

REPORT



CSEQ

College Student Experiences Questionnaire
Messiah College Seniors
Spring 2004



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Overview

The College Student Experiences Questionnaire (CSEQ) is an instrument that examines the effort and activities that students engage in while enrolled in college. The CSEQ was first published in 1979 by Robert Pace. However, the general approach and types of items were used earlier by Pace and others in the 1950's and 1960's. Since 1979, thousands of students have completed some version of the CSEQ and it has become one of the standard measures in higher education. The theory behind CSEQ is that student perceptions and self-reported experiences can give valuable insight into the nature and success of college experiences. In fact, there is evidence that self reported gains in learning have validity as proxy measures of achievement. A number of research studies have shown that self reported data correlate strongly with independent achievement tests.

Research on student learning has consistently found that factors that tap *quality of student effort* are most important in determining the success of students in college. Various models have found that student effort is most important followed by environmental factors (e.g., the nature of interactions among faculty and students) and student background variables (e.g., demographic items such as social class, aspirations, gender, etc.). As a result, the CSEQ explicitly probes these areas including:

- information about the students' background
- report on extent of student reading, writing and other learning activities
- ratings of the college environment
- estimates of various educational gains

The CSEQ includes over 150 items and takes about 30 to 40 minutes to complete. Currently, processing of the CSEQ is handled by George Kuh and his associates at Indiana University. The most recent version of the CSEQ (the 4th edition) was introduced in 2000. There is a paper and pencil version and an on-line version available to institutions. Although different in appearance, the two versions contain identical items. In both 2000 and 2004, Messiah College used the paper and pencil version. This made it possible to administer the questionnaire through senior capstone courses as well as distribution through campus mailboxes.

The norms for the most recent CSEQ are to be found in Gonyea, R.M., Kish, K.A., Kuh, G.D., Muthiah, R.N. & Thomas, A.D. (2003), *College Student Experiences Questionnaire: Norms for the Fourth Edition*, Bloomington, IN: Indiana University Center for Postsecondary Research, Policy, and Planning. The norms are organized and reported by a modified institutional Carnegie Classification. Messiah College is included in the group called "Baccalaureate General Colleges" in contrast to the other undergraduate group, "Liberal Arts Colleges." The reason for this is that we do not fit the Carnegie category of liberal arts colleges because the majority of our degrees are in professional or vocationally oriented programs. In actuality, Messiah is probably somewhere between these two groups because of our institutional

emphasis on the liberal arts even in professional and vocational programs. However, in the pages that follow, we will report the Messiah College results (for both 2004 and 2000 seniors) as well as the results for Baccalaureate General Colleges (BGC) and the total sample of colleges and universities (Total).

In the report below, we will look at four sections of the CSEQ: Quality of Effort Scales; Measures of College Environment; Estimate of Gains; and background variables.

Quality of Effort

The quality of effort is measured by a number of items that are clustered under the title of “college activities.” Indiana University combines these items (by a simple additive scale) and reports both individual item results and descriptive statistics (e.g., means) for the scales. In the attachments to this report, we have reported the Messiah College results for the various items as well as the mean scores (with comparative data).

In summary, the quality of effort measures deal with these types of college activities:

| | |
|------------------------------|--|
| <i>Library</i> | Use of the library including study and information gathering |
| <i>Computers & Tech</i> | Extent to which students used computers and other means of technology in their studies |
| <i>Course Learning</i> | Completed readings, taking notes, participating in class discussions |
| <i>Writing Experiences</i> | The amounts and types of writing including various types of interventions |
| <i>Experiences w/fac</i> | The extent to which students interact with faculty on a broad range of topics and activities |
| <i>Art, Music, Theater</i> | Activities of students that involve them in seeing or participating in various artistic experiences |
| <i>Campus Facilities</i> | Type and frequency of use of various campus facilities including lounges, recreation spaces, public meetings |
| <i>Clubs/Organizations</i> | Involvement in student clubs and organizations; involvement with faculty and other staff in these venues |
| <i>Personal Experiences</i> | Interactions with friends or faculty involving more personal feelings and concerns |
| <i>Student Acquaint.</i> | Reports on the types of students that are encountered including international and minority students |
| <i>Scientific/Quantit.</i> | The level of involvement with scientific and quantitative activities (e.g., science labs) |
| <i>Topics/Conversations</i> | The kinds of issues that students report spending time talking about with peers and faculty |
| <i>Info in Conversations</i> | Use and impact of information in conversations |
| <i>Reading/Writing</i> | Self report of the amount of reading and writing |

Measures of the College Environment

In addition to asking students about their activities, the CSEQ also probes their views on the college environment. Using the contrasts between “Strong emphasis..... to a Weak emphasis...” students are asked to rate their college on the following areas:

Emphasis on: academic, scholarly, intellectual qualities
aesthetic, expressive, creative qualities
critical, evaluative, analytic qualities
understanding and appreciating human diversity
information literacy skills (computers and other technology)
vocational and occupational competence
personal relevance and practical value of courses

In addition, students also rated their relationships with other students, administrators and faculty in terms of positive (friendly, helpful, understanding) and negative extremes (alienated, rigid, remote, unsympathetic).

Estimate of Gains

The final section of the CSEQ asks students to estimate their own “gains” in approximately twenty five different areas. These areas are those commonly found in various studies in higher education. For each area students are instructed to “think over your experience in college up to now, to what extent do you feel you have gained or made progress in each of the following respects?” The possible answers range from “very little” to “very much”. The areas are in five general clusters:

General Education, Literature, Arts and Social Sciences
Personal Development and Social Competence
Science and Technology
Intellectual Skills
Vocational Competence

Messiah College Seniors - Spring 2004

The attached pages provide summaries of the data gathered from Messiah College Seniors during the spring term 2004. Completed, usable surveys were received from 290 seniors (out of approximately 550 copies distributed for a response rate of 53%). While there may be some sample bias present, it is likely that these seniors do provide a fairly accurate report on the experiences of the Class of 2004 at Messiah. Since the Messiah data is based *on seniors only*, we are using comparative data that is also based on senior responses. Normative data for the Baccalaureate General Colleges includes responses from 1666 seniors; normative data for the total CSEQ sample includes responses from 18096 seniors.

Highlights

Messiah College Seniors (2004) - College Student Experiences Questionnaire Comparisons with other Colleges and Universities

Library

Messiah College students make use of the library to search indexes and databases (72.8%). They report often developing bibliographies and reference lists (66.9%). They do not ask for help from librarians or staff at the same level as students at other schools.

Computer/Information Technology

Virtually all students report using a computer or word processor to prepare reports or papers (99.0%). They are also more active in using e-mail (96.3%) and searching the web (89.0%) than students at other colleges and universities. Increasingly, students are also using the computer to produce visual displays of information (62.4%). About the only areas where Messiah students are less likely to use the computer, is for data analysis or class discussions.

Course Learning

Messiah students are more likely to report applying class material to other areas (82.7%) and working on assignments, projects and presentations with other students (79.5%). They are less likely to role play or use simulations in class and to contribute to class discussions.

Writing Experiences

In comparison with other college students, Messiah students are somewhat less likely to look up the proper meaning of words or ask an instructor for help in improving writing. They do not write as many major papers as comparable student populations (e.g., 20.2% vs. 27%/28%). The only area of greater activity is in checking grammar or style manuals (52.9%) and asking others to peer review writing for clarity (61.2%).

Experiences with Faculty

In response to questions in this area, Messiah students tend to report somewhat less frequent interaction with faculty than students at Baccalaureate General Colleges. The two exceptions are socializing with faculty outside of class and asking instructors for comments and criticisms about academic performance (33.4%).

Art, Music, Theater

In these areas, Messiah students are much like their peers at other schools. They are somewhat more likely to talk about music or musicians with others (56.4%) and to attend a concert or other music event (45.8%)

Clubs and Organizations

Messiah students are similar to the other student norm groups with regard to clubs and organizations. There are only very minor variations.

Personal Experiences

There are some differences between Messiah students and comparable student samples. They are more likely to report personal interactions with friends and fellow students. They share feelings, reactions and personal problems (66.7%) and are more likely to read self help materials (42.2%).

Campus Facilities

Although Messiah students do not make heavy use of campus lounges they do report getting together with other students at some campus location (53.4%). Messiah students are much more likely than other students to use campus recreational facilities (74.1%), exercise (49.2%), and participate in recreational and intercollegiate sports (39.8%).

Student Acquaintances

Messiah students do interact with students who are different in terms of interests (64.8%). They are less likely to encounter students of different ages (52.6%) or racial/ethnic backgrounds (48.1%).

Scientific and Quantitative Experiences

With only a few exceptions, Messiah College students tend to report *less activity* than students at Baccalaureate General Colleges and other schools in the various areas of scientific and quantitative experiences. They barely reach the norms of these comparison groups in only two or three areas.

Topics of Conversation

Messiah College students generally parallel the topics of conversations are reported in the other groups with the exception that Messiah students are significantly less likely to talk about current events in the news (58.3%) and science (19.7%) and computers (29.3%).

Information in Conversations

Messiah students do seem to use information from their studies in their conversations (67.7%). They are less likely to report subsequently reading something that was related to topics of conversation (44.1%) or influencing the opinions of others (27.4%).

[Note: all percentages reported above are for answers of "often" or "very often".

Comparisons – Seniors in 2004 versus Seniors in 2000

The CSEQ was administered in the spring of 2000 for the first time. With the spring 2004 results for seniors, we are in a position to do some comparisons between these two groups of students. Note, however, as this is done, we need to be somewhat cautious since any observed CSEQ differences may be the result of either sampling differences (e.g., the samples may not be comparable) or actual differences between these two populations of students.

In general, the CSEQ results for the 2004 seniors reveal a more positive profile in that the students have somewhat higher means on the various scales and higher percentages of agreement with the various items [note: the CSEQ instrument is designed so that higher scores or more agreement coincide with more positive results]. The table titled “Messiah College Means and Comparison Groups” reports the results for both sets of seniors (2004 versus 2000) as well as the normative groups. Examination of the mean scores in this table reveals the following:

Quality of Effort Scales (n = 13) Number of increased means = 10; declines = 2; no change = 1
Environment Scales (n = 7) Number of increased means = 5; declines = 2; no change = 0
Estimate of Gain Scales (n = 25) Number of increased means = 18; declines = 6; no change = 1
Over all opinion of the college: Up to 6.47 from 6.27

In looking at the declines it appears that in a number of cases the declines are relatively minor. Here are the various scales and their associated declines:

QE: Course Learning [students report slightly less active learning] -.11
Club/Organization [students report slightly less committee involvement] -.06

ENV: Scholarship [very slightly less emphasis on scholarship] -.02
Info Literacy [less emphasis on literacy skills] -.13

GAIN: Writing Effectively [very slightly less gain] -.02
Speaking Effectively [very slightly less gain] -.01
Using Computers, Other Technology [less gain] -.16
Understanding New Technology [very slightly less gain] -.01
Analyzing Quantitative Problems [slightly less gain] -.04
Adapting to Change [slightly less gain] -.03

Other Changes – A few other changes should be noted between the 2000 seniors and those in 2004. The 2004 seniors report slightly less reading (texts and course packs) as well as less writing (essays and term papers). On the other hand, the 2004 seniors report more positive interaction with administrators and other students than those in 2000; however, 2000 seniors reported slightly more positive interaction with faculty than did seniors in 2004. Background questions – The 2004 seniors report slightly less time studying than did the 2000 seniors. On the other hand, the 2004 seniors, in higher numbers, were more likely to say they planned on further graduate study (2000 seniors = 56.5%; 2004 seniors = 63.4%).

**College Student Experiences Questionnaire
Spring 2004
Messiah College Means and Comparison Groups**

| Item | MC - Seniors n=287 [2004] | MC - Seniors n=320 [2000] | BGC Seniors n=1666 | Total CSEQ Seniors n=18096 |
|--|--|--|-----------------------------------|---|
| QE: Library Scale | 18.74 | 18.67 | 17.00 | 17.85 |
| QE: Computer and IT Scale | n/a | 23.01 | 23.16 | 23.46 |
| QE: Course Learning Scale | 33.72 | 33.86 | 33.94 | 32.58 |
| QE: Writing Experiences Scale | 18.34 | 18.03 | 19.00 | 18.41 |
| QE: Experiences with Faculty Scale | 23.75 | 23.00 | 24.14 | 23.09 |
| QE: Art, Music, Theatre Scale | 15.40 | 15.02 | 14.30 | 15.29 |
| QE: Campus Facilities Scale | 19.55 | 18.42 | 16.20 | 17.27 |
| QE: Clubs and Organizations Scale | 9.88 | 9.94 | 9.47 | 9.99 |
| QE: Personal Experiences Scale | 21.23 | 20.49 | 19.49 | 19.89 |
| QE: Student Acquaintances Scale | 25.45 | 24.86 | 25.07 | 26.10 |
| QE: Science & Quantitative Exp. Scale | 20.80 | 20.49 | 21.62 | 22.09 |
| QE: Topics of Conversation Scale | 24.66 | 24.37 | 25.26 | 25.84 |
| QE: Information in Conversations Scale | 15.72 | 15.50 | 15.77 | 15.94 |
| Number of texts read | 3.32 | 3.34 | 3.07 | 3.12 |
| Number of course packs read | 2.49 | 2.56 | 2.61 | 2.61 |
| Non-assigned books read | 2.33 | 2.30 | 2.27 | 2.35 |
| Number of essays written | 3.12 | 3.24 | 3.09 | 2.96 |
| Number of term papers written | 3.53 | 3.77 | 3.23 | 3.14 |
| Overall opinion of college | 6.47 | 6.27 | 6.13 | 6.21 |

| | | | | |
|--|--|--|-----------------------------------|---|
| Env. Emphasis: Scholarship | 6.02 | 6.04 | 5.58 | 5.59 |
| Item | MC - Seniors n=287 [2004] | MC - Seniors n=320 [2000] | BGC Seniors n=1666 | TOTAL CSEQ Seniors n=18096 |
| Env. Emphasis: Aesthetics | 4.84 | 4.82 | 4.80 | 4.60 |
| Env. Emphasis: Analysis | 5.54 | 5.52 | 5.34 | 5.40 |
| Env. Emphasis: Diversity | 5.45 | 4.96 | 4.90 | 4.76 |
| Env. Emphasis: Info. literacy skills | 5.17 | 5.30 | 5.37 | 5.26 |
| Env. Emphasis: Vocational | 5.19 | 4.99 | 4.97 | 4.39 |
| Env. Emphasis: Practical courses | 5.61 | 5.23 | 5.12 | 4.62 |
| Relationships: Other students | 5.84 | 5.63 | 5.74 | 5.54 |
| Relationships: Administrative personnel | 4.90 | 4.51 | 5.04 | 4.65 |
| Relationships: Faculty members | 5.71 | 5.61 | 5.67 | 5.39 |
| Gain: Vocational preparation | 3.22 | 3.19 | 3.11 | 2.84 |
| Gain: Skills for professional career | 3.09 | 3.05 | 2.98 | 2.96 |
| Gain: Broad general education | 3.16 | 3.16 | 3.01 | 2.94 |
| Gain: Career information | 3.31 | 3.22 | 3.17 | 3.00 |
| Gain: Enjoyment of art, music, drama | 2.41 | 2.34 | 2.20 | 2.29 |
| Gain: Acquaintance with literature | 2.42 | 2.34 | 2.30 | 2.33 |
| Gain: Understanding history | 2.40 | 2.38 | 2.50 | 2.51 |
| Gain: Knowledge about world | 2.45 | 2.43 | 2.38 | 2.34 |
| Gain: Writing effectively | 3.10 | 3.13 | 3.04 | 2.95 |
| Gain: Speaking effectively | 3.11 | 3.12 | 3.08 | 2.97 |
| Gain: Using computers, other info. tech | 3.06 | 3.22 | 3.23 | 3.11 |
| Gain: Awareness of other philosophies | 2.92 | 2.83 | 2.74 | 2.72 |

| | | | | |
|--|--|--|-------------------------------|--|
| Gain: Values and ethical standards | 3.31 | 3.19 | 3.01 | 3.00 |
| Item | MC - Seniors n=287 [2004] | MC - Seniors n=320 [2000] | BGC Seniors n=1666 | TOTAL CSEQ Seniors n=180967 |
| Gain: Understanding self | 3.44 | 3.32 | 3.18 | 3.20 |
| Gain: Getting along with others | 3.25 | 3.14 | 3.11 | 3.08 |
| Gain: Functioning as a team member | 3.20 | 3.12 | 3.13 | 3.07 |
| Gain: Personal health habits and fitness | 2.80 | 2.72 | 2.53 | 2.50 |
| Gain: Understanding science | 2.31 | 2.29 | 2.40 | 2.46 |
| Gain: Understanding new technology | 2.32 | 2.33 | 2.47 | 2.51 |
| Gain: Consequences of science, tech | 2.38 | 2.37 | 2.48 | 2.48 |
| Gain: Thinking analytically | 3.11 | 3.07 | 3.04 | 3.07 |
| Gain: Analyzing quantitative problems | 2.38 | 2.42 | 2.64 | 2.62 |
| Gain: Synthesizing ideas | 3.09 | 3.07 | 3.05 | 3.08 |
| Gain: Learning on one's own | 3.27 | 3.23 | 3.20 | 3.21 |
| Gain: Adapting to change | 3.12 | 3.15 | 3.15 | 3.12 |

Notes:

The **QE Scales** are “quality of effort” in that they reflect the amount of time, energy, effort, etc. students report that they have placed on that area. For all these scales the higher scores indicate MORE effort. All the QE scales are formed by adding together scores from two or more CSEQ items. The **ENV Scales** are “environment” scales and indicate the level of emphasis on that part within the college environment. Higher scores indicate MORE emphasis. Finally, the **GAIN Scales** indicate a self report by students of their “gains” in that particular area. The ENV scales and the GAIN scales are based on one item per category with a range of answers from 1 to 7 or 1 to 4.

Comparison groups: The **BGC** schools are “Baccalaureate General Colleges” according to the Carnegie Classification which means they grant more than 50% of their degrees in the professional and applied areas. The **Total** are all the colleges and universities who are part of the 4th edition sample for the CSEQ.

Here are some of the **BGC** colleges: Cedar Crest College, Elizabethtown College, Elmira College, Franklin College (IN), Manchester College, Notre Dame College, Saint Joseph’s College, Stonehill College, Wisconsin Lutheran

College, and University of Pittsburgh-Johnstown. [total colleges in the BGC norms group = 23]

Library

Used the library as a quiet place to read or study materials you brought with you.

Found something interesting while browsing in the library.

Asked a librarian or staff member for help in finding information on some topic.

Read assigned materials other than textbooks in the library (reserve readings, etc.).

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

Developed a bibliography or reference list for a term paper or other report.

Gone back to read a basic reference or document that other authors referred to.

Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.

Percent who say "often" or "very often"

| MC2004 | MC2000 | BGC | Total |
|--------|--------|-----|-------|
| 26.3% | 21.6% | 22% | 28% |
| 22.8% | 27.5% | 20% | 22% |
| 17.3% | 15.6% | 24% | 24% |
| 32.2% | 32.3% | 24% | 28% |
| 72.8% | 79.1% | 48% | 59% |
| 66.9% | 70.8% | 49% | 50% |
| 16.9% | 10.3% | 13% | 17% |
| 44.1% | 41.3% | 38% | 41% |

Computer and Information Technology

Used a computer or word processor to prepare reports or papers.

Used e-mail to communicate with an instructor or other students.

Used a computer tutorial to learn material for a course or developmental/remedial program.

Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).

Searched the World Wide Web or Internet for information related to a course.

Used a computer to retrieve materials from a library not at this institution.

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

Used a computer to analyze data (statistics, forecasting, etc.).

Developed a Web page or multimedia presentation.

Percent who say "often" or "very often"
MC2004 MC2000 BGC Total

| | MC2004 | MC2000 | BGC | Total |
|--|--------|--------|-----|-------|
| Used a computer or word processor to prepare reports or papers. | 99.0% | 98.4% | 93% | 93% |
| Used e-mail to communicate with an instructor or other students. | 96.3% | 83.4% | 71% | 80% |
| Used a computer tutorial to learn material for a course or developmental/remedial program. | 27.7% | 21.9% | 29% | 25% |
| Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.). | 20.3% | 12.8% | 17% | 24% |
| Searched the World Wide Web or Internet for information related to a course. | 89.0% | 87.1% | 82% | 80% |
| Used a computer to retrieve materials from a library not at this institution. | 27.9% | 25.9% | 35% | 30% |
| Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.). | 62.4% | 51.3% | 56% | 54% |
| Used a computer to analyze data (statistics, forecasting, etc.). | 36.9% | 27.0% | 38% | 40% |
| Developed a Web page or multimedia presentation. | 35.3% | 24.5% | 23% | 28% |

Course Learning

Percent who say “often” or “very often”
MC2004 MC2000 BGC Total

Completed the assigned readings for class.

| | | | |
|-------|-------|-----|-----|
| 77.8% | 74.1% | 75% | 76% |
| 88.5% | 83.4% | 87% | 88% |
| 65.1% | 71.5% | 78% | 71% |
| 25.6% | 30.7% | 40% | 33% |
| 77.9% | 79.4% | 74% | 76% |
| 65.0% | 65.9% | 71% | 70% |
| 79.5% | 83.1% | 60% | 63% |
| 82.7% | 85.0% | 78% | 77% |
| 75.5% | 76.3% | 77% | 73% |
| 76.9% | 75.5% | 74% | 75% |
| 84.0% | 86.1% | 80% | 80% |

Took detailed notes during class.

Contributed to class discussions.

Developed a role play, case study, or simulation for a class.

Tried to see how different facts and ideas fit together.

Summarized major points and information from your class notes or readings.

Worked on a class assignment, project, or presentation with other students.

Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).

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

Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)

Worked on a paper or project where you had to integrate ideas from various sources.

Writing Experiences

Used a dictionary or thesaurus to look up the proper meaning of words.

Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.

Asked other people to read something you wrote to see if it was clear to them.

Referred to a book or manual about writing style, grammar, etc.

Revised a paper or composition two or more times before you were satisfied with it.

Asked an instructor or staff member for advice and help to improve your writing.

Prepared a major written report for a class (20 pages or more).

Percent who say "often" or "very often"

| MC2004 | MC2000 | BGC | Total |
|--------|--------|-----|-------|
| 56.6% | 55% | 67% | 63% |
| 84.5% | 89.1% | 86% | 85% |
| 61.2% | 58.6% | 65% | 59% |
| 52.9% | 51.6% | 55% | 43% |
| 54.3% | 46.5% | 59% | 54% |
| 28.4% | 23.1% | 34% | 31% |
| 20.2% | 15.9% | 27% | 28% |

Experiences with Faculty

Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).

Discussed your academic program or course selection with a faculty member.

Discussed ideas for a term paper or other class project with a faculty member.

Discussed your career plans and ambitions with a faculty member.

Worked harder as a result of feedback from an instructor.

Socialized with a faculty member outside of class (had a snack or soft drink, etc.).

Participated with other students in a discussion with one or more faculty members outside of class.

Asked your instructor for comments and criticisms about your academic performance.

Worked harder than you thought you could to meet an instructor's expectations and standards.

Worked with a faculty member on a research project.

Percent who say "often" or "very often"

| | MC2004 | MC2000 | BGC | Total |
|--|--------|--------|-----|-------|
| Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.). | 64.1% | 58.1% | 69% | 63% |
| Discussed your academic program or course selection with a faculty member. | 50.9% | 48.8% | 57% | 49% |
| Discussed ideas for a term paper or other class project with a faculty member. | 37.4% | 39.5% | 48% | 45% |
| Discussed your career plans and ambitions with a faculty member. | 45.4% | 40.6% | 45% | 39% |
| Worked harder as a result of feedback from an instructor. | 58.0% | 52.4% | 60% | 54% |
| Socialized with a faculty member outside of class (had a snack or soft drink, etc.). | 30.6% | 23.1% | 27% | 20% |
| Participated with other students in a discussion with one or more faculty members outside of class. | 25.4% | 22.5% | 33% | 27% |
| Asked your instructor for comments and criticisms about your academic performance. | 33.4% | 23.8% | 32% | 29% |
| Worked harder than you thought you could to meet an instructor's expectations and standards. | 46.7% | 44.5% | 53% | 46% |
| Worked with a faculty member on a research project. | 12.3% | 9.1% | 14% | 18% |

Art, Music, Theater

Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.

Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.

Participated in some 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.

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

Attended a concert or other music event, on or off the campus.

Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.

Read or discussed the opinions of art, music, or drama critics.

Percent who say “often” or “very often”
MC2004 MC2000 BGC Total

| | MC2004 | MC2000 | BGC | Total |
|---|--------|--------|-----|-------|
| Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members. | 33.1% | 33.8% | 29% | 38% |
| Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus. | 35.9% | 31.9% | 28% | 34% |
| Participated in some 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. | 20.3% | 22.9% | 20% | 23% |
| Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members. | 56.4% | 55.2% | 46% | 54% |
| Attended a concert or other music event, on or off the campus. | 45.8% | 38.1% | 35% | 41% |
| Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus. | 20.6% | 16.6% | 18% | 20% |
| Read or discussed the opinions of art, music, or drama critics. | 18.2% | 16.6% | 19% | 24% |

Campus Facilities

Used a campus lounge to relax or study by yourself.

Met other students at some campus location (campus center, etc.) for a discussion.

Attended a cultural or social event in the campus center or other campus location.

Went to a lecture or panel discussion.

Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)

Used campus recreational facilities (pool, fitness equipment, courts, etc.).

Played a team sport (intramural, club, intercollegiate).

Followed a regular schedule of exercise or practice for some recreational sporting activity.

Percent who say “often” or “very often”

| | MC2004 | MC2000 | BGC | Total |
|---|--------|--------|-----|-------|
| Used a campus lounge to relax or study by yourself. | 32.7% | 26.9% | 28% | 34% |
| Met other students at some campus location (campus center, etc.) for a discussion. | 53.4% | 56.3% | 42% | 49% |
| Attended a cultural or social event in the campus center or other campus location. | 41.8% | 32.5% | 24% | 29% |
| Went to a lecture or panel discussion. | 30.1% | 19.2% | 19% | 22% |
| Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.) | 22.1% | 16.9% | 20% | 17% |
| Used campus recreational facilities (pool, fitness equipment, courts, etc.). | 74.1% | 64.4% | 37% | 44% |
| Played a team sport (intramural, club, intercollegiate). | 39.8% | 37.8% | 26% | 27% |
| Followed a regular schedule of exercise or practice for some recreational sporting activity. | 49.2% | 45.8% | 34% | 41% |

Clubs and Organizations

Attended a meeting of a campus club, organization, or student government group.

Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).

Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).

Met with a faculty member or staff advisor to discuss the activities of a group or organization.

Managed or provided leadership for a club or organization, on or off the campus.

Percent who say "often" or "very often"

| | MC2004 | MC2000 | BGC | Total |
|---|--------|--------|-----|-------|
| Attended a meeting of a campus club, organization, or student government group. | 39.4% | 37.8% | 34% | 43% |
| Worked on a campus committee, student organization, or project (publications, student government, special event, etc.). | 28.3% | 30.9% | 26% | 31% |
| Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.). | 22.5% | 23.8% | 23% | 20% |
| Met with a faculty member or staff advisor to discuss the activities of a group or organization. | 19.1% | 16.6% | 18% | 20% |
| Managed or provided leadership for a club or organization, on or off the campus. | 34.4% | 31.3% | 31% | 34% |

Personal Experiences

Told a friend or family member why you reacted to another person the way you did.

Discussed with another student, friend, or family member why some people get along smoothly, and others do not.

Asked a friend for help with a personal problem.

Read articles or books about personal growth, self-improvement, or social development.

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

Taken a test to measure your abilities, interests, or attitudes.

Asked a friend to tell you what he or she really thought about you.

Talked with a faculty member, counselor or other staff member about personal concerns.

Percent who say “often” or “very often”
M2004 MC2000 BGC Total

| | M2004 | MC2000 | BGC | Total |
|---|-------|--------|-----|-------|
| Told a friend or family member why you reacted to another person the way you did. | 75.8% | 74.4% | 65% | 72% |
| Discussed with another student, friend, or family member why some people get along smoothly, and others do not. | 72.4% | 72.1% | 60% | 67% |
| Asked a friend for help with a personal problem. | 66.7% | 66.3% | 54% | 60% |
| Read articles or books about personal growth, self-improvement, or social development. | 42.2% | 34.7% | 36% | 32% |
| Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances. | 61.3% | 53.8% | 51% | 54% |
| Taken a test to measure your abilities, interests, or attitudes. | 34.4% | 29.1% | 32% | 30% |
| Asked a friend to tell you what he or she really thought about you. | 42.4% | 34.2% | 31% | 33% |
| Talked with a faculty member, counselor or other staff member about personal concerns. | 26.0% | 17.9% | 17% | 17% |

Student Acquaintances

Percent who say “often” or “very often”
 MC2004 MC2000 BGC Total

Became acquainted with students whose interests were different from yours.

| | | | |
|-------|-------|-----|-----|
| 64.8% | 65.9% | 57% | 61% |
|-------|-------|-----|-----|

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

| | | | |
|-------|-------|-----|-----|
| 64.8% | 68.4% | 64% | 67% |
|-------|-------|-----|-----|

Became acquainted with students whose age was different from yours.

| | | | |
|-------|-------|-----|-----|
| 52.6% | 55.9% | 67% | 67% |
|-------|-------|-----|-----|

Became acquainted with students whose race or ethnic background was different from yours.

| | | | |
|-------|-------|-----|-----|
| 48.1% | 45.3% | 58% | 63% |
|-------|-------|-----|-----|

Became acquainted with students from another country.

| | | | |
|-------|-------|-----|-----|
| 40.2% | 34.1% | 39% | 42% |
|-------|-------|-----|-----|

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

| | | | |
|-------|-------|-----|-----|
| 51.4% | 47.2% | 45% | 49% |
|-------|-------|-----|-----|

Had serious discussions with students whose political opinions were very different from yours.

| | | | |
|-------|-------|-----|-----|
| 40.7% | 35.7% | 37% | 43% |
|-------|-------|-----|-----|

Had serious discussions with students whose religious beliefs were very different from yours.

| | | | |
|-------|-------|-----|-----|
| 36.9% | 31.6% | 38% | 45% |
|-------|-------|-----|-----|

Had serious discussions with students whose race or ethnic background was different from yours.

| | | | |
|-------|-------|-----|-----|
| 33.8% | 27.9% | 37% | 43% |
|-------|-------|-----|-----|

Had serious discussions with students from a country different from yours.

| | | | |
|-------|-------|-----|-----|
| 29.7% | 22.1% | 28% | 31% |
|-------|-------|-----|-----|

Scientific and Quantitative Experiences

Memorized formulas, definitions, technical terms and concepts.

Used mathematical terms to express a set of relationships.

Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)

Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.

Completed an experiment or project using scientific methods.

Practiced to improve your skill in using a piece of laboratory equipment.

Showed someone else how to use a piece of scientific equipment.

Explained an experimental procedure to someone else.

Compared the scientific method with other methods for gaining knowledge and understanding.

Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.

Percent who say "often" or "very often"

| | MC2004 | MC2000 | BGC | Total |
|---|--------|--------|-----|-------|
| Memorized formulas, definitions, technical terms and concepts. | 63.5% | 62.7% | 63% | 66% |
| Used mathematical terms to express a set of relationships. | 34.8% | 33.6% | 44% | 49% |
| Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.) | 37.9% | 37.2% | 41% | 45% |
| Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class. | 15.5% | 21.1% | 25% | 26% |
| Completed an experiment or project using scientific methods. | 28.6% | 25.2% | 32% | 37% |
| Practiced to improve your skill in using a piece of laboratory equipment. | 25.6% | 21.1% | 25% | 25% |
| Showed someone else how to use a piece of scientific equipment. | 19.4% | 15.7% | 24% | 23% |
| Explained an experimental procedure to someone else. | 23.1% | 15.5% | 24% | 26% |
| Compared the scientific method with other methods for gaining knowledge and understanding. | 19.1% | 11.6% | 20% | 23% |
| Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you. | 23.9% | 18.9% | 23% | 28% |

Topics of Conversation

Percent who say “often” or “very often”
 MC2004 MC2000 BGC Total

| | | | | |
|---|-------|-------|-----|-----|
| Current events in the news. | 58.3% | 60.2% | 70% | 73% |
| Social issues such as peace, justice, human rights, equality, race relations. | 55.6% | 50.8% | 54% | 59% |
| Different lifestyles, customs, and religions. | 62.1% | 58.9% | 55% | 62% |
| The ideas and views of other people such as writers, philosophers, historians. | 35.6% | 29.8% | 32% | 38% |
| The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.). | 41.2% | 38.6% | 33% | 42% |
| Science (theories, experiments, methods, etc.). | 19.7% | 21.7% | 26% | 39% |
| Computers and other technologies. | 29.3% | 42.0% | 54% | 47% |
| Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use. | 36.2% | 32.3% | 38% | 43% |
| The economy (employment, wealth, poverty, debt, trade, etc.). | 47.0% | 46.1% | 57% | 56% |
| International relations (human rights, free trade, military activities, political differences, etc.). | 44.2% | 36.4% | 42% | 46% |

Information in Conversations

Referred to knowledge you acquired in your reading or classes.

Explored different ways of thinking about the topic.

Referred to something one of your instructors said about the topic.

Subsequently read something that was related to the topic.

Changed your opinion as a result of the knowledge or arguments presented by others.

Persuaded others to change their minds as a result of the knowledge or arguments you cited.

Percent who say “often” or “very often”
MC2004 MC2000 BGC Total

| | MC2004 | MC2000 | BGC | Total |
|---|--------|--------|-----|-------|
| Referred to knowledge you acquired in your reading or classes. | 67.7% | 70.2% | 66% | 71% |
| Explored different ways of thinking about the topic. | 64.2% | 64.6% | 61% | 64% |
| Referred to something one of your instructors said about the topic. | 60.4% | 59.2% | 60% | 62% |
| Subsequently read something that was related to the topic. | 44.1% | 42.6% | 49% | 50% |
| Changed your opinion as a result of the knowledge or arguments presented by others. | 33.8% | 31.5% | 34% | 34% |
| Persuaded others to change their minds as a result of the knowledge or arguments you cited. | 32.9% | 27.4% | 34% | 36% |