

Engagement, Experiences and Expectations

2006-2007 CSB/SJU Senior Survey Summary

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COLLEGE OF
Saint Benedict



Saint John's
UNIVERSITY

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Preface

The *CSB/SJU Senior Survey* is administered each fall to seniors at the College of Saint Benedict and Saint John's University. The survey provides students with an opportunity to describe and evaluate their experiences at CSB and SJU. The survey is conducted by the Office of Institutional Planning and Research.

This report summarizes the data collected in fall 2006. More than 550 students, representing 72% of all seniors, completed the online survey.¹ This class had the best response rate in the survey's six year history.

Student responses are grouped into nine indicators of academic and campus engagement:

Level of Academic Challenge

A measure of the intensity and scope in which students engage their studies. Students were asked about the difficulty of their classes and the type of coursework that was emphasized. Students were also asked about the amount of time they spent preparing for class.

Active and Collaborative Learning

Assesses the amount of active and interactive learning in which students partake. Students were asked how often they engaged in different educational activities.

Enriching Educational Experiences

Gauges the complementary learning opportunities outside the classroom that augment academic programs. Students were asked about the extent to which they participated in varying educational experiences. This included both school sponsored and non-school sponsored programs.

Interaction with Faculty

A measure of faculty accessibility. Students were asked about the amount and ways they interacted with the faculty outside the classroom.

Supportive Campus Environment

Evaluates the environment created by the college and its staff. Students were asked about the type of support the colleges offered to promote academic, personal and social growth. They were also asked about the kinds of role models they found here.

¹ The sampling error was +/-2.2% (95% confidence interval) for the overall data. This sample contains representations from all majors and a wide range of GPAs. The mean GPA for the sample group is 3.31, compared to 3.27 for all seniors.

Value Added Indicators

Gauges the self-defined change in a student over his or her college career. Students were asked to what extent their experience at CSB and SJU contributed to their knowledge, skills, and personal development in certain areas.

Life Objectives

Inquires about the aspirations students hold for themselves. Students were asked to rate the importance of certain professional and personal goals in their own lives.

Self Assessment

Assesses student perception of self in a number of fundamental areas. Students were asked how they would rate themselves in relation to their peers in different areas of ability.

Other Key Indicators

Includes the responses to other items of interest. Students were asked about the amount of time they spent relaxing and working (both on and off campus). They were also asked if they would select CSB/SJU again if they could start college over.

National comparison data comes from the *National Survey of Student Engagement* (NSSE) administered by the Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. Over 500 institutions participated in the NSSE survey in 2005-2006.

If you have questions or would like additional information about data and findings from the *CSB/SJU Senior Survey*, please contact Jon McGee at 5287 or jmcgee@csbsju.edu or Kathryn Enger at 5452 or kenger@csbsju.edu.

2006-2007 CSB/SJU Senior Survey Summary

Level of Academic Challenge

College of Saint Benedict and Saint John's University students describe and evaluate the level of academic challenge at CSB/SJU quite differently. All indicators of academic challenge show that collegiate women are systematically more engaged academically than their male peers. The causes of differential engagement levels and their effects on coeducational classrooms warrant further study.

Regardless of gender differences, the overwhelming majority of both men and women at CSB/SJU gave their overall academic experience a positive rating. While men and women may have different criteria for determining a challenging and quality academic experience, both genders appear to be satisfied with the experience provided at the College of Saint Benedict and Saint John's University.

- ❑ **Challenging Environment.** In fall 2006, nearly nine in ten senior students (88%) indicated that they frequently ("often" or "very often") felt challenged in their classes. Nearly three-quarters of all students described the College of Saint Benedict and Saint John's University as "academically challenging" when asked to select from a list of adjectives.

Saint Benedict students were statistically more likely than their peers at Saint John's to describe the schools as academically challenging and to indicate that they frequently felt challenged in class. Their effort in response to that challenge paid off in academic performance; the median grade point average for Saint Benedict seniors is 0.14 points higher than for Saint John's seniors (3.37 vs. 3.23).

Students majoring in allied health fields were the most likely to indicate that they were frequently challenged; all students majoring in nursing, dietetics and nutrition reported that they frequently felt challenged in their classes. Additionally, fully nine in ten (94%) seniors in the natural science division responded that they frequently felt challenged in their classes. Seventy-seven percent of fine arts majors, 82% of accounting and management majors, 84% of humanities majors and 88% of social science majors said the same.

- ❑ **Reaching Instructors' Expectations.** Six in ten senior students (61%) indicated that they frequently worked harder than they thought they could in order to meet their instructors' expectations. This response is comparable to the response given by seniors at baccalaureate liberal arts colleges nationally (57%).

Saint Benedict students were much more likely than Saint John's students to indicate that they had frequently worked harder than they thought they could (72% vs. 48%). Similar differences between men and women are reported nationally.

- ❑ **Emphasizing Academics.** Eighty-one percent of CSB/SJU seniors (compared to 85% of seniors nationally) indicated that their institutions strongly emphasize ("very much" or "quite a bit") spending significant amounts of time studying and working on academics. Saint Benedict students answered this question quite differently than Saint John's students. While nearly 36% of women students indicated that the colleges emphasize academics "very much," only 20% of men responded similarly.

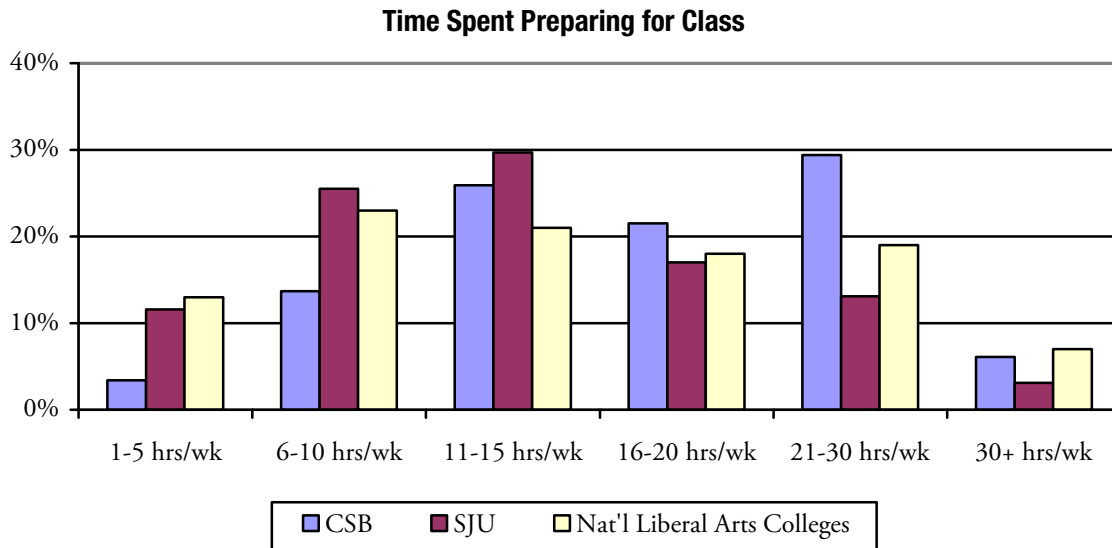
- ❑ **Academic Rigor.** Overall, nearly nine in ten seniors (87%) agreed that the academic rigor of their experiences was about right. However, women were statistically more likely to describe the academic rigor of the institution as “too demanding” whereas men were more likely to say that their academic experience was not demanding enough.

Fully two-thirds of all seniors described CSB/SJU as “intellectual.” Men and women were equally likely to select this adjective.

Seniors appear to be happy with the challenging academic experience at CSB/SJU; fully 86% of senior students rated their overall academic experience to be “excellent” or “good.” Even more students (93%) rated their academic experience in their major field of study to be “excellent” or “good.”

- ❑ **Time Spent Preparing for Class.** CSB/SJU academic advising recommends spending 2 hours on homework for every hour of class. For a typical student, this equates to about 25 hours of class preparation per week. Many senior students indicate that they spend substantially less time preparing for class than is recommended. Nearly 14% of Saint Benedict seniors and nearly 26% of Saint John’s seniors study ten hours per week or less. Still, CSB/SJU senior students spend more time preparing for class than most students nationally.

At CSB/SJU and nationally, women spent more hours per week preparing for classes than men.



Active and Collaborative Learning

Findings from the most recent *National Survey of Student Engagement* show that students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college. The findings also suggest that the gains from those practices are even greater for students from underrepresented racial and ethnic backgrounds or who come to college less prepared than their peers.

NSSE researchers found that senior students at baccalaureate arts and sciences institutions (liberal arts colleges) tend to spend more time preparing for class and contribute more to class discussions than their peers at other types of institutions.

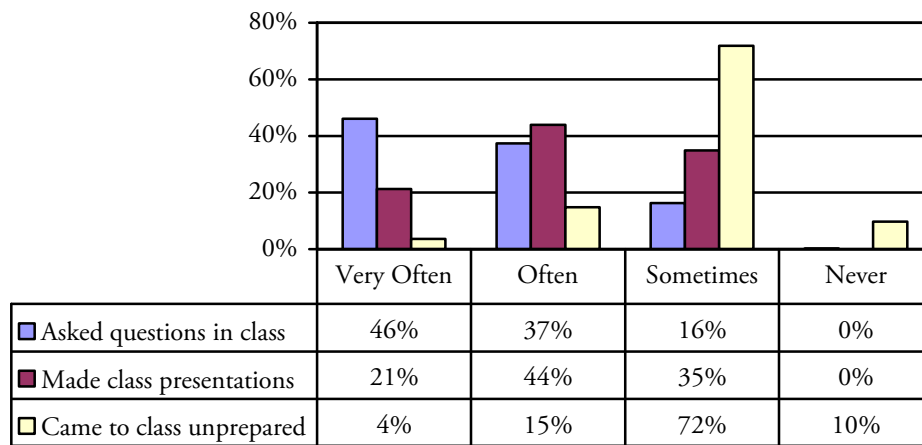
Students at the College of Saint Benedict and Saint John’s University generally indicate participation in active, collaborative and integrative learning as well as experiential learning and interaction with faculty. High satisfaction rates with their CSB/SJU education reflect that participation.

- **Classroom Participation.** Fully eight in ten (84%) CSB/SJU seniors indicated that they frequently (“often” or “very often”) ask questions in class or contributed to classroom discussions. Men and women were equally likely to contribute to class in this way. CSB/SJU students are as likely as their peers at liberal arts colleges nationally to indicate that they regularly participate in classroom discussions (80%).

The vast majority of CSB/SJU students report that they typically come to class prepared to contribute, though only 1 in 10 indicate that they always complete their assigned work before coming to class. Men were statistical more likely than women to come to class without completing their reading or assignments.

About two-thirds (65%) of all Saint Benedict and Saint John’s seniors said that they frequently make in-class presentations, similar to the response from students attending liberal arts colleges nationally (64%). Saint Benedict students were more likely than men to indicate that they very often made a class presentation, but all CSB/SJU seniors indicated that they presented in class at least sometimes. Nationally, men and women are equally likely to indicate that they made in-class presentations.

Classroom Participation Indicators, CSB/SJU Senior Responses



- ❑ **Collaborative Learning.** Fully eight in ten (81%) CSB/SJU seniors indicated that they frequently work in groups or on group projects, though women are statistically more likely than men to say that they “very often” do group work. In contrast, men nationally were more likely than women to indicate that they worked with classmates outside of class to prepare class assignments.

Nearly three-quarters (74%) of CSB/SJU seniors reported that they at least sometimes tutor or teach other students. This percentage is high compared to seniors at liberal arts colleges nationally (64%). Saint Benedict and Saint John’s students were equally likely to indicate that they tutor other students. Nationally, male students are more likely to tutor other students.

Students majoring in the natural sciences are the most likely to indicate that they frequently tutor or teach other students (40% compared to an average of 23% for all other divisions).

- ❑ **Integrative Learning.** Eight in ten CSB/SJU students indicate that they frequently put together ideas from different courses when completing assignments or discussing in class. About nine in ten students report that they frequently worked on projects that required integrating ideas or information from various sources. Women were more likely than men to indicate that they very often integrated ideas.

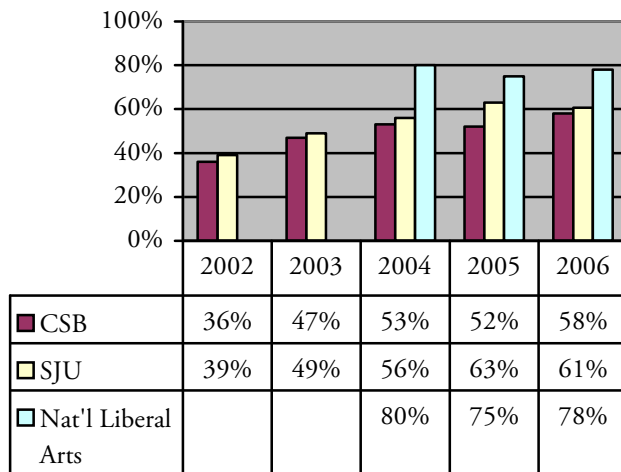
Not surprising at residential colleges, classroom discussions often continue after class. Nearly two-thirds (65%) of all seniors indicated that they frequently discuss ideas from their reading or classes outside of class. This response is similar to responses from seniors at liberal arts colleges nationally (69%). Saint Benedict students were more likely than their Saint John’s peers to report that they frequently continue classroom discussions outside of class.

Students majoring in the health sciences were most likely to indicate that they frequently worked on a paper or project that required integrating ideas from various sources (100%). Humanities and social science majors were also likely to report that they had frequently integrated ideas from various sources (98% and 93%, respectively.)

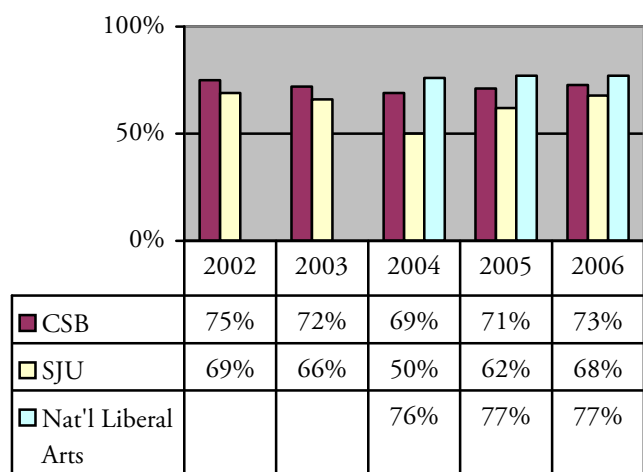
Enriching Educational Experiences

- Experiential Learning Experiences.** Fully nine in ten (94%) of Saint Benedict and Saint John’s students agree that their experiences outside of the classroom improved or enhanced the quality of their academic experience. Seven in ten (71%) senior students indicated that Saint Benedict and Saint John’s strongly emphasize (“very much” or “quite a bit”) learning outside of the classroom or in non-academic experiences. Women were more likely than men to indicate that CSB/SJU emphasize experiential learning.

**Percentage of Students Participating in...
Culminating Senior Experience**



**Practicum, Internship, Field Experience
or Clinical Assignment**



Seven in ten (70%) seniors completed clinical assignments, internships, field experiences, or practicums. Students with majors in the social science division are most likely to have these learning experiences. Two-thirds (67 %) of all students indicated that these experiences were very important to their CSB/SJU experience.

Nearly six in ten (59%) senior students have participated or will participate in a culminating senior experience, such as writing a thesis or taking a capstone course. Fully one-third of seniors have engaged in a semester-long research or creative activity in which they developed new knowledge or original work. The number of students participating in a culminating senior experience has increased over the past five years, although the College of Saint Benedict and Saint John’s University continue to lag the national liberal arts average in this area.

- Study Abroad.** International education is one of the most popular experiential learning programs at CSB/SJU. Eighty percent of new students in fall 2003 indicated that there was at least some chance they would study internationally while at CSB/SJU. Four years later, 55% of senior students indicated that they had studied abroad as a part of their college experience. More women than men study abroad, although the gap has narrowed in recent years. The College of Saint Benedict and Saint John’s University are ranked number two nationally among baccalaureate institutions for total number of students studying abroad in the annual report on international education, *Open Doors 2006*, published by the Institute of International Education.

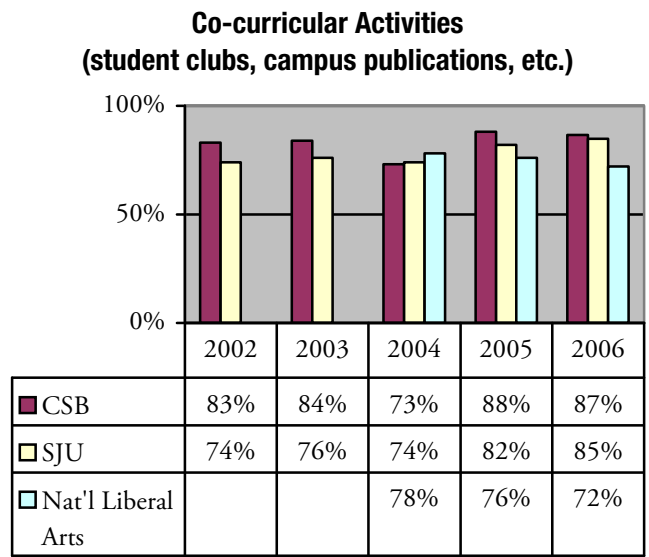
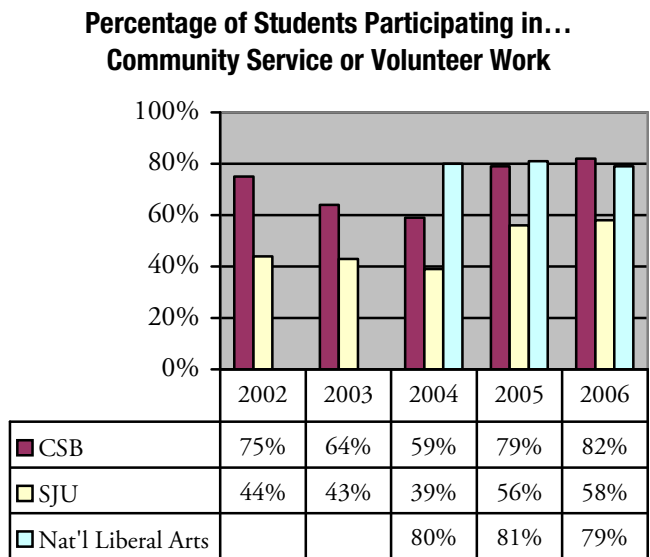
Sixty-eight percent of CSB/SJU students indicated that international education opportunities are very important to the CSB/SJU experience. Surprisingly given participation rates, men and women were equally likely to indicate that studying abroad is important.

Nationally, only 37% of senior students at undergraduate liberal arts institutions study abroad. While Europe remained the most popular destination of college students nationally, its overall market share has shrunk over the past decade. The number of students going to Asia has risen over the same period.

Even as the College of Saint Benedict and Saint John’s University are recognized for excellent study abroad programs and participation, only 27% of seniors described the colleges as “global.” Reflecting differing participation rates in international education programs, women were statistically more likely than men to choose this adjective.

- Community Service Experiences.** Fully seven in ten senior students indicated that they plan to or have already participated in a community service or volunteer program. Women are much more likely than men to volunteer, both at CSB/SJU and nationally. Eighty-two percent of women have completed or plan on completing a volunteer program, whereas only 58% of men have done or intend to do so. Reflecting the difference between men and women in eagerness to do community service, women are more likely than men to take a course with a service learning component. Overall, half of CSB/SJU seniors have taken such a course.

CSB/SJU rates of volunteerism significantly exceed national averages and have increased over the past five years. According to the Corporation for National and Community Service, 30% of all college students had volunteered in 2005, up from 28% of all students in 2002. Nationally, the most popular volunteer activities for students were tutoring and mentoring programs.



- Extracurricular Experiences.** Nearly nine in ten (87%) of new students in fall 2003 indicated that they planned to participate in student groups and clubs. Four years later, most senior students had participated in co-curricular activities. Fully 85% of CSB/SJU senior students indicated that they spent some time each week participating in co-curricular activities such as student organizations, clubs, campus

publications, or student government. A similar percentage spent time each week exercising or participating in intercollegiate athletics or intramurals. While Saint Benedict and Saint John's students spent similar amounts of time each week participating in co-curricular activities, men were likely to spend more time each week exercising.

Nationally, men were more likely to spend time exercising and participating in co-curricular activities.

Only 16% of CSB/SJU seniors indicated that had frequently participated in gender-specific programs or activities while in college, although nearly six in ten had participated in a gender-specific program at some time in college. Similarly, only 16% of CSB/SJU students indicated that the opportunity to attend a single-sex college had been very important to them. Women were more likely to indicate that they had participated in gender-specific activities and that attending a single-sex college was important.

- ❑ **Racial and Ethnic Diversity.** Nearly two-thirds (62%) of new students in fall 2003 indicated that they expected to socialize with students of a different racial or ethnic group. Unfortunately, most CSB/SJU seniors in fall 2006 did not report having frequently engaged students whose race or ethnicity was different than their own. Only one-third (33%) reported that they frequently had conversations with students of a different race or ethnicity. A similar percentage (36%) indicated that CSB and SJU strongly encourage interaction among students of different economic, social, and racial or ethnic backgrounds. This percentage is up from 26% of seniors in 2002, indicating a positive trend at the institutions.
- ❑ **Diversity of Thought.** More CSB/SJU students have had serious conversations with others whose beliefs were different from theirs. While the majority of students come from Catholic families and express middle-of-the-road political views, 52% of students have had serious conversations with others who hold differing beliefs.

Saint Benedict and Saint John's students were equally likely to indicate that they had conversations with others with differing beliefs.

Student Interaction with Faculty

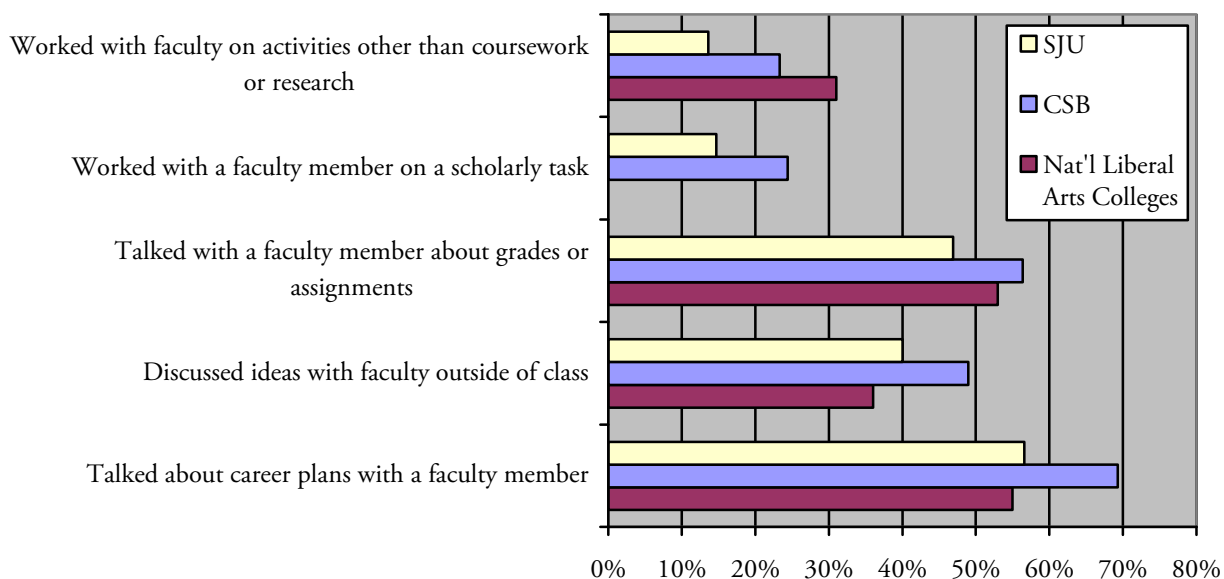
NSSE researchers have found that senior students at baccalaureate arts and sciences institutions (liberal arts colleges) tend to have better relationships with faculty members than students at other types of institutions. In general, College of Saint Benedict and Saint John's University students describe close and positive relationships with faculty, although Saint Benedict students are more likely than their Saint John's peers to indicate frequent engagement with faculty.

- ❑ **Engagement with Faculty outside the Classroom.** Eighty-three percent of all 2006-2007 CSB/SJU seniors identified a faculty member as a mentor or role model. Fully nine in ten seniors described their relationships with faculty as good or excellent. Saint Benedict students were statistically more likely than their Saint John's peers to identify a faculty mentor (87% vs. 79%) and to characterize their relationships with faculty as excellent (42% and 34%).

Fifty-four percent of CSB/SJU seniors reported that they have worked with faculty on a scholarly task (such as a research project). Nearly half (45%) of all Saint Benedict and Saint John's seniors said that

that they frequently discuss ideas with faculty outside of class, compared to just 29% of seniors at liberal arts colleges nationally. However, senior students at other baccalaureate liberal arts colleges were more likely to work with faculty members on activities other than coursework, such as committees, orientation and student life activities. Saint Benedict students were more likely to indicate engagement with faculty in all of these areas.

Student-Faculty Interaction



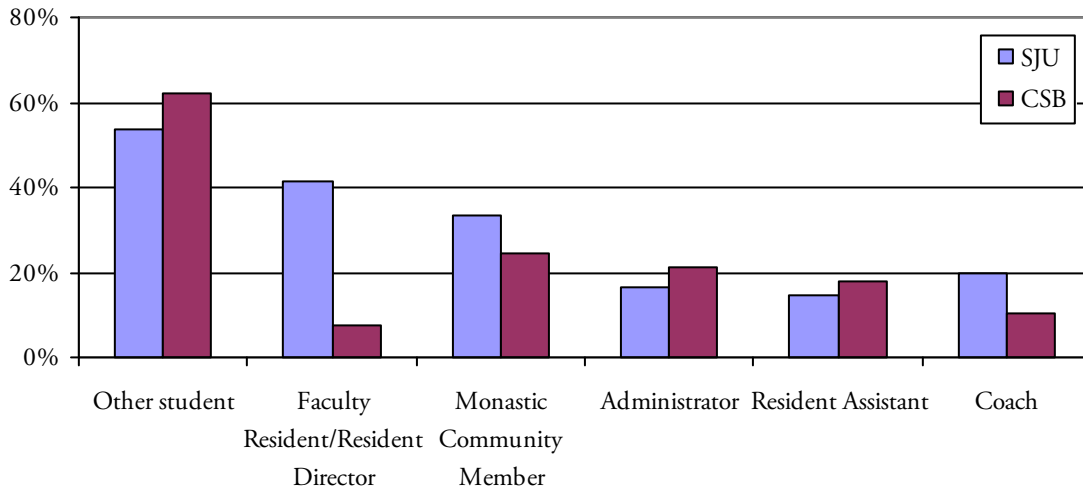
- ❑ **Classroom Engagement with Faculty.** Seniors at other baccalaureate liberal arts institutions are more likely than CSB/SJU seniors to talk frequently with faculty about grades or assignments. Approximately 63% of seniors at other such institutions indicated they frequently speak with faculty about their grades and assignments, while only 48% of CSB/SJU seniors responded similarly. Again, women were more likely than men to indicate that they had spoken with faculty members about their grades.
- ❑ **Faculty as Advisors.** Saint Benedict and Saint John’s students were more likely than their peers nationally to talk with faculty about their career plans. While just 53% of all seniors at liberal arts colleges nationally indicated that they frequently discuss career plans with faculty, 66% of all Saint Benedict students and 57% of all Saint John’s students said the same. Additionally, 45% of Saint Benedict students and two-thirds (33%) of Saint John’s students talked with faculty about graduate school plans.

Supportive Campus Environment

- ❑ **On-Campus Mentors or Role Models.** Students also identify other campus community members as role models. Nearly six in ten senior students (58%) identified another student as a role models or mentor. Fully four in ten men (42%) indicated that their Faculty Resident was a role model, compared to only 7% of women who identified their Residence Director as a mentor. Men were also more likely than women to identify a monastic member as being a mentor or role model, which may result from monastic

community members living in student residence halls. One in five students (19%) identified a college or university administrator as a role model.

Mentors of CSB/SJU Senior Students



Most senior students at CSB/SJU characterized their relationships with other campus community members positively. Nearly all seniors (96%) indicated that their relationships with other students were excellent or good. Fewer than one in ten seniors characterized their relationships with administrators, support staff, or monastic community members as poor.

- **Academic Support.** Eighty-five percent of senior students indicated that the College of Saint Benedict and Saint John’s University frequently provide support for students to succeed academically. This response is similar to that of seniors at liberal arts institutions nationally. Women were more likely than men to indicate that CSB and SJU provided the necessary academic support.

Eighty-two percent of CSB/SJU students also evaluated their academic advising experience to be good or excellent. Women were more likely than men to describe their advising as excellent (38% vs. 28%). Among other roles, academic advising helps students find a major or area of study which fits their career and personal goals. Most senior students indicated that they were pleased with their major choice: 82% of CSB/SJU students indicated that they would choose the same major if they could start college over again. Saint Benedict students were more likely than their Saint John’s peers to indicate that they would definitely select the same major again.

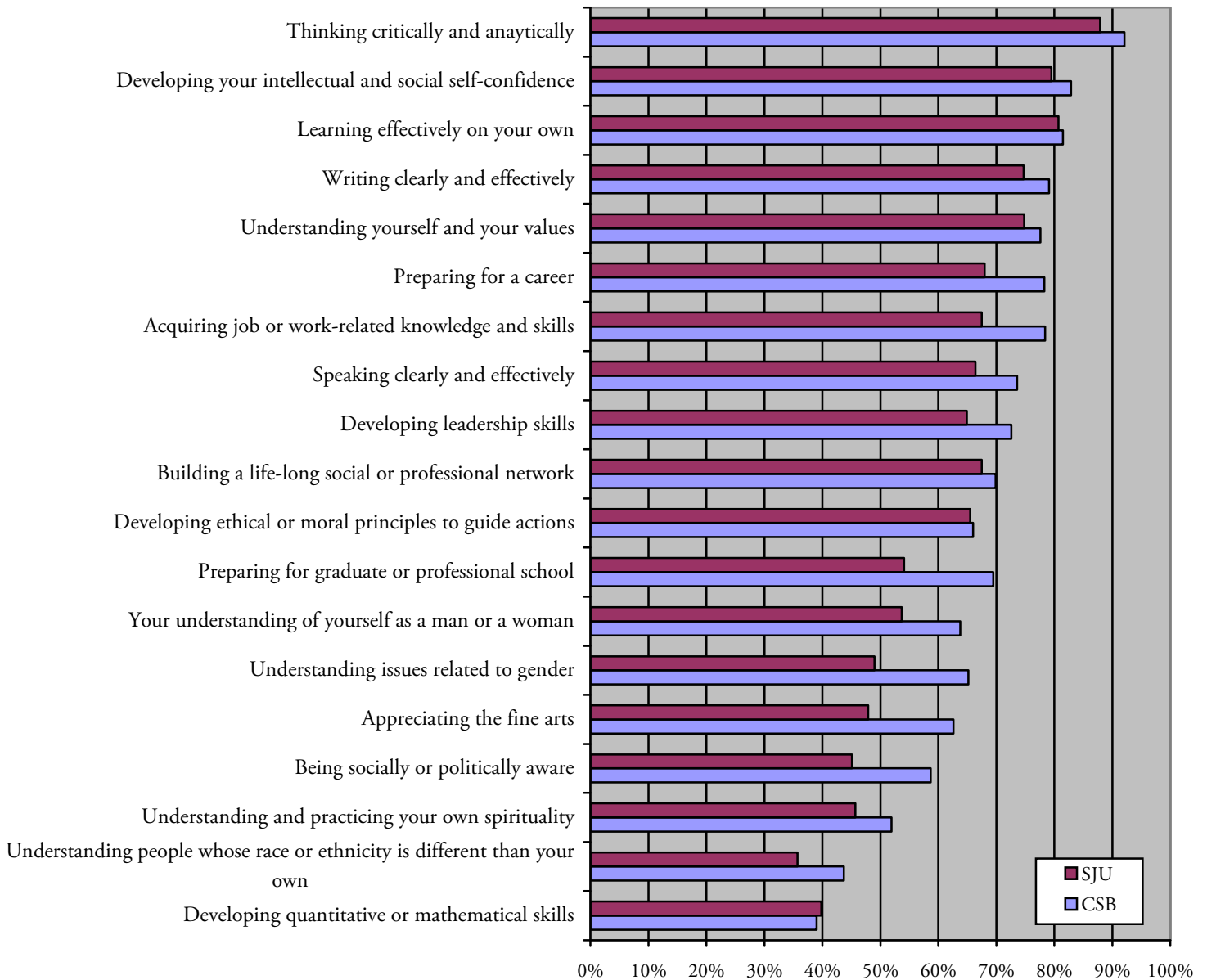
- **Social Support.** Nearly nine in ten Saint Benedict and Saint John’s seniors (86%) rated their overall social experience as excellent or good. A similar percentage of seniors described the schools as comfortable, community and friendly when given a list of adjectives. Men and women were equally likely to rate their social experience highly and to select those three adjectives to describe the schools.

Fully two-thirds of senior students (68%) indicated that CSB/SJU frequently provided them with support to thrive socially. Men and women were equally likely to indicate that they received the social support they needed. Only 38% of senior students at liberal arts institutions nationally responded similarly.

Value Added Indicators

Eighty-two percent of Saint Benedict and Saint John's seniors indicated that CSB/SJU frequently provided them with opportunities for personal growth and development. While men and women responded to this question similarly, they often answered differently when asked to what extent their experience at CSB and SJU contributed to their knowledge, skill, and personal development in specific areas. Women almost always indicated that Saint Benedict and Saint John's contributed more to their knowledge, skills, and personal development.

CSB/SJU contributed to my knowledge, skill, and personal development in the following areas (Students responding "Very much" or "Quite a bit")



- ❑ **Value of a liberal arts education.** Seniors indicated that CSB/SJU contributed greatly (“very much” or “quite a bit”) to their knowledge and skills in a variety of areas associated with a liberal arts education. The largest percentage of senior students responded that the institutions had contributed greatly to their ability to think critically and analytically (90%). Fully eight in ten seniors (81%) indicated that the colleges greatly contributed to their ability to learn effectively on their own, and nearly as many students (77%) indicated that CSB/SJU had greatly enhanced their ability to write effectively.

Seven in ten seniors (70%) indicated that CSB/SJU had contributed to their ability to speak clearly and effectively and nearly as many (69%) indicated that their CSB/SJU experiences had contributed to their development as a leader. Four in ten seniors noted that the institutions had contributed to their development of quantitative or mathematical skills.

- ❑ **Formation of responsible citizens.** Over half (52%) of seniors responded that their experience at the College of Saint Benedict and Saint John’s University greatly contributed to their social and political awareness. Still, less than one-third of senior respondents (29%) identified being politically active as a key life objective.

When asked to describe their political views, 38% of seniors described themselves as liberal or far left, 20% described themselves as conservative or far right, and 42% described themselves as middle-of-the-road. Saint Benedict students were more likely to describe their political views as liberal and Saint John’s students were more likely to describe their political views as conservative.

- ❑ **Understanding and practicing spirituality.** Seventy-eight percent of new students in fall 2003 expected to strengthen their religious beliefs and convictions while in college. Four years later, forty-one percent of CSB/SJU seniors described the colleges as “spiritual” places. Nearly half (49%) of senior students replied that Saint Benedict and Saint John’s greatly contributed to their understanding and practice of their own spirituality. In addition, two-thirds of seniors (66%) indicated that the colleges greatly contributed to the development of their moral and ethical principles. Three-quarters (76%) of seniors indicated that their CSB/SJU experience helped them understand themselves and their values. More women than men credited the colleges with contributing to their spiritual growth.

When asked about Benedictine and Catholic values, 41% of seniors indicated that they frequently incorporate Catholic traditions into their lives and a slightly lower percentage (38%) indicated that they frequently incorporate Benedictine traditions into their lives. Forty-four percent of students indicated that they frequently reflect on their lives from the perspective of faith.

Nearly six in ten senior students (58%) responded that integrating spirituality into their lives was an important life objective. This represents a marginal improvement in the importance of spirituality over the college years; 53% of the same class identified spirituality as a key life objective when they were asked as first year students in fall 2003.

- ❑ **Understanding and appreciating gender.** In fall 2003, only one-third (35%) of the new entering class noted that the single-gender nature of the institutions positively affected their enrollment decision. As seniors in fall 2006, however, fully half of the class (55%) indicated that the opportunity to attend a single-sex college was “very” or “somewhat” important. Nearly six in ten (59%) indicated that that CSB/SJU contributed to their understanding of themselves as men and women. Forty-nine percent of

men and 65% of women indicated that their experiences CSB/SJU had greatly enhanced (“very much” or “quite a bit”) their understanding of issues related to gender.

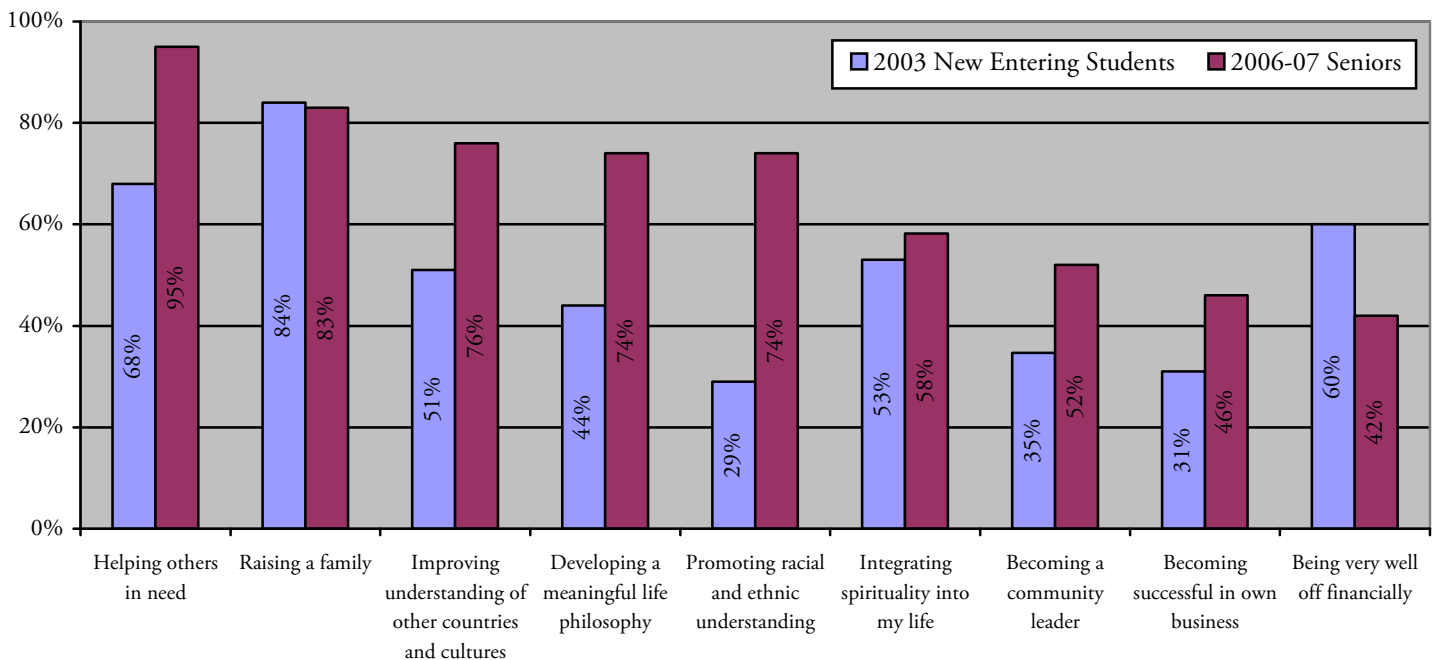
- ❑ **Fostering intercultural competence.** While only 10% of all CSB/SJU seniors described the colleges as “diverse,” four in ten seniors indicated that their experience at CSB/SJU had contributed to their understanding of people whose race or ethnicity was different from their own. Saint Benedict students were more likely than their Saint John’s peers to indicate that their collegiate experience had contributed to their intercultural competence. Saint Benedict and Saint John’s students were equally unlikely to report, however, that they frequently conversed with a racially and ethnically diverse group of students – only about one-third of students “often” or “very often” seriously conversed with students of a different race or ethnicity.

- ❑ **Preparing for a career.** Nearly three-quarters of seniors indicated that their CSB/SJU experience greatly contributed to their job or work-related knowledge and skills (73%) and that it greatly helped them prepare for a career (73%). Women were more apt than men to credit the colleges in these areas. In addition, 69% of seniors noted that their collegiate experience had greatly helped them build a life-long social and professional network.

Life Objectives

The 2006-2007 Senior Survey asked seniors to evaluate the importance of a number of post-college experiences, aspirations and objectives. They were asked similar questions as new entering students in fall 2003.

Key Life Objectives
2003 New Entering Students & 2006-07 Seniors
 (Percent Responding "Essential" or "Very important")



- ❑ **Personal and Family Goals.** Eighty-three percent of all 2006-2007 CSB/SJU seniors said that raising a family was a “very important” or “essential” life objective. Raising a family was similarly important to these students as new students in 2003. Raising a family was an equally important objective for men and women.

Though not cited as a particularly important objective when they were new students, developing a meaningful life philosophy was a “very important” or “essential” life objective for nearly three-quarters (74%) of all 2006-2007 seniors. This goal was equally important to Saint Benedict and Saint John’s students.

Though only four in ten seniors indicated that their experience at CSB/SJU had contributed significantly to their understanding of people of other races or ethnic backgrounds, senior students indicated that they value intercultural competence more than they did as first year students. Nearly three-quarters of seniors (74%) identified promoting racial and ethnic understanding as a “very important” or “essential” life objective, compared to only 29% of new students in fall 2003. Similarly, 76% noted that improving their understanding of other countries and cultures was important, compared to only half (51%) of first year students in 2003.

- ❑ **Community Involvement Goals.** Fully half of senior students (52%) indicated that being a community leader was an important life objective. Three-quarters (76%) of CSB/SJU seniors indicated that it is “essential” or “very important” for them to promote social justice.

Ninety-five percent of seniors said that helping others in need was a key life objective, a significant increase from the first year responses. Seniors rated this goal “essential” or “very important” more than any other life objective listed. Saint Benedict students were statistically more likely than Saint John’s students to indicate that helping others was essential.

Fewer than one in three seniors at the College of Saint Benedict and Saint John’s University indicated that being politically active was an important life objective. Men and women answered this question similarly.

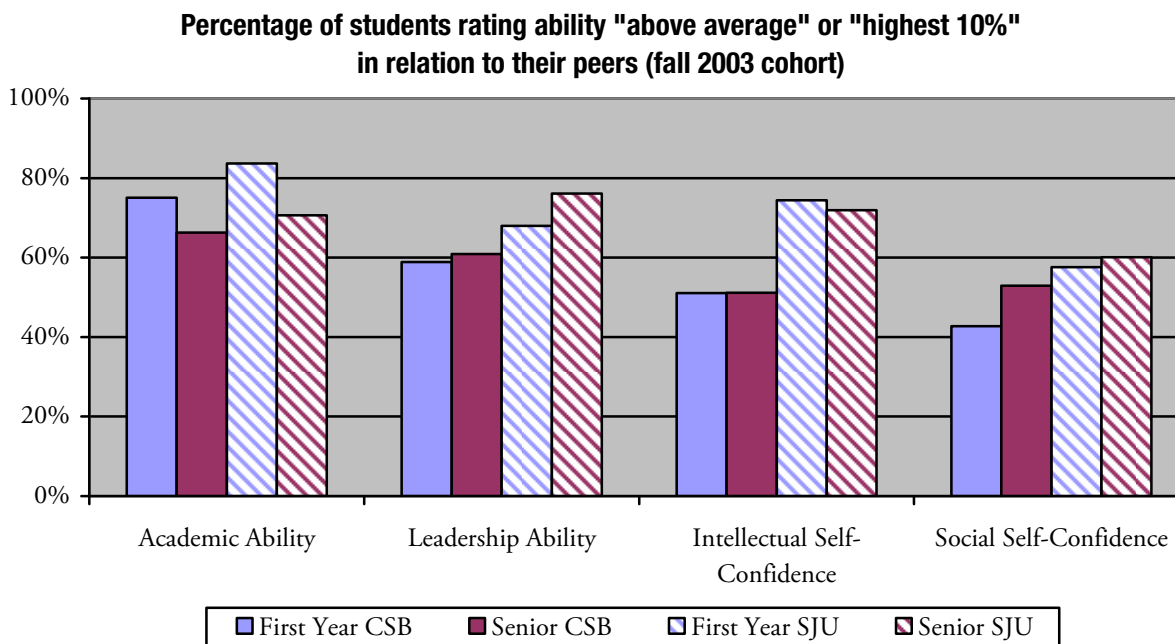
- ❑ **Career and Professional Goals.** Students’ expectations about wealth changed significantly between their first-year and their senior year. As new entering students, six in ten students indicated that being very well-off financially was a key life objective. By the time they were seniors, however, fewer than half (42%) responded similarly.

Forty-six percent of seniors indicated that being successful in their own business was a significant (“essential” or “very important”) life objective. In fall 2003, less than one-third (31%) of first-year students responded similarly.

Eight in ten CSB/SJU seniors indicated that they intend to pursue a higher degree after they graduate. Forty-six percent of senior students indicated that they would pursue a Master’s degree, 16% indicated that they wish to pursue a doctoral degree and 14% indicated that they plan to obtain a JD, MD, DVM, or other professional degree. More senior women than senior men wish to obtain a graduate degree, usually a Master’s degree. Students with majors in the Natural Sciences were most likely to plan to pursue professional degrees whereas students in the Humanities and Fine Arts were most likely to plan for doctoral degrees.

Self-Assessment

On the 2006-2007 Senior Survey, students were asked to rate themselves in relation to their peers in different areas of ability. These same students were asked similar questions as first year students in fall 2003.



- **Academic Ability.** In fall 2003, nearly 8 in 10 new entering students (79%) rated their academic ability as above average or in the top 10% when compared to their peers. When asked the same question as seniors in fall 2006, Saint Benedict and Saint John's students were typically more modest in their responses. Nonetheless, 68% of seniors still described their academic ability as above average.

Women rated their academic ability slightly lower than men as first year students and as seniors four years later. Fully seven in ten SJU seniors (71%) rated their academic abilities as above average, compared to two-thirds of CSB students. Senior men were much more likely than senior women to rate their academic ability as being among the highest 10% (27% vs. 14%).

When controlling for grade point average—examining only those with a cumulative GPA of 3.5 or higher—the differences between men and women were even greater. Six in ten (61%) high achieving Saint John's students rated their academic ability among the highest 10%, compared to only 30% of Saint Benedict students. Regardless of gender, the highest achieving students expressed the greatest confidence in their academic ability—though the threshold for placing oneself among the highest 10% was higher for women than for men. The mean grade point average for women describing their academic ability as in the top 10% was 3.52, compared to just 3.37 among men.

- **Leadership Ability.** Sixty-eight percent of all CSB/SJU seniors rated their leadership ability as above average or in the top 10%. Similar to other self-evaluated abilities, women were less likely than men to rate their leadership abilities as above average or among the highest 10% (61% vs. 76%).

The percentage of students describing their leadership abilities as above average or in the top 10% among their peers grew between their first and fourth years. SJU students identified a greater growth in leadership ability during the college experience.

When asked how much their CSB/SJU experience had contributed to the development of leadership skills, 69% of all seniors said “quite a bit” or “very much.” Men and women were equally likely to credit the college and university with helping them develop leadership skills.

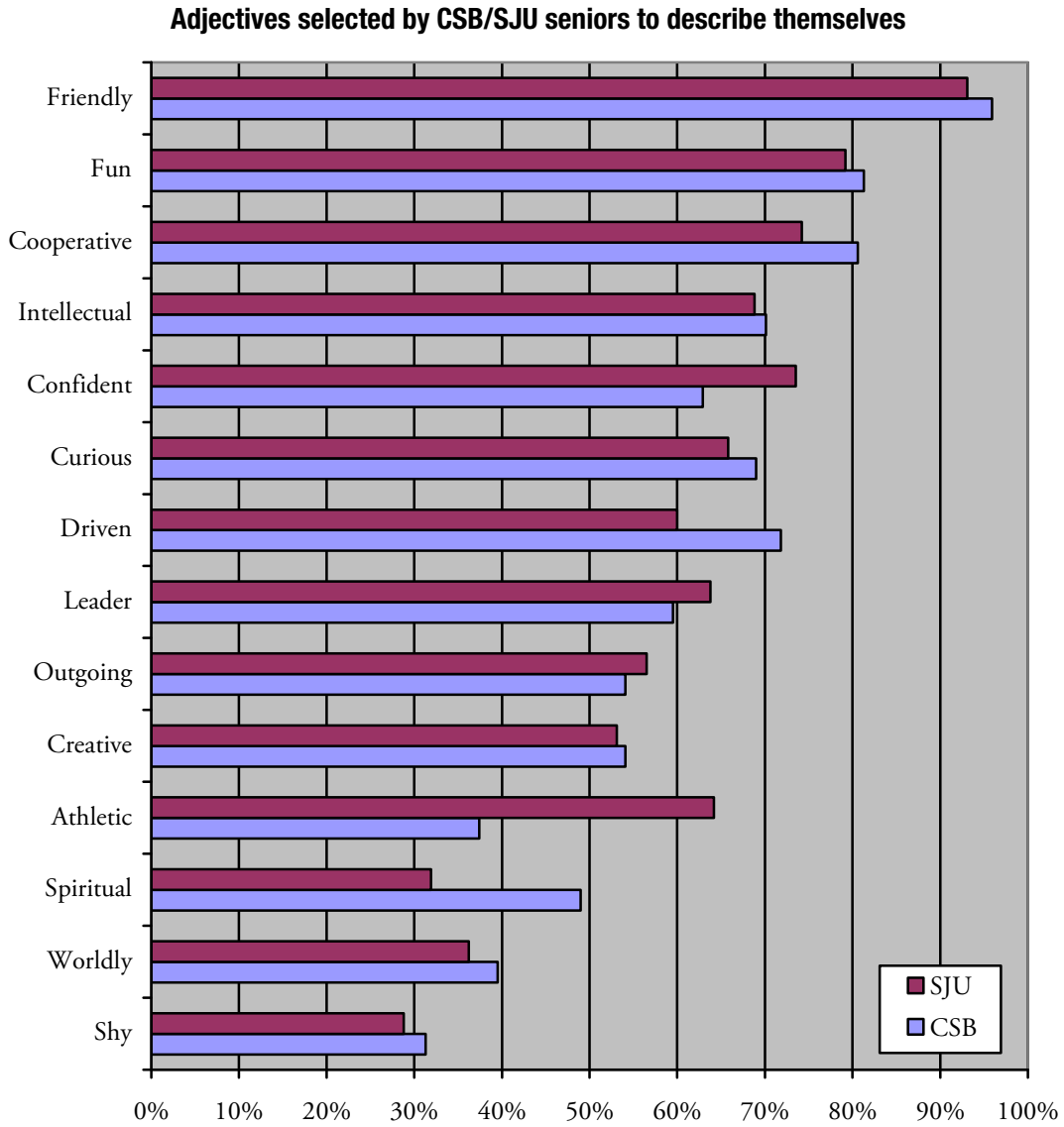
- ❑ **Intellectual Self-Confidence.** Sixty-one percent of all CSB/SJU seniors rated their intellectual self-confidence as above average or in the highest 10% among their peers, a rating similar to their assessment as first-year students. Gender differences that existed among new Saint Benedict and Saint John’s students in fall 2003 continued through their senior year. Seven in ten senior men (71%) rated their intellectual self-confidence as above average, while only about half of all senior women (51%) responded similarly. Gender gaps persisted even among high achieving students. Eighty-four percent of high-achieving Saint John’s students described their intellectual self-confidence as above average or in the top 10%, compared to only 65% of ten high-achieving Saint Benedict students. Not surprisingly, seniors with lower grade averages were less likely than their high achieving peers to rate their intellectual self-confidence highly.
- ❑ **Social Self-Confidence.** Fully half (56%) of all CSB/SJU students consider their social self-confidence to be above average or in the top 10%. Seniors’ assessment of their social self-confidence was seven percentage points higher than their assessment as first year students. Gender gaps in social self-confidence remained from the first-year to the senior year, but the gap did shrink during college. Sixty percent of Saint John’s seniors rated their social self-confidence as above average or in the top 10%, compared to 53% of all Saint Benedict seniors.

Eight in ten students (81%) credited the colleges with developing their intellectual and social self-confidence.

On the *2006-2007 Senior Survey*, students were also asked to select words to describe themselves from a list of 14 adjectives. Saint Benedict and Saint John’s students most often described themselves as friendly, fun and cooperative. (These adjectives are similar to those most often selected by seniors to describe the College of Saint Benedict and Saint John’s University – friendly, community and comfortable.) Men and women selected many similar descriptors, as noted in the chart below. They did, however, differ in their selection of four particular adjectives:

- ❑ **Confident.** Reflecting their answers above, Saint John’s students were statistically more likely than Saint Benedict students to describe themselves as confident. Nearly three-quarters of men (74%) selected this adjective, compared to 63% of women.
- ❑ **Driven.** Women were statistically more likely than men to describe themselves as driven. Fully seven in ten women (72%) selected this adjective, compared to six in ten men.
- ❑ **Athletic.** Men were much more likely than women to describe themselves as athletic. Nearly two thirds of men (64%) and only one-third of women (37%) selected this adjective. Men also indicated that they spent more time per week playing sports and exercising than did women.

- **Spiritual.** As noted above, more women than men credited the colleges with contributing to their spiritual growth. Senior women were more likely than senior men to describe themselves as spiritual; nearly half of women (49%) and only one-third of men (32%) selected this adjective.



Other Key Indicators

- **Relaxing in front of the television.** Thirty-five percent of senior students – statistically more men than women – indicated that they spend more than ten hours per week watching television. Additionally, 16% of men spend at least six hours per week playing video games. No women indicated that they spent more than five hours each week playing video games.
- **Working.** Fully two-thirds of seniors (66%) spend some time each week working on campus. Of those who work on campus, more than half work six to fifteen hours per week. Men and women are equally likely to work on campus.

Nearly one-third of seniors (32%) indicated that they work off-campus. Most of those who work off campus (65%) work fewer than fifteen hours per week. Women are more likely than men to work off campus.

- **Would you select CSB/SJU again?** Less than two-thirds (64%) of new students in fall 2003 indicated a very good chance that they would be satisfied with CSB/SJU. Four years later, most of these students indicated that they were satisfied with their collegiate experience. Nearly nine in ten students (87%) said that they would definitely or probably select the College of Saint Benedict or Saint John's University if they could start college over again. Men and women in all majors were equally likely to indicate that they would select the college or university again.

**2006-07 CSB/SJU Senior Survey
Academic Challenge Indicators**

		Summary by Institution		
		CSB	SJU	CSB/SJU
In your experience at CSB/SJU, about how often have you done each of the following?				
Felt challenged in your classes	Very Often	39.4%	27.9%	34.0%
	Often	52.4%	55.0%	53.6%
	Sometimes	8.2%	15.9%	11.8%
	Never	0.0%	1.2%	0.5%
Worked harder than you thought you could to meet instructor's expectations				
Worked harder than you thought you could to meet instructor's expectations	Very Often	30.1%	11.2%	21.3%
	Often	42.1%	36.8%	39.6%
	Sometimes	26.7%	44.6%	35.1%
	Never	1.0%	7.4%	4.0%
To what extent do you believe CSB and SJU emphasize each of the following?				
Spending significant amounts of time studying and on academic work	Very Much	35.6%	19.7%	28.1%
	Quite a bit	50.3%	56.0%	53.0%
	Some	12.7%	21.6%	16.9%
	Very Little	1.4%	2.7%	2.0%
During a typical week, how many hours do you spend on the following?				
Preparing for class (studying, reading, writing, rehearsing, or other activities related to your academic program that occur outside of class or lab time)	None	0.0%	0.0%	0.0%
	1-5 hours	3.4%	11.6%	7.2%
	6-10 hours	13.7%	25.5%	19.2%
	11-15 hours	25.9%	29.7%	27.7%
	16-20 hours	21.5%	17.0%	19.4%
	21-30 hours	29.4%	13.1%	21.7%
30+ hours	6.1%	3.1%	4.7%	
How would you describe the level of academic rigor in your academic experience at CSB/SJU?				
How would you describe the level of academic rigor in your academic experience at CSB/SJU?	Too demanding	8.6%	5.8%	7.3%
	About right	89.0%	84.9%	87.1%
	Not demanding enough	2.4%	9.3%	5.6%
n =		294	260	554
response rate =		74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Active and Collaborative Learning Indicators

		Summary by Institution		
		CSB	SJU	CSB/SJU
In your experience at CSB/SJU, about how often have you done each of the following?				
Asked questions in class or contributed to class discussions	Very Often	48.0%	44.0%	46.1%
	Often	33.7%	41.7%	37.4%
	Sometimes	18.0%	14.3%	16.3%
	Never	0.3%	0.0%	0.2%
Made a class presentation	Very Often	26.2%	15.4%	21.2%
	Often	45.6%	42.1%	43.9%
	Sometimes	28.2%	42.5%	34.9%
	Never	0.0%	0.0%	0.0%
Came to class without completing reading or assignments	Very Often	3.4%	3.9%	3.6%
	Often	10.6%	19.5%	14.8%
	Sometimes	76.4%	66.9%	71.9%
	Never	9.6%	9.7%	9.7%
Worked in groups or on group projects with other students	Very Often	39.2%	25.7%	32.9%
	Often	43.7%	53.3%	48.2%
	Sometimes	17.1%	21.0%	18.9%
	Never	0.0%	0.0%	0.0%
Worked on a project that required integrating ideas or information from various sources	Very Often	55.3%	41.5%	48.8%
	Often	37.5%	46.1%	41.6%
	Sometimes	7.2%	12.4%	9.6%
	Never	0.0%	0.0%	0.0%
Put together ideas from different courses when completing assignments or during discussions	Very Often	36.5%	24.4%	30.9%
	Often	46.1%	51.6%	48.6%
	Sometimes	17.4%	23.3%	20.1%
	Never	0.0%	0.8%	0.4%
Tutored or taught other students (paid or voluntary)	Very Often	11.3%	9.3%	10.4%
	Often	16.4%	14.8%	15.6%
	Sometimes	48.5%	46.7%	47.6%
	Never	23.9%	29.2%	26.4%
Discussed ideas from reading or classes with others outside of class	Very Often	24.2%	19.1%	21.9%
	Often	46.1%	40.2%	43.4%
	Sometimes	29.4%	39.8%	34.2%
	Never	0.3%	0.8%	0.5%
n =		294	260	554
response rate =		74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Enriching Education Experiences Indicators

		Summary by Institution		
		CSB	SJU	CSB/SJU
My experiences outside of the classroom have improved or enhanced the quality of my academic experience.	Strongly agree	49.3%	50.6%	49.9%
	Agree	45.2%	42.4%	43.9%
	Disagree	4.1%	5.8%	4.9%
	Strongly disagree	1.4%	1.2%	1.3%
In your experience at CSB/SJU, about how often have you done each of the following?				
Had serious conversations with others whose beliefs were different than yours	Very Often	19.5%	25.9%	22.5%
	Often	32.8%	26.3%	29.7%
	Sometimes	45.4%	43.2%	44.4%
	Never	2.4%	4.6%	3.4%
Had serious conversations with students of a different race/ethnicity	Very Often	15.0%	12.8%	14.0%
	Often	20.1%	17.4%	18.9%
	Sometimes	57.0%	58.5%	47.7%
	Never	7.8%	11.2%	9.4%
Participated in gender-specific programs and activities	Very Often	5.1%	5.4%	5.3%
	Often	10.6%	10.8%	10.7%
	Sometimes	54.9%	29.3%	42.9%
	Never	29.4%	54.4%	41.1%
To what extent do you believe CSB and SJU emphasize each of the following?				
Encouraging interaction among students of different economic, social, and racial or ethnic backgrounds	Very Much	13.7%	12.4%	13.1%
	Quite a bit	24.0%	21.3%	22.7%
	Some	48.6%	41.5%	45.3%
	Very Little	13.7%	24.8%	18.9%
Learning outside of the classroom or in non-academic experiences	Very Much	35.7%	24.8%	30.6%
	Quite a bit	36.8%	45.0%	40.6%
	Some	24.7%	26.7%	25.7%
	Very Little	2.7%	3.5%	3.1%
Which of the following activities have you done or do you plan to do before you graduate?				
Practicum, internship, field experience, or clinical assignment	Yes	72.7%	67.7%	70.4%
	No	18.8%	25.7%	22.0%
	Undecided	8.5%	6.6%	7.6%
Culminating senior experience (capstone course, senior thesis, etc.)	Yes	58.0%	60.6%	59.2%
	No	35.2%	32.8%	34.1%
	Undecided	6.8%	6.6%	6.7%
Community service or volunteer program	Yes	82.0%	58.0%	70.7%
	No	10.4%	25.7%	17.6%
	Undecided	7.6%	16.3%	11.7%

Enriching Education Experiences (Continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
Participated in a Learning Community activity	Yes	15.1%	11.7%	13.5%
	No	75.3%	80.1%	77.6%
	Undecided	9.6%	8.2%	8.9%
Semester-long research or creative activity in which you developed new knowledge or original creative work	Yes	35.8%	31.3%	33.7%
	No	54.9%	61.0%	57.8%
	Undecided	9.2%	7.7%	8.5%
Take a course with a service learning component	Yes	57.3%	41.3%	49.8%
	No	38.2%	52.5%	44.9%
	Undecided	4.4%	6.2%	5.3%
Study abroad program (semester or summer term)	Yes	56.7%	53.3%	55.1%
	No	40.3%	43.2%	41.7%
	Undecided	3.1%	3.5%	3.3%
How important are these opportunities to the CSB/SJU experience?				
Practicum, internship, field experience, or clinical assignment	Very important	73.4%	59.8%	67.0%
	Somewhat important	24.2%	30.9%	27.4%
	Not important	2.4%	9.3%	5.6%
Culminating senior experience (capstone course, senior thesis, etc.)	Very important	41.6%	33.9%	38.0%
	Somewhat important	50.2%	52.1%	51.1%
	Not important	8.2%	14.0%	10.9%
Community service or volunteer program	Very important	62.5%	34.1%	49.2%
	Somewhat important	34.4%	55.4%	44.3%
	Not important	3.1%	10.5%	6.6%
Learning Community programs and activities	Very important	13.7%	10.2%	12.1%
	Somewhat important	62.3%	55.9%	59.3%
	Not important	24.0%	33.9%	28.6%
Semester-long research or creative activity in which you developed new knowledge or original creative work	Very important	27.6%	25.4%	26.6%
	Somewhat important	58.7%	51.6%	55.4%
	Not important	13.7%	23.0%	18.0%
Service learning courses	Very important	37.5%	19.4%	29.0%
	Somewhat important	54.3%	58.5%	56.3%
	Not important	8.2%	22.1%	14.7%
Study abroad program (semester or summer term)	Very important	67.6%	69.4%	68.4%
	Somewhat important	24.9%	22.5%	23.8%
	Not important	7.5%	8.1%	7.8%

Enriching Education Experiences (Continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
How important has the opportunity to attend a single-sex college been to you at CSB or SJU?	Very important	17.5%	14.3%	16.0%
	Somewhat important	41.8%	35.1%	38.7%
	Not important	40.8%	50.6%	45.4%
During a typical week, how many hours do you spend on the following?				
Participating in co-curricular activities such as student organizations, clubs, campus publications, or student government	None	13.4%	15.1%	14.2%
	1-5 hours	63.7%	57.4%	60.7%
	6-10 hours	16.1%	15.5%	15.8%
	11-15 hours	3.1%	4.7%	3.8%
	16-20 hours	1.7%	4.3%	2.9%
	21-30 hours	1.7%	2.3%	2.0%
	30+ hours	0.3%	0.8%	0.5%
Exercising or participating in intercollegiate athletics or intramurals	None	16.7%	13.5%	15.2%
	1-5 hours	48.1%	39.4%	44.0%
	6-10 hours	22.5%	23.2%	22.8%
	11-15 hours	6.8%	10.4%	8.5%
	16-20 hours	3.4%	7.3%	5.3%
	21-30 hours	1.7%	5.8%	3.6%
Participating in volunteer activities or community service	None	26.6%	43.4%	34.5%
	1-5 hours	59.7%	49.2%	54.8%
	6-10 hours	9.6%	5.8%	7.8%
	11-15 hours	2.7%	0.4%	1.6%
	16-20 hours	1.0%	0.4%	0.8%
	21-30 hours	0.3%	0.8%	0.5%
Reading for pleasure	None	42.7%	33.6%	38.4%
	1-5 hours	51.2%	54.4%	52.7%
	6-10 hours	5.1%	10.8%	7.8%
	11-15 hours	0.7%	0.4%	0.5%
	16-20 hours	0.3%	0.0%	0.2%
	21-30 hours	0.0%	0.4%	0.2%
	30+ hours	0.0%	0.4%	0.2%
	n =	294	260	554
	response rate =	74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Student Interaction with Faculty Indicators

		Summary by Institution		
		CSB	SJU	CSB/SJU
In your experience at CSB/SJU, about how often have you done each of the following?				
Talked about career plans with a faculty member or advisor	Very Often	29.7%	16.7%	23.6%
	Often	39.6%	39.9%	39.7%
	Sometimes	29.7%	39.9%	34.5%
	Never	1.0%	3.5%	2.2%
Talked about graduate school plans with a faculty member or advisor	Very Often	18.8%	9.3%	14.3%
	Often	26.6%	23.3%	25.0%
	Sometimes	38.6%	44.6%	41.4%
	Never	16.0%	22.9%	19.2%
Discussed ideas with faculty members outside of class	Very Often	17.6%	10.5%	14.2%
	Often	31.4%	29.5%	30.5%
	Sometimes	44.5%	51.9%	48.0%
	Never	6.6%	8.1%	7.3%
Talked with a faculty member about grades or assignments	Very Often	21.0%	12.5%	17.0%
	Often	35.4%	34.4%	34.9%
	Sometimes	43.3%	49.2%	46.1%
	Never	0.3%	3.9%	2.0%
Worked with a faculty member on a scholarly task (such as a research project)	Very Often	11.0%	3.9%	7.6%
	Often	13.4%	10.8%	12.2%
	Sometimes	33.6%	34.7%	34.1%
	Never	42.1%	50.6%	46.1%
Worked with faculty members on activities other than coursework or research (such as committees, volunteer work, or student life activities)	Very Often	8.2%	3.9%	6.2%
	Often	15.1%	9.7%	12.5%
	Sometimes	41.1%	32.8%	37.2%
	Never	35.6%	53.7%	44.1%
Has any one of the following served as a mentor or role model for you at CSB or SJU?				
Professor	Yes	86.7%	78.8%	83.0%
	No	13.3%	21.2%	17.0%
How would you describe the quality of your relationships with each of these groups of people at CSB/SJU?				
Faculty	Excellent	41.9%	34.1%	38.3%
	Good	50.5%	55.4%	52.8%
	Fair	6.9%	8.9%	7.8%
	Poor	0.7%	1.2%	0.9%
	No opinion	0.0%	0.4%	0.2%
n =		294	260	554
response rate =		74.8%	68.8%	71.9%

**2006-07 CSB/SJU Senior Survey
Supportive Campus Environment Indicators**

		Summary by Institution		
		CSB	SJU	CSB/SJU
To what extent do you believe CSB and SJU emphasize each of the following?				
Providing you the support you need to succeed academically	Very Much	38.7%	29.3%	34.3%
	Quite a bit	49.3%	52.9%	51.0%
	Some	10.6%	15.8%	13.1%
	Very Little	1.4%	1.9%	1.6%
Providing you with opportunities for personal growth and development	Very Much	38.7%	37.5%	38.1%
	Quite a bit	42.8%	44.8%	43.7%
	Some	16.8%	16.6%	16.7%
	Very Little	1.7%	1.2%	1.5%
Providing you the support you need to thrive socially	Very Much	28.9%	18.7%	24.1%
	Quite a bit	40.5%	47.9%	44.0%
	Some	25.4%	28.4%	26.8%
	Very Little	5.2%	5.1%	5.1%
Living a well-balanced life	Very Much	28.8%	27.8%	28.3%
	Quite a bit	44.5%	44.0%	44.3%
	Some	22.6%	24.7%	23.6%
	Very Little	4.1%	3.5%	3.8%
Has any one of the following served as a mentor or role model for you at CSB or SJU?				
FR/RD	Yes	7.5%	41.2%	23.3%
	No	92.5%	58.8%	76.7%
RA	Yes	17.7%	14.6%	16.2%
	No	82.3%	85.4%	83.3%
Coach	Yes	10.2%	19.6%	14.6%
	No	89.8%	80.4%	85.4%
Monastic community member	Yes	24.5%	33.5%	28.7%
	No	75.5%	66.5%	71.3%
Administrator	Yes	21.4%	16.5%	19.1%
	No	78.6%	83.5%	80.9%
Other student	Yes	61.9%	53.8%	58.1%
	No	38.1%	46.2%	41.9%

Supportive Campus Environment Indicators (continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
How would you describe the quality of your relationships with each of these groups of people at CSB/SJU?				
Other students	Excellent	66.4%	68.2%	67.3%
	Good	29.1%	27.5%	28.4%
	Fair	3.8%	3.1%	3.5%
	Poor	0.7%	0.8%	0.7%
	No opinion	0.0%	0.4%	0.2%
Administrators	Excellent	13.7%	7.8%	10.9%
	Good	38.0%	34.9%	36.5%
	Fair	26.7%	31.8%	29.1%
	Poor	7.2%	13.6%	10.2%
	No opinion	14.4%	12.0%	13.3%
Support staff	Excellent	15.1%	9.3%	12.4%
	Good	38.1%	37.6%	37.9%
	Fair	24.4%	26.0%	25.1%
	Poor	5.2%	9.3%	7.1%
	No opinion	17.2%	17.8%	17.5%
Monastics	Excellent	11.6%	18.2%	14.7%
	Good	35.3%	41.9%	38.4%
	Fair	28.8%	27.5%	28.2%
	Poor	6.8%	6.2%	6.5%
	No opinion	17.5%	6.2%	12.2%
n =		294	260	554
response rate =		74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Value Added Indicators

		Summary by Institution		
		CSB	SJU	CSB/SJU
To what extent has your experience at CSB or SJU contributed to your knowledge, skills and personal development in the following areas?				
Your understanding of yourself as a man or a woman	Very Much	19.8%	16.6%	18.3%
	Quite a bit	44.0%	37.1%	40.8%
	Some	27.0%	30.5%	28.6%
	Very Little/None	9.2%	15.8%	12.3%
Preparing for graduate or professional school	Very Much	21.6%	17.0%	19.4%
	Quite a bit	47.9%	37.1%	42.8%
	Some	21.2%	30.5%	25.6%
	Very Little/None	9.3%	15.4%	12.2%
Acquiring job or work-related knowledge and skills	Very Much	35.6%	23.9%	30.1%
	Quite a bit	42.8%	43.6%	43.2%
	Some	17.8%	24.3%	20.9%
	Very Little/None	3.7%	8.1%	5.8%
Preparing for a career	Very Much	37.6%	26.3%	32.2%
	Quite a bit	40.7%	41.7%	41.2%
	Some	16.9%	28.2%	22.2%
	Very Little/None	4.8%	3.9%	4.4%
Developing your intellectual and social self-confidence	Very Much	41.8%	32.0%	37.2%
	Quite a bit	41.1%	47.5%	44.1%
	Some	13.0%	17.0%	14.9%
	Very Little/None	4.1%	3.5%	3.8%
Writing clearly and effectively	Very Much	34.9%	26.5%	31.0%
	Quite a bit	44.2%	48.2%	46.1%
	Some	17.1%	19.1%	18.0%
	Very Little/None	3.8%	6.2%	4.9%
Speaking clearly and effectively	Very Much	29.8%	21.6%	26.0%
	Quite a bit	43.8%	44.8%	44.3%
	Some	24.0%	25.9%	24.9%
	Very Little/None	2.4%	7.7%	4.9%
Thinking critically and analytically	Very Much	49.7%	42.6%	46.4%
	Quite a bit	42.4%	45.3%	43.8%
	Some	6.6%	10.9%	8.6%
	Very Little/None	1.3%	1.2%	1.3%
Developing quantitative or mathematical skills	Very Much	13.0%	12.0%	12.5%
	Quite a bit	26.0%	27.8%	26.9%
	Some	44.9%	41.7%	43.4%
	Very Little/None	16.1%	18.5%	17.2%

Value Added Indicators (Continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
Building a life-long social or professional network	Very Much	32.9%	28.7%	30.9%
	Quite a bit	37.0%	38.8%	37.8%
	Some	23.3%	23.6%	23.5%
	Very Little/None	6.8%	8.9%	7.8%
Appreciating the fine arts	Very Much	28.4%	18.9%	24.0%
	Quite a bit	34.2%	29.0%	31.8%
	Some	30.5%	35.9%	33.0%
	Very Little/None	6.8%	16.2%	11.3%
Understanding yourself and your values	Very Much	39.5%	35.7%	37.7%
	Quite a bit	38.1%	39.1%	38.6%
	Some	18.6%	20.2%	19.3%
	Very Little/None	3.8%	5.0%	4.4%
Learning effectively on your own	Very Much	39.7%	28.6%	34.5%
	Quite a bit	41.8%	52.1%	46.6%
	Some	15.8%	16.6%	16.2%
	Very Little/None	2.7%	2.7%	2.7%
Developing ethical or moral principles to guide actions	Very Much	26.8%	24.0%	25.5%
	Quite a bit	39.2%	41.5%	40.3%
	Some	27.1%	22.9%	25.1%
	Very Little/None	6.9%	11.6%	9.1%
Understanding people whose race or ethnicity is different than your own	Very Much	17.9%	10.1%	14.2%
	Quite a bit	25.8%	25.6%	25.7%
	Some	36.1%	36.0%	36.1%
	Very Little/None	20.3%	28.3%	24.0%
Being socially or politically aware	Very Much	21.6%	15.4%	18.7%
	Quite a bit	37.1%	29.7%	33.6%
	Some	32.0%	40.9%	36.2%
	Very Little/None	9.3%	13.9%	11.5%
Understanding and practicing your own spirituality	Very Much	15.9%	15.1%	15.5%
	Quite a bit	36.0%	30.6%	33.5%
	Some	29.8%	30.6%	30.2%
	Very Little/None	18.3%	23.6%	20.8%
Developing leadership skills	Very Much	33.2%	24.7%	29.2%
	Quite a bit	39.4%	40.2%	39.7%
	Some	20.5%	26.6%	23.4%
	Very Little/None	6.8%	8.5%	7.6%
Understanding issues related to gender	Very Much	27.1%	14.0%	21.0%
	Quite a bit	38.1%	35.0%	36.7%
	Some	27.1%	33.1%	29.9%
	Very Little/None	7.6%	17.9%	12.4%
	n =	294	260	554
	response rate =	74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Life Objective Indicators

		Summary by Institution		
		CSB	SJU	CSB/SJU
Please indicate the importance to you personally of each life objective below.				
Promoting racial and ethnic understanding	Essential	39.4%	23.6%	32.0%
	Very Important	38.8%	46.5%	42.4%
	Somewhat Important	20.4%	26.7%	23.4%
	Not Important	1.4%	3.1%	2.2%
Helping others in need	Essential	64.3%	41.1%	53.4%
	Very Important	33.7%	49.6%	41.2%
	Somewhat Important	2.1%	8.5%	5.1%
	Not Important	0.0%	0.8%	0.4%
Integrating spirituality into my life	Essential	29.0%	22.1%	25.7%
	Very Important	36.2%	28.3%	32.5%
	Somewhat Important	27.6%	36.4%	31.8%
	Not Important	7.2%	13.2%	10.0%
Raising a family	Essential	51.9%	48.6%	50.4%
	Very Important	33.0%	32.8%	32.9%
	Somewhat Important	13.1%	15.1%	14.0%
	Not Important	2.1%	3.5%	2.7%
Promoting social justice issues	Essential	38.3%	26.0%	32.5%
	Very Important	42.8%	44.6%	43.6%
	Somewhat Important	16.6%	27.5%	21.7%
	Not Important	2.4%	1.9%	2.2%
Developing a meaningful life philosophy	Essential	31.6%	38.2%	34.7%
	Very Important	42.3%	36.7%	39.6%
	Somewhat Important	23.4%	23.6%	23.5%
	Not Important	2.7%	1.5%	2.2%
Being very well off financially	Essential	7.2%	17.8%	12.2%
	Very Important	28.9%	30.9%	29.8%
	Somewhat Important	48.1%	42.1%	45.3%
	Not Important	15.8%	9.3%	12.7%

Life Objective Indicators (continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
Becoming successful in my own business	Essential	11.3%	20.2%	15.5%
	Very Important	30.6%	29.8%	30.2%
	Somewhat Important	32.0%	27.5%	29.9%
	Not Important	26.1%	22.5%	24.4%
Being politically active	Essential	7.6%	7.7%	7.6%
	Very Important	22.3%	20.5%	21.5%
	Somewhat Important	47.8%	42.5%	45.3%
	Not Important	22.6%	29.3%	25.6%
Becoming a community leader	Essential	15.9%	13.6%	14.8%
	Very Important	36.6%	36.8%	36.7%
	Somewhat Important	37.9%	38.4%	38.1%
	Not Important	9.7%	11.2%	10.4%
Improving my understanding of other countries and cultures	Essential	42.3%	32.9%	37.9%
	Very Important	36.4%	40.3%	38.3%
	Somewhat Important	19.2%	24.0%	21.5%
	Not Important	2.1%	2.7%	2.4%
What is the highest degree you plan to obtain?	Bachelor's	16.1%	25.1%	20.3%
	Master's	50.3%	41.7%	46.3%
	Ph.D. or Ed.D	17.8%	14.3%	16.2%
	MD, JD, DVM, etc.	14.7%	17.4%	16.0%
	Other	1.0%	1.5%	1.3%
	n =	294	260	554
	response rate =	74.8%	68.8%	71.9%

**2006-07 CSB/SJU Senior Survey
Self Assessment Indicators**

		Summary by Institution		
		CSB	SJU	CSB/SJU
Please rate how you see yourself in relation to your peers.				
Academic Ability	Highest 10%	14.4%	27.0%	20.4%
	Above Average	51.9%	43.6%	48.0%
	Average	30.2%	27.0%	28.7%
	Below Average	3.4%	2.3%	2.9%
	Lowest 10%	0.0%	0.0%	0.0%
Leadership Ability	Highest 10%	18.7%	28.6%	23.4%
	Above Average	42.2%	47.5%	44.7%
	Average	32.9%	20.8%	27.2%
	Below Average	6.2%	3.1%	4.7%
	Lowest 10%	0.0%	0.0%	0.0%
Intellectual Self-Confidence	Highest 10%	11.3%	26.3%	18.4%
	Above Average	39.9%	45.6%	42.5%
	Average	41.9%	23.9%	33.5%
	Below Average	6.9%	3.9%	5.5%
	Lowest 10%	0.0%	0.4%	0.2%
Social Self-Confidence	Highest 10%	13.4%	24.4%	18.6%
	Above Average	39.5%	35.7%	37.7%
	Average	35.7%	31.4%	33.7%
	Below Average	11.0%	7.8%	9.5%
	Lowest 10%	0.3%	0.8%	0.5%

Self Assessment Indicators (Continued)

	Summary by Institution		
	CSB	SJU	CSB/SJU
Please select all of the words or phrases from the list below that you would say characterize you.			
Curious	69.0%	65.8%	67.5%
Outgoing	54.1%	56.5%	55.2%
Worldly	39.5%	36.2%	37.9%
Shy	31.3%	28.8%	30.1%
Creative	54.1%	53.1%	53.6%
Leader	59.5%	63.8%	61.6%
Driven	71.8%	60.0%	66.2%
Cooperative	80.6%	74.2%	77.6%
Confident	62.9%	73.5%	67.9%
Fun	81.3%	79.2%	80.3%
Intellectual	70.1%	68.8%	69.5%
Spiritual	49.0%	31.9%	41.0%
Friendly	95.9%	93.1%	94.6%
Athletic	37.4%	64.2%	50.0%
n =	294	260	554
response rate =	74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Descriptions of CSB/SJU

	Summary by Institution		
	CSB	SJU	CSB/SJU
Please select all of the words or phrases that you would say characterize CSB/SJU.			
Prestigious	40.1%	47.7%	43.7%
Fun	68.7%	70.4%	69.5%
Intellectual	68.4%	61.2%	65.0%
Career-oriented	45.6%	46.2%	45.8%
Well-known	24.5%	41.5%	32.5%
Comfortable	88.8%	83.5%	86.3%
Premier	5.8%	11.5%	8.5%
Selective	11.9%	16.2%	13.9%
Diverse	12.2%	7.7%	10.1%
Community	88.8%	84.2%	86.6%
Spiritual	63.3%	50.0%	57.0%
Well-connected	52.7%	54.2%	53.4%
Global	31.6%	22.3%	27.3%
Academically challenging	78.6%	66.2%	72.7%
Friendly	90.5%	86.2%	88.4%
Isolated	22.8%	33.5%	27.8%
Athletic	36.7%	61.2%	48.2%
National	9.9%	9.2%	9.6%
n =	294	260	554
response rate =	74.8%	68.8%	71.9%

2006-07 CSB/SJU Senior Survey
Other Key Indicators

		Summary by Institution		
		CSB	SJU	CSB/SJU
How would you describe your political views?	Far left	3.1%	4.3%	3.7%
	Liberal	39.4%	27.8%	34.0%
	Middle-of-the-road	41.1%	43.9%	42.4%
	Conservative	16.1%	23.5%	19.6%
	Far right	0.3%	0.4%	0.4%
Please answer the following questions about Catholic and Benedictine values.				
To what extent do you incorporate Catholic traditions into your life?	Very much	17.1%	15.5%	16.4%
	Quite a bit	27.1%	21.3%	24.4%
	Some	26.4%	29.8%	28.0%
	Very little/None	29.5%	33.3%	31.3%
To what extent do you incorporate Benedictine traditions into your life?	Very much	11.0%	8.1%	9.6%
	Quite a bit	32.9%	24.0%	28.7%
	Some	37.7%	41.1%	39.3%
	Very little/None	18.5%	26.7%	22.4%
To what extent do you reflect on your life from the perspective of faith	Very much	18.5%	17.4%	18.0%
	Quite a bit	28.1%	24.4%	26.4%
	Some	38.7%	31.0%	35.1%
	Very little/None	14.7%	27.1%	20.5%
In the last year, about how often have you engaged in the following activities?				
Prayer	Daily	26.1%	19.7%	23.1%
	Several times per week	27.1%	21.6%	24.5%
	Once per week	18.6%	18.9%	18.7%
	Monthly	8.9%	13.1%	10.9%
	Less than monthly	11.3%	15.4%	13.3%
	Never	7.9%	11.2%	9.5%
Meditation	Daily	2.8%	5.8%	4.2%
	Several times per week	12.2%	13.5%	12.8%
	Once per week	16.0%	13.5%	14.8%
	Monthly	10.4%	11.2%	10.8%
	Less than monthly	28.1%	25.9%	27.1%
	Never	30.6%	30.1%	30.3%
Church or religious services	Daily	0.3%	0.8%	0.5%
	Several times per week	2.1%	3.1%	2.5%
	Once per week	40.8%	31.7%	36.5%
	Monthly	21.9%	17.0%	19.6%
	Less than monthly	26.0%	31.3%	28.5%
	Never	8.9%	16.2%	12.3%
Reading religious or spiritual books or texts	Daily	3.8%	3.1%	3.5%
	Several times per week	7.6%	10.1%	8.7%
	Once per week	14.4%	12.8%	13.7%
	Monthly	17.5%	17.1%	17.3%
	Less than monthly	41.9%	38.8%	40.4%
	Never	14.8%	18.2%	16.4%

Other Key Indicators (continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
During a typical week, how many hours do you spend on the following?				
Working for pay on campus	None	31.6%	37.0%	34.1%
	1-5 hours	3.8%	6.7%	5.1%
	6-10 hours	28.5%	23.2%	26.1%
	11-15 hours	26.8%	26.0%	26.4%
	16-20 hours	7.6%	4.3%	6.1%
	21-30 hours	1.7%	2.0%	1.9%
	30+ hours	0.0%	0.8%	0.4%
Working for pay off campus	None	62.8%	74.7%	68.3%
	1-5 hours	4.5%	7.1%	5.7%
	6-10 hours	9.7%	5.5%	7.7%
	11-15 hours	8.3%	5.9%	7.2%
	16-20 hours	7.2%	4.3%	5.9%
	21-30 hours	6.9%	2.4%	4.8%
	30+ hours	0.7%	0.0%	0.4%
Watching television	None	10.6%	7.0%	8.9%
	1-5 hours	63.1%	46.9%	55.5%
	6-10 hours	16.0%	26.4%	20.9%
	11-15 hours	7.2%	11.6%	9.3%
	16-20 hours	3.1%	6.6%	4.7%
	21-30 hours	0.0%	0.8%	0.4%
	30+ hours	0.0%	0.8%	0.4%
Playing video games	None	94.2%	46.1%	71.6%
	1-5 hours	5.8%	38.0%	20.9%
	6-10 hours	0.0%	10.5%	4.9%
	11-15 hours	0.0%	2.3%	1.1%
	16-20 hours	0.0%	1.9%	0.9%
	21-30 hours	0.0%	0.8%	0.4%
	30+ hours	0.0%	0.4%	0.2%
If you could start college over again...				
Would you select the same major	Definitely yes	46.1%	35.9%	41.3%
	Probably yes	37.5%	45.2%	41.1%
	Probably no	12.6%	14.7%	13.6%
	Definitely no	3.8%	4.2%	4.0%
Would you select CSB/SJU	Definitely yes	56.2%	46.7%	51.7%
	Probably yes	30.5%	41.3%	35.6%
	Probably no	10.6%	10.8%	10.7%
	Definitely no	2.7%	1.2%	2.0%

Other Key Indicators (continued)

		Summary by Institution		
		CSB	SJU	CSB/SJU
How would you evaluate the quality...				
Of academic advising you have received at CSB/SJU	Excellent	38.2%	27.8%	33.3%
	Good	48.1%	49.8%	48.9%
	Fair	11.9%	18.1%	14.9%
	Poor	1.7%	4.2%	2.9%
Of your academic experience in your major field of study	Excellent	53.9%	44.4%	49.5%
	Good	41.3%	45.6%	43.3%
	Fair	4.4%	8.5%	6.3%
	Poor	0.3%	1.5%	0.9%
Overall academic experience	Excellent	52.1%	41.7%	47.2%
	Good	42.8%	49.4%	45.9%
	Fair	4.1%	7.7%	5.8%
	Poor	1.0%	1.2%	1.1%
Overall social experience	Excellent	51.0%	49.4%	50.3%
	Good	34.9%	37.1%	35.9%
	Fair	12.0%	12.4%	12.2%
	Poor	2.1%	1.2%	1.6%
n =		294	260	554
response rate =		74.8%	68.8%	71.9%

2006-2007 CSB/SJU Senior Survey

Dear Senior: The College of Saint Benedict and Saint John's University's Senior Survey is designed to gather meaningful information about the effectiveness of our undergraduate program and the quality of your experiences. Your time and effort is much appreciated and will provide CSB and SJU with information that will help inform decisions. We invite you to take the time to fully complete the survey and to look for published results throughout the year. Your responses are held in the strictest of professional confidence.

1. Please enter your Banner ID number:

2. In your experience at CSB/SJU, about how often have you done each of the following?
Very Often, Often, Sometimes, Never
 - a. Asked questions in class or contributed to class discussions
 - b. Made a presentation in class
 - c. Came to class without completing reading or assignments
 - d. Worked in groups or on group projects with other students
 - e. Worked on a paper or project that required integrating ideas or information from various sources
 - f. Put together ideas or concepts from different courses when completing assignments or during class discussions
 - g. Felt challenged in your classes
 - h. Tutored or taught other students (paid or voluntary)
 - i. Discussed ideas from your reading or classes with others outside of class
 - j. Had serious conversations with other students whose religious beliefs, political opinions, or personal values are very different than yours
 - k. Had serious conversations with students of a different race or ethnicity than yours

3. Overall, how would you rate the quality of academic advising you have received at CSB/SJU?
Excellent, Good, Fair, Poor

4. How would you evaluate the quality of your academic experience in your major field of study?
Excellent, Good, Fair, Poor

5. If you could start over, would you select the same major?
Definitely yes, Probably yes, Probably no, Definitely no

6. Please select all of the words or phrases from the list below that you would say characterize CSB/SJU. (Select as many as apply.)
Prestigious, Fun, Intellectual, Career-oriented, Well-known, Comfortable, Premier, Selective, Diverse, Community, Spiritual, Well-connected, Global, Academically challenging, Friendly, Isolated, Athletic, National

7. During a typical week, how many hours do you spend on each of the following?
0 hours, 1-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, 21-25 hours, 26-30 hours, More than 30 hours

- a. Preparing for class (studying, reading, writing, rehearsing, or other activities related to your academic program that occur outside of class or lab time)
- b. Participating in co-curricular activities such as student organizations, clubs, campus publications, or student government
- c. Exercising or participating in intercollegiate athletics or intramurals
- d. Participating in volunteer activities or community service
- e. Working for pay (on campus)
- f. Working for pay (off campus)
- g. Watching TV
- h. Playing video games
- i. Reading for pleasure

8. Which of the following activities have you done or do you plan to do before you graduate?

Yes, No, Undecided

- a. Internship, clinical assignment, field experience, or practicum
- b. Culminating senior experience (e.g., capstone course, senior thesis, etc.)
- c. Community service or volunteer program or activity
- d. Participate in a Learning Community (LC) activity (e.g., Asian Studies LC, Public Policy LC, Environmental LC, Healthy LC, Gender LC)
- e. Semester-long research or creative activity in which you developed new knowledge or original creative work (e.g., write a play, scientific research project, etc.)
- f. Take a course with a service learning component
- g. Study abroad (semester or May term)

9. How important are these opportunities to the CSB/SJU experience?

Very important, Somewhat important, Not important

- a. Internship, clinical assignment, field experience, or practicum
- b. Culminating senior experience
- c. Community service or volunteer activities
- d. Learning Community (LC) programs and activities
- e. Semester-long research or creative activity in which you develop new knowledge or original creative work
- f. Service learning courses
- g. Study abroad (semester or May term)

10. Please indicate the degree to which you agree or disagree with the following statement about your experience at CSB/SJU: My experiences outside of the classroom (e.g., residential life, student organizations and clubs, social events, athletics) have improved or enhanced the quality of my academic experience.

Strongly agree, Agree, Disagree, Strongly disagree

11. Has any one of the following served as a mentor or role model for you at CSB or SJU? (Select all that apply.)

FR/RD, RA, Professor, Coach, Monastic community member, Administrator, Other student

12. How would you describe the quality of your relationships with each of these groups of people at CSB/SJU?

Excellent, Good, Fair, Poor, No opinion

- a. Other students
- b. Faculty
- c. Administrators
- d. Support staff
- e. Monastics

13. In your experience at CSB/SJU, about how often have you done each of the following?

Very often, Often, Sometimes, Never

- a. Talked about career plans with a faculty member or advisor
- b. Talked about graduate school plans with a faculty member or advisor
- c. Discussed ideas with faculty members outside of class
- d. Talked with a faculty member about your grades or assignments
- e. Worked harder than you thought you could to meet an instructor's standards or expectations
- f. Worked with a faculty member on a scholarly task (such as a research project)
- g. Worked with a faculty member or administrator on an activity other than coursework or research (such as committees, volunteer work, or student life activities)

14. To what extent do you believe CSB and SJU emphasize each of the following?

Very much, Quite a bit, Some, Very little

- a. Spending significant amounts of time studying and on academic work
- b. Providing you the support you need to succeed academically
- c. Encouraging interaction among students of different economic, social, and racial or ethnic backgrounds
- d. Providing you with opportunities for personal growth and development
- e. Providing the support you need to thrive socially
- f. Living a well-balanced life
- g. Learning outside of the classroom or in non-academic experiences

15. How often have you participated in gender-specific programs and activities (e.g., women's lives series, men's lives series, men's spirituality groups, Benedictine Friends, men's or women's health activities)?

Very often, Often, Sometimes, Never

16. To what extent have your experiences at CSB or SJU contributed to your understanding of yourself as a man or a woman?

Very much, Quite a bit, Some, Very little, None

17. How important has the opportunity to attend a single-sex college been to you at CSB or SJU?

Very important, Somewhat important, Not important

18. How would you describe your political views?

Far left, Liberal, Middle-of-the-road, Conservative, Far right

19. To what extent has your experience at CSB or SJU contributed to your knowledge, skills, and personal development in the following areas:

- Very much, Quite a bit, Some, Very little, None
- a. Preparing for graduate or professional school
 - b. Acquiring job or work-related knowledge and skills
 - c. Preparing for a career
 - d. Developing your intellectual and social self-confidence
 - e. Writing clearly and effectively
 - f. Speaking clearly and effectively
 - g. Thinking critically and analytically
 - h. Developing quantitative or mathematical skills
 - i. Building a life-long social or professional network
 - j. Appreciating the fine arts
 - k. Understanding yourself and your values
 - l. Learning effectively on your own
 - m. Developing ethical or moral principles to guide your actions
 - n. Understanding issues related to gender
 - o. Understanding people whose race and ethnicity is different than your own
 - p. Being socially or politically aware
 - q. Understanding and practicing your own spirituality
 - r. Developing leadership skills

20. Please answer the following questions about Catholic and Benedictine values.

- Very much, Quite a bit, Some, Very little, None
- a. To what extent do you incorporate Catholic traditions into your life?
 - b. To what extent do you incorporate Benedictine traditions into your life?
 - c. To what extent do you reflect on the activities of your life from the perspective of your faith?

21. In the last year, about how often have you engaged in the following activities?

- Daily, Several times per week, Once per week, Monthly, Less than monthly, Never
- a. Prayer
 - b. Meditation
 - c. Church or religious services
 - d. Reading religious or spiritual books or texts

22. Please indicate the importance to you personally of each life objective below:

- Essential, Very important, Somewhat important, Not important
- a. Helping others in need
 - b. Integrating spirituality into my life
 - c. Raising a family
 - d. Promoting racial and ethnic understanding
 - e. Promoting social justice issues
 - f. Developing a meaningful life philosophy
 - g. Being very well off financially
 - h. Becoming successful in my own business
 - i. Being politically active

- j. Becoming a community leader
 - k. Improving my understanding of other countries and cultures
23. Please rate how you see yourself in relation to your peers.
Highest 10%, Above average, Average, Below average, Lowest 10%
- a. Academic ability
 - b. Leadership ability
 - c. Intellectual self-confidence
 - d. Social self-confidence
24. Please select all of the words or phrases from the list below that you would say characterize you.
Curious, Outgoing, Worldly, Shy, Creative, Leader, Driven, Cooperative, Confident, Fun, Intellectual, Spiritual, Friendly, Athletic
25. What is the highest degree you plan to obtain? (Mark only one.)
Bachelor's Degree, Master's Degree, Ph.D. or Ed.D., MD, JD, DVM, DDS, etc., Other
26. How would you describe the level of academic rigor in your academic experience at CSB/SJU?
Too demanding, About right, Not demanding enough
27. How would you rate your overall academic experience at CSB/SJU?
Excellent, Good, Fair, Poor
28. How would you rate your overall social experience at CSB/SJU?
Excellent, Good, Fair, Poor
29. If you could start college over again, would you select the College of Saint Benedict or Saint John's University?
Definitely yes, Probably yes, Probably no, Definitely no
30. Please feel free to express any further comments in the box below.

Thank you for completing the 2006-2007 CSB/SJU Senior Survey! Your name has been entered in a drawing to win one of two \$100 gift cards at Best Buy. Winners will be contacted by e-mail.