

## Chapter VI: STUDENT INTERVIEW PROJECT

### *Who takes it?*

A random sample from the class that is selected by the University Assessment Committee. Juniors were selected in 1993, 1994, 1995, 1998, 1999, 2000, and 2003. Interviews were administered to freshmen in 1996, 1997, and 2001, 2002, and 2003.

### *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 2003 students were asked questions regarding their liberal arts education, in- and out-of-class experiences, what distinguishes a successful educator and a successful 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 2003**  
**VICE PRESIDENT'S ADVISORY COMMITTEE ON ASSESSMENT**  
**EXECUTIVE SUMMARY**

During the 2003 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 eleventh annual interview project. Of the 175 randomly drawn first year students, 145 had valid addresses and telephone numbers, of which 85 students were interviewed, for a response rate of fifty-eight percent. Of the 275 randomly drawn upper-class students, 215 had valid addresses and telephone numbers, of which 103 students were interviewed, for a response rate of forty-eight percent. The first year students entered Truman with an average ACT score of 26.8, were carrying 14.7 credit hours during the spring semester, and had a cumulative high school GPA of 3.73 on a 4-point scale. Their fall, spring, and cumulative GPAs were 3.29, 3.29, and 3.30, respectively. The upper class students entered Truman with an average ACT score of 27.9, were carrying 13.7 credit hours during the spring semester, and had a cumulative high school GPA of 3.78 on a 4-point scale. Their fall, spring, and cumulative GPAs were 3.34, 3.32, and 3.28, 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-four faculty, four administrators and staff who serve on the Assessment Committee, and thirty-five 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 2003 primarily on Thursdays between the hours of 11 AM and 2 PM; students unable to come in on Thursdays were interviewed Monday evenings or on 3 Saturday afternoons.

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?*

Nine different categories arose: well-rounded (have a lot of interests/experiences) (FYS 56%; UCS 53%); renaissance person (well-versed/articulate on a variety of topics) (FYS 36%; UCS 27%); general academic knowledge, little expertise (FYS 27%; UCS 40%); open-minded (FYS 14%; UCS 31%); possesses practical skills and knowledge, understands the world around him/her (FYS 12%; UCS 10%); ability to communicate/interact well with others (FYS 10%; UCS 10%); ability to think and reason well (FYS 6%; UCS 12%); desire to learn; life-long learner (FYS 6%; UCS 5%); random miscellaneous comments (FYS 3%; UCS 6%)

### **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.*

Sixteen different categories arose: class discussions (FYS 24%; UCS 21%); professor student interaction (FYS 22%; UCS 29%); interesting subject matter (FYS 20%; UCS 13%); smaller classes/student interaction (FYS 17%; UCS 18%); good professor (FYS 16%; UCS 17%); writing papers (FYS 16%; UCS 12%); random miscellaneous comments (FYS 9%; UCS 11%); speeches and presentations (FYS 8%; UCS 5%); wide range of classes (FYS 7%; UCS 9%); group projects (FYS 7%; UCS 15%); hands-on labs (FYS 6%; UCS 7%); different teaching/learning methods (FYS 5%; UCS 24%); lectures (FYS 5%; UCS 1%); independent thinking (FYS 5%; UCS 12%); research (FYS 5%; UCS 9%); classroom diversity (FYS 2%; UCS 1%)

### **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.*

Fifteen different categories arose: other university organizations and clubs (social, political, environmental, etc.) (FYS 28%; UCS 13%); volunteer and service organizations (FYS 17%; UCS 23%); greek life (FYS 16%; UCS 11%); athletics (participation and spectator, includes intramural) (FYS 14%; UCS 14%); religion organizations (FYS 14%; UCS 3%); professional organizations (FYS 14%; UCS 44%); random miscellaneous comments (FYS 12%; UCS 3%); faculty interaction (FYS 12%; UCS 13%); research/class (FYS 10%; UCS 23%); other university events (presentations, discussions, SAB, etc.) (FYS 10%; UCS 8%); student employment/work (FYS 7%; UCS 28%); cultural events (plays, lyceum, etc.) (FYS 7%; UCS 5%); recreation center (FYS 6%; UCS 0%); residential life (FYS 3%; UCS 5%); Truman (freshman) week (FYS 3%; UCS 0%)

### **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.*

Seventeen different categories arose: meeting new people (FYS 33%; UCS 25%); other university organizations and clubs (social, political, environmental, etc.) (FYS 28%; UCS 18%); greek life (FYS 21%; UCS 17%); religious organizations (FYS 20%; UCS 11%); athletics (participation and spectator, includes intramural) (FYS 17%; UCS 18%); residential life (FYS 14%; UCS 10%); volunteer and service organizations (FYS 14%; UCS 32%); living away from home (FYS 7%; UCS 8%); faculty interaction (FYS 6%; UCS 6%); random miscellaneous comments (FYS 5%; UCS 1%); other university events (presentations, discussions, SAB, etc.) (FYS 5%; UCS 5%); recreation center (FYS 5%; UCS 2%); student employment/work (FYS 3%; UCS 25%); research/class (FYS 3%; UCS 8%); cultural

event (plays, lyceum, etc.) (FYS 3%; UCS 3%); Truman (freshman) week (FYS 3%; UCS 0%); professional organizations (FYS 3%; UCS 21%)

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

Fourteen different categories arose: positive (FYS 93%; UCS 88%); interest in student/willingness to help (FYS 58%; UCS 43%); professor availability (in or out of office hours) (FYS 49%; UCS 24%); relationship (higher comfort level, some degree of friendship) (FYS 35%; UCS 52%); interaction (independent of course work) (FYS 19%; UCS 28%); negative (FYS 9%; UCS 16%); advising (FYS 8%; UCS 15%); class discussions (FYS 8%; UCS 4%); professor enthusiasm for his/her discipline (FYS 7%; UCS 5%); neutral (FYS 3%; UCS 5%); random miscellaneous comments (FYS 3%; UCS 6%); research (FYS 3%; UCS 4%); varied teaching styles (FYS 3%; UCS 2%); small class size (FYS 3%; UCS 7%)

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

Nineteen different categories arose: none (FYS 62%; UCS 41%); don't know or are unsure (mentioned explicitly or implicit from answer) (FYS 62%; UCS 51%); class connections (FYS 40%; UCS 49%); some (coursework related, mostly multi-disciplinary) (FYS 30%; UCS 57%); diversity and variety in class (FYS 8%; UCS 15%); math and science (FYS 7%; UCS 0%); history and literature (FYS 7%; UCS 4%); science and other subjects (FYS 6%; UCS 17%); random independent connections (FYS 5%; UCS 7%); WACT (FYS 5%; UCS 1%); psych and other subjects (FYS 5%; UCS 5%); science and philosophy (FYS 3%; UCS 0%); history and foreign language (FYS 3%; UCS 0%); math and other subjects (FYS 2%; UCS 7%); literature and other classes (FYS 1%; UCS 1%); theatre and sociology (FYS 1%; UCS 0%); theatre and science (FYS 1%; UCS 1%); writing and literature (FYS 1%; UCS 0%); JINS (FYS 0%; UCS 32%)

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

Sixteen different categories arose: satisfied – no suggestions (FYS 23%; UCS 17%); more choices (FYS 23%; UCS 36%); fewer requirements (FYS 16%; UCS 23%); unsure (FYS 10%; UCS 1%); random miscellaneous comments (FYS 10%; UCS 11%); keep requirements (FYS 10%; UCS 14%); freshman choice over classes (FYS 6%; UCS 0%); greater consistency across professors (FYS 3%; UCS 12%); advertise events – more PR – more info (FYS 3%; UCS 9%); make more connections – LSP to major (FYS 3%; UCS 12%); more study groups (FYS 2%; UCS 0%); encourage faculty student interaction (FYS 2%; UCS 2%); add requirements (FYS 2%; UCS 4%); no foreign language (FYS 1%; UCS 0%); re-examine JINS program (FYS 0%; UCS 4%); real-life applications (FYS 0%; UCS 1%)

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

Nine different categories arose: someone who really learned (FYS 47%; UCS 59%); sociable and involved (FYS 30%; UCS 24%); well-rounded (FYS 27%; UCS 17%); persistent, determined, hard worker (FYS 24%; UCS 20%); ability to apply (FYS 22%; UCS 37%); interested in course material, enthused about learning (FYS 19%; UCS 20%); sets and achieves goals (FYS 8%; UCS 5%); participates (FYS 6%; UCS 12%); random miscellaneous comments (FYS 0%; UCS 8%)

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

Thirteen different categories arose: flexible, willing to help – interested in, care for students – flexible (FYS 44%; UCS 42%); sociable, friendly (FYS 40%; UCS 27%); clear presentation of material (FYS 31%; UCS 24%); ability to relate to students (FYS 29%; UCS 30%); knowledgeable about discipline (FYS 29%; UCS 30%); interested/passionate about subject (FYS 24%; UCS 29%); good communication skills (FYS 19%; UCS 22%); desire to see students learn and achieve (FYS 17%; UCS 17%); generates student interest (FYS 13%; UCS 7%); variety of teaching abilities (FYS 12%; UCS 17%); open-minded (FYS 12%; UCS 15%); random miscellaneous comments (FYS 6%; UCS 7%); well-rounded (FYS 0%; UCS 4%)

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

Thirteen different categories arose: knowledge of the subject (FYS 56%; UCS 46%); ability to apply – seeing application (FYS 42%; UCS 36%); enjoying the class (FYS 24%; UCS 21%); continued interest in the material (FYS 20%; UCS 26%); good student-professor relationship (FYS 15%; UCS 9%); enthusiastic/good professor (FYS 12%; UCS 20%); concern for learning over grades (FYS 12%; UCS 10%); meeting/learning about others (FYS 12%; UCS 13%); choosing to take the class (FYS 8%; UCS 1%); gaining a new perspective (FYS 7%; UCS 12%); sense of accomplishment (FYS 5%; UCS 6%); giving it your best (FYS 5%; UCS 5%); random miscellaneous comments (FYS 3%; UCS 6%)

## 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: 4.0; 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: 4.2; 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: 4.2; UCS: 4.2)  
not at all important    of minor importance    somewhat important    very important    extremely important

A professor's availability outside of class (FYS: 3.6; UCS: 3.7)  
not at all important    of minor importance    somewhat important    very important    extremely important

A professor's prestige/academic background (FYS: 3.0; UCS: 2.7)  
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: 3.6)  
not at all important    of minor importance    somewhat important    very important    extremely important

A professor who is very outgoing (FYS: 3.3; UCS: 3.0)  
not at all important    of minor importance    somewhat important    very important    extremely important

A professor who demonstrates caring for your educational development (FYS: 4.3; UCS: 4.2)  
not at all important    of minor importance    somewhat important    very important    extremely important

A professor who supports your educational and career goals (FYS: 3.9; UCS: 3.9)  
not at all important    of minor importance    somewhat important    very important    extremely important

Professor's willingness to hear others' opinions (FYS: 4.2; UCS: 4.2)  
not at all important    of minor importance    somewhat important    very important    extremely important

Whether the professor knows you by name (FYS: 3.5; UCS: 3.7)  
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: 2.4)  
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: 3.9; UCS: 3.9)  
not at all important    of minor importance    somewhat important    very important    extremely important

Your interest in the subject material (FYS: 4.0; 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: 3.7; UCS: 3.7)  
not at all important    of minor importance    somewhat important    very important    extremely important

Frequent interaction with the professor (FYS: 3.2; UCS: 3.0)  
not at all important    of minor importance    somewhat important    very important    extremely important

Knowing or being familiar other class members (FYS: 3.1; UCS: 3.0)  
not at all important    of minor importance    somewhat important    very important    extremely important

How many would be enough? \_\_\_\_\_ (whole number, no range) (FYS: 4.5; UCS: 3.5)

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: 3.8; UCS: 3.5)

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: 3.5; UCS: 3.1)

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: 3.2; UCS: 2.6)

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: 2.7)

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

Participating in meaningful class discussion (FYS: 3.6; UCS: 3.7)

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

Working on a group project (FYS: 2.6; UCS: 2.6)

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

Making a class presentation (FYS: 2.6; UCS: 2.6)

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

Instructor's availability outside of class (FYS: 3.7; UCS: 3.6)

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

Cost of course materials (FYS: 3.1; UCS: 3.1)

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

Time of day class is held (FYS: 3.2; UCS: 3.1)

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

Regular homework assignments (FYS: 3.0; UCS: 2.7)

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

How closely the homework assignments relate to the tests (FYS: 4.3; UCS: 4.2)

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: 4.0)

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: 3.0; UCS: 3.3)

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

Your final grade in the class (FYS: 4.0; UCS: 3.9)

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: 2.2; UCS: 2.7)

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: 8:30 am: 20 students, 9:00 am: 20 students;

UCS top two times: 8:30 am: 19 students, 9:00 am: 26 students)

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

(FYS top two times: 4:30 pm: 12 students, 5:00 pm: 13 students;

UCS top two times: 3:00 pm: 13 students, 4:00 pm: 10 students)

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

(FYS: average 22, range 5-30; UCS: average 21, range 10-40)

Ideally, in a personally successful course experience, how many hours per week would you study outside of class? \_\_\_\_\_ (whole number, no range)  
 (FYS: average 8, range 1-30; UCS: average 5, range 0-20)

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: 42% circled A, 57% circled B (1% unsure);  
 UCS: 65% circled A, 35% circled B)

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.

the presence of physical activity (FYS: 3.4; UCS: 3.1)	not at all important (1)	of minor importance (2)	somewhat important (3)	very important (4)	extremely important (5)
professional advancement opportunities (FYS: 3.5; UCS: 3.5)	not at all important	of minor importance	somewhat important	very important	extremely important
sponsored by a professional club or organization (FYS: 2.7; UCS: 2.6)	not at all important	of minor importance	somewhat important	very important	extremely important
sponsored by a social organization (FYS: 2.4; UCS: 2.2)	not at all important	of minor importance	somewhat important	very important	extremely important
caliber of the other students involved (FYS: 3.2; UCS: 3.5)	not at all important	of minor importance	somewhat important	very important	extremely important
the introduction of new ideas/thoughts/experiences (FYS: 3.8; UCS: 3.8)	not at all important	of minor importance	somewhat important	very important	extremely important
a high degree of structure (FYS: 3.1; UCS: 3.0)	not at all important	of minor importance	somewhat important	very important	extremely important
faculty support or encouragement of your participation (FYS: 3.2; UCS: 3.1)	not at all important	of minor importance	somewhat important	very important	extremely important
University/Administrative support or encouragement of your participation (FYS: 3.2; UCS: 3.0)	not at all important	of minor importance	somewhat important	very important	extremely important
having fun (FYS: 4.4; UCS: 4.5)	not at all important	of minor importance	somewhat important	very important	extremely important
building connection to other students (FYS: 4.2; UCS: 4.2)	not at all important	of minor importance	somewhat important	very important	extremely important
building connection to the University (FYS: 3.4; UCS: 3.4)	not at all important	of minor importance	somewhat important	very important	extremely important
it does not interfere with schoolwork (FYS: 3.8; UCS: 3.5)	not at all important	of minor importance	somewhat important	very important	extremely important
it provides a meaningful learning experience (FYS: 3.8; UCS: 3.8)	not at all important	of minor importance	somewhat important	very important	extremely important
it brings the possibility of an award of some type (scholarship, certificate, etc) (FYS: 2.7; UCS: 2.4)	not at all important	of minor importance	somewhat important	very important	extremely important
it's service or philanthropic in nature (FYS: 3.0; UCS: 3.0)	not at all important	of minor importance	somewhat important	very important	extremely important
it's one you're quite familiar with (FYS: 2.8; UCS: 2.7)	not at all important	of minor importance	somewhat important	very important	extremely important
it's something entirely new (FYS: 2.6; UCS: 2.7)	not at all important	of minor importance	somewhat important	very important	extremely important
it's related to your major (FYS: 2.6; UCS: 3.1)	not at all important	of minor importance	somewhat important	very important	extremely important



you gain personal satisfaction from participating (FYS: 4.3; UCS: 4.4)

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

it looks good on a résumé (FYS: 3.0; UCS: 2.6)

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

faculty or staff participate (FYS: 2.6; UCS: 2.3)

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

the number of students involved (FYS: 2.7; UCS: 2.5)

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

What is the ideal number of people involved in a successful out-of-class experience? \_\_\_\_\_

(FYS: average 22, range 2-100; UCS: average 22, range 1-200)

Where did your most successful out-of-class experience take place? \_\_\_\_\_

(FYS: other campus activities, 22 students; other clubs, 12 students; athletics 11 students; Greek system 11 students; religious organizations 9 students; internship/work/service 7 students)

(UCS: other campus activities, 31 students; other clubs, 21 students; internship/work/service 18 students; athletics 11 students; Greek system 8 students; religious organizations 4 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: 98% on, 1% off, 1% unsure; UCS: 22% on, 78% 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 84, range 2-168; UCS: average 22, range 0-168)

How many out-of-class experiences do you currently participate in? \_\_\_\_\_ (whole number, no range)

(FYS: average 2.3, range 0-7; UCS: average 2.9, range 0-8)

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 organizations 2.3, average number of hours 4.1, 8% were officers)

(UCS: average number of organizations 3.1, average number of hours 4.4, 25% were officers)

How many times per week do you visit a professor in his/her office? (FYS: 1.8; UCS: 2.8)

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: 2.4; UCS: 3.8)

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: 15.2; UCS: 14.2)

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: 11.0; UCS: 11.1)

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: 51.3%; UCS: 57%)

0   10   20   30   40   50   60   70   80   90   100

Where do you do most of your studying?

FYS: own room:	63%	UCS: at home:	63%
library:	25%	own room:	29%
lounge:	20%	library:	14%

Where you do your most efficient studying?

FYS: own room:	39%	UCS: at home:	40%
library:	36%	library:	29%
lounge:	10%	own room:	24%

If you work, please list your place(s) of employment and how many hours you work there each week.

(FYS: 21% worked, 0% worked more than one job, worked an average of 10.3 hours)

(UCS: 72% worked, 18% worked more than one job, worked an average of 9.2 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.