

Trends

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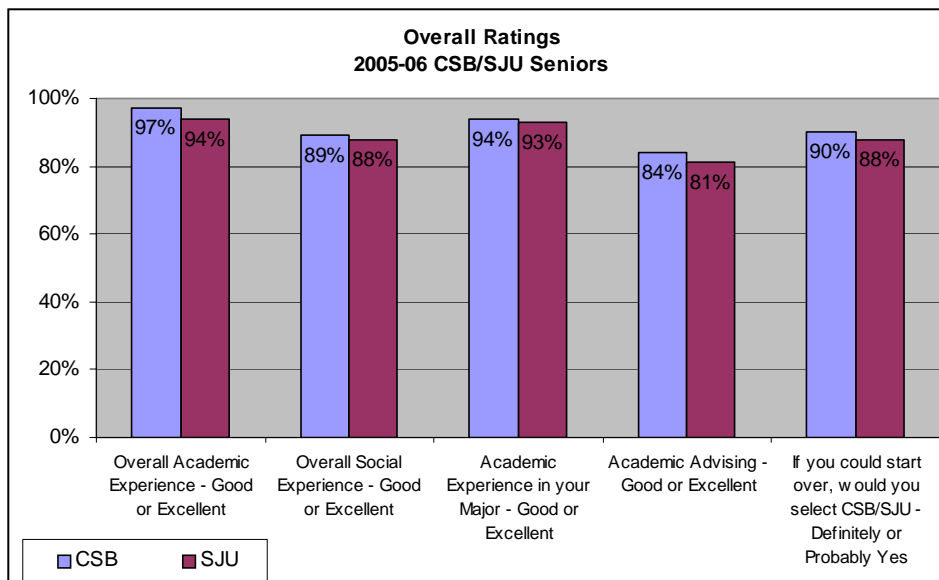
A Research Newsletter Prepared by the Office of Institutional Planning, Research, and Communication

Seniors Evaluate Their CSB/SJU Experience

The 2005-2006 CSB/SJU Senior Survey was administered to Saint Benedict and Saint John's seniors in October 2005. 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, 478 students, representing 63% of the senior class, completed the online survey (a response rate nearly identical to the last four years). 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 academic experience here as “good” or “excellent.” Ratings from the class of 2006 were nearly identical to those provided by the four 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.
- CSB and SJU seniors also gave high marks to their experience in their academic major. Nearly 95% of all seniors rated the quality of the experience in their academic major as “good” or “excellent.” Nine in ten seniors said they would select the same major again if they could start college again. Given their satisfaction with their academic experience, it is not surprising that 83% of seniors described academic advising at CSB/SJU as “good” or “excellent.”
- Similar to their evaluation of their academic experience, nearly 9 in 10 CSB/SJU seniors rated the overall social experience as “good” or “excellent.” Ninety-five percent of survey respondents also indicated that they had “good” or “excellent” relationships with other students.



- Students were given a list of words and phrases and asked to select those which they felt best characterized the College of Saint Benedict and Saint John's University. The five characteristics most frequently cited by the class of 2006 were friendly (88%), community (86%), comfortable (86%), fun (73%), and academically challenging (73%). Among the least selected adjectives were average, diverse, premier, global, party school, and exciting.

The class of 2006 rates the value of their overall experience at CSB/SJU very highly.

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COLLEGE OF
Saint Benedict

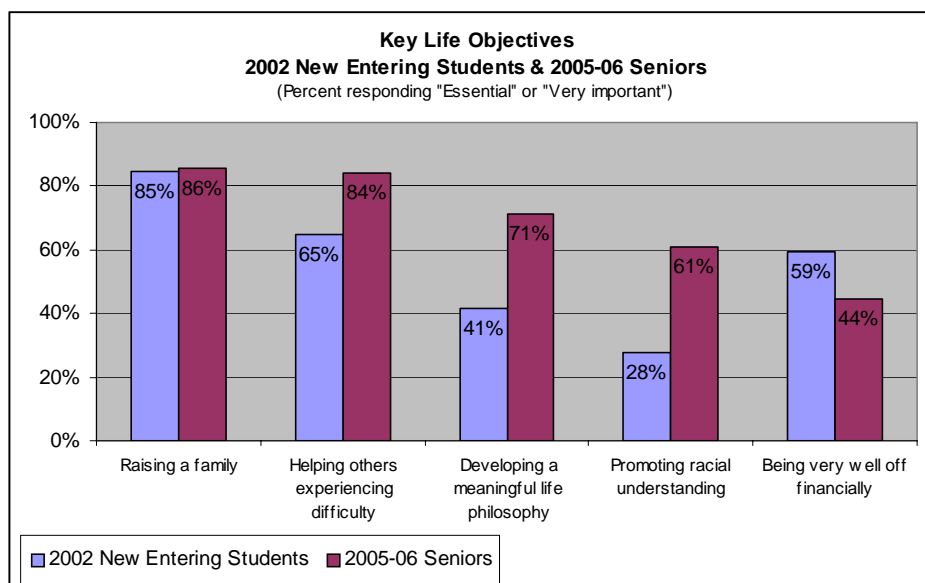


Saint John's
UNIVERSITY

- 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. Students indicated development in many areas associated with a broad-based liberal arts education:
 - Nine in ten CSB/SJU seniors said their experiences here contributed significantly ("very much" or "quite a bit") to their ability to think critically and analytically.
 - Most seniors reported significant gains in their ability to work effectively with others (87%) and their ability to learn effectively on their own (81%).
 - Nearly 8 in 10 seniors indicated that their CSB/SJU experience contributed significantly to their value of learning for its own sake (79%) and to their understanding of themselves and their values (79%).

Key Life Objectives after Graduation

The 2005-2006 *Senior Survey* asked seniors to evaluate the importance of a number of post-college experiences, aspirations, or objectives. They were asked similar questions as new entering students in fall 2002.



- Eighty-six percent of all 2005-06 CSB/SJU seniors said that raising a family was a "very important" or "essential" life objective. Although a similar percentage identified family as important in 2002, family was comparatively more important among seniors than first year students. Fifty-seven percent of seniors identified raising a family as an "essential" life objective compared to just 47% of all new entering students in fall 2002.
- Fully 8 in 10 seniors said that helping others who were experiencing difficulty was a key life objective, a significant increase from the first year. As new entering students, less than two-thirds of the class of 2006 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, developing a meaningful life philosophy was a "very important" or "essential" life objective for nearly three-quarters of all 2005-06 seniors.
- 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 new students in fall 2002, less than one-third identified racial and ethnic understanding as a critical life objective.
- Students' expectations about wealth changed significantly between their first-year and their senior year. As new entering students, nearly 6 in 10 students indicated that being very well-off financially was a key life objective. By the time they were seniors, however, fewer than half (44%) responded similarly.