

**Office of Analysis, Assessment, and Accreditation**

**UNIVERSITY CONNECTIONS SURVEY 2005**

**December, 2005**

## EXECUTIVE SUMMARY

Each Fall Semester USU offers two types of University Connections courses for incoming freshman. One is an eight week course that starts when the semester begins. Students attend twice a week for eight weeks. The other Connections course starts on the Wednesday before the semester begins and students attend Wednesday, Thursday, Friday, and half day on Saturday and then twice more in the semester, each session is one hour. The objective of these courses is to “provide an environment of challenge and support to help new students make a successful transition to USU. Class curriculum and activities provide an environment wherein students become familiar with the broad academic, social, and cultural opportunities offered by USU and the surrounding community” (USU Catalog).

The Connections Survey was designed to assess the reasons students’ took Connections and their satisfaction with the various components of the course. Several demographic questions were also asked. This report presents the data for the students who attended the one week Connections course. A total of 1221 students were enrolled and 804 students responded to the survey yielding a return rate of 65.8%.

### RESPONDENT CHARACTERISTICS

- 62% of the respondents were female.
- 80% of the respondents graduated from a high school in Utah.
- Almost 60% of the respondents were living on campus.
- 94% of the respondents were between the ages of 17 and 19.
- When asked the difficulty of their Fall Semester courses approximately 47% of the respondents indicated that their courses were moderately difficult and 10% said they were very difficult.

### MOST IMPORTANT REASONS FOR TAKING CONNECTIONS

- Attended to learn the physical layout of the campus (80%).
- Attended to get settled before school started (76%).
- Attended to earn two credits (76%).

### SELECTED FINDINGS

- Approximately 91% of the respondents agreed or strongly agreed that Connections faculty/staff were helpful.
- 90% of the respondents agreed or strongly agreed that registering for Connections was easy.
- About 87% of the respondents agreed or strongly agreed that they understood the Computer Information Literacy requirement.
- 82% of the respondents agreed or strongly agreed that because of the Connections course they were more informed about campus events.
- 79% agreed or strongly agreed that the computer lab information was helpful.
- Approximately 71% of the respondents agreed or strongly agreed that the Connections course helped ease their transition to USU.
- About 59% agreed or strongly agreed that they would recommend the Connections course to other students, while 20% disagreed or strongly disagreed.
- 63% of the respondents agreed or strongly agreed that they were satisfied with their Connections experience, while 17% disagreed or strongly disagreed.

## **2005 UNIVERSITY CONNECTIONS SURVEY**

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### **INTRODUCTION**

Each Fall Semester USU offers two types of University Connections courses for incoming freshman. One is an eight week course that starts when the semester begins. Students attend twice a week for eight weeks. The other Connections course starts on the Wednesday before the semester begins and students attend Wednesday, Thursday, Friday, and half day on Saturday and then twice more in the semester, each session is one hour. The University Connections course was designed to give students an early introduction to the expectations and challenges of university life; to the academic, geographic, social/communal, and procedural maps of the University. Connections 2005 also emphasized some of the learning skills students would need to achieve their university goals successfully. The course explored problems common in the transition of students from high school to university life. The course provided an orientation to the breadth of University services and resources, to basic policies and procedures governing the conduct of staff and students, and to the physical layout of the USU campus and Cache County community.

### **SURVEY METHODOLOGY**

The purpose of the survey was to evaluate student opinion in the nearly 40 sections of the Connections taught the week prior to the beginning of the semester. The survey consisted of three parts: survey demographics, a section of questions evaluating students' experiences with the course, and a section requiring students to rank reasons for taking Connections. The Connections Survey was placed on the WebCT site and all students were asked to submit their responses by October 21, 2005.

A total of 1221 students took the one week Connections course during Fall Semester of 2005 and a total of 804 students responded to the course survey. This is a response rate of 65.8%. A copy of the Connections Survey appears in Appendix A.

### **RESPONDENT CHARACTERISTICS (See Table 1)**

Of the 804 respondents, 62% were female and 38% were male. A majority of respondents (80.5%) graduated from a Utah high school. Over half of the respondents (59.5%) lived on campus. Ninety-four percent of the respondents were between the ages of 17 and 19.

When the students were asked to predict their Fall Semester grade point average, a majority of respondents (54.2%) anticipated getting between a 3.50 to a 4.0 GPA. When asked how difficult their Fall Semester courses had been, a plurality of respondents (46.9%) said that they were moderately difficult while 10% said they were very difficult.

**Table 1. Respondent Characteristics**

<b>Gender:</b>	<b>Male</b> 38.0%	<b>Female</b> 62.0%	
<b>Graduated from:</b>	<b>Utah High School</b> 80.5%	<b>Non-Utah High School</b> 19.5%	
<b>Reside:</b>	<b>On Campus</b> 59.5%	<b>Off Campus</b> 40.5%	
<b>Age:</b>	<b>17-19 years</b> 94.2%	<b>20-22 years</b> 5.8%	<b>More than 22 years old</b> 0.0%

**Predicted GPA for Fall Semester:**

<b>4.00 - 3.50</b> 54.2%	<b>3.49 - 3.0</b> 38.9%	<b>2.99 - 2.5</b> 5.8%	<b>2.49 - 2.0</b> 1.0%	<b>Less than 2.00</b> 0.0%
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**How difficult have your Fall Semester courses been?**

<b>Not Difficult</b> 4.2%	<b>Somewhat Difficult</b> 39.2%	<b>Moderately Difficult</b> 46.9%	<b>Very Difficult</b> 9.7%
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## **FINDINGS: REASONS FOR TAKING CONNECTIONS (See Table 2)**

Students were asked to rate reasons for taking Connections according to how important it was to them. They were to rate the items as Very Important, Somewhat Important, or Not Important.

Nearly 80% of the respondents rated "To Learn the physical layout of the campus" as very important, only 3.9% of the respondents thought this item was not important. Three-quarters of the respondents thought it was very important "To get settled before school starts". Earning two credits was also very important to 75.6% of the respondents.

Making friends with other new students was very important to 47.3% of the respondents, while 41.5% thought this item was only somewhat important. Forty-five percent of the respondents indicated that it was very important to develop a clearer understanding of the value of a college education, while 13.8% said this reason to attend Connections was not important. About the same number of respondents (44.5%) said it was very important to learn about opportunities to be involved on campus. Forty-four percent of the respondents thought it was very important to learn University policies.

Only 39.9% of the respondents thought it was very important to learn about what there is to do in Logan. A similar percentage of respondents (37.5%) thought it was very important to take Connections to meet faculty and staff. Only 36.2% thought Connections would help them learn more about a possible major, while 23.8% thought this was not an important reason for taking Connections. The least important reason for taking Connections was to be with friends who were enrolling in Connections; only one-quarter of the respondents thought this item was very important.

**Table 2. Reasons for taking Connections.**

(Rate each of the following reasons for taking Connections according to how important it was to you):

	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
<b>To learn the physical layout of the campus.</b>	79.5%	16.7%	3.9%
<b>To get settled before school starts.</b>	75.6%	19.5%	4.9%
<b>To earn two credits.</b>	75.6%	21.0%	3.4%
<b>To make friends with other new students.</b>	47.3%	41.5%	11.2%
<b>To develop a clearer understanding of the value of a college education.</b>	45.0%	41.2%	13.8%
<b>To learn about opportunities to be involved on campus.</b>	44.5%	46.6%	8.8%
<b>To learn University policies.</b>	44.2%	49.0%	6.8%
<b>To learn what there is to do in Logan.</b>	39.9%	38.3%	21.8%
<b>To meet faculty and staff.</b>	37.5%	49.3%	13.2%
<b>To learn more about a possible major.</b>	36.2%	40.0%	23.8%
<b>To be with friends who were enrolling in Connections.</b>	25.2%	37.4%	37.3%

## **FINDINGS: STUDENTS' EXPERIENCES WITH THE CONNECTIONS COURSE (See Table 3)**

The survey included questions requiring students to rate the extent to which they agreed or disagreed with statements about Connections in general, course content and assignments, and perceptions of the helpfulness of faculty and staff on campus. Results are discussed in descending order of responses by agreed plus strongly agreed.

When asked if the Connections faculty and staff were helpful, 90.7% of the respondents agreed or strongly agreed. An overwhelming number of respondents (90.1%) said that registering for Connections was easy. Another 90.1% of the respondents agreed or strongly agreed that if they (or a classmate/roommate) experience rape/sexual assault/sexual harassment, they knew where to go for help. A large majority of respondents (86.6%) agreed or strongly agreed that they understood the Computer Information Literacy (CIL) requirement. A majority of respondents (82.3%) agreed or strongly agreed that because of the course they were more informed about campus events. Seventy-nine percent of the respondents agreed or strongly agreed that the computer lab information in the course was helpful. Almost 79% of the respondents agreed or strongly agreed that the weekly peer mentor e-mails were informative. Only 6% or less of the respondents disagreed or strongly disagreed with the above items.

Almost 74% of the respondents agreed or strongly agreed that the literature assignment from the book When the Emperor was Divine broadened their perspective of human experiences during wartime, although almost 10% disagreed or strongly disagreed. Seventy-two percent of the respondents felt that the Connections course helped ease their transition to USU, while 10% disagreed or strongly disagreed. A majority of respondents (71%) felt comfortable contacting their peer mentor with questions. Almost 71% felt they received useful information in this course, but 10.5% of the respondents disagreed or strongly disagreed. Neutral responses on these items ranged from 16.5% to 21.8%.

Sixty-five percent of the respondents agreed or strongly agreed that the course helped them to understand what was available in the University's library; 13.6% disagreed or strongly disagreed with this item. A majority of respondents (64.3%) agreed or strongly agreed that President Albrecht's speech helped them feel welcome at USU, only 5.5% disagreed or strongly disagreed. Sixty-three percent of the respondents were satisfied with their Connections experience, 17.2% were not. Almost 63% indicated the course enabled them to feel comfortable contacting their professors; 10.2% disagreed or strongly disagreed with this item.

Almost 59% of the respondents would recommend the Connections course to other students, while 20.3% would not. Only 56.6% of the respondents reported that Connections course assignments helped them to learn more about college expectations, while 19.8% indicated it did not help. The "Making it Count" presentation provided a useful overview of the value of the college experience for 55.1% of the respondents, while 10.7% disagreed or strongly disagreed. A little over half of the respondents indicated that the Sexual Assault and Anti-Violence Information presentation was useful, but as mentioned above 90.1% of the respondents knew where to go for help because of this presentation. Almost 53% of the respondents reported that the Dean's Welcome helped them understand the organization of the University, but 11.8% said it did not. Only 51.7% of the respondents said the common literature assignment helped them to experience what would be required in a college course, while 26.7% disagreed or strongly disagreed. Although a large majority of respondents (82.3%) said Connections informed them of campus events, about half reported attending more campus events because of this information. Thirty percent of the respondents marked neutral on this item. Making friends at USU was easier because of Connections for 51.4% of the respondents, while 18.3% indicated it was not. The evening activities were clearly worthwhile to 51.4% of the respondents while 13.6% indicated they were not. Because of the course, 50.9% of the respondents felt more comfortable getting help from library staff yet 15.6% did not. Neutral responses on these items ranged from 21.2% to 37.6%.

A plurality of respondents (49.2%) reported that the course helped them learn to manage their time more effectively; 22.2% reported it did not. Only 47.9% of the respondents felt the Technology workshop was helpful, while 13.3% said it was not. Forty-five percent indicated the Connections course assignments were relevant to their first semester experience, while 26.5% said they were not. The Dean's Welcome provided useful information about possible majors for 44.3% of the respondents, 38.7% were neutral on this item. Almost 41% of the respondents reported becoming more involved in campus organizations because of the Connections course. The information about Sunday options in the Connections course was useful for 36.1% of the respondents, while 46.5% of the respondents rated this item as neutral. Only 34.5% of the respondents chose to enroll in a major section of Connections to help their career decisions, similar percentages were both neutral (32.5%) and disagreed or strongly disagreed (33.1%). Just 16.7% of the respondents reported that the opportunity to enroll in a section with other students in their major influenced their decision to take Connections, while 47.2% were not influenced by taking it with other students in their major. These results question the need to offer sections for majors.

More detailed data for all of this section of questions appear on Table 4 in the Appendix B.

Table 3. Rate the extent to which you agree or disagree with each of the following statements:

	Strongly Agree + Agree	Neutral	Disagree + Strongly Disagree
The Connections faculty and staff were helpful.	90.7%	6.7%	2.6%
Registering for Connections was easy.	90.1%	7.2%	2.6%
If I (or a classmate/roommate) experience rape/sexual assault/sexual harassment, I know where to go for help.	90.1%	7.5%	2.4%
I understand the Computer Information Literacy (CIL) requirement.	86.6%	9.0%	4.5%
Because of the course I was more informed about campus events.	82.3%	11.5%	6.2%
The computer lab information was helpful.	79.2%	15.7%	5.1%
The weekly peer mentor e-mails are informative.	78.8%	15.1%	6.0%
The literature assignment broadened my perspective of human experiences during wartime.	73.6%	16.5%	9.8%
The Connections courses helped ease my transition to USU.	71.6%	18.3%	10.1%
I feel comfortable contacting my peer mentor with questions.	71.0%	21.8%	7.1%
I received useful information in this course.	70.6%	18.9%	10.5%
The course helped me to understand what is available in the University's library.	64.8%	21.6%	13.6%
President Albrecht's speech helped me to feel welcome at USU.	64.3%	30.3%	5.5%
I am satisfied with my Connections experience.	63.0%	19.8%	17.2%
The course enabled me to feel comfortable contacting my professors.	62.8%	27.0%	10.2%
I would recommend the Connections course to other students.	58.5%	21.2%	20.3%
Connections course assignments helped me to learn more about college expectations.	56.6%	23.6%	19.8%
The "Making it Count" presentation provided a useful overview of the value of the college experience.	55.1%	34.2%	10.7%
The SAAVI presentation was useful.	53.9%	37.6%	8.5%
The Dean's Welcome helped me understand the organization of the University.	52.6%	35.6%	11.8%
The common literature assignment helped me to experience what would be required in a college course.	51.7%	21.5%	26.7%
Because of the course I attended more campus events.	51.6%	30.2%	18.2%
Making friends at USU was easier because of Connections.	51.4%	30.3%	18.3%
The evening activities were worthwhile.	51.4%	35.0%	13.6%
Because of the course, I feel more comfortable getting help from library staff.	50.9%	33.5%	15.6%
The course helped me learn to manage my time more effectively.	49.2%	28.7%	22.2%
The Technology workshop was helpful.	47.9%	38.7%	13.3%
Connections course assignments were relevant to my first semester experience.	45.2%	28.3%	26.5%
The Dean's Welcome provided useful information about a possible major.	44.3%	38.7%	16.9%
Because of the course I became more involved in campus organizations.	40.8%	36.0%	23.2%
The information about Sunday options was useful.	36.1%	46.5%	17.4%
I chose to enroll in a major section to help my career decisions.	34.5%	32.5%	33.1%
The opportunity to enroll in a section with other students in my major influenced my decision to take Connections.	16.7%	36.1%	47.2%

## APPENDIX A

## Connection Survey

Mark one response to each question.

1. My Connections course instructor is: Select your instructor
2. I am  male  female
3. I graduated from a  Utah High School  Non-Utah High School
4. I live  on campus  off campus
5. I am  17-19 years old  20-22 years old  More than 22 years old
6. What do you predict your grade point average will be at the end of the Fall Semester?  
 4.00-3.50  3.49-3.0  2.99-2.50  2.49-2.00  Less than 2.00
7. How difficult have your Fall Semester courses been?  
 Not difficult  Somewhat difficult  Moderately difficult  Very difficult

Rate the extent to which you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The Connections courses helped ease my transition to USU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Making friends at USU was easier because of Connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The opportunity to enroll in a section with other students in my major influenced my decision to take Connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I chose to enroll in a major section to help my career decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The common literature assignment helped me to experience what would be required in a college course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The literature assignment broadened my perspective of human experiences during wartime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The Connections faculty and staff were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Registering for Connections was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I received useful information in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The course enabled me to feel comfortable contacting my professors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Because of the course I became more involved in campus organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Because of the course I was more informed about campus events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Because of the course I attended more campus events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The course helped me learn to manage my time more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. I understand the Computer Information Literacy (CIL) requirement.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. The evening activities were worthwhile.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. The "Making it Count" presentation provided a useful overview of the value of the college experience.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. The Dean's Welcome helped me understand the organization of the University.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The Dean's Welcome provided useful information about a possible major.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. The Technology workshop was helpful.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. The SAAVI presentation was useful.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. If I (or a classmate/roommate) experience rape/sexual assault/sexual harassment, I know where to go for help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. The computer lab information was helpful.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. The course helped me to understand what is available in the University's library.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Because of the course, I feel more comfortable getting help from library staff.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. I feel comfortable contacting my peer mentor with questions.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. The weekly peer mentor e-mails are informative.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Connections course assignments helped me to learn more about college expectations.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Connections course assignments were relevant to my first semester experience.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. President Albrecht's speech helped me to feel welcome at USU.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. The information about Sunday options was useful.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I am satisfied with my Connections experience.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I would recommend the Connections course to other students.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Rate each of the following reasons for taking Connections according to how important it was to you:

- |   | Very Important        | Somewhat Important    | Not Important         |
|---|-----------------------|-----------------------|-----------------------|
| 1. To make friends with other new students.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. To learn University policies.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. To learn the physical layout of the campus.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. To get settled before school starts.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. To earn two credits.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. To be with friends who were enrolling in Connections.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. To learn more about a possible major.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. To learn about opportunities to be involved on campus.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. To learn what there is to do in Logan.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. To meet faculty and staff.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. To develop a clearer understanding of the value of a college education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## APPENDIX B

Table 4. Rate the extent to which you agree or disagree with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The Connections courses helped ease my transition to USU.	19.7%	51.9%	18.3%	7.6%	2.5%
Making friends at USU was easier because of Connections.	14.9%	36.4%	30.3%	14.7%	3.6%
The opportunity to enroll in a section with other students in my major influenced my decision to take Connections.	4.4%	12.3%	36.1%	32.4%	14.8%
I chose to enroll in a major section to help my career decisions.	8.4%	26.1%	32.5%	23.7%	9.4%
The common literature assignment helped me to experience what would be required in a college course.	9.1%	42.7%	21.5%	18.5%	8.2%
The literature assignment broadened my perspective of human experiences during wartime.	21.9%	51.7%	16.5%	5.8%	4.0%
The Connections faculty and staff were helpful.	43.3%	47.3%	6.7%	1.7%	0.9%
Registering for Connections was easy.	40.4%	49.7%	7.2%	2.4%	0.2%
I received useful information in this course.	21.6%	49.0%	18.9%	8.3%	2.3%
The course enabled me to feel comfortable contacting my professors.	19.6%	43.2%	27.0%	8.2%	2.0%
Because of the course I became more involved in campus organizations.	10.6%	30.2%	36.0%	19.0%	4.2%
Because of the course I was more informed about campus events.	34.9%	47.4%	11.5%	4.4%	1.9%
Because of the course I attended more campus events.	15.3%	36.3%	30.2%	14.0%	4.2%
The course helped me learn to manage my time more effectively.	11.8%	37.4%	28.7%	16.6%	5.5%
I understand the Computer Information Literacy (CIL) requirement.	38.2%	48.4%	9.0%	3.7%	0.7%
The evening activities were worthwhile.	15.1%	36.3%	35.0%	11.0%	2.6%
The "Making it Count" presentation provided a useful overview of the value of the college experience.	12.7%	42.4%	34.2%	8.5%	2.2%
The Dean's Welcome helped me understand the organization of the University.	9.1%	43.5%	35.6%	8.6%	3.2%
The Dean's Welcome provided useful information about a possible major.	8.1%	36.2%	38.7%	13.4%	3.5%
The Technology workshop was helpful.	9.3%	38.6%	38.7%	10.3%	3.0%
The SAAVI presentation was useful.	12.0%	41.9%	37.6%	5.9%	2.6%
If I (or a classmate/roommate) experience rape/sexual assault/sexual harassment, I know where to go for help.	35.0%	55.1%	7.5%	2.0%	0.4%
The computer lab information was helpful.	29.1%	50.1%	15.7%	3.7%	1.4%
The course helped me to understand what is available in the University's library.	17.5%	47.3%	21.6%	10.6%	3.0%
Because of the course, I feel more comfortable getting help from library staff.	14.2%	36.7%	33.5%	12.3%	3.2%
I feel comfortable contacting my peer mentor with questions.	25.7%	45.3%	21.8%	5.4%	1.7%
The weekly peer mentor e-mails are informative.	36.7%	42.2%	15.1%	3.8%	2.3%
Connections course assignments helped me to learn more about college expectations.	15.3%	41.4%	23.6%	13.0%	6.8%
Connections course assignments were relevant to my first semester experience.	11.0%	34.2%	28.3%	17.1%	9.4%
President Albrecht's speech helped me to feel welcome at USU.	15.4%	48.8%	30.3%	3.9%	1.6%
The information about Sunday options was useful.	9.0%	27.1%	46.5%	12.1%	5.4%
I am satisfied with my Connections experience.	19.6%	43.5%	19.8%	12.6%	4.6%
I would recommend the Connections course to other students.	24.4%	34.1%	21.2%	12.1%	8.2%