



NORTHERN ARIZONA UNIVERSITY

The 2005 Sophomore Survey Report

**Office of Planning, Budget and Institutional Research
Northern Arizona University**

Fall 2005

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Introduction

Northern Arizona University (NAU) has conducted a survey of sophomore students for the past four years. This survey assesses student satisfaction and opinions about their experiences at the university, while also addressing specific questions that must be reported to the Arizona Board of Regents (ABOR) for the Undergraduate Consolidated Accountability Report (UCAR). The following report focuses on the results from the spring 2005 administration of the sophomore survey.

Methods

The 2005 Sophomore Survey was administered via a web-based application that was open to all sophomore students¹. Sophomore students are all students who had between 40 and 59 total cumulative earned hours and greater than 29 cumulative NAU earned hours. This definition is used in accordance with the ABOR policy for defining a sophomore student. The survey consisted of multiple-choice and open-ended questions in an electronic format. Questions addressed satisfaction in key areas, perceived development of certain essential skills, time management, success in social areas, and opinions about the university environment and services. All eligible students were notified of the survey through electronic mail. Incentive prizes were offered to encourage students to participate in the survey.

The survey was available on-line for students to respond for approximately one month in the spring, 2005. The sampling error² associated with a 513 person sample drawn from a population of 1,092 is ± 3.2 percent. The survey sample was similar to the overall population of sophomores on most characteristics examined. Table A (in Appendix A) shows the characteristics of the survey sample compared to the whole sophomore population at NAU.

Summary of Key Results

General Satisfaction Ratings by Content Area

- The 2005 Sophomore survey evaluates student satisfaction in four general content areas. These areas include: their overall NAU experience, faculty, general academics, and campus features. The 2005 sophomores are very positive in rating their overall experience at NAU to this point.
 - Ninety-seven (97) percent of sophomores rated their overall experience as either “good” or “excellent.”
 - Ninety-five (95) percent of sophomores are satisfied with the quality of faculty instruction; and 90% of sophomores are satisfied with the availability of faculty.
 - There is some variation in the satisfaction with general academics depending upon what specific aspect is being evaluated. Eighty (80) percent of sophomores were “satisfied” or “very satisfied” with academic advising.

¹ Refer to Appendix A for demographic sample and population comparisons

² The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80% of the sophomore sample indicated satisfaction in a specific content area, the actual population parameter falls in the range of 77% - 83% (80% +/- 3%) satisfaction

- The majority of sophomores indicated satisfaction when evaluating campus features. At the high end of the satisfaction ratings are: on-campus computer labs and opportunities for involvement. At the low end was parking on campus and on-campus dining.

Skills and Abilities Development

- Sophomores were asked about the extent that their NAU education has facilitated their development in a variety of skill areas in addition to how successful they are at a variety of personal abilities.
 - The highest rated skill areas facilitated by their NAU education included thinking critically and analytically (71%), and learning effectively on their own (69%). Speaking clearly and effectively, writing clearly and effectively, and understanding scientific inquiry were skill areas in which their NAU education has had a limited impact (less than 50% responding “quite a bit” or “very much”)³.
 - Overall sophomores evaluated their personal abilities to adjust to campus life as successful. Performing academically, self-reliance, and making connections on campus were most successful in sophomores’ personal abilities (over 90%). Seventy-five percent of sophomores stated that they were successful with time management.

Student Evaluation of NAU Services and Environment

- Sophomores were given the opportunity to evaluate a variety of NAU services and the general campus environment.
 - Students perceived the most amount of support from NAU in providing the aid they needed to succeed socially and academically. In evaluating their relationships with other students, faculty, and administrative personnel and offices, students rated their relationships with other students the highest and with administrative personnel and offices the lowest, but still above average.
 - According to sophomores, the most important university services to provide were on-campus computer labs (94%), and academic advising (93%). The least important services were planned social activities and peer mentoring (65%).
 - Eighty-percent of sophomores indicated they were satisfied with the academic advising services they have received.
 - Sixty-nine percent of respondents rated the Louie / People Soft registration system as either “good” or “excellent.” Thirty percent (30%) of sophomores reported that they had been unable to get into a desired course at NAU.

³ It should be noted that NAU participates in the National Survey of Student Engagement, a national survey that provides norms by which to compare NAU respondents to ascertain the extent that NAU is similar or dissimilar to comparable universities. For these skill development questions, NAU’s NSSE respondents (which are first-year and seniors students) scored about the same as the national norms when asked the extent that their experiences at NAU contributed to their knowledge, skills, and personal development in these areas. NAU’s first-year students were slightly less likely to report that NAU contributed to their ability to write clearly and effectively and speak clearly and effectively when compared to other doctoral intensive institutions.

Why Students Chose NAU?

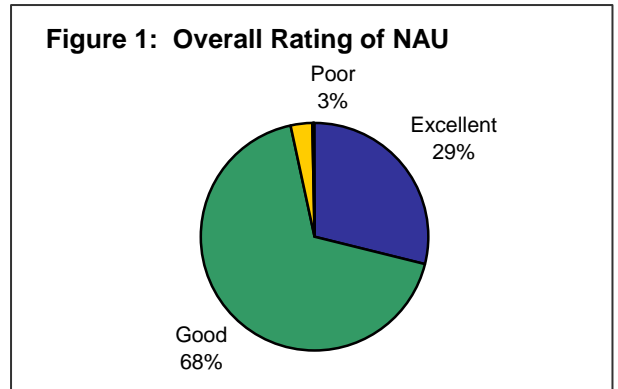
- Students were asked to identify the single most important factor in their decision to attend NAU. The top three most commonly cited reasons for choosing NAU was the “location” (24%), “availability of financial aid” (24%), and “specific reputation of a major or program of interest” (11%).

Summary of Responses on the 2005 Sophomore Survey

I. General Satisfaction Ratings by Content Area

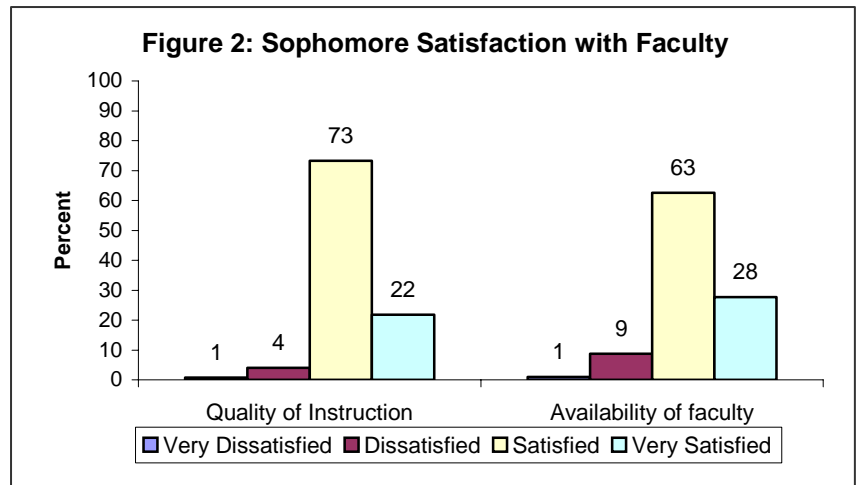
A. Overall NAU Experience

NAU sophomores are very positive in rating their overall experience at NAU to this point. Ninety-seven percent (97%) of sophomores surveyed said their experience thus far was either “good” or “excellent” (See Figure 1). Ninety-two percent (92%) of sophomores plan on completing their Bachelor’s degrees at NAU, and over eight out of ten (82%) sophomores would still choose to attend NAU if they could start over.



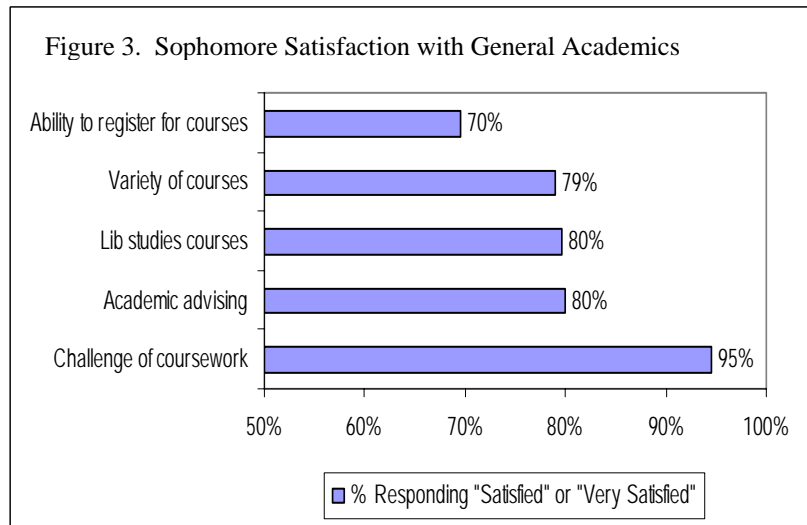
B. Faculty at Northern Arizona University

Consistent with findings from past Alumni and Graduating Senior Surveys, sophomores are satisfied with both the quality of faculty instruction and the availability of faculty (such as for office hours or meeting before / after class). Ninety-five percent (95%) of sophomores are “satisfied” or “very satisfied” with the quality of faculty instruction; and ninety percent (90%) of sophomores are “satisfied” or “very satisfied” with the availability of faculty.



C. General Academics

Depending upon the specific area evaluated, there is considerable variation in sophomore student's level of satisfaction in the general area of academics. Greatest satisfaction is reported for the challenge of academic coursework (95%). Eighty percent of students were "satisfied" or "very satisfied" with academic advising and the liberal studies courses. Student's ability to register for courses was the lowest rated area in general academics with 70% of students reportedly "satisfied" or "very satisfied."

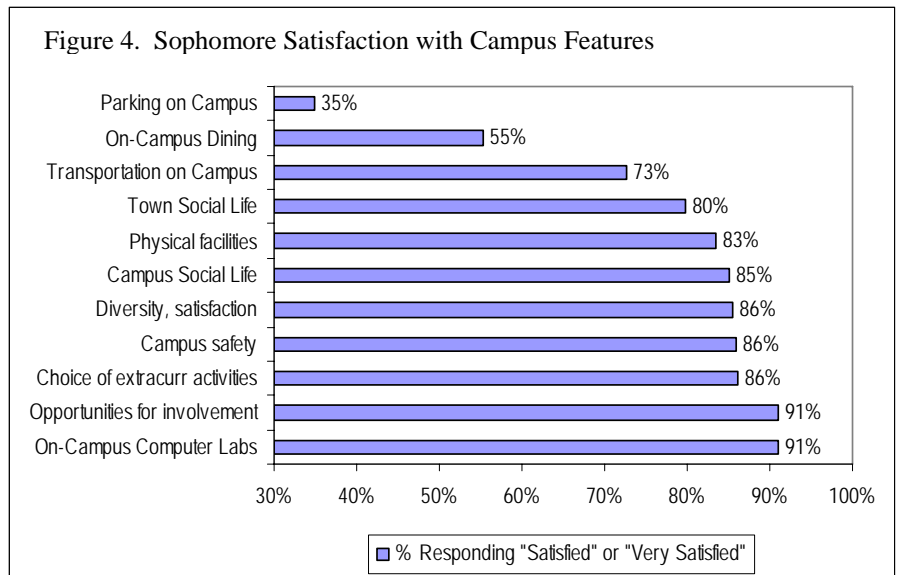


D. Campus Features

Eighty percent or more of sophomore respondents indicated that they were "satisfied" or "very satisfied" with: on-campus computer labs, opportunities for involvement, choice of extracurricular activities, campus safety, diversity on campus, campus social life, physical facilities, and the town social life.

Students were less satisfied with parking on campus and on-campus dining. Only 35% of respondents were "satisfied" or "very satisfied" with parking on campus, and only 55% of sophomores were "satisfied" or "very satisfied" with on-campus dining.

Students were moderately satisfied with transportation on campus

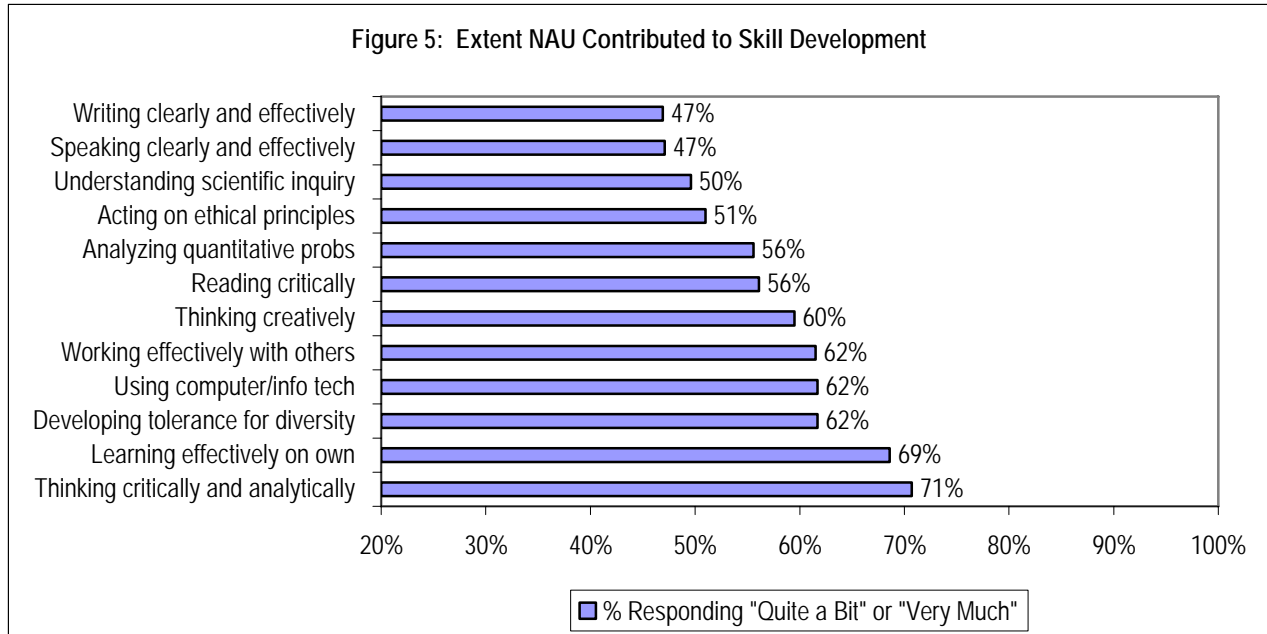


II. Skills and Abilities Development

A. Extent that NAU Has Facilitated Skill Development

Sophomores were asked the extent that their NAU education has facilitated their development in a variety of skill areas. Possible response categories included "very little," "some," "quite a bit," and "very much." While the proportion of sophomores indicating that their NAU education has contributed significantly to their development of specific skills varies from a low of 47% for

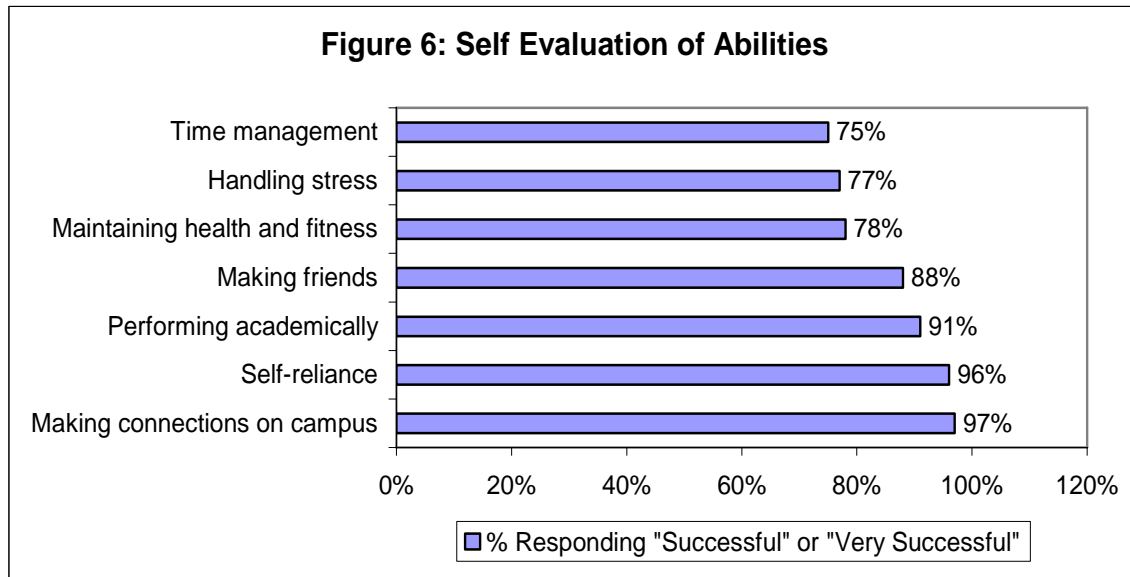
speaking and writing clearly and effectively to a high of 71% for thinking critically and analytically, it should be kept in mind that these are respondents that on average have two to three years of courses still to take at NAU. Yet, many of these skill categories are the objectives of the liberal studies curriculum that are generally taken by first-year and sophomore students⁴.



B. Student Evaluation of Their Abilities

Sophomore respondents were asked to rate how successful they are at a variety of personal abilities. These abilities are indicative of a successful transition to independent living and adjustment to the campus environment.

⁴ It should be noted that NAU participates in the National Survey of Student Engagement, a national survey that provides norms by which to compare NAU respondents to ascertain the extent that NAU is similar or dissimilar to comparable universities. For these skill development questions, NAU’s NSSE respondents (which are first-year and seniors students) scored about the same as the national norms when asked the extent that their experiences at NAU contributed to their knowledge, skills, and personal development in these areas. NAU’s first-year students were slightly less likely to report that NAU contributed to their ability to write clearly and effectively and speak clearly and effectively when compared to other doctoral intensive institutions.



At least nine out of ten sophomores indicated that they were “successful” or “very successful” at making connections on campus, relying upon themselves and performing academically. Seventy-five percent of sophomores indicated they were “successful” or “very successful” at time management.

Highlight: Time Management

Surveys of incoming NAU students indicate that time management is a salient issue for entering students. Fortunately 75% of respondents felt that they succeeded at managing their time. The below table provides a breakdown of how sophomores at NAU report spending their time in a typical 7-day week.

Table 1. Time Management⁵

Time Management	0 hrs/wk	1-5 hrs/wk	6-10 hrs/wk	11-15 hrs/wk	16-20 hrs/wk	21-25 hrs/wk	26-30 hrs/wk	30+ hrs/wk
<i>Preparing for class</i>	0%	21%	31%	22%	11%	7%	4%	3%
<i>Working for pay on campus</i>	69%	3%	7%	7%	6%	4%	2%	2%
<i>Working for pay off campus</i>	61%	1%	4%	4%	9%	8%	5%	7%

⁵ It should be noted that NAU participates in the National Survey of Student Engagement, a national survey that provides norms by which to compare NAU respondents to ascertain the extent that NAU is similar or dissimilar to comparable universities. For this time management section, NAU’s NSSE freshmen respondents spent significantly less time preparing for class and significantly more time working for pay on campus and less time working for pay off campus. NAU’s NSSE senior respondents spent significantly more time working for pay on campus and significantly less time working for pay off campus, but spent the same amount of time as the national norm preparing for class.

No student reported spending zero hours a week preparing for classes, however, 52% of the respondents reported spending ten hours or less preparing for class. Forty percent (40%) of the sophomore respondents reported spending 11–25 hours a week preparing for class. Only seven percent of respondents spent more than 25 hours a week preparing for class.

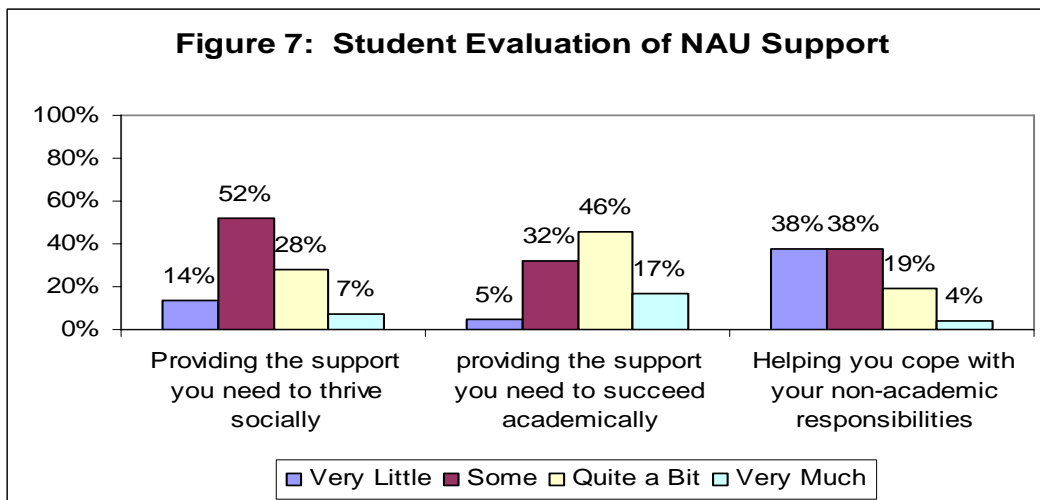
The majority of students do not work for pay on campus (69%). Twenty percent (20%) of students working-off campus work more than twenty hours a week, compared to only 6% of students working on-campus.

III. Student Evaluation of NAU Services and Environment

Given the multitude of options students face when choosing a college, evaluating how NAU students perceive the university environment in terms of services offered, relationships with key players, and general customer service in departments is an important initial step in identifying weaknesses that can be improved and strengths that can be modeled.

A. Student Perception of Support and Relationships on Campus

Students were asked to what extent NAU emphasizes providing support in a variety of areas. As may be expected, NAU provided the greatest support in helping students succeed academically and the least support in helping students cope with non-academic responsibilities. (see Figure 7)



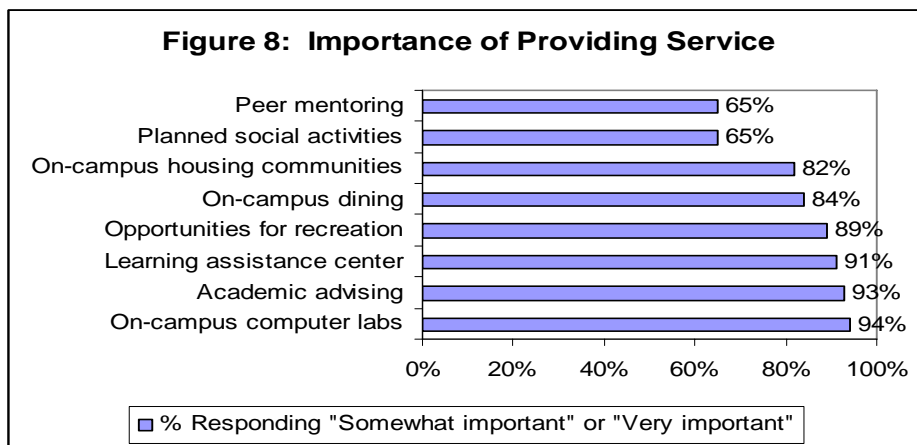
Another aspect of the campus environment is student evaluations of the quality of relationships that they have with key players at NAU. These key players include other students, faculty members, and administrative personnel and offices. Sophomores were asked to rate, on a scale of 1 to 5, the number that best represented the quality of their relationships with these three groups.

Table 2: Student Evaluation of Campus Relationships			
Relationship with:	Scale Value 1	Scale Value 5	Mean
Students	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging	4.10
Faculty	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic	3.82
Administrative Personnel & Offices	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible	3.19

Students evaluated their relationship with other students the highest (4.10) of the three categories. Evaluations of their relationships with faculty were near 4.0 on the 5.0 scale, whereas relationships with administrative personnel and offices were slightly above average (3.19) on the 5.0 scale.

B. Student Evaluation of the Importance in Providing Specific University Services

Sophomore respondents were asked to evaluate the importance in providing a variety of university services. High on the list was on-campus computer labs and academic advising, with over 92% of sophomores evaluating these services as “somewhat important” or “very important.”



Also high on the list was learning assistance centers (91%), opportunities for recreation (89%), on-campus dining (84%), and on-campus housing communities (82%). Peer mentoring (65%) and planned social activities (65%) were not deemed to be as important of services for the university to provide to sophomore students at NAU.

C. Sophomore Student Experience with Academic Advising

Academic advising has consistently been identified as an area in need of improvement on a variety of surveys conducted at NAU over the past several years. This year, 80% of sophomores were “satisfied” or very “satisfied” with academic advising. This is similar to last year where 81% of sophomores were satisfied. In 2003, only 69% of sophomores were satisfied with advising, and in 2002 only 58% of sophomores were reportedly satisfied with academic advising. Twenty-five percent of respondents (N=116) indicated that they had concerns with the advising services that they had received. If a student indicated that they have a concern / problem with academic advising, they were given the option to check which of the categories, within which specific area of advising, was a concern / problem as outlined in Table 3: Academic Advising.

Table 3: Academic Advising (N=116)	Previews		Gateway Center		UG Advising*		Within Major Dept	
Limited availability of advisors	12%	N=14	25%	N=29	11%	N=13	23%	N=27
Inconsistent information / conflicting information	16%	N=19	43%	N=50	16%	N=19	24%	N=28
Lack of professionalism	10%	N=12	22%	N=26	4%	N=5	10%	N=12
Phones not answered	4%	N=5	9%	N=11	3%	N=4	16%	N=18
Poor customer service	5%	N=6	20%	N=23	9%	N=11	15%	N=17
Failure to explain registration system to students	20%	N=23	20%	N=23	8%	N=9	10%	N=12
Inaccurate information	16%	N=18	39%	N=45	9%	N=11	21%	N=24

* This is undergraduate academic advising received prior to declaring a major and not at the Gateway Student Success Center.

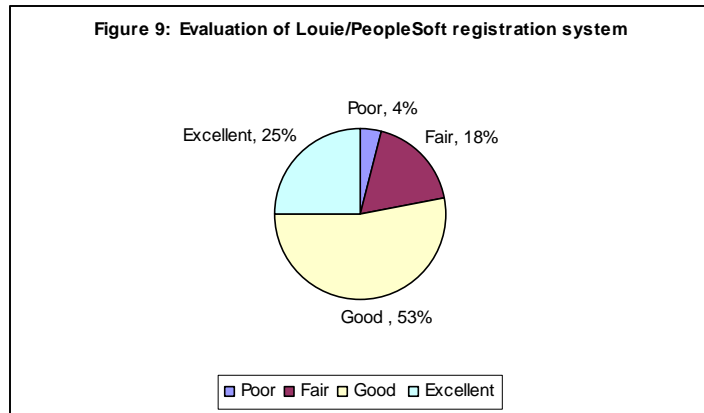
Sophomores were asked to rate their experience with academic advising. Advising was broken down into four categories: Previews, The Gateway Student Success Center (GSSC), undergrad advising (prior to declaring a major), and within the major department. A student could choose multiple advising venues to evaluate if they indicated a problem / concern with advising in general. Only 116 students out of a possible 513 respondents (23%) indicated a concern with advising.

Of the students that identified a problem with advising at Previews (116 of a possible 513), the most common concerns were “inaccurate information,” and “inconsistent information.” This is the first sophomore class that would have received their initial advising experiences through the Gateway Student Success Center. The areas of greatest concern with the GSSC were “inconsistent information,” “lack of support,” and “inaccurate information.” Some sophomores had received undergraduate advising prior to declaring a major not from the GSSC. The most common concerns in this area were “lack of support,” and “inconsistent information.”

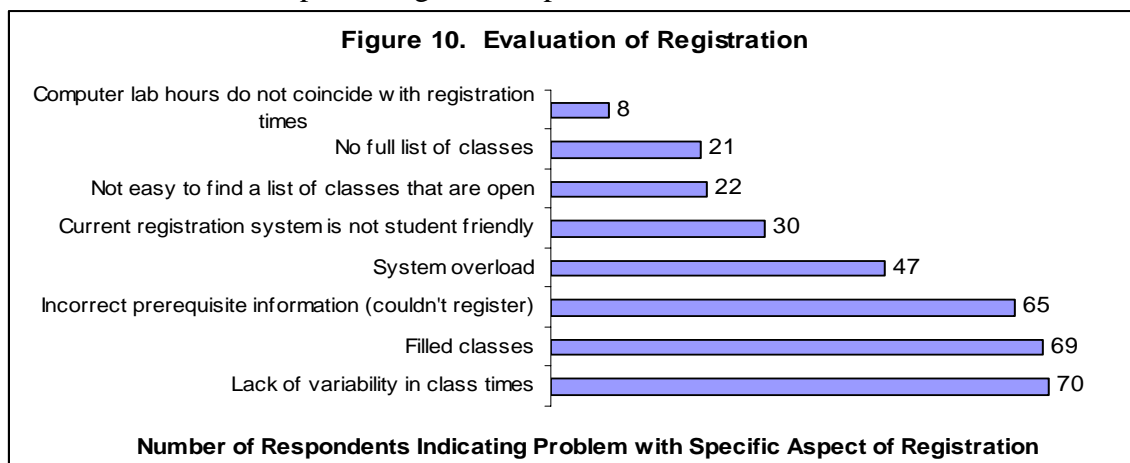
Problems with academic advising within the respondent’s major decreased from last year’s evaluation of this area. Last year over 58% of the respondents reported “limited availability of advisors” and “inconsistent information/conflicting information” as areas of concern. This year only 23% reported limited availability of advisors and only 24% reported inconsistent information from advisors.

D. Sophomore Student Experience with Registration and Course Availability

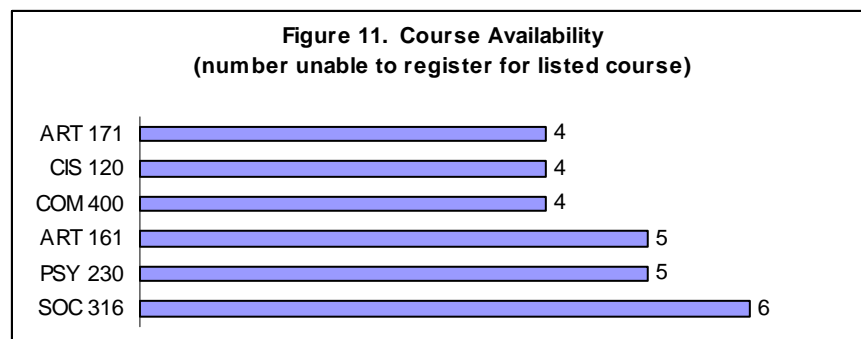
Seventy-eight percent of respondents rated the Louie/PeopleSoft registration system as either “good” or “excellent.” Only four percent (4%) of respondents indicated that it was poor.



Not including course availability, twenty-seven percent (27%; N=113) of respondents reported having a problem with registration or the registration system. Of these 113 students that reported a problem, the most common problem was “lack of variability in class time (N=70).” “System overload” (N=47) and “filled classes” (N=69) were also commonly reported problems. The most common problems are listed in Figure 10: Evaluation of Registration. Table 1 in Appendix B provides a list of “other” reported registration problems.



Thirty percent (30%; N=128) of sophomores indicated that they have been unable to get into a desired course while at NAU. While 128 students identified problems enrolling in a desired course, there was a considerable lack of

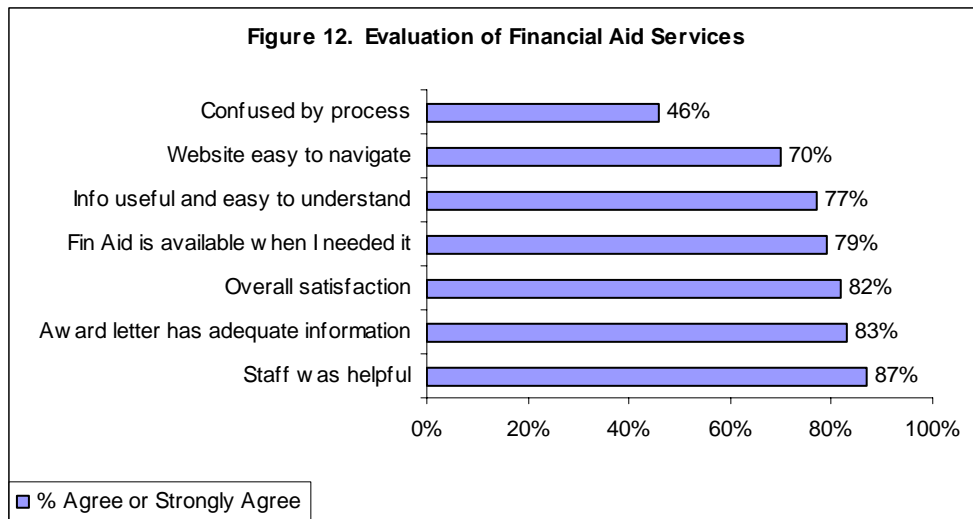


consensus when students identified courses for which they were unable to register. Figure 11 summarizes the number of these students that had difficulty registering for a given course. Five of the ten courses are considered upper division courses and are not typically taken by freshmen

or sophomores. Sociology 316 was the course that most sophomores identified as being unavailable, though only six students indicated they had a problem registering for this course. It should be noted that this course is not typically open to freshmen.

E. Sophomore Student Experience with the Financial Aid Office

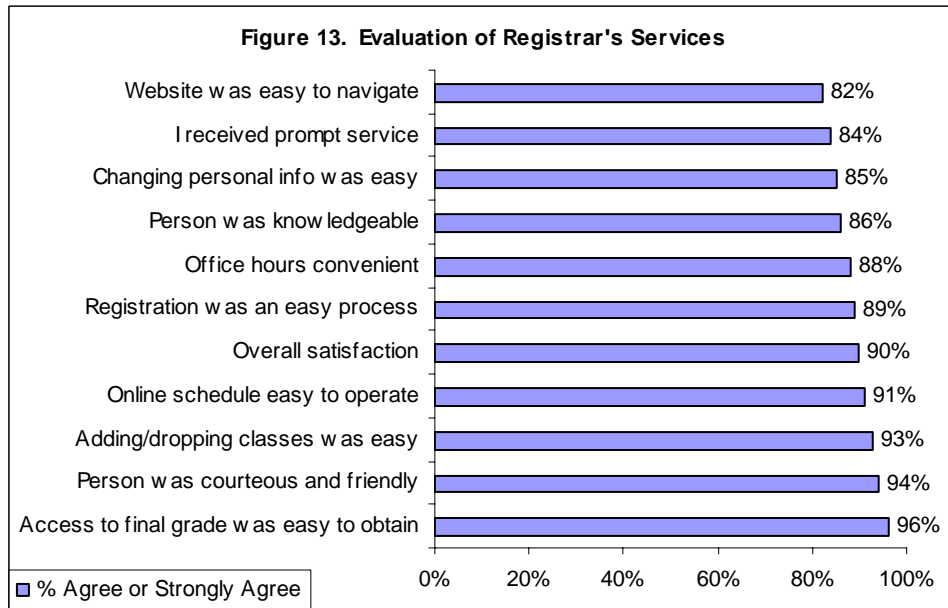
Fifty-six percent of the students reported some interaction with the financial aid office. Sophomore ratings of their interactions with the financial aid office were relatively high. Approximately eight out of ten students agreed that the staff was helpful (87%), the award letter has adequate information (83%), and help is available when they needed it (79%).



Overall, 82% of the sophomores were pleased with the assistance provided by the financial aid office.

F. Sophomore Student Experience with the Registrar’s Office

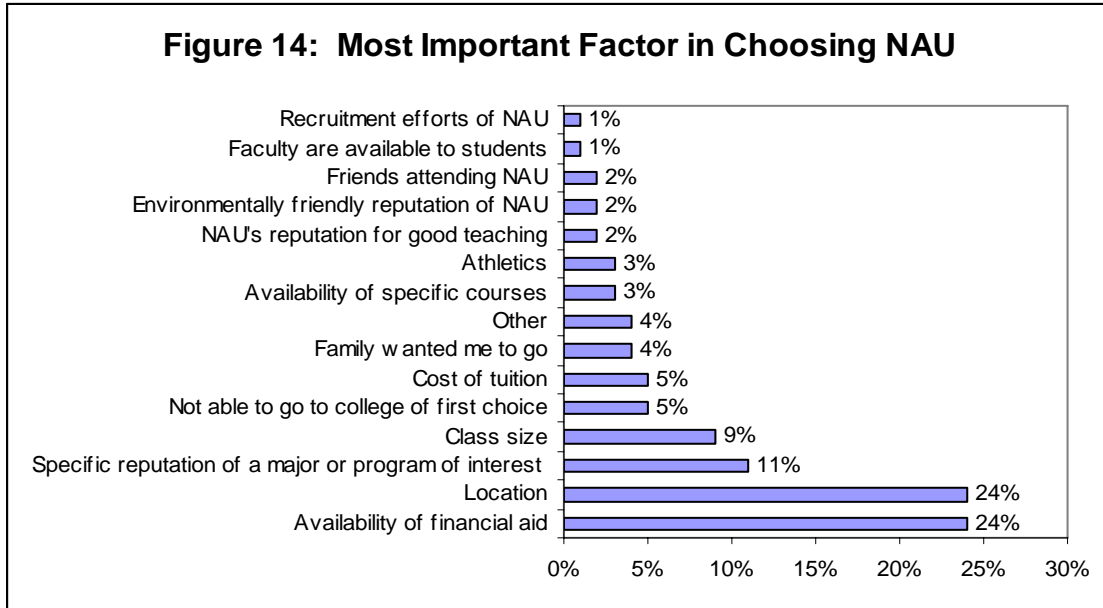
Forty-six percent of the students interacted with the Registrar’s office. Student evaluation of the services and interactions they received from the Registrar’s Office were positive. More than 90% of the students agreed that access to their final grade was easy to obtain, the person that helped them at the office was courteous and friendly, adding / dropping classes were easy, and the online schedule was easy to operate.



Ninety percent of the students “agreed” or “strongly agreed” that overall they are satisfied with the assistance provided by the Registrar's Office.

IV. Why Students Chose NAU?

Students were asked to identify the single most important factor in their decision to attend NAU. A list of 14 options was provided, in addition to the possibility of writing in an “other.” Table 5 summarizes the reasons sophomores provided as to why they chose NAU.



The top three most commonly cited reasons for choosing NAU was the “location” (24%), “availability of financial aid” (24%), and “specific reputation of a major or program of interest” (11%). Table 3 in Appendix B lists other reasons students provided for choosing NAU.

The Office of Planning, Budget and Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.

Appendix A: 2002 – 2005 Sample and Population Demographics

The 2005 survey sample was similar to the overall population of seniors on most characteristics examined. As is common in survey research, females are overrepresented as survey respondents. It is unclear how, if at all, this discrepancy in the sample population affect the overall results of this study.

	2002		2003		2004		2005	
	Survey Participants	All Sophomores	Survey Participants	All Sophomores	Survey Participants	All Sophomores	Survey Participants	All Sophomores
Group Size	182	2642*	561	1252	577	1205	513	1092
Sampling Error	<u>7.0%</u>		<u>3.1%</u>		<u>2.9%</u>		<u>3.3%</u>	
Gender								
Female	50%	58%	68%	59%	72%	64%		59%
Male	50%	42%	32%	41%	28%	36%		41%
Ethnicity								
African American	4%	2%	2%	2%	1%	1%		2%
Native American	4%	6%	4%	4%	4%	4%		5%
Asian American	2%	2%	2%	2%	2%	2%		3%
Hispanic	8%	9%	9%	8%	8%	8%		7%
Caucasian	82%	81%	81%	82%	84%	84%		80%
International	0%	1%	1%	1%	1%	1%		1%
Unknown	0%	0%	1%	1%	0%	0%		1%
Age (average)	20.2	21.2	20	21.3	20	20.2	20.1	20.3
AZ Resident	81%	86%	82%	82%	82%	80%		79%
On Campus Students	100%	94%	100%	96%	100%	99%		99%

* Criteria for selecting the sophomore student population in 2002 was not the same as the ABOR criteria that was used in 2003 and 2004.

In addition to comparing the 2005 survey sample to the sophomore population, the above table provides similar comparisons for the previous administrations of this survey. The 2004 and 2003 sophomore survey administrations were the same as in 2005. However, it should be noted that the 2002 administration of the Sophomore Survey was a pilot administration of the survey. The survey was administered by professors to selected classes with a high proportion of sophomore students. Eight professors (out of 25 originally contacted) agreed to participate, and 426 completed surveys were returned, 182 of which were identified as sophomore students. Thus, the error rate is $\pm 7\%$ for the sophomore sample in the 2002 Sophomore Survey administration.

Appendix B. Open-Ended Responses for “Other” Reported Registration Problem, “Other” Unavailable Courses, and “Other” Reasons for Attending NAU

A class was required for my major but I had to ask permission to get in it.	Freshmen priority and unwelcome advisement holds	Needed department consent
Being withheld from a class because available seats were being held for incoming freshman	Gateway forgot to remove my hold for advising so I could not sign up for classes	Needed permission
Classes changing in value of importance.	General difficulty with maneuvering within LOUIE	Signing up for a class that has a Prerequisite but can be bypassed by the professors
Complete list of classes available for major requirements. easy list of liberal	GLG 309 had to get override and so did everyone else in the class	The classes I need are not offered that semester.
CoReq. problems-not letting me sign up for a class w/o signing up for another I	Holds on my account financially	There should be a waiting list for ALL classes.
Could not register due to class standing	It is pretty confusing to understand at first.	Unfriendly departments, i.e, English
Course descriptions are hard to get to	It says there is an error of overlapping times, when there aren't.	English advising failed to inform me of necessary admission to teacher education
Louie does not clearly display classes available		

Course	#*	Course	#*	Course	#*
A ton of my english classes	1	EDF V00	1	PHI 355	1
ACC 255	1	EM 428	1	PHO 381	1
ACC because wrong SAT scores were posted	1	ENG 105	2	PHO courses with only one section	1
ADV 310	3	ENG 110	1	PHO 181	2
ADV 311	3	ENG 205	1	Photography	1
ADV 411	1	ENG 210	1	PHY	1
AIS courses	1	ENG 211	1	PHY 262	1
ANT 102	1	ENG 270	3	POS 301w int'l pol	1
ART 161	5	ENG 302W	3	PR 272	1
ART 171	4	English priciples of argumentation	1	PR 371	1
ART classes	2	ENV 330	1	PR 372W	2
ART171	1	EXS 190	1	PR332	1
Astronomy lab	1	FIN 340	1	PSY 216	1
BA 201	2	FRE 102	1	PSY 227	1
BIO	2	GEO 100 (5640)	1	PSY 230	5
BIO 181	2	Geology	1	PSY 250	1
BIO 181L	1	GGR 370w	1	PSY 270	1
BIO 202	1	GLG 190	1	PSY 277	2
BIO 300	1	HA 240	2	PSY 415	1
BME 420-IS NOT OFFERED IN THE FALL	1	HA 270	1	REL 150	1
BME 430	1	HIS 295	1	REL 321	1
CERAMICS	3	History capstones	1	REL 341	1
CERAMICS 101	1	HP 229	1	SC 111 (4384)	1
certain prm classes	1	HP 305	1	SC 318	1
CHM	1	HP 350	1	SOC 204	1
CHM 151 Lab	1	HRM spa 102	1	SOC 301	1
CHM 152L	1	HUM 101	1	SOC 316	6

Course	#*	Course	#*	Course	#*
CHM 235L	1	Interior Design (most)	1	SOC 319	1
CIS 120	4	ITA 101	1	Social behavioral sciences	1
CIS 120L	1	Jewelry and metalsmithing	3	Social Work Policy 1	1
CIS 122	1	JLS 330	2	SPA 100	1
CIS courses with only one section	1	LAT 101	1	SPA 101	2
CJ 215	1	MAT 119	1	SPA 102	1
CJ 345w	1	MAT 238	1	SPA 201	1
CJ 350	1	Math classes	2	Statistics	2
CJ 355	1	Merchandising courses	2	Summer Classes	1
COM 200	1	More than room allows	1	TH 124	1
COM 400	4	MUS 241	1	TH 452	1
Courses not offered every semester	1	NTS 256	1	V	1
Due to scheduling conflicts	1	Online Classes	1	V	1
ECI 316	1	PES 100	2	various	1
Economics	1	PHI 103	1	WWLC 1440	1

Finance Related	Atmosphere / Location
Scholarship	Forest I CAN SKI AND GO HOME!!! The Flagstaff community and because ASU/UofA suck. Flagstaff rules

Family Related	Program Specific
750 miles away from my mom Proximity to family Sister and mom went and really liked it.	Physical therapy major Original major Original major, photography Education Program Best vocal performance program in the west S.T.A.R. program Speech and Debate

Sports Related	Other
Athletics plus location plus school reputation	I didn't get into my other colleges of choice and NAU was my backup. ROTC NOTHING I bought a heavy jacket Boyfriend Ex-boyfriend

Appendix C. Frequencies for 2002, 2003, 2004, and 2005

NOTE: Tables Reflect the Percentage of Responding Participants

	2002	2003	2004	2005
		%		
To this point in your NAU education, how satisfied have you been with each of the following areas?	% Responding Satisfied or Very Satisfied	Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied
Avail of faculty	87	86	91	90
Quality of fac instruction	89	94	93	95
Academic advising	58	69	81	80
Ability to register for courses	60	64	72	70
Challenge of coursework	92	92	94	95
Lib studies courses	75	74	73	80
Variety of courses	75	72	72	79
Choice of extracurr activities	80	78	84	86
Opportunities for involvement	84	84	87	91
Campus safety	88	85	89	86
Friendly supportive campus environment	90	86	na	na
Diversity, satisfaction	77	69	80	86
Town Social Life	na	70	74	80
Physical facilities	na	73	76	83
Campus Social Life	na	77	82	85
Transportation on Campus	na	na	76	73
Parking on Campus	na	na	35	35
On-Campus Dining	na	na	59	55
On-Campus Computer Labs	na	na	89	91
		%		
To what extent has your NAU education facilitated your development in the following skills up to this point?	% Responding Quite a Bit or Very Much	Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much
Learning effectively on own	63	70	68	69
Understanding scientific inquiry	58	58	49	50
Thinking creatively	59	58	53	60
Working effectively with others	66	64	58	62
Thinking critically and analytically	72	70	64	71
Developing tolerance for diversity	62	59	53	62
Using computer/info tech	66	61	59	62
Reading critically	63	58	52	56
Acting on ethical principles	58	52	45	51
Writing clearly and effectively	56	49	44	47
Speaking clearly and effectively	53	46	36	47
Analyzing quantitative probs	59	52	50	56
		%		
Plan to complete degree at NAU	% Responding	Responding	% Responding	% Responding
would you start over at NAU	94	91	94	92
	84	82	78	82
		%		
Availability of academic advising	% Responding Most / Always	Responding Most / Always	% Responding Most / Always	% Responding Most / Always
	73	72	72	73

	2002	2003	2004	2005
	% Responding Good / Excellent	% Responding Good / Excellent	% Responding Good / Excellent	% Responding Good / Excellent
Overall experience rating	94	96	96	97
	% Responding Successful or Very Successful	% Responding Successful or Very Successful	% Responding Successful or Very Successful	% Responding Successful or Very Successful
How successful are you at each of the following?				
Time management	71	75	78	75
Performing academically	85	88	91	91
Making connections on campus	73	75	97	97
Self-reliance	94	94	95	96
Handling stress	78	77	78	77
Making friends	87	85	89	88
Maintaining health and fitness	85	75	81	78
	2004	2005	2004	2005
About how many hours do you spend in a typical 7-day week doing each of the following?	% Responding 0 hr/wk	% Responding 20+ hr/wk	% Responding 0 hr/wk	% Responding 20+ hr/wk
Preparing for class	0	18	0	14
Working for pay on campus	69	6	69	6
Working for pay off campus	64	15	61	20
	% Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much
To what extent does NAU emphasize each of the following?				
Providing the support you need to thrive socially	na	na	31	35
Providing the support you need to succeed academically	na	na	61	63
Helping you cope with your non-academic responsibilities	na	na	17	23
	% Responding Somewhat Important or Very Important	% Responding Somewhat Important or Very Important	% Responding Somewhat Important or Very Important	% Responding Somewhat Important or Very Important
How important is it to provide sophomores with the following university services?				
Peer Mentoring	na	54	68	65
Academic Advising	na	93	95	93
Learning Assistance Center	na	80	89	91
On-campus housing communities	na	81	86	82
Planned Social Activities	na	58	65	65
Opportunities for recreation	na	83	87	89
On-campus Computer Labs	na	na	93	94
On-campus dining	na	na	83	84
	2002	2003	2004	2005
Choose a number from 1 to 5 that best represents the quality of your relationship with people at NAU:			Mean on a scale of 1 – 5 (1 low – 5 high)	Mean on a scale of 1 – 5 (1 low – 5 high)
Relationships with other students	na	na	4.21	4.10
Relationships with faculty members	na	na	3.83	3.82
Relationships with administrative personnel and offices	na	na	3.22	3.19

	2002	2003	2004	2005
		%		
	% Responding taken Interactive TV, Web, or Both	Responding taken Interactive TV, Web, or Both	% Responding taken Interactive TV, Web, or Both	% Responding taken Interactive TV, Web, or Both
Taken any web classes or interactive tv classes	na	46	54	49
		%		
	% Responding Satisfied or Very Satisfied	Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied
Web Class	na	78	78	77
Interactive TV	na	18	83	79
		%		
	% Responding Successful or Very Successful	Responding Successful or Very Successful	% Responding Successful or Very Successful	% Responding Successful or Very Successful
Integrated technology into the learning environment	na	85	86	86
		%		
	% Responding	Responding	% Responding	% Responding
Living off-campus	na	32	40	39
Living with friends off campus	na	76	74	75
What was the one most important factor that made you decide to attend NAU?	Percentage	Percentage	Percentage	Percentage
Advice of counselor, teacher, etc.	na	na	1	na
Availability of financial aid (loan, scholarship, or grant)	na	na	28	24
Availability of specific courses	na	na	1	3
Location	na	na	24	24
Friends attending NAU	na	na	4	2
Family wanted me to go	na	na	4	4
Faculty are available to students	na	na	1	1
Cost of tuition and fees	na	na	8	5
Class size	na	na	8	9
Environmentally friendly reputation of NAU	na	na	3	2
NAU is the right size	na	na	1	na
NAU's reputation for good teaching	na	na	3	2
Not able to go to college of first choice	na	na	2	5
Recruitment efforts of NAU	na	na	13	1
Athletics (program, scholarship, etc.)	na	na	na	3
Specific Reputation of Major	na	na	na	11