The National Survey of Student Engagement (NSSE), which has been administered annually since 2000, collects data from random samples of 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 has participated in NSSE six times (2001, 2002, 2004, 2006, 2008 and 2010) since its start in 2000.

Following are some highlights from the NSSE 2010 results. St. John’s 2010 data are mainly compared to the 2004 data, and also compared with the results for Carnegie peer institutions. The complete report is available at http://www.stjohns.edu/about/ir/surveys.

**HIGHLIGHTS**

In general, the NSSE data indicate that both first-year and senior students at St. John’s have become more engaged than before, especially in the areas of Active and Collaborative Learning, Student-Faculty Interactions, and Enriching Educational Experiences. Following are some highlights of survey results.

**A. Areas in which first-year students became more engaged in 2010 than in 2004**

- In 2004, St. John’s first-year students spent an average of 10.5 hours a week preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities), and it increased to 12.7 hours in 2010 (Survey Item 9a).
- In 2004, 52% of students *Often / Very Often* worked harder than they thought they could to meet the instructor’s standards or expectations, and the percentage increased to 59% in 2010.
- In 2004, 56% of students *Often / Very Often* asked questions in class or contributed to class discussions, and the percentage increased to 64% in 2010 (1a).
- The percentage students, who *Often / Very Often* worked with other students on projects outside of class, increased from 24% to 36%.
- The percentage of students, who *Often / Very Often* participated in a community-based project as part of a regular course, increased from 17% to 39%.
- The percentage of students, who *Often / Very Often* discussed ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.), increased from 44% to 55%.
- In 2004, 14% of students *Often / Very Often* discussed ideas from readings or classes with faculty members outside of class, and the percentage increased to 28% in 2010.
- The percentage of students, who *Often / Very Often* worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.), increased from 9% to 24%.
• The percentage of students, who indicated that they received prompt written or oral feedback from faculty on their academic performance, increased from 38% to 59%.
• In 2004, 28% of students did community service or volunteer work, and the percentage increased to 67% in 2010.
• The percentage of students, who participated in a learning community or some other formal programs where groups of students take two or more classes together, increased from 9% to 35%.
• The percentage of students, who had done foreign language coursework, increased from 9% to 20%.
• The percentage of students, who had serious conversations with students of a different race or ethnicity, increased from 60% to 66%.
• The percentage of students, who perceived that campus environment Very Much / Quite a Bit encouraged contact among students from different economic, social, and racial or ethnic backgrounds, increased from 60% to 66%.
• In 2004, 45% of students perceived that campus environment provided Very Much / Quite a Bit support they needed to thrive socially, and the percentage increased to 52% in 2010.

B. Areas in which first-year students became less engaged in 2010 than in 2004

There are no areas in which St. John's first-year students were significantly less engaged in 2010 than in 2004.

C. Areas in which senior students became more engaged in 2010 than in 2004

• In 2004, St. John’s senior students spent an average of 10.2 hours a week preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities), and it increased to 12.4 hours in 2010.
• In 2004, 19% of seniors Often / Very Often worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.), and the percentage increased to 28% in 2010.
• The percentage of seniors, who indicated that they received prompt written or oral feedback from faculty on their academic performance, increased from 58% to 65%.
• In 2004, seniors spent an average of 3.2 hours a week participating in co-curricular activities (organizations, publications, student government, sports, etc.) and it increased to 5.8 hours in 2010.
• The percentage of seniors, who did community service or volunteer work, increased from 60% to 69%.
• The percentage of seniors, who participated in a learning community or some other formal programs where groups of students take two or more classes together, increased from 24% to 35%.
• The percentage of seniors, who had done foreign language coursework, increased from 32% to 60%.
• The percentage of seniors, who had studied abroad, increased from 6% to 16%.
• The percentage of seniors, who had had culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.), increased from 18% to 23%.
• The percentage of seniors, who Often / Very Often used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment, increased from 51% to 60%.
• The percentage of seniors, who perceived that campus environment Very Much / Quite a Bit encouraged contact among students from different economic, social, and racial or ethnic backgrounds, increased from 52% to 68%.
• In 2004, 26% of seniors indicated that campus environment helped them Very Much / Quite a Bit cope with their non-academic responsibilities (work, family, etc.), and the percentage increased to 38% in 2010.
• The percentage of seniors, who perceived that campus environment provided Very Much / Quite a Bit support they needed to thrive socially, increased from 31% to 48%.

D. Areas in which senior students became less engaged in 2010 than in 2004
• In 2004, 82% of seniors perceived that coursework emphasized Very Much / Quite a Bit application of theories or concepts to practical problems or in new situations, but the percentage decreased to 75% in 2010.
• In 2004, 62% of seniors indicated that they had done practicum, internship, field experience, co-op experience, or clinical assignment, but the percentage decreased to 53% in 2010.

E. Areas in which St. John’s 1st-year students were more engaged than Carnegie peers in 2010
• In 2010, 39% of St. John’s first-year students Often / Very Often participated in a community-based project as part of a regular course vs. 16% of Carnegie peers.
• 24% of St. John’s first-year students Often / Very Often worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 17% of Carnegie peers.
• 67% of St. John’s first-year students had done community service or volunteer work vs. 43% of Carnegie peers.
• 35% of St. John’s first-year students had participated in a learning community or some other formal programs where groups of students take two or more classes together vs. 18% of Carnegie peers.
• 66% of St. John’s first-year students Often/ Very Often had serious conversations with students of a different race or ethnicity vs. 53% of Carnegie peers.
• 66% of St. John’s first-year students Quite a Bit/Very Much experienced a campus environment that encouraged contact among students from different economic, social, and racial or ethnic backgrounds vs. 60% of Carnegie peers.
F. Areas in which St. John’s 1st-year students were less engaged than Carnegie peers

There are no areas in which St. John’s first-year students were significantly less engaged than their Carnegie peers.

G. Areas in which St. John’s senior students were more engaged than Carnegie peers

- In 2010, 25% of St. John’s seniors Often/Very Often participated in a community-based project as part of a regular course vs. 20% of Carnegie peers.
- 28% of St. John’s seniors Often / Very Often worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 24% of Carnegie peers.
- St. John’s seniors spent an average of 5.8 hours participating in co-curricular activities (organizations, publications, student government, sports, etc.) vs. 3.9 hours by Carnegie peers.
- 69% of St. John’s seniors had done community service or volunteer work vs. 60% of Carnegie peers.
- 35% of St. John’s seniors participated in a learning community or some other formal programs where groups of students take two or more classes together vs. 29% of Carnegie peers.
- 60% of St. John’s seniors had done foreign language coursework vs. 37% of Carnegie peers.
- 66% of St. John’s seniors Often/ Very Often had serious conversations with students of a different race or ethnicity vs. 57% of Carnegie peers.
- 68% of St. John’s seniors Quite a Bit/Very Much experienced a campus environment that encouraged contact among students from different economic, social, and racial or ethnic backgrounds vs. 54% of Carnegie peers.
- In 2010, 38% of St. John’s seniors Quite a Bit/Very Much experienced a campus environment that helps students cope with non-academic responsibilities (work, family, etc.) vs. 30% of Carnegie peers.
- 48% of St. John’s seniors Quite a Bit/Very Much experienced a campus environment that provides the support needed to thrive socially vs. 38% of Carnegie peers.

H. Areas in which St. John’s senior students were less engaged than Carnegie peers

- In 2010 St. John’s seniors spent an average of 12.4 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) vs. 14.2 hours for Carnegie peers.
- 83% of St. John’s seniors Quite a Bit/Very Much had coursework emphasizing analysis of the basic elements of an idea, experience or theory vs. 88% of Carnegie peers.
- 74% of St. John’s seniors Quite a Bit/Very Much had coursework emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships vs. 80% of Carnegie peers.
75% of St. John’s seniors *Quite a Bit/Very Much* had coursework emphasizing application of theories or concepts to practical problems or in new situations vs. 84% of Carnegie peers.

73% of St. John’s seniors *Quite a Bit/Very Much* had campus environment emphasizing time studying and on academic work vs. 81% of Carnegie peers.

In 2010, 75% of St. John’s seniors *Often/ Very Often* asked questions in class or contributed to class discussions vs. 79% of Carnegie peers.

51% of St. John’s seniors *Often/ Very Often* worked with other students on projects outside of class vs. 59% of Carnegie peers.

58% St. John’s seniors *Often/ Very Often* discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.) vs. 66% of Carnegie peers.

13% of St. John’s seniors had done independent study or self-designed major vs. 19% of Carnegie peers.

23% of St. John’s seniors had done culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) vs. 38% of Carnegie peers.

60% of St. John’s seniors *Often/ Very Often* used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment vs. 66% of Carnegie peers.

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 and improvement purposes. 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.