

**College Student Experiences
at the University of Hawai`i at Mānoa
in 1990, 1993, 1996 and 1999**



**Office of the Vice President for Student Affairs
University of Hawai`i at Mānoa
August 1999**

Executive Summary

College Student Experiences at the University of Hawai'i at Mānoa in 1990, 1993, 1996 and 1999

- The majority of UH-Mānoa classified undergraduates are single female Asian/Pacific Islanders under the age of 24. They are first-time college goers who commute to campus and reside at home. Although most of them work off-campus, they rely on their parents to meet their college expenses. One or both of their parents are college graduates with the percentage of parents holding college degrees increasing since 1990. Mānoa students aim to enroll for an advanced degree although that aspiration has declined since 1993.
- Student use of the library as a place to read, study or browse has decreased over the years. Half of all students do electronic or other data searches at the library, however, only a quarter of all students make a judgment about the quality of data obtained from the library, World Wide Web or other sources.
- Nearly all students have access to computers for their school work. The majority use computers to prepare papers, to e-mail faculty and other students and to search for information related to a course.
- Students spend more time today than in the past revising a paper two or more times before being satisfied with it. They report writing more essay exams and term papers or written reports than in past years.
- While writing activity has gone up, UHM undergraduates report reading fewer assigned and unassigned books than in past years.
- In regard to student interaction with faculty, students today compared to the past have more frequent discussions with faculty about course related matters and to a lesser extent about career plans.
- Although a low percentage of students participate in music, art and theater activities, at least half discuss music with other students, friends or family members. More students talk about music than about art and theater. However, on a direct participation level, more students perform in art and theater exhibits and productions than in music productions and events.
- Student involvement in campus club, organization or student government decreased over the years. Additionally, more students report working on a committee, organization or project off-campus than on-campus.
- Although student involvement in certain co-curricular activities have decreased, the use of campus facilities to relax or study has increased over the years.
- On a personal level, UH-Mānoa students are more engaged than before in activities that contribute to their self development, such as asking a friend to help with a personal problem or assessing their abilities, interests or attitudes.

- In regard to diversity, students today compared to past years more frequently interact with student acquaintances whose backgrounds are different from themselves in interests, family background, age, ethnicity, and country of origin. They are also more apt to have serious discussions with other students who are very different from themselves in values, political opinions, religious beliefs, ethnicity and county of origin.
- Students today spend more time and effort in certain scientific and quantitative course learning and laboratory activities than students in the past.
- The most popular topics of conversation for UHM undergraduates are current events in the news, followed by different life styles, customs, and religions; the economy; and computers and other technologies.
- Although students today like college slightly less than students in earlier years, they are far more inclined to attend UHM again if they could start college over again.
- When students were asked what emphasis or focus the University gave to student development, they rated human diversity highest, followed by information literacy (using computers and other information resources). Rated lowest were developing creative qualities, vocational competence, and course relevance and value.
- Students have the strongest relationships with other students followed by relationships with faculty members and with administrative personnel and offices as measured by friendliness, supportiveness and helpfulness.
- When students were asked about the amount of gain they perceived in 25 different academic and social/personal areas since starting college, the areas most frequently selected were the development of ability to get along with different kinds of people and understanding oneself. The areas of least gain were in literature and the arts.
- The greatest increases within an academic or social/personal area are in using computers and other information technologies and in understanding new developments in science and technology.

In summary, 1999 UH-Mānoa undergraduates are similar in many ways to undergraduates surveyed in past years. They differ, however, in that a larger percentage have college educated parents. They more frequently use computers in course preparation and in interaction with faculty and other students. They are more engaged in certain scientific and quantitative course learning and laboratory activities and report larger gains in the understanding of new developments in science and technology. Students today spend more time discussing course work with faculty. They also spend more time writing and revising papers and less time reading. In student development and learning, students today are more engaged in activities that contribute to their self-development. They view the University as having a strong focus on human diversity, and they more frequently interact with other students very different from themselves.. Finally, undergraduates like college slightly less in 1999 than in previous years; however, they are far more likely to pick UHM if they had a chance to start college again.

Table of Contents

Executive Summary	i
Table of Contents	iii
Preface	v
1. Introduction and Highlights	1
Survey Instrument	
Methodology	
Highlights of College Student Experiences	
2. Student Characteristics	10
Table 1 Student Characteristics	
Age	
Gender	
Marital Status	
College classification	
Begin college here or transfer	
Residence during school year	
Who live with during school year	
Have access to computer	
Most grades at UHM up to now	
Major field of study	
Parents graduated from college	
Expect to enroll in advanced degree	
Credit hours taking this term	
Hours spent on out of class academic work	
Hours working on campus for pay	
Hours working off campus for pay	
How job affects school work	
Ethnic identification	
Number of ethnic groups of students	
How meet college expenses	
3. College Activities	15
Table 2 Library	
Table 3 Computer and Information Technology	
Table 4 Course Learning	
Table 5 Experiences in Writing	
Table 6 Experiences with Faculty	
Table 7 Art, Music and Theater Experiences	
Table 8 Campus Facilities	

Table 9	Clubs and Organizations	
Table 10	Personal Experiences	
Table 11	Student Acquaintances	
Table 12	Scientific and Quantitative Experiences	
4. Conversations		26
Table 13	Topics of conversation	
Table 14	Information in Conversations	
5. Reading and Writing		28
Table 15	Reading and Writing	
6. Satisfaction with College		29
Table 16	Satisfaction with College	
7. College Environment		30
Table 17	College Environment	
	Academic	
	Aesthetic	
	Analytical	
	Diversity	
	Information Literacy	
	Vocational	
	Relevance of Courses	
8. College Relationships		32
Table 18	College Relationships	
	Students	
	Administration	
	Faculty	
9. Estimate of Gain		33
Table 19	Estimate of Gain	
10. Additional Survey Items		36
Table 20	Additional Survey Items for 1990	
Table 21	Additional Survey Items for 1993	
Table 22	Additional Survey Items for 1996	
Table 23	Additional Survey Items for 1999	
Appendices		
	Appendix A: CSEQ (Revised Third Edition 1990)	
	Appendix B: CSEQ (Fourth Edition 1998)	

Preface

This report presents a profile of the characteristics and experiences of UH-Mānoa classified undergraduates for the periods 1990, 1993, 1996 and 1999. Along with descriptions of students during four points in time, this report details trends in student characteristics, involvement in educational activities, satisfaction with college, and perceived progress in a range of learning outcomes. The objective is to assist decision makers gain a better understanding of undergraduate students for the purpose of enhancing their educational environment and experiences.

To augment our customary method of distributing reports in hard copy, this report can be viewed or downloaded by clicking on “Student Assessment Reports” at <http://www.hawaii.edu/osa>.

The College Student Experiences report was prepared under the guidance of the Office of the Vice President for Student Affairs. Dr. Joan Harms, Student Affairs Institutional Analyst, headed project efforts for survey planning, administration, analysis and reporting. Acknowledgments go to staff members Louise Miura, JoAnn Yamada, and Aaron Young for assistance in survey packaging and mailing.

We welcome your comments and suggestions on this report. We also encourage future research collaboration related to this project to build on our current assessment findings, provide evidence of effectiveness, and promote educational improvement.

Doris M. Ching
Vice President for Student Affairs

1. Introduction and Highlights

Introduction

This report highlights the college experiences of University of Hawai'i at Mānoa classified undergraduate students in 1990, 1993, 1996, and 1999. Students were surveyed using the College Student Experiences Questionnaire (CSEQ), a nationally known assessment instrument that measures student involvement in the college environment and the gains they have made in a variety of educational outcomes.

The purpose of this report is to provide information and data which will inform planning and decision-making directed toward developing quality educational experiences for all students.

CSEQ

The CSEQ provides information on student characteristics; college activities, such as the extent of reading, writing, and other learning activities; use of facilities, such as the library and campus facilities; satisfaction with college; student interaction with other students, faculty and administrators; and student progress in important objectives. It is an eight-page paper-and-pencil scannable instrument which includes an additional twenty survey items developed by the institution.

The CSEQ instrument was revised and updated in 1998 by authors C. Robert Pace and George D. Kuh. Copies of the 1990 and 1998 editions of the CSEQ are found in the appendix.

Methodology

The subjects in this cross-sectional study were four independent groups of classified undergraduate UHM students who were administered the CSEQ in the spring of 1990, 1993, 1996, and 1999. The 1990 sample of 1,368 respondents was selected from a cross-section of classes in nine colleges at UHM. The 1993, 1996, and 1999 sample of 1,124, 1,022, and 944 respondents were selected through a random sample process stratified proportionately by class level. Surveys were mailed to them with one follow-up postcard reminder for the 1993 group and two postcard reminders for the 1996 and 1999 groups. The return rate for the 1993 group was 45 percent, for the 1996 group 43 percent and for the 1999 group 37 percent.

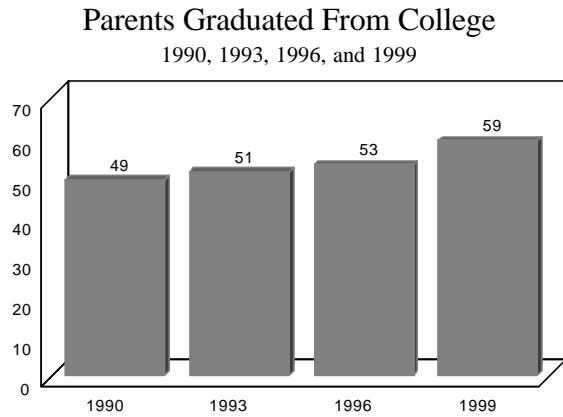
All four groups were generally representative of the UH-Mānoa classified undergraduate population in class level and gender, although in all cohort groups females were slightly overrepresented. This should be kept in mind when utilizing the survey results. The 1990, 1993, and 1996 groups were also generally representative of their population in ethnicity. Since the ethnicity survey item in the 1999 survey was revised by the developers to allow multiple responses to the ethnicity item, the degree of representativeness could not be determined from the item, but a rough estimate indicates that the 1999 random sample was also representative of the student body in ethnicity.

The results were scanned and the analysis conducted by using the Statistical Package for the Social Sciences (SPSS).

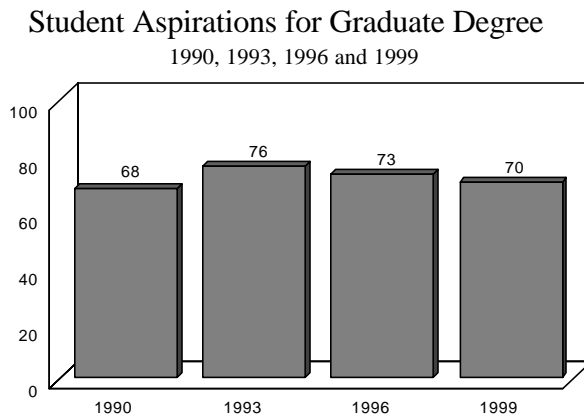
Highlights of College Student Experiences

Student Characteristics

- The majority of UH-Mānoa classified undergraduates are single female Asian/Pacific Islanders under the age of 24. They are first-time college goers who commute to campus and reside at home.
- Most parents of UHM students are college graduates, and the percentage has grown over the years. Conversely, the percentage of first generation college students declined steadily from 51 percent in 1990 to 41 percent in 1999.



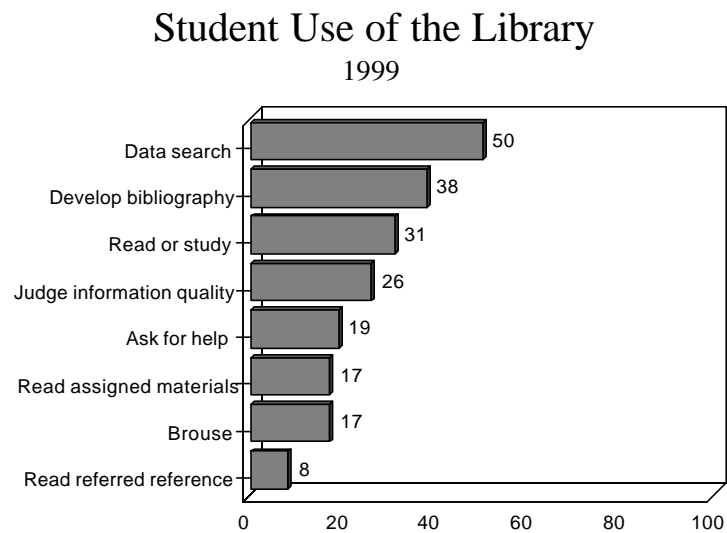
- The typical Mānoa student receives grades of “B” or better, enrolls in 12-14 credit hours per term, and spends 15 or less hours a week on academic activities outside of class, such as studying, writing, etc.
- The majority of UH-Mānoa undergraduates aim to earn graduate degrees, but that aspiration has declined from 76 percent in 1993 to 70 percent in 1999.



- Nearly 8 in 10 undergraduates work; most of them work off-campus. Of students who work, 71 percent report that their job takes some or a lot of time from their school work.
- The majority of students rely on their parents to meet college expenses.

Library Activities

- Students today compared to 1993 spend less time and effort using the library as a place to read, study or browse and more time and effort using indices or electronic data bases to find material on some topic.
- Although half of all undergraduates frequently engage in data searches, only a quarter make a judgment about the quality of information obtained from the library, World Wide Web or other sources.

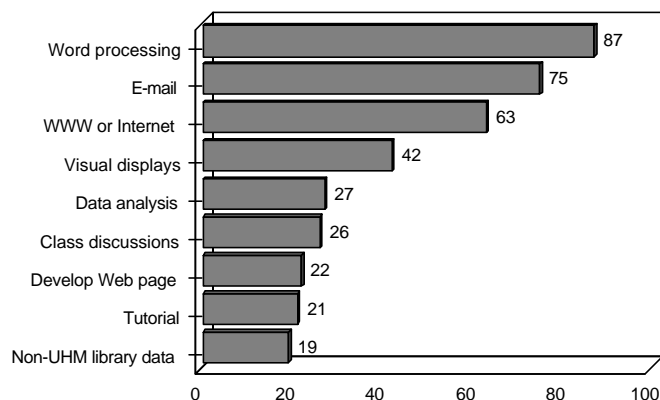


Computer and Information Technology Activities

- Nearly all (95 percent) students have access to computers at work or nearby for their school work.
- The majority of students use computers to: 1) prepare papers and reports and 2) access e-mail to communicate with an instructor or other students and search the World Wide Web or Internet for information related to a course.

Student Use of Computers

1999



Course Learning Activities

- From 1993 to 1999 student involvement in the following course learning activities increased:
 - worked on assignments requiring the integration of ideas from various sources
 - explained course material to someone else
 - summarized major points from class notes or readings
- During the same period from 1993 to 1999 student contributions to class discussions decreased.

Experiences in Writing

- More students today than in 1990 revise a paper two or more times before being satisfied with it. They also think more about principles of grammar and structure, word choice and sequence while writing than students in 1990.
- On the other hand, they spend less time and effort looking up the proper meaning of words than students in 1990.

Experiences with Faculty

- Student involvement in talking with faculty about course related matters has increased from 45 percent to 52 percent from 1990 to 1999.
- The number of undergraduates who discuss their career plans and ambitions with faculty increased from 1 in 10 in 1990 to 2 in 10 in 1999.
- Faculty are a motivational force in student academic efforts. About 5 in 10 students report working harder as a result of feedback from an instructor, and 4 in 10 report working harder than they thought they could to meet an instructor's expectations and standards.

- About 7 percent of all undergraduates report working with a faculty member on a research project, up from 3 percent in 1990.

Art, Music and Theater Experiences

- UH-Mānoa students are more involved in music than in art and theater events when it comes to talking about or attending these events.
- However, when it comes to performance of music, art or theater, more students perform in art or theater events than in music events.

Campus Facilities

- About 27 percent of UHM students use a campus lounge to relax or study by themselves, an increase from 18 percent in 1990.
- About 4 in 10 met with other students at some campus location for a discussion.
- About 3 in 10 followed a regular schedule of exercise in some sports on campus.
- About 2 in 10 used campus recreational facilities (pool, fitness equipment, etc.).
- About 1 in 10 went to a lecture or panel discussion.
- About 1 in 10 attended a cultural or social event.
- About 1 in 10 played a team sport.

Clubs and Organizations

- The number of students who attend a campus club, organization or student government group decreased from 20 percent in 1990 to 16 percent in 1999.
- More students report working on an off-campus (16 percent) committee, organization or project than on a campus (10 percent) committee, student organization or project.

Personal Experiences

- Students today are more involved in their personal development than students in 1990. Student today more often ask a friend to help them with a personal problem; take a test to measure their abilities, interests or attitudes; and ask a friend to tell them what he/she really thought about them.

Student Acquaintances

- The involvement of UHM students with student acquaintances whose backgrounds are different from themselves increased from 1990 to 1999. Students today more often became acquainted with students who differed from them in:
 - interests,
 - family background (economic and social),
 - age,
 - race or ethnic background, and
 - country of origin.
- Student today compared to 1990 more frequently had serious discussions with other students who were very different from them in:
 - philosophy of life or personal values,
 - political opinions,
 - religious beliefs,
 - race or ethnic background, and
 - country of origin.

Scientific and Quantitative Experience

- Student today more frequently engaged in certain scientific and quantitative activities than students in the past. Student today more often or very often:
 - memorized formulas, definitions, technical terms and concepts,
 - used mathematical terms to express a set of relationships,
 - practiced to improve their skill in using a piece of laboratory equipment, and
 - explained to another person the scientific basis for concerns about scientific or environmental issues.

Topics of Conversation

- The most popular topics of conversation for UHM undergraduates are current events in the news; followed by different life styles, customs, and religions; the economy; and computers and other technologies.
- Although the frequency of engaging in conversations increased from 1990 to 1999 for all ten topics listed in the survey, some topics were not as popular as those listed above. Least favored were science (theories, experiments, methods, etc.); followed by the ideas and views of other people such as writers, philosophers, and historians; and international relations.

Information in Conversation

- UHM students increased the ways in which they used information in their conversations from 1990 to 1999. They often or very often:
 - referred to knowledge they acquired in their reading or class,
 - explored different ways of thinking about the topic, and
 - referred to something one of their instructors said about the topic.

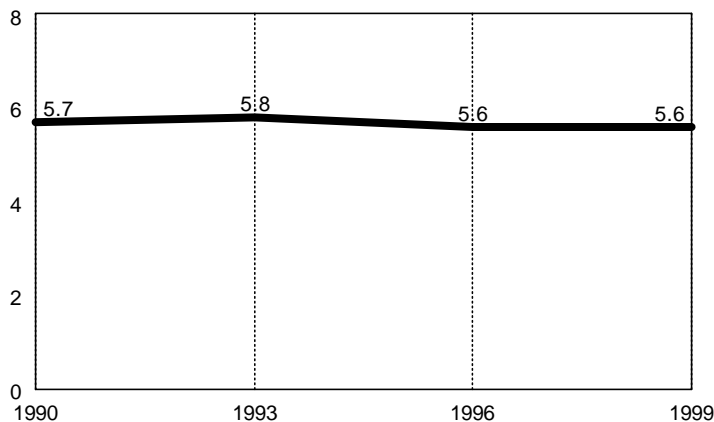
Reading and Writing

- UHM undergraduates read fewer assigned and unassigned books than past years.
- In writing, they report writing more essay exams and term papers or written reports than in past years

Satisfaction with College

- Student overall satisfaction with UHM increased slightly from 1990 to 1993 and decreased slightly and leveled off from 1993 to 1996 and 1999 as measured by a satisfaction index that combines several indicators (liking UHM and attending UHM if one could start over again at UHM).

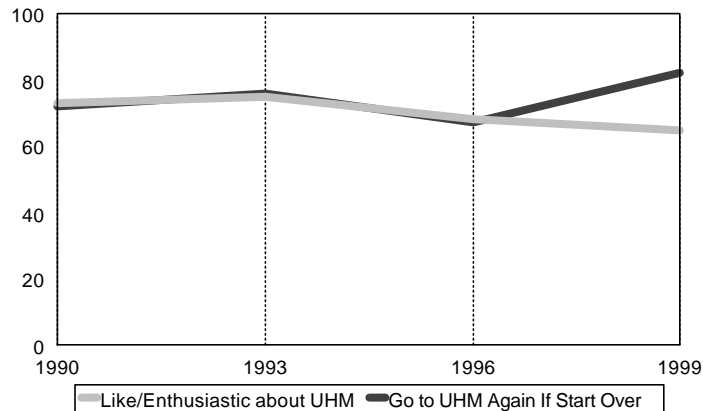
Student Satisfaction Index



- From 1996 to 1999, the percentage of students who liked or were enthusiastic about college declined slightly while the percentage of students who would attend UHM again if they could start over again increased sharply.

Student Satisfaction with UHM

1990, 1993, 1996, and 1999



College Environment

- Students rated the UHM environment as having a strong emphasis in developing human diversity, followed by information literacy (using computers and other information resources).
- Qualities rated the lowest by students were the University's emphasis on developing creative qualities, vocational/occupational competence, and the personal relevance and practical value of their courses.

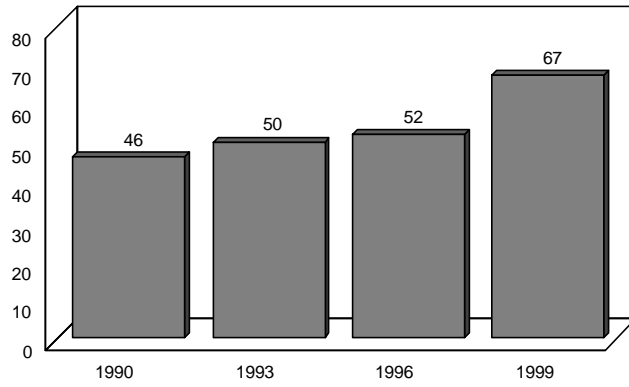
College Relationships

- When rating their relationships with other students, faculty and administration on friendliness, supportiveness and helpfulness, undergraduates had the strongest linkages with other students followed by faculty members and administrative personnel and offices.

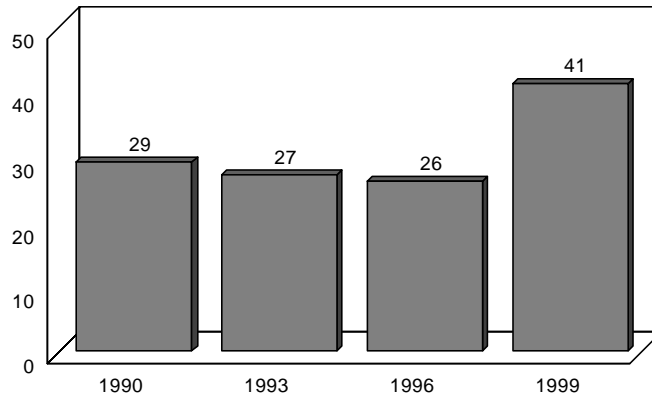
Estimate of Gain

- Students were asked about the amount of gain they perceived since starting college in 25 different academic and social/personal areas, such as writing, history, ethics and science. The greatest gains noted by students are in developing the ability to get along with different kinds of people and understanding oneself. The least are in literature and the arts.
- The two greatest increases within an academic or social/personal area from 1990 to 1999 as well as the last three years from 1996 to 1999 are in using computers and other information technologies and understanding new developments in science and technology.

Using Computers
1990, 1993, 1996, and 1999



Understanding New Developments in Science and Technology
1990, 1993, 1996, and 1999



2. Data Tables on Student Characteristics

Table 1
Student Characteristics for 1990, 1993, 1996 and 1999

Item	1990 %	1993 %	1996 %	1999 %
1 Age				
22 or younger	66	64	63	
23 to 27	25	25	26	
28 or older	9	11	12	
Age				
19 or younger				25
20 to 23				51
24 to 29				16
30 to 39				6
40 to 55				3
Over 55				<1
2 Gender				
Male	39	38	36	37
Female	61	62	64	63
3 Marital status				
Not married	92	92	91	89
Married	8	8	9	8
Divorced				3
Separated				0
Widowed				<1
4 College classification				
Freshman/first year	16	16	16	16
Sophomore	17	17	16	17
Junior	28	29	26	26
Senior	40	38	42	40
5 Begin college here or transfer				
Started here	67	63	59	66
Transferred from another institution	33	37	41	34
6 Residence during school year				
Dormitory or other campus housing	30	23	21	21
Private housing near college	5	7	6	
Housing away from campus	20	23	24	
With parents or relatives	44	47	49	
Residence within walking distance				13
Residence within driving distance				66
Fraternity or sorority house	0	0	0	<1

Table 1 (Continued)
Student Characteristics for 1990, 1993 and 1996

Item	1990 %	1993 %	1996 %	1999 %
7 Who live with during school year (Mark all that apply)				
No one, I live alone				7
One or more other students				25
My spouse or partner				12
My child or children				4
My parents				50
Other relatives				9
Friends who are not students here				4
Other people				2
8 Have access to computer where you work, or nearby that you can use for your school work				95
9 Most grades at UHM up to now				
A	11	15	15	17
A-, B+	27	28	27	29
B	35	30	29	26
B-, C+	23	22	22	23
C, C-, or lower	4	7	8	6
10 Major field of study	Mark One	Mark One	Mark One	Mark All That Apply
Agriculture				1
Biological/Life Sciences	3	6	6	6
Business	20	20	21	20
Communication				6
Computer and Information Sciences	1	2	3	7
Education	10	12	12	14
Engineering	8	8	8	6
Ethnic, Cultural Studies, and Area Studies	1	2	3	3
Foreign Languages	1	2	2	
Foreign Language and Literature				3
Health-Related Fields	13	11	10	9
History				2
Humanities	4	3	4	4
Liberal or General Studies				4
Mathematics				1
Multi/Interdiscip. and Area Studies				1
Parks, Rec. Leisure Studies, Sports Manag.				<1
Physical Sciences	2	3	3	1
Pre-Professional				5
Public Administration				<1
Social Sciences	10	12	13	12
Visual and Performing Arts	2	6	6	5
Undecided	4	4	5	3
Other	21	11	9	6

Table 1 (Continued)
Student Characteristics for 1990, 1993, 1996 and 1999

Item	1990 %	1993 %	1996 %	1999 %
11 Parents graduated from college				
No	51	49	47	41
Yes, both parents	26	25	27	30
Yes, father only	13	14	15	15
Yes, mother only	11	13	12	12
Don't know				2
12 Expect to enroll in advanced degree				
Yes	68	76	73	70
No	32	24	27	30
13 Credit hours taking this term				
6 or fewer				6
7 - 11				9
12 - 14				52
15 - 16				23
17 or more				9
14 Hours spent on out of class academic work activities				
5 or fewer hours a week				17
6 - 10 hours a week				30
11 - 15 hours a week				20
16 - 20 hours a week				15
21 - 25 hours a week				7
26 - 30 hours a week				5
more than 30 hours a week				6
15 Hours working on campus for pay				
None; no job				55
1 - 10 hours weekly				12
11 - 20 hours weekly				31
21 - 30 hours weekly				1
31 - 40 hours weekly				1
More than 40 hours weekly				0
16 Hours working off campus for pay				
None; no job				34
1 - 10 hours weekly				16
11 - 20 hours weekly				27
21 - 30 hours weekly				13
31 - 40 hours weekly				7
More than 40 hours weekly				3

Table 1 (Continued)
Student Characteristics for 1990, 1993, 1996 and 1999

Item	1990 %	1993 %	1996 %	1999 %
17 How job affects school work				
I don't have a job				22
My job does not interfere with my sch work				23
My job takes some time from my sch work				47
My job takes a lot of time from sch work				9
18 Racial or ethnic identification	Mark One	Mark One	Mark One	Mark All That Apply
American Indian or other Native American	<1	<1	<1	3
Asian or Pacific Islander	71	74	78	81
Black or African American	1	<1	<1	1
Caucasian (other than Hispanic)	17	17	13	24
Mexican-American				1
Puerto Rican				1
Other Hispanic	1	1	2	2
Other	10	8	7	7
19 Number of ethnic groups of students				
Belong to 1 of the above groups				85
Belong to 2 of the above groups				10
Belong to 3 of the above groups				4
Belong to 4 of the above groups				1

Table 1 (Continued)
Student Characteristics for 1999

Item		None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
		%	%	%	%	%	%
How do you meet college expenses?							
20	Self (job, savings, etc.)	13	37	20	8	7	15
21	Parents	17	15	9	9	12	39
22	Spouse or partner	88	6	3	2	1	2
23	Employer support	90	6	1	1	1	1
24	Scholarships and grants	49	7	10	9	9	16
25	Loans	64	5	6	7	8	11
26	Other sources	83	5	4	2	2	3

3. Data Tables on College Activities

Table 2
Library
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Used the library as a quiet place to read or study materials you brought with you.	16	50	20	14	34	1365	1990
	15	48	21	16	37	1123	1993
	22	48	16	14	31	994	1996
	20	50	20	11	31	937	1999
2. Found something interesting while browsing in the library.	36	42	15	6	21	1368	1990
	44	40	12	5	17	1122	1993
	44	40	11	5	16	978	1996
	33	52	11	4	15	935	1999
3. Asked a librarian or staff member for help in finding information on some topic.	29	54	14	3	17	1364	1990
	36	53	9	2	11	1123	1993
	35	51	10	4	14	983	1996
	29	52	14	5	19	933	1999
4. Read assigned materials other than textbooks in the library (reserve readings, etc.).*	28	53	16	4	19	1364	1990
	34	52	11	3	14	1122	1993
	37	48	11	3	15	981	1996
	35	48	11	6	17	935	1999
5. Used an index or database (computer, card catalog, etc.) to find material on some topic.*	9	47	28	17	44	1366	1990
	12	43	28	18	45	1124	1993
	13	43	28	16	44	989	1996
	13	37	29	22	50	931	1999
6. Developed a bibliography or references list for a term paper or other report.	19	46	25	11	35	1368	1990
	24	43	22	12	33	1121	1993
	24	43	20	12	33	974	1996
	25	37	24	14	38	935	1999
7. Gone back to read a basic reference or document that other authors referred to.	63	31	5	1	6	1368	1990
	63	30	5	2	7	1121	1993
	64	29	5	2	7	983	1996
	62	30	6	3	8	932	1999
8. Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	32	42	18	8	26	928	1999

*Broader conception of the learning environment starting from the fourth edition of the CSEQ or 1999.

Table 3
Computer and Information Technology
1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Used a computer or word processor to prepare reports or papers.	5	8	14	74	87	936	1999
2. Used e-mail to communicate with an instructor or other students.	7	18	17	57	75	937	1999
3. Used a computer tutorial to learn material for a course or developmental/remedial program.	52	27	10	11	21	931	1999
4. Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	48	26	12	15	26	935	1999
5. Searched the World Wide Web or Internet for information related to a course.	10	27	23	40	63	935	1999
6. Used a computer to retrieve materials from a library not at this institution.	52	29	9	10	19	934	1999
7. Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	27	32	20	22	42	936	1999
8. Used a computer to analyze data (statistics, forecasting, etc.).	44	30	12	15	27	935	1999
9. Developed a Web page or multimedia presentation.	53	26	8	14	22	936	1999

Table 4
Course Learning
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Completed the assigned readings for class.	2	25	38	35	73	941	1999
2. Took detailed notes in class.	1	13	39	47	86	1366	1990
	1	10	33	56	89	1121	1993
	1	10	32	57	89	1014	1996
	0	10	32	58	90	940	1999
3. Contributed to class discussions.	4	46	33	17	50	1367	1990
	4	40	32	34	66	1122	1993
	4	41	35	20	55	1016	1996
	4	40	34	22	56	933	1999
4. Developed a role play, case study, or simulation for a class.	36	40	16	9	25	940	1999
5. Tried to see how different facts and ideas fit together.	3	34	43	21	63	1354	1990
	5	32	40	23	63	1116	1993
	4	33	39	25	63	1013	1996
	5	32	35	28	63	939	1999
6. Summarized major points and information from your class notes or readings.	6	39	38	18	55	1365	1990
	8	39	34	20	53	1121	1993
	8	35	36	22	57	1012	1996
	5	29	38	29	66	940	1999
7. Worked on a class assignment, project, or presentation with other students.	6	30	32	32	64	939	1999
8. Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	5	31	36	28	63	941	1999
9. Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or discussions.	4	33	36	27	63	940	1999
10. Tried to explain the material from a course to someone else (another student, friend, co-worker, family member.).	4	44	35	17	52	1366	1990
	5	44	33	19	52	1122	1993
	4	42	37	17	54	1015	1996
	2	32	39	28	66	940	1999
11. Worked on a paper or project where you had to integrate ideas from various sources.	7	33	39	22	60	1364	1990
	8	34	36	23	59	1118	1993
	7	31	38	24	62	1014	1996
	4	27	38	31	69	935	1999

Table 5
Experiences in Writing
1990, 1993, 1996 and 1999

Activity	Never	Occasionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Used a dictionary or thesaurus to look up the proper meaning of words.	1	23	38	37	75	1358	1990
	2	25	36	38	73	1118	1993
	2	28	33	38	71	985	1996
	3	28	33	36	69	939	1999
2. Thought about grammar sentence structure, paragraphs, word choice and sequence of ideas or points as you were writing.	2	20	40	38	78	1358	1990
	3	21	36	41	77	1118	1993
	2	18	37	43	80	980	1996
	2	12	36	51	87	940	1999
3. Asked other people to read something you wrote to see if it was clear to them.	16	35	27	22	49	1368	1990
	16	42	22	20	42	1118	1993
	16	40	23	21	45	989	1996
	11	37	27	25	52	938	1999
4. Referred to a book or manual about style of writing, grammar, etc.	17	41	26	16	41	1368	1990
	21	41	23	15	38	1116	1993
	19	42	22	17	39	985	1996
	17	44	22	17	39	938	1999
5. Revised a paper or composition two or more times before you were satisfied with it.	18	36	25	20	45	1368	1990
	20	35	27	18	45	1116	1993
	18	40	23	20	43	979	1996
	11	34	28	28	55	939	1999
6. Asked an instructor or staff member for advice and help to improve your writing.	31	41	17	10	28	1368	1990
	37	38	17	9	25	1117	1993
	36	39	16	10	26	994	1996
	29	42	18	12	30	939	1999
7. Prepared a major written report for a class (20 pages or more).	61	24	9	7	15	938	1999

Table 6
Experiences with Faculty
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).	5	50	31	14	45	1362	1990
	7	47	30	16	46	1107	1993
	7	47	31	15	46	1003	1996
	4	44	33	19	52	937	1999
2. Discussed your academic program or course selection with a faculty member.	18	50	21	12	32	936	1999
3. Discussed ideas for a term paper or other class project with a faculty member.	22	53	20	5	25	1367	1990
	27	51	16	6	22	1119	1993
	27	53	15	5	20	1004	1996
	23	50	18	10	28	936	1999
4. Discussed your career plans and ambitions with a faculty member.	45	42	10	3	13	1365	1990
	46	42	9	4	13	1120	1993
	46	42	9	4	13	1005	1996
	33	46	13	8	21	936	1999
5. Worked harder as a result of feedback from an instructor	14	38	31	17	48	934	1999
6. Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	76	20	4	1	5	1367	1990
	81	15	3	1	4	1122	1993
	84	13	2	1	3	1009	1996
	67	27	4	2	6	936	1999
7. Participated with other students in a discussion with one or more faculty members outside of class.	50	36	8	5	13	937	1999
8. Asked your instructor for comments and criticisms about your academic performance.	33	45	15	7	22	1363	1990
	38	43	14	5	19	1122	1993
	38	42	14	5	20	1007	1996
	38	41	13	8	21	936	1999
9. Worked harder than you thought you could to meet an instructor's expectations and standards.	20	40	25	16	40	937	1999
10. Worked with a faculty member on a research project.	88	9	2	1	3	1367	1990
	87	9	2	2	4	1120	1993
	87	10	2	2	3	1008	1996
	78	15	4	3	7	935	1999

4. Data Tables on Conversations

5. Data Tables on Reading and Writing

6. Data Tables on Satisfaction w6ith College

7. Data Tables on College Environment

8. Data Tables on College Relationships

9. Data Tables on Estimate of Gain

10. Data Tables on Additional Survey Items

Appendices