



# Perceptions of the Student Experience:

National Survey of Student Engagement  
Faculty Survey of Student Engagement

Student Satisfaction Inventory  
Institutional Priorities Survey

Resident Surveys

Office of Institutional Research – January 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)
  - Resident Life Surveys

# 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

# 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**

# WHAT IS ACUHO-I Resident Survey ?

- **Hosted by the Association of College and University Housing Officers International (ACUHO-I)**
- **Assesses college housing and residence life**
- **Designed to support and promote the collegiate residential life**

# 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
<b>Target 2007-2008</b>	<b>5.3</b>	<b>5.3</b>	-

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

# OVERALL EVALUATION OF STUDENT EXPERIENCE

<b>ACUHO-I - Satisfaction</b>	Spring 2001	Spring 2002	Spring 2003	Fall 2003
<i>Queens Campus</i>	3.38	4.00	4.28	4.37
All 233 Institutions				4.78
Rank 210/233				
<b>Target 2007 - 2008 IS 5.0</b>				
<i>Staten Island</i>		4.51	4.26	4.88
All 44 Institutions				4.76
Rank 16/44				

**ACUHO-I Fall 2003 (7-point scale)**

(... 4=Neutral, 5=Slightly satisfied, 6=Moderately satisfied, 7=Very satisfied)





# Core Curriculum

**(See Handout)**

# 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. 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

# RESIDENCE LIFE

## Queens Campus Undergraduate

Scale	Spring 2004			Spring 1999		
	I	S	G	I	S	G
<b>Campus Life</b>	5.6	4.2	1.4	5.5	4.6	0.9
<b>Campus Climate</b>	6.0	4.3	1.7	6.1	4.7	1.4

Enlarged gap – seemingly from inclusion of resident students in 2004, although commuter satisfaction also declined:

Scale	Residents 2004			Commuters 2004		
	I	S	G	I	S	G
<b>Campus Life</b>	5.9	3.9	2.0	5.5	4.4	1.1
<b>Campus Climate</b>	6.1	4.0	2.0	6.0	4.4	1.6

# RESIDENCE LIFE

## Areas of Challenge Specific to Resident Students on Both Campuses (SSI):

	Queens		Staten Island	
	I	S	I	S
<b>Number of weekend activities</b>	5.7	3.3	5.4	3.6
<b>Selection of food in the cafeteria</b>	6.2	3.4	5.5	3.5
<b>Living conditions in residence halls</b>	6.6	4.1	6.4	3.7



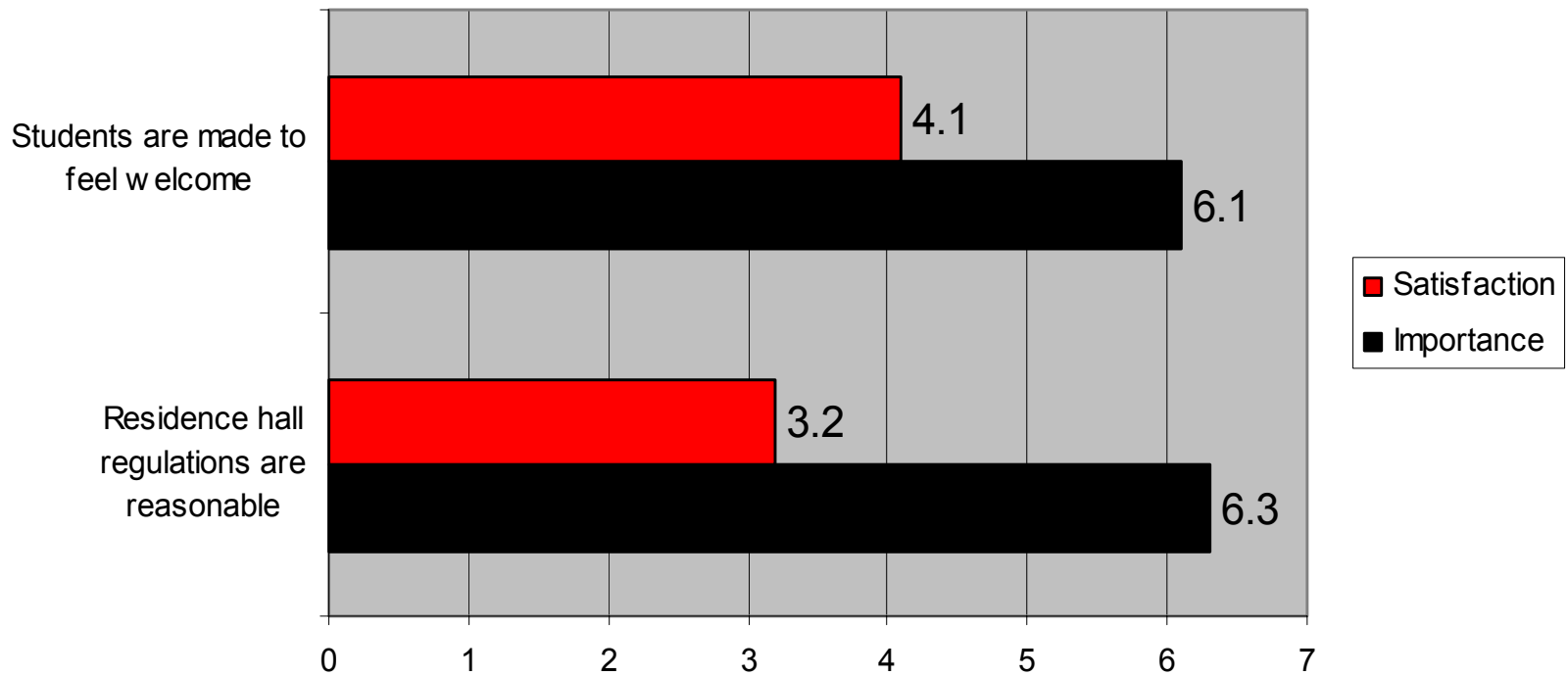
# RESIDENCE LIFE - QUEENS

## Areas of Challenge - ACUHO-I Survey:

- **Rated in the 9<sup>th</sup> percentile of 233 participating institutions**
- **Rated below 7<sup>th</sup> percentile for 7 of 14 components:**
  - ✓ **\*Dining Services (all questions quality, value etc.)**
  - ✓ **\*Interaction with others in the Hall**
  - ✓ **Room assignment / change process**
  - ✓ **Personal space or room in the Hall**
  - ✓ **Roommates**
  - ✓ **Safety and Security**
  - ✓ **Residence Hall services**
- \* *Largest performance gaps*

# RESIDENCE LIFE

## Additional Areas of Challenge for Resident Students on Queens Campus



# RESIDENCE LIFE

## Additional Areas of Challenge for Residents of SI Campus:

	I	S
Student Center is a comfortable place	5.8	3.6
Strong commitment to racial harmony on campus	5.9	3.8
Students feel sense of belonging	6.0	3.9
Freedom of expression is protected on campus	6.2	3.9
Residence hall staff are concerned about students	5.9	4.0
Commitment to academic excellence	6.0	4.1
Ability to socialize with other students on campus	6.1	4.3

# 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 believe that communication between the Administration and the student body is not adequate**

# DIVERSITY

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

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

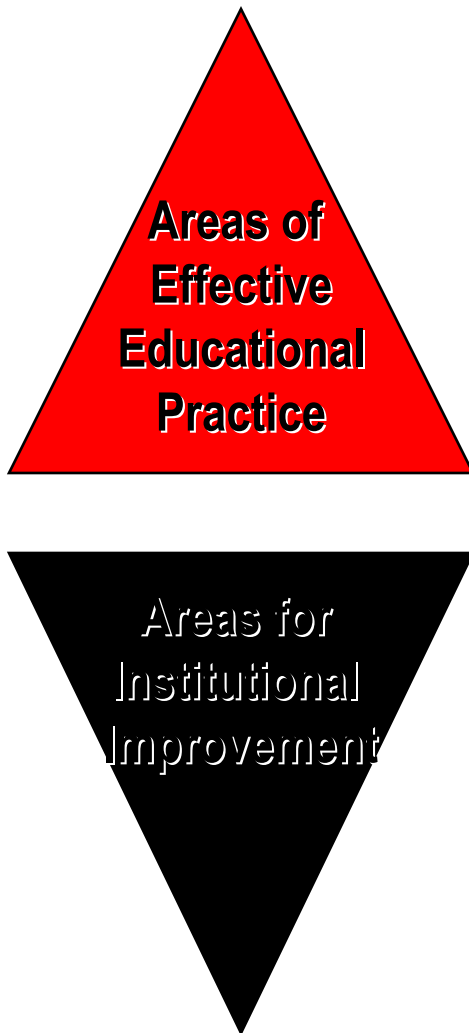
- Campus staff being caring and helpful (Q)
- Students being made to feel welcome (SI)

# 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)

# 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: ?



# USING RESULTS

## EXAMPLE

Finding:

Action: ?