

# Academic Enhancement and Learning

## 2014 College Senior Survey

In spring 2014, we asked graduating seniors at Case Western Reserve University (CWRU) to participate in the *College Senior Survey*. The survey was administered by the Higher Education Research Institute (HERI) in conjunction with the Office of Planning and Institutional Research. It is a follow-up to *The Freshman Survey* (TFS) which was administered to this cohort in fall of 2010. Of 983<sup>1</sup> potential participants, 33% (n=326)<sup>2</sup> submitted responses. Their results are compared to students from a comparison group of universities<sup>3</sup>. This report provides information about students' supplemental academic experiences and learning opportunities on campus.



The full distribution for items is available on the IR website at: <https://www.case.edu/ir/srvyresults/>. All significant differences include a measure of effect size, Cohen's *d*. Effect size allows us to estimate the size of the difference between two means<sup>4</sup>. For ease of reference, bulleted items which demonstrate significant differences are italicized.

### Academic Enhancement

Students were asked about participation in certain experiences which had the potential to enhance their overall academic experience. Relative to the comparison group, a greater proportion of CWRU students completed a culminating experience for their degrees (95% vs. 82%) and/or participated in an undergraduate research program (55% vs. 30%). CWRU students were also more likely to work on a professor's research project (23% vs. 11%). However, a smaller proportion of CWRU students participated in internship programs (57% vs. 71%) or study abroad than the comparison group (30% vs. 36%). These differences are illustrated in the graph below. For the remaining items, CWRU students were slightly to moderately less likely to endorse them, or there were no meaningful differences.

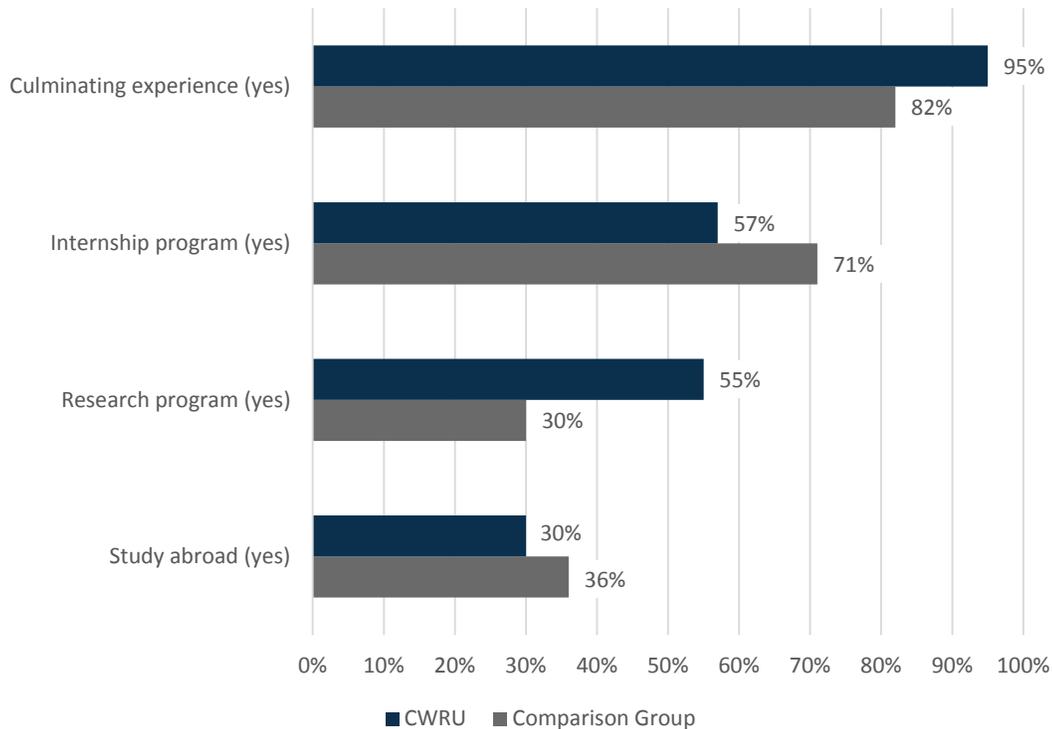
<sup>1</sup> Population n=983: Women=399 (41%), Men=584 (59%); Caucasian=515 (52%), Asian=189 (19%), Black=41 (4%), Hispanic=33 (3%), Other=29 (3%), Unknown=106 (11%), International=70 (7%)

<sup>2</sup> Sample n=326: Women=166 (51%), Men=160 (49%); Caucasian=184 (56%), Asian=53 (16%), Black=10 (3%), Hispanic=8 (3%), Other=11 (3%), Unknown=42 (13%); International=17 (5%)

<sup>3</sup> Pepperdine University, Northeastern University, Fordham University, Texas Christian University and Biola University

<sup>4</sup>The effect size is the size of the difference between two means. Cohen's *d* values were interpreted according to the criteria for NSSE benchmark comparisons as follows: small ~ .1, medium ~ .3, large ~ .5, very large ~ .7. These benchmark criteria were applied unilaterally to *both* constructs *and* individual items for simplicity.

## Select Enhancement Experiences



- Received an opportunity to work on a research project: 28% vs. 20% frequently; ( $M=2.10$ ,  $SD=0.67$ ) vs. ( $M=1.88$ ,  $SD=0.71$ );  $d=0.31$ ,  $p<.001$
- Worked on a professor's research project: 23% vs. 11% frequently; ( $M=1.73$ ,  $SD=0.81$ ) vs. ( $M=1.45$ ,  $SD=0.69$ );  $d=0.41$ ,  $p<.001$
- Received an opportunity to publish: 9% vs. 7% frequently; ( $M=1.51$ ,  $SD=0.65$ ) vs. ( $M=1.46$ ,  $SD=0.62$ ); No meaningful difference
- Faculty encouraged me to meet with them outside of class: 23% vs. 28% strongly agree; ( $M=3.05$ ,  $SD=0.68$ ) vs. ( $M=3.15$ ,  $SD=0.64$ );  $d=-0.16$ ,  $p<.05$
- Received an opportunity to discuss coursework outside of class: 50% vs. 51% frequently; ( $M=2.43$ ,  $SD=0.61$ ) vs. ( $M=2.47$ ,  $SD=0.58$ ); No meaningful difference
- Received help to improve your study skills: 22% vs. 27% frequently; ( $M=1.94$ ,  $SD=0.71$ ) vs. ( $M=2.08$ ,  $SD=0.68$ );  $d=-0.21$ ,  $p<.01$
- Worked on independent study projects: 41% vs. 42% frequently; ( $M=2.28$ ,  $SD=0.68$ ) vs. ( $M=2.25$ ,  $SD=0.73$ ); No meaningful difference
- Worked with classmates on group projects outside of class: 54% vs. 50% frequently; ( $M=2.52$ ,  $SD=0.54$ ) vs. ( $M=2.47$ ,  $SD=0.55$ ); No meaningful difference
- Posted on a course-related online discussion board: 15% vs. 27% frequently; ( $M=1.78$ ,  $SD=0.68$ ) vs. ( $M=2.04$ ,  $SD=0.71$ );  $d=-0.37$ ,  $p<.001$
- Used the library for research or homework: 37% vs. 54% frequently; ( $M=2.22$ ,  $SD=0.68$ ) vs. ( $M=2.47$ ,  $SD=0.61$ );  $d=-0.41$ ,  $p<.001$

- *Accessed your campus' library resources electronically: 53% vs. 65% frequently; (M=2.47, SD=0.61) vs. (M=2.62, SD=0.55); d=-0.27, p<.001*

### Active and Collaborative Learning

These items illustrate the extent to which students have deepened their knowledge of course material through interaction with faculty and other students. CWRU students were slightly more likely to tutor fellow students, but slightly less likely to work with classmates on group projects during class. Relative to the comparison group, CWRU students were also slightly less likely to perform community service as part of a class.

- *Integrated skills and knowledge from different sources and experiences: 73% vs. 78% frequently; (M=2.73, SD=0.44) vs. (M=2.77, SD=0.43); No meaningful difference*
- *Tutored another college student: 14% vs. 11% frequently; (M=1.70, SD=0.70) vs. (M=1.58, SD=0.68); d=0.18, p<.01*
- *Performed community service as part of a class: 7% vs. 13% frequently; (M=1.39, SD=0.61) vs. (M=1.59, SD=0.70); d=-0.29, p<.001*
- *Discussed course content with students outside of class: 67% vs. 67% frequently; (M=2.65, SD=0.53) vs. (M=2.65, SD=0.51); No meaningful difference*
- *Worked with classmates on group projects during class: 30% vs. 36% frequently; (M=2.19, SD=0.62) vs. (M=2.29, SD=0.58); d=-0.17, p<.01*
- *Studied with other students: 43% vs. 40% frequently; (M=2.33, SD=0.65) vs. (M=2.31, SD=0.62); No meaningful difference*

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