

# CHAPTER 4

## THE UNDERGRADUATE EXPERIENCE

The goal of the undergraduate experience at Case is one of mutual transformation. As each student matures and changes through his or her undergraduate years, the university is in turn affected by the individuals and groups that compose the student body. As part of this self-study, the Subcommittee on Undergraduate Student Development was formed to explore and evaluate the overall experience for Case's undergraduate students. The report of this subcommittee appears in the appendix to this self-study.

Though Case is a highly competitive institution that focuses on scholarly achievement, the undergraduate experience comprises much more than academic programs. The university has engaged in a serious effort during the past ten years to explore ways to improve the experience by designing programs and investing in facilities that support and challenge students as they evolve across successive life experiences. On the academic side, the SAGES program (discussed in detail later in this chapter) exemplifies Case's commitment to an innovative, experience-based learning model. On the student affairs side, the university is currently in an exciting period of growth and transformation as the new campus master plan unfolds with expanded housing options, a new student center, development of a "college town" and other improvements to enhance social life, the campus environment, and a sense of community.

Over the last ten years, one noticeable and notable trend is the greater initiative that Case students have taken in advancing their own priorities for the university. Some specific examples of student-initiated measures and programs include an annual Springfest, Halloween at

the Farm, teaching awards, peer advising, a student-run academic integrity board, and a variety of community service activities. More broadly, students have taken steps to achieve greater access to and better communication with university administration.

### OVERVIEW OF UNDERGRADUATE ACADEMIC PROGRAMS

One of Case's distinguishing features is that it is a major private research university with a carefully focused undergraduate program. While some of the introductory level classes are still larger than desired, upper division classes are small, and teaching is highly valued. A major goal of the university is to have undergraduates enjoy the advantages of a college atmosphere while at the same time reap the benefits of learning at a world-class research institution, enhanced by the unique cultural richness and proximity of sister institutions within University Circle.

Case's approximately 3,250 full-time and 450 part-time undergraduate students select from more than seventy-five degree programs in the humanities and arts, social and behavioral sciences, natural sciences and mathematics, engineering, accounting, management, nursing, and nutrition. More than thirty academic departments administer these programs. There are 214 regular teaching faculty at the rank of instructor or above in the College of Arts and Sciences, and 110 in the Case School of Engineering. All are engaged in teaching and most in advising. In addition, substantial undergraduate teaching is provided within the Weatherhead School of Management (accounting, economics, and management), the School of Medicine (biochemistry and nutrition), and

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Undergraduate Degree Programs (available 2004)			
Major Field	Degree(s)	Major Field	Degree(s)
Accounting	BS	German	BA
Aerospace Engineering	BSE	German Studies	BA
American Studies*	BA	Gerontological Studies*	BA
Anthropology	BA	History	BA
Applied Mathematics	BS	History and Philosophy of Science	BA
Art Education	BS	International Studies	BA
Art History	BA	Japanese Studies	BA
Asian Studies*	BA	Management	BS
Astronomy	BA/BS	Materials Science and Engineering	BSE
Biochemistry	BA/BS	Mathematics	BA/BS
Biology	BA/BS	Mathematics and Physics	BS
Biomedical Engineering	BSE	Mechanical Engineering	BSE
Chemical Engineering	BSE	Music	BA
Chemistry	BA/BS	Music Education	BS
Civil Engineering	BSE	Natural Sciences*	BA
Classics	BA	Nursing	BSN
Communication Sciences	BA	Nutrition	BA/BS
Computer Engineering	BSE	Nutritional Biochemistry and Metabolism	BA/BS
Computer Science	BA	Philosophy	BA
Computer Science	BS	Physics	BA/BS
Dean's Approved Major	BA/BS	Political Science	BA
Economics	BA	Polymer Science and Engineering	BSE
Electrical Engineering	BSE	Pre-Architecture*	BA
Engineering – Undesignated	BSE	Psychology	BA
Engineering Physics	BSE	Religion	BA
English	BA	Sociology	BA
Environmental Geology	BA	Spanish	BA
Environmental Studies*	BA	Statistics	BA/BS
Evolutionary Biology*	BA	Systems and Control Engineering	BSE
Fluid and Thermal Engineering	BSE	Teacher Education*	BA
French	BA	Theatre/Dance	BA
French and Francophone Studies	BA	World Literature	BA
Geological Sciences	BA/BS	Women's Studies*	BA

\* available only as a second major for students also pursuing another BA or BS degree

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the Frances Payne Bolton School of Nursing. Case also offers music education and art education degrees through joint programs with the Cleveland Institute of Music and the Cleveland Institute of Art, respectively.

The table on the preceding page summarizes the major field offerings currently available at Case. Several of the degree programs are offered as a second major only; students must pursue another field as their primary major. Most of the major-field programs are available to students as minor programs as well. In addition, there are several programs (listed in the table below) that are available only as minors. Students with multiple interests are attracted to Case by the breadth of academic offerings at the undergraduate level and the lack of administrative barriers that would hinder undergraduates from pursuing more than one field of study. Many students pursue double majors, and some students in the B.A. track complete three majors. Case frequently attracts students who have strong interests in engineering or science as well as the creative arts. Though the rigorous program requirements would lengthen the traditional four-year completion time, it is not unusual for students to complete double majors in, for example, engineering and music, biology and theater, or chemistry and English. The overlap between the core curricula and general education requirements allows students flexibility in the choice of majors and degree programs.

Curriculum outside the major is central to providing the kind of education that Case delivers. For example, engineering students have been required to select a

specialized sequence of courses in a field within the humanities or social sciences. In addition, general education requirements mandate that all undergraduate students experience a breadth of subjects.

Requirements for all bachelor's degrees are published annually in the Handbook for Undergraduate Students.<sup>1</sup> All bachelor's degree programs include a foundation curriculum that requires students to study one field in depth (the major), and to complete general education requirements or a core curriculum as appropriate to the major field and degree program selected. Four foundation curricula currently exist: (1) Arts and Sciences General Education Requirements, (2) Engineering Core Curriculum (required for the B.S.E.), (3) School of Nursing General Education Requirements (required for the B.S.N.), (4) Weatherhead School of Management General Education Requirements (required for the B.S. in accounting or management). In addition, SAGES (Seminar Approach to General Education and Scholarship) is a university-wide foundation curriculum that has been offered as a pilot program since 2002-03. In 2004, the undergraduate faculty voted to make SAGES the foundation curriculum for all Case undergraduate students starting with the first-year class entering in fall 2005. Full details on these foundation curricula are found in the Handbook for Undergraduate Students and in the Case General Bulletin.<sup>2</sup>

1. The Handbook for Undergraduate Students is located online at [www.case.edu/provost/ugstudies/resources.htm](http://www.case.edu/provost/ugstudies/resources.htm).

2. The Case General Bulletin is found online at <http://www.case.edu/bulletin/casegenbulletin04-06.pdf>.

Minor Only Programs (2004)	
Field	Field
Art Studio	History of Technology and Science
Artificial Intelligence	Italian
Banking and Finance	Japanese
Childhood Studies	Judaic Studies
Chinese	Management Information and Decision Systems
Electronics *	Public Policy
Entrepreneurial Studies	Russian
Ethnic Studies	Sports Medicine
* for BA students only	

### EFFORTS TO IMPROVE THE UNDERGRADUATE EXPERIENCE AT CASE

Over the past ten years, the educational programs and the palette of experiential options for Case undergraduates have undergone substantial growth and transformation. The primary motivation for these changes was a desire for continuous improvement.

From the mid- to late 1990s, the university advanced on many fronts: the number of quality undergraduate students, the quality of faculty research and teaching, growth in external funding and the endowment, increased alumni support, and a more attractive campus environment. However, challenges remained in providing an undergraduate experience that would make the university competitive with those schools it views as its peers. Institutional research indicated that many students were coming to Case more for generous scholarship and financial aid packages than for its reputation. Analyses showed that Case did not have a distinctive national profile or a well-differentiated profile in the educational market. The undergraduate student body remained homogeneous, and there continued to be an imbalance between men and women and a high proportion of engineering students relative to those in the humanities, arts, and social sciences. Selectivity, yield, retention, and the five-year graduate rate lagged significantly behind Case's peers, and students expressed dissatisfaction with the academic workload and social life.

Several formal initiatives aimed at improving the undergraduate experience have been undertaken over the past ten years, some of which proceeded contemporaneously. Some of these focused on reform of the general education requirements, while others addressed the overall undergraduate experience at Case. Major efforts in this area are described below.

#### **The PCUEL Report and Experiential Education**

In October 2000, President Auston appointed a President's Commission on Undergraduate Education and Life (PCUEL) in order to provide guidance toward a more vibrant total undergraduate experience. This commission delivered a white paper to Interim President Wagner in September 2001. The PCUEL

team examined not only undergraduate education in terms of curriculum and administration, but also the social and physical campus environment. To do this, the members solicited advice from current students, faculty, staff, administration, selected parents of current undergraduates, and 25,000 alumni. The team also studied the Boyer Commission report (*Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, 1988), examined internal and external institutional research, and considered models that other universities had explored.

The PCUEL recommended that Case undergraduate education be organized around five educational objectives: disciplinary literacy, educational breadth, creativity, leadership, and societal engagement. It further recommended that these objectives be pursued in an environment conducive to personal growth, the creation of strong interpersonal and communal ties, and the development of ethical skills. According to the PCUEL, these objectives could best be achieved if the university were to adopt and implement a distinctive educational philosophy of "experiential learning." Experiential education embraces a wide range of activities, including (but not limited to) laboratory courses, seminar discussions, co-ops and internships, service learning, undergraduate research opportunities, and artistic, musical, or theatrical performance. The didactic experience of listening to lectures was not to be ignored or devalued, but this more traditional and familiar college practice was to be aggressively supplemented by more active modes of learning.

The opportunities for incorporating undergraduates into the university's research program and the resources available in University Circle presented two obvious possibilities for "experiences." The university was already well positioned to implement an experiential learning initiative, and began to gather the necessary resources to proceed. The PCUEL also pointed out that the university's own institutional research indicated that such an educational philosophy, if made explicit and pursued aggressively, would be attractive to prospective students. The administration believed that a shift toward a curriculum based on experiential learning would enable

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Case to gain a more clearly differentiated profile among peer institutions, increase its attractiveness to applicants, and substantially improve the undergraduate experience. These changes will buttress the university's necessary efforts to reduce an unsustainable degree of tuition discounting and gradually raise tuition to the levels charged by peer institutions.

In 2002, to continue the momentum of the PCUEL initiative, the Provost's Office convened a group first called the Student Experiences Working Group and later renamed SEGUE (Strengthening and Enhancing Gateways to Undergraduate Experiences). Composed of the Dean of Undergraduate Studies, members of offices that administer student curricular and extracurricular experiences, and representatives from the College of Arts and Sciences and Case School of Engineering, this group initially focused on producing a central website, "Case's Worlds of Experience," through which undergraduate students could access the many offices offering programs such as co-op, practica, internships, study abroad, undergraduate research, service learning, and community service. In 2004, the Provost's Office designated significant funding to support student development in the areas of student leadership, expansion of the Summer Program for Undergraduate Research (SPUR), the institutionalization of student community service support, and the centralized coordination of undergraduate research. This money will provide the administrative support necessary to encourage a thriving and pervasive undergraduate research program, as well as institutionalize the university's commitment to community service and service learning. The executive summary and full text of the PCUEL report will be available in the resource room.

### **The Evolution of SAGES**

Within the College of Arts and Sciences, an extensive review in 1995 resulted in a revamped foundation curriculum which became known as its General Education Requirements (GER). The college's Committee on Educational Programs (CEP) that performed the review stipulated that the GER should be carefully assessed after it had been in effect for a full undergraduate cycle of four years. Consequently, two

subcommittees of the CEP worked throughout academic year 1999-00 and the fall semester of 2000 – the first to review the degree of success of the GER, and the second to broadly consider the inclusion of new elements, such as first year seminars, senior projects, writing across the curriculum, oral communication, and greater attention to teaching critical thinking. When the two subcommittees reported to the CEP in December 2000, the CEP found substantial dissatisfaction with the existing GER, both among faculty and students. They proposed a thorough restructuring of general education in the College of Arts and Sciences, including a common first-year seminar, three additional interdisciplinary seminars in subsequent semesters, a new senior capstone requirement, and new emphasis on fundamental skills such as writing and analytical thinking.

In the spring of 2001, a five-member task force was appointed to fill in details of the Committee on Educational Programs proposal and to explore implementation of its recommendations. This task force did substantial additional research over the summer, especially in exploring how peer universities had responded to the new challenges posed by the Boyer Commission, and conducted numerous informational forums in the fall. Its final report was issued in late fall 2001, just two months after the PCUEL had reported. There were striking similarities between these two essentially independent initiatives. The PCUEL embraced the entire undergraduate experience, while the CEP/task force proposal was limited originally to the general education curriculum in the College of Arts and Sciences.

At a special meeting in January 2002 of the College of Arts and Sciences faculty, a three-year pilot version of the proposed new general education program (now named the Seminar Approach to General Education and Scholarship – SAGES) was approved by a vote of 101 to seven. Faculty in the Case School of Engineering, the Bolton School of Nursing, and the Weatherhead School of Management subsequently voted also to include their undergraduate students in this pilot program, making the program a university-wide rather than just a College of Arts and Sciences initiative. In his inaugural address (January 2003), President Hundert stated his desire that

SAGES be implemented for the entire undergraduate student body upon conclusion of the three-year pilot – that is, beginning in the fall of 2005. In June 2003 President Hundert appointed an implementation task force to plan for and oversee this process, assuming final faculty approval of the program. The program was indeed overwhelmingly approved by faculty votes in March and April of 2004.

The SAGES pilot began in the fall of 2002 with a first-year cohort of 140 students. About a third of the Case entering class had volunteered to be considered for this program, from which the pilot administrators selected a SAGES cohort through stratified random sampling to match, as closely as possible, the overall characteristics of the 836 students in the first-year class. In the fall of 2003, a second entering class of 190 SAGES students began their college experience, and a similar number were accepted for the fall of 2004. The pilot includes a carefully designed outcome assessment plan that guides the program's continual transformation as it approaches full implementation in fall 2005. We note that SAGES continues to have the strong support of President Hundert, who has co-taught a SAGES seminar every year since the pilot began.

The pilot version of SAGES included First Seminar and three University Seminars and a Capstone. At full implementation, the First Seminar topic will be widened from 'Life of the Mind' to include thematic First Seminars. Another change from the pilot is that students take two instead of three University Seminars and a Departmental Seminar.

The full SAGES program consists of:

- A common first-semester generalist seminar course taught in multiple sections, named "First Seminar: The Life of the Mind"
- Two additional University Seminars chosen by the student from a list of options having the themes "Thinking about the Natural World," "Thinking about the Social World," and "Thinking about the Symbolic World," taken by the end of the second year
- A Departmental Seminar, usually taken in the junior year, normally but not necessarily taught by the department that offers the student's major
- A required Writing Portfolio, submitted at the end of the second year, which enables certification of the student's writing competency
- A breadth requirement of six courses, consisting of two of any of the university's courses in each of the areas of natural sciences and mathematics, humanities and arts, and social and behavioral sciences
- A capstone experience, typically carried out in the senior year and administered by the student's major department or in cooperation with other university units or University Circle institutions

In the pilot phase, all sections of First Seminar worked from a common syllabus template, while permitting variations by individual instructors. This common feature was intended to encourage students to talk with each other about the course outside of class times, and to make it easier to ensure uniform standards. At full implementation in 2005, not all First Seminars will follow the same syllabus. This is intended to allow a more topical approach to the teaching of First Seminar, a quality that more easily accommodates the expertise of faculty across the broad range of disciplines.

The goals of the SAGES program include:

- Critical reading, analytical thinking, and effective discussion skills
- Intensive writing instruction, both across the curriculum and within disciplines
- A framework for high-quality advising and mentoring of undergraduates
- Skills in oral presentations and information literacy
- Substantial exposure to issues involving ethical decision-making and diversity

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Elements of the SAGES program have been implemented at other colleges and universities, but the university believes that the SAGES program at Case, taken in its entirety, is distinctive, even unique. Many institutions have seminars for first-year students, but it is unusual to have multiple sections work from common or carefully coordinated syllabi, especially at research universities. Research universities have sometimes established what amount to SAGES-like honors colleges for select students, but Case's model expands that "honors college" idea to *all* students. The endorsement of SAGES and the plan for the Undergraduate Experience Model (see the subcommittee report on undergraduate student development) intends to create a connection between classroom and out-of-classroom learning. Both initiatives share a developmental, intentional, and comprehensive philosophy, and the result is a distinctive approach to undergraduate education.

### **Community Service and Service Learning**

In 1994, Case established the Office of Student Community Service (OSCS),<sup>3</sup> which has the mission to promote, provide, and support learning opportunities for Case students in the form of service that is beneficial to communities locally, nationally, and internationally. OSCS facilitates curricular, co-curricular, work-study, and national service opportunities for students at higher education institutions in University Circle and supports the community service efforts of student organizations. OSCS also helps students arrange individual and group volunteer service opportunities; utilize federal work-study to benefit community-based agencies; earn stipends and education awards through participation in its AmeriCorps National Service program; link community service and learning through academic coursework with a community service component; and network with other local, national, and international community service initiatives.

OSCS-sponsored programs include a tutoring and mentoring program benefiting youth from Cleveland and East Cleveland; an AmeriCorps National Service summer program providing educational programming in literacy, public health, and the environment; an international program providing interdisciplinary opportunities for service learning in the Dominican

Republic; and themed housing focused on "civic engagement" in the North Campus Residential Village. In addition, OSCS helps students capitalize on Case's urban setting by promoting community service along public transportation routes passing through University Circle.

Service learning is a pedagogical tool that integrates community partnerships and experiential learning within an academic context for the mutual benefit of the campus and the community. Service learning is distinguished by service activities and learning experiences that are thoughtfully organized and integrated into the academic curriculum of the students; such experiences are conducted in and supportive of the needs of the community, foster civic responsibility, and provide time for the students to reflect on the service experience.

There are currently several departments and schools that provide students the opportunity to incorporate service with their classroom learning experience at the undergraduate level. Examples include: English, history, theater, psychology, sociology, modern languages and literatures, economics, engineering, and nursing.

In October of 2003, Case joined a consortium of colleges and universities seeking to institutionalize service learning efforts on their campuses. This consortium is headed by Tulane University, and receives funding from the Corporation for National and Community Service. At Case, consortium activities are coordinated by the OSCS, which is training faculty from the College of Arts and Sciences to incorporate service learning into their undergraduate courses. As of spring 2005, eighteen faculty members have completed or are participating in the semester-long training seminars. The ultimate goal is to institutionalize service learning across the undergraduate programs as a widely available option in a variety of disciplines.

### **Undergraduate Research, Independent Study, and Creative Performance**

Data from the 2002 National Survey for Student Engagement (NSSE) indicate that Case students participate in undergraduate research at a higher rate (thirty-eight percent) than their peers at other NSSE

3. For more information about ongoing activities in the OSCS, see <http://studentaffairs.case.edu/service>.

institutions (twenty-six percent at doctoral extensive and twenty-five percent at all NSSE institutions). The physical compactness of the Case campus and the fact that the undergraduate population is relatively small in comparison to the size of the university's research enterprise mean that opportunities are quite readily accessible to interested students. Although research is an important part of the Case undergraduate experience for many students, its visibility to prospective students, the campus community, and the off-campus community has been very low. In an effort to expand the number and diversity of opportunities, to increase student participation, and to increase the university's visibility, Case has recently (December 2004) established an office and appointed a director for Support of Undergraduate Research and Creative Endeavors (SOURCE). SOURCE's vision is (1) to promote and support undergraduate research and creative performances, and (2) to assist and prepare students to engage in such activities and to supplement institutional, departmental, and divisional efforts to promote these activities.

SOURCE's goals are to:

- Expand opportunities for undergraduate research and creative performances, both on- and off-campus
- Work with academic departments to increase participation in undergraduate research by their majors
- Expand the visibility and promote the activities and special initiatives (e.g., student symposia, publications, and participation at professional meetings) of undergraduate research and creative projects
- Develop a system to maintain records of undergraduate participation in such projects
- Develop and implement an assessment plan
- Serve as a resource for students and faculty

The strategies being put in place to meet these goals involve students, faculty, and external constituencies.

The office is developing programs specifically for first- and second-year students, expanding juniors' and seniors' participation in research during the academic year, and expanding and enhancing summer research programs. SOURCE will provide general information about research and creative opportunities via a university-wide website, and also encourage departments and schools to develop individual websites. Advice and assistance will be available to students through workshops such as "How to Approach Faculty about Undergraduate Research Opportunities" and "Finding Undergraduate Research Opportunities."

SOURCE will also assist faculty in their efforts to gain outside funding to support undergraduate participation in their research and creative endeavors by providing assistance with grant writing, including participation data, educational citations, letters of support, and funding information and comparisons. The office will also facilitate the integration of research into the curriculum, exploring possible connections between undergraduate research and the SAGES program. Over time, SOURCE will be able to direct faculty to good models and examples of integrating research and creative endeavors into the curriculum, and disseminate information about appropriate workshops and professional meetings. It will also create an undergraduate research advisory council that will identify a faculty contact in every department for students to approach, and provide information during new faculty orientation.

The SOURCE effort is also being developed off campus. Alumni, the Career Center, faculty, and staff will be asked to develop opportunities for students both locally and nationally. A survey is being prepared to elicit information about the research experience for Case undergraduates. The results of this study will be evaluated as SOURCE becomes established, and the program will be assessed periodically to determine effectiveness and needed improvements. NSSE and Senior Survey data from 2004, before the establishment of SOURCE, provide a baseline for future assessment. Analysis performed by the Center for Institutional Research shows that engagement in undergraduate

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research correlates positively with students' satisfaction with their experience and with their likelihood to encourage high school students to attend Case.

The administrative role of SOURCE is to serve as a resource and clearinghouse for Case undergraduates' research and creative endeavors. The office will establish communication with the admissions, development, and alumni offices regarding the value of its efforts; ensure consistent quality of the experiences and motivate the appropriate deans to promote high standards; provide leadership regarding and articulate incentives for faculty involvement; and communicate findings and challenges to the provost and deans.

### **Other Special Programs**

There are numerous special programs at Case designed to enhance student experiences and learning. Some examples are presented here.

#### ***The College Scholars Program***

The College Scholars Program (CSP)<sup>4</sup> is designed for a small group of outstanding undergraduates (approximately twenty are accepted each year) who are interested in exploring how academic learning can address larger world concerns. The program emphasizes broad interdisciplinary learning and the moral demands of leadership – both on the Case campus and beyond – and promotes self-discovery and community building by students.

Administered through the College of Arts and Sciences, this three-year eighteen-credit-hour honors program that begins in the sophomore year, is open to undergraduates with a diversity of interests and perspectives. Applications from the first-year students are accepted at the beginning of the spring semester. Students selected as College Scholars enroll together in the fall of their sophomore year and move as a cohort through the program. They have the option to live together in a common residence – a historic former private home on the campus – in order to enhance their experience in the program. Starting in fall 2005, students in the CSP will have the option to live in a special College Scholars Suite in the new North Residential Village.

Each class year emphasizes a different set of experiences, including opportunities to develop communication and leadership skills, plan sessions with invited renowned leaders and experts, and design, conduct, and present a senior project that applies individual expertise to a social or significant issue important to the surrounding community.

#### ***Study Abroad***

Opportunities for overseas study for Case students include Junior Year Abroad and international exchange programs for semester or year-long study, short-term summer programs, and recently introduced intensive winter or spring break programs.

The Junior Year Abroad program and exchange programs, administered in the Office of Undergraduate Studies, enable third-year students to earn up to thirty-six hours of credit for study at an established foreign university or through approved foreign study programs offered through accredited American universities. The university revived in 1998 an exchange agreement with Lancaster University, and since then has entered into bilateral exchange agreements with nine other overseas universities and has joined the multinational IIE-sponsored Global Engineering Education Exchange. The exchange programs bring university students from Europe and Asia to Case, where they are fully integrated into Case undergraduate courses, activities, and housing, and contribute to the diversity of the undergraduate experience on the Case campus.

Courses taken abroad through semester or year-long programs are an integral part of the student's academic program leading to a Case degree and must be approved by the Dean of Undergraduate Studies and the student's major advisor. During the sophomore year, interested students work closely with the study abroad advisors to select a Case-approved university program abroad, and to submit the appropriate applications so that full credit can transfer to Case. By following guidelines, there is no delay in progress towards the bachelor's degree. Financial aid and scholarships may be used for study abroad, and there are no restrictions as to a major for study abroad. The program website has detailed information on various study abroad opportunities.<sup>5</sup>

4. The College Scholars Program website is found at [www.case.edu/artsci/scholars](http://www.case.edu/artsci/scholars).

5. The Study Abroad website is found at [www.case.edu/provost/ugstudies/jya-progs.htm](http://www.case.edu/provost/ugstudies/jya-progs.htm).

There has been little growth in the number of participants in semester or year-long study abroad over the past ten years, and only about eight percent of Case juniors participate in these programs. In the last six years, summer programs organized by the Department of Modern Languages and Literatures, an innovative three-week culture/language/industrial laboratory exchange program of the school of engineering and Waseda University (Japan), and ten-day programs offered during winter or spring break in the Netherlands, Montreal, and the Dominican Republic have provided international experiences for students unable or reluctant to study abroad for a semester or a year.

Case's financial aid policies for semester and year-long study abroad have allowed students participating in these programs to use their Case scholarships and financial aid to pay overseas universities or U.S. programs directly. Exchange programs are tuition-neutral, with each student paying tuition to his/her home institution. In an effort to increase participation in enriching international experiences, the Office of Undergraduate Studies is seeking to: (1) expand the number of exchange partners; and (2) restructure the financing so that the increased participation does not drain Case resources. A new position has been created to focus on enhancing exchange opportunities and assisting faculty in the development of short-term overseas programs.

An example of such a short-term overseas program is CaseDRIVE, the Dominican Republic Initiative for Volunteer Experiences, an interdisciplinary effort being coordinated by the Office of Student Community Service. This unique, team-based program sponsors short-term, international service learning opportunities for both undergraduate and graduate students from the College of Arts and Sciences and the schools of dental medicine, engineering, medicine, nursing, and social work.

### ***Co-op/Internships/Practica***

Co-op, practica, and internships are programs that enable upper-division students to integrate theory and practice in professional settings consistent with the student's major field of study. The Career Center administers the internship and practica programs, while

the Office of Engineering Student Programs administers the Cooperative Education Program.

Cooperative education is a formalized academic program that enables undergraduate (and master's and doctoral) students to alternate classroom studies with career-based experiences in industry in the student's major field of study. Cooperative education is an extension of the classroom. It is a learning experience designed to integrate classroom theory with practical experience and professional development. Undergraduate students generally engage in assignments full time for two seven-month periods during a spring and summer semester or a summer and fall semester. The undergraduate co-op program is available to all students in engineering and science, as well as to students in accounting and management. Co-ops are full-time paid work experiences that earn transcript notation (pass/no pass), but do not earn academic credit. Students who participate in cooperative education normally take five years to complete their undergraduate degree.

An internship is a paid or unpaid work experience that takes place full time during the summer semester and/or part time during the academic year. Case internships are designed for students to utilize academic knowledge in real-world settings and gain valuable career-related experience that will enhance the marketability of their skills. In addition, internships enable students to develop networks and contacts along their chosen career path. Internship experiences allow students to test career options and work settings in organizations and corporations throughout the nation. Many internships include financial compensation. Students do not receive transcript notation for internships, which are not necessarily in the student's major field of study.

The practicum is a program analogous to the co-op and designed for undergraduate students majoring in the arts, humanities, social sciences, sciences, accounting, and management. A practicum is a full-time semester-long, usually paid work experience that earns transcript notation (pass/no pass), but not academic credit. Like the co-op, the goal is to provide students in a wide range of disciplines the opportunity for intellectual and professional growth in an area related to their academic

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course of study. An example of an endowed practicum is the Kay Moore Internship that sponsors one female student per year from the arts and sciences at Wachovia Bank. To date, students majoring in international studies, political science, management, and economics have won this internship.

Practicum experience involves interaction between the student, his/her employer, his/her practicum faculty advisor, and the Career Center. Students work with their faculty advisors to develop a learning contract, which is reviewed with the employer. Employers are expected to provide substantive and appropriate work assignments with proper supervision. They are also asked to submit an evaluation of progress and performance at the end of the assignment. Some students may qualify to enroll in a for-credit independent study concurrently with the practicum. The practicum program is one that needs to be more widely known among faculty advisors, students, and potential employers.

### ADVISING AND ACADEMIC SUPPORT SERVICES

Through the use of technology and the development of advising structures, Case has continually sought to support and improve academic advising.

In 1996-97, real-time online registration known as SOLAR (Student On-Line Academic Registration) was implemented through a collaborative effort of the university registrar, school registrars, the Office of Undergraduate Studies, and Information Technology Services. The following year Undergraduate Studies revised staff positions and invested in software in order to implement a robust computerized degree audit reporting system, DARS, which was developed and licensed by Miami University. DARS addressed problems that resulted from inconsistency in advising and some faculty advisors' lack of confidence and knowledge regarding requirements outside their discipline; it also gave students a tool that would enable them to be knowledgeable about and responsible for meeting degree requirements.

In the five years since DARS was fully implemented across all undergraduate degree programs, weekly

updated Degree Progress Reports (DPRs) have been put on the Web, so that a student can access and print out a DPR and know exactly where he/she stands in relation to degree requirements. DPRs are now part of the academic advising culture at Case, and have recently become available to student advisors via the web as a result of the Students First initiative.<sup>6</sup> The Students First initiative, resulting from Case's recent review of university-wide software systems (see Chapter 7, Administrative Information Systems Planning), established "quick-win" goals to provide additional services to students and to advisors by December 2004, well ahead of the large-scale student systems conversion which is scheduled to occur as the final step in the university's ERP project. As a result, students and advisors can view online cumulative grade reports in addition to DPRs. Links to course syllabi, developed in response to a faculty-endorsed Undergraduate Student Government proposal, provide students with information that is helpful as they plan their schedules. Independent of the Students First initiative, the university is also exploring the option of electronic portfolios (e-portfolios) to be created by students to provide personal information and examples of work for various student-related purposes, including advising and career placement.

The Office of Undergraduate Studies oversees degree certification and provides centralized coordination, information, and support for the academic advising that faculty, from all schools and departments with undergraduate programs, provide to Case undergraduates throughout their undergraduate careers. Faculty participation in advising is deeply rooted at Case. The first-year advising program, coordinated by the Assistant Dean for First Year Students, has involved seventy-five to eighty faculty and twenty to twenty-five administrators, and efforts have been made to align students with faculty advisors in the students' areas of academic interest. The advent of SAGES brings with it a call for a more intensive advising program in which each student's first-year advisor is his/her first-seminar instructor (a faculty member), and each advisor will have a heterogeneous group of advisees. The experience of the SAGES pilot indicates that faculty members acting as generalist advisors require additional support from Undergraduate

6. The Students First project website is located at [www.Case.edu/provost/registrar/sfstatus.html](http://www.Case.edu/provost/registrar/sfstatus.html).

Studies. Therefore, Undergraduate Studies will add a staff member to enable the office to support SAGES faculty advisors at full implementation. Once students declare their major field (which usually occurs before the end of the first year), they are assigned major-field advisors. With the exception of the assistant deans who advise students pursuing majors within the Weatherhead School of Management, major-field advisors are faculty members in those majors.

When SOLAR was introduced, there was strong support in Undergraduate Studies and among faculty for maintaining a means of promoting advisor-advisee conversation and a required advisor's signature as the university moved from paper to online registration. To maintain personal interaction, the university adopted a system in which a student must obtain from his/her advisor the PIN code that is needed to register online. Each semester, before the registration period, a student is expected to have an advising conversation with his/her advisor and obtain the PIN. When a student registers or changes his/her schedule, a copy of the schedule is automatically sent via e-mail to the student's advisor(s). With DPRs serving as checklists of unfulfilled requirements, and SOLAR giving access to registration from a student's in-room computer, the challenge now is to move advising to a new level, where advisors spend time discussing goals, careers, and opportunities available to advisees in both the short and long term. As part of that effort, Undergraduate Studies fosters among departments the exchange of information about "best practices" for welcoming and integrating students into the major department's intellectual and social community and, with "new initiatives" funding, provides funding for new or enhanced departmental activities for majors.

In fall 2004, the Undergraduate Student Government (USG) initiated a pilot for a student peer academic advising and mentoring program, called CaseFAM (First-Year Advising and Mentoring), which is designed to supplement the existing first-year advising program. In the pilot phase (2004-05), 140 new first-year students from one residential college elected to participate in the program. They were matched with thirty junior and senior undergraduate peer advisors, who were selected

in a rigorous, student-run process and who themselves report to three CaseFAM student managers. The hope is that peer advising will provide an important and helpful dimension to advising and mentoring during the critical first year, and help first-year students connect to faculty, programs, and opportunities in their areas of interest. This effort was entirely student-initiated. The pilot has been entirely student-run, with training and guidance provided by the deans in Undergraduate Studies.

Recently USG revised the program and, while retaining most of the student management structure, linked the program more closely to Undergraduate Studies, so that its continuity would be assured.

The Office of Undergraduate Studies also provides specialized advising for students planning careers in the health sciences, pre-law students, and for students interested in nationally competitive scholarships and fellowships. Advising for the health sciences had been centralized in the office for many decades; pre-law advising was incorporated into the office in 1997. The advisors use Blackboard in conjunction with in-person advising to assist students in their exploration, planning and applications. From spring 2000 through spring 2003, law school applications from Case seniors and recent alumni rose thirty-five percent, from seventy-eight to 106; in 2003, seventy-five percent were admitted to at least one law school (vs. fifty-seven percent nationally), and eighty-four percent (vs. eighty-one percent nationally) entered ABA approved law schools. Top ranked law schools admitting more than one Case applicant in 2003 were Boston College (six), Boston University (five), Chicago (three), Columbia (four), Duke (two), Georgetown (three), Harvard (three), NYU (five), Northwestern (three), Penn (two), and Virginia (two).

In 1995-96, the newly appointed Dean of Undergraduate Studies initiated an effort to identify, encourage, and advise outstanding undergraduates as candidates for scholarships and fellowships. A measure of the success of this effort, and of the talent of Case undergraduates, can be seen in the growth in national awards in the past decade. Prior to 1995, among Case undergraduates there had been one Rhodes Scholar (in 1978), one

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Truman Scholar, one Goldwater Scholar, two Churchill Scholars, one Fulbright Scholar, six *USA Today* All USA Academic First Team recognitions and a handful of NSF graduate research fellowship recipients. Over the past ten years, Case undergraduates have garnered 103 national scholarships including Rhodes (one, who was also named a reserve Marshall Scholar), Mitchell (two), Churchill (three), Beinecke (three), Goldwater (nine), Udall (two), Mellon (one), Javits (one), Hertz (one), Fulbright (nineteen, with five awarded in 2004), Boren-NSEP (twelve), *USA Today* All USA Academic First Team recognitions (three), National Defense Science and Engineering Fellowships (eleven), and NSF Graduate Research Fellowships (thirty-eight).

The Office of Educational Services for Students (ESS) supplements and expands upon the advising process. ESS is part of Educational Enhancements Programs, an administrative cluster that also includes the OSCS, Orientation, Graduate Testing Services, and the Share the Vision campaign. ESS has changed significantly over the past decade in the areas of student community service, services for students with disabilities, tutoring services for undergraduates, training for graduate teaching assistants assigned to undergraduate courses, and graduate and professional school admissions testing. ESS is staffed by four full-time professionals, one half-time professional, four clerical positions, and over 100 student employees. The ESS *Plain Dealer* Electronic Learning Center has evolved from a modest resource to a major facility on campus that logs over 29,000 sessions per year. Services for commuting students have expanded to include a well-equipped lounge in Thwing Center, a student staff of five, and sufficient funding to support student programs and services.

The ESS Coordinator of Disability Services was hired as a new position in 1996. Assuming responsibility for determining eligibility and providing services, the coordinator provides reasonable, individualized accommodations to students with diagnosed disabilities. The number of students who disclose and document a physical, mental, or learning disability has grown from fifty-two in 1993-94 to 276 students in the 2003-04 academic year. The coordinator has been joined by an additional ESS department assistant who is dedicated

primarily to disability services, by two CART (Computer Assisted Real Time Captioning) technicians who assist students with hearing impairments, and by a graduate intern.

The delivery of tutoring services to undergraduates has also changed over the past ten years. When the number of individual tutoring requests reached an unmanageable peak (more than 1,300 requests in 1994-95), a new approach was implemented. Supplemental Instruction (SI) is a form of peer tutoring that uses a group review format to reinforce important and sometimes difficult concepts covered in class. SI tutors attend selected classes in math, science, and engineering, working with the professors and leading group reviews at least twice a week. The number of courses with SI leaders (including mathematics, which is overseen by the math department) has increased from five in fall 1994 to fifteen in fall 2004. According to a student survey on academic support, SI is seen as the most valuable academic resource.

Peer tutoring is also available for thirty-minute or one-hour individual appointments in selected courses in accounting, biology, chemistry, computer science, economics, engineering, foreign languages, mathematics, music, physics, psychology, and statistics. Students may schedule up to five one-hour appointments per week, free of charge, through the online TutorTrac software program. Approval for additional tutoring hours is handled through ESS.

ESS oversees UNIV 400, the non-credit pass/no pass course required for all new graduate teaching assistants. The course includes tracks for domestic and international students, and two special sections for English speaking and writing improvement. The Provost's Office has supported this program, which enrolls approximately 175 students each year and has gained respect among students, faculty, and the administration. A version of this course for undergraduate students who serve in instructional roles as lab assistants, graders, or recitation leaders was piloted in fall 2004.

The Computer-Based Testing Center was opened in December 1998, providing the only ETS (Educational Testing Service) computer-based testing center in the city

of Cleveland. ESS continues to administer the paper-and-pencil tests (MCAT, LSAT, and the Miller Analogies Test), testing 1,300 examinees in the 2003-04 academic year. Nearly 2,000 examinees also took computer-based tests at the center during the 2003-04 academic year. A full-time testing manager now oversees the center, assisted by student proctors.

### STUDENT LIFE AND ASSOCIATED SERVICES

Several factors have combined to place great emphasis on student life since the last accreditation review. These factors include the development of a new Campus Master Plan, the “college town” planning process, and the development under President Hundert of a new campus vision. The planning process to address these initiatives involved the entire campus community, and responded directly to the expressed needs of the students. As a result, the university committed to a dramatic vision for outstanding campus facilities and an environment supportive of learning and living, transformative personal growth, and the formation of strong and enduring interpersonal and communal relationships. This vision has informed planning for new facilities and programs, seeking to increase social interaction, connect with neighboring institutions and communities, and develop a vibrant living and learning environment with its own distinctive sense of place.

Two critical components of this vision are vastly improved programming in new residence halls and longer-term plans for a new student center. As plans are developed for a new campus center in the context of such a vision, Case is thinking of much more than a building. The center will support the overall student experience and encourage interaction among students, faculty and staff. The campus center will be a central gathering place, a place where students feel ownership, and a place that focuses on student activities and leadership development. In the new student center, the university aspires to realize its vision of a comprehensive living-learning environment by combining the rigors of a research university with experiential learning in unique ways.

As plans progress for the new North Residential Village, the university views these new residence halls as environments that create opportunities for transformational experiences for students. To support the development of this social environment, the village under construction is marked by:

- High quality buildings with a distinctive sense of place
- Well-designed spaces that promote social interaction
- Spaces and programs that bring education and social life together, including greatly increased student/faculty interaction
- Developmentally differentiated opportunities that allow students a range of residential experiences, beginning with the structure and support of the residential colleges and their integration with SAGES, through choices with increasing degrees of independence, challenge, and responsibility

The first phase of the new village is under construction with opening scheduled for 2005, and will offer a new option for students. Phase I will include:

- Apartment-style housing for juniors and seniors;
- Seven houses with 746 bedrooms, 310 bathrooms, 174 kitchens
- Living rooms with fireplaces, group study rooms, and music practice rooms
- A fitness center, convenience store, and Starbucks cafe
- New athletic fields for football, soccer, track, softball, and baseball
- Parking garage for 1,200 cars

A number of changes in programs and services have occurred as Case has moved toward this vision. First, over the past two years the university has increased staffing in the Student Activities office, sharpened its focus on student activities and leadership, invested additional resources in programming, and begun participating in a national intensive leadership

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development program, LeaderShape. This has allowed the institution to develop important “new traditions” in student programming that have been very well received by the campus community. Second, while raising funds for a new campus center, the university has made Thwing Center (the current student center) much more responsive to students, with 24/7 card access, elimination of room use fees for student groups, and the addition of an Internet cafe. Space has also been reallocated, devoting much more area to student organizations, adding the Women’s Center, and expanding the commuter lounge. Third, significant investments have been made in athletics and physical education, ranging from the construction of Veale Center and renovation of the weight and cardiovascular rooms to additional staffing. Fourth, critical necessary services such as Disability Services, SEVIS-related services in International Student Services, the Career Center, and university support for Student Community Service have been expanded in response to student needs. Of particular note is a major expansion of University Counseling Services in response to increased demand, a trend being experienced across the country.

In addition to these program expansions and enhancements, several important new initiatives have been added over the last ten years. Case has moved to a summer residential orientation program for new students in an effort to better introduce them to the university. These summer orientation sessions include a two-day residential parent orientation that includes sessions specifically for parents as well as sessions that both students and parents attend together. This program introduces parents to the campus community, and provides tools for parents to support their children in the transition to the university.

Case has also greatly increased its emphasis on residential education and changed its approach to housing for new students, moving to a modified residential college model for first-year students. These modifications have been accompanied by the development of an education and life program organized around cohort groups, which includes comprehensive programming targeted to the developmental stages of each cohort group. Transitioning

to this model constitutes a significant change for residence life programming at Case, and there are high expectations for its success. Full details of this initiative are presented in the report of the Subcommittee on Undergraduate Student Development (see Appendix 3).

The Share the Vision campaign, which originated in 1990 as an orientation program for new undergraduate students, promotes the ideal of a “just and humane campus community.” The campaign asks all members of the Case community to “support the worth and dignity of each individual; respect new ideas and encourage examination and discussion of differing opinions; appreciate and enjoy our rich cultural, ethnic, and racial diversity; strive for excellence and integrity in teaching, scholarship, research, and service; and promote justice and compassion on our campus and in our world.”

The Share the Vision committee composed of staff, faculty, and students, plans activities that focus on building community and providing opportunities for dialogue and interaction outside of the classroom. Share the Vision-sponsored activities include a weekly email calendar sent to all undergraduates; panel-led open fora on topics that are timely and controversial; an electronic current events Weekly Poll listed on the Case homepage;<sup>7</sup> once-a-semester Saturday College (SatCo) “classes” offering students, faculty, staff, alumni, and community members the opportunity for a variety of programs, workshops, and field trips; an annual Share the Vision Student Leadership Award; and a common reading assignment mailed to all new undergraduates over the summer leading to discussions during Orientation, the author’s visit on campus, and incorporation in various curricula.

Case has also developed the Free Access program, allowing students to visit any of the following simply by showing their student ID: African American Museum, Cleveland Botanical Garden, Cleveland Museum of Art, Cleveland Museum of Natural History, Great Lakes Science Center, Museum of Contemporary Art, Rock and Roll Hall of Fame, and Western Reserve Historical Society. On a more limited basis, students may also receive tickets to the Cleveland Orchestra and the Cleveland Play House. This is a funded program

7. <http://studentaffairs.case.edu/vision/poll/>

supported by the provost and the Office of Student Affairs that demonstrates the university's commitment to extending the undergraduate experience to University Circle and downtown cultural institutions. Finally, a collaboration between Multicultural Affairs and Undergraduate Admission to increase recruiting and retention of students from underrepresented minority groups is under development.

A very important component to all of the above developments has been information gathering, assessment, and planning. Case has made extensive use of focus groups, surveys, and professional consultations. A formal assessment program has been implemented in the Office of Student Affairs to allow the staff to make better use of information gathered. Surveys regularly used by student affairs in collaboration with undergraduate studies and the Center for Institutional Research include the HEDS (Higher Education Data Sharing) Senior Survey, the National Survey of Student Engagement (NSSE), and the CIRP (Cooperative Institutional Research Program) Freshman Survey.

#### **Office of Multicultural Affairs**

The Office of Multicultural Affairs (OMA) provides students with a forum for professional networking, interactions with faculty outside the classroom, and mentoring, all of which help to create a community that addresses the specific needs of underrepresented minority students. The primary goal of OMA is to help students achieve high academic performance; students who would benefit from academic support are identified early and directed to the appropriate assistance. The office collaborates with other departments to support efforts such as individual tutoring, study groups, college success workshops, social and cultural enrichment programs, and career development. The mentorship program links students with faculty, staff, alumni, and Cleveland area professionals, creating relationships that can last beyond graduation. The OMA also helps recruit students for both summer and academic year research. It is anticipated that faculty mentors will serve as resources for facilitating student entry into a research program by offering opportunities in their own laboratories or recommending other opportunities.

In addition, the office provides encouragement and emotional support to students, helping them navigate and overcome the academic and social challenges they encounter in the course of their studies. The improvement in retention of minority undergraduates is a reflection of the effective social network the office has created.

#### **Career Services**

Case's Career Center offers individual career counseling, career-related workshops, seminars and employment services to students and alumni. The goal of career services is to develop students' lifelong career management skills so that they may obtain work experience and integrate their academic and career plans. The office assists with choice of major, career assessment and exploration, experiential education, job search strategies and resources, graduate school preparation, and career transition. Its key constituents are students, alumni, and employers. Faculty and parents are also critical constituents. Faculty members are key through their advisory roles; they also refer students to graduate programs and write letters of recommendation. Parents serve as a strong influence on students and also as potential employers. In 2003, the Career Center launched a college liaison model through which each counselor is assigned to a particular school to serve the unique needs of individual students within a discipline.

The Career Center has taken advantage of continuing advances in technology to enhance service to its constituents. The center has evaluated and deployed appropriate service technologies with the goal of creating a balance between "high tech" and "high touch," maintaining personal relationships while linking students with the latest in online and Web-based services. Many new technological advances were introduced in 1996: voice mail, an online appointment calendar, the Alum-net database, and the first computer career management tool (TRES-D). The summer 2000 adoption of an online career management tool that could be used by students, employers, and staff was a revolutionary change. Students can post resumes, make appointments, search jobs posted by employers, and sign up for on-campus interviews. Career counselors interpret career assessment tools such as the Myers-Briggs (MBTI) and Strong Interest Inventory

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during an individual appointment. Beginning in 2003, these assessment instruments have been administered online, increasing effectiveness of student and staff time, and reducing costs.

The office's website is vital for students and employers. In 1996-97 the web page was accessed nearly 120,000 times. The site currently averages over 40,000 hits per month. The Career Center has relied on technology-staff support from outside the department. Employers and students require that career services be provided via up-to-date technology. The Office of Student Affairs has convened a taskforce to address technology issues within the division during 2004-05.

The Career Center has used its technological resources to improve administration of the First Destination Survey. In 2003, the survey was redesigned and integrated with a similar survey administered by the Office of Undergraduate Studies; students are now able to provide feedback using an online survey tool. The response rate after implementing these changes dramatically improved from thirty percent to seventy-five percent, and continues to improve. Self-reported results from the Class of 2004 survey show that forty-seven percent of the class went on to advanced study, thirty-five percent were employed, fourteen percent were available for employment, and four percent were pursuing other activities. Forty-two percent of students going to graduate school and forty-eight percent of those employed had used the center an average of 2.5 times. The surveys are instrumental in the Career Center's ability to assess its effectiveness.

In 1999, the Career Center moved to its current location on the second floor of the Sears Library Building. This provided an opportunity to improve the interviewing facility for employers and expand the career resource library. It is important for the Career Center to be located in a high student traffic area; as other student-centered departments have moved into Sears, the building has become a hub for student interchange. An important enhancement to the slate of services offered to students was the creation of walk-in hours. In 1999, career counseling appointments reached 1,200; students often waited more than a week for an appointment. Walk-in hours were introduced in 2000 to alleviate this

problem. This change resulted in scheduled counseling appointments being reduced to 750, while walk-ins accounted for an additional 450 student contacts.

Office staffing has fluctuated over the past decade; it has been as high as twelve and as low as five. The cooperative education function and two staff members were transferred to the Case School of Engineering in 2000. In the fall of 2003, a Career Center Task Force was convened to address staffing and resource concerns. Benchmarking data were collected from thirteen peer institutions about staffing in relation to programs and services. The task force recommended that the Career Center increase human resource investment in the areas of experiential learning, employer relations, technology, marketing, and assessment.

Although the current staffing level is below average, student perception of the quality of services has not suffered. Results from the senior survey show that satisfaction with career services among Case graduates has generally been higher than at other private institutions that are members of HEDS (Higher Education Data Sharing Consortium) and COFHE (Consortium on Financing Higher Education), which administer similar surveys.

### UNDERGRADUATE ADMISSION AND FINANCIAL AID

The ability of Case to succeed in its academic and student life programs at the undergraduate level requires the matriculation of sufficient numbers of qualified students. The Admissions Office works actively to identify and recruit highly qualified and motivated students, and combines these efforts with the awarding of competitive and fair financial aid packages in order to shape the incoming class. Having an undergraduate body diverse in many aspects (gender, race, major field, geographic origin, etc.) is a continuing goal.

The table below presents a summary of admissions statistics for the preceding ten years. Note that the number of applications has increased substantially. However, Case still receives proportionately too few applications relative to its primary peer group, and consequently has needed to admit a relatively high proportion of these applicants. Thus enrollment outcomes are possibly more sensitive to conditions and events within the university. There have been significant swings in the size of the incoming class, which may be attributed to specific actions and events. For example, the downturn in the number of enrolled students in 2001 and 2004 may be explained by reductions in the scholarship and financial aid budgets in those two years as well as in the value of merit scholarships awarded in relation to the tuition charged. In the years prior to 2001, the amount of a Trustee's Scholarship was equal to the cost of full tuition. For 2001, the value of that scholarship was retained at the 2000 level, but the tuition increased from \$20,100 to \$21,000. The abrupt departure of President David Auston in the midst of recruiting season may also have had an adverse effect on the size of the 2001 entering class. In 2004 there was a ten percent tuition increase coupled with a reduction in financial aid. However, for most other years over the past

decade, the trend is fairly steady (yield rates of twenty-three to twenty-five percent). The university's stated intention is to build the entering class to 900 per year.

Fortunately the quality of the applicants, as evaluated by standardized test scores as well as other measures, remains high. The table on the next page provides a profile of the incoming classes from the preceding five years. Of concern is the slight downward trend in standardized test scores for the entering class. This may be attributed to efforts to bolster the number of students majoring in certain disciplines so that there is a better overall balance to the undergraduate cohort. Case is currently developing additional strategies to improve conversion of higher proportions of the applicants with the highest qualifications into matriculants.

#### **Restructuring of Undergraduate Admission**

In June 2002, the Dean of Undergraduate Admission left the university after ten years of service to pursue a similar position at another university. This departure prompted Case to reevaluate its undergraduate admission structures and priorities. As the university explored ways to reorganize undergraduate recruitment activities to meet the goal of increasing the number of applications and improve the overall quality of the entering class, the

First-Year Admission Statistics, 1994-2004					
Year	Applications	Admits	Admit %	Enrolled	Yield %
2004	5,493	3,875	71%	784	20%
2003	4,680	3,525	75%	878	25%
2002	4,428	3,447	78%	836	24%
2001	4,663	3,429	74%	738	22%
2000	4,760	3,385	71%	837	25%
1999	4,650	3,300	71%	766	23%
1998	4,390	3,227	74%	832	26%
1997	4,427	3,509	79%	739	21%
1996	4,312	3,409	79%	739	22%
1995	4,290	3,291	77%	732	22%
1994	4,080	3,320	81%	735	22%

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university administration determined that enrollment management expertise was lacking in the current organizational structure. Enrollment management administrators from the University of Chicago and Carnegie Mellon University served as advisors to the university to determine how enrollment management could best be implemented at Case. As a result of these consultations and further benchmarking studies, the administration decided that the enrollment management function at Case should oversee both admission and financial aid.

In July 2003, the newly-created position of Vice Provost for Undergraduate Enrollment was filled. The offices of Undergraduate Admission, University Financial Aid, and a new office that supports the necessary technology for this overall effort now report to the Vice Provost for Undergraduate Enrollment.

In 2003-04, a new website with personalized views and broadcasted messages tailored to students' interests was launched in Undergraduate Admission, and the website in Financial Aid was upgraded to offer students

Class Profile of First-Year Students, 2000-04					
	2004	2003	2002	2001	2000
Size of first-year class	784	878	836	738	837
Male	61%	60%	61%	61%	63%
Female	39%	40%	39%	39%	37%
Ohio residents	52%	54%	51%	54%	52%
Other U.S.	45%	44%	46%	42%	45%
International	3%	3%	3%	3%	3%
Middle 50% Scores					
SAT Verbal	580-700	590-700	590-710	600-710	600-710
SAT Math	620-720	630-730	630-730	640-730	640-740
ACT Composite	26-31	26-32	26-31	27-31	27-32
Intended Major					
Engineering/Computer Science	37%	41%	43%	42%	43%
Math and Science	20%	23%	22%	24%	25%
Humanities/Arts/Social Sciences	10%	8%	10%	10%	12%
Management	5%	6%	7%	5%	3%
Nursing	9%	7%	3%	3%	3%
Other/Undecided	20%	15%	16%	16%	14%
<small>Note on test score data: Scores for 2002, 2003, and 2004 are for enrolled students. Scores for 2001 and earlier are based on students who sent admission deposits; not all may have ultimately enrolled.</small>					

the ability to view their financial aid packages online. The new website and a communications campaign that focused on the university's distinctive qualities (such as efforts to enhance experiential learning and the benefits of studying and living in University Circle) were successful in attracting the largest and best-qualified applicant pool in the university's history.

By summer 2004, new databases in admission and financial aid had been launched. Responses to inquiries for fall 2005 have been "modeled" based on previous enrollment patterns to predict inquirers' interest in applying to Case. An admitted student survey completed in spring 2004 reiterated the importance of faculty contacts in influencing students to enroll, and faculty have been enlisted to communicate regularly with the inquirers who are most likely to apply for fall 2005.

A new online system for processing applications will eliminate paper documents; the admission staff can sort and evaluate applications for admission for fall 2005 by high school, academic qualifications, and demographic profiles. A pricing and tuition revenue study was also completed recently to determine the minimum tuition assistance needed to meet enrollment goals for fall 2005.

For many pragmatic reasons, Case is interested in substantially increasing the number of applications to its undergraduate programs. With a larger applicant pool comes the luxury of a greater ability to shape the profile of the entering class. Efforts to attract greater numbers of students from underrepresented minority groups were discussed in Chapter 1. In addition, the university has a desire to create a more even gender balance as well as to attract higher numbers of students interested in such fields as nursing, the arts, and the humanities. Because Case intends to increase the size of the entering class to a steady state of 900 students per year, this can be achieved without depleting the number of students who are interested in the sciences and engineering.

#### **Trends in Financial Aid**

Over the past decade, the Office of University Financial Aid has also experienced a period of significant change and a continuation of an evolutionary process in operations. Major transitions have occurred in

scholarships, financial aid packaging, loan programs, system conversions, and web and portal development.

The mid-1990s were marked by the widespread introduction of full-tuition, room and board scholarships at Ohio four-year public universities. Since five of Case's top ten competitors are state universities, Case responded with the introduction of the Trustee's Scholarship, which was originally priced at full tuition and reduced to approximately eighty-three percent of tuition for the fall 2004 entering class. Merit-based scholarships keyed to SAT scores tended to reinforce the admission of students with superior math competencies and reduce the number of students in the arts and humanities. In 2001, Case began to reduce the number of scholarships offered to students and the value of those scholarships in relation to its first-year tuition so that a larger fraction of the financial aid budget could be diverted to need-based aid. The value of the various scholarships for an individual student continues at the same level as the first year for the final three years of the student's undergraduate study. For the class entering in fall 2005, Case will restore the number of scholarship offers and the monetary value of the various scholarships to slightly below the 2003-04 levels for offers and monetary values as a percentage of the tuition.

The financial aid packaging philosophy has evolved slowly over the decade from a front-load self-help philosophy to one that layers grant assistance, loan assistance, and student employment. The different components of the package vary, with grant assistance assuming a larger proportion of the initial package as academic ability increases. Unfortunately, loan assistance has assumed a greater overall proportion of financial aid packages as costs have increased until self-help levels have reached \$11,000 for first-year students and \$12,000 for continuing students.

Three major changes in loan programs, interest rates, and processes occurred during the past decade. First, Case entered the Federal Direct Stafford Loan Program in its second year when it appeared that Congress and the U.S. Department of Education were going to mandate that all students would obtain Federal Stafford Loans directly from the federal government. The Federal

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Family Education Loan Program (FFELP) industry responded, and within a few years lenders and guarantors introduced reduced origination fees, borrower benefits, and electronic processing that made the FFELP program more competitive than the Federal Direct Loan Program. At the same time, students and parents increased their use of private alternative loans, and Case loans became less available. In 2001, Case issued an RFP in which it sought to become a lender under the Federal Stafford Loan Program for its graduate and professional students. The RFP also sought more competitive student interest and fee rates for private alternative loans. The university also attempted to generate new institutional financing for university loans by selling its existing university loan portfolio to the successful bidder.

The university received six proposals and selected Key Bank, Sallie Mae, and USAF as its partners in this process. Beginning in 2002-03, Case exited the Federal Direct Loan Program and began to make Federal Stafford Loans itself. Through this change, Case was able to pay the origination fees for its students on the Federal Stafford Loan Program and use remaining earnings for need-based grant assistance. The proposal also allowed Case students to receive private, alternative loans that carried a one percent lower interest rate and eliminated loan fees for most students.

Over the past ten years, the University Financial Aid Office has developed a comprehensive web presence based on a Microsoft XML Plus Operating System that includes online application status, online electronic award letters with email notifications, electronic loan processing, electronic forms online, electronic loan promissory notes and loan counseling, and a financial aid estimator. Last year, Case converted from a mainframe student aid management system (SAM) to a client-server version (PROSAM) financial aid management system. The office is currently developing an electronic early action financial aid application and needs analysis processing system, a new student job module, and an online listing of external scholarships.

### STUDENT RETENTION

Student retention is a direct reflection of the degree to which Case's academic and student life programs are successful. The table on the following page provides a detailed summary of retention statistics for the past eight entering classes. Overall, since 1995 Case has improved the first-to-second year retention rates as well as the four-, five- and six-year graduation rates. However, Case still needs to improve in these areas. In addition, retaining and graduating underrepresented minority students needs to remain a focus.

Chapter 1 contains descriptions of several programs that have been put in place over the past ten years to address the challenges of recruiting and retaining excellent students from underrepresented minority groups. Some of the other programs aimed at improving retention are described in this section.

#### **Second-Year Initiative**

New initiatives were recently put in place to support second-year students. Attrition from the second to the third year has ranged from six percent to 9.6 percent over the past six years. Rates were 9.6 percent in 2001 and eight percent in 2002, and there was a concern that many of those who remained at Case did not fully engage and take advantage of opportunities for educational and personal growth. This situation prompted the Office of Undergraduate Studies to redirect some resources toward a new assistant dean position with a focus on second-year students. This assistant dean joined the staff in February 2003, and immediately began to reach out to students at risk. While it is too early to assess the long-term effect of the effort, the early signs are good: attrition from the second to the third year in 2003 was at its second lowest level (6.2 percent) in ten years.

The assistant dean co-chairs the Second-Year Cohort Committee with the associate director for campus living, and has played a collaborative role in developing programs that introduce second-year students to faculty, research, study abroad, internships, and service opportunities.

As part of the overall effort to improve retention, a Second Year Institute, implemented in August 2004, was a "welcome back" event designed to introduce

Student Retention by Ethnicity									
Entering Class	Number Starting	Returned				Graduated			Currently Enrolled or Graduated
		Year 2	Year 3	Year 4	≤ 4 Years	≤ 5 Years	≤ 6 Years		
<b>1997-1998</b>									
Non-resident aliens	26	69.2%	61.5%	42.3%	50.0%	53.8%	53.8%	53.8%	53.8%
Black, non-Hispanic	32	87.5%	81.3%	68.8%	53.1%	65.6%	65.6%	68.8%	68.8%
Asian or Pacific Islanders	110	96.4%	83.6%	79.1%	61.8%	79.1%	82.7%	83.6%	83.6%
Hispanic	20	100.0%	100.0%	90.0%	80.0%	85.0%	95.0%	100.0%	100.0%
White, non-Hispanic	495	87.7%	81.6%	79.0%	52.3%	73.1%	77.4%	78.4%	78.4%
Other or unknown	56	89.3%	83.9%	80.4%	57.1%	71.4%	80.4%	82.1%	82.1%
TOTAL Students	739	88.8%	81.9%	77.7%	54.8%	73.2%	77.5%	78.8%	78.8%
<b>1998-1999</b>									
Non-resident aliens	24	83.3%	75.0%	62.5%	50.0%	58.3%	70.8%	79.2%	79.2%
Black, non-Hispanic	28	92.9%	92.9%	92.9%	42.9%	78.6%	89.3%	96.4%	96.4%
Asian or Pacific Islanders	105	95.2%	87.6%	81.9%	64.8%	81.0%	83.8%	83.8%	83.8%
Hispanic	10	100.0%	80.0%	70.0%	50.0%	70.0%	70.0%	70.0%	70.0%
White, non-Hispanic	555	92.4%	86.7%	83.1%	57.7%	77.1%	80.4%	82.5%	82.5%
Other or unknown	110	89.1%	85.5%	80.9%	52.7%	80.0%	81.8%	81.8%	81.8%
TOTAL Students	832	92.2%	86.4%	82.2%	57.1%	77.4%	80.9%	82.8%	82.8%
<b>1999-2000</b>									
Non-resident aliens	27	81.5%	63.0%	59.3%	33.3%	55.6%		59.3%	59.3%
Black, non-Hispanic	30	83.3%	76.7%	63.3%	53.3%	56.7%		66.7%	66.7%
Asian or Pacific Islanders	95	98.9%	88.4%	82.1%	66.3%	81.1%		84.2%	84.2%
Hispanic	14	85.7%	64.3%	42.9%	28.6%	35.7%		35.7%	35.7%
White, non-Hispanic	582	90.5%	82.0%	79.0%	57.4%	75.8%		79.4%	79.4%
Other or unknown	18	88.9%	72.2%	66.7%	38.9%	61.1%		61.1%	61.1%
TOTAL Students	766	90.9%	81.3%	77.2%	56.5%	73.9%		77.5%	77.5%
<b>2000-2001</b>									
Non-resident aliens	24	87.5%	79.2%	58.3%	37.5%			54.2%	54.2%
Black, non-Hispanic	38	84.2%	63.2%	71.1%	47.4%			65.8%	65.8%
Asian or Pacific Islanders	124	93.5%	86.3%	83.9%	70.2%			86.3%	86.3%
Hispanic	24	100.0%	79.2%	75.0%	58.3%			75.0%	75.0%
White, non-Hispanic	617	89.1%	82.5%	80.1%	57.4%			83.3%	83.3%
Other or unknown	10	90.0%	70.0%	90.0%	70.0%			80.0%	80.0%
TOTAL Students	837	89.8%	81.8%	79.6%	58.4%			81.8%	81.8%

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Student Retention by Ethnicity									
Entering Class	Number Starting	Returned			Graduated			Currently Enrolled or Graduated	
		Year 2	Year 3	Year 4	≤ 4 Years	≤ 5 Years	≤ 6 Years		
<b>2001-2002</b>									
Non-resident aliens	25	80.0%	64.0%	48.0%	4.0%			52.0%	
Black, non-Hispanic	33	78.8%	72.7%	66.7%	0.0%			66.7%	
Asian or Pacific Islanders	129	94.6%	86.0%	81.4%	3.1%			84.5%	
Hispanic	14	85.7%	64.3%	64.3%	0.0%			64.3%	
White, non-Hispanic	531	93.0%	88.3%	85.1%	1.7%			86.6%	
Other or unknown	6	83.3%	66.7%	83.3%	0.0%			83.3%	
TOTAL Students	738	92.0%	85.8%	82.0%	1.9%			83.7%	
<b>2002-2003</b>									
Non-resident aliens	23	91.3%	60.9%						
Black, non-Hispanic	39	100.0%	76.9%						
Asian or Pacific Islanders	131	94.7%	89.3%						
Hispanic	20	90.0%	60.0%						
White, non-Hispanic	613	92.0%	86.1%						
Other or unknown	10	100.0%	90.0%						
TOTAL Students	836	92.8%	84.9%						
<b>2003-2004</b>									
Non-resident aliens	22	81.8%							
Black, non-Hispanic	36	100.0%							
Asian or Pacific Islanders	144	91.7%							
Hispanic	18	83.3%							
White, non-Hispanic	627	89.6%							
Other or unknown	30	96.7%							
TOTAL Students	877	90.3%							
<b>2004-2005</b>									
Non-resident aliens	25								
Black, non-Hispanic	46								
Asian or Pacific Islanders	113								
Hispanic	18								
White, non-Hispanic	513								
Other or unknown	69								
TOTAL Students	784								

forty second-year students to the focus of the second-year experience: exploration, engagement, and personal vision. This two-day event focused on four themes: understanding self; connecting self to others; connecting self to the Case community; and connecting self to the surrounding community. These theme areas promoted interaction among peers around academic, leadership, and social activities.

Objectives of the Second Year Institute include:

- Connecting second-year students to the developmental themes for their year at Case – exploration, engagement, and personal vision
- Connecting students to academic departments based on their declared major
- Providing a leadership experience that connects students to their peers, and helps them realize their leadership potential
- Providing an interactive experience in which students will interact with the many resources and services provided on campus

Though it is premature to predict the long-term effects of efforts such as the Second Year Institute, it is rewarding to observe that seventy-one percent of the Class of 2007 has declared a major; historically, this figure was approximately fifty percent. Continuation and expansion of the Second Year Institute in future years is expected to contribute to improved retention rates. Additional information on the Second Year Institute is provided in the Subcommittee Report on Undergraduate Student Development.

#### **Women in Science and Engineering Roundtable**

Case's Women in Science and Engineering Roundtable (WISER) was started three years ago to provide a learning community for women students studying science or engineering. The organization receives strong support from the Office of the Provost and the deans of the College of Arts and Sciences and Case School of Engineering, and is growing rapidly. In the first year about twenty students were involved; WISER currently has 125 members. In fall 2004, twenty-three percent

of the available pool of incoming students applied for membership. WISER aims to increase retention of women in science and engineering at Case and to enhance the sense of community for women students.

WISER activities include a very popular one-on-one peer mentoring program for incoming students; workshops on topics such as undergraduate research, effective speaking, and family/work issues; a seminar class, "On Being a Scientist," which encourages students to become comfortable talking about science by discussing current articles in the scientific literature and their wider impact in a relaxed and supportive setting; and social events organized by WISER's active student Leadership Core.

#### **COMMUNICATION AMONG STUDENTS, FACULTY, AND ADMINISTRATORS**

The focus of this chapter and the subcommittee report on undergraduate student development has been to document the mutual transformation of the student and the university over the past decade.

However, there are many aspects of this transformation that are not easily documented by surveys or tables. For example, communication among students, faculty, and staff has led to many changes and initiatives at Case. Through a mix of informal and formal meetings, students have been able to suggest changes and implement new initiatives. Members of the Undergraduate Student Government met with the Faculty Senate and the University Undergraduate Faculty to request that course syllabi and textbook information be made available online. This motivated the development of technology and procedures to make that information available to students through the Web as part of the Students First project. Similarly, there are student members on faculty and administrative committees, including those preparing this document. On an informal level, many administrators are available to meet with students and often do so in order to get direct feedback. Such discussions have been crucial to implementing programs and changes that directly impact the student body. The North Residential Village project is one instance where student input was requested by

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administrators in order to provide residence halls that have the greatest appeal to undergraduate students.

### Student Organizations

Case offers more than 150 active student organizations, ranging from the electric (Institute of Electrical and Electronics Engineers) to the eclectic (Dance Dance Revolution Club). This range and breadth of activities are shown in the following list:

- 10 honorary societies
- 16 athletic clubs
- 37 special interest organizations
- 12 religious groups
- 4 political organizations
- 5 social service clubs
- 9 performance groups
- 23 ethnic clubs
- 5 competitive teams
- 33 academic groups
- 8 media organizations
- 25 fraternities and sororities
- 5 governing organizations

Student organizations are a great way to meet people and develop lifelong friendships. They also allow students to pursue their passions outside the classroom: those that dovetail with academic interests and help gain greater insight into a chosen field, and those that are completely outside of the academic world and give a needed break and sense of balance. Members of student organizations gain valuable leadership skills – managing events, recruiting new members, and determining the future direction of the organization. Many Case student groups also interact with groups on other campuses, giving opportunities to network and experience different perspectives.

### Athletics

Athletics and the sports programs at Case are often undervalued by faculty, administrators, and students. Student athletes are some of the most enthusiastic promoters of the university on and off campus, yet they rarely receive the recognition they deserve. School spirit can be galvanized by a strong athletic program. Consequently, athletics has the potential to play an integral role in university efforts to improve the satisfaction with social life and the sense of community on campus.

Case has identified a need for change in the athletic facilities and has made welcome improvements over the past several years to the Veale Center. The President's Initiative Fund provided the means to update the weight room with much-needed replacement machines and weights. Recent events on campus have allowed for the remodeling and installation of air conditioning in Horsburgh Gymnasium as well as in the weight room. These changes represent a very visible effort to improve athletic facilities.

As part of the north residential village project, Case is constructing a new football and soccer stadium complete with home and visitor locker rooms, new baseball and softball fields, and a state-of-the-art lighted running track. President Hundert has also designated this year's Trustee Annual Fund to student athletics, and has pledged \$400,000 for use by the new athletic director starting June 2005. Thus, continued improvements in student athletics may be expected over the next few years.

With current and future construction projects underway, attention to creating and preserving areas for recreation and common use should remain a high priority. While the NRV project will bring the undergraduate residences closer to the athletic facilities, it has meant in the short run the loss of an athletic field. Plans are also underway to construct an academic building on one of the two existing intramural fields. This recent depletion of green space makes it advisable that Case focus greater attention on creating and preserving areas for athletics and recreation. Future phases of the NRV call for the creation of two new intramural fields.

Between the academic course load and the time demands on athletes, student athletes have the added challenge of budgeting their time to maximize their undergraduate experience. Athletics build character, accountability, understanding of teamwork, and dedication to a common goal.

At a school as academically focused as Case, the coaches and student athletes realize the role sports play within the realm of the undergraduate experience. However, the athletic department believes that academics and athletics go hand in hand, rather than playing primary and secondary roles on campus. When playing fields are eliminated, when resources are inadequate, or when professors do not support the efforts of the athletes, students are sent the message that athletics are unimportant to the school. Athletics at Case can be a value-added experience, rather than one that detracts from academics. If Case had the opportunity to be known for multifaceted excellence, it would help to increase national name recognition and recruit the type of undergraduate students who could further academic and athletic achievement at Case.

#### SUMMARY: STRENGTHS AND CHALLENGES

The Case community has committed to the transformation of itself into one of the most powerful learning environments in the world. The success of this will depend on making the best use of Case's strengths and meeting its challenges.

The university's greatest strength is the university community itself.

- Case students are smart, self-directed, goal-oriented, visionary, mature, and self-motivated. This is evidenced by their academic achievements and their professional honors and awards, and further documented by NSSE and other surveys. They are also caring, involved in shaping the learning environment, and highly supportive of each other. This is supported by the NSSE survey, but also shown by their involvement in student government, their engagement with faculty and administrators, and student initiatives such as CaseFAM.

- The Case faculty shares many of the characteristics of Case students. They are professionally very successful, attracting millions of dollars in research funding and engaging in many forms of scholarly activity. They are also committed to student education and involved in the development of their students, both professionally and personally. This is evidenced by the importance of quality teaching in promotion and tenure considerations, and public recognition of outstanding teaching and mentoring. The faculty are always striving to improve the learning environment, as shown by the PCUEL report, which led to the recognition of Case's strengths in experiential learning. The major transformation of undergraduate education through implementation of the SAGES program is another example.
- The Case staff completes the university community and shares many of the attributes of its faculty and students. However, they have focused more on the complete development of the student, particularly through the expanding activities of the Office of Student Affairs, the development of the Undergraduate Experience Model, and the increasing emphasis on student advising.

A second major strength of the undergraduate experience is the absence of barriers, which leads to academic flexibility. For example, students can pursue double or triple majors, combine disparate endeavors such as engineering and the arts, or even design their own degree. The same lack of barriers applies to extracurricular activities, student research opportunities, athletics, and community service.

A third and formidable strength is the university's location in University Circle and Cleveland. This unique convergence of cultural, health, and educational organizations provides a fantastic environment for the entire university community and should be especially attractive to students in the arts, humanities, and medicine.

A fourth strength is the university's commitment to transformation of itself. Although only recently formally articulated, this process has been continuing

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for many years and is evidenced by an increased focus on undergraduate education, e.g., SAGES, SOURCE, CaseFAM and service learning.

Finally, and perhaps the most important strength, are increasing signs that the students perceive that the university is doing the right thing. Retention rates are higher, and students are taking a more active role in initiating programs and activities to enhance their experience at Case.

There are also challenges to Case's transformation of the learning environment.

One of the most important is the lack of diversity of the undergraduate student body, as shown in the first-year class profile. More than half the students are from Ohio, forty percent are engineering and computer science majors, and sixty percent are male. This composition has been surprisingly stable over the past five years. Case needs to develop a clear picture of its desired student demographics and work to attract those students. The university has initiated a national branding campaign to better communicate the identity of its many units. In addition, Case has developed specialized online recruiting tools to communicate university activities to prospective students, but it also needs to educate prospective students about experiential learning and such programs as SAGES and SOURCE, which intend to capitalize on Case's urban setting and the wealth of educational opportunities it offers.

Although the university has invested in improved athletic facilities, the commitment to the student athlete and athletics as a whole is unclear. The short-term loss of the athletic field during North Residential Village construction has created difficulties. The university has indicated that it plans to build on one of the intramural fields, and other building projects have resulted in temporary loss of other recreational space. It is important to ensure that short-term losses do not become permanent. Initiatives to enhance the life of student athletes and promote the student athlete have also been documented in the subcommittee report on undergraduate student development.

Retention of undergraduates remains an area requiring continued monitoring. Although statistics from the pilot have shown that SAGES students had a higher retention

rate than non-SAGES students, the university should not rely on SAGES alone to improve retention of first- and second-year students.

NSSE results indicate that Case students are much less likely than their peers to say that the university provides the support they need to thrive socially. Students feel that they are overworked and do not have the time they need to develop personally. While surrounded by the cultural richness of University Circle, students are isolated from commercial centers and social clubs. The North Residential Village addresses many of these concerns in its plan, but there remains the challenge of providing such promised amenities as a Starbucks café, a convenience store, a 24/7 food court, and workout facilities convenient to students.

The university has developed many plans and has invested heavily in implementing them. Some of these were documented in the subcommittee report on undergraduate student development, but there remains the challenge of developing the resources to fully implement them. For example, the full implementation of SAGES requires considerable resources in faculty, money, and space. Careful planning and deployment of resources for SAGES must continue so that departments can continue to offer a wide range of elective classes for their majors.

Additional challenges exist in popular majors such as psychology, biology, biomedical engineering, and computer engineering. In these cases, some upper-level courses are large because faculty numbers are relatively small. Also, a shortage of large classrooms and of laboratory facilities to accommodate foundation courses for engineering students constrains class scheduling.

The enthusiasm of faculty that has been generated in the process of recent curricular reform and the excitement of students for the possibilities and opportunities that new housing will afford them, will be sustained and will contribute to the transformation of Case's learning environment only if the resources are available to sustain the academic and co-curricular programs that underlie the enthusiasm.