

College Student Experience Questionnaire Follow-up Report Freshman 2004 CSEQ Participants – Four Years Later (Spring 2008)

During the spring of 2004, approximately 400 UIC students participated in the College Student Experience Questionnaire (CSEQ). An invitation to participate in the on-line administration of the survey was sent to a random sample of advanced freshmen and native seniors (students who began as freshmen at UIC). All students were enrolled for at least 12 credit hours during Spring 2004 and had earned at least 12 credit hours at UIC. The seniors had earned at least 90 credit hours. A total of 170 valid responses were submitted from the advanced freshmen sample (a 28% response rate). This is a report on the status of those students four years later.

Of the 170 freshmen who participated in the CSEQ in 2004, 103 or 61% had earned a baccalaureate degree by spring 2008. That is, a majority of these students had graduated in a timely fashion. This research brief is an examination the differences and similarities in experience and attitudes between the students who persisted and completed their degrees and those who did not.

The rationale behind the CSEQ is that the outcome of a college experience depends not only on the environment provided by the institution but on the quality of effort expended by the student in using the facilities and services of the campus. Quality of effort is measured by the CSEQ as how frequently students performed particular activities during the current school year. Quality of effort is one of the best measures of the effects of attending college because it provides an estimate of the contribution students make to their own learning as well as the utilization of resources the institution offers. Presumably a student who is engaged with the college experience will more likely persist and graduate.

Table 1 shows the 2004 CSEQ responses to selected variables of the degree completers and non-completers.

Table 2 lists quality of effort scale scores of each group for 13 major scale scores representing the following: library, course learning, computer and information technology, writing experiences, experiences with faculty, science, arts, personal, student acquaintances, topic of conversation, information in conversations, facilities, and clubs and organizations. Each quality of effort scale score represents responses to a set of highly correlated questions pertaining to activities related to that scale. The mean of these scores for all respondents will be the quality of effort mean score for that activity. A higher the mean indicates a higher the quality of effort. In examining the variation in responses to the to the thirteen Quality of Effort scales, none of the differences were significant.

In fact, there were few differences between the degree completers and non-completer. In examining the freshman responses when grouped by the degree completion, the two groups were significantly different in: 1) their overall opinion of UIC (a satisfaction index that is the sum of two satisfaction variables); 2) the hours spend on out-of-class academic work; and 3) the students' relationship with faculty. Table 3 details these responses.

Overall, there are many similarities and few real differences between the degree completers and those who did not complete a degree. Two explanations for this finding may be that: 1) additional differences that distinguish degree completers and non-completers are not evident this early (as advanced freshmen) in the student's time at UIC; and 2) the most important variables that distinguish the two groups are the three variables where differences were uncovered.

Trends can be examined with further examination of additional CSEQ cohorts (2006 and 2008).

	All	Degree completers by Spring 2008	No degree by Spring 2008
2004 CSEQ Freshmen responses	N=170	N=103 (61%)	N=67 (39%)
At least 1 parent is a college graduate	54%	58%	49%
Intend to enroll for advanced degree	88%	88%	88%
Work 11+ hours/week on classwork	57%	67%	42%
Employed on campus	18%	17%	19%
Employed off campus	41%	38%	45%
No Job	42%	47%	36%
Like or enthusiastic about UIC	73%	79%	63%
Would attend UIC again (probably or definitely)	72%	79%	69%

Scale	Degree completers by Spring 2008	No degree by Spring 2008
Library Scale	15.19	14.96
Computer and IT Scale	23.15	22.17
Course Learning Scale	32.11	31.49
Writing Experiences Scale	18.91	18.51
Experiences with Faculty Scale	20.48	18.75
Art, Music Theater Scale	13.82	14.18
Campus Facilities Scale	17.87	16.48
Clubs and Organizations Scale	7.98	7.58
Personal Experiences Scale	20.03	19.99
Student Acquaintances Scale	25.92	26.02
Science & Quantitative Experiences Scale	24.96	23.94
Topics of Conversation Scale	24.68	25.89
Information in Conversations Scale	16.17	15.37

Overall opinion of college (scaled score of two satisfaction variables)	Degree completers by Spring 2008	No degree by Spring 2008
2 (low)	0%	9%
3	1.9%	9%
4	9.7	9%
5	18.4%	16.4%
6	36.9%	32.8%
7	19.4%	9%
8 (high)	13.6%	14.9%
<i>Mean Score</i>	6.03	5.42
Relationships with faculty		
1 (remote)	4.9%	3.0%
2	2.9%	12.1%
3	10.7%	9.1%
4	10.7%	19.7%
5	28.2%	25.8%
6	25.2%	24.2%
7 (approachable)	17.5%	6.1%
<i>Mean Score</i>	5.00	4.50
Hours on out of class academic work		
1=5 hrs or less	9.7%	17.9%
2=6-10 hrs	23.3%	40.3%
3=11-15 hrs	27.2%	23.9%
4=16-20 hrs	22.3%	9.0%
5=21-25 hrs	10.7%	3.0%
6=26-30 hrs	5.8%	6.0%
7=More than 30 hrs	1.0%	0%
<i>Mean Score</i>	3.22	2.57