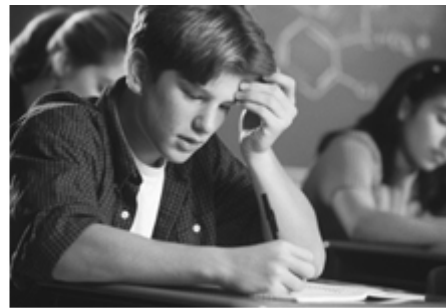


CSEQ NORMS FOR THE FOURTH EDITION



The College Student Experiences Questionnaire Research Program

College Student Experiences Questionnaire Norms for the Fourth Edition

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Please use the following citation when referencing this report:

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.

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Overview and Acknowledgements

The College Student Experiences Questionnaire (CSEQ) was developed by UCLA Professor Emeritus Dr. C. Robert Pace in the 1970s. First administered by Dr. Pace in 1979, the CSEQ Research Program formally moved its operations to Indiana University's Center for Postsecondary Research and Planning in 1994, under the direction of Chancellor's Professor George D. Kuh. Since then, the CSEQ Research Program has expanded each year in scope and function. More students complete the survey each year, and more institutions are using the survey as part of assessment strategies. In addition, the development of the College Student Expectations Questionnaire (CSXQ) complements the CSEQ in assessing incoming students' expectations of college. Several years ago, the CSEQ Research Program collaborated with the Center for Survey Research at Indiana University to develop and launch web versions of both the CSEQ and CSXQ. Most recently, the CSEQ and CSXQ instruments have been utilized in new, formative assessment ventures, in addition to their traditional summative assessment uses, through the creation of individual student reports of survey responses to inform student learning mid-year. Overall, CSEQ operations are thriving and we continue the innovative approach to research begun by Dr. Pace over a quarter century ago.

The *CSEQ Norms for the Fourth Edition* represents an updated version of the *Tentative Norms for the Fourth Edition* (Kuh & Siegel, 2000) with a larger dataset as well as complete psychometric information for the Fourth Edition. This report is divided into six parts. Part I describes the conceptual framework, history, and content of the CSEQ. This section also introduces indices that colleges and universities can use to estimate the extent to which students are exposed to three "good practices" in undergraduate education (i.e., faculty-student contact, cooperation among students, active learning), students' capacity for life-long learning, and the quality of student experiences with diversity. Part II describes the psychometric properties of the CSEQ Fourth Edition including information about scale reliability and the factors derived from the Activity, Environment, and Gains scales. Part III is included to help readers understand the Tables and provides some other useful information for comparing local data to these national data. Part IV includes two sections: first, information about the sample and institutions represented in the norms, and second, the norms Tables. References cited in *CSEQ Norms* appear in Part V. Finally, Part VI (Appendices) contains some additional technical information about the development of this document.

We appreciate the feedback from our many users over the years, whose questions and insights about the national database have helped shape this document. With this in mind, we invite comments and suggestions about this report, including any errors that may exist and especially ways that it can be improved. We add a special note of thanks to C. Robert Pace, Gary Pike, John Pryor, and Paul Umbach for reviewing earlier drafts of this document, and to Pil-Won On for cover design and graphics.

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Part I: Introduction

Introduction to the College Student Experiences Questionnaire

The College Student Experiences Questionnaire (CSEQ) was developed by C. Robert Pace, who has more than a half century of experience in evaluating college student experiences and designing assessment instruments. At Syracuse University in the 1950s, Pace teamed with Dr. George Stern to develop the College Characteristics Index (Pace & Stern, 1958). In the 1960s, Dr. Pace designed the College and University Environment Scales (CUES), a questionnaire that was subsequently distributed by the Educational Testing Service. Both of these early surveys influenced the development of the College Student Experiences Questionnaire.

Pace developed the CSEQ at the University of California Los Angeles in the 1970s and introduced it as a multi-institutional survey tool in 1979. It has been revised three times since: the second edition in 1983, the third edition in 1990, and the fourth edition 1998. Since its inception, the CSEQ has been administered to over 300,000 students attending more than 400 different colleges and universities (Appendix A) in the United States making it the third largest national database on college student experiences. Over 100,000 students at 200 different institutions have completed the fourth edition alone.

In 1994, the CSEQ research program was moved to Indiana University Bloomington under the leadership of George Kuh, Chancellor's Professor of Higher Education and Director of the Center for Postsecondary Research, Policy, and Planning. Pace and Kuh subsequently co-authored the fourth and current edition of the CSEQ (Appendix B). Changes in the survey from the third to the fourth edition are detailed in Appendix C. In the spring of 2000 the online version of the survey was introduced. Though it is quite different in appearance and administrative mode, the online version is identical in content to the paper version.

The CSEQ data has been cited in over 250 articles, books, and dissertations, and probably an equal number of institutional reports. (A list of citations is available on the CSEQ website at www.iub.edu/~cseq.)

Conceptual Framework and Content of the CSEQ

Through the 1980s, much of the college impact literature was guided by the assumption that student demographics were the most important determinants of college success. However, CSEQ results, along with other studies and literature reviews (Astin, 1993; Kuh, 1995; Pascarella & Terenzini, 1991; Terenzini, Pascarella, & Blimling, 1996; Tinto, 1993), have consistently challenged this assumption and extended the college impact discussion into student experiences and engagement. The conclusion that student engagement affects college outcomes prompted the National Center for Educational Statistics (NCES, 1991) to recommend that colleges assess student behaviors and experiences in addition to direct learning outcomes. The CSEQ remains one of the few national assessment instruments that inventories both the processes of learning (e.g., interactions with faculty, collaboration with peers, and writing experiences) and progress toward desired outcomes of college (e.g., intellectual skills, interpersonal competence, and personal values) (Borden, 2001).

With over 150 items, the CSEQ provides colleges and universities with a comprehensive inventory of the student experience. The survey collects information about the student's background (e.g., age, sex, class, race and ethnicity, residency, major, and parent's education level), and asks questions about the student's experience with the institution in three areas: (a) college activities, (b) the college environment, and (c) estimate of gains.

College Activities

The CSEQ is based on a simple but powerful premise related to student learning: **The more effort students expend in using the resources and opportunities an institution provides for their learning and development, the more they benefit.** Pace coined the term *quality of effort* to describe this unique interaction between students and their campus environments. Quality of effort has been linked to academic achievement, satisfaction, and persistence and is widely regarded as a critical component of research studies of student learning and development.

Specifically, the College Activities questions ask how often the student has done or experienced a particular event during the current school year. Response options include “Very Often,” “Often,” “Occasionally,” and “Never” and are given scores of 4 through 1 respectively. These items make up the majority of the survey and are grouped into thirteen Quality of Effort (QE) scales. Each QE scale contains between five and eleven activities that represent a range of difficulty. That is, some are relatively easy to accomplish and frequently enacted, and others are more difficult and less commonly enacted (Pace, 1984). Thus, to attain a high QE score the student must have performed or experienced even the difficult tasks on a frequent basis. This *quality of effort dimension* optimizes the variability among students in terms of their engagement or effort. The QE scales are listed in Figure 1-1. (See the codebook in Appendix D for individual items that comprise the QE scales).

Figure 1-1. Quality of Effort Scales

QELIB	Library Experiences
QECOMPUT	Computer and Information Technology
QECOURSE	Course Learning
QEWRITE	Writing Experiences
QEFAC	Experiences with Faculty
QEAMT	Art, Music, and Theater
QEFACIL	Campus Facilities
QECLUBS	Clubs and Organizations
QEPERS	Personal Experiences
QESTACQ	Student Acquaintances
QESCI	Scientific and Quantitative Experiences
QECONTPS	Topics of Conversation
QECONINF	Information in Conversations

Following the QE scales are five items which assess the amount of reading (textbooks or assigned books, course packets, and non-assigned books) and writing (number of essay exams and term papers or other written reports) the student has done during the current school year. The CSEQ also asks students to estimate how many hours per week they spend studying, doing homework, or otherwise doing academic work. This item is located on page 2 of the survey in the Background Information section.

The College Environment

One method of describing college environments, collective perceptions, involves gathering information about what people perceive to be characteristic of the environment (Pace, 1987). Pace, as well as other theorists in the 1960s and 1970s, discovered consistent patterns of collective perceptions about the college environment. Among the common findings were identifiable dimensions – scholarly, aesthetic, pragmatic or vocational, and supportive and group welfare dimensions. Other researchers noted distinctions between the purposes of the environment, the human relationships within the environment, and the organizational structure of the environment (Heath, 1968; Moos, 1979).

Based on this early research, the ten college environment rating scales (Figure 1-2) assess student perceptions of the psychological climate for learning that exists on the campus. The first seven ask students to rate how strongly the campus emphasizes or promotes various aspects of student development (e.g., academic, scholarly, and intellectual qualities; aesthetic, expressive, and creative qualities; critical, evaluative, and analytical qualities). Students respond on a seven-point Likert scale with a value of 7 representing strong emphasis and a value of 1 representing weak emphasis. Three more scales in this set ask for the student's perceptions of relationships with students, faculty, and administrative personnel at the institution. These are rated on a seven-point Likert scale with one end defined by such terms as competitive, rigid, and remote and the other end defined by terms like friendly, approachable, and helpful.

Figure 1-2. Environment items

ENVSCH	Emphasis on the development of academic, scholarly, and intellectual qualities
ENVESTH	Emphasis on the development of aesthetic, expressive, and creative qualities
ENVCRT	Emphasis on being critical, evaluative, and analytical
ENVDIV	Emphasis on developing an understanding and appreciation for human diversity
ENVINFO	Emphasis on developing information literacy skills (using computers, other information resources)
ENVVOC	Emphasis on the development of vocational and occupational competence
ENVPRAC	Emphasis on the personal relevance and practical values of your courses
ENVSTU	Relationship with other students, student groups, and activities
ENVADM	Relationship with administrative personnel and offices
ENVFAC	Relationship with faculty members

In addition to the ten environment scales, the CSEQ contains an index of student satisfaction with college. The score is computed by adding the responses to two satisfaction items: “How well do you like college?” and “If you could start over again, would you go to the same institution you are now attending?”

Estimate of Gains

The last section of the CSEQ, *Estimate of Gains*, asks students to reflect on their entire experience at the institution and to estimate how much progress they feel they have made on 25 acknowledged goals of higher education (Figure 1-3). The gains items encompass a student's holistic development, assessing such wide-ranging outcomes as acquiring relevant career

information, writing clearly and effectively, understanding self and others, and gaining the ability to think analytically and logically. The responses are scored using a four-point scale as follows: “Very Much”=4, “Quite a Bit”=3, “Some”=2, and “Very Little”=1.

Figure 1-3. Estimate of Gains items

GNVOC	Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)
GNSPEC	Acquiring background and specialization for further education in a professional, scientific, or scholarly field
GNGENLED	Gaining a broad general education about different fields of knowledge
GNCAREER	Gaining a range of information that may be relevant to a career
GNARTS	Developing an understanding and enjoyment of art, music, and drama
GNLIT	Broadening your acquaintance with and enjoyment of literature
GNHIST	Seeing the importance of history for understanding the present as well as the past
GNWORLD	Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.)
GNWRITE	Writing clearly and effectively
GNSPEAK	Presenting ideas and information effectively when speaking to others
GNCMPTS	Using computers and other information technologies
GNPHILS	Becoming aware of different philosophies, cultures, and ways of life
GNVALUES	Developing your own values and ethical standards
GNSELF	Understanding yourself, your abilities, interests, and personality
GNOTHERS	Developing the ability to get along with different kinds of people
GNTEAM	Developing the ability to function as a member of a team
GNHEALTH	Developing good health habits and physical fitness
GNSCI	Understanding the nature of science and experimentation
GNTECH	Understanding new developments in science and technology
GNCONSQ	Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology
GNANALY	Thinking analytically and logically
GNQUANT	Analyzing quantitative problems (understanding probabilities, proportions, etc.)
GNSYNTH	Putting ideas together, seeing relationships, similarities, and differences between ideas
GNINQ	Learning on your own, pursuing ideas, and finding information you need
GNADAPT	Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)

Asking students to reflect on what they have gained from their college experience is consistent with a value-added approach to outcomes assessment. That is, attending college is

expected to make a difference in students' knowledge, values, attitudes, and competencies. Because students know what they were like when they started college, the gains they have made are value-added judgments of learning (Pace, 1984).

Factors and Additional Indices

The comprehensive nature of the CSEQ makes it possible for researchers to identify different combinations of survey items that measure useful constructs within the study of higher education. These can be derived empirically using factor analysis, or constructed using expert judgment and knowledge of the literature.

Consistent with previous versions of the *CSEQ Norms*, factor analysis of the ten College Environment items produced three factors and the 25 Estimate of Gains items were reduced to five factors (Figure 1-4). Technical details on the factor analysis procedure and results are reported in Part II and descriptive statistics are reported in Part IV.

Figure 1-4. Environment and Gains Factors

The College Environment Factors

<i>Scholarly and Intellectual Emphasis</i>	<i>Vocational and Practical Emphasis</i>	<i>Quality of Personal Relations</i>
ENVSCH	ENVDIV	ENVSTU
ENVESTH	ENVINFO	ENVADM
ENVCRIT	ENVVOC	ENVFAC
	ENVPRAC	

Estimate of Gains Factors

<i>Personal/Social Development</i>	<i>Science & Technology</i>	<i>General Education</i>	<i>Vocational Preparation</i>	<i>Intellectual Skills</i>
GNVALUES	GNSCI	GNARTS	GNVOC	GNWRITE
GNSSELF	GNTECH	GNLIT	GNSPEC	GNSPEAK
GNOTHERS	GNCONSQ	GNHIST	GNCAREER	GNCMPTS
GNTEAM	GNQUANT	GNWORLD		GNHEALTH
GNADAPT		GNPHILS		GNANALY
		GNGENLED		GNSYNTH
				GNINQ

In addition, five indices were constructed based on the student learning and development literature in higher education: (a) Student-Faculty Interaction, (b) Active Learning, (c) Cooperative Learning, (d) Capacity for Life-Long Learning, and (e) Experiences with Diversity. Along with the QE scales and factors, information about the psychometric properties of these indexes is presented in Part II and descriptive statistics are found in the Tables in Part IV.

Good Practices in Undergraduate Education

The first three indices listed above assess exposure to good practices within the educational environment that are known to foster student learning. If faculty and administrators are doing good things to cultivate student learning (i.e., good practices), students will respond accordingly (e.g., writing more, reading more, interacting more with faculty) resulting in desired outcomes such as increased competence in critical thinking, effective communication, and

responsible citizenship. Furthermore, this information can focus faculty, staff, and students on activities associated with improving student outcomes.

Figure 1-5. Student-Faculty Interaction Index

FAC1	Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.)
FAC2	Discussed your academic program or course selection with a faculty member
FAC3	Discussed ideas for a term paper or other class project with a faculty member
FAC4	Discussed your career plans and ambitions with a faculty member
FAC5	Worked harder as a result of feedback from an instructor
FAC6	Socialized with a faculty member outside of class (had a snack or soft drink, etc.)
FAC7	Participated with other students in a discussion with one or more faculty members outside of class
FAC8	Asked your instructor for comments and criticisms about your academic performance
FAC9	Worked harder than you thought you could to meet an instructor's expectations and standards
FAC10	Worked with a faculty member on a research project
CLUBS4	Met with a faculty member or staff advisor to discuss the activities of a group or organization
WRITE6	Asked an instructor or staff member for advice and help to improve your writing
PERS8	Talked with a faculty member, counselor, or other staff member about personal concerns

Figure 1-6. Cooperation among Students Index

FACIL2	Met other students at some campus location (campus center, etc.) for a discussion
CLUBS2	Worked on a campus committee, student organization, or project (publications, student government, special event, etc.)
PERS1	Told a friend or family member why you reacted to another person the way you did
PERS2	Discussed with another student, friend, or family member why some people get along smoothly, and others do not
PERS3	Asked a friend for help with a personal problem
PERS7	Asked a friend to tell you what he or she really thought about you
WRITE3	Asked other people to read something you wrote to see if it was clear to them
COURSE7	Worked on a class assignment, project, or presentation with other students
COURSE10	Tried to explain material from a course to someone else (another student, friend, co-worker, family member)

The best known set of good practice indicators is the “Seven Principles for Good Practice in Undergraduate Education” (Chickering & Gamson, 1987). These seven principles include student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. All are empirically related to student satisfaction and achievement on a variety of dimensions (Astin, 1984, 1985, 1993; Bruffee, 1993; Chickering & Gamson, 1999; Goodsell, Maher, & Tinto, 1992; Hatfield, 1995; Johnson, Johnson, & Smith, 1991; Pike, 1993; Sorcinelli, 1991). The extent to which students are exposed to three of these (student-faculty interaction, cooperation among students, and active learning) can be assessed using 43 items from the CSEQ. These items are listed in Figures 1-5, 1-6, and 1-7.

Figure 1-7. Active Learning Index

LIB2	Found something interesting while browsing in the library
LIB3	Asked a librarian or staff member for help in finding information on some topic
LIB4	Read assigned material other than textbooks in the library (reserve readings, etc.)
LIB5	Used an index or database (computer, card catalog, etc.) to find material on some topic
LIB6	Developed a bibliography or reference list for a term paper or other report
LIB7	Gone back to read a basic reference or document that other authors referred to
COURSE3	Contributed to class discussions
COURSE5	Tried to see how different facts and ideas fit together
COURSE6	Summarized major points and information from your class notes or readings
COURSE8	Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)
COURSE9	Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments
COURSE11	Worked on a paper or project where you had to integrate idea from various sources
WRITE1	Used a dictionary or thesaurus to look up the proper meaning of words
WRITE4	Referred to a book or manual about writing style, grammar, etc.
WRITE5	Revised a paper or composition two or more times before you were satisfied with it
WRITE6	Asked an instructor or staff member for advice and help to improve your writing
PERS4	Read articles or books about personal growth, self-improvement, or social development
PERS5	Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances
PERS6	Taken a test to measure your abilities, interests, or attitudes
COMPUT5	Searched the World Wide Web or Internet for material related to a course
COMPUT6	Used a computer to retrieve materials from a library not at this institution

Capacity for Life-Long Learning

The fourth index assesses a student's capacity for life-long learning – the ability to discover, synthesize, and apply new information to emerging problems; to think about ways to identify and solve problems (self-reflection); to value learning new ideas and concepts; to apply new knowledge to different situations; and to work collaboratively with people from different backgrounds. Our knowledge-based society requires people to communicate effectively, understand their organization's strategic goals and values, and work well with others in a world in which economic and social problems are increasingly abstract and complex. In addition, the information needs of many fields are changing so rapidly that many employers are less interested in how much a college graduate knows and more concerned about whether one has the skills to obtain new information and apply it in productive, creative ways (Twigg, 1995). Figure 1-8 lists the 14 gains items that make up this index.

Figure 1-8. Capacity for Life-Long Learning Index

GNSPEC	Acquiring background and specialization for further education in a professional, scientific, or scholarly field
GNGENLED	Gaining a broad general education about different fields of knowledge
GNWRITE	Writing clearly and effectively
GNOTHERS	Developing the ability to get along with different kinds of people
GNTEAM	Developing the ability to function as a member of a team
GNTECH	Understanding new developments in science and technology
GNANALY	Thinking analytically and logically
GNQUANT	Analyzing quantitative problems (understanding probabilities, proportions, etc.)
GNSYNTH	Putting ideas together, seeing relationships, similarities, and differences between ideas
GNINQ	Learning on your own, pursuing ideas, and finding information you need
GNCMPTS	Using computers and other information technologies
GNSELF	Understanding yourself, your abilities, interests, and personality
GNSPEAK	Presenting ideas and information effectively when speaking to others
GNADAPT	Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)

Experiences with Diversity

The fifth index represents a combination of items dealing with student experiences with diversity on campus. The more students interact in meaningful ways with people different from themselves, the more they gain in understanding and appreciating human diversity (Hurtado, Milem, Clayton-Pederson, & Allen, 1999; Pascarella & Terenzini, 1991). Today's colleges and universities are observant of the growing diversity of student populations and the opportunities

for the undergraduate experience provided by this growth. Ten items from the CSEQ comprise the Experiences with Diversity Index (See Figure 1-9).

Figure 1-9. Experiences with Diversity Index

STACQ2	Became acquainted with students whose family background (economic, social) was different from yours
STACQ4	Became acquainted with students whose race or ethnic background was different from yours
STACQ5	Became acquainted with students from another country
STACQ8	Had serious discussions with students whose religious beliefs were very different from yours
STACQ9	Had serious discussions with students whose race or ethnic background was different from yours
STACQ10	Had serious discussions with students from a country different from yours
CONTPS3	Conversations about different lifestyles, customs, and religions with students, family members, co-workers, etc.)
GNOTHERS	Developing the ability to get along with different kinds of people
GNWORLD	Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.)
GNPHILS	Becoming aware of different philosophies, cultures, and ways of life

The College Student *Expectations* Questionnaire

In 1998, the CSEQ Research Program introduced the College Student Expectations Questionnaire (CSXQ) (Kuh & Pace, 1998). The CSXQ assesses the goals of new students and their motivations toward the same activities and environment items on the CSEQ. New students hold important expectations about how and with whom they will spend their time in college. These expectations provide clues about how they will interact with peers and faculty members, behaviors that directly affect achievement and satisfaction with college. Institutions also have expectations for student performance. When paired with the CSEQ, which can be administered as a posttest measure toward the end of the school year, the institution can assess the degree to which student and institutional expectations are met. A copy of the CSXQ is in Appendix E.