

## Chapter IX: COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE (CSEQ)

*Who takes it?*

Selected Freshmen and Juniors enrolled in a Junior Interdisciplinary Seminar (JINS).

*When is it administered?*

Each semester.

*How long does it take to complete?*

30 minutes.

*What office administers it?*

Residential College Program and Assessment and Testing via the JINS instructors.

*Who originates the assessment?*

CSEQ Research Program  
Center for Postsecondary Research  
Indiana University  
Ashton Aley Hall Suite 102  
1913 East Seventh Street  
Bloomington, IN 47405-7510  
(812) 856-5825  
<http://www.iub.edu/~cseq>  
e-mail: [cseq@indiana.edu](mailto:cseq@indiana.edu)

*When are results typically available?*

The semester following its administration.

*What type of information is sought?*

The CSEQ measures three general aspects of a student's experience: college activities, college environment, and self-reported estimate of gains.

*From whom are the results available?*

Assessment and Testing, Violette Hall 1130.

*To whom are the results regularly distributed?*

Student Affairs, VPAA Office, and to the university community through this *Almanac*.

*Are results available by division or discipline?*

No.

*Are results comparable to data of other universities?*

Yes.

## Truman Questions for the Junior CSEQ

- 1) Prior to the current semester, how many Modes of Inquiry have you completed in the LSP? The Modes of Inquiry are:
- |                      |                   |                             |
|----------------------|-------------------|-----------------------------|
| Aesthetic-Fine Arts  | Historical        | Scientific-Life Science     |
| Aesthetic-Literature | Mathematical      | Scientific-Physical Science |
| Communicative        | Social Scientific | Philosophical/Religious     |
- a) none or one                      c) four or five                      e) eight or nine  
b) two or three                      d) six or seven
- 2) Prior to the current semester, how many “writing-enhanced” courses have you completed?  
a) none                                      c) two                                      e) four or more  
b) one                                        d) three

### Junior Interdisciplinary Seminar

- 3) At what point did you take this JINS class?  
a) first semester as a junior                      c) third semester as a junior  
b) second semester as a junior                      d) didn't take the class as a junior
- 4) If you did not take this JINS course during your first semester as a junior, identify the reason which most closely describes why. (If you did take the JINS class in the first semester of your junior year skip to question #5)  
a) wasn't interested in topics offered                      d) JINS course(s) I wanted was closed  
b) didn't complete the SWE                      e) other  
c) couldn't fit course into schedule
- 5) I feel that the interdisciplinary component (JINS course) of the Liberal Studies Program is an important element of a liberal arts and sciences education.  
a) strongly agree                      c) neutral                                      e) strongly disagree  
b) agree                                      d) disagree
- 6) I feel that I have the academic skills and training necessary to examine a single issue or problem using the perspectives of multiple academic disciplines.  
a) strongly agree                      c) neutral                                      e) strongly disagree  
b) agree                                      d) disagree

### Response choices for questions 7-14:

- a) to a very great degree                      c) to a moderate degree                      e) not at all  
b) to a great degree                      d) to a slight degree

### Statistics

- 7) To what degree do you recognize the overall importance and broad application of statistics from its use in research to its use in everyday life?
- 8) To what degree are you able to use a statistical package for computation and meaningfully interpret the results?

### Historical Mode of Inquiry

- 9) To what degree do you have the ability to think historically, in terms of causation, change over time, contingency, context, and chronological frameworks?
- 10) To what degree are you able to understand how historians draw upon and synthesize the content and methodologies of several humanistic and social-scientific disciplines to research and interpret the events of the past?



## College Student Experiences Questionnaire

### Junior Student Narrative for Descriptive Frequency Data for Fall 2002

Prepared by David A. Hoffman, Assistant Dean of Student Affairs

December 30, 2003

#### Survey Methodology

Truman junior students enrolled in the Junior Interdisciplinary Seminar (JINS) courses (29 courses) were asked to complete the *College Student Experiences Questionnaire* (4<sup>th</sup> edition) as a homework assignment by faculty during the fall 2002 semester. The questionnaires were distributed by the Assessment and Testing Office to the JINS faculty who asked their junior students (N = 528) to complete the CSEQ as a homework assignment and return it to them in class between September 20, 2002 and October 11, 2002 (N = 416 junior students, 79% response rate).

#### Truman Junior Students: Areas of Institutional Strength and Weakness

Kuh and associates (1997) suggest that one manner of utilizing the *CSEQ* is to identify institutional and student cohort strengths and weaknesses from the item frequencies. Items in which 50% or more of the students indicate positive answers (Activities = "often" and "very often;" Environment "6" and "7" on seven point negative to positive continuum; Gains = "Very Much" and "Quite a Bit") can be considered an area of strength. Items in which 20% or less indicate positive answers can be considered an area of weakness that may warrant the institution's attention. The number of items for the scale is identified in parentheses and assists in identifying the number of items that fall somewhere in the 20-50% range.

##### ***Student Activity Scale-Library (8 Questions):***

###### Strengths

Used an index or database (computer, card catalog, etc.) to find material on some topic - 71%

Developed a bibliography or reference list for a term paper or other report - 64%

###### Weaknesses

Found something interesting while browsing in the library - 19%

Asked a librarian/staff member for help in finding information on some topic - 17%

Gone back to read a basic reference or document that other authors referred to - 14%

##### ***Student Activity Scale-Computer and Information Technology (9 Questions):***

###### Strengths

Used a computer or word processor to prepare reports or papers – 96%

Used e-mail to communicate with an instructor or other students – 90%

Searched the World Wide Web or Internet for the information related to a course – 84%

Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.) – 58%

##### ***Student Activity Scale-Course Learning (11 Questions):***

###### Strengths

Completed the assigned readings for class – 82%

Took detailed notes during class – 91%

Contributed to class discussions – 70%

Tried to see how different facts and ideas fit together – 74%

Summarized major points and information from your class notes or readings – 68%

Worked on a class assignment, project, or presentation with other students – 74%

Applied material learned in class to other areas – 71%

Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments – 71%

Tried to explain material from a course to someone else (another student, friend, co-worker, family member) – 64%  
Worked on a paper or project where you had to integrate ideas from various sources – 78%

***Student Activity Scale-Writing Experiences (7 Questions):***

Strengths

Used a dictionary or thesaurus to look up the proper meaning of words – 64%  
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing – 86%  
Asked other people to read something you wrote to see if it was clear to them – 63%  
Referred to a book or manual about writing style, grammar, etc. – 55%

Weaknesses

Prepared a major written report for a class (20 pages or more) – 17%

***Student Activity Scale-Experiences with Faculty (10 Questions):***

Strengths

Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc) – 60%  
Worked harder as a result of feedback from an instructor – 54%

Weaknesses

Worked with a faculty member on a research project – 15%

***Student Activity Scale-Art, Music, and Theater Experiences (7 Questions):***

Strengths

Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members – 54%

Weaknesses

Participated in art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus – 18%  
Participated in some music activity (orchestra, chorus, dance, etc. on or off the campus) – 18%

***Student Activity Scale-Campus Facilities (8 Questions):***

Strengths

Met other students for discussion – 54%  
Used campus recreational facilities – 63%

Weaknesses

Went to a lecture or panel discussion – 16%

***Student Activity Scale-Clubs and Organizations (5 Questions):***

Strengths

Attended a meeting of a campus club, organization, etc. – 74%

***Student Activity Scale-Personal Experiences (8 Questions):***

Strengths

Told a friend or family member why you reacted to another person the way you did – 75%  
Discussed with another student, friend, or family member why some people get along smoothly, and others do

not – 67%  
Asked for help with a personal problem – 64%  
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances – 63%

Weaknesses

Talked with faculty member, counselor, or other staff member about personal concerns – 16%

***Student Activity Scale-Student Acquaintances (10 Questions):***

Strengths

Became acquainted with students whose interests were different from yours – 67%  
Became acquainted with students whose family background (economic, social) was different from yours – 70%  
Became acquainted with students whose age was different from yours – 72%  
Became acquainted with students whose race or ethnic background was different from yours – 56%  
Had serious discussions with students whose philosophy of life or personal values were very different from yours – 54%  
Had discussions with students whose religious beliefs were very different from yours – 51%

***Student Activity Scale-Scientific and Quantitative Experiences (10 Questions):***

Strengths

Memorized formulas, definitions, technical terms and concepts – 80%  
Used mathematical terms to express a set of relationships – 55%

***Student Activity Scale-Topics of Conversation (9 Questions):***

Strengths

Current events in the news – 60%  
Different lifestyles, customs, and religions – 53%

***Student Activity Scale-Information in Conversations (6 Questions):***

Strengths

Referred to knowledge you acquired in your readings or classes – 67%  
Explored different ways of thinking about the topic – 56%  
Referred to something one of your instructors said about the topic – 55%

***Student Environment Scales (7 Scales: Strong to Weak Emphasis)***

Strengths

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities – 80%  
Emphasis on Being Critical, Evaluative, and Analytical – 61%

***Student Environment Relationship Scales (3 Scales)***

Strengths

Relationships with other students (Friendly, Supportive, Sense of belonging to Competitive, Uninvolved, Sense of alienation) – 69%  
Relationships with faculty members (Approachable, Helpful, Understanding, Encouraging to Remote, Discouraging, Unsympathetic) – 54%

***Estimate of Gains Scales (25 Scales)***

Strengths

Vocational training, acquiring knowledge & skills applicable to a specific job or type of work – 58%

Acquiring background & specialization for further education in professional, scientific, or scholarly field – 71%  
Gaining a broad general education about different fields of knowledge – 77%  
Gaining a range of information relevant to a career –67%  
Writing clearly and effectively – 68%  
Speaking effectively –65%  
Acquiring familiarity with the use of computers – 70%  
Becoming aware of different philosophies, cultures, and ways of life – 51%  
Developing your own values and ethical standards –64%  
Understanding yourself--your abilities, interests, and personality – 78%  
Understanding other people and the ability to get along with different kinds of people - 70%  
Ability to function as a team member – 68%  
Ability to think analytically and logically – 69%  
Ability to put ideas together, to see relationships, similarities, and differences between ideas – 72%  
Ability to learn on your own, pursue ideas, and find information you need – 76%  
Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.) –70%

***Selected Reading/Writing Questions (5 questions) During current school year:***

Weaknesses

Number of textbooks or assigned books read (10 or more) – 16% [none = 2%; fewer than 5 = 38%]  
Number of assigned packs of course readings (10 or more) – 16% [none =9%; fewer than 5 = 52%]  
Number of non-assigned books read (10 or more) – 6% [none = 31%; fewer than 5 = 49%]  
Number of essay exams written (10 or more) -- 15% [none = 5%; fewer than 5 = 49%]  
Number of term papers written (10 or more) – 20% [none = 5%; fewer than 5 = 46%]

***Student Satisfaction Questions (2 Questions)***

Neither identified as strength or weakness

***Summary***

A variety of institutional strengths and weaknesses are identified across each of the scales. When compared with first-year students' perception of institutional strengths and weaknesses, junior students identify many more strengths, particularly across the Activity and Gains scales. Some of the items across the scales are neither identified as an institutional strength or weakness. These deserve reflection as well, particularly within the framework of institutional, divisional, and discipline level goals. The time of the semester should be remembered as a context for interpreting the selected reading and writing questions. The CSEQ was administered early in the fall semester and the question prompt asks students to reflect on their reading and writing for the current year. Data from spring semester administrations suggests that reading non-assigned books is a consistent weakness for Truman students.

## College Student Experiences Questionnaire

### Junior Student Narrative for Descriptive Frequency Data for Spring 2003

Prepared by David A. Hoffman, Assistant Dean of Student Affairs

December 19, 2003

#### Survey Methodology

Truman junior students enrolled in the Junior Interdisciplinary Seminar (JINS) courses (27 courses) were asked to complete the *College Student Experiences Questionnaire* (4<sup>th</sup> edition) as a homework assignment by faculty during the spring 2003 semester. The questionnaires were distributed by the Assessment and Testing Office to the JINS faculty who asked their junior students (N = 592) to complete the CSEQ as a homework assignment and return it to them in class between February 17, 2003 and March 19, 2003 (N = 445 junior students, 75% response rate).

#### Truman Junior Students: Areas of Institutional Strength and Weakness

Kuh and associates (1997) suggest that one manner of utilizing the *CSEQ* is to identify institutional and student cohort strengths and weaknesses from the item frequencies. Items in which 50% or more of the students indicate positive answers (Activities = “often” and “very often;” Environment “6” and “7” on seven point negative to positive continuum; Gains = “Very Much” and “Quite a Bit”) can be considered an area of strength. Items in which 20% or less indicate positive answers can be considered an area of weakness that may warrant the institution’s attention. The number of items for the scale is identified in parentheses and assists in identifying the number of items that fall somewhere in the 20-50% range.

##### ***Student Activity Scale-Library (8 Questions):***

###### Strengths

Used an index or database (computer, card catalog, etc.) to find material on some topic - 74%

Developed a bibliography or reference list for a term paper or other report - 66%

###### Weaknesses

Found something interesting while browsing in the library - 19%

Asked a librarian/staff member for help in finding information on some topic - 16%

Gone back to read a basic reference or document that other authors referred to -13%

##### ***Student Activity Scale-Computer and Information Technology (9 Questions):***

###### Strengths

Used a computer or word processor to prepare reports or papers – 97%

Used e-mail to communicate with an instructor or other students – 92%

Searched the World Wide Web or Internet for the information related to a course – 88%

Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.) – 60%

##### ***Student Activity Scale-Course Learning (11 Questions):***

###### Strengths

Completed the assigned readings for class – 81%

Took detailed notes during class – 92%

Contributed to class discussions – 66%

Tried to see how different facts and ideas fit together – 74%

Summarized major points and information from your class notes or readings – 66%

Worked on a class assignment, project, or presentation with other students – 75%

Applied material learned in class to other areas –71%

Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments –67%

Tried to explain material from a course to someone else (another student, friend, co-worker, family member) – 72%  
Worked on a paper or project where you had to integrate ideas from various sources – 79%

Weaknesses

Developed a role play, case study, or simulation for a class – 20%

***Student Activity Scale-Writing Experiences (7 Questions):***

Strengths

Used a dictionary or thesaurus to look up the proper meaning of words – 61%  
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you were writing – 88%  
Asked other people to read something you wrote to see if it was clear to them – 61%  
Referred to a book or manual about writing style, grammar, etc. – 54%  
Revised a paper or composition two or more times before you were satisfied with it – 52%

Weaknesses

Prepared a major written report for a class (20 pages or more) – 14%

***Student Activity Scale-Experiences with Faculty (10 Questions):***

Strengths

Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc) – 60%  
Worked harder as a result of feedback from an instructor – 58%

Weaknesses

Socialized with a faculty member outside of class (had a snack or soft drink, etc.) – 17%  
Participated with other students in a discussion with one or more faculty members outside of class – 19%  
Worked with a faculty member on a research project – 14%

***Student Activity Scale-Art, Music, and Theater Experiences (7 Questions):***

Strengths

Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members – 60%

***Student Activity Scale-Campus Facilities (8 Questions):***

Strengths

Met other students for discussion – 58%  
Used campus recreational facilities – 63%

Weaknesses

Went to a lecture or panel discussion – 20%  
Used a campus learning lab or center – 16%

***Student Activity Scale-Clubs and Organizations (5 Questions):***

Strengths

Attended a meeting of a campus club, organization, etc. – 74%

Weaknesses

Met with faculty to discuss campus group – 20%

***Student Activity Scale-Personal Experiences (8 Questions):***

Strengths

Told a friend or family member why you reacted to another person the way you did – 77%

Discussed with another student, friend, or family member why some people get along smoothly, and others do  
Not – 66%

Asked for help with a personal problem – 68%

Identified with a character in a book, movie, or television show and wondered what you might have done under  
similar circumstances – 59%

Weaknesses

Talked with faculty member, counselor, or other staff member about personal concerns – 11%

***Student Activity Scale-Student Acquaintances (10 Questions):***

Strengths

Became acquainted with students whose interests were different from yours – 68%

Became acquainted with students whose family background (economic, social) was different from yours – 74%

Became acquainted with students whose age was different from yours – 71%

Became acquainted with students whose race or ethnic background was different from yours – 56%

Had serious discussions with students whose philosophy of life or personal values were very different from  
yours – 54%

Had discussions with students whose religious beliefs were very different from yours – 53%

***Student Activity Scale-Scientific and Quantitative Experiences (10 Questions):***

Strengths

Memorized formulas, definitions, technical terms and concepts – 76%

Used mathematical terms to express a set of relationships – 57%

***Student Activity Scale-Topics of Conversation (9 Questions):***

Strengths

Current events in the news – 73%

Social issues such as peace, justice, human rights equality, race relations - 56%

Different lifestyles, customs, and religions – 60%

International relations (human rights, free trade, military activities, political differences, etc.) – 50%

***Student Activity Scale-Information in Conversations (6 Questions):***

Strengths

Referred to knowledge you acquired in your readings or classes – 71%

Explored different ways of thinking about the topic – 59%

Referred to something one of your instructors said about the topic – 55%

***Student Environment Scales (7 Scales: Strong to Weak Emphasis)***

Strengths

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities – 81%

Emphasis on Being Critical, Evaluative, and Analytical – 61%

Weaknesses

Emphasis on Developing an Understanding and Appreciation for Human Diversity – 21%

Emphasis on Developing Vocational and Occupational Competence - 21%

Emphasis on Personal Relevance and Practical Value of Courses – 20%

***Student Environment Relationship Scales (3 Scales)***

Strengths

Relationships with other students (Friendly, Supportive, Sense of belonging to Competitive, Uninvolved, Sense of alienation) – 73%

Relationships with faculty members (Approachable, Helpful, Understanding, Encouraging to Remote, Discouraging, Unsympathetic) – 54%

***Estimate of Gains Scales (25 Scales)***

Strengths

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Acquiring background & specialization for further education in professional, scientific, or scholarly field – 71%

Gaining a broad general education about different fields of knowledge – 79%

Gaining a range of information relevant to a career – 70%

Writing clearly and effectively – 69%

Speaking effectively – 66%

Acquiring familiarity with the use of computers – 74%

Becoming aware of different philosophies, cultures, and ways of life – 52%

Developing your own values and ethical standards – 69%

Understanding yourself--your abilities, interests, and personality – 80%

Understanding other people and the ability to get along with different kinds of people - 74%

Ability to function as a team member – 68%

Developing good health habits and physical fitness – 50%

Ability to think analytically and logically – 67%

Ability to put ideas together, to see relationships, similarities, and differences between ideas – 69%

Ability to learn on your own, pursue ideas, and find information you need – 76%

Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.) – 72%

***Selected Reading/Writing Questions (5 questions)***

Weaknesses

Number of non-assigned books read (10 or more) – 10% [none = 55%; fewer than 5 = 15%]

***Student Satisfaction Questions (2 Questions)***

Neither identified as strength or weakness

***Summary***

A variety of institutional strengths and weaknesses are identified across each of the scales. When compared with first-year students' perception of institutional strengths and weaknesses, junior students identify many more strengths, particularly across the Activity and Gains scales. They also identify more weaknesses in their perception of the institutional environment. Some of the items across the scales are neither identified as an institutional strength or weakness. These deserve reflection as well, particularly within the framework of institutional, divisional, and discipline level goals.