

Chapter IV: COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CSXQ)

Who takes it?

Fall first-time students.

When is it administered?

During Truman Week (in August) every 2 years.

How long does it take for the student to complete the instrument?

30 minutes.

What office administers it?

The survey is online, and the Dean of New Student Programs invites students to complete the survey during Truman Week. Students receive reminders to complete the survey.

Who originates the assessment?

CSEQ Assessment Program
Center for Postsecondary Research

Indiana University

1900 East 10th Street

Eigenmann Hall 419

Bloomington, IN 47406-7512

(812) 856-5825

http://cseq.iub.edu/csxq_generalinfo.cfm

e-mail: cseq@indiana.edu

When are results typically available?

Late fall.

What type of information is sought?

According to the developers of the instrument, the CSXQ, “assesses new student goals and motivations. New students hold important expectations about how and with whom they will spend their time in college. These expectations provide clues about how students will interact with peers and faculty members, behaviors that directly affect achievement and satisfaction with college. Institutions also have expectations for student performance.” The survey also provides some background demographics on students in terms of parental education. The survey questions align with many NSSE questions so the University can see how reported student experiences align with expected experiences.

From whom are the results available?

Assessment and Testing Office, Violette Hall 1130.

To whom are the results regularly distributed?

President, Provost, Deans, Assessment Committee, and readers of this *Almanac*.

Are the results available by department or discipline?

No.

Are the results comparable to data of other universities?

Yes.

CSXQ
Fall 2008
Highlights of Findings

Of the approximately 1000 respondents, 25% indicated that they were first generation college students where neither parent graduated college. Just under half of the first-year class had both parents graduating college. Students reported that 58% of their mothers were college graduates. The percentage is consistent with previous classes (see CIRP data). Students reported that 61% of their fathers were college graduates which is also consistent with previous classes.

In terms of student expectations:

- 86% expect to earn an advanced degree after Truman which is consistent with previous classes (see CIRP data).
- 98% of students expect to often or very often “complete the assigned readings before class.”
- 87% of students expect to often or very often “contribute to class discussions.”
- 50% of students expect to often or very often “use a learning lab or center to improve study or academic skills (reading, writing, etc).”
- 28% of students expect to often or very often write a major report for a class (20 pages or longer).
- 73% of students expect to often or very often “attend a meeting of a campus, club, organization, or student government group.”
- 49% of students expect to read more than 11 textbooks or assigned books.
- 83% of students expect “relationships with other students or student groups to be friendly, supportive, sense of belonging” (6 or 7).
- 77% of students expect “relationships with faculty members to be approachable, helpful, understanding, encouraging” (6 or 7).
- 59% of students expect “relationships with administrative personnel and offices to be helpful, considerate, flexible” (6 or 7).
- 51% of students expect to know more than 3 Truman faculty members well enough to ask them for a letter of recommendation.
- 87% of students agree strongly or agree somewhat with the statement they will graduate from Truman in 4 years.
- 66% of students agree strongly or agree somewhat with the statement that they expect Truman to be the best four years of their lives.
- 67% of students agree strongly or somewhat with the statement that their future happiness depends on the outcomes of the next four years.

Since the CSXQ provides Truman with a better understanding of student expectations, Table 1 shows how some of these expectations compare to actual experiences as reported on the NSSE and the GSQ. From the comparisons, we learn:

- Students come to class less prepared than they expected to.
- Students participate in class less than they expected to.
- Students write substantially fewer long papers than they expected to.
- Students have worse relationships with fellow students, faculty and administrators than they expected to.
- Students develop fewer connections with faculty than they anticipated.

Table 1

Variable	Expectations from CSXQ	Actual Reported Experiences	Survey	Comments
Often or very often read for class	86%	73% FY 75% SR	NSSE 2008	NSSE wording slightly different from CSXQ wording
Often or very often contribute to class discussion	87%	68% FY 72% SR	NSSE 2008	NSSE wording slightly different from CSXQ wording
Often or very often write a major report for class	28%	1% FY 1% SR	NSSE 2008	
Read more than 11 textbooks or assigned books	49%	40% FY 39% SR	NSSE 2008	
Relationships with students (6 or 7)	83%	64% FY 66% SR	NSSE 2008	
Relationships with Faculty (6 or 7)	77%	42% FY 55% SR	NSSE 2008	
Relationships with Administrators (6 or 7)	57%	27% FY 20% SR	NSSE 2008	
Expect to know more than 3 Truman faculty well enough to write a letter of recommendation	51%	41%	GSQ	