



VALDOSTA STATE UNIVERSITY STRATEGIC RESEARCH & ANALYSIS

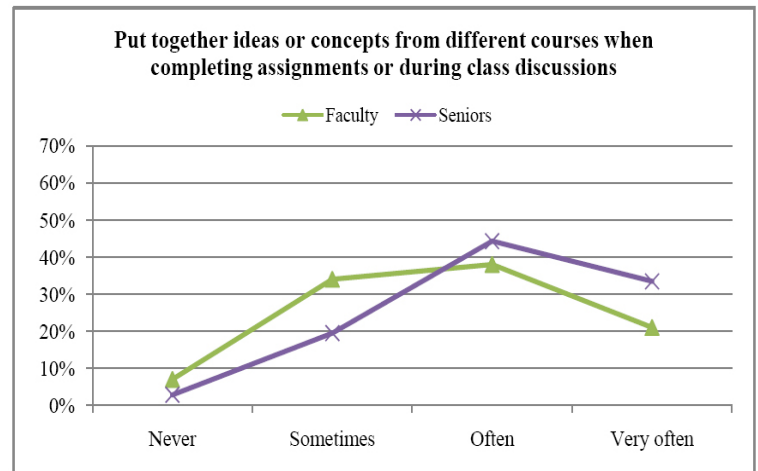
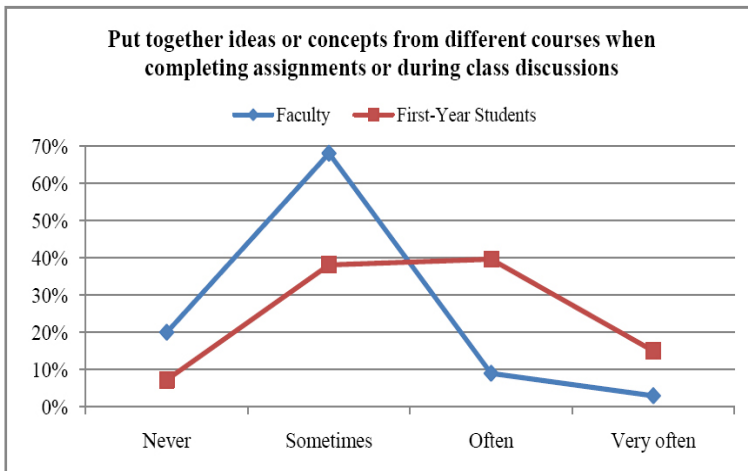
NATIONAL SURVEY OF STUDENT ENGAGEMENT AND FACULTY SURVEY OF STUDENT ENGAGEMENT RESULTS, 2008

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The National Survey of Student Engagement (NSSE) annually obtains information from college students across the nation about their participation in educational programs and activities that increase their learning and personal development. The Faculty Survey of Student Engagement (FSSE) measures faculty expectations for and observations of student engagement. Paired with NSSE results, FSSE offers a comprehensive look at student engagement.

The highlights presented below for VSU compare responses of the 457 first-year students, the 522 seniors who completed the NSSE survey, and the 225 faculty members who completed the FSSE survey in Spring 2008.

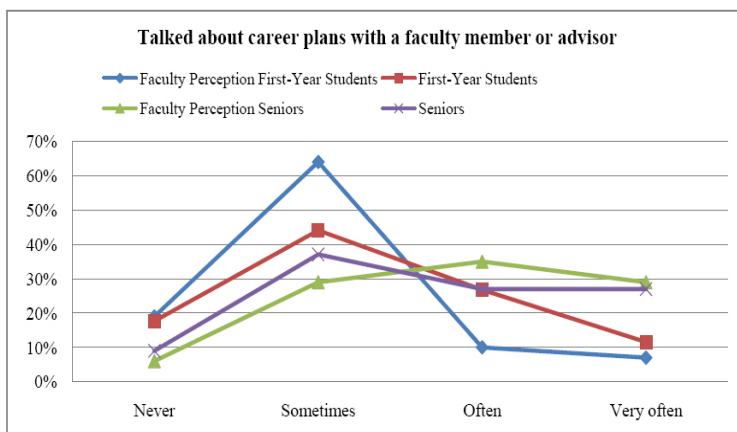
Integration of Coursework



- 55% of first-year students and 77% of seniors indicated they “often” or “very often” put together ideas or concepts from different courses when completing assignments or during class discussions. In comparison, faculty perceived that 12% of first-year students and 59% of seniors “often” or “very often” put together ideas or concepts from different courses when completing assignments or during class discussions.

- 82% of first-year students and 89% of seniors indicated they “often” or “very often” worked on a paper or project that required integrating ideas or information from various sources while faculty perceived that only 38% of first year students and 69% of seniors do so. (Note: Chart not shown.)

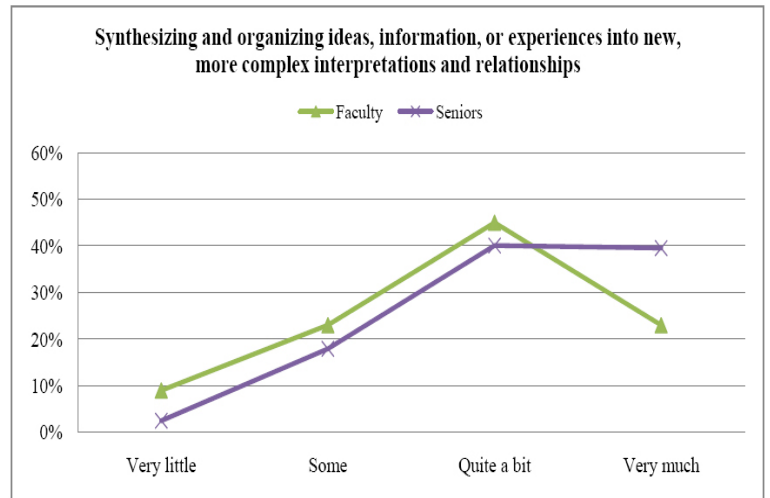
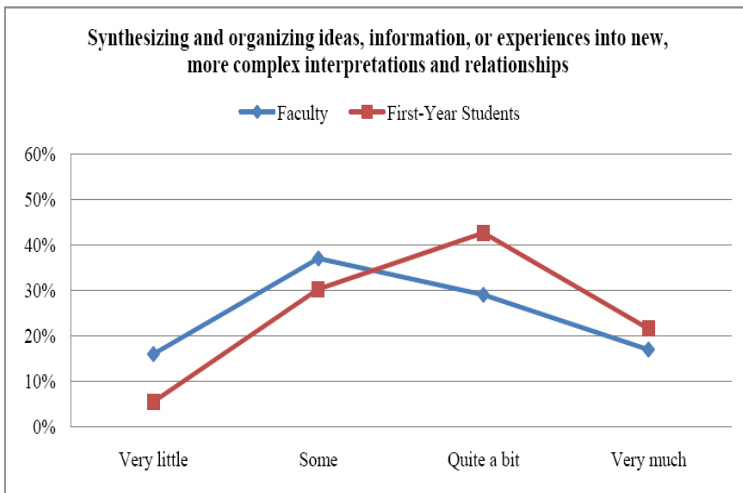
Student Interaction with Faculty



- 39% of first-year students and 54% of seniors talked about career plans with a faculty member or advisor “often” or “very often”. In comparison, faculty perceived that 17% of first-year students and 64% of seniors “often” or “very often” talk with a faculty member or advisor.

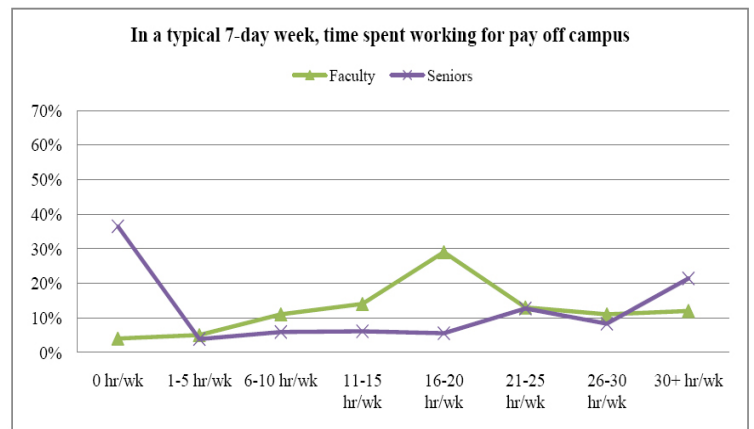
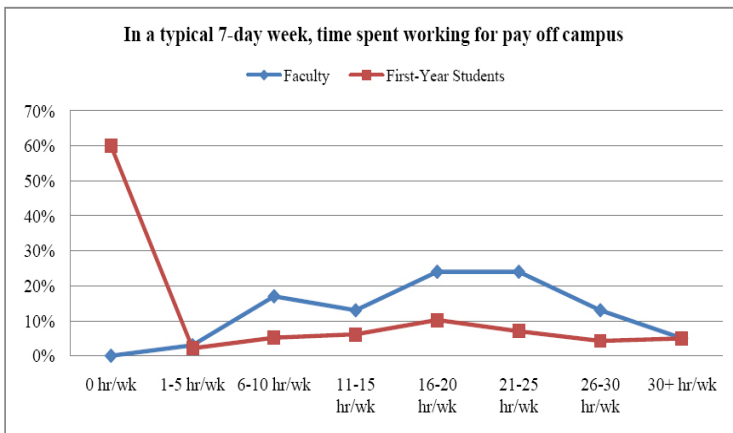
- 27% of first-year students and 39% of seniors “often” or “very often” discussed ideas from his or her readings or classes with faculty members outside of class. In comparison, faculty perceived that 13% of first-year students and 33% of seniors “often” or “very often” discussed ideas from his or her readings or classes with faculty members outside of class. (Note: Chart not shown.)

Coursework Emphasis



• 65% of first-year students and 80% of seniors believed they synthesize information and organize ideas, information, or experiences into new, more complex interpretations and relationships “quite a bit” or “very much” as compared to 79% of first-year students and 69% of seniors who indicated they “quite a bit” or “very much” memorize facts, ideas, or methods courses and readings. This is compared to faculty who perceived that only 46% of first-year students and 68% of seniors synthesize information “quite a bit” or “very much,” faculty perceived that 66% of first-year students and 59% of seniors memorize “quite a bit” or “very much” information.

Student Work



• 16% of first-year students and 42% of seniors indicated they work more than 20 hours a week off campus for pay. Faculty perceived that 42% of first-year students and 36% of seniors work more than 20 hours a week off campus for pay.

• 1% of first-year students and 3% of seniors indicated they work more than 20 hours a week on campus for pay. Faculty perceived that 8% of first-year students and 8% of seniors work more than 20 hours a week on campus for pay.

Diversity

• 61% of first-year students and 65% of seniors “often” or “very often” had serious conversations with students of a different race or ethnicity. Faculty perceived that only 23% of first-year students and 35% of seniors “often” or “very often” had serious conversations with students of a different race or ethnicity.

• 70% of first-year students and 70% of seniors “often” or “very often” included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments. Faculty perceived that only 30% of first-year students and 41% of seniors “often” or “very often” included diverse perspectives in class discussions or assignments. (Note: Chart not shown.)

