



Perceptions of the Student Experience:

**National Survey of Student Engagement
Faculty Survey of Student Engagement**

**Student Satisfaction Inventory
Institutional Priorities Survey**

Office of Institutional Research – March 22, 2005

INSTITUTIONAL GOALS

GOAL I

- DEVELOP OUR ACADEMIC AND INSTITUTIONAL CULTURE TO BE STUDENT-CENTERED AND COMMITTED TO LIFELONG LEARNING.

GOAL II

- ENHANCE RESOURCE DEVELOPMENT AND PRIORITIZE RESOURCE ALLOCATION TO ACHIEVE OUR VISION.

GOAL III

- BUILD AN ORGANIZATION OF STRONG LEADERS WHERE FACULTY, ADMINISTRATORS AND STAFF ARE ENABLED, MOTIVATED AND ENGAGED.

GOAL IV

- INSTITUTIONALIZE OUR NEW VISION AND PLANNING CULTURE IN THE CONTEXT OF MISSION AND EXTERNAL CHALLENGES.

INTERRELATED OUTCOMES SURVEYS

- Importance / Satisfaction & Student Engagement
- In-Class and Out-of-Class Activities / Experiences
 - National Survey of Student Engagement (NSSE)
 - Faculty Survey of Student Engagement (FSSE)

 - Student Satisfaction Inventory (SSI)
 - Institutional Priorities Survey (IPS)

WHAT IS THE NSSE?



National Survey of
Student Engagement

The College Student Report

- **College student survey that assesses extent to which students engage in educational practices associated with high levels of learning and development**
- **Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning**

EFFECTIVE EDUCATIONAL PRACTICES

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Cooperation among students
- Respect for diverse talents and ways of learning

Chickering and Gamson. (1987). *Seven principles of good practice in undergraduate education.*

NSSE BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICES



National Survey of
Student Engagement

The College Student Report

2004 Institutional Benchmarks

Benchmark	Class	St. John's University	Catholic C&U	Doctoral-Intensive
Level of Academic Challenge	1st-Year	54	55	52
	Senior	56	58	56
Active and Collaborative Learning	1st-Year	38	45	40
	Senior	47	51	49
Student-Faculty Interactions	1st-Year	29	34	30
	Senior	39	41	39
Enriching Educational Experiences	1st-Year	25	27	26
	Senior	37	39	37
Supportive Campus Environment	1st-Year	60	65	59
	Senior	57	62	55

WHAT IS THE FSSE?

- **The Faculty Survey of Student Engagement (FSSE) parallel's NSSE's survey of undergraduate students focusing on:**
 - ✓ **Faculty perceptions of how often students engage in different activities**
 - ✓ **The importance faculty place on various areas of learning and development**
 - ✓ **The nature and frequency of interactions faculty have with students**
 - ✓ **How faculty members organize class time**
- **Results intended as catalyst for discussions about quality of students' educational experience**

WHAT IS THE SSI?

- ❖ The Student Satisfaction Inventory (SSI) measures students' satisfaction with college experiences, programs, and services
- ❖ SSI allows us to set priorities, identify strengths and challenges
- ❖ Sample in 2004:
 - Queens Campus Undergraduate (926 participants, 10% of student population)
 - Staten Island Undergraduate (429, 25%)
 - Queens and Staten Island Graduate (331, 7%)

2004 SSI Scale Summary, Queens

Undergraduate (Scale 1 -7)

Scale	Mean Score		
	Imp	Sat	Gap
Academic Advising	6.3	4.7	1.6
Campus Climate	6.0	4.3	1.7
Campus Life	5.6	4.2	1.4
Campus Support Services	6.0	4.7	1.3
Concern for the Individual	6.0	4.3	1.7
Instructional Effectiveness	6.2	4.6	1.6
Recruitment and Financial Aid	6.1	4.2	1.8
Registration Effectiveness	6.2	4.3	1.8
Responsiveness to Diverse Populations		4.6	
Safety and Security	6.1	4.2	1.9
Service Excellence	5.9	4.3	1.7
Student Centeredness	6.0	4.4	1.6

2004 SSI Scale Summary, SI

Undergraduate (Scale 1 – 7)

Scale	Mean Score		
	Imp	Sat	Gap
Academic Advising	6.3	5.2	1.1
Campus Climate	6.0	4.8	1.2
Campus Life	5.5	4.5	1.0
Campus Support Services	5.9	5.0	0.9
Concern for the Individual	6.0	4.9	1.1
Instructional Effectiveness	6.1	5.0	1.1
Recruitment and Financial Aid	5.9	4.7	1.2
Registration Effectiveness	6.1	4.8	1.3
Responsiveness to Diverse Populations		4.8	
Safety and Security	6.2	4.3	1.9
Service Excellence	5.9	4.7	1.1
Student Centeredness	6.0	4.8	1.1

Campus Support Services

- Computer labs are are adequate and accessible.
- There are adequate services to help student decide upon a career.
- **Library resources and services are adequate.**
- Academic support services adequately meet the needs of students.
- Bookstore staff are helpful.
- Tutoring services are readily available.
- **Library staff are helpful and approachable.**

WHAT IS THE IPS?

- **The Institutional Priorities Survey (IPS) closely parallels the Student Satisfaction Inventory (SSI)**
- **Assesses the priority that faculty, staff, and administrators believe the institution should place on the same range of student experiences**

Internal Campus Uses



OVERALL EVALUATION OF STUDENT EXPERIENCE

Overall Satisfaction	Class	NSSE 2004		NSSE 2002
		St. John's University	Doctoral-Intensive	
Evaluation of entire educational experience (Good + Excellent) %	1st-Year	77	84	85
	Senior	79	84	79
If students could start over again, they would go to the same institution they are now attending. (Probably Yes + Definitely Yes) %	1st-Year	75	81	80
	Senior	74	77	71

OVERALL EVALUATION OF STUDENT EXPERIENCE

Institutional Success Measure:

Overall satisfaction of student experience (scale 1-7):

SSI (Scale 1-7)	Queens	SI	4-Yr Private
1999	4.8	4.8	5.2
2004			
Total	4.4	4.8	5.1
Commuter	4.5	4.8	N/A
Resident	4.2	4.4	5.3
Target 2007-2008	5.3	5.3	-

(... 4=Neutral, 5=Somewhat satisfied, 6=Satisfied, 7=Very satisfied)

ACADEMIC EXPERIENCES

Strengths

- **Faculty are available after class and during office hours**
- **Reasonable class change(drop/add) policies**
- **Came to class prepared**
- **Reputation within the community**

ACADEMIC EXPERIENCES

NSSE / FSSE

High level of agreement on most items with a few differences:

Prompt Feedback

- **One-third of students believe they receive prompt feedback (written or oral) from faculty**
- **Almost all faculty (90%) feel they provide prompt feedback to students**

Evaluation of Student Performance

Fourteen percent of 1st year students consider exams challenging vs. 25% of faculty

ACADEMIC EXPERIENCES

NSSE / FSSE

Time on Task

Faculty expect students to spend twice as much time per week (5 hours / class) preparing for class as students actually spend (2 hours)

Memorizing

More than 75% of students indicate that course work emphasizes memorizing, compared to 1/3 of faculty

ACADEMIC EXPERIENCES

Challenges (SSI)

- Conflicts when registering for classes
- Variety of courses – Staten Island
- Working with classmates outside of class to prepare class assignments
- Preparing two or more drafts of a paper or assignment before turning it in

INFORMATION TECHNOLOGY

- Students feel that St. John's Central is easy and convenient to use.
- Faculty, administrators, and staff do not feel that the University website is easy and convenient to use.
- Smaller percentages of St. John's students used e-mail to communicate with instructors as compared to doctoral intensive institutions.
- Faculty (95%) believe environment encourages students to use computers in academic work; one-half structure course to use computing; more than 2/3 of students indicate their use.

LIBRARY

Results from SSI

	Q UG		SI UG		Graduate	
	I	S	I	S	I	S
Library staff are helpful and approachable.	5.7	4.8	5.7	5.0	5.9	4.9
Library resources and services are adequate.	6.1	4.8	5.9	5.1	6.1	4.7
Instruction in the use of library resources has been sufficient for me.	6.0	4.8	5.8	5.1	5.7	4.9

TUITION / FINANCIAL / VALUE

Challenges:

- Tuition paid as a worthwhile investment
- Reasonableness of billing policies
- Availability of adequate student financial aid
- Getting the “run-around” when seeking information on campus
- Timeliness of announcing student financial aid awards
- Helpfulness of financial aid counselors

QUALITY OF LIFE / CAMPUS CLIMATE

Strengths

- Campus is a safe and secure place for all students
- Campus provides an environment for students to socialize

Challenges

Students:

- Student parking spaces on campus (largest gap)
- Experience of being a student on the campus
- Public Safety's response in emergencies
- Parking lots being well lighted and secure (SI)

Faculty, administrators and staff believe that communication between the Administration and the student body is not adequate.

DIVERSITY

St. John's University rated consistently higher than peers:

- **Encourages contact and understanding among students from different economic, social, religious, and racial or ethnic backgrounds**

Challenges:

- **Consideration of student differences when faculty teach a course**
- **Faculty being fair and unbiased in their treatment of individual students**

MISSION

- **More than 50% agree or strongly agree on all mission-related items**
- **Generally lower than for the Catholic Consortium.**
Significantly Lower:
 - ✓ **Opportunities for students to strengthen religious commitment**
 - ✓ **Spending time in prayer or meditation, or participating in a religious service**
- **Mission is widely understood by 60% of first-year and 51% of seniors**

SSI & IPS: Conclusion

Strengths identified by both SSI & IPS

- Availability of faculty (Q & SI)
- Campus being safe and secure (SI)
- Academic advisors being approachable (SI)
- Academic advisors being concerned about success of individual students (SI)
- St. John's reputation in the community (SI)

SSI & IPS: Conclusion

Challenges identified by both SSI & IPS

(Both Queens and SI campuses)

- Channels for expressing student complaints
- Conflicts in registering classes

SSI & IPS: Conclusion

Challenges identified by both SSI & IPS

(Queens campus)

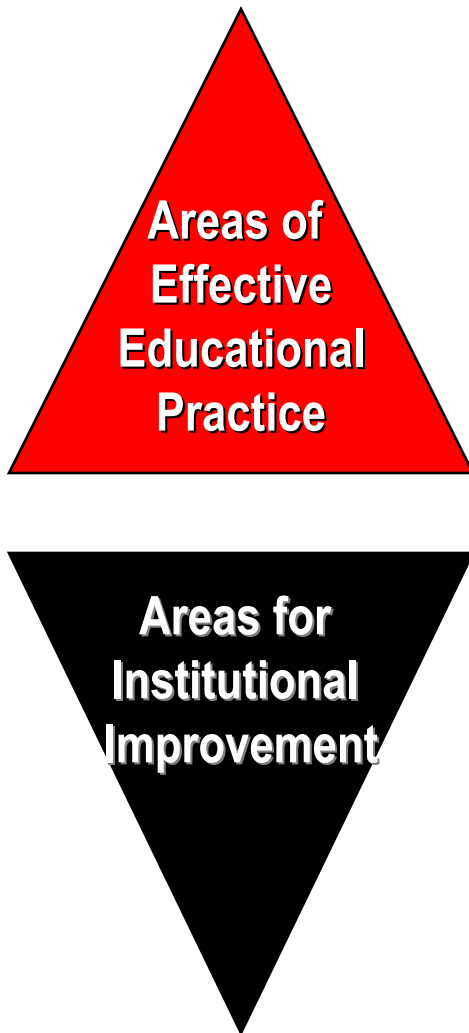
- Financial aid counselors being helpful
- Timing of announcing financial aid
- Billing policies
- Getting “run-around”
- Public Safety’s response in emergencies

SSI & IPS: Conclusion

Challenges by Students but
Strengths by Faculty

- Faculty being fair and unbiased (Q)
- Faculty providing timely feedback (Q)
- Tuition paid as a worthwhile investment (Q)

Using Survey Data



- **Identify, develop, market distinctive competencies**
- **Target areas for improvement**
- **Develop and implement strategies for improvement**
- **Communicate with all University constituencies**
- **Teach students what is required to “succeed”**
- **Monitor performance**

USING RESULTS

EXAMPLE:

Finding: Gap in perception between students and faculty regarding **promptness of feedback**

Action: ?

USING RESULTS

EXAMPLE

Finding: Students getting the “run-around”
when seeking information on
campus

Action: ?