

**2018
Sophomore Survey
Report**

**NAU 2018 SOPHOMORE SURVEY
TABLE OF CONTENTS**

Executive Summary	1
Methods	2
Key Results	3
Summary of Responses by Content Area	4
Experiences at Northern Arizona University	4
Skills and Abilities	4
University Environment and Advising	5
Liberal Studies	7
Diverse Learning Environment	8
Results from Historical Surveys	8
Overall Satisfaction Ratings	8
Availability of Academic Advising	9
Skill Development.....	9
Appendix A: Sample and Population Demographics	A-1
Appendix B: Mean Value Rating Comparisons	B-1

EXECUTIVE SUMMARY

Northern Arizona University has conducted a survey of sophomore students for more than 10 years. The survey assesses student satisfaction and opinions about their experiences at the university. The following report focuses on the results from the spring 2018 administration of the sophomore survey and highlights significant changes over the years of the study.

Consistent with prior years, the 2018 survey respondents are highly satisfied with their overall experience at NAU. Among the areas of greatest satisfaction are success in self reliance, success in performing academically, and the challenge of academic coursework. Among other highly rated areas are availability of faculty and opportunities for involvement on campus. The last six years have seen significant growth in enrollment, which continues to apply pressure on advising resources, particularly at the departmental level. However, overall reported availability of advising services has generally stabilized, and areas of strength reflect respondents indicating a greater degree of understanding regarding their degree requirements and selection of appropriate courses. With respect to the presence of diverse learning, the student survey respondents reflect strong support that instructors encourage students to contribute different perspectives in class. Further, student survey respondents indicate notable satisfaction that instructors value individual differences in the classroom.

METHODS

The 2018 Sophomore Survey was administered via a web-based application open to all sophomore students. The Office of Institutional Research and Analysis surveyed all students whose academic level was flagged as sophomore (students with 30-59 cumulative units completed) on May 7, 2018¹. The survey consisted of multiple-choice and open-ended questions in an electronic format. Questions addressed satisfaction in key areas, perceived development of certain essential skills, time management, success in social areas, and opinions about the university environment and services. All eligible students were notified of the survey through electronic mail.

The survey was available online for students to respond for a period of four weeks in spring 2018. The sampling error² associated with a 975-person sample drawn from a population of 4,760 is ± 2.8 percent. As expected, the survey sample was similar to the overall population of sophomores on most characteristics examined, except for gender. Appendix A shows the characteristics of the survey sample compared to the sophomore population at NAU at the time the sample was drawn.

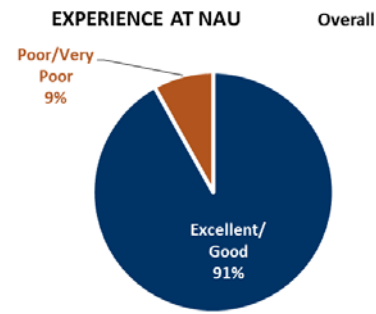
A longitudinal comparison of results across all years of the study is only available for select student evaluation areas. The survey instrument underwent a significant revision in 2007 and again in 2011. Appendix B summarizes select evaluation results from the 2008-2009, 2011, 2012, 2014, 2016, 2017 and 2018 surveys. (The 2013 administration was a shortened version of the complete survey with only selected items asked.)

¹ For survey administrations in 2004, 2005, and 2006 the population was based upon sophomore students who had between 40 and 59 total cumulative earned hours and greater than 29 cumulative NAU earned hours. The survey administrations after 2007 mark a slight change in the definition of choosing the sophomore population.

² The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80 percent of the sophomore sample indicated satisfaction in a specific content area, the actual population parameter falls in the range of 76% - 84% (80% +/- 4%) satisfaction.

KEY RESULTS

NAU sophomores remain very positive in rating their *overall experience at NAU* to this point in their academic careers. Ninety-one percent (91%) of sophomores surveyed said their experience thus far was either “Good” or “Excellent.” Ninety-five percent (95%) of sophomores *plan on completing their bachelor’s degrees at NAU*, while 73 percent *would still choose to attend NAU* if they could start over.



	Very Poor	Poor	Good	Excellent
How would you rate your overall experience at NAU so far? (N = 971)	2%	8%	68%	23%
	15	73	659	224

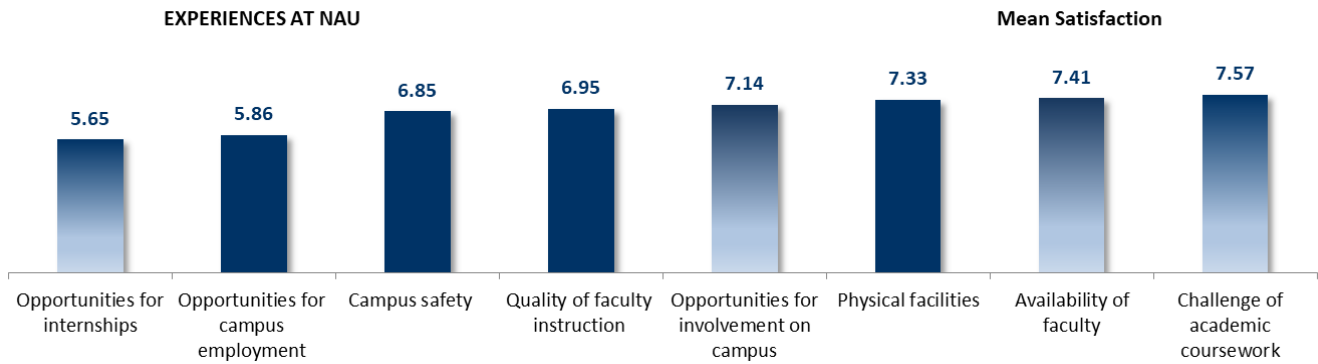
	Definitely No	Probably No	Probably Yes	Definitely Yes
If you could start over, would you choose NAU again? (N = 779)	8%	19%	47%	26%
	61	150	367	201

SUMMARY OF RESPONSES BY CONTENT AREA

EXPERIENCES AT NORTHERN ARIZONA UNIVERSITY

Students were asked to rate their satisfaction with eight specific content areas on a scale of 1-10 (1 = “Very Dissatisfied,” 10 = “Very Satisfied”). Greatest satisfaction measured from the four areas of general academics is reported for the *challenge of academic coursework* (7.57), the *availability of faculty* (7.41), followed by the *physical facilities* (7.33), and the *opportunities for involvement on campus* (7.14).

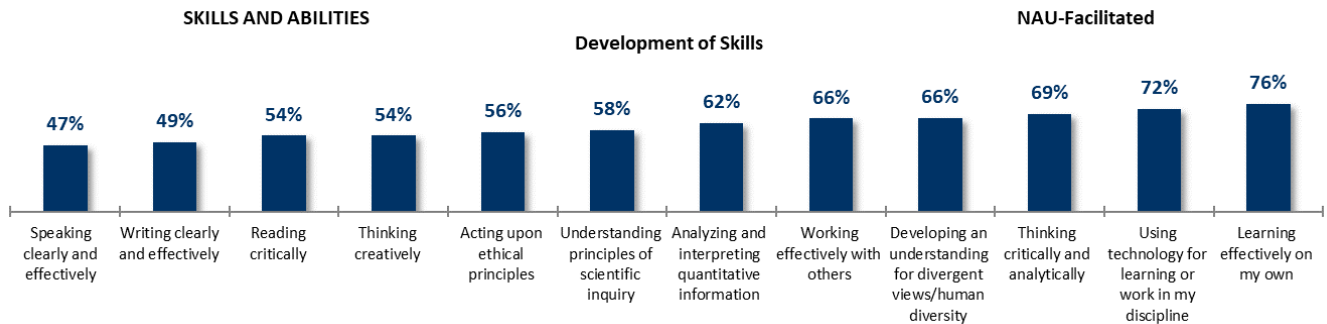
Students were also asked to rate their satisfaction with four additional overall dimensions. The highest satisfaction was reported with *quality of faculty instruction* (6.95), followed by *campus safety* (6.85), *opportunities for campus employment* (5.86), and then *opportunities for internships* (5.65).



SKILLS AND ABILITIES

Skills

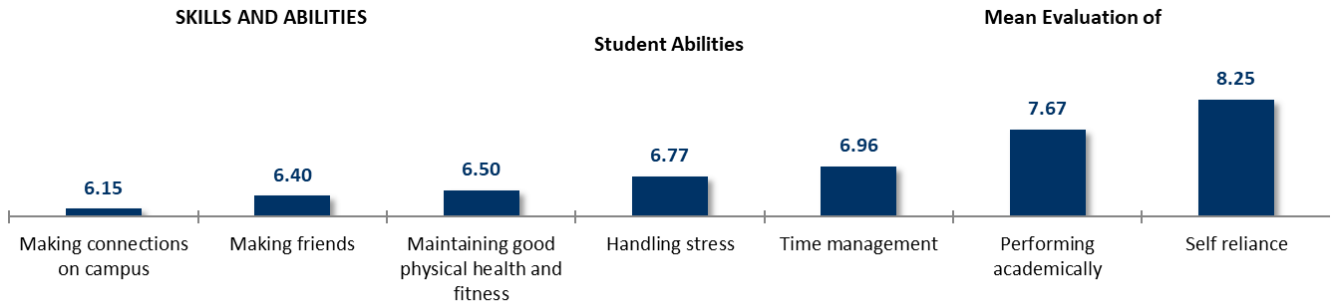
Sophomores were asked to evaluate the extent that NAU has facilitated their development in a variety of skill areas. Possible response categories included “Very Little,” “Some,” “Quite a Bit,” and “Very Much”. The proportion of sophomores indicating their NAU education has contributed significantly (“Quite a Bit” or “Very Much” responses) to their development of specific skills varies from a low of 47 percent for *speaking clearly and effectively* to a high of 76 percent for *learning effectively on my own*. Please note these are respondents who, on average, have two to three years of courses still to take at NAU. Yet, many of these skill categories are the objectives of the liberal studies curriculum generally taken by first-year and sophomore students.



Abilities

Students were asked to rate how successful they were, on a scale of 1-10, on a variety of abilities indicative of academic success (1 = “Very Unsuccessful,” 10 = “Very Successful”). Students indicated most success in abilities for *self-reliance* (8.25) and *performing academically* (7.67), while *making friends* (6.40) and *making connections on campus* (6.15) were rated the lowest.

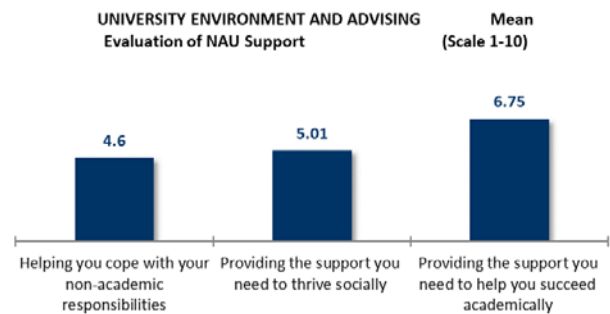
SKILLS AND ABILITIES



UNIVERSITY ENVIRONMENT AND ADVISING

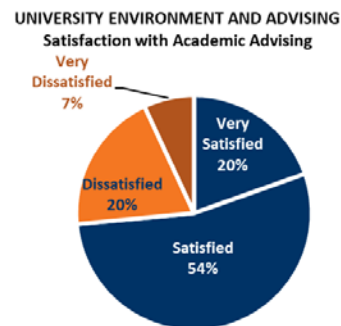
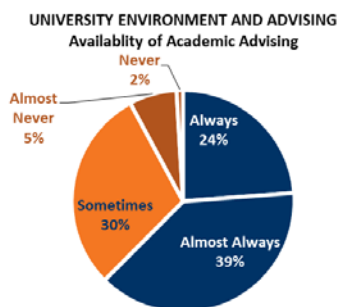
NAU Support

Students were asked to rate on a scale of 1-10 the level of support NAU provides in a variety of areas (1 = “Very Little,” 10 = “Very Much”). Students indicated NAU provided the greatest support in **helping them succeed academically** (6.75) and the least support in **helping them cope with non-academic responsibilities** (4.6).



Academic Advising

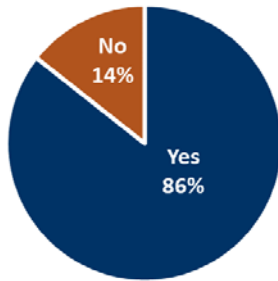
Academic advising had historically been identified as an area in need of improvement on a variety of surveys conducted at NAU over the past several years. In the 2018 administration of the Sophomore Survey, 63 percent indicated that academic advising had been available when needed either “Always” or “Almost Always.” Nearly 74 percent indicated they were “Very Satisfied” or “Satisfied” with academic advising.



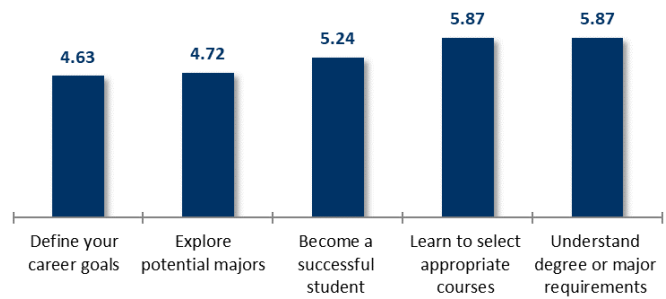
Gateway Success Center

About 86 percent of sophomores surveyed have received advising from the Gateway Success Center. These students were then asked to what extent the Gateway Success Center helped them in specific areas on a scale of 1-10 (1 = “Very Little,” 10 = “Very Much”). The students reported the greatest help in **understanding degree or major requirements** (5.87) and **selecting appropriate courses** (5.87). The lowest rated area for help from the Gateway Success Center was helping sophomores **define their career goals** (4.63).

UNIVERSITY ENVIRONMENT AND ADVISING
Received Advising from Gateway



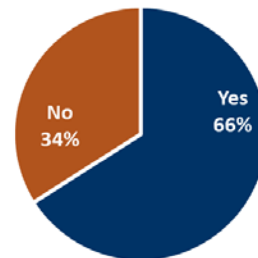
UNIVERSITY ENVIRONMENT AND ADVISING
Mean Evaluation of Gateway Services (Scale 1-10)



Major Department Advising

About 66 percent of the sophomores surveyed responded they are receiving advising from their major department. These students were then asked to describe the advising transition from Gateway Success Center to the college for advising in their major on a scale of 1-10 (1 = “Very Confusing,” 10 = “Very Smooth”), and about 40 percent rated the transition as smooth (7 to 10).

UNIVERSITY ENVIRONMENT AND ADVISING
Receiving Advising from Major Department



UNIVERSITY ENVIRONMENT AND ADVISING

How would you describe the advising transition when you were transferred from Gateway to your college for advising in your major?

UNIVERSITY ENVIRONMENT AND ADVISING										
How would you describe the advising transition when you were transferred from Gateway to your college for advising in your major?										
Very Confusing	1	2	3	4	5	6	7	8	9	Very Smooth
	1	2	3	4	5	6	7	8	9	10
	19%	4%	5%	8%	15%	10%	8%	9%	6%	17%

When these students were asked to rate the extent of help received from their major department’s advising on a scale of 1-10 for three specific areas, the highest rated area was *helping them be a successful student* (5.60) followed by *talking about career options* (5.07) and *provided information on research opportunities or internships experiences* (5.05).

UNIVERSITY ENVIRONMENT AND ADVISING
Mean Evaluation of Department Advising Services (Scale 1-10)



LOUIE/PeopleSoft

Students rated *NAU’s LOUIE/PeopleSoft registration* on a scale of 1-10. Of the respondents, 46 percent provided a rating from 7-10, and 21 percent rated the system on the low end (1-3). The remaining students (33%) gave the system an average rating (4-6).

UNIVERSITY ENVIRONMENT AND ADVISING

How would you rate NAU's LOUIE/PeopleSoft class registration system?

<i>Poor</i>										<i>Excellent</i>
1	2	3	4	5	6	7	8	9	10	
12%	3%	6%	9%	13%	11%	17%	14%	9%	6%	

Technology

When asked *how successful NAU has been in integrating technology into the learning environment* on a scale of 1-10, the majority of the students rated favorably on the high-end of the scale with 54 percent responding from 7 to 10.

UNIVERSITY ENVIRONMENT AND ADVISING

How successful has NAU been in integrating technology into the learning environment?

<i>Very Unsuccessful</i>										<i>Very Successful</i>
1	2	3	4	5	6	7	8	9	10	
3%	2%	4%	9%	13%	14%	18%	16%	9%	11%	

LIBERAL STUDIES

Sophomores were surveyed with two questions about the Liberal Studies program. On a scale of 1-5, students were asked *to what extent NAU made them aware of the goals and purpose of the Liberal Studies program*. The responses indicate 32 percent were aware of the goals and purpose (rating either 4 or 5). When asked *to what extent their learning has benefited from Liberal Studies courses taken so far*, 39 percent (rating 4 or 5) believed they have benefited from the courses.

LIBERAL STUDIES

To what extent has NAU made you aware of the goals and purpose of the Liberal Studies Program?

<i>Not at All</i>					<i>Very Much</i>
1	2	3	4	5	
24%	17%	24%	17%	15%	
Don't know what Liberal Studies are ... 3%					

LIBERAL STUDIES

To what extent has your learning benefited from the Liberal Studies courses that you have taken so far?

<i>Have Not Benefited</i>					<i>Highly Benefited</i>
1	2	3	4	5	
17%	19%	23%	21%	18%	
Don't know what Liberal Studies are ... 3%					

DIVERSE LEARNING ENVIRONMENT

Sophomore students were asked to rate the presence of diverse learning in seven key areas on a scale of 1-4 (1 = "Strongly Disagree," 4 = "Strongly Agree"). Students that "Agree" or "Strongly Agree" with the diverse-related statements ranged from 88 percent for *improving my understanding of other countries and cultures is important to me*, 86 percent for *instructors encourage students to contribute different perspectives in class*, and 83 percent for *instructors value individual differences in the classroom*. The following questions were derived from the 2010 *Diverse Learning Environments Survey* administered by the Higher Education Research Institute (HERI) at UCLA and implemented beginning with the 2011 Sophomore Survey.

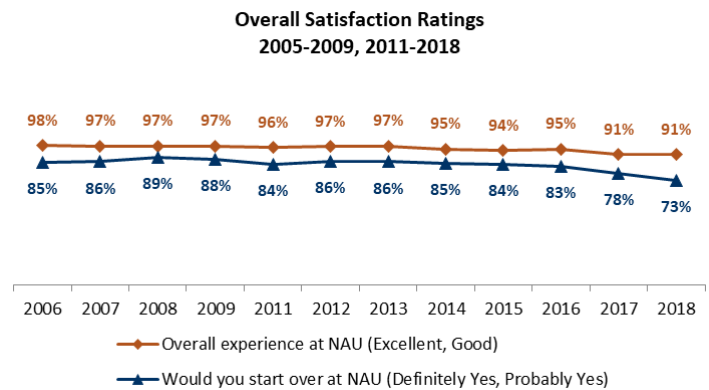
Indicate the extent to which you agree or disagree with the following:	Strongly Disagree	Disagree	Agree	Strongly Agree
Instructors encourage students to contribute different perspectives in class	2%	12%	61%	25%
Improving my understanding of other countries and cultures is important to me	2%	10%	49%	39%
Instructors value individual differences in the classroom	3%	15%	61%	22%
Instructors encourage students from diverse backgrounds to work together	4%	18%	59%	19%
I feel comfortable sharing my own perspective and experiences in class	5%	20%	54%	21%
I often discuss ideas and concepts from class with other students	5%	21%	52%	21%
I am able to explore my own background through class projects	7%	26%	51%	16%

RESULTS FROM HISTORICAL SURVEYS

The Sophomore Survey underwent major revisions beginning with the 2007 administration, and again in 2011, which prohibit the comparison of all results across all years of the study. However, several questions and answer sets have remained consistent since the first administration of the survey in 2002. The results summarized below provide a comparison for the years of study 2005-2009, 2011-2018.

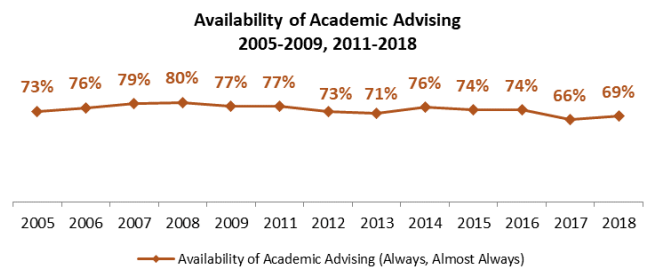
OVERALL SATISFACTION RATINGS

Overall satisfaction, assessed by asking students how they would rate their **overall experience at NAU** thus far, has remained consistently high (averaging 91%) across the last eleven years of this study. In 2018, 73 percent of students reported they would “Definitely” or “Probably” **start over again at NAU** given the opportunity.



AVAILABILITY OF ACADEMIC ADVISING

The proportion of students reporting that academic advising has “Always” or “Almost Always” been available to them increased steadily from 2005 to 2008, from 73 percent to 80 percent. This positive feedback began to diminish in 2009 and reached a low of 71 percent in 2013 before bouncing back during the 2014 survey. It remained steady at 74 percent for 2015 and 2016. In 2017, the positive feedback decreased to a low of 66 percent. The portion of students reporting positive availability of academic advising increased to 69 percent in 2018.



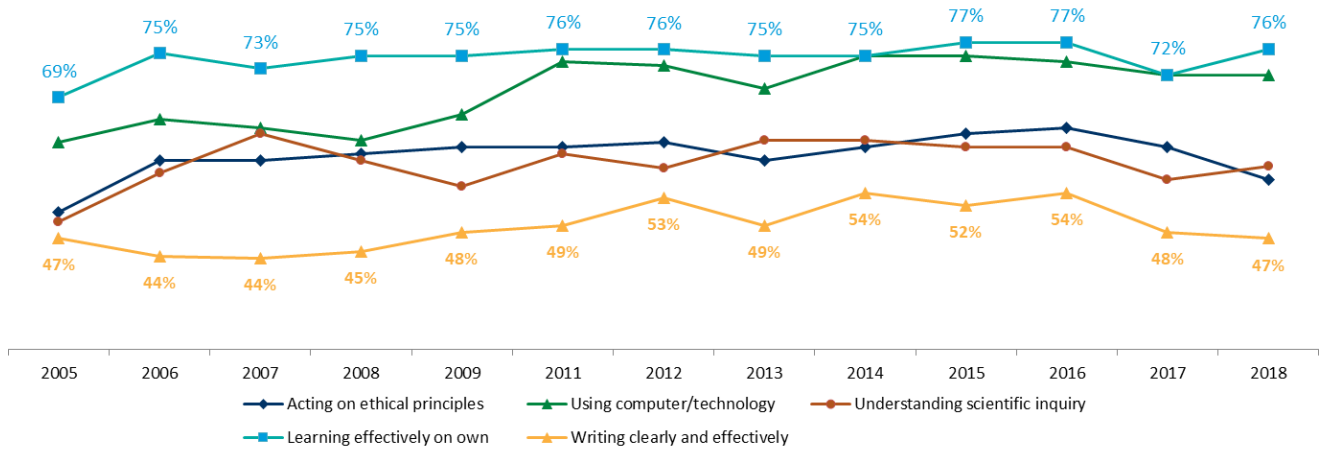
SKILL DEVELOPMENT

Students are asked to report to what extent NAU has facilitated their development in a variety of key skills (listed below). **Learning effectively on their own** ranked the highest skill development (76%), followed by **Using computer technology** (72%).

EVALUATION OF SKILL DEVELOPMENT AT NAU
Responses "Very Much" or "Quite a Bit"

	2005	2006	2007	2008	2009	2011	2012	2013	2014	2015	2016	2017	2018
Learning effectively on own	69%	75%	73%	75%	75%	76%	76%	75%	75%	77%	77%	72%	76%
Using computer/technology	62%	65%	64%	62%	66%	74%	73%	70%	75%	75%	74%	72%	72%
Thinking critically and analytically	71%	76%	71%	73%	72%	75%	78%	74%	75%	76%	77%	70%	69%
Develop understanding for divergent views	62%	71%	63%	66%	67%	68%	69%	64%	70%	73%	72%	70%	66%
Working effectively with others	62%	70%	67%	70%	71%	68%	68%	64%	66%	67%	70%	66%	66%
Analyzing quantitative problems	56%	61%	60%	60%	59%	66%	68%	66%	66%	70%	68%	61%	62%
Acting on ethical principles	51%	59%	59%	60%	61%	61%	62%	59%	61%	63%	64%	61%	56%
Thinking creatively	60%	65%	63%	64%	62%	64%	67%	63%	63%	66%	65%	57%	54%
Understanding scientific inquiry	50%	57%	63%	59%	55%	60%	58%	62%	62%	61%	61%	56%	58%
Reading critically	56%	67%	61%	59%	62%	61%	64%	60%	61%	63%	65%	56%	54%
Writing clearly and effectively	47%	53%	53%	53%	54%	56%	58%	56%	58%	56%	60%	50%	49%
Speaking clearly and effectively	47%	44%	44%	45%	48%	49%	53%	49%	54%	52%	54%	48%	47%

Comparison of Selected Skills



APPENDIX A: SAMPLE AND POPULATION DEMOGRAPHICS

The 2018 survey sample was similar to the overall population of sophomores on most characteristics examined. As is common in survey research, females are overrepresented as survey respondents.

	Survey Participants	All Sophomores on May 7, 2018
GROUP SIZE	975	4,760
SAMPLING ERROR		2.8
GENDER		
Male	23%	41%
Female	77%	59%
ETHNICITY		
American Indian/Alaska Native	1%	1%
Asian	2%	2%
Black/African American	3%	3%
Hispanic/Latino	23%	23%
Native Hawaiian/Oth Pac Island	<1%	<1%
White	63%	59%
Two or More	5%	6%
International	2%	5%
Not Specified	1%	1%
CUMULATIVE GPA	3.28	2.97
CAMPUS		
Flagstaff Mountain Campus	96%	94%
Community Campuses	1%	2%
Online ¹	3%	4%

¹ Online includes Personalized Learning effective with the 2018 report

Appendix B: MEAN VALUE RATING COMPARISONS

Q#	DESCRIPTIVE STATISTICS (based on a scale of 1-10)	2009			2011			2012			2014			2015			2016			2017			2018		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	
To this point in your NAU education, how satisfied have you been with each of the following areas?																									
2A	Quality of faculty instruction	7.67	1.8	1,223	7.57	1.8	905	7.53	1.9	880	7.45	2.1	587	7.49	2.0	487	7.46	2.0	547	7.33	2.1	968	6.95	2.2	
2B	Availability of faculty	7.81	1.8	1,206	7.87	1.9	894	7.80	2.0	882	7.80	2.0	588	7.90	2.0	486	7.90	2.0	542	7.80	1.9	961	7.41	2.2	
2C	Challenge of academic coursework	7.99	1.7	1,224	7.91	1.7	894	7.97	1.8	876	7.75	1.9	589	7.92	1.9	485	7.89	1.9	545	7.75	1.9	970	7.57	1.9	
2D	Opportunities for involvement on campus	7.76	1.8	1,130	7.72	2.1	844	7.98	2.0	880	8.03	2.2	590	8.18	2.1	453	7.90	2.2	511	7.52	2.2	911	7.41	2.2	
2E	Opportunities for campus employment	NA	NA	1,036	5.66	2.7	801	5.94	2.8	880	6.96	2.9	588	7.30	2.9	438	6.57	2.8	477	6.27	2.6	854	5.86	2.7	
2F	Campus safety	8.17	1.8	1,154	8.05	1.9	858	8.03	1.9	878	8.18	2.0	590	8.32	1.9	463	7.94	2.0	519	7.22	2.4	940	6.85	2.4	
2G	Physical facilities	7.49	1.9	1,198	6.92	2.3	877	7.67	2.0	881	7.69	2.1	589	7.60	2.1	476	7.60	2.2	529	6.75	2.4	950	7.33	2.2	
2H	Opportunities for internships	NA	NA	857	6.18	2.4	678	6.39	2.4	876	7.42	2.9	586	7.39	2.9	384	6.33	2.6	424	5.92	2.5	776	5.65	2.5	
How successful are you at each of the following?																									
4A	Time management	7.39	2.1	1,231	6.97	2.2	907	7.17	2.2	877	7.12	2.3	589	7.09	2.2	491	7.26	2.2	547	6.98	2.3	881	6.96	2.2	
4B	Handling stress	7.29	2.2	1,232	7.05	2.2	909	7.09	2.2	880	6.96	2.4	588	6.69	2.3	491	6.78	2.4	549	6.39	2.6	884	6.77	2.3	
4C	Making friends	7.56	2.2	1,231	7.23	2.4	908	7.37	2.4	879	6.98	2.5	587	6.94	2.5	490	6.97	2.7	547	6.62	2.6	882	6.40	2.6	
4D	Maintaining good physical health and fitness	7.34	2.1	1,234	7.25	2.2	909	7.37	2.2	879	7.14	2.2	588	6.85	2.4	490	6.95	2.4	548	6.58	2.4	880	6.50	2.3	
4E	Performing academically	8.12	1.7	1,232	7.82	1.9	911	7.88	1.9	879	7.90	2.0	587	7.75	2.0	489	8.02	1.9	547	7.83	2.0	882	7.67	2.0	
4F	self reliance	8.53	1.7	1,231	8.16	2.0	907	8.29	1.9	875	8.19	2.0	588	8.00	2.1	491	8.27	2.0	545	8.15	2.0	885	8.25	1.9	
4G	Making connections on campus	7.13	2.3	1,230	6.82	2.4	905	6.90	2.3	875	6.56	2.5	589	6.63	2.4	490	6.74	2.6	549	6.37	2.5	880	6.15	2.4	
To what extent does NAU emphasize each of the following?																									
5A	Providing the support you need to thrive socially	6.28	2.3	1,229	6.21	2.3	905	6.33	2.4	878	6.20	2.5	588	6.24	2.5	492	6.16	2.6	549	5.66	2.7	854	5.01	2.5	
5B	Providing the support you need to help you succeed academically	7.50	2.1	1,229	7.32	2.1	903	7.46	2.1	879	7.44	2.1	590	7.45	2.1	491	7.34	2.2	546	6.84	2.5	854	6.75	2.3	
5C	Helping you cope with your non-academic responsibilities (work, family, etc.)	5.40	2.6	1,229	5.38	2.6	905	5.59	2.6	878	5.44	2.7	590	5.53	2.6	491	5.46	2.8	549	5.07	2.8	854	4.60	2.6	
To what extent has the Gateway Center helped you:																									
9A	Explore potential majors	5.50	3.0	980	5.56	2.9	709	5.71	3.0	725	5.52	3.1	492	5.43	3.0	421	5.76	3.0	456	5.33	3.1	822	4.72	3.0	
9B	Understand degree or major requirements	7.10	2.6	982	6.85	2.8	709	6.98	2.7	725	6.89	2.8	493	6.82	2.8	422	7.07	2.6	455	6.57	2.8	821	5.87	3.1	
9C	Learn to select appropriate courses	6.78	2.7	982	6.51	2.8	712	6.71	2.8	726	6.79	2.8	493	6.71	2.8	422	6.90	2.8	455	6.56	2.8	820	5.87	3.1	
9D	Become a successful student	5.84	2.7	981	5.65	2.8	708	5.91	2.8	728	5.74	2.9	493	5.83	2.8	421	6.09	2.9	456	5.53	2.9	819	5.24	3.0	
9E	Define your career goals	5.33	2.9	982	5.40	2.8	708	5.63	2.9	725	5.42	3.0	492	5.40	2.9	420	5.69	3.0	452	5.11	3.0	822	4.63	2.9	
11	How would you describe the advising transition when you were transferred from the Gateway to your college for advising?*	NA	NA	878	7.54	2.6	606	7.46	2.6	568	7.36	2.7	385	7.23	2.7	293	7.33	2.7	314	6.99	2.8	792	5.54	3.1	
To what extent has your major department advising:																									
12a	Helped you be a successful student	7.17	2.5	1,090	6.91	2.7	780	6.90	2.6	696	6.61	2.9	464	6.75	2.8	345	6.53	2.8	389	6.58	2.9	778	5.60	3.0	
12b	Provided you with information about research opportunities or internship experiences	6.09	3.1	1,092	6.09	3.0	780	6.07	3.0	696	5.80	3.2	464	5.94	3.1	348	5.63	3.3	390	5.58	3.2	779	5.05	3.1	
12c	Talked to you about career options	6.28	3.0	1,093	6.23	3.0	778	6.19	3.0	694	5.87	3.1	466	5.95	3.1	347	5.65	3.2	388	5.58	3.3	776	5.07	3.2	
13	How would you rate NAU's Louie/PeopleSoft registration system?	7.47	2.0	1,224	6.68	2.4	908	6.67	2.3	877	6.70	2.3	589	6.72	2.3	491	6.77	2.3	550	6.44	2.4	806	5.74	2.7	
14	How successful has NAU been in integrating technology into the learning environment?	7.63	1.8	1,232	7.26	2.0	907	7.18	2.0	874	7.03	2.1	590	7.10	2.1	492	7.18	2.1	548	6.87	2.3	808	6.55	2.2	

* New questions implemented in the 2011 survey instrument.