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 St. John’s College (SJC), 167 first-year students (14% of student population), 110 seniors (16%) completed the survey. Respondents fairly resembled the profile of the SJC 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 with the 2008 results for St. John’s College (SJC). 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

From 2008 to 2012 there has been an upward trend in four of the five benchmarks for SJC first-year students. For SJC senior students, improvement has been made in all of the five benchmarks.

The areas in which SJC first-year students became more engaged in 2012 than in 2008 include:
1) Having coursework that emphasized the analysis of the basic elements of an idea, experience or theory.
2) Having coursework that emphasized synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships.
3) Spending a significant amount of time studying and on academic work.
4) Participating in a community-based project as part of a regular course.
5) Discussing ideas from readings or classes with others outside of class.
6) Doing community service or volunteering.
7) Taking foreign language courses.
8) Having serious conversations with students of a different race or ethnicity.
9) Perceiving that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.
10) Perceiving that the campus environment provided the support needed to succeed academically.
11) Having serious conversations with students of a different race or ethnicity.
12) Having a campus environment that encourages contact among students from different economic, social, and racial or ethnic backgrounds.
13) Having a campus environment that provides the support they need to help them succeed academically.

The areas in which SJC first-year students became less engaged in 2012 than in 2008 include
1) Tutoring or teaching other students.
2) Discussing ideas from readings or classes with faculty members outside of class.
3) Working with a faculty member on a research project outside of course or program requirements.
4) Participating in a learning community or some other formal program where groups of students take two or more classes together.

**The areas in which SJC seniors became more engaged in 2012 than in 2008 include:**

1) Participating in a community-based project as part of a regular course.
2) Discussing ideas from readings or classes with others outside of class.
3) Working with a faculty member on a research project outside of course or program requirements.
4) Doing practicum, internship, field experience, co-op experience, or clinical assignment.
5) Doing community service or volunteer work.
6) Participating in a learning community or some other formal program where groups of students take two or more classes together.
7) Studying Abroad.
8) Having culminating senior experience.
9) Using electronic technology to discuss or complete an assignment.
10) Perceiving that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.
11) Having helpful and considerate relationships with administrative personnel and offices.

**The areas in which SJC seniors became less engaged in 2012 than in 2008 include:**

1) Working with other students on projects during class.
2) Discussing ideas from readings or classes with faculty members outside of class.

**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, from 2008 to 2012 there has been an upward trend in four of the five benchmarks for St. John’s College. The score for Level of Academic Challenge (LAC) increased from 54 in 2008 to 56 in 2012, Active and Collaborative Learning (ACL) from 46 to 48, Enriching Educational Experiences (EEE) from 32 to 33, and Supportive Campus Environment (SCE) from 61 to 62. The score for Student-Faculty Interactions dropped from 40 to 37.

Table 1. NSSE benchmark scores for the first-year students, 2008 to 2012
St. John's College (SJC) vs. St. John’s University (STJ)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>SJC vs. STJ</th>
<th>First-year students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>STJ</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>SJC</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>STJ</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>SJC</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>STJ</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>SJC</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>STJ</td>
<td>29</td>
<td>34</td>
</tr>
<tr>
<td>SJC</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>STJ</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>SJC</td>
<td>61</td>
<td>62</td>
</tr>
</tbody>
</table>

In general, the SJC benchmark scores were similar to the University average in 2012. Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for ACL and EEE have been met; and for the other three benchmarks, there are several points short.

B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, there was an upward trend for all five benchmarks for SJC, with Enriching Educational Experiences going up most, from 46 in 2008 to 52 in 2012.
Table 2. NSSE benchmark scores for senior students, St. John’s College (SJC) vs. St. John’s University (STJ)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>SJC vs. STJ</th>
<th>Senior students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008  2010  2012  2013 Target</td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td></td>
<td>56    55    56    60</td>
</tr>
<tr>
<td></td>
<td>STJ</td>
<td>55    56    57</td>
</tr>
<tr>
<td></td>
<td>SJC</td>
<td></td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td>50    51    52    55</td>
</tr>
<tr>
<td></td>
<td>STJ</td>
<td>51    50    52</td>
</tr>
<tr>
<td></td>
<td>SJC</td>
<td></td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td>43    43    43    45</td>
</tr>
<tr>
<td></td>
<td>STJ</td>
<td>46    47    47</td>
</tr>
<tr>
<td></td>
<td>SJC</td>
<td></td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td>41    45    47    45</td>
</tr>
<tr>
<td></td>
<td>STJ</td>
<td>46    51    52</td>
</tr>
<tr>
<td></td>
<td>SJC</td>
<td></td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td>62    60    62    65</td>
</tr>
<tr>
<td></td>
<td>STJ</td>
<td>58    55    61</td>
</tr>
</tbody>
</table>

In 2012, SJC scores were higher than STJ for SFI and EEE while the scores were similar for the other three benchmarks.

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

C. Student overall evaluation

In NSSE, students are asked to rate the quality of academic advising and their entire educational experience. Table 3 presents such data. As the table indicates, 79% of the SJC first-year students rated the quality of academic advising as good / excellent in 2008, and the percentage increased slightly to 80% in 2012; for senior students, it went up from 54% to 56%.

When asked to rate their entire educational experience at St. John’s, 80% of SJC first-year students rated it as good / excellent in 2008, and it dropped to 77% in 2012; for senior students, it went up from 75% to 79%.
Table 3. NSSE Overall Evaluation: St. John's College (SJC) vs. St. John's University (STJ)

<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</td>
<td>STJ</td>
<td>80</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>79</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>STJ</td>
<td>70</td>
<td>68</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>54</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>13. How would you evaluate your entire educational experience at this institution?</td>
<td>Excellent/ Good</td>
<td>First-Year</td>
<td>STJ</td>
<td>79</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>80</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>STJ</td>
<td>82</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>75</td>
<td>81</td>
<td>79</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 SJC trend data from 2008 to 2012, and Section 2 compares SJC with STJ 2012 data.

1) St. John's College: 2012 vs. 2008

Presented in this section are the items whose 2012 score is at least five 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 SJC first-year students became more engaged in 2012 than in 2008

Benchmark 1: Level of Academic Challenge

- In 2008, 78% of SJC first-year students *Quite a bit/ Very Much* had coursework emphasizing analysis of the basic elements of an idea, experience or theory, and the percentage increased to 86% in 2012 (Item 2b).
- The percentage of students, who *Quite a bit/ Very Much* had coursework emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships, increased from 69% to 76% (2c).
- The percentage of students, who *Quite a bit/ Very Much* spent a significant amount of time studying and on academic work, increased from 72% to 77% (10a).
Benchmark 2: Active and Collaborative Learning

- In 2008, the percentage of students, who Often/Very often participated in a community-based project as part of a regular course, increased from 30% to 41% in 2012 (1k).
- 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.), increased from 57% to 62% (1t).

Benchmark 4: Enriching Educational Experiences

- In 2008, 41% of SJC first-year students did community service or volunteer work, and it increased to 61% in 2012 (7b).
- The percentage of students who did foreign language coursework increased from 24% to 30% (7e).
- The percentage of students who Often/Very often had serious conversations with students of a different race or ethnicity increased from 63% to 72% (1u).
- The percentage of students who Quite a bit/Very Much had a campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds increased from 64% to 70% (10c).

Benchmark 5: Supportive Campus Environment

- In 2008, 74% of SJC first-year students Quite a bit/Very Much had a campus environment that provides the support they need to help them succeed academically, and it increased to 82% in 2012 (10b).

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

Benchmark 2: Active and Collaborative Learning

- In 2008, the percentage of SJC first-year students who Often/Very Often tutored or taught other students dropped from 21% to 11% (1j).

Benchmark 3: Student-Faculty Interactions

- In 2008, 29% of SJC first-year students Often/Very often discussed ideas from readings or classes with faculty members outside of class, and it dropped to 25% in 2012 (1p).
- The percentage of students who worked with a faculty member on a research project outside of course or program requirements dropped from 10% to 3% (7d).
Benchmark 4: Enriching Educational Experiences

- In 2008, 27% of SJC 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 22% in 2012 (7c).

C. Areas in which SJC senior students became more engaged in 2012 than in 2008

Benchmark 2: Active and Collaborative Learning

- The percentage of SJC senior students who Often/Very often participated in a community-based project as part of a regular course increased from 22% in 2008 to 32% in 2012 (1k).
- 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.) increased from 60% to 68% (1t).

Benchmark 3: Student-Faculty Interactions

- The percentage of students who worked with a faculty member on a research project outside of course or program requirements increased from 23% to 30% (7d).

Benchmark 4: Enriching Educational Experiences

- In 2008, the percentage of students who had done practicum, internship, field experience, co-op experience, or clinical assignment increased from 48% in 2008 to 53% in 2012 (7a).
- In 2008, 56% of students did community service or volunteer work, and it increased to 81% in 2012 (7b).
- In 2008, 30% of 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 38% in 2012 (7c).
- The percentage of students who had studied abroad increased from 23% to 31% (7f).
- The percentage of students who had culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) increased from 26% to 35% (7h).
- The percentage of students who Often/Very Often used electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment increased from 62% to 67% (1l).
• The percentage of students who Quite a bit/Very Much had a campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds increased from 58% to 68% (10c).

**Benchmark 5: Supportive Campus Environment**

• In 2008, the average rating by SJC senior students on the quality of relationships with administrative personnel and offices was 4.2 (on a 7-point scale), and it increased to 4.6 in 2012 (8c).

**D. Areas in which SJC senior students became less engaged in 2012 than in 2008**

**Benchmark 2: Active and Collaborative Learning**

• In 2008, 44% of SJC senior students Often/Very often worked with other students on projects during class, and it decreased to 31% in 2012 (1g).

**Benchmark 3: Student-Faculty Interactions**

• In 2008, 37% of students Often/Very often discussed ideas from readings or classes with faculty members outside of class, and it dropped to 29% in 2012 (1p).

**2) The 2012 data: St. John’s College (SJC) vs. St. John’s University (STJ)**

Presented in this section are the items for which St. John’s College score is at least five points higher or lower than that of St. John’s University in 2012 (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 SJC 1st-year students were more engaged than STJ in 2012**

**Benchmark 4: Enriching Educational Experiences**

• In 2012, 30% of SJC first-year students did foreign language coursework vs. 17% of STJ students (Survey Item 7e).

• 72% of SJC first-year students Often/Very often had serious conversations with students of a different race or ethnicity vs. 65% of STJ (1u).

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

**Benchmark 2: Active and Collaborative Learning**

• In 2012, 11% of SJC first-year students Often/Very Often tutored or taught other students vs. 18% of STJ students (1j).

**Benchmark 4: Enriching Educational Experiences**

• In 2012, 3% of SJC first-year students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 8% of STJ (7a).
C. Areas in which SJC senior students were more engaged than STJ in 2012

Benchmark 2: Active and Collaborative Learning
- In 2012, 31% of SJC senior students *Often/Very Often* tutored or taught other students vs. 26% of STJ students (1j).
- 68% of SJC senior students *Often/Very Often* discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.) vs. 61% of STJ (1t).

Benchmark 3: Student-Faculty Interactions
- 30% of SJC senior students worked with a faculty member on a research project outside of course or program requirements vs. 18% of STJ (7d).

Benchmark 4: Enriching Educational Experiences
- In 2012, SJC senior students spent an average of 7.8 hours a week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) vs. 6.2 hours for STJ (9d).
- 81% of SJC senior students *did* community service or volunteer work vs. 69% of STJ (7b).
- 73% of SJC senior students *did* foreign language coursework vs. 57% of STJ (7e).
- 31% of SJC senior students studied abroad vs. 21% of STJ (7f).
- 20% of SJC senior students *did* independent study or self-designed major vs. 14% of STJ (7g).
- 35% of SJC senior students *had* culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) vs. 26% of STJ (7h).
- 69% of SJC senior students *Often/ Very often* had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values vs. 65% of STJ (1v).

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

Benchmark 2: Active and Collaborative Learning
- In 2012, 31% of SJC senior students *Often/ Very often* worked with other students on projects during class vs. 44% of STJ students (1g).

Benchmark 4: Enriching Educational Experiences
- In 2012, 53% of SJC senior students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 56% of STJ students (7a).
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.