

**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.

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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.

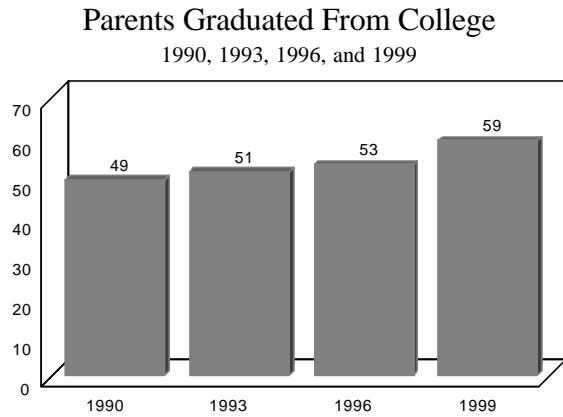
All four groups were generally representative of the UH-Mānoa classified undergraduate population in class level and gender, although in all cohort groups females were slightly overrepresented. This should be kept in mind when utilizing the survey results. The 1990, 1993, and 1996 groups were also generally 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).

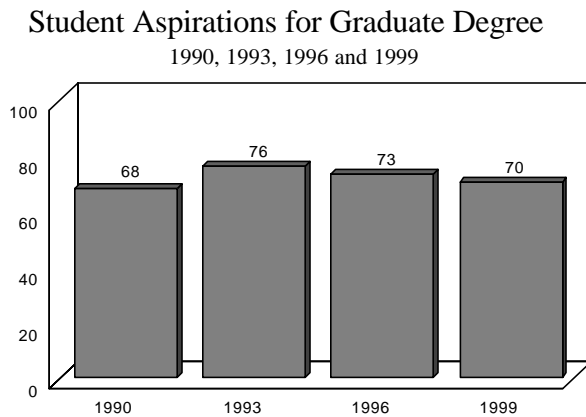
Highlights of College Student Experiences

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.



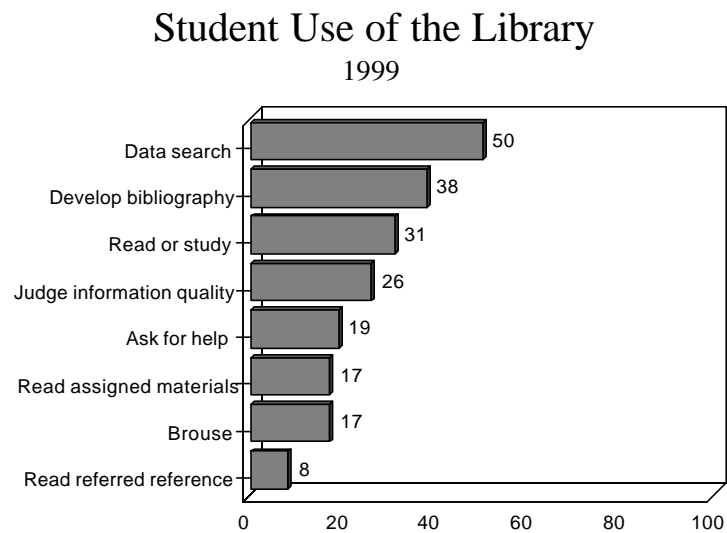
- The typical Mānoa student receives grades of “B” or better, enrolls in 12-14 credit hours per term, and spends 15 or less hours a week on academic activities outside of class, such as studying, writing, etc.
- The majority of UH-Mānoa undergraduates aim to earn graduate degrees, but that aspiration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

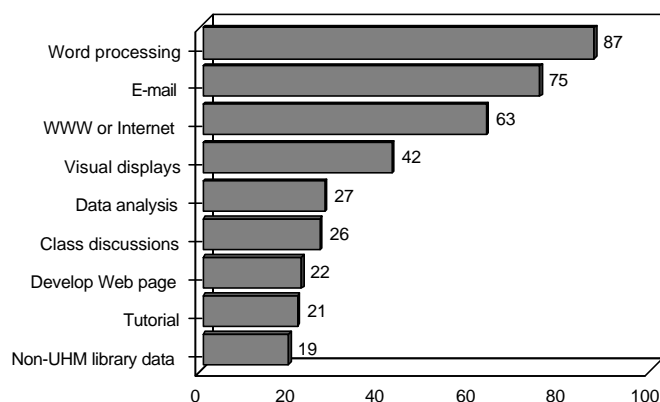


Computer and Information Technology Activities

- 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.

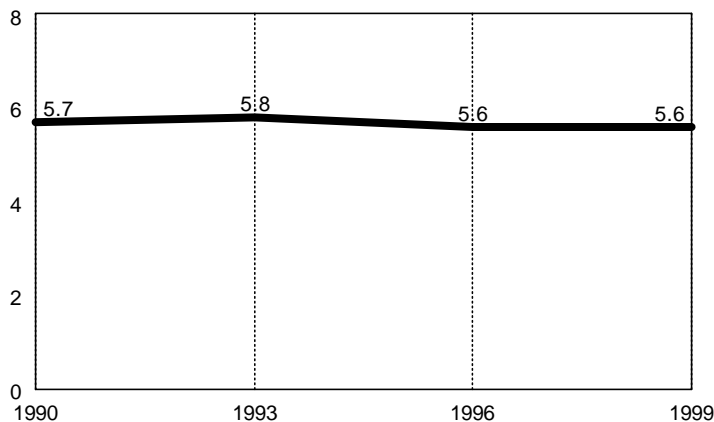
Reading and Writing

- 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).

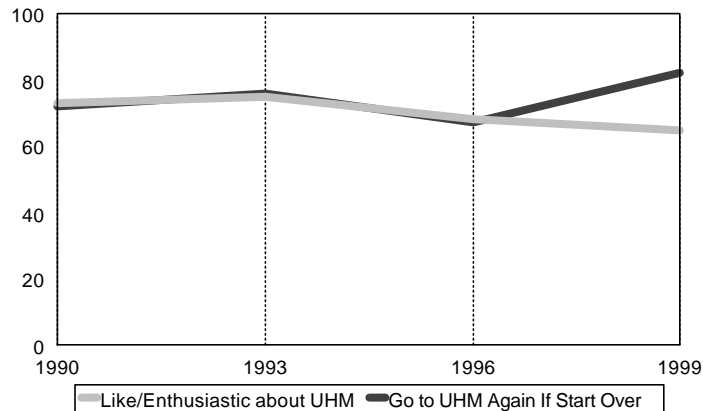
Student Satisfaction Index



- 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.

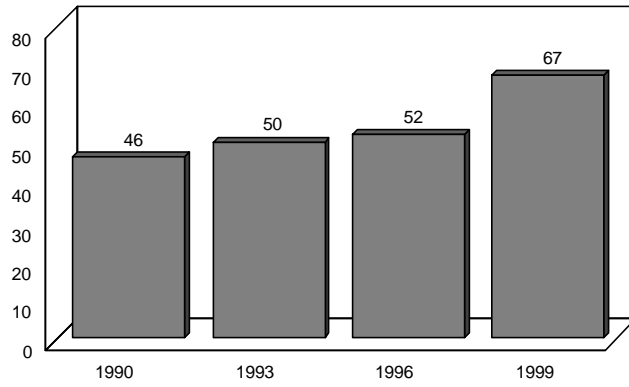
College Relationships

- 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.

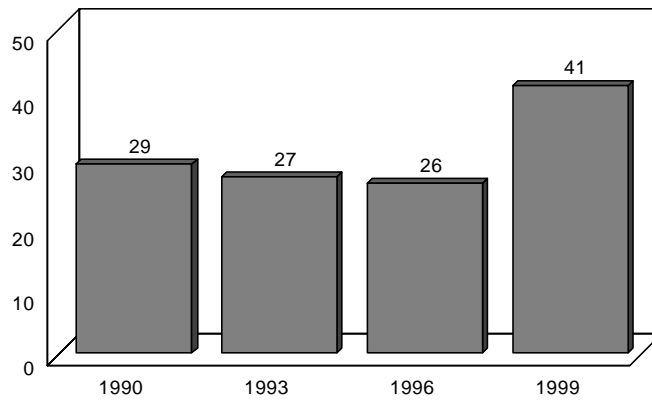
Estimate of Gain

- 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	Occasionally	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	Occasionally	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	Occasionally	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

Table 7
Art, Music and Theater Experiences*
1990, 1993, 1996 and 1999

Activity	Never	Occasionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Talked about art (painting, sculpture, architecture, artists, etc.) with other students, friends or family members.	41	40	11	8	19	1356	1990
	48	37	9	6	15	1114	1993
	49	38	7	6	13	1010	1996
	29	39	16	17	33	936	1999
2. Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	41	45	10	4	14	1359	1990
	49	40	6	4	11	1115	1993
	56	34	7	3	10	1014	1996
	28	47	15	11	25	936	1999
3. 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.	60	23	8	9	17	1339	1990
	68	19	6	8	13	1093	1993
	68	19	6	7	13	1001	1996
	48	27	13	12	25	935	1999
4. Talked about music or musicians (classical popular etc.) with other students, friends or family members.	25	44	20	11	31	1357	1990
	30	40	19	10	29	1112	1993
	30	42	17	11	28	1012	1996
	16	32	26	25	52	933	1999
5. Attended a concert or other music event on or off the campus.*	59	30	7	3	11	1359	1990
	53	35	8	3	11	1114	1993
	55	34	7	3	11	1014	1996
	23	44	19	14	33	931	1999
6. Participated in some music activity (orchestra, chorus, etc.) on or off campus.	85	9	3	3	6	1332	1990
	83	9	4	4	8	1101	1993
	85	7	3	5	8	993	1996
	61	21	8	10	18	932	1999
7. Read or discussed the opinions of art, music, or drama critics.	71	24	4	2	5	1359	1990
	78	17	3	3	6	1114	1993
	78	17	4	2	6	1013	1996
	47	34	11	8	20	935	1999

*All items were modified in 1999 and expanded to reflect opportunities for learning experiences off campus.

Table 8
Campus Facilities
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Used a campus lounge to relax or study by yourself.	48	34	11	6	18	1365	1990
	53	30	10	7	17	1120	1993
	57	28	9	6	15	1010	1996
	37	37	16	10	27	938	1999
2. Met other students at some campus location (campus center, etc.) for a discussion.*	64	26	7	3	10	1364	1990
	67	26	5	2	7	1118	1993
	71	23	4	3	7	1009	1996
	16	46	23	15	39	939	1999
3. Attended a cultural or social event in the campus center or other campus location.*	57	35	6	2	8	1363	1990
	59	34	6	1	7	1118	1993
	60	33	5	2	8	1011	1996
	40	46	11	3	14	937	1999
4. Went to a lecture or panel discussion.*	55	38	6	1	7	1365	1990
	62	34	4	1	5	1117	1993
	54	39	6	2	7	1011	1996
	54	33	8	5	13	930	1999
5. Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.).	63	25	8	4	12	935	1999
6. Used campus recreational facilities (pool, fitness equipment, courts, etc.).	53	28	11	7	19	936	1999
7. Played a team sport (intramural, club, intercollegiate).**	79	10	6	6	12	1362	1990
	84	10	3	3	6	1118	1993
	84	9	4	4	8	1009	1996
	76	11	7	6	13	937	1999
8. Followed a regular schedule of exercise, or practice in some sport, on campus.	53	25	11	11	22	1356	1990
	57	22	11	10	21	1119	1993
	58	22	11	9	20	1003	1996
	46	26	14	15	28	935	1999

*Item was modified in 1999 and expanded to include facilities beyond the campus center.

**Item was modified in 1999 and expanded to include any team sport besides intramurals.

Table 9
Clubs and Organizations
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Attended a meeting of a campus club, organization, or student government group.	55	25	11	10	20	1363	1990
	62	21	9	8	17	1116	1993
	61	23	8	8	16	984	1996
	62	22	8	8	16	936	1999
2. Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	70	17	6	8	14	1363	1990
	78	12	5	6	11	1121	1993
	79	11	4	6	10	958	1996
	78	12	4	6	10	938	1999
3. Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	64	20	8	8	16	936	1999
4. Met with a faculty member or staff advisor to discuss the activities of a group or organization.	80	14	3	3	6	1357	1990
	86	9	3	3	5	1118	1993
	85	10	2	3	5	979	1996
	80	14	4	3	6	932	1999
5. Managed or provided leadership for a club or organization, on or off the campus.	73	13	6	9	15	930	1999

Table 10
Personal Experiences
1990, 1993, 1996 and 1999

Activity	Never	Occasionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Told a friend or family member why you reacted to another person the way you did.*	5	35	30	29	60	1362	1990
	9	32	33	27	59	1113	1993
	11	32	30	27	57	1004	1996
	6	27	29	38	67	936	1999
2. Discussed with other students friend, or family member why some people get along smoothly, and others do not.*	17	41	25	17	42	1362	1990
	20	41	24	15	39	1112	1993
	22	38	26	14	40	1008	1996
	7	29	30	35	64	936	1999
3. Asked a friend to help with a personal problem.	11	36	26	27	53	1360	1990
	16	34	26	24	50	1113	1993
	16	35	26	24	49	1003	1996
	9	28	26	37	62	937	1999
4. Read articles or books about personal growth, self-improvement, or social development.*	30	43	17	11	27	1362	1990
	31	44	17	8	25	1113	1993
	31	43	18	8	26	1008	1996
	27	39	19	15	34	935	1999
5. Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.*	16	41	26	17	43	1361	1990
	16	44	26	15	40	1113	1993
	18	41	24	17	41	1007	1996
	11	34	29	26	55	935	1999
6. Taken a test to measure your abilities, interests or attitudes.	37	44	13	7	20	1360	1990
	41	42	11	6	17	1112	1993
	39	42	13	6	19	1011	1996
	27	48	15	10	25	934	1999
7. Asked a friend to tell you what he/she really thought about you.	33	41	15	10	26	1362	1990
	36	40	15	8	24	1111	1993
	39	38	14	8	23	1006	1996
	28	40	18	14	32	936	1999
8. Talked with a faculty member, counselor or other staff member about personal concerns.*	75	18	4	3	7	1362	1990
	76	17	5	2	7	1111	1993
	79	15	4	2	6	1004	1996
	60	30	6	4	10	933	1999

*Item was revised in 1999 to include a broader learning context.

Table 11
Student Acquaintances
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Became acquainted with students whose interests were different from yours.	6	44	32	17	49	1363	1990
	6	46	30	18	48	1121	1993
	7	46	29	18	47	1009	1996
	4	43	36	17	53	937	1999
2. Became acquainted with students whose family background (economic and social) was different from yours.	4	38	35	23	58	1358	1990
	5	41	33	21	54	1118	1993
	5	40	33	22	55	1007	1996
	3	30	40	27	67	935	1999
3. Became acquainted with students whose age was different from yours.	5	35	36	24	60	1363	1990
	5	38	34	23	56	1121	1993
	5	39	34	22	56	1009	1996
	2	25	39	34	73	935	1999
4. Became acquainted with students whose race or ethnic background was different from yours.	1	28	39	32	71	1364	1990
	2	30	37	31	68	1119	1993
	2	29	36	33	69	1007	1996
	1	21	37	41	78	935	1999
5. Became acquainted with students from another country.	17	45	23	15	39	1364	1990
	20	46	21	14	35	1117	1993
	19	45	21	15	36	1003	1996
	13	44	24	19	43	935	1999
6. Had serious discussions with students whose philosophy of life or personal values were very different from yours.	23	44	22	11	34	1362	1990
	25	45	19	11	30	1119	1993
	26	42	21	11	32	1007	1996
	20	44	24	13	37	938	1999
7. Had serious discussions with students whose political opinions were very different from yours.	40	38	14	7	22	1363	1990
	35	40	16	9	25	1120	1993
	41	39	13	8	21	1009	1996
	33	41	17	10	26	936	1999
8. Had serious discussions with students whose religious beliefs were very different from yours.	32	40	18	11	28	1364	1990
	36	39	15	10	25	1118	1993
	35	40	16	10	25	1007	1996
	31	38	20	11	31	937	1999
9. Had serious discussions with students whose race or ethnic background was different from yours.	23	35	22	20	42	937	1999
10. Had serious discussions with students from a country different from yours.	41	37	13	9	21	1362	1990
	45	33	13	9	22	1120	1993
	46	36	11	8	19	1007	1996
	39	37	15	10	25	936	1999

Table 12
Scientific and Quantitative Experiences
1990, 1993, 1996 and 1999

Activity	Never	Occasionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Memorized formulas, definitions, technical terms and concepts.	14	26	32	27	59	1363	1990
	16	23	31	30	60	1119	1993
	17	26	28	30	58	1011	1996
	6	24	34	36	70	937	1999
2. Used mathematical terms to express a set of relationships.	28	35	23	14	37	1342	1990
	32	32	23	14	36	1105	1993
	32	32	20	16	36	997	1996
	19	37	25	20	44	936	1999
3. Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.).*	31	40	20	8	29	1362	1990
	33	39	18	9	28	1116	1993
	32	40	18	10	28	1011	1996
	19	43	25	13	39	935	1999
4. Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	48	36	11	5	16	1361	1990
	52	33	9	6	15	1118	1993
	51	35	8	6	14	1010	1996
	48	34	11	8	19	937	1999
5. Completed an experiment or project using scientific methods.	54	28	12	6	19	1358	1990
	52	25	12	12	23	1116	1993
	51	27	11	11	22	1009	1996
	32	38	18	12	30	936	1999
6. Practiced to improve your skill in using a piece of laboratory equipment.	58	28	10	5	14	1359	1990
	58	25	9	7	17	1118	1993
	58	25	11	7	17	1010	1996
	44	34	13	10	22	938	1999
7. Showed someone else how to use a piece of scientific equipment.*	58	31	8	4	12	1359	1990
	55	32	9	4	13	1117	1993
	57	30	9	4	13	1011	1996
	43	39	11	7	18	937	1999
8. Explained an experimental procedure to someone else.*	51	34	11	3	14	1358	1990
	49	37	10	5	14	1116	1993
	52	34	9	5	14	1009	1996
	36	43	14	7	21	934	1999
9. Compared the scientific method with other methods for gaining knowledge and understanding.	43	39	12	6	18	939	1999
10. 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.	51	34	11	5	15	1359	1990
	52	34	10	5	15	1115	1993
	53	33	9	5	14	1008	1996
	37	41	15	6	22	938	1999

*Item was modified in 1999 expanding the term "student" to "someone else."

4. Data Tables on Conversations

Table 13
Topics of Conversation
1990, 1993, 1996 and 1999

Activity	Never	Occasionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Current events in the news.	3	45	37	15	52	1359	1990
	5	43	35	18	53	1118	1993
	3	45	35	16	51	1013	1996
	2	37	38	24	61	931	1999
2. Social issues such as peace, justice, human rights, equality, race relations.	17	47	26	11	36	1353	1990
	17	47	25	12	37	1114	1993
	18	51	22	9	31	1009	1996
	11	44	28	17	45	930	1999
3. Different life styles, customs, and religions.	8	48	32	12	44	1357	1990
	10	46	31	14	44	1116	1993
	10	46	32	13	45	1013	1996
	6	41	35	18	53	928	1999
4. The ideas and views of other people such as writers, philosophers, historians.	35	46	13	6	19	1344	1990
	36	45	13	6	19	1102	1993
	36	44	14	7	20	1010	1996
	27	47	17	9	26	932	1999
5. The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	25	48	19	8	27	1359	1990
	26	47	18	10	27	1118	1993
	28	45	19	8	27	1012	1996
	16	45	23	16	39	933	1999
6. Science (theories, experiments, methods, etc.).	41	43	12	5	17	1357	1990
	44	39	12	5	17	1117	1993
	44	38	12	6	18	1011	1996
	33	46	15	7	22	933	1999
7. Computers and other technologies.	25	50	19	7	26	1354	1990
	29	44	21	7	28	1116	1993
	13	47	27	14	41	1010	1996
	8	44	30	18	48	932	1999
8. Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	23	48	20	9	29	1351	1990
	25	48	19	9	28	1114	1993
	27	47	17	9	26	1006	1996
	19	50	22	9	31	933	1999
9. The economy (employment, wealth, poverty, debt, trade, etc.).	14	49	27	10	37	1355	1990
	12	45	31	12	43	1116	1993
	15	46	26	12	38	1011	1996
	9	41	32	18	50	932	1999
10. International relations (human rights, free trade, military activities, political differences, etc.).	26	49	18	8	26	1351	1990
	31	44	17	8	25	1116	1993
	36	44	13	7	20	1010	1996
	21	48	19	11	30	933	1999

Table 14
Information in Conversations
1990, 1993, 1996 and 1999

Activity	Never	Occa- sionally	Often	Very Often	Often & Very Often	No. of Cases	Year
1. Referred to knowledge you acquired in your reading or class.	4	47	36	13	49	1351	1990
	3	46	38	13	51	1117	1993
	4	46	36	14	50	1007	1996
	3	37	39	21	60	925	1999
2. Explored different ways of thinking about the topic.	11	48	31	11	42	1349	1990
	9	49	32	10	42	1118	1993
	8	48	33	11	44	1005	1996
	5	43	36	16	52	920	1999
3. Referred to something one of your instructors said about the topic.	7	49	33	12	44	1350	1990
	8	50	32	11	43	1116	1993
	6	49	34	11	45	1008	1996
	5	45	35	15	50	920	1999
4. Subsequently read something that was related to the topic.	14	52	26	8	34	1350	1990
	19	52	22	7	30	1117	1993
	16	53	24	8	31	1005	1996
	9	49	28	14	42	920	1999
5. Changed your opinion as a result of the knowledge or arguments presented by others.	10	65	21	5	25	1350	1990
	11	69	16	3	20	1116	1993
	13	66	17	4	21	1008	1996
	8	60	24	8	31	920	1999
6. Persuaded others to change their minds as a result of the knowledge or arguments you cited.	15	60	21	5	26	1350	1990
	17	61	19	4	22	1116	1993
	16	60	19	6	24	1006	1996
	11	58	24	7	31	917	1999

5. Data Tables on Reading and Writing

Table 15
Reading and Writing
1990, 1993, 1996 and 1999

Activity During This Current School Year	None	Fewer Than 5	Between 5-10	Between 10-20	More Than 20	Year
Reading During this current school year, about how many books have you read?						
1. Textbooks or assigned books	1 1 1 2	28 28 32 37	47 46 40 39	19 19 22 17	5 6 6 5	1990 1993 1996 1999
2. Assigned packs of course readings	10	54	25	7	4	1999
3. Non-Assigned books	22 21 20 31	45 48 47 48	20 18 20 13	7 8 8 4	6 6 6 4	1990 1993 1996 1999
Writing During this current school year, about how many exams, papers, or reports have you written?						
4. Essay exams for your courses	11 11 14 10	45 45 43 39	28 30 29 32	12 10 12 14	4 4 3 5	1990 1993 1996 1999
5. Term papers or other written reports	6 6 7 7	41 39 35 39	33 33 31 27	15 17 20 18	6 6 8 9	1990 1993 1996 1999

6. Data Tables on Satisfaction w6ith College

Table 16
Satisfaction With College
1990, 1993, 1996 and 1999

	1990 %	1993 %	1996 %	1999 %
1. How well do you like college?				
I am enthusiastic about it	18	21	20	17
I like it	55	54	48	48
I am more or less neutral about it	23	21	26	29
I don't like it	4	5	6	6
2. If you could start over again, would you go to the same institution you are now attending?				
Yes, definitely	20	23	18	41
Probably yes	52	53	49	41
Probably no	21	21	26	14
No, definitely	7	4	7	5
Satisfaction Index*	5.7	5.8	5.6	5.6

*Another way of analyzing student satisfaction is to calculate a satisfaction index or mean scale score for the above items 1 and 2. The mean scale score was derived by assigning values of 1 to 4 to the responses to the two items and then combining them to produce a scale score ranging from 2 to 8.

7. Data Tables on College Environment

Table 17
College Environment
1990, 1993, 1996 and 1999

ACADEMIC	Mean	SD	Year
Emphasis on the development of academic, scholarly, and intellectual qualities	4.8	1.3	1990
	4.8	1.3	1993
	4.6	1.4	1996
	4.8	1.4	1999
AESTHETIC	Mean	SD	Year
Emphasis on the development of aesthetic, expressive, and creative qualities	4.3	1.4	1990
	4.4	1.3	1993
	4.2	1.4	1996
	4.3	1.4	1999
ANALYTICAL	Mean	SD	Year
Emphasis on developing critical, evaluative, and analytical qualities	4.7	1.3	1990
	4.8	1.3	1993
	4.7	1.3	1996
	4.7	1.4	1999
DIVERSITY	Mean	SD	Year
Emphasis on developing an understanding and appreciation of human diversity	5.0	1.5	1999

Rating: 1 = Weak Emphasis to 7 = Strong Emphasis

Table 17 (Continued)
College Environment
1990, 1993, 1996 and 1999

INFORMATION LITERACY	Mean	SD	Year
Emphasis on developing information literacy skills (using computers, other information resources)	4.9	1.5	1999
VOCATIONAL	Mean	SD	Year
Emphasis on developing vocational and occupational competence	4.5	1.5	1990
	4.4	1.4	1993
	4.2	1.5	1996
	4.3	1.5	1999
RELEVANCE OF COURSES	Mean	SD	Year
Emphasis on the personal relevance and practical value of your courses	4.4	1.5	1990
	4.5	1.4	1993
	4.3	1.4	1996
	4.3	1.6	1999

Rating: 1 = Weak Emphasis to 7 = Strong Emphasis

8. Data Tables on College Relationships

Table 18
College Relationships
1990, 1993, 1996 and 1999

STUDENTS	Mean	SD	Year
Relationship with other students, student groups, and activities 1 = Competitive, uninvolved, sense of alienation 7 = Friendly, supportive, sense of belonging	5.2	1.5	1990
	5.1	1.4	1993
	5.1	1.4	1996
	5.4	1.4	1999
ADMINISTRATION	Mean	SD	Year
Relationships with administrative personnel and offices 1 = Rigid, impersonal, bound by regulation 7 = Helpful, considerate, flexible	3.8	1.7	1990
	3.9	1.6	1993
	3.9	1.6	1996
	4.3	1.6	1999
FACULTY	Mean	SD	Year
Relationships with faculty members 1 = Remote, discouraging, unsympathetic 7 = Approachable, helpful encouraging	4.8	1.5	1990
	4.8	1.4	1993
	4.8	1.4	1996
	4.9	1.5	1999

9. Data Tables on Estimate of Gain

Table 19
Estimate of Gain
1990, 1993, 1996 and 1999

Activity	1 Very Little	2 Some	3 Quite a Bit	4 Very Much	3 + 4	No. of Cases	Year
1. Developing the ability to get along with different kinds of people.	4	23	49	24	73	1341	90
	4	27	45	24	69	1120	93
	6	28	42	24	66	1010	96
	7	21	41	32	72	936	99
2. Understanding yourself - your abilities, interests, and personality.	7	26	42	25	68	1343	90
	5	24	45	26	71	1119	93
	9	28	39	24	64	1010	96
	6	23	42	29	72	936	99
3. Learning on your own, pursuing ideas, and finding information you need.	5	27	46	22	68	1341	90
	5	28	45	23	67	1116	93
	5	30	43	23	65	1010	96
	4	26	39	31	70	923	99
4. Using computers and other information technologies.	22	32	30	15	46	1340	90
	20	30	30	20	50	1119	93
	15	32	31	22	52	1004	96
	8	26	37	30	67	935	99
5. Gaining a broad general education about different fields of knowledge.	5	35	46	14	60	1346	90
	5	31	48	16	64	1120	93
	4	35	45	16	61	1011	96
	6	27	45	21	66	937	99
6. Developing your own values and ethical standards.	8	32	39	21	60	1343	90
	9	31	40	20	60	1119	93
	11	32	37	20	57	1011	96
	9	26	40	25	65	934	99
7. Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.	7	29	38	27	65	925	99
8. Putting ideas together, seeing relationships, similarities, and differences between idea.	6	35	43	16	60	1339	90
	5	35	44	17	60	1118	93
	7	35	43	15	58	1007	96
	5	31	42	22	64	925	99

Table 19 (Continued)
Estimate of Gain
1990, 1993, 1996 and 1999

Activity	1 Very Little	2 Some	3 Quite a Bit	4 Very Much	3 + 4	No. of Cases	Year
9. Developing the ability to function as a team member.	8	32	42	18	60	1342	90
	9	36	39	16	55	1120	93
	10	36	36	19	55	1010	96
	8	30	38	25	62	932	99
10. Gaining a range of information that may be relevant to a career.	6	29	45	20	65	1345	90
	8	31	45	16	61	1119	93
	7	37	40	16	56	1012	96
	8	31	42	19	61	935	99
11. Writing clearly and effectively.	8	39	39	14	53	1343	90
	8	36	40	16	56	1121	93
	10	39	39	13	51	1010	96
	10	30	42	18	60	932	99
12. Becoming aware of different philosophies, cultures, and ways of life.	10	38	36	17	52	1328	90
	8	35	39	18	57	1112	93
	10	34	38	18	56	1004	96
	8	34	39	19	58	935	99
13. Thinking analytically and logically.	8	39	40	13	53	1340	90
	9	38	39	14	53	1118	93
	10	39	37	14	52	1010	96
	9	35	38	18	57	930	99
14. Presenting ideas and information effectively when speaking to others	10	34	41	15	56	935	99
15. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.	11	36	38	16	53	1344	90
	12	39	36	14	50	1120	93
	13	42	34	11	46	1009	96
	11	36	38	15	53	939	99
16. Vocational training-acquiring knowledge and skills applicable to a specific job or type or work.	14	35	33	18	51	1345	90
	17	41	30	12	42	1120	93
	21	40	28	11	39	1009	96
	12	38	34	17	51	937	99

Table 19 (Continued)
Estimate of Gain
1990, 1993, 1996 and 1999

Activity	1 Very Little	2 Some	3 Quite a Bit	4 Very Much	3 + 4	No. of Cases	Year
17. Gaining knowledge about other parts of the world and other people.	16	40	29	15	44	1341	90
	13	39	30	18	48	1118	93
	17	39	29	16	44	1009	96
	17	39	28	16	44	938	99
18. Seeing the importance of history for understanding the present as well as the past.	12	39	32	16	49	1341	90
	12	38	34	17	51	1119	93
	16	38	30	16	46	1008	96
	19	38	28	15	43	935	99
19. Analyzing quantitative problems (understanding probabilities, proportions, etc.)	19	43	29	10	39	1331	90
	20	41	29	11	40	1104	93
	21	41	28	9	38	997	96
	21	38	29	12	42	929	99
20. Understanding new developments in science and technology.	30	41	22	8	29	1341	90
	31	42	19	8	27	1120	93
	31	43	18	8	26	1011	96
	20	39	29	12	41	932	99
21. Developing good health habits and physical fitness.	26	38	25	10	36	1329	90
	27	42	22	9	31	1094	93
	33	37	20	11	31	994	96
	27	34	26	14	40	933	99
22. Becoming aware of the consequences of new applications in science and technology.	26	43	25	7	32	1340	90
	30	43	19	9	28	1116	93
	30	42	21	8	29	1009	96
	21	39	29	11	40	932	99
23. Understanding the nature of science and experimentation.	28	41	24	8	32	1343	90
	27	39	24	10	34	1120	93
	28	41	21	10	31	1011	96
	21	39	28	11	39	933	99
24. Developing an understanding and enjoyment of art, music, and drama.	33	39	21	8	29	1345	90
	36	37	16	10	27	1117	93
	37	36	18	10	27	1010	96
	29	39	20	12	32	934	99
25. Broadening your acquaintance and enjoyment of literature.	29	44	20	7	27	1343	90
	30	41	22	7	29	1119	93
	31	44	19	6	25	1009	96
	26	43	23	8	31	936	99

10. Data Tables on Additional Survey Items

Table 20
Additional Survey Items for 1990

Knowledge and use of the following services available at UHM	I used it and was satisfied	I used it and was dissatisfied	I knew about this but did not use it	I did not know about this	No. of Cases
1. Admissions and Records	54	21	19	5	1335
2. Counseling, Testing and Career Planning	25	14	51	9	1333
3. Student Employment Services	42	9	46	4	1331
4. Student Health Services	39	6	51	4	1328
5. Career Placement Services	7	4	67	21	1325
6. Tutoring and Learning Assistance Services	9	5	65	21	1322
7. International Student Services	6	2	50	41	1312
8. Financial Aid	19	14	62	5	1332
9. Group or Individual Instruction on using the Library	41	7	29	22	1316

Table 21
Additional Survey Items for 1993

Item	I used it and was satisfied	I used it and was dissatisfied	I knew about this but did not use it	I did not know about this	No. of Cases
1. Colleges of Arts and Sciences Student Academic Services (Academic Advising)	37	18	27	17	711
2. GRAD or JUMP sessions with Academic Advising	20	6	22	51	712
3. One-to-one advising with an advisor	43	19	25	13	716
4. Academic advising sessions during New Student Orientation	20	11	33	36	717
	Percent	Number			
5. On what basis did you choose your major?					
Might lead to well-paying job	15	161			
Might lead to the type of job I really want	23	243			
Influence from parents or family	4	39			
Personal interest in subject matter	52	556			
Other	7	73			
6. Did you transfer to UHM from another university/college?					
No	61	662			
Yes, from a UH Community College	21	233			
Yes, from UH-Hilo or UH-West Oahu	2	26			
Yes, from a university/college on the US mainland	16	145			
7. Which of the following predominantly describes your employment status?					
Not employed	25	270			
Employed on-campus in job related to career interest	8	89			
Employed on-campus in job not related to career interest	17	181			
Employed off-campus in job related to career interest	20	210			
Employed off-campus in job not related to career interest	30	328			

Table 21 (Continued)
Additional Survey Items for 1993

	Percent	Number
8. Most of what you earn from your employment goes toward your:		
Direct educational expenses	31	268
Personal/incidental expenses	50	426
Family expenses	13	107
Other	6	55
9. Have you been involved during the academic year in any uncompensated voluntary service to the University or to the community?		
No	68	735
Yes, in a campus-sponsored activity for credit	4	40
Yes, in a campus-sponsored activity without credit	9	94
Yes, in a non-campus sponsored activity	10	113
Yes, on my own	10	107
10. What is your age?		
22 or younger	64	704
23-24	16	172
25-26	6	69
27-28	5	53
29 or older	9	99

Table 22
Additional Survey Items for 1996

Items	Percent	Number
1. Citizenship:		
United States citizen	91	918
Nonresident alien	5	54
Resident alien	3	33
2. Do you have a personal computer available for your use at home?		
Yes, an IBM/compatible with modem	39	392
Yes, an Apple Macintosh with modem	12	115
Yes, an IBM/compatible without modem	15	153
Yes, an Apple Macintosh without modem	9	94
No or other	24	242
3. Transfer status:		
I am not a transfer student	57	574
Transfer with 50 or more transfer credits from UHCC	19	191
Transfer with less than 50 credits from UHCC	10	95
Transfer with 50 or more transfer credits from non-UHCC	6	62
Transfer with less than 50 transfer credits from non-UHCC	8	78
4. Considering all your current activities, what class scheduling change would you find most desirable?		
Schedule more classes before 11:00 a.m.	47	473
Schedule more classes between 11:00 a.m. and 2:00 p.m.	41	404
Schedule more classes between 2:00 p.m. and 6:00 p.m.	6	59
Schedule more classes between 6:00 p.m. and 10:00 p.m.	4	41
Schedule more classes during the weekends	2	21
5. What is your ethnic background?		
Chinese	16	155
Filipino/Part Filipino	13	129
Hawaiian/Part Hawaiian	9	90
Japanese	36	352
None of the above	26	255

Table 22 (Continued)
Additional Survey Items for 1996

Items	Percent	Number
6. When did you or when do you plan to seriously seek out substantive information/advice on post graduation plans?		
Freshman year	10	101
Sophomore year	15	153
Junior year	33	333
Senior year	30	295
Will do so after graduation	12	119
7. Which of the following predominantly describes your employment status?		
Not employed	29	285
On-campus employment related to career/academic interest	6	63
On-campus employment not related to career/acad interest	16	155
Off-campus employment related to career/academic interest	19	191
Off-campus employment not related to career/acad interest	30	299
8. Most of what you earn from your employment goes toward your:		
Direct educational expenses	27	245
Personal/individual expenses	49	441
Family expenses	15	135
Other	8	68
9. Have you been involved during the 1995-96 academic year in any uncompensated voluntary service to the University or to the community?		
No	68	677
Yes, in a campus-sponsored activity for credit	4	39
Yes, in a campus-sponsored activity without credit	10	100
Yes, in a non-campus sponsored activity	11	105
Yes, on my own without sponsorship	8	76
10. Age:		
22 or younger	63	630
23-24	16	163
25-26	8	78
27-28	3	31
29 or older	10	101

Table 23
Additional Survey Items for 1999

Knowledge and use of the following services available at UHM	I used it and was satisfied	I used it and was dissatisfied	I knew it but did not use it	I did not know about this	No. of Cases
1. Academic Advising	55	19	23	3	925
2. Admissions and Records	80	14	5	1	926
3. Career Services	22	6	51	21	923
4. Counseling and Development	18	7	50	26	927
5. Financial Aid	34	15	47	4	924
6. Learning Assistance Center	9	2	62	27	926
7. Service Learning Program	7	2	39	52	926
8. Student Activities (CAPS)	20	4	63	13	920
9. Student employment/ Cooperative Education	40	7	44	8	921
10. University Health Center	35	5	54	6	924
		Percent	Number		
11. What is your ethnic background?					
Chinese		15	136		
Filipino/Part Filipino		13	111		
Hawaiian/Part-Hawaiian		12	107		
Japanese		36	317		
None of the above		24	217		
12. Do you have a personal computer available for your use at home?					
Yes, an IBM/compatible with modem		69	637		
Yes, an Apple Macintosh with modem		8	72		
Yes, an IBM/compatible without modem		5	44		
Yes, an Apple Macintosh without modem		3	31		
No or other		15	141		

Table 23 (Continued)
Additional Survey Items for 1999

	Percent	Number
13. Have you been involved during the 1998-1999 academic year in any uncompensated voluntary service to the University or to the community?		
No	60	552
Yes, in a campus-sponsored activity for credit	5	48
Yes, in a campus-sponsored activity without credit	12	106
Yes, in a non-campus sponsored activity	11	104
Yes, on my own	12	109
14. Which one of the following prevents you from seeking services at the counseling and you from seeking services at the Counseling and Student Development center?		
None	74	677
Confidentiality issues	6	50
Counselors can not relate to my issues	5	48
Negative stigma associated with seeking psychological services	5	48
I do not believe that I would benefit from such services	9	85
15. Which one of the following information or resources would you find most helpful in preparing your post-graduation career plans?		
Understanding the job search process	19	175
Developing my own experiential opportunities	24	217
More accessible job search related publications	12	106
Working with academic advisers and career counselors	36	324
Working with other students with like concerns	9	84
16. Which one of the following best represents your opinion about co-curricular activities (e.g., clubs, student government, intramural sports) at UHM?		
I make time for it and feel it is important to my education	21	188
I make time for it but feel it is unimportant to my education	7	64
I don't have any opinion about co-curricular activities and its importance to my education	29	261
I don't make time for it but feel it is important to my education	25	230
I don't make time for it and feel it is unimportant to my education	18	165

Table 23 (Continued)
Additional Survey Items for 1999

Activity	1 Strongly Disagree	2 Disagree	Neutral	3 Agree	4 Strongly Agree	3 + 4	No. of Cases
17. When I think of who I am and what the University has to offer, I feel I belong here.	3	10	32	39	16	55	909
18. Generally, when I am on campus, I feel safe.	0	3	15	53	29	82	907
19. The cost of tuition will determine whether I continue my education at UHM or pursue alternatives elsewhere.	7	13	21	24	35	60	911
20. I am taking a heavier credit load than preferred mainly because of the cost of tuition.	13	26	25	17	19	36	911