

This chapter contains the detailed responses of the more than 100 freshmen interviewed in the spring of 1996.

Chapter XXII: FRESHMEN STUDENT INTERVIEW REPORT DATA

Many reasons were given as to why the assignment/experience was their best so far. Seventeen percent gave skill development as the reason. Fifteen percent said it was their best because it was challenging. Other responses were real world relevance (12%); personal development and building

Fifty-nine percent indicated that their best learning experience/assignment was an individual assignment. Thirty-two percent indicated it occurred in a group setting and 9 percent gave no response as to whether it was a group or individual assignment.

The most common response for this question, given by 36 percent of the students, was an assignment involving a written paper. Practicum/lab experiences were mentioned by 10 percent of the students, followed by presentations (9%) and projects (8%). Approximately 2 percent of the students gave no response to this question. The remaining 36 percent gave a variety of other learning experiences. Most of these experiences occurred in general education courses (73%). Approximately 18 percent occurred in major courses, four percent occurred in courses pertaining to an elective, and the remaining 6 percent was evenly split between minor courses and no response being given.

Describe the specific assignment or classroom experience that has been your best learning experience so far at Truman. Why?

Summary of Question One:

Consistent with the last four years, each student was interviewed by a faculty-student, staff-student, or administrator-student pair. Each interviewer independently coded the student's responses and compared coding decisions. If discrepancies arose, the two interviewers arrived at consensus or referred the decision to the committee. Note that in the reporting of responses, where percentages are given, they have been rounded to the nearest whole number.

During the Spring Semester of 1997, the Vice President's Advisory Committee on Assessment, assisted by additional faculty, staff, administrators, and students conducted an interview project for the fifth consecutive year. This year was the second consecutive year the interview project assessors interviewed second semester freshmen. A computer-generated random sample of 133 second semester freshmen were invited to be interviewed. An additional 20 students who participated in the Fall 1996 College Success Workshop were also invited as were 15 additional students who were part of the extended Freshman Week classes; five students from each of the three extended Freshman Week courses were invited. A total of 105 students completed the interview process which occurred in February and early March 1997. Sixty-two percent were female; thirty-two percent were male. Approximately 27 percent of the students interviewed participated in extended Freshman Week courses and 18 percent were College Success Workshop participants.

Executive Summary

Vice President's Advisory Committee on Assessment

Interview Project Report

What has been the most challenging social adjustment that you have had to make? What could the university do to facilitate this transition?

Summary of Question Four:

Thirty-six percent indicated improving study skills was most challenging academic adjustment. Other responses included time management (29%); they were required to know the subject much better (6%); and saying no to social opportunities (1%). Four percent gave no response. Twenty-five percent gave various additional responses.

When identifying the university's role in facilitating the transition, forty-three percent said there was nothing the university should do, rather this was the student's responsibility. Other responses were to provide a study skills class (9%); keep Freshman Week (7%); provide more study areas (3%); provide a clearer expectation from faculty (3%); and provide better access to tutors (1%). Six percent did not respond. Twenty-nine percent gave various additional responses.

Many students find the transition from high school to university life challenging. What has been the most challenging academic adjustment that you have had to make? What could the university do to facilitate this transition?

Summary of Question Three:

Twenty percent of the students indicated Greek life was their best out-of-class experience. Residence hall life was cited by 17 percent. An additional 17 percent cited socializing. Other reasons given included other (non-Greek) campus organizations (11%); competitive athletics (9%); cultural opportunities (5%); Freshman Week and travel (3% each); volunteer work (2%); work on campus, work off campus, and community activities (1% each). Five percent gave no response. Three percent gave various other responses.

When indicating why they chose the experience they chose as their best out-of-class experience, fifty-three percent said it was due to student-to-student interaction. Other frequently cited responses included the development of interpersonal skills (8%); relevance and application to the real world (5%); developing time management skills (4%); gaining a sense of independence (3%); and developing leadership (1%). Twenty-four percent gave various additional reasons and one percent gave no response.

Describe your best out-of-class experience so far at Truman. Why?

Summary of Question Two:

self-confidence (11%); the chance to express an opinion (8%); the chance to work with peers (6%); the chance to choose the topic (6%); project magnitude, quality of feedback, and help in future courses each received 3 percent; one student did not give a reason; and the remaining 17 percent gave various other reasons.

Ninety-seven percent were aware of freshman testing; three percent were not. Seventy percent were aware of surveys; thirty percent were not. Seventy-seven percent were aware of sophomore/junior testing; twenty-three percent were not. Ninety-three percent were aware of the sophomore writing experience; seven percent were not. Eighty-one percent were aware of the interview project; nineteen percent were not. Seventeen percent were aware of capstone courses;

why assessment occurs. said they knew nothing about why assessment is done. Six percent indicated they knew a lot about student learning. Thirty-two percent reported that they knew some about this. Fourteen percent Forty-eight percent responded that they did not know much about why the university assesses

How much do you know about why the university assesses student learning? Which of the following assessments are you aware of? What would you like to know about the university's assessment program?

Summary of Question Six:

Of those who had never considered leaving, sixty-six percent were very satisfied with their experience here. Thirty-two percent were somewhat satisfied. The remaining 2 percent were evenly split between being neutral and giving no response

They stayed because of friends (25%); parents (10%); sorority/fraternity (10%); perseverance (5%); faculty (3%); smaller classes (2%); and campus activities (3%). Forty percent gave various additional responses. Five percent did not respond

Those who considered leaving gave many reasons why they stayed: friends (15%); parents (11%); boyfriend/girlfriend (9%); town (6%); cost (6%); faculty member (4%). Four percent did not respond. Forty-six percent gave various additional responses.

Thirty-five percent said they had considered leaving. Sixty-five percent said they had never considered leaving.

Have you ever seriously considered leaving the university? If so, why and why did you stay? If not, how satisfied are you with your experience?

Summary of Question Five:

Many students (38%) felt the university should have no significant role here. Other responses included self-responsibility (14%); keep Freshman Week (13%); more entertainment opportunities (2%); have an extended Freshman Week (2%); enhance counseling support services (1%); and the Recreation Center (1%). Twenty-nine percent gave various additional responses. Eleven percent gave no response.

The most prevalent response was getting to know people (26%). Other responses included sharing a room with another person (17%); living in a residence hall (11%); homesickness and leaving home (9%); living in a small town (8%); pledging a fraternity/sorority (2%); and peer pressure (1%). Six percent gave no response. Twenty-one percent gave various additional responses.

The students commented on many diverse topics. Many indicated extreme satisfaction with their first year as Truman community members. Several others chose not to comment. Some commented on scholarships; residence hall room size, noise, heating/cooling systems, and living in such close proximity with others; scheduling issues; crosswalk safety; Freshman Week and the extended Freshman Week sections; delaying rush for freshmen; advising issues; SUB meal transfer hours; Recreation Center; food quality; increased accessibility for computer labs; timing of Freshman testing; student advisors; portfolios; specific professors; IB credit; meal plans; back-to-back classes in Ophelia and Barnett; student activities; admissions office; perceived "red tape" in adding a class; Division Day; specific courses; and the need for classes on computer technology.

Is there anything else you'd like to tell us?

Summary of Question Seven:

Many varied responses were given when asked what they would like to know about the assessment program. Many asked about specific assessment instruments currently unknown to them. Thirty-eight percent were aware of the senior exam in the major; sixty-two percent were not. Ninety-one percent were aware of portfolios; nine percent were not.

1997 Freshman Interview Time Questionnaire

A component of the interview period was a set of several additional questions administered to the students in an anonymous questionnaire format, prior to their interview. The questions dealt with how students used their time in the past 24 hours. This was done last year as well; however, the committee members decided to significantly expand the number of questions asked this year. All interviews occurred on a Thursday during the middle of the day; thus, all responses reflect time allocation for mid-Wednesday to mid-Thursday. The interviews began on February 13 and continued the following six weeks, with the obvious exception of the week occurring during midterm break. A few students noted that the time allocation they were reporting was not typical since they were working on midterm exams.

Summary of pre-interview question One:

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

Students report spending an average of 4 hours, during the 24 hour period, in class. The maximum response was 9 hours and the minimum was 50 minutes. They spent an average of 4 hours studying, with the maximum response being 13 hours. Some students reported that no studying occurred in the past 24 hours. They slept an average of 7 hours; the maximum and minimum time responses were 12 and 2, respectively. They socialized an average of 4 hours with 13 and 0 being the respective maximum and minimum time responses. Organized co-curricular/extra-curricular activities took an average of 1 hour with the maximum and minimum time responses being 6 and 0, respectively.

Summary of pre-interview question Two:

Please list your most time-consuming co-curricular/extra-curricular activity last semester. Which co-curricular/extra-curricular activities and organizations have you been involved in?

Here, responses varied drastically and included none, organized sports, fraternity/sorority activities, and other campus organization's activities. See the corresponding data table on page XXII-68 in Volume III for exact responses.

Summary of pre-interview question Three:

*In the last week, how much time did you spend on each of the following?
Working on campus, working off campus*

When asked how much time was spent working both on and off campus, their response for both on and off campus work was an average of half an hour. Most students reported that they did not work beyond their academic duties.

Eighty-four percent said they were satisfied. Thirteen percent reported they were not satisfied. Two percent answered both yes and no. One percent did not respond. Those students unsatisfied with their schedule were asked to indicate why. Responses included finding desired classes already closed, frustration with the registration process, disliking night classes, having to take core classes

Are you satisfied with your Spring course schedule? If not, why?

Summary of pre-interview question Seven:

Fifteen percent responded yes, eighty-three percent responded no, and 2 percent gave a non-yes/no answer.

Do you have or plan to have more than one major?

Summary of pre-interview question Six:

The responses here were extremely varied. The conversation topics ranged from course work to university procedures, religion, cloning, aids, the O. J. Simpson case, politics, racial issues, sorority involvement, future life goals, professors, abortion, friends' personality traits, media and society, social life, partying, and literature. See the corresponding data table on page XXII-77 in Volume III for exact responses.

If you did, what was the topic of discussion and where were you?

Sixty-five percent reported they did this several times. Twenty-three percent said they did it twice. Seven percent said they had a discussion of this type once and six percent reported having no such conversation.

In the last week, how often did you discuss issues of social, cultural, or academic significance with others outside of class?

Summary of pre-interview question Five:

Five percent completed no writing assignments last semester. Nine percent completed one or two writing assignments. Twenty-three percent reported completing three or four writing assignments. An additional twenty-three percent reported completing five or six writing assignments. Thirty-five percent reported completing seven or more writing assignments. Six percent did not respond.

About how many writing assignments (other than Comp I) did you do last semester?

Over half the students (62%) reported taking the course; thirty-seven percent reported they had not taken it; one percent did not respond.

Did you take Eng 100 (Comp I)?

Summary of pre-interview question Four:

rather than classes in the major, and professor dissatisfaction. See the corresponding data table on page XXII-80 in Volume III for exact responses.

Summary of pre-interview question Eight:

Describe your experience with each of the following: spreadsheets, word processing, databases, e-mail, world wide web, and computerized library resources (other than the card catalog).

The response categories describing experience levels were *no experience, experienced, and proficient*. Fifty percent of the students said they had no experience with spreadsheets; forty-four percent said they were experienced with spreadsheets; seven percent said they were proficient with spreadsheets. Almost all the students reported being either experienced or proficient with word processing. Over half the students reported having no experience with databases but being experienced with e-mail and the world wide web. Approximately forty percent of the students reported no experience with computerized library resources.

Specific results follow. Two percent said they had no experience with word processing; fifty-one percent were experienced with word processing; forty-seven percent said they were proficient with word processing tasks. Fifty-three percent reported no experiences with databases; thirty-nine percent were experienced; and eight percent were proficient with databases. Concerning e-mail, four percent said they had no experience; fifty-three percent said they were experienced; and forty-three percent said they were proficient with e-mail. The world wide web had thirteen percent no experience responses; sixty-two percent with experience; and twenty-four percent of the students reported web proficiency. Only 8 percent reported being proficient with computerized library resources; fifty-one percent said they were experienced; and forty-one percent of the students reported no experience with computerized library resources.

Summary of pre-interview question Nine:

Have you attended an on-campus cultural event such as the ones listed below? If so, indicate how many. Plays, concerts, forums/conferences/symposia, lectures, residence hall, art exhibits, lyeum

Ninety-three percent of the students said they had attended such an event. Seven percent said they had not. The most cited category was the concert category with twenty-four percent. Sixteen percent had attended plays. Fourteen percent had gone to art exhibits. Another fourteen percent had attended lectures. Thirteen percent had attended residence hall sponsored events. Ten percent had attended a lyeum event. Five percent had gone to a forum, conference or symposium. Four percent specified various other cultural events. See the corresponding data table on page XXII-85 in Volume III for specific responses.

Almost a third of the students said they had, a short two-thirds said they had not. Approximately 7 percent did not answer the question. Approximately a fourth of the students said they did feel adequately prepared for the more advanced class. A little over two-thirds said the question did not apply. Six percent said they did not feel adequately prepared for the advanced class.

Have you completed any related/more advanced courses at Truman? If so, do you think you were adequately prepared for this more advanced class?

Forty-eight percent responded yes. Fifty-one responded no. Two students did not respond. Those students responding yes were asked to indicate the number of hours for which they had received credit. The average number of credit hours received per yes response was 12 hours. They were then asked to describe how these courses compare with courses at Truman. Some said they were easier, some harder, and some said they were comparable. See the corresponding data table on page XXII-95 in Volume III for their responses.

Other than AP, did you take any courses at your high school where you received both high school and college credit? If so, how many hours? How did these courses compare with courses at Truman?

Forty-nine percent said they had taken AP courses. Fifty-one percent said they had not. One student left the question blank. If an AP course had been taken the students were asked if they received college credit for the course(s). Thirty-eight percent said they did receive college credit for these courses. Sixteen percent had taken AP courses but not received credit for them. One student did not respond. The question did not apply to forty-five percent of the students.

Did you take any AP (Advanced Placement) courses? If so, did you receive college credit for these courses?

Summary of pre-interview question Twelve:

Only a third of the students knew about the Honors program. The remaining two-thirds did not.

Do you know about Truman's Honors program?

Summary of pre-interview question Eleven:

The students reported spending an average of 2 hours a week reading for pleasure. The maximum number of hours reported was 12, the minimum was zero. They gave many different examples of their pleasure reading including popular magazines, newspapers, and both classic and modern books. See the corresponding data table on page XXII-88 in Volume III for the exact responses.

How many hours per week, on average last semester, were you able to read for pleasure? Provide an example.

Summary of pre-interview question Ten:

Other than AP, did you take any courses on a college campus where you received both high school and college credit? If so, how many hours? How did they compare with your courses at Truman?

Almost five percent said they had. Ninety percent said they had not. Almost six percent did not respond. The average number of hours per yes response was almost six and a half hours. When comparing the courses, the responses varied from the courses being easier, harder, and about the same. See the corresponding data table, page XXII-97 in Volume III for exact responses.

Summary of pre-interview question Thirteen:

Are you getting the advising help you need?

Eighty-three percent said they were getting appropriate advising assistance. Seventeen percent said they were not.

Who has been your main source of academic advice?

A third of the students reported that other students were their main source of academic advice. Twenty-eight percent said they got most of their academic advice from academic planning advisors. Other sources included student advisors (SAs) (15%), faculty members (8%), and parents (8%). The remaining five percent specified various additional main sources for academic advice.

What has been your main source of personal advice?

The students' main source of personal advice was overwhelmingly their friends (71%). Nineteen percent got this advice from parents. Other responses included student advisors (4%) and academic planning advisors (2%). Approximately three percent of the students used other sources.

What types of information have you sought?

The two most popular responses were information involving the curriculum (22%) and course problems (20%). Other responses included career information (17%), personal/social information (13%), information about finances (11%), university procedures (11%), and study skills (5%).

Freshman Interview Project Spring 1997 Questionnaire

Subject information:

Gender	Number	Percentage
Female	65	61.9
Male	40	38.1
Total	105	100

Experimental (Extended) Freshman Week:

	Number	Percentage
Yes	28	26.7
No	74	70.5
Blank	3	2.9
Total	105	100.1

College Success Workshop:

	Number	Percentage
Yes	19	18.1
No	79	75.2
Blank	7	6.7
Total	105	100

Data for Gender, Exp. Freshman Week and College Success Workshop:

Subj	Gender	Exp. Fresh. Wk.	Col. Succ. Wksp.
001	M	N	N
002	F	N	N
003	M	Y	N
004	F	N	N
005	M	N	N
006	M	N	N
007	F	N	N
008	F	Y	N
009	F	N	N
010	M	N	N
011	F	N	N
012	F	N	N
013	F	N	N
014	F	N	N
015	M	N	N
016	F	N	N
017	M	N	N

018	N	M	N
019	N	M	N
020	N	F	N
021	N	M	N
022	N	F	Y
023	N	F	N
024	N	F	Y
025	Y	F	N
026	N	F	N
027	N	F	Y
028	N	M	Y
029	Y	M	Y
030	Y	F	Y
031	N	F	Y
032	N	F	Y
033	N	F	Y
034	N	F	N
035	N	M	N
036	N	F	N
037	Y	F	Blank
038	Y	M	N
039	Y	M	N
040	N	M	Y
041	N	F	N
042	N	F	Y
043	N	M	Y
044	N	F	Y
045	N	M	N
046	N	F	N
047	N	F	N
048	Blank	M	N
049	Blank	M	N
050	N	M	N
051	N	M	N
052	N	M	N
053	N	F	N
054	N	F	N
055	Y	M	Y
056	N	F	N
057	N	F	Y
058	Blank	M	Y
059	N	F	N
060	N	F	Y
061	N	F	N
062	N	F	N
063	N	F	N
064	N	F	N
065	N	F	N
066	Blank	F	Blank
067	Y	F	Y

1. Describe the specific assignment or classroom experience that has been your best learning experience so far at Truman. Why?
 Description of the assignment (be specific)
 Course
 Type of assignment/experience
 Type of course
 Group or individual assignment/experience
 Why?

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068	M	Blank	Blank
069	F	N	Y
070	F	Y	N
071	F	N	Y
072	F	N	Y
073	M	N	Y
074	M	Y	Blank
075	M	N	N
076	M	N	Y
077	F	N	Y
078	M	N	N
079	F	N	Y
080	M	N	N
081	F	N	N
082	F	Y	N
083	F	N	N
084	F	N	N
085	F	N	Blank
086	F	N	N
087	M	N	N
088	F	N	Y
089	F	N	N
090	F	N	N
091	M	Y	N
092	M	Y	Y
093	F	N	N
094	F	Y	N
095	M	N	N
096	M	N	N
097	M	N	N
098	F	Y	N
099	M	N	N
100	F	N	N
101	M	N	N
102	F	N	N
103	F	N	N
104	F	Y	Y
105	F	N	N

RESULTS FROM QUESTION 1:

Type of assignment/experience:

	Number	Percentage
Paper (Pap)	39	35.5
Presentation (Pre)	10	9.1
Practicum/lab (Pra)	11	10.0
Project (Pro)	9	8.2
Other (O)	39	35.5
Blank	2	1.8
Total	110	100.1

Type of course:

	Number	Percentage
General Ed. (G)	77	72.6
Major (M)	19	17.9
Minor (Min)	3	2.8
Elective (E)	4	3.8
Blank	3	2.8
Total	106	99.9

Group or individual assignment/experience:

	Number	Percentage
Group (G)	34	32.1
Individual (I)	63	59.4
Blank	9	8.5
Total	106	100

Why:

Codes	Number	Percentage
Challenging	29	14.8
Quality of feedback	5	2.6
Help in future courses	5	2.6
Work with other students/peer support	12	6.1
Real world relevance	23	11.7
Student choice of topic	11	5.6
Skill development	33	16.8
Express own opinion	16	8.2
Magnitude of project	5	2.6
Personal development/self-confidence	21	10.7
Other	34	17.3
Blank	2	1.0
Total	196	100

Data for question 1:

Subject	Desc of assignm	Course	Type	asg/exp	Type	Grp/In	Why	Key Phrase
001	Blank	Intro to Philosophy	O	G	I	O	It opened my mind to things I hadn't thought about before. O: New ideas.	
002	Blank	Biology	Blank	Blank	Blank	Blank	Disease discussion in Biology (AIDS and a cup of water). Good illustration. Related to real life. Got students involved.	
003	Designed rockets	Physics lab	Pra	G	Blank	RWR, SD, O	Not as structured. Not just set out what you have to do. Practical application of abstract concepts. O: Creative and fun.	
004	Blank	World lit III	G	G	Blank	O	Interested in reading. Contemporary world novels. Prompted her to change her major to English. O: Interesting.	
005	Interview person in health field, write report (paper)	Foundation of Health Education	Pap	M	I	C, RWR, SCOT, PDSC	Excellent teacher, concerned about her students - Project related to career plans.	
006	Blank	Advanced German I	Pap	G	I	C, SD	Writing essays. Helped me improve and develop skills.	
007	Blank	French 221	O	G	I	SD	Active speaking in class helps her in the class. SD: Made her more comfortable with the language.	
008	Blank	US History	O	G	G	SCOT, O	Good teacher. Interesting style. O: good teacher, interesting style.	
009	Blank	Eng Comp I	Pap	G	I	C, QOF, SD, PDSC	Loved teacher. Gave her confidence. Encouraged her to submit work to Truman Writers in Progress. Made it through successfully when she didn't think she would.	
010	Research Paper	Chem 100	Pap	G	G	MOP	Did the most work of any class.	
011	Blank	World lit I	O	G	I	SD	Read-online. Significant areas. Learned new ways to look at lit. and ways of looking at things.	
012	Blank	Speech	O	G	I	O	Ill - missed midterm - flunked midterm. Should have known	

013	She spent 20 minutes lecturing to her class, giving her the experience of teaching	Survey of American Lit.	Pre	G	I	C, HFC, SD, O	to call professor. Learned lesson
014	Blank	Chem 100	Pre	G	I	O	Professor is open, willing to help and friendly. O: Professor
015	History research paper - 4-6 pages	US History II	Pap	M	I	C, SD, MOP	Used 23 articles in library. Used the Internet.
016	After a lecture by her professor, she had to paraphrase and recite the lecture back in the class.	Chem 100	Pre	G	I	C, O	O: "You had to understand fully the course content and lecture content."
017	Paper on two different art forms	Basic Approach to Arts	Pap	G	I	EOO	Have to actually experience arts.
018	Paper written about a multicultural event	Eng Comp I	Pap	G	I	RWR	Exposure to different culture. No black people in my home town.
019	Lab	Chem 120	Pra	G	G	QOF, SD, O	QOF: "Lots of Q&A", SD: "You had to figure things out problem-solving", O: Interacting with faculty "lots of Q&A."
020	Blank	Eng Comp I	Pap	G	I	QOF, SD, PDSC	Four major writing assignments. PDSC: Faculty member was very helpful, motivated, active participation, brought out skills in students they did not know they had.
021	Paper	Eng Comp	Pap	G	I	SD	Nothing extraordinary but liked the way the teacher did it.
022	Class discussion	Ethics	O	Blank	Blank	EOO, O	You can say what you want. Surprised by views. Surprised by hypothetical situations. Student would argue. Eye-opening. O: New perspectives.
023	Writing College-level papers	Eng Comp I	Pap	G	I	C	Blank
024	Speech	Speech	Pre	G	G	WWS	Opportunity to focus.

025	Group work	World Lit III	Pap, Pro	G	G	WVOS, PS	Group issues, 3 papers.
026	Blank	Justice Systems	O	Man	G	RWR	Everyone can relate to getting (speeding/parking) tickets.
027	Paper comparing Michelangelo's "Roses" to another art form - she was given freedom to choose subject.	Arts & the Human Exp.	Pap	G	I	SCOT, SD, EOO, PDSC, O	"Near", "Interesting" O: New experience.
028	Seven page paper. First time for long research paper. Short time (had to know what to do himself).	Hist II 105	Pap	G	I	C, SD, MOP	Blank
029	Sunday Night Activity (role playing, studying, college life).	College Success Workshop	Pro	E	G	RWR, SD, MOP, PDSC	Role playing, socializing, time management, "tests" on imaginary situations. What is offered
030	Blank	Eng Comp	Pap	G	I	SCOT, SD, EOO, PDSC	Developed writing and thinking skills. Personal issue. Opened up about own opinion.
031	Research Paper	Intro to Philosophy	Pap	G	I	C, QOF, SCOT, SD, MOP	Made me think. Had to use critical thinking skills. Liked interaction with professor. Learned how to do research and manage time.
032	Review for a test	Essentials of Calculus	O	E	G	WVOS, PS	"We taught each other." "Broke down into small groups and helped each other."
033	Blank	Advanced Jazz	Pre	E	I	O	Choreographed a dance for a final. O: Enjoyed the opportunity to do it.
034	Studying Calc II	Calc II (Math 263)	O	G	G	C	Studying Calc., hard, accomplished something.
035	Term Paper	World Civ I	Pap	G	I	C, PDSC	PDSC: Turned out (the way) (I) wanted it to. C: Worked hard on it.
036	Giving speeches	Comm 170	Pre	G	I	SD	Horrible when started, now I'm better. More comfortable.
037	Role playing (look on role of a play/musical producer and	Theater Appreciation	O	G	I	HIFC, O	Used a lot of what I learned in high school. Fun professor's expectations. O: HIFC: Learn college

038	Report - group presentation on chemical warfare	Biology 100	Pap, Pre	G	G	WVOS, PS, SCOT, EOO	SD: Needed to learn how to find information on topic. EOO: "Needed to present them on what I know."
039	Blank	Comp I	Pap	G	Blank	SD, O	Fun; good assignments covered different styles. SD: Better my writing skills. O: Quality of syllabus.
040	Paper on Michelangelo	Arts & Human Exp	Pap	G	I	PDSC	Write about Cristology behind painting of Sistine chapel: Got excited about art.
041	Participation and Analysis	Music Theory	Pre	Mn	I	O	O: "Put it all together"; good teacher; learned most.
042	Persuasive speech	Comm 170	Pre	G	I	RWR, SD, EOO, PDSC	Library use; interesting - two sides/perspective; she "grew" - sorting out own opinion - relating to others
043	Blank	Psych 166	O	M	I	C	Tests different; tried to use his "basic knowledge" to get through, but realized too late that he needed to study; didn't do well - is retaking the class - big wake up call.
044	Lectures	Am. Natl. Gov't & Intro to Justice Systems	O	G	I	O	(Lecture) "More in depth than high school"; "More interesting."
045	Guest Speaker	Exploring Religion	O	G	G	RWR	First hand perspective on religious experiences.
046	Descriptive paper about boyfriend (Writing of "Paper)	Eng Comp I	Pap	G	I	C, SCOT, SD, EOO	Got to select topic...feels as though she's really learned how to write a paper.
047	Philosophy	Intro Philo	Pap	M	I	C	Goes beyond fact - principles; challenging.
048	Research assignment/group presentation/project	US History II	Pre	M	G	WVOS, PS	Liked group participation; peer learning; each student within a group specialized in an area, and everyone presented in a group format.
049	Research Paper	Biology 100	Pap	G	I	SCOT	Enjoyed writing a paper over materials not covered in class.
050	Interactive learning / group work and interaction	World Lit I	O	G	G	WVOS, PS, RWR, EOO, O	"Lots of discussion"; "More fun than lecture"; O: More fun.
051	Learning about options/possibilities and new view points - opened up	Intro to Philosophy	O	G	I	RWR, PDSC	"Endless possibilities."

	ideas for him								
052	A class debate of about 50 people teacher chose quote: "beauty is in the eye of the beholder"	Basic Approach to the Arts	O	G	G	C, EOO	"People really got into it, it was intense;" "It was deeper than seeing it on paper;" "It was nice seeing other people's opinions" Helped him realize more of what he thought of it.		
053	Lab with mice	Biology	Pra	G	G	O	The teacher taught to make "you" understand - On the students' level (O: interesting different type of experience).		
054	Paper/ had to use many sources in the library	Eng Comp I	Pap	G	G	SD	SD: Library - sources beyond books. (Note from group/Ind sec: individually graded, but encouraged to work in a group and she did.)		
055	Blank	Eng Comp I	Pro	G	I	O	O: Had to do a resume and writing the cover letter made him learn a lot and had to think deeply.		
056	Blank	Calculus	O	G	I	C, SD	C: Learning about personal strengths and weaknesses, SD: Learning and working hard to succeed.		
057	Blank	Freshman Week	Pro	G	G	WVOS	Drew 3 different parts of a body - showed fears (Everyone took turns adding to the body - Worked with others - Could draw what felt).		
058	Concept essay with physics concept research	Eng Comp I	Pap	G	I	SCOT	The physics research appealed more to me.		
059	Watching and reading plays	Theater Appreciation	O	G	G	PDSC	Becoming more culturally informed - opened up a lot that never looked at before.		
060	Journaling in psychology - how it relates to our lives	Gen Psychology	Pro	G	I	RWR	Journaling how psychology relates to life; relate class topics to our own experience, how common (universal?) it is, how often you deal with things you learn in class.		
061	Blank	Intro to Sociology	O	Blank	Blank	O	Teacher who lectured well made things clear - "Understanding" when students asked questions. O: Skilled teacher and listener.		
062	Blank	Biology 108	O	M	I	O	Teacher is organized and take notes and be more excellent. Makes it easier to organized which the student		

063	Blank	Physics	Pap, Pra	G	G	C, WWOS, PS	Animated professor. Enjoys learning; more important than grades. Conceptual challenges. Short written assignments.
064	Translation of a classic German Lit to publishable English state.	Advanced German	Pap	G	I	SD	Interesting. Make it her own style.
065	Pedagogy	College Algebra	O	G	G	HIFC, SD, PDS, C, O	Good teacher for Algebra. Laid back, makes you feel comfortable, good teaching style. O: teacher
066	Blank	Lab in Physics	Pra	M	Blank	C	New experience. Learned a lot. Received a "C", but still considered it her best experience.
067	Blank	Anatomy	Pra	M	G	SD	"Learned the most in lab."
068	Class Journal	Economics	O	G	I	RWR	Teaches how things really work. Interesting. Teaches economic way of thinking.
069	Lab group got to design their own bottle rocket over a 3 or 4 week period	Physics 100	Pra, Pro	G	G	C, WWOS, PS	Exciting. Hard work but fun.
070	Blank	Chem 100	Pro	G	G	C, SD, PDSC, O	Chem 100 good assignments, outside of textbook. Group projects. Challenging library work. Don't like Chem, but this class was good. O: Library work.
071	Watch French movie throughout the semester	Intermediate French II	O	M	Blank	C	Enjoyed it. It was interesting.
072	Nursing shadowing experience - helped deliver baby	Intro to Human Care Nursing	Pra	M	I	RWR, PDSC	Helped confirm career choice.
073	Blank	Eng Comp I	O	G	G	O	Not sitting. Circle seating arrangement. Working on board in front of class. O: Active Learning.
074	Semester Long Freshman Week Arts experience	Intro to Visual Arts	O	G	G	O	Enjoyed the individual class meetings. O: Enjoyed class.
075	Private individual piano	Piano Lower Division	O	M	I	C, HIFC	C: Learning new material, HIFC and PDSC: I'll be a

076	Blank	World Lit III	O	G	I	RWR, O	Prof. great guy. Knew quite a bit Japan. Lit. in depth. Learned about social life in Japan. O: In depth look into Japanese life.
077	Had to visit a different religion (went to Mosque)	Exp. Religions	O	G	G	Blank	Never done before. Wouldn't have on own. Different.
078	Blank	Gen Psych	O	M	I	O	Class was interesting. Teaching style. Got into it.
079	Eng Comp I portfolio	Eng Comp I	O	G	I	C, PDSC	"It focused on looking at yourself as a writer." "I worked hard on it and kept it."
080	Blank	Exploring Religions	Pap	G	I	PDSC	Paper on Buddha. PDSC: Get rid of preconceived notions - learn more of other cultures.
081	Giving a speech	Speech Class	Pre	G	I	C	Did something I was scared to do.
082	Writing assignments throughout the semester	Spanish Grammar and Comp	Pap	Mn	I	C	Liked the prof. Liked that there was a lot of writing. She found it challenging.
083	Experience in Psychology Class - The who class	Gen Psych	O	G	I	O	The professor - uses lots of examples, is clear and makes information to me."
084	Lecture	Intro to Criminal Justice	O	E	I	RWR	"Most related it to your life." Lecture / stories are interesting.
085	Paired course	Eng Comp I and World Civ I	O	G	G	WVOS, PS	Liked having shared material between courses. Enabled her to learn materials well. Liked being with the same 12 students in more than one class. Was able to transfer material learned in paired courses to her Art History Survey I class.
086	Blank	Eng Comp I	Pap	G	G	WVOS, PS	Got to meet other students.
087	Blank	Chem 120	Pra	M	G	SD	Liked lab assignments. Learns most from them.
088	Research Paper	Eng Comp I	Pap	G	I	RWR, SD	Was able to write research paper on a virus she had. Presented her with knowledge that could be applied to self.
089	She disliked subject matter, but really liked	Chem 120	O	M	I	C, O	He (professor) was enthusiastic, related to "her generation" well, used popular

lessons

SD, PDSC
to relax and get into music.
better musician, SD: Learning

the professor								culture references to help with learning, spoke clearly and loudly, "all around good teacher." O: Help her see faculty positively.	
090	Classroom and discussion and four papers	World Lit	Pap, O	G	G, I	C, SD	Got new insights from literature discussions. Learned how to improve writing. "My writing is not as good as I thought."		
091	Blank	American Government / Calculus	Pap	G, M	I	O	Am. Gov't class: Had to write a political/socialism paper about what influenced the way they are. In Calculus class: Had to write a paper that related Calculus with his major and how to use in the field. O: Made him think about career goals.		
092	Blank	American Gov.	Pro	M	G	WVOS	Writing a political campaign (producing) during Freshman Week into class semester.		
093	Identity 8 to 10	Psych	Pap	G	I	PDSC	PDSC: "Learned about myself"		
094	Political socialization paper	American National Government	Pap	G	I	RWR, EOO	Made me examine what made me the way I am. Why I feel the way I do about things.		
095	Essay - Pro affirmative action	Eng Comp	Pap	G	I	C, RWR, EOO, PDSC	Open mind and eyes up to diversity. Going to multicultural affairs center and interviewing Director. Research, exposed to diversity of views.		
096	The weekly assigned papers.	American National Gov't	Pap	M	I	SD, EOO	You're given source, but the focus is on giving your own opinion. "It helped me write and improve my writing skills."		
097	Describe a picture and invent a story in German from pictures on the front of comic books or other pictures.	German I	O	G	G	RWR, SD, O	"Total unorthodox approach." Approach is "totally unexpected."		
098	Blank	Eng Comp I	Pap	G	I	SCOT, EOO	Writing assignments. Repeated chance to revise and learn process of how to write.		

Codes	Number	Percentage
GL	25	19.7
OCO	14	11.0
WONC	1	0.8
RHL	22	17.3
CA	12	9.4
I	2	1.6
S	22	17.3
VW	3	2.4
WOFc	1	0.8
T	4	3.1
COMA	1	0.8

Type of activity:

RESULTS FROM QUESTION 2:

2 Describe your best out-of-class experience so far at Truman and why

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099	Blank	World Religion	Pap	G	I	RWR	Had to get a different religion and give a report about its characteristics compared to own religion. RWR: Helped him see other religions and get educated about it.
100	Blank	Bio 100	O	G	G	RWR	"We took part in it." "Communicated well." RWR: Realized risks of infectious diseases.
101	Attended the show/work "If we go out and call"	Theater Appreciation	O	G	I	RWR, PDSC, O	Classroom credit. Nice to see a play students created. Made me think. Change of pace from norm. Multi-level entertainment.
102	Experiment on AIDS and how it is spread.	Biology	Pra	G	G	QOF, RWR	Kind of interesting
103	Blank	Gen. Psychology	Blank	G	Blank	C, O	Learned the most. Challenging. Great teacher. No background.
104	Shadowed a nurse in the O.R. (at Grim Smith)	Intro to Human Care Nursing	Pro	M	I	HIFC, RWR	"Got to see the O.R. through my own eyes - not on TV."
105	Explication paper about a poem "More light, more light."	Writing About Lit	Pap	M	I	SCOT, EOO, O	She learned about the poem "on her own" and didn't have to be directed. She was able to choose the poem. O: Learned on her own.

Subj	Type of activity	Key Phrase	Reasons for best out-of-class exp.	Key Phrase
001	RHL	Living around a bunch of people and getting to know them.	IWO	Getting to know other people.
002	Blank	Volleyball team; - learned a lot from it; - made best friends	IWO	Blank
003	S	The night he met his girlfriend	IWO, DIS	Nice to meet people and connect with people on a more personal level than just being

Data for questions 2 and 2b:

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Codes	Number	Percentage
Interaction with others (socializing: student/student)	81	52.9
DIS	12	7.8
Developed interpersonal skills		
RATRW	7	4.6
Relevance/application to the real world		
DL	2	1.3
Developed leadership		
GSOI	5	3.3
Gained sense of independence		
DTMS	6	3.9
Developed time management skills		
N	3	2.0
None		
O	36	23.5
Other		
Blank	1	0.7
Blank		
Total	153	100

RESULTS FROM QUESTION 2b:

2b. Reason for best out-of-class experience:

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Codes	Number	Percentage
Cultural opportunities	6	4.7
CO		
Freshmen Week		
FW	4	3.1
Other		
O	4	3.1
Other		
Blank	6	4.7
Blank		
Total	127	99.8

004	Blank	Going to the coffee house on campus	O	Chance to relax, play chess.
005	S	Two friends in hall	IWO	Working out together, spicing it up, keeping things fun.
006	RHL, S	Socializing; time with friends on and off campus	IWO	Blank
007	S	She and roommate went roller-skating, to the coffee shop, and to a friend's house to play triopoly one evening	IWO	Had a good time with them
008	CA	Swim team	IWO, DTMS	Likes people; coach is easy to get along with; helped her get organized and gives structure to her day.
009	RHL, S	Dorms an adventure; Diff. kinds of people; new experience - had always had own room	IWO	Around people constantly exchanging ideas.
010	GL	Went through rush	IWO, O	O: Better than sitting around.
011	RHL, S	Roommate bonding; girls weekend with roommate	IWO	Fun!
012	O	Saw a man (delivery man) cold and in need of gloves; left gloves for him on box anonymously; later he saw her, thanked her - hug	N	Blank
013	CA	Tennis team	IWO, DIS	Made lots of friends with lots of diff. types of people, people she may not have met otherwise.
014	RHL	Gets along well with roommate	IWO	Blank
015	GL	Homecoming; skit with fraternity	Blank	Most fun thing he did last semester.
016	GL	Blank	IWO	Didn't like Truman at first... wanted to leave, but stayed - went though! rush/pledge season and made a lot of friends/connections - a "network." Admitted she wasn't doing as well in her classes as she wanted due to being busy with pledge season - wished she'd waited until sophomore year to rush.
017	GL	When pledge season was over	O	O: First big accomplishment.
018	CO	Unique Ensemble Concert	O	Liked the music.
019	GL	Pledge season	IWO, DTMS	"Met lots of people"; "Learned how to budget your time."
020	O	Works out and lifts weights all the time in Pershing and residence halls	O	She likes it and helps keep in shape.
021	GL	Made a lot of friends, something to be involved	IWO	Blank
022	WOF	Brass Buckle; "stress relief"; "looked forward to going to work"; good background experience for possible	IWO, RATR	Blank

friends.

		major, people person		
023	RHL	Roommate - didn't get along	IWO	Learning to deal with people.
024	FW	Freshman Week - going to the lake	IWO	Got to know other students better.
025	RHL	"Getting to know people"	IWO	Friendships discussions.
026	OCO, T	Marching Band	IWO, O	O: Band trip to Cedar Rapids.
027	RHL	Meeting suitemate; "I really connected with her."	IWO, O	Finding a friend helped create comfort in an uncertain atmosphere.
028	WONC	DJ @ KNEU; heard about through Division Day tour during FW; first time inside radio station	RATTR, W, GSOI	Had to do it along.
029	OCO	Model U.N.	IWO, DIS, RATTR, W, O	Public speaking; research opportunities; value of research; O: Public speaking.
030	OCO, S, T	Road trip to Springfield MO; OCO: CCF	IWO	Developed new friendship; Sense of belonging.
031	OCO	Positive experience; Met new people; Enjoyed interaction with Kirksville community; OCO: Circle K	IWO, DIS	Felt she grew as a person.
032	I	"Everyone was as bad as I was."; I: Softball	IWO	Blank
033	GL	Involved in a social sorority and its involvement in Homecoming	IWO	Dancing, skits; Getting to know people and working with upper classmen as well as freshman; Something she missed from High School and its a break from everyday activities.
034	RHL, S	Learning to interact with people I'm living with	IWO, GSOI	New thing; haven't had to do before; being on my own cooperating.
035	GL	Frat (joined)	IWO	Meet people; learned about self.
036	CA	Soccer	IWO	Fun; loved people on team.
037	RHL	Blank	IWO, O	IWO: Diversity of students; different perspectives; O: Know about other majors and courses.
038	OCO	Business Students Executive Council; Preparing/planning of 2-day event featuring a speaker (Executive in Residence); Group project	O	Relates to major development of planning/organizational skills.
039	Blank	Won Playboy Pageant, a fund-raiser for a book scholarship program; "It was for a good cause"; Good to be part of a good cause.	O	Blank
040	RHL, S	Relationship; met girlfriend in friend's residence hall room. Been going out for 3 months	IWO	Happy meeting her through friends
041	RHL	Friendship	IWO	Fun; Made living here

enjoyable	IWO, O	Blank	Softball team; Travel to U of North Iowa; Softball tournament (artificial turf); different and new	CA, T	042
Part of a team; guys work together; fun.	IWO, O	Blank	CA: Cross country	CA	043
"It taught me time management and responsibility."	DTMS	Blank	"The most fun I've had up here."	GL	044
Contemporary issues: capital punishment, utopia; O: Informal, debates and discussions	IWO	Blank	Contemporary issues: capital punishment, utopia; O: Informal, debates and discussions	O	045
Went rappelling in Columbia - Social time, plus she did something new, scary and something she didn't think she could do. O: New experience.	IWO, GSOL, O	Blank	Explorer Post 403	OCO	046
Nothing; No clubs or other orgs	N	Blank	Nothing; No clubs or other orgs	O	047
Met lots of great guys.	IWO	Blank	Pledge fraternity	GL	048
Enjoyed the sport; liked the teammates.	IWO	Blank	Rugby	CA	049
"Fun place"; O: Place to hang out.	IWO, O	Blank	"Knowing people"	GL	050
Learning to budget time; CA: Tennis team, though not the best	IWO, DTMS	Blank	Learning to budget time; CA: Tennis team, though not the best	CA, S	051
"Bonding with the guys" (pledge brothers); "You go through the crap, but make it fun"	IWO	Blank	Shoveling 12 tons of sand with his pledge brothers (Sig Ep) from "Eskimo beach party"; It was a Sunday and most of them were hung over, even though he recently needed to de-pledge due to grades	GL	052
She had participated in band in high school, but not at the university. Generally, she finds these "relaxing," and "entertaining," and "a change."	O	Blank	Events like the Comedian (Howie Mandel); Concerts - Orchestra/Jazz band	CO	053
"Had fun"; "bonding."	IWO	Blank	Hall group traveled to one student's home in Iowa to go sledding.	S, T	054
IWO: Making a lot of friends; O: Chance to explore other cultures not just his own.	IWO, O	Blank	Started a new chapter of Sigma Lambda Beta	GL	055
Softball team; Very team oriented; Social with women as well	IWO	Blank	Softball team; Very team oriented; Social with women as well	CA, S	056
Art exhibits introduced through visual arts class	O	Blank	Art exhibits introduced through visual arts class	CO	057
New friends	IWO	Blank	The company	RHL	058
Proud of self; Religion became an individual choice not lead into it. Take a stand for ourselves.	IWO, GSOL	Blank	Lenten celebration with friends; Getting together to pray to make Lent more special	S	059
Just being social, meeting new	IWO	Blank	Lycenum and plays - Mummenschanz	S, CO	060

people - I'm interested in drama				
Blank	GSOI	Living in the residence hall, structured and a medium between being totally free and under parents	RHL	061
Knew one person who took her out to party and meet people	IWO	Freshman Week; Didn't know a lot of people	FW	062
Enjoyed seeing/learning something new.	O	Plays (University plays) assigned with class and their trips to 1000 Hills Park with Freshman Week; FW: 1000 Hills trip	CO, FW	063
Around people so much.	IWO	A big family	RHL	064
O: Philanthropy	IWO, DIS, O	Sorority; Not just social; Also philanthropy; Makes her feel more involved	GL	065
O: Distraction from homesickness.	IWO, O	Pledging a sorority; Met so many people; Really homesick, so it gave her a sense of belonging, something to do, and kept her mind off of home.	GL	066
Blank	IWO	"Meeting people from NY and California"; "Met through athletic training."	S	067
Blank	IWO	Fun; Met new people and made friends; Good growing experience	GL	068
Blank	IWO, DIS	Roller-staking with house - it was an activity that brought people together	RHL	069
Responsibilities; fund-raising; getting people involved.	DIS, DL	Ryle Senate residence hall life	RHL	070
House close; good community.	IWO	Living in Paxton House in Centennial - SA is cool!	RHL	071
Get to know views of students with different backgrounds.	IWO, DIS, RATR, W	Informal small group discussions; Got to know other people and the diversity of their views	RHL, S	072
Goal to be initiated; Celebration!; O: Goal development and success.	O	Initiation (Pi Kappa Phi); "The hard work finally paid off"; Had to keep grades up (many did not)	GL	073
Was fun; O: Fun.	O	Campus crusade for Christ	Blank	074
I'm not a social person.	DIS	Helped another student who was unhappy and learned to be more social	S	075
Meet people; get to know guys; enjoy the sport; good coaching staff; people are cool with each other.	IWO, DIS	Football team	CA	076
Was fun; stress relief; no homework.	IWO	Camping with Alpha Phi Omega	OCO	077
Encouragement with academic and social areas; improvement for this semester.	IWO, DTMS	Didn't know a lot of people when he came here (4); Fraternity helped with adjustment (Lambda Chi Alpha)	GL	078
"It was a chance to start a tradition"; "Feeling part of a team"; "Not sitting around	IWO, O	Lacrosse team	CA	079

080	RHL, S	Hanging out at friends on and off campus.	IWO	Socializing is important.
081	GL	Sorority	IWO, O	IWO: Got to know a lot of people; O: fun.
082	CA	Is on the track team. Liked the competition and her teammates.	IWO, O	O: The joy of competing.
083	OCO, VW, COMA	Alpha Phi Omega - service projects and community service	IWO, O	Community service in a structured way; opportunity to meet people not in her dorm or classes; O: Opportunity to do service.
084	I	With sorority	IWO, O	"Fun"; "Work off stress."
085	Blank	Guest lecturer on Nigeria; Helped w/ Pershing Interviews	RATTR	Related to college admissions which is a career goal; Intriguing; Made her view things from another perspective.
086	Blank	Not involved	N	Not involved.
087	CO	Going to Kansas City Performance	O	Never liked that kind of music; found new appreciation for live symphonic music.
088	S	Meeting people with totally different background.	IWO	Understanding others views and backgrounds.
089	S	She hasn't gotten too involved with campus organizations, so she's relied on socializing	IWO, DIS	Blank
090	OCO, VW	Better off when keeping busy; Getting involved with Alpha Phi Omega and meeting people	IWO, O	O: Feel more comfortable.
091	OCO	Getting involved in Campus Christian Fellowship	O	Having an opportunity to get involved in a structured religious group; self-fulfilling and allowed him to persevere.
092	GL, OCO	Student Senate; fraternity	IWO, O	People met; helped acclimate to school; projects worked on.
093	OCO, VM	Alpha Phi Omega - serving my community and Campus Christian Fellowship.	IWO	Meeting people; "loved the people that I met."
094	GL	Joining a sorority; Rush helped me learn about and evaluate myself (shyness)	IWO	Learn about self.
095	RHL	Living with a roommate; Got him involved on campus; floormate student advisor	IWO, DIS, O	O: Involvement
096	GL	The friends I've made through the fraternity. Balance between academics and social in the fraternity. Made him more relaxed when he worked as a student.	IWO	Blank
097	FW	It got kinda tiresome towards the end. I	IWO, O	O: Getting to know the town of

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Codes	Number	Percentage
Time management:	39	28.9
Better knowledge of subject required:	8	5.9
Saying no to social opportunities/friends:	1	0.7
Improving study skills:	48	35.6
Other:	32	23.7
None (write-in response)	1	0.7
Blank	6	4.4
Total	135	99.9

Most challenging adjustment:

RESULTS FROM QUESTION 3:

3. Many students find the transition from high school to university life challenging. What has been the most challenging academic adjustment that you have had to make? What could the university do to facilitate this transition?

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098	GL	Alpha Phi; officer of class - organized activities and events; time mgmt classes	IWO, DL, DTMS	Blank
099	GL	Involved in homecoming with fraternity	IWO	Working together and competing against others; his way of being involved in school outside of academics.
100	CA	Lacrosse	IWO, O	Met a lot of people; fun way to relieve stress
101	OCO	Football games; Played in Marching Band (Trumpet)	IWO, RATR, W, O	School spirit; connect to high school
102	OCO	Psyc conference - helpful for career	RATR, W	Blank
103	RHL, S	People that I've met in the dorms; "Made me not miss home as much"; "you need a network of support"	IWO	Blank
104	GL	"Rushing Delta Theta .. I met so many people through it"	IWO	"I made many friends."
105	S	Attending boyfriend's formal .. He's a member of Lambda Chi Alpha	IWO	Lot of people .. a lot of fun.. lasted a whole weekend - everyone got along.
		don't know if the class was that beneficial but going around town and campus really helped him; He didn't have a problem fitting in after that; "Busy work"; "Less time in class"; "More time in group with people"		Kirksville and campus better.

3b. What if anything could the university do:

Results from question 3b:

Codes	Number	Percentage
Study skills class	11	9.1
More study areas	3	2.5
Better access to tutors	1	0.8
Clearer expectation from faculty	4	3.3
Keep Freshman Week	8	6.6
Nothing really – student's responsibility	52	43.0
Other and Other Specify	35	28.9
Blank	7	5.8
Total	121	100

Data for questions 3 and 3b:

Subj	Most chal. adjust.	Key Phrase	What if anything could the university do	Key Phrase	001	002	003	004	005	006	007	008	009
					Having to study more than I want to. Hardly studied in H.S. so a shock. Had to learn how to study	None; H.S. prepared me well; But here the distance between the student and teacher disappointed me; Class structure; "We read stuff, but never really talked about it"	Didn't study at all first semester and blew it; Did have to study in high school; Class attendance isn't always mandatory and easy to blow off	Time management; "I tend to procrastinate, now I can't"; "In H.S. I could"	Mom not here - on your own to organize time, know your limits, how much you can handle, how you study and take tests	Studying; More reading assignments	Learning how to start taking notes and reading chapters	Didn't find classes much harder than high school; With swim team and classes, it was hard to find time to do everything	Everything; balancing social and academic - sleeping schedules - had structure without parents - more freedom - reliance on own initiative
				Univ. doing OK - almost more a high school problem; High school needs to be more challenging.			Freshman Week was a joke; didn't prepare him for college; week-long party.		OS: Form official study groups so students could just go there and wouldn't have to try to make a group	Studying; More reading assignments	Nothing	Just the way things are.	Probably nothing because she relied on upper classmen and didn't take advantage of what was there - had only seen adviser once, SA seldom - however she found out she could have

010	Blank	Blank	No big change	Blank	used more information on when to buy books, registration, housing re-registration.
011	ISS	O	Amount of studying overwhelmed at first; large amount to read	O	Didn't know of anything; Doesn't know.
012	ISS	O	Study for every class	O	Let people know realistically what is expected in college.
013	Blank	Blank	N/A; She didn't feel it was a big adjustment at all - she knew what to expect and doesn't feel it's all that different from high school	Blank	See above (previous question)
014	ISS	NRSR	Amount of reading; Amount of studying; Prep. time required before tests	NRSR	Blank
015	ISS	NRSR	Didn't study at all in high school; Studies 3 to 4 hours a day now	NRSR	Should be taken care of in high school
016	TM, ISS	SOC, KFW, OS	"I was too free." Needed someone to say "it's time to study"; did well in H.S. without studying and now has to study a lot.	OS	OS: Professors could organize study groups - she sees a lot of people who have them, but she doesn't have any.
017	Blank	NRSR	Writing papers for college professors	NRSR	Blank
018	TM	MSA	Managing my time	MSA	More quiet places.
019	None (was not an option)	BATT	"Wasn't much adjustment"; "My H.S. had a flex program that forced time mgmt skills"	BATT	"More tutors available at more times - lots of students have night classes."
020	O	OS	Hated High School; Felt well prepared for college; O: No real adjustment	OS	OS: Nothing
021	TM	NRSR, OS	"No mom to wake me up in the morning."	NRSR, OS	"Maybe as part of Freshman Week"; OS: Time management.
022	TM, ISS	NRSR	Seldom cracked a book in high school; You must read now; I make more time to read; Reading is more challenging and interesting - I like it.	NRSR	Nothing by university; "It's a matter of setting your time schedule."
023	TM, ISS	SOC, OS	Study skills; Time management	SOC, OS	Required time management seminars; OS: Time management seminars.
024	O	OS	Getting used to informal professors; Writing style different from high school	OS	"Nothing I can think of."
025	O	NRSR	"Homework demands"	NRSR	Truman makes you aware of the increased homework/expectations.
026	O	OS	Having to type papers	OS	OS: More Dial-in modem access needed for Internet, e-mail, etc.
027	TM, ISS	OS	Studying - "I didn't have to study (in high school) to the extent that I do here.	OS	OS: Meet regularly with advisor - continue the Undeclared Advising Session study skills (even though she says she didn't get a lot out of it).
028	TM	KFW, NRSR	More homework than high school; Harder; Learn to prioritize; Learn to balance time	KFW, NRSR	Got advice during Freshman Week, but need to experience.
029	TM, ISS	SOC, CEFF	Studying more for everything; Professor's warnings a week or more before exams.	SOC, CEFF	Clearer syllabus, clear that its information is so important; maybe a study skills class, Freshman Week.
030	BKOSR,	NRSR	Tests a lot harder; Classes different; more	NRSR	Blank

		essay and critical thinking and required to incorporate lecture more; Had to learn diff/better study skills; "Shock" different styles			ISS
031	TM, ISS	Had to spend more time studying; More challenging			
032	TM	"Not used to so much free time"; "So many distractions"	NRSR	"Joining a service frat. which requires # of study hours ... "that should help."	OS: Give extra quizzes and daily assignments
033	O	Had good preparation in High School with a lot of AP credit so she didn't have many problems but in college grade is based on a few specific assignments and in H.S. it's based on day to day participation, work, and tests, which helped her grade more.	OS		
034	ISS	Have to study now	NRSR	Not anything Univ. can do - defeats the purpose.	
035	TM, ISS	Getting used to studying.	SSC	Experience, orientation, to the degree of work expected in courses. "Mock course."	
036	ISS	Finding time to study on own (arranging her social life)	NRSR	Can't think of anything.	
037	O	Grades went up from high school; Quick adjustment; O: No problems	OS	OS: None	
038	TM, ISS	TM: Getting up early; ISS: Needs to study more often, more challenged, high expectations.	OS	OS: Keep College Success Workshop program	
039	TM, ISS	TM: Need to prioritize time; ISS: In high school, no studying; push myself to study	SSC	Offer seminars.	
040	TM	Pretty easy adjustment; Friends up here already from hometown; Time management - so much homework	OS	More info Freshman Week on budgeting your time. Too much time on basic skills - library, e-mail, etc.; More time spent on homework, what classes will really be like; OS: Time management skills.	
041	BKOSR	Need to "learn everything backwards"; A lot of info to study for tests	NRSR	Nothing - "You have to learn how to handle it."	
042	ISS, O	Greater need to work/study harder than in H.S.; O: Motivation	OS	OS: Softball study hall? (Football and B-ball do - Softball doesn't); Should all sports provide study halls - she was, however, uncertain about how others might perceive such a requirement.	
043	TM	Using time wisely	NRSR	Learning by experience; Who to call for academic problems - sheet with numbers.	
044	ISS	"Studying a lot more"; "It's a rude awakening"; "More overwhelming"	OS	"Always somewhere to go study ... quiet lounges, library;"; "University does a good job."	

045	TM, O	Spoon feed in H.S.; O: Helping up with assignment out of class	NRSR, OS	Don't become like H.S.; OS: Undeclared student workshops helpful.
046	TM	Budgeting free time and not procrastinating	OS	OS: Class availability - had difficulty adding a class once she dropped.
047	TM, O	More work and time management	NRSR	Blank
048	TM, ISS	Time studying for tests (average 1 hr. for H.S. tests versus average 8 hrs for college test)	OS	Give more tests during semester instead of comprehensive test at midterms/final; OS: Increase number of tests.
049	ISS	Did not have to study much in high school to do well	NRSR	Depends on study habits students form in high school.
050	TM, BKOSR, ISS, O	"More studying required"; O: "lot more homework"	NRSR	"Personal adjustment"
051	ISS	Focusing on studying and improving the quality of study time	KFW	Anything more might be too much.
052	TM	He went to community college last year. "It's harder here."; "It's easier to get off track with 20 people in your hall."	NRSR	"It's a kind of a personal thing." "You could make them go to study hall..." (but that really doesn't work for him).
053	O	"Easier because of more free time"; you have to go to the professors (take the initiative) to get help; "they don't come to you"	NRSR	The University already does a good job with tutors, the writing center, etc.
054	ISS	Same study effort didn't generate same grades	OS	Univ. did pretty well - "Fall semester had a medium difficulty load which prepared me for this semester"; If it had been harder or easier, wouldn't have been as good. OS: Nothing - "did pretty well."
055	ISS	Need to study more; Used to having stuff come easy to him in H.S.	SSC	Have more sections of study skills courses; Course this semester was closed.
056	TM, ISS	TM: More time needed for classes; ISS: Greater motivation and initiative needed than H.S.	O	Focus on learning concepts - too much emphasis on details (Calculus).
057	TM, ISS	Not knowing how to spend time studying wisely	SSC, OS	Advice on how to go about preparing for classes, 2 tests per semester. Learn how to study on ongoing basis versus cramming in H.S. before weekly test; OS: Test advice, time management.
058	O	Getting up for class. Not as bad as expected.	KFW	Freshman Week got him ready. Still a little lost about where things were.
059	ISS, O	Note taking; Completely lecture oriented class; Test based on notes; Course not following syllabus or textbook; O: Note taking and studying from notes	NRSR	? each professor's style is different; maybe could require courses to follow syllabus.
060	ISS	A lot more reading on your own; ISS: Dealing with the volume of reading req'd	NRSR	Not much - not assign so much reading at first?
061	O	Not having teachers constantly on me, reminding me to do stuff, I have to do the	Blank	Something you have to learn on your own.

			stuff on my own; O: Being responsible for own learning
062	TM	NRSR	Time management; lack of sleep; Relying on parents at home - don't have them here
063	ISS	MSA, O	Needed to study; fewer opportunities to earn grades in class - less homework tests - so each grade important
064	ISS	NRSR	On your own for homework
065	O	NRSR	Felt like High School prepared her well for Truman; adjusted well; no problems; O: None
066	ISS	KFW	Studying for tests; never had to study in H.S.; now, I have to study.
067	ISS	NRSR	"Learning how to study"
068	ISS	Blank	Did not need much adjustment because most of my classes were for college credit in high school; Have to study more on my own
069	TM	OS	Making her own schedule - balancing out of class and class time; Making her own rules
070	O	MSA, CEFF, NRSR	Where to study (not my own room anymore); Hard with roommate there; More expected from writing; O: Writing
071	TM	NRSR	Work load different; First semester more difficult
072	BKOSR	NRSR	Higher expectations re: performance
073	O	NRSR	Self-initiative; Doing "implied homework" - not required or assigned.
074	Blank	NRSR	Schedule of classes not fixed like in high school - in high school it was the same every day
075	O	NRSR	More free time than in high school; Decision what to do in free time.
076	O	NRSR	Interaction with professors; More intimidating than H.S. teachers; Intimidating by older students; Feel academically inferior; O: Intimidation
077	TM, ISS	NRSR	Spending more time studying; More work
078	ISS	NRSR	For Jr. and Sr. Years of HS - could get a B average just doing basic homework - could study hr. before test; Here - had to develop good study habits - big transition
079	O	NRSR	"Difficult to make myself go to classes I don't enjoy"; "Getting used to becoming your own teacher"
080	TM, ISS	NRSR	More studying and homework
081	O	O	Jump into classes without checking what
		Blank	Check to see what students already
		Blank	Have to learn on your own.
		Blank	More study areas; Better access to tutors.
		Blank	Student's responsibility.
		Blank	Not really.
		Blank	Freshman Week helped; Take advantage of tutor and other things; KFW: (shorter)
		Blank	"Workshop didn't really help."; "Had to learn by myself"
		Blank	Have faculty orient freshman class to help students develop good study skills.
		OS	OS: Continue College Success Groups - make it available to more people.
		MSA, CEFF, NRSR	Have to find your own way; Eng. Comp didn't help with skills I needed. Write whatever I wanted, unstructured, useless.
		NRSR	Liked having fewer hrs. I" semester.
		NRSR	Depends on number of hours of course work and your personal expectations.
		Blank	Blank
		Blank	Blank
		Blank	No, up to him
		Blank	Probably not; That's just life.

			we already know
082	TM	Had to adjust to having more homework. Has to work at fitting everything in.	NRSR Blank
083	BKOSR, O	Adjusted to professors' different styles of teaching.	OS OS: Nothing - just how they are.
084	TM	Time needed to study for tests. Planning ahead.	NRSR "You've just go to learn to gauge what classes require how much time..."
085	TM	No huge jump. She was ready to make the transition. The combination of classes and all the reading and writing involved was a big change.	NRSR Luck of the draw. No permanent damage. Thought the extra work was a good experience.
086	TM	Managing her time	OS Set up a set schedule for her to follow and monitor her progress. OS: Counseling center.
087	ISS	Studying. Had to start studying more; Classes are harder	SSC, OS More preparation in Freshman Week; OS: More in FW
088	O	Self-motivation. On my own; Self-discipline; Put pressure on myself to focus on academics; O: Self-motivation	NRSR Something you should have to learn anyway.
089	BKOSR	She felt as though high school didn't prepare her well for college; She said many times that Truman is a "tough school"	NRSR Depends on the person - some people are more prepared than others.
090	ISS, O	Getting to know library was challenging; Not knowing how to study for tests; O: Getting to know library	SSC, OS Let people know about the library resource class. Make library resource class available as a choice on the freshman questionnaire; OS: Let people know about the library resources.
091	O	Didn't have any(once) making him get up and go to class	NRSR Nothing
092	TM	Not as bad as he thought; Time mgmt - self discipline	NRSR Individual goal.
093	BKOSR, ISS	BKOSR: Had to read the textbook (didn't in H.S.); Had to know material in more detail; ISS: Studying and keeping up; So much more work	KFW I loved my Fr Wk but it needs to do more to prepare you for what classes will be like.
094	BKOSR, ISS	Tests so thorough - still learning test-taking skills	SSC, OS Sample tests to show how thorough and detailed the expectations are. OS: Sample tests.
095	O	Going from H.S. teachers who could teach, to college professors that weren't so great, especially calculus. Not used to Add/Drop system; O: H.S. teacher to college professors transition	CEFF, OS Other add/drop publicity; Periodic conferences with advisor; Add/drop system has a negative connotation; OS: Add/Drop advising.
096	Blank	No one there to "hold my hand"; H.S. was easy, easy to get by "by the seat of my pants"	KFW Freshman Week did a lot; gave him a sense of how things were here.
097	TM	"It was just nature for me to slack off." Half-way through the semester he realized he couldn't do that anymore; One of us thought this may have been related to	NRSR "Just me really"; "I gotta realize this is my grade."; "The teachers aren't going to change for one student"

4b. What if anything could the university do?

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Codes	Number	Percentage
SARWAP	22	16.9
LIARH	14	10.8
LJKST	10	7.7
HLH	11	8.5
PAFOS	3	2.3
PP	1	0.8
GEKP	34	26.2
O	27	20.8
Blank	8	6.2
Total	130	100.2

Most challenging adjustment:

RESULTS FROM QUESTION 4:

4. What has been the most challenging social adjustment that you have had to make? What could the university do to facilitate this transition?

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Code	Percentage	Description	Response
		improving study skills also, but time management was definitely a main factor.	
098	O	Not being in class all day	NRSR Just need to get used to it; self-discipline.
099	O	Getting to know which teachers to take - he likes challenging teachers; Used to knowing his teachers in high school and here he doesn't know who to take	OS Prepare a "stat" sheet on each teacher telling the students characteristics of the teacher.
100	O	Learning to think critically	NRSR Have to develop on your own.
101	TM, ISS	Learn about study habits; High school, didn't have to study; Didn't realize until in college work required	SSC, OS Workshops on study habits, time management; OS: time management.
102	ISS	More homework; Actually have to read and be prepared	CEFF As long as teachers tell me what's coming up.
103	ISS	Less homework and more reading; Need more time to do homework; "Here you're held responsible"	Blank No, self-motivation.
104	O	"High school prepared my very well for college"	OS "The workshop was good ... especially the time stimulation of an academic year"; "Freshman Week needs more interaction with more students. The info I learned wasn't that helpful"; OS: Modify Freshman Week to be more like College Success Wksp.
105	O	Motivating self to go to class - no one is there to make her go. O: Missing classes	NRSR "Something I've gotta do on my own."

Subj	Most challenging adjustment	Key Phrase	What if anything could the university do	Key Phrase
001	SARWAP, HLH	Getting used to my roommate. Homesick	NRSR	Nothing really. A lot of activities already available and did participate.
002	Blank	Never got involved in Freshman Week, because of volleyball. So, I only had volleyball friends	Blank	Blank
003	OS	Managing time between socializing and studying	OS	Maybe present time management skills in Freshman Week.
004	GTKP	Getting to know people	Blank	No
005	GTKP	When I got here, people seemed really intelligent, like they belonged here. I felt unprepared, lacking in experience, "behind."	OS	Encourage student involvement - e.g. speakers; OS: Encourage students to go to more events.
006	GTKP	Getting along with more people	NRSR	Blank
007	HLH	Misses her family a lot	NRSR	Nothing
008	OS	Thought she was prepared to be away from home, but wasn't as prepared as she thought; OS: Being away from home and on her own	NRSR	Blank
009	SARWAP, LIARH	Balancing groups of friends that may not mesh; Settling in with a group of friends; Changed completely from 1 st week to now	NRSR	Really more of a personal thing.
010	LIARH	Didn't like dorm life - both majority of people and the number of them	Blank	Drop 1 st year live in requirement.
011	HLH, GTKP	1 st day here - after parents left - alone	Blank	1 st week - felt rushed. Needed more time to organize.
012	OS	Mom not looking in on her all the time	Blank	No
013	OS	"Together 24 hrs. a day"; OS: Friends are people she lives with instead of people in her classes - can present	NRSR	Blank

Data for question 4 and 4b:

Codes	Number	Percentage
RC	1	0.8
MEO	2	1.7
SR	5	4.2
KFW	15	12.5
ECSS	1	0.8
HAFFE	2	1.7
NRSR	46	38.3
O	35	29.2
Blank	13	10.8
Total	120	100

RESULTS FROM QUESTION 4:

		problems when they are around each other so much.	
014	LIARH	Living in all - female environment (Ryle Hall); Hard to meet people of opposite sex	Mixers are good.
015	Blank	No problems; Not having parents around all the time (is good)	Blank
016	LIARH	Challenging at first, but she felt she adjusted well	OS: Keep all the "getting to know you" activities in the halls ... she remarked how Freshman Week was a lot like camp! (Smile face symbol)
017	LIARH	SA's enforced policies that they themselves broke	Blank
018	SARWAP	Blank	Would rather have a freshman roommate instead of a sophomore; others during Freshman (Week) were attending events with roommates and he had no one to accompany him.
019	GTKP	"Having to meet all new people"	KFW
020	SARWAP	Sharing a room of 4 people; Thinks it's ridiculous to share a box with 4 people; Get along most of time but sometimes don't	OS: Space out people and don't put 4 people in a room.
021	SARWAP	Blank	"Pretty easy for me."
022	Blank	No problems; Rushed but didn't pledge; CCF drama group - love atmosphere	Blank
023	SARWAP	Blank	Couldn't think of anything.
024	OS	Number of people here; "Huge" town to her; OS: Living in Kirksville; Big town	OS
025	LIARH	Guys in the hall	NRSR
026	GTKP	Blank	Freshman Week helped; picnic with (Alumni?); OS: Picnic.
027	LIARH	Adjust to the noise and living with a large group of people in one small area	NRSR
028	HLH	Had a positive social experience; Far from home; Gets along with wing in MO Hall and with roommate	NRSR
029	GTKP	Becoming socialized; Being part of a group (teams, band in H.S., but what here?); Getting to know people	KFW, OS
030	LIKST, OS	Home town had 110,000 people; OS: Nothing to do on weekends	NRSR
031	LIARH	Noise level in residence hall	KFW, OS
032	GTKP	"Shy ... trouble making new friends"	Blank
033	OS	OS: Adjusting to long distance relationship	OS: Lower phone rates.
034	OS	In HS active in sports has to make	RC, OS
		More intramurals; Better advertising;	

		Rec. center, RC: (like this); OS: More intramurals			
035	SARWAP, LIARH	Living in a dorm and living with a roommate who drinks too much	KFW, NRSR	"They do a good job in Freshman Week"; "Not much else you can do."	
036	OS	To set time aside to study instead of socializing	OS	OS: None	
037	OS	On own without parents to solve your own problems; OS: Independence	ECSS	Student Advisor and Hall Director helpful and available.	
038	GTKP	Harder to meet people; needed to be assertive - his own responsibility	NRSR	University provides opportunities - people need to take advantage of them.	
039	Blank	Getting to know people like high school, creating a new circle of friends	NRSR	Best left up to the person.	
040	LIKST	No real adjustment issues; Suitmates from hometown; Not a lot to do in Kirksville	NRSR	Nothing	
041	SARWAP	Suitmates	OS	Choice; OS: Want to choose suitmates.	
042	SARWAP, LIARH, OS	Living with sooo many other people in small space; Adjusting to other personalities; OS: Understanding others	NRSR	"Pretty good already"; Mentioned hall surveys as good.	
043	LIARH	Living with 300 people; balancing social life, running, and school	NRSR	Did a good job so far; saying names in class helps.	
044	GRKP	"Came up here by myself. no one came up from my high school"; "Freshman Week helped me to make friends."	KFW, HAEFE	HAEFE: eg. Her Am. Nat'l Gov't class was her Freshman Week class and it continued through the semester she liked that.	
045	OS	From a small town; part of a family unit - but not here; OS: Feeling of disconnectedness in comparison to small town life	NRSR	Already feel more a part of U. community; (Participates in Mo Hall government).	
046	SARWAP, HLH	Missed her boyfriend, so she didn't meet a lot of people at first	NRSR	Talked with SA and had friends to talk to - she saw it as her duty.	
047	GTKP, OS	Getting to know people; Freshman Week helped	NRSR	Blank	
048	LIKST	Everything revolves around campus rather than the city; Limited choices	OS	University is doing good job providing plays, movies, etc.; OS: Nothing.	
049	GEKP	Blank	NRSR	Shy people have a difficult time getting to know people.	
050	OS	"Met people right away"; OS: Adjusted well with help of residence halls/fraternity	NRSR	"Not that much trouble."; "Everything's fine."	
051	GTKP	Learning to get out and socialize - Couple of close friends in high school only	OS	OS: Social events - like during Freshman Week; Although it may not do much, but it's worth a try.	
052	LIKST	Living in Kirksville"; No beach (like in Florida) and no car which makes it hard	SR	"Personal thing"; Have an extended activities fair (longer hours / more days) because he was in class during the times it was set-up.	
053	GTKP	You have to initiate friends and try to be social	KFW, OS	Freshman Week: "Nice to be paired u with people in Freshman Week"; however, she didn't like going to the	

054	GTKP	"Making friends"	OS	Structure opportunities to help students make friends.
055	OS	Hasn't had any challenges/problems	OS	No problems to fix.
056	PAFOS, GTKP	Meeting new people; sorority helped a lot.	KFW, OS	Increased outreach efforts.
057	PAFOS	Went through rush and decided not to pledge; A lot of hype to join sorority; Hard to deal with balancing friends, who do and don't join a sorority	NRSR	Decided didn't need sorority experience.
058	LKST	The size of the town	MEO	Offer more activities.
059	GTKP	Harder to get to know people (compared to the beginning of school and Freshman Week)	MEO	More activities like Freshman Week for people in separate dorms and off campus.
060	OS	Co-ed school - HS was all girls	NRSR	Nothing - no, it's fine!
061	GTKP	Living with guys; Learn a lot more about people. Learn a lot that you wouldn't think; you know more about people; OS: Coed living	Blank	No
062	HLH	Misses girlfriends at home; Doesn't get to go home a lot	OS	OS: Having facilities to e-mail friends.
063	SARWAP	Bad roommate situation because of differing values	OS	Rules are often overlooked in Centennial; they need to be enforced. (Asked to sleep elsewhere several times a month.)
064	SARWAP	Different lifestyles	OS	Mass transit to K-ville; OS: transportation.
065	PAFOS	Deciding whether or not to join a sorority; Going through rush	OS	University helped aid in her decision. Way Rush was set-up was supportive; OS: Continue supportive rush program.
066	Blank	No challenge	Blank	Blank
067	SARWAP	"Living with 3 people all in one area"; "One of roommates moved out so that helps."	OS	Nothing
068	GTKP	Met so many people during first week it was difficult to remember names and what fraternity they were going to pledge.	Blank	Blank
069	OS	Deciding where to get involved - lots of opportunities	NRSR	Keep Activities Fair on the mall - it helped her know what was out there.
070	SARWAP, GTKP	Not knowing people; Not trusting people	KFW, HAEFE	Exl. Fresh. Wk was good.
071	LKST	Lots to do in St. Louis; Getting creative with finding things to do	Blank	University doing good job esp. with activities.
072	GTKP	Learning how to deal with a variety of people; Change from small town to university	NRSR	Normal process of life development.
073	LKST	"Getting used to a college campus"; New town, new people	KFW	"Excellent ... really good"; Residence halls - important for students to live on

campus.			
074	LIARH	Trying to get along with the people in the residence hall.	NRSR
075	HLH, GTRP	Being away from his friends in high school - needing to make new friends	SR, NRSR
076	HLH, PP, OS	Mom's not there to watch over you, make you go to church. Have to make your own moral choices. Individual freedom, have to decide how to spend the rest of your life; OS: Freedom	NRSR
077	LIKST	Blank	Blank
078	OS	Quit smoking; Difficult with many people around; Has slowed down a lot	NRSR
079	GTRP, OS	"Starting over with friends"; OS: Freshman Week	OS
080	GTRP	Meeting new people	NRSR
081	OS	Nothing; I already knew people	NRSR
082	SARWAP, HLH, GTRP	A big adjustment living with friends instead of parents. Is homesick - and she had trouble meeting people at first.	NRSR
083	SARWAP, LIKST, GTRP, OS	Living with a total stranger; Not knowing people; "Culture shock" - Kirksville different from St. Louis; OS: Independence "different from home"	KFW
084	GTRP	"Just during Freshman Week - didn't know anyone."	KFW
085	SARWAP	Personality conflict with roommate; Finding a new roommate	NRSR
086	Blank	Her hall got to know each other so she did not have any problems	NRSR
087	GTRP	Getting to know so many people at one time.	OS
088	SARWAP	Coping with other people	NRSR
089	SARWAP, LIARH, OS	Friends from high school went to Univ. of Missouri and have changed a lot, as has she - she's somewhat grown apart from them; Being an only child made sharing a living space difficult; OS: Growing apart from high school friends	NRSR
090	GTRP	Getting to know people beyond friend and boyfriend from home	SR, NRSR
091	GTRP	In the beginning had trouble finding someone to hang out with that he clicks with - found them eventually	OS
092	HLH	Being away from home, girlfriend and best friends	NRSR, OS
093	SARWAP	Living in a 4-person room; No privacy; Hall of people all the same age	NRSR
094	OS	Hard being from out-of-state - dealing	OS
		Put out-of-state students to room with Univ. can't do much.	
		Unless students make effort, the university can't do anything.	
		OS: U - could promote some kind of program that gets people with similar interests together.	
		University needs to produce better publicity about services offered like Counseling Center, etc.	
		Depends on the person -- everyone adjusts differently.	
		Anywhere you go it's going to happen.	
		Liked Division Day.	
		Was much easier to move to new residence hall than anticipated.	
		None	
		Freshman Week helpful in transition	
		"F. W. seemed long but I met lots of people."	

Percentage	Number	Total
35.2	37	105
64.8	68	105
100.00		

RESULTS FROM QUESTION 5:

5. Have you ever seriously considered leaving the university?

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St. Louisians / in-state so it would be easier to meet people; OS: Put out-of-state with in-state for roommates.		with St. Louis students talking about their high schools, making fun of mine; relate to; OS: St. Louis factor		
It's a necessary evil; Don't think it can be improved; Freshman should be forced to live on campus and experience diversity.	NRSR	Living in Residence Hall; Live with different people; Living with a roommate; Diversity of personalities in a close-knit living environment; Give and take	LARH	095
Not the role of the university.	Blank	No one to say "You shouldn't be going out"	Blank	096
"Nothing really except ban Greek system, but that's not going to happen."; "Greek system is a bad system."; "This perhaps was in relation to guys not being able to get into parties unless Greek."	KFW, NRSR	"It's difficult to find stuff to do because things are so closed up for a guy if you're not in a fraternity."; "Town kinda drab."; "Kirksville isn't the mecca of social life."; OS: "Finding things to do"	LKST, OS	097
Organize people from certain areas (info. so they can contact each other.)	OS	Start over again with meeting so many new people	GTKP	098
The halls should have more interaction provided within the people on the floor because he only knew his roommates.	OS	Hard to be (meet) with people around you at the beginning	GTKP	099
Better personality match; OS: Match roommates better.	OS	Different personalities and habits	SARWAP	100
More activities to interact; Freshman Week; OS: More activities to interact with others.	KFW, OS	Meeting people; If it hadn't been for band, would have been harder to meet people	GTKP	101
It is an individual choice.	SR	Everyone is at home; keeping occupied	HLH	102
Blank	NRSR	She had a broken leg so it was hard finding people to help me, when I didn't know anyone.	Blank	103
Redo food service system; Sorority house needed.	OS	"The cafeteria should be open 24 hours a day"; "I pay for meals I don't eat"; OS: Food service; No sorority housing	OS	104
"It's not very obvious what's there" and what there is to join. Bring attention to it; OS: Make students aware of organizations.	OS	Making friends; OS: Getting involved - was very busy in high school but has had difficulty finding activities here	GTKP, OS	105

001	Y	F, P, BG	girlfriend will be less expensive	Pa	Mom said to stick it out	SS	Am transferring though, Will be cheaper and I won't be
Subj.	Considered	Leave why -	Key Phrase	If yes, why - stayed	Key Phrase	If no, satis?	Key Phrase

Data for question 5:

	Number	Percentage
Very satisfied (VS)	48	65.8
Somewhat satisfied (SS)	23	31.5
Neutral (N)	1	1.4
Somewhat dissatisfied (SD)	0	0.0
Very dissatisfied (VD)	0	0.0
Blank	1	1.4
Total	73	100.1

If no, how satisfied are you with your experience?

	Codes	Number	Percentage
Friends	Fr	16	24.6
Campus activities (specify: see data)	CA	2	3.1
Persistence	Per	3	4.6
Parents	Par	6	9.2
Sorority/Fraternity	SF	6	9.2
Advisors	A	0	0.0
Faculty	F	2	3.1
Smaller classes	SC	1	1.5
Other	O	26	40.0
Blank	Blank	3	4.6
Total		65	99.90

If yes, why have you stayed?

	Codes	Number	Percentage
Friends	F	8	14.8
Parents	P	6	11.1
Small classes	SC	0	0.0
Faculty member	FM	2	3.7
Town	T	3	5.6
Cost	C	6	5.6
Boyfriend/girlfriend	BG	5	9.3
Other	O	25	46.3
Blank	Blank	2	3.7
Total		57	100.10

If yes, why have you considered leaving?

036	N				Fun, like classes and people.	VS	
037	N				Made a lot of friends; people in her residence hall are social and friendly.	VS	
038	N				satisfied." Has learned a great deal in classes.	SS	
039	Y	OS			I love the school, but think of leaving because of distance; Had accident coming back after Christmas; OS: Distance	Fr, OS	Really good school; He and roommate have become really good friends; OS: Quality of school
040	N				Extremely satisfied.	VS	
041	N				Blank	VS	
042	N				Experience has been really good - Likes small classes - Prof. contact has been meaningful.	VS	
043	N				Thought he might have to because of grades	VS	I " semester rough (good learning experience), 2 nd semester 100% better.
044	Y	OS			"I'd feel I'd be more independent going to school @ home." (with a car, job, etc.); OS: Financial dependency on her parents.	OS	"Getting a good education here..."
045	Y	OS			When I very first got here; OS: Homesick - briefly	Fr	Developing roots - takes a little time
046	N				Had scholarship and now likes Truman as well	SS	Doesn't like Kirksville.
047	N				Blank	SS	
048	N				Blank	VS	
049	Y	F, OS			Friends at Kansas State; OS: Different language offered at Kansas State	OS	Strong justice systems program; OS: Major
050	N				"No problems"; "What I expected"; Spent summers away from home.	Fr, SF, OS	OS: "College was what was expected"

051	N					VS	No particular reason.
052	Y	F	"Social life - if you're a guy and not in a fraternity or Varsity sports then there's not much to do." "My life has changed these last 4 weeks being a pledge." (for the better); Friends at Mizou	SF	Blank		
053	N					VS	"Enjoyed it a lot."
054	Y	F, P	Homesick; Parents "moved to Colorado"	Fr, OS	"Ran into a friend from home last day of Freshman Week"; OS: "Too tough to go through the first week again at a different school"	SS	Pretty satisfied academically - want to be doing better and is working on it.
055	N						"Very satisfied"; "Very lucky."
056	N					VS	
057	Y	F, P, BG, OS	Don't like being 3 hours away from all the people I love about - boyfriend; Is leaving at end of year.	Blank	Good experience to be away from home for a year; Prove she could do it.		
058	Y	OS	Concern with art program; OS: Initial major (art) didn't offer what he needed	OS	Switching to a good Physics program.		
059	N					VS	Very satisfied.
060	N					VS	I like it a lot.
061	Y	OS	Not sure about staying in major and if I don't what school would be good for majors. Think about (Business or Psychology); "I have my days" when I think about leaving in Chemistry Lab.	Fr, Fa, OS	"I like it here"; There's nothing to really, really make me want to leave."		
062	N					VS	Really liked it here;

Subject	Nothing	Not much	Some	A lot	Key Phrase
1		1			To get a better understanding of what students are thinking and doing.
2			1		Blank
3			1		So the university can provide maximum benefit to students.
4				1	Blank

Data for question 6:

	Nothing (N)	15	
	Not Much (NM)	50	
	Some (S)	34	
	A lot (A)	6	
	Total	105	
	Number		Percentage
			14.3
			47.6
			32.4
			5.7
			100.00

RESULTS FROM QUESTION 6:

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

==+==+==+==+==+==+==

101	N					everywhere.
102	Y	F, P, BG	Hard to be away from everyone.	OS	Don't want to live at home; OS; No other schools interested in.	
103	N		Did have the usual doubts	OS	MAE and scholarships	Blank
104	N		"I would only consider leaving if I changed my major"			Blank
105	Y	C	Difficult to find part-time jobs that earn enough money to keep self in school	OS	Feels like she's learned a lot here - always wanted to come here	

5	Not too much.		1		
6	Blank			1	
7	Blank		1		
8	Blank		1		
9	Make students more comfortable and successful.		1		
10	Blank			1	
11	Blank		1		
12	Blank		1		
13	I would guess they want to improve the university.		1		
14	Blank		1		
15	No clue whatsoever.			1	
16	Blank		1		
17	Blank		1		
18	Principle of the school; to make it better for the students and attract more people.		1		
19	I know univ. does it. I think it is a very good idea.		1		
20	Has theories but doesn't know for sure.		1		
21	Blank		1		
22	Better the program, to gain grants and money.		1		
23	Blank		1		
24	Not much of anything.		1		
25	Blank			1	
26	Blank		1		
27	She sees value in student feedback in helping improve the university.		1		
28	Blank		1		
29	Moderately knows reasoning behind it; doesn't know how they do it.		1		
30	Mentioned in Freshman Week; used for curriculum improvement.		1		
31	To make a better university.		1		
32	Blank		1		
33	Can make some logical guesses; knew about CAPE testing.		1		
34	Blank			1	
35	Not much at all.		1		
36	Not very much.		1		
37	Index article; check on student learning.		1		
38	A little below middle.		1		
39	It helps to use a test at beginning and later to see how the university helped student.		1		
40	Help with future students; see how they improve.		1		
41	How students feel about school improvement.	1			
42	A little bit.		1		
43	Sure they do it.		1		
44	They want their students to be successful.		1		
45	Commonsense to assess student learning.	1			
46	Blank		1		
47	Blank		1		
48	Just to see how much they could improve.		1		
49	Blank			1	
50	Assumption we monitor people and how to improve.		1		
51	Gauge what you're learning from the university.		1		
52	I'm sure they want to improve the school and how they go about teaching and such.		1		

53	Blank				1	
54	Blank				1	
55	Blank				1	
56	Blank				1	
57	Don't really know anything about it.				1	
58	To rate education against other schools.			1		
59	Could make educated guesses.				1	
60	Blank				1	
61	I don't know why they assess.				1	
62	Guessed: to find out progress made; if faculty are really teaching.				1	
63	Blank				1	
64	Restructuring of core.	1				
65	No idea; could guess.				1	
66	Blank				1	
67	Blank				1	
68	How can you measure improvement when students all score so high on freshman assessment tests?				1	
69	Professor's explanations of why we do this have helped her.				1	
70	To see your progress, freshman to junior year.				1	
71	Blank				1	
72	Why: to see how well the university is doing and how it can improve.				1	
73	Blank				1	
74	Blank				1	
75	Want to know how they can help freshmen.				1	
76	To make the school better.				1	
77	Blank				1	
78	Blank				1	
79	Blank				1	
80	Blank				1	
81	Blank				1	
82	Blank				1	
83	A little.				1	
84	Blank				1	
85	University gauges itself instead of relying solely on outside evaluators; self assessment to target problems and research solutions; continuing quest for improvement.				1	
86	Blank				1	
87	Blank				1	
88	Had it explained to me.				1	
89	Seemed very confused about this.				1	
90	Blank				1	
91	Blank				1	
92	Quite a bit.	1				
93	Do it to see how well the university is doing and to make programs better.				1	
94	Don't really know a lot about it; heard about testing again in Junior year.				1	
95	University has a knack for assessment program reputation.	1				
96	To improve and learn the needs of students; needs change every four years.				1	
97	A little below average.				1	
98	Blank				1	
99	Blank				1	
100	Help in recruiting and adjusting.				1	

	Subject	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	Fr. Testing	Surveys	So/Ju Testing	So Wr Exp	Intw Proj	Cap Course	Sr exam	Portfolio																
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Data:

	Y	N	Total	% Y	% N	Total %
Freshman testing	102	3	105	97.1	2.9	100
Surveys	73	32	105	69.5	30.5	100
Sophomore/Junior Testing	81	24	105	77.1	22.9	100
Sophomore Writing Experience	98	7	105	93.3	6.7	100
Interview Project	85	20	105	81.0	19.0	100
Capstone Course	18	87	105	17.1	82.9	100
Senior Exam in the Major	40	65	105	38.1	61.9	100
Portfolio	96	9	105	91.4	8.6	100

RESULTS:

Which of the following assessments are you aware of?

101	1		Create a better education; important to get student input; well rounded
102	1		I don't know.
103	1		Knew about the Interview Project from the letter received.
104	1		Want students to improve.
105	1		Blank

9	Blank
10	Blank
11	Share information--what are the results
12	Blank
13	Results--what happens to the information.
14	Nothing
15	Not a whole lot; not a subject on my mind.
16	What are the results? What do they draw from them?
17	What's the senior testing?
18	No clue what to ask.
19	Blank
20	Nothing.
21	Need to explain portfolio better; do you need it for graduation? What is it...
22	Blank
23	The things I don't know about already (interview and capstone.)
24	How things are scored; what she has to do for the assessment program.
25	Confusion about portfolio.
26	Blank
27	Why are we doing these interviews? Why so frequently?
28	Questions about sophomore/junior testing; it is the same as the freshmen testing; what are the results for.
29	More about portfolio; anxious about what he should be doing now; other things will come at the appropriate time.
30	Commented that "other" schools don't; When and why the university noticed it would help. How it is helping Truman.
31	More about the capstone course.
32	Senior assessments (exam and capstone).
33	Told her about senior exams and portfolio.
34	What they use it for.
35	Not much really; just like to see them do their job.
36	Not now.
37	Capstone and senior test.
38	How university uses information; how information is applied to the future and to what areas.
39	Blank
40	What specific areas are they trying to improve.
41	How is it formalized/individualized?
42	Didn't know enough to ask questions.
43	Anything that would benefit himself personally.
44	Nothing that I can think of.
45	Portfolio emphasized in Freshman Week but how can the student be sure he/she will have relevant follow-on courses to compare the freshman samples with?
46	Portfolio question--we referred her to advisor.
47	Nothing.
48	More specifics on assessment; how many/what areas are being tested.
49	Can't think of anything.
50	Nothing.
51	How accurate is it? Thought he did better; how can we make sure people take it seriously?
52	I get a lot of surveys in my classes and I would like to know more about the results and why they are given if we're going to take a half hour to fill them out.
53	What is assessment for? Is it to improve? What is the senior exam?

100	What is it used for?
99	Told him about Sophomore Writing Experience.
98	Nothing.
97	Like to know more about Sophomore Writing Experience, Senior Exam in the Major, and Capstone courses.
96	Blank
95	Statistics, results published in Index, Truman Today. He needs to inquire more.
94	Do the tests reflect on me in the future? How do they affect me now/personally?
93	Blank
92	Expectations, why university assesses, long-term goals.
91	Told him about capstone and senior exam.
90	Nothing.
89	What is it? Why do we do it?
88	Wonder about about results; have participated in a lot but have never seen the results.
87	Nothing.
86	Nothing.
85	Nothing.
84	Nothing.
83	Nothing - seems logical to gauge progress.
82	Nothing.
81	Nothing.
80	Nothing.
79	Senior exam, capstone, LAS portfolio: need more detailed information about these.
78	Never thought about it; what do the tests show/prove?
77	Nothing.
76	What is the main purpose? How will they put all these words into a reasonable form?
75	How does the senior test go?
74	How they do it; how the instruments are used.
73	Nothing.
72	What do I have to do and when do I have to do it?
71	Nothing.
70	Results of freshman tests are very confusing; no one knew what they meant; what is the senior thing?
69	Details about what happens to these results and what changes occur as a result of the Interview Project.
68	Want to know more about university portfolio.
67	Nothing.
66	Blank
65	Blank
64	Do we use this with incoming students to promote Truman?
63	Why is Freshman testing during Freshman Week--impacts transition.
62	Not at this time.
61	Blank
60	Don't know.
59	Know results at the end; find out more; how many interviewed, what % of students, etc.
58	Nothing.
57	Nothing.
56	Enjoys seeing feedback after assessments; comparing scores of different schools.
55	Asked about junior testing.
54	Blank

Subject	Is there anything else that you would like to tell us?
1	Blank
2	Dorm rooms are too small.
3	No
4	Extend the scholarship period to the full of your sophomore year so you have more time to attain 3.25. "I'm sooo close" to having a 3.25. Recommends correspondence courses in the summer. It's hard to come here.
5	My high school (Borgia) has prepared me pretty well for a school of this type. I guess I made an excellent choice. "Go, Dogs."
6	I like the school. Having fun. Learning a little bit.
7	Some courses in biology are only offered in the spring or only in the fall and it's hard to get into the classes so it throws off your schedule.
8	No
9	More info on "housing" realities.
10	Didn't like noise level in dorms--door slamming.
11	Blank
12	Scary--crosswalks not safe; more speakers on Tuesday (Ryle); heating in Halls--when it's warm outside, it's hot in rooms. When cold outside, it's cold in rooms.
13	Felt Freshman Week was a good idea and that it was good it was longer than 2-3 days (like many of her friends had at different schools.)
14	Freshman Week--I like that; better than 2 day orientation; so busy had no time to be homesick.
15	I made the mistake of rushing a fraternity and it brought down my grades; should not be allowed to rush fraternity until second semester.
16	Her advisor experience has been frustrating--he isn't in her major and she feels very strongly that she should have someone in her major (psychology education). She remarked several times that he "didn't know who she was" and that he had to "dig out her file". She'd even be happier with a grad student in the area.
17	Not as difficult as expected; most classes have been core though.
18	Why does the SUB only have certain transfer hours?
19	Rec Center is a great idea.
20	Make sure someone knows about the scholarship dissatisfaction. New incoming freshmen will get a \$2000 combined ability scholarship and returning students will only get \$1500; should get \$2000 also. Truman tries to promote all their scholarships to students to come here but then forgets to promote to entice students already here.
21	The ones that aren't happy are the ones that don't get involved. "Complaints about some teachers," perhaps around 40 to 50%.
22	The quality of food is a problem. Low-fat entrees taste low-fat, even as they could be better. Other entrees are saturated carbohydrates and not healthy. The Rec Center will make things better for me--more physically fit.

Data:

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

101	Know what they do with the results they get; Activities and programs.
102	Must you take the SWE as a sophomore?
103	Blank
104	What's the capstone thing?
105	Blank

23	Good school, just don't feel I'm cut out for it.
24	Would like to see improvements in the computer labs--better accessibility.
25	Blank
26	Freshman testing at a time when students are burnt out, especially with band students taking the test at night. She reported the rumor that the university does this on purpose so that Freshman-Sophomore gains will be inflated so that the university looks better. (Suggestion of unethical assessment practice.)
27	Bad experience with English Comp I grad student teacher--she felt discouraged by teacher's comments. Teacher put down students' work, which was difficult as she has thought about being an English major or a writer. Gave her a bad opinion of the English department.
28	Likes it here; good school.
29	PAs in halls give good academic advice. Heard they were being discontinued. Thought they really helped. Movies in SAB are good (though projection quality is not.)
30	Great school; now is well known; easy professor access including home phone numbers and personal attention; Her hard work is paying off; classes seem to be working together; interconnectedness. Cheap; felt she was learning knowledge which would be used later in life. Hard to get involved at first; tried SAB. Didn't get in and felt like a failure. Freshman Week could make options other than Greek/SAB/Student Senate known to incoming students.
31	University is good about focus on portfolio; very happy here and will probably be here four or five years.
32	Experience with one professor "scaring" students on the first day ... "not cool." She dropped the class because she knew from that experience that she wouldn't be happy.
33	Really enjoyed experimental Freshman Week class because it provided continuity of people into her English class.
34	Not really; I think I'm doing okay.
35	Blank
36	Blank
37	This year has been fun; glad chose this school; having 18 people in high school class come here helped.
38	None.
39	Blank
40	No
41	No
42	Nothing.
43	Looked like he wanted to tell us something but didn't; tough classes--learning to plan; liked Liberal Arts and smaller school; professors available during office hours--students don't take advantage of.
44	Overall.. good; academic advising has not been good; teacher didn't like that she was in a sorority.
45	Have taken two science courses--chem and bio: need more connections to larger world and role as a citizen, etc., rather than just the details of covalent bonding, for example. Would tie courses more closely to liberal arts mission.
46	IB credit--referred her to Registrar and APS.
47	Meal plan--it would be nice to be able to use 20 meals any way we want--two on one day, 4 on another.
48	Big change from high school, but positive; greater change than he'd anticipated.
49	Nothing.
50	No.
51	Blank
52	Blank
53	Changing classes, back-to-back, is tough between Barnett and Ophelia Parish.

54	The place is awesome.
55	No.
56	Nothing.
57	No.
58	No.
59	I love it here. I'm having a great time.
60	I was in a car accident my first semester and missed a month of school. The professors are really easy to work with and understanding; they worked with me. I was really pleased. My advisor called my home a couple times a week and was concerned. There were signs and banners when I got back.
61	Nothing; everyone is doing a good job.
62	University could provide more activities for students who aren't in sports, organizations, or Greek.
63	Upset about Spanish professor and overcrowding in class. Left class and picked up another language--not first choice. Enjoyed theater and physics class; everyone got involved. She felt valued.
64	Impressed with accuracy of admissions information about Truman.
65	No.
66	Freshman Week is too long. Scheduling should be under student control.
67	No.
68	Transfer times for lunch should be expanded.
69	No.
70	I had problems with the English Department; the two teachers I've had were pompous and arrogant, and not helpful at all.
71	Freshman Week: not sure why here, what's the purpose, preceptor made the class better. College Success Workshop: better than Freshman Week, more of what Freshman Week should be, enjoyed it, learned a lot.
72	Enjoys school a lot; likes smallness and many options; very pleased, especially with Nursing program; liked reputation of school; Financial Aid experience not good; plans to stay all four years.
73	Where do the scholarships of people who leave/transfer go? Can we apply for them? Great time at Truman so far; expects to graduate in 4.5 years; very active in residence hall and fraternity; currently has 17 hours; parties on weekends; likes extended Main Street transfer hours; enjoys pool facilities and Pershing's nauticus.
74	The semester long freshman experience class was really good.
75	It's been a good experience.
76	Signed up for a block course, a couple weeks ago. Had to sign up in the Vice President's office, then come by the next day to pay. He had class and was late, and he lost his spot in the course. Feels he lost, through no fault of his own. Screw way to deal with a class.
77	Fast food on campus; under 21 club.
78	Not really.
79	Eye opening first year; living in the dorms made for an easy transition; you're living on your own, but you're not.
80	Nothing.
81	Nothing else.
82	Should not have Freshman Week; only meet freshmen; do not get a real picture of what the school is like; would be better if older people were here; could have covered material in one or two days.
83	Nothing; student advisors have answered most of my questions.
84	Nothing.
85	Undeclared Division Day was absolutely the worst experience ever; because she was undeclared

==++++++==

	she was made to feel that she was somehow deficient; was insulted by being told the importance of sleep, bathing, and laundry habits.
86	Nothing.
87	Nothing.
88	Developed bad eating habits because didn't like food selections in cafeteria; resulted in ulcer. Wants to move to an apartment. Needs more space than what is provided in residence hall room.
89	Really likes the school and the campus; parents do too. Better adjusted this semester--likes her classes/professors now, a lot. She feels Science Hall generally is a poor facility and doesn't match the ideals of Truman; she couldn't really say anything specifically about it, except that it needed bigger classrooms and needed to be cleaner.
90	No.
91	Nothing.
92	Says Freshman Week is "very beneficial"; "extremely beneficial"; teacher did an excellent job orienting class to town and university; still sees class and they all talk, especially because all in same major.
93	Blank
94	Not really.
95	No.
96	In math classes there is graded homework. You shouldn't assess someone's ability in the homework. Ability should be tested on the tests.
97	Worst experience--Calculus III ("but math is not my strength"); I could not ask questions in class and lectures seemed irrelevant to content. This is really hurting my grade. Not being allowed to ask questions in class is a problem. I go to tutoring. He has class during his professor's office hours.
98	Not so good--feels pressure from others to do hall activities. If you don't participate, you're "left out." Favorite experience--when a few neighbors were sick, everyone came together to support and help each other.
99	Not really.
100	Nothing.
101	Overall educational experience in all aspects.
102	Had trouble figuring out how and what to take for classes next semester.
103	Hated how you were given your schedule. You get a sense of "ownership of education" if you do your own schedule. You know your strengths and weaknesses, so you should decide.
104	MO needs to be redone. We need a class about new technologies: "I would like to learn more about the WWW, how to research papers on the net, etc." I would like to take upper-level classes (for fun) without having to take the prerequisites.
105	Has not had good experience with her advisor. Feels that sometimes advisors assigned are not good choices. Was worried that her advisor was not reality-based and focused on issues not related to major--has had to rely on other students for guidance.

1997 Confidential Freshman Pre-Interview Questionnaire

1. *Approximately how much time did you spend in the last 24 hours on each of the following:*

RESULTS FOR QUESTION 1:

	Average	Maximum	Minimum
Time spent in classes:	4.16	9	0.83
Time spent in studying	4.40	13	0.0
Time spent in sleeping	7.27	12	2
Time spent in socializing	4.26	13	0.0
Time spent in organized co-curricular/extra-curricular activities:	1.29	6	0.0

Data for question 1:

Subject	Time spent in: (hours)	Classes	Studying	Sleeping	Socializing	Co/extra curr
001	6	3	8	7	0	0
002	3	5	7	4	0	0
003	7	3	7	4	3	0
004	0.83	4	6	4	0	0
005	4	2	8	6	4	0
006	3.5	0	7.5	13	0	0
007	3	4	8	6	3	0
008	3	7	5	6	3	0
009	3	4	6	3	4	0
010	3	1	12	4	0	0
011	3	5	6	3	0	0
012	1	3	8.5	5	0	0
013	4	2	9	5	2	0
014	3	8	9	3	0	0
015	3	5	8	3	5	0
016	5	4	9	3	3	0
017	6	2	8	5	3	0
018	8	1	5	10	0	0
019	5	3	7	5	2	0
020	6	13	7.5	3	2	0
021	4	3	10	6	1	0
022	4	3	8	3	0	0
023	3	6	12	3	0	0
024	6	8	7	3	0	0
025	6	6	7	4	1	0
026	5	3	6	5	0	0
027	4.5	5	6	3	0	0
028	4.5	6	6	2	6	0
029	5.5	4	7	4	1	0

030	5.5	5	4.5	4	2
031	4	6	7	1	0
032	2.5	4	8	7.5	2
033	3	3	9	4	1
034	7	5	5	3	0
035	3	6	7	8	0
036	2	1	7	2	1
037	3	3	9	7	0
038	6	4	10	5	2
039	4	0.75	10	3	0
040	3	6	6	2	0
041	5	5.5	9	2.5	0
042	4	4	5	1	6
043	3	3	9	3	3
044	2	2	7	4	1
045	4	3	7	7	0
046	2	3	5	3	1
047	3	4	7	4	0
048	8	4.5	10	1.5	0
049	4.5	2.5	8	7	2
050	2	6	8	3	2
051	3	7	6	4	4
052	6.5	4	3.5	4	1
053	2.5	8	8	2.5	0
054	6	4	6	5	0
055	6.5	4	6	5	1.5
056	3	3	7	2	4
057	3	2	10	4	0
058	4	7	2	5	0
059	6	6	6	3	3
060	6	3	10	4	0
061	9	5	7	3	0
062	3	2	8	5	0
063	4	6.5	6.5	3	0
064	8	5	8	1	3
065	3	5	6	6	1
066	5	3	11	4	0
067	5	8	6	3	0
068	5	3	7	4	0
069	2	5.5	6	6	1.5
070	1.17	2	8	6	0.33
071	3	8	9	2.5	0
072	6	4	4	8	2
073	2	1	7	4	2
074	4	2	9.5	2.5	0
075	5	1	8.5	4	1
076	5	7	6	4	2
077	5	3	7	4	5
078	3	2	5	4	5
079	5	4	7.5	3	2

Subject	Most time-consuming activity	Activities involved in
001	None	None
002	Volleyball	Volleyball
003	Pi Kappa Phi fraternity	Fraternity
004	Mediators	Mediators
005	Exercising	Eta Sigma Gamma, Phi Eta Sigma
006	Fraternity	Fraternity, member of Audobon (for a while)
007	Circle K	Circle K, Starazers, Pershing Society, College Democrats
008	Swim team	Swim team, piano accompanying, work study
009	Windfall--literary magazine, Art Club	Windfall, Art Club, Tau Lambda sigma

Data for question 2:

2. Please list your most time-consuming co-curricular/extra-curricular activity last semester. Which co-curricular/extra-curricular activities and organizations have you been involved in?

==+==+==+==+==+==+==

080	081	082	083	084	085	086	087	088	089	090	091	092	093	094	095	096	097	098	099	100	101	102	103	104	105	Min	Max	Total hrs.	Average
4	5	4.5	6	4	4	5	9	4.5	4	4	3	3	4	4	3.5	5	6	3	3	3	2	3.5	4.5	1	3.5	0.83	9	437	4.16
7	5	3	8	4	10	5.5	6	7	6	9	1	3.5	4	6	5	2	4	5	2	6	7	9.5	7.5	5	6	2	0.0	462.25	4.4
6	9	7	5	8	5	8.5	7	8.5	6	7	8	6.5	7	6	6.5	6	7	11	5	6	6	7	7.5	7	6	8	2	763	7.27
3	4	6	0	3	3	4.5	2	4	3	3	5	7	3	3	1.5	8	1	2.5	12	3	8	1.5	4	7	7	0.0	447.5	4.26	
0	1	4	0	1	1	0	0	0	0	1	2	2	1	0	2	0	0	1	2	1	1	0	1	3	0	6	135.33	1.29	

	service/social sorority		
010	Blank	College Democrats	None
011	College Democrats	College Democrats	None
012	Unique Ensemble Gospel Choir	Baptist Student Union, Unique Ensemble	Tennis
013	Tennis		Tennis
014	SCEC		SCEC
015	Homecoming, Concert Band	Pi Kappa Phi Fraternity	
016	Pledge Season/Rushing	Sigma Kappa, Lakeside, Homecoming	
017	Sigma Tau Gamma	Sigma Tau Gamma	
018	Blank		Blank
019	Fraternity		Blank
020	Part-time job off campus	J-board, weightlifting, aerobics, part-time off campus job	
021	Lambda Chi Alpha social fraternity	Marching band, jazz band, choir, fraternity	
022	Work		Blank
023	None		Blank
024	N/A		N/A
025	Blank	Historical Society	
026	Marching Band	Marching Band and now Alpha Phi Omega	
027	I was not involved in any extra-curricular activities	I have not been involved in any extra-curricular activities aside from helping out with dorm house activities.	
028	S.P.J.	Society of Professional Journalists (SPJ), Kneu (D), INDEX(non-staff reporter-3 stories)	
029	Model United Nations	Racquetball Club, Model United Nations	
030	CHOICE	CHOICE, CCF	
031	Circle K	Circle K, Young Democrats, Stargazers, Astronomy Club	
032	Mediators Assisting Disputants	MAD and I'm joining APO	
033	Social Sorority	Social Sorority, Hall government	
034	None		None
035	Blank		Blank
036	Soccer	Women's Soccer	
037	German Club	German Club, College Democrats, Habitat for Humanity	
038	Planning a fund-raiser for American Marketing Association	Financial Management Association, Business Students Executive Council, American Marketing Association	
039	Unique Ensemble Gospel Choir	Unique Ensemble	
040	None		None
041	Blank	So far just things done in my dorm hall, like Christmas Market Committee	
042	Softball	Softball	
043	Cross country	Cross country / track	
044	Sigma Sigma Sigma sorority	Just the above	
045	MAGIC (MO Hall Gov.)	MAGIC	
046	Explorer Post 403	Explorer Post 403, Habitat for Humanity, Amnesty International	
047	Blank	Blank	
048	Varsity wrestling	Varsity wrestling, Beta Theta Pi fraternity	
049	Rugby	Rugby, CCF	

050	Fraternity	Fraternity-Phi Sigma Kappa, weight lift
051	Varsity tennis	Varsity tennis, campus volunteer
052	Wakeboarding	Sigma Phi Epsilon, MAGIC, AHA
053	4-H	Blank
054	N/A	N/A
055	Sigma Lambda Beta Fraternity	Index, MAGIC-Mo hall Senate, socializing
056	Softball	Softball, Alpha Sigma Alpha, CCF
057	Not participating co-curricular	Hi-step, DECA, Buddy Program, AFS
058	Blank	Amnesty International
059	Index staff	Index, Intramural Flag Football, Newman Center, Swingdancers, Choir, MACCS
060	Zero	Blank
061	None	None
062	Studying	None
063	Newman Center	Choice, Newman Center, Acct Club
064	Studying	ACS-SA, PPO, Dobson Hall Senate, Alpha Phi
065	Homework, sorority	Delta Zeta Sorority, Lacrosse Team
066	I pledged a sorority last semester	Sorority (national social), NSA (beginning of last semester)
067	Athletic training for football	Athletic training, intramural volleyball
068	Fraternity	Sigma Tau Gamma
069	Newman Center Youth Ministry	Newman Youth ministry and mass coordination, Nursing Students Assoc, Alpha Phi Omega, STEP program
070	Ryle Senate	Ryle Senate
071	Lacrosse Team	Lacrosse Team, Outdoor Club
072	Missouri Hall Senate	Missouri Hall Senate
073	Pledge Season with Pi Kappa Phi	Bianton/Nason Hall Senate, Selby House Senate, I'm co-chair, Bianton/Nason J-Board, College Success Workshop Series, Pi Kappa Phi, Intramural Basketball for Selby House and Pi Kappa Phi.
074	None	None
075	Piano accompanying	KNEU, student recitals
076	Football	Football
077	Alpha Phi Omega	Alpha Phi Omega, Hall Senate, CCF, Mock Trial Team
078	Lambda Chi Alpha	Lambda Chi Alpha
079	Time spent socializing or doing extra-curricular activities	CCC-Methodist Church-volunteering, Dobson Hall Senate, Wise House Government, Womens Lacrosse
080	None	None
081	Exercising	Sorority
082	Cross Country/Track	Cross country, track, CCF
083	Alpha Phi Omega	Alpha Phi Omega, Newman Center
084	Sorority	Sorority-Homcoming, Intramurals, Lakeside, CCF
085	Pershing Society	Amnesty International, Pershing Society, Phi Eta Sigma
086	Equestrian Show Team (stopped because I didn't feel I had time last semester)	Chamber Choir, Equestrian Show Team for a short time

Subject	Time on-campus	Office	Time off-campus	Where
001	0	N/A	0	N/A
002	0	N/A	0	N/A
003	0	N/A	0	N/A
004	4	Night monitor, Ryle Hall	0	N/A
005	0	N/A	0	N/A
006	0	N/A	0	N/A
007	0	N/A	0	N/A
008	5	EDU	0	N/A
009	0	N/A	0	N/A
010	0	N/A	0	N/A

Data for question 3:

	Time (hours) spent working on-campus	Time (hours) spent working off-campus
Average	59	57.5
	0.56	0.55

RESULTS FOR QUESTION 3:

3. In the last week how much time did you spend on each of the following?

====+

087	Weight-lifting	Weight-lifting
088	None	None
089	My most time consuming activity was my classes last semester.	Pre-vet club
090	CCF	CCF, Newman Center, Alpha Phi Omega,
091	Debate	Debate, cross country, Alpha Tau Omega fraternity
092	Student Senate, Fraternity	Pledge of Sigma Phi Epsilon, Pledge class president
093	Alpha Phi Omega	Campus Christian Fellowship, Alpha Phi Omega, I have started to get involved with Habitat for Humanity, also
094	Sigma, Sigma, Sigma	Sigma, Sigma, Sigma
095	Alpha Phi Omega pledge season	Alpha Phi Omega, Beta Theta Pi
096	Social fraternity	Alpha Kappa Lambda
097	None	None
098	Alpha Phi social sorority	Echo yearbook and Alpha Phi
099	Fraternity Lambda Chi Alpha	Blank
100	Rushing	Lacrosse club, Phi Eta Sigma
101	Band, just during marching season	Marching band, hall activities
102	Psi Chi	Psi Chi
103	Womens Varsity Soccer	Soccer
104	Delta Zeta	Delta Zeta, NSA, Investment Club
105	None	None

060	0	N/A	0	N/A
059	6	Index	0	N/A
058	0	N/A	0	N/A
057	0	N/A	0	N/A
056	0	N/A	0	N/A
055	0	N/A	0	N/A
054	0	N/A	0	N/A
053	0	N/A	0	N/A
052	0	N/A	12	KFC
051	0	N/A	0	N/A
050	0	N/A	0	N/A
049	5	Athletics	0	N/A
048	0	N/A	0	N/A
047	0	N/A	0	N/A
046	0	N/A	0	N/A
045	0	N/A	0	N/A
044	15	Blank	0	N/A
043	0	N/A	0	N/A
042	0	N/A	9	Hy-Vee
041	0	N/A	0	N/A
040	0	N/A	0	N/A
039	0	N/A	0	N/A
038	0	N/A	0	N/A
037	0	N/A	0	N/A
036	0	N/A	0	N/A
035	0	N/A	0	N/A
034	0	N/A	0	N/A
033	0	N/A	0	N/A
032	0	N/A	0	N/A
031	0	N/A	0	N/A
030	0	N/A	0	N/A
029	0	N/A	0	N/A
028	4	Missouri Hall	0	N/A
027	0	N/A	0	N/A
026	0	N/A	0	N/A
025	0	N/A	0	N/A
024	0	N/A	0	N/A
023	0	N/A	0	N/A
022	0	N/A	17.5	The Buckle
021	0	N/A	0	N/A
020	0	N/A	15	Hy-Vee
019	0	N/A	0	N/A
018	0	N/A	0	N/A
017	0	N/A	0	N/A
016	0	N/A	0	N/A
015	0	N/A	4	Pizza Hut South
014	0	N/A	0	N/A
013	0	N/A	0	N/A
012	4	Mainstreet Market	0	N/A
011	0	N/A	0	N/A

=====

	59	Total
	0.56	AVG
N/A	0	061
N/A	0	062
N/A	0	063
N/A	0	064
N/A	0	065
N/A	0	066
N/A	0	067
N/A	0	068
N/A	0	069
N/A	0	070
N/A	0	071
N/A	0	072
N/A	0	073
N/A	0	074
N/A	0	075
N/A	0	076
N/A	0	077
Pershing	10	078
N/A	0	079
First Methodist Church; CCC (No time indicated)	0	080
N/A	0	081
N/A	0	082
N/A	0	083
N/A	0	084
N/A	0	085
N/A	0	086
N/A	0	087
N/A	0	088
N/A	0	089
professor's office	6	090
N/A	0	091
N/A	0	092
N/A	0	093
N/A	0	094
N/A	0	095
N/A	0	096
N/A	0	097
N/A	0	098
N/A	0	099
N/A	0	100
N/A	0	101
N/A	0	102
N/A	0	103
N/A	0	104
N/A	0	105
AVG	0.56	
Total	59	

57.5
0.55

Subject	Yes/No	None	1-2	3-4	5-6	7 or more
001	Yes		1			
002	Yes, tested out of it (counted as No)			1		
003	No		1			
004	No				1	
005	Yes				1	
006	No					1
007	No					1
008	Yes		1			
009	Yes				1	
010	No	1				
011	No					1
012	No			1		
013	Yes					1
014	No					1
015	Yes		1			
016	Yes				1	
017	Yes			1		
018	Yes					1
019	Yes			1		

Data for question 4:

	Number	Percentage
None	5	4.8
1-2	9	8.6
3-4	24	22.9
5-6	24	22.9
7+	37	35.2
Blank	6	5.7
Total	105	100.1

RESULTS:

About how many writing assignments (other than Comp I) did you do last semester?

=====

	Number	Percentage
Yes	65	61.9
No	39	37.1
Blank	1	1.0
Total	105	100

RESULTS FOR QUESTION 4:

4. Did you take ENG 100 (Comp I)?

=====
=====
=====

065	Yes		1			
066	Yes, in high school for college credit		1			
067	Yes			1		
068	No					1
069	No				1	
070	Yes					1
071	No			1		
072	Yes				1	
073	Yes				1	
074	Yes			1		
075	No				1	
076	No					1
077	Yes					1
078	Yes			1		
079	Yes					1
080	Yes				1	
081	Blank					1
082	Yes					1
083	No				1	
084	Yes			1		
085	Yes					1
086	Yes					1
087	Yes				1	
088	Yes					1
089	Currently enrolled (counted as Yes)			1		
090	In high school (counted as No)			1		
091	No					1
092	In it presently (counted as Yes)					1
093	I am in it now (counted as Yes)					1
094	Currently enrolled (counted as Yes)			1		
095	Yes					1
096	No					1
097	In high school (counted as No)				1	
098	Yes					1
099	Yes					1
100	Yes					1
101	No			1		
102	No					1
103	No					1
104	Yes			1		
105	Yes					1

5. In the last week how often did you discuss issues of social, cultural, or academic significance with others outside of class?

RESULTS FOR QUESTION 5:

Percentage	Number	Total
5.7	6	None (N)
6.7	7	Once (O)
22.9	24	Twice (T)
64.8	68	Several time (S)
100.1	105	Total

If you did, what was the topic of discussion and where were you?

Data for question 5:

Subject	None	Once	Twice	Several	Topic	Where you were
001		1			Christianity vs. Atheism	My room and at dinner
002		1			Class assignments	On phone
003		1			Greek and Roman Myth class, empirical and normative views of the world	Library, my room
004			1		Grades, scholarships, financial aid, registration	Various places
005		1			Chemistry	Home and at school in the dorms
006		1			Just about everything	You pick
007		1			Religion	Dorm room
008		1			What to pick for my major	Lunch room, dorm room
009		1			Cloning / scientific research	In the dorm
010			1		Academic	In my room / at a friend's house
011		1			Declaring a major, activities of other students	In my room talking with my roommate
012		1			Aids awareness	Rae Lewis Thornton presentation, 3/12/97
013	1				Blank	Blank
014		1			Cloning	At a meal
015			1		Racism, sexism, politics, ecology	Fraternity house, dinner (Ryle Cafeteria)
016		1			Grades / whether or not dropping a class is the solution to an "F" / major change	Dorm
017		1			Mid-term grades, racism, class related topics	In our rooms
018		1			Aids, racism	The speaker March 12 in Activities Room and also at the Multicultural Affairs building
019		1			Major, classes we will take	Hall lounge
020		1			Scholarships given at Truman	In my dorm room
021		1			Major and career possibilities	MO Hall lounge
022		1			Aids-sex before marriage-Health and Wellness notes	Lunch room / dorm room
023		1			O. J. Simpson trial	Dorm
024		1			My classes	Lost in music class; my roommate is lost in hers, too.
025		1			Religious practices of Buddhism	Dorm (Cent. Hall)
026		1			Majors and careers	Socializing w/ students
027		1			Whether or not Truman is the place for my roommate and I to come back next year	My dorm room
028		1			Of Simpson/presidential discussion	Lounge
029		1			Politics	Residence hall room
030		1			Racial discrimination	Dorm room
031		1			Of Simpson trial and racial issues, roommate's relationship with person of	Dorm room

083					Politics, religion, current events	Dorm
082				1	Scheduling classes, career choices, social issues like abortion, racial issues, etc.	In the dorm (Ryle)
081				1	Academics-how learning isn't just through books and figures but experiences	Dorm room with roommates
080			1		Politics	In my dorm
079				1	Classes and professors	Dorm room, outside
078				1	My grades/study habit/problems	Friend's room/MO cafeteria
077			1		Difficulty of this university	Dorm room
076				1	Professors/fairness	Dorm
075				1	Blank	Blank
074				1	Blank	Blank
073				1	Abortion, politics, etc.	Dorm or lunch
072				1	3 rd South Lounge of MO Hall Martin Luther King Day vs. President's Day; a number of other things	Dorm
071				1	Classes international work	Dorm
070				1	Class assignments, tests, planning	In my dorm, in Ryle Senate
069				1	Cultural/religious traditions	With friends in the dorm
068				1	Future of U.S.	Walking across campus
067				1	Grades and O.J. case	Library and dorm room
066				1	Academics (papers, tests, etc.), Housing next year	In dorm rooms
065				1	Grades and studying	Main Street, dorm room
064				1	Religion	Cafeteria
063				1	Professor	Studying for a test
062			1		Of Simpson; death of Chinese ex president	Lobby of Dobson
061			1		Grades, homework, time-management	Dinner (eating)
060				1	Many different subjects	In my room with roommates
059				1	Religion	Dorm - often
058				1	Poverty, physics, hyperspace	In dorm room
057			1		Issue of China's leader dying and democracy	In my room
056			1		Grades, religion, social life	dinner On a walk, while e-mailing, and at
055			1		Latin American culture	Sigma Lambda Beta meeting
054				1	Different little things	No where
053				1	Studying, finding a major	Dorm room
052				1	GPA of last semester and ramifications	Various locations
051				1	A friend of ours asked if she was reserved, and he said only until she got to know us	In my wing (MO Hall)
050			1		Blank	Blank
049			1		Abortion	SUB
048				1	occupations Bill of rights, discrimination, future	My dorm room
047				1	Racial tensions	Eating lunch
046			1		College life	Cafeteria
045				1	Media reflecting society vs. society influenced by media; crime and punishment; death penalty; abortion	Dorm room, MO Hall Lobby
044				1	Different teachers	In a friend's dorm room
043			1		Religion, properties of physics	Dorm rooms
042			1		Of Simpson case, Democrats/Republicans and everything with the two groups	Cafeteria
041				1	Classes	Dorm rooms
040				1	Ash Wednesday; grade point avgs; honor fraternity; women's role in society	Dorm room and at lunch
039				1	History exam	Cafeteria
038				1	Social security reform	Dorm room
037				1	Our future goals and how much of a demand our chosen field would have for us	In the dorm
036			1		Physics	With a friend at their house
035				1	Academic significance	In my room
034				1	I don't recall	My room
033			1		Sortry involvement, class assignment	Dorm room
032			1		Blank	Blank
					different race	

====+

Percentage	Number
Yes	16
No	87
Blank	0
Other	2
Total	105

RESULTS FOR QUESTION 6:

6. *Do you have or plan to have more than one major?*

====+

084	Class scheduling	1					
085	Genetic cloning	1					
086	Racial differences and how they affect this campus	1					
087	Whether Americans speak English or American	1					
088	How social life affects school and what is going to be best for us academically	1					
089	Topics on the news	1					
090	Beliefs on premarital sex, math sample test	1					
091	Politics, economics, and religion	1					
092	Kirkville's image and effect on institution	1					
093	Religion, importance of history, evolution	1					
094	Politics, teachers, classes, discrimination	1					
095	Grades/social/cultural: Morris Dees/ race	1					
096	Corruption among political figures	1					
097	Blank		1				
098	Pretty much everything from OJ Simpson, race, music history ... Etc.	1					
099	Partying, racism, classes	1					
100	Cloning of sheep and if humans could be cloned	1					
101	Class loads and eligibility rules; tuition	1					
102	Gender differences	1					
103	Teachers, violence, exams	1					
104	Social plans for the week, later we talked	1					
105	Literature	1					

Subject	Major > 1 (Y/N)	Satisfied w/ Spring Schedule	If not, why?
001	N	Y	Blank
002	N	Y	Blank
003	N	Y	Blank
004	Y	Y	Blank
005	N	Y	Blank
006	N	Y	Blank
007	N	Y	Blank
008	N	Y	Blank
009	N	Y	Blank
010	N	Y	Blank
011	N	N	Most of the classes that I wanted to take were filled before I got to register.
012	N	Y	Blank
013	N	Y	Blank
014	N	Y	Blank
015	N	Y	Blank
016	N	Y	Blank
017	Y	Y	Blank
018	N	Y	Any possibility of changing registration would help.
019	N	Y	Blank
020	N	Y	Blank
021	Question mark entered	Y	Blank
022	N	Y	Blank
023	N	Y	Blank
024	N	Y	Blank
025	N	N	I don't like my night class.
026	N	N	I had two professor changes, one for a 7:30 where I would not have signed up for otherwise.
027	N	Y	Blank
028	Y	N	Did not get the classes I wanted.

Data for questions 6 and 7:

Percentage	Number	Total
83.8	88	105
13.3	14	105
1.9	2	105
1.0	1	105
100		105

RESULTS FOR QUESTION 7:

7. Are you satisfied with your Spring course schedule? If not, why?

029	N	Y	Blank
030	Y	N	I would rather have taken more major classes instead of core classes.
031	N	Y	Blank
032	N	Y	Blank
033	N	Y	Blank
034	N	Y	Blank
035	N	Y	Blank
036	N	Y	Blank
037	N	Y	Blank
038	N	Y	Blank
039	N	Y	Blank
040	N	Y	Blank
041	N	Y	Blank
042	N	Y	Blank
043	N	Y	Blank
044	N	N	I wanted 15 hours and only have 12 because 3 of the classes that I wanted were closed.
045	N	Y	Blank
046	N	N	I don't have enough hours.
047	Y	Y	Blank
048	N	Y	Blank
049	Y	Y	Blank
050	N	Y	Blank
051	N	N	I had wanted to take Health and Wellness and Brit Lit II, but instead took World Lit III and found the amount of work to be too great and dropped it.
052	Y	N	I am not satisfied with one of my professors.
053	Y	Y	Blank
054	N	Y	Blank
055	N	Y	Blank
056	N	N	Wish I had one more class.
057	N	Y	Blank
058	Y	N	I've decided to minor or else drop my art major, and two of my classes count toward that major.
059	N	Y	Blank
060	N	Y	Blank
061	N	Y and N	Being a freshman, there were a lot of classes I couldn't get into that I would like to take.
062	N	Y	Blank
063	N	Y	Blank
064	N	Y	Blank
065	Y	Y	Blank
066	N	Y	Blank
067	N	Y	Blank
068	N	Y	Blank
069	N	Y	Blank
070	N	Y	Blank
071	N	Y	Blank

No experience (N)		Experienced (E)		Proficient (P)	
Numbr	Percent	Numbr	Percent	Numbr	Percent
52	49.5	46	43.8	7	6.7
2	1.9	54	51.4	49	46.7
56	53.3	41	39.0	8	7.6
4	3.8	56	53.3	45	42.9
14	13.3	65	61.9	26	24.8
World Wide Web					
e-mail					
Databases					
Word Processing					
Spreadsheets					

RESULTS FROM QUESTION 8:

8. Describe your experience with each of the following:

====+

105	N	Y	Blank
104	N	Y	Blank
103	N	Blank	Haven't made it
102	N	Yes and No	My classes are good, but I wish I could have gotten into a psychology class, my major.
101	N	Y	Blank
100	N	Y	Blank
099	Y	N	teachers
098	N	Y	Blank
097	N	Y	Blank
096	N	Y	Blank
095	Don't know	Y	Blank
094	N	Y	Blank
093	N	Y	Blank
092	N	Y	Blank
091	N	Y	Blank
090	N	Y	Blank
089	Y	Y	Blank
088	N	Y	Blank
087	N	Y	Blank
086	N	Y	Blank
085	N	Y	Blank
084	N	Y	Blank
083	N	Y	Blank
082	N	Y	Blank
081	N	N	teachers
080	N	Y	Blank
079	Y	Y	Blank
078	Y	Y	Blank
077	Y	N	I'm not taking any major courses, so none of my classes particularly interest me.
076	Y	Y	Blank
075	N	Y	Blank
074	N	Y	Blank
073	N	Y	Blank
072	N	Y	Blank

Subject	Spreadsheet	Word Proc	Databases	E-mail	Web	Comp Lib Resources
001	E	P	N	P	N	N
002	E	E	E	E	E	N
003	E	P	E	P	E	N
004	E	E	E	P	E	N
005	N	E	N	E	E	E
006	N	E	N	E	E	E
007	E	P	N	P	E	E
008	N	E	N	E	E	N
009	N	P	N	P	E	E
010	N	E	E	E	E	E
011	N	N	N	E	E	E
012	N	P	N	P	P	P
013	E	E	E	P	E	N
014	E	E	N	E	N	N
015	N	E	N	E	E	N
016	E	P	N	E	E	E
017	E	P	E	E	E	N
018	E	E	E	E	E	N
019	E	P	P	E	P	E
020	E	P	E	P	P	N
021	E	P	E	P	P	E
022	N	E	N	P	E	E
023	E	E	E	E	N	E
024	E	E	E	E	E	N
025	E	P	E	E	E	E
026	E	P	E	P	P	N
027	N	E	N	E	E	N
028	N	E	N	P	E	E
029	P	P	E	E	E	N
030	N	P	E	P	P	E
031	N	E	N	E	E	N
032	E	E	N	P	E	N
033	N	P	N	P	E	E
034	N	E	N	E	E	N
035	E	P	E	N	E	E
036	N	P	N	P	N	N
037	N	E	N	E	E	N
038	P	P	E	P	P	P
039	N	E	N	E	E	N
040	P	P	P	N	N	N
041	N	P	N	E	E	N
042	E	P	E	P	P	E
043	N	P	E	P	P	E

Data for question 8:

Computerized Library Resources	43	41.0	54	51.4	8	7.6
--------------------------------	----	------	----	------	---	-----

044	N	E	N	E	N	E	N
045	N	E	N	E	N	E	N
046	N	E	N	E	N	E	N
047	N	E	E	P	P	E	N
048	N	E	E	E	N	E	N
049	E	E	E	P	P	E	E
050	N	E	E	E	E	E	E
051	E	E	E	E	P	P	E
052	E	E	E	E	P	P	E
053	N	E	E	E	E	E	E
054	N	E	E	E	N	E	E
055	E	E	E	E	E	E	E
056	E	E	E	E	E	E	E
057	P	P	P	P	P	P	E
058	N	P	N	E	E	E	E
059	N	E	N	P	E	N	N
060	N	E	P	P	P	P	N
061	N	E	P	E	E	E	P
062	N	E	E	P	P	E	E
063	E	P	E	P	P	P	E
064	P	P	P	P	P	P	E
065	E	E	E	E	E	E	N
066	E	E	E	P	E	E	N
067	N	E	E	P	N	E	E
068	E	E	P	P	P	P	P
069	E	E	E	P	E	E	N
070	N	P	E	E	N	E	E
071	N	E	N	P	E	E	E
072	E	E	E	N	E	E	E
073	E	E	E	E	E	E	N
074	N	E	E	P	E	E	N
075	E	E	E	P	E	E	E
076	E	E	E	P	E	E	E
077	E	P	E	P	E	E	E
078	N	E	E	N	E	E	E
079	N	P	N	P	P	P	E
080	N	E	N	N	E	E	N
081	N	N	N	N	N	N	N
082	N	E	E	E	E	E	N
083	E	E	E	P	N	N	N
084	E	E	E	E	E	E	E
085	E	E	E	P	E	E	E
086	E	E	E	P	E	E	E
087	N	P	N	E	E	E	N
088	P	P	P	P	P	P	E
089	N	E	E	E	E	E	E
090	N	E	E	E	E	E	N
091	E	E	E	E	E	E	E
092	P	E	P	P	P	P	N
093	E	E	P	E	N	E	P

Subject	Y/N	Plays	Concerts	Forum/C/S	Lectures	Res Hall	Art Exh	Lycum	Other
001	Y	1	1	1	1			3	
002	Y	3							1 Seminar
003	Y	3							
004	Y	1	1	1	1	1	1	1	
005	Y	3	1	2			1	1	2 SAB events
006	Y	1	1	1					
007	Y	1	6	2			2		
008	Y	1					1		
009	Y	1		1	2		2		
010	Y		3				2		

Data for question 9:

Total	Number	Percentage
Plays	88	16.2
Concerts	131	24.1
Forums/Conferences/Symposia	26	4.8
Lectures	77	14.2
Residence Hall	70	12.9
Art Exhibits	76	14.0
Lycum	55	10.1
Other, Please describe (see data)	20	3.7
Total	543	100

Total	Number	Percentage
Yes	98	93.3
No	7	6.7
Total	105	100

RESULTS FROM QUESTION 9:

9. Have you attended an on-campus cultural event such as the ones listed below? If so, indicate how many:

====+

094	N	E	N	E	E
095	N	E	N	E	P
096	N	P	N	E	E
097	E	P	E	E	E
098	E	P	E	P	P
099	E	E	N	E	N
100	N	P	E	P	E
101	N	P	N	P	E
102	E	P	E	E	N
103	E	E	E	E	E
104	N	E	N	E	E
105	N	E	N	E	E

10. How many hours per week, on average last semester, were you able to read for pleasure?

RESULTS FOR QUESTION 10:

Number of hours spent on pleasure reading	
MIN	0.0
MAX	12
AVG	1.84
Total	193.5

DATA FOR QUESTION 10:

Subject	Hours
Example	0
I usually don't read for pleasure	0
We had to read enough as it was for English	0
Stephen King's Firestarter	7
Bell Jar	5
Newsweek	2
Blank	0
Reader's Digest	3
100 Years of Solitude	1
Blank	0
Blank	0
Rush Limbaugh is a Big Fat Idiot by Al Franken	1
Blank	0
Blank	0
Reader's Digest	0.5
Catcher in the Rye	1
Read Without Remorse and Executive Orders (Tom Clancy)	2
Magazines	2.5
The Firm	10
Magazines	1
Prophet	2
Newspaper	3
Index, magazines, etc.	2.5
Blank	1
Blank	0
Blank	0
Blank	0
Books	2
Magazines	2
Blank	0
St. Louis Post-Dispatch, Time	3
Newsweek	3
Rainmaker, Little Women	2
Newspapers, magazines	3
Didn't find the time for it	0
Magazines	1
Reading a novel	2

035	Blank	0
036	One Flew Over the Cuckoo's Nest	2
037	Gone with the Wind	4
038	Reading Wall Street Journal	5
039	Blank	0
040	Blank	0
041	I read for fun now and then	1
042	Blank	0
043	Kawati's Metamorphosis and reading for my World Lit III class	3
044	Before I went to bed on a couple of nights per week, I would read for a little bit	2.5
045	Body language book	2
046	Magazines	2
047	Any of the books of poetry I have	2
048	Before I go to bed	6.5
049	Primary Colors	8
050	Blank	0
051	I look up info on my favorite bands on the net and check out different sites	1.5
052	Magazines	2.5
053	I read 1 book, several magazines	12
054	Blank	0
055	Blank	0
056	Blank	0
057	Blank	0
058	Usually for an hour or so before sleeping	6.5
059	Blank	0
060	Magazine, newspaper	1
061	Magazines, newspaper	3
062	Show of Evil by William Diehl (1 hr before bed)	4
063	Blank	0
064	I read a magazine on the stairmaster	6
065	Blank	2.5
066	Book by Danielle Steele	1.5
067	A Time to Kill	2
068	New Star Wars book	4
069	Mystery novels	2
070	Cosmopolitan	2
071	Blank	0
072	Blank	0
073	Magazines: Rolling Stone, etc.	4
074	Blank	0
075	Blank	0
076	Blank	0
077	Blank	0
078	Blank	0
079	Wuthering Heights	1
080	Blank	0
081	Blank	0
082	Blank	0
083	Roots, Emma	3

Subject	Yes/No
001	Y
002	N
003	N
004	N
005	N
006	N
007	N

Data for question 11:

Yes	35	33.3
No	70	66.7
Total	105	100
	Number	Percentage

RESULTS FROM QUESTION 11:

11. Do you know about Truman's Honors program?

====+

084	0	Blank
085	4	Magazines, Bible, newspaper
086	6	Read an Anne Rice book on and off when my homework was done and when I had spare time
087	0	Blank
088	0	Blank
089	1	Magazines
090	1	Dean Koontz Intensity
091	5	Runner's World, A Brief History of Time
092	6	Before bed
093	3.5	Newspaper, book, magazine
094	1	Bible
095	0	Blank
096	1	Self-Consciousness by John Updike
097	0	Blank
098	1.5	Seventeen magazine
099	1	Mark Twain
100	0	Blank
101	0	Blank
102	2.5	Tried to read before I want to bed
103	0	Only on breaks
104	1	Reading the book, The English Patient
105	0	Blank
MIN	0.0	
MAX	12	
AVG	1.84	
Total	193.5	

008	N
009	N
010	N
011	Y
012	N
013	Y
014	N
015	Y
016	N
017	N
018	N
019	N
020	N
021	Y
022	N
023	Y
024	N
025	Y
026	N
027	Y
028	N
029	N
030	N
031	N
032	N
033	Y
034	N
035	N
036	N
037	N
038	N
039	N
040	Y
041	Y
042	N
043	Y
044	N
045	Y
046	Y
047	N
048	N
049	N
050	Y
051	N
052	Y
053	N
054	N
055	N
056	N
057	N

==+==+==+==+==+==+==

105	N
104	N
103	Y
102	Y
101	N
100	Y
099	N
098	Y
097	Y
096	N
095	N
094	N
093	Y
092	N
091	Y
090	Y
089	N
088	N
087	N
086	N
085	Y
084	N
083	Y
082	Y
081	N
080	N
079	N
078	N
077	Y
076	N
075	Y
074	N
073	N
072	N
071	N
070	N
069	Y
068	Y
067	N
066	N
065	N
064	Y
063	Y
062	N
061	Y
060	N
059	N
058	Y

12. Did you take any AP (Advanced Placement) courses?

RESULTS FOR QUESTION 12:

Percentage	Number	
48.6	51	Yes
50.5	53	No
1.0	1	Blank
100.1	105	Total

====+

If so, did you receive college credit for these courses?

RESULTS:

Percentage	Number	
38.1	40	Yes
16.2	17	No
1.0	1	Blank
44.8	47	N/A
100.1	105	Total

====+

Other than AP, did you take any courses at your high school where you received both high school and college credit?

RESULTS:

Percentage	Number	
47.6	50	Yes
50.5	53	No
1.9	2	Blank
100	105	Total

====+

If so, how many hours?

RESULTS:

Average number of hours per yes response: (602 hours / 49 yes respondents) = 12.3 hours

====+

How did these courses compare with courses at Truman?

RESULTS: See data table on page 89.

b) How did they compare with your courses at Truman?

====+

Average number of hours per yes response: (32 hours / 5 yes respondents) = 6.4 hours

RESULTS:

a) How many hours?

If so,

====+

Total	105	100
Blank	6	5.7
No	94	89.5
Yes	5	4.8
Number		Percentage

RESULTS:

Other than AP, did you take any courses on a college campus where you received both high school and college credit?

====+

Total	105	100
N/A	72	68.6
Blank	0	0.0
No	6	5.7
Yes	27	25.7
Number		Percentage

RESULTS:

If so, do you think you were adequately prepared for this more advanced class?

====+

Total	105	100.1
Blank	7	6.7
No	66	62.9
Yes	32	30.5
Number		Percentage

RESULTS:

Have you completed any related/more advanced courses at Truman?

====+

Subj	AP course	Received college credit	Received HS/college credit during HS	If, so hours	How compared to courses at Truman
001	N	N/A	N	N/A	N/A
002	Y	Y	N	N/A	N/A
003	Y	Y	Y	3	I don't have to take Comp I
004	Y	Y	N	N/A	They were a lot easier, took classes that could've been for college credit, but didn't think they'd transfer, so I chose not to.
005	N	N/A	N	N/A	N/A
006	Y	Y	Y	4	Don't know
007	Y	Y	Y	15	They were much slower but content was comparable
008	Y	Y	N	N/A	N/A
009	N	N/A	Y	3	It was in a dual credit class where I was in a high school setting w/ a high school teacher learning college material.
010	Y	Y	Y	10	About the same
011	Y	Y	Y	4	Slightly lower level
012	N	N/A	Y	6	About the same
013	N	N/A	N	N/A	N/A
014	N	N/A	Y	6	Equally demanding
015	Y	Y	Y	4	Easier, more one-on-one time with the teachers and other students. Less expected by the teachers
016	N	N/A	N	N/A	N/A
017	Y	Y	N	N/A	They were just as hard
018	N	N/A	Y	1	It was a guitar class at SEMO
019	N	N/A	N	N/A	N/A
020	N	N/A	N	N/A	N/A
021	N	N/A	Y	26	Equal or a little harder
022	N	N/A	Y	9	Comp classes were more detailed, college algebra classes were similar
023	N	N/A	N	N/A	N/A
024	N	N/A	N	N/A	N/A
025	N	N/A	Y	9	They were easier, but I still learned a lot.
026	Y	N	N	N/A	N/A
027	Y	Y	Y	21	They were challenging.
028	Y	Y	N	N/A	N/A
029	Y	Y	N	N/A	Different setting as a result of the varying atmospheres. The courses at Truman require more preparation and studying. AP courses were more thorough.
030	N	N/A	Blank	N/A	N/A
031	Y	N	Y	11	They were a lot easier. They were just like the rest of my high school classes.
032	N	N/A	Y	9	The classes are a little tougher here but still prepared me

See data table below:

RESULTS:

Subject	Complete advanced course at Truman?	If so, prepared?	Received HS/college credit on a college?	If so, number of hours?	How compared to courses at Truman?
072	N	N/A	N	N/A	N/A
073	N	N/A	Y	6	The course for which I received credit was challenging like a Truman course, and the teacher was fun to have class with.
074	Y	N	N	N/A	N/A
075	Y	Y	Y	3	Roughly the same
076	Y	N	N	N/A	N/A
077	Y	Y	Y	15	They were a little easier
078	N	N/A	N	N/A	N/A
079	Y	Y	N	N/A	N/A
080	N	N/A	N	N/A	N/A
081	Y	Y	N	N/A	They were more explanatory; Truman's courses "jump" into things expecting you should already know certain things.
082	Y	Y	N	N/A	N/A
083	Y	Y	Y	10	They were more difficult than the corresponding classes here, but much easier than most classes here.
084	N	N	N	N/A	N/A
085	N	N/A	N	N/A	N/A
086	N	N/A	N	N/A	N/A
087	N	N/A	N	N/A	N/A
088	Y	Y	N	N/A	Truman courses are a little more challenging and require more.
089	Y	Y	Y	11	They were much easier.
090	N	N	Y	20	Had more time to work in class in high school
091	N	N/A	Y	12	They cover the same stuff, but the Truman teachers teach a lot better.
092	N	N/A	N	N/A	N/A
093	Y	Y	Y	14	I don't really know because I haven't taken any courses similar to those. Overall, I would say the courses are pretty comparable.
094	N	N/A	N	N/A	N/A
095	Y	Y	N	N/A	N/A
096	N	N/A	N	N/A	N/A
097	Y	Y	Y	9	They were much easier
098	Y	N	N	N/A	N/A
099	Y	Y	N	N/A	N/A
100	Y	Y	N	N/A	N/A
101	N	Y	Y	14	They were easier yet adequate
102	N	N/A	Y	6	I took Eng Comp 100 in high school for college credit, and from what I've seen, it is a lot harder here. I also took a history course that I don't have anything [to] compare [it] to.
103	N	N/A	Y	26	Most were at the same level; Comp was harder than any class I've had at Truman.
104	Y	Y	N	N/A	N/A
105	Blank	Blank	Y	9	Similar, but slightly easier

			campus?			
001	N	N/A	N	N/A	N/A	N/A
002	N	N/A	N	N/A	N/A	N/A
003	N	N/A	N	N/A	N/A	N/A
004	Y	Y	N	N/A	N/A	N/A
005	N	N/A	N	N/A	N/A	N/A
006	N	N/A	N	N/A	N/A	N/A
007	Y	Y	N	N/A	N/A	N/A
008	N	N/A	N	N/A	N/A	N/A
009	N	N/A	N	N/A	N/A	N/A
010	N	N/A	N	N/A	N/A	N/A
011	Y	Y	N	N/A	N/A	N/A
012	Y	Y	N	N/A	N/A	N/A
013	N	N/A	N	N/A	N/A	N/A
014	N	N/A	N	N/A	N/A	N/A
015	N	N/A	N	N/A	N/A	N/A
016	N	N/A	N	N/A	N/A	N/A
017	N	N/A	N	N/A	N/A	N/A
018	N	N/A	N	N/A	N/A	N/A
019	Blank	Blank	Blank	N/A	N/A	N/A
020	N	N/A	N	N/A	N/A	N/A
021	Y	Y	N	N/A	N/A	N/A
022	Y	Y	Blank	N/A	N/A	N/A
023	N	N/A	N	N/A	N/A	N/A
024	N	N/A	N	N/A	N/A	N/A
025	Y	Y	N	N/A	N/A	N/A
026	N	N/A	N	N/A	N/A	N/A
027	N	N/A	N	N/A	N/A	N/A
028	N	N/A	N	N/A	N/A	N/A
029	N	N/A	N	N/A	N/A	N/A
030	N	N/A	Blank	N/A	N/A	N/A
031	Y	Y	N	N/A	N/A	N/A
032	N	N/A	N	N/A	N/A	N/A
033	Y	Y	N	N/A	N/A	N/A
034	N	N/A	N	N/A	N/A	N/A
035	Y	Y	N	N/A	N/A	N/A
036	N	N/A	N	N/A	N/A	N/A
037	Y	Y	N	N/A	N/A	N/A
038	N	N/A	Y	3	Not as challenging	N/A
039	N	N/A	N	N/A	N/A	N/A
040	Y	Y	N	N/A	N/A	N/A
041	Y	Y	N	N/A	N/A	N/A
042	N	N/A	Blank	N/A	N/A	N/A
043	N	N/A	N	N/A	N/A	N/A
044	Y	Y	N	N/A	N/A	N/A
045	N	N/A	N	N/A	N/A	N/A
046	N	N/A	Blank	N/A	N/A	N/A
047	N	N/A	N	N/A	N/A	N/A
048	Y	Y	N	N/A	N/A	N/A
049	N	N/A	Y	6	Very similar	N/A
050	Y	Y	Y	N	N/A	N/A

051	N/A	Blank	N/A	N/A	N/A	N/A
052	N	N	N	N/A	N/A	N/A
053	N	N/A	N/A	N/A	N/A	N/A
054	Blank	N/A	N/A	N/A	N/A	N/A
055	N	N/A	N/A	N/A	N/A	N/A
056	Y	N	N	N/A	N/A	N/A
057	N	N/A	Y	3	A little easier	N/A
058	N	N/A	N	N/A	N/A	N/A
059	N	N/A	N	N/A	N/A	N/A
060	N	N/A	N	N/A	N/A	N/A
061	N	N/A	Y	17	They were not as difficult as the courses at Truman.	N/A
062	N	N/A	N	N/A	N/A	N/A
063	Y	Y	N	N/A	N/A	N/A
064	Blank	N/A	N	N/A	N/A	N/A
065	Y	Y	N	N/A	N/A	N/A
066	Y	N	N	N/A	N/A	N/A
067	N	N/A	N	N/A	N/A	N/A
068	Y	Y	N	N/A	N/A	N/A
069	Y	Y	N	N/A	N/A	N/A
070	N	N/A	N	N/A	N/A	N/A
071	Y	Y	N	N/A	N/A	N/A
072	N	N/A	N	N/A	N/A	N/A
073	N	N/A	N	N/A	N/A	N/A
074	N	N/A	N	N/A	N/A	N/A
075	Y	Y	N	N/A	N/A	N/A
076	Y	Y	N	N/A	N/A	N/A
077	N	N/A	N	N/A	N/A	N/A
078	N	N/A	N	N/A	N/A	N/A
079	Y	Y	N	N/A	N/A	N/A
080	Blank	N/A	N	N/A	N/A	N/A
081	N	N/A	N	N/A	N/A	N/A
082	Blank	N/A	N	N/A	N/A	N/A
083	Y	Y	N	N/A	N/A	N/A
084	N	N/A	N	N/A	N/A	N/A
085	N	N/A	N	N/A	N/A	N/A
086	N	N/A	N	N/A	N/A	N/A
087	N	N/A	N	N/A	N/A	N/A
088	N	N/A	N	N/A	N/A	N/A
089	Y	Y	N	N/A	N/A	N/A
090	Y	Y	N	N/A	N/A	N/A
091	Y	Y	N	N/A	N/A	N/A
092	N	N/A	N	N/A	N/A	N/A
093	N	N/A	N	N/A	N/A	N/A
094	N	N/A	N	N/A	N/A	N/A
095	N	N/A	N	N/A	N/A	N/A
096	Blank	N/A	N	N/A	N/A	N/A
097	N	N/A	N	N/A	N/A	N/A
098	Blank	N/A	N	N/A	N/A	N/A
099	N	N/A	N	N/A	N/A	N/A
100	N	N/A	N	N/A	N/A	N/A

==++++++==

101	Y	Y	N	N/A	N/A
102	N	N/A	N	N/A	N/A
103	N	N/A	N	N/A	N/A
104	N	N/A	Y	3	About the same
105	Y	Y	N	N/A	N/A

	Number	Percentage
Career	57	17.1
Financial	37	11.1
Course problems	67	20.1
Curriculum	73	21.9

RESULT FOR QUESTION 13b:

13b. What types of information have you sought?

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	Number	Percentage
Student advisors	5	4.2
Faculty member	0	0.0
Academic planning advisors	2	1.7
Friends	85	71.4
Parents	23	19.3
University staff member	0	0.0
Others; Specify (see data)	4	3.4
Total	119	100

Who has been your main source of personal advice?

====

	Number	Percentage
Student advisors	19	15.4
Faculty member	10	8.1
Academic planning advisors	34	27.6
Business advisors	4	3.3
Students	40	32.5
Tutors	0	0.0
Parents	10	8.1
Others; Specify (see data)	6	4.9
Total	123	99.9

Who has been your main source of academic advice?

====

	Number	Percentage
Yes	87	82.9
No	18	17.1
Total	105	100

RESULTS FOR QUESTION 13:

13. Are you getting the advising help you need?

Advising Help		Subject	Y	N
		1		1
		2		1
		3		1
		4		1
		5		1
		6		1
		7		1
		8		1
		9		1
		10		1
		11		1
		12		1
		13		1
		14		1
		15		1
		16		1
		17		1
		18		1
		19		1
		20		1
		21		1
		22		1
		23		1
		24		1
		25		1
		26		1
		27		1
		28		1
		29		1
		30		1
		31		1
		32		1
		33		1
		34		1
		35		1
		36		1
		37		1
		38		1

Data for question 13:

====+

University procedures	37	11.1
Personal/social	44	13.2
Study skills	18	5.4
Other (not an option)	1	0.3
Total	334	100.2

39	1
40	1
41	1
42	1
43	1
44	1
45	1
46	1
47	1
48	1
49	1
50	1
51	1
52	1
53	1
54	1
55	1
56	1
57	1
58	1
59	1
60	1
61	1
62	1
63	1
64	1
65	1
66	1
67	1
68	1
69	1
70	1
71	1
72	1
73	1
74	1
75	1
76	1
77	1
78	1
79	1
80	1
81	1
82	1
83	1
84	1
85	1
86	1
87	1
88	1