

Graduating Students Survey

2000

A Report

University Assessment

Information and Learning Resources

Table of Contents

Executive Summary	3
Importance of Goals and Progress Towards Goals	6
Preparation in General Education Domains	7
Importance and Opinions of Academic Support Services	8
Importance and Opinions of Non Academic Support Services	9
Demographic Characteristics of the Sample	11
Second Major	13
College	14
Interruptions	21
Reasons for Interruptions	22
Financial Aid	25
Advising	28
Satisfaction with Education at USU	33
Importance of Goals and Progress Toward Goals	36
Levels of Satisfaction with Academic Support Services	54
Levels of Satisfaction with Non-academic Support Services	67
Preparation in General Education Domains	79
Impressions of USU	82

Executive Summary

The Survey

When students apply for graduation their packets contain a survey which they are asked to complete along with the other requirements that are a part of the graduation process. Students make application all year long and surveys are collected monthly. The present results are those of students who made application for graduation from May 1999 - May 2000.

The Sample

The sample was representative of the graduating class of 2000. It contained 1,714 cases which was more than 60 percent of the target population of baccalaureate graduates. The sample also contained over 500 more cases than the prior year's sample. Finally, the sample was representative of the entire student population in terms of:

- majors (nearly 80 percent represented)
- proportions of graduates by college
- sex
- citizenship
- minority American ethnicity

Some Demographic Characteristics of the Respondents

- 3.5 percent carried a second major
- the majority planned to graduate in Spring, 2000
- 7 in 10 had GPAs between 3.1 and 4.0
- 96.5 percent had applied for a baccalaureate degree
- 5 in 10 were single or married
- 3 in 10 had one or more dependents
- >7 in 10 were between 21 and 25 years of age
- >8 in 10 were Utah residents
- >4 in 10 attended USU for 3 years or less
- 84.9 percent took the majority of their classes on the Logan campus
- >5 in 10 planned to continue their educations
- 3 in 4 worked full or part time
- 45.1 percent were in degree-related employment
- >5 in 10 stopped out at least once
- 7 in 10 who stopped out, stopped out only once
- 58.4 percent of stop outs = 1 - 2 years duration
- most prevalent reason for stops outs = church/mission service
- chief financial support from employment

What Would They Tell Their Friends About USU?

- 38.1 percent would say, "It's great; come here to school."
- 46.1 percent would say mostly positive things.

Stopping Out

The major reason for stopping out was for a church/mission service activity followed by financial reasons.

Table i. Reasons for stopping out.

<u>Reasons for Interruption</u>	<u>Major + Minor Reason (%)</u>
Church/Mission Service	55.0
Financial	46.6
Job Opportunity	28.2
Stress	21.7
Homemaking Responsibilities	19.8
Transferred to another college/university	19.2
Lack of Interest	15.5
Illness	9.7
Academic Standing	6.5
Participated in an exchange program	4.8

Sources of Financial Aid

Their own employment constituted respondents' greatest source of financial aid.

Table ii. Sources of financial aid for respondents.

<u>Source of Financial Aid</u>	<u>Major Source + Minor Source (%)</u>
Employment	87.6
Savings	66.2
Parents	64.4
Grants	58.5
Loans	51.6
Scholarship	46.8
Spouse	34.1

Other Relative	11.9
Work Study	10.8
Veteran's Benefits	3.2
Graduate Assistantship	1.1

Advising

- >9 in 10 reported being assigned an advisor
- >5 in 10 met with their advisors each term
- advisor and major requirement sheets were major sources for planning
- <6 in 10 were satisfied with the advising system at USU

Table iii. Respondents' agreement with advising items.

<u>Items</u>	<u>Agreement (%)</u> <u>(Strongly Agree + Agree)</u>
My advisor: Gave me correct information on services/programs.	76.1
Interactions with my advisor were positive.	75.4
Overall I was satisfied with my advisor.	70.4
My advisor: Was interested in my welfare.	67.5
Overall I was satisfied with the advising system in my college/department.	64.3
My advisor: Was readily available for consultation.	63.0
Overall I was satisfied with the advising system at USU	58.5
My advisor: Helped me make academic/career decisions.	52.7

Satisfaction with Education at USU

Large majorities of respondents were satisfied or very satisfied with their educational experiences at USU.

Table iv. Satisfaction with various aspects of their education by respondents.

<u>To what extent were you satisfied with each of the following at USU?</u>	<u>Satisfaction (%)</u> <u>(Very Satisfied + Satisfied)</u>
Overall quality of education	94.2
Challenge of courses in your major	92.5
Overall quality of the program in your major	92.2
The degree to which you were fairly treated	90.0

Helpfulness of faculty	87.8
Challenge of courses in University Studies/General Education	86.9
Accessibility of faculty	86.0
Variety of courses in your major	85.8
Variety of courses in University Studies/General Education	85.4
Overall quality of University Studies/General Education	84.6
Academic Advising	81.7

Importance of Goals and Progress Towards Goals

When respondents' ratings of importance of the following goals are subtracted from the rated progress respondents indicate they have made toward the goal, a measure of expectations met (a positive gap) or not met (a negative gap) results. The table is ordered from the largest negative gap.

Table v. Importance of goals, progress toward those goals, and gaps between them.

<u>Goals</u>	<u>Importance (%)</u> <u>(Moderately</u> <u>Important + Very</u> <u>Important</u>	<u>Progress (%)</u> <u>(Good + Very</u> <u>Good)</u>	<u>Gap (%)</u> <u>(Progress -</u> <u>Importance)</u>
Management of Personal Finances	93.6	75.5	-18.1
Awareness of Social Issues	92.8	82.6	-10.2
Job/Career Skills	98.6	88.5	-10.1
Likelihood of Promotion/Salary Increase	92.0	82.2	-9.8
Informal Interactions with Professors	83.6	73.9	-9.7
Time Management Skills	94.6	85.9	-8.7
Leadership Skills	92.9	85.0	-7.9
Personal System of Values	90.8	83.3	-7.5
Acquire Skills for Self-Directed Learning	97.6	90.4	-7.2
Understanding the Sciences	92.0	84.8	-7.2
Obtain Professional Skills	98.1	91.3	-6.8
Interactions with International/Minority Students	73.9	67.3	-6.6
Planning and Organizational Skills	95.4	88.8	-5.8
Problem Solving Skills	98.3	93.6	-4.7

Affiliation with a department/program	89.9	85.3	-4.6
Critical Thinking Abilities	97.3	92.9	-4.4
Verbal Skills	94.9	90.6	-4.3
Prepare for Family Life	80.0	76.0	-4.0
Self-Confidence	94.9	91.1	-3.8
Participate in Extracurricular Activities	77.3	74.3	-3.0
Sensitivity/Tolerance to Alternative Views/Cultures	88.8	86.1	-2.7
General Knowledge	98.6	95.9	-2.7
Sensitivity/Tolerance to Others	91.4	89.0	-2.4
Level of Intellect	97.4	95.2	-2.2
Social/Interpersonal Skills	92.7	90.6	-2.1
Learn to Work Well with Others	95.1	94.2	-0.9
Affiliation with the USU Community	73.5	73.5	0.0
Appreciation of the Arts	76.3	77.7	1.4
Independence	92.8	94.7	1.9
Find a Spouse/Partner	61.9	64.6	2.7

Preparation in General Education Domains

Substantial majorities of graduating students of USU rated their preparation in the domains of general education as well or very well.

Table vi. Preparation in general education domains.

Preparation	Very Well + Well (%)
Communication	85.7
Social Science	84.3
Computer Literacy	83.1
Humanities and Art	82.5
Physical Science	82.2
Life Science	80.6
Numeracy	77.9

Importance and Opinions of Academic Support Services

Respondents ranked as most important those services that were necessary to permit them to function as students, that is, registration, tuition and fees, financial aid, cashiers office, bookstore, computer labs, and copy centers. The exception was Merrill Library. These were not the services that respondents had the highest opinions of with one exception (i.e., USU ID Card Office). Two services that ranked much lower in importance were among those that were ranked the highest in satisfaction (i.e., International Students/Scholars Office; Women’s Center).

The column entitled “Gap” was composed by subtracting the perceived importance of the service from respondents’ satisfaction with the service. Negative gaps can be interpreted as failures to meet respondents’ expectations. That is, respondents’ ratings of the importance of the service were not matched by their opinions of the service. Positive gaps can be interpreted as expectations exceeded. It is worth noting that this algorithm is a kind of double-edged sword. That is, those services that students rate most important have to generate high opinions to meet expectations, and, conversely, services where importance is ranked lower don’t need to generate as high opinions to exceed expectations. Table rows are arranged from highest negative gaps to highest positive gaps.

Table vii. Importance and opinion of academic support services and the gaps between them.

<u>Academic Support Service</u>	<u>Importance of Service (%) (Very Important + Moderately Important)</u>	<u>Opinion of Service (%) (Very Satisfied + Satisfied)</u>	<u>Gap (%) (Opinion - Importance of Service)</u>
Bookstore	94.6 (3)*	56.4	-38.2
Touch Tone Registration	89.4	78.0	-11.4
Fee & Tuition Payment Service	93.2 (5)	82.7	-10.5
Computer Labs	95.9 (2)	86.6	-9.3
Registration and Records Office	96.3 (1)	87.1	-9.2
Financial Aid Office	90.1 (7.5)	81.7	-8.4
Cashier’s Office	90.1 (7.5)	84.1	-6.0
Merrill Library	93.8 (4)	89.1	-4.7
Career Services	84.5	80.6	-3.9
Student Housing	67.5	64.8	-2.7
Copy Centers	92.3 (6)	91.5 (3)*	-0.8
Student Health Insurance	64.4	65.7	1.3
USU ID Card Office	88.2	92.5 (2)	4.3

Student Health Center	81.0	86.8	5.8
Student Employment Office	73.9	82.4	8.5
Cazier Science & Technology Library	86.4	95.3 (1)	8.9
Counseling Center	66.8	83.5	16.7
SOAR	55.6	74.0	18.4
Computer Solutions Center	62.3	85.7	23.4
Student Wellness Center	60.2	87.1	26.9
Re-entry Student Center	54.3	85.8	31.5
Disability Resource Center	56.6	88.2	31.6
Women's Center	51.1	90.3 (5)	39.2
International Student/Scholars Office	51.4	90.7 (4)	39.3
Children's House	41.2	88.0	46.8

* Numbers in parentheses are ranks of those ratings above 90%.

Importance and Opinions of Non Academic Support Services

Respondents ranked as most important to them parking and transportation, security, the student newspaper, and the university's recreation facilities. Respondents were most satisfied with non academic services related to artistic activities (e.g., Performing Arts Series; Poetry and a Beverage) to volunteering, and to outdoor recreation. Parking Services had the largest negative gap followed at considerable distance by the Statesman. All other non academic services met the expectations of these respondents—possibly because their importance ratings were relatively lower than their opinions of the services.

Table viii. Importance and opinion of non academic support services and the gaps between them.

Non Academic Support Service	Importance (%) (Very + Moderately Important)	Opinion (%) (Very Satisfied + Satisfied)	Gap (%) (Opinion - Importance)
Parking Services	88.5 (1)	34.9	-53.6
Statesman	87.2 (2)	80.4	-6.8
USU Police	85.2 (3)	86.1	0.9
Shuttle Bus	85.0 (4)	88.7	3.7
Food Services	79.7	83.7	4.0
Recreation (HPER/Field House)	83.9 (5)	88.5	4.6
Varsity Athletics	67.7	75.9	8.2

Campus Recreation	74.8	89.2	14.4
Arts and Lecture Series	69.5	87.7	18.2
Performing Arts Series	73.3	92.0 (3)	18.7
Council of Student Clubs and Organizations	64.7	85.4	20.7
Outdoor Recreation	70.3	92.2 (2)	21.9
STAB Activities	65.2	87.6	22.4
Volunteer Center (VOICE)	69.0	93.8 (1)	24.8
Affirmative Action/Equal Opportunity Office	54.0	82.4	28.4
Convocations	62.1	90.7 (4)	28.6
Homecoming	58.9	89.0	30.1
KUSU/Utah Public Radio	56.5	87.6	31.1
Game Room	52.7	88.4	35.7
Parents' Weekend	48.3	85.1	36.8
Poetry and a Beverage	48.2	90.2 (5)	42.0
Robins Awards	43.2	84.4	45.2

Graduating Students Survey - 2000

Throughout this report, on rare occasions, a table will show that approximately half the cases are missing. Unless otherwise noted, this indicates that a particular survey item appeared on only one of the two survey forms that were utilized in this year's report.

Demographic Characteristics of the Sample

Academic Major. 113 of the approximately 143 available majors (79.0%) at USU were represented in the sample.

Table 1. Academic Major.

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>
Major Not Identified	22	1.3
Accounting	68	4.0
Aeronautics	7	.4
Aerospace Engineering	2	.1
Aerospace Studies	1	.1

Aerospace Technology	3	.2
Agribusiness	7	.4
Agricultural Education	2	.1
Agricultural Machinery Tech	4	.2
Agricultural Systems Tech	4	.2
Air Force ROTC	1	.1
American Studies	2	.1
Animal Science	16	.9
Anthropology	11	.6
Apparel Merchandising	4	.2
Applied Ornamental Horticulture	1	.1
Art	55	3.2
Asian Studies	4	.2
Biochemistry	1	.1
Biological Engineering	1	.1
Biological Science	4	.2
Biology	37	2.2
Biology Ecology	2	.1
Bioveterinary Science	8	.5
Biometerology	1	.1
Business	12	.7
Business Administration	26	1.5
Business Education	7	.4
BIS	85	5.0
BISE	3	.2
Chemistry	14	.8
Chemistry Teaching	1	.1
Civil & Environmental Engineering	9	.5
Civil Engineering	36	2.1
Communication	20	1.2
Communicative Disorders	26	1.5
Community Economic Development	7	.4
Computer Engineering	3	.2
Computer Science	19	1.1
Crop Science	6	.4
Dairy Science	3	.2
Drafting	6	.4
Early Childhood Education	8	.5
Ecology (Fisheries & Wildlife)	3	.2
Economics	14	.8
Electrical Engineering	32	1.9
Elementary Education	116	6.8
Engineering	3	.2
English	60	3.5
Environmental Engineering	10	.6
Enviro Soil/Water Science	2	.1
Environmental Studies	14	.8
Family & Consumer Sciences	25	1.5
Family & Consumer Science Education	8	.5
Family and Human Development	93	5.4
Finance	27	1.6
Fisheries and Wildlife	12	.7
Forest Management	1	.1
French	2	.1

Geology	4	.2
Geography	11	.6
German	1	.1
Health Education Specialist	14	.8
Health, Physical Ed & Recreation	9	.5
History	44	2.6
Horticulture	5	.3
Horticulture (Ornamental)	15	.9
Human Environments	4	.2
Human Resource Mgt	16	.9
Industrial Teacher Education	4	.2
Industrial Technology (IT)	4	.2
IT (Electronics/Computer Tech)	1	.1
IT (Flight Tech)	9	.5
IT (Welding Eng Tech)	5	.3
Instructional Technology	2	.1
Interdisciplinary Studies	8	.5
Interior Design	10	.6
International Studies	1	.1
Journalism	28	1.6
Landscape Architecture	13	.8
Liberal Arts and Sciences	37	2.2
Management	22	1.3
Marketing	49	2.9
Mathematics	3	.2
Mathematics Education	8	.5
Mechanical Engineering	33	1.9
Music	23	1.3
Music Therapy	5	.3
Nutrition and Food Science	9	.5
Office Systems Support	16	.9
Parks and Recreation	14	.8
Philosophy	11	.6
Physical Education	43	2.5
Phy Sci (Physic Teach Comp)	2	.1
Physics	6	.4
Political Science	36	2.1
Pre-dental Biology	1	.1
Pre-law	3	.2
Pre-medical Biology	5	.3
Production Management	7	.4
Psychology	51	3.0
Public Health	14	.8
Rangeland Resources	1	.1
Rec Resources Mgt	2	.1
Secondary Education	11	.6
Social Work	33	1.9
Sociology	28	1.6
Soil Science	1	.1
Spanish	14	.8
Special Education	25	1.5
Speech	1	.1
Statistics	1	.1
Theatre Arts	7	.4

Watershed Science	3	.2
Total	1714	100.0

Second Major. 96.5 percent of respondents (n = 1654) did not complete a second major. Thus, 3.5 percent did. Thirty different academic majors were represented as second majors among those who took a second major.

Table 2. Second Major.

<u>Second Major</u>	<u>Frequency</u>
No Second Major	1654
Aerospace Technology	1
Asian Studies	1
Biology Ecology	1
Business Education	7
Elementary Education	3
English	1
Finance	4
Health Education Specialist	1
History	1
Industrial Technology (IT)	2
Landscape Architecture	1
Liberal Arts and Sciences	2
Management	1
Marketing	1
Marketing Education	4
Music	1
Office Systems Support	1
Philosophy	1
Physical Education	1
Plant Science	1
Political Science	2
Pre-dental Biology	1
Pre-law	1
Psychology	1
Public Health	1
Secondary Education	4
Sociology	4
Spanish	4
Special Education	5
Statistics	1
Total	1714

College. Eight respondents identified themselves as having majors independent of any one college (i.e., Interdisciplinary Studies; International Studies). Among those reporting a college there was rough parity in terms of proportional representation with the university's population data for all graduates for 1999-2000 (*Graduation Summary 1999-2000*; Office of Planning and Analysis, Sept. 2000).

Table 3. College.

College	Frequency	Percent	University Population (1999-2000)
HASS	434	25.8	21.2
Business	352	21.0	22.1
Education	318	18.9	22.0
Engineering	177	10.5	10.0
Family Life	153	9.1	7.1
Science	126	7.5	7.7
Agriculture	73	4.3	4.9
Natural Resources	48	2.9	3.4
Total	1681	100.0	

Graduation Term. Most respondents planned to graduate in the spring of the year.

Table 4. Term respondents plan to graduate.

<u>Term</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Summer	113	6.6	14.4	14.4
Fall	266	15.5	33.9	48.3
Spring	405	23.6	51.7	100.0
SubTotal	784	45.7	100.0	
Missing	930	54.3		
Total	1714	100.0		

Graduation Year. Most respondents planned to graduate during 2000.

Table 5. Year respondents plan to graduate.

<u>Year</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
2000	636	37.1	81.9	81.9
2001	15	.9	1.9	83.8
1999	126	7.4	16.2	100.0
SubTotal	777	45.3	100.0	
Missing	937	54.7		
Total	1714	100.0		

Cumulative GPA. More than 7 in 10 respondents (71.4%) reported a cumulative GPA of 3.1 or greater.

Table 6. Cumulative GPA of respondents.

<u>Cumulative GPA</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
4.0 - 3.6	504	29.4	30.6	30.6
3.5 - 3.1	672	39.2	40.8	71.4
3.0 - 2.6	400	23.3	24.3	95.6
2.5 - 2.0	72	4.2	4.4	100.0

SubTotal	1648	96.1	100.0
Missing	66	3.9	
Total	1714	100.0	

Degree Applied For. An overwhelming majority of respondents (96.5%) reported they had applied for a baccalaureate degree.

Table 7. Degree respondents reported they were applying to receive.

<u>Degree</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Certificate	16	.9	.9	.9
Associates	42	2.5	2.5	3.4
Bachelors	1645	96.0	96.5	99.9
Masters	1	.1	.1	99.9
Doctorate	1	.1	.1	100.0
SubTotal	1705	99.5	100.0	
Missing	9	.5		
Total	1714	100.0		

Sex. Female students were a majority of the respondents (54.8%) to this survey. They also are a majority (53.1%) of the population at USU (*USU Fact Book 1998-1999*), generally reflecting the parameter for colleges throughout the country.

Table 7. Sex of respondents.

<u>Sex</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Female	934	54.5	54.8	54.8
Male	770	44.9	45.2	100.0
SubTotal	1704	99.4	100.0	
Missing	10	.6		
Total	1714	100.0		

Citizenship. All but 4.6 percent of respondents (95.4%) were American citizens reflecting the population percentage (95.8%) (*USU Fact Book, 1998-1999*).

Table 8. Citizenship of respondents.

<u>Citizenship</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
USA	1621	94.6	95.4	95.4
International	78	4.6	4.6	100.0
SubTotal	1699	99.1	100.0	
Missing	15	.9		
Total	1714	100.0		

Minority Americans. In terms of ethnicity, the sample reflected the population of students at USU quite well. Population percentages of the various ethnic groups (*USU Fact Book 1998-1999*) are tabulated in the parentheses in the table's Valid Percent column. The sample over represented Asian/Pacific Islanders.

Table 9. Ethnicity of respondents.

<u>Ethnicity</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
American Indian/Alaskan Native	18	1.1	1.1 (0.6)	1.1
Hispanic	33	1.9	2.0 (1.5)	3.1
Asian or Pacific Islander	71	4.1	4.3 (1.2)	7.4
White, Non-hispanic	1516	88.4	91.4 (90.0)	98.7
Black, Non-hispanic	5	.3	.3 (0.4)	99.0
Other, unspecified	16	.9	1.0(2.1)	100.0
SubTotal	1659	96.8	100.0	
Missing	55	3.2		
Total	1714	100.0		

Marital Status. About half the sample was married and half was single.

Table 10. Marital status of respondents.

<u>Marital Status</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Single	848	49.5	49.8	49.8
Married	804	46.9	47.2	97.0
Divorced	38	2.2	2.2	99.2
Widowed	8	.5	.5	99.7
Separated	5	.3	.3	100.0
SubTotal	1703	99.4	100.0	
Missing	11	.6		
Total	1714	100.0		

Dependents. About 7 in 10 respondents had no dependents while a plurality of the remainder had one.

Table 11. Number of dependents.

<u>Dependents</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Zero	1177	68.7	69.7	69.7
1	260	15.2	15.4	85.1
2	127	7.4	7.5	92.7
3	60	3.5	3.6	96.2
4	34	2.0	2.0	98.2
5	30	1.8	1.8	100.0
SubTotal	1688	98.5	100.0	
Missing	26	1.5		
Total	1714	100.0		

Age. As might be expected from a sample graduating from the university, the sample did not mirror the student population at the university in terms of age. For example, the sample contained almost twice as many students ages 21-25 years and ages 26-30 and many fewer students ages 18-20 years than did the population (The *Graduation Summary 1999-2000* shows the average age for baccalaureate students to

be 25.5 years.)

Table 12. Age category of respondents.

<u>Age</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
18 - 20	74	4.3	4.4 (26.2)	4.4
21 - 25	1231	71.8	72.5 (39.4)	76.8
26 - 30	270	15.8	15.9 (9.2)*	92.7
31 - 40	76	4.4	4.5	97.2
41 - 50	38	2.2	2.2	99.4
51 - 60	10	.6	.6	100.0
SubTotal	1699	99.1	100.0	
Missing	15	.9		
Total	1714	100.0		

*Through age 29

Residence When Not Attending USU. A majority of respondents (83.5%) reported that they lived in Cache Valley and outside Cache Valley in Utah. This is a larger percentage than is reflected in the population at USU (68.6%) (*USU Fact Book 1998-1999*). However, the latter data include the university's graduate students, almost a fifth of the total population, who are more likely to be from out of state than are undergraduates. The present sample contained only 2 respondents who identified themselves as applying for graduate degrees.

Table 13. Residence of respondents when not attending USU.

<u>Residence</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Cache Valley	762	44.5	44.9	44.9
Outside Cache Valley	655	38.2	38.6	83.5
Outside Utah in the US	220	12.8	13.0	96.4
Outside the US	61	3.6	3.6	100.0
SubTotal	1698	99.1	100.0	
Missing	16	.9		
Total	1714	100.0		

Length of Attendance at USU. Reflecting the large numbers of students who transfer to USU, 44.3 percent of respondents to the present survey were applying to graduate from USU after attending 3 years or less. However, almost half of the respondents (48.0%) attended 4 or 5 years, probably reflecting stopping out from the university for church/mission service.

Table 14. Length of reported attendance at USU.

<u>Attendance (yrs)</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
< 1	15	.9	.9	.9
1	44	2.6	2.6	3.5
2	314	18.3	18.4	21.9
3	382	22.3	22.4	44.3

4	494	28.8	29.0	73.2
5	324	18.9	19.0	92.2
6 +	133	7.8	7.8	100.0
SubTotal	1706	99.5	100.0	
Missing	8	.5		
Total	1714	100.0		

Location of Classes. Respondents were asked this year where they had taken most of their classes. This question was inserted to determine further the composition of the samples graduating from USU who respond to this survey. This is one of those items that was only on one of the two forms used this year, so there are a large number of “missing cases”. When those cases are excluded, over 8 in 10 respondents (84.9%) reported that they took the majority of their classes on the Logan campus.

Table 14. Majority of classes taken where?

<u>Location</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Another college/university	76	4.4	9.3	9.3
Logan Campus	691	40.3	84.9	94.2
Other USU locations	47	2.7	5.8	100.0
SubTotal	814	47.5	100.0	
Missing	900	52.5		
Total	1714	100.0		

Plans to Continue Education. A slim majority reported they planned to continue with their educations after graduating. However, many (33.2%) were undecided.

Table 15. Plans to continue education.

<u>Continue?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Yes	894	52.2	52.4	52.4
No	245	14.3	14.4	66.8
Undecided	566	33.0	33.2	100.0
SubTotal	1705	99.5	100.0	
Missing	9	.5		
Total	1714	100.0		

Work Status. Approximately one fifth of respondents (21.3%) reported working full time. Taken together, 3 in 4 respondents (76.1%) worked part or full time.

Table 16. Employment status of respondents.

<u>Employment</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Employed full-time	361	21.1	21.3	21.3
Employed part-time	928	54.1	54.8	76.1
Unemployed	405	23.6	23.9	100.0

SubTotal	1694	98.8	100.0
Missing	20	1.2	
Total	1714	100.0	

Time Worked While at USU. A plurality of respondents (30.9%) reported typically working half time while attending school. However, nearly 9 in 10 (87.4%) reported typically working anywhere from 1/4 to full time while they attended USU.

Table 17. Time typically worked while at USU.

<u>Typical Time Worked</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
None	215	12.5	12.7	12.7
1/4	316	18.4	18.7	31.3
1/2	524	30.6	30.9	62.3
3/4	328	19.1	19.4	81.6
Full-time	311	18.1	18.4	100.0
SubTotal	1694	98.8	100.0	
Missing	20	1.2		
Total	1714	100.0		

Job Related to Degree? Of those who reported employment nearly half (45.1%) responded that their employment related to the degree they were pursuing. However, slightly over half (54.9%) reported that their employment was not related to their degree.

Table 18. Is your employment related to your degree?

<u>Employment:</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Related to your degree	626	36.5	45.1	45.1
Unrelated to your degree	761	44.4	54.9	100.0
SubTotal	1387	80.9	100.0	
Missing	327	19.1		
Total	1714	100.0		

What Would You Tell Your Friends About USU? Over 8 in 10 respondents (84.2%) would tell their friends that USU is great and to come here to school; or, they would say mostly positive things. Less than 3 percent would say negative things about their USU experiences.

Table 19. What would you tell your friends about USU?

<u>What say?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
It's great; come here to school	639	37.3	38.1	38.1
Mostly positive things	772	45.0	46.1	84.2
Nothing much, positive or negative	217	12.7	12.9	97.1
Mostly negative things	29	1.7	1.7	98.9
It's not great; don't come here to school	19	1.1	1.1	100.0
SubTotal	1676	97.8	100.0	

Missing	38	2.2
Total	1714	100.0

Interruptions

Respondents were asked a series of questions about interrupting their educations for more than just summers.

Over half of respondents (53.3%) reported interrupting their college educations.

Table 20. Interruptions in college education.

<u>Interruption?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Yes	876	51.1	53.3	53.3
No	766	44.7	46.7	100.0
SubTotal	1642	95.8	100.0	
Missing	72	4.2		
Total	1714	100.0		

A substantial majority of respondents (70.0%) who reported stopping out, reported interrupting their college educations once.

Table 21. How often did you interrupt your education?

<u>How Often?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Once	617	36.0	70.0	70.0
More than once	264	15.4	30.0	100.0
SubTotal	881	51.4	100.0	
Missing	833	48.6		
Total	1714	100.0		

A majority of respondents (58.4%) who reported an interruption stopped out for 1 - 2 years.

Table 22. Length of interruption.

<u>Length (yrs)</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
< 1	246	14.4	27.8	27.8
1 - 2	517	30.2	58.4	86.2
3 - 4	62	3.6	7.0	93.2
5 +	60	3.5	6.8	100.0
SubTotal	885	51.6	100.0	
Missing	829	48.4		
Total	1714	100.0		

Reasons for Interruptions

Respondents were asked to rate their reasons for stopping out as either major, minor, or not a reason. These items were completed only by those who had stopped out, and, therefore, there are many more missing cases.

Finances. For almost half of respondents (46.6%) who stopped out, finances were either a major or minor reason. However, for the majority (53.4%) finances were not a reason.

Table 23. Reason for interruptions - Financial.

<u>Finances</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	191	11.1	24.2	24.2
Minor reason	176	10.3	22.3	46.6
Not a reason	421	24.6	53.4	100.0
SubTotal	788	46.0	100.0	
Missing	926	54.0		
Total	1714	100.0		

Homemaking Responsibilities. About 1 in 5 respondents who stopped out (19.8%) cited homemaking as a major or minor reason for stopping out. For the majority (80.2%), it was not a reason.

Table 24. Reason for interruptions - Homemaking responsibilities.

<u>Homemaking</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	103	6.0	13.4	13.4
Minor reason	49	2.9	6.4	19.8
Not a reason	615	35.9	80.2	100.0
SubTotal	767	44.7	100.0	
Missing	947	55.3		
Total	1714	100.0		

Stress. Stress was a major or minor reason for about 1 in 5 respondents (21.8%) who stopped out. However, for the remaining majority (78.3%), it was not.

Table 25. Reason for interruptions - Stress.

<u>Stress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	62	3.6	8.2	8.2
Minor reason	103	6.0	13.6	21.8
Not a reason	594	34.7	78.2	100.0
SubTotal	759	44.3	100.0	
Missing	955	55.7		
Total	1714	100.0		

Academic Standing. For over 9 in 10 respondents (93.5%) who stopped out, their academic standing was not a reason for doing so.

Table 26. Reason for interruptions - Academic standing.

<u>Academic Standing</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
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Major reason	19	1.1	2.5	2.5
Minor reason	30	1.8	4.0	6.5
Not a reason	705	41.1	93.5	100.0
SubTotal	754	44.0	100.0	
Missing	960	56.0		
Total	1714	100.0		

Church/Mission Service. For slightly over half of respondents who stopped out (53.1%), a church mission was a major reason for doing so. However, for slightly less than half (45.0%), a church mission was not a reason for stopping out.

Table 27. Reason for interruptions - Church mission/service.

<u>Church Service</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	442	25.8	53.1	53.1
Minor reason	16	.9	1.9	55.0
Not a reason	374	21.8	45.0	100.0
SubTotal	832	48.5	100.0	
Missing	882	51.5		
Total	1714	100.0		

Job Opportunity. For a little over 1 in 4 respondents (28.2%), a job opportunity was a major or minor reason for stopping out. However, for the remainder—a majority (71.8%)—it was not.

Table 28. Reason for interruptions - Job opportunity.

<u>Job Opportunity</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	113	6.6	14.7	14.7
Minor reason	103	6.0	13.4	28.2
Not a reason	551	32.1	71.8	100.0
SubTotal	767	44.7	100.0	
Missing	947	55.3		
Total	1714	100.0		

Illness. For 9 in 10 respondents who stopped out (90.3%), illness was not a reason for doing so.

Table 29. Reason for interruptions - Illness.

<u>Illness</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	48	2.8	6.3	6.3
Minor reason	26	1.5	3.4	9.7
Not a reason	688	40.1	90.3	100.0
SubTotal	762	44.5	100.0	
Missing	952	55.5		
Total	1714	100.0		

Lack of Interest. For over 8 in 10 respondents who stopped out (84.5%), lack of interest in school was not a reason. However, for over 1 in 6 respondents (15.5%), it was a reason.

Table 30. Reason for interruptions - Lack of interest.

<u>Lack of Interest</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	42	2.5	5.5	5.5
Minor reason	77	4.5	10.1	15.5
Not a reason	647	37.7	84.5	100.0
SubTotal	766	44.7	100.0	
Missing	948	55.3		
Total	1714	100.0		

Transferred to Another College/University. For about 1 in 5 respondents who stopped out (19.2%), a transfer to another college or university was a major or minor reason. However, for a majority of respondents (80.2%), it was not.

Table 31. Reason for interruptions - Transferred to another college/university.

<u>Transferred</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	67	3.9	8.8	8.8
Minor reason	79	4.6	10.4	19.2
Not a reason	615	35.9	80.8	100.0
SubTotal	761	44.4	100.0	
Missing	953	55.6		
Total	1714	100.0		

Participated in an Exchange Program. For almost all respondents who stopped out (95.2%), participation in an exchange program was not a reason for stopping out.

Table 32. Reason for interruptions - Participated in an exchange program.

<u>Exchange Program</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major reason	25	1.5	3.3	3.3
Minor reason	11	.6	1.5	4.8
Not a reason	712	41.5	95.2	100.0
SubTotal	748	43.6	100.0	
Missing	966	56.4		
Total	1714	100.0		

Financial Aid

Respondents were asked to rate sources of financial aid as either a major source, a minor source, or not a source.

Source = Parents. Parents were a major source for about 3 in 10 respondents (30.9%) and a minor source for an additional 3 in 10 (33.5%). Thus, parents were either a major or a minor source of financial aid for over 6 in 10 respondents (64.4%).

Table 33. Source of Financial Aid - Parents.

<u>Parents</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	484	28.2	30.9	30.9
Minor source	524	30.6	33.5	64.4
Not a source	558	32.6	35.6	100.0
SubTotal	1566	91.4	100.0	
Missing	148	8.6		
Total	1714	100.0		

Source = Spouse. A spouse was a either a major or minor source of financial aid for about 3 in 10 respondents (34.1%). However, for the majority (65.9%), a spouse was not a source of financial aid.

Table 34. Source of Financial Aid - Spouse.

<u>Spouse</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	198	11.6	13.5	13.5
Minor source	303	17.7	20.6	34.1
Not a source	968	56.5	65.9	100.0
SubTotal	1469	85.7	100.0	
Missing	245	14.3		
Total	1714	100.0		

Source = Another Relative. For almost 9 in 10 respondents (88.1%), another relative was not a source of financial aid for respondents to this survey.

Table 35. Source of Financial Aid - Other relative.

<u>Other Relative</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	48	2.8	3.4	3.4
Minor source	122	7.1	8.5	11.9
Not a source	1258	73.4	88.1	100.0
SubTotal	1428	83.3	100.0	
Missing	286	16.7		
Total	1714	100.0		

Source = Savings. Their savings were either a major or minor source for financial aid for a majority of respondents (66.2%). However, of that proportion twice as many (42.4%) rated this a minor source as rated it a major source (23.8%). And fully 3 in 10 respondents (33.8%) indicated that their savings were not a source for financial aid.

Table 36. Source of Financial Aid - Savings.

<u>Savings</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	354	20.7	23.8	23.8

Minor source	631	36.8	42.4	66.2
Not a source	502	29.3	33.8	100.0
SubTotal	1487	86.8	100.0	
Missing	227	13.2		
Total	1714	100.0		

Source = Employment. For half of respondents (50.0%) employment was a major source of financial aid while for almost 4 in 10 more respondents (37.6%) it was a minor source.

Table 37. Source of Financial Aid - Employment.

<u>Employment</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	769	44.9	50.0	50.0
Minor source	578	33.7	37.6	87.6
Not a source	191	11.1	12.4	100.0
SubTotal	1538	89.7	100.0	
Missing	176	10.3		
Total	1714	100.0		

Source = Work-Study. For almost 9 in 10 respondents (89.2%), work-study was not a source of financial aid.

Table 38. Source of Financial Aid - Work-study.

<u>Work-Study</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	30	1.8	2.1	2.1
Minor source	123	7.2	8.6	10.8
Not a source	1270	74.1	89.2	100.0
SubTotal	1423	83.0	100.0	
Missing	291	17.0		
Total	1714	100.0		

Source = Graduate Assistantship. As might be expected from a largely undergraduate sample, almost all respondents (98.9%) indicated that a graduate assistantship was not a source of financial aid.

Table 39. Source of Financial Aid - Graduate assistantship.

<u>Graduate Assistantship</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	7	.4	.5	.5
Minor source	8	.5	.6	1.1
Not a source	1404	81.9	98.9	100.0
SubTotal	1419	82.8	100.0	
Missing	295	17.2		
Total	1714	100.0		

Source = Scholarship. For slightly less than half of respondents (46.8%), a scholarship was either a major or minor source of financial aid. Conversely, for a majority of respondents (53.2%) this was not the case.

Table 40. Source of Financial Aid - Scholarship.

<u>Scholarship</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	400	23.3	27.0	27.0
Minor source	293	17.1	19.8	46.8
Not a source	788	46.0	53.2	100.0
SubTotal	1481	86.4	100.0	
Missing	233	13.6		
Total	1714	100.0		

Source = Loans. For a slim majority of respondents (51.6%), loans were either a major or minor source of financial aid; however, for almost as many (48.4%) they were not.

Table 41. Source of Financial Aid - Loans.

<u>Loans</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	494	28.8	33.0	33.0
Minor source	278	16.2	18.6	51.6
Not a source	725	42.3	48.4	100.0
SubTotal	1497	87.3	100.0	
Missing	217	12.7		
Total	1714	100.0		

Source = Grants. For a slightly larger majority (58.5%), grants were either a major or minor source of financial aid, but for about 4 in 10 respondents (41.5%) they were not.

Table 42. Source of Financial Aid - Grants.

<u>Grants</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Major source	576	33.6	38.3	38.3
Minor source	304	17.7	20.2	58.5
Not a source	624	36.4	41.5	100.0
SubTotal	1504	87.7	100.0	
Missing	210	12.3		
Total	1714	100.0		

Source = Veterans' Benefits. For almost all respondents (96.8%) veteran's benefits were not a source of financial aid.

Table 43. Source of Financial Aid - Veterans' benefits.

<u>Veteran's Benefits</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
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Major source	26	1.5	1.8	1.8
Minor source	19	1.1	1.3	3.2
Not a source	1363	79.5	96.8	100.0
SubTotal	1408	82.1	100.0	
Missing	306	17.9		
Total	1714	100.0		

Advising

Respondents were asked a series of questions about the advising process at USU. Most respondents (92.1%) knew they had been assigned an advisor.

Table 44. Were you assigned an advisor by your college/department?

<u>Advisor?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Yes	1566	91.4	92.1	92.1
No	67	3.9	3.9	96.1
Don't know	67	3.9	3.9	100.0
SubTotal	1700	99.2	100.0	
Missing	14	.8		
Total	1714	100.0		

A majority of respondents (67.4%) met with their advisors each term, while about 1 in 4 (27.6%) met with their advisors about once a year.

Table 45. Frequency of meetings with advisor.

<u>Meeting Frequency</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Weekly	29	1.7	1.7	1.7
Monthly	143	8.3	8.4	10.1
Each Quarter/Semester	976	56.9	57.3	67.4
Once a Year	470	27.4	27.6	95.0
Never	86	5.0	5.0	100.0
SubTotal	1704	99.4	100.0	
Missing	10	.6		
Total	1714	100.0		

About equal proportions of respondents indicated their advisors were either continuing education administrators (34.1%) or faculty members (39.1%). It is difficult to know what this outcome means. Since there are very few continuing education administrators, and they are at distance education sites, and this is a sample that took most of its courses on campus—not at a distance—it would seem the respondents did not know what a continuing education administrator was.

Table 46. Type of advisor.

<u>Type of Advisor</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Continuing Ed Administrator	580	33.8	34.1	34.1
Faculty member	665	38.8	39.1	73.1
Full-time advisor	331	19.3	19.4	92.6

Don't know	126	7.4	7.4	100.0
SubTotal	1702	99.3	100.0	
Missing	12	.7		
Total	1714	100.0		

Respondents, about equally, indicated that they received their major information for planning their academic programs from their advisors (40.2%) or the major requirement sheets published by each program (41.3%).

Table 47. Major source of information for planning academic program.

<u>Planning Source</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Advisor	683	39.8	40.2	40.2
Other faculty	88	5.1	5.2	45.4
Catalog	91	5.3	5.4	50.7
Major requirement sheets	702	41.0	41.3	92.0
Other students	64	3.7	3.8	95.8
Other	72	4.2	4.2	100.0
SubTotal	1700	99.2	100.0	
Missing	14	.8		
Total	1714	100.0		

About 3 in 4 respondents (76.1%) strongly agreed or agreed that their advisors gave them correct information.

Table 48. Advisor gave me correct information.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	578	33.7	34.2	34.2
Agree	706	41.2	41.8	76.1
Neutral	286	16.7	16.9	93.0
Disagree	72	4.2	4.3	97.3
Strongly Disagree	46	2.7	2.7	100.0
SubTotal	1688	98.5	100.0	
Missing	26	1.5		
Total	1714	100.0		

A little over 2 in 3 respondents (67.5%) strongly agreed or agreed that their advisors were interested in their welfare. However, conversely, this means that nearly 1 in 3 respondents were neutral or negative about this item.

Table 49. Advisor was interested in my welfare.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	513	29.9	30.4	30.4
Agree	627	36.6	37.1	67.5
Neutral	368	21.5	21.8	89.2
Disagree	110	6.4	6.5	95.7
Strongly Disagree	72	4.2	4.3	100.0

SubTotal	1690	98.6	100.0
Missing	24	1.4	
Total	1714	100.0	

Over 6 in 10 respondents (63.0%) strongly agreed or agreed that their advisors were readily available for consultation.

Table 50. Advisor was readily available for consultation.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	415	24.2	24.6	24.6
Agree	648	37.8	38.4	63.0
Neutral	367	21.4	21.8	84.8
Disagree	178	10.4	10.6	95.3
Strongly Disagree	79	4.6	4.7	100.0
SubTotal	1687	98.4	100.0	
Missing	27	1.6		
Total	1714	100.0		

Only a little over half of respondents (52.7%) strongly agreed or agreed that their advisors helped them make academic or career decisions. Thus, a rather large minority (47.3%) were either neutral, disagreed, or strongly disagreed with this statement.

Table 51. Advisor helped me make academic/career decisions.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	367	21.4	21.9	21.9
Agree	517	30.2	30.8	52.7
Neutral	505	29.5	30.1	82.7
Disagree	182	10.6	10.8	93.6
Strongly Disagree	108	6.3	6.4	100.0
SubTotal	1679	98.0	100.0	
Missing	35	2.0		
Total	1714	100.0		

Three in four respondents (75.4%) strongly agreed or agreed that their interactions with their advisors were positive.

Table 52. Interactions with my advisor were positive.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	623	36.3	37.0	37.0
Agree	647	37.7	38.4	75.4
Neutral	302	17.6	17.9	93.3
Disagree	69	4.0	4.1	97.4
Strongly Disagree	44	2.6	2.6	100.0
SubTotal	1685	98.3	100.0	
Missing	29	1.7		
Total	1714	100.0		

A majority of respondents (58.5%) strongly agreed or agreed that they were satisfied with the advising system at USU. This means, however, that the remainder—over 4 in 10—were neutral or disagreed with the statement.

Table 53. Satisfied with advising system at USU.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	380	22.2	22.5	22.5
Agree	606	35.4	35.9	58.5
Neutral	401	23.4	23.8	82.3
Disagree	182	10.6	10.8	93.1
Strongly Disagree	117	6.8	6.9	100.0
SubTotal	1686	98.4	100.0	
Missing	28	1.6		
Total	1714	100.0		

Nearly 2 in 3 respondents (64.3%) strongly agreed or agreed that they were satisfied with the advising system in their colleges and departments. Again, however, the remainder—over 1 in 3 respondents--were either neutral or disagreed with this statement.

Table 54. Satisfied with advising system in college/department.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	447	26.1	26.5	26.5
Agree	638	37.2	37.8	64.3
Neutral	334	19.5	19.8	84.1
Disagree	154	9.0	9.1	93.2
Strongly Disagree	115	6.7	6.8	100.0
SubTotal	1688	98.5	100.0	
Missing	26	1.5		
Total	1714	100.0		

A greater percentage of respondents (70.4%) strongly agreed or agreed that they were satisfied with their advisors. But, about 3 in 10 were either neutral or disagreed with this statement.

Table 55. Satisfied with my advisor.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Strongly Agree	535	31.2	31.7	31.7
Agree	652	38.0	38.7	70.4
Neutral	306	17.9	18.1	88.6
Disagree	118	6.9	7.0	95.6
Strongly Disagree	75	4.4	4.4	100.0
SubTotal	1686	98.4	100.0	
Missing	28	1.6		
Total	1714	100.0		

Satisfaction with Education at USU

Overall Quality of Education. Over 9 in 10 respondents (94.2%) were very satisfied or satisfied with the overall quality of their educations at USU.

Table 56. Overall quality of education.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	424	24.7	25.0	25.0
Satisfied	1176	68.6	69.3	94.2
Dissatisfied	81	4.7	4.8	99.0
Very Dissatisfied	17	1.0	1.0	100.0
SubTotal	1698	99.1	100.0	
Missing	16	.9		
Total	1714	100.0		

Overall Quality of University Studies/General Education. A good majority of respondents (84.6%) were very satisfied or satisfied with the overall quality of University Studies/General Education.

Table 57. Overall quality of University Studies/General Education.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	186	10.9	11.2	11.2
Satisfied	1222	71.3	73.4	84.6
Dissatisfied	216	12.6	13.0	97.5
Very Dissatisfied	41	2.4	2.5	100.0
SubTotal	1665	97.1	100.0	
Missing	49	2.9		
Total	1714	100.0		

Overall Quality of Program in the Major. Over 9 in 10 respondents (92.2%) were very satisfied or satisfied with the overall quality of the program in their majors.

Table 58. Overall quality of program in the major.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	672	39.2	39.6	39.6
Satisfied	890	51.9	52.5	92.2
Dissatisfied	111	6.5	6.5	98.7
Very Dissatisfied	22	1.3	1.3	100.0
SubTotal	1695	98.9	100.0	
Missing	19	1.1		
Total	1714	100.0		

Variety of Courses in the Major. A good majority—but slightly fewer respondents (85.8%) were very satisfied or satisfied with the variety of courses in their majors.

Table 59. Variety of courses in the major.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	513	29.9	30.3	30.3
Satisfied	942	55.0	55.6	85.8
Dissatisfied	204	11.9	12.0	97.9
Very Dissatisfied	36	2.1	2.1	100.0
SubTotal	1695	98.9	100.0	
Missing	19	1.1		
Total	1714	100.0		

Variety of Courses in University Studies/General Education. About the same proportion of respondents (85.4%) were very satisfied or satisfied with the variety of courses in the University Studies/General Education program.

Table 60. Variety of courses in University Studies/General Education.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	275	16.0	16.6	16.6
Satisfied	1141	66.6	68.8	85.4
Dissatisfied	208	12.1	12.5	97.9
Very Dissatisfied	34	2.0	2.1	100.0
SubTotal	1658	96.7	100.0	
Missing	56	3.3		
Total	1714	100.0		

Challenge of Courses in the Major. Over 9 in 10 respondents (92.5%) were very satisfied or satisfied with the challenge of courses in their majors.

Table 61. Challenge of courses in the major.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	588	34.3	34.7	34.7
Satisfied	980	57.2	57.8	92.5
Dissatisfied	110	6.4	6.5	99.0
Very Dissatisfied	17	1.0	1.0	100.0
SubTotal	1695	98.9	100.0	
Missing	19	1.1		
Total	1714	100.0		

Challenge of Courses in University Studies/General Education. Slightly fewer respondents (86.9%) were very satisfied or satisfied with the challenge of courses in University Studies/General Education.

Table 62. Challenge of courses in University Studies/General Education.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	256	14.9	15.4	15.4
Satisfied	1185	69.1	71.5	86.9
Dissatisfied	175	10.2	10.6	97.5

Very Dissatisfied	42	2.5	2.5	100.0
SubTotal	1658	96.7	100.0	
Missing	56	3.3		
Total	1714	100.0		

Accessibility of Faculty. About the same proportion of respondents (86.0%) were very satisfied or satisfied with the accessibility of faculty. However, this means that about 1 in 7 respondents was not satisfied.

Table 63. Accessibility of faculty.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	362	21.1	21.4	21.4
Satisfied	1095	63.9	64.6	86.0
Dissatisfied	206	12.0	12.2	98.2
Very Dissatisfied	31	1.8	1.8	100.0
SubTotal	1694	98.8	100.0	
Missing	20	1.2		
Total	1714	100.0		

Helpfulness of Faculty. About the same proportion of respondents (87.8%) was very satisfied or satisfied with the helpfulness of faculty. However, about 1 in 8 respondents was not satisfied.

Table 64. Helpfulness of faculty.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	417	24.3	24.6	24.6
Satisfied	1069	62.4	63.1	87.8
Dissatisfied	181	10.6	10.7	98.5
Very Dissatisfied	26	1.5	1.5	100.0
SubTotal	1693	98.8	100.0	
Missing	21	1.2		
Total	1714	100.0		

Academic Advising. A little over 8 in 10 respondents (81.7%) were very satisfied or satisfied with academic advising—the advising students receive from faculty about their performances and their educational directions. However, this means that a little over 1 in 5 respondents was not satisfied.

Table 65. Academic advising.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	370	21.6	21.9	21.9
Satisfied	1012	59.0	59.8	81.7
Dissatisfied	233	13.6	13.8	95.5
Very Dissatisfied	76	4.4	4.5	100.0
SubTotal	1691	98.7	100.0	
Missing	23	1.3		
Total	1714	100.0		

Degree to Which Students Felt Fairly Treated. Nine in ten respondents (90.0%) were very satisfied or satisfied that they were fairly treated while at USU.

Table 66. Degree to which the student felt fairly treated.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	443	25.8	26.2	26.2
Satisfied	1081	63.1	63.8	90.0
Dissatisfied	136	7.9	8.0	98.0
Very Dissatisfied	34	2.0	2.0	100.0
SubTotal	1694	98.8	100.0	
Missing	20	1.2		
Total	1714	100.0		

Importance of Goals and Progress Toward Goals

In this section there are two tables for each goal. In the first, respondents evaluated the importance of the goal, and in the second, their progress toward the goal.

General Knowledge. Almost all respondents (98.6%) rated this as a very important or moderately important goal. Nearly as many (95.9%) rated their progress toward the goal as very good or good.

Table 67. Importance - General knowledge.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1137	66.3	67.6	67.6
Moderately Important	522	30.5	31.0	98.6
Not Important	23	1.3	1.4	100.0
SubTotal	1682	98.1	100.0	
Missing	32	1.9		
Total	1714	100.0		

Table 68. Progress - General knowledge.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	552	32.2	33.3	33.3
Good	1037	60.5	62.6	95.9
Poor	57	3.3	3.4	99.3
Very Poor	11	.6	.7	100.0
SubTotal	1657	96.7	100.0	
Missing	57	3.3		
Total	1714	100.0		

Appreciation of the Arts. Fewer respondents—about 3 in 4 (76.3%)—felt that this was a very important or moderately important goal. As many (77.7%) felt that they had made very good or good progress toward this goal.

Table 69. Importance - Appreciation of the arts.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	486	28.4	28.9	28.9
Moderately Important	795	46.4	47.3	76.3
Not Important	399	23.3	23.8	100.0
SubTotal	1680	98.0	100.0	
Missing	34	2.0		
Total	1714	100.0		

Table 70. Progress - Appreciation of the arts.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	302	17.6	18.3	18.3
Good	982	57.3	59.4	77.7
Poor	295	17.2	17.9	95.6
Very Poor	73	4.3	4.4	100.0
SubTotal	1652	96.4	100.0	
Missing	62	3.6		
Total	1714	100.0		

Social Interpersonal Skills. Over 9 in 10 respondents (92.7%) felt that these were very important or moderately important skills to acquire. Almost as many respondents (90.6%) felt that they had made very good or good progress in doing so.

Table 71. Importance - Social/interpersonal skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	980	57.2	58.4	58.4
Moderately Important	576	33.6	34.3	92.7
Not Important	123	7.2	7.3	100.0
SubTotal	1679	98.0	100.0	
Missing	35	2.0		
Total	1714	100.0		

Table 72. Progress - Social/interpersonal skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	541	31.6	32.7	32.7
Good	958	55.9	57.9	90.6
Poor	133	7.8	8.0	98.6
Very Poor	23	1.3	1.4	100.0
SubTotal	1655	96.6	100.0	
Missing	59	3.4		
Total	1714	100.0		

Independence. Over 9 in 10 respondents (92.8%) felt attaining independence was a very or moderately important goal of their educations. About as many (94.7%) felt that they had made very good or good progress toward the goal.

Table 73. Importance - Independence.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1078	62.9	64.4	64.4
Moderately Important	474	27.7	28.3	92.8
Not Important	121	7.1	7.2	100.0
SubTotal	1673	97.6	100.0	
Missing	41	2.4		
Total	1714	100.0		

Table 74. Progress - Independence.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	703	41.0	42.7	42.7
Good	854	49.8	51.9	94.7
Poor	72	4.2	4.4	99.0
Very Poor	16	.9	1.0	100.0
SubTotal	1645	96.0	100.0	
Missing	69	4.0		
Total	1714	100.0		

Self-confidence. Well over 9 in 10 respondents (94.9%) felt that this was a very important or moderately important goal. Slightly fewer (91.1%) indicated that they had made very good or good progress toward this goal.

Table 75. Importance - Self confidence.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1144	66.7	68.1	68.1
Moderately Important	451	26.3	26.8	94.9
Not Important	85	5.0	5.1	100.0
SubTotal	1680	98.0	100.0	
Missing	34	2.0		
Total	1714	100.0		

Table 76. Progress - Self confidence.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	572	33.4	34.7	34.7
Good	931	54.3	56.4	91.1
Poor	124	7.2	7.5	98.6
Very Poor	23	1.3	1.4	100.0
SubTotal	1650	96.3	100.0	
Missing	64	3.7		
Total	1714	100.0		

Leadership Skills. Over 9 in 10 respondents (92.9%) felt that it was very or moderately important to acquire these skills as a function of their college educations.

Fewer respondents (85.0%) felt that they had made very good or good progress toward this goal.

Table 77. Importance - Leadership skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	953	55.6	56.8	56.8
Moderately Important	605	35.3	36.1	92.9
Not Important	119	6.9	7.1	100.0
SubTotal	1677	97.8	100.0	
Missing	37	2.2		
Total	1714	100.0		

Table 78. Progress - Leadership skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	471	27.5	28.5	28.5
Good	932	54.4	56.5	85.0
Poor	214	12.5	13.0	98.0
Very Poor	33	1.9	2.0	100.0
SubTotal	1650	96.3	100.0	
Missing	64	3.7		
Total	1714	100.0		

Sensitivity/Tolerance to Alternative Views and Cultures. Almost 9 in 10 respondents (88.8%) felt that this was a very or moderately important goal of their college educations. Almost as many respondents (86.1%) felt that they had made very good or good progress toward this goal.

Table 79. Importance - Sensitivity/tolerance to alternative views/cultures.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	870	50.8	51.9	51.9
Moderately Important	618	36.1	36.9	88.8
Not Important	187	10.9	11.2	100.0
SubTotal	1675	97.7	100.0	
Missing	39	2.3		
Total	1714	100.0		

Table 80. Progress - Sensitivity/tolerance to alternative views/cultures.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	503	29.3	30.5	30.5
Good	916	53.4	55.5	86.1
Poor	176	10.3	10.7	96.7
Very Poor	54	3.2	3.3	100.0
SubTotal	1649	96.2	100.0	
Missing	65	3.8		
Total	1714	100.0		

Sensitivity/Tolerance to Others. About 9 in 10 respondents (91.4%) felt that this was a very or moderately important goal of their college educations. About as many (89.0%) felt that they had made very good or good progress toward this goal.

Table 81. Importance - Sensitivity/tolerance to others.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	926	54.0	55.4	55.4
Moderately Important	601	35.1	36.0	91.4
Not Important	143	8.3	8.6	100.0
SubTotal	1670	97.4	100.0	
Missing	44	2.6		
Total	1714	100.0		

Table 82. Progress - Sensitivity/tolerance to others.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	492	28.7	29.8	29.8
Good	977	57.0	59.2	89.0
Poor	131	7.6	7.9	97.0
Very Poor	50	2.9	3.0	100.0
SubTotal	1650	96.3	100.0	
Missing	64	3.7		
Total	1714	100.0		

Level of Intellect. Almost all respondents (97.4%) considered this to be a very important or moderately important goal of their educations. Nearly as many (95.2%) indicated that they had made very good or good progress toward it.

Table 83. Importance - Level of intellect.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1205	70.3	71.7	71.7
Moderately Important	433	25.3	25.8	97.4
Not Important	43	2.5	2.6	100.0
SubTotal	1681	98.1	100.0	
Missing	33	1.9		
Total	1714	100.0		

Table 84. Progress - Level of intellect.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	467	27.2	28.3	28.3
Good	1102	64.3	66.9	95.2
Poor	65	3.8	3.9	99.2
Very Poor	14	.8	.8	100.0
SubTotal	1648	96.1	100.0	

Missing	66	3.9
Total	1714	100.0

Affiliation with a Department/Program. Virtually 9 in 10 respondents (89.9%) considered an affiliation with a department and/or a program to be a very or moderately important goal of their college educations. A few less respondents (85.3%) felt that they had made very good or good progress toward that goal.

Table 85. Importance - Affiliation with a department/program.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	672	39.2	40.2	40.2
Moderately Important	830	48.4	49.7	89.9
Not Important	169	9.9	10.1	100.0
SubTotal	1671	97.5	100.0	
Missing	43	2.5		
Total	1714	100.0		

Table 86. Progress - Affiliation with a department/program.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	373	21.8	22.7	22.7
Good	1028	60.0	62.6	85.3
Poor	201	11.7	12.2	97.5
Very Poor	41	2.4	2.5	100.0
SubTotal	1643	95.9	100.0	
Missing	71	4.1		
Total	1714	100.0		

Interactions with International/Minority Students. Fewer respondents, but still 3 in 4 (73.9%) felt that this was a very important or moderately important goal of their college educations. And again, even fewer respondents (67.3%) felt that they had made very good or good progress toward this goal.

Table 87. Importance - Interactions with international/minority students.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	372	21.7	22.3	22.3
Moderately Important	858	50.1	51.5	73.9
Not Important	435	25.4	26.1	100.0
SubTotal	1665	97.1	100.0	
Missing	49	2.9		
Total	1714	100.0		

Table 88. Progress - Interactions with international\minority students.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	229	13.4	14.0	14.0

Good	872	50.9	53.3	67.3
Poor	428	25.0	26.2	93.5
Very Poor	107	6.2	6.5	100.0
SubTotal	1636	95.4	100.0	
Missing	78	4.6		
Total	1714	100.0		

Informal Interactions with Professors. Over 8 in 10 respondents (83.6%) felt that informal interactions with professors was a very important or moderately important goal of their college educations. A smaller percentage (73.9%) felt that they had made very good or good progress toward that goal.

Table 89. Importance - Informal interactions with professors.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	514	30.0	30.6	30.6
Moderately Important	889	51.9	52.9	83.6
Not Important	276	16.1	16.4	100.0
SubTotal	1679	98.0	100.0	
Missing	35	2.0		
Total	1714	100.0		

Table 90. Progress - Informal interactions with professors.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	314	18.3	19.2	19.2
Good	897	52.3	54.7	73.9
Poor	339	19.8	20.7	94.6
Very Poor	89	5.2	5.4	100.0
SubTotal	1639	95.6	100.0	
Missing	75	4.4		
Total	1714	100.0		

Affiliation with the USU Community. About 3 in 4 respondents (73.5%) rated this goal as very or moderately important. And, the same percentage (73.5%) indicated that they had made very good or good progress toward this goal.

Table 91. Importance - Affiliation with USU community.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	372	21.7	22.2	22.2
Moderately Important	861	50.2	51.3	73.5
Not Important	445	26.0	26.5	100.0
SubTotal	1678	97.9	100.0	
Missing	36	2.1		
Total	1714	100.0		

Table 92. Progress - Affiliation with the USU community.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	252	14.7	15.4	15.4
Good	952	55.5	58.2	73.5
Poor	334	19.5	20.4	94.0
Very Poor	99	5.8	6.0	100.0
SubTotal	1637	95.5	100.0	
Missing	77	4.5		
Total	1714	100.0		

Verbal Skills. Almost all respondents (94.9%) classed these skills as very or moderately important. And almost as many (90.6%) indicated that they had made very good or good progress on these skills.

Table 93. Importance - Verbal skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1078	62.9	64.1	64.1
Moderately Important	519	30.3	30.8	94.9
Not Important	86	5.0	5.1	100.0
SubTotal	1683	98.2	100.0	
Missing	31	1.8		
Total	1714	100.0		

Table 94. Progress - Verbal skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	438	25.6	26.6	26.6
Good	1054	61.5	64.0	90.6
Poor	130	7.6	7.9	98.5
Very Poor	25	1.5	1.5	100.0
SubTotal	1647	96.1	100.0	
Missing	67	3.9		
Total	1714	100.0		

Time Management Skills. Most all the respondents (94.6%) considered the acquisition of time management skills to be a very or moderately important goal of their college educations. Fewer respondents (85.9%) indicated that they had made very good or good progress toward this goal.

Table 95. Importance - Time management skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1043	60.9	62.2	62.2
Moderately Important	544	31.7	32.4	94.6
Not Important	90	5.3	5.4	100.0
SubTotal	1677	97.8	100.0	

Missing	37	2.2
Total	1714	100.0

Table 96. Progress - Time management skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	432	25.2	26.2	26.2
Good	984	57.4	59.7	85.9
Poor	203	11.8	12.3	98.2
Very Poor	30	1.8	1.8	100.0
SubTotal	1649	96.2	100.0	
Missing	65	3.8		
Total	1714	100.0		

Planning and Organizational Skills. Almost all respondents (95.4%) felt that these were very or moderately important skills to be gained from a college education. However, fewer respondents (88.8%) reported very good or good progress toward the acquisition of these skills.

Table 97. Importance - Planning and organizational skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1095	63.9	65.2	65.2
Moderately Important	508	29.6	30.2	95.4
Not Important	77	4.5	4.6	100.0
SubTotal	1680	98.0	100.0	
Missing	34	2.0		
Total	1714	100.0		

Table 98. Progress - Planning and organizational skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	483	28.2	29.2	29.2
Good	984	57.4	59.6	88.8
Poor	157	9.2	9.5	98.3
Very Poor	28	1.6	1.7	100.0
SubTotal	1652	96.4	100.0	
Missing	62	3.6		
Total	1714	100.0		

Job/Career Skills. Virtually all respondents (98.6%) indicated that job and career skills were very or moderately important skills to acquire in a college education. A smaller proportion (88.5%) felt that they had made very good or good progress toward the acquisition of these skills.

Table 99. Importance - Job/career skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
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Very Important	1466	85.5	87.8	87.8
Moderately Important	181	10.6	10.8	98.6
Not Important	23	1.3	1.4	100.0
SubTotal	1670	97.4	100.0	
Missing	44	2.6		
Total	1714	100.0		

Table 100. Progress - Job/career skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	590	34.4	35.3	35.3
Good	890	51.9	53.2	88.5
Poor	162	9.5	9.7	98.2
Very Poor	30	1.8	1.8	100.0
SubTotal	1672	97.5	100.0	
Missing	42	2.5		
Total	1714	100.0		

Management of Personal Finances. Over 9 in 10 respondents (93.6%) felt that this was a very important or moderately important goal of their college educations. Many fewer (75.5%) felt that they had made very good or good progress toward this goal. These ratings may reflect the debt burden of the graduating college student.

Table 101. Importance - Management of personal finances.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1005	58.6	60.2	60.2
Moderately Important	558	32.6	33.4	93.6
Not Important	107	6.2	6.4	100.0
SubTotal	1670	97.4	100.0	
Missing	44	2.6		
Total	1714	100.0		

Table 102. Progress - Management of personal finances.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	364	21.2	21.9	21.9
Good	890	51.9	53.5	75.5
Poor	343	20.0	20.6	96.1
Very Poor	65	3.8	3.9	100.0
SubTotal	1662	97.0	100.0	
Missing	52	3.0		
Total	1714	100.0		

A Personal System of Values. Nine in ten respondents (90.8%) indicated that this was a very important or moderately important goal of their college educations. Fewer (83.3%) felt that they had made very good or good progress toward this goal.

Table 103. Importance - Personal system of values.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1080	63.0	64.9	64.9
Moderately Important	430	25.1	25.9	90.8
Not Important	153	8.9	9.2	100.0
SubTotal	1663	97.0	100.0	
Missing	51	3.0		
Total	1714	100.0		

Table 104. Progress - Personal system of values.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	538	31.4	32.5	32.5
Good	843	49.2	50.9	83.3
Poor	207	12.1	12.5	95.8
Very Poor	69	4.0	4.2	100.0
SubTotal	1657	96.7	100.0	
Missing	57	3.3		
Total	1714	100.0		

Awareness of Social Issues. Over 9 in 10 respondents (92.8%) felt that awareness of social issues was a very important or moderately important goal of their college educations. Fewer (82.6%) felt that they had made very good or good progress toward this goal.

Table 105. Importance - Awareness of social issues.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	863	50.4	52.1	52.1
Moderately Important	676	39.4	40.8	92.8
Not Important	119	6.9	7.2	100.0
SubTotal	1658	96.7	100.0	
Missing	56	3.3		
Total	1714	100.0		

Table 106. Progress - Awareness of social issues.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	383	22.3	23.1	23.1
Good	987	57.6	59.5	82.6
Poor	237	13.8	14.3	96.9
Very Poor	52	3.0	3.1	100.0
SubTotal	1659	96.8	100.0	
Missing	55	3.2		
Total	1714	100.0		

Critical Thinking Abilities. Virtually all respondents (97.3%) indicated that developing critical thinking abilities was a very important or moderately important goal

of their college educations. Slightly fewer, but still over 9 in 10 respondents (92.9%) felt that they had made very good or good progress toward that goal.

Table 107. Importance - Critical thinking abilities.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1211	70.7	72.8	72.8
Moderately Important	408	23.8	24.5	97.3
Not Important	45	2.6	2.7	100.0
SubTotal	1664	97.1	100.0	
Missing	50	2.9		
Total	1714	100.0		

Table 108. Progress - Critical thinking abilities.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	575	33.5	34.5	34.5
Good	972	56.7	58.3	92.9
Poor	103	6.0	6.2	99.0
Very Poor	16	.9	1.0	100.0
SubTotal	1666	97.2	100.0	
Missing	48	2.8		
Total	1714	100.0		

Understanding of the Sciences. Over 9 in 10 respondents (92.0%) indicated that this was a very important or moderately important goal of their college educations. Fewer respondents (84.8%) felt that they had made very good or good progress toward this goal.

Table 109. Importance - Understanding the sciences.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	745	43.5	44.9	44.9
Moderately Important	781	45.6	47.1	92.0
Not Important	132	7.7	8.0	100.0
SubTotal	1658	96.7	100.0	
Missing	56	3.3		
Total	1714	100.0		

Table 110. Progress - Understanding the sciences.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	390	22.8	23.6	23.6
Good	1015	59.2	61.3	84.8
Poor	225	13.1	13.6	98.4
Very Poor	26	1.5	1.6	100.0
SubTotal	1656	96.6	100.0	
Missing	58	3.4		
Total	1714	100.0		

Likelihood for Promotion/Salary Increase. Over 9 in 10 respondents (92.0%) indicated that this was a very important or moderately important goal of their college educations. Fewer (82.2%) felt that they had made very good or good progress toward this goal.

Table 111. Importance - Likelihood for promotion/salary increase.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1013	59.1	60.8	60.8
Moderately Important	518	30.2	31.1	92.0
Not Important	134	7.8	8.0	100.0
SubTotal	1665	97.1	100.0	
Missing	49	2.9		
Total	1714	100.0		

Table 112. Progress - Likelihood for promotion/salary increase.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	380	22.2	23.0	23.0
Good	978	57.1	59.2	82.2
Poor	253	14.8	15.3	97.5
Very Poor	42	2.5	2.5	100.0
SubTotal	1653	96.4	100.0	
Missing	61	3.6		
Total	1714	100.0		

Problem Solving Skills. Virtually all respondents (98.3%) indicated that these skills were a very important or moderately important outcome of a college education. Over 9 in 10 indicated that they had made very good or good progress in acquiring these skills.

Table 113. Importance - Problem solving skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1278	74.6	76.8	76.8
Moderately Important	356	20.8	21.4	98.3
Not Important	29	1.7	1.7	100.0
SubTotal	1663	97.0	100.0	
Missing	51	3.0		
Total	1714	100.0		

Table 114. Progress - Problem solving skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	579	33.8	34.9	34.9
Good	976	56.9	58.8	93.6
Poor	95	5.5	5.7	99.3
Very Poor	11	.6	.7	100.0

SubTotal	1661	96.9	100.0
Missing	53	3.1	
Total	1714	100.0	

Obtain Professional Skills. Virtually all respondents (98.1%) indicated that this goal was a very important or moderately important outcome of their college educations. Nine of ten (91.3%) felt that they had made very good or good progress toward obtaining these skills.

Table 115. Importance - Obtain professional skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1392	81.2	83.5	83.5
Moderately Important	243	14.2	14.6	98.1
Not Important	32	1.9	1.9	100.0
SubTotal	1667	97.3	100.0	
Missing	47	2.7		
Total	1714	100.0		

Table 116. Progress - Obtain professional skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	592	34.5	35.7	35.7
Good	923	53.9	55.6	91.3
Poor	127	7.4	7.7	99.0
Very Poor	17	1.0	1.0	100.0
SubTotal	1659	96.8	100.0	
Missing	55	3.2		
Total	1714	100.0		

Acquire Skills for Self-Directed Learning. Nearly all respondents (97.6%) indicated that it was very important or moderately important to acquire these skills as a function of their college educations. About 9 in 10 (90.4%) indicated that they had made very good or good progress in the acquisition of these skills.

Table 117. Importance - Acquire skills for self directed learning.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1237	72.2	74.5	74.5
Moderately Important	384	22.4	23.1	97.6
Not Important	40	2.3	2.4	100.0
SubTotal	1661	96.9	100.0	
Missing	53	3.1		
Total	1714	100.0		

Table 118. Progress - Acquire skills for self directed learning.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
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Very Good	563	32.8	34.1	34.1
Good	927	54.1	56.2	90.4
Poor	142	8.3	8.6	99.0
Very Poor	17	1.0	1.0	100.0
SubTotal	1649	96.2	100.0	
Missing	65	3.8		
Total	1714	100.0		

Find a Spouse/Partner. Many fewer respondents (61.9%) indicated that finding a spouse or partner was a very important or moderately important goal of their college educations. About the same proportion (64.6%) indicated that they had made very good or good progress toward this goal.

Table 119. Importance - Find a spouse/partner.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	521	30.4	31.3	31.3
Moderately Important	509	29.7	30.6	61.9
Not Important	633	36.9	38.1	100.0
SubTotal	1663	97.0	100.0	
Missing	51	3.0		
Total	1714	100.0		

Table 120. Progress - Find a spouse/partner.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	522	30.5	32.2	32.2
Good	524	30.6	32.4	64.6
Poor	287	16.7	17.7	82.3
Very Poor	286	16.7	17.7	100.0
SubTotal	1619	94.5	100.0	
Missing	95	5.5		
Total	1714	100.0		

Prepare for Family Life. Eight in ten respondents (80.0%) felt that preparation for family life was a very important or moderately important goal of their college educations. Slightly fewer (76.0%) indicated that they had made very good or good progress toward this goal.

Table 121. Importance - Prepare for family life.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	803	46.8	48.3	48.3
Moderately Important	527	30.7	31.7	80.0
Not Important	332	19.4	20.0	100.0
SubTotal	1662	97.0	100.0	
Missing	52	3.0		
Total	1714	100.0		

Table 122. Progress - Prepare for family life.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	445	26.0	27.1	27.1
Good	802	46.8	48.9	76.0
Poor	251	14.6	15.3	91.3
Very Poor	142	8.3	8.7	100.0
SubTotal	1640	95.7	100.0	
Missing	74	4.3		
Total	1714	100.0		

Participate in Extracurricular Activities. About 3 in 4 respondents (77.3%) indicated that this was a very or moderately important goal of their college educations. About the same proportion (74.3%) indicated that they had made very good or good progress toward this goal.

Table 123. Importance - Participate in extracurricular activities.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	556	32.4	33.4	33.4
Moderately Important	733	42.8	44.0	77.3
Not Important	378	22.1	22.7	100.0
SubTotal	1667	97.3	100.0	
Missing	47	2.7		
Total	1714	100.0		

Table 124. Progress - Participate in extracurricular activities.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	410	23.9	25.0	25.0
Good	807	47.1	49.3	74.3
Poor	300	17.5	18.3	92.7
Very Poor	120	7.0	7.3	100.0
SubTotal	1637	95.5	100.0	
Missing	77	4.5		
Total	1714	100.0		

Learn to Work Well with Others. Over 9 in 10 respondents (95.1%) indicated that learning to work well with others was a very important or moderately important goal of their college educations. As many (94.2%) reported very good or good progress toward this goal.

Table 125. Importance - Learn to work well with others.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1097	64.0	65.9	65.9
Moderately Important	486	28.4	29.2	95.1
Not Important	81	4.7	4.9	100.0

SubTotal	1664	97.1	100.0
Missing	50	2.9	
Total	1714	100.0	

Table 126. Progress - Learn to work well with others.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	675	39.4	40.5	40.5
Good	894	52.2	53.7	94.2
Poor	71	4.1	4.3	98.4
Very Poor	26	1.5	1.6	100.0
SubTotal	1666	97.2	100.0	
Missing	48	2.8		
Total	1714	100.0		

Levels of Satisfaction with Academic Support Services

In this section, too, students first rated the importance of the support service and then rated their use or opinion of the service. Therefore, as in the prior section, two tables are presented for each service. In their Use and Opinion ratings, respondents could indicate that they didn't use the service. These numbers were subtracted from the totals offering an opinion and the resulting totals were used as the denominators in determining what proportions of respondents were satisfied or very satisfied with the service.

Bookstore. Well over 9 in 10 respondents (94.6%) indicated that the Bookstore was a very important or moderately important service. All but 1.3 percent of respondents had used this service. Of those who had used the Bookstore, 56.5 percent were very satisfied or satisfied with it.

Table 127. Importance - Bookstore.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	957	55.8	57.0	57.0
Moderately Important	632	36.9	37.6	94.6
Not Important	91	5.3	5.4	100.0
SubTotal	1680	98.0	100.0	
Missing	34	2.0		
Total	1714	100.0		

Table 128. Use/Opinion - Bookstore.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	138	8.4	8.4
Satisfied	788	48.1	56.5
Dissatisfied	419	25.6	82.1
Very Dissatisfied	294	17.9	100.0
Total	1639	100.0	

Career Services. Over 8 in 10 respondents (84.5%) indicated that this was a very important or moderately important service. However almost 3 in 10 respondents (29.8%) did not use the service. Of those who did, 80.6 percent were very satisfied or satisfied with it.

Table 129. Importance - Career Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	703	41.0	42.5	42.5
Moderately Important	693	40.4	41.9	84.5
Not Important	257	15.0	15.5	100.0
SubTotal	1653	96.4	100.0	
Missing	61	3.6		
Total	1714	100.0		

Table 130. Use/Opinion - Career Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	162	14.3	14.3
Satisfied	750	66.3	80.6
Dissatisfied	154	13.6	94.2
Very Dissatisfied	66	5.8	100.0
Total	1132	100.0	

Cashier's Office. Nine in ten respondents (90.1%) indicated that the Cashier's Office was a very important or moderately important service. All but 4.9 percent of respondents used this service. Over 8 in 10 of these respondents (84.1%) were very satisfied or satisfied with this service.

Table 131. Importance - Cashier's Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	663	38.7	39.9	39.9
Moderately Important	832	48.5	50.1	90.1
Not Important	165	9.6	9.9	100.0
SubTotal	1660	96.8	100.0	
Missing	54	3.2		
Total	1714	100.0		

Table 132. Use/Opinion - Cashier's Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	207	13.1	13.1
Satisfied	1119	71.0	84.1
Dissatisfied	163	10.3	94.4
Very Dissatisfied	87	5.6	100.0
Total	1576	100.0	

Cazier Science and Technology Library. Over 8 in 10 respondents indicated that the Cazier Science and Technology Library was a very or moderately important academic support service. About 1 in 6 respondents (15.3%) indicated they had not used this library. Of those who had, 95.4 percent were very satisfied or satisfied with it.

Table 133. Importance - Cazier Science & Technology Library.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	879	51.3	53.2	53.2
Moderately Important	548	32.0	33.2	86.4
Not Important	224	13.0	13.6	100.0
SubTotal	1651	96.3	100.0	
Missing	63	3.7		
Total	1714	100.0		

Table 134. Use/Opinion - Cazier Science & Technology Library.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	469	33.6	33.6
Satisfied	863	61.8	95.4
Dissatisfied	51	3.6	99.0
Very Dissatisfied	14	1.0	100.0
Total	1397	100.0	

Children's House. Less than a majority of respondents (41.2%) indicated that the Children's House was a very or moderately important service. However, over 8 in 10 (81.8%) did not use this service. Of those who did, nearly 9 in 10 (88.1%) were very satisfied or satisfied with it.

Table 135. Importance - Children's House.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	239	13.9	14.7	14.7
Moderately Important	431	25.1	26.5	41.2
Not Important	958	55.9	58.8	100.0
SubTotal	1628	95.0	100.0	
Missing	86	5.0		
Total	1714	100.0		

Table 136. Use/Opinion - Children's House.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	48	16.0	16.0
Satisfied	217	72.1	88.1
Dissatisfied	26	8.6	96.7
Very Dissatisfied	10	3.3	100.0
Total	301	100.0	

Computer Labs. Well over 9 in 10 respondents (95.9%) thought that the computer labs were a very important or moderately important academic support service. All but 4.4 percent of respondents had used the labs. Of these, 86.7 percent were very satisfied or satisfied with them.

Table 137. Importance - Computer Labs.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1298	75.7	78.0	78.0
Moderately Important	298	17.4	17.9	95.9
Not Important	68	4.0	4.1	100.0
SubTotal	1664	97.1	100.0	
Missing	50	2.9		
Total	1714	100.0		

Table 138. Use/Opinion - Computer Labs.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	402	25.5	25.5
Satisfied	967	61.2	86.7
Dissatisfied	171	10.8	97.5
Very Dissatisfied	40	2.5	100.0
Total	1580	100.0	

Computer Solutions Center. Many fewer respondents (62.3%) felt that the Computer Solutions Center was a very important or moderately important academic support service. Perhaps this was because more than 6 in 10 (60.9%) had not used the center. Of those who had, over 8 in 10 (85.7%) were very satisfied or satisfied with it.

Table 139. Importance - Computer Solutions Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	366	21.4	22.5	22.5
Moderately Important	648	37.8	39.8	62.3
Not Important	613	35.8	37.7	100.0
SubTotal	1627	94.9	100.0	
Missing	87	5.1		
Total	1714	100.0		

Table 140. Use/Opinion - Computer Solutions Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	102	15.9	15.9
Satisfied	449	69.8	85.7
Dissatisfied	64	9.9	95.6
Very Dissatisfied	28	4.4	100.0
Total	643	100.0	

Copy Centers. Over 9 in 10 respondents (92.3%) felt that the copy centers were a very or moderately important academic support service. Only 7.8 percent of the sample had not used this service. Over 9 in 10 respondents (91.6%) were very satisfied or satisfied with this service.

Table 141. Importance - Copy Centers.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	786	45.9	47.5	47.5
Moderately Important	742	43.3	44.8	92.3
Not Important	127	7.4	7.7	100.0
SubTotal	1655	96.6	100.0	
Missing	59	3.4		
Total	1714	100.0		

Table 142. Use/Opinion - Copy Centers.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	294	19.4	19.4
Satisfied	1098	72.2	91.6
Dissatisfied	104	6.8	98.4
Very Dissatisfied	25	1.6	100.0
Total	1521	100.0	

Counseling Center. Over 9 in 10 respondents felt that this academic support service was very or moderately important. However, 2 in 3 (66.5%) had not used it. Of those who had, fewer—but still over 8 in 10 (83.5%)—were very satisfied or satisfied with it.

Table 143. Importance - Copy Centers.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	786	45.9	47.5	47.5
Moderately Important	742	43.3	44.8	92.3
Not Important	127	7.4	7.7	100.0
SubTotal	1655	96.6	100.0	
Missing	59	3.4		
Total	1714	100.0		

Table 144. Use/Opinion - Counseling Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	96	17.4	17.4
Satisfied	365	66.1	83.5
Dissatisfied	65	11.8	95.3
Very Dissatisfied	26	4.7	100.0
Total	552	100.0	

Disability Resource Center. A slim majority of respondents (56.6%) considered this center to be a very or moderately important academic support service. Most (80.4%) had not used it. Of those who had, almost 9 in 10 (88.2%) were very satisfied or satisfied with it.

Table 145. Importance - Disability Resource Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	511	29.8	31.4	31.4
Moderately Important	410	23.9	25.2	56.6
Not Important	705	41.1	43.4	100.0
SubTotal	1626	94.9	100.0	
Missing	88	5.1		
Total	1714	100.0		

Table 146. Use/Opinion - Disability Resource Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	63	19.6	19.6
Satisfied	221	68.6	88.2
Dissatisfied	26	8.1	96.3
Very Dissatisfied	12	3.7	100.0
Total	322	100.0	

Fee & Tuition Payment Services. Over 9 of 10 respondents (93.2%) thought that these services were very or moderately important. And, all but 8.6 percent had used them. Over 8 in 10 respondents (82.7%) felt that these services were very satisfactory or satisfactory.

Table 147. Importance - Fee & Tuition Payment Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	941	54.9	56.8	56.8
Moderately Important	602	35.1	36.4	93.2
Not Important	113	6.6	6.8	100.0
SubTotal	1656	96.6	100.0	
Missing	58	3.4		
Total	1714	100.0		

Table 148. Use/Opinion - Fee & Tuition Payment Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	209	13.9	13.9
Satisfied	1035	68.8	82.7
Dissatisfied	177	11.8	94.5
Very Dissatisfied	83	5.5	100.0
Total	1504	100.0	

Financial Aid Office. Nine in ten respondents (90.1%) indicated that the financial aid office was a very or moderately important service. However, almost 1 in 5 (18.8%) had not used it. Of those who had, about 8 in 10 (81.7%) were very satisfied or satisfied with it.

Table 149. Importance - Financial Aid Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1078	62.9	65.3	65.3
Moderately Important	410	23.9	24.8	90.1
Not Important	163	9.5	9.9	100.0
SubTotal	1651	96.3	100.0	
Missing	63	3.7		
Total	1714	100.0		

Table 150. Use/Opinion - Financial Aid Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	321	23.9	23.9
Satisfied	775	57.8	81.7
Dissatisfied	151	11.3	93.0
Very Dissatisfied	94	7.0	100.0
Total	1341	100.0	

International Student/Scholars Office. Only about half the respondents (51.4%) felt that this was a very or moderately important academic support service. However, virtually 8 in 10 (79.8%) had not used it. Of those who had, 9 in 10 (90.7%) were very satisfied or satisfied with it.

Table 151. Importance - International Student/Scholars Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	365	21.3	22.6	22.6
Moderately Important	465	27.1	28.8	51.4
Not Important	786	45.9	48.6	100.0
SubTotal	1616	94.3	100.0	
Missing	98	5.7		
Total	1714	100.0		

Table 152. Use/Opinion - International Student/Scholars Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	81	24.4	24.4
Satisfied	220	66.3	90.7
Dissatisfied	21	6.3	97.0
Very Dissatisfied	10	3.0	100.0
Total	332	100.0	

Merrill Library. Over 9 in 10 respondents (93.8%) indicated that this library was a very or moderately important academic support service. Only 7.5 percent of the sample had not used this library. Of the respondents who had used the library, almost 9 in 10 (89.1%) were very satisfied or satisfied with it.

Table 153. Importance - Merrill Library.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	962	56.1	58.2	58.2
Moderately Important	588	34.3	35.6	93.8
Not Important	102	6.0	6.2	100.0
SubTotal	1652	96.4	100.0	
Missing	62	3.6		
Total	1714	100.0		

Table 154. Use/Opinion - Merrill Library.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	317	20.8	20.8
Satisfied	1042	68.3	89.1
Dissatisfied	135	8.8	97.9
Very Dissatisfied	32	2.1	100.0
Total	1526	100.0	

Registration and Records Office. Nearly all respondents (96.3%) indicated that this office was very or moderately important. This office was used by all but 4.3 percent of respondents. Of those using this office 87 percent were very satisfied or satisfied with it.

Table 155. Importance - Registration and Records Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	984	57.4	59.5	59.5
Moderately Important	610	35.6	36.9	96.3
Not Important	61	3.6	3.7	100.0
SubTotal	1655	96.6	100.0	
Missing	59	3.4		
Total	1714	100.0		

Table 156. Use/Opinion - Registration and Records Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	240	15.2	15.2
Satisfied	1133	71.8	87.0
Dissatisfied	143	9.1	96.1
Very Dissatisfied	61	3.9	100.0
Total	1577	100.0	

SOAR. A slim majority (55.6%) felt that this activity was very or moderately important. Nearly half of the respondents (46.3%) had not participated in it. Of those who had, about 3 in 4 (74.1%) were very satisfied or satisfied with it.

Table 157. Importance - SOAR.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	300	17.5	18.5	18.5
Moderately Important	604	35.2	37.1	55.6
Not Important	722	42.1	44.4	100.0
SubTotal	1626	94.9	100.0	
Missing	88	5.1		
Total	1714	100.0		

Table 158. Use/Opinion - SOAR.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	143	16.2	16.2
Satisfied	512	57.9	74.1
Dissatisfied	134	15.1	89.2
Very Dissatisfied	96	10.8	100.0
Total	885	100.0	

Student Employment Office. About 3 in 4 respondents (73.9%) felt that the Student Employment Office was a very or moderately important service. Nearly half of respondents (47.0%) had not used this office. Of those who had, about 8 in 10 (82.4%) indicated they were very satisfied or satisfied with it.

Table 159. Importance - Student Employment Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	601	35.1	36.8	36.8
Moderately Important	606	35.4	37.1	73.9
Not Important	427	24.9	26.1	100.0
SubTotal	1634	95.3	100.0	
Missing	80	4.7		
Total	1714	100.0		

Table 160. Use/Opinion - Student Employment Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	145	16.6	16.6
Satisfied	575	65.8	82.4
Dissatisfied	122	13.9	96.3
Very Dissatisfied	32	3.7	100.0
Total	874	100.0	

Student Health Center. About 8 in 10 respondents (81.0%) indicated that the Student Health Center was a very or moderately important service. However, over 1 in 3 (36.7%) respondents had not used this service. Of those respondents who had, 86.8 percent were very satisfied or satisfied with it.

Table 161. Importance - Student Health Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	787	45.9	47.9	47.9
Moderately Important	543	31.7	33.1	81.0
Not Important	312	18.2	19.0	100.0
SubTotal	1642	95.8	100.0	
Missing	72	4.2		
Total	1714	100.0		

Table 162. Use/Opinion - Student Health Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	296	28.2	28.2
Satisfied	614	58.6	86.8
Dissatisfied	92	8.8	95.6
Very Dissatisfied	46	4.4	100.0
Total	1048	100.0	

Student Health Insurance. About 2 in 3 respondents (64.4%) felt that this was a very or moderately important service. However, 2 in 3 (66.1%) did not avail themselves of this service. Of those who did, about 2 in 3 (65.6%) were very satisfied or satisfied with it. A larger than usual number of respondents (17.8%) (for this section's items) indicated that they were very dissatisfied with this service.

Table 163. Importance - Student Health Insurance.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	545	31.8	33.6	33.6
Moderately Important	500	29.2	30.8	64.4
Not Important	577	33.7	35.6	100.0
SubTotal	1622	94.6	100.0	
Missing	92	5.4		
Total	1714	100.0		

Table 164. Use/Opinion - Student Health Insurance.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	66	11.7	11.7
Satisfied	303	53.9	65.6
Dissatisfied	93	16.6	82.2
Very Dissatisfied	100	17.8	100.0
Total	562	100.0	

Student Housing. About 2 in 3 respondents (67.5%) indicated that Student Housing was a very or moderately important service. However, a slim majority (53.9%) did not use Student Housing. Of those who did, nearly 2 in 3 (64.8%) were very satisfied or satisfied with it. Of course, this leaves a large remainder—more than 1 in 3 (35.2%)—who were dissatisfied or very dissatisfied with Student Housing.

Table 165. Importance - Student Housing.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	287	16.7	36.9	36.9
Moderately Important	238	13.9	30.6	67.5
Not Important	253	14.8	32.5	100.0
SubTotal	778	45.4	100.0	
Missing	936	54.6		
Total	1714	100.0		

Table 166. Use/Opinion - Student Housing.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	84	11.0	11.0
Satisfied	410	53.8	64.8
Dissatisfied	154	20.2	85.0
Very Dissatisfied	114	15.0	100.0
Total	762	100.0	

Student Wellness Center. Six in ten respondents (60.2%) indicated that this was a very or moderately important service. However, nearly 3 in 4 respondents (73.7%) did not use it. Of those who had, 87.1 percent were very satisfied or satisfied with this service.

Table 167. Importance - Student Wellness Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	456	26.6	28.3	28.3
Moderately Important	516	30.1	32.0	60.2
Not Important	642	37.5	39.8	100.0
SubTotal	1614	94.2	100.0	
Missing	100	5.8		
Total	1714	100.0		

Table 168. Use/Opinion - Student Wellness Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	86	19.8	19.8
Satisfied	292	67.3	87.1
Dissatisfied	35	8.1	95.2
Very Dissatisfied	21	4.8	100.0
Total	434	100.0	

Touch Tone Registration. About 9 in 10 respondents (89.4%) indicated that this was a very or moderately important service. Only 15 percent had not used this service. Of those respondents who had used Touch Tone Registration, over 3 in 4 (78.0%) were very satisfied or satisfied with it. However, there were more than 1 in 5 respondents (22.0%) who were dissatisfied or very dissatisfied with it.

Table 169. Importance - Touch Tone Registration.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1009	58.9	61.0	61.0
Moderately Important	468	27.3	28.3	89.4
Not Important	176	10.3	10.6	100.0
SubTotal	1653	96.4	100.0	
Missing	61	3.6		
Total	1714	100.0		

Table 170. Use/Opinion - Touch Tone Registration.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	331	23.6	23.6
Satisfied	763	54.4	78.0
Dissatisfied	209	14.9	92.9
Very Dissatisfied	99	7.1	100.0
SubTotal	1402	100.0	

USU ID Card Office. Nearly 9 in 10 respondents (88.2%) indicated that this was a very or moderately important service. All but 11.2 percent had used this office. Of those who had, over 9 in 10 (92.5%) were very satisfied or satisfied with it.

Table 171. Importance - USU ID Card Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	651	38.0	39.4	39.4
Moderately Important	805	47.0	48.8	88.2
Not Important	195	11.4	11.8	100.0
SubTotal	1651	96.3	100.0	
Missing	63	3.7		
Total	1714	100.0		

Table 172. Use/Opinion - USU ID Card Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	276	18.8	18.8
Satisfied	1079	73.7	92.5
Dissatisfied	79	5.4	97.9
Very Dissatisfied	31	2.1	100.0
Total	1465	100.0	

Women's Center. A bare majority of respondents (51.1%) indicated that this was a very or moderately important service. And, over 8 in 10 respondents (83.1%) did not use this center. Of those who did, 90.3 percent were very satisfied or satisfied with it.

Table 173. Importance - Women's Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	348	20.3	21.5	21.5
Moderately Important	479	27.9	29.6	51.1
Not Important	790	46.1	48.9	100.0
SubTotal	1617	94.3	100.0	
Missing	97	5.7		
Total	1714	100.0		

Table 174. Use/Opinion - Women's Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	60	21.5	21.5
Satisfied	192	68.8	90.3
Dissatisfied	20	7.2	97.5
Very Dissatisfied	7	2.5	100.0
Total	279	100.0	

Levels of Satisfaction with Non-academic Support Services

As in the prior section respondents first indicated how important the particular service was, and then rated whether they used the service and their satisfaction with it. Thus, in this section as well, there are two tables for each particular service.

Affirmative Action/Equal Employment Opportunity Office. A small majority of respondents (54.0%) indicated that this was a very or moderately important office. Over 8 in 10 (83.2%) indicated they had not used this office. Of those who had, over 8 in 10 (82.5%) were very satisfied or satisfied with it.

Table 175. Importance - Affirmative Action/Equal Employment Opportunity Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	344	20.1	21.7	21.7
Moderately Important	510	29.8	32.2	54.0
Not Important	728	42.5	46.0	100.0
SubTotal	1582	92.3	100.0	
Missing	132	7.7		
Total	1714	100.0		

Table 176. Use/Opinion - Affirmative Action/Equal Opportunity Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	47	16.9	16.9
Satisfied	182	65.5	82.4

Dissatisfied	31	11.2	93.6
Very Dissatisfied	18	6.4	100.0
Total	278	100.0	

Arts and Lecture Series. (Note that about half the sample is missing on these next two tables.) About 7 in 10 respondents (69.5%) indicated that this was a very or moderately important service. About half of the reporting respondents (49.5%) did not attend this series. Of those who did, 87.7 percent were very satisfied or satisfied with this service.

Table 177. Importance - Arts and Lectures Series.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	173	10.1	22.9	22.9
Moderately Important	353	20.6	46.6	69.5
Not Important	231	13.5	30.5	100.0
SubTotal	757	44.2	100.0	
Missing	957	55.8		
Total	1714	100.0		

Table 178. Use/Opinion - Arts and Lecture Series.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	76	19.1	19.1
Satisfied	273	68.6	87.7
Dissatisfied	44	11.0	98.7
Very Dissatisfied	5	1.3	100.0
Total	398	100.0	

Campus Recreation (Intramurals/Club Sports). Three of four respondents (74.8%) indicated that this service was a very or moderately important one. However, over 4 in 10 (45.4%) did not participate. Of those who did, nearly 9 in 10 (89.2%) were very satisfied or satisfied with the service.

Table 179. Importance - Campus Recreation.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	532	31.0	33.4	33.4
Moderately Important	660	38.5	41.4	74.8
Not Important	401	23.4	25.2	100.0
SubTotal	1593	92.9	100.0	
Missing	121	7.1		
Total	1714	100.0		

Table 180. Use/Opinion - Campus Recreation.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	209	23.2	23.2

Satisfied	595	66.0	89.2
Dissatisfied	74	8.2	97.4
Very Dissatisfied	23	2.6	100.0
Total	901	100.0	

Convocations. About 6 in 10 respondents (62.1%) felt that this activity was a very or moderately important one. However, nearly 6 in 10 (57.8%) did not attend Convocations. Of those who did, 9 in 10 (90.7%) were very satisfied or satisfied with this activity.

Table 181. Importance - Convocations.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	259	15.1	16.5	16.5
Moderately Important	718	41.9	45.6	62.1
Not Important	597	34.8	37.9	100.0
SubTotal	1574	91.8	100.0	
Missing	140	8.2		
Total	1714	100.0		

Table 182. Use/Opinion - Convocations.

Satisfaction	Frequency	Percent	Cumulative Percent
Very Satisfied	121	17.4	17.4
Satisfied	511	73.3	90.7
Dissatisfied	54	7.7	98.4
Very Dissatisfied	11	1.6	100.0
Total	697	100.0	

Council of Student Clubs and Organizations. Nearly 2 in 3 respondents (64.7%) indicated that this was a very or moderately important council. However, a majority of respondents (54.8%) had not used the council. Of those who had, over 8 in 10 (85.4%) were very satisfied or satisfied with it.

Table 183. Importance - Council of Student Clubs and Organizations.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	348	20.3	22.0	22.0
Moderately Important	675	39.4	42.7	64.7
Not Important	557	32.5	35.3	100.0
SubTotal	1580	92.2	100.0	
Missing	134	7.8		
Total	1714	100.0		

Table 184. Use/Opinion - Council of Student Clubs & Organizations.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
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Very Satisfied	120	16.0	16.0
Satisfied	519	69.4	85.4
Dissatisfied	73	9.8	95.2
Very Dissatisfied	36	4.8	100.0
Total	748	100.0	

Food Services. About 8 in 10 respondents (79.7%) felt that Food Services was a very or moderately important service. About 1 in 5 to 1 in 4 (23.2%) did not use this service. Of those who did, 83.7 percent rated the service as very satisfactory or satisfactory.

Table 185. Importance - Food Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	520	30.3	32.6	32.6
Moderately Important	752	43.9	47.1	79.7
Not Important	323	18.8	20.3	100.0
SubTotal	1595	93.1	100.0	
Missing	119	6.9		
Total	1714	100.0		

Table 186. Use/Opinion - Food Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	172	13.5	13.5
Satisfied	894	70.2	83.7
Dissatisfied	157	12.3	96
Very Dissatisfied	50	4.0	100.0
Total	1273	100.0	

Game Room. A slim majority of respondents (52.7%) felt that the Game Room was a very or moderately important service. And, over half (57.4%) did not use it. Of those who did, however, nearly 9 in 10 (88.4%) were very satisfied or satisfied with it.

Table 187. Importance - Game Room.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	212	12.4	13.4	13.4
Moderately Important	625	36.5	39.4	52.7
Not Important	750	43.8	47.3	100.0
SubTotal	1587	92.6	100.0	
Missing	127	7.4		
Total	1714	100.0		

Table 188. Use/Opinion - Game Room.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
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Very Satisfied	98	13.9	13.9
Satisfied	525	74.5	88.4
Dissatisfied	66	9.4	97.8
Very Dissatisfied	16	2.2	100.0
Total	705	100.0	

Homecoming. About 6 in 10 respondents (58.9%) thought that this activity was a very important to moderately important one. Almost half of the sample responding to this item (46.4%) indicated they did not participate in this activity. Of those who participated, however, nearly 9 in 10 (89.0%) were very satisfied or satisfied with it.

Table 189. Importance - Homecoming.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	276	16.1	17.4	17.4
Moderately Important	661	38.6	41.6	58.9
Not Important	653	38.1	41.1	100.0
SubTotal	1590	92.8	100.0	
Missing	124	7.2		
Total	1714	100.0		

Table 190. Use/Opinion - Homecoming.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	154	17.4	17.4
Satisfied	633	71.6	89.0
Dissatisfied	81	9.2	98.2
Very Dissatisfied	16	1.8	100.0
Total	884	100.0	

KUSU/Utah Public Radio. A majority of respondents (56.5%) felt that the radio station was a very or moderately important service. However, over half (57.2%) did not listen to the station. Of those who did, 87.6 percent were very satisfied or satisfied with it.

Table 191. Importance - KUSU/Utah Public Radio.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	292	17.0	18.5	18.5
Moderately Important	602	35.1	38.1	56.5
Not Important	687	40.1	43.5	100.0
SubTotal	1581	92.2	100.0	
Missing	133	7.8		
Total	1714	100.0		

Table 192. Use/Opinion - KUSU/Utah Public Radio.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	186	26.1	26.1
Satisfied	438	61.5	87.6
Dissatisfied	55	7.7	95.3
Very Dissatisfied	33	4.7	100.0
Total	712	100.0	

Outdoor Recreation. Seven in ten respondents (70.3%) considered this center to be very or moderately important. However, a majority of respondents (53.1%) did not use this center's services. Of those who did, over 9 in 10 (92.2%) were very satisfied or satisfied with its services.

Table 193. Importance - Outdoor Recreation.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	425	24.8	26.8	26.8
Moderately Important	688	40.1	43.5	70.3
Not Important	470	27.4	29.7	100.0
SubTotal	1583	92.4	100.0	
Missing	131	7.6		
Total	1714	100.0		

Table 194. Use/Opinion - Outdoor Recreation.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	203	26.0	26.0
Satisfied	516	66.2	92.2
Dissatisfied	46	5.9	98.1
Very Dissatisfied	15	1.9	100.0
Total	780	100.0	

Parents' Weekend. Less than half of the respondents (48.3%) felt that this was a very important or moderately important activity. Three in four respondents (76.6%) indicated that they did not participate in this activity. Of those who did, 85.1 percent considered the activity as very satisfactory or satisfactory.

Table 195. Importance - Parents' Weekend.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	178	10.4	11.3	11.3
Moderately Important	583	34.0	37.0	48.3
Not Important	814	47.5	51.7	100.0
SubTotal	1575	91.9	100.0	
Missing	139	8.1		
Total	1714	100.0		

Table 196. Use/Opinion - Parents' Weekend.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	76	19.5	19.5
Satisfied	255	65.6	85.1
Dissatisfied	41	10.5	95.6
Very Dissatisfied	17	4.4	100.0
Total	389	100.0	

Parking Services. Nearly 9 in 10 respondents (88.5%) indicated that Parking Services was a very or moderately important non academic service. Only 14.2 percent indicated that they never used this service. Only 1 in 3 respondents (34.9%) were very satisfied or satisfied with this service. About 2 in 3 (65.1%) were dissatisfied or very dissatisfied with it.

Table 197. Importance - Parking Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	897	52.3	55.9	55.9
Moderately Important	523	30.5	32.6	88.5
Not Important	184	10.7	11.5	100.0
SubTotal	1604	93.6	100.0	
Missing	110	6.4		
Total	1714	100.0		

Table 198. Use/Opinion - Parking Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	74	5.2	5.2
Satisfied	424	29.7	34.9
Dissatisfied	397	27.8	62.7
Very Dissatisfied	533	37.3	100.0
Total	1428	100.0	

Performing Arts Series. Nearly 3 in 4 respondents (73.3%) considered this series to be very or moderately important. However, about 4 in 10 respondents (39.9%) did not attend. Over 9 in 10 (92.1%) of those respondents who did attend rated this series as very satisfactory or satisfactory.

Table 199. Importance - Performing Arts Series.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	490	28.6	30.9	30.9
Moderately Important	672	39.2	42.4	73.3
Not Important	423	24.7	26.7	100.0
SubTotal	1585	92.5	100.0	
Missing	129	7.5		
Total	1714	100.0		

Table 200. Use/Opinion - Performing Arts Series.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	259	26.1	26.1
Satisfied	656	66.0	92.1
Dissatisfied	63	6.3	98.4
Very Dissatisfied	16	1.6	100.0
Total	994	100.0	

Poetry and a Beverage. Less than a majority of the sample (48.2%) considered this activity to be very or moderately important. And 2 in 3 respondents (66.0%) had not participated in this activity. However, 9 in 10 (90.3%) of those who had, rated themselves as very satisfied or satisfied with it.

Table 201. Importance - Poetry and a Beverage.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	219	12.8	13.8	13.8
Moderately Important	543	31.7	34.3	48.2
Not Important	820	47.8	51.8	100.0
SubTotal	1582	92.3	100.0	
Missing	132	7.7		
Total	1714	100.0		

Table 202. Use/Opinion - Poetry and a Beverage.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	164	29.1	29.1
Satisfied	345	61.2	90.3
Dissatisfied	38	6.7	97.0
Very Dissatisfied	17	3.0	100.0
Total	564	100.0	

Recreation (HPER/Field House). Over 8 in 10 respondents (83.9%) indicated that these services were very or moderately important. Only about 1 in 5 respondents (22.3%) indicated they had not used these services. Of those respondents who had used these services almost 9 in 10 (88.5%) rated themselves as very satisfied or satisfied with them.

Table 203. Importance - Recreation (HPER/Field House).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	772	45.0	48.3	48.3
Moderately Important	570	33.3	35.6	83.9
Not Important	257	15.0	16.1	100.0
SubTotal	1599	93.3	100.0	
Missing	115	6.7		
Total	1714	100.0		

Table 204. Use/Opinion - Recreation (HPER/Field House).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	321	24.9	24.9
Satisfied	821	63.6	88.5
Dissatisfied	111	8.6	97.1
Very Dissatisfied	38	2.9	100.0
Total	1291	100.0	

Robins Awards. Less than a majority of respondents (43.2%) considered this activity to be very or moderately important. Almost 8 in 10 respondents (78.2%) did not participate in this activity. Over 8 in 10 respondents (84.4%) who did, rated themselves as very satisfied or satisfied with this activity.

Table 205. Importance - Robins Awards.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	179	10.4	11.5	11.5
Moderately Important	491	28.6	31.6	43.2
Not Important	882	51.5	56.8	100.0
SubTotal	1552	90.5	100.0	
Missing	162	9.5		
Total	1714	100.0		

Table 206. Use/Opinion - Robins Awards.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	71	19.8	19.8
Satisfied	232	64.6	84.4
Dissatisfied	40	11.1	95.5
Very Dissatisfied	16	4.5	100.0
Total	359	100.0	

Shuttle Bus. Over 8 in 10 respondents (85.0%) rated this service as very or moderately important. In fact, a majority (55.3%) rated it as very important. Less than 1 in 4 respondents (22.8%) had not used this service. Of the many who had used this service, almost 9 in 10 (88.7%) rated themselves as very satisfied or satisfied with it.

Table 207. Importance - Shuttle Bus.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	887	51.8	55.3	55.3
Moderately Important	476	27.8	29.7	85.0
Not Important	240	14.0	15.0	100.0
SubTotal	1603	93.5	100.0	
Missing	111	6.5		
Total	1714	100.0		

Table 208. Use/Opinion - Shuttle Bus.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	380	29.6	29.6
Satisfied	758	59.1	88.7
Dissatisfied	108	8.4	97.1
Very Dissatisfied	37	2.9	100.0
Total	1283	100.0	

STAB Activities. About 2 in 3 respondents (65.2%) felt that these activities were very or moderately important. However, nearly half of respondents (46.9%) reported not participating in these activities. Almost 9 in 10 respondents (87.6%) who had, rated themselves as very satisfied or satisfied with these activities.

Table 209. Importance - STAB Activities.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	343	20.0	21.7	21.7
Moderately Important	687	40.1	43.5	65.2
Not Important	550	32.1	34.8	100.0
SubTotal	1580	92.2	100.0	
Missing	134	7.8		
Total	1714	100.0		

Table 210. Use/Opinion - STAB Activities.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	162	18.4	18.4
Satisfied	609	69.2	87.6
Dissatisfied	78	8.9	96.5
Very Dissatisfied	31	3.5	100.0
Total	880	100.0	

Statesman. Nearly 9 in 10 respondents (87.2%) indicated that the student newspaper was a very or moderately important service. All but 1 in 10 respondents (10.4%) read the newspaper. Eight in ten of those who read the newspaper (80.4%) rated themselves as very satisfied or satisfied with it.

Table 211. Importance - Statesman.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	661	38.6	41.1	41.1
Moderately Important	742	43.3	46.1	87.2
Not Important	206	12.0	12.8	100.0
SubTotal	1609	93.9	100.0	
Missing	105	6.1		
Total	1714	100.0		

Table 212. Use/Opinion - Statesman.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	302	20.3	20.3
Satisfied	893	60.1	80.4
Dissatisfied	197	13.3	93.7
Very Dissatisfied	94	6.3	100.0
Total	1486	100.0	

USU Police. 85.2 percent of respondents rated the police as a very or moderately important service. About 1 in 3 respondents (34.0%) indicated that they had not used this service. 86.1 percent of those who were familiar with this service rated themselves as very satisfied or satisfied with it.

Table 213. Importance - USU Police.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	851	49.6	53.3	53.3
Moderately Important	510	29.8	31.9	85.2
Not Important	236	13.8	14.8	100.0
SubTotal	1597	93.2	100.0	
Missing	117	6.8		
Total	1714	100.0		

Table 214. Use/Opinion - USU Police.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	231	21.1	21.1
Satisfied	712	65.0	86.1
Dissatisfied	100	9.1	95.2
Very Dissatisfied	52	4.8	100.0
Total	1095	100.0	

Varsity Athletics. Only about 2/3 of the sample (67.7%) felt that Varsity Athletics were a very or moderately important activity. One third of the sample (33.8%) indicated that they didn't participate in this activity. Of those who did, 3 in 4 (75.9%) rated themselves as very satisfied or satisfied with it.

Table 215. Importance - Varsity Athletics.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	451	26.3	28.3	28.3
Moderately Important	627	36.6	39.4	67.7
Not Important	514	30.0	32.3	100.0
SubTotal	1592	92.9	100.0	
Missing	122	7.1		
Total	1714	100.0		

Table 216. Use/Opinion - Varsity Athletics.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	169	15.4	15.4
Satisfied	664	60.5	75.9
Dissatisfied	149	13.6	89.5
Very Dissatisfied	116	10.5	100.0
Total	1098	100.0	

Volunteer Center (VOICE). Almost 7 in 10 respondents (69.0%) considered that this was a very or moderately important center. A majority (58.7%) had not used the center. Of those who had, well over 9 in 10 (93.9%) rated themselves as very satisfied or satisfied with it.

Table 217. Importance - Volunteer Center (VOICE).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	516	30.1	32.7	32.7
Moderately Important	571	33.3	36.2	69.0
Not Important	489	28.5	31.0	100.0
SubTotal	1576	91.9	100.0	
Missing	138	8.1		
Total	1714	100.0		

Table 218. Use/Opinion - Volunteer Center (VOICE).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Satisfied	228	33.4	33.4
Satisfied	413	60.5	93.9
Dissatisfied	28	4.1	98.0
Very Dissatisfied	14	2.0	100.0
Total	683	100.0	

Preparation in General Education Domains

Students responded to 7 items that requested that they rate their preparation in the domains of general education. As USU accepts many students from community colleges where they have taken some or all of their general education courses, to compute how well USU prepared the student in these areas, students who responded that the item was not applicable to them, students who indicated that their general education was not taken at USU, and students who failed to complete the item, were subtracted out. The following tables, then, are summaries from which the foregoing have been removed, and can be read for the student who was prepared in general education at USU.

Communication. 368 respondents (22.1%) indicated that they were not prepared in Communication at USU. Another 104 respondents (6.3%) indicated that the item was not applicable to them. Of the 1191 respondents remaining, 85.7 percent indicated that they were very well or well prepared in Communication at USU.

Table 219. Preparation - Communication.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	293	24.6	24.6
Well	728	61.1	85.7
Poorly	145	12.2	97.9
Very Poorly	25	2.1	100.0
Total	1191	100.0	

Numeracy. 365 respondents (21.4%) indicated that they were not prepared in Numeracy at USU. Another 127 respondents (7.7%) indicated that the item was not applicable to them. Of the 1174 respondents remaining, 78.0 percent indicated they were very well or well prepared in Numeracy at USU.

Table 220. Preparation - Numeracy.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	237	20.2	20.2
Well	678	57.8	78.0
Poorly	193	16.4	94.4
Very Poorly	66	5.6	100.0
Total	1174	100.0	

Computer Literacy. 305 respondents (18.4%) indicated that they were not prepared in Computer Literacy at USU. Another 59 respondents (3.6%) indicated that the item was not applicable to them. Of the 1295 respondents remaining, 83.1 percent indicated they were very well or well prepared in Computer Literacy at USU.

Table 221. Preparation - Computer Literacy.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	394	30.4	30.4
Well	682	52.7	83.1
Poorly	186	14.4	97.5
Very Poorly	33	2.5	100.0
Total	1295	100.0	

Humanities and Art. 376 respondents (22.6%) indicated that they were not prepared in Humanities and Art at USU. Another 53 respondents (3.2%) indicated that the item was not applicable to them. Of the 1236 respondents remaining, 82.5 percent indicated they were very well or well prepared in Humanities and Art at USU.

Table 222. Preparation - Humanities and Art.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	322	26.0	26.0
Well	698	56.5	82.5
Poorly	183	14.8	97.3

Very Poorly	33	2.7	100.0
Total	1236	100.0	

Social Science. 367 respondents (22.1%) indicated that they were not prepared in Social Science at USU. Another 61 respondents (3.7%) indicated that the item was not applicable to them. Of the remaining 1233 respondents, 84.3 percent indicated they were very well or well prepared in Social Science at USU.

Table 223. Preparation - Social Science.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	331	26.8	26.8
Well	709	57.5	84.3
Poorly	166	13.5	97.8
Very Poorly	27	2.2	100.0
Total	1233	100.0	

Life Science. 387 respondents (23.3%) indicated that they were not prepared in Life Science at USU. Another 63 respondents (3.8%) indicated that the item was not applicable to them. Of the remaining 1212 respondents, 80.6 percent indicated that they were very well or well prepared in Life Science at USU.

Table 224. Preparation - Life Science.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	274	22.6	22.6
Well	703	58.0	80.6
Poorly	198	16.3	96.9
Very Poorly	37	3.1	100.0
Total	1212	100.0	

Physical Science. 370 respondents (22.3%) indicated they were not prepared in Physical Science at USU. Another 61 respondents (3.7%) indicated that the item was not applicable to them. Of the remaining 1226 respondents, 82.2 percent indicated they were very well or well prepared in Physical Science at USU.

Table 225. Preparation - Physical Science.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	289	23.6	23.6
Well	719	58.6	82.2
Poorly	180	14.7	96.9
Very Poorly	38	3.1	100.0
Total	1226	100.0	

Impressions of USU

On these seven items respondents were asked to rate their impressions of USU in the areas identified in the items.

Undergraduate Programs. Nearly 8 of 10 respondents (78.4%) rated the undergraduate programs at USU as very good or good.

Table 226. Impression - Undergraduate programs.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	366	21.4	21.8	21.8
Good	951	55.5	56.6	78.4
Fair	281	16.4	16.7	95.1
Poor	33	1.9	2.0	97.1
No Opinion	49	2.9	2.9	100.0
SubTotal	1680	98.0	100.0	
Missing	34	2.0		
Total	1714	100.0		

Major Department. Well over 8 in 10 respondents (85.9%) rated their major departments at USU as very good or good.

Table 227. Impression - Your major department.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	759	44.3	45.1	45.1
Good	685	40.0	40.7	85.9
Fair	182	10.6	10.8	96.7
Poor	48	2.8	2.9	99.5
No Opinion	8	.5	.5	100.0
SubTotal	1682	98.1	100.0	
Missing	32	1.9		
Total	1714	100.0		

Teaching Ability of Faculty. Over 3 in 4 respondents (77.4%) rated the teaching ability of faculty at USU as very good or good.

Table 228. Impression - Teaching ability of faculty.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	500	29.2	29.7	29.7
Good	802	46.8	47.7	77.4
Fair	305	17.8	18.1	95.5
Poor	67	3.9	4.0	99.5
No Opinion	9	.5	.5	100.0
SubTotal	1683	98.2	100.0	
Missing	31	1.8		
Total	1714	100.0		

Personal Interest of Faculty in Students. About 7 in 10 respondents (69.9%) rated the personal interest of faculty in students at USU as very good or good.

Table 229. Impression - Personal interest of faculty in students.

Impression	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	423	24.7	25.2	25.2
Good	750	43.8	44.7	69.9
Fair	381	22.2	22.7	92.6
Poor	109	6.4	6.5	99.0
No Opinion	16	.9	1.0	100.0
SubTotal	1679	98.0	100.0	
Missing	35	2.0		
Total	1714	100.0		

Quality of Students. Nearly 8 in 10 respondents (78.5%) rated the quality of students at USU as very good or good.

Table 230. Impression - Quality of students.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	359	20.9	21.3	21.3
Good	962	56.1	57.2	78.5
Fair	288	16.8	17.1	95.6
Poor	52	3.0	3.1	98.7
No Opinion	22	1.3	1.3	100.0
SubTotal	1683	98.2	100.0	
Missing	31	1.8		
Total	1714	100.0		

Research Activities. A majority of respondents—nearly 6 in 10 (58.1%)—rated USU’s research activities as very good or good.

Table 231. Impression - Research activities.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	311	18.1	18.5	18.5
Good	664	38.7	39.6	58.1
Fair	380	22.2	22.6	80.8
Poor	82	4.8	4.9	85.6
No Opinion	241	14.1	14.4	100.0
SubTotal	1678	97.9	100.0	
Missing	36	2.1		
Total	1714	100.0		

Public Relations. A majority of respondents (56.0%) rated USU's public relations as very good or good.

Table 232. Impression - Public relations.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	236	13.8	14.0	14.0
Good	705	41.1	42.0	56.0
Fair	413	24.1	24.6	80.6
Poor	120	7.0	7.1	87.7
No Opinion	206	12.0	12.3	100.0
SubTotal	1680	98.0	100.0	
Missing	34	2.0		
Total	1714	100.0		