%
Satisfied					
Satisfied	58.6%	55.6%	52.9%	48.7%	53.3%
Dissatisfied					
Dissatisfied	17.2%	11.1%	17.6%	10.3%	2.2%
Very Dissatisfied					
Very Dissatisfied	0.0%	2.2%	0.0%	2.6%	2.2%
Online Courses					
Didn't Use	16.1%	18.2%	11.7%	13.5%	9.3%
Used 1 Time	18.4%	3.0%	5.5%	12.2%	3.7%
Used 2-4 Times	28.7%	35.6%	25.8%	22.3%	23.4%
Used 5-9 Times	17.2%	21.2%	28.9%	21.6%	20.6%
Used 10+ Times	19.5%	22.0%	28.1%	30.4%	43.0%
Very Satisfied					
Very Satisfied	25.7%	30.6%	28.0%	39.4%	37.1%
Satisfied					
Satisfied	61.4%	59.3%	66.0%	53.5%	55.7%
Dissatisfied					
Dissatisfied	12.9%	7.4%	3.0%	5.5%	6.2%
Very Dissatisfied					
Very Dissatisfied	0.0%	2.8%	3.0%	1.6%	1.0%

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Other Independent Study Courses					
Didn't Use	39.1%	42.2%	50.8%	46.3%	54.2%
Used 1 Time	20.7%	18.0%	14.3%	21.1%	18.7%
Used 2-4 Times	26.4%	16.4%	18.3%	19.0%	11.2%
Used 5-9 Times	5.7%	14.8%	9.5%	4.8%	6.5%
Used 10+ Times	8.0%	8.6%	7.1%	8.8%	9.3%
Very Satisfied	12.0%	19.4%	25.9%	24.7%	29.6%
Satisfied	66.0%	62.5%	60.3%	66.2%	59.3%
Dissatisfied	20.0%	11.1%	10.3%	5.2%	5.6%
Very Dissatisfied	2.0%	6.9%	3.4%	3.9%	5.6%
Online Registration					
Didn't Use	28.1%	28.1%	28.3%	16.2%	5.6%
Used 1 Time	12.4%	10.2%	4.7%	7.4%	2.8%
Used 2-4 Times	23.6%	19.5%	26.0%	21.6%	19.6%
Used 5-9 Times	16.9%	21.1%	21.3%	23.0%	27.1%
Used 10+ Times	19.1%	21.1%	19.7%	31.8%	44.9%
Very Satisfied	26.2%	27.4%	27.2%	40.8%	36.6%
Satisfied	60.7%	50.5%	55.6%	47.5%	59.4%
Dissatisfied	13.1%	15.8%	13.6%	8.3%	4.0%
Very Dissatisfied	0.0%	6.3%	3.7%	3.3%	0.0%
USU Homepage					
Didn't Use	3.4%	0.8%	7.8%	4.7%	2.8%
Used 1 Time	2.3%	0.0%	0.8%	2.7%	0.0%
Used 2-4 Times	12.6%	%	5.5%	4.0%	0.9%
Used 5-9 Times	10.3%	11.5%	4.7%	5.3%	6.6%
Used 10+ Times	71.3%	83.2%	81.3%	83.3%	89.6%
Very Satisfied	28.4%	33.3%	33.0%	47.4%	55.2%
Satisfied	63.0%	60.3%	56.6%	48.2%	43.8%
Dissatisfied	8.6%	4.0%	9.4%	2.9%	1.0%
Very Dissatisfied	0.0%	2.4%	0.9%	1.5%	0.0%

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

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 12. USE AND EVALUATION: PLACEMENT SERVICES

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Career Placement Office					
Didn't Use	92.0%	96.9%	94.4%	95.8%	93.3%
Used 1 Time	4.5%	1.6%	4.0%	4.2%	4.8%
Used 2-4 Times	3.4%	1.6%	0.8%	0.0%	0.0%
Used 5-9 Times	0.0%	0.0%	0.0%	0.0%	0.0%
Used 10+ Times	0.0%	0.0%	0.8%	0.0%	1.9%
Very Satisfied	22.2%	44.4%	33.3%	33.3%	28.6%
Satisfied	55.6%	44.4%	50.0%	22.2%	42.9%
Dissatisfied	22.2%	0.0%	16.7%	33.3%	14.3%
Very Dissatisfied	0.0%	11.1%	0.0%	11.1%	14.3%
Student Employment Office					
Didn't Use	90.9%	93.0%	90.5%	97.2%	92.4%
Used 1 Time	2.3%	3.9%	5.6%	1.4%	4.8%
Used 2-4 Times	4.5%	1.6%	3.2%	1.4%	1.9%
Used 5-9 Times	1.1%	0.8%	0.0%	0.0%	0.0%
Used 10+ Times	1.1%	0.8%	0.8%	0.0%	1.0%
Very Satisfied	0.0%	33.3%	30.0%	0.0%	33.3%
Satisfied	66.7%	60.0%	40.0%	60.0%	66.7%
Dissatisfied	33.3%	0.0%	10.0%	20.0%	0.0%
Very Dissatisfied	0.0%	6.7%	20.0%	20.0%	0.0%

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

NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.

TABLE 13. USE AND EVALUATION: ACADEMIC SUPPORT SERVICES

	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
Registration Office					
Didn't Use	20.7%	19.4%	30.4%	28.3%	19.4%
Used 1 Time	16.1%	11.6%	8.8%	14.5%	15.7%
Used 2-4 Times	27.6%	31.0%	24.0%	31.0%	29.6%
Used 5-9 Times	14.9%	11.6%	15.2%	9.7%	18.5%
Used 10+ Times	20.7%	26.4%	21.6%	16.6%	16.7%
Very Satisfied	24.6%	24.0%	19.2%	24.0%	29.8%
Satisfied	58.5%	60.6%	67.9%	60.0%	67.9%
Dissatisfied	10.8%	9.6%	10.3%	13.0%	2.4%
Very Dissatisfied	6.2%	5.8%	2.6%	3.0%	0.0%
Cashier's Office					
Didn't Use	40.7%	41.1%	47.2%	53.4%	37.1%
Used 1 Time	16.3%	16.3%	13.0%	14.4%	14.3%
Used 2-4 Times	15.1%	22.5%	18.7%	15.8%	21.9%
Used 5-9 Times	10.5%	6.2%	12.2%	9.6%	10.5%
Used 10+ Times	17.4%	14.0%	8.9%	6.8%	16.2%
Very Satisfied	25.5%	28.4%	17.2%	24.6%	33.8%
Satisfied	66.0%	62.2%	75.9%	67.7%	61.5%
Dissatisfied	6.4%	5.4%	5.2%	6.2%	4.6%
Very Dissatisfied	2.1%	4.1%	1.7%	1.5%	0.0%
Financial Aid Office					
Didn't Use	43.2%	26.2%	36.6%	42.2%	38.3%
Used 1 Time	6.8%	12.3%	13.0%	13.6%	15.0%
Used 2-4 Times	22.7%	23.8%	26.8%	19.7%	22.4%
Used 5-9 Times	14.8%	17.7%	13.8%	12.9%	14.0%
Used 10+ Times	12.5%	20.0%	9.8%	11.6%	10.3%
Very Satisfied	28.6%	36.2%	22.1%	41.2%	31.8%
Satisfied	63.3%	53.2%	64.7%	52.9%	60.6%
Dissatisfied	6.1%	7.4%	11.8%	4.7%	4.5%
Very Dissatisfied	2.0%	3.2%	1.5%	1.2%	3.0%

	RCDE	RCDE	RCDE	RCDE	RCDE
Bookstore	2005	2006	2007	2008	2009
Didn't Use	6.7%	8.3%	9.5%	12.9%	6.5%
Used 1 Time	3.4%	4.5%	5.6%	8.8%	4.7%
Used 2-4 Times	28.1%	14.4%	17.5%	19.0%	16.8%
Used 5-9 Times	22.5%	31.8%	33.3%	23.1%	31.8%
Used 10+ Times	39.3%	40.9%	34.1%	36.1%	40.2%
Very Satisfied	26.0%	30.2%	25.2%	28.7%	33.0%
Satisfied	54.5%	52.6%	59.2%	55.7%	57.7%
Dissatisfied	15.6%	7.8%	9.7%	9.8%	7.2%
Very Dissatisfied	3.9%	9.5%	5.8%	5.7%	2.1%
NOTE: Percentages are based on the number of students responding to each question.					
NOTE: Satisfaction percentages are based on responses by those who had used the service or participated in the activity.					

FINDINGS: OVERALL USU EXPERIENCES (See Table 14)

These survey questions were included to determine the general perceptions students had of USU. When students were asked if they were satisfied with the education they received at USU, an overwhelming majority of respondents (89% to 95%) agreed or strongly agreed that they were satisfied. Only 2% to 3% of the respondents were dissatisfied or very dissatisfied.

In evaluating whether tuition was a worthwhile investment for USU students, a majority of respondents (69% to 79%) agreed or strongly agreed. Disagreement ratings ranged from 3% to 9%.

When students were asked: "If I had to make the decision again, I would still come to USU", a majority of respondents (81% to 90%) agreed or strongly agreed. Four percent to 8% of the respondents 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. Only 1% to 5% selected (3) or (4), while an overwhelming majority of respondents (95% to 99%) said USU was great, or at least mostly positive thing about the university.

Responses to these questions imply general satisfaction with students' experiences at USU. It should be noted that those surveyed were the students who remained at the university and does not account for the views of students who did not return to USU. Previous research, however, suggest that non-returning students leave for personal, financial, or family reasons, not dissatisfaction with the university.

ADDITIONAL INFORMATION

This report appears on USU's Facts and Figures website at <http://aaa.usu.edu/FactsFigures/surveys.asp>

TABLE 14. OVERALL USU EXPERIENCES					
	RCDE	RCDE	RCDE	RCDE	RCDE
	2005	2006	2007	2008	2009
I am satisfied with the education I received at USU.					
Strongly agree	36.7%	40.7%	43.8%	45.0%	53.6%
Agree	52.2%	49.6%	46.1%	47.0%	41.1%
Neutral	8.9%	7.4%	8.6%	6.0%	2.7%
Disagree	1.1%	2.2%	1.6%	1.3%	0.9%
Strongly disagree	1.1%	0.0%	0.0%	0.7%	1.8%
The tuition I paid at USU was a worthwhile investment.					
Strongly agree	26.1%	32.1%	33.1%	30.7%	39.3%
Agree	43.2%	40.3%	41.1%	47.3%	39.3%
Neutral	21.6%	20.9%	22.6%	18.0%	13.4%
Disagree	8.0%	5.2%	2.4%	3.3%	3.6%
Strongly disagree	1.1%	1.5%	0.8%	0.7%	4.5%
If I had to make the decision again, I would still come to USU.					
Strongly agree	40.4%	41.5%	43.0%	48.7%	54.5%
Agree	40.4%	39.3%	43.8%	39.3%	35.7%
Neutral	11.2%	12.6%	9.4%	6.7%	4.5%
Disagree	5.6%	5.2%	3.1%	4.0%	2.7%
Strongly disagree	2.2%	1.5%	0.8%	1.3%	2.7%
What would you tell a graduating high school student about Utah State University?					
It's great come here to school	45.8%	43.9%	51.6%	55.9%	60.0%
Mostly positive things	50.6%	51.2%	45.1%	43.4%	38.2%
Mostly negative things	2.4%	4.1%	3.3%	0.0%	0.9%
It's not great, don't come here	1.2%	0.8%	0.0%	0.7%	0.9%
NOTE: Percentages are based on the number of students responding to each question.					

APPENDIX A



GRADUATING STUDENT SURVEY

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

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

2. From what department will you receive your degree?

Agriculture

- Agricultural Systems Technology & Education
- Animal, Dairy, & Veterinary Science
- Economics (AG)
- Nutrition and Food Sciences
- Plants, Soils, & Climate

Business

- Economics & Finance
- Marketing & Management
- Operations & Information Management
- School of Accountancy

Education & Human Services

- Communicative Disorders & Deaf Education
- Family, Consumer, and Human Development
- Health, Physical Education & Recreation
- Instructional Technology
- Psychology
- School of Teacher Education & Leadership
- Special Education & Rehabilitation

Engineering

- Biological & Irrigation Engineering
- Civil & Environmental Engineering
- Electrical & Computer Engineering
- Engineering & Technology Education
- Mechanical & Aerospace Engineering

Humanities, Arts & Social Sciences

- Art
- English
- History
- Interdisciplinary Studies
- Interior Design
- International Studies
- Journalism & Communication
- Landscape Architecture & Environmental Planning
- Languages & Philosophy
- Music
- Political Science
- Sociology, Social Work, & Anthropology
- Theatre Arts

Natural Resources

- Environment & Society
- Watershed Sciences
- Wildland Resources

Science

- Biology
- Chemistry & Biochemistry
- Computer Science
- Geology
- Mathematics & Statistics
- Physics

Other

- Other

ABOUT YOU

1. Are you: Male Female
2. Are you a U.S. citizen? Yes No
3. If you are a U.S. citizen, are you: American Indian or Alaskan Native Hispanic Two or more races
(Answer only if a U.S. citizen.) Asian Native Hawaiian/Pacific Islander
 Black, African-American White
4. Are you: Single Married
5. How many children do you have? 0 1 2 3 4 or more
6. How old are you? (Please write carefully on the lines, your answer will be computer scanned.)
7. Where was your permanent address before you first started school at USU?
 Cache Valley Outside of Utah, but in the USA
 Utah, but outside of Cache Valley Outside the USA

YOUR COLLEGE HISTORY

1. Where did you take the majority of your college classes?
 USU's Logan Campus Another Utah college or university
 Other USU locations (e.g., Moab, Roosevelt, online) A college or university not in Utah
2. How many semesters have you been enrolled at USU?
 2 or less 9-10
 3-4 11-12
 5-6 More than 12
 7-8



23985

3. On average, how much did you work while taking courses at USU?

- Not at all
- One-fourth time
- One-half time
- Three-fourths time
- Full-time

4. How many semesters did you live in USU housing while attending USU?

- Zero
- 1-2
- 3-4
- 5 or more

5. Other than summers, what was the longest interruption in your USU education?

- No interruption
- Less than year
- 1-2 years
- 3-4 years
- 5 or more years

6. What was the most important reason for the longest interruption?

- Finances
- Illness/stress
- Job
- Lack of interest in school
- Marriage
- Family responsibilities (e.g., childcare)
- Church service
- Attended another university
- Military service
- Other
- No interruption

7. What degree are you receiving?

- Certificate
- Associate
- Bachelors

SOURCES OF FINANCIAL AID

1. During the time you were at USU, about what percent of your financial support for school (tuition, books, housing, food, etc.) came from each of the following sources? (Carefully write in the percent for each source. The total should add to 100%.)

			% Parents or other relative
			% Spouse
			% Personal savings
			% Employment
			% Scholarship
			% Loans
			% Grants
			% Other
<hr style="width: 100%;"/>			
1	0	0	%

ACADEMIC ADVISING

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

- Advisor
- Catalog
- Other students
- Faculty, but not an advisor
- Major requirements sheets
- CAPP (Curriculum Advising Program Planning)
- Other

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

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

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

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

QUALITY OF YOUR USU EXPERIENCE:



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

Advising

- My USU advisors gave me good advice.
- My advisors cared about me as an individual.
- I often had difficulty getting an appointment with an advisor.
- I am satisfied with my advisor.
- Overall, I am satisfied with the advising system at USU.

Major Department

- I am satisfied with the quality of teaching in my department.
- I was treated fairly by my department.
- Faculty were usually available after class or during office hours.
- Requirements for my major were clear and reasonable.
- There is at least one faculty member that I consider a friend.
- Overall, I am satisfied with my department.

General Education/University Studies

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

Libraries/Technology

- USU libraries had the books, journals, and materials I needed.
- It is difficult to locate materials in USU's libraries.
- USU library staff were available and helpful.
- USU should offer more online courses.
- My teachers used technology effectively in the classroom

Campus Climate

- I felt safe on the USU campus.
- Professors at USU are tolerant of different points of view.
- Students at USU are tolerant of different points of view.
- USU does not provide enough activities for its students.
- I got to know students from other countries or of other races.
- Faculty at USU care about students.
- Staff at USU care about students.

USU Overall

- I am satisfied with the education I received at USU.
- The tuition I paid at USU was a worthwhile investment.
- If I had to make the decision again, I would still come to USU.

EVALUATION OF OTHER SERVICES AND ACTIVITIES:

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

How many times did you use this service...	...Evaluation of Service	How many times did you use this service...	...Evaluation of Service
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2-4 <input type="radio"/> 5-9 <input type="radio"/> 10+	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied <input type="radio"/> Didn't Use	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2-4 <input type="radio"/> 5-9 <input type="radio"/> 10+	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied <input type="radio"/> Didn't Use
<input type="radio"/> Practicum/Internship <input type="radio"/> Study Abroad <input type="radio"/> Supplemental Instruction (SI) <input type="radio"/> Math/Stat Tutoring Center <input type="radio"/> English Writing Lab <input type="radio"/> Disability Resource Center <input type="radio"/> Career Placement Office <input type="radio"/> Student Employment Office <input type="radio"/> Counseling Center (TSC 306) <input type="radio"/> Registration Office <input type="radio"/> Cashier's Office <input type="radio"/> Financial Aid Office <input type="radio"/> Bookstore <input type="radio"/> Computer Labs <input type="radio"/> Computer Help Desk <input type="radio"/> Online Courses <input type="radio"/> Other Independent Study Courses <input type="radio"/> Online Registration		<input type="radio"/> USU Homepage <input type="radio"/> Student Health/Wellness Center <input type="radio"/> Student Health Insurance <input type="radio"/> Parking Services Office <input type="radio"/> Shuttle Bus <input type="radio"/> Quad Side Cafe <input type="radio"/> Aggie Marketplace <input type="radio"/> HUB <input type="radio"/> Junction <input type="radio"/> Statesman <input type="radio"/> STAB Events <input type="radio"/> Arts and Lectures Series <input type="radio"/> Club Sports <input type="radio"/> Intramurals <input type="radio"/> HPER <input type="radio"/> Fieldhouse <input type="radio"/> Outdoor Recreation (equipment rental)	

FUTURE PLANS:

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

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

2. If you will be continuing your education during the next year, will it be: (If you are not going to continue your schooling, skip these questions.)

- a. Full or part-time? Full-time Part-time
- b. For what degree? Masters Doctoral Second bachelors
 Professional (medical, dental, law, etc.) Other or no degree
- c. To which college/university have you been admitted? _____

3. If you have a job, is it or will it be: (if you haven't secured a job, skip these questions.)

- a. Full or part-time? Full-time Part-time
- b. Related to your degree? Yes Somewhat No
- c. In which sector? Government agency Education (public or private) Business or industry Other
- d. Located in Utah? Yes No

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

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

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