

Engagement, Experiences and Expectations

2007-2008 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 2007. Nearly 500 students, representing 71% of all seniors, completed the online survey. This class's response rate nearly mirrored last year's which was the highest ever.

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.

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 and whether or not they felt both schools are moving in the right direction. A final piece involved concern about student loans incurred for their education at CSB and SJU.

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 2006-2007.

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 Laura Hammond at 5452 or lhammond@csbsju.edu.

2007-2008 CSB/SJU Senior Survey Summary

Level of Academic Challenge

College of Saint Benedict and Saint John's University students described and evaluated 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. This trend is consistent with data CSB/SJU seniors provided as new entering students. During high school, SJU seniors were more likely to report being bored in class and were less likely than their CSB peers to study with other students. Additionally, St. John's seniors were more than twice as likely as Saint Benedict seniors to report a high school grade-point average under 3.50 (13% vs. 5%).

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 had different criteria for determining a challenging and quality academic experience, both men and women appear to be satisfied with the experience provided at the College of Saint Benedict and Saint John's University.

- ❑ **Challenging Environment.** In fall 2007, seven in ten senior students indicated that they "often" felt challenged in their classes. Two-thirds of all seniors described the College of Saint Benedict and Saint John's University as "academically challenging" when asked to select from a list of adjectives. When given that same list as new entering students, fewer (approximately 50%) described CSB and SJU as academically challenging.

Similar to results on the survey in year's past, Saint Benedict students were significantly 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 appears to have paid off in academic performance; the median college grade point average for Saint Benedict seniors is 0.19 points higher than for Saint John's seniors (3.45 vs. 3.26).

Fully eight in ten (85%) seniors in the natural science division frequently felt challenged in their classes. Students majoring in Biology most often felt challenged. Fifty-six percent of fine arts majors, 65% of accounting and management majors, 73% of humanities majors and 58% of social science majors also said they frequently were challenged.

- ❑ **Reaching Instructors' Expectations.** Nearly five in ten senior students (47%) indicated that they frequently worked harder than they thought they could in order to meet their instructors' expectations. This response is lower than the response given by seniors at baccalaureate liberal arts colleges nationally (56%). Saint Benedict seniors were much more likely than Saint John's seniors to indicate that they had frequently worked harder than they thought they could (55% vs. 38%).
- ❑ **Emphasizing Academics.** Ninety-six percent of CSB/SJU seniors indicated that Saint Benedict and Saint John's emphasize ("very much" or "somewhat") spending significant amounts of time studying and working on academics. However, Saint Benedict students responded quite differently than Saint John's students. 57% of women indicated that the colleges emphasize academics "very much," compared to only 39% of men.
- ❑ **Academic Rigor.** Overall, eight in ten seniors (81%) agreed that the academic rigor of their experience was about right. Men and women were equally likely to describe the academic rigor of the institution as

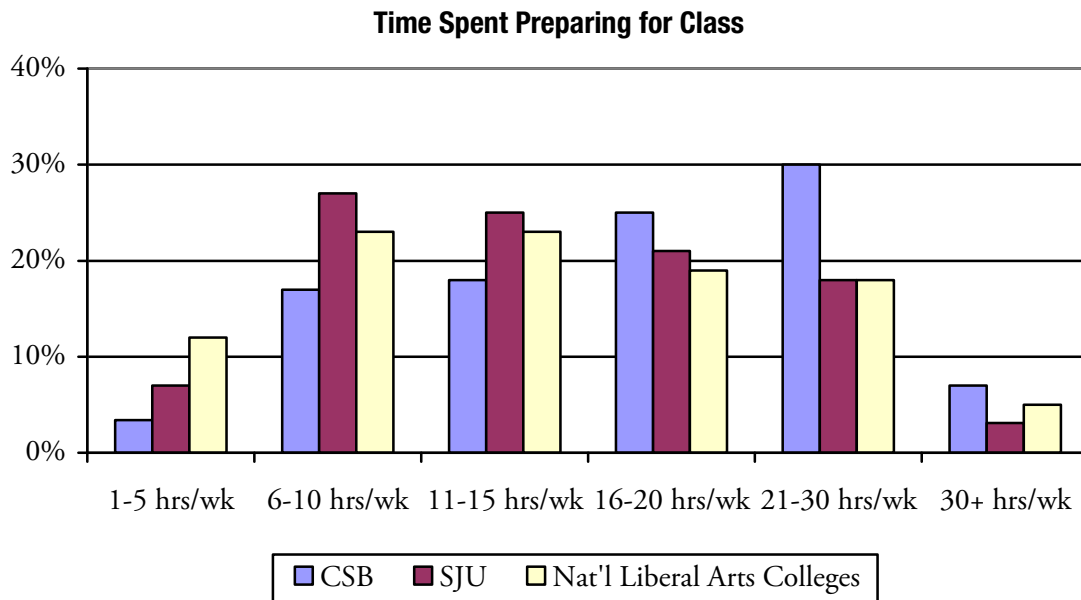
“too demanding” (approximately 10% of both) whereas men were at least twice as likely to say that their academic experience was not demanding enough (10% of men versus 5% of women).

Six in ten seniors at both CSB and SJU described the campuses as “intellectual,” with men and women almost equally likely to describe the colleges in that way. As new entering students, only 50% of CSB and SJU seniors described the schools as intellectual.

Seniors appear to be happy with the challenging academic experience at CSB/SJU; fully 94% of senior students rated their overall academic experience to be “excellent” or “good.” An equal number of 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 two 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 indicated that they spend substantially less time than is recommended preparing for class. Twenty percent of Saint Benedict seniors and more than one-third of Saint John’s seniors indicated that they study ten or fewer hours per week on average.

Despite spending less time each week than is recommended for class preparation, CSB and SJU seniors have significantly improved their study habits since entering college. Compared to their responses on the *2004 New Entering Student Survey*, in which nearly 75% of students reported studying less than one hour per day in high school, seniors have increased their study time significantly. Three-quarters of all CSB/SJU seniors are now studying at least one hour per day with the highest percentage (30%) indicating that they spend over 20 hours per week.



Active and Collaborative Learning

Findings from the most recent *National Survey of Student Engagement* (NSSE) show that students learn more when they are intensely involved in their education and when they are asked to think about what they are learning both inside and outside of the classroom. The findings also suggest that when students collaborate with others to solve problems, they are more prepared for the complicated, unscripted problems they will encounter after college.

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.

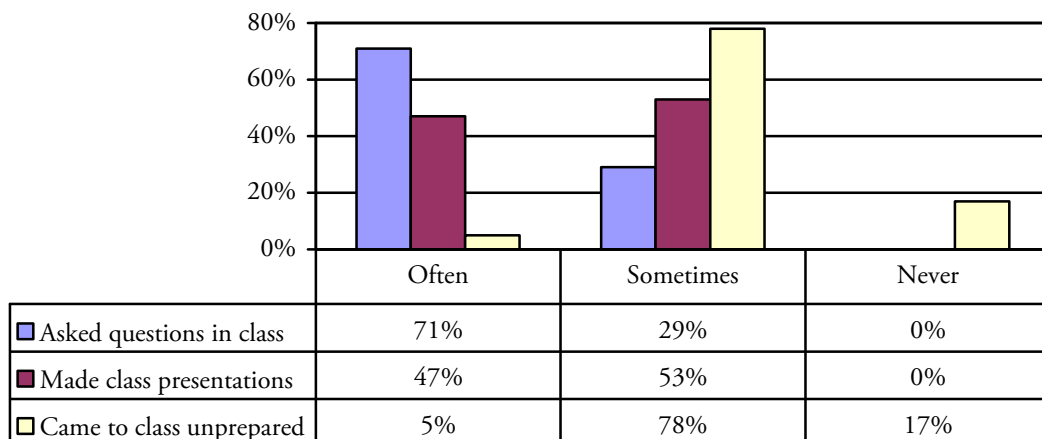
Students at the College of Saint Benedict and Saint John’s University generally indicate participation in active, collaborative and integrative learning as well as experiential learning and interaction with faculty. High satisfaction rates with their CSB/SJU education reflect that participation.

- ❑ **Classroom Participation.** Fully seven in ten CSB/SJU seniors indicate that they frequently ask questions in class or contribute to classroom discussions. Men and women are equally likely to contribute to class in this way. CSB/SJU senior students are as likely as their peers at liberal arts colleges nationally to participate in classroom discussions (100% vs. 99%).

The vast majority of CSB/SJU senior students report that they typically come to class prepared to contribute, though fewer than 2 in 10 indicate that they always complete their assigned work before coming to class. Men are more likely than women to come to class without completing their reading or assignments. Seniors majoring in the Fine Arts are significantly more likely than their peers to frequently come to class without completing assigned work.

About half of all Saint Benedict and Saint John’s seniors say that they frequently make in-class presentations. CSB seniors are more likely than their SJU colleagues 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, 2% of students at liberal arts colleges indicate that they never make in-class presentations.

Classroom Participation Indicators, CSB/SJU Senior Responses



- ❑ **Collaborative Learning.** CSB/SJU students are as likely as their peers at liberal arts colleges nationally to work with classmates outside of class to prepare class assignments. Fully six in ten CSB/SJU seniors indicate that they frequently work in groups or on group projects, though women are more likely than men to work “often” in groups.

Saint Benedict and Saint John’s seniors majoring in the Humanities are the most likely to report working frequently on group projects outside of class (67%), while students in the Fine Arts were the least likely (28%).

Nearly 7 in 10 CSB/SJU seniors report that they at least sometimes tutor or teach other students. This percentage is higher than that reported by seniors at liberal arts colleges nationally (65%). Saint Benedict and Saint John’s students are equally likely to tutor other students.

CSB/SJU students majoring in the Natural Sciences are the most likely to frequently tutor or teach other students (23% compared to an average of 17% for all other divisions).

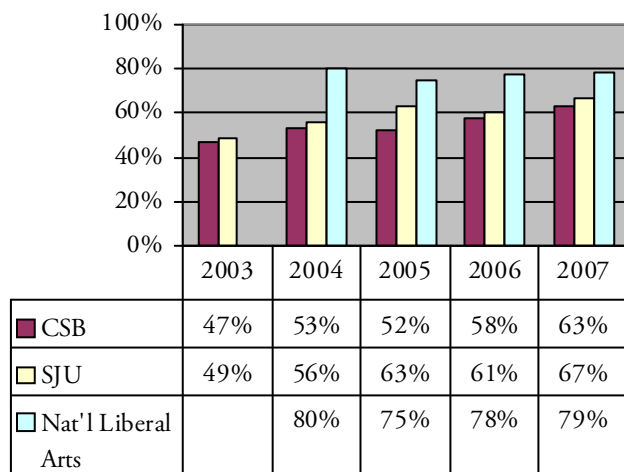
- ❑ **Integrative Learning.** Approximately six in ten CSB/SJU senior students say they frequently put together ideas from different courses when completing assignments or participating in classroom discussions. Women are more likely than men to integrate ideas from different courses “very often.”

Not surprising at residential colleges, classroom discussions often continue after class. Nearly 4 in 10 seniors frequently discuss ideas from their reading or classes outside of class. CSB and SJU seniors majoring in Fine arts and Humanities were the most likely to report having frequent conversations about their reading or classes outside of the classroom, while seniors in the Social Sciences were the least likely (56% vs. 36%).

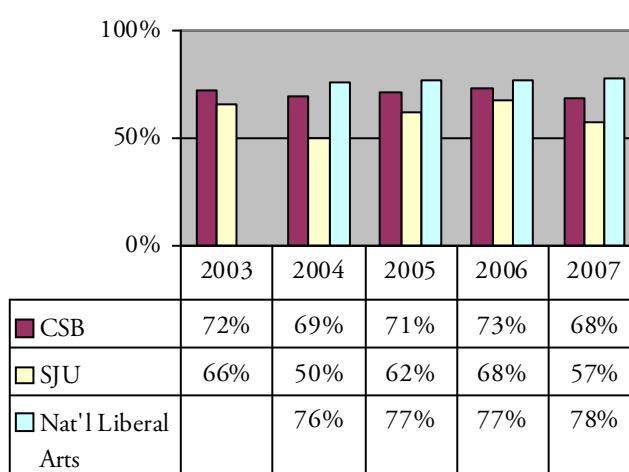
Enriching Educational Experiences

- Experiential Learning Experiences.** Fully 9 in 10 Saint Benedict and Saint John’s senior students agree that their experiences outside of the classroom improved or enhanced the quality of their academic experience. About 4 in 10 senior (36%) indicate that Saint Benedict and Saint John’s strongly emphasize (“very much”) learning outside of the classroom or in non-academic experiences. Women are more likely than men to report that CSB/SJU emphasize experiential learning.

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



**Practicum, Internship, or
Clinical Assignment**



Fully six in ten seniors complete clinical assignments, internships, or practicum. Students majoring in the Social Science division are most likely to engage in these learning experiences. Almost two-thirds of all seniors indicate that experiences such as these are very important to their experience at CSB/SJU.

Nearly 7 in 10 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 all CSB/SJU seniors 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, though the College of Saint Benedict and Saint John’s University continue to lag behind the national liberal arts average (65% at CSB/SJU vs. 79% nationally).

- Study Abroad.** International education is one of the most popular experiential learning programs at CSB/SJU. Ninety-eight percent of new students in fall 2004 indicated that there was at least some chance they would study internationally while at CSB/SJU. Four years later, 53% of senior students indicate that they studied abroad as a part of their college experience. Participation rates are even higher than the survey responses suggest; for the 2004 cohort, 67% of Saint Benedict students who graduated or remained enrolled four years later and 43% of Saint John’s students in the same cohort studied abroad. More women than men continue to study abroad on semester-long and summer term trips.

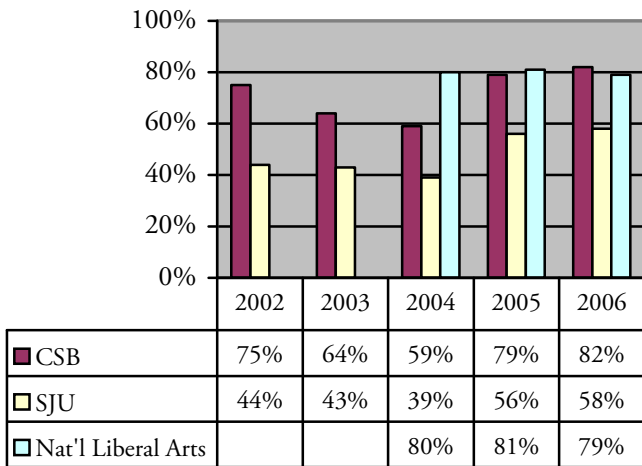
Almost 7 in 10 CSB/SJU seniors indicate that international education opportunities are very important to the CSB/SJU experience. However, men were almost twice as likely as women to indicate that study abroad programs are of no importance to their experience at CSB/SJU.

According to the annual report on international education, *Open Doors 2007*, published by the Institute of International Education, the College of Saint Benedict and Saint John’s University are ranked first nationally among baccalaureate institutions in number of students who participate in semester-long study abroad programs. Nationally, only 39% of senior students at undergraduate liberal arts institutions study abroad or plan to do so before they graduate.

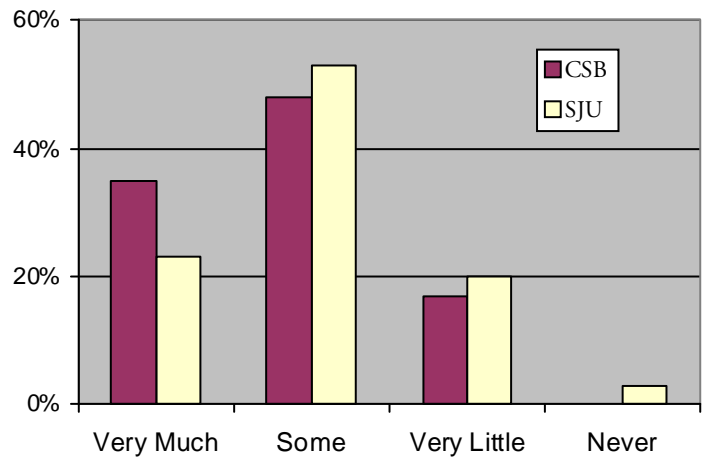
- ❑ **Community Service Experiences.** Over six in ten senior students plan to or have already participated in a community service or volunteer program. Women were much more likely than men to volunteer, a trend that has persisted since the inception of the *CSB/SJU Senior Survey* in 2001. As new students in fall 2004, men and women were equally likely to report plans for community service while in college, although 77% of women participated in or plan to participate in a volunteer program compared to only 55%.

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, one-third of CSB/SJU seniors completed a service learning course. Students in the Humanities and Social Sciences were twice as likely as students in the Fine Arts and Natural Sciences to have taken a course with a service learning component.

**Percentage of Students Participating in...
Community Service or Volunteer Work**



**To What Extent Does CSB/SJU Emphasize
Engaging in Community Service?**



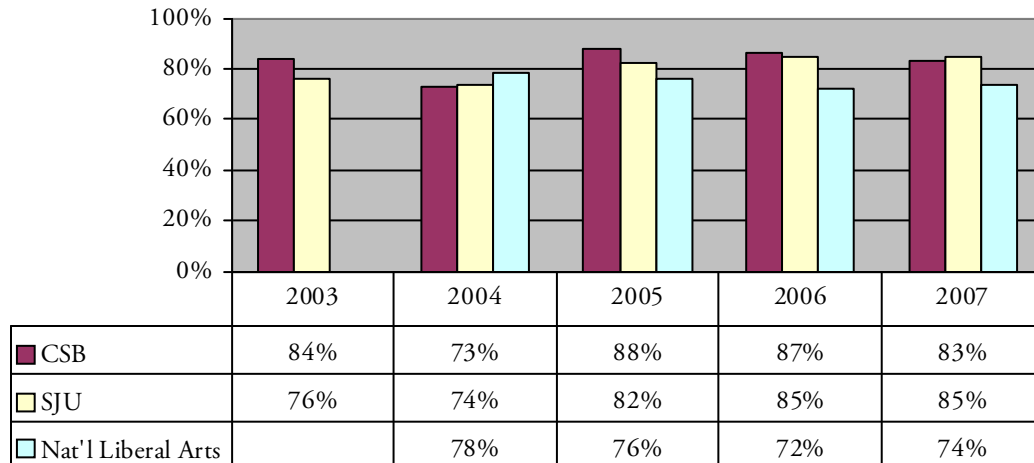
Differences were also evident in the way students perceive an institutional emphasis on volunteering. Saint Benedict senior students were more likely than Saint John’s senior students to report that CSB/SJU “very much” emphasize community engagement. Only SJU seniors reported that the institutions “never” emphasized community service.

CSB/SJU rates of volunteerism significantly exceed national and regional averages. According to the Corporation for National and Community Service, 35% of all college students in the Midwest and 30% of college students nationally volunteered in 2007 (compared to 67% of CSB/SJU seniors). Nationally, the most popular volunteer activities for students are tutoring and mentoring programs.

- ❑ **Extracurricular Experiences.** Saint Benedict and Saint John’s senior students are more involved in co-curricular activities than their peers at liberal arts colleges nationally. Fully 84% of CSB/SJU seniors

spend some time each week participating in student organizations, clubs, campus publications, or student government compared to three-quarters of all students at liberal arts colleges across the country.

Co-curricular Activities
(student clubs, campus publications, etc.)



Whether for fitness or for competition, athletics are important too. Virtually all CSB and SJU seniors (94%) spend time each week exercising, though fewer (58%) participate in intercollegiate athletics or intramurals at least one hour per week. Saint Benedict and Saint John’s seniors spend similar amounts of time each week participating in co-curricular activities and exercising, although SJU seniors were twice as likely as CSB seniors to participate in intercollegiate athletics or intramurals.

Only 7% of CSB/SJU seniors said they frequently participated in gender-specific programs or activities while in college. Similarly, only 12% of all seniors indicate that the opportunity to attend a single-sex college was very important to them. However, 30% say the opportunity was at least somewhat important. Women were more likely to participate in gender-specific activities and to rate the opportunity to attend a single-sex college as important.

- ❑ **Racial and Ethnic Diversity.** Nearly all new students in fall 2004 expected to socialize with students of a different racial or ethnic group. Unfortunately, most CSB/SJU seniors in fall 2007 did not report having frequently engaged students whose race or ethnicity was different than their own. Fewer than 20% of seniors reported having frequent conversations with students of a different race or ethnicity; however, only 18% reported “never” having conversations with someone of a different race or ethnicity. A similar percentage (17%) indicated that CSB and SJU strongly encourage interaction among students of different economic, social, and racial or ethnic backgrounds. The percentage of students reporting that CSB/SJU “very much” encourage interaction among students of different economic, social, and racial or ethnic backgrounds has steadily increased from 6% of seniors in 2001 to 17% last fall.
- ❑ **Diversity of Thought.** More than 9 in 10 CSB/SJU senior students have had serious conversations with others whose beliefs were different from theirs. While the majority of seniors come from Catholic families and express middle-of-the-road political views, 82% have had serious conversations with others who hold differing beliefs.

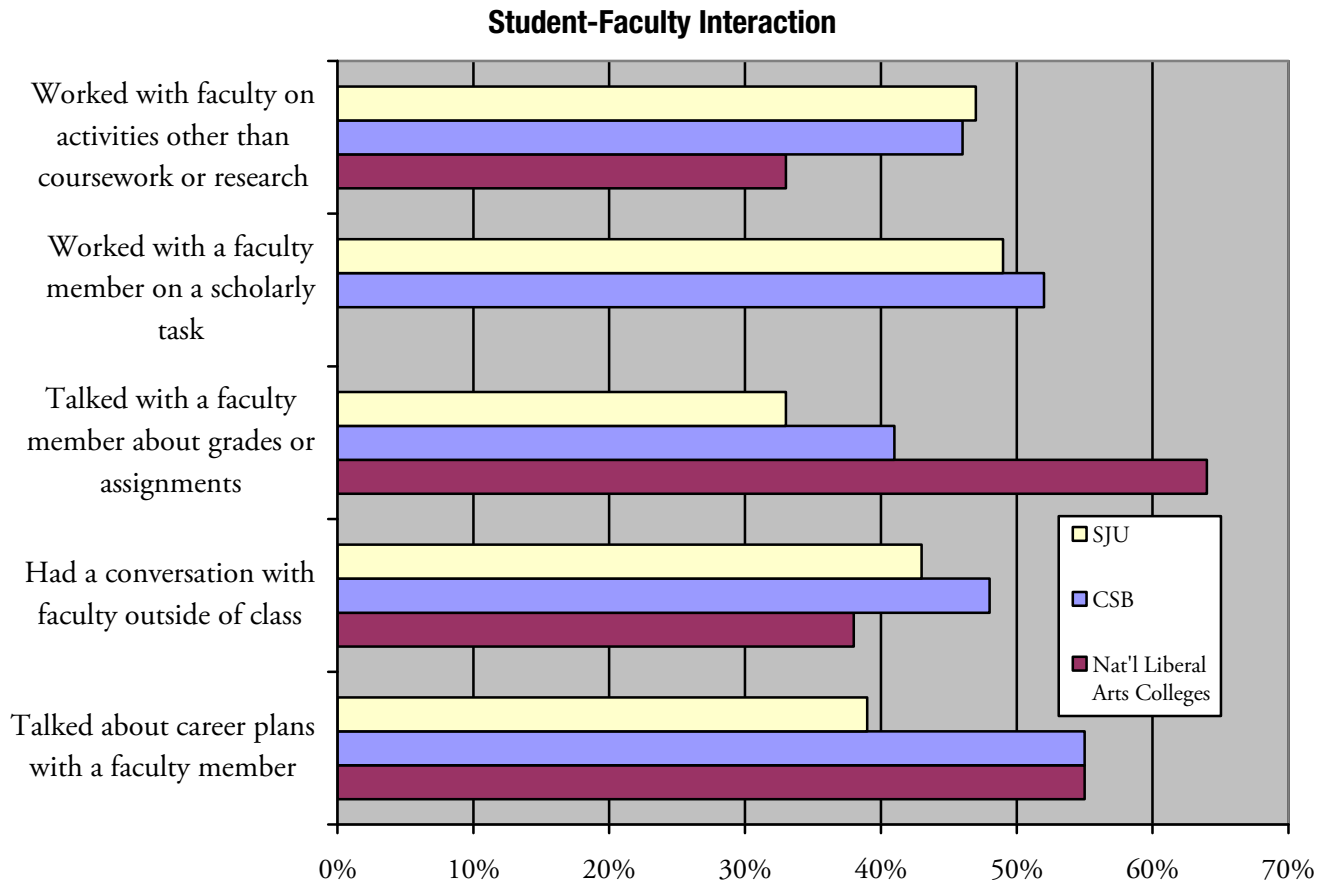
Saint Benedict and Saint John's seniors were equally likely to have had conversations with others whose beliefs were different than their own.

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 senior students describe close and positive relationships with faculty, although senior women are more likely than their senior men to frequently engage faculty.

- **Engagement with Faculty outside the Classroom.** Eighty percent of all 2007-2008 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 John's seniors were somewhat less likely than those at Saint Benedict to identify a faculty mentor (83% vs. 78%) or to characterize their relationships with faculty as excellent (36% and 32%).

Fully 85% of CSB/SJU seniors have worked with faculty on a scholarly task (such as a research project) during their four-year career. CSB/SJU seniors were more likely than their peers at liberal arts colleges nationally to work with faculty on activities other than coursework or research. Nearly half of all Saint Benedict and Saint John's seniors (45%) frequently had conversations with faculty outside of class, compared to just 38% of seniors at liberal arts colleges nationally. Overall, Saint Benedict and Saint John's seniors reported similar rates of interaction with faculty outside of the classroom. Participation in scholastic and extra-curricular activities involving faculty has risen in the last five years.

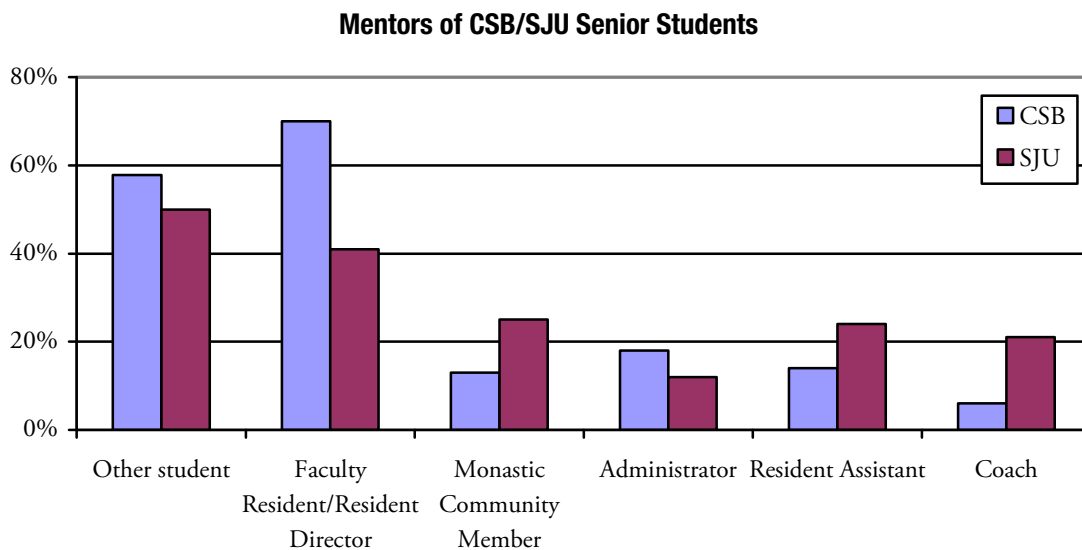


- ❑ **Classroom Engagement with Faculty.** Seniors at other baccalaureate liberal arts institutions nationally are more likely than CSB/SJU seniors to talk frequently with faculty about grades or assignments. Approximately 64% of seniors at other such institutions frequently speak with faculty about their grades and assignments, while only 37% of CSB/SJU seniors responded similarly. CSB seniors were more likely than SJU seniors to speak with faculty members about their grades.

- ❑ **Faculty as Advisors.** Saint Benedict senior students were as likely as their peers nationally to talk with faculty about their career plans, while Saint John's seniors lagged behind. Just 55% of all seniors at liberal arts colleges nationally frequently discuss career plans with faculty. Fifty-five percent of all Saint Benedict students and 39% of all Saint John's students responded similarly. Additionally, 35% of senior women and 21% of senior men spoke with faculty about graduate school plans.

Supportive Campus Environment

- On-Campus Mentors or Role Models.** CSB/SJU seniors also identify other campus community members as role models. Over half of all senior students at CSB/SJU identified another student as a role model or mentor. Fully four in ten men (41%) 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 a mentor or role model; however, the overall number of CSB/SJU seniors identifying a monastic mentor/role model has declined 70% since 2001. Only 15% of senior men and women identified a college or university administrator as a mentor or role model.



Most senior students at CSB/SJU characterized their relationships with other campus community members positively. Nearly all seniors (95%) indicated that their relationships with other students were excellent or good. Almost 9 in 10 CSB/SJU seniors also characterized their relationships with administrators, support staff, or monastic community members as excellent or good.

- Academic Support.** As new entering students in 2004, 99% of CSB/SJU seniors indicated that access to academic support was important. As seniors, similar percentages report that the College of Saint Benedict and Saint John’s University provide the support necessary for students to succeed academically. Nationally, as many as 6% of seniors attending liberal arts institutions reported never having the support they needed to achieve academic success. Saint Benedict students were more likely than Saint John’s students to indicate that CSB and SJU provided the academic support they needed.

Eighty percent of CSB/SJU senior students also evaluated their academic advising experience as good or excellent. Women were more likely than men to describe their advising as excellent (31% vs. 22%). Among other roles, academic advising helps students find a major or area of study which fits their career and personal goals. Most senior students were pleased with their major choice: 87% of CSB/SJU students indicated that they would choose the same major if they could start college over again. Saint Benedict and Saint John’s senior students were equally likely to “definitely” select the same major again.

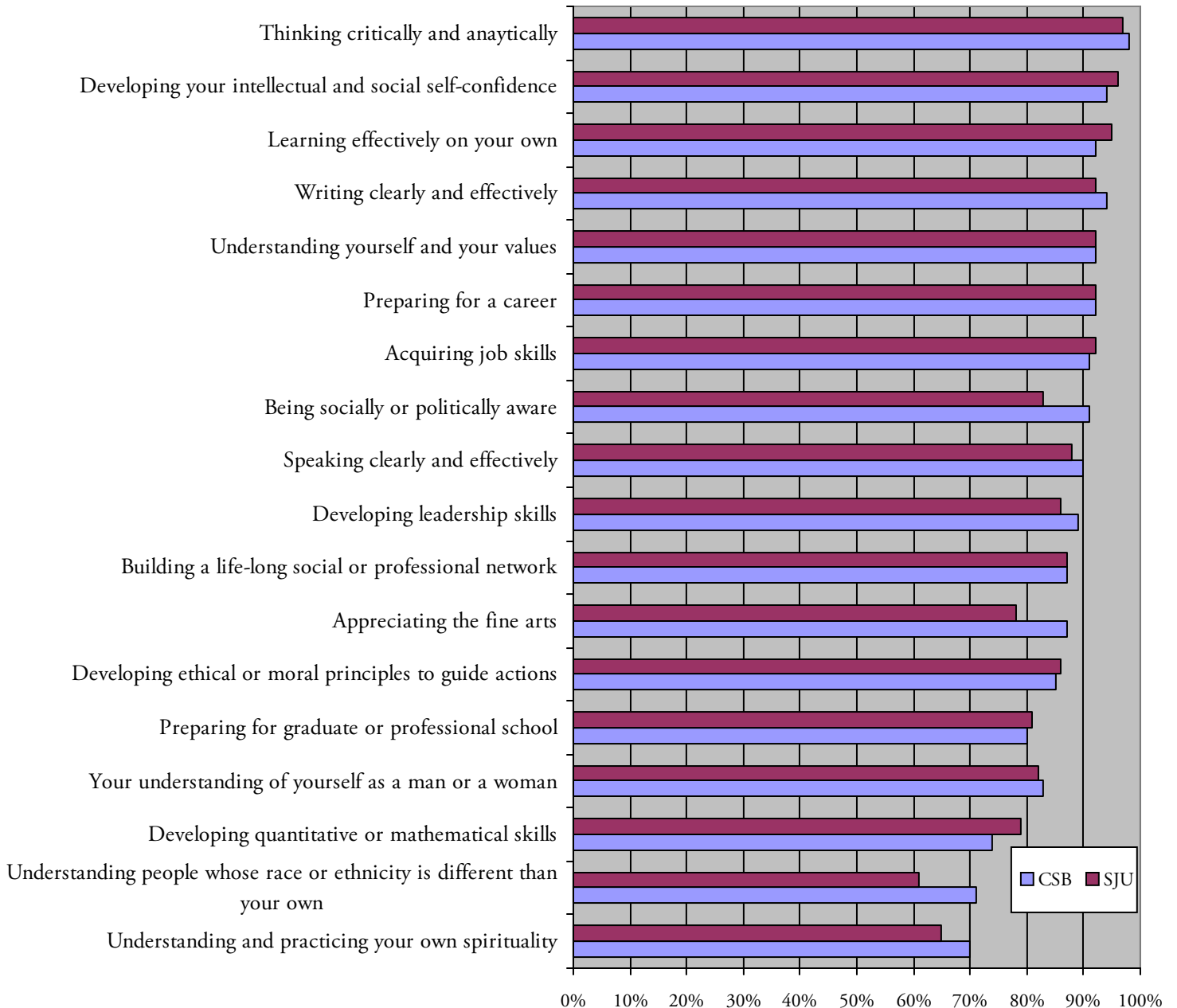
- ❑ **Social Support.** Even as new entering students in 2004, 96% of CSB and SJU seniors indicated the importance of access to support to help them thrive socially. Four years later, 99% reported having received the social support they felt was necessary. Men and women were equally likely to receive the social support they needed. Compared to only 81% of senior students at liberal arts institutions nationally.

Almost nine in ten Saint Benedict and Saint John's seniors (87%) rated their overall social experience as excellent or good. Accordingly, when given a list of adjectives to describe the schools, a large percentage of seniors selected comfortable, community and friendly. Men and women were equally likely to rate their social experience highly and to select similar adjectives to describe CSB and SJU.

Value Added Indicators

Eighty percent of Saint Benedict and Saint John's seniors indicated that CSB/SJU provided them with opportunities for personal growth and development and 90% reported that the colleges emphasize the importance of developing leadership skills. When asked on the whole about the extent their experience at CSB and SJU contributed to their knowledge, skills, and personal development in specific areas, men and women's responses most often provided similar responses.

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



- ❑ **Value of a liberal arts education.** Seniors reported that CSB/SJU contributed (“very much” or “some”) to their knowledge and skills in a variety of areas associated with a liberal arts education. The largest percentage of senior students said that the institutions contributed greatly to their ability to think critically and analytically (98%). Fully nine in ten seniors (93%) indicated that the colleges contributed to their ability to learn effectively on their own, and as many students indicated that CSB/SJU had greatly enhanced their ability to write effectively.

Nearly nine in ten seniors (89%) indicated that CSB/SJU had contributed to their ability to speak clearly and effectively and nearly as many (87%) indicated that their CSB/SJU experiences added to their development as leaders. Over three-fourths (77%) of seniors noted that the institutions helped them develop quantitative or mathematical skills.

- ❑ **Formation of responsible citizens.** Eighty-two percent 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, only one-third of senior respondents identified politically activism as a key life objective.

As new entering students, the majority of CSB/SJU seniors described their political views as middle-of-the-road (47%), followed by far left or liberal (28%) and far right or conservative (25%). When asked to describe their political views four years later, seniors tended to shift their political self-description to far left or liberal. As seniors, 34% described themselves as far left or liberal, 24% described themselves as conservative or far right and 42% described themselves as middle-of-the-road. Since 2001, Saint Benedict seniors were more likely to describe their political views as liberal and Saint John’s seniors as conservative.

- ❑ **Understanding and practicing spirituality.** Eighty-five percent of new students in fall 2004 expected to strengthen their religious beliefs and convictions while in college. Four years later, almost half of CSB/SJU seniors described the colleges as “spiritual” places and one-third characterized themselves in the same way. Over two-thirds of senior students (68%) replied that Saint Benedict and Saint John’s contributed to their understanding and their own practice of spirituality. In addition, two-thirds of seniors (86%) indicated that the colleges contributed to the development of their moral and ethical principles. Ninety-one percent of seniors’ reported that their experiences at CSB/SJU helped them understand themselves and their values. More women than men credited the colleges with having greatly contributed to their spiritual growth. CSB seniors also were more likely to describe themselves and the colleges as “spiritual.”

When asked about Benedictine and Catholic values, 61% of seniors said they incorporate Catholic traditions into their lives, and 70% said they incorporate Benedictine traditions. Over two-thirds of students (68%) indicated they frequently reflect on their lives from the perspective of their faith.

Over half of senior students (51%) 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; 49% of the same class identified spirituality as a key life objective when they were asked as first year students in the fall of 2004.

- ❑ **Understanding and appreciating gender.** In fall 2004, only 1 in 5 new entering students noted that attending a single-gender institution positively affected their enrollment decision. As seniors in fall 2007, twice as many (42%) indicated that the opportunity to attend a single-sex college was “very” or “somewhat” important. Over eight in ten (82%) said that CSB/SJU contributed to their understanding

of themselves as men or women. Seventy-one percent of men and 80% of women said their experiences at CSB/SJU enhanced (“very much” or “some”) their understanding of issues related to gender.

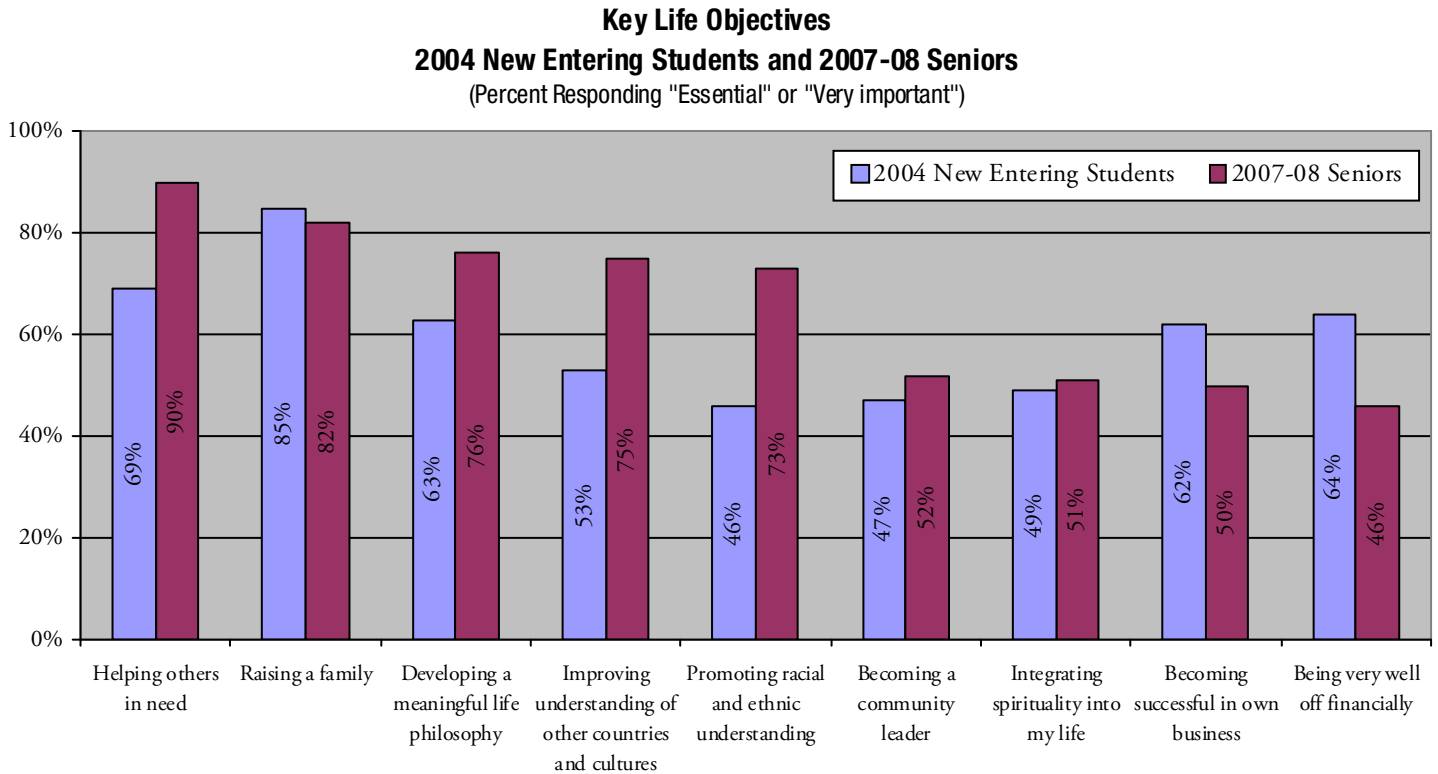
- ❑ **Fostering intercultural competence.** While only 10% of all CSB/SJU seniors described the colleges as “diverse,” over two-thirds indicated that their experience at CSB/SJU contributed to their understanding of people whose race or ethnicity was different than their own. Saint Benedict students were more likely than their Saint John’s peers to indicate that their collegiate experience had contributed to intercultural competence. Saint Benedict and Saint John’s senior students were equally unlikely to converse frequently with a racially and ethnically diverse group of students – only about 1 in 5 “often” had serious conversations with students of a different race or ethnicity, although more had serious conversation with those who had different religious, political or personal beliefs (34%).

- ❑ **Preparing for a career.** Although only one-third described CSB and SJU as “career-oriented” as first-year students, over 90% of seniors’ said their experiences at CSB/SJU contributed to development of job skills and helped them to prepare for a career. Women were more likely than men to credit the colleges with providing job skills. In addition, 87% of seniors said their collegiate experience helped them build a life-long social and professional network. Although job fairs are a large source of employment for recent graduates, nearly 10% relied on alumnae or alumni and faculty or staff networks to secure jobs after graduation.¹

¹ Source: *CSB/SJU Graduate Survey Report for the Class of 2006*. Published by the Office of Institutional Research, available at <https://www.csbsju.edu/institutionalresearch/reports/gradsurvey/default.htm>.

Life Objectives

The 2007-2008 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 2004.



- ❑ **Personal and Family Goals.** Eighty-five percent of all CSB/SJU seniors said that raising a family was a “very important” or “essential” life objective. Raising a family was similarly important to them four years earlier, although women rated this important life objective higher than men.

Though cited as less important when they were new students, developing a meaningful life philosophy was a “very important” or “essential” life objective for over three-quarters of all 2007-2008 seniors (76%). This goal was less important to Saint John’s seniors than for Saint Benedict seniors.

Although only two-thirds of seniors indicated that their experience at CSB/SJU contributed significantly to their understanding of people of other races or ethnic backgrounds, seniors value intercultural competence more now 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 46% as new students. Similarly, 75% noted the importance of improving their understanding of other countries and cultures, compared to only half (53%) of the class when they were first year students.

- ❑ **Community Involvement Goals.** Fully half of senior students (52%) indicated that being a community leader was an important life objective. Additionally, almost three-quarters (73%) of CSB/SJU seniors felt

that it is “essential” or “very important” for them to promote social justice. Both of these life objectives were less important to CSB and SJU first year students in fall of 2004.

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

CSB/SJU seniors have immediate plans to become involved in their communities after graduation. Almost four in ten said they are highly likely to volunteer their time in support of a non-profit organization after graduation. Even more (80% of seniors) indicated that it is at least somewhat likely they will contribute financially. Senior women are more likely than senior men to volunteer and contribute financially to a community organization after graduation.

Less than one-third of seniors at the College of Saint Benedict and Saint John’s University rated political activism as an important life objective. Men and women answered this question similarly. Perhaps more comfortable in less active roles of political engagement, 95% of seniors participated in local, state or national elections while they were a student at CSB/SJU and 92% said they at least sometimes engaged in affairs and events on a local, national or international level by reading newspapers or news blogs, magazines or journals and/or watching television news.

- ❑ **Career and Professional Goals.** Senior students’ expectations about wealth changed significantly between their first-year and their senior year. As new entering students, over two-thirds of students rated being very well-off financially as a key life objective. By the time they were seniors, however, less than half responded similarly (only 46%).

In fall 2004, almost two-thirds of first-year students (62%) indicated that being successful in their own business was a significant (“essential” or “very important”) life objective. Four years later, only 46% of seniors responded similarly.

Almost eight in ten CSB/SJU seniors (79%) plan to pursue further education after they graduate. Forty-eight percent of senior students hope to pursue a Master’s degree, 15% wish to pursue a doctoral degree and 16% indicated plans to obtain a JD, MD, DVM, or other professional degree. Senior women and men were almost equally likely to indicate a desire to earn a graduate degree. Seniors majoring in the Natural Sciences division were the most likely to plan for professional degrees whereas those in the Social Sciences were most likely to plan for Master’s degrees. Seniors in the Natural Sciences and Fine Arts were the most likely to report doctoral aspirations.

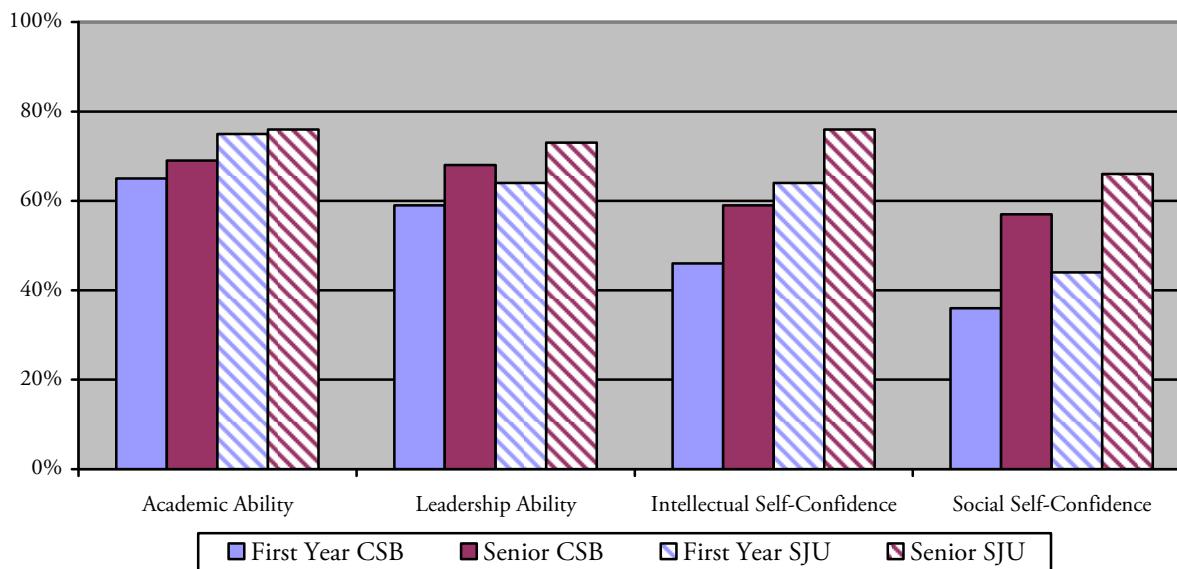
- ❑ **Post-Graduation Plans.** Fully 96% of seniors identified post-graduation plans including full or part-time employment, graduate or professional school, volunteer service or military service. Senior men and women’s post-graduation plans were nearly identical, save for the small number of students who selected military service (where men were more than twice as likely to select plans involving the military).

Many students’ aspirations included more than one post-graduation option, with the most popular combinations including work and school. Perhaps a sign of the increasing cost of higher education, 55% of CSB/SJU seniors who expect to attend graduate school after graduation also reported plans to work full-time. Similarly, 70% of seniors who plans to volunteer after graduation also will work full-time.

Self-Assessment

On the *2007-2008 Senior Survey*, senior students were asked to rate themselves in relation to their peers in different areas of ability. Similar questions were included on the *2004 New Entering Student Survey*.

Percentage of students rating ability "above average" or "highest 10%" in relation to their peers (fall 2004 cohort)



- Academic Ability.** In fall 2004, nearly 7 in 10 new entering students (69%) 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 2007, Saint Benedict and Saint John’s seniors were even more convinced of their academic prowess. Almost three-fourths (72%) described their academic abilities as above average or in the top 10%.

Men rated their academic ability higher than women both as first year students and as seniors four years later. Fully three-fourths of SJU seniors rated their academic abilities as above average, compared to just 69% of CSB students. As has been the trend in the past five years, senior men were much more likely than senior women to rate their academic ability in the highest 10% (26% vs. 15%).

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. Almost half of high achieving Saint John’s seniors rated their academic ability among the highest 10%, compared to only 28% 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 senior women describing their academic ability as in the top 10% was 3.72, compared to just 3.56 among senior men.

- Leadership Ability.** Seventy-two percent of all CSB/SJU seniors rated their leadership ability as above average or in the top 10%. Similar to other self-evaluated abilities, CSB seniors were less likely than SJU seniors to rate their leadership abilities as above average or among the highest 10% (68% vs. 74%).

The percentage of all seniors describing their leadership abilities as above average or in the top 10% among their peers grew between their first and fourth years. CSB and SJU students identified equal amounts of growth during their college experiences.

When asked how much their experience at CSB and SJU contributed to the development of leadership skills, 42% 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-nine percent of all CSB/SJU seniors rated their intellectual self-confidence as above average or in the highest 10% among their peers, a rating far exceeding their assessment as first-year students. Gender differences that existed among new Saint Benedict and Saint John’s students in fall 2004 continued through their senior year. Seven in ten senior men (76%) rated their intellectual self-confidence as above average, while only six in ten senior women (59%) responded similarly. Gender gaps persisted even among high achieving students. Of SJU seniors with grade point averages at or above 3.75, 79% described their intellectual self-confidence as above average or in the top 10%, compared to only 69% of CSB seniors with similar grade point averages. 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 61% of all CSB/SJU seniors consider their social self-confidence to be above average or in the top 10%. Seniors’ assessment of their social self-confidence more than doubled compared to their evaluation as first year students. Gender gaps in social self-confidence remained from the first-year to the senior year. Sixty-six percent of Saint John’s seniors rated their social self-confidence as above average or in the top 10%, compared to only 57% of all Saint Benedict seniors.

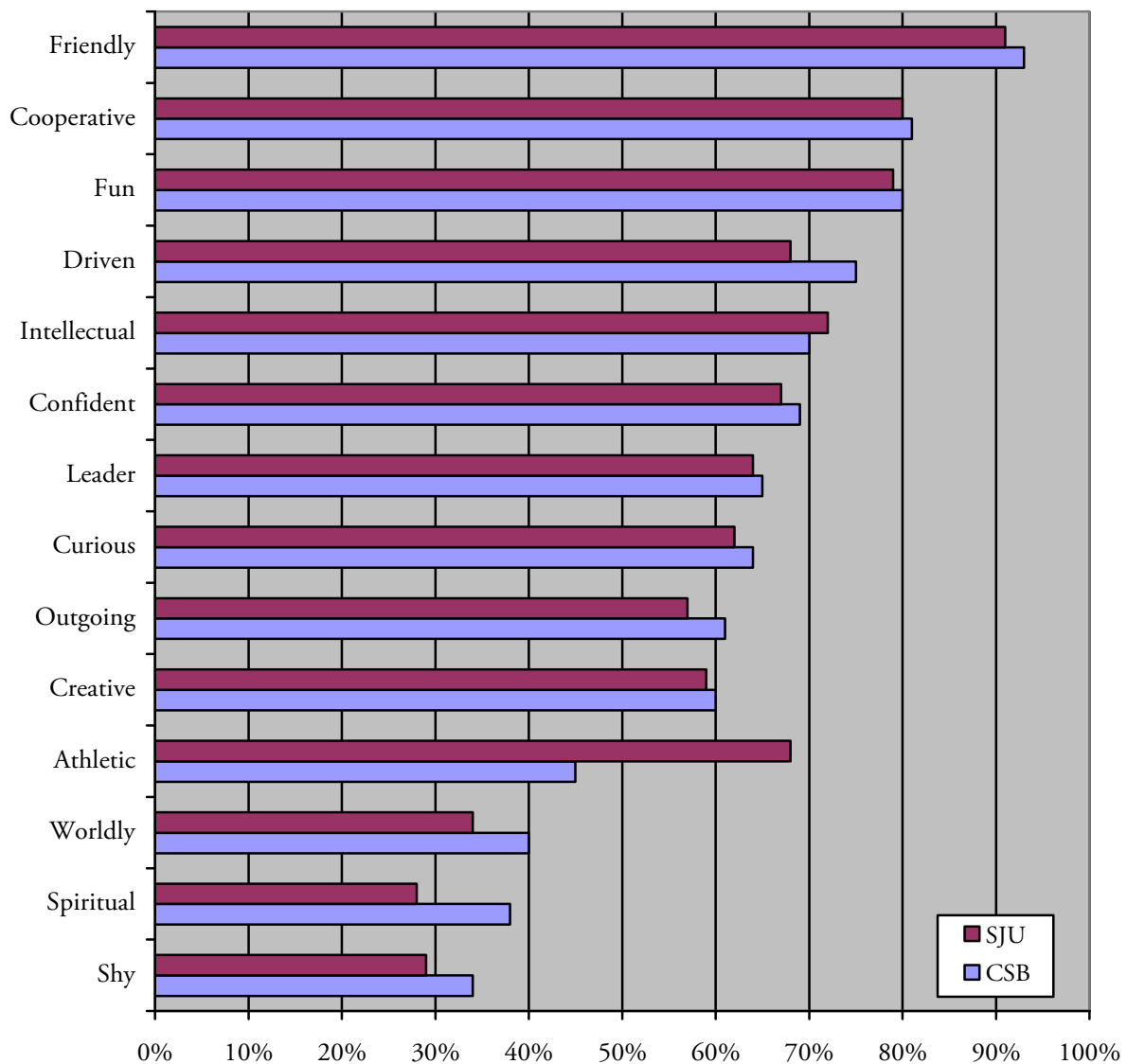
Ninety-five percent of students credited the colleges with developing their intellectual and social self-confidence. Men and women were equally likely to credit their experience at CSB/SJU as “very much” developing their intellectual and social self-confidence.

For the second year on the *CSB/SJU Senior Survey*, students were asked to select words from a list of 14 adjectives that characterize themselves. Saint Benedict and Saint John’s students most often described themselves as friendly, cooperative and fun. (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 six particular adjectives:

- ❑ **Confident.** Though men were more likely than women to highly rate their intellectual and social self-confidence, they were equally likely to describe themselves as confident. More than two-thirds of all CSB and SJU seniors selected “confident” as an adjective to describe themselves.
- ❑ **Driven.** Women were significantly more likely than men to describe themselves as driven. Fully three-fourths of women selected this adjective compared to 68% of men.
- ❑ **Athletic.** Men were much more likely than women to describe themselves as athletic. Fully two-thirds of men (68%) and only 45% of women selected this adjective. Men also 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 and the colleges as spiritual; over one-third of women (38%) and only 28% of men characterized themselves in this way.
- ❑ **Worldly.** Corresponding to their higher rates of participation in study abroad programs, women were more likely than men to describe themselves as worldly. Forty percent of CSB seniors versus 34% of SJU seniors selected this adjective.
- ❑ **Shy.** Reflecting the gender differences in assessments of social self-confidence above, more senior women described themselves as shy than senior men. Fully one-third of CSB seniors (34%) opted to describe themselves as shy compared to 29% of SJU seniors.

Adjectives selected by CSB/SJU seniors to describe themselves



Other Key Indicators

- ❑ **Relaxing in front of the television.** Fifty-five percent of senior students – more women than men – spend between one and five hours per week watching television. SJU seniors, however, are more likely than CSB seniors to spend significant time (upwards of at least one hour per day) watching television. Additionally, while nearly 20% of men spend at least one hour per day playing video games, 94% of women do not spend any time on the activity.
- ❑ **Reading for pleasure.** Despite the amount of time students spend on homework, extra-curricular activities and work, over half of CSB/SJU seniors spend at least one hour per week reading for pleasure. Forty-nine percent of senior women and 54% of senior men read for pleasure at least one hour per week. College seniors spend significantly less time reading for pleasure than they did as high school seniors.
- ❑ **Working.** Fully two-thirds of seniors (67%) 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; however, women were more likely to work over sixteen hours per week.

One-third of seniors work off-campus. Women are more likely than men to work off campus and are also more likely to hold both on campus and off-campus jobs. Of the 20% of CSB/SJU students who work concurrent jobs on campus and off, over two-thirds are women (64%).

- ❑ **Religious Activities.** Over half of senior men and women spent at least some time in the last year praying or meditating. Eighty-four percent of seniors prayed and 63% meditated within the last year. Less than 10% of CSB/SJU seniors did not pray or meditate. Women were more likely to pray and meditate often (“daily” or at “least once per week”), while men were more likely to read religious or spiritual books and texts.

CSB/SJU seniors also were asked to report how often they attended church or religious services in the last year. Over 8 in 10 (84%) attended church or religious services, while 3 in 10 seniors went at least once per week. Men and women were equally likely to attend church or religious services.

- ❑ **Would you select CSB/SJU again?** Over two-thirds of new students in fall 2004 (69%) said they were likely to be satisfied with CSB/SJU. Four years later, most of these students were satisfied with their collegiate experience. Nearly 9 in 10 seniors (89%) 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 across majors divisions were equally likely to indicate that they would select the college or university again.
- ❑ **Concern about student loans.** In fall of 2004, 60% of new students took out loans to cover expenses for their first year of college. Of the 40% who were loan free four years earlier, less than one-fourth of seniors (22%) remain loan free. A significant percentage of CSB and SJU seniors reported concern about their ability to repay loans after graduation. Over 1 in 5 students (23%) expressed “major concern” while 41% indicated “some concern.” Senior men were less likely than women to report major concern.

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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	--	--	--
	Often	70.3%	71.9%	71.0%
	Sometimes	29.7%	28.1%	29.0%
	Never	0.0%	0.0%	0.0%
Made a presentation in class	Very Often	--	--	--
	Often	54.0%	38.4%	46.8%
	Sometimes	46.0%	61.6%	53.2%
	Never	0.0%	0.0%	0.0%
Came to class without completing reading or assignments	Very Often	--	--	--
	Often	4.2%	6.7%	5.3%
	Sometimes	77.2%	79.0%	78.0%
	Never	18.6%	14.3%	16.6%
Worked in groups or on group projects with other students	Very Often	--	--	--
	Often	67.7%	52.9%	60.9%
	Sometimes	32.3%	47.1%	39.1%
	Never	0.0%	0.0%	0.0%
Put together ideas from different courses when completing assignments or during discussions	Very Often	--	--	--
	Often	60.7%	54.3%	57.8%
	Sometimes	37.8%	43.9%	40.6%
	Never	1.5%	1.8%	1.7%
Felt challenged in your classes	Very Often	--	--	--
	Often	76.4%	63.7%	70.6%
	Sometimes	23.2%	35.9%	29.0%
	Never	0.4%	0.4%	0.4%
Tutored or taught other students, paid or voluntary	Very Often	--	--	--
	Often	15.7%	17.4%	16.5%
	Sometimes	54.0%	54.5%	54.2%
	Never	30.3%	28.1%	29.3%
Discussed ideas from reading or classes with others outside of class	Very Often	--	--	--
	Often	47.1%	37.7%	42.8%
	Sometimes	49.0%	60.1%	54.1%
	Never	3.8%	2.2%	3.1%
Had serious conversations with other students whose religious beliefs, political opinions, or personal values were different than yours (formerly had serious conversations with others whose beliefs were different than yours)	Very Often	--	--	--
	Often	35.7%	32.6%	34.3%
	Sometimes	54.8%	58.9%	56.7%
	Never	9.5%	8.5%	9.0%
Had serious conversations with students of a different race or ethnicity than yours	Very Often	--	--	--
	Often	20.5%	17.9%	19.3%
	Sometimes	65.4%	59.4%	62.6%
	Never	14.1%	22.8%	18.1%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
How would you evaluate the quality...				
Of academic advising you have received at CSB/SJU	Excellent	30.8%	22.3%	26.9%
	Good	51.7%	54.9%	53.2%
	Fair	16.0%	17.0%	16.4%
	Poor	1.5%	5.8%	3.5%
Of your academic experience in your major field of study				
Of your academic experience in your major field of study	Excellent	46.0%	46.9%	46.4%
	Good	49.0%	46.4%	47.8%
	Fair	4.6%	5.4%	4.9%
	Poor	0.4%	1.3%	0.8%
If you could start college over again...				
Would you select the same major	Definitely yes	46.4%	41.5%	44.1%
	Probably yes	39.5%	43.8%	41.5%
	Probably no	11.0%	11.2%	11.1%
	Definitely no	3.0%	3.6%	3.3%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

	Summary by Institution		
	CSB	SJU	CSB/SJU
Please select all of the words or phrases that you would say characterize CSB/SJU.			
Prestigious	38.4%	49.6%	43.5%
Fun	66.5%	67.4%	66.9%
Intellectual	62.4%	57.6%	60.2%
Career-oriented	52.1%	41.1%	47.0%
Well-known	33.1%	44.2%	38.2%
Comfortable	85.6%	83.5%	84.6%
Premier	4.2%	15.2%	9.2%
Selective	11.8%	8.0%	10.1%
Diverse	5.7%	14.7%	9.9%
Community	90.9%	82.1%	86.9%
Spiritual	51.7%	47.3%	49.7%
Well-connected	54.4%	51.8%	53.2%
Global	29.7%	33.0%	31.2%
Academically challenging	71.5%	61.2%	66.7%
Friendly	85.9%	83.5%	84.8%
Isolated	21.7%	39.7%	30.0%
Athletic	35.4%	59.4%	46.4%
National	9.9%	13.4%	11.5%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
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	3.0%	6.7%	4.7%
	6-10 hours	17.1%	27.4%	21.8%
	11-15 hours	17.5%	24.7%	20.8%
	16-20 hours	25.1%	20.6%	23.0%
	21-30 hours	30.4%	17.5%	24.5%
	30+ hours	6.8%	3.1%	5.1%
<hr/>				
Participating in co-curricular activities such as student organizations, clubs, campus publications, or student government	None	17.1%	14.9%	16.1%
	1-5 hours	54.8%	49.5%	52.4%
	6-10 hours	15.6%	21.2%	18.1%
	11-15 hours	9.1%	7.7%	8.5%
	16-20 hours	2.3%	4.1%	3.1%
	21-30 hours	1.1%	1.4%	1.2%
	30+ hours	0.0%	1.4%	0.6%
<hr/>				
Exercising (formerly paired with participating in intercollegiate athletics or intramurals)	None	7.7%	3.6%	5.8%
	1-5 hours	49.4%	44.5%	47.2%
	6-10 hours	30.3%	32.7%	31.4%
	11-15 hours	10.3%	14.5%	12.3%
	16-20 hours	0.8%	2.3%	1.5%
	21-30 hours	1.2%	1.4%	1.0%
	30+ hours	0.4%	0.9%	0.6%
<hr/>				
Participating in intercollegiate athletics or intramurals (formerly paired with exercising)	None	58.0%	22.2%	41.6%
	1-5 hours	28.2%	42.5%	34.8%
	6-10 hours	4.2%	15.4%	9.3%
	11-15 hours	6.1%	10.9%	8.3%
	16-20 hours	1.9%	4.5%	3.1%
	21-30 hours	1.5%	3.6%	2.5%
	30+ hours	0.0%	0.9%	0.4%
<hr/>				
Participating in volunteer activities or community service	None	35.5%	46.2%	40.4%
	1-5 hours	55.7%	44.4%	50.5%
	6-10 hours	6.5%	4.0%	5.4%
	11-15 hours	1.1%	3.6%	2.3%
	16-20 hours	0.8%	0.0%	0.4%
	21-30 hours	0.4%	0.9%	0.6%
	30+ hours	0.0%	0.9%	0.4%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
During a typical week, how many hours do you spend on the following? (Continued...)				
Working for pay on campus	None	30.9%	34.7%	32.6%
	1-5 hours	9.8%	5.4%	7.7%
	6-10 hours	25.4%	23.4%	24.5%
	11-15 hours	24.6%	30.6%	27.4%
	16-20 hours	7.8%	4.1%	6.1%
	21-30 hours	0.8%	0.9%	0.8%
	30+ hours	0.8%	0.9%	0.8%
Working for pay off campus	None	62.2%	73.1%	67.2%
	1-5 hours	6.9%	5.5%	6.2%
	6-10 hours	9.9%	6.8%	8.5%
	11-15 hours	9.9%	7.3%	8.5%
	16-20 hours	6.5%	3.7%	5.2%
	21-30 hours	4.2%	1.8%	3.1%
	30+ hours	0.4%	1.8%	1.0%
Watching television	None	11.5%	11.2%	11.3%
	1-5 hours	61.5%	47.5%	55.1%
	6-10 hours	17.9%	25.1%	21.2%
	11-15 hours	6.5%	9.0%	7.6%
	16-20 hours	2.7%	5.4%	3.9%
	21-30 hours	0.0%	1.3%	0.6%
	30+ hours	0.0%	0.4%	0.2%
Playing video games	None	93.5%	46.8%	72.2%
	1-5 hours	6.1%	35.6%	19.6%
	6-10 hours	0.0%	9.9%	4.5%
	11-15 hours	0.4%	5.9%	2.9%
	16-20 hours	0.0%	0.9%	0.4%
	21-30 hours	0.0%	0.9%	0.4%
	30+ hours	0.0%	0.0%	0.0%
Reading for pleasure	None	50.8%	45.7%	48.5%
	1-5 hours	43.9%	45.7%	44.7%
	6-10 hours	3.4%	7.6%	5.4%
	11-15 hours	1.1%	0.0%	0.6%
	16-20 hours	0.8%	0.9%	0.8%
	21-30 hours	0.0%	0.0%	0.0%
	30+ hours	0.0%	0.0%	0.0%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
Which of the following activities have you done or do you plan to do before you graduate?				
Internship, clinical assignment, or practicum (formerly included field experience)	Yes	68.1%	56.8%	62.9%
	No	25.1%	35.1%	29.7%
	Undecided	6.8%	8.1%	7.4%
Culminating senior experience (capstone course, senior thesis, etc.)	Yes	63.1%	66.7%	64.7%
	No	32.3%	29.7%	31.1%
	Undecided	4.6%	3.6%	4.1%
Community service or volunteer program	Yes	76.5%	55.0%	66.7%
	No	15.4%	28.6%	21.5%
	Undecided	8.1%	16.4%	11.9%
Participated in a Learning Community activity	Yes	11.1%	12.2%	11.6%
	No	82.1%	76.9%	79.7%
	Undecided	6.9%	10.9%	8.7%
Semester-long research or creative activity in which you developed new knowledge or original creative work	Yes	30.8%	36.9%	33.6%
	No	65.0%	54.1%	60.0%
	Undecided	4.2%	9.0%	6.4%
Service learning courses	Yes	40.5%	24.3%	33.1%
	No	55.3%	67.6%	61.0%
	Undecided	4.2%	8.1%	6.0%
Study abroad program (semester or May term)	Yes	58.9%	45.5%	52.8%
	No	36.1%	50.9%	42.9%
	Undecided	4.9%	3.6%	4.3%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
How important are these opportunities to the CSB/SJU experience?				
Internship, clinical assignment, or practicum (formerly included field experience)	Very important	71.5%	52.0%	62.6%
	Somewhat important	24.7%	40.4%	31.9%
	Not important	3.8%	7.6%	5.6%
Culminating senior experience (capstone course, senior thesis, etc.)	Very important	40.5%	41.6%	41.0%
	Somewhat important	46.9%	51.6%	49.1%
	Not important	12.6%	6.8%	9.9%
Community service or volunteer program	Very important	53.1%	36.0%	45.2%
	Somewhat important	42.4%	53.6%	47.5%
	Not important	4.6%	10.4%	7.2%
Learning Community programs and activities	Very important	10.6%	11.7%	11.1%
	Somewhat important	61.6%	53.2%	57.7%
	Not important	27.8%	35.1%	31.1%
Semester-long research or creative activity in which you developed new knowledge or original creative work	Very important	25.9%	26.5%	26.1%
	Somewhat important	60.8%	52.5%	57.0%
	Not important	13.3%	21.1%	16.9%
Service learning courses	Very important	31.6%	19.3%	25.9%
	Somewhat important	54.8%	59.2%	56.8%
	Not important	13.7%	21.5%	17.3%
Study abroad program (semester or May term)	Very important	73.8%	61.9%	68.3%
	Somewhat important	21.7%	30.9%	25.9%
	Not important	4.6%	7.2%	5.8%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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	42.9%	47.1%	44.8%
	Agree	46.7%	45.2%	46.1%
	Disagree	8.8%	5.9%	7.5%
	Strongly disagree	1.5%	1.8%	1.7%
	No opinion	--	--	--
Has any one of the following served as a mentor or role model for you at CSB or SJU?				
FR/RD	Yes	6.5%	40.6%	22.2%
	No	93.5%	59.4%	77.8%
RA	Yes	13.7%	23.7%	18.3%
	No	86.3%	76.3%	81.7%
Professor	Yes	83.3%	78.1%	80.9%
	No	16.7%	21.9%	19.1%
Coach	Yes	6.1%	21.4%	13.1%
	No	93.9%	78.6%	86.9%
Monastic community member	Yes	12.9%	25.0%	18.5%
	No	87.1%	75.0%	81.5%
Administrator	Yes	17.9%	12.1%	15.2%
	No	82.1%	87.9%	84.8%
Other student	Yes	57.8%	50.0%	54.2%
	No	42.2%	50.0%	45.8%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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	64.1%	63.2%	63.7%
	Good	31.3%	30.9%	31.1%
	Fair	4.2%	4.5%	4.3%
	Poor	0.0%	0.9%	0.4%
	No opinion	0.4%	0.4%	0.4%
Faculty	Excellent	35.7%	32.3%	34.2%
	Good	58.2%	58.3%	58.2%
	Fair	6.1%	8.1%	7.0%
	Poor	0.0%	0.9%	0.4%
	No opinion	0.0%	0.4%	0.2%
Administrators	Excellent	9.1%	6.7%	8.0%
	Good	38.4%	33.6%	36.2%
	Fair	31.6%	33.2%	32.3%
	Poor	8.4%	14.3%	11.1%
	No opinion	12.5%	12.1%	12.3%
Support staff	Excellent	9.5%	8.5%	9.1%
	Good	39.2%	34.5%	37.0%
	Fair	25.1%	30.9%	27.8%
	Poor	8.4%	10.8%	9.5%
	No opinion	17.9%	15.2%	16.7%
Monastics	Excellent	9.1%	23.3%	15.6%
	Good	27.0%	31.8%	29.2%
	Fair	28.1%	21.1%	24.9%
	Poor	14.1%	8.1%	11.3%
	No opinion	21.7%	15.7%	18.9%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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	--	--	--
	Often	54.6%	39.0%	47.4%
	Sometimes	41.6%	57.8%	49.1%
	Never	3.8%	3.1%	3.5%
Talked about graduate school plans with a faculty member or advisor	Very Often	--	--	--
	Often	34.9%	21.2%	28.6%
	Sometimes	38.3%	52.3%	44.7%
	Never	26.8%	26.6%	26.7%
Had a conversation (Discussed ideas) with faculty members outside of class	Very Often	--	--	--
	Often	47.5%	42.6%	45.2%
	Sometimes	50.6%	54.7%	52.5%
	Never	1.9%	2.7%	2.3%
Talked with a faculty member about grades or assignments	Very Often	--	--	--
	Often	40.6%	32.7%	37.0%
	Sometimes	55.6%	61.0%	58.1%
	Never	3.8%	6.3%	5.0%
Worked harder than you thought you could to meet instructor's expectations	Very Often	--	--	--
	Often	55.2%	37.7%	47.1%
	Sometimes	42.1%	58.3%	49.6%
	Never	2.7%	4.0%	3.3%
Worked with a faculty member on a scholarly task (such as a research project)	Very Often	--	--	--
	Often	52.3%	49.3%	50.9%
	Sometimes	33.2%	35.4%	34.2%
	Never	14.5%	15.2%	14.8%
Worked with faculty member or an administrator on an activity other than coursework or research (such as committees, volunteer work, or student life activities)	Very Often	--	--	--
	Often	45.6%	46.6%	46.1%
	Sometimes	37.6%	43.5%	40.3%
	Never	16.7%	9.9%	13.6%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
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	57.4%	39.0%	49.0%
	Quite a bit	--	--	--
	Some	39.2%	56.5%	47.1%
	Very Little	3.4%	4.5%	3.9%
	Never	0.0%	0.0%	0.0%
Providing you the support you need to succeed academically	Very Much	64.5%	54.7%	60.0%
	Quite a bit	--	--	--
	Some	34.0%	39.9%	36.7%
	Very Little	1.1%	5.4%	3.1%
	Never	0.4%	0.0%	0.2%
Encouraging interaction among students of different economic, social, and racial or ethnic backgrounds	Very Much	16.4%	17.9%	17.1%
	Quite a bit	--	--	--
	Some	49.6%	41.3%	45.8%
	Very Little	31.3%	35.0%	33.0%
	Never	2.7%	5.8%	4.1%
Providing you with opportunities for personal growth and development	Very Much	56.5%	45.9%	51.7%
	Quite a bit	--	--	--
	Some	38.5%	49.5%	43.6%
	Very Little	4.6%	4.5%	4.5%
	Never	0.4%	0.0%	0.2%
Providing you the support you need to thrive socially	Very Much	41.4%	28.8%	35.7%
	Quite a bit	--	--	--
	Some	44.9%	55.9%	49.9%
	Very Little	12.9%	14.0%	13.4%
	Never	0.8%	1.4%	1.0%
Living a well-balanced life	Very Much	41.4%	35.9%	38.8%
	Quite a bit	--	--	--
	Some	47.9%	54.3%	50.8%
	Very Little	10.3%	9.0%	9.7%
	Never	0.4%	0.9%	0.6%
Engaging in community service	Very Much	35.4%	23.3%	29.8%
	Quite a bit	--	--	--
	Some	47.9%	53.4%	50.4%
	Very Little	16.7%	20.2%	18.3%
	Never	0.0%	3.1%	1.4%
Developing leadership skills	Very Much	49.6%	33.8%	42.4%
	Quite a bit	--	--	--
	Some	43.1%	55.0%	48.6%
	Very Little	6.9%	9.5%	8.1%
	Never	0.4%	1.8%	1.0%
Learning outside of the classroom or in non-academic experiences	Very Much	38.9%	31.4%	35.5%
	Quite a bit	--	--	--
	Some	46.2%	52.5%	49.1%
	Very Little	14.9%	15.2%	15.1%
	Never	0.0%	0.9%	0.4%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
How often have you participated in gender-specific programs and activities?	Very Often	--	--	--
	Often	7.2%	6.3%	6.8%
	Sometimes	43.3%	28.3%	36.4%
	Never	49.4%	65.5%	56.8%
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	32.4%	30.2%	31.4%
	Quite a bit	--	--	--
	Some	50.4%	51.4%	50.8%
	Very little/None	--	--	--
	Very little	13.0%	14.4%	13.6%
	Not at all	4.2%	4.1%	4.1%
How important has the opportunity to attend a single-sex college been to you at CSB or SJU?				
	Very important	13.0%	10.4%	11.8%
	Somewhat important	33.6%	25.2%	29.8%
	Not important	53.4%	64.4%	58.5%
Summary by Institution				
		CSB	SJU	CSB/SJU
How would you describe your political views?	Far left	1.9%	4.1%	2.9%
	Liberal	33.5%	28.5%	31.2%
	Middle-of-the-road	43.0%	40.3%	41.7%
	Conservative	21.3%	27.1%	24.0%
	Far right	0.4%	0.0%	0.2%
Have you ever voted in a local, state or national election while a student at CSB or SJU?				
	Yes	93.2%	96.0%	94.4%
	No	6.8%	4.0%	5.6%
Summary by Institution				
		CSB	SJU	CSB/SJU
How often are you engaged in affairs and events on a local, national or international level (e.g., by reading newspapers or news blogs, watching TV news, news magazines or journals, etc)?	Often	38.0%	42.2%	39.9%
	Sometimes	55.1%	49.3%	52.5%
	Never	6.8%	8.5%	7.6%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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?				
Preparing for graduate or professional school	Very Much	35.9%	34.7%	35.3%
	Quite a bit	--	--	--
	Some	43.5%	45.9%	44.6%
	Very little/None	--	--	--
	Very little	14.9%	14.0%	14.5%
	Not at all	5.7%	5.4%	5.6%
Acquiring job skills (formerly "acquiring job or or work-related knowledge and skills")	Very Much	48.1%	35.9%	42.5%
	Quite a bit	--	--	--
	Some	42.7%	55.6%	48.7%
	Very little/None	--	--	--
	Very little	7.6%	7.2%	7.4%
	Not at all	1.5%	1.3%	1.4%
Preparing for a career	Very Much	48.8%	44.6%	46.9%
	Quite a bit	--	--	--
	Some	42.7%	47.7%	45.0%
	Very little/None	--	--	--
	Very little	6.9%	6.3%	6.6%
	Not at all	1.5%	1.4%	1.5%
Developing your intellectual and social self-confidence	Very Much	58.6%	54.8%	56.8%
	Quite a bit	--	--	--
	Some	35.6%	41.2%	38.2%
	Very little/None	--	--	--
	Very little	4.6%	3.6%	4.1%
	Not at all	1.1%	0.5%	0.8%
Understanding people whose race or ethnicity is different than yours	Very Much	23.3%	19.3%	21.4%
	Quite a bit	--	--	--
	Some	47.7%	42.6%	45.4%
	Very little/None	--	--	--
	Very little	24.0%	30.5%	27.0%
	Not at all	5.0%	7.6%	6.2%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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? (Continued...)				
Understanding and practicing your own spirituality	Very Much	13.4%	18.8%	15.9%
	Quite a bit	--	--	--
	Some	56.7%	46.6%	52.1%
	Very Little/None	--	--	--
	Very little	24.1%	25.6%	24.8%
	Not at all	5.7%	9.0%	7.2%
Writing clearly and effectively	Very Much	49.8%	40.8%	45.7%
	Quite a bit	--	--	--
	Some	43.7%	51.1%	47.1%
	Very little/None	--	--	--
	Very little	5.7%	7.6%	6.6%
	Not at all	0.8%	0.4%	0.6%
Understanding issues related to gender	Very Much	27.1%	14.3%	21.2%
	Quite a bit	--	--	--
	Some	53.1%	56.5%	54.6%
	Very little/None	--	--	--
	Very little	18.3%	25.6%	21.6%
	Not at all	1.5%	3.6%	2.5%
Developing ethical or moral principles to guide your actions and choices	Very Much	33.8%	32.3%	33.1%
	Quite a bit	--	--	--
	Some	51.5%	53.8%	52.6%
	Very little/None	--	--	--
	Very little	13.1%	11.7%	12.4%
	Not at all	1.5%	2.2%	1.9%
Speaking clearly and effectively	Very Much	46.6%	33.2%	40.4%
	Quite a bit	--	--	--
	Some	43.5%	55.2%	48.9%
	Very little/None	--	--	--
	Very little	9.2%	10.3%	9.7%
	Not at all	0.8%	1.3%	1.0%
Thinking critically and analytically	Very Much	67.0%	59.5%	63.6%
	Quite a bit	--	--	--
	Some	31.4%	37.4%	34.2%
	Very little/None	--	--	--
	Very little	1.1%	3.2%	2.1%
	Not at all	0.4%	0.0%	0.2%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		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?				
(Continued...)				
Developing quantitative or mathematical skills	Very Much	23.3%	35.4%	28.9%
	Quite a bit	--	--	--
	Some	50.8%	43.9%	47.6%
	Very little/None	--	--	--
	Very little	22.9%	17.5%	20.4%
	Not at all	3.1%	3.1%	3.1%
Appreciating the fine arts	Very Much	43.1%	30.0%	37.1%
	Quite a bit	--	--	--
	Some	44.2%	48.0%	46.0%
	Very little/None	--	--	--
	Very little	10.8%	18.8%	14.5%
	Not at all	1.9%	3.1%	2.5%
Understanding yourself and your values	Very Much	51.7%	41.9%	47.2%
	Quite a bit	--	--	--
	Some	39.8%	50.0%	44.5%
	Very little/None	--	--	--
	Very little	6.5%	7.2%	6.8%
	Not at all	1.9%	0.9%	1.4%
Being socially or politically aware	Very Much	34.7%	25.6%	30.5%
	Quite a bit	--	--	--
	Some	46.6%	57.4%	51.5%
	Very little/None	--	--	--
	Very little	16.8%	13.9%	15.5%
	Not at all	1.9%	3.1%	2.5%
Learning effectively on your own	Very Much	53.8%	50.0%	52.1%
	Quite a bit	--	--	--
	Some	37.8%	44.6%	40.9%
	Very little/None	--	--	--
	Very little	6.9%	4.5%	5.8%
	Not at all	1.5%	0.9%	1.2%
Building a life-long social or professional network	Very Much	49.2%	39.9%	44.9%
	Quite a bit	--	--	--
	Some	38.2%	46.6%	42.1%
	Very little/None	--	--	--
	Very little	9.2%	10.8%	9.9%
	Not at all	3.4%	2.7%	3.1%
Developing leadership skills	Very Much	48.3%	34.1%	41.7%
	Quite a bit	--	--	--
	Some	40.2%	51.6%	45.5%
	Very little/None	--	--	--
	Very little	10.3%	12.6%	11.4%
	Not at all	1.1%	1.8%	1.4%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
Please answer the following questions about Catholic and Benedictine values.				
To what extent do you incorporate Catholic traditions into your life?	Very much	27.6%	15.7%	22.1%
	Quite a bit	--	--	--
	Some	36.4%	42.6%	39.3%
	Very little/None	--	--	--
	Very little	19.2%	23.3%	21.1%
	Not at all	16.9%	18.4%	17.6%
<hr/>				
To what extent do you incorporate Benedictine traditions into your life?	Very much	22.2%	16.2%	19.5%
	Quite a bit	--	--	--
	Some	50.6%	50.5%	50.5%
	Very little/None	--	--	--
	Very little	19.2%	22.1%	20.5%
	Not at all	8.0%	11.3%	9.5%
<hr/>				
To what extent do you reflect on your life from the perspective of your faith?	Very much	30.1%	17.9%	24.5%
	Quite a bit	--	--	--
	Some	42.5%	44.4%	43.4%
	Very little/None	--	--	--
	Very little	19.3%	26.5%	22.6%
	Not at all	8.1%	11.2%	9.5%
<hr/>				
In the last year, about how often have you engaged in the following activities?				
Prayer	Daily	30.5%	19.4%	25.4%
	Several times per week	--	--	--
	At least once per week	28.2%	29.7%	28.9%
	Once per week	--	--	--
	Monthly	13.0%	13.5%	13.2%
	Less than monthly	14.5%	19.4%	16.7%
	Never	13.7%	18.0%	15.7%
<hr/>				
Meditation	Daily	3.1%	3.6%	3.3%
	Several times per week	--	--	--
	At least once per week	14.9%	20.8%	17.6%
	Once per week	--	--	--
	Monthly	13.7%	16.7%	15.1%
	Less than monthly	26.7%	27.1%	26.9%
	Never	41.6%	31.7%	37.1%
<hr/>				
Church or religious services	Daily	1.1%	0.0%	0.6%
	Several times per week	--	--	--
	At least once per week	32.8%	27.1%	30.2%
	Once per week	--	--	--
	Monthly	21.4%	19.5%	20.5%
	Less than monthly	30.5%	35.7%	32.9%
	Never	14.1%	17.6%	15.7%
<hr/>				
Reading religious or spiritual books or texts	Daily	3.8%	7.2%	5.4%
	Several times per week	--	--	--
	At least once per week	8.8%	12.6%	10.6%
	Once per week	--	--	--
	Monthly	16.1%	13.1%	14.7%
	Less than monthly	45.6%	45.0%	45.3%
	Never	25.7%	22.1%	24.0%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
Please indicate the importance to you personally of each life objective below.				
Helping others in need	Essential	55.3%	44.1%	50.2%
	Very Important	38.5%	40.5%	39.5%
	Somewhat Important	6.1%	15.3%	10.3%
	Not Important	0.0%	0.0%	0.0%
Integrating spirituality into my life	Essential	26.4%	17.6%	22.4%
	Very Important	33.3%	23.9%	29.0%
	Somewhat Important	28.4%	41.4%	34.4%
	Not Important	11.9%	17.1%	14.3%
Raising a family	Essential	51.5%	44.1%	48.1%
	Very Important	33.2%	33.8%	33.5%
	Somewhat Important	11.8%	16.2%	13.8%
	Not Important	3.4%	5.9%	4.5%
Promoting racial and ethnic understanding	Essential	34.7%	23.9%	29.8%
	Very Important	42.7%	43.2%	43.0%
	Somewhat Important	21.4%	28.4%	24.6%
	Not Important	1.1%	4.5%	2.7%
Promoting social justice issues	Essential	35.2%	23.4%	29.8%
	Very Important	44.1%	37.8%	41.2%
	Somewhat Important	18.4%	36.0%	26.5%
	Not Important	2.3%	2.7%	2.5%
Developing a meaningful life philosophy	Essential	34.7%	30.8%	32.9%
	Very Important	46.2%	39.4%	43.1%
	Somewhat Important	17.2%	27.6%	21.9%
	Not Important	1.9%	2.3%	2.1%
Being very well off financially	Essential	9.2%	16.7%	12.6%
	Very Important	34.0%	33.3%	33.7%
	Somewhat Important	49.2%	39.6%	44.8%
	Not Important	7.6%	10.4%	8.9%
Becoming successful in my own business	Essential	11.1%	18.0%	14.3%
	Very Important	34.9%	36.9%	35.8%
	Somewhat Important	27.2%	29.3%	28.2%
	Not Important	26.8%	15.8%	21.7%
Being politically active	Essential	11.1%	8.1%	9.7%
	Very Important	21.4%	24.8%	22.9%
	Somewhat Important	49.6%	43.7%	46.9%
	Not Important	17.9%	23.4%	20.5%
Becoming a community leader	Essential	11.5%	13.1%	12.2%
	Very Important	42.5%	36.2%	39.6%
	Somewhat Important	37.5%	43.4%	40.2%
	Not Important	8.4%	7.2%	7.9%
Improving my understanding of other countries and cultures	Essential	34.5%	27.6%	31.3%
	Very Important	44.4%	41.6%	43.2%
	Somewhat Important	20.3%	29.0%	24.3%
	Not Important	0.8%	1.8%	1.2%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
Please rate how you see yourself in relation to your peers.				
Academic Ability	Highest 10%	14.9%	25.5%	19.7%
	Above Average	54.2%	50.5%	52.5%
	Average	28.6%	23.2%	26.1%
	Below Average	1.5%	0.9%	1.2%
	Lowest 10%	0.8%	0.0%	0.4%
Leadership Ability	Highest 10%	20.6%	35.3%	27.3%
	Above Average	46.9%	38.5%	43.1%
	Average	28.6%	20.8%	25.1%
	Below Average	3.1%	5.4%	4.1%
	Lowest 10%	0.8%	0.0%	0.4%
Intellectual Self-Confidence	Highest 10%	13.0%	25.0%	18.5%
	Above Average	45.8%	51.4%	48.3%
	Average	36.6%	21.4%	29.7%
	Below Average	4.2%	1.8%	3.1%
	Lowest 10%	0.4%	0.5%	0.4%
Social Self-Confidence	Highest 10%	14.9%	27.1%	20.5%
	Above Average	41.6%	38.9%	40.4%
	Average	35.5%	24.4%	30.4%
	Below Average	7.3%	7.7%	7.5%
	Lowest 10%	0.8%	1.8%	1.2%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

	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	63.9%	61.6%	62.8%
Outgoing	60.5%	56.7%	58.7%
Worldly	39.9%	33.5%	37.0%
Shy	34.2%	29.0%	31.8%
Creative	60.1%	58.5%	59.3%
Leader	65.0%	64.3%	64.7%
Driven	75.3%	67.9%	71.9%
Cooperative	80.6%	79.5%	80.1%
Confident	68.8%	67.4%	68.2%
Fun	80.2%	79.0%	79.7%
Intellectual	69.6%	72.3%	70.8%
Spiritual	37.6%	28.1%	33.3%
Friendly	93.2%	91.1%	92.2%
Athletic	44.5%	68.3%	55.4%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
After graduation, do you anticipate having any concern about your ability to pay for student loans incurred for your education at CSB or SJU?	I do not have loans	22.1%	22.6%	22.4%
	No concern	11.1%	17.2%	13.9%
	Some concern	38.9%	43.4%	41.0%
	Major concern	27.9%	16.7%	22.8%
Please indicate your post-graduation plans. (Respondents could check as many as were applicable.)	Full-time employment	74.1%	69.6%	72.1%
	Part-time employment	6.5%	8.5%	7.4%
	Graduate/professional school	46.8%	48.7%	47.6%
	Military service	0.8%	2.2%	1.4%
	Volunteer service	18.3%	16.1%	17.2%
	No plans	3.0%	4.5%	3.7%
What is the highest degree you plan to obtain?	Bachelor's	21.0%	22.3%	21.6%
	Master's	49.6%	45.0%	47.5%
	Ph.D. or Ed.D	14.5%	16.4%	15.4%
	MD, JD, DVM, DDS, etc.	14.1%	14.1%	14.1%
	Other	0.8%	2.3%	1.5%
How likely is it that you will volunteer your time to support a non-profit or community organization after you graduate?	Highly likely	49.0%	26.2%	38.6%
	Somewhat likely	39.1%	43.4%	41.1%
	Not likely	10.7%	20.8%	15.4%
	Don't know	1.1%	9.5%	5.0%
How likely is it that you will contribute financially to a non-profit or community organization after you graduate?	Highly likely	39.7%	33.2%	36.7%
	Somewhat likely	44.7%	46.4%	45.4%
	Not likely	8.8%	12.3%	10.4%
	Don't know	6.9%	8.2%	7.5%

2007-08 CSB/SJU Senior Survey

**Survey items have been modified over time. Changes are noted below.

		Summary by Institution		
		CSB	SJU	CSB/SJU
How would you describe the level of academic rigor in your academic experience at CSB/SJU?	Too demanding	11.1%	12.7%	11.8%
	About right	84.4%	76.9%	81.0%
	Not demanding enough	4.6%	10.4%	7.2%
How would you rate the overall quality of your academic experience at CSB/SJU?	Excellent	47.1%	41.9%	44.7%
	Good	48.7%	50.9%	49.7%
	Fair	3.4%	6.8%	5.0%
	Poor	0.8%	0.5%	0.6%
How would you rate the overall quality of your social experience at CSB/SJU?	Excellent	46.6%	52.7%	49.4%
	Good	39.7%	36.0%	38.0%
	Fair	11.5%	9.0%	10.3%
	Poor	2.3%	2.3%	2.3%
The College of Saint Benedict is moving in the right direction.	Strongly agree	12.6%	10.4%	11.6%
	Agree	64.4%	49.5%	57.6%
	Disagree	10.0%	17.6%	13.5%
	Strongly disagree	3.1%	6.8%	4.8%
	Don't know	10.0%	15.8%	12.6%
Saint John's University is moving in the right direction.	Strongly agree	13.7%	20.3%	16.7%
	Agree	69.8%	57.7%	64.3%
	Disagree	4.6%	10.8%	7.4%
	Strongly disagree	0.4%	3.2%	1.7%
	Don't know	11.5%	8.1%	9.9%
If you could start college over again, would you select CSB/SJU?	Definitely yes	51.1%	49.5%	50.4%
	Probably yes	40.1%	37.8%	39.0%
	Probably no	7.3%	9.5%	8.3%
	Definitely no	1.5%	3.2%	2.3%
n =		266	227	493
response rate =		71.3%	58.8%	65.0%

2007-2008 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?
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. Put together ideas or concepts from different courses when completing assignments or during class discussions
 - f. Felt challenged in your classes
 - g. Tutored or taught other students (paid or voluntary)
 - h. Discussed ideas from your reading or classes with others outside of class
 - i. Had serious conversations with other students whose religious beliefs, political opinions, or personal values are very different than yours
 - j. 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
- d. Participating in intercollegiate athletics or intramurals
- e. Participating in volunteer activities or community service
- f. Working for pay (on campus)
- g. Working for pay (off campus)
- h. Watching TV
- i. Playing video games
- j. 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, 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, 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?

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. Had a conversation with a faculty member 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, Some, Very little, Never

- 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. Engaging in community service
- h. Developing leadership skills
- i. 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)?

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, Some, Very little, Not at all

17. What types of experiences at CSB/SJU contributed most to your understanding of yourself as a woman or as a man and/or to your understanding of gender issues in general? (Please type your response in the box below.)

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

Very important, Somewhat important, Not important

19. How would you describe your political views?
Far left, Liberal, Middle-of-the-road, Conservative, Far right
20. Have you voted in a local, state, or national election while a student at CSB or SJU?
Yes or No
21. How often are you engaged in affairs and events on a local, national, or international level (e.g. by reading newspapers or news blogs, watching television news, reading news magazines or journals, etc.)?
Often, Sometimes, Never
22. To what extent has your experience at CSB or SJU contributed to your knowledge, skills, and personal development in the following areas:
Very much, Some, Very little, Not at all
- a. Preparing for graduate or professional school
 - b. Acquiring job skills
 - c. Preparing for a career
 - d. Developing your intellectual and social self-confidence
 - e. Understanding people whose race or ethnicity is different from yours
 - f. Understanding and practicing your own spirituality
 - g. Writing clearly and effectively
 - h. Understanding issues related to gender
 - i. Developing ethical or moral principles to guide your actions and choices
 - j. Speaking clearly and effectively
 - k. Thinking critically and analytically
 - l. Developing quantitative or mathematical skills
 - m. Appreciating the fine arts
 - n. Understanding yourself and your values
 - o. Being socially or politically aware
 - p. Learning effectively on your own
 - q. Building a life-long social or professional network
 - r. Developing leadership skills
23. Please answer the following questions about Catholic and Benedictine values.
Very much, Some, Very little, Not at all
- 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?
24. When you hear the phrase “Benedictine values,” what comes to mind? (Please type your response in the box below.)
25. In the last year, about how often have you engaged in the following activities?
Daily, At least 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

26. 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. Engaging in community service
- e. Promoting racial and ethnic understanding
- f. Promoting social justice issues
- g. Developing a meaningful life philosophy
- h. Being very well off financially
- i. Becoming successful in my own business
- j. Being politically active
- k. Becoming a community leader
- l. Improving my understanding of other countries and cultures

27. 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

28. 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

29. After graduation, do you anticipate having any concern about your ability to pay for student loans you incurred for your education at CSB or SJU? (Mark one.)

I do not have any student loans, No concern – I am confident I will have enough resources, Some concern – I will probably have enough resources, Major concern – I am not sure I will have enough resources

30. Please indicate your post-graduation plans. (Select as many as apply.)

Full-time employment, Part-time employment, Graduate/Professional school, Military service, Volunteer service, No plans

31. 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

32. How likely is it that you will volunteer your time to support the work of a non-profit or community organization (e.g. church, schools, social service organizations) after you graduate?

Highly likely, Somewhat likely, Not likely, Don't know

33. How likely is it that you will contribute financially to a non-profit or community organization after your graduate?

Highly likely, Somewhat likely, Not likely, Don't know

34. How would you describe the level of academic rigor in your academic experience at CSB/SJU?

Too demanding, About right, Not demanding enough

35. How would you rate your overall academic experience at CSB/SJU?

Excellent, Good, Fair, Poor

36. How would you rate your overall social experience at CSB/SJU?

Excellent, Good, Fair, Poor

37. The College of Saint Benedict is moving in the right direction.

Strongly agree, Agree, Disagree, Strongly disagree, Don't know

38. Saint John's University is moving in the right direction.

Strongly agree, Agree, Disagree, Strongly disagree, Don't know

39. 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

40. Please feel free to express any further comments in the box below.

Thank you for completing the 2007-2008 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.