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 St. John’s College (SJC), 241 first-year students (18% of student population), 87 seniors (15%) 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.

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 St. John’s College (SJC). 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

From 2006 to 2010 there has been an upward trend in all of the five benchmarks for SJC first-year students. For the senior students, improvement has been made in Enriching Educational Experiences.

Following are the highlights of the survey item-level data. Comparisons are made between SJC 2006 and 2010 data, and between SJC 2010 and STJ 2010 data.

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

1) Having coursework that emphasized the analysis of the basic elements of an idea, experience or theory.
2) Having coursework that emphasized the making of judgments about the value of information, arguments or methods.
3) Asking questions in class or contributing to class discussions.
4) Working with other students on projects during class.
5) Working with other students on projects outside of class.
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) Discussing ideas from readings or classes with faculty members outside of class.
9) Working with faculty members on activities other than coursework.
10) Receiving prompt written or oral feedback from faculty on their academic performance.
11) Working or planning to work with a faculty member on a research project outside of course or program requirements.
12) Doing community service or volunteering.
13) Taking foreign language courses.
14) Having serious conversations with students of a different race or ethnicity.
15) Having serious conversations with students who differ in religious beliefs, political opinions, or personal values.
16) Perceiving that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.
17) Perceiving that campus environment that provided the support needed to succeed academically.
18) Perceiving that the campus environment provided the support needed to thrive socially.
19) The quality of relationships with faculty members.
20) The quality of relationships with administrative personnel and offices.
There are no areas in which St. John's first-year students were significantly less engaged in 2010 than in 2006.

The areas in which SJC seniors became more engaged in 2010 than in 2006 include:

1) Participating in co-curricular activities.
2) Participating in a learning community or some other formal program where groups of students take two or more classes together.
3) Taking foreign language coursework.
4) Culminating senior experience.

The areas in which SJC seniors became less engaged in 2010 than in 2006 include:

1) Having coursework emphasizing analysis of the basic elements of an idea, experience or theory.
2) Having coursework that emphasized application of theories or concepts to practical problems or in new situations.
3) Working hard to meet an instructor's standards or expectations.
4) Tutoring or teaching other students.
5) Discussing ideas from readings or classes with others outside of class.
6) Using electronic technology to discuss or complete an assignment.
7) Quality of relationships with other students.
8) 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 reveals, from 2006 to 2010 there has been an upward trend in all of the benchmarks for St. John’s College. The score for Level of Academic Challenge (LAC) increased from 50 in 2006 to 55 in 2010, Active and Collaborative Learning (ACL) increased from 39 to 46, Student-Faculty Interactions (SFI), from 31 to 37, Enriching Educational Experiences (EEE) from 29 to 36, and Supportive Campus Environment (SCE) from 57 to 62. For all these benchmarks, St. John’s University exhibited a similar amount of improvement.
Table 1. NSSE benchmark scores for first-year students, St. John’s College vs. St. John’s University

<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></td>
</tr>
<tr>
<td>STJ</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>SJC</td>
<td>50</td>
<td>54</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>SJC</td>
<td>39</td>
<td>46</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>32</td>
<td>38</td>
</tr>
<tr>
<td>SJC</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>SJC</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td>SJC</td>
<td>57</td>
<td>61</td>
</tr>
</tbody>
</table>

B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, the SJC scores did not change much from 2006 to 2010 except for Enriching Educational Experiences (EEE) which experienced an increase, from 47 to 51. The trend was similar for St. John’s University.

Table 2. NSSE benchmark scores for senior students, St. John’s College vs. St. John’s University

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>SJC vs. STJ</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>SJC</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>SJC</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>SJC</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>SJC</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>SJC</td>
<td>57</td>
<td>58</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. 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 2006, and the percentage remained the same for 2008 and 2010. For senior students, the percentage dropped from 73% in 2006 to 54% in 2008, and then increased to 59% in 2010.

When asked to rate their entire educational experience at St. John’s, 73% of SJC first-year students rated it as *good/excellent* in 2006, 80% in 2008, and 77% in 2010. The corresponding figures for the SJC seniors were 82%, 75%, and 81%.

<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>STJ</td>
<td>75</td>
<td>80</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>STJ</td>
<td>73</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>73</td>
<td>54</td>
<td>59</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>77</td>
<td>79</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>73</td>
<td>80</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>STJ</td>
<td>83</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SJC</td>
<td>82</td>
<td>75</td>
<td>81</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 2006 to 2010, and Section 2 compares SJC with STJ.

1) St. John’s College 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, 73% of 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 82% in 2010 (2b).

The percentage of students who *Quite a bit/ Very Much* had coursework emphasizing the making of judgments about the value of information, arguments or methods increased from 60% to 73% (2d).

**Benchmark 2: Active and Collaborative Learning**

- In 2006, 54% of first-year students *Often/ Very often* asked questions in class or contributed to class discussions and it increased to 64% in 2010 (1a).
- The percentage of students who *Often/ Very often* worked with other students on projects during class increased from 32% to 42% (1g).
- The percentage of students who *Often/ Very often* worked with other students on projects outside of class increased from 29% to 32% (1h).
- The percentage of students who *Often/ Very often* participated in a community-based project as part of a regular course increased from 15% to 36% in 2010 (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 49% to 62% (1t).

**Benchmark 3: Student-Faculty Interactions**

- In 2006, 17% of first-year students *Often/ Very often* discussed ideas from readings or classes with faculty members outside of class and it increased to 28% in 2010 (1p).
- 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% (1s).
- The percentage of students who *Often/ Very often* received prompt written or oral feedback from faculty on their academic performance increased from 42% to 61% (1q).
- The percentage of students who *worked/ planned to work* with a faculty member on a research project outside of course or program requirements increased from 4% to 9% (7d).

**Benchmark 4: Enriching Educational Experiences**

- In 2006, 38% of first-year students *did* community service or volunteer work and it increased to 71% in 2010 (7b).
- The percentage of students who *did* Foreign language coursework increased from 19% to 27% (7e).
• The percentage of students who *Often/ Very often* had serious conversations with students of a different race or ethnicity increased from 60% to 71% (1u).
• 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 increased from 56% to 67% (1v).
• 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 67% to 71% (10c).

**Benchmark 5: Supportive Campus Environment**

• In 2006, 69% of 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 76% in 2010 (10b).
• The percentage of students who *Quite a bit/ Very Much* had a campus environment that provides the support they need to thrive socially increased from 45% to 54% (10e).
• In 2006, first-year students rated the quality of relationships with faculty members with a mean score of 4.7 (on a 7-point scale) and it increased to 5.1 in 2010 (8b).
• In 2006, first-year students rated the quality of relationships with administrative personnel and offices with a mean of 4.4 (on a 7-point scale) and it increased to 4.8 in 2010 (8c).

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

There are no areas in which St. John’s first-year students were significantly *less engaged* in 2010 than in 2006.

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

**Benchmark 4: Enriching Educational Experiences**

• In 2006, senior year students participated in co-curricular activities (organizations, publications, student government, sports, etc.) for an average of 5.3 hours and it increased to 6.9 in 2010 (9d).
• In 2006, 31% of senior 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 40% in 2010 (7c).
• The percentage of students who *did* foreign language coursework increased from 71% to 80% (7e).
• The percentage of students who had culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) increased from 29% to 41% (7h).

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

Benchmark 1: Level of Academic Challenge
• In 2006, 86% of senior students Quite a bit/ Very Much had coursework emphasizing analysis of the basic elements of an idea, experience or theory and it decreased to 83% in 2010 (2b).
• The percentage of students who Quite a bit/ Very Much had coursework emphasizing application of theories or concepts to practical problems or in new situations decreased from 83% to 77% in 2010 (2e).
• The percentage of students who Often/ Very often worked harder than they thought they could to meet an instructor’s standards or expectations decreased from 65% to 59% (1r).

Benchmark 2: Active and Collaborative Learning
• In 2006, 31% of senior students Often/ Very often tutored or taught other students and it decreased to 24% in 2010 (1j).
• 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.) decreased from 67% to 61% (1t).

Benchmark 4: Enriching Educational Experiences
• In 2006, 59% of senior students Often/ Very often used electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment and it decreased to 53% in 2010 (1l).

Benchmark 5: Supportive Campus Environment
• In 2006, senior students rated the quality of relationships with other students with a mean of 5.6 (on a 7-point scale) and it decreased to 5.2 in 2010 (8a).
• In 2006, senior students rated the quality of relationships with administrative personnel and offices with a mean of 4.4 and it decreased to 4.0 in 2010 (8c).

2) St. John’s College (SJC) vs. St. John’s University (STJ), 2010
Presented in this section are the items for which St. John’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 SJC 1st-year students were more engaged than STJ in 2010

Benchmark 4: Enriching Educational Experiences
- In 2010, 27% of SJC first-year students did foreign language coursework vs. 20% of St. John University’s students (Survey Item 7e).

B. Areas in which SJC 1st-year students were less engaged than STJ in 2010
There are no areas in which SJC first-year students were significantly less engaged than the University average.

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

Benchmark 2: Active and Collaborative Learning
- In 2010, 81% of SJC senior students Often/ Very often asked questions in class or contributed to class discussions vs. 75% of St. John University’s students (1a).

Benchmark 3: Student-Faculty Interactions
- In 2010, 57% of SJC senior students Often/ Very often talked about career plans with a faculty member or advisor vs. 46% of STJ (1o).
- 36% of SJC senior students Often/ Very often discussed ideas from readings or classes with faculty members outside of class vs. 29% of STJ (1p).
- 30% of SJC senior students worked / planned to 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, 76% of SJC senior-year students did community service or volunteer work vs. 69% of STJ (7b).
- 40% of SJC senior students 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).
- 80% of SJC senior students did foreign language coursework vs. 60% of STJ (7e).
- 26% of SJC senior students studied abroad vs. 16% of STJ (7f).
- 18% of SJC senior students did independent study or self-designed major vs. 13% of STJ (7g).
- 41% of SJC senior students had culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) vs. 23% of STJ (7h).
- 71% 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. 62% of STJ (1v).
D. Areas in which SJC senior students were less engaged than STJ in 2010

Benchmark 2: Active and Collaborative Learning
- In 2010, 43% of SJC senior students *Often/ Very often* worked with other students on projects during class vs. 51% of St. John University’s students (1h).

Benchmark 4: Enriching Educational Experiences
- In 2010, 61% of SJC senior students *Quite a bit/ Very much* had a campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds vs. 68% of STJ (10c).

Benchmark 5: Supportive Campus Environment
- In 2010, 28% of SJC senior 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 University’s students (10d).
- 41% of SJC senior students *Quite a bit/ Very much* had a campus environment that provides the support needed to thrive socially vs. 48% of STJ (10e).
- SJC senior students rated the quality of relationships with administrative personnel and offices with a mean of 4.0 (on a 7-point scale) vs. 4.6 for STJ (8c).

IV. SUMMARY AND DISCUSSION

In general, the NSSE data indicates that the first-year students at St. John’s College have become more engaged than before. From 2006 to 2010, there has been an upward trend in all of the five benchmarks. For the senior students, improvement has been made in Enriching Educational Experiences.

The NSSE data reveal that the engagement level of the SJC first-year students increased significantly in such areas as participating in community-based projects as part of a regular course, 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.

For SJC senior students, there has been improvement in such areas participation in co-curricular activities, culminating senior experience, etc.

There are no areas in which SJC first-year students were significantly less engaged in 2010 than in 2006. However, SJC senior students were less engaged in: working with other students on projects during class; perceiving that the campus environment
encouraged contact among students from different economic, social, and racial or ethnic backgrounds; and their relationships with administrative personnel and offices.

The engagement level of SJC first-year students was similar to that of the University. SJC senior students were more engaged than STJ in areas such as asking questions in class or contributing to class discussions; talking about career plans with a faculty member or advisor; discussing ideas from readings or classes with faculty members outside of class; working with a faculty member on a research project outside of course or program requirements; doing independent studies or self-designed major; and having serious conversations with students who are very different in terms of their religious beliefs, political opinions, or personal values.

The areas in which SJC senior students were less engaged (or need more support) than STJ include: working with other students on projects during class; the campus environment that helps them cope with their non-academic responsibilities; the campus environment that provides the support for them to thrive socially; and the quality of their relationship with administrative personnel and offices.

The NSSE results are the perceptions of students about their engagement status in curricular and extracurricular activities. These 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.