

The National Survey for Student Engagement 2012

The National Survey for Student Engagement (NSSE) provides survey data on students' assessment of their academic, social, and intellectual experiences, and evaluation of the overall quality of their collegial experience. Specifically, results from the NSSE survey offer insights into how students participate in both educational and extra-curricular activities, how they perceive the college environment, and how they evaluate their educational and personal development in college. It has been administered annually to first-year and senior students at participating baccalaureate-granting institutions by the Indiana University Center for Postsecondary Research since 2000. For 2012, 557 institutions (554 in U.S., and 23 in Canada) participated.

The NSSE survey includes a wide range of questions across many areas of the college experience. There are a total of 99 questions, 14 of which are about students' demographic (4) and academic (10) profile. The other 85 survey questions are further organized into 13 blocks. The Academic and Intellectual Experiences block assesses the extent to which students engage in a number of learning activities both inside and outside the classroom. The Mental Activities block asks about the type of mental activities which students utilize in order to acquire and retain knowledge (e.g., synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships). Another three blocks, Reading and Writing, Problem Sets, and Examinations, are designed to measure the amount of students' academic effort. The next two blocks, Additional Collegiate Experiences and Enriching Educational Experiences, assess the degree to which students engage in learning experiences outside the classroom and/or outside of required academic work (e.g., community service, independent study, or volunteer work). The Quality of Relationships block includes questions about students' relationships with faculty members, administrative personnel, and fellow students. Time Usage specifically questions how students use/manage their time. Institutional Environment includes students' evaluations of what the institution is doing to help its them, and Educational and Personal Growth measures to what extent students perceive the institution as contributing to their personal and intellectual development. The remaining two blocks, Academic Advising and Satisfaction, evaluate students' perceptions of the quality of their academic advising and their overall satisfaction with the institution, respectively.

For the purpose of benchmarking with comparison groups and allowing longitudinal comparisons, NSSE has developed five indices, namely, level of academic challenge (LAC), active and collaborative learning (ACL), student-faculty interaction (SFI), enriching educational experiences (EEE), and supportive campus environment (SCE). These NSSE benchmarking indices are the weighted averages of responses to selected NSSE survey items, rescaled from 0-100. The definitions and the lists of included NSSE survey items for each of these five benchmarking indices are provided in the appendix.

This report presents the result of the NSSE survey for freshmen and senior students at John Jay College of Criminal Justice, and its comparison to peer institutions. In spring 2012, 3781 first-year and senior students at John Jay were invited to complete the on-line version of NSSE. Excluding 491 ineligible students, 489 out of 3290 eligible students responded, among which 235 were freshmen and 236 were seniors. The overall response rate was 14.9%.

There are three sections in this report: the comparison of five NSSE benchmarking indices, the summary of responses to individual NSSE survey items showing between-group differences, and the overview of participant characteristics including demographic and academic indicators. In each section, John Jay student responses are summarized and compared to national peer groups.

For more details on the NSSE survey, please visit <http://nsse.iub.edu>

Section 1. Comparisons of five NSSE-defined benchmarking indices

This section provides the comparisons between John Jay and NSSE participant institutions on five NSSE-defined benchmark indices. Table 1 provides a summary of five benchmarking indices including mean comparisons between John Jay and three comparison groups. The Mideast Public Urban comparison group consists of 9 urban institutions located in New York, New Jersey, Washington, D.C, and Maryland, and the Carnegie Class comparison group includes 71 public Carnegie Class institutions throughout the U.S. The NSSE 2012 group comprises all 545 NSSE participating U.S. institutions. In addition, Figure 1 shows the longitudinal trends of 5 NSSE benchmarking indices through the years 2008, 2009 and 2012.

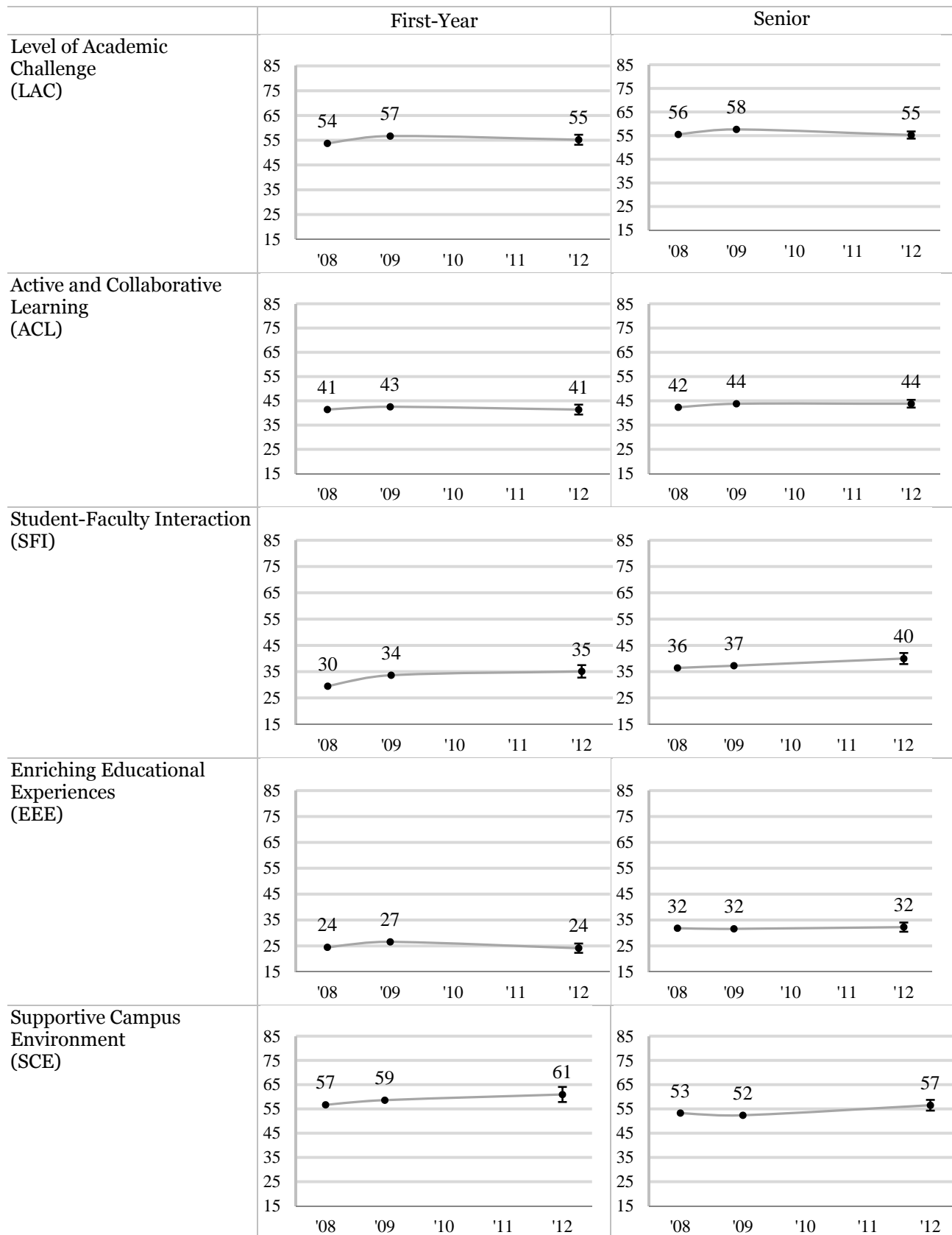
Table 1. Summary of five benchmarking indices (as reported by NSSE)

<i>Benchmarking indices</i>	<i>Class</i>	John Jay	Mideast Public Urban		Carnegie Class		NSSE 2012	
		<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Mean^a</i>	<i>Sig^b</i>
Level of Academic Challenge (LAC)	First-Year	55.2	53.8		52.5	**	54.5	
	Senior	55.3	57.1		57.0		58.4	**
Active and Collaborative Learning (ACL)	First-Year	41.4	42.6		42.9		44.2	**
	Senior	43.8	51.1	***	52.3	***	52.1	***
Student-Faculty Interaction (SFI)	First-Year	35.1	35.2		35.6		35.9	
	Senior	40.0	41.0		43.1	*	42.9	*
Enriching Educational Experiences (EEE)	First-Year	24.1	28.7	***	26.5	**	28.4	***
	Senior	32.3	38.7	***	38.2	***	40.4	***
Supportive Campus Environment (SCE)	First-Year	61.0	60.4		62.0		63.4	
	Senior	56.5	57.0		59.8	*	60.6	*

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

Figure 1. Longitudinal trends for the five benchmark in the years 2008, 2009 and 2012



Key findings:

Improvements over time:

- John Jay first-year students have shown consistent improvement since 2008 on both the student-faculty interaction (SFI) and supportive campus environment (SCE) benchmarking indices. In 2012 they do not differ from other comparison groups.
- In 2012, first-year students at John Jay rate the level of academic challenge (LAC) significantly higher than their peers in Carnegie Class institutions,

Opportunities for improvement:

- For first-year John Jay Students, the three NSSE benchmarks, LAC, ACL and EEE, show improvement from 2008 to 2009. But for 2012 these three indices have gone down to the 2008 level.
- John Jay first-year students rated learning experiences outside the classroom and/or required academic work (EEE) less favorably than all three comparison groups.
- The 2012 first-year John Jay students are less likely to collaborate with others, think about what they are learning in different settings, and be intensely involved in their academic work (ACL).
- The 2012 John Jay seniors reported significantly lower scores for both ACL and EEE indices than all three comparison groups.
- Seniors also evaluated the opportunity to interact with faculty members (SFI) and the institutional student support (SCE) less favorably than their peers in Carnegie Class and NSSE 2012 comparison groups.
- In 2012, John Jay seniors rated the level of academic challenge (LAC) significantly lower than the NSSE 2012 comparison group.
- John Jay seniors still reported a significantly lower rating on the active and collaborative learning (ACL) index than their Mideast Public Urban comparison group.
- John Jay seniors exhibited longitudinal patterns similar to first-year students, except they had steady ACL and EEE ratings over the years. Both SFI and SCE ratings for seniors have improved but the LAC drops back to the 2008 level after improvement in 2009.
- Both first-year students and seniors in 2012 assessed their non-academic educational experience (EEE) much less favorably than their Mideast Public urban comparison group. While

Future Considerations:

Three benchmarks continue to hold their own versus Mideast Public Urban and Carnegie Class comparison groups; Level of Academic Challenge and Supportive Campus Environment, and Student Faculty Interaction. Two NSSE benchmarks continue to be an issue. That is, John Jay rates lower than their peers. They are Active and Collaborative Learning and Enriching Educational Experience.

Prior reports from John Jay administrations of NSSE have encouraged the reader to consider whether the college is adequately promoting student learning, whether John Jay students are learning at a level consistent with the Colleges' mission and goals, and whether the college priorities, resources and activities are aligned with best educational practices. These remain valid questions as part of ongoing improvement efforts. In this respect, institutional changes that address specific concerns merit attention.

However, it is also important to consider relationships between the NSSE benchmarks. The general idea is that any decision made from NSSE results should be considered in the broader context, across the NSSE benchmarks, to assess its impact. Continued examination of the NSSE benchmarks would assist in better understanding the relationships between them. Here, then, are two questions for consideration.

- How do changes in support services designed to positively impact the Supportive Campus Environment impact the Enriching Educational Experience?
- How do changes in instruction, curriculum, or programming which were implemented to positively impact benchmark Active and Collaborative Learning impact Student Faculty Interaction? How do they impact Level of Academic Challenge?

Section 2. Responses of John Jay students to selected NSSE survey questions

Section 2 presents the responses of John Jay students to selected NSSE survey questions showing statistically significant differences in comparison to 3 NSSE comparison groups (i.e., Mideast public urban, Carnegie class and national 2012 NSSE population). Survey questions are grouped by each block for freshmen and seniors, and averaged Likert scale responses are provided along with those of 3 NSSE comparison groups.

Key Findings:

Overall Satisfaction:

- In terms of overall satisfaction with the entire educational experience, the response from John Jay students is not different from other comparison groups except that John Jay seniors report lower ratings than the NSSE 2012 group.
- In addition, John Jay first-year students are more willing than the Mideast Public Urban comparison group to attend John Jay if they were to start over again.

Overall Satisfaction		John Jay	Mideast Public Urban		Carnegie Class	NSSE 2012		
Survey Questions	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>
How would you evaluate your entire educational experience at this institution?	First-Year	3.18	3.08		3.19		3.25	
	Senior	3.11	3.08		3.19		3.25	**
If you could start over again, would you go to the same institution you are now attending?	First-Year	3.28	3.05	***	3.23		3.26	
	Senior	3.15	3.08		3.20		3.23	

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Academic Advising:

- John Jay freshmen rated the quality of academic advising more favorably than the Mideast Public Urban comparison group. However, seniors rated academic advising lower than not only John Jay freshmen, but both the Carnegie Class and NSSE 2012 comparison groups, as well.

Academic Advising		John Jay	Mideast Public Urban		Carnegie Class	NSSE 2012		
Survey Questions	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>
Overall, how would you evaluate the quality of academic advising you have received at your institution?	First-Year	3.10	2.91	**	3.07		3.11	
	Senior	2.79	2.76		2.95	*	3.00	**

^a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Academic and Intellectual Experiences:

- First-year John Jay students make more class presentations than other NSSE comparison groups, and receive more feedback on their academic performance from faculty members.

Interestingly, John Jay seniors reported that they make fewer class presentations, on average, than all comparison groups.

- Both freshmen and seniors are more likely to be exposed to diversity-inspired class discussion and assignments. However, John Jay students are much less likely to interact with other students, to participate in community-based class projects (e.g., service learning), to utilize online resources for assignments, and to discuss their career plans with faculty members or advisors.

Academic and Intellectual Experiences		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012	
Survey Questions	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>
Made a class presentation	First-Year	2.44	2.29	**	2.31	**	2.32	*
	Senior	2.68	2.86	**	2.82	*	2.81	*
Received prompt written or oral feedback from faculty on your academic performance	First-Year	2.83	2.68	*	2.71	*	2.74	
	Senior	2.77	2.71		2.86		2.86	
Included diverse perspectives in class discussions or writing assignments	First-Year	2.97	2.91		2.76	***	2.80	**
	Senior	3.11	2.90	***	2.87	***	2.88	***
Worked with classmates outside of class to prepare class assignments	First-Year	2.06	2.33	***	2.36	***	2.47	***
	Senior	2.07	2.69	***	2.74	***	2.77	***
Participated in a community-based project (e.g., service learning) as part of a regular course	First-Year	1.39	1.61	***	1.57	***	1.62	***
	Senior	1.41	1.68	***	1.80	***	1.74	***
Used an electronic medium to discuss or complete an assignment	First-Year	2.48	2.62		2.65	*	2.71	***
	Senior	2.63	2.81	*	2.93	***	2.93	***
Talked about career plans with a faculty member or advisor	First-Year	2.00	2.15	*	2.25	***	2.23	***
	Senior	2.27	2.34		2.46	**	2.44	*

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Mental Activities:

- Compared with other seniors, John Jay seniors are less likely to apply theories and concepts to practical problems or in new situations, but are more mentally involved with memorizing facts, ideas, or methods from the courses and readings.

Mental Activities		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012	
Survey Questions	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	First-Year	2.99	2.95		3.01		2.96	
	Senior	2.97	2.81	*	2.85		2.80	**
Received prompt written or oral feedback from faculty on your academic performance	First-Year	3.01	3.09		3.04		3.11	
	Senior	3.11	3.19		3.25	*	3.28	**

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Reading and Writing:

- John Jay first-year students tend to read more books (for either personal enjoyment or academic enrichment) than other NSSE comparison groups.

Reading and Writing		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012	
Survey Questions	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>
Number of assigned textbooks, books, or book-length packs of course readings	First-Year	3.29	3.14	*	3.08	**	3.19	
	Senior	3.10	3.10		3.06		3.16	
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	First-Year	2.31	2.09	**	2.05	***	2.05	***
	Senior	2.16	2.21		2.19		2.20	

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Time Usage:

- John Jay students, compared with other comparison groups, are less likely to be engaged in academic and co-curricular activities.
- John Jay students work for pay more off-campus than on-campus. In addition, they spend more time caring for dependents, and commuting to class than their comparison groups.

Time Usage		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012	
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	First-Year	3.97	4.13		4.01		4.30	**
	Senior	3.66	4.19	***	4.26	***	4.40	***
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	First-Year	1.32	2.02	***	2.15	***	2.30	***
	Senior	1.61	1.82	*	1.98	***	2.11	***
Working for pay on campus	First-Year	1.25	1.45	**	1.42	**	1.50	***
	Senior	1.38	1.53		1.70	***	1.81	***
Working for pay off campus	First-Year	2.80	2.54		2.49		2.22	***
	Senior	4.88	4.54		4.01	***	3.72	***
Providing care for dependents living with you (parents, children, spouse, etc.)	First-Year	2.89	2.00	***	1.99	***	1.88	***
	Senior	3.39	2.82	**	2.92	*	2.68	***
Commuting to class (driving, walking, etc.)	First-Year	3.48	2.54	***	2.33	***	2.24	***
	Senior	3.03	2.84		2.45	***	2.32	***

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Institutional Environment and Additional Collegiate Experiences:

- John Jay students report that they are less engaged than the NSSE comparison groups, in terms of attending on- or off-campus events/activities and self-examining their own perspectives on various topics/issues.

Institutional Environment		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012	
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	First-Year	2.57	2.76	*	2.83	***	2.88	***
	Senior	2.42	2.55		2.61	*	2.62	*

Additional Collegiate Experiences

Survey Questions	Class	Mean	Mean	Sig ^b	Mean	Sig ^b	Mean	Sig ^b
Attended an art exhibit, play, dance, music, theater, or other performance	First-Year	1.72	2.09	***	2.14	***	2.13	***
	Senior	1.85	1.91		1.93		1.97	*
Exercised or participated in physical fitness activities	First-Year	2.19	2.55	***	2.75	***	2.83	***
	Senior	2.40	2.40		2.61	**	2.72	***
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	First-Year	1.54	1.76	**	2.02	***	2.06	***
	Senior	1.87	1.84		2.11	**	2.14	***
Examined the strengths and weaknesses of your own views on a topic or issue	First-Year	2.43	2.57	*	2.59	*	2.64	***
	Senior	2.50	2.60		2.72	**	2.75	***

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Quality of Relationships:

- Both freshmen and seniors rate the quality of their relationships with other students and administrative personnel and offices less favorably than the other comparison groups.

Quality of Relationship		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012		
Survey Questions		Class	Mean	Mean	Sig ^b	Mean	Sig ^b	Mean	Sig ^b
Relationships with other students	First-Year	5.13	5.38	*	5.46	***	5.52	***	
	Senior	5.07	5.57	***	5.66	***	5.68	***	
Relationships with administrative personnel and offices	First-Year	4.55	4.63		4.83	*	4.89	**	
	Senior	4.36	4.42		4.74	**	4.81	***	

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Educational and Personal Growth:

- Our students report that John Jay, as an institution, has contributed to their self-understanding and cultural sensitivity more than students in the comparison groups.
- First-year John Jay students also feel that John Jay helped them more to write and speak clearly and effectively, to solve complex real-world problems and to develop a personal code of values and ethics.

- Compared to other comparison groups, however, John Jay seniors are less confident than their peers in terms of acquiring enough job or work-related knowledge and skills, and in terms of working efficiently with others.

Educational and Personal Growth		John Jay	Midwest Public Urban		Carnegie Class		NSSE 2012	
Survey Questions	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Mean</i>	<i>Sig^b</i>
Understanding yourself	First-Year	3.00	2.84	*	2.83	*	2.86	*
	Senior	2.90	2.86		2.84		2.89	
Understanding people of other racial and ethnic backgrounds	First-Year	3.11	2.87	***	2.68	***	2.70	***
	Senior	3.02	2.86	*	2.68	***	2.71	***
Writing clearly and effectively	First-Year	3.18	3.07		3.04	*	3.06	*
	Senior	3.18	3.08		3.13		3.16	
Speaking clearly and effectively	First-Year	3.17	2.91	***	2.94	***	2.90	***
	Senior	3.11	3.02		3.05		3.04	
Solving complex real-world problems	First-Year	2.88	2.71	*	2.69	**	2.74	*
	Senior	2.86	2.80		2.81		2.87	
Developing a personal code of values and ethics	First-Year	2.96	2.72	**	2.69	***	2.76	**
	Senior	2.81	2.74		2.74		2.81	
Acquiring job or work-related knowledge and skills	First-Year	2.73	2.78		2.79		2.86	
	Senior	2.93	2.98		3.11	**	3.11	**
Working effectively with others	First-Year	3.02	2.96		2.99		3.03	
	Senior	2.93	3.13	**	3.19	***	3.21	***

a * p<.05 ** p<.01 ***p<.001 (2-tailed)

Section 3. Summary of sampled John Jay student characteristics

Table 2 provides the overview of response rates for John Jay students, and comparison to other national peer institutions. While John Jay follows the similar pattern of higher response rate by seniors than first-year, the overall response rate of John Jay students is less than that of peer institutions (e.g., 10% less than NSSE national average).

Table 2. Summary of response rate

	John Jay		Mideast Public Urban		Carnegie Class		NSSE 2012	
	FY	SR	FY	SR	FY	SR	FY	SR
Overall		15%		20%		22%		25%
By class	13%	17%	16%	23%	19%	25%	23%	27%
NSSE sample size	1916	1374	9485	14267	113194	127891	536951	609759

In general, the John Jay respondents' profile is similar to both non-respondents and other NSSE comparison groups. John Jay respondent group is comprised of more Hispanic/Latino students along with much smaller percentage of Whites. The percentage of females in the respondents group is higher than that of all John Jay and other comparison groups. A higher percentage of students attended John Jay as their first post-secondary institution (87% first-year and 43% senior students at John Jay, in comparison to 77% first-year and 39% senior students in NSSE comparison groups). The percentage of the transfer students at John Jay is lower than the other groups.

APPENDIX

Descriptions and lists of included NSSE survey items for 5 benchmarking indices

<i>Level of Academic Challenge</i>	
Definition	The degree to which institution emphasizes academic effort and challenges students in their intellectual and creative work.
List of included survey items	<ul style="list-style-type: none"> ● Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc.) ● Number of assigned textbooks, books, or book-length packs of course readings ● Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages ● Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory ● Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships ● Coursework emphasizes: Making judgments about the value of information, arguments, or methods ● Coursework emphasizes: Applying theories or concepts to practical problems or in new situations ● Working harder than you thought you could to meet an instructor's standards or expectations ● Campus environment emphasizes: Spending significant amount of time studying and on academic work
<i>Active and Collaborative Learning</i>	
Definition	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.
List of included survey items	<ul style="list-style-type: none"> ● Asked questions in class or contributed to class discussions ● Made a class presentation ● Worked with other students on projects during class ● Worked with classmates outside of class to prepare class assignments ● Tutored or taught other students (paid or voluntary) ● Participated in a community-based project (e.g., service learning) as part of a regular course ● Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
<i>Student-Faculty Interaction</i>	
Definition	The degree to which students interact with faculty inside and outside of the classroom, and engage in activities that create opportunities for mentoring.
List of included survey items	<ul style="list-style-type: none"> ● Discussed grades or assignments with an instructor ● Talked about career plans with a faculty member or advisor ● Discussed ideas from your readings or classes with faculty members outside of class ● Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.) ● Received prompt written or oral feedback from faculty on your academic performance ● Worked on a research project with a faculty member outside of course or program requirements
<i>Enriching Educational Experiences</i>	
Definition	The degree to which students engage in learning experiences outside the classroom and/or outside of required academic work, and seek learning opportunities that complement their formal academic learning.
List of included survey items	<ul style="list-style-type: none"> ● Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.) ● Practicum, internship, field experience, co-op experience, or clinical assignment ● Community service or volunteer work ● Foreign language coursework and study abroad ● Independent study or self-designed major ● Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) ● Serious conversations with students of different religious beliefs, political opinions, or personal values ● Serious conversations with students of a different race or ethnicity than your own ● Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment

	<ul style="list-style-type: none"> ● Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds ● Participate in learning community or some other formal program where groups of students take two or more classes together
<i>Supportive Campus Environment</i>	
Definition	The extent to which the institution provides a supportive environment in which students can build positive working and social relationships.
List of included survey items	<ul style="list-style-type: none"> ● Campus environment provides the support you need to help you succeed academically ● Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ● Campus environment provides the support you need to thrive socially ● Quality of relationships with other students ● Quality of relationships with faculty members ● Quality of relationships with administrative personnel and offices