

## Faculty Senate Minutes #338

Wednesday, February 18, 2009

3:20 PM

Room 630 T

**Present (41):** Michael Alperstein, Simon Baatz, Andrea Balis, Elton Beckett, Adam Berlin, Teresa Booker, Marvie Brooks, Erica Burleigh, Edward Davenport, JoEllen Delucia, Virginia Diaz, Janice Dunham, DeeDee Falkenbach, Beverly Frazier, Amy Green, Richard Haw, Maki Haberfeld, Jay Hamilton, Kim Helmer, Heather Holtman, Ping Ji, Karen Kaplowitz, Erica King-Toler, Ali Kocak, Tom Litwack, Vincent Maiorino, Evan Mandery, Mickey Melendez, Michael Pfeifer, Tanya Rodriguez, Raul Romero, Francis Sheehan, Richard Schwester, Arthur Sherman, Staci Strobl, Robert Till, Shonna Trinch, Roberto Visani, Thalia Vrachopoulos, Valerie West, Joshua Wilson

**Absent (7):** Elise Champeil, Shuki Cohen, Marcia Esparza, Gail Garfield, P. J. Gibson, Allison Kavey, Nicholas Petraco

**Invited Guest:** President Jeremy Travis

### Agenda

1. Adoption of the agenda
2. Approval of Minutes #337 of the February 5, 2009, meeting
3. Announcements & Reports
4. Declaration of a vacant seat on the Senate
5. Selection of a Committee to recommend Faculty Senate CUNY BA Awards recipients
6. Commencement Poem
7. Faculty Panels to evaluate the finalists for the position of Dean of Undergraduate Studies
8. Invited Guest: Interim Assistant Vice President Gail Hauss
9. Invited Guest: President Jeremy Travis

1. **Adoption of the agenda.** Approved.

2. **Adoption of Minutes #337 of the February 5, 2009, meeting.** Approved.

### **3. Announcements & Reports**

Provost Bowers has decided that Writing Intensive courses shall have a maximum of 21 students but that there shall be no additional compensation at this time for teaching such courses.

### **4. Declaration of a vacant seat on the Senate and determination as to what action, if any, to take.**

Senator Kirk Dombrowski has written a letter resigning his Senate seat. As required, the Senate voted to declare the seat vacant and then voted to invite the next highest vote recipient to fill the vacant seat; if that individual accepts the invitation, the Senate will ratify the election of that person at the next Senate meeting.

### **5. Selection of a Committee to recommend the Faculty Senate CUNY BA Awards recipients**

Each year the Senate creates an ad hoc committee of 2 or 3 Senators who volunteer to review the credentials of John Jay graduating seniors in the CUNY BA Program and to recommend to the Senate two students to receive these awards at the Commencement Award Ceremony which is held on the night prior to Commencement. Senators DeeDee Falkenbach and Shonna Trinch were elected as the members of this year's ad hoc committee.

### **6. Commencement Poem**

As a member of the Ceremonial Occasions Committee with Janice Dunham, Karen Kaplowitz suggested that the poem written for and read at this year's Commencement on May 28 be solicited and selected by the Faculty Senate. (Last year the Senate chose the poem but it was solicited by others.) The Ceremonial Occasions Committee endorsed the ideal and if the Senate also agrees that this is a role the Senate should and would like to play, then the President of the Senate will invite all members of the faculty to write a poem for this specific occasion. A small ad hoc committee of Senators would then select a poem to propose to the Senate at its April 2 meeting and if the Senate approves the selection that shall be the Commencement Poem. (Alternately, the ad hoc committee can choose to propose 2 or 3 poems and ask the Senate to select the poem.)

Several Senators suggested that the proposal be amended to require that the poem selection committee not know the identity of the authors of the submitted poems. This was agreed to and the Senate approved this proposal by unanimous vote.

**7. Proposal to create Faculty Panels to evaluate the finalists for the Dean of Undergraduate Studies position: Executive Committee**

The proposal is that 3 faculty panels, with a minimum membership of 10 and a maximum membership of 15 on each panel, be established to meet with and evaluate the finalists for the position of Dean of Undergraduate Studies. The finalists are expected to be on campus during the 3<sup>rd</sup> or 4<sup>th</sup> week of March. The 3 panels are: a Faculty Senate panel; a panel of the Council of Chairs; and an at-large faculty panel. The proposal for the at-large panels is that the Senate shall invite faculty to volunteer to serve and that if more than 15 faculty members volunteer, then the Senate shall elect the 15 who will serve. The Senate adopted this proposal.

**8. Invited Guest: Interim Assistant Vice President Gail Hauss [Attachment A, B, C, D]**

Interim Assistant Vice President Gail Hauss presented the results of and engaged in a discussion about John Jay's participation in the 2008 National Survey of Student Engagement (NSSE) [Attachment A, B, C, D]. This is a student survey of first year students and of seniors administered by the University Center for Postsecondary Research. Last year, more than 700 institutions and 380,000 students participated in NSSE. Although four reports have been issued by Ms. Hauss, who is also our Director of Institutional Research, and although they are all on the OIR web page, she noted that there has been little discussion at the College about the results and how they can be used.

**9. Invited Guest: President Jeremy Travis**

President Travis reviewed the budget situation. He spoke about the importance of improving student retention and also improving customer service, which he sees as connected.

The meeting was adjourned at 5:00 PM.

## 2008 National Survey of Student Engagement Using John Jay College Data to Promote Student Success

### Introduction

The National Survey for Student Engagement (NSSE) is administered annually to first-year and senior students at participating baccalaureate-granting institutions by the Indiana University Center for Postsecondary Research. The 11 sections of the survey offer data on students' engagement, as well as their perceptions of the overall quality of their college experience and their satisfaction with it. Items from NSSE also measure five benchmarks of effective educational practice<sup>1</sup>, which provide an additional tool for evaluating students' engagement in their learning.

**This report synthesizes findings from NSSE results to highlight data that can contribute to a college discussion on promoting student success at John Jay.**

Additionally, outcomes from the survey which speak to college-wide initiatives, specifically, general education assessment, student-faculty interactions, and institutional support are presented. Throughout, the unique characteristics of our student body and of the John Jay educational experience are emphasized as contextual factors that are necessary ingredients to inform the discussion.

Data from the survey may help promote student success in two primary ways. First, exploring differences *between* peer institutions can help identify unique characteristics of an institution that promote student success, as well as areas in which an institution may face specific challenges. Second, examining differences between students *within* the same institution can provide valuable information for improving the experiences of the least engaged students, as well as illuminate factors that support academic success.

In spring 2008, 3,266 freshmen and seniors at John Jay were invited to complete the on-line version of NSSE; 635 students responded. John Jay student responses *were examined* for each of the 11 sections of the survey, as well as for the five NSSE benchmarks. In addition, John Jay student responses *were compared* to student responses from three groups of peer institutions. The *Selected Peers* group included respondents from public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group included respondents from public schools with the same Basic Classification from the *Carnegie Foundation for the Advancement of Teaching*<sup>2</sup> as John Jay. The *Selected Peers II* group included respondents from selected institutions in New York State. (See Appendix 1 for the list of peer institutions.)

<sup>1</sup> The five NSSE benchmarks are: Level of Academic Challenge; Active and Collaborative Learning; Student-Faculty Interaction; Enriching Educational Experiences; and Supportive Campus Environment.

<sup>2</sup> John Jay's Carnegie Classification is *Masters Colleges and Universities – larger programs*.



More detailed information about the survey, responses from John Jay students, as well as how John Jay students compared to students at peer institutions on the 11 sections of the survey and the benchmarks can be found in the following three NSSE reports that are available on the John Jay Office of Institutional Research webpage:

- Report 1: *2008 National Survey of Student Engagement – John Jay College Responses*
- Report 2: *2008 National Survey of Student Engagement - Benchmark Comparisons for John Jay College and Peer Institutions*
- Report 3: *2008 National Survey of Student Engagement - Summary of Mean Comparisons for John Jay College and Peer Institutions*

This report is organized in the following manner. The first section, *Setting the Stage: The John Jay Context – Time Usage and Diversity Experiences*, presents contextual information that is unique to John Jay students and informs the subsequent discussion.

The next section, *NSSE Benchmarks*, presents the NSSE benchmarks and looks at both **comparative outcomes** (*between* John Jay and the peer group institutions) and **internal outcomes** (*within* John Jay).

The final section, *Using NSSE Results to Promote Student Success – General Education, Student-Faculty Interaction, and Institutional Support*, begins the discussion of using NSSE data to promote student success and is organized around issues that are currently part of the college discourse.

The reader is encouraged to use this report as a guide for reading Reports 1, 2, and 3, as well as a tool for considering how to further apply NSSE data to promote student success at the college.

## 2008 National Survey of Student Engagement Using NSSE Data to Promote Student Success

### Key Observations

#### Setting the Stage: The John Jay Context – Time Usage and Diversity Experiences

##### Time Usage

Understanding how John Jay students use their time provides *key contextual information* for understanding their learning experiences and promoting their academic success.

**For all three time usage items below, John Jay students report higher numbers than students at the three peer group institutions. These differences are statistically significant, meaning that the differences observed are NOT due solely to chance. They reflect a unique John Jay context.**

John Jay first-year students and seniors both report devoting large amounts of their time working for pay off campus, commuting to class, and providing care to dependents. Moreover, John Jay students spend significantly more time on these activities than do students at the peer institutions. (See Appendix 2 – Table 1.) These findings reflect the unique circumstances John Jay students face in balancing their academic pursuits with the demands of work and family.

Figure 1: % Students working 21 hours or more a week

**Key Observation – 30% of John Jay first-year students and 58% of John Jay seniors report spending 21 hours or more a week working for pay off campus**

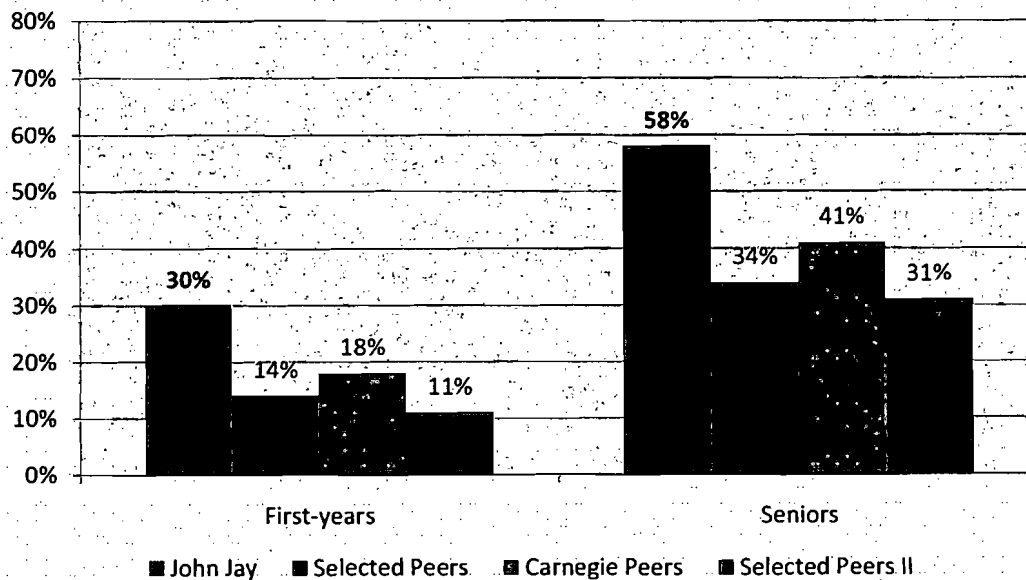


Figure 2. % Students spending 6 hours or more a week commuting to class

**Key Observation – 70% of John Jay first-year students and 63% of John Jay seniors report spending 6 hours or more a week commuting to class**

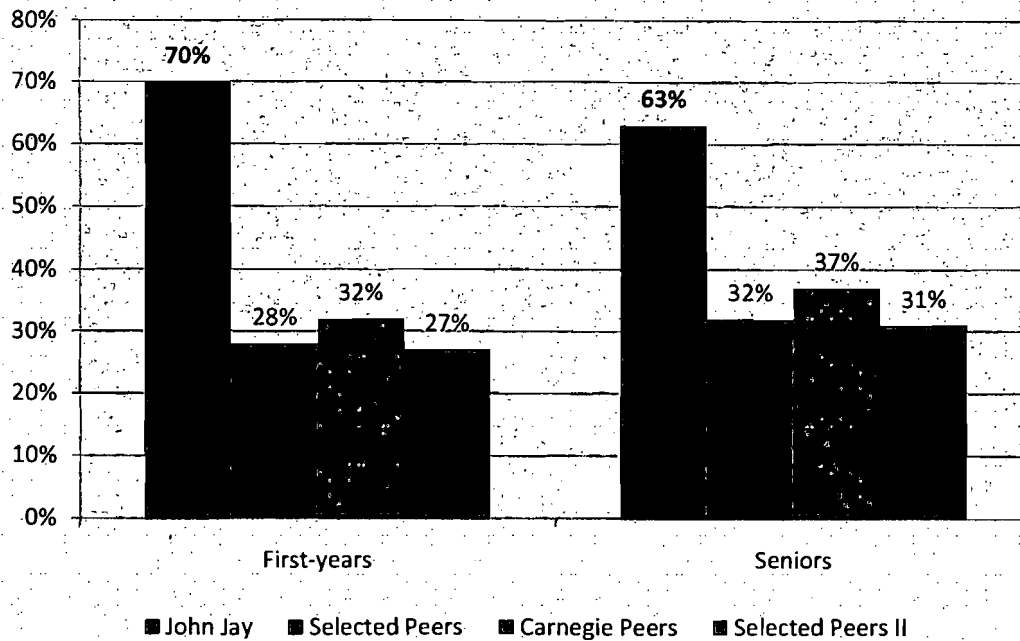
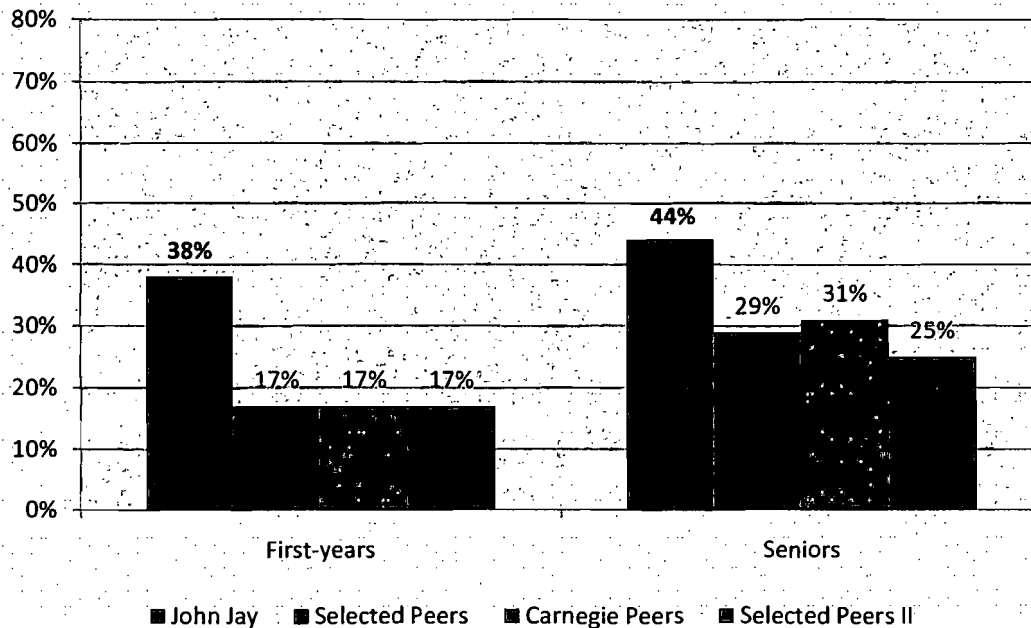


Figure 3. % Students spending 6 hours or more a week caring for dependents

**Key Observation – 38% of John Jay first-year students and 44% of John Jay seniors report spending 6 hours or more a week caring for dependents**



## Diversity Experiences

The diversity of John Jay's student body highlights one of the unique benefits of attending a public, urban, commuter institution. (See Appendix 2 - Table 2.)

John Jay has a higher percentage of minority students than the peer group institutions. John Jay students' reports of their college experiences suggest that they take advantage of this diversity to interact with students from different groups and to explore diverse ways of thinking.

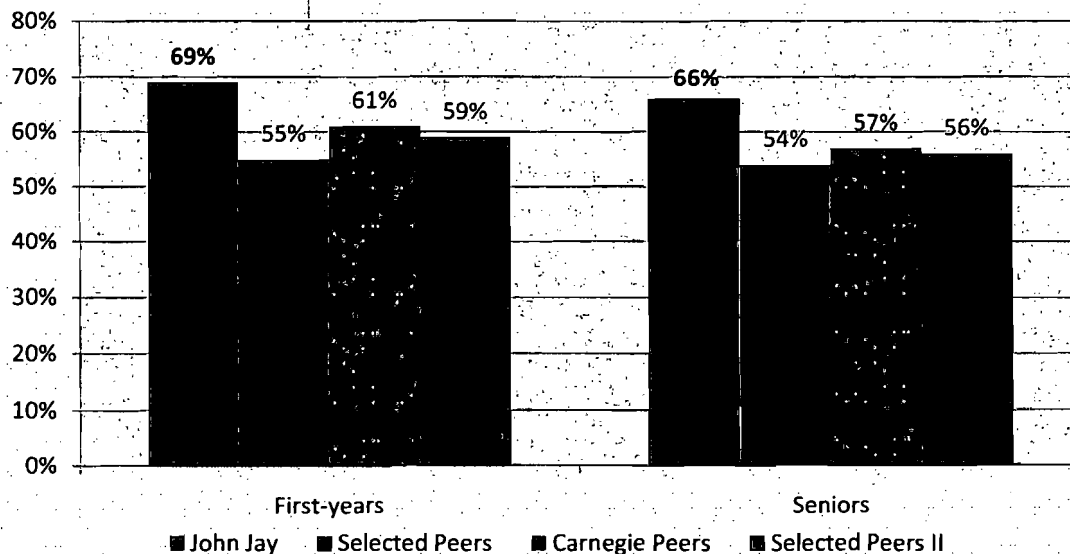
Table 1. John Jay student engagement in diversity experiences

**Key Observation – John Jay first-year students and seniors report interacting with students from different groups and incorporating diverse perspectives into their learning**

Diversity Experiences of John Jay Students	% Students Responding <i>Often or Very often</i>	
	First-year students	Seniors
Had serious conversations with students of different race or ethnicity than your own	64%	63%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	57%	59%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	74%	67%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67%	64%

Figure 4. % Students reporting *quite a bit* or *very much* that their college experience has contributed to their understanding of people from different backgrounds

**Key Observation – John Jay first-year students and seniors report quite a bit or very much that their college experiences have contributed to their understanding of people of different racial and ethnic backgrounds**



## NSSE Benchmarks

### The Comparative Context

NSSE benchmarks are based on 42 key questions from the survey that capture many vital aspects of the student experience. NSSE believes that these student behaviors and institutional features are some of the more powerful contributors to learning and personal development.

Despite their substantial non-academic time commitments (remember *Setting the Stage – Time Usage*), John Jay students' NSSE response show that overall they are as engaged in their learning as students at the peer group institutions.

This *between* institutions similarity is illustrated by a comparison of students' responses to the five benchmarks of effective educational practice. In the table below, a "■" indicates that the mean for John Jay is higher than the mean for the given peer group, a "⊗" indicates that the mean for John Jay is lower than the mean for the given peer group, and a "☺" indicates no difference between the means. (The mean scores for John Jay and peer institutions and the exact items composing each benchmark may be found in Appendix 2 – Table 3.)

Table 2. Benchmark mean comparisons for John Jay and peer institutions.

**Key Observation –** The variation in benchmark means is slight. John Jay first-year students show benchmark means that are similar to those of first-year students at the peer group institutions. John Jay seniors show benchmark means that are slightly *lower than* those of seniors at the peer group institutions on 4 of the 5 benchmarks. (The exception is Level of Academic Challenge.)

		John Jay responses in relation to Peer Institutions			
Benchmark		John Jay	Selected Peers	Carnegie Peers	Selected Peers II
Class Year					
Level of Academic Challenge <i>e.g., Worked harder than you thought you could to meet an instructors standards or expectations</i>	First-years	53.7	■	■	☺
	Seniors	55.5	☺	☺	☺
Active and Collaborative Learning <i>e.g., Asked questions in class or contributed to class discussion</i>	First-years	41.4	☺	☺	☺
	Seniors	42.3	⊗	⊗	⊗
Student-Faculty Interaction <i>e.g., Discussed grades or assignments with an instructor.</i>	First-years	29.5	⊗	☺	⊗
	Seniors	36.5	⊗	☺	⊗
Enriching Educational Experiences <i>e.g., Participated in a learning community or some other formal program where groups of students take two or more classes together.</i>	First-years	24.5	☺	☺	⊗
	Seniors	31.8	⊗	⊗	⊗
Supportive Campus Environment <i>e.g., Institution emphasizes: Providing the support you need to help you succeed academically</i>	First-years	56.7	☺	☺	⊗
	Seniors	53.3	⊗	☺	⊗

### The John Jay Experience

While the preceding table provides comparative information between John Jay and peer institutions, NSSE urges colleges to look *within*.

NSSE's experience has been that student experiences and outcomes are more varied among students within institutions than between institutions. Another way to consider benchmark data, then, is to explore what differences exist among John Jay students.

While colleges are encouraged to examine data *within*, NSSE discourages comparing survey responses between first-year students and seniors. Student engagement is a construct on which students may show a maximal score regardless of the length of time they have spent at an institution. Thus, differences between first-year students and seniors do not necessarily indicate changes in student engagement over time.

Understanding and addressing the variation in student scores can greatly assist the college in setting priorities and allocating resources to support improvement in the undergraduate experience at John Jay.

To facilitate and enrich the discussion, consider the following questions:

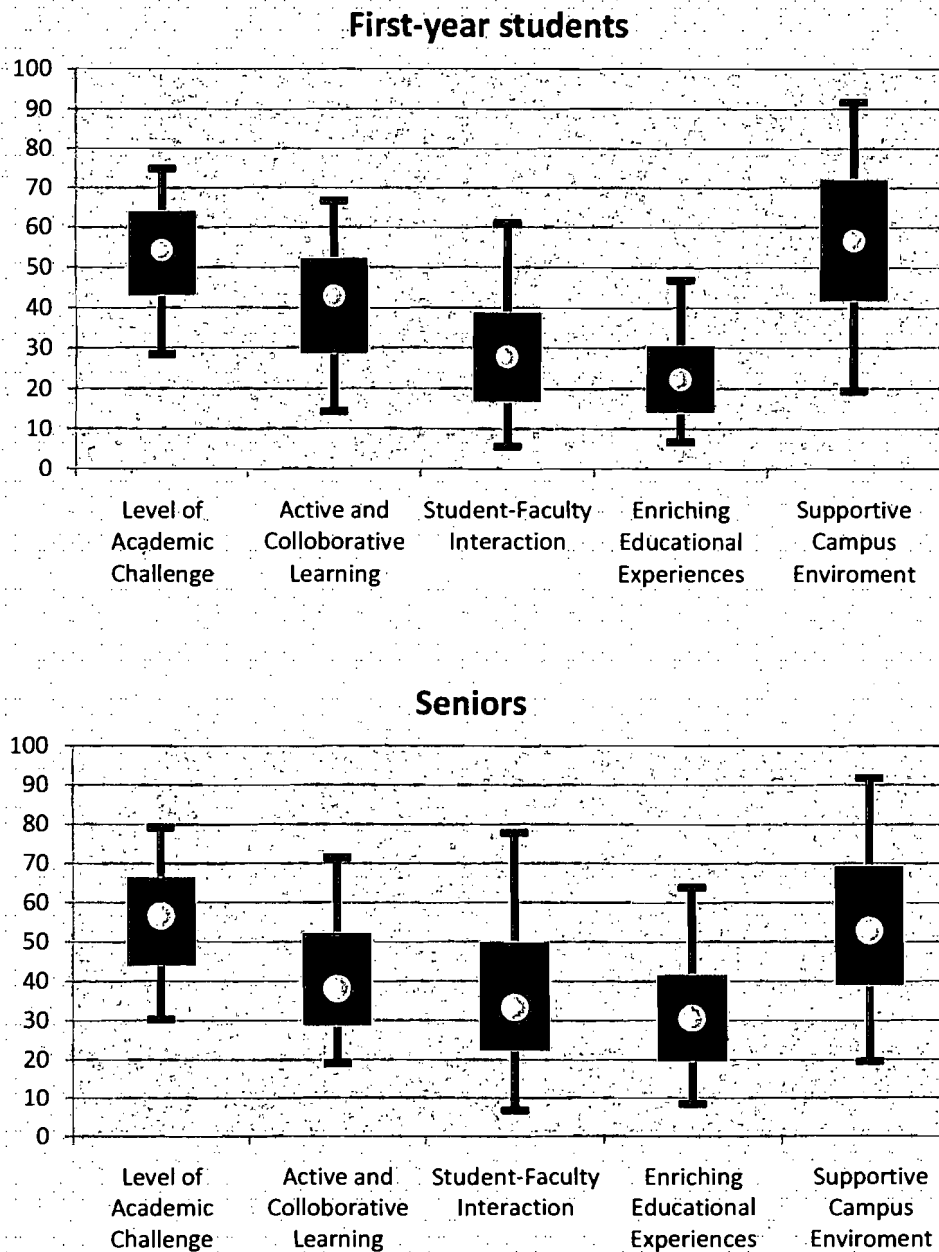
- Are all students at John Jay equally engaged?
- Is improving the experience of the least engaged the most effective approach?
- Are developing strategies, interactions, or interventions for students in the 25<sup>th</sup> – 75<sup>th</sup> percentile range more meaningful for the college to consider?
- What impact can a robust Freshman Year Experience or a coordinated senior capstone experience, for example, have on the range of students' perceptions of their John Jay experience?

Figure 5 that follows shows the range and variation of scores across the five benchmarks for both first-year students and seniors at John Jay. Both first-year students and seniors show the greatest variation in two benchmarks - Student-Faculty Interaction and Supportive Campus Environment. Keeping in mind that students have time usage issues, the college may wish to explore additional ways to facilitate student-faculty interactions, for example, by using generation-specific methods such as FaceBook or MySpace. Employing such methods can reach students in their 'comfort zones' and can add enhanced dimensions to student-faculty interactions.

Moreover, our students' diversity can facilitate a discussion for considering ways the college can transform the campus into a more supportive environment. A campus which visually reflects the cultural diversity of our student body through artwork, music, banners, etc., can carry a powerful message of welcome, acceptance, and 'we are glad you are here.'

Figure 5<sup>3</sup>: Variation in NSSE benchmark scores for John Jay first-year students and seniors

**Key Observation – John Jay first-year students and seniors show variation within benchmark scores, especially for Supportive Campus Environment and Student-Faculty Interaction**



<sup>3</sup> The dot in the box signifies the median – the score that divides all students' scores into two equal halves. The actual box shows the middle 50% of scores (from the 25<sup>th</sup> to the 75<sup>th</sup> percentiles), and the whiskers show the range of scores (from the 5<sup>th</sup> to the 95<sup>th</sup> percentiles).

Using NSSE Results to Promote Student Success – General Education, Student-Faculty Interaction, and Institutional Support

**General Education**

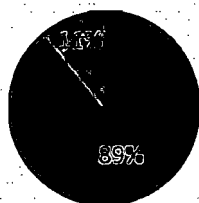
John Jay has been engaged in a review and assessment of its general education program (Gen Ed). Gen Ed is widely thought to provide the foundation on which a strong liberal arts education is built. Furthermore, it is intended to introduce students to a variety of topics, and help them develop essential skills, such as communication, quantitative reasoning, and integrative and critical thinking.

The NSSE survey includes several questions that ask students to evaluate the college's contribution to their acquisition of skills that should be gained from a strong general education program, as well as a few that show these general education skills "at work". (See Appendix 2 – Table 4.)

Figure 6a. % Students who worked on a project that required integrating ideas from Various sources

**Key Observation – 89% of John Jay first-year students and 88% of John Jay seniors reported that they worked on a paper or project that required integrating Ideas or information from various sources often or very often**

**First-year students**



**Seniors**

■ Often or Very Often  
■ Sometimes or Never

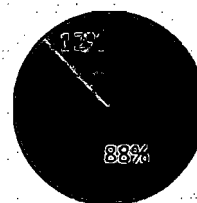
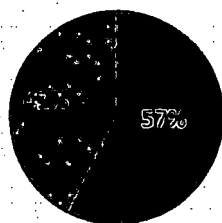


Figure 6b. % Students who put together ideas or concepts from different courses when completing assignments or during class discussions

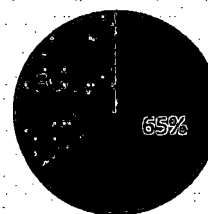
**Key Observation – 57% of John Jay first-year students and 65% of John Jay seniors reported that they put together ideas or concepts from different courses when completing assignments or during class discussions often or very often**

**First-year students**



**Seniors**

■ Often or Very Often  
■ Sometimes or Never





John Jay students' responses to these items show that first-year students and seniors apply the general education skills they have acquired in their coursework. Moreover, students' evaluations of the college's contributions to their general education skills show that they perceive the college as providing them with important knowledge, skills, and experiences related to a broad general education.

A majority of John Jay students report that their college experience has contributed to their developing skills related to general education quite a bit or very much.

However, it is students' responses of *some* or *very little* that should direct a college-wide discussion.

Consider the questions:

- Are we providing students with adequate quantitative literacy skills? Do changes need to be made to the math and/or science curriculum? If so, what type of changes?
- Given students' time usage, how can we promote more collaborative work and independent learning among our students? How important are these skills to their general education?

In looking at responses of *some* or *very little* in Table 3, three items in particular raise concern. Almost 25% of both first-year students and seniors report that the college has contributed *some* or *very little* to their ability to analyze quantitative problems. This raises questions about how well students are gaining skills in quantitative literacy as well as questions about the efficacy of the math and science curricula. Moreover, approximately 30% of first-year students and seniors report that the college has contributed *some* or *very little* to their ability to work effectively with others and to their ability to learn effectively on their own.

Both of these items relate to students' time usage. Students' off-campus time commitments likely pose challenges to engaging in collaborative work and likely require students to do at least some learning on their own. Thus, we must consider carefully how important these skills are to their overall general education, as well as what the college can do to better help students develop them.

Table 3. % Students reporting *some or very little* college contribution to general education skills

**Key Observation – John Jay students' responses of some or very little range from 12-32% for items related to general education**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	% Students Responding <b><i>Some or Very little</i></b>	
	First-year students	Seniors
Acquiring a broad general education	20%	16%
Writing clearly and effectively	19%	19%
Speaking clearly and effectively	15%	26%
Thinking critically and analytically	12%	13%
Analyzing quantitative problems	24%	23%
Using computing and information technology	31%	28%
Working effectively with others	30%	32%
Learning effectively on your own	30%	29%

## Student-Faculty Interaction

John Jay has long held that the student-faculty interaction is a critical component in promoting student success. Yet the level of student interaction with faculty members is a frequently expressed concern. NSSE data provide additional insight into our students' perceptions of these interactions. (See Appendix – Table 5.)

Consider the questions:

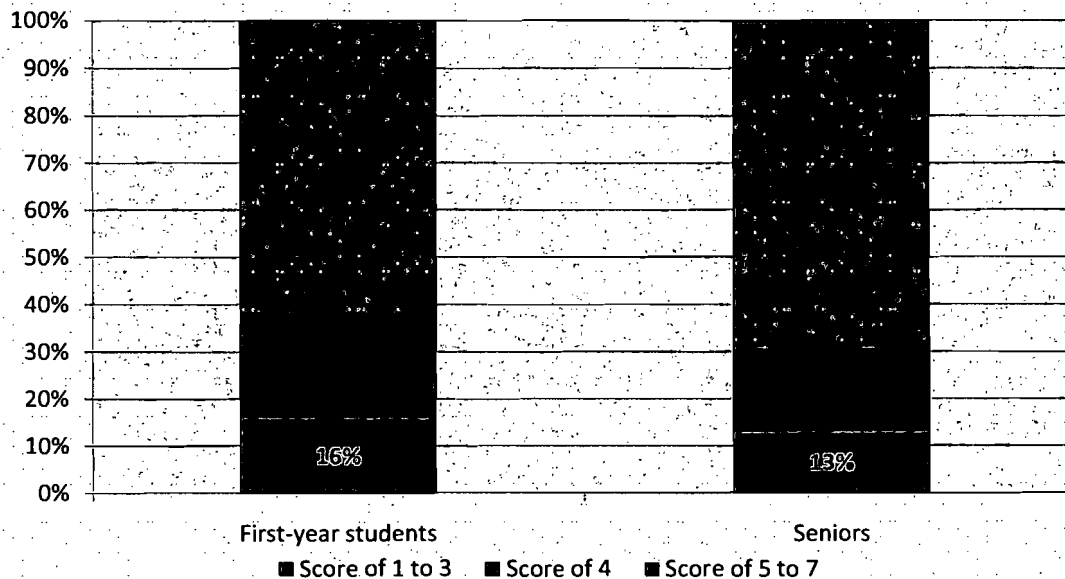
- If we believe that the student-faculty relationship is a positive influence throughout a student's academic career, how do we enhance it?
- What are the factors that contribute to students' perceptions of faculty?
- In what ways can the college assist faculty to improve these perceptions?
- What is the impact of part-time faculty in this discussion?

Students were asked to describe the quality of their relationships with faculty members on a scale of 1 to 7, with 1 being *Unavailable, Unhelpful, Unsympathetic* and 7 being *Available, Helpful, Sympathetic*.

While a majority of John Jay students characterized their relationships with faculty with a score of 5 or higher, approximately one-third of first-year students and seniors gave a score of 4 or lower.

Figure 7. Students' characterization of faculty relationships on a scale of 1 to 7

**Key Observation – 39% of first-year students and 31% of seniors characterized their relationships with faculty with a score of 4 or lower**



Moreover, students were asked to describe the frequency with which certain interactions with faculty occurred. Response options included *never*, *sometimes*, *often* or *very often*.

John Jay student responses of sometimes or never to items addressing student-faculty interactions present a disquieting picture. (*Sometimes or never* responses ranged from 38% - 94%.) Moreover, students indicated no plans to work with faculty outside of the classroom.

Table 4. Student-faculty interactions

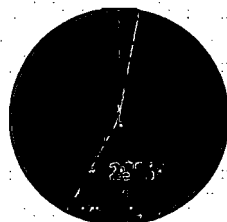
**Key Observation** – 52% of first-year students and 45% of seniors report sometimes or never discussing grades of assignments with an instructor. Moreover, students' responses show minimal interactions with faculty outside of class

In your experience at your institution during the current school year, about how often have you done each of the following?	% Students Responding <b><i>Sometimes or Never</i></b>	
	First-year students	Seniors
Discussed grades of assignments with an instructor	52%	45%
Received prompt written or oral feedback from faculty on your academic performance	38%	42%
Discussed ideas from your readings or classes with faculty members outside of class	81%	75%
Worked with faculty members on activities other than course work (committees, orientation, student life activities, etc.)	94%	85%

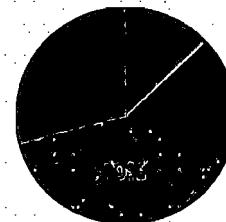
Figure 8. % Students who worked on a research project with faculty outside of course or program requirements

**Key Observation** – 23% of first year students and 40% of seniors reported that they do not plan to work on a research project with a faculty member outside of course or program requirements

### First-year students



### Seniors



- Done
- Plan to do
- Do not plan to do
- Have not decided

## Institutional Support

NSSE includes survey items that provide insight into students' perceptions of the institutional environment and nature of college support. (See Appendix 2 – Table 6.) These items are important because students perform better and are more satisfied at colleges that are committed to and supportive of their success. And, overall, a majority of John Jay students rate those items relative to institutional support positively.

71% of first-year students and 61% of seniors indicate quite a bit or very much that John Jay provides support to help them succeed academically.

As with many of John Jay students' NSSE responses, however, examining less positive responses raises concerns worthy of a college-wide discussion.

Consider the questions:

- Is it acceptable that so many students perceive the institution as unsupportive of their academic success? If not, what can we do to improve their perceptions?
- What can the institution do to better support students in their non-academic responsibilities? What support systems or services can we offer to students who work and/or care for dependents?

Table 5. Institutional environment and support

**Key Observation – High numbers of first-year students and seniors report that the institution provides only very little or some support to promote their success**

To what extent does your institution emphasize each of the following?	% Students Responding "Very little or Some"	
	First-year students	Seniors
Spending significant amounts of time studying and on academic work	26%	27%
Providing you with the support you need to help you succeed academically	29%	39%
Helping you cope with your non-academic responsibilities (work, family, etc.)	61%	69%

Substantial numbers of both first-year students and seniors report that the college does not emphasize spending time on studying and academic work and does not provide the support to help them succeed. Considering how to address the number of students who perceive the college as unsupportive can not only help improve student engagement, but may also be beneficial to institutional quality as a whole.

The institution may also benefit from considering what additional support it can offer to students juggling the responsibilities of work and family with the pursuit of their college education. Given the work and family demands that John Jay students face, finding that 61% of first-year students and 69% of seniors perceive that the college does not offer help coping with their non-academic responsibilities exhibits a clear barrier to their success. Providing greater support and/or services to help students manage their non-academic demands may free students to devote more time and energy to their educational experiences and in turn improve overall student success and engagement.

## Concluding Observations

The National Survey for Student Engagement (NSSE) gathers information about the overall academic experience of first-year and senior students enrolled in college, their views about the quality of college education, and their engagement in practices and processes that support student learning and academic success.

As an evaluation tool, NSSE offers comparative data to peer institutions on five benchmarks of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. A key finding in this comparative analysis is that John Jay students report similar levels of academic engagement as students at peer institutions. This result is remarkable given the significant amount of time John Jay first-year and senior students devote to commuting to class, providing care to dependents, and working for pay off campus compared to their peers. How students use their time provides important contextual information for understanding the learning experiences of students attending a public, urban, commuter institution.

NSSE findings can also give insight into student-faculty interactions, a critical component in promoting student success. Overall, NSSE results present a disquieting picture of our students' perceptions of their interactions with faculty. A meaningful number of students indicated *never* or *sometimes* that they discuss grades with an instructor or receive feedback on academic performance. Results also show minimal interactions with faculty outside of the classroom. These findings might be partially explained by the large number of part-time faculty teaching first-year courses. Thus, the current initiative to increase undergraduate instruction by full-time faculty and to develop a robust Freshman Year Experience may positively change the perceptions of future cohorts.

Institutional support is also an important ingredient in promoting student success. The majority of John Jay students are generally satisfied with the level of institutional support that the college provides to help them succeed academically. However, NSSE data also reveal that meaningful numbers of both first-year students and seniors report that the college does not emphasize spending significant amounts of time studying or on academic work, does not provide the support needed to help them succeed academically, and does not help them cope with non-academic responsibilities. Given the work and family demands of John Jay students, the college may want to consider how best to facilitate an academic structure that promotes effective time management to maximize student engagement in the learning process.

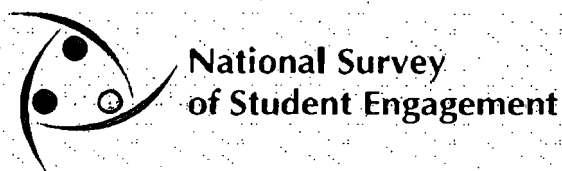
The report also draws attention to students' evaluations of the college's contributions to their general education. A majority of students report that their college experience has contributed to their developing general education skills. Nevertheless, concerns are raised about why many students report that their experience has contributed only *some* or *very little* to their ability to learn effectively on their own, analyze quantitative problems, or work effectively with others. The discussion of these and similar findings are pertinent in the context of the college's current revision of the general education curriculum.

NSSE results contribute valuable information to the internal dialogue about strategic initiatives at John Jay College; specifically those that support the development of first year learning experiences, the engagement of full-time faculty in undergraduate instruction, and those that support retention and degree completion. Understanding the variation in levels of engagement among John Jay students can assist the college in setting priorities and allocating resources to the undergraduate experience that promote overall student success.



## **Appendix 1**

### **Peer Group Institutions**



## NSSE 2008 Selected Comparison Groups CUNY John Jay College Criminal Justice

### SUMMARY - Comparison Group Selection

This page provides an overview of how your three NSSE 2008 comparison groups were selected. These groups were either (a) submitted by your institution through the *Report Info Form* located on the NSSE Institution Interface or (b) defaults assigned because your institution did not complete the *Report Info Form*. Included below are the date the groups were submitted, the method used to pick them, the column labels your institutional contact provided for each group, the number of institutions in each group, and a short description of the group written by the contact at the time of submission. The following pages list the institutions selected for each comparison group.

---

#### COMPARISON GROUP 1 SELECTION

Date Submitted: 6/4/08  
Selection Method: Institution-level criteria used to build this comparison group.  
Column Label: Selected Peers  
Number of Institutions: 35  
The Reason Your  
Institution Provided For  
Choosing This Group:

---

#### COMPARISON GROUP 2 SELECTION

Date Submitted: 6/4/08  
Selection Method: Institution-level criteria used to build this comparison group  
Column Label: Carnegie Peers  
Number of Institutions: 10  
The Reason Your  
Institution Provided For  
Choosing This Group:

---

#### COMPARISON GROUP 3 SELECTION

Date Submitted: 6/4/08  
Selection Method: Institution-level criteria used to build this comparison group  
Column Label: Selected Peers II  
Number of Institutions: 70  
The Reason Your  
Institution Provided For  
Choosing This Group:



## National Survey of Student Engagement

## NSSE 2008 Selected Comparison Groups CUNY John Jay College Criminal Justice

### Comparison Group 1 Details

This report displays the 2008 comparison group 1 institutions for CUNY John Jay College Criminal Justice. The institutions listed below are represented in the 'Selected Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

#### HOW GROUP WAS SELECTED

Custom group was selected using institutional characteristics. Your institution added/removed institutions from this list before it was submitted.

#### SELECTED PEER GROUP CRITERIA \*

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private): 1

Undergraduate enrollment(s): 5

Locale(s): 11,12,13

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

#### COMPARISON GROUP 1 INSTITUTIONS

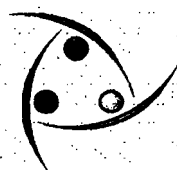
Institution Name	City	State
Auburn University	Auburn University	AL
Ball State University	Muncie	IN
Boise State University	Boise	ID
California Polytechnic State University-San Luis Obispo	San Luis Obispo	CA
California State Polytechnic University-Pomona	Pomona	CA
California State University-Chico	Chico	CA
California State University-San Bernardino	San Bernardino	CA
CUNY Bernard M Baruch College	New York	NY
CUNY Queens College	Flushing	NY
East Carolina University	Greenville	NC
Georgia Institute of Technology	Atlanta	GA
Georgia State University	Atlanta	GA
Idaho State University	Pocatello	ID
James Madison University	Harrisonburg	VA
Missouri State University	Springfield	MO
Northern Arizona University	Flagstaff	AZ

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**COMPARISON GROUP 1 INSTITUTIONS**

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<b>Institution Name</b>	<b>City</b>	<b>State</b>
The University at Albany, SUNY	Albany	NY
The University of Texas-Pan American	Edinburg	TX
The University of Texas at Arlington	Arlington	TX
The University of Texas at Brownsville	Brownsville	TX
The University of Texas at El Paso	El Paso	TX
University at Buffalo, State University of New York	Buffalo	NY
University of Houston-Downtown	Houston	TX
University of Massachusetts Boston	Boston	MA
University of Minnesota-Duluth	Duluth	MN
University of Nebraska at Omaha	Omaha	NE
University of Northern Iowa	Cedar Falls	IA
University of Southern Mississippi	Hattiesburg	MS
University of Toledo	Toledo	OH
University of Vermont	Burlington	VT
University of Wisconsin-Eau Claire	Eau Claire	WI
University of Wisconsin-Oshkosh	Oshkosh	WI
Western Michigan University	Kalamazoo	MI
Western Washington University	Bellingham	WA
Wichita State University	Wichita	KS



## Comparison Group 2 Details

This report displays the 2008 comparison group 2 institutions for CUNY John Jay College Criminal Justice. The institutions listed below are represented in the 'Carnegie Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Custom group was selected using institutional characteristics.

---

### SELECTED COMPARISON GROUP CRITERIA \*

---

Basic 2005 Carnegie Classification(s): 18

Carnegie - Undergraduate Instructional Program(s): 11

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private): 1

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

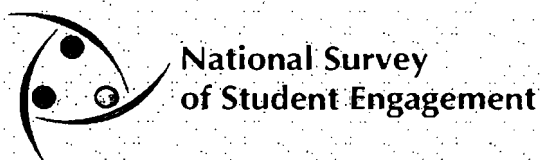
Barron's admissions selectivity ratings(s):

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### COMPARISON GROUP 2 INSTITUTIONS

---

Institution Name	City	State
California State University-Long Beach	Long Beach	CA
California State University, Sacramento	Sacramento	CA
Marshall University	Huntington	WV
San Francisco State University	San Francisco	CA
Southern Illinois University Edwardsville	Edwardsville	IL
The University of Texas at San Antonio	San Antonio	TX
University of Houston-Clear Lake	Houston	TX
West Chester University of Pennsylvania	West Chester	PA
West Texas A&M University	Canyon	TX
Western Illinois University	Macomb	IL



## Comparison Group 3 Details

This report displays the 2008 comparison group 3 institutions for CUNY John Jay College Criminal Justice. The institutions listed below are represented in the 'Selected Peers II' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

### HOW GROUP WAS SELECTED

Custom group was selected using institutional characteristics.

### SELECTED COMPARISON GROUP CRITERIA \*

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s): NY

Barron's admissions selectivity ratings(s):

### COMPARISON GROUP 3 INSTITUTIONS

Institution Name	City	State
Adelphi University	Garden City	NY
Binghamton University (State University of New York)	Binghamton	NY
Clarkson University	Potsdam	NY
Colgate University	Hamilton	NY
CUNY Bernard M Baruch College	New York	NY
CUNY Herbert H. Lehman College	Bronx	NY
CUNY Medgar Evers College	Brooklyn	NY
CUNY Queens College	Flushing	NY
Daemen College	Amherst	NY
Dominican College of Blauvelt	Orangeburg	NY
Elmira College	Elmira	NY
Excelsior College	Albany	NY
Farmingdale State College of the State University of New York	Farmingdale	NY
Fashion Institute of Technology	New York	NY
Hamilton College	Clinton	NY
Hartwick College	Oneonta	NY

## COMPARISON GROUP 3 INSTITUTIONS

Institution Name	City	State
Hobart and William Smith Colleges	Geneva	NY
Houghton College	Houghton	NY
Keuka College	Keuka Park	NY
Manhattan College	Bronx	NY
Manhattanville College	Purchase	NY
Marymount Manhattan College	New York	NY
Medaille College	Buffalo	NY
Mercy College	Dobbs Ferry	NY
Metropolitan College of New York	New York	NY
Morrisville State College	Morrisville	NY
Mount Saint Mary College	Newburgh	NY
New York Institute of Technology-Manhattan Campus	New York	NY
New York Institute of Technology-Old Westbury	Old Westbury	NY
Niagara University	Niagara University	NY
Pace University	New York	NY
Paul Smith's College	Paul Smiths	NY
Polytechnic University	Brooklyn	NY
Pratt Institute-Main	Brooklyn	NY
Russell Sage College	Troy	NY
Sage College of Albany	Albany	NY
School of Visual Arts	New York	NY
Siena College	Loudonville	NY
St. Francis College	Brooklyn Heights	NY
St. John's University-New York	Queens	NY
St. Lawrence University	Canton	NY
Stony Brook University	Stony Brook	NY
SUNY-Buffalo State College	Buffalo	NY
SUNY College at Brockport	Brockport	NY
SUNY College at Cortland	Cortland	NY
SUNY College at New Paltz	New Paltz	NY
SUNY College at Old Westbury	Old Westbury	NY
SUNY College at Oneonta	Oneonta	NY
SUNY College at Oswego	Oswego	NY
SUNY College at Plattsburgh	Plattsburgh	NY
SUNY College at Purchase	Purchase	NY
SUNY College of Agriculture and Technology at Cobleskill	Cobleskill	NY
SUNY College of Environmental Science and Forestry	Syracuse	NY
SUNY College of Technology at Alfred	Alfred	NY
SUNY College of Technology at Canton	Canton	NY
SUNY College of Technology at Delhi	Delhi	NY
SUNY Empire State College	Saratoga Springs	NY
SUNY Fredonia	Fredonia	NY
SUNY Institute of Technology at Utica-Rome	Utica	NY
SUNY Maritime College	Bronx	NY
SUNY Potsdam	Potsdam	NY
SUNY Upstate Medical University	Syracuse	NY
The State University of New York at Geneseo	Geneseo	NY
The University at Albany, SUNY	Albany	NY
Touro College	New York	NY
United States Military Academy	West Point	NY
University at Buffalo, State University of New York	Buffalo	NY
Vassar College	Poughkeepsie	NY
Webb Institute	Glen Cove	NY
Wells College	Aurora	NY

## **Appendix 2**

### **John Jay and Peer Institution Outcomes**





# National Survey of Student Engagement

**Table 1 - NSSE 2008 Engagement Item Frequency Distributions<sup>a</sup>**  
**CUNY John Jay College Criminal Justice**

## First-Year Students

## Seniors

Variable	Response Options	John Jay	Selected Peers	Carnegie Peers	Selected Peers II	John Jay	Selected Peers	Carnegie Peers	Selected Peers II
		%	%	%	%	%	%	%	%
Working for pay off campus	0 hr/wk	41%	64%	57%	66%	22%	38%	31%	43%
	1-5 hr/wk	6%	4%	4%	4%	2%	5%	4%	4%
	6-10 hr/wk	6%	5%	5%	5%	3%	6%	5%	6%
	11-15 hr/wk	3%	6%	7%	6%	5%	6%	6%	6%
	16-20 hr/wk	9%	7%	9%	7%	9%	10%	12%	9%
	21-25 hr/wk	14%	5%	8%	4%	11%	8%	11%	7%
	26-30 hr/wk	7%	3%	4%	2%	7%	6%	8%	5%
	30+ hr/wk	10%	6%	6%	5%	41%	20%	22%	19%
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk	34%	70%	65%	67%	35%	58%	53%	60%
	1-5 hr/wk	27%	14%	17%	15%	20%	13%	16%	14%
	6-10 hr/wk	17%	6%	8%	7%	14%	7%	9%	7%
	11-15 hr/wk	7%	4%	4%	4%	7%	5%	4%	4%
	16-20 hr/wk	6%	2%	2%	2%	5%	3%	4%	3%
	21-25 hr/wk	3%	1%	1%	1%	2%	2%	2%	1%
	26-30 hr/wk	1%	0%	0%	0%	2%	1%	1%	1%
	30+ hr/wk	5%	4%	2%	3%	14%	11%	11%	9%
Commuting to class (driving, walking, etc.)	0 hr/wk	11%	9%	10%	19%	11%	5%	4%	13%
	1-5 hr/wk	50%	63%	59%	53%	56%	63%	59%	56%
	6-10 hr/wk	34%	18%	20%	15%	37%	21%	25%	19%
	11-15 hr/wk	24%	6%	7%	7%	14%	7%	8%	6%
	16-20 hr/wk	9%	2%	3%	3%	5%	2%	2%	3%
	21-25 hr/wk	7%	1%	1%	1%	3%	1%	1%	1%
	26-30 hr/wk	0%	0%	0%	0%	1%	0%	0%	1%
	30+ hr/wk	0%	1%	1%	1%	2%	1%	1%	1%

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size.

**Table 2**  
**John Jay College**  
**2008 NSSE Mean Comparisons**  
**Selected Respondent Characteristics**

	John Jay		Peer Institutions					
	First-Year Students	Seniors	Selected Peers		Carnegie Peers		Selected Peers II	
	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors
<i>Race/Ethnicity</i>								
American Indian or Native American	1%	0%	1%	1%	1%	0%	0%	1%
Asian, Asian American, or Pacific Islander	10%	7%	8%	6%	14%	10%	9%	6%
Black or African American	11%	20%	5%	5%	4%	4%	6%	6%
White or Caucasian (non-Hispanic)	26%	28%	67%	67%	54%	59%	65%	69%
Hispanic or Latino	34%	28%	10%	11%	13%	14%	7%	5%
Multiracial	3%	3%	2%	2%	5%	3%	3%	2%
Other	2%	5%	2%	1%	2%	2%	2%	2%
I prefer not to respond	9%	8%	6%	7%	6%	8%	8%	8%

<sup>a</sup> NSSE adjusts response rate (number of respondents divided by sample size) for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled but unavailable during the survey administration.

<sup>b</sup> John Jay-reported data. This information is used by NSSE to weight the mean comparisons presented in this report.

<sup>c</sup> Percent of total respondents within each category. These results are *not* weighted.

**Table 3**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Level of Academic Challenge**

		John Jay Mean	Peer Institutions		
Benchmarks and Survey Items			Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
<b>Level of Academic Challenge</b>	First-Year Students	53.7	51.0	51.2	53.9
	Seniors	55.5	55.5	54.8	56.0
Worked harder than you thought you could to meet an instructor's standards or expectations	First-Year Students	2.70	2.58	2.60	2.65
	Seniors	2.84	2.72	2.70	2.73
Coursework emphasized: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	First-Year Students	3.17	3.05	3.06	3.13
	Seniors	3.23	3.21	3.20	3.23
Coursework emphasized: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	First-Year Students	2.99	2.81	2.87	2.93
	Seniors	2.98	3.00	2.97	3.06
Coursework emphasized: Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	First-Year Students	2.91	2.84	2.94	2.92
	Seniors	2.99	2.97	2.95	2.99
Coursework emphasized: Applying theories or concepts to practical problems or in new situations	First-Year Students	3.10	2.98	2.97	3.04
	Seniors	3.10	3.17	3.11	3.16
Number of assigned textbooks, books, or book-length packs of course readings	First-Year Students	3.35	3.15	3.19	3.36
	Seniors	3.37	3.13	3.15	3.24
Number of written papers or reports of 20 pages or more	First-Year Students	1.29	1.27	1.24	1.34
	Seniors	1.70	1.64	1.56	1.66
Number of written papers or reports between 5 and 19 pages	First-Year Students	2.23	2.20	2.21	2.40
	Seniors	2.73	2.48	2.52	2.59
Number of written papers or reports of fewer than 5 pages	First-Year Students	2.95	2.90	2.96	3.07
	Seniors	2.62	2.93	2.91	2.86
Time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	First-Year Students	3.73	3.95	3.70	4.12
	Seniors	3.66	4.09	3.99	4.08
Campus environment emphasizes: Spending significant amounts of time studying and on academic work	First-Year Students	3.05	3.11	3.06	3.13
	Seniors	3.02	3.12	3.08	3.10
<b>Active and Collaborative Learning</b>	First-Year Students	41.4	40.2	40.7	42.1
	Seniors	42.3	50.3*	48.7*	48.2
Asked questions in class or contributed to class discussions	First-Year Students	2.91	2.62	2.61	2.79
	Seniors	2.99	2.98	2.93	3.04
Made a class presentation	First-Year Students	2.52	2.18*	2.32	2.29
	Seniors	2.59	2.78	2.75	2.73
Worked with other students on projects during class	First-Year Students	2.55	2.40	2.46	2.40
	Seniors	2.55	2.57	2.58	2.44
Worked with classmates outside of class to prepare class assignments	First-Year Students	1.87	2.35*	2.26*	2.37*
	Seniors	2.07	2.81	2.65*	2.58*
Tutored or taught other students (paid or voluntary)	First-Year Students	1.54	1.67	1.62	1.68
	Seniors	1.59	1.87	1.78	1.85
Participated in a community-based project (e.g. service learning) as part of a regular course	First-Year Students	1.38	1.53	1.53	1.55
	Seniors	1.33	1.70*	1.67*	1.64*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	First-Year Students	2.63	2.62	2.64	2.67
	Seniors	2.91	2.81	2.81	2.78

<sup>a</sup> All means are weighted by gender, full/part-time status, and institutional size

**Table 3.**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Level of Academic Challenge**

Benchmarks and Survey Items		John Jay Mean	Peer Institutions		
			Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
<b>Student-Faculty Interaction</b>	First-Year Students	29.5	32.0	31.9	34.4
	Seniors	33.6	40.0	37.2	41.3
Discussed grades or assignments with an instructor	First-Year Students	2.51	2.53	2.49	2.56
	Seniors	2.73	2.77	2.71	2.75
Talked about career plans with a faculty member or advisor	First-Year Students	1.76	2.11*	2.06*	2.15*
	Seniors	2.17	2.35	2.23	2.40
Discussed ideas from your readings or classes with faculty members outside of class	First-Year Students	1.83	1.83	1.81	1.96
	Seniors	2.03	2.06	2.00	2.12
Received prompt written or oral feedback from faculty on your academic performance	First-Year Students	2.73	2.54	2.60	2.63
	Seniors	2.53	2.70	2.70	2.74
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	First-Year Students	1.45	1.56	1.57	1.68*
	Seniors	1.59	1.79	1.66	1.82
Work on a research project with a faculty member outside of course or program requirements	First-Year Students	.09	.05	.05	.06
	Seniors	.13	.17	.12	.20
<b>Enriching Educational Experiences</b>	First-Year Students	24.5	25.7	26.0	27.9
	Seniors	31.8	37.9*	34.9	39.9*
Had serious conversations with students of a different race or ethnicity than your own	First-Year Students	2.69	2.51*	2.66	2.70
	Seniors	2.65	2.63	2.75	2.70
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	First-Year Students	2.75	2.64	2.65	2.73
	Seniors	2.75	2.69	2.69	2.71
Participated in: Practicum, internship, field experience, co-op experience, or clinical assignment	First-Year Students	.05	.07	.07	.09
	Seniors	.31	.48	.39	.55*
Participated in: Community service or volunteer work	First-Year Students	.28	.34	.32	.32
	Seniors	.35	.56*	.48	.54*
Participated in: A learning community or some other formal program where groups of students take two or more classes together	First-Year Students	.12	.15	.15	.18
	Seniors	.16	.25	.21	.25
Participated in: Foreign language coursework	First-Year Students	.16	.18	.18	.22
	Seniors	.37	.36	.34	.43
Participated in: Study abroad	First-Year Students	.02	.03	.02	.04
	Seniors	.05	.11	.07	.15
Participated in: Independent study or self-designed major	First-Year Students	.01	.03	.03	.04
	Seniors	.10	.15	.11	.21
Participated in: Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	First-Year Students	.01	.02	.02	.02
	Seniors	.18	.31	.23	.28
<b>Supportive Campus Environment</b>	First-Year Students	56.7	59.3	58.5	60.4
	Seniors	53.3	56.3	54.4	56.8
Relationships with <u>other students</u>	First-Year Students	5.07	5.42	5.30	5.39
	Seniors	5.02	5.58*	5.41	5.46
Relationships with <u>faculty members</u>	First-Year Students	4.94	5.01	5.00	5.11
	Seniors	5.15	5.28	5.21	5.31
Relationships with <u>administrative personnel and offices</u>	First-Year Students	4.31	4.55	4.40	4.59
	Seniors	4.04	4.48	4.34	4.45
Institution emphasizes: Providing the support you need to help you succeed academically	First-Year Students	3.00	3.00	3.00	3.04
	Seniors	2.75	2.86	2.81	2.90
Institution emphasizes: Helping you cope with your non-academic responsibilities (work, family, etc.)	First-Year Students	2.23	2.21	2.24	2.30
	Seniors	2.04	1.93	1.90	2.02
Institution emphasizes: Providing the support you need to thrive socially	First-Year Students	2.83	2.45	2.43	2.48
	Seniors	2.17	2.17	2.10	2.18

<sup>a</sup> All means are weighted by gender, full/part-time status, and institutional size

**Table 4**  
**2008 John Jay NSSE Frequencies**  
**Educational and Personal Growth**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Acquiring a broad general education	Very little Some Quite a bit Very much	4% 16% 35% 44%	3% 13% 34% 50%
Acquiring job or work-related knowledge and skills	Very little Some Quite a bit Very much	16% 24% 36% 24%	11% 26% 27% 35%
Writing clearly and effectively	Very little Some Quite a bit Very much	3% 16% 37% 44%	3% 16% 39% 42%
Speaking clearly and effectively	Very little Some Quite a bit Very much	4% 11% 39% 45%	5% 21% 38% 36%
Thinking critically and analytically	Very little Some Quite a bit Very much	2% 10% 36% 52%	1% 12% 37% 49%
Analyzing quantitative problems	Very little Some Quite a bit Very much	5% 19% 39% 37%	4% 19% 38% 38%
Using computing and information technology	Very little Some Quite a bit Very much	12% 19% 30% 39%	6% 22% 35% 36%
Working effectively with others	Very little Some Quite a bit Very much	8% 22% 31% 38%	7% 25% 33% 35%
Voting in local, state, or national elections	Very little Some Quite a bit Very much	34% 22% 29% 16%	35% 29% 15% 21%
Learning effectively on your own	Very little Some Quite a bit Very much	10% 20% 33% 36%	8% 21% 35% 35%
Understanding yourself	Very little Some Quite a bit Very much	15% 21% 31% 34%	15% 22% 30% 34%

**Table 4**  
**2008 John Jay NSSE Frequencies**  
**Educational and Personal Growth**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Understanding people of other racial and ethnic backgrounds	Very little Some Quite a bit Very much	10% 21% 28% 41%	9% 24% 30% 36%
Solving complex real-world problems	Very little Some Quite a bit Very much	10% 26% 35% 29%	12% 26% 34% 28%
Developing a personal code of values and ethics	Very little Some Quite a bit Very much	16% 18% 35% 31%	16% 26% 28% 31%
Contributing to the welfare of your community	Very little Some Quite a bit Very much	31% 24% 29% 17%	27% 31% 22% 21%
Developing a deepened sense of spirituality	Very little Some Quite a bit Very much	49% 19% 20% 12%	53% 20% 15% 13%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never Sometimes Often Very often	6% 37% 34% 23%	5% 30% 40% 25%
Worked on a paper or project that required integrating ideas or information from various sources	Never Sometimes Often Very often	2% 9% 45% 44%	2% 10% 40% 48%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 5**  
**2008 John Jay NSSE Frequencies**  
**Student-Faculty Interaction**

Which response best represents the quality of your relationships with people at your institution?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Relationships with <u>faculty members</u>	1. Unavailable, Unhelpful, Unsympathetic	4%	1%
	2	4%	4%
	3	8%	8%
	4	23%	18%
	5	21%	21%
	6	21%	27%
	7. Available, Helpful, Sympathetic	20%	21%
Work on a research project with a faculty member outside of course or program requirements	Have not decided	42%	29%
	Do not plan to do	23%	40%
	Plan to do	32%	18%
	Done	3%	13%
Discussed grades or assignments with an instructor	Never	14%	7%
	Sometimes	38%	38%
	Often	31%	30%
	Very often	17%	26%
Talked about career plans with a faculty member or advisor	Never	46%	28%
	Sometimes	38%	39%
	Often	10%	19%
	Very often	5%	14%
Discussed ideas from your readings or classes with faculty members outside of class	Never	43%	30%
	Sometimes	38%	45%
	Often	12%	18%
	Very often	7%	7%
Received prompt written or oral feedback from faculty on your academic performance	Never	13%	11%
	Sometimes	25%	31%
	Often	39%	41%
	Very often	23%	17%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	75%	63%
	Sometimes	19%	22%
	Often	5%	9%
	Very often	2%	6%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 6**  
**2008 John Jay NSSE Frequencies**  
**Institutional Environment**

<b>To what extent does your institution emphasize each of the following?</b>	<b>Response Options</b>	<b>First-Year Students<sup>1</sup> (N = 233) %</b>	<b>Seniors<sup>1</sup> (N = 402) %</b>
Spending significant amounts of time studying and on academic work	Very little	4%	3%
	Some	22%	24%
	Quite a bit	40%	39%
	Very much	34%	33%
Providing the support you need to help you succeed academically	Very little	5%	9%
	Some	24%	30%
	Quite a bit	37%	38%
	Very much	34%	23%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	17%	21%
	Some	24%	31%
	Quite a bit	35%	26%
	Very much	23%	21%
Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	30%	39%
	Some	31%	30%
	Quite a bit	26%	19%
	Very much	13%	12%
Providing the support you need to thrive socially	Very little	25%	31%
	Some	31%	32%
	Quite a bit	29%	25%
	Very much	15%	12%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.



## **Appendix 3**

### **NSSE Survey Instrument**



# National Survey of Student Engagement 2008

## The College Student Report

**1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☐**

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2 During the current school year, how much has your coursework emphasized the following mental activities?**

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3 During the current school year, about how much reading and writing have you done?**

- a. Number of assigned textbooks, books, or book-length packs of course readings:
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment:
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- c. Number of written papers or reports of **20 pages or more**:
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- d. Number of written papers or reports **between 5 and 19 pages**:
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- e. Number of written papers or reports of **fewer than 5 pages**:
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

**4 In a typical week, how many homework problem sets do you complete?**

- None 1-2 3-4 5-6 More than 6
- a. Number of problem sets that take you **more** than an hour to complete:
- ☐ ☐ ☐ ☐ ☐
- b. Number of problem sets that take you **less** than an hour to complete:
- ☐ ☐ ☐ ☐ ☐

**5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.**

Very little

Very much

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

**6 During the current school year, about how often have you done each of the following?**

- Very often Often times Never
- a. Attended an art exhibit, play, dance, music, theater, or other performance:
- ☐ ☐ ☐ ☐
- b. Exercised or participated in physical fitness activities:
- ☐ ☐ ☐ ☐
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.):
- ☐ ☐ ☐ ☐
- d. Examined the strengths and weaknesses of your own views on a topic or issue:
- ☐ ☐ ☐ ☐
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective:
- ☐ ☐ ☐ ☐
- f. Learned something that changed the way you understand an issue or concept:
- ☐ ☐ ☐ ☐

**7 Which of the following have you done or do you plan to do before you graduate from your institution?**

- |  | Done                     | Plan to do               | Do not plan to do        | Have not decided         |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Practicum, internship, field experience, co-op experience, or clinical assignment   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Community service or volunteer work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Work on a research project with a faculty member outside of course or program requirements                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Foreign language coursework   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Study abroad  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Independent study or self-designed major  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**8 Mark the box that best represents the quality of your relationships with people at your institution.**

a. Relationships with **other students**

Unfriendly, Unsupportive, Sense of alienation

Friendly, Supportive, Sense of belonging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

b. Relationships with **faculty members**

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

c. Relationships with **administrative personnel and offices**

Unhelpful, Inconsiderate, Rigid

Helpful, Considerate, Flexible

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- b. Working for pay **on campus**
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- c. Working for pay **off campus**
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- e. Relaxing and socializing (watching TV, partying, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- g. Commuting to class (driving, walking, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week

**10 To what extent does your institution emphasize each of the following?**

- |  | Very much                | Quite a bit              | Some                     | Very little              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Spending significant amounts of time studying and on academic work                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Providing the support you need to help you succeed academically   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Providing the support you need to thrive socially   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computers in academic work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

- |  | Very much                | Quite a bit              | Some                     | Very little              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Acquiring a broad general education                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Acquiring job or work-related knowledge and skills          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Writing clearly and effectively                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Speaking clearly and effectively                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Thinking critically and analytically                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Analyzing quantitative problems                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computing and information technology                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Working effectively with others                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Voting in local, state, or national elections               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Learning effectively on your own                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Understanding yourself                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Understanding people of other racial and ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Solving complex real-world problems                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Developing a personal code of values and ethics             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Contributing to the welfare of your community               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Developing a deepened sense of spirituality                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

**13 How would you evaluate your entire educational experience at this institution?**

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably no
- ☐ Definitely no

15 Write in your year of birth:

16 Your sex:  
☐ Male ☐ Female

17 Are you an international student or foreign national?  
☐ Yes ☐ No

18 What is your racial or ethnic identification? (Mark only one.)

- ☐ American Indian or other Native American
- ☐ Asian, Asian American, or Pacific Islander
- ☐ Black or African American
- ☐ White (non-Hispanic)
- ☐ Mexican or Mexican American
- ☐ Puerto Rican
- ☐ Other Hispanic or Latino
- ☐ Multiracial
- ☐ Other
- ☐ I prefer not to respond

19 What is your current classification in college?

- ☐ Freshman/first-year ☐ Senior
- ☐ Sophomore ☐ Unclassified
- ☐ Junior

20 Did you begin college at your current institution or elsewhere?

- ☐ Started here ☐ Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- ☐ Vocational or technical school
- ☐ Community or junior college
- ☐ 4-year college other than this one
- ☐ None
- ☐ Other

22 Thinking about this current academic term, how would you characterize your enrollment?

- ☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

- ☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

- ☐ Yes ☐ No (Go to question 25.)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

- ☐ A ☐ B+ ☐ C+
- ☐ A- ☐ B ☐ C
- ☐ B- ☐ C- or lower

26 Which of the following best describes where you are living now while attending college?

- ☐ Dormitory or other campus housing (not fraternity/sorority house)
- ☐ Residence (house, apartment, etc.) within walking distance of the institution
- ☐ Residence (house, apartment, etc.) within driving distance of the institution
- ☐ Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree          |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an associate's degree (A.A., A.S., etc.)    |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a bachelor's degree (B.A., B.S., etc.)      |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a master's degree (M.A., M.S., etc.)        |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a doctoral degree (Ph.D., J.D., M.D., etc.) |

28 Please print your major(s) or your expected major(s).

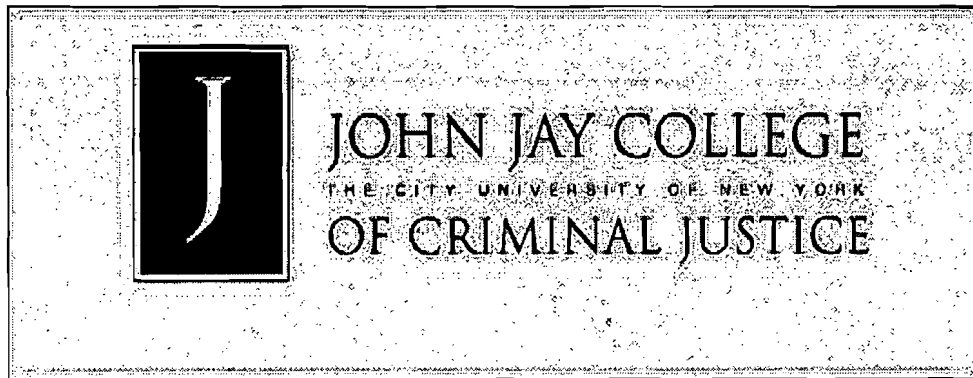
a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2007 Indiana University.

**ATTACHMENT B**



**2008 National Survey of Student Engagement**

**John Jay College Responses  
Report 1**

**2008 National Survey of Student Engagement  
John Jay College Responses  
Report 1**

**Introduction**

The National Survey for Student Engagement (NSSE) is administered annually to first-year and senior students at participating baccalaureate-granting institutions by the Indiana University Center for Postsecondary Research. NSSE provides data on students' assessment of their academic and intellectual experiences, as well as on the overall quality of their college experience and their satisfaction with it. Results from the survey offer information about how students use their time and to what extent their college experience contributes to their personal and intellectual development.

The survey is composed of 11 sections. *Academic and Intellectual Experiences* assesses the frequency to which students engage in a number of learning activities both inside and outside the classroom (e.g., worked with other students on projects during class). The *Mental Activities Emphasized in Coursework* section measures the extent to which the institution promotes techniques that help students acquire and retain knowledge (e.g., synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships). The three sections, *Reading and Writing*, *Problem Sets*, and *Examinations*, measure students' academic output (e.g., number of written papers or reports of 20 pages or more). The sections *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 or volunteer work). *Quality of Relationships* measures how helpful and supportive students perceive their relationships are with faculty members, administrative personnel, and fellow students. The section on *Time Usage* gauges how students use their time. The sections, *Institutional Environment* and *Educational and Personal Growth*, measure to what extent students perceive the institution as contributing to their personal and intellectual development. The final two sections, *Academic Advising* and *Satisfaction with Entire Educational Experience*, measure students' perceptions of the quality of their academic advising and their overall satisfaction with the institution, respectively.

In spring 2008 3,270 freshmen and seniors at John Jay were invited to complete the on-line version of NSSE; 635 students responded. Compared to their representation in the general John Jay student population, women were slightly overrepresented among survey respondents. As a result, survey data were weighted by gender. Once applied, the weights adjusted the data so that they would represent women and men in the same proportions in which they are present in the general student population. Weights were calculated separately for freshmen and seniors, and applied to all data throughout this report.

Table 1 shows the demographic characteristics of the survey respondents. Table 2 – 10 show students' responses to the 11 sections of the survey. In general, the survey data suggest that John Jay students feel engaged in and challenged by their education. In addition, the data suggest that students perceive the institution as contributing to their educational and personal growth and are satisfied with their experience at John Jay.

**2008 National Survey of Student Engagement  
John Jay College Responses  
Report 1**

**Summary of Key Findings**

Key findings include:

- 80% of both freshmen and seniors evaluated their entire educational experience at John Jay as *good* or *excellent*.
- 74% of freshmen and 77% of seniors indicated that if they could start over, they would choose to attend John Jay again.
- 75% of freshmen but only 52% of seniors evaluated the quality of academic advising as *good* or *excellent*.
- 71% of freshmen and 61% of seniors reported that the college provides the support needed to help one succeed academically.
- 79% of freshmen and 84% of seniors indicated that their experience at John Jay has contributed to their acquiring a broad general education.
- 65% of freshmen and 72% of seniors reported that they had asked questions in class or contributed to class discussion *often* or *very often*.
- 89% of freshmen and 88% of seniors reported that they had worked on a paper or project that required integrating ideas or information from various sources *often* or *very often*.
- 81% of both freshmen and seniors indicated that their experience at John Jay has contributed to their ability to write clearly and effectively, and over 85% of both freshmen and seniors indicated that their experience at John Jay contributed to their ability to think critically and analytically.

The data also reflected the challenging circumstances facing many students who attend public, urban, commuter colleges. In particular, students' reports of how they use their time and the degree to which they engage in intellectual activities outside of class suggest the difficulty of balancing learning experiences with the demands of work and family responsibilities. For example:

- 58% of seniors and 30% of freshmen reported that they worked for pay off campus more than 20 hours a week; and 44% of seniors and 38% of freshmen reported that they spend 6 hours or more a week caring for dependents.
- 69% of freshmen and 64% seniors reported that they spend 6 hours a week or more commuting to class.
- 78% of freshmen and 76% of seniors reported that they had worked with classmates outside of class to prepare class assignments *sometimes* or *never*.



- 81% of freshmen and 75% of seniors reported that they had discussed ideas from readings or classes with faculty members outside of class *sometimes or never*; and 94% of freshmen and 85% of seniors reported that they had worked with faculty on activities other than coursework *sometimes or never*.
- 93% of freshmen and 89% of seniors reported that they spend 5 hours or less a week participating in co-curricular activities.

Students also revealed insight into their relationships with each other:

- 64% of freshmen and 63% of seniors had reported they had serious conversations with students of a different race or ethnicity *often or very often*.
- 67% of freshmen and 64% of seniors tried *often or very often* to better understand someone else's views by imagining how an issue looks from his/her perspective.
- 66% of both freshmen and seniors learned *often or very often* something that changed the way they understand an issue or concept.
- On a scale of 1 to 7, with 7 representing *friendly, supportive, sense of belonging*, 67% of freshmen and 63% of seniors characterized their relationships with other students as 5 or higher.

The reader is encouraged to examine the data for relevance to ongoing or future assessments or evaluations of John Jay students' experiences. Comparisons between John Jay data and data from peer institutions will be discussed in a separate report.

**2008 National Survey of Student Engagement  
John Jay College Responses  
REPORT 1**

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**Table 1a**  
**2008 John Jay NSSE Frequencies**  
**Personal Characteristics**  
**(N = 635)**

<b>Personal Characteristics<sup>1</sup></b>	<b>First-Year Students<sup>2</sup></b> <b>(N = 233)</b> <b>%</b>	<b>Seniors<sup>2</sup></b> <b>(N = 402)</b> <b>%</b>
<b>Gender</b>		
Male	42%	39%
Female	58%	62%
<b>Race/Ethnicity</b>		
Asian, Asian American or Pacific Islander	8%	8%
Black or African American	13%	21%
Hispanic or Latino	36%	31%
White or Caucasian	24%	28%
Other	5%	5%
Unknown	13%	8%
<b>International Student?</b>		
No	68%	20%
Yes	11%	23%
<b>Age</b>		
19 or younger	72%	0.5%
20 - 23	4%	44%
24 - 29	1%	24%
30 - 39	1%	11%
40 - 55	0%	7%
Over 55	0.4%	0.5%
Missing	21%	13%
<b>Member of a John Jay Athletic Team?</b>		
No	78%	84%
Yes	2%	1%
<b>Mother's Highest Education</b>		
Did not finish HS	18%	20%
Graduated from HS	24%	23%
Attended college, did not complete degree	14%	14%
Completed Associate's	7%	9%
Completed Bachelor's	10%	14%
Completed Master's	5%	4%
Completed Doctorate	1%	1%
<b>Father's Highest Education</b>		
Did not finish HS	19%	21%
Graduated from HS	27%	27%
Attended college, did not complete degree	11%	12%
Completed Associate's	6%	6%
Completed Bachelor's	9%	12%
Completed Master's	5%	5%
Completed Doctorate	1%	2%

<sup>1</sup> Gender and race/ethnicity are reported from John Jay institutional data. International status, age, athletic team participation, and parents' education are reported from students' survey responses.

<sup>2</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 1b**  
**2008 John Jay NSSE Frequencies**  
**Academic Characteristics**  
**(N = 635)**

<b>Academic Characteristics<sup>1</sup></b>	<b>First-Year Students<sup>2</sup></b> <b>(N = 233)</b> <b>%</b>	<b>Seniors<sup>2</sup></b> <b>(N = 402)</b> <b>%</b>
<b>Admission Status</b>		
Entering Freshmen	74%	43%
Transfer Student	4%	43%
Missing	21%	14%
<b>Full or Part-time Status Fall 2007</b>		
Full-time	96%	71%
Part-time	4%	29%
<b>Full or Part-time Status Spring 2008</b>		
Full-time	94%	63%
Part-time	6%	37%
<b>Grades</b>		
Mostly A's (A, A-)	31%	32%
Mostly B's (B+, B, B-)	37%	49%
Mostly C+ and C	9%	5%
Mostly C- or lower	2%	1%
Missing	21%	14%
<b>Major</b>		
Computer Information Systems (BS)	1%	1%
Correctional Studies (BS)	0.4%	0%
Criminal Justice (BA & BS)	21%	24%
Criminal Justice Administration and Planning (BS)	0%	1%
Criminology (BA)	4%	5%
Deviant Behavior and Social Control (BA)	2%	2%
Fire Science (BS)	1%	0.5%
Fire and Emergency Service (BA)	1%	0.2%
Forensic Psychology (BA)	14%	18%
Forensic Science (BS)	9%	7%
Government (BA)	4%	3%
International Criminal Justice	5%	7%
Judicial Studies (BA)	0%	1%
Justice Studies (BA)	3%	2%
Legal Studies (BS)	6%	6%
Police Studies (BS)	3%	2%
Public Administration (BA)	1%	3%
Security Management (BS)	0.4%	0%
No response/Undeclared	24%	15%

<sup>1</sup> Full or part-time status is reported from John Jay institutional data. Admission status, grades, and major are reported from students' survey responses.

<sup>2</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 2**  
**2008 John Jay NSSE Frequencies**  
**Academic and Intellectual Experiences**  
**N = 635**

In your experience at your institution during the current school year, about how often have you done each of the following?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Asked questions in class or contributed to class discussions	Never Sometimes Often Very often	5% 31% 34% 31%	2% 26% 32% 40%
Made a class presentation	Never Sometimes Often Very often	8% 45% 33% 13%	2% 26% 32% 40%
Prepared two or more drafts of a paper or assignment before turning it in	Never Sometimes Often Very often	7% 33% 36% 24%	17% 40% 25% 18%
Worked on a paper or project that required integrating ideas or information from various sources	Never Sometimes Often Very often	2% 9% 45% 44%	2% 10% 40% 48%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Never Sometimes Often Very often	6% 20% 36% 38%	7% 26% 35% 32%
Come to class without completing readings or assignments	Never Sometimes Often Very often	29% 59% 6% 4%	23% 65% 8% 4%
Worked with other students on projects during class	Never Sometimes Often Very often	10% 37% 39% 14%	10% 55% 27% 9%
Worked with classmates outside of class to prepare class assignments	Never Sometimes Often Very often	40% 38% 18% 4%	25% 51% 16% 8%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never Sometimes Often Very often	6% 37% 34% 23%	5% 30% 40% 25%
Tutored or taught other students (paid or voluntary)	Never Sometimes Often Very often	60% 32% 6% 3%	60% 26% 8% 6%
Participated in a community-based project (e.g., service learning) as part of a regular course	Never Sometimes Often Very often	75% 17% 5% 4%	76% 16% 7% 2%

**Table 2**  
**2008 John Jay NSSE Frequencies**  
**Academic and Intellectual Experiences**  
**N = 635**

In your experience at your institution during the current school year, about how often have you done each of the following?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never Sometimes Often Very often	22% 34% 20% 24%	22% 33% 22% 24%
Used e-mail to communicate with an instructor	Never Sometimes Often Very often	6% 28% 32% 34%	1% 25% 35% 38%
Discussed grades or assignments with an instructor	Never Sometimes Often Very often	14% 38% 31% 17%	7% 38% 30% 26%
Talked about career plans with a faculty member or advisor	Never Sometimes Often Very often	46% 38% 10% 5%	28% 39% 19% 14%
Discussed ideas from your readings or classes with faculty members outside of class	Never Sometimes Often Very often	43% 38% 12% 7%	30% 45% 18% 7%
Received prompt written or oral feedback from faculty on your academic performance	Never Sometimes Often Very often	13% 25% 39% 23%	11% 31% 41% 17%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never Sometimes Often Very often	9% 33% 38% 20%	4% 31% 40% 24%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never Sometimes Often Very often	75% 19% 5% 2%	63% 22% 9% 6%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never Sometimes Often Very often	6% 35% 28% 31%	6% 29% 33% 32%
Had serious conversations with students of a different race or ethnicity than your own	Never Sometimes Often Very often	12% 24% 26% 38%	8% 28% 31% 32%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never Sometimes Often Very often	14% 29% 24% 33%	12% 29% 31% 28%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 3**  
**2008 John Jay NSSE Frequencies**  
**Mental Activities Emphasized in Coursework**  
**N = 635**

During the current school year, how much has your coursework emphasized the following mental activities?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
<b>Memorizing</b> facts, ideas, or methods from your courses and readings	Very little Some Quite a bit Very much	8% 32% 34% 25%	8% 30% 37% 25%
<b>Analyzing</b> the basic elements of an idea, experience, or theory	Very little Some Quite a bit Very much	3% 16% 41% 40%	1% 16% 42% 41%
<b>Synthesizing</b> and organizing ideas, information, or experiences into more complex interpretations	Very little Some Quite a bit Very much	5% 22% 40% 33%	4% 25% 42% 30%
<b>Making judgments</b> about the value of information, arguments, or methods	Very little Some Quite a bit Very much	6% 17% 38% 40%	5% 22% 40% 33%
<b>Applying</b> theories or concepts to practical problems or in new situations	Very little Some Quite a bit Very much	6% 20% 34% 40%	5% 18% 38% 39%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 4**  
**2008 John Jay NSSE Frequencies**  
**Reading and Writing, Problem Sets, Examinations**  
**N = 635**

During the current school year, about how much reading and writing have you done?	Response Options	First-Year Students (N = 233) %	Seniors (N = 402) %
Number of assigned textbooks, books, or book-length packs of course readings	None 1-4 5-10 11-20 More than 20	0.5% 16% 42% 28% 12%	1% 23% 32% 22% 21%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None 1-4 5-10 11-20 More than 20	14% 59% 14% 6% 6%	18% 49% 20% 6% 7%
Number of written papers or reports of <u>20 pages or more</u>	None 1-4 5-10 11-20 More than 20	79% 17% 2% 1% 1%	47% 41% 8% 4% 1%
Number of written papers or reports <u>between 5 and 19 pages</u>	None 1-4 5-10 11-20 More than 20	11% 55% 31% 1% 1%	7% 40% 32% 14% 7%
Number of written papers or reports of <u>fewer than 5 pages</u>	None 1-4 5-10 11-20 More than 20	5% 35% 32% 16% 12%	12% 42% 26% 12% 8%
<b>In a typical week, how many homework problem sets do you complete?</b>	<b>Response Options</b>		
Number of problem sets that take you <b>more</b> than an hour to complete	None 1-2 3-4 5-6 More than 6	10% 30% 39% 10% 10%	16% 34% 29% 12% 9%
Number of problem sets that take you <b>less</b> than an hour to complete	None 1-2 3-4 5-6 More than 6	12% 48% 23% 8% 9%	29% 39% 19% 8% 6%
<b>Examinations</b>	<b>Response Options</b>		
Which best represents the extent to which your examinations, during the current school year challenged you to do your best work?	1 Very little 2 3 4 5 6 7 Very much	2% 2% 4% 14% 31% 28% 18%	2% 3% 5% 15% 31% 25% 19%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.



**Table 5**  
**2008 John Jay NSSE Frequencies**  
**Additional Collegiate Experiences and Enriching Educational Experiences**  
**N = 635**

During the current school year, about how often have you done each of the following?	Response Options	First-Year Students (N = 233) %	Seniors (N = 402) %
Attended an art exhibit, play, dance, music, theater, or other performance	Never Sometimes Often Very often	44% 37% 14% 5%	35% 47% 11% 7%
Exercised or participated in physical fitness activities	Never Sometimes Often Very often	37% 23% 20% 19%	26% 40% 20% 14%
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	Never Sometimes Often Very often	69% 14% 12% 6%	55% 23% 10% 12%
Examined the strengths and weaknesses of your own views on a topic or issue	Never Sometimes Often Very often	16% 32% 34% 18%	9% 40% 32% 18%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Never Sometimes Often Very often	8% 26% 42% 25%	5% 32% 37% 27%
Learned something that changed the way you understand an issue or concept	Never Sometimes Often Very often	5% 29% 39% 27%	2% 32% 35% 31%
Which of the following have you done or do you plan to do before you graduate from your Institution?	Response Options		
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided Do not plan to do Plan to do Done	17% 4% 74% 5%	18% 21% 27% 35%
Community service or volunteer work	Have not decided Do not plan to do Plan to do Done	24% 13% 36% 28%	20% 24% 20% 36%
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided Do not plan to do Plan to do Done	38% 21% 28% 12%	26% 48% 10% 16%
Work on a research project with a faculty member outside of course or program requirements	Have not decided Do not plan to do Plan to do Done	42% 23% 32% 3%	29% 40% 18% 13%

**Table 5**  
**2008 John Jay NSSE Frequencies**  
**Additional Collegiate Experiences and Enriching Educational Experiences**  
**N = 635**

Which of the following have you done or do you plan to do before you graduate from your institution?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Foreign language coursework	Have not decided	23%	15%
	Do not plan to do	22%	36%
	Plan to do	39%	12%
	Done	16%	38%
Study abroad	Have not decided	29%	19%
	Do not plan to do	24%	60%
	Plan to do	45%	16%
	Done	2%	5%
Independent study or self-designed major	Have not decided	42%	20%
	Do not plan to do	35%	58%
	Plan to do	22%	12%
	Done	1%	10%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	46%	22%
	Do not plan to do	9%	33%
	Plan to do	44%	27%
	Done	1%	18%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 6**  
**2008 John Jay NSSE Frequencies**  
**Quality of Relationships**  
**N = 635**

Which response best represents the quality of your relationships with people at your institution?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Relationships with <u>other students</u>	1 Unfriendly, Unsupportive, Sense of alienation	1%	2%
	2	7%	5%
	3	9%	11%
	4	18%	19%
	5	22%	19%
	6	25%	22%
	7 Friendly, Supportive, Sense of belonging	20%	22%
Relationships with <u>faculty members</u>	1 Unavailable, Unhelpful, Unsympathetic	4%	1%
	2	4%	4%
	3	8%	8%
	4	23%	18%
	5	21%	21%
	6	21%	27%
	7 Available, Helpful, Sympathetic	20%	21%
Relationships with <u>administrative personnel and offices</u>	1 Unhelpful, Inconsiderate, Rigid	7%	10%
	2	11%	10%
	3	11%	15%
	4	25%	27%
	5	18%	18%
	6	15%	11%
	7 Helpful, Considerate, Flexible	13%	9%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 7**  
**2008 John Jay NSSE Frequencies**  
**Time Usage**  
**N = 635**

About how many hours do you spend in a typical 7-day week doing each of the following?	Response Options	First-Year Students (N = 233) %	Seniors (N = 402) %
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk	1% 22% 30% 18% 15% 9% 2% 2%	1% 29% 27% 17% 12% 7% 3% 4%
Working for pay <u>on campus</u>	0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk	97% 1% 1% 1% 0% 0% 0% 0%	88% 2% 3% 1% 4% 0% 0% 1%
Working for pay <u>off campus</u>	0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk	41% 6% 6% 8% 7% 14% 7% 9%	22% 2% 3% 5% 9% 11% 7% 40%
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk	80% 13% 5% 1% 1% 0% 0% 1%	76% 13% 4% 1% 3% 1% 0% 1%
Relaxing and socializing (watching TV, partying, etc.)	0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk	1% 34% 22% 18% 11% 4% 3% 6%	3% 45% 25% 12% 8% 2% 2% 3%

**Table 7**  
**2008 John Jay NSSE Frequencies**  
**Time Usage**  
**N = 635**

About how many hours do you spend in a typical 7-day week doing each of the following?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk	35%	35%
	1-5 hr/wk	27%	21%
	6-10 hr/wk	17%	14%
	11-15 hr/wk	6%	7%
	16-20 hr/wk	6%	5%
	21-25 hr/wk	3%	2%
	26-30 hr/wk	1%	2%
	30+ hr/wk	5%	14%
Commuting to class (driving, walking, etc.)	0 hr/wk	1%	1%
	1-5 hr/wk	30%	35%
	6-10 hr/wk	34%	37%
	11-15 hr/wk	24%	15%
	16-20 hr/wk	9%	5%
	21-25 hr/wk	2%	3%
	26-30 hr/wk	0%	1%
	30+ hr/wk	1%	2%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 8**  
**2008 John Jay NSSE Frequencies**  
**Institutional Environment**  
**N = 635**

To what extent does your institution emphasize each of the following?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Spending significant amounts of time studying and on academic work	Very little Some Quite a bit Very much	4% 22% 40% 34%	3% 24% 39% 33%
Providing the support you need to help you succeed academically	Very little Some Quite a bit Very much	5% 24% 37% 34%	9% 30% 38% 23%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little Some Quite a bit Very much	17% 24% 35% 23%	21% 31% 26% 21%
Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little Some Quite a bit Very much	30% 31% 26% 13%	39% 30% 19% 12%
Providing the support you need to thrive socially	Very little Some Quite a bit Very much	25% 31% 29% 15%	31% 32% 25% 12%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little Some Quite a bit Very much	24% 36% 24% 16%	24% 30% 27% 19%
Using computers in academic work	Very little Some Quite a bit Very much	8% 13% 30% 50%	3% 17% 33% 47%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

**Table 9**  
**2008 John Jay NSSE Frequencies**  
**Educational and Personal Growth**  
**N = 635**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Acquiring a broad general education	Very little Some Quite a bit Very much	4% 16% 35% 44%	3% 13% 34% 50%
Acquiring job or work-related knowledge and skills	Very little Some Quite a bit Very much	16% 24% 36% 24%	11% 26% 27% 35%
Writing clearly and effectively	Very little Some Quite a bit Very much	3% 16% 37% 44%	3% 16% 39% 42%
Speaking clearly and effectively	Very little Some Quite a bit Very much	4% 11% 39% 45%	5% 21% 38% 36%
Thinking critically and analytically	Very little Some Quite a bit Very much	2% 10% 36% 52%	1% 12% 37% 49%
Analyzing quantitative problems	Very little Some Quite a bit Very much	5% 19% 39% 37%	4% 19% 38% 38%
Using computing and information technology	Very little Some Quite a bit Very much	12% 19% 30% 39%	6% 22% 35% 36%
Working effectively with others	Very little Some Quite a bit Very much	8% 22% 31% 38%	7% 25% 33% 35%
Voting in local, state, or national elections	Very little Some Quite a bit Very much	34% 22% 29% 16%	35% 29% 15% 21%
Learning effectively on your own	Very little Some Quite a bit Very much	10% 20% 33% 36%	8% 21% 35% 35%
Understanding yourself	Very little Some Quite a bit Very much	15% 21% 31% 34%	15% 22% 30% 34%

**Table 9**  
**2008 John Jay NSSE Frequencies**  
**Educational and Personal Growth**  
**N = 635**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	Response Options	First-Year Students <sup>1</sup> (N = 233) %	Seniors <sup>1</sup> (N = 402) %
Understanding people of other racial and ethnic backgrounds	Very little Some Quite a bit Very much	10% 21% 28% 41%	9% 24% 30% 36%
Solving complex real-world problems	Very little Some Quite a bit Very much	10% 26% 35% 29%	12% 26% 34% 28%
Developing a personal code of values and ethics	Very little Some Quite a bit Very much	16% 18% 35% 31%	16% 26% 28% 31%
Contributing to the welfare of your community	Very little Some Quite a bit Very much	31% 24% 29% 17%	27% 31% 22% 21%
Developing a deepened sense of spirituality	Very little Some Quite a bit Very much	49% 19% 20% 12%	53% 20% 15% 13%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

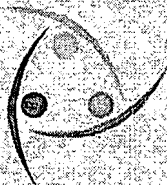


**Table 10**  
**2008 John Jay NSSE Frequencies**  
**Academic Advising and Satisfaction with Entire Educational Experience**  
**N = 635**

Quality of Academic Advising	Response Options	First-Year Students (N = 233) %	Seniors (N = 402) %
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor Fair Good Excellent	6% 19% 51% 24%	19% 29% 34% 18%
Satisfaction with Entire Educational Experience	Response Options		
How would you evaluate your entire educational experience at this institution?	Poor Fair Good Excellent	3% 17% 54% 26%	4% 16% 52% 28%
If you could start over again, would you go to the <i>same</i> institution you are now attending?	Definitely no Probably no Probably yes Definitely yes	6% 19% 37% 37%	6% 17% 35% 42%

<sup>1</sup> Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by gender so that women and men are represented in proportion to their presence in the John Jay student population.

## **APPENDIX**



# National Survey of Student Engagement 2008

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☐

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3 During the current school year, about how much reading and writing have you done?**

- a. Number of assigned textbooks, books, or book-length packs of course readings
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- c. Number of written papers or reports of **20 pages or more**
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- d. Number of written papers or reports **between 5 and 19 pages**
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- e. Number of written papers or reports of **fewer than 5 pages**
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

**4 In a typical week, how many homework problem sets do you complete?**

- None 1-2 3-4 5-6 More than 6**
- a. Number of problem sets that take you **more** than an hour to complete
- ☐ ☐ ☐ ☐ ☐
- b. Number of problem sets that take you **less** than an hour to complete
- ☐ ☐ ☐ ☐ ☐

**5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.**

Very little

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Very much

**6 During the current school year, about how often have you done each of the following?**

- Very often Often Some-times Never**
- a. Attended an art exhibit, play, dance, music, theater, or other performance
- ☐ ☐ ☐ ☐
- b. Exercised or participated in physical fitness activities
- ☐ ☐ ☐ ☐
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- ☐ ☐ ☐ ☐
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- ☐ ☐ ☐ ☐
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- ☐ ☐ ☐ ☐
- f. Learned something that changed the way you understand an issue or concept
- ☐ ☐ ☐ ☐

**7 Which of the following have you done or do you plan to do before you graduate from your institution?**

- |  | Done                     | Plan to do               | Do not plan to do        | Have not decided         |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Practicum, internship, field-experience, co-op experience, or clinical assignment   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Community service or volunteer work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Work on a research project with a faculty member outside of course or program requirements                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Foreign language coursework   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Study abroad  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Independent study or self-designed major  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**8 Mark the box that best represents the quality of your relationships with people at your institution.**

a. Relationships with **other students**

Unfriendly, Unsupportive, Sense of alienation

Friendly, Supportive, Sense of belonging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

b. Relationships with **faculty members**

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

c. Relationships with **administrative personnel and offices**

Unhelpful, Inconsiderate, Rigid

Helpful, Considerate, Flexible

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7



**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30
- b. Working for pay **on campus**
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30
- c. Working for pay **off campus**
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30
- e. Relaxing and socializing (watching TV, partying, etc.)
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30
- g. Commuting to class (driving, walking, etc.)
- ☐ 0   ☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 21-25   ☐ 26-30   ☐ More than 30

**10 To what extent does your institution emphasize each of the following?**

- |  | Very much                | Quite a bit              | Some                     | Very little              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Spending significant amounts of time studying and on academic work                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Providing the support you need to help you succeed academically   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Providing the support you need to thrive socially   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computers in academic work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

- |  | Very much                | Quite a bit              | Some                     | Very little              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Acquiring a broad general education                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Acquiring job or work-related knowledge and skills          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Writing clearly and effectively                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Speaking clearly and effectively                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Thinking critically and analytically                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Analyzing quantitative problems                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computing and information technology                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Working effectively with others                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Voting in local, state, or national elections               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Learning effectively on your own                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Understanding yourself                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Understanding people of other racial and ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Solving complex real-world problems                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Developing a personal code of values and ethics             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Contributing to the welfare of your community               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Developing a deepened sense of spirituality                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

**13 How would you evaluate your entire educational experience at this institution?**

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably no
- ☐ Definitely no

15 Write in your year of birth: 1 9

16 Your sex:

☐ Male ☐ Female

17 Are you an international student or foreign national?

☐ Yes ☐ No

18 What is your racial or ethnic identification? (Mark only one.)

- ☐ American Indian or other Native American  
☐ Asian, Asian American, or Pacific Islander  
☐ Black or African American  
☐ White (non-Hispanic)  
☐ Mexican or Mexican American  
☐ Puerto Rican  
☐ Other Hispanic or Latino  
☐ Multiracial  
☐ Other  
☐ I prefer not to respond

19 What is your current classification in college?

- ☐ Freshman/first-year ☐ Senior  
☐ Sophomore ☐ Unclassified  
☐ Junior

20 Did you begin college at your current institution or elsewhere?

☐ Started here ☐ Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- ☐ Vocational or technical school  
☐ Community or junior college  
☐ 4-year college other than this one  
☐ None  
☐ Other

22 Thinking about this current academic term, how would you characterize your enrollment?

☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

☐ Yes ☐ No (Go to question 25.)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

- ☐ A ☐ B+ ☐ C+  
☐ A- ☐ B ☐ C  
☐ B- ☐ C- or lower

26 Which of the following best describes where you are living now while attending college?

- ☐ Dormitory or other campus housing (not fraternity/sorority house)  
☐ Residence (house, apartment, etc.) within walking distance of the institution  
☐ Residence (house, apartment, etc.) within driving distance of the institution  
☐ Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree          |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an associate's degree (A.A., A.S., etc.)    |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a bachelor's degree (B.A., B.S., etc.)      |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a master's degree (M.A., M.S., etc.)        |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a doctoral degree (Ph.D., J.D., M.D., etc.) |

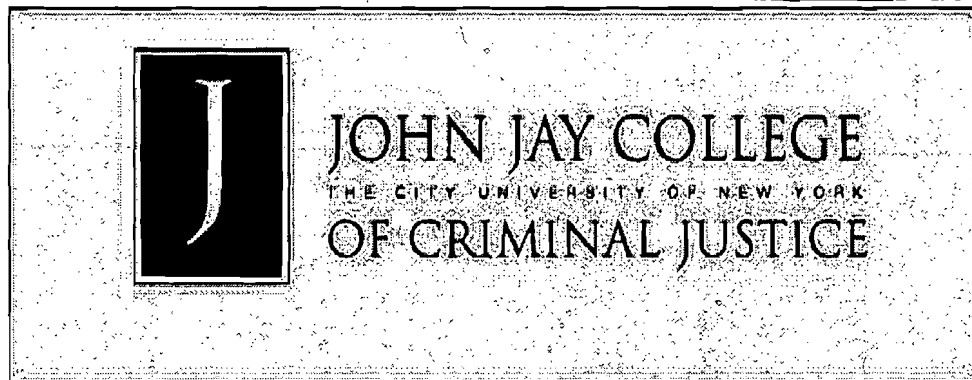
28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2007 Indiana University.



**2008 National Survey of Student Engagement  
Benchmark Comparisons for  
John Jay College and Peer Institutions  
Report 2**

**2008 National Survey of Student Engagement  
Benchmark Comparisons for John Jay College and Peer Institutions  
Report 2**

**Introduction**

The National Survey for Student Engagement (NSSE) is administered annually to first-year and senior students at participating baccalaureate-granting institutions by the Indiana University Center for Postsecondary Research. NSSE provides data on students' assessment of their academic and intellectual experiences, as well as the overall quality of their college experience and their satisfaction with it. Results from the survey offer information about how students use their time and to what extent their college experience contributes to their personal and intellectual development.

In addition to measuring this basic information about student engagement and satisfaction, NSSE also assesses five benchmarks of student learning. The benchmarks provide a useful tool for evaluating students' engagement in their learning and for discussing effective educational practices. The five benchmarks are composed of various items drawn from the 11 sections of the NSSE survey 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, and engage in activities that create opportunities for mentoring.
- *Enriching Educational Experiences*: 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.
- *Supportive Campus Environment*: The extent to which the institution provides a supportive environment in which students can build positive working and social relationships.

Benchmark scores were created by converting the scores for the individual survey items comprising the benchmark to a 0 to 100 point scale and then calculating a mean.



John Jay respondents to the 2008 NSSE (N = 635) were compared to three different groups on these five benchmarks. The *Selected Peers* group includes respondents from public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from public schools with the same Basic Classification from the Carnegie Foundation for the Advancement of Teaching as John Jay. John Jay is currently classified in the *Masters Colleges and Universities – larger programs* category. The *Selected Peers II* group includes respondents from selected institutions in New York State. Baruch College and Queens College are included in both the *Selected Peers* and *Selected Peers II* groups. With the exception of these two CUNY colleges, the three groups are mutually exclusive.

Mean differences between John Jay and its peer institutions were identified as “key findings” using two criteria. The first criterion was that the difference between the mean found for John Jay and the mean found for its *Selected Peers* had to be *statistically significant*. A difference is considered statistically significant when the probability that it has occurred purely by chance is equal to or less than 5% ( $p \leq .05$  or better).

The second criterion was that the *effect size* for the mean difference between John Jay and its *Selected Peers* be equal to or greater than .35. Effect size essentially measures whether the magnitude of the difference between two means has real world implications. For the data presented here, a statistically significant mean difference with an effect size equal to or greater than .35 implies that students attending John Jay and students at its *Selected Peers* would show observable real-world differences with regard to the given benchmark.

*Selected Peers* are the focus of this report because these institutions are most similar to John Jay in terms of size, location, and undergraduate enrollment. However, significant differences were also found between John Jay and its *Carnegie Peers* and between John Jay and its *Selected Peers II*. All significant differences are indicated by an asterisk (\*) in the report tables.

Table 1 presents a summary of the mean comparisons for John Jay and its peer institutions on the five benchmarks. Tables 2 – 6 show the mean comparisons for each benchmark, as well as the mean comparisons for the specific NSSE questions that compose the given benchmark. Figure 1 shows the benchmark means for John Jay first-year students compared to John Jay seniors. Figure 2 shows the benchmark means for John Jay first-year students compared to those at its peer institutions and Figure 3 shows the benchmark means for John Jay seniors compared to those at its peer institutions.

Key findings are summarized below.

**2008 National Survey of Student Engagement  
Benchmark Comparisons for John Jay College and Peer Institutions  
Report 2**

**Summary of Key Findings**

John Jay first-year students showed benchmark means that were on par with those for students at its *Selected Peers* for all five benchmarks, but some differences emerged for seniors. Key findings include:

- For both *Active and Collaborative Learning* and *Enriching Educational Experiences*, John Jay seniors showed significantly lower means than did seniors at its *Selected Peers*.
- John Jay seniors showed benchmark means that were similar to those of seniors at its *Selected Peers* for *Level of Academic Challenge*, *Student-Faculty Interaction*, and *Supportive Campus Environment*.

Because the benchmarks measure aspects of student engagement and learning that should increase overtime, benchmark means were also examined across class year. Although no formal statistical comparisons were conducted on means across class year, examining the data in this way revealed some additional interesting findings including:

- John Jay seniors showed noticeably higher means than did John Jay first-year students on *Student-Faculty Interaction* and *Enriching Educational Experiences*.
- Mean differences between John Jay first-year students and seniors were more modest than those between first-year students and seniors at its *Selected Peers* for *Level of Academic Challenge* and *Active and Collaborative Learning*.

The reader is encouraged to consider the implications of these findings for student learning at John Jay, as well as any relevance the NSSE benchmarks may hold for ongoing or future assessments of student learning at the college.

John Jay College of Criminal Justice  
Office of Institutional Research

**2008 National Survey of Student Engagement  
Benchmark Comparisons for John Jay College and Peer Institutions  
Report 2**

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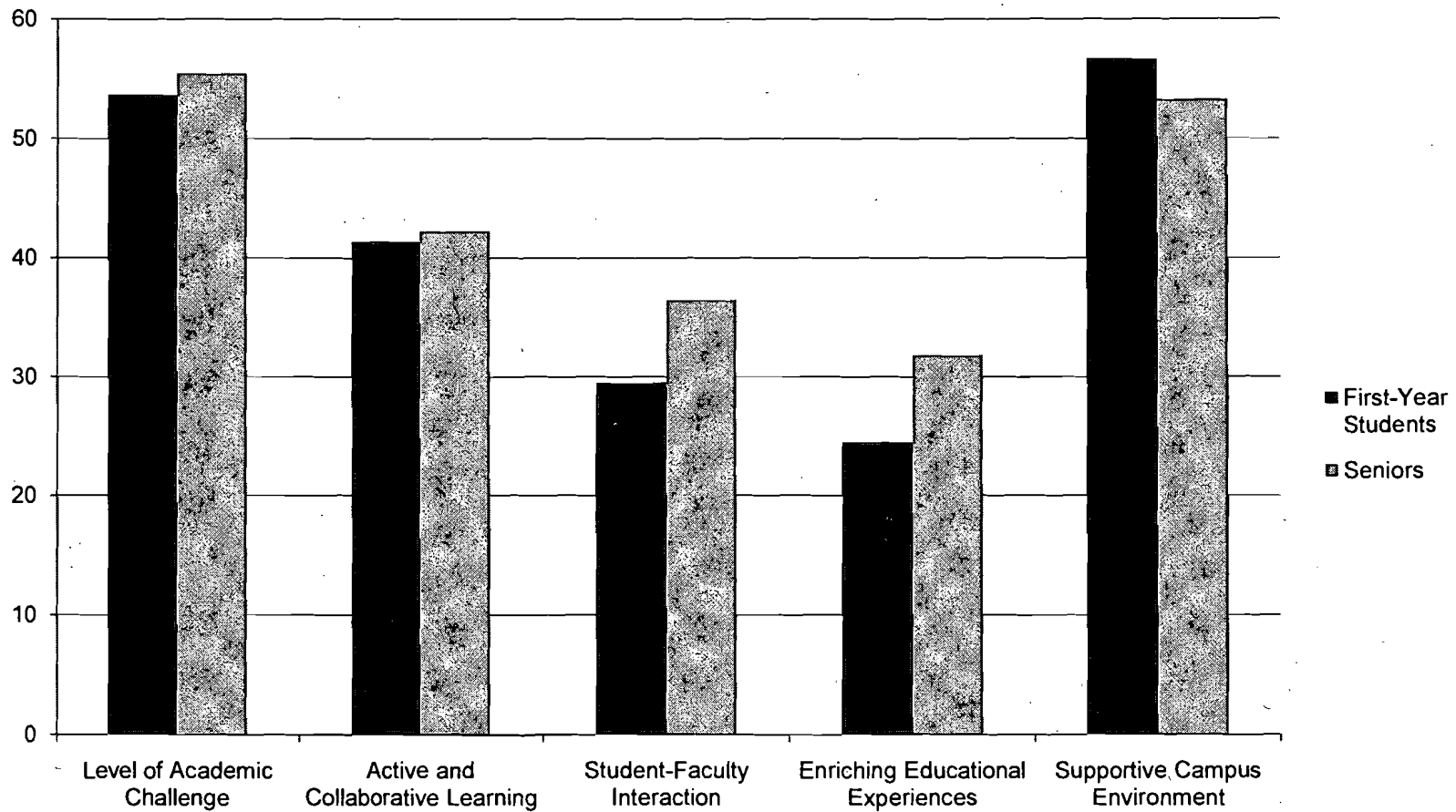
**Table 1**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Summary Table**

			Peer Institutions <sup>b</sup>		
Benchmark		John Jay Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Level of Academic Challenge	First-Year Students	53.7	51.0	51.2	53.9
	Seniors	55.5	55.5	54.8	56.0
Active and Collaborative Learning	First-Year Students	41.4	40.2	40.7	42.1
	Seniors	42.3	50.3*	48.7*	48.2
Student-Faculty Interaction	First-Year Students	29.5	32.0	31.9	34.4
	Seniors	36.5	40.0	37.2	41.3
Enriching Educational Experiences	First-Year Students	24.5	25.7	26.0	27.9
	Seniors	31.8	37.9*	34.9	39.9*
Supportive Campus Environment	First-Year Students	56.7	59.3	58.5	60.4
	Seniors	53.3	56.3	54.4	56.8

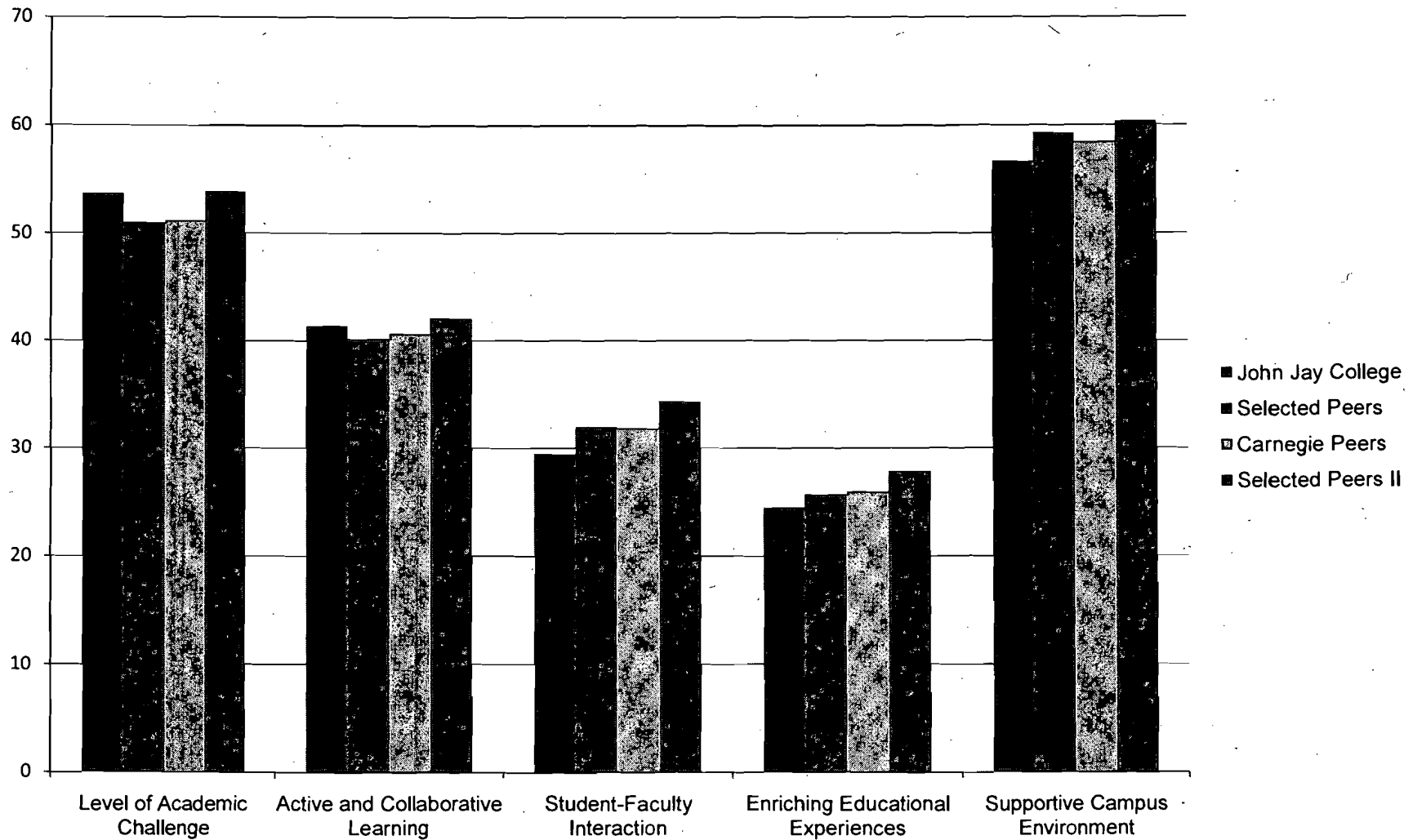
<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

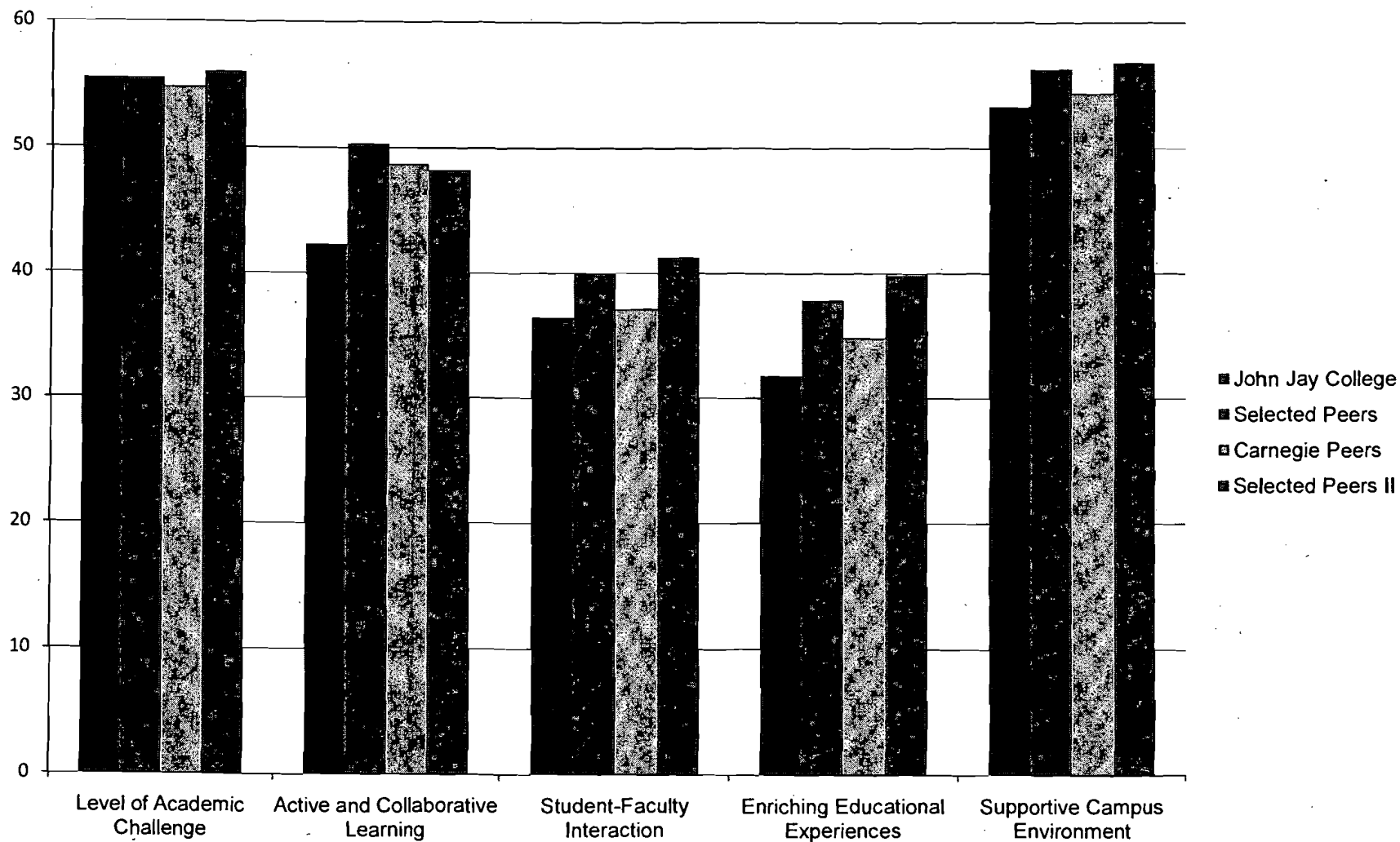
**Figure 1**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons**  
**First-Year Students and Seniors**



**Figure 2**  
**2008 NSSE Benchmark Mean Comparisons**  
**John Jay College and Peer Institutions**  
**First-Year Students**



**Figure 3**  
**2008 NSSE Benchmark Mean Comparisons**  
**John Jay College and Peer Institutions**  
**Seniors**



**Table 2**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Level of Academic Challenge**

			Peer Institutions <sup>b</sup>		
		John Jay Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Benchmark					
Level of Academic Challenge	First-Year Students	53.7	51.0	51.2	53.9
	Seniors	55.5	55.5	54.8	56.0
Benchmark Survey Items					
Worked harder than you thought you could to meet an instructor's standards or expectations	First-Year Students	2.70	2.58	2.60	2.65
	Seniors	2.84	2.72	2.70	2.73
Coursework emphasized: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	First-Year Students	3.17	3.05	3.06	3.13
	Seniors	3.23	3.21	3.20	3.23
Coursework emphasized: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	First-Year Students	2.99	2.81	2.87	2.93
	Seniors	2.98	3.00	2.97	3.06
Coursework emphasized: Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	First-Year Students	3.11	2.84	2.94	2.92
	Seniors	2.99	2.97	2.95	2.99
Coursework emphasized: Applying theories or concepts to practical problems or in new situations	First-Year Students	3.10	2.98	2.97	3.04
	Seniors	3.10	3.17	3.11	3.16
Number of assigned textbooks, books, or book-length packs of course readings	First-Year Students	3.36	3.15	3.19	3.36
	Seniors	3.37	3.13	3.15	3.24
Number of written papers or reports of <u>20 pages or more</u>	First-Year Students	1.29	1.27	1.24	1.34
	Seniors	1.70	1.64	1.56	1.66



**Table 2**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Level of Academic Challenge**

		John Jay	Peer Institutions <sup>b</sup>		
		Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Benchmark Survey Items					
Number of written papers or reports <u>between 5 and 19 pages</u>	First-Year Students	2.29	2.20	2.21	2.40
	Seniors	2.73	2.48	2.52	2.59
Number of written papers or reports of <u>fewer than 5 pages</u>	First-Year Students	2.95	2.90	2.96	3.07
	Seniors	2.62	2.93	2.91	2.86
Time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	First-Year Students	3.73	3.95	3.70	4.12
	Seniors	3.66	4.09	3.99	4.08
Campus environment emphasizes: Spending significant amounts of time studying and on academic work	First-Year Students	3.05	3.11	3.06	3.13
	Seniors	3.02	3.12	3.08	3.10

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 3**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Active and Collaborative Learning**

Benchmark		John Jay Mean	Peer Institutions <sup>b</sup>		
			Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Active and Collaborative Learning	First-Year Students	41.4	40.2	40.7	42.1
	Seniors	42.3	50.3*	48.7*	48.2
Benchmark Survey Items					
Asked questions in class or contributed to class discussions	First-Year Students	2.91	2.62	2.61	2.79
	Seniors	3.09	2.98	2.93	3.04
Made a class presentation	First-Year Students	2.52	2.18*	2.32	2.29
	Seniors	2.59	2.78	2.75	2.73
Worked with other students on projects during class	First-Year Students	2.55	2.40	2.46	2.40
	Seniors	2.35	2.57	2.58	2.44
Worked with classmates outside of class to prepare class assignments	First-Year Students	1.87	2.35*	2.26*	2.37*
	Seniors	2.07	2.81	2.65*	2.58*
Tutored or taught other students (paid or voluntary)	First-Year Students	1.54	1.67	1.62	1.68
	Seniors	1.59	1.87	1.78	1.85
Participated in a community-based project (e.g. service learning) as part of a regular course	First-Year Students	1.38	1.53	1.53	1.55
	Seniors	1.33	1.70*	1.67*	1.64*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	First-Year Students	2.83	2.62	2.64	2.67
	Seniors	2.91	2.81	2.81	2.78

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 4**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Student-Faculty Interaction**

			Peer Institutions <sup>b</sup>		
Benchmark		John Jay Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Student-Faculty Interaction	First-Year Students	29.5	32.0	31.9	34.4
	Seniors	36.5	40.0	37.2	41.3
Benchmark Survey Items					
Discussed grades or assignments with an instructor	First-Year Students	2.51	2.53	2.49	2.56
	Seniors	2.73	2.77	2.71	2.75
Talked about career plans with a faculty member or advisor	First-Year Students	1.76	2.11*	2.06*	2.15*
	Seniors	2.17	2.35	2.23	2.40
Discussed ideas from your readings or classes with faculty members outside of class	First-Year Students	1.83	1.83	1.81	1.96
	Seniors	2.03	2.06	2.00	2.12
Received prompt written or oral feedback from faculty on your academic performance	First-Year Students	2.73	2.54	2.60	2.63
	Seniors	2.63	2.70	2.70	2.74
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	First-Year Students	1.35	1.56	1.57	1.68*
	Seniors	1.58	1.79	1.66	1.82
Work on a research project with a faculty member outside of course or program requirements	First-Year Students	.03	.05	.05	.06
	Seniors	.13	.17	.12	.20

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

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**Table 5**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Enriching Educational Experiences**

			Peer Institutions <sup>b</sup>		
		John Jay	Selected Peers	Carnegie Peers	Selected Peers II
Benchmark		Mean	Mean	Mean	Mean
Enriching Educational Experiences	First-Year Students	24.5	25.7	26.0	27.9
	Seniors	31.8	37.9*	34.9	39.9*
Benchmark Survey Items					
Had serious conversations with students of a different race or ethnicity than your own	First-Year Students	2.89	2.51*	2.66	2.70
	Seniors	2.88	2.63	2.75	2.70
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	First-Year Students	2.75	2.64	2.65	2.73
	Seniors	2.75	2.69	2.69	2.71
Participated in: Practicum, internship, field experience, co-op experience, or clinical assignment	First-Year Students	.05	.07	.07	.09
	Seniors	.34	.48	.39	.55*
Participated in: Community service or volunteer work	First-Year Students	.28	.34	.32	.32
	Seniors	.36*	.56*	.48	.54*
Participated in: A learning community or some other formal program where groups of students take two or more classes together	First-Year Students	.12	.15	.15	.18
	Seniors	.16	.25	.21	.25
Participated in: Foreign language coursework	First-Year Students	.16	.18	.18	.22
	Seniors	.37	.36	.34	.43
Participated in: Study abroad	First-Year Students	.02	.03	.02	.04
	Seniors	.05	.11	.07	.15
Participated in: Independent study or self-designed major	First-Year Students	.01	.03	.03	.04
	Seniors	.10	.15	.11	.21
Participated in: Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	First-Year Students	.01	.02	.02	.02
	Seniors	.18	.31	.23	.28

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

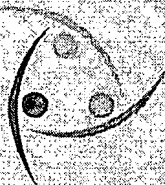
**Table 6**  
**John Jay College**  
**2008 NSSE Benchmark Mean Comparisons <sup>a</sup>**  
**Supportive Campus Environment**

		John Jay	Peer Institutions <sup>b</sup>		
Benchmark		Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Supportive Campus Environment	First-Year Students	56.7	59.3	58.5	60.4
	Seniors	53.3	56.3	54.4	56.8
Benchmark Survey Items					
Relationships with <u>other students</u>	First-Year Students	5.07	5.42	5.30	5.39
	Seniors	5.02	5.58*	5.41	5.46
Relationships with <u>faculty members</u>	First-Year Students	4.94	5.01	5.00	5.11
	Seniors	5.16	5.28	5.21	5.31
Relationships with <u>administrative personnel and offices</u>	First-Year Students	4.31	4.55	4.40	4.59
	Seniors	4.04	4.48	4.34	4.45
Institution emphasizes: Providing the support you need to help you succeed academically	First-Year Students	3.00	3.00	3.00	3.04
	Seniors	2.75	2.86	2.81	2.90
Institution emphasizes: Helping you cope with your non-academic responsibilities (work, family, etc.)	First-Year Students	2.23	2.21	2.24	2.30
	Seniors	2.04	1.93	1.90	2.02
Institution emphasizes: Providing the support you need to thrive socially	First-Year Students	2.33	2.45	2.43	2.48
	Seniors	2.17	2.17	2.10	2.18

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

## **APPENDIX**



# National Survey of Student Engagement 2008

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☐

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3 During the current school year, about how much reading and writing have you done?**

a. Number of assigned textbooks, books, or book-length packs of course readings

☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

c. Number of written papers or reports of **20 pages or more**

☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

d. Number of written papers or reports **between 5 and 19 pages**

☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

e. Number of written papers or reports of **fewer than 5 pages**

☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

**4 In a typical week, how many homework problem sets do you complete?**

☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ More than 6

a. Number of problem sets that take you **more** than an hour to complete

☐ ☐ ☐ ☐ ☐

b. Number of problem sets that take you **less** than an hour to complete

☐ ☐ ☐ ☐ ☐

**5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.**

Very little

Very much

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7

**6 During the current school year, about how often have you done each of the following?**

☐ Very often ☐ Often ☐ Some times ☐ Never

a. Attended an art exhibit, play, dance, music, theater, or other performance

☐ ☐ ☐ ☐

b. Exercised or participated in physical fitness activities

☐ ☐ ☐ ☐

c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)

☐ ☐ ☐ ☐

d. Examined the strengths and weaknesses of your own views on a topic or issue

☐ ☐ ☐ ☐

e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

☐ ☐ ☐ ☐

f. Learned something that changed the way you understand an issue or concept

☐ ☐ ☐ ☐

**7 Which of the following have you done or do you plan to do before you graduate from your institution?**

☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided

a. Practicum, internship, field experience, co-op experience, or clinical assignment

☐ ☐ ☐ ☐

b. Community service or volunteer work

☐ ☐ ☐ ☐

c. Participate in a learning community or some other formal program where groups of students take two or more classes together

☐ ☐ ☐ ☐

d. Work on a research project with a faculty member outside of course or program requirements

☐ ☐ ☐ ☐

e. Foreign language coursework

☐ ☐ ☐ ☐

f. Study abroad

☐ ☐ ☐ ☐

g. Independent study or self-designed major

☐ ☐ ☐ ☐

h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

☐ ☐ ☐ ☐

**8 Mark the box that best represents the quality of your relationships with people at your institution.**

a. Relationships with **other students**

Unfriendly, Unsupportive, Sense of alienation

Friendly, Supportive, Sense of belonging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

b. Relationships with **faculty members**

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

c. Relationships with **administrative personnel and offices**

Unhelpful, Inconsiderate, Rigid

Helpful, Considerate, Flexible

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7



**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- b. Working for pay **on campus**
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- c. Working for pay **off campus**
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- e. Relaxing and socializing (watching TV, partying, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week
- g. Commuting to class (driving, walking, etc.)
- ☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30
- Hours per week

**10 To what extent does your institution emphasize each of the following?**

- |  | Very much                | Quite a bit              | Some                     | Very little              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Spending significant amounts of time studying and on academic work                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Providing the support you need to help you succeed academically   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.)                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Providing the support you need to thrive socially   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computers in academic work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

- |  | Very much                | Quite a bit              | Some                     | Very little              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Acquiring a broad general education                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Acquiring job or work-related knowledge and skills          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Writing clearly and effectively                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Speaking clearly and effectively                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Thinking critically and analytically                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Analyzing quantitative problems                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Using computing and information technology                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Working effectively with others                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Voting in local, state, or national elections               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Learning effectively on your own                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Understanding yourself                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Understanding people of other racial and ethnic backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Solving complex real-world problems                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Developing a personal code of values and ethics             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Contributing to the welfare of your community               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Developing a deepened sense of spirituality                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

**13 How would you evaluate your entire educational experience at this institution?**

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably no
- ☐ Definitely no

15 Write in your year of birth:

16 Your sex:  
☐ Male ☐ Female

17 Are you an international student or foreign national?  
☐ Yes ☐ No

18 What is your racial or ethnic identification? (Mark only one.)

- ☐ American Indian or other Native American
- ☐ Asian, Asian American, or Pacific Islander
- ☐ Black or African American
- ☐ White (non-Hispanic)
- ☐ Mexican or Mexican American
- ☐ Puerto Rican
- ☐ Other Hispanic or Latino
- ☐ Multiracial
- ☐ Other
- ☐ I prefer not to respond

19 What is your current classification in college?

- ☐ Freshman/first-year ☐ Senior
- ☐ Sophomore ☐ Unclassified
- ☐ Junior

20 Did you begin college at your current institution or elsewhere?

- ☐ Started here ☐ Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- ☐ Vocational or technical school
- ☐ Community or junior college
- ☐ 4-year college other than this one
- ☐ None
- ☐ Other

22 Thinking about this current academic term, how would you characterize your enrollment?

- ☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

- ☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

- ☐ Yes ☐ No (Go to question 25.)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

- ☐ A ☐ B+ ☐ C+
- ☐ A- ☐ B ☐ C
- ☐ B- ☐ C- or lower

26 Which of the following best describes where you are living now while attending college?

- ☐ Dormitory or other campus housing (not fraternity/sorority house)
- ☐ Residence (house, apartment, etc.) within walking distance of the institution
- ☐ Residence (house, apartment, etc.) within driving distance of the institution
- ☐ Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

- | Father                   | Mother                   |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree          |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an associate's degree (A.A., A.S., etc.)    |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a bachelor's degree (B.A., B.S., etc.)      |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a master's degree (M.A., M.S., etc.)        |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a doctoral degree (Ph.D., J.D., M.D., etc.) |

28 Please print your major(s) or your expected major(s).

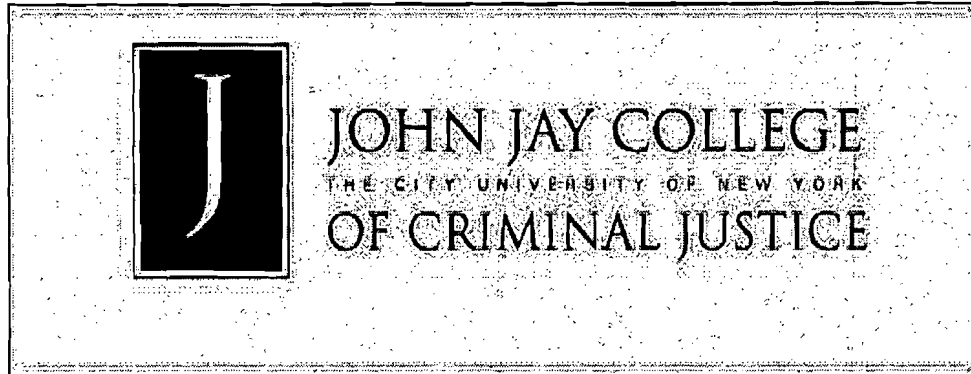
a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2007 Indiana University.

**ATTACHMENT D**



**2008 National Survey of Student Engagement**  
**Summary of Mean Comparisons**  
**for John Jay College and Peer Institutions**  
**Report 3**

October 2008  
OIR 08-106

**2008 National Survey of Student Engagement  
Summary of Mean Comparisons for John Jay College and Peer Institutions  
Report 3**

**Introduction**

The National Survey for Student Engagement (NSSE) is administered to first-year and senior students at participating baccalaureate-granting institutions annually by the Indiana University Center for Postsecondary Research. NSSE provides data on students' assessment of their academic and intellectual experiences, as well as the overall quality of their college experience and their satisfaction with it. Results from the survey offer information about how students use their time and to what extent their college experience contributes to their personal and intellectual development.

The survey is composed of 11 sections that collectively measure student engagement. *Academic and Intellectual Experiences* assesses the frequency to which students engage in a number of learning activities both inside and outside the classroom (e.g., worked with other students on projects during class). The *Mental Activities* section measures the extent to which the institution promotes techniques that help students acquire and retain knowledge (e.g., synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships). The three sections *Reading and Writing*, *Problem Sets*, and *Examinations* collectively measure students' academic output (e.g., number of written papers or reports of 20 pages or more). The sections *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 or volunteer work). *Quality of Relationships* measures how helpful and supportive students perceive their relationships to be with faculty members, administrative personnel, and fellow students. The section on *Time Usage* gauges how students use their time. The sections *Institutional Environment* and *Personal Growth* measure to what extent students perceive the institution as contributing to their personal and intellectual development. The final two sections, *Academic Advising* and *Satisfaction*, measure students' perceptions of the quality of their academic advising and their overall satisfaction with the institution, respectively.

John Jay respondents to the 2008 NSSE (N = 635) were compared to three different peer groups. The *Selected Peers* group includes respondents from public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from public schools with the same Basic Classification from the *Carnegie Foundation for the Advancement of Teaching* as John Jay. John Jay is currently classified in the *Masters Colleges and Universities – larger programs* category. The *Selected Peers II* group includes respondents from selected institutions in New York State. Baruch College and Queens College are included in both the *Selected Peers* and *Selected Peers II* groups. With the exception of these two CUNY colleges, the three groups are mutually exclusive.

Mean differences between John Jay and its peer institutions were identified as "significant" using two criteria. The first criterion was that the difference between the mean found for John Jay and the mean found for the given peer group had to be *statistically* significant. A difference is considered statistically significant when the probability that it has occurred purely by chance is equal to or less than 5% ( $p \leq .05$  or better).

The second criterion was that the effect size for the mean difference between John Jay and the given peer group be equal to or greater than .35. Effect size essentially measures whether the magnitude of the difference between two means has real world implications. For the data presented here, a statistically significant mean difference with an effect size equal to or greater than .35 implies that students attending John Jay and students attending its peer institutions would show observable real-world differences with regard to the given NSSE item.

All significant differences are indicated by an asterisk (\*) in the report tables that follow. Table 1 presents selected respondent characteristics for John Jay and its peer institutions. Tables 2 – 10 show the mean comparisons for the 11 sections of the survey.



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Report 3**

**Key Findings**

In general, data from the 2008 NSSE indicated that John Jay students have levels of engagement similar to those of students at its peer institutions. For example, John Jay first-year and senior students reported academic and intellectual experiences, and levels of satisfaction with their overall college experience that were on par with those reported by students at its peer institutions. John Jay first-year students and seniors, however, did show statistically significant differences from students at peer institutions on several items across the 11 sections of the survey. These items are marked by an asterisk (\*) in Tables 2 – 10.

NSSE survey data also provided several interesting and useful insights on student engagement at John Jay that go beyond those differences that were found to be statistically significant. The key findings listed below highlight these findings and are presented in four categories:

- *Time Usage* – highlights how students spend their time
- *Student-Faculty Interaction* – addresses the degree to which students interact with faculty, and includes some items from the Student-Faculty Interaction benchmark (see *2008 National Survey of Student Engagement Benchmark Comparisons for John Jay and Peer Institutions Report 2*)
- *General Education and Integrating Knowledge* – captures students' acquisition of transferable knowledge and skills and includes some items from the Level of Academic Challenge benchmark
- *Diversity Experiences* – capture students' interactions with and understanding of students from different backgrounds, and includes some items from the Enriching Educational Experiences benchmark

The items in each category hold implications for the evaluation of student experiences and learning at the college. The category *Time Usage* provides context for understanding how students' time use might affect other aspects of their learning and engagement. The categories *Student-Faculty Interaction* and *General Education and Integrating Knowledge* cover two areas of general importance in higher education. Finally, the category *Diversity Experiences* highlights one of the unique benefits of attending a public, commuter institution in an urban area.

### *Time Usage*

Students' responses to questions about their time use clearly illuminate the challenges they face balancing the demands of their college education with the responsibilities of work and family, as well as the challenges of attending a commuter campus. Items of particular note include:

- John Jay first-year students and seniors reported spending significantly more time working for pay off campus than did students at its peer institutions.
- John Jay first-year students and seniors reported spending more time providing care for dependents than did students at its selected peers.
- John Jay first-year students and seniors reported spending significantly more time commuting to class than did students and seniors at its peer institutions.
- John Jay first-year students and seniors reported that they spend less time preparing for class than do students at its peer institutions.

### *Student-Faculty Interaction*

John Jay first-year students and seniors perceived faculty as available, helpful, and sympathetic as students at its peer institutions did; nevertheless, both first-year and senior students reported interacting with faculty to a lesser extent than did students at John Jay's peer institutions. For example:

- John Jay first-year students and seniors reported that they discussed grades or assignments with an instructor as often as students at its peer institutions did.
- John Jay first-year students and seniors reported they talked about career plans with a faculty member or advisor less often than did students at its peer institutions.
- John Jay first-year students and seniors reported they worked with faculty members on activities other than coursework (e.g., committees, orientation, student life, etc.) less often than did students at its peer institutions.

### *General Education and Integrating Knowledge*

John Jay students showed a high capacity to integrate knowledge and ideas across academic contexts and seemed to perceive that the college emphasized skills related to general education. For example:

- John Jay first-year students and seniors reported that they worked on a paper or project that required integrating ideas or information from various sources more often than did students at its peer institutions.
- John Jay first-year students reported that they put together ideas or concepts from different courses when completing assignments or during class discussion more often than did first-year students at its peer institutions.

- John Jay first-year students reported that their coursework emphasized **analyzing** the basic elements of an idea, experience, or theory, **synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships, and **making judgments** about the value of information, arguments, or methods to a greater degree than did first-year students at its peer institutions.
- John Jay first-year students and seniors reported that their college experiences had contributed more to their ability to write clearly and effectively, and their ability to speak clearly and effectively than did students at its peer institutions.
- John Jay first-year students reported that their college experiences had contributed more to their ability to think critically and analytically and their ability to analyze quantitative problems than did students at its peer institutions.

### *Diversity Experiences*

Unlike at John Jay's peer institutions, a majority of John Jay students report belonging to a racial/ethnic minority group (see Table 1). Moreover, both first-year students and seniors report engaging in various activities that suggest John Jay students take advantage of this diversity to expand their perspectives, and explore relationships with students from different groups. Items of particular note include:

- John Jay first-year students and seniors reported that they included diverse perspectives in class discussions or writing assignments more often than did students at its peer institutions.
- John Jay first-year students and seniors reported that they had serious conversations with students of a different race or ethnicity from their own more often than did students at its peer institutions.
- John Jay first-year students and seniors reported that they had serious conversations with students who are different from them in terms of religious beliefs, political opinions, or personal values more often than did students at its peer institutions.
- John Jay first-year students reported that they tried to better understand someone else's views by imagining how an issue looks from his or her perspective more often than did students at its peer institutions.
- John Jay first-year students and seniors reported that their college experiences had contributed to understanding of people of other racial and ethnic backgrounds more than did students at its peer institutions.

The reader is encouraged to examine the data for relevance to ongoing or future assessments or evaluations of John Jay students' experiences. In addition, the reader may wish to consider how the NSSE items can be used to assess additional aspects of student learning at the college.



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Summary of Mean Comparisons for John Jay and Peer Institutions  
Report 3**

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**Table 1**  
**John Jay College**  
**2008 NSSE Mean Comparisons**  
**Selected Respondent Characteristics**

	John Jay		Peer Institutions					
	First-Year Students	Seniors	Selected Peers First-Year Students	Selected Peers Seniors	Carnegie Peers First-Year Students	Carnegie Peers Seniors	Selected Peers II First-Year Students	Selected Peers II Seniors
<b>Response Rate <sup>a</sup></b>								
Overall	19%		28%		23%		32%	
By class	16%	22%	25%	31%	20%	25%	31%	34%
NSSE sample size	1,417	1,849	70,986	71,177	17,791	19,264	44,632	47,148
<b>Class Level <sup>b</sup></b>	37%	63%	44%	56%	42%	58%	46%	54%
<b>Student Characteristics <sup>c</sup></b>								
<i>Full or Part-time Status Fall 2007 <sup>b</sup></i>								
Full-time	96%	71%	95%	85%	97%	79%	98%	86%
Part-time	4%	29%	5%	15%	3%	21%	2%	14%
<i>Gender <sup>b</sup></i>								
Female	69%	68%	63%	61%	68%	65%	61%	63%
Male	31%	32%	37%	39%	32%	35%	39%	37%
<i>Race/Ethnicity</i>								
American Indian or Native American	1%	0%	1%	1%	1%	0%	0%	1%
Asian, Asian American, or Pacific Islander	10%	7%	8%	6%	14%	10%	9%	6%
Black or African American	11%	20%	5%	5%	4%	4%	6%	6%
White or Caucasian (non-Hispanic)	26%	28%	67%	67%	54%	59%	65%	69%
Hispanic or Latino	34%	28%	10%	11%	13%	14%	7%	5%
Multiracial	8%	3%	2%	2%	5%	3%	3%	2%
Other	2%	5%	2%	1%	2%	2%	2%	2%
I prefer not to respond	9%	8%	6%	7%	6%	8%	8%	8%
<i>Age</i>								
Younger than 24 (traditional age)	97%	51%	95%	64%	97%	52%	95%	70%
24 or older (non-traditional age)	3%	49%	5%	36%	3%	48%	5%	30%
<b>International Students</b>	14%	15%	5%	5%	5%	5%	7%	6%
<b>Transfer Students</b>	6%	50%	8%	45%	7%	65%	9%	42%

<sup>a</sup> NSSE adjusts response rate (number of respondents divided by sample size) for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled but unavailable during the survey administration.

<sup>b</sup> John Jay-reported data. This information is used by NSSE to weight the mean comparisons presented in this report.

<sup>c</sup> Percent of total respondents within each category. These results are *not* weighted.

**Table 2**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Academic and Intellectual Experiences**

In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often		Peer Institutions <sup>b</sup>			
		John Jay	Selected Peers	Carnegie Peers	Selected Peers II
		Mean	Mean	Mean	Mean
Asked questions in class or contributed to class discussions	First-Year Students	2.91	2.62	2.61*	2.79
	Seniors	3.09	2.98	2.93	3.04
Made a class presentation	First-Year Students	2.52	2.18*	2.32	2.29
	Seniors	2.59	2.78	2.75	2.73
Prepared two or more drafts of a paper or assignment before turning it in	First-Year Students	2.77	2.58	2.72	2.52
	Seniors	2.45	2.47	2.48	2.39
Worked on a paper or project that required integrating ideas or information from various sources	First-Year Students	3.32	2.99*	3.04*	3.03*
	Seniors	3.34	3.26	3.28	3.26
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	First-Year Students	3.06	2.70*	2.87	2.78
	Seniors	2.93	2.74	2.88	2.79
Come to class without completing readings or assignments	First-Year Students	1.85	2.04	2.09	1.96
	Seniors	1.93	2.13	2.17	2.03
Worked with other students on projects during class	First-Year Students	2.55	2.40	2.46	2.40
	Seniors	2.35	2.57	2.58	2.44
Worked with classmates outside of class to prepare class assignments	First-Year Students	1.87	2.35*	2.26*	2.37*
	Seniors	2.07	2.81*	2.65*	2.58*
Put together ideas or concepts from different courses when completing assignments or during class discussions	First-Year Students	2.75	2.57	2.61	2.64
	Seniors	2.84	2.92	2.89	2.89
Tutored or taught other students (paid or voluntary)	First-Year Students	1.54	1.67	1.62	1.68
	Seniors	1.59	1.87	1.78	1.85
Participated in a community-based project (e.g. service learning) as part of a regular course	First-Year Students	1.38	1.53	1.53	1.55
	Seniors	1.33	1.70*	1.67*	1.64*
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	First-Year Students	2.46	2.55	2.56	2.60
	Seniors	2.47	2.80	2.80	2.78
Used e-mail to communicate with an instructor	First-Year Students	2.95	3.06	2.99	3.06
	Seniors	3.10	3.33	3.26	3.30

**Table 2 (cont.)**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Academic and Intellectual Experiences**

In your experience at your institution during the 1=Never, 2=Sometimes, 3=Often, 4=Very often		John Jay Mean	Peer Institutions <sup>b</sup>		
			Selected Mean	Carnegie Mean	Selected Mean
Discussed grades or assignments with an instructor	First-Year Students	2.51	2.53	2.49	2.56
	Seniors	2.73	2.77	2.71	2.75
Talked about career plans with a faculty member or advisor	First-Year Students	1.76	2.11*	2.06*	2.15*
	Seniors	2.17	2.35	2.23	2.40
Discussed ideas from your readings or classes with faculty members outside of class	First-Year Students	1.83	1.83	1.81	1.96
	Seniors	2.03	2.06	2.00	2.12
Received prompt written or oral feedback from faculty on your academic performance	First-Year Students	2.73	2.54	2.60	2.63
	Seniors	2.63	2.70	2.70	2.74
Worked harder than you thought you could to meet an instructor's standards or expectations	First-Year Students	2.70	2.58	2.60	2.65
	Seniors	2.84	2.72	2.70	2.73
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	First-Year Students	1.35	1.56	1.57	1.68
	Seniors	1.58	1.79	1.66	1.82
Discussed ideas from your readings or classes with others outside of class (students, family members, co- workers, etc.)	First-Year Students	2.83	2.62	2.64	2.67
	Seniors	2.91	2.81	2.81	2.78
Had serious conversations with students of a different race or ethnicity than your own	First-Year Students	2.89	2.51*	2.66	2.70
	Seniors	2.88	2.63	2.75	2.70
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	First-Year Students	2.75	2.64	2.65	2.73
	Seniors	2.75	2.69	2.69	2.71

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer institutions is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 3**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Mental Activities Emphasized in Coursework**

		John Jay	Peer Institutions <sup>b</sup>		
During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much		Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	First-Year Students	2.78	2.94	2.93	2.91
	Seniors	2.79	2.81	2.79	2.76
<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	First-Year Students	3.17	3.05	3.06	3.13
	Seniors	3.23	3.21	3.20	3.23
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	First-Year Students	2.99	2.81	2.87	2.93
	Seniors	2.98	3.00	2.97	3.06
<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	First-Year Students	3.11	2.84	2.94	2.92
	Seniors	2.99	2.97	2.95	2.99
<b>Applying</b> theories or concepts to practical problems or in new situations	First-Year Students	3.10	2.98	2.97	3.04
	Seniors	3.10	3.17	3.11	3.16

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size.

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 4**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Reading and Writing, Problem Sets, Examinations**

		Peer Institutions <sup>b</sup>			
<b>Reading and Writing:</b> During the current school year, about how much reading and writing have you done?		John Jay	Selected Peers	Carnegie Peers	Selected Peers II
1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20		Mean	Mean	Mean	Mean
Number of assigned textbooks, books, or book-length packs of course readings	First-Year Students	3.36	3.15	3.19	3.36
	Seniors	3.37	3.13	3.15	3.24
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	First-Year Students	2.31	2.03	2.02	2.09
	Seniors	2.36	2.16	2.13	2.20
Number of written papers or reports of <u>20 pages or more</u>	First-Year Students	1.29	1.27	1.24	1.34
	Seniors	1.70	1.64	1.56	1.66
Number of written papers or reports <u>between 5 and 19 pages</u>	First-Year Students	2.29	2.20	2.21	2.40
	Seniors	2.73	2.48	2.52	2.59
Number of written papers or reports of <u>fewer than 5 pages</u>	First-Year Students	2.95	2.90	2.96	3.07
	Seniors	2.62	2.93	2.91	2.86
<b>Problem sets:</b> In a typical week, how many homework problem sets do you complete?					
1 = None, 2 = 1-2, 3 = 3-4, 4 = 5-6, 5 = More than 6					
Number of problem sets that take you <u>more</u> than an hour to complete	First-Year Students	2.80	2.69	2.64	2.69
	Seniors	2.66	2.67	2.66	2.60
Number of problem sets that take you <u>less</u> than an hour to complete	First-Year Students	2.55	2.79	2.79	2.67
	Seniors	2.22	2.39	2.38	2.30
<b>Examinations</b>					
1=Very little to 7=Very much					
Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	First-Year Students	5.29	5.38	5.27	5.31
	Seniors	5.24	5.40	5.34	5.29

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size.

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 5**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Additional Collegiate Experiences and Enriching Educational Experiences**

		John Jay	Peer Institutions <sup>b</sup>		
<b>Additional Collegiate Experiences: During the current school year, about how often have you done each of the following?</b>			<b>Selected Peers</b>	<b>Carnegie Peers</b>	<b>Selected Peers II</b>
<b>1=Never, 2=Sometimes, 3=Often, 4=Very often</b>		<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Attended an art exhibit, play, dance, music, theatre or other performance	First-Year Students	1.80	2.14*	2.11	2.22*
	Seniors	1.89	1.98	1.96	2.09
Exercised or participated in physical fitness activities	First-Year Students	2.22	2.75*	2.61*	2.66*
	Seniors	2.21	2.62*	2.49	2.61*
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	First-Year Students	1.55	1.94*	1.80	1.81
	Seniors	1.79	2.06	1.96	1.86
Examined the strengths and weaknesses of your own views on a topic or issue	First-Year Students	2.53	2.51	2.50	2.54
	Seniors	2.59	2.63	2.60	2.59
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	First-Year Students	2.83	2.69	2.74	2.73
	Seniors	2.85	2.80	2.80	2.78
Learned something that changed the way you understand an issue or concept	First-Year Students	2.90	2.79	2.80	2.83
	Seniors	2.93	2.84	2.84	2.85
<b>Enriching Educational Experiences: Which of the following have you done or do you plan to do before you graduate from your institution?</b>					
<b>The mean is the proportion responding "Done" among all valid respondents.</b>					
Practicum, internship, field experience, co-op experience, or clinical assignment	First-Year Students	.05	.07	.07	.09
	Seniors	.34	.48	.39	.55*
Community service or volunteer work	First-Year Students	.28	.34	.32	.32
	Seniors	.36	.56*	.48	.54*
Participate in a learning community or some other formal program where groups of students take two or more classes together	First-Year Students	.12	.15	.15	.18
	Seniors	.16	.25	.21	.25
Work on a research project with a faculty member outside of course or program requirements	First-Year Students	.03	.05	.05	.06
	Seniors	.13	.17	.12	.20

**Table 5 (cont.)**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Additional Collegiate Experiences and Enriching Educational Experiences**

<i>Enriching Educational Experiences: Which of the following have you done or do you plan to do before you graduate from your institution?</i>		<b>John Jay</b>	<b>Peer Institutions <sup>b</sup></b>		
			<b>Selected Peers</b>	<b>Carnegie Peers</b>	<b>Selected Peers II</b>
<b>The mean is the proportion responding "Done" among all valid respondents.</b>		<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Foreign language coursework	First-Year Students	.16	.18	.18	.22
	Seniors	.37	.36	.34	.43
Study abroad	First-Year Students	.02	.03	.02	.04
	Seniors	.05	.11	.07	.15
Independent study or self-designed major	First-Year Students	.01	.03	.03	.04
	Seniors	.10	.15	.11	.21
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	First-Year Students	.01	.02	.02	.02
	Seniors	.18	.31	.23	.28

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer institutions is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.



**Table 6**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Quality of Relationships**

Select the circle that best represents the quality of your relationships with people at your institution		John Jay Mean	Peer Institutions <sup>b</sup>		
			Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
<b>Relationships with <u>other students</u></b> 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging	First-Year Students	5.07	5.42	5.30	5.39
	Seniors	5.02	5.58*	5.41	5.46
<b>Relationships with <u>faculty members</u></b> 1 = Unavailable, Unhelpful, Unsympathetic to 7 = Available, Helpful, Sympathetic	First-Year Students	4.94	5.01	5.00	5.11
	Seniors	5.16	5.28	5.21	5.31
<b>Relationships with <u>administrative personnel and</u></b> 1 = Unhelpful, Inconsiderate, Rigid to 7 = Helpful, Considerate, Flexible	First-Year Students	4.31	4.55	4.40	4.59
	Seniors	4.04	4.48	4.34	4.45

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer institutions is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 7**  
**John Jay College**  
**2008 NSSE Mean Comparisons<sup>a</sup>**  
**Time Usage**

About how many hours do you spend in a typical 7-day week doing each of the following?  1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk		John Jay  Mean	Peer Institutions <sup>b</sup>		
			Selected Peers  Mean	Carnegie Peers  Mean	Selected Peers II  Mean
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	First-Year Students	3.73	3.95	3.70	4.12
	Seniors	3.66	4.09	3.99	4.08
Working for pay <u>on campus</u>	First-Year Students	1.06	1.49*	1.37	1.56*
	Seniors	1.36	1.73	1.47	1.71
Working for pay <u>off campus</u>	First-Year Students	3.55	2.46*	2.77	2.33*
	Seniors	5.43	3.94*	4.41*	3.68*
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	First-Year Students	1.32	2.13*	2.01*	2.23*
	Seniors	1.49	1.96	1.79	2.09
Relaxing and socializing (watching TV, partying, etc.)	First-Year Students	3.57	3.83	3.83	3.76
	Seniors	3.05	3.44	3.41	3.48
Providing care for dependents living with you (parents, children, spouse, etc.)	First-Year Students	2.61	1.77*	1.77*	1.79*
	Seniors	3.12	2.47	2.58	2.31
Commuting to class (driving, walking, etc.)	First-Year Students	3.20	2.39*	2.45*	2.31*
	Seniors	3.12	2.48*	2.56*	2.40*

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer institutions is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 8**  
**John Jay College**  
**2008 NSSE Mean Comparisons<sup>a</sup>**  
**Institutional Environment**

To what extent does your institution emphasize each of the following? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much		John Jay Mean	Peer Institutions <sup>b</sup>		
			Selected Mean	Carnegie Mean	Selected Mean
Spending significant amounts of time studying and on academic work	First-Year Students	3.05	3.11	3.06	3.13
	Seniors	3.02	3.12	3.08	3.10
Providing the support you need to help you succeed academically	First-Year Students	3.00	3.00	3.00	3.04
	Seniors	2.75	2.86	2.81	2.90
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	First-Year Students	2.64	2.62	2.70	2.73
	Seniors	2.46	2.44	2.48	2.49
Helping you cope with your non-academic responsibilities (work, family, etc.)	First-Year Students	2.23	2.21	2.24	2.30
	Seniors	2.04	1.93	1.90	2.02
Providing the support you need to thrive socially	First-Year Students	2.33	2.45	2.43	2.48
	Seniors	2.17	2.17	2.10	2.18
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	First-Year Students	2.34	2.80*	2.63	2.84*
	Seniors	2.40	2.57	2.42	2.54
Using computers in academic work	First-Year Students	3.22	3.28	3.26	3.30
	Seniors	3.22	3.47	3.40	3.41

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer institutions is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

**Table 9**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Educational and Personal Growth**

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much		John Jay	Peer Institutions <sup>b</sup>		
		Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Acquiring a broad general education	First-Year Students	3.20	3.16	3.16	3.17
	Seniors	3.31	3.25	3.20	3.26
Acquiring job or work-related knowledge and skills	First-Year Students	2.69	2.74	2.65	2.77
	Seniors	2.86	3.07	2.96	3.01
Writing clearly and effectively	First-Year Students	3.24	2.93*	2.96	2.98
	Seniors	3.18	3.05	3.06	3.06
Speaking clearly and effectively	First-Year Students	3.26	2.80*	2.89*	2.82*
	Seniors	3.04	2.98	2.94	2.97
Thinking critically and analytically	First-Year Students	3.38	3.15	3.15	3.18
	Seniors	3.34	3.32	3.25	3.30
Analyzing quantitative problems	First-Year Students	3.10	2.93	2.92	2.93
	Seniors	3.10	3.09	3.00	3.03
Using computing and information technology	First-Year Students	2.96	3.04	2.97	3.02
	Seniors	3.01	3.25	3.15	3.18
Working effectively with others	First-Year Students	3.00	2.94	2.96	2.95
	Seniors	2.96	3.16	3.06	3.08
Voting in local, state, or national elections	First-Year Students	2.25	2.25	2.36	2.13
	Seniors	2.22	2.11	2.12	2.01
Learning effectively on your own	First-Year Students	2.96	2.91	2.92	2.92
	Seniors	2.98	3.00	2.93	3.03
Understanding yourself	First-Year Students	2.84	2.75	2.80	2.81
	Seniors	2.82	2.75	2.72	2.82

**Table 9 (cont.)**  
**John Jay College**  
**2008 NSSE Mean Comparisons<sup>a</sup>**  
**Educational and Personal Growth**

To what extent has your experience at this institution contributed to your 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much		Peer Institutions <sup>b</sup>			
		John Jay Mean	Selected Mean	Carnegie Mean	Selected Mean
Understanding people of other racial and ethnic backgrounds	First-Year Students	3.02	2.63*	2.76	2.72
	Seniors	2.93	2.61	2.70	2.68
Solving complex real-world problems	First-Year Students	2.82	2.64	2.66	2.68
	Seniors	2.77	2.76	2.69	2.71
Developing a personal code of values and ethics	First-Year Students	2.81	2.61	2.67	2.69
	Seniors	2.73	2.62	2.60	2.66
Contributing to the welfare of your community	First-Year Students	2.30	2.39	2.37	2.43
	Seniors	2.37	2.40	2.32	2.38
Developing a deepened sense of spirituality	First-Year Students	1.95	2.04	2.06	2.06
	Seniors	1.87	1.83	1.82	1.87

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size. Asterisk (\*) indicates that the probability that the mean difference between John Jay and its peer institutions is due solely to chance is equal to or less than 5% (i.e.  $p \leq .05$ ), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

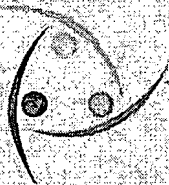
**Table 10**  
**John Jay College**  
**2008 NSSE Mean Comparisons <sup>a</sup>**  
**Advising and Satisfaction**

		Peer Institutions <sup>b</sup>			
Advising		John Jay	Selected Peers	Carnegie Peers	Selected Peers II
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent		Mean	Mean	Mean	Mean
Overall, how would you evaluate the quality of academic advising you have received at your institution?	First-Year Students	2.91	2.96	2.90	2.96
	Seniors	2.51	2.77	2.74	2.82
Satisfaction					
How would you evaluate your entire educational experience at this institution?	First-Year Students	3.04	3.14	3.11	3.11
	Seniors	3.03	3.14	3.03	3.14
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent					
If you could start over again, would you go to the same institution you are now attending?	First-Year Students	3.04	3.21	3.16	3.10
	Seniors	3.12	3.18	3.09	3.10
1 = Definitely no, 2 = Probably no, 3 = Probably yes, 4 = Definitely yes					

<sup>a</sup> All means are weighted by gender, full- or part-time status, and institutional size.

<sup>b</sup> The *Selected Peers* group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The *Carnegie Peers* group includes respondents from schools with the same Basic Carnegie Classification as John Jay. The *Selected Peers II* group includes respondents from other selected institutions in New York State.

## **APPENDIX**



# National Survey of Student Engagement 2008

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☐

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3 During the current school year, about how much reading and writing have you done?**

- a. Number of assigned textbooks, books, or book-length packs of course readings
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- c. Number of written papers or reports of **20 pages or more**
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- d. Number of written papers or reports **between 5 and 19 pages**
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20
- e. Number of written papers or reports of **fewer than 5 pages**
- ☐ None ☐ 1-4 ☐ 5-10 ☐ 11-20 ☐ More than 20

**4 In a typical week, how many homework problem sets do you complete?**

None 1-2 3-4 5-6 More than 6

- a. Number of problem sets that take you **more** than an hour to complete
- ☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ More than 6
- b. Number of problem sets that take you **less** than an hour to complete
- ☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ More than 6

**5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.**

Very little

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Very much

**6 During the current school year, about how often have you done each of the following?**

Very often Often Some-times Never

- a. Attended an art exhibit, play, dance, music, theater, or other performance
- ☐ Very often ☐ Often ☐ Some-times ☐ Never
- b. Exercised or participated in physical fitness activities
- ☐ Very often ☐ Often ☐ Some-times ☐ Never
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- ☐ Very often ☐ Often ☐ Some-times ☐ Never
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- ☐ Very often ☐ Often ☐ Some-times ☐ Never
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- ☐ Very often ☐ Often ☐ Some-times ☐ Never
- f. Learned something that changed the way you understand an issue or concept
- ☐ Very often ☐ Often ☐ Some-times ☐ Never

**7 Which of the following have you done or do you plan to do before you graduate from your institution?**

Done Plan to do Do not plan to do Have not decided

- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- b. Community service or volunteer work
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- d. Work on a research project with a faculty member outside of course or program requirements
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- e. Foreign language coursework
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- f. Study abroad
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- g. Independent study or self-designed major
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided
- h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- ☐ Done ☐ Plan to do ☐ Do not plan to do ☐ Have not decided

**8 Mark the box that best represents the quality of your relationships with people at your institution.**

a. Relationships with **other students**

Unfriendly, Unsupportive, Sense of alienation

Friendly, Supportive, Sense of belonging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

b. Relationships with **faculty members**

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

c. Relationships with **administrative personnel and offices**

Unhelpful, Inconsiderate, Rigid

Helpful, Considerate, Flexible

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								
b. Working for pay <b>on campus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								
c. Working for pay <b>off campus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								
e. Relaxing and socializing (watching TV, partying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week								

**10 To what extent does your institution emphasize each of the following?**

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

**13 How would you evaluate your entire educational experience at this institution?**

☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

☐ Definitely yes  
☐ Probably yes  
☐ Probably no  
☐ Definitely no



15 Write in your year of birth: 1 9

16 Your sex:  
☐ Male ☐ Female

17 Are you an international student or foreign national?  
☐ Yes ☐ No

18 What is your racial or ethnic identification? (Mark only one.)

- ☐ American Indian or other Native American
- ☐ Asian, Asian American, or Pacific Islander
- ☐ Black or African American
- ☐ White (non-Hispanic)
- ☐ Mexican or Mexican American
- ☐ Puerto Rican
- ☐ Other Hispanic or Latino
- ☐ Multiracial
- ☐ Other
- ☐ I prefer not to respond

19 What is your current classification in college?

- ☐ Freshman/first-year ☐ Senior
- ☐ Sophomore ☐ Unclassified
- ☐ Junior

20 Did you begin college at your current institution or elsewhere?

- ☐ Started here ☐ Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- ☐ Vocational or technical school
- ☐ Community or junior college
- ☐ 4-year college other than this one
- ☐ None
- ☐ Other

22 Thinking about this current academic term, how would you characterize your enrollment?

- ☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

- ☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

- ☐ Yes ☐ No (Go to question 25.)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

- ☐ A ☐ B+ ☐ C+
- ☐ A- ☐ B ☐ C
- ☐ B- ☐ C- or lower

26 Which of the following best describes where you are living now while attending college?

- ☐ Dormitory or other campus housing (not fraternity/sorority house)
- ☐ Residence (house, apartment, etc.) within walking distance of the institution
- ☐ Residence (house, apartment, etc.) within driving distance of the institution
- ☐ Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

- | Father                   | Mother                   |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school                            |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree          |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an associate's degree (A.A., A.S., etc.)    |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a bachelor's degree (B.A., B.S., etc.)      |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a master's degree (M.A., M.S., etc.)        |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a doctoral degree (Ph.D., J.D., M.D., etc.) |

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington, IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2007 Indiana University.