

Chapter V: GRADUATING STUDENT QUESTIONNAIRE (GSQ)

Who takes it?

All graduating seniors.

When is it administered?

Before graduation as part of the clearance process.

How long does it take for the student to complete the instrument?

Approximately 20 minutes.

What office administers it?

It is administered online through the Assessment and Testing Office.

Who originates the assessment?

The Provost and the University Assessment Committee.

When are the results typically available?

In July for the fiscal year.

What type of information is sought?

The GSQ asks questions related to student satisfaction, campus involvement, and time spent on certain activities.

From whom are the results available?

Assessment and Testing Office, Violette Hall 1130.

To whom are the results regularly distributed?

University, department, and discipline averages and frequencies are sent to the President, Provost, Deans, Assessment Committee, and selected administrators. University-wide results are published in this *Almanac*.

Are the results available by department or discipline?

Yes.

Are the results comparable to data of other universities?

No.

The Graduating Student Questionnaire (GSQ) is an online web-based survey and is completed as part of the graduation clearance process coordinated by the Registrar's Office each semester.

The questionnaire consists of questions focusing on students' future plans; satisfaction of services and facilities, experiences with faculty, impression of major and liberal arts courses, the major overall, and opportunities for interaction with others; the adequacy of major preparation and education and experiences; the amount of time spent on various activities; and some basic demographic information.

By looking at the means and frequencies of the responses, the University can identify areas of strength to build upon and possible areas of weakness to direct attention to. Means and frequencies from the fiscal year 2009 GSQ follow and identify a variety of areas with strengths and weaknesses:

Basic demographic information . . .

1273 surveys completed
41.1% male; 58.9% female
88.8% Caucasian, 9.0% minority

Future Plans...

Strengths

45.5% of Truman graduates plan to attend graduate school either in a full- or part-time capacity
44.9% are or will be employed upon receiving their degree
45.0% plan to earn a master's degree of some sort
30.1% plan to earn a professional/doctorate degree

Weaknesses

8.0% have not found a job and are not attending graduate school

Satisfaction with . . .

(measured by means using the scale of 1=very dissatisfied, 2=dissatisfied, 3=satisfied, & 4=very satisfied)

Strengths

Services & Facilities provided by the University:

Business Office/Cashier's Window – 3.04; Center for Multicultural Affairs – 3.10; Center for Student Involvement – 3.06; Computer Access – 3.14; Division Office of your major – 3.34; Intramural program – 3.13; Laboratories, studios, and research space – 3.12; Library – 3.39; Recreational Facilities – 3.20; Registrar's Office – 3.10; Student Activities Board (SAB) – 3.01; Student Affairs – 3.03; Student Union Building – 3.13; University Career Center – 3.03; University Counseling Services – 3.1

Experiences:

Accessibility of instructors in the major – 3.38; Attitude of faculty toward students – 3.26; Attitude of non-teaching staff toward students – 3.23; Concern for you as an individual – 3.08; Faculty enthusiasm for classes in the major – 3.51; First major – 3.18; Friendliness of the campus – 3.30; Intellectual climate on the campus – 3.26; On-campus work experiences – 3.13; Opportunities to be involved in student life and co-curricular activities – 3.21; Opportunities to interact with faculty outside of class – 3.20; Overall quality of instruction in the major – 3.39; Quality of feedback from faculty – 3.08; Second major – 3.20; Sense of belonging on this campus – 3.12

Weaknesses**Services & Facilities provided by the University:**

Assessment & Testing – 2.83; Athletic Facilities – 2.81; Center for International Education Abroad – 2.77; Financial Aid Office – 2.83; Food Service – 2.86; General conditions of buildings and grounds at this university – 2.92; Health Center – 2.77; Heating, cooling, and air quality in campus buildings – 2.63; Language Learning Center – 2.98; Parking – 2.26; Registration process – 2.90; Student Senate – 2.74; Truman Bookstore – 2.82

Experiences:

Academic advising by faculty advisor in the major – 2.99; Academic advising by RCP advisor – 2.65; Availability of courses offered in the major – 2.89; Faculty enthusiasm for classes in the LSP – 2.76; Major – 15.1% are dissatisfied with their first major; 11.3% are dissatisfied with their second major; Variety of teaching strategies – 2.95

Adequacy of LSP, majors, and co-curriculum education and experiences . . .

(measured by means using the scale of 1=very inadequate, 2=inadequate, 3=adequate, & 4=very adequate)

Strengths

Students felt adequately prepared with respect to the Liberal Studies Program and co-curriculum education and experiences in the following areas: *Aesthetic-Fine Arts: Responding or reacting to an artistic creation – 3.06; Aesthetic-Literature: Understanding the diversity of human experience and creative expression in literature – 3.12; Elementary Functions: Developing basic skills in algebra – 3.00; Foreign Languages: Understanding particular cultures through the study of foreign languages – 3.04; Growing intellectually from co-curricular experiences – 3.09; Growing socially and personally from co-curricular experiences – 3.21; Growing socially and personally through on-campus residential experiences – 3.03; History: Understanding the social and aesthetic richness of different cultures – 3.10; Intercultural: Appreciating cultural diversity through studying one's own or other's societies – 3.02; JINS: Integrating approaches or methods from two or more disciplines – 3.08; Philosophy & Religion: Interpreting and critically evaluating ethical and political issues and practices – 3.01; Science-Life Science: Understanding the unifying principles of life and repeatable patterns in nature – 3.09; Science-Physical Science: Experiencing scientific research in a laboratory setting – 3.09; Social Science: Understanding citizenship and leadership in its broadest meaning – 3.08; and Writing Enhanced Courses: Using writing as a mode of learning – 3.22.*

In general students felt adequately to very adequately prepared by their majors with respect to: *Ability to apply knowledge in defining problems and solving them* – 3.43; *Ability to find information, interpret and apply findings* – 3.51; *Ability to think critically* – 3.54; *Attitude of believing that learning is a life-long process* – 3.56; *Attitude of understanding multiple perspectives* – 3.48; *Knowledge of issues and trends pertinent to your specialty* – 3.33; *Knowledge of modes of inquiry or processes of your major* – 3.34; *Knowledge of scholars who are associated with the major* – 3.05; *Knowledge of subject matter of your major* – 3.49; and *Knowledge of theories pertinent to your specialty* – 3.36.

Weaknesses

LSP and co-curriculum education and experiences: *Computer Literacy: Recognizing the unethical use of technology, including copyright and privacy issues* – 2.91; *Freshman Program: Developing study and time management skills* – 2.63; *Freshman Writing: Generating topics for writing via critical thinking and discussion* – 2.85; *Growing intellectually from on-campus residential experiences* – 2.78; *Growing intellectually from on-campus work* – 2.85; *Growing socially and personally from on-campus work* – 2.92; *Mathematics: Using math to study assumptions critically, reason logically, & arrive at sound conclusions* – 2.99; *Personal Well-Being: Understanding your mental and physical health needs* – 2.92; *Speech: Using speech skills appropriate to the topic, purpose, and audience* – 2.93; *Statistics: Recognizing the importance of statistics from its use in research to its use in everyday life* – 2.96

Amount of time spent, number of times, or how often or many . . .

Strengths

Time spent outside of class on course-related work – 24.6% spent 11-15 hours per week, 21.8% spent 16-20 hours per week, 12.5% spent 21-25 hours per week, 7.1% spent 26-30 hours per week & 5.1% spent 31 or more hours per week; 85.7% often or very often *Discussed topics with students whose opinions or personal values differed from their own*; 83.5% often or very often *Applied the knowledge and skills gained in one discipline to learning in other disciplines*; 80.0% often or very often *Used library resources to gather research materials and information*; 82.0% often or very often *Discussed issues of social, cultural, or academic significance with others outside of class*; 74.3% often or very often *Participated in a co-curricular activity*; 93.0% often or very often *Found their major courses challenging*; 92.3% never or only a few times *Observed discrimination on this campus related to individuals with disabilities*; 90.1% never or only a few times *Observed discrimination on this campus related to gender*; 88.9% never or only a few times *Observed discrimination on this campus related to race*; 76.7% often or very often *Communicated with a faculty member out of class*; 91.5% *Spent time on research projects weekly*; 67.0% *Spent time on academic organizations weekly*; 90.3% *Felt they knew 2 or more faculty well enough to obtain a letter of recommendation*; 85.6% never or only a few times *Observed discrimination on this campus related to sexual orientation*

Weaknesses

Time spent outside of class on course-related work – 28.9% spent less than 11 hours per week; 52.7% never or seldom *Used the writing center, language lab, computer labs, or tutorial services*; 45.8% never or seldom *Attended a cultural event*; 48.6% never or seldom *Applied*

knowledge and skills gained in on-campus work to the classroom; 43.4% never or seldom Applied knowledge and skills gained in the classroom to on-campus work; 38.9% never or seldom Applied knowledge and skills gained in co-curricular activities to the classroom; 38.0% never or seldom Applied knowledge and skills gained in the classroom to co-curricular activities; 39.6% never or seldom Asked other students for advice or criticism on papers, projects, etc.; 44.5% never or seldom Interacted with people from other cultures; 28.2% never or seldom Completed reading assignments in day-to-day preparation for class; 21.9% do not spend time Reading beyond their course assignments weekly; 37.1% never or not very often Found their LSP courses challenging; 22.0% of courses this semester never or not very often Required term papers, reports, or major writing assignments

Other information worth noting . . .

On a scale of 1 (low) to 4 (high), overall Truman students rated themselves fairly high with respect to several descriptors, particularly *Understanding their own abilities, interests, and personality – 3.59; Working cooperatively with a group – 3.54; Respecting the uniqueness and worth of each individual – 3.51; Learning on their own – 3.46; Persisting at difficult tasks – 3.41; and Leadership ability – 3.36.*

Cost (29.9%), Academic reputation (28.5%), and Availability of scholarship/financial aid (14.3%) are the top three 3 primary reasons for students completing their degree at Truman; Academic Reputation (24.2%), Cost (23.1%), and Size (15.3%) are the top 3 secondary reasons.

83.3% would probably or definitely Choose Truman again if they started over.

77.5% of the students Know about and understand the purpose of the assessment program, and 73.5% agree that The assessment program helps the University demonstrate the quality of its programs, but 52.7% disagree that The assessment program helps them to better understand their strengths and weaknesses.

94.5% of students agree that The University should survey student opinions.

83.8% completed the survey in 20 minutes or less.

The tables below show University totals for selected GSQ questions taken from the Master Plan. The means are calculated on a scale of 1 to 4, 4 being the highest (i.e. “Strongly Agree” or “Very Often”). During the revision of the GSQ for fiscal year 2004, some of the questions were renumbered or reworded. Changes appear in the document below. For complete Fiscal Year 2009 GSQ data, see Volume III of this *Almanac*.

ASSESSMENT PROGRAM

Q7a. The assessment program fosters curricular improvement.

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Strongly Agree	7.6	9.0	10.2	7.4	8.2	4.8	7.2	9.0	4.9	9.6	8.9	8.6	9.0
% Agree	53.7	54.8	53.7	52.5	51.2	48.6	54.1	60.8	55.5	59.4	55.9	54.5	60.4
Mean	2.58	2.63	2.64	2.55	2.57	2.46	2.60	2.72	2.56	2.73	2.67	2.64	2.72

*Question renumbered to #26 in FY2004.

Q7b. The assessment program helps me to better understand my strengths and weaknesses.

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Strongly Agree	2.4	2.7	3.1	2.9	3.1	2.9	3.1	5.4	3.7	6.3	4.5	5.0	4.7
% Agree	23.3	26.6	26.0	26.1	26.8	21.5	28.0	34.7	36.1	37.5	34.7	35.4	42.5
Mean	2.00	2.05	2.04	2.04	2.05	1.96	2.12	2.33	2.29	2.36	2.29	2.32	2.40

*Question renumbered to #27 in FY2004.

Q7c. The assessment program helps the university demonstrate the quality of its programs.

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Strongly Agree	12.6	12.8	14.2	10.8	11.1	8.8	11.1	13.2	9.7	12.5	11.8	11.2	10.4
% Agree	49.2	49.8	46.3	47.9	47.7	44.0	51.3	59.8	59.2	61.3	59.7	58.0	63.1
Mean	2.62	2.63	2.61	2.53	2.56	2.46	2.62	2.80	2.70	2.80	2.77	2.73	2.77

*Question renumbered to #28 in FY2004.

CO-CURRICULAR ACTIVITIES

Q14ab. How adequate do you feel your education and experiences at Truman have been in growing intellectually from co-curricular experiences?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	29.9	27.8	28.5	26.9	25.9	27.6	26.6	27.0	28.7	26.9	27.9	23.6	23.9
% Adequate	48.3	51.8	49.2	52.0	49.7	51.1	51.4	60.2	58.2	62.4	58.5	63.1	63.5
Mean	3.04	3.04	3.01	3.02	2.98	3.03	3.01	3.12	3.13	3.14	3.12	3.08	3.09

*Question renumbered to #11t in FY2004 and reworded to read: How adequate do you feel the Liberal Studies Program and co-curriculum education and experiences at Truman have been in growing intellectually from co-curricular experiences?

Q14ac. How adequate do you feel your education and experiences at Truman have been in growing socially and personally from co-curricular experiences?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	35.4	34.5	36.4	37.2	35.5	36.7	35.8	34.7	34.1	33.3	34.9	34.2	33.4
% Adequate	46.2	49.2	45.8	46.1	46.1	45.9	45.8	54.3	55.0	56.1	54.2	56.6	55.7
Mean	3.13	3.15	3.14	3.17	3.13	3.16	3.14	3.21	3.20	3.20	3.22	3.23	3.21

*Question renumbered to #11u in FY2004 and reworded to read: How adequate do you feel the Liberal Studies Program and co-curriculum education and experiences at Truman have been in growing socially and personally from co-curricular experiences?

Q14g. How adequate do you feel your education and experiences at Truman have been in growing socially and personally through on-campus residential experiences?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	25.7	27.5	27.8	29.3	26.2	24.9	27.7	29.1	29.2	27.1	28.8	24.0	25.5
% Adequate	44.3	44.6	41.9	44.2	43.8	46.6	44.5	50.6	54.6	56.4	53.8	56.2	56.6
Mean	2.83	2.89	2.84	2.91	2.83	2.86	2.90	3.03	3.08	3.06	3.07	2.98	3.03

*Question renumbered to #11y in FY2004 and reworded to read: How adequate do you feel the Liberal Studies Program and co-curriculum education and experiences at Truman have been in growing socially and personally through on-campus residential experiences?

Q17a. How satisfied were you with the opportunities to be involved in student life and co-curricular activities?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	33.8	30.2	33.8	35.7	33.7	34.0	37.0	35.3	34.4	38.7	40.6	33.8	32.4
% Satisfied	49.4	54.0	49.0	48.4	51.2	50.8	48.2	57.8	59.0	54.2	50.6	56.6	58.2
Mean	3.14	3.12	3.14	3.17	3.16	3.16	3.20	3.27	3.26	3.30	3.30	3.22	3.21

*Question renumbered to #14a in FY2004.

LIBERAL STUDIES COURSES

Q11. How often were your core courses challenging?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Often	11.1	12.4	13.6	13.4	13.6	15.8	12.3	10.9	11.0	10.8	11.5	13.0	13.0
% Often	49.1	52.1	49.4	53.8	52.7	53.9	50.9	54.9	50.4	52.1	50.3	48.3	49.8
Mean	2.67	2.74	2.74	2.79	2.77	2.83	2.73	2.75	2.70	2.72	2.71	2.72	2.74

*Question renumbered to #9 in FY2004 and reworded to read: How often were your LSP courses challenging?

Q14e. How adequate do you feel your education and experiences at Truman have been in learning on your own?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	51.1	54.2	55.0	52.9	52.9	54.3	54.6	53.7**	59.6**	58.2**	59.9**	54.3**	54.3**
% Adequate	45.5	40.5	38.9	40.5	40.8	39.9	41.5	36.7	34.8	35.7	34.7	38.8	37.9
Mean	3.47	3.48	3.49	3.45	3.45	3.47	3.50	3.44	3.53	3.52	3.54	3.47	3.46

*Question renumbered to #13g in FY2004 and reworded to read: Using the descriptions below, how would you rate yourself on a scale of 1 (low) to 4 (high)? Learning on your own.

**Percent responding "4."

Q14l. How adequate do you feel your education and experiences at Truman have been in understanding different philosophies and cultures?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	24.4	25.0	22.8	21.1	17.3	21.4	22.8						
% Adequate	51.9	50.9	57.2	52.7	53.0	51.2	55.5						
Mean	2.98	2.98	2.94	2.91	2.83	2.90	2.99						

*Question not asked in FY2004.

Q14t. How adequate do you feel your education and experiences have been in recognizing assumptions, making logical inferences and reaching correct conclusions?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	32.4	31.9	32.2	29.8	31.3	30.7	30.6						
% Adequate	60.5	60.5	58.2	61.3	58.5	59.9	58.4						
Mean	3.24	3.23	3.21	3.20	3.21	3.20	3.19						

*Question not asked in FY2004.

Q17h. How satisfied were you with the faculty enthusiasm for classes in the core?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	16.8	15.8	16.2	15.3	15.2	15.8	12.7	12.9	17.6	14.2	17.9	12.2	11.6
% Satisfied	52.7	51.7	51.6	49.4	51.0	51.3	50.0	57.6	62.2	60.3	57.2	59.7	59.7
Mean	2.81	2.77	2.78	2.73	2.73	2.77	2.67	2.78	2.95	2.84	2.89	2.78	2.76

*Question renumbered to #14h in FY2004 and reworded to read: How satisfied were you with faculty enthusiasm for classes in the LSP?

Q17j. How satisfied were you with the overall impression of the liberal arts and sciences courses?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	17.3	17.6	18.3	16.9	14.7	16.3	16.5						
% Satisfied	56.7	57.7	55.9	58.1	56.7	54.1	55.8						
Mean	2.85	2.87	2.86	2.85	2.79	2.80	2.82						

*Question not asked in FY2004.

Q9. How often were term papers, reports, or major writing assignments required in your courses this semester?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Often	36.5	40.9	42.0	41.2	43.3	44.2	39.4	44.1	45.9	47.0	39.9	39.1	39.2
% Often	40.4	40.8	40.7	42.3	40.6	44.1	43.3	39.1	37.2	37.7	40.9	40.3	38.8
Mean	3.07	3.21	3.24	3.23	3.26	3.28	3.21	3.27	3.28	3.31	3.20	3.17	3.16

*Question renumbered to #7 in FY2004.

Q17s. How satisfied were you with the concern for you as an individual?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	16.5	16.1	17.7	15.4	14.5	16.8	19.0	21.3	22.4	24.9	26.9	21.0	23.5
% Satisfied	55.8	55.2	54.6	54.0	55.2	51.9	56.8	62.8	59.0	60.8	57.2	64.7	63.5
Mean	2.83	2.80	2.83	2.76	2.76	2.78	2.89	3.03	2.99	3.07	3.07	3.04	3.08

*Question renumbered to #14r in FY2004.

MAJOR COURSES

Q10. How often were your major courses challenging?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Often	43.0	45.3	46.3	44.6	46.7	45.2	42.2	42.9	43.5	43.5	39.8	40.6	37.9
% Often	40.3	45.7	45.6	48.6	46.7	47.8	50.6	51.3	48.5	49.9	51.7	50.7	55.1
Mean	3.21	3.36	3.37	3.38	3.40	3.37	3.34	3.37	3.35	3.37	3.31	3.32	3.31

*Question renumbered to #8 in FY2004.

Q15f. How adequately has your major prepared you to apply knowledge in defining problems and solving them?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequately	46.5	44.1	49.0	47.4	46.0	48.9	48.7	52.1	51.4	50.1	49.8	46.3	47.9
% Adequately	47.5	47.9	43.9	44.8	45.8	45.2	44.9	43.1	44.2	46.1	44.6	48.5	48.3
Mean	3.40	3.35	3.41	3.39	3.37	3.42	3.42	3.47	3.46	3.46	3.44	3.40	3.43

*Question renumbered to #12f in FY2004.

Q15h. How adequately has your major prepared you to think critically?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequately	56.5	58.8	58.3	58.8	56.9	59.0	58.9	60.9	54.9	59.5	58.6	58.5	57.6
% Adequately	38.4	36.7	35.6	36.3	38.0	37.2	36.6	36.2	40.5	36.7	36.5	37.9	39.0
Mean	3.51	3.53	3.51	3.53	3.51	3.54	3.59	3.57	3.49	3.55	3.53	3.54	3.54

*Question renumbered to #12h in FY2004.

Q15i. How adequately has your major prepared you to believe that learning is a life-long process?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequately	67.3	67.2	66.0	65.2	65.4	64.7	64.3	63.9	57.9	60.5	58.9	54.9	59.2
% Adequately	28.6	29.1	29.0	28.5	28.0	29.3	31.2	31.3	37.7	33.2	35.3	39.5	37.7
Mean	3.63	3.63	3.60	3.58	3.58	3.58	3.59	3.58	3.52	3.54	3.52	3.48	3.56

*Question renumbered to #12i in FY2004.

Q15j. How adequately has your major prepared you to understand multiple perspectives?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequately	57.4	60.3	55.5	57.1	54.0	56.8	56.6	56.1	48.5	54.3	53.3	49.7	52.9
% Adequately	36.8	35.0	38.6	36.9	39.0	38.0	37.6	39.1	46.3	40.7	41.4	44.7	42.9
Mean	3.51	3.55	3.48	3.51	3.46	3.51	3.50	3.50	3.42	3.48	3.48	3.43	3.48

*Question renumbered to #12j in FY2004.

Q17i. How satisfied were you with faculty enthusiasm for classes in the major?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	54.3	49.3	52.4	51.9	50.1	53.5	56.3	53.0	48.7	56.7	56.4	55.6	55.8
% Satisfied	38.2	44.0	39.6	39.3	41.2	39.9	37.6	42.2	46.0	38.4	39.4	40.1	40.2
Mean	3.46	3.41	3.43	3.42	3.40	3.46	3.50	3.47	3.42	3.51	3.51	3.51	3.51

*Question renumbered to #14i in FY2004.

Q24-3. How satisfied are you with your first major?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	34.3	38.7	41.5	38.8	40.2	41.2	43.4	49.5	46.1	46.6	46.1	42.7	42.6
% Satisfied	42.3	46.6	44.7	48.4	46.6	47.8	46.5	40.1	45.7	42.6	44.0	43.3	42.4
Mean	3.01	3.18	3.22	3.20	3.21	3.26	3.28	3.33	3.34	3.31	3.32	3.20	3.18

*Question renumbered to #22 in FY2004.

Q15g. How adequately has your major prepared you to find information, interpret and apply findings?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequately	53.0	53.0	53.6	53.8	52.8	55.9	54.1	58.7	53.8	57.4	56.1	53.1	55.0
% Adequately	41.5	41.5	40.6	40.2	41.5	39.9	40.9	38.0	41.7	39.3	39.3	42.7	41.5
Mean	3.47	3.47	3.47	3.47	3.47	3.51	3.49	3.55	3.48	3.54	3.51	3.48	3.51

*Question renumbered to #12g in FY2004.

Q17n. How satisfied were you with the accessibility of instructors in your major?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	41.8	39.8	42.6	42.2	39.8	41.4	44.3	44.6	51.7	43.8	43.8	46.4	43.0
% Satisfied	43.9	46.2	44.6	42.7	44.4	45.0	45.5	47.2	43.9	48.6	47.9	47.4	52.3
Mean	3.25	3.23	3.28	3.24	3.20	3.26	3.32	3.35	3.46	3.35	3.33	3.39	3.38

*Question renumbered to #14n in FY2004.

Q17o. How satisfied were you with academic advising?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	20.4	18.9	21.5	21.1	20.9	20.9	19.4	32.4	32.2	28.9	33.6	32.4	32.2
% Satisfied	38.6	41.0	38.2	36.4	35.6	36.3	37.4	40.4	42.9	43.1	37.9	40.1	44.1
Mean	2.65	2.64	2.66	2.60	2.60	2.60	2.61	2.94	2.98	2.91	2.95	2.95	2.99

*Question renumbered to #14m in FY2004 and reworded to read: ...with academic advising by faculty advisor in your major?

Q17l. How satisfied were you with the overall quality of instruction in your major?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	41.3	39.8	43.6	39.7	38.4	43.5	47.6	48.6	44.4	50.1	47.5	45.1	48.4
% Satisfied	43.8	47.8	43.8	47.5	46.3	46.2	43.8	43.6	49.5	42.1	42.5	46.5	43.7
Mean	3.24	3.25	3.29	3.24	3.20	3.32	3.38	3.39	3.37	3.41	3.35	3.36	3.39

*Question renumbered to #14j in FY2004.

OVERALL LIBERAL ARTS CULTURE

Q12g. How often did you discuss issues of social, cultural or academic significance with others outside of class during the course of the school year?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Often	32.7	31.1	28.6	26.5	25.0	29.8	29.2	24.3	34.1	29.9	31.6	31.6	32.0
% Often	44.6	45.7	47.8	47.4	46.5	43.0	45.4	51.4	50.8	51.5	49.2	49.8	49.9
Mean	3.07	3.05	3.02	2.97	2.93	3.00	3.01	2.98	3.17	3.10	3.11	3.12	3.13

*Question renumbered to #6g in FY2004.

Q17b. How satisfied were you with the opportunities to interact with faculty outside of class?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Satisfied	33.7	33.6	34.5	33.6	33.9	33.5	34.1	33.1	38.3	36.4	37.9	33.6	33.5
% Satisfied	46.5	44.7	44.7	46.0	47.4	47.8	48.1	52.8	50.3	51.5	51.0	54.8	54.2
Mean	3.11	3.08	3.09	3.09	3.12	3.11	3.13	3.16	3.25	3.23	3.25	3.20	3.20

*Question renumbered to #14b in FY2004.

Q12f. How often do you apply the knowledge and skills gained in one discipline to learning in other disciplines during the course of the school year?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Often	23.7	26.4	25.1	23.7	25.0	24.6	23.2	26.6	25.4	27.2	26.4	25.3	26.7
% Often	56.4	52.9	54.0	56.7	54.3	55.1	59.4	58.0	61.2	57.4	55.9	57.6	56.8
Mean	3.02	3.04	3.03	3.02	3.02	3.03	3.04	3.10	3.11	3.11	3.08	3.07	3.09

*Question renumbered to #6f in FY2004.

Q14r. How adequate do you feel your education and experiences at Truman have been in respecting the uniqueness and worth of each individual?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Adequate	38.4	38.4	38.3	35.9	33.6	35.7	34.7	56.3**	61.6**	61.9**	62.2**	56.4**	58.4**
% Adequate	47.7	47.7	47.3	51.0	47.5	48.0	49.7	35.4	32.0	32.3	31.6	36.8	35.3
Mean	3.21	3.22	3.20	3.20	3.10	3.16	3.16	3.48	3.54	3.55	3.55	3.49	3.51

*Question renumbered to #13f in FY2004 and reworded to read: Using the descriptions below, how would you rate yourself on a scale of 1 (low) to 4 (high)? Respecting the uniqueness and worth of each individual.

**Percent responding "4."

Q12e. How often did you attend a cultural event during the course of the school year (e.g., art exhibit, play, concert, campus lectures)?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
% Very Often	20.2	19.3	18.1	19.1	17.2	16.7	15.5	15.0	15.4	15.4	15.9	14.7	16.1
% Often	29.6	32.5	33.4	30.8	33.6	30.7	31.8	35.1	38.9	38.8	37.8	39.9	38.1
Mean	2.63	2.65	2.61	2.61	2.60	2.56	2.55	2.60	2.67	2.66	2.65	2.65	2.66

*Question renumbered to #6e in FY2004.

Q8. Approximately how many hours per week do you spend outside of class on course-related work?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
0-5 hours	4.8	6.7	5.7	6.5	7.0	7.0	6.8	8.0	5.3	6.1	6.7	7.3	6.0
6-10 hours	19.2	20.3	21.2	23.3	21.6	21.2	22.8	26.8	18.6	25.7	25.3	22.8	22.9
11-15 hours	20.4	23.0	22.4	25.1	22.4	22.7	24.3	23.9	28.1	22.4	24.2	24.8	24.6
16-20 hours	23.7	20.6	21.0	22.0	23.1	21.5	20.6	17.9	15.8	20.1	18.9	21.6	21.8
21-25 hours	16.1	15.6	15.2	11.9	12.1	14.6	14.1	10.8	9.9	10.4	11.3	12.2	12.5
26-30 hours	9.6	7.8	8.9	6.4	7.6	8.3	6.8	7.8	15.9	9.8	7.8	6.3	7.1
31+ hours	6.2	6.0	5.6	4.9	6.1	4.7	4.4	4.8	6.4	5.4	5.7	5.1	5.1

*Question renumbered to #5 in FY2004.

Q19j. Approximately how many hours per week do you spend on reading beyond course assignments?

FY	Actual 1997	Actual 1998	Actual 1999	Actual 2000	Actual 2001	Actual 2002	Actual 2003	Actual 2004*	Actual 2005*	Actual 2006*	Actual 2007*	Actual 2008*	Actual 2009*
University													
None	22.2	21.4	20.8	25.2	24.4	22.0	24.0	21.4	26.8	22.6	22.3	23.2	21.9
1-2 hours	40.5	42.2	42.8	39.9	39.8	44.0	42.3	44.4	41.7	43.9	45.0	41.4	44.3
3-5 hours	22.8	21.6	23.2	23.0	23.1	21.7	21.8	22.9	22.0	22.1	22.7	23.4	23.9
6-10 hours	9.2	9.4	8.8	8.5	9.1	7.3	7.2	8.1	5.7	8.2	7.4	7.6	7.1
11-15 hours	2.5	3.0	2.6	2.2	1.8	3.0	3.4	2.3	3.0	1.5	1.8	2.9	1.4
16+ hours	2.1	2.4	2.0	1.3	1.8	2.0	1.4	0.9	0.8	1.8	0.8	1.4	1.4

*Question renumbered to #16j in FY2004.