I. INTRODUCTION

The National Survey of Student Engagement (NSSE), which has been administered annually since 1999, obtains information 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 such as student satisfaction, persistence, and graduation. St. John’s University has participated in the survey six times (2001, 2002, 2004, 2006, 2008, and 2010).

In Spring 2010, St. John’s first-year and senior students were randomly selected and they were initially contacted by email that provided a link for them to complete NSSE online, and two reminders followed. Then, the non-respondents were randomly selected and a hardcopy was sent to them, and the remaining non-respondents were contacted by email again. A total of 825 students participated in the 2010 survey, 582 first-year students (16% of student population) and 243 were seniors (10%).

For College of Professional Studies (CPS), 171 first-year students (14% of student population), and 67 seniors (9%) completed the survey. Respondents fairly resembled the profile of the CPS first-year and senior students in ethnicity, while the proportion of female is slightly higher than that of male students.

There are more than 80 items in the survey, and in an attempt to support efforts to talk about student engagement and the importance to student learning, collegiate quality and institutional improvement, NSSE created five clusters of related groups of items on the survey, expressed in 100-point scales, as the National Benchmarks of Effective Educational Practice. These 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 St. John’s Strategic Plan 2004-08 and continued in the 2008-13 Plan.

This report summarizes the 2010 NSSE survey results for College of Professional Studies (CPS). It consists of four 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. Section IV is the summary and conclusion. The appendix provides detailed data for each survey item for 2010, together with the 2004, 2006, and 2008 data.
II. HIGHLIGHTS

In general, from 2006 to 2010 there has been a continuous upward trend in student engagement for both the first-year and senior students of CPS. Improvement has been made most in the benchmarks of Enriching Educational Experiences and Active & Collaborative Learning. As compared to the University, CPS ratings were similar to the University average in most areas.

The areas in which CPS’s first-year students became more engaged in 2010 than in 2006 include:

1) Having coursework that emphasized the making of judgments about the value of information, arguments or methods.
2) Working hard to meet the instructor’s standards or expectations.
3) Asking questions in class or contributing to class discussions.
4) Working with other students on projects outside of class.
5) Tutoring or teaching other students.
6) Participating in a community-based project as part of a regular course.
7) Discussing ideas from readings or classes with others outside of class.
8) Receiving prompt written or oral feedback from faculty on their academic performance.
9) Doing community service or volunteer work.
10) Participating in a learning community or some other formal programs where groups of students take two or more classes together.
11) Studying Abroad.
12) Having serious conversations with students of a different race or ethnicity.
13) Using electronic technology to discuss or complete an assignment.

The areas in which CPS’s first-year students became less engaged in 2010 than in 2006 include:

1) Ratings on the quality of relationships with other students.
2) Ratings on the quality of relationships with faculty members.

The areas in which CPS’s senior-year students became more engaged in 2010 than in 2006 include:

1) Perceiving that coursework emphasizes 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) Working with other students on projects during class.
4) Working with other students on projects outside of class.
5) Participating in a community-based project as a part of a regular course.
6) Receiving prompt written or oral feedback from faculty on your academic performance.
7) Doing community service or volunteer work.
8) Taking foreign language coursework.
9) Studying Abroad.
10) Culminating senior experience.
11) Using electronic technology to discuss or complete an assignment.
12) Perceiving a campus environment as encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
13) Perceiving that campus environment helps them cope with non-academic responsibilities.
14) Perceiving that the campus environment provides the support needed to thrive socially.

The areas in which CPS’s senior-year students became less engaged in 2010 than in 2006 include:
1) 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 first-year students. As the table reveals, from 2006 to 2010 there has been a continuous upward trend in three of the five benchmarks for College of Professional Studies. The score for Level of Academic Challenge (LAC) increased from 51 in 2006 to 55 in 2010, Active and Collaborative Learning (ACL) increased from 39 to 47 and, Enriching Educational Experiences (EEE) from 27 to 33. For Student-Faculty Interactions (SFI) the overall score increased from 34 in 2006 to 41 in 2008, and then dropped to 37 in 2010. For Supportive Campus Environment, the score increased from 61 in 2006 to 64 in 2008, and then dropped to 58 in 2010.

Table 1. NSSE benchmark scores for first-year students,  
College of Professional Studies vs. St. John's University

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>CPS vs. STJ</th>
<th>First-year students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td>51</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td>39</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td>34</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td>27</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td>61</td>
</tr>
</tbody>
</table>

In 2010, the benchmarks for CPS were similar to those of the University except Supportive Campus Environment for which CPS has a slightly lower score, 58 vs. 61.
B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, the scores for all the benchmarks increased in 2010 in comparison to 2006 except Student-Faculty Interactions which remained the same.

Table 2. NSSE benchmark scores for seniors, 
College of Professional Studies vs. St. John's University

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>CPS vs. STJ</th>
<th>Seniors</th>
<th>2006</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ</td>
<td></td>
<td>55</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td></td>
<td>50</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ</td>
<td></td>
<td>50</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td></td>
<td>44</td>
<td>41</td>
<td>49</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ</td>
<td></td>
<td>42</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td></td>
<td>41</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ</td>
<td></td>
<td>41</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td></td>
<td>38</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ</td>
<td></td>
<td>59</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td></td>
<td>60</td>
<td>62</td>
<td>63</td>
</tr>
</tbody>
</table>

In 2010, four of the five benchmarks for CPS were slightly lower than those of the University, and for Supportive Campus Environment CPS had a slightly higher score, 63 vs. 60.

C. Student overall evaluation

In NSSE, students are asked to rate the quality of academic advising and their entire educational experience. The data are presented in Table 3 below. In 2010, 75% of the first-year students and 80% of seniors rated the quality of academic advising as EXCELLENT/GOOD. The ratings by the first-year students fluctuated from 2006 to 2010 while there was a steady increase for seniors.

Student ratings on their entire educational experience decreased from 2006 to 2010: 79% of the first-year students rated it as EXCELLENT/GOOD in 2006 and it dropped 73% in 2010; for seniors, it dropped from 90% to 84%.

As compared to the University, ratings on the quality of academic advising by CPS first-year students in 2010 were similar while the ratings by CPS seniors were much higher than the University average, 80% vs. 68%. For the entire educational experience, the
percentage for CPS was 3% lower than the University average, 73% vs. 76%, while for seniors CPS was 3% higher, 84% vs. 81%.

Table 3. NSSE Overall Evaluation: College of Professional Studies (CPS) vs. St. John's University

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Answers by Students</th>
<th>Level</th>
<th>College / University</th>
<th>2006 (%)</th>
<th>2008 (%)</th>
<th>2010 (%)</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>University</td>
<td>75</td>
<td>80</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPS</td>
<td>74</td>
<td>81</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>University</td>
<td>73</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPS</td>
<td>73</td>
<td>77</td>
<td>80</td>
<td></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>University</td>
<td>77</td>
<td>79</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPS</td>
<td>79</td>
<td>79</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>University</td>
<td>83</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPS</td>
<td>90</td>
<td>86</td>
<td>84</td>
<td></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 CPS trend data from 2006 to 2010, and Section 2 compares CPS with STJ.

1) College of Professional Studies: 2006 vs. 2010

Presented in this section are the items whose 2010 score is at least five points higher or lower than the 2006 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 first-year students became more engaged in 2010 than in 2006

Benchmark 1: Level of Academic Challenge

- In 2006, 66% of 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 increased to 74% in 2010 (Survey item 2d).
- In 2006, 54% of first-year students Often/Very Often worked harder than they thought they could to meet an instructor's standards or expectations and it increased to 63% in 2010 (1r).
Benchmark 2: Active and Collaborative Learning

- In 2006, 56% of first-year students * Often/Very Often * asked questions in class or contributed to class discussions and it increased to 67% in 2010 (1a).
- The percentage of students who * Often/Very Often * worked with other students on projects outside of class increased from 24% to 36% (1h).
- The percentage of students who * Often/Very Often * tutored or taught other students increased from 10% to 14% (1j).
- The percentage of students who * Often/Very Often * participated in a community-based project as a part of a regular course increased from 9% to 37% (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.) decreased from 48% to 55% (1t).

Benchmark 3: Student-Faculty Interactions

- In 2006, 51% of first-year students * Often/Very Often * received prompt written or oral feedback from faculty on your academic performance and it increased to 59% in 2010 (1q).

Benchmark 4: Enriching Educational Experiences

- In 2006, 34% of first-year students * Done * community service or volunteer increased to 61% in 2010 (7b).
- The percentage of students who * Done * participate in a learning community or some other formal program where groups of students take two or more classes together increased from 14% to 26% (7c).
- The percentage of students who * Done * Study Abroad increased from 1% to 7% (7f).
- The percentage of students who * Often/Very Often * had serious conversations with students of a different race or ethnicity increased from 58% to 71% (1u).
- 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 48% to 62% (1l).

B. Areas in which first-year students became less engaged in 2010 than in 2006

Benchmark 5: Supportive Campus Environment

- In 2006, first-year students rated the quality of relationships with other students with a mean of 5.5 and it decreased to 5.1 (8a).
- In 2006, first-year students rated the quality of relationships with faculty members with a mean of 5.1 and it decreased to 4.8 in 2010 (8b).
C. Areas in which senior students became more engaged in 2010 than in 2006

Benchmark 1: Level of Academic Challenge
- In 2006, 77% of senior-year students Quite a bit/Very Much had coursework emphasizing analysis of the basic elements of an idea, experience or theory and it increased to 82% (2b).
- The percentage of students who Quite a bit/Very Much coursework emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships increased from 66% to 75% (2c).

Benchmark 2: Active and Collaborative Learning
- In 2006, 37% of senior-year students Often/Very Often worked with other students on projects during class and it increased to 48% (1g).
- The percentage of students who Often/Very Often worked with other students on projects outside of class increased from 25% to 39% (1h).
- The percentage of students who Often/Very Often participated in a community-based project as a part of a regular course increased from 14% to 17% (1k).

Benchmark 3: Student-Faculty Interactions
- In 2006, 53% of senior-year students Often/Very Often received prompt written or oral feedback from faculty on your academic performance and it increased to 64% (1q).

Benchmark 4: Enriching Educational Experiences
- In 2006, 54% of senior-year students Done community service or volunteer and it increased to 64% in 2010 (7b).
- The percentage of students who Done foreign language coursework increased from 41% to 57% in 2010 (7e).
- The percentage of students who Done Study Abroad and it increased from 9% to 16% (7f).
- The percentage of students who Done culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) increased from 8% to 19% (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 47% to 61% (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 70% (10c).
Benchmark 5: Supportive Campus Environment

- In 2006, 40% of senior-year students *Quite a bit/ Very Much* had a campus environment that helped them cope with non-academic responsibilities (work, family, etc.) and it increased to 41% in 2010 (10d).
- The percentage of students who *Quite a bit/ Very Much* had a campus environment provide the support needed to thrive socially increased from 41% to 49% (10e).

D. Areas in which senior students became less engaged in 2010 than in 2006

Benchmark 3: Student-Faculty Interactions

- In 2006, 31% of senior-year students *Often/Very Often* discussed ideas from readings or classes with faculty members outside of class and it decreased to 20% (1p).

2) College of Professional Studies (CPS) vs. St. John’s University (STJ). 2010

Presented in this section are the items for which CPS’s score in 2010 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 CPS 1st-year students were more engaged than STJ in 2010

CPS first-year students were not more engaged than STJ overall in any area.

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

Benchmark 4: Enriching Educational Experiences

- In 2010, 61% of CPS’s first-year students *had done* community service or volunteer requirements vs. 67% of St. John’s University’s students (7b).
- 26% of CPS’s first-year students *had participated* in a learning community or some other formal program where groups of students take two or more classes together vs. 35% of St. John’s University’s students (7c).

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

Benchmark 4: Enriching Educational Experiences

- In 2010, 60% of CPS’s senior-year students *Done* practicum, internship, field experience, co-op experience, or clinical assignment vs. 53% of St. John’s University’s students (7a).
- 19% of CPS’s senior-year students *Done* independent study or self-designed major vs. 13% of St. John’s University’s students (7g).
Benchmark 5: Supportive Campus Environment

- In 2010, 41% of CPS’s senior-year students *Quite a bit/ Very much* had a campus environment that helped them cope with their non-academic responsibilities (work, family, etc.) vs. 38% of St. John’s University’s students (10d).
- In 2006, students rated the quality of relationships with administrative personnel and offices with a mean of 4.6 and it increased to 4.8 in 2010 (8c).

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

Benchmark 1: Level of Academic Challenge

- In 2010 CPS’s seniors spent an average of 8.6 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) vs. 12.4 hours for St. John’s University students (9a).
- In 2010 CPS’s seniors read an average of 7.8 assigned textbooks, books, or book-length packs of course readings vs. 10 books for St. John’s University students (3a).

Benchmark 2: Active and Collaborative Learning

- 39% CPS’s seniors *Often/ Very Often* worked with other students on projects outside of class vs. 51% of St. John’s University students (1h).
- 15% CPS’s seniors *Often/ Very Often* tutored or taught other students vs. 24% of St. John’s University students (1j).
- 17% CPS’s seniors *Often/ Very Often* participated in a community-based project as a part of a regular course vs. 25% of St. John’s University students (1k).

Benchmark 3: Student-Faculty Interactions

- 20% CPS’s seniors *Often/ Very Often* discussed ideas from readings or classes with faculty members outside of class vs. 29% of St. John’s University students (1p).

Benchmark 4: Enriching Educational Experiences

- In 2010, 64% of CPS’s senior-year students *Done* community service or volunteer requirements vs. 69% of St. John’s University’s students (7b).
- 27% of CPS’s senior-year students *Done* participate in a learning community or some other formal program where groups of students take two or more classes together vs. 35% of St. John’s University’s students (7c).

IV. SUMMARY AND DISCUSSION

In general, the NSSE data indicate that both first-year and senior students at the College of Professional Studies have become more engaged than before. From 2006 to 2010 there has been a continuous upward trend in three of the five benchmarks for the first-year students. These benchmarks are: a) Level of Academic Challenge (LAC), b) Active
and Collaborative Learning (ACL), and c) Enriching Educational Experiences (EEE). For senior students, there was also an upward trend in student engagement from 2006 to 2010.

The NSSE data reveal that the engagement level of first-year students at the College of Professional Studies have increased in areas such as participating in community-based projects as part of a regular course, participating in learning communities, working with peer students on projects outside of class, and participating in community service or volunteer work. To a certain extent, the survey results reflect some of St. John’s initiatives in the past several years. These initiatives include the learning communities, linked courses, expanded support in academic service learning and integration of academic service learning into the course of Discover New York, creation of more opportunities for students to participate in extra-curricular activities, etc.

CPS senior-year students were more engaged than the University average in: acquiring a practicum, internship, field experience, co-op experience, or clinical assignment; independent studying or self-designed major; perceiving that the campus environment helped them cope with their non-academic responsibilities and in their relationships with administrative personnel and offices. Areas in which CPS seniors were less engaged than the University average include: time spent preparing for class, reading assigned textbooks, working with other students on projects outside of class, tutoring or teaching other students, participating in a community-based project, and discussing ideas from readings or classes with faculty members outside of class.

The NSSE survey results are the perceptions of students on 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.