

Spring 2014

2013 NSSE Results Report Summary

UNO Office of Academic and Student Affairs
University of Nebraska at Omaha

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Date: February/March, 2014

Subject: NSSE Results Report Summary

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college. UNO also participated in the Academic Advising module, which examines students’ experiences with academic advising, including frequency of use, accessibility, information provided, and primary source of advice. This report reviews the 2013 results for the university, compares the finding with our past results, and describes actions taken and proposed in response to the findings.

I. Summary of Findings

The 2013 NSSE results demonstrate that UNO continues to provide challenging academic opportunities for its students, particularly in the areas of higher-order learning and reflective and integrative learning. UNO was first classified as a doctoral/research university by the Carnegie Classification of Institutions of Higher Education in 2011, yet 2013 NSSE results already showed impressive progress in academics: for instance, quantitative reasoning performance for both first-years and seniors was equivalent to peers in both the Carnegie Class and NSSE 2013 averages. UNO also compares favorably to its peers on measures of teaching effectiveness and high-impact practices, but seeks to improve on providing a supportive campus environment and encouraging collaborative learning. Since the last NSSE administration, UNO saw an increase from first-year (FY) to senior year (SY) perceptions of their overall experience as ‘Excellent’ or ‘Good (84% to 86%), while our Public Plains peers saw a decrease from FY to SY perceptions (88% to 86%).

II. Summary of Actions

Even before the latest results were reported, UNO was taking actions to improve on many of the issues highlighted in the results below. Several initiatives in the areas of wellness and student advising have been completed, the student orientation experience is undergoing a full reorganization, and traditional campus involvement activities have been restructured and renewed. The new Community Engagement center will serve as a hub for collaboration, and the campus has expanded support for academic learning communities and undergraduate research grants.

III. NSSE Overview

Participants

5,278 students were contacted

First-Year Response Rate: 20% - 547 students

Senior Response Rate: 30% - 699 students

Peer Sub-groups

Two peer groups were selected for comparison in the NSSE

- Plains Public Group
- Carnegie Classification

Engagement Indicators

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: *Academic Challenge*, *Learning with Peers*, *Experiences with Faculty*, and *Campus Environment*. The tables below compare average scores for your students with those in the comparison groups.

The Key

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Engagement Indicators – First-Year vs. Senior

Theme	Engagement Indicator	Your students compared with Plains Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	△	--
	Reflective & Integrative Learning (RI)	△	△
	Learning Strategies (LS)	△	△
	Quantitative Reasoning (QR)	--	--
Learning with Peers	Collaborative Learning (CL)	▽	▽
	Discussions with Diverse Others (DD)	--	--
Experiences with Faculty	Student-Faculty Interaction (SF)	--	--
	Effective Teaching Practices (ET)	△	△
Campus Environment	Quality of Interactions (QI)	▽	--
	Supportive Environment (SE)	▽	▽

IV. Detailed Findings and Actions

Finding #1:

UNO is providing students with an academically challenging experience. Across First-year (FY) and Senior (SY) students, UNO’s highest performing areas relative to the Plains Public group contained:

- Included diverse perspectives... in course discussions or assignments
- Learned something that changed the way you understand an issue or concept
- Instructors... provided feedback on draft or work in progress
- Examined the strengths and weakness of your own views on a topic or issue

Academic indicators were comparable or favorable to indicators from other “public plains” institutions. Furthermore, indicators from FY students at UNO were generally more favorable than SY. However, one exception in the area of whether courses challenged students to do their best work should be noted and monitored, since FY student responses were lower on this point relative to peer institutions.

Key Data Points:

Overall Engagement Indicators

Theme	Engagement Indicator	Your students compared with Plains Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	▲	---
	Reflective & Integrative Learning (RI)	▲	▲
	Learning Strategies (LS)	▲	▲
	Quantitative Reasoning (QR)	---	---
Learning with Peers	Collaborative Learning (CL)	▼	▼
	Discussions with Diverse Others (DD)	---	---
Experiences with Faculty	Student-Faculty Interaction (SF)	---	---
	Effective Teaching Practices (ET)	▲	▲

Specific Engagement Indicator Categories

First-Year:

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	37.3 *	.10	40.0 *	-.09	39.1	-.03
Reflective & Integrative Learning	36.7	33.9 ***	.23	36.5	.01	35.7	.08
Learning Strategies	39.2	37.3 **	.13	41.0 **	-.13	39.8	-.04
Quantitative Reasoning	26.9	27.7	-.05	27.2	-.02	27.3	-.02

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

Senior-Year:

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	39.0	.01	43.4 ***	-.30	41.3 ***	-.15
Reflective & Integrative Learning	38.5	37.1 **	.11	41.0 ***	-.20	38.9	-.04
Learning Strategies	39.2	37.6 **	.11	43.2 ***	-.27	40.7 **	-.10
Quantitative Reasoning	28.9	29.5	-.03	30.0	-.06	29.7	-.04

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.

First year students on whether courses challenged them to do their best work:

10. During the current school year, to what extent have your courses challenged you to do your best work?										
challenge	1	2	3	4	5	6	7	Total	Mean	Effect size
Not at all	3	1	22	0	47	1	459	1		
	5	1	64	1	93	1	1,078	1		
	15	3	164	3	248	3	3,112	3		
	67	15	577	9	784	10	10,393	10	5.4	5.5 **
	153	33	2,043	33	2,475	29	34,942	30		-.14
	136	29	2,176	35	2,657	30	38,303	32		5.6 ***
Very much	82	18	1,146	18	2,099	26	26,762	23		-.19
Total	461	100	6,192	100	8,403	100	115,049	100		

Actions #1:

- UNO will administer the CLA+ exam in 2014-2015, comparing the results to the 2013 NSSE findings. The CLA+ should provide a detailed insight into student performance on critical thinking, higher-order learning, and reflective and integrative learning tasks. (H. Robinson)
- UNO will share these findings with its faculty across the university as appropriate (P. Barnes).

Finding #2:

High Impact Practices (HIP) align with UNO campus goals, yet NSSE results do not reflect the strongest performance UNO aspires to achieve. This is particularly true in the areas of “research with faculty” and “culminating senior experiences”. Although UNO performed similarly to other institutions in the category of service learning, UNO prides itself on community engagement and would like to see higher rates of participation in this area.

Key Data Points:

Statistical Comparisons

The table below compares the percentage of your students who participated^a in a high-impact practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	UNO		Plains Public		Carnegie Class		NSSE 2013	
<i>First-Year Students</i>	%		% ^b	<i>Effect size^c</i>	% ^b	<i>Effect size^c</i>	% ^b	<i>Effect size^c</i>
11c. Learning community	14		19 **	-.13	16	-.06	15	-.02
12. Service-learning	49		52	.06	57 **	.15	52	.05
11e. Research with faculty	4		6	.08	5	.05	5	.06
<i>Participated in at least one</i>	53		60 **	.15	62 ***	.19	58 *	.11
<i>Participated in two or more</i>	13		15	.04	14	.02	12	.04
<i>Seniors</i>								
11c. Learning community	21		26 *	.11	21	.01	24	.06
12. Service-learning	60		60	.00	59	.02	60	.01
11e. Research with faculty	17		24 ***	.18	15	.04	23 ***	.16
11a. Internship or field exp.	50		52	.04	36 ***	.28	48	.05
11d. Study abroad	11		15 **	.12	8 *	.09	13	.06
11f. Culminating senior exp.	36		47 ***	.22	37	.01	45 ***	.17
<i>Participated in at least one</i>	84		88 **	.10	77 ***	.20	84	.02
<i>Participated in two or more</i>	57		65 ***	.15	48 ***	.18	60	.05

Actions #2:

- UNO will expand its current array of Learning Communities with the addition of First-year Academic Learning Communities in 2014-2015 (D. Smith-Howell).
- UNO has already built on the success of FUSE grants for undergraduate research by expanding these opportunities for research with faculty. UNO should continue to encourage faculty involvement in undergraduate research (S. Snyder)
- All units on campus should be encouraged to consistently define and identify high-impact practices, since students may be engaged in such activities without being aware of specific terms used for them. Units should also encourage activities that allow student reflection on their participation in such experiences. (Shipp/Smith-Howell/Barnes)

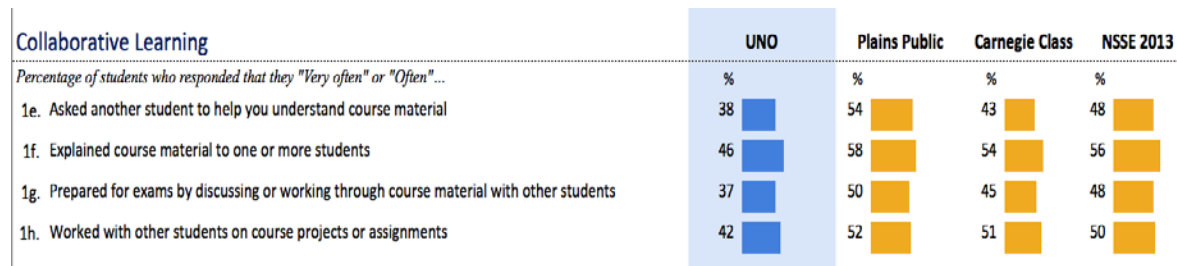
- UNO will investigate detailed participation numbers, particularly among groups like first-generation students and transfers, to identify areas of strength or weakness and ensure that all students have adequate opportunities to be involved in high-impact practices (Analytics)

Finding #3:

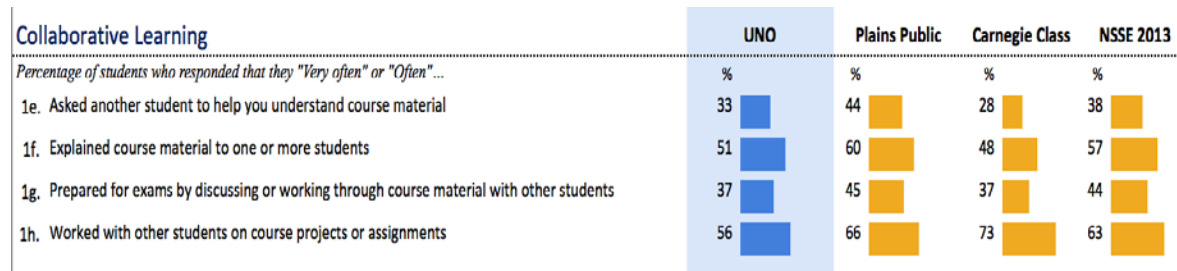
The measure of Collaborative Learning is noticeably low at both the FY and SY on a few specific indicators, and in general collaborative learning is not reported as a common student experience. FY and SY student respondents reported significantly lower instances of preparing for exams with peers, or asking another student for help on course material, than did their peers in other institutions.

Key Data Points:

First-year students:



Senior-year students:



Action #3:

- Create faculty development opportunities that support faculty efforts to include collaborative activities both inside and outside the classroom. (P. Barnes)
- Advertise physical spaces already available at UNO that encourage collaborative learning activities. The UNO community needs information about where such spaces are, what can be done in them, and how to reserve and use them. (D. Gilbert)
- Offer additional information about online spaces that can be used for collaboration, and training in their use as appropriate.

- Compare these results with findings pertaining to the number of hours students spend off-campus, as part of a broader effort to understand and respond to the unique needs of UNO's student population. (H. Robinson)

Finding #4:

The reported time students spent reading and writing are critical measures to which UNO should attend. However, the reported time spent preparing for class is likely distorted due to variations in student course loads, since UNO students do not on average register for as many credit hours as peers in other institutions.

Key Data Points:

Hours spent during the week preparing for class, First Year Students:

15. About how many hours do you spend in a typical 7-day week doing the following?																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	5	1	19	0	27	0	384	0	11.8	14.5***	-.33	13.9***	-.25	14.3***	-.29
		3	1-5 hrs	88	20	681	12	1,052	15	13,859	14							
		8	6-10 hrs	130	30	1,456	25	1,834	25	24,814	24							
	(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)	13	11-15 hrs	98	23	1,297	22	1,692	21	22,976	21							
		18	16-20 hrs	54	12	1,078	19	1,388	17	19,629	18							
		23	21-25 hrs	40	9	663	11	841	10	12,404	11							
		28	26-30 hrs	8	2	322	5	469	5	6,756	6							
		33	More than 30 hrs	12	3	271	5	450	5	6,305	6							
	Total			435	100	5,787	100	7,753	100	107,127	100							

Hours spent during the week preparing for class, Senior Year Students:

15. About how many hours do you spend in a typical 7-day week doing the following?																		
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	2	0	33	0	52	0	483	0	12.3	15.2***	-.33	15.4***	-.36	15.0***	-.31
		3	1-5 hrs	135	22	1,325	13	1,919	13	21,575	14							
	(Recoded version of tmprep created by NSSE. Values are estimated number of hours per week.)	8	6-10 hrs	182	30	2,360	23	3,393	22	38,206	23							
		13	11-15 hrs	101	16	2,054	20	2,870	19	33,314	20							
		18	16-20 hrs	93	15	1,832	18	2,720	19	29,416	17							
		23	21-25 hrs	41	6	1,150	11	1,686	12	18,068	11							
		28	26-30 hrs	30	5	638	6	1,126	8	11,326	7							
		33	More than 30 hrs	27	5	849	9	1,147	8	13,584	8							
	Total			611	100	10,241	100	14,913	100	165,972	100							

Estimated number of assigned pages of student writing, First Year Students:

Estimated number of assigned pages of student writing.	wrpages										
(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing)		54	44 **	.17	54	.01	47 *	.13			

Estimated number of assigned pages of student writing, Senior Year Students:

Estimated number of assigned pages of student writing.	wrpages										
(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing)		68	72	-.05	113***	-.38	80 ***	-.14			

Actions #4:

- These findings will be shared with all academic units and colleges, as well as with the General Education Committee that determines basic campus-wide writing requirements (D. Smith-Howell)

Finding #5:

Students do not feel that the institution provides support for their overall well-being on par with their peers. Across first-year and senior year respondents, this was one of UNO's lowest performing areas relative to the Public Plains peer group.



Actions #5:

- Wellness was identified as a core Divisional priority as part of a limited administrative review in 2012. Beginning in the fall of 2013, Student Affairs had been reorganized into four administrative subdivisions—Involvement, Wellness, Inclusion, and Achievement. (D. Shipp)
- A new, first-year student wellness survey was initiated during the fall 2013 semester that included over 500 individual follow-ups by phone and/or in person conversations with caring on-campus staff members related to specific concerns identified by the students. (D. Shipp/J. Kaminski)
- In the fall of 2013, the Maverick Food Pantry was established on the UNO campus. Students, faculty and staff experiencing temporary food insecurity are now eligible to access the pantry on an “as needed” basis. Throughout the fall semester approximately 5,100 pounds of food was collected and it is estimated that 2,500 pounds of food have been distributed as of January 2014. (D. Shipp/K. Lyons)
- In the spring of 2014, the UNO Wellness Coalition was formed in an effort to strengthen and continue to develop a culture of wellness at UNO. The purpose of the Wellness Coalition is to bring together students, faculty, and staff interested in promoting health and wellness on the UNO campus. Additionally the group will focus on current health and wellness issues by recommending programs and services to address those issues. The Coalition will be responsible for developing a wellness strategic plan for UNO. Elements of the plan will include both curricular and co-curricular actions intended to help students, faculty, and staff thrive as members of the UNO community. (D. Shipp/J. Kaminski)
- As part of the baseline data to support the Coalition’s work, the American College Health Association, National College Health Assessment (NCHA) was administered on campus in the spring of 2014. The NCHA is a nationally benchmarked survey that will assist us in collecting precise data about our student’s health habits, behaviors, and perception. Once the data is analyzed, programs, services, and initiatives will be developed to address the findings that are impacting student success. (D. Shipp/J. Kaminski)

Finding #6:

Students identified a missing emphasis on attending campus activities and events across both FY and SY respondents. Students also highlighted a desire for more opportunities for student involvement. In particular, fewer first year students reported that UNO provided opportunities to be involved socially.

First-year:

SEactivities	1	Very little	54	12	246	5	931	14	8,839	9	2.6	3.0***	-.40	2.8**	-.14	2.9***	-.27
	2	Some	143	33	1,283	23	1,757	23	23,480	23							
	3	Quite a bit	146	34	2,343	41	2,655	33	39,277	36							
	4	Very much	94	21	1,878	32	2,360	30	34,801	31							
	Total		437	100	5,750	100	7,703	100	106,397	100							

Senior:

e. Providing opportunities to be involved socially	SEsocial	1	Very little	63	10	636	7	1,788	14	14,086	9	2.7	2.9***	-.24	2.7	-.06	2.8***	-.19
		2	Some	199	33	2,569	26	3,851	26	40,841	25							
		3	Quite a bit	220	36	4,165	40	5,054	32	61,954	37							
		4	Very much	128	21	2,882	27	4,213	27	49,268	29							
		Total		610	100	10,252	100	14,906	100	166,149	100							

Actions #6:

- Involvement was identified as a core Divisional priority as part of a limited administrative review in 2012. The Involvement Subdivision has restructured many of the signature events, such as Welcome Week (Durango Days), Homecoming, and New Student Convocation, to strengthen and improve the delivery of these events to students. In partnership with University Communications, offices in the Involvement Subdivision (i.e. Housing, Student Life) are also working on a stronger communication strategy to improve student awareness of campus programs. (D. Shipp/BJ.Reed)
- New student orientation is currently (2014) undergoing a complete operational and programmatic reorganization. One of the goals of the reorganization is to make sure new students/and transfer students are made aware of campus activities and program opportunities during their first visit to campus. (D. Shipp/K. Juarez)
- The Division of Student Affairs recently developed a Spirit Task Force to identify ways to help students get more involved on campus. In particular, the focus of the Task Force is to help improve/drive participation at UNO athletic events. (D. Shipp/B. Pickett)
- In partnership with Student Government, the Office of Student Life implemented a new student communication tool, MavSync, to provide additional ways for students to connect with student organizations and be exposed to more campus programming opportunities. UNO students began using MavSync in the fall of 2013. (D. Shipp/B. Pickett)

Finding #7:

Academic Advising experiences for students have been described as poor. In past surveys (years 2004, 2006, and 2008), the majority of students described academic advising as “fair” to “poor”. Specific areas highlighted as below average across first-year and senior student experiences include:

- Receiving information on academic support options (tutoring, study groups, help with writing).
- Receiving assistance when experiencing academic difficulties.
- Receiving help to get information on opportunities (study abroad, internships, research projects).
- Discussing career interests and post-graduation plan.

Actions #7:

- In an effort to address the advising and career advising needs of UNO students, the Division of Student Affairs developed the Academic & Career Development Center (ACDC). ACDC was formed as the result of 1) new senior leadership in the Office of Academic and Student Affairs (a new Senior Vice Chancellor and Associate Vice Chancellor of Student Affairs were hired in 2012), 2) a desire to incorporate best professional practices, and 3) a systematic and intentional effort to identify the best way to serve UNO students from “cradle to career”. In addition to career advising, ACDC is now responsible for the academic advising of all exploring students with less than 36 credit hours. These students do not have a declared major and have not decided on a college. (D. Shipp/C. Pettid)
- UNO recently purchased the Starfish solution, known as MavTrack, for academic advising. The Colleges of Education and Arts & Sciences piloted MavTrack in 2012-2013. University Division and the Colleges of Communication, Fine Arts & Media, Information Science & Technology, Business Administration, and Community Service & Publication Administration start/will start using MavTrack this academic year (2013-2014). This software allows students to schedule advising appointments on-line. Advisors can maintain notes in MavTrack and schedule email reminders. (D. Shipp/C. Pettid)
- UNO is exploring an early alert system that will provide for early interventions for students of concern. (D. Shipp/H. Robinson)
- First-year students identified gathering advice from their family at higher rates than seniors. Planning is currently underway to create a parent and family program model for 2014-15. (D. Shipp/K. Juarez)

Finding #8:

Several NSSE response categories reflected the unique concerns and challenges faced by UNO’s student population. A very high number of UNO students work off campus, and the average hours they spend working off campus are significantly higher than reported by their peers. In addition, they spend more time commuting to campus. UNO students provide care for dependents (children, parents, etc.) at greater rates, on average, although the fact that fewer UNO seniors reported this to be an issue than first-year students may indicate a related retention issue. Finally, students consistently listed parking as a problem and highlighted this issue in the comments section.

Key Data Points:

First Year students working for pay off campus, total hours per week:

d. Working for pay off campus	tmworkoffhrs	0	0 hrs	154	36	4,042	71	5,021	63	75,145	69	13.0	4.2***	1.02	7.4***	.48	5.6***	.73
		3	1-5 hrs	19	4	328	6	385	5	5,168	5							
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	8	6-10 hrs	28	7	327	5	396	5	5,092	5							
		13	11-15 hrs	45	10	327	5	381	5	4,728	5							
		18	16-20 hrs	53	12	310	5	385	5	4,907	5							
		23	21-25 hrs	48	11	167	3	274	4	3,354	4							
		28	26-30 hrs	30	7	110	2	159	2	2,018	2							
		33	More than 30 hrs	54	13	129	3	701	11	5,937	7							
			Total	431	100	5,740	100	7,702	100	106,349	100							

Senior Year students working for pay off campus, total hours per week:

d. Working for pay off campus	tmworkoffhrs	0	0 hrs	111	18	4,426	43	5,729	37	73,988	44	20.3	11.5***	.70	16.3***	.28	12.6***	.57
		3	1-5 hrs	14	2	526	5	567	3	8,099	5							
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	8	6-10 hrs	33	5	654	6	748	5	9,745	6							
		13	11-15 hrs	40	6	798	8	677	4	9,680	6							
		18	16-20 hrs	73	12	1,011	10	911	6	12,817	8							
		23	21-25 hrs	72	12	832	8	793	5	10,107	6							
		28	26-30 hrs	54	9	577	6	652	4	7,546	5							
		33	More than 30 hrs	210	36	1,310	14	4,695	36	32,391	22							
			Total	607	100	10,134	100	14,772	100	164,373	100							

Total hours working for pay per week, first year students:

Estimated number of hours working for pay	tmworkhrs (Continuous variable created by NSSE)			14.9	6.9***	.77	9.4***	.43	7.9***	.62
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Total hours working for pay per week, senior year students:

Estimated number of hours working for pay	tmworkhrs (Continuous variable created by NSSE)			22.6	15.9***	.54	18.6***	.28	16.1***	.48
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Time spent commuting to campus is significantly higher (first year students):

h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	63	14	1,881	32	3,416	41	48,075	41	5.1	3.6***	.29	3.9***	.20	3.7***	.27
		3	1-5 hrs	254	59	2,875	50	2,732	37	39,527	39							
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	8	6-10 hrs	65	15	602	11	866	12	11,026	12							
		13	11-15 hrs	24	6	186	3	335	5	3,777	4							
		18	16-20 hrs	12	3	105	2	153	2	1,732	2							
		23	21-25 hrs	6	1	40	1	69	1	827	1							
		28	26-30 hrs	1	0	22	0	40	1	401	0							
		33	More than 30 hrs	7	2	37	1	87	1	951	1							
			Total	432	100	5,748	100	7,698	100	106,316	100							

Time spent commuting to campus for senior year students did not differ from other institutions as much as it did for first-years, but was still significantly greater:

h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0 0 hrs	46	8	1,248	12	5,542	44	39,892	22	4.9	4.3 **	.14	3.5 ***	.25	4.4 *	.09
		3 1-5 hrs	397	65	6,883	67	6,123	36	86,790	53							
		8 6-10 hrs	121	20	1,408	14	1,926	12	24,939	16							
		13 11-15 hrs	20	3	372	4	630	4	7,263	5							
		18 16-20 hrs	7	1	115	1	243	2	2,712	2							
		23 21-25 hrs	3	0	58	1	109	1	1,199	1							
		28 26-30 hrs	2	0	23	0	67	0	672	0							
		33 More than 30 hrs	10	2	74	1	170	1	1,537	1							
		Total	606	100	10,181	100	14,810	100	165,004	100							

Hours spent per week on providing care for dependents, first year students:

g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0 0 hrs	269	62	4,702	82	5,269	65	79,466	73	4.4	1.8***	.42	5.2	-.08	3.5 *	.10
		3 1-5 hrs	75	17	507	9	903	12	11,045	11							
		8 6-10 hrs	30	7	167	3	414	6	4,336	5							
		13 11-15 hrs	15	3	104	2	238	4	2,581	3							
		18 16-20 hrs	13	3	69	1	142	2	1,741	2							
		23 21-25 hrs	4	1	37	1	91	1	997	1							
		28 26-30 hrs	2	1	21	0	56	1	662	1							
		33 More than 30 hrs	22	6	101	2	555	9	4,990	5							
		Total	430	100	5,708	100	7,668	100	105,818	100							

Hours spent per week on providing care for dependents, senior year students:

g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0 0 hrs	357	60	7,465	73	7,208	44	101,456	60	7.2	4.5***	.27	11.7***	-.33	7.3	-.01
		3 1-5 hrs	70	12	840	8	1,592	10	17,099	11							
		8 6-10 hrs	38	6	369	4	908	6	8,368	5							
		13 11-15 hrs	10	2	238	2	589	4	5,263	3							
		18 16-20 hrs	19	3	199	2	548	4	4,732	3							
		23 21-25 hrs	6	1	123	1	373	3	2,789	2							
		28 26-30 hrs	8	1	81	1	336	3	2,362	2							
		33 More than 30 hrs	90	15	813	8	3,186	25	22,254	14							
		Total	598	100	10,128	100	14,740	100	164,323	100							

Actions #8:

- These findings confirm many things UNO already knew about the unique characteristics of its student body. It is important to better understand the way that these several factors may be inter-related, and affected by other considerations. For example, the hours UNO students work off-campus may be correlated with the relatively low debt ratio for UNO students. However, hours spent working, commuting, and caring for dependents may also affect the amount of time students have for involvement on campus and the kinds of activities in which they may be involved. UNO will examine these issues in 2014-2015 and identify appropriate specific actions, such as encouraging opportunities for on-campus employment and developing activities for diverse populations of students. (C.A.R.E.)
- Parking remains a perennial concern for students. Additional information about transportation, vehicle and ride-sharing already has been incorporated into 2014 new student orientation. UNO will continue to communicate about parking options so that students can maximize the free or low-cost options available. (OASA)