

# **Sophomore Survey Report Spring 2002**



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*<http://www4.nau.edu/pair/BEN/report.htm>*

## **EXECUTIVE SUMMARY**

### **Northern Arizona University 2002 Sophomore Survey Report**

#### **Background & Method**

- This report summarizes the trial administration of a new Sophomore Survey that was created to address some new questions to be reported to ABOR on the 2003 UCAR, as well as to better understand the problem of sophomore retention.
- The survey was administered to selected classes with high percentages of sophomore students by professors who agreed to participate in the administration. 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.

#### **Key Findings**

- Almost all of the sophomore respondents (96%) rated their overall experience at NAU to this point as either “Good” or “Excellent.”
- For the most part, the level of satisfaction in the areas assessed was quite high, though there are two notable exceptions.
- The areas that respondents were most satisfied with included the challenge of the academic coursework, the quality of faculty instruction, and the campus environment.
- The areas that respondents were least satisfied with included academic advising and the ability to register for desired courses. These two areas fell well below the others assessed, with only 56% and 60% of the respondents indicating they were at least satisfied.
- Academic advising and course registration also had the highest discrepancies between respondents’ satisfaction and how important they believed the area to be. Most of the other areas that were high in importance also showed negative discrepancies.
- In all skill areas assessed, the majority of respondents believed they had been helped at least quite a bit in their development. The greatest perceptions of help were in the areas of critical thinking, working with others, understanding the relationship between people and the environment, and using technology. Lower areas included effective writing, oral communication, creative thinking, and quantitative analysis.

- Respondents with lower academic performance believed that they had been helped more in most of the skill areas, but that they were less successful at such tasks as performing academically, handling stress, and self-reliance.
- The most important factors that influenced respondents' decisions to attend NAU were the location/setting and the university environment.
- Just over 52% of respondents indicated that they definitely planned to complete their degrees at NAU, however 94% indicated that they definitely or probably planned to complete their degree at NAU.
- A comparison between respondents at different academic levels revealed that satisfaction with both the ability to register for desired courses (as well as reports of ability to get into classes on a later question) and current housing situation increases from freshmen through senior respondents. For the latter trend, there was a corresponding decrease in the percentage of respondents reporting they currently live in on-campus housing.
- Sophomore respondents believe that they have been helped to a greater extent in most of the skill areas than freshman respondents.

### **Future Administration**

- The survey construction and content appear to be solid, though future administration should target a larger and more focused group of second-year students, possibly with the use of a web-based survey that can be sent to selected students through electronic mail.

# Northern Arizona University Sophomore Survey Report

Spring 2002

## Introduction

- The Sophomore Survey is a new survey, which originated to address some new questions that are being asked by the Arizona Board of Regents (ABOR) on the next Undergraduate Consolidated Accountability Report (UCAR), as well as to address and attempt to understand the problem of second-year student retention.
- A further purpose of the Sophomore Survey is to integrate some key questions that are currently used with the Graduating Senior Survey, so that eventually it will be possible to track the opinions of students across their time at NAU. This goal could be advanced beyond this by implementing a survey of entering freshmen.
- The 2002 survey serves as a trial administration. This trial will allow us to assess the strengths and weaknesses of the survey, as well as the method of administration.
- The current report attempts to present the relevant information provided by the Sophomore Survey. The data from the survey will first be presented and summarized. A closer look will then be taken at the questions addressing satisfaction in certain areas, explaining how the satisfaction of the respondents relates to how important they feel each area is to their experience at NAU. Next, the effect of academic performance (high vs. low) on the opinions of the respondents on certain key questions will be examined. As there is some data from respondents at other academic levels (other than sophomore), responses on some questions will also be compared according to academic level. Finally, the strengths and weaknesses of the survey and data will be discussed, along with suggestions for future administrations.

## Method

- The 2002 Sophomore Survey was administered by selected professors to their students at the end of the class period on a day chosen by each professor. As there are no classes that are taken exclusively by sophomores (as UC 101 and capstone courses for freshmen and seniors respectively), classes were chosen that had high percentages of sophomore students using current semester enrollment data.
- Of the 25 professors who were contacted about administering the survey, 9 agreed to participate, and 8 eventually returned surveys completed by their students. The 7 different classes represented 5 of the colleges at NAU (See Figures 1 and 2).

Figure 1. Classes completing the Sophomore Survey (sophomore vs. overall).

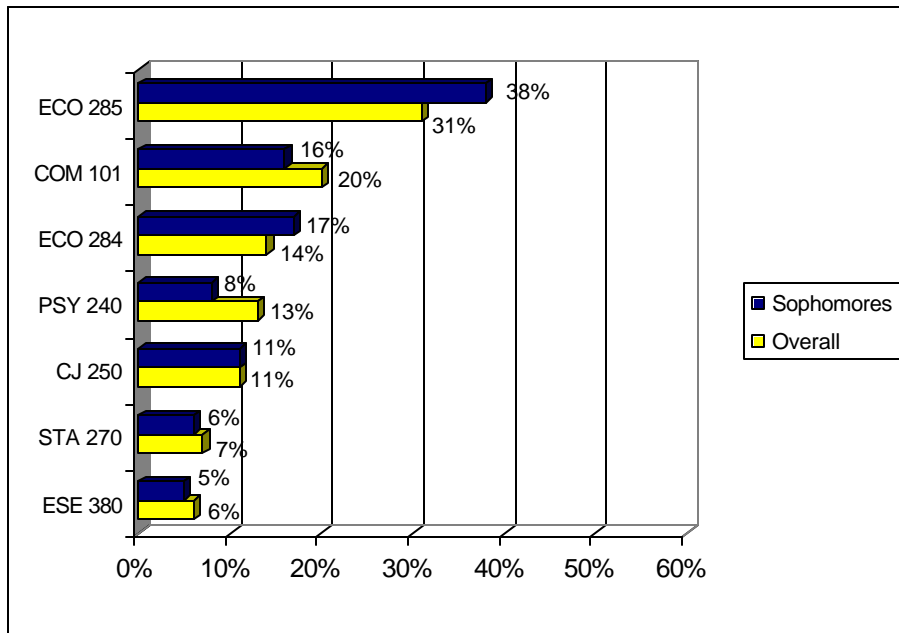
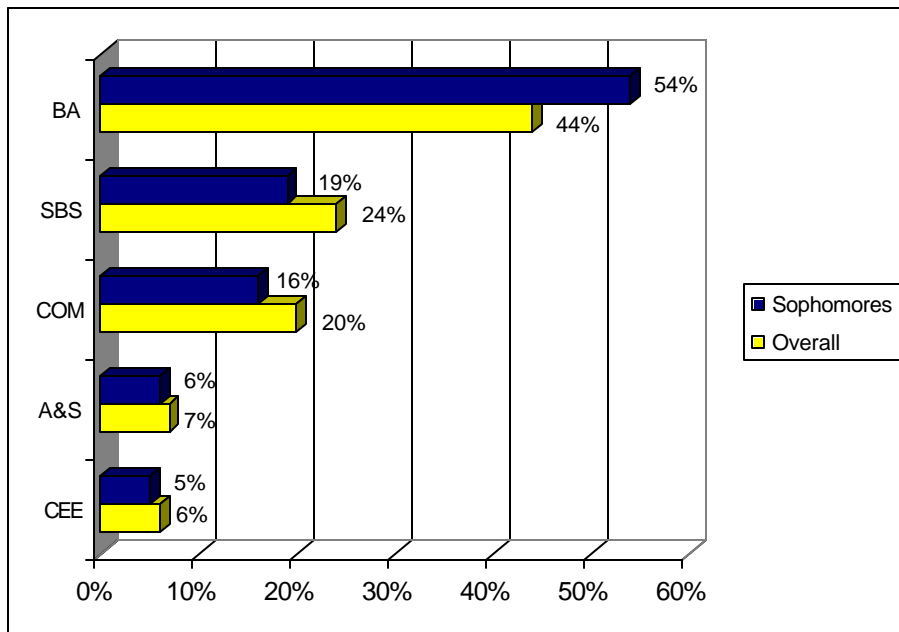


Figure 2. NAU colleges represented by classes completing the Sophomore Survey (sophomore vs. overall).



- A total of 426 completed surveys were returned. This total number included 182 sophomores (43%), as well as 92 freshmen (22%), 81 juniors (19%), 39 seniors (9%), 9 non-degree seeking (2%), and 23 (5%) who did not provide their NAU ID. Table 1 shows the demographic characteristics of the sample.

Table 1. Demographic characteristics by academic level for the Sophomore Survey sample compared to the overall population for Spring 2002.

	Freshmen		Sophomores		Juniors		Seniors	
	Survey	Overall*	Survey	Overall*	Survey	Overall*	Survey	Overall*
<b>Group Size</b>	92	2413	182	2642	81	3324	39	3953
<b>Percent of Total</b>	22%	20%	43%	21%	19%	27%	9%	32%
<b>Gender</b>								
<b>Female</b>	57%	57%	50%	58%	56%	60%	69%	59%
<b>Male</b>	44%	44%	50%	42%	44%	40%	31%	41%
<b>Ethnicity</b>								
<b>Black</b>	2%	3%	4%	2%	0%	2%	0%	2%
<b>Native American</b>	3%	6%	4%	6%	6%	8%	8%	9%
<b>Asian</b>	2%	3%	2%	2%	4%	2%	0%	2%
<b>Hispanic</b>	5%	9%	8%	9%	7%	11%	15%	10%
<b>White</b>	87%	79%	82%	81%	83%	77%	77%	76%
<b>Age</b>	19.4	19.4	20.2	21.2	22.1	24.4	24.4	25.9
<b>AZ Resident</b>	88%	85%	81%	86%	80%	86%	87%	85%
<b>FT Student</b>	95%	96%	99%	94%	98%	90%	97%	90%

- With a population of 2,642 sophomores during the 2002 Spring semester, the ideal sample size to reach an error rate of  $\pm 5\%$  would be 350-400. The present sample of 182 falls short of this ideal, with a corresponding error rate of  $\pm 7\%$ . Thus, caution should be used in drawing conclusions about the data reported below. This problem is magnified further when comparing the data between academic levels, as the sample size in each of the other groups is even smaller.
- The survey consisted of 47 multiple-choice and open-ended questions in a written format. Questions addressed satisfaction in key areas, development of certain essential skills, success in social areas, opinions about the university environment, activities engaged in, and various other opinions. See Appendix A for a list of the questions.
- For each question on the survey, the frequencies for each of the response choices were compiled and recorded as a percentage. For some questions, the mean response was also reported. In some cases where cross-tabulation analyses are used (i.e., the effect of academic performance on responses), the chi-square statistic was used to determine where the factor had the greatest effect. In most cases where this method is used, data are reported only when the relationship reached significance (thus, inferential statistics will not be reported in the body of the report).

## Summary of Responses on the Sophomore Survey

- The data reported below are for the sophomore respondents only (N = 182).

### *Key Areas of Satisfaction and Importance*

- Table 2 presents the data from the first 15 questions of the Sophomore Survey, which address satisfaction and importance in key areas of the student experience.

*Table 2.* Means and frequencies of responses for the key areas of satisfaction and importance.

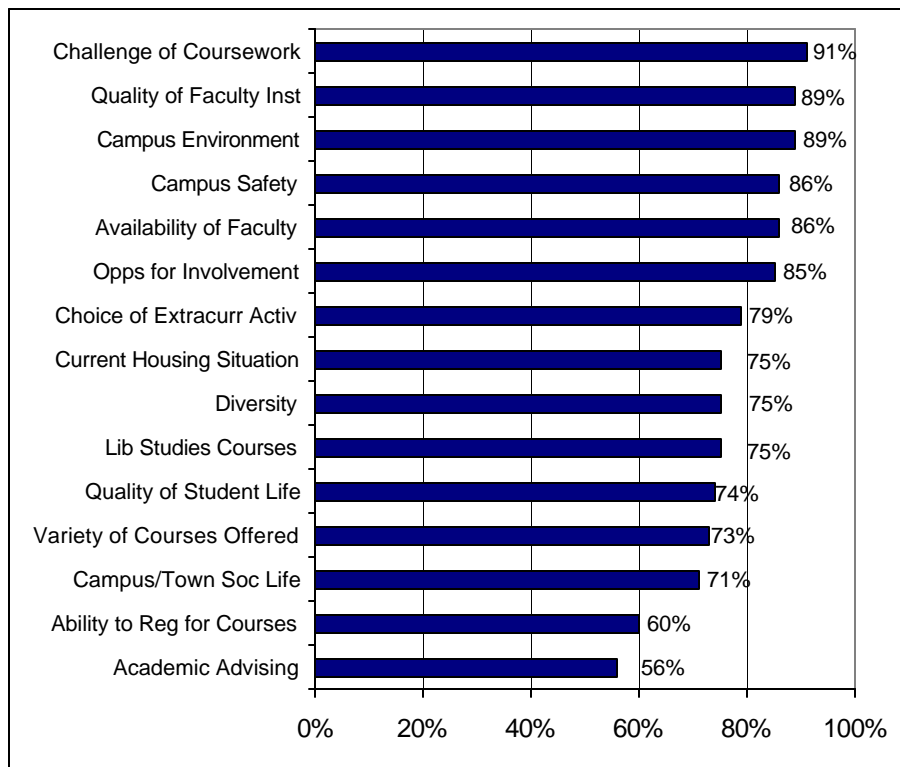
Area		Mean Score	VD* VU^	D U	S I	VS VI
Quality of Faculty Instruction	Satisfaction	3.03	1%	10%	73%	15%
	Importance	3.71	2%	1%	20%	77%
Academic Advising	Satisfaction	2.62	11%	33%	38%	18%
	Importance	3.58	2%	5%	26%	67%
Availability of Faculty	Satisfaction	3.14	2%	13%	55%	31%
	Importance	3.23	3%	10%	49%	38%
Challenge of Academic Coursework	Satisfaction	3.20	1%	8%	62%	30%
	Importance	3.24	2%	8%	54%	36%
Variety of Courses Offered	Satisfaction	2.97	3%	25%	46%	27%
	Importance	3.54	2%	4%	32%	62%
Ability to Register for Desired Courses	Satisfaction	2.62	16%	24%	42%	18%
	Importance	3.67	3%	2%	19%	76%
Liberal Studies Course Choices	Satisfaction	2.82	7%	18%	61%	14%
	Importance	2.94	6%	16%	57%	21%
Opportunities for Involvement	Satisfaction	3.09	3%	12%	58%	27%
	Importance	3.03	5%	20%	43%	33%
Choice of Extracurricular Activities	Satisfaction	3.06	5%	16%	46%	33%
	Importance	2.80	12%	22%	38%	27%
Campus/Town Social Life	Satisfaction	2.85	8%	22%	48%	22%
	Importance	3.17	6%	11%	43%	40%
Quality of Student Life	Satisfaction	2.91	5%	21%	52%	22%
	Importance	3.36	5%	6%	37%	52%
Diversity	Satisfaction	2.90	9%	16%	51%	24%
	Importance	3.08	8%	11%	46%	35%
Current Housing Situation	Satisfaction	3.01	11%	15%	38%	37%
	Importance	3.51	3%	3%	32%	62%
Campus Environment	Satisfaction	3.22	1%	10%	55%	34%
	Importance	3.41	3%	7%	37%	54%
Campus Safety	Satisfaction	3.22	4%	10%	47%	39%
	Importance	3.54	4%	4%	25%	67%

\* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

^ VU = Very Unimportant, U = Unimportant, I = Important, VI = Very Important

- The areas in which the respondents reported the highest levels of satisfaction included Challenge of Academic Coursework (91% “Satisfied” or “Very Satisfied”), Quality of Faculty Instruction (89%), Campus Environment (89%), Campus Safety (86%), Availability of Faculty (86%), and Opportunities for Involvement (85%).
- The areas in which the respondents reported the lowest levels of satisfaction included Academic Advising (56%) and Ability to Register for Desired Courses (60%).
- Figure 3 shows the satisfaction levels for all 15 areas assessed in the survey

*Figure 3.* Percentage of respondents indicating that they are “Satisfied” or “Very Satisfied” in each of the 15 key areas assessed.



### *Skill Development Areas*

- Questions included in the survey also addressed skill development and abilities. The 14 areas that were chosen included the “9 Essential Skills” of the Liberal Studies program at NAU (critical reading, effective writing, critical thinking, creative thinking, ethical reasoning, uses of technology, use of scientific inquiry, quantitative/spatial analysis, and oral communication, as well as the 3 themes of the undergraduate curriculum (developing a tolerance for diversity, understanding the impact of technology, and understanding the relationship between people and

their environment) and two additional important skills taken from the National Survey of Student Engagement (working effectively with others, and learning effectively on own).

- Table 3 presents the data from the 14 questions addressing skill development and abilities.

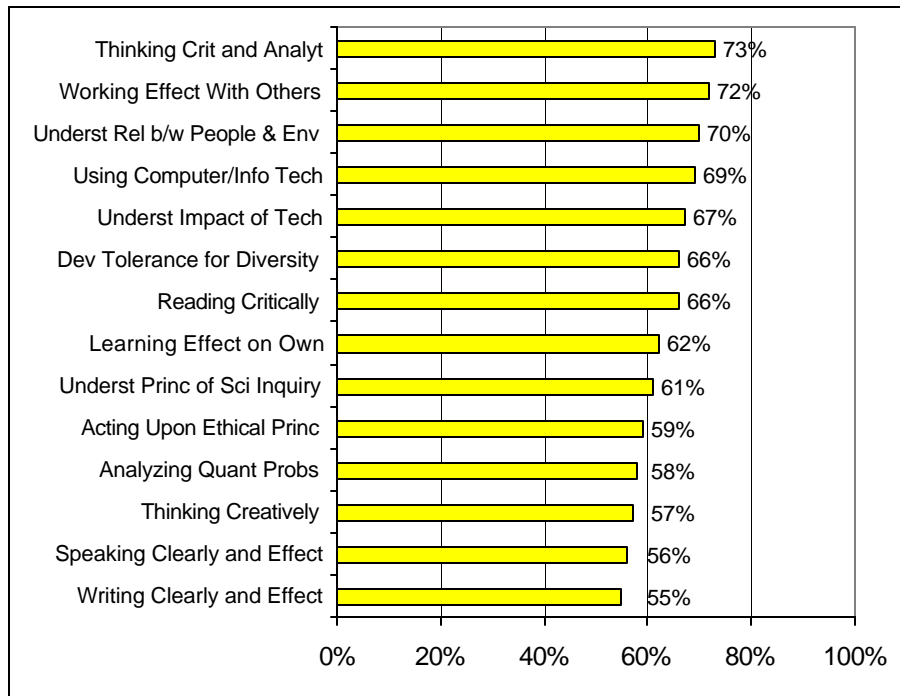
*Table 3.* Means and frequencies of responses for the skill development and abilities questions.

<b>Skill</b>		<b>Mean</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
		<b>Score</b>	<b>Very Little</b>	<b>Some</b>	<b>Quite a Bit</b>	<b>Very Much</b>
<b>Writing Clearly and Effectively</b>	<b>Ability</b>	3.14	1%	10%	63%	26%
	<b>Help</b>	2.65	8%	36%	37%	18%
<b>Speaking Clearly and Effectively</b>	<b>Ability</b>	3.13	1%	14%	55%	29%
	<b>Help</b>	2.59	12%	32%	41%	15%
<b>Thinking Critically and Analytically</b>	<b>Ability</b>	3.12	1%	11%	62%	25%
	<b>Help</b>	2.89	4%	23%	53%	20%
<b>Thinking Creatively</b>	<b>Ability</b>	3.19	1%	12%	54%	33%
	<b>Help</b>	2.63	12%	30%	39%	19%
<b>Reading Critically</b>	<b>Ability</b>	2.97	2%	19%	60%	19%
	<b>Help</b>	2.74	10%	24%	48%	18%
<b>Analyzing Quantitative Problems</b>	<b>Ability</b>	2.85	4%	25%	53%	18%
	<b>Help</b>	2.72	6%	35%	39%	20%
<b>Understanding Principles of Scientific Inquiry</b>	<b>Ability</b>	2.85	3%	28%	49%	20%
	<b>Help</b>	2.73	9%	30%	40%	21%
<b>Acting Upon Ethical Principles</b>	<b>Ability</b>	3.41	1%	7%	42%	50%
	<b>Help</b>	2.63	15%	26%	41%	18%
<b>Working Effectively With Others</b>	<b>Ability</b>	3.49	2%	4%	39%	56%
	<b>Help</b>	2.99	8%	20%	37%	35%
<b>Learning Effectively on Own</b>	<b>Ability</b>	3.32	2%	8%	44%	45%
	<b>Help</b>	2.69	17%	22%	37%	24%
<b>Using Computer and Information Technology</b>	<b>Ability</b>	3.25	1%	15%	43%	41%
	<b>Help</b>	2.92	11%	20%	34%	35%
<b>Developing a Tolerance for Divergent Views/Human Diversity</b>	<b>Ability</b>	3.43	3%	6%	37%	54%
	<b>Help</b>	2.82	10%	24%	41%	25%
<b>Understanding the Impact of Technology</b>	<b>Ability</b>	3.31	1%	6%	54%	39%
	<b>Help</b>	2.83	8%	25%	43%	25%
<b>Understanding the Relationship b/w People and Their Environment</b>	<b>Ability</b>	3.28	1%	11%	49%	40%
	<b>Help</b>	2.91	7%	24%	42%	28%

- The skills in which the respondents feel that NAU has facilitated their development the most include Thinking Critically and Analytically (73% “Quite a Bit” or “Very Much”), Working Effectively with Others (72%), Understanding the Relationship Between People and Their Environment (70%), and Using Computer and Information Technology (69%).

- The skills in which the respondents feel that NAU has not facilitated their development as much include Writing Clearly and Effectively (55%), Speaking Clearly and Effectively (56%), Thinking Creatively (57%), Analyzing Quantitative Problems (58%), and Acting Upon Ethical Principles (59%).
- Figure 4 shows the perceived development levels for the 14 skill areas assessed.

Figure 4. Percentage of respondents indicating that NAU has facilitated their development either “Quite a Bit” or “Very Much” in each of the skill areas assessed.



### *Personal/Social Tasks*

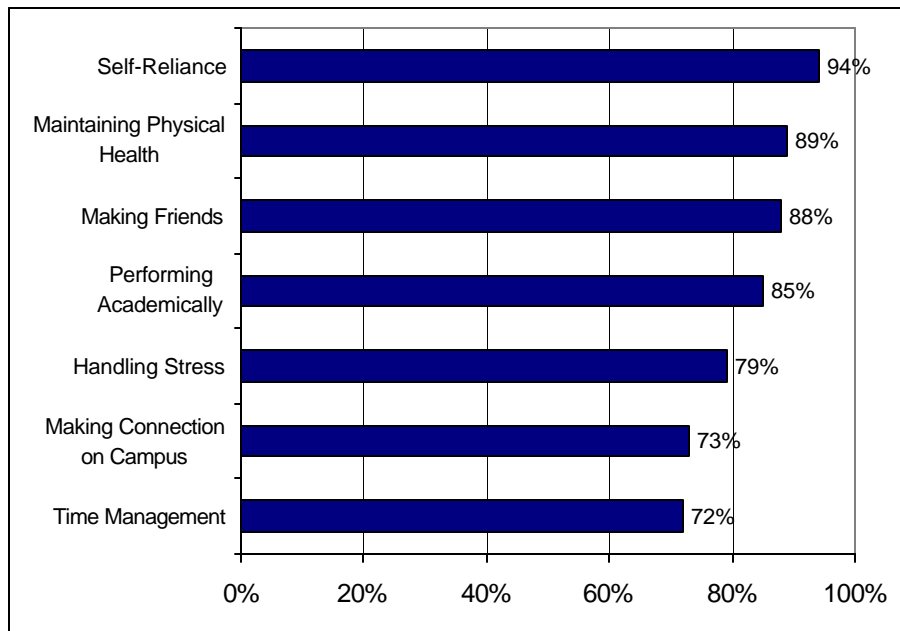
- Respondents were also asked to rate how successful they feel they have been in dealing with some personal/social tasks that confront college students. These factors include time management, handling stress, making friends, maintaining good physical health and fitness, performing academically, self-reliance, and making connections on campus.
- Table 4 presents data from the questions addressing personal/social tasks.

Table 4. Frequencies of responses for the personal/social task questions.

Area	Mean Score	Very Unsuccessful	Unsuccessful	Successful	Very Successful
Time Management	2.86	3%	25%	54%	18%
Handling Stress	3.07	3%	18%	48%	31%
Making Friends	3.29	2%	10%	46%	42%
Maintaining Physical Health	3.20	1%	10%	57%	32%
Performing Academically	3.06	1%	14%	63%	22%
Self-Reliance	3.38	0%	6%	50%	44%
Making Connection on Campus	2.94	2%	24%	50%	23%

- The personal/social tasks that sophomore students feel they have been most successful with include Self-Reliance (94% “Successful” or “Very Successful”), Maintaining Physical Health and Fitness (89%), and Making Friends (88%).
- The personal/social tasks that sophomore respondents felt they were less successful with include Time Management (72%), Making Connections on Campus (73%), and Handling Stress (79%).
- Figure 5 shows the perceive level of success with each of the personal/social tasks assessed.

Figure 5. Percentage of respondents indicating that they have been “Successful” or “Very Successful” with each of the personal/social tasks assessed.



*Support Services, Course Registration, Technology, and Outside the Classroom*

- Tables 5 and 6 present respondent opinions about various student support services and offices.

*Table 5.* Frequencies of responses to questions addressing student support services.

Support Area (Change)	Decreased	No Change	Increased	
Peer Mentoring	4%	90%	6%	
Academic Advising	15%	68%	18%	
Learning Assistance Center	2%	81%	18%	
On-Campus Housing Communities	16%	61%	23%	
Planned Social Activities	14%	69%	17%	
	<b>Least Imp</b>	<b>Unimp</b>	<b>Imp</b>	<b>Most Imp</b>
Importance of Continuing Support After First Year	3%	10%	69%	18%
	<b>Never</b>	<b>Sometimes</b>	<b>Most Times</b>	<b>Always</b>
Availability of Academic Advising	1%	27%	44%	27%

*Table 6.* Frequencies of responses to questions addressing opinions about administrative support offices.

Office	Used	VD*	D	S	VS
Financial Aid	63%	1%	5%	62%	33%
Registrar	94%	2%	7%	72%	19%
Bursar	91%	5%	3%	73%	19%

\* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

- There was no clear pattern of responses for how support has changed in the five areas assessed, though in all cases the majority felt that there had been no change. Most respondents (87%), however, felt that it was important to continue providing support services beyond the freshman year.
- In addition, 71% of the respondents believed that academic advising has been available to them when they have needed it.
- Table 7 shows the classes that respondents reported having the most trouble getting into.

Table 7. Courses that respondents indicated they were “unable to get into.”

Unable to Get Into...	
<b>Desired Courses in General</b>	57%
<b>UC 101</b>	2%
<b>ENG 105</b>	7%
<b>MAT 110</b>	3%
<b>MAT 114</b>	2%
<b>MAT 125</b>	1%
<b>REL 150</b>	3%
<b>BIO 100</b>	1%
<b>CHM 151</b>	1%
<b>PHY 111</b>	1%
<b>PSY 101</b>	2%
<b>SOC 101</b>	2%
<b>Other</b>	31%

- While 57% of respondents indicated that they have been unable to get into some desired classes during their time at NAU, the most frequent single class cited was ENG 105 (7%).
- For respondents who indicated “Other,” the most frequent courses that were mentioned included SC 111, ART courses, and lower-level COM courses.
- Table 8 presents data for the questions addressing technology at NAU.

Table 8. Frequencies of responses for questions addressing technology on campus.

	0	1	2	3	4
<b># Pieces in Electronic Portfolio</b>	57%	11%	11%	4%	5%
	<b>Taken</b>	<b>VD*</b>	<b>D</b>	<b>S</b>	<b>VS</b>
<b>Web Courses</b>	13%	13%	13%	48%	26%
<b>Interactive TV Courses</b>	31%	4%	12%	63%	21%
		<b>LS^</b>	<b>U</b>	<b>S</b>	<b>MS</b>
<b>Success of NAU in Integrating Technology in Learning Process</b>		1%	13%	81%	5%

\* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

^ LS = Least Successful, U = Unsuccessful, S = Successful, MS = Most Successful

- More than half (57%) of the sophomore respondents indicate that they have not added any pieces from their Liberal Studies courses to their electronic portfolios (outside of UC 101).
- More students report taking Interactive TV courses (31%) than Web courses (13%), and the satisfaction with the Interactive TV courses is higher (84% vs. 74%).

- 86% of respondents believe that NAU has successfully integrated technology into the learning process.
- Table 9 presents data for questions addressing activities outside of class.

*Table 9.* Response data for activities participated in outside of class.

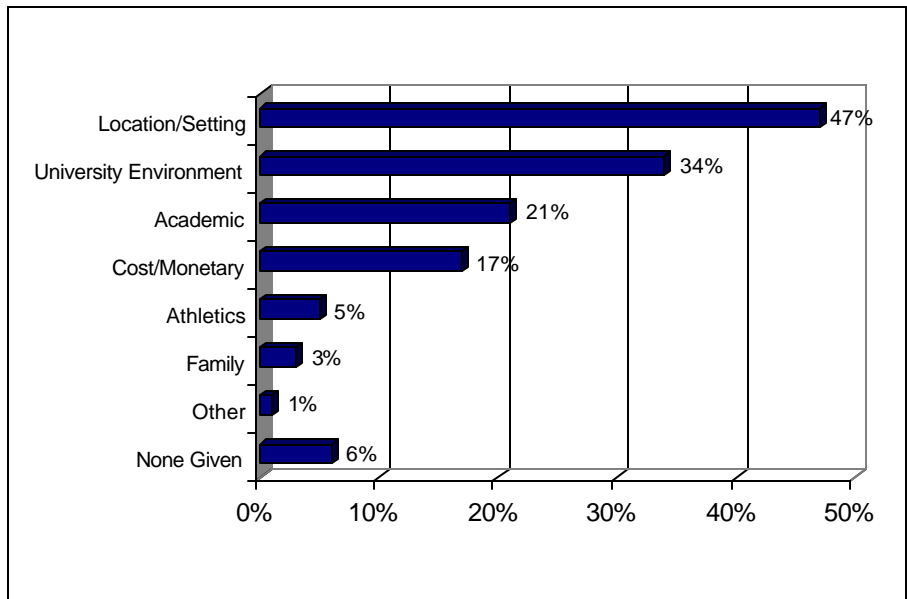
<b>Activity</b>	<b>Percent</b>	<b>Mean Hrs</b>
<b>Extracurricular</b>	54%	9.27
<b>On-Campus Work</b>	21%	16.54
<b>Off-Campus Work</b>	40%	22.19
<b>Discussed Coursework with Faculty</b>		
<b>Outside of Class at Least a Few Times</b>	87%	

- More than half (54%) of the respondents report that they participate in some kind of extracurricular activity (i.e., clubs, organizations, Greek life, athletics, student government) at an average of about 9 hours per week, while 61% work either on-campus (21%) or off-campus (40%). Those that work off-campus tend to work more hours (22 vs. 17).
- 87% of respondents indicate that they discuss coursework with faculty outside of class at least a few times per semester, including 23% who state they do this every few weeks and 7% once a week.

*Factors Influencing Decision to Attend NAU*

- Respondents were asked to indicate the most important factor(s) that made them decide to attend NAU in the first place. This was an open-ended question, and responses were coded into 7 main categories: location/setting, university environment (i.e., the campus, classes, people, attitude, support, etc.), academic (i.e., majors or courses offered, challenge, reputation, etc.), cost/monetary (i.e., scholarships, in-state tuition, waivers, etc.), family, athletics (i.e., participation in intercollegiate athletics), and other (responses that did not fit into any of the six previous categories). Figure 6 summarizes these responses.

Figure 6. Percentage of respondents indicating the following categories influenced their decision to attend NAU.



NOTE: Percentages do not add up to 100%, as some respondents indicated more than one factor.

- The most common responses that were given for the reason for coming to NAU fell into the categories of Location/Setting (47%) and University Environment (34%).

*Overall Opinion Questions*

- The survey also contained some questions that asked respondents to report some overall opinions about their time at NAU. Table 10 summarizes these responses.

Table 10. Frequencies of responses for questions addressing overall opinions of NAU.

	Def No	Prob No	Prob Yes	Def Yes
<b>Plan to Complete Degree at NAU</b>	2%	4%	42%	52%
<b>Would Choose NAU Again</b>	1%	15%	46%	38%
	<b>Very Poor</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>
<b>Overall Experience Rating</b>	0%	4%	71%	25%

- 96% of the respondents rated their overall experience at NAU to this point as either “Good” or “Excellent,” with the vast majority (71%) indicating a rating of “Good.”
- Only 52% of the respondents feel that they are “Definitely” going to complete their degree at NAU, with an additional 42% indicating the “Probably” will.

- 84% of respondents stated they would “Probably” or “Definitely” choose to attend NAU if they could start over.

#### *Open-Ended Comments*

- Respondents were given a chance at the end of the survey to provide any comments, criticisms, and/or praise about the university or their experience. 47 respondents (26%) provided comments. See Appendix B for a list of these comments, along with other comments from freshman, junior, and senior respondents.

#### **Performance Gap Between Importance and Satisfaction for Key Areas Assessed**

- In order to take a closer look at the responses to the questions regarding key areas of satisfaction and importance that are reported above, the responses for importance were compared to the responses for satisfaction in each area, and a new variable entitled “Performance Gap” was created. Additionally, satisfaction in each area was examined for those respondents indicating the area was “Very Important,” and this was compared to the overall response rates for each area.

#### *Performance Gap*

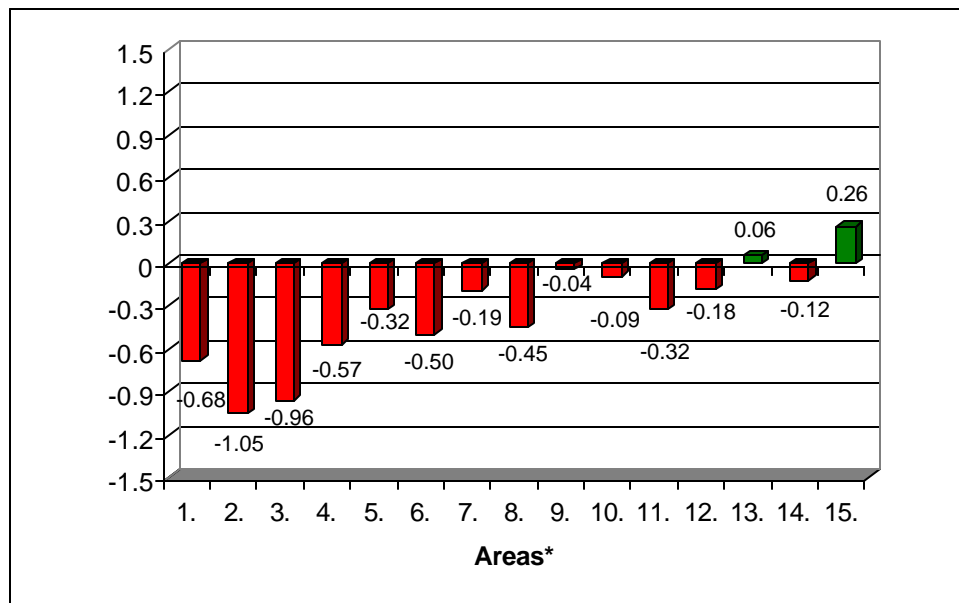
- Performance Gap was calculated for each of the 15 key areas of satisfaction and importance by subtracting importance from satisfaction. Table 11 shows Performance Gap in mean form, while Table 12 shows it in percentage form (percent of respondents indicating “Satisfied” or “Very Satisfied,” and “Important” or “Very Important”). In each case, the areas are listed in order from highest importance to lowest importance (as reported by the survey respondents). In addition, Figures 7 and 8 illustrate the Performance Gap data from each of the tables.

Table 11. Performance Gap (Mean) for each of the key areas of satisfaction and importance that were assessed.

Area	Importance*	Satisfaction*	Performance Gap
1. Quality of Faculty Instruction	3.71	3.03	0.68
2. Ability to Register for Desired Courses	3.67	2.62	1.05
3. Academic Advising	3.58	2.62	0.96
4. Variety of Courses Offered	3.54	2.97	0.57
5. Campus Safety	3.54	3.22	0.32
6. Current Housing Situation	3.51	3.01	0.50
7. Campus Environment	3.41	3.22	0.19
8. Quality of Student Life	3.36	2.91	0.45
9. Challenge of Academic Coursework	3.24	3.20	0.04
10. Availability of Faculty	3.23	3.14	0.09
11. Campus/Town Social Life	3.17	2.85	0.32
12. Diversity	3.08	2.90	0.18
13. Opportunities for Involvement	3.03	3.09	0.06
14. Liberal Studies Courses	2.94	2.82	0.12
15. Choice of Extracurricular Activities	2.80	3.06	0.26

\* Based on a scale of 1 (Very Unimportant/Very Dissatisfied) to 4 (Very Important/Very Satisfied).

Figure 7. Performance Gap (Mean) for each of the key areas of satisfaction and importance that were assessed.



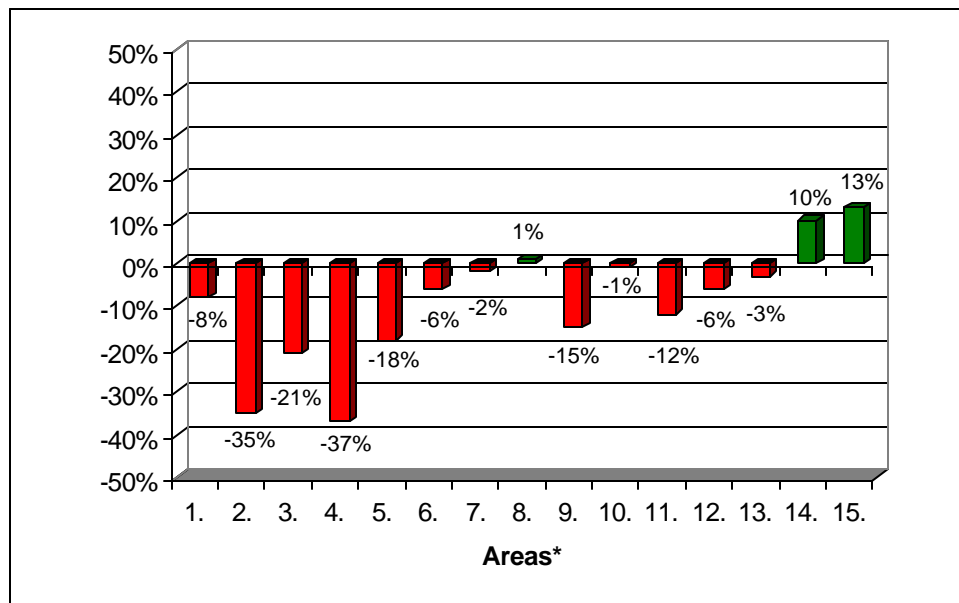
\* Refer to Table 11 for the area names that correspond to the numbers in the figure.

Table 12. Performance Gap (%) for each of the key areas of satisfaction and importance that were assessed.

Area	Importance*	Satisfaction*	Performance Gap
1. Quality of Faculty Instruction	97%	89%	8%
2. Ability to Register for Desired Courses	95%	60%	35%
3. Variety of Courses Offered	94%	73%	21%
4. Academic Advising	93%	56%	37%
5. Current Housing Situation	93%	75%	18%
6. Campus Safety	92%	86%	6%
7. Campus Environment	91%	89%	2%
8. Challenge of Academic Coursework	90%	91%	1%
9. Quality of Student Life	89%	74%	15%
10. Availability of Faculty	87%	86%	1%
11. Campus/Town Social Life	83%	71%	12%
12. Diversity	81%	75%	6%
13. Liberal Studies Courses	78%	75%	3%
14. Opportunities for Involvement	75%	85%	10%
15. Choice of Extracurricular Activities	66%	79%	13%

\* Percent of respondents indicating “Important/Satisfied” or “Very Important/Very Satisfied.”

Figure 8. Performance Gap (%) for each of the key areas of satisfaction and importance that were assessed.



\* Refer to Table 12 for the area names that correspond to the numbers in the figure.

- It is clearly seen from the tables and figures above that many of the areas that are seen by respondents as the most important to their experience also have the greatest discrepancies between satisfaction and importance.
- Regardless of the method of presentation (mean or percentage), the areas with the largest Performance Gap are Ability to Register for Desired Courses (-1.05/-35%) and Academic Advising (-0.96/-37%). Other areas showing moderately high Performance Gaps include Variety of Courses Offered (-0.57/-21%), Current Housing Situation (-0.50/-18%), and Quality of Student Life (-0.45/-15%).
- Two areas that had positive Performance Gaps were Opportunities for Involvement (+0.06/+10%) and Choice of Extracurricular Activities (+0.26/+13%). These areas, however, were not rated as important as most of the other areas.

*Satisfaction at the Highest Level of Importance*

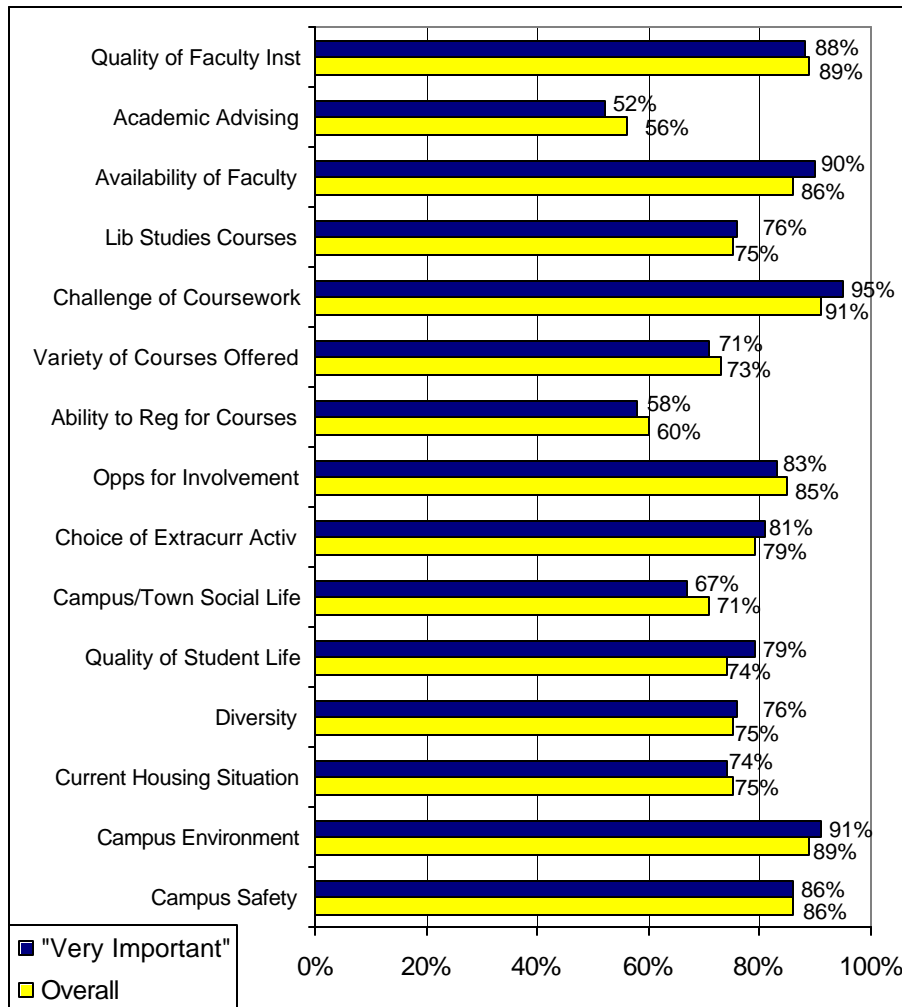
- The effect of importance was also examined by looking at the satisfaction of those respondents who rated the areas as “Very Important” compared to the satisfaction of all respondents. Table 13 presents the data in both mean and percentage form for each of the above groups, and Figure 9 illustrates the comparison of satisfaction frequencies.

*Table 13.* Satisfaction in key areas of the university experience: Frequencies and means for respondents rating the area as “Very Important” and for all respondents.

Area	"Very Important"		Overall	
	Mean	Satisfied*	Mean	Satisfied*
Quality of Faculty Instruction	3.03	88%	3.03	89%
Academic Advising	2.62	52%	2.62	56%
Availability of Faculty	3.43	90%	3.14	86%
Challenge of Academic Coursework	3.49	95%	3.20	91%
Variety of Courses Offered	2.98	71%	2.97	73%
Ability to Register for Desired Courses	2.60	58%	2.62	60%
Liberal Studies Course Choices	2.97	76%	2.82	75%
Opportunities for Involvement	3.23	83%	3.09	85%
Choice of Extracurricular Activities	3.38	81%	3.06	79%
Campus/Town Social Life	2.89	67%	2.85	71%
Quality of Student Life	3.08	79%	2.91	74%
Diversity	3.06	76%	2.90	75%
Current Housing Situation	3.07	74%	3.01	75%
Campus Environment	3.36	91%	3.22	89%
Campus Safety	3.27	86%	3.22	86%

\* Percent of respondents indicating they are either “Satisfied” or “Very Satisfied.”

Figure 9. Satisfaction in key areas of the university experience: Frequencies for respondents rating the area as “Very Important” vs. all respondents.



- No clear pattern emerged when comparing the responses of those who felt an area was “Very Important” to the overall response rates.
- Satisfaction was higher than overall for respondents rating the areas of Availability of Faculty (90% vs. 86%), Challenge of Academic Coursework (95% vs. 91%), and Quality of Student Life (79% vs. 74%) as being “Very Important.”
- On the other hand, satisfaction was lower than overall for respondents rating the areas of Academic Advising (52% vs. 56%), Ability to Register for Desired Courses (58% vs. 60%), and Campus/Town Social Life (67% vs. 71%).

## The Effect of Academic Performance on Skill and Personal/Social Task Perceptions

- It was hypothesized that level of academic performance would have an effect on perceptions of skill development and success in certain personal/social tasks that were assessed on the survey.
- To test this, the respondents were divided into two groups according to whether their GPA was above or below the median (which was 3.0 for the sample). Cross-tabulation analyses were then used to compare the responses of the two groups for each of the skill development and personal/social task areas.

### *Skill Development Areas*

- Academic performance level had a significant effect on perceptions of development in 8 of the 14 skill areas: Writing Clearly and Effectively, Speaking Clearly and Effectively, Reading Critically, Acting Upon Ethical Principles, Working Effectively with Others, Learning Effectively on Own, Using Computer and Information Technology, and Understanding the Impact of Technology.
- Figures 10-17 show the extent to which respondents with GPAs above and below the median believed that NAU has facilitated their development in the 8 skill areas mentioned above.

*Figure 10.* The effect of academic performance on perceptions of help with Writing Clearly and Effectively.

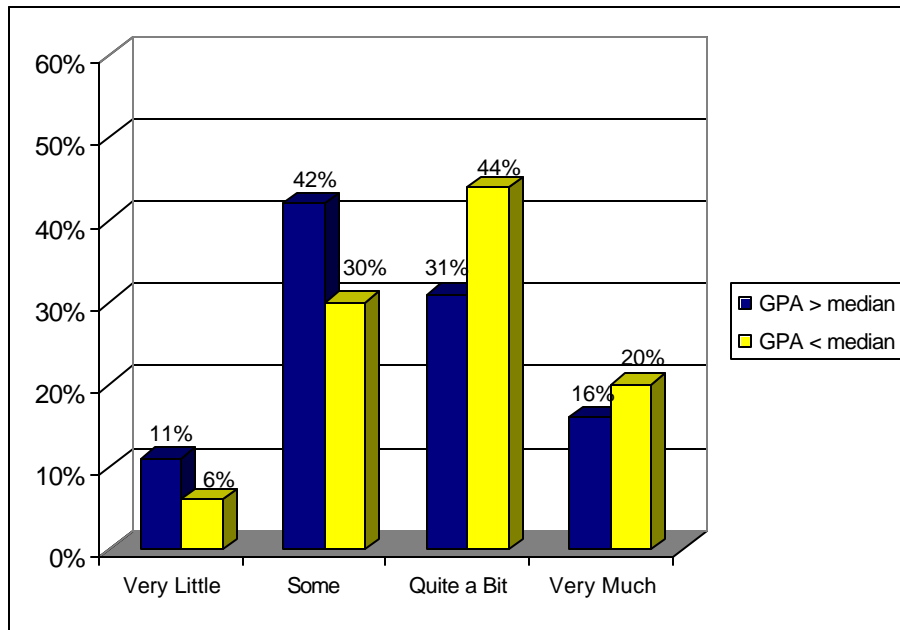


Figure 11. The effect of academic performance on perceptions of help with Speaking Clearly and Effectively.

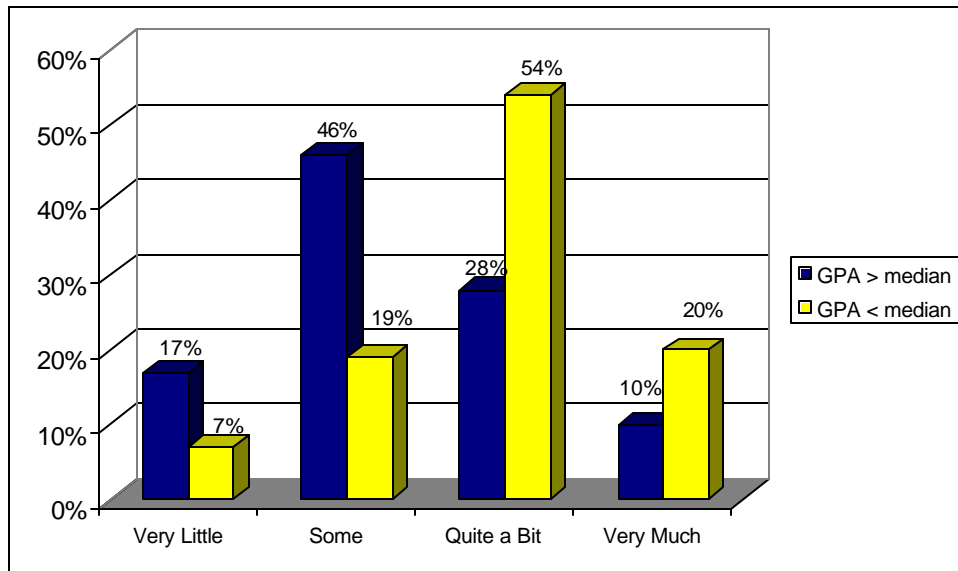


Figure 12. The effect of academic performance on perceptions of help with Reading Critically.

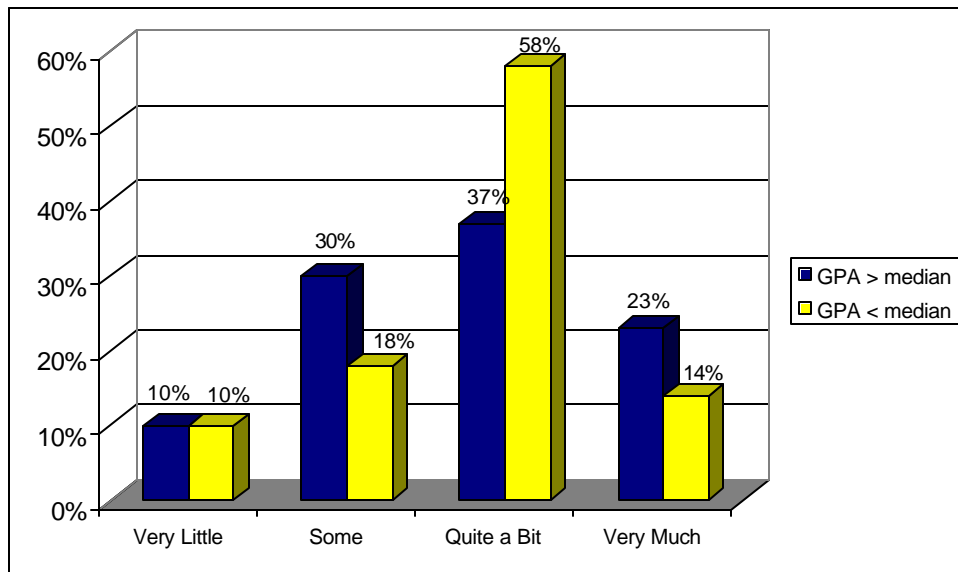


Figure 13. The effect of academic performance on perceptions of help with Acting Upon Ethical Principles.

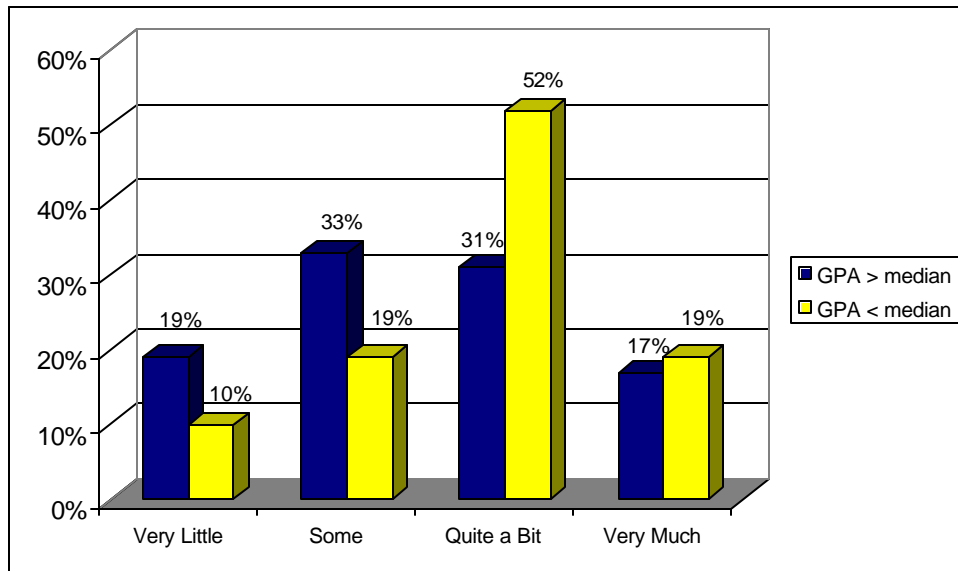


Figure 14. The effect of academic performance on perceptions of help with Working Effectively with Others.

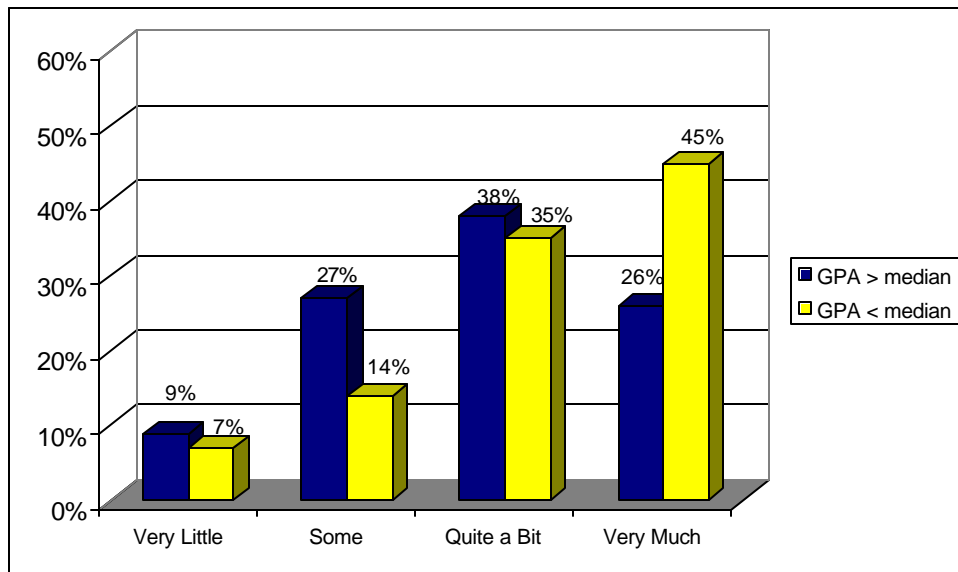


Figure 15. The effect of academic performance on perceptions of help with Learning Effectively on Own.

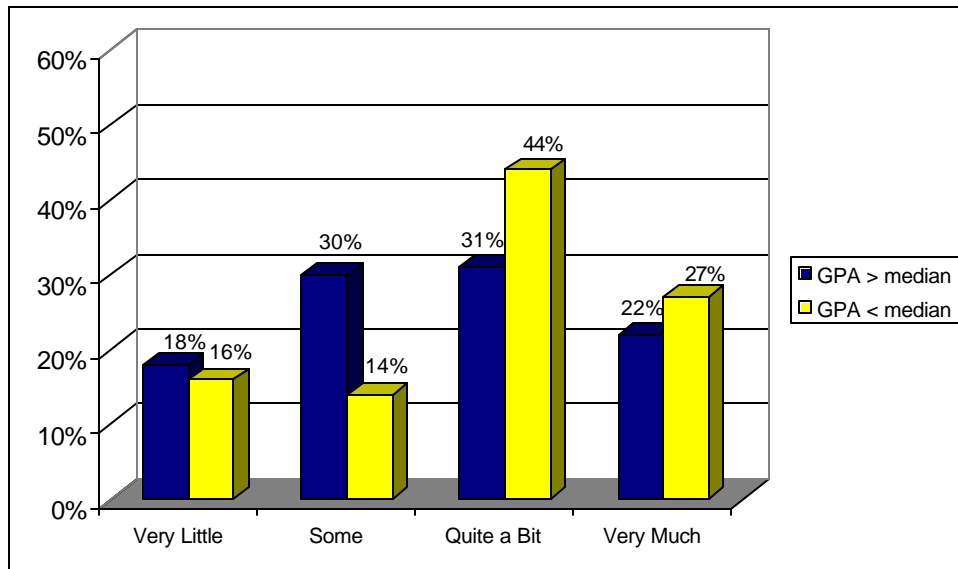


Figure 16. The effect of academic performance on perceptions of help with Using Computer and Information Technology.

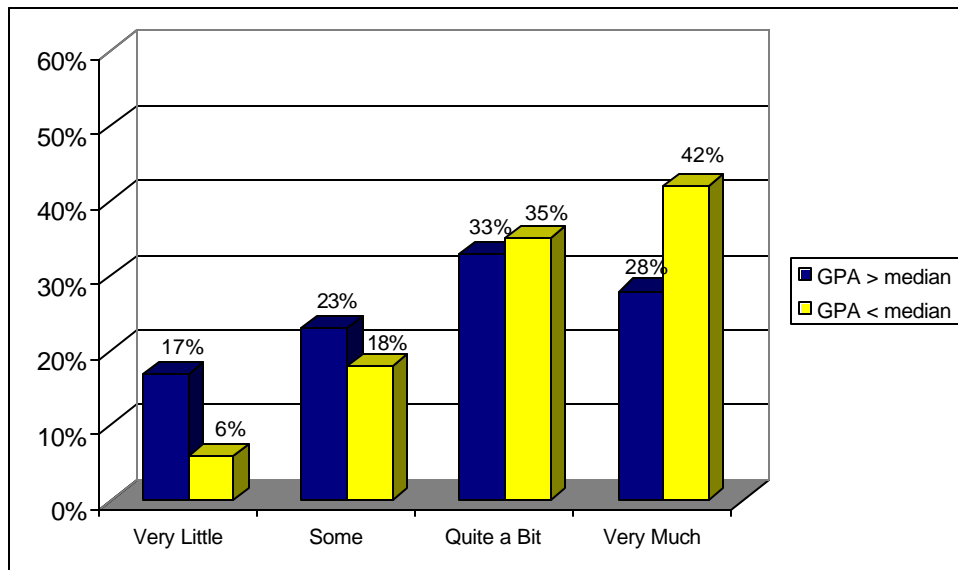
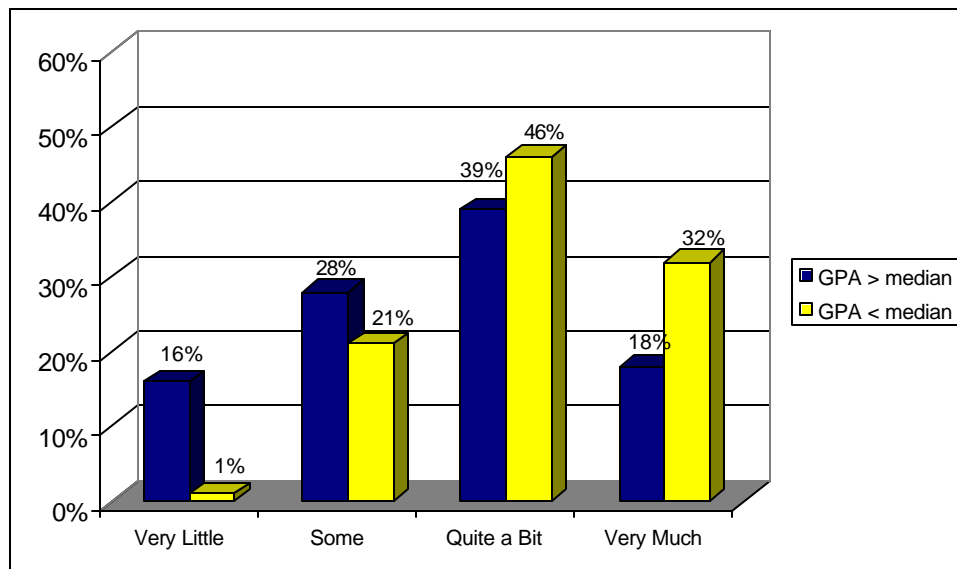


Figure 17. The effect of academic performance on perceptions of help with Understanding the Impact of Technology.



- It is apparent that in most of the areas assessed, respondents with lower GPAs feel that NAU has helped them more in their development of important skills.
- This relationship holds for Writing Clearly and Effectively (64% vs. 47% indicating “Quite a Bit” or “Very Much”), Speaking Clearly and Effectively (74% vs. 38%), Reading Critically (72% vs. 60%), Acting Upon Ethical Principles (71% vs. 48%), Working Effectively with Others (80% vs. 64%), Learning Effectively on Own (71% vs. 53%), Using Computer and Information Technology (77% vs. 61%), and Understanding the Impact of Technology (78% vs. 57%).
- In addition, there were no significant differences in perceived ability between the two groups in any of the 14 skill areas.

#### Personal/Social Tasks

- Academic performance level had a significant effect on perceptions of success on 3 of the 7 personal/social tasks that were assessed: Handling Stress, Performing Academically, and Self-Reliance.
- Figures 18-20 show the extent to which respondents with GPAs above and below the median believed they have been successful on the 3 tasks mentioned above.

Figure 18. The effect of academic performance on perceived success with Handling Stress.

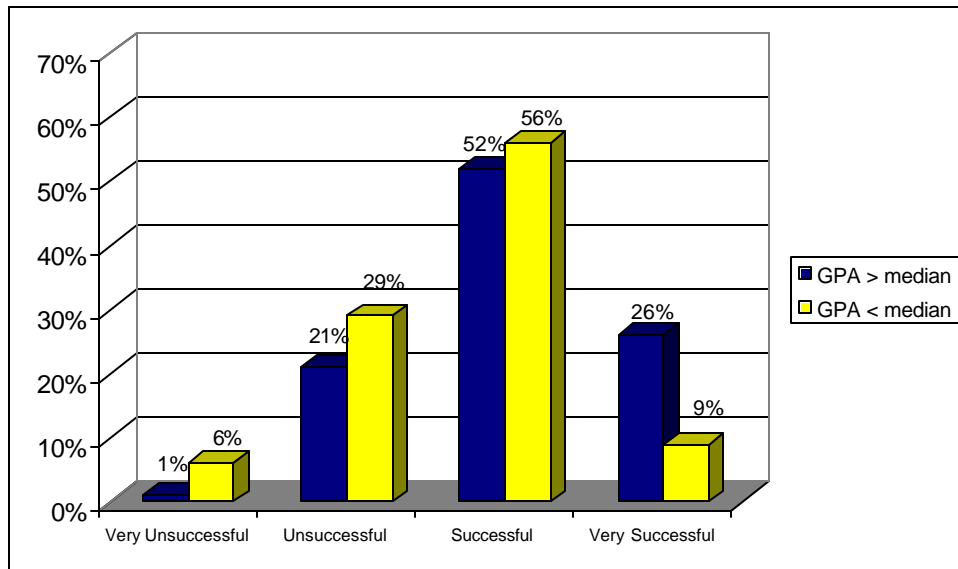


Figure 19. The effect of academic performance on perceived success with Performing Academically.

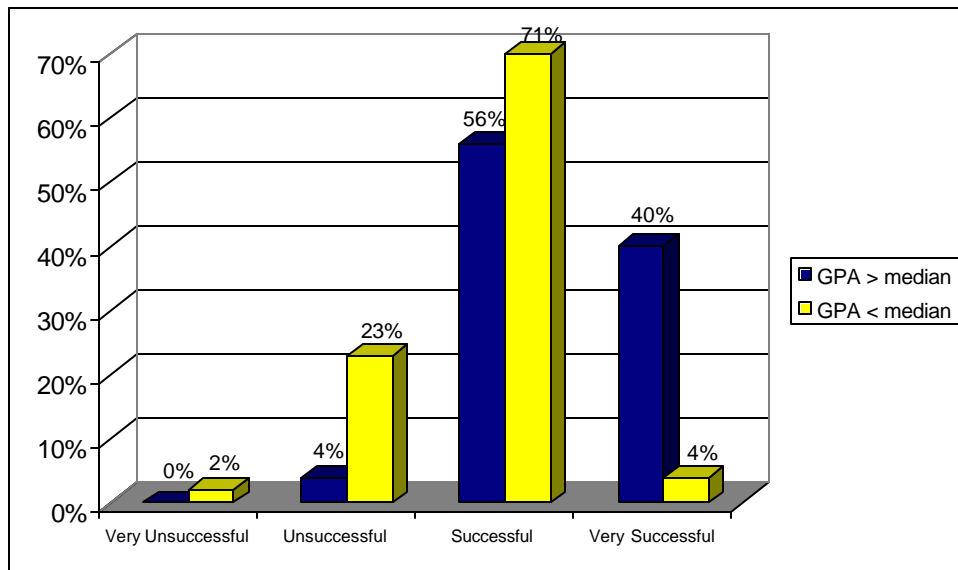
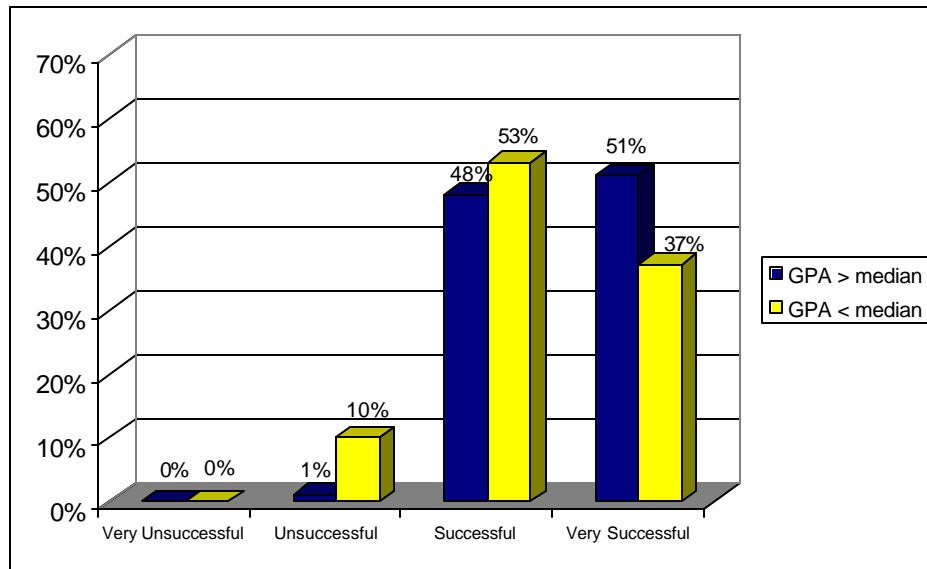


Figure 20. The effect of academic performance on perceived success with Self-Reliance.



- The above figures show that the respondents with lower GPAs are more likely to report having trouble with the personal/social tasks of Handling Stress (35% vs. 22% indicating “Unsuccessful” or “Very Unsuccessful”) and Self-Reliance (10% vs. 1%). In addition (and quite obviously), they also report having more trouble with Performing Academically (25% vs. 4%).

### Academic Year Comparison

- In addition to the sophomore respondents to the survey, the nature of the administration method meant that there were also some respondents from other academic levels. Table 1 above provides data for respondents in the other three academic levels as well as sophomore respondents.
- Although the number of respondents in the other three academic years is rather low compared to the sample size of sophomore respondents, the four academic years were compared on selected factors (satisfaction and skill development areas). Because of the small sample size in the freshman, junior, and (especially) senior years, caution should be used when interpreting the following data.
- Table 14 presents the data from the key areas of satisfaction across the four different academic years.

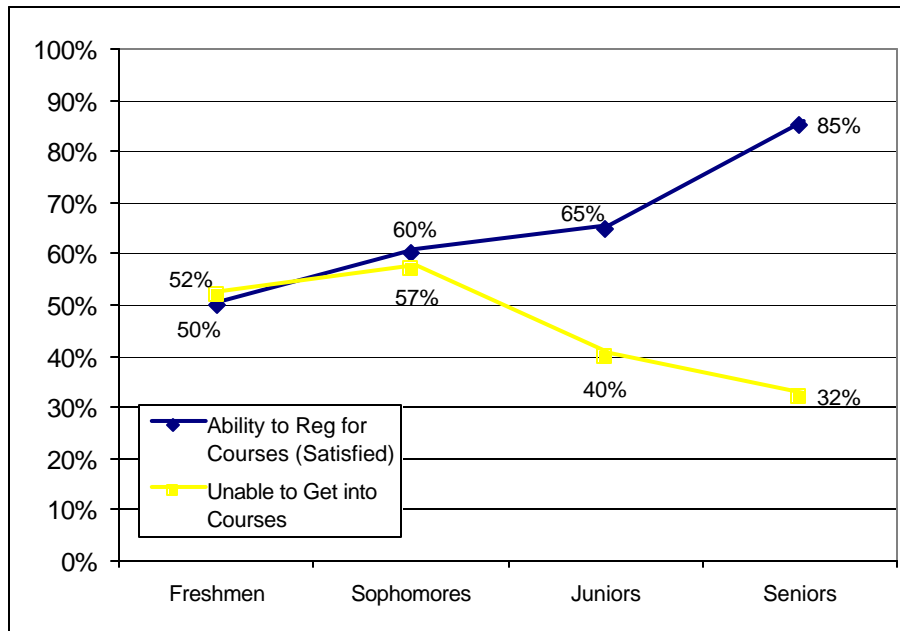
Table 14. Satisfaction in key areas of the university experience by academic level.

Area	Freshmen		Sophomores		Juniors		Seniors	
	Mean	Satisfied*	Mean	Satisfied*	Mean	Satisfied*	Mean	Satisfied*
Quality of Faculty Instruction	3.15	92%	3.03	89%	3.05	88%	3.03	92%
Academic Advising	2.70	62%	2.62	56%	2.70	59%	2.54	51%
Availability of Faculty	3.28	89%	3.14	86%	3.14	86%	3.26	98%
Challenge of Coursework	3.14	89%	3.20	91%	3.23	93%	3.28	92%
Variety of Courses Offered	3.09	75%	2.97	73%	3.03	78%	3.03	80%
Ability to Register for Courses	2.57	50%	2.62	60%	2.88	65%	3.13	85%
Liberal Studies Course Choices	2.73	68%	2.82	75%	2.99	86%	2.95	76%
Opportunities for Involvement	3.10	82%	3.09	85%	3.06	87%	3.08	80%
Choice of Extracurr Activities	3.02	78%	3.06	79%	2.99	77%	3.26	84%
Campus/Town Social Life	2.91	75%	2.85	71%	2.85	71%	3.05	81%
Quality of Student Life	3.03	86%	2.91	74%	2.99	83%	3.14	89%
Diversity	3.02	80%	2.90	75%	2.90	76%	2.87	79%
Current Housing Situation	2.90	73%	3.01	75%	3.09	79%	3.39	92%
Campus Environment	3.29	91%	3.22	89%	3.11	88%	3.31	92%
Campus Safety	3.41	92%	3.22	86%	3.09	79%	3.23	95%

\* Respondents indicating they are “Satisfied” or “Very Satisfied.”

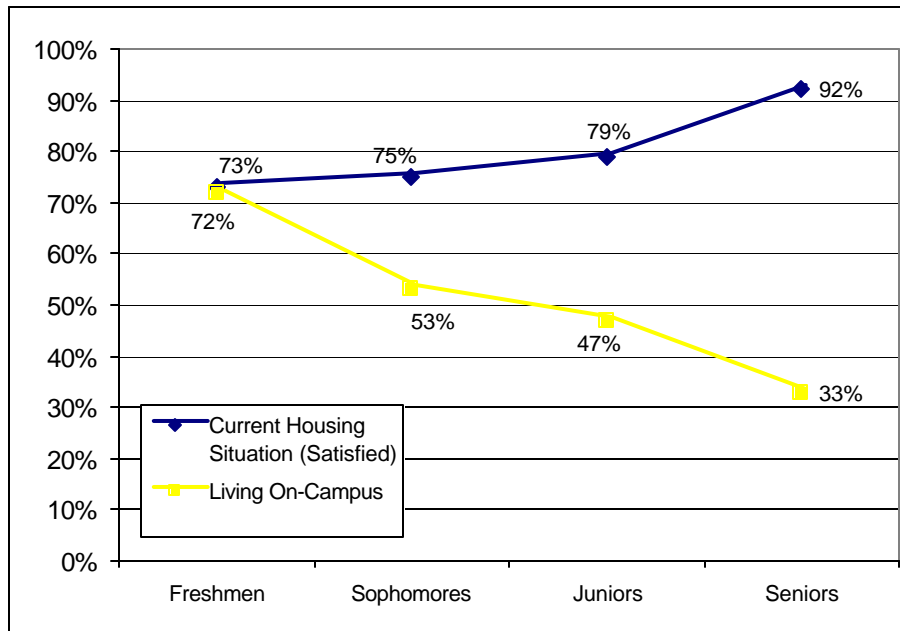
- No clear patterns emerge when looking at the satisfaction areas by academic level. There does, however, appear to be increases in satisfaction with the Ability to Register for Desired Courses and Current Housing Situation.
- Looking closer at the increase in satisfaction with the Ability to Register for Desired Courses, this can be compared to the responses to a later question addressing whether or not the respondents were unable to get into desired courses. Figure 21 shows that the responses to the latter question support the trend of increased satisfaction found in this area.

Figure 21. Satisfaction with the Ability to Register for Desired Courses compared to reports of inability to get into desired courses for the four academic levels.



- Two different explanations can be raised for the above relationship: 1) It gets easier for students to get into classes as they progress from freshman to senior year at NAU, or 2) It has recently become harder for students to get into desired courses.
- Looking closer at the increase in satisfaction with Current Housing Situation over the four academic years, Figure 22 shows how this trend is qualified by a decrease in the percentage of students living on-campus between the freshman and senior years.

Figure 22. Satisfaction with Current Housing Situation compared to the percentage of respondents living on-campus for the four academic levels.



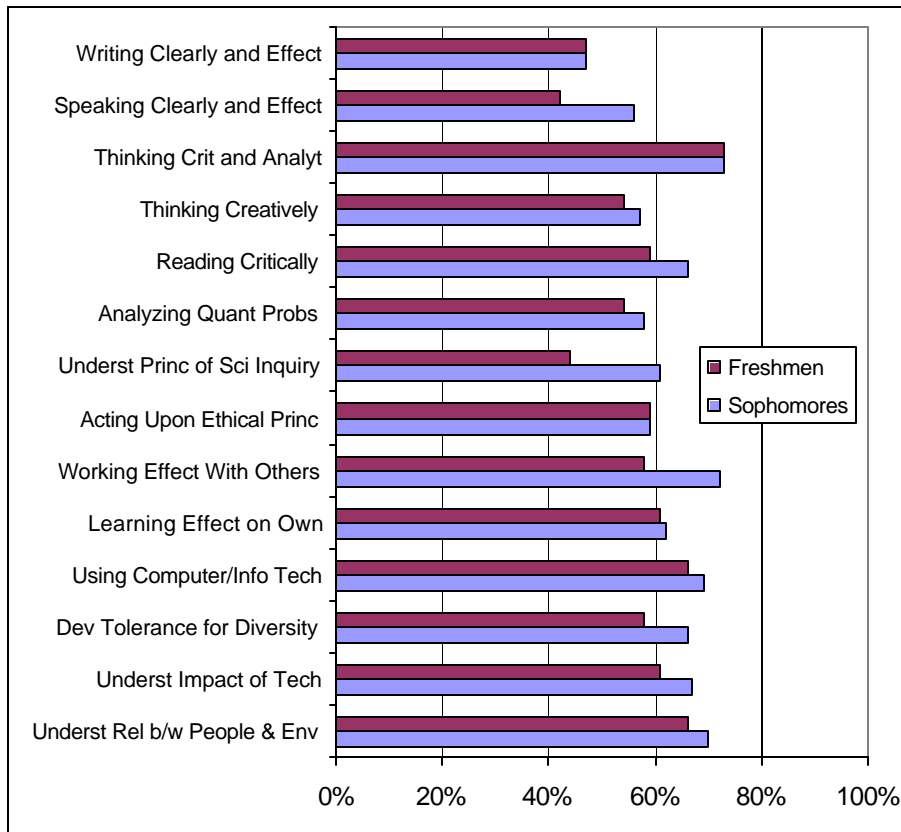
- Thus, it may be that respondents' satisfaction with their current housing situation gets higher as they find the on- or off-campus housing options that they prefer.
- Table 15 presents the data for the skill development areas across the four academic years.
- Figure 23 shows a comparison between freshmen and sophomore respondents on the extent to which they feel their development in the 14 skill areas has been facilitated by their NAU experience.

Table 15. Perceptions of skill development in the 14 areas assessed by academic level.

Skill	Freshmen		Sophomores		Juniors		Seniors	
	Mean	Helped*	Mean	Helped*	Mean	Helped*	Mean	Helped*
Writing Clearly and Effect	2.43	47%	2.65	47%	2.65	60%	2.85	69%
Speaking Clearly and Effect	2.25	42%	2.59	56%	2.54	51%	2.77	67%
Thinking Critically and Analyt	2.88	73%	2.89	73%	2.91	71%	2.90	69%
Thinking Creatively	2.52	54%	2.63	57%	2.61	56%	2.76	71%
Reading Critically	2.60	59%	2.74	66%	2.60	56%	2.85	72%
Analyzing Quant Probs	2.47	54%	2.72	58%	2.61	57%	2.63	60%
Underst Principles of Sci Inq	2.40	44%	2.73	61%	2.63	60%	3.00	71%
Acting Upon Ethical Principles	2.59	59%	2.63	59%	2.66	61%	2.59	57%
Working Effect With Others	2.62	58%	2.99	72%	2.73	64%	2.90	69%
Learning Effect on Own	2.59	61%	2.69	62%	2.71	64%	2.77	67%
Using Comp/Info Tech	2.76	66%	2.92	69%	2.74	61%	2.90	77%
Develop Tolerance for Diversity	2.61	58%	2.82	66%	2.68	60%	2.77	64%
Underst Impact of Tech	2.67	61%	2.83	67%	2.65	63%	2.79	67%
Underst Rel b/w People & Env	2.73	66%	2.91	70%	2.76	63%	2.87	69%

\* Respondent indicating they have been helped either "Quite a Bit" or "Very Much."

Figure 23. Perceptions of skill development: Freshmen vs. Sophomore respondents.



- While there is no clear upward trend over the four academic years in the extent to which respondents feel they have been helped in developing these essential skills, the above figure shows that, in most cases, the sophomore respondents feel they have been helped more than the freshman respondents. With the exception of Writing Clearly and Effectively, Thinking Critically and Analytically, and Acting Upon Ethical Principles (where the percentages are the same), the perceptions of help are higher for sophomores in all of the other skill areas.

## Conclusions

- This trial administration of the new Sophomore Survey provided some important and valuable information about the second-year students at NAU.
- Almost all of the respondents (96%) rated their overall experience at NAU to this point as either “Good” or “Excellent.”
- The areas the respondents were most satisfied with included Challenge of Academic Coursework, Quality of Faculty Instruction, and Campus Environment, while the areas they were least satisfied with were Academic Advising and Ability to Register for Desired Courses.
- Most of the satisfaction areas assessed showed a performance gap between how important the area was considered to be and how satisfied the respondents were with the area. The areas with the highest performance gaps were Academic Advising and Ability to Register for Desired Courses.
- The skills that the respondents felt NAU has helped them with the most included Thinking Critically and Analytically, Working Effectively with Others, and Understanding the Relationship between People and Their Environment, while they did not feel they had been helped as much with Writing Clearly and Effectively, Speaking Clearly and Effectively, Thinking Creatively, and Analyzing Quantitative Problems.
- The majority of respondents stated that they have had trouble getting into classes, with ENG 105 being the class cited the most.
- The main factors that influenced respondents’ decision to attend NAU were Location/Setting and University Environment.
- Academic performance appears to be affecting perceptions of skill development in certain areas, as well as success at certain personal/social tasks. Respondents with lower GPAs report higher perceptions of help in most of the skill areas that were assessed, though they report less success on tasks such as academic performance, handling stress, and self-reliance.

- There were few clear patterns when looking at the responses to the survey questions for all respondents according to academic level. Interesting findings included opposing relationships between satisfaction with Ability to Register for Desired Courses and reports of inability to get into classes, as well as between satisfaction with Current Housing Situation and percent of students living on-campus. It was also found that in most cases, perceptions of skill development were higher for sophomores than for freshmen.
- While the survey was not able to reach the desired number of sophomore respondents, the data obtained can still be used to get an impression of the feelings and opinions of these students.
- The survey itself appears to be solid, as a great deal of feedback was received from offices and academic departments throughout the campus before the final set of questions was established.
- Future administrations of the Sophomore Survey should attempt to target a larger and more focused group of second-year students, possibly through a web-based survey that is sent to certain students by electronic mail.

## Appendix A

### NORTHERN ARIZONA UNIVERSITY LOWER-DIVISION STUDENT SURVEY SPRING 2002

NAU is committed to providing an undergraduate experience that is rewarding for every student. In order to help inform campus opinion, the administration is surveying a representative sample of lower-division undergraduates about their satisfaction, experiences, and concerns. You can help by completing and submitting this survey. Your answers will be kept confidential and will not be identified with you individually. Thank you very much for your participation.

Please enter your **NAU student identification number** on the line below:

---

(The ID number will only be used for the purposes of gathering demographic information on survey respondents. This includes, but is not limited to, gender, ethnicity, age, academic level, attendance status, and major. Your personal identity/name will not be used with this information or the information that you provide in any way.)

**DIRECTIONS:** Read each question carefully and **CIRCLE** the answer that most applies to you. Some of the questions are open-ended and require you to write your response on the line provided. If you feel that any of the questions do not apply to you, or you feel that you do not have sufficient experience to answer, then leave it blank. Try to answer all questions.

**NORTHERN ARIZONA UNIVERSITY  
LOWER-DIVISION STUDENT SURVEY  
FALL 2001**

**I. Your Experience at NAU: To this point in your NAU education, how satisfied have you been with each of the following areas, and how important are they to you?**

For each of the following areas, rate your **satisfaction** in the left column (**1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied, 4 = very satisfied**), and their importance to you in the right column (**1 = very unimportant, 2 = unimportant, 3 = important, 4 = very important**).

Satisfaction					Importance			
Very Dissatisfied			Very Satisfied		Very Unimportant			Very Important
1	2	3	4		1	2	3	4
1	2	3	4	1. Quality of faculty instruction	1	2	3	4
1	2	3	4	2. Academic advising	1	2	3	4
1	2	3	4	3. Availability of faculty (for office hours, before/after class, etc.)	1	2	3	4
1	2	3	4	4. Challenge of academic coursework	1	2	3	4
1	2	3	4	5. Variety of courses that are offered	1	2	3	4
1	2	3	4	6. Ability to register for desired courses	1	2	3	4
1	2	3	4	7. Liberal studies courses in general	1	2	3	4
1	2	3	4	8. Opportunities for involvement	1	2	3	4
1	2	3	4	9. Choice of extracurricular/out-of-class activities (clubs, student government, recreation, Greek life)	1	2	3	4
1	2	3	4	10. Campus/town social life	1	2	3	4
1	2	3	4	11. Quality of student life	1	2	3	4
1	2	3	4	12. Diversity (e.g., in student body, faculty, coursework)	1	2	3	4
1	2	3	4	13. Your current housing situation	1	2	3	4
1	2	3	4	14. Campus environment	1	2	3	4
1	2	3	4	15. Campus safety	1	2	3	4

**16. Has academic advising been available when you have needed it?**

Never                      Some of the time                      Most of the time                      Always

**17. How would you rate your overall experience at NAU to this point?**

Very Poor                      Poor                      Good                      Excellent

**II. Skills and Abilities:** How would you rate yourself at the present time on the following skills, and to what extent has your NAU education facilitated your development in these areas up to this point?

For each of the following skills, rate your **current level of ability** in the left column (**1 = poor, 2 = fair, 3 = good, 4 = excellent**), and rate the **extent to which your NAU education has helped you** on these skills in the right column (**1 = very little, 2 = some, 3 = quite a bit, 4 = very much**).

Current Ability					Extent of Help			
Poor			Excellent		Very Little			Very Much
1	2	3	4	<b>18.</b> Writing clearly and effectively	1	2	3	4
1	2	3	4	<b>19.</b> Speaking clearly and effectively	1	2	3	4
1	2	3	4	<b>20.</b> Thinking critically and analytically	1	2	3	4
1	2	3	4	<b>21.</b> Thinking creatively	1	2	3	4
1	2	3	4	<b>22.</b> Reading critically	1	2	3	4
1	2	3	4	<b>23.</b> Analyzing quantitative problems	1	2	3	4
1	2	3	4	<b>24.</b> Understanding principles of scientific inquiry	1	2	3	4
1	2	3	4	<b>25.</b> Acting upon ethical principles	1	2	3	4
1	2	3	4	<b>26.</b> Working effectively with others	1	2	3	4
1	2	3	4	<b>27.</b> Learning effectively on own	1	2	3	4
1	2	3	4	<b>28.</b> Using computer and information technology	1	2	3	4
1	2	3	4	<b>29.</b> Developing a tolerance for divergent views/human diversity	1	2	3	4
1	2	3	4	<b>30.</b> Understanding the impact of technology	1	2	3	4
1	2	3	4	<b>31.</b> Understanding the relationship between people and their environment	1	2	3	4

**32. How successful are you at each of the following?**

(1 = very unsuccessful, 2 = unsuccessful, 3 = successful, 4 = very successful)

	Very Unsuccessful			Very Successful
	1	2	3	4
a. Time management	1	2	3	4
b. Handling stress	1	2	3	4
c. Making friends	1	2	3	4
d. Maintaining good physical health and fitness	1	2	3	4
e. Performing academically	1	2	3	4
f. Self-reliance	1	2	3	4
g. Making connections on campus	1	2	3	4

**III. University Environment**

**33. How do you feel the level of support services from the university in the following areas has changed since your freshman year?**

a. Peer mentoring	Increased	No Change	Decreased
b. Academic Advising	Increased	No Change	Decreased
c. Learning Assistance Center	Increased	No Change	Decreased
d. On-campus housing communities	Increased	No Change	Decreased
e. Planned social activities	Increased	No Change	Decreased

**How important is it to continue providing university support services beyond your freshman year?**

Least Important      Unimportant      Important      Most Important

**34. Have you had interaction with the following offices on campus?**

a. Financial Aid	Yes	No
b. Registrar's Office	Yes	No
c. Bursar's Office	Yes	No

**If so, how satisfied are you with the support you have received from each office?**

a. Financial Aid	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
b. Registrar's Office	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
c. Bursar's Office	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied

35. Have you been unable to get into desired courses at NAU? Yes      No

If so, what courses have you been unable to get into?

UC 101	Biology 100	Other(s)	
English 105	Chemistry 151		
Math 110	Physics 111		
Math 114	Psychology 101		
Math 125	Sociology 101		
Religion 150			

36. Outside of UC 101, how many pieces from your Liberal Studies courses have you added to your electronic portfolio?

0                      1                      2                      3                      4

37. Have you taken (or are you presently taking) any web courses or interactive TV courses?

Interactive TV      Web      Both      Neither

If web, how satisfied were you with this format?

Very Dissatisfied      Dissatisfied      Satisfied      Very Satisfied

If interactive TV, how satisfied were you with this format?

Very Dissatisfied      Dissatisfied      Satisfied      Very Satisfied

38. How successfully has NAU integrated technology into the learning process?

Least Successfully      Unsuccessfully      Successfully      Most Successfully

39. During your previous semester at NAU, approximately how many times have you discussed coursework or assignments with faculty outside of class (after class, during office hours, via e-mail, etc.)?

Never      Once      A few times      Every few weeks      Once a week

40. Do you participate in any clubs, organizations, Greek life, athletics, student government, or any other extracurricular activities? Yes      No

If so, about how many hours per week? \_\_\_\_\_

41. Do you work while attending NAU?

On-campus

Off-campus

Do not work

If so, about how many hours per week? \_\_\_\_\_

42. How many semesters (including the current one) have you lived in campus housing?

0

1

2

3

4

5+

If you live off-campus, which best describes your situation?

With family

Alone

With other students

43. What was the most important factor(s) that made you decide to attend NAU in the first place?

\_\_\_\_\_

Have you been satisfied that NAU has provided you with support in that area?

Very Dissatisfied

Dissatisfied

Satisfied

Very Satisfied

If not, why not?

\_\_\_\_\_

If so, in what ways?

\_\_\_\_\_

44. If any members of the NAU faculty have positively influenced your experience at NAU to this point, please complete the following information for up to two persons.

Name	Department	College	Reason

45. Do you plan to complete your degree at NAU?

Definitely no

Probably no

Probably yes

Definitely yes

If not, what is the main reason?

\_\_\_\_\_

If yes, what is the main reason?

\_\_\_\_\_

46. If you could start over, would you still choose to attend NAU?

Definitely no

Probably no

Probably yes

Definitely yes

47. Any other comments/criticism/praise?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

### Comments

#### Sophomores

1. "Add some more programs – ASU and U of A have a lot of different classes that would be great to take."
2. "Advisement is good in quality, but it's sometimes too difficult to get an appointment."
3. "Although I am content with my housing situation – I had to move 2 times in one semester due to roommate problems – I think that there should be better ways of putting people together. I love NAU. I feel at home here."
4. "Because classes have been cut, I have fallen behind in my major because of time conflicts. Not being able to take BIO 202 this semester puts me behind in many of my EXS classes."
5. "College administration needs a few sections of this survey."
6. "Professor \_\_\_\_\_, who teaches ECO \_\_\_\_, is the worst teacher who provided the worst experience ever."
7. "DON'T RAISE TUITION! We are poor college students as it is. The economy in Flagstaff is down so it's hard to get a decent job and Financial Aid can only help so much for so many. The last thing we need is to pay even more for our education."
8. "Each year tuition raises, but 4-year scholarship amounts have stayed the same, which makes it difficult for some to pay for school (i.e., National Recognition Scholarship recipients from out of state)."
9. "Even before the recession, NAU was slipping into a mired, improgressive stance. It did not care for either the future of its students or itself. Now, that NAU is confronted by trying times, I think it will fail, both its students and itself, and lose any respect it may have."
10. "Everyone I know feels NAU rips off its students at every turn, especially Res Life, Parking Services, and Dining Services. We overpay for bad food and have to pay full price for soda refills. Res Life gives us dorms that are in disrepair and charges us way too much for them. Parking tickets are outrageously expensive."
11. "Get a sign language class!"

12. "Good job."
13. "Great campus."
14. "I feel that NAU's diversity is far too over-emphasized. I do not feel that NAU is all that diverse. I would also like to hear how good a college it is, not how diverse it is."
15. "I hated my HUM 101 class. It didn't teach me anything except that I'll never take a Humanities class ever again!"
16. "I hope this wasn't another survey that is a huge waste of time. Some results would be nice from the NAU surveys I have wasted my time on!"
17. "I think athletics need to be better promoted in order to create more school spirit and participation."
18. "I think the professors at NAU genuinely care about student success and progress. This is one of the main reasons I will continue study at NAU."
19. "I thought both FYE and UC 101 were horrible wastes of time. ENG 105 is good because it teaches one to write and how to analyze what he/she is reading, but the other two brought me no benefits."
20. "I wish the school would help or donate to the NAU Ice Hockey team. It is greatly needed and appreciated."
21. "If I could start over I probably would have applied for schools in CA for my majors. If I could start over, I would have put more thought for U of A. But I don't like to dwell on the past. Besides, \_\_\_\_\_ and \_\_\_\_\_ are the best teachers I think I've ever had."
22. "If I wanted to start a straight/white/male alliance, would you give me an office in the union and "tolerate" my demonstrations?"
23. "In winter, please turn down the heat in dorms/classrooms. It's cold out so people are wearing layers and coats, they don't need to walk into a furnace. I think it would save you a lot of money and students a lot of sweat. Not everyone is from Phoenix."
24. "It is a good school, I do feel that the faculty are still ripped-off (pay-wise) but I feel really connected and cared about. There are a lot of services. I wish the state would give NAU more credit for what it does."
25. "It is hard for me to keep my appreciation for NAU when classes aren't offered as tuition continues to rise. I know many are leaving for this reason."

26. "Lower the amount of incoming freshmen so we have enough instructors to cover everyone. It will also keep the bills down."
27. "Make classes more available, and more times! Get rid of Parking Services."
28. "NAU is an awesome place."
29. "NAU needs to look closely at the teachers here and hire some that can motivate us to do well and who are about curriculum and teaching for the best, not self-interest."
30. "NAU should have good/trained advisors available for everything including specialized advisors for Dual-Majors/Degrees and extra freshman help. Also, the Engineering department needs more helpful advisors!"
31. "Need more academic advising, as well as some building maintenance."
32. "People in the Bursar's Office are very rude. You need to remember that we pay to go here! We as students are NAU's customers. Staff should remember that!"
33. "Please don't increase tuition, many students will be upset."
34. "SBS advising is not very helpful – you ask for help and they tell you to do it on your own and show them. If we are asking for help, we want help – obviously, we couldn't do it on our own if we are asking for it. They should be more helpful!"
35. "Some teachers at this school care so much, and then others don't care at all. There is no balance."
36. "Teachers need to focus more on teaching us instead of worrying so much about tests."
37. "Thanks NAU."
38. "The bus system is horrible lately. 1 bus per 40 minutes?? That is ridiculous. If you need bus drivers, advertise for some! Get it together!"
39. "The Business building is falling apart. More all-campus parking farther north, or some way to be able to park everywhere at a reasonable rate. Teachers have been really good for the most part."
40. "The Business school's teachers need work. There are a few great teachers, but most I've experienced don't seem to care about teaching or don't get excited about teaching to students."

41. "The reason I left diversity blank is because it is a stupid question. No one is keeping diversity out. They just have no reason to come to Flagstaff."
42. "The reason I might not come back is that I want to go out of state."
43. "The school is not spending its money to benefit the students. We don't need state parks or "tea gardens." The budget cut is greatly affecting the students and no one is listening."
44. "There are only a few things that bother me: housing, the town, and the limited classes offered. Everything else seems great here."
45. "Think about dance clubs for 18-20 year-olds."
46. "Way too many cops."
47. "Work on having classes offered every semester because its inconvenient and we are paying to get in these classes when they are not offered. Dining services needs to recycle. We know they are only pretending."

### **Freshmen**

1. "A lot of credits are not transferable and Western Exchange should be available to continuing students, not only transfer and freshmen."
2. "Add Swedish language."
3. "COM 101 integrated Sept. 11 into class arguments and it, well, sucks because we are guinea pigs for a vague, stupid continual writing assignment."
4. "Criminal Justice classes are very hard to get into, especially 101."
5. "Do away with UC 101. It is a waste of time. I am truly pissed off that I had to pay for that class. I came to learn, not to be bored."
6. "Everything's going good. I live off-campus, and I have a 6:30-7:20 class; with a South campus parking pass. Try to cool it on parking tickets after at least 5pm. I live 30 min. from campus, so tickets suck!"
7. "Food sucks and dorm life sucks."
8. "Freshman housing is deplorable and disgusting."
9. "Get an Arabic program."

10. "Get the university as a whole more organized and working cooperatively."
11. "I absolutely love it here! The weather, the people, the classes, the dorms. It's a great experience to be here."
12. "I am here after being out of school for 15 years. I brought my family (kids) and am attending with my husband who is also full-time."
13. "I am satisfied with the school itself education-wise, yet not with the school environment. NAU claims to be diverse and it is not. That is false advertisement. It is sad most minorities are only probably here because of money."
14. "I don't like the fact that some professors don't even try to learn your name."
15. "I love NAU's classes, teachers, and campus. It's a great school and I think its perfect for freshmen. The only problem is that Flagstaff is SO boring! But that's not NAU's fault!"
16. "I think that when you register for classes, the course description should inform you if it is web-based or not."
17. "I think we should pay more attention to reading week. Get rid of FYE or at least make changes."
18. "If you want more students to attend then covering up parking lots with grass is not going to do the trick. How about have some availability in your classes?"
19. "My car was broken into first semester and cost me \$1700 in books and CDs that were taken. Second semester it was vandalized and the damage cost me \$3600. This is ridiculous! It occurred at McConnell. Do something!"
20. "Overall experience is good, but the area that needs consideration is that you need to help students out as much as you can, especially freshmen."
21. "Parking passes are expensive and only useful in select areas. More free/all-campus parking lots would help a lot!"
22. "Professors need one grading scale; not one for students who attend class and one for students who don't. There is a professor that fails students for having 3 absences. This suggests to me that attendance should be worth points, which isn't right."
23. "Roommates need to be matched better in freshman dorms."
24. "The food quality and transfers have greatly decreased as the semester goes on. Transfer specials are becoming mediocre at best."

25. "The office of Student Life and Residence Life are a bunch of a\_\_holes."
26. "The parking situation is horrible. You shouldn't have to buy two parking stickers – one for North and one for South. We already pay enough to come here – we shouldn't have to shell out more money to park. Parking Nazis suck."
27. "The speech and debate team wins more awards than the sports teams do and yet they get less money. Fix it!"
28. "UC 101 was a pointless class. We learned nothing and the material was so off the wall. It was just my teacher. COM 101 is not what I expected. I thought it'd be more focusing on the different fields of Communication. Need more lights at night."

### **Juniors**

1. "Admissions process (out-of-state tuition) is a joke. Getting through the process should be easier than it was. Admissions and Registrar's office were unpleasant experience."
2. "Be more fair to students with spouses and children who commute from farther out of town like Cottonwood. Teachers have been very unsympathetic. Also for students who are pregnant or whose spouses are."
3. "Don't raise tuition rates."
4. "Don't raise tuition to pay for the debt caused by alternative fuel vehicles that the Mormons scammed the state for."
5. "I am very satisfied with the Political Science department and major. However, the School of Communication and my experiences with people there and in getting necessary courses has proven very difficult and I feel like I'm just a number – very little friendliness there."
6. "I think the university could be more environmentally conscious."
7. "I wish that I could start over."
8. "I would like to say that the parking situation is a joke. I pay to go to school here and I pay to park so I should be able to park anywhere on campus."
9. "If you raise tuition too much I will most likely drop out of school and choose somewhere my financial well-being is respected by any university."

10. "In my classes I feel that I'm involved and thought of as important, but in areas such as the bookstore and Parking Services, I feel that they are out to cheat the student."
11. "My main problem with NAU is the classes and times they are offered. U of A and ASU have the same class offered at many different times."
12. "Need more full-time faculty in the Communication department. Very limiting – need more computers (Mac lab for JLS 232-Editing). It was a limiting class because we were not in Mac lab, but the professor did the best he could."
13. "Overall, the faculty and staff are pretty good. You have some fantastic profs, on the other hand some profs have no business being here. As far as the administration, I feel they have forgotten why they are here: the students. Not for their own little domains."
14. "Parking Services needs a makeover. They simply target students to grab more money from them that we don't have. You need to establish a better parking pass plan to integrate North, Central, and South campus because buses are unreliable."
15. "Student services should be more centrally located."
16. "You need to not give students the run-around when getting things done. Montana State was good at having things centrally located."

## **Seniors**

1. "Advisement needs to be improved. Consistency among profs in Education department could be improved as well as organization of cohorts. Last minute assignments of student teaching/practicum placements need improvement also."
2. "Being a senior and living in Mountain View it is extremely frustrating to come home late at night and find not one parking space. I understand that there are so many students living there but living there for 4 years and always dealing with the parking situation is getting to me."
3. "Diversity of students and faculty would be wonderful. There shouldn't have to be minorities everywhere, but if there must, equal opportunity at NAU would be wonderful. Sometimes I don't feel that at NAU, as beautiful as it is. Thanks! Don't raise tuition!"
4. "I've enjoyed what NAU has to offer, to this point."
5. "I've noticed that the quality of teachers has declined somewhat in the last year or two. I've gotten 2 teachers this year that have replaced normal faculty. From what I've heard of the previous profs, these teachers have not even compared."

6. “Need better bike trails.”
7. “Look into adding an art therapy program, one based upon spirituality and psychoanalysis, as opposed to business and administration.”
8. “More funding needs to be available to help advance technology, equipment, etc.”
9. “Multiple choice is not a form of education! It is the cancer of our system.”
10. “Work on getting better advisors who know what they’re doing in regards to Liberal Studies requirements.”