

College Student Experiences Questionnaire Assessment Program



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What is the IU Center for Postsecondary Research?

- Designated Research Center of Indiana University & the IU School of Education
 - CSEQ Assessment Program (CSEQ & CSXQ)
 - National Survey of Student Engagement (NSSE)
 - Beginning College Survey of Student Engagement (BCSSE)
 - Faculty Survey of Student Engagement (FSSE)
 - Law School Survey of Student Engagement (LSSSE)
 - Indiana Project for Academic Success (IPAS) and various other faculty-sponsored & grant projects



What is the CSEQ?

- The College Student Experiences Questionnaire (CSEQ) measures student progress and the quality of students' experiences inside and outside the classroom.



Design of the CSEQ

- ❑ 151 items overall
- ❑ 18 Background Items
- ❑ 13 Activities Scales
- ❑ 10 Environment Scales
- ❑ 25 Estimate of Gains
- ❑ Space for responses to 20 additional questions

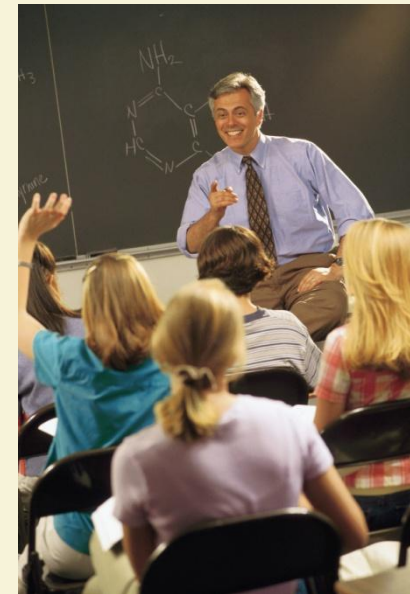


Activities Scales

- Reflect quality of effort students expend in activities related to:
 - *Library Experiences*
 - *Computer and Information Technology*
 - *Course Learning*
 - *Writing Experiences*
 - *Experiences with Faculty*
 - *Art, Music, Theater*
 - *Campus Facilities*
 - *Clubs and Organizations*
 - *Personal Experiences*
 - *Student Acquaintances*
 - *Scientific and Quantitative Experiences*
 - *Topics of Conversation*
 - *Information in Conversations*

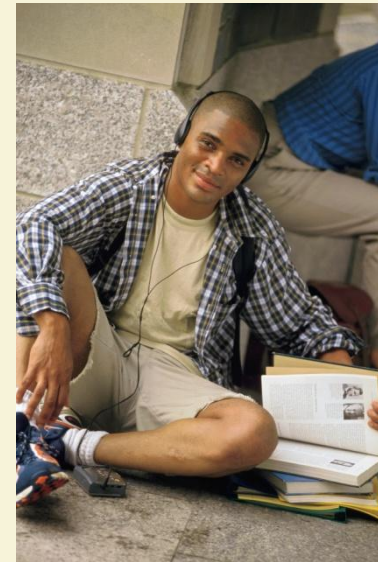
The College Environment

- Ten scales measuring perceptions of the campus environment with regard to:
 - The extent to which the campus emphasizes diverse aspects of student learning and personal development (7 items)
 - Relationships with faculty members, administrators, and other students (3 items)



Estimate of Gains Scale

- Consist of student ratings of progress toward important educational goals
- Goals are presented in five major clusters:
 - General Education, Literature, Arts, and Social Sciences
 - Personal Development and Social Competence
 - Science and Technology
 - Intellectual Skills
 - Vocational Competence



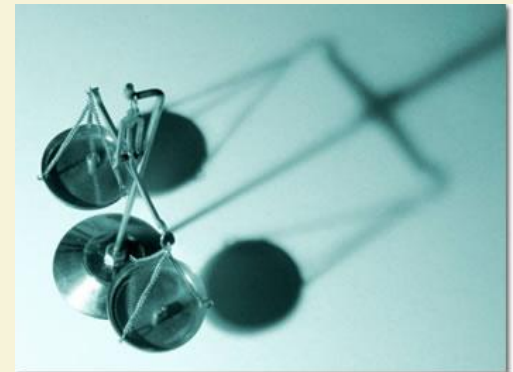
CSEQ Psychometric Properties

□ Reliabilities

- Alphas range from .73 (Campus Facilities) to .92 (Scientific and Quantitative Experiences)
- Most alphas above .80

□ Factor Analysis

- 16 factors were derived that closely approximate the activities and environment scales on the instrument



What is the CSXQ?

- The College Student Expectations Questionnaire (CSXQ) gauges how students ***expect*** to participate in educational activities, experience the campus environment, and realize specific learning outcomes.



History of the CSXQ

- ❑ Developed from the CSEQ by Dr. C Robert Pace and Dr. George Kuh in 1996
- ❑ FIPSE support for development
- ❑ Revised in 1998 (2nd edition)
- ❑ Over 61,000 students have completed the CSXQ at more than 50 institutions

The image shows a portion of the CSXQ questionnaire form. At the top, it features the CSXQ logo and the title "College Student Expectations Questionnaire". Below the title, there is a "Welcome" section with introductory text. The main part of the form is titled "COLLEGE ACTIVITIES" and contains a table for recording responses. The table has columns for "Very Much", "Somewhat", and "Not at All" for each activity. The activities listed include:

- Access to resources:** Use library to do college-level reading; Use an atlas or database; Use video or audio; Use a dictionary; Use a computer or word processor; Use a calculator; Use a calculator with a numeric keypad; Use a calculator with a numeric keypad and a screen; Use a calculator with a numeric keypad and a screen and a numeric keypad.
- Experiences with faculty (and staff):** Discuss ideas for a term paper or other class project with a faculty member; Discuss your career plans and activities with a faculty member; Consult with a faculty member outside the classroom; Ask your instructor for comments and advice about your academic performance; Work with a faculty member on a research project.
- Classwork:** Complete the assigned readings before class; Take detailed notes during class; Complete or class assignments; Try to understand the logic and structure of the material; Apply material learned in a class to other areas of study or interests; Other classes, research projects, internships, family commitments, etc.; Summarize major points and information from your readings or class notes; Use information or experience from other areas of your life (e.g., interests, volunteer work, previous class experiences, or assignments) to enhance your understanding of course material; Complete readings from a course to enhance class; Attend other classes, faculty members; Prepare a paper or project; Write a paper; Integrate ideas from various activities.



Why Do Expectations Matter?

- Expectations affect the actual experiences of college students by:
 - Serving as a filter through which students evaluate and select various types of educational opportunities.
 - Predisposing students to seek specific learning activities.

- Student expectations and subsequent experience are not always congruent.
 - Ex: First-generation or low-income students may have less tacit knowledge of what college is like
 - May influence students' overall performance in college and satisfaction with their experience.

Why measure **expectations**?

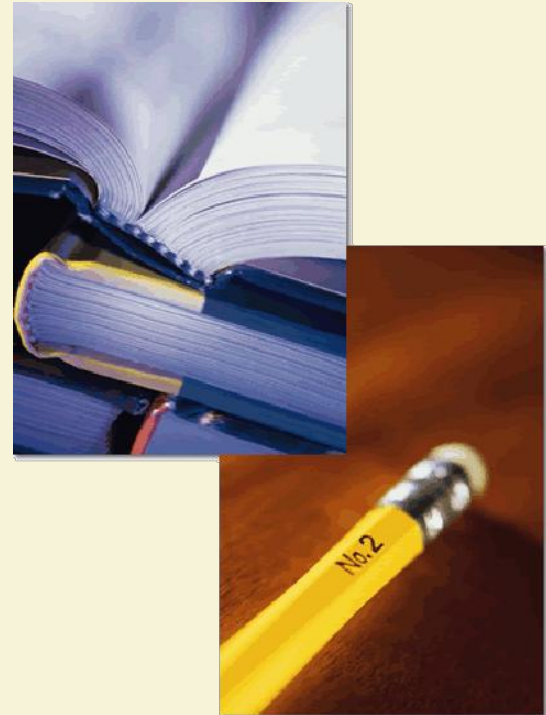
National focus
on setting
high expectations

Social-psychological
theories

Differences between
student and
institutional
expectations

Design of the CSXQ

- ❑ 101 items overall
- ❑ 14 Background Items
- ❑ Activities Items
- ❑ Environment Items
- ❑ Space for responses to 20 additional questions

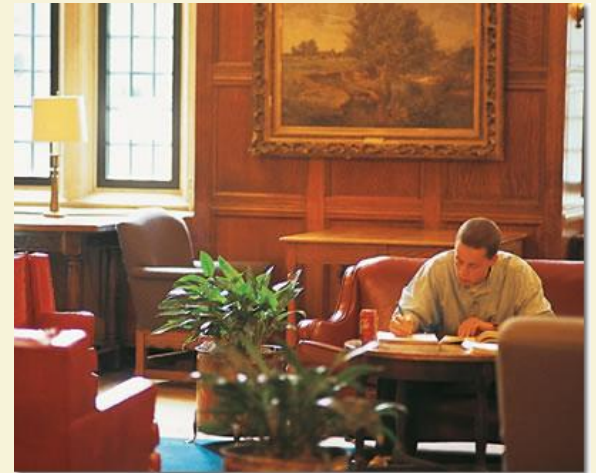


Activities Scales (CSXQ)

- Library and Information Technology
- Experiences with Faculty
- Course Learning
- Writing
- Campus Facilities
- Clubs, Organizations, Service Projects
- Student Acquaintances
- Scientific and Quantitative Experiences
- Topics of Conversation
- Information in Conversations

The College Environment (CSXQ)

- Ten scales measuring perceptions of the campus environment with regard to:
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 - Relationships with faculty members, administrators, and other students (3 items)



CSXQ Psychometric Properties

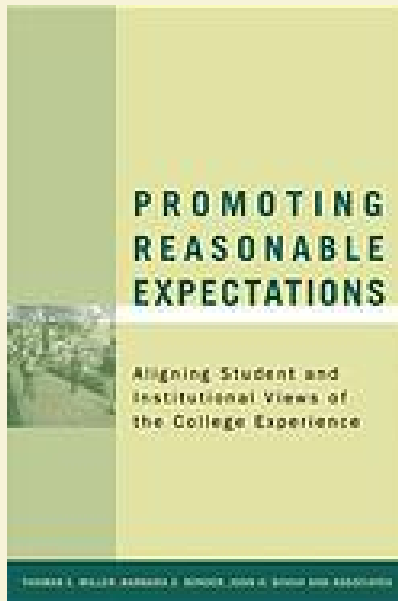
□ Reliabilities

- Alphas range from .73 (Library and Information Technology) to .90 (Student Acquaintances)
- Most alphas above .80

□ Factor Analysis

- 13 factors were derived that closely approximate the activities and environment scales on the instrument

New Resource on Promoting Reasonable Expectations



Promoting Reasonable Expectations: Aligning Student and Institutional Views of the College Experience

Thomas E. Miller, Barbara E. Bender,
John H. Schuh


January 2006, Jossey-Bass

CSEQ/CSXQ Administration

- Paper or online version
- CSEQ takes 20-30 minutes, CSXQ takes 10-15 minutes
- Administration process
- Institution receives descriptive statistics, codebook, and SPSS files
- National norms comparisons available for both



Online Survey Version



College Students Expectations Questionnaire
Help | Contact Us | Exit and Return Later

You are logged in with a guest account; your responses will not be recorded.

During the coming year in college, how often do you expect to do the following?

Writing

	Very Often ▼	Often ▼	Occasionally ▼	Never ▼
Ask other people to read something you wrote to see if it is clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer to a book or manual about writing style, grammar, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise a paper or composition two or more times before you are satisfied with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask an instructor or staff member for advice and help to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a major report for a class (20 pages or more).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Paper versus Online Administration

Paper

- Capability to collect data from established audience
- E-mail addresses and Internet infrastructure unnecessary
- Less expense
 - No fee for additional questions
 - Smaller administration and per student fees

Online

- Alternate method of collecting data
- Able to collect write-in data
- Greater flexibility in format and number of additional questions possible
- Convenient for institution (full or self-service administrations possible)

CSEQ/CSXQ

Administration Guidelines

Protecting Human Subjects in Survey Research

- Why CSEQ Assessment Program has required administration protocols
- Key Elements of CSEQ Assessment Program IRB Protocols

Why CSEQ Has New **Required** Administration Protocols?

- The CSEQ Assessment Program functions as both a tool for individual institutional improvement & an educational research project.
- All administrations must be conducted under research protocols designed to protect the rights of survey participants. This approach allows:
 - Creation of CSEQ and CSXQ normative data
 - Access to aggregate data files for research
 - Publication of individual research studies



Key Elements of CSEQ/CSXQ IRB Protocol

- ❑ Participation must be voluntary
- ❑ Participants must be informed of their rights
- ❑ No more than 5 direct contacts can be made with students invited to participate
- ❑ Campus staff administering surveys locally should not have evaluative relationships with invited participants
- ❑ Incentive programs designed to encourage survey participation should clearly note odds of winning (e.g., 1 in 100).



Additional Information

- Family Educational Rights and Privacy Act Regulations:
 - <http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>

- The Belmont Report: Ethical principles and guidelines for the protection of human subject of research.
 - <http://www.nihtraining.com/ohsrsite/guidelines/belmont.html>

Common Uses of the CSEQ & CSXQ Instruments

- Institution and Program Assessment
 - Admissions, Orientation, Retention Efforts
 - Scholarship of Teaching and Learning
 - Pre-post analysis of first-year experience
- Accountability Initiatives
- Accreditation Reviews

Additional Resources from The CSEQ Assessment Program

- Student Advising Reports
- Additional Custom Analyses
- Research Resources

The Student Advising Report

- Displays student CSEQ or CSXQ responses alongside average response of campus peers
- Provides direct and personalized feedback to student, enhancing student/advisor relationship
- Allows early intervention with at-risk students
- Increases the value of assessments to students

INDIANA UNIVERSITY

College Student Expectations Questionnaire Student Advising Report

What is the CSXQ Student Advising Report?
The College Student Expectations Questionnaire Student Advising Report is an individualized report designed to help you understand how your expectations about college activities and learning might affect your actual experiences at SAMPLE COLLEGE. It was derived from responses to the CSXQ survey you recently completed.

How can the CSXQ Student Advising Report Help Me?
The CSXQ is not an achievement test, but rather a survey that can help you discover ways to get the most out of your college experience. The CSXQ Student Advising Report communicates the activities and quality of effort that SAMPLE COLLEGE expects from you as a student and helps your advisor understand what you expect from your college experience. Please review these results with your advisor to learn more about activities that can help you to further enhance your experience at SAMPLE COLLEGE.

Learning Activities
Learning in college requires time and effort not only in coursework, but also in the time spent studying, participating in student organizations and in your everyday conversations with peers and faculty. The scores below show how often you thought you would do the following. Response options are 1=never, 2=occasionally, 3=often, or 4=very often.

MY EFFORTS TOWARD:	MY SCORE	MY PEERS	MY RATING
Using Library and Information Technology	3.0	2.9	=
Engaging in Course Learning Experiences	3.8	3.2	+
Participating in Writing Experiences	2.8	2.7	=
Scientific & Quantitative Experiences	4.0	2.7	++
Participating in Clubs & Organizations	1.4	2.4	-
Using Campus Facilities	2.6	2.7	=
Variety in Conversation Topics	2.6	2.6	=
Use Class Learning in Conversations	2.7	2.7	=

College Student Experiences Research Program
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Bloomington, Indiana 47405-7512
www.iub.edu/~cseq

Student Advising Report
2009 Indiana University

Your Personalized Student Advising Report
CSXQ
Sarah College



Sample Table from Student Advising Report

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Participating in Writing Experiences	2.8	2.7	=
Scientific & Quantitative Experiences	4.0	2.7	++
Participating in Clubs & Organizations	1.4	2.4	-
Using Campus Facilities	2.6	2.7	=
Variety in Conversation Topics	2.6	2.6	=
Use Class Learning in Conversations	2.7	2.7	=



Additional Custom Analyses

- Special data analysis can be performed for institutions beyond the basic frequencies and descriptive statistics.
- Institutions commonly request additional statistical comparisons between groups, such as:
 - Two groups on a campus (e.g., men and women, participants in an honors program and general students)
 - An institution's students and norms data for other schools in its Carnegie Classification
 - Current first-year students and first-year students from a previous year
 - First-year and senior data for the same students
- Special analysis is billed at \$150.00 per hour
- Contact us for more information



Research Resources

❑ Searchable database of related research

Publications

(Leave the search field blank if you wish to view the entire list.)

Search Keywords:

▶ Abrahamowicz, D. (1988). College involvement, perceptions, and satisfaction: A study of membership in student organizations. *Journal of College Student Development*, 29 (3), 233-238.

▶ Arnold, J. A., Kuh, G. D., Vesper, N., & Schuh, J. H. (1993). Student age and enrollment status as determinants of learning and personal development at metropolitan institutions. *Journal of College Student Development*, 34 (1), 11-16.

❑ Normative data available

❑ Helpful websites:

■ www.cseq.iub.edu

■ <http://www.cpr.iub.edu/index.cfm>



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