Essential Learning Outcomes Assessment Questionnaire-First years

1. If you could design your ideal professor, what qualities would he or she have? What would this professor DO to help students learn?

|  |  |
| --- | --- |
| Student Number | Response |
| 1 | “11am Many assignments but not for grades”  |
| 2 | “Respect, some talk about other things to students during class work in it distracts some students, I just noticed it in high school but I heard college is different. Speak out more to make sure the students are getting the facts right, meaning get to know each student as best as possible, there weaknesses.” |
| 3 | “She would speak one-on-one with students; be accessible and aproachible. She would make the material interesting by relating it in an intelligible and (at least sometimes) amusing way.” |
| 4 | “Knowledgably, personable, intreging, and ingaging”  |
| 5 | “This professor would genuinely care about each student. They would speak clearly and with energy and never talk down to students. They would be able to take control of the class, demanding and retaining respect.”  |
| 6 | “My ideal professor would be available for help in his/her office much of the time & would enjoy helping his/her students. This professor would give much homework as extra practice. This way his/her students learned as much as possible.” |
| 7 | “My ideal professor would not only lecture the students during class, but be hands on with the students to help with the learning environment. If a student needs help outside of class then the professor would be more than willing to help.” |
| 8 | No response was given |
| 9 | “If I could design my ideal professor, he or she would have the qualities of being a very nice teacher, whom will help and answer with any questions, you may have, I would like for them to be a pusher, but in a very good way. Her or should be available at manageable times. Just in case of any questions or problems.” |
| 10 | “If I could design my ideal professor I would have he/she be easy to talk to and very understanding. He would make sure hes doing everything he can to help us learn what we need to.” |
| 11 | “My ideal professor would listen to and communicate with their students easily and effectively. I would want them to make it known that they would be willing to help us outside of class so they could reach students on a more personal level. The first few days of class they could talk about all of the available resources we as student shad to work with. They would also be fun to work with.” |
| 12 | “One that is very understanding about problems, like if you a class that ends at 12:55 and another that starts at 1pm and that they are on the opsite ends of each other. They explains things well and don’t like oh do I through 100 do tomorrow.” |
| 13 | “I would prefer my professor to be a personable person. If I have a question about an assignment, quiz, or test I want to be able to ask a question to the professor without feeling like I’m adding on an extra burder to the professor. I would also like to be able to easily contact the professor to set up meetings if need be. A professor could help students learn by giving information to his/her students about ways to get help in class.” |
| 14 | “My ideal professor would be fun loving. Classes would be taught hands on in interesting and different ways. This professor would always make time for students questions in or out of class. He/she would also be able to explain something more than one or two ways so that everyone would be able to understand regardless of the way that they learn.” |
| 15 | “I have been to college before, but it was only involved with our direct careers; only a few gen-ed classes. They teach what is important in your field of work and with that style in mind, they are more excited about teaching. Professors teach their subjects because that is what they do. Class time, assignments, teamwork and tests are important, but if a professor is not excited or engaged, it will not matter.” |
| 16 | “The ideal professor would make the lessons in class fun and thought-provoking. The assignments need only make sure the students retain what they learned in-class. The professor should note if students are working hard out of class, the professor should just be friendly and helpful.” |
| 17 | “Energetic, humorous, down-to-earth and not close-minded. Class discussions, write papers, pull students aside who are struggling.” |
| 18 | “An ideal professor would have qualities that are not just compatable with the subject but also with student interaction. The teacher must have a sense of humor and the ability to command attention without having to yell.” |
| 19 | “Friendly, outgoing, helpful, assigns group, hands-on, & fun projects. Takes an active approach to teaching.” |
| 20 | “My ideal professor would be consiterate for each student. They would have or give limited homework, then they shall teach in detail meaning not miss a thing. And finally the two most important things that are valuable to me would be communicating with students and helping whenever needed.” |
| 21 | -“Instructor explains things, not just tell them”-“Meaningful and to-the-point homework”-“accessible” |
| 22 | “Intelligence, experience, clarity. Provide hands-on examples of the material and not vaguely talk about it.” |
| 23 | -“working practically to the end of class”-“biweekly assignments to help bolster a grade”-“positive criticism”-“being approachable and knowing of student’s life”-“funny, bright personality” |
| 24 | “Respect and understanding of backgrounds, and experience one has over the next. No ones life experience was the norm. In the classroom, however we all meet for the same goal to graduate and move on the better things. I would give the professor patience to better explain on the willingness to help after class.” |
| 25 | “My ideal professor would be funny and sarcastic but a fantastic explainer. My professor can make themselves available for me to get a hold of them.” |
| 26 | “The ideal professor would know, at the least, each student by name. They would also be open to any questions to any students. They would also show what was done wrongly on student work, not just mark it wrong.” |
| 27 | “An ideal professor should be able to use both hard copy and tech methods to teach their class. They should be clear with their expectations of the class, homework, and classwork. They should also treat students as intelligent people that deserve respect. A professor should provide and follow an objective outline when grading tests and homework.” |
| 28 | “She would be helpful, well educated patient but yet not pushover. Creative.” |
| 29 | -“Be very understanding”-“Have an open mind”-“An early class time”-“Be helpful inside and outside the classroom”-“Have homework assignments but not an overload of them” |
| 30 | “My professor would be fair, understanding, and create interesting ways to learn. My professor would make learning engaging instead of all textbook work. He would show the students how what we learn in his class applies to our lives.” |
| 31 | “My ideal professor would be a person that you could go to at any time.” |
| 32 | “The professor would be smart, engaging, interesting, has an open mind to new ideas and information, and is understanding of their student’s problems. The professor would teach through creative in-class projects, more hands-on teaching, and does not only teach through boring lectures. Also, they will be very in depth in describing student’s work so they know what they got right or wrong.” |
| 33 | “He/she would be open to student opinions. They would follow the school rules and policies while making class time fun. They would do hands-on activities rather than lecture and they would be friendly and professional while in a professional setting.” |
| 34 | “They would be understanding, fun, interesting to listen too. They would also let the students learn in the style they liked most without forcing, group studying or studying alone in their class.” |
| 35 | -“Abilty to work 1 on 1 with students”-“Excellent ability to explain work” |
| 36 | “Kind, patient, understanding, knowledgeable, hold study sessions, tudor” |
| 37 | “Classes would start anytime after 10:00 a.m. Assignments are very important practice for the exam so the professor would help student with them if needed. I think that professors should talk to students individually after class to make sure they understand everything, but this is the students’ responsibility. Giving examples would be a great help for students.” |
| 38 | “My professor would care more about his students more then about his/her job. Whenever a student needs help, they would put aside what their doing and help. Also with the email, the teacher would be able to get back to students within 2 hours. That is what my professor would be like. Also they would hold study sessions for people that didn’t understand what was covered in class.” |
| 39 | “An ideal professor would include qualities such as: organized, honest, consistany. A person who can bring a part of who they are to the classroom with hands on learning is key.” |
| 40 | “My ideal professor would be a very helpful, happy person. They would use class time properly and have helpful assignments. He or she would grade work in a respectful way. After class he or she would still be helpful and willing to talk. Most important of all, the class has to be fun.” |
| 41 | “The ideal professor would interact with students in and out of the classroom. A professor should make students feel welcome and feel like they are doing the right thing.” |
| 42 | “My ideal professor would be someone very passionate about what he teaches. Someone open to new ideas and ways of learning and educating students. He/she would work with the students as someone they can trust to ask anything. He or she would be friendly outside of the classroom but always encourages people to get the job done.” |
| 43 | “He or she must be nice and respectful. They should care about the students and do more to help the students get whats being tought.” |
| 44 | “The professor would make thinks exciting and fun, which makes learning easier. They would also have a weird sence of humor.” |
| 45 | “My ideal professor would be extremely outgoing and optimistic because he/she cares about what they are teaching and want their students to learn and to succeed. This professor would prepare activities and assignments to get the whole class involved such as class discussions on various topics.” |
| 46 | “In my ideal professor would have confiedence, respect, and caring for their students. This professor would help their student to learn by having one-on -one time with their students. Also not being too ‘stubborn’ to help someone who does not understand anything.” |
| 47 | “The ideal professor would be friendly and kind. They would give a reasonable amount of time to do assignments.” |
| 48 | “The ideal professor would have to be willingly to help whenever its needed. Have session to come in before class. Explain everything clearly so that everyone knows the concept. Use visual aid in explaining different material.” |
| 49 | “A nice understanding person who is open to ideas and opinions to make the class better for both themselves and the students.” |
| 50 | “My ideal professor would have really good time-management and organization skills. He or she would also make time to get to know students at least well enough to know their name. To help students learn he or she would do the open office hours and set up a study group or tutor session.” |
| 51 | “My ideal professor would have very involved qualities. He or she would talk to their students in and out of class, talk to you about your given answers on assignments and have hands on work to learn new materials.” |
| 52 | “The professor would always make sure students understand what they are to be doing.” |
| 53 | -“funny”-“smart”-“nice”-“caring”-“helpful”-“understanding”-“creative”-“Try to help each individual as much as possible. Let the kids know they are willing to help out and be creative.” |
| 54 |  -“she would be well-educated, patient, exciting, easy-going, positive and helpful.”-“to help students, she would have to make sure each and every student understands.” |
| 55 | -“keep class time to 50 min.”-“talks to students not at”-“lots of office hours”-“bubbly personality but not too bubbly”-“tries to relate with students”-“tries to be friendly, but knows the line between friends and professor”-“likes to make things fun and different” |
| 56 | “The ideal professor would use up all of the class time interacting with the students while teaching. Make use of all resources to make sure the students could get in contact with him/her when ther it is necessary.” |
| 57 | “Patience, good time management skills, experience, not judgmental” |
| 58 | “He/she would have a nice personality. They would also be understanding towards a students needs and ability to learn different things thrwought the school. He/she would also challenge the students to have the ability of learning that they need.” |
| 59 | “The professor would be a great communicator, organized, and consistent. It’s important to be able to understand the lesson, know exactly when assignments are due and what is expected, and also have a consistency as far as policy. It is also important for them to encourage questions.” |
| 60 | “My professor would be easy going relaxed and friendly but stern and sincere. This professor would be \_\_\_\_\_(unidentifiable word) and able to speak with their students in a way that would engage them.” |
| 61 | “To be able to explain the concepts in a relevant and easy to remember way. To be able to make class fun to encourage participation to effectively learn.” |
| 62 | “If I could design my ideal professor he or she would be involved theirselves a lot. The professor would do hands on work and set up study hours with the people who were having trouble or needed help.” |
| 63 | “The perfect teacher would be caring, helpful, but firm in decisions. They would go out of their way to help students, and meet with students to discuss classwork. They would give clear, concise info about work, and precise comments about completed assignments.  |
| 64 | “Understanding, organized, educated, caring, hard and demanding on students when need be, lenient in emergencies” “powerpoints, quizzes, notes, reviews, help all learning types: visual, critical, physical.” |
| 65 | “Prepared, have a positive and encouraging attitude, approachable and non-intimidating, and provide constructive criticism when needed.” |

1. How often during high school did you work on developing each of the following intellectual and practical skills (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Frequently | Sometimes | Rarely | I am not sure what this means | No response was given |
| Careful reading | 25 | 35 | 5 | 0 | 0 |
| Critical thinking | 38 | 24 | 3 | 0 | 0 |
| Creative thinking | 30 | 31 | 3 | 1 | 0 |
| Understanding and using quantitative information | 20 | 32 | 3 | 3 | 0 |
| Information literacy | 21 | 38 | 3 | 3 | 0 |
| Research skills | 40 | 20 | 5 | 0 | 0 |

1. How often during high school did you work on developing each of the following communication and collaboration skills (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Frequently | Sometimes | Rarely | I am not sure what this means | No response was given |
| Effective writing | 47 | 16 | 2 | 0 | 0 |
| Effective speaking | 29 | 28 | 8 | 0 | 0 |
| Teamwork | 36 | 26 | 3 | 0 | 0 |
| Problem-solving | 38 | 25 | 2 | 0 | 0 |

1. How often during high school did you work on developing each of the following skills for personal and social responsibility (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Frequently | Sometimes | Rarely | I am not sure what this means | No response was given |
| Local civic knowledge and engagement | 16 | 29 | 14 | 6 | 0 |
| Global civic knowledge and engagement | 8 | 32 | 21 | 4 | 0 |
| Intercultural knowledge and competence | 12 | 25 | 26 | 2 | 0 |
| Ethical reasoning and action | 20 | 25 | 17 | 3 | 0 |
| A sense of vocation | 10 | 30 | 16 | 9 | 0 |

1. How often during high school did you work on developing each of the following skills for advanced learning (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Frequently | Sometimes | Rarely | I am not sure what this means | No response was given |
| Intellectual curiosity and initative | 31 | 28 | 4 | 1 | 1 |
| Integrative thinking | 29 | 26 | 5 | 5 | 0 |
| The ability to apply your knowledge to new situations or problems | 42 | 18 | 5 | 0 | 0 |

1. Intellectual and practical skills (Please circle the response that best applies):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Frequently | Sometimes | Rarely | I am not sure what this means | No response was given |
| Careful reading | 27 | 23 | 1 | 1 | 13 |
| Critical thinking | 34 | 15 | 2 | 1 | 13 |
| Creative thinking | 31 | 22 | 1 | 1 | 11 (1p 2r) |
| Understanding and using quantitative information | 19 | 20 | 6 | 3 | 15 |
| Information literacy | 18 | 21 | 4 | 5 | 17 |
| Research skills | 26 | 22 | 4 | 1 | 12 |

1. Communication and collaboration skills:

|  |  |  |  |
| --- | --- | --- | --- |
|  | One of my top four learning priorities | Not one of my top for learning priorities | No response was given |
| Effective writing | 24 | 29 | 12 |
| Effective speaking | 42 | 14 | 9 |
| Teamwork | 27 | 24 | 14 |
| Problem-solving | 39 | 15 | 11 |

1. Skills for personal and social responsibility:

|  |  |  |  |
| --- | --- | --- | --- |
|  | One of my top four learning priorities | Not one of my top four learning priorities | No response was given |
| Local civic knowledge and engagement | 18 | 35 | 12 |
| Global civic knowledge and engagement | 15 | 36 | 14 |
| Intercultural knowledge and competence | 21 | 32 | 12 |
| Ethical reasoning and action | 22 | 30 | 13 |
| A sense of vocation | 11 | 41 | 13 |

1. Skills for advanced learning:

|  |  |  |  |
| --- | --- | --- | --- |
|  | One of my top four learning priorities | Not one of my top four learning priorities | No response was given |
| Intellectual curiosity and initative | 25 | 28 | 12 |
| Integrative thinking | 24 | 26 | 15 |
| The ability to apply your knowledge to new situations or problems | 49 | 10 | 7 (1p2r) |

1. In a few sentences, please elaborate on ONE of the “top four learning priorities” you identified in Questions 6-9. Why this is top priority for you?

|  |  |
| --- | --- |
| Student Number | Response |
| 1 | “The ability to apply my knowledge to new situations and problems is the most important because in my major (MET) we need to know how to apply skills to the ever changing world.” |
| 2 | “Effective speaking, because it is one of my weaknesses and I feel that it is important and needs to be taught. In high school I feared public speaking and would like to overcome that fear.” |
| 3 | “The ability to apply my knowledge to new situations is important to me because I will, after college, be in a much different setting than I’m used to, and I will have to be able to adapt quickly and with what knowledge I bring with me. Thus far, I have lived in the academic world, and the simple ability to test well on paper won’t always be “enough.” |
| 4 | “Gobal civic knowledge and enangement. Knowing the bigger picture can help you apply that knowledge to any other level. It helps many more people.” |
| 5 | “I chose ethical reasoning and action as a top priority because I think it is very important to know where you stand. To have a strong moral and ethical base is to be a sturdy individual. If you have ethical reasoning behind the decisions you make you are much more likely to make the best choices, for you.” |
| 6 | No response was given |
| 7 | “Cultural thinking is my top priority. Critical thinking is a good onset to have in any situation. Being able to think critically is helpful when wanting to solve a problem.” |
| 8 | “I am majoring in criminal justice so for me, my top learning priority is critical thinking. Because as a criminal justice major critical thinking would be critical in the work place.” |
| 9 | “’The ability to apply your knowledge to new situations or problems’ is one of my ‘top four learning priorities,’ because its always best use what you know to get a point or figure something out. Using your knowledge makes things easier than what they may be.” |
| 10 | “Effective speaking is a priority for me because I would like to major in communications and be a new anchor.” |
| 11 | “The ability to apply my knowledge to new situations would help me to relate what I learned to reality which to me is a top priority. You have to be able to put what you learned to good use.” |
| 12 | “Teamwork, I always have and learn to work with a team. With 4-H, Voice, and Jr. Leaders your always working with a team.” |
| 13 | “I want to be able to apply new knowledge learned in school to new situations or problems because I am going to school to be an athletic trainer, so I will need to be able to apply the knowledge I learn in the classroom to the work done by the athletic trainers on the job.” |
| 14 | “Creative thinking is one of the most important skills that one can have. Most of life’s challenges are not black and white with an easy answer. Creativity is what helps to overcome those situations. That is what make it so valuable.” |
| 15 | “In my line of work with health and nutrition, is in all medical fields. Critical and creative thinking must work in conjunction. Being critical about your work and life is important for your and your patients health and yet, being creative is what takes those ideas and makes them better, more advanced.” |
| 16 | “I chose intercultural knowledge and competence because I like learning about other cultures.” |
| 17 | “A top priority for me is Global civic knowledge and engagement. My generation is one that will end up changing this country and the world, so to be able to intellectually communicate about the world we live in is key.” |
| 18 | “The ability to apply your knowledge into new situations to solve issues is by far my top priority. I chose this because this topic is essentially the sole purpose of the majority of education in school, to learn methods of study and knowledge and to use those methods to improve both your own life and the lives of other people.” |
| 19 | “The ability to apply your knowledge to new situations or problems is an important skill that can always use improvement & will help you immensely someday after college.” |
| 20 | “Effective speaking is one of the top four learning priorities. To myself this is a great thing to have and keep in mind. Therefore, you can speak aloud about informacion that you may need or questions you may have. So in the long run you are always held accountable for your own actions and whatever comes your way.  |
| 21 | “Ability to apply knowledge to new situations/problems. I believe this should be the goal of all learning. Why learn something if it cannot be applied to every-day life in a beneficial way?” |
| 22 | “The ability to apply your knowledge to new situations or problems, because this would prove that my learning experiences were able to help me with everyday life, and were not just classes I had to take just to get by.” |
| 23 | “Effective speaking. If you cannot communicate a problem, question, or thought, then how could a person learn? Speaking well builds confidence, allows for critical discussion, and a greater intake of knowledge.”  |
| 24 | “The ability to bring my own life experiences to a new situation is ideal for educational growth. To be able to apply what you know to what you don’t know to solve a problem. Connecting the dots, if you will, from one experience to the next and using the additional lessons to achieve higher each and every time.” |
| 25 | “Effective writing seems like a great learning priority when it seems you have to write a whole lot. So with the writing in mind its my idea to be an effective writer.” |
| 26 | “Teamwork-often times, working as a team in academics is hard. Although I am used to it, it can still be challenging at times. In college, I hope to overcome these boundaries and work well as a team.” |
| 27 | “I would like to learn how to use ethical reasoning and action because the concept of why a certain topic should be addressed from a standpoint of proper ethical reason was never really touched on in high school. With many problems in the workplace, I will probably be making a decision based on ethical values considered proper. Not all problems in life or strictly objective, such as an equation. When dealing with people, you must consider what the right decision to make is on a business-morality standpoint.” |
| 28 | “I chose ethical reasoning because everyone should know right from wrong and some people don’t which is a problem” |
| 29 | “I think teamwork is my top priority because you will use this skill many times threw out life. You will be working with many different people during your career.” |
| 30 | “The ability to apply my knowledge to new situations or problems is a top learning priority for me because it allows you to show what you learn instead of just having all kinds of information in your brain. You can use your knowledge for good if you apply it to new situations.” |
| 31 | “The reason I think that I choose local and global leadership was because I feel that knowledge about a vast arrair of subjects will help.” |
| 32 | “Creative thinking is one of my top priorities. This is because creative thinking allows people to go with new ideas, write novels, make movies, build new types of buildings, and allows culture and human knowledge to expand. Creative thinking has a role in almost everything we do from making a chair to writing a novel. Without creative thinking almost everything in society would not exist today.” |
| 33 | “Teamwork is one of my top four learning priorities because it is everywhere. The world as a whole needs to learn how to work with others. Students, teachers, employees, and employers all need to work together. No one accomplished anything alone. They always had support. That is why teamwork is one of my top four learning priorities. Teamwork make the world turn.” |
| 34 | “Effective speaking is a priority for me because I get nervous when I have to speak in front many people. I want to know how to say the most amount stuff in a professional manner, in the least amount of time.” |
| 35 | “Teamwork is very important. I feel the best way to accomplish any goal is to use teamwork.” |
| 36 | “Critical thinking because in order to fully answer something you must think about whether or not what your saying is true.” |
| 37 | “The ability to apply your knowledge to new situations or problems is a top priority for me. This is because I like to learn new things, but it is somewhat pointless to me if I can’t apply it to something.” |
| 38 | “Effective writing. I would chose this because when I was in high school we didn’t do a lot of this. So when we had to wright a paper I had a bunch of things wrong with it because it wasen’t taught all the way through.” |
| 39 | “Teamwork is a skill that is top on my list do to the fact it makes you life easier when getting help but also is a life skill that builds a better individual.” |
| 40 | “My top priority is effective speaking. This is the area I need the most help in. I get really nervous talking in front of a lot of people, and I want to get over that.” |
| 41 | “Effective speaking was one of my top four because my senior year of high school, I served as IN Beta Club Stat President and I think anyone speaking should be effective.” |
| 42 | “One of my “top four learning priorities” was the ability to apply your knowledge to new situations or problems. This is a priority for me because I enjoy helping others. Using the ability to apply your knowledge to new situations or problems can help me throughout my life new ways of making other peoples lives better.” |
| 43 | “One of my top four communication learning priorities is effective speaking. I get really nervous when speaking in front of large amounts. In life, there are going to be many times when I will need public speaking.” |
| 44 | No response was given |
| 45 | I would say effective writing is one of my top priorities for several reasons. For starters, no matter what you major in, be it mathematics or English, you need to know how to write. Secondly, in order for people to effectively communicate without oral communication, you need to know how to write.” |
| 46 | “One of my top 4 learning priorities would be effective speaking. As I go through life, I have found that speaking with intellect can get you very far. Effective speaking helps build confidence and self esteem. You will be will known/like by people who sees you as an effective speaker.” |
| 47 | “The ability to apply my knowledge to new situations or problems is very important to me. I can apply what I learn to my job.” |
| 48 | “Effective speaking is one of my top priority because I am shy when It comes to speaking in front of a group of people. Also because I manage to wait a long time before giving presentations and I am a fast talker.” |
| 49 | “Effective speaking would have to be a priority for me because I want to be a person who helps others. I think becoming an effective speaker would be a helpful way to learn how to help others. My goal is to change the world.” |
| 50 | “Effective speaking is an priority for me because I feel that people have more respect for your opinions when you know how to state them. I also want to work with people of all different age groups so speaking effectively would greatly help me to communicate with them.” |
| 51 | “One of my top four learning priorities is being able to apply my knowledge to new situations or problems because by doing that you’re helping yourself solve the problem faster and letting others learn from you.” |
| 52 | “Problem-solving is my top priority. Everyday you have to problem solve. So you need to be good at it and know how to work under pressure.” |
| 53 | “I would like to be able to do more effective writing, speaking, teamwork, and problem solving. Doing so would better help my education and get me on the right tract. This would help my school work and give a better insintive on life.” |
| 54 | “The ability to apply knowledge to new situations is one of my top priorities because it shows what I have learned. Being able to solve problems by using learned tactics leads to success.” |
| 55 | “I am learning to be a speech pathologist, so if I don’t have effective speaking, how can I teach other how to speak.” |
| 56 | “Effective speaking is one of my top priorities because it is essential when communicating with others while working out problems or creating new ideas. At this point I am not an effective speaker, as it was very rare that I would have to use this skill in school or anywhere in the last eighteen years. Being that this is the case I have missed out on opportunities that may have been important.” |
| 57 | “The ability to apply your knowledge to new situations or problems. I do not want to learn about something that is not going to help me later in life. I want to use what I learn to learn about even more stuff.” |
| 58 | “Well I really don’t have a lot of top things/priorities that catch my eye. Mostly things that are top of my list are writing about myself and the things that function around me.” |
| 59 | “One of my top priorities is integrative thinking. I’m a good thinker but sometimes it’s hard for me to put all of my knowledge together to create a final thought.”  |
| 60 | “I believe that I really need to focus on my research skills the most because I have had difficulties in the past with doing proper research for papers and projects. This skill to me is important because my field of study requires research to solve problems.” |
| 61 | “I believe that teamwork is one of the most effective tools for anyone, good team work allows you to use everyones skills to your advantage even if you maybe lacking. Others are able to use you as well and overall improves everyones qualities.” |
| 62 | “Effective speaking is a top priority for me because I’m shy, and sometimes my speaking abilities in front of people aren’t all that great. It is very important to learn how to speak properly because its mandatory in the real world.” |
| 63 | “One of my top learning priorities is creative thinking. Although I feel all of these qualities or skills are important, I believe working on creative thinking will best help me formulate new thoughts and ideas. Without creative thinking, all ideas and information would be interpreted the same way, eliminating new theories and ideas.” |
| 64 | “Critical thinking-one needs to know other than just facts. They need to be able to use the information they know in different situations. Life is not all about tests and knowing facts; you one must use the information usefully too.” |
| 65 | “Research skills are a top priority for me because there is so much information that is available, and I want to know how to effectively find answers to my questions through research.” |

1. How are you most likely to be using each of the following intellectual and practical skills ten years from now (Please circle the response that best applies)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Mainly in my profession | Mainly in my community | Mainly in my personal life | Across all my rolls | Not much at all | No response was given |
| Careful reading | 32 | 1 | 7 | 19 | 1 | 5  |
| Critical thinking | 24 | 4 | 1 | 33 | 0 | 5 (1person 3 responses) |
| Creative thinking | 15 | 0 | 12 | 33 | 0 | 6 (1person 2 responses) |
| Understanding and using quantitative information | 35 | 2 | 3 | 21 | 0 | 5 (1person 2 responses) |
| Information literacy | 29 | 6 | 0 | 21 | 2 | 5 |
| Research skills | 37 | 2 | 0 | 21 | 0 | 5 |

1. How are you most likely to be using each of the following communication and collaboration skills ten years from now (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mainly in my profession | Mainly in my community | Across all my rolls | Not much at all | No response was given |
| Effective writing | 29 | 2 | 22 | 7 | 5 |
| Effective speaking | 16 | 2 | 39 | 1 | 7 |
| Teamwork | 18 | 2 | 40 | 0 | 5 |
| Problem-solving | 18 | 2 | 39 | 1 | 5 |

1. How are you most likely to be using each of the following skills for personal and social responsibility ten years from now (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mainly in my profession | Mainly in my community | Across all my rolls | Not much at all | No response was given |
| Local civic knowledge and engagement | 10 | 28 | 18 | 4 | 5 |
| Global civic knowledge and engagement | 16 | 14 | 16 | 14 | 5 |
| Intercultural knowledge and competence | 15 | 10 | 27 | 8 | 5 |

1. How are you most likely to be using each of the following skills for advanced learning ten years from now (Please circle the response that best applies)?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mainly in my profession | Mainly in my community | Mainly in my personal life | Not much at all | No response was given |
| Intellectual curiosity and initative | 31 | 6 | 23 | 2 | 8 (3people 8 responses) |
| Integrative thinking | 36 | 6 | 15 | 1 | 8(I person 2 responses) |
| The ability to apply your knowledge to new situations or problems | 39 | 8 | 18 | 1 | 4(4 people 12 responses) |

1. Sometimes we have one-time learning experiences that are very powerful and memorable; most of our learning involves many experiences over a longer period of time. When you are in a longer-term learning situation, such as a semester-or year –long course, how do you know you are learning? Select the type of evidence that is most meaningful to you:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Responses | Box not checked | No response was given |
| Good grades | 16 | 43 | 6 |
| Written comments from one or more of my teachers | 15 | 44 | 6 |
| Verbal comments from one or more of my teachers  | 14 | 47 | 5 |
| Results from rubrics used by one or more of my teachers to evaluate my work  | 6 | 53 | 6 |
| My ability to understand readings, prepare for tests, and/or complete assignments more easily than I could previously | 31 | 29 | 5 |
| My tendencies to think, read, or talk about the subject, even when I don’t have to | 29 | 30 | 6 |
| Other (see next item) | 4 | 55 | 6 |

1. If you selected “other” in previous question, please describe briefly.

|  |  |
| --- | --- |
| Respondent’s number | Response |
| 10 | “I feel like im learning from all of the above.” |
| 49 | “When I feel I know the material as much a week or more after learned it shows me I know I learned that.” |
| 52 | “I would say how I know I am learning is if I understand what the professor is talking about in class and how well my grade is. If the professor makes good comments to me that is another way.” |
| 59 | “I always receive “good grades” so I think the better word would be grade improvements.” |

1. As you have been thinking about preparing for your first year of college, what have you been most *uncertain or concerned about* (academically and otherwise).

|  |  |
| --- | --- |
| Student Number | Response |
| 1 | “Amount of homework and difficulty of classes” |
| 2 | “All high schools are different when it comes to learning. Some work is harder at different schools. Where I came from “Shakamak” was known as a dumb school where rumor has it, don’t teach enough. I’m afraid my high school didn’t prepair us, students that attended there enough for college.” |
| 3 | No response was given |
| 4 | No response was given |
| 5 | “Money is an issue I have to worry about, because funds are tight. I don’t believe in having debt, so I am concerned about paying for my schooling with as little loan money as possible.” |
| 6 | “I have been most concerned about whether or not I will be capable of accomplishing my goals, and the high expectations that come along with a pre-professional major. The expectations for a pharmacy major are significantly greater than a regular incoming freshman, but If I approach things with the appropriate attitude I have no doubt that I will succeed!” |
| 7 | “I have been most concerned with keeping up with my school work. I have a lot of classes and in order to succeed I need to stay focused on every aspect dealing with college.” |
| 8 | “I have been concerned with making sure I pass all my classes with a good grads.” |
| 9 | I have been most uncertain or concerned about not being able to use free time right, such as, not knowing how to study, separating my time. I would like to improve that. |
| 10 | “If ill be smart enough for my classes. I know its going to be hard but Im just nervous.” |
| 11 | “I’m concerned with keeping up with my work and getting good grades to maintain a good GPA. Nonacademically I am worried about finding my way around and figuring out what organizations to get involved in.” |
| 12 | “Well I make it on my class on time and also can I handle all the work and also have a job at the same time.” |
| 13 | “I have been worried about being able to manage my time and stay organized in a way that will enhance my abilities to learn to the maximum of ability and get good grades.” |
| 14 | “Being able to afford college was my biggest fear.” |
| 15 | “I have been to college before, what concerns me is making sure this risk of doing it all over again is going to be right. Life is a risk.  |
| 16 | “The difficulty of the classes.” |
| 17 | “I’m worried that I’ll fall behind and dig myself in too deep of a hole and not be able to get help in time.” |
| 18 | “The only issue I have with entering college is the uncertainty of locations and the stress of making time for everything required.” |
| 19 | “Making new friends, getting good grades, adjusting to college life.” |
| 20 | “I have been concerned about academics meaning making it around campus and to class at the times I need to be.” |
| 21 | “What exactly is required at me academically i.e. study time, homework, etc.” |
| 22 | No response was given |
| 23 | “Academically, maintaining good grades without giving in to temptations. Uncertain about what I will do with my life.” |
| 24 | “My main concern is time management. Finding time to study, with full time school and job. Along with time for friends and family, as well as time for just me.” |
| 25 | “I have been concerned with the time schedule I have. With only 10 minutes I have to have a little bit more time to adjust.” |
| 26 | “The most concerning thing for me has been the new atmosphere. I am use to my local small town high school where everybody knows everybody. I am nervous/ excited for the upcoming new experience.” |
| 27 | “I have no idea what I have really wanted to major in. I chose one to start off with mainly because I knew I wanted not to work in a lab or science field, and wanted to work with people. I also felt pressured to choose a major because everyone I knew knew what they wanted to do.” |
| 28 | “Uncertain about ability to keep up in class.” |
| 29 | -“What school supplies I will need for classes”-“Making friends and meeting new people”-“If I will do well in the class or struggle”-“Finding a job that will give me plenty time to study and make friends” |
| 30 | “I am concerned with the cost of college, what if my major has little jobs when I’m out of school and how to keep getting good grades at a harder level.” |
| 31 | No response was given |
| 32 | “I have been concerned that I will not be smart or mentally prepared enough to do well in college, and that I will not know my way around.” |
| 33 | “Although I had attended a relatively large high school, Terre haute North Vigo High School of 2,000 students. I prefer small classes. I fear that my classes may be too large and I may not get the one-on-one time with my professor.” |
| 34 | “I have been concerned that I have not been prepared enough or in a way over prepared for classes.” |
| 35 | “If I am going into the right major? Knowing if that is what I really want to do?” |
| 36 | “The thing I have been thinking about the most is financial issues. For instance not being able to buy books, or being short on financial aid.” |
| 37 | “I have been uncertain about what to expect in my classes and mainly on my exams. I also want to make sure I am studying the right materials for quizzes and exams.” |
| 38 | “Some of the things I have thought about is staying on track. Yes, I want to make good grades, but I also want to have fun. Also I am worried about my on-campus job and how I’m going to fit it into everything.” |
| 39 | “The biggest concern as of this point is making sure my time management skills are in line and my work load is taken on step at a time.” |
| 40 | “I am most concerned about getting bad grades and feeling like I am wasting my parent’s money.” |
| 41 | “I’m concerned about making it to class on time when they are 10 min. apart.” |
| 42 | “I have been most concerned about getting to my classes on time and the amount of work I will be receiving.” |
| 43 | “I have been most uncertain about classes. I am worried that the classes will be over my head. I came from a high school that I don’t believe fully prepared my for my college experience. I am a little worried about finding my classes a little bit, but that’s only for a few days.” |
| 44 | “That I really don’t know as much as I think I do. I won’t have time to do all the things I want to do.” |
| 45 | “I have been mainly concerned about being to understand my professors and the subject they teach.” |
| 46 | “I have been most concerned about is how am I going to pay for school.” |
| 47 | “How my honors classes will work.” |
| 48 | “Wasting my meal plan or using them all up at once.” |
| 49 | “Making it to my classes and not getting lost or since Im in aop making sure I don’t fall behind on my studies.” |
| 50 | “I’m most concerned about managing my time for homework and studying while still being involved. I’m also uncertain about what types of groups I want to join and how I can establish better friends. Mainly through the academic part is more concerning to me.” |
| 51 | “Getting to all my classes and understanding what is going on in them at all time.” |
| 52 | “How hard my classes will be and if I’ll be able to get through the class.” |
| 53 | “Being able to find classes and being able to make good grades. People say college is hard but I would like to think that I can understand and do amazing in the class work.” |
| 54 | “I have been most concerned about the toughness or difficulties of the college courses but I believe I can succeed if I really apply myself and take everything seriously.” |
| 55 | “Getting the right help when I need it and getting where I need to be when I need to be there.” |
| 56 | “I have been most concerned about how to be preparing for the classes that I will be taking. Due to not having to do much studying or preparing for classes in high school.” |
| 57 | “Not falling behind in class, I know that if I fall behind it will be hard to catch up and I do not want that to happen.” |
| 58 | “What have I been uncertain about is how the college life would prepare me for my real life. Cencerned about is how would I make new friends have fun without my old family and friends.” |
| 59 | “Choosing the correct major” |
| 60 | “I have always had an issue with doing homework and studying. I feel that maybe now that I am in college things will become easier.” |
| 61 | “I am uncertain how I will be able to interact socially with others.” |
| 62 | “I’ve been concerned about my roommate and some of my classes.” |
| 63 | “I have been most uncertain about how to fit in on campus (i.e. which organizations to join, what extra classes to take)” |
| 64 | “I’ve been uncertain about whether or not I chose the right major. I’ve also been concerned about whether or not high school prepared me well enough for college academically.” |
| 65 | “I am uncertain about knowing how much to study and working out a time schedule. I am also afraid of getting lost!” |

1. What are you looking forward to the most during your first year (again, academically and otherwise)?

|  |  |
| --- | --- |
| Student Number | Response |
| 1 | “Meeting new people” |
| 2 | “I’m looking forward to learning something I am interested in rather than just high school courses. I am also looking forward in joining more organizations.”  |
| 3 | No response was given |
| 4 | No response was given |
| 5 | “I am really looking forward to just LEARNING new things. I can’t wait to dive right into my subject and start exploring” |
| 6 | “Academically, I am looking forward to experiencing a new way of learning. I am excited to know that I will gain even more knowledge that will help me not only in the future with my profession, but also with my personal life.” |
| 7 | “I’m looking forward to meeting new people and taking the next step in my life.” |
| 8 | “Im looking forward to meating new people and furthering my education.” |
| 9 | “I’m looking forward to being able to stay focus and keeping my grades right, with no mistakes. Also being able to make it all the way.” |
| 10 | “All activities that will be able to do and the new friends ill make.” |
| 11 | “I am looking forward to learning about the field of study I am interested in. I am also excited about meeting new people outside my hometown.” |
| 12 | “To push myself hard and make something writh wild and just being a very well arounded person.” |
| 13 | “I am looking forward to beginning to learn about the athletic training field. I have wanted to be an athletic trainer for a long time and I finally get to begin learning about it.” |
| 14 | “Meeting tons of new friends and having the freedom that comes college are what I am looking forward to.” |
| 15 | “Taking a new path in my life. I am older than the average student and do not want to be unhappy or stuck in life and career and not have decided to do this change for the better.” |
| 16 | “The experiences and what I will learn.” |
| 17 | “Freedom. Meeting and spending time with new people.” |
| 18 | “In college, I am most looking forward to developing and progressing into a maturation of my desired career. I am excited to begin new topics and ideas that hold my interest and enlighten me.” |
| 19 | “Rush, joining clubs and groups, and meeting new people.” |
| 20 | “During the first year in looking forward to getting involved and knowing people.” |
| 21 | -“making friends”-“succeeding in class” |
| 22 | No response was given |
| 23 | “Meeting new people, getting good grades, and surviving.” |
| 24 | “Starting school is what I am looking forward to most. I graduated High School six years ago and did not think I would be going to college. Once you start the real world it’s hard to find a way out. Other expenses are to blame for what seems to be the inability to go to school.” |
| 25 | “The new different classes to get to know the professor as an individual.” |
| 26 | “I am most looking forward to the change of scenery and trying new things. Everything will be new for me this year which is exciting in itself.” |
| 27 | “I am looking forward to learning more about myself and who I want to be.” |
| 28 | “Looking forward to meeting new people and having some safe fun.” |
| 29 | -“Making friends”-“Being on my own” |
| 30 | “I am looking forward to meeting new people and getting the knowledge I will need to be one step closer to my career.” |
| 31 | No response was given |
| 32 | “Learning about new ideas and gaining new knowledge about things that I am actually interested in learning about.” |
| 33 | “I am looking forward to meeting new people. I have already made two friends thanks to fall welcome.” |
| 34 | “I have been looking forward to my general Honors course and my biology course the most. This is because they are topics that really interest me.” |
| 35 | “New friends, rec center, Greek life, furthering my math knowledge” |
| 36 | “Getting to know new people. Getting as involved as I can.” |
| 37 | “I am looking forward to meeting new people and having fun. I also look forward to being one step closer to my profession.” |
| 38 | “I am looking forward to making the deans list. I have always wanted to do that and now that I’m not in sports any more, I feel like I will have more time to focus on my studies.” |
| 39 | “I’m looking forward to the entire new experience as a whole, and meeting new people.” |
| 40 | “Mainly having fun and meeting new people.” |
| 41 | “I’m looking forward to start taking classes dealing with my major.” |
| 42 | “Meeting new people and gaining new knowledge and improving on what I already know.” |
| 43 | “The thing I am most looking forward too is the freedom. I am excited that I can do what I want when and without asking people. I am excited about furthering my education.” |
| 44 | “Chalanges and new friends.” |
| 45 | “Being able to meet new people that I can have lifelong bonds with.” |
| 46 | “I am looking forward to as successful school year!” |
| 47 | “Independence” |
| 48 | “To meet new people, network with professor. Also to become familiar with my surroundings.” |
| 49 | “Meeting new people who could potentially be lifelong friends and joining in clubs to be more involved…I’m so excited for college Im looking forward to everything.  |
| 50 | “I’m looking forward to getting involved on campus this year. I want to make new friends and do things that can help me find myself in the next year or so to come.” |
| 51 | “For the most part starting new and meeting new people. Also being able to start looking more into the career I want.” |
| 52 | “To make new friends, learn new information, and having a good time at ISU.” |
| 53 | “Finding great friends and making the grades to improve life situations. Follow my dream of becoming a teacher to help others want to better their academic careers. I want to help others learn.” |
| 54 | “I am looking forward to learning different qualities throughout this year that would help or guide me in my future.” |
| 55 | “Friends, a great experience, and an amazing education. Possibly even traveling.” |
| 56 | “Meeting new people and figuring out what I am going to be doing with the rest of my life are both way exciting for me.” |
| 57 | “Meeting new people and becoming more knowledgeable about my major (psychology).” |
| 58 | “Meeting new people learning and experiencing new things. Also I would love to study abroad. Learning more about my profession. Experiencing life without family.” |
| 59 | -“Being involved in many activities”-“Learn so I can be a great nurse when I’m finished” |
| 60 | “Meeting new people and going to classes that seem to be more at my level.” |
| 61 | “Gaining new knowledge and studying areas I’m interested in.” |
| 62 | “I’m looking forward to making good grades, and never falling behind.” |
| 63 | -“My classes and working with teachers”-“Community service involvement” |
| 64 | “I’m looking forward to meeting new people and making new friends. Also, joining new student activities and getting involved on campus. I’m looking forward to making a good start towards fulfilling steps to get to my career.” |
| 65 | “I am excited about meeting new people and becoming more independent.” |