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. For St. John’s University, a total of 825 students participated in the 2010 survey, 582 first-year students (16% of student population) and 243 were seniors (10%).

For School of Education (EDU), 20 first-year students (15% of student population) 15 seniors (9%) completed the survey. Respondents fairly resembled the profile of the EDU 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 School of Education (EDU). It consists of two parts: 1) Summary at the Benchmark Level, including student overall evaluation, and 2) Summary at the Survey Item Level (EDU 2010 data are compared EDU 2006 data, and EDU 2010 data are compared with St. John’s University (STJ) 2010 data). The appendix provides detailed data for each survey item for 2010, together with the 2006, and 2008 data.
II. HIGHLIGHTS

From 2006 to 2010, there has been a moderate increase in student engagement in four of the five benchmarks for EDU first-year students. For senior students, only Supportive Campus Environment (SCE) experienced the increase.

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

1) Time spent preparing for class.
2) Having coursework emphasizing the making of judgments about the value of information, arguments or methods.
3) Perceiving that the campus environment emphasized time studying and on academic work.
4) Asking questions in class or contributing to class discussions.
5) Participating in a community-based project as part of a regular course.
6) Working with faculty members on activities other than coursework.
7) Receiving prompt written or oral feedback from faculty on their academic performance.
8) Doing community service or volunteer work.
9) Participating in a learning community or some other formal program where groups of students take two or more classes together.
10) Perceiving that the campus environment provided the support needed to thrive socially.
11) Quality of relationships with other students.
12) Quality of relationships with faculty members.

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

1) Discussing ideas from readings or classes with others outside of class.

The areas in which EDU senior students became more engaged in 2010 than in 2006 include:

1) Reading assigned textbooks, books, or book-length packs of course readings.
2) Participating in a community-based project as a part of a regular course.
3) Perceiving that campus environment encouraged contact among students from different economic, social, and racial or ethnic backgrounds.
4) Perceiving that the campus environment provided the support needed to help students succeed academically.
5) Perceiving that the campus environment helped them cope with non-academic responsibilities.
6) Perceiving that the campus environment provided the support needed to thrive socially.
7) Quality of relationships with administrative personnel and offices.

The areas in which EDU senior students became less engaged in 2010 than in 2006 include:

1) Having coursework emphasize the making of judgments about the value of information, arguments or methods.

2) Having coursework emphasize application of theories or concepts to practical problems or in new situations.

3) Working with other students on projects during class.

4) Tutoring or teaching other students.

5) Discussing grades or assignments with an instructor.

6) Having practicum, internship, field experience, co-op experience, or clinical assignment.

7) Doing independent study or self-designed major.
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 presents the NSSE benchmark scores for first-year students. As the table reveals, there has been a moderate increase in all the benchmarks for College of Education as well as for St. John’s University from 2006 to 2010. However, EDU’s first-year students were more engaged than STJ students in 2010 in all the benchmarks except Student-Faculty Interactions (SFI) in which the STJ score was one point higher than EDU.

Table 1. NSSE benchmark scores for first-year students, College of Education vs. St. John’s University

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>EDU vs. STJ</th>
<th>First-year students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2006</td>
</tr>
<tr>
<td>1. Level of Academic Challenge (LAC)</td>
<td>STJ</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>53</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td>STJ</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>46</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td>STJ</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>33</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td>STJ</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>30</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td>STJ</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>EDU</td>
<td>51</td>
</tr>
</tbody>
</table>
B. Benchmarks for senior students

Table 2 provides benchmarks for senior students. As the table indicates, from 2006 to 2010 the EDU score of Supportive Campus Environment (SCE) increased, from 65 to 77; Enriching Educational Experiences (EEE) didn’t change; and there was a decrease for the other three benchmarks.

In 2010, EDU seniors were more engaged than STJ seniors in all benchmarks except for Student-Faculty Interactions (SFI) in which the scores were the same for EDU and STJ.

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

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>EDU vs. STJ</th>
<th>Seniors</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>EDU</td>
</tr>
<tr>
<td>2. Active and Collaborative Learning (ACL)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU</td>
</tr>
<tr>
<td>3. Student-Faculty Interactions (SFI)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU</td>
</tr>
<tr>
<td>4. Enriching Educational Experiences (EEE)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU</td>
</tr>
<tr>
<td>5. Supportive Campus Environment (SCE)</td>
<td></td>
<td>STJ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDU</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, in 2010 71% of EDU first-year students and 77% of seniors rated the academic advising as good or excellent; 71% of EDU first-year students and 100% of seniors rated their entire educational experience as good or excellent.
Table 3. NSSE Overall Evaluation: School of Education (EDU) vs. St. John's University

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Answers by Students</th>
<th>Level</th>
<th>College / University</th>
<th>2006 (%)</th>
<th>2008 (%)</th>
<th>2010 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. How would you evaluate the quality of academic advising you have received at your institution?</td>
<td>Excellent/Good</td>
<td>First-Year</td>
<td>University</td>
<td>75</td>
<td>80</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>78</td>
<td>100</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>University</td>
<td>73</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>78</td>
<td>81</td>
<td>77</td>
</tr>
<tr>
<td>13. How would you evaluate your entire educational experience at this institution?</td>
<td>Excellent/Good</td>
<td>First-Year</td>
<td>University</td>
<td>77</td>
<td>79</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>83</td>
<td>100</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>University</td>
<td>83</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU</td>
<td>85</td>
<td>90</td>
<td>100</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 EDU data of 2006 to 2010, and Section 2 compares EDU with STJ 2010 data. Highlighted are the survey items with a difference of ten points either between EDU 2010 and 2006 or between EDU and STJ in 2010.

1) School of Education 2006 vs. 2010

Presented in this section are the items whose 2010 score is at least ten 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, EDU first-year students spent an average of 8.9 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) and it increased to 13.4 in 2010 (9a).
- In 2006, 68% of first-year students Quite a bit/Very Much had coursework emphasizing the making of judgments about the value of information, arguments or methods and it increased to 73% in 2010 (2d).
- The percentage of students who Quite a bit/Very Much had a campus environment emphasizing time studying and on academic work increased from 56% to 86% (10a).
Benchmark 2: Active and Collaborative Learning

- In 2006, 48% of first-year students Often/Very Often asked questions in class or contributed to class discussions and it increased to 68% in 2010 (1a).
- The percentage of students who Often/Very Often participated in a community-based project as part of a regular course increased from 24% to 65% (1k).

Benchmark 3: Student-Faculty Interactions

- In 2006, 10% of first-year students Often/Very Often worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) and it increased to 50% in 2010 (1s).
- The percentage of students who Often/Very Often received prompt written or oral feedback from faculty on their academic performance increased from 45% to 69% (1q).

Benchmark 4: Enriching Educational Experiences

- In 2006, 17% of first-year students did community service or volunteer work and it increased to 71% in 2010 (7b).
- The percentage of students who participated in a learning community or some other formal program where groups of students take two or more classes together increased from 6% to 50% (7c).

Benchmark 5: Supportive Campus Environment

- In 2006, 28% of first-year students Quite a bit/ Very Much perceived a campus environment that provides the support they need to thrive socially and it increased to 43% in 2010 (10e).
- In 2006, students rated the quality of relationships with other students with a mean of 4.3 and it increased to 5.4 in 2010 (8a).
- In 2006, students rated the quality of relationships with faculty members with a mean of 4.6 and it increased to 5.4 in 2010 (8b).

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

Benchmark 2: Active and Collaborative Learning

- 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 65% in 2006 to 50% in 2010 (1t).
C. Areas in which senior students became more engaged in 2010 than in 2006

**Benchmark 1: Level of Academic Challenge**
- In 2006, senior-students read an average of 9.6 assigned textbooks, books, or book-length packs of course readings and it increased to 12.3 in 2010 (3a).

**Benchmark 2: Active and Collaborative Learning**
- In 2006, 43% of senior students *Often/Very* participated in a community-based project as part of a regular course and it increased to 60% in 2010 (1k).

**Benchmark 4: Enriching Educational Experiences**
- In 2006, 61% of senior students perceived that St. John's *Quite a bit/ Very Much* emphasized encouraging contact among students from different economic, social, and racial or ethnic backgrounds and it increased to 93% in 2010 (10c).

**Benchmark 5: Supportive Campus Environment**
- In 2006, 84% of senior students who perceived that St. John's *Quite a bit/ Very Much* emphasized providing the support needed to help students succeed academically and it increased to 100% in 2010 (10b).
- The percentage of students who perceived that St. John's *Quite a bit/ Very Much* emphasized helping students cope with non-academic responsibilities (work, family, etc.) increased from 39% to 64% (10d).
- The percentage of students who perceived that St. John's *Quite a bit/ Very Much* emphasized providing the support needed to thrive socially increased from 48% to 71% (10e).
- In 2006, students rated the quality of relationships with administrative personnel and offices with a mean of 5.1 and it increased to 5.7 in 2010 (8c).

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

**Benchmark 1: Level of Academic Challenge**
- In 2006, 84% of senior students *Quite a bit/ Very Much* had coursework emphasizing the making of judgments about the value of information, arguments or methods and it decreased to 53% in 2010 (2d).
- 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 89% to 73% (2e).
Benchmark 2: Active and Collaborative Learning

- In 2006, 63% of senior students Often/Very Often worked with other students on projects during class and it decreased to 20% in 2010 (1g).
- The percentage of students who Often/Very Often tutored or taught other students decreased from 52% to 20% (1j).

Benchmark 3: Student-Faculty Interactions

- In 2006, 70% of senior students Often/Very Often discussed grades or assignments with an instructor and it decreased to 33% in 2010 (1n).

Benchmark 4: Enriching Educational Experiences

- In 2006, 93% of senior students had practicum, internship, field experience, co-op experience, or clinical assignment and it decreased to 79% in 2010 (7a).
- The percentage of students who did independent study or self-designed major decreased from 18% to 7% (7g).

2) School of Education (EDU) vs. St. John’s University (STJ): 2010 Data

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

Benchmark 2: Active and Collaborative Learning

- In 2010, 63% EDU first-year students Often/ Very Often made a class presentation vs. 41% of St. John’s University (STJ) students (1b).
- 55% EDU first-year students Often/ Very Often worked with other students on projects during class vs. 40% of STJ students (1g).
- 65% EDU first-year students Often/ Very Often participated in a community-based project as part of a regular course vs. 39% of STJ students (1k).

Benchmark 4: Enriching Educational Experiences

- In 2010, 29% of EDU first-year students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 9% of STJ students (7a).
- 50% of EDU first-year 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 students (7c).
B. Areas in which EDU 1st-year students were less engaged than STJ students in 2010
EDU first-year students were not less engaged than STJ overall in any area.

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

Benchmark 2: Active and Collaborative Learning
- In 2010, 60% EDU seniors Often/ Very Often participated in a community-based project as part of a regular course vs. 25% of STJ students (1k).

Benchmark 3: Student-Faculty Interactions
- In 2010, 87% EDU seniors Often/ Very Often received prompt written or oral feedback from faculty on their academic performance vs. 65% of STJ students (1q).

Benchmark 4: Enriching Educational Experiences
- In 2010, 79% of EDU senior students had practicum, internship, field experience, co-op experience, or clinical assignment vs. 53% of STJ students (7a).
- 79% of EDU students did community service or volunteer work vs. 69% of STJ students (7b).
- 50% of EDU 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 students (7c).
- 93% of EDU students Quite a bit/ Very much perceived the campus environment as encouraging contact among students from different economic, social, and racial or ethnic backgrounds vs. 68% of STJ students (10c).

Benchmark 5: Supportive Campus Environment
- In 2010, 100% of EDU senior students perceived that St. John’s Quite a bit/ Very much emphasized providing the support needed to help students succeed academically vs. 70% of STJ students (10b).
- 64% of EDU students perceived that St. John’s Quite a bit/ Very much emphasized helping students cope with their non-academic responsibilities (work, family, etc.) vs. 38% of STJ students (10d).
- 71% of EDU students perceived that St. John’s Quite a bit/ Very much emphasized providing the support they need to thrive socially vs. 48% of STJ students (10e).
- EDU students rated the quality of relationships with other students with a mean of 6.2 vs. 5.4 for STJ students (8a).
- EDU students rated the quality of relationships with faculty members with a mean of 6 vs. 5.4 for STJ students (8b).
EDU students rated the quality of relationships with administrative personnel and offices with a mean of 5.7 vs. 4.6 for STJ students (8c).

D. Areas in which EDU senior students were less engaged than STJ students in 2010

Benchmark 1: Level of Academic Challenge
- In 2010, 53% of EDU senior students Quite a bit/Very Much had coursework emphasizing the making of judgments about the value of information, arguments or methods vs. 73% STJ students (2d).

Benchmark 3: Student-Faculty Interactions
- In 2010, 7% of EDU senior students worked or planned to work with a faculty member on a research project outside of course or program requirements vs. 18% of STJ students (7d).

Benchmark 4: Enriching Educational Experiences
- In 2010, 50% of EDU senior students had foreign language coursework vs. 60% of STJ students (7e).

IV. SUMMARY AND DISCUSSION

From 2006 to 2010, there has been a moderate increase in student engagement for four of the five benchmarks for EDU first-year students. For senior students, only Supportive Campus Environment (SCE) experienced the increase.

The NSSE data reveal that the engagement level of EDU 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 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 EDU senior students, there has been improvement in such areas as participating in a community-based project as part of a regular course; reading assigned textbooks, books, or book-length packs of course readings; perceiving that campus environment encouraged contact among students from different economic, social, and racial or ethnic backgrounds; and perceiving that the campus environment provided the support needed to help students succeed academically.
From 2006 to 2010, EDU first-year students became less engaged in discussing ideas from readings or classes with others outside of class (students, family members, co-workers, etc.).

From 2006 to 2010, EDU senior students became less engaged in such areas as having coursework emphasizing the making of judgments about the value of information, arguments or methods; having coursework emphasizing application of theories or concepts to practical problems or in new situations; and working with other students on projects during class.

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.