



What is NSSE?

The National Survey of Student Engagement does exactly what its name suggests: In the spring of 2003, its fourth year, the survey -- known as "Nessie," after its acronym, NSSE -- surveyed 145,000 freshmen and seniors at 437 four-year colleges about their education. In 2002-2003, the University of Georgia took part in NSSE, as well as in a pilot project surveying faculty. The *Columns* story is on the back of this sheet.

What do the NSSE results mean to the University of Georgia?

The results tell us what students experience in five areas:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interactions
- Enriching Educational Experiences
- Supportive Campus Environment

The Vice Presidents for Instruction and for Student Affairs funded the survey to understand how our institution works and to make the process better. Then a committee of students, faculty, and administrators identified six themes to investigate: curriculum, diversity, student-faculty interaction, writing, technology, and service-community learning. That's why we want to talk with you today and hear what you think about how we're doing and how we might do better.

Tell us about it

For over a year, the committee has been working on the NSSE project, arranging for the first survey and now considering the results. We've identified six interrelated themes in the data that the campus will consider in sessions like this one. What do we do well and how can we do it better?

- **Curriculum** Does our core curriculum encourage student engagement? How about the curriculum in a major? Why does general education matter?
- **Diversity** UGA faculty and students value diversity in ideas, in colleagues, and in their experiences. How does diversity add value to a UGA education? What does the term "diversity" mean in intellectual, as well as social terms?
- **Student-Faculty Interaction** Students think that one-on-one interaction with faculty changes what happens in their education. Do you? What are other programs that encourage interaction?
- **Writing** UGA students and faculty agree that writing is important, but they also agree that students do less writing here than elsewhere. How can faculty and students address that issue? Do students need more training in writing or do faculty need help to integrate writing into their teaching?
- **Technology** The NSSE results suggest that UGA students have a slightly higher engagement with technology than do students at comparable institutions. Do you think that finding is good news? Does technology help faculty-student interaction? How can we best use technology to enhance students' learning experience?
- **Community** One of the best things about UGA is Athens, Georgia, and we can also take pride in the communities on campus. But how can faculty incorporate service or community involvement in the classroom? How do extra-curricular and student life activities fit in?

More Ideas? We'd Love to Hear Them!

Email NSSE@uga.edu

Survey says: Happy
Study finds UGA students happier with educational experience
By Larry B. Dendy, *Columns*, 3 November 2003

A national survey shows that freshmen and seniors at UGA are generally more pleased with their educational experience than their counterparts at other major research institutions and would be much more likely than their peers to attend the same school if they started college over again. . . . At UGA, 1,500 randomly selected freshmen and 1,500 seniors [were invited to take] the survey. . . .

When asked "How would you evaluate your entire educational experience at [your] institution," UGA students gave a slightly higher positive response than students at other extensive doctoral institutions.

When asked "If you could start over again, would you go to the same institution you are now attending," UGA students responded positively at a rate significantly higher statistically than their counterparts.

UGA students also evaluate their academic advising at a higher level than students at other schools. Both freshmen and seniors feel they receive a "broad **general education**" at a higher rate than students at other schools, and UGA seniors think they acquire job or work-related knowledge and skills at a higher rate.

"The purpose of this study is to provide information that will help improve the learning environment at the university," says Del Dunn, vice president for instruction. "The results give us some very valuable insights on how to go about doing that."

The survey indicates a strong interest among UGA students in **international studies**. UGA offers courses in 25 foreign languages, and freshmen and seniors take foreign language coursework at a higher rate than their national counterparts.

UGA freshmen and seniors participate in study-abroad programs at a significantly higher rate than at similar schools. More than 1,200 UGA students take part in 45 exchange and 75 study-abroad programs annually. UGA ranks 12th among all research institutions in study-abroad participation.

But UGA students aren't much different from others in their on-campus interactions with students of other **ethnic or cultural backgrounds**. Both UGA freshmen and seniors are slightly less likely than students elsewhere to have had a serious conversation with a person of another race or ethnicity. UGA seniors are somewhat more likely to have had a serious conversation with a person with different religious beliefs, political opinions or personal values.

Students at UGA and other schools feel about the same regarding whether their institution encourages contact among students of differing economic, social, racial and ethnic backgrounds. However, UGA students are less positive than their counterparts on the question of whether their institution helps them understand people of other ethnic and racial backgrounds.

UGA freshmen and seniors rate their **relationships with other students and with faculty** slightly more favorably than their counterparts.

The survey indicates that UGA freshmen and seniors spend **less time studying** and preparing for class than students at other schools. UGA students devote less time to class preparation activities and homework problems, produce written papers at a lower rate, and are more likely to come to class without having completed readings or class assignments.

UGA students also don't work with other students on projects, either in class or outside of class, at the same rate as students at other schools. But they do use **electronic media**, such as the Internet, e-mail lists and chat rooms, to work on projects at a higher rate than their counterparts, and UGA seniors use e-mail to communicate with instructors more than seniors at other schools. . . .

UGA students report higher rates of participation in such **extracurricular activities** as student organizations, fraternity and sorority activities and intramural sports, and seniors report relaxing and socializing more than seniors at other schools. . . .

The College Student Report 2003

National Survey of Student Engagement

1 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 ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

Very little Very much

▼

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

4 During the current school year, about how much reading and writing have you done?

	Between 11 and 20		More than 20	
	Between 5 and 10			
	Between 1 and 4			
	None			

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- a. Number of assigned textbooks, books, or book-length packs of course readings
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- c. Number of written papers or reports of 20 pages or more
- d. Number of written papers or reports between 5 and 19 pages
- e. Number of written papers or reports of fewer than 5 pages

5 In a typical week, how many homework problem sets do you complete?

	None	1-2	3-4	5-6	More than 6
	▼	▼	▼	▼	▼

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- a. Number of problem sets that take you more than an hour to complete
- b. Number of problem sets that take you less than an hour to complete

6 In a typical week, how many homework problems take you more than 15 minutes each to complete?

None	1-3	4-6	7-10	More than 10
▼	▼	▼	▼	▼

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7 Which of the following have you done or do you plan to do before you graduate from your institution?

	Yes ▼	No ▼	Undecided ▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign language coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:

a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging ▼	Available, Helpful, Sympathetic ▼	Helpful, Considerate, Flexible ▼
7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
▲ Unfriendly, Unsupportive, Sense of Alienation	▲ Unavailable, Unhelpful, Unsympathetic	▲ Unhelpful, Inconsiderate, Rigid

9 About how many hours do you spend in a typical 7-day week doing each of the following?

# of hours per week	More than 30						
	26-30	21-25	16-20	11-15	6-10	1-5	0
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Overall, how would you evaluate the quality of academic advising you have received at your institution?

- Excellent
- Good
- Fair
- Poor

13 How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

14 If you could start over again, would you go to the same institution you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth:

16 Your sex
 Male Female

17 Are you an international student or foreign national?
 Yes No

18 Are you of Hispanic, Latino, or Spanish origin?
 Yes No

19 What is your racial or ethnic identification? (Mark all that apply.)

- American Indian or other Native American
 Asian American or Pacific Islander
 Black or African American
 White
 Other:

20 What is your current classification in college?

- Freshman/first-year Senior
 Sophomore Unclassified
 Junior

21 Did you begin college at your current institution or elsewhere?

- Started here Started elsewhere

22 Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- Vocational-technical school
 Community or junior college
 4-year college other than this one
 None
 Other:

23 Thinking about this current academic term, how would you characterize your enrollment?

- Full-time Less than full-time

24 Are you a member of a social fraternity or sorority?

- Yes No

25 Are you a student-athlete on a team sponsored by your institution's athletics department?

- Yes No

26 What have most of your grades been up to now at this institution?

- A B-, C+
 A-, B+ C, C-, or lower
 B

27 Which of the following best describes where you are living now while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)
 Residence (house, apartment, etc.) within walking distance of the institution
 Residence (house, apartment, etc.) within driving distance
 Fraternity or sorority house

28 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an Associate's degree (A.A., A.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a Bachelor's degree (B.A., B.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a Master's degree (M.A., M.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a Doctoral degree (Ph.D., J.D., M.D., etc.) |

29 Please print your primary major, or your expected primary major.

30 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

THANKS FOR SHARING YOUR VIEWS!

After completing The Report, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington, IN 47405 or nsse@indiana.edu or www.iub.edu/~nsse. Copyright © 2002 Indiana University.