

Chapter X: GRADUATING STUDENT QUESTIONNAIRE

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?

The GSQ is administered online.

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 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, Division Heads, Assessment Committee, and selected administrators.

Are the results available by division or discipline?

Yes.

Are the results comparable to data of other universities?

No.

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

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?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. How often were your major courses challenging?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. How often were your LSP courses challenging?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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 associated with the major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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
- Employment on campus (scholarship, work-study, institutional)
- Employment off campus
- Other major activities, e.g. volunteering, exercising, spending time with family, etc.; please specify:

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:

- | | |
|---|---|
| <input type="checkbox"/> Accounting (BS) | <input type="checkbox"/> Business Administration: Finance (BS) |
| <input type="checkbox"/> Agricultural Science (BS) | <input type="checkbox"/> Business Administration: Management (BA) |
| <input type="checkbox"/> Art History (BA) | <input type="checkbox"/> Business Administration: Management (BS) |
| <input type="checkbox"/> Art: Liberal Arts (BA) | <input type="checkbox"/> Business Administration: Marketing (BA) |
| <input type="checkbox"/> Art: Studio Art (BFA) | <input type="checkbox"/> Business Administration: Marketing (BS) |
| <input type="checkbox"/> Art: Visual Communication (BFA) | <input type="checkbox"/> Chemistry (BS) |
| <input type="checkbox"/> Athletic Training -- Exercise Science (BS) | <input type="checkbox"/> Classics (BA) |
| <input type="checkbox"/> Biology (BA) | <input type="checkbox"/> Communication Disorders (BA) |
| <input type="checkbox"/> Biology (BS) | <input type="checkbox"/> Communication Disorders (BS) |
| <input type="checkbox"/> Business Administration: Finance (BA) | |

- ☐ 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)

- | | |
|--|--|
| <input type="checkbox"/> Pre-Law -- English (BA) | <input type="checkbox"/> Pre-Physician's Asst. -- Health Science (BS) |
| <input type="checkbox"/> Pre-Law -- History (BA) | <input type="checkbox"/> Pre-Vet-Animal Science -- Agricultural Science (BS) |
| <input type="checkbox"/> Pre-Law -- Political Science (BA) | <input type="checkbox"/> Pre-Veterinary Medicine -- Biology (BS) |
| <input type="checkbox"/> Pre-Med -- Exercise Science (BS) | <input type="checkbox"/> Psychology (BA) |
| <input type="checkbox"/> Pre-Med -- Health Science (BS) | <input type="checkbox"/> Psychology (BS) |
| <input type="checkbox"/> Pre-Med -- Biology (BS) | <input type="checkbox"/> Russian (BA) |
| <input type="checkbox"/> Pre-Med -- Chemistry (BS) | <input type="checkbox"/> Sociology/Anthropology (BA) |
| <input type="checkbox"/> Pre-Medical Technology -- Biology (BS) | <input type="checkbox"/> Sociology/Anthropology (BS) |
| <input type="checkbox"/> Pre-Occupational Therapy -- Health Science (BS) | <input type="checkbox"/> Spanish (BA) |
| <input type="checkbox"/> Pre-Optometry -- Biology (BS) | <input type="checkbox"/> Theatre (BA) |
| <input type="checkbox"/> Pre-Pharmacy -- Chemistry (BS) | <input type="checkbox"/> Undecided (BA) |
| <input type="checkbox"/> Pre-Physical Therapy -- Biology (BS) | <input type="checkbox"/> Undeclared (BA) |
| <input type="checkbox"/> Pre-Physical Therapy -- Exercise Science (BS) | <input type="checkbox"/> Other major, please specify: _____ |
| <input type="checkbox"/> Pre-Physician's Asst. -- Exercise Science (BS) | — |

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

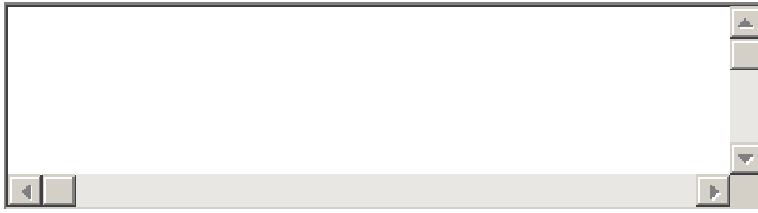
25-28. Please indicate your level of agreement with the following statements:

	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

The Graduating Student Questionnaire (GSQ) was revised and converted to an online web-based survey for the Fall 2003 and future administrations. The GSQ 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 strengths to build upon and possible areas of weaknesses to direct attention to. Examples of means and frequencies from the fiscal year 2004 GSQ follow which identify a variety of areas with strengths and weaknesses:

Future Plans:

Strengths

45.2% of Truman graduates plan to attend graduate school either in a full or part-time capacity
42.8% are or will be employed upon receiving their degree
42.1% plan to earn a master's degree and 27.5% 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 – 3.36, Services of division office - 3.28, Computer Access – 3.24, & Student Union Building – 3.22

Experiences: Faculty enthusiasm for classes in the major - 3.47, Overall quality of instruction in the major – 3.39, Accessibility of instructors within the major - 3.33
First major-3.33, Second major - 3.17

Weaknesses

Services & Facilities provided by the University: Parking Services - 1.81; Heating, cooling and air quality in buildings – 2.53; Registration process - 2.54; Student Senate - 2.58; & Assessment & Testing – 2.61

Experiences: Faculty enthusiasm for classes in the LSP - 2.78, Availability of courses within the major – 2.90, Academic Advising by faculty in the major –2.94, & Academic Advising by your RCP Advisor – 2.68

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

Strengths

Growing socially and personally from co-curricular expressions – 3.21, Growing intellectually from co-curricular experiences – 3.12, Experiencing scientific research in a laboratory setting – 3.12, Using writing as a mode of learning – 3.08, Understanding the unifying principles of life and repeatable patterns in nature – 3.07, Interpreting and critically evaluating ethical and political issues and practices – 3.06, & Understanding the diversity of human experience and creative expression in literature – 3.05

Weaknesses

Developing study and time management skills – 2.54, Growing intellectually from on-campus residential experiences – 2.77, Growing intellectually from on-campus work – 2.78, Generating topics for writing via critical thinking and discussion – 2.81, Understanding your mental and physical health needs – 2.82, & Growing socially and personally from on-campus work – 2.87

Amount of time spent or number of times . . .

Strengths

Studying – 23.9% spent 11-15 hours per week, 17.9% spent 16-20 hours per week & 10.8% spent 21-25 hours per week; 84.6% often or very often applied the knowledge and skills gained in one discipline to learning in other disciplines, 83.2% often or very often spent time writing papers, 82.2% often or very often discussed topics with students whose opinions/values differed, 82.1% often or very often used library resources to gather materials and information, & 74.5% communicated with a faculty member out of class

Weaknesses

Studying – 34.8% spent less than 10 hours per week, 50% never or seldom attended cultural events, 24.3% never or seldom discussed issues of social, cultural, or academic significance, 29.8% never or seldom involved themselves in co-curricular activities, 33.1% never or seldom completed reading assignments in day-to-day preparation for class, 54.2% never or seldom used the writing center, language lab, computer labs, or tutorial services

Basic demographic information . . .

990 surveys completed
40.1% male; 59.9% female
89.6% Caucasian, 7.9% minority

The tables below show University totals to selected GSQ questions. Projections reflect those in the University *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 2004 GSQ data, see Volume III, Chapter XIX.

ASSESSMENT PROGRAM

Q7a. The assessment program fosters curriculum improvement.

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Strongly Agree	10.0	7.6	12.0	9.0	14.0	10.2	16.0	7.4	18.0	8.2	20.0	4.8	7.2	9.0
Mean	2.66	2.58	2.70	2.63	2.74	2.64	2.78	2.55	2.83	2.57	2.88	2.46	2.60	2.72

*Question renumbered to #26 in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Strongly Agree	5.0	2.4	7.0	12.8	9.0	3.1	11.0	2.9	13.0	3.1	15.0	2.9	3.1	5.4
Mean	2.12	2.00	2.16	2.05	2.20	2.04	2.23	2.04	2.2	2.05	2.30	1.96	2.12	2.33

*Question renumbered to #27 in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Strongly Agree	16.0	12.6	18.0	12.8	20.0	14.2	22.0	10.8	24.0	11.1	25.0	8.8	11.1	13.2
Mean	2.69	2.62	2.73	2.63	2.78	2.61	2.83	2.53	2.88	2.56	2.92	2.46	2.62	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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	29.0	29.9	31.0	27.8	33.0	28.5	35.0	26.9	37.0	25.9	39.0	27.6	26.6	27.0
Mean	3.05	3.04	3.10	3.04	3.15	3.01	3.20	3.02	3.25	2.98	3.30	3.03	3.01	3.12

*Question renumbered to #11h 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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	34.0	35.4	36.0	34.5	38.0	36.4	40.0	37.2	42.0	35.5	44.0	36.7	35.8	34.7
Mean	3.15	3.13	3.12	3.15	3.27	3.14	3.33	3.17	3.39	3.13	3.45	3.16	3.14	3.21

*Question renumbered to #11i 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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	27.0	25.7	29.0	27.5	31.0	27.8	33.0	29.3	35.0	26.2	37.0	24.9	27.7	29.1
Mean	2.90	2.83	2.95	2.89	3.00	2.84	3.05	2.91	3.10	2.83	3.15	2.86	2.90	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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	32.0	33.8	34.0	30.2	36.0	33.8	38.0	35.7	40.0	33.7	42.0	34.0	37.0	35.3
Mean	3.15	3.14	3.21	3.12	3.27	3.14	3.33	3.17	3.39	3.16	3.45	3.16	3.20	3.27

*Question renumbered to #14a in FY2004.

LIBERAL STUDIES COURSES

Q11. How often were your core courses challenging?

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Often	15.0	11.1	20.0	12.4	25.0	13.6	30.0	13.4	35.0	13.6	40.0	15.8	12.3	10.9
Mean	2.80	2.67	2.90	2.74	3.00	2.74	3.10	2.79	3.20	2.77	3.30	2.83	2.73	2.75

*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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	53.0	51.1	55.0	54.2	57.0	55.0	59.0	52.9	61.0	52.9	63.0	54.3	54.6	53.7**
Mean	3.50	3.47	3.55	3.48	3.60	3.49	3.65	3.45	3.70	3.45	3.75	3.47	3.50	3.44

*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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	24.0	24.4	26.0	25.0	28.0	22.8	30.0	21.1	32.0	17.3	34.0	21.4	22.8	
Mean	2.90	2.98	2.98	2.98	3.06	2.94	3.14	2.91	3.22	2.83	3.30	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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	31.0	32.4	33.0	31.9	35.0	32.2	37.0	29.8	39.0	31.3	41.0	30.7	30.6	
Mean	3.20	3.24	3.26	3.23	3.32	3.21	3.38	3.20	3.44	3.21	3.50	3.20	3.19	

*Question not asked in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	21.0	16.8	25.0	15.8	29.0	16.2	33.0	15.3	37.0	15.2	40.0	15.8	12.7	12.9
Mean	2.90	2.81	3.00	2.77	3.08	2.78	3.16	2.73	3.23	2.73	3.30	2.77	2.67	2.78

*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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	20.0	17.3	23.0	17.6	26.0	18.3	29.0	16.9	32.0	14.7	35.0	16.3	16.5	
Mean	3.00	2.85	3.06	2.87	3.12	2.86	3.18	2.85	3.24	2.79	3.30	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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Often	44.0	36.5	45.0	40.9	47.0	42.0	49.0	41.2	51.0	43.3	53.0	44.2	39.4	44.1
Mean	3.24	3.07	3.26	3.21	3.30	3.24	3.32	3.23	3.34	3.26	3.36	3.28	3.21	3.27

*Question renumbered to #7 in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	15.0	16.5	17.0	16.1	19.0	17.7	21.0	15.4	23.0	14.5	25.0	16.8	19.0	21.3
Mean	2.85	2.83	2.91	2.80	2.97	2.83	3.03	2.76	3.09	2.76	3.15	2.78	2.89	3.03

*Question renumbered to #14r in FY2004.

MAJOR COURSES

Q10. How often were your major courses challenging?

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Often	69.3	43.0	70.9	45.3	72.6	46.3	74.7	44.6	76.5	46.7	77.8	45.2	42.2	42.9
Mean	3.59	3.21	3.61	3.36	3.63	3.37	3.67	3.38	3.69	3.40	3.71	3.37	3.34	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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	47.5	46.5	49.4	44.1	51.8	49.0	53.8	47.4	55.8	46.0	57.8	48.9	48.7	52.1
Mean	3.34	3.40	3.37	3.35	3.40	3.41	3.43	3.39	3.46	3.37	3.50	3.42	3.42	3.47

*Question renumbered to #12f in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	55.0	56.5	57.0	58.8	59.0	58.3	61.0	58.8	63.0	56.9	65.0	59.0	58.9	60.9
Mean	3.50	3.51	3.52	3.53	3.54	3.51	3.56	3.53	3.58	3.51	3.60	3.54	3.59	3.57

*Question renumbered to #12h in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	70.0	67.3	71.0	67.2	72.0	66.0	73.0	65.2	74.0	65.4	75.0	64.7	64.3	63.9
Mean	3.60	3.63	3.63	3.63	3.66	3.60	3.69	3.58	3.72	3.58	3.75	3.58	3.59	3.58

*Question renumbered to #12i in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	55.0	57.4	57.0	60.3	59.0	55.5	61.0	57.1	63.0	54.0	65.0	56.8	56.6	56.1
Mean	3.28	3.51	3.31	3.55	3.32	3.48	3.35	3.51	3.36	3.46	3.38	3.51	3.50	3.50

*Question renumbered to #12j in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	56.3	54.3	58.6	49.3	60.9	52.4	63.5	51.9	65.9	50.1	68.2	53.5	56.3	53.0
Mean	3.44	3.46	3.46	3.41	3.49	3.43	3.52	3.42	3.55	3.40	3.59	3.46	3.50	3.47

*Question renumbered to #14i in FY2004.

Q24-3. How satisfied are you with this major?

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	48.1	34.3	51.1	38.7	53.2	41.5	56.2	38.8	58.6	40.2	60.4	41.2	43.4	49.5
Mean	3.38	3.01	3.43	3.18	3.46	3.22	3.51	3.20	3.55	3.21	3.57	3.26	3.28	3.33

*Question renumbered to #22 in FY2004 and reworded to read: How satisfied are you with your first major?

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	51.0	46.5	53.0	53.0	54.4	53.6	55.8	53.8	27.1	52.8	60.0	55.9	54.1	58.7
Mean	3.38	3.47	3.41	3.47	3.43	3.47	3.46	3.47	3.49	3.47	3.51	3.51	3.49	3.55

*Question renumbered to #12g in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	54.0	41.8	56.0	39.8	58.0	42.6	60.0	42.2	62.0	39.8	64.0	41.4	44.3	44.6
Mean	3.38	3.25	3.41	3.23	3.43	3.28	3.47	3.24	3.51	3.20	3.53	3.26	3.32	3.35

*Question renumbered to #14l in FY2004.

Q17o. How satisfied were you with academic advising?

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	21.0	20.4	23.0	18.9	25.0	21.5	27.0	21.1	29.0	20.9	31.0	20.9	19.4	32.4
Mean	2.68	2.65	2.70	2.64	2.72	2.66	2.75	2.60	2.77	2.60	2.80	2.60	2.61	2.94

*Question renumbered to #14m in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	43.1	41.3	45.3	39.8	46.8	43.6	48.8	39.7	50.9	38.4	53.1	43.5	47.6	48.6
Mean	3.25	3.24	3.29	3.25	3.33	3.29	3.37	3.24	3.41	3.20	3.47	3.32	3.38	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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Often	34.0	32.7	36.0	31.1	38.0	28.6	40.0	26.5	42.0	25.0	44.0	29.8	29.2	24.3
Mean	3.10	3.07	3.17	3.05	3.24	3.02	3.30	2.97	3.35	2.93	3.40	3.00	3.01	2.98

*Question renumbered to #6g in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Satis	35.0	33.7	38.0	33.6	41.0	34.5	44.0	33.6	47.0	33.9	50.0	33.5	34.1	33.1
Mean	3.20	3.11	3.26	3.08	3.32	3.09	3.38	3.09	3.44	3.12	3.50	3.11	3.13	3.16

*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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Often	28.0	23.7	30.0	26.4	32.0	25.1	34.0	23.7	35.1	25.0	36.2	24.6	23.2	26.6
Mean	3.10	3.02	3.15	3.04	3.20	3.03	3.25	3.02	3.30	3.02	3.35	3.03	3.04	3.10

*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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Adeq	39.0	38.4	41.0	38.4	43.0	38.3	45.0	35.9	47.0	33.6	50.0	35.7	34.7	56.3**
Mean	3.25	3.21	3.30	3.22	3.37	3.20	3.44	3.20	3.49	3.10	3.55	3.16	3.16	3.48

*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	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
% Very Often	17.0	20.2	19.0	19.3	21.0	18.1	22.0	19.1	24.0	17.2	25.0	16.7	15.5	15.0
Mean	2.62	2.63	2.66	2.65	2.70	2.61	2.75	2.61	2.80	2.60	2.85	2.56	2.55	2.60

*Question renumbered to #6e in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
0-5 hours	5.8	4.8	5.0	6.7	4.0	5.7	2.5	6.5	1.5	7.0	0.0	7.0	6.8	8.0
6-10 hours	18.0	19.2	16.0	20.3	14.0	21.2	12.1	23.3	10.5	21.6	10.0	21.2	22.8	26.8
11-15 hours	18.5	20.4	17.4	23.0	16.3	22.4	16.0	25.1	15.5	22.4	15.0	22.7	24.3	23.9
16-20 hours	23.0	23.7	23.0	20.6	24.0	21.0	24.5	22.0	25.0	23.1	25.0	21.5	20.6	17.9
21-25 hours	13.5	16.1	15.3	15.6	16.7	15.2	18.4	11.9	19.0	12.1	20.0	14.6	14.1	10.8
26-30 hours	12.0	9.6	13.3	7.8	14.0	8.9	14.5	6.4	15.0	7.6	15.0	8.3	6.8	7.8
31+ hours	9.2	6.2	10.0	6.0	11.0	5.6	12.0	4.9	13.5	6.1	15.0	4.7	4.4	4.8

*Question renumbered to #5 in FY2004.

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

FY	Proj. 1997	Actual 1997	Proj. 1998	Actual 1998	Proj. 1999	Actual 1999	Proj. 2000	Actual 2000	Proj. 2001	Actual 2001	Proj. 2002	Actual 2002	Actual 2003	Actual 2004*
University														
None	20.0	22.2	17.0	21.4	14.0	20.8	11.0	25.2	8.0	24.4	5.0	22.0	24.0	21.4
1-2 hours	40.0	40.5	34.0	42.2	28.0	42.8	22.0	39.9	16.0	39.8	10.0	44.0	42.3	44.4
3-5 hours	25.0	22.8	30.0	21.6	35.0	23.2	40.0	23.0	45.0	23.1	50.0	21.7	21.8	22.9
6-10 hours	9.0	9.2	12.0	9.4	15.0	8.8	18.0	8.5	21.0	9.1	25.0	7.3	7.2	8.1
11-15 hours	3.0	2.5	3.5	3.0	4.0	2.6	4.5	2.2	5.0	1.8	5.0	3.0	3.4	2.3
16+ hours	3.0	2.1	3.5	2.4	4.0	2.0	4.5	1.3	5.0	1.8	5.0	2.0	1.4	0.9

*Question renumbered to #16j in FY2004.