

**THE NATIONAL SURVEY OF STUDENT ENGAGEMENT
AND
THE UNIVERSITY OF GEORGIA**

2008



The Main Library, North Campus

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1. NSSE AND FSSE: BRIEF OVERVIEW

The National Survey of Student Engagement (NSSE), pronounced *nessie*) surveys freshmen and senior students and includes questions about their academic experiences. NSSE was developed by the Indiana University Center for Postsecondary Research and has been in use since 2000. It provides comparative standards for assessing effective educational practices in higher education. The University of Georgia first administered NSSE in 2003, randomly selecting 1,500 freshmen students and 1,500 seniors to complete the survey. In 2005, UGA participated again and 2,000 freshmen and 2,000 seniors were invited to respond. In 2007, 2,500 UGA freshmen and 2,500 seniors were asked to complete the survey. For more information on NSSE, see <http://nsse.iub.edu> and <http://www.uga.edu/ovpi/nsse.htm>.

In 2008, 773 colleges and universities in the United States and Canada, including the University of Georgia, participated in NSSE. The 2008 NSSE report, released 10 November 2008, is based on information from nearly 380,000 randomly selected students at 722 four-year colleges and universities in the United States. This year, UGA sent invitations to participate in NSSE to approximately 4,000 freshmen and 4,000 seniors. In all, 1,984 UGA students (991 first-year students and 993 seniors) participated in the spring 2008 study (a 25% response rate for both first-year and seniors). For both first-years and seniors, the response rates by ethnicity (White/Caucasian, Black/African American, Asian/Pacific Islander, and all others) reflected UGA populations. More females responded than males, which is usually the case for NSSE in general.

The Faculty Survey of Student Engagement (FSSE) is a related project. The same team that administers NSSE offers a survey of faculty that allows a university to see what a school's faculty thinks about students and their work, again allowing the university a way of comparing what the UGA faculty thinks to the responses of faculty at other colleges and universities. In addition, many questions on FSSE and NSSE are closely related, allowing UGA faculty responses to be compared with UGA student responses on similar questions. In 2008, UGA participated, as it had in 2003. We shall do a report soon to discuss these FSSE results.

NSSE and FSSE data have proven over time to be quite useful for UGA and many other institutions that want to understand how students and faculty perceive the educational experience at an institution. NSSE and FSSE results are, however, like snapshots: they give the perceptions of singular groups of students and faculty at a singular moment. Thus, the results should be considered with this caveat in mind and validated through additional campus discussion and research.

2. WHAT NSSE TELLS US

UGA first-year students and seniors generally give more positive evaluations of their educational experience than students at peer institutions, according to the results of the 2008 National Survey of Student Engagement. That news is good. More good news is that UGA students generally believe they are working harder and getting a better education than was the case in 2005. As has been true in previous surveys, a high percentage (90% in 2008) of UGA first-year students reported having a favorable image of UGA, while 92% of seniors said they would choose UGA again if they were starting their college career over.

UGA is successful in providing general education, work-related knowledge, and information technology for its students. Students rated UGA's contribution to many knowledge, skills, and personal development areas (mainly general education areas such as writing and speaking clearly and effectively, thinking critically and analytically) very strongly. More seniors believe their UGA education has significantly helped them in developing a personal code of values and ethics, and that their coursework emphasizes synthesizing and organizing information, making judgments about the value of information, and applying theories/concepts to practical problems.

Among the notable findings thus far are that UGA seniors rated their student-faculty interaction and "enriching educational experiences," which include such things as internships, study abroad and community service work, significantly higher than senior respondents in the two comparison groups in the latest NSSE data. Comparing 2008 UGA data to 2005 results, the committee has found that UGA has made progress for both first-year students and seniors in all benchmark areas. Yet this very positive overview is just part of a detailed picture - the details can help UGA continue to improve and provide an even stronger education for its students. This report is a first look at some of the details.

Given the mass of data that the NSSE provides, it is helpful to look at groups of questions that address specific areas. Five benchmark areas, which NSSE creates from related items, are these:

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

Since these benchmarks are the way that campuses usually discuss their NSSE results, we shall begin with an overview of the data by benchmarks.

In addition, UGA has particular areas that we wanted to examine, especially in light of the 2005 Task Force on General Education and Student Learning findings, so we shall follow the discussion of the benchmarks with a further analysis built around four themes pertinent to this campus:

- Academic Expectations
- Learning Experiences
- Campus Connections
- Educational Gains

3A. NSSE BENCHMARKS

Because the NSSE Benchmarks are used to describe the campus environment, and because they are the most commonly discussed aspects of the survey, this report will specifically review the benchmarks: the overall findings, highlights from each NSSE Benchmark, and lastly, some educational gains that can be gleaned from the data.

To help make sense of the results, NSSE groups responses under five headings, called the Benchmarks of Effective Educational Practice. The Level of Academic Challenge (LAC) benchmark emphasizes how institutions promote high levels of student achievement and provide a challenging academic experience. Through Active and Collaborative Learning (ACL) experiences, students are encouraged to engage in group problem-solving, discussion, peer evaluation, and application of their learning to multiple settings. The Student-Faculty Interaction (SFI) benchmark examines the various ways students interact with faculty members both inside and outside the classroom. The Enriching Educational Experience (EEE) benchmark considers a student's intentional activities, including co-curricular activity. Such things as internships, community service, study abroad, leadership opportunities, and cultural awareness can provide students with an occasion to synthesize, integrate, and apply knowledge. The Supportive Campus Environment (SCE) benchmark measures the degree to which students feel the campus is committed to their academic success, primarily through providing academic, social, and personal support.

- For UGA first-year students, all five benchmark ratings increased from 2005 to 2008. Three of these increases were significant: Level of Academic Challenge, Active and Collaborative Learning, and Supportive Campus Environment.
- All five benchmark ratings also increased for UGA seniors from 2005 to 2008, with two increasing significantly: Enriching Educational Experiences and Supportive Campus Environment.

The University of Georgia's performance on all five benchmark areas is better than or comparable to other institutions in our Carnegie Class (i.e., the 26 research universities with very high research activity that participate in NSSE), as well as a group of eight peer institutions (listed in the Appendix).

- While UGA first-year respondents rated UGA higher on four of the five benchmarks as compared to our Carnegie Class and Peer Group respondents, no practical significant differences were found.
- UGA first-year students rated their Active and Collaborative Learning experiences and their Enriching Educational Experiences slightly higher than first-year respondents at the two reference groups.
- Seniors rated UGA significantly higher than our Carnegie Class and Peer Group respondents on four of the benchmarks, particularly the Student-Faculty Interaction and Enriching Educational Experiences areas.

Table 1: *Summary of Overall Benchmark Performance*

BENCHMARK		FIRST-YEAR	SENIOR
<i>Level of Academic Challenge (LAC)</i>	UGA	53.9	55.2
	Carnegie Class	53.0	55.5
	Peer Group	53.3	55.7
<i>Active and Collaborative Learning (ACL)</i>	UGA	41.9	49.8
	Carnegie Class	39.8	47.1
	Peer Group	40.2	47.0
<i>Student-Faculty Interaction (SFI)</i>	UGA	33.2	44.9
	Carnegie Class	31.6	39.9
	Peer Group	31.7	39.4
<i>Enriching Educational Experiences (EEE)</i>	UGA	31.1	48.5
	Carnegie Class	29.1	43.2
	Peer Group	29.7	43.6
<i>Supportive Campus Environment (SCE)</i>	UGA	58.5	58.8
	Carnegie Class	59.6	55.3
	Peer Group	59.9	55.9



Students chatting in front of Science Library

3B. MAJOR THEMES FOR THE UNIVERSITY OF GEORGIA

This report is organized around four major themes which emerged from the analysis of UGA's results: academic expectations, learning experiences, campus connections, and educational gains. We shall use the themes both to highlight our success and to generate discussion and action that will make the University of Georgia better.

ACADEMIC EXPECTATIONS

The theme, Academic Expectations, deals with student perceptions regarding their academic workload and preparation for class. In October 2002, the Association of American Colleges and Universities released the report *Greater Expectations: A New Vision for Learning as a Nation Goes to College* created by a national panel of leaders in education, business, and government. The report calls on the nation's colleges to hold high expectations for students, to focus on learning, and to commit to demonstrated achievement among other aims. This report, like many others in the preceding decade, called on colleges to enhance the academic experience of undergraduate students by expanding in-class and co-curricular experiences to create meaningful learning experiences and outcomes.

Concomitant to the national reports, the University of Georgia was engaged in the assessment of UGA's undergraduate experience and each task force in turn produced far-reaching action plans beginning with the report *Enhancing the Undergraduate Experience* (1999-2000), followed by *the Report of the Task Force on General Education and Student Learning* (2005) and *The Task Force on Writing: A Report for the Vice President of Instruction* (2006-07). Each report contains incisive observations and specific recommendations to enhance teaching and learning at UGA. As these plans are implemented, it is not surprising that the 2008 NSSE shows that the level of academic expectations increased substantially for students and faculty alike.

Overall, UGA student respondents rated themselves higher than respondents from our Carnegie Class or our Peer Group in several areas:

- 56% of both UGA first-year and senior students stated that they frequently worked harder than they thought they could to meet faculty expectations;
- More seniors at UGA, than at Peer institutions, reported that their exams strongly challenged them to do their best work (55% vs. 47%);
- Approximately three-fourths of UGA first-year students replied that they often or very often prepared two or more drafts of a paper or assignment before turning it in and that they had worked on a paper or project that integrated ideas or information from various sources.

Table 2: *Academic Expectations*

UGA first-year respondents have done the following often or very often during the school year:	In 2008	In 2005
<i>Made a class presentation</i>	18%	14%
<i>Prepared two or more drafts of a paper before turning it in</i>	69%	53%
<i>Worked harder than they thought they could to meet an instructor's standards</i>	57%	50%
<i>Worked on a paper or project that required integrating ideas or information from various sources</i>	79%	70%
<i>Put together ideas or concepts from different courses when completing assignments or during class discussions</i>	57%	51%
<i>Worked with classmates outside of class to prepare assignments</i>	52%	41%

UGA first-year respondents in 2008 were significantly more likely than those in 2005 to have participated in the academic activities listed in Table 2. Further, more first-year students in 2008 than 2005 felt that UGA emphasized spending significant amounts of time studying and on academic work for class (83% vs. 76%).

Significantly more 2008 first-year students (89%) than in 2005 (84%) said that they spend “6 hours or more” per week preparing for class: studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities (NSSE consistently specifies a 7-day week).

Not all the news is good. Both UGA first-year students and seniors stated that they spent less time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, or other academic activities) than did respondents in UGA’s Carnegie Class or Peer Group. For example,

- 40% of UGA first-year students spent 10 or fewer hours per week preparing for class as compared to approximately 30% of first-years in UGA’s comparison groups
- Only 17% of seniors spent more than 20 hours per week preparing for class as compared to approximately 25% of seniors at comparative institutions
- Fewer UGA students stated that their institution emphasized devoting very much time to studying and academic work (35% of first-year and 29% of seniors) than did respondents in the Peer Group (39% and 36% respectively)



The Reading Room in the Miller Student Learning Center

LEARNING EXPERIENCES

Student learning takes place inside and outside of the classroom. As one report notes, “Complementary learning opportunities inside and outside classrooms augment academic programs” (Kuh, Kinzie, Schuh, Whitt, 2005, p. 48). Students need to have a variety of learning opportunities, both to address different learning styles and to provide intellectual breadth and depth. As a result of the 2003 NSSE at UGA and the Task Force on General Education and Student Learning (2005), many such opportunities were developed, emphasized, or expanded, so students could participate more widely in service learning, learning communities, study abroad, and civic and cultural activities. The 2008 NSSE results provide clear evidence of the positive impact of this increased emphasis on learning experiences, both academic and co-curricular, although work remains to be done in the areas of learning communities and capstone courses.

In learning-related activities, UGA students reported being engaged at a comparable or slightly higher rate than the Carnegie Class and Peer Group in many areas.

- 52% of first-years and 63% of seniors reported often or very often contributing to class discussion; 55% of seniors reported often or very often making presentations.
- A majority of students (57% of first-years and 69% of seniors) reported often or very often discussing ideas from their readings or classes with their friends and family

Both UGA first-years and seniors in 2008 were significantly more likely than respondents in 2005 to have participated in or plan to participate in several learning activities (see Table 3).

Table 3: *Learning Experiences*

UGA students have participated in or plan to participate in several learning activities:	UGA Class	In 2008	In 2005
<i>Community service or volunteer work</i>	FY	92%	88%
	SR	85%	80%
<i>Participate in a learning community or some other formal program where groups of students take two or more classes together</i>	FY	31%	23%
	SR	31%	32%
<i>Work on a research project with a faculty member outside of course or program requirements</i>	FY	35%	29%
	SR	36%	32%
<i>Study Abroad</i>	FY	75%	65%
	SR	43%	36%
<i>Have a practicum, internship, field experience, co-op experience, or clinical assignment</i>	FY	89%	86%
	SR	81%	79%
<i>Take foreign language coursework</i>	FY	72%	70%
	SR	71%	70%
<i>Have a culminating senior experience</i>	FY	36%	40%
	SR	48%	46%

First-year students and seniors in 2008 were significantly more likely than those in 2005 to participate often or very often in a community-based project (e.g., service learning) as part of a regular course (first-years 17% vs. 11%, seniors 19% vs. 16%). In addition to academic learning experience, students benefited from co-curricular activity. First-year students and seniors in 2008 were significantly more likely than those in 2005 to have spent “6 hours or more” per week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.). First-years and seniors were also more likely to have attended an art exhibit, play, dance, music, theater, or other performance.

UGA seniors (72%) rated the quality of their academic advising significantly better than seniors from our Carnegie Class (63%) and peer group (65%), while first-year students (79%) rated advising slightly better than our peers. UGA students also rated advising slightly higher than did University System of Georgia respondents, and participated in advising 2 or more times this year (first-years 83% vs. 61%, seniors 67% vs. 61%). The general comments on the NSSE showed that UGA students regard advising as a crucial factor in their success. In those comments, students repeatedly raised their concerns, positive and negative, about advising, both as entering students and as students within a declared major.

CAMPUS CONNECTIONS

Research in student affairs and higher education suggests that when students have substantive interaction with faculty and staff, specifically when students talk or conduct research together with faculty and staff, those interactions have a direct and positive impact on student learning. These interactions also positively affect student perceptions of the scholarly-intellectual environment at the institution. Another aspect of this theme is diversity, for variety is richness. Students benefit when they meet a variety of ideas and people. Finally, students who feel that their institution provides support for them to succeed both academically and in life, and who feel connected to and engaged with their institution, are more likely to succeed. Overall, 90% of first-year respondents have a favorable image of UGA and 92% of seniors would choose UGA again if they were starting their college career over.

The 2005 UGA Task Force on General Education and Student Learning identified various initiatives to help connect students with faculty and staff earlier in their college careers to ensure they “develop a zeal for learning and foster relationships that can help them develop future plans regarding a major and career” (p. 10).

- First-year students (57%) and seniors (66%) both reported receiving prompt written or oral feedback from faculty often or very often, representing higher rates than students at peer institutions (50% and 58% respectively).
- Among UGA senior respondents, nearly a third reported often or very often discussing ideas from readings or class with faculty members outside of class as compared to approximately 20% of seniors at peer institutions.
- 50% of first-year students and 60% of seniors reported often or very often discussing grades or assignments with instructors as compared to 40% of first-years and 50% of seniors at peer institutions.

UGA seniors rated the quality of their relationships with faculty members and with other students better than did their peers.

The percentage of UGA first-year and senior students who report that they have worked (or are planning to do so) on research projects with faculty members outside of course/program requirements was only 35% for first-years and 36% for seniors -- both slightly lower than the rates for students at our comparison groups.

Issues related to diversity and inclusion have been a focus at UGA for a number of years. The Division of Student Affairs implemented a new strategic plan in 2005 that included “Committing ourselves to a diverse environment.” As a result, the Office of Intercultural Affairs was created, the LGBT resource center was created, and departments have made a concerted effort to engage students in discussions of race, ethnicity, social justice, and privilege. NSSE results show that today’s students feel more strongly than those of a few years ago that UGA encourages contact among students from different economic, social, and racial or ethnic backgrounds.

- Sixty-five percent of UGA first-year and senior students reported diversity issues were infused into their courses through readings, discussions, and writing projects.
- Nearly two-thirds of first-year students and seniors reported that they often or very often had serious conversations with students of different religions, political or personal beliefs

and over half often or very often had serious conversations with those of a different race or ethnicity.

- More than half of UGA seniors and seniors at peer institutions stated that their institution emphasized acquiring significant understanding of people from other racial or ethnic backgrounds.
- More first-year students and seniors in 2008 than in 2005 felt that the school encouraged contact among students from different economic, social, and racial or ethnic backgrounds.
- More seniors in 2008 than in 2005 (66% vs. 57%) felt that class discussions or writing assignments included diverse perspectives (different races, religions, genders, political beliefs, etc.) often or very often.

Three-fourths of first-year students and seniors feel that UGA has a substantial commitment to their academic success and 51% of first-years feel well supported regarding their social needs. 39% of first-years and 38% of seniors said that they often or very often participated in activities to enhance their spirituality, a higher percentage than at our comparison groups.

EDUCATIONAL GAINS

NSSE results grouped under the “Educational Gains” theme provide powerful indications of how much students perceive they learn while at UGA. These questions ask students directly to assess their own learning in areas of “general education” such as writing, speaking, and thinking critically and analytically, as well as in areas of self-development, professional skills, and technological skills.

Results indicate that UGA is very successful in providing a sound general education for its students, with 91% of seniors stating that they received quite a bit or very much general education, a higher percentage than that of our Peer Group (85%). In specific areas of general education, aligned with the learning outcomes for UGA’s Core Curriculum and newly defined General Education Abilities, which were developed in response to recommendations from the Task Force on General Education, UGA has significantly improved between 2005 and 2008. The following table lists the areas of educational and personal growth that were rated.

Table 4: Educational Gains

UGA students thought their experience at UGA had substantially contributed to their educational and personal growth in the following areas:	UGA Class	In 2008	In 2005
<i>Acquiring a broad general education</i>	FY	89%	87%
	SR*	91%	91%
<i>Acquiring job or work-related knowledge and skills</i>	FY	62%	54%
	SR	78%	74%
<i>Writing clearly and effectively</i>	FY	73%	74%
	SR	77%	72%
<i>Speaking clearly and effectively</i>	FY*	62%	55%
	SR	69%	67%
<i>Thinking critically and analytically</i>	FY*	86%	81%
	SR	90%	87%
<i>Analyzing quantitative problems</i>	FY*	75%	68%
	SR	75%	70%
<i>Using computing and information technology</i>	FY	74%	76%
	SR	81%	80%
<i>Working effectively with others</i>	FY*	72%	68%
	SR*	81%	76%
<i>Voting in local, state, or national elections</i>	FY*	46%	61%
	SR*	38%	49%
<i>Learning effectively on your own</i>	FY	77%	75%
	SR	82%	78%
<i>Understanding yourself</i>	FY	65%	65%
	SR	70%	67%
<i>Understanding people of other racial and ethnic backgrounds</i>	FY*	57%	53%
	SR*	55%	47%
<i>Solving complex real-world problems</i>	FY	58%	53%
	SR*	67%	59%
<i>Developing a personal code of values and ethics</i>	FY*	60%	53%
	SR*	61%	53%
<i>Contributing to the welfare of your community</i>	FY*	53%	44%
	SR	51%	48%
<i>Developing a deepened sense of spirituality</i>	FY	35%	33%
	SR	28%	25%

Note: * indicates a significant difference between 2008 and 2005 ($p \leq .01$)

UGA appears to provide students with strong skills for professional success, with 78% of seniors reporting they acquired considerable job or work-related knowledge and skills, higher than that of UGA peers (72%). And UGA also helps students to build characteristics for life-long success, such as self-learning skills, ethics, cooperation, and understanding of self and others.

- A higher percentage of UGA seniors than peer seniors stated that their institution emphasized gaining skills in writing and speaking clearly and effectively, and in thinking critically and analytically.
- 82% of seniors stated that they had acquired skills to learn effectively on their own, higher than that of our peers (78%).
- 60% seniors believe their UGA education has significantly helped them in developing a personal code of values and ethics, higher than that of our Peer Group (55%).

Areas of concern include an increased percentage of first year students who feel their coursework involved memorizing facts, ideas, or methods from their courses and readings so they could repeat them in pretty much the same form (74% vs. 67%). Also, first-year students in 2008 were significantly less likely than those in 2005 to feel like the school encouraged voting in local, state (provincial), or national (federal) elections (46% vs. 61%). A similar movement occurred in the responses of seniors, which fell to 38% from 49%



The Coffee Shop in the Miller Student Learning Center

4. HOW UGA SHOULD RESPOND

NOTICING CHANGES

One of the most valuable things that NSSE offers us is a way to compare how UGA students respond today as opposed to their responses three years ago. Generalizing about changes is necessarily tricky, but the NSSE data show that our institution has changed, and that those changes are for the better.

Over the last few years, efforts and resources have been focused on enhancing the learning environment in the classroom and beyond. The first time that UGA administered the NSSE, the report concluded that we needed to provide service-learning and writing opportunities. Other recommendations were identified in UGA's 2005 Task Force on General Education and Student Learning. UGA students now have increased access to study abroad opportunities, more writing-intensive course options, and more opportunities for service-learning. UGA also has invested in learning communities for first-year students and has piloted a plus-minus grading system. These and other recent changes contributed to the improvements that we see in our 2008 NSSE results.

One way of identifying such changes is to compare the NSSE responses of the University of Georgia first-year students in 2005 to those of seniors in senior 2008.

- Seniors in 2008 responded more positively than 2005 first-years about participating in a community-based project, discussing grades or assignments with an instructor, discussing ideas from readings or classes with faculty outside of class, receiving prompt feedback on from faculty on their academic performance, engaging in critical thinking (examining own views, understanding others' views, changing understanding of concepts), participating (or planning to) in a learning community or culminating senior experience, and enjoying the quality of their relationships with faculty members.
- 2008 seniors reported that they more often came to class without completing readings or assignments than did 2005 first-year respondents.
- 2008 seniors also felt that their UGA experiences contributed to their knowledge, skills, and personal development in many broad aspects of general education.

In general, over their education, that group of students acquired valuable skills and altered their thinking in positive ways. In our analysis, we were actually able to pinpoint specific responses. We were able to match 2005 first-years who responded as 2008 seniors, specifically the 129 UGA first-year respondents in 2005 who also responded as seniors in 2008. While this group consisted of a higher percentage of white females than the UGA population, their responses can still provide some insight.

- Positive gains occurred from their first year to their senior year in several areas: making class presentations, working on paper or project that integrated from various sources, working with classmates outside of class, putting together ideas and concepts from different courses, participating in community-based projects, using email to communicate with instructor, and talking about career plans.
- As seniors, their relationships with other students and with faculty were more positive; and they felt there had been a positive institutional contribution towards helping them acquire a job or skills and to working effectively with others.
- By the time of their senior year, more had done or planned to do a practicum/internship, community service or volunteering, join a learning community, undertake a research project with faculty (outside of a course), study a foreign language, try independent study, or have a culminating senior experience.

POSSIBLE ACTION

Looking at the 2008 results, we can suggest several areas that deserve consideration and we organize our comments around the four UGA themes.

In *Academic Experiences*, UGA students report that they work significantly less intensively than their peers at other universities like UGA. Faculty and students need to discuss these results and how to address them. This process must be mutual, and faculty survey (FSSE) results should form an important part of the conversation. The University of Georgia community has done an outstanding job of expanding the *Learning Experiences* available to students, who have eagerly taken advantage of those opportunities. The excellent work in that area deserves recognition, but students feel that their social lives interfere with their academic lives, which may represent a problem. Since many of the participant comments concerned the way that students perceive the advising process, Dr. Ann Crowther, who has administrative oversight of undergraduate academic advising, has already scheduled a meeting with the advising staff.

Given the *Campus Connections* findings, we might consider how to expand faculty-student research projects or discuss the implications of the higher involvement UGA students have in activities related to spirituality. Finally, when we consider the theme of *Educational Gains*, the lower percentage of students who reported that the school encouraged them to vote was undoubtedly affected by their taking the NSSE during the spring before a highly-contested Presidential election, so their heightened awareness of voting has probably skewed the results. We need not take action unless that result continues to appear in future surveys. Of more concern is the increased percentage of students who felt that their courses encouraged rote learning: the university might investigate why they perceive their courses stress memorization. In general, UGA students are well satisfied with what they gain from their University of Georgia education, although we need to examine the FSSE results closely to see if the faculty shares this positive response.

A number of campus conversations about the NSSE results will take place throughout 2009, and additional analyses will be conducted. Data from the NSSE will also be examined closely as the University of Georgia prepares for its 2010 SACS review.



Students outside the Chapel

5. APPENDICES

UGA's selected peer comparators:

- Indiana University-Bloomington
- Iowa State University
- University of Florida
- University of Illinois at Urbana-Champaign
- University of Iowa
- University of Minnesota at Twin Cities
- University of Texas at Austin
- University of Wisconsin at Madison

University of Georgia Steering Committee

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Karen Webber, Institute of Higher Education

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Photographs from www.uga.edu/GIFS and "The Student Learning Center," by William Gray Potter and Florence King, in *Learning Spaces* (Educause 2006), <http://www.educause.edu/LearningSpaces/10569>