SATISFACTION
Respondents rate their overall experience at UNL as ‘Excellent’ or ‘Good’ (first-year: 89%; seniors: 87%), and 88% of first-year and 84% of seniors report they would ‘Definitely’ or ‘Probably’ attend UNL again.

QUALITY INTERACTIONS
When compared to our AAUDE peers, UNL students report higher quality interactions with faculty (first-year: +3%, seniors: +2%), student services staff (first-year: +7%; seniors: +5%), and other administrative staff (first-year: +5%; seniors: +6%).

SURVEY SUMMARY
Students were surveyed in February of 2013. Response rates were 23% for first-year & 25% for seniors (AAUDE comparisons of 15% for first-year & 20% for seniors). NSSE weights results by gender and enrollment to reflect the student population.

The majority of students reported taking 4-5 courses at the time of administration, and respondents indicated that most of their grades were A’s and B’s. Most respondents began their education at UNL (88%), and 45% of respondents indicated they were first-generation students.

2013 National Survey of Student Engagement (NSSE)
The National Survey of Student Engagement (NSSE) assesses students’ perceptions of how they allocate time towards their education and how the institution provides resources and opportunities that encourage learning. The survey is administered nationally to UNL first-year and senior students every three years in the spring semester. Participating institutions can compare their results to national benchmarks and evaluate how students perceive their undergraduate experiences. Results provide benchmarks for institutional change as well as national reporting (e.g. Voluntary System of Accountability Program). UNL participated in the NSSE in 2007, 2010, 2011 (Pilot study), 2012 (Pilot study), and 2013. For additional information on the NSSE survey and a list of AAUDE peer institutions, visit www.unl.edu/nsse.

OUR STRENGTHS
UNL first-year students clearly recognize instructors’ efforts to create an enriching educational environment. First-year students are connecting with instructors and report positive perceptions of those interactions.

NSSE combines survey questions to create Engagement Indicators that pertain to dimensions of student engagement. Each indicator is based on 3-8 survey questions and is converted to a 60 point scale.

Compared to AAUDE peers, UNL scored significantly higher for the engagement indicators of Student-Faculty Interaction (p<.001, Effect Size = 0.13), Effective Teaching Practices (p<.001, Effect Size = 0.16), and Quality Interactions (p<.001, Effect Size = 0.12).

A Closer Look
In addition to outperforming our AAUDE peers on summarized engagement indicators, UNL first-year students’ responses were significantly higher on the following questions:
- Talked about career plans with a faculty member (+6%).
- Instructors provided prompt & detailed feedback on tests or completed assignments (+6%).
- Instructors provided feedback on a draft or work in progress (+7%).
CONCLUSION
NSSE results suggest overall satisfaction at UNL among first-year students. Students perceive positive interactions with their instructors but would like more diversified experiences and more information about and referrals to support services. MyPLAN is one tool advisors can use to highlight academic resources and refer students to a success network of service providers. Instructors are also encouraged to refer students to academic resources in the First-Year Experience & Transition Programs (FYETP - [http://success.unl.edu/](http://success.unl.edu/)) and the Office of Academic Success and Intercultural Services (OASIS - [http://www.unl.edu/oasis/](http://www.unl.edu/oasis/)).

Graduation Plans
One key finding was UNL students' perceptions about their time to degree. First-year students increasingly plan to graduate in four years or less, suggesting that UNL’s recent focus on time to degree messaging has been successful. Instructors can help by referring students to the four-year plans in the Undergraduate Bulletin.

AREAS FOR IMPROVEMENT
First-year students identified areas where UNL can focus efforts to improve educational experiences. Students would like more opportunities to engage with people different from themselves. Students also would like more referrals to learning and academic support services.

In addition to these suggestions, students identified the following obstacles to graduating in four years:
- Academic challenge,
- Money, finance, or work
- Family or personal responsibilities
- General lack of advising about completing their undergraduate education

Discussions With Diverse Others
On questions pertaining to “Discussions with Diverse Others,” UNL scored significantly lower than AAUDE peers (38.2 to 41.3, p<.001). The most significant differences were in the following categories:
- Encouraging contact with students from different backgrounds (-6%)
- Had discussions with people with religious beliefs other than your own (-7%)
- Had discussions with people from an economic background other than your own (-8%)
- Included diverse perspectives in courses, discussions, or assignments (-9%)
- Had discussions with people of a race or ethnicity other than your own (-13%)

Encouraging Academic Support Services
UNL also lags behind peers with respect to the category of Supportive Environment, which includes the following areas:
- Providing support to help students succeed academically (-3%)
- Using learning support services (tutoring services, writing center, etc.) (-5%)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) (-6%)

CONCLUSION
NSSE results suggest overall satisfaction at UNL among first-year students. Students perceive positive interactions with their instructors but would like more diversified experiences and more information about and referrals to support services. MyPLAN is one tool advisors can use to highlight academic resources and refer students to a success network of service providers. Instructors are also encouraged to refer students to academic resources in the First-Year Experience & Transition Programs (FYETP - [http://success.unl.edu/](http://success.unl.edu/)) and the Office of Academic Success and Intercultural Services (OASIS - [http://www.unl.edu/oasis/](http://www.unl.edu/oasis/)).

This report was prepared by the Office of Academic Affairs, 208 Administration Building, Lincoln, NE 68588.