

**Office of Analysis, Assessment & Accreditation**

**COMPARISON OF RESPONSES:  
REGIONAL CAMPUSES AND DISTANCE EDUCATION STUDENTS  
VERSUS ALL GRADUATING STUDENTS ON THE  
GRADUATING STUDENT SURVEY 2005 TO 2009**

**Joan Kleinke**

**July 2009**



## Table of Contents

	<b>Page</b>
Description of Survey .....	5
Sample Selection and Survey Administration .....	5
Data Presentation .....	5
Year-to-Year Variations.....	5
Respondent Characteristics .....	6
Findings: Sources of Financial Aid.....	6
Findings: Advising .....	10
Findings: Faculty/Department Experiences .....	10
Findings: General Education/University Studies.....	15
Findings: Libraries/Technology .....	15
Findings: Campus Climate .....	20
Findings: Future Plans .....	23
Findings: Overall USU Experiences.....	26
Location of Full Reports .....	26



**A COMPARISON OF RESPONSES  
REGIONAL CAMPUSES AND DISTANCE EDUCATION STUDENTS  
VERSUS ALL GRADUATING STUDENTS ON THE  
GRADUATING STUDENT SURVEY 2005 TO 2009**

**DESCRIPTION OF THE SURVEY**

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

**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 PRESENTATION**

This comparison report focuses on a subset of items and includes data collected over a five year period. The tables compare results from responses of Regional Campus and Distance Education (RCDE) students with responses of all students (ALL USU) taking this survey. The narrative presentation will combine the strongly agree and agree responses or disagree and strongly disagree responses. When cells in the tables are blank, no data are available for those years. The percentages in each table are based on the number of students responding to each question. 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 this data too broadly.

## RESPONDENT CHARACTERISTICS (See Table 1)

The number of respondents for each year is as follows:

	RCDE	ALL USU
2005	90	1657
2006	137	1787
2007	129	1567
2008	158	2035
2009	116	1532

RCDE respondents tended to be older than ALL USU respondents. There were more female respondents than male respondents in both groups for each of the five years. RCDE respondents tended to have higher percentages of female respondents in each year. The percentage of minority students was fairly steady for both groups from 2006 to 2008, but in 2005 and 2009 RCDE respondents had higher percentages of minority students. A higher percentage of RCDE respondents than ALL USU respondents were married. RCDE respondents tended to have more children than ALL USU respondents, likely due to RCDE respondents ages and marital status.

When asked how many semesters' students were enrolled at USU, response rates were fairly consistent between RCDE respondents and ALL USU respondents except for the enrolled for more than 12 semester's category. A much higher percentage of RCDE respondents were enrolled more than 12 semesters. This is expected since many RCDE students fit their educations around work and raising families.

Students were asked, "Other than summers, what was the longest interruption in your USU education?" A majority of respondents in both groups did not interrupt their educations, but fewer RCDE respondents did not interrupt their USU educations. The most frequent period of interruption reported for RCDE respondents was either less than a year or one to two years. ALL USU respondents most frequent period of interruption was one to two years. The most important reasons for interruptions differed between the two groups. RCDE respondent's most important reasons for interruption were job and family responsibilities, while ALL USU respondent's reason was church service. This would be expected because of the demographic differences in the two groups.

## 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. For both groups, the largest percent of respondent's total financial support came from public or donated funds in the form of scholarships, loans, or grants. After that ALL USU respondents relied on families (parents, relative, or spouse), but RCDE respondents relied on employment. A much higher percentage of RCDE respondents than ALL USU respondents worked full-time while taking courses.



TABLE 2. SOURCES OF FINANCIAL AID										
	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>Sources of Financial Aid</b>										
Parents or other relative	10%	21%	10%	18%	19%	19%	9%	19%	13%	20%
Spouse	6%	3%	5%	3%	3%	3%	9%	4%	8%	3%
Personal Savings	11%	11%	10%	10%	11%	11%	11%	11%	17%	11%
Employment	19%	16%	15%	17%	15%	15%	16%	15%	15%	14%
Scholarship	12%	15%	12%	18%	18%	18%	10%	19%	11%	21%
Loans	17%	15%	20%	15%	16%	16%	19%	15%	20%	14%
Grants	17%	17%	22%	18%	16%	16%	16%	15%	12%	13%
Other	4%	2%	6%	2%	2%	2%	10%	2%	3%	2%
This is a means report.										
<b>On average, how much do you work while taking courses at USU?</b>										
Not at all	10.2%	10.2%	4.4%	9.7%	7.0%	9.2%	6.8%	9.0%	8.8%	9.8%
One-fourth time	12.5%	20.2%	11.0%	19.3%	10.9%	19.4%	8.8%	19.0%	9.7%	18.4%
One-half time	15.9%	32.6%	14.0%	34.5%	25.6%	34.4%	12.9%	32.5%	14.2%	35.3%
Three-fourths time	15.9%	20.2%	19.1%	17.7%	12.4%	19.0%	16.3%	18.8%	7.1%	17.4%
Full-time	45.5%	16.8%	51.5%	18.9%	44.2%	18.0%	55.1%	20.7%	60.2%	19.1%
NOTE: Percentages are based on the number of students responding to each question.										

<b>TABLE 1. RESPONDENTS CHARACTERISTICS</b>										
	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>
	<b>2005</b>	<b>2005</b>	<b>2006</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>	<b>2009</b>	<b>2009</b>
<b>Number of Respondents each year</b>	90	1657	137	1787	129	1567	158	2035	116	1532
<b>Gender</b>										
<b>Male</b>	38.9%	46.5%	34.3%	45.4%	34.9%	46.3%	34.2%	48.6%	29.2%	47.9%
<b>Female</b>	61.1%	53.5%	65.7%	54.6%	65.1%	53.7%	65.8%	51.4%	70.8%	52.1%
<b>Age</b>										
<b>18-20 years old</b>	1.1%	4.3%	0.0%	4.4%	2.4%	4.6%	0.7%	4.0%	3.6%	3.9%
<b>21-25 years old</b>	50.5%	74.5%	35.7%	70.4%	27.3%	68.7%	25.3%	65.5%	25.9%	67.7%
<b>26-30 years old</b>	21.3%	15.3%	18.2%	17.1%	27.4%	18.1%	23.3%	20.6%	31.4%	19.7%
<b>31-40 years old</b>	11.1%	3.6%	21.1%	4.4%	16.5%	4.4%	26.7%	5.8%	25.2%	5.1%
<b>41-50 years old</b>	8.9%	1.4%	20.3%	2.7%	18.0%	2.6%	19.4%	2.8%	12.6%	2.1%
<b>51+ years old</b>	4.4%	1.1%	4.4%	1.0%	8.5%	1.3%	4.1%	0.4%	1.8%	0.8%
<b>Minority Students</b>	8.4%	4.8%	3.9%	5.4%	4.8%	5.2%	4.9%	5.7%	10.7%	6.3%
<b>Married</b>	69.7%	47.4%	67.2%	50.4%	72.7%	48.8%	64.9%	49.2%	64.9%	48.0%
<b>How many children do you have?</b>										
<b>Zero</b>	35.6%	79.0%	33.8%	75.2%	32.6%	77.7%	39.5%	77.4%	42.3%	78.9%
<b>1</b>	18.4%	11.0%	16.9%	12.5%	14.0%	9.7%	7.9%	10.4%	13.5%	10.0%
<b>2</b>	18.4%	5.6%	16.9%	6.7%	22.5%	5.9%	14.5%	5.5%	24.3%	5.7%
<b>3</b>	16.1%	2.6%	11.0%	2.1%	11.6%	3.7%	15.8%	3.2%	9.0%	2.7%
<b>4 or more</b>	11.5%	1.8%	21.3%	3.5%	19.4%	3.0%	22.4%	3.5%	10.8%	2.6%
<b>Semesters enrolled at USU.</b>										
<b>2 or less</b>	0.0%	1.7%	0.7%	1.2%	0.0%	0.8%	1.3%	1.2%	2.7%	0.9%
<b>3-4</b>	16.7%	13.8%	11.6%	10.4%	8.5%	9.3%	18.7%	10.4%	15.0%	11.3%
<b>5-6</b>	23.3%	21.3%	26.8%	22.4%	20.2%	18.6%	14.0%	17.9%	26.5%	17.6%
<b>7-8</b>	21.1%	28.7%	14.5%	29.2%	20.2%	32.5%	16.7%	28.5%	17.7%	32.2%
<b>9-10</b>	16.7%	19.8%	10.9%	20.0%	20.2%	20.9%	12.7%	21.7%	15.9%	21.0%
<b>11-12</b>	5.6%	7.3%	10.9%	7.5%	10.1%	9.2%	8.7%	9.6%	8.0%	8.8%
<b>More than 12</b>	16.7%	7.4%	24.6%	9.3%	20.9%	8.7%	28.0%	10.7%	14.2%	8.2%

### **FINDINGS: ADVISING (See Table 3)**

The survey included several questions about academic advising at USU. When students were asked about the most important sources of information used for their academic planning, the first choice of RCDE respondents was their advisor. In 2005 and 2006 the first choice of ALL USU respondents was the major requirement sheets then their advisor in the other years. The most common number of advisor visits for both groups was once a semester. Except in 2005, a slightly lower percentage of RCDE respondents met with their advisor once a semester. A higher percentage of RCDE respondents never met with their advisor. The most frequently mentioned reasons for not meeting with advisors for both groups were: communicated with my advisor by email or telephone, or got the needed information from other sources. A higher percentage of RCDE respondents communicated with their advisors by email or telephone. This would be expected if their advisor was not at their location.

A large majority of respondents from both groups agreed or strongly agreed that their advisor gave them good advice. When asked if their advisors cared about them as an individual, a majority of respondents from both groups agreed or strongly agreed, but RCDE respondent's agreement percentages were slightly higher. Except in 2007, a majority of respondents from both groups reported not having difficulty getting an appointment with an advisor. Note that slightly higher percentages of RCDE respondents than ALL USU respondents reported having difficulty getting an appointment with an advisor.

A majority of respondents from both groups agreed or strongly agreed that they were satisfied with their advisor. When asked if "Overall I am satisfied with the advising system at USU", a majority of respondents from both groups agreed or strongly agreed, but a slightly higher percentage of RCDE respondents agreed or strongly agreed.

### **FINDINGS: FACULTY/DEPARTMENT EXPERIENCES (See Table 4)**

Several questions in the survey were included to determine how students perceived their faculty and department interactions. When responding to the statement "I am satisfied with the quality of teaching in my department", a majority of respondents from both groups agreed or strongly agreed. When students were asked to rate if they were treated fairly by their department, a majority of respondents from both groups agreed or strongly agreed they were treated fairly.

When rating the availability of faculty after class and during office hours, a lower percentage of RCDE respondents than ALL USU respondents agreed or strongly agreed, although it was still a majority. When asked if the requirements for their majors were clear and reasonable, a majority of respondents from both groups agreed or strongly agreed, but a slightly lower percentage of RCDE respondents agreed with this statement.

A majority of respondents from both groups indicated that there was at least one faculty member that they considered a friend. Percentages of both groups were very similar. When responding to the statement, "Overall I am satisfied with my department," a large majority of respondents from both groups agreed or strongly agreed. Ratings were very similar for both groups.

TABLE 3. ADVISING										
	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>Most important source of information used for academic planning.</b>										
Advisor	44.8%	41.2%	41.2%	40.7%	48.4%	42.2%	55.7%	47.2%	58.0%	46.1%
Catalog	4.6%	4.4%	2.9%	3.3%	3.1%	4.9%	2.0%	5.5%	5.4%	4.4%
Other students	4.6%	4.2%	3.7%	4.2%	4.7%	4.1%	4.0%	5.0%	7.1%	4.6%
Faculty, not advisor	10.3%	3.7%	5.9%	3.2%	3.1%	3.2%	2.0%	2.9%	1.8%	3.0%
Major requirement sheets	29.9%	43.6%	40.4%	45.2%	34.4%	42.0%	29.5%	36.2%	26.8%	39.2%
CAAP Advising Program					0.0%	0.1%	0.7%	0.2%	0.0%	0.0%
Other	5.7%	2.9%	5.9%	3.4%	6.3%	3.6%	6.0%	3.1%	0.9%	2.7%
<b>Met with advisor how often in the past school year.</b>										
Once a week	0.0%	0.9%	1.5%	0.8%	0.0%	1.0%	0.7%	0.6%	0.0%	1.2%
Once a month	11.2%	17.0%	8.9%	16.3%	13.3%	15.4%	15.3%	15.7%	11.6%	11.7%
Once a semester	58.4%	58.2%	51.1%	56.9%	46.9%	58.3%	46.7%	58.2%	44.6%	61.4%
Once a year	11.2%	17.6%	19.3%	19.2%	24.2%	19.3%	17.3%	18.8%	20.5%	18.9%
Never	19.1%	6.3%	19.3%	6.8%	15.6%	5.8%	20.0%	6.6%	23.2%	6.9%
<b>Reasons for not meeting with advisor</b>										
Did not know who my advisor was	2.3%		7.7%		3.1%	1.7%	3.9%	2.1%	6.2%	2.4%
Advisor was not helpful	2.3%		3.1%		4.7%	7.2%	0.7%	6.9%	1.8%	7.0%
Advisor was not available	4.5%		3.1%		6.2%	3.4%	3.3%	3.0%	0.9%	3.5%
Got information from other source	25.0%		15.4%		14.0%	22.7%	9.2%	23.6%	16.8%	24.8%
Communicated with advisor by email or telephone	65.9%		70.8%		38.8%	11.7%	37.5%	15.2%	44.2%	14.7%
<b>My USU advisors gave me good advice.</b>										
Strongly agree	35.2%	30.4%	36.7%	33.0%	39.7%	32.7%	44.0%	35.0%	42.2%	31.7%
Agree	39.8%	42.6%	39.1%	40.9%	38.9%	39.9%	32.0%	39.1%	41.3%	38.3%
Neutral	20.5%	16.9%	13.3%	17.0%	11.1%	17.0%	18.7%	15.8%	12.8%	19.8%
Disagree	2.3%	6.4%	6.3%	6.0%	7.1%	6.7%	3.3%	6.4%	1.8%	6.9%
Strongly disagree	2.3%	3.6%	4.7%	3.1%	3.2%	3.8%	2.0%	3.7%	1.8%	3.4%

	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>My advisors cared about me as an individual.</b>										
Strongly agree	35.2%	27.3%	35.9%	30.0%	39.5%	30.1%	33.1%	31.7%	36.4%	27.6%
Agree	31.8%	34.6%	34.4%	33.8%	29.8%	32.1%	37.1%	33.0%	35.5%	32.1%
Neutral	29.5%	24.6%	18.8%	24.4%	21.8%	25.1%	19.2%	22.9%	24.3%	26.0%
Disagree	2.3%	8.1%	3.9%	6.9%	4.8%	7.8%	6.6%	7.4%	1.9%	9.5%
Strongly disagree	1.1%	5.4%	7.0%	4.9%	4.0%	4.8%	4.0%	5.0%	1.9%	4.8%
<b>I often had difficulty getting an appointment with an advisor.</b>										
Strongly agree	2.7%	8.9%	7.8%	8.0%	14.3%	8.4%	7.0%	5.5%	8.6%	6.6%
Agree	16.8%	16.3%	12.6%	15.4%	14.3%	13.5%	14.1%	13.4%	14.0%	12.5%
Neutral	27.0%	20.8%	22.3%	17.4%	24.8%	20.5%	21.1%	17.5%	17.2%	19.3%
Disagree	24.3%	27.8%	24.3%	30.4%	10.5%	25.8%	21.9%	27.8%	29.0%	31.2%
Strongly disagree	29.7%	26.1%	33.0%	28.9%	36.2%	31.7%	35.9%	35.8%	31.2%	30.3%
<b>I am satisfied with my advisor.</b>										
Strongly agree	38.6%	31.5%	35.7%	35.6%	41.6%	34.4%	38.3%	36.1%	45.4%	32.9%
Agree	37.5%	40.4%	34.9%	37.3%	32.8%	37.7%	34.9%	37.8%	36.1%	37.4%
Neutral	15.9%	17.4%	17.1%	16.3%	16.0%	16.6%	19.5%	16.3%	13.0%	17.8%
Disagree	4.5%	6.4%	5.4%	5.7%	6.4%	6.8%	4.0%	5.4%	3.7%	7.8%
Strongly disagree	3.4%	4.3%	7.0%	5.1%	3.2%	4.5%	3.4%	4.4%	1.9%	4.1%
<b>Overall, I am satisfied with the advising system at USU.</b>										
Strongly agree	30.6%	19.3%	29.0%	22.7%	30.4%	21.7%	32.9%	23.9%	35.2%	23.3%
Agree	36.5%	38.3%	36.6%	38.4%	39.2%	37.1%	36.9%	38.7%	35.2%	36.7%
Neutral	23.5%	24.2%	17.6%	21.5%	18.4%	23.7%	18.8%	21.7%	18.5%	23.6%
Disagree	7.1%	11.7%	6.1%	10.6%	6.4%	10.7%	6.7%	9.2%	8.3%	10.5%
Strongly disagree	2.4%	6.6%	10.7%	6.8%	5.6%	6.8%	4.7%	6.4%	2.8%	5.9%
	NOTE: Percentages are based on the number of students responding to each question.									

<b>TABLE 4. FACULTY/DEPARTMENT EXPERIENCES</b>										
	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>
	<b>2005</b>	<b>2005</b>	<b>2006</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>	<b>2009</b>	<b>2009</b>
<b>I am satisfied with the quality of teaching in my department.</b>										
<b>Strongly agree</b>	28.1%	25.3%	37.0%	29.6%	35.4%	29.0%	41.7%	31.2%	31.9%	33.7%
<b>Agree</b>	48.3%	52.1%	46.7%	52.5%	48.8%	52.1%	47.7%	50.2%	49.6%	49.2%
<b>Neutral</b>	18.0%	15.3%	11.1%	12.1%	12.6%	13.4%	8.6%	13.6%	12.4%	11.7%
<b>Disagree</b>	5.6%	5.6%	5.2%	4.2%	2.4%	4.4%	1.3%	3.8%	0.9%	3.5%
<b>Strongly disagree</b>	0.0%	1.7%		1.6%	0.8%	1.1%	0.7%	1.2%	5.3%	1.9%
<b>I was treated fairly by my department.</b>										
<b>Strongly agree</b>	30.7%	30.1%	43.3%	35.1%	39.1%	36.3%	43.0%	36.9%	46.4%	41.8%
<b>Agree</b>	52.3%	55.4%	42.5%	52.1%	50.8%	51.3%	46.3%	52.0%	43.8%	47.4%
<b>Neutral</b>	12.5%	11.3%	9.0%	9.5%	7.8%	9.8%	8.1%	8.5%	8.9%	8.4%
<b>Disagree</b>	3.4%	2.6%	2.2%	2.2%	1.6%	1.8%	2.7%	1.9%	0.9%	1.3%
<b>Strongly disagree</b>	1.1%	0.6%	3.0%	1.1%	0.8%	0.8%	0.0%	0.7%	0.0%	1.1%
<b>Faculty were usually available after class and during office hours.</b>										
<b>Strongly agree</b>	31.8%	32.5%	36.4%	35.5%	31.3%	37.6%	40.4%	39.1%	43.6%	43.3%
<b>Agree</b>	41.2%	52.2%	43.8%	52.6%	41.7%	49.3%	41.2%	48.9%	41.6%	46.4%
<b>Neutral</b>	20.0%	11.9%	15.7%	9.3%	20.9%	10.7%	15.4%	9.7%	12.9%	8.5%
<b>Disagree</b>	4.7%	3.0%	2.5%	2.0%	5.2%	1.7%	1.5%	1.7%	2.0%	1.4%
<b>Strongly disagree</b>	2.4%	0.5%	1.7%	0.7%	0.9%	0.7%	1.5%	0.6%	0.0%	0.5%
<b>Requirements for my major were clear and reasonable.</b>										
<b>Strongly agree</b>	29.5%	29.6%	30.8%	31.6%	35.7%	34.5%	40.4%	35.9%	36.6%	38.7%
<b>Agree</b>	36.4%	48.9%	46.6%	49.9%	42.9%	48.3%	41.7%	46.0%	45.5%	45.4%
<b>Neutral</b>	20.5%	13.7%	12.0%	12.0%	13.5%	12.0%	11.3%	12.4%	9.8%	9.6%
<b>Disagree</b>	9.1%	5.9%	8.3%	4.6%	6.3%	3.9%	4.0%	4.4%	6.3%	4.8%
<b>Strongly disagree</b>	4.5%	2.0%	2.3%	1.9%	1.6%	1.4%	2.6%	1.4%	1.8%	1.5%

	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>There is at least one faculty member that I consider a friend.</b>										
<b>Strongly agree</b>	31.8%	32.8%	31.4%	35.7%	32.5%	36.7%	29.3%	37.5%	30.7%	42.2%
<b>Agree</b>	34.1%	33.7%	32.2%	32.0%	33.3%	32.5%	27.1%	32.8%	34.7%	31.0%
<b>Neutral</b>	21.6%	20.0%	23.1%	19.0%	21.7%	18.0%	23.6%	18.0%	17.8%	16.2%
<b>Disagree</b>	9.1%	10.2%	7.4%	9.2%	9.2%	8.3%	13.6%	8.2%	10.9%	7.2%
<b>Strongly disagree</b>	3.4%	3.3%	5.8%	4.1%	3.3%	4.5%	6.4%	3.5%	5.9%	3.4%
<b>Overall, I am satisfied with my department.</b>										
<b>Strongly agree</b>	32.6%	30.4%	40.3%	35.9%	35.4%	35.7%	43.7%	37.8%	37.8%	42.1%
<b>Agree</b>	45.3%	53.8%	43.3%	50.6%	52.0%	50.6%	45.7%	48.9%	47.7%	45.6%
<b>Neutral</b>	18.6%	12.2%	10.4%	9.4%	10.2%	10.2%	9.3%	9.6%	10.8%	9.2%
<b>Disagree</b>	3.5%	2.7%	5.2%	2.8%	0.0%	2.6%	0.7%	2.7%	2.7%	2.3%
<b>Strongly disagree</b>	0.0%	0.9%	0.7%	1.4%	2.4%	0.9%	0.7%	1.0%	0.9%	0.8%
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 RCDE respondents agreed or strongly agreed with this statement, while only a plurality of ALL USU respondents agreed or strongly agreed. When asked if "General education courses were well taught, with the exception of 2005, a majority of RCDE respondents agreed or strongly agreed, while a much lower percentage of ALL USU respondents agreed or strongly agreed.

When asked, "I had difficulty scheduling General Education courses", a majority of RCDE respondents disagreed or strongly disagreed, while a plurality of ALL USU respondents from 2005 to 2008 disagreed or strongly disagreed (in 2009 a majority disagreed or strongly disagreed). Students were also asked if "General Education requirements were confusing", except for 2005 a majority of RCDE disagreed or strongly disagreed. A plurality of ALL USU respondents disagreed or strongly disagreed that requirements were confusing.

Students were asked to evaluate their writing and computer skills; a majority of respondents in both groups agreed or strongly agreed they had good writing skills. A majority of respondents in both groups also agreed or strongly agreed that they had good computer skills. When asked if they had the skills that they needed in mathematics, a majority of respondents from both groups agreed or strongly agreed. Percentage ratings for these three items were very similar between both groups.

From looking at this data it might be said that RCDE respondents may have had a better appreciation of General Education courses than ALL USU respondents. An explanation as to why is unknown, although the older ages of many RCDE respondents could play a part in this.

## **FINDINGS: LIBRARIES/TECHNOLOGY (See Table 6)**

The Libraries/Technology questions 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, with the exception of RCDE respondents in 2006, a majority of the respondents from both groups agreed or strongly agreed, but a lower percentage of RCDE respondents agreed or strongly agreed.

When asked if it was difficult to locate materials in USU's libraries, there were no majority rankings from either group. In some years a plurality of respondents from both groups marked neutral. In 2006 to 2008 a plurality of ALL USU respondents agreed or strongly agreed that it was difficult to locate library materials, while a plurality of RCDE respondents were neutral in these years. Respondent's opinions on this question changed over the five year period. For the most part RCDE respondents had less difficulty locating library materials than ALL USU respondents. A majority of respondents from both groups agreed or strongly agreed that library staff was available and helpful. However, agreement ratings of RCDE respondents were lower on this item than ALL USU respondents. This could be due to the lack of physical presence of library personnel at their campuses and centers

Students were asked if USU should offer more online courses. As one might expect, a majority of RCDE respondents agreed or strongly agreed that there should be more online courses, while on average a plurality of ALL USU respondents either agreed or strongly agreed or were neutral. In 2005 however, a majority of ALL USU respondents agreed or strongly agreed there should be more online courses. A majority of respondents from both groups agreed or strongly agreed that their teachers used technology effectively in the classroom. Percentage ratings were similar for both groups.

<b>TABLE 5. GENERAL EDUCATION/UNIVERSITY STUDIES</b>										
	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>
	<b>2005</b>	<b>2005</b>	<b>2006</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>	<b>2009</b>	<b>2009</b>
<b>I had difficulty scheduling general education courses.</b>										
<b>Strongly agree</b>	11.8%	11.1%	3.7%	8.2%	3.7%	7.4%	5.9%	6.6%	7.6%	5.3%
<b>Agree</b>	14.7%	23.7%	6.5%	20.3%	15.9%	21.3%	16.1%	20.5%	7.6%	17.9%
<b>Neutral</b>	19.1%	26.4%	20.4%	25.1%	24.3%	26.0%	14.4%	23.9%	15.2%	25.6%
<b>Disagree</b>	23.5%	27.6%	38.0%	30.9%	29.9%	27.9%	35.6%	30.4%	39.2%	31.6%
<b>Strongly disagree</b>	30.9%	11.1%	31.5%	15.5%	26.2%	17.4%	28.0%	18.6%	30.4%	19.6%
<b>General Education requirements were confusing.</b>										
<b>Strongly agree</b>	9.9%	10.0%	7.5%	8.3%	7.2%	7.4%	5.2%	7.5%	7.7%	7.3%
<b>Agree</b>	16.9%	24.0%	11.3%	24.2%	13.5%	22.8%	13.8%	21.3%	6.4%	20.8%
<b>Neutral</b>	25.4%	28.0%	20.8%	25.7%	22.5%	26.1%	21.6%	25.5%	17.9%	26.6%
<b>Disagree</b>	22.5%	27.2%	29.2%	29.0%	24.3%	28.1%	34.5%	30.0%	42.3%	29.4%
<b>Strongly disagree</b>	25.4%	10.7%	31.1%	12.8%	32.4%	15.6%	25.0%	15.6%	25.6%	15.9%
<b>General Education courses were well taught.</b>										
<b>Strongly agree</b>	11.6%	4.5%	17.4%	5.8%	12.4%	5.0%	16.7%	6.0%	17.1%	5.5%
<b>Agree</b>	39.1%	29.6%	37.6%	31.1%	42.5%	32.0%	49.2%	33.9%	46.3%	31.7%
<b>Neutral</b>	40.6%	41.9%	35.8%	40.4%	26.3%	39.0%	25.8%	38.4%	25.6%	39.3%
<b>Disagree</b>	5.8%	17.1%	7.3%	16.1%	7.1%	17.5%	7.5%	15.0%	7.3%	16.1%
<b>Strongly disagree</b>	2.9%	6.8%	1.8%	6.5%	1.8%	6.5%	0.8%	6.7%	3.7%	7.3%
<b>I am a good writer.</b>										
<b>Strongly agree</b>	14.0%	18.8%	28.0%	22.2%	22.7%	19.4%	13.8%	21.1%	22.1%	22.9%
<b>Agree</b>	59.3%	54.4%	42.4%	51.9%	52.3%	52.3%	60.7%	52.8%	51.9%	49.8%
<b>Neutral</b>	19.8%	19.4%	22.0%	18.9%	21.9%	20.0%	19.3%	19.6%	25.0%	20.9%
<b>Disagree</b>	3.5%	5.4%	6.1%	5.3%	3.1%	6.6%	3.4%	4.5%	1.0%	4.7%
<b>Strongly disagree</b>	3.5%	1.9%	1.5%	1.7%	0.0%	1.6%	2.8%	2.0%	0.0%	1.8%

	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>I have good computer skills.</b>										
<b>Strongly agree</b>	27.6%	26.9%	28.0%	29.0%	24.2%	28.2%	24.7%	27.1%	26.0%	28.1%
<b>Agree</b>	50.6%	52.9%	56.1%	52.6%	56.3%	54.6%	61.6%	55.5%	57.7%	54.6%
<b>Neutral</b>	16.1%	16.6%	14.4%	15.5%	16.4%	13.9%	11.0%	15.1%	13.5%	14.6%
<b>Disagree</b>	4.6%	2.6%	1.5%	2.4%	2.3%	2.9%	2.7%	2.1%	2.9%	2.4%
<b>Strongly disagree</b>	1.1%	0.9%	0.0%	0.5%	0.8%	0.3%	0.0%	0.2%	0.0%	0.3%
<b>I have the skills that I need in mathematics.</b>										
<b>Strongly agree</b>	20.7%	23.9%	24.4%	27.1%	18.0%	25.1%	17.1%	25.9%	23.1%	27.1%
<b>Agree</b>	50.6%	49.8%	49.6%	48.4%	61.7%	51.1%	60.3%	50.8%	56.7%	50.4%
<b>Neutral</b>	20.7%	18.1%	22.9%	18.4%	14.1%	16.8%	17.1%	16.2%	11.5%	16.3%
<b>Disagree</b>	4.6%	5.9%	2.3%	4.8%	5.5%	5.1%	3.4%	5.1%	6.7%	4.4%
<b>Strongly disagree</b>	3.4%	2.4%	0.8%	1.3%	0.8%	1.9%	2.1%	1.9%	1.9%	1.8%
<b>General Education was a useful part of my university experience.</b>										
<b>Strongly agree</b>	19.0%	9.2%	14.3%	8.7%	17.1%	8.7%	12.7%	9.6%	15.9%	9.4%
<b>Agree</b>	38.0%	35.7%	47.1%	37.9%	45.3%	34.5%	47.6%	35.9%	37.5%	35.6%
<b>Neutral</b>	31.6%	33.7%	32.8%	32.1%	27.4%	33.3%	27.0%	32.5%	28.4%	31.3%
<b>Disagree</b>	7.6%	14.2%	3.4%	11.9%	8.5%	15.2%	8.7%	12.6%	6.8%	13.2%
<b>Strongly disagree</b>	3.8%	7.2%	2.5%	9.4%	1.7%	8.2%	4.0%	9.4%	11.4%	10.5%
NOTE: Percentages are based on the number of students responding to each question.										

TABLE 6. LIBRARIES/TECHNOLOGY										
	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>USU libraries had the books, journals, materials I need.</b>										
Strongly agree	17.5%	18.1%	14.3%	17.7%	23.6%	19.8%	17.0%	24.7%	18.8%	26.0%
Agree	45.6%	55.5%	35.1%	50.7%	42.7%	52.8%	37.2%	49.6%	42.2%	50.5%
Neutral	28.1%	20.9%	42.9%	24.3%	27.0%	21.0%	33.0%	20.3%	35.9%	20.1%
Disagree	1.8%	4.0%	5.2%	5.5%	4.5%	4.6%	9.6%	4.0%	3.1%	3.0%
Strongly disagree	7.0%	1.5%	2.6%	1.8%	2.2%	1.8%	3.2%	1.4%	0.0%	0.4%
<b>It is difficult to locate materials in USU's libraries.</b>										
Strongly agree	3.8%	10.0%	4.5%	9.2%	10.6%	11.5%	5.6%	12.7%	8.5%	5.2%
Agree	13.5%	20.8%	16.4%	27.7%	20.0%	28.1%	15.7%	27.6%	22.0%	21.1%
Neutral	42.3%	34.2%	44.8%	34.4%	32.9%	32.1%	38.2%	32.9%	39.0%	31.1%
Disagree	28.8%	18.8%	23.9%	22.4%	20.0%	23.1%	21.3%	21.4%	16.9%	28.9%
Strongly disagree	11.5%	6.1%	10.4%	6.2%	16.5%	5.2%	19.1%	5.4%	13.6%	13.8%
<b>USU library staff were available and helpful.</b>										
Strongly agree	13.7%	17.8%	14.5%	14.6%	18.3%	16.2%	15.2%	19.1%	24.6%	20.6%
Agree	41.2%	50.3%	35.5%	47.5%	33.8%	47.1%	44.3%	47.6%	33.3%	47.5%
Neutral	33.3%	25.9%	46.8%	32.1%	38.0%	29.8%	29.1%	27.0%	38.6%	27.1%
Disagree	5.9%	4.5%	1.6%	4.2%	7.0%	5.4%	10.1%	4.9%	3.5%	4.2%
Strongly disagree	5.9%	1.4%	1.6%	1.6%	2.8%	1.5%	1.3%	1.4%	0.0%	0.6%
<b>USU should offer more online courses.</b>										
Strongly agree	31.3%	23.2%	37.0%	18.5%	27.4%	18.2%	30.2%	17.6%	28.4%	15.8%
Agree	28.9%	28.6%	31.1%	27.3%	33.6%	26.0%	34.5%	25.6%	26.5%	22.9%
Neutral	30.1%	41.2%	26.1%	45.2%	34.5%	47.0%	28.1%	48.3%	39.2%	52.3%
Disagree	6.0%	4.6%	5.0%	6.2%	2.7%	5.8%	5.8%	6.1%	2.9%	5.0%
Strongly disagree	3.6%	2.5%	0.8%	2.8%	1.8%	3.0%	1.4%	2.5%	3.9%	4.0%

	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>My teachers used technology effectively in the classroom.</b>										
<b>Strongly agree</b>	24.1%	17.6%	25.0%	18.5%	22.0%	16.5%	25.9%	20.6%	29.7%	22.0%
<b>Agree</b>	51.8%	56.5%	51.6%	58.8%	50.0%	55.2%	51.9%	56.0%	50.5%	56.6%
<b>Neutral</b>	16.9%	19.1%	20.3%	17.9%	22.9%	22.2%	20.0%	17.5%	17.8%	17.1%
<b>Disagree</b>	4.8%	5.7%	2.3%	3.5%	3.4%	5.1%	1.5%	4.9%	1.0%	3.7%
<b>Strongly disagree</b>	2.4%	1.1%	0.8%	1.3%	1.7%	1.0%	0.7%	1.0%	1.0%	0.6%
NOTE: Percentages are based on the number of students responding to each question.										

## **FINDINGS: CAMPUS CLIMATE (See Table 7)**

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

An overwhelming majority of ALL USU respondents felt safe on the USU main campus. A much lower percentage (but still a majority) of RCDE respondents felt safe at their campuses or centers. Because campuses and centers are spread out in various parts of Utah it is uncertain which place respondents were referring to.

Both groups of respondents made very similar evaluations about professors at USU being tolerant of different points of view. Respondents in both groups felt students were less tolerant of different points of view than professors. Note that RCDE respondent's agreement ratings were higher on this item. The higher age of RCDE respondents could contribute to their higher agreement ratings relating to students being tolerant of different points of view, obviously maturity plays is a big factor here.

Students were asked to respond to the statement "USU does not provide enough activities for its students". A majority of ALL USU respondents disagreed or strongly disagreed that there were not enough activities. A plurality of RCDE respondents marked this item neutral. However, the agreement ratings were very similar for both groups. Students were then asked if they "got to know student from other countries or of other races." A greater percentage of ALL USU respondents than RCDE respondents got to know students from other countries and of other races.

A majority of respondents from both groups agreed or strongly agreed that faculty at USU care about students. Percentages were fairly similar between the two groups. When asked if staff care about students, a majority of respondents from both groups agreed or strongly agreed, however, RCDE respondent agreement ratings were slightly higher than ALL USU respondent agreement ratings. Overall a majority of respondents from both groups saw USU as a safe, tolerant, and caring place to be.

<b>TABLE 7. CAMPUS CLIMATE</b>										
	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>
	<b>2005</b>	<b>2005</b>	<b>2006</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>	<b>2009</b>	<b>2009</b>
<b>I felt safe on the USU campus.</b>										
<b>Strongly agree</b>	39.2%	44.3%	36.9%	43.6%	37.5%	45.9%	38.7%	52.0%	42.9%	55.1%
<b>Agree</b>	43.1%	47.8%	36.9%	48.0%	38.9%	46.4%	37.3%	42.5%	41.4%	40.7%
<b>Neutral</b>	15.7%	6.8%	26.2%	6.8%	23.6%	6.9%	24.0%	4.5%	14.3%	3.7%
<b>Disagree</b>	0.0%	1.0%	0.0%	1.4%	0.0%	0.8%	0.0%	0.9%	1.4%	0.4%
<b>Strongly disagree</b>	2.0%	0.1%	0.0%	0.2%	0.0%	0.1%	0.0%	0.2%	0.0%	0.1%
<b>Professors at USU are tolerant of different points of view.</b>										
<b>Strongly agree</b>	20.0%	17.6%	19.4%	17.7%	23.8%	19.8%	24.0%	21.4%	27.7%	24.8%
<b>Agree</b>	48.8%	49.7%	48.5%	54.2%	45.7%	51.7%	51.2%	52.8%	54.3%	52.4%
<b>Neutral</b>	22.5%	23.4%	26.2%	19.1%	24.8%	20.3%	22.3%	19.2%	12.8%	16.5%
<b>Disagree</b>	5.0%	7.4%	2.9%	7.0%	4.8%	6.3%	2.5%	5.6%	4.3%	4.6%
<b>Strongly disagree</b>	3.8%	1.9%	2.9%	1.9%	1.0%	2.0%	0.0%	1.0%	1.1%	1.7%
<b>Students at USU are tolerant of different points of view.</b>										
<b>Strongly agree</b>	22.1%	11.0%	16.5%	10.3%	22.4%	11.8%	19.6%	13.8%	23.9%	16.0%
<b>Agree</b>	45.5%	43.0%	53.6%	45.3%	39.8%	44.9%	49.1%	45.2%	51.1%	44.6%
<b>Neutral</b>	23.4%	28.5%	26.8%	28.5%	31.6%	28.0%	28.6%	25.7%	20.7%	25.5%
<b>Disagree</b>	0.0%	12.2%	3.1%	10.9%	4.1%	10.0%	2.7%	10.4%	4.3%	9.1%
<b>Strongly disagree</b>	9.1%	5.2%	0.0%	5.0%	2.0%	5.3%	0.0%	4.9%	0.0%	4.9%
<b>USU does not provide enough activities for its students.</b>										
<b>Strongly agree</b>	6.1%	3.9%	6.0%	2.8%	0.0%	2.4%	6.1%	3.3%	4.6%	2.9%
<b>Agree</b>	10.2%	9.6%	7.5%	8.1%	12.9%	8.6%	6.1%	7.3%	6.2%	8.4%
<b>Neutral</b>	49.0%	34.4%	53.7%	37.8%	48.6%	35.5%	48.8%	33.9%	49.2%	30.5%
<b>Disagree</b>	20.4%	37.1%	20.9%	35.1%	20.0%	34.0%	22.0%	35.3%	20.0%	37.7%
<b>Strongly disagree</b>	14.3%	15.1%	11.9%	16.1%	18.6%	19.5%	17.1%	20.2%	20.0%	20.5%

	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU	RCDE	ALL USU
	2005	2005	2006	2006	2007	2007	2008	2008	2009	2009
<b>I got to know students from other countries and of other races.</b>										
<b>Strongly agree</b>	19.6%	15.4%	16.7%	14.6%	27.4%	15.7%	17.3%	17.9%	12.7%	18.5%
<b>Agree</b>	33.9%	46.2%	21.2%	43.0%	33.6%	44.9%	24.7%	43.8%	32.4%	45.2%
<b>Neutral</b>	23.2%	20.7%	36.4%	24.1%	34.5%	22.8%	32.1%	21.4%	26.8%	20.7%
<b>Disagree</b>	12.5%	12.9%	19.7%	14.1%	2.7%	11.9%	11.1%	11.0%	14.1%	11.5%
<b>Strongly disagree</b>	10.7%	4.8%	6.1%	4.1%	1.8%	4.8%	14.8%	5.9%	14.1%	4.1%
<b>Faculty at USU care about students.</b>										
<b>Strongly agree</b>	22.0%	13.4%	20.2%	13.8%	20.6%	15.1%	24.8%	17.7%	28.3%	18.5%
<b>Agree</b>	46.3%	50.2%	50.9%	53.5%	49.5%	52.0%	47.2%	52.8%	44.4%	54.1%
<b>Neutral</b>	28.0%	27.8%	24.6%	25.0%	25.2%	25.6%	25.6%	23.5%	24.2%	22.3%
<b>Disagree</b>	1.2%	6.5%	2.6%	5.5%	2.8%	5.4%	1.6%	4.4%	2.0%	3.9%
<b>Strongly disagree</b>	2.4%	2.1%	1.8%	2.1%	1.9%	1.9%	0.8%	1.6%	1.0%	1.3%
<b>Staff at USU care about students.</b>										
<b>Strongly agree</b>	22.1%	10.9%	22.9%	12.5%	21.0%	12.6%	23.6%	14.3%	28.6%	16.0%
<b>Agree</b>	41.6%	44.9%	46.8%	44.2%	44.8%	44.8%	46.3%	48.3%	43.9%	48.5%
<b>Neutral</b>	28.6%	32.3%	23.9%	32.4%	26.7%	31.3%	25.2%	29.4%	25.5%	27.8%
<b>Disagree</b>	3.9%	8.6%	4.6%	7.6%	3.8%	7.5%	3.3%	5.5%	1.0%	5.8%
<b>Strongly disagree</b>	3.9%	3.3%	1.8%	3.3%	3.8%	3.8%	1.6%	2.5%	1.0%	1.9%
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. 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). Because of the inconsistency 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.

A greater percentage of ALL USU respondents than RCDE respondents planned to continue their educations only. A plurality of the RCDE respondents planned only to work, while a majority of the ALL USU respondents only planned to work. A greater percentage of RCDE respondents than ALL USU respondents planned to work and continue their educations. This is not unusual since many RCDE respondents were working while pursuing their bachelor's degree. Very few respondents in both groups planned to stay at home with their children the year following graduation. No RCDE respondents planned on volunteer service or military service only. A very small number of ALL USU respondents planned to engage in volunteer service or military service only. Only one respondent from each group planned on military service plus additional education.

Students were then asked, "If you are continuing your education during the next year will it be full-time or part-time?" A majority of respondents from both groups were going to attend school full-time, but a higher percentage of ALL USU respondents were going to attend full-time. When asked what degrees they were seeking, a majority of respondents from both groups would be seeking master's degrees. Note that a larger percentage of RCDE respondents were going to seek master's degrees. No RCDE respondents indicated they would be seeking doctoral degrees. Very few respondents from both groups planned on seeking professional degrees or second bachelor's degrees.

Students were then asked, "If you have a job, will it be full-time or part-time?" A majority of respondent from both groups will be working full-time. Note that a higher percentage of RCDE respondents will be working full-time. A majority of respondents from both groups indicated that their jobs were related to their degree. When asked what sector they will be working in, a plurality of RCDE respondents said education or business/industry, while a plurality of ALL USU respondents said business/industry. A small percentage of respondents from both groups said they would be working for a government agency. When asked if their job was located in Utah, a majority of respondents from both groups indicated that it was. A slightly larger percentage of RCDE respondents than ALL USU respondent's jobs were located in Utah. A majority of respondents from both groups were not looking for a full-time job.

<b>TABLE 8. FUTURE PLANS</b>				<b>RCDE</b>	<b>RCDE</b>	<b>ALL</b>	<b>ALL</b>
				<b>2009</b>	<b>2009</b>	<b>2009</b>	<b>2009</b>
				<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
<b>After you graduate what are your plans for the next year?</b>							
<b>Additional education only</b>				12	10.9%	300	20.4%
<b>Employment only</b>				52	47.3%	805	54.8%
<b>Employment plus Additional Education</b>				38	34.5%	288	19.6%
<b>Stay at home with children only</b>				6	5.5%	42	2.9%
<b>Stay at home with children plus Ed plus Work</b>				0	0.0%	2	0.1%
<b>Stay at home with children plus Work</b>				0	0.0%	2	0.1%
<b>Volunteer service only</b>				0	0.0%	17	1.2%
<b>Volunteer service plus Additional Education</b>				0	0.0%	1	0.1%
<b>Military service only</b>				0	0.0%	3	0.2%
<b>Military service plus Additional Education</b>				1	0.9%	1	0.1%
<b>Other only</b>				1	0.9%	8	0.5%
<b>Total</b>				110	100.0%	1469	100.0%
<b>If you are continuing your education during the next year, will it be:</b>							
<b>I will be attending school</b>							
<b>Full-time</b>				25	52.1%	437	80.3%
<b>Part-time</b>				23	47.9%	107	19.7%
<b>Total</b>				48	100.0%	544	100.0%
<b>The degrees you are seeking</b>							
<b>Masters</b>				43	89.6%	422	71.2%
<b>Doctorate</b>				0	0.0%	28	4.7%
<b>Second Bachelors</b>				2	4.2%	14	2.4%
<b>Professional (medical, law)</b>				2	4.2%	87	14.7%
<b>Other, no degree</b>				1	2.1%	42	7.1%
<b>Total</b>				48	100.1%	593	100.1%
<b>If you have a job, will it be:</b>							
<b>I will be working</b>							
<b>Full-time</b>				66	88.0%	523	77.5%
<b>Part-time</b>				9	12.0%	152	22.5%
<b>Total</b>				75	100.0%	675	100.0%
<b>Is your job related to your degree?</b>							
<b>Yes</b>				44	60.3%	376	59.5%
<b>Somewhat</b>				21	28.8%	170	26.9%
<b>No</b>				8	11.0%	86	13.6%
<b>Total</b>				73	100.1%	632	100.0%

			<b>RCDE</b>	<b>RCDE</b>	<b>ALL</b>	<b>ALL</b>
			<b>2009</b>	<b>2009</b>	<b>2009</b>	<b>2009</b>
			<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
<b>In what sector will you be working</b>						
	<b>Government agency</b>		11	15.1%	84	13.7%
	<b>Education (public or private)</b>		28	38.4%	168	27.4%
	<b>Business or industry</b>		28	38.4%	271	44.1%
	<b>Other</b>		6	8.2%	91	14.8%
	<b>Total</b>		73	100.1%	614	100.0%
<b>Is your job located in Utah?</b>						
	<b>Yes</b>		61	84.7%	457	74.6%
	<b>No</b>		11	15.3%	156	25.4%
			72	100.0%	613	100.0%
<b>Are you currently looking for a full-time job?</b>						
	<b>Yes</b>		33	28.4%	620	44.3%
	<b>No</b>		66	66.7%	778	55.7%
	<b>Total</b>		99	95.1%	1398	100.0%
NOTE: Percentages are based on the number of students responding to each question.						

## **FINDINGS: OVERALL USU EXPERIENCES (See Table 9)**

Several 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 in both groups agreed or strongly agreed that they were satisfied. Responses were nearly the same for both groups.

In evaluating whether tuition was a worthwhile investment for USU students, a majority of respondents in both groups agreed or strongly agreed. Agreement percentages were similar for both groups. When students were asked: "if I had to make the decision again, I would still come to USU", a majority of respondents from both groups agreed or strongly agreed. A slightly higher percentage of respondents from RCDE agreed or strongly agreed.

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 a very small percentage of respondents from both groups selected (3) or (4), while an overwhelming majority from both groups 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.

## **LOCATION OF FULL REPORTS**

Report for these groups appear on USU's Facts and Figures website at <http://aaa.usu.edu/FactsFigures/surveys.asp>

<b>TABLE 9. OVERALL USU EXPERIENCES</b>										
	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>	<b>RCDE</b>	<b>ALL USU</b>
	<b>2005</b>	<b>2005</b>	<b>2006</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>	<b>2009</b>	<b>2009</b>
<b>I am satisfied with the education I received at USU.</b>										
<b>Strongly agree</b>	36.7%	29.1%	40.7%	32.3%	43.8%	34.7%	45.0%	37.1%	53.6%	41.2%
<b>Agree</b>	52.2%	58.6%	49.6%	56.8%	46.1%	53.3%	47.0%	52.3%	41.1%	49.7%
<b>Neutral</b>	8.9%	8.9%	7.4%	7.8%	8.6%	8.6%	6.0%	7.9%	2.7%	6.5%
<b>Disagree</b>	1.1%	2.6%	2.2%	2.4%	1.6%	2.6%	1.3%	1.9%	0.9%	2.2%
<b>Strongly disagree</b>	1.1%	0.7%	0.0%	0.6%	0.0%	0.8%	0.7%	0.9%	1.8%	0.5%
<b>The tuition I paid at USU was a worthwhile investment.</b>										
<b>Strongly agree</b>	26.1%	20.8%	32.1%	22.7%	33.1%	23.3%	30.7%	25.3%	39.3%	28.9%
<b>Agree</b>	43.2%	48.7%	40.3%	46.7%	41.1%	45.6%	47.3%	46.8%	39.3%	44.6%
<b>Neutral</b>	21.6%	20.8%	20.9%	20.9%	22.6%	22.0%	18.0%	18.4%	13.4%	19.7%
<b>Disagree</b>	8.0%	6.1%	5.2%	6.5%	2.4%	5.8%	3.3%	6.8%	3.6%	4.6%
<b>Strongly disagree</b>	1.1%	3.5%	1.5%	3.3%	0.8%	3.3%	0.7%	2.8%	4.5%	2.1%
<b>If I had to make the decision again, I would still come to USU.</b>										
<b>Strongly agree</b>	40.4%	32.5%	41.5%	37.0%	43.0%	37.0%	48.7%	40.1%	54.5%	43.6%
<b>Agree</b>	40.4%	42.8%	39.3%	40.9%	43.8%	42.4%	39.3%	41.0%	35.7%	38.1%
<b>Neutral</b>	11.2%	14.9%	12.6%	13.8%	9.4%	12.3%	6.7%	12.4%	4.5%	11.3%
<b>Disagree</b>	5.6%	6.5%	5.2%	4.9%	3.1%	4.2%	4.0%	4.0%	2.7%	4.7%
<b>Strongly disagree</b>	2.2%	3.3%	1.5%	3.4%	0.8%	4.0%	1.3%	2.4%	2.7%	2.3%
<b>What would you tell a graduating high school student about Utah State University?</b>										
<b>It's great come here to school</b>	45.8%	44.6%	43.9%	47.7%	51.6%	49.6%	55.9%	52.7%	60.0%	55.6%
<b>Mostly positive things</b>	50.6%	50.7%	51.2%	48.5%	45.1%	46.1%	43.4%	44.2%	38.2%	40.5%
<b>Mostly negative things</b>	2.4%	3.2%	4.1%	2.3%	3.3%	3.1%	0.0%	2.2%	0.9%	2.8%
<b>It's not great, don't come here</b>	1.2%	1.4%	0.8%	1.5%	0.0%	1.2%	0.7%	0.9%	0.9%	1.1%

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