

**Summary Report on the 2012 Administration of the
College Student Experience Questionnaire**

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This report presents summary data in table form on the College Student Experiences Questionnaire (CSEQ), which was administered to undergraduate students during the spring semester 2012.

The College Student Experiences Questionnaire is a nationally recognized standardized survey instrument developed at the Center for the Study of Evaluation at UCLA by C. Robert Pace. In 1994, the CSEQ operations moved to Indiana University -Bloomington under the management of Professor George Kuh at the Center for Postsecondary Research and Planning. The web-administered comprehensive survey contains 197 items distributed as follows:

- 16 background information about students
- 140 academic and support activities
- 10 student satisfaction with and rating of the college environment
- 23 gains in educational goals

The CSEQ measures the quality of effort or student involvement in college academic and personal/social experiences, student opinions on the college environment, and gain in achieving educational goals.

Four additional, institution-specific questions were added to the survey this year. Two of the questions provide more detailed background information, and two relate to students' overall perceptions about the campus and classroom learning environment.

The participants in the CSEQ were two independent groups of degree-seeking undergraduate students who were enrolled for at least 12 credit hours during the Spring 2012 term. The sample was composed of 2,000 randomly selected students, stratified by class level – 600 advanced freshmen (completed at least 12 credit hours prior to Spring term) and 1400 seniors (completed at least 90 credit hours prior to Spring term). The respondents at senior class standing are further disaggregated by those who entered as freshmen and those who transferred to UIC. The sample was drawn with over-sampling of African American and Latino populations by five percent within each class level stratum. This was done to address a historic under-response by these populations in prior administrations of the CSEQ.

Invitations to participate in the on-line survey were sent to students' UIC e-mail addresses. Additional follow-up reminder messages were sent to students who did not respond. Students who completed the survey were entered into a drawing for an I-Pad and campus gift certificates. The survey submission rate was 28 percent – 27 percent for the freshmen and 28 percent for the seniors.

A profile of CSEQ respondents is outlined in Table 1.

	Freshmen		Seniors		Totals	
CBA	15	9.2%	45	11.4%	60	10.8%
Education	3	1.8%	8	2.0%	11	2.0%
Engineering	17	10.4%	63	16.0%	80	14.4%
A & A	8	4.9%	25	6.3%	33	5.9%
LAS	113	69.3%	218	55.3%	331	59.4%
Nursing	0	0.0%	17	4.3%	17	3.1%
AHS	7	4.3%	15	3.8%	22	3.9%
CUPPA	0	0.0%	3	0.8%	3	0.5%
Totals	163	100%	394	100.0%	557	100.0%
Female	103	63.2%	225	57.1%	328	58.9%
Male	60	36.8%	169	42.9%	229	41.1%
Afr Am	27	16.6%	48	12.2%	75	13.5%
Hispanic	47	28.8%	99	25.1%	146	26.2%
Asian	33	20.2%	74	18.8%	107	19.2%
Caucasian	46	28.2%	154	39.1%	200	35.9%
Other	10	6.1%	19	4.8%	29	5.2%
Native	163	100.0%	176	44.7%	339	60.9%
Transfer	0	0.0%	218	55.3%	218	39.1%

Background

Parent Education

Students were asked a single question about level of parental education. Consistent with other student surveys and prior administrations of CSEQ, a large proportion of students are first generation college students. Forty-six percent of the respondents indicated first generation status, while 28% report that both parents are college graduates and another 23% reporting that one parent earned a college degree, (3% indicated that they did not know).

Educational Aspirations

Results from the Entering Student Survey of UIC Freshmen have indicated that many students enter as undergraduates and aspire to advanced degrees. Overall, 83.1% of the students reported that they expect to enroll for an advanced degree when they complete college. This aspiration was fairly consistent across class levels -- 87% of the freshmen and 81% of the seniors.

English as first language

In addition to the CSEQ standard background questions, the campus inserted two questions asking students if English is their first language. This question mirrors two items in the Entering Student Survey (ESS) administered to first time freshmen during summer orientation. Overall 158 students – 28% of the respondents indicated that English is not their first language. In a follow-up, open response question, the students were asked to name their first language. Of the 153 students who responded to this question, 33 languages were named. The full list of languages is found in Appendix A.

Financing college (Table 2)

Students are asked to provide approximate proportion of college expenses covered by various sources. Overall, students indicated that ‘all or nearly all’ from:

- parents - 21%;
- scholarships and grants – 28%; and
- loans – 11%.

These figures varied across class levels. For example:

- A total of 48% indicate that loans are not part of the college financing formula in contrast to 33% of the native seniors and 28% of the transfer seniors.
- 36% of the freshmen report parents will finance ‘more than half’, ‘all or nearly all’ of college expenses, in contrast to 39% of native seniors and 36% of transfer seniors.

	Self			Parents			Scholarships/ Grants			Loans		
	Fr	Nat Sr	Trans Sr	Fr	Nat Sr	Trans Sr	Fr	Nat Sr	Trans Sr	Fr	Nat Sr	Trans Sr
none	34%	17%	21%	10%	22%	38%	16%	21%	21%	48%	34%	28%
less than half	45%	61%	55%	43%	27%	27%	25%	29%	22%	24%	29%	25%
about half	10%	11%	10%	11%	12%	9%	11%	15%	14%	11%	14%	16%
more than half to all	12%	11%	15%	36%	39%	26%	48%	35%	43%	16%	23%	31%

Time Allocation

Time devoted to classwork (Table 3)

Students were asked to provide an estimate of the number of hours each week devoted to studying, writing, reading, lab work, rehearsing, etc related to classwork. Variation across class level groupings was apparent, but not strictly tied to class level. Overall 36% of the students spent 10 hours or less each week devoted to classwork, 44% of the freshmen, 37% of the native seniors and 31% transfer seniors. On the other end of the scale, 25% of the students devoted more than 20 hours each week to classwork – 21% of the freshmen, 28% of the native seniors and 25% of the transfer seniors.

	<u>Freshmen</u>	<u>Native Sr</u>	<u>Transf Sr</u>	<u>ALL</u>
5 hrs or less	10.6%	11.0%	8.3%	9.7%
6 to 10 hrs/wk	33.8%	26.0%	22.6%	26.6%
11 to 15 hrs/wk	15.6%	22.0%	23.0%	20.3%
16 to 20 hrs/wk	18.8%	12.7%	20.7%	17.4%
21 to 25 hrs/wk	11.9%	16.8%	11.1%	12.9%
26 to 30 hrs/wk	6.9%	5.8%	6.0%	6.1%
more than 30 hrs	2.5%	5.8%	8.3%	5.7%

Employment (Table 4)

The survey includes three questions related to employment; specifically, time spent working on-campus; working off-campus, and the impact of work on school work. From the on-campus and off-campus questions, an additional work variable was calculated to incorporate all work (ascertaining the students who did not work on- or off-campus; and similarly, the students who worked both on- and off-campus. The new variable revealed that 34% of the students did not work during the school year. The contrast between class levels is dramatic -- 52% of freshmen did not work, while this figure is 30% for the seniors.

Working on-campus has been documented in the research as a campus engagement factor, while working off campus is a 'pull' factor, (contributing to lower levels of engagement). Of the students who are employed (66% of the respondents), only 18% work on-campus, with an additional 7% who reported employment both on- and off-campus.

Table 4: Work Variables				
Hours spent working on campus for pay				
	Freshmen	Native Sr	Transf Sr	ALL
None; no job	80.0%	61.3%	82.5%	75.1%
1 to 10 hrs/wk	10.6%	14.5%	6.0%	10.0%
11 to 20 hrs/wk	5.6%	16.8%	9.2%	10.5%
21 to 30 hrs/wk	3.8%	6.9%	1.8%	4.0%
31 to 40 hrs/wk	0.0%	0.6%	0.5%	0.4%
Hours spent working off campus for pay				
None; no job	64.4%	53.2%	44.2%	52.9%
1 to 10 hrs/wk	15.0%	13.3%	14.7%	14.4%
11 to 20 hrs/wk	12.5%	13.3%	17.1%	14.5%
21 to 30 hrs/wk	6.3%	13.9%	12.9%	11.3%
31 to 40 hrs/wk	1.3%	4.6%	9.7%	5.6%
more than 40 hrs	0.6%	1.7%	1.4%	1.3%
How job affects school work				
No job	52.5%	20.8%	31.8%	34.4%
Does not interfere	18.8%	20.2%	13.4%	17.1%
Takes some time	25.0%	53.2%	42.9%	40.9%
Takes lots of time	3.8%	5.8%	12.0%	7.6%
Work - Recomputed variable				
No job	51.5%	21.0%	32.1%	34.3%
Work <u>on</u> -campus only	11.7%	31.3%	11.9%	18.0%
Work <u>off</u> -campus only	27.0%	39.2%	50.0%	39.9%
Work <u>both on and off</u> -campus	8.0%	6.8%	5.5%	6.6%

Quality of Effort Scales (Table 5)

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 defined as involvement in this report and is measured by how frequently students performed particular activities during the current school year. For example, in Table 5 regarding experiences with faculty, quality of effort is defined as how frequently students “talked with a faculty member” as measured on a four-point scale of 1 = Never, 2 = Occasionally, 3 = Often and 4 = Very Often. The quality of effort scale scores 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, campus facilities, and clubs and organizations. Significant differences ($p < .05$) are found among the three comparison groups on all the scales **except**: Course Learning, Writing

Experiences, Science and Quantitative Experiences, and Information in Conversations. A detailed description of each of the quality of effort scales is provided in Appendix B.

		<u>Freshmen</u>	<u>Native Sr</u>	<u>Transfer Sr</u>	<u>ALL</u>
Library Scale		16.11	17.60	15.82	16.46
(8 items)	Std Dev	4.88	4.69	5.02	5.00
Computer & IT		25.08	27.75	26.66	26.54
(9 items)	Std Dev	5.64	4.85	5.41	5.40
Course Learning		33.35	34.68	34.04	34.03
(11 items)	Std Dev	6.07	5.77	6.08	6.00
Writing Experiences		19.09	18.96	18.07	18.65
(7 items)	Std Dev	4.24	4.62	4.95	4.66
Experiences with Faculty		21.96	24.08	22.90	22.98
(10 items)	Std Dev	6.36	7.64	7.19	7.11
Art, Music, Theater		12.84	14.41	13.76	13.70
(7 items)	Std Dev	5.01	5.12	5.46	5.26
Campus Facilities		19.04	19.07	17.54	18.46
(8 items)	Std Dev	5.35	5.08	5.15	5.23
Clubs & Organizations		8.20	10.71	8.92	9.29
(5 items)	Std Dev	3.78	4.87	4.11	4.40
Personal Experiences		18.95	19.99	18.20	18.99
(8 items)	Std Dev	5.82	5.41	5.72	5.69
Student Acquaintances		25.15	28.10	26.29	26.54
(10 items)	Std Dev	7.44	7.53	7.05	7.40
Science & Quantative Exp		24.69	25.35	25.48	25.21
(10 items)	Std Dev	8.26	9.33	9.17	8.96
Topics of Conversation		24.45	27.64	27.00	26.49
(10 items)	Std Dev	7.15	6.46	7.48	7.18
Info in Conversations		16.54	17.43	17.31	17.13
(6 items)	Std Dev	4.06	3.90	4.20	4.10

A note about the Quality of Effort Scales: Each quality of effort scale score represents responses to a set of highly correlated questions pertaining to activities related to that scale. For example, the mean scale score of 23.45 for ‘experiences with faculty’ is based on responses to ten items relating to various kinds of student-faculty experiences. The content of these ten items range from those tasks requiring routine involvement to those representing a higher quality of involvement or effort. For example, “asked instructor for course information” (#1 on the list) requires only routine effort or involvement by the student, whereas “worked with faculty member on research” (#10 on the list) requires a higher level or quality of effort by a student. A respondent must have responded to all ten items to be placed on the scale. The mean scale scores are calculated by assigning a value of 1 to 4 to the response on each of the items and adding these values up. The ten items will have a range from 10 to 40. 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.

Self Reported Gains

The CSEQ also measures the amount of gain or progress perceived by students in 25 different academic and social/personal areas, such as writing, history, literature, ethics, self-understanding, and careers. Respondents were asked the following question: “In thinking over your experiences in college up to now, to what extent do you feel you have gained or made progress in each of the following respects?” Students were asked to complete a four-point rating scale measuring the amount of gain from 1 = Very Little, 2 = Some, 3 = Quite a Bit and 4 = Very Much. The results are shown graphically in **Figure 2** (see page 10).

Student Satisfaction with College

The CSEQ includes two indicators of student satisfaction with their college experiences: 1) how well students like college and 2) if students could start college over again would they pick the same college they are now attending.

Overall, freshmen are more satisfied than seniors. Transfer seniors are more satisfied than native seniors. A total of 79% of the freshmen respondents indicated that they ‘like’ or are ‘enthusiastic’ about UIC (in comparison, 73% of the native seniors and 76% of the transfer seniors).

When asked “If you could start over again, would you go to UIC?”, 77% of the freshmen indicated ‘yes’ or ‘definitely yes’; in contrast these figures are 68% and 74% for native seniors and transfer seniors respectively.

College Environment (Table 6 and Table 7)

Respondents were asked to rate the emphasis UIC gave to the following aspects of the college environment and student development: academic, aesthetic, analytical, diversity, information literacy, vocational and relevancy of courses. The rating scale ranged from 1 to 7 -- 1 = weak emphasis to 7= strong emphasis. Differences among the comparison groups were significant for the aesthetic, diversity and vocational ratings.

(7 pt scale)	Freshmen	Native Sr	Transfer Sr	ALL
Scholarship	5.71	5.63	5.53	5.61
<i>Std Dev</i>	1.22	1.42	1.49	1.40
Aesthetics	5.10	4.69	4.66	4.80
<i>Std Dev</i>	1.45	1.62	1.80	1.66
Analytical	5.50	5.54	5.58	5.55
<i>Std Dev</i>	1.39	1.37	1.33	1.33
Diversity	5.73	5.74	5.48	5.64
<i>Std Dev</i>	1.39	1.44	1.60	1.47
Information Literacy	5.35	5.28	5.35	5.33
<i>Std Dev</i>	1.34	1.54	1.47	1.45
Vocational	5.01	4.89	5.05	4.99
<i>Std Dev</i>	1.43	1.70	1.70	1.63
Practical Courses	5.19	4.99	5.09	5.09
<i>Std Dev</i>	1.33	1.64	1.64	1.56

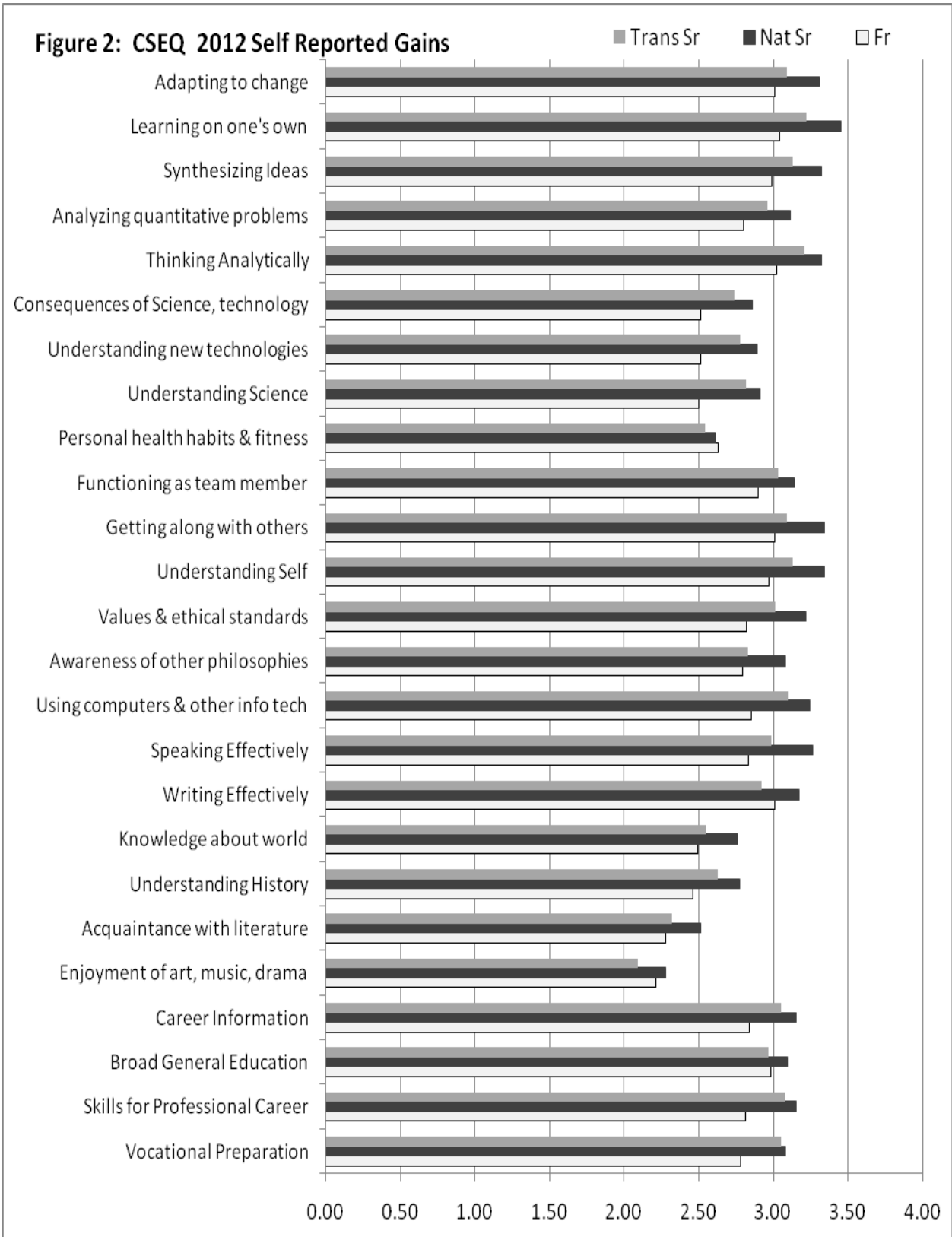
In addition, we included two institutional questions about the overall campus and classroom environment. Specifically, students were asked to indicate their level of agreement on a five-point scale (1=Strongly disagree to 5=Strongly agree) to the questions: “*In general, I feel that the **classroom environment** is supportive and welcoming*” and “*In general, I find the **campus environment** supportive and welcoming.*”

(5 pt scale)	Freshmen	Native Sr	Transfer Sr	ALL
Classroom	3.78	3.76	3.83	3.79
<i>Std Dev</i>	0.92	0.90	1.08	0.98
Campus	3.86	3.54	3.66	3.68
<i>Std Dev</i>	0.95	0.96	1.18	1.06

College Relationships (Table 8)

A key factor in how students engage with the campus community is based on relationships established on campus. The CSEQ includes three items on students’ relationships – with other students, with administrative personnel and with faculty. Students rate the relationship on a seven point scale (1=negative to 7=positive). Consistent over administrations of the CSEQ, students rate their relationships with other students highest, followed by faculty and administrative staff. Significant variation across comparison groups is found in the rating of relationships with administrative personnel – between freshmen and native seniors. Table 8 provides the detail of these ratings.

Table 8: Relationships on Campus				
(7 pt scale)	Freshmen	Native Sr	Transfer Sr	ALL
Other Students	5.41	5.51	5.38	5.43
<i>Std Dev</i>	1.50	1.41	1.62	1.52
Admin Personnel	4.76	4.34	4.66	4.59
<i>Std Dev</i>	1.47	1.57	1.83	1.66
Faculty	4.96	5.04	5.19	5.08
<i>Std Dev</i>	1.45	1.41	1.64	1.52



Appendix A:

**List of languages named after students indicated that English is not their first language
(N=153)**

Language	%
Spanish	37.9%
Gujarati	6.5%
Korean	5.9%
Cantonese	5.2%
Polish	5.2%
Arabic	3.9%
Chinese	3.9%
Urdu	3.9%
Romanian	2.6%
Mandarin	2.0%
Serbian	2.0%
Tagalog	2.0%
Telugu	2.0%
Ukrainian	2.0%
Lithuanian	1.3%
Russian	1.3%
Vietnamese	1.3%
Laotian	1.3%
Aramaic	0.7%
Assyrian	0.7%
Bengali	0.7%
Benin	0.7%
Catalan	0.7%
Dagbani	0.7%
Dansk	0.7%
Greek	0.7%
Hebrew	0.7%
Hindi	0.7%
Mongolian	0.7%
Oromo	0.7%
Punjabi	0.7%
Tamil	0.7%
Thai	0.7%
Total	100.0%

Appendix B: Description of the Quality of Effort Scales

The Quality of Effort scale scores represent responses to a set of highly correlated questions pertaining to activities related to the scale topic. For example, the course learning scale includes student response to items associated with completion of class assignments to explaining course information to someone else (thus, a deeply level of understanding). Below is a brief description of each scale and the number of items that constitute the scale.

Library: Items in the Library scale gauge the use of the library facilities and resources including study and information gathering. *(8 items)*

Computer & Information Technology: This scale assesses the extent to which students use computers and other technology in their studies. *(9 items)*

Course Learning: Items in this scale range completing class assignments, taking notes, participating in class discussions to synthesizing information from courses. *(11 items)*

Writing Experiences: The writing scales tallies the amount and type of writing done by the student. *(7 items)*

Experiences with Faculty: This scale measures the extent to which students interact with faculty on a range of topics and activities from talking to an instructor about a course to working with a faculty member on a research project. *(10 items)*

Art, Music, and Theater: The Art, Music and Theater scale gathers information on the activities of students that involve them in seeing or participating in various artistic experiences. *(7 items)*

Campus Facilities: This scale includes items that assess the type and frequency of use of various campus facilities and physical resources including lounges, recreation spaces, and public meeting space. *(8 items)*

Clubs/Organizations: This scale measures involvement in student clubs and organizations; involvement with faculty and other staff in these venues *(5 items)*

Personal Experiences: This scale measures interpersonal experiences and self awareness indicators including interactions with friends or faculty involving more personal feelings and concerns. *(8 items)*

Student Acquaintances: This scale measures both the depth and breadth of student relationships with other students on campus. *(8 items)*

Science & Quantitative Experiences: Items in this scale relate to scientific and mathematical experiences ranging from memorizing formulas and technical terms to explaining scientific concepts to another person. *(10 items)*

Topics of Conversation: This scale covers the complexity and depth of the topics of a student's conversation. *(10 items)*

Information in Conversations: Items in this scale focus on how knowledge from synthesized and incorporated into students' conversations. *(6 items)*