

Chapter XIX: STUDENT INTERVIEW PROJECT FULL DATA

This chapter contains the full written and oral survey results from the FY 2003 Student Interview Project.

First-Year Students Written Results:.....	2-20
Senior Students Written Results:.....	21-41
First-Year Students Oral Results:.....	42-93
Senior Students Oral Results:.....	94-159

Written Survey Results

<p>Question 1: How important is each of the following in your interactions with faculty, both inside and outside of the classroom? (please circle the response most closely describing your feelings.) (unsure = blank, not at all important = 1, of minor importance = 2, somewhat important = 3, very important = 4, extremely important = 5)</p>	How much trust you have toward the professor	How much the professor trusts you as a student	A professor's classroom presentation skills	A professor's interpersonal communication skills	A professor's availability outside of class	A professor's prestige/academic background	How much the professor likes or respects you	A professor who is very outgoing	A professor who demonstrates caring for your educational development	A professor who supports your educational and career goals	Professor's willingness to hear others' opinions	Whether the professor knows you by name	
	Student Number												
	maximum ->	5	5	5	5	5	5	5	5	5	5	5	5
	average ->	4.0	4.2	4.4	4.2	3.6	3.0	3.7	3.3	4.3	3.9	4.2	3.5
	minimum ->	2.0	3.0	3.0	3.0	2.0	1.0	2.0	1.0	3.0	2.0	3.0	1.0
1	4	5	5	4	4	4	4	4	4	5	4	3	
2	4	5	4	4	4	2	4	3	4	4	3	5	
3	5	5	4	5	4	4	4	3	5	4	4	5	
4	4	5	5	4	4	2	3	3	5	4	5	3	
5	4	4	5	5	5	3	5	4	5	5	5	5	
6	3	4	4	4	2	3	3	3	4	4	4	4	
7	4	4	5	4	3	3	3	2	4	3	4	3	
8	4	4	4	4	4	3	4	3	4	5	4	4	
9	5	5	5	5	4	4	4	4	4	3	4	3	
10	4	4	5	4	3	2	3	3	4	4	4	2	
11	4	4	4	5	3	3	4	4	5	5	4	2	
12	3	4	4	4	2	2	4	3	3	4	4	4	
14	4	4	4	5	4	2	3	4	4	3	4	2	
15	4	4	5	5	4	4	2	4	4	4	5	3	
16	5	5	5	5	5	5	4	5	5	5	5	4	
18	4	4	4	4	3	2	3	4	4	4	5	3	
19	4	5	4	4	3	1	4	3		4	3	1	
20	3	3	5	5	3	3	4	3	4	4	4	4	
21													

33	5	5	5	5	4	4	3	3	5	5	5	5
34	4	4	5	5	4	4	4	3	4	4	3	3
35	4	5	4	4	3	3	4	4	4	4	4	3
37	5	5	5	5	5	4	5	5	5	5	5	4
39	4	4	3	4	4	2	4	4	4	4	4	3
41	5	5	5	4	4	3	5	3	4	5	4	4
42	5	4	3	4	4	3	4	3	4	4	4	4
43	4	4	5	3	3	2	4	3	3	3	3	4
44	5	5	4	5	5	4	4	3	4	4	4	4
45	4	4	5	3	3	3	3	3	5	4	4	3
46	4	4	4	4	4	4	4	3	4	4	4	4
47	4	5	4	4	3	3	4	3	5	4	4	5
49	4	3	5	4	3	2	2	4	4	3	4	3
50	5	5	5	5	5	5	4	3	5	5	4	5
53	5	3	4	5	4	3	2	3	5	4	5	3
55	4	4	5	5	4	4	3	3	4	4	4	3
56	5	5	4	4	4	3	3	3	4	4	4	3
57	3	3	4	4	3	2	4	3	4	4	4	5
58	5	5	4	4	4	2	4	4	5	4	4	4
61	3	3	4	4	4	3	3	4	5	5	5	3
62	5	5	5	5	4	4	4	4	5	5	5	4
63	3	3	5	4	3	2	3	3	4	2	4	3
66	2	4	4	3	3	4	5	4	5	5	5	3
68	4	4	4	3	3	3	4	4	4	4	5	3
72	4	4	5	4	3	3	4	2	4	3	4	3
74	5	5	4	4	4	4	4	3	4	5	5	4
79	4	5	4	4	3	3	4	3	5	3	5	3
80	3	4	4	4	3	3	3	3	4	4	3	3
85	5	5	5	5	5	4	5	4	5	5	5	4
86	4	4	4	4	3	3	4	4	4	3	4	3
87	4	5	4	4	5	3	4	3	4	4	3	4
88	4	4	4	3	3	3	2	3	3	3	4	2
91	4	4	4	4	3	2	3	4	4	3	4	3
93	4	4	5	5	4	3	4	4	4	4	4	4
97	4	4	4	4	4	4	3	2	4	4	5	3
98	4	4	3	4	3	2	4	3	3	3	4	4
100	4	4	5	5	5	3	5	3	4	4	4	4
101	4	4	4	3	3	3	3	4	4	3	4	4
102	5	5	4	5	3	4	4	3	5	3	3	5
103	5	4	5	3	2	3	3	3	4	3	4	3
105	4	5	4	4	4	3	3	3	4	4	5	3
108	4	4	5	4	2	2	4	4	4	2	4	2

148	4	4	5	4	3	3	3	3	4	4	4	3
151	3	3	5	4	4	3	4	3	4	3	4	3
160	4	4	5	3	4	3	4	4	4	4	4	4
161	4	4	4	4	2	3	4	3	5	3	4	3
172	4	5	5	5	3	2	4	3	5	5	5	4
173	4	4	5	5	4	4	4	4	5	5	5	3

125	2	4	4	4	3	2	3	4	4	3	4	2	3	2	2	5	3	4	4	4	4	4	3	4	2	9:30 a.m.	2:30 p.m.	20	3	0
128	2	3	3	3	4	2	3	2	5	5	3	3	4	2	2	5	2	3	3	5	5	5	3	4	3	9:30 a.m.	3:00 p.m.	25	7	0
129	2	5	4	3	3	2	2	2	3	4	3	2	4	3	2	5	3	3	2	4	4	4	4	3	4	10:00 a.m.	7:00 p.m.	25	8	0
134	2	3	4	3	2	3	3	4	3	2	2	3	3	2	2	3	3	3	3	4	3	3	2	4	2	10:00 a.m.	3:30 p.m.	20	2	0
141	3	3	4	4	3	3	4	3	4	4	3	2	3	3	2	3	2	2	2	4	4	3	3	3	2	9:00 a.m.	3:00 p.m.	30	6	1
148	2	3	5	4	3	2	4	4	4	3	5	4	4	3	3	4	2	2	2	4	4	5	4	2	2	10:00 a.m.	6:00 p.m.	20	8	0
151	3	5	5	3	2	3	4	3	3	1	4	2	3	1	1	3	5	3	4	5	3	4	2	5	2	9:00 a.m.	3:00 p.m.	25	3	0
160	4	4	4	5	4	4	5	4	4	4	4	4	3	3	2	4	4	4	4	3	2	4	4	1	11:00 a.m.	12:00 p.m.	27	21	1	
161	4	3	4	3	4	2	2	2	4	3	1	2	4	2	2	2	2	3	3	5	3	4	3	4	2	10:00 a.m.	3:00 p.m.	20	5	0
172	2	3	4	3	2	3	2	2	3	3	2	1	3	1	1	2	1	1	2	5	3	4	1	4	2	10:00 a.m.	6:00 p.m.	18	3	0
173	3	4	4	5	4	4			3	5	4	3	4	5	2	3	4	3	2	3	5	5	5	4	2	9:00 a.m.	4:30 p.m.	20	6	1

Student Number	Question 3: How important is each of the following in your definition of a personally successful out-of-class experience? (Please circle the response most closely describing your experience.) (unsure = blank not at all important = 1 of minor importance = 2 somewhat important = 3 very important = 4 extremely important = 5)															Where did your most successful out-of-class experience take place?	greek system	religious organization	athletics (school, rec center or intramurals)	other club	internships/workservice	other campus activities (school sponsored)												
	the presence of physical activity	professional advancement opportunities	sponsored by a professional club or organization	sponsored by a social organization	caliber of the other students involved	the introduction of new ideas/insights/experiences	a high degree of structure	faculty support or encouragement of your participation	University/Administrative support or encouragement of your participation	having fun	building connection to other students	building connection to the University	It does not interfere with schoolwork	It provides a meaningful learning experience	It brings the possibility of an award of some type (scholarship, certificate, etc)								It's service or philanthropic in nature	It's one you're quite familiar with	It's something entirely new	it's related to your major	you gain personal satisfaction from participating	It looks good on a resume	faculty or staff participate	the number of students involved	What is the ideal number of people involved in a successful out-of-class experience?			
	maximum ->	3.405	3.476	2.738	2.44	3.202	3.774	3.095	3.238	3.238	4.386	4.179	3.44	3.833	3.762								2.738	2.988	2.833	2.643	4.298	3.036	2.595	2.667	2.199			
1	3	3	2	2	3	4	4	4	4	4	5	4	3	4	3	2	2	2	2	4	3	2	3	20	Rush for sorority	1								
2	4	4	2	2	3	4	4	4	4	4	5	4	3	3	4	2	3	2	3	2	5	3	3	2	40	Conference discussion on Islam in fall sem '02						1		
3	3	5	2	2	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	200	TSU volleyball		1						
4	4	3	4	3	1	3	4	2	3	3	5	5	4	4	5	3	4	4	4	4	4	4	2	3	20	Unique Ensemble Gospel Choir			1					
5																																		
6	3	4	2	2	3	4	2	3	3	4	5	4	3	3	2	4	3	3	4	4	4	4	3	3	10	National FFA Convention on campus						1		
7	2	3	2	2	3	3	2	3	3	3	3	4	4	3	4	2	3	2	3	2	3	2	2	3	10									
8	4	3	3	3	3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4								
9	4	4	3	3	3	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	10	Newman Center choir trip	1						
10	1	5	3	2	4	4	2	3	3	5	4	3	4	4	2	4	2	2	3	5	4	1	1	3	10	Theater			1					
11	4	4	3	3	3	3	3	3	3	3	4	3	3	4	3	4	2	2	2	3	5	4	2	3	10	social fraternity	1							
12	3	4	3	2	3	3	2	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	25	Disney College Program				1			
14	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	15								
15	4	4	3	3	4	5	4	4	4	4	3	3	4	4	2	3	3	1	3	5	4	3	5	4	2	20	Library (discussion)						1	
16	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	10	Rec. Center			1				
18	4	3	2	2	4	4	1	2	2	4	4	4	4	4	3	2	2	2	2	3	4	3	3	3	2	30								
19	3	4	3	1	3	4	2	2	3	4	4	3	4	3	4	3	3	3	3	2	3	2	1	2	4	30								
20	5	3	3	2	3	3	4	4	3	3	4	4	3	4	3	3	3	3	4	2	3	4	4	2	3	20	Lutheran Student Fellowship	1						
21	4	4	3	2	4	3	4	4	3	4	5	5	4	5	4	3	4	2	3	5	5	5	4	4	15	The Rec. Center		1						
22	4	3	3	3	4	4	3	3	2	5	4	3	3	3	3	3	2	3	3	4	4	2	1	1	20	Baldwin Hall						1		
23	4	5	3	3	5	5	2	4	4	5	4	5	4	2	3	5	1	5	2	5	1	5	1	1	1	4	Ray Miller Elementary					1		
24	3	3	2	1	2	4	3	3	3	5	4	4	4	3	3	3	3	3	2	4	4	2	2	2	2	20	University Swingers							
25	4	4	3	3	3	4	4	4	4	4	5	5	4	5	4	3	4	3	3	2	5	3	2	2	25	Freshman Week				1			1	
26	1	2	2	1	4	4	3	3	1	4	4	2	3	3	2	2	2	2	2	5	3	2	2	2	15									
28	4	3	3	3	3	4	3	4	3	5	4	3	4	3	3	4	4	3	3	4	3	4	2	2	2	20	School environment						1	
29	4	3	2	2	3	3	3	3	3	3	4	4	3	4	3	2	4	2	2	4	3	3	3	3	3	30								
30	4	4	4	3	2	5	2	4	4	5	5	4	4	5	4	4	4	3	4	4	1	5	3	2	3	20	Rush week	1						
32	4	5	3	3	4	4	4	4	3	3	4	4	3	5	4	3	3	3	3	4	5	5	4	3	10	Dobson Hall Senate						1		
33	2	3	2	2	3	4	4	4	4	4	5	4	4	4	4	2	3	2	3	2	3	3	3	3	40									
34	3	3	2	2	3	3	3	4	2	4	3	3	4	4	3	2	4	4	4	5	4	4	4	4	4	20	KTRM						1	
35	3	3	2	2	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	20	Football			1				
37	4	5	3	2	4	5	3	4	4	5	5	5	4	4	3	3	3	3	2	4	4	4	4	4	15	CCF and BSU	1		1					
39	5	3	3	3	2	2	2	2	3	4	4	4	3	4	3	2	2	2	2	3	3	2	2	2	25	Campus Pals						1		
41	5	4	3	3	5	5	4	4	4	5	5	4	4	5	4	4	3	4	2	2	5	3	2	3	10	Football Field			1					
42	2	3	3	2	2	4	3	3	3	5	5	3	3	4	2	3	4	3	4	5	4	4	2	3	20	Church			1					
43	2	1	1	2	3	3	3	2	4	3	3	3	3	3	3	3	3	3	3	2	4	3	2	4	20	Theater				1				
44	3	3	2	2	3	3	4	4	4	4	3	5	4	4	4	3	3	3	3	2	3	4	3	4	50	BSU Getaway Retreat	1							
45	3	3	5	5	3	3	2	2	3	4	4	4	2	3	3	3	2	2	2	4	3	2	4	2	20	Rec. Center			1					
46	4	4	3	3	3	4	4	4	4	4	5	5	4	4	1	4	2	2	2	4	4	2	4	2	10	Phi Beta Lambda	1							
47	4	4	3	2	3	3	3	2	4	4	4	3	4	4	2	2	3	3	2	3	4	3	2	3	30	CCF House			1					
49	3	3	3	3	2	4	4	4	4	4	4	4	4	4	5	3	3	3	4	3	2	5	4	3	7									
50	3	5	3	3	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	5	4	3	3	20	Campus Christian Fellowship	1						
53	3	2	2	2	4	5	2	4	4	5	5	4	5	4	1	3	3	3	4	5	1	4	4	1	15	Talking to classmates while waiting for class to start						1		
55	2	3	2	2	3	4	3	2	2	5	5	4	4	4	1	1	1	3	2	4	3	3	3	3	10	residence halls						1		
56	4	3	2	3	4	3	3	3	3	3	4	4	3	4	4	2	4	3	4	3	4	3	3	3	50	on campus organizations				1				
57	4	3	2	2	2	3	2	2	4	4	3	4	4	1	4	3	3	2	4	1	1	1	1	7	Bible study	1								
58	4	3	2	2	2	3	3	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	10	CCF and Campus Crusade for Christ	1							
61	4	4	4	4	4	5	2	3	3	5	5	3	3	3	5	3	3	3	4	3	5	3	2	2	50	Pershing Arena: Jimmy Eat World Concert						1		
62	5	5	4	4	5	5	3	3	3	5	5	4	5	5	2	3	2	3	3	5	3	3	3	5	5	20	In the residence halls (MC hall)						1	
63	2	4	4	2	3	3	2	2	4	2	3	3	3	5	3	2	1																	

Questions 4-6, 8-12:
Please answer the following questions describing your involvement in various other dimensions of college life.

Student Number	4. Do you live on or off campus? On=1, Off=0	5. Approximately how many hours per week do you spend on campus in addition to your coursework related activities?	6. How many out-of-class experiences do you currently participate in?	8. How many times per week do you visit a professor in his/her office?	9. How many times on average do you interact with faculty (beyond casual greetings) outside of class, or course related office visits, each week?	10. How many credit hours are you carrying this semester?	11. How many hours on average do you study each week?	12. Of those, what percent would you say are at peak efficiency (i.e., concentrated effort with few interruptions)?
maximum ->	1	168	7	14	15	18	30	90
average ->	0.98	84.5	2.4	1.8	2.4	15.2	11.0	51.3
minimum ->	0.0	2.0	0.0	0.0	0.0	12.0	3.0	0.0
didn't know (left blank) ->	1	10	1	2	2	2	1	1
1	1		1	3	1	14	15	90
2	1	24	2	1	4	16	13	60
3	1	12	3	3	3	15	14	50
4	1	24	4	1	1	16.5	8	60
5								
6	1	30	2	1	1	17	15	40
7	1	15	1	1	1	15	7	40
8	1	40	0	3	5	15	15	50
9	1	50	2	1	2	15	12	30
10	1	6	1	2	1	15	8	20
11	1	150	2	2	1	17	5	70
12	1	150	0	1	1	14	8	60
14	1	144	1	2	1	13	18	70
15	1	90	3	3	5	14	6	70
16	1		2	2	1	15	12	10
18	1	2	3	1	2	15	12	40
19	1	144	1	1	1	17	4	30

30	1		2	2	3	12	5	40
32	1	160	2	1	3	17	30	80
33	0	15	0	1	1	16	5	70
34	1	164	5	1	1	13	12	70
35	1		1	1	1	15	6	40
37	1	168	5	2	3	16	28	60
39	1	48	4	1	0	17	16	60
41	1	100	4	1	5	13	16	80
42	1	12	4	1	2	16	15	40
43	1	168	0	5	4	15	21	10
44	1	168	1	2	1	16	18	50
45	1	25	0	0	0	13	6	40
46	1	168	1	3	3	15	14	40
47	1	10	6	1	2	16	16	40
49	1	125	1	3	7	17	5	90
50	1	168	3	1	1	16	15	60
53	1	140	0	1	4	15	7	30
55	1	140	1	1	1	16	12	70
56	1	30	3	3	3	15.5	10	60
57	1	140	7	2	1	13	7	90
58	1	20	2	2	4	14	15	70
61	1		2	1	1	16	7	50
62	1	162	3	1	1	14	10	60
63	1	140	4	1	1	16	5	60
66	1	138	7	1	1	14	10	70
68	1	100	0	1	2	16	12	40
72	1	100	3	1	3	14	10	40
74	1	25	3	1	2	16	15	90
79	1	168	3	1	1	17	7	70
80	1	100	1	1	1	14	12	70
85	1	168	3	2	15	13	10	80
86	1		2	1	1	16	8	70
87	1	140	1	14	12	17	20	70
88	1	10	2	1	1	12	10	70
91	1	150	2	1	1	15	5	0
93	1	8	2	2	2	14	8	70
97	1	80	2	4	1	16	17	60
98	1	5	2	1	1	18	9	30
100	1	25	5	2	5	16	15	40
101	1	72	1	1	1	15	12	0
102	1		4	2	13	14	5	80
103	0	10	0	0	1	15	0	00

134	1	120	3	1	1	14	5	30
141	1	168	2	1	2	15	14	10
148	1	5	1	3	1	16.5	15	60
151	1	150	0	1	1	14	3	30
160	1	147	7	7	7	16	21	70
161	1	12	7	1	3	14	10	70
172	1	168	2	1	1	15	10	80
173	1	15	1				16	80

Question 7: Please list each out-of-class experience and indicate how many hours each week you're involved with it and if it's an organization, what office you hold if you're an officer in it.		number of organizations	Hours per week	Officer (1=yes, 0=no)
Student Number	count -> average ->		187 4.05	192 8.3%
1	Rec Center	1	14	0
2	Sigma Kappa Sorority	2	4	1
	Habitat for Humanity		1	0
3	Varsity Volleyball	3	15	0
	Campus Christian Fellowship		4	0
	Basketball Intermurals		2	0
4	Unique Ensemble Gospel Choir	4	3	0
	RCIA at Newman Center		2	0
	Instrumentalist at Newman Center		2	0
	People for Animal Welfare		2	0
5		0		
6	Biology Department	2	5	0
	Pre Vet Club		1	0
7	Art Assistantship	1	5	0
8		0		
9	Newman Center	2	5	0
	College Republicans		2	0
10	Delta Zeta	1	2	0
11	Phi Kappa Theta	2	15	0
	At Rec Center		18	0
12		0		
14	Men's basketball team	1	20	0
15	Alpha Kappa Lambda	1	5	1
16	Truman Society of Dance Arts	2	7	0
	Dance Classes in the rec center		4	0
18	Kaffee Klarsch (German Round Table)	3	3	0
	Guitar Lessons		1	0
	German Club		2	0
19		0		
20	Job at Student Recreational Center	5	10	0
	Campus Pals		1	0
	Tutoring at Ray Miller		1	0
	Lutheran Student Fellowship		3	0
	Church		2	0
21	Work/study	2	11	0
	Rec Center		6	0
22	Football/Weight lifting	3	10	0
	Greek life		4	0
	Various assemblies		2	0
23	Tutoring at Ray Miller	5	1	0
	Talks/Lunch with Professors		4	0
	Debates		1	0
	Guest speakers		1	0
	Work/study		10	0
24	College Democrats	4	1	0
	KTRM-The edge		3.5	0
	Prism		1	0
	University Swingers		1	0

79	Greek life	2	5	0
	Intramural Sports		5	0
80	Track & Field team	1	12	0
85	University Swingers	3	12	0
	Franklin Street		7	0
	ACDA		1	0
86	Newman Council	2	2	0
	Alpha Phi Omega		8	0
87	golf	1	15	0
88	Phi Kappa Theta	2	12	1
	Intramural Basketball		2	0
91	Senate-Ryle Hall	2	1	0
	Student Activities Board		?	0
93	Rec Center	2	6	0
	Sigma Tau Gamma fraternity		10	0
97	Women's Lacrosse Team	2	10	0
	Campus Christian Fellowship		3	0
98	Tri-Beta	2	1	0
	College Democrats		1	0
100	Phi Beta Sigma Fraternity	5	15	1
	McNair Program		3	0
	4.0 Club		2	0
	Mentor/Mentee		5	1
	National Panhellenic Council		1	1
101	Habitat for Humanity	1	1	0
102	Spanish Club	4	15	1
	Lacrosse		10	0
	Tutoring		0	0
	Labs		0	0
103	Feminist Activities	2	5	0
	A band		5	0
105	Sigma Tau Gamma fraternity	3	15	0
	IFC		2	0
	Greek Week Committee		3	0
108	Basketball-Rec Center	1	4	0
109	Fencing Club	4	3	0
	Rock Climbing Club		2	0
	AMSA		2	0
	CCF		2	0
110	Alpha Sigma Alpha	2	5	0
	STARS		1	0
113	CCF	1	4	0
117	Campus Pals	1	1	0
125	Alpha Sigma Gamma	2	5	0
	Newman Center		1	0
128	Delta Zeta	3	7	0
	Equestrian Team		4	0
	Volunteer at Animal Shelter		2	0
129		0		
134	Bible Study	2	2	0
	CCF		2	0
141	University Swingers	2	4	0
	Lutheran Student Fellowship		4	0
148	Rec Center	1	8	0
151	n/a	0		
160	Hospice Volunteer	7	2.5	0
	Ombudsmen		1.5	0
	Teach at Preferred Family Healthcare		1	0
	Christian Community Clinic Volunteer		2.5	0

Question 13: Where do you do most of your studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count -> percent ->	61 63%	24 25%	2 2%	19 20%	1 1%	1 1%	1 1%	2 2%	3 3%
1	My room	1								
2	Library and dorm room	1	1							
3	My room	1								
4	my room	1								
5								1		
6	My room	1								
7	Dorm lounge				1					
8	My room	1								
9	Library		1							
10	My room	1								
11	Dorm and library	1	1							
12	my room and dorm lounge	1			1					
14	My room	1								
15	Library		1							
16	My dorm room/dorm room lounge	1			1					
18	My room	1								
19	Dorm room	1								
20	Dorm room	1								
21	Dorm room	1								
22	Dorm room	1								
23	Dorm room	1								
24	Dorm room	1								
25	Dorm room	1								
26	Dorm room	1								
28	Dorm room or library	1	1							
29	Dorm room	1								
30	Dorm room	1								
32	Dorm room	1								
33	My apartment			1						
34	Dorm lounge, dorm room, or library	1	1		1					
35	Dorm room	1								
37	In the lounge, my room and at work	1			1				1	
39	My room or in the library	1	1							

53	In dorm room if I need computer or in library	1	1						
55	Quiet lounge								1
56	In my room at my desk	1							
57	Library		1						
58	In my room and the library	1	1						
61	In my room	1	1						
62	Library		1						
63	Study lounge				1				
66	My room	1							
68	In my room	1							
72	In my room	1							
74	Library or Study lounge		1		1				
79	dorm room, and study lounge	1			1				
80	My dorm room	1							
85	In OP media lab or smart music room						1		
86	In my room	1							
87	lounges/desks in Pershing, Library		1		1				
88	Library		1						
91	in my dorm room	1							
93	in my dorm room	1							
97	Library		1						
98	friend's dorm rooms					1			
100	In my room or lounge	1			1				
101	My room	1							
102	Dorm room	1							
103	Library or home		1	1					
105	My room or library	1	1						
108	Dorm room	1			1				
109	The lounge				1				
110	Dorm room	1							
113	The lounge				1				
117	My room	1							
125	In my room	1							
128	my room	1							
129	at work study							1	
134	My desk in my room	1							
141	Dorm room	1							
148	Lounge and Library		1		1				
151	in my dorm room	1							
160	Dorm room	1							
161	Quiet lounge and dorm room	1							1

Question 14: Where do you do your most efficient studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count -> percent ->	38 39%	35 36%	0 0%	10 10%	0 0%	4 4%	4 4%	0 0%	2 2%
1	my room	1								
2	Library		1							
3	my room	1								
4	my room	1								
5										
6	my room	1								
7	Anywhere I am alone							1		
8	My room or the library	1	1							
9	Library		1							
10	Library		1							
11	Library		1							
12	dorm lounge				1					
14	My room	1								
15	Library		1							
16	Dorm room/library	1	1							
18	my room	1								
19	Dorm room	1								
20	Dorm room	1								
21	Dorm room	1								
22	Library		1							
23	Dorm room	1								
24	Dorm room	1								
25	Library or study lounge		1		1					
26	Dorm room	1								
28	Library		1							
29	Dorm room	1								
30	On computer							1		
32	Dorm room	1								
33	My apartment	1								
34	Dorm room/library	1	1							
35	Library		1							
37	Lounge				1					
39	Library		1							

53	Library		1						
55	Quiet lounge								1
56	At my desk or in the library	1	1						
57	Library		1						
58	In my room	1							
61	In my room with music on	1							
62	Library		1						
63	Study Lounge				1				
66	my room	1							
68	In the Library		1						
72	Library		1						
74	Library or study lounge		1		1				
79	my room	1							
80	Library or study lounge		1		1				
85	smart music rooms in OP						1		
86	In my room	1							
87	desks in Pershing						1		
88	Library or quiet setting		1						
91	in my dorm room	1							
93	in my dorm room	1							
97	Library		1						
98	Library		1						
100	In a quiet lounge				1				
101	My room	1							
102	Library or secluded lounge		1		1				
103	Library-when it is quiet		1						
105	Library		1						
108	Dorm room	1							
109	My room	1							
110	My room when quiet	1							
113	alone							1	
117	Library		1						
125	In my room	1							
128	the floor of my room	1							
129	In my room	1							
134	My desk in my room	1							
141	In a little room in BH-it is always quiet						1		
148	Library		1						
151	In the lounge or somewhere quiet				1				
160	A quiet room where I am comfortable							1	
161	Dorm room	1							
170	Library		1						

Question 15: If you work, please list your place(s) of employment and how many hours you work there each week.		percent who worked	percent with more than one job	number of hours
Student Number	count ->			15
	average ->	0.212	0	10.27
1		0	0	
2		0	0	
3		0	0	
4		0	0	
5		0	0	
6		0	0	
7	Art Assistantship on campus	1	0	5
8		0	0	
9		0	0	
10		0	0	
11		0	0	
12		0	0	
14		0	0	
15	Adair County YMCA	1	0	6
16		0	0	
18		0	0	
19		0	0	
20	Student Recreational Center	1	0	10
21	KCOM admissions office	1	0	11
22		0	0	
23	Biology lab-Mammology	1	0	10
24	ticket selling job at home	1	0	
25	ITS-Truman	1	0	14
26		0	0	
28		0	0	
29		0	0	
30		0	0	
32		0	0	
33	TSU Business Office	1	0	
34		0	0	
35		0	0	

49	Social Sciences Division	1	0	4
50	CCF House-volunteer office help	1	0	3
53	Java Co.	1	0	14
55		0	0	
56		0	0	
57		0	0	
58		0	0	
61		0	0	
62		0	0	
63		0	0	
66		0	0	
68		0	0	
72		0	0	
74		0	0	
79		0	0	
80	Elliot Pharmacy	1	0	16
85		0	0	
86		0	0	
87		0	0	
88		0	0	
91		0	0	
93		0	0	
97		0	0	
98		0	0	
100	Multi-cultural affairs	1	0	10
101		0	0	
102	Carpentry in St. Louis on weekends	1	0	15
103		0	0	
105		0	0	
108		0	0	
109		0	0	
110		0	0	
113		0	0	
117		0	0	
125		0	0	
128		0	0	
129	Pershing Weight Room	1	0	10
134	KCOM admissions office	1	0	
141		0	0	
148		0	0	
151	n/a	0	0	
160		0	0	

Written Survey Results

<p>Question 1: How important is each of the following in your interactions with faculty, both inside and outside of the classroom? (please circle the response most closely describing your feelings.) (unsure = blank, not at all important = 1, of minor importance = 2, somewhat important = 3, very important = 4, extremely important = 5)</p>	How much trust you have toward the professor	How much the professor trusts you as a student	A professor's classroom presentation skills	A professor's interpersonal communication skills	A professor's availability outside of class	A professor's prestige/academic background	How much the professor likes or respects you	A professor who is very outgoing	A professor who demonstrates caring for your educational development	A professor who supports your educational and career goals	Professor's willingness to hear others' opinions	Whether the professor knows you by name	
	Student Number												
	maximum ->	5	5	5	5	5	5	5	5	5	5	5	5
	average ->	4.0	4.1	4.1	4.2	3.7	2.7	3.6	3.0	4.2	3.9	4.2	3.7
	minimum ->	2.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	2.0	2.0	3.0	1.0
13	3	4	3	3	4	3	4	2	3	3	3	3	
17	4	5	5	4	3	1	5	4	4	4	5	5	
27	4	3	4	4	4	2	2	3	4	4	4	2	
31	4	4	3	4	4	2	3	3	4	3	4	4	
36	4	4	5	4	3	3	4	2	4	4	3	4	
38	4	4	3	3	3	2	3	2	4	4	4	3	
40	4	5	4	4	4	3	5	5	5	5	4	3	
48	5	5	5	5	4	4	4	2	4	4	5	4	
51	3	4	3	3	4	3	4	3	2	2	3	4	
52	3	3	4	3	4	3	3	3	4	3	3	4	
54	3	2	4	4	2	1	1	3	4	4	5	3	
59	5	4	5	5	3	2	3	3	5	5	4	5	
60	4	3	5	4	2	1	2	2	3	3	5	4	
64	5	4	4	4	4	3	3	3	3	3	4	4	
65	5	5	4	4	4	3	4	3	4	4	4	4	
67	3	4	4	4	3	3	4	4	5	4	4	2	
69	4	5	4	4	3	3	4	3	5	5	4	3	
70	4	4	3	4	3	2	3	4	3	3	4	3	
71	2	2	1	2	2	2	2	2	1	1	1	2	

89	3	4	5	5	4	2	5	4	4	4	4	4
90	4	4	4	3	3	2	3	2	4	2	3	5
92	4	4	4	3	4	2	3	2	4	4	4	2
94	4	4	5	5	4	3	3	3	4	4	5	3
95	4	4	3	3	4	3	4	3	4	4	4	3
96	4	4	3	4	3	2	4	3	4	3	3	3
99	5	5	5	5	5	3	4	4	5	4	3	5
104	4	4	4	5	4	1	4	4	5	4	5	4
106	5	5	5	5	3	3	4	3	5	5	5	5
107	4	5	4	4	3	2	4	3	4	4	4	5
111	4	4	3	5	5	3	3	3	4	3	5	4
112	5	5	4	5	3	3	5	3	5	5	5	3
114	4	4	4	4	3	2	4	3	5	5	4	3
115	4	5	5	5	4	3	3	4	5	5	5	3
116	4	4	4	5	4	4	3	3	4	4	4	4
118	5	4	4	5	4	2	5	3	5	5	3	4
119	4	4	5	5	4	3	4	3	4	4	3	4
120	4	4	4	3	4	5	4	3	5	5	5	5
121	5	5	4	5	3	3	4	4	4	2	5	5
122	2	3	4	4	4	4	5	3	3	3	4	4
123	4	4	5	4	4	1	3	3	2	2	3	2
124	4	4	3	3	4	3	4	2	4	4	4	4
126	4	4	5	5	5	2	4	3	4	4	5	4
127	3	3	4	4	5	4	2	2	4	4	4	3
130	3	4	4	4	4	4	5	2	4	4	5	5
131	2	3	4	4	4	2	2	2	3	3	3	3
132	4	3	4	5	3	3	3	3	4	4	4	4
133	4	4	4	4	3	3	4	3	4	4	5	4
135	3	4	5	5	4	2	4	2	5	5	3	5
136	5	5	4	5	4	3	4	3	5	5	4	3
137	4	4	4	5	3	3	4	3	5	5	5	4
138	3	3	3	3	3	2	2	3	4	4	4	3
139	4	2	4	3	2	3	4	4	4	2	4	2
140	4	4	5	5	3	4	4	4	4	5	5	5
142	5	5	3	4	2	1	4	5	5	5	4	3
143	4	5	4	5	4	3	3	3	4	4	5	3
144	4	4	4	4	4	3	5	3	5	3	5	3
145	4	4	4	5	5	3	4	5	5	5	5	5
146	4	5	4	4	4	4	4	3	4	4	4	4
147	4	4	3	4	4	3	4	3	4	4	4	4
149	4	4	4	5	4	2	4	3	4	4	3	4
150	5	5	2	4	2	2	2	2	4	4	4	2

163	4	3	3	4	3	3	3	3	4	4	4	4
164	5	5	4	5	4	3	5	3	5	5	4	4
165	5	5	4	4	3	2	4	3	3	3	4	4
166	4	4	5	4	3	3	3	3	4	4	4	3
167	3	4	5	5	4	3	3	3	5	5	5	3
168	4	5	5	5	4	3	4	4	5	5	5	4
169	4	4	4	3	3	2	2	3	5	4	3	4
170	4	5	3	4	4	3	4	2	5	4	5	5
171	5	5	4	4	4	3	4	2	4	4	4	4
174	4	4	5	5	4	3	4	3	4	5	5	5
175	4	4	4	3	3	2	4	2	4	3	4	5
176	4	4	4	3	4	3	3	3	4	4	4	3
177	4	5	3	2	4	3	3	3	4	4	4	3
178	5	5	5	4	4	4	4	4	5	5	5	5
179	4	4	3	4	4	3	3	3	4	3	5	3
180	5	5	4	5	3	2	4	4	5	5	4	4
181	4	4	3	3	4	3	3	3	4	4	4	3
182	4	4	3	5	3	2	4	2	4	4	5	5
183	3	3	5	5	3	3	4	4	5	4	5	4
184	3	3	4	4	4	3	2	3	4	2	4	4
185	5	5	5	5	4	4	5	4	5	4	5	4
186	4	3	5	4	5	4	3	3	5	3	4	2
187	4	5	4	4	3	3	4	3	5	5	4	4
188	4	4	5	5	4	3	3	3	5	4	3	4
	0.13	0.64	-1.4	0.69	-0.2	2.57	5.15	4.17	1.7	3.32	-8.8	-0.4
significant at a 10% level of confidence												
significant at a 5% level of confidence												

Questions 4-6, 8-12: Please answer the following questions describing your involvement in various other dimensions of college life.		4. Do you live on or off campus? On=1 Off=0	5. Approximately how many hours per week do you spend on campus in addition to your coursework related activities?	6. How many out-of-class experiences do you currently participate in?	8. How many times per week do you visit a professor in his/her office?	9. How many times on average do you interact with faculty (beyond casual greetings) outside of class, or course related office visits, each week?	10. How many credit hours are you carrying this semester?	11. How many hours on average do you study each week?	12. Of those, what percent would you say are at peak efficiency (i.e., concentrated effort with few interruptions)?
Student Number									
maximum ->		1	168	8	15	18	20	35	100
average ->		0.22	21.8	2.9	2.8	3.8	14.2	11.1	57.0
minimum ->		0.0	0.0	0.0	0.0	0.0	9.0	2.0	0.0
didn't know (left blank) ->		0	4	3	1	2	0	0	0
13		1	20	1	4	7	15	10	80
17		0	15	4	1	1	17	10	50
27		0	8	4	1	4	12	8	80
31		1	25	2	10	8	13	10	5
36		0	4	0	1	1	12	7	40
38		0	6	5	2	1	12	10	30
40		0	30	2	8	18	12	12	70
48		0	15	3	1	1	12	9	30
51		0	15	3	1	1	14	8	90
52		0	6	5	2	2	13	5	70
54		0	10	2	2	5	17	2	60
59		1	15	3	6	4	16	8	50
60		0	15	4	2	3	13	8	50
64		0	18	3	1	2	15	17	80
65		0	2	5	2	2	14	10	80
67		0	4	1	2	1	14	6	60
68		0	12	2	2	2	12	7	70

83	0	35	1	4	2	12	23	40
84	0	6	5	4	10	16	10	60
89	1	35	2	3	4	16	3	60
90	1	160	1	2	5	15	4	80
92	0	1	3	2	0	12	20	60
94	1		2	1	2	16	8	50
95	0	22	4	5	5	18	8	0
96	0	8	1	2	1	15	10	50
99	1	168	2	2	4	13	3	50
104	0	4	1	0	1	18	12	70
106	0	60	3	2	1	13	15	30
107	0	15	2	2	2	12	20	50
111	0	4	1	1	1	12	14	60
112	0	3	2	2	2	13	13	60
114	0	29	2	2	2	14	10	50
115	0	20	2	1	2	13	7	20
116	0	25	4	1	1	12	3	50
118	0	40	8	3	3	12	8	30
119	0	2	1	1	1	17	15	80
120	0	5	4	3	3	14	5	50
121	0	15	6	1	12	17	2	90
122	0	29	5	3	1	12	10	10
123	0	10	5	2	2	12	8	100
124	1	25	2	1	5	13	20	50
126	1	20	3	1	4	16	9	70
127	1	24	4	2	2	12	10	40
130	1	40	2	3	2	12	15	0
131	0	15	1	1	1	12	15	60
132	0	30	4	1	2	15	10	60
133	1	4	2	1	1	12	15	50
135	1	0	3	2	4	17	20	50
136	0	10		1	1	16	6	30
137	0	7		2	3	17	15	100
138	1		0	1		12	5	80
139	1		2	7	18	12	15	30
140	0	15	2	3	5	12	8	40
142	0	3	4	1	3	17	7	100
143	1	40	3	2	1	15	8	60
144	0	20	3	13	17	15	17	90
145	0	1	4	1	1	15	4	50
146	0	3	2	3	5	14	20	70
147	0	5	4	4	10	12	5	70

Question 7: Please list each out-of-class experience and indicate how many hours each week you're involved with it and if it's an organization, what office you hold if you're an officer in it.		number of organizations	Hours per week	Officer (1=yes, 0=no)
Student Number	count -> average ->	312 3.07	312 4.35	312 25%
13	American Chemical Society	1	1	0
17	Sigma Kappa Sorority	4	3	0
	Alpha Phi Sigma		1	1
	Recycling Center		6	0
	Rec Center		8	0
	miscellaneous (speakers, programs, cultural events, etc.)		1	0
27	Alpha Sigma Gamma	5	4	0
	Beta Alpha Psi		2	0
	Alpha Kappa Psi		2	0
	Work for professor		5	0
	Intramurals		1	0
31	Communication Disorders Association	2	1	0
	National Society of Collegiate Scholars		2	0
36	n/a	0		
38	Alpha Sigma Gamma	5	4	1
	Catholic Newman Center		4	1
	Unique Ensemble Gospel Choir		3	0
	Omicron Delta Kappa		1	0
	Intramurals		1	0
40	Nursing Student Association	2	1	0
	NCCA-Nursing Lab		10	0
48	Tennis	3	8	0
	Beta Alpha Psi		1	0
	FMA		1	0
51	Animal Facility Worker	3	5	0
	Sigma Kappa Sorority		8	0
	Order of Omega		1	0
52	Lambda Chi Alpha	5	2	0
	Phi Sigma Pi		2	0
	Sigma Tau Delta		1	1
	Omicron Delta Kappa		1	0
	National Society of Collegiate Scholars		0	0
54	Phi Mu Alpha	1	7	1
59	Alpha Gamma Rho	3	6	0
	Alpha Chi Sigma		1	0
	Equestrian Team		2	0
60	Damascus Road	4	15	1
	Baptist Student Union		10	1
	University Swingers		1	0
	Until Tomorrow (Band)		5	1
64	Campus Christian Fellowship	3	6	0
	Art History Society		3	0
	Work for Student Rec-center		9	0
65	Beta Theta Pi	5	5	0
	Blue Key		3	0
	Omicron Delta Kappa		1	0
	Order of Omega		0	0
	Newman Center		1	0
67	Alpha Phi Omega	1	5	0
69	Alpha Sigma Gamma	3	6	1
	Applied Psychophysiology & Biofeedback Research		6	1
	Tel-Alumni		9	0
70	Alpha Chi Sigma	1	2	0
71	Delta Zeta sorority	4	2	0
	Student Alumni Council		1	1
	work in Study Abroad office		9	0
	Ad/PR Club		1	0
73	Sigma Delta Pi-spanish honor society	3	3	1
	Spanish Conversation Table		1	0
	Campus Christian Fellowship		6	0
75	Communication Disorders Association	3	2	1
	Technology Based Research group		2	0
	Phi Kappa Phi		1	0
76	Praise & Worship/Hamilton St. Baptist	4	3	0
	Women's Bible Study/Hamilton St. Baptist		2	0
	Server/Aileron's		15	0
	Volleyball/YMCA league		3	0
77	ACS	4	1	0
	ballet		1.5	0
	soccer		4	0
	research lab		5	0
78	n/a	0		
81	n/a	0		
82	Alpha Kappa Psi	6	1	0
	American Marketing Association		1.5	1
	Ryle Hall Senate		1.5	1
	Residence Hall Association		2	1
	Faculty Development Student Worker		6	0
	Vagina Monologues		3	0

	University Publications		20	0
107	Social Sorority	2	8	1
	Business Fraternity		0.5	0
111	Alpha Sigma Gamma	1	3	0
112	Bible Discussion Group	2	3	0
	Random Events			
114	Phi Lambda Phi	2	10	1
	working out at Rec-center		9	0
115	Student Activities Board	2	12	1
	Student Union Administration Office		8	0
116	Track	4	20	1
	Bulldog Party		2	1
	Student Senate		1	0
	Food Service Contact Review Committee		1	0
118	Research	8	10	0
	Tri Beta		0.5	0
	Triathlon Club		0.5	0
	Tutoring		1	0
	Running		8	0
	TA		5	0
	German Aide		4	0
	Marching/Concert Band		6	0
119	Alpha Phi Omega	1	1	0
120	ACM	4	1	1
	Research		5	0
	Marathon Training		7	0
	Work in ITS		10	0
121	Student Composers Recital	6	1	0
	Intramurals	5	1	0
	Discussion Groups		2	0
	Franklin Street Singers		6	1
	Chamber Choir		3	0
	Cantoria		5	0
122	Beta Alpha Psi	5	2	1
	Phi Sigma Pi		1	0
	Intramurals		1.5	0
	Financial Management Association		2	1
	Tutoring at Ray Miller		2	0
123	Alpha Phi Omega	5	4	0
	ASIA		1	0
	Alpha Chi Sigma		2	0
	Omicron Delta Kappa		1	0
	Chemistry 121 Teachers assistant		5	0
124	Tri-Beta	2	5	1
	Truman Women's soccer team		25	1
126	RHA	3	10	1
	Ryle Hall Senate		2	1
	National Political Science Honor Society		0	0
127	AMSA	4	4	1
	Alpha Phi Sigma		3	1
	College Democrats		3	0
	Educator of the year committee		1	0
130	TWICS	2	1	0
	International Club		1	0
131	Rugby Team	1	6	0
132	Chamber Orchestra	4	3	0
	Orchestra		5	0
	SAI		3	0
	Psi Chi		1	0
133	Grim Hall Senate	2	2	0
	Alpha Phi Omega		4	0
135	SPS	3	1	1
	Tutoring		2	0
	Religious ed.		2	0
136	Cardinal Key	3	5	1
	Nursing Clinicals (Hospital)		10	0
	Alpha Sigma Alpha		2	0
137	Eta Sigma Gamma	5	4	1
	Newman Center		2	0
	CCF		4	0
	Christian Community Clinic		3	1
	Family Advocacy Center Mentor		1	0
138	Alpha Phi Omega	1	4	0
139	CODA	3	1	0
	Top Secret Research		2	0
	Art of Living		3	0
140	KTRM	2	10	1
	Alpha Tau Omega		1	0
142	Lambda Chi Alpha	5	8	1
	Adapted PE teaching		2	0
	Observation		6	0
	Greek 2010 consultant		1	0
	Risk Management Consultant		1	0
143	Coalition of African American women	3	2	0
	Student Recreation Center		15	0
	Intramurals		2	0
144	Truman Natatorium	3	15	1
	Truman State Flag Corps		7	1
	Climbing Club		5	0
145	Alpha Sigma Gamma	4	4	1
	Communication Disorders Association		1	0
	YMCA-youth coach		2	0
	Adapted PE teaching		1	0

155	Military Science	3	4	0
	MO Army National Guard		4	0
	Alpha Phi Omega		2	1
156	Sigma Alpha Iota	2	8.5	1
	TSU Equestrian Team		3.5	1
157	Fraternity-Social	4	3	1
	Fraternity-Honors		0	0
	Fraternity-Honors		0	0
	Work at hall desk		5	0
158	Alpha Gamma Delta	4	3	0
	International Reading Association		1	1
	Telephone Services Operator		15	0
	Assistant Teacher at CDC		5	0
159	Phi Sigma Kappa	5	1	1
	Track team		20	0
	Outdoor Club		1	0
	Research		7	0
	Fellowship of Christian Athletes		1	0
162	Bulls Rugby Club	2	9	0
	University Swingers		2	0
163	MASSE	4	2	1
	KME		1	0
	MMA		1	0
	SFS		1	0
164	Sigma Sigma Sigma	9	5	1
	Panhellenic Council		7	1
	Eta Sigma Gamma			
	Student Ambassadors		1	0
	AMSA		1	0
	Omicron Delta Kappa		1	0
	Greek Community Relations Board		1	0
	Teach at Preferred Family			
	FAC		3	0
165	Sigma Sigma Sigma	5	4.5	0
	Job 1		17.5	0
	Job 2		20	0
	Social Events		15	0
	Church		1.5	0
166	Pi Kappa Phi	3	10	0
	Alpha Kappa Psi		3	0
	KTRM-assistant production director		8	0
167	Index	4	17	1
	Detours		8	1
	Society of Professional Journalists		8	1
	Sigma Chi Delta		3	0
168	Alpha Sigma Gamma	2	5	1
	Kappa Delta Pi		1	0
169	Alpha Chi Sigma	4	0	0
	College Democrats		1	0
	Prism		1	0
	Newman Center		1	0
170	Alpha Phi Omega	4	2	0
	Nickel Program		1	0
	Student Ambassadors		1	0
	Communication Disorders Association		1	0
171	Alpha Gamma Delta	4	5	0
	Campus Christian Fellowship		2	0
	Childrens Lit Fest		5	0
	Basketball games		2	0
174	Pi Kappa Delta	3	1	1
	Forensics Union		60	0
	Coach for Kirksville H.S.		6	0
175	Swim team	3	25	1
	Alpha Chi Sigma		2	0
	Distribution Manager for Index		3	0
176	KME	4	1	0
	Sigma Pi Sigma		0	0
	Tutoring		2	0
	Work		8	0
177	Delta Sigma Pi	1	3	1
178	Delta Zeta sorority	1	2	0
179	Newman Center	1	3	0
180	Alpha Phi Omega	6	4	1
	National Education Association		3	1
	Kappa Delta Pi		2	1
	Student Ambassadors		1	0
	Association for Childhood Education International		1	1
	Child Development Center		5	0
181	Phi Sigma Pi	6	3	0
	Intramurals		5	0
	National Society of Collegiate Scholars		0	0
	Rec Center		9	0
	Cattle Business		10	1
	Cattle Organizations		3	0
182	Phi Sigma Pi	4	4	0
	National Education Association		1	0
	International Reading Association		1	1
	Phi Kappa Phi		0	0
183	Delta Chi	1	25	1
184	Lambda Chi Alpha	2	10	1
	ITS Web services		5	0
186	Alpha Gamma Delta	2	5	1

Question 13: Where do you do most of your studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count -> percent ->	30 29%	14 14%	65 63%	1 1%	2 2%	9 9%	4 4%	6 6%	1 1%
13	At home			1						
17	At home in apartment			1						
27	bedroom or couch in living room	1		1						
31	In my apartment			1						
36	In front of TV			1						
38	Library or at home		1	1						
40	my house			1						
48	my house			1						
51	Home			1						
52	In my room	1								
54	At home in my room	1		1						
59	At home in my room	1		1						
60	Fiance's apartment, my house, or my office			1		1			1	
64	home			1						
65	Home			1						
67	Home			1						
69	Home			1						
70	Science Hall						1			
71	Library		1							
73	at home			1						
75	In my apartment			1						
76	Home			1						
77	Library		1							
78	Home			1						
81	Home			1						
82	my recliner in my dorm room	1								
83	Home			1						
84	Home			1						
89	SUB (mainstreet) or at home			1				1		
90	room	1								
92	Library or at home		1	1						
94	In my room or in a friend's room	1				1				
95	Home			1						
96	Home			1						
99	room	1								
104	Home			1						

124	Library		1						
126	in my dorm room, at work, in library, or SUB study lounge	1	1					1	1
127	In my room	1							
130	Violette Hall					1			
131	Bedroom or desk at work	1						1	
132	My desk in my room	1							
133	My room or quiet study lounge in Grim	1			1				
135	Library/home		1	1					
136	At my desk	1							
137	At home			1					
138	On my bed	1							
139	Home			1					
140	Home			1					
142	In my room or in the rec-center	1					1		
143	Library		1						
144	In studio for art, or at home in my room	1		1		1			
145	In my room	1							
146	Home			1					
147	In my room	1							
149	Home			1					
150	Home			1					
152	Dorm room	1							
153	In my room	1							
154	Bedroom	1							
155	My apartment			1					
156	Ophelia Parrish Practice Room					1			
157	Library cubicle		1						
158	Apartment			1					
159	Home			1					
162	Home			1					
163	Home or Violette Hall			1		1			
164	Home			1					
165	Home or library		1	1					
166	Home, in bedroom	1		1					
167	Dining room table			1					
168	My room	1							
169	Science Hall					1			
170	work or group study						1	1	
171	In my room	1							
174	Home			1					
175	Library		1						
176	Home			1					
177	at my apartment			1					
178	Barnett					1			

Question 14: Where do you do your most efficient studying?		own room	library	at home	lounge	friend's	campus building	other	work	quiet lounge
Student Number	count ->	25	30	41	1	1	11	1	1	3
	percent ->	24%	29%	40%	1%	1%	11%	1%	1%	3%
13	Library		1							
17	At home when roommates aren't there			1						
27	Bedroom-on bed	1								
31	In my chair			1						
36	On the computer or in my computer room			1						
38	Library		1							
40	my house			1						
48	my house			1						
51	Home			1						
52	room/library	1	1							
54	In my room	1								
59	In my room	1								
60	Fiance's apartment					1				
64	Library		1							
65	Home			1						
67	Home			1						
69	Home			1						
70	Science Hall						1			
71	Library		1							
73	semi-quiet, comfortable, low-traffic location							1		
75	In my apartment			1						
76	Home			1						
77	Library		1							
78	Home			1						
81	Library		1							
82	in my room when pressed to meet a deadline	1								
83	In the studio						1			
84	In my room	1								
89	Library		1							
90	room	1								

114	Home			1					
115	Home			1					
116	Library		1						
118	In my room	1							
119	hidden in the library somewhere		1						
120	Library		1						
121	at home, in my room	1		1					
122	In Bed	1							
123	Home			1					
124	Quiet lounge								1
126	SUB study lounge								1
127	Library		1						
130	Violette Hall					1			
131	Desk at work (BNB night moniter)							1	
132	My desk in my room	1							
133	Quiet study lounge-Grim				1				
135	Library		1						
136	At my desk	1							
137	At home			1					
138	On my bed	1							
139	Home			1					
140	in office of professor I work for					1			
142	In my room	1							
143	Library		1						
144	In studio for art, or at home in my room	1		1		1			
145	dining room table			1					
146	Home			1					
147	Home or Library		1	1					
149	Library		1						
150	Library		1						
152	Dorm room	1							
153	In my room	1							
154	Bedroom	1							
155	My apartment			1					
156	Ophelia Parrish or at home			1		1			
157	Library cubicle		1						
158	Apartment			1					
159	Tables in Pershing					1			
162	Home			1					
163	Violette Hall					1			
164	Library		1						
165	Home or Library		1	1					

177	Library		1				
178	Home			1			
179	in my room	1					
180	Quiet lounge						1
181	at home or library;		1	1			
182	at desk in house			1			
183	my room	1					
184	At my kitchen table			1			
185	Library		1				
186	my room, on campus	1				1	
187	at home			1			
188	home			1			

Question 15: If you work, please list your place(s) of employment and how many hours you work there each week.		percent who worked	percent with more than one job	number of hours
Student Number	count ->			94
	average ->	0.718	0.18	9.23
13		0	0	
17	Movie Gallery	1	0	8
27	scholarship hours for professor	1	0	5
31	Grants Office	1	0	20
36		0	0	
38	Scholarship hours TA BSAD office	1	1	5
	Substitute Teacher			varies
40	NCCA (Nursing Lab)	1	0	10
48		0	0	
51	TSU Animal Facility	1	0	5
52	Dobson Hall RCP	1	0	5
54		0	0	
59	University Farm	1	0	10.5
60	Teaching and Learning Tech Center	1	1	10
	Baptist Student Union/Damascus Road			25
	1000 Hills Productions			10
64	Student Recreation Center	1	0	9
65	Admissions Office	1	1	5
	Tennis Coach at KHS			10
67	Ronald E McNair Program	1	1	10
	Research Medical Center			5
69	Tel-Alumni	1	0	9
70		0	0	
71	Study Abroad Office	1	0	9
73	TSU Organic Chemistry Lab	1	0	4
75	Truman Speech & Hearing Clinic	1	1	10
	Pizza Hut			15
76	Aileron's Server	1	0	15
77	Research lab	1	0	5
78		0	0	
81	Accountant and Teacher	1	0	5

99	Wal-Mart Pharmacy	1	1	4
	Dobson Hall Desk			5
104		0	0	
106	University Publications	1	1	20
	Lab Monitor for Visual Communications			5
107		0	0	
111	Media Services	1	0	5
112		0	0	
114		0	0	
115	SUB office	1	1	8
	Northeast Regional Medical Center			15
116	Student Recreation Center	1	0	10
118		0	0	
119	Hastings	1	1	20
	KCOM			6
120	ITS	1	1	10
	Biology Research			5
121	Study Abroad Office	1	0	10
122		0	0	
123		0	0	
124	Fine Arts Division Office	1	0	9
126	Faculty Development	1	0	20
127	Biology stock room	1	0	5
130	Science Division	1	1	15
	Violette Hall small lab			5
131	BNB night monitor	1	0	7
132	Blanton Nason RCP desk	1	0	5
133	Assistant to Dr. Lummings	1	1	3
	Assistant to Dr. Richter			5
135	Scholarship hours	1	0	5
136	Child Development Center	1	0	5
137	Anatomy TA	1	0	5
138	Northeast Regional Medical Center	1	0	16
139	Grim Hall Desk	1	0	7
140	Ryan's Bar and Grill	1	1	15
	For a professor			8
	KTRM			10
142		0	0	
143	Student Recreation Center	1	0	16
144	Truman Natatorium	1	0	15
145		0	0	
146	TCH Speech and Hearing Clinic	1	0	5

157	Hall Desk	1	0	5
158	Telephone Services	1	1	15
	CDC			5
159	Anatomy Lab-scholarship jobs	1	0	5
162		0	0	
163	LAS Calc Tutor	1	0	5
164		0	0	
165	Job 1	1	1	17.5
	Job 2			20
166	KRXL	1	1	9
	KTRM			8
167		0	0	
168	Kirksville Country Club	1	0	1
169		0	0	
170	Telephone Services	1	1	13.5
	Part day Head Start			6
171		0	0	
174	Athletic Office at Truman	1	0	10
175		0	0	
176	Bank Midwest	1	0	8
177	Admissions Office	1	0	5
178	Academic Medicine	1	1	8
	elderly patient care			3
179	Testing and assesment office	1	0	5
180		0	0	
181	Big Creek Charolais	1	0	10
182	field experience office	1	0	5
183		0	0	
184	ITS web services	1	0	5
185	KCOM	1	0	5
186	music computing lab	1	0	5
187	Truman Education Division	1	0	15
188	Ryan's Bar and Grill	1	0	15
		-8.041	-4.803	1.509
	significant at a 10% level of confidence			
	significant at a 5% level of confidence			

Oral Survey Results

Interview Project Spring 2003 FYS														
Student Number	1st Major	2nd Major	Hometown	High School	HS Class Size	ACT	HS Rank (%)	HS GPA	Fall 2002 GPA	Hours Earned Spring 2003	Spring 2003 GPA	Cumulative GPA	Sex	Residence
				Maximum	6500	34	99	4.00	4.00	19.00	4.00	4.00	39%	2%
				Average	329	26.8	83	3.73	3.29	14.65	3.29	3.30	Male	Off Campus
				Minimum	22	21	47	3.03	1.60	4.00	1.80	2.18	Male=1 Female=0	Campus=1 Off=0
1	Nursing		Kaiser, MO	School of the Osage	114	27	94.39	3.99	3.57	13.0	3.23	3.31	0	0
2	History	Pre-Ed Secondary	Afton, MO	Cor Jesu	130	30	99.00	4.00	3.20	13.0	3.15	3.00	0	0
3	History	Exercise Science	Kearney, MO	Kearney	183	25	90.90	3.93	2.80	17.0	3.11	3.38	0	0
4	English	Pre-Ed Secondary	St. Charles, MO	Duchesne	154	31	98.17	4.00	3.35	13.0	3.70	3.58	0	0
5	English		St. Louis, MO	Notre Dame	93	24	82.97	3.70	3.61	17.0	3.52	3.50	0	0
6	Biology (Pre-Vet)	Ag. Science	Marionville, MO	Mt. Vernon	81	33	98.83	4.00	3.47	15.0	3.20	2.58	0	0
7	Art	Pre-Ed Elementary	Joplin, MO	Webb City	200	24	91.45	3.88	2.54	13.0	2.84	2.70	0	0
8	Exercise Science (Pre-PT)		St. Louis, MO	Home Schooled	No given size	27	94.00	No given GPA	4.00	12.0	4.00	3.98	0	0
9	History	Pre-Ed Secondary	Jefferson City, MO	Blair Oaks	66	22	64.70	3.70	2.72	13.0	3.53	3.13	0	0
10	Biology (Pre-Dent)		Chesterfield, MO	Parkway Central	360	28	91.66	4.00	1.60	14.0	2.85	2.33	0	0
11	Business Administration		Lake Zurich, IL	Lake Zurich	200	27	75.53	3.96	3.50	17.0	2.76	3.06	1	0
12	Communication		Imperial, MO	Christian Brothers Academy	213	26	50.23	3.03	3.62	18.0	3.83	3.37	1	0
14	Business		Macomb, IL	Macomb	150	25	68.00	3.26	3.00	09.0	2.66	3.10	1	0
15	Business Administration		St. Charles, MO	Orchard Farm	75	26	96.51	3.98	2.33	15.0	2.40	2.36	1	0
16	Undeclared		Wildwood, MO	Lafayette	470	24	70.85	3.57	2.50	15.0	1.80	2.32	0	0
18	German (Pre-Ed Sec.)	English Lit	St. Louis, MO	Kirkwood	387	27	86.73	3.98	3.66	16.0	4.00	3.89	0	0
19	English	Pre-Ed Secondary	O'Fallon, MO	O'Fallon	200	31	80.07	3.57	3.46	17.0	3.58	3.57	0	0
20	Exercise Science		Marshalltown, IA	Marshalltown	350	25	88.81	3.85	3.73	12.0	3.75	3.75	0	0
21	Nursing		St. Genevieve	St. Genevieve	140	26	88.88	3.99	2.07	13.0	2.00	2.21	0	0
22	Undeclared		Monroe City, MO	Monroe City	70	24	69.11	3.54	2.80	12.0	2.95	2.75	1	0
23	Undeclared		Champaign, IL	Centennial	372	25	83.33	3.74	3.21	16.0	3.18	3.31	1	0
24	Undeclared		Parkville, MO	Notre Dame de Sion	115	24	83.00	3.31	3.14	12.0	2.75	3.09	0	0
25	Psychology	Pre-Ed Elementary	Hannibal, MO	Hannibal	250	27	94.14	4.00	4.00	14.0	4.00	4.00	0	0
26	Computer Science		Columbia, MO	Rockbridge	450	33	89.08	3.82	3.60	16.0	3.56	3.58	1	0
28	Undeclared		St. Louis, MO	Lindbergh	450	23	89.00	4.00	3.33	15.0	3.20	3.33	0	0
29	Business Administration		St. Louis, MO	Ladue	220	29	75.00	3.57	4.00	16.0	4.00	4.00	0	0
30	Chemistry (Pre-Med)	Minor: Psychology	Springfield, MO	Glendale	334	32	93.11	4.00	3.30	15.0	3.40	3.26	1	0
32	Accounting		Omaha, NE	Millard North	547	26	81.73	3.79	4.00	19.0	4.00	4.00	0	0
33	Psychology	Pre-Ed Elementary	Kirkville, MO	Kirkville	180	22	72.15	3.53	3.35	17.0	3.82	3.56	0	1
34	Undeclared		Moscow Mills, MO	Troy Buchanon	220	21	81.63	3.64	3.30	15.0	3.20	3.25	1	0
35	Undeclared		Fond du Lac, WI	Fond Du Lac	600	27	85.59	3.68	2.58	14.0	2.14	2.34	1	0
37	Undeclared		Quincy, IL	Quincy	660	23	90.10	3.99	3.07	15.0	3.40	3.54	0	0
39	Psychology	Pre-Ed Elementary	Florissant, MO	Hazelwood Central	530	26	95.37	3.95	3.50	15.0	3.00	3.69	0	0
41	History	Pre-Ed Secondary	Mexico, MO	Mexico	200	29	86.28	3.79	3.60	17.0	3.11	3.47	1	0
42	Theater	Comm/Jour	Blue Springs, MO	Blue Springs	460	30	96.65	4.00	2.72	13.0	1.81	2.18	0	0

57	Undeclared		Boonville, MO	Boonville	100	28	97.19	3.90	3.30	15.0	3.40	3.65	1	0
58	Nursing		Boonville, MO	Boonville	100	22	77.00	3.42	2.14	04.0	4.00	2.78	0	0
61	Biology (Pre-Med)		Columbia, MO	Hickman	630	29	73.32	3.46	3.53	14.0	2.21	2.85	0	0
62	Justice Systems		Beleville, IL	Belleville West	6500	31	80.50	3.71	4.00	14.0	3.64	3.35	1	0
63	Psychology		St. Louis, MO	Rosati-Kain	80	25	66.00	3.50	3.21	14.0	3.07	3.05	0	0
66	Undeclared		Rochester, MN	Century	400	32	92.55	3.96	3.35	15.0	4.00	3.34	0	0
68	Undeclared		Kansas City	Oad Park	450	21	89.21	3.83	3.35	13.0	3.10	3.35	0	0
72	Business Administration		St. Joseph, MO	St Joseph Christian School	22	27	95.45	4.00	4.00	14.0	3.78	3.87	0	0
74	Communication-Journalism		Smithville, MO	Smithville	120	25	82.56	3.69	4.00	15.0	4.00	4.00	0	0
79	Political Science	Psychology	St. Louis, MO	Lafayette	620	27	72.13	3.55	2.35	16.0	2.37	2.65	0	0
80	Business		Kirksville, MO	Kirksville	170	31	81.96	3.83	3.80	17.5	4.00	3.80	0	0
85	Vocal Education		Kirksville, MO	Kirksville	175	33	93.44	4.00	2.63	14.0	2.54	2.64	1	0
86	Undeclared		Houston, MO	Houston	96	21	77.22	3.43	3.00	18.0	3.00	3.25	0	0
87	Pre-Med-ES		St. Louis, MO	Pattonville	415	28	95.59	3.93	3.33	13.0	3.92	3.75	0	0
88	Undeclared		St. Joseph, MO	Bishop Leblond	63	25	67.69	3.77	1.90	16.0	2.93	2.50	1	0
91	Communication-Journalism		St. Louis, MO	Nerinx Hall	150	31	70.27	3.63	3.40	15.0	2.60	3.00	0	0
93	History		St. Louis, MO	Parkway West	330	26	51.00	3.15	3.12	16.0	3.18	2.98	1	0
97	Undeclared		Knoxville, MO	Knoxville	127	32	99.27	4.00	3.40	16.0	3.25	3.32	0	0
98	Biology		Lenexa, KS	Shani Mission Northwest	510	34	99.41	4.00	4.00	14.0	2.54	3.75	0	0
99	Psychology		New Hampton, MO	South Harrison	60	26	77.27	3.76	4.00	12.0	3.66	3.89	0	0
101	Studio Art		Kansas City, MO	Rockhurst	235	30	79.00	3.17	3.60	15.0	4.00	3.79	1	0
102	Political Science	Pre-Business Administration	St. Louis, MO	Christian Brothers Academy	215	29	89.86	3.92	3.00	15.0	3.33	3.16	1	0
103	Philosophy/Religion	English	St. Louis, MO	Christian Brothers Academy	275	21	66.82	3.20	2.64	12.0	3.75	3.28	1	1
105	Biology (Pre-Med)		Kansas City, MO	Oad Park	454	24	71.59	3.39	3.73	14.0	4.00	3.74	1	0
108	Business Administration		Kansas City, MO	Lincoln Prep	115	27	54.78	3.36	4.00	13.0	3.77	4.00	1	0
109	Biology		Winona, MO	Winona	35	30	97.22	3.97	2.00	14.0	3.14	2.55	1	0
110	Pre-Business Administration	Spanish	Harrisonville, MO	Harrisonville	187	24	84.15	3.91	3.80	17.0	3.29	3.53	0	0
113	English		St. Louis, MO	Marquette	450	26	55.63	3.28	3.00	15.0	2.40	2.67	1	0
117	Pre Business Administration		St. Louis, MO	Nerinx Hall	150	22	46.62	3.09	3.46	15.0	3.00	3.22	0	0
125	Pre Business		St. Louis, MO	Nerinx Hall	150	31	78.37	3.82	3.40	16.0	3.76	3.50	0	0
128	Agricultural Science		Kansas City, MO	Winnetonka	400	24	86.23	3.61	3.58	12.0	4.00	3.66	0	0
129	Business		Rolla	Rolla Senior High	320	24	71.52	3.64	3.16	18.0	3.50	3.66	1	0
134	English		House Springs, MO	Northwest	400	27	96.53	3.69	3.73	16.0	4.00	3.78	0	0
141	French	Visual Communications	St. Peters, MO	Fort Zumwalt South	500	24	98.54	4.00	4.00	16.5	3.81	3.92	1	0
148	Biology		Bernie, MO	Bernie	28	32	96.96	4.00	2.93	16.0	3.25	3.26	1	0
151	Art (Visual Comm)		Boonville, MO	Boonville	350	27	84.11	3.45	4.00	16.0	3.68	3.60	1	0
160	Health Science		Vinton, IA	Washington	123	26	99.22	4.00	4.00	14.5	3.71	3.85	0	0
161	Justice Systems	Psychology	Columbia, MO	Rockbridge	300	26	72.00	3.52	3.38	15.0	2.86	3.23	1	0
172	Mathematics		Manchester, Iowa	West Delaware	150	24	95.39	3.99	3.53	13.0	3.61	3.57	0	0
173	Political Science		Holts Summit, MO	Helias	198	23	61.27	3.13	3.81	17.0	4.00	3.92	1	0

Question 1: In your mind, what are the key characteristics of a liberally educated person?		well-rounded (have a lot of interests/experiences)	open-minded	renaissance person (well-versed/articulate on a variety of topics)	possesses practical skills and knowledge, understands the world around him/her	ability to communicate/interact well with others	desire to learn; life-long learner	random miscellaneous comments	ability to think and reason well	general academic knowledge, little expertise
		number of responses per category ->	12	31	10	9	5	3	5	23
Student Number	percent of survey participants ->	48 56%	14%	36%	12%	10%	6%	3%	6%	27%
1	Knows all subjects, has well-rounded background, has a general interest.	1		1			1			
2	Being experienced in all subjects: history, math, comm. Do not eliminate calculus from LSP			1						
3	Well-rounded, educated in lots of different areas, concentrated but broad.	1								1
4	Experience in more than one area, out of class experience, able to get out of the norm, open minded, appreciate diversity, range of thought.	1	1							
5	Renaissance, well-rounded	1		1						
6	Being open, liking to meet people of different backgrounds, being able to speak about many things, well versed.		1	1						
7	Broad knowledge of experiences, different environments. Experiences besides what they are accustomed to in life.	1								
8	Well-rounded, different interests and abilities	1								
9	Well-rounded, knows a little bit of something about lots of things.	1								1
10	Being skilled in a renaissance kind of way. Having a practical as well as a "fine arts" knowledge, along with what your major is.			1	1					
11	Well-rounded individual, knowledge of everything, being able to apply knowledge to others subjects	1		1						
12	Well-rounded, knowledge in all areas	1		1						
14	Every aspect of education (arts, english, chemistry). Basic knowledge in subjects.			1						1
15	Someone who has good knowledge in many different areas of learning and can apply them to many different areas of life.			1	1					
	Adaptable, able to think on their feet, comfortable well-									

23	Very balanced education with good communication skills, inquisitive, well-rounded, taking opportunities to see prof, service opportunities on campus and off.	1			1			
24	Well-rounded, knows more than their field, knows what's going on in the world and understands it.	1			1			1
25	Well-rounded, open minded to new ideas, willing to give new things a chance.	1	1					
26	Broad range of knowledge, tollerant, open-minded	1	1					1
28	Being well-rounded, do anything they want to do. Ability and knowledge to carry on in any field.	1		1	1			
29	Well-rounded, background in several areas, being able to relate to all differend kinds of people.	1			1			
30	Well-rounded, try to look at things before making judgements. Look at things from every angle. Knowing things outside major area.	1					1	1
32	Having experience in areas outside the major. Having broad base develops aspects of a person they would normally neglect. Opportunity to find new interests	1						1
33	Well-rounded, more foreign language	1						
34	Wide knowledge of more than one area. (not to be too focused in one area/background of other things to fall back on). Foreign language.			1				
35	No idea						1	
37	Well-rounded education, not specifically in major, a lot of things to help out through life in general	1			1			
39	Someone who is well-rounded, participates in a wide variety of activities, and takes classes required for graduation.	1						
41	Knows a lot about a lot of different things and could talk to you about a lot. Well-rounded, better person with a large basis of knowledge in varied areas. A person might be interested in his major, but also learns about math, foreign language, science,and is more proficient in those things.	1		1				
42	Exposure to a wide range of different academic subjects. Reason and the ability to communicate better. Ability to question everything they hear.			1	1			1
43	Open to ideas. Able to think and reason well. Expands your thought to see connections between every part of your life.		1					1
44	They should be well-rounded. They have knowledge of areas outside the major. Other interests.	1						
45	A liberal arts school strikes a balance, as opposed to a technical school. Liberally educated person has a wide range of experiences-they avoid being over-specialized.	1						1

56	Knowledge of subjects other than just their major, can relate to any subject or job area.			1				
57	Understands arts, sciences, culture. Well-rounded	1		1				
58	Well-rounded, understanding all fields, helps future decisions.	1		1				
61	Well-rounded, know a little about everything, not necessarily a genius in every subject	1						1
62	Wide breadth of knowledge, or at least having the opportunity, LSP seems to force it on you. It would be good to design your own curriculum.			1				
63	Well prepared for work in the future, lots of experience, confident in what they do, abilities to reach goals.	1			1			
66	Broad knowledge of a variety of subjects, more experience with a lot of things.	1						1
68	Background in every subject. Open to new ideas.		1					1
72	Well-rounded. Know a wide range of knowledge. Experience of things that interest you outside of major.	1		1				
74	Well-rounded knowledge in a variety of areas.	1						
79	Well-rounded education, not focused on just one part, field of study.	1						
80	Wide knowledge of a lot of subjects.			1				
85	Knowledge in various fields and being able to apply it in the area you are interested in.			1	1			
86	Background in a little bit of everything. Know their major.	1						1
87	Well-rounded, can speak with an educated mind, knows something about a lot of things	1		1		1		
88	Well-rounded, diverse, well-prepared for job market.	1						
91	Well-rounded, having all components: math, english, arts, sciences. Being open to other ideas. Not conservative.	1	1	1			1	
93	Well-rounded education, not just knowledge in major. Demonstrates in other areas.	1						
97	Not necessarily knowing things in all discipline, but know there are other things to learn.						1	
98	Knowing a little bit about a lot of things.							1
100	Well-rounded who has some knowledge of different areas.	1						1
101	Basic knowledge of general topics (not too specific on any one thing)							1
102	Breadth of courses to take. Opportunities to take courses that expand mind. Taking drawing course- forced to look at things differently-use different elements of mind. Ideal liberally educated-renaissance man. Relatively proficient in many different fields			1				

113	Know when what they're learning is BS. Accepting of others without blind acceptance of ideas.	1					1	
117	Communicates well, well aware of all aspects of business-related environment, good understanding of work ethic.				1			
125	Common sense, all around well educated.		1	1				
128	Know what's going on-has understanding of world around you (education/vocabulary).			1				
129	Answer any type of question on broad spectrum of subjects-broad knowledge base.		1					
134	Someone who has taken a wide variety of classes, not just focused in one area. Taken other things they want to learn about.					1		1
141	General knowledge in many areas, not an expert in all areas but basic knowledge							1
148	Open minded, take classes outside major, exposure to other classes (to develop other interests)	1						1
151	Wide range of things they know. Not just focused on one area-lots of different classes.							1
160	Knows a little bit about different topics. Don't only know about just one area of study, because world needs that ability.							1
161	Diverse, focus of LSP program at university is to come out with knowledge other than specified major. Limiting LSP classes is going against point of whole program. Having LSP will put you ahead of whole program.							1
172	Well-rounded, interact with all kinds of people.	1				1		
173	Educated and has knowledge about many topics, open minded, life-long learner.		1	1			1	

Question 2: Please describe those class experiences that have contributed the most to your education in the liberal arts and/or your major or minor areas of study?		research	hands-on labs	class discussions	group projects	professor student interaction	smaller classes / student interaction	writing papers	interesting subject matter	independent thinking	good professor	speeches & presentations	classroom diversity	lectures	different teaching/ learning methods	wide range of classes
		4	5	21	6	19	15	14	17	4	14	7	2	4	4	6
Student Number	number of responses per category -> percent of survey participants ->	5%	6%	24%	7%	22%	17%	16%	20%	5%	16%	8%	2%	5%	5%	7%
1	Labs. Hands on activity. Professor brought in actual items to help understand concepts.		1													
2	1st semester: big research projects, big paper. They covered things that they were interested in. Art history: research a wide topic, used library resources, research techniques. Researched historical and biographical connections.	1						1								
3	Helping to choose between majors, discovering lots of reading in history and she might not want to major in it. General classes for liberal arts. Maybe exercise science is better for her.															1
4	Truman week: everyone knew each other. Chem 100: small class;bonded. Philosophy class: visited with professor about papers. Shakespeare: Professor makes you get involved with subject and with one another.					1	1									
5	Latin class: more interesting and different than spanish. Could relate it better to her life because it relates to our lanuage, teacher is really good, homework everynight, but it helps, it is good to do it constantly, she (teacher) is really on top of things.								1		1					
6	Glad she has to take calculus, likes bio labs, open minded to research.	1	1													
7	Class discussions in W.A.C. Critiques in art classes, knowing teacher quidelines. What time of day she learns best (morning)			1												
8	Class discussions, small class size, professors get into conversation with students.			1		1	1									
9	Have diversity in the classroom, but still fitting in. Biology lab: using a microscope. Intro to history really showed how research is done by historians.		1										1			
10	Bio 107 teacher had a very clear way of lecturing. Her knowledge was broad and she was enthusiastic. Exams were hard but required understanding of the subject.										1			1		
11	BSAD 101: learning work force things, had actual people come in to talk, learn personal skills, got him motivated to the subject, reinforced the idea of majoring in business			1					1							
	Speech requirement (helped people), hands-on															

19	Took and liked Japanese. A teacher once spent half an hour describing liberal arts and said that it meant you had to take something or everything even if it's not in your major. Took calculus even though she might not have taken it w/o the requirement.						1					
20	World Religion: learned the most in lecture and homework even though it was hard. Sports management: Liked class, very interesting because it was her major.						1				1	
21	In a music class this semester. In a foreign language class which helps her understand work in hospitals (major)											
22	Art history class: enlightening. There are different kinds of people in classes anywhere from shy to outgoing.						1			1		
23	Took general education classes, looks for opportunities to be "provoked". Noticed in a religion class how a teacher left him speechless in a second day activity, likes to see innovative approaches to teaching and learning. Don't limit student.							1	1			1
24	Japanese teacher, he gets to know students, actually cares about students.				1							
25	Learned something new in every class, nice to hear something in class and know what it is.						1					
26	Japanese class stretched mind the most, something completely different. Learned about language and culture. How language affects your thinking. Reading textbook, listening to professor.						1				1	
28	Took speech: presentations, made her more comfortable in front of people.									1		
29	Business lecture course brought in real-world entrepreneurs. LSP courses-background in breadth of areas. Understanding/willingness of faculty to aid in educational development. Learned a professor cared about her after 2 weeks when she was sick and she helped her catch up.				1							1
30	WACT teacher tried to connect with students and asked them what they wanted to get out of class. Listened to responses. A Psych class of 70+ people still gets good discussions.		1	1								
32	Music class would not have taken unless required (professor was her favorite so far because she was intellectual and encouraged broader thinking into other cultures). Spanish class helped her develop better writing skills.						1		1			
33	Spanish: will help because Spanish is so prevalent now. Hispanic workers in Kirksville.											
34	Performing in theater (likes the small classes, you can rely on others, very personable, can act like an idiot without others knowing)				1					1		
35	Smaller class size, more interactions with teachers. Friendly professors.			1	1							
37	Psychology class-really helpful(gen. Psych.), learn how people really work. Music class-not just musical style but also their culture-perspectives in world music						1					

63	English prof (WACT) always available-concerned about students.			1						
66	Writing as Critical thinking - discussion in their class very good. Business and leadership seminar - visitors to class good, they referred to liberal arts. Chemistry of contemporary living - learned a lot that she can apply in her life, she does not like science but enjoyed the class. Wrote a paper for an economics class, very pleased she was able to write a 21 pg paper.		1		1	1				
68	Group work and large class discussions.		1	1						
72	Theater class was very fun, professor made it more interactive. Spanish class-an actual Spanish professor made the accent and the culture come alive. (Spoke more Spanish in this class compared to others.)			1			1			
74	Class discussions-getting others opinions, group projects help you learn to depend on people.		1	1	1					
79	Schedule is general. Government and psychology, math and literature. Just having breadth of classes is a great experience.									1
80	Taken a wide range of classes. Has gotten a lot of knowledge outside of just major. All of her classes so far have been outside her major.									1
85	Choir tours, practice everyday for Cantoria, using German lit. into other classes for major, legends, mythology				1					
86	Roman lit, perspectives in music-jazz: why? B/c subject matter and fact I had no prior knowledge.				1					
87	Intro to visual arts-made video, group projects, variety of artists-architecture, painting			1	1					
88	Writing, labs.	1				1				
91	Took Shakespeare-contributed most to LAS. Other classes were just basic.									1
93	Time line and maps in American history helped. Greek mythology class interesting-stories and family trees.						1			
97	Professor is excited, enthusiastic, encourages class participation and doesn't just lecture.		1					1		
98	Biology professor will explain things-draw on the board and if it doesn't work will explain it differently							1		
100	Ones with good class discussion and interesting subject matter		1					1		
101	Writing as critical thinking-had to write a paper on something physical-so they took a yoga class					1				
102	Drawing course-not time consuming outside. Most difficult because it requires focus and concentration-good experience. Political Science class really good. Had a lot of government background. Econ201- good intro, good professor mind expanding courses.						1	1		
103	Original major-history: dropped after a course that showed duties of a police officer-a video tape. Philosophy: been able to explore beyond "midwest" culture. Literature: introduced to new ideas that he wouldn't otherwise have encountered.							1		
	Chemistry lab-watching the professor blow things up-									

Question 3: Please describe those out-of-class experiences in which you've participated that have significantly supplemented or contributed to your education in the liberal arts and/or your major or minor areas of study.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes Intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Student Employment/Work	Random Miscellaneous Comments
		14 16%	12 14%	12 14%	15 17%	24 28%	3 3%	10 12%	5 6%	12 14%	6 7%	9 10%	3 3%	9 10%	6 7%	10 12%
1	Rush for sororities: helped think about how you want to be; also helped think about what you want to do. Rec Center. APO service: good opportunity to help (also did this in high school)	1			1				1							
2	Attended university sponsored panhellenic discussion: current events, understand modern history.	1										1				
3	During freshman week, getting to know the professor						1	1								
4	Gospel Choir: new area of singing, different and enjoyable, met other people from different majors. RCIA: Right of Christian Initiation for Adults; involves a little teaching, helps with special ed in tutor.			1	1	1										
5	Sorority helps to broaden horizons by meeting different people and finding out their interests. Dorm life: meet people from different areas than where she grew up.	1											1			
6	Working for professor. On FFA team, went to national convention to compete in nursery landscaping and really enjoyed it. Went with Pre-vet club to exotics symposium for a weekend, learned about different animals.		1			1		1								
7	Art assistantship: 5 hrs a week with art professor. Not in sports but does attend sports events. In CCF. Pre MAE			1				1		1						
8	Alpha Phi Omega experiences, Lyceum Series, Intramurals, talking one-on-one with professors.				1			1		1	1					
9	Going to paly in courtyard and little theatre, SAB events, movies, comedians, newman center, choir, college republicans.			1		1					1	1				
10	Haven't done a lot of that yet but was serenade leader for Delts	1														
11	Joined a fraternity, gained a web of people. College	1				1										

44	Baptist Student Union Getaway-a retreat at the beginning of the year that makes you feel comfortable right away. In a family group at the BSU that meets every week and explores a certain topic. Psychology major helps her to analyze human nature and interpersonal connections.		1						1	
45	Focused more on studies than on organizations. As a freshman, wasn't sure how things would go. No out of class experiences to describe.								1	
46	Phi Beta Lambda-coed business fraternity. Speakers sponsored by the Career Center (on business dress codes, the career expo, resume writing, up to date information about business) are very helpful.	1								
47	AMSA and TriBeta. Both are educationally based and help prepare for getting into medical school. They provide support for Biology classes. A group of people with similar experiences that can relate better.	1								
49	Doesn't have free time. Attends the Macon Church of Christ.		1							
50	Once I declare a major, I will get involved in a major group because it is important to be close to people with the same major.									1
53	Last year used to attend college party, has different views from other political parties. Community service - cleaned up stretch of hwy once a month and once a month - card parties at twin pines. Attended Oliver North's speech - very cool, expected conservative outlook but surprised by down to earth though high ranking.			1	1			1		
55	Meeting teachers for research. Meeting with math professor to tutor other students. Seeing plays, friends from that major support each other and also people from other places.					1		1	1	1
56	Involved in 2 business fraternities. Done workshops within, knows people within business field for assistance, considering potential office within business fraternities which have allowed her to meet many professors within field to use as resources in future for assistance.	1				1				
57	CCF, bible study. Tutors once a week with elementary school kids. Sees as a different kind of learning, but still important.		1	1						
58	AMSA helped with decision of major. CCF and Crusades: helped with decisions similar people to help.	1	1							
61	could think of nothing									1
62	ROTC has helped learn discipline, doesn't necessarily learn new material, but helps him know how to learn.								1	
63	Pledge a service fraternity-helps with community service, more opportunities to do things. Choir-unique ensemble-stress outlet and something fun.			1					1	
66	CCF association has helped her decide, because she is undeclared, what she wants to do. Joining several things		1							
68	Haven't gotten involved.									1

85	University swingers(physical aspects), ACDA: American Choral Directors Association, putting it all together to help with major		1			1								
86	Alpha Phi Omega service fraternity-service and helping people.						1							
87	Play golf for Truman-team work as well as individual.										1			
88	Mandatory fraternity study halls.	1												
91	I haven't done that much. I joined SAB this month. I haven't done anything else.												1	
93	Spanish club-helped to be around language. Library-good study environment allows for thinking. Fraternity study hours.	1											1	
97	women's la cross team, enjoyed ths and has met others.													1
98	Participated in college democrats, election reminded people to vote and just to be aware of the politics in the area.													1
100	Participated in panel discussions, Coalition of Af. American Women and Alpha Kappa Alpha/Sigma Gamma Rho. Intereacting with one of my professors.	1												1
101	Habitat for Humanity (only thing he has done with the workload he has)												1	
102	This semester is more busy than last. High school-taught how to discover yourself. Working in undergraduate research. English project-trip to northwest this summer- a lot of self-study involved. Have allowed them to excel in areas. Spanish club-president. la cross team													1
103	Involved with Feminism week. Participated in prism dances. Moving off campus-made involvement more of an effort wasn't just here being pushed into events. Selective-he chose what he wanted to do.													1
105	Fraternity-interaction with guys. Helped learn direction changing form biology major and courses to take. Faculty interactions-lets him know about teaching styles, helped pick classes.	1												1
108	I haven't had too many out of class experiences; just go to the rec center to do BB, haven't found my place; rush for Phi Sigma Pi fraternity, was sent a letter so is thinking about going out.													1
109	AMSA-is pre-med(Amer. Med. Student Assoc.)-gives new info to build on-"opened his eyes". Rock climbing, fencing clubs-participates for fun.													1
110	Sorority-opinions on university/majors. STARS-communicate with prospective students, learn/communicate benefits of Truman, look at Truman differently	1												1
113	Research for class projects on the internet.													1
117	Service trip to Mexico-service work on an indian reservation (during high school). Not very involved on campus except for Campus Pals. Listening lab for Spanish requires a lot of out of class work. Not in a sorority-Campus Pals doesn't contribute much to liberal arts education.													1
125	TWICS-Truman Women in Computer Science, pledging Alpha Sigma Gamma service sorority, feels more involved, happy in classes.	1												1
	D7 keep on her about academics, helped with tutors													

148	No organization activities first semester-so could get adjusted. Interested in service, habitat for humanity. Loves rec center, forgets about all his classes there-stress reliever.					1				
151	Not in any organizations, but lots of new friends-two suite mates and I have friends through them and people from their hometowns. Play guitar a lot during spare time.								1	
160	Eta Sigma Gamma-health science frat, does 5 different activities in community-hand on experiences, deals with all ages and different problems. Volunteers for hospital. Nursing home in La Plata. Teaches at preferred family health care, helps her learn by teaching. Life line pregnancy care center counsel people about options) also experience in office work at life line. University swingers for fun.	1	1	1						
161	Plays tennis. Athletics have taught him excellent time management, can get a lot done in a little amount of time if really try. Budgets time better, the busier he is the more he gets done. Doesn't let time get wasted away. Student Senate, shown him another light everyone can be a leader and can help guide people. Even if you only help a few you are still making a difference.			1		1				
172	Head start: build ties in community - helps whole college experience, for low-income families, full and part-time daycare.		1							
173	Kohlenberg Lyceum Series, Plays-theaters, globalization forums.						1	1		

Question 4: Please describe those out-of-class experiences in which you've participated that have significantly enhanced your college experience and growth as an individual.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes Intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Living Away From Home	Meeting New People	Student Employment/Work	Random Miscellaneous Comments
		18	3	17	12	24	3	5	4	15	3	4	12	3	6	28	3	4
Student Number	number of responses per category -> percent of survey participants ->	21%	3%	20%	14%	28%	3%	6%	5%	17%	3%	5%	14%	3%	7%	33%	3%	5%
1	Rush: get to meet a lot of new people. A lot of fun.	1														1		
2	Social sorority: developed friendships. Living in dorms: live with own age.	1											1					
3	Volleyball: teaches her how to be patient and depend on her team. CCF: helps her think about religion. Looks forward to IM basketball.			1						1								
4	Gospel Choir: made a big impression. Friends: going to plays, doing things in halls, art galleries, concerts. Living on campus plus cultural opportunities.					1					1		1					
5	Sorority: learns to be a better friend. Dorm life.	1											1					
6	Alpha Gamma Rho, meeting different people in different situations. Friends.	1														1		
7	Art assistantship: sees the role of the professor. Meeting new people, different activities has let to her becoming more outgoing. Being Pre MAE she can better understand professor's agendas. RCP dorms has helped her meet new male friends and helped her open up to others, knew only two people coming up here.					1	1						1			1	1	
8	Lyceum series, visiting scholars talks, talking with professors (that really helps)							1			1							
9	Living away from home in a new place forced me to become an individual.														1			
10	Being a part of the Delts: meeting people in a way that's a lot different from high school.	1														1		
11	Frat: been able to meet new people, reach out in other directions. College Republican, gave him a better understanding of the group.	1				1												
12	Intramural sports, girlfriend's sorority programs	1								1								
14	Playing basketball for Truman. Going out on Sat. nights.									1						1		
15	Freshman week, Intramural sports, fraternity	1					1			1								
16	Getting involved helps you meet more people.															1		
	Broadened relationship with others. Met new people of																	

24	Radio Station: responsibility of a job. Prism: diversity, interacting with individuals. College democrats: politics			1							1	1
25	All the events she goes to. Living in dorms: chance to meet new people with new personalities.								1		1	
26	Living away from home, living with roommate. Something that he's not used to, good way to force interpersonal relationship.									1		
28	Truman week: was the right choice, adapt to college life activities around campus, comfortable in surroundings, sense of belonging.			1								
29	Volunteer work: halloween carnival-interaction with community important role within community. Makes college more than just an academic experience it's more enjoyable.			1								
30	Sig tau gotten more close friends, who he discusses anything with. Living in res halls. At home, parents lead life, now he takes responsibility for cleaning and laundry. College had made him more responsible in doing school work. Rush week, meet a lot of people.	1							1	1	1	
32	Lyceum events: broaden horizon; theater and arts are a good distance from where she lives, has seen performances her. Rec center: helps keep off weight, makes her feel healthy, more positive self-image.					1	1					
33	Nothing that wants to be in.											1
34	Met people (interactions have been memorable, doing nothing, running through halls dressed like superhero) self discovery. Become more comfortable with who you are.								1		1	
35	Football						1					
37	Helps you meet people, get away from school for a while										1	
39	Experiences where you interact with other students and meet new people. Campus pals, CCF		1	1							1	
41	Football and track: Meet a lot of people, interact w/coaches who become like mentors. It's nice if they can help you with things and they always do. Helps with technique on field as well as personal growth:the social network of support on academics. When you're away from parents, you have to take responsibility for yourself. It's up to you to succeed and athletics help you to push yourself.				1	1				1	1	
42	Working out has made her feel good about herself. Baldwin Hall Campus Christian Fellowship-meets three times a week. Film-making club.		1	1		1						
43	I don't feel that much more enhanced as an individual since I have been here. Nothing really sticks out.											1
44	BSU activities force her to become more assertive in meeting people.		1								1	
45	Attended a few University speakers (a comedian and a storyteller)-found them interesting. All work and no play is bad. Needs things to get mind off coursework while adding to knowledge.							1				
46	Knowing people on residential floor helped. They would go to town, the rec center, study in groups. Is talking about joining APO to get to know more people.								1	1	1	
47	University swingers-gives time to relax, not focusing on doing it well, its's fun and relieves tension.			1								

61	Volleyball intramurals-learned how to play and made new friends that way. Went to first concert-jimmy eat world. Seeing interesting things-hypnotist. Say a documentary film on night life in Kirksville-she wouldn't normally see these things at home.						1	1		1		
62	Pledged delta chi, has helped him meet new people, helps social interaction.	1									1	
63	Pledge APO. CRAM-mediation for roommate problems etc. help look at problems differently			1	1							
66	Pledging AGD sorority - given her great sense of belonging. CCF and especially small groups in CCF, Rec center, Dobson senate.	1	1			1			1			
68	Free thinkers, it's interesting to see other's thoughts on other subjects. Swing dance club.				1							
72	Purple pride-decorate locker rooms, build school spirit, informal relaxation, meet people. CCF-spiritual input, meet like-minded people.		1		1						1	
74	Delta Zeta-got to know different girls and formed bonds with people that she otherwise wouldn't have met. She's a religious education teacher at a church in town, which forms bonds with kids in community and connects with others.	1	1	1							1	
79	Not too many quite yet, this semester she intends to become involved in religious fellowship.											1
80	track has met a lot of people. Takes up a lot of time. Must do well in order to stay on team.						1					
85	University swingers, ACDA, choir performances and practices and class experiences		1		1					1		
86	APO-helped me do more than I would have done otherwise in a small town: special olympics, blood drive, clean up a camp. Newman council: prayer for peace, pray publicly once every four hours for 15 minutes.			1	1							
87	Golf team- individual sport.						1					
88	Fraternity: intramurals, bonding.	1					1					
91	I joined a sorority for a while. It affected me as a person. But I depledged. I had mono last semester and I was home for 2 weeks. Then I had to catch up with my studies when I came back. I had to learn to "buckle down" and catch up.	1										
93	Fraternity-social interaction, new people. Rec center-having fun with friends.	1					1				1	
97	La cross team-new activity, people were friendly and open to who I was even though I wasn't like them-success.						1					
98	answer to last quesiton.				1							
100	Able to sing and travel in a gospel choir. Participation in fraternity-Phi Beta Sigma.		1		1							
101	Habitat for Humanity-get out into the community to help people is persoonaly satisfying.			1								
102	Spanish club-trying to increase membership. Playing la cross-taught how to be a team player. Leadership-forced to develop patience with peers. Delegation of responsibilities.				1		1					
103	Same as above.				1				1			
105	Part of IFC-organizing greek week -philanthropic chair. Help raise funds, adair county library	1		1								
108	Getting to know bunch of people playing basketball.						1				1	
109	Fencing, rock climbing-good time, challenging, confidence booster when won 3rd place. CCF-spiritual fulfillment.		1				1					

148	Exposed to different viewpoints while living in dorms, more viewpoints than he experienced in small town.								1			
151	I got a job at a bank in my hometown. Work experience is quite varied and makes me learn how to handle people.											1
160	All Eta Sigma Gamma activities helps her learn different areas she can work in, learn that people lives are different, learned time management also. Does swingers because it is an escape from school. Enjoys all activities hard to get there but once she gets there she loves it.		1		1							
161	Truman is enjoyable because he got involved. Makes something of college experience by getting involved. College is not boring if you get involved. University judicial officer-impressive title that carries a lot of maturity. Realize you need to be fair because you are affecting their life.				1							
172	Campus Crusade for Christ: grow as a person, meet people challenges. Head Start		1									1
173	dobson senate-challenge to get a handle on all the different perspectives-enjoys seeing other/all sides of issues. Living on his own for the first time-responsibility.								1		1	

Question 5: How has your interaction with faculty members, both in and out of the classroom, contributed to your liberal arts education?		Professor Availability	(In or out of	Interaction		Relationship (higher level of comfort, some degree of friendship)	Willingness to	Help	Professor Enthusiasm for his/her discipline	Small Class Size	Class Discussions	Varied Teaching Styles	Research	Advising	Random Miscellaneous Comments	Positive	Neutral	Negative
		office hours)	(independent of course work)	Interest in Student	Help													
Student Number	number of responses per category ->	42	16	30	50	6	3	7	3	3	7	3	80	3	8			
	percent of survey participants ->	49%	19%	35%	58%	7%	3%	8%	3%	3%	8%	3%	93%	3%	9%			
1	Chemistry professor: problem with grade, went to talk with professor and received help. Availability was greatly appreciated.	1			1											1		
2	Visits with faculty during office hours: professors are interested in helping, leads to more info about subject. Professor being excited about subject	1			1	1										1		
3	Teachers were diverse and helpful in developing different points of view. Very helpful with office hours and working with volleyball in terms of making up work and help with problems.	1			1					1						1		
4	Philosophy professor: going and talking about class stuff or out of class stuff, this professor not from major. When professors are approachable. Chem professor: "open door policy"	1	1	1												1		
5	The better the interactions, the more comfortable she is and the better she learns. Better interactions: finding them approachable, have "chemistry" with the professor feeling more comfortable.		1	1												1		
6	Works for a professor who is really interesting and learns a lot from her. She had a Q&A session with a professor who then talked to another professor that got her the job she now has, and she thought that was nice. Different teaching styles has taught her to learn in different ways. All professors have contributed in a positive way.		1		1						1					1		
7	Helped her understand what she would/wouldn't do in teaching, different techniques. Become accustomed to different styles of teaching. Unless they have designated office discussion time, doesn't really interact with them.	1									1					1		
8	Has done studies with professors. Interaction helps her understand things and she gets more information. Friendship		1	1								1				1		
	At first, I was intimidated by professors but they aren't																	

14	Interactions during class and during office hours. S/he feels free to talk to professor, more successful if there is a better relationship.	1	1		1			1		
15	Able to talk to teachers to help with grade or get back on track. Getting registration ideas and advice. Faculty involvement in clubs and organization.		1	1				1	1	
16	Office hours are good which allows you to get help in those classes that you are having trouble.	1							1	
18	Outside of class-open, friendly interactions aid in a willingness to actively participate with in the classroom. Open discussion in class experience increases interest.	1	1			1			1	
19	Discussed paper with faculty. That helped her understand what she was looking for and create an original idea.	1							1	
20	Little out-of-class interaction. Good otherwise: faculty seemed willing to help.				1				1	
21	Felt comfortable going to faculty members for help. Faculty members came to your level, didn't make you feel less than them.		1						1	
22	Professors are nice and easy to talk to. He is willing to learn from them. When there are problems, they are easier to talk with. They don't really talk much except after class when they are willing to talk about anything. If he doesn't like a professor, it's hard to get along with them and he drops the course.		1	1				1	1	1
23	Impressed that professors want to learn from him. They are personable, impressed with the interest his professor have in him. They care about making themselves available.	1			1				1	
24	Good teacher makes you love/hate a subject. Their concern about her as a student, but also as a person contributes to success.				1	1			1	
25	Very understanding. Profs are willing to answer your questions. Nice about responding. Explain a topic more thoroughly if you don't understand.				1				1	
26	Meeting with teachers, knowing that they're there. Give out office hours, let class know they can get in touch with them.	1			1				1	
28	A couple professors she talks to-interested in her as a person. They're enthusiasm, excited teachers. Meeting over papers with faculty, learn what's important help learn expectations.	1			1	1			1	
29	Availability of office hours, open class structure, discussions of subjects/topics, student oriented/focus	1			1			1		
30	With X's class, knowing the teacher helped me be more responsible with work. Talking with WAC teacher has made him more responsible. A lot of classes where professor doesn't know students.				1				1	1
32	Doesn't think it's specific to liberal arts. Professors were available and able to answer questions. Calc teacher provided his own tutoring sessions. Met with music teacher (in perspectives world music to discuss final material)	1			1				1	

41	Teachers have to be approachable and it's important and helpful to talk to them. Anytime he's tried to talk to teachers, they've always been available to help, whether in person, by e-mail, or phone. Coaches, even more so they really have served as an outlet for voicing problems.	1	1	1						1	
42	Those she has talked to (usually in her major area) were helpful. They comment on her work and are available. She enjoys classes where she knows the professor better.	1	1	1						1	
43	It has contributed a lot, especially my chemistry teacher who is really involved with the students and is very willing to talk with students about anything. I talk to him when I want to know more.		1	1	1						1
44	It has contributed greatly. Sees professor frequently during office hours to talk about projects and assignments.	1									1
45	Interaction is very important. Chose Truman because of lower faculty/student ratio. There is more hands-on experience, more individual attention, can ask questions and become more involved with professors. Truman has met his expectations in this area.			1	1	1					1
46	One accounting professor discussed her classes, what she wants to do, and was very helpful. Her graduate instructor had a little bit of a hard time communicating. She feels like he doesn't know what she knows.				1				1		1
47	The professors are really approachable. Teachers all know my name. It is fun to know people, not just classroom experience. Will try to do research with one teacher.		1	1				1			1
49	They are nice and helpful, usually available (when he can find their office). Doesn't usually go to office hours.	1			1						1
50	Faculty always seems to be helpful and are easy to approach. They are willing to go out of their way to help students for the most part.			1	1						1
53	Many faculty - available to talk and not necessarily about coursework. Can really interact with them, talks as pal and not just professor. In classroom-encouraged to disagree with faculty if that was own point of view.	1	1	1			1				1
55	Really helped, office hours help with figuring out how to increase performance and understanding. Professors don't mind when you ask questions	1									1
56	Each teacher is different in thinking, grading, and expectation. She must be flexible to their professors requirements. Out of classroom limited to within organization, see faculty member not just as a teacher.		1	1							1
57	American literature teacher encouraged communication, went to office hours on own. Generally doesn't seek out professor unless he's having trouble in the class.	1		1	1						1

66	Not had a lot of interaction with faculty with the exception of a critical thinking class where she was required to interact. Teachers are approachable			1					1	1		
68	It has helped. The professors are nice. Interactions have given her new ways to look at the world, differently than she did in high school.		1								1	
72	Very little interaction. "No need for it," unless she wanted special help from a professor. The tutoring session was helpful.			1							1	
74	Meeting with professors gives you a lot that you don't get in the classroom. Some COMM professors helped her decide what classes to take from their experiences. Some professors share their experiences in the field.	1							1		1	
79	Not really much interaction yet. Appreciates their willingness to help even though not in her major.			1							1	
80	Hasn't talked to many people outside. Inside classroom teachers are more open and eager and knowledgeable than in high school. Easier to talk to .				1	1					1	
85	Faculty members know and understand other topics than just what they teach. Out of class interactions helps in the understanding in more than one area. Ex: applying anatomy to voices to help with class.		1								1	
86	I don't speak much with them this semester, did more last semester. Last semester I spoke a lot with one-helped a lot-required to meet with him once out of class(WAC). Know that I can go to them during their office hours-makes your education easier. I like my professors.	1		1	1						1	
87	Very willing to help on an individual basis when needed, doors always open. Especially helpful when you are not familiar with the subject.	1			1						1	
88	Prof.-call by first name. Doors always open for help.	1		1							1	
91	Last semester I got to know my professors very well b/c I had mono and I had to see them individually to make up work. So I met with them often. Prof. X was an awesome instructor. This semester I haven't had interactions with my faculty.	1			1						1	
93	Being able to talk openly-class more enjoyable and learning names. Psych prof. -talk about things outside class.		1	1	1						1	
97	Enthusiasm for the subject, different subject-math. Professor worked with them in office hours and motivated me in his class. I also had one professor who was not open to opinions and made it difficult for me to approach her.	1			1	1					1	1
98	Really has not had a lot of contact with faculty outside of classroom. Not much interaction inside the classroom.											1
100	Has helped to be able to talk and have an informal conversation, becoming more comfortable.			1							1	
101	When he needed help they were there. He's never had a problem with locating a teacher. They were always willing to email him back.	1			1						1	

Question 6: What types of interdisciplinary connections have you made during your college experience?		Don't know or are unsure (mentioned explicitly or implicit from answer)	Some (coursework related, mostly multi-disciplinary)	None	Class Connections	History & Literature	History & Foreign Language	Writing & Literature	Math & Science	Theatre & Science	Science & Philosophy	Math & Other Subjects	Theatre & Sociology	Science & Other Subjects	Psych & Other Subjects	Literature & Other Classes	Diversity & variety in class
		53 62%	26 30%	53 62%	34 40%	6 7%	3 3%	1 1%	6 7%	1 1%	3 3%	2 2%	1 1%	5 6%	4 5%	1 1%	7 8%
1	WACT: helped with other courses. American Lit: found the importance in reading course work.	1		1													
2	Art history and french class: seeing how history was viewed by different disciplines.		1		1		1										
3	Independently compared European history class and British literature class.		1		1	1											
4	Didn't take any english classes (major) but got to read and write in other classes. Connecting with friend's classes.	1		1													
5	History classes connect literature to the time it was written. Latin and english classes connect.	1		1	1	1											
6	Social life with theatre class, they watch performances. Learned a lot of history with her lit class. Calculus connections with bio and chem.	1		1	1	1			1								
7	Taken an art history class which made her question original major goals and direction.	1		1													
8	In some classes, you can make connections with other subjects from other classes.	1	1		1												1
9	Meeting people that are different and from different places, different culture and different faith.	1		1	1												1
10	Student is a biology major who really enjoys theater. She wishes there were more flexibility in interdisciplinary choices, so she could do more theater. Biology teacher offered many different modes of presenting material.	1		1	1					1							
11	Wasn't sure how science would help him later, but feels better as a person to know each subject.	1		1													
12	WACT class-going over to art gallery for inspiration and quick writes	1		1													
14	Calculus and chemistry-made connections with math.	1		1													
15	Computer Applications class helped with math, business, etc. online research. Philosophy class helps		1		1						1	1					

20	None yet, not obvious connections made so far.			1							
21	Speech class helpful, helps with presentations in other classes. German classes.	1		1							
22	Chem to math.	1		1							
23	Biology seems relevant to others disciplines in its cycles. Most interested in education and likes to look at different ways to teach and learn.		1								
24	"buckle down" it is up to you: it's your decision/ responsibility to do homework/ to do well. Self-reliance: eat well, get up by yourself, how to live by yourself.	1									
25	Aristotle in ethics and biology, cellular respiration in lifetime H&F and Bio.		1		1			1		1	
26	Need writing for computer science. Chose english because always was interested.	1		1							
28	Most classes are to fulfill requirements did not connect. Mainly her courses were separate courses, enjoys the variation.	1		1	1						1
29	Haven't experienced such connections.			1							
30	Chem and calc, started to realize a lot of chem is a derivative of calc. History and science, a lot of history present in his science classes. Psych had been present connector in all classes.		1		1			1			1
32	Didn't know "interdisciplinary". Math helps with other subjects. Calc helps with stats and economics. Using her business law class to apply to life examples and government activities.	1		1	1			1			
33	Psychology and early childhood development. Didn't know what interdisciplinary was.	1		1	1						1
34	Understanding opinions of other people. History different from religion class. Taking different classes.	1		1	1						1
35	Nothing yet			1							
37	Some of her subjects. History and agriculture-really weird that two totally different subject areas relate.		1		1						1
39	Through current events discussions she was able to make those connections (in class discussions)		1								
41	He thinks History and Writing/Speech go hand-in-hand. A historical event will influence what you say in essays and speeches for class, just as the literature and other readings you do will be examined from a historical perspective. Foreign language: lots of countries speak french, and how, b/c of history classes he knows why this is so. Connections b/t information-links.	1	1		1	1	1				
42	Made connections between theater and sociology-knowing about people and learning about people. Writing helps any class. Other classes help theater. Learning how to study helps her classes.	1	1		1					1	
43	I can see connections between my Chemistry and Ethics class where I can see how they would relate as far as making decisions, morally.		1		1				1		
	Noticed more this semester. American Literature class explored the Vietnam War and slavery. History class										

47	Followed cardiologist over Winter break and saw connections with math and calculus. Biology and Chemistry relate. There is a Latin influence on Biology words-which is why she started taking latin.		1	1			1					
49	In his first LSP class this semester. Has only taken major classes so far.	1		1								
50	A broad range of knowledge is important and will help make connections later. Prior knowledge of different courses has helped in current classes. Occasionally sees connections.	1		1								
53	Have had only LSP courses and have not had many interdisciplinary connections. Next semester - philosophy of art. Many professors seem to be able to cross over disciplines in discussions. Feminist ethics - connected to biology.							1				
55	Foreign language connecting with english (skills of language transferring to a different one)	1		1								
56	Economics and business involve same principles. Most use writing skills in other classes, not just in english. Courses overlap simple things such as common sense.	1		1								
57	Dropped an art class because he saw little connection to the other things he was learning. Drew strong connection between literature class and others.		1		1							1
58	none yet							1				
61	It hasn't happened yet							1				
62	More than he expected, American National Government class linked to American government and justice systems classes.	1										
63	Math and meteorology, math helped with meteorology, equations, etc	1										
66	She has learned in her economics class a certain way of thinking and has used that in sociology and critical thinking writing assignments.		1									
68	Last semester she could apply things from Biology to Sociology. Writing classes help with all the other classes.	1			1						1	
72	Most classes pretty separate in the first year. Had a wide variety of them that did not connect at all.							1				
74	Open her eyes. Biology courses make you think about things you wouldn't normally think about. Spanish made her want to study abroad. She has to think differently than her major.	1			1						1	
79	none yet							1				
80	Chem class-real world stuff not just simple chem problems. Has noticed lots of her classes bring more real world stuff (i.e., math class)	1										
85	For music-you need to understand a lot of other areas: anatomy, math skills(composing), posture. German lit-translations of pieces -biographies. Mythologies and legends-before you can create the music.		1		1					1		1
	Jazz music course connects the music to the events and											

97	Freshman writing -I enjoyed the class, it got everyone thinking and preparing for writing college papers to gether. (WACT)	1		1														
98	not really			1														
100	Project relating sociology and biology-McNair. History courses and Sociology courses have overlapping topics.	1	1															
101	Art professors, getting directors-met them through his advisors.	1		1														
102	Trip to northwest-literacy and anthropological, field research and photography. Spanish club-learn about culture/language. Leadership skills, business course, being officer. Military science-integrate many different elements.	1		1	1													1
103	Music a passion-India music resembles math rock, course in world lit related, teacher wanted him to tutor her on new music style.	1		1														
105	Doesn't see how his course, connect with except bio 107 and 108.	1		1														
108	Not too much.			1														
109	Stats.and chemistry connect very well -math aspects of chem. are statistical.	1		1														
110	LSP classes -not too related. Bio. and chem.-more related to each other-similar testing style, similar topics of focus.	1		1														
113	spanish grammar helping with english grammar.	1		1														
117	Haven't made any-still taking core classes.	1		1														
125	Writing on subjects not necessarily for english class.	1		1														
128	Not sure. Equine science gives connections to other areas-study abroad. People have different points of view they are willing to share.	1		1														
129	None at this point. Tries to do on own-how relate class material to himself, what gain from the class.			1														
134	None.			1														
141	Not many experiences yet, art history class-connections wih drawing/design class. Connections among classes: art history and british lit. Play on campus connected to classes.	1	1		1	1												
148	Believes there is strong connection between math and biolgy. You can use math reasoning ability in other classes. All the body processes involved in biology relate to chem. Which can be proven by physics which involves math.			1		1			1									
151	I don't know how to answer that one! The drawing comes in for the graphic software.	1		1														
160	Essays in Anthropology-wrote about human sexuality aspect of anthropology issue. Brit lit-talked about tutor dynasty-also talked about that in anthropology.	1		1														
161	Didn't know at first, but anticipates that Justice Systems and psych will go hand in hand. They make a lot of connections between them. Ex. Running for political	1	1			1												1

Question 7: What steps might, or should, Truman take to strengthen your liberal arts education?		More Choices	Freshmen Choice Over Classes	Add Requirements	Keep Requirements	Fewer Requirements	Make More Connections - LSP to Major	Encourage Faculty Student Interaction	No Foreign Language	More Study Groups	Satisfied - No Suggestions	Advertise Events - More PR - More Info	Random Miscellaneous Comments	Unsure	Greater Consistency Across Professors	Real-life Applications
		number of responses per category ->	20	5	2	9	14	3	2	1	2	20	3	9	9	3
Student Number	percent of survey participants ->	23%	6%	2%	10%	16%	3%	2%	1%	2%	23%	3%	10%	10%	3%	0%
1	American Lit: difficult and would like to have a choice. As a freshman would like to choose courses that interest her. History is also something she would like to choose. She would like a choice as an incoming freshman instead of being put into a course.	1	1													
2	Keep math and science requirements. Make sure people are up to date on current events. Advertise events.				1							1				
3	Liberal arts classes could make more relationships to your major and interests.						1									
4	Let first year students have more of a choice the first semester		1													
5	Don't make us take calculus, especially for english majors. Don't add more liberal arts or it may become difficult to graduate in 4 yrs. If liberal arts were any stronger, it would be excessive.					1										
6	Think the requirements are pretty all-inclusive already. Wants to study abroad.										1					
7	Encourage more faculty/student out of class interaction. Students would be more attentive in class if they knew teacher. Suggestion: Required office discussions, open houses, get together with faculty or students in a department.							1								
8	Satisfied										1					
9	It is already thorough. LSP is intense and it works and will work for me.										1					
10	Letting me choose different areas outside my major to focus on. Then she would not have to waste time that had nothing at all to do with major.	1														
11	Offer more classes in a certain subject or at a different time. Had a hard time getting the classes he needed.	1														
12	offer more options for class requirements, i.e. options other than WACT	1														

18	Ensuring responsibility of faculty in strengthening liberal arts experience for students, actively teaching, strengthening german department, specifically new/more faculty, it is spread thin. Larger class size as result.							1		1
19	Does not feel educated enough to give advice on the question.									1
20	LAS covers everything: including calculus which is questionable as far as its contribution.						1			
21	Doesn't know much.									1
22	Foreign language requirement: it should not be required. Likes that he can take art classes without a prerequisite.			1		1				
23	Student needs to be balanced. This is a rigorous academic environment. Needs to provide a better "work hard-play hard" environment.							1		
24	Thinks they're doing a good job, thinks the variety is great, don't really need to change anything, broad LSP						1			
25	Doesn't feel she knows enough to make suggestions. Hasn't thought about those things.									1
26	Doesn't know.									
28	Needs to be more aware of outside of class activities. Not aware of events on campus (word of mouth). Wants to be encouraged to participate.							1		
29	More available class topics (specifically for LSP requirements).	1								
30	No idea.									1
32	It's already broad based; its already provided well-rounded education. No suggestion.						1			
33	Some music and art classes do not interest her. Class for non-music majors was hard to understand. Have something besides music and art for aesthetic mode.	1								
34	Requirement in acting/theater b/c it helps people realize who they are and how to use communication skills in real world (i.e., job interviews, socialization). I think it's kind of overlooked. Maybe some people who are afraid to interact w/people would have an easier time.		1							
35	Don't know.									1
37	"Is this necessary?" Although she agrees with liberal arts idea, there seems to be just too many core classes.			1						
39	Some of the classes we are required to take seem pointless and there should be more opportunity to test out of them. I've already taken some in high school.			1						
41	Everything that is required in the curriculum is there for a reason and all of it is good and helpful, even if it's a hard class that you don't want to take. He likes the small class sizes. He would not take away anything or add anything.			1				1		
42	More study group: formed by faculty might help. Connection between classes (LSP) and other classes. Emphasis on applications.				1		1			
	Truman limits the directions you can go through prerequisites. For example, I wanted to take a									

47	Likes the different modes and requirements to take outside the major. No suggestions.			1					1		
49	There are too many requirements for major				1						
50	Truman should offer a wider variety and I was unable to take the courses I wanted with the instructors that I wanted because of my late registration time. Be more internet based in terms of registration and posting of grades.	1									
53	Do not get rid of any requirements of LSP, don't add any more. Support keeping all LSP (Math students have to take english classes). Degree worthwhile with well-roundedness.			1							
55	More of a focus: make the number of liberal arts class requirements smaller (now you have to fill 1st and 2nd year with liberal arts classes)				1						
56	Not enough options for required courses. More options would greatly help since requirements are so great. Don't have many "free electives" not able to choose interesting electives because there is not enough time.	1									
57	Very pleased with variety of classes. Possibly need more time because he has to choose a major.								1		
58	Shouldn't drop calculus. Likes program as it is.			1							
61	Can't take some courses that I want to take because it might be a setback to graduating in 4 years. Don't allow more major electives or make major electives more flexible.	1		1							
62	Take out calculus. He has to take several semesters of math just to get to calc. Likes LSP and enjoys variety of classes to meet requirements. Wishes there were more classes that fulfilled multiple LSPs				1						
63	Sometimes you feel obligated to take a class that doesn't make sense - why do we have to take it? Some substitutions: Instead of WACT, another english class. More options available.	1			1						
66	This is a good university to come to if you are undeclared.								1		
68	Add more subjects. Take away calculus.	1			1						
72	Wanted to take business major class in first year but was not allowed to (could not take b/c major courses were full). Wanted "marketing" but advisor/rules insisted on taking requirements first.	1									
74	Likes how its set up now.								1		
79	Keep her in an environment where she will learn things from several disciplines									1	
80	Need wider variety and more classes offered in some areas such as religion	1									
85	Make sure the programs stay with the budget cuts. Worried about faculty and programs.									1	
86	Didn't know										1
87	Truman already does a good job and offers lots of choices.								1		
88	Offer wider range of majors and minors	1									
	Requirements are too strict. I think the LSP is way too heavy a load. They've taken the idea too far. They could lesson the requirements and have more classes. I'd										

97	Modes of inquiry could be more flexible-2 choices to fulfill requirement (not aware if that is the case or not) I like the modes-could take 1 of 4 classes in a mode.	1								
98	I think that it is pretty good now with all the requirements.						1			
100	Fewer mandatory LSP classes. Taking more major classes earlier, so can't take LSP until late in college career.			1						
101	We need a wider variety of classes to suit his interests, not just his needs-it would open him up to new ideas.	1								
102	Should not cut calculus requirement-we would lose respect if we lowered the standards. I am not thrilled to take calculus, but that is why students should take it, they are challenged to think in a different way.			1						
103	Is satisfied with the University. Better library hours-dorms close before the library and it is a hassle to get in. Adjust residential halls to be more convenient.						1	1		
105	Don't place him in BIO 107 as a WE class, too difficult to digest all that material. Let him pick his own classes. Some faculty are hard to find during office hours.		1							1
108	Seems good so far, don't know what they would do. I am scared to take calculus, but I don't know how that (dropping it) would strengthen it.			1			1			
109	I need more discipline-something that requires attendance (i.e. foreign language tutoring, study labs) Time management, study skills-type things.							1		
110	Wider variety of LSP classes. Certain modes offer few classes of interest.	1								
113	Lower cost of tuition and drop calculus requirement.			1				1		
117	Make students more aware of liberal arts and what it means, what requirements are and how it'll help later on. Freshmen should be made more aware. Feel overwhelmed and lost because of all the classes had to take, doesn't really understand reasons for taking some classes. She said she may be responsible for not understanding what liberal arts means							1		
125	not sure									1
128	don't know, so far-so good.						1			1
129	Allow more freedom within the major-give more choices during first year.	1	1							
134	She likes her liberal arts classes.						1			
141	Summer packet for registration-not clear whether this was actual registration or not, there were other classes he would rather have taken. Make process more clear. Feels the liberal arts program is strong.		1							
148	Believes he is getting a good liberal arts education; doesn't think extra class requirements for liberal arts would be beneficial				1		1			
151	Open up visual communication classes to more people, if you're not a major you can't take the graphics software course; such classes might be fun for some people on the side; too many prerequisites for vis. comm. (ex. Web	1			1					

Question 8: Aside from grades, what distinguishes a successful student in your mind?		Persistent, Determined, Hard Worker	Someone Who Really Learned	Ability to Apply	Sets and Achieves Goals	Well-rounded	Interested in Course Material, Enthused About Learning	Sociable and Involved	Participates	Random Miscellaneous Comments
		21	40	19	7	23	16	26	5	0
Student Number	number of responses per category -> percent of survey participants ->	24%	47%	22%	8%	27%	19%	30%	6%	0%
1	Someone determined to learn. Someone would understand the subject. More comprehension. Getting help when needed. If you have to take a lower grade to learn you should go to a tutor instead of just dropping the course and taking an easier one.	1	1							
2	Gaining something from a class, not just grades. Learn something that can be applied to life.		1	1						
3	Growth in subject knowledge, being able to relate to people on similar interests and study habits. Pays attention in class.		1					1	1	
4	Someone who actually learns the material, comes to understand it. Allows for other ways of thinking. Not just pure memorization even if you don't like the class, getting most out of it some how.		1							
5	Persistence, the attitude the student brings to class, independence, self-reliance.	1								
6	A happy student, someone who is living the life they want to in college, a student who doesn't set themselves up to fail by setting too unrealistic goals early on before they know themselves.				1	1				
7	Has put forth effort, if they don't mesh well with professor, that could've lowered grade. Lifelong experiences, how much they've learned that they can apply to life.	1	1	1						
	Understanding of material, being able to apply things									

12	Someone who can tell you what they learned, not just their grade, someone who grows as a person after taking a class, for example-is more interested in class.		1			1		
14	Study skills. Developing an interest in a class even if interest is initially lacking. Like what you do.	1				1		
15	Socialable, interacts well with students and teachers, responsible for themselves, classes, deadlines, can manage their time very well.	1					1	
16	A person who is actually interested in learning the material. One who tries hard with their studies.	1				1		
18	The ability for students to apply their knowledge and retain things that they have learned. Genuine desire to learn for knowledge's sake, not just for test/grades.		1	1		1		
19	Important to actually learn material to get beyond memorization and actually understand the material. Participate in class and outside of class.		1				1	1
20	Getting the most from class and being able to apply it. Remembers things from the class and able to use it.		1	1				
21	Well-rounded individual, even if they don't make the best grades. Positive attitude towards education.					1		
22	Number of people you interact with and get along with. How well you interact with your professors. Things you do socially/extra curricular, participating is not necessary to do well.					1	1	
23	Grades signify a students determinaton. Grades are the outside part of learning, what a student knows is inside. A successful student must want to learn. It is how well a student applies what he learns to live.				1		1	
24	Always learning from their classes, not necessarily from books, maybe study skills but can always learn from class/teachers, regardless of grades. Learns from mistakes, how to adjust from those mistakes.		1					
25	Willingness to want to learn, most important what you learn rather than the grade you get.						1	
26	Holds enthusiasm about classes, learning because they want to.						1	
28	Participating in class, having general knowledge, wants peers who are supportive, friendly.							1
29	Getting things out of classes, knowledge, study skills, ability to apply things learned to future classes.	1	1	1				
	Someone who cares, accomplishes things on their own.							

37	Someone who can step away and not be so obsessive about grades. Hard to decipher where to spend time. Find a balance!			1		
39	Someone who can balance friends, work, classes and outside activities. Someone who is well rounded, participates in a variety of activities.			1	1	
41	Goals: having and reaching them, no matter how long it takes. Both short and long term goals are important, as is understanding that often the short term ones lead to achieving the long term ones. Being organized, at least somewhat, is key. Being a role model-living an upstanding lifestyle, people looking up to you for your accomplishments. Also involves being approachable, to help others who want to succeed.		1	1		
42	They are enthusiastic about learning. They put forth all the effort they can. They work on a long-term goal. They question what they hear. They do research out of class.		1		1	
43	When you learn and know your material so you could be viable in your career. Someone who participates in a lot of activities and takes classes outside their major.	1		1		
44	Willing to participate. Do studying and assigned reading before class. Form opinions about subject matter and an interest in the subject matter.	1			1	1
45	Has balance and can work on academics and also relax, go out, enjoy themselves. Has been disappointed that there is not a lot of University sponsored activities during the weekend. If you can't get away from studies, you feel trapped, and that builds pressure on the student.			1		
46	Able to apply knowledge in life. Successful when they do what they enjoy. Person who works hard will be successful.	1	1			
47	Being able to handle stress, the transition from high school, the increased work, and still able to have fun. Involved in different organizations on campus, different service projects, making connections with people.	1				1
49	Someone that makes the effort to really understand material.	1				
50	Someone who obtains a large amount of information and retains it. Learn as much as you possibly can. Getting involved and making the most of the college experience academically and socially.		1	1		1

57	Well rounded eager to learn. Must have desire to learn.			1	1		
58	Can explain subject to others, other activities besides studying, relate to others well, good balance	1		1			
61	Ability to retain information and be competent in participating in discussions, general interest in furthering our education or personal benefit. A true interest in learning.	1			1		1
62	Learns a lot from an experience, academically and socially, can be a student in anything, not just class.	1				1	
63	Some one who actually learns something, growing as a person not just getting an A. learning more and getting motivated, being acceptable to being pushed and achieving goals.	1	1				
66	Involvement with things, well rounded education, good social circle, friends.			1		1	
68	Someone who can apply what they've learned to other classes. Someone who takes time to study, doesn't waste a lot of time. Also, someone who continues to use what they've learned out of school.	1	1				
72	Personality-openness as opposed to shyness, courteousness, actions outside of classroom, use of polite language. Also how they are dressed determines the impression they make.					1	
74	What you get out of the course is more important than the grade. Analyzes things and takes other things out of it.	1					
79	Very active in the community and aside from course active in the university. Well rounded individual.			1		1	
80	Knows subject and is knowledgeable about it.	1					
85	Someone who actually learns the material and understands what it means and then applies it to other areas. Be able to discuss it with others.	1	1				
86	Understanding what you learn more important than grades. Could just study for a test. Should enjoy what you're studying. Should be able to use it.	1	1		1		
87	Understanding material. Being able to apply what you've learned to life activites.	1	1				
88	Be well rounded with friends and social life. Be prepared when you leave school.			1		1	
91	Being involved in extracurricular contexts. There's so many communication skills that we need-being able to function in the outside world.					1	
93	Remember material and learn -come out of class with something didn't have before. Social interaction with	1				1	

102	Time management important. Student able to function in outside world. Appealing and attractive to outside job market. Being virtuous enough but being willing to do what is necessary.	1	1				
103	A person who is legitimately interested and knowledgeable about their experiences and discipline and able to convey their knowledge-learning and applying. As long as they've learned something.		1	1		1	
105	Someone who can: lead a group, interact with people, is well rounded-knowledge more than one subject and is aware of new environment.					1	1
108	Finds a few activities they are good at and be really high or active in leadership; don't have to have a lot of activities but have a few and be successful in them.						1
109	Involved with other students, someone you like, caring. Involved in community-service, organizations.						1
110	Active in organizations, get to know other students. Manage of social and academic life.					1	1
113	Learn about subject, not just get an A.	1					
117	Well organized, balances everything they do (including jobs, fraternity, etc.) Prepared for future.					1	
125	When you know the knowledge and can apply it to everyday things.	1	1				
128	Wanting to learn/wanting to find themselves. Wanting to branch out academically, personally.					1	1
129	Retention of knowledge from class(not just know to get grade). Ability to use class info. To help with issues/problems outside of class.	1	1				
134	Taking something away from the class. Learning something and being able to use it.	1	1				
141	General knowledge of information, learn it so they understand it-retain the information. Group work helps learning process.	1					
148	Really understands info, well enough that they could teach others, need to be well rounded outside of class, go to rec center "healthy body, healthy mind"	1				1	
151	Being socially active with at least some people, not necessarily with the groups. Not being afraid to talk with professors or other students. Be willing to work hard to achieve goals. Have some outlook on what they want to do with the rest of their lives.	1		1			1
	What student takes out of class, how they studied, time management, as long as they get out if it what they						

173	Someone who wants to learn, willing to put in the time for success in L.A. openness to other ideas, discipline to do the work	1				1		

Question 9: From your perspective, what distinguishes a successful educator?		Knowledgeable About Discipline	Interested/Passionate About Subject	Clear Presentation of Material	Open-minded	Good Communication Skills	Ability to Relate to Students	Variety of Teaching Abilities	Desire to See Students Learn and Achieve	Willing to Help - Interested in, Care about Students - Flexible	Generates Student Interest	Well-rounded	Sociable, Friendly	Random Miscellaneous Comments
		25	21	27	10	16	25	10	15	38	11	0	34	5
Student Number	number of responses per category -> percent of survey participants ->	29%	24%	31%	12%	19%	29%	12%	17%	44%	13%	0%	40%	6%
1	Someone willing to work with students in and out of class. Knows how to have fun. Reliable source of information. Chemistry professor was funny, made you want to go to class.	1					1			1	1		1	
2	Genuinely interested in their subjects and excited about teaching others about the subject. Relates to students at their level and doesn't act "above" students. Not intimidating.		1				1						1	
3	Knows more than just their subject. Can relate knowledge to the students and to the world. Well-educated, helpful, and willing to work with you.	1					1			1				
4	They know the material. Very open, has time to listen and also teach. Willing to learn at the same time. Energetic and enjoys what they're teaching.	1			1								1	
5	The ability to listen to their students. Lecture is important, but teachers often don't remember they are teaching someone who has no prior exposure to this type of info. Explain concepts to lost students. Being available to students, more then office hours. Open to student conversation.			1		1				1			1	
6	Someone who likes what they are doing. Someone who responds right away, who is "on the ball", interested in students.		1							1				
7	Interest in students (their abilities, successes). If student has difficulites they work with student to fix problems. Passion about the subject they are teaching.		1						1	1				
8	Care!! Professors who want to make sure you understand. They know their material and really get into it.	1	1						1					
	Ability to relate to the student. Can have all the													

14	Ability to convey pertinent information. Conveying information effectively. Important to have a good relationship between student and professor.		1				1		1
15	Convey ideas well to students, explain material well so it can be applied to everyday life, help explain how it effects their life, positive attitude always-wants to be there.		1					1	
16	A person who cares about their students learning experiences and goes beyond to make sure you can learn.					1	1		
18	Talents in lectures: pulling in personal experience, passion for subject matter. Balance between passion for teaching and making students comfortable.	1	1		1				1
19	Somebody who gets the student interested in the subject and retains that interest. Friendly, not bland, excited with subject, requires students to apply knowledge outside of classroom.	1		1				1	1
20	Someone who relates well to class in a personable and positive way.				1				1
21	Someone who knows how to teach to different levels, understands that everyone learns differently.			1		1			
22	Students talk about class: word of mouth. Make it fun, feel like learned not just for a test, but can apply to life.				1			1	
23	One who is willing to be disturbed and does not mind students interruptions in class. Who emphasizes he is at the same level and is willing to learn from student.				1			1	
24	Don't have to be prestigous, the prof is actually there. Good teacher/communicator. Makes a connection to students. Knows material and can communicate message to students.	1	1	1	1				
25	Shows examples. Enthusiastic, if they aren't the student won't be. Willing to answer questions not make the student feel dumb.	1						1	
26	Someone who's interested in their student's learning, tries to get students excited. Showing the interdisciplinary connection. Showing how it's relavent to everyday life.						1	1	1
28	Someone seen also as a friend, comfortable, want to help you, enthusiasm about subject, energy about class and draws you in. Act as if they're learning with you, same level as students, have to teach but also help.	1			1			1	1
29	Interactions with students, open to students, positive to reactions to material, availability to students.			1	1			1	1
30	Outgoing, even if they are a genius they need to get knowledge across. Open to students humor.				1				1
32	Cares about students well being, advancing in studies. Will advance students' knowledge on topics (outside of class curriculum). Good role model (provide with good						1	1	1

37	When they understand that you can't get to their level of understanding(example:history teacher puts it in story form). Knows how to make it more interesting. Able to relate complicated material into understandable form.			1			1		1		
39	Someone who makes a student feel comfortable but can also convey information in an interesting way.					1					1
41	Know your subject. Be open to students, willing to really listen, open to all viewpoints/opinions, and be willing to admit mistakes and model behavior. That way more shy students will be willing to speak up, even if their comments are mistakes. Helps to know that it's okay to speak up and change your mind. Be respected: for accomplishments, classroom performance, and style. Interaction with students is crucial-get whole class involved, even the shy. Call on people-lets them know that people who are not outgoing can do as well as people who are.	1		1					1		
42	Personally involved with students. Enthusiastic about what they teach. Uses different methods-discussions, visual, group work. Grade is determined by other things than tests, they give students other opportunities to show what they know. They are available.		1				1		1		1
43	Someone who has good classroom skills and cares about the students, and is willing to continue conversations outside of class. He should really care that the students learn.					1		1	1		
44	Good communication skills-not just knowledge of subject, but ability to relate material. Personable and takes interest in students.			1		1	1		1		1
45	Would make time for students outside of office hours to the extent of inconveniencing themselves to help students. A lot of students don't have open hours until later in the evening, so educators should make extra time to accomodate students.								1		
46	Able to express their ideas and encourage students to do well. A motivator. Easy to talk to. Available. Goes with the flow of the class-understands where the students are.			1		1			1		1
47	They enjoy what they're doing (not because they have to do it). Approachable outside of class for talking.		1						1		1
49	If they know what they are teaching and are able to explain it on the student's level of understanding. They need to like people, and not be antisocial.	1		1							1
50	They are willing to help, approachable, knowledgable, friendly, and outgoing. An interest and energy or passion in what they are teaching.	1							1		1
53	Educator has to know what they are talking about and has to be enthusiastic about it. A professor should be open to other people's viewpooints.	1	1		1						

58	Relate to students in and out of class. Answer questions best as possible, relate to other faculty, explain material well.			1		1					
61	Passionate about the subject they teach, can explain material in different way from the textbook, competent and understands questions even if not directly related.	1	1	1		1					
62	Willing to work with students, enthusiasm, enjoys interacting with students, not just lecturing, makes class fun and more enjoyable		1					1			1
63	Someone who is available to students, open to questions and suggestions, pushes you to reach goals, explaining things thoroughly and in a different way, perhaps. Specific about what they expect.			1	1			1	1		
66	Excited about being a teacher, be friendly and interact with class in an informal way, make it more personal. Prompt in getting tests back, keep syllabus up to date		1								1 1
68	Open to different ideas, doesn't push own ideas on students. Willing to talk with students, not just lecture. Also has group/class discussions over things.				1			1			1
72	One who can relate to students, knows where they are coming from, (i.e., whether this was a required course or not). One who makes class interesting, interacts with students, not reading lecture in a monotone voice. Enthusiasm.		1	1				1			
74	Forms some connections with students. Has to be passionate about what they're teaching. Does more than straight lecturing, such as group projects, projects, and labs.		1					1 1			
79	Relay information properly in a truthful, unbiased way. Open to all aspects of an issue, able to explain all sides.			1	1						
80	Willing to be personal with students. Knows a lot about subject and really wants students to learn	1							1		1
85	Someone who can apply things to others. Ex: apply math to a music major.							1			
86	Somebody who enjoys what they're teaching and knows what they're teaching. Somebody who is doing it for the students -somebody I can trust.	1	1						1		1
87	Being able to explain things so students can understand it. Bringing things down to students' level and showing how it applies.			1				1			
88	Easy to understand-be able to relate. Give help when necessary.							1		1	
91	Someone who actually wants their students to learn; not just throwing out information at students. A teacher who loves what their teaching and wants their students to love it too.		1						1		
93	Gets to know students. Interaction b/t faculty and students. Students know faculty members. Explains in more than one way			1							1

101	To have great knowledge in their field. To be outgoing. To have trust from students and their peers. To be available.	1						1		1
102	One willing to donate time and give of himself really completely to students. Professor should be academic guardian to guide them and help them. Staying current with technology and as far as field is concerned. Having a good attitude, not burned out enjoy what they are doing.	1	1					1		
103	Certification-attests to level of knowledge of superior accomplishment not just money spent on education. Must be able to convey knowledge, some don't do well.	1		1						
105	Willing to help, easy to find, creates visual learning opportunities, provides a daily lecture outline, knows their subject.	1					1	1		
108	Get their point across. Communicate effectively. Available to students. Sets goal out for the students ahead of time so they know what to do.					1		1		
109	Someone you want to learn from-doesn't read off paper. Interacts with you. Give chance to review what you've learned. Bio. Prof.-good lab powerpoints, discussed them, made them available for students. Was responsive about group affecting grade.			1						1
110	Personable faculty. Share personal experiences as examples. Makes classes interesting, friendly.					1			1	1
113	Flexible to accommodate student interests.							1		
117	States criteria and objectives of course well. Willing to go beyond just class lectures and makes himself/herself available in any way possible.					1		1		
125	Explanations not just from book, know subject themselves.	1		1						
128	Makes classes interesting, not just powerpoint every day. Help prepare for quizzes, tests. Reminds class about topics might not understand.						1	1		
129	Don't just teach from book but from own knowledge. Ability to explain material. Ability to relate material to each student regardless of major.			1		1				
134	Someone who can make boring stuff interesting. If you get lost they can relate it to you.					1				
141	Have not only knowledge of subject matter but present material in a way that all students can learn, not just throw overheads up. Care about how students are doing in each of their classes. Found that classes in major achieved this better, but maybe because students were excited to learn in those classes.	1		1				1		1
148	Lectures are interesting -pertain to subject. Make you look at things in new ways, using different angles. Available outside of class to answer questions, etc.			1	1				1	1
	They have to be interactive with the students. Interesting, charismatic. They should not have to be									

172	Can reach students regardless of prior knowledge. Get you excited about the material, show relevance of why you're learning.				1			1					
173	Knows the material very well. Effective communication in several ways, knows a variety of perspectives, being very social, organized is very important, cares if students learn, offers outside help.	1		1	1		1	1				1	

Question 10: What distinguishes a good educational experience from just taking a class?		Knowledge of the Subject	Ability to Apply - Seeing Application	Continued Interest in the Material	Good Student-Professor Relationship	Enjoying the Class	Giving It Your Best	Choosing To Take the Class	Meeting/Learning About Others	Sense of Accomplishment	Concern For Learning Over Grades	Gaining a New Perspective	Enthusiatic/Good Professor	Random Miscellaneous Comment
		48	36	17	13	21	4	7	10	4	10	6	10	3
Student Number	number of responses per category -> percent of survey participants ->	56%	42%	20%	15%	24%	5%	8%	12%	5%	12%	7%	12%	3%
1	Walking away from that class knowing that subject.	1												
2	Being motivated by teacher and interest in material to learn more, beyond what is taught in class. The teacher sparks an interest. Enjoy the class.			1		1							1	
3	Being able to use and apply what you learn for new things later even if it is just being able to read a book or a graph better. Knowing more about related areas.	1	1											
4	When you want to learn more afterward, continuing curiosity.			1										
5	When you take it with you out of the class.	1												
6	Learning more than you expected. She never expected to learn history in her lit class.	1												
7	The amount of student involvement, what they are able to take out of class. Feeling of accomplishment, not fond of teacher in Drawing I but she felt that she grew in abilities.	1								1				
8	Complete understanding and enjoyment. Something you can take with you. Taking the class because you want to, not because you have to.	1				1		1						
9	Good relationship between student and professor. Both need to work and work toward a common goal.				1									
10	If you can relate what you learned in class to your life, being able to use it.		1											
11	If you can apply yourself after you have taken this course. Being able to use what you have learned later on in life. Remember the material, shows how the class had an effect on you.	1	1											
12	Teacher finds a way to make class interesting (i.e., Sgt. Beach). Making it relate to their lives.		1			1							1	
	You get more than just basic knowledge from class													

19	Learning the subject. It was memorable and you have interest. Not bland.	1		1						
20	That the class relates to you so that you can take something away from it. Remembering what you've learned.	1								
21	Getting to know and understand faculty and students in the class. Having an interest in the class.			1	1			1		
22	Being able to use it outside of class, being interested in it.		1	1						
23	A broader perspective. Relating to other classes and other ideas you have. Being able to apply your knowledge and not just memorize.	1	1						1	
24	Education is more than classes. Living away from home, balancing fun/work, meeting people, other experiences.							1		
25	If you learn something and really enjoy it.	1				1				
26	Something that makes him interested in subject matter. Showing the connections to life.		1	1						
28	Leave class knowing you've learned a lot despite grade. Knowledge of topic, class was interesting and intrigued, wants disappointment in class ending.	1				1			1	
29	Enjoying the material learned, enjoying the professor and the discussions within the class setting (debating, voicing opinion) seeing how subject is applied to the future.	1	1		1	1				
30	Do things out of the ordinary and don't follow a protocol, be flexible. Make subject matter "real" to students don't rely on memorization.	1	1							
32	Some people just worry about grades, better when people study subjects for further application "the long run"		1						1	
33	Coming out knowing more than when came in. Being able to apply info.	1	1							
34	Doing all the homework/reading. Don't "half ass" on a paper. Doing the best you can.						1			
35	Getting a good grade. Being involved, not just sitting there. Good interaction with professor.				1			1		
37	Not just getting facts but really understanding how people work and how the world around you works. Able to make interdisciplinary connections beyond the subject matter.	1								
39	When you come out of the class remembering what you learned and are able to apply it to your everyday life.	1	1							
41	If you are just taking it: you go b/c you have to, sit through it w/o engagement. Bad attitude, or at least not a good one. Whether or not you do well in the class, once it's over you don't ever think about it again. Good experience: You remember the teacher, the experience, the assignments, even if you didn't enjoy them at the time. Memorable. Learn from mistakes. After it's over is when you really know if it was a good experience or not.	1			1	1		1		1

44	Gaining extra knowledge, opening mind to an area. Even though a class fulfills LSP, it might also provide an opportunity to learn about a subject previously unknown. It could possibly open a door to a career path.	1	1							1	
45	Enjoying the class. Not taking the class for the paycheck involved in that career. More interest in the subject helps him learn better.			1	1	1					
46	Learn from the class and be able to apply it.	1	1								
47	Getting more out of it than just doing the work. Enjoying it, making connections with other areas of life, thinking about it on your own outside of class. Class discussions.		1	1	1						
49	If you actually learn something and care about the subject. Attitude of student matters. Not just being in class for the grade.	1		1						1	
50	Trying your hardest. Knowing you want to gather the most from it, putting your heart into it, wanting to learn. Trying to get to know the class and the teacher.				1	1	1				
53	A class that you want to take, if not in to them they won't put forth the effort to get out of it what is offered.						1				
55	Feeling very involved in a class/ able to be involved. Comfortable in the situation, enough to ask questions, and can find resources to help you if you don't understand. Something that interests you or professor can make it interesting.			1				1			1
56	Learn something from class, understand material and make it applicable elsewhere in life in future, be willing to take risk in understanding course material without earning highest marks, just to get something out of it.	1	1							1	
57	Taking something out of it that you will actually enjoy. Not taking a class just because you have to. Making personal connections with other people.					1	1	1			
58	Tell people about material, can tell people good points about class with confidence, answer questions fully, have broader view.	1		1							1
61	Coming away from the class wanting to share with others and being excited about the topic	1		1							
62	Professor is very important, presentation makes the difference.				1						1
63	Learn something that will help later in life. Enjoyable experience-talking about ideas, not just lecture	1	1			1					
66	Should enjoy the class and what you are learning. Class should be a size that allows discussions. If you get a good grade, will still say she enjoys the class more. You can apply it to your life.		1			1					
68	Involvement with and outside of classes. Meeting people in class that are interested in the same things you are. Feeling comfortable enough to talk with professor.				1			1			

85	Having a desire to take the class. Find a reason to want to take the class. Be able to use it and apply it later on.		1				1			
86	Retaining info, gaining a new perspective.	1							1	
87	Remembering something from class and applying it or seeing how it applies to a life situation.	1	1							
88	Learning the material, not just worrying about a grade.	1						1		
91	When you walk away and really remember what you learned-not just facts-but something you can apply in your life. You remember that class-something that sticks with you.	1	1							
93	Learning different things. Knowledge from class. As pre-MAE-interested in teaching style and how he can use it.	1								1
97	When you're interested beyond getting the assignment done. A professor can show how it is exciting and useful for the future. More than textbook and regurgitating facts.					1				1
98	It depends a lot on the teacher if they can get you engaged it adds a lot to the class.								1	1
100	Can apply it to your life. Remember it later.	1	1							
101	When you can relate it to life experiences. When you can see how it relates to things in the future.		1							
102	Symbiotic relationship between professor and student need each other, both have responsibilities. Bad experience-where you don't apply yourself where you get a good grade but leave uneducated.				1					
103	Preparation and information that you deem useful for future reference in you life. Philosophy and Intro to poetry have really done this for him.	1	1							
105	Knowledge beyond the final exam, being able to retain knowledge not just for test, an overall better understanding.	1								
108	Doing more than lecturing, let students do some learning on their own. Student interaction in class.									1
109	Learn something, want to learn-leaves you still inspired to learn. One-on-one times in lab-access to professor for explanation. Enjoy experience in and out of class.	1		1	1	1				
110	Applications outside of classroom: in conversation, practical use.		1							
113	Real world applications after completion of class, you know the material.	1	1							
117	Being involved outside-even if it's just group projects. Teacher forces students to take it beyond just coming to class and listening.						1			1
125	A feeling of accomplishment, enjoyed class.					1		1		
128	Being able to use/ understand topic after the class-not just getting grade.	1	1					1		
129	Retention of material. Ability to apply and really use material.	1	1							
	Get something from the class. Enjoyed it, able to retain									

160	How class is taught has a lot to do with how much you enjoy class. Teacher's passion made her enjoy class enough though she didn't really like info, she was learning. Loves psych class not morning person, but gets up at 8:30 every morning to go because she likes class. Feels like she knows something new everytime she walks out of class. Classes that are personalized to students not just textbook being regurgitated. How professor cares about topic and how they can portray material and explain to students.	1			1					1
161	Application to real life. Going to something you look forward to and that stimulates your mind. Get something out of class as well as adding to it. What grade you get is not as important as what you learn. Class has bad image and educational experiance is something that stimulates your mind.	1	1		1				1	
172	Can see how it makes you a better person, something you can use beyond the class.		1							
173	Something he enjoys and wants to learn about. Professor has a lot to do with it, personality, knowledge, communication skills, cares if student learns. Good class discussions and interactions with other students.			1	1	1		1		1

Oral Survey Results

Interview Project Spring 2003 UCS														
Student Number	1st Major	2nd Major	Hometown	High School	HS Class Size	ACT	HS Rank (%)	HS GPA	Fall 2002 GPA	Hours Earned Spring 2003	Spring 2003 GPA	Cumulative GPA	Sex	Residence
				Maximum	900	33	100	4.00	4.00	20.00	4.00	4.00	31%	79%
				Average	286	27.9	88	3.78	3.34	13.73	3.32	3.28	Male	Off Campus
				Minimum	8	21	45	2.98	1.61	6.00	0.76	2.14	Female=0	Campus=1
13	Chemistry		Independence, MO	Truman	150	31	98.43	4.00	2.84	14.0	2.14	2.48	0	0
17	Justice Systems	Minor: Sociology	Festus, MO	Festus	151	29	93.12	4.00	3.75	14.0	3.50	3.41	0	1
27	Accounting		Hannibal, MO	Hannibal	220	30	97.76	4.00	2.50	14.0	2.36	2.96	0	1
31	Communication Disorders		Winona, MO	Winona	40	30	97.95	3.90	3.36	15.0	2.86	3.19	0	0
36	Finance		Excelsior Springs	Excelsior Springs	197	23	81.18	3.63	3.46	14.0	3.57	4.00	0	1
38	Political Science		St. Louis, MO	Cor Jesu	138	31	98.00	3.92	2.75	15.0	2.80	2.44	0	1
40	Nursing		Wildwood, MO	Parkway South	43	24	78.63	3.67	3.50	15.0	4.00	3.82	0	1
48	Finance		Columbus, IN	Columbus North	800		79.36	3.11	4.00	12.0	3.25	3.76	0	1
51	Biology (Pre-Vet)		Poplar Bluff, MO	Poplar Bluff	99	28	89.70	3.80	4.00	14.0	4.00	3.65	0	1
52	English		Springfield, MO	Kickapoo	500	27	93.15	4.00	3.75	13.0	4.00	3.71	1	1
54	Music (Liberal Arts)	Pre-Ed Secondary	Wilwood, MO	Lafayette	425	30	67.54	3.40	3.43	16.0	2.68	3.12	1	1
59	Chemistry		Excelsior Springs	Helias	200	23	81.18	3.63	3.07	16.0	3.00	3.03	1	0
60	Communication, Journalism		Troy	Troy Buchanan	300	30	92.51	3.79	3.40	15.0	3.80	3.69	1	1
64	Art History	Communication	Mexico, MO	Mexico	200	28	95.28	3.98	3.81	17.0	3.82	4.00	0	1
65	Sociology		Jefferson City	Helias	175	31	91.42	3.87	4.00	12.0	4.00	3.97	1	1
67	Nursing		Higginsville, MO	Lafayette County C-1	87	28	91.01	3.94	3.16	13.0	2.38	3.14	0	1
69	Psychology		St. Louis, MO	Nerinx Hall	200	29	44.85	2.98	3.72	14.0	4.00	3.92	0	1
70	Chemistry	Pre-Ed Secondary	St. Louis, MO	Lindberg	350	29	88.34	3.84	3.75	12.0	4.00	3.83	1	1
71	Business Management		St. Louis, MO	St. Joseph's Academy	150	24	94.00	3.77	2.76	14.0	3.35	3.07	0	1
73	Spanish	Biology	Ozark, MO	Ozark	187	33	96.47	3.96	3.75	15.0	3.00	3.59	0	1
75	Communication Disorders		Manhattan, KS	Riley County	45	30	97.72	4.00	2.35	20.0	2.25	2.30	0	1
76	Math	Pre-Ed Elementary	Keokuk, Iowa	Keokuk	175	28	95.65	3.80	3.50	17.5	2.78	2.59	0	1
77	Chemistry		Grain Valley, MO	Grain Valley	72	30	97.26	4.00	4.00	12.0	4.00	3.85	0	1
78	Computer Science		Jefferson City	Jefferson City	750	25	66.89	3.31	3.20	12.0	3.58	3.05	1	1
81	health Science		St. Charles, MO	Incarnate Word Academy	120	25	66.39	3.39	4.00	16.0	3.56	3.83	0	1
82	Marketing		Kansas City, MO	Oak Park	500	31	99.77	4.00	4.00	12.0	3.75	3.85	0	0
83	Art (Studio)		Jefferson City, MO	Jefferson City	720	25	75.89	3.39	3.23	15.0	3.40	2.84	0	1
84	Biology (Pre Med)		Glasgow, MO	Glasgow	42	26	76.74	3.81	3.07	14.0	2.78	2.92	1	1
89	health Science		Nevada, MO	Nevada	140	31	96.19	3.94	3.40	12.0	3.66	3.24	0	0
90	Business	Music	St. Louis, MO	Hazelwood West	360	32	98.03	4.00	2.60	14.0	3.35	2.96	1	0
92	Accounting		Perryville, MO	Perryville	225	28	99.06	3.95	2.80	16.0	2.81	2.83	1	1
94	English		Rolla, MO	Rolla	300	31	78.57	3.66	2.93	12.0	2.75	3.05	0	0
95	Business		Liberty, MO	St. Joseph central	320	29	94.52	3.79	3.75	12.0	3.75	3.49	1	1
96	Finance		Lineville	Lineville-Clio	8	24	88.88	3.96	3.53	12.0	3.25	2.90	1	1
100	Sociology/Anthropology		St. Louis, MO	Luthern North	65	22	81.53	3.88	2.85	15.0	2.93	3.10	1	1
104	Business-Marketing		Lake Lotawana	Lee's Summit North	318	22	79	3.66	3.50	15.0	3.66	3.38	0	1
106	Art Visual comm		St. Louis, MO	McCluer North	274	28	99.32	4.00	3.82	17.0	4.00	3.76	0	1
107	Business-Finance		Kansas City, MO	Liberty	415	26	82.25	3.64	3.46	12.0	3.83	3.50	0	1
111	Psychology		Chesterfield	Parkway Central	375	30	95	4.00	4.00	17.0	3.82	3.50	0	1
112	Art Studio		Lees Summit, MO	Lees Summit	900	27	85.49	3.65	1.61	13.0	3.07	2.73	0	1

130	Computer Science		Grandview, MO	Grandview	265	28	99.63	4.00	2.15	06.0	0.76	2.14	0	0
131	Biology		Springfield, MO	Glendale	350	30	80.96	4.00	2.80	12.0	2.25	3.00	0	1
132	Psychology		Kansas City, MO	Winnetonka	335	31	99.70	4.00	3.50	12.0	4.00	3.63	0	1
133	History	Pre-Ed Secondary	Kirkwood, MO	Nerinx Hall	136	33	98.52	4.00	4.00	14.0	4.00	3.97	0	0
135	Math	Physics	Omaha, NE	Millard South	450	33	99.76	4.00	3.69	13.0	3.69	3.68	0	0
136	Nursing		St. Joseph, MO	Central	400	23	91.78	3.72	4.00	13.0	4.00	3.65	0	1
137	Health Science		Springfield, MO	Glenwood	300	27	77.17	3.16	3.53	14.0	3.00	3.34	0	1
138	Communications	Philosophy	Jefferson City, MO	Helias	300	30	66.66	3.31	3.00	13.0	2.77	2.21	1	0
139	Communication Disorders		St. Peters, MO	Fort Zumqalt North	500	30	92.09	3.94	4.00	17.0	3.82	3.78	0	0
140	English	Pre-Ed Secondary	Pacific, MO	St. Francis Borgia	136	28	58.08	3.28	4.00	15.5	4.00	4.00	1	1
142	Exercise Science	Pre-MAE	Overland Park, KS	Rockhurst	250	23	81.00	3.23	3.41	13.0	2.76	3.06	1	1
143	Communications		Chicago, IL	Homewood Flossmore	618	24	66.93	3.94	3.23	14.0	3.28	3.06	0	0
144	Art	Pre-Ed Elementary	Kansas City, MO	Park Hill	600	23	77.99	3.56	3.64	15.0	4.00	3.85	0	1
145	Communication Disorders		Hannibal, MO	Hannibal	175	21	87.05	3.90	2.80	14.0	2.14	2.41	0	1
146	Communication Disorders		Washington, MO	Washington	288	23	91.39	3.71	4.00	16.0	4.00	4.00	0	1
147	Nursing	Pre-Ed Secondary	Manchester, MO	Parkway South	400	25	91.21	4.00	3.46	16.0	3.31	3.45	0	1
149	Biology		Peculiar, MO	Ray Moore Peculiar	250	32	99.53	4.00	4.00	17.0	4.00	3.65	1	1
150	Athletic Training		Fenton, MO	Rockwood Summit	300	30	96.87	4.00	3.78	16.0	4.00	3.93	0	1
152	Communication Disorders	Pre-Ed Secondary	Independence, MO	Truman	400	27	88.80	4.00	2.75	12.0	3.58	3.10	0	0
153	Accounting		St. Peters, MO	St. Dominick	160	26	88.74	3.84	2.73	11.0	2.63	2.69	1	1
154	Psychology		Florissant, MO	Rosati-Kain	106	31	91.34	3.98	3.58	17.0	3.82	3.49	0	1
155	Psychology		Lee's Summit, MO	Lee's Summit North	380	31	88.56	3.87	2.37	10.0	1.35	2.51	1	1
156	Music Performance		Bloomfield, IA	Davis County	102	30	97.27	4.00	3.45	14.0	4.00	3.60	0	1
157	Business Administration (Management)		Springfield, MO	Kickapoo	525	33	99.37	4.00	2.75	12.0	3.66	2.79	1	1
158	Communications	Pre-Ed Secondary	St.Louis, Mo	Brentwood	56	27	94.91	3.96	4.00	12.0	4.00	3.63	0	0
159	Exercise Science		Jefferson City, MO	Helias	120	27	88.70	3.84	4.00	13.0	3.70	3.65	0	1
162	Psychology	Justice Systems	Blue Springs, MO	Blue Springs	450	30	62.80	3.12	3.32	14.5	3.10	3.00	1	1
163	Mathematics		Salem, Mo	Salem	189	32	99.45	4.00	2.07	14.0	2.64	2.37	0	0
164	Health Science	Pre-Med	Bowling Green, MO	Bowling Green	80	23	88.33	3.77	3.60	12.0	3.75	3.40	0	1
165	Art (Studio)	Pre-Ed Secondary	Winfield, Mo	Villa Dushene	158	23	79.00	3.15	3.69	13.0	4.00	3.47	0	1
166	Business Management		Kirksville, MO	Kirksville	130	28	80.79	3.33	3.20	15.0	4.00	3.72	1	1
167	Communication Journalism	Pre-Ed Secondary	Red Bub, IL	Gibault	70	27	89.85	4.00	2.75	09.0	2.66	2.39	0	1
168	History	Pre-Ed Secondary	St. Louis, Mo	Cor Jesu	135	28	95.00	3.81	2.42	14	2.76	3.04	0	1
169	Chemistry		St. Genevieve, Mo	Valle Catholic	40	33	87.80	4.00	3.82	15	3.66	3.75	1	1
170	Communication Disorders		Buckin, MO	Bucklin R2	18	33	94.44	4.00	3.42	13	3.08	3.40	0	1
171	English	Pre-Ed Elementary	St. Louis, MO	Kirkwood	300	26	89.57	4.00	3.78	15	3.80	3.73	0	1
174	Communication Arts		St. Joseph, MO	Savannah	183	24	90.50	3.90	4.00	12	4.00	4.00	0	1
175	Biology		Naperville, IL	Naperville	600	27	76.04	3.68	4.00	16	4.00	3.46	1	1
176	Computer Science	Mathmatics	Waterloo, IL	Waterloo Public	200	29	99.02	4.00	4.00	17	4.00	4.00	0	1
177	Accounting		St. Charles, MO	Du Chense	120	24	86.61	3.50	4	18	3.44	3.73	0	1
178	Nursing		Fairfax, MO	Fairfax	22	22	72.72	3.55	4	12.5	4	3.05	0	1
179	Communication Disorders		Springfield, MO	Kickapoo	486	25	79.25	4.00	2.33	12	2.4	2.78	0	0
180	Psychology	Pre-Ed Elementary	St. Charles, MO	St. Charles West	230	27	99.59	4.00	2.64	15	2.8	2.82	0	1

Question 1: In your mind, what are the key characteristics of a liberally educated person?		well-rounded (have a lot of interests/experiences)	open-minded	renaissance person (well-versed/articulate on a variety of topics)	possesses practical skills and knowledge, understands the world around him/her	ability to communicate/interact well with others	desire to learn; life-long learner	random miscellaneous comments	ability to think and reason well	general academic knowledge, little expertise
Student Number	number of responses per category ->	55	32	28	10	10	5	6	12	42
	percent of survey participants ->	53%	31%	27%	10%	10%	5%	6%	12%	40%
13	Have exposure to subjects other than their major									1
17	Well-rounded, open-minded to ideas/people/experiences. Someone interested in more than academics (book smart) Someone there for the experience rather than the goal.	1	1							
27	Well-rounded, arts and science both. Definition comes primarily from Truman.	1								
31	Someone who can see an issue from more than one perspective. Draw on different sources to figure out a problem.		1						1	
36	Knowing about a range of topics. In conversation, has knowledge to talk with everyone about something.			1						
38	Wide range of classes. Exposure to previously unknown subjects. Open minded. Able to integrate their knowledge, classes. Listen to people/discuss w/o prejudice. Get out of comfort zone.		1			1			1	1
40	Exposure to wide range of in-class and out of class opportunities and experiences. Someone who's interested in their kind of thing, not forced. They know a little bit about everything (not necessarily a lot) with a major focus on what they chose to study in major. Open-minded.	1	1							1
48	Having a wide variety of subject knowledge, being open to different ideas and viewpoints, especially religious and political ideas.		1	1						
51	Be able to think in different modes of education. Well rounded way of thinking.								1	
52	At least some knowledge about variety of subjects.									1
54	Knowledge beyond major, wide variety of classes will help me when I apply for jobs outside of music.									1
	Good knowledge of variety of disciplines: religion									

69	Diversity in interests and knowledge of other subjects. Open to new opinions, ideas. Strong base of knowledge, not centered in one area. Understanding of the world around them, the big picture. Whole world is subject so divisions are connected to all areas of life.		1	1	1				
70	Open-minded and has experiences outside of major.	1	1						
71	Well rounded, social and intellectual skills that are in balance. Broad-minded or open-minded. Knowledge of a number of areas.	1	1		1				
73	Experience a wider range of classes. Have thoughtful discussions of abstract/philosophical ideas (more than just textbook information).			1					
75	Have knowledge in a variety of different areas, not just major. Experienced many different things-theater, etc.	1		1					
76	Well rounded, base knowledge of different areas, be able to incorporate ideas.	1							1
77	General knowledge about many different topics								1
78	Experienced in classes in all different areas.								1
81	Well-rounded, knowledge in several fields, students from liberal arts school are open-minded, having many experiences (out of class) to draw upon. Appreciate the interaction between different fields.	1	1	1					
82	Background in many different areas, can relate experiences from one area to another and see how they are related.							1	1
83	open minded, flexible, not mainstream, not a follower.		1						
84	At least certain amount of knowledge of various subjects-not just concentrated in one area. Has open mind.		1						1
89	Well rounded, knows a little about a lot of subjects.	1							1
90	Understand the world around them. Open minded. Loves to learn. Well rounded individual.	1	1		1		1		
92	Exposure to different areas that help you be well rounded. Shapes ability to reason. Took logic and music where he learned things he not normally would have.	1						1	
94	Well rounded, high proficiency in major, understand other fields.	1							1
95	Open minded. Willing to listen to other viewpoints, ability to form an opinion based on views and experiences, well-rounded, some knowledge on various aspects.	1	1					1	1
96	Well rounded individual with a basic knowledge in a variety of areas.	1							1
99	Versatile, well educated			1					

114	I would say well-rounded, well versed in many areas.	1		1				
115	Well-rounded education, interpersonal skills, good common skills.	1			1	1		
116	Outgoing/common sense. Accepting, non-judgemental of others.		1		1			
118	Well rounded, multi-talented, open to new opinions and experience. "May not know exactly what they want to do but is confident they'll be successful."	1	1				1	
119	Someone who is not necessarily totally educated on a complete topic but knows different things for conversations. Well rounded. Open to different opinions and ideas.	1	1					1
120	Has the ability to hold a conversation on almost any topic or understand it even if they can't participate on an informational level.			1		1		
121	Open-minded, able to work with others from diverse backgrounds, learn quickly, broad base of knowledge, adaptable to new situation.		1			1		1
122	Studied a broad area of topics, preparation for more than a single job.			1				
123	Having knowledge in a broad sense, having knowledge in many areas and having interests in those areas	1		1				
124	Very verbal, able to reason well, ask and answer their own questions, well-rounded, esp. in the arts.	1				1		1
126	Have knowledge from diverse areas of study. Interdisciplinary perspective. Have taken classes/informed in many different areas.							1
127	They take a wide variety of classes and are interested in more than one subject.							1
130	Well-rounded. Willing to learn other subjects than her major/minor. Someone who likes to learn.	1					1	
131	Well-rounded education.	1						
132	Know more about subjects that are not their major. Explore further into areas that are not their major.			1				
133	Familiar with all different subjects.							1
135	Intellectually diversified.						1	
136	Open mindedness. Will to learn. Well-rounded.	1	1				1	
137	More knowledgeable on a wider range. Take the things that you're learning in other areas and apply them to your own area of study. I have a lot of interests.			1				
138	Knowledge in not just your area of study. Well-rounded. Ability to think of situation in other terms. Sees various approaches.	1	1					
139	Broad knowledge base, little bit of everything and can make connections between subjects, not specific/limited							1

144	Well-rounded, relate and respect others opinion, general knowledge, good communicator, respect other discipline, life long learner, balance work with social and community life, understand responsibility of humanity.	1	1			1	1		1
145	Well-rounded, courses like religion. Good communication skills, well-educated about everything, not just in major, tell you things about a different area.	1		1		1			
146	Base knowledge of many subjects, sounds intelligent, carry on conversation about a lot of subjects.								1
147	Well-rounded education , not just related to your major.			1					
149	Open minded, also dedication to different fields of study, being able to reach out to different ideas		1						
150	Well-rounded, able to adapt to different situations b/c of liberal arts background. Link what they learn with other disciplines and previous learning.	1							1
152	Excellent background in many fields. Well-rounded, knows more than own field.	1		1					
153	Very well-rounded. Able to think outside of the box. Able to adapt to different areas in school. Truman does this well.	1							1
154	Well-rounded. Wide base of experiences. Knowing a little bit about a lot of different things and hopefully a lot about at least one thing.	1							1
155	Broad range of knowledge balanced with scope of major.								1
156	Wide base of general knowledge about a variety of subjects.								1
157	Open minded, fairly well-rounded, deep knowledge-not just general "jack of all trades" well cultured, knows a lot about all topics.	1	1	1					
158	Know a little about a lot of subjects.								1
159	Being able to draw from wide knowledge base. General knowledge of humanities and history in addition to major.								1
162	Well-rounded, Socrates, Aristotle models, think about everything. We're asking people to learn too much about too many things; there are limits to knowledge and understanding.	1						1	
163	General understanding of lots of things, understand where ideas come from. Associate with things they know.								1
164	Well-rounded, knowledgeable.	1							

169	Well-rounded, open to new ideas, keeps up with news, votes, in general, fairly liberal (politically)	1	1					
170	Course work wide variety of classes outside discipline, multiple forms of classes-based on writing, multi-media, verbal presentations, long paper, short papers, exposed to wide variety of peoples viewpoints on subjects		1					1
171	Well-rounded, open to trying new things, more experiences, being open to doing things you don't really want to do, familiar with different types of people and how to work with them (people with different backgrounds)	1	1			1		
174	Well-rounded educatoion, competency in all fields even calc, involved in extra curricular activities, meet people, better themselves, community building activities, festivals, activities. Not just party or study.	1		1				
175	Open to new ideas and willing to experiences broader picture, see more than one aspect of something, more involved-lots of experiences through university: work, volunteer, sports, clubs	1	1					
176	Well-rounded, pick up on things quickly, diverse person/range of knowledge, can understand things even if not in their area of expertise.	1		1				
177	Well-rounded. Basic knowledge of different aspects of different subjects (modes). Open mind to new ideas.	1	1					1
178	Diversity, being sensitive to others.						1	
179	Open minded, general knowledge of a lot of different areas.		1					1
180	Well-rounded, knowledge in many areas (not required to be lots of knowledge in each area) but lots of knowledge in one area. Able to carry on conversations with people of different backgrounds/majors.	1				1		1
181	Well-rounded, something from each of the major disciplines.	1						1
182	Can approach problem from different points. Broad base of knowledge on many topics.		1	1				
183	Well-rounded in a bunch of different areas, one area of specialization, carry on conversation in many areas.	1		1				
184	Educated in more than one discipline. History, languages, practical stuff (business, health, sciences).			1	1			
	Well-rounded. Can know a little about many topics (i.e.,							

Question 2: Please describe those class experiences that have contributed the most to your education in the liberal arts and/or your major or minor areas of study?		research	hands-on labs	class discussions	group projects	professor student interaction	smaller classes / student interaction	writing papers	interesting subject matter	independent thinking	good professor	speeches & presentations	classroom diversity	lectures	different teaching/ learning methods	wide range of classes
Student Number	number of responses per category -> percent of survey participants ->	9 9%	7 7%	22 21%	16 15%	30 29%	19 18%	12 12%	14 13%	12 12%	18 17%	5 5%	1 1%	1 1%	25 24%	9 9%
13	writing paper, somethings she is normally not exposed to.	1						1								
17	Class discussions and class discussion based classes. A more social environment especially in classes where the teachers know students names. Also, guest speakers to add variety.			1		1									1	
27	Liberal Arts: history of art class-wrote a paper that learned a lot from, art in general and history of it from writing, very rewarding. Major: Presentations and papers help a lot, more comfort talking in front of large groups.							1				1				
31	Liberal arts lit class, exploring world lit, indian lit: different perspectives and culture. Practice in major, hands on learning.		1		1											
36	Classes where professor was really into subject. Not reiterating textbook-got her attention. If prof liked it, she knew there was a reason she should like. Classes where there is always work or reading to do to keep her engaged. Announced quizzes or writing assignments daily to keep you in studying habit. Likes small class sizes (hated health class) When teacher asks questions, has discussion frequently.					1		1			1			1		
38	African-American religions-only time she has been in minority group of class-great discussions, went to Columbia to predominately black church, left classroom, found very interesting. Take classes w/same people, build relationships w/people in your major, influenced her grad. study(Public Policy Making).						1						1		1	
40	Discussion groups and group activities. Learning from the experiences of others. Especially in nursing major			1	1		1									
48	Music and language classes. Foreign language (Spanish) important because it allows her to communicate with more people and may help in job, career with mutual funds. Music helps become generally well-rounded and helped her have greater appreciation of other cultures. Study abroad in Costa Rica helped open eyes to other cultures and perspectives. Basic knowledge of sciences helps in career. Wide variety makes her generally a more interesting person.															1
51	Mammalogy-trip to New Mexico (trapping). First field bio experience, really enjoyed, confirmed what she wanted to do in career.														1	

65	Table discussions on readings, interactive-more college like. Study abroad- minor, felt like in class all the time, constant education-living with family, field-trips		1							1
67	Biomed ethics-helped nursing - genetic abortions, art-interesting, break, outside major. Death and dying was also helpful						1			
69	Those where you can apply gained knowledge to real life experiences rather than memorizing useless info for tests. Socratic method, being led to knowledge on your own rather than having it given to you.			1			1			1
70	Instrumental analysis has defined what he wants to do. Ethics and philosophy have made him more open-minded.						1			
71	Favorite class was public relations, what she wants to do. Communication courses. Being both in business and communication gives her a good background with business and then builds on top of it through communication. I'm in business classes to get a good understanding of how business works both as an employer and an employee.									1
73	Spanish classes are a blend of language, culture, and civilization. Ideas that extend beyond the current lesson. Contributing own thoughts to a discussion.		1				1			
75	Classes that wouldn't normally have taken such as religion, theater, not biggest interest, really had to analyze things, dig deeper into the topic. Major is very indepth and career focused.						1			
76	smaller class size-good, relaxing, less order, more learning. Professor respectful but relaxed and personable, approachable.			1	1					
77	JINS discussion based, different from chemistry. Physical chem lab-eye opener to upper level chem. Future career decision.	1	1							
78	The upper-level classes, know people you have in your classes, more interesting. Probably wouldn't have taken some of the liberal arts classes, first 2 years just get out of the way.							1		
81	American lit was outside major. Environmental health (field trips, understand the area living in). Program planning (doing project) for health department. Internship (required for major)									1
82	Originally bio major-kept as minor. Principles of marketing got her interested in concentration. Took LAS requirements as class really interested-tried to have balance between math, science, and art during semester. Retain more in balanced classes where more form one thing to next and built on previous material.						1			1
83	Art work criticized by everyone in class open range of ideas about work.		1		1					
84	Major area-when teachers are very social, treated students like a friend not a student, that was more constructive thing about classes. Making class fun-better to enjoy classes and be interactive.				1			1		
89	Liberal arts: likes the LSP b/c of breadth of experience.									1

123	my most enjoyable experience in class for my major was physiology because I was interested and my professor was great and for my minor organic chem for my minor because of the professor even though I wasn't interested in it. For liberal arts logic because I was able to meet with the professor outside of class which is rare for classes outside of your major.				1			1		1			
124	Small class size: closer to teacher, more attention/interaction. Teachers that care about how well you are doing-organized classroom. Come to you about how you are doing.				1	1				1			
126	Senior seminar was beneficial-helped to tie everything together and get an overall view of the discipline.(In political science.) Research projects in major and psych minor have helped.	1											
127	The classes I've enjoyed the most are those that I have known nothing about. I enjoyed philo/religion classes b/c they are so different from my major.								1				
130	Computer science-a lot of individual tasks in the beginning , later on in education; more group oriented-helped prepare for a real world setting.				1								
131	Oceanography, evolution-specific biology stuff shes interested in. Flight classes.								1				
132	JINS course-chemistry of art-had to combine looking at art from artistic and chemical viewpoints-combined completely opposite things.												
133	History and education classes that have been "give and take". Not just hw assignments-had discussions also.			1									
135	"Family-ness"-every one knows each other, working with people , class involvement-collaboration(not in the sense of a group project).			1		1	1						
136	Classes outside the major that would not have taken at a nursing school-history and writing enhanced courses. Working with diverse groups-hospitals, clinics. Taking perspectives in music-new experience, learned a lot.								1				1
137	Idea of JINS is good but I think we'd be better off just doing it in class. But my JINS class was awesome-War and Peace. Art history was fascinating. In her major biomedical ethics course-but it was hard to get it to count for ethics credit!									1			
138	Advanced Reporting class-got to work for Index and had work experiences. JINS course. Applying what was learned working at the radiostation.												1
139	Studies in areas she wasn't familiar with (eg. Different religions, history). Clinical experiences class and opportunity to work with clients in real situations helped her stay interested and be prepared for future. Great facilities.												1
140	JINS-Architecture. Different from anything he'd ever taken, but he was able to relate it to everything he'd studied.									1			
142	Didn't like liberal arts classes. He liked teaching classes and higher level exercise science classes.												
	Being able to participate in group projects. Teachers are friendly let you get to know other classmates through												

147	Anthropology-very different from other psychology courses. These 2 classes related to understanding different views.										
149	Interaction bio-major gets a lot out of labs. Music-minor. Not just lecture type. Being able to participate with others.	1			1						1
150	History 133(great professor) helped her become interested in history. Art class was better than she thought. Good exercise science staff-care about students' education.				1		1		1		
152	Really enjoyed literature. Studied abroad. Fantastic JINS course "chemistry and art".						1				1
153	JINS course-World Music Religions-It was a nice break from all business. Transition between classes not difficult-teacher recognized that people were coming from all different backgrounds.				1						
154	JINS course-musical theatre-allowed her to explore theater even through psych major. Writing enhanced-felt like she was getting a lot of feedback. She was proud that she could keep up with the coursework. Psych classes-good base of research and writing skills, prepared her well for grad school. She has enjoyed the psych faculty.	1			1		1				
155	Research class-ran a Psych research project from conception to results (a practical experience). Real world knowledge, ideas that are connected to things in the real world.	1									
156	Music lessons-had an hour each week of one-on-one with professor who knows a lot about subject (contributed most to her major). JINS class-most contribution to liberal arts, Horse in Art, Science and History. Speech class-wide variety of ideas presented by other people.						1		1	1	
157	Labor Relations (Mock Negotiations) real world experience. Business Policy (Mock Simulation) application of all course work to project. Paper for ethics on abortion-seemed like a very good experience.				1			1			
158	Case studies in major help to apply what she learned in class. Education class required in and out of classroom experiences which was good. Know more generally about technology.										1
159	Good class discussions, may get off subject but are good. Teachers present material in different ways, appreciates and finds beneficial. Go out of way to know you and understand when and how well you're doing (exercise science). LSP classes-teachers appreciate and encourage her opinions and things from her different major and different experience. (ex. religion class-teacher asked her opinions about catholicism). Teachers ask her to bring her personal experiences into class.			1		1				1	1
162	JINS class eye opening. Different ways to see the world, perspectives in world music things from around the world. Millennium and the apocalypse. Study of cultures and world religions. Whole of class experience especially group discussions			1							

168	Major classes-get to know faculty better. Teachers make extra effort to get to know you, enjoy teaching, long office hours.				1				1			
169	Poli sci 161, Am. Nat. Gov-Professor was extremely good; logic good too; professors: manner of speaking, enthusiasm, knowledge base, w/n major pleased with teachers, small class size helped				1	1			1			
170	Professors excited about material, spend time outside of class with students, know their name, interested in her outside of class, follows her progress, gets most students to talk, encourage viewpoints other than their own, no group work-doesn't like it			1		1				1		
171	When you enjoy going to class b/c the professor likes teaching it/has lots of enthusiasm for the area, where there is lots of interaction w/n the class							1		1		
174	Professor has to be excited. Participation with other students work in groups. Gothic literature: encourages outside research reading. Philosophy and lit class: big discussion sessions in which all answers were accepted.	1		1	1		1					
175	Invertebrate zoology-hands on-examine specimens, ask questions-discover things on his own, class discussions on topics he's interested in-something you feel strongly about- example: "evolution-cloning"		1	1				1	1			
176	Where professor explains things well, but is still fairly difficult-got most out of these classes. Well structured classes-applies to her major b/c behind on LSP.									1		
177	Working on group projects-more like work world: interacting with people, present a project-as opposed to hearing a lecture or taking a test.				1	1					1	
178	Amish History-went to Amish place, All nursing classes-spent time as patient, spent time with people in different cultures and became sensitized to others.											1
179	Hands on activities (particularuly in comm disorders), how professor interacts more casual than strict.		1			1						
180	Education classes: psych degree was just to get her to her education degree, clinical class that got her to be out in schools, management of instruction got her into a teaching position.											
181	Public administration-learn everything. How to apply social aspects as well as political efforts. Criminology-combined a lot of ideas. Public policy making -learning intensive-evaluated a policy, how the people involved made it fit societal demands, policy evolution over time.								1			
182	JINS-Econ of gender lots of work but worth it. Personal interest-no prior knowledge about econ. Most of the LSP courses helped art classes more indepth than her previous knowledge. Biology-professor made it interesting.							1		1		
183	Best ones business classes where you get an outline of the project and are then left of work it out, even though the classes suck. Any class where the professor talks to					1				1		1

Question 3: Please describe those out-of-class experiences in which you've participated that have significantly supplemented or contributed to your education in the liberal arts and/or your major or minor areas of study.																
		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Student Employment/Work	Random Miscellaneous Comments
Student Number	number of responses per category -> percent of survey participants ->	11 11%	46 44%	3 3%	24 23%	14 13%	0 0%	13 13%	0 0%	15 14%	5 5%	8 8%	5 5%	24 23%	29 28%	3 3%
13	Research-writing a research paper, developing project, and performing research.													1		
17	Member of Alpha Phi Sigma (justice honor fraternity) Examples: field trips and mentoring.		1													
27	Phi Kappa Psi, Beta Alpha Psi: enjoy annual golf outings with recruiters from companies followed by a formal dinner, adjusted to business world, networking, bring in lots of information. Get an "in" for hiring also being a member is a plus.		1													
31	Special Olympics: able to sign to apply what learned in sign language class.				1											
36	When professors announce extra lectures, related seminars. Enjoyed debate between a British group and Truman forensics 2 years ago											1				
38	Going to Columbia church. Service org. ASG, service chair, plans a lot of events, has improved her organizational skills. Service retreat in Columbia, 8 hrs. got to work in all kinds of areas. Made volunteering a part of her life.			1	1											
40	Going to prof houses. Time out in the community and the hospital meet a lot of different people.				1			1								
48	Volunteering for Victim Support Services, a shelter for abused women, opened her eyes to the problem of domestic violence. Tennis has helped her build character and develop people skills, provides social support network and contacts in professional life. Beta Alpha Psi, FMA, provide professional speakers and contacts in later career.		1		1					1						
51	Leadership in sorority. In charge of Greek week. Doing stuff for Sig Kappa and Panhellenic Council. Multi-organization coordination. Internship at Children's Aquarium doing research with fish.	1													1	

64	Study abroad-to Italy and Germany focused on art historical issues, good to get a hand on experience as opposed to classroom. A lot of personal experience as well as world experience. Being able to think outside of class critically affects your work inside the classroom.									1	
65	Blue Key-National Service Organization. See different living stratifications in Kirksville. Applies to sociology-small town living.			1							
67	APO-spring '02 campus service, community stuff, helping and being around others, support system.			1							
69	Internship at a hospital and seeing classroom knowledge first hand is very different (Barnes-Jewish hospital). Psychology conference in Vegas, talked with those who have written textbooks, discussions with people who have gone out in field and made accomplishments. AAPB-Applied Psychology and Biofeedback Research team.									1	1
70	Chemistry fraternity. Talking with professors outside of class	1				1					
71	Study abroad-in London, opened her mind and eyes, learned more in those four months, just being by yourself, travel education in general, than she has ever gotten from a textbook. Works in the study abroad office, shares experiences and motivates people to go. Study abroad is the most "Liberal Arts" experience, very hands-on, and you wouldn't be able to do it here.									1	1
73	Study abroad. Worked for a Chemistry professor, teaching other students.					1				1	1
75	Lived on campus would go to Lyceum events and distinguished scholars. Classes introduced her to ways to apply classes towards career and about career overall. Being involved in major has introduced her to other comm disorder majors and professors. Research bases/technology group-apply technology to career.							1		1	
76	Working as a waitress, organize time. Church group-fellowship, lower stress level, volleyball leagues, helps to enjoy school experience.		1				1				1
77	Research-biochemical computation, help figure stuff out on your own.									1	
78	he doesn't partake in organized groups. Important to hang out, spend time with people within your major.										1
81	Coach at YMCA beneficial to students. Member of prim roses-how things on campus work, social activities lines with girls form P.R. Purple pride; school spirit on campus during weekends, travel to support school and atheletes.				1		1				1
82	American mktg associaiton-extension of marketing, research class still does projects for university and community. Residential improvement-on campus government sees what inputs students give and how staff use that to make imporvements, see changes that organization makes on campus.	1							1	1	
83	Clay People, specifically oriented for major, knows everyone, contributes to major. Doing or helping with research. Being a TA with				1						

94	Hall senate-organizing. NEA- ed. assoc. bring in outside ideas. Observation hours for MAE.		1						1	1	
95	Fraternity, increased social networking. Funds allotment council-a lot of cost/benefit analysis of events for campus, events benefit liberal arts educaion.	1			1						
96	Alpha Kappa Psi member professional organization. Became connected to professors and to their field. Good way to know others in major.		1				1				
99	Dobson hall Senatecontributes to knowledge of campus. Activities don't really contribute.								1		
104	AMA-real life experiences, marketing research (why is career center seen as only for business students?)		1								
106	Women's lacrosse. University publications-the professional benefits of. AIGA- American Inst. Graphic Artists-connecting w/graphic industry outside of classroom.							1			1
107	Business frat-helped her study, helped prepare her for after graduation, encouraged to go to out of class activities. Opened doors.		1								
111	Alpha Sigma Gamma-service org., you get out in comm., and working with others. STARS-Student To Assist Recruitment, calling perspective students, gave chance to express feelings about Truman. As a psych. Major it's important to understand diversity, be able to communicate and understand those from different backgrounds, be non-judgemental. Psi Chi-psych. honor fraternity: speakers, learn about grad. schools.		1		1						
112	Going to art shows. Field trips to places away from campus such as ponds and streams. Discussion groups and in KansasCcity-back in KC with family friends. Applying knowledge								1		
114	Cheerleading when they had it. (bitter about this) I worked out 5-6 times a week and it has supplimented by learning. Learning biomechanical areas. Liberal artsy things. Current events and things like that, discussion with friends about current events.							1			
115	SAB: member for 4 years; learn about dealing with the world, dealing with diverse populations. Involvement with other students in professional manner but fun/friendly manner too. Enhanced communication skill with others, important leadership and time management skills acquired. SUB administration office: work with people from around campus, understanding of academic setting and problem solving within it. all important for life after college								1		1
116	Athletics, improving the environment at truman for others sho come later.							1			
118	Research experience for the past two years-incredible: 10-week program during summer w/genetics, presented at undergraduate symposium, continued through the school year, for honors thesis-national presentation, awards through biology dept. Bio-technology-grants and						1				1

120	Research with biology professors and out of class projects pertaining to computer science and web development.					1				1	
121	See above. More social experiences: interactions with peers, some of whom were in greek organizations.									1	
122	Intramurals (teamwork/sportsmanship) participation in Beta Alpha Psi (accounting) Phi Sigma Pi (general honors)	1						1			
123	APO is probably my largest participation because I held 3 or 4 positions and they believed in what I believed in. The range of people. Minor: Alpha Chi sigma because I love the people and that helped me through with the chemistry I had to do. Major: for my major just the professors and all their support and were open to help even if it was random and had nothing to do with class.			1		1					
124	Extracurricular activities-soccer, leadership roles; became disciplined. Work at STL zoo internship-directed toward chemistry which led to a chemistry minor. Involved in Tri-Beta (honor society in biology): environmentally based; showing others what they can do with a biology major. Explore different areas of major.	1						1			1
126	Being involved in RHA (president this semester). (Residence Hall Assoc.) See how it works, the red tape involved and understand major better-politics and administration involved in RHA. Also, attended a conference at Mizzou during the presidential election-gave new perspective. Positive experience.								1		
127	I've been in AMSA-pre-med org. helpful to let you know what you need to do to get into med. school, brought in speakers, opportunities for service.	1		1							
130	TWIX-Truman Women in Computer Science. Helped to learn more about comp.sci.	1									
131	No scholastic activities-very busy person.										1
132	SAI-music fraternity. Not psychology related at all. Allowed outlet away from psychology so that she can focus on her other interests. Allows her to incorporate her "minor" interests into everyday life.	1									
133	APO-service org(done since freshman year). Has met half of the people she knows through it and done a lot of interesting stuff. Hall senate in grim hall. Going to plays on campus.			1				1			
135	Free pizza as incentives-SPS-society of physics students. Teaches religious education-leadership and children. SAB and lyceum events, movies.	1	1		1			1	1		
136	Cardinal Key-service organization-use different skills and talents, worked with many people. WE class-worked with people from other majors -insight to those majors. Encouragement from teachers to attend multicultural events. Intramurals.			1			1			1	
137	Math teacher held office hours in SUB. Faculty member had the attitude that students were her job, and when a student comes in everything else gets sidetracked. Iota Sigma Gamma and care of Dr. X-getting published and doing presentations. Teachers who	1					1				

139	Participated in the art of living, helps with stress relief. Learn new ideas that are also presented in many religion class. CODA-communication disorders association branch of student speech/language/hearing association. TSR(top secret research) communication disorders research club-helped in major area because she has a broad base of knowledge to draw from.		1		1							
140	SA position for 3 years until burnt out. Understanding of people; interpersonal relations; leadership. KTRM-DJ management, styles of music. Alpha Tau Omega-diverse guys, understanding the individual		1									1
142	4 years in fraternity officer for 4 positions. Learned how organized you have to be-has carried over to classes. Holds meetings-time management skills. Cheerleading. Teaches adaptive P.E. @ high school.	1						1				1
143	Experience with track and field team. Communicate with others, see others viewpoints, seeing other perspectives taught me to respect other music in world music class. With communication-abundance of group work helped her learn. Gain respect for other people's differences.							1				1
144	Truman state flag corps-climbing club, work at pool, volunteer yearly at the triathlon. All help you apply knowledge learned in class to real world, leadership skills, outlet for creativity, connection with persons different than you			1	1							1
145	Participated in CODA every thursday night. Helped understand what a speech path person does. NSSHLA once in CODA you can belong to national student speech hearing language. Attended a conference in Georgia ASHA american speech language and hearing association.		1									
146	Communication Disorders Association (CODA) went to hear speeches related to major. Alpha Phi Omega-added to balance arts leadership interpersonal skills, benefits of helping others, communication		1		1							
147	Nursing Students Association (service hours)		1		1							
149	AMSA medical studies association. Helps him prepare for medical school. FAC blue key leadership. Intermural sports-learning about others		1		1	1			1			
150	Student/athletic trainer-applies what she's learned in class. Exercise Science fraternity-encourages her to do research.		1						1			1
152	CODA-for major. French society.		1		1							
153	Delta Sigma Pi-has taken two different offices. Learned leadership and communication which has helped with her business major-how to be a leader and how to communicate on business-related tasks.		1									
154	Psi Chi National Psychology Honor Society (president), great group of people, got to know faculty well. McNair program, emphasized research, research emphasis was actually lacking in her classes, so McNair supplemented classes with research. (Because of this she feels that		1					1				1

Question 4: Please describe those out-of-class experiences in which you've participated that have significantly enhanced your college experience and growth as an individual.		Greek Life	Professional Organizations	Religious Organizations	Volunteer and Service Organizations	Other University Organizations and Clubs (social, political, environmental, etc.)	Truman (Freshmen) Week	Faculty Interaction	Recreation Center	Athletics (Participation and Spectator, includes intramurals)	Cultural Events (Plays, Lyceum, etc.)	Other University Events (Presentations, discussions, SAB, etc.)	Residential Life	Research/Class	Living Away From Home	Meeting New People	Student Employment/Work	Random Miscellaneous Comments
		18	22	11	33	19	0	6	2	19	3	5	10	8	8	26	26	1
Student Number	number of responses per category ->	17%	21%	11%	32%	18%	0%	6%	2%	18%	3%	5%	10%	8%	8%	25%	25%	1%
Student Number	percent of survey participants ->	17%	21%	11%	32%	18%	0%	6%	2%	18%	3%	5%	10%	8%	8%	25%	25%	1%
13	Society of Physics Students trip to Argon national laboratory		1															
17	Philanthropy chair for social sorority, working out had a big influence and provided goals and structure, religious special speaker events, WRC and recycling center (work on campus), Unity Celebration, Green Party speaker, academically: alpha phi sigma	1	1	1					1		1						1	
27	Alpha Sigma Gamma member: lots of opportunities to volunteer, tutoring at school, variety of activities good for later in life, balancing time, doing community service with businesses later, lots of friends, fun way to meet people.				1											1		
31	NSCS: national society of collegiate scholars. Middle school: interested in what to be when grow up.		1															
36	The few events she attended showed her a different angle of the subject. Gave more info about applying for a job.										1							
38	Service ASG. Has really changed her- would have had horrible freshman yr if she hadn't joined. She met many new kinds of people. Vice President at Catholic Newman center(helping people spiritually is really rewarding).			1	1											1		
40	NSA (nursing students association). Alpha Sigma Gamma. Women's Lacrosse. Coaching soccer in the community (KS) tutoring nursing students Working in the nursing lab. Exposed to a lot of different types of people. Different age groups. Learning how to adjust/work with other people efficiently.		1		1					1						1	1	
48	Tennis has provided a support network, taught discipline that could be applied to academics. Volunteering contributed to personal growth as a person by allowing to see perspective of others.				1					1								
51	Research (internship) at children's aquarium													1			1	
52	All of the above	1	1															

64	Take interest in things that you normally wouldn't have participated in ballet class at rec center. Challenges what you think to be presented with different world beliefs because you must validate why you believe.						1				1		
65	Frat life-time goes here, official funtion or not, hang out with these people. Blue Key	1											
67	APO, rock climbing club-fun, cool people, random trips, self confidence - never done it but met many different people.											1	
69	Alpha Sigma Gamma-4 year member of the service sorority, growth through philanthropy. Will probably get master's in social work. Makes service a daily part of her life. (Tutoring at Novinger). (Made a point that this was the only contribution.)												1
70	Alpha Chi Sigma, Ultimate Frisbee, get to see different places.		1								1		
71	Study abroad-became more open-minded, grew up a lot, gained independence and confidence. Working in study abroad teaches her how to talk with adults as well as students.											1	1
73	Study abroad and being a lab T.A. Also, social interaction with campus CCF.											1	1
75	Volunteered for special olympics, major groups-met new people.												1
76	Church activities-goals in life and priorities, family												
77	Soccer-has never enjoyed sports before.												
78	Spent a lot of time in Violet Hall, the same people spend time there, get to know them.												1
81	Prim roses, former offices-independence, leadership, did lots of service. Preventative measures vs. child abuse. Got her involved in community.											1	1
82	Leadership roles in organizations (American Marketing Association & Res. Hall Government) help build skills which she will need later. Fall/spring weekends and summer is supervisor of worlds of fun											1	1
83	Red barn park art show-people from all over see her work, get to see how people react to work. Teaching people about it helps her to learn about it.											1	
84	Intramurals-basketball. Never got to play in high school but always wanted to. Self-gratification to score points against guys who played in HS. TA-applying what he knows. Feels scientific when he does research. Social interaction-lived with 2 international students and got to see different cultures.											1	1
89	APO-friends and service. Campus Christian Fellowship-thinks these make her better.											1	1
90	Asst. hall director-made me more mature and assertive and helped planning skills. Fr/soph. was like HS; after 3 yrs. he felt different, 90% of growth related to the job.												1
92	SA, BAY, College in general: purpose of college is not to know everything, but also to grow as a person and know how to ask questions and be an intelligent person. Difference b/t GED and HS diploma. College-only accountable to yourself.											1	1
94	Hall senate-got involved, working with group, accomplish goals.											1	
95	Same as above, fraternity-social relationships helped grow as a peson. F.A.C.-tough decisions make you	1											1

111	Organizations-the people you meet of diverse backgrounds(public schools v. private). Living in dorms first year-you have to meet new people b/c you're thrown into environment; positive experience. Parties.								1		1	
112	Out of class demonstrations. Being friend basis with faculty such as visiting art shows.				1							
114	Cheerleading was a great experience that I've had. Working out is a life long habit. I'm in a fraternity and being able to go places with people that he is comfortable with is a great experience.	1						1				
115	SAB-personal growth learned about compromising with others; conflict resolution/management. Reason stayed at Truman; was planning on leaving until joined the board. Gave personal reason to stay. Off campus jobs: creates need for balance, ability to prioritize and explain those priorities to others; having to deal with employers, learn when to say enough/move on.				1							1
116	Athletics, student organizations/ choose what to do, do what they want. Work experience/internships-steak n shake..				1			1				1
118	Triathlon, tutoring-privately and through profs., great opportunity to meet new people, very rewarding-felt like a person giving back what was received. Minor involvement in other orgs.			1	1		1	1			1	
119	Anything I just listed. Being able to serve the community opened my eyes to other ways of life and understand where they were coming from. On a different level, work study with KCOM writing business plans a-experience in the field and in my major.					1						1
120	In training for a marathon in July and going mountain climbing. Physical exercise training individually. Planning trip to Mt. Kilimanjaro with uncle and has been a very positive experience. Two hours each day training and has changed his life a lot in a positive way.							1				
121	Social interactions: hang out with friends some of which were in Greek organizations.	1									1	
122	Student advisor position, learned how to be on a staff how to work with different people, made college more fun.											1
123	APO has definitely brought out my leadership ability because I came here at 16, was completely lost and they brought out leadership characteristics I didn't know I had				1							
124	Working at the STL zoo: led in the right direction, helped determine other interests, confirmed individual ability-first experience w/o classmates participation or professors guidance. Individual research.						1			1		1
126	Being involved in residence halls-RHA and hall senate. Learn how to motivate and supervise people. One of the things learned here that's most applicable to her life and career goals-wants to be a manager at a call center-telecommunications.								1			1
127	All groups I've been in have done that b/c you interact with people and get exposed to other view points.										1	
130	International Club-meeting people, especially from her				1						1	

136	Alpha Sigma Alpha-social sorority. -role models, shaped as an individual. Cardinal Key- helping others, discovered she has a calling for that. Brightening their day.	1			1														
137	Volunteer at Christian Community Clinic-coordinator for Truman volunteers, understanding the non-elites in Kirksville. Volunteers at Family Advocacy Center-drugs and violence do happen in small towns. CCF and Newman Center-leaps and bounds of spiritual growth, understanding her faith. Never hindered in this at Truman.			1	1														
138	APO again.					1													
139	Experiences in residence halls, experiences with peers outside of class, no limit to what could be discussed and interesting to compare knowledge of each person and see new perspectives												1					1	
140	Same as #3		1															1	
142	Fraternity activities-couldn't have experienced that anywhere else. Worked at YMCA. Need to stay involved because its boring if you don't.	1																	1
143	Being on track team and coalition of African American women. Not as focused on self, focused on others. Can see that her way is not necessarily 'right way'. Learn how to work collectively, never says the word 'never'.																		1
144	Learn to respect people, learn to respect their values and on a deeper level, contact you don't get in class, connection with social group, practice leadership skills, test methods and boundaries of leniency.					1	1												
145	Alpha Sigma Gamma service sorority. Interacting with more people to have service opportunity. Coach for soccer for the YMCA. Adopt a grandparent program. Tutor at Ray Miller for third graders																		1
146	Alpha Phi Omega-ditto. Living in dorms-getting along with roommates and others. Managing time-getting work done																		1
147	Nursing students get together outside of class, helps feel involved.																		1
149	Refer to above. In addition, CCF, living in res halls	1	1	1	1								1						
150	Student/Athletic Training-time management skills. Other club activities, making a lot of friends.																		1
152	SA-90% of what she learned at Truman. AGD-officer for 3 years, leadership, communication	1																	1
153	Delta Sigma Pi-volunteered as soccer coach at the YMCA. YMCA job let him know importance of giving back to the community and gave him the ability to work with very different types of people (college students vs. kids).		1																
154	McNair-Awesome program! University Career Center worker, great group of people to work with, got to know students and help them out-see them graduate and do well.																		1
155	Service organization-common concerns (shared by officers). Some experiences-like working at low paying service jobs provide motivation to work hard in college.																		1
156	Sigma Alpha Iota. Equestrian Team-people of a wide variety of majors and personalities trying to achieve a common goals, you don't get to experience this in other majors.		1																1
	Social Fraternity Lambda Chi Alpha gave social element																		

162	Cultural events, lyceum, plays, things outside of the mainstream. Intro to other cultures and ethnicities, vagina monologues things that help him realize the worlds a big place, rugby trips interaction with other teams.							1	1					1	
163	Math students secondary education. President of MSSE- leadership and organization skills. Got married-time management, tolerance know who you are first, then have to change, problem solving skills,		1												1
164	Leadership in all organizations. Tri Sigma, Omicron Delta Kappa. AMSA, Eta Sigma Gamma, Tri Beta.	1	1		1	1									
165	Same stuff as above. Good experience living in dorms: dobson, interacting wih guys and girls and people from all over, intermational students, sports, etc. Friendships that l've made.	1									1		1	1	
166	Social fraternity. Helps get to know people, get involved, help to be more outgoing.	1												1	
167	Working at the index and detours, made her feel more confident knows she can do it. Leadership position, helped prepare for her future.														1
168	Same as above, tutoring especially				1						1		1		
169	Lyceum events, campus speakers, moving off campus contributed to detachment from campus events, don't learn whats going on if you don't go to the events									1					
170	Student ambassador-helped speaking skills, appreciate university, APO and McNair-interesting people, major based clubs-professional issues		1		1	1									
171	CCF, going to athletic events-to get away from school for a while, clears head so you can better focus on school later				1				1						
174	Presented paper at national convention last year. Panel with communicatoin scholars whom she had read about in class.											1			
175	Swimming. Working with freshman swimmers-taking responsibility								1						
176	Same as #3-work by myself and had to buckle down, make deadlines for self and push yourself.												1		1
177	Career expos, community service events-donating to salvation army-christmas presents for needy, cleaning up at lake-volunteering				1	1									
178	Home health-hospital care-seeing that stuff has changed her as a person. Seeing how people and familites cope with a dieing family member.				1										
179	Newman canter, bible study, interaction with different types of people, good support system.			1										1	
180	All of #3. Developing leaderhsip skills, being president of NEA, learn organization skills.	1			1								1		
181	Truman basketball-experience of being on a team, getting to know girls from all over, responsibility, time management								1					1	
182	Speakers, both on and off campus. Creationism and evolutionism. Women's studies conference/vagina monologues. Volunteering for special olympics.				1						1				
183	A lot of same for # 3. Till now, he's liven in 16 different places (parents in military) social fraternity has helped in getting to know and interact with diverse people which are skills he'll need in the future.	1												1	
	Same as #3. Fraternity: social growth, opportunities to do more things that he has learned a lot from. Student														

Question 5: How has your interaction with faculty members, both in and out of the classroom, contributed to your liberal arts education?		Professor Availability (In or out of office hours)	Interaction (Independent of course work)	Relationship (higher level of comfort, some degree of friendship)	Interest in Student Help	Professor Enthusiasm for his/her discipline	Small Class Size	Class Discussions	Varied Teaching Styles	Research	Advising	Random Miscellaneous Comments	Positive	Neutral	Negative
Student Number	number of responses per category -> percent of survey participants ->	25 24%	29 28%	54 52%	45 43%	5 5%	7 7%	4 4%	2 2%	4 4%	16 15%	6 6%	92 88%	5 5%	17 16%
13	Chem faculty are available for additional help outside class, not just homework, but also research opportunities.	1	1							1			1		
17	Very good terms with justice systems professors. Does very well in those classes. Not so well in classes where teachers didn't seem to care about her as an individual and her future goals. GPA increased one whole point when mainly justice system classes were taken. Also, teachers who are involved in organizations such as sorority advisor.		1	1	1								1		1
27	Business and accounting professors are awesome, open door policy, positive setting, encourage interaction, create a supportive atmosphere, recognize and speak to you on campus. Have had a few other classes where professors are open, not as good as business professors.	1		1	1								1		
31	Know your name. Everyone knows name later 3 years. Open office hours good.	1			1								1		
36	If she doesn't feel comfortable with professor, she won't ask for help and then does poorly. Professors should listen to students talk in class and they will then be more likely to listen to students in their office and be more friendly.			1				1					1		1
38	Likes most of her profs. When going to office outside of class, they are supportive, encouraging. Experiences have always been somewhat related to class. Has talked to some faculty at church. It would be nice if faculty had more interest in what you do outside of class activities. Taking courses from every faculty member in major.	1	1	1									1		
40	Small class - faculty know everyone really well direct interpretation of what she's learned and taken from class. Get different perspectives of things, makes us keep open mind keeps us up to date with new				1	1	1						1		

52	When prof knows him by name, interests, career goals, listening, understanding. You're not just a number like you are in other schools. Comfortable with a teacher; can ask anything, when you don't understand material.		1	1					1	
54	Best relations with faculty who accommodate seeing you outside of class and who give interesting coverage to supplementary info beyond reading during class.	1							1	
59	Learned a lot from frequent conversations, politics, what will lead to job.		1						1	
60	Learned people skills, dealing with expectaions vs. what can be done, faculty relate different because older, mix liberal arts with outside interaction, created online history course, worked in text book managing.							1	1	
64	The closer the interaction with the professor the better the class experience you see each other as people, not just an authority figure, faculty being concerned with personal life, helped her experience greatly, interesting to develop a different type of relationship than one you have with friends		1	1	1					1
65	Not what expected, social work career difficult here, not emphasized at truman. Welcoming and listen to concerns, little feedback about career, don't talk with much outside class.							1	1	1
67	Nursing-mother like, supportive, want to learn, easy, relax, call late at night about quesitons, friendly.	1		1	1					1
69	Majority of professors are excellent. Has gone to dinner with professors that she works for. Professors who separate in class experiences (treating as a student) from out of class experiences (treating as a friend) are beneficial because it decreases favoritism. (Even though this shouldn't be a problem if the professor has maturity.) Having good rapport shows that they will help academically and professionally if needed. Just knowing that they can and will help is more important that actually drawing on their help.		1	1	1					1
70	They are supportive of ideas. Make suggestions to lead him in the right direction.							1		1
71	Professors offer home phone number, personable aspect, never shun you or turn you away, always willing to help. (This is something that she brags to friends about Truman.)	1		1	1					1
73	Help guide to get the most out of course. Boost student's confidence. A relationship with a professor aids learning. Conversations to discuss future or class projects as well as career plans.		1	1	1					1
75	Know faculty in major very well- small major; offices are located in the lab where students must work. Get to know professors on a more personal level-gone to professor's homes for BBQ			1	1					1
76	Didn't visit outside of class until 4th year. Felt intimidated, but now she talks frequently and is more personable with professors. plays vollevball with them.		1	1						1

116	Helped give others perspectives beyond lecture, had a lot of interaction.		1							1	
118	Started relationship with research advisor-comfort level increased. Majority of faculty were helpful, flexible-understood extreme circumstances. Negative interaction: taking a class not in major, received criticism from faculty. Advisor had gone beyond classroom interest. His family supported outside interests.		1	1	1				1	1	1
119	With the campus being so small, being able to see your profs. and say hi to them has strengthened the connection. Being able to talk to them about problems. Was able to get help from business advisor, she was helpful in getting connections and was very personable and remembered facts about me.	1		1	1	1				1	
120	Until recently, nothing. Research recently with biology professors has changed ideas of what you can really get out of a college education. Ideas of out of class opportunities have really changed.							1		1	
121	More positive interactions: expanded knowledge, understood material better as interacted. Better understood nature of LA education. Not helpful interactions: learning how to deal with those in authority positions with whom not agree; learn how to disagree politely; how to convey own feelings without stepping on toes.			1						1	1
122	Faculty are so difficult. Don't assume that being a teacher implies other characteristics, apply this to other people as well. Has interacted with faculty in organization and volunteer work.		1								1
123	Well I would never have enjoyed my classes if I didn't enjoy the professors. Those classes that I didn't enjoy the professor I had to struggle in because I didn't want to be there. The professors are what keep you involved in the class.			1					1	1	1
124	Major point of education. Freshman week teacher came and asked her to come to their office to share compliments. One on one has helped a great deal "key interaction".			1	1					1	
126	Helped-when you get to know your professors, it makes you feel more comfortable asking for help/going in during office hours. Helps you learn better inside the classroom when you're familiar with the professor. Feel more comfortable and relaxed.			1						1	
127	It's really helpful to have professors that are available for discussion when you have a paper or a project. Most of my profs have been that way.	1								1	
130	Goes to see professors a lot. They know her. Used to visit them once a week. Came back to Truman (after transferring) b/c of the professors. Helps to keep in constant contact. Interaction with professors helps with your grades and relationship with the teacher.	1		1						1	1
	They seem to be around-easy to get a hold of. They are										

135	It's the reason shes a physics major-the people are really nice, close knit. Actually discovered she doesn't like physics, but the people are nice. Yeah for random professors outside of physics who are really nice to you if you're not their major and taking their class. Math teachers not as close as physics but still nice.									1	
136	Faculty in major very encouraging. Encouraged to take part in Hispanic events-encouraged personal growth-latino organizations. Part of clinical experience-required to go to events.		1		1						1
137	Meet and discuss with teachers. Teachers open to new ideas. I've had a hand in my education, not just passively absorbing. Dr. X mentoring on professional publication. Real life projects in health science courses, designing a program plan for Adair Co. Health Department.	1							1		1
138	Doesn't utilize office hours a lot. Little personal contact with professors.										1
139	Relationships with faculty are informal (very unique here at truman). Mutual respect but converse on a very personal level. Can discuss class strucutre, any questions can be asked.			1							1
140	Faculty geuinely seems to care about academic progress. A few people who care about you as an individual. Some professors recognize that you have to be concerned with the well-being of the student as an individual.				1						1
142	Little to no interaction with faculty. A few that have made a difference. He feels as if it would be a burden to them to try to have that relationship.										1
143	Didn't really have contact with faculty until communication major. Prior to this, she felt like she was just another person in her class, they didn't care about her. Taught her how real world probably is, not everyone is going to outreach, care. Many faculty treated liberal arts classes different than major classes which detracted from how much they (students) could learn in class.				1						1
144	Personal reflection on topic where faculty are good sounding boards, don't tell you how to do things. Clear expectations and reassurance for how you are doing now and confidence for future. Personal interactions with faculty critical to the above. Help you through the process of navigating college experience.			1					1		1
145	I feel like I have connected more with my liberal art professors than with my major professors. Maybe because they have more time maybe because the major professors have more clinical obligations. Connected with the education professors. Made me more interested in that subject. being more creative outside my major. I don't have to do one thing. i can do lots of things.			1							1
	Having teachers that were knowledgeable in their area										

153	Those faculty members that are more willing to connect with students, give help with post-graduation plans. Someone who is willing to come down to our level-helps with future plan.		1	1				1	1	
154	Very significantly. Faculty (even from other disciplines) is very supportive and impressive. They let you pick their brains which she really appreciates. A few psych faculty very supportive in terms of helping with graduate school.			1				1	1	
155	Almost every professor willing to extend office hours. At the junior year recognized the positive outcome of communicating with faculty.	1							1	
156	Saxophone professor-known him for 7.5 years-started lessons with him in high school. Feels like he really takes care of all students including her. Feels like she has a second "Dad" here.		1	1	1				1	
157	In class, stuff is pretty standard. Teachers do good job of answering questions, but students are hesitant to ask, so that stifles interaction. Has had a wide variety of experiences because of smaller class size. Talked to professor about baseball and was welcome to talk about anything, very cool, not like that in upper level classes. Talking to ethics professor who had attended seminary and student thought he would never even know what baseball was, so it was exciting to find that out.			1		1			1	
158	Generally she has good experiences with professor. Major professor and professor that advise groups she is involved with help her to connect with them. Non friendly teachers, she didn't go see.		1	1				1	1	1
159	Has had few interactions with faculty in LSP classes, interactions with E.S. professors has been nothing but awesome-they really care keep up on her athletics and research projects.			1	1			1	1	
162	Forced to reevaluate his own ideas/beliefs. When professor explains how she got her understanding. Hallway conversations that pursue additional ideas.		1		1				1	
163	Ballroom dancing-most interaction. Doesn't consider her major part of the L.A.							1	1	
164	Open and willing to help in any ways, faculty put aside personal time to help, home phone and late office hours.	1			1				1	
165	Excellent resource because they know a lot of things, more than I do, art teachers help with further interests. Share books, artists.							1	1	
166	I don't go often to their offices. But if I had problems, they've helped me out. Some that I know, because my dad works here too.		1	1	1				1	
167	Become good friends with major professors, helpful in and out of class, very open if need anything, contributed a lot.		1	1					1	
168	Improved it, know professor at different level-help you in different ways, seeing professor in different environment.		1	1					1	
	Very much. esp. w/n major: knows 90% of chem. Faculty									

174	Able to come to professors with academic and personal questions. Being there, not just office hours, caring about students.	1	1	1						1	
175	Professors enthusiasm-bring in new topics- driving force-helps students want to get involved-visiting profs.-able to ask question during office hours important-clear things up	1			1					1	
176	Goes to faculty for help a lot and this helps grades and understanding of class. Helps give advice for future plans, internships, etc.	1							1	1	
177	No interactions with liberal arts faculty, never visited a professor in liberal arts program. Interacts with faculty she sees on a daily basis-some try to bring liberal arts into subjects. Encourage participation in liberal arts activity.										1
178	Close relationship with nursing professors, there for you all 4 years, help with job decisions/getting a job, LSP classes-important to show interest, the closer you are to professors, the better you'll learn.			1	1				1	1	
179	See professors on a different level. Allows to see them as a person			1						1	
180	Important to have good contacts, not just being a number (this is why she came. Teacher knowing you makes your work harder, more accountable, know if you are there are not.				1	1				1	
181	Knows a lot of political science professors. Office visits very helpful, especially in advance of when a paper is due. Not a lot of out of class experiences.	1								1	
182	Has better experience with the ones she's talked to more. Correlates positively with small class size, she doesn't talk in large classes.			1		1				1	
183	Not a lot of interaction but when he does go in he has problems with faculty he can't understand due to language difficulties. Other professors go out of their way to help you with whatever you do.				1					1	1
184	Inside classroom, facilitator of class and helps educate students. As a faculty advisor to a fraternity-you can help students with stuff and its good for them to get to know you		1	1					1	1	
185	Good with faculty in her major. They are always there for her no matter what. They are friendly and she can have conversations with them. Did scholarship hours for a literature professor that helped her to know him better.		1	1						1	

Question 6: What types of interdisciplinary connections have you made during your college experience?		Don't know or are unsure (mentioned explicitly or implicit from answer)		Some (coursework related, mostly multi-disciplinary)															
		None	Class Connections	History & Literature	History & Foreign Language	Writing & Literature	Math & Science	Theatre & Science	Science & Philosophy	Math & Other Subjects	Theatre & Sociology	Science & Other Subjects	Psych & Other Subjects	Literature & Other Classes	Diversity & variety in class	WACT	Random Independent Connections		
Student Number	number of responses per category -> percent of survey participants ->	53 51%	59 57%	43 41%	51 49%	4 4%	0 0%	0 0%	1 1%	0 0%	7 7%	0 0%	18 17%	5 5%	1 1%	16 15%	1 1%	7 7%	
13	Connections between physics and chemistry. JINS-wrote several papers, enjoyed it, learned how religion is expressed through history.	1	1		1	1													
17	Chose sociology minor due to justice system theory, took race class and gender JINS. Logic courses will definitely aid with criminal justice and aid with potential law school. Biology classes definitely played a huge role in forensic science portion of criminal justice. Also, she enjoys distinguishing connections, made distinct curricular decisions to make interdisciplinary connections.	1	1		1								1						
27	JINS class: some business classes where have connected to scientific method. Business and econ connections also writing skills in business.	1	1		1								1						
31	Psych minor/comm disorders Education courses/linguistics in english children's lit.	1		1	1										1				
36	Not many. JINS seemed oriented towards her major/minor (about the game theory) Your core classes are added to other subjects (math and religion)		1		1						1								
38	A lot of Poli. Sci. involved in other classes(i.e., Af. Am. Religion class). JINS class sports and society:olympics; had never taken class w/HES profs. Besides Health-almost thought about switching major. Thinks its pretty subtle, most classes around her major. Stats has been in a lot of other classes. (poi. sci. and psych.)		1																
40	Science and nursing go hand in hand. Greater appreciation for fine arts Nursing itself can be an art. History has an effect on everything)hate it, but it's important to know) Might not have realized these things if I hadn't come to Truman.	1		1															
48	Music, Art, and History are all interrelated. But, hasn't gained signifigant interdisciplinary perspectives and no real opinion of how it has influenced her college experience.	1		1															
	JINS class (studied something completely different from																		

64	Easier as a double major to make connections, she's always trying to tie them together.		1																	
65	2 minors-business major for 2 years. 4 total areas of involvement. Likes physical science requirements, wouldn't chose on own.	1		1																
67	Bio and nursing. Filled in gaps in either major. JINS helped her learn to write.	1		1																
69	It's ongoing rather than a conscience effort. Discussion with roomates of different majors about theories, such as biology psychology, history, communication. Using theories from different disciplines to argue a point. JINS is not particulary relative.		1																	1
70	Hanging out with friends in different majors.	1		1																
71	As a Student Alumni Event planner, communications classes were helpful. Internship in Human Resources, business classes came in use, helped her understand business world. Sorority helps her in social aspects of college life, helps her meet a wide variety of people.	1		1	1															1
73	Double major in Spanish and Biology. JINS course-Rural America, applied language and sociology.		1		1								1							
75	Tying research into different careers, research is important for a variety of areas-undergraduate research symposium. Major calls for a lot of connections between different disciplines as well.		1																	
76	In class-finds professors that try to be interdisciplinary ties within math classes and within other casses Seeing connections has helped a lot. Christianity and greek mythology.		1		1							1								1
77	Logic class-reminded set up of chemical systems. Drawing class-teacher made ink, neutralized ink.	1		1																
78	Favorite profesor was JINS prof. But you don't really develop a strong relationship with your teachers over time.	1		1																
81	Wide variety of subjects areas. Classroom experiences. Attending cultural events and speakers on campus, field knowledge (on-site observations.)	1		1	1															1
82	Not much connection between bio and business. Psycholgy and social science is seen somewhat in her art class. Within business sees connections between concentrations. Econ and business overlap.	1		1	1															1
83	Not many unfortunately -she is not a go-getter. Knows people who could help her see connections, other students and faculty, other college students and faculty	1		1																
84	Chem and bio go hand in hand a lot. English skills better b/c of some classes. Literature classes has helped form opinions. WACT-talked about controversial things, he liked that.	1		1																1
89	Statistics helps a lot. Sociology good with health surveys.	1		1																
90	2 majors: music and business-found ways to link them. Liberal arts classes affect everything I do-impact the way I think about another subject. Usually after the fact, I see them as related. For ex., exploring religions class-wondered about music and religion-later would realize music related to religion.		1		1															
92	Took logic-connects to other classes. Not a lot of connections to his major-man created accounting.	1		1																

107	Closest connections came through Economics and business, hard to relate finance to other disciplines.	1	1								
111	LSP courses do relate to psych (philosophy, anthropology-learning about other cultures). Bio and chem also relate to psych-chemical imbalances. As a psych major, LSP may be more helpful b/c of so many connections.		1	1					1		
112	Applying science nature to art ex. Chemistry of art. Used history-to demonstrate authenticity of art. Able to use biology minor. Able to use science theories in her art.		1	1					1		
114	You can apply exercise science to almost anything. Since he's going to be a teacher he can. Take just about anything and apply it to physical education lessons.		1	1					1		
115	Not often made here at Truman. One time loose connection-art history and literature Even in JINS course, connection was not really made-learned material but no focus on connection to other material; on paper. Professor told her she did not make an interdisciplinary connection.	1		1	1	1					
116	JINS: native american conflict, otherwise not sure.	1		1							
118	In some circumstances have been honored through many disciplines. To be confined to just a major is a shame. Flexibility of biology program could be greater.Participated in jazz band and marching band. Recognized abilities led to offers in tutoring(german and math).	1		1							
119	My JINS prof. was probably the strongest b/c it was discussion based. It was amazing to have the different majors there to discuss. It was interesting to see how people from different areas felt about race, class, gender. That has really been the only helpful interdisciplinary class.		1								
120	Double major has helped-hope to go into a career somewhere in between. (Bio-information or biotechnology) use of computer to analyze biological data.		1	1				1	1		
121	Some of groups such as music groups in which involved: inherently interdisciplinary, social views, philosophical views. Student senate: part debate, research skills, public speaking, learning social skills. In class: couldn't think of anything.		1	1						1	
122	Accounting very focused on accounting and business. Study ethics, not too much in other areas, except for LSP courses.	1		1							
123	My dad used to teach here so I knew lots of professors. The english classes that I have taken just for fun have helped me to get to know the professors and social science professors.	1		1							
124	Started doing research with prof. -stopped by office, talked to teacher-started coaching son's soccer team outside of school.	1		1							
126	Having a poli. sci. major and psych. minor has helped. Can apply psych. concepts to her major and see connections b/t the two. Research on personality traits of candidates and how they're evaluated. Helped link major and minor. Interdisciplinary.		1	1					1		
127	I can't think of any specifically but I have learned one thing in one class and then have learned the same thing	1		1							

156	JINS paper-Art History and Horses. Met art faculty and had never had course in art before, so got to expand knowledge in that area.		1									
157	Art History (Survey of Nonwestern art), worst class, but developed appreciation of art and art as history-strong connection and historical artifacts. Business has connections with accountancy-if they are considered 2 different disciplines.		1	1								
158	She had to implement this herself. She introduced education into many of her education classes. Most classes are interdisciplinary, so we don't need a special course (JINS) to do this. Her nonmajor classes were more focused in their subject matter. In her communication classes they can incorporate history and studies of other cultures.		1									1
159	Hard to pinpoint, but knows she has. Huge fan of random knowledge-watches discovery channel. Finds ways to pull knowledge from other areas. JINS class (olympics in society) good ability to do it, make connections but can't think of specific instances.	1		1								
162	Criminal justice and psychology-two majors. Lots of over lap and interweaving of theories between the two. Psych draw an philosophy and biology.		1	1						1		
163	History of Math-learned how you're supposed to do math. Math of biology and physics, but echo locaoin project. JINS-history and physics much more interesting than normal physics. Nuclear weapons, enlightening, professor and guitar, japanese childrens books.		1	1				1				
164	Unsure	1		1								
165	Depends on the professor. How they make the connections between different schools of thought.	1		1								
166	Radio stations, how it involves communications and business. Internship and radio station in St. Louis. How it's run, commercials getting to interact with listeners.		1	1								
167	Photography class relating to journalism major, will help in the future. Experience with the media sparked interest in Islamic matters, taking an Islamic class right now.	1		1								
168	Religion classes connected to history-applying knowledge from one class to the next. See similar themes between classes.		1	1	1							
169	connected almost all of the sciences, JINS architecture, aesthetics with physics of how it stands, english minor but doesn't really fit in with what he does		1	1					1			
170	See connection b/t comm disorders, psych., education, and history of education, biology and physiology relates to her major, JINS -social disabilities-sees through lens of the discipline		1	1					1	1		
171	Different classes seem to talk about same thing at same time (over lap) Due to liberal arts and the focus on multiple areas		1	1							1	1
174	Junior year-english class, history class, connected with info from a freshman year class. Learn more, get more out of college. Wasn't until 3rd year that this started happening for her.	1	1	1							1	
175	Some classes seem like they are just out on their own-sees connection across science courses-reinforce ideas-		1	1					1			

179	Non major classes don't apply to a major class and vise versa. Don't see the connection,	1	1															
180	JINS: context of disability, see how disabilities relates to all different areas, upper level classes seem to overlap/ connect and it makes it easier to learn/ understand. Talk about same things across disciplines, seeing connections better as an upper level student		1	1														1
181	JINS- rural america, social aspect of rural us how it developed, both political and economically.		1	1	1													
182	With social science she's made a lot of connections. Soc, psych, hist, econ.		1	1														1
183	Didn't know. Business and economics. Micro economics not related of any thing all #s just formulas and theory. Macro economics is a whole other thing. Possible english-different writing style than business.	1		1														
184	Quite a few. Studied abroad in Nice, France: really helped out with interdisciplinary (language, culture, and business classes all at the same time). Business classes try to have intercultural dimensions when talking about international business. Makes connections at work. Math and computer science and project management skills.		1	1														1
185	Helped literature professor edit a book on poetry. Interdisciplinary for her because she is a health science major.	1		1														

Question 7: What steps might, or should, Truman take to strengthen your liberal arts education?		More Choices	Freshmen Choice Over Classes	Add Requirements	Keep Requirements	Fewer Requirements	Make More Connections - LSP to Major	Encourage Faculty Student Interaction	No Foreign Language	More Study Groups	Satisfied - No Suggestions	Advertise Events - More PR - More Info	Random Miscellaneous Comments	Unsure	Greater Consistency/Higher Standards Across Professors	Real-Life Applications
Student Number	number of responses per category -> percent of survey participants ->	37 36%	0 0%	4 4%	15 14%	24 23%	12 12%	2 2%	0 0%	0 0%	18 17%	9 9%	11 11%	1 1%	12 12%	1 1%
13	Would be nice to take more classes outside major, but with less requirements on them. Is satisfied with the liberal arts classes.	1									1					
17	Less emphasis on grades, budget should be shifted from SAB to more education based programs, emphasis on professor evaluations to weed out teachers. Take out 7:30am classes. Awards for faculty going above and beyond.														1	
27	I've gotten a well rounded background, I've had the opportunity for a pretty open schedule. LSP's give opportunity for those students to either find or reassure their interests and majors. Was not ready for the level of a beginning foreign language class where it began.										1					
31	Portfolio: did not know what talking about for some items. Some of higher level teachers could make connections to real life. Jins-awful, should be examined.															
36	Wished she had studied abroad-didn't get enough information about that as a freshman-earlier publicity for options abroad. Wished she knew more about loans/methods of payment for studying.											1				
38	Good job of making students take different kinds of classes. Need more freedom in choosing requirements of liberal arts education. It's so hard to fulfill all of those modes of inquiry. Never took any class just for fun(pass/fail). So many classes you take already fulfill communicative mode(glad they dropped it). Would be nice if more classes counted towards LSP.					1										
40	Didn't understand the point or importance of LAS in freshman year-not until as late as junior year.											1				
48	It's pretty strong. She didn't get in to her finance classes till she was a 2nd semester junior. She benefited from physics and biology even though she hated it.										1					

59	Annoyed by LSP classes. Didn't come for liberal arts rather for size, type of campus, and professors. LSP is just to jump through.			1						
60	Make things easier for students to understand more "customer service oriented". Keep students' point of view in mind.							1		
64	In her field, there is a big push to make connections. Look at each discipline to see how they are trying to help facilitate students' connecting disciplines. Thinks relationships with advisors and mentors make a difference - we need greater support of these relationships.				1	1				
65	Do good job of requiring outside classwork beyond major. Maybe require more community service.							1	1	
67	Follow thru, make tutoring more accessible and well-known. Interlibrary loan usage.								1	
69	LSP courses overwhelm some majors. Too limited of options within each requirement. Why can't sign language be counted as modern language? Doesn't allow for those who want to incorporate other areas. Thinks calculus requirement is unnecessary - didn't have to take it and is happy for it.	1			1					
70	Could cut down some requirements for scholarships. Have more courses that don't need prerequisites.	1			1					
71	Health and Wellness seemed useless, supplement it w/something else. Likes that community college classes transfer w/n freshman and sophomore years. More hands-on learning, not so much book learning. Happy with flexibility of when you can take LSP classes.				1					
73	Came to TSU excited to take a range of classes but hard to take care of all of them to fill the core requirements. Required social science classes hard to get into until very end.	1			1					
75	Informing students as to the reasons behind the liberal arts education-may make them more receptive to taking them. Advertise out-of-class experiences more. More options for classes in LSP so they can relate more to career interests.	1							1	
76	Benefit by lowering academic standards=a more diverse group of students b/c they're there not b/c we have studied them. May lower standards but would open the bubble. Things on campus doesn't incorporate people off campus or those who don't have the typical lifestyle.									1
77	Requiring more classes. More than one in each division (but realizes it would not be possible to fit all that in in four years)				1					
78	Everyone should have to take requirements in LSP even it is hard for them.					1				
81	Provide wide variety of classes and wider variety of experiences. More flexibility in what areas students decide to pursue. More interactions between different divisions. JINS does help with interdisciplinary.	1								
82	Thinks it has been fine								1	

90	Offer wider range of topics, can't hurt to have more in certain modes/fields to choose from. Not everyone wants to take logic or economics. It may have changed since he looked at catalog.	1								
92	Don't add any classes. Offer more class selections. Develop the science area more.	1		1						
94	For writing enhanced classes-more classes should fill requirement. LSP-a little from every area. Some students are afraid to take WE classes.	1								
95	Work on interconnections of courses. Get a generic liberal arts education because students don't learn too much about other fields-not emphasized throughout college career, and doesn't think it should be.				1					
96	Nothing							1		
99	Get rid of calculus. Allow more major classes in place of LSP. Lack of hours may hurt her in psychology for grad school or grad admissions test.	1			1					
104	Need more flexibility within the LSP(I.e. rather than categorizing science, make it more general-2 sciences of any type) Should not be forced to take certain LSP	1			1					
106	Allow you to choose avenues to take outside of major. Don't make so many specific requirements. LSP wastes time. Allow students to take more than one JINS	1			1					
107	More different options to fulfill requirement. Add more classes to meet requirements. Why does no one have to take a business LSP?	1						1		
111	Have a wider variety of courses to choose from within LSP. JINS doesn't seem that beneficial because professors don't take it seriously and students are often forced to take ones they don't want because it is all that is left with available seats, can only take 1 JINS, so don't get to take ones of interest. 3 WE courses is excessive. WE courses have a lot of non-beneficial busy work. Non-WE classes have more writing. Beneficiality depends on feedback, how serious the teacher takes it.	1			1					1
112	Make it more flexible. More classes in the modes, opening up options in the divisions. Put more active classes in LSP, allow upper-level classes in, particularly in History. She wanted to take courses not explicitly listed in mode. Want more free electives.	1								
114	I really don't like liberal arts. It cuts away from what I want to do, takes away too many hours from what I want to take. But it does strengthen our minds. It should be more "liberal" or flexible.	1			1					
115	Outside organizations are very helpful, need better way to inform students about organizations, their existence and their purpose. Range of classes available is good here. Need to consider minors, offer more and it will give better opportunity for concentration, allows for depth over LSP courses which are so separate.	1						1		
116	More freedom/options to choose classes in electives. In major, you have to take classes	1								

120	Ability to have more freedom of choice of what courses to take within the LSP. More discussion and research based as opposed to lecture based courses. Courses offered on more specific topics.	1								
121	Don't pull funding on fine arts division, some divisions were hit harder than others. Recognize that some groups are recruiting tools. Bias exists against groups not seen as academic. To offer a liberal arts education, must support all areas of LAS. Encourage participation in Study Abroad. There should be 1-2 full time advisors available at all times, it is difficult for faculty to be educators and advisors. Many faculty lack knowledge of LSP and changes.								1	
122	Add more required foreign language (beyond elementary proficiency)		1							
123	They are fine now, if they added any more classes, though, students would feel weighed down instead of enjoying them.			1				1		
124	Make an effort to make sure that hired teachers can actually teach, not just that they're intelligent. They should be able to interact with students. It's important to have a masters, PH.D., but other things are also important.(I.e. one bio professor without a PH.D. was the best teacher she ever had.)									1
126	Pretty good as it is, and I was able to complete requirements within 4 years. Not sure if so much foreign language is really necessary(especially for business/poli sci majors) Should keep calculus mandatory-took the class for her B.S. requirement and learned alot. Hasn't used foreign language much.			1				1		
127	I really like the way it is right now, because if it wasn't required to take classes outside my major-I wouldn't have, and I really enjoyed them.							1		
130	Pretty good education-lots of requirements.							1		
131	They don't offer enough electives for a Bio major. Thinks Truman should offer what they say they are going to offer. Have more frequent elective offerings.	1								
132	Offer a broader range of JINS courses since they seem to be the most interdisciplinary. Offer more 2/week workshops like the one she attended in Italy-also make workshops more well known.	1								
133	Encouraging students to take part in lots of different areas of study, offer wider range of options. She knows lots of people who don't like LSP, but she does. Chose Truman because of LSP studies.	1								
135	Let upper level classes count for lower level LSP courses.	1								
136	If we had some liberal arts classes that double counted for major too. Gear liberal arts classes towards major classes. (Ethics vs. Medical ethics).					1				
137	The options for liberal arts within certain divisions are limited. See struggle to authorize biomedical ethics. Don't separate liberal arts and sciences from what you are studying. They can be related.	1				1				
	Having more classes like JINS, though not necessarily to make them mandatory or trying to encourage									

140	Just about right. Reconsider calculus requirement for retention of a healthy amount of students-try not to scare potential students away with the requirement. Budget support of KTRM (needs new equipment, studio). KTRM enhances liberal arts environment with specialty shows. More monetary support for out of class/quasi-academic stuff.			1			1			
142	Doesn't really feel a part of Truman. Need stronger sense of belonging. Keep students here on weekends, more ways to keep them on campus. If you are excited to be here, it will show in your schoolwork. Need more community involvement. Doesn't think SAB is very good here. Need better alliance between Greeks and faculty.							1		
143	Faculty shouldn't treat liberal arts classes like they are just mandatory. We may need to reconceptualize categories of LAS classes-do they teach what they say they are going to? Treating liberal arts classes like any other class makes students not care about liberal arts. Make more applications from liberal arts to real world or other aspects of education.				1					1
144	Be more supportive of interdisciplinary hopping. Some disciplines punish you for exploration. Standardize expectations of a liberal arts classroom. Funny rules and regulations that don't help anything (change in requirements for double majors in art. Assessment testing seems frivolous, help prepare for them. Advising faculty don't know what's going on, are not trained, and do not care.	1			1					1
145	Personally like all the liberal arts requirements. Maybe offer more classes, more options i.e. art classes	1		1						
146	Emphasis too much on math and not on the arts. Glad she came her because of its liberal arts major like JINS courses.						1			
147	Not offering college credit in high school classes because the caliber is not the same. Taking all classes here, not taking them in High school.							1		
149	At Truman, you have to get a bit of everything, even if you have it. Would it be better to have a bit of leeway like choose 10 out of 15. There is also some benefit in having someone do what they think they don't like.	1		1						
150	Well rounded classes offered. No business required. Wish it were required. Being exposed to other topics is a good thing.			1						
152	Good professors, good course offerings, restructuring of some LSP requirements.							1		
153	They do a great job with the JINS program. They should keep some form of writing assessment in liberal studies program, sad they took it out.							1		
154	Did not know at first, nothing in particular								1	
155	Truman should expand subject matter and try to show how the course's material can be viewed from different disciplines.				1					
	Sometimes she felt overwhelmed by liberal arts classes									

159	Too many hoops to jump through and too much work with LSP classes. Supplement major instead of hindering it. Less demanding and less work classes. Speech was a waste of time. Good experience in most classes, Headache trying to figure out which classes to take under different areas and the "double-counting" is confusing.			1						
162	Expansion of course offerings to satisfy a certain mode of inquiry. Instead of intro classes, have 200 to 300 level classes available also	1								
163	Definitely leave LAS calc in the LSP. More interaction between faculty and students in Math. More insight into what can be done with math degrees.			1		1				
164	Good job with liberal arts, satisfied, JINS wide range of possibilities.							1		
165	Don't take any steps, it's up to the students. Students are in charge of how their education goes. People don't go to class if they don't want to							1		
166	Not enough writing enhanced classes, hard to get them related to my major. Have more entry level classes. I like the idea of liberal arts major. More choices of classes to take.	1			1					
167	Cut hebrew class when she wanted to take it as well as other friends, very frustrating. Also cutting photography courses. Studies abroad in the middle east and was just interested in taking the class.	1								
168	Well rounded already, don't agree with not taking all liberal arts classes. Should take them all. Emphasize taking LSP over 4 years. To spread out and make better connections.			1				1	1	
169	Don't get rid of any modes of inquiry. Faculty need to communicate the importance of LSP classes themselves. LSP courses blown off by students and faculty.			1						1
170	More flexibility with LSP. Allow another class in social science. Allow more time to take language classes.	1								
171	Take a class and then don't really ever use it again. Faculty needs to understand that everyone in their class isn't all 1 major. Should open things up to be applicable to other areas of study.									1
174	Some of the major classes should be more specialized. Creating new majors - more professional. Math requirement is important for everyone. Something like SWE - see how writing changes over time.			1					1	
175	More freedom to choose some classes that are required. More options in LSP. Modes connect more in relation to his discipline.	1			1					
176	Thinks there are too many LSP classes. Wishes to take higher level classes like anatomy over lower level LSP classes like bio 100. Something more applicable to you. Lower the prerequisites for upper level classes.				1					
177	Doesn't need to make any change. Don't cut anything.			1				1		
	Have more support of LSP courses. It takes away from									

182	Keep math requirements. Don't let things count double, defeats the purpose of taking different areas. Really likes the JINS, maybe add another, maybe one within your major.		1	1							
183	Eliminate health and fitness. Some of the music classes could just go. Classes taken at the end of college career don't do much. Perspectives of music was taught to music majors, not people who don't understand music. Kind of a waste of money.				1						
184	Truman could perhaps put more emphasis on some LSP courses. Required calc is really good. Some LSP courses are pretty lax. Eliminate health and wellness, do a better job of explaining why health and wellness is valuable.			1	1						
185	People don't realize how much of an advantage they will get from liberal arts education-so should communicate this to students better. Tell people as freshman how it will benefit. Reduce thought in people's mind that it is a waste of time.							1			
186	Doesn't think it is a good idea to eliminate a mode(7/8 proposal). If anything they should be encouraging people to take more modes outside of major. Stress liberal arts more than they do now!			1		1					
187	Shouldn't have courses that are not useful. If majority of students don't see need then maybe they shouldn't have them. Do not require so much. Let them pick some things instead of forcing them to take everything. Offer more choices w/n each category.	1			1						

Question 8: Aside from grades, what distinguishes a successful student in your mind?		Persistent, Determined, Hard Worker	Someone Who Really Learned	Ability to Apply	Sets and Achieves Goals	Well-rounded	Interested in Course Material, Enthused About Learning	Sociable and Involved	Participates	Random Miscellaneous Comments
		21	61	38	5	18	21	25	12	8
Student Number	number of responses per category -> percent of survey participants ->	20%	59%	37%	5%	17%	20%	24%	12%	8%
13	Devotion to learning. In a class to learn, not just for the grade.						1			
17	Someone who feels like they have learned something and enjoys going to class. Can participate in class discussion and learn from students. Apply what they have learned to real life situations. Happy with their learning environment.		1	1					1	
27	The ability to balance everything, keep things straight in your head, make it appointments, stay calm even during finals, positive interactions with professors.							1		
31	Don't just memorize. Can explain it later. Go back and make connections.		1							
36	At the end of class, someone who know what was going on can go to the following class and pick up where they left off and answer questions about review without restudying.		1							
38	You need to be able to integrate ideas, have discussions outside of class about class topics. Being able to communicate knowledge (i.e., writing). Has seen that if you can't communicate what you've learned, no one will understand you.		1	1						
40	Willingness to learn and change (flexibility) putting in the effort, work hard (grades not always a proper reflection of what was learned or gained)	1	1							

54	Social and education skills to survive in the real world. Ability to converse in different environments with different people. Well rounded person. Interest beyond the major reading behind assignment.		1	1		1	1	1	
59	Didn't think grades were that important anyway, rather involved in activities, enjoying college, experience not just learning courses, work, but know to live.		1			1		1	
60	Able to interact on real world after graduation, knowledge and development from class, application of knowledge.		1	1				1	
64	Has personal drive, no one can get your education for you. Dedicatoin to work, must put in outside time.	1							
65	Involvement-accomplishing not only joining organizations, contribution in class, involve others.							1	1
67	Recall-know what you have learned, understand what was taught to apply it later.		1	1					
69	One who can both retain and apply knowledge. Having good grades doesn't make you successful, but those that are sucessful usually have good grades (3.5+). Understanding knowledge completely. Too much emphasis on making the grade at Truman, but not necessarily a bad thing. (This may vary between majors). There are some with high GPA's that are incompetant.		1	1					
70	Gets along well with others. Uses their degree.					1		1	
71	Holds their own, professionally and socially. Common sense is balanced with educational skills. Can talk to adults, peers, and children. Tries their best, does it right, not just to get it done. Well-rounded person. Educated in many aspects, different interests, looks smart, but also travels or plays an instrument.	1				1		1	
73	Someone who comes away from an experience being able to think about the experience and integrate knowledge. Not just remembering details but also applying the learning process.		1	1					
75	Participates in class discussions. Apply the material to real life situations. Expanded knowledge base. Meeting people in class and getting to know the professor.		1	1				1	1
76	What they can take from a class and apply to next class and lives. High academic standards make us lack in real world without focus on applicaion outside of the classroom.								

83	Coming out of class knowing more than the professors name. Coming out of class with more questions than answers.	1					1
84	Ability to apply what one has learned. So many people are book smart with no common sense and no ability to think on their own. Having people skills-otherwise they probably just sat in room and studied all the time-must have sense of fun."Knowing what to do and how to think w/o books."	1	1			1	
89	Interested in and cares about subject. Learns, whether or not they get good grades.	1			1		
90	Someone accountable and responsible-morals and ethics academically, but if only average-strong moral/ethical backing-they would be considered successful. Half of the students' grades indicate success.						1
92	Take something away from a class, not just getting an "A". Relate to outside of class.	1	1				
94	Ability to discuss what you've learned. Form new ideas. Form reasonable questions-think through answers.	1					
95	Grades may show if person understands material but more important if a person actually does know material and understand content.	1					
96	Someone who's personable and can connect with other people. Someone who's well-rounded.				1	1	
99	Satisfied with self, because grades might not be best, compared to high school. Confident, grades are difficult here than in high school.						1
100	Made good connections with faculty, other students, people in your field						1
104	Ability to apply knowledge to future, outgoing-social and focused on goals - sense of purpose.		1	1		1	
106	Can apply experiences to solve problems outside school environment. Good communicator, sensitive to others' level of understanding, points of view.		1				
107	Can communicate main ideas discussed in class-not necessarily connected to testing well. Knowing what you are talking about.	1	1				
111	Effort, determination and motivation. Willingness to learn new things. Ability to expand on prior knowledge. Interaction with other students-getting to know new people, working with others in groups, cooperating with others. Balance b/t schoolwork and other things-time away from academics.	1	1		1	1	1
112	Doing it more for knowledge than just for the grade.	1					

119	Self-motivation, self-discipline, independence in the sense that you don't have to rely on being pushed. Reasons for being here other than mom and dad want me. I don't think college is just about going to class. They should be involved in other areas whether its being in an organization, having a job off campus, or just being on a commitee.	1			1	1		
120	well rounded in their life.				1			
121	Understanding application of material to real world rather than rote knowledge. Can use class info outside of the class			1				
122	Someone who's active in organizations/community						1	
123	Retaining their knowledge. Being able to pull it out of their head at any time. Enjoyment of the subject.		1	1				
124	Goal oriented, cares about what they are going to do in the near future, works hard, driven.	1			1			
126	Can retain information and apply it in different classes. Find balance b/t classes and extracurricular activities-a mark of good students. Need to have the network you get from activities to succeed in classes. Helps to be connected.		1	1		1		
127	Someone who is willing to discuss in class and share their opinions. Anyone who learns in class is successful.		1					1
130	Learned course objectives and actually understand.		1					
131	Understand info. Don't do well on test but still come out of class understanding info. presented. Puts in time and does the work.	1	1					
132	One who actually learns what subject was about. Learning in class peaks interest further on and they continue to learn about it on their own time.		1				1	
133	Follows through with things. Gets into what they are doing. Shows interest and actually learns about it. Puts all energy into it. Some can get good grades w/o doing work, but just good grades does not make you successful.	1	1		1		1	
135	Someone who wants to be there. Actively takes part in their learning. Does things beyond course assignments. Goes the extra distance.	1					1	
136	Someone who gets the most out of their experience. Enjoyed their time and not feel like it's just required. Feeling of accomplishment. Reaching the goals you had set.				1		1	
	If there's something I don't understand I don't always have time to grapple with it to the point of understanding. It is too easy to do just exactly as much as you're asked							

139	Ability to understand material as well as be able to utilize that material later outside of class. Connections to other classes, application to outside class is point of classes. Enthusiasm, work ethic, no cheating.	1	1	1		1		
140	Someone who gets more out of college than a transcript/degree. Learns about the world, tries to connect the class to themselves and the world. Regurgitation does not equal fulfilling. Gotta change a little before you learn		1	1				
142	Outgoing, enjoys life.							1
143	College is not all about grades. Is well rounded, able to handle situations, you should learn more life lessons than material lessons. You should be able to see your growth throughout your 4 years, not just about grades. Takes every opportunity to expand mind, beliefs by taking advantage of opportunities that university provides. Getting wonderful job does not necessarily mean success.					1		
144	Totally outside of grades, actually learns something, gains knowledge about how to be successful in life, applies knowledge, feels good about self at end of course, actively participates in class, retain knowledge beyond college years, forget what you learn if you don't keep using it. Seek out help from faculty, outgoing.		1	1				1
145	The interactions with the students in the class besides the professor helps a lot. Coming away knowing that you understand it. When I come away wondering what I learned. Understand the subject matter is positive.		1					1
146	Knows the balance between grades and goofing off. Who participates in class, enjoys learning.					1		1
147	Feel you gained something from the course, grade might not reflect amount of learning.		1					
149	Work ethic, willingness to help other students-positive attitude. Integrating knowledge with others so both can increase their capacities.	1				1		
150	Did the best they could. Put in effort. **Took responsibility for learning.	1						
152	Uses what they learn in everyday life. Is a well-rounded person.			1		1		
153	Overall growth as a person while at college. Getting an all-around experience, not just grades.					1		
	Actually coming away with information from classes. Feels like she knows more than some graduates she							

157	Has had significant non-classroom, non-structured experiences. Don't just stay in room all day studying. Ridiculous focus on grades here at Truman which is sad. Has social circle, 5-6 people they can tell just about anything to-sign of achievement. Kid with 4.0 gpa who never left room may have gotten through college, but never experienced it.				1			
158	The ability to implement what you do. Ability to apply info you learn to real world.			1				
159	Someone who has a desire to learn and enjoys it. Takes pride in what they can learn. Ability to apply knowledge and use it in life, help them become better person and better professional. Good students don't spend all time with heads in book. Need to be people to, need to learn to live in society.			1		1	1	
162	Knowledge and the ability to apply it. 4.0 doesn't gararentee ability to apply. Sound understanding of principlies dynamics concepts again application.		1	1				
163	Class participation, ask questions, good relationship with professor, manage time well, less stressed than everyone else.	1						1
164	Leader in community and class, focus more on learning and class experience rather than grades, very motivated, doesn't procrastinate.		1					
165	If they're able to talk about stuff they've learned in a social situation or outside school, intelligently. Ex. Comment on current event/art exhibit.		1	1				
166	If they can take something from the class and apply it to jobs/life in general. Should do readings, etc. and not put things off till the last minute.		1	1				
167	Learn the material and understanding and can apply it, if you could teach the material you are a successful student. Grades aren't important just learn everything you can.		1	1				
168	Pursues knowledge because enjoy it. Values education (w/out getting a grade)					1		
169	How he is seen by his peers, both students and faculty, person who assumes leadership w/o being designated the leader, not standardized test scores, can talk about wide variety of topics intelligently		1				1	
170	Excited to go to class everyday, involved in material and class discussions, comes away with something they didn't expect "new appreciation for subject", responsible, gets their stuff done	1	1			1	1	1
171	Can apply what they learn throughout their life, understand concepts and use them		1	1				

178	How you act, what you gain, social experiences, being well-rounded and competent in several areas.		1		1	1		
179	Works hard no slacking off, open minded in class puts forth best effort, well organized or try to be.	1						1
180	Participates in class, puts forth good discussion ideas for class. Learning more important than grades, recent understanding of this, used to value grades more.		1					1
181	Understanding of topic and the ability to apply it in real world situations, rather than just regurgitating for the test. Understanding the whole process rather than just an element or two about it.		1	1				
182	One who participates in class. Really makes an effort to understand the material.	1						1
183	Depends, someone who can hold up their share of the project, more independently and get something accomplished, can think for themselves.							1
184	More than just taking a minimum amount of classes- someone who really tries to achieve education in their discipline. Try to go beyond minimum 124 hour degree and learn more. Involved in out of class activities.				1	1	1	
185	Personable: you can talk to them and they are not shut off from the world. It's not like pulling teeth when you talk to them. Considerate of others and willing to work hard.	1					1	

Question 9: From your perspective, what distinguishes a successful educator?		Knowledgeable About Discipline	Interested/Passionate About Subject	Clear Presentation of Material	Open-minded	Good Communication Skills	Ability to Relate to Students	Variety of Teaching Abilities	Desire to See Students Learn and Achieve	Willing to Help - Interested in, Care about Students Flexible	Generates Student Interest	Well-rounded	Sociable, Friendly	Random Miscellaneous Comments
		31	30	25	16	23	31	18	18	44	7	4	28	7
Student Number	number of responses per category -> percent of survey participants ->	30%	29%	24%	15%	22%	30%	17%	17%	42%	7%	4%	27%	7%
13	They really enjoy the subject and want to pass on the knowledge	1							1					
17	A teacher who is interesting, personal, adds variety, well-liked by their students, but not easy. Less structured in a set lecture and can get off track to answer questions. Projects a happy mood in class, flexible but not a pushover, open door policy, communication inside and outside of office hours.					1		1		1			1	
27	Do better in classes when a professor has a sense of humor, especially in lecture classes. Easier to pay attention. Open door policy. Formal training of professor not as big an issue as being open and approachable, also not spoon feeding -reading from the book.									1			1	
31	Not afraid to keep learning. Keeps looking for new way to look at things. Research.				1									
36	Doesn't teach out of book, uses outside info. Someone from whom you can take good lecture notes. If they jump around, they are hard to follow when student is taking notes.			1				1						
38	Best profs. make class interesting, some pull out the same old lecture notes year after year. Good profs. Get class discussions going, flexible, available out of class, listen to students, connect with students. Some forget what it is like to be a student-need to see things from their viewpoint. Keep updated w/whats going on in the world. Need to update textbooks.	1				1	1			1				
40	Having an open mind. Knowledge in the subject area. Able to work effectively with people. Caring. Interested in their work. Well listen and available.	1	1		1	1				1			1	
	Gets through to students. Some just want to make the class as hard as possible, and half the class will fail													

54	The ability to understand all types of students, people who don't think like them. Figure out how to motivate all types - booksmart creative apathetic. Tolerant to various personalities.			1	1				
59	Some one that can communicate well, extensive knowledge of their field, drive to educate, like their jobs.	1			1				
60	Clear in expectations and objectives				1				
64	Someone who is strong at developing relationships because it allows them to reach out to people individually, outgoing professors are easier to talk to-less intimidating makes a world of difference, organized and structured.								1
65	Getting through to students, challenging students, most don't. Variety of requirements of students, so that a student who takes a professor more than once won't fall into a pattern.					1	1		
67	Cares about whether students get it or not will they explain it. Outside class time, supplement reading to help understanding.						1	1	
69	Most importantly, someone who truly cares about student's success. It's understood at Truman that all faculty know their subjects. Interesting class discussions. Care about the material that they are presenting, and it's obvious when they don't. Open to questions, opinions, discussions. Honest and fair.	1		1				1	
70	Really cares about student's learning and out of class life. Opportunities for students to get help on coursework.							1	1
71	Relates to students, teaches students on their own level. Gives personal experiences. Teaches in a variety of ways, is creative with their knowledge. Can get students excited about what they're teaching.					1	1		1
73	Interested in the student's learning and not just the subject. More collaboration with students so they can learn, not just dictating. Helping students to see how problems like calculus or chemistry can apply to real life. Investing in student's learning process themselves, caring if the student leaves the class learning something.			1				1	1
75	Being able to show how material relates to each person. Presenting information in an interesting manner. Being willing to get to know students on a more personal level.			1		1			1
76	Their experiences relating to students, not just the 'degree'. Truman professors need to relate better and be more approachable.					1			1
77	Trying to revise teaching style, new notes-not some from previous years. Willing to work with you if you do not understand.							1	
78	Will work with students, good-timed office hours, quality interaction.							1	
	Well informed on what they teach, open to student suggestions, trust, interactive classroom, goes out of								

84	Willingness to interact and make time available to students. Breakdown teacher student barrier. Interactive experience. Teacher and student learn from each other. Outside of class-be a friend.					1		1		1	
89	Good at showing importance of subject in your life. Enthusiastic/cares about subject. Has basic knowledge of subject. Can relate to lots of different types of people.	1	1			1					
90	Anyone who has gotten a student to think outside of their comfort area. Grades are a small part of it.										1
92	When explaining a concept, the educator should explain from different angles, don't repeat the same thing. Be able to give a good lecture. This is why students are here.			1			1				
94	Proficient in area/field. To be a good instructor. Knowing when students don't understand. Be involved in outside class activities. Availability.	1						1		1	
95	Understand material is key (students shouldn't know more). Friendly so students feel comfortable talking to them (if no friendliness, then no gain from class).	1									1
96	Someone who shows a real personal interest in students one who connects well with them. Thorough knowledge good but good presentation of knowledge is more important.	1		1		1		1			
99	Willing to talk to students without higher status, not "high and mighty". Lectures well. Cares if students learn, patient.			1		1		1			
100	Some students who actually learn-gets something from the class. Can relate to the students ways to facilitate: have open discussion go beyond straight lecture.					1	1				1
104	Approachable - don't make you feel dumb (public humiliation when you ask stupid questions) enjoys subject matter (obvious from their energy/attitude) makes class fun, students learn more. Helps you in whatever way they can.		1						1		1
106	Listens more than lecturing. Understands where students are(level of understanding). Gives opportunity to learn, not forcing you to learn. Knows their material well, had several experiences in their education.	1			1	1					
107	Some profs. are bright but don't know how to communicate-important. Has open door policy-has office hours. In a good mood in class.				1			1			1
111	Interest in subject area he/she is teaching. Genuine interest in helping students learn. Tone of voice-not monotone. Taking breaks for questions; creating environment that encourages questions.		1				1	1			
112	Understanding and supportive of student's growth. Ex. Recognize illness, she was made to do a public performance when she had a 102 degree temperature and was graded poorly. Faculty didn't believe students-need to give students credit.								1		1
114	One that's very personable, makes what they are teaching fun and easy to learn. One that knows the										

119	Personality. The profs. I have most enjoyed have related to students on a personal level whether by remembering things or relating. You want a prof. who is available. They should be understanding to know where their students are coming from if a problem arises but still hold all of their students to the same level. Good communication skills.				1	1		1		1
120	Has ability to answer a question in many different ways. Multiple perspectives to help students understand if they don't understand it in one certain way. Different modes of teaching: listening, reading, visual.				1	1		1		
121	Encourage questioning of the material. Willing to find answer to students' questions, understand students' perspective: make info accessible to students, useful assignments to both educator and students, willingness to connect with students beyond just academic level. comfortable with public speaking, need eye contact. recognition of how material fits into world-give students context for material, not limiting material to just class material, sparks further interest, own research after class.				1	1		1		1
122	Makes themselves available, approachable, tries to relate to students. Explains things in a way that class can understand.				1			1		
123	Need to show care for the students and they need to enjoy the subject they are teaching and be able to show that to the students. A lot of knowledge on the subject they are teaching.	1	1					1		
124	Someone who knows what they are doing and can communicate with students. Enthusiastic about the subject they are teaching. Organized; set objectives for the class and fulfills them.	1	1		1			1		
126	Focused on students and make sure students are learning, not just cover all of the material. Will accept feedback and take ownership if problems arise. Don't blame students-take responsibility if material wasn't taught in a good way. Be responsible for success/failure of a course. Realizes that their class isn't a student's only responsibility during the semester and don't assign excessive amounts of work. Lay out dates on syllabus and stick by it. Keep students informed of deadlines.					1	1		1	
127	It's important that they know a lot about their field and always be open to learning more as the field develops. Able to explain to students who do not know as much about the subject area.	1			1					
130	Able to teach: some aren't able to convey subject matter successfully to students, some are smart but they cannot teach. Explain the subject. Like what they are teaching.		1		1					
131	Being able to explain things several different ways. Organized. Available to students and willing to help.				1			1		1
	One who has interest in subject matter and can convey									

136	One that really wants the students to succeed. Takes time to get to know students-strengths and weaknesses. Be available to students. Current research/findings-be familiar with. Prepare students for world of work.	1					1	1		
137	Someone who is willing to put themselves on the line for students. Willing to sacrifice time, being laughed at, who loves subject and loves teaching more. Truman does a good job with this. I've really had amazing teachers. Flexible with the schedule to make sure we're understanding. Real world knowledge in your subject is important. Willingness to step outside the classroom-attend AA in addition to classroom and books. To acknowledge the limitations of the classroom.	1	1					1	1	
138	Understands needs of students-when they don't even understand. Teaches class well.			1						1
139	Knowledgeable in their field, enthusiastic, good interpersonal skills with students, ability to present material effectively.	1	1	1						1
140	Same things as 8. Look beyond the subject matter taught. Be changed for the better and as a person. They can relate to students. MA or PhD is not necessary to be a good teacher.		1	1		1				
142	Somebody that communicates very well, willing to put themselves last in a situation, able to motivate and captivate you and keep you involved, you trust them				1			1		
143	Successful educator would do more than show how much knowledge they had, they would teach it. Get rid of busy work. Apply teaching to real world and life lessons. Using stories from life to help you understand material better. Also gets involved with and encourages students to participate in activities, other things outside of classroom. Their classroom is not the only thing.					1			1	1
144	Attentive to student needs, variety of methods, assessing knowledge, make adjustments based on assessment, respectful of students, communicate effectively and clearly, know expectations up front, expectations are realistic, don't waste students' time (telling personal stuff, etc)				1	1		1		
145	Good communication with students. Able to communicate their knowledge to the students. We have a lot of smart teachers at this school who do not explain very well their knowledge. Interactions with the students, make sure that they know the students' name, setting office hours when students can make them. not talking to the chalkboard, tell the students to enjoy the class.			1	1			1		1
146	Somebody who is knowledgeable about their area and can convey that information. Allows time for absorption of material. Willing to answer questions. Can make the material interesting. Some teachers are so dry.	1		1	1				1	

154	Connects with students, can identify when students are and when students are not understanding material. Students can tell when the professor cares. Professors should make themselves available and also make information available.				1		1		
155	Passion for subject and job. Has the skills to teach and connect with students.		1	1		1			
156	Not only knows field well, but can communicate knowledge to students. Realizes when students are having difficulty and stops to explain if instead of going on and continuing past the confusing information.	1		1	1				
157	Passion for subject. So obvious when professor doesn't care about subject. Teachers who speak english and genuinely can talk to students (had 3 professors who could barely speak english). Has consideration for students and their time constraints. Has desire to see students achieve. Care whether students understand material. Accessibility and approachability. Gives a test that accurately depicts material that has been presented.		1				1	1	1
158	Ability to connect to student. Professor needs more than just knowledge of subject area. Realistic workload for students. Willingness to have open door policy				1			1	
159	Knows material and can explain to others. When method of teaching doesn't work, can adapt or help students in course. Priority is students understand into info and not just getting through certain amount of info.	1		1			1	1	
162	Challenges students-but not to the point of impossibility but optimism flow between challenge and ability. Extensive knowledge of subject, ability to communicate well in a proficient manner, need to care about students to a certain degree, still needs to maintain role of professor.	1			1			1	
163	Have to be personable, good presentation skills, know when people don't get things, stop and go back to make sure they do, enthusiastic about what they're teaching, test over stuff they've actually taught.		1	1				1	1
164	Good all around, not just subject they're teaching or interested in. Good personality to interact with students open likeable.								1 1
165	Engages students, even at 7:30 am when they've been out the night before and are hung over. Gets students attention. No kids fall asleep. Easily understood and heard. You can tell when students are learning.				1				
166	Good presentation skills, able to communicate to students what they should know. Willing to help out and answer quesitons.			1	1			1	
167	As a student you know that the person is educated and they know what they are taking about. A "want" to go to	1					1		1

171	Variety of teaching techniques, variety of assessment methods, someone who can/tries to relate to the students, shows care toward what they are doing		1			1	1				
174	Enthusiastic about material, open students minds to different perspectives, care about student's success, respects others' opinions.		1	1				1			
175	Need to understand material and be able to see that others won't have that understanding. Need to see how to relate it to the student. Willingness to meet with students outside office hours. Answer questions.	1				1			1		
176	Can bring themselves down to students' level. Start w/ bases, don't assume you know things before taking the class. Structure is important.					1					
177	Interacting well with students, be available out of class for help, good knowledge of major subject matter, enthusiastic about the material.	1	1						1		1
178	Open to suggestions and changes in the course as needed, don't be restricted by syllabus, good communication skills, interaction with students personal relationships, not just telling them what to do.				1	1					1
179	Know what they're talking about, communicate what they know, ability to teach	1		1							
180	Available to students, cares about students, takes time to help students to understand (put aside other work in office hours if student needs help). Friendly							1	1		1
181	One who takes special interest in classes they teach and in students making sure they understand the topic. Taking the time to explain.		1						1		
182	Knowledgeable about subject matter, but also relates it well to students.	1				1					
183	Someone who can communicate well. PHD's don't qualify to teach. When students walk away remembering main stuff the professors been successful.					1					
184	Can explain material well and knows material well. Does effective and fair job of judging how well students have learned material.			1							
185	Enthusiastic about what they are teaching. Can tell that they practice what they preach. They are available, willing to help you, willing to go the extra step, prepared for class, and knowledgeable or willing to find out the answers to your questions.		1						1		

Question 10: What distinguishes a good educational experience from just taking a class?		Knowledge of the Subject	Ability to Apply - Seeing Application	Continued Interest in the Material	Good Student-Professor Relationship	Enjoying the Class	Giving it Your Best	Choosing To Take the Class	Meeting/Learning About Others	Sense of Accomplishment	Concern For Learning Over Grades	Gaining a New Perspective	Enthusiatic/Good Professor	Random Miscellaneous Comment
		48	37	27	9	22	5	1	14	6	10	12	21	6
Student Number	number of responses per category -> percent of survey participants ->	46%	36%	26%	9%	21%	5%	1%	13%	6%	10%	12%	20%	6%
13	You are interested in the subject.			1										
17	When leaving class, you feel motivated to take action . Also a class that gets the student interested about he subject. How much you learn and how much you enjoy it.	1		1		1								
27	When enjoy it start talking about it, outside of class try and explain it to people and be able to do this.					1								
31	Enjoy going and want to make interesting. If teacher likes what they do.					1							1	
36	When you can apply knowledge to real world, it makes sense use theories and apply to life. You didn't just learn for a test, but learned it for a reason	1	1								1			
38	You like the subject, interested. Take for requirement originally, but you begin to get involved in subject matter. In some classes, they will tell you what you need to know and students just repeat it back. Should get involved w/other students in the class, discussion is important.			1					1					
40	Making connection with people and/or the topic itself being active learner/participant.								1					
48	They are just taking the class if they learn material only to pass a test, they are not really interested in the material. A good experience is where they apply the learned material, demonstrate understanding. It helps to do a final project that synthesizes everything you've learned. Sometimes a later class will build on information learned in earlier one. Sometimes the good experience is only realized after the fact.	1	1								1			
51	Well rounded, a lot of in and out of class experiences. So students are not just learning in class. One that		1											

64	Personally challenging, things that make you challenge both ideas in and out of the class, if there are things that stick with you outside of class.	1						1		
65	Apply to real life or another field. Sociology-functional, can use outside class		1							
67	Taking something away from it, past experiences can be used later, grades do not matter only	1							1	
69	You care about more than the grade. Makes you use the knowledge. You feel like you've learned a lot from the class. Having rapport with the professor so that you can let them know it was a good educational experience. It's just a class if you are indifferent, or the class is badly constructed.	1	1	1					1	
70	A student enjoys the work and is not just taking for the grade. New ideas formulated by the students that the professor may not have thought of.				1				1	1
71	You use it in the real world. You take your knowledge and experiences and incorporate it into the real world.	1	1							
73	Having a point in the course when you have a new thought or see something different about the world. Also, letting it touch your life, rather than just surviving it.								1	1
75	Gaining interest in the material, even if you didn't have interest in it before. Finding out why the material is important, Application of material thinking of it in a more creative way, not strictly memorization.	1	1	1						
76	Seeing direct life applications, incorporate things then its an experience. Learn from class discussions.	1	1							
77	Interest, how much work they put in, caliber of teaching, also affects how much work I put in. Inventive ways of presenting material.			1		1				
78	Upper level classes involving group work seemed helpful/important. Teachers can give good lectures without student participaiton.								1	1
81	When you feel that your knowledge is useful, open minded to thinking in a new way (changes the way you think about things)		1						1	
82	Seeing use in what you have just learned. Applicable to life-purpose in learning it.		1							
83	Feeling like when you miss class you really missed something instead of just a reading assignment. Being excited about going to class.				1					
84	Combination of what you learn and being able to enjoy the class at the same time. Learned most from classes he enjoyed. Decent amount of material out of class-stuff that is applicable(ex: history of biology is intersting but not so much applicable.)	1	1		1					
89	Something that changes the way you view things-you think about it outside of class/or studying for the test.			1					1	

124	Something that motivates you to go beyond in class experiences. Sparks your interest, gets you to do something out of class.			1						
126	Feel that you actually learned something and come out of a class with a finished product that you feel proud of. Accomplishments such as large scale semester long projects or papers that you feel were worthwhile. Find projects fulfilling.	1						1		
127	Learning a lot, not just a rehash of things you've learned in the past.	1								
130	If shes gotten everything out of the class that she wanted/expected, this is a successful experience.									1
131	Interaction b/t teachers and students and also b/t students. Smaller class size helps.			1						
132	Sparked interest in subject matter enough to want to learn about it more on your own. Appreciated classes most that she has looked into subject further after it was over. Notices things that she has learned in class.			1						
133	Remember it later-don't lose all knowlege after test is over. Stuck in long term memory. Satisfied with class. Something made it interesting or relevant.	1		1						
135	Remembering things after leaving the class. More than memorized facts. Able to use and apply things related to course material. Aware of new directions.	1	1						1	
136	What you learned-that you get something out of the class. Feel it was worthwhile.	1								
137	Something that's hard is so rewarding when you understand it. Sense of accomplishment. Skills that you add. Discussions that make you think differently, or ask why, or challenge your beliefs, opinions.							1	1	
138	A feeling of enjoyment from class in addition to being a challenge. JINS class and Basic Media Writing are examples of this.				1			1		
139	Don't just memorize information and then forget it. Picks interest in field and introduces new concepts, draw connections to other classes	1							1	
140	Looking forward to going, getting something greater class, test lecture and relating it to something out of class.	1	1		1					
142	Interaction with other people, learning hands on things-being involved-field trips likes them.						1			
143	Knowledge you learn-concepts vs. technical terms. If you can learn class wih recognition of concepts and understanding it means more than getting an A. Good educaitional experiences includes the teacher knowing who you are (name etc) Always be able to take something away from class. Teacher sets a tone for class. Doing this well means you get to know classmates other than hi and bye.	1					1	1		1
144	Walk away with something beyond memorization of facts, understanding for application, connection with	1	1							

150	Something that is able to strike an interest in the topic; now thinks of history in a completely new way b/c of history 133. Major classes: knowing you'll be using the information in the future in your occupation.		1	1						
152	What you get out of it-use it in everyday life.	1	1							
153	Classes open you up to new ideas. Real-life application-if you see practical side of class, you'll be more likely to enjoy class. Group work is very important. When you leave here, you will have to work with other people. More classes should enforce this.		1				1		1	
154	Come away with more than just information from a class. Remember faculty, events, etc-things beyond class information and class experiences. When you don't regret going to college you chose.	1			1	1		1		
155	Having tools and resources, willingness to teach. It mainly comes down to the student, though.	1								
156	More about extra activities that come along with it-such as speakers, recitals, etc. Having speakers come in (I.e. CAT speaker on leadership) makes for good educational experience.									1
157	Feel like you've learned something (has only had 3 classes in all time here that has really learned useful knowledge) and applicable. Also enjoyed class. When teacher was passionate. Class that is scheduled well, takes up time, but not too much time, time constraints manageable.	1	1			1				1
158	Being interested in subject helps this. Enthusiasm of instructor. Make applications of subject to real world.		1	1						1
159	Enjoyment-if enjoying what you are learning you will take away more. (memorable aspect) Bad experience in class can taint subject in your mind. Memorable experiences: act in myosin in Human Physiology-used rope and people to show visually how this tough concept works. Even hard classes can be good experiences. Being able to take hard and bad tests and still feel competent in course					1			1	
162	Should broaden your horizon, introduce to new things, builds an existing knowledge base. Challenges preconcieved ideas, biases and prejudices.	1							1	
163	You become excited about the material. Ability to apply to a new situation.		1	1						
164	Learn more than on syllabus, add more than just basics of course, add other aspects of life into course.	1								
165	If the professor makes me interested in the topic, when I wouldn't normally be-lecture style the feeling of connection with the class. Professor is excited.					1				1
166	Had fun taking the class, got something out of it at the same time, not just going through the motions, being	1	1			1				

170	Coming away with more than she expected to come away with, dissapointed about not having class in the future, active class discussion-participation from different students-not a leading set of questions	1	1							1
171	Can use what you have learned, can actually see yourself growing while taking the class		1					1		
174	Being involved, outside of class experiences. Doing more than what's required. You should want to be there.				1	1				
175	Walk away feeling like you accomplished something-wrote good paper, realize you put 100% into it. Come away with learning something and knowing you did your best or didn't do your best.	1			1			1		
176	Something you can use in a job/real life. Get a new way of thinking.		1						1	
177	Feeling that you're going to use it later in life. Strong interest in what you're learning so you want to go to class. Class more interesting, not just watching power point presentation.		1	1						1
178	Social life, become friends with people in class, being independent , learning in your own way, develop skills doing your own thing to learn.						1			1
179	Knowing something at the end you didn't know before	1								
180	Classes where you are actually doing work (some teachers give A's without effort or really easy grading). Need to do big projects/homework/supplementor things to help better understand what class is trying to teach. Some teachers appear to not read papers, just give grades out.									1
181	The feeling that you've actually learned and that you're grasping a topic you'll actually be using . She's had some classes whithout a good grade that she really got a lot out of.	1	1						1	
182	Good educators, those who made the class interesting. Students are motivated, interesting subject to them			1						1
183	Some form of a person actually being interested.			1						
184	Class where you feel involved beyond requirements. Enjoy doing reading and working on class projects. Learn things even if they are not on test. If you feel involved class will go well.	1			1					
185	Knowing what you have learned when you leave class. Application to real world. Need to be able to use in everday experiences.	1	1							