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

<u>Absent</u> (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. <u>Declaration of a vacant seat on the Senate and determination as to what action, if any, to take.</u>

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. <u>Proposal to create Faculty Panels to evaluate the finalists for the Dean of Undergraduate Studies position</u>: 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 3rd or 4th 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. <u>Invited Guest: Interim Assistant Vice President Gail Hauss</u> [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.

ATTACHMENT A

John Jay College of Criminal Justice Office of Institutional Research

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 practice¹, 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 Teaching² 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.)

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

² 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, <u>Setting the Stage: The John Jay Context – Time Usage and Diversity Experiences</u>, presents contextual information that is unique to John Jay students and informs the subsequent discussion.

The next section, <u>NSSE Benchmarks</u>, 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, <u>Using NSSE Results to Promote Student Success – General Education</u>, <u>Student-Faculty Interaction</u>, <u>and Institutional Support</u>, 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.

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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

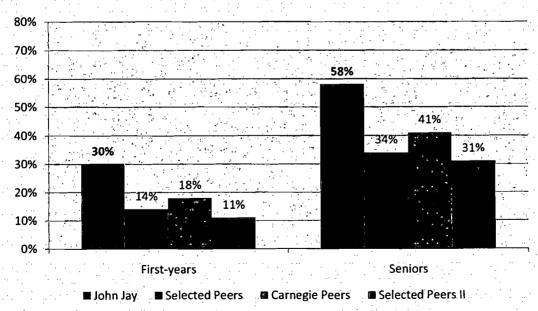
Understanding how John Jay students use their time provides *key contextual information* for understanding their learning experiences and promoting their academic success.

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 <u>working for pay off campus</u>



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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 <u>commuting to class</u>

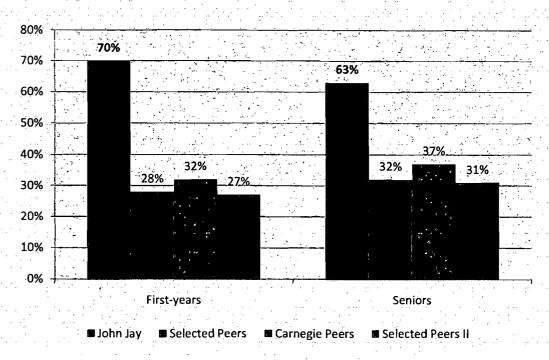
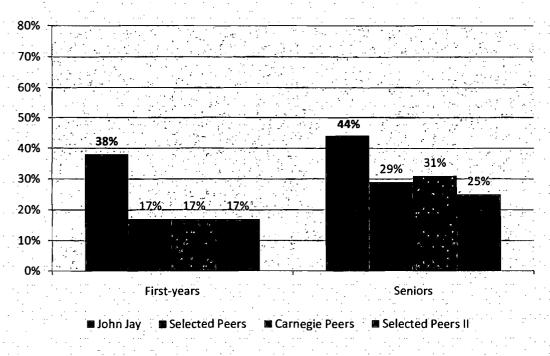


Figure 3. % Students spending 6 hours or more a week caring for dependents

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



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.

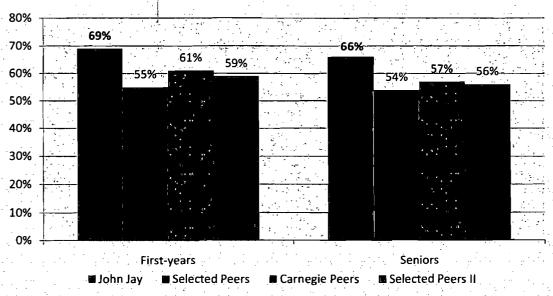
Table 1. John Jay student engagement in diversity experiences

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 Often or Very often			
Had serious conversations with students of different race or ethnicity than your own	First-year students Seniors 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 <u>quite a bit or very much</u> 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 "a" indicates that the mean for John Jay is higher than the mean for the given peer group, a "\mathbb{O}" indicates that the mean for John Jay is lower than the mean for the given peer group, and a "\mathbb{O}" 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	- 1					
Level of Academic Challenge	First-years	53.7	<u>"</u>		Θ		
e.g., Worked harder than you thought you could to meet an instructors standards or expectations	Seniors	55.5	◙	. ∕⊕	(
Active and Collaborative Learning:	First-years	41.4	Θ	⊕	⊜		
e.g., Asked questions in class or contributed to class discussion	Seniors	42.3	8	8	8		
Student-Faculty Interaction	First-years	29.5	8	⊜	8		
e.g., Discussed grades or assignments with an instructor.	Seniors	36.5	8	•	8		
Enriching Educational Experiences	First-years	24.5	⊜	©	8		
e.g., Participated in a learning community of some other formal program where groups of students take two or more classes together.	Seniors	31.8	8	8	8		
Supportive Campus Environment	First-years	56.7	⊕'	(2)	8		
e.g.; Institution emphasizes: Providing the support you need to help you succeed academically	Seniors	53.3	8	(8		

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 25th 75th 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?

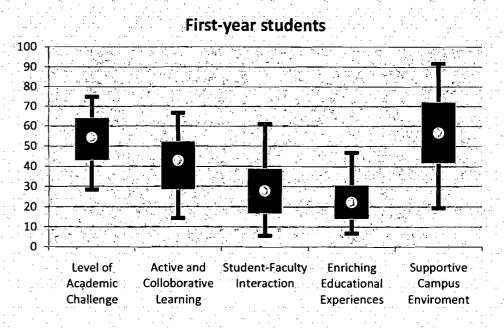
Figure 5 that follows shows the range and variation of scores across the five benchmarks for both first-year students and seniors at John Jay. Both first-year students and seniors show the greatest variation in two benchmarks - Student-Faculty Interaction and Supportive Campus Environment. Keeping in 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.

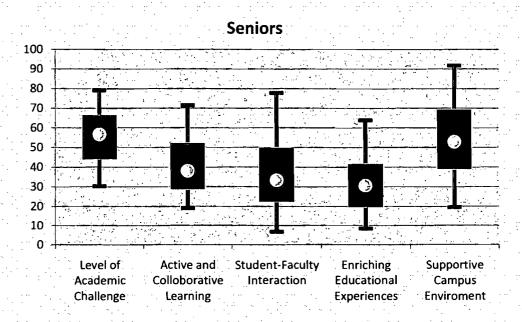
Moreover, our students' diversity can facilitate a discussion for considering ways the college can transform the campus into a more supportive environment. A campus which visually reflects the cultural diversity of our student body through artwork, music, banners, etc., can carry a powerful message of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

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Figure 5³. 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





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³ 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 25th to the 75th percentiles), and the whiskers show the range of scores (from the 5th to the 95th percentiles).

<u>Using NSSE Results to Promote Student Success – General Education, Student-Faculty</u> 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

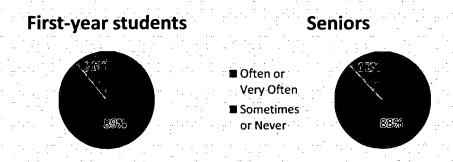
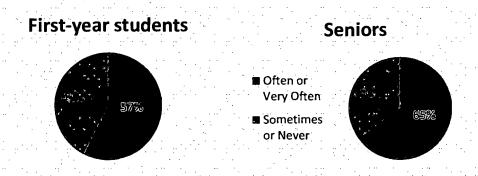


Figure 6b. % Students who put together ideas or concepts from different courses when completing assignments or during class discussions

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



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November 2008 OIR 08-121 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? Is so, what type of changes?
- Given students' time usage, how can we promote more colloborative 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.

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

Key Observation – John Jay students' responses of <u>some or very little</u> 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 Some or Very little			
and a language service and a first property of the service of the service of the service of the service of the Can also the service of the se	irst-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:

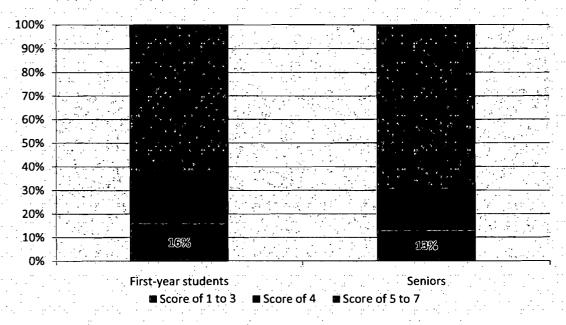
- If we believe that the student-faculty relationship is a positive influence throughout a student's academic career, how do we enhance it?
- What are the factors that contribute to students' perceptions of faculty?
- In what ways can the college assist faculty to improve these perceptions?
- What is 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 <u>sometimes or never</u> 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.

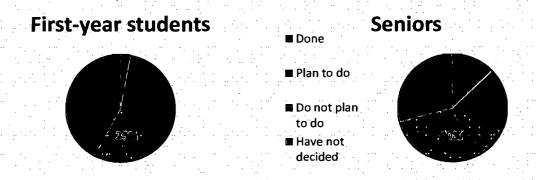
Table 4. Student-faculty interactions

Key Observation – 52% of first-year students and 45% of seniors report <u>sometimes or never</u> 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 Sometimes or Never			
Discussed grades of assignments with an instructor	First-year students 52%	Seniors 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 <u>do not plan</u> to work on a research project with a faculty member outside of course or program requirements



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 <u>quite a bit or very much</u> 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			
Spending significant amounts of time studying and on academic work	First-year students 26%	Seniors 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.

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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.

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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.

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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.

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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:

Camegie 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

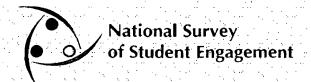
Column Label:

Selected Peers 11

Number of Institutions:

70

The Reason Your Institution Provided For Choosing This Group:



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):

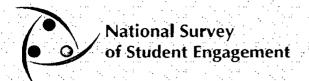
Barron's admissions selectivity ratings(s):

COMPARISON GROUP 1 INSTITUTIONS

Institution Name	City
Auburn University	Auburn University AL
Ball State University	Muncie
Boise State University	Boise
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
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

COMPARISON GROUP 1 INSTITUTIONS

Institution Name	City	State
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	lA .
University of Southern Mississippi	Hattiesburg	MS
University of Toledo	Toledo	ОН
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



NSSE 2008 Selected Comparison Groups CUNY John Jay College Criminal Justice

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 ^a

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):

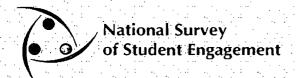
Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

COMPARISON GROUP 2 INSTITUTIONS

Institution Name	City
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
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 llL lL



NSSE 2008 Selected Comparison Groups CUNY John Jay College Criminal Justice

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

COMPARISON GROUP 3 INSTITUTIONS

Institution Name	City	State
Hobart and William Smith Colleges	Geneva	NY
Houghton College	Houghton	NY
Keuka College	Keuka Park	NY
	Bronx	NY
Manhattan College Manhattanville College	Purchase	NY
Marymount Manhattan College	New York	NY.
Medaille College	Buffalo	NY
the contract of the contract o	the second of th	NY
Mercy College	Dobbs Ferry New York	NY.
Metropolitan College of New York	er og de kommer er er og de kommer er er er og de kommer er e	NY
Morrisville State College	Morrisville	NY
Mount Saint Mary College	New York	NY.
New York Institute of Technology-Manhattan Campus		
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

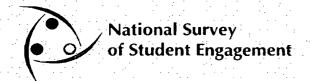


Table 1 - NSSE 2008 Engagement Item Frequency Distributions a CUNY John Jay College Criminal Justice

First-Year Students

Seniors

		a strong and				A rate of the state of			
u <u>lde renis,</u> ee gidder		John Jaya	Selected Peers	Carnegie Peers	Selected Peers II	John Jay	Selected Peers	Carnegie Peers	Selected Peers II
Variable	Response Options	7.41.50 93 VA	%	%	%	196 + 7	%	%	%-
Working for pay off campus	0 hr/wk	41200	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%	120	6%	5%	6%
	11-15 hr/wk	826 42	6%	7%	6%	5%	6%	6%	6%
	16-20 hr/wk	- Sept 0	7%	9%	7%	9%	10%	12%	9%
	21-25 hr/wk	10%	5%	8%	4%		8%	11%	7%
	26-30 hr/wk	7%	3%	4%	2%	7/20	6%	8%	5%
f <u>ilm is not fisher to be</u>	30+ hr/wk	10% * 1	6%	6%	5%	4198	20%	22%	19%
Providing care for dependents	0 hr/wk	A 334%	70%	65%	67%	55%	58%	53%	60%
living with you (parents, children,	1-5 hr/wk	327%	14%	17%	15%	20%	13%	16%	14%
spouse, etc.)	6-10 hr/wk	1000	6%	8%	7%	\$ 1147/22	7%	9%	7%
	11-15 hr/wk	72/5	4%	4%	4%	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	5%	4%	4%
	16-20 hr/wk	6% 2	2%	2%	2%	5%	3%	4%	3%
and the control of the control	21-25 hr/wk	37/0	1%	:: 1% ::	1%:	200	2%	2%	1%
	26-30 hr/wk	100	0%	0%	0%	223	1%	1%	1%
	30+ hr/wk	5/6	4%	2%	3%	X 10%	11%	11%	9%
Commuting to class (driving,	0 hr/wk	12.100	9%	10%	19%	7272	5%	4%	13%
walking, etc.)	1-5 hr/wk	229%	63%	59%	53%	3.86%	63%	59%	56%
	6-I0 hr/wk	3.34%	18%	20%	15%	13772	21%	25%	19%
	11-15 hr/wk	24%	6%	7%	7%	1000	7%	8%	6%
	16-20 hr/wk	9%	2%	3%	3%:	5%	2%	2%	3%
	21-25 hr/wk	2%	1%	1%	1%	20.000	1%	1%	1%
	26-30 hr/wk	20% ×	0%	0%	0%		0%	0%	1%
	30+ hr/wk	0%	1%	1%	1%	12.7	1%	1%	1%

^{*} Column percentages (%) are weighted by gender, enrollment status, and institutional size.

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

		1	- · · · · · · · · · · · · · · · · · · ·	Peer In:	stitutions		
	- John Jay	Selecte	d Peers	Carneg	le Peers	Selected	Peers II
	Eighes England Fig. 2012	First-Year Students	Senlors	First-Year Students	Seniors	First-Year Students	Seniors
Race/Ethnicity							
American Indian or Native American	1% 026	1%	1%	1%	0%	0%	1%
Asian, Asian American, or Pacific Islander	10%	8%	6%	14%	10%	9%	6%
Black or African American	41% 5 20%	5%	5%	4%	4%	6%	6%
White or Caucasian (non-Hispanic)	26%	67%	67%	54%	59%	65%	69%
Hispanic or Latino	34%4 28%6 28%6	10%	11%	13%	14%	7%	5%
Multiracial	8% 3% 3%	2%	2%	5%	3%	3%	2%
Other	2% 5%	2%	1%	2%	2%	2%	2%
I prefer not to respond	9%	6%	7%	6%	8%	8%	8%

^a 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.

^bJohn Jay-reported data. This information is used by NSSE to weight the mean companisons presented in this report.

^c Percent of total respondents within each category. These results are *not* weighted.

Table 3 John Jay College 2008 NSSE Benchmark Mean Comparisons ^a Level of Academic Challenge

		10.044		Peer Institutions	
		අලුබාඅනු,	Selected	Carnegie	Selected
			Peers Mean	Peers Mean	Peers II Mean
Benchmarks and Survey Items		St. do G. St			
Level of Academic Challenge	First-Year Students	25370	51:0	51.2	53.9
	Seniors	\$ 65.5	55.5, <i>,</i>	54.8	56.0
Worked harder than you thought you could to meet	First-Year Students	270 #	2.58	2.60	2.65
an instructor's standards or expectations	Seniors	284	2.72	2.70	2.73
Coursework emphasized: Analyzing the basic	First-Year Students	30% c	3.05	3.06	3.13
elements of an idea, experience, or theory, such as examining e particular case or situation in depth and	Seniors		3.21	3.20	3.23
considering its components	e e e				1 1 1
Coursework emphasized: Synthesizing and	First-Year Students	2/99	2.81	2.87	2.93
organizing ideas, information, or experiences into	Seniors	12.9867	3.00	2.97	3.06
new, more complex interpretations and relationships					
Coursework emphasized: Making judgments about	First-Year Students	3.01 3	2.84	2.94	2.92
the value of information, arguments, or methods,	Seniors	2.99	2.97	2.95	2.99
such as examining how others gathered and interpreted data and assessing the soundness of					
their conclusions		A	· ·	<u> </u>	· · · <u>· · · · · · · · · · · · · · · · </u>
Coursework emphasized: Applying theories or	First-Year Students	3.90	2.98	2.97	3.04
concepts to practical problems or in new situations	Seniors	2010	3.17	3.11	3.16
Number of assigned textbooks, books, or	First-Year Students	9.88%	3.15	3.19	3.36
book-length packs of course readings	Seniors	3337	3.13	3.15	3.24
Number of written papers or reports of 20 pages or	First-Year Students	A1929	1.27	1.24	1.34
nore	Seniors	170	1.64	1.56	1.66
Number of written papers or reports between 5 and	First-Year Students	12/29	2.20	2.21	2.40
19 pages	Seniors	3273	2.48	2.52	2.59
Number of written papers or reports of fewer than 5	First-Year Students	2195	2.90	2.96	3.07
pages	. Seniors	2.62	2.93	2.91 .	2.86
Time spent preparing for class (studying, reading,	First-Year Students	373	3.95	3.70	4.12
writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	Seniors	3.66	4.09	3.99	4.08
	<u> </u>				•
Campus environment emphasizes: Spending significant amounts of time studying and on academic	First-Year Students	3.05	3.11	3.06	3.13
work	Seniors	53!024-1	3.12	3.08	3.10
	First-Year Students	900	40.2	40.7	42.1
Active and Collaborative Learning	Seniors	42:3	50.3°	48.7*	48.2
Asked questions in class or contributed to class	First-Year Students	2.295%	2.62	2.61	2.79
discussions	Seniors	3.09	2.98	2.93	3.04
Made a cless presentation	First-Year Students	25271	2.18*	2.32	2.29
made a dess presentation	Seniors	2259	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	First-Year Students	17.87	2.35*	2.26*	2.37*
orepare class assignments	Seniors	21.2107	2.81	2.65*	2.58*
Futored or taught other students (paid or voluntary)	First-Year Students	770754	1.67	1.62	1.68
	Seniors	AV 1759A	1.87	1.78	1.85
Participated in a community-based project (e.g.	First-Year Students	4138,74	1.53	1.53	1.55
service learning) as part of a regular course	Seniors	4,033	1.70*	1.67*	1.64*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-	First-Year Students	283	2.62	2.64	2.67
workers, etc.)	Seniors	2191	2.81	2.81	2.78

Table 3 John Jay College 2008 NSSE Benchmark Mean Comparisons ^a Level of Academic Challenge

<u>and a production of the second secon</u>	<u> </u>				
		්ල්කරුන්	Selected	Carnegie	Selecte
enchmarks and Survey Items		Mond	Peers Mean	Peers Meen	Peers I Mean
BRAINIAIKS and Survey tomo	First-Year Students	3 29.8 °	32.0	31.9	34.4
udent-Faculty Interaction	Seniors	836	40.0	37.2	41.3
	First-Year Students	2504	2.53	2.49	2.56
scussed grades or assignments with an instructor	Seniors	270	2.77	2.71	2.75
alked about career plans with a faculty member or	First-Year Students	1.73	2.11	2.06*	2.15*
lvisor	Seniors	2.07	2.35	2.23	2.40
scussed ideas from your readings or classes th faculty members outside of class	First-Year Students Seniors	1.63 200 c	1.83 2.06	1.81 2.00	1.96 2.12
eceived prompt written or oral feedback from faculty	First-Year Students	273.	2.54	2.60	2.63
your acedemic performance	Seniors	2.33	2.70	2.70	2.74
orked with faculty members on activities other than	First-Year Students	+1/1.65.÷	1.56	1.57	1.68*
ursework (committees, orientation, student life tivities, etc.)	Seniors	1158	1.79	1.66	1.82
ork on a research project with a faculty member	First-Year Students	127,03	.05	.05	.06
tside of course or program requirements	Seniors	133	17	.12	.20
400	First-Year Students	¥ 24514	25.7	26.0	27.9
oriching Educational Experiences	Seniors	318	37.9*	34.9	39.9
ad serious conversations with students of a	First-Year Students	2.69	2.51*	2.66	2.70
ferent race or ethnicity than your own	Seniors	2 88	2.63	2.75	2.70
ad serious conversations with students who are	First-Year Students	275	2.64	2.65	2.73
ry different from you in terms of their religious fiefs, political opinions, or personal values	Seniors	2275	2.69	2.69	2.71
The second secon	First-Year Students	05052	.07	.07	.09
Participated in: Practicum, Internship, field experience, co-op experience, or clinical assignment	Seniors	34.5	.48	.39	.55*
	First-Year Students	28.4	.34	.32	.32
articipated in: Community service or volunteer work	Seniors	336	.56*	.48	.54*
articipated in: A learning community or some other	First-Year Students	a12 '	.15	.15	18
rmal program where groups of students take two or ore classes together	Seniors	.03	.25	.21	.25
articipated in: Foreign language coursework	First-Year Students	V-146E-1	.18	.18	.22
riudpateo III. Foreigi ianguage coursework	Seniors	377	.36	.34	.43
articipated in: Study abroed	First-Year Students	02	03	02	04
	Seniors	.05	.03	.07	.04
articipated in: Independent study or self-designed	First-Year Students Seniors	.01 .10	.15	.11	.04
articipated in: Culminating senior experience	First-Year Students	0.03	.02	.02	.02
apstorie course, senior project or thesis, imprehensive exam, etc.)	Seniors		.31	.23	.28
	First-Year Students	567	59.3	58.5	60.4
ipportive Campus Environment	Seniors	533g -	56.3	54,4	56.8
	First-Year Students	5074	5.42	5.30	5.39
elationships with other students	Seniors	5.02	5.58*	5.41	5.46
elationships with faculty members	First-Year Students	74'94	5.01	5.00	5.11
<u> 12 - Nacida Alberta de La Calledo de La Calledo</u>	Seniors	7.516.3	5.28	5.21	5.31
elationships with <u>administrative personnal and</u> fices	First-Year Students	431	4.55	4.40	4.59
stitution emphasizes: Providing the support you	Seniors First-Year Students	33.00	3.00	3.00	4.45 3.04
ed to help you succeed academically	Seniors	275	2.86	2.81	2.90
stitution emphasizes: Helping you cope with your	First-Year Students	7223 F	2.21	2.24	2,30
on-academic responsibilities (work, family, etc.)	Seniors	204	1.93	1.90	2.02
stitution emphasizes: Providing the support you	First-Year Students	75 2 93	2.45	2.43	2.48
ed to thrive socially	Seniors	2.17	2.17	2.10	2.18

Table 4
2008 John Jay NSSE Frequencies
Educational and Personal Growth

To what extent has your experience at this institution	1	First-Year Students ¹	Seniors ¹	
contributed to your knowledge, skills, and personal	Response Options	(N = 233)	(N = 402)	
development in the following areas?	Tresponde opnome	(\\ <u>-</u> 55,	%	
	Very little	4%	3%	
	Some	16%	13%	
Acquiring a broad general education	Quite a bit	35%	34%	
	Very much	44%	50%	
	Very little	16%	11%	
Acquiring job or work-related knowledge and skills	Some	24%	26%	
	Quite a bit	36%	27%	
	Very much	24%	35%	
	Very little	3%	3%	
VARIABLE DISCUSSION AND DESCRIPTION OF THE STATE OF THE S	Some	16%	16%	
Writing clearly and effectively	Quite a bit	37%	39%	
	Very much	44%	42%	
	Very little	4%	5%	
	Some	11%	21%	
Speaking clearly and effectively	Quite a bit	39%	38%	
	Very much	45%	36%	
<u> </u>		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	Very little	2%	1%	
Thinking critically and analytically	Some	10%	12%	
,,,,,,,,,,,,,,	Quite a bit	36%	37%	
	Very much	52%	49%	
	Very little	5%	4%	
Analyzing quantitative problems	Some	19%	19%	
Analyzing quantitative problems	Quite a bit	39%	38%	
	Very much	37%	38%	
	Very little	12%	6%	
and the control of t The control of the co	Some	19%	22%	
Using computing and information technology	Quite a bit	30%	35%	
	Very much	39%	36%	
	Vonctittle	00/	70/	
	Very little Some	8% 22%	7% 25%	
Working effectively with others	Quite a bit	31%	33%	
	Very much	38%	35%	
<u> </u>				
	Very little	34%	35%	
Voting in local, state, or national elections	Some	22%	29%	
	Quite a bit	29%	15%	
	Very much	16%	21%	
	Very little	10%	8%	
Learning effectively on your own	Some	20%	21%	
Learning enecuvery on your own	Quite a bit	33%	35%	
	Very much	36%	35%	
	Very little	15%	15%	
	Some	21%	22%	
Understanding yourself	Quite a bit	31%	30%	
	Very much	34%	34%	
<u>je objekt dit holi alakteraj objekt alaj teologi</u> .	<u> </u>	I i i i e e i li i e e e i		

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 ¹ (N = 233) %	Seniors ¹ (N = 402) %
Understanding people of other racial and ethnic backgrounds	Very little	10%	9%
	Some	21%	24%
	Quite a bit	28%	30%
	Very much	41%	36%
Solving complex real-world problems	Very little	10%	12%
	Some	26%	26%
	Quite a bit	35%	34%
	Very much	29%	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	31%	27%
	Some	24%	31%
	Quite a bit	29%	22%
	Very much	17%	21%
Developing a deepened sense of spirituality	Very little	49%	53%
	Some	19%	20%
	Quite a bit	20%	15%
	Very much	12%	13%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	6%	5%
	Sometimes	37%	30%
	Often	34%	40%
	Very often	23%	25%
Worked on a paper or project that required integrating ideas or information from various sources	Never	2%	2%
	Sometimes	9%	10%
	Often	45%	40%
	Very often	44%	48%

¹ 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	Response Options	First-Year Students ¹ (N = 233)	Seniors ¹ (N = 402)
nstitution?		%	%
	1 Unavailable, Unhelpful, Unsympathetic	4%	1%
	lante de la companya	4%	4%
	$\begin{bmatrix} 2 \\ 2 \end{bmatrix}$	8%	8%
		23%	18%
Relationships with <u>faculty members</u>	 	21%	21%
est pina in pina shippash pinas			
		21%	27%
	7 Available, Helpful, Sympathetic	20%	21%
	Have not decided	42%	29%
Vork on a research project with a faculty	Do not plan to do	23%	40%
nember outside of course or program	Plan to do	32%	18%
equirements	Done	3%	13%
in dibiblio na ilawa na ilawa na baka n			
	Never	14%	7%
Discussed grades or assignments with an	Sometimes	38%	38%
nstructor	Often	31%	30%
	Very often	17%	26%
	Never	46%	000/
		1	28%
Talked about career plans with a faculty	Sometimes	38%	39%
member or advisor	Often.	10%	19%
	Very often	5%	14%
<u> </u>	Never	43%	000/
	1 11-1-1		30%
Discussed ideas from your readings or classes	Sometimes	38%	45%
with faculty members outside of class	Often	12%	18%
	Very often	7%	7%
The latest	Never	13%	11%
Received prompt written or oral feedback from	Sometimes	25%	31%
aculty on your academic performance	Often	39%	41%
	Very often	23%	17%
<u> 10 januari 10 januar</u>	<u>la la la companya de la companya de</u>		<u></u>
Morked with faculty members on catalities	Never	75%	63%
Norked with faculty members on activities other than coursework (committees, orientation,	Sometimes	19%	22%
orner than coursework (committees, orientation, student life activities, etc.)	Often	5%	9%
	Very often		

¹ 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

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

¹ 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



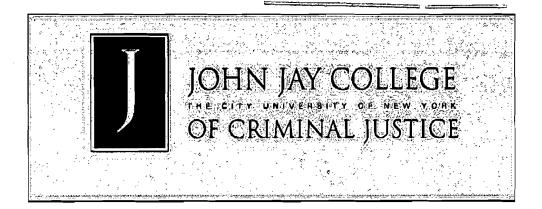
National Survey of Student Engagement 2008 The College Student Report

٠,	In your experience at your each of the following? Ma							ave you	ı done	
'		Very often	Often	Some- times			Very often	Often	Some- times	
a	Asked questions in class or contributed to class discussions	▼	. ▼.			r. Worked harder than you you could to meet an ins	tructor's	.: ▼	▼	▼
· · b	. Made a class presentation.					standards or expectation		ш	. Ц	L
C	: Prepared two or more drafts of a paper or assignment before turning it in					 s. Worked with faculty men activities other than cour (committees, orientation student life activities, etc 	sework		· '□ ·	
d	 Worked on a paper or project that required integrating ideas or information from various sources 					t. Discussed ideas from you readings or classes with outside of class (students	others			
é	different races, religions, gender	s,	n			family members, co-work u. Had serious conversation	kers, etc.)		□,	
	political beliefs, etc.) in class discussions or writing assignment f. Come to class without completing	1.		. 🗆		students of a different ra ethnicity than your own	ce or			
_	readings or assignments					v. Had serious conversation students who are very di	fferent			
9	. Worked with other students on projects during class					irom you inferms of thei religious beliefs, political opinions, or personal vali	· · · · · · · · · · · · · · · · · · ·	П	, ,	
h	. Worked with classmates outside of class to prepare class assignments									
i	i. Put together ideas or concepts	; · · ·				2 During the current syour coursework en				as
	from different courses when		24				P			
٠.	completing assignments or	_				mental activities?				
j	during class discussions Tutored or taught other				P	mental activities?		Quite 1 a bit		Very
	during class discussions Tutored or taught other students (paid or voluntary)					a. Memorizing facts, ideas	much w	٠. –		
	during class discussions Tutored or taught other						much s, or ses and eat them	٠. –		
k	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet,	□ d. □				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the same of the sa	much s, or ses and sat them form ments of neory,	٠. –		
k 1	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment	□ d. □				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the such as examining a particase or situation in depth	much s, or ses and sat them form ments of neory, icular and	٠. –		
k I m	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment Used e-mail to communicate with an instructor	d. s D				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the such as examining a particase or situation in depth considering its componer c. Synthesizing and organ	much s, or ses and sat them form ments of neory, icular n and nts	٠. –		
k I m	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment Used e-mail to communicate with an instructor Discussed grades or assignments with an instructor	d. s D				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the such as examining a particase or situation in depth considering its componer	much s, or ses and sat them form ments of neory, icular n and nts izing periences	٠. –		
k m n	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment Used e-mail to communicate with an instructor Discussed grades or assignments with an instructor Talked about career plans with a faculty member or advisor	d				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the such as examining a particular case or situation in depth considering its componer c. Synthesizing and organideas; information, or expinto new, more complex	much s, or ses and sat them form ments of neory, licular n and nts periences onships	٠. –		
k m n	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment Used e-mail to communicate with an instructor Discussed grades or assignments with an instructor	d				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the such as examining a part case or situation in depth considering its componer. C. Synthesizing and organ ideas; information, or experience, or experience into new, more complex interpretations and relations. d. Making judgments above value of information, argor methods, such as examinow others gathered and	much s, or ses and sat them form ments of neory, licular n and nizing periences onships Dut the uments, mining	٠. –		
k n oo	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-base project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment Used e-mail to communicate with an instructor Discussed grades or assignments with an instructor Talked about career plans with a faculty member or advisor Discussed ideas from your readings or classes with faculty	d				a. Memorizing facts, ideas methods from your cours readings so you can repe in pretty much the same b. Analyzing the basic eler an idea, experience, or the such as examining a part case or situation in depth considering its componer. c. Synthesizing and organ ideas, information, or expinto new, more complex interpretations and relations. d. Making judgments abovalue of information, argor methods, such as examined as your course interpretations.	much s, or ses and sat them form ments of neory, dcular n and nizing periences onships out the uments, mining lessing onclusions	٠. –		

Write in your year of birth: 19	Are you a student-athlete on a team sponsored by your institution's athletics department?
	☐ Yes ☐ No. (Go to question 25.)
Your sex:	
□ Male □ Female	On what team(s) are you an athlete (e.g.,
Are you an international student or foreign	football, swimming)? Please answer below:
national?	
□ Yes □ No	
What is your racial or ethnic identification?	25 What have most of your grades been up to now
(Mark only one.)	at this institution?
☐ American Indian or other Native American	\square
Asian, Asian American, or Pacific Islander	□A. □B □C
☐ Black or African American	☐ B- ☐ C- or lower
☐ White (non-Hispanic)	26 Which of the following best describes where
Mexican or Mexican American	you are living now while attending college?
☐ Puerto Rican	Dormitory or other campus housing (not fraternity/sorprity house)
Other Hispanic or Latino	Residence (hoose, apartment, etc.) within
☐ Multiracial. ☐ Other	walking distance of the institution
☐ I prefer not to respond	Residence (house, apartment, etc.) within driving distance of the institution
	Reateralty or sorority house.
What is your current classification in college?	27 What is the highest level of education that your
☐ Freshman/first-year ☐ Senior	parent(s) completed? (Mark one box per column
☐ Sophomore ☐ Unclassified	Father Mother
☐ Junior	Vrather Mother
Did you begin college at your current	Did not finish high school
institution or elsewhere?	☐ Graduated from high school
☐ Started here ☐ Started elsewhere	Attended college but did not complete
Since graduating from high school which of	degrèé
the following types of schools have you	Completed an associate's degree (A.A., A.S., etc.)
attended other than the one you are	Completed a bachelor's degree (B.A.,
attending now? (Mark all that apply.)	B.S., etc.) Completed a master's degree (M.A.,
□ Vocational or technical school	M.S., etc.)
☐ Community or junior college ☐ 4-year college other than this one	Completed a doctoral degree (Ph.D.,
None	J.D., M.D., etc.)
□ Other	28 Please print your major(s) or your expected
	major(s).
Thinking about this current academic term,	a. Primary major (Print only one.):
how would you characterize your enrollment?	한탈대한 어떻게 하고요. 이 살이 어디에 어떻게 하는데 뭐 다니?
☐ Full-time ☐ Less than full-time	
Are you a member of a social fraternity or	b. If applicable, second major (not minor, concentration, etc.):
sorority?	
☐Yes ☐ No	
THANKS FOR CHARTAG VOUS OF	CDONCEC
THANKS FOR SHARING YOUR RE	SPONSES! lope and deposit it in any U.S.

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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 imaging 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)

Personal Characteristics	First-Year Students ² (N = 233)	Seniors ² (N = 402)
	<u> </u>	
Gender		
Male	42%	39%
Female	58%	62%
Race/Ethnicity		
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%
nternational Student?		
No	68%	20%
Yes	11%	23%
Age		
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%
Member of a John Jay Athletic Team?		
No	78%	84%
Yes	2%	1%
Mother's Highest Education	·	
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%
Father's Highest Education		
Did not finish HS	19%	21%
Graduated from HS	27%	21 % 27%
Attended college, did not complete degree	11%	12%
· ·	6%	12% 6%
Completed Associate's	9%	12%
Completed Bachelor's		
Completed Master's	5%	5%
Completed Doctorate	1%	2%

¹ 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.

² 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)

Academic Characteristics ¹	First-Year Students ² (N = 233)	Seniors ² (N = 402)
	%	<u> </u>
Admission Status		
Entering Freshmen	74%	43%
Transfer Student	4%	43%
Missing	21%	14%
Full or Part-time Status Fall 2007		
Full-time `	96%	71%
Part-time	4%	
Full or Part-time Status Spring 2008		
Full-time	94%	63%
Part-time	6%	37%
Grades		
Mostly A's (A, A-)	31%	32%
Mostly B's (B+, B, B-)	37%	49%
Mostly C+ and C	9%	5%
Mostly C ² or lower	2%	1%
Missing	21%	14%
Major		
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%
Forênsic 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%

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

² 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 ¹ (N = 233) %	Seniors ¹ : (N = 402) %
	Never	5%	2%
skod quantians in class or contributed to class discussions	Sometimes	31%	26%
Asked questions in class or contributed to class discussions	Often	34%	32%
	Very often	31%	40%
	Never	8%	2%
Made a class presentation	Sometimes	45%	26%
	Often	33%	32%
	Very often	13%	40%
	Never	7%	17%
Prepared two or more drafts of a paper or assignment before	Sometimes	33%	40%
turning it in	Often	36%	25%
	Very often	24%	18%
	Never	2%	2%
Worked on a paper or project that required integrating ideas or	Sometimes	9%	10%
information from various sources	Often	45%	40%
	Very often	44%	48%
Included diverse perspectives (different races, religions,	Never	6%	7%
genders, political beliefs, etc.) in class discussions or writing	Sometimes	20%	26%
assignments	Often	36%	35%
	Very often	38%	32%
	Never	29%	23%
Comè to class without completing readings or assignments	Sometimes	59%	65%
To the date that completing readings of 200-granesing	Often	6%	8%
	Very often	4%	4%
	Never	10%	10%
Worked with other students on projects during class	Sometimes	37%	55%
, ,	Often	39%	27%
	Very often	14%	9%
	Never	40%	25%
Worked with classmates outside of class to prepare class	Sometimes	38%	51%
assignments	Often	18%	16%
	Very often	4%	8%
_	Never	6%	5%
Put together ideas or concepts from different courses when	Sometimes	37%	30%
completing assignments or during class discussions	Often	34%	40%
	Very often	23%	25%
	Never	60%	60%
Tutored or taught other students (paid or voluntary)	Sometimes	32%	26%
- "	Often Very often	6% 3%	8% / . 6%
	Never	75%	76%
Participated in a community-based project (e.g., service	Sometimes	17%	16%
learning) as part of a regular course	Often Venueften	5%	7%
	Very often	4%	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?	Responsé Options	First-Year Students ¹ (N = 233)	Seniors ¹ (N = 402) %
ionowing r	Never	% 22%	22%
ad an electronic medium (listeen), chat group, Internet	Sometimes	34%	33%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Often	20%	22%
instant messaging, etc.) to discuss or complete an assignment	Very often	24%	24%
			<u> </u>
,	Never	6%	1%
Used e-mail to communicate with an instructor	Sometimes	28%	25%
	Often	32%	35%
	Very often	34%	38%
	Never	14%	7%
Discussed grades or assignments with an instructor	Sometimes	38%	38%
Discussed grades of assignments with an instructor	Often	31%	30%
lked about career plans with a faculty member or advisor	Very often	17%	26%
	Never	46%	28%
	Sometimes	38%	39%
Talked about career plans with a faculty member or advisor	Often	10%	19%
	Very often	5%	14%
<u>·</u>	Never	43%	30%
Discussed ideas from your readings or classes with faculty	Sometimes	38%	45%
members outside of class	Often	12%	18%
	Very often	7%	7%
	Never	13%	11%
Received prompt written or oral feedback from faculty on your	Sometimes	25%	31%
academic performance	Often	39%	41%
· ·	Very often	23%	17%
	Never	9%	4%
Worked harder than you thought you could to meet an	Sometimes	33%	31%
instructor's standards or expectations	Often	38%	40%
instructor o standardo or expeditatione	Very often	20%	24%
	Never	75%	63%
Worked with faculty members on activities other than	Sometimes	19%	22%
coursework (committees, orientation, student life activities, etc.)	Often	5%	9%
, state in the second state of the second stat	Very often	2%	6%
	Never	6%	6%
Discussed ideas from your readings or elegans with others	Sometimes	35%	29%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Often	28%	33%
odiaide of class (students, family members, co-workers, etc.)	Very often	31%	32%
`			
Had agricus approaching with at death of a different control	Never	12%	8% 38%
Had serious conversations with students of a different race or	Sometimes Often	24%	28%
ethnicity than your own	Very often	26% 38%	31% 32%
	<u> </u>		
Had serious conversations with students who are very different	Never	14%	12%
from you in terms of their religious beliefs, political opinions, or	Sometimes	29%	29%
personal values	Often	24%	31%
·	Very often	33%	28%

¹ 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 ¹ (N = 233) %	Seniors ¹ (N = 402) %
	Very little	8%	8%
Memorizing facts, ideas, or methods from your courses and	Some	32%	30%
readings	Quite a bit	34%	37%
	Very much	25%	25%
	Very little	3%	1%
A colored and the baseline to consider a first the consideration of the color	Some	16%	16%
Analyzing the basic elements of an idea, experience, or theory	Quite a bit	41%	42%
	Very much	40%	41% ·
	Very little	5%	4%
Synthesizing and organizing ideas, information, or	Some	22%	25%
experiences into more complex interpretations	Quite a bit	40%	42%
•	Very much	33%	30%
	Very little	6%	5%
Making judgments about the value of information, arguments,	Some	17%	22%
or methods	Quite a bit	38%	40%
	Very much	40%	33%
	Very little	6%	5%
Applying theories or concepts to practical problems or in new	Some	20%	18%
situations	Quite a bit	34%	38%
•	Very much	40%	39%

¹ 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)
	None	0.5%	1%
·	1-4	16%	23%
Number of assigned textbooks, books, or book-length packs of	5-10.	42%	32%
course readings .	11-20	28%	22%
	More than 20	12%	21%
	None	14%	18%
Number of health and an array over fact as its odd for a con-	1-4	59%	49%
Number of books read on your own (not assigned) for personal	5-10	14%	20%
enjoyment or academic enrichment	11-20	6%	6%
	More than 20	6%	- 7%
	None	79%	47%
	1-4	17%	41%
Number of written papers or reports of 20 pages or more	5-10	- 2%	8%
•	11-20	1%	4%
•	More than 20	1%	1%
	None	11%	7%
umber of written papers or reports between 5 and 19 pages	1-4	55%	40%
	5-10	31%	32%
	11-20	1%	14%
•	More than 20	1%	7%
	None	5%	12%
	1-4	35%	42%
Number of written papers or reports of fewer than 5 pages	5-10、	32%	26%
•	11-20	16%	12%
	More than 20	12%	8%
In a typical week, how many homework problem sets do you complete?	Response Options		
 	None	10%	16%
Number of problem sets that take you more than an hour to	1-2	30%	. 34%
complete	3-4	39%	29%
Complete	5-6	10%	12%
	More than 6	10%	9%
	None	12%	29%
Number of problem sets that take you less than an hour to	1-2	48%	39%
complete	3-4 5-6	23%	19%
	More than 6	8% 9%	8% 6%
			- 0,0
Examinations	Response Options		
	1 Very little	2%	2%
•	2	2%	3%
Which best represents the extent to which your examinations.	3	4%	5%
during the current school year challenged you to do your best	4	14%	15%
work?	5	31%	31%
	6	28%	25%
	7 Very much	18%	19%

¹ 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	Response Options	First-Year Students (N = 233):	Seniors (N = 402)
done-each ordinatollowing:		%	%
	Never	44%	35%
	Sometimes	37%	47%
performance	Often	14%	11%
	Very often	5%	7%
	Never	37%	26%
Exercised or participated in physical fitness activities	Sometimes	23%	40%
2. Advisions of participation in physical minors determine	Often	20%	20%
	Very often	19%	14%
	Never	69%	55%
Participated in activities to enhance your spirituality (worship,	Sometimes	14%	23%
meditation, prayer, etc.)	Often	12%	10%
titended an art exhibit, play, dance, music, theater, or other erformance xercised or participated in physical fitness activities articipated in activities to enhance your spirituality (worship, neditation, prayer, etc.) xamined the strengths and weaknesses of your own views on topic or issue ried to better understand someone else's views by imagining ow an issue looks from his or her perspective earned something that changed the way you understand an issue or concept which of the following have you done or do you plan to do afore you graduate from your Institution? racticum, internship, field experience, co-op experience, or linical assignment	Very often	6%	12%
	Never	16%	9%
Examined the strengths and weaknesses of your own views on	Sometimes	32%	40%
a topic or issue	Often	34%	32%
	Very often	18%	18%
	Never	8%	5%
Tried to better understand someone else's views by imagining	Sometimes	26%	32%
how an issue looks from his or her perspective	Often	42%	37%
	Very often	25%	27%
	Never	5%	2%
Learned something that changed the way you understand an	Sometimes	29%	32%
issue or concept	Often	39%	35%
·	Very often	27%	31%
Which of the following have you done or do you plan to do before you graduate from your institution?	Response Options		
	Have not decided	17%	18%
Practicum, internship, field experience, co-op experience, or	Do not plan to do	4%	21%
clinical assignment	Plan to do	74%	27%
	Done	5%	35%
	Have not decided	24%	20%
	Do not plan to do	13%	24%
Community service or volunteer work	Plan to do	36%	20%
•	Done	28%	36%
	Have not decided	38%	26%
Participate in a learning community or some other formal	Do not plan to do	21%	48%
program where groups of students take two or more classes	Plan to do	28%	10%
together	Done	12%	16%
	Have not decided	42%	29%
Work on a research project with a faculty member outside of	Do not plan to do	23%	40%
course or program requirements	Plan to do	32%	18%
	Done	3%	13%
	Done	3%	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 (N = 233) %	Seniors' (N = 402) %
	Have not decided	23%	15%
Foreign language coursework	Do not plan to do	22%	36% '
	Plan to do	39%	12%
	Done	16%	38%
	Have not decided	29%	19%
	Do not plan to do	24%	60%
Study abroad	Plan to do	45%	16%
	Done .	2%	5%
	Have not decided	42%	20%
Independent at the consideration of society	Do not plan to do	35%	58%
Independent study or self-designed major	Plan to do	22%	12%
	Done	1%	10%
	Have not decided	46%	22%
Culminating senior experience (capstone course, senior project	Do not plan to do	9%	33%
or thesis, comprehensive exam, etc.)	Plan to do	44%	27%
•	Done	1%	18%

¹ 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 ¹ (N = 233)	Carry service of the State of Submitted
Relationships with <u>other students</u>	1 Unfriendly, Unsupportive, Sense of alienation 2 3 4 5 6 7 Friendly, Supportive, Sense of belonging	1% 7% 9% 18% 22% 25% 20%	2% 5% 11% 19% 19% 22%
Relationships with <u>faculty members</u>	1 Unavailable, Unhelpful, Unsympathetic 2 3 4 5 6 7 Available, Helpful, Sympathetic	4% 4% 8% 23% 21% 21% 20%	1% 4% 8% 18% 21% 27%
Relationships with administrative personnel and offices	1 Unhelpful, Inconsiderate, Rigid 2 3 4 5 6 7 Helpful, Considerate, Flexible	7% 11% 11% 25% 18% 15%	10% 10% 15% 27% 18% 11%

¹ 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	Response Options	First-Year Students (N = 233)	Seniors ¹ (N = 402)	
week doing each of the following?	ixesponse options	%	%	
	0 hr/wk	1%	1%	
	1-5 hr/wk	22%	29%	
	6-10 hr/wk	30%	27%	
Preparing for class (studying, reading, writing, doing homework	11-15 hr/wk	18%	17%	
or lab work, analyzing data, rehearsing, and other academic	16-20 hr/wk	15%	12%	
activities)	21-25 hr/wk	9%	7%	
	26-30 hr/wk	2%	3%	
•	30+ hr/wk	2%	4%	
	0 hr/wk	97%	88%	
	1-5 hr/wk	1%	2%	
\	6-10 hr/wk	1%	3%	
	11-15 hr/wk	1%	1%	
Vorking for pay <u>on campus</u>	16-20 hr/wk	0%	4%	
	21-25 hr/wk	0%	0%	
	26-30 hr/wk	0%	0%	
	30+ hr/wk	0%	1%	
	0 hr/wk	41%	22%	
	1-5 hr/wk	6%	2%	
	6-10 hr/wk	6%	3%	
	11-15 hr/wk	8%	5%	
Vorking for pay off campus	16-20 hr/wk	7%	9%	
,	21-25 hr/wk	14%	11%	
	26-30 hr/wk	7%	7%	
	30+ hr/wk	9%	40%	
	\			
	0 hr/wk	80%	76%	
•	1-5 hr/wk	13%	13%	
Participating in co-curricular activities (organizations, campus	6-10 hr/wk	5%	4%	
publications, student government, fraternity or sorority,	11-15 hr/wk	1%	1%	
ntercollegiate or intramural sports, etc.)	16-20 hr/wk	1%	3%	
iterconegrate of initialitation aports, etc.)	21-25 hr/wk	0%	1%	
	26-30 hr/wk	0%	0%	
/	30+ hr/wk	1%	1%	
	0 hr/wk	1%	3%	
	1-5 hr/wk	34%	45%	
	6-10 hr/wk	22%	25%	
Polavina and popializing (wotobing TV partying etc.)	11-15 hr/wk	18%	12%	
Relaxing and socializing (watching TV, partying, etc.)	16-20 hr/wk	11%	8%	
	21-25 hr/wk	4%	2%	
	26-30 hr/wk	3%	2%	
	30+ hr/wk	6%	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 ¹ (N = 233)	Seniors ¹ (N = 402)
week doing each of the ability in		- %	- %
Providing care for dependents living with you (parents, children,	0 hr/wk	35%	35%
	1-5 hr/wk	27%	21%
	6-10 hr/wk	17%	14%
	11-15 hr/wk	6%	7%
spouse, etc.)	16-20 hr/wk	6%	5%
	21-25 hr/wk	3%	2%
	26-30 hr/wk	1%	2%
	30+ hr/wk	5%	14%
	0 hr/wk	1%	1%
1	1-5 hr/wk	30%	35%
	6-10 hr/wk	34%	37%
O Maria de M	11-15 hr/wk	24%	15%
Commuting to class (driving, walking, etc.)	16-20 hr/wk	9%	5%
	21-25 hr/wk	2%	3%
	26-30 hr/wk	0%	1%
	30+ hr/wk	1%	2%

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

¹ Females were overrepresented for both first-year student and senior respondents. As a result, the given column %s are weighted by ge 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		First-Year Students	Seniors
contributed to your knowledge, skills, and personal	Response Options	(N = 233)	(N = 402)
development in the following areas?		%	- %
	Very little	4%	3%
Acquiring a broad géneral education	Some	16%	13%
acquiring a broad general education	Quite a bit	35%	34%
	Very much	44%	50%
	Very little	16%	11%
Acquiring job or work-related knowledge and skills	Some	24%	26%
	Quite a bit	36%	27%
	Very much	24%	35%
	Very little	3%	3%
Vriting clearly and effectively	Some	16%	16%
villing clearly and effectively	Quite a bit	37%	39%
	Very much	44%	42%
	Very little	4%	5%
Speaking clearly and effectively	Some	11%	21%
	Quite a bit	39%	38%
	Very much	45%	36%
	Very little	2%	1%
Thinking critically and analytically	Some	10%	12%
Thinking Chically and analytically	Quite a bit	36%	37%
	Very much	52%	49%
	Very little	5%	4%
Analyzing quantitative problems	Some	19%	19%
wayzing quantitative problems	Quite a bit	39%	38%
	Very much	37%	38%
	Very little	12%	6%
Jsing computing and information technology	Some	19%	22%
soling companing and information toolinology	Quite a bit	30%	35%
	Very much	39%	36%
	Very little	8%	7%
Norking effectively with others	Some	22%	25%
yourning oncourory your outside	Quite a bit	31%	33%
	Very much	38%	35%
	Very little	34%	35%
Voting in local, state, or national elections	Some	22%	29%
	Quite a bit	29%	15%
	Very much	16%	21%
	Very little	10%	8%
earning effectively on your own	Some	20%	21%
· · · · · · · · · · · · · · · · · · ·	Quite a bit	33%	35%
	Very much	36%	35%
	Very little	15%	15%
Understanding yourself	Some	21%	22%
Stratistically youroon	Quite a bit	31%	30%
	Very much	34%	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 ¹ (N = 233) %	Seniors (N = 402)
	Very little	10%	9%
Understanding people of other racial and ethnic backgrounds	Some	21%	24%
	Quite a bit	28%	30%
	Very much	41%	36%
	Very little	10%	12%
Column complex coal world problems	Some	26%	26%
Solving complex real-world problems	Quite a bit	35%	34%
	Very much	29%	28%
	Very little	16%	16%
Developing a passagel and of values and othics	Some	18%	26%
Developing a personal code of values and ethics	Quite a bit	35%	28%
,	Very much	31%	31%
	Very little	31%	27%
On this time to the soulface of source and the	Some	24%	31%
Contributing to the welfare of your community	Quite a bit	,29%	22%
	Very much	17%	21%
	Very little	49%	53%
Development and according to the China	Some	19%	20%
Developing a deepened sense of spirituality	Quite a bit	20%	15%
,	Very much	12%	13%

¹ 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 ¹ . (N = 233)	Seniors (N = 402)
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	6%	19%
	Fair	19%	29%
	Good	51%	34%
	Excellent	24%	18%
Satisfaction with Entire Educational Experience	Response Options		
How would you evaluate your entire educational experience at this institution?	Poor	3%	4%
	Fair	17%	16%
	Good	54%	52%
	Excellent	26%	28%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	6%	6%
	Probably no	19%	17%
	Probably yes	37%	35%
	Definitely yes	37%	42%

¹ 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

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 ■

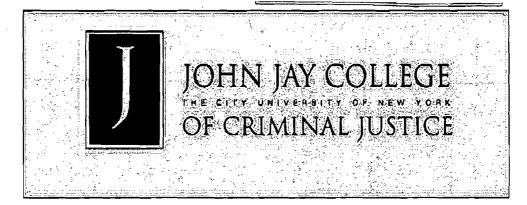
entra al discontinuo della compania di compania di compania di contra di contra di contra di contra di contra d	Very often	Often	Some- times	ALCOHOLOGY TO THE	Very often Ofte	Some- en times Never
	V	₩		♥	The state of the s	.
Asked questions in class or contributed to class discussions.					r. Worked harder than you thought you could to meet an instructor's standards or expectations	
b. Made a class presentation						
c. Prepared two or more drafts of a paper or assignment before turning it in					s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	
 d. Worked on a paper or project that required integrating ideas or information from various sources 					t. Discussed ideas from your readings or classes with others outside of class (students,	
e. Included diverse perspectives (different races, religions, genders political beliefs, etc.) in class discussions or writing assignments					family mentbers, co-workers, etc.) u. Had serious conversations with students of a different race or ethnicity than you own	
f. Come to class without completing readings or assignments	,				ethnicity was your own v. Had serious conversations with students who are very different	
g. Worked with other students on projects during class					rom you in terms of their religious beliefs, political opinions, or personal values	
h. Worked with classmates: outside of class to prepare class assignments	. 🗆					
Put together ideas or concepts from different courses when completing assignments or		П			2 During the current school year, how your coursework emphasized the fo mental activities? Very Qui	llowing
during class discussions	Ч		K		much a b	18. A. 13. A. M. M. J. G. W. P. C. W. P.
j. Tutored or taught other students (paid or voluntary)					a. Memorizing facts, ideas, or	Y. V.
k. Participated in a community-based project (e.g., service learning) as part of a regular course	ı D				methods from your courses and readings so you can repeat them in pretty much the same form	
Used an electronic medium (listsery, chat group; Internet, instant messaging, etc.) to discussor complete an assignment			П		b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and	
m. Used e-mail to communicate with an instructor		. D			considering its components \(\sigma\) \(\sigma\) c. Synthesizing and organizing	
n. Discussed grades or assignments with an instructor					ideas, information, or experiences into new, more complex	
		H.			interpretations and relationships \Box	
Talked about career plans with a faculty member or advisor Discussed ideas from your					d Making judgments about the value of information, arguments,	
ranta per la comita de la color della color della propriata di managia della coloria della coloria della colori					d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing	The second secon
a faculty member or advisor p. Discussed ideas from your readings or classes with faculty					d Making judgments about the value of information, arguments, or methods, such as examining how others gathered and	The second secon

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	7 Which of the following have you done or do you plan to do before you graduate from your institution?			
course readings None 1-4 5-10 11-20 More than 20	Do not Have Plan plan not Done to do to do decided			
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	a. Practicum, internship, field experience, co-op.			
	experience, or clinical assignment			
c. Number of written papers or reports of 20 pages or more	b. Community service or volunteer work			
None 1-4 5-10 11-20 More than 20 d. Number of written papers or reports between 5 and 19 pages	community or some other formal program where			
None 124 5-10 11-20 More than 20	groups of students take two or more classes together			
e. Number of written papers or reports of fewer than 5 pages	d. Work on a research project with a faculty member			
None 1-4 5-10 11-20 More than 20 4 In a <i>typical week</i> , how many homework problem	outside of course or proofam requirements			
sets do you complete? More	e. Foreign Janguage coursework f. Study abroad			
None 1-2 3-4 5-6 than 6 a: Number of problem sets that	e Independent study or			
take you more than an hour to complete than an hour than an hour to complete than an hour than an h	Self-designed major: Culmmating senior experience (capstone)			
b. Number of problem sets that take you less than an hour to complete	course, senior project or thesis, comprehensive			
5 Mark the box that best represents the extent to	exam, etc.)			
which your examinations during the current school year have challenged you to do your best work.	8 Mark the box that best represents the quality of your relationships with people at your institution.			
Very little Very out	a. Relationships with other students			
1 2 3 4 5 7 6 During the current school year, about bow often	Unfriendly, Friendly, Supportive, Supportive,			
have you done each of the following? Very Some-	Sense of alienation Sense of belonging			
often Often times Never				
a. Attended an art exhibit, play, dance, music, theater, or other performance	b. Relationships with faculty members Unavailable, Available,			
b. Exercised or participated in physical fitness activities	Unhelpful, Helpful, Sympathetic Sympathetic			
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)				
d. Examined the strengths and weaknesses of your own	31 4 55 6 7			
Views on a topic or issue	c. Relationships with administrative personnel and offices Unhelpful, Helpful,			
else's views by imagining how an issue looks from his or her perspective	Inconsiderate, Considerate, Rigid Flexible			
f. Learned something that changed the way you understand an issue or concept	1 2: 3 4 5: 6 7.			
	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?	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	areas? Very Quite Very
0. 1-5 6-10 11-15 16-20 21-25 26-30 More	much a bit. Some little a: Acquiring a broad general
Hours per week than 30 b. Working for pay on campus	education
0 1-5 6-10 11-15 16-20 21-25 26-30 More	knowledge and skills \ \ \ \ \ \ \ \ \ \ \ \ \
Hours per week than 30 c. Working for pay off campus	d. Speaking clearly and effectively \Box \Box \Box \Box
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30	f. Analyzing quantitative problems
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority,	g. Using computing and information technology
intercollegiate or intramural sports, etc.)	h. Working effectively with others \(\square\) \(\squar
Hours per week than 30 e. Relaxing and socializing (watching TV, partying, etc.)	i. Learning effectively on your own
0 1-5 6-10 11-15 16-20 21-25 26-30 More	k. Onderstanding yourself it.
Hours per week than 30 f. Providing care for dependents living with you (parents,	racial and ethnic backgrounds
children, spouse, etc.) 0 1-5 6-10 11-15 16-20 21-25 26-30 20-20	problems
U 1-5 6-10 11-15 16-20 21-25 26-30 Rote Hours per week that 30 g. Commuting to class (driving, walking, etc.)	o. Contributing to the welfare of your community
0 1-5 6-10 11-15 16-20 21-25 26-30 More	p. Developing a deepened sense of spirituality
Hours per week 10 To what extent does your institution emphasize	12 Overall, how would you evaluate the quality of
each of the following? Very Quite Very much a bit. Some little	academic advising you have received at your institution?
a: Spending significant amounts of time studying and on academic	Good
work	Poor
to help you succeed academically	13 How would you evaluate your entire educational experience at this institution?
students from different economic, social, and racial or ethnic backgrounds	☐ Excellent ☐ Good ☐ Fair
d. Helping you cope with your non- academic responsibilities (work,	Poor
family, etc.) e. Providing the support you need to thrive socially	14 If you could start over again, would you go to the same institution you are now attending?
f. Attending campus events and activities (special speakers, cultural	☐ Definitely yes ☐ Probably yes ☐ Probably no
performances, athletic events, etc.)	Definitely no

15 Write in your year of birth: 19	24 Are you a student-athlete on a team sponsored by your institution's athletics department?
16 Your sex:	Yes No. (Go to question 25.)
☐ Male ☐ Female	On what team(s) are you an athlete (e.g.,
17 Are you an international student or foreign national?	football, swimming)? Please answer below:
Tactoriar: ☐ Yes ☐ No	
18 What is your racial or ethnic identification? (Mark only one.)	25 What have most of your grades been up to now
American Indian or other Native American	at this institution?
Asian, Asian American, or Pacific Islander	☐A- ☐B ☐G
☐ Black or African American	B- □:C- or lower :
☐ White (non-Hispanic)	26 Which of the following best describes where
☐ Mexican or Mexican American	you are living now while attending college?
☐ Puerto Rican	Dorrectory or other campus housing (not fraternity/
Other Hispanic or Latino	sokority bouse). Residence (hoose, apartment, etc.) within
☐ Multiracial	walking distance of the institution
☐ Other ☐ I prefer not to respond	Residence (fnouse, apartment, etc.) within driving distance of the institution
	☐ Fraterifty or sorority house
19 What is your current classification in college?	27 What is the highest level of education that your
Freshman/first-year Senior	parent(s) completed? (Mark one box per column
☐ Sophomore ☐ Unclassified	Father Mother
Junior	
20 Did you begin college at your current	Did not finish high school
institution or elsewhere?	Graduated:from high school
Started here Started elsewhere	Attended college but did not complete degree
21 Since graduating from high school which of	Completed an associate's degree (A.A.,
the following types of schools have you attended other than the one you are	A.S., etc.)
attending now? (Mark all that apply)	Completed a bachelor's degree (B.A., B.S., etc.)
☐ Vocational or technical school	Completed a master's degree (M.A.,
☐ Community or junior college	M.S., etc.) Completed a doctoral degree (Ph.D.,
4.year college other than this one	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)
☐ None	28 Please print your major(s) or your expected
or □ Other:	major(s).
22 Thinking about this current academic term,	a: Primary major (Print only one.):
how would you characterize your enrollment?	
☐ Full-time ☐ Less than full-time	
23 Are you a member of a social fraternity or	b. If applicable, second major (not minor, concentration, etc.):
sorority?	
☐ Yes ☐ No	
THANKS FOR SHARING YOUR F	
After completing the survey, please put it in the enclosed postage paid e Postal Service mailbox. Questions or comments? Contact the National Si	urvey of Student Engagement, Indiana
University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomingt insse@indiana.edu or www.nsse.iub.edu! Copyright © 2007 Indiana Univ	

ATTACHMENT C



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% ($p \le .05$ 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 <u>lower</u> 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.

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 ^a Summary Table

			Peer Institutions ^b			
		John Jay	Selected Peers	Carnegie Peers	Selected Peers II	
Benchmark		Mean	Mean	Mean	Mean	
Lavel of Academia Challenge	First-Year Students	53.7	51.0	51.2	53.9	
Level of Academic Challenge	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	
	j					
Student-Faculty Interaction	First-Year Students	29.5	32.0	31.9	34.4	
	Seniors	36.5	40.0	37.2	41.3	
Fraishian Educational Functions	First-Year Students	24.5	25.7	26.0	27.9	
Enriching Educational Experiences						
	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	
			,			

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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

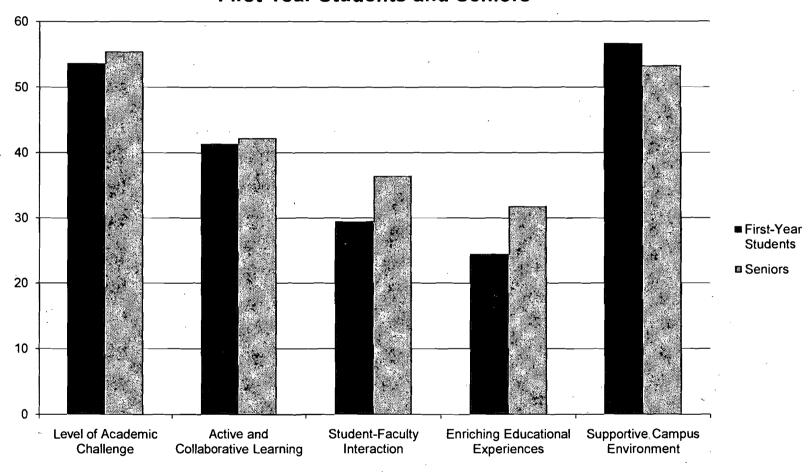


Figure 2
2008 NSSE Benchmark Mean Comparisons
John Jay College and Peer Institutions
First-Year Students

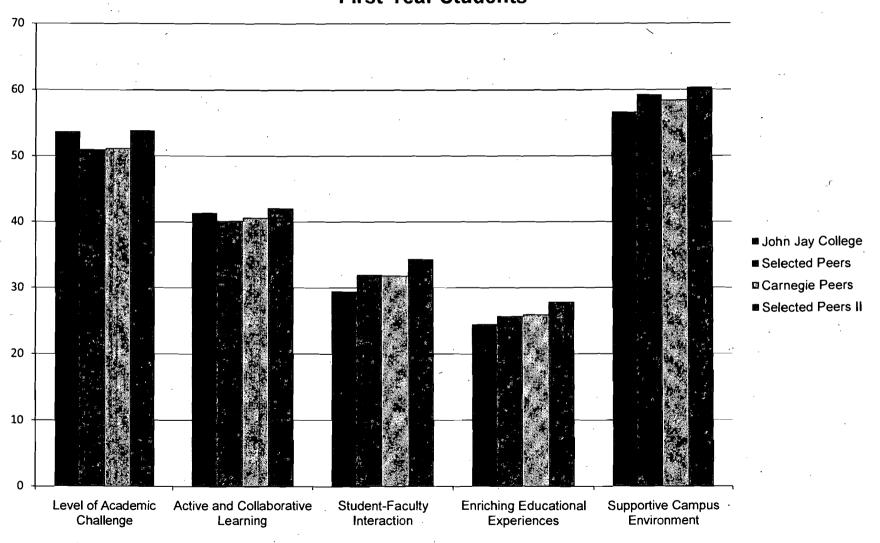


Figure 3
2008 NSSE Benchmark Mean Comparisons
John Jay College and Peer Institutions
Seniors

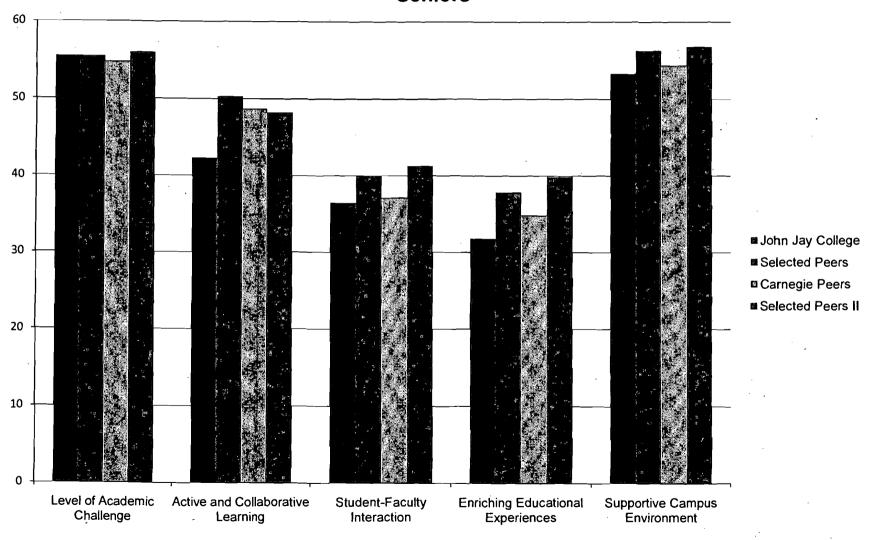


Table 2
John Jay College
2008 NSSE Benchmark Mean Comparisons ^a
Level of Academic Challenge

		-	_ P	Peer Institutions ^b						
Benchmark	,	John Jay Mean	Selected Peers Mean	Carnegie Peers <i>Mean</i>	Selected Peers II Mean					
Level of Academic Challenge	First-Year Students Seniors	.53.7 .55.5	51.0 55.5	51.2 54.8	53.9 56.0					
Benchmark Survey Items				<u> </u>						
Worked harder than you thought you could to meet an instructor's standards or expectations	First-Year Students Seniors	2.70 2.84	2.58 2.72	2.60 2.70	2.65 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 Seniors	3.17	3.05 3.21	3.06 3.20	3.13 3.23					
Coursework emphasized: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	First-Year Students Seniors	2.99 2.98	2.81 3.00	2.87 2.97	2.93 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 Seniors	3 11 2.99	2.84 2.97	2.94 2.95	2.92					
Coursework emphasized: Applying theories or concepts to practical problems or in new situations	First-Year Students Seniors	3.10 3.10	2.98 3.17	2.97 3.11	3.04 3.16					
Number of assigned textbooks, books, or book-length packs of course readings	First-Year Students Seniors	3:36	3.15	3.19 3.15	3.36 3.24					
Number of written papers or reports of <u>20 pages or more</u>	First-Year Students Seniors	1:29 1:70	1.27	1,24 1.56	1.34					

Table 2 John Jay College

2008 NSSE Benchmark Mean Comparisons ^a Level of Academic Challenge

			Peer Institutions ^b						
		John Jay Mean	Selected Peers Mean	Carnegle Peers Mean	Selected Peers II Mean				
Benchmark Survey Items									
Number of written papers or reports between 5 and 19 pages	First-Year Students Seniors	2.29 - 1.2.73	2.20 2.48	2.21 2,52	2.40 2.59				
Number of written papers or reports of fewer than 5 pages	First-Year Students Seniors	2.95 2.62	2.90 2.93	2.96 2.91	3.07				
Time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	First-Year Students Seniors	3.73 3.66	3.95 4.09	3.70 3.99	4.12 4.08				
Campus environment emphasizes: Spending significant amounts of time studying and on academic work	First-Year Students Seniors	3.05	3.11 3.12	3.06 3.08	3.13 3.10				

^a All means are weighted by gender, full- or part-time status, and institutional size

^b 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 ^a
Active and Collaborative Learning

			P	Peer Institutions b						
Benchmark		John Jay Mean	Selected Peers Mean	Carnegle Peers <i>Mean</i>	Selected Peers II <i>Mean</i>					
Active and Collaborative Learning	First-Year Students Seniors	41.4 42.3	40.2 50.3*	40.7 48.7*	42.1 48.2					
Benchmark Survey Items										
Asked questions in class or contributed to class discussions	First-Year Students Seniors	2.91 3.09	2.62 2.98	2.61 2.93	2.79 3.04					
Made a class presentation	First-Year Students Seniors	2.52 2.59	2.18* 2.78	2.32 2.75	2.29 2.73					
Worked with other students on projects during class	First-Year Students Seniors	. 2.55 2.35	2.40 2.57	2.46 2.58	2.40 2.44					
Worked with classmates outside of class to prepare class assignments	First-Year Students Seniors	1.87 1-2.07	2.35* 2.81	2.26* 2.65*	2.37* 2.58*					
Tutored or taught other students (paid or voluntary)	First-Year Students Seniors	1:54 1:1:59	1.67 1.87	1.62 1.78	1.68 1.85					
Participated in a community-based project (e.g. service learning) as part of a regular course	First-Year Students Seniors	1.38; 1.33	1.53 1.70*	1.53 1.67*	1.55 1.64*					
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	First-Year Students Seniors	2.83	2.62 2.81	2.64 2.81	2.67 2.78					

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a Student-Faculty Interaction

1		P	Peer Institutions ^b					
	John Jay Mean	Selected Peers Mean	Carnegie Peers <i>Mean</i>	Selected Peers II Mean				
								
First-Year Students	29.5	32.0	31.9	34.4				
Seniors	36.5	40.0	37.2	, 41.3				
First-Year Students	2.51	2.53	2.49	2.56				
Seniors	2.73	2.77	2.71	2.75				
First-Year Students	1.76	2.11*	2.06*	2.15*				
Seniors	2.17	2.35	2.23	2.40				
First-Year Students	1 83	1.83	1.81	1.96				
Seniors	2.03	2.06	2.00	2.12				
First-Year Students	2.73	2.54	2.60	2.63				
Seniors	2.63	2.70	2.70	2.74				
First-Year Students	1:35	1.56	1.57	1.68*				
Seniors	1.58	1.79	1.66	1.82				
First-Year Students	03	.05	.05	.06				
Seniors	13	.17	.12	.20				
	First-Year Students Seniors First-Year Students Seniors	First-Year Students 29.5 Seniors 2.51 Seniors 2.73 First-Year Students 2.73 First-Year Students 1.76 Seniors 2.17 First-Year Students 1.83 Seniors 2.03 First-Year Students 2.73 First-Year Students 1.83 Seniors 2.03 First-Year Students 2.73 Seniors 1.58 First-Year Students 1.35 Seniors 1.58	John Jay Nean Mean Mean	John Jay Selected Peers Mean Mean Mean Mean				

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b 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 Benchmark Mean Comparisons ^a Enriching Educational Experiences

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

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a
Supportive Campus Environment

·			Peer Institutions ^b						
Benchmark		John Jay Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean				
Supportive Campus Environment	First-Year Students Seniors	56.7 53.3	59.3 56.3	58.5 54.4	60.4 56.8				
Benchmark Survey Items									
Relationships with <u>other students</u>	First-Year Students Seniors	5:07 5:02	5.42 5.58*	5.30 5.41	5.39 5.46				
Relationships with <u>faculty members</u>	First-Year Students Seniors	4.94	5.01 5.28	5.00 5.21	5.11 5.31				
Relationships with <u>administrative personnel and</u>	First-Year Students Seniors	4:31 .:4:04	4.55 4.48	4.40 4.34	4.59 4.45				
Institution emphasizes: Providing the support you need to help you succeed academically	First-Year Students Seniors	3:00 2:75	3.00 2.86	3.00 2.81	3.04 2.90				
Institution emphasizes: Helping you cope with your non-academic responsibilities (work, family, etc.)	First-Year Students Seniors	2:23	2.21	2.24 1.90	2.30 2.02				
Institution emphasizes: Providing the support you need to thrive socially	First-Year Students Seniors	2:33 2:17	2.45 2.17	2.43 2.10	2.48 2.18				

 $^{^{\}circ}$ 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).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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

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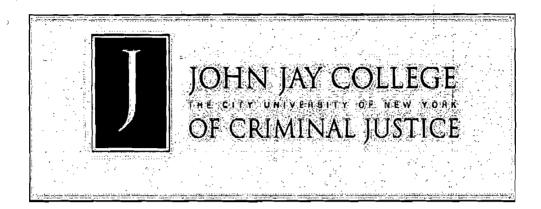
odition.		Very often	Often	Some- times	Never		Very often	•	Often	CONTROL STATE	Som Often time
		$\mathbf{\nabla}$	v	V	W		▼		V	▼	lacksquare
а.	Asked questions in class or contributed to class discussions					r. Worked harder than you thought you could to meet an instructor's standards or expectations			П		П
b.	Made a class presentation								H		
Ċ.	Prepared two or more drafts of a paper or assignment before turning it in					s. Worked with faculty members on activities other than coursework (committees, orientation,					
A.		ш	ш		Ш,	student life activities, etc.)				Ш	
u.	Worked on a paper or-project that required integrating ideas or information from various sources.					t. Discussed ideas from your readings or classes with others outside of class (students,					
e.	Included diverse perspectives					family mentbers, co-workers, etc.) 🔲 ,				
	(different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments					u. Had serious conversations with a students of addifferent race or ethnicity than your own			П	Π.	
f.	Come to class without completing					v. Had serious conversations with					
	readings or assignments	\Box		- □.	. .	students who are very different					
g.	Worked with other students on		П			from you in terms of their religious beliefs, political					
	projects during class	ш	L .	L .	U,	opinions, or personal values					
	Worked with classmates outside of class to prepare class assignments										
×13	Put together ideas or concepts					2 During the current school					
	from different courses when				£	your coursework emphasiz	ed th		e folic	e follow	e followin
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	completing assignments or during class discussions			(E)		mental activities?	Very		Quite	Quite	Quite
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j. k.	during class discussions Tutored or taught other students (paid or voluntary) Participated in a community-based project (e.g., service learning) as part of a regular course Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment Used e-mail to communicate with an instructor Discussed grades or assignments with an instructor Talked about career plans with a faculty member or advisor Discussed ideas from your readings or classes with faculty members outside of class Received prompt written or oral, feedback from faculty on your					a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components. c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships d. 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.	much		a bit	a bit So	a bit Som
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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	Which of the following have you done or do you plan to do before you graduate from your institution?
course readings	Do not Have Plan plan not Done to do decided
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	a. Practicum, internship, field experience; co-op experience, or clinical assignment
w None 1=4 5-10 11-20 More than 20 c. Number of written papers or reports of 20 pages or more	assignment
None 1-4 5-10 11-20 More than 20 d. Number of written papers or reports between 5 and 19 pages	community or some other. formal program where groups of students take
None 1-4 5-10 11-20 More than 20 e. Number of written papers or reports of fewer than 5 pages	two or more classes together
None 1-4 5-10 11-20 More than 20 In a <i>typical week;</i> how many homework problem sets do you complete?	outside of course or program requirements
None 1-2 13-4 5-6 than 6 a. Number of problem sets that	f. Study absord If a study abso
take you more than an hour to complete	i. Culmmating senior experience (capstone course, senior project or
take you less than an hour to complete	thesis, comprehensive exam, etc.)
which your examinations during the current school year have challenged you to do your bestwork. Very little	8 Mark the box that best represents the quality of your relationships with people at your institution. a. Relationships with other students
1 2 3 4 5 7 7 6 During the current school year, about bow often	Unfriendly, Friendly, Supportive, Supportive, Sense of belonging
have you done each of the following? Very Some- often Often times Never	
a. Attended an art exhibit, play, dance, music, theater, or other performance.	b. Relationships with faculty members Unavailable, Available,
physical fitness activities c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	Unhelpful, Helpful, Unsympathetic Sympathetic
d Examined the strengths and weaknesses of your own views on a topic or issue	1 2 3 4 5 6 7 c. Relationships with administrative personnel and offices
e: Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Unhelpful, Helpful, Tinconsiderate, Considerate, Rigid Flexible
f. Learned something that changed the way you understand an issue or concept	

9 About how many hours do you spend in a typical 7-day week doing each of the following?	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	areas? Very Quite Very much a bit Some little
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30 b. Working for pay on campus	a. Acquiring a broad general education b. Acquiring job or work-related
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30	knowledge and skills
c. Working for pay off campus 0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30	d. Speaking clearly and effectively. \(\begin{align*} alig
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	g. Using computing and information technology
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30 e. Relaxing and socializing (watching TV, partying, etc.)	i. Voting in local estate, or national elections
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30	k. Onderstanding yourself. Devodes standing people of other rightial and ethnic backgrounds
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 profe Hours per week	problems
g: Commuting to class (driving, walking, etc.) 0 1-5 6-10 11-15 16-20 21-25 26-38 More	p. Developing a deepened sense
Hours per week 10 To what extent does your institution emphasize each of the following?	12 Overall, how would you evaluate the quality of academic advising you have received at your
with a bit Some little a. Spending significant amounts of	institution? Excellent Control of the control
time studying and on academic work b. Providing the support you need to help you succeed academically	Fair Poor Poor Poor Poor Poor Poor Poor Po
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	experience at this institution? □ Excellent □ Good
d. Helping you cope with your non- academic responsibilities (work, family, etc.)	☐ Fair ☐ Poor ☐ Fair ☐ Poor ☐ Fair ☐ Poor ☐ Fair ☐
e. Providing the support you need to thrive socially	same institution you are now attending? □ Definitely yes □ Probably yes
performances, athletic events, etc.)	☐ Probably no ☐ Definitely no

Write in your year of birth: 19	24 Are you a student-athlete on a team sponsored by your institution's athletics department?
Your sex:	Yes No (Go to question 25.)
☐ Male ☐ Female	
Are you an international student or foreign	On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:
national?	() () () () () () () () () ()
☐ Yes ☐ No	
What is your racial or ethnic identification?	25 What have most of your grades been up to no
(Mark only one.)	at this institution?
☐ American Indian or other Native American	□ A □ B+ □ C+
Asian, Asian American, or Pacific Islander	
☐ Black or African American ☐ White (non-Hispanic)	Br □ Br □ C- or lower
Mexican or Mexican American	26 Which of the following best describes where
□ Puerto Rican	you are living now while attending college?
Other Hispanic or Latino	Dorrotory or other campus housing (not fraternity/
☐ Multiracial:	Residence (hoose, apartment, etc.) within
☐ Other	walking distance of the institution
☐ I prefer not to respond	Residence (house, apartment, etc.) within driving distance of the institution
	Instate pity or sorority house
What is your current classification in college?	27 What is the highest level of education that you
☐ Freshman/first-year. ☐ Senior	parent(s) completed? (Mark one box per colun
Sophomore Unclassified	Father Mother
☐ Junior	
Did you begin college at your current	Did not finish high school
institution or elsewhere?	Graduated from high school
Started here Started elsewhere	Attended college but did not complete
Since graduating from high school which of	degree Completed an associate's degree (A.A.
the following types of schools have you	A.S., etc.)
attended other than the one you are attending now? (Mark all that apply)	Completed a bachelor's degree (B.A.,
	BiS,, etc.) Completed a master's degree (M.A.
☐ Vocational or technical school ☐ Community or junior college	Completed a master's degree (M.A., M.S., etc.)
☐ 4-year college other than this one	Completed a doctoral degree (Ph.D.)
□ None	J.D., M.D., etc.)
☐ Other	28 Please print your major(s) or your expected
	major(s).
Thinking about this current academic term, now would you characterize your enrollment?	a. Primary major (Print only one.)
□ Full-time □ Less than full-time	
Languine Less (Haffi Uil-Uille)	STATE OF A TOTAL AND THE STATE OF THE STATE
Are you a member of a social fraternity or	b. If applicable, second major (not minor, concentration, etc.)
orority?	
☐ Yes ☐ No	OF THE CONTROL OF THE PROPERTY
THANKS FOR SHARING YOUR	PECPANCECI
completing the survey, please put it in the enclosed postage-paid	
Service mailbox: Questions or comments? Contact the National S	

ATTACHMENT D



2008 National Survey of Student Engagement

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

John Jay College of Criminal Justice Office of Institutional Research

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.

John Jay College of Criminal Justice Office of Institutional Research

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

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- 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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2008 National Survey of Student Engagement 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**

			1.00			Peer Ins	titutions		
		Joh	n Jay	Selecte	d Peers	Carnegi	e Peers	Selected	Peers II
		First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors	First-Year Students	Seniors
Response Rate ^a							.		
	. Overall	19	9% 22%	28		23		32	
	By class	2000 - 100		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
Class Level b	."	37%	63%	44%	56%	42%	58%	46%	54%
Student Characte	ristics ^c								•
Full or Part-time	Status Fall 2007 b								
	Full-time	96%	71%	95%	85%	97%	79%	98%	86%
	Part-time	4%	29%	5%	15%	3%	21%	2% ~	14%
Gender ^b									
•	Female	69%	68%	63%	61%	68%	65%	61%	63%
	Male	31%	32%	37%	39%	32%	35%	39%	37%
Race/Ethnicity									
	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%
	1 prefer not to respond	9%	8%	6%	7%	6%	8%	8%	8%
Age									
	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%
nternational Stud	lents	14%	15%	5%	5%	5%	5%	7%	6%
ransfer Students	:	6%	50%	8%	45%	7%	65%	9%	42%

^a 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.

^bJohn Jay-reported data. This information is used by NSSE to weight the mean comparisons presented in this report.

^c Percent of total respondents within each category. These results are *not* weighted.

Table 2 John Jay College

2008 NSSE Mean Comparisons ^a Academic and Intellectual Experiences

			P	er Institutions	b
In your experience at your institution during the current school year, about how often have you done each of the following?	,	John Jay	Selected Peers	Carnegle Peers	Selected Peers II
1=Never, 2=Sometimes, 3=Often, 4=Very often		Mean	Mean	Mean	Mean
Asked questions in class or contributed to class discussions	First-Year Students Seniors	2:91 3:09	2.62 2.98	2.61* 2.93	2.79 3.04
Made a class presentation	First-Year Students Seniors	2.52 2.59	2.18* 2.78	2.32 2.75	2.29 2.73
Prepared two or more drafts of a paper or assignment before turning it in	First-Year Students Seniors	2.77	2.58 2.47	2.72 2.48	2.52 2.39
Worked on a paper or project that required integrating ideas or information from various sources	First-Year Students Seniors	3.32	2.99* 3.26	3.04* 3.28	3.03* 3.26
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	First-Year Students Seniors	3.06 2.93	2.70* 2.74	2.87 2.88	2.78 2.79
Come to class without completing readings or assignments	First-Year Students Seniors	1.85 1.93	2.04 2.13	2.09	1.96 2.03
Worked with other students on projects during class	First-Year Students Seniors	2.55	2.40 2.57	2.46 2.58	2.40
Worked with classmates outside of class to prepare class assignments	First-Year Students Seniors	1.87	2.35* 2.81*	2.26* 2.65*	2.37* 2.58*
Put together ideas or concepts from different courses when completing assignments or during class discussions	First-Year Students Seniors	2:75 2:84	2.57 2.92	2.61	2.64 2.89
Tutored or taught other students (paid or voluntary)	First-Year Students Seniors	1.54	1.67 1.87	1.62 1.78	1.68 1.85
Participated in a community-based project (e.g. service learning) as part of a regular course	First-Year Students Seniors	1.38 1.33	1.53 1.70*	1.53 1.67*	1.55 1.64*
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	First-Year Students Seniors	2.46. 2.47.	2.55 2.80	2.56 2.80	2.60 2.78
Used e-mail to communicate with an instructor	First-Year Students Seniors	2.95 3.10	3.06 3.33	2.99 3.26	3.06 3.30

Table 2 (cont.) John Jay College

2008 NSSE Mean Comparisons ^a Academic and Intellectual Experiences

			Peer Institutions b			
In your experience at your institution during the		John Jay	Selected	Carnegle	Selected	
1=Never, 2=Sometimes, 3=Often, 4=Very often	·	Mean	Mean	Mean	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	First-Year Students	1.76	2.11*	2.06*	2.15*	
or advisor	Seniors	2.17	2.35	2.23	2.40	
Discussed ideas from your readings or classes	First-Year Students	1:83	1.83	1.81	1.96	
with faculty members outside of class	Seniors	2.03	2.06	2.00	2.12.	
Received prompt written or oral feedback from faculty	First-Year Students	2:73	2.54	2.60	2.63	
on your academic performance	Seniors	2.63	2.70	2.70	2.74	
Worked harder than you thought you could to meet an	First-Year Students	2.70	2.58	2.60	2.65	
instructor's standards or expectations	Seniors	2.84	2.72	2.70	2.73	
Worked with faculty members on activities other than	First-Year Students	1.35	1.56	1.57	1.68	
coursework (committees, orientation, student life activities, etc.)	Seniors	1.58	1.79	1.66	1.82	
Discussed ideas from your readings or classes with	First-Year Students	2.83	2.62	2.64	2.67	
others outside of class (students, family members, co- workers, etc.)	Seniors	2.91	2.81	2.81	2.78	
Had serious conversations with students of a different	First-Year Students	2.89	2.51*	2.66	2.70	
race or ethnicity than your own	Seniors .	2.88	2.63	2.75	2.70	
Had serious conversations with students who are very	First-Year Students	2:75	2.64	2.65	2.73	
different from you in terms of their religious beliefs, political opinions, or personal values	Seniors	2.75	2.69	2.69	2.71	

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a Mental Activities Emphasized in Coursework

			P	Ь	
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		John Jay Mean	Selected Peers Mean	Carnegie Peers <i>Mean</i>	Selected Peers II Mean
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	First-Year Students Seniors	2.78 2.79	2.94 2.81	2.93 2.79	2.91 2.76
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 Seniors	3.17	3.05 3.21	3.06 3.20	3.13
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	First-Year Students Seniors	2.99	2.81 3.00	2.87 2.97	2.93 3.06
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 Seniors	3.11	2.84 2.97	2.94 2.95	2.92
Applying theories or concepts to practical problems or in new situations	First-Year Students Seniors	3.10 3.10	2.98 3.17	2.97 3.11	3.04 3.16

^a All means are weighted by gender, full- or part-time status, and institutional size.

^b 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 ^a Reading and Writing, Problem Sets, Examinations

<u> </u>		1.0	Peer Institutions b			
Reading and Writing: During the current school year,	about how much	John Jay	Selected	Carnegie	Selected	
reading and writing have you done?			Peers	Peers	Peers II	
1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20		Mean	Mean	Mean	Mean	
-	,	37	-			
Number of assigned textbooks, books, or	First-Year Students	3.36	3.15	3.19	3.36	
book-length packs of course readings	Seniors	3.37	3.13 ·	3.15	3.24	
Number of books read on your own (not assigned) for	First-Year Students	2.31	2.03	2.02	2.09	
personal enjoyment or academic enrichment	Seniors	2.36	2.16	2.13	2.20	
Number of written papers or reports of 20 pages or	First-Year Students	1.29	1.27	1.24	1.34	
more	Seniors	1.70	1.64	1.56	1.66	
Number of written papers or reports between 5 and 19	First-Year Students	2.29	2.20	2.21	2.40	
<u>pages</u>	Seniors	2.73	2.48	2.52	2.59	
Number of written papers or reports of fewer than 5	First-Year Students	2.95	2.90	2.96	3.07	
pages	Seniors	2.62	2.93	2.91	2.86	
Problem sets: In a typical week, how many homework complete?	problem sets do you					
1 = None, 2 = 1-2, 3 = 3-4, 4 = 5-6, 5 = More than 6						
	5 ;	'	200	2.24		
Number of problem sets that take you more than an	First-Year Students	2.80	2.69	2.64	2.69	
hour to complete	Seniors	2.66	2.67	2.66	2.60	
Number of problem sets that take you less than an hour	First-Year Students	2.55	2.79	2.79	2.67	
to complete	Seniors	2.22	2.39	2.38	2.30	
Examinations						
1=Very little to 7=Very much						
Select the circle that best represents the extent to which	First-Year Students	5.29	5.38	5.27	5.31	
your examinations during the current school year			5.36 5.40	5.34	5.29	
challenged you to do your best work.	Seniors	5.24	5. 4 0	9. 34	5.29	

^a All means are weighted by gender, full- or part-time status, and institutional size.

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a Additional Collegiate Experiences and Enriching Educational Experiences

			P	eer Institutions	b
Additional Collegiate Experiences: During the current how often have you done each of the following?	nt school year, about	John Jay	Selected Peers	Carnegie Peers	Selected Peers II
1=Never, 2=Sometimes, 3=Often, 4=Very often		Mean	Mean	Mean	Mean
Attended an art exhibit, play, dance, music, theatre or other performance	First-Year Students Seniors	1.80 1.89	2.14* 1.98	2.11 1.96	2.22* 2.09
Exercised or participated in physical fitness activities	First-Year Students Seniors	2.22	2.75* 2.62*	2.61* 2.49	2.66* 2.61*
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	First-Year Students Seniors	1.55	1,94* 2.06	1.80 1.96	1.81 1.86
Examined the strengths and weaknesses of your own views on a topic or issue	First-Year Students Seniors	2.53 2.59	2.51 2.63	2.50 2.60	2.54 2.59
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	First-Year Students Seniors	2:83 2:85	2.69 2.80	2.74 2.80	2.73 2.78
Learned something that changed the way you understand an issue or concept	First-Year Students Seniors	2.90 2.93	2.79 2.84	2.80 2.84	2.83 2.85
Enriching Educational Experiences: Which of the folor do you plan to do before you graduate from your i		7			
The mean is the proportion responding "Done" amorespondents.	ng all valid		,		
Practicum, internship, field experience, co-op experience, or clinical assignment	First-Year Students Seniors	.05	.07 .48	.07 .39	.09 .55*
Community service or volunteer work	First-Year Students Seniors	28 36 ; 3	.34 .56*	.32 .48	.32 .54*
Participate in a learning community or some other formal program where groups of students take two or more classes together	First-Year Students Seniors	.12 .16	15 25	.15 .21	.18 .25
Work on a research project with a faculty member outside of course or program requirements	First-Year Students Seniors	.13	.05 .17	.05 .12	.06

Table 5 (cont.) John Jay College

2008 NSSE Mean Comparisons ^a Additional Collegiate Experiences and Enriching Educational Experiences

			P	Peer Institutions b	
Enriching Educational Experiences: Which of the following have you done or do you plan to do before you graduate from your institution?		John Jay	Selected Peers	Carnegie Peers	Selected Peers II
The mean is the proportion responding "Done" amon respondents.	e mean is the proportion responding "Done" among all valld pondents.		Il valld Mean Mean Mean		Mean
Foreign language coursework	First-Year Students	16	.18	.18	.22
oreign language coursework	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	First-Year Students	.01	.02	.02	.02
project or thesis, comprehensive exam, etc.)	Seniors	18	.31	.23	.28

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a Quality of Relationships

	_		P	Peer Institutions ^b		
Select the circle that best represents the quality of y people at your institution	our relationships with	John Jay Mean	Selected Peers Mean	Carnegle Peers <i>Mean</i>	Selected Peers II Mean	
Relationships with other students 1 = Unfriendly, Unsupportive, Sense of Aienation 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	
Relationships with <u>faculty members</u> 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	
Relationships with administrative personnel and 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	

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a Time Usage

			Peer institutions b			
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	Selected Peers	Carnegie Peers	Selected Peers II	
		Mean	Mean	Mean [:]	Mean	
Preparing for class (studying, reading, writing, doing	First-Year Students	3.73	3.95	3.70	4.12	
homework or lab work, analyzing data, rehearsing, and other academic activities)	Seniors	3.66	4.09	3.99	4.08	
Working for pay on campus	First-Year Students	1.06	1.49*	1.37	1.56*	
	Seniors	1.36	1.73	1.47	1.71	
Working for pay off campus	First-Year Students	3.55	2.46*	2.77	2.33*	
× 11	Seniors	5.43	3.94*	4.41*	3.68*	
Participating in co-curricular activities (organizations,	First-Year Students	1:32	2.13*	2.01*	2.23*	
campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	Seniors	1.49	1.96	1.79	2.09	
Relaxing and socializing (watching TV,	First-Year Students	3.57	3.83	3.83	3.76	
partying, etc.)	Seniors	3.05	3.44	3,41	3.48	
Providing care for dependents living with you (parents,	First-Year Students	2.61	1.77*	1.77*	1.79*	
children, spouse, etc.)	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*	

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b 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 ^a Institutional Environment

	- -		P	er Institutions	b
To what extent does your institution emphasize each	of the following?	John Jay	Selected	Carnegie	Selected
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very muc	h ,	Mean	Mean	Mean	Mean
Spending significant amounts of time studying and on	First-Year Students	3:05	3.11	3.06	3.13
academic work	Seniors	3:02	3.12	3.08	3.10
roviding the support you need to help you succeed	First-Year Students	3:00	3.00	3.00	3.04
academically	Seniors	2.75	2.86	2.81	2.90
Encouraging contact among students from different	First-Year Students	2:64	2.62	2.70	2.73
economic, social, and racial or ethnic backgrounds	Seniors	2:46	2.44	. 2.48	2.49
Helping you cope with your non-academic	First-Year Students	2.23	2.21	2.24	2.30
responsibilities (work, family, etc.)	Seniors	2.04	1.93	1.90	2.02
	First-Year Students	2.33	2.45	2.43	2.48
Providing the support you need to thrive socially	Seniors	2.17	2.17	2.10	2.18
Attending campus events and activities (special	First-Year Students	2.34	2.80*	2.63	2.84*
speakers, cultural performances, athletic events, etc.)	Seniors .	2:40:	2.57	2.42	2.54
Union approvious in academic week.	First-Year Students	3:22	3.28	3.26	3.30
Using computers in academic work	Seniors	3:22	3.47	3.40	3.41

^e 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b 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 ^a
Educational and Personal Growth

			Peer Institutions ^b			
To what extent has your experience at this instit knowledge, skills, and personal development in		John Jay	Selected Peers	Carnegle Peers	Selected Peers II	
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very	much	Mean	Mean	Mean	Mean	
	First-Year Students	3.20	3.16	3.16	3.17	
Acquiring a broad general education	Seniors `	3.31	3.25	3.20	3.26	
Acquiring job or work-related knowledge	First-Year Students	2.69	2.74	2.65	2.77	
and skills	Seniors	2.86	3.07	2.96	3.01	
	First-Year Students	3.24	2.93*	2.96	2.98	
Writing clearly and effectively	Seniors	3.18	3.05	3.06	3.06	
Speaking clearly and effectively	First-Year Students	3.26	2.80*	2.89*	2.82*	
Speaking cleany and enectively	Seniors	3.04	2.98	2.94	. 2.97	
	First-Year Students	3.38	3.15	3.15	3.18	
Thinking critically and analytically	Seniors	3.34	3.32	3.25	3.30	
Analyzing quantitative problems	First-Year Students	3.10	2.93	2.92	2.93	
Analyzing quantitative problems	Seniors	3.10	3.09	3.00	3.03	
Liens computing and information technology	First-Year Students	2.96	3.04	2.97	3.02	
Using computing and information technology	Seniors	3.01	3.25	3.15	3.18	
Management of the second of th	First-Year Students	3.00 %	2.94	2.96	2.95	
Working effectively with others	Seniors	2.96	3.16	3.06	3.08	
	First-Year Students	2.25	2.25	2.36	2.13	
Voting in local, state, or national elections	Seniors	2 22	2.11	2.12	2.01	
	First-Year Students	2.96	2.91	2.92	2.92	
Learning effectively on your own	Seniors	2.98	3.00	2.93	3.03	
	First-Year Students	2.84	2.75	2.80	2.81	
Understanding yourself	Seniors	2.82	2.75	2.72	2.82	

Table 9 (cont.) John Jay College 2008 NSSE Mean Comparisons ^a Educational and Personal Growth

		Peer Institu			b
To what extent has your experience at this institut	ion contributed to your	John Jay	Selected	Carnegie	Selected
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very m	nuch	Mean	Mean	Mean	Mean
	First-Year Students	3.02	2.63*	2.76	2.72
Understanding people of other racial and ethnic		1000			
ickgrounds	Seniors	2.93	2.61	2.70	2.68
	First-Year Students	2.82	2.64	2.66	2.68
Solving complex real-world problems	Seniors	2.77	2.76	2.69	2.71
	First-Year Students	2.81	2.61	2.67	2.69
Developing a personal code of values and ethics	Seniors	2.73	2.62	2.60	2.66
	First-Year Students	2.30	2.39	2.37	2.43
Contributing to the welfare of your community	Seniors	2:37	2.40	2.32	2.38
	First-Year Students	1.95	2.04	2.06	2.06
Developing a deepened sense of spirituality					
,	Seniors	1:87	1.83	1.82	1.87

^a 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 ≤ .05), and that the magnitude of the difference implies a real-world difference between the groups (i.e. effect size is .35 or greater).

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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 ^a Advising and Satisfaction

			P	eer Institutions	b
Advising 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent		John Jay Mean	Selected Peers Mean	Carnegie Peers Mean	Selected Peers II Mean
Overall, how would you evaluate the quality of academic advising you have received at your institution?	First-Year Students . Seniors	2.91 2.51	2.96 2.77	2.90 2.74	2.96 2.82
Satisfaction					
How would you evaluate your entire educational experience at this institution? 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent	First-Year Students Seniors	3:04 -:	3.14 3.14	3.11 3.03	3.11 3.14
If you could start over again, would you go to the same institution you are now attending?	First-Year Students Seniors	3.04 3.12	3.21 3.18	3.16 3.09	3.10 3.10
1 = Definitely no, 2 = Probably no, 3 = Probably yes, 4 = Definitely yes					

^a All means are weighted by gender, full- or part-time status, and institutional size.

^b The Selected Peers group includes respondents from other public, urban colleges with an undergraduate enrollment similar to that of John Jay. The Camegie 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

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		Some times	- Never	for service - consideration of the constant	Very often	~ (1) (42 87 97 P	Some- times	Never
a. Asked questions in class or contributed to class discussions		` V	∨		r. Worked harder than you thought you could to meet an instructor's	7		V	▼
b. Made a class presentation					standards or expectations				Ц
c. Prepared two or more drafts of a paper or assignment before turning it in					s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)				
d. Worked on a paper or project that required integrating ideas or information from various sources					t. Discussed ideas from your readings or classes with others outside of class (students,				
e. Included diverse perspectives (different races, religions, gender political beliefs, etc.) in class discussions or writing assignmen					family members, co-workers, etc. u. Had sexious conversations with students of a different race or ethnicity than your own) □ : □			
f. Come to class without completing readings or assignments	. Plation		. 🗆	- 🗆	v. Had serious conversations with students who are very different	, U	Ц		J
g. Worked with other students on projects during class					from you inverms of their religious beliefs, political opinions, or personal values				
h. Worked with classmates outside of class to prepare class assignments									
i. Put together ideas or concepts from different courses when completing assignments or	. <u>4</u> .				2 During the current school your coursework emphasia mental activities?	red th	e follo		
during class discussions		. Ц				Very much	Quite a bit	Some	Very little
j. Tutored or taught other students (paid or voluntary)			• 🗆	V D	a. Memorizing facts, ideas, or	▼	•	₩.	V
	THE SERVER OF	18 1 3 M		$\mathbf{\nabla}$	methods from your courses and		12 mai 96	ceration, conjust	
k. Participated in a community-base project (e.g., service learning) as part of a regular course					readings so you can repeat them in pretty much the same form				
project (e.g.; service learning) as part of a regular course I. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discus	□ í				readings so you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular				
project (e.g., service learning) as part of a regular course I. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discu- or complete an assignment m. Used e-mail to communicate	□ ss □				readings so you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components				
project (e.g., service learning) as part of a regular course I. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discusor complete an assignment m. Used e-mail to communicate with an instructor	SS O				readings so you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components c. Synthesizing and organizing ideas, information, or experiences				
project (e.g., service learning) as part of a regular course I. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discus or complete an assignment m. Used e-mail to communicate with an instructor	SS				readings so you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships				
project (e.g., service learning) as part of a regular course 1. Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment m. Used e-mail to communicate with an instructor n. Discussed grades or assignments with an instructor o. Talked about career plans with a faculty member or advisor	SS O				readings so, you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships d. Making judgments about the value of information, arguments,				
project (e.g.; service learning) as part of a regular course. J. Used an electronic medium. (listserv, chat group, Internet, instant messaging, etc.) to discusor complete an assignment. m. Used e-mail to communicate with an instructor. n. Discussed grades or assignments with an instructor. o. Talked about career plans with	SS				readings so, you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing				
project (e.g.; service learning) as part of a regular course 1. Used an electronic medium (listsery, chat group, Internet, instant messaging, etc.) to discus or complete an assignment m. Used e-mail to communicate with an instructor n. Discussed grades or assignments with an instructor o. Talked about career plans with a faculty member or advisor p. Discussed ideas from your readings or classes with faculty	SS C				readings so, you can repeat them in pretty much the same form b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and	o o			

3 During the current <i>school year,</i> about how much reading and writing have you done?	7 Which of the following have you done or do you plan to do before you graduate from your
a. Number of assigned textbooks, books, or book-length packs of course readings	institution? Do not Have Plan plan not Done to do to do decided
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	a. Practicum, internship, field experience, co-op experience, or clinical assignment b. Community, service or volunteer work
None 1-4 5-10 11-20 More than 20 d. Number of written papers or reports between 5 and 19 pages	c. Participate in a learning community or some other formal program where groups of students take
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	two or more classes together d. Work on a research project with a faculty member outside of course or
In a <i>typical week</i> , how many homework problem sets do you complete? More None 1-2 3-4 5-6 than 6	proofcm requirements
a. Number of problem sets that take you more than an hour to complete b. Number of problem sets that	Independent study or Self-designed major
take you less than an hour to complete	thesis, comprehensive cam, etc.) 8 Mark the box that best represents the quality of
year have challenged you to do your bestwork. Very little	your relationships with people at your institution. a. Relationships with other students Unfriendly, Friendly,
6 During the current school year, about bow often have you done each of the following? Very Some- often Often times Never	Unsupportive, Supportive, Sense of alienation Sense of belonging
a. Attended an art exhibit, play, dance, music; theater, or other performance b. Exercised or participated in	1 2 3 4 5 6 7 b. Relationships with faculty members Unavailable, Available,
physical fitness activities c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) d. Examined the strengths and	Unhelpful, Helpful, Unsympathetic Sympathetic 1 2 3 4 5 6 7
weaknesses of your own views on a topic or issue e. Tried to better understand someone else's views by imagining how an	c: Relationships with administrative personnel and offices Unhelpful, Helpful, Inconsiderate, Considerate,
issue looks from his or her perspective	Rigid Flexible □ □ □ □ □ □ □ 1 2 3 4 5 6 7.

About how many hours do you spend in a typical 7-day week doing each of the following? Preparing for class (studying) reading, writing, doing	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following
homework or lab work, analyzing data, rehearsing, and other academic activities)	areas? Very Quite Very much a bit. Some little
0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30	a: Acquiring a broad general education
Working for pay on campus	b. Acquiring job or work-related
0. 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30 Working for pay off campus	c. Writing clearly and effectively \(\bigcup \bigcup \bigcup \bigcup \bigcup \bigcup \bigcup \qua
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30	e. Thinking critically and analytically \square \square \square \square f. Analyzing quantitative problems \square \square
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	g. Using computing and information technology \Box\box\text{
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week than 30	II. Voting it local estate, or III III III III III III III III III
Relaxing and socializing (watching TV, partying, etc.) 0 1-5 6-10 11-15 16-20 21-25 26-30 More	J. Learning effectively on your own
Hours per week than 30 Providing care for dependents living with you (parents,	n tial and ethnic backgrounds
children; spouse, etc.) Color	problems
Hours per week that 30 commuting to class (driving, walking, etc.)	o: Contributing to the welfare of your community
0 1-5 6-10 11-15 16-20 21-25 26-30 More Hours per week	p. Developing a deepened sense of spirituality.
To what extent does your institution emphasize each of the following?	12 Overall, how would you evaluate the quality of academic advising you have received at your institution?
much a bit Some little Spending significant amounts of	☐ Excellent ☐ Good
time studying and on academic work	☐ Fair ☐ Poor: ☐ Poor: ☐ Poor: ☐ Poor: ☐ Poor ☐ Po
Providing the support you need to help you succeed academically Encouraging contact among students from different economic,	13 How would you evaluate your entire educational experience at this institution? Excellent Excel
students non-dimerent economic, social, and racial or ethnic backgrounds L. Helping you cope with your non-	☐ Good ## ## ### ########################
academic responsibilities (work,	☐ Poor ☐ ☐ Poor ☐ ☐ Poor ☐ ☐ Poor ☐ ☐ Poor ☐ ☐ Poor ☐ ☐ Poor ☐ ☐ Poor ☐ ☐ Poor
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	☐ Definitely yes ☐ Probably yes ☐ Probably no
Using computers in academic work	Definitely no

Your sex: Male Female Are you an international student or foreign national? Yes No What is your racial or ethnic identification? (Mark only one.) American Indian or other Native American Asian, Asian American, or Pacific Islander	 Yes
national? Yes: No What is your racial or ethnic identification? (Mark only one.) American Indian or other Native American	football, swimming)? Please answer below: 25 What have most of your grades been up to now at this institution?
☐ Yes. ☐ No What is your racial or ethnic identification? (Mark only one.) ☐ American Indian or other Native American	at this institution?
(Mark only one.) American Indian or other Native American	at this institution?
☐ American Indian or other Native American	ekkirana a karangan kangan
- □ Asian Asian American, or Pacific Islander	
Asian, Asian American, or racine asiance.	DB DC
☐ Black or African American	□ B- □ C- or lower
☐ White (non-Hispanic)	26 Which of the following best describes where
☐ Mexican or Mexican American	you are living now while attending college?
☐ Puerto Rican ☐ Other Hispanic or Latino	Dorg tory or other campus housing (not fraternity/ sometry bouse)
☐ Multiracial	Residence (hoose, apartment, etc.) within
Other	walking distance of the institution Residence (house, apartment, etc.) within
☐ I prefer not to respond	driving distance of the institution
What is your current classification in college?	Incate of the control
☐ Freshman/first-year ☐ Senior	27 What is the highest level of education that you parent(s) completed? (Mark one box per colum
Sophomore Unclassified	
☐ Junior	Father Mother
Did you begin college at your current	Did: not finish high school
institution or elsewhere?	Graduated from high school
Started here Started elsewhere	Attended college but did not complete
Since graduating from high school which of	degree Completed an associate's degree (A.A.,
the following types of schools have you attended other than the one you are	A.S., etc.)
attended other than the one youare attending now? (Mark all that apply,)	Completed a bachelor's degree (B.A., B.S., etc.)
☐ Vocational or technical school	Completed a master's degree (M.A.;
Community or junior college	M.S., etc.) Completed a doctoral degree (Ph.D.,
4-year college other than this one	J.D., M.D., etc.)
□ None	28 Please print your major(s) or your expected
☐ Other	major(s).
Thinking about this current academic term,	a. Primary major (Print only one.):
how would you characterize your enrollment?	
Lucume Lacess undi fur unite	
Are you a member of a social fraternity or	b If applicable, second major (not minor, concentration, etc.)
sorority?	
☐ ICS	
THANKS FOR SHARING YOUR RES	SPONSES!