

# **Graduating Students Survey 1999**

**A Report**

**University Assessment**

## **Executive Summary**

### **The Survey**

When students apply for graduation their packets contain a survey which they are asked to complete along with all of the other requirements that are a part of the graduation process. As students make application all year long, surveys are collected monthly. The present results are from students who made application for graduation from May 1988 - May 1999.

### **The Sample**

The sample was representative of the graduating class of 1999. It contained 1,263 cases which was 44 percent of the target population of baccalaureate graduates. The sample was also representative of the entire student population in terms of:

- majors
- proportion of graduates by college
- sex
- citizenship
- minority American ethnicity

### **Some Demographic Characteristics of the Sample**

- 2/3 had cumulative grade point averages of 3.5 - 4.0
- 95 percent received baccalaureate degrees
- 45 percent were married
- 30 percent had one or more dependents
- 71 percent were between 21 and 25 years of age
- 80 percent were residents of Utah when not attending USU
- 44 percent attended USU for 3 years or less
- 46 percent planned to continue their educations
- 3/4 were employed part or full time
- 47 percent were in degree-related employment
- 52 percent stopped out at least once
- 60 percent of stop outs were 1 - 2 years in duration
- most prevalent reason for stopping out was church/mission service
- major source of financial aid was their own employment followed by grants/loans

### **What Would They Tell Their Friends About USU?**

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

## Satisfaction with Education at USU

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

**Table I.** Satisfaction with program quality, faculty, and advising.

<b>To what extent were you satisfied with each of the following at USU?</b>	<b>Satisfaction (Very Satisfied + Satisfied) (%)</b>
<b>Overall quality of education</b>	94.8
<b>Challenge of courses in your major</b>	94.0
<b>Overall quality of the program in your major</b>	92.5
<b>The degree to which you were fairly treated</b>	90.9
<b>Challenge of courses in University Studies/General Education</b>	87.3
<b>Helpfulness of faculty</b>	87.2
<b>Variety of courses in your major</b>	87.1
<b>Variety of courses in University Studies/General Education</b>	86.6
<b>Accessibility of faculty</b>	85.2
<b>Overall quality of University Studies/General Education</b>	84.6
<b>Academic advising</b>	82.0

## Importance of Goals and Progress Toward Goals

Respondents ranked the development of job, career, and professional skills that are the most important to them. These were followed by intellectual skills that are a part of the general education repertoire, that is, general knowledge, problem solving, critical thinking, intellectual level and the like. In turn, intellectual skills were followed by social skills such as managing finances, planning and organizing, managing time, working well with others and so on. The least important activities were those centered on extracurricular activities. It is interesting that respondents ranked appreciation for the arts and interactions with minorities in this last group.

Looking at the difference between rated goal importance and progress toward the goal an inference can be drawn about the university's (and the respondent's) success. In most cases a few percentage points separated goal importance and progress toward the goal. The largest discrepancy was for managing personal

finances, followed by leadership skills, time management skills, job/career skills and likelihood for salary/promotion increase. The overall small discrepancies would suggest that students and university are doing well with respect to these goals and progress toward them.

**Table II.** Summary of goals and progress toward goals ranked in order of importance of goal.

<u>Goal</u>	<u>Importance (Moderately Important + Very Important)</u>	<u>Progress (Good + Very good)</u>	<u>Difference</u>
<b>Job/career skills</b>	<b>99.0</b>	<b>88.1</b>	<b>-10.9</b>
<b>Obtain professional skills</b>	<b>98.5</b>	<b>90.2</b>	<b>-8.3</b>
<b>General knowledge</b>	<b>98.2</b>	<b>96.6</b>	<b>-1.6</b>
<b>Problem solving skills</b>	<b>98.2</b>	<b>93.3</b>	<b>-4.9</b>
<b>Acquire skills for self-directed learning</b>	<b>98.0</b>	<b>90.5</b>	<b>-7.5</b>
<b>Critical thinking abilities</b>	<b>97.9</b>	<b>93.0</b>	<b>-4.9</b>
<b>Level of intellect</b>	<b>97.7</b>	<b>94.2</b>	<b>-3.5</b>
<b>Planning and organizational skills</b>	<b>95.8</b>	<b>87.1</b>	<b>-8.7</b>
<b>Verbal skills</b>	<b>95.5</b>	<b>90.5</b>	<b>-5.0</b>
<b>Time management skills</b>	<b>95.5</b>	<b>84.6</b>	<b>-10.9</b>
<b>Self-confidence</b>	<b>95.4</b>	<b>91.2</b>	<b>-4.2</b>
<b>Management of personal finances</b>	<b>94.6</b>	<b>78.4</b>	<b>-16.2</b>
<b>Learn to work well with others</b>	<b>94.5</b>	<b>94.1</b>	<b>-0.4</b>
<b>Social Interpersonal Skills</b>	<b>94.3</b>	<b>92.5</b>	<b>-1.8</b>
<b>Leadership skills</b>	<b>93.3</b>	<b>85.9</b>	<b>-11.6</b>
<b>Awareness of social issues</b>	<b>93.0</b>	<b>85.8</b>	<b>-7.2</b>
<b>Independence</b>	<b>92.7</b>	<b>94.7</b>	<b>+2.0</b>
<b>Likelihood of promotion/salary increase</b>	<b>92.7</b>	<b>82.6</b>	<b>-10.1</b>
<b>Understanding of the sciences</b>	<b>91.9</b>	<b>85.6</b>	<b>-6.3</b>
<b>Sensitivity/tolerance to others</b>	<b>91.9</b>	<b>87.9</b>	<b>-4.0</b>

<b>A personal system of values</b>	<b>91.6</b>	<b>86.2</b>	<b>-5.4</b>
<b>Sensitivity/tolerance to alternative views and cultures</b>	<b>90.1</b>	<b>86.2</b>	<b>-3.9</b>
<b>Affiliation with department/program</b>	<b>89.6</b>	<b>81.8</b>	<b>-7.8</b>
<b>Informal interactions with professors</b>	<b>81.2</b>	<b>74.2</b>	<b>-7.0</b>
<b>Participate in extracurricular activities</b>	<b>77.7</b>	<b>75.1</b>	<b>-2.6</b>
<b>Appreciation of the arts</b>	<b>77.3</b>	<b>76.0</b>	<b>-1.3</b>
<b>Prepare for family life</b>	<b>77.2</b>	<b>75.2</b>	<b>-2.0</b>
<b>Interactions with international/minority students</b>	<b>73.5</b>	<b>69.3</b>	<b>-4.2</b>
<b>Affiliation with the USU community</b>	<b>73.5</b>	<b>73.1</b>	<b>-0.4</b>
<b>Find a spouse/partner</b>	<b>62.3</b>	<b>63.1</b>	<b>+0.8</b>

### **Preparation in General Education Domains**

Good sized majorities responded that they felt well or very well prepared in each of the seven domains usually denoted as general education.

**Table III.** Percent of respondents rating their preparation in general educational domains as well or very well prepared.

<u>Preparation</u>	<u>Very Well + Well (%)</u>
<b>Communication</b>	<b>84.7</b>
<b>Social Science</b>	<b>79.6</b>
<b>Computer Literacy</b>	<b>78.7</b>
<b>Physical Science</b>	<b>77.7</b>
<b>Humanities and Art</b>	<b>76.8</b>
<b>Life Science</b>	<b>75.8</b>
<b>Mathematics/Statistics</b>	<b>71.5</b>

### **Impressions of USU**

There is an interesting disconnect illustrated in the data of Table IV. Majorities are fairly substantial for most of the academic items and for the self-rating of students

of the quality of their colleagues and personal interest of faculty. However, while still majorities, fewer respondents rated their impressions of the university's research activities or its public relations as high.

**Table IV.** Respondents' ratings of their impressions of USU in a number of areas.

<u>Respondent Impressions of:</u>	<u>Ratings (Very Good + Good)(%)</u>
Your major department	87.5
Teaching ability of faculty	79.8
Undergraduate programs	78.7
Quality of students	78.1
Personal interest of faculty in students	71.9
Research activities	59.2
Public relations	58.8

### **Importance and Satisfaction with Academic Support Services**

Academic Support Services are ranked in their order of importance according to the survey's respondents (Table V). Rankings of importance were highly correlated with percentages of use of the services. That is, respondents ranked as most important those services they used most, and least important those services they used least. Neither rankings of importance or percentage of the sample using the various services correlated with respondents' opinions of the services. However, of the ten academic support services that respondents were the most satisfied with, several were among the most used/important services as rated by respondents. Several of these were most related to academic support (e.g., libraries; computer labs). Notably, several academic support services which were the least used--and rated least important--by respondents were rated in the top ten in satisfaction by respondents (e.g., Women's Center; Children's House).

**Table V.** Ranking of importance of academic support service units.

<u>Academic Support Service</u>	<u>Importance (Moderately Important + Very Important)</u>	<u>Use (%)</u>	<u>Opinion (Very Satisfied + Satisfied)</u>	<u>Opinion Ranking (top 10)</u>
Computer Labs	96.0	95.0	88.2	10

<b>Bookstore</b>	94.9	99.1	54.0	
<b>Registration &amp; Records Office</b>	94.6	95.0	87.1	
<b>Merrill Library</b>	93.9	93.1	88.8	9
<b>Fee &amp; Tuition Payment Services</b>	92.7	91.8	81.1	
<b>Copy Centers</b>	91.9	91.7	91.6	3
<b>Cazier Science &amp; Technology Library</b>	90.3	88.6	94.8	1
<b>Touch Tone Registration</b>	88.7	84.2	75.8	
<b>Cashier's Office</b>	88.5	94.3	83.6	
<b>Financial Aid Office</b>	87.9	78.1	80.0	
<b>USU ID Card Office</b>	86.7	86.7	92.9	2
<b>Career Services</b>	83.0	67.3	81.1	
<b>Student Health Center</b>	77.9	60.9	90.1	6
<b>Student Employment Office</b>	72.1	51.1	83.6	
<b>Counseling Center</b>	67.1	36.2	87.8	
<b>Student Housing</b>	66.2	46.9	69.0	
<b>Computer Solutions Center</b>	63.4	41.7	86.3	
<b>Student Health Insurance</b>	62.8	35.9	68.4	
<b>Student Wellness Center</b>	60.8	27.9	90.5	5
<b>Disability Resource Center</b>	55.6	22.1	89.5	
<b>SOAR</b>	54.9	52.1	77.7	
<b>International Student/Scholars Office</b>	50.1	21.0	91.0	4
<b>Women's/Re-entry Center</b>	49.4	18.5	89.8	8
<b>Children's House</b>	41.7	21.2	89.9	7

### **Importance and Satisfaction with Non-academic Support Services**

Non-academic Support Services are ranked in their order of importance according to the survey's respondents (Table VI). These rankings were also highly

correlated with percentages of use of the services. That is, respondents ranked as most important those services they used most, and least important those services they used least. Neither rankings of importance or percentage of the sample using the various services correlated with respondents' opinions of the services. Parking Services is rated as one of the most important services but received the lowest satisfaction ratings. Again, several services that were rated as being of the lowest importance relative to others scored among the top 10 in terms of satisfaction ratings (e.g., Game Room; Robins Awards; Poetry and a Beverage)

**Table VI.** Ranking of importance of non-academic support service units.

<b><u>Non-Academic Support Service</u></b>	<b><u>Importance (Very Important + Moderately Important) (%)</u></b>	<b><u>Use (%)</u></b>	<b><u>Opinion (Very Satisfied + Satisfied) (%)</u></b>	<b><u>Ranking</u></b>
Statesman	87.8	89.3	81.5	
Parking Services	86.8	84.1	40.4	
USU Police	84.8	66.6	89.0	
Recreation (HPER/Field House)	83.3	75.7	91.3	6
Shuttle	83.0	76.0	90.0	10
Food Services	79.0	73.2	83.1	
Performing Arts Series	73.6	60.7	91.0	7
Campus Recreation (Intramurals/club sports)	73.0	54.0	91.8	5
Volunteer Center (VOICE)	70.0	42.7	93.3	2
Outdoor Recreation (classes/rentals)	68.2	49.2	93.6	1
Varsity Athletics	67.5	63.8	79.5	
Council of Student Clubs and Organizations	66.7	43.9	88.4	
STAB Activities	65.3	53.5	89.5	
Convocations	63.6	41.2	93.0	3
Homecoming	58.5	50.5	89.6	

<b>KUSU/Utah Public Radio</b>	<b>57.4</b>	<b>40.5</b>	<b>87.0</b>	
<b>Affirmative Action/Equal Employment Opportunity Office</b>	<b>56.5</b>	<b>22.2</b>	<b>88.7</b>	
<b>Game Room</b>	<b>55.2</b>	<b>43.9</b>	<b>92.7</b>	<b>4</b>
<b>Poetry and a Beverage</b>	<b>49.3</b>	<b>33.1</b>	<b>90.1</b>	<b>9</b>
<b>Parents' Weekend</b>	<b>47.4</b>	<b>24.4</b>	<b>89.1</b>	
<b>Robins Awards</b>	<b>46.0</b>	<b>23.7</b>	<b>90.2</b>	<b>8</b>

### **Advising**

- 2/3 had faculty advisors
- major sources of academic planning were the advisor and the major requirement sheets
- 3/4 felt that advisors gave them correct information
- 2/3 thought their advisors were interested in their welfare
- 2/3 thought their advisors were readily available for consultation
- half credited their advisors with helping them make academic/career decisions
- 3/4 thought their interactions with their advisors were positive
- 59.1% were satisfied with the advising system at USU
- 2/3 were satisfied with the advising system in their college/department
- 71.4% were satisfied with their advisors

## **Graduating Students Survey - 1999**

Graduating students of Utah State University complete a survey that asks their opinions with respect to their experiences as students at the university. The surveys are distributed in the packet of information and forms given to all students who apply for graduation. The surveys are returned with the completed packets to the Cashier's Office. Application for graduation is a continuing activity. Thus, surveys are completed throughout the year, which commences in May of the prior year. The present sample contains surveys completed by students who applied for graduation from May 1998 to May 1999. For a number of logistical reasons not all graduating students complete the survey. However, for this year 1,263 surveys were completed and usable, 1203 of which constituted those applying for a baccalaureate degree. This is about 44 percent of the target population of baccalaureate graduates for the year (N = 2,726) (*Graduation Summary*, Utah State University Office of Planning and Analysis, August, 1999). (Throughout the remainder of this report where comparisons are made to the

university student population, the referred to statistics are taken from the *Utah State University Fact Book, 1997-98*).

## Demographic Characteristics of Survey Respondents

**Majors.** 107 of approximately 142 available majors at the university (75%) are represented in the sample.

**Table 1:** Alphabetical listing of majors that composed the sample.

<u>Major</u>	<u>Frequency</u>	<u>Percent</u>
	1	.1
Accounting	46	3.6
Aeronautics	1	.1
Aerospace Engineering	2	.2
Aerospace Technology	2	.2
Agribusiness	11	.9
Agricultural Education	7	.6
Agricultural Machinery Tech	6	.5
Agricultural Systems Tech	6	.5
Air Force ROTC	1	.1
American Studies	3	.2
Animal Science	12	1.0
Anthropology	7	.6
Apparel Merchandising	10	.8
Applied Biology	1	.1
Art	33	2.6
Asian Studies	1	.1
Biochemistry	1	.1
Biological Engineering	2	.2
Biological Science	3	.2
Biology	16	1.3
Bioveterinary Science	7	.6
BIS	68	5.4
BISE	1	.1
Business	11	.9
Business Administration	24	1.9
Business Education	3	.2
Chemistry	6	.5
Civil & Enviro Engineering	2	.2
Civil Engineering	11	.9
Communication	19	1.5
Communicative Disorders	15	1.2
Computer Engineering	5	.4
Computer Science	12	1.0
Crop Science	7	.6

Drafting	4	.3
Early Childhood Education	19	1.5
Eco (Fisheries and Wildlife)	2	.2
Economics	7	.6
Electrical Engineering	11	.9
Elementary Education	103	8.2
Engineering	3	.2
English	38	3.0
Enviro Soil/Water Science	2	.2
Environmental Engineering	2	.2
Environmental Studies	15	1.2
Family & Consumer Sci Ed	4	.3
Family & Consumer Sciences	23	1.8
Family and Human Development	52	4.1
Family Life	4	.3
Finance	31	2.5
Fisheries & Wildlife	14	1.1
Forest Management	4	.3
French	3	.2
Geography	8	.6
Geology	4	.3
German	3	.2
Health Education Specialist	16	1.3
Health, Physical Ed & Rec	6	.5
History	28	2.2
Home Economics Education	1	.1
Horticulture	10	.8
Horticulture (Ornamental)	7	.6
Human Resource Mgt	14	1.1
Ind Tech (Welding Eng Tech)	4	.3
Industrial Teacher Education	2	.2
Industrial Tech	4	.3
(Electronics/Computer Tech)		
Industrial Tech (Flight Tech)	5	.4
Industrial Technology	2	.2
Instructional Technology	1	.1
Interdisciplinary Studies	6	.5
International Relations	1	.1
Journalism	18	1.4
Landscape Architecture	6	.5
Liberal Arts and Sciences	31	2.5
Management	17	1.3
Marketing	35	2.8
Marketing Education	2	.2
Mathematics	5	.4
Mathematics Education	1	.1
Mechanical Engineering	25	2.0
Music	9	.7

Music Therapy	7	.6
Natural Resources	1	.1
Nutrition and Food Science	10	.8
Office Systems Support	22	1.7
Parks and Recreation	10	.8
Philosophy	4	.3
Phy Sci (Chem Teach Comp)	1	.1
Phy Sci (Physic Teach Comp)	1	.1
Physical Education	30	2.4
Physics	2	.2
Political Science	16	1.3
Pre-dental Biology	2	.2
Pre-law	4	.3
Pre-medical Biology	3	.2
Production Management	6	.5
Psychology	47	3.7
Public Health	17	1.3
Rec Resources Mgt	1	.1
Secondary Education	11	.9
Social Work	21	1.7
Sociology	27	2.1
Spanish	7	.6
Special Education	29	2.3
Statistics	2	.2
Theatre Arts	4	.3
Watershed Science	3	.2
Total	1263	100.0

**Second Major.** Seventy-nine respondents (6.2%) reported graduating with a second major. 28 academic programs were represented with modal frequencies occurring in the College of Education (i.e., Elementary Education; Special Education).

**Table 2:** Alphabetical listing of second majors of respondents.

<u>Second Major</u>	<u>Frequency</u>	<u>Percent</u>
One Major Only	1184	93.7
Accounting	1	.1
Aerospace Technology	1	.1
Art	1	.1
Biological Engineering	1	.1
BISE	2	.2
Business	5	.4
Business Administration	2	.2
Computer Science	1	.1
Early Childhood Education	1	.1
Electrical Engineering	1	.1
Elementary Education	11	.9

Family Life	1	.1
Finance	7	.6
Forest Management	1	.1
History	1	.1
Liberal Arts and Sciences	2	.2
Marketing	3	.2
Marketing Education	1	.1
Music	1	.1
Philosophy	1	.1
Political Science	3	.2
Pre-law	1	.1
Secondary Education	6	.5
Social Work	4	.3
Sociology	1	.1
Spanish	7	.6
Special Education	11	.9
Statistics	1	.1
<b>Total</b>	<b>1263</b>	<b>100.0</b>

**College.** For all but 7 respondents it was possible to determine the college from which they were graduating. 6 of these 7 respondents graduated in Interdisciplinary Studies, a program approved in the Provost's Office, and assigned to the college to which most of the courses chosen by students related. The sample is representative of the proportions of the graduating population by college. The university statistics for the prior year (% of total graduates by college) for graduation are presented in the column titled USU Fact Book for comparison purposes. Against these prior year figures, HASS is slightly over represented and Engineering is slightly under represented in the current sample.

**Table 3:** Frequency of respondents by college

<u>College</u>	<u>Frequency</u>	<u>Percent</u>	<u>USU Fact Book</u>
(Interdisciplinary Studies)	7	.6	
Agriculture	92	7.3	5.3
Business	279	22.1	22.8
Education	289	22.9	23.2
Engineering	85	6.7	9.2
Family Life	94	7.4	6.8
HASS	291	23.0	19.9
Natural Resources	48	3.8	3.8
Science	78	6.2	7.4
<b>Total</b>	<b>1263</b>	<b>100.0</b>	

**Cumulative GPA.** Reflecting that all students who participated in this survey were graduating, 2/3 of the respondents to the survey reported a cumulative GPA of B or better while another quarter reported C+ to B. Only 7 percent reported a C to a C+.

**Table 4:** Respondents' reported cumulated GPAs for the last term enrolled.

<u>Cumulative GPA</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
4.0 - 3.6	341	27.0	27.0	27.0

3.5 - 3.1	502	39.7	39.8	66.9
3.0 - 2.6	324	25.7	25.7	92.5
2.5 - 2.0	94	7.4	7.5	100.0
<b>SubTotal</b>	1261	99.8	100.0	
<b>Missing System</b>	2	.2		
<b>Total</b>	1263	100.0		

**Types of Degrees.** Most (95.2%) respondents were being awarded bachelor's degrees. Thus, the sample can be thought to represent baccalaureate students primarily.

**Table 5:** Degrees respondents were receiving.

<u>Degrees Awarded</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Certificate</b>	12	1.0	1.0
<b>Associate</b>	40	3.2	4.1
<b>Bachelors</b>	1203	95.2	99.4
<b>Masters</b>	7	.6	99.9
<b>Doctorate</b>	1	.1	100.0
<b>Total</b>	1263	100.0	

**Sex.** A majority of respondents were females. Sample proportions relate closely to the composition of the student body as a whole (i.e., female = 52.1%; male = 47.9%) with slightly more females represented in the sample.

**Table 6:** Reported genders of respondents.

<u>Gender</u>	<u>Frequency</u>	<u>Percent</u>
<b>Female</b>	683	54.1
<b>Male</b>	580	45.9
<b>Total</b>	1263	100.0

**Citizenship.** 5.3% of respondents identified themselves as not having citizenship in the USA. This is a reasonably close match with the university data for the whole student body (4.1%).

**Table 7:** Citizenship of respondents.

<u>Citizenship</u>	<u>Frequency</u>	<u>Percent</u>
<b>US</b>	1196	94.7
<b>International</b>	67	5.3
<b>Total</b>	1263	100.0

**Minority Americans.** Approximately 92 percent of students at USU are ethnically Caucasian or don't specify ethnicity. Almost 92 percent (91.8%) of respondents to this survey identified themselves as Caucasian—a close approximation to the population of students. There is also a reasonably good approximation of the ethnic categories in this sample of the university student population (shown in the table in the column titled USU Fact Book).

**Table 8:** American minority students represented in sample.

<u>Ethnicity</u>	<u>Frequency</u>	<u>Percent</u>	<u>USU Fact Book</u>
American Indian/Alaskan Native	10	.8	.7
Hispanic	17	1.3	1.6
Asian or Pacific Islander	24	1.9	1.1
White, Non-Hispanic	1159	91.8	90.2
Black, Non-Hispanic	3	.2	.5
Other, unspecified	49	3.9	1.9
SubTotal	1262	99.9	
Missing System	1	.1	
Total	1263	100.0	

**Marital Status.** A slight majority of respondents to this survey were single. Another large proportion were married (45.4%) perhaps representing the tendency of the local culture to marry early.

**Table 9:** Marital status of respondents.

<u>Marital Status</u>	<u>Frequency</u>	<u>Percent</u>
Single	659	52.2
Married	574	45.4
Divorced	20	1.6
Widowed	6	.5
Separated	4	.3
Total	1263	100.0

**Dependents.** Nearly 3 in 10 respondents to this survey reported one or more dependents, reflecting the maturity of the sample.

**Table 10:** Number of dependents reported by respondents.

<u>Number</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Zero	896	70.9	71.5	71.5
1	171	13.5	13.6	85.2
2	86	6.8	6.9	92.0
3	50	4.0	4.0	96.0
4	22	1.7	1.8	97.8
5 or more	28	2.2	2.2	100.0
SubTotal	1253	99.2	100.0	
Missing System	10	.8		
Total	1263	100.0		

**Age.** The modal age category (21 - 25 yrs) for respondents to this survey suggests its maturity as degree recipients, but may also represent the stopping out characteristics of this population about ½ of whom leave the university temporarily to pursue a church/mission service obligation before returning to complete their degrees (see below).

**Table 11:** Age categories of survey respondents.

<u>Age Categories (yrs)</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
18- 20	60	4.8	4.8
21- 25	894	70.8	75.5
26- 30	204	16.2	91.7
31- 40	73	5.8	97.5

<b>41- 50</b>	27	2.1	99.6
<b>51- 60</b>	3	.2	99.8
<b>&gt;=61</b>	2	.2	100.0
<b>Total</b>	1263	100.0	

**Residence When Not Attending USU.** 8 of 10 of the respondents to this survey live in Utah when not attending USU. This suggests the parochial nature of the student body.

**Table 12:** Residence of respondents when not attending USU.

<u>Residence</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Cache Valley</b>	519	41.1	41.3	41.3
<b>Utah, Outside Cache Valley</b>	494	39.1	39.3	80.6
<b>Outside Utah in the USA</b>	198	15.7	15.8	96.3
<b>Outside the USA</b>	46	3.6	3.7	100.0
<b>SubTotal</b>	1257	99.5	100.0	
<b>Missing System</b>	6	.5		
<b>Total</b>	1263	100.0		

**Length of Attendance at USU.** These figures require a bit more interpretation. A slight plurality of respondents attended USU for 4 years—the optimal time to obtain a baccalaureate degree. However, almost a majority (44%) attended USU for 3 years or less. These responses undoubtedly reflect the large numbers of transfer students who transfer to USU from the community and junior colleges of the Utah System of Higher Education and similar feeder schools in the inter-mountain west (e.g., Ricks College). It is not clear that respondents subtracted out their stopping out time since about 1/4 of them reported taking 5-6 years to graduate (and therefore to participate in this survey). These figures cannot be accounted for by the very small numbers (i.e., 8) of graduate students included in this sample (see Table 5).

**Table 13:** Length of attendance of respondents at USU.

<u>Attendance (yrs)</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>&lt; 1</b>	4	.3	.3
<b>1</b>	32	2.5	2.9
<b>2</b>	245	19.4	22.2
<b>3</b>	275	21.8	44.0
<b>4</b>	374	29.6	73.6
<b>5</b>	236	18.7	92.3
<b>&gt;=6</b>	97	7.7	100.0
<b>Total</b>	1263	100.0	

**Plans to Continue Education.** Almost half the respondents to the survey plan to continue their educations while about a third were undecided. Approximately 1 in 5 plans not to continue.

**Table 14:** Plans for continuing education.

<u>Plans</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>
Yes	589	46.6	46.7
No	239	18.9	19.0
Undecided	433	34.3	34.3
SubTotal	1261	99.8	100.0
Missing System	2	.2	
Total	1263	100.0	

**Work Status.** Approximately 1 in 5 survey respondents was employed full time. Cumulatively, nearly 3 in 4 (74.2%) were employed either full or part time. These figures replicate earlier survey results and reflect the nature of this generation of students at USU. Many work to put themselves through school.

**Table 15:** Employment status of survey respondents.

<u>Status</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Employed full-time	273	21.6	21.7	21.7
Employed part-time	661	52.3	52.5	74.2
Unemployed	324	25.7	25.8	100.0
SubTotal	1258	99.6	100.0	
Missing System	5	.4		
Total	1263	100.0		

**Time Worked While at USU.** The modal response by respondents was that they typically worked ½ time while going to school. However, the table shows that approximately 68 percent worked at least ½ time or more. These figures may also relate to students proceeding through degree programs more slowly.

**Table 16:** Time respondents typically worked while at USU.

<u>Time Worked</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>
None	172	13.6	13.7
1/4	226	17.9	18.0
½	353	27.9	28.1
¾	249	19.7	19.8
Full-time	257	20.3	20.4
SubTotal	1257	99.5	100.0
Missing System	6	.5	
Total	1263	100.0	

**Job Related to Degree?** Nearly half of respondents who found employment while attending USU, found employment related to their degree.

**Table 17:** Employment of student respondent related educational degree?

<u>Employment and Degree</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>
Related	472	37.4	46.7
Unrelated	539	42.7	53.3
SubTotal	1011	80.0	100.0
Missing System	252	20.0	
Total	1263	100.0	

**Career Related Practical Experience.** A total of 1,681 respondent-practical-experiences related to careers were reported. The most frequent report was of practicum experience (710), followed by employment (485), volunteer experiences (367), and work-study (119).

**What Would You Tell Your Friends about Utah State University?** A large majority (86.4%) of the sample would tell their friends mostly positive things, or that it is great at USU.

**Table 18:** What would you tell your friends about Utah State University?

<u>What would you say about USU?</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
It's great; come here to school	474	37.6	37.8	37.8
<b>Mostly positive things</b>	610	48.3	48.6	86.4
Nothing much, positive or negative	138	10.9	11.0	97.4
<b>Mostly negative things</b>	22	1.7	1.8	99.2
It's not great; don't come here to school	10	.8	.8	100.0
<b>SubTotal</b>	1254	99.4	100.0	
<b>Missing System</b>	8	.6		
<b>Total</b>	1262	100.0		

### Advising At USU

Approximately 94 percent of the sample said they were assigned an advisor by their college or department. Over half (56.8%) met with their advisors each term. Almost 2/3 of the sample reported having faculty advisors.

**Table 19:** Type of advisor.

<u>Advisor Type</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>
Faculty member	801	63.5	63.5
Professional, full-time advisor	345	27.3	27.4
<b>Don't know</b>	115	9.1	9.1
<b>SubTotal</b>	1261	99.9	100.0
<b>Missing System</b>	1	.1	
<b>Total</b>	1262	100.0	

For a plurality of the sample (47.9%), advisors constituted the major source of information for planning an academic program. However, for over a third of the sample (35.0%), major requirement sheets constituted the major source of information. Together, these are the two most important sources of program planning information for the students in this sample.

**Table 20:** Major source of information for planning academic program.

<u>Information Source</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>
Advisor	604	47.8	47.9
<b>Other faculty</b>	52	4.1	4.1
<b>Catalog</b>	60	4.8	4.8
Major requirement sheets	442	35.0	35.0
<b>Other students</b>	51	4.0	4.0
<b>Other</b>	53	4.2	4.2
<b>SubTotal</b>	1262	99.9	100.0
<b>Missing System</b>	1	.1	
<b>Total</b>	1263	100.0	

A large majority of the sample (75.9%) agreed or strongly agreed that their advisors gave them correct information

**Table 21:** Advisor gave me correct information

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	461	36.5	36.8	36.8
<b>Agree</b>	491	38.9	39.2	75.9
<b>Neutral</b>	216	17.1	17.2	93.1
<b>Disagree</b>	56	4.4	4.5	97.6
<b>Strongly disagree</b>	30	2.4	2.4	100.0
<b>SubTotal</b>	1254	99.4	100.0	
<b>Missing System</b>	8	.6		
<b>Total</b>	1262	100.0		

Two-thirds of the sample agreed or strongly agreed their advisors were interested in their welfare. About 10 percent of the sample considered their advisors to not be interested in their welfare.

**Table 22:** Advisor was interested in my welfare

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	422	33.4	33.7	33.7
<b>Agree</b>	415	32.9	33.1	66.7
<b>Neutral</b>	293	23.2	23.4	90.1
<b>Disagree</b>	78	6.2	6.2	96.3
<b>Strongly disagree</b>	46	3.6	3.7	100.0
<b>SubTotal</b>	1254	99.4	100.0	
<b>Missing System</b>	8	.6		
<b>Total</b>	1262	100.0		

It is important for students to know that their advisors are available to them. In this sample about 2/3 (65.6%) agreed or strongly agreed that their advisors were readily available to them. This outcome, however, suggests that about a third of students did not find their advisors readily available to them for consultation.

**Table 23:** Advisor was readily available for consultation.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	360	28.5	28.7	28.7
<b>Agree</b>	462	36.6	36.8	65.6
<b>Neutral</b>	249	19.7	19.9	85.4
<b>Disagree</b>	136	10.8	10.8	96.3
<b>Strongly disagree</b>	47	3.7	3.7	100.0
<b>SubTotal</b>	1254	99.4	100.0	
<b>Missing System</b>	8	.6		
<b>Total</b>	1262	100.0		

Only slightly more than half of those who responded (54.5%) credited their advisors with helping them make academic/career decisions while the remainder were either neutral or disagreed.

**Table 24:** Advisor helped me make academic/career decisions.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	304	24.1	24.4	24.4
<b>Agree</b>	375	29.7	30.1	54.5
<b>Neutral</b>	352	27.9	28.3	82.8
<b>Disagree</b>	144	11.4	11.6	94.4
<b>Strongly disagree</b>	70	5.5	5.6	100.0
<b>SubTotal</b>	1245	98.7	100.0	
<b>Missing System</b>	17	1.3		
<b>Total</b>	1262	100.0		

A little over 3/4 of those who responded agreed or strongly agreed that their interactions with their advisors were positive.

**Table 25:** Interactions with my advisor were positive

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	470	37.2	37.5	37.5
<b>Agree</b>	497	39.4	39.7	77.2
<b>Neutral</b>	211	16.7	16.8	94.0
<b>Disagree</b>	50	4.0	4.0	98.0
<b>Strongly disagree</b>	25	2.0	2.0	100.0
<b>SubTotal</b>	1253	99.3	100.0	
<b>Missing System</b>	9	.7		
<b>Total</b>	1262	100.0		

Nearly 6 in 10 respondents (59.1%) were satisfied with the advising system at USU; however, about 1 in 6 respondents (17.3%) was not.

**Table 26:** Satisfied with advising system at USU

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	288	22.8	23.1	23.1
<b>Agree</b>	449	35.6	36.0	59.1
<b>Neutral</b>	293	23.2	23.5	82.7
<b>Disagree</b>	140	11.1	11.2	93.9
<b>Strongly disagree</b>	76	6.0	6.1	100.0
<b>SubTotal</b>	1246	98.7	100.0	
<b>Missing System</b>	16	1.3		
<b>Total</b>	1262	100.0		

About 2/3 of respondents (65.3%)—slightly more than responded similarly with respect to the advising system as a whole--were satisfied with the advising system in their colleges/departments; however, about 15 percent were not.

**Table 27:** Satisfied with advising system in my college/department

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	375	29.7	29.9	29.9
<b>Agree</b>	445	35.3	35.5	65.3
<b>Neutral</b>	246	19.5	19.6	84.9

<b>Disagree</b>	111	8.8	8.8	93.8
<b>Strongly disagree</b>	78	6.2	6.2	100.0
<b>SubTotal</b>	1255	99.4	100.0	
<b>Missing system</b>	7	.6		
<b>Total</b>	1262	100.0		

About 7 in 10 respondents (71.4%) were satisfied with their advisors, while about 11 percent were not.

**Table 28:** Satisfied with my advisor.

<u>Agreement</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Strongly agree</b>	438	34.7	35.0	35.0
<b>Agree</b>	457	36.2	36.5	71.4
<b>Neutral</b>	221	17.5	17.6	89.1
<b>Disagree</b>	83	6.6	6.6	95.7
<b>Strongly disagree</b>	54	4.3	4.3	100.0
<b>SubTotal</b>	1253	99.3	100.0	
<b>Missing System</b>	9	.7		
<b>Total</b>	1262	100.0		

## Stopping Out

**Interruptions in College Education.** Slightly over half the respondents reported an interruption in their college educations, other than summers. A majority of the student body at USU are members of the Latter Day Saints religion. A large proportion of those interrupt their educations to perform church missions (see below).

**Table 29:** Interruptions in college education.

<u>Interruptions</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>
<b>Yes</b>	644	51.0	51.6
<b>No</b>	604	47.8	48.4
<b>SubTotal</b>	1248	98.8	100.0
<b>Missing System</b>	15	1.2	
<b>Total</b>	1263	100.0	

Of those reporting an interruption, 68.3 percent stated that it was a single interruption, while 31.7 percent reported more than one interruption.

**Length of Interruption.** Most of the students (60.7%) who reported interruptions, indicated the length was 1-2 years—which is the length of most church missions, but 1 in 4 interrupted their educations for less than a year.

**Table 30:** Length of interruption in college education.

<u>Length (yrs)</u>	<u>Frequency</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
>1	173	26.8	26.8
1-2	392	60.7	87.5

3-4	52	8.0	95.5
>=5	29	4.5	100.0

**Reasons for Interruptions.** The table shows the frequencies and percentages (in parentheses) of respondents who answered in each category. Clearly the major reason—among all major reasons—for stopping out was to complete church/mission service. In turn, this reason was followed by finances.

**Table 31:** Reasons for interrupting college education.

<u>Reasons</u>	<u>Major Reason</u>	<u>Minor Reason</u>	<u>Not a Reason</u>
<b>Church/Mission Service</b>	<b>353 (27.9)<sup>a</sup></b>	9 (0.7)	262 (20.7)
<b>Financial</b>	<b>149 (11.8)</b>	121 (9.6)	323 (25.6)
<b>Job Opportunity</b>	81 (6.4)	69 (5.5)	432 (34.2)
<b>Homemaking Responsibilities</b>	54 (4.3)	37 (2.9)	487 (38.6)
<b>Transferred to another School</b>	49 (3.9)	65 (5.1)	461 (36.5)
<b>Stress</b>	47 (3.7)	93 (7.4)	442 (47.6)
<b>Illness</b>	33 (2.6)	21 (1.7)	521 (41.3)
<b>Lack of Interest</b>	24 (1.9)	80 (6.3)	472 (37.4)
<b>Academic Standing</b>	10 (0.8)	24 (1.9)	536 (42.4)
<b>Participated in Exchange</b>	8 (0.6)	8 (0.6)	558 (44.2)

<sup>a</sup> These are percentages and are of the total sample of respondents.

### **Financial Aid**

The table shows the frequencies and percentages of the total sample who indicated their sources of financial aid. The major source of financial aid for respondents was their employment followed by grants, loans, parents, and scholarships.

**Table 32:** Sources of financial aid for respondents.

<u>Source</u>	<u>Major Source</u>	<u>Minor Source</u>	<u>Not a Source</u>
<b>Employment</b>	<b>546 (43.2)</b>	426 (33.7)	198 (15.7)
<b>Grants</b>	<b>415 (32.9)</b>	218 (17.3)	514 (40.7)
<b>Loans</b>	<b>389 (30.8)</b>	195 (15.4)	563 (44.6)
<b>Parents</b>	<b>365 (28.9)</b>	370 (29.3)	440 (34.8)
<b>Scholarship</b>	<b>294 (23.3)</b>	208 (16.5)	632 (50.0)

<b>Savings</b>	237 (18.8)	448 (35.5)	459 (36.3)
<b>Spouse</b>	99 (7.8)	237 (18.8)	780 (61.8)
<b>Work-study</b>	34 (2.7)	92 (7.3)	977 (77.4)
<b>Other Relative</b>	30 (2.4)	89 (7.0)	986 (78.1)
<b>Veterans' Benefits</b>	15 (1.2)	14 (1.1)	1067 (84.5)
<b>Graduate Assistantship</b>	7 (0.6)	4 (0.3)	1087 (86.1)

### Satisfaction with Education at USU

**Overall Quality of Education.** 94.8 percent of respondents were satisfied or very satisfied with the overall quality of their educations at USU. 5.2 percent were dissatisfied or very dissatisfied.

**Table 33:** Satisfaction with the overall quality of education.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	309	24.5	24.5	24.5
<b>Satisfied</b>	885	70.1	70.3	94.8
<b>Dissatisfied</b>	58	4.6	4.6	99.4
<b>Very dissatisfied</b>	7	.6	.6	100.0
<b>SubTotal</b>	1259	99.7	100.0	
<b>Missing System</b>	4	.3		
<b>Total</b>	1263	100.0		

**Overall Quality of University Studies/General Education Courses.** 84.6 percent of respondents were satisfied or very satisfied with the overall quality of University Studies/General Education classes. 15.4 percent were dissatisfied or very dissatisfied. Satisfaction levels in response to this item are reliably lower than satisfaction levels in the major.

**Table 34:** Satisfaction - Overall quality of University Studies/General Education courses.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	133	10.5	10.8	10.8
<b>Satisfied</b>	910	72.1	73.8	84.6
<b>Dissatisfied</b>	163	12.9	13.2	97.8
<b>Very dissatisfied</b>	27	2.1	2.2	100.0
<b>SubTotal</b>	1233	97.6	100.0	
<b>Missing System</b>	30	2.4		
<b>Total</b>	1263	100.0		

**Overall Quality of the Program in the Respondents' Majors.** 92.5 percent of respondents were satisfied or very satisfied with the program quality in their majors while approximately 7.5 percent were not.

**Table 35:** Satisfaction with overall quality of the program in the major.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very satisfied	511	40.5	40.6	40.6
Satisfied	653	51.7	51.9	92.5
Dissatisfied	74	5.9	5.9	98.3
Very dissatisfied	21	1.7	1.7	100.0
SubTotal	1259	99.7	100.0	
Missing System	4	.3		
Total	1263	100.0		

**Variety of Courses in Respondents' Majors.** A strong majority (87.1%) were very satisfied or satisfied with the variety of courses in their majors. However about 1 in 8 was not.

**Table 36:** Satisfaction of respondents with the variety of courses in their majors.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very satisfied	416	32.9	33.1	33.1
Satisfied	680	53.8	54.1	87.1
Dissatisfied	134	10.6	10.7	97.8
Very dissatisfied	28	2.2	2.2	100.0
SubTotal	1258	99.6	100.0	
Missing System	5	.4		
Total	1263	100.0		

**Variety of Courses in University Studies/General Education.** A strong majority of respondents (86.6%) were very satisfied or satisfied with the variety of courses in University Studies/General Education while about 1 in 7 was not.

**Table 37:** Satisfaction of respondents with the 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	243	19.2	19.6	19.6
Satisfied	829	65.6	67.0	86.6
Dissatisfied	142	11.2	11.5	98.1
Very dissatisfied	24	1.9	1.9	100.0
SubTotal	1238	98.0	100.0	
Missing System	25	2.0		
Total	1263	100.0		

**Challenge of Courses in the Major.** Only 1 in 17 respondents was dissatisfied or very dissatisfied with the challenge of courses in their majors, while the overwhelming majority (94.0%) were very satisfied or satisfied.

**Table 38:** Satisfaction of respondents with the challenge of courses in their majors.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very satisfied	455	36.0	36.1	36.1
Satisfied	728	57.6	57.8	94.0
Dissatisfied	63	5.0	5.0	99.0
Very dissatisfied	13	1.0	1.0	100.0
Sub Total	1259	99.7	100.0	

<b>Missing System</b>	4	.3
<b>Total</b>	1263	100.0

**Challenge of Courses in University Studies/General Education.** A strong majority of respondents (87.3%) were very satisfied or satisfied with the challenge of courses in University Studies/General Education. About 1 in 8 was not.

**Table 39:** Satisfaction of respondents with the challenge of courses in University Studies/General Education.

<b>Satisfaction</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Very satisfied</b>	219	17.3	17.8	17.8
<b>Satisfied</b>	857	67.9	69.5	87.3
<b>Dissatisfied</b>	130	10.3	10.5	97.8
<b>Very dissatisfied</b>	27	2.1	2.2	100.0
<b>Sub Total</b>	1233	97.6	100.0	
<b>Missing System</b>	30	2.4		
<b>Total</b>	1263	100.0		

**Accessibility of Faculty.** A strong majority of respondents (85.2%) were satisfied or very satisfied with the accessibility of faculty at USU. However, about 1 in 7 was not.

**Table 40:** Satisfaction of respondents with the accessibility of faculty.

<b>Satisfaction</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Very satisfied</b>	270	21.4	21.4	21.4
<b>Satisfied</b>	803	63.6	63.8	85.2
<b>Dissatisfied</b>	157	12.4	12.5	97.7
<b>Very dissatisfied</b>	29	2.3	2.3	100.0
<b>Sub Total</b>	1259	99.7	100.0	
<b>Missing System</b>	4	.3		
<b>Total</b>	1263	100.0		

**Helpfulness of Faculty.** A strong majority of respondents (87.2%) were satisfied or very satisfied with the helpfulness of faculty at USU, while about 1 in 8 was not.

**Table 41:** Satisfaction of respondents with the helpfulness of faculty.

<b>Satisfaction</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Very satisfied</b>	317	25.1	25.2	25.2
<b>Satisfied</b>	781	61.8	62.0	87.2
<b>Dissatisfied</b>	133	10.5	10.6	97.8
<b>Very dissatisfied</b>	28	2.2	2.2	100.0
<b>Sub Total</b>	1259	99.7	100.0	
<b>Missing System</b>	4	.3		
<b>Total</b>	1263	100.0		

**Academic Advising.** A strong majority of respondents (82.0%) were satisfied or very satisfied with academic advising at USU. About 1 in 5 or 6 was not.

**Table 42:** Satisfaction of respondents with academic advising at USU.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very satisfied	309	24.5	24.6	24.6
Satisfied	719	56.9	57.3	82.0
Dissatisfied	171	13.5	13.6	95.6
Very dissatisfied	55	4.4	4.4	100.0
Sub Total	1254	99.3	100.0	
Missing System	9	.7		
Total	1263	100.0		

**Degree to Which Respondents Felt Fairly Treated.** Nearly 91 percent of respondents were very satisfied or satisfied in the degree to which they felt fairly treated at USU. This means that less than 1 in 10 felt unfairly treated.

**Table 43:** Satisfaction of respondents in the degree to which they were treated fairly.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very satisfied	312	24.7	24.8	24.8
Satisfied	830	65.7	66.0	90.9
Dissatisfied	87	6.9	6.9	97.8
Very dissatisfied	28	2.2	2.2	100.0
Sub Total	1257	99.5	100.0	
Missing System	6	.5		
Total	1263	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 (98.2%) thought this was a very or moderately important goal, and almost all (96.6%) reported very good or good progress toward the goal.

**Table 44:** Importance - General knowledge.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	847	67.1	67.8	67.8
Moderately important	380	30.1	30.4	98.2
Not Important	23	1.8	1.8	100.0
Sub Total	1250	99.0	100.0	
Missing System	13	1.0		
Total	1263	100.0		

**Table 45:** Progress - General Knowledge.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	415	32.9	33.8	33.8
Good	770	61.0	62.8	96.6
Poor	36	2.9	2.9	99.5
Very poor	6	.5	.5	100.0
Sub Total	1227	97.1	100.0	
Missing System	36	2.9		
Total	1263	100.0		

**Appreciation of the Arts.** Perhaps because of the land-grant emphasis on science and technology at USU, respondents always seem to score this item lower than others in this section. Approximately 3 in 4 respondents felt this was a very or moderately important goal, and 3 in 4 thought they had made very good or good progress toward it. Contrast this with the greater than 9 in 10 proportions for the prior item.

**Table 46:** Importance - Appreciation of the arts.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	362	28.7	29.0	29.0
Moderately important	603	47.7	48.3	77.3
Not Important	284	22.5	22.7	100.0
SubTotal	1249	98.9	100.0	
Missing System	14	1.1		
Total	1263	100.0		

**Table 47:** Progress - Appreciation of the arts.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	216	17.1	17.7	17.7
Good	714	56.5	58.4	76.0
Poor	236	18.7	19.3	95.3
Very poor	57	4.5	4.7	100.0
Sub Total	1223	96.8	100.0	
Missing System	40	3.2		
Total	1263	100.0		

**Social/Interpersonal Skills.** Well over 9 in 10 respondents thought this was a very or moderately important goal and over 9 in 10 thought they had made very good or good progress toward it.

**Table 48:** Importance - Social/interpersonal skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	723	57.2	58.0	58.0
Moderately important	452	35.8	36.3	94.3
Not Important	71	5.6	5.7	100.0
SubTotal	1246	98.7	100.0	
Missing System	17	1.3		
Total	1263	100.0		

**Table 49:** Progress - Social/interpersonal skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	384	30.4	31.4	31.4
Good	748	59.2	61.1	92.5
Poor	76	6.0	6.2	98.7
Very poor	16	1.3	1.3	100.0
Sub Total	1224	96.9	100.0	
Missing System	39	3.1		

<b>Total</b>	1263	100.0
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**Independence.** Over 9 in 10 (92.7%) of respondents reported that this was a very or moderately important goal and well over 9 in 10 (94.7%) reported very good or good progress toward it.

**Table 50:** Importance - Independence.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	792	62.7	63.8	63.8
<b>Moderately important</b>	359	28.4	28.9	92.7
<b>Not Important</b>	91	7.2	7.3	100.0
<b>Sub Total</b>	1242	98.3	100.0	
<b>Missing System</b>	21	1.7		
<b>Total</b>	1263	100.0		

**Table 51:** Progress - Independence.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very good</b>	519	41.1	42.5	42.5
<b>Good</b>	638	50.5	52.2	94.7
<b>Poor</b>	52	4.1	4.3	98.9
<b>Very poor</b>	13	1.0	1.1	100.0
<b>Sub Total</b>	1222	96.8	100.0	
<b>Missing System</b>	41	3.2		
<b>Total</b>	1263	100.0		

**Self-confidence.** Well over 9 in 10 respondents (95.4%) indicated that this was a very or moderately important goal, and over 9 in 10 (91.2%) indicated very good or good progress toward it.

**Table 52:** Importance - Self confidence.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	863	68.3	69.3	69.3
<b>Moderately important</b>	326	25.8	26.2	95.4
<b>Not Important</b>	57	4.5	4.6	100.0
<b>Sub Total</b>	1246	98.7	100.0	
<b>Missing System</b>	17	1.3		
<b>Total</b>	1263	100.0		

**Table 53:** Progress - Self confidence.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very good</b>	434	34.4	35.5	35.5
<b>Good</b>	679	53.8	55.6	91.2
<b>Poor</b>	90	7.1	7.4	98.5
<b>Very poor</b>	18	1.4	1.5	100.0
<b>Sub Total</b>	1221	96.7	100.0	
<b>Missing System</b>	42	3.3		
<b>Total</b>	1263	100.0		

**Leadership Skills.** Over 9 in 10 respondents (93.3%) felt this was a very or moderately important goal; however, a substantial majority--but proportionally fewer (85.9%)--felt that they had made very good or good progress toward it.

**Table 54:** Importance - Leadership skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	733	58.0	59.0	59.0
Moderately important	427	33.8	34.4	93.3
Not Important	83	6.6	6.7	100.0
Sub Total	1243	98.4	100.0	
Missing System	20	1.6		
Total	1263	100.0		

**Table 55:** Progress - Leadership skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	384	30.4	31.3	31.3
Good	669	53.0	54.6	85.9
Poor	148	11.7	12.1	98.0
Very poor	25	2.0	2.0	100.0
Sub Total	1226	97.1	100.0	
Missing System	37	2.9		
Total	1263	100.0		

**Sensitivity/Tolerance to Alternative Views and Cultures.** 9 in 10 respondents (90.1%) rated this as a very or moderately important goal and slightly fewer--but still a large proportion (86.2%)--rated their progress toward this goal as very good or good.

**Table 56:** 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	662	52.4	53.2	53.2
Moderately important	460	36.4	36.9	90.1
Not Important	123	9.7	9.9	100.0
Sub Total	1245	98.6	100.0	
Missing System	18	1.4		
Total	1263	100.0		

**Table 57:** 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	391	31.0	31.8	31.8
Good	669	53.0	54.4	86.2
Poor	127	10.1	10.3	96.6
Very poor	42	3.3	3.4	100.0
Sub Total	1229	97.3	100.0	
Missing System	34	2.7		
Total	1263	100.0		

**Sensitivity/Tolerance to Others.** Over 9 in 10 respondents (91.9%) indicated that this was a very or moderately important goal, and almost as many (87.9%) indicated very good or good progress toward it.

**Table 58:** Importance - Sensitivity/tolerance to others.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	706	55.9	56.6	56.6
Moderately important	440	34.8	35.3	91.9
Not Important	101	8.0	8.1	100.0
Sub Total	1247	98.7	100.0	
Missing System	16	1.3		
Total	1263	100.0		

**Table 59:** Progress - Sensitivity/tolerance to others.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	404	32.0	32.9	32.9
Good	676	53.5	55.0	87.9
Poor	112	8.9	9.1	97.0
Very poor	37	2.9	3.0	100.0
Sub Total	1229	97.3	100.0	
Missing System	34	2.7		
Total	1263	100.0		

**Level of Intellect.** Almost all respondents (97.7%) indicated that this was a very or moderately important goal, and almost all (94.2%) indicated they had made very good or good progress toward it.

**Table 60:** Importance - Level of intellect.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	866	68.6	69.7	69.7
Moderately important	349	27.6	28.1	97.7
Not Important	28	2.2	2.3	100.0
Sub Total	1243	98.4	100.0	
Missing System	20	1.6		
Total	1263	100.0		

**Table 61:** Progress - Level of intellect.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	382	30.2	31.1	31.1
Good	775	61.4	63.1	94.2
Poor	63	5.0	5.1	99.3
Very poor	8	.6	.7	100.0
Sub Total	1228	97.2	100.0	
Missing System	35	2.8		
Total	1263	100.0		

**Affiliation with a Department/Program.** About 9 in 10 (89.6%) respondents felt this was a very or moderately important goal, while about 8 in 10 (81.8%) felt that they had made very good or good progress toward it.

**Table 62:** 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	487	38.6	39.2	39.2
Moderately important	625	49.5	50.4	89.6
Not Important	129	10.2	10.4	100.0
Sub Total	1241	98.3	100.0	
Missing System	22	1.7		
Total	1263	100.0		

**Table 63:** 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	297	23.5	24.3	24.3
Good	702	55.6	57.4	81.8
Poor	188	14.9	15.4	97.1
Very poor	35	2.8	2.9	100.0
Sub Total	1222	96.8	100.0	
Missing System	41	3.2		
Total	1263	100.0		

**Interactions with International/Minority Students.** Given the isolation of USU's campus, its location in a predominantly Caucasian area, and its small numbers of minorities and international students, perhaps the response to this item is predictable. In any case a majority—but a smaller proportion of respondents (73.5%) than for other items in this section—felt that this was a very or moderately important goal. Moreover, a smaller majority (69.3%) felt that they had made very good or good progress toward it.

**Table 64:** 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	294	23.3	23.7	23.7
Moderately important	617	48.9	49.8	73.5
Not Important	328	26.0	26.5	100.0
Sub Total	1239	98.1	100.0	
Missing System	24	1.9		
Total	1263	100.0		

**Table 65:** 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	181	14.3	14.9	14.9
Good	660	52.3	54.4	69.3
Poor	306	24.2	25.2	94.5
Very poor	67	5.3	5.5	100.0
Sub Total	1214	96.1	100.0	
Missing System	49	3.9		
Total	1263	100.0		

**Informal Interactions with Professors.** About 8 in 10 respondents (81.2%) felt that this was a very or moderately important goal, and about 3 in 4 (74.2%) felt that they had made very good or good progress toward it.

**Table 66:** Importance - Informal interactions with professors.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	375	29.7	30.1	30.1
Moderately important	635	50.3	51.0	81.2
Not Important	234	18.5	18.8	100.0
Sub Total	1244	98.5	100.0	
Missing System	19	1.5		
Total	1263	100.0		

**Table 67:** Progress - Informal interactions with professors.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	245	19.4	20.1	20.1
Good	661	52.3	54.1	74.2
Poor	253	20.0	20.7	94.9
Very poor	62	4.9	5.1	100.0
Sub Total	1221	96.7	100.0	
Missing System	42	3.3		
Total	1263	100.0		

**Affiliation with the USU Community.** About 3 in 4 respondents (73.5%) indicated that they thought this was a very or moderately important goal. And, about 3 in 4 (73.1%) felt that they had made very good or good progress toward it. While still a substantial majority, these are lower proportions than are found in the other responses to items in this section. Elsewhere, this lower proportion has been attributed to the fact that many USU undergraduates transfer to USU from other schools to which they also profess loyalty (*Alumni Survey, 1999*).

**Table 68:** Importance - Affiliation with the USU community.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	284	22.5	22.8	22.8
Moderately important	631	50.0	50.7	73.5
Not Important	330	26.1	26.5	100.0
Sub Total	1245	98.6	100.0	
Missing System	18	1.4		
Total	1263	100.0		

**Table 69:** 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	193	15.3	15.8	15.8
Good	699	55.3	57.3	73.1
Poor	247	19.6	20.2	93.4
Very poor	81	6.4	6.6	100.0
Sub Total	1220	96.6	100.0	

Missing System	43	3.4
<b>Total</b>	<b>1263</b>	<b>100.0</b>

**Verbal Skills.** 95.5 percent of respondents indicated this was a very or moderately important goal, while 90.5 percent indicated they had made very good or good progress toward it.

**Table 70:** Importance - Verbal skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	816	64.6	65.6	65.6
Moderately important	372	29.5	29.9	95.5
Not Important	56	4.4	4.5	100.0
<b>Sub Total</b>	<b>1244</b>	<b>98.5</b>	<b>100.0</b>	
Missing System	19	1.5		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 71:** Progress - Verbal skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	350	27.7	28.5	28.5
Good	760	60.2	61.9	90.5
Poor	104	8.2	8.5	98.9
Very poor	13	1.0	1.1	100.0
<b>Sub Total</b>	<b>1227</b>	<b>97.1</b>	<b>100.0</b>	
Missing System	36	2.9		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Time Management Skills.** 95.5 percent of respondents reported that this was a very or moderately important goal while 84.6 percent reported good or very good progress toward it. This is a relatively lower statement of progress than in other goals in this section.

**Table 72:** Importance - Time management skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	785	62.2	63.1	63.1
Moderately important	404	32.0	32.4	95.5
Not Important	56	4.4	4.5	100.0
<b>Sub Total</b>	<b>1245</b>	<b>98.6</b>	<b>100.0</b>	
Missing System	18	1.4		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 73:** Progress - Time management skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	337	26.7	27.4	27.4
Good	704	55.7	57.2	84.6
Poor	161	12.7	13.1	97.7
Very poor	28	2.2	2.3	100.0
<b>Sub Total</b>	<b>1230</b>	<b>97.4</b>	<b>100.0</b>	
Missing System	33	2.6		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Planning and organizational skills.** 95.8 percent of respondents indicated this was a very or moderately important goal while somewhat fewer (87.1%) indicated very good or good progress toward it.

**Table 74:** Importance - Planning and organizational skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	812	64.3	65.2	65.2
Moderately important	381	30.2	30.6	95.8
Not Important	52	4.1	4.2	100.0
Sub Total	1245	98.6	100.0	
Missing System	18	1.4		
Total	1263	100.0		

**Table 75:** Progress - Planning and organizational skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	363	28.7	29.6	29.6
Good	707	56.0	57.6	87.1
Poor	137	10.8	11.2	98.3
Very poor	21	1.7	1.7	100.0
Sub Total	1228	97.2	100.0	
Missing System	35	2.8		
Total	1263	100.0		

**Job/Career Skills.** Almost all respondents (99.0%) indicated this was a very or moderately important goal while nearly 9 in 10 (88.1%) indicated very or good progress toward it.

**Table 76:** Importance - Job/career skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1076	85.2	87.2	87.2
Moderately important	146	11.6	11.8	99.0
Not Important	12	1.0	1.0	100.0
Sub Total	1234	97.7	100.0	
Missing System	29	2.3		
Total	1263	100.0		

**Table 77:** Progress - Job/career skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	464	36.7	37.5	37.5
Good	625	49.5	50.6	88.1
Poor	126	10.0	10.2	98.3
Very poor	21	1.7	1.7	100.0
Sub Total	1236	97.9	100.0	
Missing System	27	2.1		
Total	1263	100.0		

**Management of Personal Finances.** 94.6 percent of respondents indicated this was a very or moderately important goal while only 78.4 percent indicated very

good or good progress toward it. This lower statistic in regard to progress toward this goal occurs repeatedly across the years in this survey. Since the university offers instruction in this subject in at least two colleges, the outcome may reflect mostly the difficulties of going to school, working, and, possibly, raising a family, concurrently.

**Table 78:** Importance - Management of personal finances.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	785	62.2	63.7	63.7
Moderately important	382	30.2	31.0	94.6
Not Important	66	5.2	5.4	100.0
Sub Total	1233	97.6	100.0	
Missing System	30	2.4		
Total	1263	100.0		

**Table 79:** Progress - Management of personal finances.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	279	22.1	22.6	22.6
Good	687	54.4	55.8	78.4
Poor	218	17.3	17.7	96.1
Very poor	48	3.8	3.9	100.0
Sub Total	1232	97.5	100.0	
Missing System	31	2.5		
Total	1263	100.0		

**A Personal System of Values.** About 9 in 10 respondents (91.6%) indicated that this was a very or moderately important goal while nearly as many (86.2%) indicated that they had made very good or good progress toward it.

**Table 80:** Importance - Personal system of values.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	817	64.7	66.4	66.4
Moderately important	311	24.6	25.3	91.6
Not Important	103	8.2	8.4	100.0
Sub Total	1231	97.5	100.0	
Missing System	32	2.5		
Total	1263	100.0		

**Table 81:** Progress - Personal system of values.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	438	34.7	35.6	35.6
Good	622	49.2	50.6	86.2
Poor	125	9.9	10.2	96.3
Very poor	45	3.6	3.7	100.0
Sub Total	1230	97.4	100.0	
Missing System	33	2.6		
Total	1263	100.0		

**Awareness of Social Issues.** 93.0 percent of respondents indicated that this was a very or moderately important goal while 85.8 percent indicated very good or good progress toward it.

**Table 82:** Importance - Awareness of social issues.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	641	50.8	52.1	52.1
Moderately important	504	39.9	40.9	93.0
Not Important	86	6.8	7.0	100.0
SubTotal	1231	97.5	100.0	
Missing System	32	2.5		
Total	1263	100.0		

**Table 83:** Progress - Awareness of social issues.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	348	27.6	28.3	28.3
Good	706	55.9	57.5	85.8
Poor	142	11.2	11.6	97.4
Very poor	32	2.5	2.6	100.0
Sub Total	1228	97.2	100.0	
Missing System	35	2.8		
Total	1263	100.0		

**Critical Thinking Abilities.** Almost all respondents (97.9%) indicated this was a very or moderately important goal while 93.0 percent indicated they had made very good or good progress toward it.

**Table 84:** Importance - Critical thinking abilities.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	918	72.7	74.5	74.5
Moderately important	288	22.8	23.4	97.9
Not Important	26	2.1	2.1	100.0
SubTotal	1232	97.5	100.0	
Missing System	31	2.5		
Total	1263	100.0		

**Table 85:** Progress - Critical thinking abilities.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	474	37.5	38.4	38.4
Good	673	53.3	54.6	93.0
Poor	78	6.2	6.3	99.4
Very poor	8	.6	.6	100.0
Sub Total	1233	97.6	100.0	
Missing System	30	2.4		
Total	1263	100.0		

**Understanding of the Sciences.** About 9 in 10 respondents (91.9%) indicated that this was a very or moderately important goal while 85.6 percent indicated very good or good progress toward it.

**Table 86:** Importance - Understanding the sciences.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	530	42.0	43.1	43.1
Moderately important	600	47.5	48.8	91.9
Not Important	99	7.8	8.1	100.0
Sub Total	1229	97.3	100.0	
Missing System	34	2.7		
Total	1263	100.0		

**Table 87:** Progress - Understanding the sciences.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	296	23.4	24.1	24.1
Good	754	59.7	61.5	85.6
Poor	160	12.7	13.1	98.7
Very poor	16	1.3	1.3	100.0
Sub Total	1226	97.1	100.0	
Missing System	37	2.9		
Total	1263	100.0		

**Likelihood for Promotion/Salary Increase.** A little over 9 in 10 (92.7%) of respondents indicated that this was a very or moderately important goal while a somewhat lower proportion (82.6%) indicated very good or good progress toward it.

**Table 88:** 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	748	59.2	60.9	60.9
Moderately important	391	31.0	31.8	92.7
Not Important	90	7.1	7.3	100.0
SubTotal	1229	97.3	100.0	
Missing System	34	2.7		
Total	1263	100.0		

**Table 89:** 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	309	24.5	25.3	25.3
Good	699	55.3	57.2	82.6
Poor	181	14.3	14.8	97.4
Very poor	32	2.5	2.6	100.0
Sub Total	1221	96.7	100.0	
Missing System	42	3.3		
Total	1263	100.0		

**Problem Solving Skills.** Almost all respondents (98.2%) indicated that this was a very or moderately important goal while nearly as many (93.3%) indicated very good or good progress toward it.

**Table 90:** Importance - Problem solving skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	920	72.8	74.7	74.7
Moderately important	289	22.9	23.5	98.2
Not Important	22	1.7	1.8	100.0
Sub Total	1231	97.5	100.0	
Missing System	32	2.5		
Total	1263	100.0		

**Table 91:** Progress - Problem solving skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	463	36.7	37.6	37.6
Good	687	54.4	55.7	93.3
Poor	71	5.6	5.8	99.0
Very poor	12	1.0	1.0	100.0
Sub Total	1233	97.6	100.0	
Missing System	30	2.4		
Total	1263	100.0		

**Obtain Professional Skills.** Almost all respondents (98.5%) indicated that this was a very or moderately important goal while 9 in 10 (90.2%) indicated that they had made very good or good progress toward it.

**Table 92:** Importance - Obtain professional skills.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	1023	81.0	83.3	83.3
Moderately important	186	14.7	15.1	98.5
Not Important	19	1.5	1.5	100.0
Sub Total	1228	97.2	100.0	
Missing System	35	2.8		
Total	1263	100.0		

**Table 93:** Progress - Obtain professional skills.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	469	37.1	38.2	38.2
Good	639	50.6	52.0	90.2
Poor	102	8.1	8.3	98.5
Very poor	18	1.4	1.5	100.0
Sub Total	1228	97.2	100.0	
Missing System	35	2.8		
Total	1263	100.0		

**Acquire Skills for Self-Directed Learning.** Almost all respondents (98.0%) indicated that this was a very or moderately important goal while 9 in 10 (90.5%) indicated very good or good progress toward it.

**Table 94:** 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	911	72.1	74.3	74.3
Moderately important	291	23.0	23.7	98.0
Not Important	24	1.9	2.0	100.0
Sub Total	1226	97.1	100.0	
Missing System	37	2.9		
Total	1263	100.0		

**Table 95:** Progress - acquire skills for self-directed learning.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	461	36.5	37.6	37.6
Good	650	51.5	53.0	90.5
Poor	102	8.1	8.3	98.9
Very poor	14	1.1	1.1	100.0
Sub Total	1227	97.1	100.0	
Missing System	36	2.9		
Total	1263	100.0		

**Find a Spouse/Partner.** A much smaller majority of respondents (62.3%) indicated that this was a very or moderately important goal and about the same majority (63.1%) indicated very good or good progress toward it.

**Table 96:** Importance - Find a spouse/partner.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	399	31.6	32.5	32.5
Moderately important	366	29.0	29.8	62.3
Not Important	462	36.6	37.7	100.0
Sub Total	1227	97.1	100.0	
Missing System	36	2.9		
Total	1263	100.0		

**Table 97:** Progress - Find a spouse/partner.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	393	31.1	32.7	32.7
Good	366	29.0	30.4	63.1
Poor	219	17.3	18.2	81.3
Very poor	225	17.8	18.7	100.0
Sub Total	1203	95.2	100.0	
Missing System	60	4.8		
Total	1263	100.0		

**Prepare for Family Life.** A smaller majority (77.2%) indicated that this was a very or moderately important goal while approximately the same majority (75.2%) indicated very good or good progress toward it.

**Table 98:** Importance - Prepare for family life.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	568	45.0	46.3	46.3
Moderately important	379	30.0	30.9	77.2
Not Important	279	22.1	22.8	100.0
Sub Total	1226	97.1	100.0	
Missing System	37	2.9		
Total	1263	100.0		

**Table 99:** Progress - Prepare for family life.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	359	28.4	29.5	29.5
Good	558	44.2	45.8	75.2
Poor	201	15.9	16.5	91.7
Very poor	101	8.0	8.3	100.0
Sub Total	1219	96.5	100.0	
Missing System	44	3.5		
Total	1263	100.0		

**Participate in Extracurricular Activities.** Again, a smaller majority (77.7%) indicated that this was a very or moderately important goal, and the same majority (76.1%) indicated very good or good progress toward it.

**Table 100:** Importance - Participate in extracurricular activities.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	415	32.9	33.8	33.8
Moderately important	539	42.7	43.9	77.7
Not Important	274	21.7	22.3	100.0
Sub Total	1228	97.2	100.0	
Missing System	35	2.8		
Total	1263	100.0		

**Table 101:** Progress - Participate in extracurricular activities.

<u>Progress</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very good	299	23.7	24.3	24.3
Good	626	49.6	50.9	75.1
Poor	206	16.3	16.7	91.9
Very poor	100	7.9	8.1	100.0
Sub Total	1231	97.5	100.0	
Missing System	32	2.5		
Total	1263	100.0		

**Learn to Work Well with Others.** 94.5 percent of respondents indicated that this was a very or moderately important goal and the same proportion (94.1%) indicated very good or good progress toward it.

**Table 102:** 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	814	64.4	66.4	66.4
Moderately important	345	27.3	28.1	94.5
Not Important	67	5.3	5.5	100.0
Sub Total	1226	97.1	100.0	
Missing System	37	2.9		
Total	1263	100.0		

**Table 103:** 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	523	41.4	42.3	42.3
Good	640	50.7	51.8	94.1
Poor	54	4.3	4.4	98.5
Very poor	19	1.5	1.5	100.0
Sub Total	1236	97.9	100.0	
Missing System	27	2.1		
Total	1263	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 support service.

**Bookstore.** More than 9 in 10 respondents (94.9%) indicated that this was a very or moderately important support service. All but 1.0 percent of the sample reported using this service, but just more than half (53.5%) indicated they were satisfied or very satisfied with it. Nearly half (45.5%) reported they were dissatisfied or very dissatisfied with this service.

**Table 104:** Importance - Bookstore.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	705	55.8	57.5	57.5
Moderately Important	459	36.3	37.4	94.9
Not Important	63	5.0	5.1	100.0
Sub Total	1227	97.1	100.0	
Missing System	36	2.9		
Total	1263	100.0		

**Table 105:** Opinion - Bookstore.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	111	9.2	9.2
Satisfied	538	44.8	54.0
Dissatisfied	324	27.0	81.0
Very dissatisfied	228	19.0	100.0
Total	1201	100.0	

**Career Services.** 83.0 percent of respondents thought that this was an important or very important support service. Of those who utilized the service, 81.1 percent indicated they were very satisfied or satisfied with it.

**Table 106:** Importance - Career Services (development, testing, placement).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	526	41.6	43.3	43.3
Moderately Important	482	38.2	39.7	83.0
Not Important	206	16.3	17.0	100.0
Sub Total	1214	96.1	100.0	
Missing System	49	3.9		
Total	1263	100.0		

**Table 107:** Opinion - Career Services (development, testing, placement).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	134	16.5	16.5
Satisfied	526	64.6	81.1
Dissatisfied	112	13.7	94.8
Very dissatisfied	42	5.2	100.0
Total	814	100.0	

**Cashier's Office.** Almost 9 in 10 respondents (88.5%) indicated that this was a very important or moderately important support service. Nearly as many (83.6%) who used the service and who responded indicated they were very satisfied or satisfied with it.

**Table 108:** Importance - Cashier's Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	524	41.5	43.1	43.1
Moderately Important	553	43.8	45.4	88.5
Not Important	140	11.1	11.5	100.0
Sub Total	1217	96.4	100.0	
Missing System	46	3.6		
Total	1263	100.0		

**Table 109:** Opinion - Cashier's Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	157	13.8	13.8
Satisfied	792	69.8	83.6
Dissatisfied	127	11.1	94.7
Very dissatisfied	61	5.3	100.0
Total	1135	100.0	

**Children's House.** Less than half of respondents (41.7%) felt that this was a very or moderately important support service, and, conversely, over half (54.9%) felt it was not important. Almost 8 in 10 respondents (78.7%) indicated they didn't use this service. However, of those who used the service 9 in 10 (89.9%) indicated they were very satisfied or satisfied with it.

**Table 110:** Importance - Children's House.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	198	15.7	16.7	16.7
Moderately Important	298	23.6	25.1	41.7
Not Important	693	54.9	58.3	100.0
Sub Total	1189	94.1	100.0	
Missing System	74	5.9		
Total	1263	100.0		

**Table 111:** Opinion - Children's House.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	47	18.3	18.3
Satisfied	184	71.6	89.9
Dissatisfied	20	7.8	97.7
Very dissatisfied	6	2.3	100.0
Total	257	100.0	

**Computer Labs.** Almost all respondents (96.0%) indicated that this service was very or moderately important, and almost 9 in 10 (88.2%) were very satisfied or satisfied with this service.

**Table 112:** Importance - Computer labs.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	928	73.5	75.9	75.9
Moderately Important	245	19.4	20.0	96.0
Not Important	49	3.9	4.0	100.0
Sub Total	1222	96.8	100.0	
Missing System	41	3.2		
Total	1263	100.0		

**Table 113:** Opinion - Computer Labs.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	301	26.0	26.0
Satisfied	721	62.2	88.2
Dissatisfied	116	10.0	98.2
Very dissatisfied	21	1.8	100.0
Total	1159	100.0	

**Computer Solutions Center.** A little over 6 in 10 respondents (63.4%) felt this was a very or moderately important service. In fact, over half (58.3%) didn't use it. On the other hand of those who did use the service, 86.3 percent indicated they were satisfied or very satisfied with it.

**Table 114:** Importance - Computer Solutions Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	290	23.0	24.2	24.2
Moderately Important	469	37.1	39.1	63.4
Not Important	439	34.8	36.6	100.0

<b>Sub Total</b>	1198	94.9	100.0
<b>Missing System</b>	65	5.1	
<b>Total</b>	1263	100.0	

**Table 115:** Opinion - Computer Solutions Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	88	17.5	17.5
<b>Satisfied</b>	347	68.8	86.3
<b>Dissatisfied</b>	55	10.9	97.2
<b>Very dissatisfied</b>	14	2.8	100.0
<b>Total</b>	504	100.0	

**Copy Centers.** Over 9 in 10 respondents (91.9%) indicated that this was a very or moderately important service. Only about 8.3 percent didn't use this service. And, over 9 in 10 (91.6%) were satisfied or very satisfied with it.

**Table 116:** Importance - Copy Centers.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	588	46.6	48.3	48.3
<b>Moderately Important</b>	530	42.0	43.5	91.9
<b>Not Important</b>	99	7.8	8.1	100.0
<b>Sub Total</b>	1217	96.4	100.0	
<b>Missing System</b>	46	3.6		
<b>Total</b>	1263	100.0		

**Table 117:** Opinion - Copy Centers.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	243	21.8	21.8
<b>Satisfied</b>	778	69.8	91.6
<b>Dissatisfied</b>	75	6.7	98.3
<b>Very dissatisfied</b>	19	1.7	100.0
<b>Total</b>	1113	100.0	

**Counseling Center.** 2 in 3 (67.1%) respondents indicated that this was a very or moderately important service. Over 6 in 10 (63.8%) didn't use the service. Of those who did, 87.8 percent indicated they were satisfied or very satisfied with the service.

**Table 118:** Importance - Counseling Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	382	30.2	31.6	31.6
<b>Moderately Important</b>	428	33.9	35.5	67.1
<b>Not Important</b>	397	31.4	32.9	100.0
<b>Sub Total</b>	1207	95.6	100.0	
<b>Missing System</b>	56	4.4		
<b>Total</b>	1263	100.0		

**Table 119:** Opinion - Counseling Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	105	23.9	23.9
Satisfied	281	63.9	87.8
Dissatisfied	37	8.4	96.2
Very dissatisfied	17	3.8	100.0
Total	440	100.0	

**Disability Resource Center.** A little over half of the respondents (55.6%) indicated that this was a very or moderately important support service. Over 3/4 of the respondents (77.9%) had not used this service. Of the respondents who had utilized this service, nearly 9 in 10 (89.5%) indicated they were satisfied or very satisfied with it.

**Table 120:** Importance - Disability Resource Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	360	28.5	29.9	29.9
Moderately Important	309	24.5	25.7	55.6
Not Important	534	42.3	44.4	100.0
Sub Total	1203	95.2	100.0	
Missing System	60	4.8		
Total	1263	100.0		

**Table 121:** Opinion - Disability Resource Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	69	25.8	25.8
Satisfied	170	63.7	89.5
Dissatisfied	20	7.5	97.0
Very dissatisfied	8	3.0	100.0
Total	267	100.0	

**Fee & Tuition Payment Services.** Over 9 in 10 respondents (92.7%) felt that this was a very or moderately important service. And, 82.4 percent reported utilizing it. Of these, over 8 in 10 (81.1%) indicated that they were satisfied or very satisfied with the service.

**Table 122:** Importance - Fee & Tuition Payment Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	676	53.5	55.5	55.5
Moderately Important	453	35.9	37.2	92.7
Not Important	89	7.0	7.3	100.0
Sub Total	1218	96.4	100.0	
Missing System	45	3.6		
Total	1263	100.0		

**Table 123:** Opinion - Fee & Tuition Payment Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	166	14.9	14.9
Satisfied	737	66.2	81.1

<b>Dissatisfied</b>	143	12.8	93.9
<b>Very dissatisfied</b>	68	6.1	100.0
<b>Total</b>	1113	100.0	

**Financial Aid Office.** 87.9 percent of respondents felt that this was a very or moderately important service. Over 1 in 5 respondents (21.9%) did not utilize this service. Of those who did, 8 in 10 indicated they were satisfied or very satisfied with it.

**Table 124:** Importance - Financial Aid Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	763	60.4	62.5	62.5
<b>Moderately Important</b>	309	24.5	25.3	87.9
<b>Not Important</b>	148	11.7	12.1	100.0
<b>Sub Total</b>	1220	96.6	100.0	
<b>Missing System</b>	43	3.4		
<b>Total</b>	1263	100.0		

**Table 125:** Opinion - Financial Aid Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	190	19.9	19.9
<b>Satisfied</b>	573	60.1	80.0
<b>Dissatisfied</b>	130	13.6	93.6
<b>Very dissatisfied</b>	61	6.4	100.0
<b>Total</b>	954	100.0	

**General Registration Office.** Almost all respondents (94.6%) felt this was a very or moderately important service. And, almost all (95.6%) claimed to have used it. This is unlikely. Respondents probably were indicating here the importance of registration processes in general since the General Registration Office deals primarily with those who are on probation for low grades and, therefore, cannot declare a major. Rather than interpret these responses, they may be better considered invalid.

**Table 126:** Importance - General Registration Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	799	63.3	65.4	65.4
<b>Moderately Important</b>	356	28.2	29.2	94.6
<b>Not Important</b>	66	5.2	5.4	100.0
<b>Sub Total</b>	1221	96.7	100.0	
<b>Missing System</b>	42	3.3		
<b>Total</b>	1263	100.0		

**Table 127:** Opinion - General Registration Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	186	16.0	16.0
<b>Satisfied</b>	800	68.8	84.8
<b>Dissatisfied</b>	131	11.2	96.0
<b>Very dissatisfied</b>	47	4.0	100.0
<b>Total</b>	1164	100.0	

**International Student/Scholars Office.** Half of the respondents (50.1%) indicated that this was a very or moderately important service. Most (79.0%) hadn't used it. Of those who had, more than 9 in 10 (91.0%) indicated they were satisfied or very satisfied with it.

**Table 128:** Importance - International Student/Scholars Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	260	20.6	21.7	21.7
Moderately Important	340	26.9	28.4	50.1
Not Important	597	47.3	49.9	100.0
Sub Total	1197	94.8	100.0	
Missing System	66	5.2		
Total	1263	100.0		

**Table 129:** Opinion - International Student/Scholars Office.

<u>Satisfied</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	66	26.0	26.0
Satisfied	165	65.0	91.0
Dissatisfied	17	6.7	97.7
Very dissatisfied	6	2.3	100.0
Total	254	100.0	

**Merrill Library.** More than 9 in 10 respondents (93.9%) considered this to be a very or moderately important service. Over 9 in 10 (93.2%) had used Merrill Library, and almost 9 in 10 (88.8%) indicated they were satisfied or very satisfied with it.

**Table 130:** Importance - Merrill Library.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	747	59.1	61.4	61.4
Moderately Important	396	31.4	32.5	93.9
Not Important	74	5.9	6.1	100.0
Sub Total	1217	96.4	100.0	
Missing System	46	3.6		
Total	1263	100.0		

**Table 131:** Opinion - Merrill Library.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	255	22.5	22.5
Satisfied	752	66.3	88.8
Dissatisfied	96	8.5	97.3
Very dissatisfied	31	2.7	100.0
Total	1134	100.0	

**Registration and Records Office.** Well over 9 in 10 respondents (94.6%) indicated that this was a very or moderately important service. Only 5 percent claimed not to have used it. Of those who had, 87.1 percent indicated they were satisfied or very satisfied with it.

**Table 132:** Importance - Registration and Records Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	721	57.1	59.3	59.3
Moderately Important	429	34.0	35.3	94.6
Not Important	66	5.2	5.4	100.0
Sub Total	1216	96.3	100.0	
Missing System	47	3.7		
Total	1263	100.0		

**Table 133:** Opinion - Registration and Records Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	194	16.8	16.8
Satisfied	813	70.3	87.1
Dissatisfied	112	9.7	96.8
Very dissatisfied	37	3.2	100.0
Total	1156	100.0	

**Science and Technology Library.** 9 in 10 respondents (90.3%) indicated that this was a very or moderately important support service. 11.4 percent had not utilized this library. Of those who had, more than 9 in 10 (94.8%) indicated they were satisfied or very satisfied with it.

**Table 134:** Importance - Science and Technology Library.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	720	57.0	59.5	59.5
Moderately Important	374	29.6	30.9	90.3
Not Important	117	9.3	9.7	100.0
Sub Total	1211	95.9	100.0	
Missing System	52	4.1		
Total	1263	100.0		

**Table 135:** Opinion - Science and Technology Library.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	360	33.3	33.3
Satisfied	662	61.5	94.8
Dissatisfied	44	4.1	98.9
Very dissatisfied	12	1.1	100.0
Total	1078	100.0	

**SOAR.** A bare majority of respondents (54.9%) considered this service to be very or moderately important. Almost half (47.9%) had no experience with this support service. Of those who had, about 3 in 4 (77.7%) were satisfied or very satisfied with it.

**Table 136:** Importance - SOAR.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	239	18.9	19.9	19.9
Moderately Important	419	33.2	35.0	54.9
Not Important	540	42.8	45.1	100.0

<b>Sub Total</b>	1198	94.9	100.0
<b>Missing System</b>	65	5.1	
<b>Total</b>	1263	100.0	

**Table 137:** Opinion - SOAR.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	106	16.8	16.8
<b>Satisfied</b>	384	60.9	77.7
<b>Dissatisfied</b>	79	12.5	90.2
<b>Very dissatisfied</b>	62	9.8	100.0
<b>Total</b>	631	100.0	

**Student Employment Office.** 72.1 percent of respondents indicated that this was a very or moderately important service. However, 48.9 percent hadn't used it. Of those who had, 83.6 percent were satisfied or very satisfied with it.

**Table 138:** Importance - Student Employment Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	432	34.2	36.0	36.0
<b>Moderately Important</b>	433	34.3	36.1	72.1
<b>Not Important</b>	334	26.4	27.9	100.0
<b>Sub Total</b>	1199	94.9	100.0	
<b>Missing System</b>	64	5.1		
<b>Total</b>	1263	100.0		

**Table 139:** Opinion - Student Employment Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	96	15.5	15.5
<b>Satisfied</b>	422	68.1	83.6
<b>Dissatisfied</b>	72	11.6	95.2
<b>Very dissatisfied</b>	30	4.8	100.0
<b>Total</b>	620	100.0	

**Student Health Center.** A little over 3 in 4 respondents (77.9%) indicated that this was a very or moderately important service. 39.1 percent had not used the service. Of those who had, 9 in 10 (90.1%) were satisfied or very satisfied with it.

**Table 140:** Importance - Student Health Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	567	44.9	47.0	47.0
<b>Moderately Important</b>	373	29.5	30.9	77.9
<b>Not Important</b>	267	21.1	22.1	100.0
<b>Sub Total</b>	1207	95.6	100.0	
<b>Missing System</b>	56	4.4		
<b>Total</b>	1263	100.0		

**Table 141:** Opinion - Student Health Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	226	30.4	30.4
Satisfied	443	59.7	90.1
Dissatisfied	54	7.3	97.4
Very dissatisfied	19	2.6	100.0
<b>Total</b>	<b>742</b>	<b>100.0</b>	

**Student Health Insurance.** 62.8 percent of respondents considered this service very or moderately important. 64.0 percent hadn't used it. Of those who had, 68.4 percent considered it satisfactory or very satisfactory.

**Table 142:** Importance - Student Health Insurance.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	407	32.2	33.9	33.9
Moderately Important	347	27.5	28.9	62.8
Not Important	446	35.3	37.2	100.0
Sub Total	1200	95.0	100.0	
Missing System	63	5.0		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 143:** Opinion - Student Health Insurance.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	79	18.1	18.1
Satisfied	220	50.3	68.4
Dissatisfied	77	17.6	86.0
Very dissatisfied	61	14.0	100.0
<b>Total</b>	<b>437</b>	<b>100.0</b>	

**Student Housing.** 2 in 3 respondents (66.2%) indicated that this was a very or moderately important service. However, a majority (53.1%) had not used it. Of those who had, almost 7 in 10 (69.0%) indicated they were satisfied or very satisfied.

**Table 144:** Importance - Student Housing.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	419	33.2	34.9	34.9
Moderately Important	375	29.7	31.3	66.2
Not Important	406	32.1	33.8	100.0
Sub Total	1200	95.0	100.0	
Missing System	63	5.0		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 145:** Opinion - Student Housing.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	78	13.7	13.7
Satisfied	314	55.3	69.0
Dissatisfied	100	17.6	86.6
Very dissatisfied	76	13.4	100.0

Total 568 100.0

**Student Wellness Center.** 60.8 percent of respondents indicated that they considered this a very or moderately important service. 72.2 percent, however, had not used it. Of those who had, 9 in 10 (90.5%) were satisfied or very satisfied with it.

**Table 146:** Importance - Student Wellness Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	333	26.4	27.9	27.9
Moderately Important	394	31.2	33.0	60.8
Not Important	468	37.1	39.2	100.0
Sub Total	1195	94.6	100.0	
Missing System	68	5.4		
Total	1263	100.0		

**Table 147:** Opinion - Student Wellness Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	79	23.4	23.4
Satisfied	226	67.1	90.5
Dissatisfied	24	7.1	97.6
Very dissatisfied	8	2.4	100.0
Total	337	100.0	

**Touch Tone Registration.** Almost 9 in 10 respondents (88.7%) indicated that this was a very or moderately important service. 15.8 percent had not used it. About 3 in 4 of those who had (75.8%), indicated they were satisfied or very satisfied with it.

**Table 148:** Importance - Touch Tone Registration.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	750	59.4	61.9	61.9
Moderately Important	325	25.7	26.8	88.7
Not Important	137	10.8	11.3	100.0
Sub Total	1212	96.0	100.0	
Missing System	51	4.0		
Total	1263	100.0		

**Table 149:** Opinion - Touch Tone Registration.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	233	22.8	22.8
Satisfied	543	53.0	75.8
Dissatisfied	169	16.5	92.3
Very dissatisfied	79	7.7	100.0
Total	1024	100.0	

**USU ID Card Office.** 86.7 percent of respondents indicated that this was a very or moderately important service. About 13.3 percent hadn't used the service. Of those who had, more than 9 in 10 (92.9%) indicated they were satisfied or very satisfied with this service.

**Table 150:** Importance - USU ID Card Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	456	36.1	37.6	37.6
Moderately Important	595	47.1	49.1	86.7
Not Important	161	12.7	13.3	100.0
Sub Total	1212	96.0	100.0	
Missing System	51	4.0		
Total	1263	100.0		

**Table 151:** Opinion - USU ID Card Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	206	19.6	19.6
Satisfied	772	73.3	92.9
Dissatisfied	59	5.6	98.5
Very dissatisfied	16	1.5	100.0
Total	1053	100.0	

**Women's/Re-entry Student Center.** 49.4 percent of respondents considered this service to be very or moderately important. 81.5 percent hadn't used it. Of those who had, nearly 9 in 10 (89.8%) indicated they were satisfied or very satisfied with it.

**Table 152:** Importance - Women's/Re-entry Student Center.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	242	19.2	20.3	20.3
Moderately Important	346	27.4	29.1	49.4
Not Important	602	47.7	50.6	100.0
Sub Total	1190	94.2	100.0	
Missing System	73	5.8		
Total	1263	100.0		

**Table 153:** Opinion - Women's/Re-entry Student Center.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	52	23.2	23.2
Satisfied	149	66.6	89.8
Dissatisfied	16	7.1	96.9
Very dissatisfied	7	3.1	100.0
Total	224	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 Opportunity Office.** A majority of respondents (56.5%) indicated that this was a very or moderately important non-academic support service. However, more than 3/4 (78.8%) had never used the service. Of those who had used it, almost 9 in 10 (88.7%) were satisfied or very satisfied with it.

**Table 154:** Importance - Affirmative Action/Equal Opportunity Office.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	289	22.9	24.6	24.6
Moderately Important	375	29.7	31.9	56.5
Not Important	512	40.5	43.5	100.0
Sub Total	1176	93.1	100.0	
Missing System	87	6.9		
Total	1263	100.0		

**Table 155:** Opinion - Affirmative Action/Equal Opportunity Office.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	59	22.9	22.9
Satisfied	169	65.8	88.7
Dissatisfied	11	4.3	93.0
Very dissatisfied	18	7.0	100.0
Total	257	100.0	

**Campus Recreation (Intramurals/club sports).** Approximately 3 in 4 respondents (73.0%) indicated that this was a very or moderately important service. About half (46.0%) hadn't used it. Of those who did, over 9 in 10 (91.8%) were satisfied or very satisfied with it.

**Table 156:** Importance - Campus Recreation (intramurals/club sports).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	379	30.0	31.9	31.9
Moderately Important	488	38.6	41.1	73.0
Not Important	321	25.4	27.0	100.0
Sub Total	1188	94.1	100.0	
Missing System	75	5.9		
Total	1263	100.0		

**Table 157:** Opinion - Campus Recreation (intramurals/club sports).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	166	25.2	25.2
Satisfied	438	66.6	91.8
Dissatisfied	36	5.5	97.3
Very dissatisfied	18	2.7	100.0
Total	658	100.0	

**Convocations.** Over 6 in 10 respondents (63.6%) thought that this was a very or moderately important service. However, 58.7 percent hadn't attended one. Of those who had, over 9 in 10 (93.0%) were satisfied or very satisfied.

**Table 158:** Importance - Convocations.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	194	15.4	16.6	16.6

<b>Moderately Important</b>	550	43.5	47.0	63.6
<b>Not Important</b>		33.7	36.4	100.0
<b>Sub Total</b>	1170	92.6	100.0	
<b>Missing System</b>	93	7.4		
<b>Total</b>	1263	100.0		

**Table 159:** Opinion - Convocations.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	87	17.5	17.5
<b>Satisfied</b>	376	75.5	93.0
<b>Dissatisfied</b>	26	5.2	98.2
<b>Very dissatisfied</b>	9	1.8	100.0
<b>Total</b>	498	100.0	

**Council of Student Clubs and Organizations.** About 2 in 3 respondents (66.7%) thought this was a very or moderately important service. However, over half (56.1%) had not used this service. Of those who had, nearly 9 in 10 (88.4%) were satisfied or very satisfied with it.

**Table 160:** Importance - Council of Student Clubs & Organizations.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	275	21.8	23.3	23.3
<b>Moderately Important</b>	511	40.5	43.3	66.7
<b>Not Important</b>	393	31.1	33.3	100.0
<b>Sub Total</b>	1179	93.3	100.0	
<b>Missing System</b>	84	6.7		
<b>Total</b>	1263	100.0		

**Table 161:** Opinion - Council of Student Clubs & Organizations.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	96	18.0	18.0
<b>Satisfied</b>	375	70.4	88.4
<b>Dissatisfied</b>	45	8.4	96.8
<b>Very dissatisfied</b>	17	3.2	100.0
<b>Total</b>	533	100.0	

**Food Services.** About 8 in 10 respondents (79.0%) thought this was a very or moderately important service. About 1 in 4 (26.8%) claimed not to have used this service. Of those who had used it, over 8 in 10 (83.1%) were satisfied or very satisfied with it.

**Table 162:** Importance - Food Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	374	29.6	31.6	31.6
<b>Moderately Important</b>	560	44.3	47.4	79.0
<b>Not Important</b>	248	19.6	21.0	100.0
<b>Sub Total</b>	1182	93.6	100.0	
<b>Missing System</b>	81	6.4		
<b>Total</b>	1263	100.0		

**Total 163:** Opinion - Food Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	127	14.3	14.3
Satisfied	613	68.8	83.1
Dissatisfied	109	12.2	95.3
Very dissatisfied	42	4.7	100.0
<b>Total</b>	<b>891</b>	<b>100.0</b>	

**Game Room.** A slight majority of respondents (55.2%) felt that this service was very or moderately important. However, over half (56.1%) didn't use it. Of those who did, over 9 in 10 (92.7%) were satisfied or very satisfied with it.

**Table 164:** Importance - Game Room.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	184	14.6	15.6	15.6
Moderately Important	468	37.1	39.6	55.2
Not Important	529	41.9	44.8	100.0
<b>Sub Total</b>	<b>1181</b>	<b>93.5</b>	<b>100.0</b>	
Missing System	82	6.5		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 165:** Opinion - Game Room.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	95	17.7	17.7
Satisfied	402	75.0	92.7
Dissatisfied	29	5.4	98.1
Very dissatisfied	10	1.9	100.0
<b>Total</b>	<b>536</b>	<b>100.0</b>	

**Homecoming.** Somewhat over half of the respondents (58.5%) thought this was a very or moderately important activity. However, about half (49.5%) had not experienced any homecoming activities. Of those who had, almost 9 in 10 (89.6%) were satisfied or very satisfied.

**Table 166:** Importance - Homecoming.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	198	15.7	16.8	16.8
Moderately Important	492	39.0	41.7	58.5
Not Important	490	38.8	41.5	100.0
<b>Sub Total</b>	<b>1180</b>	<b>93.4</b>	<b>100.0</b>	
Missing System	83	6.6		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Total 167:** Opinion - Homecoming.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	108	17.6	17.6
Satisfied	442	72.0	89.6

<b>Dissatisfied</b>	44	7.2	96.8
<b>Very dissatisfied</b>	20	3.2	100.0
<b>Total</b>	614	100.0	

**KUSU/Utah Public Radio.** A majority of respondents (57.4%) considered this service to be very or moderately important. Almost 6 in 10 (59.4%) didn't listen to it. Of those who had, 87 percent were satisfied or very satisfied with it.

**Table 168:** Importance - KUSU/Utah Public Radio.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	199	15.8	17.0	17.0
<b>Moderately Important</b>	474	37.5	40.4	57.4
<b>Not Important</b>	500	39.6	42.6	100.0
<b>Sub Total</b>	1173	92.9	100.0	
<b>Missing System</b>	90	7.1		
<b>Total</b>	1263	100.0		

**Table 169:** Opinion - KUSU/Utah Public Radio.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	122	24.7	24.7
<b>Satisfied</b>	308	62.3	87.0
<b>Dissatisfied</b>	31	6.3	93.3
<b>Very dissatisfied</b>	33	6.7	100.0
<b>Total</b>	494	100.0	

**Outdoor Recreation (classes/rentals).** Nearly 7 in 10 respondents (68.2%) indicated that this was a very or moderately important service. However, about half (50.7%) indicated they did not use this service. Of those who did, over 9 in 10 (93.6%) were satisfied or very satisfied with it.

**Table 170:** Importance - Outdoor Recreation (classes/rentals).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	299	23.7	25.4	25.4
<b>Moderately Important</b>	504	39.9	42.8	68.2
<b>Not Important</b>	374	29.6	31.8	100.0
<b>Sub Total</b>	1177	93.2	100.0	
<b>Missing System</b>	86	6.8		
<b>Total</b>	1263	100.0		

**Table 171:** Opinion - Outdoor Recreation (classes/rentals).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	170	28.4	28.4
<b>Satisfied</b>	389	65.2	93.6
<b>Dissatisfied</b>	28	4.7	98.3
<b>Very dissatisfied</b>	10	1.7	100.0
<b>Total</b>	597	100.0	

**Parents' Weekend.** Less than half of the respondents (47.4%) thought that this was a very or moderately important activity. 3 in 4 (75.6%) didn't engage in it. Of those who did, however, 9 in 10 (89.1%) were satisfied or very satisfied with it.

**Table 172:** Importance - Parents' Weekend.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	149	11.8	12.8	12.8
Moderately Important	403	31.9	34.6	47.4
Not Important	613	48.5	52.6	100.0
Sub Total	1165	92.2	100.0	
Missing System	98	7.8		
Total	1263	100.0		

**Table 173:** Opinion - Parents' Weekend.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	64	21.7	21.7
Satisfied	199	67.4	89.1
Dissatisfied	17	5.8	94.9
Very dissatisfied	15	5.1	100.0
Total	295	100.0	

**Parking Services.** A substantial majority (86.8%) indicated that this service was very or moderately important. Only 15.9 percent had not used it. Of those who had used it, almost 6 in 10 respondents (59.6%) were dissatisfied or very dissatisfied with it.

**Table 174:** Importance - Parking Services.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	644	51.0	54.3	54.3
Moderately Important	385	30.5	32.5	86.8
Not Important	156	12.4	13.2	100.0
Sub Total	1185	93.8	100.0	
Missing System	78	6.2		
Total	1263	100.0		

**Table 175:** Opinion - Parking Services.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	66	6.4	6.4
Satisfied	351	34.0	40.4
Dissatisfied	253	24.5	64.9
Very dissatisfied	361	35.1	100.0
Total	1031	100.0	

**Performing Arts Series.** Approximately 3 in 4 respondents (73.6%) indicated this was a very or moderately important activity. However, about 4 in 10 respondents (39.3%) didn't attend these activities. Of those who did attend, 9 in 10 (91.0%) indicated they were satisfied or very satisfied with these activities.

**Table 176:** Importance - Performing Arts Series.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	355	28.1	30.1	30.1
Moderately Important	513	40.6	43.5	73.6
Not Important	312	24.7	26.4	100.0
Sub Total	1180	93.4	100.0	
Missing System	83	6.6		
Total	1263	100.0		

**Table 177:** Opinion - Performing Arts Series.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	170	23.0	23.0
Satisfied	502	68.0	91.0
Dissatisfied	51	6.9	97.9
Very dissatisfied	15	2.1	100.0
Total	738	100.0	

**Poetry and a Beverage.** About half of the respondents (49.3%) felt that this was an important or very important activity. However, 2/3 of respondents (66.8%) did not attend this activity. Of those who did, 9 in 10 (90.1%) were satisfied or very satisfied with this activity.

**Table 178:** Importance - Poetry and a Beverage.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	174	13.8	14.8	14.8
Moderately Important	405	32.1	34.5	49.3
Not Important	595	47.1	50.7	100.0
Sub Total	1174	93.0	100.0	
Missing System	89	7.0		
Total	1263	100.0		

**Table 179:** Opinion - Poetry and a Beverage.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	114	28.3	28.3
Satisfied	249	61.8	90.1
Dissatisfied	23	5.7	95.8
Very dissatisfied	17	4.2	100.0
Total	403	100.0	

**Recreation (HPER/Field House).** 83.3 percent of respondents rated this as a very or moderately important service. About 1 in 4 respondents (24.3%) didn't use this service. Of those who did, over 9 in 10 (91.3%) were satisfied or very satisfied with it.

**Table 180:** Importance - Recreation (HPER/Field House).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	542	42.9	45.7	45.7
Moderately important	446	35.3	37.6	83.3

<b>Not Important</b>	198	15.7	16.7	100.0
<b>SubTotal</b>	1186	93.9	100.0	
<b>Missing System</b>	77	6.1		
<b>Total</b>	1263	100.0		

**Table 181:** Opinion - Recreation (HPER/Field House).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	236	25.6	25.6
<b>Satisfied</b>	605	65.7	91.3
<b>Dissatisfied</b>	54	5.9	97.2
<b>Very dissatisfied</b>	26	2.8	100.0
<b>Total</b>	921	100.0	

**Robins Awards.** Less than half of respondents (46.0%) felt that this was a very or moderately important activity. Over 3 in 4 (76.3%) did not participate.

**Table 182:** Importance - Robins Awards.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	141	11.2	12.1	12.1
<b>Moderately important</b>	395	31.3	33.9	46.0
<b>Not Important</b>	629	49.8	54.0	100.0
<b>Sub Total</b>	1165	92.2	100.0	
<b>Missing System</b>	98	7.8		
<b>Total</b>	1263	100.0		

**Table 183:** Opinion - Robins Awards.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	61	21.2	21.2
<b>Satisfied</b>	198	69.0	90.2
<b>Dissatisfied</b>	18	6.3	96.5
<b>Very dissatisfied</b>	10	3.5	100.0
<b>Total</b>	287	100.0	

**Shuttle.** Over 8 in 10 respondents (83.0%) felt that this was a very or moderately important service. Over 3 in 4 (76.0%) reported using it. Of those who used it, 9 in 10 were satisfied or very satisfied with this service.

**Table 184:** Importance - Shuttle Bus.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	630	49.9	52.8	52.8
<b>Moderately Important</b>	361	28.6	30.2	83.0
<b>Not Important</b>	203	16.1	17.0	100.0
<b>Sub Total</b>	1194	94.5	100.0	
<b>Missing System</b>	69	5.5		
<b>Total</b>	1263	100.0		

**Table 185:** Opinion - Shuttle Bus.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	283	30.6	30.6
Satisfied	550	59.4	90.0
Dissatisfied	73	7.9	97.9
Very dissatisfied	20	2.1	100.0
<b>Total</b>	<b>926</b>	<b>100.0</b>	

**STAB Activities.** About 2 in 3 respondents (65.3%) felt that this was a very or moderately important service. Between 4 and 5 in 10 respondents (46.5%) apparently did not participate in any if these activities. Of those who did, however, almost 9 in 10 (89.5%) were satisfied or very satisfied with these activities.

**Table 186:** Importance - STAB Activities.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	265	21.0	22.5	22.5
Moderately Important	505	40.0	42.8	65.3
Not Important	410	32.5	34.7	100.0
<b>Sub Total</b>	<b>1180</b>	<b>93.4</b>	<b>100.0</b>	
Missing System	83	6.6		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 187:** Opinion - STAB Activities.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	114	17.6	17.6
Satisfied	467	71.9	89.5
Dissatisfied	53	8.2	97.7
Very dissatisfied	15	2.3	100.0
<b>Total</b>	<b>649</b>	<b>100.0</b>	

**Statesman.** 87.8 percent of respondents felt that this was a very or moderately important service. Almost 9 in 10 respondents (89.3%) apparently read the paper. Of those who did, a little over 8 in 10 (81.5%) were satisfied or very satisfied with it.

**Table 188:** Importance - Statesman.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	486	38.5	40.8	40.8
Moderately important	561	44.4	47.1	87.8
Not Important	145	11.5	12.2	100.0
<b>Sub Total</b>	<b>1192</b>	<b>94.4</b>	<b>100.0</b>	
Missing System	71	5.6		
<b>Total</b>	<b>1263</b>	<b>100.0</b>		

**Table 189:** Opinion - Statesman.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	226	20.8	20.8
Satisfied	658	60.7	81.5
Dissatisfied	131	12.1	93.6

<b>Very dissatisfied</b>	69	6.4	100.0
<b>Total</b>	1084	100.0	

**USU Police.** 84.8 percent felt that the university police were a very or moderately important service. 1/3 of respondents reported not using this service. Of those who did, almost 9 in 10 (89.0%) rated this service as satisfactory or very satisfactory.

**Table 190:** Importance - USU Police.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	625	49.5	52.9	52.9
<b>Moderately Important</b>	377	29.8	31.9	84.8
<b>Not Important</b>	179	14.2	15.2	100.0
<b>Sub Total</b>	1181	93.5	100.0	
<b>Missing System</b>	82	6.5		
<b>Total</b>	1263	100.0		

**Table 191:** Opinion - USU Police.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	204	25.2	25.2
<b>Satisfied</b>	517	63.8	89.0
<b>Dissatisfied</b>	54	6.7	95.7
<b>Very dissatisfied</b>	35	4.3	100.0
<b>Total</b>	810	100.0	

**Varsity Athletics.** About 2/3 of respondents (67.5%) felt that this was a very or moderately important service. Over 1/3 of respondents (36.2%) did not attend athletic functions. Of those who did, about 8 in 10 (79.5%) were satisfied or very satisfied.

**Table 192:** Importance - Varsity Athletics.

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Important</b>	346	27.4	29.4	29.4
<b>Moderately Important</b>	449	35.6	38.1	67.5
<b>Not Important</b>	383	30.3	32.5	100.0
<b>Sub Total</b>	1178	93.3	100.0	
<b>Missing System</b>	85	6.7		
<b>Total</b>	1263	100.0		

**Table 193:** Opinion - Varsity Athletics.

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
<b>Very satisfied</b>	152	19.6	19.6
<b>Satisfied</b>	465	59.9	79.5
<b>Dissatisfied</b>	92	11.9	91.4
<b>Very dissatisfied</b>	67	8.6	100.0
<b>Total</b>	776	100.0	

**Volunteer Center (VOICE).** 70.0 percent of respondents felt this was a very or moderately important service. However, over half (57.3%) did not use the service. Of those who did, over 9 in 10 (93.3%) were satisfied or very satisfied with this service.

**Table 194:** Importance - Volunteer Center (VOICE).

<u>Importance</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Important	383	30.3	32.7	32.7
Moderately Important	437	34.6	37.3	70.0
Not Important	352	27.9	30.0	100.0
Sub Total	1172	92.8	100.0	
Missing System	91	7.2		
Total	1263	100.0		

**Table 195:** Opinion - Volunteer Center (VOICE).

<u>Satisfaction</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very satisfied	157	30.4	30.4
Satisfied	325	62.9	93.3
Dissatisfied	21	4.0	97.3
Very dissatisfied	14	2.7	100.0
Total	517	100.0	

### Preparation in General Education Domains

**Communication.** About 1 in 5 respondents (20.3%) reported that they were not prepared in this domain by USU. Of those who indicated they were prepared by USU in this domain, 84.7 percent felt that they were well or very well prepared.

**Table 196:** Preparation - Communication.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	233	24.9	24.9
Well	560	59.8	84.7
Poorly	113	12.0	96.7
Very Poorly	31	3.3	100.0
Total	937	100.0	

**Mathematics/Statistics.** Almost 1 in 5 respondents (19.7%) indicated that they were not prepared in this domain at USU. Of those who were prepared in this domain at USU, a little over 7 in 10 (71.5%) indicated that they were prepared well or very well.

**Table 197:** Preparation - Mathematics/Statistics.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	188	19.7	19.7
Well	496	51.8	71.5
Poorly	209	21.9	93.4
Very Poorly	63	6.6	100.0
Total	956	100.0	

**Computer Literacy.** 15.9 percent of respondents indicated they were not prepared in this area at USU. Of those who were, nearly 8 in 10 (78.7%) felt that they were well or very well prepared.

**Table 198:** Preparation - Computer Literacy.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	260	25.8	25.8
Well	533	52.9	78.7
Poorly	170	16.9	95.6
Very Poorly	44	4.4	100.0
Total	1007	100.0	

**Humanities and Art.** A little over 1 in 5 respondents (21.2%) indicated they were not prepared in this domain at USU. Of those who were, about 3 in 4 (76.8%) felt that they were well or very well prepared.

**Table 199:** Preparation - Humanities and Art.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	221	23.3	23.3
Well	508	53.5	76.8
Poorly	176	18.6	95.4
Very Poorly	44	4.6	100.0
Total	949	100.0	

**Social Science.** About 1 in 5 respondents (19.9%) indicated that they were not prepared in this domain at USU. Of those who were, approximately 8 in 10 (79.6%) indicated that they were well or very well prepared.

**Table 200:** Preparation - Social Science.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	215	22.3	22.3
Well	552	57.3	79.6
Poorly	164	17.1	96.7
Very Poorly	32	3.3	100.0
Total	963	100.0	

**Life Science.** Over 1 in 5 respondents (22.1%) indicated that they were not prepared in this domain while at USU. Of those who were, about 3 in 4 (75.8%) felt that they were well or very well prepared by USU in this domain.

**Table 201:** Preparation - Life Science.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	180	19.2	19.2
Well	529	56.6	75.8
Poorly	184	19.7	95.5
Very Poorly	42	4.5	100.0
Total	935	100.0	

**Physical Science.** About 1 in 5 respondents (21.1%) were not prepared in this domain at USU. Of those who were, over 3 in 4 (77.7%) felt that they were prepared well or very well by USU in this domain.

**Table 202:** Preparation - Physical Science.

<u>Preparation Rating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Cumulative Percent</u>
Very Well	199	21.0	21.0
Well	537	56.7	77.7
Poorly	174	18.4	96.1
Very Poorly	37	3.9	100.0
Total	947	100.0	

### Impressions of USU

**Undergraduate Programs.** Over 3 in 4 respondents (78.7%) rated the undergraduate programs at USU as very good or good.

**Table 203:** Impression - Undergraduate programs.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	300	23.8	24.3	24.3
Good	670	53.0	54.3	78.7
Fair	197	15.6	16.0	94.6
Poor	20	1.6	1.6	96.3
No Opinion	46	3.6	3.7	100.0
Sub Total	1233	97.6	100.0	
Missing System	30	2.4		
Total	1263	100.0		

**Major Department.** 87.5 percent of respondents had a very good or good impression of their major department at USU.

**Table 204:** Impression - Your major department.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	594	47.0	48.1	48.1
Good	487	38.6	39.4	87.5
Fair	112	8.9	9.1	96.6
Poor	36	2.9	2.9	99.5
No Opinion	6	.5	.5	100.0
Sub Total	1235	97.8	100.0	
Missing System	28	2.2		
Total	1263	100.0		

**Teaching Ability of Faculty.** About 8 in 10 respondents (79.8%) felt that the teaching ability of faculty was good or very good.

**Table 205:** Impression - Teaching ability of faculty.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	400	31.7	32.4	32.4
Good	585	46.3	47.4	79.8
Fair	201	15.9	16.3	96.1
Poor	43	3.4	3.5	99.6
No Opinion	5	.4	.4	100.0
Sub Total	1234	97.7	100.0	
Missing System	29	2.3		

<b>Total</b>	1263	100.0
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**Personal Interest of Faculty in Students.** A little over 7 in 10 respondents (71.9%) rated the personal interest of faculty in students at USU as good or very good.

**Table 206:** Impression -Personal interest of faculty in students.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Good</b>	345	27.3	28.0	28.0
<b>Good</b>	541	42.8	43.9	71.9
<b>Fair</b>	251	19.9	20.4	92.2
<b>Poor</b>	85	6.7	6.9	99.1
<b>No Opinion</b>	11	.9	.9	100.0
<b>Sub Total</b>	1233	97.6	100.0	
<b>Missing System</b>	30	2.4		
<b>Total</b>	1263	100.0		

**Quality of Students.** 78.1 percent of the respondents rated the quality of their student colleagues at USU as good or very good.

**Table 207:** Impression - Quality of students.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Good</b>	297	23.5	24.0	24.0
<b>Good</b>	667	52.8	54.0	78.1
<b>Fair</b>	220	17.4	17.8	95.9
<b>Poor</b>	30	2.4	2.4	98.3
<b>No Opinion</b>	21	1.7	1.7	100.0
<b>Sub Total</b>	1235	97.8	100.0	
<b>Missing System</b>	28	2.2		
<b>Total</b>	1263	100.0		

**Research Activities.** 15.5 percent of respondent had no opinion about this item. Of those who did, almost 6 in 10 (59.2%) rated their impression of USU's research activities as good or very good.

**Table 208:** Impression - Research activities.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
<b>Very Good</b>	228	18.1	18.5	18.5
<b>Good</b>	503	39.8	40.7	59.2
<b>Fair</b>	255	20.2	20.6	79.8
<b>Poor</b>	58	4.6	4.7	84.5
<b>No Opinion</b>	191	15.1	15.5	100.0
<b>Sub Total</b>	1235	97.8	100.0	
<b>Missing System</b>	28	2.2		
<b>Total</b>	1263	100.0		

**Public Relations.** Nearly 6 in 10 respondents (58.8%) indicated that USU did a good or very good job in public relations.

**Table 209:** Impression - Public relations.

<u>Impression</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Very Good	194	15.4	15.7	15.7
Good	530	42.0	43.0	58.8
Fair	275	21.8	22.3	81.1
Poor	86	6.8	7.0	88.1
No Opinion	147	11.6	11.9	100.0
Sub Total	1232	97.5	100.0	
Missing System	31	2.5		
Total	1263	100.0		