



Results from the 2008 College Senior Survey: The Co-Curricular Experience

At the end of the 2007-2008 academic year, seniors were invited to complete the College Senior Survey (CSS). This survey asked students a series of questions about their educational and social experience at Case, their satisfaction with various aspects of their undergraduate education, their relationships with faculty, staff and peers, their future plans, their time management, and their political leanings. A total of 206 students replied, representing approximately 27% of graduating seniors. As in the general population, the majority of the sample (53%) was male, though the percentage of men in the sample was lower than the percentage of male graduates (58%). The sample is nearly identical to the population in terms of major. For example, 33% of the sample and 33% of graduating seniors were engineering or computer science majors.

This report examines survey items focusing on students' satisfaction with services and offices, social life, co-curricular activities, career plans, and overall satisfaction.

Student Satisfaction with Offices and Services

The majority of students said that they were "satisfied" or "very satisfied"¹ with:

- Tutoring or other academic assistance (74%)
- Student housing facilities (residence halls, etc.; 63%)
- Opportunities for community service (77%)
- Leadership opportunities (81%)
- Recreational facilities (64%)
- Psychological counseling services (55%)

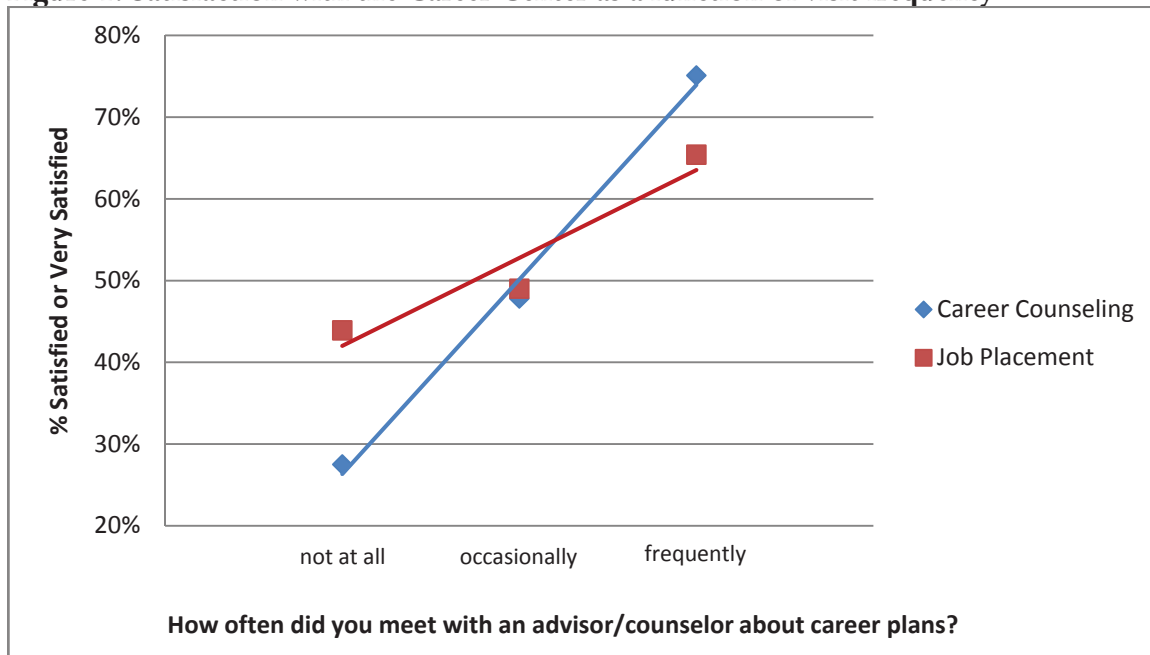
Students were less satisfied with other campus services and offices. Specifically, less than half of Case students were satisfied or very satisfied with:

- Student housing office/services (47%)
- Student health services (49%)
- Career counseling and advising (48%)
- Job placement services for students (49%)

There were no significant differences on any of these items by students' reported major; however, women were significantly more likely to be satisfied or very satisfied with job placement services (60%) and with psychological counseling services (65%).

The overall percentage satisfied with career counseling and advising and job placement services is somewhat lower than satisfaction in other areas. However, as seen in Figure 1, further analysis reveals that those who use the Career Center more frequently are significantly more satisfied with the services provided.

¹ Possible responses: 1. Very dissatisfied, 2. Dissatisfied, 3. Neutral, 4. Satisfied, 5. Very satisfied, 6. Can't rate/don't know. Percentages based on students who provided a valid response (scale items 1-5).

Figure 1: Satisfaction with the Career Center as a function of visit frequency

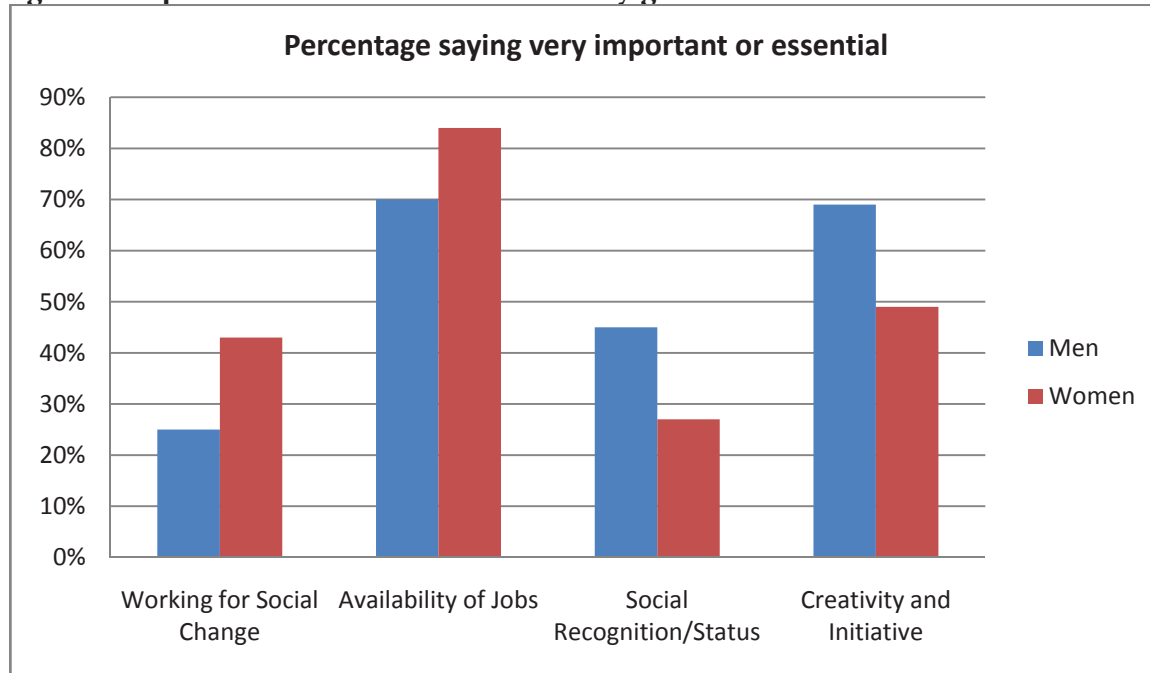
Post-Graduation Plans and Career Expectations

Students were asked, “When thinking about your career path after college, how important are the following considerations?” The percentages represent students who said the following considerations were “very important” or “essential².”

- Stable, secure future (84%)
- Discovery/enhancement of knowledge (79%)
- Availability of jobs (76%)
- Leadership potential (64%)
- Creativity and initiative (60%)
- High income potential (57%)
- Expression of personal values (53%)
- Working for social change (33%)
- Social recognition or status (36%)
- Limited working hours (22%)

There was no difference in the rating men and women gave to the importance of having a stable, secure future; however, as seen in Figure 2, women gave significantly more weight to working for social change and availability of jobs. Men gave significantly more weight to social recognition/status and creativity and initiative.

² Possible responses: 1. Not important, 2. Somewhat important, 3. Very important, 4. Essential.

Figure 2: Importance of career considerations by gender

There were also differences in job considerations by major. Table 1 shows how students from each major ranked the job considerations, followed by the percentage of students in each major who said the item was essential to their career plans (in parenthesis):

Table 1: Job considerations by major

	Arts, Humanities, Social Sciences	Math and Natural Science	Management	Engineering	Nursing
Stable, secure future	1 (53 %)	2 (36 %)	1 (50 %)	1 (46 %)	1 (62 %)
Discovery/enhancement of knowledge	2 (38 %)	1 (43 %)	4 (39 %)	2 (43 %)	3 (23 %)
Availability of jobs	5 (23 %)	6 (17 %)	8 (14 %)	5 (24 %)	2 (31 %)
Leadership potential	7 (21 %)	8 (13 %)	1 (50 %)	3 (28 %)	8 (0 %)
Creativity and initiative	3 (26 %)	5 (19 %)	7 (14 %)	7 (16 %)	5 (8 %)
High income potential	9 (17 %)	7 (15 %)	3 (46 %)	4 (25 %)	4 (15 %)
Expression of personal values	4 (26 %)	9 (9 %)	5 (36 %)	8 (13 %)	6 (8 %)
Working for social change	8 (21 %)	3 (26 %)	9 (11 %)	9 (6 %)	7 (8 %)
Social recognition or status	6 (22 %)	4 (22 %)	6 (33 %)	6 (22 %)	9 (0 %)
Limited working hours	10 (4 %)	10 (2 %)	10 (0 %)	10 (6 %)	10 (0 %)

As seen above, students in all majors listed “stable, secure future” as one of their top two most important considerations and were least concerned about finding a job with limited working hours. Management majors listed more items as “essential” than did students from other majors. This may suggest that management students spend more time thinking about what they want from their careers than do other students.

Time Management

Students were asked to estimate the amount of time they spent per week, in the past year, on a number of activities. Table 2 displays the median response for each activity³.

Table 2: Time spent on activities

Activity	Median hours per week
Studying/homework	11-15 hours
Attending classes/labs	11-15 hours
Socializing with friends	6-10 hours
Talking with faculty during office hours	Less than 1 hour
Talking with faculty outside of class or office hours	Less than 1 hour
Exercising/sports	3-5 hours
Partying	1-2 hours
Working for pay on campus	3-5 hours
Working for pay off campus	0 hours
Student clubs/groups	3-5 hours
Watching TV	3-5 hours
Housework/childcare	Less than 1 hour
Reading for pleasure	Less than 1 hour
Commuting	0 hours
Prayer/meditation	0 hours
Career planning	1-2 hours
Playing video/computer games	Less than 1 hour
Volunteer work	Less than 1 hour
Surfing the internet	3-5 hours
Online social networks	1-2 hours

Women spend significantly more time than do men working for pay on campus, praying/meditating, and on online social networks. Conversely, men spend significantly more time reading for pleasure, playing video games, and surfing the internet.

Social Life and Sense of Community

The majority of students said that they were satisfied or very satisfied with:

- Interactions with other students (81%)
- Overall sense of community among students (58%)
- Availability of campus social activities (62%)

³ Possible responses: 1. None, 2. Less than one hour, 3. 1 to 2 hours, 4. 3 to 5 hours, 5. 6 to 10 hours, 6. 11 to 15 hours, 7. 16 to 20 hours, 8. Over 20 hours.

Likewise, the majority of students say that they “agree” or “strongly agree⁴” with the following statements:

- I see myself as part of the campus community (82%)
- I feel I am a member of this college (90%)
- I feel I have a sense of belonging to this campus (80%)

In spite of the positive sense of community, however, 55% of students said they at least occasionally⁵ felt isolated from campus life since starting at Case.

There were no significant differences on any of these items by students’ reported major or by students’ gender; however, women are slightly less likely to say that they felt isolated from campus life.

Though the majority of students said they were satisfied with the social life, those who participated in certain campus groups and organizations reported higher satisfaction than their peers. For example:

Those who joined a **social fraternity or sorority** (41% of sample):

Were significantly more likely than their peers to be satisfied or very satisfied with:

- The availability of campus social activities
- The overall sense of community among students

And were more likely to agree or strongly agree that they:

- See themselves as part of the campus community
- Feel they are a member of this college
- Feel they have a sense of belonging to this campus

Those who participated in **student government** (16% of sample):

Were significantly more likely than their peers to be satisfied or very satisfied with:

- The availability of campus social activities

And were likely to agree or strongly agree that they:

- See themselves as part of the campus community
- Feel they are a member of this college
- Feel they have a sense of belonging to this campus

Those who participated in **varsity/intercollegiate athletics** (21% of sample):

Were significantly more likely than their peers to be satisfied or very satisfied with:

- The overall sense of community on campus
- The availability of campus social activities
- The overall college experience

And were significantly more likely than their peers to agree or strongly agree that they:

- Have a sense of belonging to this campus

⁴ Possible responses: 1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly agree.

⁵ Possible responses: 1. Never, 2. Occasionally, 3. Frequently.

Those who participated in **leadership training** (41% of sample):

Were significantly more likely than their peers to be satisfied or very satisfied with:

- Their interaction with other students
- The availability of campus social activities
- The overall college experience

And were significantly more likely than their peers to agree or strongly agree that they:

- See themselves as part of the campus community
- Feel that they are a member of this college
- Feel that they have a sense of belonging to this campus

Gains in Academic and Personal Development

The vast majority of students reported gains in areas of academic and personal development. Between when they started at Case and when they took the CSS in the spring of their senior year, the majority of students said that they were “stronger” or “much stronger⁶” in terms of their :

- General knowledge (96%)
- Analytic and problem-solving skills (95%)
- Knowledge of a particular field or discipline (99.5%)
- Ability to think critically (91%)
- Knowledge of people from different races/cultures (81%)
- Leadership abilities (82%)
- Interpersonal skills (85%)
- Ability to get along with people of different races/cultures (67%)
- Understanding of the problems facing their communities (75%)
- Understanding of social problems facing our nation (81%)
- Preparedness for employment after college (88%)
- Preparedness for graduate or advanced education (91%)
- Ability to manage their time effectively (79%)
- Understanding of global issues (75%)

Though the majority of students reported gains in academic and personal development during their time at Case, those who participated in certain campus groups and organizations reported greater gains than their peers. For example:

Students who joined a **social fraternity or sorority** reported significantly greater gains than their peers in:

- General knowledge
- Analytical and problem-solving skills
- Ability to think critically
- Leadership abilities
- Interpersonal skills
- Ability to manage their time effectively

⁶ Possible responses: 1. Much weaker, 2. Weaker, 3. No change, 4. Stronger, 5. Much stronger.

Students who participated in **student government** reported significantly greater gains than their peers in:

- Leadership abilities
- Interpersonal skills
- Ability to get along with people of different races/cultures
- Understanding of global issues

Those who played **varsity or intercollegiate athletics** reported significantly greater gains than their peers in:

- General knowledge
- Understanding of the problems facing their community
- Preparedness for employment after college
- Ability to manage their time effectively
- Understanding of global issues

Those who participated in **leadership training** reported significantly greater gains than their peers in:

- Ability to think critically
- Leadership abilities
- Interpersonal skills
- Ability to get along with people of different races/cultures

Overall Satisfaction

The majority of students said that they were satisfied or very satisfied with the overall college experience (80%). Additionally, most students said that, if they could start over and make their college choice again, they “probably” (47%) or “definitely” (31%) would still choose to enroll at Case.

There were no differences by gender or by major on either of these satisfaction questions. That said, those who participated in leadership training were significantly more likely than their peers to say that they definitely would still choose to enroll at Case. Likewise, those who participated in varsity or intercollegiate athletics were significantly more satisfied with their overall college experience than were their peers.

