

## Chapter VI: STUDENT INTERVIEW PROJECT

*Who takes it?*

A random sample from one or two class levels that are selected by the University Assessment Committee.

*When is it administered?*

At the beginning of the Spring Semester.

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

About 30 minutes.

*What office administers it?*

The University Assessment Committee, the Chair of the Student Interview Project, plus additional volunteers from students, faculty, staff and administrators. Each student interviewee is typically questioned by two people (one of whom is a student and one of whom is a faculty member or administrator).

*Who originates the questions?*

The University Assessment Committee.

*When are results typically available?*

At the end of the summer.

*What type of information is sought?*

The University Assessment Committee selects questions based on current curricular or co-curricular topics of interest to the University. For example, in 2004 students were asked questions about the liberal arts and what they think makes a liberally educated student. Questions are given in both written and oral format.

*From whom are the results available?*

From the Vice President for Academic Affairs Office or the Chair of the Interview Project.

*To whom are the results typically available?*

The Assessment Committee, and the University community through University-wide conferences, faculty luncheons, and this *Almanac*.

*Are the results available by division or discipline?*

No.

*Are the results comparable to data of other universities?*

No.

**INTERVIEW PROJECT REPORT 2004**  
**VICE PRESIDENT'S ADVISORY COMMITTEE ON ASSESSMENT**  
**EXECUTIVE SUMMARY**

During the 2004 Spring Semester, the Vice President's Advisory Committee on Assessment, assisted by members of the Truman State University community, including faculty, staff, and students, conducted the twelfth annual interview project. Of the 175 randomly drawn first year students, 164 had valid addresses and telephone numbers, of which 85 students were interviewed, for a response rate of fifty-nine percent. Of the 175 randomly drawn upper-class students, 140 had valid addresses and telephone numbers, of which 77 students were interviewed, for a response rate of fifty-five percent. The first year students entered Truman with an average ACT score of 27.6, were carrying 14.6 credit hours during the spring semester, and had a cumulative high school GPA of 3.80 on a 4-point scale. Their fall, spring, and cumulative GPAs were 3.28, 3.35, and 3.34, respectively. The upper class students entered Truman with an average ACT score of 27.8 were carrying 13.8 credit hours during the spring semester, and had a cumulative high school GPA of 3.77 on a 4-point scale. Their fall, spring, and cumulative GPAs were 3.31, 3.37, and 3.30, respectively.

A faculty-student interview team interviewed each student. Each interviewer took notes on the student's responses. Immediately following the interview both interviewers compared notes and arrived at a consensus regarding the accuracy and completeness of the notes they had taken. The chair of the interview project and his assistants then coded the notes taken by the interviewers. Forty-five faculty, four administrators and staff who serve on the Assessment Committee, and forty-four students participated in this year's interview project.

A written component consisting of 10 questions was administered prior to the oral interview. All interviews were completed prior to Spring Break 2004 primarily on Wednesdays between the hours of 3 and 5 PM and Thursdays between the hours of 11 AM and 2 PM; students unable to come in on Wednesdays or Thursdays were interviewed Monday evenings between 6:30 and 9:00 PM or on two Saturday afternoons between 11 AM and 2 PM.

Note that the convention followed throughout this report is to round percentages to the nearest whole number and that categories are ordered according to the FYS frequencies.

## ORAL SURVEY RESPONSES

### **Summary of Question 1:** *In your mind, what are the key characteristics of a liberally educated person?*

Twelve different categories arose: well-rounded (have a lot of interests/experiences) (FYS 58%; UCS 26%); renaissance person (well-versed/articulate on a variety of topics) (FYS 33%; UCS 22%); general academic knowledge, little expertise (FYS 27%; UCS 19%); open-minded (FYS 24%; UCS 27%); desire to learn; life-long learner (FYS 13%; UCS 9%); ability to communicate/interact well with others (FYS 11%; UCS 11%); ability to think and reason well (FYS 9%; UCS 12%); possesses practical skills and knowledge, understands the world around him/her (FYS 6%; UCS 6%); random miscellaneous comments (FYS 5%; UCS 10%); respectful of other cultures/diversity (FYS 5%; UCS 3%); outgoing (FYS 4%; UCS 3%); versatile, adaptable, flexible (FYS 1%; UCS 3%)

### **Summary of 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.*

Twenty-one different categories arose: good professor (FYS 23%; UCS 18%); smaller classes/student interaction (FYS 22%; UCS 18%); class discussions (FYS 21%; UCS 22%); different teaching/learning methods (FYS 19%; UCS 14%); professor student interaction (FYS 15%; UCS 10%); interesting subject matter (FYS 14%; UCS 13%); speeches and presentations (FYS 11%; UCS 10%); random miscellaneous comments (FYS 11%; UCS 8%); hands-on labs (FYS 10%; UCS 9%); writing papers (FYS 9%; UCS 12%); sense of accomplishment (FYS 9%; UCS 6%); group projects (FYS 6%; UCS 16%); classroom diversity (FYS 6%; UCS 9%); independent thinking (FYS 5%; UCS 9%); homework (FYS 4%; UCS 4%); applicability (FYS 3%; UCS 21%); field trip/direct experience (FYS 3%; UCS 17%); wide range of classes (FYS 3%; UCS 13%); relevant assessment methods (FYS 2%; UCS 5%); lectures (FYS 2%; UCS 3%); research (FYS 1%; UCS 3%)

### **Summary of 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.*

Sixteen different categories arose: professional organizations (FYS 23%; UCS 30%); other university organizations and clubs (social, political, environmental, etc.) (FYS 21%; UCS 32%); other university events (presentations, discussions, SAB, etc.) (FYS 20%; UCS 17%); athletics (participation and spectator, includes intramural) (FYS 20%; UCS 14%); volunteer and service organizations (FYS 17%; UCS 22%); greek life (FYS 16%; UCS 19%); religion organizations (FYS 10%; UCS 6%); research/class (FYS 9%; UCS 19%); cultural events (plays, lyceum, etc.) (FYS 9%; UCS 6%); residential life (FYS 8%; UCS 9%); musical involvement (FYS 5%; UCS 4%); faculty interaction (FYS 5%; UCS 6%); social (FYS 4%; UCS 6%); random miscellaneous comments (FYS 3%; UCS 5%); student employment/work (FYS 2%; UCS 8%); recreation center (FYS 1%; UCS 1%);

### **Summary of 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.*

Nineteen different categories arose: meeting new people/social (FYS 36%; UCS 16%); greek life (FYS 24%; UCS 16%); volunteer and service organizations (FYS 18%; UCS 13%); athletics (participation and spectator, includes intramural) (FYS 16%; UCS 8%); other university organizations and clubs (social, political, environmental, etc.) (FYS 15%; UCS 19%); religious organizations (FYS 15%; UCS 10%); residential life (FYS 15%; UCS 10%); professional organizations (FYS 14%; UCS 8%); living

away from home (FYS 13%; UCS 5%); musical involvement (FYS 7%; UCS 3%); other university events (presentations, discussions, SAB, etc.) (FYS 6%; UCS 9%); time management (FYS 6%; UCS 8%); Truman (freshman) week (FYS 5%; UCS 1%); recreation center (FYS 5%; UCS 0%); cultural event (plays, lyceum, etc.) (FYS 4%; UCS 0%); student employment/work (FYS 3%; UCS 7%); random miscellaneous comments (FYS 3%; UCS 4%); faculty interaction (FYS 2%; UCS 5%); research/class (FYS 0%; UCS 7%)

**Summary of Question 5:** *How has your interaction with faculty members, both in and out of the classroom, contributed to your liberal arts education?*

Twelve different categories arose: interest in student/willingness to help (FYS 44%; UCS 56%); professor availability (in or out of office hours) (FYS 34%; UCS 31%); interaction (independent of course work) (FYS 19%; UCS 49%); relationship (higher comfort level, some degree of friendship) (FYS 17%; UCS 32%); positive relationship enhanced student's course experience, increased motivation (FYS 17%; UCS 29%); professor enthusiasm for his/her discipline (FYS 7%; UCS 6%); random miscellaneous comments (FYS 6%; UCS 8%); small class size (FYS 5%; UCS 1%); varied teaching styles (FYS 4%; UCS 4%); advising (FYS 3%; UCS 13%); class discussions (FYS 2%; UCS 3%); research (FYS 0%; UCS 4%); students' interactions with faculty were reported as positive (FYS 85%; UCS 95%), negative (FYS 6%; UCS 9%), and neutral (FYS 16%; UCS 5%)

**Summary of Question 6:** *What types of interdisciplinary connections have you made during your college experience?*

Seventeen different categories arose: overall, none (FYS 58%; UCS 19%); don't know or are unsure (mentioned explicitly or implicit from answer) (FYS 42%; UCS 27%); some (coursework related, mostly multi-disciplinary) (FYS 41%; UCS 77%); specific connections made were class connections (FYS 32%; UCS 27%); between humanities and social science (FYS 23%; UCS 19%); between science and social science (FYS 12%; UCS 14%); within social science (FYS 8%; UCS 16%); between humanities and science (FYS 6%; UCS 8%); within WACT (FYS 5%; UCS 0%); within humanities (FYS 4%; UCS 3%); random independent connections (FYS 2%; UCS 4%); between math and social science (FYS 1%; UCS 6%); between humanities and math (FYS 1%; UCS 3%); between math and science (FYS 1%; UCS 3%); within science (FYS 1%; UCS 1%); within JINS (FYS 0%; UCS 35%); diversity and variety in class (FYS 0%; UCS 3%)

**Summary of Question 7:** *What steps might, or should, Truman take to strengthen your liberal arts education?*

Eighteen different categories arose: satisfied – no suggestions (FYS 36%; UCS 26%); more choices (FYS 20%; UCS 19%); random miscellaneous comments (FYS 16%; UCS 9%); unsure (FYS 9%; UCS 1%); fewer requirements (FYS 8%; UCS 13%); more information about Truman (University and Requirements) (FYS 6%; UCS 10%); greater consistency across professors (FYS 4%; UCS 8%); encourage faculty student interaction (FYS 2%; UCS 2%); more personal/better advising (FYS 3%; UCS 5%); make more connections – LSP to major (FYS 2%; UCS 8%); real-life applications (FYS 2%; UCS 3%); greater diversity (FYS 2%; UCS 3%); smaller classes (FYS 2%; UCS 3%); freshman choice over classes (FYS 2%; UCS 0%); advertise events – more PR – more info (FYS 1%; UCS 0%); keep requirements (FYS 0%; UCS 18%); re-examine JINS program (FYS 0%; UCS 5%); add requirements (FYS 0%; UCS 4%)

**Summary of Question 8:** *Aside from grades, what distinguishes a successful student in your mind?*

Twelve different categories arose: someone who really learned (FYS 38%; UCS 40%); sociable and involved (FYS 30%; UCS 26%); lifetime skills (includes helping other students, communication, time management) (FYS 28%; UCS 29%); ability to apply (FYS 25%; UCS 31%); persistent, determined, hard worker (FYS 24%; UCS 17%); interested in course material, enthused about learning (FYS 15%; UCS 18%); open and willing to learn beyond the course (FYS 11%; UCS 8%); participates (FYS 7%; UCS 10%); well-rounded (FYS 6%; UCS 6%); sets and achieves goals (FYS 4%; UCS 5%); random miscellaneous comments (FYS 3%; UCS 3%); ability to question (FYS 1%; UCS 1%)

**Summary of Question 9:** *From your perspective, what distinguishes a successful educator?*

Fifteen different categories arose: willing to help - interested in, respects, cares about students - flexible (FYS 56%; UCS 42%); ability to relate to students (FYS 40%; UCS 31%); knowledgeable about discipline (FYS 36%; UCS 27%); desire to see students learn and achieve (FYS 30%; UCS 23%); clear presentation of material, well-prepared (FYS 28%; UCS 21%); interested/passionate about subject (FYS 27%; UCS 32%); generates student interest (FYS 27%; UCS 25%); variety of teaching abilities/styles (FYS 23%; UCS 13%); good communication skills (FYS 14%; UCS 21%); sociable, friendly (FYS 13%; UCS 12%); clear course expectations, reasonable homework, fair testing (FYS 10%; UCS 16%); open-minded (FYS 6%; UCS 9%); random miscellaneous comments (FYS 6%; UCS 3%); well-rounded (FYS 2%; UCS 3%); interdisciplinary connections (FYS 2%; UCS 0%)

**Summary of Question 10:** *What distinguishes a good educational experience from just taking a class?*

Thirteen different categories arose: ability to apply/connect to other coursework – seeing application (FYS 40%; UCS 39%); knowledge of the subject (FYS 34%; UCS 35%); enjoying the class (FYS 21%; UCS 26%); interest in the material, current and continuing (FYS 16%; UCS 35%); enthusiastic/good professor (FYS 14%; UCS 17%); good student-professor relationship (FYS 13%; UCS 10%); meeting, learning about, working with others (FYS 11%; UCS 14%); giving it your best (FYS 9%; UCS 6%); gaining a new perspective (FYS 8%; UCS 13%); concern for learning over grades (FYS 8%; UCS 12%); random miscellaneous comments (FYS 5%; UCS 5%); sense of accomplishment (FYS 1%; UCS 16%); choosing to take the class (FYS 1%; UCS 1%)

## WRITTEN QUESTIONS

As you consider the various elements of your own liberal arts education, please circle the correct descriptor of the importance of each of the items in the following categories of questions.

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.

How much trust you have toward the professor (FYS: 3.9; UCS: 4.0)

not at all important (1)    of minor importance (2)    somewhat important (3)    very important (4)    extremely important (5)

How much the professor trusts you as a student (FYS: 4.1; UCS: 4.1)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor's classroom presentation skills (FYS: 4.4; UCS: 4.1)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor's interpersonal communication skills (FYS: 4.1; UCS: 4.1)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor's availability outside of class (FYS: 3.4; UCS: 3.5)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor's prestige/academic background (FYS: 3.1; UCS: 2.6)

not at all important    of minor importance    somewhat important    very important    extremely important

How much the professor likes or respects you (FYS: 3.7; UCS: 3.5)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor who is very outgoing (FYS: 3.2; UCS: 2.8)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor who demonstrates caring for your educational development (FYS: 4.1; UCS: 4.1)

not at all important    of minor importance    somewhat important    very important    extremely important

A professor who supports your educational and career goals (FYS: 3.7; UCS: 3.8)

not at all important    of minor importance    somewhat important    very important    extremely important

Professor's willingness to hear others' opinions (FYS: 4.1; UCS: 4.2)

not at all important    of minor importance    somewhat important    very important    extremely important

Whether the professor knows you by name (FYS: 3.3; UCS: 3.6)

not at all important    of minor importance    somewhat important    very important    extremely important

How important is each of the following in your definition of a personally successful class experience?  
Please circle the response most closely describing your experience.

- Prior knowledge of the subject matter for a course outside your major (FYS: 2.8; UCS: 2.3)  
not at all important (1)    of minor importance (2)    somewhat important (3)    very important (4)    extremely important (5)
- How much you like taking this class now that you're in it (FYS: 3.7; UCS: 3.8)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Your interest in the subject material (FYS: 3.8; UCS: 3.9)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Your opinion of, or attitude, toward the professor (FYS: 3.8; UCS: 3.8)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Frequent interaction with the professor (FYS: 3.2; UCS: 3.1)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Knowing or being familiar other class members (FYS: 3.2; UCS: 2.8)  
not at all important    of minor importance    somewhat important    very important    extremely important
- How many would be enough? \_\_\_\_\_ (whole number, no range) (FYS: 6.1; UCS: 2.4)
- Internet usage (FYS: 3.2; UCS: 2.6)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Up-to-date library resources (FYS: 4.2; UCS: 3.4)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Other University resource and facilities support such as language, science, and media labs, etc.  
(FYS: 3.4; UCS: 3.0)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Instructor's use of CourseInfo or his or her own web page for the course (FYS: 2.9; UCS: 2.5)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Producing a tangible product such as a term paper or something similar (FYS: 2.9; UCS: 2.6)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Participating in meaningful class discussion (FYS: 3.8; UCS: 3.8)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Working on a group project (FYS: 2.5; UCS: 2.5)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Making a class presentation (FYS: 2.7; UCS: 2.5)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Instructor's availability outside of class (FYS: 3.4; UCS: 3.4)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Cost of course materials (FYS: 3.0; UCS: 2.9)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Time of day class is held (FYS: 3.1; UCS: 3.1)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Regular homework assignments (FYS: 3.1; UCS: 2.6)  
not at all important    of minor importance    somewhat important    very important    extremely important
- How closely the homework assignments relate to the tests (FYS: 4.4; UCS: 4.1)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Gaining the ability to apply course material to new problems (even on tests) (FYS: 4.0; UCS: 4.0)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Understanding course material even if you don't get the grade you want (FYS: 3.9; UCS: 4.1)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Exams that only those who understand the material will do well on (FYS: 3.2; UCS: 3.4)  
not at all important    of minor importance    somewhat important    very important    extremely important
- Your final grade in the class (FYS: 4.1; UCS: 3.6)  
not at all important    of minor importance    somewhat important    very important    extremely important

In a personally successful course experience how frequently would homework assignments occur?

(FYS: 1.9; UCS: 2.5)

each class period (1) once each week (2) every other week (3) every third week (4) once a month (5) never (just exams or papers) (6)

Ideally, the earliest starting time for a personally successful course experience would be \_\_\_\_\_ am/pm

(FYS top two times: 9:00 am: 22 students, 8:30 am: 20 students;

UCS top two times: 9:00 am: 23 students, 8:30 am: 15 students)

Ideally, the latest ending time for a personally successful course experience would be \_\_\_\_\_ am/pm

(FYS top two times: 3:00 pm: 21 students, 4:00 pm: 17 students;

UCS top two times: 2:30 pm: 9 students, 4:30 pm: 10 students)

My ideal class size for a successful class experience would be: \_\_\_\_\_ (whole number, no range)

(FYS: average 22, range 10-50; UCS: average 20, range 3-30)

Ideally, in a personally successful course experience, how many hours per week would you study outside of class? \_\_\_\_\_ (whole number, no range)

(FYS: average 7, range 1-30; UCS: average 5, range 1-12)

Ideally I would prefer exams that: (circle a or b)

a. require explanation of what I know (short answer, essay, problem oriented)

b. require recognition of correct answers (multiple choice, matching, fill in the blank)

(FYS: 45% circled A, 55% circled B (1% unsure);

UCS: 80% circled A, 20% circled B (1% unsure))



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.

- |   | not at all important (1) | of minor importance (2) | somewhat important (3) | very important (4) | extremely important (5) |
|---|--------------------------|-------------------------|------------------------|--------------------|-------------------------|
| the presence of physical activity (FYS: 3.5; UCS: 3.2)  |                          |                         |                        |                    |                         |
| professional advancement opportunities (FYS: 3.4; UCS: 3.4)   |                          |                         |                        |                    |                         |
| sponsored by a professional club or organization (FYS: 2.9; UCS: 2.6)   |                          |                         |                        |                    |                         |
| sponsored by a social organization (FYS: 2.6; UCS: 2.6)   |                          |                         |                        |                    |                         |
| caliber of the other students involved (FYS: 3.6; UCS: 3.5)   |                          |                         |                        |                    |                         |
| the introduction of new ideas/thoughts/experiences (FYS: 3.8; UCS: 3.8)   |                          |                         |                        |                    |                         |
| a high degree of structure (FYS: 3.2; UCS: 3.1)   |                          |                         |                        |                    |                         |
| faculty support or encouragement of your participation (FYS: 3.2; UCS: 3.2)   |                          |                         |                        |                    |                         |
| University/Administrative support or encouragement of your participation (FYS: 3.1; UCS: 3.0)   |                          |                         |                        |                    |                         |
| having fun (FYS: 4.4; UCS: 4.4)   |                          |                         |                        |                    |                         |
| building connection to other students (FYS: 4.2; UCS: 4.0)  |                          |                         |                        |                    |                         |
| building connection to the University (FYS: 3.3; UCS: 2.9)  |                          |                         |                        |                    |                         |
| it does not interfere with schoolwork (FYS: 3.6; UCS: 3.4)  |                          |                         |                        |                    |                         |
| it provides a meaningful learning experience (FYS: 3.7; UCS: 3.7)   |                          |                         |                        |                    |                         |
| it brings the possibility of an award of some type (scholarship, certificate, etc) (FYS: 2.7; UCS: 2.1)   |                          |                         |                        |                    |                         |
| it's service or philanthropic in nature (FYS: 3.2; UCS: 2.9)  |                          |                         |                        |                    |                         |
| it's one you're quite familiar with (FYS: 2.9; UCS: 2.4)  |                          |                         |                        |                    |                         |
| it's something entirely new (FYS: 2.6; UCS: 2.3)  |                          |                         |                        |                    |                         |
| it's related to your major (FYS: 2.6; UCS: 2.4)   |                          |                         |                        |                    |                         |
| you gain personal satisfaction from participating (FYS: 4.2; UCS: 4.3)  |                          |                         |                        |                    |                         |
| it looks good on a résumé (FYS: 3.0; UCS: 2.5)  |                          |                         |                        |                    |                         |
| faculty or staff participate (FYS: 2.5; UCS: 2.4)   |                          |                         |                        |                    |                         |
| the number of students involved (FYS: 2.9; UCS: 2.4)  |                          |                         |                        |                    |                         |
| What is the ideal number of people involved in a successful out-of-class experience? _____<br>(FYS: average 27, range 1-100; UCS: average 19, range 1-50) |                          |                         |                        |                    |                         |
| Where did your most successful out-of-class experience take place? _____  |                          |                         |                        |                    |                         |

(FYS: other campus activities, 30 students; athletics, 14 students; internship/work/service, 11 students; other clubs, 10 students; greek system, 10 students; religious organizations, 9 students)  
(UCS: other campus activities, 20 students; other clubs, 16 students; greek system, 9 students; internship/work/service, 9 students; athletics, 5 students; religious organizations, 2 students)

Please answer the following questions describing your involvement in various other dimensions of college life.

Do you live on or off campus?      On      Off      (Please circle one.)  
(FYS: 99% on, 1% off; UCS: 23% on, 77% off)

Approximately how many hours per week do you spend on campus in addition to your coursework related activities? \_\_\_\_\_ (whole number, no range)  
(FYS: average 76, range 3-200; UCS: average 19, range 1-100)

How many out-of-class experiences do you currently participate in? \_\_\_\_\_ (whole number, no range)  
(FYS: average 2.2, range 0-6; UCS: average 3.0, range 0-10)

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.  
(FYS: average number of out-of-class experiences 2.5, average number of hours 3.8, 9% were officers)  
(UCS: average number of out-of-class experiences 3.0, average number of hours 4.4, 24% were officers)

How many times per week do you visit a professor in his/her office? (FYS: 1.5; UCS: 2.2)  
1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16   17   18

How many times on average do you interact with faculty (beyond casual greetings) outside of class, or course related office visits, each week? (FYS: 1.7; UCS: 2.9)  
1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16   17   18

How many credit hours are you carrying this semester? (FYS: 15.1; UCS: 14.3)  
6   7   8   9   10   11   12   13   14   15   16   17   18   Other \_\_\_\_\_

How many hours on average do you study each week? (FYS: 11.2; UCS: 10.9)  
1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16   17   18  
Other \_\_\_\_\_

Of those, what percent would you say are at peak efficiency (i.e., concentrated effort with few interruptions)? (FYS: 52.6%; UCS: 53.8%)  
0   10   20   30   40   50   60   70   80   90   100

Where do you do most of your studying?  
FYS:   own room:   90%                      UCS:   at home:       48%  
         lounge:     18%    own room:       35%  
         library:     17%    library:          27%

Where you do your most efficient studying?  
FYS:   library:       46%                      UCS:   at home:       35%  
         own room:   40%    library:         35%  
         lounge:      17%    own room:      21%

If you work, please list your place(s) of employment and how many hours you work there each week.  
(FYS: 17% worked, 0% worked more than one job, worked an average of 9.5 hours)  
(UCS: 68% worked, 9% worked more than one job, worked an average of 11.1 hours)

**Class experiences** contribute to one's education in formal, structured and straightforward ways and include the courses you take in the Liberal Studies, Major and Minor curricula; assignments, field trips, and experiential activities you complete as a part of your class requirements; internships for academic credit; and study abroad courses.

**Out-of-class experiences** involve any other activity in which you are involved as a part of your Truman experience such as participation in or attendance at Athletic events, dramatic or musical performances, art shows and displays; participation or leadership in honor societies, professional fraternities, social fraternities and sororities, and other student organizations; volunteerism; campus work experiences; involvement in student government; attendance at speeches, cultural events, conferences and workshops; participation in intramurals and fitness activities; involvement with counseling, mentoring, and advising relationships; collaboration in research, projects, or programs with students, faculty, and/or staff at Truman; etc.