

## Chapter XXII: JUNIOR STUDENT INTERVIEW REPORT DATA

This chapter contains the detailed responses of the 103 Juniors interviewed in the spring of 1999.

## **Interview Project Report 1999**

### **Vice President's Advisory Committee on Assessment**

#### **Executive Summary**

During the Spring Semester of 1999, the Vice President's Advisory Committee on Assessment, assisted by additional members of the Truman State University community, including faculty members, staff members, and students, conducted the seventh annual interview project. The first computer-generated random sample of 150 students was drawn, of which 134 had valid addresses and telephone numbers. Of the 134 valid students, 80 students came to be interviewed, for a response rate of sixty percent. Needing more students we drew, without replacement, a second sample of 150 students of whom we interviewed twenty-three. Fifty-three percent of the students interviewed were female; forty-seven percent were male. On average the students interviewed this year had an entering ACT score of 27, carried 14 credit hours this semester, and had a cumulative GPA of 3.2 on a 4 point scale.

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:**

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

Eight different categories of activities arose: courses (54%); co-curricular (14%); miscellaneous (13%); off-campus experiences (9%); university work or research (8%); independence (5%); athletics (4%); and socializing (2%). The reasons offered by the students included: interaction with others and interpersonal skills (37%); enjoyable or learned a lot (22%); relevance or real world application (22%); provided a sense of accomplishment (19%); a certain professor (18%); time management and organizational skills (12%); a sense of independence or being on one's own (10%); and other miscellaneous reasons (3%).



## **Summary of Question 2:**

*Is “challenging” a good, or a bad, thing? Why?*

Seventy three percent of students interviewed said that challenging was a good thing overall; twenty three percent said it had both good and bad aspects; and only four percent said it was a bad thing. A challenging course was considered a good thing when it made students think and learn more (44%), motivated them to work harder (32%), motivated them to surpass old standards or reconsider old views (24%), was satisfying or rewarding (20%), or course material was interesting or created interest (19%). A challenging course was considered a good thing if it was not too overwhelming (18%), promoted character growth or confidence (17%), or involved application for the future (9%). It was a bad thing when the material was boring (12%), there was a lot of busy work (8%), it was bad for grades or external perceptions (4%), or stressful (2%).

Nine percent of the students interviewed indicated that whether challenging was a good or a bad thing depended on the professor. Six percent said that a challenging course was good in the major and bad if not. Five percent of students indicated that a challenging course requires more time; for four percent of them more time was a bad thing.

## **Summary of Question 3:**

*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 a challenging course involved independent work and made students think (48%), followed by “it depends on the professor” (39%), the nature of the material (25%), and an unfamiliarity or weakness with the subject material (25%). Twenty five percent of the students responded that the professor’s performance expectations made a course challenging, either because they were high (15%) or because they were unclear (10%).

A challenging course also depended on the difficulty, type and number of tests and/or assignments (22%), use of comprehension skills instead of memorization (20%), current, future, or life application (20%), and time and work requirements (18%). Others indicated that interesting material (15%), motivation to work harder (13%), absence of busy work (13%), and the level of their own involvement (12%) made a course more challenging.

Additional aspects students mentioned included: requirements to surpass old standards or reconsider previously held views (11%), a feeling they learned more (11%), group project requirements (7%), research involvement (6%), lengthy reading assignments (4%), and that when a course was boring the challenge was simply to attend the class at all (2%).

#### Summary of Question 4:

*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. Please explain why.*

Responses to this question were mixed. Most students began by focusing on a specific course before discussing any particular assignment. Sixty percent of the students mentioned inexperience with the course material, subject difficulty, or finding themselves outside their comfort zone as making the challenge either good (45%) or bad (15%) in their minds. Students also responded that an assignment was challenging when it was a writing assignment or exam (31%), required analysis or critical thinking (27%), was a new or different type of assignment (19%), or involved a research component (17%). Twenty-nine percent of students noted time and work demands as challenging, either in a good (17%) or bad (12%) way. The professor's impact in core courses was also seen as contributing either in a good (2%) or a bad (16%) way to providing a challenge.

Other responses included: an enjoyable and interesting experience (12%), a dislike or lack of interest for the material (11%), if the course was satisfying, rewarding, or if they learned a lot (7%), if the course had current, future, or life application (7%), a presence of memorization or busy work (7%), and group dynamics (5%).

Students' most challenging types of assignments ranged from papers or projects (48%), to presentations (18%), homework or labs (10%), other assignments (10%), exams (8%), speeches (8%), and group activities (7%).

#### Summary of Question 5:

*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. Please explain why.*

The responses to this question were again somewhat mixed and focused more on courses than on specific assignments. The most frequent response included reference to a current, future, or life application (35%), followed by time and work demands in either a good (24%) or bad (7%) way. Students also mentioned inexperience with course material, subject difficulty, or finding themselves outside their comfort zone (21% good, 8% bad), analysis and critical thinking requirements (20%), new or different types of assignments (18%), writing assignments or exams (18%), enjoyable or interesting material (14%), and the presence of a research component (13%). Less frequently mentioned responses included: group dynamics (8%), high expectations of the professor (5%), and dislike or lack of interest (4%).

Papers or projects were again the most frequently cited assignments (62%), followed by homework or labs (17%), presentations (11%), group activities (9%), exams (9%), other (6%), and speeches (1%).

### **Summary of Question 6:**

*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 service, professional, and social organizations, athletics and academics, paid and volunteer work, and some form of student government. Thirty two percent of the students described the challenges of time management and balancing multiple interests, twenty four percent related experiences of working with new and different types of people, and twenty two percent responded that the organizational requirements of an activity made it challenging. Other aspects of challenging activities included: personal growth and accomplishment (21%), leadership and responsibility (17%), successful new experiences (16%), and helping others (9%).

Students interviewed named the following types of activities as the most challenging: social organizations (20%), athletics (23%), academic or professional organizations (13%), work (12%), service organizations (11%), other organizations (9%), and other activities (9%).

### **Summary of Question 7:**

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

A clear majority (86%) of the students interviewed responded that they would definitely take another challenging course, nine percent felt that they probably would, and five percent felt that it was unlikely. The reasons they gave included: a function of taking major classes (43%), a desire to learn more and be challenged (17%), it would depend on interest (16%) and on the professor (7%), GPA concerns (4%), sufficient time for the major (1%), and on their work load in general (1%).

*b) 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 (57%) of the students interviewed felt they would choose the less challenging section of a core class rather than the more challenging one (11%), while thirty two percent were undecided. The primary reasons given for their responses were: the simple fact that it is in the core (35%), other time commitments and work load (33%), it depends on the professor (22%) and interest (17%), GPA concerns (15%), a desire to learn and be challenged (9%), and familiarity with material (7%).

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

The majority of students (60%) responded that they would likely take the more challenging course when it came to their major. The reasons they provided included: a desire to learn more and be challenged (41%), wanting the experience for their major and real world preparation (36%).

Seventeen percent of students felt they would take the less challenging course if they had a choice with well over half of those citing GPA effects as their major concern (10%). Fifteen percent of the students were undecided, and said it would depend on the professor (26%), course interest (7%), and their work load in general (2%).

### **Summary of Question 8:**

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

Forty-seven percent of this year's sample had considered leaving the university and eighty-seven percent knew someone well who had also considered leaving. The primary reasons given were: academic difficulty and personal reasons (both 24%), not satisfied with their particular program (20%) or campus life (17%), too far from home (17%), a program not offered (16%), the town (13%), and other miscellaneous reasons (12%). Reasons mentioned less than ten percent of the time included: roommate or friend problems (9%), work load (8%), boy or girl friend (5%), and motivation issues (4%).

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

The primary reasons for staying included: parents and costs (20%), friends (or an SA) who reached out (20%), "dealt with it" (18%), and the hassle of transferring (12%). Reasons mentioned less than ten percent of the time included: changed and did better in a new major (9%), the quality of their education (9%), the loss of a scholarship (8%), Truman's reputation (6%), other reasons (6%), a faculty member who reached out (4%), and athletics (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) students rated their overall Truman experience at 1.5. Over half were very satisfied (52%), followed by somewhat satisfied (33%) and neutral (6%). No students gave ratings of either somewhat dissatisfied or very dissatisfied.

The reasons students gave for their satisfaction included: the education and school (38%), an enjoyable experience (19%), small school environment (17%), faculty (17%), friends (14%), other – negative comments (12%), positive social experiences (11%), preparation for the future (6%), other – positive comments (6%), and financial stability (1%).

#### **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 happens to the results of this survey (22%), commented or asked about other assessment tools (16%), or had other miscellaneous questions (5%).

#### **Summary of Question 11:**

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

Most of the responses to this question took the form of registering some kind of complaint. Twenty percent expressed negative feelings about some aspect of Truman, twelve percent commented on the faculty, and eleven percent expressed positive feelings about Truman. Other (negative) responses included comments about: parking (9%), assessment (6%), financial aspects (6%), time demands (4%), registration (3%), and academic advising problems (1%).

### **Written Survey Responses**

A component of the interview project consisted of a set of 16 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 in the last two years, included time allocation questions. All interviews were completed prior to Spring Break with the majority 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 extra/co-curricular activities*

Students reported spending an average of 7.1 hours sleeping, (min. 5, max. 10); 3.9 hours studying (min. 1, max. 7.5); 3.8 hours in class (min. 2, max. 8); 3.3 hours socializing (min. 1, max. 11); and 2.2 hours in extra/co-curricular activities (min. 0, max 8.5); which leaves 3.8 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 (21%), closely followed by Greek Life involvement for twenty percent of the students. Other responses included: academic/professional organizations (15%), experiential work (14%), service organizations (11%), religious organizations (6%), other (4%), performance groups (3%), and the campus radio station (K-life) (1%).

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

The students interviewed participate on average in three co-curricular activities. The activities they reported involvement in included: academic/professional organizations (58%), service organizations (25%), exercise and sports (22%), experiential work (13%), religious organizations (11%), and other activities (10%). Responses mentioned by less than ten percent of the students included student and residence hall governments (9%), Greek Life (6%), performance groups (5%), political organizations (5%), and the school yearbook (Echo) (1%).

## **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 six percent of students worked either on or off campus. Fifty six percent worked on campus, seventeen percent worked off campus, and eight percent worked both on and off campus. Students working on campus averaged 10.3 hours of work during the previous week while those working off campus averaged 11.4 hours of work.

The time students spent working on campus was distributed between: division and administrative offices (68%), professors (19%), and residence halls (14%). When working off campus their employers included: Kum 'n' Go, Bogies, HyVee, License Bureau, Maritz (Maurices?), Ponderosa, Head Start, Natural Resources Conservation Field Office, Victim Support Services, WalMart, Aileron's, Preferred Family Healthcare, Patty's Schlankeis Furniture.

## **Summary of Question 4:**

*Do you feel a part of the campus community? Why? Or why not?*

Eighty two percent of the students interviewed felt they were a part of the campus community and gave the following reasons as explanation, they: take part in many activities (32%), know a lot of people (21%), have a connection to a sub part (16%), are aware of what's going on (15%), spend a lot of time there (12%), attend classes (12%), and other (12%). Other students mentioned a personal effort (10%) and Greek life (2%).

On the other hand, eighteen percent of the students said they did not feel a part of the campus community. Five percent had no interest and didn't want to be a part of it, four percent each either weren't involved, weren't informed, or weren't on campus a lot, and three percent each felt they had no connection to any sub part of the campus community or did not believe that a campus community even existed.

### Summary of Question 5:

*a) In the last week how many times did you discuss issues of societal, cultural, or intellectual significance with others outside of class?*

Only five percent indicated that they had participated in no such discussions during the past week. Ten percent had participated once, sixteen percent had participated twice, and seventy percent reported participating in several discussions regarding issues of societal, cultural, or intellectual significance with others outside of class during the previous week.

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

Topics ranged from social issues (35%), to professors, courses, or course work (18%), Clinton (14%), politics, economics, or world affairs (14%), religion (13%), and other topics. Less frequently mentioned issues included: campus life (5%), literature (2%), and work (2%). A clear majority of the conversations took place at home (56%), with the other places mentioned including miscellaneous places (11%), other on campus (9%), the dorms (8%), cafeteria or restaurants (6%), three percent each for fraternity and sorority houses and phone or internet, and two percent each for driving or walking and work. Twenty eight percent of the discussions occurred in the evening between the hours of 5 and 10 pm, followed closely by nighttime hours after 10 pm (24%), afternoon between noon and 5 pm (20%), with the fewest discussions occurring in the morning between 6 am and noon (5%).

### Summary of Question 6:

*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)</i>	using a computer to create a document in an appropriate format (acceptable for a class assignment)	3.4
<i>b)</i>	retrieving and citing appropriately information from the World Wide Web	2.4
<i>c)</i>	utilizing electronic means of communication	2.9
<i>d)</i>	retrieving information from a bibliographic database (besides LUIS; e.g. WorldCat, Lexis-Nexis, First Search)	1.9
<i>e)</i>	organizing, manipulating, and presenting numeric data in a document	2.2
<i>f)</i>	saving, retrieving, copying, printing, and deleting files	3.3
<i>g)</i>	recognizing unethical use of technology including copyright and privacy issues	2.2
<i>h)</i>	use of presentation software	1.7

Overall, the average student self-rating of computer proficiency was 2.5, midway between experienced and significant.

### **Summary of Question 7:**

*How many computers are there in your apartment?*

Students in our sample reported having 1.7 computers per apartment. Ninety-one percent of them reported having their own computer and ninety percent of their roommates had computers.

### **Summary of Question 8:**

*Are you pursuing Truman's General Honors Program?*

Twelve percent of the students interviewed were pursuing General Honors. Twenty-eight percent said they did not know about the program or were not asked, twenty-five percent felt they had no time, nineteen percent had no interest or did not feel it would help them in the future, and seventeen percent believed it was unattainable or of secondary importance to stress and grades. Other responses included: other interests as explanations for not pursuing General Honors (8%), and as explanations for why they were pursuing them they offered good experience and resume builder (7%), and need or want of a challenge (5%).

### **Summary of Questions 9-12:**

13. *How often have your core courses been challenging?*  
(scaled from 1 for never to 4 for very often)  
*never (3%), not very often (25%), often (54%), very often (13%),* average 2.8
14. *How often have your major courses been challenging?*  
*never (0%), not very often (3%), often (43%), very often (51%),* average 3.5
15. *How satisfied are you with the faculty's enthusiasm for classes in the core?*  
(scaled from 1 for very dissatisfied to 4 for very satisfied)  
*very dissatisfied (1%), dissatisfied (13%), satisfied (75%), very satisfied (8%),* average 2.9
16. *How satisfied are you with the faculty's enthusiasm for classes in the major?*  
*very dissatisfied (0%), dissatisfied (1%), satisfied (51%), very satisfied (46%),* average 3.5



### **Summary of Question 13:**

*For each of the following attributes, indicate the extent to which you either agree or disagree.*

Scaled from 1 for disagree to 5 for agree, students gave the following responses for:

*A challenging course is:*

a good thing (4.2), makes me struggle (3.8), is interesting (3.9), makes me do better (3.7), takes more time (4.6), is boring (2.2), is frustrating while taking the course (3.7), is rewarding after the course is over (4.2), makes me think more (4.2), is a bad thing (1.8), is satisfying afterwards (4.1), is overwhelming (3.5), makes me learn more (3.8), provides a meaningful accomplishment (4.0), contains a lot of busy work (2.8), builds character (3.6), is impossible to complete (1.7), requires critical thinking (4.1).

### **Summary of Question 14:**

*How important are each of the following in making a course more academically challenging?*

My interest in the subject (4.1), a positive professor (4.5), research papers (3.0), complex material (3.6), a professor with high expectations (4.0), assignments that build on each other (4.0), greater time requirements (3.4), learning a lot (3.9), group work (3.0), longer assignments (2.8), professor's interest in the course (4.4), my disinterest in the subject (3.2), long term projects (3.3), assignments requiring application of knowledge and theory to real world situations (4.0), assignments requiring students to go beyond comprehension of reading and lectures (4.1).

### **Summary of Question 15:**

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

Student responded that they knew: nothing (7%), not much (37%), some (51%), or a lot (5%).

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

The following percentages of students knew of these assessment instruments: Freshman Testing (92%), Junior Testing (100%), Senior Exam in the Major (55%), Surveys (59%), Interview Project (63%), Liberal Arts and Sciences Portfolio (79%), Sophomore Writing Experience (99%), and the Capstone Course (42%).

### **Summary of Question 16:**

*How satisfied are you with your spring course schedule?*

The students responded that they were: very dissatisfied (3%), dissatisfied (10%), satisfied (70%), or very satisfied (18%).

Satisfied students reported that they got the courses they needed, were comfortable with their schedule, or had interesting courses or good professors (36%) and that their courses were either in or related to their major (24%).

Dissatisfied students referred to time constraints, hard classes, or registration or timing difficulties.

*How, if at all, did course availability impact your response to part a of this question?*

Sixty-four percent of the students indicated they had no problems with course availability, twenty-five percent had a few problems and ten percent experienced several problems. However, ten percent made explicit mention of the fact that “finally” they had not experienced any problems due to their junior class standing.

## **Oral Survey Results**

**Question 1: Describe your *best learning experience* so far at Truman (in or out of class) and why.**

	Type of Activity										Reasons Given									
	Comment	Athletics	Course	Off Campus Experiences	Socializing	University Work	Research	Co-Curricular	Independence	Other	interaction with others interpersonal skills	enjoyable learned a lot	relevance, real world application	developed leadership	sense of independence being on own	time management and organizational skills	professor	sense of accomplishment	Other	
Student Number	number of responses per category -> percent of survey participants ->	4 4%	56 54%	9 9%	2 2%	8 8%	14 14%	5 5%	13 13%		38 37%	23 22%	23 22%	5 5%	10 10%	12 12%	19 18%	20 19%	3 3%	
1	Project in Dr. Tremain 1st semester, Foundations of Hlth. Ed. -- Career research in your area, talked to proff. in area, worthwhile time spent instead of busy work		1									1	1					1		
2	First presentation in Principles of Mktg; if you can present it, you know your subject the best, "worst presentation in he class would be the best in any other", Val Larsen, high standards grp. Project		1														1	1		
3	Psychomotor Assessment -- gave physical tests (organization, coordination of larger # of people) successful group project		1								1					1				
4	Cantoria -- dedicated professor (Dr. Crabb); professor enthusiasm, deserved Prof of the Yr.		1														1			
5	Out of class: learning culture and language; 1st week at TSU, cultural experience; primary purpose for being here is to learn culture for personal reasons and potentially job related.			1							1									
6	labs -- enjoyed working in groups, compiling data, and writing up the reports		1								1									
7	Attending courses and labs; has been enjoyable.		1									1								
8	fraternity: leadership, social interaction; philanthropy chairman, scholarship chair, management of time, people							1			1			1		1				
9	spring soph, Dr. Schnucker research; Broad question library-researched question, no paper, needed to know material for quiz; surprised, no stress, postive criticizing, lots of feedback with criticism, less stressful than a test		1														1	1		
10	research paper in Soph Am Lit; longest paper (10-15 pp), overall sense of accomplishment, "got an A"		1															1		
11	group project, "work w/ others," "prepares for real world"; coordinate with others, new ideas		1								1		1							
12	major courses; enjoyed, professors made courses interesting and pushed and rewarded because you want to learn; positive thing, impressed by that		1														1	1		
13	Shakespeare class -- most interesting; 5 weeks, 4 hours, best class, teacher made it so made close friends; subject matter -- lots of outside work, intensity of 5 weeks		1												1	1	1			
	Soph. History class "most work I've ever had "																			

15	Music Theory III & IV, Dr. Gooch; group projects, play games with cheap toys as prize; creative, kept it alive; used examples to keep interest; showed application.		1									1				1		
16	Unguided research paper in cell biology; open; tied things together; rewarding; learned something		1								1						1	
17	Summer program in Costa Rica; combined academics and culture, interacting with people in Costa Rica and fellow Truman students.			1			1				1							
18	Biology 101 (non-science majors); combo of insightful and refresher; interesting even though it didn't apply to later life; Creative Writing: forced to analyze her own writing style, more applicable.		1									1				1	1	
19	research w/ Dr. McClain; gives experience in doing projects on his own; independence					1								1				
20	freshman year calc class; have to pay attention, misread syllabus about homework; only C he ever got		1											1				
21	working for scholarship hours -- Dr. Byrd; digitizing vertical jump trials -- computer work; "hands-on stuff"					1						1						
22	Being independent from parents in community with peers (esp dorms); balancing checkbook; shy in high school -- learned about self						1				1			1				
23	overall experiences, dealing with people, personality adjustments, developing working relationships								1		1							
24	running "CD store" in accounting class; kept books and made reports; made him realize unpredictability of the "world;" had to adjust things fast; 1st time in a project where people, indiv., got different answers -- computer generated different results so each person had to make different decisions		1										1					
25	Reading -- I just enjoy. Interesting Bio class -- prof had them do article reading, saw video, made them "aware of things;" Comp II: Rhetoric of Civil Rights (Tyler); Bobby Seale visit "changed my whole outlook on the 60s;" class helped him evaluate Seale's visit, he saw the Civil Rights Movement in a different light		1										1					
26	English Comp II - independent portfolio; best paper ever written --		1														1	
27	Clinicals for nursing. Hands on experience, apply what you're learning in class.		1									1						
28	Roommates --can't get along with everyone, have to communicate, find compatible with your schedule; learn to get along with other; problems follow you home; can be overwhelming and distracting; control -- take care of home life so you can function			1								1			1			
29	Volleyball --time, everything done quick; time management skills, less right off the bat; procrastination ended -- trained not to	1														1		
30	freshman year, bonded closely in hall -- still friends; Because of my SA -- "ready to do anything for us" "best on campus" -- information activities, such as going to movies, going to eat; formal things didn't work. Ryle Hall (Truman House)					1						1						
	Onyx project -- case study; comprehensive																	

32	Bus Fraternity -- Delta Sigma Pi; taught me how to deal with a lot of different people and work on class stuff					1			1								
33	Costa Rica summer program (study abroad); experiencing new and different cultures; learning to get along with others; expanded sense of perspective on real-life situations; (best experiences don't necessarily come from classes)			1		1			1		1						
34	choosing who right friends are; group of friends split in fight, learned true friends, who can live with; fight -- wasn't fun then but glad it happened.			1					1								
35	Music Apprec. Class; challenging -- made think about music		1							1							
36	In class John Schmor Theatre class (comedian); Out of class (3 years ago) Friends and drug use (LSD); not boring; Kirksville -- need to get excitement, meaningful experience on drugs.		1		1				1								
37	Being a member of volleyball team; discipline, hard work, team work, time management, took up much time.	1							1					1			
38	Getting to know pros in transition from h.s. to college; new challenge each semester (doesn't like it)							1	1								
39	for the last 2 years; Freshman week social events (CAOC) group of 15 people; plan and problem solving; working with people; lots of learning					1			1					1			
40	Onyx project - ACCT 211; group project all semester; developed music store, did all the acting, presented to entire class; getting to work with other students, organizing times to meet, presentation was a good learning experience.		1							1				1			
41	Group work, hands on; assessment of each other and patients in clinicals; learn what's normal and not normal, practical -- what you need to know. It's a very real world experience; interact with real people, teaches people skills		1						1		1						
42	Research -- working for prof doing physics research				1									1			
43	Working at the juvenile office -- more practical knowledge working with the kids than out of the book; having the practical experience helps make the book more meaningful/understandable.			1					1		1						
44	Sociology (Mitchell) -- hard core; no crap from anyone; learned a lot		1							1				1			
45	Latin classes (Christiansen); his personality -- really funny; had him 4 semesters, learned Latin; you don't get bored		1							1				1			
46	class: Algebraic Structures II; only 5 people, so freer to express ideas; can all understand; longer to cover material; interesting		1							1							
47	Prism -- very active; learned a lot since it's been growing, given a lot more freedom, resource center, presence in campus community					1				1							
48	Finance class; (enjoyed and learned a lot); interested in prof -- likes attitude towards students -- and material, so she paid attn and learned a lot, interaction among students		1							1					1		

50	Basketball -- managing time btwn school and practice; became independent (homesick); meeting new people	1								1					1		1	
51	CCF: enjoys it the most; makes an effort to learn the most; the people involved -- make sure feel part of the team						1			1			1		1			
52	basketball -- whole experience; responsible to yourself and others, others that you can depend on, has learned so much about other people, differences but can be friends anyway; taught me about self, can do so much more than I thought I could, others believe in me even more than I do in myself sometimes; hard to put finger on; life skill experiences, being part of something, actions affect others as well as self	1								1		1		1			1	
53	Art History; working in Fine Arts at the time, able to talk with people about the class, interconnecting perspectives; likes fact that understands when she talks to people now.		1			1				1								
54	Living off campus; independent living, paying bills, cooking for self, building responsibility							1						1				
55	Soph -- Chaucer with Davis; 15-18 pp research paper, thinking it would be horrible but w/ help he accomplished; wrote a lot in one night did good on paper and learned a lot; class was fulfilling, self-observation of thought process		1							1							1	
56	Learning to live on his own; feeling of independence							1						1				
57	had someone help in a class she was struggling in; tutor helped her memorize better, learn more; frustrating -- disappointing; overcoming the challenge was part of the learning experience								1								1	
58	working on spreadsheets in Intermediate Macro; figure out for self		1														1	
59	Writing center -- language skills better, enjoy going there, helps him learn to appreciate suggestion to go there. Study habits/skills not taught; can't find it here; would help								1		1							
60	out of class; CCF (not in anymore but learned a lot); learned about self, what was out there, better decisions, met great people, expanded mind (horizons) to whole area						1			1	1							
61	a lot that's new -- so all classes; also learn a lot from roommates		1						1	1	1							
62	Upper level business classes; getting into major, internship at Enterprise Rent a Car can see how job relates to classes, apply class work to job experiences; every summer since Freshman year		1									1						
63	Intro Linguistics; interested in subject, prof's enthusiasm, competence; research -- up-to-date, presentation of material, used videos, handouts; "learned a lot" sad when class was over		1								1						1	
64	Latin American Lit; the prof was neat, taught different way of Race/Class & Gender; it realted to this same class of race/class & gender; Martin (for Latin American Lit), Xu (Race/Class/Gender)		1														1	
65	time management; work 20 hours, extracurricular, academic; balancing priorities -- GPA; varying interests, a lot she wants to do								1						1			

67	sophomore; Dr. Pat Ross, BIO 108, visiting prof; want to learn, peer and intellectual -- Dr. Ross; "one of us"; learning was attainable	1														1		
68	Sigma Lambda Gamma social sorority; multicultural, met a lot of people, learn about other cultures					1			1									
69	Managing time. "Learning what profs expect from me," "lots of homework .. You have to prioritize," "knowing what to expect from myself." reduced his stress after learning this.							1						1				
70	Early modern Philosophy -- most interested in; learned the most from; important for major, a lot of interest in major, new material/perspectives; presentation	1								1								
71	English Comp. II and Speech -- both really helped his communication and writing skills, challenging; Computer classes: problem solving skills, programming problems are challenging.	1															1	
72	Philosophy class -- "Fundamentall disagreed with ideas in the class." "Everything here is a learning experience." It was fun disagreeing. Not that they were imposing these views. Helped me understand my own thoughts.	1								1							1	
73	work experience for a professor; had to decide to stay here or leave, prof opened her to new ideas, made her think about what she wanted and the options she had.				1								1			1		
74	class -- Chem 121; amount of info learned and retained; good prof, learned 120-121 basically in this semester	1								1						1		
75	last semester 20 page paper; group project; interaction with group and learned while getting done, applied what was learning at time to project	1								1		1						
76	Principles of Marketing class (Cartwright); pick a product, describe its marketing strategy; term paper/presentation; applications to real life; learned concepts of marketing/not just definitions; lots of work, but learned a lot	1									1	1						
77	freshman year; didn't go to class; roommates girlfriend died; stopped going to class; going to class helped improve grades							1										1
78	how to deal with roommates, doesn't like at all; get him to move out -- couldn't; problem solving skills, but no coping skills; new experience; lives alone							1	1									
79	Expanding Environmental Consciousness; RCID course; challenged ideas, spurred to do more investigation, student led discussions, meeting people that understand challenging idea and intellectual discussion, now precepting that class	1								1								
80	Onyx project, ACCT 211; own company, did financial statements; good feedback, relationship to real world	1										1						
81	Slide presentations, learning about the art; inspiring what had been done, own path into the art world, make improvements, seeing masters of the past	1															1	
82	freshman year -- roommate became ill w/ meningitis -- both legs amputated; he was so near death (pronounced dead once); made me thankful for what I have and what I can do with							1										1



83	English Comp. I: teacher (Ratcliff) made the course interesting, exciting. It was the second time he took the course; made him decide to be an English teacher; encouraged critical thinking.	1													1		
84	Onyx project; good introduction to accounting; whole accounting experience pulls everything together	1									1						
85	Nursing clinicals this semester at hospital; pediatrics, neonatal: got to see a birth!	1									1						
86	Mythology class; I always had an interest in that class, learned so much, very interesting	1								1							
87	Coming here from out of state, not knowing anyone, making own way, making friends, adjusting. Moving to college from high school. Been a growing experience for me. Helped me to grow as a person, affected my personality.						1		1				1				
88	Creating/completing a computer program; sense of accomplishment; gratifying; exciting to finish something and have it work	1													1		
89	blank																
90	Europe last summer, first time; whole new world; European Union, monetary union, a lot of history		1			1				1							
91	learning how to live with other people; not an easy thing to do; never had to share a room; off campus was harder, living with more people is more difficult						1		1								
92	technical writing course; group project to benefit University as a whole (group leader) using major; designed brochure to promote U.'s internet access, how to use it; interesting to see how his knowledge could benefit him; real world application, integration (useful)	1										1					
93	dealing with people/different personalities (roommate); maintaining positive atmosphere; AGD -- philanthropy chair; getting people involved					1		1	1			1		1			
94	Chemistry background; bio-difficult; bio -- too hard because of size; chem -- labs and lecture interaction is excellent	1															1
95	SA in residence hall; learn a lot about residents, learn how to deal with certain experiences/confrontation situations/getting people involved/social skills/discipline; the whole experience was a learning experience					1			1	1		1					
96	Dr. Breault -- best experience; enthusiasm in presentation, individualism in personalized treatment; class in area of interest, faculty became a mentor	1													1		
97	Alpha Phi Omega -- examples such as short 22 refill, work with power tools, work with people in the community and meet people not otherwise known; variety of experiences not obtained elsewhere					1			1								
98	Corporate Finance group projects (casework); learning things he will actually use in the real world because "a lot of stuff I've learned at Truman, I'll leave behind."	1										1					
99	Figuring out major -- went through 5 advisors that weren't much help; did things on her own; taught herself how to make it with lack of advisor help; discovered her own interests; good professors						1	1								1	

101	Went to Springfield - research with endangered plants; no idea about what they were doing; came up with own plan; teamwork and experience; fun, but unknown			1		1				1	1						1	
102	work through Services for Individuals with Disabilities; working there since freshman year; working with specific individual who is a quadriplegic (learned about life in general; what's important, learned to appreciate what I have a an individual).					1											1	
103	Research -- volunteering within Biology major; "It's what I want to go into after graduate school;" many opportunities; research stipend recipient					1						1						

Question 2: Is “challenging” a good, or a bad, thing? Why?																				
	Comment	overall impression			good if motivated me to work harder (bored otherwise)	good if for future application	requires more time		good if makes students think and learn more	good if for major bad if not	satisfying/rewarding	depends on professor	good if material is interesting or creates interest	bad if material is boring	stressful (bad)	good if moved to surpass old standards or reconsider views	good if not too overwhelming	bad if busy work	character growth confidence	bad for grades or external perceptions
Student Number		good	bad	both			good	bad												
	number of responses per category ->	70	4	22	31	8	1	4	45	6	21	9	20	12	2	25	19	8	18	4
	percent of survey participants ->	73%	4%	23%	32%	8%	1%	4%	44%	6%	20%	9%	19%	12%	2%	24%	18%	8%	17%	4%
1	good, so not challenged, had to learn last semester (best), challenged more productive; more to do -- out in the real world things may be harder, transition to normal life is necessary	1			1	1										1				
2	people misconstrue challenging with hard; all classes here are chall for the mind, time; chall is generally a good thing; teachers need to be able to make adjustments	1							1								1			
3	good -- makes him try harder, applies himself more, classes too easy won't work as hard	1			1															
4	good -- pushes student to think, why picked second major, inspired more in a challenging class	1							1											
5	good thing. Motivates us to achieve, w/o challenges life would be boring	1			1				1											
6	good (most cases) busy work = waste of time	1																1		
7	Depends: good when it is something needed (directly related to major); not good, if unrelated to major.			1		1				1										
8	good -- high school - easy, waste w/out learning; point-oriented a) not busy work b) critical thinking skills c) discover on one's own	1							1									1		
9	nervous, tense, negative thoughts		1												1					
10	good; no challenge = no motivation; core expectations too low	1			1											1				
11	good; makes people think for yourself, learn more, beyond class expectations, high school -- not challenging	1							1					1		1				
12	good -- not necessarily hard but stimulating interests in subject and makes you want to learn; hard courses are not always challenging	1							1				1				1			
13	good -- builds character; any challenging experience -- good, whether positive or negative, taking knowledge on to further experiences	1			1	1							1						1	
14	definitely good, allows insight into self, forces capabilities, limitations; tests yourself, success in challenging situation, gives confidence; working hard makes me feel strong	1			1						1					1			1	
15	good; create interest, lectures sometimes are boring. Involvement and interaction are key; gets involved and makes one gain interest.	1											1	1						
	good. Rises to a challenge and doesn't																			

18	depends on how challenging; good -- learning a lot, have to study, interesting; bad -- teacher that expects too much, busy work			1					1			1	1				1	1		
19	both; depends on why it's challenging; if challenging b/c of actual class, wanting to learn & be there -- good; bad -- challenging b/c you're put there; teacher important -- bad if they set out to make it challenging			1					1			1								
20	good; keeps you from accepting mediocrity	1			1										1					
21	good to an extent; don't want to be overwhelmed, but not bored either; was in high school, not here	1												1			1			
22	good -- "only thing that leads to any growth;" to be satisfying requires work & time & effort	1			1		1		1		1									
23	enjoy challenging -- good thing; here to be challenged; expand horizons	1							1										1	
24	good thing -- makes you think; depends on how the teacher makes it challenging; large workload (busy, pressure) -- bad; challenging w/o being long -- long assignments and frustrating			1				1	1			1					1	1		
25	Definitely a good thing: otherwise you don't get any benefit; no challenge = no thinking = no education; person who "likes to be challenged;" creative vs. routine & boring	1							1		1			1						
26	It's a good thing. Build a portfolio of knowledge from school. Makes one feel that they are gaining some knowledge.	1							1		1									
27	good thing; it makes you work harder, learn more	1			1				1											
28	Depends. Usually not a bad thing -- now. Future (records and Bs & Cs) -- may be bad when others don't "know" what kind of course/college. Looks bad for future even though good. Personal = good. H.S. Had higher grading scale than others 95-100 = A, but this wasn't taken into consideration			1		1														1
29	good thing; makes you work harder, study more, get more out of it; become a stronger person	1			1				1										1	
30	It is a good thing, because it builds character and teaches you strengths and weaknesses about yourself. Your GPA doesn't reflect it, but I liked it. Weakness - not organized. Strength -- did it on my own like the professor wanted.	1																1	1	
31	combination; depends on situation; material challenging -- good; time constraint and amt of work -- bad; takes away from other classes, don't learn as much			1				1	1											
32	Good to an extent, but if too challenging just frustrating. Third level of acting was too big a jump from 2nd level. At some point in the course too frustrated to keep working hard.			1													1			
	Definitely good. Would have gone to community college for non-challenging; major classes reward effort, though they																			

34	can be good if interesting, can't see relevance seems pointless, life more tough			1		1							1	1					
35	very good -- might be difficult at beginning but good long term	1								1									
36	good -- if fun, not boring; challenging (difficult) OK if interesting (desire to do it)	1											1	1					
37	good when up for it when interest is there; bad when not looking forward to it, intimidating, especially if you don't like it, becomes a drag			1									1	1					
38	always a good thing; gives more experience, helps you learn more, encourages you	1							1										
39	good. Pushes you to do something you wouldn't normally do. Enables you to learn more (from a class, for example -- won't get as much out of a class if you just show up for an A).	1			1				1										
40	Good thing, thinking more, using your own thoughts; Case study -- make own decisions; application -- real life. Would rather take a more challenging class that makes me think than a class taught out of the book that I can get an A in.	1				1			1										
41	good thing; makes you learn and work harder	1			1				1										
42	good ("I guess") -- makes more interesting, work harder	1			1								1						
43	good -- forces you to work at a higher level of expectation	1														1			
44	good thing -- too easy not worth doing; reward greater if challenging; tend to learn more	1							1		1								
45	good -- can't progress beyond where you are without challenging yourself; bad if it is discouraging and makes you want to give up			1												1	1		
46	good b/c makes think deeper about things haven't thought about before; look at things in different way	1							1							1			
47	good -- ("busy work is a bad thing") deameaning, takes away from learning by big projects; some profs think busy work makes their courses more challenging; lives heavy reading; demanding creativity is also challenging; frustrating at the time but brings about stronger ideas, compositioning when prof pushed student	1			1				1		1	1				1		1	
48	Good to a point; likes college better because it's more challenging; sometimes too overwhelmed, just wants to give up (teachers expect too much, don't realize that you have other classes); hard to keep up with other classes			1				1				1					1		
49	good; won't learn as much, push yourself as hard if it's not challenging	1			1				1										
50	good; helps you grow, everything is challenging	1																1	
51	good - boring if not a challenge; amount of work doesn't mean challenge -- makes good challenge; More interesting when a challenge -- accomplishment.	1									1		1						

52	good things b/c it means they expect more; I expect more of self as a result; challenging isn't impossible, attainable goal to work towards; motivates me -- met the challenge; good feeling to make it, didn't think I could but did; nice to be able to point to a challenge you met "hey I stepped up and met the challenge"	1			1					1					1			1	
53	Good. No trouble with 100 or 200 level courses -- not too challenging. Tends to overstudy. Anthro of Gender, The Family, lacks background knowledge. If not challenged, gets bored; is challenging just "work" or is intellect being challenged.	1			1				1									1	
54	Good; if it's challenging but possible it's worthwhile; if it doesn't involve grades, he won't do the work; gets you to do work; calls upon something within to do better.	1			1										1		1		
55	good; high no challenge; never studied, not learning as much as could have; challenging courses here, feels he learns more; learn a lot more if it's harder, difficulty challenging	1							1					1					
56	yes, as long as it isn't excessive and lead to stress	1													1			1	
57	depends; if she's interested in it -- good; sometimes gets frustrated with challenging things when she doesn't have any friends to talk to about it; helps if she has someone				1								1						
58	good; pushes you to strive for best; wouldn't push if wasn't easy	1			1											1			
59	good; study here is "challenge" for foreign student; lots to learn/observe about culture, do something with his education, take home with him; glad to be here; language and terminology	1						1											
60	Good for most part; NOT b/c prof not clear; makes think for self, not memorizing	1							1				1						
61	both -- sometimes hard and frustrating; but help to learn more, accomplishment when finished.				1				1		1							1	
62	Good because push mind past limits which results in a stronger mentality. Phrase "what doesn't kill you, makes you stronger."	1														1			1
63	good; depends on attitude; won't learn as much; requires you to take interest in subject, develop yourself without just "getting by", "opens a lot of doors"	1														1			
64	good thing; if we are not challenged, we can't improve	1																	1
65	depends -- major, yes; core -- less important, feels shouldn't be too challenging; basic studies go overboard sometimes; problem when core grades are lower than major grades				1						1								1
66	good; forces you to think, thinking is good, "exercise your mind," no challenge -- "no opportunities to enlighten yourself"	1							1										
67	good; never challenged don't find limits as a person and academic; easy A worse than hard C	1														1			1

69	good; to be able to adapt you need a challenge; easier to learn when challenged with a project than when someone "spews off" knowledge. Projects help him analyze subjects when working on a paper. Looking at something old in a different perspective. Didn't like just hearing info. Liked being asked to do something with info he has learned.	1							1									
70	good -- having a lot of interest and going beyond the class, being challenged beyond just the threat of a bad grade; bad -- being compelled to work and hating it all along			1								1			1			
71	it is good; makes me work harder and think more	1			1				1									
72	"It's a very good thing, helps me work harder, more time management skills," easy classes would be boring. Motivates her, proves to herself that she can do well.	1			1					1								
73	bad; associated with a bad thing, or hard complaint or having a hard time with course		1										1			1		
74	usually a good thing; gets you motivated - another level to attain; unless it's more of the negative example, then it gets you down, depressing			1	1										1	1		
75	good; learn more from classes that are challenging; difficult when you have several challenging classes at once.	1							1							1		
76	bad thing when in the middle of it, but good when it's done; learn a lot/good; things not challenging are not worth effort			1					1	1								
77	PHY 271 -- challenging (bad) b/c questions asked in class weren't questions asked on test; courses are supposed to be challenging; calc II -- hard, but enjoyed class because of teacher			1								1						
78	good; means interested in course, working hard at end; gratifying feeling when I achieve a mastery of the course	1			1					1		1						
79	good; based on content or how it makes you think, not necessarily volume; solely based on volume not good challenging	1							1			1					1	
80	good; I have never dropped a course due to poor performance on a test or anything; I don't take tests well; don't believe in a lot of busy work; Why? What we're here for -- working towards something.	1															1	1
81	definitely good; if you don't have challenge you can't improve	1													1			1
82	good; have had a few "breeze" classes -- tend to forget everything; "if it's easy to accomplish it's not worth accomplishing"	1							1	1								
83	good; promotes change, accomplishment (if not TOO challenging)	1								1						1		
84	good; helps people grow and use critical thinking skills; learn what real world is going to ask of you	1				1			1									1

87	In most cases, a good thing. Push me to work harder, more rewarding in the end. Push people beyond normal boundaries, learn more about yourself, what you're capable of doing.	1			1					1					1			1	
88	good in a major or minor course where "I want it to be challenging" ( I will have more interest in the class); bad in core class because "I'm not interested" and it will bring my grades down and I might lose my scholarship			1					1			1	1						1
89	good; causes you to be more proficient in a course more and in the beginning than the end.	1						1											
90	good -- when all is said and done; frustrated while doing it, but good in end; makes him work harder, stretch himself; may not be interested in challenging course, but comes out of it with something new	1			1							1			1				
91	good; if everything you're doing isn't challenging; makes you work harder, appreciate what comes of it	1			1					1						1			
92	2 kinds: beneficial: expectations requiring harder work, using brain to learn, develop something new, enjoys it; bad: prof doesn't give adequate knowledge base to do project, feels like being set up for failure, turns students off, students won't work hard if they don't think they'll be successful			1	1			1			1					1			
93	good; makes you go out of way, learn more	1			1			1											
94	bad; so challenging to point of not understanding -- what's the point? Esp if out of major		1						1							1			
95	good/bad; depends on the circumstances; subject matter -- if challenging it would be good; prof -- if challenging it would be bad			1							1	1							
96	debatable -- mainly good; only if interested in subject matter; need challenging opponent because brings you up to a particular level; always enjoyed challenge; enjoys being the best she can be, insures that she is getting the most out of her education.			1						1		1			1			1	
97	good; pushes a person to try harder; if not interested in a subject/challenged; even will try harder; will spend more time working to master the material than with easier material or subject.	1			1														
98	good overall; challenge in a "core" class - not good -- just get through class; in a major class, good -- challenging in something already interested in	1							1			1							
99	Good; founds things in HS easy and then experiences here (tougher) helped her and benefited her; all classes are challenging b/c have to take it; learned new things about religion that surprised her and challenged her to learn because coming from Catholic school, reason is because challenged her catholic beliefs and then she was able to work through them	1							1									1	
	depends on circumstances; if it is with																		



101	good; if not tend not to get as much out of them, boring if not; if are -- more interested, enjoy more, upper level better; more specifics, wants to know why, lower level not specific	1											1	1					
102	good; to expand horizons and know what you can and can't do; rewarding to reach out and do more with their life	1								1						1			1
103	good think because it's the "way you learn"	1							1										

Question 3: Not all students agree on what makes a course challenging to them. What makes a course challenging to you?																					
		unfamiliar or weak subject material	difficulty, type, & number of tests and assignments	lots of reading	motivation to work harder	not busy work	learned more	application: current, future, or life	research involvement	requires more time and work	independent work, makes students think	depends on professor	material is interesting or creates interest	boring material, challenge is to attend	comprehension not memorization	required to surpass old standards or reconsider old views	group projects	level of involvement	nature of material	professor's expectations	
Student Number	Comment																			high	unclear
	number of responses per category ->	26	23	4	13	13	11	21	6	19	49	40	15	2	21	11	7	12	26	15	10
	percent of survey participants ->	25%	22%	4%	13%	13%	11%	20%	6%	18%	48%	39%	15%	2%	20%	11%	7%	12%	25%	15%	10%
1	Haven't had challenging course; high expectations from teacher is, busy work isn't; not -- knowing you can turn in whatever; Projects you can learn from, not regurgitate book or lecture; (Didn't go to class b/c it was a waste of time); needs to feel time is used, non major courses					1	1				1				1					1	
2	course material, if I'm interested in it; course interesting, but challenging (Consum. Behavior); level of involvement that instructors expect -- group projects, presentations, open class discussions, freely & openly; student involvement as far as class discussion		1									1	1				1	1	1	1	
3	course content, nature of material, his interest: if so, then yes												1						1		
4	beyond textbook, think in new ways										1				1						
5	Professor's requirements of students, independent learning outside of class (research papers), professor stimulates students to learn more.						1		1		1	1								1	
6	not the "work load" (amount of work), but the type of work. Major is more challenging as a whole. Challenge comes not out of material, but teacher.											1							1		
7	depth of material; types of evaluations--amount of information required		1															1			
8	Prof's attitude towards class: more challenge w/ teacher interest; experience w/ material (they make it more painful -- challenge, if prof is interested/knowledgeable, the challenge is greater; challenge w/out purpose is not good	1										1									
9	fewer number of assignments, grade based on fewer things, does more research to do good on a few items; If many, does not work as hard, opportunity to slack off		1		1																
10	one that makes you think; doesn't want to do busywork, so a course with lots of work isn't sufficient					1					1										
11	outside area of interest: long projects, outside research, group projects	1	1						1		1						1	1			
12	enthusiastic profs, stimulating interest to learn more, approach to class by profs, projects and info that tie in information, integration of ideas into projects during the semester (don't wait until the final), overall approach helps direction, projects that tie into real world experience and current issues						1	1				1	1					1			

13	prof expectations; extensive work outside of class; structure demands immediate and constant attn, new subject matter	1								1	1					1		1	
14	when you must look beyond printed material to find answer; challenge your pre-conceived notions and beliefs. Allows for open mind. Challenge to overcome physical deficiency to read. Eye problems make reading challenging. Mix own beliefs and own experience with class topic, "I can do this."						1			1					1				
15	Have to work more but learn more at same time. Perhaps interesting group project; not overwhelming but makes you want to work more; perhaps break up larger projects into pieces.				1		1									1			
16	open assignments; difficult material; complex material		1							1								1	1
17	large amount of depth; things that don't come naturally; discussion, reflection, not just a lot of memorization	1												1			1		
18	teacher expects too much, type of teacher; interest or lack thereof; busy work: what kind of assignments they give; trying to help learn -- yes; work for sake of work -- no.		1			1	1					1	1					1	
19	material -- new or hard in general; teacher can make it chall. -- way they run the class (some that seem they're "out to get everybody;" excessive workload; ...and less challenging -- group work can be good esp for harder material	1							1		1								
20	teacher requirements (in a bad way) -- workload too high, they sometimes make it harder than it should be; good -- if it's hard work that you know you'll be doing later in life, you're challenged to do it well				1		1		1		1							1	
21	when material isn't "spoonfed" to you, more out of class learning, projects (but not having to guess what you should be learning); ownership of learning process		1		1		1			1									1
22	(liberal arts) bringing together aspects from several classes, not just memorization; comprehension; thinking for self						1			1				1					
23	interested but not very good at it; making me expand horizons	1										1			1				
24	using critical thinking -- taking what you can learn in the book and applying it to real world situations when the book doesn't tell you the right answer						1			1				1					
25	"basically, a course that has teachers that make you think for yourself." Not just take notes, spit out. Research and outside activities to bring into class. Goes beyond lecture, take test and forget it.							1		1	1			1			1		
26	Interviews, outside research -- seeking outside (school) sources for information. Working in groups to form a presentation. Groups make things challenging to get insight and opinions from others.							1		1						1			
27	content of the course and amount; professors and their expectations										1							1	1

28	good = gets into more detail - not just surface; prof care and knows a lot and can teach it to you; intro you to media -- comp/spreadsheets (have to be pushed sometimes); give chance to use those things; "graphing calculators" -- good way of spending \$; will have to use them out in the real world				1			1			1	1				1		1	1		
29	makes you think; core is boring; memorization isn't challenge; learn, not just memorize; actually think						1				1					1					
30	To get the assignment and have to figure out how to do it - for example being given the name of a corporation and having to figure out for yourself how to analyze its marketing. Without knowing grade requirements.		1					1			1	1				1					1
31	course material -- how difficult to understand, have to pay attention to understand material; build on learning from each class; can't just read notes night before exam; cumulative learning		1								1					1			1		
32	Expectations of the teacher; Tests are harder for me than homework, so tests are challenging. Very long, lots of material, the faculty member isn't very clear about what's important.		1									1							1		1
33	make student think on their own. Breadth of content. No tedious or simply time consuming. Quality, not quantity.					1					1								1		
34	makes think how applies to your life and others; when forces you to reevaluate previous things you've thought about, like thought processes over facts							1			1					1					
35	read, understand, and TALK ABOUT IT; constantly having to keep up														1			1			
36	not busywork, project (assignment) that has a point, that is beneficial		1			1		1													
37	If it is offered here; school is tough; where prof is strict on grading "one way or no way"; a lot of out of class work; a lot of information to accumulate										1	1						1			
38	new material, unfamiliar subject	1																			
39	new info (more in depth); new knowledge -- start from the beginning (eco course); not a rehash of high school	1					1														
40	Making you think about the course itself -- applying your own thoughts to come to a conclusion							1			1					1					
41	teacher and course, applied to real life; makes you analyze material							1			1	1				1					
42	requires a lot of thought and usually a lot of time; NOT busy work					1				1	1										
43	More application of the knowledge rather than rote memorization. For example, in corrections class have to work with a state agency, look at their shortcomings, and come up with a plan including implementation							1								1					
44	long hours of homework; instructor not interested, not like to teach; work on own, with book; independent of instructor		1							1	1	1									
45	have to study for it; don't just come in for test days and get (I haven't had any); every course has been basically challenging; Art History -- always in the dark looking at slides! A lot of reading, too.			1						1											

46	when hard to comprehend material, if not interested (not only thing), if don't like teacher, can have <u>some</u> of above	1									1	1		1				1		
47	application (not as much in core) a lot in major						1													
48	lots of material (can be made less difficult if teacher helps, approachable); lack of interest makes courses more challenging (harder in core)										1			1					1	
49	projects on your own; coming up with and evaluating new ideas instead of memorization									1					1					
50	teacher expectations; core classes require a lot of time; work that they require -- projects	1							1		1								1	
51	not course load, but rather the content of the subject, no point of busy work					1												1		
52	prof who expects a lot -- not busy work, expects you to take responsibility for own learning, pushes you, expects to struggle but will help you, won't find answers; content to some extent -- not just memorization; some courses can't be challenging -- simple, basic, learn the facts; applying stuff you've learned makes it more challenging				1	1		1			1	1			1	1			1	
53	Not always fun to be challenged. Nature of the task -- time-consuming, early deadlines; time management; lack of background knowledge; stretch of thinking (ex: interpret abstract paintings)				1					1	1								1	
54	Assign reading outside of notes and test on it. Wished more exam questions were on outside reading and homework. Students who do this work are deserving of better grades.		1								1							1		
55	good amount of reading involved; critical paper, always "fun"; class discussion and working through problem together with different view points, get through it even if hard		1		1	1					1									
56	when he couldn't understand what the instructor was trying to get across to them.											1							1	1
57	lots of material; "you have to dig really deep" to comprehend it; critical thinking assignments; depends on prof, discipline	1									1	1			1				1	
58	having to put in a lot of time; go to a lot of things that help you -- tutors									1										
59	challenge -- is not in his native language; terminology to pick up; communication for studying -- important; speaks the words to make people feel comfortable	1									1									
60	learn outside of class; prof teaches more than text; struggling over homework		1								1	1								
61	topic -- depends on subject matter; work load; heavy -- more challenging because she's forced to listen more in class; if don't like topic then more challenging	1							1					1					1	
62	homework, reading consumes all time and must sit back and prioritize -- course tilts the scale; often all of the classes have work that needs to be done, but a challenging class is one that overwhelms you and forces you to prioritize.		1		1					1										
63	unfamiliar material; when prof presents more material than you expected -- going beyond reading and notes	1									1	1							1	

64	if it makes you think in new ways; it establishes your views better; don't need tons of busy work					1					1					1				
65	introduction new methods of tests, studies; unfamiliar material; lots of busy work -- struggle to manage time, not mentally challenging, but...; information application	1	1					1		1								1		
66	difficult/new material; prof has a lot of influence, relating to students, interest in and depth of subject	1									1									
67	not bulk; how you have to learn it; busy work not challenging; amount of critical thinking					1				1				1						
68	subject matter, amount of work; if material is not presented in an understandable manner it becomes challenging									1		1						1		1
69	Presented with material in books, have to learn the subject yourself. Gets more out of it by learning himself. Learns less from lectures, they help him learn and analyze what he has already studied. "Questions from a prof are a doorway to making me think."										1	1					1			
70	two points of view: being uninterested creates difficulty, difficult material; but a lot of interest is also challenging because of having to go beyond the course										1		1	1		1				
71	when he is interested in subject -- fun and interesting and makes you work hard it is rewarding.				1								1							
72	Encourages her to take classes when she hears they are hard, a motivator.				1															
73	no interest in course or style of teaching; if you don't have a good attitude about the course it will be more challenging												1							
74	negative --teacher doesn't teach, large amount of busy work; positive -- harder material but interesting					1						1	1					1		1
75	high expectations of prof; time commitment									1		1							1	
76	activities that require critical thinking; draw on resources outside of book or teacher; long, monotonous busy work is NOT challenging					1					1									
77	Never had class before; taking what you learned and applying it to real world was difficult; class could be challenging, but be challenging in a good way -- would help to enjoy the class more								1											
78	one that has interesting subject matter; prof pushes you; complex subject; not an easy A, must work for it				1							1	1					1	1	
79	if it makes you think outside of how you have thought before; application of knowledge in a new way, not just regurgitating answers							1			1				1	1				
80	not understanding the day-to-day material; eventually comes together	1									1									
81	an instructor into the subject; want to know material; time consuming; expectations									1		1	1						1	
82	info is not understandable, like matrix algebra; had to do lots of work outside of class to understand	1										1						1		
83	teacher's goals; not necessarily difficult, goal-oriented assignments, not just busy work; promotes thinking.		1			1						1	1							

84	material -- new, no experience; time-consuming homework assignments; requirements of paper and essays -- have to think about more rather than usual hw assignments	1	1							1	1								
85	things you're not as good at (ex:math!); something that makes you think more	1									1								
86	course content and amount of work expected of you in terms of assignments -- not reading -- Reading just a reinforcement; rarely tested over. Reading material not covered in class discussion/lecture.		1							1					1			1	1
87	Things that don't come easily; courses that push me to do things I'm not comfortable with; make me look beyond usual resources to understand the material; can also be challenging if I don't understand the material	1									1				1			1	
88	negative -- early classes are a challenge ("can't get up early") -- early class hard to get to and stay awake, prof not interested makes class challenging, makes students feel like he/she doesn't want student in class; positive - can't just read, must think critically on our own										1	1							
89	topic is more challenging if info is not just memorized but used in practicum.							1							1				
90	lack of interest in subject; prof's personality, better if they're excited about course, makes it seem less challenging											1	1						
91	group work (hard to get together, everyone goes about it in different ways -- early vs. last minute); presentations "just aren't fun"															1			
92	see last answer. Some profs give knowledge base for learning -- good; other side -- negative attitude towards course (students and profs) can be detrimental; too high expectations, little preparation, not available to students											1						1	
93	group work -- (ex: 6 people writing a paper); huge assignments/research papers with a paragraph of instruction; tests--the format (fill-in-the-blank); the unknown, stats		1													1			1
94	Outside reading -- overwhelming, bad textbook, slow reader; on top of other things (assignments) not tested over		1	1															
95	challenging if don't understand the subject matter or concepts; if doesn't understand the material it gets frustrating; if prof isn't clear it also gets frustrating	1										1							1
96	not familiar with subject; prof -- makes difficult; more time put into the course the more challenging it is; possibility of failure; poor communication by faculty	1								1		1							1
97	if there is math or science content; frustrating, hard to understand, takes more time than other classes (more challenging); if tests include application rather than spitting back material; do work yourself, not rely on other people (groups)	1						1		1					1		1		
98	interested in and that will benefit him the rest of his life							1					1						

99	Going beyond what teacher wants, learning from outside experiences and outside classroom makes your own challenge; you get what you put into it; research papers/wide topic making your own topic -- challenge yourself and learn from it; teaching yourself because lack of teaching is huge challenge; working for Index or going to different religious services -- anything applied was challenging				1		1	1	1		1									
100	the way it is presented; not trying to make something challenging that isn't; knowledge level of student in the beginning to see the level of challenge prof should stretch you. Go beyond syllabus, not just papers/tests, learning is the challenge; not a quantitative thing -- it's what you get out of it, qualitative.	1					1				1	1				1			1	
101	subject matter not straight forward; interpretation required for challenge; class now that way -- are challenging; topics interrelate, ideas go together; takes time to absorb information	1								1	1							1		
102	projects and testing materials; time commitment involved; in depth learning experience in projects; work hard to get a good grade		1		1		1			1										
103	The teacher but also the material; projects are more challenging											1						1		



**Question 4: 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. Please explain why.**

	Course(s)	Assignment	Comment	time and work demands		enjoyable/ interesting	dislike/ lack of interest	analysis/ critical thinking	inexperience , subject difficulty, or outside comfort zone		professor		satisfying, rewarding, learned a lot	application current, future, or life	new, different assignment	research component	writing assignment or exam	group dynamics	memorization/ busy work
				good	bad				good	bad	pos good	neg bad							
Student			number of responses per category ->	17	12	12	11	28	46	15	2	16	7	7	20	18	32	5	7
Number			percent of survey participants ->	17%	12%	12%	11%	27%	45%	15%	2%	16%	7%	7%	19%	17%	31%	5%	7%
1	Speech	1st speech	Challenging b/c it was something she wasn't comfortable with; application (Physiology) was harder or different						1					1					
2	Visual Arts	presentation	taught it like it was a major class -- lots of assignments; he perceived it as a course taken as a req., and shouldn't envision as much work; thought that core courses should be "toned down" -- should just have to regurgitate info.		1		1					1							
3	Ethics	paper	not graded as much on knowledge bases as on reasoning ability, "how well argued"					1									1		
4	American Lit. II	take-home exams	essay exam which asked students to expand on theme or topic of stories; specific question concerning a story about "graphic violence"					1	1		1						1		
5	Exploring Religions	paper	topic w/in a religion of student's choice; reading books was required, book were not just a reference source												1		1		
6	Music Appreciation	group project	Was enjoyable. Exposure to new material. Enjoyed multimedia aspect of presentation.			1			1										
7	Calculus; Political Science	paper	Unfamiliar with material, not interested in material; required more work than expected		1		1			1									
8	US Lit. II	paper	2 novels from time period, favorite -- interest in material, choice of topic was up to student			1													
9	World Lit. I	presentation	critique some works on enlightenment and tell what defined that age; had to look up stuff outside of class but teacher did not urge them to do so. Needed to do the work for adequate job.		1			1				1				1			
10	Ethics	presentation	ethics presentation on abortion; forced him to be objective on an emotional issue					1	1						1				
11	Ag 100	research paper	specific format, explain results, compare data; use mult skills: writing, oral presentation, stats, scientific journal					1							1	1	1		

12	French	group discussion	2 French classes in particular, discussion in class; core in general: disappointing, busy work, do not tie in directly, felt time studying is to complete busy work, for core classes was too much; professors: some draw into classes, discussion in class	1							1							1
13	Music Appreciation	individual (audio exam)	memorize composers genre period of all songs on a CD										1					1
14	Fund. Of Speech	presentation	giving impromptu speeches; public speaking fear, teacher was critical grader, made him nervous, accomplishment: good feeling afterwards			1		1			1	1						
15	ENG 314	paper	Big research paper; write the paper in stages to break it up. Original research on internet on music therapy (something she was interested in)	1		1									1	1		
16	World Lit. III	paper	Paper using 2 books read over semester, also bringing in outside info. Have to look for underlying theme; have to do research; open type of assignment; actually writing was not the challenging part.					1							1			
17	Basic Approach to the Arts	paper	term paper on something in the arts that we explained personally and on something from the text, 2 topics had to be from different areas in art. Relating 2 works of art from different fields; deciding which would be best 2 topics from art; first paper had to write in college.					1	1					1		1		
18	Span. Grammar and Comp.	paper	figuring out what to write about -- interesting topic; correct Spanish grammar			1												
19	Speech	presentation	public speaking in general; getting in front of people he doesn't know							1								
20	Calculus	studying for final	no partial credit on test; grade dependent on final -- cumulative classes themselves (material) weren't challenging, but teacher made it difficult								1		1					
21	not sure any were challenging										1							
22	Comp. I	paper	challenging prof (inspirational -- finding ideas from magazines); fostered creativity; still proud of these papers; paper on prostitution			1		1			1		1				1	
23	World Lit. II	journals	Journals completely different kind of thinking than Business.						1					1		1		
24	American Lit.	paper	research paper on <u>The Awakening</u> to pick out the meaning; use sources to back up opinion; literature is not a strength.						1							1	1	
25	Intro to Visual Arts	project	construction and design of a book; at a loss -- so many options; "imitation French impressionists;" creative assignment, had to look into different approaches					1	1					1				
26	Eng. Comp. II	paper	Interested her. Formulated her own ideas. Did an outside survey, outside research. Throughout entire semester it was a challenge. Had to keep all of the ideas together at the end.	1		1		1										
27	COMM 170	Speech	public speaking; doesn't like it; forced to speak aloud							1								

28	Chem I	group presentation	Chemical -- Lexus/Nexus to fund; use different computers, email to find; oral presentation w/ overheads, walking around discussion -- others used video; use tech to find things; hard grader - paper was revised 3x and then got 91; did student/peer evals; use for LA portfolio;							1		1				1	1		
29	psych class	class in general	Numbus persons -- abstract; things are harder to comprehend; not in the area of comfort or expertise					1		1									
30	French in Action	practicum/lab	"All in French" -- you have to watch the video. She wanted you to catch the whole spectrum of the material, not just specific words. Professor was vague. Tests included things that were not discussed in class.									1					1		
31	World Lit. II	test	essay exams over section of readings for the month; prompt -- tying theme for all and write for entire class period on 1 question; integration of all readings, rarity of the situation, remembering specifics from the readings to include in the essay						1								1		
32	Arts and the Human Experience	paper	had to relate the arts to science. Seemed like busy work -- wasn't very interested in it and seemed like a weird topic. Teacher didn't really talk about it much.					1				1							1
33	Theater Appreciation	audition	student auditions for play, "Long Ago, Far Away." Totally new experience, compared to all other classes. Gained understanding of how theater really works -- learning by doing.						1	1			1	1	1				
34	Art Appreciation	other -- memorize	memorize works, period, style, artists																1
35	Music Appreciation	paper	8-10 pp paper; take a composer and talk about life and music; lots of research, lots of time; used to just writing paper, not much research	1											1	1	1		
36	Intro to Theatre	tryout for a part	project (paper or tryout) -- tried out for a part; attended coaching sessions and rehearsals for an actual production (pterodactyl); learned how a director coaches his actors.				1			1				1	1				
37	World Civ	tests	essay tests that were cumulative; a lot of preparation		1												1		
38	Speech	presentation	public speaking, presentations in general							1									
39	Chem 100	group project/presentation	design the experiment on own, analyze results and present paper inv. (specific format); start from the basics (none is chem major); not used to the subject; semester long project	1					1	1									
40	Art 203	individual project	Analyze a piece of art and describe it on different features and aspects (eg time period); I wasn't art-minded, so it was unique -- first art class I'd taken						1	1					1				
41	Speech	presentation	giving speech in front of class -- opinion speech; had to research topic and actually speaking in front of the rest of the class was difficult; opinion -- have to support, think on the spot, answer questions in front of the class; speech was the hardest								1								

42	Modern Brit Lit	other -- reading Ulysses	Is an explanation really necessary?	1														
43	Intro to Visual Arts	individual project	Come up with an original work of art; hung it up and students had to react to all of it. "Opened my eyes."									1	1					
44	Speech	speech	"Sexual Awareness in High School"; hard to find information, research was difficult		1				1						1			
45	Intro to Philosophy	papers	2-3 papers (Alexander) freshman year 7:30; philosophy -- a paper where you can't find the answers in a book. You have to come up with things more on their own.					1	1							1		
46	Economics	class in general	didn't like teacher or subject matter				1				1							
47	Intro. Sociology	paper	7 page paper -- long-term assignment -- turn in at end; using all 3 major paradigms and expand on each issue (got to choose); lots of application	1				1	1				1			1		
48	Exploring Religions	field observation	observe religious place of worship that you're unfamiliar with						1									
49	Exploring Religions	paper	reading assignments and papers about perspectives of other religions; writing about theories comparing and contrasting religions					1	1						1	1		
50	Intro to Visual Arts	project	analysis of painting; he isn't an artist made him be more creative; discussion with peers					1	1									
51	Comp. I	paper	Had to write paper on demand -- topics very narrow -- had to unite on such specifics. By nature not like to write papers. Not really interested in topic, so have to get write it. Ex: had to pick a slang word and write a paper describing the word				1			1				1				
52	Exploring Religions	paper/project	Attend church service that was different from own and write a paper; taking out of comfort zone; difficult to find one, went with friends who went there but still difficult; had to overcome own biases (had negative preconceptions) to write objectively about it; has to overcome many boundaries and put feelings aside; didn't know what was getting into						1					1				
53	Survey of Art History	paper	Has been so long since wrote a paper. Transferred Comp. I and II after several years.						1							1		
54	Music Appreciation	paper	12-15 pages, no prior experience in music, good learning experience, broadened interest, had to do a lot of research	1		1			1						1	1		
55	Speech	Speech	hard to find info, persuasive -- tough to convince; had to be diligent about working through it; speech is hard for him, not good at formal public speaking; careful with logic	1					1									
56	Chem 100	presentation	20 minutes on specific drug; it was time consuming relative to the amount of credit received.		1													
57	Art History	research paper	wasn't sure what prof wanted (didn't make it to level that she expected); wasn't prepared for level of work (1st semester freshman year)		1				1			1						
58	World Civ	paper	issues related to World Civ; not good at history so had difficulty							1								

59	Am. Inst. History	paper	interesting to hear of other countries -- papers: James Madison; paper on this challenge because of subject			1			1									
60	World Civ. II	paper	teacher graded strict; grammar "Chicago style"								1						1	
61	Calculus	homework	def. Integrals and limits; okay at math -- but it's still difficult; excels better in major						1									
62	ACCT 211	group project	not fun; work together -- different viewpoints to agree on, accommodate, make sure everyone is involved -- always a slacker; set up store based on info and records; hard -- very long and involved project; had to perform an audit which incorporates a number of skills; had to get group to work together, hard to do with different viewpoints and different motivations; met 1-3 times per week.	1			1	1					1				1	
63	Biology 107	lab	extensive -- 10 pages; written precisely, graphs; gathering data, examination, drawing conclusions, correcting and turning in again; glad she had the experience	1				1				1		1	1	1		
64			Not many here; Sociology was impossible but not challenging; transferred.								1							
65	Biology 100	group lab	not in thought orientation -- outside her experience; different than what she's used to; she's creative, lab practical					1	1									
66	Comp I	starting portfolio	"totally new thing;" something that she has to keep up for 4 years, continue working on it; figuring out requirements	1					1					1				
67	Theater Appreciation	project	restructure play for another time to another; costuming, lighting; critical thinking -- style, plot					1										
68	Calculus	exams	amount of time put into studying and homework didn't get the result expected		1													
69	Speech	presentation	Doesn't like doing formal speeches in speech class. He did learn from this class, felt more comfortable in front of people. First speech was most difficult b/c it was the first.							1		1						
70	American National Government	tests	challenged in a negative way, very difficult class, a lot of dense reading, amount of facts to remember, a lot of discrete facts to know for the test; hard to take notes on reading								1						1	1
71	Technical Writing	paper	much research -- working in a group. The amount of work and research required. Felt challenged by research and the group & individual aspects of the project.	1													1	1
72	Intro Philosophy	paper	Fun writing a paper on points on disagreeing with the existence of God. She defied the prof's perception of her personality and also her view of God and religion. "Got an A."		1	1			1									
73	Intermediate Spanish	speaking in class	couldn't speak English at all during the class; group or class interaction, took time to get used to the speed and everyone's skill level; not a bad thing, though						1				1				1	

74	Comp I	paper	2nd or 3rd paper; difficult subject, teacher's expectations of how to write it made it difficult -- ambiguous expectations							1		1					1		
75	Trigonometry	paper	hard to write a paper about trig; hard to find info to do the paper		1												1	1	
76	Speech	presentation	persuasive speech; hard to get in front of people, didn't like actor speaking in the first place			1				1									
77	Symbolic Logic	presentation	Books were beyond college level; individual presentation w/ outline, 10 min., 15-20 people in class						1										
78	Brit Lit	reading	old English hard to plow through							1									
79	Intro. Sociology	lecture and tests	Introduced to a new way of thinking about world; lecture/testing type class; mainly based on discussions, prompted out of class discussion					1											
80	Speech	presentation	Write a speech on a difficult topic extemporaneously						1										
81	Chemistry	group paper	trying to find times to meet, different opinions														1	1	
82	Speech	presentation	Speech on someone we admire and why; doesn't like to express feelings in front of group of people; ended up as positive experience				1		1										
83	American Lit. II	presentation	Lead class discussion (teach) about reading assignment; had to play the teacher's role; thought about what he as a student would like to know about the reading.						1										
84	Appreciation of Art	paper	Paper comparing two different works of art; not very "art-oriented," new experience						1										
85	Eng. Comp. II	paper	not good at writing papers; Research papers							1							1	1	
86	Comp. I	paper	Had to write papers especially about personal aspects -- harder than if on a subject other than myself						1									1	
87	Survey of Art History	paper	8-10 pp paper focusing on 1 artist and 1 work by that artist, how it represented their work and life as a whole; demanding assignment, required a lot of research, background info, difficult to assemble the info to put together. "I got an A."	1					1				1		1		1	1	
88	Speech	presentation	speech on personal experience; uncomfortable giving speeches in front of people, came from small HS, wasn't used to having large numbers of people in class (high school class -- 10 students)				1		1										
89	Elem. Spanish II	foreign language	Learning how to speak a foreign language makes you have to think differently, more so than other classes.					1	1										
90	Zoology	lab reports	freshman year 1st semester, scientific reasoning, "real" lab reports, memorization; 1st big project in college, optically oriented insect predators, caught him off guard						1	1					1				1
91	Statistics	whole class	because of prof, didn't learn it well, and has affected classes now; "can't remember my core classes"									1							
92	none		transfer student -- didn't take any here																
93	Am. National Govt.	paper	Massive tests: ID, essays, memorizing, huge research paper; writing is challenging	1													1	1	1

94	Philosophy 186	paper	6-8 pp on topic of choice; worked for weeks, got a B, even after rewriting; didn't like material; had to take the course; poor prof -- unclear about everything, poor feedback	1			1				1						1		
95	Intro to Visual Arts	paper	write a paper that evaluated a piece of art work; doesn't know much about art, so made it challenging						1								1		
96	American Govt.	paper	uneducated in area -- analyze results of election in Kville; 6 page essay; difficult since does not follow this area, had to research and sort of various things and present them; was totally unaware of political process; had to both describe and apply results; application created the challenge.					1	1					1	11				
97	Chem 100	project/presentation	poster project -- didn't understand subject and took a lot of time to prepare; challenge to speak in front of people, had to answer questions (felt unprepared); not a group presentation, didn't have another person to rely on.	1					1										
98	Prin. Of Marketing	paper/project/presentation	picked out a product and did a marketing analysis; not interested in marketing or background				1	1											
99	Exploring Religions	whole class	very challenging because challenged to learn all, not just own religion; opened her mind to other beliefs enabling her to understand other ways of life						1			1							
100	Biology 100	group project/presentation	not fond of it -- afraid to portray feelings; in class group work consistencies; more difficult to work with others than to be self-reliant.			1			1									1	
101	Speech	presentation	Wasn't good at public speaking; couldn't use note cards; delivery, stage fright							1									
102	Marching Band	band practice	work time commitment out with other classes; physically challenging to learn how to play (percussion)	1															
103	19th century art	paper/presentation	Presentation about architecture of a building; a lot of work and research	1													1		

## Q4b

	Question 4 Activity	speech	paper project	presentation	exam	homework or lab	group activity	other
Student Number	percent ->	6%	48%	18%	8%	10%	7%	10%
1	speech	1						
2	presentation			1				
3	paper		1					
4	take-home exam				1			
5	religion paper		1					
6	group project		1				1	
7	paper		1					
8	paper		1					
9	presentation			1				
10	presentation			1				
11	research paper		1					
12	group discussion						1	
13	individual (audio exam)				1			
14	presentation			1				
15	paper		1					
16	paper		1					
17	paper		1					
18	paper		1					
19	presentation			1				
20	studying for final				1			
21	none							
22	paper		1					
23	journals					1		
24	paper		1					
25	project		1					
26	paper		1					
27	speech	1						
28	group presentation			1			1	
29	class in general							1
30	practicum/lab					1		
31	test				1			
32	paper		1					
33	audition							1
34	memorization							1
35	paper		1					
36	tryout for part							1
37	tests				1			
38	speech	1						
39	group project		1				1	
40	individual project		1					
41	presentation			1				
42	reading assignments					1		
43	individual project		1					
44	speech	1						



## Q4b

45	paper		1					
46	class in general							1
47	paper		1					
48	field observation					1		
49	paper		1					
50	project		1					
51	paper		1					
52	paper/project		1					
53	paper		1					
54	paper		1					
55	speech	1						
56	presentation			1				
57	research paper		1					
58	paper		1					
59	paper		1					
60	paper		1					
61	homework					1		
62	group project		1				1	
63	lab					1		
64	none							
65	lab					1		
66	starting portfolio					1		
67	project		1					
68	exams				1			
69	presentation			1				
70	exams				1			
71	paper		1					
72	paper		1					
73	speaking in class							1
74	paper		1					
75	paper		1					
76	presentation			1				
77	presentation			1				
78	reading					1		
79	lecture and tests				1			
80	presentation			1				
81	group paper		1				1	
82	presentation			1				
83	presentation			1				
84	paper		1					
85	paper		1					
86	paper		1					
87	paper		1					
88	speech	1						
89	foreign language							1
90	lab reports					1		
91	whole class							1
92	none							
93	paper		1					
94	paper		1					
95	paper		1					

## Q4b

96	paper		1					
97	project/presentation		1	1				
98	project/paper/presentation		1	1				
99	whole class							1
100	group paper/presentation			1			1	
101	presentation			1				
102	band practice							1
103	paper/presentation		1	1				

**Question 5: 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. Please explain why.**

	Course(s) or Activity	Assignment or Description	Comment	time and work demands		enjoyable/interesting	dislike/lack of interest	analysis/critical thinking	application: current, future, or life	inexperience, subject difficulty, or outside comfort zone		professor		satisfying, rewarding, learned a lot	new, different assignment	research component	writing assignment or exam	group dynamics	high expectations	memorization/ busy work	bad
				good	bad					good	bad	pos good	neg bad								
Student			number of responses per category ->	25	7	14	4	21	36	22	8	10	6	21	19	13	19	8	5	2	
Number			percent of survey participants ->	24%	7%	14%	4%	20%	35%	21%	8%	10%	6%	20%	18%	13%	18%	8%	5%	2%	
1	Found. of Hlth. Ed.	Research/Interview Project -- about career	Interview wasn't challenging; basic class -- learned the most, got the most out of it; learning a lot is challenging; learned more b/c of expectations; challenged b/c of expectations									1		1					1		
2	Marketing Research	group presentation	time-consuming -- in-depth; lots of effort; hard to coordinate time with four people	1														1			
3	Sport Mgmt.	group presentation	case study; required teaching (taught a sports law), group taught a portion of the course, required communication												1			1			
4	Music Theory	group project (5 people)	write a fugue; in 3 weeks, pick a theme, write, play for class; used computer "Finale" -- plays back through synthesizer						1						1						
5	Intermediate Macroeconomics	homework	Weekly hw assignments: application of learned info to problem solving and related learned info to current econ situations (from news, periodicals); most rewarding b/c he was learning more and required quite a lot of time outside of class.	1				1	1					1							
6	Linguistics	12 page paper	Research topic was "open" -- teacher allowed students to choose. Long-term aspect enjoyed.			1						1				1					
7	Organic Chem.	lab practical	difficulty of material; difficult quizzes and exams							1							1				
8	International Relations	paper	biographic review (how someone changed internatl relations); annotated biblio (most interesting for major), outside application, critical thinking					1									1				
9	Intro. To History	paper	Authors who had written on a certain subject -- their methodology in writing about it. Completely new to him, topic already had some knowledge in, describe how authors had studied topic							1					1						
10	Modern American Lit.	paper	research paper in Soph Am Lit; longest paper (10-15 pp), overall sense of accomplishment, "got an A"	1		1								1							
11	ACCT 211	Onyx Project	info to start your own company; write budget, feedback, record talking, financing statements; use all info learned in class, group project (work w/ less experienced), oral						1	1								1			
			puzzles, phonetically transcribe some language; challenging and interesting, woman speaking had a mother that was verbally disabled and had																		

13	Am. Romanticism	paper	was frustrating -- not hardest paper, just had determining impact on grade										1						
14	ACCT 212	project	spreadsheets in computer lab; never done anything like that before, new material							1					1				
15	Music Theory III & IV	Ear Training (practicum/lab)	Ear Training; recognize mode in melody, chord progression given soprano and base line; worked on training the ear to hear certain sounds, very in-depth assignment that took a lot of preparation	1						1	1					1			
16	Cell Biology	paper	paper on topic in cell biology; "my knowledge vs. book knowledge"; deciding what to do, challenging research, comprehending research						1	1					1	1			
17	Hispanic Literature	paper	term paper, compare and contrast 2 stories which were chosen by student; lengthy paper which had to be written in Spanish; tying things together; wanted it to be good; learning new facets in the language				1			1					1			1	
18	Creative Writing	paper	teacher wanted originality, not just good writing; everything had to have something new or different; high expectations; good learning				1						1		1			1	1
19	Comp. Sci.	computer program	program on "generic packages;" making different possibilities, ended up being 20 pages; took a long time (30-40 hours) even w/ group work; had to be able to get it right	1			1												
20	Business Law	final exam	100 questions fill in the blank, 29 chapters, lots of memorization																1
21	Anatomy	lab exams	lots of memorization, lots of material																1
22	Shakespeare	individual project	designing own staging of a Shakespeare play; something she had never thought about before; looking at it from a different point of view							1	1	1				1			
23	ACCT 211	project	working with 5 different people, had outline for a business and had to run it, finding agreement with others															1	
24	ACCT 211	group project	running a CD music store in Kville, MO; getting everything to balance -- we did all of the accounting; making decisions based on data i.e. location, what to carry, generating sales forms							1									
25	Accounting	group project	semester-long project; simulate start-up of business; 10 pp paper, overheads and presentation; problem solving; group work -- divide up work -- make it fun; learned about what it will be like in business environment; had to review figures				1			1						1			1
26	Prin. Of Marketing	paper/presentation	Applied everything that you have learned so far in your marketing class. A lot of information to remember. Also had to do a presentation individually.	1						1									
27	Nursing	clinicals	real patient, real situation; reading patient charts; disease processes and drugs; care plans; analysis on your own							1	1								
28	Human Sensation and Perception	group and individual -- other	Socratic teaching method every class; sometimes frustrating -- but showed he cared, want you to think for yourself; then break into group and solve problems; answer not obvious; all theory; enjoyed class, good way to				1			1	1				1	1			

30	BSAD 325	paper/presentation	It is the same marketing project that was described in response to question #3. Spent probably 7 hrs/wk on it for about 4 weeks. 20 page paper.	1															
31	ACCT 302 Financial Reporting I	practice case analysis	Case analysis -- acct for business, go through each step of accting process leading to financial statements for company; encompassed most of the course, new material, had to do everything yourself rather than being given elements to check, etc., no steps -- had to develop all parts						1						1				
32	ACCT 302 Financial Reporting II	group project	Had to buy \$30 book on floral company and journalized the entries, prepared reports; overwhelming -- huge start to finish		1										1				
33	Political Thought	paper	series of papers aided in understanding of Plato, etc.; get inside Machiavelli's thought, for instance; useful assignments for other classes as well (bringing myself to Plato's level).						1					1	1				
34	Physiological Psych	paper/presentation	find article, relate to class, and present & write paper; scientific journal and understand it, explain how relates to book info (if was correct)					1	1										
35	ACCT 211	project	Onyx project -- "immense" amount of time, did in summer -- made it worse, lots of computer work		1														
36	Business Law	paper	Bryce Jones is an amazing teacher; learned legal data bases and discusses cases; read legal papers.								1			1					
37	Microcomputer App.	making a web page	Prof didn't really explain it, wasn't ready to answer questions, had to figure out on their own, had problems w/ communicating, time consuming, didn't have well developed computer skills, computers challenging		1						1			1					
38	Foundations of Health Ed.	project	enjoyable interviewing someone in the field (major learning experience); satisfying worthwhile			1			1					1					
39	Vietnam War	research project	had to back up every point (sources) in-depth research project; the prof knows everything								1				1				
40	Corporate Finance	case study	Analyze 7 different stocks to decide which is a good buy. Took a lot of time, difficult, prof didn't tell us exactly what to look for, gave numbers to us and asked us to analyze them		1			1	1					1					
41	Pediatrics	clinical	Dealing with patients who can't communicate, very ill, can't talk or haven't learned how to talk; children can't talk about how they feel; toddler couldn't talk yet -- just cried; trying to figure out if in pain, didn't feel wet, wanted Mom, wanted to play, etc.						1										
42	Adv. Lab (Physics)	paper	requirements high and strict, professional	1								1						1	
43	Victimology	volunteer work w/ agency in town	Walking in and dealing with juvenile delinquents with no training -- supervised their community service -- had to apply what I was doing to what I learned in class. Kept journals and wrote paper.						1	1									
44	Macroecon	tests	Hard tests; readings hard to understand; details were important instead of concepts								1						1		
45	Greek & Roman	paper	lit review; Orel; Ancient Rome, find									1					1		

48	Intermediate Accounting I	project	financial reports for the end of the year; learned a lot in process, worthwhile b/c she knew she'd apply it later on; hard to learn "new" material						1	1				1					
49	Psych Research	project	conduct experiment, write paper over semester; coming up with own idea, background research, pacing yourself	1											1				
50	Motor Learning	weekly lab reports	APA format -- not familiar with it; taking info and putting it into the proper format							1									
51	ACCT 211	Onyx project	Onyx -- last whole semester -- start own theoretical business, group is in charge of running the business. Weekly journals, music store, had questions to answer, like location, amount on advertisement, got a monthly summary	1						1							1		
52	Genetics	lab report	Lab and journal report -- professional journal writing; material confusing, not much direction; struggled along not sure of formats we were to follow; not sure of conclusions that we were reaching b/c material was difficult to comprehend; prof journal writing -- first attempt at such a thing added to confusion									1		1		1			
53	Anthro of Gender	book report	lit critique; not personal opinion; application -- have to read, understand, and apply						1	1									
54	Cell Biology/ Genetics	exams	lack of interest, doesn't want to be stuck in lab, perceived exams as more of a burden due to disinterest					1											
55	Chaucer	paper	Research paper; best learning experience. See question 1											1			1		
56	ACCT 211	group project	Keep the records as a bookkeeping project on a company called ONYX. It was not only time consuming, but it required precision, no mistakes could be made.	1						1								1	
57	Adv. Writing and Reporting	paper	(writing for Index); new, unfamiliar; finding info -- knowing where to look; interviewing people							1					1	1			
58			Too early in the semester so it hasn't been challenging yet. Haven't gone through yet -- last semester was all core classes.																
59	Crop and Production	lab/paper	Learning terms in other language; using computer -- word and excel; typing helped them; animal science and industry; find from different sources, use web							1							1		
60	Discrete Math	homework	know computer program and write homework on; took up a lot of time	1															
61	Mythology	thinking question	What are myths? How they relate to other cultures; knowing, understanding, identifying and comprehending all characters in reading assignment						1										
62	Intermediate Macro	homework	computer spreadsheets/excel; answer homework questions based on assignments; due every other day; 4-5 hours/night spent on it -- currently 2-3 hours due to different aspect of class; equations required a lot of thought, often 12-13 pages.	1						1									
63	Creative Writing	paper	writing a drama -- never written a play; difficult to form an idea and present it in an original manner; taught her to be creative, challenge to be original							1					1	1	1		

66	ACCT 211	group project	Onyx -- hates accounting, hated major, no interest in class, didn't understand it				1				1								
67	Phys 315	group lab	viable scientific proposal for drug effect on muscle; technical and scientific writing, very precise, formal, intense; used for research symposium				1									1			
68	Modern Grammar	paper	analyze their own grammar text and interpret how the author felt; broad in explanations as to what the teacher was expecting; she wasn't looking for an A, received a B-; wasn't clear as to what the teacher was expecting				1				1		1						
69	Women in American History	paper	Research papers in most classes "the mountain" in the semester. It is weighted the most in the class. Also the most work. Had to interview his mother; didn't seem like he could please his prof on any rough drafts; prof helped on improving his writing, good learning from feedback. "Meshing the oral source with secondary and primary sources" -- challenging.		1						1		1		1	1		1	
70	Pragmatism	15 page term paper	first term paper for first major class; wasn't used to writing long term papers for philosophy, new experience; it wasn't the material but that it was the first paper of that size; mechanics -- # of citations	1						1				1		1			
71	Computer Class (unix)	program	core class teaching a language (ADA) for nothing -- no one using ADA in general; should learn more (JAVA); the 10 programming assignments				1		1										
72	different ones	formal lab write-ups	scientific format, it's all challenging, have to know how to use equipment, dispose of chemicals						1										
73	Microcomputer App.	class assignments	learn to use Excel. Have a hard time learning excel, never had a computer class before							1									
74	Organic Chem.	midterm	teacher didn't teach much; basically a self/group-taught class (autodidactic learning); very random questions from book/test banks; teacher made it clear that this was the format, but it didn't work and the teacher couldn't relate well or answer questions well; bad challenging -- one of reasons for major change									1				1			
75	Rhetorical Crit.	series of papers to make one big paper	analyze speech, challenging because over the course of semester				1												
76	Marketing	term paper	pick a product/analyze its marketing strategy; had to use his own analysis and thinking; nothing laid out to copy and regurgitate				1		1					1					
77	Software Engineering	project	semester project -- got program to work at end of semester. Very rewarding to see results, "fun class."			1		1					1						
78	Biology 108	lab	lab practical; learning everything possible about every specimen; testing over them in minute detail and doing well	1									1			1			
79	Intro to Spanish Lit	paper	10 page lit criticism in Spanish, second language						1							1			
80	ACCT 211	group project	Onyx -- because financial statements required for project came from what we were just learning in class, a real						1										

82	Data Structures	paper and project	write program to sort data/write research paper on results; algorithm knowledge hard -- had to do research before even beginning; had never done a research paper like this -- had to make it understandable to people not in major							1						1	1	1				
83	Creative Writing	paper	writing assignment for portfolio (class portfolio of poems/stories/etc.); experienced different modes/styles of writing.							1						1		1				
84	Financial Reporting I	project	More detailed than Onyx: went through entire month of accounting, looked at course in a "lump-sum" and developed the financial reports	1						1												
85	Physiological Processes	project	"care plans"; attention to detail, specifics; have to explain everything, tedious meeting requirements	1					1										1			
86	Genetics	lab	series of 3 genetic labs with 15 page write up on them; longest -- covered 3 3-hour labs, took a while	1																		
87	ALL major courses in English	discussion	participation in class discussions; not verbal -- hesitant to share my ideas, they'll be easily contradicted					1				1										
88	Law II	final exam	Had to know details for hundreds of cases; spent much time and work in preparation; level of difficulty; "I didn't know a lot of the answers."	1							1								1			
89	Intro. To Histography	paper	Writing intensive. Presentations, groups projects are part of his requirements. Individual projects are more rewarding.				1								1				1			
90	ACCT 211	Onyx project	making business decisions about a mock company, location, inventory, facilities; hit with disturbances, finance reports							1												
91	ACCT 302	project	Practice case -- all bookkeeping and financial statements (not worth many points, but took a lot of work)			1				1												
92	Comp. Sci.	project	airline schedule program; sorting people by seating choice, all flights, waiting list, "huge project"	1																		
93	Experimental Psych.	paper	the 1st class where you learn the structure of papers; she waited until the last minute							1						1						
94	Bio 107	group lab report	too much group work, difficult to meet outside of class; no background info available; time commitment			1						1								1		
95	Foundations of Computer Science II	project	Computer program that they wrote; program read in morse code and then translated to English; very detailed had to come up with every single step; logic behind the specific program						1							1						
96	Human Sensation and Perception	test	entire subject over head; very abstract; all tests were very difficult and challenging, studied and still had trouble									1							1			
97	Human Sensation and Perception	tests	any test b/c they were application questions using info to problem solve; had a lot to do with physiology rather than as much psych; a lot of biology, she chose psych as a major to stay away from bio						1	1												
98	Corporate Finance	group project	homework assignment; very detail oriented and extensive	1																		
99	Truman News Show	project	you do everything -- write papers, organizational skills, creativity is big (grade depends on it); challenging b/c you have brief amount of time to provide info; applying for Executive	1			1			1						1						



101	Ecology	project	Design own experiment, background research; your own hypotheses, enjoys it -- favorite thing			1										1				
102	ACCT 211	project	Onyx project; getting used to new ideas, hadn't taken accounting before; becoming oriented towards accounting; project where students set up their own hypothetical small business; keeping the numbers straight and figuring out how to have a business that would survive, find best ways to use money and accounting info.						1	1										
103	Organic Chem.	tests and weekly quizzes	time-consuming	1																

## Q5b

	Question 5 Activity	speech	paper project	presentation	exam	homework or lab	group activity	other
Student Number	percent ->	1%	62%	11%	9%	17%	9%	6%
1	paper/presentation		1	1				
2	project		1					
3	paper		1					
4	making a web page					1		
5	project		1					
6	paper		1					
7	case study					1		
8	clinical					1		
9	paper		1					
10	paper/practicum		1					
11	tests				1			
12	paper		1					
13	reading					1		
14	paper		1					
15	project		1					
16	project		1					
17	weekly lab reports					1		
18	group project		1				1	
19	lab report					1		
20	book report					1		
21	exams				1			
22	paper		1					
23	group project		1				1	
24	paper		1					
25								
26	lab/paper		1			1		
27	homework					1		
28	thinking question					1		
29	paper		1					
30	paper		1					
31	paper		1					
32	thesis paper		1					
33	group project		1				1	
34	group project		1				1	
35	paper		1					
36	paper		1					
37	paper		1					
38	project		1					
39	formal lab write-ups		1			1		
40	class assignments					1		
41	midterm				1			
42	paper		1					
43	paper		1					
44	project		1					

## Q5b

45	lab practical					1		
46	paper		1					
47	group project		1				1	
48	project		1					
49	paper and project		1					
50	paper		1					
51	project		1					
52	project		1					
53	lab					1		
54	class discussion							1
55	final exam				1			
56	paper		1					
57	group project		1				1	
58	project		1					
59	project		1					
60	paper		1					
61	group lab reports					1	1	
62	project		1					
63	test				1			
64	tests				1			
65	group project		1				1	
66	project		1					
67	tests				1			
68	project		1					
69	project		1					
70	test & daily quizzes				1			
71	paper		1					
72	paper		1					
73	speaking in class							1
74	paper		1					
75	paper		1					
76	presentation			1				
77	presentation			1				
78	reading					1		
79	lecture and tests				1			
80	presentation			1				
81	group paper		1					
82	presentation			1				
83	presentation			1				
84	paper		1					
85	paper		1					
86	paper		1					
87	paper		1					
88	speech	1						
89	foreign language							1
90	lab reports					1		
91	whole class							1
92	none							
93	paper		1					
94	paper		1					
95	paper		1					

## Q5b

96	paper		1					
97	project/presentation		1	1				
98	project/paper/presentation		1	1				
99	whole class							1
100	group paper/presentation		1	1			1	
101	presentation			1				
102	band practice							1
103	paper/presentation		1	1				

**Question 6: 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.**

	Activity	Comment	helped others	successful new experience	time management balancing multiple interests	activity organization	working with new and different people	personal growth and accomplishment	leadership and responsibility
Student		number of responses per category ->	9	16	33	23	25	22	17
Number		percent of survey participants ->	9%	16%	32%	22%	24%	21%	17%
1	off-campus work	helped work on a construction site (a new experience for this woman)		1					
2	fraternity (and swim team)	fraternity challenging -- adapting to different people, time management (hard to orchestrate time)			1		1		
3	Drake Relays (Fr. Year, runs track)	biggest event he'd ever run in; stiffer competition; most memorable (in a good way)		1				1	
4	Friends for LaPlata Preservation	working now to restore train station; written grant applications; overcoming bias against college student and outsiders; involved since August 1996 -- 5 year project	1	1		1	1	1	
5	International Student Office	meeting students from many nationalities and cultures					1		
6	Service Sorority	Time management/work allotment was challenging.			1				
7	Social Fraternity; PPO	time requirement, but has enjoyed the experience; *overall has been challenged at TSU (positive)			1			1	
8	fraternity student senate	frat: different people, leadership, interaction; senate: carried over, policy-oriented experience, red tape in school environment, on campus exp (workings of university)				1		1	1
9	Historical Society	Trivial Pursuit on Dobson quad; came up with questions for the tournament; was not in so many clubs, developing questions, area of expertise, general questions for a variety of students		1		1			
		<del>Taught him to have fun without</del>							

11	Color Guard	captain; performance: responsibility, accountability for others, external resp. (solo performance), leadership						1	1
12	Social Sorority	held executive position, 3 years; introduced to new leadership and working styles; problem solving, personal relationships, growth experience, communicate effectively				1	1	1	1
13	Co-President University Swingers	had to do a lot of the choreography; pressure of teaching, leading (never pres before), ensuring quality	1			1			1
14	Baseball	travelling with team and keep up assignments; difficult time-management; had to miss class and keep up; stay focused on objective, not bothered by assignments, games.			1				
15	Sigma Alpha Iota	Professional Womens Music Fraternity; pledging, service projects, interview all members, fund raiser (bake sales during Jazz Fest), class recital, organize people, bond with others and have fun		1		1	1		
16	Student Advisor position	bridging age gap; remaining open-minded and non-biased; inadequate pay; on-campus living and dining w/out benefits of off-campus living; time constraints (meetings, curfew duty)			1		1		
17	Lasallian Collegians	on committee which plans service activities, build community within group and share faith within group; difficult to organize, plan, & motivate others; doing the work after the difficult planning.				1			1
18	trying to make chainmail	painful, sore arms, lots of work; slow progress, tedious; boring		1					
19	Senate treasurer of Blanton Nason	hasn't been involved in many other activities; position of power, responsibility; making sure that lots of things get done; lot of time, effort; organization, leadership			1	1			1
20	football	(freshman year being red-shirted), challenge to stick with it when he knew he was better than other players						1	

22		finding an activity has been hard (involved in high school); hasn't found any organizations w/ active members							
23	Delta Sigma Pi professional fraternity	on pledge education board, time constraints, felt it was worth the effort			1				
24	Pledge trainer	Alpha Phi Omega -- helping the pledges get initiated; enormous organization -- pledge class of 70 (the size of the project); time-consuming			1	1			
25	Fraternity activities	just fitting in, conforming to standards. Camp on the Mall -- for VSS, challenging to get up and go early am			1		1		
26	Tau Lambda Sigma	Social chair position Spring 98. Planned sisterhood events, Lakeside Revue, etc.; her first leadership role; organizational role. Very enjoyable, but educational at the same time. Not everything came out as expected, so she had to settle for what she was able to get. "I really came out feeling like I could be a leader."		1		1			1
27	Delta Zeta Social Sorority	time consuming; philanthropic work -- golf tournament, walking for certain things.			1				
28	tutoring	takes up time, doing something whole time, not a small job, do all the grading -- 80 papers; alphabetize, keep sections separate, hunt them down in the database; hard to help, do research, see her everyday; help w/ grad school; takes up same time as learning	1		1	1			
29	Volleyball	time consuming; stressful, season over happy but you want to start again			1				
30	CHANL	Because I had to head up a brand new committee that had no direction to it. "here's a couple of things you have to achieve," but no info to proceed. It lasted a semester; meeting once a week. "We achieved the objectives."		1		1			

31	Alpha Phi	Holding office -- Director of Admin.; Asst to Executive Board, in charge of rules and proceeding by-laws, committee system, calendars, paperwork, reports, copy; working by self as well as different groups -- coordination; helping others and working on other committees, chaired by-laws committee (below her position); executive board, work to make decisions with them (above her position), no one directly reported to her			1	1	1	1	1
32	Delta Sig -- my pledge season	big time commitment; had to interview all the actives 5 hrs/wk; meetings, study hall, total 10-12 hrs/wk			1				
33	Student Advisor position	Challenge of building community in Grim Hall among international students -- breaking down barriers -- making students see similarities to each other; need to be "on the job" 24 hours a day.	1				1		
34	Windfall	the only extra-curricular activity participated in; not too challenging, selected student works; showing up (not hard, something to do with time)				1			
35	Martial Arts (not on campus)	commitment and dedication (he's a black belt ... 'nuf said)						1	
36	Bureaucracy	work (Marketing Research) friends, dealing with professors					1		
37	Volleyball	work out on weekends, practice took a lot of time, with addition of school work it was hard, also have two seasons (most of the year)			1				
38	service/prof organization	Project Cheers -- promoting designated drivers; biggest challenge - going out and trying to persuade people to participate				1			1
39	Lambda Chi vice president	keeping everyone happy and involved, hard to keep everyone satisfied, programming, problem solving					1		1
40	APO	completing 20 service hours each semester, been hard to go to class, study, and get in 20 hours of service -- TIME has been the challenge			1				
		nothing really challenging in							



42		Nothing was really "challenging" per say; he did find the senior portfolio project interesting to see how it worked							
43	work in public safety -- student auxilliary officer	The politics of going to the other side of the street -- watching the politics of the org. Staying awake in class the next day -- balancing my time.			1		1		
44	Intramural Coordinator for Rec Center	Scheduling tournaments for Greeks and Open; Conflicting interests between teams "Grudge matches"; a player punched an official				1	1		
45	finding a place to live	on campus one year; fun hunting around but not easy; 1st year wound up with a small place, 2nd year started earlier and found a better bigger place; a place that meets your needs		1					
46	none								
47	coming out of closet in university environment	had to evolve, personal growth -- continues to evolve; leaves him with a better experience than somewhere else; U. counselor, newspaper, S.A.s have all facilitated, safe zones						1	
48	Accting Club	Vita Program (Volunteer Income Tax Assistants) -- learning how to do people's taxes	1	1					
49	Psi Chi	Exec Board: in transition, revising rules, determining how to build up an organization, get members				1			
50	Basketball	missing class; making up missed assignments; hard time with teachers cooperating -- should be allowed to make up the work; basketball is physically draining			1				
51	Track	1 year; time commitment 2 hour practices in the afternoon, had to balance everything; time management			1				
52	roommate/dorm	2nd semester freshman, didn't speak to roommate more than 5 times all semester; absolutely nothing in common, no common ground, nothing to say to each other; pretended other person didn't exist; tried to stay away from room as much as possible; got locked out of room by roommate a few times; very tense; they had					1		

53	Computer Support Committee	liaison between computer services and the divisions; trying to grasp what is going on. Using technical jargon. Thought would be trained, but more of relaying info that doesn't really understand.					1		
54	Cheerleading	lack of experience prior to doing it -- "new thing"; currently with new partner, recently lost several cheerleaders		1					
55	Chair in frat	Philanthropy chair -- never had that much responsibility; organizing for group that large, donations, coordination: sororities and businesses				1			1
56	Roller Hockey Club	The hardest thing is having to travel and pay their own way.							
57	working for Echo (editor)	dealing with people, deadlines, balancing how to manage time			1		1		
58	Softball	requires 3-4 hours of practice; make studying more organized -- don't have time to procrastinate			1				
59	tutor	Work in language lab; teaching his fluent language; good to teach; language lab assistance	1						
60	Treasurer of Fraternity	deal with lots of people who didn't want to pay							1
61	CCF	retreat -- she's a quiet person; meeting new people, hard to open up and form new friendships; they (CCF people) made it easier					1	1	
62	Varsity Track and Field	3 hours/day everyday practice; conditioning, weights, make them more competitive, up steps from last year; workouts and weights increased this year due to competition; has become a better sprinter because of this; lost a good runner last year and need to work extra hard to make up for it; both intensity and time commitment have increased. The competition has, too.			1			1	
63	Circle K	went to nursing home to play cards, nervous about how to act but learned that they appreciate it; wasn't being rewarded for it, appreciated experience		1			1		
64	CCF	Being a Christian and watching over other Christians challenges me to be	1					1	

66	Orchestra	violin player -- director had high expectations, demanded a lot						1	
67	Alpha Phi Omega	service requirement each semester; time commitment; some personal sacrifice; something outside school			1			1	
68	nothing								
69	Orchestra	last year spring semester -- "Die Fledermaus" took up so much time, away from sleep and studying.			1				
70	applying for Undergraduate Research Grant	not a lot of co-curricular activities; time constraints, coming up with a thesis; a lot of reading in a short time period			1				
71	International Student Club	helped coordinate club dinner and worked to cook meal; in a fashion show; is in association for computing machinery.				1			
72	Alpha Chi Sigma	Girl Scout day; doesn't like kids, 6-11 yrs; had to teach them about chemistry; it was awful, I can't teach, glad I did it, can't relate, makes me uncomfortable, won't teach anymore.	1				1		
73	none so far								
74	IFC (PR chair)	to get anything accomplished/passed is a real challenge; not able to achieve specific goals, everything is drawn out; uncooperative body -- people not willing to work together; good challenge -- very gratifying					1		1
75	SA	Grim Hall -- 1st year; presentation of programs, creative programs are difficult, language barriers with international students, building a community					1		
76	soccer	a redshirt; hard to practice and not play (after always playing in high school); spring practice also, just practice with no play		1					
77	Swing dance	challenging, different experience		1					
78	time management	balance time between scholarship work, school work and outside activities -- informal social activities			1				
79	ECO	seeking support from administrators and students; their focus not acknowledge by the mission of the					1		

81	Varsity softball	time requirements, coach is demanding, competitive nature			1				
82	nothing	not too involved							
83	nothing								
84	Accounting Club	Tutored for ACCT 212; had to go back and remember what we'd learned and teach to someone else; going to be doing VITA soon -- for income tax advice						1	
85	NSA	Wouldn't really call it challenging, volunteering in community, Ronald McDonald House	1						
86	Roller Hockey Club	Pushing yourself -- competing against peers and other teams						1	
87	living in dorm	learning to get along with people, especially freshman year					1		
88	Rugby Game	1st game against SLU; had practiced a great deal and prepared significantly; "I thought I was in shape -- the first game was a shock."						1	
89	Fraternity -- TKE	Not involved in many different activities. TKE's have productive things going on all the time.							
90	Track & Field	no pole vaulting/jump coach; trying to coach himself; not conducive to winning at college; isn't challenged by his activities because he likes them!						1	
91	Treasurer -- Alpha Phi	VERY time-consuming; not fun hounding friends to pay \$			1				1
92	church missionary work	communicating with wide range of people, scheduling around school, family			1		1		
93	Frats at Bat	softball tournament of fraternities; organizing something that major, that many people, there was a rain date, had to deflood the fields, a learning experience; learned about finances				1		1	
94	Sigma Alpha Iota	officer -- Exec Board; parliamentarian; only activity on campus, time constraints of group, musician			1				
95	sorority	in charge of planing a rush event, a party, in charge of organization and writing a ceremony; never given the chance to organize a big event like that		1		1			

96	Sorority	Making sure everything completed, finished. Challenge to get everything finished and do it well. Not really challenging, but fun; why is because everyone else is doing their job, not doing your best.				1			1
97	Klondike (Camp Thunderbird at Moberly)	Alpha Phi Omega -- volunteered to run stations (activities) for Boy Scout activity camp; in January, snow and cold, staying warm was a challenge; to serve as a good role model, present a problem (like a brain teaser) to Scouts; answer first and questions; being positive and upbeat while cold and miserable.				1		1	
98	Club Volleyball Team	time commitment; out of town; feeling of what it was like to play a sport "day-in and day-out"			1				
99	Student Advisor position	a lot was expected out of her; didn't like because more like a job, she wanted to be a student, not a worker; too much work and a lot of people depend on you; role model for 30 people to be responsible for many aspects of university; stopped b/c she wasn't happy, she would rather be the role model than the worker or enforcer; responsibility was too much on top of her own personal responsibilities; she didn't feel the univ. understood the role of the SA							1
100	Spanish tutor	being tutored for Elementary Spanish; challenging b/c it's not worthwhile to the student. Just to turn up is a challenge. Fact that it's part of grade even if you don't need it.							
101	nothing								
102	work	Work part time at furniture store; must manage time and complete studies during the week; have to deal with customers; supervise other employees below him and see that things run smoothly for the boss and satisfy customers; most challenging is to deal with employees that the boss is not happy with and to deal with			1		1		1

103	Basketball	Going out of town, keeping grades up, missing tests because of games			1				
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	Question 6 Activity	Academic Professional Organization	Service Organization	Social Organization	Other Organization	Athletics	Work	Other
Student Number	percent ->	13%	11%	20%	7%	23%	12%	9%
1	off-campus work -- construction						1	
2	fraternity (& swim team)			1		1		
3	Drake Relays -- track event					1		
4	Friends for LaPlata Preservation				1			
5	International Student Office				1			
6	service sorority		1					
7	Social fraternity; PPO	1		1				
8	social fraternity; student senate		1	1				
9	Historical Society	1						
10	Intramurals					1		
11	Color Guard				1			
12	Social sorority			1				
13	Co-President University Swingers					1		
14	Baseball					1		
15	Sigma Alpha Iota	1						
16	Student Advisor position						1	
17	Lasallian Collegians		1					
18	trying to make chainmail							1
19	Senate treasurer of Blanton Nason				1			
20	football					1		
21	none							
22	nothing							
23	Delta Sigma Pi			1				
24	Pledge trainer -- Alpha Phi Omega		1					
25	fraternity activities			1				
26	Tau Lambda Sigma social chair		1					
27	Delta Zeta social sorority			1				
28	Tutoring						1	
29	volleyball					1		
30	CHANL				1			
31	Alpha Phi			1				
32	Delta Sig --pledge season			1				
33	student advisor						1	
34	Windfall	1						
35	Martial Arts					1		
36	work for professor						1	

## Q6b

37	volleyball					1		
38	service/prof organization	1	1					
39	Lambda Chi vice president			1				
40	APO		1					
41	nothing							
42	nothing							
43	work in public safety						1	
44	Intramural Coordinator for Rec Center						1	
45	finding a place to live							1
46	nothing							
47	coming out of closet							1
48	Accounting Club	1						
49	Psi Chi Exec Board	1						
50	basketball					1		
51	track					1		
52	roommate							1
53	Computer Support Committee	1						
54	Cheerleading					1		
55	Chair in frat			1				
56	Roller Hockey Club					1		
57	editor for Echo	1						
58	softball					1		
59	tutor						1	
60	Treasurer of Fraternity			1				
61	CCF			1				
62	Varsity Track and Field					1		
63	Circle K		1					
64	CCF			1				
65	Purple Pride			1				
66	Orchestra							1
67	Alpha Phi Omega		1					
68	nothing							
69	Orchestra							1
70	applying for grant							1
71	International Student Club				1			
72	Alpha Chi Sigma	1						
73	nothing							
74	IFC (PR chair)			1				
75	SA in Grim Hall						1	
76	soccer					1		
77	swing dancing					1		
78	time management							1
79	ECO				1			
80	LaCrosse					1		
81	softball					1		
82	nothing							
83	nothing							
84	Accounting Club	1						
85	NSA	1						
86	Roller Hockey Club					1		
87	living in dorm							1
88	Rugby game					1		
89	Fraternity -- TKE			1				



## Q6b

90	Track & Field					1		
91	Treasurer of Alpha Phi			1				
92	church -- missionary work		1					
93	Frats at Bat			1				
94	Sigma Alpha Iota	1						
95	sorority			1				
96	sorority			1				
97	service project		1					
98	Club Volleyball Team					1		
99	Student Advisor						1	
100	Spanish tutor						1	
101	nothing							
102	work						1	
103	basketball					1		

**Question 7a: Given the opportunity, please discuss the likelihood of your taking a challenging course in the future.**

	Comment	Definitely	Probably	Not Likely	Function of Taking Major Classes	Depends on Professor	Depends on Interest	Desire to Learn and be challenged	Wants time for the major	GPA Concerns	Depends on work load in general
Student Number	number of responses per category ->	89	9	5	44	7	16	17	1	4	4
	percent of survey participants ->	86%	9%	5%	43%	7%	16%	17%	1%	4%	4%
1	hopefully this semester, study everyday, high expectations, good scary things about prof.	1						1			
2	pretty likely -- has other major courses yet to be taken; Business Policy, Comp. II		1		1						
3	depends on content/topic, interested yes, otherwise not		1				1				
4	very high	1									
5	very good	1									
6	"very high" Not warded off by rumored "challenging" teachers/courses.	1						1			
7	very likely	1									
8	inevitable	1									
9	depends upon subject; good in history and literature; no math, no advanced calc. Might take advanced grammar		1				1				
10	likely; upcoming political course rumored to be "challenging."	1			1						
11	very likely; needs interest	1						1			
12	definitely; many of the teachers will stay with a class so students can stay with it; difficult but interesting; recommendation by peers	1				1					
13	definitely	1									
14	Probably 50/50 chance, depends on subject; more interesting classes are more fun to take as challenging.		1				1				
15	Yes, if interesting project and if have room in schedule. Probably not core because it seems more dry.	1					1				
16	Likely to take challenging course depending on instructor, requirements for major, and material of the course.	1			1	1	1				
17	very likely	1									
18	Why take anything else? If it's not challenging it's boring, and if it's boring won't do well in it. So yes.	1					1				
19	pretty likely ; a must in some classes; likes it that they make him work (1 blow off a semester is good for a break); would be bored w/out challenge	1			1			1			1
20	pretty likely if it's in his major	1			1						
21	depends on interest in subject; doesn't matter how		1				1				

25	Mot much control over degree requirements; try to take "half-way challenging" prof; plans on taking some challenging electives in field	1			1						
26	Business policy. Group effort. Don't want to take it, but has to anyway.	1			1						
27	definitely will; probably get more challenging as you progress	1			1						
28	more than likely -- inevitable; don't know at beg; several more in future; probably comp. II will be	1									
29	Take what you have to. Take, if they are challenging OK; doesn't shy away from challenge	1			1						
30	I would probably not take it -- my schedule it pretty full and my GPA can't take it (I am close to graduating).			1						1	
31	Highly likely -- rest of major requirements and masters program all will be challenging -- no soft track available	1			1						
32	I'm sure I will. All my classes are a challenge.	1									
33	100%	1									
34	Not likely unless fascinates -- b/c lazy			1			1				
35	Of course he'll take it	1						1			
36	Yes, business policy, electives (will be entertaining and perhaps challenging); doesn't like challenge (difficulty); looks for entertainment in courses.	1			1						
37	Only when she has other courses done, just taking it for fun; if it was fun and interesting, if no work to be done, if not graded			1			1			1	
38	very likely	1									
39	Sure. 1) need more to graduate 2) more fun 3) balance mix	1			1						1
40	I'm sure I will. Most all upper-level major courses will be challenging.	1			1						
41	very likely -- senior year is challenging. This semester challenging -- physiological processes. General requirements difficult -- no choice in instructor.	1			1						
42	definite -- by choice and default	1			1			1			
43	all my courses are challenging	1									
44	very likely	1									
45	very, very likely; definitely	1									
46	will take one	1									
47	very likely; several other studio art classes in future just due to required (and desired) courses	1			1		1				
48	depends on rest of schedule, extracurricular activities; doesn't like to overload herself			1							1
49	pretty likely	1									
50	unlikely to take a challenging course			1							
51	yes -- have to	1									
	Yeah, I probably would take a challenging course. Don't want all challenging courses at the same time										

53	It will happen. Courses will be an enhancement of the major. Not supposed to be easy.	1			1						
54	50/50 chance; if it benefits him, he will take it; lack of interest, no foreseeable benefit -- won't take it; interest without need -- maybe.		1				1				
55	very likely -- in one now	1									
56	very likely because he still has to take several upper class courses in his major	1			1						
57	pretty likely -- if interested in subject, heard good things about prof	1				1	1				
58	very likely. Have a lot of hard classes in major.	1			1						
59	very likely; computer courses are challenging for me; Comp. Foundation I	1			1						
60	very likely	1									
61	"not free willingly"; likes a little challenge, not always a lot; not unless required		1		1						
62	Yes because of challenge it presents -- become stronger and willing to face the next stronger course. Likes the challenge -- study more and concentrate more to get the better grade. Force you to grow as a person, even if you don't get an A, you learn a lot.	1						1			
63	very likely; values it more as she gets older; knows that it will help her in future	1						1			
64	probable -- it's a good thing to do.	1						1			
65	depends on GPA impact; interest; know prof, avoid busy work; most likely	1				1	1			1	
66	good likelihood -- "going to be required"	1			1						
67	very likely -- learn most when bigger than her wishes more time; science major	1			1			1			
68	inevitable; there are no easy courses on this campus; there isn't an easy A on this campus; bound to take a challenging course	1									
69	senior seminar and history research class. Highly likely b/c he has to. Probably wouldn't take them if he didn't have to.	1			1						
70	pretty likely, b/c of the enjoyment of challenge; would like to see more challenging courses in the major -- not a lot of options	1						1			
71	very likely -- b/c remaining classes are computer classes and will be learning more languages; doesn't like combining 2 computer languages into one class. There isn't enough time to learn one.	1			1						
72	Definitely take a challenging course, why she chose chemistry.	1			1						
73	Sure she will, because the courses in her major aren't exactly easy like human anatomy and biomechanics	1			1						
74	definite -- they can't be avoided	1									
75	very likely because a senior and need to finish major classes	1			1						

79	if in an interested area definitely; seeks challenges within majors	1			1		1	1			
80	I would -- I place a lot of faith in my peers' reports on the quality of the professor. If good, I would take it.	1				1					
81	don't have a choice...all are challenging	1									
82	very likely -- in major will study material and concepts I have never seen	1			1						
83	would if he knows the teacher is good (peer recommendation); avoids if teacher is unknown	1				1					
84	Very likely -- Taxation and Corp. Finance -- very difficult	1			1						
85	very likely	1									
86	I only have 1 semester left and I hear Ecology is hard.	1			1						
87	Definitely would -- sometimes disappointed when they're not challenging; I learn so much more when they're challenging...at the right level; not so much so that you want to drop the course.	1						1			
88	yes in my major, "I would avoid challenge if not in my major."	1			1				1		
89	Not likely, grades important. Easier course will yield better grade.			1						1	
90	very likely	1									
91	very likely (Corporate Finance)	1			1						
92	very; "I enjoy challenging courses;" will take ones that interest him	1					1	1			
93	very likely -- they're all hard. Any course, if I have to study, is challenging. Going to class is sometimes challenging.	1									
94	very likely -- major courses; all bio electives next fall (grad by 99 Dec)	1			1						
95	likely if very interested in the subject matter of the course	1					1				
96	will because they are still on worksheet.	1			1						
97	very likely -- expect upper level courses to be challenging	1			1						
98	Has to take a required investments course	1			1						
99	Would love to but no time; core more important because she would rather just get through it than take time to enjoy classes			1							
100	very likely	1									
101	very likely, seem to hold interest better; more work, more worth it, more out of it.	1						1			
102	very likely -- almost mandatory; can't get out of it; willing to take challenging course	1			1			1			
103	very likely within his major	1			1						

Question 7b: Given the choice between two sections of the same course in the core, would you choose the more or less challenging one? Why?											
	Comment	More	Less	Undecided or Indifferent	Depends on Professor	Depends on Interest	Desire to Learn and be challenged	Time Constraints and work load	Because it's the core	GPA Concerns	Familiarity with material
Student Number	number of responses per category ->	11	59	33	23	18	9	34	36	15	7
	percent of survey participants ->	11%	57%	32%	22%	17%	9%	33%	35%	15%	7%
1	More challenging -- depends on teacher good way: a lot of respect for prof. Bad: challenge to go to class, busywork, time-consuming	1			1						
2	less -- because it's a requirement have to take; wants to save energy for courses that are "more" important		1					1	1		
3	less -- in order to devote more time to major courses		1					1			
4	unsure; would not choose less challenging -- waste of time; would pick based on knowledge of professor; has dropped courses which were not challenging			1	1		1				
5	probably less challenging because of time constraints and GPA (keeping scholarships)		1					1		1	
6	Depends on interest level of course; No/little interest -- other factors (time of course/instructor). If there is interested - more challenging.			1	1	1					
7	less challenging; likely same material, but different testing standards and projects outside of class.		1		1					1	
8	less: health & wellness, too involved in major; too much work, won't carry over		1					1	1		
	depends on the subject matter, more likely to take the more challenging										

11	less challenging --as long as you still learn, prof style is important		1		1		1				
12	depends upon what she knows about prof, based upon opinions of people she knows; would like a prof who enjoys the subject; would take challenging if meant learning rather than just doing busy work			1	1		1				
13	depends on other course load; if all others hard then less; otherwise -- perhaps			1				1			
14	less challenging , depending on how interesting the material was; need a "break" from more challenging courses in major		1			1			1		
15	More challenging. In high school Mom encouraged her to take honors courses.	1					1				
16	less challenging; so can save time and energy for required classes in bio major		1					1	1		
17	If liked the topic -- more; if doesn't like topic -- less.			1		1					
18	depends on amount of credit, who teacher is, how competent she feels in area to begin with; more if she thinks she could do well, confidence, familiarity with material			1	1						1
19	depends on the class subject; English -- less challenging; more likely in classes he's good at: math, science			1		1					1
20	less; could learn the same stuff and learn more of what he came here to learn		1					1	1		
21	depends on application to career; no, if it wouldn't be useful in future (interest, too)			1		1					
22	depends on subject matter; interesting - more, humanities; (math, sci -- easier); more time to classes that mean more			1		1		1			1
23	would depend on the load I was taking; which ever fits into my schedule; wouldn't avoid it but wouldn't go out of way either			1				1			
	Less -- because it all comes down to										

25	depends on overall class load; if other courses are challenging, might "lighten" load			1				1			
26	less. It is easier grading. She would learn just as much, but one is a harder grader. As long as information covered was the same.		1							1	
27	less challenging for core for balance; take a break!		1					1	1		
28	less; "hard" teachers hard to learn from, hard to understand or don't lecture, just read chapter and discuss; don't know if you have it under control; thought you understood but were wrong; challenging in a bad way		1		1						1
29	depends on schedule -- general rule depends on others during the semester			1				1			
30	That's hard -- probably more, because I would have "allies" in it helping me to study and accomplish.	1									
31	Less -- need one to balance challenge of major requirements now; also depends on who was better, not easier teacher -- better learning experience		1		1		1	1	1		
32	Less. Because my major classes are more important to me.		1						1		
33	Depends on individual teacher and time of day, and difficulty of overall schedule. 50% chance of taking more difficult course.			1	1			1			
34	less challenging because lazy, core not necessarily pertains to major		1						1		
35	If you know the situation/prof more likely to take the challenging and even if he doesn't know what he's getting into he probably would -- more worth it.	1			1		1				
36	Peer advice will rule; non-honors vs. honors -- will do non-honors; the word challenge has never been considered, and will not be considered.		1								
	If challenging has more credit hours,										



38	less; not directly related to future experience		1						1		
39	less -- core, just to get info, add on courses		1						1		
40	Less, especially now -- I could spend more time on major courses; it would be less time-consuming.		1					1	1		
41	less -- because have enough challenge in major courses, need something to balance; Depends if prof -- heard good - even if more challenging would take. If had heard prof was good or had before would take the more challenging course.		1		1				1		
42	more challenging -- didn't come to college to just "get the paper"; not worth anything; came to learn something	1					1				
43	Don't really choose based on challenge. I would rather have an effective prof who is challenging than an ineffective easier prof.			1	1						
44	Depends on course load and what's open. Non-honors over honors. Less challenging for core.			1				1	1		
45	I tried to take higher level, 80% don't want to be there in 100 level; higher level -- more people want to be there.	1									
46	one that interests more but probably less challenging; spend more time on other classes			1		1		1			
47	if subject/prof was interesting, more challenging	1			1	1					
48	probably less; lower priority than major course, doesn't see real life application		1						1		
49	probably less; would rather focus time on major		1						1		
50	less; want to be able to concentrate on major classes		1						1		
51	less -- unless really interested; most core classes don't relate to me, why ruin a GPA on something that has little relevance.		1			1			1	1	

52	Depends on exactly what the course is and rest of schedule; even though core is less challenging is still challenging b/c they present similar material maybe just the prof's presentation varies, can make it more or less challenging.			1	1			1			
53	Would probably choose the less challenging because of time. Or hour when it is taught because of work schedule (works full time in Fine Arts).		1					1			
54	less challenging; boost GPA, learn same subject matter		1							1	
55	more -- usually more challenge doesn't mean hard; prof are trying to push you to do better -- don't see it bad like most; set high standards	1					1				
56	less -- feels like he has already done his share of challenging courses.		1								
57	less (probably); depends on prof (no reasearch papers)		1		1						
58	Easier, just for core.		1						1		
59	depends on courses; time concerns, core vs. major; hard = more time			1				1	1		
60	less -- because doesn't matter to him; major classes take enough time		1					1	1		
61	less -- associated with bad things about the teacher		1		1						
62	more -- because the prof was understanding to his needs.	1			1						
63	less; "just a requirement;" not what she really wants to learn about, saving time for major		1					1	1		
64	if nothing else in schedule, challenging; probably the easier because of tough major courses			1				1	1		
65	less; time restraint; seek to concentrate on major		1					1	1		
66	depends; if less challenging will be boring, would take more; depends on material, too			1							1
67	less; "at this point" as senior wants to focus		1						1		
68	less; would want to put more time into		1					1	1		

69	Science or math would choose easy b/c he is not good at them. Literature would take more challenging b/c he likes it.			1		1					1
70	depends on course; speech -- less; lang -- more; more likely to take a challenging course if subject matter is interesting.			1		1					
71	more -- will learn more from challenging class.	1					1				
72	less		1								
73	usually pick the class by what fits the schedule not on whether it is challenging or not			1				1			
74	less challenging; so there's more time for major courses		1						1		
75	less; need to keep GPA up for career goals		1							1	
76	less		1								
77	less; grades very important, get you a job		1							1	
78	depends on which part of core -- interested would take more challenging and if not would take less			1		1					
79	if an area of interest then would choose more challenging			1		1					
80	Probably less; give me more time to spend on my other courses.		1						1		
81	less; time requirements, keep GPA up		1					1		1	
82	less; try to increase GPA		1							1	
83	depends. More on teacher, somewhat on time; would if teacher/time is ok.			1	1			1			
84	less; boost GPA		1							1	
85	probably less; doesn't apply to her later life		1						1		
86	Less; I'm lazy		1								
87	It would depend on the course -- probably more. Easier courses make me feel underestimated by the prof; easy classes where I've breezed through haven't been memorable (class or prof).	1			1						1
88	less; I feel I only have to take core classes, I want to keep my scholarship.		1						1	1	

90	less; if doesn't relate to major, doesn't see point of putting himself through it		1						1		
91	less; doesn't want all hard clases at same time		1					1			
92	less; doesn't find them important to what he wants to do; took them because he had to		1			1			1		
93	less; hope to get a better grade		1							1	
94	less; wants easy A		1							1	
95	depends on prof; if good prof, would take more challenging; less if bad			1	1						
96	less; b/c focus more on major; enjoy less challenging courses possible more since not stressed for grade; learn it better and enjoy it more.		1			1			1	1	
97	depends on other courses during semester; time consideration would makea difference -- if more time is available, take the challenging course			1				1			
98	Would ask around to see which teacher was recommended by friends; "teacher is important"			1	1						
99	if interested -- more; if not -- less			1		1					
100	less; less work load think would have a better chance to do well; save more challenging courses for major.		1					1	1		
101	Less; spend less time on things that aren't as important; might, most likely not.		1					1			
102	decision based on prof; busy work doesn't bother him, how straighforward is the prof and how well is the communication and instructor's ability			1	1						
103	less challenging one because he sees those courses as an EC activity and thinks they should be more interesting, "I've really enjoyed all the core classes I've taken;" easy for him.		1						1		

**Question 7c: Given the choice between two sections of the same course in your major, would you choose the more or less challenging one? Why?**

	Comment	More	Less	It Depends	Depends on Professor	Depends on Interest	Desire to Learn and be challenged	Not an option; wants the experience for major & real world preparation	Depends on work load in general	GPA/Grade Concerns
Student Number	number of responses per category ->	62	17	15	27	7	42	37	2	10
	percent of survey participants ->	60%	17%	15%	26%	7%	41%	36%	2%	10%
1	More challenging -- depends on teacher good way: a lot of respect for prof. Bad: challenge to go to class, busywork, time-consuming	1			1					
2	more -- will better prepare you for the outside world; will work better in a major company	1						1		
3	more -- more important, lifelong pursuit	1						1		
4	very few choices in the major between sections			1	1					
5	definitely more challenging to learn more	1					1			
6	"Definitely" the more challenging one -- didn't want to "just sit back and relax" -- get more out of education.	1					1			
7	less challenging; likely same material, but different testing standards and projects outside of class.		1		1					
8	depends on teacher -- most important; effects challenge, learns with point			1	1					
9	more challenging -- teacher would expect better work and encourage them to research more in places using less common resources, expand knowledge output	1			1		1			
10	more challenging; he wants to get the most out of college that he can	1					1			
11	less challenging -- as long as you still learn, prof style is important		1		1					
	more challenging; have faith in major									

13	depends on other course load; if all others hard then less; otherwise -- perhaps; but not likely to encounter such a choice since she knows what she's interested in			1		1			1	
14	more challenging, you obviously learn more, want to learn more in the major. When you work more, you learn more -- you definitely want that in your major.	1					1	1		
15	Not applicable in music program here. Hypothetically would take more challenging to learn more.	1					1	1		
16	if interested in topic -- more; if not interested -- less.			1		1				
17	more - BUT it depends on the prof teaching the class.	1			1					
18	depends on amount of credit, who teacher is, how competent she feels in area to begin with; more if she thinks she could do well, confidence, familiarity with material				1					1
19	probably more challenging; wants to learn more (unless heard bad things about teacher)	1			1		1			
20	more -- if he knows it will pay off in the future	1						1		
21	more challenging; that's why she's going to school -- wouldn't want to skip out on it, cheat self	1					1			
22	probably more; more opportunity to improve in field, gain experience, "more behind my belt"	1					1	1		
23	usually more challenging; try to get money's worth	1					1			
24	Depends on teacher. Good teacher -- will choose challenging. How teacher makes the course challenging. Bad teacher -- will choose less.			1	1					
25	Probably choose more challenging -- to get more out of it "than just a core class."	1					1	1		
26	Depends on the class. More challenging for subject matter that is interesting to her. Would choose not as challenging for what she doesn't like.			1		1				
27	more challenging; more focused; it's what you are going to do; need to learn as much	1					1	1		

28	less; "hard" teachers hard to learn from, hard to understand or don't lecture, just read chapter and discuss; don't know if you have it under control; thought you understood but were wrong; challenging in a bad way; get to know the teachers so you choose what you want. Ask advice of friends. In major you know teachers better.		1		1					
29	More challenging one in the major -- want to learn as much as you can	1					1			
30	probably less -- my GPA is important and I need more time for resume, work, and job searching		1					1		1
31	Not different teachers available; would choose better teacher based on student comments if available; liked class, material and how presented; better experience			1	1		1			
32	Probably the more challenging. They're all challenging. Feel it's important and I need to learn it.	1					1			
33	More. Need for motivation to succeed. "If I'm not challenged, I can't do anything."	1					1			
34	Less challenging b/c lazy -- less effort		1							
35	easier -- want to do well		1							1
36	looks for entertainment (meaning examples "hip teacher"); looks for motivation value to stay interested in the course; faculty, by far, is the most important thing, not the subject matter.			1	1	1				
37	Less challenging because only two or three in her major that have a big choice so doesn't really matter difference btwn 100 and 300 level classes		1					1		
38	more; application in future, career	1						1		
39	more. Make sure know all the info, want to teach (helpful)	1					1	1		
40	More (though usually only 1 is offered). To get more out of it and learn more from it.	1					1	1		
41	Less -- really no option; less stress, preparation work for clinicals is long.		1					1		
42	more challenging -- didn't come to college to just "get the paper"; not worth anything; came to learn something; may not have to	1					1	1		

43	Biggest problem is getting into a course -- don't have multiple sections in my major.			1				1		
44	More -- want to work hard to learn more and get liberal arts degree	1					1			
45	more challenging; need higher level for requirements -- >40 hours of 300+; not much choice in art history	1						1		
46	Easier one yet never had to choose in major between classes		1							
47	if subject/prof was interesting, more challenging			1	1	1				
48	prof, how much they learn; would take more challenging to learn more	1			1		1			
49	probably more; wants to go to grad school, "might as well learn it now and work hard now"	1					1			
50	less; easier to make a good grade, more focus on making the grade, no discrimination on whether a class is challenging or not, looks worse on GPA		1							1
51	more -- able to learn more	1					1			
52	more because it's more applicable to the rest of your life. Need to learn how to step up to these challenges. Learn a lot more when you're challenged and this will help you go on in your field. Core courses are to give you a solid base; make you well rounded but this is the stuff I'll use for the rest of my life.	1					1	1		
53	Not so sure. Wants to be challenged but not in over her head. Doesn't have much choice and feels should be able to handle it. Doesn't consider prof when choosing a class.			1				1		
54	more; need more thorough understanding, depends on reputation of teacher	1			1		1			
55	more -- need it for later, to teach to others need to know area (have competency); inspiring teachers are knowledgeable, smart -- wants to be like that	1			1			1		
56	probably less -- GPA is important and the higher grade would be more desirable.		1							1
57	probably more; "really needs to know what's going on in major"; more helpful in future	1						1		
	more B/c you learn more so more to bring									



60	more; because wants to go to grad school; gain as much knowledge as can	1					1	1		
61	more -- needs to be proficient in that area, know subject matter of her field	1						1		
62	more -- he would learn more which would help out in the long run. Last semester he had the same dilemma and he took the harder class. Got a lower grade, but was still glad he took the class.	1					1			
63	more; would want encouraging prof who pushes her to go beyond what is necessary; gaining experience for future	1			1			1		
64	more -- most important to challenge self	1					1			
65	more -- competitive field; seeks to be "highest", want to be competitive	1					1			
66	less; wants better grade		1							1
67	more; important skills for knowledge at grad school; wants to take knowledge from degree	1					1	1		
68	depends on the teacher, if the teacher puts info in a more understandable manner would take the more challenging one			1	1					
69	Depends on what other classes are taking that semester. If they are less challenging would take more challenging in major, vice versa.	1						1	1	
70	usually just one section per course in the major; with a choice, would take the more challenging -- philosophy definitely more challenging, religion more likely to take less challenging; always depends on the subject; would take more in major areas of interest	1					1	1		
71	more -- will learn more from challenging class.	1					1			
72	chose to take hardest profs so far.	1			1					
73	no more or less challenging one, because they are usually taught by the same prof							1		
74	depends on the teacher; choice is based on teacher, not challenge; can be difficult or easy teacher, as long as they are interesting and get you motivated to learn			1	1	1				
75	less; keeping GPA up to get into law school		1							1

78	more; want to learn the material as well as I can, particularly if heard teacher is quite good and covers the material more thoroughly	1					1			
79	more; she wants to learn as much as she can	1					1			
80	I would hope to choose the more challenging one; it would help me out in the long run.	1						1		
81	more; experience, teaching experience	1						1		
82	more; so I really understand it when I get out of course and to gain a sense of accomplishment	1					1			
83	more -- keeps him interested in major.	1						1		
84	might be more challenging b/c learn more and be able to apply in future job	1					1	1		
85	more; learn more, challenged, application to career	1					1	1		
86	Less; lazy; depending on the teacher -- if a teacher I don't like their teaching style, then I would take more		1		1					
87	If the teacher is challenging in a good way (not complained about everybody that they make things tough for no reason) -- I'd choose the more challenging course	1			1					
88	more; "it is important for me to learn as much as I can in my major."	1					1	1		
89	Depends on topic, if topic was right, he would take challenging course			1		1				
90	more; is usually better prof; some are just harder to deal with, not good, different kind of challenging	1			1					
91	more; to learn it better	1					1			
92	more; more beneficial in future; starting to see value of education	1						1		
93	less; for the GPA, realistic approach -- you need for grad program		1							1
94	less; grad schools look at GPA; "not what you take but who you take"		1		1					1
95	more; would learn more	1					1			
96	If out of control challenging might take easier. Talk among peers about class/schedule means more than challenge.			1	1					
97	more; would be more beneficial -- better prepare for GRE and future.	1						1		

99	if interested -- more; if not -- less; she likes enthusiastic profs that care about students, had personal relationship			1	1	1				
100	depends on the teacher; less in a good way by the way they teach; present challenge by the way they teach the class; makes it attractive and doable. Bad teacher -- only follows syllabus, only so much time for each class period for the subject. Teaches what he/she has to -- only the material.			1	1					
101	more; learn as much as possible.	1					1			
102	decision based on prof; busy work doesn't bother him, how straightforward is the prof and how well is the communication and instructor's ability; would be worried about a course where tests only determine grades; would want to know what kind of homework would be assigned or worthwhile homework that could be done in a reasonable time; (look for a balance between tests and projects, other work (hw) in grade determination; would consider a class most challenging if there is more homework than tests or vice versa			1	1					
103	more; they're more important and would learn more	1					1			

Question 8a: Have you ever seriously considered leaving the university? Question 8b: Has anyone you've known closely considered leaving the university? Why? And why did you, or s/he, stay?																			
	47%	Considered leaving themselves	87%	Knew someone who considered leaving	personal	town	work load	school too difficult	program not offered	too far from home	boy or girl friend	money issues	roommate or friend problems	motivation issues	not satisfied with program	not satisfied with campus life	other miscellaneous reasons		
Student			number of responses per category ->				25	13	8	25	16	17	5	11	9	4	21	17	12
Number			percent of survey participants ->				24%	13%	8%	24%	16%	17%	5%	11%	9%	4%	20%	17%	12%
1	1	Clayton -- wanted big name school, parents wouldn't pay	1	she's not challenged, go to school with better reputation										1				1	
2	0	no	1	academic suspension; went to UMSL				1											
3	0	no	1	curriculum inadequacies; we didn't have the major he needed/wanted w/out getting Masters					1										
4	1	Would like a transportation major; frustration with integration of town & gown	0	none		1			1										
5	1	location, region of country, wanted to live on east coast (family members there)	0	none		1				1									
6	0	no	1	roommate felt too far from home						1									
7	0	no	1	1) left to attend another university with a stronger program for major (math/engineering) 2) poor grades				1							1				
8	0	no	1	bad grades, dissatisfaction w/ school, life, major	1			1							1	1			
9	1	didn't feel like fit in -- not belonging; no calling	1	Spanish major -- could not pass Spanish core, went to UMSL because possibly easier	1			1											
10	0	no	1	grades suffering, some transfer back after improving GPA at Community College				1											
11	0	no	1	difficult -- do better somewhere else				1											
12	1	personal problems, not a good academic semester because of personal problems; glad she stayed	1	major classes weren't what they expected; went elsewhere to find a different program; MAE program -- wanted teaching certificate w/out staying extra years	1										1				
13	0	no	1	unhappy the whole time here; after depledging a frat, poor social experience, personal problem	1								1				1		
14	1	yes, because he had opportunity to play Div. I ball; "not academics!"	1	chance to play Div. I baseball														1	
15	0	no	1	unknown, but she had also transferred, engineering major														1	



35	1	no, not seriously, already transferred	0	not that he knows of													
36	0	no	1	financial situation, unproductive semesters, lack of parental support	1						1						
37	1	for athletic reasons -- the thought of leaving to make better grades was appealing	1	homesickness, athletic reasons, wanted to be closer to home				1	1								1
38	1	no; likes health science program	0	no													
39	0	no	1	comp sci -- want a more challenging program, major not offered here at TSU but returned to visit				1							1		
40	0	no	0	no													
41	1	money problems	1	didn't like size of the school, too small and Kville too small, wanted to be closer to family		1				1		1					
42	0	no, not seriously	1	for a significant other						1							
43	0	no	1	Truman didn't meet their expectations -- thought would be less time-consuming; grades suffered.			1	1									
44	1	personal -- twin brother here makes it hard; living with his ex-girlfriend; she is hard-working, he is not	1	courses were too difficult; financial, late loans	1			1				1					
45	0	no	1	dept was very small; didn't hit it off with profs; were very few in his major	1										1	1	
46	0	no	1	didn't have program wanted					1								
47	0	no	1	didn't like town, bureaucracy at Truam (\$) parking probs, junior testing, perceived misallocation of funds		1											1
48	0	no	1	doesn't like MAE program (lack of experience)													
49	1	wanted to be closer to home (1st year)	1	worried about getting into med school, thinks she'd do better with higher GPA from easier school				1		1							
50	0	no	1	grades				1									
51	1	freshman year -- far from home...didn't know anyone. Also in cross country; not able to meet people	1	didn't have major here; in MAE, wanted Special Ed.					1	1			1				
52	1	family -- all go to Mizzou; father recently died of cancer, wanted to be close to home	1	overwhelmed; having hard time at basketball practice spilled over into school, falling behind	1		1	1		1							
53	0	no	1	mostly personal reasons -- marriage, job, easier school	1			1									
54	1	no. Wonders, "Would I be a different person in a different atmosphere?" ie: if he had gone to school elsewhere.	1	fraternity brother; Truman didn't offer specific computer science major he wanted.					1								1
55	1	job outside university -- time constraints, money troubles; off campus issues, money, job; school needed to be priority but wasn't; stress	1	personal/roommate problems, gotten worse, lack of friends	1		1					1		1			
56	0	no	1	not happy with town and available social activities		1										1	
		difficultly academically, wanted to go to school where															

59	0	no	1	major of interest not offered here; advertising					1								
60	1	beginning of freshman year; homesick	0	no						1							
61	1	had trouble in math -- as a business major -- lots of math	0	no				1									
62	1	Classes, atmosphere -- teachers wouldn't give break b/c he was an athlete, negative with helping out for studying on tests; pressures of student athlete, and time commitments; students had a negative attitude about school, pressures of multiple responsibilities	1	limit of major -- restricted classes -- needed classes but couldn't get into them, especially in exercise science			1								1		
63	0	no	1	MAE program -- didn't want to stay 5 years											1		
64	1	don't offer elementary education; wants studies they concentrate on Missouri; don't need a masters, probably get a certificate later	1	didn't like environment, not their majors					1							1	
65	0	no	1	roommate, dyslexic, felt profs unresponsive to needs											1		1
66	1	last semester; probs finding major, thought she'd have better luck somewhere else	1	wanted to be closer to boyfriend	1					1							
67	0	no	1	career not met by majors offered (nuclear medicine, etc); too hard, unsuccessful for those who did well in high school				1							1		
68	1	MAE program would be hard to get into based on her GPA; would like to be an undergraduate education major and not an English major going into the program	1	not satisfied with the grades they have received based on the time and effort put into the course				1							1		
69	0	no	1	would rather be lazy -- no direction, motivation										1			
70	1	after freshman year, to apply to Upitt or Berkeley, better philo program, better grad school possibilities	1	roommate going to wash u in st. louis; better school, can get scholarship											1		
71	1	major classes aren't offering the languages he wanted; didn't want to learn (ADA) language. Lack of profs	0	no											1		
72	0	no	0	***													
73	1	wasn't a good idea to begin with; she should have went straight to physical therapy school	1	town too small, nothing to do here; is leaving next year	1	1									1		
74	1	wanted marine biology -- which we don't have	1	better program (vocation of business)					1						1		
75	1	freshman year and a lot of friends were leaving	1	finances, too challenging (grades); homesickness			1		1	1		1	1				
76	0	no	1	grades or academic problems "realize they are wasting time here"			1										
77	1	freshman year -- grades not great	1	mostly social reasons -- not happy			1									1	

79	0	no	1	wanted a broader experience, not a very big university, wanted more diverse opportunities, not cosmopolitan													1	
80	1	sick of school; best friend in France; thought about going to the study abroad program in France	0	no	1												1	
81	1	easier programs elsewhere, easier education	1	medical, financial	1			1				1						
82	1	came as pre-engineering, plan -- two years here and then leave	1	pre-engineering, needed to go to MU, town too small		1			1									
83	1	personal, felt unfulfilled, no direction -- all core	1	social, academic	1												1	
84	0	no	0	to be near boyfriend							1							
85	0	no	1	cousin, not happy with grades, usually when report cards come out				1										
86	0	no	1	freshman -- didn't like Kville, had a boyfriend back home, didn't feel like she fit in		1					1						1	
87	0	no	1	having a bad experience, not necessarily the university; emotional/psychological problems -- or going to school at home, closer to home.	1					1								
88	0	no	1	another school had a better program (teaching)													1	
89	1	Became ill, got behind. Withdrawing was easier.	1	Get out of military service in ROTC.	1													1
90	0	no	1	too challenging; could go elsewhere for major (OT)				1									1	
91	1	roommate/boyfriend problems; family problems (parents maybe getting divorced)	1	family problems	1									1				
92	1	frustration (Comp. Sci.); more about major profs, felt he was treated badly	1	Computer science faculty, stronger program somewhere else													1	
93	1	wanted out of Kville; wanted a bigger campus; feel trapped sometimes, can't drive anywhere	1	not a happy person, wouldn't be happy anywhere.	1	1											1	1
94	0	no	1	roommate -- procrastinator, take off, not enough effort or time, no study on weekends, is still here				1										
95	1	came in as a bio major freshman year, decided she didn't like, was then confused about what she wanted to do so considered going home to figure it out	1	size of school, town (too small)	1	1												1
96	0	no	1	Was not here Freshman year. Transferred here for reasons that are not the best. Not university but lack of motivation in her past.	1												1	
97	0	no	1	roommate said school was too challenging; real reason was she did not try and apply herself -- high school was easy for her and she was surprised				1									1	



99	1	freshman -- a lot of pressure, everyone thinks you are so smart, parents have a lot of push to perform, not much aside of academics, no focus on extracurricular; likes involvement, fear of not enjoying college life	1	wanted security of being home; didn't have much self control; wasn't for them -- too small, nothing to do				1		1							1	
100	0	no	1	outside town		1												
101	0	no	1	lack of related material needed to learn; desired major not offered					1									
102	0	no	1	got married -- no academic reason involved							1							
103	0	no	0	no														

**Question 8a: Have you ever seriously considered leaving the university?**  
**Question 8b: Has anyone you've known closely considered leaving the university?**  
**Why? And why did you, or s/he, stay?**

	Stayed for these reasons	Knew someone who stayed for these reasons	quality of education	athletics	school's reputation	scholarship	parents and costs	friends (or SA) reached out	faculty member reached out	hassle of transferring	better in new major	dealt with it	other
Student	number of responses per category ->		9	1	6	8	21	21	4	12	9	19	6
Number		percent of survey participants ->	9%	1%	6%	8%	20%	20%	4%	12%	9%	18%	6%
1	friends, everything's paid for here, new truck, classes weren't that bad	not sure -- if stayed money, friends				1	1	1					
2	Friends are here, going someplace else would mean meeting other people.	left						1		1			
3	-	reconsidered w/ parents; changed majors					1				1		
4	top-notch school, inexpensive, decided he could get Trans. Studies at the Masters level	.	1		1		1						
5	social contacts, friends, education	.	1					1					
6	.	left											
7	In "bright flight" and quality of education is good for money	left	1			1	1						
8	full tuition scholarship	?				1							
9	parents are paying so must stay	left					1						
10	.	name recognition, overall value of education @ TSU	1		1								
11	.	left											
12	self-assessment, resolution of problem	left										1	
13	.	left; roommate left for homesickness											
14	skeptical of other school that was recruiting him; friends here; reputation of school here at Truman is better; experience of friend that left year before	left				1		1					
15	music majors are their own little group; got involved. like												

17	decided motives for leaving were not accurate; inner desire to stay grew.	couldn't decide if it would be better to leave or stay.											1
18	doesn't know what else to do; options: work or go to school; doesn't want hassle of transferring, bureaucracy; likes campus (library), "kind of pretty"	hassle of switching schools; liked this school better; wouldn't have saved that much money; friends here					1	1		1			1
19	.	left											
20	cheaper	made friends, which made it hard to leave; difficult to start over at another school					1	1					1
21	.	left											
22	out of state, \$, likes it here, reputation of this school, no need to transfer after switching to English major	went to K. State			1		1				1		
23	.	.											
24	.	left											
25	transfer now would mean doing core again									1			
26	Too much of a hassle to leave. Too late to do anything. Financial arrangements already made. She didn't know where she would live if she stayed. She would stay now if presented with the same situation.	left					1			1			
27	.	left											
28	.	counseled to stay by intervience -- told then to give it a while; then start brand new elsewhere. Don't leave mid-semester. Too many hassles, lose credit.								1			
29	.	Stay for a year make up her mind. See how goes.										1	
30	Realized I could do it by myself. "It was just me," no companions from town or high school. Because I was successful. Made friends, but wouldn't have stayed w/out Truman House.	Figured out what she wanted to do; time, experiences helped.						1				1	
31	.	left and came back -- personal situation cleared up and determined major on her own; scholarship still available here				1						1	
32	.	left											
33	If it ain't broke, don't fix it (happy with academic program).		1										
34	"If I quit now, I'll never go back"; like where live	no one stayed who considered leaving						1				1	

36	wants a college degree. Likes college life (6 years); make enough money to stay in college.	left								1			
37	loves this school and town, profs and students in major were great, volleyball team was supportive and close	left						1	1				
38	.	.											
39	quickly getting to know a large amount of people; not too big, not too small	left						1					
40	.	.											
41	Her family helped to pay expenses and was able to take out a loan	left					1						
42	.	too lazy to leave								1			
43	.	left											
44	Reasons not good enough to leave	Loan came through, changed majors					1				1		1
45	.	left											
46	.	left											
47	.	left											
48	.	left											
49	"got over it"	involved on campus, knows a lot of people; feels tied (although not academically); scholarship				1		1				1	
50	.	left											
51	no idea; gradually accustomed	parental influence					1					1	
52	Family knew she was happy and were very proud of her, wanted her to stay here and do what she was doing. Was here because of them.	Made it through semester, adopted a new "screw it" attitude over summer, made it better. Didn't have to get all A's, was okay if she didn't get playing time. Realized she didn't have to live up to everyone's expectations, just her own.					1					1	
53	.	short time left until graduation -- saw that opportunities could increase				1							
54	.	left											
55	Encouragement from friends; school suffered, but bad semester not going to fail out, do better motivation; break time to recoup, give it best shot	brother here -- tried to convince her friends and family					1	1				1	
56	want to graduate and get a good job	learned to live with what was available in the small town.										1	
57	enjoyed knowing that she could handle going to a harder school; friends; size -- other school was too large	left				1		1					

61	switched major -- doing better with English major and arts classes	.									1		
62	fight off the challenge -- makes stronger person; get best education here; spring semester freshman year was when he thought about leaving, but decided to stay. Was able to get into the campus culture.	Teammates -- classes and rumors of friends elsewhere with easy course loads; also track; they wanted to run and this was a place where that was possible.	1	1				1				1	
63	.	friends; business degree instead						1			1		
64	financial reasons, friends, not for Truman	financial reasons, friends					1	1					
65	.	challenge anywhere; involvement, friends						1					
66	didn't want to transfer in middle of year, late in college career	left								1			
67	.	social aspect; thought would improve										1	
68		will probably stay, because they are juniors now and too far along								1			
69	.	has friends here, would rather take some classes than drop out completely						1					
70	advisor convinced that it wasn't that bad and new faculty was coming into the program; if area isn't covered, can do guided readings on their own	left								1			
71	Father convinced him to stay and get degree and get started on masters; somewhere bigger; also, scholarship	.				1	1						
72	.	*** Ask Dave or Natalie.											
73		leaving next year											
74	talking to people/teachers, transferring out would not be a good choice so far along and also changed major	left								1	1	1	
75	financial reasons	left					1						
76	.	gets involved in co-curricular activities											1
77	Dad talked him into it, other options not as appealing	Worked it out, other options not as appealing					1					1	
78	moved out and happier in current living arrangements	left										1	
79	.	left											
80	things got better; parents encouraged her to stay for financial reasons	.					1					1	

83	didn't want to go to an easier school	is still gathering info to help make this decision	1										1
84	.	left											
85	.	likes it enough to stay here to get her degree, friends, likes pros						1					
86	.	left											
87	.	Were just going through a bad time, overcame it and saw they were overreacting a bit.										1	
88	.	will leave											
89	Worked hard, got through it.	Managed to pull everything together.										1	
90	.	left											
91	"can't quit" come too far	left for semester and came back										1	
92	liked new major	left									1		
93	The MAE program -- to get the Master's, not just a Bachelor's. Hopefully I'll get in. Everyone I've talked to in Ed has been so helpful.	She has nowhere else to go.								1	1		
94	price -- esp in state; hassle of transferring; sufficient for major; would have taken more community college courses for core requirements	loans, unsure, retaking courses					1			1			
95	financial package from University	left				1							
96	.	roommate/peer support						1					
97	.	got her studies together, joined a sorority, and the minimum grade requirements pushed her in the right direction						1					
98	.	left											
99	great opportunities to become involved -- sorority; didn't want to give up early; kept her realization; A's are important because work hard for it	left to bigger school, wanted to blend in						1				1	
100	.	left											
101	.	left											
102	.	left											
103	.	.											

### Question 9: How satisfied are you with your experience at Truman State University?

	Overall Ranking	very satisfied (1)	somewhat satisfied (2)	neutral (3)	somewhat dissatisfied (4)	very dissatisfied (5)	Comment	Education and School	Enjoyed Experience	Small School Environment	Preparation for the Future	Friends	Faculty	Other Good	Social	Financial	Other Bad
Student	avg	54	34	6	0	0	number of responses per category ->	39	20	17	6	14	17	6	11	1	12
Number	1.5	52%	33%	6%	0%	0%	percent of survey participants ->	38%	19%	17%	6%	14%	17%	6%	11%	1%	12%
1	2		1				More social than classes, people met here, nervous about grad school					1			1		
2	1	1															
3	1	1					likes it and the people, size good (small), close to home	1		1		1					
4	2		1				learning quite a bit	1									
5	1	1					has exceeded expectations culturally							1			
6	2		1														
7	2		1				good program, but registration system needs improvement (standing in line and missing class); waiting on computers at library	1									
8	5	1					great time -social, academic, doesn't need to leave, activities	1							1		
9	3			1			not happy but not upset, mediocre, 5 on scale 1-10										1
10	1	1					Initially had low expectations, but improved over time.							1			
11	1	1					"many different experience poss." study abroad, learns more comparative, small/personal campus	1	1	1							
12	1	1					says she had a positive experience		1								
13	1	1					so much fun, learned so much intellectually, socially, morally; people friendly, positive academic experience, liked most profs and classes	1	1				1		1		
14	1	1					good academics; good people, diversity of people is interesting	1							1		
15	1.5						always room for improvement; didn't learn anything in some classes (esp core), love major, Freshman year music	1					1				

16	1	1				opportunities for leadership, small student body, more personable campus			1								
17	1	1				academic growth; growth by working with other students	1								1		
18	2		1			good school, likes classes; not scholarship stuff, thinks it's done "stupidly;" food situation bothers her, too -- wasting \$ by offering to pay for mean plan but not just giving her the \$ directly	1										
19	1	1				likes classes and professors and hall he lives in; doesn't like that he has to leave Blanton	1					1					
20	2		1			hard work, good school; not many distractions; cheap, not too much in debt; get a good job later	1			1							
21	1	1				gotten more than what she expected to get out of the school		1									
22	2		1			enjoyed classes, doesn't like small town, doesn't like being not very involved; "B"		1									
23	1	1				liberal arts are worth it	1										
24	2		1			Core is important, but sometimes it is pushed so much that teachers are making 100/200 level core classes harder than major classes. Spent more time on these last semester than on major classes.	1					1					
25	2		1			thinks degree will be worthwhile (i.e. of value); kind of in a rut, get more out of college life than I have	1										
26	2		1			She likes school, classes, teachers. Good college experiences. She could have done more to make it more fulfilling for her. Could have joined more organizations. Too late now.	1	1			1						
27	2		1			drawback is location											
28	1	1				like smaller; don't like lecture hall learning -- only had 1 here; likes how profs treat students -- know your name - talk at Walmart		1			1						
29	1	1				Never had bad experience; no bad classes; good people and experience, met lots of people	1			1	1						
30	2		1			Like social diversity, small groups, big clubs. Cheap. Doesn't feel like they have any say in the Business division (prof evals don't have effect). Input doesn't seem to matter. Room was 50 degrees for 2 weeks (told them to clean									1		1



32	1	1				Like it up here; met great people; learned a lot; it will look good	1	1			1					
33	2		1			courses good (academics here been primary attraction). Lack of diversity has been a problem. Negative feeling about lack of scholarship support available.	1									
34	3			1		no info readily accessible for MAE; courses: liberal arts (music), fun with work; moving off-campus (not treated as well as on-campus: no Truman Today, no email); off-campus less info										1
35	1	1				take challenging classes and still stick with the program	1									
36	2		1			Friends, small friendly community, no car needed (rural community improves community of friends), practical			1		1					
37	1	1				really loves it here		1								
38	1	1														
39	1	1				Likes it here; has done well here; "MAE"ll keep me here forever."	1	1								
40	1	1				Enjoy going here; been given opportunity to study at a higher level here.	1	1								
41	1	1				Likes friendly people on campus and in community; likes classes and campus					1					
42	1	1				Prof -- good in fields and interested in subjects; bad -- not as good equipment - - we have less \$						1				
43	2		1			Diff cultures, renaissance education							1			
44	1	1				I've accomplished just about everything I wanted to accomplish -- rather not have to work as hard, but every year I've had an enjoyable experience.		1								
45	2		1			Likes great profs, luck or demeanor, never hated prof; enthusiasm quality, fellow students, the people make it good; disssatisfied with lack of accountability for construction not finished before winter, it's dangerous, muddy; "I don't see why every prof has to have his own parking space."						1				1
46	1	1				happy with teachers in major (willing and interested in topic and helping)						1				
47	1	1				Knows that "virtually everything I take here will lead to a good experience somewhere else."				1						
						doesn't appreciate liberal arts culture; feels like she might be "missing out"										

49	2		1			usual frustrations; will prepare her well, harder than schools her friends are going to	1			1						
50	1	1				diversity, but also get a chance to meet and know people; reputation of the school; positive outlook of finding a job after graduation; size	1		1	1				1		
51	1	1				learned a lot, no major complaints	1									
52	2		1			not ecstatic but not incredibly displeased; would like to go to bigger school but not sure why; knows that this familiarity would be missing at larger school; likes atmosphere here -- familiar faces, support, camaraderie			1		1					
53	1	1				Is older -- great rapport with profs						1				
54	2		1			- size of town, lack of "things to do" in town; + met many great people, getting great education.	1				1					
55	1	1				Pretty satisfied, thought it was going to be easier; good thing to study; academic stimulation he sought produced satisfaction; core -- not as challenging, boring at first; better in frat, more involved	1							1		
56	2		1			nothing perfect.										
57	1	1				Likes it here a lot; part of campus (familiar faces); good community		1	1							
58	1	1														
59	2		1			Can't develop as much as he would like due to language and culture chock -- more language limitations										1
60	1	1				Better all around person because of Truman; knowledgeable	1	1								
61	1	1				1st school she looked at...knew then she wanted Truman; loved campus community; size			1							
62	2		1			Success academically and athletically, socially	1							1		
63	1	1				Likes course variety; experienced, competent faculty; impressed by # of resources teachers have, "going outside the classroom"; size -- seeing people you know on campus			1			1				
64						enjoyed organizations and people, being SA; the Spanish major doesn't offer enough courses; financial aid problems -- not being paid for SA and Pershing Scholar							1			1
65	1	1														
66	1	1				likes size; small enough to form close relationships (with other students and with teachers), "large enough that you					1	1		1		

68	3			1		enjoy campus and environment but chemistry had an effect on this decision; no curves on test in chem -- too hard			1							1
69	1	1				would the challenge be worth the stress, etc. Very satisfactory in preparing for a job.				1						
70	2		1			learned a little more from every class taken; has remained affordable	1								1	
71	3			1		not enough profs and class sequence spread too far apart; each class offered each semester, so you don't have to wait a year.										1
72	1	1				Likes campus, profs, people, cost town, chemistry program.	1		1			1				
73	2		1			Likes the courses she has taken, but dissatisfied with financial aid	1									
74	2		1			Enjoyed the experience, has questioned if this place is right, but it has been; friends; aesthetically pleasing campus			1		1					
75	2		1			good experience overall, good size		1	1							
76	1	1				8 on a scale of 1-10; like the classes and cocurriculars; enjoyed rec center; key is involvement	1						1			
77	2		1			Could be better; Kville a little annoying at first, but got used to it; feel safer here.			1							
78	1	1				Likes profs, classes, job, even likes Kville			1			1				
79	1	1				satisfied										
80	1	1				No qualms										
81	2		1			overall good teaching staff; reputable institution	1					1				
82	1	1				teacher/student ratio; I know teachers and they know me						1				
83	2		1			Would recommend TSU, renovation shows TSU is trying to improve.							1			
84	1	1				Teachers are great for the most part. I have learned a lot.	1					1				
85	1	1				"It's been tough, but really good."		1								
86	1	1														
87	1	1				Enjoyed my classes, my major, made a lot of friends, really feel at home here.		1			1					
88	2		1			"things could be better"										
89	2		1			A lot of good times; some things that have annoyed him.		1								
90	1	1				Easy to get involved; size -- seeing friends on campus, more attn from profs			1		1	1				
91	2		1			Good reputation of school; away from	1									

92	1	1				now -- this semester; expectations are challenging, yet reasonable; reasonable for students to be challenged, but think they can succeed; likes it much better in new major	1										
93	2		1			I'd rather be in Europe now, but hey.											1
94	3			1		Average with academics; core is too hard; more flexibility with core (15 hours of humanities for science majors); great campus parking concerns											1
95	1	1				overall good experience, academically and socially; leaving with a degree from a very good university; good reputation of school	1	1							1		
96	1	1				Size, academics, feel like fit in well. Only complaint -- parking. Advising system for fresh/soph year, grad student did not do great job.	1		1								
97	1	1				Enjoyed a great school; lots of opportunities for extracurricular activities; enjoyed classes; profs are excellent; enjoyed work on capus (work for a prof -- grades tests and learned a lot -- taught a class and enjoyed that and made her feel important)	1	1				1					
98	2		1			When a student is taking a class outside of their major, the teachers expect the students to know info they will not need in the real world.											
99	1	1				Profs, class size, personal attn; opportunity for involvement; EC activities very supportive, something to fall back on; don't have to be sorority, anything that is a social outlet						1			1		
100	2		1			Always room for improvement (academically -- his student performance); satisfied with his accomplishments, satisfied overall		1									
101	1	1				Good experiences here; met people, college better/more fun than HS, enjoys field reality -- going somewhere		1		1					1		
102	2		1			8 on scale of 1-10; financially stable -- doing well in classes and can handle the load; feel no need to leave the university; location is unsatisfactory beyond offering the basics. Very satisfied with the school and its	1									1	

<b>Question 10: Would you like to know anything else about the University's assessment program?</b>				
	<b>Comment</b>	<b>what happens to the results</b>	<b>commented or asked about other assessment tools</b>	<b>other</b>
Student Number	number of responses per category ->	<b>23</b>	<b>16</b>	<b>5</b>
	percent of survey participants ->	<b>22%</b>	<b>16%</b>	<b>5%</b>
1	no thanks			
2	no			
3	yes. Jr. Int. effect/impact	1		
4	yes -- we talked about how assessment data is used	1		
5	yes, didn't know much about it			1
6	Published results of the project	1		
7	no			
8	no			
9	no			
10	Hard facts about how much money the Assessment program brings in compared to how much it spends on assessment. "Junior testing is a joke."		1	
11	no			
12	People's approach is different so maybe not accurate; for best intentions, but wonders if they are actually working; mixed feelings about program, student motivation			1
13	no			
14	sure!			
15	not really; designed to help students; testing seems only for Truman's image		1	
16	no. already knows a lot since she's an SA			
17	no			
18	why are we doing this?	1		
19	soph writing experience -- a joke		1	
20	CAPStone, Junior testing		1	
21	capstone course		1	
22	no			
23	Is it to make changes to programs?			1
24	No, got whole class lecture in Freshman seminar...had enough of that.			
25	results published anywhere?	1		
26	What are done w/ surveys.	1		
27	what do you use this for?	1		
28	How useful is the Jr. Assessment test, don't think people "try" on it.		1	

30	capstone. What is the point of SWE? We don't put all our efforts into junior testing, because we all have our own work to do. You sit and wait for everyone to finish filling in the bubbles.		1	
31	Capstone and portfolios; not enough guidance along the way in developing portfolio; why is it important		1	
32	no			
33	no			
34	not really			
35	don't know that much -- not really understand what or why			
36	no			
37	no			
38	no			
39	no			
40	no			
41	not really			
42	What are they trying to do with this?	1		
43	no			
44	no			
45	Don't take junior/freshman test very seriously, not a good time to test freshman		1	
46	no			
47	no			
48	What is this info used for?	1		
49	no			
50	senior exam in the major; general honors		1	
51	no			
52	What the point of this interview thing? How will it be applied? What are they going to do with it?	1		
53	Feels well-informed			
54	senior test, senior portfolio		1	
55	Are surveys random?			1
56	no			
57	no			
58	don't know much about it; advisors could say more about it; they didn't go into specifics			1
59	no			
60	no			
61	asked about this survey	1		
62	no			
63	What is this for?	1		
64	no			
65	no			
66	no			
67	no -- feels informed			

71	Does the university use the complaints about specific programs to help improve the program?	1		
72	Roommate got questions that were similar.			
73	why take junior and freshman testing?		1	
74	Why are teacher evals done at the end instead of midterm so the teacher has a chance to change? Why do we do the junior test? Couldn't put much effort into it in the midst of so many studies! Doesn't seem like a useful measure when students don't put effort into it/find it important.		1	
75	not especially			
76	no			
77	What they are going to do w/ info.	1		
78	Wanted to know how the interview process fit into classes. What kind of feedback is there?	1		
79	no			
80	Would like report on last year's interview project.	1		
81	no			
82	no			
83	no			
84	Had some questions about Capstone, portfolio.		1	
85	What's this for?	1		
86	I've heard a lot about it.			
87	Not off the top of my head -- what's this used for.	1		
88	yes (nothing in particular)			
89	What are they going to do with this?	1		
90	no			
91	no			
92	Where does this go? Is there any eval for profs?	1		
93	No. Why do we do junior testing? The students don't take it seriously.		1	
94	Will this create changes for future?	1		
95	purpose and use of interviews	1		
96	senior exam		1	
97	What is capstone? Who looks at portfolios? Does it make a difference with graduation? What majors must submit a prof??		1	
98	No			
99	no			
100	no			
101	What is done with results?	1		
102	What to know more about senior exam; what are purposes of assessment; where do surveys go and how are stats used.	1	1	
103	not really			

Question 11: Is there anything else that you would like to tell us?										
	Comment	Parking	Academic Advising Problems	Positive Feelings about Truman	Negative Feelings about some aspect of Truman	Time Demands	Faculty	Assessment	Registration	Financial
Student Number	number of responses per category ->	9	1	11	21	4	12	6	3	6
	percent of survey participants ->	9%	1%	11%	20%	4%	12%	6%	3%	6%
1	no									
2	Inconsistency among the workload of different classes, hard to juggle -- some classes too much work; Need teacher compassion, sympathy; feels awkward talking to faculty					1	1			
3	need to improve registration								1	
4	outreach btwn. community and university is frustrating; has lived in small town before; prior experience in communities with college-universities is much more positive interaction between community and college				1					
5	no									
6	no									
7	no									
8	no									
9	no									
10	no									
11	no									
12	no									
13	last year got involed w/ theatre dept, profs there are wonderful, students too, very talented, knows students in minor better than in major			1			1			
14	science, 100 level classes were very difficult; profs didn't lecture or explain, would have liked to learn; "I liked biology until I walked into that class."				1		1			
15	"I like Truman." "I'm glad I chose Truman."			1						
16	would like more animal biology faculty; gear bio more towards pre-med and less towards exercise science.				1					
17	Take computer "stuff" in noncomputer class. For example, creating a web page for an English class. Cafeteria food could be healthier and more vegetarian options should be available. More environmentally friendly materials should be used in the cafeteria. CCF should be allowed to solicit people while students are moving into the dorms. CCF is too public in their worship in a public university. Brick walkways should be less icy.				1					



18	challenging -- teacher really makes the difference, willing to be there for questions, interested in making sure students understand; likes the way Add/Drop is now (heard about making it harder in the future) -- likes that she still has it easy.			1			1		1	
19	no									
20	no									
21	does appreciate that we do assessments, teacher evals (even though it's sometimes a hassle); chance to vocalize opinion, vent about teachers; school's trying to improve, looking at itself			1			1	1		
22	no									
23	covered everything									
24	Stop making students work for their scholarship.				1					
25	no									
26	A lot of assessing at this school. Not all students take the assessments seriously, especially when you have to write long answers out. Some are mad at professors because they gave them a bad grade (course evaluations). Like the Rec Center. How about that parking. What are they doing with land they are buying? Didn't feel like she was qualified to give interview because she hasn't experienced a lot on campus.	1					1	1		
27	Is people not taking this seriously a hinderance?									
28	make it more obvious that you will work for your academic scholarship; work study and scholarship and work -- lose sight of what you're here for -- education. Merit-based?				1					1
29	no									
30	There should be better eval of teachers in the business program. Loves VH -It's easy to find your way around, user-friendly, modern. "When our room was so cold, that was a low point -- and you're paying \$4000 for a room like a freezer.				1					
31	none									
32	Need better econ teachers; go too fast -- over my head.						1			
33	no									
34	main concern: lack of communication for off-campus students				1					
35	no									
36	Instead of asking about what makes a course challenging. Improve faculty evaluations, identify "hip faculty," desire to attend class is essential				1		1			
37	no									
38	Dr. Tremain is wonderful! Good health program. Art teacher (music apprec).			1			1			
39	Enjoy it here, did well here!			1						
40	no									

44	Reevaluate major requirements in area of inferior substitutions for rigorous requirements, i.e. sociology.				1					
45	Students don't need commuter parking, should live closer to campus. University is a "bad neighbor" to surrounding area, contention over bulldozing houses, don't think about consequences, land could be used better, like Kirk Building	1			1					
46	no									
47	no									
48	no									
49	no									
50	no									
51	Should not have to take Comp. II. Most people take is as a senior; no relevance to courses. Have writing in so many other courses. Not require scholarship hours -- we worked for them in high school, not have to here -- just takes up valuable study time.				1	1				1
52	Feels we need some coherence in the assessment program in terms of reporting results.							1		
53	Feels we need some coherence in the assessment program in terms of reporting results.							1		
54	public safety -- not so harsh on parking tickets	1								
55	no									
56	Parking has a great deal to be desired; the scholarship process -- doesn't think one should have to work if the scholarship is given to them.	1								1
57	no									
58	With her major -- advisors made them take all core classes, don't have anything to split time. Some mix of classes would be beneficial.		1		1					
59	Training for GRE might be helpful; students from abroad would like to study here but language ready for university; Do more for ESL, International students				1					
60	Parking bad	1								
61	no									
62	no									
63	no									
64	People with full rides still make good SA s and should get paid; get elementary ed major; MAE prepares high school teachers, elementary ed doesn't need degree in major				1					1
65	Scholarship program: need to have more consistent program, must be better regulated; not clearly told that is a work program; Making art classes more credit to reflect time in class, in lab like science and Lang & Lit; art studio class				1					1
66	no									
67	glad she's not a number; "humane" professors -- not distant; some classes that allow more lecture, Chemistry maybe meet 5 days -- instead of so much time in tutor			1		1	1			

70	no									
71	Should have more profs and more relevant courses; classes offered more frequently.				1		1			
72	no									
73	Why do you work for scholarships? Shouldn't have to; no one told her about working when she applied.									1
74	no									
75	no									
76	SWE seems pointless							1		
77	no									
78	no									
79	Seen a greater variety of experiences lately; glad to have these opportunities, not opportunity to seek those things in the community			1						
80	I'm really very happy here.			1						
81	Complaint -- liberal arts, but you really need to know what you want to do.				1					
82	no parking	1								
83	Too many English classes (jr-sr) are on TTh. Some scheduling complaints.								1	
84	Accounting curriculum -- a lot of courses that would be helpful, but can't be fit in -- Communications and Computer classes that would be helpful in accting applications; good to get basics in business classes, but need more electives, too; VH -- need chairs downstairs to give students a place to congregate and study; need more parking	1			1					
85	Thinks it's a great school, mom and sister went here; loves profs, thinks they really care; challenging; she's had a great experience			1			1			
86	no									
87	Don't think so.									
88	I like when they give money away at basketball games.			1						
89	no									
90	no									
91	different grading -- + and -!!				1					
92	Emphasis should be on keeping students here, not just "tooting our horn" for recruitment; focus on individual divisions; "What is retention by division?"				1					
93	No.									
94	Parking -- parking garage, shuttle, mid-day parking; grad in 3.5 years; too much to do! On this campus (outside activities)	1					1			
95	no									
96	Most leave for outside reasons -- personal, boyfriends, etc.									
97	no									
98	no									
	Parking is B/C problem -- people have skipped class									

100	Parking problem; no need for Spanish tutor -- waste of time if you are good at it - -maybe a grade requirement (e.g. if you're C or below)	1				1				
101	no									
102	nothing									
103	enjoy the school, graduate next May			1						

## Junior Interview Project Spring 1999

Student Number	1st Major	2nd Major	Hometown	High School	HS Size	ACT	Cum GPA	HS Rank	Current Load	Sex	Sample
				Maximum	800	33	4.0	100	18	53% Female	78% First
				Average	294	27	3.2	86	14	47% Male	22% Second
				Minimum	27	21	2.1	39	6	Male=1 Female=0	First=1 Second=0
1	Health (pre-OT)		St. Louis	Clayton	170	31	3.75	92	18	0	1
2	Bus. Admin. Mktg.		St. Louis	Parkway North	350	24	2.49	65	16	1	1
3	Ex. Science Pre-PT		Macon	Macon HS	120	30	3.31	87	15	1	1
4	Ag Science		St. Louis	Ladue	200	31	3.27	74	14	1	1
5	Economics	Mathematics	Bulgaria	Foreign Language School	700		3.37		9	1	1
6	English		Hillsboro	Hillsboro HS	200	23	3.25	95	16	0	1
7	Biology		St. Louis	Parkway South	450	31	3.62	93	14	1	1
8	Business Admin.	Political Science	Olathe, KS	Olathe North	400	33	3.70	86	18	1	1
9	History		St. Louis	Northwest	420	23	3.38	91	10	1	1
10	English		St. Louis	Kirkwood	600	32	2.28	74	14	1	1
11	Accounting		Holt, MO	Kerney	160	27	3.51	95	17	0	1
12	English		Mount Prospect, IL	Prospect HS	450	30	2.45	67	17	0	1
13	English		St. Louis	Bishop DuBourg	192	25	3.88	93	13	0	1
14	Accounting		Joliet, IL	Providence Catholic	350	22	3.15	76	16	1	1
15	Biology		Hillsboro	Hillsboro HS	187	30	3.60	95	17	0	1
16	Music Pre-MAE		St. Louis	Nerinx Hall	136	25	3.40	83	17	0	1
17	Spanish		Kansas City	O'Hara	102	31	3.74	98	12	0	1
18	English		Kansas City	Shawnee Mission West	400	33	3.32	95	13	0	1
19	Biology	Computer Science	St. Louis	Marquette	400	31	3.92	98	13	1	1
20	Business Finance		Camanche, IA	Camanche HS	69	26	3.56	94	12	1	1
21	Exercise Science		Florissant	Central	521	30	3.32	92	16	0	1
22	English		Florissant	McCluer North	200	29	3.44	96	11	0	1
23	BSAD Marketing		Moline, IL	Moline HS	480	33	3.18	97	16	0	1
24	Finance		Peculiar, MO	Raymore-Peculiar HS	200	31	4.00	99	12	1	1
25	BSAD		Hanover Park, IL	Lake Park	560	26	3.05	80	15	1	1
26	BSAD		McHenry, IL	Marion Central Catholic	106	25	2.47	85	16	0	1
27	Nursing		Chicago	Trinity	100	27	3.39	64	12	0	1
28	Psychology		Florissant	Hazelwood Central	521	28	3.40	91	15	0	1
29	Accounting		Davenport, IA	Davenport Central	300	28	3.78	95	14	0	1
30	BSAD		Toledo, IA	South Tama HS	120	22	2.37	77	12	0	1
31	Accounting		Columbia	Hickman	600	27	3.58	96	15	0	1
32	Accounting		St. Louis	St. John the Baptist	100	22	2.82	90	13	0	1
33	Political Science		Chicago	St. Patricio's	300	21	3.04	55	14	1	1
34	Psychology Pre-MAE		Kansas City	Raytown	310	28	2.88	93	15	0	1
35	BSAD		Carrollton	Ryan HS, Denton, TX	550		3.09	53	11	1	1
36	Business		St. Louis	Parkway West	430	27	2.30	51	9	1	1
37	Exercise Science		Lenexa, KS	Bishop Miege	161	21	3.05	91	14	0	1
38	Health		Edina	Knox City R1	50	22	3.78	98	15	0	1
39	History Pre-MAE		St. Louis	Parkway South	400	27	2.45	94	12	1	1

46	Math		Belleville, IL	Belleville East	600	27	3.18	85	12	1	1
47	Sociology	Vis.Comm.	Kansas City	St. Mary's	69	22	2.49	72	13	1	1
48	Accounting		Blue Springs	Blue Springs South	260	29	3.57	94	16	0	1
49	Psychology		Marion, IA	Lisbon	35	32	4.00	97	15	0	1
50	Exercise Science		Cedar Hill	Northwest House Springs	450	22	3.26	97	13	1	1
51	Accounting		Milwaukee, WI	S.Milwaukee HS	255	33	3.88	100	15	0	1
52	Biology		Columbia	Rockbridge	300	29	3.15	82	14	0	1
53	Anthropology		Decatur, IL	McArthur	500	21	2.48	69	6	0	1
54	Biology Pre-Med		St. Peters	Duchesne	137	25	2.57	92	14	1	1
55	English		St. Louis	Parkway South	96	30	3.17	67	14	1	1
56	BSAD		St. Charles	St. Charles West	350	25	2.82	90	14	1	1
57	Comm.		Washington, IA	Fairfield	127	26	2.66	88	14	0	1
58	Accounting		Jeff City	Helias	170	22	2.75	74	15	0	1
59	Agriculture	Economics		#2 Middle School	200		3.70		12	0	1
60	Math		Peoria, IL	East Peoria Community	255	27	3.56	97	14	1	1
61	English		St. Louis	Jennings HS	75	21	2.12	97	16	0	1
62	Bus. Mgmt.		Raymore	Raymore-Peculiar HS	188	21	2.50	83	16	1	1
63	English		Washington, MO	Washington HS	300	31	3.69	98	14	0	1
64	Spanish			Palatine	480	31	3.90	98	16	0	1
65	Vis. Comm.		Perryville, MO	Perryville	209	28	3.51	96	12	0	1
66	Justice Systems		St. Louis	Parkway South	800	25	2.29	76	13	0	1
67	Biology		St. Louis	Lutheran South	166	30	3.28	89	14	0	1
68	English		St. Louis	Hazelwood East	410	25	2.42	94	17	0	1
69	History Pre-MAE		Lee's Summit, MO	Lee's Summit HS	650	25	3.38	79	16	1	1
70	Philosophy & Religion		Kansas City	Truman	360	30	3.89	39	10	1	1
71	Computer Science		Bangladesh	Rifles Public School	100		2.30		14	1	1
72	Chemistry		Florissant	St. Joe's	135	23	2.80	95	12	0	0
73	Exercise Science		St. Louis	Riverview Garden	247	22	2.88	97	13	0	1
74	Psychology		Alton, IL	Alton HS	456	28	2.70	88	13	1	1
75	Comm.		Chillicothe, MO	Chillicothe HS	130	26	3.49	89	15	0	0
76	Finance		St. Charles	Francis Howell North	555	31	3.87	99	16	1	1
77	Computer Science		St. Louis	DeSmet	500	31	3.00	91	13	1	0
78	Biology		Cape Girardeau	Cape Central	315	30	3.59	94	16	1	0
79	English		St. Louis	Cor Jesu Academy	100	30	3.88	93	16	0	0
80	Business		St. Louis	St. Joe's	120	22	2.71	79	15	0	0
81	Fine Arts Pre-MAE		Raytown	Raytown	mediu m	26	3.20	96	17	0	0
82	Computer Science		Columbia	Hickman	750	27	3.05	75	16	1	0
83	English		St. Louis	SLUH	200	30	3.18	66	17	1	0
84	Bus. Accounting		Jeff City	Russellville	55	24	3.45	84	16	0	1
85	Nursing		St. Louis	Lutheran South	170	25	3.30	75	14	0	0
86	Biology		St. Louis	SLUH	215	30	3.40	77	13	1	0
87	English		Omaha, NE	Millard North	450	24	3.55	63	15	0	0
88	Criminal Justice		Kansas City	Ottara	100	31	2.92	91	15	1	0
89	History		St. Louis	Lutheran South	160	30	2.61	86	17	1	0
90	BSAD		Mefamora, IL	Mefamora HS	160	26	3.28	67	15	1	1
91	Accounting		St. Charles	Ft. Zumwalt South	500	25	3.28	78	16	0	0
92	Accounting		Kirksville	KHS	187	31	3.58	93	9	1	1
93	Psychology		Columbia	Hickman	400	23	3.15	73	16	0	0
94	Biology		Williamstown, MO	Canton HS	27	23	3.63	96	14	0	1
95	English		Kansas City	Winnetonka	360	31	3.42	96	14	0	1
96	Psychology		Blue Springs	Blue Springs	416	26	3.68	96	15	0	1
97	Psychology		Kansas City	Center High School	170	30	3.93	98	15	0	0
98	Computer Science	Finance	O'Fallon	CBC	206	29	2.35	96	13	1	0
99	Comm.		St. Louis	Bishop DuBourg	200	26	2.86	81	13	0	0
100	Accounting		Columbia	Hickman	400	25	2.78	75	15	1	0
101	Biology		St. Charles	Ft. Zumwalt South	460	28	3.64	92	12	1	0
102	Bus. Mgmt.		Macon	Macon HS	170	23	2.68	76	15	1	0
103	Biology		Maryland Heights	DeSmet	350	27	3.67	99	15	1	0

# **Written Survey Results**

<b>Question 1: Approximately how much time did you spend in the last 24 hours on each of the following?</b>						
<b>Student Number</b>	<b>Class</b>	<b>Studying</b>	<b>Sleeping</b>	<b>Socializing</b>	<b>Co/Extra Curricular</b>	<b>Total</b>
maximum ->	<b>8</b>	<b>7.5</b>	<b>10</b>	<b>11</b>	<b>8.5</b>	<b>24</b>
average ->	<b>3.8</b>	<b>3.9</b>	<b>7.1</b>	<b>3.3</b>	<b>2.2</b>	<b>20.2</b>
minimum ->	<b>2</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>13</b>
% of 24 hours ->	<b>16%</b>	<b>16%</b>	<b>30%</b>	<b>14%</b>	<b>9%</b>	<b>84%</b>
1	3	1	8.5	2	2	16.5
2	4	3	8	5	4	24
3	4	4	9	4	3	24
4	6	2	8	1.5	0	17.5
5	3	6	5	3	3	20
6	4.5	7.5	7.5	1.5	1	22
7	5	6	10	2	1	24
8	3	3	6	3	3	18
9	reported hours were nonsensical, greatly exceeded twenty-four					
10	4	2	8	4	1	19
11	4	4	7	7	2	24
12	4	4	8	2	3	21
13	3	5	7	2	2	19
14	3.5	7	6	3	4	23.5
15	6	2.5	7	2	2.5	20
16	4	5	7	3	5	24
17	4	2.5	7	2.5	2.5	18.5
18	3.75	3	8	2.5	0	17.25
19	3.5	3	7.5	3.5	1	18.5
20	3	3	9	6	3	24
21	4	3	6	3	0	16
22	3.5	2.5	8	3	0.5	17.5
23	3	5	7	3	6	24
24	3	5	7	2	1	18
25	3.5	2.5	7	1.5	1.5	16
26	3	2	9	6	3	23
27	5	6	5	1	2	19
28	4.5	6.5	6	6	1	24
29	3	4	6	2	2	17
30	3	3	7	3	1	17
31	3	7	9	3	2	24
32	4	6	7	2	2	21
33	3	2	9.5	5	1	20.5
34	4	1	8	11	0	24
35	3	2.5	7	2	2	16.5
36	4	2	8	6	4	24
37	4	5	5.5	1.5	2	18
38	3.5	3	9	3	3	21.5
39	6	4	7	5	2	24
40	3.5	5.5	7	3.5	3.5	23
41	reported hours were nonsensical, exceeded twenty-four					
42	4	6	6	2	1	19



48	reported hours were nonsensical, greatly exceeded twenty-four					
49	3.5	4.5	8	1	2	19
50	3	3	8	4	2	20
51	3	4.5	6.5	4	2	20
52	4	3.5	7.5	1.5	4	20.5
53	2	2	8	1	8.5	21.5
54	3	6	6.5	2.5	3	21
55	3	3	7	10	0	23
56	3	3	8	4	3	21
57	3.25	4	7	2.5	1	17.75
58	3.5	6.5	5.5	3.5	3	22
59	5	5	7	2	4	23
60	3	3	8	4	2	20
61	3.75	6.5	8.5	3.5	1	23.25
62	reported hours were nonsensical, exceeded twenty-four					
63	3.5	2.5	6	4	3	19
64	5	4	6	1	3	19
65	6	2.5	7	2	5	22.5
66	reported hours were nonsensical, greatly exceeded twenty-four					
67	5	5	5.5	7	1	23.5
68	5	6.5	6	4	1	22.5
69	3.5	7	8	2	2	22.5
70	3	5	6	3	1	18
71	4	5	6.5	2	2	19.5
72	5	3	7	3	3	21
73	4	6	6	2	2	20
74	2.5	3.5	8	4	4.5	22.5
75	3	6	7	2	4	22
76	3	3	8	9	1	24
77	6.5	2	7	5	0.5	21
78	6	4	6	1.5	1	18.5
79	4	6	6.5	2	2	20.5
80	6	2	8	2	1	19
81	3.5	6	6.5	3	4	23
82	3	3.5	7.5	3.5	0.5	18
83	3	4.5	8	1.5	0	17
84	3	2	8	2	1	16
85	5	5	6	3	1	20
86	3.5	1	6.5	10	1	22
87	3	3.5	7.5	5.5	2	21.5
88	3	1	7	3	2	16
89	2.5	1.5	6	10	3	23
90	3	3	6.5	2	2	16.5
91	3.5	5	7	1.5	1	18
92	3	5	7	1	1	17
93	3.5	4	6.5	3	3	20
94	8	4	7	2	1	22
95	3	3	8	3	3	20
96	4	5	7	3	2	21
97	3	4	7	3	2	19
98	reported hours were nonsensical, greatly exceeded twenty-four					
99	3	3	7	2	3	18
100	4	4.5	6	2	2	16.5

Question 2a: Please list your most time consuming activity.		Academic/ Professional Organization	Exercise and Sports	Experiential Work	Greek Life	Index Echo Monitor Radio TV	Performance Group	Religious Organization	Residence Hall Activities	Service Organization	Other
Student	number of responses per category ->	14	20	13	19	1	3	6	3	11	4
Number	percent of survey participants ->	15%	21%	14%	20%	1%	3%	6%	3%	11%	4%
1	Sigma Kappa social sorority				1						
2	fraternity				1						
3	Varsity cross country and track		1								
4	Choirs (cantaria, chamber, church)						1				
5	International Club (Office)	1									
6	Tau Lambda Sigma									1	
7	campus organizations	1									
8	Sigma Phi Epsilon/Student Senate	1			1						
9											
10	Intramurals		1								
11	Alpha Phi Omega									1	
12	Alpha Sigma Alpha social sorority				1						
13	University Swingers						1				
14	Baseball		1								
15	Sigma Alpha Iota	1								1	
16	Bullets Rugby		1								
17	Lasallian Collegians										
18											
19	Blanton Nason Senate								1		
20	Football -- weightlifting and running		1								
21	none currently, but joining Phi Epsilon	1									
22	Lasallian Collegians										
23	Training my horse		1								
24	Alpha Phi Omega									1	
25	fraternity				1						
26	Tau Lambda Sigma									1	
27	Delta Zeta				1						
28	Teacher's Assistant			1							
29	Volleyball team		1								
30	Tau Lambda Sigma									1	
31	Social Sorority				1						
32	Delta Sigma Pi	1									
33	SA								1		
34											
35	Martial Arts		1								
36	work			1							
37	Varsity volleyball		1								
38	Eta Sigma Gamma	1									
39	Lambda Chi Alpha				1						
40	APO									1	
41	Tri Beta	1									
42	Research			1							
43	work			1							
44	working			1							
45	Art History Society	1									
46											
47	Prism										1
48	Alpha Sigma Alpha social sorority				1						
49	Research teams			1							
50	Basketball		1								
51	Campus Christian Fellowship							1			
52	Basketball		1								
53	work			1							
54	Social Fraternity				1						
55											
56	Roller Hockey Club		1								
57	working at radio station for class			1							
58	softball		1								
59	major courses need to be read a lot										1
60	Beta Theta Pi				1						
61	CCF							1			
62	Track and field		1								
63	K-Life					1					
64	CCF							1			
65	work and sorority			1	1						
66	APO									1	

74	Beta Theta Pi				1						
75	K-Corps/Student Advisor										
76	Sigma Phi Epsilon (VP of Programming)				1						
77	Swing Club						1				
78	Scholarship job			1							
79	ECO or Youth Ministry at Mary Immaculate							1			1
80	Lacrosse		1								
81	softball		1								
82											
83											
84	Accounting Club	1									
85	NSA	1									
86	Hockey		1								
87	Alpha Sigma Gamma									1	
88	Intramurals		1								
89	Tau Kappa Epsilon				1						
90	CCF							1			
91	Alpha Phi				1						
92	church							1			
93	Alpha Gamma Delta				1						
94	Sigma Alpha Iota	1									
95	SA								1		
96	Delta Zeta				1						
97	Alpha Phi Omega									1	
98	work			1							
99	Sorority				1						
100											
101	Scholarship hours/research			1							
102											
103	Basketball		1								

Question 2b: In which other co-curricular activities and organizations have you been involved?					Academic/ Professional Organization	Exercise and Sports	Experiential Work	Greek Life	Home/ Group Work	Index Echo Monitor Radio TV	Performance Group	Political Organization	Religious Organization	Student/ Residence Hall Government	Service Organization	Other	Total Number of Activities Including Most Time Consuming
Student Number			number of responses per category -> percent of survey participants ->		56 58%	21 22%	12 13%	6 6%	0 0%	1 1%	5 5%	4 4%	11 11%	9 9%	24 25%	10 10%	Average 3.0
1	Eta Sigma Gamma	HeadStart volunteer			1										1		3
2	swimming team					1											2
3	Phi Eta Sigma	Alpha Phi Sigma	Phi Epsilon Kappa		3												4
4	Friends for la Plata Preservation	NEMO Model Railroaders													1	1	3
5	none																2
6	PPO	Phi Eta Sigma			2												3
7	Alpha Kappa Lambda	PPO			1			1									3
8	church												1				2
9	none																2
10	none																2
11	Phi Beta Lambda	Color Guard w/ Marching Band			1						1						3
12	Student Ambassadors														1		2
13	High Street Dancers	Alpha Sigma Gamma									1				1		3
14	none																2
15	M.A.D.	CMENC	Newman Center		1								1		1		4
16	SAC	NRHH	CHANL											1			4
17	Spanish Club	Phi Eta Sigma	Newman Choir		2								1				4
18	FantaSci	Prjem	SSMC													3	4
19	Beta Beta Beta	Racquetball Club	Bible Study		1	1							1				4
20	none																2
21	none																2
22	Art Club				1												2
23	Delta Sigma Pi	Alpha Phi Sigma	TSU Equestrian Team		2	1											4
24	FMA	Sigma Beta Delta	Phi Kappa Phi	Intramurals	3	1											5
25	CCF												1				2
26	Rec Center -- working out					1											2
27	NSA	Timetout			1										1		3
28	Phi Eta Sigma	STARS	Student Ambassadors		1										2		4
29	Delta Sigma Pi	Phi Eta Sigma			2												3
30	work	Ryle Senate	CHANL				1							2			4
31	Service sorority	scholarship & paid work	Accounting Club		1		2								1		4
32	STARS	Accounting Club			1										1		3
33	Hispanic organizations	Multicultural Affairs activities	Model UN													1	4
34	none																2
35	none																2
36	none																2
37	Captain's Round Table	Phi Epsilon Kappa			1	1											3
38	Psi Chi	intramural basketball	Phi Epsilon Kappa		2	1											4
39	Campus Activities Leader	Student Ambassadors													2		3
40	FMA	intramural basketball	intramural volleyball		1	2											4
41	NSA				1												2
42	Social fraternity (ATO)	Society of Physics Students			1			1									3
43	none																2
44	Alpha Phi Omega														1		2
45	none																2
46	none																2
47	none																2
48	Sigma Beta Delta	Accounting Club	Tel Alumni		1										1		4
49	Campus Pals	Psi Chi	Phi Eta Sigma		2										1		4
50	none																2
51	Alpha Phi Omega	Accounting Club	Phi Eta Sigma	Sigma Beta Delta	3										1		5
52	none																2
53	Staff development	Computer Services Forum Committee	Lyceum Secretary				3										4
54	CHOICE	CHANL	PPO	Cheerleading	1	1									2		5
55	none																2
56	Men's volleyball					1											2
57	Headbook									4							5

63	CCF	Kappa Delta Pi	Circle K	Intramurals	1	1						1		1		5
64	Christians in Action	NEA	ESL teaching	Swingers	1					1		1		1		5
65	Purple Pride	AI/GA	Phi Sigma Pi		1	1										4
66	Truman Orchestra									1						2
67	Alpha Phi Sigma Natl. Honor Fraternity				1											2
68	none															2
69	Orchestra	Philosophy and Religion Club	Phi Alpha Theta		2					1						4
70	Philosophy and Religion Club	listening club			1										1	3
71	International Student Club	ACM			1										1	3
72	Alphi Chi Sigma				1											2
73	Mentor program													1		2
74	Water Polo Club	work	Student Senate	Mountain Biking Club		2	1	1					1			5
75	College Democrats	Pre-Law Club	Wesley House								1	1			1	4
76	TSU soccer	Homecoming, Greek Week, Lakeside	YMCA coach													4
77	Karate	Intramurals				2										3
78	Institutional job						1									2
79	Amnesty International	Newman Center	MOSOP							1	1					4
80	none															2
81	none															2
82	Homecoming Float Committee--MO Hall	Cycling Club	Intramurals			2							1			4
83	none															2
84	none															2
85	CHOICE												1			2
86	Film Club														1	2
87	none															2
88	Rugby					1										2
89	none															2
90	Phi Beta Lambda	Society for Human Resources Management				2										3
91	Alpha Sigma Gamma	Phi Beta Lambda	CHANL	Brewer Hall Council	1			1					2	1		5
92	work															2
93	NEA	Alpha Sigma Gamma			1									1		3
94	none															2
95	CCF	Alpha Gamma Delta	Greek Christian Alliance	Bacchus and Gamma					1			2		1		5
96	Kappa Delta Pi	SMSTA	Child Development Center	Psi Chi	3		1									5
97	Stargazer's	Young Democrats	Circle K								1			1	1	4
98	Club Volleyball Team	campus work	fraternity			1	1	1								4
99	Student Govt.	SA											2			3
100	none															2
101	none															2
102																1
103	Beta Beta Beta	Biological Research			2											

Question 3a: In the last week how much time did you spend on each of the following?				
56% of students worked on campus		10.3 average on campus hours		
17% of students worked off campus		11.4 average off campus hours		
8% of students worked both on and off campus				
66% of students worked				
Student Number	on campus hours	office	off campus hours	where
1	5	Social Science -- David Gillette		
2			6	Natatorium
3	5	Dr. Mayhew		
4	5	New Media Center		
5	20	CIEA	20	Kum 'n' Go
6	10	Science Division		
7	5	Biology Dept.		
8	5	Dr. Festa		
9				
10				
11	5			
12			16	Bogie's
13	5	Ryle South Library (tutor)		
14				
15	4.5		3.5	
16	20	Res Life		
17	13	APS		
18	5	Photo Lab		
19	10	Hall Desk/Research		
20				
21	5	Exercise Science		
22	5	Student Affairs/SERVE Center		
23				
24	8	Athletic		
25				
26				
27				
28	13	Dr. Breault's -- social science		
29			12	
30			25	HyVee, License Bureau
31	15	Telephone Services and Faculty Aid		
32	10	Admissions		
33	15			
34				
35	1.5		11	
36			20	Maritz (Maurices)
37				
38				
39	11	CAOC		
40	10	Athletic		
41				
42	5	Physics		
43				
44	15	Intramural		

50				
51	8	Dobson (tutor)		
52				
53	45	Fine Arts		
54				
55			10	Ponderosa
56				
57	3			
58				
59	20			
60	10	Math Division, Upward Bound		
61				
62				
63	6	Career Center		
64	19	SA, Lang & Lit		
65	20	Career Center and University Publications		
66				
67			1	HeadStart
68				
69	5	Paul Parker		
70	5			
71	20	Computer Services		
72				
73	15			
74	25			
75	20			
76	5			
77				
78	14			
79	7	professor		
80				
81	5	DPS		
82			10	Kville Field Office for Natural Resources Conservation Service
83				
84			10	VSS
85				
86	5	Photo Lab		
87				
88			12	WalMart
89				
90				
91	9	VPAA		
92			13	Aileron's
93	2			
94	5			
95	8			
96	5	CDC	8	Preferred Family Healthcare
97	6			
98	20		5	Patty's
99				
100	6	Biology Dept.		
101	6	SID	21	Schlankeis Furniture

	<b>Question 3b: On Campus Work</b>	<b>professor</b>	<b>div/adm office</b>	<b>science lab</b>	<b>computer lab</b>	<b>library</b>	<b>residence hall</b>
1	Social Science -- David Gillette	1					
2							
3	Dr. Mayhew	1					
4	New Media Center		1				
5	CIEA		1				
6	Science Division		1				
7	Biology Dept.		1				
8	Dr. Festa	1					
9							
10							
11							
12							
13	Ryle South Library (tutor)						1
14							
15							
16	Res Life						1
17	APS		1				
18	Photo Lab		1				
19	Hall Desk/Research						1
20							
21	Exercise Science		1				
22	Student Affairs/SERVE Center						
23							
24	Athletic		1				
25							
26							
27							
28	Dr. Breault social science	1					
29							
30							
31	Telephone Services & Faculty Aid		1				
32	Admissions		1				
33							
34							
35							
36							
37							
38							
39	CAOC		1				
40	Athletic		1				
41							
42	Physics research	1					
43							
44	intramural		1				
45							
46	mathematics		1				
47							
48							
49							
50							
51	Dobson (tutor)						1
52							
53	Fine Arts		1				
54							
55							
56							
57							
58							
59							
60	Math Division, Upward Bound		1				
61							
62							
63	Career Center		1				
64	SA, Lang & Lit		1				1



71	Computer Services		1				
72							
73							
74							
75							
76							
77							
78							
79	professor	1					
80							
81	DPS		1				
82							
83							
84							
85							
86	Photo Lab		1				
87							
88							
89							
90							
91	VPAA		1				
92							
93							
94							
95							
96	CDC		1				
97							
98							
99							
100							
101	Biology Dept.		1				
102	SID						
103							
	total	7	25	0	0	0	5
	percent of survey participants	19%	68%	0%	0%	0%	14%
	<b>Off Campus Work</b>	<b>restaurant</b>	<b>school</b>	<b>health</b>	<b>other store</b>	<b>professional office</b>	<b>other</b>
1							
2	Natatorium		1				
3							
4							
5	Kum 'n' Go				1		
6							
7							
8							
9							
10							
11							
12	Bogie's	1					
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							

36	Maritz					1
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						
51						
52						
53						
54						
55	Ponderosa	1				
56						
57						
58						
59						
60						
61						
62						
63						
64						
65						
66						
67	HeadStart		1			
68						
69						
70						
71						
72						
73						
74						
75						
76						
77						
78						
79						
80						
81						
82	Kville Field Office for Natural Resources Conservation Service				1	
83						
84	VSS				1	
85						
86						
87						
88	Walmart			1		
89						
90						
91						
92	Aileron's	1				
93						
94						
95						
96	Preffered Family Healthcare				1	
97						
98						
99						
100						
101						
102	Schlankeis Furniture			1		
103						

Question 4: Do you feel a part of the campus community? Why? Or why not?		Yes	some connection to a sub part	personal effort	aware of what's going on	take part in a lot	know a lot of people	greek life	spend a lot of time there	attend classes	other	No	not involved	some connection to a sub part	not informed	not on campus a lot	not enough time	no interest, don't want to be part of it	none present
Student	number of responses per category ->	77	15	9	14	30	20	2	11	11	11	17	4	3	4	4	0	5	3
Number	percent of survey participants ->	82%	16%	10%	15%	32%	21%	2%	12%	12%	12%	18%	4%	3%	4%	4%	0%	5%	3%
1	No. I don't really feel like there is a campus community. The organizations individually feel like separate communities within the campus.											1	1						1
2	Yes, because I attend the university.	1								1									
3	Yes, because I represent our school in varsity sports events and am often on campus to socialize.	1	1						1										
4	Sort of, I don't really feel that much of a campus community exists											1							1
5	Yes, I think that every student more or less contributes to the campus community.	1		1						1									
6	Yes -- I am involved and know people.	1				1	1												
7	Yes, member of Greek community	1						1											
8	Yes, being involved on Senate gives me a good perspective about what's going on on campus.	1			1	1													
9	No, I have attended a few meetings of a few organizations and none "sing to me." Therefore my social life, outside of a few friends, is void.											1						1	
10	No, I am not involved with any on campus organizations. I don't feel that any of them really interest me.											1						1	
11	Yes, because I have a pretty good idea of what is going on around campus. When I walk around I see people I know all of the time.	1			1		1												
12	Yes, I am involved in my classes and other organizations that tie me to this campus.	1				1				1									
13	Yes, I am an active member of ASG, am co-president of the University Swingers, and am involved in the theatre department.	1	1			1													
14	Yes, because I attend classes and I have friends & classmates who I socialize with. I spend time in the library and most of the other buildings talking to professors.	1					1		1	1									
15	Yes, because I am involved in many organizations pertaining to my major and other interests.	1		1		1													
16	Yes -- as an S.A., I have a leadership role w/in the residential building. I am involved with several activities on campus where I am involved in leadership roles.	1		1		1													
17	I am part of the campus community as I desire. I wouldn't want to be overinvolved because I like to have my own time.	1		1															
18	There's a community?? I must have missed that one.											1							1
19	I feel that I am. I used to be in BBB and the racquetball club. I am currently treasurer of my Hall Senate, and I know all the SA's and Hall director, personally in my res hall as well as many people I didn't know before this year.	1			1	1	1												
20	No, I just do what I need to do on campus and											1						1	

23	I moved off-campus at the beginning of my Jr. year and so I don't get involved as much -- I hear about things "the day after." However, I'm involved as much as I want to be through my organizations.											1		1	1			1	
24	Yes, I know a lot of people and have a good knowledge of the college.	1			1		1												
25	Yes -- I am a student just like everyone else.	1							1										
26	Yes but only a small part because I am not involved in a lot of activities	1	1																
27	Yes, because Kirksville is a small town, therefore students tend to stick together.	1								1									
28	Yes, I give a lot of free work to campus.	1						1											
29	I did when I lived on campus. Now that I am off it is harder to find out what is going on -- school sponsored events.										1			1					
30	No, just on campus for classes and meetings.										1				1				
31	Yes, because of the interaction I have with so many offices. Also I am involved with wide range of activities.	1			1														
32	Yes, I am involved in organizations.	1			1														
33	Yes, involved and know lots of people.	1			1	1													
34	No. Once a person moves off campus they stop receiving information about what's going on.										1			1					
35	Even though I don't live in the dorms, I still feel a part of the campus community. Going to classes and meeting in groups for projects gives a sense of belonging.	1								1									
36	Sure, I attend classes here	1							1	1									
37	Yes, I am involved with athletics, my major, and peers.	1			1														
38	Yes, I regularly attend classes and am presently involved in Eta Sigma Gamma. In addition, I attend the Rec Center on a regular basis.	1			1				1										
39	Yes. I feel very comfortable as I walk around campus.	1								1									
40	Somewhat, not as much now that I don't live on campus but there is a feeling since I do work on campus and do study on campus sometimes.	1								1									
41	Yes, because I'm a nursing major and we are very involved in the community for clinical purposes.	1								1									
42																			
43	I feel I am well acquainted with faculty and students. I never have days when I don't know anyone.	1				1													
44	Yes, I get a lot of contact with other people when I go to the Rec Center. There are some things I miss out on because I am off campus.	1	1			1													
45	Yes, in a way because I live just off the quad but the SAB are boring.	1								1									
46	No, I only come to campus to go to class or the computer lab.										1	1			1				
47	Yes, the time I spend in Prism and Night Monitoring makes me feel proactive.	1			1														
48	Sometimes, I don't know that I feel the campus has a lot of school spirit or unity, I guess I feel more involved and in tune with other people in my major.										1		1						
49	Yes -- involved in classes, research, organizations	1			1				1										
50	Yes, because of all the interaction with people	1				1													

52	Sometimes. Because I'm not involved in a lot of activities, and I'm very busy, sometimes I feel like I miss out on part of campus life. But other times I have more time, and am able to do many of the activities I'm interested in.	1	1			1													
53	Yes, since I work in Fine Arts. If I didn't, I would feel that I was not included.	1	1																
54	I do feel I am a part of it. I make it to campus everyday and read up what is going on at Truman.	1			1			1											
55	Not really. Because I'm never on campus except for classes, and sometimes for a social visit.									1					1				
56	Yes, I'm aware of most things that occur on campus and also go to some of the campus activities.	1			1														
57	Yes, because I work at the library and I am currently in a class that requires me to write for the Index.	1	1																
58	Yes b/c of the activities and organizations that I am a part of I feel that I get to know many people and spend a great amount of time on campus.	1		1	1	1	1	1											
59																			
60	Not really since I no longer live on campus.									1	1				1				
61	Yes. Everyone is so open and friendly that it is very easy to get along with everyone.	1				1				1									
62	Yes, because I represent the campus community when I travel for track meets.	1	1																
63	Yes, because I get involved in clubs and with people, and I attend programs sponsored by teachers, etc.	1			1	1		1											
64	Yes, I am very involved in all of the organizations of which I am a member. I am involved working on campus, I am also a leader of Christians in Action.	1			1	1													
65	Yes, because I make a point to involve myself.	1		1															
66	Yes, through my service organization.	1	1																
67	Yes because I'm involved in campus activities through Alpha Phi Omega	1	1																
68	Yes, I feel I am part of the campus community because I am actively involved in an organization which constantly represents the university and do not feel "awkward" on campus at all.	1				1													
69	Yes, I feel a part of the campus community and individually connected to some students and professors.	1					1												
70	Yes, but I am a peripheral member. My time is devoted more to my own studies than community activity.	1								1									
71	Yes. Since I have a lot of friends and I am a member of ACM where we have meetings every week, social events and a lot of other stuffs that we do together.	1	1				1												
72	Yes. Because I am involved in 2 campus organizations.	1	1			1													
73	Somewhat, the campus attempts to include blacks but the activities are few.	1	1																
74	Yes. I am on campus a lot and I am involved with a lot of organizations on campus. I feel that I am a part of it.	1				1			1										
75	Yes, I live in the dorms and work as a student advisor. So, it is part of my job to know what is going on so I can inform my residents	1		1	1		1												

79	I do. I like the size of this school and I feel like it's a pretty friendly campus.	1									1							
80	Yes -- I feel like I know a lot of different people from many various groups.	1				1	1											
81	Yes because of my softball team but no because once you move off campus it is hard to stay in tune with what is happening.	1	1															
82	Yes, I have attended every home basketball game for both the Men and Women's teams. Also I have attended the Men's and Women's swimming meets.	1						1		1								
83	Yes.	1																
84	Yes, most socializing is on campus, and a lot of my time is classes, groups, Act.	1						1	1									
85	To a certain degree, most of my time is spent on homework, etc.	1								1								
86	Yes, because I generally try to keep updated on campus events and go to ones that interest me.	1		1	1													
87	I feel that I am definitely part of the campus community. I have many friends both inside and outside of class, making me feel very at home here.	1					1			1								
88	Yes because I attend numerous events (basketball games, SAB events, etc.) and I have met many people.	1				1	1											
89	Yes, I have many friends and acquaintances living on campus. Even though I live off campus I still spend more than an hour a day in Dobson Hall.	1					1		1									
90	Yes, I take part in many of the activities put on by various organizations. I tend to know what's happening on campus and feel well-connected.	1			1	1												
91	Yes because I know where to go for things or who to ask. It is rare to walk across campus and not know someone which makes you feel like you belong.	1			1	1												
92	No, I show up for class and then go home.										1						1	
93	sure -- I'm involved in some stuff -- know what's going on.	1			1	1												
94	Yes, there are so many people (faculty and students) that I know on campus in and out of my major.	1					1											
95	Yes, I am involved in many different activities and organizations and I work closely with residential living for my SA position	1				1												
96	Yes, because I am involved and receive self reward as well as outside reward for my accomplishments.	1		1		1												
97	Yes.	1																
98	Yes, I feel I am part of the campus community because I have formed my own community of friends from campus with whom I spend my time with.	1	1				1											
99	Yes, I am involved with activities campus wide and participate in/attend many campus activities.	1				1												
100	No. Only on campus for school work and classes.										1	1						
101	No, because I live off campus and don't have the interactions of the dorms and I don't rely on campus activities.										1	1						
102	Yes. I attend many events on campus.	1				1												
103	Yes, I participate on the basketball team which makes me feel like a part of the campus community. I feel that I know a lot of people on campus.	1	1				1											

Question 5a: In the last <u>week</u> how many times did you discuss issues of societal, cultural, or intellectual significance with others outside of class?																		
# times	none	once	twice	several	time of day	morning (6 AM -noon)	afternoon (noon - 5 PM)	evening (5-10 PM)	night (after 10 PM)	place	home	phone or internet	cafeteria or restaurant	walking or driving	work	dorm	frat or sorority house	other on campus
	5	10	16	72	<- number of responses per category ->	5	21	29	25		58	3	6	2	2	8	3	9
Student Number	5%	10%	16%	70%	<- percent of survey participants ->	5%	20%	28%	24%		56%	3%	6%	2%	2%	8%	3%	9%
1				1	late evening			1		my house	1							
2			1		10pm			1		home on the phone	1	1						
3		1			10am	1				my house	1							
4				1	4pm		1			La Plata								1
5				1						various								1
6			1		evening			1		dorm room						1		
7		1								home	1							
8				1	1am				1	my apt. w/ my roommates	1							
9				1	Wed. night				1	McDonald's			1					
10				1	several times					several places								1
11			1		in the evening			1		my apartment	1							
12				1	dinner			1		most likely my kitchen	1							
13				1	evening, 1/17/99			1		Blast from the Past Swing Contest in KC								1
14			1		11pm				1	Apartment	1							
15				1	11:45pm				1	Baldwin Hall							1	
16				1	8pm			1		boyfriend's house off campus	1							
17				1	evening			1		my home	1							
18				1	?					home	1							
19				1	lunch		1			MO Hall cafeteria			1					
20				1	6:30-7			1		Fazoli's			1					
21				1	11:30				1	my room	1							
22	1																	
23				1	1pm		1			via "chat" (fiance in Germany)		1						
24				1	last night while watching news				1	my house	1							
25			1		midnight				1	my apartment	1							
26	1																	
27				1	evening			1		my apartment	1							
28				1	6:30-7			1		dinner at my house	1							
29		1			last night				1	in my home w/ roommate b/c she is writing a paper on it.	1							

35			1		7:30 AM			1		Baptist Student Union								1	
36				1	1am Sat. nite				1	my place	1								
37				1	night				1	home	1								
38		1			in the afternoon		1			my apt.	1								
39			1		last night				1	home	1								
40	1																		
41				1	7:30 PM				1	NSA meeting								1	
42				1	7pm				1	MO Hall					1				
43				1	9-12pm				1	Flamingo Bar									1
44				1	evening				1	home	1								
45				1	3:30		1			home	1								
46		1			during the day		1			home	1								
47				1	frequently					frequently									1
48				1	evening			1		library								1	
49				1	evening			1		home	1								
50		1								home	1								
51				1	Friday afternoon		1			in a car on a ride home for the weekend				1					
52				1	in the evening			1		at home	1								
53				1	shortly after class					work place				1					
54				1	?					my residence	1								
55				1	midnight				1	Phi Lambda Chi fraternity house							1		
56				1	evening			1		my house	1								
57				1	6:30 PM			1		Taco Bell			1						
58			1		around 12am			1		my apt.	1								
59	1																		
60				1	12:30am				1	home	1								
61				1	afternoon and evening					my apartment	1								
62				1	last week					MO Hall						1			
63				1	10pm				1	a friend's room						1			
64				1						Mainstreet, dorm				1			1		
65				1	3:00		1			at home watching the day's wrap-up	1								
66				1	all the time					my apt, neighbor's apt, weekend parties	1								1
67				1	9:30pm			1		my front porch	1								
68				1	5-6pm			1		my house	1								
69				1	10pm				1	my dorm room						1			
70			1		7pm			1		at my home	1								
71				1	different times					different places									1
72				1						science hall								1	
73				1	4:30pm		1			Walmart									1
74				1	?					my home	1								
75				1	3pm		1			Grim Hall						1			
76			1		10am		1			home	1								
77				1	6-7pm		1			my house	1								
78				1	night				1	phone		1							
79				1	Sunday night				1	my friend's apt.	1								
80			1		Sun. and Mon. night				1	home	1								
81				1	10pm				1	walk home				1					
82				1	3pm Wed.		1			NRCS Field Office in Kville									1
83				1	?					Rec Center								1	
84			1		this morning		1			SPDC								1	



90			1	noon		1		Mainstreet			1								
91		1		11pm			1	my apartment	1										
92			1	noon		1		work				1							
93			1	?				home	1										
94			1	sat. afternoon		1		home -- to one of my curious roommates	1										
95				1 afternoon		1		chapter room								1			
96				1 1pm		1		my house in Blue Springs	1										
97				1 night			1	apartment	1										
98				1 1pm		1		Sig Ep fraternity house								1			
99			1	8pm			1	scholarship mtg.									1		
100		1		afternoon		1		home	1										
101				1 10:30am	1			Science Hall									1		
102				1 evening			1	at home	1										
103				1 10:00pm			1	apartment	1										

**Question 5b: In the last week how many times did you discuss issues of social, cultural, or academic significance with others outside of class?**

	topic of social, cultural, or academic significance	Clinton	politics, economics, or world affairs	professors courses or course work	religion	social issues	campus life	literature	work	various/other
Student	number of responses per category ->	14	14	18	13	34	5	2	2	8
Number	percent of survey participants ->	14%	14%	18%	13%	35%	5%	2%	2%	8%
1	AIDS & related societal problems					1				
2	President addresses the nation		1							
3	A discussion of literature							1		
4	Transportation/environment/historic structure restoration					1				
5	various									1
6	presidential address to the union		1							
7	Kirksville culture					1	1			
8	religion				1					
9	split-personalities from Gen. Psych.			1						
10	Clinton's impeachment	1								
11	How differently people from different places act					1				
12	you name it, I talk about it									1
13	Dance judges favoring competitors they already know									1
14	State of the Union address		1							
15	Development of babies' abilities while they're still young			1		1				
16	the world's largest living organism			1						
17	interracial relationships					1				
18	Linguistic shifts			1						
19	the Pope				1					
20	President Clinton	1								
21	anti-matter			1						
22										
23	in general, the usages of education in the "real world"			1		1				
24	calling witnesses in Clinton case	1								
25	the existence of evil (after watching				1	1				

29	homosexual marriage					1				
30	harassment					1				
31	Clinton trial	1								
32	Pope visit				1					
33	Race					1				
34	religion				1					
35	Time Travel (physics)			1						
36	overpopulation					1				
37	School is really hard						1			
38	visitation of the pope to St. Louis				1					
39	the pope's visit				1					
40										
41	Healthcare issues in community					1				
42	Kant -- Are we real due to our consciousness			1						
43	Politics. American culture vs. world		1							
44	Clinton's trial	1								
45	society					1				
46	Some current event		1							
47	All kinds of queer related topics									1
48	Accounting Info Systems			1						
49	Employee Placement Testing					1				
50	cultural differences -- discussed it in terms of basketball					1				1
51	Christianity and Hinduism				1					
52	abortion					1				
53	Anthropology of Gender			1						
54	Presidential scandal and how Clinton was still a brilliant speaker	1								
55	Clinton Trial	1								
56	Clinton scandal	1								
57	how HWY 63 changes people's lives if it were 4 lane and why or why not it should be		1							
58	different cultures studying for Organizational Behavior			1						
59										
60	President's impeachment	1								
61	History and Mythological Ideas			1						
62	Interracial relations					1				
63	a Bible passage discussing who to associate with				1					
64	Feminist criticism of art, literature			1				1		
65	the Stock Market		1							

68	Cultural diversity on the TSU campus					1			
69	existence of God, religion, faith				1				
70	buddhism and the implications of the denial of a substantial self				1	1			
71	Political situations in Bangladesh		1						
72	President Clinton situation	1							
73	How Walmart doesn't carry supplies (hair) that black women need					1			
74	a woman president		1						
75	King Hussein's death		1						
76	Interviewing and getting a job							1	
77	Physics involved in getting to Mars			1					
78	Motivation of individuals in society and the resurgence of man					1			
79	Applications of Ecofeminism			1		1			
80	the 60's					1			
81	teaching techniques			1					
82	Affirmative Action					1			
83	doesn't say								1
84	Accounting Club nominees						1		
85	Cultural/Ethical					1			
86									
87	race relations					1			
88	Clinton's impeachment	1							
89	race relations under the law, i.e., affirmative action					1			
90	religion				1				
91	Serial killers and people who blame other things for what happens to them and why					1			
92	Politics in DC		1						
93	Race					1			
94	my genetics lab			1					
95	President Clinton	1							
96	Disaster situations -- fire at Rolla		1						
97	Sociology vs. Psychology			1					
98	President Clinton	1							
99	Sorority Standards (academically)								1
100	Clinton trial	1							
101	Food crisis due to overpopulation					1			
102	Politics		1						
103	racism					1			

**Question 6: Describe your experience with each of the following areas of computer literacy.**

0=none 1=some 2=experience 3=significant 4=proficient — student number	using a computer to create a document in an appropriate format	retrieving and citing appropriately information from the World Wide Web	utilizing electronic means of communicatio n	retrieving information from a bibliographic database (besides LUIS; e.g., WorldCat, Lexis-Nexis, First Search)	organizing, manipulating, and presenting numeric data in a document	saving, retrieving, copying, printing, and deleting files	recognizing unethical use of technology including copyright and privacy issues	use of presentation software	student average
average ->	3.4	2.4	2.9	1.9	2.2	3.3	2.2	1.7	2.5
1	3	3	3	3	3	3	3	3	3.0
2	2	0	1	0	2	2	0	0	0.9
3	4	3	3	2	1	4	3	3	2.9
4	4	3	4	1	2	4	4	2	3.0
5	4	4	4	4	4	4	4	4	4.0
6	4	2	3	2	2	4	3	0	2.5
7	4	1	2	1	2	3	0	1	1.8
8	4	4	4	2	2	3	4	1	3.0
9	3	2	1	1	0	2	0	0	1.1
10	4	3	3	2	2	4	3	1	2.8
11	4	2	3	2	3	3	2	2	2.6
12	4	2	4	1	1	4	1	1	2.3
13	3	2	2	3	1	2	2	0	1.9
14	2	1	1	2	1	2	1	1	1.4
15	3	3	3	2	1	2	1	1	2.0
16	4	4	4	3	3	4	1	0	2.9
17	4	2	3	3	2	2	1	0	2.1
18	3	2	2	2	2	1	1		1.9
19	4	3	3	2	4	4	3	2	3.1
20	4	1	3	0	2	3	1	1	1.9
21	4	1	3	2	3	4	4	1	2.8
22	2	1	3	0	0	2	1	0	1.1
23	4	4	4	2	2	3	4	3	3.3
24	4	3	3	1	4	4	2	2	2.9
25	3	2	2	3	2	2	1	1	2.0
26	4	2	4	3	3	4	1	3	3.0
27	2	1	2	1	0	4	3	2	1.9
28	3	3	4	3	2	3	3	1	2.8
29	3	1	1	1	2	3	4	1	2.0
30	4	3	4	3	4	4	2	3	3.4
31	3	2	2	3	4	3	2	3	2.8
32	4	2	3	3	3	4	0	2	2.6
33	4	4	4	2	3	4	4	1	3.3
34	4	2	4	1	1	4	2	0	2.3
35	2	1	1	1	2	2	1	1	1.4
36	4	4	4	2	3	4	3	2	3.3
37	4	2	2	2	3	4	2	2	2.6
38	2	2	2	2	1	2	1	0	1.5
39	3	3	3	3	3	3	2	2	2.8
40	4	3	3	3	4	3	3	3	3.3
41	4	4	4	3	2	4	1	4	3.3
42	4	4	4	2	4	4	3	1	3.3
43	4	4	3	3	3	3	2	0	2.8
44	4	2	4	2	3	4	1	3	2.9
45	2	2	2	0	0	2	0	0	1.0
46	3	2	3	1	2	2	2	2	2.1
47	4	4	4	4	4	4	4	4	4.0

53	2	2	2	1	2	3	3	2	2.1
54	4	2	3	2	2	3	3	2	2.6
55	4	1	3	1	1	3	1	0	1.8
56	4	3	4	1	3	4	2	3	3.0
57	4	4	3	2	2	4	4	1	3.0
58	3	1	3	0	3	3	1	1	1.9
59	2	2	4	2		3	1	1	2.1
60	4	1	2	0	1	2	1	0	1.4
61	3	2	3	1	1	3	2	2	2.1
62	4	4	4	4	4	4	4	4	4.0
63	3	0	3	1	1	3	0	1	1.5
64	4	4	4	3	2	4	4	2	3.4
65	4	4	4	1	1	4	4	4	3.3
66	4	4	4	2	1	4	4	4	3.4
67	4	3	3	4	4	4	4	3	3.6
68	4	3	3	1	2	3	1	0	2.1
69	2	2	2	2	2	2	1	1	1.8
70	2	1	1	3	3	2	2	1	1.9
71	4	4	4	4	4	4	4	4	4.0
72	3	3	3	3	2	3	1	2	2.5
73	2	2	3	2	1	3	1	1	1.9
74	4	4	4	4	3	4	4	2	3.6
75	4	3	2	3	1	4	3	2	2.8
76	4	3	4	2	4	4	1	3	3.1
77	4	4	4	2	3	4	2	1	3.0
78	2	2	3	1	2	4	1	3	2.3
79	4	2	2	1	1	4	4	1	2.4
80	4	4	2	1	3	4	0	3	2.6
81	4	3	3	3	3	4	4	2	3.3
82	4	4	4	2	4	4	3	3	3.5
83	2	1	3	0	0	2	2	0	1.3
84	2	1	2	1	1	2	1	1	1.4
85	4	4	3	1	1	4	1	1	2.4
86	2	0	1	0	0	3	1	1	1.0
87	4	3	4	3	1	4	4	0	2.9
88	4	1	4	1	3	4	3	2	2.8
89	3	3	2	3	1	4	3	2	2.6
90	4	3	3	3	3	4	4	3	3.4
91	4	1	2	0	4	3	3	3	2.5
92	4	4	4	4	4	4	4	3	3.9
93	3	2	1	1	2	3	0	1	1.6
94	3	2	2	2	1	3	3	1	2.1
95	4	4	4	3	3	4	4	3	3.6
96	3	1	1	0	1	3	1	1	1.4
97	2	3	3	2	1	3	1	1	2.0
98	4	4	4	4	4	4	4	4	4.0
99	3	3	3	3	1	2	2	0	2.1
100	3	2	2	1	3	4	2	3	2.5
101	4	3	3	1	1	4	3	1	2.5
102	2	1	2	3	3	4	3	3	2.6
103	3	3	3	3	2	3	3	3	2.9

Question 7: How many computers are there in your apartment?				Question 8: Are you pursuing Truman's General Honors program?								
Student Number	number of computers	yours	roommates	Yes	Why? Or Why Not?	need/want challenge	good experience resume builder	or don't know about it never asked	no time	stress, unattainable grades	other interests	no interest help in future
	avg	94	93	13	<- number of responses per category ->	4	6	23	21	14	7	16
	1.7	91%	90%	12%	<- percent of survey participants ->	5%	7%	28%	25%	17%	8%	19%
1	1	1										
2	2	1	1		no interest							1
3	3	1	2		I don't know exactly what it is.			1				
4	2	1	1		Have no info on the program.			1				
5	1	0	1		I am double major, and I do not think I will have time to do it.				1		1	
6	1	0	1		Do not know much about it			1				
7	1	1	0	1	resume		1					
8	1	1	0		I have two majors and a minor, I don't have time.				1		1	
9	1	1	0		I lack the will to put myself through such a rigorous class in either math or science.					1		1
10	3	1	2									
11	3	1	2		I don't have enough time for electives.				1			
12	3	1	2		I have never received information			1				
13	1	0	1		Not given enough information about it as a freshman to decide to pursue or not to pursue it.			1				
14	1	1	0		I haven't heard of it.			1				
15	1	1	0		Not interested, I have enough work to do already.				1			1
16	0	0	0	1	The overachiever that I am...need some deviation from bio core.	1						
17	1	0	1		I was never informed of exactly how it works.				1			
18	2	1	1	1	Might as well.		1					
					I am currently undecided if I definitely							

21	1	1	0		Never looked into it.			1				
22	1	1	0		Don't really even know anything about it, honestly.			1				
23	2	1	1		My major, BASD w/ Marketing, and my minor (Ag. Sci.) are so unrelated that I take a very wide variety of classes, anyway. Why add more?				1			1
24	4	1	3		Never looked into it.			1				
25	1	1	0		Don't have the desire or need to							1
26	1	0	1									
27	1	0	1									
28	1	1	0		It seemed too hard and time consuming. I want to enjoy college a little.				1	1	1	
29	2	0	2		Don't know what it is.			1				
30	2	0	2		GPA not high enough					1		
31	1	1	0		Too many requirements with own major				1			
32	1	0	1		regular classes are enough				1			
33	1	1	0		Never heard of it			1				
34	3	1	2									
35	0	0	0									
36	1				I'm just interested in graduating.							1
37	1	1	0									
38	1	0	1		I am not that familiar w/ it.			1				
39	2	1	1		Was never interested in it.							1
40	3	0	3									
41	1	1	0		Not enough time				1			
42	2	1	1	1	Why not?		1					
43	3	1	2									
44	1	0	1		I came in before it was offered.			1				
45	2	0	2		I wouldn't be able to graduate in 4 years, and didn't learn about it until last year.			1	1			
46	2	0	2		Not interested.							1
47	5	1	4		Don't want to take the time out to do it.				1			
48	2	1	2		Too much work for too few benefits. Afraid of hurting GPA.					1		1
49	0	0	0		I'm not familiar with it.			1				
50												
51	2	0	2		I don't have time to fit all the extra classes in, and I don't want to risk lowering my GPA.				1			
52	1	0	1		It didn't occur to me to get involved in the program.			1				
53	1	1	0		Time constraints				1			
54	2	1	1		Don't think I can get in.					1		
55	1	0	1		My last semester I decided to try and receive General Honors, but I failed miserably.					1		



59	0	0	0									
60	3	1	2		No because I did not need the stress.					1		
61	2	0	2									
62	2	0	2									
63	2	1	1		I don't want to use my time that way -- I'd rather have more time to interact with and help people				1		1	
64	1	1	0	1	I feel that it would be a great addition to my resume.		1					
65	2	1	1		It is difficult enough to keep up with class/work/extracurricular activities without adding more.				1		1	
66	2	1	1		Don't have the grades.					1		
67	2	1	1		Because I'm a bio major with 2 minors... I've got enough prestige with that -- and no extra time.				1		1	
68	2	1	1		Grades are not good enough					1		
69	1	0	1		I don't know much about the program			1				
70	3	1	2	1	For recognition and for experience in areas other than my specialization.		1					
71	1	0	1									
72	2	1	1		Couldn't hack it!					1		
73	0	0	0		Because I haven't considered it.							1
74	1	1	0	1	Most of the classes I want to take are also Honors classes.	1						
75	0	0	0		Did not know about it in time to start.			1				
76	3	1	2		Don't know a lot about it. Never seemed worth the extra effort.			1				1
77	4	1	3		had a bad start freshman year					1		
78	1	1	0		Busy enough with core				1			
79	0	0	0		There are so many courses I'd rather take than an honors math class.						1	
80	2	0	2	1								
81	5	2	3	1								
82	3	1	2		I wish to graduate in no more than 4 years from my first (freshman) year.				1			
83	2	0	2		?							
84	1	1	0		Never thought about it.			1				
85	3	1	2		Not qualified.					1		
86	1	0	1									
87	2	1	1		I was never given any significant information about it.			1				
88	4	1	3		Didn't get good enough grades.					1		
89	1	0	1		Never saw any particularly good reason to bother.							1
90	2	1	1		Haven't heard anything about it.			1				
91	2	1	0									

96	2	0	2	1	It has always been my goal.	1	1					
97	2	1	1		I'm not familiar with this.			1				
98	1	0	1	1	I am taking some Honors courses because they are offered.		1					
99	1	0	1		Don't know anything about it.			1				
100	2	1	1		Don't know too much about it.			1				
101	1	1	0		I don't know, too lazy I guess.						1	
102	1	1	0									
103	2	0	2	1	I have the GPA to do it.		1					

	Question 9: How often have your core courses been challenging?					Question 10: How often have your major courses been challenging?					Question 11: How satisfied are you with the faculty's enthusiasm for classes in the core?					Question 12: How satisfied are you with the faculty's enthusiasm for classes in the major?				
Student Number	response	never	not very often	often	very often	response	never	not very often	often	very often	response	very dissatisfied	dissatisfied	satisfied	very satisfied	response	very dissatisfied	dissatisfied	satisfied	very satisfied
count ->		3	26	56	13		0	3	44	53		1	13	77	8		0	1	53	47
percent ->		3%	25%	54%	13%		0%	3%	43%	51%		1%	13%	75%	8%		0%	1%	51%	46%
average ->	2.8					3.5					2.9					3.5				
1	1	1				2		1											1	
2	2		1			4				1	2		1						1	
3	2		1			3			1		2		1							1
4	See source																			
5	2		1			3			1		3			1		3			1	
6	2		1			3			1		3			1		4				1
7	3			1		4				1	3			1		4				1
8	3			1		4				1	3			1		3			1	
9	2		1			2		1			3			1		3			1	
10	2		1			3			1		3			1		4				1
11	3			1		3			1		3			1		3			1	
12	4				1	4				1	2		1			4				1
13	3			1		4				1	3			1		3			1	
14	4				1	4				1	4				1	4				1
15	3			1		4				1	2		1			4				1
16	2		1			4				1	3			1		4				1
17	3			1		4				1	3			1		4				1
18	See source										3			1		3			1	
19	3			1		4				1	3			1		3			1	
20	3			1		3			1		3			1		3			1	
21	3			1		3			1		3			1		4				1
22	3			1		3			1		3			1		3			1	
23	3			1		4				1	3			1		3			1	
24	3			1		4				1	3			1		3			1	
25	3			1		2		1			3			1		3			1	
26	3			1		3			1		3			1		3			1	
27	4				1	4				1	4				1	4				1
28	3			1		3			1		3			1		4				1
29	2		1			4				1	3			1		3			1	
30	2		1			4				1	2		1			3			1	
31	3			1		4				1	3			1		4				1

36	3			1		3			1		3			1		3			1	
37	3			1		4			1		4				1	4				1
38	3			1		3			1		3			1		3			1	
39	3			1		4			1		3			1		3			1	
40	3			1		4			1		3			1		3			1	
41	3			1		4			1		3			1		4				1
42	3			1		4			1		3			1		4				1
43	3			1		3			1		3			1		4			1	
44	3			1		4			1		2		1			4				1
45	2		1			4			1		3			1		4				1
46	3			1		4			1		3			1		4				1
47	4				1	4			1		3			1		3			1	
48	4				1	4			1		3			1		4				1
49	3			1		3			1		3			1		4				1
50																				
51	3			1		4			1		3			1		3			1	
52	2		1			3			1		2		1			3			1	
53	3			1		3			1		3			1		3			1	
54	3			1		4			1		2		1			4				1
55	1	1				3			1		3			1		4				1
56	3			1		4			1		3			1		3			1	
57	3			1		3			1		3			1		3			1	
58	4				1	4			1		3			1		4				1
59	3			1		3			1		4				1	4				1
60	2		1			4			1		3			1		3			1	
61	3			1		3			1		3			1		3			1	
62	4				1	3			1		4				1	4				1
63	3			1		4			1		3			1		3			1	
64	3			1		3			1		2		1			3			1	
65	3			1		4			1		3			1		4				1
66	4				1	4			1		3			1		3			1	
67	3			1		4			1		3			1		4				1
68	3			1		4			1		2		1			3			1	
69	3			1		4			1		3			1		3			1	
70	2		1			3			1		3			1		3			1	
71	2		1			4			1		3			1		2		1		
72	2		1			4			1		3			1		4				1
73	3			1		3			1		3			1		4				1
74	3			1		4			1		2		1			4				1
75	4				1	4			1		3			1		4				1
76	3			1		3			1		3			1		3			1	
77	2		1			3			1		3			1		3			1	
78	3			1		4			1		3			1		4				1
79	3			1		4			1		3			1		4				1
80	3			1		3			1		3			1		3			1	
81	4				1	4			1		3			1		3			1	
82	2		1			3			1		3			1		3			1	
83	2		1			3			1		3			1		4				1
84	3			1		4			1		3			1		3			1	
85	3			1		4			1		3			1		4				1

91						3			1		3			1		3			1	
92						4				1						3			1	
93	4				1	4				1	3			1		3			1	
94	4				1	4				1	1	1				4				1
95	2		1			3			1		3			1		4				1
96	3			1		3			1		3			1		3			1	
97	3			1		4				1	3			1		3			1	
98	2		1			4				1	3			1		4				1
99	3			1		3			1		3			1		4				1
100	3			1		3			1		3			1		3			1	
101	2		1			3			1		3			1		4				1
102	3			1		3			1		3			1		3			1	
103	1	1				4				1	4				1	4				1

**Question 13: For each of the following attributes, indicate the extent to which you either agree or disagree.**

**A challenging course is:**

1=disagree 5=agree	is a good thing	makes me struggle	is interesting	makes me do better	takes more time	is boring	is frustrating while taking the course	is rewarding after the course is over	makes me think more	is a bad thing	is satisfying afterwards	is overwhelming	is an easy A	makes me learn more	provides a meaningful accomplishment	contains a lot of busy work	builds character	is impossible to complete	requires critical thinking
Student Number																			
average ->	4.2	3.8	3.9	3.7	4.6	2.2	3.7	4.2	4.2	1.8	4.1	3.5	1.5	3.8	4.0	2.8	3.6	1.7	4.1
1	5	4	5	5	5	2	4	5	5	1	5	3	2	5	5	3	4	1	5
2	4	5	4	3	5	4	4	5	4	2	5	4	1	3	3	2	4	2	3
3	3	4	4	3	5	2	5	4	4	3	4	4	1	2	4	1	3	1	4
4	4	3	4	4	5	2	3	5	5	1	5	3	1	5	5	2	4	1	5
5	5	5	4	5	4	1	2	4	4	1	4	3	3	5	5	4	3	1	4
6	4	5	4	4	5	1	4	5	5	2	5	4	1	4	4	2	5	1	4
7	4	4	4	5	5	3	5	4	4	2	4	5	1	4	3	3	1	2	5
8	4	4	4	3	5	3	4	4	3	3	4	4	1	2	3	3	2	4	4
9	4	3	5	3	5	2	3	3	2	2	3	3	1	2	2	2	3	2	4
10	5	3	4	5	4	2	3	4	5	1	5	2	1	4	5	2	4	1	5
11	5	4	5	4	5	2	3	5	5	2	5	4	2	4	4	2	4	1	5
12	5	2	4	3	3	2	3	4	3	1	4	2	1	3	4	1	4	1	4
13	5	4	3	3	5	2	4	5	5	1	5	5	1	5	5	3	5	2	4
14	4	4	4	5	5	2	5	5	4	2	5	3	1	4	5	4	5	1	5
15	4	2	5	5	3	1	3	4	4	1	4	2	2	4	4	5	3	2	4
16	5	4	4	4	4	2	3	5	4	2	5	3	1	5	5	1	4	3	4
17	5	3	5	4	5	1	3	5	5	1	5	3	3	5	5	1	5	1	5
18	4	4	3	4	5	3	4	4	4	3	4	4	3	4	3	3	4	1	3
19	4	4	3	4	5	3	3	5	5	2	5	4	1	4	5	1	4	1	4
20	4	2	3	4	4	2	3	5	4	1	5	2	2	4	4	1	4	1	3
21	4	5	3	4	5	3	4	4	4	2	4	3	1	4	4	3	4	2	5
22	4	4	4	4	4	2	3	4	5	1	5	4	1	4	4	1	5	1	5
23	5	4	5	4	5	1	3	4	5	1	4	3	1	4	4	3	4	2	5
24	4	4	5	4	5	1	4	4	4	2	4	3	1	4	4	3	3	2	4
25	5	3	5	4	5	1	3	5	5	1	4	3	1	5	4	1	4	1	5
26	4	4	4	3	5	2	3	5	5	2	5	4	1	4	4	3	4	1	4
27	5	5	5	5	5	1	5	5	5	1	5	5	1	5	5	3	5	1	5
28	3	4	4	3	5	3	4	4	4	3	3	5	1	3	4	4	5	2	4
29	4	3	3	4	5	1	3	4	5	1	4	2	1	4	4	2	4	1	4
30	4	4	4	3	5	3	4	4	4	1	3	5	1	4	4	3	4	1	5
31	4	4	3	3	5	2	4	3	4	2	4	3	2	3	3	2	3	2	5
32	4	3	4	3	5	1	4	5	5	2	5	4	1	4	5	2	3	2	4
33	5	4	4	4	5	2	4	5	5	1	4	3	1	5	4	1	4	1	5
34	3	3	3	3	5	3	4	3	3	3	3	4	3	3	4	3	3	3	4
35	4	4	4	4	5	3	4	5	4	1	4	3	1	5	4	3	4	1	4
36	4	4	4	4	4	2	3	3	3	3	3	3	3	3	3	3	3	2	4
37	4	4	4	4	5	2	5	5	5	2	5	5	1	3	4	5	3	2	4
38	3	4	3	3	4	1	2	4	4	3	3	3	2	3	3	3	3	3	3

44	4	4	5	4	5	3	5	5	5	1	3	4	1	3	5	3	2	1	4
45	4	3	5	5	2	1	3	5	5	1	5	5	3	5	5	1	5	2	5
46	4	5	4	4	4	2	3	4	4	2	4	2	1	4	3	1	3	1	3
47	4	3	4	4	4	2	2	4	4	1	4	2	3	4	4	3	5	2	4
48	3	5	4	3	5	2	5	3	4	4	3	5	1	4	3	2	2	1	4
49	4	5	4	4	5	3	5	4	3	4	3	5	1	3	4	4	4	3	4
50	4	5	3	4	5	3	5	4	4	2	4	4	1	4	3	4	5	1	4
51	4	3	3	3	4	2	3	4	4	2	4	3	2	4	4	3	4	2	4
52	5	4	4	4	4	5	2	3	5	5	1	4	3	2	4	5	1	5	1
53	4	3	3	3	4	2	2	4	4	1	4	2	1	3	4	2	4	1	3
54	3	4	3	3	5	3	4	5	4	3	5	3	2	4	5	5	4	2	3
55	5	1	5	5	4	1	1	5	5	1	5	1	1	5	5	1	5	1	5
56	3	2	2	2	5	5	5	2	2	3	2	4	1	2		3	3	3	3
57	3	5	4	3	5	2	5	4	4	3	4	4	1	3	4	3	4	2	5
58	4	3	4	3	5	1	4	4	5	2	3	4	1	5	4	5	5	2	5
59	5	5	5	4	4	1	1	4	4	3	2	3	1	4	4	5	3	2	4
60	5	5	4	4	3	1	1	5	5	1	5	4	2	5	5	3	3	2	4
61	4	3	3	4	5	3	5	4	5	1	4	4	1	4	4	3	4	1	5
62	4	4	4	4	4	2	4	5	5	1	5	4	2	5	5	3	4	2	3
63	4	4	4	3	5	2	4	5	4	1	4	4	1	3	4	3	4	1	4
64	5	3	5	5	5	1	3	5	5	1	5	3	1	5	5	3	5	1	4
65	2	5	3	4	5	4	5	3	4	4	3	5	1		2	5	3	2	4
66	2	5	1	1	1	5	5	1	5	3	2	5	1	1	2	5	1	1	5
67	4	3	5	4	5	2	3	4	3	2	4	4	1	4	4	1	3	1	5
68	4	4	3	2	5	3	4	4	3	3	4	4	1	3	4	4	3	2	4
69	4	3	4	4	5	1	3	5	4	1	5	3	1	4	4	4	3	2	4
70	4	3	4	4	4	2	3	4	4	1	4	3	2	4	4	3	4	1	4
71	5	5	5	5	5	3	2	4	4	1	4	2	2	4	4	4	3	2	4
72	5	5	5	5	5	2	4	5	5	1	5	3	1	5	5	2	4	1	4
73	4	4	4	3	5	4	4	4	5	2	4	4	1	3	4	4	3	2	3
74	4	4	3	3	5	4	3	4	3	2	3	2	2	3	4	3	3	1	3
75	3	4	3	3	4	2	5	4	3	2	4	5	2	3	4	4	3	1	2
76	4	2	3	4	4	3	4	5	5	2	5	2	4	4	4	3	3	2	4
77	4	2	4	4	5	3	4	4	5	1	4	3	1	3	4	2	3	1	2
78	5	3	4	4	4	1	3	4	4	2	4	2	1	4	4	2	3	1	4
79	5	5	5	5	5	2	4	5	5	2	5	4	1	5	5	1	5	1	5
80	4	4	4	3	4	2	3	3	4	1	4	3	1	4	4	4	2	2	4
81	4	5	4	4	5	2	4	5	5	3	5	4	1	5	4	3	4	1	5
82	4	3	4	4	5	2	4	5	4	1	5	4	1	4	4	4	1	1	4
83	4	4	4	3	5	2	4	5	4	1	5	3	1	4	4	3	2	2	4
84	3	4	4	4	5	1	5	5	4	3	4	3	2	3	4	4	4	4	4
85	5	3	4	5	5	3	4	5	5	1	5	5	1	5	4	2	3	2	5
86	5	4	3	3	5	3	4	5	5	1	5	3	1	4	4	3	4	1	4
87	5	4	4	4	4	2	3	5	4	1	5	3	2	5	4	2	4	2	5
88	4	4	2	1	4	3	5	4	4	1	4	3	1	3	2	4	3	2	5
89	4	3	4	2	3	1	4	4	3	1	4	2	1	3	3	3	3	2	4
90	4	4	3	3	5	4	4	4	4	1	4	3	1	3	3	5	3	1	2
91	4	4	3	3	4	2	5	4	5	2	4	3	3	3	5	2	4	1	5
92	4	5	4	5	5	3	5	4	4	2	3	4	1	4	4	4	3	4	3
93	4	4	2	3	5	2	5	5	5	2	5	5	1	4	5	2	5	3	5
94	3	4	2	3	5	3	5	1	1	4	1	5	1	2	1	5	1	3	2
95	4	3	4	4	4	3	5	5	5	2	5	4	2	4	4	3	4	3	4
96	4	4	4	4	5	2	4	3	4	3	3	4	2	4	4	3	4	2	5

102	4	4	4	4	4	3	3	3	4	2	3	4	2	4	4	4	2	3	4
103	4	4	4	4	4	2	4	4	4	2	4	3	3	4	4	2	4	1	4



Question 14: How important are each of the following in making a course more academically challenging?															
Phrase: 1=disagree 5=agree  Student Number	my interest in the subject	a positive professor	research papers	complex material	a professor with high expectations	assignments that build on each other	greater time requirements	learning a lot	group work	longer asgmts	professor's interest in the course	my disinterest in the subject	long term projects	assignments requiring application of knowledge and theory to real world situations	assignments requiring students to go beyond comprehension of reading and lectures
average ->	4.1	4.5	3.0	3.6	3.9	4.0	3.4	3.9	3.0	2.8	4.4	3.2	3.3	4.0	4.1
1	3	4	4	5	5	3	2	3	2	2	2	5	4	5	5
2	4	4	3	3	4	4	4	4	4	3	5	1	3	3	3
3	4	4	2	3	3	4	2	5	4	1	5	4	2	5	4
4	5	5	3	3	4	4	2	4	4	3	5	1	3	5	5
5	4	5	4	4	2	3	3	4	1	4	5	1	4	4	5
6	4	5	3	3	4	5	3	4	3	4	5	2	4	5	5
7	5	5	2	5	5	5	5	4	1	1	1	5	1	2	3
8	4	5	3	2	2	3	2	4	3	1	5	4	3	4	4
9	4	4	3	4	4	5	3	2	2	3	4	4	3	3	5
10	5	4	3	2	4	4	2	4	3	3	5	2	4	5	4
11	3	4	4	4	5	4	3	2	2	4	4	5	4	4	4
12	5	5	3	3	4	4	3	4	1	1	5	2	3	4	4
13	3	3	4	5	4	4	5	3	3	3	3	3	4	4	5
14	5	4	2	4	4	4	3	5	5	3	5	2	3	5	4
15	5	5	3	3	3	4	2	5	4	2	5	3	3	4	4
16	5	5	4	4	5	4	4	3	2	2	4	2	4	3	3
17	4	5	3	4	4	2	3	5	2	4	5	1	4	3	5
18	1	3	4	5	5	5	5	3	5	4	5	5	4	3	3
19	4	4	1	3	4	4	5	4	4	4	5	4	3	3	4
20	5	5	1	1	2	2	2	5	3	1	5	3	1	4	3
21	3	5	3	4	5	5	5	4	5	3	5	2	3	4	5
22	2	5	2	4	5	5	4	5	4	3	5	2	4	5	5
23	5	5	4	3	3	4	3	4	3	1	4	1	4	4	4
24	5	4	3	4	5	4	5	4	2	1	4	5	4	4	4
25	4	5	2	3	4	4	3	4	4		4	1	2	5	5
26	5	5	3	3	3	4	4	5	4	4	5	3	4	4	5
27	5	5	1	3	5	5	3	5	3	2	5	1	1	5	5
28	5	5	3	2	3	5	2	5	3	1	5	4	3	5	5
29	4	5	3	3	4	3	2	3	4	2	5	4	3	1	2
30	5	4	3	4	2	5	3	5	4	3	5	4	5	5	5
31	4	5	3	4	4	4	5	4	3	4	3	3	4	4	4
32	4	5	5	5	4	4	3	4	2	4	5	3	4	3	3
33	3	5	4	2	4	4	2	4	2	2	5	2	4	4	5
34	4	4	4	4	4	4	3	3	2	3	4	4	3	5	5

39	4	5	3	4	4	4	3	4	5	3	4	2	3	4	4
40	5	4	2	3	5	5	3	4	4	3	4	2	2	5	5
41	5	5	4	4	4	4	3	5	5	3	5	3	3	4	4
42	4	5	3	4	4	3	3	3	2	4	5		4	3	4
43	4	4	2	4	4	4	3	3	3	3	4	2	3	5	5
44	5	5	3	4	5	5	5	4	4	2	5	5	4	4	5
45	3	5	5	5	5	5	3	4	3	3	5	1	4	4	5
46	1	4	2	4	5	5	4	4	1	3	5	5	3	3	4
47	5	5	4	3	3	4	3	4	3	3	4	3	3	4	4
48	5	5	2	2	3	4	4	5	3	2	5	4	4	5	5
49	5	5	3	3	4	4	2	4	1	1	5	3	4	5	4
50	4	4	5	5	5	4	5	4	2	5	3	4	4	4	5
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52	3	4	3	5	4	3	4	3	3	3	4	3	4	5	5
53	4	4	2	2	4	4	3	3	2	2	4	4	4	3	4
54	5	4	3	4	3	4	3	4	4	3	5	3	2	3	3
55	5	5	4	5	5	5	3	5	2	4	5	1	4	1	5
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58	3	4	4	5	5	5	5	3	3	5	5	2	3	4	3
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60	4	5	3	3	4	4	3	2	3	2	5	2	2	5	3
61	5	5	3	3	3	4	3	4	3	2	5	2	3	3	2
62	5	5	5	4	4	4	4	4		3	4	3	3	5	5
63	5	5	3	3	3	4	3	5	3	3	5	3	3	4	4
64	5	5	3	4	4	4	4	4	3	4	5	1	4	5	4
65	5	5	3	2	4	3	2	5	2	1	5	3	2	5	4
66	5	5	1	1	1	1	1	5	3	1	5	5	1	5	5
67	3	5	4	3	5	5	4	5	4	1	5	3	4	5	5
68	4	4	2	2	1	3	4	4	4	3	4	4	4	4	4
69	4	5	3	3	3	4	2	4	3	2	5	2	3	4	4
70	2	4	4	4	4	4	3	4	3	3	4	5	4	3	5
71	4	5	3	4	5	2	3	4	4	3	5	2	2	3	3
72	4	5	4	4	4	4	3	5	4	3	5	1	3	4	4
73	5	5	3	4	4	4	4	3	3	3	4	5	3	4	4
74	4	5	3	4	4	2	4	3	2	3	5	5	3	2	3
75	4	4	3	5	4	5	5	4	4	3	4	4	3	4	3
76	4	4	5	5	4	4	3	4	3	2	4	3	4	4	4
77	2	3	2	2	3	4	3	3	3	3	5	4	3	2	4
78	4	4	4	5	5	5	5	5	5	3	4	5	5	3	4
79	4	4	3	4	4	4	4	5	3	2	4	2	3	4	5
80	4	4	2	3	3	5	4	4	3	3	5	5	3	5	5
81	5	5	1	3	3	4	3	4	3	3	5	3	3	4	5
82	1	4	3	4	4	4	3	3	4	3	4	3	4	4	2
83	4	4	2	3	4	3	3	3	1	3	4	4	3	5	4
84	4	4	3	4	4	4	4	4	5	3	4	3	4	4	4
85	4	5	3	4	5	5	4	4	3	3	4	4	4	5	5
86	1	1	4	5	5	3	5	1	1	3	1	3	4	2	4

91	3	3	5	4	5	5	4	3	5	3	3	3	4	5	5
92	5	5	4	4	4	5	5	4	3	3	5	5	4	5	4
93	5	5	2	3	4	5	3	4	3	2	5	2	3	4	3
94	5	5	1	1	2	5	3	4	2	2	5	5	4	5	2
95	5	5	3	3	5	5	5	4	2	4	5	3	4	4	4
96	5	5	3	4	4	4	4	3	3	4	4	4	4	4	4
97	5	4	3	5	5	4	5	4	3	5	3	5	4	4	5
98	5	5	1	5	4	5	4	5	5	3	5	1	1	4	5
99	5	5	3	3	5	4	3	5	3	3	5	2	2	4	3
100	5	5	2	3	4	4	3	4	2	2	5	4	2	4	4
101	5	5	1	4	3	4	2	4	3	2	5	3	2	4	4
102	5	5	3	3	4	3	3	5	3	3	5	3	3	5	3
103	2	4	4	4	3	2	3	4	2	3	2	2	3	4	4

Question 15:	How much do you know about why the University assesses student learning?				Please check each of the following assessments of which you are aware.							
Student Number	nothing	not much	some	a lot	Freshman	Junior	Senior	Surveys	Interview	LAS Portfolio	SWE	Capstone
number of responses per category ->	7	38	53	5	95	103	57	61	65	81	102	43
percent of survey participants ->	7%	37%	51%	5%	92%	100%	55%	59%	63%	79%	99%	42%
1		1			1	1		1	1	1	1	
2	1				1	1			1	1	1	
3		1			1	1	1		1	1	1	
4			1		1	1	1	1	1	1	1	1
5			1		1	1		1		1	1	1
6			1		1	1	1	1	1	1	1	
7		1			1	1			1		1	
8				1	1	1	1		1	1	1	1
9		1			1	1		1	1	1	1	
10			1		1	1	1	1		1	1	1
11			1		1	1		1	1	1	1	
12		1			1	1	1	1	1	1	1	1
13			1		1	1	1	1	1	1	1	1
14			1		1	1		1			1	
15			1		1	1		1			1	
16				1	1	1	1	1	1	1	1	1
17			1		1	1	1			1	1	
18	1				1	1					1	1
19			1		1	1	1	1	1	1	1	1
20			1		1	1	1	1	1	1	1	
21			1		1	1	1	1	1	1	1	
22		1			1	1					1	1
23			1		1	1			1	1	1	
24				1	1	1	1	1	1	1	1	
25			1		1	1	1	1		1	1	1
26			1		1	1	1	1	1	1	1	
27		1			1	1					1	
28		1			1	1		1		1	1	
29	1				1	1			1		1	
30			1		1	1	1	1	1	1	1	
31			1		1	1			1	1	1	
32		1			1	1		1	1	1	1	
33			1		1	1	1	1	1	1	1	1
34			1		1	1	1				1	
35			1			1		1			1	
36			1		1	1	1			1	1	1
37			1		1	1	1				1	
38			1		1	1		1	1	1	1	
39		1			1	1	1	1	1		1	

45	1				1	1				1	1	1
46			1		1	1		1	1	1	1	1
47			1		1	1	1		1	1	1	1
48			1		1	1	1	1		1	1	
49			1		1	1	1	1	1	1	1	1
50		1			1	1				1	1	
51		1			1	1	1	1	1	1	1	1
52		1				1		1			1	
53			1		1	1	1		1	1	1	1
54			1		1	1		1	1		1	
55		1			1	1	1	1	1		1	1
56			1		1	1	1		1	1	1	
57			1		1	1	1		1	1	1	1
58		1			1	1	1	1		1	1	
59		1				1						
60		1			1	1			1		1	1
61		1			1	1					1	
62			1		1	1	1		1	1	1	
63		1			1	1	1	1	1	1	1	1
64		1			1	1	1	1	1	1	1	1
65			1		1	1	1	1	1	1	1	1
66			1		1	1	1	1	1	1	1	1
67			1		1	1		1	1	1	1	1
68		1			1	1	1			1	1	
69		1			1	1		1	1	1	1	
70			1		1	1	1	1	1	1	1	1
71		1				1	1				1	1
72			1		1	1	1	1		1	1	
73			1			1	1	1	1	1	1	
74		1			1	1	1	1	1	1	1	
75			1		1	1		1		1	1	1
76				1	1	1	1		1	1	1	
77	1				1	1			1	1	1	1
78		1			1	1	1		1	1	1	
79			1		1	1			1	1	1	1
80		1			1	1				1	1	
81			1		1	1	1	1	1	1	1	1
82			1		1	1	1	1	1	1	1	1
83	1				1	1				1	1	
84		1			1	1	1		1		1	
85		1			1	1				1	1	
86			1		1	1	1		1	1	1	1
87		1			1	1		1	1	1	1	
88	1				1	1		1			1	
89			1		1	1	1	1	1	1	1	1
90			1		1	1	1	1	1	1	1	1
91			1		1	1		1		1	1	1
92			1			1	1		1	1	1	1
93		1			1	1					1	
94			1			1	1		1	1	1	
95		1			1	1		1		1	1	1
96		1			1	1				1	1	
97		1			1	1	1	1	1	1	1	1
98			1		1	1	1	1	1	1	1	
99		1				1		1	1	1	1	
100		1			1	1				1	1	

Question 16:	How satisfied are you with your spring course schedule?				Explanation	got courses I needed, comfortable with schedule	courses in or relating to my major	time constraints and or hard classes	don't see point of the core or offended by "scholarship" program	registration or timing difficulties	interesting courses or good professors	How, if at all, did course availability impact your response to part a of this question?	not at all, no problems	somewhat, a few problems	a lot, several problems	finally, no problems
Student Number	very dissatisfied	dissatisfied	satisfied	very satisfied												
number of responses per category ->	3	10	72	19		37	25	19	5	16	37		66	26	10	9
percent of survey participants ->	3%	10%	70%	18%		36%	24%	18%	5%	16%	36%		64%	25%	10%	9%
1	1				Two of my courses seem to be challenging (hopefully I won't be disappointed, and all the subjects interest me.						1	not at all	1			
2			1		I was able to get the classes I <u>needed</u> .	1						Not at all. I knew what classes I had to take this semester and I got them all.	1			
3			1		My classes are all in my major, they are spread out enough that I don't have one overwhelming day, and my afternoons are free.		1					None, this semester I got all the classes I wanted but this has not always been the case.	1			
4			1		I am struggling with trying to fit 2 major requirements <u>and</u> core courses into my schedule.					1			1			
5			1		I myself am not a great supporter of the Liberal Arts program, hence taking World Civ. II when I am an economics and mathematics major I consider pointless.				1				1			
6			1		I was able to take most of the courses I need/wanted and was able to spread out the harder/major courses.	1	1	1				Somewhat -- I think it always plays into the question.		1	1	
7			1		Enjoy the classes, but extremely challenging classes. Upper level sciences.			1			1	Courses I wanted in core were not available or not offered.		1	1	
8				1	I like my classes, and the times that I have them.	1						Not at all -- I got all the classes I wanted.	1			
9			1		This semester I was able to get into the classes of my first choice which was nice, however none of them seem particularly interesting -- so far.	1						It made things easier.	1			
10			1		I received most of the courses I needed, and they are all turning out well.	1						Not much. I was able to get most of my first choices.	1			
11				1	I am taking classes that apply to my major. They interrelate so it makes it a little easier. I also have all of my classes in a row so I only have to come to		1				1	Because the courses were available, it made my schedule more satisfying. If I couldn't have gotten into the courses I wanted I would	1			

12			1	Besides the fact that the majority of my major classes were only offered a few times each day, the actual scheduling of my courses has worked quite well. All of my classes appear interesting and relevant to my education, with the exception of one course. Between a rambling, unfocused professor and seemingly meaningless busywork, this class will most likely be just bearable.	1					1		1			
13			1	I'm taking 15 hours. 12 of those hours are in classes I'm very interested in. My classes all begin by 11:30 and end by 4:30 (except a Tuesday night class), which makes things very convenient.						1	None, I've never had any major problems with getting a yellow card if I couldn't get a class or time I wanted.	1			
14			1	I have begun to take some classes that are interesting, especially in my major. I wasn't sure if I would like my major until this semester.	1					1	It impacted it some.		1	1	
15			1	I finally managed to get a schedule that makes sense and has decent time frames, most likely because of my class standing.	1						It wasn't as much of a problem this year, but I still had difficulty getting into the right classes, especially Clinicals.		1	1	
16			1	Finishing up core: Am Institutional Hist not too thrilling; Physics 186: Just not a strong point				1			Did not	1			
17			1	Because of the registration system (I'm a 9) I registered last so I wasn't able to get all of the classes I wanted, but the majority are what I was looking for.					1		Course availability was my entire concern on part a.		1		
18		1	1	I like the way I set up my schedule, but I think that having to work to receive a scholarship "given" or "awarded" to me is unethical and an excuse to get free labor at the expense of my study time, energy, and focus.				1			It did not.	1			
19			1	I like the fact that I have Mondays off and only three classes total on W & F, but my T & TH are very full.	1						Yes. Originally I had signed up for a class and it was cancelled. All of the other sections required me to change at least one other class to get the one I needed. Although I did change several more classes			1	

20			1									It impacted it a lot. If I would have not gotten the classes I wanted to take this semester, I would have been very dissatisfied.	1			1
21				1	I'm enjoying my courses and I am very happy with my teachers. I can see their enthusiasm which makes it easier to grasp the material.						1	I was able to easily register for all the courses I wanted to take this semester (finally).	1			1
22			1		Lots of hours keeps me busy, classes are interesting but I feel stressed, especially as deadlines approach.			1			1	I was able to take all the courses I wanted.	1			1
23				1	This is the first semester I've taken below 17 hours. As I'm approaching the end of my college career (gasp!) my classes are becoming more specific, which makes them more difficult. So, though the workload is roughly the same, I spend less time in class, more on my major (which I love!), and more on venturing out into the working world. In a summary, work is hard, but matter is good. :)			1			1	Not at all	1			
24			1		I'm taking all upper level major courses and the workload is quite large.			1	1			It was completely my responsibility. A lot of my upper level courses are only offered at one time which can make it very difficult to have some flexibility in the schedule.	1			
25				1	I have all the classes I need, at convenient times. The classes are at a somewhat challenging level, most of them relate to my major.	1		1	1			There were enough course sections available that I was able to get into my classes without much of a problem.	1			1
26				1	I'm taking 12 hours. Most of my teachers I like. The material is in my major where I really need to concentrate.			1		1		I think 3 of my classes had only one class available so I was lucky to get in.	1			
27				1	I'm in all my major classes, so I find them very interesting.			1			1	Not at all. Because I am a nursing major, course availability has not been a problem.	1			
28				1	My teachers are very interested and humorous. They know a lot about the subject -- but most importantly they know how to convey the info to us. However, the classes are large and I never have a seat, can't find parking which makes me late. I think that is rude to the professor.						1	I might have smaller classes but required courses are always too large.	1			
					I got the classes I											



30			1	My profs are enthusiastic and knowledgeable of the subjects. Timing is perfect for my schedule.						1	Did not impact this.	1			
31			1	Like the classes, but there is a large time commitment						1	none	1			
32			1												
33			1	Well balanced, interesting courses, stimulating profs, no morning classes. Challenging classes.						1	Not much.	1			
34			1	My schedule has early classes and classes I am not entirely interested in. Also, I am considering changing majors so these classes may not apply.						1	The classes I would prefer to take especially ones that are later in the day were closed long before I got a chance to register.		1		
35			1	I am satisfied with most of my classes, but Legal Enviro of Business seems to be a little too much.				1		1	I really don't like to take classes at 7:30 and don't like to have more than two classes back to back.		1		
36	1			I love my profs this semester. I've had some real assholes before.						1	None, I've always gotten the schedule I wanted.	1			
37			1	I'm in class 21 hrs/wk, my classes are hard and I have practice to squeeze in too -- it's frustrating to say the least.				1			Not really -- kinda had to take these classes now in order to graduate on time.	1			
38			1	My classes for this semester are challenging, but overall, I am willing to accept the challenges. They are mostly requirements for my major.			1	1			None, I was able to get the classes that I wanted.	1			
39			1	I was able to get all of the classes I wanted and have a good balance of class difficulty.	1						Course availability makes it possible to get the classes I want.	1			
40			1	I am satisfied with my schedule. I got all the classes that I wanted, but some of the times were not what I wanted. For example, I have a night class on Tues/Thurs that I really didn't want to do at night.	1					1	Somewhat.		1		
41			1												
42			1	I am in all the classes I wanted, but I do have some early classes (bad ) (i.e. before 9:30)	1					1					
43			1	I was able to get all that I wanted/needed and I will be graduating in the fall.	1						Big role in my happiness.	1			
44			1	I am finally in classes I really enjoy.						1	I had to register under strange circumstance so I had all yellow cards.			1	
45			1	Classes filled up too fast						1	a lot			1	

47			1		I'm enjoying my 400 level SOAN classes a lot.		1				1	no.	1			
48			1		I feel overwhelmed, but I want to graduate in December, so I pretty much need to get through this semester. I feel like I study too much and don't have enough fun and probably will regret that when it's all done and over with.				1			Well, I applied for a yellow card in the Math division to fulfill my B.S. requirement, was denied, and am now in an econ class that I am too far over my head in. So, I think this affects part of my reason for being dissatisfied.		1		
49				1	Didn't get the courses I wanted. Didn't get the prof I wanted for 1 course. Satisfied because still meets my worksheet needs.						1	Course availability greatly impacts your satisfaction with your schedule!!		1		
50				1	I am satisfied because I have 15 hours, that are pretty well separated out in terms of time. My MWF classes are about the same as my TTH classes.		1					All of the courses I needed were available when I registered, so it didn't affect me.		1		
51				1	All of my profs are enthusiastic and friendly, and they explain the material well. Also, the times fit into my schedule well, and none of my classes are night classes.		1				1	not at all		1		
52				1	I had a very hard time designing a schedule that contained the classes I wanted and fit into my time constraints. Because there was only 1 section of some classes offered, I was unable to take classes I was very interested in.						1	It did influence my response a lot.			1	
53				1	Fits in very well with my major and also my work schedule.		1					None		1		
54				1	Comfortable. Enough free time to do other projects.		1					Classes are later in the day, and so I don't feel rushed to get my day started.		1		
55				1	Since I registered late I expected to get practically nothing, but I ended up with some good courses with good professors.		1				1	There were a wide variety of courses available, but I wanted to take these. There were also a few courses that might have better but they conflicted with other courses as far as time goes.		1		
56				1	I was able to get into the classes I needed/wanted.		1					I was finally able to take a PHRE class, however at a bad time.				1
57				1	I am satisfied because I am in two classes that I really wanted to take. They are challenging, but interesting.		1				1	It made a big impact because if I would not have been able to get into the classes I would be in ones that do not interest me, but may be necessary.		1		

60		1		I have a couple of non-challenging classes, and two other classes which are challenging are instructed by boring profs. Initially, I thought this would be my most likeable semester yet, but this hasn't been the case.							Not at all	1			
61			1	I switched my major after I had already registered, so when I changed my classes, I didn't really get any help on what I needed to take towards my new major, so I picked classes that were open. I think the classes are okay.	1						I chose two classes that were open.		1		
62			1	It forces me to concentrate equal amounts of time on school work and everything else (prioritizing).			1				Course availability is a big impact. All of my profs are willing to answer any questions I might have.	1			
63			1	I take an interest in each of my courses. One course I am very interested in, and love to do the homework. One course is completely reading novels. Another course is teaching me to teach, and I really feel like I'm learning about my career.		1				1	It affected me greatly, because some courses that I need weren't offered this semester or at an available time.		1		
64			1	I am taking very challenging courses that are related to my major, but on the other hand I have a lot of work to do.		1	1				not at all	1			
65			1	It is so difficult for me to schedule my classes because I am an art major so this semester I have 6 straight hours of class, 2 days a week for only 6 hours total credit. This is because they are studio classes. So, in order to fit in 20 hours of work between 8 and 5 Mon-Fri, I had to take a night class, which makes the school day even longer.			1				Not too much.	1			
66			1	Couldn't get into enough classes for core/major, but didn't want to waste time with electives, so I got 12 hours. Couldn't get into the major of my choice so the entire course of my life has changed, but I don't want to transfer schools so late in college career. So I'm stuck with classes this semester that no longer apply to me and						1	YES! See above. I'm a JUNIOR, I should have no problem with class availability.				1

67			1	I have a lot of long labs and my courses are spread out with gaps in my schedule. If classes were blocked together, I think I'd be more productive. However, I'm doing alright with it.			1					Not much at all.	1				
68			1	My major is still fairly new to me and my workload is as heavy as it was during previous semesters.			1					not too much, by junior year I did not find it hard to get into the classes I wanted.	1				
69			1	I have a good mix of classes that I am interested in.	1						1	If I wasn't able to pick the classes I wanted for the semester, I probably wouldn't like my schedule as much.	1				
70			1	All my classes are fairly challenging and interesting. However, there are certainly many other classes I would have taken had they been offered.						1	1	Very much -- if the only course offered was Speech, I would have been very dissatisfied. If there were, for example, more courses catering to my main interests in philosophy (my major) I would have been very satisfied.		1			
71			1														
72			1	I love all my classes, but I have a class that meets only once on Mondays 7-10 pm and I tend to put things off for that class.	1						1		1				
73			1	I have all major courses so I find them interesting. However, I just dropped a marketing class because of lack of interest in class and professor.			1				1	Somewhat, I had to take all of my classes it was just a matter of when.		1			
74			1	I just switched majors and the classes I have with the appropriate teachers are enjoyable and work well with my other time requirements.	1		1				1	I finally got the classes that I originally wanted. I also received the teachers I requested for the first time. The availability of the courses are very important in part a.	1				1
75			1	It is very challenging for me. I am taking several upper level courses in my major.			1		1			somewhat		1			
76			1	I would've liked to get in a 1 hour govt. class, but none were offered at time I could take. Other than that I only have 13 hours, my least ever, and I'm enjoying it.							1	See A, course availability was a factor.		1			
77			1	Being a Junior, I thought I would get into the classes I needed. But I still didn't get into everything.							1	<-----		1			
78			1	I enjoy my classes and my profs.	1						1	No, I got all the classes I wanted.	1				
79			1	I'm taking classes I really want to take and learning a lot.			1					some		1			
				I am just getting into my													

81			1	Overall very good profs! However a lot of scheduling conflicts.						1	1	Playing softball, I must schedule classes during 7-1. With this restriction, I was not about to take certain courses (Print II, Sculpture I)		1		
82			1	Last semester I loaded up on too many major requirements, making it a difficult semester. This time I gave the classes more thought when signing up for them.	1							It did not impact my response.	1			
83			1	I am satisfied that I was able to actually get in the courses I wanted.	1							I am not very satisfied because of the times that were available. I have 17 hours of classes and all of them except one are on Tuesday and Thursday.			1	
84			1	I got all the courses I needed so I am satisfied.	1							<-----	1			
85			1	I really enjoy my classes this semester -- they are the ones I am most interested in!		1					1	None	1			
86			1	I'm taking very interesting courses and have a good time schedule and like my teachers.	1						1	Course availability had a high impact because I got teachers I wanted at times I wanted.	1			
87			1	I am satisfied with the classes that are truly important to me, but I am dissatisfied with 2 of my classes that are required by the core.				1				Not at all.	1			
88			1	Had to change a class, now I have a 4:30 Friday class.	1							Would be nice if more classes were available.		1		
89			1	I got into the classes I wanted at more or less time I wanted them.	1							Very small amount. Mainly it was in the availability of upper level history courses. Need more than one section or larger classes.	1			
90			1	All of my classes are challenging, yet enjoyable. Most of them are interesting as they are all major requirements of mine.							1	Not at all	1			
91			1	I have five classes, three on T/TH and one that is a MW course and only 1 fifty minute class. It is very hard for me to sit in class for a long time because I lose interest but I don't have a 7:30 or a night class so that is good.				1				The classes I am in were the only ones available.			1	
92			1	I find my classes challenging for the most part. I feel that my hard work is paying off because of my increasing knowledge. I enjoy having a better understanding of real world events because of							1	Very much. I was able to get into all the courses I wanted.	1			

94			1	I finally got to take classes that I wanted to take! And I got the instructors I wanted.		1				1	My social security number is a 9. Need I explain more!		1		1
95			1	I just changed majors, so I am finally enjoying what I am learning in my classes.		1				1	Since I am a junior, I got all of the classes I wanted.	1			1
96			1	My fall courses were extremely difficult and I felt as though I did not have ample time to spend in each class. This semester I feel I can apply myself more because my classes are less demanding.	1						None	1			
97			1	I am taking a variety of courses at different levels. Most of my classes fulfill a requirement, so I would have had to take them eventually.	1						I basically got into the classes I wanted.	1			
98			1	I got all of the classes that I sought out for the first time in the spring semester.	1						Very much because I was, and still am, satisfied with my courses.	1			1
99		1		Unhappy with one course in particular. Many comm. Classes means many deadline -- stressful			1				Somewhat -- I would have liked more selection in Foreign Language Requirement.		1		
100			1	I like all of my classes and profs.	1					1	none	1			
101			1	Not many hours, enjoyable courses, good times for class.	1						I had no problems with course availability.	1			
102			1	I have classes at the times that I wish allowing me to have plenty of study time when I want to study.	1						When registering many courses were available to me and I was able to pick and choose what I wanted.	1			
103	1			I have all science classes and although they are difficult I enjoy them.		1	1				Not too much, I was able to get into the classes that I wanted to.	1			