

The 2012 National Survey of Student Engagement (NSSE) Results

In spring 2012, 1499 freshmen and 1890 seniors were invited to participate in the National Survey of Student Engagement. One-thousand-forty-eight participants (441 or 29.42% freshmen and 607 or 32.12% seniors) responded. Ninety-two percent of the freshmen respondents were traditional (less than 24 years of age) students and 47% of the seniors were traditional. Full-time students made up 97% of the freshmen respondents and 76% of the seniors. Around two-thirds of respondents (65% freshmen/67% seniors) were females.

NSSE compared JSU data with that of southeastern public four year schools, universities in JSU's Carnegie classification, and with all NSSE 2012 participants. Mean comparisons suggested:

JSU students (freshmen and seniors)

- Were more likely to ask questions in class or contribute to class discussions;
- Were more likely to prepare two or more drafts of a paper or assignment before turning it in;
- Were more likely to work with other students on projects during class;
- Were more likely to work harder than they thought they could to meet an instructor's standards or expectations;
- Were more likely to work with faculty members on activities other than coursework (committees, orientation, student like activities, etc.);
- Were more likely to memorize facts, ideas or methods from courses and readings;
- Were more likely to read books (not assigned) on their own for personal enjoyment or academic enrichment;
- Were more likely to participate in activities to enhance their spirituality (worship, meditation, prayer, etc.);
- Were more likely to work for pay off campus, provide care for dependents living with them (parents, children, spouse, etc.), and commute to class (driving, walking, etc.);
- Responded more favorably that their experience at their university contributed to writing clearly and effectively ; speaking clearly and effectively; using computing and information technology; and developing a deepened sense of spirituality;
- Reported higher satisfaction with the quality of academic advising than their peers at other universities.

JSU seniors

- Were more likely to use email to communicate with an instructor; to discuss grades or assignments with an instructor; to talk about career plans with a faculty or advisor; to discuss ideas from their readings or classes with faculty and others outside of class; to receive prompt written or oral feedback from faculty on their

academic performance; and to have serious conversations with students of a different race or ethnicity than their own;

- Were more likely to take exams that challenged them to do their best work;
- Reported higher quality of relationships with other student, faculty members, and administrative personnel and offices;
- Were more likely to credit their collegiate environment for encouraging contact among students from different economic, social, and racial or ethnic backgrounds;
- Responded more favorably than their peers that their experience at their university contributed to voting in local, state, or national elections; learning effectively on their own; understanding themselves; and solving complex real-world problems.

JSU freshmen

- Were less likely to analyze the basic elements of an idea, experience, or theory; and synthesize and organize ideas, information, or experiences into new, more complex interpretations and relationships;
- Reported more likely to spend less than an hour to complete 3-4 homework problem sets than their peers;
- Were more likely to attend an art exhibit, play, dance, music, theater, or other performance;
- Were more likely to participate in co-curricular activities.

Department Heads, Directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU's Assessment System, by going to <http://oira.jsu.edu:8000/>. User IDs and passwords are available by calling the Office of Planning and Research at (256) 782-5109.