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 Tobin College of Business (TCB), 58 first-year students (13% of student population) and 58 seniors (11%) completed the survey. Respondents fairly resembled the profile of the TCB first-year and senior students in ethnicity, while the proportion of female is a little 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 Tobin College of Business (TCB). 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 TCB first-year students, from 2008 to 2012 the engagement scores increased for Student-Faculty Interactions, Enriching Educational Experiences, and Active and Collaborative Learning, while the scores dropped for Supportive Campus Environment and Level of Academic Challenge.

For TCB senior students, the engagement scores increased for Active and Collaborative Learning and Level of Academic Challenge, the score dropped for Student-Faculty Interactions, and the scores didn’t change much for Enriching Educational Experiences and Supportive Campus Environment.

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

1) Participating in a community-based project as part of a regular course.
2) Discussing grades or assignments with an instructor.
3) Talking about career plans with a faculty member or advisor.
4) Receiving prompt written or oral feedback from faculty on their academic performance.
5) Working with a faculty member on a research project outside of course or program requirements.
6) Doing community service or volunteer work.
7) Participating in a learning community or some other formal program where groups of students take two or more classes together.
8) Studying Abroad.

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

1) The number of assigned textbooks, books, or book-length packs of course readings.
2) Making a class presentation.
3) Perceiving that the university emphasized providing the support needed to help them succeed academically.
4) Perceiving that the campus environment provides the support they need to thrive socially.
   • The quality of relationships with faculty members.

The areas in which TCB senior students became more engaged in 2012 than in 2008 include:

1) Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).
2) Having coursework that emphasizes analysis of the basic elements of an idea, experience, or theory.
3) Working harder than they thought they could to meet an instructor’s standards or expectations.
4) Working with other students on projects outside class.
5) Participating in a community-based project as part of a regular course.
6) Studying Abroad.
7) Using electronic technology to discuss or complete an assignment.

The areas in which TCB senior-year students became less engaged in 2012 than in 2008 include:

1) The number of written papers or reports.
2) Discussing grades or assignments with an instructor.
3) Discussing ideas from readings or classes with faculty members outside class.
4) Working with a faculty member on a research project outside of course or program requirements.
5) Doing practicum, internship, field experience, co-op experience, or clinical assignment.
6) Doing community service or volunteer work.
7) Having serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values.
8) The quality of relationships with other students.

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 presents the NSSE benchmark scores for the first-year students. As the table illustrates, from 2008 to 2012 the TCB scores increased for three of the five benchmarks: Student-Faculty Interactions (SFI) went up most, from 35 to 39; Enriching Educational Experiences (EEE), from 29 to 31; Active and Collaborative Learning (ACL), from 45 to 46.
The scores for the other two benchmarks dropped: Supportive Campus Environment (SCE), from 66 to 60; Level of Academic Challenge (LAC), from 56 to 54.

Table 1. NSSE benchmark scores for the first-year students, Tobin College of Business (TCB) vs. St. John's University (STJ)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>STJ vs. TCB</th>
<th>First-year students</th>
<th>2008</th>
<th>2010</th>
<th>2012</th>
<th>2013 Target</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>
</tr>
<tr>
<td></td>
<td>TCB</td>
<td>56</td>
<td>52</td>
<td>54</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>
</tr>
<tr>
<td></td>
<td>TCB</td>
<td>45</td>
<td>47</td>
<td>46</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>
</tr>
<tr>
<td></td>
<td>TCB</td>
<td>35</td>
<td>36</td>
<td>39</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>
</tr>
<tr>
<td></td>
<td>TCB</td>
<td>29</td>
<td>34</td>
<td>31</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>
</tr>
<tr>
<td></td>
<td>TCB</td>
<td>66</td>
<td>62</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for EEE has been met; and for the other four benchmarks, there are one to five points short.

In 2012, TCB scores were similar to the university average for LAC, SFI, and EEE, while TCB scores were slightly lower for ACL and SCE.

B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, from 2008 to 2012 the TCB scores increased for two of the five benchmarks: Active and Collaborative Learning (ACL) increased from 53 to 56; and Level of Academic Challenge (LAC), from 53 to 55. The score for Student-Faculty Interactions (SFI) dropped from 46 to 39. The scores for the other two benchmarks decreased slightly: Enriching Educational Experiences (EEE), from 46 to 45; and Supportive Campus Environment (SCE), from 64 to 63.
Table 2. NSSE benchmark scores for senior students, Tobin College of Business (TCB) vs. St. John's University (STJ)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>STJ vs. TCB</th>
<th>Senior students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008</td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ 56</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>TCB 53</td>
<td>54</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ 50</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>TCB 53</td>
<td>54</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ 43</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>TCB 46</td>
<td>41</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ 41</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>TCB 46</td>
<td>40</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ 62</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>TCB 64</td>
<td>64</td>
</tr>
</tbody>
</table>

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

In 2012, the TCB score was higher than the university average for ACL while TCB scores were lower for SFI, and the scores were similar for LAC, EEE, and SCE.

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 demonstrates, TCB ratings on the quality of academic advising dropped for both the first-year and senior students: 83% of the first-year students rated it as Good / Excellent in 2008, and it dropped to 70% in 2012; for senior students, it dropped from 80% to 74%.

Regarding their entire educational experience at St. John’s, 83% of TCB first-year students rated it as good / excellent in 2008, and it decreased to 74% in 2012; for the senior students, it dropped from 86% in 2008 to 79% in 2012.
Table 3. NSSE Overall Evaluation
Tobin College of Business (TCB) vs. St. John's University (STJ)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Answers by Students</th>
<th>Level</th>
<th>TCB / STJ</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>TCB</td>
<td>83</td>
<td>80</td>
<td>70</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>TCB</td>
<td>80</td>
<td>73</td>
<td>74</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>TCB</td>
<td>83</td>
<td>83</td>
<td>74</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>TCB</td>
<td>86</td>
<td>84</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 TCB trend data from 2008 to 2012, and Section 2 compares TCB with STJ 2012 data.

1) Tobin College of Business: 2008 vs. 2012

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 TCB first-year students became more engaged in 2012 than in 2008

Benchmark 2: Active and Collaborative Learning

- The percentage of TCB first-year students who *Often/ Very often* participated in a community-based project as part of a regular course increased from 29% in 2008 to 38% in 2012 (Survey Item 1k).

Benchmark 3: Student-Faculty Interactions

- In 2008, 44% of TCB first-year students *Often/ Very often* discussed grades or assignments with an instructor and it increased to 55% in 2012 (1n).
- The percentage of students who *Often/ Very often* talked about career plans with a faculty member or advisor increased from 22% to 31% (1o).
• The percentage of students who *Often/ Very Often* received prompt written or oral feedback from faculty on their academic performance increased from 54% to 66% (1q).

• The percentage of students who worked on a research project with a faculty member outside of course or program requirements increased from 5% to 12% (7d).

**Benchmark 4: Enriching Educational Experiences**

• In 2008, 36% of TCB first-year students did community service or volunteer work, and it increased to 52% in 2012 (7b).

• The percentage of students who participated in a learning community or some other formal program where groups of students take two or more classes together increased from 11% to 27% (7c).

• The percentage of students who had studied abroad increased from 2% to 8% (7f).

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

**Benchmark 1: Level of Academic Challenge**

• From 2008 to 2012, the number of assigned textbooks, books, or book-length packs of course readings dropped from an average of 11.3 to 9.5 (3a).

**Benchmark 2: Active and Collaborative Learning**

• In 2008, 44% of TCB first-year students *Often/ Very Often* made a class presentation and it decreased to 38% in 2012 (1b).

**Benchmark 5: Supportive Campus Environment**

• In 2008, 78% of TCB first-year students perceived that St. John’s *Quite a bit/ Very Much* emphasized providing the support needed to help them succeed academically, and it decreased to 72% in 2012 (10b).

• In 2008, 58% of students perceived that St. John’s *Quite a bit/ Very Much* emphasized providing the support they need to thrive socially, and it decreased to 54% in 2012 (10e).

• The average student rating on the quality of relationships with faculty members decreased from 5.6 to 4.9 (7-point scale) (8a).
C. Areas in which senior students became more engaged in 2012 than in 2008

Benchmark 1: Level of Academic Challenge
- In 2008, TCB senior-year students spent an average of 9.4 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) and it increased to 11.2 hours in 2012 (Survey Item 9a).
- The percentage of students who had coursework Quite a bit/Very Much emphasizing analysis of the basic elements of an idea, experience, or theory increased from 76% to 88% (2b).
- The percentage of students who Often/Very Often worked harder than they thought they could to meet an instructor's standards or expectations increased from 47% to 71% (1r).

Benchmark 2: Active and Collaborative Learning
- In 2008, 55% of TCB senior students Often/Very often worked with other students on projects outside class and it increased to 67% in 2012 (1g).
- The percentage of students who Often/Very often participated in a community-based project as part of a regular course increased from 17% in 2008 to 35% in 2012 (1k).

Benchmark 4: Enriching Educational Experiences
- The percentage of students who had studied abroad increased from 14% in 2008 to 26% in 2012 (7f).
- In 2008, 59% of students Often/Very Often used electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment, and it increased to 69% in 2012 (1l).

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

Benchmark 1: Level of Academic Challenge
- From 2008 to 2012, the average number of written papers or reports of 20 pages or more dropped from 4.1 to 2.2 (3c).
- From 2008 to 2012, the average number of written papers or reports between 5 and 19 pages dropped from 6.7 to 4.7 (3d).

Benchmark 3: Student-Faculty Interactions
- In 2008, 65% of TCB senior students Often/Very often discussed grades or assignments with an instructor and it decreased to 53% in 2012 (1n).
- In 2008, 38% of students Often/Very often discussed ideas from readings or classes with faculty members outside of class and it dropped to 31% in 2012 (1p).
• The percentage of students who worked on a research project with a faculty member outside of course or program requirements decreased from 20% to 12% (7d).

**Benchmark 4: Enriching Educational Experiences**

• In 2008, 70% of TCB senior students had practicum, internship, field experience, co-op experience, or clinical assignment, and it decreased to 50% in 2012 (7a).
• In 2008, 71% of students did community service or volunteer work, and it decreased to 59% in 2012 (7b).
• The percentage of students who *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 decreased from 60% to 52% (1v).

**Benchmark 5: Supportive Campus Environment**

• In 2008, the average student rating on the quality of relationships with other students was 5.7 (7-point scale) and it decreased to 5.4 in 2012 (8a).

2) Tobin College of Business (TCB) vs. St. John’s University (STJ), 2012

Presented in this section are the items for which TCB score in 2012 is at least five 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 TCB 1st-year students were more engaged than STJ students in 2012**

**Benchmark 3: Student-Faculty Interactions**

• In 2012, 29% of TCB first-year students *Often/Very Often* worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 22% of St. John’s University students (1s).
• 12% of TCB first-year students worked with a faculty member on a research project outside of course or program requirements vs. 4% STJ students (7d).

**Benchmark 4: Enriching Educational Experiences**

• In 2012, 8% of TCB first-year students had studied abroad vs. 3% of St. John’s University students (7f).
B. Areas in which TCB 1st-year students were less engaged than STJ students in 2012

Benchmark 2: Active and Collaborative Learning
- In 2012, 59% of TCB first-year students *Often/Very Often* asked questions in class or contributed to class discussions vs. 66% of St. John’s University students (1a).
- 38% of TCB first-year students *Often/ Very Often* made a class presentation vs. 45% of STJ students (1b).

Benchmark 4: Enriching Educational Experiences
- In 2012, 52% of TCB first-year students *had done* community service or volunteer work vs. 59% of St. John’s University’s students (7b).
- 58% of TCB 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. 63% of STJ students (1v).
- 65% of TCB students perceived that St. John’s emphasized *Very Much/ Quite a bit* encouraging contact among students from different economic, social, and racial or ethnic backgrounds vs. 70% of STJ students (10c).

Benchmark 5: Supportive Campus Environment
- In 2012, 72% of TCB students perceived that St. John’s emphasized *Very Much/ Quite a bit* providing the support needed to help students succeed academically vs. 77% of STJ students (10b).

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

Benchmark 2: Active and Collaborative Learning
- In 2012, 74% of TCB senior students *Often/ Very Often* made a class presentation vs. 58% of STJ students (1b).
- 67% of TCB students *Often/ Very Often* worked with other students on projects during class vs. 44% of STJ students (1g).
- 78% of TCB students *Often/ Very Often* worked with other students on projects outside of class vs. 48% of STJ students (1h).

Benchmark 4: Enriching Educational Experiences
- In 2012, 42% of TCB senior 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).
D. Areas in which TCB senior students were less engaged than STJ students in 2012

Benchmark 1: Level of Academic Challenge
- In 2012, TCB senior students read an average of 7.8 assigned textbooks, books, or book-length packs of course readings vs. 9.0 for St. John’s University students (3a).

Benchmark 3: Student-Faculty Interactions
- In 2012, 53% of TCB senior students Often/Very often discussed grades or assignments with an instructor vs. 58% STJ students (1n).
- 12% of TCB senior students worked with a faculty member on a research project outside of course or program requirements vs. 18% STJ students (7d).

Benchmark 4: Enriching Educational Experiences
- In 2012, 50% of TCB senior students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 56% STJ students (7a).
- 59% of TCB senior students had done community service or volunteer work vs. 69% of St. John’s University students (7b).
- 48% of TCB students did foreign language coursework vs. 57% of STJ students (7e).
- 52% of TCB 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 students (1v).

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.