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# NSSE 2023

## Multi-Year Report

Jacksonville State University

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### About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

### Report sections

<a href="#">Administration Summaries (p. 3)</a>	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
<a href="#">Engagement Results by Theme (pp. 4-7)</a>	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
<a href="#">High-Impact Practices (pp. 8-9)</a>	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
<a href="#">Detailed Statistics (pp. 10-13)</a>	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

### Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

### For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

#### Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions	Response rate <sup>a</sup>	Sampling error <sup>b</sup>	Total respondents <sup>c</sup>	Full completions	Partial completions
2013										
2014	35%	+/- 3.8%	431	333	98	43%	+/- 2.6%	832	723	109
2015	26%	+/- 4.9%	301	229	72	28%	+/- 3.7%	510	436	74
2016	24%	+/- 5.2%	274	206	68	31%	+/- 3.4%	577	489	88
2017	32%	+/- 4.1%	396	328	68	32%	+/- 3.6%	515	449	66
2018	33%	+/- 4.3%	358	283	75	38%	+/- 3.2%	601	535	66
2019	24%	+/- 5.5%	240	183	57	25%	+/- 4.2%	404	369	35
2020										
2021	36%	+/- 3.9%	396	287	109	35%	+/- 3.2%	620	503	117
2022										
2023	38%	+/- 3.1%	618	414	204	36%	+/- 3.3%	568	436	132

#### Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified <sup>d</sup>	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Learning with Tech	No	No	Yes
2015	Email	Census	Yes	Learning with Tech	No	No	Yes
2016	Email	Census	Yes	Learning with Tech	No	No	Yes
2017	Email	Census	Yes	Learning with Tech	No	No	Yes
2018	Email	Census	Yes	Learning with Tech	No	No	Yes
2019	Email	Census	Yes	FY Experiences / Sr Transitions	No	No	Yes
2020							
2021	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	Yes
2022							
2023	Email	Census	No	Academic Advising, Writing Experiences	No	No	Yes

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

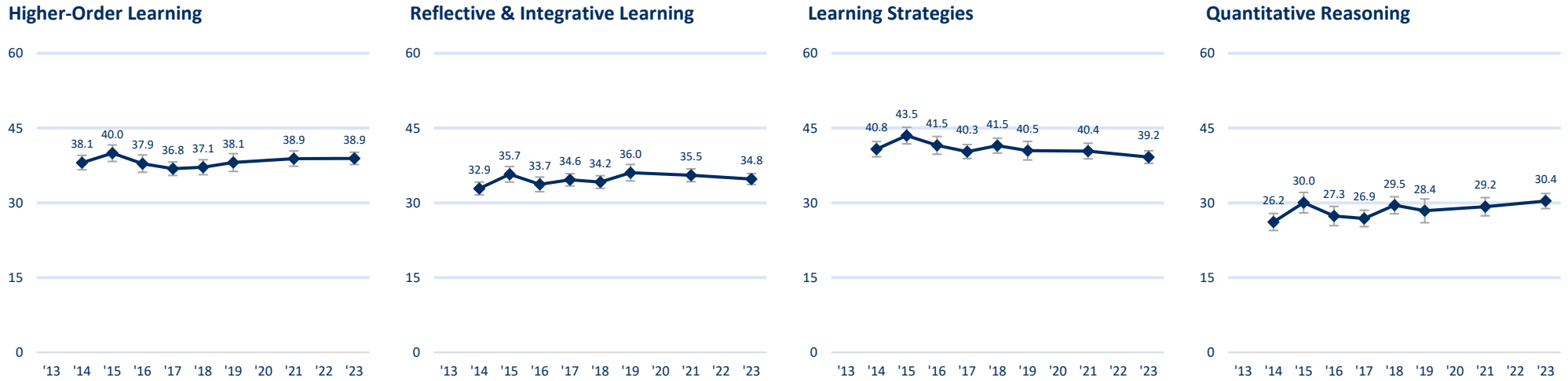
# NSSE 2023 Multi-Year Report

## Engagement Results by Theme

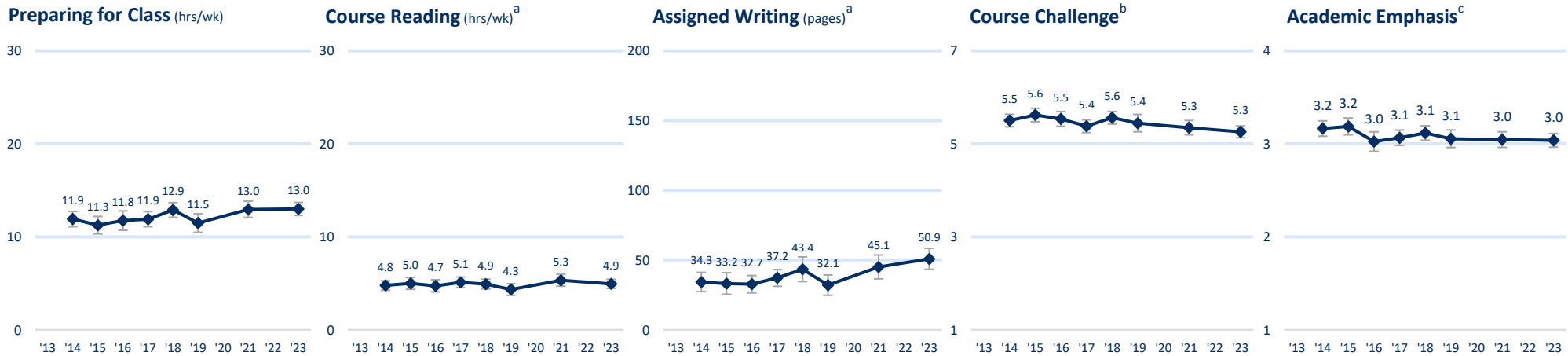
### Jacksonville State University

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Academic Challenge: First-year students



#### Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

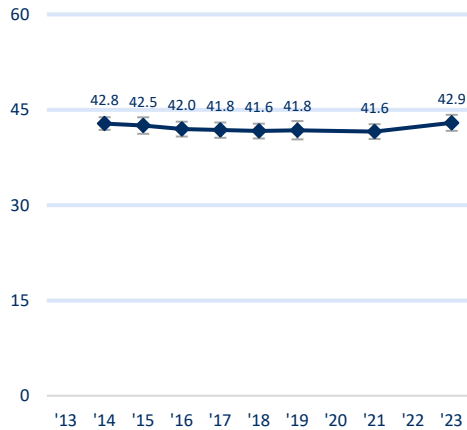
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

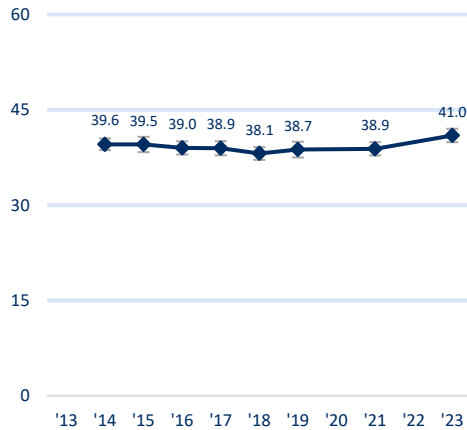
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#### Academic Challenge: Seniors

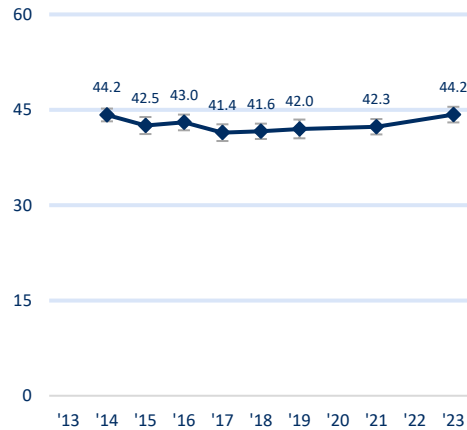
##### Higher-Order Learning



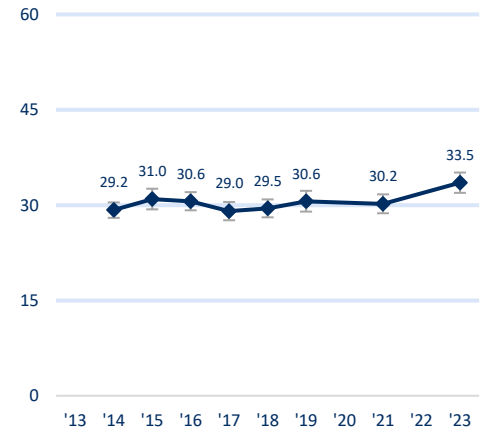
##### Reflective & Integrative Learning



##### Learning Strategies

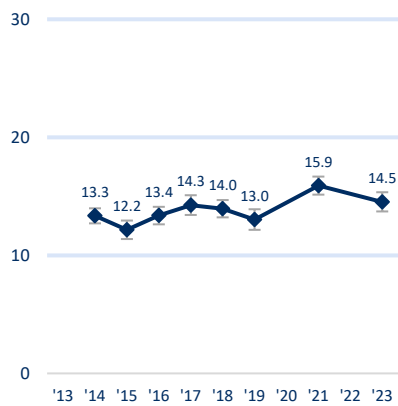


##### Quantitative Reasoning

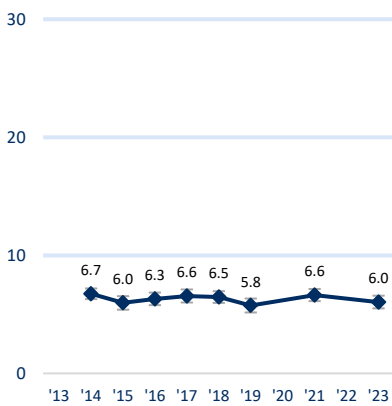


#### Academic Challenge (additional items): Seniors

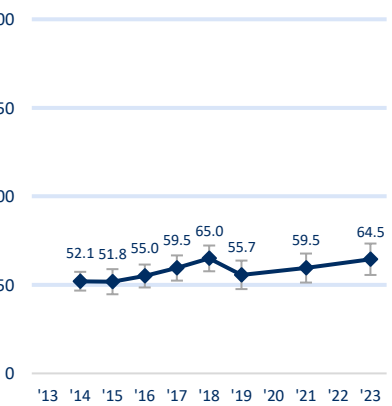
##### Preparing for Class (hrs/wk)



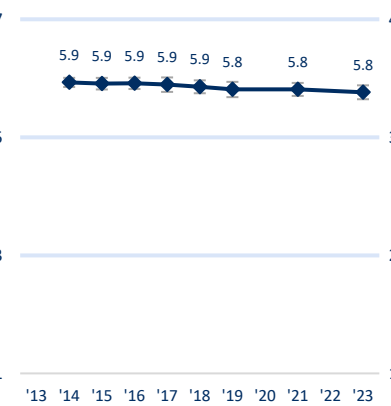
##### Course Reading (hrs/wk)<sup>a</sup>



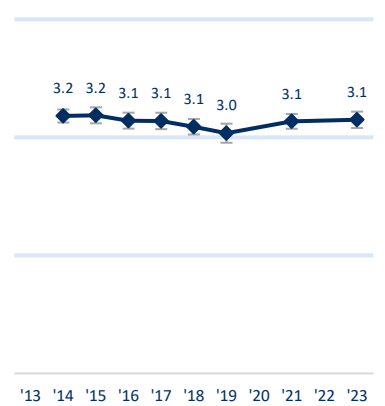
##### Assigned Writing (pages)<sup>a</sup>



##### Course Challenge<sup>b</sup>



##### Academic Emphasis<sup>c</sup>



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

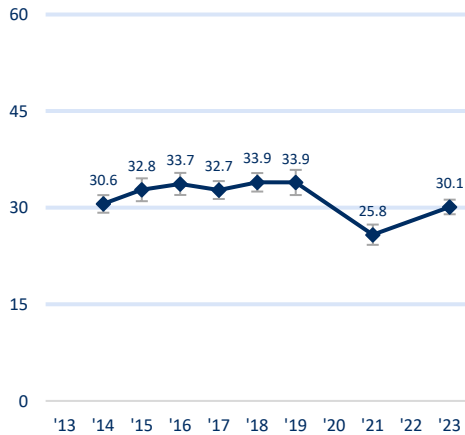
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

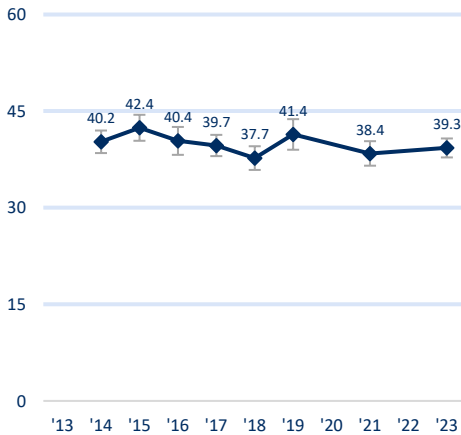
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: First-year students

##### Collaborative Learning

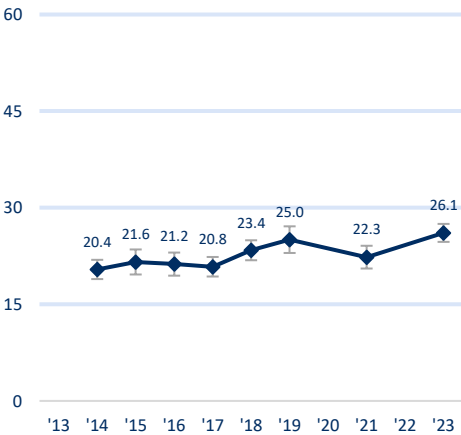


##### Discussions with Diverse Others

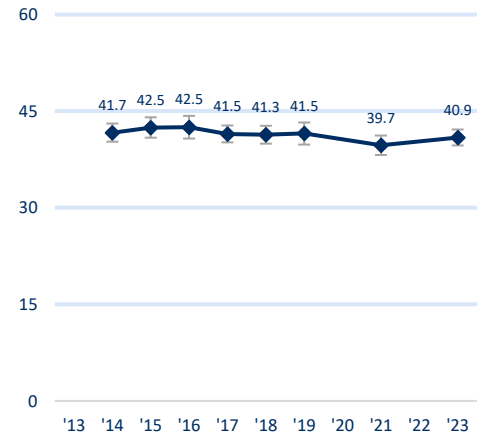


#### Experiences with Faculty: First-year students

##### Student-Faculty Interaction

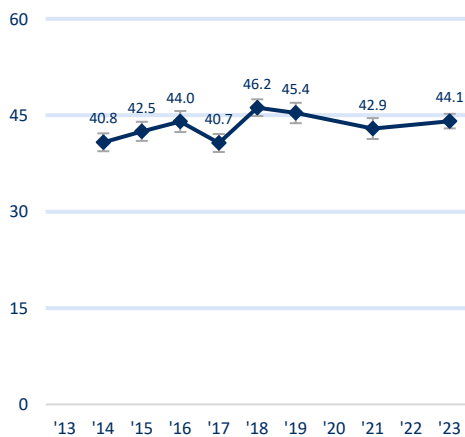


##### Effective Teaching Practices

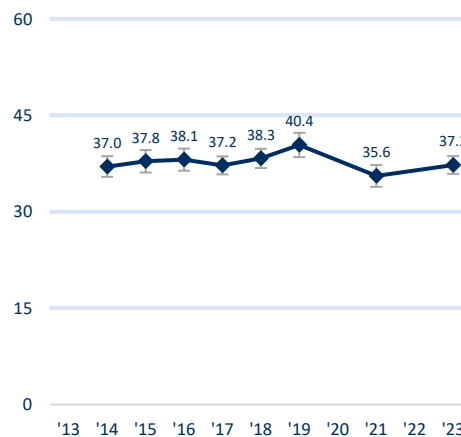


#### Campus Environment: First-year students

##### Quality of Interactions



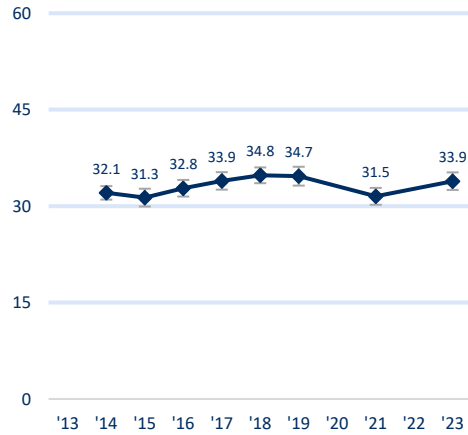
##### Supportive Environment



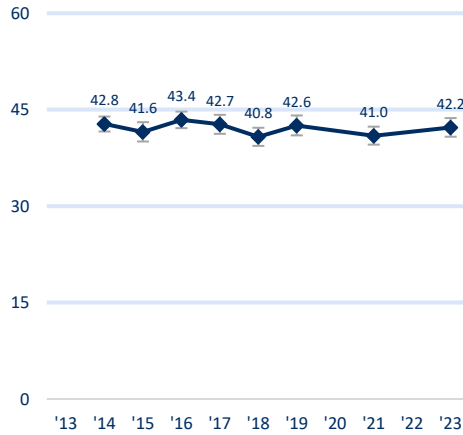
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

#### Learning with Peers: Seniors

##### Collaborative Learning

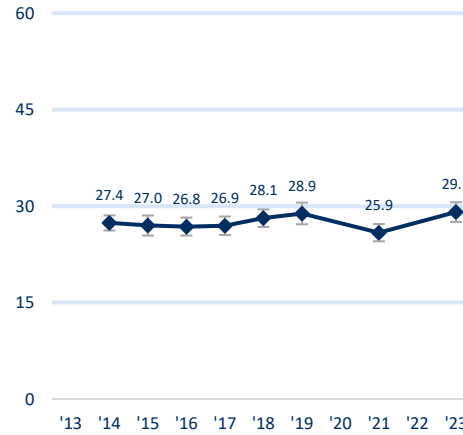


##### Discussions with Diverse Others

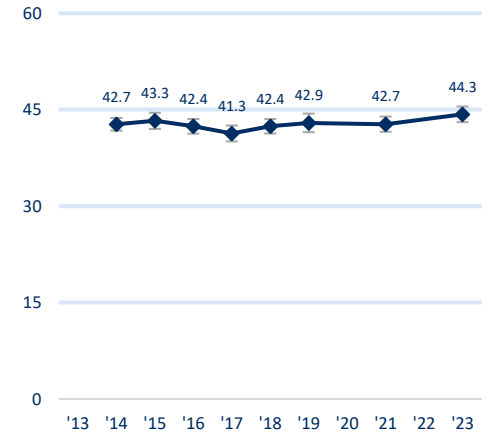


#### Experiences with Faculty: Seniors

##### Student-Faculty Interaction

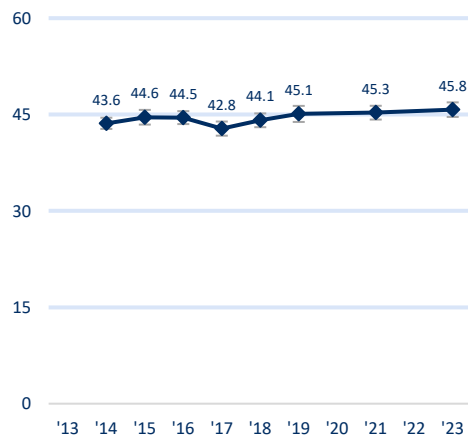


##### Effective Teaching Practices

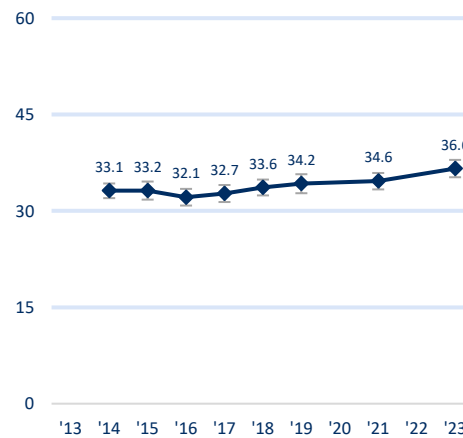


#### Campus Environment: Seniors

##### Quality of Interactions



##### Supportive Environment

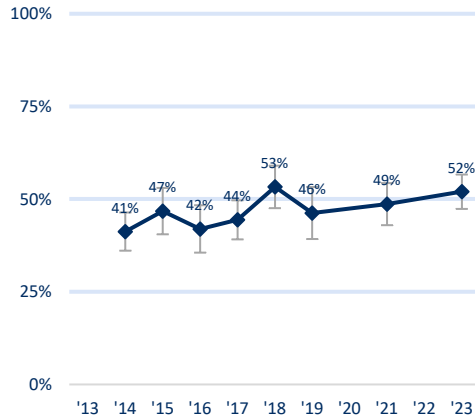


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

### High-Impact Practices: First-year students

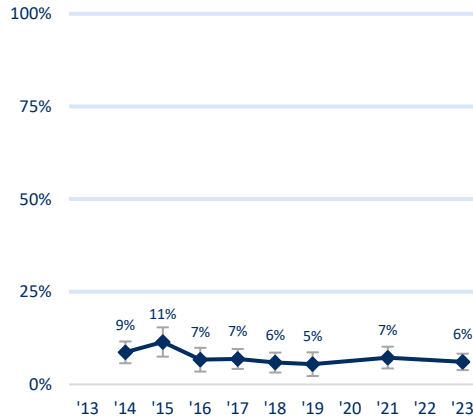
#### Service-Learning

(Some, most, or all courses)



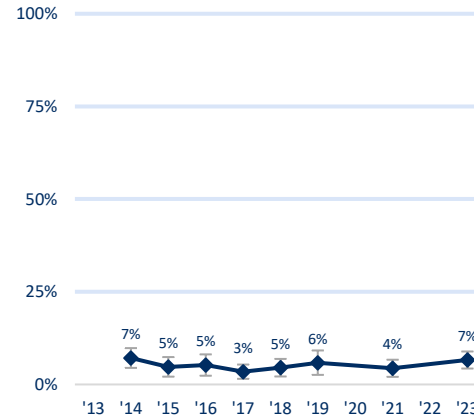
#### Learning Community

(Done or in progress)



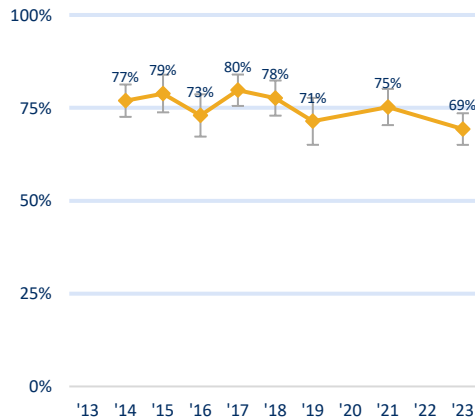
#### Research with Faculty

(Done or in progress)



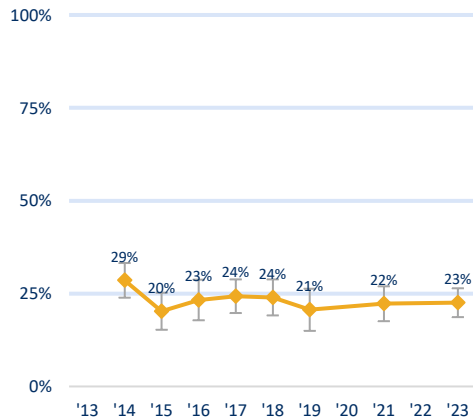
#### Internship/Field Experience

(Plan to do)



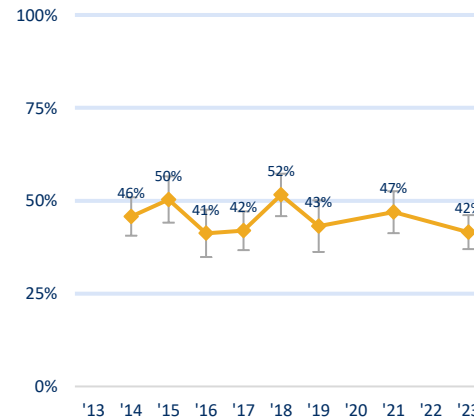
#### Study Abroad

(Plan to do)



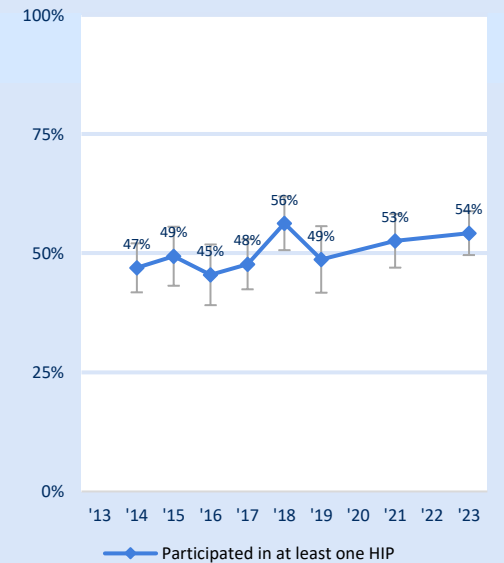
#### Culminating Senior Experience

(Plan to do)



### Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



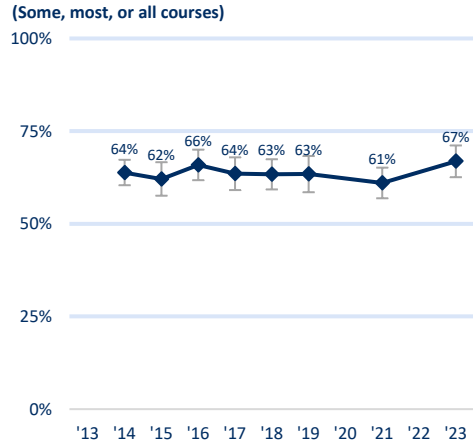
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.



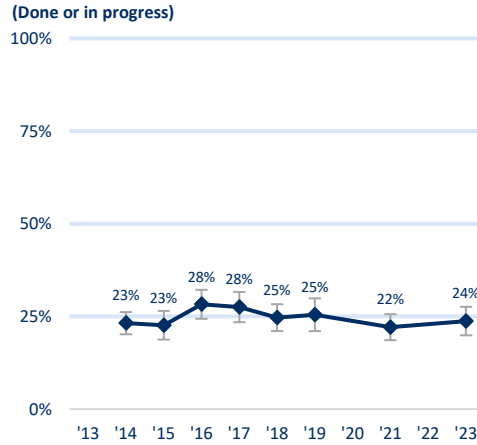
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

### High-Impact Practices: Seniors

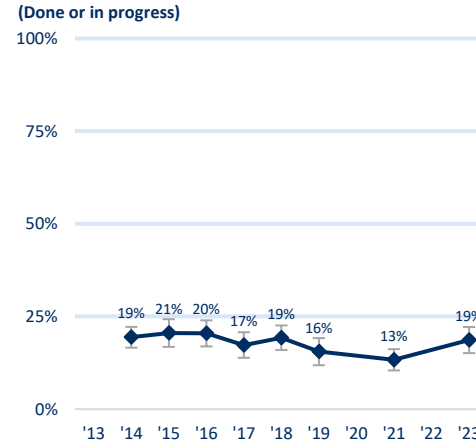
#### Service-Learning (Some, most, or all courses)



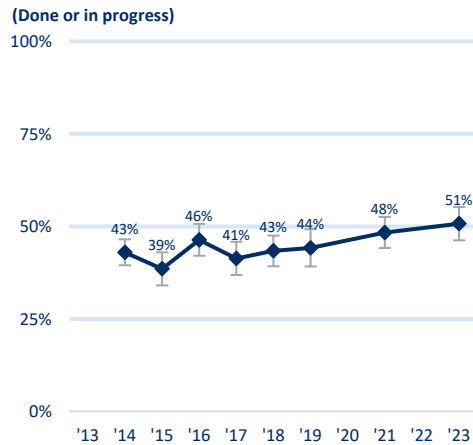
#### Learning Community (Done or in progress)



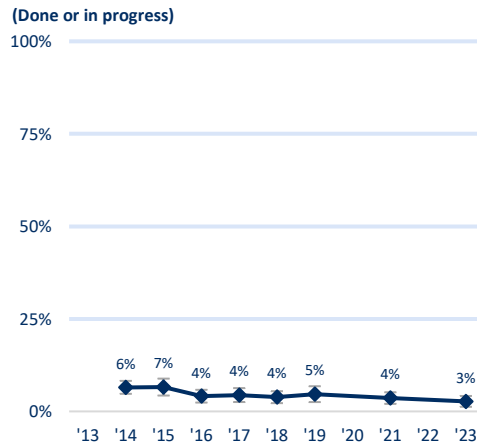
#### Research with Faculty (Done or in progress)



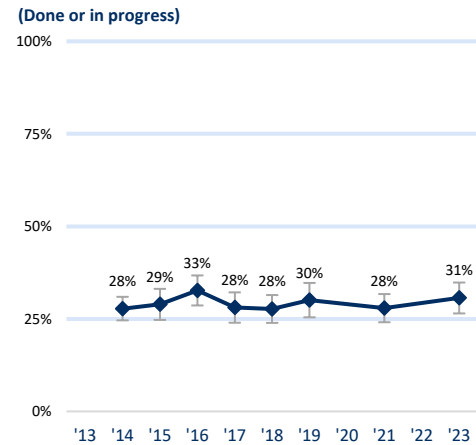
#### Internship/Field Experience (Done or in progress)



#### Study Abroad (Done or in progress)

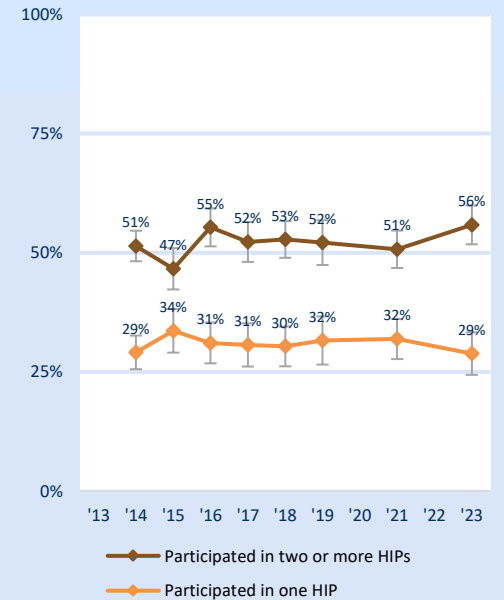


#### Culminating Senior Experience (Done or in progress)



#### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

# NSSE 2023 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Jacksonville State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge</i>																							
<b>Higher-Order Learning</b>	Mean	<b>38.1</b>	<b>40.0</b>	<b>37.9</b>	<b>36.8</b>	<b>37.1</b>	<b>38.1</b>		<b>38.9</b>	<b>38.9</b>			<b>42.8</b>	<b>42.5</b>	<b>42.0</b>	<b>41.8</b>	<b>41.6</b>	<b>41.8</b>		<b>41.6</b>	<b>42.9</b>		
	n	388	264	251	374	312	203		321	493			780	464	530	488	551	375		565	498		
	SD	14.6	13.7	14.0	13.4	13.5	13.0		14.1	14.0			14.1	14.3	13.7	13.5	13.9	14.2		14.1	14.3		
	SE	.74	.85	.88	.69	.77	.91		.78	.63			.51	.66	.60	.61	.59	.74		.59	.64		
	CI up bnd	39.5	41.6	39.6	38.2	38.6	39.9		40.4	40.2			43.8	43.8	43.1	43.0	42.8	43.2		42.7	44.2		
	CI low bnd	36.6	38.3	36.1	35.5	35.6	36.3		37.3	37.7			41.8	41.2	40.8	40.6	40.5	40.3		40.4	41.7		
<b>Reflective &amp; Integrative Learning</b>	Mean	<b>32.9</b>	<b>35.7</b>	<b>33.7</b>	<b>34.6</b>	<b>34.2</b>	<b>36.0</b>		<b>35.5</b>	<b>34.8</b>			<b>39.6</b>	<b>39.5</b>	<b>39.0</b>	<b>38.9</b>	<b>38.1</b>	<b>38.7</b>		<b>38.9</b>	<b>41.0</b>		
	n	405	274	257	382	332	215		357	538			803	480	551	498	577	390		592	530		
	SD	13.2	13.2	12.0	12.2	11.8	12.3		12.5	13.0			13.3	13.5	12.4	12.6	12.2	12.5		13.0	12.4		
	SE	.66	.80	.75	.63	.65	.84		.66	.56			.47	.62	.53	.56	.51	.63		.53	.54		
	CI up bnd	34.2	37.3	35.2	35.8	35.4	37.7		36.8	35.9			40.5	40.7	40.0	40.0	39.1	40.0		39.9	42.0		
	CI low bnd	31.6	34.2	32.2	33.4	32.9	34.4		34.2	33.7			38.6	38.3	38.0	37.8	37.1	37.5		37.8	39.9		
<b>Learning Strategies</b>	Mean	<b>40.8</b>	<b>43.5</b>	<b>41.5</b>	<b>40.3</b>	<b>41.5</b>	<b>40.5</b>		<b>40.4</b>	<b>39.2</b>			<b>44.2</b>	<b>42.5</b>	<b>43.0</b>	<b>41.4</b>	<b>41.6</b>	<b>42.0</b>		<b>42.3</b>	<b>44.2</b>		
	n	352	249	235	348	299	198		309	459			757	446	505	462	544	376		544	479		
	SD	14.6	13.5	14.0	13.4	13.2	13.3		14.0	13.9			14.1	14.4	14.2	14.4	14.4	14.6		14.4	13.7		
	SE	.78	.85	.91	.72	.76	.95		.80	.65			.51	.68	.63	.67	.62	.75		.62	.63		
	CI up bnd	42.3	45.2	43.3	41.7	43.0	42.3		41.9	40.5			45.2	43.9	44.2	42.7	42.8	43.5		43.5	45.5		
	CI low bnd	39.2	41.8	39.7	38.9	40.0	38.6		38.8	37.9			43.2	41.2	41.8	40.1	40.4	40.5		41.1	43.0		
<b>Quantitative Reasoning</b>	Mean	<b>26.2</b>	<b>30.0</b>	<b>27.3</b>	<b>26.9</b>	<b>29.5</b>	<b>28.4</b>		<b>29.2</b>	<b>30.4</b>			<b>29.2</b>	<b>31.0</b>	<b>30.6</b>	<b>29.0</b>	<b>29.5</b>	<b>30.6</b>		<b>30.2</b>	<b>33.5</b>		
	n	395	262	254	367	304	195		314	466			801	468	537	482	548	373		541	481		
	SD	17.4	17.0	15.7	16.1	15.2	17.0		16.6	16.6			17.5	17.9	16.9	16.1	16.9	16.1		17.7	17.9		
	SE	.87	1.05	.98	.84	.87	1.22		.93	.77			.62	.83	.73	.73	.72	.83		.76	.82		
	CI up bnd	27.9	32.1	29.3	28.5	31.2	30.8		31.1	31.9			30.4	32.6	32.0	30.5	30.9	32.2		31.7	35.1		
	CI low bnd	24.4	28.0	25.4	25.2	27.8	26.0		27.4	28.8			28.0	29.3	29.2	27.6	28.1	29.0		28.7	31.9		
<i>Academic Challenge (additional items)</i>																							
<b>Preparing for Class (hours/week)</b>	Mean	<b>11.9</b>	<b>11.3</b>	<b>11.8</b>	<b>11.9</b>	<b>12.9</b>	<b>11.5</b>		<b>13.0</b>	<b>13.0</b>			<b>13.3</b>	<b>12.2</b>	<b>13.4</b>	<b>14.3</b>	<b>14.0</b>	<b>13.0</b>		<b>15.9</b>	<b>14.5</b>		
	n	337	232	211	328	291	185		294	437			722	436	497	452	534	374		526	459		
	SD	7.7	7.3	7.7	7.5	6.9	6.9		7.6	7.5			8.7	8.3	8.4	9.1	8.6	8.6		8.9	8.9		
	SE	.42	.48	.53	.42	.40	.51		.45	.36			.33	.40	.38	.43	.37	.45		.39	.42		
	CI up bnd	12.7	12.2	12.8	12.7	13.7	12.5		13.8	13.7			14.0	12.9	14.1	15.1	14.7	13.9		16.7	15.3		
	CI low bnd	11.1	10.3	10.7	11.1	12.1	10.5		12.1	12.3			12.7	11.4	12.6	13.4	13.2	12.2		15.1	13.7		
<b>Course Reading</b> Est. hrs per week calculated from two items.	Mean	<b>4.8</b>	<b>5.0</b>	<b>4.7</b>	<b>5.1</b>	<b>4.9</b>	<b>4.3</b>		<b>5.3</b>	<b>4.9</b>			<b>6.7</b>	<b>6.0</b>	<b>6.3</b>	<b>6.6</b>	<b>6.5</b>	<b>5.8</b>		<b>6.6</b>	<b>6.0</b>		
	n	333	229	210	326	291	185		292	430			704	428	488	446	534	373		522	454		
	SD	4.7	4.9	4.8	5.3	4.5	4.3		5.5	5.1			6.1	6.1	6.0	5.9	5.9	5.8		6.0	5.8		
	SE	.26	.32	.33	.29	.27	.32		.32	.25			.23	.29	.27	.28	.25	.30		.26	.27		
	CI up bnd	5.3	5.6	5.4	5.7	5.4	5.0		6.0	5.4			7.2	6.5	6.8	7.1	7.0	6.3		7.2	6.6		
	CI low bnd	4.3	4.4	4.1	4.5	4.4	3.7		4.7	4.5			6.3	5.4	5.8	6.0	6.0	5.2		6.1	5.5		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2023 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Jacksonville State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge (additional items, continued)</i>																							
<b>Assigned Writing</b> Estimated number of pages calculated from three survey questions.	<i>Mean</i>	<b>34.3</b>	<b>33.2</b>	<b>32.7</b>	<b>37.2</b>	<b>43.4</b>	<b>32.1</b>		<b>45.1</b>	<b>50.9</b>			<b>52.1</b>	<b>51.8</b>	<b>55.0</b>	<b>59.5</b>	<b>65.0</b>	<b>55.7</b>		<b>59.5</b>	<b>64.5</b>		
	<i>n</i>	343	236	227	350	302	197		310	462			688	419	486	462	550	375		535	478		
	<i>SD</i>	65.1	60.4	47.8	57.4	78.5	52.2		76.8	82.4			70.9	74.0	72.8	78.0	87.0	79.5		96.7	99.0		
	<i>SE</i>	3.51	3.93	3.17	3.06	4.52	3.72		4.37	3.83			2.70	3.62	3.30	3.63	3.71	4.11		4.18	4.53		
	<i>CI up bnd</i>	41.2	40.9	38.9	43.2	52.3	39.3		53.6	58.4			57.4	58.9	61.5	66.6	72.2	63.7		67.7	73.4		
	<i>CI low bnd</i>	27.4	25.5	26.5	31.2	34.6	24.8		36.5	43.4			46.8	44.7	48.5	52.4	57.7	47.6		51.3	55.6		
<b>Course Challenge</b> Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>Mean</i>	<b>5.5</b>	<b>5.6</b>	<b>5.5</b>	<b>5.4</b>	<b>5.6</b>	<b>5.4</b>		<b>5.3</b>	<b>5.3</b>			<b>5.9</b>	<b>5.9</b>	<b>5.9</b>	<b>5.9</b>	<b>5.9</b>	<b>5.8</b>		<b>5.8</b>	<b>5.8</b>		
	<i>n</i>	357	253	235	347	301	198		304	453			767	450	516	462	545	375		540	479		
	<i>SD</i>	1.3	1.2	1.2	1.3	1.2	1.3		1.4	1.4			1.1	1.1	1.1	1.3	1.3	1.3		1.3	1.3		
	<i>SE</i>	.07	.07	.08	.07	.07	.10		.08	.07			.04	.05	.05	.06	.06	.07		.06	.06		
	<i>CI up bnd</i>	5.6	5.8	5.7	5.5	5.7	5.6		5.5	5.4			6.0	6.0	6.0	6.0	6.0	5.9		5.9	5.9		
	<i>CI low bnd</i>	5.4	5.5	5.4	5.2	5.4	5.3		5.2	5.1			5.9	5.8	5.8	5.8	5.7	5.7		5.7	5.6		
<b>Academic Emphasis</b> Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>Mean</i>	<b>3.2</b>	<b>3.2</b>	<b>3.0</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>		<b>3.0</b>	<b>3.0</b>			<b>3.2</b>	<b>3.2</b>	<b>3.1</b>	<b>3.1</b>	<b>3.1</b>	<b>3.0</b>		<b>3.1</b>	<b>3.1</b>		
	<i>n</i>	337	232	218	333	292	191		299	441			727	437	493	455	536	374		535	465		
	<i>SD</i>	0.8	0.7	0.8	0.8	0.7	0.7		0.7	0.8			0.8	0.7	0.8	0.8	0.8	0.8		0.7	0.8		
	<i>SE</i>	.04	.05	.05	.04	.04	.05		.04	.04			.03	.03	.03	.04	.03	.04		.03	.04		
	<i>CI up bnd</i>	3.2	3.3	3.1	3.1	3.2	3.1		3.1	3.1			3.2	3.3	3.2	3.2	3.2	3.1		3.2	3.2		
	<i>CI low bnd</i>	3.1	3.1	2.9	3.0	3.0	3.0		3.0	3.0			3.1	3.1	3.1	3.1	3.0	3.0		3.1	3.1		
<i>Learning with Peers</i>																							
<b>Collaborative Learning</b>	<i>Mean</i>	<b>30.6</b>	<b>32.8</b>	<b>33.7</b>	<b>32.7</b>	<b>33.9</b>	<b>33.9</b>		<b>25.8</b>	<b>30.1</b>			<b>32.1</b>	<b>31.3</b>	<b>32.8</b>	<b>33.9</b>	<b>34.8</b>	<b>34.7</b>		<b>31.5</b>	<b>33.9</b>		
	<i>n</i>	404	287	262	386	346	231		381	588			803	480	551	506	598	396		610	559		
	<i>SD</i>	14.0	15.3	14.2	13.9	13.7	15.1		15.7	14.0			15.2	15.5	15.5	15.6	15.3	14.9		16.5	16.5		
	<i>SE</i>	.70	.91	.87	.71	.73	1.00		.80	.58			.54	.71	.66	.69	.63	.75		.67	.70		
	<i>CI up bnd</i>	32.0	34.6	35.4	34.1	35.4	35.9		27.4	31.2			33.1	32.7	34.1	35.3	36.0	36.1		32.8	35.2		
	<i>CI low bnd</i>	29.2	31.0	32.0	31.4	32.5	32.0		24.2	29.0			31.0	29.9	31.5	32.6	33.6	33.2		30.2	32.5		
<b>Discussions with Diverse Others</b>	<i>Mean</i>	<b>40.2</b>	<b>42.4</b>	<b>40.4</b>	<b>39.7</b>	<b>37.7</b>	<b>41.4</b>		<b>38.4</b>	<b>39.3</b>			<b>42.8</b>	<b>41.6</b>	<b>43.4</b>	<b>42.7</b>	<b>40.8</b>	<b>42.6</b>		<b>41.0</b>	<b>42.2</b>		
	<i>n</i>	359	254	239	350	296	199		311	457			758	453	519	464	544	376		542	480		
	<i>SD</i>	16.9	16.4	17.1	15.8	16.1	17.1		17.1	16.1			16.4	16.3	15.0	16.3	16.8	15.3		16.6	16.2		
	<i>SE</i>	.89	1.03	1.10	.84	.94	1.21		.97	.75			.59	.77	.66	.75	.72	.79		.71	.74		
	<i>CI up bnd</i>	42.0	44.4	42.5	41.3	39.5	43.7		40.3	40.8			43.9	43.1	44.7	44.2	42.2	44.1		42.4	43.7		
	<i>CI low bnd</i>	38.5	40.4	38.2	38.0	35.9	39.0		36.5	37.8			41.6	40.1	42.1	41.2	39.4	41.0		39.6	40.8		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

# NSSE 2023 Multi-Year Report

## Detailed Statistics: Engagement Indicators and Additional Challenge Items

### Jacksonville State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Experiences with Faculty</i>																							
<b>Student-Faculty Interaction</b>	<i>Mean</i>	<b>20.4</b>	<b>21.6</b>	<b>21.2</b>	<b>20.8</b>	<b>23.4</b>	<b>25.0</b>			<b>22.3</b>	<b>26.1</b>			<b>27.4</b>	<b>27.0</b>	<b>26.8</b>	<b>26.9</b>	<b>28.1</b>	<b>28.9</b>		<b>25.9</b>	<b>29.1</b>	
	<i>n</i>	396	262	254	374	323	211			336	515			794	469	544	488	561	382		581	514	
	<i>SD</i>	15.2	16.1	14.6	15.0	14.2	15.3			16.5	16.2			16.9	17.3	16.6	16.2	16.5	16.8		16.5	17.6	
	<i>SE</i>	.76	.99	.91	.77	.79	1.06			.90	.71			.60	.80	.71	.73	.70	.86		.68	.78	
	<i>CI up bnd</i>	21.9	23.5	23.0	22.3	24.9	27.1			24.1	27.5			28.6	28.5	28.2	28.4	29.5	30.5		27.2	30.6	
	<i>CI low bnd</i>	18.9	19.6	19.5	19.3	21.8	23.0			20.6	24.7			26.2	25.4	25.4	25.5	26.8	27.2		24.5	27.6	
<i>Effective Teaching Practices</i>																							
<b>Effective Teaching Practices</b>	<i>Mean</i>	<b>41.7</b>	<b>42.5</b>	<b>42.5</b>	<b>41.5</b>	<b>41.3</b>	<b>41.5</b>			<b>39.7</b>	<b>40.9</b>			<b>42.7</b>	<b>43.3</b>	<b>42.4</b>	<b>41.3</b>	<b>42.4</b>	<b>42.9</b>		<b>42.7</b>	<b>44.3</b>	
	<i>n</i>	400	272	253	376	315	205			324	492			806	475	545	490	556	379		565	499	
	<i>SD</i>	14.4	13.3	14.3	13.0	12.6	12.5			13.9	14.0			14.2	14.0	13.5	14.0	13.5	14.4		14.3	13.9	
	<i>SE</i>	.72	.81	.90	.67	.71	.88			.77	.63			.50	.64	.58	.63	.57	.74		.60	.62	
	<i>CI up bnd</i>	43.1	44.0	44.3	42.8	42.7	43.2			41.2	42.1			43.7	44.5	43.5	42.5	43.5	44.4		43.9	45.5	
	<i>CI low bnd</i>	40.3	40.9	40.7	40.1	39.9	39.8			38.2	39.7			41.7	42.0	41.3	40.1	41.3	41.5		41.6	43.1	
<i>Campus Environment</i>																							
<b>Quality of Interactions</b>	<i>Mean</i>	<b>40.8</b>	<b>42.5</b>	<b>44.0</b>	<b>40.7</b>	<b>46.2</b>	<b>45.4</b>			<b>42.9</b>	<b>44.1</b>			<b>43.6</b>	<b>44.6</b>	<b>44.5</b>	<b>42.8</b>	<b>44.1</b>	<b>45.1</b>		<b>45.3</b>	<b>45.8</b>	
	<i>n</i>	352	241	228	340	285	183			278	419			737	433	491	447	513	356		496	431	
	<i>SD</i>	13.3	11.8	12.6	13.1	11.2	11.0			13.8	11.8			12.1	12.2	11.4	11.9	12.4	12.0		12.2	12.0	
	<i>SE</i>	.71	.76	.83	.71	.66	.81			.83	.58			.44	.58	.51	.56	.55	.64		.55	.58	
	<i>CI up bnd</i>	42.2	44.0	45.7	42.1	47.5	46.9			44.6	45.2			44.5	45.7	45.5	43.9	45.2	46.3		46.4	46.9	
	<i>CI low bnd</i>	39.4	41.0	42.4	39.3	44.9	43.8			41.3	43.0			42.8	43.4	43.5	41.7	43.0	43.8		44.2	44.6	
<b>Supportive Environment</b>	<i>Mean</i>	<b>37.0</b>	<b>37.8</b>	<b>38.1</b>	<b>37.2</b>	<b>38.3</b>	<b>40.4</b>			<b>35.6</b>	<b>37.3</b>			<b>33.1</b>	<b>33.2</b>	<b>32.1</b>	<b>32.7</b>	<b>33.6</b>	<b>34.2</b>		<b>34.6</b>	<b>36.6</b>	
	<i>n</i>	337	231	214	334	289	187			296	441			717	433	492	449	534	374		530	460	
	<i>SD</i>	15.1	13.5	12.8	13.1	13.0	13.2			15.0	14.8			15.6	14.9	14.7	14.3	14.5	14.6		15.0	14.8	
	<i>SE</i>	.82	.89	.88	.72	.76	.97			.87	.70			.58	.72	.66	.68	.63	.75		.65	.69	
	<i>CI up bnd</i>	38.6	39.6	39.8	38.6	39.8	42.3			37.3	38.7			34.3	34.6	33.4	34.0	34.9	35.7		35.9	37.9	
	<i>CI low bnd</i>	35.4	36.1	36.4	35.8	36.8	38.5			33.9	35.9			32.0	31.8	30.8	31.4	32.4	32.8		33.3	35.2	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 \* SE).

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<b>Service-Learning<sup>a</sup></b>	%	41	47	42	44	53	46	49	52	64	62	66	64	63	63	61	67						
	n	351	246	230	343	293	195	299	447	757	443	511	458	539	374	537	466						
	SE	2.6	3.2	3.3	2.7	2.9	3.6	2.9	2.4	1.7	2.3	2.1	2.3	2.1	2.5	2.1	2.2						
	CI up bnd	46	53	48	50	59	53	54	57	67	67	70	68	67	68	65	71						
	CI low bnd	36	41	36	39	48	39	43	47	60	58	62	59	59	59	57	63						
<b>Learning Community<sup>a</sup></b>	%	9	11	7	7	6	5	7	6	23	23	28	28	25	25	22	24						
	n	355	250	234	344	296	195	301	450	767	450	511	462	546	374	539	471						
	SE	1.5	2.0	1.6	1.4	1.4	1.6	1.5	1.1	1.5	2.0	2.0	2.1	1.8	2.3	1.8	2.0						
	CI up bnd	12	15	10	10	9	9	10	8	26	27	32	32	28	30	26	28						
	CI low bnd	6	7	3	4	3	2	4	4	20	19	24	23	21	21	19	20						
<b>Research with Faculty<sup>a</sup></b>	%	7	5	5	3	5	6	4	7	19	21	20	17	19	16	13	19						
	n	358	250	231	346	297	197	302	449	763	450	505	463	542	376	539	472						
	SE	1.4	1.3	1.5	1.0	1.2	1.7	1.2	1.2	1.4	1.9	1.8	1.8	1.7	1.9	1.5	1.8						
	CI up bnd	10	7	8	5	7	9	7	9	22	24	24	21	23	19	16	22						
	CI low bnd	4	2	2	2	2	3	2	4	17	17	17	14	16	12	10	15						
<b>Internship or Field Experience<sup>b</sup></b> (First-year results: Plan to do)	%	77	79	73	80	78	71	75	69	43	39	46	41	43	44	48	51						
	n	360	251	235	348	300	198	303	452	767	456	517	463	548	374	543	475						
	SE	2.2	2.6	2.9	2.2	2.4	3.2	2.5	2.2	1.8	2.3	2.2	2.3	2.1	2.6	2.1	2.3						
	CI up bnd	81	84	79	84	82	78	80	74	47	43	51	46	48	49	53	55						
	CI low bnd	73	74	67	76	73	65	70	65	39	34	42	37	39	39	44	46						
<b>Study Abroad<sup>b</sup></b> (First-year results: Plan to do)	%	29	20	23	24	24	21	22	23	6	7	4	4	4	5	4	3						
	n	360	251	231	346	299	197	303	446	764	453	512	461	546	373	540	472						
	SE	2.4	2.5	2.8	2.3	2.5	2.9	2.4	2.0	0.9	1.2	0.9	1.0	0.8	1.1	0.8	0.7						
	CI up bnd	33	25	29	29	29	26	27	26	8	9	6	6	5	7	5	4						
	CI low bnd	24	15	18	20	19	15	18	19	5	4	2	3	2	3	2	1						
<b>Culminating Senior Experience<sup>b</sup></b> (First-year results: Plan to do)	%	46	50	41	42	52	43	47	42	28	29	33	28	28	30	28	31						
	n	358	248	231	345	296	196	302	447	764	449	514	462	544	376	535	470						
	SE	2.6	3.2	3.2	2.7	2.9	3.5	2.9	2.3	1.6	2.1	2.1	2.1	1.9	2.4	1.9	2.1						
	CI up bnd	51	57	48	47	57	50	53	46	31	33	37	32	31	35	32	35						
	CI low bnd	41	44	35	37	46	36	41	37	25	25	29	24	24	25	24	26						
<b>Overall HIP Participation<sup>c</sup></b>																							
<b>Participated in one HIP</b>	%	40	39	40	42	50	41	47	46	29	34	31	31	30	32	32	29						
	n	362	251	235	347	298	197	303	451	772	457	518	466	548	376	543	475						
	SE	2.6	3.1	3.2	2.7	2.9	3.5	2.9	2.4	1.6	2.2	2.0	2.1	2.0	2.4	2.0	2.1						
	CI up bnd	45	45	46	47	56	48	52	51	32	38	35	35	34	36	36	33						
	CI low bnd	35	33	34	37	45	34	41	42	26	29	27	26	26	27	28	25						
<b>Participated in two or more HIPs</b>	%	7	10	6	5	6	8	6	8	51	47	55	52	53	52	51	56						
	n	362	251	235	347	298	197	303	451	772	457	518	466	548	376	543	475						
	SE	1.4	1.9	1.5	1.2	1.4	1.9	1.4	1.3	1.8	2.3	2.2	2.3	2.1	2.6	2.1	2.3						
	CI up bnd	10	14	9	8	9	12	9	11	55	51	60	57	57	57	55	60						
	CI low bnd	5	7	3	3	3	4	3	6	48	42	51	48	49	47	47	51						

Notes: n = Number of respondents; SE = Standard error of the proportion ( $\sqrt{p * (1 - p) / (n - 1)}$ ) where p is the proportion; upper and lower bounds represent the 95% confidence interval ( $p \pm 1.96 * SE$ ).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.