

# How Satisfied Are Graduates of Southern Utah University

May 18, 2004

Office of Institutional Research

## Introduction

This report continues the perceptual study of SUU's graduating students conducted in even-numbered years. The report addresses the questions: How satisfied are graduating students with their experiences at SUU? What "value" has been added to students' learning and campus experience? The ACT College Outcomes Survey (COS) was administered Spring semester 2004 to answer these and other questions, to determine student satisfaction and to compare results with national, four-year institutional norms.

Approximately 561 surveys were distributed to senior-level (capstone) classes in each college or school. While the majority of students responding were seniors (approximately 55%), students of other class standing also completed surveys, including 18 freshmen. Within the survey period, 293 responds were received, a response rate of 52.2%. The methodology for administering the survey was changed in 2002 resulting in an improved response rate. By way of comparison, in 2001 the response rate was 26.2%. The survey was supplemented with 30 locally developed questions. Appendix A provides the tabulation for the locally developed questions and the compilation of respondent comments. Analysis of items in Appendix A concludes this study.

## Results

Demographically, the majority of students who responded to the survey were under 30 years of age (93.7%), female (52.0%), and white (92.1%). Nationally, COS respondents at four-year institutions are under 30 years of age (79.6%), female (62.6%), and white (72.9%). Only 3.7% (7.4% nationally) of SUU respondents were pursuing associate degrees. The majority of respondents (94.5% at SUU, 82.3% nationally) were pursuing bachelors degrees. About 28.0% transferred zero credit hours toward their degrees; 72.0% transferred one hour or more, and 36.5% transferred 45 credits or more. Regarding education achievements and goals, 53.4% of the respondents indicated a desire to pursue a master's degree.

ACT's normative report is based on 56,383 student records obtained from 100 colleges that administered the COS between January 1999 and December 2003. The colleges included large and small; public and private, technical, 2-year and 4-year institutions from 36 states. The user norm for SUU was public, 4-year institutions. ACT provided the figures (charts) used in this report.

Table 1 summarizes the extent to which respondents were engaged in out-of-class endeavors, including academics, clubs and organizations, employment, family support, and cultural opportunities. Positive or negative differences greater than five percentage points are shaded for reading convenience.

**Table 1**  
**Responsibilities and Time Allocations–Hours Per Week**  
(National Four-year Public University Norm\*)

Hours per Week	0	<11	11-20	21-30	31>
<b>Activity</b>					
Course-related Activities	0.7% (3.1%)	22.4% (33.9%)	32.8% (34.6%)	29.7% (15.1%)	14.5% (10.1%)
Internships & Practica	34.9% (42.4%)	46.9% (29.8%)	14.6% (11.2%)	1.8% (3.6%)	1.8% (6.5%)
Clubs and Organizations	37.1% (50.8%)	58.7% (37.5%)	3.2% (4.1%)	0.4% (0.5%)	0.7% (0.5%)
College-sponsored Events (e.g., sports, plays)	42.7% (54.8%)	52.6% (34.2%)	2.5% (2.6%)	1.4% (0.8%)	0.7% (0.7%)
On-campus Employment related to major	84.5% (83.4%)	10.9% (4.8%)	3.9% (3.6%)	0.7% (0.7%)	0.0% (0.4%)
On-campus Employment not related to major	81.1% (81.7%)	9.4% (4.9%)	7.7% (4.7%)	1.4% (0.8%)	0.3% (0.6%)
Off-campus Paid Employment related to major	75.9% (65.1%)	7.8% (6.2%)	7.8% (7.0%)	4.3% (4.9%)	4.3% (10.1%)
Off-campus Paid Employment not related to major	60.4% (55.3%)	8.5% (7.8%)	14.5% (11.0%)	10.6% (8.5%)	6.0% (10.5%)
Care of Family	40.0% (47.1%)	27.3% (18.9%)	12.8% (8.3%)	3.2% (3.3%)	16.3% (15.8%)
Off-campus Community Service	22.7% (46.4%)	70.9% (42.6%)	5.9% (3.8%)	0.0% (0.4%)	0.3% (0.4%)
Off-Campus Cultural Events	48.8% (44.6%)	50.8% (45.6%)	0.0% (3.1%)	0.0% (0.3%)	0.4% (0.3%)

\*May not total 100.0%

The results in Table 1 highlight the importance of work, the demands of the academic program, student commitments to the campus experience and to service, and student dedication to family.

In various survey “themes,” ACT tabulated the top five and bottom five items for the University and for the national, public four-year norm institutions. Scale differences higher than the national norm reflected an item of greater importance, progress, or satisfaction among SUU respondents. Scale differences lower than the national norm reflected an item of lesser importance, progress, or satisfaction among SUU respondents. Given sample size, ACT reports that statistical significance occurs at 0.2%. Hence, *differences greater or less than 0.2% are significant to the University.*

In 2001-02, the University’s general education requirements and courses were revised and a new general education program implemented. The 2002 COS data provide SUU with a baseline of comparative information on the old general education program, and the 2004 COS results are the first measure of impact. In both the 2002 and 2004 COS surveys, 51.6% of student respondents perceived a “very great” or “great” SUU contribution toward acquiring a well-rounded general education.

Figure 1 focuses on college outcomes that students deemed important. Generally, SUU respondents and national peers consider similar items important. SUU respondents consider the following of greater importance than respondents at national four-year institutions:

1. Acquiring knowledge and skills needed for a career
2. Becoming competent in the major
3. Learning to think and reason
4. Developing problem-solving skills

Figure 2 summarizes the progress students made in attaining the outcomes. Again, the top five items are comparable to national peers. The top four items in Figures 1 and 2 document through self reporting “value added” for students at SUU. Of the items in Figure 1, respondents are reporting progress in those outcomes in Figure 2. Respondents found that acquiring knowledge and skills needed for a career and becoming competent in a major are values added through progress toward degree completion at the University.

Figures 1 and 2 also highlight areas for institutional improvement. For example, SUU students make less progress in attaining outcomes related to conserving/improving the global environment. Also among the bottom items (little perceived progress towards the outcomes) are an understanding of math concepts/statistical reasoning, developing effective job-seeking skills, appreciating the fine arts/music/literature/humanities, and learning about the role of science/technology in society. Many of these outcomes related to general education.

Figure 3 addresses general or liberal learning. Three items are statistically significant to SUU. The item, “. . .broaden my awareness of diversity among people/their values/cultures,” had an institutional difference of -0.25. The item, “. . .develop the whole person,” had an institutional difference of -0.17. These items, that also showed negative differences last year, validate the need for appropriate curricular and pedagogical changes toward diversity, synthesizing and analyzing knowledge, and interdisciplinary learning. (See National Survey of Student Engagement results.)

Agreements with statements about SUU were another component of the study. Figure 4 summarizes statements of attitudinal satisfaction. Figure 5 focuses on personal growth since entering SUU. The top item for SUU was “Taking responsibility for my own behavior.”

Figure 6 summarizes the contribution of SUU to student growth. The top item was “Becoming academically competent;” the bottom item, “Developing moral principles to guide my actions/decisions.” Figure 7 reports student satisfaction with various services or aspects of the University. The top five items are significant for SUU with indications of high levels of student satisfaction.

To elaborate on this dimension of the COS, Table 2 summarizes the “very satisfied” and “satisfied” responses to each aspect and compares the SUU and national four-year, public norms as an indicator of satisfaction. Outlined text indicates five percentage points higher than the national norm—aspects that SUU does well. Shaded rows indicate aspects for possible improvement.

**Table 2**  
**Aspects of This College**  
 Respondents “Very Satisfied” or “Satisfied”

<b>Item</b>	<b>SUU</b>	<b>National</b>
Faculty respect for students	85.0%	74.7%
Quality of instruction	76.5%	73.8%
Availability of faculty for office appointments	77.4%	68.4%
Concern for me as an individual	76.1%	58.1%
Informal contact with faculty in non-academic setting	59.7%	46.9%
Quality of my program of study	76.4%	74.5%
Quality of academic advising	55.3%	58.4%
Sense of belonging on campus	60.1%	53.2%
Class size	84.7%	75.0%
Flexible degree requirements	45.7%	52.6%
Services for victims of crime and harassment	21.5%	22.2%
Student mental health services	24.6%	22.7%
Residence hall services and programs	20.1%	22.4%
Veterans services	15.3%	15.0%
Language development services for students whose first language is not English	14.3%	14.6%
Student health/wellness services	37.9%	39.5%
Campus AIDS education program	13.0%	16.6%
Freedom from harassment on campus	41.9%	38.3%
Personal security/safety on campus	62.1%	55.2%
Response to non-traditional students	47.8%	46.4%
Rules governing student conduct	56.7%	49.0%
Response to students with special needs	48.5%	38.0%
Campus atmosphere of ethnic, political and religious understanding*	48.8%	47.2%
College social activities	56.7%	42.7%

Item	SUU	National
Opportunities for involvement in campus activities	60.8%	47.6%
Recreational & intramural programs	56.0%	42.0%
Career planning services	41.6%	43.2%
Practical work experiences offered in areas related to my major	38.2%	39.6%
Job placement services	31.1%	34.6%
Personal counseling services	25.2%	26.2%
New student orientation services	39.2%	44.1%
Financial aid services	66.6%	45.8%
New student placement in reading/writing, math courses	25.6%	32.1%
Student access to computer facilities and services	84.3%	63.6%
Developmental, remedial, and tutorial services	49.8%	35.5%
Library services	79.5%	66.4%
Transfer of course credits from other colleges to this college	50.5%	48.0%
Variety of courses offered	59.4%	59.9%
This college in general	79.2%	72.1%

Figure 8 summarizes highest and lowest differences among the aspects of the University. High scores are recorded in favor of financial aid, library services, student access to computer facilities and services, personal security/safety on campus, and class size. The lowest, negative difference was recorded for the new student orientation services.

### Supplemental Questions

ACT allowed up to 30 supplemental questions to be asked, and Appendix A summarizes the score results of each question. Supplemental questions ranged from the availability of classes to what attracted students to SUU, from campus activities to living in Cedar City.

Finally, as in past surveys of student attitudes, interacting with faculty and faculty quality emerged as the best thing about the respondents' major program.

## Conclusion

*Background information.* Demographically, SUU respondents are generally similar to national COS respondents. SUU students are spending more hours working, caring for family, or rendering service. Educational goals are similar and comparable.

*College Outcomes.* Students give SUU high marks over all, would recommend the University to others, and if choosing again, would choose SUU. Self-assessment of personal growth is at the national norm, and SUU's contribution toward growth is also high.

*Satisfaction with aspects of SUU.* High marks are given for many aspects of the University, both in academics and student services. Some aspects are significantly higher than the national norm, indicating a high degree of satisfaction with these elements of the University.

# College Outcomes Survey

## Additional Questions

2003-2004

A = Agree strongly

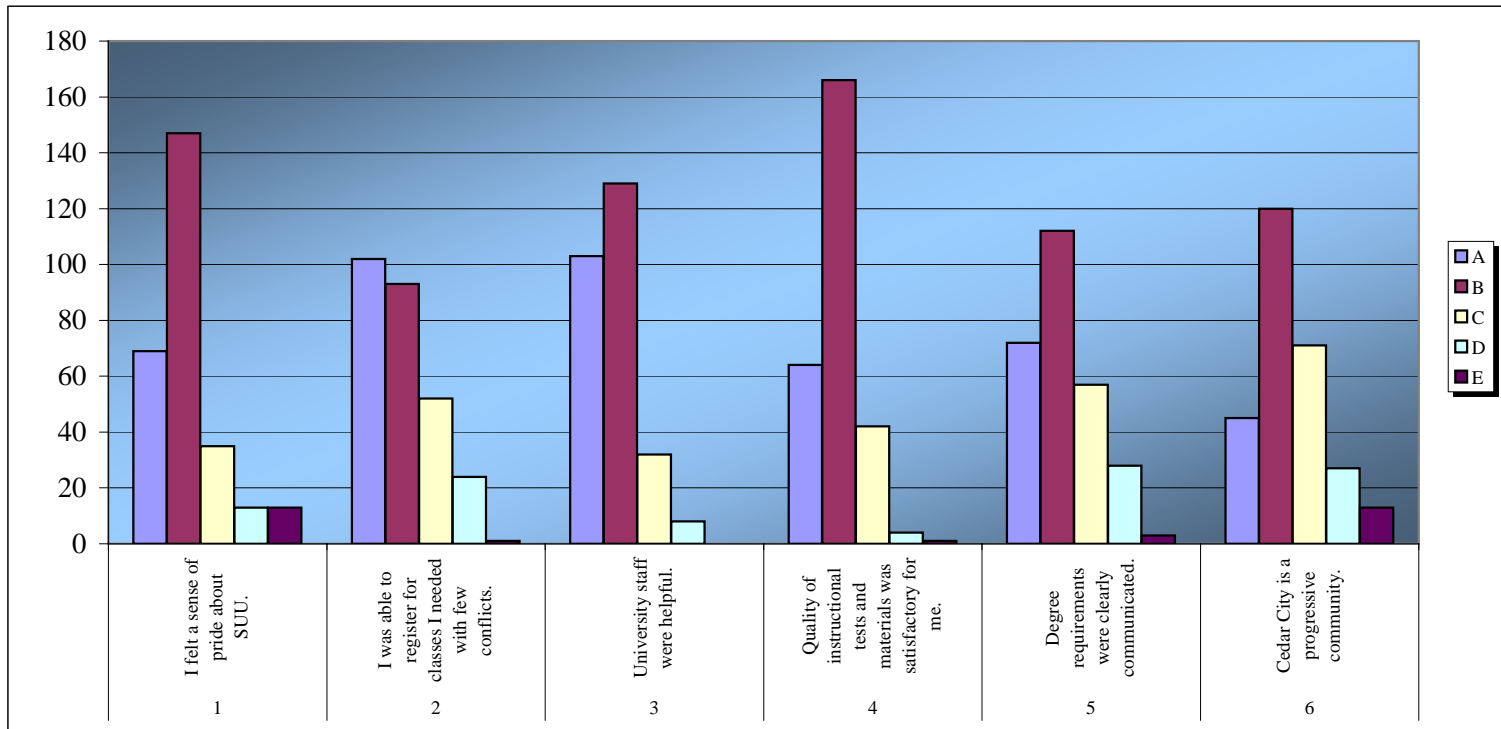
B = Agree somewhat

C = Disagree somewhat

D = Disagree strongly

E = Not applicable, no opinion

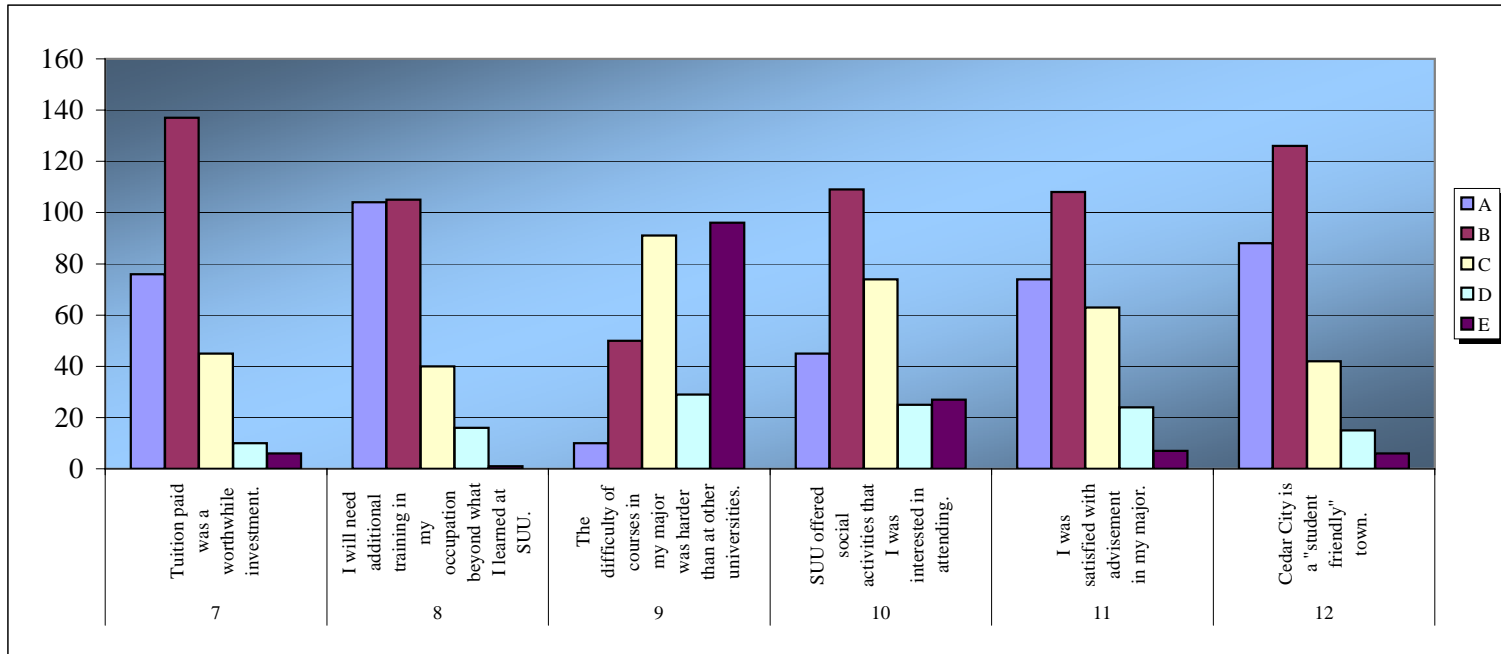
		A	B	C	D	E
1	I felt a sense of pride about SUU.	69	147	35	13	13
2	I was able to register for classes I needed with few conflicts.	102	93	52	24	1
3	University staff were helpful.	103	129	32	8	0
4	Quality of instructional tests and materials was satisfactory for me.	64	166	42	4	1
5	Degree requirements were clearly communicated.	72	112	57	28	3
6	Cedar City is a progressive community.	45	120	71	27	13



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

A = Agree strongly  
 B = Agree somewhat  
 C = Disagree somewhat  
 D = Disagree strongly  
 E = Not applicable, no opinion

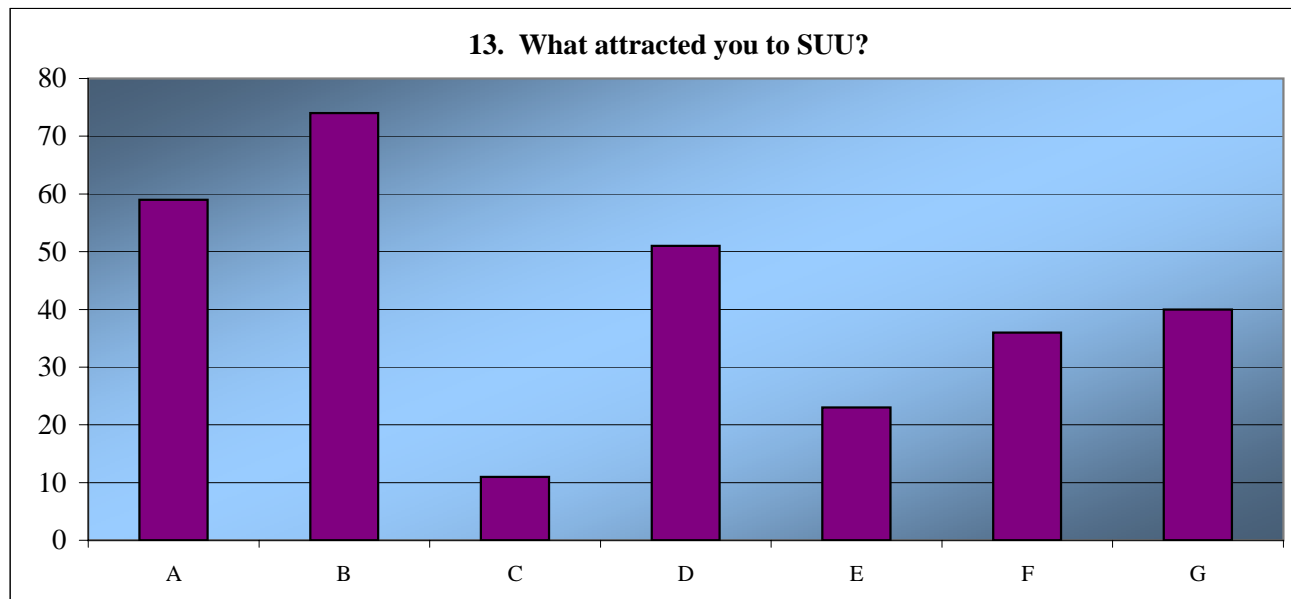
		A	B	C	D	E
7	Tuition paid was a worthwhile investment.	76	137	45	10	6
8	I will need additional training in my occupation beyond what I learned at SUU.	104	105	40	16	1
9	The difficulty of courses in my major was harder than at other universities.	10	50	91	29	96
10	SUU offered social activities that I was interested in attending.	45	109	74	25	27
11	I was satisfied with advisement in my major.	74	108	63	24	7
12	Cedar City is a "student friendly" town.	88	126	42	15	6



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

- A = Academic program I wanted  
 B = Close to home  
 C = Away from home  
 D = Offered a scholarship or financial aid  
 E = Size of the campus  
 F = Friends or family attended  
 G = Other

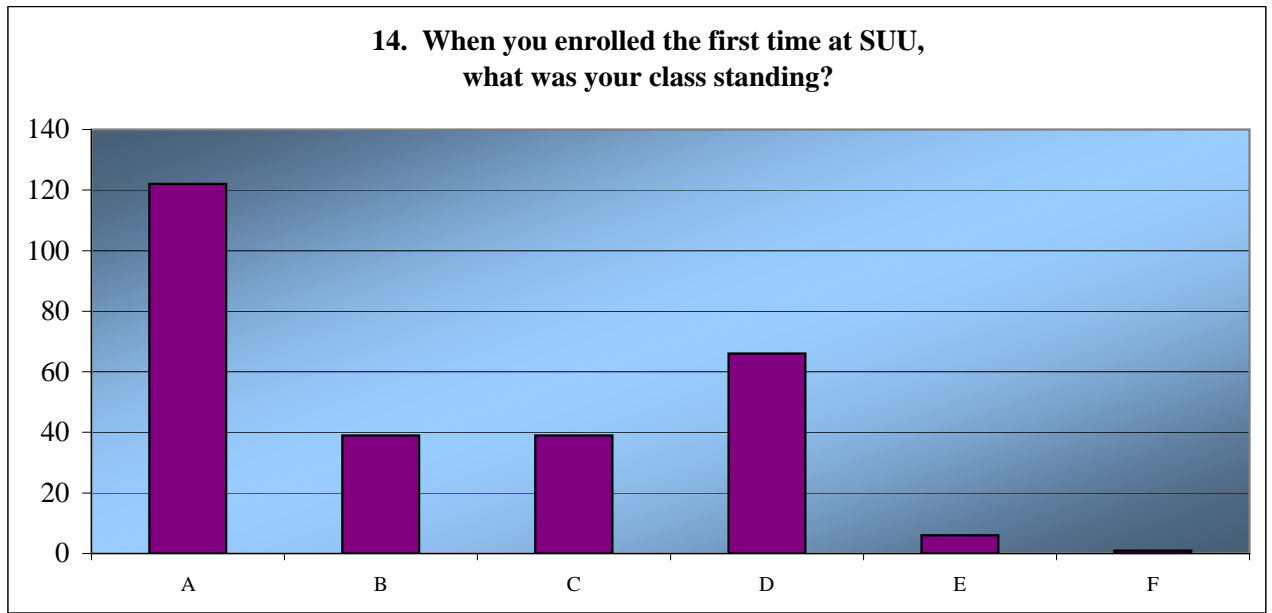
	A	B	C	D	E	F	G
<b>13</b> What attracted you to SUU?	59	74	11	51	23	36	40



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

A = New freshman  
B = Advanced freshman  
C = Sophomore  
D = Junior  
E = Senior  
F = Graduate student

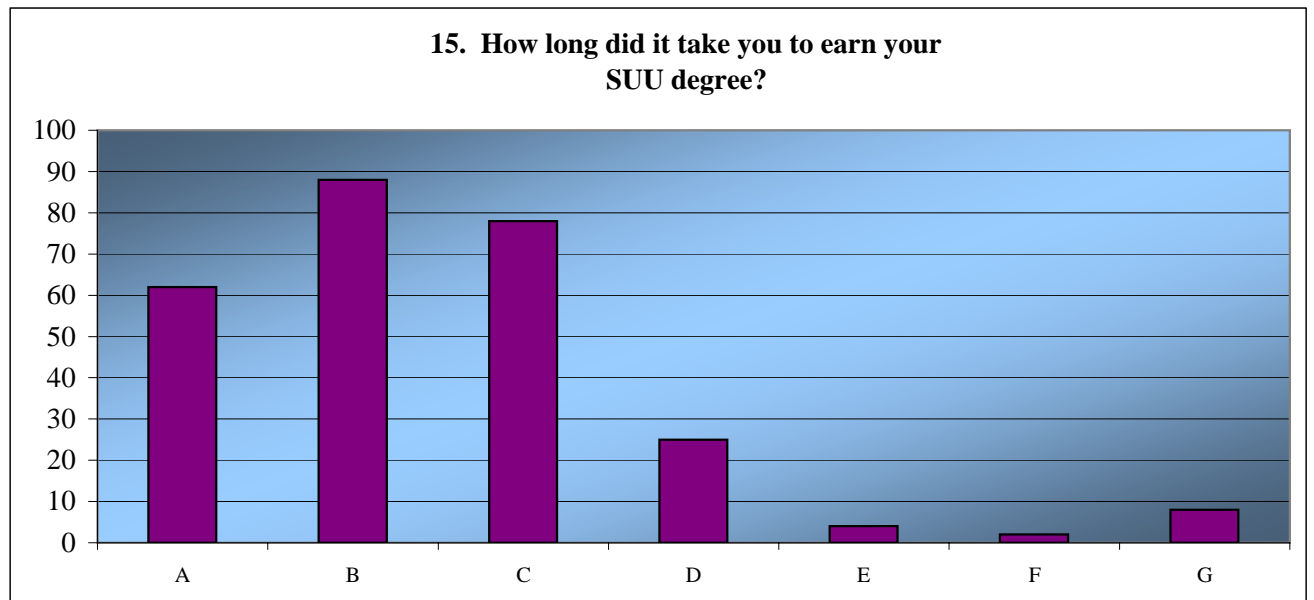
	A	B	C	D	E	F
<b>14</b> When you enrolled the first time at SUU, what was your class standing?	122	39	39	66	6	1



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

A = Less than four years  
 B = Four years  
 C = Five years  
 D = Six years  
 E = Seven years  
 F = Eight years  
 G = More than eight years

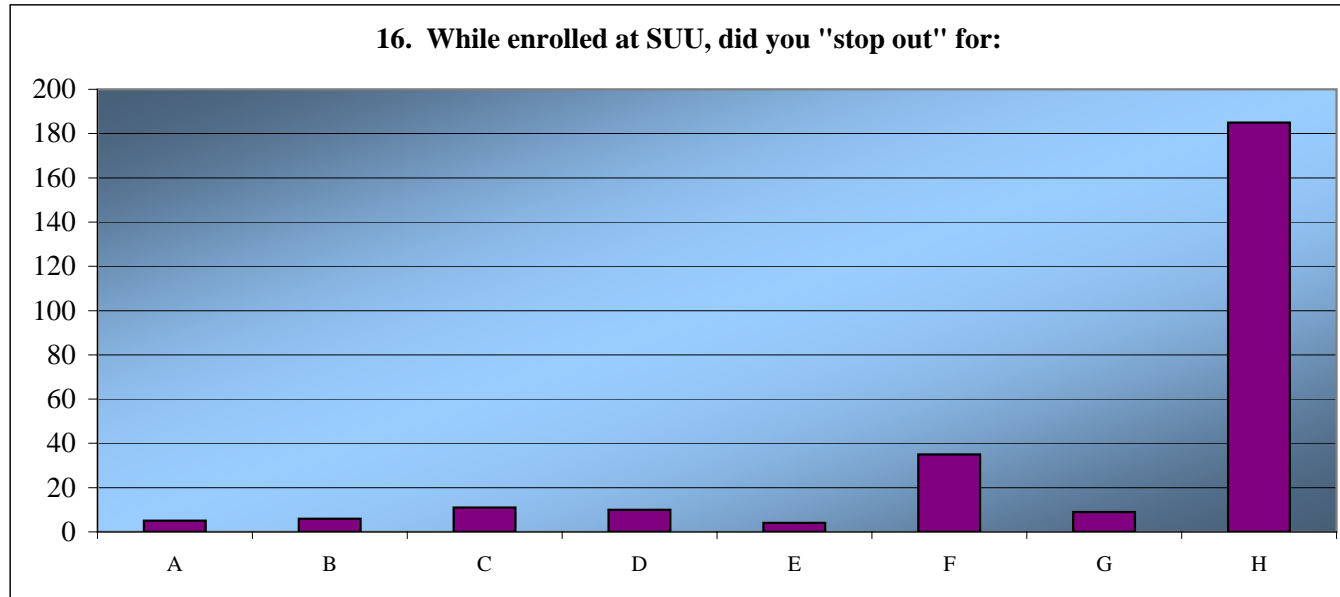
	A	B	C	D	E	F	G
<b>15</b> How long did it take you to earn your SUU degree?	62	88	78	25	4	2	8



**College Outcomes Survey  
Additional Questions  
2003-2004**

- A = Financial reasons
- B = Marriage
- C = Employment
- D = Family reasons
- E = Health-related problems
- F = Mission or volunteer service
- G = A break from school
- H = Did not stop out

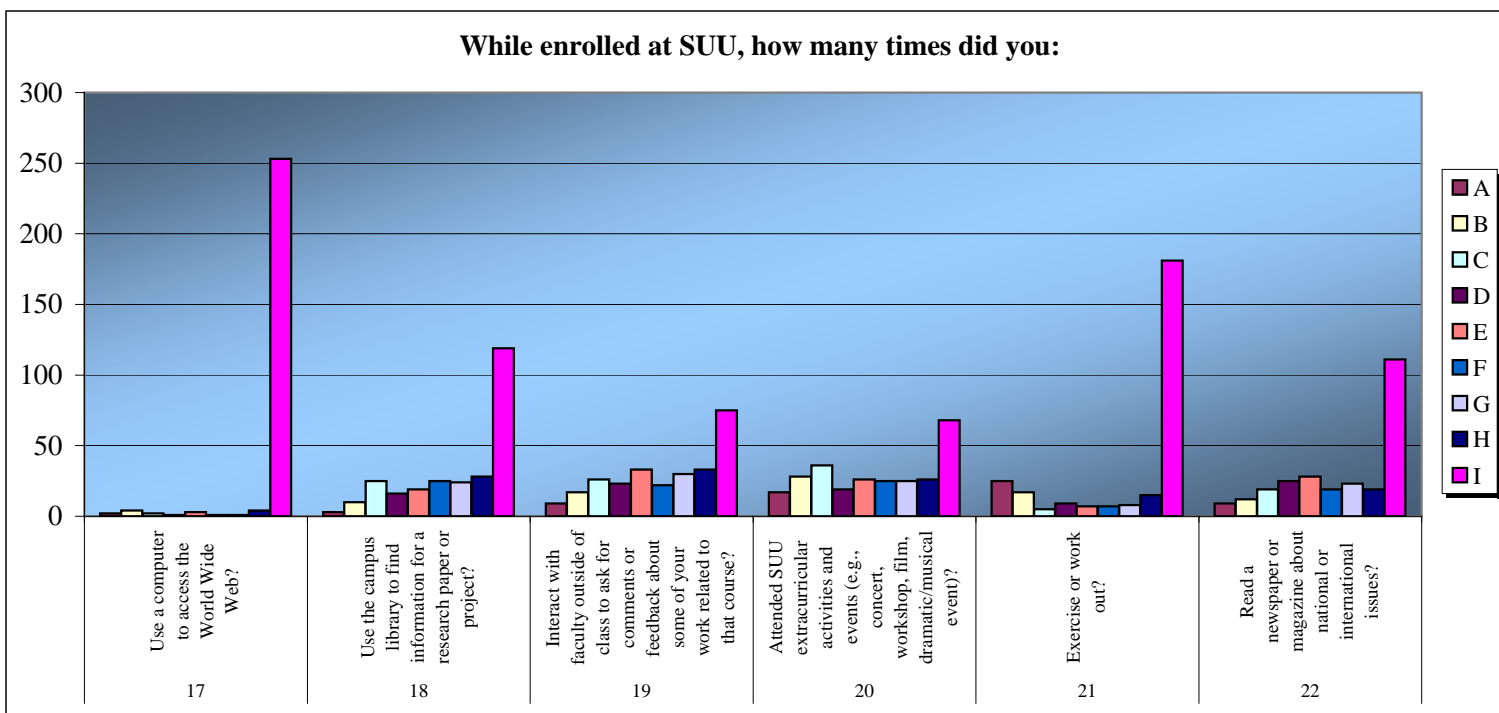
	A	B	C	D	E	F	G	H
<b>16</b> While enrolled at SUU, did you "stop out" for:	5	6	11	10	4	35	9	185



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

A = 0      F = 12-14  
 B = 1-3    G = 15-20  
 C = 4-6    H = 20-30  
 D = 6-8    I = 30+  
 E = 9-11

While enrolled at SUU, how many times did you:		A	B	C	D	E	F	G	H	I
17	Use a computer to access the World Wide Web?	2	4	2	1	3	1	1	4	253
18	Use the campus library to find information for a research paper or project?	3	10	25	16	19	25	24	28	119
19	Interact with faculty outside of class to ask for comments or feedback about some of your work related to that course?	9	17	26	23	33	22	30	33	75
20	Attended SUU extracurricular activities and events (e.g., concert, workshop, film, dramatic/musical event)?	17	28	36	19	26	25	25	26	68
21	Exercise or work out?	25	17	5	9	7	7	8	15	181
22	Read a newspaper or magazine about national or international issues?	9	12	19	25	28	19	23	19	111



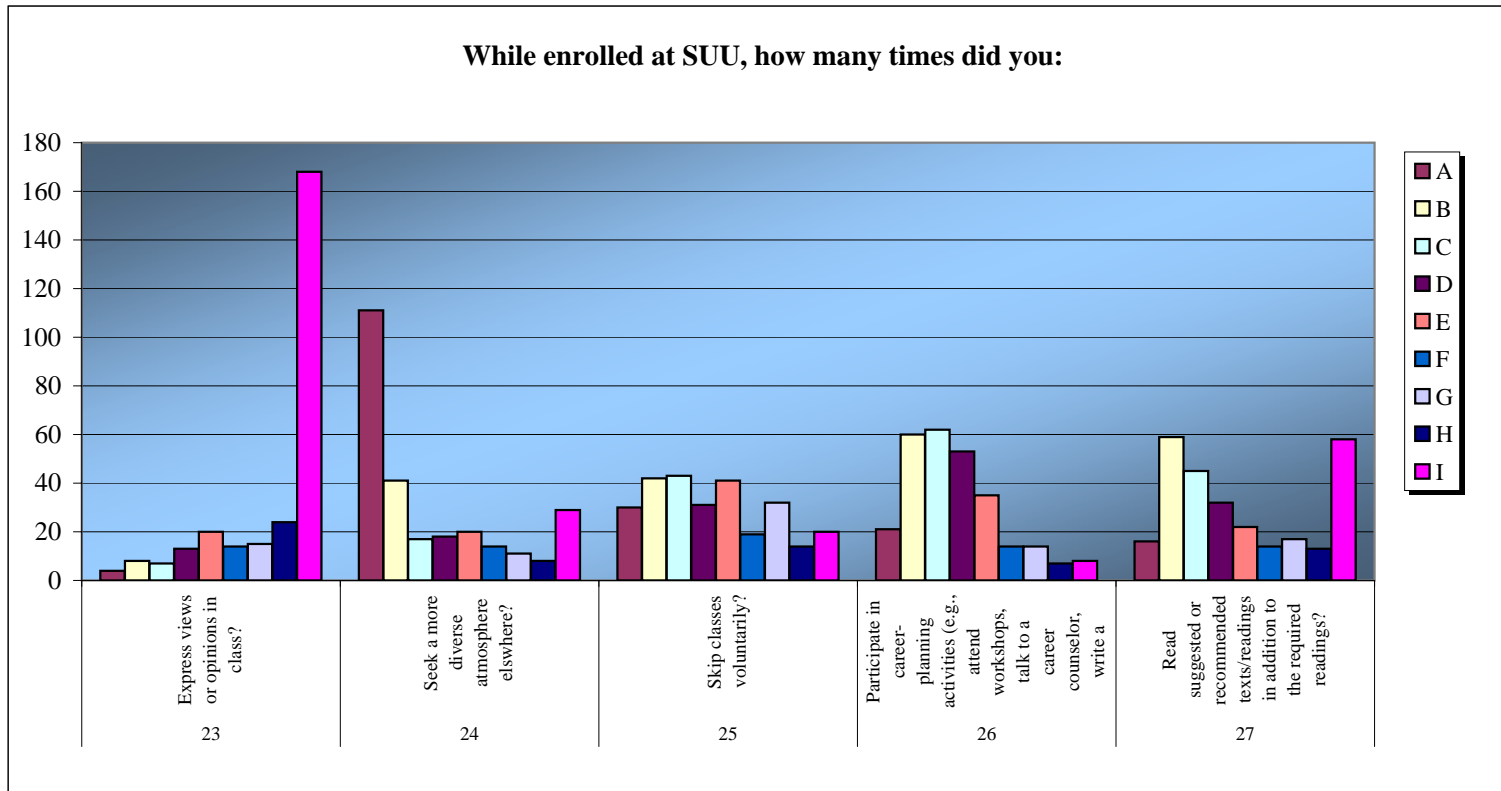
# College Outcomes Survey

## Additional Questions

2003-2004

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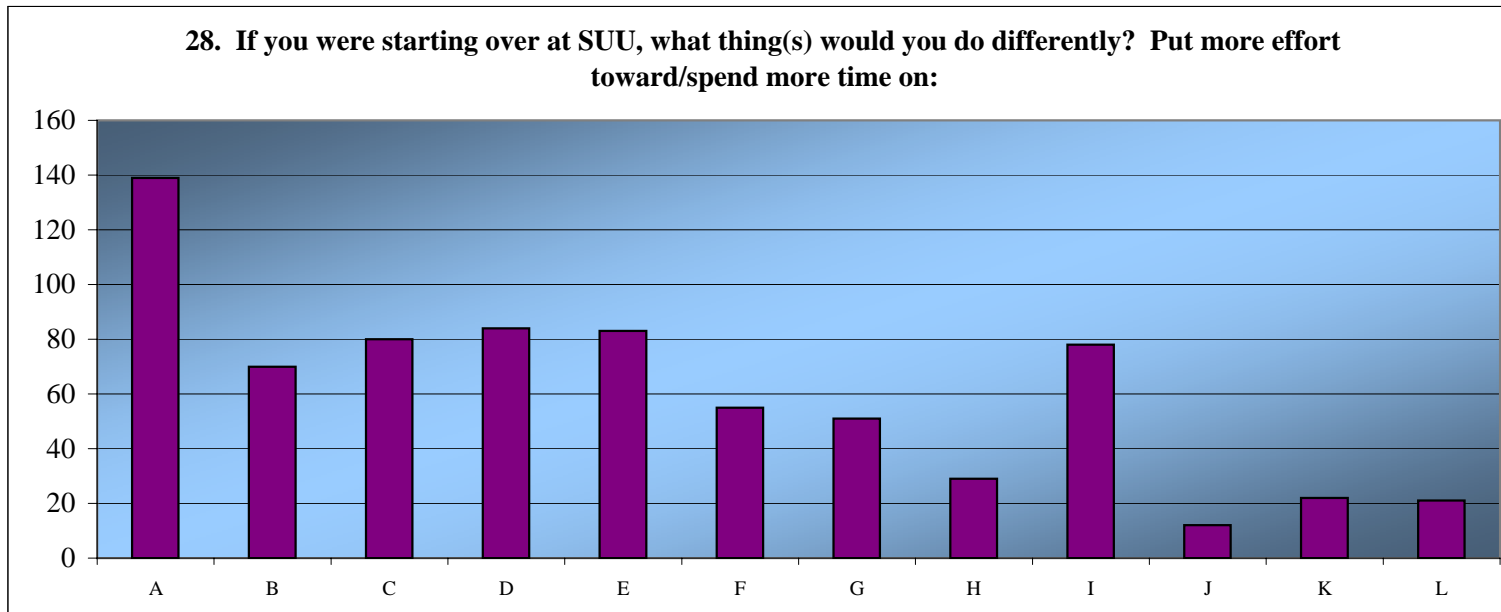
While enrolled at SUU, how many times did you:		A	B	C	D	E	F	G	H	I
23	Express views or opinions in class?	4	8	7	13	20	14	15	24	168
24	Seek a more diverse atmosphere elsewhere?	111	41	17	18	20	14	11	8	29
25	Skip classes voluntarily?	30	42	43	31	41	19	32	14	20
26	Participate in career-planning activities (e.g., attend workshops, talk to a career counselor, write a resume, etc.)?	21	60	62	53	35	14	14	7	8
27	Read suggested or recommended texts/readings in addition to the required readings?	16	59	45	32	22	14	17	13	58



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

- A = Academics/studying
- B = Interacting with faculty
- C = Social activities
- D = Course sequencing/selection
- E = Career advising
- F = Extracurricular clubs/activities
- G = Participating in campus-related research projects, applied experiences
- H = Using campus resources/services
- I = Graduating quicker
- J = Taking more courses/taking more time to graduate
- K = Attend a different college or university
- L = Nothing

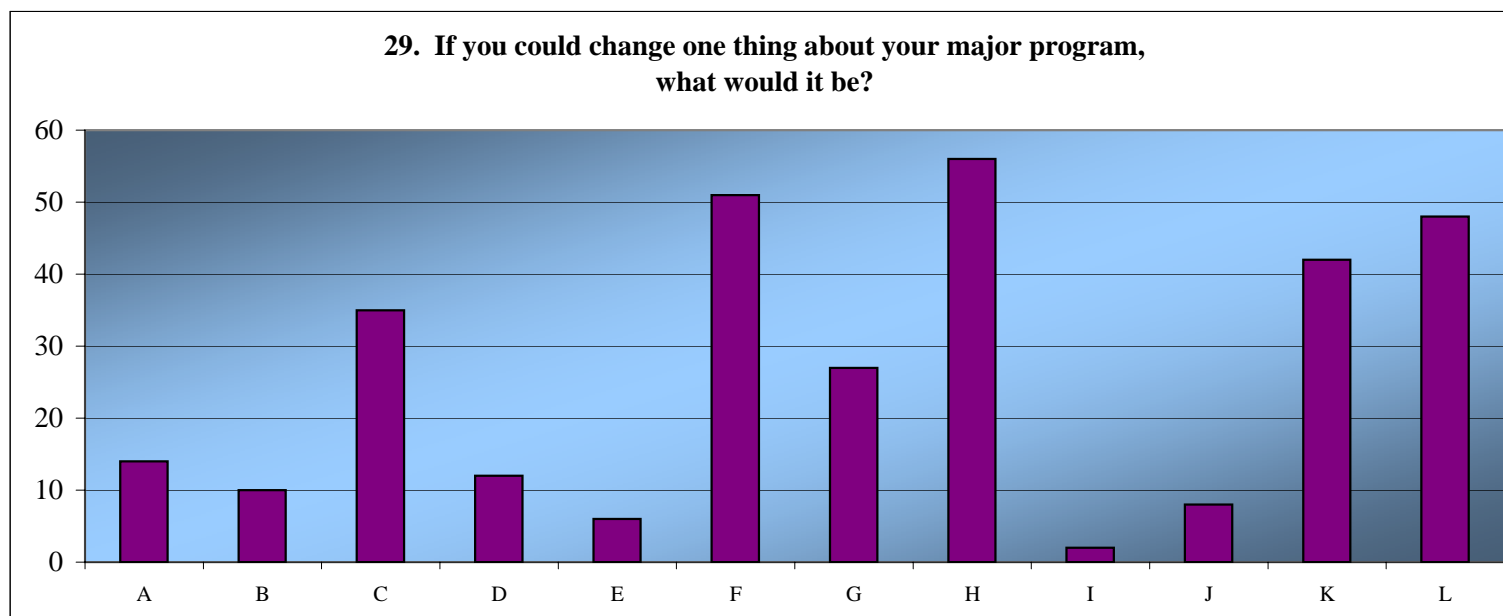
		A	B	C	D	E	F	G	H	I	J	K	L
<b>28</b>	If you were starting over at SUU, what thing(s) would you do differently? Put more effort toward/spend more time on? (Mark all that apply)	139	70	80	84	83	55	51	29	78	12	22	21



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

- A = Interacting with faculty
- B = Tough classes
- C = Participation in campus-related research projects, internships, applied experiences
- D = Written assignments
- E = Verbal communication assignments
- F = Career placement help
- G = Faculty quality
- H = Course sequencing/selection
- I = Group assignments to build teamwork
- J = Grading standards
- K = Social activities
- L = Nothing

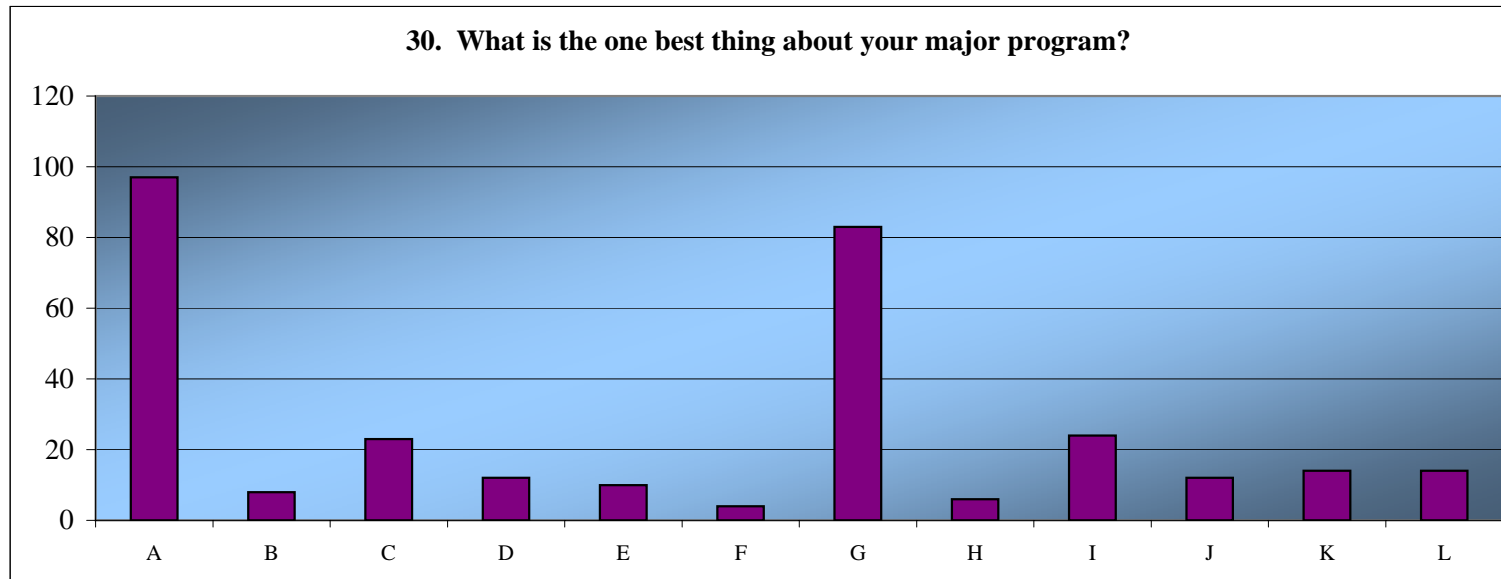
	A	B	C	D	E	F	G	H	I	J	K	L
<b>29</b> If you could change one thing about your major program, what would it be?	14	10	35	12	6	51	27	56	2	8	42	48



**College Outcomes Survey**  
**Additional Questions**  
**2003-2004**

- A = Interacting with faculty
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- E = Verbal communication assignments
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- H = Course sequencing/selection
- I = Group assignments to build teamwork
- J = Grading standards
- K = Social activities
- L = Nothing

	A	B	C	D	E	F	G	H	I	J	K	L
<b>30</b> What is the one best thing about your major program?	97	8	23	12	10	4	83	6	24	12	14	14



## Student Outcomes Survey Comments, 2003-04

### 1. What would you like to see become available (if anything) on campus that is not already here?

- Philosophy classes need to be offered. If tuition continues to rise, faculty should see an increase in wages. Faculty should also be allowed more academic freedom. Censorship on campus, whether through the Journal or the administration must stop. This is not a religious school, it should not be run as one.
- More sections to courses than just one class with only one time frame. More night classes available to those who work during the day.
- Guitar as a music class, not a continuing education class.
- Deaf education...even as a minor.
- An improved nutrition (dietetics) program. It is frustrating to graduate without a real career. It will take me much longer to complete my career training because I attended SUU for the full 4 years.
- Being a nutrition major as I am – I would like to be able to have a dietetics program here. You can only go so far in the nutrition program as it is set up now.
- A building for education.
- Small computer labs in buildings.
- Professors in general courses more educated.
- If I were to start school over here I would really like to have more variety of courses taught in my major along with more options of class times and classes being offered more than once in an entire school year. I think that a once a semester meeting with an academic adviser before registering for classes would keep students on target and help with goal setting and getting out of school in a reasonable amount of time.
- More sections to courses than just one class with only one time frame.
- More night classes available to those who work during the day. You have none if any available.
- Internships in my major.
- Places to get food @ upper campus (by biology & GE buildings) also more parking.
- Microwaves for students who would like to bring lunch instead of eating cold lunch or purchasing lunch.
- Store similar to country store on upper campus.
- More parking – turn lot between library & old PE building into a 2-3 level parking garage.
- A minor in science/biology. I'm an athletic training major & am going to get my teacher certification. I wanted to minor & get certified in science, specifically anatomy & physiology, etc. That option isn't offered here & it would take 6 years total to get a double major.
- An exercise science program, more communication & interaction with Dixie College.
- Places for display of controversial art work
- Places to exhibit art publicly
- More or bigger studios
- School spirit and pride
- Coaching major
- I would like to be able to graduate in 4 years. With the education classes that are required to teach it is impossible to get out of here in 4 years.
- I think there should be more career placement programs.
- Better career placement for students.
- I think more colleges need someone like Paula Alger to advise them on their degrees. There needs to be more attention given for including non-traditional students in activities.
- Career placement center in all colleges or major departments.
- Career placement service program. Better career fairs.

- Career placement offices for different colleges.
- A women's center or something like a group aimed towards non-traditional students. It would be nice to have something to refer to for services for non-traditional students, especially when we don't spend as much time on campus. A women's center would help because we could have somewhere to go for answers to problems we might incur.
- I like our campus.
- A career placement office, not just a career office.
- A quality, larger child care center.
- A club for non-traditional students and recognition of non-traditional students.
- Class schedules that are printed early enough that students can figure out what classes they need before time to register for those classes.
- I would like to see an indoor arena at the college farm. They should own roping steers that are available to the students. Also, the school could have more roping & jackpots which would be good fundraisers for clubs.
- Better advisors – I want to be a pharmacist – and there is no one that can or will help me. They – the current advisors – just bounce me to someone else. No one knows.
- More language classes; Russian, Chinese, Japanese.
- More intramural sports, classes offered @ more times, night classes, more involvement / rein for Greek organizations, less of the SUUSA opinions on certain activities that don't agree w/ "Their" personal standards (not everyone is LDS).
- I believe it would help improve some of the feelings towards the school if the policy on book buy backs was better. I feel that it is wrong that students are given back less money for books that are not being used the next semester, however those books will be used the following semester. If the book is going to be used again at any point, it needs to be purchased back at that price so as not to rip off the students. I know from my own personal experience it is the feeling you get when selling books back.
- I think there needs to be more parking available for students.
- I wish there was better job placement programs, both for student attending college and students preparing to graduate and enter the job field.
- I think everything is well structured.
- Free parking.
- A pool specifically for housing! A grocery store on campus for those who don't have cars. Country store does not satisfy my needs. Building for education majors. Clocks to match on campus. Lower half of campus is fast while the upper half is slow. They need to match because professors start class on the clock. Dance majors should have free access to the gym like the athletes on campus. Conditioning is just as important for them as football players.
- More night classes.
- I can't think of anything at the moment....perhaps more diversity.
- An actual student center. More options than food service. Administration that remembers that without the students, they wouldn't be here.
- Career placing within the communications department.
- More recreational reading.
- Masters of English program. Fencing classes.
- 24 hour computer lab outside of finals week.
- I would like to see better use of the technology that is used today in the real world. SUU is still in Shakespeare's time when it comes to technology. I would like to see classes where software and schools of thought come together to give students a useful education, one that will benefit them in their careers rather than just a "good foundation". I would like to see professors with real world knowledge that will inspire students to create & explore rather than just do the same old busy work.
- Printing facilities.

- More language programs. Another linier lab.
- Longer hours in labs with assistants.
- A broader range of courses available; more languages, a gender studies program, etc., and more career counseling.
- I would like to see a MSW program available through SUU instead of another college or a Master's in English. There are plenty of people in this community and at this school who will be interested in both.
- I'd like to see less of an LDS presence and the dry campus policy is ridiculous.
- Hands-on CNC (Cam department)

**2. What would you like to see become available (if anything) in Cedar City that is not already here?**

- Diversity.
- Cedar City is a great place to live. I am completely satisfied with what it has to offer.
- A shuttle system to get to and from school, to the grocery store, movies & such for students who do not have cars.
- Cold Stone Creamery.
- Target.
- More shopping variety and more job opportunities such as internships off campus so students have a wider variety of career options in a specific field.
- More places to shop besides Wal Mart.
- More jobs in the community that will work around class schedules. And more stores to shop (retail/clothing stores).
- Carl's Junior Restaurant.
- More shopping areas.
- More variety in food places, shopping centers. Wal Mart is great, but where's Target?
- More places to go, things to do, and higher paying jobs.
- An Olive Garden Restaurant.
- More places to dance.
- A social & night life for the weekends. Some other forms of entertainment besides the movie theatre & the bowling alley. Some more retail stores possibly too.
- Better paying jobs on campus & the community. Dixie college campus jobs pay more than SUU! More married housing close to campus.
- More casual hang-outs.
- More student related activities.
- I would like more younger generation things to do. All you can do is go to dinner & a movie. I would like a country dance hall like the one in St. George.
- More activities, a mall.
- Higher wages.
- More of a social seen.
- More recreation, clothing shops, etc.
- More social activities.
- A facility with fun family activities like laser tag, mini-golfing, etc.
- I like the size of Cedar.
- More clothing stores. Roller skating / Blading rink. Dance hall.
- More recreational activities other than movies or bowling.
- A roller skating ring and laser tag facilities.
- More recreation – besides cinemas – activities – laser tag – mini golf – anything active.
- More jobs.

- More activity oriented places.
- Adult soccer / baseball. Community involvement. A mall of some sort.
- I believe Cedar City could become more friendly to the college student if there were a dance club or any club for that matter which made it so you have to be 18 to get in. The few places they do have are mostly just bars or coffee houses. The bars yes are older age required however these other places, anyone can get into.
- I wish that there were more recreational activities in town for people our age to do. There is a lot to do outside around Cedar (national parks, skiing, snowboarding, hiking) but those can be hard to do for student who have no means of transportation.
- More job opportunities & business.
- Jobs.
- More facilities that offer physical activities and entertainment.
- Olive Garden would be really nice, a few more shopping stores, dance club, and just more jobs for students but I guess if the population rises and falls then it's not economically smart.
- More jobs. More places to eat.
- I would like more jobs to become available.
- Media Play / Olive Garden.
- A Target, a shopping mall.
- Mini golf.
- Blockbuster, more recreational reading.
- Community center type building. Pool, Air hockey, cultural studies – something to do during the evenings.
- Another super-center besides Wal-Mart.
- More restaurants and cultural events; more art galleries/museums, etc.
- More shopping choices. Road upkeep on less traveled roads.
- Good jobs, public transit, Carl's Jr., someplace to buy size 16 shoes.
- I love Cedar City. I came here because of what isn't available.
- More restaurant variety.

### **3. Additional comments and suggestions.**

- Lose the "good old boy" system that runs the administration. Support your local revolution!
- This survey incorporates gen ed and major field of study. My scores within my major are much more favorable. The Educ dept is very effective in most areas.
- I could have been ready to graduate a whole semester earlier if my credits would have transferred and if my academic advisor would have started me off right.
- Needs better communication between students & deadline. Sometimes I'm not on campus and am unaware of dates.
- This university has met the needs I had as a freshman. However, as I have developed my identity, I find myself better suited to a school with more options such as BYU or U of U. However, SUU is still a worthwhile institution. Unfortunately, at least in the College of Ed, it is too easy to require many students to really work.
- Better communication about applications, deadlines, last dates, etc.
- I would like to see a bank with a teller on campus. I would also like more and better parking.
- I think Cedar could use some more affordable places for activities. i.e.: restaurants, maybe ice skating rink, dance club. Those types of things.
- Too many unnecessary general education courses. Advisers don't always keep you on track. Major advisers don't know all graduation requirements. Need more consistency among advisers.
- Dance clubs & better restaurants are needed in Cedar.
- Not so many questions.

- The FACS & depts need better counseling. Counselors that know how to get you on the path & quick. Cedar needs more businesses that will do internships with you.
- A variety of student activities in Cedar besides bowling or theaters. Starting a men's gymnastics team would be neat & MORE PARKING!!
- Have help setting schedules for the quickest way to graduation.
- Advisement and scheduling were confusing and always changing. It was hard to plan what to take the next semester every time I had to register.
- It would be great if the administration could communicate and learn their jobs so they can answer student's questions.
- I would like to see a Target store in Cedar City. That would be great!
- Get rid of the small desks in the basement of the general classroom building RM #003.
- It bugs me how dance classes are in the old PE building and the auditorium, but the offices of the dance faculty & department are in the south hall on the other side of campus. This is very inconvenient to everyone involved.
- For the most part, I feel like the faculty was cooperative & helpful. I didn't agree with many of the teaching styles though. Lecturing by power point then testing on the memorization of the notes is not teaching...it's regurgitation.
- SUU is a good school. The problem is they set emphasis upon a few select majors and not others. It is not fully accommodating to all student's interests.
- If the things I would like to see came about, I might one day consider sending my children here. I would really like to see more opportunities for study abroad or student exchange programs. I would suggest having more bulletins, possibly through e-mail, to communicate events to students and getting more students involved. Make students feel wanted and maybe there will be more student involvement. Frankly, I was going to transfer last semester, but only stayed because I would graduate sooner.
- It wasn't fair to place me in a math remedial course just because of my ACT score. I don't test well on standardized tests. It was belittling for me to be in the remedial math course. My college GPA is 3.9. The fact that I had to pay high fees for such a course and an additional fee if I wanted to test out was ridiculous! I am definitely not a remedial student and something is obviously wrong with your criteria in deciding which courses students should be in. Also, the education department is ridiculous in how they change their requirements every two weeks and then change it for individual students (because they like a particular student and not another one). I got out of the education department quickly & changed my major quickly! If anyone asks me if they should go to USU or SUU for a degree in Education; I will tell them USU unless things change at SUU. Other than these two factors, my academic time at SUU has been worthwhile.
- Get rid of the small desks in RM #003 in the basement of the general classroom building.
- Transferring chemistry credits from USU was the worst part of my experience @ SUU. You need to get with USU and make sure simple chemistry classes are able to transfer.
- I would like to suggest more detailed minors for the criminal justice department as well as offering the police academy. I enjoyed this program. However, the minors offered for this degree @ Weber State are far better. The staff for the SUU CJ program is excellent. I appreciate the wide variety of expertise that is offered in helping students acquire a superior education.
- I love SUU, however it is very disappointing to not have a real nutrition program. I would stay, but am not for that reason. I have had great personalization from professors and enjoyed SUU and Cedar City. I will be sad to leave.
- Need to update materials & technology – still use videos from the 70's & 80's. Some teachers need to be more organized.
- I am graduating in May. In August I will be transferring to Weber State to pursue my BA in CJ. I am only leaving SUU because the minors for this major are sparse & inadequate. I wish to see more applicable minors.

- Good college but I disagree with the need to require certain classes which aren't applicable to my line of work in order for me to gain a degree.
- Please add more courses in animal nutrition, range management. You have the staff now that are capable of teaching more classes in those areas...why not use their qualification & knowledge?
- I would like to see computer labs in each building for the students.
- This was a waste of time that could have been better spent discussing class material
- Make form shorter
- I think that this questionnaire is a little long and tedious
- Shorter survey – with a shorter survey, people may be willing to give more honest answers rather than rushing through a long, tedious survey & marking bubbles just to get done. Thank you!
- Some of these questions were absolutely ridiculous.
- Not so long – Would rather spend time in class rather than doing survey.
- I learned more about my major, and more, period, through student government, clubs, & presidential ambassadors than in any of my classes.
- Any growth that I have experienced at SUU has not come from the classroom, but the other things that I have been involved in.
- I would like to see the increase of higher quality retailer & restaurants in Cedar. Progress for campus & Cedar would be nice.
- I came to SUU for more than one reason: the distance from home, size, area & programs I wanted were all offered.
- I needed more advisement & help planning classes so that I would be able to use my time here more effectively.
- Critical thinking is not encouraged in most classes. Job placement is non-existent.
- Great school.
- I would like to know what is going on more clearly in my classes. There needs to be more entertainment inside the city. I feel we give our time and money & in return, when we graduate, we don't get help getting jobs.
- I enjoyed SUU but some changes need to be made.
- Wood shop taught in summer
- Recycling program for more than just paper and make it more available.
- More electronic classes that can be taken for upper division credit. (TV VCR repair) (Electrical wiring class) (More programming classes)
- Thanks SUU
- Buy my expensive books back
- Course in project management
- Disagree with parking permits. I pay my tuition, I should have free parking!!!
- This survey took too long. It could be shorter.
- I loved my time at SUU. I feel I received an excellent education. The faculty and staff were excellent.
- Need to offer night classes for working students. CJ program is good!!!
- Overall very satisfied with major program, especially faculty. Dissatisfied with some administration issues: AP credits didn't eliminate gen ed., required student success courses (i.e. LM 1010) waste of time, & scholarship miscommunications.
- I would like to see the University hang on to great faculty a little better.
- You are awful at taking credits from other schools. Awful at letting other school's classes substitute for one here. Are you the only ones who can teach?
- If you really wanted comments or suggestions – then you should give us more than 4 short lines – hence – I know you don't want any suggestions.
- If you want more honest or thoughtful answers, substantially shorten this survey

- I would make it so there were not so many time conflicts in the schedule. So students could graduate on time more often.
- On the question that reads "If you could change one thing about your major program, what would it be?" – Doc V. is not a very good teacher. You might as well just buy the book & not pay tuition for his class. They are useless. Bowman is also pathetic!
- #16 Military call-up.
- #29 If I could choose, I would take advanced & Govt accounting from Dr. Reese.
- No more surveys
- We need more faculty, more class options, better prep for grad school, more conference attendance. The faculty are priceless.
- Give the Soc Dept more money to offer more diverse classes & offer a master's.
- I would like to see a master's program in sociology and psychology department.
- Available in Cedar – a mall or more shopping.
- It's stupid that we pay fees & tuition, but can't use gym facilities.
- This school is very conservative & censored. The student's voice is hardly listened to. The professors are underpaid and over-worked.
- This survey is way to long & difficult to understand in some spots.
- I would like to see more emphasis on job placement services. I would like to see more places to go for entertainment in Cedar City.
- There are departments that are obviously stronger than others. Marketing is strong. Finance could use a boost with some better quality in Faculty instruction. Accounting is also strong.
- Try to get more foreign students to come to SUU. For example: There are only two mainland Chinese people on campus. Comparing to other universities, it's too less!
- Make one of the two main, close parking lots into a level parking garage (lot). Overall, it is great to know the professors and have smaller classes.
- I think general education classes should be decreased. High school is for general ed. College should be to specialize in something. Too much time and money is spent on general classes teaching the same things you learn in high school.
- I wish the class times worked better for me. (Required classes at night, some required classes in the morning). Get class times given out early.
- The stipulations on transfer credit needs to change. SUU needs an exercise science program.
- Why is there not a biology minor offered with majors & why does it take 6 years (pushing through) to get a double major with one of them in Biology?
- I love SUU. I came out from Texas just to attend. It's a great atmosphere & environment. I just wish there were a few more options for certain things.
- There need to be more help with job placement or just educating students on jobs that are available other than the basics. For instance in the PE department, there are many other jobs like personal trainers, managers of the gym, fitness consultant, etc. besides being a PE teacher. I understand that is what the degree is for but reality is PE jobs are becoming fewer and fewer all the time.
- CLASS SCHEDULES NEED TO BE OUT SOONER! When you are trying to graduate in a certain time you need to know what classes are going to be available because some majors & minors like Art & PE are not very flexible with their classes!
- I don't think it is right for teachers to be able to penalize grades because of absences when athletes can miss every Friday of the semester & not be docked at all! Athletes and school functions are not the only people who should have excused absences.
- All in all I like Cedar City and the campus. Diversity needs improvement as well as cultural respect.
- It would be nice to have a class that pulls everything together in an applied way.
- My major is Finance and the University has done almost nothing to help me find a job that is applicable to my major.

- On the most part the faculty in the business department are good to excellent. There are a couple faculty members that are terrible teachers. It would help if there was a way to improve their teaching skills.
- I believe the single biggest factor to student's chance of gaining an education at SUU is the quality of instruction offered. If classes are tough and demanding, students will accept it, and appreciate it later. If the programs are improved in quality, SUU will have greater demand for its students. Students will feel more competent & ready, and students will stay to finish their education. Questions 17 – 27 are very vague and obscure. I doubt a graduating senior counts how many times he/she accesses the world wide web, skips classes, reads the newspaper, or seeks a more diverse atmosphere in the course of their enrollment at SUU. Narrowing the scope of the questions to the last semester would be easier for us to answer, and definitely more accurate for you.
- Career services does a good job organizing job fairs and workshops. I would like to see that much effort go into a career placement office. I attended 2 career fairs here at SUU and was disappointed that there was such a plethora of insurance sales jobs, military, and summer jobs. I would like to see some marketing and sales (business to business) career offerings as well.
- I enjoyed my SUU experience.
- I think the University needs to recognize who their customers are & target them. They need to have the needs of the students more in mind & not their own political agendas.
- Get rid of the prof. on tenure (Bowman, Doc. V) who do not do a good job of teaching. Just sit in on an econ class from Bowman & see how little he actually talks about econ.
- The school needs to put more money and effort in the agriculture program. This would bring more students in. This school used to be an ag school and I think you are losing the program.
- Make this survey shorter by half for more thoughtful answers.
- Advisors and student/faculty awareness of the advisors and who can help with what – this is the key to retention and better graduation / entrance numbers – this is what the administration wants – and students want to get done – the earlier the better – and not get bounced around.
- This town needs to become more college compatible. Anytime the law tries to enforce a "NO PARTY" law in a town where its main economic income is the school, something isn't right. In all honesty, people come to college to party & discover themselves. If they aren't given that opportunity, simply put, they won't come to get that experience, they won't spend their time & money at a non-private – non-religious backed institution. I realize that there is a dominant religion in the state of Utah, but this isn't BYU. If kids wanted those standards, they would go there. If they go somewhere else, they're looking for other things. Also, lighten up on the Greek system. They are one of the major attractions & the school should be happy they are part of it, rather than finding any and every excuse to get rid of them.
- I have really enjoyed the educators in both of my majors. They have been really helpful in selecting my majors, working towards my degree, and they have been really supportive in times of need. I am really impressed with them.
- Faculty needs a raise!!! The University needs to evaluate the stress levels of their student, and do their part to help relieve some of the unnecessary stress (busy work, rude professors, unorganized departments to name a few) factors that they contribute to students. Spread out scholarships and student funds more evenly among the colleges (ex. football, acclamation, other areas will benefit more than these, and get better results and SUU's name out than these two groups) You really need to evaluate your funding!!!
- I want to praise the forensics program for providing me with the education that would have been lacking if I had only taken regular comm classes. My education would have been left wanting otherwise. I also want to criticize the financial aid department for being a major cause in the loss of a scholarship by giving me incorrect information on numerous occasions.
- Work with the student groups to find solutions, do not ignore them, or patronize them.
- This survey was much too long and had some really dumb questions!
- Like SUU a lot, but I hate surveys.

- It's frustrating to be forced to take time out of my favorite class to fill out this survey.
- Don't give out these surveys anymore.
- I would like to see campus employment pay better. A student must work as many hours as he/she studies just to pay to EAT let alone pay for books and class related materials!
- The psychology faculty do a great job! I have been happy with the knowledge they have given me. Please drop the math general ed class.
- Much of my positive feeling about SUU comes from the great professors in the psych department. They've made my experience here, and I don't know if I would've stayed at SUU without them.
- Section III – 1 some teachers have great respect for students, while others have none at all.
- Athletic Training Major – not a clear choice for major/career.
- Better career advisement is needed in my program.
- I would like to see more internships available in the community that applied to various fields. (Real life experience.)
- My one faculty frustration was the most important class in my major (corporate finance) was taught by Dr. O'Connor.
- Create an environment where student's ideas count and where the teacher isn't always right. The classes should be taught as if it were the business that the students will soon be joining or establishing. The general education classes should be taught by a professor in the same college so that he can apply the knowledge & incorporate it into the upper level classes & thus making it interesting & beneficial to the students. This will establish a good name for the school as the reputation of the competent, creative, experienced students, who are well rounded in those things that pertain to the diploma & career they have and are pursuing is proven where it really counts, in the workforce & business world.
- I wish that the school made it easier to graduate in 4 years by not changing the Gen Eds so often and providing more in-depth career planning with the students here.
- This is a conservative community & liberal thinkers tend to be shunned, the student newspaper encourages this behavior which is detrimental to social progression! Need more open minds!
- Overall, it was a great experience and I would recommend SUU to others.
- We need more professors in French & Spanish. We need a SUUSA that cares more about the other students than their own popularity.
- Most teachers were understanding and truly concerned with my education, but some were quite cold and were just taking home a paycheck & the quality of instruction varied accordingly. I found that my professors were willing to be flexible with degree requirements so that I could pursue my interests but those who really decide whether you can graduate or not aren't flexible. I don't feel that I have received a "well rounded" education, only a superficial, "seen that once before" education.
- SUU is a small school and should allow for service to the student, "Customer Intimate" as the marketing folks would say. Continually increasing tuition, difficult & late class schedules, rude financial aid personnel, and lazy instructors clearly communicate to students.
- Do away with Theatre and the Arts (Shakespearean). Put that money in the other programs. Not very many people can make a living by acting as a career. It's ridiculous!!
- The student success and library media classes are a waste of time for students and a waste of school funds. Money could be better spent improving the campus or for faculty pay, not for administrators or what they push for.