

## Academic Support

Respondents were asked to evaluate their satisfaction in various areas of academic support on a scale ranging from one to five. One represented *very dissatisfied* and five represented *very satisfied*. Respondents were also given an *Unable to Evaluate* option.

### A. Satisfaction with Technology Available on Campus

Over one-half of those responding, 65.9%, stated they were either very satisfied (16.3%) or satisfied (49.6%) with the technology available on campus (See Figure 6.1). Approximately 17.8% of the respondents indicated being neither satisfied or dissatisfied. The remaining 16.3% of the respondents stated they were either dissatisfied (12.6%) or very dissatisfied (3.7%). Only 1.4% was unable to evaluate. The mean overall satisfaction rating was 3.62.

### Overall Satisfaction with Technology Available on Campus

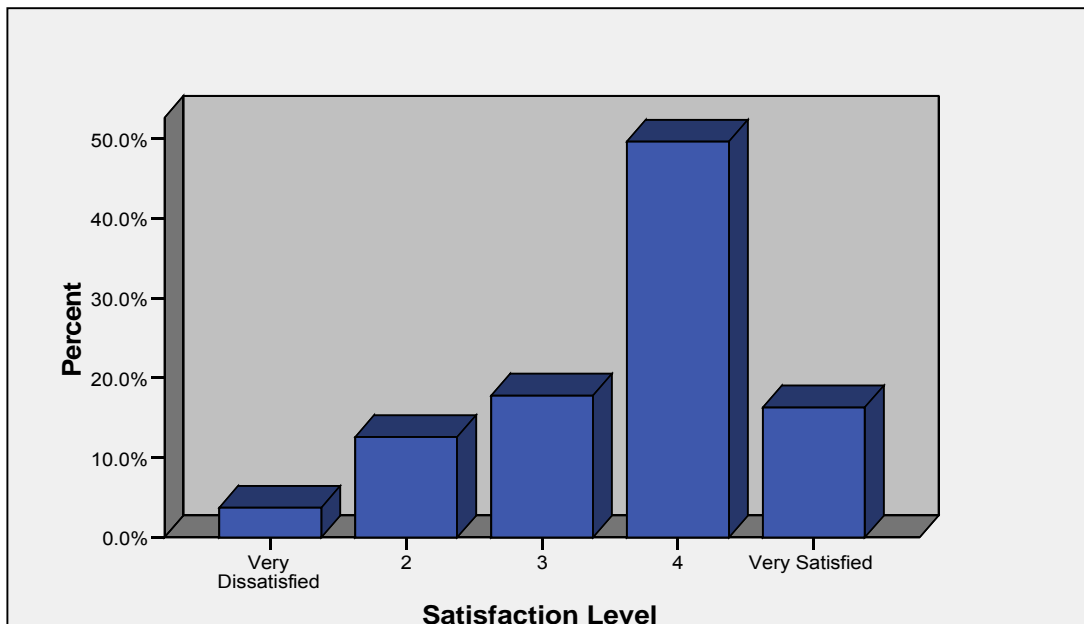


Figure 6.1

There were significant differences in overall satisfaction among some of the demographic groupings.

- Respondents differed in their satisfaction with the technology available on campus by enrollment status ( $F = 3.497, p \leq .032$ ). Those who transferred from a community college were much more satisfied with the technology available on campus (mean rating of 3.96) than were those who started college at RU as a freshman (mean rating of 3.53).

- Respondents also differed in their satisfaction with the technology available on campus by the college of the respondent's major ( $F = 2.960, p \leq .013$ ). Those in the College of Humanities and Behavioral Sciences were much more satisfied with the technology available on campus (mean rating of 3.83) than were those in the College of Business and Economics (mean rating of 3.25).

### **B. Helpfulness of Technology Support Staff**

Over one-half of those responding, 63.8%, stated they were either very satisfied (16.7%) or satisfied (47.1%) with the helpfulness of technology support staff. Almost a quarter (23.3%) of the respondents indicated being neither satisfied or dissatisfied. The remaining 12.9% of the respondents stated they were either dissatisfied (8.8%) or very dissatisfied (4.2%). Of those surveyed, 11.7% was unable to evaluate. The mean overall satisfaction rating was 3.63.

### **C. Availability of computer labs on campus**

Over one-half of those responding, 55.5%, stated they were either very satisfied (14.7%) or satisfied (40.8%) with the availability of computer labs on campus. Of those responding, 12.9% indicated being neither satisfied or dissatisfied. The remaining one-third (31.6%) of the respondents stated they were either dissatisfied (24.6%) or very dissatisfied (7.0%). Only 1.1% was unable to evaluate. The mean overall satisfaction rating was 3.32.

### **D. Quality of the Classroom Space**

Over one-half of those responding, 63.9%, stated they were either very satisfied (15.4%) or satisfied (48.5%) with the quality of the classroom spaces (See Figure 6.2). Nearly one-fifth (18.4%) indicated being neither satisfied or dissatisfied. The remaining 17.6% of the respondents stated they were either dissatisfied (12.9%) or very dissatisfied (4.8%). Only 0.7% was unable to evaluate. The mean overall satisfaction rating was 3.57.

## Overall Satisfaction with the Quality of the Classroom Space

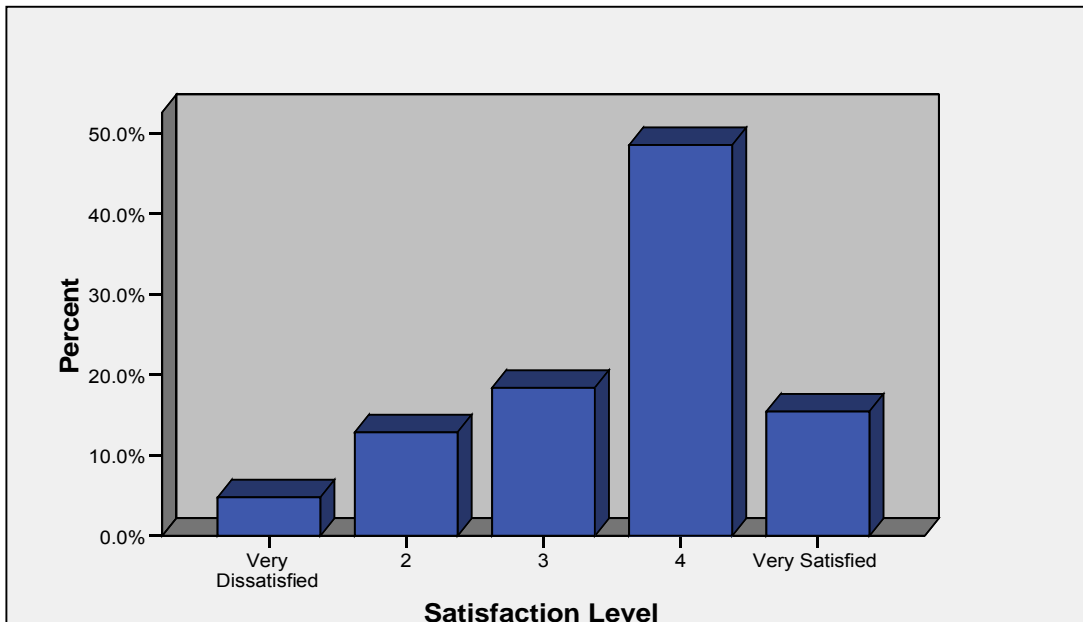


Figure 6.2

There was a significant difference in overall satisfaction among one of the demographic groupings.

- There was a statistically significant difference in how satisfied respondents were with the quality of the classroom spaces between in-state and out-of-state students ( $t = 3.041$ ,  $p \leq .003$ ). Overall, in-state students (mean rating of 3.63) reported a higher level of satisfaction than out-of-state students (mean rating of 2.96).

### E. Learning Assistance & Resource Center (LARC)

Over two-thirds of those responding, 67.2%, stated they were either very satisfied (22.2%) or satisfied (45.0%) with the Learning Assistance and Resource Center. Over one-fourth (27.8%) indicated being neither satisfied or dissatisfied. The remaining 5% of the respondents stated they were either dissatisfied (3.3%) or very dissatisfied (1.7%). Of those surveyed, 33.2% was unable to evaluate. The mean overall satisfaction rating was 3.83.

### F. Disability Resource Office (DRO)

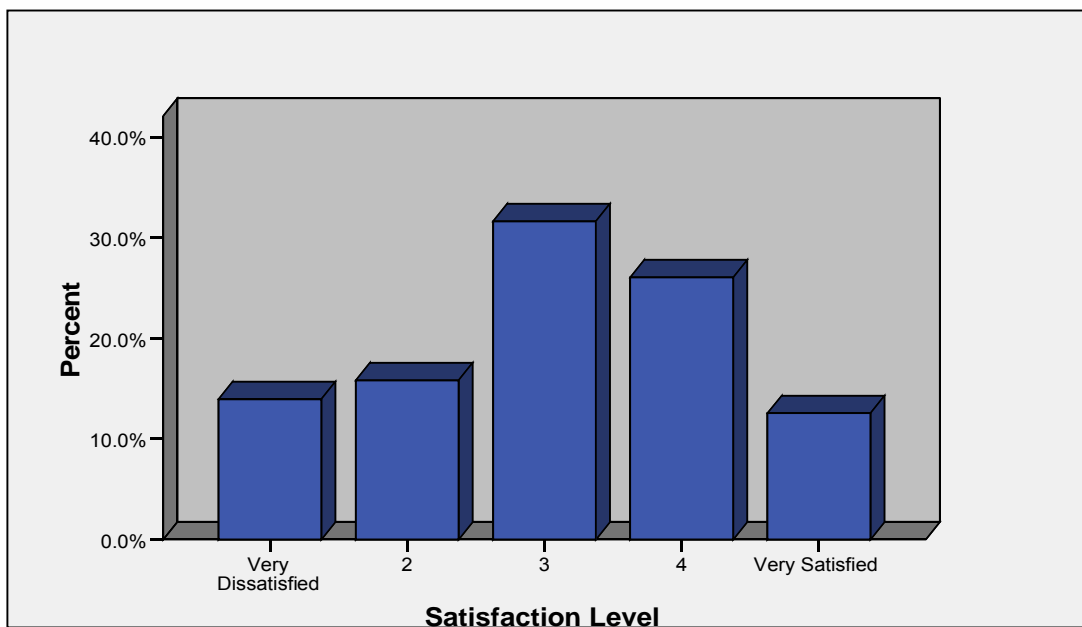
Over one-fourth of those responding, 29.2%, stated they were either very satisfied (9.7%) or satisfied (19.5%) with the Disability Resource Office. Almost two-thirds

(65.5%) indicated being neither satisfied or dissatisfied. The remaining 5.3% of the respondents stated they were either dissatisfied (3.5%) or very dissatisfied (1.8%). Of those surveyed, 56.5% was unable to evaluate. The mean overall satisfaction rating was 3.32.

### G. UNIV 100 Course Helping Transition to College

Over one-third of those responding, 38.6%, stated they were either very satisfied (12.6%) or satisfied (26%) with the University 100 course in helping transition to college (See Figure 6.3). Almost one-third (31.6%) indicated being neither satisfied or dissatisfied. The remaining 29.8% of the respondents stated they were either dissatisfied (15.8%) or very dissatisfied (14%). Only 20.8% was unable to evaluate. The mean overall satisfaction rating was 3.07.

**Overall Satisfaction with UNIV 100 Helping Transition to College**



**Figure 6.3**

There was a significant difference in overall satisfaction among one of the demographic groupings.

- There was a statistically significant difference in how satisfied respondents were with the UNIV 100 course in helping transition to college between in-state and out-of-state students ( $t = -2.431$ ,  $p \leq .016$ ). Overall, out-of-state students (mean rating of 3.65) reported a higher level of satisfaction than in-state students (mean rating of 3.01).

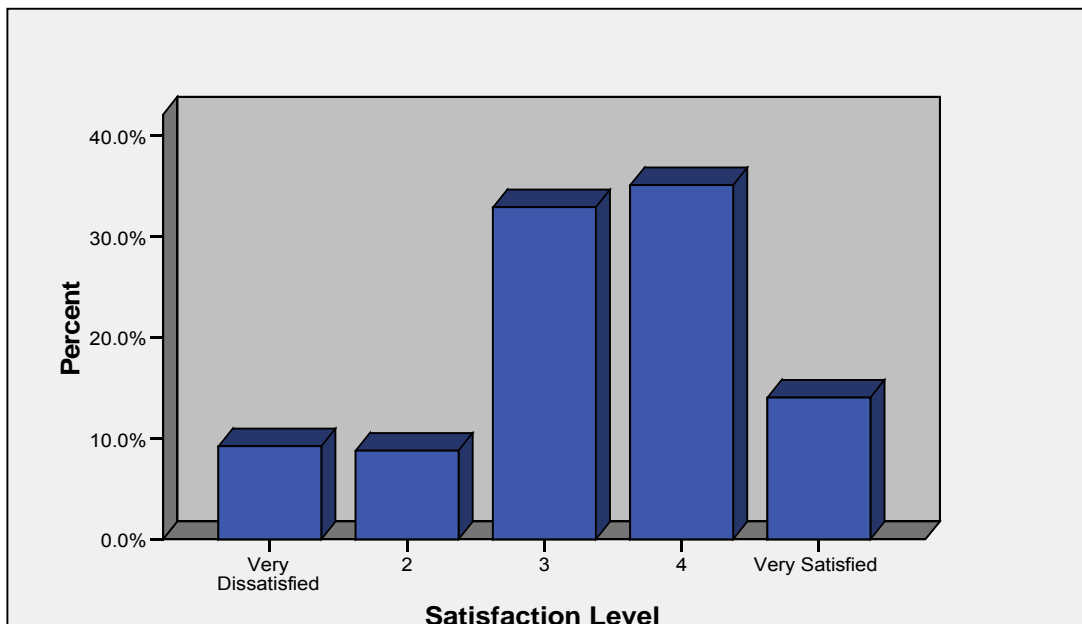
## H. Honors Academy Program

About one-third of those responding, 33.9%, stated they were either very satisfied (12.6%) or satisfied (21.3%) with the Honors Academy program. Over one-half (59.8%) indicated being neither satisfied or dissatisfied. The remaining 6.3% of the respondents stated they were either dissatisfied (4.7%) or very dissatisfied (1.6%). Of those surveyed, 51.9% was unable to evaluate. The mean overall satisfaction rating was 3.39.

## I. Quality of Service Provided by the Financial Aid Office

Nearly one-half of those responding, 49.1%, stated they were either very satisfied (14%) or satisfied (35.1%) with the quality of service provided by the Financial Aid office (See Figure 6.4). About one-third (32.9%) indicated being neither satisfied or dissatisfied. The remaining 18% of the respondents stated they were either dissatisfied (8.8%) or very dissatisfied (9.2%). Of those surveyed, 16.3% was unable to evaluate. The mean overall satisfaction rating was 3.36.

**Overall Satisfaction with Quality of Service Provided by the Financial Aid Office**



**Figure 6.4**

There was a significant difference in overall satisfaction among one of the demographic groupings.

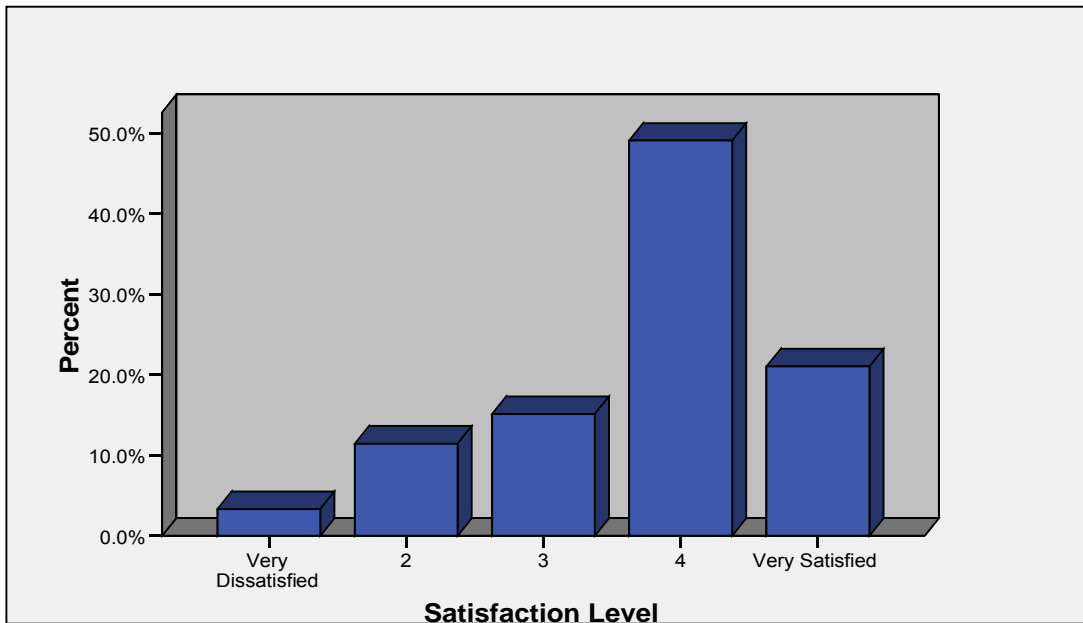
- Respondents differed in their satisfaction with the quality of service provided by the Financial Aid office by overall GPA ( $F = 2.806$ ,  $p \leq .041$ ). Respondents with

an overall GPA between 3.00 and 3.49 were more satisfied with the quality of service provided by the Financial Aid office (mean rating of 3.53) than were respondents who had an overall GPA less than 2.50 (mean rating of 2.58).

### J. Online Registration System

The vast majority of those responding, 70.1%, stated they were either very satisfied (21%) or satisfied (49.1%) with the online registration system (See Figure 6.5). Approximately 15.1% indicated being neither satisfied or dissatisfied. The remaining 14.8% of the respondents stated they were either dissatisfied (11.4%) or very dissatisfied (3.3%). Only 1.4% was unable to evaluate. The mean overall satisfaction rating was 3.73.

**Overall Satisfaction with the Online Registration System**



**Figure 6.5**

There was a significant difference in overall satisfaction among one of the demographic groupings.

- Respondents differed in their satisfaction with the online registration system by home location in Virginia ( $F = 2.872, p \leq .007$ ). Those living in the Hampton Road/Tidewater area were much more satisfied with the online registration system (mean rating of 3.87) than were those claiming to live in another area not listed (mean rating of 2.50). Those living in the Roanoke/NRV/Southwest Virginia area were more satisfied with the online registration system (mean rating of 3.97) than were those claiming to live in another area not listed (mean rating of 2.50).

## **K. Quality of Service Provided by the Registrar's Office**

Over two-thirds of those responding, 67.9%, stated they were either very satisfied (13.2%) or satisfied (54.7%) with the quality of service provided by the Registrar's office. Approximately 21.1% indicated being neither satisfied or dissatisfied. The remaining 10.9% of the respondents stated they were either dissatisfied (6.8%) or very dissatisfied (4.2%). Only 3.5% was unable to evaluate. The mean overall satisfaction rating was 3.66.

## **Involvement in University Organizations**

The majority of those responding, 25.9%, were involved in a professional organization/fraternity. Other involvements included 21.1% in an academic honor society, 18.1% in a Greek social fraternity/sorority, 16.3% in an activity club, and 14.4% in club sports. Approximately 10% of respondents were in a leadership organization, 7.4% in a service-oriented organization, and 5.6% on an athletic team. Another 4.8% were involved in a religious organization, 3.3% in a social action organization, and 3.0% in CAB/BAP. Both the Student Government Association and student media organization held 2.6% each. Approximately 47.8% reported being involved in another activity. Lastly, 21.1% of respondents were not actively involved in a university sponsored organization.

## **Plans After Graduation**

The majority of those responding, 51.5%, will be looking for employment after graduation. The second largest division, 23%, will be attending graduate or professional school. Students who represented 14.6% of those surveyed already have a job. Another 5.8% is unsure at this time, 1.1% plan to serve in a volunteer organization, and 0.7% plan to stay in school to pick up another major or earn another undergraduate degree. Lastly, 3.3% reported to having other plans.

Statistically significant differences were found when evaluating students' plans after graduation by various demographic characteristics.

- Significant differences were found among the various enrollment statuses concerning respondents' plans for after graduation ( $X^2 = 32.350$ ,  $p \leq .001$ ). The majority, 55.2%, of those planning to look for employment were students who started college at RU as a freshman. Students who transferred to RU from another four-year institution only represented 31%.
- Significant differences were found among the overall GPAs concerning respondents' plans for after graduation ( $X^2 = 29.563$ ,  $p \leq .042$ ). The majority, 35.2%, of those planning to attend graduate school were students with a GPA between 3.50 and 4.00. Students with less than a 2.50 GPA only represented 13.2%.

## **A. How Those Found Jobs**

Of those who responded to already having a job, 25% found the job from a previous internship and 25% found the job on their own. Networking with family and friends

accounted for 22.5% of those responding. Approximately 10% found the job from a previous job and 2.5% found a job through the RU Career Center. The remaining 15% found a job in other ways not listed.

### **B. Job Relation to Major**

Of those who responded to already having a job, 85% reported their job was in an area related to their major. The remaining 15% reported their job was *not* in an area related to their major.

### **C. Salary Range**

Of those who responded to already having a job, 30.8% reported having an annual salary between \$20,000 and \$29,999. Respondents reporting an annual salary between \$30,000 and \$39,999 represented 23.1% and another 23.1% reported an annual salary between \$40,000 and \$49,999. Respondents reporting an annual salary between \$50,000 and \$59,999 represented 7.7% and another 7.7% reported an annual salary less than \$20,000. Lastly, 5.1% reported an annual salary of \$70,000 or more and 2.6% a salary between \$60,000 and \$69,999.

There was a significant difference found when evaluating salary range by a demographic characteristic.

- There was a significant difference in the starting salary of alumni by the college of the student's major ( $p \leq .05$ ). Students in the College of Business and Economics reported a higher annual salary range than those in the College of Visual and Performing Arts.

### **D. Degree Pursuit**

Of those who responded to be attending graduate school after graduation, 75.8% planned to pursue a master's degree. Those pursuing a doctorate degree represented 27.7%.

### **E. Area of Specialization**

Of those who responded to be attending graduate school after graduation, 30.6% reported their area of specialization to be in healthcare/medicine. The respondents who reported an area of specialization in counseling/psychology/social work represented 16.1% and 12.9% in the area of humanities/the arts/social sciences. Respondents reporting an area of specialization in education represented 11.3% and another 11.3% reported an area of specialization in business/public administration. Lastly, 8.1% reported an area of specialization in sciences, 4.8% in the area of communication, and 4.8% in law.