College Student Survey (CSS)

Chapman University
2003 Selected Survey Results

Developed by the Higher Education Research Institute (HERI), *The College Student Survey (CSS)* was initiated in 1993 to permit individual campuses to conduct follow-up studies of their students. The four-page CSS instrument contains over 50 items inquiring how undergraduates spend their time, satisfaction with the college experience, student involvement, cognitive and affective development, student values, attitudes, and goals, degree aspirations and career plans, Internet, electronic mail, and other computer uses. The survey also allows individual campus to ask up to 20 institutional specific questions. To date, it is estimated that close to 800 institutions and 270,000 students from across the country have participated in the CSS. In 2003, Chapman University was one of the 129 institutions that participated in the CSS administration.

The CSS was administered at Chapman University during the 2003 Spring semester to graduating seniors on the Orange campus. Undergraduate seniors were sent an invitation to participate in the survey by the Provost. The cover letter and survey were sent directly to student's homes via U.S. mail with commencement information. Students were asked to return the survey with their Ceremony Attendance Form (also known as the "pink sheet") to the Office of the Provost.

Approximately 793 graduating seniors were asked to complete *The College Student Survey.* In total, 385 seniors completed the survey resulting in a 49% response rate. Specifically, 155 men and 230 women responded to the survey between February and May of 2003.
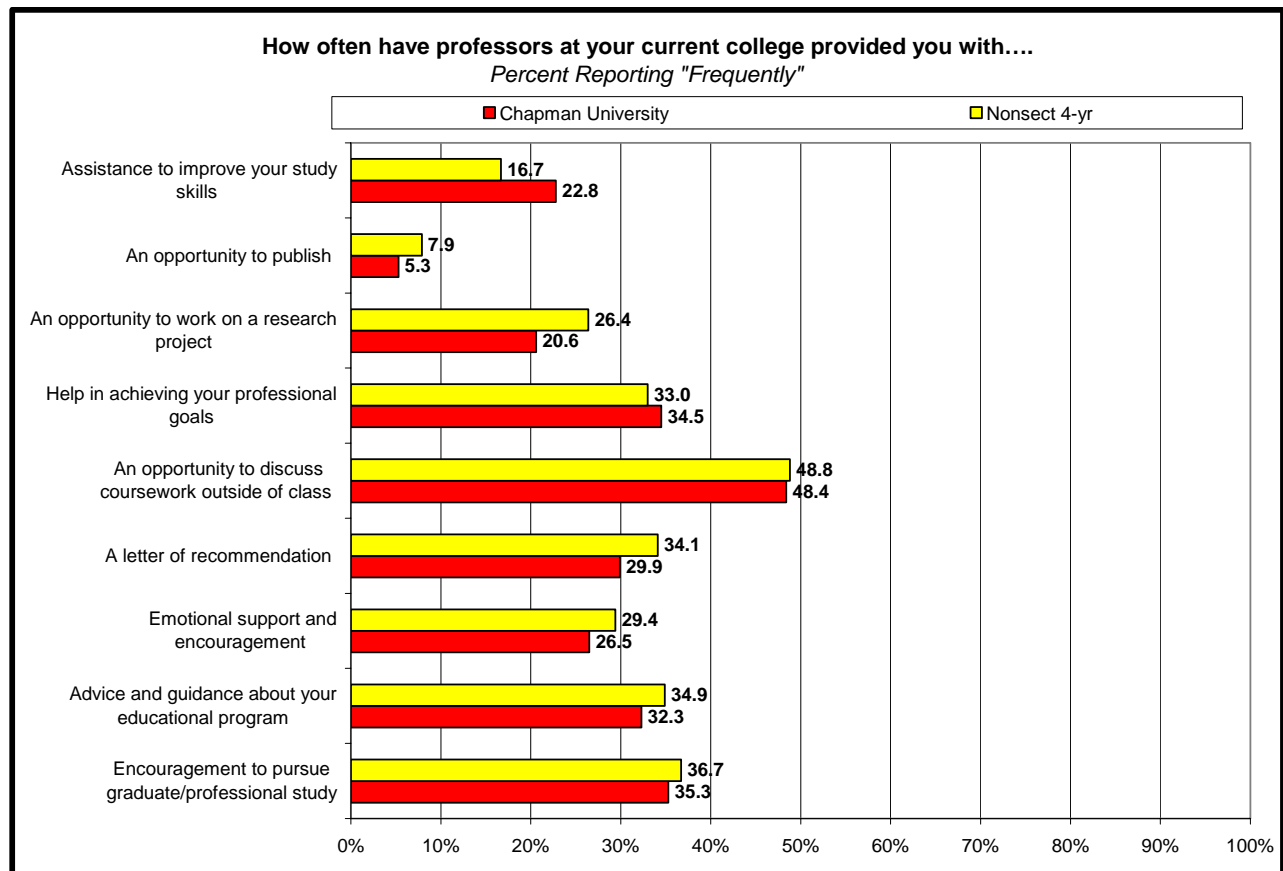
SELECTED RESULTS

The WASC Institutional Self-Study Proposal submitted in 2002 proposed that Chapman University's self-study would examine the following 3 core values and educational goals in relation to the strategic priorities of the Chapman Plan and the central challenges facing the university:

- Our conceptions and practices of personalized education, linking the curriculum and classroom to the co-curriculum and campus community, supporting student learning and development.
- Our conceptions and practices of student writing as an essential skill, linking liberal arts and professional education and general education and the academic major, supporting student learning across the curriculum.
- Our institutional capacity for assessment and plans for assessment linking student learning outcomes and educational effectiveness.
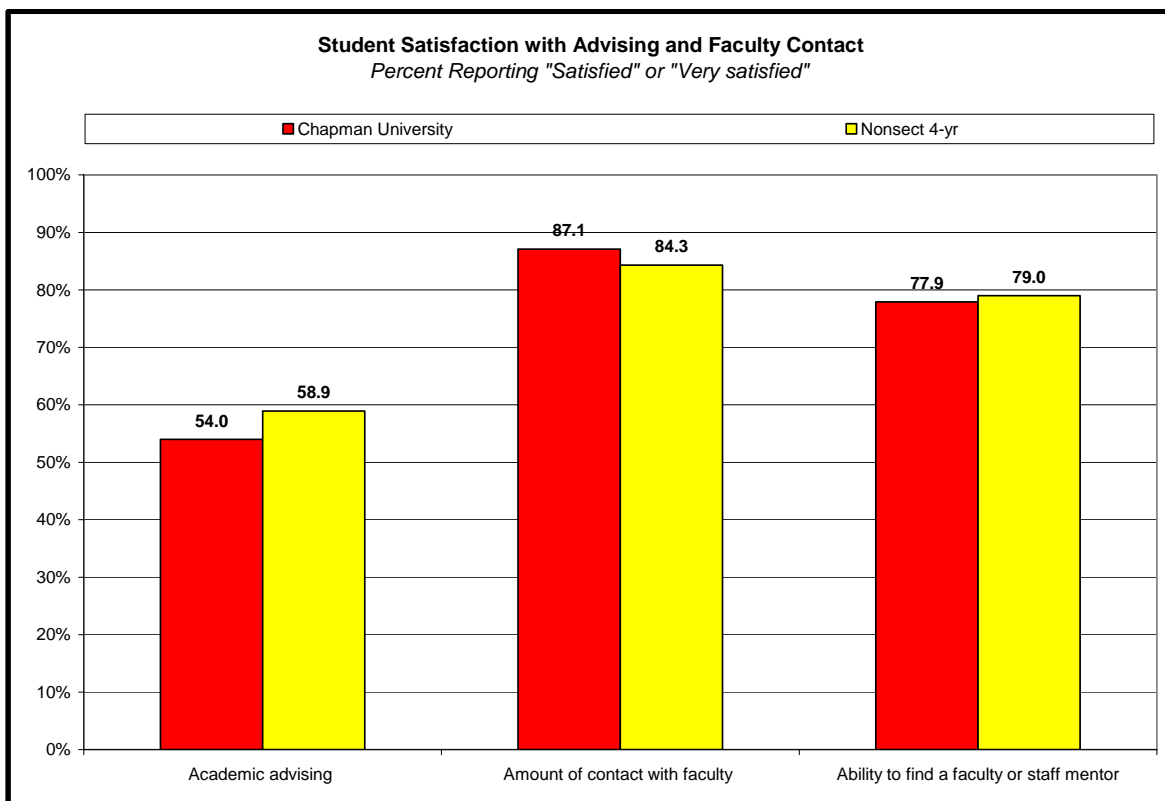
The results section highlights selected findings pertaining to personalized education and writing. Since diversity is also being examined as part of the self-study, findings pertaining to diversity are also highlighted here. Chapman University data is compared to other data derived from students attending other comparable non-sectarian 4-year institutions.

Personalized Education
Students were asked to indicate how often they had been provided with certain experiences or various levels of support by their professors. Specifically, using a 3-point scale from "frequently" to "not at all", students were asked to respond to the following question: *"How often have professors at your current (or most recent) college provided you with:.."*

How often have professors at your current college provided you with….
Percent Reporting "Frequently"

Legend: ■ Chapman University (red) ■ Nonsect 4-yr (yellow)

Category	Chapman University	Nonsect 4-yr
Assistance to improve your study skills	22.8	16.7
An opportunity to publish	5.3	7.9
An opportunity to work on a research project	20.6	26.4
Help in achieving your professional goals	34.5	33.0
An opportunity to discuss coursework outside of class	48.4	48.8
A letter of recommendation	29.9	34.1
Emotional support and encouragement	26.5	29.4
Advice and guidance about your educational program	32.3	34.9
Encouragement to pursue graduate/professional study	35.3	36.7

CSS participants were also asked to rate their level of satisfaction with various aspects of the campus. Students were asked to respond to the satisfaction question using a 4-point scale from "very satisfied" to "dissatisfied." Respondents were also provided with the opportunity to indicate "can't rate/no experience."

Student Satisfaction with Advising and Faculty Contact
*Percent Reporting "Satisfied" or "Very satisfied"*

Using a 3-point scale from "frequently" to "Not at all", students were asked to indicate how often they met with faculty during office hours and outside of class.

Since entering college, indicate how often you met with faculty..
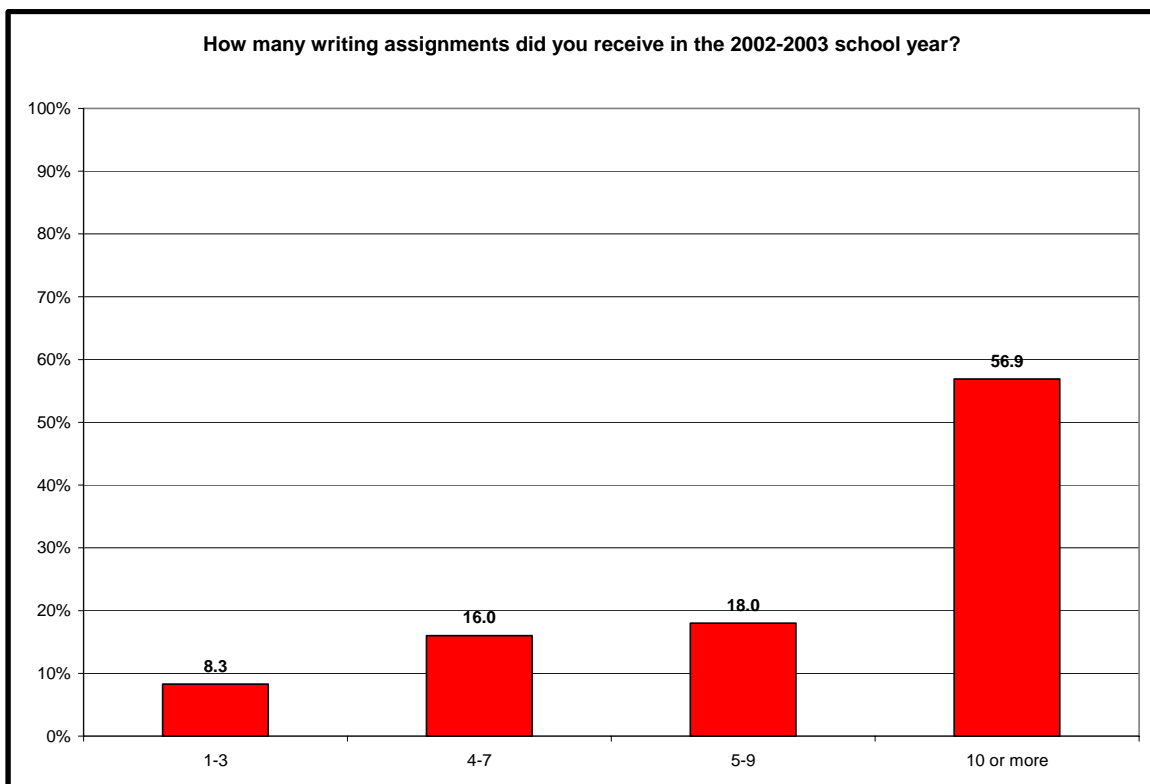*Percent Reporting "Frequently" or "Occasionally"*
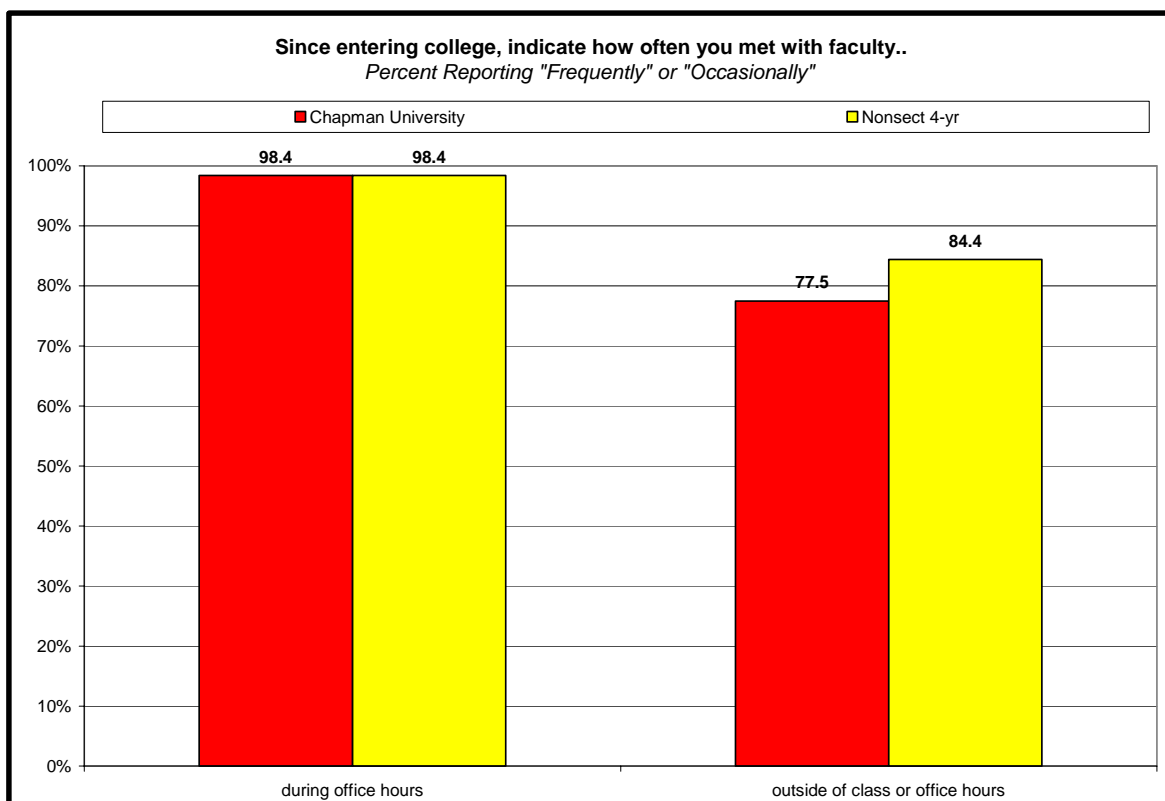
Writing
Students were asked to indicate how they would describe certain skills and abilities, compared to when they first entered Chapman University. Specifically, using a 5-point scale from "much stronger" to "much weaker", students were asked to report how they would describe their "writing skills" (among many other skills) compared to when they first started college.

Growth of writing skills compared to when first started college
Percent Reporting "Much Stronger Skills"

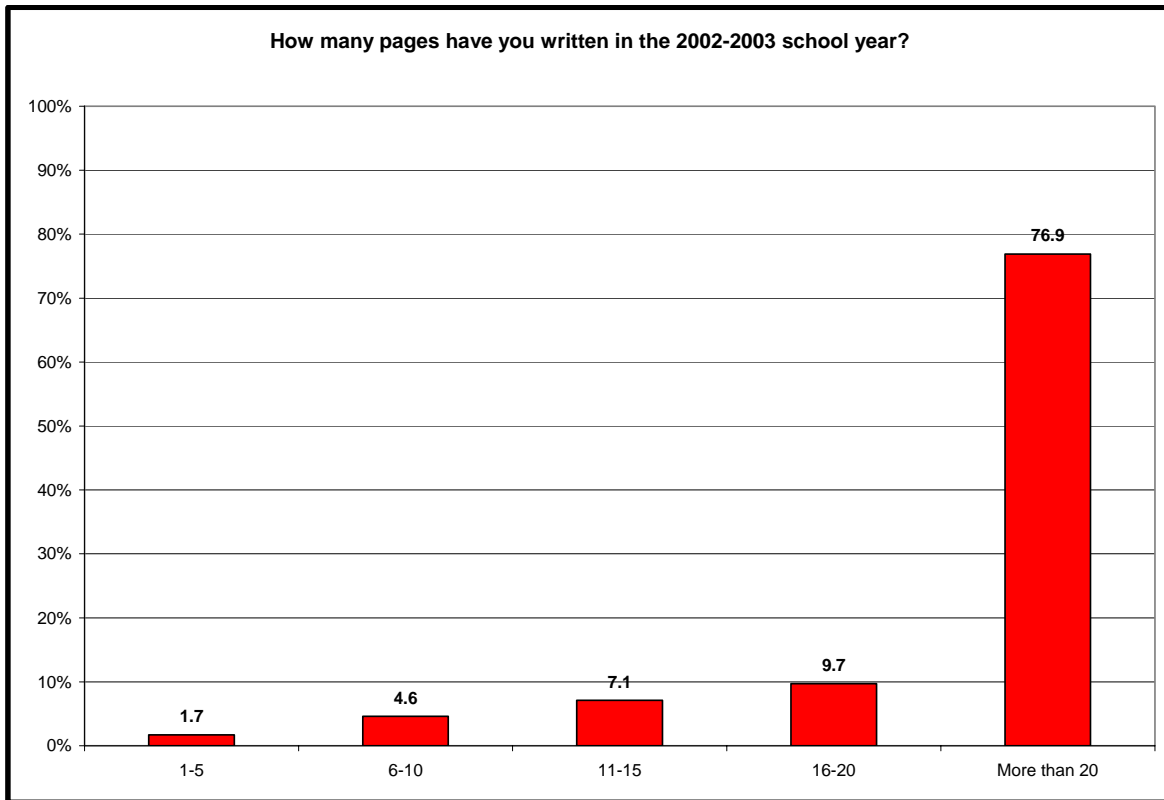| Chapman University	Nonsect 4-yr
37.5	36.4
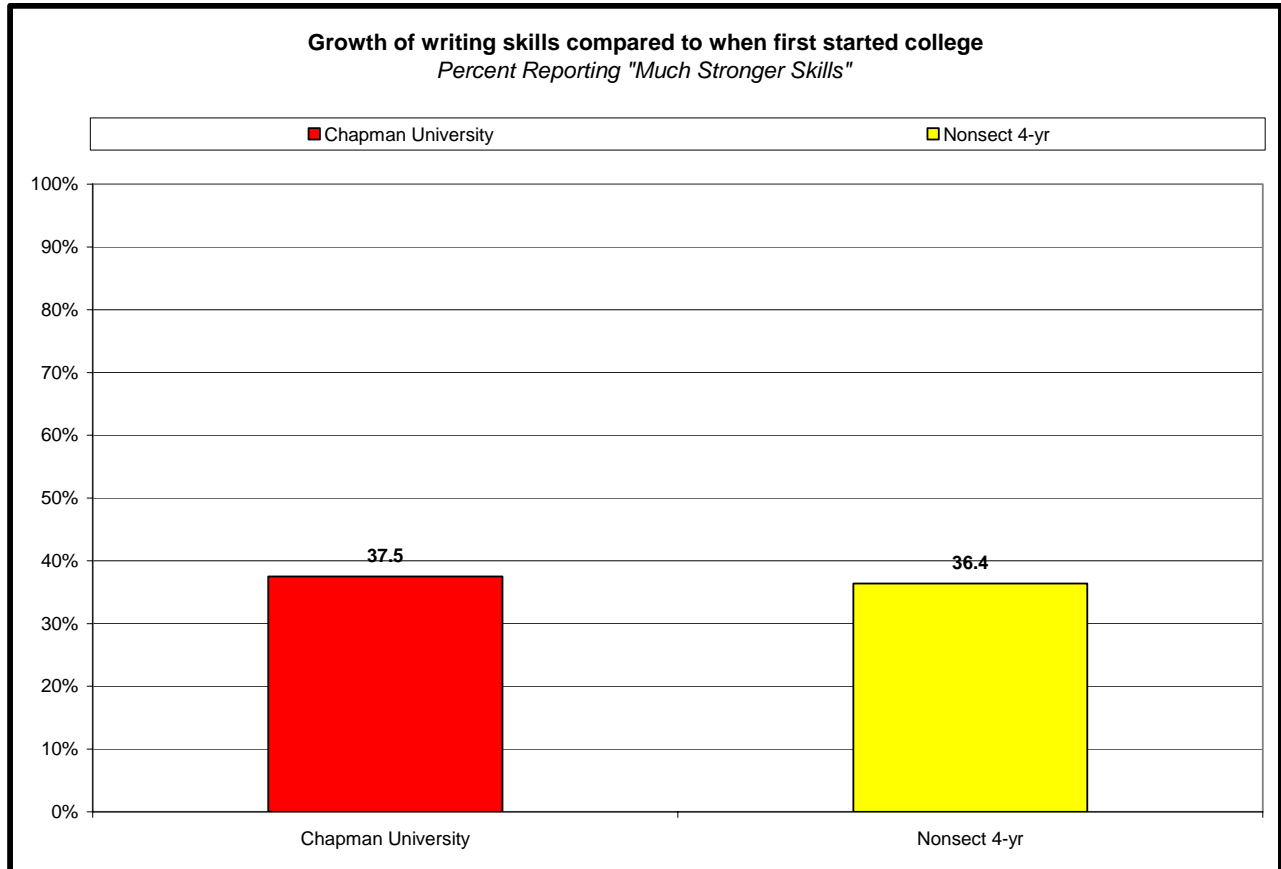
Using a 5-point scale from "highest 10%" to "lowest 10%", students were asked to rate themselves on several traits compared to the average person their age. One of the traits respondents were asked to comment on was their "writing ability."

Student Self-Rating: Writing Ability
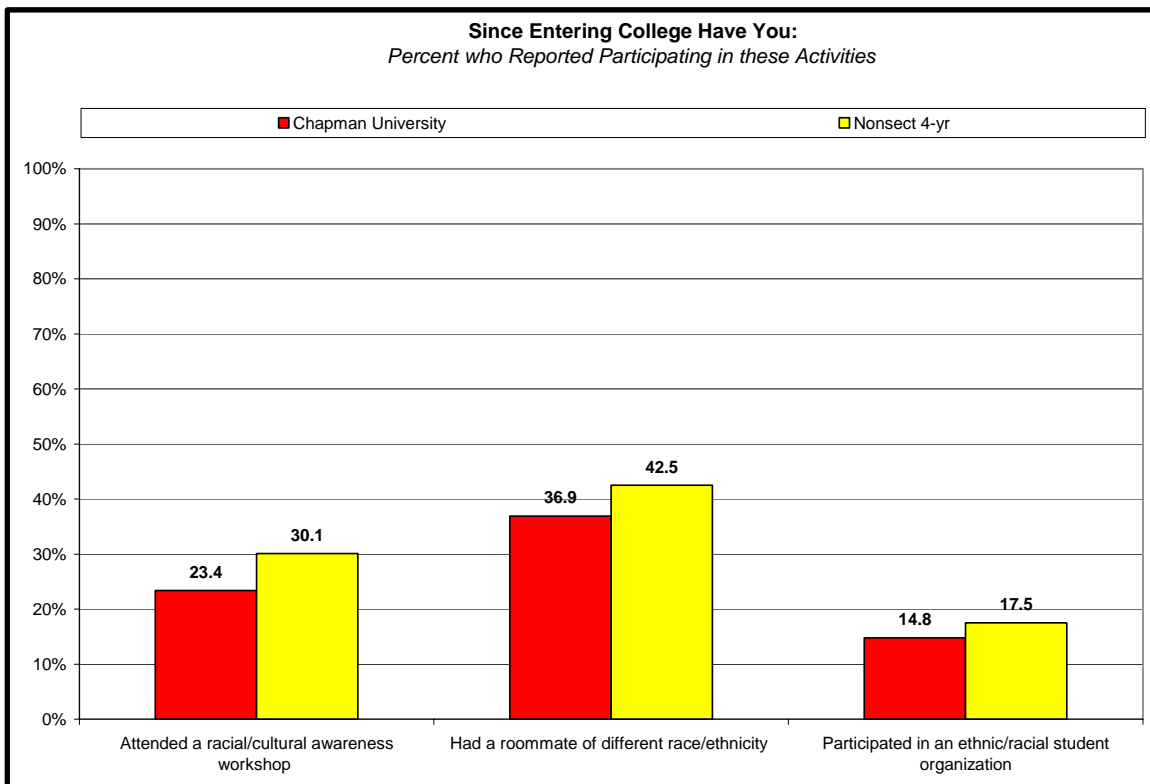*Percent Reporting "Above Average" or "Highest 10 percent"*
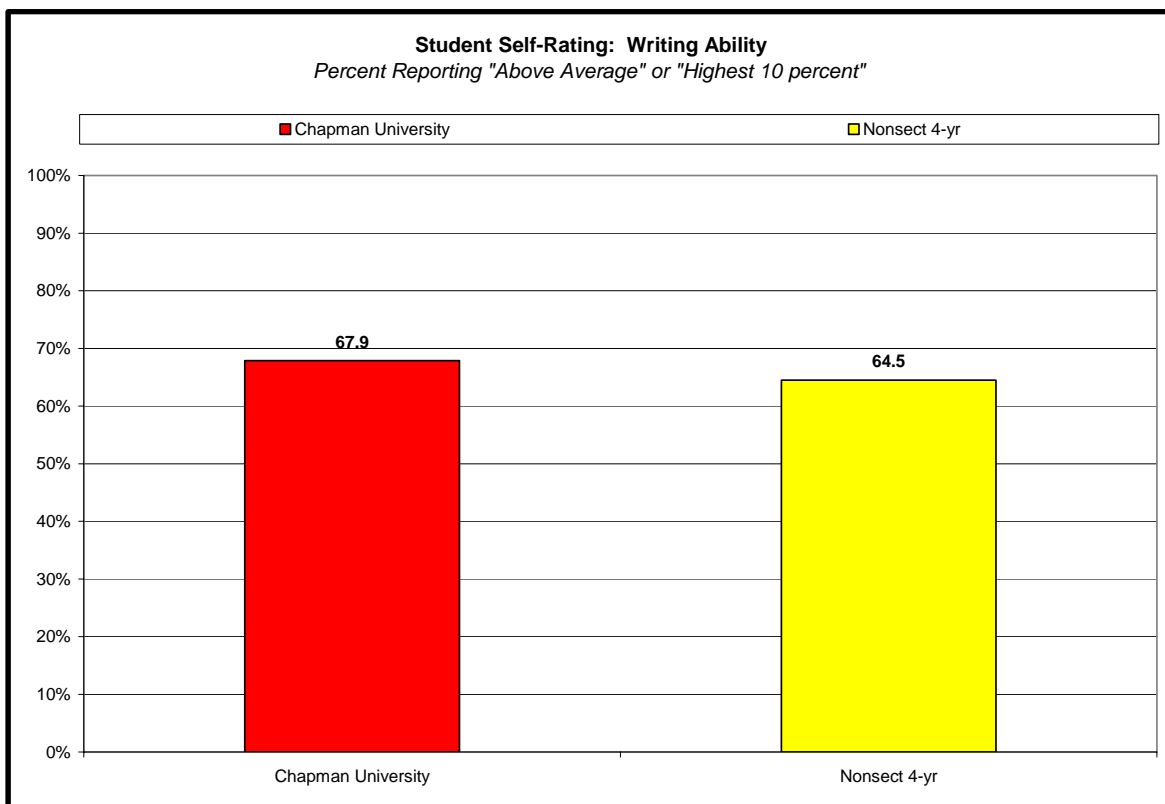
One of the Chapman University specific questions asked students to estimate how many writing assignments they had received and how many pages they had written during the 2002-2003 school year.

How many writing assignments did you receive in the 2002-2003 school year?

How many pages have you written in the 2002-2003 school year?

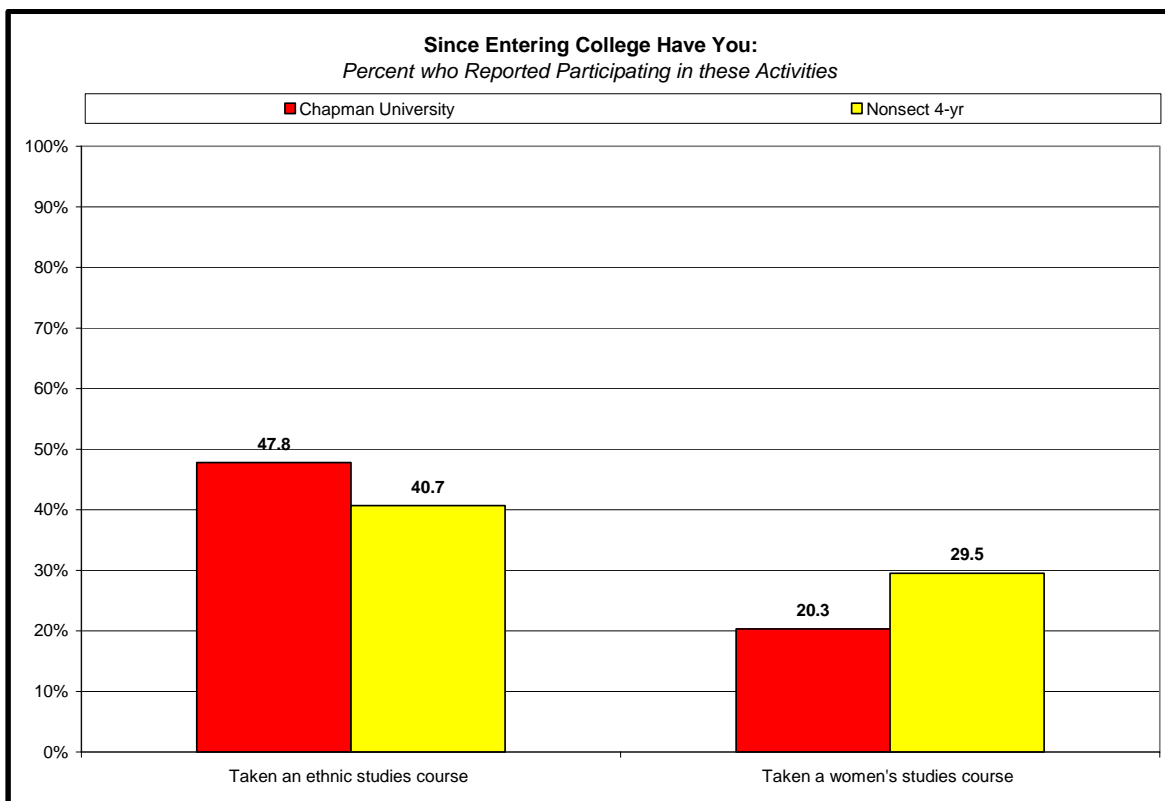| Category	Percent
1-5	1.7
6-10	4.6
11-15	7.1
16-20	9.7
More than 20	76.9

Diversity

The CSS contained many questions related to diversity. Students were asked to indicate whether they had participated in certain activities since entering college.

Since Entering College Have You:
Percent who Reported Participating in these Activities

Legend: ■ Chapman University ■ Nonsect 4-yr

Activity	Chapman University	Nonsect 4-yr
Attended a racial/cultural awareness workshop	23.4	30.1
Had a roommate of different race/ethnicity	36.9	42.5
Participated in an ethnic/racial student organization	14.8	17.5

Since Entering College Have You:
Percent who Reported Participating in these Activities

| ■ Chapman University | □ Nonsect 4-yr |

- Taken an ethnic studies course: Chapman University 47.8, Nonsect 4-yr 40.7
- Taken a women's studies course: Chapman University 20.3, Nonsect 4-yr 29.5
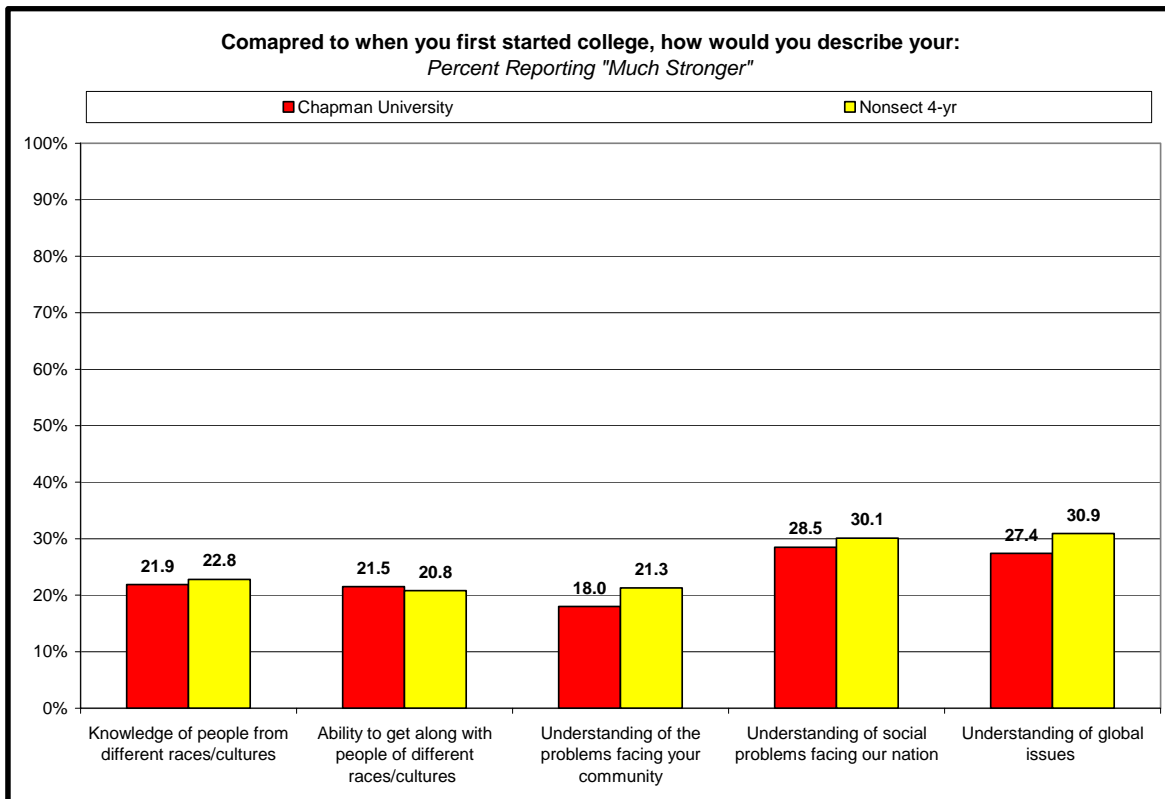
Using a 3-point scale from "frequently" to "not at all", students were asked to indicate how often they socialized with someone of another racial/ethnic group during the past year.
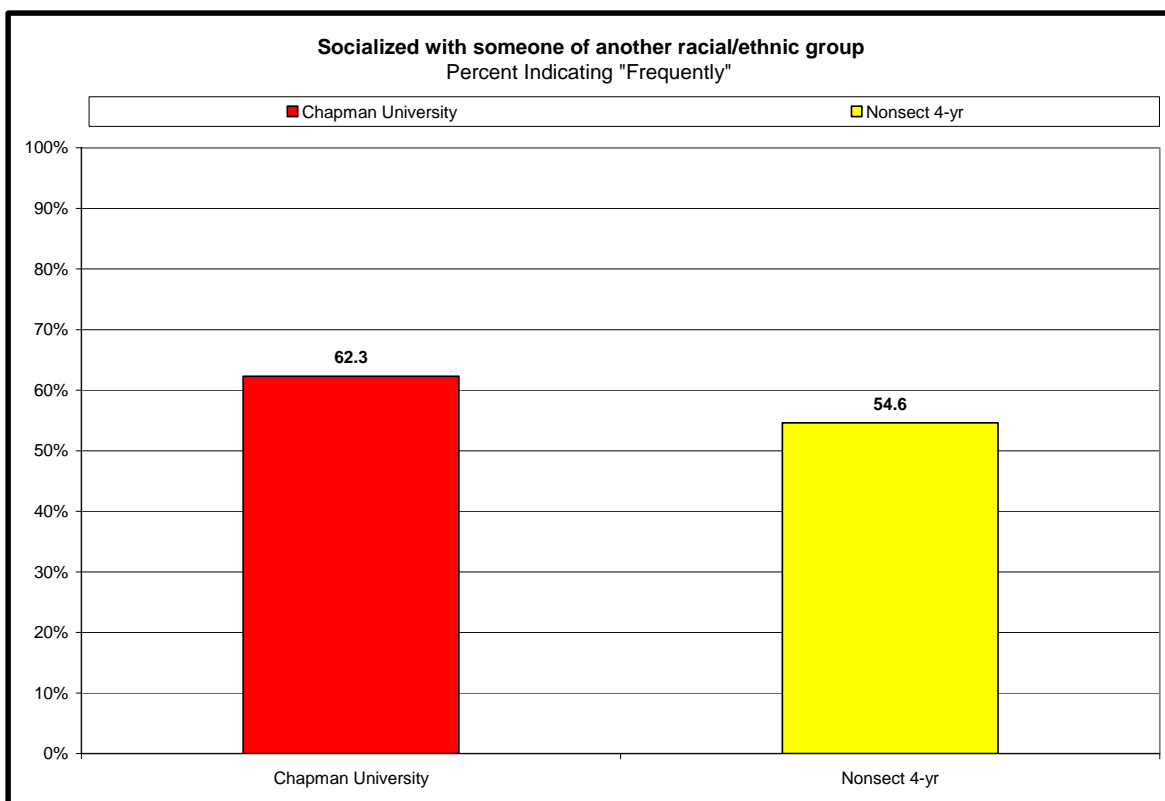
Socialized with someone of another racial/ethnic group
Percent Indicating "Frequently"

| ■ Chapman University | □ Nonsect 4-yr |

- Chapman University: 62.3
- Nonsect 4-yr: 54.6

Using a 5-point scale from "much stronger" to "much weaker", students were asked to report how they would describe their diversity-related knowledge, understanding, and ability.

Comapred to when you first started college, how would you describe your:
Percent Reporting "Much Stronger"

Using a 5-point scale from "essential" to "not important", students were asked to indicate the importance "helping to promote racial understand" was to them personally.

Important Objective: Helping to promote racial understanding
Percent Reporting "Essential" or "Very Important"

■ Chapman University   □ Nonsect 4-yr

Chapman University: 34.0
Nonsect 4-yr: 38.1