



*Center for Teaching & Learning  
&  
Office of Institutional Research  
Present ....*

Using Perceptions of the  
Student Experience in  
Academic Strategic  
Planning

March 29, 2005

# INSTITUTIONAL PRIORITIES: ACADEMIC

1. **Continue to Develop and Assess the Core Curriculum**
2. **Support the Shift in the Academic Profile**
3. **Provide for the Sciences / Graduate Programs of Distinction**
4. **Leverage Investment in Technology**
5. **Other campuses / locations – Staten Island; Rome; Manhattan; Oakdale**
6. **College- Specific plans / Areas of focus**

# INSTITUTIONAL PRIORITIES

- 7. Enhance Residence Capacity**
- 8. Enhance Student Activities**
- 9. Improve the Quality of Life**
- 10. Commitment to the Value of Diversity**
- 11. Development**
- 12. Leadership, Training and Faculty  
Development**
- 13. Marketing and Brand Image**
- 14. Mission**

# Middle States Commission on Higher Education

## From Standard 2 for Accreditation:

*“An institution conducts ongoing planning and resource allocation based on its mission and utilizes the result of its assessment activities for institutional renewal.”*

# COMMON FRAMEWORK FOR EACH PRIORITY

- ***Rationale***
- ***Objectives***
- ***Strategies***
- ***Assessment / Success Measures***
- ***Resources Required***

# SOME SOURCES OF ASSESSMENT MEASURES: 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)
  
  - Student Instructional Report II (SIR II)

# Internal Campus Uses



# OVERALL EVALUATION OF STUDENT EXPERIENCE

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



# Overall Evaluation: SIR II

## Institutional Success Measures

### Undergraduate

|                        | St. John's | Other 4-yr Inst |
|------------------------|------------|-----------------|
| Instructional Vibrancy | 4.30       | 4.19            |
| Overall Evaluation     | 4.01       | 3.98            |

### Graduate

|                        |      |      |
|------------------------|------|------|
| Instructional Vibrancy | 4.45 | 4.26 |
| Overall Evaluation     | 4.17 | 4.03 |

# ACADEMIC EXPERIENCES

## Strengths

- **Availability of faculty after class and during office hours**
- **Reasonable class drop/add policies**
- **Students come to class prepared**
- **University's reputation within the community**

# ACADEMIC EXPERIENCES

## NSSE / FSSE

High level of agreement on most items. A few differences:

### Prompt Feedback

- A minority of students (one-third) 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 1<sup>st</sup> 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 seventy-five percent of students indicate that course work emphasizes memorizing, compared to 1/3 of faculty

# ACADEMIC EXPERIENCES

## Challenges

- **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.
- Lower percentage of students used e-mail to communicate
- 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 use

# 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

## Queens:

- 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 well lighted and secure (SI)**

### Faculty, administrators and staff:

- **Adequacy of communication between Administration and the student body**



# DIVERSITY

**St. John's University rates consistently higher than peers:**

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

**Related Areas of Challenge:**

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

# MISSION

- **More than 50% agreement on all mission-related items**
- **Generally lower than for the Catholic Consortium.**

## **Significantly Lower:**

- ✓ **Opportunities for students to strengthen religious commitment**
  - ✓ **Heritage of founding religious community evident**
  - ✓ **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 for 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 identified by both SSI & IPS  
(Staten Island campus)

- Variety of courses
- Availability of financial aid
- Faculty being fair and unbiased

# SSI & IPS: Conclusion

Challenges by Students but

Strengths by Administrators and Staff

- Campus staff being caring and helpful (Q)
- Students being made to feel welcome (SI)

# 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)



# SIR II

## Course Difficulty

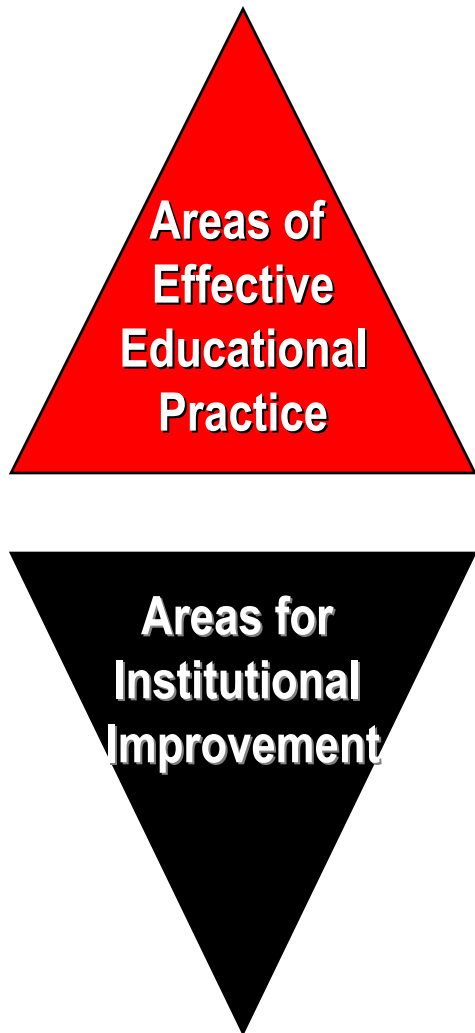
|           | Very/Somewhat<br>Difficult | About<br>Right | Very/Somewhat<br>Elementary |
|-----------|----------------------------|----------------|-----------------------------|
| Undergrad | 33%                        | 64%            | 4%                          |
| Graduate  | 38%                        | 60%            | 2%                          |

# SIR II

## Course Pace

|           | Very/Somewhat<br>Fast | About<br>Right | Very/Somewhat<br>Slow |
|-----------|-----------------------|----------------|-----------------------|
| Undergrad | 23%                   | 75%            | 3%                    |
| Graduate  | 21%                   | 75%            | 3%                    |

# 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**

# Goal # 1: Develop our academic and institutional culture to be student-centered and committed to lifelong learning.

| Anticipated Outcome        | Indicators  | Type I/P/O                       | Measures   | Baseline                             | Comparative Data  | Target/Standard  | Level at which tracked I or C/U  |
|----------------------------|---|----------------------------------|--|--------------------------------------|---|--|--|
| Broad desired outcome      | How we define success                             | - Input<br>- Process<br>-Outcome | Instruments used to evaluate our progress against indicators                                 | St. John's current performance level | External groups or internal improvement against which we can establish targets for future performance | Desired future state: indicates performance goal for fiscal year 2007 - 2008 | At which level the measure is tracked<br><br>Institutional Or College/Unit |
| <b>Student Achievement</b> | <b>Quality of the Student Learning Experience</b> |                                  | SIR II – e.g. Instructional Vibrancy<br><br>NSSE Benchmarks e.g. Student Faculty Interaction | <b>39</b>                            | <b>39</b>   | <b>50</b>  | <b>I</b>   |



# Overall Evaluation: SIR II

## Institutional Success Measures

### Undergraduate

|                        | St. John's | Other 4-yr Inst |
|------------------------|------------|-----------------|
| Instructional Vibrancy | 4.30       | 4.19            |
| Overall Evaluation     | 4.01       | 3.98            |

### Graduate

|                        |      |      |
|------------------------|------|------|
| Instructional Vibrancy | 4.45 | 4.26 |
| Overall Evaluation     | 4.17 | 4.03 |

# USING PERCEPTIONS OF THE STUDENT EXPERIENCE IN ACADEMIC PLANNING

## EXAMPLE: NSSE RESULTS EXPLICITLY REFERENCED IN STRATEGIC PLAN AS THE PRIMARY MEASURES – BOTH BENCHMARKS AND INDIVIDUAL ITEMS:

- Priority 2 - *Support the Shift in the Academic Profile*
- Priority 4 - *Leverage Investment in Technology*

# NSSE / FSSE BASED ON: 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.*

# Measures of Effective Educational Practices

| National Survey of Student Engagement (NSSE) 2004 Benchmark Scores (SENIORS) | St. John's | SJC | TCB | PHA | CPS | 2007-8 Target |
|--|------------|-----|-----|-----|-----|---------------|
| a. Level of Academic Challenge   | 56         | 57  | 54  | 58  | 53  | 60            |
| b. Active and Collaborative Learning   | 47         | 46  | 49  | 54  | 43  | 50            |
| c. Student-Faculty Interaction   | 39         | 43  | 34  | 32  | 41  | 50            |
| d. Enriching Educational Experiences   | 37         | 41  | 33  | 38  | 35  | 43            |
| e. Supportive Campus Environment   | 57         | 55  | 53  | 58  | 61  | 65            |



# GROUP EXERCISE - KEY FINDING

## HANDOUTS

- Look at the items that comprise each NSSE benchmark  
OR
- Look at the individual items /frequencies from NSSE results
- Select an item that potentially impacts priority 2 – Academic Profile or priority 4 – Leveraging Technology
- *What if anything is surprising about the results?*
- *What would be an attainable target for 2007-8?*
- *How can we get there?*

# EXAMPLE

## TIMELINESS OF FACULTY FEEDBACK

- More than **90%** of faculty members indicate that students receive prompt feedback (written or oral) from them on their performance
- Only **38%** of first-year students and **57%** of seniors agree, compared to 51% and 63% respectively for peers
- *Why do we think there are such significant differences between students and faculty perceptions?*
- *What can we do? What will we do?*

