SATISFACTION
Respondents rate their overall experience at UNL as ‘Excellent’ or ‘Good’ (first-year: 89%, seniors: 85%), and 87% of first-year and 82% of seniors report they would ‘Definitely’ or ‘Probably’ attend UNL again. Note, these results are lower by 1% (first-year) and 2% (seniors) compared to 2013.

QUALITY INTERACTIONS
When compared to our Big 10 & Regents’ peers, UNL students report higher quality interactions with faculty (first-year: +1, seniors: +5), student services staff (first-year: +5, seniors: +7), and other administrative staff (first-year: +6, seniors: +8).

CURRENT STUDENTS
On average, our current students:
• Are 18.2 years of age
• Ranked 71.9% in their high school class
• Scored 25.2 on the ACT
• Began their education at UNL (first-year: 84%, seniors: 71%)
• Indicate that 37% of first-year and 30% of seniors are first-generation
• Are taking 4-5 courses at the time of the survey
• Indicate that most of their grades were A’s (first-year: 57%, seniors: 50%) or B’s (first-year: 36%, seniors: 44%)

2016 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. Participating institutions can compare their results to national benchmarks and evaluate how students perceive their undergraduate experiences. UNL administers the NSSE to first-year and senior students every three years in the spring semester. Results provide benchmarks for institutional change as well as national reporting. For additional information on the NSSE survey and a list of peer institutions, visit www.unl.edu/nsse.

A Closer Look
In addition to outperforming our Big 10/Regents’ peers on summarized engagement indicators, UNL first-year students’ responses were significantly higher on the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked about career plans with a faculty member</td>
<td>+6%</td>
<td>+3%</td>
</tr>
<tr>
<td>Discussed their academic performance with a faculty member</td>
<td>+3%</td>
<td>+1%</td>
</tr>
<tr>
<td>Instructors provided feedback on a draft or work in progress</td>
<td>+1%</td>
<td>+1%</td>
</tr>
</tbody>
</table>
CONCLUSION

The 2016 NSSE results suggest overall satisfaction with UNL instructors. Students perceive positive interactions but would like more effective teaching methods, diversified experiences and a more supportive environment.

FIRST-YEAR CONCERNS

First-time students complete an assessment at New Student Enrollment. Responses indicate that students are most concerned about:
- Managing their time (67%)
- Doing well in classes (70%)
- Paying for college (63%)
- Major/career (65%)

SURVEY SUMMARY

Students were surveyed in February of 2016. Response rates were:
- 27% for first-year
- 23% for seniors
- Big 10 & Regents’ comparisons of 19% for first-year & 17% for seniors.

NSSE weighs results by gender and enrollment to reflect the UNL student population.

ADDITIONAL INFORMATION

This report provides a brief snapshot of responses on just a few NSSE questions. For additional information on UNL’s results, including benchmark reports, please visit: www.unl.edu/nsse

Reading and Writing

UNL students report completing more writing assignments than our Big 10/Regents’ peers. First-year students report writing an average of 59.7 pages (compared to 48.1), and seniors report completing an average of 74.8 (compared to 73.6).

AREAS FOR IMPROVEMENT

First-year and senior students identified areas where UNL instructors can focus efforts to improve educational experiences. Compared to 2013 NSSE respondents, a smaller percent of 2016 NSSE respondent’s answered “Very Much” or “Quite a bit” to the following:

<table>
<thead>
<tr>
<th>During the current school year, to what extent have your instructors done the following:</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly explained course goals and requirements</td>
<td>-8.2%***</td>
<td>-3.5%*</td>
</tr>
<tr>
<td>Taught course sessions in an organized way</td>
<td>-5.6%**</td>
<td>-1.8%</td>
</tr>
<tr>
<td>Used examples or illustrations to explain difficult points</td>
<td>-5.1%**</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Provided feedback on a draft or work in progress</td>
<td>-5.5%*</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Provided prompt &amp; detailed feedback on tests or completed assignments</td>
<td>-6.3%**</td>
<td>-3.2%*</td>
</tr>
</tbody>
</table>

Discussions With Diverse Others

UNL scored significantly lower than Big 10/Regents’ peers on activities that promote understanding societal differences (first-year: 39.2 to 41.7, p<.001, seniors: 40.1 to 41.6, p<.01). The most significant differences were in the following categories:
- Had discussions with people of a race/ethnicity other than your own (first-year: -10.0%, seniors: -9.1%)
- Had discussions with people from an economic background other than your own (first-year: -5.8%, seniors: -4.1%)
- Had discussions with people with religious beliefs other than your own (first-year: -5.6%, seniors: -3.0%)

Supportive Environment

UNL lags behind peers in the Supportive Environment category, which includes the following areas:
- Helping students manage their non-academic responsibilities (first-year: -7.8%, seniors: -9.1%)
- Using learning support services (tutoring services, writing center, etc.) (first-year: -1.7%, seniors: -3.7%)
- Providing opportunities to be involved (first-year: -2.4%, seniors: -4.9%)

CONCLUSION

The 2016 NSSE results suggest overall satisfaction with UNL instructors. Students perceive positive interactions but would like more effective teaching methods, diversified experiences and a more supportive environment.

This report was prepared by Student Success Reporting & Analytics