

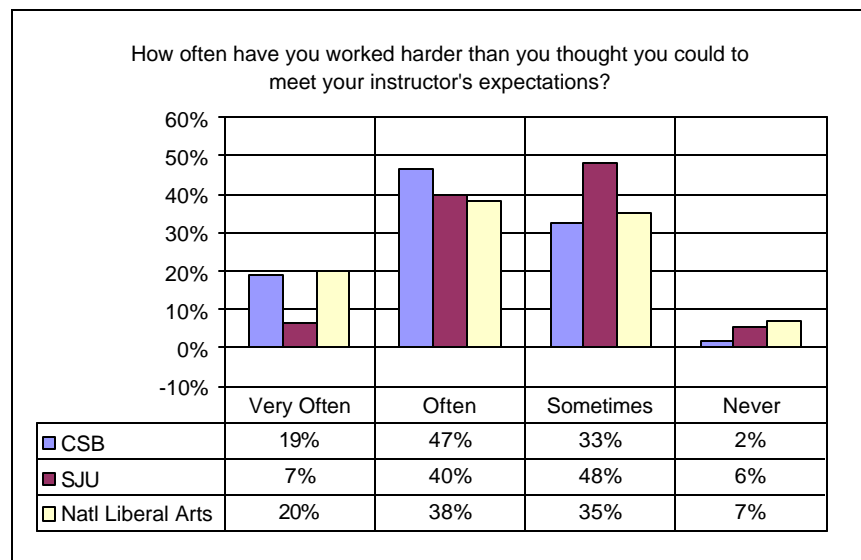
Academic and Challenge Indicators for CSB/SJU Students

More than two-thirds of all new entering students in fall 1999 cited the academic reputation of the College of Saint Benedict and Saint John's University as a very important factor influencing their decision to enroll here. Academic reputation was the most important influencing factor cited by new students that year. Now seniors, what kind of academic experiences have these students had?

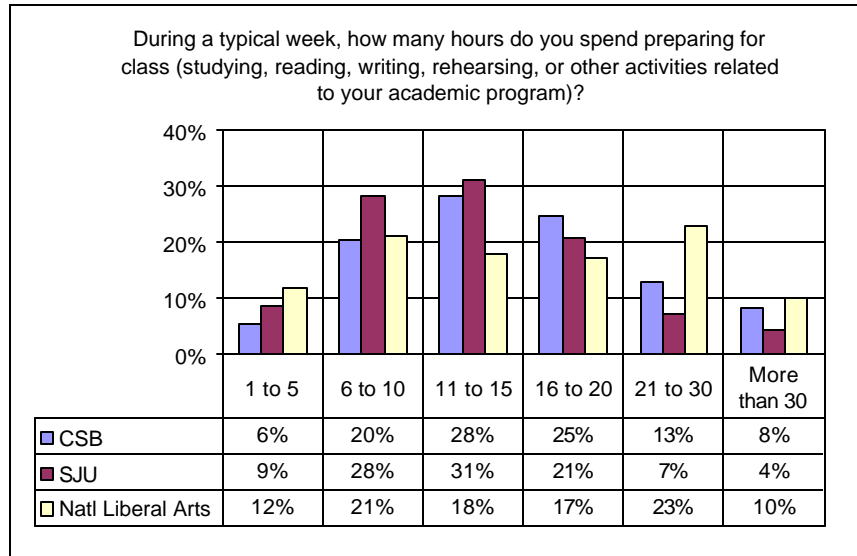
The 2002-2003 CSB/SJU Senior Survey was administered to CSB and SJU seniors in October 2002. Modeled in part on the *National Survey of Student Engagement*, the survey is designed to provide students with an opportunity to describe and evaluate their experiences at the College of Saint Benedict and Saint John's University. More than 450 students, representing 63% of the senior class, completed the on-line survey.

Academic Challenge

- Challenge.** 35% of all 2002-2003 CSB/SJU seniors indicated that they "very often" felt challenged in their classes. An additional 55% said they "often" felt challenged. Women were significantly more likely than men to report being frequently challenged in class – 40% of all CSB students indicated that they very often were challenged, compared to only 30% of all SJU students. There is a relationship between grade point average and frequency of challenge. On average, students with the highest grades were the least likely to report that they were very often challenged.
- Effort.** Students typically indicated that they at least sometimes worked harder than they thought they could to meet their instructor's expectations, though only 13% said that they very often did so. CSB/SJU student responses were similar to those of seniors attending baccalaureate liberal arts colleges nationally. College of Saint Benedict students were more than twice as likely as their Saint John's University colleagues to indicate that they very often worked harder than they thought they could to meet their professor's expectations – only 7% of all SJU seniors said that they very often worked harder than they thought they could, compared to 19% of all CSB seniors.



- Study.** Nearly 9 in 10 CSB/SJU seniors said that the colleges emphasized spending significant amounts of time studying and on academic work. However, fully 30% of the senior class – one quarter of all CSB students and 37% of all SJU students – indicated that they typically spend 10 or fewer hours per week studying, reading, writing, rehearsing, or working on other activities related to their academic program. At the other end of the time spectrum, approximately 17% of all seniors indicated that they study more than 21 hours per week (21% of CSB seniors and 11% of SJU seniors).



CSB/SJU students are less likely than their peers attending liberal arts colleges nationally to study more than 21 hours per week; nationally, one-third of all seniors at liberal arts colleges study at least 21 hours per week. However, CSB/SJU students also are less likely than their national peers to study fewer than five hours per week. Nationally, 12% of all seniors at liberal arts institutions study five or fewer hours per week, compared to just 7% of all CSB/SJU seniors. Not surprisingly, there is a relationship between amount of time studying and grades. The cumulative grade point average of CSB/SJU seniors who reported studying an average of at least 21 hours per week was 3.51, compared to 3.23 for those who indicated that typically they studied 10 or fewer hours per week.

The next issue of *Trends* will examine active and collaborative learning indicators derived from the 2002-2003 CSB/SJU Senior Survey.

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