

Chapter VIII: STUDENT INTERVIEW PROJECT

Student Interview Project

Who takes it?

A random sample from the class that is selected by the University Assessment Committee. For the first three years of the program and in 1998, juniors were selected; for 1996 and 1997, freshmen were selected.

When is it administered?

At the beginning of the Spring Semester.

How long does it take for the student to complete the interview?

About 30 minutes.

What office administers it?

University Assessment Committee plus additional volunteers which are primarily students and faculty along with some administrators. Each student interviewee is typically questioned by a pair (one of whom is a student and one of whom is a faculty or administrator).

Who originates the questions?

The University Assessment Committee.

When are results typically available?

At the end of the summer.

What type of information is sought?

The University Assessment Committee selects questions based on current curricular or co-curricular topics of interest to the university. For example, for this year we were in the process of implementing the new LSP and chose to focus primarily on student description of the best learning experience in class and out of class, the most challenging academic experience. The survey this year also included how the students spent their time, how much writing they did, how many times they discussed significant issues outside of class, experience with different types of computer skills, attendance at on-campus cultural events, non-class reading, knowledge of the honors program, information on advising, social challenges in coming to the university, what the university could do to help, considerations about leaving the university, general satisfaction with the university, knowledge of the assessment program, and finally anything else the student would like to tell us.

From whom are the results available?

From the University Assessment Committee or the Chair of the Interview Project (currently Dr. David Gillette from the Division of Social Science).

Are the results available by division or discipline?

Currently, no. The sample size, around a 100, is too small.

Are the results comparable to data of other universities?

No.

Interview Project Report 1998

Vice President's Advisory Committee on Assessment

Executive Summary

During the Spring Semester of 1998, the Vice President's Advisory Committee on Assessment, assisted by additional members of the Truman State University community, including 31 faculty members, 6 staff members, and 38 students, conducted the sixth annual interview project. This year the committee, interested in exploring student perceptions of how the university environment "challenged" them, returned to interviewing juniors. A computer-generated random sample of 151 students was drawn, of which 133 had valid addresses and telephone numbers. Of the 133 valid draws, 96 students came to be interviewed, for a response rate of just over seventy-two percent. Fifty-three percent of the students were female; forty-seven percent were male. On average the students interviewed this year had an entering ACT score of 26, carried fifteen credit hours this semester, and had a cumulative GPA of 3.09.

With the exception of the staff and administrators who serve on the Assessment Committee, each student was interviewed by a faculty-student team of interviewers. Each interviewer independently coded the student's responses; following the interview coding decisions were compared and if discrepancies arose the two interviewers arrived at a consensus or referred the decision to the committee.

Note that the convention followed throughout this report is to round percentages to the nearest whole number.

Oral Survey Responses

Summary of Question 1:

Is "challenging" a good, or a bad, thing? Why?

Eighty-nine percent of the students interviewed said that challenging was overall a good thing; ten percent said it had both good and bad aspects; and only one percent said it was a bad thing. A challenging course was considered a good thing when it made students think and learn more (44%), provided a good learning experience (34%), or motivated them to work harder (32%). A challenging course was also a good thing when it allowed them to grow (21%), motivated them to surpass old standards (19%), or required critical thinking (16%). It was a bad thing when the material was boring (15%), mostly busy work (11%), extremely difficult (9%), part of the core (9%), or overwhelming (8%).

Other aspects that made challenging good were: satisfying or rewarding (19%), provided a struggle (15%), interesting material (13%), required application (11%), potential future application (10%), built character (8%), and involved major courses (8%). Eighteen percent of

the students indicated that challenging courses required more time. For some, demanding more time was a bad aspect of challenging (5%), as was a stressful experience (4%). Ten percent of the students said that whether challenging was a good or a bad thing depended on the professor and his or her interest in the material.

Summary of Question 2:

Not all students agree on what makes a course challenging to them. What makes a course challenging to you?

The most frequent response given was that it depends on the professor (38%). After that, a challenging course required critical thinking (29%), application (25%), and it motivated them to work harder (25%). A challenging course also required independent work on the students' part, work that made them think (23%), covered complex material (22%), and was a good learning experience (15%). Thirty-six percent of the respondents indicated that a challenging course required more time, with nineteen of those percentage points expressing a positive sentiment and seventeen a negative one. Thirteen percent of those interviewed indicated (in a positive way) that the level of difficulty would rise in a challenging course.

Others indicated that unfamiliarity with, or weakness in, the subject material (18%) made a course more challenging, as did a personal interest in the material (17%), or when they were required to surpass old standards or to reconsider old views (17%). Eighteen percent of the students indicated that "busy work" did not make a course more challenging and only ten percent mentioned the difficulty and number of tests as a feature of a challenging course.

Additional aspects mentioned were: provided a struggle (10%); lots of reading, long term papers, future or life application, and research involvement (9%); learning more, not memorizing, and allowed students to grow (8%); frustrating and stressful during, rewarding and satisfying after (5%); boring material made attendance the challenge (4%); and that challenging was good for the major (2%), but not for the core (1%).

Summary of Question 3:

*From **the core courses** you have taken through Truman State University, please describe the specific assignment or classroom experience that has challenged you the most so far.*

Responses to this question were mixed. Most students began by focusing on a specific course before discussing any particular assignment. Forty-six percent of the students mentioned some aspect of their inexperience with the material, or the subject difficulty, as making the challenge either good (20%) or bad (26%) in their minds. Thirty-four percent brought up how enjoyable or interesting the course was (16%) or their dislike or lack of interest in the course material (18%). They also indicated that their challenging core experience provided a struggle (24%), included the

presence of analysis and/or critical thinking (24%), proved rewarding or satisfying (17%), required application (16%), and was a good learning experience (14%).

Other areas of concern included time and work demands which challenged students positively (8%) and negatively (20%), and the professor, who made their experience either challenging in a good way (6%), or in a bad way (14%). Many students also indicated that the challenge came because their experience was frustrating and stressful (19%), overwhelming (11%), or dealt with complex material (8%). Only seven percent described their core experience as allowing them to grow.

Summary of Question 4:

*From the **courses in your major** you have taken through Truman State University, please describe the specific assignment or classroom experience that has challenged you the most so far.*

The responses to this question were again somewhat mixed and still tended to focus more on courses than assignments. Fewer, only thirty-six percent of the students, expressed inexperience and subject difficulty as part of what made courses in their major challenging for them in either a good way (14%) or a bad way (22%). Thirty-six percent also brought up how enjoyable or interesting the course was (28%) or their dislike or lack of interest in the course material (8%). Thirty-five percent indicated that the challenging experience in their major required more time, included the presence of analysis and/or critical thinking (28%), required application (26%), incorporated a research component (25%), dealt with complex material (22%), provided a struggle (22%), was a good learning experience (20%), or was rewarding or satisfying (18%).

Other areas of concern included time and work demands which challenged students positively (4%) and negatively (30%), and the professor, who made their experience either challenging in a good way (7%), or in a bad way (5%). Many students also indicated that the challenge came because their experience was frustrating and stressful (17%), included long term papers (14%) or group work (10%), was overwhelming (7%), or dealt with complex material (8%). A number of students indicated keeping the challenging course because it was needed or required for future application (16%). Only eight percent described their major experience as allowing them to grow.

Summary of Question 5:

*From the **co-curricular activities** you have participated in while attending Truman State University, please describe the specific activity or experience that has challenged you the most so far. Please explain why.*

These activities were varied and wide ranging, including both service and social organizations, athletics and academics, paid and volunteer work, and some form of student government. Nearly half (45%) were involved in some type of group work, and many students indicated that time

management concerns (40%) or just balancing multiple interests (17%) made keeping up with both curricular and co-curricular concerns a challenging task. Students described these activities as growing experiences (20%), providing a struggle (19%) and a successful new experience (18%), presenting an opportunity to help others (15%), offering a good learning experience (13%), and building character (10%).

Summary of Question 6a:

Given the opportunity, please discuss the likelihood of your taking a challenging course in the future.

A clear majority (71%) of the students interviewed felt they would definitely take another challenging course, twenty-six percent felt that they probably would, and only two percent felt that it was unlikely. The reasons they gave included: function of taking major classes (46%); their interest in the course (19%); and their desire to learn and be challenged (18%).

Summary of Question 6b:

Given the choice between two sections of the same course in the core, would you choose the more or less challenging one? Why?

Over half of the students (54%) indicated they would choose the less challenging section of a core class rather than the more challenging one (17%), while twenty-six percent were undecided. The primary reasons they gave were that: it depended on the professor (24%), their interest (24%), and their work load in general (23%); they wanted the time for their major (20%); or they were concerned about their GPA (15%). A small number (9%) desired simply to learn and be challenged.

Summary of Question 6c:

Given the choice between two sections of the same course in your major, would you choose the more or less challenging one? Why?

A greater majority (64%) indicated they would take the more challenging course when it came to their major. Only fourteen percent said they would take the less challenging course while nineteen percent were undecided. Their reasoning also changed, to include: the desire to learn and be challenged (34%); that it was not an option, wanted or would make time for major and real world preparation (26%); and that it depended on the professor (25%), the work load in general (13%), and on their interest in the course (11%). Only a few (7%) expressed GPA concerns.

Summary of Question 7:

Describe your best learning experience so far at Truman (in or out of class) and why.

Five different categories of activities arose: courses (35%); socializing (25%); Greek Life (13%), off-campus activities (11%); athletics (5%); and miscellaneous (13%). The reasons offered by students included: interaction with others and interpersonal skills (45%); relevance/application to the real world (31%); learning experience (31%); sense of independence and being on one's own (29%); and the development of time management skills (14%), leadership (4%), and organizational skills (4%).

Summary of Question 8a:

Have you, or anyone you know closely, ever seriously considered leaving the university?

Thirty-six percent of this year's sample had considered leaving the university and eighty-one percent knew someone well who had also considered leaving. The primary reasons given were: difficulty level of the school (26%); the town (24%); money issues (21%); roommate or friend problems (20%); academic program they decided upon was not offered at Truman (19%); too far from home (16%); and personal problems (13%). Reasons mentioned less than ten percent of the time included: work load (8%); boy or girl friend (7%); and motivational issues (6%).

Summary of Question 8b:

If you, or anyone you know closely, has ever seriously considered leaving the university, why did you, or they, stay?

The primary reasons they did not leave were: friends reached out to them (24%); sunk costs, figured they already had so much invested, so why leave (18%); parents and/or costs (13%); and the quality of education (10%). Reasons mentioned less than ten percent of the time included: school's reputation (7%); faculty member reached out (5%); Greek Life (4%); athletics (4%); scholarship (3%); or a student advisor reached out (1%).

Summary of Question 9:

How satisfied are you with your experience at Truman State University?

On a scale of 1 (very satisfied) to 5 (very dissatisfied) the overall rating students gave their experience at Truman was 1.5. The breakdown was very satisfied (52%); somewhat satisfied (41%); and neutral (6%).

The reasons students gave for their satisfaction were: the education and the school (36%); they enjoyed their experience (19%); the faculty (17%); small school environment (11%); friends (8%); and preparation for the future (3%).

Summary of Question 10:

Would you like to know anything else about the University's assessment program?

When students said yes, they either wanted to know what happened to the results of this survey (22%) or they commented or asked about other assessment tools (31%).

Summary of Question 11:

Is there anything else that you would like to tell us?

Most of the responses to this question took the form of registering some kind of a complaint. Fifteen percent of the survey participants commented on some aspect of Truman's assessment, either of the school, professors, or the students. Ten percent expressed positive feelings about Truman and ten percent expressed negative feelings about some aspect of Truman. Other concerns registered consisted of: parking (6%); academic advising problems (6%); the faculty (6%); and time demands (3%).

Written Survey Responses

A component of the interview project consisted of a set of 23 questions administered in an anonymous questionnaire format, prior to the oral interview. This component has been a part of previous surveys and again this year, as last, included time allocation questions. All interviews were completed prior to Spring Break with the majority were performed on Thursdays between the hours of 11 AM and 2 PM; the remainder were conducted Wednesday evenings for those students who could not make the mid-day time slots on Thursdays.

Summary of Question 1:

Approximately how much time did you spend in the last 24 hours on each of the following? classes, studying, sleeping, socializing, organized co-curricular/extra-curricular activities

Students reported spending an average of 7.2 hours sleeping, (min. 3, max. 18); 4.4 hours were spent in class, (min. 0.5, max. 12); they studied 4.3 hours, (min. 0, max. 11); they spent 3.5 hours socializing, (min. 0, max. 14); and 2.0 hours in extra/co-curricular activities, (min. 0, max. 12); which leaves 2.6 hours unaccounted for.

Summary of Question 2:

a) *Please list your most time consuming activity.*

Students reported spending the most time participating in some kind of exercise or sports activity (19%). This was followed by involvement in: Greek Life (17%); some kind of work (13%); a service organization (11%); an academic or professional organization (8%); a religious organization (8%); a performance group (5%); or home or group work (5%). See the corresponding data table in Volume III for exact responses.

b) *In which other co-curricular activities and organizations have you been involved?*

Seventy students reported involvement in a second co-curricular activity, thirty-eight in a third, thirteen in a fourth, and six in a fifth co-curricular activity, for an average of 2.3 activities per student. Those activities mentioned for this part of question two included: academic or professional organizations (35%); Greek Life (24%); exercise and sports (23%); service organizations (21%); religious organizations (15%); some kind of work (14%); performance group (13%); student/residence hall government (10%); Echo, Index, Monitor, Radio, or TV (5%); and political organizations (3%).

Summary of Question 3:

In the last week how much time did you spend on each of the following?
on campus work and where off campus work and where

Sixty-one percent of the students interviewed worked either on or off campus. Forty-six percent worked on campus, twenty-five percent worked off campus, nine percent worked both on and off campus. Students working on campus worked an average of 8.5 hours during the previous week while those working off campus worked an average of 17.6 hours.

Those students working on campus split their efforts between: division and administrative offices (45%); professors and residence halls each came in with 16 percent; the library (13%); the computer labs (6%); and science labs (3%). When working off campus their employers included: restaurants, schools, and professional offices, each at 20%; and health or other stores at 10 percent each.

Summary of Question 4:

a) *How soon after your Freshman year did you move off campus?*

Five percent of those interviewed said they never did live on campus; twenty-seven percent moved off after one year; forty-seven percent after two years; one percent after three years; and

twenty percent were still living on campus. The average for all students was 18.5 months although periods of 12 and 24 months were the only actual data reported.

b) *Was this due to dissatisfaction with the Residential Halls/Colleges?*

Fifty-five percent of those moving off campus indicated some form of dissatisfaction with the residence halls. As reasons for moving off campus, they gave: needed own space/privacy (29%); too many rules (19%); wanted a change (14%); tired of the food (12%); ready to be on own (12%); cheaper off campus (9%); noisy environment, not conducive to studying (9%); and wanted to be with friends (8%).

c) *How has living off campus affected your involvement in co-curricular activities?*

Sixty-eight percent indicated that it had not affected their involvement; fourteen percent said they were more involved; and eighteen percent said they were less involved.

d) *Do you feel that you are part of the campus community? Why? Or why not?*

Seventy-three percent of the survey participants felt they were a part of the campus community and gave the following reasons therefore: take part in a lot (33%); personal effort (18%); know a lot of people (17%); spend a lot of time there (17%); were connected to some part of campus (10%); aware of what's going on (8%); or took part in Greek Life (2%). On the other hand, twenty-three percent said they did not feel a part of the campus community and gave these reasons: not on campus a lot (8%); don't want to be part of it (6%); not enough time (3%); not informed (2%); and even with some connection to a part of campus two percent did not feel a part of the community.

e) *Where do you study most effectively? And why?*

off-campus home residence hall room library quiet lounge other_____

Students reported that they studied best at their off-campus home (63%), followed by the library (29%), residence hall rooms (11%), and the quiet lounge (4%). They gave as reasons: quiet and few distractions (57%); where they felt most comfortable (47%); where most of their resources were (10%), and where they spent the most time (5%).

Summary of Question 5:

Other than composition classes, about how many writing assignments did you complete last semester?

Forty percent of the students reported completing 10 or more writing assignments during the fall semester; nineteen percent completed 7-9 assignments; twenty-three percent completed 4-6 assignments; sixteen percent completed 1-3 assignments; and only 3% reported completing no writing assignments during the previous semester.

Summary of Question 6:

In the last week how many times did you discuss issues of social, cultural, or academic significance with others outside of class? None, Once, Twice, Several times

Only seven percent of the students indicated they had participated in no such discussions during the last week. Five percent had participated once, eleven percent twice, and seventy-three percent reported participating in several discussions regarding issues of social, cultural, or academic significance outside of class during the previous week.

If you did, what was one of the topics of discussion, where were you, and what time was it?

Topics ranged from Clinton (26%), to professors, courses, or course work (19%), social issues (19%), political and world affairs (15%), religion (9%), graduate school (8%), Greek Life (7%), and work (4%). Most of the conversations took place at home (59%) or in a cafeteria or restaurant (12%). Some also occurred in the dorm (7%) or the library (7%), in a faculty office (6%) or at work (6%), and occasionally while walking (2%) or in a fraternity or sorority house (2%). The majority occurred during the evening between the hours of 5 and 10 PM (52%), after 10 PM (32%), between noon and five PM (16%), but almost none between 6 AM and noon (3%).

Summary of Question 7:

Describe your experience with each of the following areas of computer literacy:

Use a scale of None (0) Some (1) Experienced (2) Significant (3) Proficient (4)

- | | |
|--|-----|
| <i>a) using a computer to create a document in an appropriate format (acceptable for a class assignment)</i> | 3.1 |
| <i>b) retrieving and citing appropriately information from the World Wide Web</i> | 2.0 |
| <i>c) utilizing electronic means of communication</i> | 2.6 |
| <i>d) retrieving information from a bibliographic database (besides LUIS; e.g., WorldCat, Lexis-Nexis, First Search)</i> | 2.1 |
| <i>e) organizing, manipulating, and presenting numeric data in a document</i> | 1.8 |
| <i>f) saving, retrieving, copying, printing, and deleting files</i> | 3.0 |
| <i>g) recognizing unethical use of technology including copyright and privacy issues</i> | 2.0 |

Overall, the average student self-rating of computer proficiency was 2.4, somewhere between experienced and significant.

Summary of Question 8:

How many computers are there in your apartment? Yours? Roommate's?

Students reported having 1.5 computers per apartment in our sample. Forty-five percent of them said they had their own computer and that sixty-six percent of their roommates had computers. Some apartments (3) had as many as four computers, while others (17) still had none.

Summary of Question 9:

Are you pursuing Truman's General Honors program? Why or why not?

Only three (3%) of the students interviewed were pursuing General Honors. Over half (51%) said they did not know about the program; eighteen percent felt that they were unattainable; insufficient time was given as a reason for twelve percent as was lack of interest and the feeling that it would be of no use.

Summary of Question 10:

Who have been your main sources of academic advice? Choosing from: student advisor, faculty advisor, faculty member, academic planning counselors (APS), career center, business advisors, other students, tutors, parents, and other; Please rank the top three with 1 being the highest.)

Seventy-eight percent of the students ranked other students as their main source of academic advice 1.8; sixty-eight percent ranked faculty advisors as 1.9; while forty-eight percent ranked other faculty members (2.2). When distinguishing between on- and off-campus residents, the following differences occur: on-campus students consulted other students first (79%), then faculty advisors (53%), and faculty members (47%) or student advisors (47%), followed by their parents (32%); off-campus students consulted first with other students (78%), then with faculty advisors (71%) or other faculty members (45%), and also with their parents (42%).

What other types of information have you sought?

Students sought information about: career 74%, curriculum 59%, financial 52%, course problems 51%, personal/social 21%, University procedures 21%, study skills 19%, and other 2%.

Summary of Question 11:

Are you getting the advising help you need?

Eighty-four percent of the students surveyed indicated they were receiving the advising help they needed.

Summary of Question 12:

Who have been your main sources of personal advice? Choosing from: student advisor, faculty advisor, faculty member, academic planning counselors (APS), other students, parents, university staff member, and other, please rank the top three with 1 being the highest.

Ninety-seven percent said they went first to other students (rank of 1.4); ninety-three percent went to their parents (rank of 1.9); and forty-three percent went to a source not given in the list (rank of 2.5).

Summary of Question 13-16:

(scaled from 1=never, 4=very often)

13. *How often have your core courses been challenging?*
never (0%), not very often (19%), often (61%), very often (20%), for an average of 3.0

14. *How often have your major courses been challenging?*
never (0%), not very often (1%), often (44%), very often (55%), for an average of 3.5

15. *How satisfied are you with faculty's enthusiasm for classes in the core?*
never (3%), not very often (17%), often (68%), very often (13%), for an average of 2.9

16. *How satisfied are you with faculty's enthusiasm for classes in the major?*
never (0%), not very often (2%), often (45%), very often (53%), for an average of 3.5

Summary of Question 17:

For each of the following attributes, indicate the extent to which you either disagree (1) or agree (5) that a challenging course...

Students gave the following responses for:

is a good thing (4.1), makes me struggle (3.7), is interesting (3.8), makes me do better (3.5), takes more time (4.4), is boring (2.4), is frustrating while taking the course (4.7), is rewarding after the course is over (4.0), makes me think more (4.1), is a bad thing (2.1), is satisfying afterwards (3.8), is overwhelming (3.5), is an easy A (1.5), makes me learn more (3.6), provides a meaningful accomplishment (3.8), contains a lot of busy work (2.9), builds character (3.4), is impossible to complete (1.9), requires critical thinking (4.1)

Summary of Question 18:

How important are each of the following in making a course more academically challenging. not important (1) or very important (5)

My interest in the subject (4.1), a positive professor (4.4), research papers (2.9), complex material (3.4), a professor with high expectations (3.8), assignments that build on each other (3.8), greater time requirements (3.3), learning a lot (3.9), group work (2.9), longer assignments (2.9), the professor's interest in course (4.4), my disinterest in the subject (3.3), long term projects (3.3), assignments requiring application of knowledge and theory to real world situations (3.8), assignments requiring students to go beyond comprehension of reading and lectures (3.9).

Summary of Question 19:

How much do you know about why the University assesses student learning?

Students responded that they knew: nothing (7%); not much (35%); some (54%); and a lot (3%.)

Please check each of the following assessments of which you are aware.

The following percentages of the students surveyed knew of these assessment instruments: Freshman Testing (100%); Junior Testing (100%); Senior Exam in the Major (56%); Surveys (63%); Interview Project (51%); Liberal Arts and Sciences Portfolio (76%); Sophomore Writing Experience (99%); and the Capstone Course (44%).

Summary of Question 20:

*Did you put forth your best effort on the Freshman Test (CAAP or Academic Profile pre-test)?
Yes No Comment*

Sixty-four percent of the students indicated that they had put forth their best effort. Of those that commented (43), the following reasons for not doing so were given: boring, too long and tiring, wanted to be doing something else (32%); wasn't motivated, no real incentive, didn't see the point, waste of time (29%); and during freshman week, didn't try, other things on my mind (18%). Several students (21%) indicated a personal desire to do well, some just didn't remember (18%) and others wanted more information.

Summary of Question 21:

Did (or will) you put forth your best effort on the Junior Test (CAAP or Academic Profile post-test)? Yes No Haven't Taken Comment

Sixty-eight percent said that yes, they had put forth their best effort and twenty-three percent said they had not yet taken the test. Only 26 of the students made a comment on this question. Of those, the following categories arose: too much time, too long and tedious (24%); too many other commitments, homework (24%); didn't see the benefit to me or the university (24%); and too tired, (14%).

Summary of Question 22:

Which of the following choices would motivate you to put forth your best effort on the Junior Test?

- a) Note the nationally normed test and score/percentile on students transcripts for those who score above the 50th percentile. 4%
- b) Provide a monetary incentive to students who score above the 50th percentile on junior test in the form of a voucher to the University Bookstore. What dollar amount would be enough? \$_____ 33%, for \$31
- c) Provide a monetary incentive to students who score above the 50th percentile on junior test in the form of a credit to their student account. What dollar amount would be enough? \$_____ 4%, for \$292
(However, it's only \$128 with two outliers of \$1,000 and \$5,000 thrown out.)
- d) Receive a personally signed letter from President Magruder informing you of your test time, explaining how the test scores are used (in obtaining University funding), and why it is important for you to put forth your best effort on the test. 9%
- e) Other: 5%

Summary of Question 23:

Which of the following incentives would motivate you to put forth your best effort on the Senior Test?

- a) Provide students scoring above the 50th percentile with a purple and white cord to wear at commencement. 6%
- b) Recognize students who score above the 50th percentile in the commencement program similarly to cum laude, magna cum laude, and summa cum laude (50th, 75th, and 90th percentiles). 16%
- c) Note the nationally normed test and score/percentile on students transcripts for those who score above the 50th percentile. 8%
- d) Provide a monetary incentive to students who score above the 50th percentile on senior test in the form of a voucher to the University Bookstore. What dollar amount would be enough? 2%
- e) Provide a monetary incentive to students who score above the 50th percentile on senior test in the form of a credit to their student account. What dollar amount would be enough? 7%
- f) Use the test generally taken for graduate school admission in that discipline (e.g. GRE, GMAT, LSAT, MCAT) as the Senior Test and the University pays the test fee. (\$100-200) 56%

g) *Receive a personally signed letter from President Magruder informing you of your test time, explaining how the test scores are used (in obtaining University funding), and why it is important for you to do your best on the test.* 3%

h) *Other:* 4%