

Report
College Student Experiences Questionnaire
Messiah College - Spring 2000

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 approximately 200 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. Messiah College is best compared to two groups: GLA - *General Liberal Arts Colleges*, and SLA - *Selective Liberal Arts Colleges*. In actuality, Messiah is somewhere between these two groups which are distinguished primarily on the selectivity of their admissions processes. Unfortunately, the current comparative data for SLA's is very limited so that data on those schools is not as useful as it might be. This is because the current version of the CSEQ (the 4th edition) has only been used in the last two years and the size of the sample is smaller than for earlier editions of the survey. Thus, for some of the report, we will use only the GLA data and totals for all types of schools.

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 2000

The attached pages provide summaries of the data gathered from Messiah College Seniors during the spring term 2000. Completed, usable surveys were received from 320 seniors (out of approximately 530 copies distributed for a response rate of 60.4%). 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 2000 at Messiah. Since the Messiah data is based *on seniors only*, we are using comparative data that is also based on senior responses. Because the sample for seniors from “selective liberal arts” [SLA] colleges is so small (n=16) we have used “general liberal arts” [GLA] colleges (n=570) and “comprehensive colleges and universities” [CCU] (n=2386) for additional comparisons.

Highlights
Messiah College Seniors (2000) - College Student Experiences Questionnaire
Comparisons with other Colleges and Universities

Library

Messiah College students make use of the library to search indexes and databases (79.1%). They report often developing bibliographies and reference lists. 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 (98.4%). They are also more active in using e-mail (83.4%) and searching the web (87.1%) than students at other colleges and universities. They are less likely to use the computer for data analysis or class discussions.

Course Learning

Messiah students are more likely to report applying class material to other areas (85.0%) and working on assignments, projects and presentations with other students (83.1%). They are less likely to take detailed notes and contribute to discussions in class.

Writing Experiences

In comparison with other college students, Messiah students are somewhat less likely to report good practices with regard to writing. They do not write as many major papers and they do not revise their work as frequently as comparable student populations (e.g., 46.5% vs. 60.0%). The only area of greater activity is in thinking about grammar (89.1%) and checking grammar or style manuals (51.6%).

Experiences with Faculty

In response to questions in this area, Messiah students tend to report somewhat less frequent interaction with faculty than students at general liberal arts colleges (for *all* items). In the profile of faculty experiences, Messiah students are closer to the averages for all types of schools (which include more students from research universities and comprehensive colleges and universities).

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 (55.2%).

Clubs and Organizations

Messiah students are slightly more likely to work on committees or organizations both on (30.9%) and off (23.8%) campus.

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 (66.3%).

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 (56.3%). Messiah students are much more likely than other students to use campus recreational facilities (63.4%), exercise (45.8%), participate in recreational and intercollegiate sports (37.8%).

Student Acquaintances

Messiah students do interact with students who are different in terms of family background, and interests (65.9%). They are less likely to encounter students of different ages or racial/ethnic backgrounds (27.9%).

Scientific and Quantitative Experiences

For all of the items related to science and quantitative issues, Messiah College students tend to report *less activity* than students at general liberal arts colleges and other schools.

Topics of Conversation

With the exception of conversations about different lifestyles, customs and religions, Messiah student report less involvement in all the other conversation topics (e.g., current events, social issues, ideas, science, ethical issues, the economy and international relations).

Information in Conversations

Messiah students do seem to use information from their studies in their conversations. They are less likely to report either changing their own opinion (31.5%) or influencing the opinions of others (27.4%).

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

**College Student Experiences Questionnaire
Spring 2000
Messiah College Means and Comparison Groups**

Item	MC - Seniors n=320	GLA n=570	SLA n=16	CCU n=2386
QE: Library Scale	18.67	16.80	20.00	17.06
QE: Computer and IT Scale	23.01	22.57	26.00	20.74
QE: Course Learning Scale	33.86	33.52	39.56	32.25
QE: Writing Experiences Scale	18.03	19.01	22.94	17.93
QE: Experiences with Faculty Scale	23.00	24.20	30.94	21.22
QE: Art, Music, Theatre Scale	15.02	14.37	17.69	14.23
QE: Campus Facilities Scale	18.42	16.31	19.93	16.34
QE: Clubs and Organizations Scale	9.94	9.61	13.62	8.57
QE: Personal Experiences Scale	20.49	19.49	20.75	19.90
QE: Student Acquaintances Scale	24.86	24.94	28.31	24.65
QE: Science & Quantitative Exp. Scale	20.49	22.06	24.94	21.19
QE: Topics of Conversation Scale	24.37	25.36	29.80	24.25
QE: Information in Conversations Scale	15.50	15.82	18.81	15.32
Number of texts read	3.34	3.05	4.00	3.02
Number of course packs read	2.56	2.60	3.40	2.48
Non-assigned books read	2.30	2.31	2.27	2.14
Number of essays written	3.24	3.01	3.87	2.94
Number of term papers written	3.77	3.12	4.27	2.95
Overall opinion of college	6.27	6.17	7.31	6.00
Env. Emphasis: Scholarship	6.04	5.55	6.38	5.24
Env. Emphasis: Aesthetics	4.82	4.91	5.56	4.59

Item	MC - Seniors n=320	GLA n=570	SLA n=16	CCU n=2386
Env. Emphasis: Analysis	5.52	5.33	6.56	5.03
Env. Emphasis: Diversity	4.96	4.93	5.06	4.80
Env. Emphasis: Info. literacy skills	5.30	5.32	6.31	5.21
Env. Emphasis: Vocational	4.99	4.97	4.00	4.63
Env. Emphasis: Practical courses	5.23	5.07	4.94	4.71
Relationships: Other students	5.63	5.75	6.25	5.42
Relationships: Administrative personnel	4.51	5.11	5.19	4.61
Relationships: Faculty members	5.61	5.71	6.06	5.15
Gain: Vocational preparation	3.19	3.06	3.13	2.80
Gain: Skills for professional career	3.05	2.94	3.31	2.72
Gain: Broad general education	3.16	2.91	3.25	2.80
Gain: Career information	3.22	3.14	3.25	2.96
Gain: Enjoyment of art, music, drama	2.34	2.21	2.75	2.10
Gain: Acquaintance with literature	2.34	2.24	2.94	2.20
Gain: Understanding history	2.38	2.48	3.13	2.34
Gain: Knowledge about world	2.43	2.26	2.63	2.13
Gain: Writing effectively	3.13	2.94	3.50	2.80
Gain: Speaking effectively	3.12	3.05	3.38	2.81
Gain: Using computers, other info. tech	3.22	3.19	3.69	2.93
Gain: Awareness of other philosophies	2.83	2.71	3.25	2.57
Gain: Values and ethical standards	3.19	3.00	3.38	2.85
Gain: Understanding self	3.32	3.18	3.50	3.05
Gain: Getting along with others	3.14	3.16	3.37	2.99

Item	MC - Seniors n=320	GLA n=570	SLA n=16	CCU n=2386
Gain: Functioning as a team member	3.12	3.19	3.50	2.91
Gain: Personal health habits and fitness	2.72	2.60	2.37	2.53
Gain: Understanding science	2.29	2.45	3.00	2.31
Gain: Understanding new technology	2.33	2.51	2.94	2.29
Gain: Consequences of science, tech	2.37	2.51	2.63	2.32
Gain: Thinking analytically	3.07	3.02	3.50	2.78
Gain: Analyzing quantitative problems	2.42	2.67	2.81	2.42
Gain: Synthesizing ideas	3.07	3.05	3.69	2.87
Gain: Learning on one's own	3.23	3.17	3.69	3.00
Gain: Adapting to change	3.15	3.11	3.69	2.98

Notes:

The above scales are created by adding together scores from two or more CSEQ items. 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. The **ENV Scales** are “environment” scales and indicate the level of emphasis on that part of 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.

Comparison groups: The **GLA** schools are “general liberal arts” colleges which are not selective in their admissions. The **SLA** schools are “selective liberal arts” colleges which are more selective in their admission standards. **CCU** are “comprehensive colleges and universities” are smaller, regional universities - both public and private. Here are some examples:

General Liberal Arts colleges: Allentown, Carson Newman, Manchester, St. Mary's University.

Selective Liberal Arts colleges: DePauw, Hampshire, Wesleyan.

Comprehensive Colleges and Universities: East Carolina Univ, Kutztown Univ, LaSalle Univ, SUNY-Oswego.

In examining Messiah College it appears that Messiah is somewhat midway between the GLA and SLA norms. Thus, these groups are included in the report for comparison purposes.

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”
Messiah GLA ALL

21.6%	21.3%	26.7%
27.5%	20.0%	22.3%
15.6%	25.6%	27.1%
32.3%	19.2%	24.9%
79.1%	44.9%	59.4%
70.8%	46.1%	50.6%
10.3%	14.3%	15.0%
41.3%	40.5%	39.8%

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”
Messiah GLA ALL

98.4%	90.8%	93.0%
83.4%	63.2%	70.6%
21.9%	27.1%	20.9%
12.8%	18.0%	20.8%
87.1%	78.5%	73.7%
25.9%	35.6%	26.3%
51.3%	54.5%	48.2%
27.0%	38.9%	32.9%
24.5%	16.9%	19.9%

Course Learning

- Completed the assigned readings for class.
- 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.

Percent who say “often” or “very often”
Messiah GLA ALL

74.1%	72.4%	73.5%
83.4%	90.6%	90.9%
71.5%	80.3%	67.5%
30.7%	37.9%	31.7%
79.4%	72.8%	70.9%
65.9%	69.4%	69.2%
83.1%	75.7%	73.3%
85.0%	72.5%	75.1%
76.3%	78.8%	71.5%
75.5%	71.2%	73.9%
86.1%	78.7%	78.1%

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”
Messiah GLA ALL

55%	69.9%	64.4%
89.1%	85.8%	86.4%
58.6%	64.6%	59.7%
51.6%	49.8%	44.8%
46.5%	60.0%	56.9%
23.1%	31.7%	28.3%
15.9%	31.1%	23.7%

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"

Messiah	GLA	ALL
58.1%	69.6%	60.6%
48.8%	60.5%	49.1%
39.5%	49.3%	38.7%
40.6%	43.0%	35.8%
52.4%	58.5%	53.3%
23.1%	28.2%	17.5%
22.5%	34.4%	23.7%
23.8%	33.6%	27.8%
44.5%	54.1%	45.4%
9.1%	13.6%	12.4%

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/drama critics.

Percent who say "often" or "very often"

Messiah	GLA	ALL
33.8%	33.1%	35.4%
31.9%	31.2%	30.5%
22.9%	20.3%	19.3%
55.2%	44.9%	50.3%
38.1%	36.3%	38.5%
16.6%	19.1%	16.4%
16.6%	22.9%	20.1%

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”

Messiah	GLA	ALL
37.8%	35.3%	35.1%
30.9%	26.3%	25.2%
23.8%	21.5%	19.3%
16.6%	20.2%	16.5%
31.3%	32.1%	29.7%

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”

Messiah	GLA	ALL
74.4%	63.4%	69.2%
72.1%	59.4%	65.0%
66.3%	54.9%	58.3%
34.7%	37.9%	34.7%
53.8%	40.2%	53.1%
29.1%	31.7%	28.4%
34.2%	32.5%	31.4%
17.9%	17.2%	14.6%

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”
Messiah GLA ALL

	Messiah	GLA	ALL
Used a campus lounge to relax or study by yourself.	26.9%	34.3%	32.4%
Met other students at some campus location (campus center, etc.) for a discussion.	56.3%	38.0%	44.4%
Attended a cultural or social event in the campus center or other campus location.	32.5%	25.2%	22.0%
Went to a lecture or panel discussion.	19.2%	16.5%	16.0%
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	16.9%	19.1%	15.7%
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	64.4%	39.4%	36.9%
Played a team sport (intramural, club, intercollegiate).	37.8%	30.6%	21.1%
Followed a regular schedule of exercise or practice for some recreational sporting activity.	45.8%	36.0%	36.4%

Student Acquaintances

- Became acquainted with students whose interests were different from yours.
- Became acquainted with students whose family background (economic, social) was different from yours.
- Became acquainted with students whose age was different from yours.
- Became acquainted with students whose race or ethnic background was different from yours.
- Became acquainted with students from another country.
- Had serious discussions with students whose philosophy of life or personal values were very different from yours.
- Had serious discussions with students whose political opinions were very different from yours.
- Had serious discussions with students whose religious beliefs were very different from yours.
- Had serious discussions with students whose race or ethnic background was different from yours.
- Had serious discussions with students from a country different from yours.

Percent who say “often” or “very often”
Messiah GLA ALL

	Messiah	GLA	ALL
Became acquainted with students whose interests were different from yours.	65.9%	55.4%	54.1%
Became acquainted with students whose family background (economic, social) was different from yours.	68.4%	63.0%	63.6%
Became acquainted with students whose age was different from yours.	55.9%	67.1%	69.1%
Became acquainted with students whose race or ethnic background was different from yours.	45.3%	61.2%	62.2%
Became acquainted with students from another country.	34.1%	38.8%	38.8%
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	47.2%	44.4%	44.8%
Had serious discussions with students whose political opinions were very different from yours.	35.7%	35.5%	38.0%
Had serious discussions with students whose religious beliefs were very different from yours.	31.6%	39.3%	40.8%
Had serious discussions with students whose race or ethnic background was different from yours.	27.9%	36.5%	39.5%
Had serious discussions with students from a country different from yours.	22.1%	27.1%	26.6%

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”

Messiah	GLA	ALL
62.7%	65.5%	68.3%
33.6%	47.1%	47.9%
37.2%	42.1%	42.8%
21.1%	28.0%	24.8%
25.2%	34.5%	34.8%
21.1%	26.0%	25.2%
15.7%	25.3%	22.9%
15.5%	27.0%	24.7%
11.6%	24.1%	21.7%
18.9%	22.7%	26.8%

Topics of Conversation

- Current events in the news.
- Social issues such as peace, justice, human rights..
- Different lifestyles, customs, and religions.
- The ideas and views of other people such as writers, philosophers, historians.
- The arts (painting, poetry, dance, theatrical productions)
- Science (theories, experiments, methods, etc.).
- Computers and other technologies.
- Social and ethical issues related to science and technology
- The economy (employment, wealth, poverty, debt, trade)

Percent who say “often” or “very often”

Messiah	GLA	ALL
60.2%	73.3%	71.3%
50.8%	54.9%	56.6%
58.9%	57.1%	58.2%
29.8%	34.1%	34.1%
38.6%	34.2%	37.9%
21.7%	29.0%	28.2%
42.0%	56.5%	49.5%
32.3%	39.3%	40.9%
46.1%	57.6%	52.9%

Information in Conversations

Percent who say “often” or “very often”

	Messiah	GLA	ALL
Referred to knowledge you acquired in your reading or classes.	70.2%	65.6%	68.6%
Explored different ways of thinking about the topic.	64.6%	58.6%	60.3%
Referred to something one of your instructors said about the topic.	59.2%	60.3%	60.0%
Subsequently read something that was related to the topic.	42.6%	50.7%	49.0%
Changed your opinion as a result of the knowledge or arguments presented by others.	31.5%	34.8%	31.7%
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	27.4%	38.9%	34.3%

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.

**CSEQ (College Student Experiences Questionnaire)
Background Information - Seniors 2000**

Age:

19 or younger	<u>0.3%</u>	30-39	<u>2.2%</u>
20-23	<u>93.4%</u>	40-55	<u>1.9%</u>
24-29	<u>2.5%</u>	Over 55	<u>0</u>

Sex:

Male 39.8% Female 60.2%

What is your marital status?

Not married	<u>90.6%</u>	Separated	<u>0</u>
Married	<u>8.5%</u>	Widowed	<u>0.3%</u>
Divorced	<u>0.6%</u>		

What is your classification in college?

Freshman/first year	<u>0</u>	Senior	<u>99.4%</u>
Sophomore	<u>0</u>	Graduate student	<u>0</u>
Junior	<u>0.6%</u>	Unclassified	<u>0</u>

Did you begin college here or did you transfer here from another institution?

Started here	<u>85.0%</u>
Transferred from another institution	<u>15.0%</u>

Where do you now live during the school year?

Dormitory or other campus housing	<u>63.3%</u>
Residence (house, apmt, etc.) within walking distance of institution	<u>13.1%</u>
Residence (house, apmt, etc.) within driving distance	<u>21.6%</u>
Fraternity or sorority house	<u>0</u>

Did either of your parents graduate from college?

No	<u>35.9%</u>	Yes, mother only	<u>10.3%</u>
Yes, both parents	<u>35.3%</u>	Don't know	<u>0</u>
Yes, father only	<u>18.4%</u>		

Do you expect to enroll for an advanced degree when, or if, you complete you undergraduate degree?

Yes	<u>56.5%</u>	No	<u>43.5%</u>
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How many credit hours are you taking this term?

6 or fewer	<u>1.3%</u>	15-16	<u>38.6%</u>
7-11	<u>1.9%</u>	17 or more	<u>28.2%</u>
12-14	<u>30.1%</u>		

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc?

5 or fewer hours a week	<u>7.8%</u>	21-25 hours a week	<u>17.5%</u>
6-10 hours a week	<u>17.2%</u>	26-30 hours a week	<u>8.8%</u>
11-15 hours a week	<u>17.2%</u>	more than 30 hours a week	<u>10.9%</u>
16-20 hours a week	<u>20.6%</u>		

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

	<u>On Campus</u>	<u>Off Campus</u>
None; I don't have a job	<u>43.1%</u>	<u>40.6%</u>
1-10 hours a week	<u>45.6%</u>	<u>28.0%</u>
11-20 hours	<u>10.5%</u>	<u>17.2%</u>
21-30 hours	<u>0.8%</u>	<u>7.5%</u>
31-40 hours	<u>0</u>	<u>3.8%</u>
More than 40 hours	<u>0</u>	<u>2.9%</u>

If you have a job, how does it affect your school work?

I don't have a job	<u>23.7%</u>
My job does not interfere with my school work	<u>30.6%</u>
My job takes some time from my school work	<u>41.3%</u>
My job takes a lot of time from my school work	<u>4.4%</u>

What is your racial or ethnic identification? (Fill in all that apply) Note: Exceeds 100%

American Indian or other Native American	<u>1.0%</u>
Asian or Pacific Islander	<u>3.2%</u>
Black or African American	<u>1.6%</u>
Caucasian (other than Hispanic)	<u>94.6%</u>
Mexican-American	<u>0</u>
Puerto Rican	<u>0.3%</u>
Other Hispanic	<u>1.3%</u>
Other: What?	<u>1.3%</u>