



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

2009 National Survey of Student Engagement Benchmark Data

Office of Institutional Research
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Introduction

The National Survey of Student Engagement (NSSE) is administered annually to participating baccalaureate-granting institutions by the Indiana University Center for Post-Secondary Research. NSSE provides data on student experiences that are valuable for understanding student behaviors and institutional practices that promote learning. NSSE has developed five benchmarks for effective educational practice that are particularly useful tools for assessing student learning.

The five NSSE benchmarks are based on 42 NSSE survey questions that capture various aspects of the student experience and are defined as follows:

- *Level of Academic Challenge*: The degree to which the institution emphasizes academic effort and challenges students in their intellectual and creative work.
- *Active and Collaborative Learning*: The extent to which students collaborate with others, think about what they are learning in different settings, and are intensely involved in their academic work.
- *Student-Faculty Interaction*: The degree to which students interact with faculty inside and outside of the classroom.
- *Enriching Educational Experiences*: The degree to which students engage in learning experiences outside the classroom and/or outside of required academic work.
- *Supportive Campus Environment*: The extent to which students perceive the institution as providing a supportive environment in which they can build positive working and social relationships.

This summary report looks at the NSSE benchmarks for the 220 first-year students and 208 seniors at John Jay College who participated in the 2009 administration of NSSE.

Key Findings include:

- ➔ John Jay students show patterns of time use similar to those of students at its *CUNY Peers*, but generally spend more time working, commuting, and caring for dependents than do students at its *National Peers*.
- ➔ John Jay first-year students show a significantly higher benchmark score for Level of Academic Challenge than do first-year respondents at either its *CUNY* or *National Peers*.
- ➔ John Jay seniors show lower engagement in Active and Collaborative Learning and Enriching Educational Experiences than do seniors at its *National Peers*.

The reader is encouraged to consider the implications of students' benchmark data for learning and institutional effectiveness. More detailed information on John Jay NSSE data may be obtained by contacting the [Office of Institutional Research](#).

2009 National Survey of Student Engagement

Benchmark Data

Student Context

Understanding the way John Jay students use their time provides critical context for understanding their learning experiences. John Jay first-year students report working 21 or more hours a week at a rate similar to its *CUNY* and *National Peers*. However, a higher percent of John Jay first-year students report spending 6 or more hours a week commuting to class and caring for dependents than do first-year students at its *National Peers* (see Table 1).

A substantially higher percent of John Jay seniors report working 21 or more hours a week than seniors at its *CUNY* or *National Peers* do. In addition, a higher percent of John Jay seniors report spending 6 or more hours a week commuting to class and caring for dependents (parents, children, spouse, etc.) than do students at its *National Peers* (see Table 1). These findings illustrate the demands that John Jay students have to balance with school and learning.

TABLE 1. ALTHOUGH THEIR PATTERNS OF TIME USE ARE SIMILAR TO THOSE OF STUDENTS AT ITS *CUNY PEERS*, JOHN JAY STUDENTS TEND TO SPEND MORE TIME WORKING FOR PAY, COMMUTING TO CLASS AND CARING FOR DEPENDENTS THAN DO STUDENTS AT ITS *NATIONAL PEERS*¹.

Time Use	% First-year Students			% Seniors		
	John Jay	CUNY Peers	National Peers	John Jay	CUNY Peers	National Peers
Spend 21 or more hrs/week working for pay	22	22	16	58	40	35
Spend 6 or more hrs/week commuting to class	74	60	31	62	59	34
Spend 6 or more hrs/week caring for dependents	40	41	19	43	42	20

¹ Data in Table 1 are from the 2009 administration of NSSE. Throughout this summary report *CUNY Peers* includes the 7 senior and 3 comprehensive colleges from the City University of New York system. *National Peers* includes 38 public, urban, non-residential, four-year institutions similar to John Jay in size.

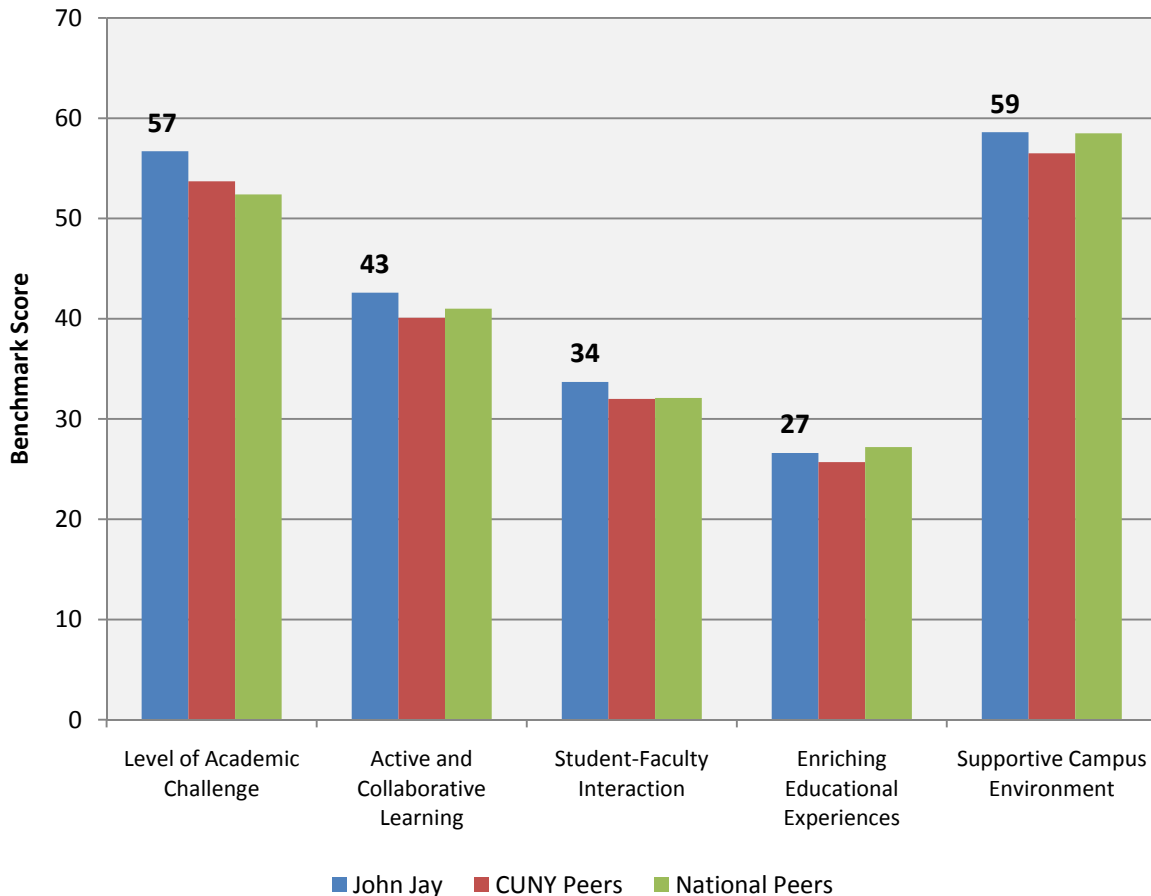
2009 National Survey of Student Engagement Benchmark Data

Benchmark Comparisons with Peer Institutions

First-year Students

Comparisons with peer institutions show that John Jay first-year students are similar to students at its peer institutions on all the benchmarks except for Level of Academic Challenge. First-year students at John Jay report a higher Level of Academic Challenge than do first-year students at either its *CUNY* or its *National Peers* (see Figure 1). This difference is statistically significant, indicating that it represents an observable real-world difference between first-year students at John Jay and first-year students at its peer institutions and did not occur by chance.

FIGURE 1. JOHN JAY FIRST-YEAR STUDENTS SHOW A SIGNIFICANTLY HIGHER LEVEL OF ACADEMIC CHALLENGE THAN DO FIRST-YEAR STUDENTS AT EITHER ITS CUNY OR NATIONAL PEERS.²



² Data in Figure 1 and 2 are from John Jay first-year students and seniors who responded to the 2009 administration of NSSE. Benchmark scores range from 0 to 100; higher scores indicate greater student engagement.

2009 National Survey of Student Engagement Benchmark Data

Benchmark Comparisons with Peer Institutions

Seniors

John Jay seniors are similar to students at both its *CUNY* and *National Peers* on three of the five benchmarks. Seniors at John Jay report lower engagement in Active and Collaborative Learning than do seniors at its *National Peers*. In addition, John Jay seniors report lower engagement in Enriching Educational Experiences than do seniors at its *CUNY* or *National Peers* (see Figure 2). These differences are statistically significant, indicating that they represent observable real-world differences between seniors at John Jay and seniors at its peer institutions and did not occur by chance.

FIGURE 2. JOHN JAY SENIORS REPORT LESS ENGAGEMENT IN ACTIVE AND COLLABORATIVE LEARNING AND ENRICHING EDUCATIONAL EXPERIENCES THAN DO SENIORS AT EITHER ITS *CUNY* OR *NATIONAL PEERS*.

