JSU 2017-18 National Survey of Student Engagement (NSSE) Summary

In spring 2018, JSU invited 1100 freshmen and 1585 seniors to participate in the National Survey of Student Engagement (NSSE). Nine hundred fifty nine invitees (358 freshmen and 601 seniors) responded. Ninety-six percent of the freshmen respondents were traditional (less than 24 years of age) students and 62% of the seniors were traditional. Ninety-five percent of the freshmen were full-time, and as were 80% of the seniors. Two-thirds (67%) of respondents (66% freshmen/59% 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 2018 participants. Mean comparisons suggested that:

JSU students (freshmen and seniors)

- Were more likely to ask questions or contribute to course discussions in other ways, come to class without completing readings or assignments, ask another student to help them understand course material, and prepare for exams by discussing or working through course material with other students;
- Were more likely to talk about career plans with a faculty member, and work with a faculty member on activities other than coursework (committees, student groups. etc.);
- Were less likely to prepare for class (studying, reading, writing, doing homework, etc.);
- Were more likely to credit their instructors for clearly explaining course goals and requirements, teaching course sessions in an organized way, using examples or illustrations to explain difficult points, providing feedback on a draft or work in progress, and providing prompt and detailed feedback on tests or completed assignments;
- Were more likely to review their notes after class, and summarize what they learned in class or from course materials;
- Were more likely to take courses that challenged them to do their best work;
- Reported higher quality of interactions with other students, academic advisors, faculty, and student services staff (career services, student activities, housing, etc.);
- Were more likely to credit JSU in providing them opportunities to be involved socially, providing support for their overall well-being, providing opportunity and encouraging campus activities and events that address important social, economic, or political issues;
- Were more likely to work for pay off campus, and commute to campus (driving, walking, etc.);
- Were more likely to credit JSU for their ability to speak clearly and effectively, acquire job- or work- related knowledge and skills, and work effectively with others ;
- Reported more favorably on their entire educational experience at JSU, and were more likely to say they would choose JSU again, if starting over;
- Were less likely to have papers, reports, etc. that required up to 5 or 10 pages;
- Were less likely to participate in an internship, co-op, field experience, student teaching, or clinical placement, and in a study abroad program;
- Were less likely to prepare for class (studying, reading, writing, etc.), and work for pay on campus;
- Were less likely to spend time preparing for class on assigned reading.

JSU seniors

- Were more likely to explain course material to one or more students, and work on course projects or assignments with other students;
- Were more likely to include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments, and to examine the strengths and weaknesses of their own views on a topic or issue;

- Were more likely to discuss course topics, ideas, or concepts with a faculty member outside of class, and discuss their academic performance with a faculty member, and work with a faculty member on activities other than coursework (committees, student groups. etc.);
- Were more likely to say that their coursework emphasized applying facts, theories, or methods to practical problems or new situations, analyzing an idea, experience, or line of reasoning in depth by examining its parts, and evaluating a point of view, decision, or information source;
- Were more likely to have discussions with people with political views other than their own;
- Were more likely to take courses that included a community-based project (service-learning);
- Were more likely to credit JSU for their ability to develop or clarify a personal code of values and ethics, understand people of other backgrounds, solve complex real-world problems, and be an informed and active citizen;
- Were less likely to have papers, reports, etc. that required 11 pages or more;
- Were less likely to hold a formal leadership role in a student organization or group, work with a faculty member on a research project, and complete a culminating senior experience.

JSU freshmen

- Were more likely to attend an art exhibit, play, or other arts performance, and give a course presentation;
- Were more likely to reach conclusions based on their own analysis of numerical information;
- Reported favorably that their interactions with other administrative staff and offices;
- Were more likely to say that JSU emphasized using learning support services (tutoring services, writing center, etc.), helping them manage their non-academic responsibilities (work, family, etc.);
- Were more likely to spend more hours each week participating in co-curricular activities (organizations, campus publications, etc.);
- Responded more favorably that their experience at JSU contributed to their knowledge, skills, and personal development in writing clearly and effectively, and were more likely to return to JSU next year;
- Were less likely to include diverse perspectives in course discussions or assignments, and have discussions with people with religious beliefs other than their own.

When it comes to "Learning with Technology"…
- Two-thirds or more of JSU respondents reported that their use of technology contributed "quite a bit" or "very much" to their learning, studying, or completing coursework on their own (91%) or with other students (71%); their understanding of course materials and ideas (86%); and their demonstrating their understanding of course content (85%).
- Nearly six-tenths reported that the courses they took improved their understanding and use of technology quite a bit or very much (58%).
- Over six-tenths (63%) used mobile computing (smart phones, tablets, etc.), 44% used collaborative editing software (Wikis, Google Docs, etc.), 39% used social networking (Facebook, Twitter, etc.), and 38% used electronic textbooks often or very often.
- Over two-thirds reported that they used technology often or very often to communicate with other students (84%), academic advisors (70%), or faculty (70%).
- Over one-half reported that JSU emphasized on providing technology to help students learn, study or complete coursework (62%), teaching students how to use available technologies to learn, study, or complete coursework (59%), providing support services to assist students with their use of technology (54%), and teaching with new, cutting-edge technologies (53%).

Department Heads, Directors and other administrators can find additional assessment data and filter data by school, academic year, degree, 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 Institutional Research & Effectiveness at (256) 782-5109.