

***2007 National Survey of Student Engagement  
University of Nebraska - Lincoln  
Executive Summary***

In the Spring 2007, all of UNL's first-year and senior students were invited to participate in the National Survey of Student Engagement (NSSE). The NSSE is a national survey for four-year colleges and institutions to assess the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. UNL has elected to participate in the survey three times. The first participation was in the spring of 2002, the second time in the spring of 2004, and most recently in spring 2007.

This report discusses and explores UNL's score as compared to scores of peer institution and over time on five clusters of survey items identified by NSSE administrators as benchmarks of effective educational practice.

These five benchmarks are:

1. Active and Collaborative Learning
2. Student-Faculty Interactions
3. Level of Academic Challenge
4. Supportive Campus Environment
5. Enriching Educational Experiences

UNL first-year respondents were at least as engaged as their Big 12 first-year peers and first-year peers at other research institutions (like Carnegie Peers) on four of the five benchmarks: Active and Collaborative Learning, Student-Faculty Interaction, Level of Academic Challenge, and Supportive Campus Environment. On Level of Academic Challenge and Supportive Campus Environment, UNL first-year respondents were significantly more engaged than Big 12 first-year peers. On the fifth benchmark Enriching Educational Experiences, UNL first-year respondents were significantly less engaged than Big 12 or Carnegie Peers. In comparison to AAU first-year peers, UNL first-year respondents were equally engaged on Supportive Campus Environment benchmark but significantly less engaged on the other four benchmarks. All five benchmark scores for UNL first-year respondents have increased since 2004 and in the case of Student-Faculty Interaction the increase was significant.

UNL senior respondents were as engaged as their Big 12 senior peers and senior peers at other research institutions (like Carnegie Peers) on three of the five benchmarks: Active and Collaborative Learning, Student-Faculty Interaction, and Level of Academic Challenge. On the remaining two benchmarks, Supportive Campus Environment and Enriching Education Experiences, UNL senior respondents were significantly less engaged than Big 12 and Carnegie senior peers. In comparison to AAU senior peers, UNL senior peers were as engaged on two of the five benchmarks: Active and Collaborative Learning and Student-Faculty Interaction. On the remaining three benchmarks (Level of Academic Challenge, Enriching Educational Experiences, and Supportive Campus Environment), UNL peers were significantly less engaged than AAU senior peers. Although UNL senior Enriching Education Experience score was significantly lower than peers the item results were mixed. UNL seniors engaged significantly more often in some of these enriching experiences than their senior peers (e.g. internships/practicum, working with faculty on research, culminating senior project). All five benchmark scores for UNL senior respondents have stayed the same since 2004.

Each of the 8 undergraduate colleges and the Division of General Studies received results for their unit to use for assessment purposes at the college/division level. UNL will continue to participate in the NSSE every three years and track the benchmark scores as one method for determining the effectiveness of our efforts to improve undergraduate education at UNL.

Jessica L. Jonson, Ph.D.  
Director of Institutional Assessment  
UNL – Office of Undergraduate Studies