REPORT OF NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) 2012 FOR SCHOOL OF EDUCATION

I. INTRODUCTION

The National Survey of Student Engagement (NSSE), which has been administered annually since 2000, collects data from random samples of the first-year and senior students about the nature of their undergraduate experience. The survey is designed to evaluate the extent to which students engage in effective educational practices empirically linked with learning, personal development, and other desired outcomes, including student satisfaction, persistence, and graduation. St. John’s University participated in NSSE in 2001, 2002, and every other year thereafter.

In Spring 2012, St. John’s first-year and senior students were randomly selected and contacted by email that provided a link for them to complete NSSE online, and four reminders followed. For School of Education (EDU), 23 first-year students (27% of student population), and 26 seniors (15%) completed the survey. Respondents fairly resembled the profile of the EDU first-year and senior students in ethnicity, while the proportion of female is slightly higher than that of male students.

The survey comprises more than 80 items. In an attempt to make a productive discussion about student engagement and to guide institutional improvement efforts, NSSE created five clusters of related items on the survey, expressed in 100-point scales, as the National Benchmarks of Effective Educational Practice. The five benchmarks (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Relations, Enriching Educational Experiences, and Supportive Campus Environment) are the standardized indicators of student engagement, and they were adopted as institutional success measures in both St. John’s 2004-08 and 2008-13 Strategic Plans.

This report, prepared by the Office of Institutional Research, presents the NSSE 2012 data, and also compares the 2012 results with the 2008 results for School of Education (EDU). Engagement is one of the three areas of critical focus in St. John’s 2008-2013 Strategic Plan, and many initiatives have been implemented in that regard. The NSSE 2012 / 2008 comparison can give us a good sense of the impact of some of those initiatives.

The report consists of three parts, including this section of introduction (Section I). Section II provides highlights of the survey results. Section III presents a more detailed analysis which includes two parts: a) Benchmark level data, including students’ overall evaluation, and b) Survey Item level data. The appendix provides detailed data for each survey item for 2012, together with the 2006, 2008, and 2010 data.
II. HIGHLIGHTS

For both the first-year and senior students in School of Education (EDU), from 2008 to 2012 the benchmark scores improved for Active and Collaborative Learning while the scores dropped for Student-Faculty Interactions.

In general, EDU students were more engaged than the university average, especially in Active and Collaborative Learning and Enriching Educational Experiences.

The areas in which EDU first-year students became more engaged in 2012 than in 2008 include:

1) Asking questions in class or contributing to class discussions.
2) Working with other students on projects during class.
3) Tutoring or teaching other students.
4) Participating in a community-based project as part of a regular course.
5) Having practicum, internship, field experience, co-op experience, or clinical assignment.
6) Quality of relationships with faculty members.

The areas in which EDU first-year students became less engaged in 2012 than in 2008 include:

1) Having coursework emphasize synthesis and organization of ideas, information, or experiences.
2) Having coursework emphasize the making of judgments about the value of information, arguments or methods.
3) Having coursework emphasize application of theories or concepts to practical problems or in new situations.
4) Working harder than they thought they could to meet an instructor's standards or expectations.
5) Perceiving that the campus environment emphasized time studying and on academic work.
6) Discussing ideas from readings or classes with others outside of class.
7) Discussing ideas from readings or classes with faculty members outside of class.
8) Working with faculty members on activities other than coursework.
9) Participating in a learning community or some other formal program where groups of students take two or more classes together.
10) Doing foreign language coursework.
11) Using electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment.
12) Quality of relationships with other students.
The areas in which EDU senior students became more engaged in 2012 than in 2008 include:

1) Tutoring or teaching other students.
2) Participating in a community-based project as part of a regular course.
3) Having practicum, internship, field experience, co-op experience, or clinical assignment.
4) Doing community service or volunteer work.
5) Participating in a learning community or some other formal program where groups of students take two or more classes together.
6) Doing foreign language coursework.
7) Having culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.).

The areas in which EDU senior students became less engaged in 2012 than in 2008 include:

1) Working with other students on projects during class.
2) Perceiving that the campus environment helped them cope with non-academic responsibilities.
3) Quality of relationships with faculty members.

III. DETAILED SURVEY RESULTS

This section consists of two parts: a) Benchmarks and student overall evaluation, and b) Survey Item-level data.

1. Benchmarks and Student Overall Evaluation

As explained in the introduction section of this report, benchmarks are aggregated results of related survey items, expressed in 100-point scales. Tables 1 to 5 in the appendix provide benchmark data, and Table 6 presents student overall evaluation.

A. Benchmarks for first-year students

Table 1 below presents the NSSE benchmark scores for the first-year students. As the table reveals, for EDU there has been an increase in the benchmark of Active and Collaborative Learning, from 51 in 2008 to 61 in 2012; the benchmark scores decreased for Level of Academic Challenge (LAC, from 63 to 54), Student-Faculty Interactions (SFI, from 47 to 37), and Enriching Educational Experiences (EEE, from 46 to 40); for Supportive Campus Environment (SCE), the scores were the same in 2008 and 2012.
### Table 1. NSSE benchmark scores for the first-year students, 2008 to 2012
St. John's University (STJ) vs. School of Education (EDU)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>STJ vs. EDU</th>
<th>First-year students</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ</td>
<td>55</td>
<td>55</td>
<td>55</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>63</td>
<td>58</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ</td>
<td>45</td>
<td>47</td>
<td>49</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>51</td>
<td>53</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ</td>
<td>38</td>
<td>37</td>
<td>38</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>47</td>
<td>36</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ</td>
<td>29</td>
<td>34</td>
<td>32</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>46</td>
<td>36</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ</td>
<td>63</td>
<td>61</td>
<td>62</td>
<td>65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>68</td>
<td>62</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the 2012 benchmark scores, EDU is higher than the university average in ACL (61 vs. 49), EEE (40 vs. 32), and SCE (68 vs. 62), while EDU is similar to the university average in LAC and SFI.

Regarding the targets set in St. John's 2008-13 Strategic Plan, the target for ACL, EEE and SCE have been met; and for the other two benchmarks, there are several points short.

### B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, from 2008 to 2012 the EDU scores increased for LAC from 53 to 55, for ACL from 56 to 61, and for EEE from 46 to 56. There has been a slight decrease in the EDU scores for SFI from 49 to 46, and for SCE from 66 to 62.

In 2012, EDU seniors were more engaged than STJ seniors in three of the benchmark areas: ACL (61 vs. 52), SFI (46 vs. 43), and EEE (56 vs. 47), while the EDU engagement levels were similar to STJ in LAC and SCE.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>STJ vs. EDU</th>
<th>Senior students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008</td>
<td>2010</td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>53</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>56</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>49</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>46</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>66</td>
</tr>
</tbody>
</table>

Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for ACL, SFI, and EEE have been met while there are several points short for the other two benchmarks.

C. Student overall evaluation

In NSSE, students are asked to rate the quality of academic advising and their entire educational experience. As Table 3 below indicates, in 2012, 67% of EDU first-year students and 90% of seniors rated the academic advising as good or excellent; 78% of EDU first-year students and 91% of seniors rated their entire educational experience as good or excellent.
<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Answers by Students</th>
<th>Level</th>
<th>College / University</th>
<th>2008 (%)</th>
<th>2010 (%)</th>
<th>2012 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. How would you evaluate the quality of academic advising you have received at your institution?</td>
<td>Excellent/ Good</td>
<td>First-Year University</td>
<td>80</td>
<td>76</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU</td>
<td>100</td>
<td>71</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>University</td>
<td>70</td>
<td>68</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>81</td>
<td>77</td>
<td>90</td>
</tr>
<tr>
<td>13. How would you evaluate your entire educational experience at this institution?</td>
<td>Excellent/ Good</td>
<td>First-Year University</td>
<td>79</td>
<td>76</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU</td>
<td>100</td>
<td>71</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>University</td>
<td>82</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>90</td>
<td>100</td>
<td>91</td>
</tr>
</tbody>
</table>

2. Summary of Survey Item-level Data

Part 2 presents data at survey item level and it consists of two sections. Section 1 illustrates EDU data of 2012 vs. 2008, and Section 2 compares EDU with STJ 2012 data. Highlighted are the survey items with a difference of ten points either between EDU 2012 and 2008 or between EDU and STJ in 2012.

1) School of Education 2012 vs. 2008

Presented in this section are the items whose 2012 score is at least ten points higher or lower than the 2008 score (as highlighted in Tables 1 to 5 of the appendix). The data presented for these items are from Table 7 of the appendix, i.e., the frequency distributions.

A. Areas in which EDU first-year students became more engaged in 2012 than in 2008

Benchmark 2: Active and Collaborative Learning

- In 2008, 42% of EDU first-year students Often/Very Often asked questions in class or contributed to class discussions, and it increased to 70% in 2012 (Item 1a).
- In 2008, 33% of the first-year students Often/Very Often worked with other students on projects during class, and it increased to 48% in 2012 (1g).
- The percentage of students, who Often/Very Often tutored or taught other students, increased from 42% to 50% (1j).
- The percentage of students who Often/Very Often participated in a community-based project as part of a regular course increased from 25% to 81% (1k).
Benchmark 4: Enriching Educational Experiences

- The percentage of students, who *Had Done* practicum, internship, field experience, co-op experience, or clinical assignment, increased from 30% in 2008 to 42% in 2012 (7a).

Benchmark 5: Supportive Campus Environment

- In 2008, the average student rating on the quality of relationships with faculty members was 4.8 (7-point scale), and it increased to 5.6 in 2012 (8b).

B. Areas in which EDU first-year students became less engaged in 2012 than in 2008

Benchmark 1: Level of Academic Challenge

- In 2008, 91% of EDU first-year students *Quite a bit/ Very Much* had coursework emphasizing synthesis and organization of ideas, information, or experiences, and it decreased to 53% in 2012 (2c).
- In 2008, 100% of the first-year students *Quite a bit/ Very Much* had coursework emphasizing the making of judgments about the value of information, arguments or methods and it decreased to 63% in 2012 (2d).
- In 2008, 91% of the first-year students *Quite a bit/ Very Much* had coursework emphasizing application of theories or concepts to practical problems or in new situations, and it decreased to 58% in 2012 (2e).
- The percentage of the first-year students who *Often/Very Often* worked harder than they thought they could to meet an instructor's standards or expectations dropped from 82% to 58% (1r).
- The percentage of the first-year students who *Quite a bit/ Very Much* had a campus environment emphasizing time studying and on academic work decreased from 82% to 67% (10a).

Benchmark 2: Active and Collaborative Learning

- The percentage of students who *Often/Very Often* discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.) decreased from 91% in 2008 to 63% in 2012 (1t).

Benchmark 3: Student-Faculty Interactions

- In 2008, 27% of the first-year students *Often/ Very often* discussed ideas from readings or classes with faculty members outside of class, and it dropped to 14% in 2012 (1p).
- The percentage of students, who *Often/Very Often* worked with faculty members on activities other than coursework, dropped from 45% to 21% (1s).

Benchmark 4: Enriching Educational Experiences
• In 2008, 60% of the first-year students participated in a learning community or some other formal program where groups of students take two or more classes together, and it dropped to 47% in 2012 (7c).
• The percentage of students, who Had Done foreign language coursework, decreased from 30% to 11% (7e).
• The percentage of students who Often/Very Often used electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment decreased from 83% to 67% (1l).

Benchmark 5: Supportive Campus Environment
• In 2008, the average student rating on the quality of relationships with other students was 5.9 (7-point scale) and it decreased to 5.2 in 2012 (8a).

C. Areas in which EDU senior students became more engaged in 2012 than in 2008
Benchmark 2: Active and Collaborative Learning
• The percentage of EDU senior students, who Often/Very Often tutored or taught other students, increased from 19% in 2008 to 50% in 2012(1j).
• In 2008, 52% of the senior students Often/Very participated in a community-based project as part of a regular course and it increased to 65% in 2012 (1k).

Benchmark 4: Enriching Educational Experiences
• The percentage of students, who Had Done practicum, internship, field experience, co-op experience, or clinical assignment, increased from 76% in 2008 to 88% in 2012 (7a).
• The percentage of students, who Had Done community service or volunteer work, increased from 71% to 88% (7b).
• In 2008, 40% of the senior students participated in a learning community or some other formal program where groups of students take two or more classes together and it increased to 58% in 2012 (7c).
• The percentage of students, who Had Done foreign language coursework, increased from 48% to 88% (7e).
• The percentage of students who had culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) increased from 19% to 33% (7h).

D. Areas in which senior students became less engaged in 2012 than in 2008
Benchmark 2: Active and Collaborative Learning
• In 2008, 71% of the senior students Often/Very Often worked with other students on projects during class and it decreased to 46% in 2012 (1g).
Benchmark 5: Supportive Campus Environment

- In 2008, 48% of the senior students *Quite a bit/ Very Much* had a campus environment that helped them cope with non-academic responsibilities (work, family, etc.), and it decreased to 35% in 2012 (10d).
- In 2008, the average student rating on the quality of relationships with faculty members was 5.9 (7-point scale) and it decreased to 5.3 in 2012 (8b).

2) School of Education (EDU) vs. St. John’s University (STJ): 2012 Data

Presented in this section are the items for which EDU’s score in 2012 is at least ten points higher or lower than that of St. John’s University (as highlighted in Tables 1 to 5 of the appendix). The data presented for these items are from Table 7 of the appendix, i.e., the frequency distributions.

A. Areas in which EDU 1st-year students were more engaged than STJ in 2012

Benchmark 2: Active and Collaborative Learning

- In 2012, 74% EDU first-year students *Often/ Very Often* made a class presentation vs. 45% of St. John’s University (STJ) students (1b).
- 50% of EDU first-year students *Often/ Very Often* tutored or taught other students vs. 18% of St. John’s University students (1j).
- 81% EDU first-year students *Often/ Very Often* participated in a community-based project as part of a regular course vs. 44% of STJ students (1k).

Benchmark 4: Enriching Educational Experiences

- In 2012, EDU first-year students spent an average of 7.3 hours a week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) vs. 4.5 hours for STJ students (9d).
- In 2012, 42% of EDU first-year students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 8% of STJ students (7a).
- 79% of EDU students did community service or volunteer work vs. 59% of STJ students (7b).
- 47% of EDU first-year students participated in a learning community or some other formal program where groups of students take two or more classes together vs. 24% of STJ students (7c).
Benchmark 5: Supportive Campus Environment

- The average EDU student rating on the quality of relationships with administrative personnel and offices was 5.5 vs. 4.8 (7-point scale) for STJ students (8c).

B. Areas in which EDU 1st-year students were less engaged than STJ students in 2012

There was no area in which EDU first-year students were less engaged than STJ overall.

C. Areas in which EDU senior students were more engaged than STJ students in 2012

Benchmark 2: Active and Collaborative Learning

- In 2012, 50% of EDU seniors Often/ Very Often tutored or taught other students vs. 26% of St. John’s University students (1j).
- 65% EDU seniors Often/ Very Often participated in a community-based project as part of a regular course vs. 30% of STJ students (1k).

Benchmark 3: Student-Faculty Interactions

- In 2012, 44% of EDU seniors Often/ Very Often worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 30% of St. John’s University students (1s).

Benchmark 4: Enriching Educational Experiences

- In 2012, 88% of EDU senior students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 56% of STJ students (7a).
- 88% of EDU students did community service or volunteer work vs. 69% of STJ students (7b).
- 58% of EDU students participated in a learning community or some other formal program where groups of students take two or more classes together vs. 34% of STJ students (7c).
- 88% of EDU senior students did foreign language coursework vs. 57% of STJ (7e).

D. Areas in which EDU senior students were less engaged than STJ students in 2012

There was no area in which EDU senior students were less engaged than STJ overall.

The results of the NSSE survey results are the perceptions of students about their engagement status in curricular and extracurricular activities. The data are very useful, and can be used with other data for action plans. Please share any initiatives you develop to respond to these results, with Dr. Yuxiang Liu, Director of Institutional Assessment, in the Office of Institutional Research at LiuY@stjohns.edu.