

Northern Arizona University

The 2004 Sophomore Survey Report

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

Fall 2004

<http://www4.nau.edu/pair/SurveysReport/SurveysReports.asp>

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Executive Summary

Introduction

Northern Arizona University (NAU) has conducted a survey of sophomore students for the past three 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 2004 administration of the sophomore survey.

Methods

The 2004 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 (March 22 – April 23, 2004). The sampling error² associated with a 577 person sample drawn from a population of 1,205 is ± 3 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 2004 Sophomore survey evaluates student satisfaction in four general content areas. These include: their overall NAU experience, faculty, general academics, and campus features. As has been seen in other surveys completed at NAU, the 2004 sophomores are very positive in rating their overall experience at NAU to this point.
 - Ninety-six percent of sophomores rated their overall experience as either “good” or “excellent.”

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

- Ninety-three percent of sophomores are satisfied with the quality of faculty instruction; and 91% 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. Of particular interest is the finding that 81% of sophomores were “satisfied” or “very satisfied” with academic advising; an area typically identified as needing improvement.
- Considerable variation also exists in the evaluation of campus features. At the high end of the satisfaction ratings are: campus safety, 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 and learning effectively on their own (greater than 60% responding “quite a bit” or “very much”). Speaking clearly and effectively, writing clearly and effectively, and acting on ethical principles were skill areas in which their NAU education has had a limited impact (less than 50% responding “quite a bit” or “very much”).
 - Overall sophomores evaluated their personal abilities to adjust to campus life as successful. These abilities included handling stress (78% successful), time management (78%), maintaining good physical health and fitness (81%), making friends (89%), performing academically (91%), self-reliance (95%), and making connections on campus (97%).

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 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 academic advising and on-campus computer labs. The least important services were planned social activities and peer mentoring.
 - The level of customer service in four key university departments was evaluated by sophomores for their level of customer service. Students were most satisfied with the level of customer service in their department or college (87%), followed by the Registrar’s Office (84%), Bursar’s Office (80%), and Financial Aid (72%).
 - Only 20% of respondents indicated that they had concerns / problems with the academic advising services that they had received. Out of the four possible areas to receive advising, Previews, Gateway Center, Undergraduate Advising prior to declaring a major, and the major department; the greatest problems / concerns

were with advising within the major department. Sixty-one percent of respondents reported “inconsistent information / conflicting information” and “limited availability of advisors” as the main concerns with their major department’s advising.

- Sixty-five percent of respondents rated the Louie / People Soft registration system as either “good” or “excellent.” Twenty-four percent (24%) of sophomores reported that they had been unable to get into a desired course at NAU. Not including course availability, 30% of respondents reported having a problem with registration or the registration system, the most common of which was “lack of variability of class times.”

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 “availability of financial aid” (28%), “location” (24%), and “recruitment efforts of NAU” (13%).

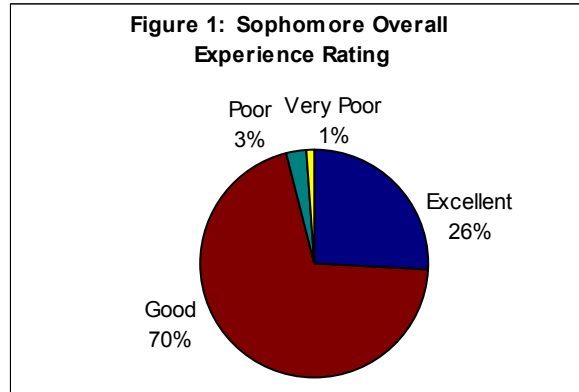
Summary of Responses on the 2004 Sophomore Survey

I. General Satisfaction Ratings by Content Area

A. Overall NAU Experience

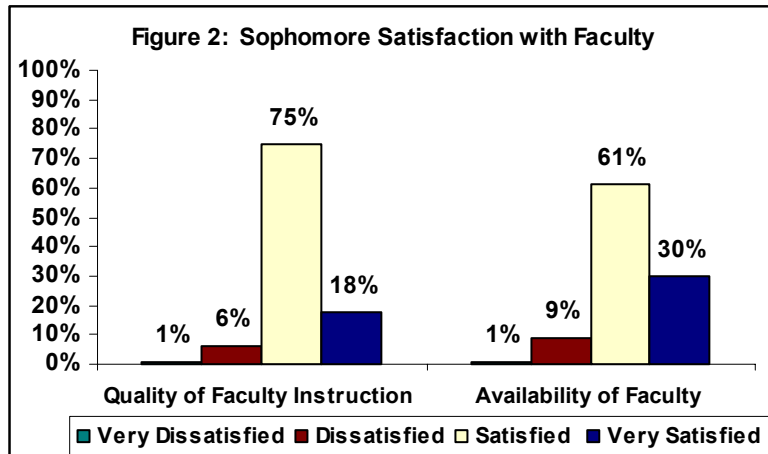
NAU sophomores are very positive in rating their overall experience at NAU to this point. Ninety-six percent (96%) of sophomores surveyed said their experience thus far was either “good” or “excellent.” (See Figure 1)

Ninety-four percent (94%) of sophomores plan on completing their Bachelor’s degrees at NAU, and nearly eight out of ten (78%) 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-three percent (93%) of sophomores are “satisfied” or “very satisfied” with the quality of faculty instruction; and ninety-one percent (91%) of sophomores are “satisfied” or “very satisfied” with the availability of faculty.



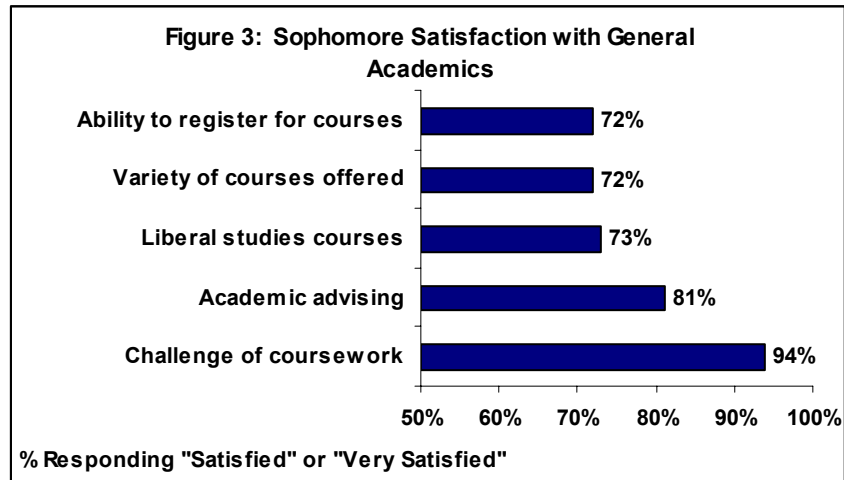
When given the opportunity to provide feedback on faculty that positively influenced their experiences while at NAU, over 171 names and 244 reasons were mentioned by survey respondents. A report that summarizes the named faculty and related responses may be found on the Planning & Institutional Research web page: www4.nau.edu/pair/SurveysReport/Faculty%20Comments_Rpt.pdf.

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 coursework. According to sophomore evaluations, there is room for

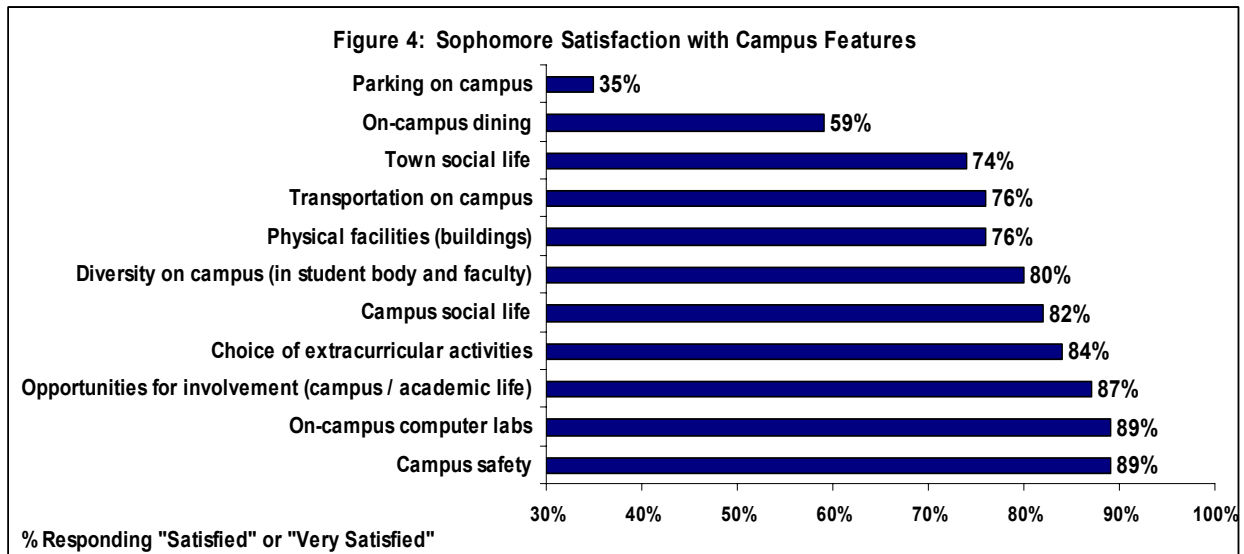
improvement in their ability to register for courses, the variety of courses offered, and the liberal studies courses in general. These areas are examined in greater detail later in this report.

It should be noted that 81% of sophomores were “satisfied” or “very satisfied” with academic advising; an area typically identified as needing improvement. In 2002, only 69% of sophomores were satisfied with advising, and in 2001 only 58% of sophomores were reportedly satisfied with academic advising.



D. Campus Features

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



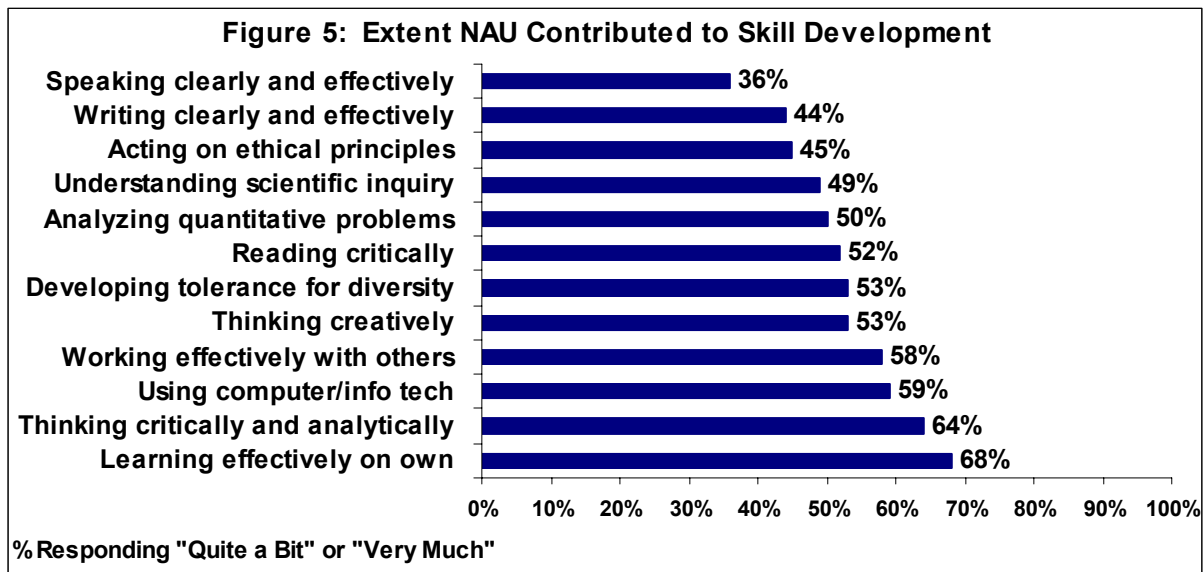
Students were not as satisfied with parking on campus or on-campus dining. Only 35% of respondents were “satisfied” or “very satisfied” with parking on campus, and only 59% of sophomore respondents were “satisfied” or “very satisfied” with on-campus dining. Students were moderately satisfied with transportation on campus and the physical facilities (building).

When asked their level of satisfaction with the town social life, 74% of the students responded that they were “satisfied” or “very satisfied.”

II. Skills and Abilities Development

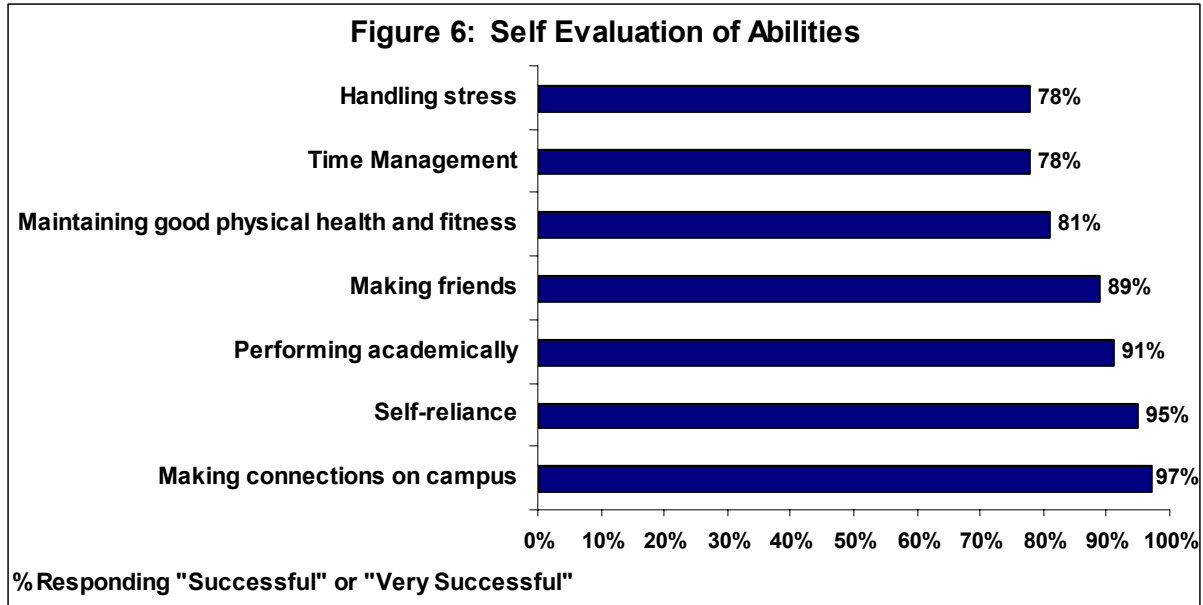
A. Extent that NAU Has Facilitated Skill Development

Sophomores were asked about 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 36% for speaking clearly and effectively to a high of 68% for learning effectively on their own, 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. On the other hand, many of these skill categories are the objectives of the liberal studies curriculum that generally is taken by first-year and sophomore students.



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.



Approximately, at least nine out of ten sophomores indicated that they were “successful” or “very successful” at making friends, performing academically, relying upon themselves, and making connections on campus. Approximately eight out of ten respondents indicated that they succeeded at handling stress, time management, and maintaining good physical health and fitness.

Highlight: Time Management

Surveys of incoming NAU students indicate that time management is a salient issue for entering students. Fortunately 78% 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 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%	20%	30%	18%	13%	10%	5%	3%
<i>Working for pay on campus</i>	69%	3%	7%	8%	7%	3%	1%	2%
<i>Working for pay off campus</i>	64%	3%	5%	6%	7%	7%	3%	4%
<i>Participating in co-curricular activities (organizations, student gov., social fraternity or sorority)</i>	41%	31%	12%	5%	4%	3%	2%	2%
<i>Relaxing and socializing (watching TV, exercising, partying)</i>	1%	21%	31%	18%	12%	7%	5%	6%
<i>Providing care for dependents living with you</i>	87%	8%	2%	1%	0%	0%	0%	2%
<i>Commuting to class</i>	5%	86%	6%	2%	1%	0%	0%	0%

Most of the students' time is spent preparing for class and relaxing / socializing. While no student reported spending zero hours a week preparing for classes, 50% of the respondents reported spending ten hours or less preparing for class. Forty-one percent (41%) of the sophomore respondents reported spending 11–25 hours a week preparing for class. Fifty-two percent of respondents spent ten hours or less relaxing / socializing; and 30% spent between 11-25 hours.

The majority of students do not work for pay on campus (69%), with 25% reporting one–20 hours of work / week on campus. Similarly, the majority of students do not work for pay off campus (64%), with 21% reporting working one–20 hours of work / week off campus. However, 14% of students work more than twenty hours a week off campus compared to only 6% of respondents working on campus that worked over 20 hours.

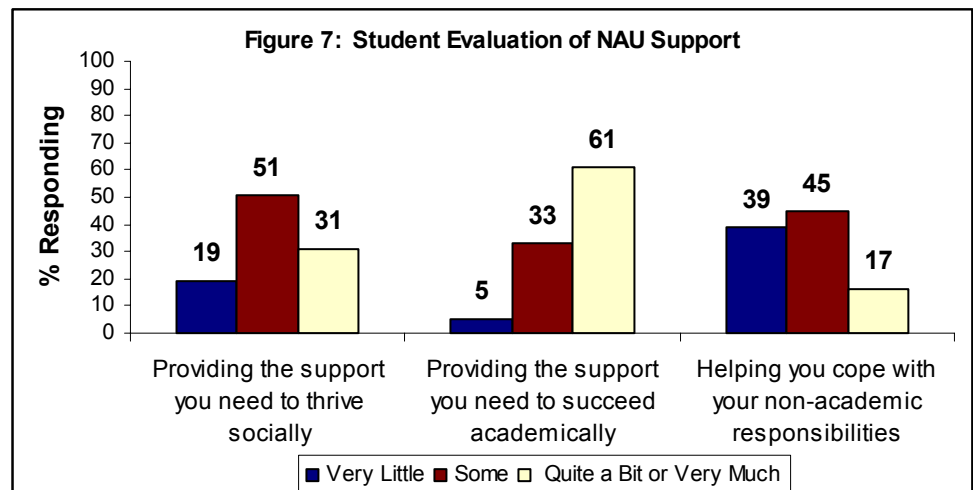
Forty-one percent (41%) of students do not participate in co-curricular activities. Forty-three percent (43%) of students spend one–10 hours a week on co-curricular activities. The majority of students do not provide care for dependents that live with them. Eighty-six percent (86%) of students report spending one–five hours a week commuting to class.

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)



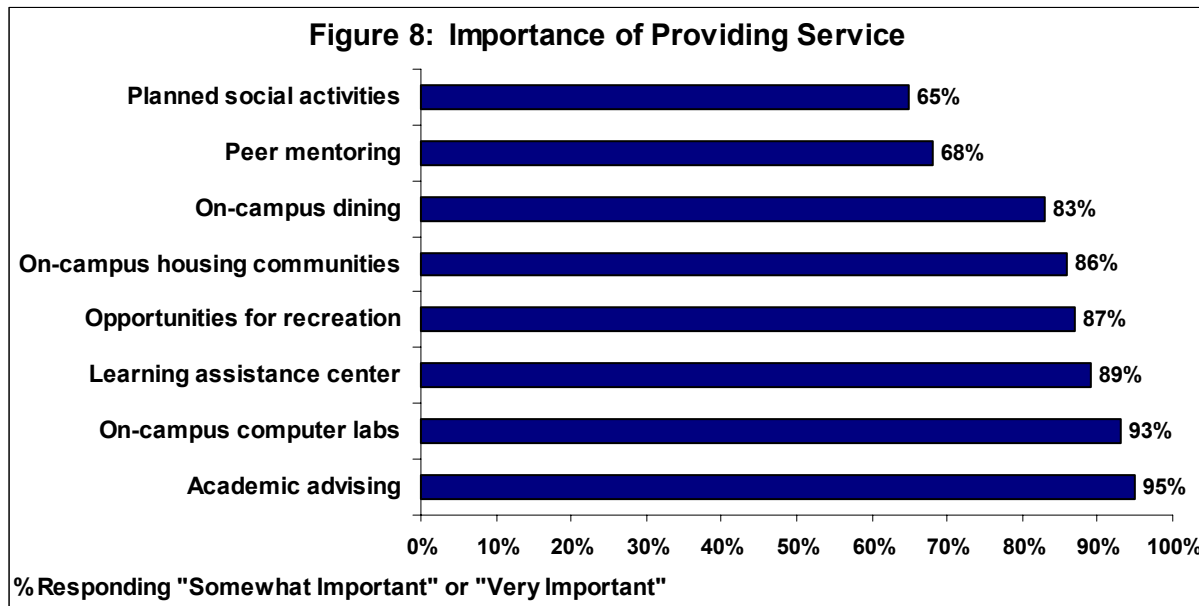
Another aspect of the campus environment is student evaluations of the quality of relationships that they have with key players at NAU. These key players include other students, faculty members, and administrative personnel and offices. Sophomores were asked to rate, on a scale of 1 to 5, the number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

Relationship with:	Scale Value 1	Scale Value 5	Mean
Students	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging	4.21
Faculty	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic	3.83
Administrative Personnel & Offices	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible	3.22

Students evaluated their relationship with other students the highest (4.21) 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 (3.0) on the 5.0 scale.

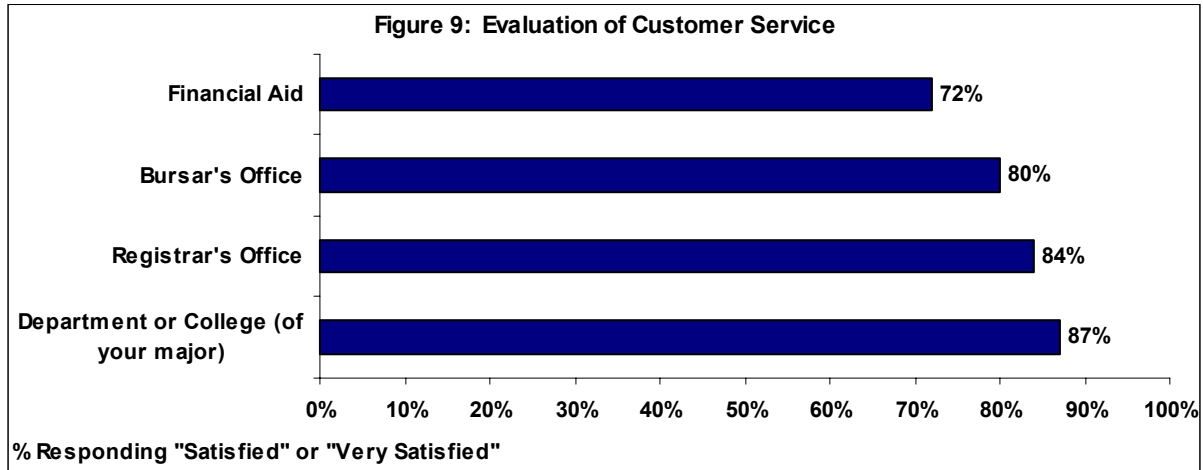
B. Student Evaluation of the Importance in Providing Specific University Services

Sophomore respondents were asked to evaluate the importance in providing a variety of university services. Highest on the list was academic advising where 95% of sophomores evaluated the service as “somewhat important” or “very important.” Also high on the list was on-campus computer labs (93%), learning assistance centers (89%), opportunities for recreation (87%), on-campus housing communities (86%), and on-campus dining (83%). Peer mentoring (68%) 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. Satisfaction with the Level of Customer Service Received in University Departments

Generally, sophomores were fairly satisfied with the level of customer service they had received in several key university departments. (Students were given the option to reply “not applicable” for each of the queried departments if did not have any interactions in which to evaluate the degree of customer service.)



Students were the most satisfied with their department or college (87%). The Registrar’s Office and Bursar’s Office both had satisfaction ratings in the 80s, meaning that approximately 8 out of 10 students were satisfied with the level of customer service they had received from these two offices. Student satisfaction with financial aid was the lowest, with 72%, or 7 out of 10 students, satisfied with customer service received in this office.

D. 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. As mentioned in Section IC above, in 2004, 81% of sophomores were “satisfied” or “very satisfied” with academic advising. In 2002, only 69% of sophomores were satisfied with advising, and in 2001 only 58% of sophomores were reportedly satisfied with academic advising.

Consistent with the above findings, only 20% of respondents indicated that they had concerns / problems with the advising services that they had received (n=102). 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. As these are all sophomore respondents, and the Gateway Center opened in fall 2003 primarily to advise undeclared students (typically freshmen), most respondents did not have exposure to the Gateway Center and likely only one-year of experience with advising within the major department.

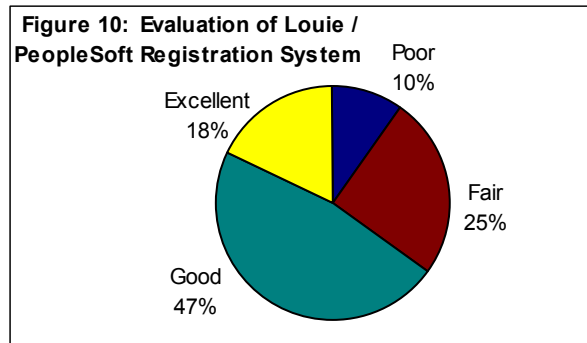
Table 3: Academic Advising				
(N=102)	Previews	Gateway Center	UG Advising (prior to declaring major)	Within Major Dept
Limited availability of advisors	21%	12%	18%	58%
Inconsistent information / conflicting information	18%	12%	19%	61%
Lack of professionalism	12%	4%	10%	28%
Phones not answered	3%	3%	4%	26%
Poor customer service	7%	3%	8%	22%
Failure to explain registration system to students	13%	6%	11%	28%
Inaccurate information	13%	13%	9%	39%

Note: Only 20% of all respondents (102) reported any concerns / problems with academic advising services. Percents within the table are based upon those 102 respondents that indicated a concern / problem.

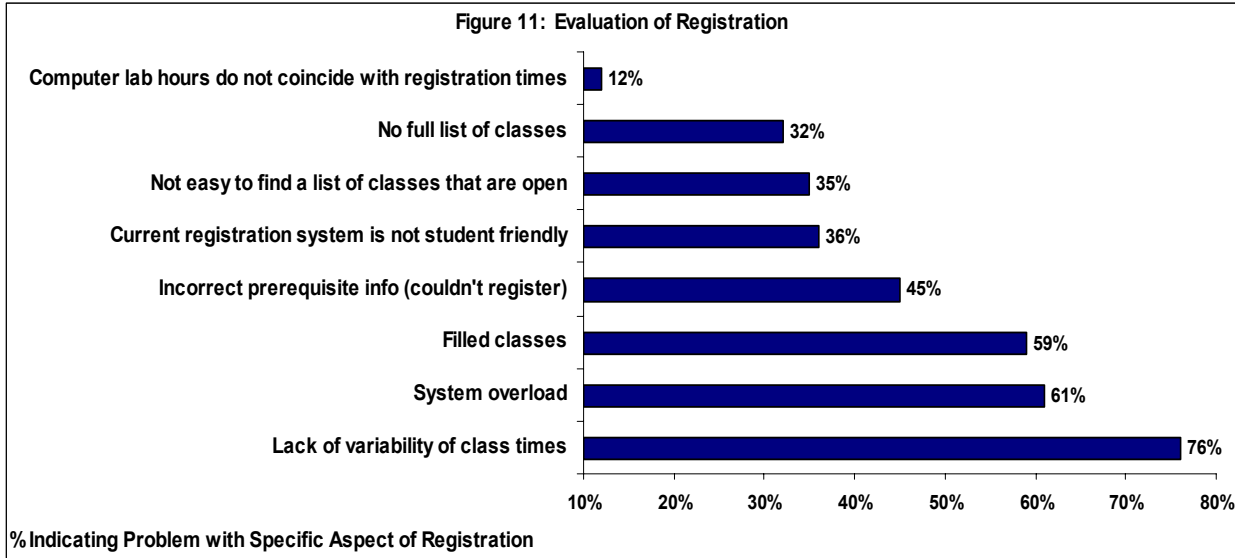
Out of the four possible areas to receive advising (students could evaluate multiple forums if they had experience with more than one): Previews, Gateway Center, UG Advising prior to declaring a major, and major department; the major department was the main problem area of concern for responding students. At least 20% of respondents indicated a problem in every category of concern for the major department. Over half the students that identified a problem with advising reported “limited availability of advisors,” or “inconsistent information / conflicting information” in advising within their major department. “Inaccurate information” was another frequent concern. For both Previews and undergraduate advising prior to declaring a major, approximately 20% of those with a concern in advising reported a problem with “limited availability of advisors,” and “inconsistent information / conflicting information.”

E. Sophomore Student Experience with Registration and Course Availability

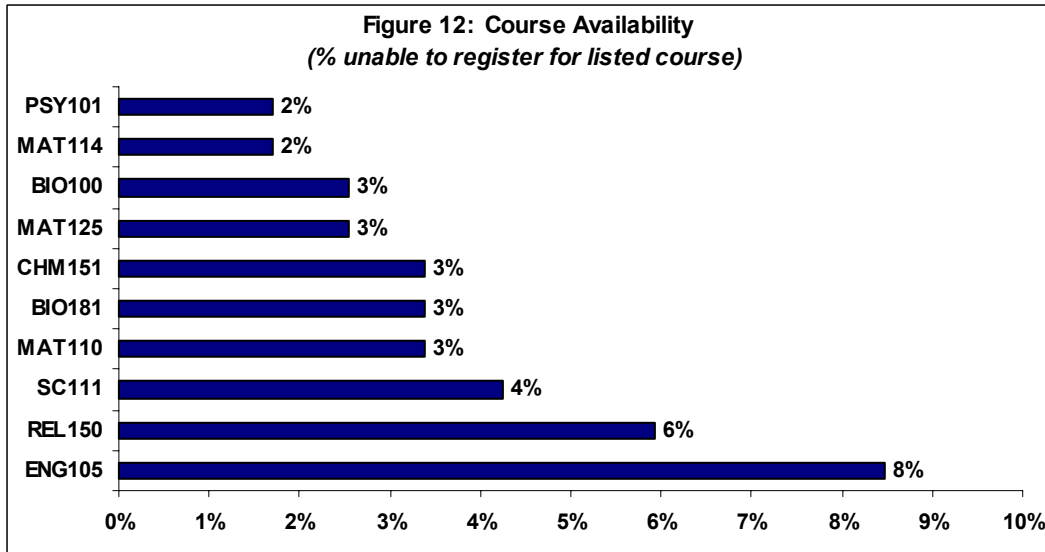
Sixty-five percent (65%) of respondents rated the Louie / PeopleSoft registration system as either “good” or “excellent.” Ten percent (10%) of respondents indicated that it was “poor.”



Not including course availability, thirty percent (30%) of respondents reported having a problem with registration or the registration system. Of these 152 students that reported a problem, the most common problem was “lack in variability of class time.” “Filled classes” and “system overload” were also commonly reported problems. Table B in Appendix B provides a list of “other” reported registration problems.



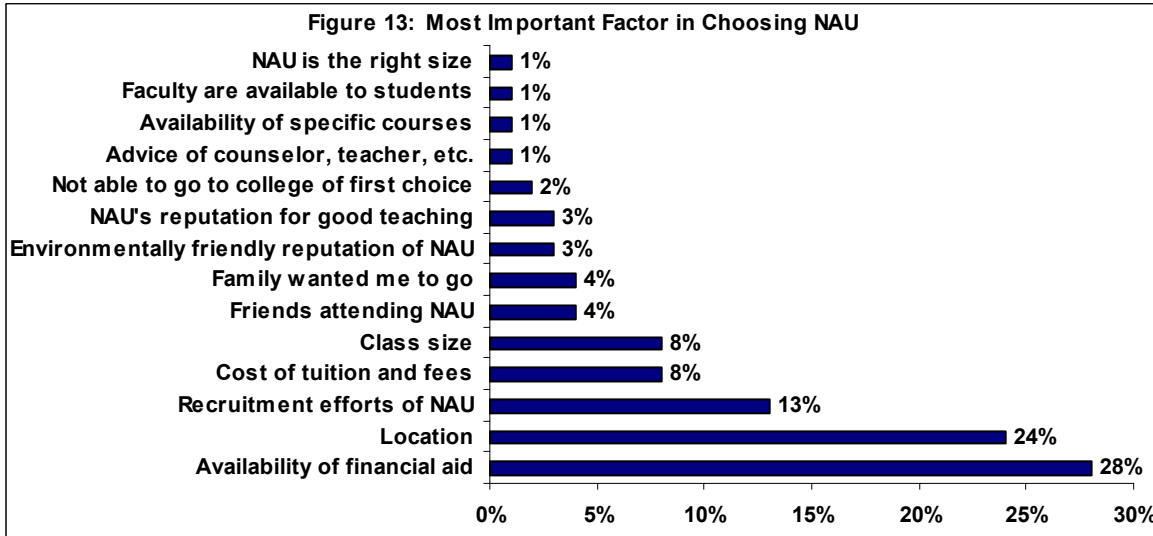
Twenty-four percent (24%) of sophomores indicated that they have been unable to get into a desired course while at NAU. These students that reported course availability problems were asked about the availability of ten courses typically taken by first and second year students. Figure 12 summarizes the percent of these students that had difficulty registering for one of the stated courses.



Students were also given the option to write in up to three other courses for which they had difficulty registering. All courses for which students were unable to register for are summarized in Table 3 of Appendix B.

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 “availability of financial aid” (28%), “location” (24%), and “recruitment efforts of NAU” (13%). Table 3 in Appendix B lists other reasons students provided for choosing NAU.

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

Appendix A: 2002 – 2004 Sample and Population Demographics

The 2004 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, these discrepancies in the sample population affect the overall results of this study.

Table 1. Demographic characteristics of students for the 2002, 2003, and 2004 Sophomore Surveys

	2002		2003		2004	
	Survey Participants	All Sophomores	Survey Participants	All Sophomores	Survey Participants	All Sophomores
Group Size	182	2642*	561	1252	577	1205
Sampling Error	± 7%		± 3%		± 3%	
Gender						
Female	50%	58%	68%	59%	72%	64%
Male	50%	42%	32%	41%	28%	36%
Ethnicity						
African American	4%	2%	2%	2%	1%	1%
Native American	4%	6%	4%	4%	4%	4%
Asian American	2%	2%	2%	2%	2%	2%
Hispanic	8%	9%	9%	8%	8%	8%
Caucasian	82%	81%	81%	82%	84%	84%
International	0%	1%	1%	1%	1%	1%
Unknown	0%	0%	1%	1%	0%	0%
Age (average)	20.2	21.2	20.0	21.3	20.0	20.2
AZ Resident	81%	86%	82%	82%	82%	80%
On Campus Students	100%	94%	100%	96%	100%	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 2004 survey sample to the sophomore population, the above table provides similar comparisons for 2003 and 2002. The 2003 sophomore survey administration was the same as in 2004. 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 ±7% for the sophomore sample in the 2002 Sophomore Survey administration.

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

Table 1. “Other” Reported Registration Problems

Pre-major business advisors hardly ever listened or paid attention to what I say	I did not enjoy being sent all over the place to pay for something.
No one knows how to advise for my major. Keep being referred to others	Failure to follow up with call backs, etc.
I want more freedom. ie: to not have to be advised before I chose my classes	Bursar and financial aid has very poor help
I get tossed around because no one seems to be sure of where I should go to get advising.	Advisor forgot to clear me of an advisement hold, causing me to not get classes

Table 2. “Other” Unavailable Courses

Course	#*	Course	#*	Course	#*	Course	#*	Course	#*
All of my graduate courses	1	CHM 230	1	ENG	1	MUP 101	1	PSY 101	3
ANT	1	CHM 360	1	ENG 231/232	1	MUP 201	1	PSY 230	5
ANT 103	1	CHM151	4	ENG 270	1	MUS	1	PSY 250	1
ANT 270	1	CJ	1	ENG 305	2	MUS 242	1	PSY 277	1
Any Eng. for which 105 was a prerequisite	1	CJ 101	1	ENG 345	1	NT 256	1	PSY 345w	1
ART	3	CJ 215	2	ENG105	10	NTS 156	1	PSY 415	1
ART 131	1	CJ 250	1	EXS 334	1	PES classes	1	REL150	8
ART 150	1	CJ 325	1	German	1	PHI 105	2	REL321	1
ART 151	2	CJ 350	1	GLG 112	1	PHO 181	1	Religion Course	1
ART 161	6	CJ 390	1	Grammar Usage	1	PHO 281	3	SC111	5
ART 171	2	COM 200	1	HA 243	1	PHO 381	1	SOC 318	1
ART 181	3	CS 105	1	HA 315W	1	PHO 383	1	SOC 320	1
AS 300	1	CS 121	1	HIS 100	2	Photography	1	Some engineering courses	1
BA 350	1	CS 122	1	HIS 336	1	PHY 161L	1	Some labs	1
BIO 201	1	CS 126	1	MAT 226	1	POS 241	3	SPA	2
BIO 205	2	DIS 407	1	MAT 239	1	PR 332	2	SPA 102	1
BIO100 ^	3	EDU	1	MAT110	4	PR 371	2	SPA 304	1
BIO181	4	EE 280	1	MAT114	2	PRM 326	1	TH 135	1
CHM 151L	1	EM 124	1	MAT125	3	PRM classes	1	TH223	1
CHM 152L	1	EM 325	1	Metal making	1	PSY	2	VC classes	1

* Number responding out of a possible 118 that indicated a problem with unavailable courses. Students were given the option to write-in up to three courses they were unable to register for.

^ Courses that appear in **bold** font were yes / no options on the survey; all other courses were written in as “other” courses that were unavailable.

Table 3. “Other” Single Most Important Reasons for Attending NAU

Finance Related	Atmosphere / Location
Tuition waiver Scholarship Received full ride scholarship Offered to pay my tuition. It is what I could afford I work here...tuition is cheap. Full tuition scholarship	The homely feel of a small college with the events of a big university The culture (and diversity) within Flagstaff. Location/environment and size Friendly environment Away from home The smaller class sizes especially within my honors courses.
Family Related	Program Specific
My mother works here My mother was sick so I stayed to help take care of her. My family has eight graduates from NAU. Family lives in town	It has the best education program HRM Major Forestry Program Elementary Ed
Sports Related	Other
Swimming program at NAU, the town of Flagstaff, and scholarships Swimming and diving team Recruited for athletics Volleyball scholarship Football scholarship Athletics Athletic scholarship Athletic recruitment Coach in athletics	First letter I got in the mail, means you were on top of things No idea really Last minute decision Had secure job before attending

Appendix C. Frequencies for 2002, 2003, and 2004

NOTE: Tables Reflect the Percentage of Responding Participants

	2002	2003	2004
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
Availability of faculty	87	86	91
Quality of faculty instruction	89	94	93
Academic advising	58	69	81
Ability to register for courses	60	64	72
Challenge of coursework	92	92	94
Liberal studies courses in general	75	74	73
Variety of courses that are offered	75	72	72
Choice of extracurricular activities	80	78	84
Opportunities for involvement	84	84	87
Campus safety	88	85	89
Friendly supportive campus environment	90	86	na
Diversity on campus (study body & faculty)	77	69	80
Town social life	na	70	74
Physical facilities	na	73	76
Campus social life	na	77	82
Transportation on campus	na	na	76
Parking on campus	na	na	35
On-campus dining	na	na	59
On-campus computer labs	na	na	89

	2002	2003	2004
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
Learning effectively on own	63	70	68
Understanding scientific inquiry	58	58	49
Thinking creatively	59	58	53
Working effectively with others	66	64	58
Thinking critically and analytically	72	70	64
Developing tolerance for diversity	62	59	53
Using computer/info tech	66	61	59
Reading critically	63	58	52
Acting on ethical principles	58	52	45
Writing clearly and effectively	56	49	44
Speaking clearly and effectively	53	46	36
Analyzing quantitative problems	59	52	50
Understanding relationship b/w people and environment	67	59	na
Understanding impact of technology	64	52	na

	2002	2003	2004
	% Responding Affirmative	% Responding Affirmative	% Responding Affirmative
Do you plan to complete your Bachelor's	94	91	94

degree at NAU? If you could start over, would you still choose to attend NAU?	84	82	78
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	2002	2003	2004
	% Responding “Almost Always” or “More Often Than Not”	% Responding “Almost Always” or “More Often Than Not”	% Responding “Almost Always” or “More Often Than Not”
Has academic advising been available when you have needed it?	73	72	72

	2002	2003	2004
	% Responding Good / Excellent	% Responding Good / Excellent	% Responding Good / Excellent
How would you rate your overall experience at NAU to this point?	94	96	96

	2002	2003	2004
How successful are you at each of the following?	% Responding Successful or Very Successful	% Responding Successful or Very Successful	% Responding Successful or Very Successful
Time management	71	75	78
Performing academically	85	88	91
Making connections on campus	73	75	97
Self-reliance	94	94	95
Handling stress	78	77	78
Making friends	87	85	89
Maintaining health and fitness	85	75	81

About how many hours do you spend in a typical 7-day week doing each of the following?	2004	
	% Responding 0 hr/wk	% Responding 20+ hrs/wk
Preparing for class	0	18
Working for pay on campus	69	6
Working for pay off campus	64	15
Participating in co-curricular activities	41	7
Relaxing and socializing	1	18
Providing care for dependents living with your family	87	3
Commuting to class	5	1

	2002	2003	2004
To what extent does NAU emphasize each of the following?	% Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much	% Responding Quite a Bit or Very Much
Providing the support you need to thrive socially	na	na	31
Providing the support you need to succeed academically	na	na	61
Helping you cope with your non-academic responsibilities	na	na	17

2004 Sophomore Survey

	2002	2003	2004
How important is it to provide sophomores with the following university services?	% Responding Somewhat Important or Very Important	% Responding Somewhat Important or Very Important	% Responding Somewhat Important or Very Important
Peer Mentoring	na	54	68
Academic Advising	na	93	95
Learning Assistance Center	na	80	89
On-campus housing communities	na	81	86
Planned Social Activities	na	58	65
Opportunities for recreation	na	83	87
On-campus Computer Labs	na	na	93
On-campus dining	na	na	83

	2002	2003	2004
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)
Relationships with other students	na	na	4.21
Relationships with faculty members	na	na	3.83
Relationships with administrative personnel and offices	na	na	3.22

	2002	2003	2004
How satisfied are you with the customer service you have received from each of the following offices?	% Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied
Financial Aid	na	85	72
Registrar's Office	na	85	84
Bursar's Office	na	84	80
Department or College (of your major)	na	89	87

	2002	2003	2004
	% Responding No Problem	% Responding No Problem	% Responding No Problem
Have you had concerns / problems with the advising services that you have received?	na	na	21

	2002	2003	2004
	% Responding Good or Excellent	% Responding Good or Excellent	% Responding Good or Excellent
How would you rate NAU's Louie / PeopleSoft registration system?	na	na	65

	2002	2003	2004
	% Responding Yes	% Responding Yes	% Responding Yes
Have you been unable to register for desired courses at NAU?	na	21	24

	2002	2003	2004
	% Responding Yes	% Responding Yes	% Responding Yes
Besides course availability, have you had	na	na	30

any other problems with registration or the registration system?

	2002	2003	2004
	% Responding taken Interactive TV, Web, or Both	% Responding taken Interactive TV, Web, or Both	% Responding taken Interactive TV, Web, or Both
Have you taken (or are you presently taking) any web courses or interactive TV courses?	na	46	54

	2002	2003	2004
	% Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied	% Responding Satisfied or Very Satisfied
If web, how satisfied were you with this format?	na	78	78
If interactive TV, how satisfied were you with this format?	na	18	83

	2002	2003	2004
	% Responding Successful or Very Successful	% Responding Successful or Very Successful	% Responding Successful or Very Successful
How successfully has NAU integrated technology into the learning environment?	na	85	86

	2002	2003	2004
	% Responding	% Responding	% Responding
Students living off-campus	na	32	40
Living with friends off campus	na	76	74

	2002	2003	2004
What was the one most important factor that made you decide to attend NAU?	% Responding	% Responding	% Responding
Advice of counselor, teacher, etc.	na	1	1
Availability of financial aid (loan, scholarship, or grant)	na	21	28
Availability of specific courses	na		1
Location	na	28	24
Friends attending NAU	na	2	4
Family wanted me to go	na	1	4
Faculty are available to students	na	1	1
Cost of tuition and fees	na	9	8
Class size	na	6	8
Environmentally friendly reputation of NAU	na	na	3
NAU is the right size	na	7	1
NAU's reputation for good teaching	na	2	3
Not able to go to college of first choice	na	3	2
Recruitment efforts of NAU	na	2	13