

Chapter XIX: STUDENT INTERVIEW PROJECT FULL DATA

This chapter contains the full written and oral survey results from the FY 2004 Student Interview Project.

First-Year Students Written Results:.....	2-21
Senior Students Written Results:.....	22-40
First-Year Students Oral Results:.....	41-91
Senior Students Oral Results:.....	92-145

Written Survey Results First-Year Students

<p>Question 1: How important is each of the following in your interactions with faculty, both inside and outside of the classroom? (please circle the response most closely describing your feelings.) (unsure = blank, not at all important = 1, of minor importance = 2, somewhat important = 3, very important = 4, extremely important = 5)</p>	How much trust you have toward the professor	How much the professor trusts you as a student	A professor's classroom presentation skills	A professor's interpersonal communication skills	A professor's availability outside of class	A professor's prestige/academic background	How much the professor likes or respects you	A professor who is very outgoing	A professor who demonstrates caring for your educational development	A professor who supports your educational and career goals	Professor's willingness to hear others' opinions	Whether the professor knows you by name	
	Student Number												
	maximum ->	5	5	5	5	5	5	5	5	5	5	5	5
	average ->	3.9	4.1	4.4	4.1	3.4	3.1	3.7	3.2	4.1	3.7	4.1	3.3
minimum ->	2.0	2.0	3.0	3.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	
1	4	3	4	3	3	3	4	2	5	3	3	2	
2	5	5	4	4	4	3	4	2	5	4	4	4	
3	4	2	4	4	3	2	3	4	3	3	5	4	
4	4	5	4	3	3	4	3	3	5	2	4	3	
5	3	4	4	4	3	3	3	3	4	4	4	4	
6	4	4	5	4	4	3	4	4	4	4	4	5	
7	4	4	5	4	3	3	4	4	4	4	4	3	
8	3	4	4	5	3	3	3	4	4	4	5	3	
9	3	3	4	3	3	3	3	4	4	4	5	3	
10	3	4	4	4	3	2	4	3	4	3	4	3	
11	5	5	4	4	4	3	4	3	5	4	3	3	
12	5	5	4	5	4	4	4	3	4	4	4	3	
13	4	5	4	3	3	3	4	3	4	4	5	3	
14	3	4	5	4	4	3	3	2	5	5	4	3	
15	4	4	5	3	3	4	4	3	4	4	4	3	
16	4	5	5	4	3	5	5	2	4	4	3	2	
17	4	4	4	3	5	3	3	3	4	4	4	4	
18	4	4	5	4	3	4	3	3	4	4	4	3	

29	4	5	5	4	3	3	4	3	4	3	4	3
30	4	4	5	4	3	3	5	4	4	4	4	4
31	3	3	4	4	4	4	3	3	3	3	4	3
33	5	5	4	5	4	5	4	3	4	4	4	3
34	5	5	4	4	4	4	4	4	5	4	4	3
35	4	4	5	4	3	1	4	2	3	3	5	4
36	4	4	4	5	2	2	2	3	4	3	4	2
37	2	4	5	5	3	3	4	3	5	4	5	4
38	4	4	5	4	3	3	4	4	4	3	5	5
39	4	3	5	4	3	4	2	2	4	3	3	2
40	4	3	4	5	2	2	4	3	5	5	5	4
44	3	3	4	4	3	3	3	3	5	4	4	4
45	3	3	5	5	4	4	3	4	4	4	5	4
46	4	4	5	5	4	4	4	3	4	4	5	5
47	5	5	5	4	4	4	5	3	5	4	5	4
49	4	4	5	5	4	4	3	3	4	4	4	3
50	3	4	4	4	4	3	4	3	4	3	4	5
51	4	5	4	4	3	3	4	3	4	5	3	4
54	3	3	4	4	3	3	3	2	4	4	4	3
56	4	4	4	5	4	4	3	4		4	5	3
57	4	4	4	5	4	4	4	4	4	4	4	3
58	5	5	4	4	4	3	4	4	4	4	3	3
59	4	4	5	3	3	2	4	4	5	2	4	5
62	4	3	4	4	3	2	4	2	3	3	4	3
63	5	5	5	4	4	3	4	4	5	5	4	2
64	4	5	5	4	4	3	4	5	5	4	5	4
66	5	5	5	4	4	5	4	4	5	4	4	4
67	5	4	4	5	3	3	4	3	5	5	5	3
68	4	4	4	4	3	3	3	4	4	3	3	3
69	4	4	4	4	4	3	4	3	5	3	2	2
70	4	5	4	3	4	3	4	3	4	2	3	4
72	4	4	5	4	3	3	4	4	4	3	4	3
79	3	4	4	4	3	2	3	3	4	2	5	2
82	4	4	5	5	4	3	3	4	4	4	4	3
87	4	4	5	4	3	4	4	4	5	5	4	3
88	4	5	4	3	2	4	5	3	4	4	4	3
89	4	4	5	4	3	4	4	3	5	4	4	3
90	4	5	4	3	4	3	4	4	4	4	5	3
91	4	3	4	3	3	4	3	1	3	3	4	2
92	3	4	4	4	3	3	4	4	3	2	4	5
94	4	3	5	5	2	3	5	3	4	4	5	3
95	4	4	4	2	2	2	4	2	2	2	4	2

124	4	5	3	3	4	1	5	5	3	3	4	5
125	4	3	4	4	2	2	4	4	3	3	4	4
126	4	4	5	4	4	3	3	2	3	3	3	3
128	4	5	5	5	5	3	4	3	5	3	5	5
130	4	5	3	5	4	3	5	4	4	5	5	4
131	4	4	5	4	4	3	4	5	4	4	4	4
132	4	4	5	5	4	3	4	4	5	4	5	5
133	4	3	5	4	4	3	3	2	4	2	4	3
134	3	3	4	4	3	2	4	4	2	3	3	3
136	4	4	4	4	4	3	4	3	4	4	4	3
137	5	5	5	5	3	4	4	3	5	5	5	4
138	4	3	4	4	4	3	3	2	3	3	3	3
139	4	5	3	3	3	2	4	3	4	4	5	3
142	3	4	4	4	3	3	4	3	5	5	4	3
143	3	3	4	4	2	3	4	4	4	4	4	2
145	4	4	4	4	3	3	3	2	3	3	4	2
166	4	4	5	5	4	4	4	3	5	4	5	3

119	3	3	2	4	3	3	15	2	3	2	4	3	3	3	4	4	3	2	3	4	5	5	2	3	3	8:00am	3:00pm	20	5	0
120	3	4	4	4	4	4	2	4	4	4	2	3	4	2	3	3	3	4	3	5	4	3	3	5	1	8:00am	4:00pm	25	7	1
121	3	3	4	3	2	3	4	3	3	3	4	3	3	3	2	4	3	3	4	4	4	3	3	5	2	8:30am	1:20pm	25	4	0
122	4	4	5	3	3	2	1	4	5	4	2	2	5	3	3	3	3	4	3	5	4	4	3	4	2	8:30am	6:00pm	20	5	0
123	3	4	4	4	3	3	30	5	5	4	3	3	4	3	2	4	2	3	4	4	4	5	3	4	1	9:30am	3:00pm	20	4	1
124	1	5	4	4	3	3	35	1	1	1	1	1	5	1	1	1	3	4	1	1	1	2	3	5	6	12:00pm	5:30pm	50	1	0
125	3	4	4	4	2	3	40	5	3	3	2	3	2	3	2	3	5	4	4	5	3	3	2	5	3	9:00am	5:00pm	35	3	1
126	3	4	3	3	4	4	3	3	3	4	3	2	3	2	2	3	3	4	4	4	4	4	2	5	2	9:30am	2:30pm	30	6	0
128	2	3	5	5	5	5	5	3	3	2	3	4	5	1	4	5	5	3	5	5	5	5	4	4	1	8:30am	3:30pm	15	8	1
130	4	5	5	5	3	4	2	5	5	3	5	3	4	1	1	4	3	2	3	4	3	5	3	3	2	12:00pm	4:30pm	19	2	0
131	3	5	4	5	4	2		3	3	4	2	3	4	2	4	3	2	2	3	4	4	3	4	5	2	9:00am	5:00pm	15	2	0
132	5	4	5	5	4	4	10	4	5	5	3	2	5	3	2	4	4	4	3	5	4	4	2	5	2	8:30am	4:00pm	30	22	0
133	3	4	3	4	3	2		2	4	3	4	4	3	2	1	4	3	4	4	5	4	5	3	4	2	9:00am	4:30pm	25	28	1
134	3	4	4	3	3	2	2	1	2	3	1	3	4	3	3	3	2	2	3	4	3	3	3	4	2	8:30am	5:30pm	24	4	1
136	3	3	3	4	3	4	3	3	3	3	3	2	3	2	2	4	3	3	3	4	4	3	3	4		9:00am	3:00pm	20	5	0
137	2	4	4	4	3	3	2	3	4	3	3	2	4	3	3	3	4	3	3	5	5	3	4	4	3	11:00am	4:30pm	20	3	0
138	3	3	4	3	3	3	2	5	4	4	4	4	3	2	2	4	3	3	3	4	4	4	3	4	2	9:00am	5:00pm	25	5	1
139	3	4	4	4	4	4	5	4	4	3	3	2	4	2	3	3	4	4	3	4	4	4	4	5	1	9:00am	3:00pm	20	5	1
142	2	4	4	4	2	3	5	5	5	3	3	3	3	2	2	3	3	4	3	4	3	3	4	4	3	9:30am	3:30pm	20	5	0
143	3	3	4	4	3	4	3	2	3	3	2	3	4	3	2	2	2	4	3	4	3	4	3	4	2	11:00am	4:00pm	20	3	0
145	2	3	4	3	3	3	5	5	5	4	3	3	4	3	3	3	4	2	3	4	4	4	3	4	1	9:00am	4:00pm	20	20	1
166	3	4	5	4	3	4	3	2	4	3	3	4	4	3	3	5	2	3	4	5	4	3	4	4	2	10:00am	2:00pm	20	6	1

Questions 4-6, 8-12: Please answer the following questions describing your involvement in various other dimensions of college life.		4. Do you live on or off campus? On=1, Off=0	5. Approximately how many hours per week do you spend on campus in addition to your coursework related activities?	6. How many out-of-class experiences do you currently participate in?	8. How many times per week do you visit a professor in his/her office?	9. How many times on average do you interact with faculty (beyond casual greetings) outside of class, or course related office visits, each week?	10. How many credit hours are you carrying this semester?	11. How many hours on average do you study each week?	12. Of those, what percent would you say are at peak efficiency (i.e., concentrated effort with few interruptions)?
Student Number									
	maximum ->	1	200	6	6	5	17	30	100
	average ->	0.99	76.4	2.2	1.5	1.7	15.1	11.2	52.6
	minimum ->	0.0	3.0	0.0	1.0	0.0	12.0	1.0	0.0
	didn't know (left blank) ->	1	31	2	3	2	2	1	1
1	1	17.5	2	2	1	15	18	60	
2	1	8	5	2	1	16	15	70	
3	1	8.5	4	3	4	14	15	60	
4	1	14	2	2	2	17	13	60	
5	1	10	1	2	4	13	10	70	
6	1	All	4	1	0	15	10	80	
7	1	15	1	1	1	16	11	50	
8	1	25	1	1	1	12	10	20	
9	1	160	3	2	2	12	16	5	
10	1	All	2	1	2	16	16	60	
11	1	5	2	3	1	16	8	50	
12	1	100	3	3	3	14	12	50	
13	1	110	1	1	1	15	12	40	
14	1	All	1	2	2	14.5	8	60	
15	1	130	1	2	2	17	3	60	
16	1	15	1	3	3	15	16	60	
17	1	22	2	2	2	12	12	60	

27	1	All	2	1	5	16	4	0
28	1	160	2	1	1	16	10	70
29	1	30	3	1	1	16	30	60
30	1		1	1	1	12	14	30
31	1		1	1	4	14	7	50
33	1	16	5	1	1	15	8	70
34	1	All	1	1	2	12	15	10
35	1	84			2	14	12	20
36	1	20	1	2	2	15	14	50
37	1	All	2	1	1	15	10	60
38	1	All	3			15	15	60
39	1	All	3	1	2	17	12	80
40	1	130	1	1	3	14	9	40
44	1	16	1	1	1	15	12	60
45	1	136	1	1	1	16	17	50
46	1	18	5	1	1	17	8	50
47	1	150	2	1	1	16	16	70
49	1		0	1	1	15	15	30
50	1		1	1	2	15	3	0
51	1	24	2	3	2	17	6	70
54	1	live on campus	2	1	1	14	10	40
56	1		3	1	1	15	18	50
57	1	5	2	1	1	17	12	70
58	1	60	2	1	2	17	15	90
59	1	100	3	1	2	15	14	70
62	1	100	3	2	1	15.5	13	100
63	1	20	2	1	4	16	10	50
64	1	50	1	2	1	12	8	30
66	1	134	6	2	2	16	11	10
67	1		1	1	2	17	16	40
68	1	30	3	4	3		12	80
69	1	almost all	5	1	1	15	7	30
70	1	160	0	1	1	13	20	60
72	1	25	0	3	4	16	16	60
79	1	150	2	1	2	17	9	50
82	1		1	1	1	16	6	60
87								
88	1	All	1	1	1	13	17	40
89	1	All	2	1	1	17	15	10
90	1	I'm always here	4	3	3	15	10	80
91	1	120	5	1	2	16	12	80
92	1	10	1	1	1	15	10	50

122	1	120	1	3	1	14	10	80
123	1	4	2	1	1	16	12	80
124	1	165	2	1	5	12	1	100
125	1	30	2	1	1	13	10	60
126	1	125	5	1	1	15	7	40
128	1	24	4	2	4	15	15	50
130	1	5	3	1	1	12	5	20
131	1	140	2	1	1	17	6	70
132	1	160	4	1	1	15	20	80
133	1		2	1	1	16	30	70
134	1	150	2	1	1	15	4	70
136	1	always	1	1	1	17	7	40
137	1	150	3	2	1	15	14	0
138	1	30	1	3	0	16	16	60
139	1	All	4	1	1	15	10	70
142	1		2	1	1	14	6	70
143	1	10	1	1	1	16	10	30
145	1	120	2	2	2	15	10	50
166	1	100	3	3	3	14	10	50

Question 7: Please list each out-of-class experience and indicate how many hours each week you're involved with it and if it's an organization, what office you hold if you're an officer in it.		number of organizations	Hours per week	Officer (1=yes, 0=no)
Student Number	count ->	203	181	
	average ->	2.50	3.82	9.4%
1	Wesley House	2	2	0
	Living Waters Community Church		1	0
2	Campus pals	5	1	0
	Tri Beta		1	1
	AMSA		1.5	0
	Purple Pride		1.5	0
	Cheerleader		5	0
3	Classics Club	4	1.5	0
	American Chemical Society		1	1
	Campus pals		3	0
	Babysitting for professor		4	
4	Rugby	2	11	0
	CCF		2	0
5	Chamber Choir	1	3	0
6	Steering Committee	2	1	1
	Drama		9	0
7	Alpha Sigma Alpha Sorority	1	6	1
8	Sigma Sigma Sigma Sorority	1	5	0
9	Sigma Kappa Sorority	3	10	1
	Purple Pride		1	0
	College Democrats		1.5	0
10	CCF	2	6	0
	Senate-Public Relations		1	1
11	Alpha Phi Omega	2	4	0
	Racquet ball		2	0
12	Alpha Gamma Delta	2	10	0
	Delta Epsilon Chi		1	0
13	Recreation Class	1	3	
14	Volleyball	1	10	0
15	Sigma Alpha Iota	1	3	0
16	Alpha Gamma Delta	1	5	0
17	Campus pals	3	2	0
	APO rush		3	0
	Rec Center		6	0
18	Alpha Phi Omega	4	3	0
	CCF		2	0
	Child Development Center		1	0
	Other volunteering		1	
19	Truman Society of Dance Arts	2	4	0
	Nursing Students Association		1	0
20	Sigman Phi Epsilon	3	15	0
	CCF		2	0
	Speakers/ Musical Guests		1	
21	Small group bible study	2	2	
	Res living conduct board		1	0
22	CGA	2	3	0
	PR		2	0
23	Working out	2	4	
	Time with friends		15	
24	Student Advisor	3		0
	Interpersonal Sports			

30	NEA-SP	1	1	0
31	Fraternity		15	0
33	SPJ	5	1	0
	CCF		1	0
	Intramurals		1	0
	LSF		1	0
	Yearbook		2	0
34	SCEC		2	0
35				
36	Sigman Phi Epsilon			
37	BNB Senate	2	1	0
	Detours Magazine		1	0
38	Bulldog Party	3	3	0
	Student Senate		5	0
	Workout at the Rec		5	0
39	Lutheran Student Fellowship	3	4	0
	Bacchus and Gamma		1	0
	Mock Trial		6	0
40	Sigma Sigma Sigma Sorority	1	7	1
44	AMSA	1	1	
45	Delta Epsilon Chi	1	2	0
46	HALO	6	1	0
	Habitat for Humanity		1	0
	Campus pals		3	
	EEE (spanish speaking NU students)		3	0
	NSA		2	0
	Workout at the Rec		8	
47	Racquet ball	2	7	1
	Campus pals		1.5	
49				
50	TSODA	1	7.5	0
51	Jazz Combo	3	2.5	0
	Coalition of African Americans			0
	Women		1	0
54	Orchestra	2	4.5	
	CCD/PSR (Mary Immaculate)		2.5	
56	CCF	3	5	
	BSU		3	
	KoolAid on the Quad		1	
57	Sigma Kappa Sorority	1	5	1
58	Support for Math and computer science students	2	2	
	Mathematical Association of America		1.5	
59	Rotaract	3	2	0
	Truemen		7	0
	Sigma Tau Gamma			1
62	Golf team	3	12	1
	Habitat for Humanity		1	
	Anime Club		1	
63	College Democrats	2	1	0
	Prism		1	
64	Anime Club	1	5	0
66	AMSA	6	1	0
	RHA		1	0
	Centennial Hall Senate		1	0
	Appeals		1	0
	Workstudy		9	0
	Workout at the Rec		2	0
67	Prism		1	0
68	CMENC	3	1	0
	BSU		1	0
	Music groups		7	0

90	BNB Senate	4	1	0
	PEK Fraternity		1	0
	Intramurals		3	0
	Capoeira Club		4.5	0
91	Mock Trial	5	4	0
	FAC		3	1
	College Democrats		0.75	0
	Student Senate		1	0
	Pre-Law Club		0.5	0
92	Tennis		3	0
94	Sigma Phi Epsilon	2	20	1
	AMA		1	0
95	study groups	2	3	
	Taekwondo		3	
98	Purple Pride	2	3	0
	Alpha Gamma Delta		3	0
99	BIO 198 lab	2	3	
	MS 101 lab		2	
109	Campus Christian Fellowship	2	5.5	0
	Alpha Sigma Gamma Service Sorority		4	0
112	RPG Club		11	1
119	Dobson Hall Senate	4	1	0
	RHA		3	1
	Tau Lambda Sigma Sorority		4	0
	Rotaract		2	0
120	Beta Theta Pi		5	0
121	baseball		15	0
122	Truman Roller Hockey		12	0
123	NSA	2	1	0
	Circle K		1	0
	Attendance at school functions (dramas, speakers, lectures, etc.)			0
124	Fraternity	2	20	0
	ROTC		15	0
125	CCF	2	3	0
	K-Life		5	0
126	CCF	5	4	0
	BSU		2	0
	FCA		1	0
	Workstudy		8	0
	Intramurals		6	0
128	TA CHEM 100 lab	4	2	0
	Lab teaching techniques research with Dr. Hoffmann		2	0
	NSTA		1	0
	Iron Dogs		8	0
130	CMC	3	1	0
	Campus Christian Fellowship		1	0
	Swingers		1	0
131	Rock Climbing Club	2	1	0
	Rugby		7	0
132	Ryle Hall Senate	4	2	1
	Beta Beta Beta		2	1
	Lutheran Student Fellowship		3	0
	Pre-Vet Club		1	0
133	Bullets Women's Rugby	2	12	0
	Campus Christian Fellowship		3	0
134	Classics Club	2	2	0
	Amnesty International		1	0
136	Nursing Students Association		1	0
137	Sigma Sigma Sigma Sorority	3	21	0
	Nursing Students Association		1	0

Question 13: Where do you do most of your studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count ->	86	16	0	17	2	2	3	0	2
	percent ->	90%	17%	0%	18%	2%	2%	3%	0%	2%
1	Dorm room	1								
2	Room or lounge	1			1					
3	Dorm room	1								
4	In centennial's lounge				1					
5	Dorm room or library	1	1							
6	In my room	1								
7	Library or dorm	1	1							
8	Room	1								
9	Library or dorm	1	1							
10	My desk in my room or lounge	1			1					
11	My room or the lounge	1			1					
12	Room	1								
13	Dorm room	1								
14	Room	1								
15	Dorm room	1								
16	Dorm room	1								
17	My room	1								
18	Dorm room	1								
19	My room	1								
20	Lounge or room	1			1					
21	Quiet lounge, library, my room	1	1							1
22	Library and room	1	1							
23	My room	1								
24	My room or the lounge	1			1					
25	My room	1								
26	My room	1								
27	Dorm room	1								
28	My room	1								
29	Room at my desk or on my bed	1								
30	My room	1								
31	My desk in my room	1								
33	Room or study bubble	1						1		
34	My room or the lounge	1			1					

47	My room	1							
49	Room	1							
50	Room	1							
51	Practice rooms in OP, my dorm, and at Sigma Alpha Iota study halls	1					1		
54	My room	1							
56	My room or the lounge	1			1				
57	My room	1							
58	In my room or computer lab	1					1		
59	OP practice rooms							1	
62	My desk in my room	1							
63	My room	1							
64	Dorm room	1							
66	Lounge or room	1			1				
67	Dorm room	1							
68	Dorm room or music building	1					1		
69	My room	1							
70	Library, my room, or lounges	1	1		1				
72	My dorm room	1							
79	My room	1							
82	My room	1							
87									
88	My room	1							
89	My desk in my room	1							
90	My room	1							
91	My room or the library	1	1						
92	My room	1							
94	Library		1						
95	My dorm room	1							
98	My room	1							
99	My dorm room	1							
109	Centennial floor lounge, library		1		1				
112	My room								
119	My room, until my roommate comes back when I go to the lounge or the library	1							
120	My dorm room	1							
121	My room or the library	1	1						
122	My room or the library	1	1						
123	My desk in my room	1							
124	Lounge				1				
125	My room or the library	1	1						

138	My dorm room	1					
139	My dorm room	1					
142	My dorm room	1					
143	Ryle Hall main lounge			1			
145	My room	1					
166	My room	1					

Question 14: Where do you do your most efficient studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count ->	38	44	0	16	1	4	3	0	5
	percent ->	40%	46%	0%	17%	1%	4%	3%	0%	5%
1	Dorm room/when alone	1								
2	Lounge				1					
3	Desk	1								
4	In the library		1							
5	Library		1							
6	Room	1								
7	Library		1							
8	Library		1							
9	Library		1							
10	Quiet Lounge									1
11	Anywhere quiet							1		
12	Room	1								
13	Library		1							
14	Room	1								
15	Dorm	1								
16	Dorm room	1								
17	Lounge				1					
18	Lounge and Library		1		1					
19	My room	1								
20	Lounge				1					
21	Quiet lounge or library		1							1
22	Library		1					1		
23	Library or somewhere quiet		1					1		
24	Room	1								
25	Library		1							
26	Room or Library	1	1							
27	Library		1							
28	My room	1								
29	Library or someplace without a TV on		1							
30	My room or lounge	1			1					
31	Library late at night		1							
33	Room	1								
34	Lounge				1					

51	practice rooms					1		
54	In lounge or my room alone	1			1			
56	Lounge				1			
57	My room or library	1	1					
58	Computer lab					1		
59	Quiet rooms in OP					1		
62	My desk in my room	1						
63	Library		1					
64	Dorm room	1						
66	Lounge				1			
67	Library		1					
68	Study lounge				1			
69	My room	1						
70	Library		1					
72	Library		1					
79	Library or quiet lounges		1					1
82	My room	1						
87								
88	My room	1						
89	My room	1						
90	Lounge and Library		1		1			
91	Library		1					
92	My room	1						
94	Room or Library	1	1					
95	Library		1					
98	Library		1					
99	A quiet study lounge							1
109	Library		1					
112	Library		1					
119	Library		1					
120	Library		1					
121	Library		1					
122	Library		1					
123	My room with no one else there	1						
124	Lounge				1			
125	Library		1					
126	My room or library	1	1					
128	My room	1						
130	Library		1					
131	Library		1					
132	My room	1						
133	Library or quiet lounges		1		1			

Question 15: If you work, please list your place(s) of employment and how many hours you work there each week.		percent who worked	percent with more than one job	number of hours
Student Number	count -> average ->	0.17	0	15 9.533333333
1		0	0	
2		0	0	
3	Babysitting	1	0	4
4		0	0	
5	Kirksville Day Care Center	1	0	12
6	JC Penney	1	0	6.5
7		0	0	
8		0	0	
9		0	0	
10		0	0	
11		0	0	
12		0	0	
13		0	0	
14		0	0	
15		0	0	
16		0	0	
17	At home: Crystal Lake Park District	1	0	25
18		0	0	
20		0	0	
21		0	0	
22		0	0	
23		0	0	
24		0	0	
25		0	0	
26		0	0	
27		0	0	
28		0	0	
29		0	0	
30		0	0	
31		0	0	
32		0	0	

49		0	0	
50	Work Study (bio dept.)	1	0	2.5
51		0	0	
54		0	0	
56		0	0	
57		0	0	
58		0	0	
59		0	0	
62		0	0	
63		0	0	
64		0	0	
66	Workstudy at Primary School	1	0	9
67		0	0	
68	Truman Percussion Studio	1	0	2
69		0	0	
70		0	0	
72		0	0	
79		0	0	
82	Hy-Vee	1	0	12.5
87		0	0	
88		0	0	
89		0	0	
90		0	0	
91		0	0	
92		0	0	
94		0	0	
95		0	0	
98	Advances in Therapy	1	0	8
99	Dr. Riley's Dentist Office	1	0	10
109		0	0	
112		0	0	
119		0	0	
120		0	0	
121		0	0	
122		0	0	
123		0	0	
124		0	0	
125		0	0	
126	Workstudy for boys' basketball teams	1	0	8
128		0	0	
130		0	0	
131		0	0	

Written Survey Results Upperclass Students

<p>Question 1: How important is each of the following in your interactions with faculty, both inside and outside of the classroom? (please circle the response most closely describing your feelings.) (unsure = blank, not at all important = 1, of minor importance = 2, somewhat important = 3, very important = 4, extremely important = 5)</p>	How much trust you have toward the professor	How much the professor trusts you as a student	A professor's classroom presentation skills	A professor's interpersonal communication skills	A professor's availability outside of class	A professor's prestige/academic background	How much the professor likes or respects you	A professor who is very outgoing	A professor who demonstrates caring for your educational development	A professor who supports your educational and career goals	Professor's willingness to hear others' opinions	Whether the professor knows you by name	
	Student Number												
	maximum ->	5	5	5	5	5	5	5	5	5	5	5	5
	average ->	4.0	4.1	4.1	4.1	3.5	2.6	3.5	2.8	4.1	3.8	4.2	3.6
	minimum ->	1.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0
32	4	5	5	5	3	2	2	4	5	4	5	4	
41	5	3	5	5	2	2	1	3	4	2	5	3	
42	4	4	4	3	3	2	3	3	5	5	4	2	
43	4	4	3	4	4	2	4	3	4	3	4	4	
48	4	4	5	5	5	4	2	3	4	2	2	4	
52	4	4	3	4	3	3	2	2	4	4	5	3	
53	5	4	4	5	3	2	3	3	5	4	3	3	
55	4	4	4	3	3	1	4	2	4	4	5	4	
60	4	4	4	4	3	2	3	3	4	3	4	3	
61	5	5	4	4	4	3	4	3	4	5	4	3	
65	5	5	4	4	4	3		3	4	4	4	5	
71	4	4	4	4	3	2	3	3	4	4	4	3	
73	3	3	5	3	3	1	4	2	4	3	5	5	
74	4	4	5	5	3	4	5	3	4	4	4	3	
75	5	5	4	4	4	3	4	3	5	4	4	4	
76	4	5	5	4	3	3	4	4	4	4	5	3	
77	4	4	3	4	4	3	3	2	3	3	3	3	
78	2	4	4	3	2	1	3	1	4	3	4	2	

101	4	4	5	4	2	3	4	2	3	3	3	2
102	4	3	4	5	4	1	4	2	2	4	4	3
103	4	4	3	4	4	2	3	3	5	3	4	4
104	4	4	4	5	4	3	3	4	5	5	4	4
105	4	4	5	4	3	3	3	3	4	4	4	4
106	5	5	4	4	5	4	4	2	4	3	4	3
107	4	5	4	4	5	2	5	4	5	5	4	5
108	4	4	3	4	4	3	4	3	4	4	5	4
110	5	5	3	4	2	3	3	3	4	4	4	4
111	4	5	4	5	3	1	5	4	5	4	4	2
113	3	4	4	4	4	3	4	4	4	4	4	3
114	4	4	4	4	3	2	3	2	4	4	4	4
115	4	4	4	4	4	2	5	3	4	3	5	4
116	4	5	4	4	4	3	4	3	4	4	4	4
117	4	4	5	4	3	1	4	5	5	5	5	3
118	4	4	4	3	3	3	2	3	3	3	4	3
127	3	3	4	3	5	2	3	2	3	2	4	5
129	4	5	3	4	2	3	3	2	4	5	4	4
135	4	4	5	5	3	3	4	3	4	5	5	5
140	4	4	5	5	3	2	4	2	5	4	4	3
141	4	5	5	5	5	4		3	5	5	5	4
144	3	3	4	4	4	3	4	3	4	5	5	4
146	5	5	4	5	4	4	4	3	4	4	4	4
147	4	4	5	5	4	2	5	4	5	4	4	5
148	4	5	3	4	5	2	4	3	4	4	5	5
149	4	3	4	4	4	2	4	3	3	3	4	4
150	3	4	5	4	5	3	4	4	5	4	3	2
151	4	4	3	3	3	1	3	3	3	3	4	4
152	3	2	4	4	4	3	2	3	5	5	5	3
153	1	2	3	1	2	2	1	2	3	2	3	2
154	4	4	4	5	3	2	3	2	4	3	4	3
155	4	4	5	5	5	5	5	3	4	4	5	5
156	4	4	3	5	3	4	2	3	5	5	5	4
157	4	3	3	2	4	2	5	3	3	2	4	4
158	4	4	4	4	3	3	3	2	4	3	4	3
159	4	5	5	5	5	2	4	2	5	5	5	4
160	4	4	4	2	3	4	2	2	4	3	4	2
161	5	3	3	4	2	2	3	1	4	3	3	3
162	4	5	3	4	3	2	3	2	5	3	4	5
163	4	5	5	4	4	3	4	2	4	5	5	4
164	3	5	5	4	5	3	5	3	5	5	5	4
165	4	2	4	4	2	2	2	4	5	4	2	2

	-0.8	0.05	2.64	-0	-0.6	3.99	1.58	2.82	-0.3	-0.5	-0.7	-2
significant at a 10% level of confidence												
significant at a 5% level of confidence												

Question 3: How important is each of the following in your definition of a personally successful out-of-class experience? (Please circle the response most closely describing your experience.) (unsure = blank not at all important = 1 of minor importance = 2 somewhat important = 3 very important = 4 extremely important = 5)	the presence of physical activity	professional advancement opportunities	sponsored by a professional club or organization	sponsored by a social organization	caliber of the other students involved	the introduction of new ideas/thoughts/experiences	a high degree of structure	faculty support or encouragement of your participation	University/Administrative support or encouragement of your participation	having fun	building connection to other students	building connection to the University	it does not interfere with schoolwork	it provides a meaningful learning experience	it brings the possibility of an award of some type (scholarship, certificate, etc)	It's service or philanthropic in nature	it's one you're quite familiar with	it's something entirely new	it's related to your major	you gain personal satisfaction from participating	it looks good on a resumé	faculty or staff participate	the number of students involved	What is the ideal number of people involved in a successful out-of-class experience?	Where did your most successful out-of-class experience take place?	greek system	religious organization	athletics (school, rec center or intramurals)	other club	internships/work/service	other campus activities (school sponsored)	miscellaneous other					
Student Number	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	4	50													
maximum ->	3.208	3.368	2.618	2.566	3.539	3.763	3.079	3.224	2.974	4.395	4.026	2.908	3.421	3.724	2.132	2.908	2.434	2.28	2.355	4.316	2.5	2.36	2.44	18.77777778	9	2	5	16	9	20	10						
minimum ->	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1													
32	5	4	3	3	4	5	4	4	5	4	5	5	5	2	1	3	2	2	2	2	5	1	5	3	12									1			
41	4	1	1	1	4	3	2	4	5	4	5	4	5	4	2	1	3	1	1	1	3	1	3	1	20							1					
42	4	4	3	3	3	5	4	3	3	3	4	5	4	4	4	2	2	3	3	3	5	5	3	2	2	15						1					
43	4	4	2	3	2	3	2	3	3	4	4	3	3	3	2	1	3	2	2	2	4	2	2	1	20								1				
48	2	5	4	3	2	3	2	4	4	4	4	3	3	3	2	3	1	3	2	2	3	1	3	30									1				
52	3	3	2	2	3	4	3	3	3	5	4	3	3	3	2	2	2	2	2	2	4	2	2	20										1			
53	5	4	3	5	4	3	3	2	1	5	4	2	3	3	3	2	1	3	2	5	2	2	3		many as possible												
55	2	4	3	3	4	3	3	4	5	4	3	2	2	4	2	2	4	3	2	5	2	4	4	20											1		
60	3	3	2	1	3	3	2	2	2	4	4	3	4	3	2	3	2	2	3	4	2	1	2	25									1				
61	2	2	2	2	3	4	3	2	2	4	3	3	3	4	3	3	2	3	3	4	2	2	3	10										1			
65	1	3	3	1	5	5	4	4	4	5	4	4	4	3	4	2	3	2	2	4	2	3	3	20										1			
71	2	3	2	2	4	3	2	1	1	4	4	3	3	3	2	3	2	3	2	4	3	2	2	6											1		
73	1	3	3	2	3	4	4	4	4	4	4	3	3	3	3	1	3	4	2	4	3	1	30												1		
74	3	3	3	3	3	4	3	3	3	4	4	3	3	4	2	3	3	3	3	3	4	3	2	3	10												
75	3	4	3	3	4	4	3	3	3	4	4	3	3	4	2	3	2	2	2	5	3	3	2	15										1			
76	3	4	4	4	4	5	4	4	5	4	4	3	2	4	1	4	2	2	4	4	4	4	2	20									1				
77	3	4	3	3	3	4	4	3	3	4	4	3	3	5	3	3	2	3	4	5	3	2	2	5											1		
78	4	5	3	4	4	4	3	2	4	4	4	4	3	5	3	5	3	5	4	3	4	3	2	1	any										1		
80	1	1	1	1	3	3	3	2	2	4	3	1	6	3	2	2	3	1	3	4	2	2	3	10										1			
81	1	3	3	3	4	3	4	4	4	4	4	3	4	2	2	3	2	2	2	5	3	2	3	30											1		
83	2	3	2	3	4	3	4	4	4	5	3	5	3	3	2	3	4	2	3	5	2	3	1	10										1			
84	2	3	2	2	4	4	3	3	2	4	4	3	4	3	2	3	3	5	2	4	3	2	2	10											1		
85	5	3	2	2	4	1	4	1	1	5	4	1	1	2	2	1	1	1	3	4	2	1	3	20											1		
86	5	3	1	1	4	3	1	2	2	4	3	1	2	2	1	1	1	1	2	4	1	2	2	30											1		
89	4	5	2	2	4	5	3	3	3	5	5	4	3	5	1	4	3	5	3	5	1	3	5												1		
96	5	3	3	1	4	4	3	4	3	5	5	4	4	4	4	3	3	4	3	4	4	3	3	30												1	
97	4	3	1	1	4	2	3	3	4	4	3	4	5	3	5	3	2	3	4	4	3	2	5												1		
100	4	3	3	2	3	4	3	3	3	4	5	2	3	4	2	2	3	2	4	2	3	3	30													1	
101	4	3	3	4	4	3	2	3	2	4	2	2	4	3	5	3	2	2	3	4	4	2	3	10													
102	3	3	4	4	2	3	4	2	4	3	2	4	3	2	4	3	3	1	1	5	3	1	3	16												1	
103	2	3	3	3	3	3	2	3	2	2	4	4	4	3	2	4	3	4	2	3	3	1	3	30												1	
104	3	4	3	3	4	4	4	4	4	2	5	3	2	5	3	3	4	2	2	3	4	3	3	30												1	
105	3	4	4	2	4	2	5	4	4	5	4	4	3	3	4	3	5	2	1	2	3	2	2	30											1		
106	4	4	4	4	3	5	3	4	4	5	5	3	4	4	2	5	3	3	2	5	3	2	1													1	
107	5	4	1	1	4	3	3	1	1	5	3	1	5	3	1	1	1	1	1	5	1	1	1	5												1	
108	1	3	3	2	3	4	4	4	4	3	3	3	3	4	4	2	3	3	1	4	3	4	3	2	12												
110	4	4	4	4	3	4	3	4	4	5	5	3	4	5	2	3	3	3	2	5	2	2	5														
111	4	4	3	3	3	4	4	4	3	5	4	3	3	4	3	4	3	3	3	5	4	3	4	10											1		
113	4	4	4	3	3	2	3	4	4	5	4	3	4	4	2	1	3	3	2	4	3	3	3	50													
114	2	3	3	3	4	4	4	1	1	5	4	2	3	4	2	3	4	2	2	5	2	2	2	6												1	
115	4	4	4	2	3	5	2	4	2	5	5	2	4	4	2	3	3	3	2	5	1	2	2	50												1	
116	4	4	3	3	4	4	4	4	4	4	2	5	3	2	5	3	4	2	2	3	4	3	3	25												1	
117	4	4	3	5	4	5	4	5	5	5	4	4	4	4	2	4	2	2	2	5	2	5	3	30												1	
118	2	3	3	3	4	3	3	4	5	4	4	4	2	4	1	3	2	2	1	4	3	2	2	30												1	
127	3	3	2	2	2	3	4	4	4	5	3	4	3	4	3	4	3	4	2	3	4	2	3	5												1	
129	1	2	2	2	4	4	3	5	5	3	3	3	4	5	2	4	3	2	3	5	2	3	2	15											1		
135	4	5	3	3	4	4	3	5	4	5	4	3	4	4	2	2	2	2	1	4	4	3	2	10													
140	4	4	3	3	4	5	4	4	4	4	4	4	4	4	2	2	2	2	2	4	2	2	3	30											1		
141	4	5	3	4	5	5	3	5	5	5	5	4	4	3	3	1	1	1	5	2	3	3	30													1	
144	4	4	3	3	4	4	3	4	4	4	4	3	3	4	2	3	3	2	4	4	2	2	2													1	
146	4	4	3	3	4	5	4	4	4	4	4	3	3	4	4	4	4	4	4	5	3	3	3	25												1	
147	4	3	3	2	4	3	3	4	4	3	5	3	4	4	1	3	2	2	2	3	5	2	4	3	4											1	
148	4	3	3	2	3	2	3	3	4	5	5	3	4	3	2	3	4	2	3	4	3																

Questions 4-6, 8-12: Please answer the following questions describing your involvement in various other dimensions of college life.		4. Do you live on or off campus? On=1 Off=0	5. Approximately how many hours per week do you spend on campus in addition to your coursework related activities?	6. How many out-of-class experiences do you currently participate in?	8. How many times per week do you visit a professor in his/her office?	9. How many times on average do you interact with faculty (beyond casual greetings) outside of class, or course related office visits, each week?	10. How many credit hours are you carrying this semester?	11. How many hours on average do you study each week?	12. Of those, what percent would you say are at peak efficiency (i.e., concentrated effort with few interruptions)?
Student Number									
	maximum ->	1	100	10	9	16	21	35	90
	average ->	0.23	18.8	3.0	2.2	2.9	14.3	10.9	53.8
	minimum ->	0.0	1.0	0.0	0.0	0.0	6.0	2.0	0.0
	didn't know (left blank) ->	0	1	3	0	1	0	1	0
	32	0	40	3	3	5	16	8	70
	41	0	16	4	8	16	12	12	60
	42	0	4	1	1	1	13	10	70
	43	0	25	2	3	1	12	15	80
	48	1	100	3	6	3	15	12	20
	52	0	5	1	1	2	13	5	60
	53	0	15	4	8	5	14	11	70
	55	0	10	2	3	2	14	10	40
	60	1	all day	4	3	1	16	20	50
	61	1	10	2	3	2	16	15	40
	65	1	20		3	5	16	15	50
	71	1	7	2	3	5	14	3	60
	73	0	40	4	1	1	12	5	40
	74	0	8	2	1	2	12	12	70
	75	0	14	5	4	3	13	12	40
	76	0	48	2	3	1	16	8	30
	77	0	30	2	4	4	14	9	50

97	0	40	6	5	5	17	30	60
100	1	8	1	1	1	15	10	40
101	1	2	1	0	0	15	5	20
102	0	4	6	2	1	17	10	70
103	0	20	6	2	2	14	8	20
104	0	1	1	9	5	12	35	60
105	0	30	2	1	3	15	5	60
106	1	100	4	1	4	17	11	50
107	0	5	3	1	2	12	10	0
108	0	27	1	5	3	15	12	60
110	0	5	4	1	1	15	15	90
111	0	17	2	0	1	12	3	20
113	0	7	5	1	1	16	4	70
114	0	4	2	4	2	16	20	80
115	0	20	2	3	5	12	8	80
116	1	10	3	1	2	12	11	50
117	0	40	3	0	1	16	8	50
118	0	3	2	1	2	13	5	90
127	0	30	0	2	1	12	12	40
129	0	15	5	1	2	12	10	50
135	0	26	3	3	6	15	8	60
140	0	22	2	1	1	15	12	60
141	1	20	4	1	3	13	8	80
144	0	5.5	3	1	0	13	9	50
146	0	17	3	1	1	12	18	60
147	0	20	6	4	4	15	13	40
148	0	5	3	4	4	15	12	60
149	1	7	1	1	1	12	15	60
150	0	8	2	2	3	12	6	50
151	1	10	3	1	9	15	4	50
152	0	10	8	2	4	17	10	50
153	0	3	1	1	1	12	3	60
154	0	6	6	2	4	14	5	80
155	0	2	1	1	1	14	2	40
156	1	18	4	1	1	15	12	10
157	0	2	0	2	1	16	8	50
158	1	8	3	2	2	13	17	60
159	1	15	6	1	5	15	20	50
160	0	40		6	15	16	35	60
161	0	10	3	1	5	15	8	80
162	0	24		3	5	16	10	50
163	0	0	0	5	5	15	10	70

	15.22	8.20673	-2.99	-2.83	-3.58404	2.919	0.355	-0.3776
significant at a 10% level of confidence								
significant at a 5% level of confidence								

Question 7: Please list each out-of-class experience and indicate how many hours each week you're involved with it and if it's an organization, what office you hold if you're an officer in it.		number of organizations	Hours per week	Officer (1=yes, 0=no)
Student Number	count ->		199	185
	average ->	3.03	4.39	24%
32	ROTC	3	6	0
	Investments Group		5	0
	Int. Monetary Theory Group		1	0
41	Alpha Chi Sigma	1	3	0
42	Cardinal Key	1	5	0
43	Alpha Phi Sigma	2	0.5	1
	MAC tutor		5	
48	Association of Black Collegians	3	5	1
	MAC		10	0
	McNair		2.5	
52	Alpha Tau Omega	1	3	0
53	Beta Theta Pi	4	10	0
	Sholorship work-work with a teacher		5	
	Undergraduate research project		5	
	Tae Kwan Do		3	
55	Speech and Debate	2	10	1
	Alpha Kappa Psi		2	0
60	RHA	4	1	1
	SA		15	
	Beta Alpha Psi		2	
	Intramurals		1	1
61	Kappa Mu Epsilon	2	1	0
	MAA		1	1
65	Index	5	20	1
	Detours		3	1
	Special Olympics		1	
	SPJ		1	
	Campus Ministries		3	1
71	Logic totor	2	5	0
	Pershing Society		0.5	0
73	Public Relations Office Intern	5	34	0
	Alpha Sigma Alpha		1	0
	Lambda Pi Eta		0.25	0
	Ad and PR Club		0.5	0
	Lunch with friends in SUB		2	
74	Baptist Student Union	2	5.5	1
			2	0
75	Truman Women in Computer Science	5	5	1
	Omicron Delta Kappa		1	
	Delta Zeta		3	
	Greek Christian Alliance		1	
	Delta Zeta Bible Study		1	
76	Sigma Alpha	2	3	0
	Collegiate Farm Bureau		2	1
77		2		
78	Genetics Research	5	5	
	Sigma Phi Epsilon		5	
	AMSA		1	
	Beta Beta Beta		1	
	NSCS		1	
80	Organization of Fiber Arts	2	2	1

	accompanying		3	0
	volunteering at VSS			0
	CODA			0
	NSCS			0
97	Writing Center Consultant	2	5	0
	Rec Center activities		11	0
100	Baptist Student Union		2	0
101	Alpha Kappa Lambda		a lot	0
102	Miss Kirksville preparation	6	6	0
	Delta Zeta		6	1
	PBL		1	0
	Workout Routine		7	0
	Traveling and spending time with boyfriend		11	0
	socializing with friends		3	0
103	Prim Roses	4	0	0
	Alpha Phi Omega		5	1
	Beta Beta Beta		1	0
	Student Ambassadors		1	0
104	NSA		1	0
105	Alpha Phi Omega	2	4	0
	SIFE		1	0
106	Scholarship hours	5	5	0
	Beta Alpha Psi		3	1
	Coalition of African American Women		2	1
	Student Ambassadors		1	0
	Muslim Student Organization		1	0
107	Exercising with friends	3	10	
	Bike Riding with friends		5	
	Racquetball with professors		3	
108	Delta Sigma Pi		4	0
110	Alpha Sigma Alpha	4	2	0
	Baptist Student Union		8	0
	Greek Christian Alliance		1	0
	Order of Omega		1	0
111	Women's Resource Center	2	5	0
	Alpha Phi Omega		2	0
113	Football		5	0
114	Alpha Tau Omega	3	10	1
	Student Ambassadors		1	0
	Newman Center		1	0
115	Phi Sigma Pi	2	10	0
	Women's Resource Center		5	1
116	Cardinal Key	3	5	1
	Research with Dr. Vittengl		5	0
	Psi Chi			
117	Phi Sigma Pi	3	7	1
	Bullets Rugby		7	1
	ECHO		4	0
118	Fraternity	2	10	0
	Order of Omega		1	0
127	Varsity football	1	20	0
129				
135	Women's Basketball	3	24	0
	Captain's Roundtable		1	0
	Phi Epsilon Kappa		1	0
140	Sigma Kappa Sorority	2	3	0
	Family Advocacy Center		1	0
141	Centennial Hall Community Coordinator	4	10	1
	Campus Christian Fellowship		3	1
	Campus Crusade for Christ		1.5	0
	Minor Detail		6	0
144	Alpha Sigma Gamma Service Sorority	3	1.5	0

	Sigma Kappa Sorority			0
151	Residential Hall Association	3	1	0
	Student Advisor		10	0
	ROTC		4	0
152	Sorority	8	5	0
	Work		15	1
	Baptist Student Union		3	0
	Catholic Church		1.5	0
	Student Ambassadors		1	0
	FAC		4	0
	Campus Pals		2	0
	Outdoor Club		1	0
153	Beta Theta Pi	1	2	0
154	Part-time job Missouri Enterprise	6	8	0
	Part-time job JC Penny		12	0
	Part-time job NEMO Democratic Club		2	0
	Sigma Kappa Sorority		3	0
	Hispanic American Leadership Organization		2	0
	Stokes Scholar		2	0
155	Alpha Phi Omega	1	3	0
156	Women's Resource Center	4	5	0
	Horseman's Association		3	0
	Elderlynk		1	0
	Church/Church youth group		3	0
157				
158	Ultimate Frisbee	3	8	1
	University Swingers		3	0
	Baptist Student Union		2	0
159	Alpha Kappa Alpha Sorority, Inc	6	7	1
	Association of Black Collegians		1	0
	Communication Disorders Association		0.25	0
	Readers' Roundtable		1	1
	Attending events held by organizations			0
	Spending time with friends		25	0
160	SPS	3	1	1
	Tutor		2	0
	Chess		5	0
161	Church	3	4	0
	Sigma Alpha Iota		5	1
	Mostly Live Composers' Society		1	0
162	Student Directed Lab Show	2	15	1
	Alpha Phi Omega		3	0
163	Phi Sigma Pi	2	5	0
	Alpha Gamma Delta		4	0
164	Alpha Kappa Alpha Sorority, Inc		10	1
165	Pi Kappa Phi	3	4	0
	Phi Sigma Pi		1	0
	Working out		6	0
167	Delta Sigma Pi	2	3	1
	SIFE		0.25	0
168	Beta Theta Pi	4		0
	Sigma Tau Delta		2	1
	Intramurals			0
	Scholarship job		6	0
169	Beta Beta Beta	2	2	1
	Research at KCOM		10	0
170	Beta Theta Pi	3	5	1
	Alpha Kappa Psi		4	0
	Centennial Hall RCP worker		5	0
171	Lambda Pi Eta	5	1	1
	Progressive Coalition		1	1

Question 13: Where do you do most of your studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count -> percent ->	27 35%	21 27%	37 48%	1 1%	1 1%	8 10%	3 4%	1 1%	0 0%
32	Violette Hall						1			
41	In science hall						1			
42	Home			1						
43	Home			1						
48	My room	1								
52	Home, in my room	1		1						
53	Library		1							
55	My room	1								
60	My room	1								
61	My apartment			1						
65	Home			1						
71	Home			1						
73	Home			1						
74	Home			1						
75	My room	1								
76	Home			1						
77	My room	1								
78	My room or the library	1	1							
80	My room in my apartment	1		1						
81	Home			1						
83	My room			1						
84	In a practice room						1			
85	Library		1							
86	Home and work			1					1	
93	On campus						1			
96	Library or home		1	1						
97	Library or home		1	1						
100	Library		1							
101	My room	1								
102	Library, bedroom, or kitchen table	1	1	1				1		
103	My room	1								
104	At home			1						
105	Violette Hall						1			
106	My room	1								
107	In my room while watching TV or listening to music	1								
108	My apartment			1						

Question 14: Where do you do your most efficient studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count ->	16	27	27	1	1	4	4	1	1
	percent ->	21%	35%	35%	1%	1%	5%	5%	1%	1%
32	Violette Hall						1			
41	At home			1						
42	At home			1						
43	At home			1						
48	Library		1							
52	Home			1						
53	Library		1							
55	My room	1								
60	Any quiet place-I usually like to lay down and relax							1		
61	Library		1							
65	Home			1						
71	Home, when my roommate is gone			1						
73	Home			1						
74	Home			1						
75	Library		1							
76	Library		1							
77	My room	1								
78	Library		1							
80	My room	1								
81	Home or library		1	1						
83	My room	1								
84	In a practice room						1			
85	Library		1							
86	Work								1	
93	Library		1							
96	Library		1							
97	Home or library		1	1						
100	Library		1							
101	My room	1								
102	Kitchen table							1		
103	My room	1								
104	In my living room			1						

Question 15: If you work, please list your place(s) of employment and how many hours you work there each week.		percent who worked	percent with more than one job	number of hours
Student Number	count ->			65
	average ->	0.679	0.09	11.14
32	Library	1	0	20
41	TA Organic Superlab	1	1	8
	Army Reserve			0.5
42		0	0	
43	TA for Dr. Kelrick Bio class	1	0	7
	TA for Dr. Cooper Micro class			10
48	MAC	1	0	10
52	Hastings	1	0	15
53		0	0	
55		0	0	
60	SA	1	0	15
61	math division -research	1	0	5
65		0	0	
71		0	0	
73	Kirksville Country Club	1	0	20
74	Upward Bound	1	1	5
	Equipment Room in Pershing			12
75	Computer Science Divison	1	0	5
76	Student Union Office	1	0	9
77		0	0	
78		0	0	
80		0	0	
81	General Chemistry Stockroom	1	0	5
83		0	0	
84	Thousand Hills	1	0	16
85	Bellacino's	1	0	
86	Athletic Department	1	0	17
93	SERVE Center	1	0	10
96	Kirksville Aquatic Center	1	0	20
97	Shrine Club	1	1	20

106		0	0	
107	Organic Chem Lab	1	1	3
	Organic Chem grader			2
108	Hy-Vee	1	0	25
110	Child Development Center	1	0	5
111		0	0	
113		0	0	
114		0	0	
115	Il Spazio	1	1	16
	Missouri Enterprise			10
116		0	0	
117	Pickler Memorial Library	1	0	13
118	Adiar Food (Kraft)	1	1	8
	Consultant for Accounting firm			5
127	Residential Living Facilities	1	0	20
129	Hy-Vee	1	0	15
135		0	0	
140		0	0	
141	Centennial Hall Community Coordinato	1	0	10
144		0	0	
146	Pickler Memorial Library	1	0	13
147	Dobson Hall Night Monitor	1	0	7.5
148		0	0	
149	Women's Resource Center	1	0	5
150	Career Center	1	0	5
151	National Guard-IL	1	0	6
152	Chamber of Commerce	1	0	15
153	Domino's Pizza	1	0	23
154	JCPenney	1	0	12
	Missouri Enterprise Business Assistance Center			8
	NEMO Democratic Club			2
155		0	0	
156		0	0	
157	McDonalds	1	0	25
158	Tutoring	1	0	5
159		0	0	
160	Grader	1	0	9
161		0	0	
162		0	0	
163	Wooden Nickel	1	0	15
	Woody's Bar			
164	McDonalds	1	0	0

173	Student Worker Admissions	1	0	5
	Office Assistant Residence Hall			15
		0.396	0.04	
		-6.831	-3.016	-1.582
	significant at a 10% level of confidence			
	significant at a 5% level of confidence			

Oral Survey Results First-Year Students

Interview Project Spring 2004 FYS

Survey Number	1st Major	2nd Major	Hometown	High School	HS Class Size	ACT	HS Rank (%)	HS GPA	Fall 2003 GPA	Hours Earned Spring 2004	Spring 2004 GPA	Cumulative GPA	Sex	Residence
				Maximum	1121	34	100	4.00	4.00	17.00	4.00	4.00	26%	1%
				Average	290	27.6	87	3.80	3.28	14.57	3.35	3.34	Male	Off Campus
				Minimum	16	21	47	3.02	0.90	2.00	1.50	1.25	Male=1 Female=0	Off Campus=1 On Campus=0
1	Psychology	Philosophy/Religion	Nixa, MO	Nixa High School	246	32	98.00	3.96	4.00	15.5	4.00	3.92	1	0
2	Biology		Hannibal, MO	Hannibal High School	275	25	95.00	4.00	3.26	16.0	3.68	3.48	0	0
3	Chemistry		Rolla, MO	Rolla High School	300	32	100.0	4.00	4.00	14.0	4.00	4.00	0	0
4	Health Science		Fulton, MO	Fulton High School	200	26	95.00	4.00	3.40	14.0	4.00	3.74	0	0
5	Psychology		Odessa, MO	Odessa High School	163	24	87.00	3.89	4.00	15.5	4.00	3.92	0	0
6	Theater	History	St. Louis, MO	Woodfield	62	23	94.00	3.77	3.06	15.0	3.46	3.26	0	0
7	Communication Science		Chicago, IL	Main South	600	27	85.00	3.91	3.53	16.0	3.37	3.44	0	0
8	Psychology		Muscatine, IA	Muscatine High School	350	26	93.00	3.92	3.00	12.0	3.50	3.25	0	0
9	Political Science		Louisiana, MO	Louisiana High School	56	29	98.00	4.00	3.00	12.0	3.00	3.00	0	0
10	History		Manchester, Iowa	West Delaware High School	156	26	92.00	3.98	3.78	15.0	4.00	3.91	0	0
11	Exercise Science		St. Louis, MO	Notre Dame	103	25	89.00	4.00	3.46	13.0	3.38	3.48	0	0
12	Business		Hedrack, IA	Pekin	48	21	92.00	3.92	2.38	14.0	3.03	3.04	0	0
13	Commun. Science		Jefferson City, MO	Jeff City-Helios	250	28	96.00	3.98	3.81	15.0	3.73	3.81	0	0
14	Undeclared		Quincy, IL	Quincy-Notre Dame	150	25	99.00	4.00	3.53	14.5	3.79	3.67	0	0
15	Violin performance		Kansas City, MO	Oak Park	500	30	95.00	3.92	4.00	17.0	3.82	3.83	0	0
16	Nursing		Omaha, NE	West Side	500	28	76.00	3.28	1.86	15.0	2.20	2.03	0	0
17	Sociology		Crystal Lake, IL	Crystal Lake South	335	24	90.00	3.92	3.50	16.0	3.43	3.46	0	0
18	Health Science		Naperville, IL	Naperville Center	750	31	73.00	3.65	3.46	16.0	3.31	3.37	0	0
19	Nursing		St. Charles, MO	St. Charles West	250	25	88.00	3.80	4.00	13.0	3.76	3.90	0	0
20	Accounting		Rolla, MO	Rolla High School	300	30	84.00	3.81	2.33	14.0	3.25	2.82	1	0
21	English		Salem, MO	Salem	140	32	89.00	3.82	3.53	16.0	4.00	3.83	0	0
22	Undeclared		Jefferson City, MO	Helios	200	28	84.00	3.66	3.78	17.0	3.62	3.70	1	0
23	Exercise Science		St. Louis, MO	John F. Kennedy	123	26	73.00	3.70	2.76	15.0	3.40	3.14	1	0
24	Chemistry		Webster Groves, MO	Webster Groves	350	30	90.00	4.00	3.20	15.0	2.76	3.13	1	0
25	Undeclared		St. Charles, MO	St. Louis University High	250	25	83.00	3.70	2.81	16.0	3.43	3.12	1	0
26	History		Emporia, KS	Emporia High School	400	30	86.00	3.87	3.86	16.0	3.81	3.83	1	0
27	Music Education		St. Louis, MO	Parkway South	468	32	74.00	3.67	3.92	16.0	3.87	3.82	1	0
28	Computer Science		O'Fallon, MO	St. Dominic	160	27	84.00	3.88	3.06	16.0	2.71	2.98	1	0
29	Accounting	Political Science	St. Louis, MO	Cor Jesu Academy	140	30	88.00	3.50	3.00	16.0	3.25	3.31	0	0
30	Psychology	Elementary Education	St. Charles, MO	Francis Howell Central	600	28	91.00	4.00	3.00	12.0	3.75	3.41	0	0
31	Visual Communications		St. Louis, MO	Lindberg High School	400	21	65.00	3.48	2.60	14.0	2.78	2.68	1	0
33	Journalism		St. Louis, MO	Hazelwood Central	564	33	67.00	3.49	3.30	15.0	3.46	3.32	0	0
34	Psychology		St. Louis, MO	Webster Groves	365	24	92.00	4.00	3.25	12.0	3.16	3.29	0	0
35	Undeclared		St. Louis, MO	Webster Groves	358	32	85.00	4.00	3.25	13.0	3.50	3.53	0	0
36	Undeclared		St. Louis, MO	Christian Brothers College High School	206	25	73.00	3.43	3.08	15.0	2.80	3.03	1	0
37	Undeclared		Springfield, MO	Glendale	400	31	88.00	4.00	3.23	14.0	3.57	3.40	0	0
38	Communications	Justice Systems	St. Louis, MO	John F. Kennedy	175	27	88.00	3.98	3.40	12.0	4.00	3.72	0	0
39	Business	Political Science	Kirkwood, MO	Kirkwood High School	463	24	66.00	3.47	2.85	14.0	2.28	2.52	1	0
40	Communications		St. Louis, MO	Hazelwood West High School	400	32	79.00	3.36	3.14	14.0	3.14	3.14	0	0
44	Biology		Campoint, IL	Campoint Central	54	24	87.00	3.87	2.57	15.0	2.53	2.55	0	0
45	Business		Fulton, MO	Fulton High School	160	24	87.00	4.00	3.23	16.0	2.37	2.75	0	0
46	Nursing		Momence, IL	Momence High School	93	28	95.00	4.00	4.00	17.0	4.00	4.00	0	0
47	Spanish		Kirkwood, MO	Kirkwood High School	400	24	89.00	4.00	3.42	16.0	3.81	3.63	0	0
49	Psychology	Exercise Science	St. Charles, MO	St. Charles West	260	27	84.00	3.56	3.00	15.0	3.60	3.38	0	0
50	Biology		Quincy, IL	Quincy Sr.	400	26	92.00	3.98	2.57	15.0	2.66	2.66	0	0
51	Music on MAE		Bedford, IL	Stromwood	400	34	76.00	3.38	3.14	17.0	3.47	3.26	0	0

87	Music	Pre-MAE	Brighton, IA	Washington Center High School	120	26	92.00	3.82	3.83	17.0	3.82	3.82	0	0
88	Psychology		Springfield, IL	Springfield High	350	34	86.00	3.72	3.20	13.0	4.00	3.55	0	0
89	Business		Urbandale, IA	Urbandale	310	28	97.00	3.96	3.28	17.0	3.64	3.48	0	0
90	Exercise Science		West Bend, WI	West Bend	600	23	93.00	3.84	3.56	15.0	3.80	3.67	0	0
91	Political Science	Justice Systems	Independence, MO	Truman	410	27	88.00	3.91	3.75	16.0	3.37	3.67	0	0
92	English		Fairfield, IA	Fairfield	140	32	99.00	3.98	3.80	15.0	3.40	3.54	0	0
94	Finance		St. Louis, MO	Lafayette	500	28	73.00	3.56	2.83	13.0	2.76	2.80	1	0
95	Psychology		St. Louis, MO	Lindberg High School	500	26	92.00	4.00	3.57	16.0	3.28	3.34	0	0
98	Undeclared		Kirksville, MO	Kirksville High School	200	25	70.00	3.62	4.00	15.0	3.60	3.80	0	1
99	Biology		St. Robert	Waynesville High School		26	98.00	4.00	4.00	17.0	3.52	3.77	0	0
109	Undeclared		St. Joseph, MO	Central High School	350	28	99	4.00	4.00	15.00	04.0	4.00	0	0
112	Philosophy/Relig	History	Edwardsville, IL	Edwardsville High School	500	27	78.00	3.72	2.78	15.0	2.40	2.63	1	0
119	Communication Disorders		Peoria, IL	Brimfield High School	32	23	78.00	3.68	2.16	16.0	2.31	2.67	0	0
120	English		Knoxville, IA	Knoxville High School	140	32	99.00	4.00	2.94	12.0	3.50	3.27	1	0
121	Communications		Tiffin, IA	Clear Creek Amana	75	26	78.00	3.54	3.57	14.0	3.00	3.23	1	0
122	Communications		Jefferson City, MO	Jefferson City High School	545	25	83.00	3.77	3.15	14.0	3.39	3.30	1	0
123	Nursing		Joplin, MO	Joplin High School	350	31	84.00	3.69	3.64	16.0	3.62	3.63	0	0
124	History		Dubuque	Wahlleit High School	234	31	96.00	3.84	2.64	11.0	2.72	2.68	1	0
125	Psychology	Pre-MAE	Columbia, MO	Rock Bridge High School	420	29	98.00	3.98	3.60	13.0	4.00	3.77	0	0
126	Undeclared		Carthage, IL	Carthage High School	63	27	94.00	4.00	3.53	15.5	3.35	3.44	0	0
128	Chemistry	Pre-MAE	St. Louis, MO	Eureka High School	300	31	97.00	4.00	4.00	15.0	3.80	3.88	0	0
130	Undeclared		Kansas City, MO	Raytown	300	31	98.00	3.69	3.28	12.0	3.12	3.18	1	0
131	History		St. Peter, MO	Francis Howell Central	475	29	92.00	4.00	4.00	17.0	3.25	3.58	0	0
132	Biology	Pre-Vet	Kansas City, MO	Raytown High School	265	27	96.00	3.85	3.53	15.0	3.26	3.42	0	0
133	Linguistics		Waynesville, MO	Waynesville High School	230	28	81.00	3.65	1.72	09.0	1.57	2.01	0	0
134	Classics		Springfield, MO	Glendale	400	30	89.00	4.00	4.00	15	4.00	3.90	0	0
136	Nursing		Augusta, IL	Southeastern High School	52	26	98.00	4.00	3.56	16	3.18	3.37	0	0
137	Nursing		Savannah, MO	Savannah High School	154	28	91.00	3.59	3.57	14	3	3.23	0	0
138	Business Administration		Kansas City, KS	St. Thomas Aquinas	312	23	96.00		3.06	13	3.07	3.21	0	0
139	History		St. Louis, MO	Hazelwood Central	554	30	98.00	4.00	3.82	12	3.62	3.76	0	0
142	Theater		Kirksville, MO	Kirksville High School	180	28	89.00	4.00	4.00	14	4	4.00	0	0
143	Psychology		St. Charles, MO	Francis Howell	330	25	85.00	3.88	2.54	14	2.76	3.11	0	0
145	Agricultural Science		Green Castle, MO	Green City High School	24	27	88.00	4.00	2.57	15	3	2.91	0	0
166	Comm-Journalism		Buffalogrove, IL	Stevenson High School	1121	27	57.00	3.48	3.20	14	3.35	3.27	1	0

Question 1: In your mind, what are the key characteristics of a liberally educated person?		well-rounded (have a lot of interests/experiences)	open-minded	renaissance person (well-versed/articulate on a variety of topics)	possesses practical skills and knowledge, understands the world around him/her	ability to communicate/interact well with others	desire to learn; life-long learner	random miscellaneous comments	ability to think and reason well	general academic knowledge, little expertise		
		Survey Number	number of responses per category ->	56	23	32	6	11	12	5	9	26
			percent of survey participants ->	58%	24%	33%	6%	11%	13%	5%	9%	27%
1	World view/Respect of cultures/Different areas of knowledge/Honesty/Many disciplines			1	1							
2	Well rounded. Taste of lots of different things.	1										
3	well rounded in many subjects. Takes many different classes.	1									1	
4	Open minded/knowledge in wide area/interested in wide aspect of areas/driven to excel.	1	1	1				1				
5	Well rounded/Good time management skills/Learning from people who are different from myself.	1	1									
6	Diverse knowledge, various areas are understood.			1								
7	Good understanding of all subject areas/well educated/want to learn/concentrated on major	1		1				1				
8	Challenged in many areas/broad understanding of many subject areas/experienced a little of everything.	1									1	
9	Definitely open minded of new experiences or subjects/outgoing/able to communicate ideas easily/well rounded.	1	1				1					
10	Open minded/understand points of view/broad background in variety of subjects/knows where to get more information and has resources.			1	1							
11	Well rounded in all aspects of study	1										
12	Wide range of knowledge			1								
13	Involved in activities outside of major, general understanding of all areas of study.	1		1								
14	Well rounded in different areas. General knowledge of different subjects. Communication, being able to speak with different people.	1					1				1	
15	Life long learners, constantly seek sources of education. Interest in all subjects/truth.			?				1				
16	Well educated, inter-cultural experiences (study abroad)			1								

21	Wide range of knowledge, open-minded, can think for themselves. A person who is good at what they do, and can do a variety of things.	1	1	1					1	
22	Well rounded, knows basics to everything, good education.	1								1
23	Well rounded, more knowledge than just major, can apply to other stuff.	1		1						
24	Open minded, experience different types or qualities of learning. Can see things from a more rounded point of view.		1							
25	Open and eager to learn other ideas, knowledgeable in different areas			1			1			
26	Open minded, broad knowledge base, can speak on a variety of issues.		1	1		1				
27	Well rounded, knows how the world works beyond the realm of their chosen career. Being able to think for oneself and come to rational conclusions about the world.	1								1
28	Knowing about various subjects and can converse intelligently when the opportunity arises.			1		1				
29	Thinks and speaks independently for themselves/not dependent upon others/being well-rounded.	1								1
30	Wide range of knowledge/exposed to lots of different types of things.	1								
31	Well rounded/smart at many things/ex. Wide variety of knowledge in variety of subjects/good job.	1								1
33	An all-around well educated person. Not just knowing about your major, but also other areas.			1						
34	Having good education/being involved in activities on campus related and not related to major/on and off campus/wide variety of choice in curriculum learn beyond major.	1					1			
35	True liberal education doesn't occur in school. It is received through exchange of ideas and info from different sources, different people with different ideas.	1			1					
36	Little bit of background in lot of subjects/meets people and professors outside of major/not having to major right away.	1								1
37	Well rounded person with lots of interests, knowledge in a lot of areas, knowing a little about everything.	1								1
38	Someone who has knowledge of varied subjects. Example-took theater and never would have known about plays and literature.									1
39	I actually don't know many. Openness to different ideas, ability to adapt intellectually, good capacity for relating to others and communicating, desire to always be furthering one's education, constantly searching to know		1				1	1		

49	Little bit of everything. Experience in each subject.							1
50	Team-oriented. Culturally educated.							1
51	I just came here to learn about this LAS stuff-no clue.							1
54	Know a lot about a few subjects. Know a little about a lot of subjects. Open-minded about things because they've been educated in a variety of subjects.		1					1
56	Open-minded, culturally experienced w/theater, international clubs, etc.	1	1					
57	Well rounded in social and academic setting, open to new ideas.	1	1					
58	Able to think about all subjects and ideas, then apply them to his life and future benefit.			1				1
59	Able to discuss types of thinking, especially dealing with politics. Deal with and understand different viewpoints and perspectives.		1	1		1		
62	Being well-rounded/able to interconnect different ideas and subject matters/ talked in WACT class about relating short stories to your major.	1						1
63	Well rounded, knowledge about a broad base of subjects, use those skills learned in college in daily life.	1			1			
64	At least a tiny bit of knowledge of a wide range of academic subjects. Involved in different organizations.	1						1
66	Know a little bit about everything and be able to hold a basic conversation.					1		1
67	Well rounded, interacts with others well, is able to multi-task, is prepared for the real world.	1			1			
68	Well-rounded/outgoing and gets along easily with others/aware of the world around them/can communicate about it.	1						
69	Gets a chance to look at every aspect before deciding what they want to do/opportunity to change their mind.							1
70	Well-rounded, generally knowledgeable, but driven toward a specific field.	1						1
72	Knowledgeable in many areas, came here to be a different person, well-rounded.	1						1
79	Well-rounded, open-minded, able to speak on variety of issues.	1	1			1		
82	Know a little about everything. Well-rounded.	1						1
87	Being able to take material from one course and applying it to another course. Relating what you learn to different classes and the world.				1			
88	Open mindedness, hear and evaluate new ideas without biases, desire to learn more, experience new things.		1				1	
	Broad knowledge of variety of subjects: arts, music, pot							

99	well rounded, not based on one major only, background of many subjects and ideas to pull from	1	1				
109	well rounded, know a little bit about everything, better able to communicate and relate with people	1			1		1
112	Well rounded, experience in everything, taking classes outside major to learn about them.	1					1
119	A lot of background in different areas many things you could do. Well rounded students.	1					
120	An open mind, an interest in knowledge in general not just one small area.		1			1	
121	Well rounded/ having general knowledge of multiple subjects/extracurricular involvement	1					1
122	Well cultured/well rounded/experiences in various classes and situations/broad horizons/ capabilities and attributes.	1					
123	Have a background in many different subjects/ free to make own choices and what you want to take.						1
124	Ability to connect all the different subjects. Interrelated.						1
125	Know variety of subjects; wealth of knowledge.		1				
126	Subject to diversity/broad range of education/life goals and responsibilities to prepare for life/well rounded.	1					
128	well rounded and just not educated to your major. Has to extend outside of classroom. Must enjoy process of going through school.	1				1	
130	Open to learning about different things, focused on learning itself and not the end result.		1			1	
131	Skills in many different areas-renaissance man. Be able to do the basics in all areas. Promote an open-mind. Skills in critical thinking and problem solving.		1	1			1
132	Well rounded in many subjects. Personable, good personality.	1					
133	Well rounded, education in everything.	1					1
134	Broad base of knowledge, problem solving abilities.			1			1

Question 2: Please describe those class experiences that have contributed the most to your education in the liberal arts and/or your major or minor areas of study?		research	hands-on labs	class discussions	group projects	professor student interaction	smaller classes / student interaction	writing papers	interesting subject matter	independent thinking	good professor	speeches & presentations	classroom diversity	lectures	different teaching/ learning methods	wide range of classes
		number of responses per category ->	10	20	6	14	21	9	13	5	22	11	6	2	18	3
Survey Number	percent of survey participants ->	1%	10%	21%	6%	15%	22%	9%	14%	5%	23%	11%	6%	2%	19%	3%
1	Discussion enhanced class provided more engaging atmosphere rather than basic book knowledge. Curiosity to research out of class.			1												
2	Science: lab courses strengthen material learned in lectures. Only taken a few liberal arts classes. Speech: people in every major need this no matter what career path for communication.		1									1				
3	Class discussions: enhances to hear other opinions (in philosophy class).			1									1			
4	Anthropology: understanding of cultures, reading was helpful. Foundations of health: better idea of career opportunities.								1							
5	Getting to know classmates and professors-knowing their name. Enhances ability to participate in class. Team-discussion.			1		1	1									
6	Excellent history course: covered many facets and perspectives.								1							
7	Activities (group projects, interactions with students, professors). Not necessarily lectures. Getting to know people.				1	1	1								1	
8	Interacting with tutors: way to meet other students and easy access to a tutor without having to pay for one. Art: film and EcoHouse: cost and presentation build walls and look at ecology and was exposed to different things.						1								1	
9	Major intro class not all work all the time: Prof could get off on tangents/still learned and had fun at the same time.										1					
10	World Civ: a lot of discussion on topics of diversity/learned a lot from discussions/other student and readings/enjoyable class.			1			1		1				1			
11	Cardiac PT field trip. Paper about career choices. What I need to do for the future.														1	
12	College algebra teacher: very helpful. Intro to major class: Brought in many speakers on job opportunities.										1					
13	American Lit. Topics-struggled but worked hard and learned a lot from class, teacher graded on improvement. Introduced to public speaking and visual arts through other LSP classes. LSP helps her think critically, not just give book report answers. Has had											1			1	

18	Biology class and lab being able to apply watching interactions in the lab. Sports Management, visiting anatomy lab at KCOM, studying and learning from bodies-interactive learning. WAC, helped develop writing skills, applicable later in other classes. Speech, same applicable in other places.	1			1			1			
19	Nursing Students Association-provided a look at nursing that I didn't have before. Truman Society of Dance Arts (a stress release allowing me to concentrate better) Asked to write a "being" paper for a nursing class-had to see "one flew over the cuckoo's nest" it was a wake up experience.				1						1
20	WACT-good discussions and Biology-new concepts.		1			1					
21	Only taken LSP classes. Intro to Pol. Science-helped her to think in a new way, wrote a long paper (a learning experience), and would have liked more discussion.				1	1					
22	Western Traditions prof. seemed very educated, Greek Philosophy-learned a lot,							1			
23	Speech-made him more comfortable speaking in class. Lit-encouraged to read more. Ex. Science classes-learn from upperclassmen.				1			1			
24	WACT-discussions, Speech-taught in an unconventional way. WACT class was interesting and enjoyable, class atmosphere was not as strict as chemistry or biology.		1	1							1
25	Visual Arts required small-group meetings- learned a lot on their own and combined knowledge with peers			1	1						
26	Being required to take classes (like Calc) that will help in the long run. English classes helped him think and write differently than within his major.					1					
27	WACT-got a lot out of it. Private trumpet lessons have been rewarding. Has liked or appreciated all professors.							1			
28	History group discussions. Lit-reading aloud and discussing. Both helped learn the material and feel more comfortable in interactive situations.		1		1						
29	Foreign language experience: Italian class. Business Administration in Liberal Arts: Different aspects of the world brought into the areas of business into the big picture, basic foundation for business degree. Getting into more detailed business classes.										
30	General psychology: learned a lot in that class. Took art and learned a lot about art. Took other courses in high school. Haven't taken much in liberal studies, taking more hours, currently in biology.										
31	Teachers student interaction in class. Ex. World lit. read book and discuss it helps get a grasp. Projects in major, drawing, and computer stuff and designing learning to use software.	1	1	1							
33	COMM 170: forced everyone to have public speech, which took people out of their comfort zone.								1		
34	Speech class-speak out and give opinions, power to persuade people, my opinion does matter, outgoing. Sociology-many different views and ways of living diversity of people					1			1	1	

39	American Autobiography - interesting aspects of culture, inspiring lives, and a Socratic approach, very interesting assignments, one-hour conference on student's initiative, to strengthen student's responsibility for self-improvement.			1				1		
40	History, inspired to go beyond text book, think independently, analyze rather than memorize, teacher interested in your learning and available to you, relevant material on test, clear and concise.			1			1			
44	Autobiography class-opened up new ways of reading for her. Biology and Math helped her major (Bio). Psych helped with liberal studies.									1
45	Small classes help, critical thinking class-learned a lot from everyone else. Come out more open minded.				1					
46	Freshman week class, nursing informatics-got to know. Nursing students and faculty.			1	1					
47	Group study sessions outside of class, 1 teacher-meals with students, discussion exploring religions.			1	1					
49	Group discussion. Taking notes (I am an active learner).				1					1
50	Bio labs-hands on and group oriented.	1			1					
51	All of them, in the major-they are all useful. I won't take a course unless I need it because I will be here 6 years anyway.									
54	LAS courses-art course, something new and not part of her major-but learned a lot. Religion class-understood new things about culture and religion.									1
56	American gov-helped her prepare for course load									
57	Lit class-discussion, interesting subject with lots of involvement, reading a novel once a week (she's not a big reader), psychology related interests.		1				1			
58	Calc classes, Perspectives in Jazz Class-likes music, relaxing. Spanish classes.									
59	Learning about the government in poli sci class and about speaking in his speech class have been most helpful. Sometimes it seems as though the liberal studies classes are hoops you have to jump through, but you do benefit from some of them. Membership and activity in class seems to be a great learning experience.						1		1	
62	WACT class discussion about liberal arts and how it's different from non-liberal. Micro-economics very driven to major and fun. Writing enhanced shakespeare: amazing teacher who encourages her to talk which is not natural for her.		1						1	
63	Spanish tutor made her realize that she could minor in it. Conversations with WACT teacher about international relations.			1	1					
64	Intro to theater-influenced her to choose theater as a second major. Creative Writing-love of writing contributes to the enjoyment of the class. Bio 107-deciding factor in choosing a major.					1	1			
66	English: critiqued own work, built skills that helped in other classes. Religion: gave an understanding of people around her.					1			1	
67	More personal interaction than in high school, feels that teachers want students to succeed.			1						

72	Excellent piano teacher, Trumpet instructor easy to get along with. Exploring religions-learned a lot about other beliefs. Elem. French-good teacher, likes the number of handouts.							1			1	
79	Passion of instructor, variety of classes.							1				1
82	Teachers that actually listen and answer questions. Having classmates to work with. Having classes that fit into his schedule.			1				1				
87	History 104 is the only LSP course that has been a good experience so far. Other LSPs seemed to repeat information from high school. If she had known this, she would have tried to test out.											
88	Class discussions: arguments offered by class were valuable without prof needing to support all ideas, gave more evidence.		1		1							
89	Preparing and delivering speeches. Working in labs.	1							1			
90	Small class size leads to more student-faculty interaction. Discussions lead to better understanding.		1		1	1						
91	Group projects-bounce ideas off one another, through each other's knowledge, everyone has a different background.			1		1				1		
92	Discussion in experimental psych class that was very productive.		1									
94	One that you get involved in and sparks the interests of the classmates.						1					
95	Had teacher who she could ask about a lot of subjects, even if unrelated to class.							1				
98	Biology class and labs and outside research. Learned a lot from these challenges.	1	1									
99	Ones that have engaged her to think outside the box, that get her to think about the ideas the prof is trying to get across.							1				1
109	Math teacher writes problems on board, goes over them w/ class, allows time for practice which helps students understand the info before leaving and being lost. Biology teachers did other things like group work and social interaction to break up class lecture.											1
112	Class discussions: give people a chance to say what they want, hear different perspectives, not just prof's opinion		1							1		
119	Had to adjust to different teaching styles. Challenge yourself to learn in different ways. Teach different ways to study. Compare and contrast different ways.											1
120	Class discussions in ethics. Use of technology in LAS Calc class. Different ways of learning i.e. books, labs, tutor in spanish.		1									1
121	Group discussions, better than just lectures.		1									1
122	Only taken 5 classes. Comm 170: difficult, teacher was difficult to get along with-was a wake up call-ended up being a good teacher-taught how to handle people and situations in life. Physics: helped realize no science for me. Theatre class: broadened horizons, things never experienced before-open doors to new ideas.							1				
	Spanish classes are enjoyable because professors will											

128	Being a T.A. in Chem 100 lab: because you get to help students actually learn things. Philosphy and religions course gave her a different way to think about things.				1		1				
130	Perspectives in music class-listen to CD and read about, then discuss music in class.		1								1
131	Lots of classes very boring, not a lot of fun. Lots of learning and very serious (for example, anthropology, world civ.). Disappointed in most classes.										
132	Biology 108-making me actually study. Intro to Latin-a real challenge. Both encouraged her to learn, lots of hands-on time.		1								
133	LSP class-made more well rounded, appreciate other majors, open up to different majors/courses.										1
134	Teachers show broad base of course info, applicable to life. Speech class: Origin of Valentine's Day.							1			

Question 3: Please describe those out-of-class experiences in which you've participated that have significantly supplemented or contributed to your education in the liberal arts and/or your major or minor areas of study.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Student Employment/Work	Random Miscellaneous Comments
		15	22	10	16	20	0	5	1	19	9	19	8	9	2	3
Survey Number	number of responses per category -> percent of survey participants ->	16%	23%	10%	17%	21%	0%	5%	1%	20%	9%	20%	8%	9%	2%	3%
1	The dorms: observe how people interact. Discussing of values/opinions. Wesley House: Career preparation.			1									1			
2	Tri Beta: biology club. Study with other biology majors. Service activities. Biology seminars.		1		1							1				
3	ACS: chemical organizations		1													
4	Rugby: a lot of players are HS/ES. Gave her a better understanding of programs (major in HES).									1						
5	Centennial Hall: Bring a professor to dinner program. Not just a student/teacher relationship. Makes people less intimidated. Attending cultural events (symphony) allowing better personal interaction.							1			1		1			
6	Hair make-up crew - "Morning Star" . Challenging.										1					
7	Giving speeches, doing work out in the community; not knowing people and having to deal. Philanthropy for ASA (working with gradeschool children). Leadership role in sorority.	1			1											
8	Only involved in sorority. Art show/gallery: really enjoyed seeing student art.	1									1					
9	College Democrats: helped keep her up to date. Sorority SK: study buddy/helped with advising and getting books.	1				1										
10	Not as involved as in high school. Involved her at CCF, Blanton/Nason/Brewer Hall senate: it helps her to focus, put things in perspective. Wants to be in more organizations as she move in sophomore, junior year.			1									1			
11	Biology Seminar on where to go after graduation. Field trip to Northwest Regional Rehab w/Ex. Science on Cardiac Rehab.											1		1		
12	Talking to or visiting professors in offices. Business fraternity (just starting).		1					1								

17	Campus pals-interacts with new group of people (local residents) gets to apply her major (sociology) to this group. Will be rushing Alpha Phi Omega, coed service fraternity-to help at retirement homes, etc.			1								
18	Meeting different and diverse people. Planning on attending biology forums, visiting speakers, topics from grad school.								1			1
19	TSODA dance experience. Nursing Students Association. Same as last.		1		1							
20	Business speakers, music and art events, fraternity and intramural sports	1					1	1	1			
21	Living in Residence Hall-interacts with so many different kinds of people. Also dorm programs.									1		
22	Went to several speakers and study groups								1			
23	Not much. Incorporates major (HES) knowledge into weight lifting.						1					
24	Discussion in WACT about how writers (like Kafka) satirized society and provoked new intellectual thought. He really valued satire afterwards.										1	1
25	Volunteer organizations like Circle K- go to Twin Pines and play cards. At first it was shocking, but now he is more comfortable at a retirement home.			1								
26	Going to Aquadome, being social helps you think differently. Other Progressive clubs like the Sierra Club help especially when coming from an area that doesn't care about those things.				1							
27	Marching Band doesn't teach many life lessons. Ultimate Frisbee team- interesting to participate in a non-school sponsored club.						1					
28	Computer Science organization brings guest speakers, learns terminology, real world uses of comp sci, give him future opportunities.											
29	Residence hall senate, good for political science degree, good to get input from other people and then make decisions. Planning on joining major-based organizations in the future: professional fraternities.									1		
30	For psychology course: participated in senior psychology research projects so that gives me ideas for the future. In NEA (student program) helps with education, attends most of meetings and has learned a lot for future.		1									1
31	Research for paper and read a lot of books for world lit. (finding out more about authors) do drawing sketches outside of class, draws things in his room like desk, tv, remote control, computer.											1
33	SPJ (Society of Professional Journalism): teaches more about journalism. Internship guest speakers. CCF: brings Christians together, good resource to have on campus.		1	1						1		
34	SCEC-Student Council for Exceptional Children. Special Olympics. Wants to become a special ed teacher.		1									
35	Read and write a lot on own time. Book group at Aquadome.											
	Non western lit class involved them to get in groups out of class and read stories and give feedback about											1

39	Mock Trial team prepared for law school and poli sci minor, prepared him for public speaking and developed interpersonal communication. Lutheran Student Fellowship-Deepened beliefs and expressive abilities, deep philosophical and theological discussions. Bacchus and Gamma- helping others be knowledgeable about alcohol/drugs/sex.	1	1	1								
40	FBLA high school-apply business side to learning. Yearbook-communications and layout. Sorority-learned about a lot of different people, meet people wouldn't otherwise have, open minded.	1	1	1								
44	AMSA-doctor-really helped with major and getting to know her profession. Some sporting events and voice recitals-neat experience, not that they contributed much, though. Lyceum events--those are very interesting.		1				1	1	1			
45	Delta Epsilon Chi-new fraternity has helped. Project she is involved with. She will do a group creative marketing project. Alpha Iota Omega-service had to depledge due to time.		1	1								
46	Studying together for biology class. Making an I-movie on Apple computers in the lab.										1	
47	2 activities- racquet ball-trying to start team, learning how to start club sport-leadership recruiting. Campus pals-involved with children-helps education plans for future.			1			1					
49	Groups meeting in the library to prepare a speech.										1	
50	Work study in mammology lab, studying animals.									1		
51	Pledging Sigma Alpha Iota-music frat. Coalition for Afr. American Women-along with MAC. Jazz Ensemble-taking charge.		1									
54	CCD -religion for elementary school kids and Parish School of Religion for Mary Immaculate. Orchestra class and concerts and recitals.			1	1							
56	CCF-opened lots of opportunities to meet new people, study with and learn from them.			1								
57	Her sorority, opened her up as a person. Currently wants to get more involved in other organizations.	1										
58	Mathematical Association of America-challenges critical thinking, problem solving. Support for Math/Science students- talk about prof experiences, field trips. Marching Band.		1									
59	Rotaract-business meeting, organization, looks good on resume. Trumen acapella group is helpful for his major, is a self-learning environment. Sigma Tau Gamma-organization, provides him with leadership opportunities and interaction with different people.	1	1									
62	Women's golf Team-influenced her education by talking with other people of other majors and playing with them. Habitat for Humanity: makes her feel productive, meet a lot more different people.			1				1				
63	College Democrats: helped to choose international relations. Theater: One acts and One Flew Over the Cuckoo's Nest. Art shows for art history class.				1				1			
64	Not done that much that has contributed to her education. Anime club, though not related to her major, is a cultural experience for her. Hoping to get more active by trying out for clubs.				1				1			

70	Free thinkers society, but she doesn't know if this contributed to her liberal arts education.			1						
72	Lyceum-Polish Philharmonic, Master class by the pianist=great idea. Piano study here is intense, no time to do much outside of music.							1		
79	TSU Democrats-made her decide to change major. Friends motivate her.			1						
82	Mathematical Assoc. of America-learn a lot, campus organiz., very casual.			1						
87	Tutoring sessions seem very helpful, one-on-one is better. SAI women's music fraternity gives her an opportunity for professional development. Newman Center, sporadic involvement. Outreach for string students. CMNC-went to TanTara for Music Education Statewide Conference. No Child Left Behind teacher issues.	1	1					1		
88	Only involvement in ASG, service sorority, which has not contributed educationally. Gave her a new social circle and service to the community is fulfilling.			1						
89	Sigma Kappa-junior exec position, gets to plan events. Golf team teaches time management.	1					1			
90	Archaeology symposium-anthropology class, understanding concepts. Events at Rec Center-Intramurals, working out with friends.						1	1		
91	Mock trials-wants to practice law, interacting, practicing, learning, application of what is read in book.							1		
92	Intramural tennis helped.						1			
94	Fraternity and rec-center. If you focus on school work you will get bored. These activities have helped me like it here.	1					1			
95	Study group from psychology class, they could help with other class stuff on personal life.								1	
98	Her organizations (like Purple Pride) are not really connected to school. In her sorority she does have study hours, though.	1		1						
99	Horsemanship teaches her to work with other people and with horses and takes her mind off of other stuff			1						
109	Went to opera- didn't expect to like it but it was very good. Pledging service sorority- did service in high school and is very interested in that type of work. Judy Shepard presentation- went with an open mind, raised her awareness, but didn't agree with everything.			1			1	1		
112	Going to events on campus, in and outside of major. Originally Bio major but switched to Phil/Rel and Hist							1		
119	RHA, McCur conference-taught leadership and things to bring back to school. Stress relief, study skills.								1	
120	spanish labs. Dance performance in fraternity. Students speaking on their costa Rica experience. IMS: softball/3 on3 b-ball/fraternity b-ball team	1					1	1		
121	Baseball: other aspects of university involvement/social aspects (team work)/ organizational skills: time management						1			
	Hockey: works on communication skills toward teammates, understanding different cultural									

126	Involvement in CCF, BSU, FCA. Work study for boys basketball team. Work serves as an outlet for stress.		1								1
128	Freshman, so not much to choose from. Philosophy and religions course was absolutely fascinating. NSTA (national science teachers assoc.) teachers come and speak on how to teach sciences. Iron Dogs: weight lifting team: meet a lot of new people; teachers camaraderie and support for other people.	1			1	1	1				
130	Campus Music Collective member-enjoys music. Plans to teach.			1							
131	Sports activities and clubs-really likes Rugby, not specific educational value but enjoyable and helps maintain healthy lifestyle. Also enjoys going to campus activities like band and choir concerts. Educational societies require x number of credits to get in.			1			1				
132	Shadowing vets (at home). Pre vet club-trips to St. Louis, experience.			1							
133	Rugby-low key, can help out as much or as little, try hard in class or not without pressure. Explore something different.						1				
134	Classics Club-met people who can help with class. Met Latin tutor.			1							

Question 4: Please describe those out-of-class experiences in which you've participated that have significantly enhanced your college experience and growth as an individual.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes Intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Living Away From Home	Meeting New People/Social	Student Employment/Work	Random Miscellaneous Comments
		number of responses per category ->	23	13	14	17	14	5	2	5	15	4	6	14	0	12	35	3
Survey Number	percent of survey participants ->	24%	14%	15%	18%	15%	5%	2%	5%	16%	4%	6%	15%	0%	13%	36%	3%	3%
1	Developing an expanding and deepening relationship (engaged). Communication development. Value clarification.																	1
2	Purple Pride: decorate locker room, attended all home football games better acquainted with university.					1												
3	Campus Pals: kids from Kirksville. Meets for 2 hours a week.				1													
4	Rugby: Strong friendships, Kirksville feels like home. Feels healthy, acts as a destressor.									1						1		
5	Recruitment event: meeting a lot of people/comfortable meeting new people/transition to college easier. Concerts, recitals, dances. SAB events.	1									1	1						
6	Costume crew and stage manager.										1							
7	Meeting new people/follow new rules, being tolerant of people. ASA. Living in dorms. Meeting people with new backgrounds. Lots of opportunity.	1											1			1		
8	Sorority: meeting new students/people balance time/work at school is more demanding.	1														1		
9	Sorority SK: amazing experience/helped keep her organized/people rely on her to be responsible/meet amazing people. Hanging out with her professors/likes to be close to them.	1						1										
10	CCF: finding out "who" she is/also the social aspects of attending with friends.			1												1		
11	Alpha Phi Omega-met a lot of people and do service. A new racket ball team.				1					1						1		
12	Sorority: meet people, feel comfortable on campus.	1														1		
13	Rush events-introduced to new friends, attends Greek organizations. Truman Week activities.	1					1											
14	Volleyball again-not involved in too many other activities. Enjoys Newman Center activities.			1						1								
15	Living in dorms, learns responsibility (and taking care of roommate). Made good friends.												1		1	1		
16	Alpha Gamma Delta	1																

23	Truman week-helped meet people, still hangs out with those friends.				1							1	
24	S.A. in Centennial Hall-made him appreciate education more because of friendships made and experience gained during training process.									1		1	
25	Volunteer experiences at Twin Pines and going to the Rec Center.			1			1						
26	Going somewhere (Aquadome) unaffiliated with the University helps one to achieve that freedom associated with college.											1	1
27	Jazz Combo-Never an instructor present. No coaching, but they have made a lot of progress as a group. See a level of maturity and self-motivation not present in high school.												
28	Hall activities during Truman Week, friends who live in hall, friends met through comp sci organization. Activities help you to not have to meet people and make new friends all on your own.					1				1		1	
29	Play womens rugby: has helped grow physically and mentally, become more outgoing, got away from comfort zone, branched out, thinking on her feet. Youth ministry: strengthened faith. Just joined sorority: helping to develop friendships, become more comfortable with people going to school with.	1		1							1		
30	Not in sorority. Can't think of anything other than being on own has helped with personal growth.											1	
31	Participates in a fraternity helps with growth and be on his own. Decided to pledge once he got here. Met a lot of people. Didn't know many people. Community service/highway cleanup. Collected clothes.	1		1								1	
33	Rec Center: easy access to free health equipment. Residential Life: getting along with everyone there.						1			1		1	
34	SCEC-Student Council for Exceptional Children-reach out to less fortunate students. Heart has grown bigger, more compassionate, appreciate how lucky you are.		1	1									
35	General activities at Aquadome are a satisfying source of music and art.												1
36	Most important thing has been his frat. Sigma Phi Epsilon . For first time, he met guys who didn't live in St. Louis. Has had to get along with people who are not like him and have different interests.	1										1	1
37	Taking pictures for the magazine-She now looks forward to attending the meetings. Residence Hall Senate-looks forward to attending meetings. Getting to meet new people and taking a break from studying for a while.									1		1	
38	Student Senate-a good opportunity because she wasn't a student leader in high school. Has taught cooperation, learning to find a middle ground, and responsibility. Participates in Bulldog Party and goes to Rec center.					1				1			
39	Same as above. (Mock Trial team prepared for law school and poli sci minor, prepared him for public speaking and developed interpersonal communication. Lutheran Student Fellowship-Deepened beliefs and expressive abilities, deep philosophical and theological discussions. Bacchus and Gamma- helping others be knowledgeable about alcohol/drugs/sex.)	1		1									
..	sorority-open minded, philanthropy, new friends, look at												

50	TSODA-helped her come out of her shell and get to meet new people.			1							
51	Coalition of Afr. American Women provides a group of friends that she would not have met otherwise-they are a dispersed minority. SAI-music frat-the people are really great.	1		1							
54	CCD-religion school, getting to work with kids. Living in the dorms-learn how to deal with various people living around you, deal with personal and others' problems.		1					1		1	
56	Kool-Aid on the Quad-hand out free kool-aid or cocoa, fun to make people smile, brighten their day.			1							
57	Within sorority, took on a position, brings out the leader within, talking in front of people.	1									
58	MAA and Support for Math/Science Students enables him to connect with other students, develop ideas collectively, interact, present his opinions. Also Marching Band.		1								
59	Sigma Tau Gamma-very good for personal growth and getting along with other people. Rotaract service projects have been helpful experiences as has been the professional exposure. Experience with Trumen, traveling, handling money, and organizing events.	1	1								
62	As an individual, makes you think and concentrate, focus on golf despite classes, enhance her ability to relax and not be frazzled. Habitat for Humanity makes you feel self-improved, as if you're doing something.			1			1				
63	PRISM: helped friend go to PRISM meeting and understand that it was okay. Jazz combo shows and girls' volleyball games.				1					1	
64	Making new friends and hanging out with them.									1	
66	Work study in Kirksville primary school. Centennial Hall Senate: help bring events or trips to the hall.							1			1
67	PRISM meetings, some schedule conflicts, but wants to do more if he has the time.				1						
68	See above (Drum-line activities. Music educators conference-opened eyes to what my major is about)	1				1					
69	ASG-got me involved with other people, big groups of girls makes her comfortable in surroundings as a first year student. Living in hall has allowed her to develop a solid group of friends.			1					1		
70	Free thinkers society, discussed subjects every week. College Democrats (learning about candidates and generally being informed). Prism-met a lot of great people (ties in with college democrates).				1						
72	Master class with pianist from Polish Philharmonic.						1				
79	Lives in quad (4 person room). Learning to deal with people, get along, came from always having her own room.							1		1	1
82	Being in Math. Assoc. of America-different viewpoints from that and know more people.	1									1
87	Lyceum events are fun and inspirational; make her want to excel in her discipline. Answers for #3 as well (Tutoring sessions seem very helpful, one-on-one is better. SAI women's music fraternity gives her an opportunity for professional development. Newman Center, sporadic involvement. Outreach for string students. CMNC-went to TanTara for Music Education Statewide Conference. No Child Left Behind teacher						1			1	

91	Around people, meeting, getting to know the people she lives around, in dorms. Being around people who are different.								1		1	
92	Freshman week class-scamper hunt of downtown kirksville. Helped her to have a better understanding of town.				1							
94	The fraternity has helped him interact with people. American marketing association helps with his major. Learning is not all in the classroom.	1	1									
95	Study group has helped a lot with being more comfortable with where she is now.											1
98	Purple Pride and her sorority both have helped her to get to know people. She isn't as shy as she used to be, more confident talking to people.	1			1						1	
99	Horsemanship: participate with other people and get the job done. You rely on others and not just yourself.				1							
109	CCF involvement- spiritually growing without parents making her. Important to get involved w/ body of believers.				1						1	
112	Same as above. (Going to events on campus, in and outside of major. Originally Bio major but switched to Phil/Rel and Hist)								1			
119	RHA leadership conference. Hall senate, parliamentary procedure. Rotaract (community service/leadership) helps with special olympics. Sorority (service)		1		1				1			
120	Fraternity (Beta): meeting new guys. Joining a group with high ideals and expectations.	1									1	
121	Baseball: focus on one sport/prioritizing/time management							1				
122	Hockey: helped me to be a leader, taught to cope with problems, made me grow as a person, more mature than when I first got here. Think more before speaking or taking action when dealing with individuals. Became more mellow and laid back.							1				
123	Opportunities that are presented through service and making friends. NSA has again helped because of speakers that come and gives one an idea of what to expect in one's career choice.		1		1						1	
124	Internship/ROTC/also being in a fraternity.	1	1									1
125	CCF, KLIFE: sense of independence. Did It all on own; found out where fit in whole scheme of things. Making friends. Living in dorms with person never met before: get used to different quirks, personality/sharing space.				1				1		1	1
126	CCF, BSU, FCA, boys basketball. Campus pals: visited with friends campus pals, playing games with kids. Involved in bible study with emphasis on volunteering in the community.				1				1			
128	Iron dogs: teaches you to open up and communciate with others. T.A.: you have to adapt to students and find ways to teach them.							1	1			1
130	Has attended talks on President Kennedy's assasination, ACLU Press, Judy Shephard. Contributed to personal growth, enhanced character.								1			
131	Rugby-involves a lot of team work. Learn communication and people skills. Tough.								1			
132	Ryle Hall Senate-comm. Service chair. Put down roots in community. Locks of love community drive. Made her come out of her shell, she's introverted, shy-but this				1					1		

Question 5: How has your interaction with faculty members, both in and out of the classroom, contributed to your liberal arts education?		Professor Availability	(in or out of	Interaction	(independent of	Relationship (higher level of comfort, some degree of friendship)	Interest in Student, Willingness to Help	Professor Enthusiasm for his/her discipline	positive relationship enhanced student's course experience, increased motivation	Small Class Size	Class Discussions	Varied Teaching Styles	Research	Advising	Random Miscellaneous Comments	Positive	Neutral	Negative
		office hours	office hours	course work	course work	degree of friendship)	Help	positive relationship enhanced student's course experience, increased motivation	Small Class Size	Class Discussions	Varied Teaching Styles	Research	Advising	Random Miscellaneous Comments	Positive	Neutral	Negative	
Survey Number	number of responses per category -> percent of survey participants ->	33	18	16	42	7	16	5	2	4	0	3	6	82	15	6		
		34%	19%	17%	44%	7%	17%	5%	2%	4%	0%	3%	6%	85%	16%	6%		
1	Supplemental textbook information with personal insight. Learning how to learn. Dr. X's Development of ideas, inside and outside of class. Dr. Y (physics) called into question the basic facts and related this to "the big picture".		1							1						1		
2	Office hours. Faculty advisors Tri Beta and American Medical Student Association. Faculty answering questions.	1	1													1		
3	Nice faculty, hasn't met with them. Feels comfortable talking to them out of class. Respects the professors. Professors that have new ideas: if happens at beginning of semester. Enjoys the class more.			1				1								1		
4	Doesn't feel made many connections first semester except calc professor: went to his office hours for help.	1																1
5	If professor is more personable the class is more interesting and the professor is more accessible (office hours).	1						1										1
6	Participation in class. Professors responded with courtesy in general. Good reinforcement. Review sessions are helpful.				1				1							1		
7	Upbeat/excited to teach. Friendly and they remember you. Helpful, don't have to know them/first day of school, needed help so she asked a teacher/comfortable with learning.				1	1										1		
8	Psychology: visit faculty. Everyone is helpful: teachers. They are accommodating, understanding, and help you make up tests and things missed. They can always go and ask if you have a problem.				1											1		
9	A lot. Helps to bring class experience down to earth when you know them out of class. More likely to ask questions, both in and out of class more comfortable going to office.		1	1				1								1		
10	Professors: some are very open and willing to help/enjoys interacting with faculty members/goes to office hours for help/few were not very friendly or		1		1											1		1

14	Teachers have been helpful and understanding. With volleyball, they help with missed assignments, understand reasons for being gone.			1						1	
15	First semester she was absolutely impressed with professors -they were awesome. Violin professor really cares and interacts, very giving. World Lit professor gave her a bunch of old books-reading cultured her.			1	1					1	
16	Very little interaction with teachers last semester. This semester she will meet with one of her profs more often.								1		1
17	Every professor has been open-minded and accessible. They also knew her name by the end of the semester. Small classes.	1		1			1			1	
18	A lot of visits to biology professor, often discussing questions on 1 on 1 basis. Also small class sizes-get to know professor on more personal basis.	1	1				1			1	
19	They've made learning a lot easier and they encourage a lot.			1	1					1	
20	Rarely visit professors out of class. Usually regarding test or homework.										1
21	Not much interaction outside of class. But, appreciates profs who care about student's success and really make an effort.			1						1	1
22	All have been really helpful (with office hours). Always reply to email.	1		1						1	
23	Only interaction in major classes-asks questions outside of class that go beyond course material.		1							1	
24	Faculty/student ratio is great for school. Feels comfortable here, teachers care and notice when you are not in class. Profs give individual attention and help students to understand. One on one interaction.			1			1			1	
25	Not much contact outside of class, doesn't go to faculty often. One positive interaction with Lifetime Health and Fitness prof left him with a positive outlook on class.					1					1
26	Saw history prof outside of class, could talk to her. "Nice to know professors aren't always professors."		1							1	
27	Professors have a genuine interest in how you do. Like small class sizes, has not had a class where he could skip unnoticed.			1			1			1	
28	Lit professor helped him with class assignments. Computer science, his Truman Week class, helped him transition to college and learn time management.	1		1						1	
29	Become really comfortable with faculty: talking in hallways, ask how she was doing. Feel comfortable talking with them in their offices, not intimidated.			1	1					1	
30	Liberal arts/science areas haven't been her strength but having access to instructors helps her be successful in those classes, helped improve her abilities.	1								1	
31	Meeting with them in conferences about papers and test only done it once last semester. Fount it to be helpful helped raised grade. Teacher helped plan out classes for semester.	1		1						1	
	Profs are helpful when at office, spanish teacher let										

36	Has had 2 of his 5 faculty that he's gotten to know. Visited them during office hrs. Discussed things other than just school work itself (in addition to school work). Knowing they know him on a personal basis makes it easier to go to class and pay attention.	1			1									1	
37	Profs have a broad base of knowledge and bring in subject matter from other areas of study in class.													1	1
38	Almost all professors are open to office hours and encourage students to come. Some teachers are unapproachable. Only 3 faculty showed up to Senate dinner...not good.	1												1	1
39	Dr. X, as described in Q. 2. Met both before and after class to answer questions and make clarifications.	1												1	
40	Teachers that are open and know your name, work with you when you have problems, cares about you as person, learn what they have to do, "not comfortable around them not comfortable learning from them" make students feel open to learning, professors open to students, relate material to you.				1	1								1	
44	Interaction not as close as in high school. Difficult to strike up conversation (topics etc) Has made efforts but hasn't gotten a lot of response-but received specific help that she went to get.	1													1 1
45	Been good so far. Professors very helpful when going to their office. Teachers help decide what she wants to do with major.				1									1	
46	Makes it easier that faculty is available and helpful, especially for liberal arts courses.	1												1	
47	More excited about learning if professor is excited and enthusiastic.				1	1								1	
49	More interactions with professors, help me learn-answering questions in class.		1			1								1	
50	Bio teacher-increased her interest in Bio and science, lectures are fun and exciting. He is very personable and down to earth, and treats students like adults.			1	1	1								1	
51	Dr. X-he is a father figure for music freshman, she sees him everywhere-and he might be advisor. Since school is small-we see profs more often and can find them more easily.	1													
54	Not too many office hour visits. Helps to know they're there if you need them. Experienced profs with many different personalities.	1													1
56	Some faculty last semester were not very approachable. More willing to approach faculty this semester and stick her neck out.	1													1
57	Teachers that know her name and knew the type of student she would be, encouraged more active participation. More caring, more work given.				1									1	
58	Help with questions in class. Help learn problem-solving skills, study skills. Oversee progress, regularly interact with students.				1									1	
59	Faculty in speech, political science, and ethics classes were all very helpful. In ethics, especially, discussion w/ teacher involvement was helpful.							1						1	

66	Great seminar teacher, increased confidence in class. Calc teacher has been available for questions about the homework. Has felt unable to talk to only one teacher.	1				1							1	
67	Interaction has helped with advising, feels more comfortable talking to faculty, has had positive interactions.		1										1	1
68	My spanish teacher really pushed me to develop language skills; helped develop confidence in non-major classes. Percussion instructor helped me become more confident, outgoing; more confidence as person and musician.				1	1								1
69	Hasn't interacted as much as she hoped. When she has, it has been a positive experience and they are people she would like to get to know more.		1											1 1
70	It's best when it's easy to contact them. She appreciates professors who respected her and interacted on a personal level. Likes the faculty member to be really into it. Approachable is good.	1		1	1									1
72	Always willing to meet outside of class, help, office hours. Some teachers change lesson times to better fit his schedule. Peer-teaching session in French are set up by faculty.	1			1									1
79	Philosophy prof helped her realize potential in paper writing-no interaction out of class.				1									1
82	All teachers have listened, answered questions, help out when they can, show up to office hours. Many available outside posted hours. Show concern for student learning, want the students to learn.	1			1									1
87	Truman has a very supportive environment. Not a lot of office hours, but teachers are willing to make appointments. Spanish teacher taught her how to study Spanish. Comm prof brainstormed speech ideas, "pull stuff out of you you never would have thought of."	1			1									1
88	Not a lot of out of class interaction. In class, it is more helpful if the prof tries to get to know you and can talk with you before the lecture. Prof should be open and personable.				1									1
89	Feel comfortable asking questions, they are welcoming.				1									1
90	Need help-with education or something else. Clear up any misconceptions or confusion. Office hours.	1			1									1
91	Breadth of in depth knowledge. Faculty bring in real-world examples.													1
92	The profs who have been the most forthright with their expectations in the class have helped her to be more successful as a student.												1	1
94	Some professors are very helpful. His speech teacher has helped him with papers and speeches which helped him grow as a speaker.				1									1
95	Had teacher who she didn't really like...teacher had trouble helping her, said one thing in class and another outside of class. Had teachers who were really helpful, kind of helping with other class, gave her a good foundation for current classes.												1	1 1
96	Hasn't had much interaction. Whenever she has a				1									1

Question 6: What types of interdisciplinary connections have you made during your college experience?		Don't know or are unsure (mentioned explicitly or implicit from answer)	Some (coursework related, mostly multi-disciplinary)	None	Class Connections	Within Humanities	Within Math	Within Science	Within Social Science	Humanities & Math	Humanities & Science	Humanities & Social Science	Math & Science	Math & Social Science	Science & Social Science	Diversity & variety in class
		40	39	56	31	3	0	1	6	1	5	18	1	1	9	0
Survey Number	number of responses per category -> percent of survey participants ->	42%	41%	58%	32%	4%	0%	1%	8%	1%	6%	23%	1%	1%	12%	0%
1	Approaching the same topic from different angles/approaches. Writing/communication as a basis for involvement. Learning how to ask questions.		1													
2	No idea at first. WACT: express ideas on paper. Speech: need to communicate. Calc relation to chemistry.	1		1												
3	Doesn't know	1		1												
4	None			1												
5	Writing in one class can be applied to other classes.			1												
6	In theater, she had to study history a lot. To be fully effective.		1									1				
7	WACT class/mass communications: race issues in media/short stories about racism/women's portrayal/more thinking, different views.		1			1										
8	Seemed unclear about definition of interdisciplinary. Anthropology/Religion feed into psychology. Science/Religion all interconnected.	1	1												1	
9	Use of speech in all her classes. Not really taken that many.			1												
10	Started as an English major, then took a history class and changed major. Spanish and history courses linked together. This semester psychology and Ethics and History courses are already making connections across curriculum.		1		1							1				
11	Doesn't know. Biology and Ex. Science go hand in hand. Body and movement and muscles.	1		1												
12	Art history courses.		1		1							1				
13	Mass Comm. 250-intrigued by study of current events, she looks more in the media for what she knows (can understand more) wants to learn more about it. Speech has helped communication skills.	1		1												
14	Touch upon same subject from a topic in different classes. Talked about books in writing class.		1		1											
	World Lit-watched Greek muses/play-she started writing															

22	Since undeclared, taking many classes. World Civ. Class is overlapping with Exploring Religions.		1		1				1					
23	None				1									
24	Not sure. Chem and Bio topics cross because he is Pre Med. Writing and Speech class connect-to give speech you need to understand what you are reading.	1	1		1			1						
25	Not sure. Found that LSP classes (Intro to Philosophy and WACT) connected. He gets excited when he already knows something that is introduced in class.	1	1		1					1				
26	None so far. German and History.				1									
27	Not sure. Hasn't experienced yet.	1			1									
28	Intellectual discussions with different people help him learn about different expectations and requirements.				1									
29	Links between history and religion: talk to roommate about Catholicism and importance of history. Linking history and the business world: the impact of history on this area.		1		1			1						
30	Same things came up in different classes and she thinks, "oh that came up in psych!"		1		1									
31	History and world lit books were set in the same decade early 1800's.				1									
33	COMM 170 connected with Mass Communications. Zoology learned stats.	1			1									
34	Psychology class-psychology and science. Not really much here. She wasn't sure what this was and asked for clarification.	1	1											1
35	Lots of good connections between Latin American class and History class.				1									
36	With his visual arts class and his chemistry class they had to do biographical research on chemists and artists and had to go to the same area of the library to find information on both.	1			1									
37	A lot of classes had connections without intending to. Example-reading something in World Lit, connecting the author to political views, and then reading about him in speech.		1		1					1				
38	Connections are "huge." Theater class relates to literature and political science, which helps in those classes. Science helps with other classes. "Death of a Salesman" demonstrated these connections.		1		1				1	1				1
39	Poli Sci classes and U. S. History overlap, courses have helped one another. Focus on both international and domestic views of past and current issues.		1		1			1						
40	History and Science-how medical and other scientific influences have changed the world inventions and historical events affect society. Spanish/French-similarities in words and basics.		1		1				1	1				1
44	Psychology and Biology-some similarities. She really enjoys psychology, considering it as a major and or minor.	1			1									
45	Business and genetics decided she wants to market. Study abroad is something she would like to do.	1			1									

56	Not too much experience yet.		1							
57	Lit class-has related to psychology studies, both relate to history. Math class went into philosophers.	1		1			1	1	1	
58	Math and music-sees connections in Marching Band, counting beats, etc. Can see how Spanish experience will effect his work with clients.	1		1						
59	Cannot think of anything.			1						
62	Literature and economics, reading literature and seeing movement into a more marketing economy in the setting of stories. See economic background of stories.		1		1				1	
63	Political Sci and College Dems all lead to political discussions which are all interdisciplinary. In Spanish class, the deterioration of the rain forest and the need to preserve natural resources was discussed.	1		1						
64	Confused by question, cannot think of anything.	1		1						
66	Writing class was helpful when she had to do a paper in biology.	1		1						
67	Only one semester here; unable to state connections clearly.			1						
68	In chemistry talked about sub-dividing scale, which is what you do in music.	1		1						
69	History enforced her drive to work and enhanced her-made her work harder in other classes. Speech forced her to speak in front of people and develop that area. Chemistry and biology have a lot in common with each other-both disciplines balance and compliment each other.			1						
70	Not sure of interdisciplinary. Theatre and american literature. Writing as critical thinking helps and influences all classes.	1		1						
72	French helps with notation of music, music times are in french. Some songs are in French, so he's able to understand, attach meaning to his playing.	1		1						
79	Political science/History/Ethics.		1		1		1			
82	Writing papers on different subjects/topics. For example, reading articles in English, and writing personal academic responses to them.	1		1						
87	Connections between WACT and Comm 170. Learning how to write and speak well are similar because organizing a speech and a paper are the same. Spanish history and culture carries over to history.	1		1						
88	Psychology and SOAN and also to Literature.		1		1				1	
89	Between math and chemistry. Speech helps in all class discussions.	1		1						
90	Brought info into other classes. Anthropology applied to WACT class. Science concepts.		1		1			1	1	1
91	Poli Sci and criminal justice interact. Religion interacts with theater. The play had religious aspects. Culture and background info.			1						
92	Views a lot of things from a psychology perspective. She does a lot of analyzing. She has learned many things that have helped her view issues. She's studied a lot of disciplines.			1						
94	None of the classes have crossed over yet			1						

119	None		1							
120	Writing skills-even in math class. Technology learned to use excel for his mather class. How to study is something he's worked at.	1	1							
121	Setting a schedule/knowing when to relax or work. Literature: made connection b etween italian language and literature.	1	1							
122	Physics and US history: these cross. US history and mass comm have crossed a lot. Media coverage of history, history has talked about development of pamphlets as important part of history.			1	1					1
123	Chemistry and Spanish connection on global warming. Biology and Anatomy connection. Makes it easier when they overlap and are repeated.			1	1			1		
124	LAS calc and chem 100-important role in this aspect. Relating these subjects to the real world. Eg. Air pollution.			1	1				1	
125	WACT: helped with writing for other classes/learned to like writing again. Literature class: read 9 books during semester/gave confidence that could do it again.	1	1							
126	Music class coincided with religions class: studied music of religions-made connection.			1	1				1	
128	Political science: have philosophy and gray areas, but also have to political and scientific aspect.				1					
130	Not sure. Students are not as accepting as they think they are.	1								
131	Similar books to read in World Lit and WACT. Lots of skills needed in dull classes, such as chemistry. World Civ. And Historiography had a China connection.			1	1			1		
132	Latin-helps her with species names in Bio.	1	1							
133	History-relates to music. Types of music. History affects culture/arts.			1	1				1	
134	Read lots of Cicero, Ovid in English and Latin. Classics classes relate. Skills and writing papers.	1	1							

Question 7: What steps might, or should, Truman take to strengthen your liberal arts education?		More Choices	Freshmen Choice Over Classes	Add Requirements	Keep Requirements	Fewer Requirements	Make More Connections - LSP to Major	Encourage Faculty Student Interaction	No Foreign Language	More Study Groups	Satisfied - No Suggestions	Advertise Events - More PR - More Info	Random Miscellaneous Comments	Unsure	Greater Consistency Across Professors	Real-life Applications
		19	2	0	0	8	2	4	0	0	35	1	15	9	4	2
Survey Number	number of responses per category -> percent of survey participants ->	20%	2%	0%	0%	8%	2%	4%	0%	0%	36%	1%	16%	9%	4%	2%
1	Mentor, more personal relationship than advisor. One on one. As an option for students who want it.							1								
2	Learning Truman during Truman week and first semester. Not necessarily here because of Liberal arts but because of high acceptance rate into medical school and close to home.															
3	Encourage students to take other classes besides those required in the major. Especially in chemistry because it's so structured.	1														
4	More explanations during Truman Week and first semester of the importance of LSP.															
5	Continued flexibility in course choices.	1														
6	Smaller classes as needed.															
7	Advisor wanted her to take modes, but she wanted to take more major related courses. She's not sure what she wants to do, but she knows what she doesn't want to do. More focused modes. Advisor needs to help students decide modes.															
8	Have not been here long enough to know of anything. Thought Truman was doing things right.										1					
9	Likes the way it is with different modes and ability to choose. Good job already of providing variety.										1					
10	Modes: glad you can drop one mode. LSP is strong and beneficial.										1					
11	Plus and minus grading.												1			
12	It's pretty good; enough classes are already taken to cover many areas.										1					
13	Wider range of classes, very good so far. Offer activities that go along with major/minor. Allow more liberal arts education, does not mind the LSP requirements.	1														1
14	Does a good job of representing different areas. Doesn't see any way of improving as it already incorporates a lot.										1					
	So far Truman couldn't do any more-it's really about															

19	Hard with nursing major to take other classes because the schedule is so jam-packed. Schedule "I don't get to take art classes". The number of classes is a lot, it's not really wrong it's just different. "I guess it is the problem with how many classes you have to take, it is not as if Truman is doing anything wrong."								1	
20	Does a good job of representing different areas of study (music, art, business, health) and JINS.							1		
21	Do regular teacher evaluations, be picky about the staff hired and who is kept around. Profs are the most important part.									1
22	Some teachers are personal-and take things to an extreme.								1	1
23	Pretty good. Maybe allow 2 classes in one of the modes you are more interested in. Option to take a class that doesn't count for anything.	1						1		
24	Doesn't know. Liberal Arts education. Is great. Likes teacher/student ratio, but classes should not get any smaller. Give more classes students want to take but students are also responsible for choosing classes that interest them.									1
25	More freedom in class choice, but the current requirements are okay. Feels pressured to take classes he would not take of his own volition.	1								
26	Recruit more people from outside of MO and the Midwest to help reputation.								1	
27	Location-Truman is in the middle of nowhere. Also help to get books on time at a decent price- feels like the bookstores give students the run around.								1	
28	It is good to take different modes, even if you really do not want to. Glad they made it 7 of 8 because it adds some choice, and not all students are good at everything.							1		
29	Very well-rounded. Thinks Truman does a good job. Lots of LSP classes. Just enough, not too much or not too little. Wouldn't normally take modes of inquiry but thought a good requirement.							1		
30	Thinks descriptions in catalog are not very helpful and advisor hasn't helped much in helping her decide what could be the most appropriate course (at her level and background) to take. As a result has had to drop a class this semester and a class last semester.								1	
31	Program is pretty good. Classes help to become well rounded. Doesn't like fitness class feels like high school. Some people don't need an extra class to work out because they do it on their own.			1				1		
33	Promote liberal arts to prospective students, because she didn't know about foreign language (requirement).									
34	Give you more opportunity with class choices. Some classes restricted only to that major. Mass communication-must be journalism major.	1								
35	Not so many requirements. It's not "liberating" to have requirements. To truly learn you must choose what you take. not have it crammed down your throat. 4 day			1						

38	Improve foreign language program. Some students have not already taken 4 years in high school so the class moves way too fast. Also 160 and 161 don't seem to interact with each other. Some of the vocab in 161 isn't covered in 161.								1	1
39	More guest artists and cultural events away from the trendy mainline. Expanding offerings beyond the predictable.								1	
40	More faculty members reaching out besides office hrs, lunch once a month. Sorority advisor-always available for lunch, breakfast, advising.				1					
44	Provide more info and understanding as to what program is and what its all about-and what they want.									
45	Doing pretty good. Have LSP perfect number of classes we have to take. Pretty satisfied.							1		
46	Truman should work on making the population on campus more diverse.									
47	Some 100 level class sizes are too big- could be smaller to get more personal attention. Help incoming students be more aware of required classes.									
49	It's going fine-likes it a lot.							1		
50	Don't know.									1
51	Nothing to compare to.									1
54	Feel pretty good about it, think its pretty good. Add a wider variety of majors.							1	1	
56	Truman does a really good job, especially with LSP. Not many choices in certain modes, though.	1						1		
57	Doing a fairly good job with speakers and other things that come to campus.							1		
58	Pretty satisfied. Maybe more involvement with LAE classes early on.							1		
59	More and more diverse speakers and discussion groups on campus. Make them required for Freshman or encourage attendance some other way. Tru-Majority emails keep him informed.								1	
62	WACT class teacher was head of english and very intelligent vs friends with T.A. who just required HW. Professors who understood liberal arts and requiring freshmen to have one of those teachers. Some teachers don't seem to know what liberal arts are.									1
63	Truman does a pretty good job. A little trouble with registration because its frustrating to be at the very end. Have had a positive experience with my advisor, but others have had bad ones.							1		
64	Not much experience with Truman yet. Happy with the school in this regard.							1		
66	Finds it hard to balance classes because her classes in her major already demand a lot of time. She does like the additional classes because she needs to take in the liberal arts.								1	
67	He feels very comfortable and finds faculty interaction important.				1			1		
68	I don't think I've been here long enough to have real ideas about this.									1
	Doing a pretv good job with I SP because they force									

87	Clear the walks- slush turns to ice, which is bad. Clear it off before it gets there. Aside from food service, feel forgotten by everyone else on weekends.							1	
88	Hasn't been here long enough to judge.								1
89	Feels pressured to fulfill modes. Couldn't explore a specific subject if wanted. Don't require as many modes.			1					
90	Modes are set up well. It is easier to be well-rounded.						1		
91	More choice in requirements,-wasn't interested, didn't help. Fine Arts and Theater classes-had already learned what was taught.	1							
92	Rather than have eight modes, you could just take more classes from 1 mode as not all modes are practical. Some people want to learn more of a certain discipline and are unable to because of the program.			1					
94	Make the classes connect more. Offer more classes for majors.	1			1				
95	Doing a pretty good job right now. Evaluating teachers, she felt she could express her thoughts.						1		
98	They're doing pretty good. Try to emphasize more the importance of getting to know professors during the first semester, didn't feel like she could talk to them at first.					1		1	
99	A larger variety of courses. Can't really say anything bad; Truman is a great school.	1						1	
109	50 minute classes aren't long enough to get done what you need to get done. Came from block scheduling in high school.								1
112	Not a lot that the university can do. Offer a wealth of courses, don't focus on just one discipline, have a knowledgeable faculty.							1	
119	Has enough liberal arts and major classes. Makes it easy to know whether or not you would be able to handle another discipline. No changes that she can think of other choice for school was Augustana and compared to Truman, Truman's LSP is nicely separated from major courses.							1	
120	First level, not sure what's good or bad yet.								1
121	No response							1	
122	This is very liberal arts school-classes. I don't want to take but am required to take 8 different fields. Some I don't see point in taking-they weaken it. Things that don't help my major take up space and time. Science would destroy GPA, glad this school offers those courses but not for me.				1				
123	Pretty good as of now. Pretty good about letting you make your own choices and letting one bring different activities to campus (like bringing people that give speeches, etc.)							1	
124	More focus/how subjects that people are learning relate to classes and real life experiences. Too much focus on too many prerequisite classes.					1			
	Pretty good overall experience. Freshman week good way to meet people and ease into school but didn't like								

131	Good that they dropped one of the modes of inquiry. Some classes, like Missouri Govt, are pointless because most people will not live in Missouri. Should be able to test out of health class/gym if you are a healthy/active person.			1						
132	Just to make sure that all divisions are equally represented in LSP requirements.							1		
133	Wider variety of classes. Not specific history classes (such as WWII) More interested and open to certain classes.	1								
134	Likes N-1, it is silly that sciences are divided.						1			

Question 8: Aside from grades, what distinguishes a successful student in your mind?		Persistent, Determined, Hard Worker	Someone Who Really Learned	Ability to Apply (also to make connections)	Sets and Achieves Goals	Well-rounded	Interested in Course Material, Enthused About Learning	Sociable and Involved	Participates	Random Miscellaneous Comments
		23 24%	36 38%	24 25%	4 4%	6 6%	14 15%	29 30%	7 7%	3 3%
Survey Number	number of responses per category -> percent of survey participants ->									
1	Contributions to academia and community. Not just getting good grades but sharing information. Strong resume development.						1			
2	Focus on learning not just subject matter but lifetime skills as well.		1							
3	They've opened their minds to others ideas and possibilities they haven't thought of before.									
4	Processing information and learning. Gaining something personal. Willing to work for grade.	1	1							
5	Learning (integrating) the material. Not just memorizing. Use and apply info outside of class.		1	1						
6	One who tries to grasp the materials, and goes to the office of the professor. One who tries to make connections with the material to other areas of life.			1			1			
7	Gets something out of classes/a learning experience/wants to be there/positive learning attitude.		1				1			
8	Need to know things: not just getting a good grade. Connections to other subjects and relate to how it benefits you out in the world.		1	1						
9	One that understands the information and can help other students, or could actually ask questions in class.		1						1	
10	Enjoy class, happy, feel like they belong on campus. Involved on campus and in the community.						1	1		

14	Grades are important but understanding the material presented and walking away with a certain grade-you know that it is the best you could've done.	1	1					
15	Enthusiasm for learning. Continued interest in what they learned.						1	
16	A well-rounded person aware of other cultures. Involved in extra-curricular activities.					1		1
17	One that gets the most out of classes. Uses knowledge gained in class in everyday life. Applies information learned to other disciplines, recognizes that things are related.		1	1				
18	Taking and applying what you learn. Really learning instead of just working for a grade. Apply and connecting across different classes. Wanting to know more-motivation to excel in education.		1	1			1	
19	A hard worker, can also help others in their classes. Focus on the big picture.	1						
20	Able to comprehend material. Does not matter about grade, but how you use the knowledge in everyday life.		1	1				
21	Puts all their effort into schoolwork, interacts with other students and forms relationships.	1						1
22	Someone who wants or cares to learn (not only concerned with grades).						1	
23	Ability to apply knowledge, go beyond just recalling facts for test. Retention and later application.			1				
24	Willing to put forth effort, work progresses. Grades are not reflective. If a student gets a bad grade and is willing to go back and learn material.	1						
25	Come out of class with a sense of accomplishment. Have a good grasp of material covered.		1		1			
26	Absorbing material and learning are important. Grades do not make a successful student.		1					
27	Someone who is involved in at least one thing outside of major/classes. Being social is half of the University experience.							1
28	Someone who is hard working, is able to help other students who might be struggling, and has self-discipline/is able to stay motivated and on task.	1					1	
29	Go to class regularly, enjoy class-participate, does their work, having extra curricular activities.	1						1 1
30	Someone that works hard, puts forth effort, goes to class, is motivated. Main thing is working hard and knowing you tried your hardest.	1					1	
31	On time, meet deadlines and turns homework in and don't skip class. A good job	1						

36	If he can learn to get along with other students. Be able to express what you're thinking in a logical way. If there's some way to judge competence other than tests because testing isn't his strong point-maybe on oral exam.					1	1
37	Having an understanding of the material from the class but not necessarily a good grade. Being able to manage time for activities both in and out of class.	1					
38	Good time management skills, a healthy balance between study and social elements.					1	
39	Willingness to learn and explore the world and other people. Sometimes bad grades help you take a lot from the class-you keenly remember the experience.						
40	Eager to learn most important, important education, attending classes, listening and asking questions, active participation, taking advantage of opportunities to interact with faculty, prioritize schoolwork.				1		1
44	Come out of class and know more than you did before-you've been successful. Grades almost don't matter anymore. And relate knowledge to other topics.	1	1				
45	How much knowledge they retain from what they learn from the class.	1					
46	Well rounded, doesn't study all the time. Be involved with school work but gets to know people and belongs to organization.			1		1	
47	Enthusiastic about learning. Takes things out of class-how much you learn from and enjoy it, how will use in the future. Willing to consider other ideas-open minded.				1		
49	Really applies themselves to achieve success. Studying, being active participant in class.	1					1
50	Apply material to life instead of just reciting facts. Carry things over to other parts of life.		1				
51	Improvement of whatever concentration. Practical application of material. Work efficiently-save time.		1				
54	Someone who learns a lot. Feel confident about what you've learned. A personal thing, knowing/feeling that you've learned something-not connected to grades.	1		1			
56	Clearly understand material. Can take it with them and apply to other areas. Willing to help others with things they better understand.	1	1				
57	Actually learning and applying something to other places. Not just good grades. In high school, spit out info instead of actually letting it settle in your mind	1	1				

63	Grades don't distinguish success. Someone who takes knowledge from a class and who grows as a person. Having the ability to apply what you've learned to interpersonal relations in daily life.		1	1			1	
64	Focused on school, but still have fun. Balance between academics and social life.						1	
66	Someone who is able to apply info from lectures. Able to partake in conversations, not just regurgitate information.		1	1				
67	Knowing the material, esp in your major. Having people skills and a willingness to work toward goals.	1	1		1		1	
68	Grades don't make a difference. Being able to absorb and apply the learning in every day life.		1	1				
69	Someone who can work hard, enjoy the class, get along with teachers, also decide what they want to do with their lives. Can objectively connect things together.	1					1	1
70	They are happy and they are happy with what they end up doing in life.							1
72	Disciplined, accomplishes goals, goals written down and clear, use variety of tactics to accomplish them. Manage time effectively while making time for fun.	1			1		1	
79	Speak about subject, want to learn more.						1	
82	Well rounded, tries hard and puts in lots of effort no matter what the grades.	1				1		
87	Have to be a successful student to get good grades (if grading's done right). Do well regardless of situation (early class, boring prof). Do well in all courses even with a heavy schedule and relate courses to one another, a liberal arts necessity. Also, getting interested in the subject outside of class and relating the subject to other areas.	1		1			1	
88	Open mindedness and willingness to learn a variety of topics. Manages to have a fun experience and make lifelong friends as well as study.						1	
89	Involved on campus, outgoing, interact with other students.						1	
90	Tries their hardest, goes over material outside of class. Attempts to understand.	1						
91	Ability to interact, get along. Students know how to apply the knowledge, desire to find out what they want to do.			1			1	
92	One who still knows what the class was about when it is over.		1					
94	Someone who is well balanced, has social skills, plays sports, is involved					1	1	

112	Personal connections, friendships w/ other faculty and students help you get further and helps social life					1	
119	Someone who can excel in whatever life brings them. It's not the grade you earn, its what you take out of the class and can apply to everyday. Can do a lot without getting stressed out.	1	1	1			
120	Preperation for class (like when they do their work). Ability to help other students in their learning. The ability to tutor other students on the subject.)	1					
121	Does their own work/ helps others with studies/ participates in class discussion.						1
122	Grows as a person - individuality. Still learn important things about life itself. Go beyond class and look deeper into things. Individuality and attitude the way you look at things grows/changes - grades are over rated. Learn to get through things.		1				
123	Grades aren't as important because you can know the material and not do so well on tests. As long as one works hard the grade doesn't matter. Give it your best and have a good attitude.		1				
124	A person who can interrelate the specific subjects.			1			
125	Soemone who's able to grow and gain personal accomplishments while overcoming issues (shyness).						
126	One who understands the topic and is able to applly it to everyday life. Learns about him/herself.			1			
128	Being able to explain the material you learned to someone else. Having a greater respect for what you've learned.		1			1	
130	Determination, motivation, long-term vision, dedication.	1					
131	Never leaves anything undone, they learn from every experience even if it is a negative experience.	1					
132	Willing to work, involved in extracurricular activities.	1					1
133	Exposed to a lot. Besides grades, open to other ideas, "look outside the box."						
134	Enjoying class.					1	1

Question 9: From your perspective, what distinguishes a successful educator?		Knowledgeable About Discipline	Interested/Passionate About Subject	Clear Presentation of Material, Well Prepared	Open-minded	Good Communication Skills	Ability to Relate to Students	Variety of Teaching Abilities/Styles	Desire to See Students Learn and Achieve	Willingness to Help - Interested in, Respects, Cares about Students - Flexible	Generates Student Interest	Well-rounded	Sociable, Friendly	Random Miscellaneous Comments
		35 36%	26 27%	27 28%	6 6%	13 14%	38 40%	22 23%	29 30%	54 56%	26 27%	2 2%	12 13%	6 6%
Survey Number	number of responses per category -> percent of survey participants ->													
1	Makes sure that information to be learned is learned. Inspires others to take risks, grow outside of class.								1	1				
2	Teaches subjects from different view points. Office hours available. Tutor sessions on their own time.							1		1				
3	A respectable person/organization/producing new ideas/promoting class involvement.			1							1			1
4	A drive for students to excel: that they care for students. Well educated, teaching style: vary and adaptable. Willing to develop personal relationships with students.	1						1	1	1			1	
5	Personable, seems to want to get to know you. Wants to help you get more out of the class. Knows people by names. Friendly and up-beat.								1				1	
6	Willing to accept other perspectives, learns from students; available.				1					1				
7	Interested in topic/well educated helpful/can explain their knowledge/communicate with students/applying what is learned to daily life experiences.	1	1			1	1							
8	Connects with students and tries to make it interesting. Uses visuals and personality. They relate to real world. The points they make help students and help them understand.						1	1			1			
9	Dynamic in the classroom: teach and communicate. Keeps class's attention. Assignments challenge students but don't frustrate them. Available outside of class for questions. Gets to know students.					1			1	1	1		1	
10	Relates well to students/makes interdisciplinary connections/not just lecturing but use different teaching styles/wants to teach and not just there for the money.						1	1	1					

14	Knowing the students understand the material, participate in classes. Tests reflect understanding. Having a good interaction with students.					1	1			
15	Their knowledge in what they're teaching. Experience!-with teaching-know what/what not to do.	1				1	1			
16	A good educational background. Being able to relate to students and be understood, understanding.	1	1			1		1		
17	Takes time to get to know students, open-minded, accessible. Makes classroom experience enjoyable. Uses variety of lecturing techniques. Presents lots of chances to earn points.			1			1	1	1	1
18	Real enthusiasm for what they're teaching. Willingness to help students understand. Go beyond teaching to do this. Ability to use different teaching methods. Not just lecture or just something else. Mix up different styles.		1				1	1		
19	Someone who can relay the information in many different ways, not just one way. Realizes that students learn differently, use different tools to enhance their learning.					1	1			
20	Someone who gets into the mind of students. Successfully relates material to lives of students. Makes an impact on the students.					1			1	
21	Cares about students and their success. Knowledgeable in his/her area.	1					1	1		
22	Can tell they're passionate, they help you learn during class, very knowledgeable, also depends on the student.	1	1	1						
23	Really knows material, can make it interesting and explain it so that it makes sense. Hands-on education.	1	1				1		1	
24	Above all-can teach and get students to understand without being cumbersome. Get students involved, get feedback. Show instead of tell. Can see the mistakes that students are making. Can bridge the gap between subject areas .			1			1		1	
25	Someone who is enthusiastic about teaching material. Pleasant, comfortable atmosphere. Teacher is organized and prepared-explains course plans ahead of time in a precise outline.		1	1						1
26	Someone who is outgoing (isn't necessary to being a good educator), knows what he or she is talking about, is available outside of class, and is able to bring different perspectives to the class.	1					1	1		1
27	Someone who is well-versed in his or her field, wants to be teaching and cares about students' progress in class. Personality should lend itself to being able to deal with students.	1				1		1		
28	Knowledge about subject area, good presentation and communication skills, available for office hours and for answering questions.	1	1	1				1		
	Is able to get students to attend class/gets students motivated/keeps students interested in the material/get									

34	Available when the student needs help/knowledge about subject/presenting info well to student/Be willing to provide extra help if needed/Encourage students to be involved in campus activities.	1	1					1		1
35	Someone who engages their students, involves them through class discussion, is able to generate students' interest in the subject matter. Gives assignments that allow students to make their own connections. Has respect for students.		1			1		1	1	
36	If they can relate to student/they know what's going on in students lives/they can elaborate on subject without having to use textbook as a guide/they take the time to be a little more caring, give home number, not just what's convenient for their schedule/most of his instructions have minimal office hrs and they don't give home number away.	1				1		1		
37	Can communicate their message well in class, knows a lot about what they're talking about, is able to keep the attention of the students.	1	1						1	
38	Someone who is interested in their subject area and is determined to allow students to be successful.		1					1		
39	Personal or hands-on experience with topic, personal intrigue of experience, concrete examples.		1	1						
40	Cares about students, knowledge about material and can relate in ways students will understand, positive attitude, understanding, willing to work with students who have problems.	1				1		1		
44	One that gets involved in talking to the class. Gets class involved, makes sure class is following along. Profs should speak more personally than just reading off lecture notes.		1	1	1	1			1	
45	How well they relate to students. Learned better from professors who relate to students in class.					1				
46	Someone who is more interested in the students than in the material.							1		
47	Excited, enthusiastic, wants others to learn and be excited. Willing to listen, keeps open mind. Uses different forms of teaching; teaches to all students and learning types.		1				1	1		
49	Someone who engages students' minds. Makes you think, gives constructive criticism.							1	1	
50	Need to enjoy what they're teaching-so students can enjoy it too. Respect for students and their ideas, listen to students and appreciate them.		1					1		
51	Respect for students, (this is reciprocal!). Efficient lessons, but not drilling. Showing passion for what you teach. Some manner of organization-not as important as others.		1	1				1		
54	Reaches students personally, knows their students, makes their subject interesting, prepares students for the next level in curriculum.					1		1	1	
	One who makes effort to help outside classroom.									

59	Someone who is able to relate to students on whatever level the students might be at. Integrity and knowledge of their subject. Able to teach without overloading on homework.	1				1					
62	Someone who isn't just there to grade but is also there to reveal new ideas/who is enthusiastic about their field/willing to be challenged and hear new ideas/rejection of new ideas is bad.		1	1				1			
63	Ability to connect with students. Good public speaking skills, working to cover all ways of learning, availability outside of class, challenging students.			1	1	1	1		1		
64	One who enjoys their subject, making it always interesting. Interested in making sure students learn.		1					1		1	
66	Someone who is able to take from a text and make it understandable. Good speaking skills, visual learning is helpful to her, availability outside of class hours to help if needed, clear syllabus and sticking to it.				1	1	1		1		
67	Someone who knows their material, is flexible, available to students, and utilizes interaction/discussions in class.	1				1			1	1	
68	One who knows what they're doing in fields and able to bring it down to learning level of students one-on-one, or specific needs of a class.	1				1			1		
69	Who conveys what they want of teach to each different person in a way that they can understand. Effectively help kids during office hours. Teach in a way that meets different learning styles of students.					1	1				
70	Hopefully they enjoy. They are able to encourage their students no matter what. More than being knowledgeable, they need to communicate to the students.		1		1	1				1	
72	Knowledge of material, able to present that knowledge so students understand it. Time out of class for helping students. Lectures, papers, group projects, variety of means for understanding material.	1		1		1	1		1		
79	Personal involvement/relations with students. Entice uninterested students to want to learn more. Creating successful students.							1		1	1
82	Listen to students, try to help them understand, help outside of class, liked by students.								1		1
87	Having experience and the right attitude. Being available to students through office hours and working with students of all abilities. Good lectures without going straight from the book. Stimulating discussion, not just lecture.	1	1	1					1		
88	One who can debate with students, listens to others' opinions and can back theirs up, not just lecture. Can make material fun and interesting.	1			1					1	
89	Interact with students-have discussions, not just lectures. Available if students need help. Give home phone want to help students. Be enthusiastic about		1			1			1		

92	A teacher who allows you to enjoy/be interested in the subject even though it may not be in your primary field of interest. Also one who doesn't teach just what is going to be on test. A friend in a chem class felt that they knew less when they left the class than when they had begun it. A class should not be like that.								1	
94	Someone who does more than lecture, gets involved with students, and provides activities.				1	1				
95	Have a connection with the students, if they tried to relate to students. Have deep knowledge, can explain things in depth.	1	1		1					
98	Someone who is able to relate to students and doesn't talk over their heads. Gives reasonable assignments w/ meaning from which students can learn.		1		1					
99	Able to explain material thoroughly, able to help others w/ any troubles, good at explaining and answering questions.		1	1				1		
109	One who is interested in their students first and also their subject matter. People who have had to really work for something make better teachers than those where it comes easily.	1						1		1
112	Someone who is interested in their field, like what they teach, areas of expertise, personal skills, interact with students to help them learn.	1			1					1
119	Able to adapt to different learning styles. Be able to relate to the student. Have a positive attitude. Easy to talk to. Diverse background/laid back/passionate about teaching.				1	1	1		1	
120	Someone who understands their material. Can relate it to the students. Good presentation skills. Ability to work with students outside the classroom. Knows how to read the students-if they need to go back over something.	1	1		1			1		
121	Someone who can relate a topic to students lives. Gets students interested in the topic.				1				1	
122	Someone who can understand situation and conflicts students have. Understood students have lives too, can get ideas across learly. Available to help and answer questions. Demands a lot of you but not too much, respect each student as a person until they lose it.				1			1		
123	Interaction between professor and student. Trust and being able to present material in a way everyone will understand. Availability.				1	1		1		
124	Someone who wants the people in their class to succeed. Not just covering the content but helping them to understand it.		1					1		
125	Knows a lot about subject teaching and presents that info to students in a fun way: helpful, available (office hours are helpful).	1						1	1	
	Speak to students well, good communication. Make									

130	They need to do their homework and be prepared for class, need to care about students. Need to learn names. Students need to feel comfortable in classrooms. Be available in office for communication.		1				1		1	
131	Interacts with class and does not have a monotone voice and uses different teaching methods. Allows students to use their own creativity and to challenge them with things that they are not familiar with. Makes an effort to find out more about the students, most problems seem distant from the students.			1		1	1			
132	Well-prepared for class. Listens to students; encourages good discussion, listens to all sides. Always available for students (takes time, flexible).		1	1			1	1		
133	Wants to teach, encourages learning in others, makes a point to help out.					1	1			
134	Conveying info-being a good communicator. Don't have to dig for info. Understand not everyone knows everything teachers do.			1						1

Question 10: What distinguishes a good educational experience from just taking a class?		Knowledge of the Subject	Ability to Apply/Connect to other Coursework - Seeing Application	Interest in the Material, Current and Continuing	Good Student-Professor Relationship	Enjoying the Class	Giving It Your Best	Choosing To Take the Class	Meeting, Learning About, Working With Others	Sense of Accomplishment	Concern For Learning Over Grades	Gaining a New Perspective	Enthusiastic/Good Professor	Random Miscellaneous Comment
		33	38	15	12	20	9	1	11	1	8	8	13	5
Survey Number	number of responses per category -> percent of survey participants ->	34%	40%	16%	13%	21%	9%	1%	11%	1%	8%	8%	14%	5%
1	Better understanding of material. Saying "Wow" when walking out of class.	1				1								
2	Learn more than just subject. Learn to apply to life and your experience and other subjects.		1											
3	Classes that she feels an emotional connection to. If a professor makes the readings enjoyable she wants to learn.			1									1	
4	Able to see "why" it is important. Understand "why" it relates to you, making the links.		1											
5	Caring vs. not caring. Being able to use learned information not just outside of class but outside of college. Interest in subject.		1	1										
6	Professor makes the material pertinent to life; helps you to see things in a different light.											1	1	
7	Take something away from it: remembering things, not just facts, learning to think. Upper level classes: learning to draw from lower level classes.	1								1				
8	Challenged when you walk out of class. Learned not just wasted time.	1					1							
9	You feel like you've learned a lot. No matter the grade: still got something important from class.	1									1			
10	Overall learning experience: being on campus and is part of a community. Can apply to other classes the knowledge learned.	1	1											
11	Involvement that reinforces what the school stand for. The experience sticks with a student after the class is over.			1										
12	Amount of knowledge you take out of the class; get tools. Catches your attention.	1												
	Attendance, retention and later application of material. Make knowledge applicable to job experience. Enjoy													

16	What the student takes out of the class-retaining material. Being able to build off of the knowledge learned.	1	1							
17	Enjoys class, retains info, uses info in everyday life. Looks forward to taking classes, doesn't just learn for a test.				1				1	
18	Having learned a lot coming out with new knowledge. Having an idea and seeing how it applies to the future.	1	1							
19	Being required to go to cultural or other events different than the specific subject. Group discussions and group projects-working together in general.						1			1
20	Applying material in class to all aspects of life.		1							
21	Learning things that apply to life-info that the student will use later-not just in class.		1							
22	If you feel like you get something out of it. Applying class material to everyday experience (reading newspapers), know stories behind the news.		1							
23	Coming away with something that gets you through life-sparks your interest to continue on your own. Being educated for life not just getting grades and being done with it.			1				1	1	
24	Gets you deeply involved. Makes you want to get up at 7am and go to class every day. Makes you want to learn more about class topics. Doesn't agonize over homework, can talk to professors, feels comfortable expressing opinions.				1	1				1
25	Being able to tell someone else about the subject matter is an indicator that you really learned it. Understand why the material is being taught.	1	1							
26	Key indicator-thinking about topic after class, interested in learning about topic covered in class.			1						
27	Gives you an opportunity to get involved in something outside of class, prepares you for your career, solid faculty with up-to-date curriculum, students have fun and class is a positive atmosphere. Good food and pretty, clean campus.		1				1			
28	When a teacher can get you really interested in the subject, being able to apply what you've learned to actual life events. Class takes you beyond simple memorization.	1	1							1
29	Professor who likes what they are teaching/and knows what they are talking about-very apparent in class. If students are able to understand material and be interested in subject matter. Equal work from professor and student is needed.				1					1
30	Interested in topic and take away something that benefits you. Have to want to learn and do better in the class. Not just taking class for a grade.		1						1	
31	Have fun while learning, You want to be there.				1					
33	You can take the knowledge from class and apply it to your life. Not just learning for the "class" or the "credit"		1						1	

36	If you can relate what you've learned to outside school. If what you learn will stay in your head after you're done with class, sort of permanent knowledge.	1	1							
37	Having a good understanding of what was taught, having a good relationship with the teacher, having good memories of the class, being able to say "that was one of my favorite classes."	1			1	1				
38	The professor and the students form a relationship. Example-party for a speech class.				1					
39	A casual atmosphere and a special bond with classmates, the creation of group respect and awareness that carries past the end of the class. Talking about deep things together leads to this bonding.							1		
40	Taking class: not interested, fall asleep, just show up not participate or don't attend, go when you want. Educational experience: interested in what you are learning, show how to apply, do best to apply, respect to other students and teacher.		1		1		1	1		
44	If you think you know more about the subject. Enjoying the class also helps.	1				1				
45	Appreciating what she got out of the class and the material. Class she may not have taken, then ending up liking it.					1				1
46	Coming out with a greter interest in the subject.			1						
47	Learn a lot, have oportunity to enjoy subject, maybe connection with professor and meet new people.	1			1			1		
49	You can get something out of any class that you can apply in reality.		1							
50	Take something out of class, retain knowledge. Be involved by asking questions, stating opinions, class discussion, active listener.	1				1		1		
51	Any music class. Getting as much as you can, if you want to learn. Make it personal, individual.						1			
54	Getting something out of it, thinking that you've learned something, remember the prof and other students from class.	1			1			1		
56	More than in-class work. People you meet through classes, what you get involved in-its all a learning experience.							1		
57	If it leaves an impression on you and stays with you instead of only being there temporarily. Also applying your learning.		1	1						
58	A student can be more successful if they participate in major-related experiences or activities outside of class, are social, have fun. They should learn that it's useful down the road, career-shaping lessons.		1					1		
59	Getting involved, not just a focus on books. Getting experience in your field, getting a hands-on education. Music field lends itself to this.									1
62	If you come out of it with personal change, minor changes								1	

68	Wanting to take the class/personality is compatible with professors/time of class/how much effort students put in to class.					1	1					
69	Really enjoy what you are learning. Getting interested and doing well; finding out that a class is better than you thought it would be. Taking something from a class.			1		1					1	
70	Retaining the knowledge and getting something out of the class and relating it to your life and job.	1	1									
72	Teacher gets to know students. Opens your mind. Able to apply material to life.		1		1						1	
79	Prof passion in subject and can apply to others. Good textbooks. Students interested in the class.		1									1
82	Actually come out with knowledge that you can apply to other areas of life and schooling.	1	1									
87	Not thinking that classes are boring things you have to suffer through. More student involvement. Class discussion led by the prof, w/in the curriculum, not off track, bring in a variety of opinions.											1
88	Returning home and being able to use info from class to defend an argument and beliefs with family members.		1									
89	Makes you want to learn more. Feel comfortable, fun, want to learn more than just facts.			1		1					1	
90	Learn info to retain and apply to other classes and situations.	1	1									
91	Enjoy the professor or subject material. A class that you look forward to attending. Learn something new.				1	1						
92	Having a good educational experience means that you are still thinking about it when you leave the class. It is something you want to share with friends and family.			1								
94	One that you learn something from and helps you in the future. Something you will remember.	1	1									
95	You can think about class outside of homework, relating it to other aspects of world. Thinking about when you don't have to.		1	1								
98	Enjoy going to class, taking info away from the class and applying it to life. Remember what you learned years later.	1	1			1						
99	Class could be for fun for an easy A, but you should take something from it for the rest of your life hopefully.		1			1						
109	Teacher getting you excited about something you are learning. Do a variety of things rather than just lecture. Teachers who keep you on your toes- quizzes make the test easier, even though you dread them.					1						1
112	Interest of students and professor, professor approach (lecture vs. student presentation), doesn't like to be lectured to all the time, likes it when profs mix things up, peers can determine if she likes the course.				1							1

122	If you learn more/absorbs and stays with you/just taking and forgetting it not a good experience/if you learn things that will help you in your career/ if you are satisfied as a student-with what you got out of it/if not happy, will not learn as much/class discussions, involvement, opportunities for students to speak their minds.	1							
123	If one like s the professor, whether or not you like the subject matter and if it is presented in a way one can understand it.			1					
124	Connectedness. Ability of class/teacher to motivate a person to learn. Therefore material must have meaning to student. Meaning comes through connecting with real life.	1							1
125	Getting involved outside of class to grow socially. Put self "on the line" to try new thing and meet new people. Challenge of meeting new people and having new experiences.						1		
126	apply yourself produces a good educational experience.				1				
128	Enjoying the process; actually learning something, not just because you have to take the class. Out-of-class experiences are touched on through your education as well.	1							
130	Need to engage yourself, discuss issues outside of classroom. Getting useful information.				1				
131	Knows more than when they came in, apply knowledge for useful purpose, be proficient in subject.	1	1						
132	Good ed. Experience-when you can walk away knowing that you learned valuable knowledge, something you can apply to your life.	1	1						
133	Walk away and still like the class, learn a lot, enjoy.	1		1	1				
134	Being interested and feel like you are learning something new.			1					

Oral Survey Results Upperclass Students

Interview Project Spring 2004 UCS

Student Number	1st Major	2nd Major	Hometown	High School	HS Class Size	ACT	HS Rank (%)	HS GPA	Fall 2002 GPA	Hours Earned Spring 2003	Spring 2003 GPA	Cumulative GPA	Sex	Residence
				Maximum	800	35	100	4.00	4.00	18.00	4.00	4.00	31%	78%
				Average	343	27.8	88	3.77	3.31	13.83	3.37	3.30	Male	Off Campus
				Minimum	55	20	60	2.91	1.15	4.00	0.30	2.26	Male=1 Female=0	Off Campus=1 On Campus=0
32	Business/Finance	Economics	Chicago, IL	Whitney Young	500	24	63.47	3.10	2.87	15.0	2.80	2.71	1	1
41	Chemistry		Mount Prospect, IL	Prospect High School	357	33	99.18	4.00	4.00	12.0	4.00	3.78	1	0
42	Health Science		Ursa, IL	Unity	57	22	89.28	3.86	3.60	13.0	3.46	3.70	0	1
43	Biology		Warrensburg, MO	Warrensburg	200	30	92.19	3.89	4.00	12.0	4.00	3.87	0	1
48	Sociology		Chicago, IL	Curie Metro	750	25	98.19	4.00	3.20	15.0	3.80	3.56	0	0
52	Spanish		LeMars, IA	LeMars Community High School	131	32	93.67	3.82	2.54	13.0	3.23	2.83	1	1
53	Exercise Science		Chesterfield, MO	Parkway West	364	28	95.64	4.00	3.21	14.0	3.42	3.38	1	1
55	Economics		Galesberg, IL	Galesberg	150	31	81.72	3.67	3.53	15.0	3.33	3.15	1	1
60	Accounting		Godfrey, IL	Alton High School	500	26	90.69	4.00	3.18	16.0	3.81	3.53	1	0
61	Math		Princeton, IL	Princeton High School	130	28	99.39	4.00	4.00	16.0	4.00	3.74	0	0
65	Communication Journalism	Spanish	Chicago, IL	Fremd High School	650	33	97.63	4.00	3.80	16.0	4.00	3.94	0	0
71	Political Science		Neosho, MO	Neosho	250	35	98.72	4.00	4.00	13.0	4.00	4.00	1	0
73	Communication		Mattoon, IL	Mattoon	200	26	88.37	4.00	3.28	12.0	3.62	3.15	0	1
74	Accounting		Quincy, IL	Quincy	450	28	94.92	4.00	3.53	12.0	3.25	3.28	0	1
75	Computer Science		Roanoke, IL	Roanoke-Benson High School	55	30	96.36	4.00	4.00	13.0	3.75	3.83	0	1
76	Agriculture Business		Quincy, IL	Quincy High School	534	23	83.86	3.74	3.17	16.0	2.93	2.75	0	1
77	Comm. Disorders		Quincy, IL	Quincy	480	22	90.06	3.94	3.18	14.5	3.58	3.30	0	1
78	Biology		Mattoon, IL	Mattoon	200	29	89.34	4.00	3.71	13.0	3.61	3.66	1	1
80	Studio Art		Timewell, IL	Brown County	60	28	96.87	4.00	4.00	12.0	4.00	4.00	0	1
81	Chemistry		Bloomington, IL	Normal Community West	260	32	97.73	4.00	3.73	12.0	3.81	3.83	0	0
83	French/Pre MAE		Naperville, IL	Waubonsie Valley	575	34	97.03	4.00	4.00	15.0	3.80	3.83	0	0
84	Music-Vocal		Troy, IL	Triad	150	30	96.76	3.95	3.25	06.0	3.66	3.13	0	1
85	Exercise Science		Bloomington, IL	Normal Community West	300	24	77.38	3.56	1.30	11.0	2.59	2.53	1	1
86	Political Science	Justice Systems	Edwardsville, IL	Edwardsville High School	575	30	59.92	2.95	2.60	18.0	2.83	3.06	1	0
93	Health Science		O'Fallon, MO	St. Dominic	140	28	98.67	4.00	3.78	14.0	4.00	3.92	0	1
96	Comm. Disorders		Belleville, IL	Belleville West	650	32	99.82	4.00	4.00	16.0	4.00	3.98	0	1
97	English	Sociology	Algonquin, IL	Jacobs High School	500	31	95.32	3.92	3.60	17.0	3.82	3.84	0	1
100	Computer Science		Sterling, IL	Sterling High School	220	30	90.83	4.00	3.06	15.0	3.60	2.99	1	1
101	Biology		Deltona, FL	Deltona High School	650		89.57	3.73	3.30	15.0	3.70	3.09	1	1
102	Business Management	Psychology	Jacksonville, IL	Jacksonville High School	320	28	86.62	4.00	2.50	17.0	3.20	2.67	0	1
103	Biology		Belleville, IL	Belleville West	600	24	90.53	4.00	3.58	14.0	3.36	3.23	0	1
104	Nursing		Jefferson City	Jefferson city High School	550	24	75.19	3.34	3.50	12.0	3.41	3.26	0	1
105	Business Management		Sparta	Sparta High School	90	28	85.98	3.68	3.06	15.0	2.80	2.75	0	1
106	Accounting	Spanish	Chicago, IL	Seton Academy	88	24	76.11	3.38	3.11	17.0	2.88	2.91	0	0
107	Chemistry		Wildwood, MO	Lafayette High School	450	30	93.45	4.00	4.00	12.0	4.00	3.93	1	1
108	Accounting		Jerseyville, IL	Jersey Community High School	200	29	92.97	3.85	2.92	12.0	2.25	2.92	0	1
110	Accounting		Bourbonnais, IL	Kansas City High	250	28	98.62	4.00	3.18	15.0	3.00	3.40	0	1

135	Exercise Science	Pre MAE	Toulon, IL	Stark High School	66	22	81.94	3.55	3.22	15.5	3.09	3.15	0	1
140	Business Management		Molene, IL	Moline High School	530	25	81.00	3.55	2.18	15.0	3.00	2.72	0	1
141	English		Kansas City, MO	Liberty High School	450	29	71.17	3.41	3.25	12.0	3.16	3.30	0	0
144	Communication Journalism		St. Louis, MO	Nerinx Hall	150	25	64.86	3.42	3.37	13.0	2.92	2.84	0	1
146	Spanish		Troy, MO	Troy High School	245	25	89.37	3.86	2.75	12.0	3.25	3.06	0	1
147	Accounting		Chicago, IL	John Hershey	500	24	90.58	3.95	3.25	15.0	3.60	3.47	0	1
148	Accounting Finance		Houston, TX	St. Agnes Academy	146	28	93.00	3.70	2.40	16.0	2.38	2.87	0	1
149	English		Maple Plain, MN	Wayzata High School	740	33	81.36	3.66	4.00	12.0	4.00	3.78	0	0
150	Justice Systems		Overbrook, KS	Carlyle	300	25	90.38	3.83	3.35	12.0	3.75	3.22	0	1
151	Accounting		Chicago, IL	Lutheran North	80	27	67.67	3.06	2.85	15.0	2.80	2.83	1	0
152	Psychology	Communications	Columbia, MO	Hickman High School	667	20	79.28	3.54	2.87	16.0	2.31	2.94	0	1
153	Accounting		St. Louis, MO	DeSmet High School	300	27	91.00	3.64	2.76	12.0	2.66	2.58	1	1
154	Biology		Chicago, IL	Willowbrooke High School	300	26	81.79	3.36	2.57	15.0	3.10	3.07	0	1
155	French		Round Lake Beach, IL	Round Lake Senior High	282	25	96.44	4.00	3.00	14.0	3.35	3.34	0	1
156	Health Science		Chicago, IL	Tinley Park High School	250	23	98.31	4.00	2.71	12.0	3.75	2.89	0	0
157	Communication		Wildwood, MO	Lafayette High School	430	28	64.97	3.55	2.37	16.0	3.81	2.90	0	1
158	Economics		St. Louis, MO	Westminister	95	33	98.93	4.00	4.00	13.0	3.75	3.97	0	0
159	Comm. Disorders		Matteson, IL	Rich South	250	28	95.15	4.00	3.73	16.0	3.81	3.50	0	1
160	Physics		St. Louis, MO	De Smet	230	33	99.00	4.00	3.64	15.0	3.66	3.11	1	1
161	Music		St. Joseph, MO	Central High School	400	32	99.22	4.00	3.73	15.0	4.00	3.91	0	1
162	English		Springfield, IL	Springfield	300	33	84.61	4.00	3.86	16.0	3.81	3.59	0	1
163	Biology		Pella, IA	Pella Community	147	31	90.41	3.85	3.43	15.0	3.60	3.24	0	1
164	Health Science		Broadview, IL	Proviso West	450	24	95.24	3.89	1.15	04.0	0.30	2.26	0	1
165	Biology		Edwardsville, IL	Edwardsville High School	500	29	94.54	4.00	3.57	15.0	3.33	3.39	1	1
167	Business Administration Management		Collinsville, IL	Collinsville	350	25	90.68	3.92	2.80	15.0	3.20	3.32	0	1
168	English		St. Charles, MO	Francis Howell Central	392	33	96.70	4.00	3.76	12.0	3.25	2.95	1	1
169	Biology		Branson, MO	Branson High School	200	30	86.22	3.60	3.81	12.0	3.91	3.41	0	1
170	Accounting		Chicago, IL	Wheling High School	550	26	84.97	3.70	3.43	16.0	2.81	3.14	1	1
171	Communication Science		Roxanne, IL	Roxanne High School	117	24	69.23	2.91	4.00	18.0	2.83	3.55	1	1
172	Biology	Theater	Yorkville, IL	Rosary High School	80	27	83.52	3.56	3.81	15.0	4.00	3.55	0	0
173	Sociology/Anthropology		St. Peter's, MO	Francis Howell Central		27	94.38	4.00	3.83	09.0	3.66	3.37	0	1

Question 1: In your mind, what are the key characteristics of a liberally educated person?		well-rounded (have a lot of interests/experiences)	open-minded	renaissance person (well-versed/articulate on a variety of topics)	possesses practical skills and knowledge, understands the world around him/her	ability to communicate/interact well with others	desire to learn; life-long learner	random miscellaneous comments	ability to think and reason well	general academic knowledge, little expertise
		27 26%	28 27%	23 22%	6 6%	11 11%	9 9%	10 10%	12 12%	18 19%
32	Freedom of thought/diversity in experience instead of specialization.								1	
41	Know a little bit about everything and a whole lot about one thing (your major), open-minded, little more so than someone not liberally educated, knows/taught themselves how to learn quickly.		1				1			1
42	Well rounded, basic understanding of many disciplines, listens to ideas of others. Can analyze/ criticize ideas.	1	1						1	1
43	Participates in variety of classes. Get a little piece of other majors. More well rounded person.	1								1
48	Make connections across disciplines, able to enjoy more various or diverse forms of entertainments, able to use various forms of analysis.	1							1	
52	Base of understanding in multiple disciplines and how they interact.			1						
53	Someone who looks outside of what they know/someone who gets as broad an education as possible while maintaining a focus/well-rounded at the same time keeping focus/know what's going on in the world around you.			1	1					
55	Broad understanding of all areas, not just major. Good communicating skills, especially for workplace. Integrity, good person for the real world.			1		1		1		
60	Open to new ideas/willing to listen/well-rounded.	1	1							
61	Good writing and speaking skills/Broad area of knowledge, culturally aware					1				
65	Wide breadth of understanding and some depth to that understanding. Being able to carry on intelligent conversation. Remaining interested in each subject, not just your own.			1			1			

76	Able to hold conversation with almost anybody. Open minded about things besides major. Accepts viewpoint's other than their own.		1			1			
77	Well-rounded, open mind to things not exposed to/being around. Broad, general range of knowledge-not specific, but covering many areas broadly.	1	1						1
78	Open-minded, well-rounded, adaptable.	1	1					1	
80	Able to speak on several topics. Ex-roommate was English major with Art History and could speak on several different topics. Incorporate other discipline knowledge into major.			1					
81	Well-rounded, comfortable in a lot of situations.	1						1	
83	Relatively in-depth knowledge of several subjects, can make connections between classes and subjects.			1					
84	Exposed to different ideas and subject matter. Likes learning just because.						1		
85	Broad knowledge, depth of knowledge.			1					
86	Not one class, not even college can make people liberally educated. It can happen, but it takes someone's own ability and time.							1	
93	Broad scope of knowledge in any discipline. Level of interdisciplinary thinking. Passion for what they are going into. Good background. Career related.			1				1	
96	Open minded/educated on a wide variety of subjects.		1	1					
97	Openmindedness, ability to see interconnecting themes, open, social, outgoing, concern and awareness of current events.	1	1		1				
100	Able to function outside your major field, valuable in the work place, good communication skills, wide variety of experiences, not stuck in your major, take classes outside of your major.	1					1		
101	Person who can carry on conversations on many different subjects.			1					
102	Motivated, committed to learning, outgoing. Personality, naturally intelligent.						1	1	
103	General knowledge of the core curriculum, seeing how things are connected, may want to take some business classes and get into environmental management, can integrate classes together, well-rounded individuals, not really good at one thing-good to know about a number of subject areas.	1							1
104	Ability to think critically/synthesize info. Basis for science, social science, math, english. Ability to communicate. A lot of hands on and class room experiences.					1	1		1
105	Taking a variety of different classes rather than classes from just one area.								1
	Someone who's confident and educated beyond their								

111	Open minded, logical, able to communicate effectively, versatile-can do any basic job.		1			1			
113	Someone that has basic, general knowledge in a lot of fields, well rounded	1							1
114	Integration of ideas, variety of knowledge in multiple subjects, critical writing and thinking, study subjects even if they're not super interesting to you.			1			1		1
115	Someone who is well rounded and open to others' ideas and points of view. Someone who knows a lot about many things.	1	1						1
116	Understands all aspects of liberal arts. Has an appreciation for it and an open mind.		1	1					
117	Having a diverse background. Being able to listen to other perspectives respectfully. Willing to learn from others (talking, observation, education.)		1						
118	Open minded-able to have an idea where coming from, able to talk about various topics, well roundedness, never really thought about this before the interview.	1	1						
127	Well rounded individual, well versed in many subjects. Has more views on many subjects. Can accept multiple arguments on things.	1	1						
129	Can use knowledge from their particular field in other disciplines. Ex. Applying anthro to chemistry.			1					
135	Well rounded in all areas/general knowledge of a lot of different things/honesty and trust of people you interact with.	1						1	1
140	wide variety of knowledge of different subjects and the ability to converse about these things; knowing basics, don't need to know in depth								1
141	well-rounded, open-minded, thinking outside your area of study, wide range of interests, wants to continue to learn	1	1				1		
144	Wanting and having that drive to know about a lot of different stuff. Open to a lot of different ideas.		1				1		
146	Grasping most things you'll need to know in the real world. Being able to hold an educated conversation.				1	1			
147	Knows a little about everything, little more common sense than most, worthwhile.							1	1
148	Experience in a lot of different subjects, which allows openness to different ideas.		1						1
149	Openmindedness, flexibility, know more about how to solve problems and be creative, but just know about content, adaptability.		1		1				1
150	A lot of basic knowledge covering diverse areas.								1
151	Open minded, hear other peoples' ideas before passing judgment.		1						
	Well rounded, knows basics, high exposure to multiple								

157	Wide range of interests. Good foundation/passing knowledge of different subject areas.	1						1
158	Can not only understand but also connect across different genres and between classes. Broad base, make connections.			1				
159	Open minded individual, someone who can take knowledge from different fields and relate it.		1	1				
160	Know a little bit of everything, how to begin to learn. Form solution to a problem in any given field. Not ignorant of science.						1	1
161	Educated in wide variety. An objective view point, opinions come from fact. Appreciates knowledge and works to get it.		1			1		
162	Ability to think critically, "being an enlightened witness", not just accept things at face value, question them.						1	
163	Well rounded, open minded attitude. Broad base of knowledge in several disciplines or at least an appreciation of those disciplines.	1	1	1				
164	Well rounded, interactions void of stereotypes and ignorant comments. Not judgemental, openminded.	1	1					
165	Well rounded, able to carry on a conversation about lots of aspects of different things. Open minded, too. Slightly more outgoing.	1	1					
167	Can pull from many experiences. Communicates well with a variety of people.	1				1		
168	Well roundedness, overall desire to learn	1				1		
169	Ability to approach a question from many different angles.						1	
170	Wide range of knowledge and subjects, can converse on many topics, ability to speak in public.			1		1		
171	Wide range of cross-disciplinary thinking and knowledge.			1				1
172	Knowledge in more than just one area, interdisciplinary, well-rounded, can work in arts AND science and all over the board.	1		1				
173	Open minded, liberal background, basic, broad foundation.		1					1

Question 2: Please describe those class experiences that have contributed the most to your education in the liberal arts and/or your major or minor areas of study?		research	hands-on labs	class discussions	group projects	professor student interaction	smaller classes / student interaction	writing papers	interesting subject matter	independent thinking	good professor	speeches & presentations	classroom diversity	lectures	different teaching/ learning methods	wide range of classes
		2 3%	7 9%	17 22%	12 16%	8 10%	14 18%	9 12%	10 13%	7 9%	14 18%	8 10%	7 9%	2 3%	11 14%	10 13%
32	Group projects/oral presentations (ROTC and business finance presentations: opportunity to learn and express oneself in front of a group)/subjective, rather than objective, testing.				1							1				
41	Taken classes (Hist 298) and found out that I like history more than I initially thought, history is fluid, not static. Chem seminars, help you get acquainted @ Truman, then safety, ethics, research, preparation. Showed what being a chemist is about. Everything in Military Science is a learning experience, labs, learning how to deal with people.		1				1		1						1	
42	Profs with passion can convey material better than just lecturing. Passion is more important than subject matter. Classes that challenge her beliefs and analyze opposing arguments. In her major-classes with lots of group work increase social skills				1		1			1	1					
43	When profs give you choices-can make up experiments or formulate your own lesson plans. Positive attitudes by profs-Don't say "I know you probably don't want to be here because its not your major..." More understanding of material, less memorization. Professor must have enthusiasm.										1					
48	Nonwestern art: intro course but thorough, one of her favorite courses, could transfer info into other courses. History of Africa: Challenging, writing was good experience, could use powerpoint, discussion based was good part of class, made movie, used various forms of presentations, controversy good for discussion. Sociology: lecture, intro, professor helped her decide to major in it. Music Literature: for my minor, difficult challenging, info stuck with her.			1				1							1	
52	Study Abroad experience: Costa Rica. Experienced another culture and language, understanding current events outside U.S. and midwest. Paper combining business, spanish, current events, and politics.							1					1			
53	JINS class: nuclear weapons offered different approach to learning-understanding through different media (song, art, books, journals, video, politics, economics). Can apply knowledge to rest of life. Anatomy and physiology gave overall understanding of human body and how it works which is consistent with current interest.														1	
55	JINS class-Race, Class, Gender at first was skeptical, it was just discussion, collective learning, talk about world			1											1	

65	Liberal Arts: tested out of most of the LSP. Took Intro to Visual Arts after she returned from Spain and learned about what she had just seen in Spain. Maj/Min: History of the Spanish language, learn Latin, its derivations, and how it turned into Spanish, was taught in all Spanish, which increased knowledge of the languages and how they're put together.								1	
71	Political sci-writes lots of papers valuable for law school prep. Hinduism class-class trip to Chicago.				1					
73	Classes she's remembered the most from, learned new knowledge from, or where the professors were enthusiastic. Applicable to people's interest. If she wasn't interested-doesn't remember much.					1		1		
74	JINS class, had to step out of the box-Horse in Art History and Science. The research and modes of thinking for this class were new experiences, presented paper at Undergrad Research Conference. Groupwork-gets a lot out of working in teams.	1		1		1			1	
75	Taking a class that fulfilled requirement-w/o interest in subject and ending up enjoying the class. In major, upper level classes, that were related to post-college life, larger group projects. Applying education as a whole, from the beginning.			1			1			
76	Professors in major go out of their way to make sure you understand what you are learning. Class discussion helps with L.A. E.			1				1		
77	Hands-on projects with partner/group (practical to the subject). Articulation and Phonology: diagnosis based on cassette tape before clinical.	1		1						
78	Explore different things outside major, intro to Philosophy, Chinese-Mandarin. Prof in major, developed good relations with them. Consulting with prof one knows is much more comfortable, makes class go well.				1					
80	Discussion classes, especially outside of major. Working in class in major and getting technique from working next to people.			1		1				
81	JINS class, Nuclear Weapons-discussion based, different and more challenging than chemistry. Music class-added to liberal arts experience. Advanced Physical Chem class-team taught, very cool, with only 7 people in it.					1				1
83	I learned a lot in Art History, and in Grammar Phonology, also in Government and History. Education classes (related to Pre MAE) have been helpful.									1
84	Suzuki acting class last semester-physically and mentally very difficult, enjoyed trying, learned a lot. Voice lessons-individual attention. Women in Chinese Religion-unrelated to other classes, didn't know much before. Physics 100-didn't know much before, nice to have something unrelated to major.						1			1
85	Liberal Arts: speaking learned in speech class. Anticipate that field experience will contribute. Small classes and personal relationships with professors.				1	1				
	Major classes incorporate everything he has learned									

96	The most: had a lot of classroom discussion. If class feels negative and lecture based don't learn a lot. Professor tries to get to know students and interacts. Non-blow off classes are better: assignments don't relate to tests, non responsible to take info to real world. Less formal classroom environment.		1	1						
97	Discussion-based classes, reading and discussion, passionate professor, smaller classes.		1		1			1		
100	Group projects or LT projects (software engineering), Business proposal and follow-through with software product. Applying what you learn in those projects. Seeing through the whole semester.			1						1
101	Engaging school work that makes you think. Not just straight memorization.						1			
102	Business policy simulation: homework assignments that correlate with tests, relates to real life									
103	Finally getting to major classes that reinforce your decision to major in that area. Bio/Ecology/Entymology subject matter more interesting to her.									
104	Major class-pertain major and what she'll do in the future. Science, anatomy, psychology-major classes. Apply basics to how to treat patients and how to react. Clinical experience give hands on learning opportunity. Synthesize all material she's been learning.	1								
105	In class: small group discussions. Out of class: attend out of class movies and other events, apply to info you learn in class to other situations and get to know classmates better.		1		1					1
106	Group work in accounting ACCT 302 project, minor conversations in class-she became comfortable with speaking and hearing the language.		1	1						
107	The liberal arts proved to make other more advanced classes easier, upper level chemistry, esp. physical chem									1
108	JINS course: forced to look at different areas, art history and science. Accounting major, made interdisciplinary connections difficult.									
110	Wishes she'd done an internship or studied abroad. One accounting class helped her decide that she was really interested in accounting. Specific course focuses allowed her to apply the material to real situations.						1			
111	Internship at coroner's office. Justice systems profs are cool and nice. They are also knowledgeable, so you get a lot out of your major classes. On the whole, professors at least try to help students, which adds to the liberal education. Taking lots of different classes helps broaden knowledge.							1		1
113	Those that involve discussion. The professor goes out of his/her way to not be a "robot at the front of class." Interactive-computers help keep students involved and don't allow you to "zone out."		1	1				1		1
114	Intro classes that include a lot of discussion; NOT group projects; papers and presentations and the feedback received back		1			1			1	

117	Lit. for Young Adults class-looked at specific issues within the books-not just reading them. History class-Latin amer. Revolution-got to revolt against teacher for final exam, looked at it as a class, so all elements were integrated.		1	1								
118	Internship-capstone-real world-using what he learned-increased confidence in the field rather than content-changed at least a little perspective-relevance of classes.											
127	Group projects: more people to bounce ideas off of, more people to get things going. JINS: field trips, helps relate to what you were talking about.			1								
129	Smaller classes that are in circle. Students lead discussions. Outside speakers and presenters brought into class keep it interesting					1						1
135	LA-General Psychology:information presented so it was easy to return and apply out of class. Chem 120: new experiences; lab experiments were new, hadn't been exposed to that type of work. Major- Human Anatomy-tough class but can apply what was lerned/lab was an awesome experience, helped to figure out best way for her to study and retain information.		1									
140	wonderful music teacher sparked a new interest, religion class was fascinating and included aspects of other religions presented in an interesting manner, foreign language was NOT a great experience, lit teacher that enjoyed subject matter had a lot of enthusiasm that was conveyed to students, enjoyable classes are ususally due to enthusiastic profs w/ new material						1		1			
141	Small classes with discussion every day: better communication and connection with teacher, being able to banter ideas, connect and discuss with other students forces you to understand yourself. Teacher takes a personal interest in me: develops trust as a person outside of class.			1	1	1				1		
144	Comm classes: hands on experience. Editing class: weekly editing. Publication and Design: worked with Kirksville community and designed poster, etc., brochure for Kirksville.		1									
146	Group projects: helps with creating enthusiasm for classes that you might not have been interested in. Studying Abroad: better grasp on things.			1				1				
147	Good teacher: helpful, smiling, understanding, everyone in class knows one another, homework w/ solution manual to help out. Classes where she knows people are the best ones. Subject matter helps , too. Accesible course material.					1		1		1		
148	Class presentations: putting together meetings with groups. Class discussions: open to different perspectives, realizing that there are other ideas out there, exposure to different people and ideas.			1						1	1	
	Study Abroad experience: England changed her as a person, broadened her perspective, made her passionate about learning again (she was burnt out). Senior Seminar: Film Musicals, group project, fun work											

152	Brit Lit: most phenomenal class at TSU, teaching of life rather than the book, crossed over into many life aspects. World Civ: good chronological ordering of history. WACT: taught how to critically analyze and process and question things. Soc Psych: dealt with the bigger picture of people in life and interaction rather than just terminology.						1				1
153	Psychology and sociology-good that it provided a broader base of ideas. Didn't agree with 8 of 8 LAS-not beneficial.										
154	Painting class-she's only person not an art major-notices differences between them and her and likes seeing them. Notices different mental approaches.				1					1	
155	Professors:using personal experiences helps to better understand concepts.			1							
156	World music: intro to different cultures. Psycholgy introduced a whole new field-many applications. JINS: Context of Disability-awareness of other's needs.									1	
157	Group work/discussion-oriented classes/being required to attend cultural events (music, dance)		1	1							1
158	History of Econ. Thought, Intellectual History of Medieval Europe-different perspectives from dif. Instructors, combined with the Euro history taken here and abroad. Just being an econ major ties into a lot of different subjects.						1				1
159	Writing-it forces you to think critically and analytically. Her writing style has changed since she came here. Writing forces you to organize thoughts. Class discussions.		1			1	1				
160	SOAN 190 instilled characteristics of a young sociologist. Got a good impression of sociology. Writing lab reports-computer program. Wave propagation-lecture only, no book.									1	
161	Lessons on her piano, prof knows her very well, gets personal instruction, learns a lot from every lesson. During recitals learned to handle nervousness. History prof-helped her go from shy to a confident speaker, also showed broad effects of history.							1	1		
162	Cont. Lit. Criticism-taught about thinking critically not only applicable to literature. JINS Women in Middle East-prof didn't fulfill expectations. Taught herself through research, taught her to think globally.	1						1			
163	Any class with faculty who were interested in students and out of class interaction.			1							
164	Race, Class, and Gender-one of her favorites, enjoyed discussion. Learned about self and how she perceives things. Heard other's opinions which gave her greater insight into where they are coming from.		1		1					1	
165	Bio labs are best hands on experience as opposed to lecturing and taking notes.		1								
167	Delta Sigma Pi has helped growth. RHA and Hall Senate gave her a social base (network of acquaintances) on campus.										
168	Workshopping: working w/ other students has been very beneficial, especially because of the emphasis on composition. Latin class and Medieval Lit: those languages tell us things about our society. Foreign					1	1				

172	Classes outside of her major: took extra classes not for LSP or for her major because it is always nice to see things a little differently. Tried to find what she wanted to do by taking extra classes.																1
173	Volunteer work through a class requirement: gave her a look at the community related to other things talked about in class. Applied class studies outside of class. Reader responses which make you connect class and out-of-class experiences.				1												

Question 3: Please describe those out-of-class experiences in which you've participated that have significantly supplemented or contributed to your education in the liberal arts and/or your major or minor areas of study.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes Intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Student Employment/Work	Random Miscellaneous Comments
		15	23	5	17	25	0	5	1	11	5	13	7	15	6	4
Student Number	number of responses per category -> percent of survey participants ->	19%	30%	6%	22%	32%	0%	6%	1%	14%	6%	17%	9%	19%	8%	5%
32	Opportunities to hear lectures from business people within FMA (Financial Management Association). ROTC staff ride with the colonel, had chance to visit battle sites that were discussed in class; gives an opportunity to learn by placing students in the same situations.		1					1						1		
41	Work as TA in organic lab-opened my mind to the ways that people learn, made me realize that just because someone doesn't like something, you can't discount them, learned poli sci from above students in chem. Experience with army that give you experience with people from different backgrounds, need to learn from people quickly, alpha chi sigma-chem fraternity, everything there helps, esp. demo shows.		1												1	
42	CCF has helped her grow in faith. Cardinal Key has gotten her involved in community service.			1	1											
43	Different organization-Amer. Medical Student Assn., Tri Beta-science frat. Interaction with people in dorms and other organizations. Networking through organizations-shadowing doctors.		1										1			
48	McNair scholar-single most important experience: research, relationship with mentor helped with graduate school, presentation experiences on campus and at other schools, workshops. President of Coalition of African American Women: could incorporate discussions in class, making connections with students at other schools. Scholarship job at Multicultural Affairs Office: discussing diversity.					1		1						1	1	
52	Worked for summer on Mexican roofing crew, other job skills, spanish speaking practice. Lived in Casa hispanica: built a community of people w/like interests. Volunteered for Milan @ Latin center, working with non-				1								1		1	

60	Beta Alpha Psi: accounting fraternity; reaching for a goal. S.A. in Ryle Hall: interpersonal relationships, outside of class. Philanthropy: food drives, toy drives, etc.	1	1					1		
61	KME & MAA Math Society, math colloquims, scholarship things	1						1		
65	She's a firm proponent that forensics is the "foundation to learning the liberal arts." Teaches research, organization, preparation, presentation, and thinking on your feet. Work for Index has taught professionalism, she knows how the university works, and has interviewed folks from most departments and administrators.			1						
71	Friendship developed outside of class, J Board, pre-law club, on campus events (speakers), ability to decide level of involvement.			1				1		
73	Advertising Club-major oriented, applicable to job training, career goals. Class projects that get them outside of the box. Intercultural Connections-Visited a commune, educated in a non-classroom setting.			1					1	
74	Delta Sigma Pi-speakers help tie in classroom knowledge, make her studies seem more worthwhile, important.	1								
75	President of Truman women in computer science -Twice has put so much time and effort into it. Brought in speakers and software products. Provide tutoring for students and networking for careers. It has been the biggest supplement to her education.			1				1		
76	Sigma Alpha-professor of sorority has helped out a lot with major, make connections with people outside of truman Also part of farm bureau.			1	1					
77	Playing volleyball, teamwork, discipline, you have to be mentally tough. McNair Scholar-network of faculty/staff support, promote higher ed. And help you get there.				1	1				
78	Social frat-developed social skills, maturity, getting along with people, see students who do well. Biology society-tri beta-different from social frat, learn to work with people, with officers, adapt to structure. American Med. Student Assoc.-lots of advice from prof. Kaplan coming to Truman. SAB.	1	1							
80	Really good group of friends from living in dorms. Bounce ideas off of each other because they are different majors.								1	
81	American Chemical Society-brings Chemistry speakers to campus, helps you get to know Chem majors better.	1						1		
83	I'm a Campus Pal, I work with fourth grader, the level that I would like to teach. Also, I am director of Minor Detail, girl's acapella group, which has helped me learn more about teaching music.			1						
84	Theater has been helpful, stress management, worked with props. Hall Senate-leadership, dealing with other people, learning when to step out. SCA-break out of shell. Opera program over summer-learned a lot with music, acting, personal attention, touring.	1						1	1	
85	Baseball: being an athlete contributed a lot to major.						1			
86	Living by himself, College Democrats.			1						1

100	Small group leader at the Baptist Student Union, which is a challenge that takes him out of his comfort zone, both learning and leading. Interacting w/ freshmen is interesting b/c you can learn from new students. Wouldn't probably take on a leadership role w/out the opportunity he had at the BSU, has helped his self-esteem.			1							
101	Social fraternity made him talk to his roommates about stuff from other majors that he wouldn't have otherwise experienced. Bio seminars covered in-depth material on very specific topics in the science world.	1							1		
102	Member of Phi Beta Lambda: lots of tips from career booths. Psychology Club: helped learn a lot about the field. Delta Zeta: experiences with paperwork, nominating committee chair, New Member Educator: learned how to speak to people, get their attention and get them to learn.	1	1								
103	Organizations more learning experiences about people rather than course work. Learn how constructive organizations work: structured vs. unstructured. Learn to be flexible and go with the flow. Ok for input to be ignored. More friends and friends with people wouldn't have been friends with otherwise. Joined biology organization - Tri beta.			1							
104	Nursing student association-helps learn more about major. Helping lead others that follow. Alpha Phi Omega get to give back of people. Lot of campus work-working for professors. Advise younger students. Women's resource center-january conference. Fundraising for senior class-sporting event.		1	1							
105	Speakers, especially business speakers. Student organizations have helped me become better organized and work with others.				1				1		
106	Involvement with Beta Alpha Psi (VP of student involvement). Speakers reinforce class learning and see how material functions in the real world. Interact with students from other backgrounds in other student organizations such as Coalition of African American women, student ambassadors, and muslim student organization.		1		1				1		
107	Research Project over the summers in completely different field (agriculture)									1	
108	Business fraternity: speaker who taught interviewing skills, psychology, and how to work in groups.	1							1		
110	Alpha Sigma Alpha: treasurer for a year, which gave her a vision of what working as an accountant might be like. Connecting work and school encouraged her to change major from math to accounting.	1									
111	Adviser really helped: very nice, caring, understanding, individual, genuinely interested. Being a black female in a white place made her interact w/ other races b/c she's from an all-black area. APO service fraternity, SAB bringing students to school, WRC create awareness about women's issues. Living off-campus and paying rent.			1	1	1			1		1
	Business fraternity: got to learn more about business. Football: put in study hall to help him learn good study										

116	Cardinal Key-small group, lots of leadership and serves community and campus, made lots of friends, had lots of responsibility. Psi Chi-learned about different career options. Research with professor-they've been published and just the experience was beneficial.			1	1						1	
117	Part of a service center-originally pushed her to go to speakers and events-she's glad she did it and now she goes because she wants to. Athletic events-attend to support players, friends, and connect with people in other areas. Lyceum series-loved attending because of cultural experience with arts.			1				1	1	1		
118	Fraternity-came to knowing how to study-role models who got good grades-helped improve GPA	1										
127	Football: played 5 years: all of friends here, scholarship money helps. Fit it line: working with older people, see downfalls of budgeting constraints, knows how to do small fix-it things, sees the priorities within the university.							1				1
129	Dinner with Lech Walesa. Student Ambassador: help her realize why she's at Truman and why she likes being here, everytime she gives a tour she finds something new.				1							
135	Last year-Phi Epsilon Kappa (ex sci fraternity) introduced lots of people in area of study she could take to about exercise science. Captain round table with other athletes involved in community-being a leader/role model for other students. On basketball team-wants to coach, knows more what to expect, what to do when she becomes a coach-learned about game and interaction with people.		1					1				
140	Sigma Kappa: good support system, wide variety of people w/ different interests, Family Advocacy Center: volunteers there, is going to teach later in life. Not at all what she expected. She wanted to be able to change kids right away. Dealing w/ those kids is fun.	1		1								
141	Working for ResLiving (SA and community liaison) has taught communication skills, how to deal with others, understanding of hierarchical structures, helps you become organized and involved.									1		
144	KTRM Radio Station: fun, produced more interest in music industry. Detours: copy editing helps with major. Service sorority (ASG): not helped with education.			1	1							
146	Involvement with organizations (social, philanthropic, or professional), speakers on campus, campus pals (other people exist besides college students!).	1	1		1							
147	Badminton Club: "keeps her sanity!" Beta Alpha Psi Accounting Fraternity: brings in speakers to teach about the working world, hands on experiences. Signum Fideai: developing database which she's learned how to do in other classes. NSCS National Society of Collegiate Scholars: VP of community service. Involvement teaches leadership, public speaking, and how to motivate.		1	1				1				
148	Alpha Kappa Psi: Secretary put in the middle of everything, communication between national and local, professional speakers who talk about how they've gotten		1					1	1			

151	Res Life and Hall Life prove quite entertaining. Res Hall is his favorite part.								1		
152	Internship with the Chamber of Commerce: has put different classes into application. Sorority: allowed development as human being, leadership, social interaction, dispersed knowledge. FAC: leadership, critical thinking, problem solving, always on your toes. BSU: spirituality not cultivated at public university. Traveled to Europe over Spring Break on her own.	1	1	1						1	1
153	Beta Theta Pi fraternity-helped cause of others with the same major who could help out-worked with other people-others of same age.	1									
154	Stokes scholars-retention of minorities in life sciences internship in Colorado to write research proposals. KCOM internship: learned about what she wantd to do with life-got to network and meet lots of people-see how her personality worked.									1	1
155	In small groups (5 or less): it is easier to get to know the people and to discuss with the smaller groups.										
156	Unique Ensemble: trip to LaBelle. Horseman's Assoc.-never rode a horse before. Womens Resource Center-linked up to various university resources-university structure plannign events, work with budget.			1							
157	RCP classes									1	
158	Swingers-nat. competition learned lots of backgrounds and styles dealing with people. Only students-no adult leader, learned a lot about leadership and being a team player. Study abroad-all the time out of class, gave time to travel, different class styles, lots of museums to see. Studying about places she's been, big impact on getting the big picture.			1						1	
159	Sorority-come up with service projects, increases creativity. Volunteer work-Family advocacy center, soup kitchen, public library, Salvation Army. Organization-learning how to communicate effectively-work with others. Cultural activities-montage, MLK Day activities, luncheon.	1	1				1				
160	Friends hosting art gallery, Tom Thumb Gallery, at their homes. Concerts.						1				
161	Study abroad, not through Truman-went to Germany. Showed things about our culture while learning theirs. Could be on her own, understood herself better.									1	
162	Theater productions-pushed her, she took risks she wouldn't have (singing on stage). Worked at APO manor cave, ability to interact with community, Twin Pines, Juvenile Detention Center.		1								
163	Phi Sigma Pi honor frat-has scholarship requirements, GPA requirements, encourage members to go to speakers on campus.		1					1			
164	Sorority (Alpha Kappa Alpha)-leadership opportunities, put in position where her ideas became reality, in terms of service projects. STAR-interact with students, students come here, saw their progress. Mentor to incoming freshmen at MAC, interact with students, give advice. see them develop	1	1	1							

170	Beta Theta Pi social fraternity: has helped him with his coursework. AKPsi business fraternity: tutoring, insight into teacher styles, old tests.	1	1									
171	Not really anything. Community involvement of any type applies perhaps to comm major or polisci major.											1
172	Theater productions: learn more working on a show than in a classroom, learn about participation and about people and how to work together.						1					
173	Volunteer work through a class requirement: gave her a look at the community related to other things talked about in class. Applied class studies outside of class. Reader responses which make you connect class and out-of-class experiences. ASG service sorority: group service, Big Event, community events, get to SEE what you're talking about in class with service activities. Service at Head Start.			1								

Question 4: Please describe those out-of-class experiences in which you've participated that have significantly enhanced your college experience and growth as an individual.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes Intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Living Away From Home	Meeting New People/Social	Student Employment/Work	Random Miscellaneous Comments
		17 16%	8 8%	10 10%	13 13%	20 19%	1 1%	5 5%	0 0%	8 8%	0 0%	9 9%	10 10%	7 7%	5 5%	17 16%	7 7%	4 4%
32	Member of the football team, good team-building aspect, 2 years. Graduated from NAL (National Advanced Leadership Camp), culmination of college ROTC experience, basically a leadership camp.		1							1								
41	Alpha Chi Sigma-professional, but also social. Army reserves-get away from college campus, meet other people, puts life in perspective. Working keeps me down-to-earth and busy. College experience isn't "Animal House".		1													1	1	
42	CCF and Cardinal key have helped her be a better leader, learn there are more important things than grades. Work with Cardinal Key at a Nursing home has tied in with her health major. Both groups provide people to talk to when stressed.			1	1													
43	Shadowing doctors, interaction with friends and others.																1	
48	Student Organization Center: students committed to diversity, met students with different views, used speech and debate skills, coalition building, people with varied life experiences. University Orchastra: time consuming, applied things she learned in class. Skit with Becky Becker for Planned Parenthood: learned new things, info stuck with her, took to "family" class she's in now.					1												
52	Casa Hispanica again. Fraternity: absolutely amazing; did not expect to join one before college. Being at college and surrounded by people who want to further educate themselves. Building relationships with professors outside of class.	1				1		1										
53	While living in dorms-meet lots of people. Living off campus-learn time management and independence. Getting together with friends complements education-education is better if you can interact with those you enjoy.												1		1	1		
	Debate-same reasons as #3. (Debate-forces critical																	

65	Same two as above. (She's a firm proponent that forensics is the "foundation to learning the liberal arts." Teaches research, organization, preparation, presentation, and thinking on your feet. Work for Index has taught professionalism, she knows how the university works, and has interviewed folks from most departments and administrators.) Church groups and tutoring, as well. Interpersonal relationships have helped her grow as a person. Meetings, learning to prioritize time, learning how to be more efficient and adult, developing long-lasting friendships and relationships has been essential.		1	1						1	
71	Same as #3 (Friendship developed outside of class, J Board, pre-law club, on campus events (speakers), ability to decide level of involvement.), J Board, pre-law club, on campus speakers...			1				1			
73	Many different experiences. Retreat for CCA-grown spiritually. Internship-learned about occupational goals, grew intellectually.		1								1
74	Active with Baptist Student Union, learned a lot about herself. Relationships with friends, also learned a lot about herself.		1								
75	TWICS again-it made her assume responsibility. ODK meeting with president and voicing concerns. Also being in a social sorority and working with a lot of different people on the campus.	1		1							
76	Sigma Alpha-was an officer. Helped her become organized and more open with other people. SAB events and movies are a great way to meet other people.		1					1		1	
77	Volleyball-mental toughness (had never been exposed to this before). Responsible for your own achievements, "didn't hold your hand." Not in highschool anymore, have to figure it out for yourself.						1				
78	Fraternity, SAB, organization helps teach interpersonal skills. Adapt and communicate with a range of people.	1						1			
80	The group of friends, from different backgrounds. Fibers club-began a few years ago, fun major-based organization.			1							
81	Campus Crusades for Christ-incredible community, can be real and show genuine concern for one another. Mentor girls through that and it's great to see them grow. Many friends from this organization.		1							1	
83	Campus Pals, Minor Detail, getting to hang out with someone who is not college age, working with kids as opposed to college intellectuals, involved with Baptist Student Union.		1	1	1						
84	Hall senate, SCA, Opera Program-learned about self, stress, emotions, learned to deal with.	1							1		
85	Because he didn't get along well with his athletic coach, he learned how to treat people through this negative experience (what not to do).									1	1
86	Doesn't think any have "significantly enhanced." Gave up Pre-Law, Student Senate, worked on Residence Board.										1
93	Different roommates and organizations. Faculty interaction. Division head helped her reflect on field experience and search for international experiences. Faculty care.			1	1					1	
96	Campus pals organization: getting to learn from her and allowed her to gain perspective of small town.			1						1	

100	Same as #3 (Small group leader at the Baptist Student Union, which is a challenge that takes him out of his comfort zone, both learning and leading. Interacting w/ freshmen is interesting b/c you can learn from new students. Wouldn't probably take on a leadership role w/out the opportunity he had at the BSU, has helped his self-esteem.), diversity of those attending, laugh and cry with them, value the importance of people at the BSU rather than focusing on grades, relationships are far more important.		1										1
101	Fraternity: leadership, mentor to younger members, help w/ classes, and teach them. Speakers (seminars on Bio): help decide what areas to go into out of college.	1							1				
102	Delta Zeta involvement as described in Q. #3. (Member of Phi Beta Lambda: lots of tips from career booths. Psychology Club: helped learn a lot about the field. Delta Zeta: experiences with paperwork, nominating committee chair, New Member Educator: learned how to speak to people, get their attention and get them to learn.) Miss Missouri Pageant: helped her grow as an individual, was a big confidence booster, learned a lot about herself.	1											
103	Basically same as above. (Organizations more learning experiences about people rather than course work. Learn how constructive organizations work: structured vs. unstructured. Learn to be flexible and go with the flow. Ok for input to be ignored. More friends and friends with people wouldn't have been friends with otherwise. Joined biology organization - Tri beta.) Learn to deal with people and learn about self by having to deal with it. Bad roommate experience.		1									1	
104	Alpha Phi Omega-grown by helping others-realizing what's really important. Learned to respect teachers-have a lot more to do. Has learned to like research. Being so active taught her she could do a lot in life.			1								1	
105	APO- helped her discover who she is as a person through service and friendship. Res Hall programs-helped her get to know people better.			1						1			
106	Presentations and speakers: political issues, get different perspectives on issues, challenging to go back to past comfort zone, evaluate feelings and why you think a certain way, consider other perspectives								1				
107	Research project has molded what he wants to do with his life and he feels privileged. The stmosphere and surrounding areas have helped him to know where and what he wants to do with his life.											1	
108	Living on campus: different environment, different culture. Work at Hy-Vee: enhanced by providing income.										1		1
110	Baptist Student Union: helped her grow, gave her direction and strength, helped giver her passion, leadership oportunities.		1										
111	Being a black female here, living off-campus, SAB, APO, WRC. Has grown since freshman year.			1	1					1		1	
113	Football: made good lifelong friends, helped him grow and mature, helped him get to know a lot of people,								1				

117	Rugby-more willing to take a stand because it is an aggressive sport. Helped her to grow by listening to others and able to have confidence in herself and stand for what she believes. Service sorority-pushed her to make sure that she is doing well within classes and she enjoys being smart and having intellectual conversations with others.			1				1					
118	Fraternity, diverse people as beneficial-group research in class. Foreign exchange students interacts with diverse people. People in the major-interactions helped him be less introverted. More open to speak up.	1								1			
127	Football: where he met all his friends/taught responsibility/learn how to work as a team/ accountable for yourself as well as others-character building/10 hr weeks, 20 hr football per week.							1					
129	Wesley House: has helped change who she is because of its small community. Speakers and presenters brought to campus benefit students.			1						1			
135	Being part of the team (basketball), met great people, made good relationships, learned a lot about life-lack of success- dealing with adversity managing class schedules with basketball-being prepared ahead.							1				1	
140	With sorority and other activities there is no set "goal." It is a personal learning experience in addition to classes.	1											
141	Living in the Res Halls has allowed for interpersonal growth, being a part of others' lives (esp. Freshman), living close to people with a wide range of experiences.								1			1	
144	ASG Service sorority: Started doing a lot more with it, likes doing service a lot, has really helped as an individual.			1									
146	Social organization, social and leadership, volunteering, tutoring. Intearacton with children through campus pals. Speakers have shared important things.	1		1	1				1				
147	College in general. Demands dedication, every organization demands time, scheduling, and staying motivated.												
148	Golf team: teaches time management, allows for travel to different places, graduated students, bonding. AKPsi: friendships and people outside of class.		1					1					
149	Literary Society: learned about how to run a club and prepare for meetings. Women's Resource Center: rape vigil was powerful, draining, emotional, increased her awareness, broadened her perspective, and sensitized her to things. PHRE Club: learning when to say "no," balance obligation to profs and others and personal interest/obligation to protect self.				1								
150	Sigma Kappa: relationships developed through it, better social skills, ability to get along.	1										1	
151	Res Hall: meeting hundreds of different people from all over. Club Sports.								1			1	
	BSU by far for same reasons as in Q3. (Internship with the Chamber of Commerce: has put different classes into application. Sorority: allowed development as human being, leadership, social interaction, dispersed												

154	KCOM internship: learned she's a people person-didn't want to career that isolated her in a lab. Spending holidays with faculty since she couldn't go home-people caring about her helped keep her going.										1	
155	Volunteer work: service within the campus and community. Salvation army: food pantry. Victim support services: cleaning and organizing.			1								
156	Career Center-helped when she needed to change her major. Meeting people outside of class-roommates from rural MO.											1
157	Truman week events. Residence hall activities. Truman Rock climbing club.				1	1				1		
158	Same as #3 (Swingers-nat. competition learned lots of backgrounds and styles dealing with people. Only students-no adult leader, learned a lot about leadership and being a team player. Study abroad-all the time out of class, gave time to travel, different class styles, lots of museums to see. Studying about places she's been, big impact on getting the big picture.), Swingers and study abroad.					1					1	
159	Sorority-leadership opportunities, working out conflicts, making decisions. Interpersonal relationships-having a network of friends and close relationships.	1										1
160	Being a teacher's assistant in physics-homework, enhances resume/responsibility.										1	
161	Study abroad. Music fraternity-met a lot of good friends, learned to work better with group, learned more of a leadership role.			1								1
162	Interactions with different kinds of people-outside her major-service work did that for her.					1						
163	Combo of experiences, social sorority Alpha Gamma Delta-enhances social life. Honor frat-opportunity for service, leadership roles.	1				1						
164	Sorority-made her more efficient, better time-management, like a business, learned to become time efficient. Work at MAC-more organized in life, well-rounded person. Know about and attend events on campus, speakers who provided more info than there can be obtained in class.	1								1		1
165	Charity bike ride, 800 miles (Pi Kappa Phi). Worked with people with disabilities. Made him more outgoing and open minded. Got involved in more things.	1				1						
167	RHA and Delta Sigma Pi-planned social events, had to work with members of Univ. to reserve parts of campus. Planned DSP reunion, so was able to talk with alumni. Career Center-mock interviews, grow closer to staff and learned valuable techniques and about resources. People make it fun, grew professionally.									1		
168	Greek life: deciding to associate yourself with a group forces you to define yourself as an individual.	1										
169	Softball Team won regionals: underdogs for the season, but completed the goal that they wanted to reach. Work on publishing an article in the Journal of Neuroscience.									1		1
170	Struggled during his first semester but Beta Theta Pi tutoring helped swing his GPA from poor to high. Members helped schedule planning, provided mentor helping with plans and keeping on track.	1										
	Philanthropic things. Campaigns (College Democrats):											

Question 5: How has your interaction with faculty members, both in and out of the classroom, contributed to your liberal arts education?		Professor Availability (in or out of office hours)	Interaction (independent of course work)	Relationship (higher level of comfort, some degree of friendship)	Interest in Student, Help	Professor Enthusiasm for his/her discipline	positive relationship enhanced student's course experience, increased motivation	Small Class Size	Class Discussions	Varied Teaching Styles	Research	Advising	Random Miscellaneous Comments	Positive	Neutral	Negative
Student Number	number of responses per category -> percent of survey participants ->	24 31%	38 49%	25 32%	43 56%	5 6%	22 29%	1 1%	2 3%	3 4%	3 4%	10 13%	6 8%	73 95%	4 5%	7 9%
32	Faculty are accessible and willing to go beyond posted office hours-accessibility it the key. Haven't met any unknowledgable professors. Had a calc teacher that was the most patient calc teacher ever who helped students, students gave him bad evaluations because Truman students have a bad attitude. Another teacher finds ways to relate things to everyday life and his own life.	1			1									1		
41	Interest with chem faculty everyday, rooms are near faculty offices, interact in both professional and social ways, interact in class, with AXS. Set examples for how liberal arts/sciences people should be.	1	1	1										1		
42	In-class discussions help her learn. When profs encourage outside activities, encourage students to do their best. One prof mentions material on exit exam in class-helps her prepare for the real world. Her advisor helped her figure out schedule problems in a stressful situation.				1			1				1		1		
43	When profs make themselves available, friendly greetings with profs outside of class, makes it easier to learn. Remembering students' names, being easy to contact/reach.	1	1		1		1							1		
48	McNair mentor: can go over to her house; helps put together research proposals. Major mentor: does research individual study with her but never had in classes. Converses with professor over email-feels like that helps them share their ideas and thoughts about grad school and the professor.	1		1							1			1		
52	In class: being shown how things connect and that everything connects. Outside: discussions about current events, career developments and possibilities. Research project after 4-5 classes with same professor.		1								1			1		
53	Feel as though profs are involved in education (major profs). Teachers aren't there to just talk about class-also talk about other things. They present themselves in a		1	1										1		

71	Faculty as a resource, not a crutch. Faculty need to be available. Faculty have been there for him when needed.	1								1	
73	Has had very little interaction. This is not intentional-just the way she is. Some interaction with faculty advisors of organizations, increased her respect for them-but still not much interaction.								1		1
74	Doesn't talk to profs much, they've been helpful. More comfortable in classroom if she knows prof. If she has trouble with something its nice to have it clarified.				1						1
75	Professor is the most important aspect of a class (you could throw away the books). Has had several professors be mentors where she can go to them about concerns and questions from any class. Has really contributed to her education.	1	1	1							1
76	Faculty is amazing, surprised to have professors that care about how you're doing in class. They can recognize you outside of class and want to know how you are doing.	1		1							1
77	Encouraged to think critically, don't explain everything-how you do it from here is up to you. Support critical thinking on your own (LAE). If major classes are all that you are exposed to, your education is lacking something.							1			1
78	Good advisor-very organized and supportive, always ready to help. Asks prof for advice and letters of rec., research advisors help with advice on grad school, med school, summer internships.			1					1		1
80	See faculty a lot-small major. Teachers have different viewpoints, students don't always have to agree with profs. Profs get excited about their students' work, makes students excited.	1		1	1						1
81	Made it more positive, most profs are approachable, easy to ask questions. Chem teachers are motivating and talking to them isn't limited to Chemistry alone. They care about student progress.	1	1								1
83	Several profs helped us learn important skills, such as making a web site. Many profs made me really try hard. I rarely see profs outside of classroom.				1				1		1
84	Music faculty's availability, very helpful-they are approachable for questions or chat (same with theater faculty). Learned things I wouldn't have learned otherwise, like opera program. Talked to Physics prof out of class, learned different perspectives. Came to a senior recital.	1	1	1							1
85	Has not at all. "Not typical Truman student." Does not seek faculty outside of class, personal style, independent. Yet, he is comfortable in the classroom.								1		1
86	Contributed a great deal. Human personalities, take the good and bad and learn to deal with all of them. Even became friends with some.	1	1								1
93	Especially in major-faculty have taught me to think about my major, seeing them outside of class. Every prof taught me something new, engage in conversation outside of class.	1			1						1
96	Variety of classes with variety of professors gives a variety of experiences. Nice being recognized outside of	1	1	1							1

102	Significantly: interpersonal relationships very important to her growth as a student. If professor doesn't trust her she gets offended and that is detrimental to her success as a student. Learning is successful if profs are interested in her learning. Outgoing personality is very important.			1	1									1	
103	Overall some grievances with professor, but overall really good. One professor has had 6 classes by choice. Went to house and looked for snakes with her and her son. 2 really horrible professors, but not in major. Org chemistry 3-4 hours/day, helped if needed or sat in office to work on problems.	1	1	1	1									1	1
104	Going to get help has been good experience. Advice on career decisions-rec. letters-self improvement-internships. Actively participating with them.		1										1	1	
105	Professors know her and or at least make an attempt to get to know her, which makes her more motivated in class. Relationships are reinforced if you talk outside of class.		1		1									1	
106	Makes class a lot easier if you can communicate with the professor outside the classroom. Makes class less intimidating if you can develop a relationship. Learn about your weaknesses and can help strengthen those areas w/ help of prof.		1											1	
107	Interaction has contributed a lot. In chem, all profs are friends and friends with the students. Can talk to them about anything that is going on b/c the teachers know you.		1		1									1	
108	Business faculty: very aware and care about student as a whole individual, not just the work they do in class.													1	
110	Has had some faculty who didn't or couldn't help, which led to frustration, feeling overwhelmed b/c of lack of access to profs. Better relations w/ accounting profs than with math. She was more open to communicating also after she switched to her new major.													1	1
111	Most were cool and helped if she had trouble in the class. A few were real bastards: makes you realize that not everyone is here to help you and you have to adjust to that.													1	1
113	1/4 of faculty he had a relationship outside of class: helped with school-related decisions, academic problems, didn't help socially. 3/4 seem like robots: get on w/ class and get on w/ their day.		1		1								1	1	1
114	Professors are always available. They have a knowledge of a variety of topics, see the importance of integration of topics of knowledge, and its great to be able to bounce ideas off of professors.	1											1		
115	Supported liberal arts education, no bad experiences. Nice to have support from people who know and like you. They have a say in what's going on with your education.													1	
116	Professors are very available, helpful for graduate school, supportive.	1			1									1	
117	Interaction with faculty has always been a social thing. Wanted to be independent and never really asked for help. One teacher has encouraged her to talk when she needs anything, even willing to meet 4 or 5 outside of		1		1	1								1	

135	Has helped a lot to talk to teachers about class or anything. Makes class more relaxed, easier to learn. Outside class-some teachers are easy to talk to, makes it easier to invest in the class, work that class/ that teacher.		1	1		1							1	
140	Likes how Truman profs give out home phone#, know your name and want you to do well. They actually care. Had one teacher last semester to whom she would go during office hours to talk for a long period of time. Teacher was very open - the kind of teacher she wants to be.	1			1								1	
141	You can't be at Truman and not interact w/ faculty. RCP program, where rectorors are in the halls. Having to talk to profs outside of class.	1	1										1	
144	She is not very vocal in class. Teachers who have gotten to know her have been the best class experiences. They get to know you as a student both in and out of class, get to know you rather than just giving you a grade.		1		1		1						1	
146	Classes are small: its motivating when teachers know who you are. Teachers willing to see you in their office.	1					1	1					1	
147	Asking for letters of recommendation, likes to chit chat around faculty offices, very helpful and reliable generally, spanish prof remembers and catches up with her frequently.	1	1	1	1								1	
148	Professors with whom you can talk about anything (a problem, advice...)			1	1						1		1	
149	A good professor will increase your interest to learn more. Senior Seminar: prof was very supportive outside of class, encouraged her to present elsewhere, very available, supportive of different directions with assignments.	1			1		1		1				1	
150	Most profs have been accessible outside of class and encouraged students to drop by. Nice just to know they're there.	1											1	
151	In class, being exciting and fun seems to work out well. Out of class, help during office hours is nice. Student plays racquetball with chem professor. Knowing him outside of class made learning easier and more fun.	1	1			1	1						1	
152	Wonderful! Had a prof who let her stay at his house in Ireland. Opportunity to realize what's available. References. Ability to use material on a higher level and to critically analyze material.					1						1	1	
153	hasn't had much/tries to do things on his own/only a few classes where he had to ask for help/no significant effect.													1
154	Spending holidays with faculty since she couldn't go home-people caring about her helped keep her going. Just learning them-getting personal attention-friendly interaction-makes her feel important. They care-she's not just a statistic.		1	1	1								1	
155	When feels comfortable with the professor it contributed greatly. If feels intimidated by a professor, not a good experience.						1						1	1
156	Not so much-due to changing a lot. Division head change-some misinformation. Steered her into something she didn't want to do just to make life easier													

159	Feels more comfortable when has a personal relationship with the prof. Mentor has helped her been able to use her as a resource. McNair program director-given her guidance, helped her with grad school questions. Likes professors with discussions in class. Faculty allowing students to come meet with them is helpful. Professors are understanding.	1		1	1	1	1	1	1		
160	Openness with faculty in physics major-always able to answer questions, welfare of students education. Success of students.		1	1						1	
161	Mentor is a teacher. Music faculty, spends a lot of time with, know personally, hope to become a professor, enjoys personal interaction.	1	1	1						1	
162	Great profs have pushed her-one because she didn't do her job. Also prof she sees on weekends-have become good friends.			1		1				1	
163	Faculty who are passionate inspire me to be interested in the subject and that helps broaden my interests. Faculty involved in other organizations, show they want to be involved with students and interact.				1	1	1			1	
164	To an extent-attributes staying at Truman with faculty interaction. Person X is like 2nd mom-listens to her, gives advice. Doesn't bond well so interaction is important, like a family. A couple of professors, like Dr. Y. learned a lot in class, encouraging, let her know she had potential.		1	1	1	1			1	1	
165	As a first year student went to Univ of IL-had lectures with 500 people, no interactions. Communicate with profs in and out of class, feels comfortable going to office hours, effective. More personal interaction here. Knowing everyone makes it easier to learn, help each other.	1	1			1				1	
167	Visit faculty members often. Likes when faculty are in office more than just office hours. Faculty stop what they're doing and help, don't answer phones when she is in their office.	1								1	
168	Contact with someone who has gone through the same steps as you helps to answer questions. Given throughout research and other ideas that as a student you are not familiar with. Passing down of knowledge from them to you.		1	1	1			1	1	1	
169	Communicate a lot with the teachers in Science building. Faculty are willing to help with questions. Very comfortable with Chem and Bio professors (babysitting and dogwatching!).	1	1	1	1					1	
170	Both good and bad. Good: one helped a lot, 3-4 office visits per week, great outside teaching. Bad: awful, more confused after office visits, discouraging b/c he felt led in the wrong direction. As a whole, he has utilized professors more later on and has had good experiences.	1	1							1	1
171	Dr. X Trig: helpful inside and outside of class in a difficult subject area for him. Similar in other classes like science.		1	1						1	
172	Usually conversations with professors only pertain to that discipline. You can discuss more with theater professors, call them by their first name, very relaxed and casual. Didn't interact with professors much until			1	1					1	

Question 6: What types of interdisciplinary connections have you made during your college experience?		Don't know or are unsure (mentioned explicitly or implicit from answer)																
		Some (coursework related, mostly multi-disciplinary)																
		None	Class Connections	Within Humanities	Within Math	Within Science	Within Social Science	Humanities & Math	Humanities & Science	Humanities & Social Science	Math & Science	Math & Social Science	Science & Social Science	Diversity & variety in class	WACT	Random Independent Connections		
Student Number	number of responses per category -> percent of survey participants ->	21 27%	59 77%	15 19%	21 27%	2 3%	0 0%	1 1%	12 16%	2 3%	6 8%	15 19%	2 3%	5 6%	11 14%	2 3%	0 0%	3 4%
32	JINS class is best example: a music/religion, has history- he loves history, tied in points you would never conventionally see between music and religion. Investments class, look at a lot of historical things and how history plays a role in markets. Finance seminar: explore cultural respects from both national and international points of view, interact with other students, students are allowed to educate one another.		1									1						
41	JINS-History of Nuclear Weapons-connections between science and history. Politics and economics of everything affects everyone (can't balance budget, so Truman suffers, tuition goes up).			1											1			
42	Health Science-Bio-Ethics are all related and require English skills.	1	1												1			
43	In JINS class-science and social aspects. Neurobiology-combination of hard and social sciences (language and meaning). Understand things from both the hard science and social science points of view.		1												1			
48	Tends to take courses on African Americans. Classes in every discipline in that subject: JINS course, religions, Lit, History. JINS course: Varieties of nonviolence: discussion of "Interdisciplinary approach", very dynamic course, spent a lot of time trying to define "interdisciplinary approach" and whether they were gaining.		1					1				1						
52	JINS-forced to fuse things together, realize that everything is connected in more ways than we think about.		1															
53	Things learned have applicability across classes. In liberal arts class, can see relevance of things you learn in major. Makes it easier to learn and retain.		1	1														
55	JINS class/debate team. Constantly having to cross boundaries. Brought students with our background and encouraged to interact and share views.		1															
	French professor has written letter of rec; philosophy of																	

73	Not sure. Goal of LAE is for us to think that way, but not sure that JINs class went beyond combining history and writing. Not sure what courses might have done more than that.	1																	
74	Her past involvement with music in Highschool has helped her to bring together ideas of History, Music, and various cultures. Like in her History of Africa class-how music was involved in African History.	1							1										
75	JINS class-forced to be interdisciplinary. Used logic and had to think, write, voice, and communicate well. Has mixed English and speech with all other classes. Haven't had a class that naturally fell under 2 disciplines.	1																	
76	Can't think of any.		1																
77	JINS class/rock generation-one of her most challenging classes, learned about music in a way she had never thought about. 20 pg paper on what happens in music, how you feel-forced her to go outside comfort zone.	1																	
78	Science ethics, Chinese culture-learned about Asian medicine, good intersection with Western medicine. Intercultural connections.	1		1														1	
80	Between fibers and sculpture, mix the two emphasis within the same art major. WAC-look at ads more artistically and use the art background.	1		1															
81	Not huge but little things relate to one another. Taken lots of disciplines but really hasn't made connections.			1															
83	JINS class connected literature to cognition. Education classes have included connections to meta-cognition and technology. Three classes discussing the same subject at the same time.	1		1								1							
84	JINS course, John the Baptist, religion and historical perspective, art connection. Human anatomy and sound waves in literature and pedagogy class.	1						1		1									
85	Anatomy came too late-he could have made more connections. Lots of overlap within Health and Exercise Science.			1															
86	Can't do anything without thinking of interdisciplinary connections. Perhaps offer a class on what interdisciplinary connections are.			1															
93	JINS-Individual realities, incorporating religions; spiritual healing vs. physical healing, what patients expect.	1																	1
96	Biology was related to mathematics. Most related is in the same discipline, just building on previous knowledge.	1																	1
97	Gained unexpected interest in history, made connections between sociology and literature, took on a philosophy minor.	1						1											
100	Psychology minor: interacting with people, motivation behind their decisions, problem in group projects and how to resolve them, look behind the obvious to the background. JINS: Explorations of the Origins of Life, stimulating at first but repetitive toward the end, read the creation stories but didn't get into in-depth discussions about them.	1																	1
101	Didn't know what this was at first. Bio and Math seminars show both disciplines' points of view and how they don't always match up.	1		1															
	Business policy simulation game: interesting to see how finance, marketing, and management all fit together.																		

106	JINS class (Intercultural Perspective Women's Movement in the US and South Africa), western view of Africa, poverty, and AIDS. How they view their continent and their perspective has helped keep them in poverty. Takes an economic and political perspective.		1					1						
107	After working w/ ag, he began to intertwine ag and chem. Now, he's going to grad school to study agriculture and chemistry.		1					1						
108	Has not seen much connection between disciplines.			1										
110	Didn't know what this was at first. It is easy to get stuck in one perspective within your major. It is good to be able to mutually share ideas and information with other students.	1		1										
111	JINS class- Faust tradition mixed language, history, sociology, justice systems, although she didn't expect to be as impressed by the class as she was. Justice systems crosses all boundaries.		1							1				
113	Statistical and mathematical info in business and accounting classes. POM class helps in stats class. WACT class helped in upper level writing. Speech class helped w/ later speeches.		1		1							1		
114	JINS-environmental economics. History major/Spanish minor-research skills transferred into all classes and proved very helpful.		1							1				
115	Religion connected with science and issues with religion. JINS class teacher connected authors who combined science and art, though she was previously unaware of this.		1						1	1			1	
116	JINS class was best one, but doesn't feel that there is much of a connection between her classes. Criminology class let her write about anything so she chose her subject of psychology.		1					1						
117	American Studies-studied in highschool made her want to major in history/english. Sees connections over and over within her art, literature, music, history courses (people, countries)		1		1					1				
118	What does that mean? Psychology and interest in artificial intelligence in computer science class. Good connections-willingness of psychology professors to help with computer science projects.	1		1								1		
127	has interdisciplinary minor. Political science and business intermix all the time, they relate back, same kind of theory, organization type thing. Seeing people and topics from a different perspective.		1		1			1						
129	All classes in her minor, women's studies overlap in multiple ways. As a freshman someone told her that once you start to repeat things you're done. Interdisciplinary minors are a good idea.		1		1									
135	In sociology now-seeing different sides of sport, connect with sports psychology. Areas affect each other and easy to overlook. 1st semester taking math-good professor made a good impression. Made it easier to talk to faculty in other classes.	1		1				1						
140	Didn't know what this was at first. In business classes, they look at material from an HR and a financial perspective. JINS: Conflict, cooperation, and choice, looked at game theory. Religion and music classes overlapped.	1		1		1				1		1		
141	This semester, linguistics, american lit, and countercultures all overlap content. You have to actively		1		1					1				

149	Philosophy content applied to other classes. Different religion knowledge was helpful in comprehending readings in English. Photography/art class, using English knowledge.	1	1										1
150	JINS: not a Lit person at all, helped her to think about the fine arts.	1											
151	Internships helped bring everything together. Police department integrated justice systems, ethics, and sociology classes. Military science provides interpersonal skills. Current classes get him to bring things together and make connections.	1				1							
152	Everything: that's the way she looks at life now. Really values liberal arts education for undergrad because it allows you to gain broad exposure to many resources, rather than a narrowing focus.	1											1
153	ideas that overlap from course to course. Learning material from one course provides new way of insight to look at others course material.	1	1										
154	All classes have connections between them. Her connections came from noticing differences. Art-little to large/whole things. Biology-break things down. Sociology anthropology and biology overlap. Social issues in evolutionary biology.	1	1							1			
155	Worked with and got to know many people on campus: networking with people/people from many areas and places/when needed help translating a paper went to someone from that major/has made both personal and academic connections.	1	1										
156	World music from #2 (World music: intro to different cultures. Psychology introduced a whole new field-many applications. JINS: Context of Disability-awareness of other's needs.) gained most from it. Spanish class helped too.	1				1							
157	Discussion Plato in theatre, comm, and JINS (language and meaning).	1											
158	A lot. Econ major lends itself to interdisciplinary connections-liked math and history, econ fits in between. JINS Istanbul and Constantinople-econ involved in their history, modes of everyday life that tie econ and history together.	1				1	1	1					
159	Can really apply everything to real life. A lot of classes relate to Biology and Communication Disorders. Quality learning seems better when all things relate. JINS class. With a liberal arts education everything is pertinent.	1								1			
160	Made tee-shirts for math, art, physics. Math in physics. Physics involvement in computers.	1	1	1									
161	Wrote paper in JINS that connected with music, took a lot of sources and made other conclusions. Use language skills in music.	1											
162	Every thing she's taking all seems to fall together. Theater and Athenian humanism for example. Science-learned as facts, but really you can question things. English classes taught ability to think critically, apply to other things.	1	1					1					
163	Art classes are an interesting juxtaposition to biology degree. Taking different classes not within major. Computer/math/bio/ with KCOM. More programs like that will add to interdisciplinary stuff.	1	1				1	1	1				
164	Not sure. Write a paper looking at differences between Af. American and Hispanic women from an	1	1				1						

169	JINS class (Music and Religion): found a way to include science in music and literature. Seems like it happens often, makes reading and writing easier. Intro to Biology class: combined art and science in a project on the human body. Feels like professors bring in knowledge from other areas if possible.		1					1	1		1	
170	Didn't know what this was at first. Not many. Some from the core classes that show how to look at things differently. Some classes allow more ability/options to look at things than accounting classes. Helped him to think in a more round about way.	1	1		1							
171	Has 3 minors. Most classes have been interdisciplinary in the process of learning about four disciplines.		1								1	
172	Didn't know what this was at first. In discussions with friends, everyone brings their own perspectives (hasn't done this since she was a freshman). Rules, thinking guidelines, ways of thinking in each department are evident because of her involvement in both arts and science.	1	1					1				
173	SOAN is a very interdisciplinary topic. JINS class: very good thing! Race, Class, Gender gave her interesting perspectives and had interesting student diversity. Taking different classes: by the time you graduate you see how LSP classes all tie together and how everything relates. Volunteerism ties into the classroom. Music relates to history which ties into sociology.		1		1				1		1	1

Question 7: What steps might, or should, Truman take to strengthen your liberal arts education?		More Choices	Freshmen Choice Over Classes	Add Requirements	Keep Requirements	Fewer Requirements	Make More Connections - LSP to Major	Encourage Faculty Student Interaction	No Foreign Language	More Study Groups	Satisfied - No Suggestions	Advertise Events - More PR - More Info	Random Miscellaneous Comments	Unsure	Greater Consistency/Higher Standards Across Professors	Real-life Applications
		number of responses per category -->	15	0	3	14	10	6	0	0	0	20	0	7	1	6
Student Number	percent of survey participants -->	19%	0%	4%	18%	13%	8%	0%	0%	0%	26%	0%	9%	1%	8%	3%
32	Truman spends too much money on beautification and not enough on new computers-not enough resources for all the students here. Centralize resource (for each section of study) necessary for each major/division area of study (faculty, books, computers), resources aren't available, reallocation of the funds. Abolish GPAs-too much weight on that, into the system. Students focus too much on grades and the "perfect resume".												1			
41	Keep all LSP requirements-wouldn't have taken history if he didn't have to. Learn so much more about how to be open-minded, it helps you succeed. Everyone needs calculus, it shows people a new method of learning and new perspectives.			1												
42	Satisfied.										1					
43	In basic classes-do different, interesting things, students can learn in experimental ways, organize them with more freedom that is characteristic of upper-level classes. (more discussion) Learn what you need to learn but learn the way that you choose to. More interesting way of teaching basic concepts, not just regurgitation of facts.												1			1
48	Stress why a liberal arts education is important: Do this in Truman week, understand its importance and why they have to take so many LSP courses.															
52	More emphasis in core classes on how they relate to other areas-same professors do this more than others. Truman generally does a good job.						1				1					
53	Spread out liberal arts courses over the four years rather than concentrating them in the first couple of years.												1			
55	Not pleased with N-1 outcome. Wants to keep reputation intact. Standards should remain high.			1												
	Dropping one mode of LSP was good. Do a better job showing how LSP relates to major or how it better															

74	Involve more interdisciplinary stuff, instead of one class. Maybe have it earlier in the college career-before junior year.								
75	Less required "breadth" of requirements. Instead of having to take music and other particular requirement areas, if students could choose to fulfill some of those areas and supplement them w/classes they are interested in. This is the 1st semester she could take classes she was interested in.	1		1					
76	Talk the classes up more. Was sometimes hesitant to take classes outside of major. They should include more information about classes (student comments, etc) rather than brief description.								
77	Early on, not the right guidance freshman year. Advisor did not understand LAE or classes and majors. For an undecided major-this can make a big difference. Changed majors without any logical reason and it worked out. Changed from Psych to Comm. disorders based on another student's advice.								
78	7 of 8 was a good decision. Writing enhanced class helps out, good variety of those classes.					1			
80	Advisors have too many students, don't always know details. Hard to do professor stuff and also know all the LSP, major details. Taking Drawing 3 twice-same class, maybe change it to Drawing 4 and make the class different. SUB should be open more often to use for studying.								
81	The 7 out of 8 modes of inquiry should go back to 8. This leads to more interdisciplinary connections. Takes away from liberal arts.			1					
83	Don't add more requirements. An AP class should have transferred and didn't. Statistics should be substituted for mode of inquiry. Replace teachers rather than drop courses.			1					1
84	LSP program is good idea, people won't take them unless they have to. Too big, especially for music major. Dropping one mode is not the answer. Would like to see more options-only certain classes in discipline count as LSP. Don't like that you must have 1 math and 2 sciences, but only 1 between art, theater, etc.	1							
85	Doing a good job. Follow up survey after graduation would help future students.					1			
86	More major classes and less stringent LSP requirements.	1		1					
93	Came in with many credits. Didn't have many choices, restrictive major (HES) Would like to have taken Italian but it did not fit into school.	1							
96	Doing a pretty good job. LSP seem to take care of liberal arts education.					1			
97	Make the LSP more tailored to the needs of each student.	1							
100	LSP classes that double/triple count. Doesn't give you the same exposure to a variety of classes; better off taking a few different types of classes. Double counting is okay, but 3 and 4 counts is just too many.			1					

129	She's really enjoyed JINS, wishes there could be more classes that have a focus but are still interdisciplinary, maybe not required but given the options.	1								
135	Good-modes of inquiry ability to drop one is a good thing. Having some classes count more than once is good.						1			
140	Happy w/ liberal arts, glad she took the classes she was forced to take. Make sure that profs are hired who can make things interesting, enagage students, get them excited about material.									1
141	Smaller class size is very important. Truman foes a good job with bringing rectors into the res halls.						1			
144	Truman already has a broad selection of classes, but it should be even more broad.	1					1			
146	It took a while to get the liberal arts concept. Do something to help underclassmen comprehend it sooner.									
147	Do a little bit of everything. Should keep AG program, really liked AG 100.						1			
148	new catalog with 7 of 8 choice is great. Work on number of classes and scheduling because you can't always take what you want or need to.	1								
149	Liked change to 7 of 8 modes: it is frustrating to have to take required courses when already having taken other courses which demand the same type of thinking. Good to take courses in areas outside of your major "element," LSP is good overall.						1			
150	As BS student, she didn't have to take as much foreign language. She now wishes that she'd had to. Perhaps require more from BS students.		1							
151	Truman already does a decent job. Already able to add in some personal classes of interest. Already more classes under each mode than originally.						1			
152	More feedback in both directions (student to school, school to student). Get rid of some tenured professors who are "holding us back." Professors shouldn't be hired without a PhD. Senior Seminar porfolio is ineffective. Something tangible that demonstrates students' achievement. No multiple choice tests, they're ineffective.									1
153	Liked the n-1 change. Otherwise pretty good.						1			
154	One dislike-some professors grade so harshly and were way to picky. Shold be more concerned for non majors or lenient with grading in modes courses.									1
155	More variety of courses: but might not be able to do this because of the school size. More languages: have added a few since she came here.	1								
156	Truman should offer business minor. All students should take them instead of PHRE.								1	
157	Not allwoing elimination of one mode in LSP. BA major-enjoyed calculus class. Possibly drop comm mode-too broad. Most fit elsewhere			1						
158	JINS program good. Shes's seen a lot of connections in other classes-is it possible to build these into other classes as well. Field trips-opportunities to apply what they're learning						1			1

162	Difficult due to money problems but could use more faculty to facilitate smaller classes. Focus on retention, some leave due to all the hoops they have to jump through.									
163	Don't like the new 7 of 8 catalogue system, didn't enjoy all the LSP classes, but it's good to be exposed to different areas Truman has.			1						
164	More diversification of faculty, different people bring different ideas and experiences. Pay profs more so that they will stay. Hate to lose profs.									
165	Pretty strong right now. He feels pretty liberal.							1		
167	Layout of classes-so you can take LSP through all four years, problems with scheduling (usually one section of class comes into conflict). Restructuring should come primarily in major. LSP-when one class fulfill 3 modes, but makes you come under the needed 124 hours. More transferability over transfer limit of Community college (for lower division courses).				1					
168	Cater to the individual needs of the majors.	1								
169	Maybe more foreign language courses, most only take what is needed for BS. Would have like to take music.			1						
170	Perhaps require an art class to help broaden cultural perspectives. Otherwise all is pretty good.			1				1		
171	More open, truly liberal, n-1 is a great step. More options built into the system, more open categories that can be filled with anything, 3 math classes was a little much.	1			1					
172	Find more classes like the JINS course (not more JINS) to make other courses more interdisciplinary. Some courses are harder to do that with, though. More activities to bring disciplines together. More faculty interaction between their disciplines.					1				
173	Appreciates the LSP now, but glad she's done with it. 7 of 8 requirement might not be a good thing, may take away from the LA experience. Look at which faculty are teaching intro classes: the professors shape your opinion of the subject and may discourage younger students from exploring the subject more. Some professors don't seem to like teaching intro classes.				1					1

Question 8: Aside from grades, what distinguishes a successful student in your mind?		Persistent, Determined, Hard Worker	Someone Who Really Learned	Ability to Apply (also to make connections)	Sets and Achieves Goals	Well-rounded	Interested in Course Material, Enthused About Learning	Sociable and Involved	Participates	Random Miscellaneous Comments
		13	31	24	4	5	14	20	8	3
Student Number	number of responses per category -> percent of survey participants ->	17%	40%	31%	5%	6%	18%	26%	10%	4%
32	A student more concerned with what they're learned rather than what grade you got. Learning is more important. Student always seek new challenges and explores more, seek connections in new areas, willing to try new things.		1	1						
41	Time management skills, physically healthy, interpersonal skills.							1		
42	Knows material well and is prepared for other relating classes-can apply material elsewhere, not just for test.		1	1						
43	Someone who enjoys their education and retains information after the class.		1				1			
48	If you can remember the material the next semester and still be able to apply concepts learned, concepts etc. Done more than just studying for the test: willing to speak up in class, bring in outside info, willing to grow and learn, accept and undertand where others are coming from. Having own individual research behind you.		1	1					1	
52	Not afraid to receive bad grade for trying something new/beyond reach. Could get lots of experience and working knowledge, w/o always good grades. Ability to synthesize knowledge, writing and speaking abilities.									
	Understanding the material provided. Being able to									

65	Someone who works hard, gives as much effort as possible and learns a lot as a result. THEN grades won't matter as much.	1	1					
71	Prepared for the next step. Having the tools to deal with life prepared. Go beyond facts-apply info specifically.			1				
73	One who has a good balance in their life, being focused, doing things that will help after college. Taking advantage of career oriented opportunities, taking college seriously, but also having fun.	1					1	
74	Well rounded, builds relationship with people, learns about themselves, active in different organizations, doesn't study all the time.				1		1	
75	Participates in discussion. Not always talking but aware of material and voices real intellectual comments. Able to further discussion.							1
76	Willing to talk in class, help others understand material and not afraid to ask for help.							1
77	Problem solving without always looking to someone else, thinking outside the box, answer doesn't always come right away. Your first thought may be wrong. Well-rounded.				1			
78	Open-minded, take information, work hard, being disciplined is necessary, diligence.	1						
80	Focused on classes, dedicated, working hard, ambitious.	1						
81	Someone who can juggle a lot, like class and other organizations, lots of responsibilities. Student who enjoys what they are doing, getting a lot out of learning.					1	1	
83	Someone who is learning. There are many classes here where you can get good grades without learning. A social focus, connections with the town, making connections between the info learned in different classes.		1	1			1	
84	Someone who is happy and retains a fair amount of what they've learned. Someone who knows where to start looking for an answer if they don't know it.		1					
85	One who graduates in 4 or 5 years. Getting a job they want after graduating. Know what they're going to do after college, plan for the future.							1
86	Grades do not distinguish a successful student. Be honest, be your own coach. Not being a brown-noser. Working hard to the best of one's ability. Being a good person makes a good student.	1						
	Being ready to absorb knowledge challenge knowledge							

102	Walks away being able to apply learning to real life situations.		1			
103	Learns info to get grade, but can also apply and understand information. Retains information after class is over. Practical applications of class.	1	1			
104	Actually learning and being able to apply. "A"'s without this, you know nothing.	1	1			
105	Someone who stays on track, goes to class, graduates, doesn't drop out, participates in out-of-class activities.	1				1
106	Open-mindedness, willingness to learn and use what you learn to improve your environment. Ability to establish and maintain relationships.					1
107	Leaving a class with an understanding and not just memorizing. Understanding is success.	1				
108	Seems to have a knowledge of what they are doing; may not get the best grades, but know how to apply their learning.	1	1			
110	Can take knowledge away with them, interested in learning the knowledge especially in major, regardless of grade.	1				
111	Someone who knows how to concentrate, communicate, is open minded, logical. Same as #1.					
113	Someone who has developed "street smarts," develop relationships, how to conduct oneself in public, how to be a good person, wants to achieve personal goals.			1		1
114	Retention of knowledge beyond the semester's end. Applying new knowledge to material learned in the past. Realizing interdisciplinary connections between courses. Students who learn from their own mistakes and are able to learn on their own.	1	1			
115	Knows how to work hard and doesn't put all time towards studying. Balance work and play. Someone who has goals and something to work toward.	1		1		1
116	Grades don't represent your knowledge of the class. As long as they know how to apply info outside of class room. Time-management and knowing how to find resources to aid in papers, etc.		1			
117	If you can go away from a class and retain and use info to better yourself.	1	1			
118	Someone who can work on all aspects of life-can communicate well-hold conversations with variety of people-social aspects of learning as well as grades.					1
	You actually learn something: when you're done with the					

140	Anyone can memorize for a test, it is whether you learn it and apply it to other things that is important. Has enjoyed classes and retained a lot w/ out getting a good grade. Being able to remember info after class.	1	1					
141	Liberal arts answer applies. Life-long learner, applying life experiences to the classroom.					1		
144	Someone who is happy being at school, is involved a lot and gets every aspect of the college experience.					1	1	
146	Feeling confident about learning and showing it. Interacting successfully with others. Feeling that you have culture: knowing about more than just your own little world.							1
147	People skills: networking, reading body language. Really active and involved in organizations: more active the more she studies, care more about school.						1	
148	A good understanding of the topic matter that can lead you in the right direction of where to go, confident in subject matter, not afraid to talk, not afraid to fix things if the answer is wrong.	1						1
149	Engaged in class, participates, involved, passionate about subject, enriches other students' experience, good environment, respects professor and the work that he/she is putting into the class.					1		1
150	How much knowledge the student retains.	1						
151	Someone who gets a lot of experience from a class, who understands the material, who gains something from the class, who gets real world experience and interaction.	1	1					
152	Ability to apply what they have been exposed to, explain ideas they have seen, cross reference ideas and apply them in other areas, engage in critical thinking.		1					
153	Someone who shows ability to apply material and to assist others having problems.		1					
154	Gains appreciation of material not necessarily interested in acknowledges different way of thinking.					1		
155	Student who cares about campus, class, peers, and professors. Student who is involved						1	
156	Well rounded individual- accountability-understands own strenthes and weaknesses-takes initiative to improve-using available resources.				1			
157	Known by professor. Can speak their mind and communciate ideas. Others think you are successful							1
	Someone who works to learn and appreciate the							1

160	Not grades. Has capacity and interest to learn info on your own without taking a class.					1		
161	Honestly objective, know themselves and the real world. Successful and likes to read and learn.					1		
162	Someone who doesn't focus so much on grades, but commits to the subject they're studying-even if its challenging. Questioned her student role in a stats class.	1						
163	Grade is not as important as the student working to understand material. Testing methods aren't advantageous to all students.	1	1					
164	Student who knows their stuff. Made best of their college experiences do what you want and be a success, do whatever you want to do and still make it by. Success isn't grade-based, it's what you've got from your experiences. Meet people.		1				1	
165	Understanding the material and being able to apply it. Social skills, not studying 24/7. Goal oriented but you can have fun. Well-rounded.		1	1	1	1	1	
167	If you can generalize info, know the idea and apply it. Learn how to learn more effectively (because businesses will teach you what they want you to know). Gain social skills and learn socially.		1	1			1	
168	Growth throughout college, happiness, improvement in their lives and those people around them.							
169	Someone who can still answer questions after the test or after the class is over and can practically apply the information.			1				
170	Actually truly understanding the material. Sometimes he can do the problems but not actually understand.		1					
171	Ability to synthesize across the disciplines, not just regurgitating formulas - know how they apply in real life. Ability to communicate back what your brilliant ideas are.			1				
172	Well rounded: someone who is not just focused on one area and is able to know a lot across the board. Always being busy!				1			
173	Participation in organizations and events on campus, see presenters, movies, you get a lot out of it that people don't realize at first. Take advantage of extracurriculars. Honestly learning, having a genuine interest in learning for learning's sake, not just for the test/quiz.		1			1	1	

Question 9: From your perspective, what distinguishes a successful educator?		Knowledgeable About Discipline	Interested/Passionate About Subject	Clear Presentation of Material, Well Prepared	Open-minded	Good Communication Skills	Ability to Relate to Students	Variety of Teaching Abilities/Styles	Desire to See Students Learn and Achieve	Willing to Help - Interested in, Respects, Cares about Students - Flexible	Generates Student Interest	Well-rounded	Sociable, Friendly	Random Miscellaneous Comments
		21	25	16	7	16	24	10	18	32	19	2	9	2
Student Number	number of responses per category -> percent of survey participants ->	27%	32%	21%	9%	21%	31%	13%	23%	42%	25%	3%	12%	3%
32	Patience and experience is most important. Communication skills are a must. Need to know how to understand the needs of the class, not just sticking to a strict curriculum. Courage to take the risk to make class changes.					1	1			1				
41	Time management skills, interpersonal skills (open and helpful).			1						1			1	
42	Teach in a way so that material can be applied, not just regurgitated.								1					
43	Enjoys what they are doing, continually learning.	1	1											
48	Communication skills: help the student know it. Discussion based classes: allows students to sort out themselves. Enthusiasm: incorporate different forms of teaching, different assignments.		1			1		1	1		1			
52	Makes clear importance of material and why it is being studied/organization/good understanding of subject/ability to evaluate new information and impact on what they are teaching/passionate; ability to impart passion to students.	1	1	1			1				1			
53	Someone who comes to class prepared and with goal in mind. Open-minded, doesn't expect students to be experts. Makes learning fun. Info presented in class is reflected in tests and projects-don't blind side us. Teacher wants to be there, is excited about subject/enthusiasm.		1	1	1						1			
55	Strong relationship with students, willing to go beyond syllabus. Concerned with academic well-being and takes the time to notice progress. Concern and mastery of subject is important. Credentials are less important than relating to students.	1					1		1					
	Being able to see issues from a student's perspective; understand that students are new to material													

71	Emphasizes skill buildup, enthusiasm-interested and active. Takes responsibility to facilitate student learning. Lots of class activities to stimulate learning.		1				1	1			
73	A person who puts students first, doesn't get too caught up in their own work. Listen to students, find out how they learn best. Always looking for best way to get info through to students, incorporates new ideas.						1			1	
74	Genuine interest in students and respects them. Open to students coming by office to talk. Isn't afraid to try new things.									1	
75	Care about students, display interest in subject. Open for questions/to give help. Students feel comfortable approaching.		1				1			1	
76	Goes out of their way to make sure class understands, can go out of the class to help/listen to problems which don't deal with class directly.							1		1	
77	Not so concerned with what I need to teach but what are my students learning. Concerned with what students are getting out of it.							1			
78	It is apparent when you see a prof who spends a lot of time on students. Organized, confidence in ability to teach.									1	
80	Willing to let students have a different point of view, let them argue about issues.					1					
81	Really knows what they are talking about, present info clearly, have a genuine concern for students, available.		1							1	
83	Enthusiastic about what they teach. Well-prepared, ample discussion time, work with technology. Don't just assign papers and give tests. Make students analyze info, discuss outside of class, help to meet other students in class, be available.		1					1			
84	Someone who's happy, enjoys teaching. Not only intelligent. Good grasp with subject matter, admits it they're unsure of an answer instead of talking through it. Good speaker.		1	1			1				
85	Doesn't need a degree. Known as a "good professor," works hard to make students learn, doesn't let things slide.								1		1
86	Knowledge of the material-not lecturing straight from notes. Fairness-treat all students fairly. Remembering their own experiences and that school is not life-remembering that school is school and that you have a life outside of class.		1				1				
93	Deeply concerned with education of students. Not just passing the class. Ability to spark interest in the student. Appreciate each student individually and be ready to help them grow.								1	1	1
96	Shows interest in subject they're teaching. Respects the students, has 2-way communication.		1				1			1	
97	Someone who is outgoing, comfortable in front of others, well-organized in the presentation of materials, and has										1

103	Important to be very clear about expectations and assignments. Vagueness is the worst characteristic. Had to keep repeating assignments 20 times to understand. Needs to be compassionate-tough courses like org. chemistry-now that people will need more help than in average class. If students are trying and not getting it, need to be able to tell and adapt. Can tell if professor cares. Will work harder for a class where professor cares.						1	1		
104	One that listens and gives appropriate feedback, knowledgeable in area-based on sound evidence, not just hypothesis. Communicate well-relate well with students. Able to ask questions that evoke appropriate feedback to assess student's knowledge. Collaborate well with others in discipline. Involved in activities other than discipline. Well rounded like they want students to be.	1			1		1			1
105	Teacher that's well prepared for class and really knows the subject and can teach it well.	1		1						
106	Can adjust to various learning styles, able to establish relationships with students, make them comfortable, ask questions, make it (what you learn in class) applicable to the real world, organization and communication skills.				1		1	1		1
107	Someone who can build relationships w/ students, enjoys what they're doing, involved w/ students outside of class.		1				1			1
108	One who gets to know their students and the students know what is going on (quality over quantity of information), does not force info on students.						1		1	
110	Someone who can see your knowledge increasing and help you succeed in ways beyond the classroom, ie grading based on improvement rather than an average.	1						1		
111	Someone who can communicate very well so everyone can learn. Someone who can show genuine concern. Interest in the material. PhD may not give the required skills, but experience does. Convey interest in material to the class.		1							1
113	Someone who's knowledgeable on what they're teaching, has experiences in their area, seems confident when speaking on the subject, gets students motivated, students are made better off when they have finished the course, students enjoy listening to the prof, respected by the student body, and does not just lecture from the text book.	1					1			1
114	Availability in the form of office hours, email, and home phone number. Sticks to a well-prepared syllabus. Lecture and readings coincide with test material. Essay exams, testing students ability to assimilate knowledge. A teacher who asks you to put it all together and who treats all students equally.		1							1
	Someone who cares about students, makes an effort to									

127	Someone who teaches the students to remember what they are teaching. Lectures stuff that's not from the book, the book is just a secondary source. Don't want to find the teachers lectures in the book. Someone who teaches the extra knowledge that's not in the book.	1							
129	Cares about success of studnets (qualitative). The grade isn't the important part, the learning is.					1			
135	Cares about how students do. Does best to encourage learning environment focused on success of students. Giving time to students outside class. Caring about growth as a person not just as a student.					1	1		1
140	Shows excitement, engages students, open-door policy encourages students to come talk to them. Hates when profs just use power point. Use of humor, should care about students and want them to do well.	1				1	1		
141	It's a passion for the person. Excited about their work, make it his/her life to bring knowledge to people.	1							
144	Someone who wants to see their students succeed, does whatever they can to help, concerned with students' progress.					1	1		
146	Grasp of material, answer questions or find out the answer, encouraging, patient, care enough to know your name.	1				1			
147	Friendlier ones are relly good! Can chit chat, not afraid to go to offices, can go to office for anything, well-prepared for class, go with the flow.		1						1
148	Can interact with students inside and outside of class, available outside of class, good discussion leading to get ideas out, open to new ideas, a lot of experience in the field and the ability to share personal experience.	1		1	1		1		
149	Interest and passion in subject area, preparation, ability to connect with students, care about students, respects the work students are doing, ability to read students and gague their understanding. Likes when a prof says "this is my favorite class to teach!"	1	1		1		1		
150	Enthusiasm and passion for their discipline. Ability to relate it to students who don't know about it; knowledge without that ability only yields gibberish.	1			1			1	
151	Able to connect with students either intellectually or on a personal level. More apt to pay attention and get something out of class if students and prof connect.				1			1	
152	Passion about their topic, well versed in field of study, puts in effort, makes time for students, interpersonal skills, can encourage, outside experiences besides teaching, break down higher ideas into basics.	1	1	1			1	1	1
	Someone who can adapt to different needs of								

157	Able to communicate with students well/good knowledge of what they are teaching/professional experience in field of study; not all academic.	1			1							
158	Ability to convey material so students can learn and retain. Create interest and excitement in students. Genuine interest in student's learning material. Team approach-teaching and learning.			1				1		1		
159	Is responsive to student feedback, adjusts to individual needs, approachable and able for students to come to. Open to new ideas/ways.				1		1					
160	One who allows someone to be a successful student. Points students in the right direction. Students have interest in subject.								1		1	
161	Takes a lot of time to get to know students and material. Doesn't put pride first. Try to know more about field.	1									1	
162	Ability to read your class and know what needs to be covered better. Non judgemental, has empathy for students. Loves teaching, has fun with it, flexible. Profs need to at least pretend they like being in Kirksville, their attitude impacts students.						1				1	
163	Someone who is still passionate about subject and conveys that to students. Availability to students. Wants to see students educational goals met.		1						1		1	
164	Someone who interacts well with students, tricks you into learning. Brings info to a place where you can understand it, not over student's heads. Available, genuinely concerned. Knowledgeable themselves. Who are able to get their point across, convey what they're trying to say-be a good educator, by teaching and explaining things.	1		1			1				1	
165	Presentation of the material, degree doesn't matter if you can't communicate the info. Don't go to classes if they aren't worthwhile (if material is straight from book). Teachers that integrate humor make it more exciting.				1		1	1				
167	Respect for students (want to commit most time for their class... Think that we're only here for grades, students are here for learning first). Available for office hours. Major profs tend to be known by students better.										1	
168	An interest and love for the material they are teaching. Open-mindedness, an ability to understand others' opinions and communicate your own. Desire to continue learning on their part.	1	1		1		1					
169	Someone who teaches in multiple ways to accommodate for different learning styles. Someone who is excited about what they are teaching.		1						1			
170	Well-organized, lots of office hours, can explain things in a variety of ways, relate to students, speak in words students understand, go at a reasonable pace that students can follow, homework on regular basis and that applies to the test. Getting students involved in the learning process.				1		1	1	1		1	1

Question 10: What distinguishes a good educational experience from just taking a class?		Knowledge of the Subject												Random Miscellaneous Comment	
		Ability to Apply/Connect to other Coursework - Seeing Application	Interest in the Material, Current and Continuing	Good Student-Professor Relationship	Enjoying the Class	Giving it Your Best	Choosing To Take the Class	Meeting, Learning About, Working With Others	Sense of Accomplishment	Concern For Learning Over Grades	Gaining a New Perspective	Enthusiastic/Good Professor			
Student Number	number of responses per category -> percent of survey participants ->	27 35%	30 39%	27 35%	8 10%	20 26%	5 6%	1 1%	11 14%	12 16%	9 12%	10 13%	13 17%	4 5%	
32	The key is that you want to try new things. You have enthusiasm from the student. Retaining information.	1				1							1		
41	Getting to know people in class, discuss more than what's on the exam, but also what you have learned in the class.								1			1			
42	Being excited about material leads to a desire to share material with others. Something that challenges you to grow.					1	1								
43	Profs putting info in a way that's enjoyable, "Don't even know that you are learning because you are having fun."					1									
48	If you can take and apply info to another context. You can walk away even not getting an A and feel it was a good experience that you learned and makes you want to know more. Relationship with professor.		1		1							1			
52	go beyond page; hands on experience; come away with ability to use information; see things in everyday life that relate to learned material. Study Abroad-current events, language-all far above just taking class. Able to relate to things happening today apply information in real life.		1								1		1		
53	Leaving class knowing something new. Feeling that you have gained something from coming to class and did not waste time. In major-provides understanding of how to reach personal goals.	1									1				
55	Continued discussion among students about class material. Straight lecture classes are not desirable. Break away from norm, not just a rote learning experience.			1										1	
	Relating class to real-world experience. Teacher really														

73	Something that sparks interest, wants to keep learning about material beyond class. Retain and apply material in future. She wants to pay attention because she wants to learn and retain.	1	1	1					1		
74	Learn more than just the subject at hand. Grow as a person, instead of just growing more factual knowledge.							1	1		
75	Depends on how the class is taught. A teacher can raise interest in a topic, but if they have no enthusiasm, you probably won't retain material. A good experience means you look further into material.			1						1	
76	You can walk away from class a couple of years later and still know what you learned. Not just learning for tests-knowledge you can take away.	1									
77	Coming out with a new perspective (could be unrelated to that subject). The new perspective should be on something that will help you in what you decide to do.		1						1		
78	Take something out of class rather than just subject material, information.										1
80	Able to use material learned later in life. Really getting into the material.		1	1							
81	Enjoyable, when you are done you see what you really have learned and how that is applicable.	1	1		1			1			
83	Analyze info that is being learned, know importance of info. Interesting projects.			1	1						
84	Having a good prof. Having time and energy and desire to do classwork.			1							1
85	Personal satisfaction, what you put in you get out. Getting a good grade. Remembering what you learned versus cramming for a test.	1				1		1			
86	Really learning something that you don't already know. Applying it outside of class. Not just knowing the facts. Feeling like you've gotten something out of the class.	1	1					1			
93	Getting excited to seek outside sources. Continue to find out info about class even after its over. Talk to people about what happens in class.			1			1				
96	Grades are important, if she's able to relate info to everyday life, completely abstract material seems like a waste of time.		1								
97	Thinking about the info outside of class, being informed about the subject outside of class.			1							
100	Coming out of a class feeling like I know something, content needs to be there, can be achieved by accountability on the professor's part to see if students were learning (an unstructured course doesn't have any real goals), take something away from the class, spiked discussions among rommates or peers (intellectual discussion is important!	1		1			1	1			
	Having something you'll continue to use build upon not										

106	Being able to walk away from a class and say that you've learned something beyond the facts, discussion, projects, profound example or sharing personal experiences weave into later life experiences.	1	1					1			
107	Leaving class with more than just a grade, leaving it with an understanding, as well as a relationship with the faculty in and out of class.	1			1						
108	Feel better about self and that you accomplished it and have bettered yourself by taking it.								1		
110	All of her answers combined: Learning who you are, whether or not you graduate with your original major, have learned about self and world and other cultures, feels as though she has been able to do that at Truman, partly through classes and partly through interaction with other students. "I like Truman!"							1	1		1
111	Leaving class wanting to know more, can't stand for the 50 minute class to be over, want to stay and talk to teacher b/c you love the subject now.				1	1	1				
113	Overall experience determines success; how you feel coming out of the course. Questions to ask are: Did you enjoy going to class? Did the prof make the class as enjoyable as it could be? Are you satisfied? Did you get your money's worth? Did you learn?	1					1			1	1
114	If the class changes how you look at other courses and how you write. If it is something you have enjoyed learning, inspires you to learn more on your own, you meet people in class, and you become well-acquainted with your professor.				1	1	1		1		1
115	Get something out of the class, you actually learn something. Themes of the class stick with you because they're important.	1			1						
116	If one can practically relearn the class or apply it in everyday life.	1	1								
117	Professors who are excited about the subject and show it in class. Classes where you are comfortable and can talk to classmates and professor. Appreciate knowledge in other areas, can use it in life.				1	1			1		1
118	Sparks an interest in the material-grade doesn't always reflect that-encourages you to pursue ongoing interest.				1					1	
127	Understand importance of subject/grasp real world applications of subject/ something clicks to make you remember and you do past that class.	1	1								
129	A class makes you want to meet others in the class; you like the class so much you want to know the others in the class.					1			1		
135	Being excited to go to class: discussion-feeling like you're participating not just listening. Applying knowledge learned in group work or presentations, seeing how what you've learned works. After class					1					

144	You really enjoy the class, apply info to other things and the future, hands on experience, not a "pain to go," you actually want to go.	1		1						
146	Participating, enjoying it, diving into material, actually reading what you're supposed to, finding an appreciation for it even if you hate it.			1				1		
147	How much you care about the subject matter and the people in class. If you genuinely like your major and therefore class. Inspirational teachers. How much passion your teacher has.			1	1					1
148	Excited to go to class, want to learn the topic, someone in the class to talk to about the subject, a relationship with the professor, trust and the ability to go to the prof for help.		1	1	1		1			1
149	Participation/engagement, more comfortable in class, supportive environment lending itself to participation. Students want to go to class, feel that it is safe to participate, which leads to a better mood in class.				1					1
150	Amount you really "learn." Knowledge you retain.	1								
151	Ability to have fun while not failing out of the institution. Take part in local activities and socialize a little.									1
152	One where you were initially not, but eventually became, excited about it. Applicability. Overlaps into other areas, different subjects than the one at hand. Stimulating.	1	1		1					
153	Walking out feeling/knowing you came out with knowledge you can use in the future.	1	1							
154	Appreciation-knowing something is out there. Retaining material and not being ignorant.	1								
155	Enjoying what you learned/using the knowledge in real life/learning more about the subject after done with school.	1	1	1		1				
156	All of the above. Just taking and not worrying about grades. Good experience-can I apply it?		1					1		
157	Something you can remember years later/retaining info/using info outside of class (with friends and family) draw connections from and to info.	1	1	1						
158	Taking a class-notes and get maybe a half of the material for test. But a good educ. Experience-captures your interest, gets you thinking, connects different ideas, think about things in new ways-retain for later help in future.	1	1	1					1	
159	Actually learn something, something you will remember later, can apply to life.	1	1							
160	A class you would be glad to have taken, not just a class.				1					
161	It is student's choice, not necessarily more fun, but have a lot of discussion and use media (videos etc.) within class.						1			1
162	When you're moved, when your way of viewing the world changes, greater critical thinking, more than surface	1		1						1

167	Teaches you beyond just class work. Portfolio takes work out of class and raises its importance, think about experiences. Expectation that students show up regularly. What does school do for students (reputation-wise)?			1							
168	Generate new thoughts and understanding not just memorizing information. Not just trying to earn a grade.	1						1	1		
169	If you WANT to go to class, feel like you will be able to use the information later in life, if you can apply information and yourself to your goals in life.		1		1						
170	Connection with the professor, understand them and have a relationship with them. Not just lecture. Class participation and discussion. Respect and caring goes both ways.				1						1
171	Not just memorizing, but understanding. Applicability and synthesizing with other disciplines. Learning whats beneficial outside the academic setting "improves you as a human being."	1	1								
172	One that you get something out of, learn/know the material. Leave the class with something. Learning study skills even helps, teaches you responsibility (both parts of any good educational experience).	1						1			
173	Getting something out of it besides a grade, which is not the professor's role. Students must decide for themselves what they want to get out of it. Prof should make an effort, though.							1			1