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 Pharmacy (PHA), 78 first-year students (17% of student population) and 21 seniors (6%) completed the survey. Respondents fairly resembled the profile of the PHA first-year and senior students in ethnicity, while the proportion of female is a little higher than that of male students. The survey data, however, were weighted by gender.

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 Pharmacy (PHA). 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 2006 and 2008 data.
II. HIGHLIGHTS

In general, the NSSE data indicate that from 2006 to 2010, there was a continuous increase in the benchmarks for PHA first-year students, especially in Supportive Campus Environment. The benchmarks for senior students dropped in Level of Academic Challenge, Enriching Educational Experiences, and Supportive Campus Environment.

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

1) Doing coursework emphasizing analysis of the basic elements of an idea, experience or theory.
2) Doing coursework emphasizing the making of judgments about the value of information, arguments or methods.
3) Doing coursework that emphasized application of theories or concepts to practical problems or in new situations.
4) Asking questions in class or contributing to class discussions.
5) Participating in a community-based project as a part of a regular course.
6) Discussing grades or assignments with an instructor.
7) Talking about career plans with a faculty member or advisor.
8) Working with faculty members on activities other than coursework (committees, orientation, student life activities, etc.).
9) Receiving prompt written or oral feedback from faculty on academic performance.
10) Doing community service or volunteering.
11) Perceiving the campus environment as encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
12) Perceiving that the campus environment provided the support needed to succeed academically.
13) Perceiving a campus environment that helped cope with non-academic responsibilities.
14) Perceiving that the campus environment provided the support needed to thrive socially.
15) Quality of relationships with other students.
16) Quality of relationships with faculty members.
17) Quality of relationships with administrative personnel and offices.

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

1) Working with other students on projects outside of class.
2) Having a practicum, internship, field experience, co-op experience, or clinical assignment.
3) Having serious conversations with students of a different race or ethnicity.
4) Having serious conversations with students who are very different in terms of religious beliefs, political opinions, or personal values.

The areas in which PHA’s senior-year students became more engaged in 2010 than in 2006 include:
1) Time spent preparing for class.
2) Tutoring or teaching other students.
3) Participating in a community-based project as a part of a regular course.
4) Discussing ideas from readings or classes with faculty members outside of class.
5) Participating in a learning community or some other formal program where groups of students take two or more classes together.
6) Taking a foreign language coursework.

The areas in which PHA’s senior-year students became less engaged in 2010 than in 2006 include:
1) Having coursework emphasize the synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships.
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 with other students on projects during class.
5) Discussing ideas from readings or classes with others outside of class (students, family members, co-workers, etc.).
6) Working or planning to work with a faculty member on a research project outside of course or program requirements.
7) Participating in co-curricular activities (organizations, publications, student government, sports, etc.).
8) Having serious conversations with students of a different race or ethnicity.
9) Having serious conversations with students who are very different in terms of their religious beliefs, political opinions, or personal values.
10) Perceiving that the campus environment provided the support needed to help students succeed academically.
11) Having a campus environment that helped them cope with non-academic responsibilities (work, family, etc.).
12) Quality of relationships with other students.
13) Quality of relationships with faculty members.
14) Quality of relationships with administrative personnel and offices.
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 indicates, there was a continuous increase in all the benchmarks for PHA students except for benchmark 4: Enriching Educational Experiences (EEE) in which the score (30) was the same in 2006 as in 2010. The benchmark score for Supportive Campus Environment increased most, from 55 in 2006 to 64 in 2010.

Table 1. NSSE benchmark scores for first-year students, College of Pharmacy (PHA) vs. St. John's University (STJ)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>PHA 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></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
</tr>
</tbody>
</table>

B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table reveals, from 2006 to 2010 the scores for Active and Collaborative Learning (ACL) and Student-Faculty Interactions (SFI) remained similar; the scores for Level of Academic Challenge (LAC) and Enriching Educational Experiences (EEE) dropped slightly; the score for Supportive Campus Environment (SCE) dropped most, from 58 to 45.
Table 2. NSSE benchmark scores for seniors, College of Pharmacy and Allied Health Professions vs. St. John's University

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>PHA vs. STJ</th>
<th>Seniors</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2006</td>
<td>2008</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td></td>
<td>STJ</td>
<td>55</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>60</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td>STJ</td>
<td>50</td>
<td>50</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>46</td>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td>STJ</td>
<td>42</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>33</td>
<td>35</td>
<td>32</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td>STJ</td>
<td>41</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>34</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td>STJ</td>
<td>59</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>58</td>
<td>60</td>
<td>45</td>
</tr>
</tbody>
</table>

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, first-year students’ ratings on the quality of academic advising increased (67% rated it as good/excellent in 2006 and the percentage increased to 71% in 2010) while senior students’ ratings dropped (from 67% to 50%). For their entire educational experience, 77% of first-year students rated it as good/excellent in 2006 and the percentage dropped to 74% in 2010, and ratings by senior students also dropped, from 74% to 50%.

Table 3. NSSE Overall Evaluation: College of Pharmacy (PHA) 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>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 University</td>
<td>75</td>
<td>80</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>67</td>
<td>75</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior University</td>
<td>73</td>
<td>70</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>67</td>
<td>66</td>
<td>50</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 University</td>
<td>77</td>
<td>79</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>77</td>
<td>70</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior University</td>
<td>83</td>
<td>82</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHA</td>
<td>74</td>
<td>78</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
2. Summary of Survey Item-level Data

Part 2 presents the survey item-level data. It consists of two sections. Section 1 compares PHA 2010 data with PHA 2006 data, and Section 2 compares the 2010 data between PHA with STJ.

1) College of Pharmacy: 2010 vs. 2006

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 PHA first-year students became more engaged in 2010 than in 2006

*Benchmark 1: Level of Academic Challenge*

- In 2006, 76% of first-year students had coursework *Quite a bit/Very Much* emphasizing analysis of the basic elements of an idea, experience or theory, and it increased to 89% in 2010 (Question 2b).
- In 2006, 68% of first-year students had coursework *Quite a bit/Very Much* emphasizing the making of judgments about the value of information, arguments or methods, and it increased to 85% in 2010 (2d).
- In 2006, 66% of first-year students had coursework *Quite a bit/Very Much* emphasizing application of theories or concepts to practical problems or in new situations, and it increased to 82% in 2010 (2e).

*Benchmark 2: Active and Collaborative Learning*

- In 2006, 50% of first-year students *Often/Very Often* asked questions in class or contributed to class discussions, and it increased to 60% in 2010 (1a).
- The percentage of students who *Often/Very Often* participated in a community-based project as a part of a regular course increased from 21% to 39% (1k).

*Benchmark 3: Student-Faculty Interactions*

- In 2006, 47% of first-year students *Often/Very Often* discussed grades or assignments with an instructor, and it increased to 53% in 2010 (1n).
- The percentage of students who *Often/Very Often* talked about career plans with a faculty member or advisor increased from 29% to 33% (1o).
- 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 11% to 25% (1s).
The percentage of students who *Often/Very Often* received prompt written or oral feedback from faculty on their academic performance increased from 43% to 54% (1q).

**Benchmark 4: Enriching Educational Experiences**
- In 2006, 42% of first-year students *had done* community service or volunteer and it increased to 68% in 2010 (7b).
- The percentage of students who indicated that they had a campus environment *Quite a bit/ Very Much* encouraging contact among students from different economic, social, and racial or ethnic backgrounds increased from 49% to 65% (10c).

**Benchmark 5: Supportive Campus Environment**
- In 2006, 55% of first-year students had a campus environment that provided *Quite a bit/ Very Much* support they needed to succeed academically, and it increased to 73% in 2010 (10b).
- The percentage of students, who had a campus environment that helped *Quite a bit/ Very Much* cope with non-academic responsibilities (work, family, etc.), increased from 36% to 50% (10d).
- The percentage of students, who had a campus environment that provided *Quite a bit/ Very Much* support they needed to thrive socially, increased from 42% to 55% (10e).
- In 2006, students rated the quality of relationships with other students with a mean score of 5.3 (on a 7-point scale), and it increased to 5.6 in 2010 (8a).
- In 2006, students rated the quality of relationships with faculty members with a mean score of 4.6, and it increased to 5.2 in 2010 (8b).
- In 2006, students rated the quality of relationships with administrative personnel and offices with a mean of 4.4, and it increased to 4.9 in 2010 (8c).

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

**Benchmark 2: Active and Collaborative Learning**
- In 2006, 39% of first-year students *Often/Very Often* worked with other students on projects outside of class, and it decreased to 31% in 2010 (1h).

**Benchmark 4: Enriching Educational Experiences**
- In 2006, 19% of first-year students *Had Done* practicum, internship, field experience, co-op experience, or clinical assignment, and it decreased to 8% in 2010 (7a).
• The percentage of students who Often/Very Often had serious conversations with students of a different race or ethnicity decreased from 64% to 57% (1u).
• The percentage of students who Often/Very Often had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values decreased from 65% to 55% (1v).

C. Areas in which PHA senior students became more engaged in 2010 than in 2006

Benchmark 1: Level of Academic Challenge
• In 2006 PHA senior students spent an average of 18.3 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities), and it increased to 23.0 in 2010 (9a).

Benchmark 2: Active and Collaborative Learning
• In 2006, 21% of senior students Often/Very Often tutored or taught other students, and it increased to 44% in 2010 (1j).
• The percentage of students who Often/Very Often participated in a community-based project as a part of a regular course increased from 11% to 19% in 2010 (1k).

Benchmark 3: Student-Faculty Interactions
• In 2006, 17% of senior students Often/Very Often discussed ideas from readings or classes with faculty members outside of class, and it increased to 25% in 2010 (1p).

Benchmark 4: Enriching Educational Experiences
• In 2006, 20% of senior students had participated in a learning community or some other formal program where groups of students took two or more classes together, and it increased to 27% (7c).
• The percentage of students who had done foreign language coursework increased from 18% to 27% (7e).

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

Benchmark 1: Level of Academic Challenge
• The percentage of students, who had coursework Quite a bit/ Very Much emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships, decreased from 79% in 2006 to 67% in 2010 (2c).
• The percentage of students, who had coursework Quite a bit/ Very Much emphasizing the making of judgments about the value of information, arguments or methods, decreased from 81% to 67% (2d).
• The percentage of students, who had coursework *Quite a bit/ Very Much* emphasizing application of theories or concepts to practical problems or in new situations, decreased from 85% to 73% (2e).

**Benchmark 2: Active and Collaborative Learning**

• In 2006, 47% of senior-year students *Often/Very Often* worked with other students on projects during class, and it decreased to 38% (1g).

• 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 50% to 47% (1t).

**Benchmark 3: Student-Faculty Interactions**

• In 2006, 18% of senior-year students *Had Done* work with a faculty member on a research project outside of course or program requirements and, it decreased to 7% in 2010 (7d).

**Benchmark 4: Enriching Educational Experiences**

• In 2006, PHA’s senior-year students spent an average of 4.1 hours participating in co-curricular activities (organizations, publications, student government, sports, etc.), and it decreased to 1.2 hours in 2010 (9d).

• The percentage of students who *Had Done* study-abroad decreased from 7% to 0% (7f).

• The percentage of students, who *Had Done* independent study or self-designed major, decreased from 5% to 0% (7g).

• The percentage of students who *Had Done* culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) decreased from 16% to 0% (7h).

• The percentage of students who *Often/Very Often* had serious conversations with students of a different race or ethnicity decreased from 60% to 47% (1u).

• The percentage of students, who *Often/Very Often* had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values, decreased from 58% to 47% (1v).

**Benchmark 5: Supportive Campus Environment**

• In 2006, 66% of senior-year students perceived *Quite a bit/ Very Much* that the campus environment provided the support needed to help students succeed academically, and it decreased to 40% in 2010 (10b).
• The percentage of students, who had a campus environment that helped them *Quite a bit/ Very Much* cope with non-academic responsibilities (work, family, etc.), decreased from 36% to 27% (10d).

• In 2006, students rated the quality of relationships with other students with a mean score of 5.6, and it decreased to 4.9 in 2010 (8a).

• In 2006, students rated the quality of relationships with faculty members with a mean score of 4.8, and it decreased to 4.1 in 2010 (8b).

• In 2006, students rated the quality of relationships with administrative personnel and offices with a mean score of 4.3, and it decreased to 3.5 in 2010 (8c).

2) NSSE 2010 data: College of Pharmacy (PHA) vs. St. John’s University (STJ)

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

*Benchmark 1: Level of Academic Challenge*

• In 2010, PHA first-year students spent an average of 16.4 hours a week preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) as compared to 12.7 hours for St. John’s University (STJ) students (9a).

• 89% of PHA students had coursework *Quite a bit/Very Much* emphasizing analysis of the basic elements of an idea, experience or theory vs. 81% of STJ (2b).

• 88% of PHA students had coursework *Quite a bit/Very Much* emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships vs. 71% of STJ (2c).

• 85% of PHA students had coursework *Quite a bit/Very Much* emphasizing the making of judgments about the value of information, arguments or methods vs. 75% of STJ (2d).

• 82% of PHA students had coursework *Quite a bit/Very Much* emphasizing application of theories or concepts to practical problems or in new situations vs. 71% of STJ (2e).

*Benchmark 5: Supportive Campus Environment*

• In 2010, 50% of PHA first-year students perceived that the campus environment helped them *Quite a bit/ Very Much* cope with their non-academic responsibilities (work, family, etc.) vs. 43% of STJ (10d).
• PHA students rated the quality of relationships with other students with a mean score of 5.6 vs. 5.2 for STJ (8a).

B. Areas in which PHA 1st-year students were less engaged than STJ students in 2010

*Benchmark 2: Active and Collaborative Learning*

• In 2010, 36% of PHA first-year students *Often/ Very Often* made a class presentation vs. 41% of St. John's University (STJ) students (1b).
• 46% of PHA students *Often/ Very Often* discussed ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.) vs. 55% of STJ (1t).

*Benchmark 4: Enriching Educational Experiences*

• In 2010, 36% of PHA first-year students *Often/ Very Often* made a class presentation vs. 41% of St. John's University (STJ) students (1b).
• 46% of PHA students *Often/ Very Often* discussed ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.) vs. 55% of STJ (1t).

C. Areas in which PHA senior students were more engaged than STJ students in 2010

*Benchmark 1: Level of Academic Challenge*

• In 2010, PHA senior students spent an average of 23.0 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) vs. 12.4 hours for STJ students (9a).
• 93% of PHA students perceived that the campus environment *Quite a bit/ Very Much* emphasized time studying and on academic work vs. 73% of STJ (10a).

*Benchmark 2: Active and Collaborative Learning*

• In 2010, 60% of PHA senior students *Often/ Very Often* worked with other students on projects outside of class vs. 51% St. John's University students (1h).
• 44% of PHA students *Often/ Very Often* tutored or taught other students vs. 24% of STJ (1j).

*Benchmark 4: Enriching Educational Experiences*

• In 2010, 67% of PHA senior students *Often/ Very Often* used an electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment vs. 60% of STJ (1l).
D. Areas in which PHA senior students were less engaged than STJ students in 2010

Benchmark 1: Level of Academic Challenge
- In 2010, 67% of PHA students had coursework *Quite a bit/ Very Much* emphasizing the making of judgments about the value of information, arguments or methods vs. 73% of STJ (2d).

Benchmark 2: Active and Collaborative Learning
- In 2010, 33% of PHA senior students *Often/ Very Often* asked questions in class or contributed to class discussions vs. 75% of STJ (1a).
- 38% of PHA students *Often/ Very Often* made a class presentation vs. 62% of STJ (1b).
- 29% of PHA students *Often/ Very Often* worked with other students on projects during class vs. 36% of STJ (1c).
- 47% of PHA students *Often/ Very Often* discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) vs. 58% of STJ (1t).

Benchmark 3: Student-Faculty Interactions
- In 2010, 38% of PHA senior students *Often/ Very Often* discussed grades or assignments with an instructor vs. 54% of STJ (1n).
- 31% of PHA students *Often/ Very Often* talked about career plans with a faculty member or advisor vs. 46% of STJ (1o).
- 20% of PHA students *Often/ Very Often* worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 28% of STJ (1s).
- 33% of PHA students *Often/ Very Often* received prompt written or oral feedback from faculty on your academic performance vs. 65% of STJ (1q).
- 7% of PHA students *Had Done* work 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 2010, PHA senior students participated in co-curricular activities (organizations, publications, student government, sports, etc.) for an average of 1.2 hours a week vs. 5.8 hours for STJ (9d).
- 40% of PHA students *Had Done* practicum, internship, field experience, co-op experience, or clinical assignment vs. 53% of STJ (7a).
- 47% of PHA students *Had Done* community service or volunteer work vs. 69% of STJ (7b).
• 27% of PHA 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 STJ (7c).
• 27% of PHA students *had done* foreign language coursework vs. 60% of STJ (7e).
• 0% of PHA students *had done* study-abroad vs. 16% STJ (7f).
• 0% of PHA students *had done* independent study or self-designed major vs. 13% of STJ (7g).
• 47% of PHA students *often/ very often* had serious conversations with students of a different race or ethnicity vs. 66% of STJ (1u).
• 47% of PHA 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. 62% of STJ (1v).
• 60% of PHA students perceived that the campus environment *very much/quite a bit* encouraged contact among students from different economic, social, and racial or ethnic backgrounds vs. 68% of STJ (10c).

**Benchmark 5: Supportive Campus Environment**

• 40% of PHA students perceived that the campus environment provided *quite a bit/ very much* support needed to help students succeed academically vs. 70% of STJ (10b).
• 27% of PHA students perceived that the campus environment helped them *quite a bit/ very much* cope with their non-academic responsibilities (work, family, etc.) vs. 38% of STJ (10d).
• 47% of PHA students perceived that the campus environment provided *quite a bit/ very much* support needed to thrive socially vs. 48% of STJ (10e).
• PHA students rated the quality of relationships with other students at an average score of 4.9 vs. 5.4 for STJ (8a).
• PHA students rated the quality of relationships with faculty members at an average score of 4.1 vs. 5.4 for STJ (8b).
• PHA students rated the quality of relationships with administrative personnel and offices at an average score of 3.5 vs. 4.6 for STJ (8c).

**IV. SUMMARY AND DISCUSSION**

In general, the NSSE data indicate that from 2006 to 2010, there was a continuous increase in the benchmarks for PHA first-year students, especially in Supportive Campus Environment. The benchmarks for senior students dropped in Level of Academic Challenge, Enriching Educational Experiences, and Supportive Campus Environment.
The NSSE data reveal that the engagement level of first-year PHA students increased significantly in areas such as participating in community-based projects as part of a regular course, participating in learning communities, working with faculty members on activities other than coursework, 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.

For PHA senior students, engagement level has increased in such areas as hours spent preparing for class, tutoring or teaching other students, and participating in a community-based project as a part of a regular course.

The areas in which PHA first-year students became less engaged in 2010 than in 2006 include: working with other students on projects outside of class; having serious conversations with students of a different race or ethnicity; and having serious conversations with students who are very different in terms of religious beliefs, political opinions, or personal values.

The areas in which PHA senior-year students became less engaged in 2010 than in 2006 include: having coursework emphasize the synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships; having coursework emphasize the making of judgments about the value of information, arguments or methods; and working with other students on projects during class.

Compared to St. John’s University, both PHA first-year and senior students were more engaged in the hours preparing for class. However they were less engaged in making class presentations; discussing ideas from readings or classes with others outside of class; and participating in co-curricular activities.

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.