

Trends

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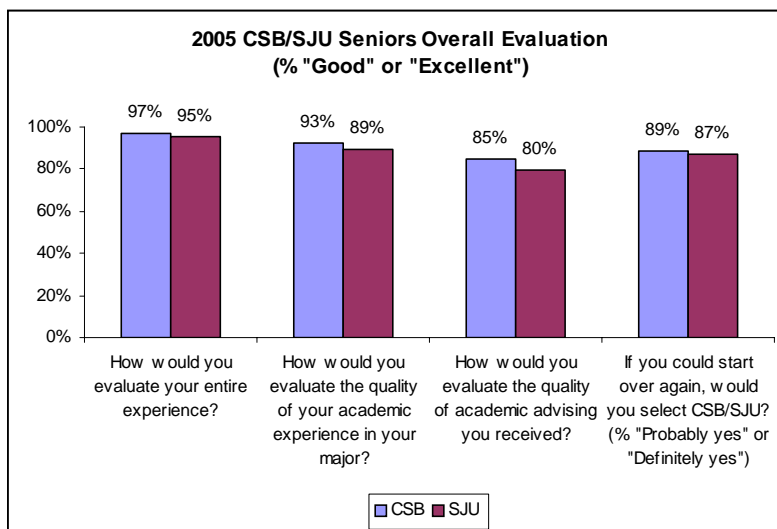
A Research Newsletter Prepared by the Office of Institutional Planning, Research, and Communication

Seniors Evaluate Their CSB/SJU Experience

The 2004-2005 CSB/SJU Senior Survey was administered to Saint Benedict and Saint John's seniors in October 2004. The survey provides students with an opportunity to describe and evaluate their experiences at the College of Saint Benedict and Saint John's University. This fall, 524 students, representing 64% of the senior class, completed the online survey. The data that follow summarize how students evaluated and described their CSB/SJU experience.

Overall Evaluation

- The overwhelming majority of Saint Benedict and Saint John's seniors -96%- rated their educational experience here as "good" or "excellent." Nearly six in ten CSB/SJU students described their experiences as "excellent." Ratings from the class of 2004 were nearly identical to those provided by the three previous senior classes. Nearly 9 in 10 seniors said that if they could start over again, they would likely choose CSB or SJU. Over half said they would "definitely" choose CSB/SJU.
- Similar to their evaluation of their overall experience, CSB and SJU seniors also gave high marks to their experience in their academic major. More than 90% of all students rated the quality of the experience in their academic major as "good" or "excellent." Nearly 9 in 10 said they would select the same major again if they could start over. Not surprising given their satisfaction with their academic experience, more than 80% of all seniors also described the quality of the academic advice they had received as "good" or "excellent."



- As part of the survey, students were given a list of words and phrases and were asked to select those which they felt characterized the College of Saint Benedict and Saint John's University. A similar list was provided to new entering students. The five characteristics most frequently cited by the class of 2005 were friendly (83%), community (82%), comfortable (81%), academically challenging (71%), and fun (69%)—nearly identical to the list and order of characteristics cited by new students last fall. Among the least often cited descriptors (less than one-third of all seniors identified them as characteristic of CSB/SJU) were average, diverse, elitist, global, party school, and exciting.

Class of 2005 rates the value of their overall educational experience at CSB/SJU very highly.

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Saint Benedict

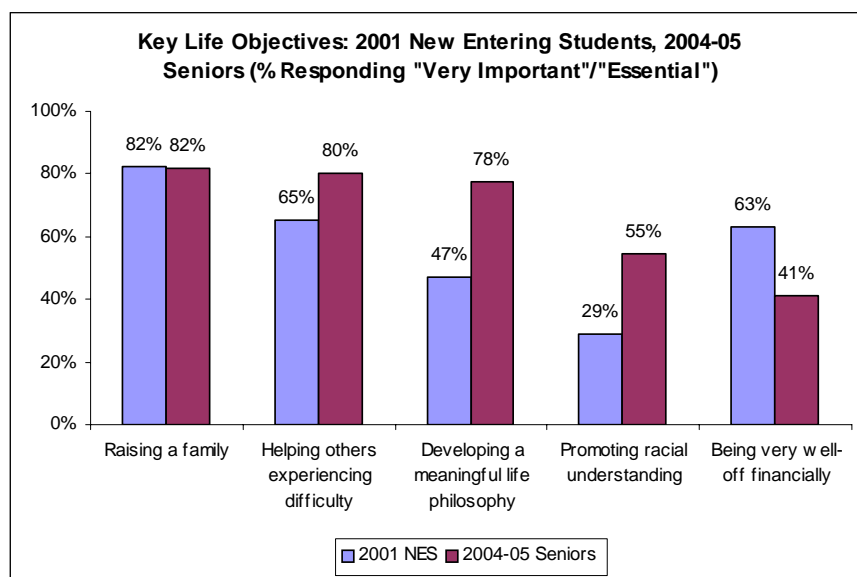


Saint John's
UNIVERSITY

- The *Senior Survey* also asked students to indicate the extent to which their experiences at the College of Saint Benedict and Saint John's University contributed to their knowledge, skills, or personal development in a number of broad areas. The areas in which students indicated the most development were generally those most closely associated with a liberal arts education:
 - Fully 9 in 10 CSB/SJU seniors said their experiences here contributed significantly ("very much" or "quite a bit") to their ability to think critically and analytically.
 - Well over 80% of all seniors reported significant gains in their ability to work effectively with others (86%) and their ability to learn effectively on their own (88%).
 - 8 in 10 seniors said their CSB/SJU experience contributed significantly to their ability to write clearly and effectively (81%) and to their understanding of themselves and their values (80%).

Key Life Objectives After Graduation

Similar to what they were asked as new entering students, 2004-2005 seniors were asked to evaluate the importance of a number of post-college experiences, aspirations, or objectives.



- 82% of all 2004-2005 CSB/SJU seniors said that raising a family was a "very important" or "essential" life objective. Family was comparatively more important to students in their senior year than in their first year. More than half (53%) identified a family as an "essential" life objective, compared to just 44% of all new entering students in fall 2001.
- More than 8 in 10 seniors said that helping others who were experiencing difficulty was a key life objective. As new entering students, less than two-thirds of the class of 2005 indicated that helping others in difficulty was a "very important" or "essential" life objective.
- Though not cited as a particularly important objective when they were new students, fully three-quarters of all 2004-2005 seniors indicated that developing a meaningful philosophy was a "very important" or "essential" life objective.
- Students' expectations about wealth changed significantly between their first-year and their senior year. As new entering students, nearly two-thirds of the class of 2005 indicated that being very well-off financially was a key life objective. By the time they were seniors, however, fewer than half (41%) responded similarly. While the number of both Saint Benedict and Saint John's students who identified financial success as an important life objective decreased during their four years of college, CSB students showed the greatest change. In their first year, 57% of 2005 CSB seniors said being financially well-off was "very important" or "essential," while in their senior year only a third said the same.
- Though most seniors did not indicate that their experience at CSB/SJU had contributed significantly to their understanding of people of other races or ethnic backgrounds, most said that promoting racial and ethnic understanding was a "very important" or "essential" life objective. As a new students in fall 2001, less than a third identified racial and ethnic understanding as a critical life objective.

For additional information about the 2004-2005 CSB/SJU Senior Survey, or a complete summary of survey results, please contact Jon McGee at 5287 (jmcgee@csbsju.edu) or John Schell at 5452 (jschell@csbsju.edu). If you would like to read past issues of the *Trends* research newsletter, please visit our website <http://www.csbsju.edu/institutionalresearch/trends/default.htm>