I. INTRODUCTION

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.

In Spring 2010, St. John’s first-year and senior students were randomly selected and initially contacted by email that provided a link for them to complete NSSE online, and two reminders followed. Then, non-responding students were randomly selected and a hardcopy of the survey was sent to them. The remaining non-responding students 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 seniors (10%). The survey respondents were quite representative of student population in ethnicity while female students had a higher response rate than male students, 16% vs. 10%.

The survey comprises more than 80 items. In an attempt to make a productive discussion about student engagement and to guide institutional improvement efforts, NSSE created five clusters of related items on the survey, expressed in 100-point scales, as the National Benchmarks of Effective Educational Practice. The five benchmarks (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Relations, Enriching Educational Experiences, and Supportive Campus Environment) are the standardized indicators of student engagement, and they were adopted as institutional success measures in St. John’s 2008-13 Strategic Plan.

This report summarizes the 2010 NSSE survey results for St. John’s University (STJ). It consists of four sections: 1) Highlights of the survey results, 2) Detailed Benchmark Level Summary, including Students’ Overall Evaluation, and 3) Survey Item Level Summary. St. John’s data in 2004, 2006, 2008, and 2010 are presented and compared to its Carnegie peer institutions for both first-year and senior students.

This report, prepared by the Office of Institutional Research, consists of four sections, including this section of introduction (Section I). Section II provides highlights of the survey results, and 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 to this report provides detailed results at both the benchmark and item levels, and for both St. John’s University and Carnegie peer institutions for comparison purposes. Separate reports for each school/college are being developed.
II. HIGHLIGHTS

1. First-Year Students

Between 2008 and 2010, there was a noticeable change in one of the five benchmarks for St. John’s first-year students: the score for Enriching Educational Experiences (EEE) increased from 29 to 34.

From 2004 to 2010, for three of the five benchmarks there has been a sizable upward trend in St. John’s first-year student engagement: the score for Active and Collaborative Learning (ACL) increased from 38 to 47; Student-Faculty Interactions (SFI), from 30 to 37; and Enriching Educational Experiences (EEE), from 25 to 34. For these three benchmarks, there has been some improvement for the Carnegie peer institutions, but not as much as at St. John’s. In 2010, St. John’s first-year students were more engaged than Carnegie peers in EEE (34 vs. 28) and ACL (47 vs. 44) while there was not much difference in the other three benchmarks between St. John’s and Carnegie peers.

Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for EEE has been met (the score in 2010 was 34 and the target is 30; it is close for ACL (47 vs. 48); for the other three benchmarks, there are several points short of the targets.

The areas in which St. John’s first-year students became more engaged in 2010 than in 2008 include:

1) Participating in a community-based project as part of a regular course.
2) Doing community service or volunteer work.
3) Participating in a learning community or some other formal programs where groups of students take two or more classes together.

The areas in which St. John’s first-year students became more engaged in 2010 than in 2004 include:

1) Time spent preparing for class.
2) Working hard to meet the instructor's standards or expectations.
3) Asking questions in class or contributed to class discussions.
4) Working with other students on projects outside of class.
5) Participating in a community-based project as part of a regular course.
6) Discussing ideas from readings or classes with others outside of class.
7) Discussing ideas from readings or classes with faculty members outside of class.
8) Working with faculty members on activities other than coursework.
9) Receiving prompt written or oral feedback from faculty on their academic performance.
10) Doing community service or volunteer work.
11) Participating in a learning community or some other formal programs where groups of students take two or more classes together.
12) Doing foreign language coursework.
13) Having serious conversations with students of a different race or ethnicity.
14) Perceiving that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.
15) Perceiving that campus environment provides support they need to thrive socially.
The areas in which St. John’s first-year students became less engaged in 2010 than in 2008 include:

1) Perceiving that the campus environment helps them cope with non-academic responsibilities.

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

Compared to Carnegie peer institutions, St. John’s first-year were more engaged in such areas as community service or volunteer work, community-based projects, learning communities, having serious conversations with students of a different ethnicity, and working with faculty on activities other than coursework.

There was no area in which St. John’s first-year students were less engaged than Carnegie peers.

2. Senior Students

Between 2008 and 2010, there was a considerable change in one of the five benchmarks for St. John’s senior students: the score for Enriching Educational Experiences (EEE) increased from 41 to 45.

From 2004 to 2010, there has been some improvement in four of St. John’s five benchmarks for St. John’s seniors: the score for Active and Collaborative Learning (ACL) increased from 47 to 51; Student-Faculty Interactions (SFI), from 39 to 43; Enriching Educational Experiences (EEE), from 37 to 45; and Supportive Campus Environment (SCE), from 57 to 60. For these four benchmarks, there was a similar trend for Carnegie peer institutions. In 2010, St. John’s seniors were more engaged than Carnegie peers in EEE (45 vs. 41), but less engaged in LAC (Level of Academic Challenge, 55 vs. 59).

Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for EEE has been met (the score in 2010 was 45 and the target is 45). The other four benchmarks are still several points shy of the targets.

The areas in which St. John’s senior students became more engaged in 2010 than in 2008 include:

1) Asking questions in class or contributing to class discussions.
2) Doing community service or volunteer work.
3) Doing foreign language coursework.
4) Perceiving that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.

The areas in which St. John’s seniors became more engaged in 2010 than in 2004 include:

1) Time spent preparing for class.
2) Working with faculty members on activities other than coursework.
3) Received prompt written or oral feedback from faculty on their academic performance.
4) Time spent participating in co-curricular activities.
5) Doing community service or volunteer work.
6) Participating in a learning community or some other formal programs where groups of students take two or more classes together.
7) Doing foreign language coursework.
8) Studying abroad.
9) Having culminating senior experience.
10) Using an electronic medium to discuss or complete an assignment.
11) Perceiving that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.
12) Perceiving that campus environment helps them cope with their non-academic responsibilities.
13) Perceiving that campus environment provides support they need to thrive socially.

The areas in which St. John’s senior students became less engaged in 2010 than in 2008 include:

1) Doing coursework that emphasized application of theories or concepts to practical problems or in new situations.
2) Discussing ideas from readings or classes with faculty members outside of class.
3) Perceiving that the campus environment helps them cope with non-academic responsibilities.

The areas in which St. John’s seniors became less engaged in 2010 than in 2004 include:

1) Perceiving that coursework emphasizes application of theories or concepts to practical problems or in new situations.
2) Having practicum, internship, field experience, co-op experience, or clinical assignment.

Compared to Carnegie peer institutions, both St. John’s senior students were more engaged in such areas as community service or volunteer work, community-based projects, learning communities, foreign language coursework, having serious conversations with students of a different ethnicity, working with faculty on activities other than coursework, and experiencing a campus environment that provides the support needed to thrive socially.

For senior students, St. John’s was less engaged than Carnegie peers in such areas as students’ time on preparing for class; coursework emphasizing analysis of the basic elements of an idea, experience or theory; coursework emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships; coursework emphasizing application of theories or concepts to practical problems or in new situations; and environment emphasizing time studying and on academic work.
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 2004 to 2010 there has been a sizable upward trend in three of St. John’s five benchmarks: the score for Active and Collaborative Learning (ACL) increased from 38 to 47; Student-Faculty Interactions (SFI), from 30 to 37; and Enriching Educational Experiences (EEE), from 25 to 34. For these three benchmarks, there has been also some improvement for the Carnegie peer institutions, but not as much as at St. John’s.

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</thead>
<tbody>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ</td>
<td></td>
<td>54</td>
<td>52</td>
<td>55</td>
<td>55</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td></td>
<td>52</td>
<td>51</td>
<td>53</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ</td>
<td></td>
<td>38</td>
<td>40</td>
<td>45</td>
<td>47</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td></td>
<td>40</td>
<td>41</td>
<td>44</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ</td>
<td></td>
<td>30</td>
<td>32</td>
<td>38</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td></td>
<td>30</td>
<td>31</td>
<td>36</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ</td>
<td></td>
<td>25</td>
<td>28</td>
<td>29</td>
<td>34</td>
<td>30</td>
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<tr>
<td></td>
<td>Peer</td>
<td></td>
<td>26</td>
<td>26</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ</td>
<td></td>
<td>60</td>
<td>58</td>
<td>63</td>
<td>61</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td></td>
<td>59</td>
<td>56</td>
<td>61</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

For the other two benchmarks, Level of Academic Challenge (LAC) and Supportive Campus Environment (SCE), St. John’s scores didn’t change much from 2004 to 2010, and neither did Carnegie peers.

Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for EEE has been met (the score in 2010 was 34 and the target is 30; it is close for ACL (47 vs. 48); and for the other three benchmarks, there are several points short of the targets.
B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, there has been some improvement in four of St. John’s five benchmarks from 2004 to 2010: ACL from 47 to 51, SFI from 39 to 43, EEE from 37 to 45, and SCE from 57 to 60. For these four benchmarks, there was a similar trend for Carnegie peer institutions.

There has not been much change in the benchmark of LAC at St. John’s while there has been a slight improvement for Carnegie peers.

Regarding the targets set in St. John’s 2008-13 Strategic Plan, the target for EEE has been met (the score in 2010 was 45 and the target is 45). The other four benchmarks are still several points shy of the targets.

Table 2. NSSE benchmark scores for senior students, 2004 to 2010
St. John’s University vs. Carnegie peers

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>STJ vs. Carnegie Peers</th>
<th>Senior students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
<td>2006</td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td>Peer</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>47</td>
<td>50</td>
</tr>
<tr>
<td>Peer</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>Peer</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>Peer</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STJ</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>Peer</td>
<td>55</td>
<td>54</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, there has been no clear trend from 2004 to 2010 for either St. John’s or the Carnegie peers. In 2010, ratings by both St. John’s first-year and senior student were slightly lower than those by Carnegie peers.

In 2010, 76% of St. John’s first-year and 68% of senior students rated the quality of academic advising as Good or Excellent as compared to 78% and 69% respectively for Carnegie peers; 76% of St. John’s first-year and 81% of senior students rated their entire educational experience as Good or Excellent as compared to 86% and 86% respectively for Carnegie peers.
### Table 3. NSSE Overall Evaluation: St. John's University vs. Carnegie Peers

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Student response</th>
<th>Level</th>
<th>STJ vs. Peer</th>
<th>2004 (%)</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>80</td>
<td>75</td>
<td>80</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer</td>
<td>73</td>
<td>70</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>STJ</td>
<td>66</td>
<td>73</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer</td>
<td>64</td>
<td>61</td>
<td>68</td>
<td>69</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>78</td>
<td>77</td>
<td>79</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer</td>
<td>84</td>
<td>83</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>STJ</td>
<td>78</td>
<td>83</td>
<td>82</td>
<td>81</td>
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<tr>
<td></td>
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<td></td>
<td>Peer</td>
<td>84</td>
<td>81</td>
<td>85</td>
<td>86</td>
</tr>
</tbody>
</table>

#### 2. Summary of Survey Item-level Data

This part presents data at the survey item level. It consists of two sections: Section 1 provides STJ trend data from 2004 to 2010, and Section 2 compares the 2010 data between St. John's and peer institutions.

1) **St. John’s University: 2004 vs. 2010**

Presented in this section are the items whose 2010 score is at least five points higher or lower than the 2004 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 2004**

**Benchmark 1: Level of Academic Challenge**

- 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 (1r).

**Benchmark 2: Active and Collaborative Learning**

- 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% (1h).
- 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% (1k).
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% (1t).

**Benchmark 3: Student-Faculty Interactions**
- 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 (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 indicated that they received prompt written or oral feedback from faculty on their academic performance, increased from 38% to 59% (1q).

**Benchmark 4: Enriching Educational Experiences**
- In 2004, 28% of students did community service or volunteer work, and the percentage increased to 67% in 2010 (7b).
- 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% (7c).
- The percentage of students, who had done foreign language coursework, increased from 9% to 20% (7e).
- The percentage of students, who had serious conversations with students of a different race or ethnicity, increased from 60% to 66% (1u).
- 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% (10c).

**Benchmark 5: Supportive Campus Environment**
- 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 (10e).

**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**

**Benchmark 1: Level of Academic Challenge**
- 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 (9a).
Benchmark 3: Student-Faculty Interactions
- 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 (1s).
- 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% (1q).

Benchmark 4: Enriching Educational Experiences
- 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 (9d).
- The percentage of seniors, who did community service or volunteer work, increased from 60% to 69% (7b).
- 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% (7c).
- The percentage of seniors, who had done foreign language coursework, increased from 32% to 60% (7e).
- The percentage of seniors, who had studied abroad, increased from 6% to 16% (7f).
- The percentage of seniors, who had had culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.), increased from 18% to 23% (7h).
- 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% (1l).
- 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% (10c).

Benchmark 5: Supportive Campus Environment
- 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 (10d).
- 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% (10e).

D. Areas in which senior students became less engaged in 2010 than in 2004

Benchmark 1: Level of Academic Challenge
- 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 (2e).

Benchmark 4: Enriching Educational Experiences
- 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 (7a).
2) St. John’s University vs. Carnegie Peers, 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 the Carnegie peers (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 St. John’s 1st-year students were more engaged than Carnegie peers in 2010

Benchmark 2: Active and Collaborative Learning
- 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 (Survey Item 1k).

Benchmark 3: Student-Faculty Interactions
- 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 (1s).

Benchmark 4: Enriching Educational Experiences
- 67% of St. John’s first-year students had done community service or volunteer work vs. 43% of Carnegie peers (7b).
- 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 (7c).
- 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 (1u).
- 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 (10c).

B. 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.

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

Benchmark 2: Active and Collaborative Learning
- 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 (1k).

Benchmark 3: Student-Faculty Interactions
- 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 (1s).

Benchmark 4: Enriching Educational Experiences
- In 2010, 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 (9d).
• 69% of St. John’s seniors had done community service or volunteer work vs. 60% of Carnegie peers (7b).
• 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 (7c).
• 60% of St. John’s seniors had done foreign language coursework vs. 37% of Carnegie peers (7e).
• 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 (1u).
• 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 (10c).

Benchmark 5: Supportive Campus Environment
• 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 (10d).
• 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 (10e).

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

Benchmark 1: Level of Academic Challenge
• 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 (9a).
• 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 (2b).
• 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 (2c).
• 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 (2e).
• 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 (10a).

Benchmark 2: Active and Collaborative Learning
• 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 (1a)
• 51% of St. John’s seniors Often/Very Often worked with other students on projects outside of class vs. 59% of Carnegie peers (1h).
• 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 (1t).

Benchmark 4: Enriching Educational Experiences
• 13% of St. John’s seniors had done independent study or self-designed major vs. 19% of Carnegie peers (7g).
IV. SUMMARY AND DISCUSSION

In general, the NSSE data indicate that both first-year and senior students at St. John’s have become more engaged than before. From 2008 to 2010, both first-year and senior students got more engaged in the benchmark of Enriching Educational Experiences (EEE). From 2004 to 2010, there has been a sizable upward trend in three of the five benchmarks for first-year students. These three benchmarks are: a) Active and Collaborative Learning (ACL), b) Student-Faculty Interactions (SFI), and c) Enriching Educational Experiences (EEE). For these three benchmarks, there has been also some improvement for the Carnegie peer institutions, but not as much as at St. John’s. For St. John’s senior students, there has been some improvement in four of the five benchmarks (except for Level of Academic Challenge) from 2004 to 2010. There was a similar trend for senior students at Carnegie peer institutions.

The NSSE data reveal that the engagement level of St. John’s first-year students has increased a lot in such areas 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.

For St. John’s senior students, there has been improvement in similar areas as for the first-year students. In addition, the percentage of students, who had studied abroad, increased from 6% in 2004 to 16% in 2010. This reflects St. John’s expanded effort in the Study Abroad program.

Compared to Carnegie peer institutions, both St. John’s first-year and senior students were more engaged in such areas as community service or volunteer work, community-based projects, learning communities, having serious conversations with students of a different ethnicity, and working with faculty on activities other than coursework.

There was no area in which St. John’s first-year students were less engaged than Carnegie peers. For senior students, St. John’s was less engaged than Carnegie peers in such areas as students’ time on preparing for class; coursework emphasizing analysis of the basic elements of an idea, experience or theory; coursework emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships; coursework emphasizing application of theories or concepts to practical problems or in new situations; and environment emphasizing time studying and on academic work.
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.