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 five times (2001, 2002, 2004, 2006, and 2008).

In Spring 2008, 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 664 students participated in the 2008 survey. Of them, 357 were first-year students (9%) and 307 were seniors (12%).

For College of Professional Studies (CPS), 109 first-year students (8% of student population) 70 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. 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 2008 NSSE survey results for College of Professional Studies (CPS). It consists of two parts: 1) Summary at the Benchmark Level, including student overall evaluation and 2) Summary at the Survey Item Level (CPS 2008 data are compared with St. John’s University (STJ) for both first-year and senior students). Highlighted are the benchmarks or survey items with a difference of five points either between CPS 2008 and 2006 or between CPS and STJ. The appendix provides detailed data for each survey item for 2008, together with the 2004 and 2006 data.

Part 1. Summary at the Benchmark Level

In 2008, the CPS first-year students were more engaged in Active and Collaborative Learning (45 for 2008 vs. 39 for 2006) and Student-Faculty Interactions (41 vs.34) than they were in 2006.
CPS seniors had lower Level of Active and Collaborative Learning than STJ seniors (41 for CPS vs. 50 for STJ). CPS seniors were not as engaged as STJ seniors in Enriching Educational Experiences (35 vs. 41).

CPS first-year students’ evaluation of their entire educational experience remained the same from 2006 to 2008, and was the same as STJ in 2008: 79% rated it as EXCELLENT or GOOD; for seniors, the CPS figure was 86% in 2008, 4% higher than STJ, and but 4% lower than in 2006.

For academic advising, the CPS ratings went up from 2006 to 2008: 81% of first-year students rated it as EXCELLENT or GOOD in 2008 as compared to 74% in 2006; the figures for seniors were 77% in 2008 and 73% in 2006.

Part 2. Summary at the Survey Item Level

Part 2 presents data at survey item level and it consists of two sections. Section 1 illustrates CPS trend data from 2006 to 2008, and Section 2 compares CPS with STJ.

Section 1: College of Professional Studies: 2008 versus 2006

CPS first-year students became more engaged in the following areas:

**Benchmark 1: Level of Academic Challenge**
- Coursework emphasizing the making of judgment (67 for 2008 vs. 61 for 2006)
- Coursework emphasizing application of theories (70 for 2008 vs. 64 for 2006)

**Benchmark 2: Active and Collaborative Learning**
- Worked with other students on projects during class (50 vs. 44)
- Worked with other students on projects outside of class (44 vs.33)
- Participated in a community-based project as a part of a regular course (26 vs.16)

**Benchmark 3: Student-Faculty Interactions**
- Discussed grades or assignments with an instructor (58 vs.51)
- Talked about career plans with a faculty member or advisor (53 vs.43)
- Discussed ideas from readings or classes with faculty members outside of class (41 vs.27)
- Received prompt written or oral feedback from faculty on your academic performance (60 vs. 50)

**Benchmark 4: Enriching Educational Experiences**
- Participate in a learning community or some other formal program where groups of students take two or more classes together (22 vs. 14)
- Using electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment (57 vs. 51)

**Benchmark 5: Supportive Campus Environment**
- Quality of relationships with administrative personnel and offices (67 vs. 62)
CPS first-year students became less engaged in the following areas:

**Benchmark 5: Supportive Campus Environment**
- Quality of relationship with other students (70 vs. 75)

CPS senior students became more engaged in the following areas:

**Benchmark 1: Level of Academic Challenge**
- Number of assigned textbooks, books, or book-length packs of course readings (54 for 2008 vs. 49 for 2006)
- Coursework emphasizing synthesis and organization of ideas, information, or experiences into new, more complex interpretations and relationships (66 for 2008 vs. 61 for 2006)
- Coursework emphasizing application of theories or concepts to practical problems or in new situations (74 for 2008 vs. 66 for 2006)
- Campus environment emphasizing time studying and on academic work (66 for 2008 vs. 61 for 2006)

**Benchmark 3: Student-Faculty Interactions**
- Discussed ideas from readings or classes with faculty members outside of class (41 vs. 36)
- Received prompt written or oral feedback from faculty on your academic performance (60 vs. 54)

**Benchmark 4: Enriching Educational Experiences**
- Culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) (16 vs. 8)

**Benchmark 5: Supportive Campus Environment**
- Quality of relationships with administrative personnel and offices (66 vs. 61)

CPS senior students became less engaged in the following areas:

**Benchmark 1: Level of Academic Challenge**
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory (42 vs. 68)

**Benchmark 2: Active and Collaborative Learning**
- Worked with other students on projects during class (41 vs. 46)
- Tutored or taught other students (13 vs. 22)

**Benchmark 3: Student-Faculty Interactions**
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (26 vs. 35)
• Worked or planned to work with a faculty member on a research project outside of course or program requirements (11 vs.16)

**Benchmark 4: Enriching Educational Experiences**

• Practicum, internship, field experience, co-op experience, or clinical assignment (48 vs.60)
• Study Abroad (3 vs.9)
• Independent study or self-designed major (10 vs.15)
• Had serious conversations with students of a different race or ethnicity (54 vs.61)
• Using electronic technology (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment (49 vs.54)
• Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (53 vs. 58)

**Section 2: College of Professional Studies (CPS) versus St. John’s University (STJ)**

CPS first-year students were **more engaged** than STJ overall in the following areas:

**Benchmark 3: Student-Faculty Interactions**

• Talked about career plans with a faculty member or advisor (53 for CPS vs. 45 for STJ)
• Discussed ideas from readings or classes with faculty members outside of class (41 for CPS vs. 35 for STJ)

CPS first-year students were **less engaged** than STJ overall in the following areas:

**Benchmark 1: Level of Academic Challenge**

• Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) (34 for CPS vs. 41 for STJ)

**Benchmark 2: Active and Collaborative Learning**

• Tutored or taught other students (19 for CPS vs. 25 for STJ)

**Benchmark 4: Enriching Educational Experiences**

• Foreign language coursework (11 vs. 16)

CPS senior students were **more engaged** than STJ overall in the following areas:

**Benchmark 2: Active and Collaborative Learning**

• Asked questions in class or contributed to class discussions (71 for CPS vs. 64 for STJ)

CPS senior students were **less engaged** than STJ overall in the following areas:

**Benchmark 1: Level of Academic Challenge**
• Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) (30 for CPS vs. 41 for STJ).
• Coursework emphasizing analysis of the basic elements of an idea, experience or theory (42 vs. 76)
• Campus environment emphasizing time studying and on academic work (66 vs. 71)

Benchmark 2: Active and Collaborative Learning
• Made a class presentation (55 vs. 61)
• Worked with other students on projects during class (41 vs. 53)
• Worked with other students on projects outside of class (36 vs. 54)
• Tutored or taught other students (13 vs. 28)
• Participated in a community-based project as a part of a regular course (17 vs. 28)

Benchmark 3: Student-Faculty Interactions
• Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (26 vs. 31)
• Worked or planned to work with a faculty member on a research project outside of course or program requirements. (11 vs. 18)

Benchmark 4: Enriching Educational Experiences
• Practicum, internship, field experience, co-op experience, or clinical assignment (48 vs. 55)
• Community service or volunteer (52 vs. 58)
• Participate in a learning community or some other formal program where groups of students take two or more classes together (23 vs. 28)
• Study abroad (3 vs. 11)
• Culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.) (16 vs. 21)
• Had serious conversations with students of a different race or ethnicity (54 vs. 62)
• Using electronic technology (listserv, chat group, internet, instant messaging, etc) to discuss or complete an assignment (49 vs. 59)
• Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (53 vs. 60)

Benchmark 5: Supportive Campus Environment
• Quality of relationships with other students (71 vs. 77)