

Chapter VIII: GRADUATING STUDENT QUESTIONNAIRE (GSQ)

Who takes it?

All graduating seniors.

When is it administered?

A short time before graduation.

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

20 minutes.

What office administers it?

It is administered online through the Assessment and Testing Office.

Who originates the survey?

The Vice President for Academic Affairs and the University Assessment Committee.

When are the results typically available?

For the fiscal year, in late June or July.

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

Are the results available by division 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 in 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 2006 GSQ follow which identify a variety of areas with strengths and weaknesses:

Future Plans:

Strengths

46.0% of Truman graduates plan to attend graduate school either in a full or part-time capacity
41.9% are or will be employed upon receiving their degree
39.8% plan to earn a master's degree of some sort; 29.6% plan to earn a professional/doctorate degree

Weaknesses

12.1% have not found a job and are not attending graduate school

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

Strengths

Services & Facilities provided by the University: Library – 3.42; Services of division office - 3.33; Recreational Facilities – 3.32; Computer Access – 3.24; Registrar's Office – 3.18
Experiences: Faculty enthusiasm for classes in the major - 3.51; Overall quality of instruction in the major – 3.41; Friendliness of the campus – 3.40; Accessibility of instructors within the major - 3.35; Attitude of faculty toward students – 3.28
First major – 3.31; Second major – 3.09

Weaknesses

Services & Facilities provided by the University: Parking Services – 2.03; Heating, cooling and air quality in buildings – 2.53; Health Center – 2.75; Student Senate - 2.76; Assessment & Testing – 2.77; Center for International Education Abroad – 2.81; Truman bookstore – 2.82
Experiences: Academic Advising by your RCP Advisor – 2.74; Faculty enthusiasm for classes in the LSP – 2.84; Academic Advising by faculty in the major –2.91; Availability of courses within the major – 2.92
Major – 10.8% are dissatisfied with their first major; 16.1% are dissatisfied with their second major

Adequacy of LSP, majors, and co-curriculum education and experiences . . . (measured by means using the scale of 4=very adequate, 3=adequate, 2=inadequate, & 1=very inadequate)

Strengths

Students felt adequately prepared with respect to the LSP in several areas especially in Growing socially and personally from co-curricular experiences – 3.20; Writing Enhanced Courses: Using writing as a mode of learning – 3.16; and Growing intellectually from co-curricular experiences – 3.14.

In general students felt adequately to very adequately prepared in their majors with respect to: Ability to think critically – 3.55; Ability to find information, interpret and apply findings – 3.54; Knowledge of subject matter – 3.51; and Attitude of believing that learning is a life-long process – 3.54.

Weaknesses

Freshman Program: Developing study and time management skills – 2.52; LSP courses often not challenging – 2.72; Freshman Writing: Generating topics for writing via critical thinking and discussion – 2.79; Growing intellectually from on-campus work – 2.80; Growing intellectually from on-campus residential experiences – 2.83; Personal Well-being: Understanding your mental and physical health needs – 2.87; Knowledge of scholars who are associated with the major – 3.05

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

Strengths

Studying – 22.4% spent 11-15 hours per week, 20.1% spent 16-20 hours per week, 10.4% spent 21-25 hours per week & 15.2% spent 26 or more hours per week; 84.7% often or very often Spent time writing papers; 84.6% often or very often Discussed topics with students whose opinions/values differed; 84.6% often or very often Applied the knowledge and skills gained in one discipline to learning in other disciplines; 83.6% are Involved in one or more co-curricular activities; 82.5% often or very often Used library resources to gather materials and information; 81.4% often or very often Discussed issues of social, cultural, or academic significance with others outside of class; 93.4% often or very often Found their major courses challenging; 92.6% never or only a few times Observed discrimination related to individuals with disabilities on campus; 89.2% never or only a few times Observed discrimination related to gender on campus; 85.4% never or only a few times Observed discrimination related to race on campus; 74.0% Communicated with a faculty member out of class; 99.2% Used computers weekly; 88.5% Spent time on research projects weekly; 83.6% Participated in a co-curricular activity; 61.9% Spent time on academic organizations; 91.3% Felt they knew 2 or more faculty well enough to obtain a letter of recommendation

Weaknesses

Studying – 31.8% spent less than 10 hours per week studying; 50.9% never or seldom Used the writing center, language lab, computer labs, or tutorial services; 45.8% never or seldom Attended cultural events; 48.8% never or seldom Applied knowledge and skills gained in on-campus work to the classroom; 43.8% never or seldom Applied knowledge and skills gained in the classroom to on-campus work; 39.6% never or seldom Applied knowledge and skills gained in co-

curricular activities to the classroom; 39.0% never or seldom Applied knowledge and skills gained in the classroom to co-curricular activities; 38.0% never or seldom Asked other students for advice/criticism on papers, projects, etc.; 35.3% never or seldom Interacted with people from other cultures; 30.6% never or seldom Completed reading assignments in day-to-day preparation for class; 29.4% never or seldom Participated in a co-curricular activity; 22.6% do not spend time Reading beyond their course assignments; 20.6% observed some or a lot of Sexual orientation discrimination on campus

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 with a group – 3.56; and Respecting the uniqueness and worth of each individual – 3.55

Cost (29.2%), Academic Reputation (27.0%), and Availability of Scholarship/Financial Aid are the top three 3 primary reasons for students completing their degree at Truman; Academic Reputation (24.0%), Cost (21.0%), and Size (15.8%) were the top 3 secondary reasons.

81% would probably Choose Truman again if they started over

79.8% of the students Know about and understand the purpose of the assessment program but 56.3% disagree that the Assessment program helps to better understand personal strengths and weaknesses

93.5% of students agree that the University should survey student opinion

81.6% completed the survey in 20 minutes or less

Basic demographic information . . .

1133 surveys completed

39.7% male; 60.3% female

89.3% Caucasian, 8.6% minority

The tables below show University totals to 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 2006 GSQ data, see Volume III, Chapter XXIII.

ASSESSMENT PROGRAM

Q7a. The assessment program fosters curriculum improvement.

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

*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*
University										
% Strongly Agree	2.4	2.7	3.1	2.9	3.1	2.9	3.1	5.4	3.7	6.3
% Agree	23.3	26.6	26.0	26.1	26.8	21.5	28.0	34.7	36.1	37.5
Mean	2.00	2.05	2.04	2.04	2.05	1.96	2.12	2.33	2.29	2.36

*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*
University										
% Strongly Agree	12.6	12.8	14.2	10.8	11.1	8.8	11.1	13.2	9.7	12.5
% Agree	49.2	49.8	46.3	47.9	47.7	44.0	51.3	59.8	59.2	61.3
Mean	2.62	2.63	2.61	2.53	2.56	2.46	2.62	2.80	2.70	2.80

*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*
University										
% Very Adequate	29.9	27.8	28.5	26.9	25.9	27.6	26.6	27.0	28.7	26.9
% Adequate	48.3	51.8	49.2	52.0	49.7	51.1	51.4	60.2	58.2	62.4
Mean	3.04	3.04	3.01	3.02	2.98	3.03	3.01	3.12	3.13	3.14

*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*
University										
% Very Adequate	35.4	34.5	36.4	37.2	35.5	36.7	35.8	34.7	34.1	33.3
% Adequate	46.2	49.2	45.8	46.1	46.1	45.9	45.8	54.3	55.0	56.1
Mean	3.13	3.15	3.14	3.17	3.13	3.16	3.14	3.21	3.20	3.20

*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*
University										
% Very Adequate	25.7	27.5	27.8	29.3	26.2	24.9	27.7	29.1	29.2	27.1
% Adequate	44.3	44.6	41.9	44.2	43.8	46.6	44.5	50.6	54.6	56.4
Mean	2.83	2.89	2.84	2.91	2.83	2.86	2.90	3.03	3.08	3.06

*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*
University										
% Very Satisfied	33.8	30.2	33.8	35.7	33.7	34.0	37.0	35.3	34.4	38.7
% Satisfied	49.4	54.0	49.0	48.4	51.2	50.8	48.2	57.8	59.0	54.2
Mean	3.14	3.12	3.14	3.17	3.16	3.16	3.20	3.27	3.26	3.30

*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*
University										
% Very Often	11.1	12.4	13.6	13.4	13.6	15.8	12.3	10.9	11.0	10.8
% Often	49.1	52.1	49.4	53.8	52.7	53.9	50.9	54.9	50.4	52.1
Mean	2.67	2.74	2.74	2.79	2.77	2.83	2.73	2.75	2.70	2.72

*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*
University										
% Very Adequate	51.1	54.2	55.0	52.9	52.9	54.3	54.6	53.7**	59.6**	58.2**
% Adequate	45.5	40.5	38.9	40.5	40.8	39.9	41.5	36.7	34.8	35.7
Mean	3.47	3.48	3.49	3.45	3.45	3.47	3.50	3.44	3.53	3.52

*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*
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*
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*
University										
% Very Satisfied	16.8	15.8	16.2	15.3	15.2	15.8	12.7	12.9	17.6	14.2
% Satisfied	52.7	51.7	51.6	49.4	51.0	51.3	50.0	57.6	62.2	60.3
Mean	2.81	2.77	2.78	2.73	2.73	2.77	2.67	2.78	2.95	2.84

*Question renumbered to #14h in FY2004 and reworded to read: How satisfied were you with the experiences, services, and facilities at Truman as listed below: 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*
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*
University										
% Very Often	36.5	40.9	42.0	41.2	43.3	44.2	39.4	44.1	45.9	47.0
% Often	40.4	40.8	40.7	42.3	40.6	44.1	43.3	39.1	37.2	37.7
Mean	3.07	3.21	3.24	3.23	3.26	3.28	3.21	3.27	3.28	3.31

*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*
University										
% Very Satisfied	16.5	16.1	17.7	15.4	14.5	16.8	19.0	21.3	22.4	24.9
% Satisfied	55.8	55.2	54.6	54.0	55.2	51.9	56.8	62.8	59.0	60.8
Mean	2.83	2.80	2.83	2.76	2.76	2.78	2.89	3.03	2.99	3.07

*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*
University										
% Very Often	43.0	45.3	46.3	44.6	46.7	45.2	42.2	42.9	43.5	43.5
% Often	40.3	45.7	45.6	48.6	46.7	47.8	50.6	51.3	48.5	49.9
Mean	3.21	3.36	3.37	3.38	3.40	3.37	3.34	3.37	3.35	3.37

*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*
University										
% Very Adequately	46.5	44.1	49.0	47.4	46.0	48.9	48.7	52.1	51.4	50.1
% Adequately	47.5	47.9	43.9	44.8	45.8	45.2	44.9	43.1	44.2	46.1
Mean	3.40	3.35	3.41	3.39	3.37	3.42	3.42	3.47	3.46	3.46

*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*
University										
% Very Adequately	56.5	58.8	58.3	58.8	56.9	59.0	58.9	60.9	54.9	59.5
% Adequately	38.4	36.7	35.6	36.3	38.0	37.2	36.6	36.2	40.5	36.7
Mean	3.51	3.53	3.51	3.53	3.51	3.54	3.59	3.57	3.49	3.55

*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*
University										
% Very Adequately	67.3	67.2	66.0	65.2	65.4	64.7	64.3	63.9	57.9	60.5
% Adequately	28.6	29.1	29.0	28.5	28.0	29.3	31.2	31.3	37.7	33.2
Mean	3.63	3.63	3.60	3.58	3.58	3.58	3.59	3.58	3.52	3.54

*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*
University										
% Very Adequately	57.4	60.3	55.5	57.1	54.0	56.8	56.6	56.1	48.5	54.3
% Adequately	36.8	35.0	38.6	36.9	39.0	38.0	37.6	39.1	46.3	40.7
Mean	3.51	3.55	3.48	3.51	3.46	3.51	3.50	3.50	3.42	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*
University										
% Very Satisfied	54.3	49.3	52.4	51.9	50.1	53.5	56.3	53.0	48.7	56.7
% Satisfied	38.2	44.0	39.6	39.3	41.2	39.9	37.6	42.2	46.0	38.4
Mean	3.46	3.41	3.43	3.42	3.40	3.46	3.50	3.47	3.42	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*
University										
% Very Satisfied	34.3	38.7	41.5	38.8	40.2	41.2	43.4	49.5	46.1	46.6
% Satisfied	42.3	46.6	44.7	48.4	46.6	47.8	46.5	40.1	45.7	42.6
Mean	3.01	3.18	3.22	3.20	3.21	3.26	3.28	3.33	3.34	3.31

*Question renumbered to #22 in FY2004.

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

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

*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*
University										
% Very Satisfied	41.8	39.8	42.6	42.2	39.8	41.4	44.3	44.6	51.7	43.8
% Satisfied	43.9	46.2	44.6	42.7	44.4	45.0	45.5	47.2	43.9	48.6
Mean	3.25	3.23	3.28	3.24	3.20	3.26	3.32	3.35	3.46	3.35

*Question renumbered to #14i 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*
University										
% Very Satisfied	20.4	18.9	21.5	21.1	20.9	20.9	19.4	32.4	32.2	28.9
% Satisfied	38.6	41.0	38.2	36.4	35.6	36.3	37.4	40.4	42.9	43.1
Mean	2.65	2.64	2.66	2.60	2.60	2.60	2.61	2.94	2.98	2.91

*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*
University										
% Very Satisfied	41.3	39.8	43.6	39.7	38.4	43.5	47.6	48.6	44.4	50.1
% Satisfied	43.8	47.8	43.8	47.5	46.3	46.2	43.8	43.6	49.5	42.1
Mean	3.24	3.25	3.29	3.24	3.20	3.32	3.38	3.39	3.37	3.41

*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*
University										
% Very Often	32.7	31.1	28.6	26.5	25.0	29.8	29.2	24.3	34.1	29.9
% Often	44.6	45.7	47.8	47.4	46.5	43.0	45.4	51.4	50.8	51.5
Mean	3.07	3.05	3.02	2.97	2.93	3.00	3.01	2.98	3.17	3.10

*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*
University										
% Very Satisfied	33.7	33.6	34.5	33.6	33.9	33.5	34.1	33.1	38.3	36.4
% Satisfied	46.5	44.7	44.7	46.0	47.4	47.8	48.1	52.8	50.3	51.5
Mean	3.11	3.08	3.09	3.09	3.12	3.11	3.13	3.16	3.25	3.23

*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*
University										
% Very Often	23.7	26.4	25.1	23.7	25.0	24.6	23.2	26.6	25.4	27.2
% Often	56.4	52.9	54.0	56.7	54.3	55.1	59.4	58.0	61.2	57.4
Mean	3.02	3.04	3.03	3.02	3.02	3.03	3.04	3.10	3.11	3.11

*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*
University										
% Very Adequate	38.4	38.4	38.3	35.9	33.6	35.7	34.7	56.3**	61.6**	61.9**
% Adequate	47.7	47.7	47.3	51.0	47.5	48.0	49.7	35.4	32.0	32.3
Mean	3.21	3.22	3.20	3.20	3.10	3.16	3.16	3.48	3.54	3.55

*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 do you attend cultural events during the course of the school year (e.g., art exhibitions, Lyceum events, campus lectures)?

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

*Question renumbered to #6e in FY2004.

Q8. Approximately how many hours per week do you spend out 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*
University										
0-5 hours	4.8	6.7	5.7	6.5	7.0	7.0	6.8	8.0	5.3	6.1
6-10 hours	19.2	20.3	21.2	23.3	21.6	21.2	22.8	26.8	18.6	25.7
11-15 hours	20.4	23.0	22.4	25.1	22.4	22.7	24.3	23.9	28.1	22.4
16-20 hours	23.7	20.6	21.0	22.0	23.1	21.5	20.6	17.9	15.8	20.1
21-25 hours	16.1	15.6	15.2	11.9	12.1	14.6	14.1	10.8	9.9	10.4
26-30 hours	9.6	7.8	8.9	6.4	7.6	8.3	6.8	7.8	15.9	9.8
31+ hours	6.2	6.0	5.6	4.9	6.1	4.7	4.4	4.8	6.4	5.4

*Question renumbered to #5 in FY2004.

Q19j. Approximately how many hours per week do you spend 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*
University										
None	22.2	21.4	20.8	25.2	24.4	22.0	24.0	21.4	26.8	22.6
1-2 hours	40.5	42.2	42.8	39.9	39.8	44.0	42.3	44.4	41.7	43.9
3-5 hours	22.8	21.6	23.2	23.0	23.1	21.7	21.8	22.9	22.0	22.1
6-10 hours	9.2	9.4	8.8	8.5	9.1	7.3	7.2	8.1	5.7	8.2
11-15 hours	2.5	3.0	2.6	2.2	1.8	3.0	3.4	2.3	3.0	1.5
16+ hours	2.1	2.4	2.0	1.3	1.8	2.0	1.4	0.9	0.8	1.8

*Question renumbered to #16j in FY2004.

A COPY OF THE SURVEY FOLLOWS:

Dear Graduating Student:

Soon you will be formally recognized for a significant achievement: your graduation from this fine University. You have contributed much to Truman during your time here. Truman, in turn, has hopefully contributed much to your intellectual and personal growth. Students who have participated in the assessment program have greatly assisted the University in becoming a better place. Thank you for taking the time to respond to this questionnaire; your opinions help answer important questions about our strengths and weaknesses. Your input will assist Truman in continuing to improve. Please stay in contact with the University as we are always interested in the experiences of our alumni. Best wishes for success in your future endeavors.

1. What is the highest academic degree you plan to earn?

- Bachelor's degree
- Master's degree
- Master of Arts in Education degree
- Beyond Master's but less than a doctorate
- Professional degree, e.g. M.D., D.O., J.D.
- Doctorate, e.g. Ph.D., Ed.D.

2. What is your primary future plan regarding employment or further education?

Please select the choice that best describes your future plan:

- I will attend graduate or professional school
- I will begin working in a new job
- Other

If you checked **"Plan to attend graduate or professional school"**, please complete one of the following:

I will attend . . .

(type in name of school)

I have applied to and hope to attend . . .

(type in name of school)

If you checked **"Plan to begin working in a new job"**, please complete one of the following:

I have a job with . . .

(type in name of employer)

I hope to work at . . .

(type in name of potential employer)

If you checked **"Other"**, please specify your future plans:

3. If you could start college over, would you choose to attend this university?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

Why?

4. What were your two most important reasons for completing your degree at Truman?

Primary reason:

- Cost
- Size
- Social atmosphere
- Location
- Type of programs available
- Academic reputation
- Availability of scholarship/financial aid
- Advice of parents or relatives
- To be with friends
- Other, please specify reason:

Secondary reason:

- Cost
- Size
- Social atmosphere
- Location
- Type of programs available
- Academic reputation
- Availability of scholarship/financial aid
- Advice of parents or relatives
- To be with friends
- Other, please specify reason:

5. Approximately how many hours per week do you spend outside of class on course-related work (e.g. homework, papers, projects, rehearsing, studio work, etc.)?

- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours

- 26-30 hours
- 31 or more hours

6. Please indicate to the best of your knowledge, the number of times you involved yourself in the following activities during the course of the school year:

	Very often	Often	Seldom	Never	Not applicable
Interacted with people from other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed topics with students whose opinions or personal values differed from your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used library resources to gather research materials and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicated with a faculty member out of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a cultural event (e.g. art exhibit, play, concert, campus lectures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied the knowledge and skills gained in one discipline to learning in other disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed issues of social, cultural, or academic significance with others outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a co-curricular activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed reading assignments in day-to-day preparation for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked other students for advice or criticism on your papers, projects, and etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the writing center, language lab, computer labs, or tutorial services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied knowledge and skills gained in the classroom to co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied knowledge and skills gained in the classroom to on-campus work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied knowledge and skills gained in co-curricular activities to the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied knowledge and skills gained in on-campus work to the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7-9. Please select the appropriate response for each of the statements below:

Never Not very often Often Very often

7. How often were term papers, reports, or major writing assignments required in your courses this semester?
8. How often were your major courses challenging?
9. How often were your LSP courses challenging?

10. How many faculty members do you know well enough to obtain a letter of recommendation?

- None
- One
- Two
- Three
- More than three

11. How adequate do you feel the Liberal Studies Program and co-curriculum education and experiences at Truman have been in each of the following?

	Very adequate	Adequate	Inadequate	Very inadequate
Freshman Writing: Generating topics for writing via critical thinking and discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech: Using speech skills appropriate to the topic, purpose, and audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary Functions: Developing basic skills in algebra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistics: Recognizing the importance of statistics from its use in research to its use in everyday life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Literacy: Recognizing the unethical use of technology, including copyright and privacy issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Well-Being: Understanding your mental and physical health needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science-Physical Science: Experiencing scientific research in a laboratory setting, including experimental design, collection and analysis of data, and interpretation of results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science-Life Science: Understanding the unifying principles of life and repeatable patterns in nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History: Understanding the social and aesthetic richness of different cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Science: Understanding citizenship and leadership in its broadest meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy & Religion: Interpreting and critically evaluating ethical and political issues and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetic-Fine Arts: Responding or reacting to an artistic creation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetic-Literature: Understanding the diversity of human experience and creative expression as presented in literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics: Using mathematics to study assumptions critically, reason logically, and arrive at sound conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Enhanced Courses: Using writing as a mode of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JINS: Integrating approaches or methods from two or more disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural: Appreciating cultural diversity through studying one's own or other's societies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Language: Understanding particular cultures through the study of foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freshman Program: Developing study and time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing intellectually from co-curricular experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing socially and personally from co-curricular experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing socially and personally from on-campus work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing intellectually from on-campus work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing intellectually from on-campus residential experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing socially and personally through on-campus residential experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How adequately has your major prepared you in each of the following?

	Very adequate	Adequate	Inadequate	Very inadequate	Does not apply
Knowledge of -- Modes of inquiry or processes of your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of -- Subject matter of your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of -- Issues and trends pertinent to your specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of -- Theories pertinent to your specialty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of -- Scholars who are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

associated with the major

Ability to -- Apply knowledge in defining problems and solving them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to -- Find information; interpret and apply findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to -- Think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude of -- Believing that learning is a life-long process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude of -- Understanding multiple perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Using the descriptions below, how would you rate yourself on a scale of 1 (low) to 4 (high)?

	Low - 1	2	3	4 - High
Leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working cooperatively with a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persisting at difficult tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding your own abilities, interests, and personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing your emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting the uniqueness and worth of each individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How satisfied were you with the experiences, services, and facilities at Truman as listed below?

	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does not apply
Experiences -- Opportunities to be involved in student life and co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Opportunities to interact with faculty outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Quality of feedback from faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Variety of teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Friendliness of the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Experiences -- Intellectual climate on the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Your sense of belonging on this campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Faculty enthusiasm for classes in the LSP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Faculty enthusiasm for classes in the major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Overall quality of instruction in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Availability of courses offered in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Accessibility of instructors in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Academic advising by faculty advisor in your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Academic advising by your RCP advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Attitude of faculty toward students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Attitude of non-teaching staff toward students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- On-campus work experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences -- Concern for you as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Assessment & Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- University Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Business Office/Cashier's window	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Center for Student Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Campus Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Center for International Education Abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Center for Multicultural Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Division office of your major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Financial Aid Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Food service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Health Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Intramural program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Services & Facilities -- Language Learning Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Registrar's office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Student Affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Student Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Student Activities Board (SAB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- University Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Laboratories, studios, and research space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Recreational facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Student Union Building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Computer access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Athletic facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- Heating, cooling, and air quality in campus buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services & Facilities -- General conditions of buildings and grounds at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How frequently have you personally observed discrimination on this campus relative to any of the following:

	Never	A few times	Some	A lot
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Select the approximate number of hours per week you spend on each of the following activities (think of an average week during the semester, not finals week). The categories may not be mutually exclusive in every case: for example, some of the time spent working on-campus may also be counted under using computers.

	None	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16 or more hours
Research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student government organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performing in the arts (theatre, band, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious activities and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence hall activities/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in intercollegiate sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in intramural sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading beyond course assignments (e.g. for personal interest, for professional growth, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating art/music for personal interest (writing, drawing, playing piano, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers (for work or play)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment on campus (scholarship, work-study, institutional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other major activities, e.g. volunteering, exercising, spending time with family, etc.; please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If "other major activities", please list activities:

17. How many co-curricular activities are you involved in?

- None
- 1-2 activities
- 3-5 activities
- 6 or more activities

18. Please enter your student ID number:
(For verification of survey completion.)

19. Please indicate your sex?

- Male Female

20. How would you describe yourself?

- Black, non-Hispanic
- American Indian or Alaska Native
- White, non-Hispanic
- Asian or Pacific Islander
- Hispanic
- Other

21. * Indicate your first major by selecting a major from the columns below:

- ☐ Accounting (BS)
- ☐ Agricultural Science (BS)
- ☐ Art History (BA)
- ☐ Art: Liberal Arts (BA)
- ☐ Art: Studio Art (BFA)
- ☐ Art: Visual Communication (BFA)
- ☐ Athletic Training -- Exercise Science (BS)
- ☐ Biology (BA)
- ☐ Biology (BS)
- ☐ Business Administration: Finance (BA)
- ☐ Business Administration: Finance (BS)
- ☐ Business Administration: Management (BA)
- ☐ Business Administration: Management (BS)
- ☐ Business Administration: Marketing (BA)
- ☐ Business Administration: Marketing (BS)
- ☐ Chemistry (BS)
- ☐ Classics (BA)
- ☐ Communication Disorders (BA)
- ☐ Communication Disorders (BS)
- ☐ Communication: Communication Arts (BA)
- ☐ Communication: Communication Science (BA)
- ☐ Communication: Journalism (BA)
- ☐ Computer Science (BS)
- ☐ Economics (BA)
- ☐ Economics (BS)
- ☐ English (BA)
- ☐ English: Linguistics (BS)

- Exercise Science (BS)
- French (BA)
- German (BA)
- Health Science (BS)
- History (BA)
- History (BS)
- Justice Systems (BS)
- Mathematics (BA)
- Mathematics (BS)
- Music: General Concentration with emphasis groups (BA)
- Music: Liberal Arts (BA)
- Music: Performance (BM)
- Nursing (BSN)
- Philosophy & Religion (BA)
- Physics (BA)
- Physics (BS)
- Political Science (BA)
- Political Science (BS)
- Pre-Accounting (BS)
- Pre-Business: Business Administration (BA)
- Pre-Dental -- Biology (BS)
- Pre-Engineering -- Physics (BS)
- Pre-Law -- English (BA)
- Pre-Law -- History (BA)
- Pre-Law -- Political Science (BA)
- Pre-Med -- Exercise Science (BS)
- Pre-Med -- Health Science (BS)

- Pre-Med -- Biology (BS)
- Pre-Med -- Chemistry (BS)
- Pre-Medical Technology -- Biology (BS)
- Pre-Occupational Therapy -- Health Science (BS)
- Pre-Optometry -- Biology (BS)
- Pre-Pharmacy -- Chemistry (BS)
- Pre-Physical Therapy -- Biology (BS)
- Pre-Physical Therapy -- Exercise Science (BS)
- Pre-Physician's Asst. -- Exercise Science (BS)
- Pre-Physician's Asst. -- Health Science (BS)
- Pre-Vet-Animal Science -- Agricultural Science (BS)
- Pre-Veterinary Medicine -- Biology (BS)
- Psychology (BA)
- Psychology (BS)
- Russian (BA)
- Sociology/Anthropology (BA)
- Sociology/Anthropology (BS)
- Spanish (BA)
- Theatre (BA)
- Undecided (BA)
- Undeclared (BA)
- Other major, please specify: _____

22. How satisfied are you with your first major?

- Very dissatisfied Dissatisfied Satisfied Very satisfied

23. Indicate your second major (if applicable) by selecting a major from the dropdown menu. (The dropdown menu is the same menu used in question 21 for your first major – it's not printed this time to save paper.)

Please Select: Second major not listed? Select this response option and type your major in the box:

24. How satisfied are you with your second major?

- Very dissatisfied Dissatisfied Satisfied Very satisfied

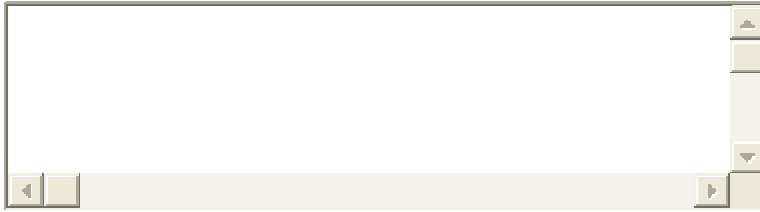
25-28. Please indicate your level of agreement with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree
25. I know about and understand the purpose of the assessment program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The assessment program fosters curricular improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The assessment program helps me to better understand my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The assessment program helps the university demonstrate the quality of its programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Do you agree or disagree with the statement? "The university should survey student opinions."

- Strongly agree
 Agree
 Disagree
 Strongly Disagree

30. Please feel free to make any additional observations about your university experience, positive or negative.



31. Approximately how long did it take you to complete this survey?

- Less than 15 minutes
- About 20 minutes
- About 30 minutes
- More than 30 minutes