

# *The Student Pulse*

## Student Affairs Assessment Newsletter

July 2005

Volume 1: Issue 2

### WHAT IS "THE STUDENT PULSE"?

*The Student Pulse* is a newsletter published by the Office of Student Affairs Assessment in the Division of Student Affairs. The goal of the newsletter is to introduce the university community to the unique research being conducted on college students both at the University of Georgia as well as in the profession of Student Affairs. The newsletter's second purpose is to increase the staff's exposure to, knowledge of and experience with assessment principles.

It is believed that understanding today's college student is critical to meeting their individual needs. Furthermore, learning about today's student can contribute greatly to your ability to support the mission as well as the three strategic goals of the university. One of the missions of the Office of Student Affairs Assessment is to provide the university community with information regarding UGA students. In this edition of *The Student Pulse* we will take an in-depth look at a study conducted in the Office of Student Affairs Assessment. We hope that you find this data useful in structuring and enhancing the student learning experience at UGA.

### STUDENT NEEDS ASSESSMENT PROFILE (SNAP)

During Fall 2004, the Office of Student Affairs Assessment determined that information was needed on the current student population. Areas of particular interest included students' involvement on campus, parental involvement, students' biggest issues, and students' employment status. A web-based survey was created, piloted, and revised to explore these issues.

In December, an advertisement was posted on the UGA Portal soliciting students to participate in the study. An incentive was offered, and a total of 1,608 students completed the survey.

#### Data Analysis

Data analysis began in January 2005. The four person assessment team began by taking a comprehensive approach to analyzing the qualitative questions. First, 500 responses for each question were reviewed to establish the categories. The qualitative answers were then slated into the appropriate category. Peer debriefing was used to strengthen the reliability of the coding and control for researcher bias. Lastly, the verified categories were assigned a code that was entered into SPSS with the corresponding response. Responses were then analyzed with the other quantitative data.

#### SNAP Study

The Office of Student Affairs Assessment gathered a tremendous amount of information from this assessment project. The summary of results provided in this report is only intended to provide an overview of the study, the results, and potential implications. For additional information, feel free to contact the Office of Student Affairs Assessment or Jan Davis Barham ([davisjk@uga.edu](mailto:davisjk@uga.edu)).

## This Issue



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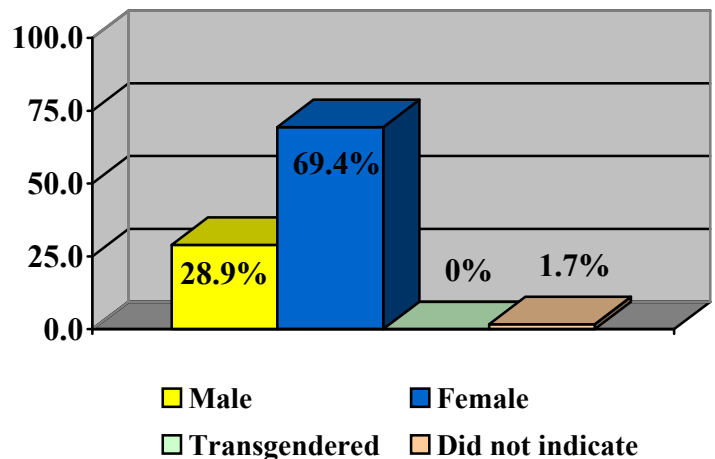


# Demographics

Participants were asked to complete several demographic questions. The majority of survey participants were (a) female, (b) undergraduate, (c) non-residential, and (d) Caucasian. A more detailed examination of the categories follows.

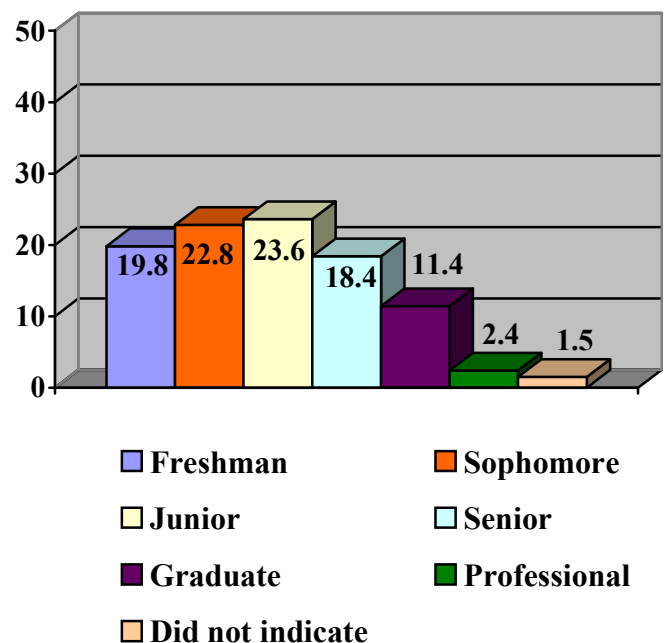
## Gender

Variable	Percent	n (total = 1608)
• Male	28.9%	465
• Female	69.4%	1116
• Transgendered	0%	0
• Did not indicate	1.7%	27



## Classification

Variable	Percent*	n (total = 1608)
• Freshman	19.8%	319
• Sophomore	22.8%	367
• Junior	23.6%	380
• Senior	18.4%	296
• Graduate	11.4%	184
• Professional	2.4%	38
• Did not indicate	1.5%	24

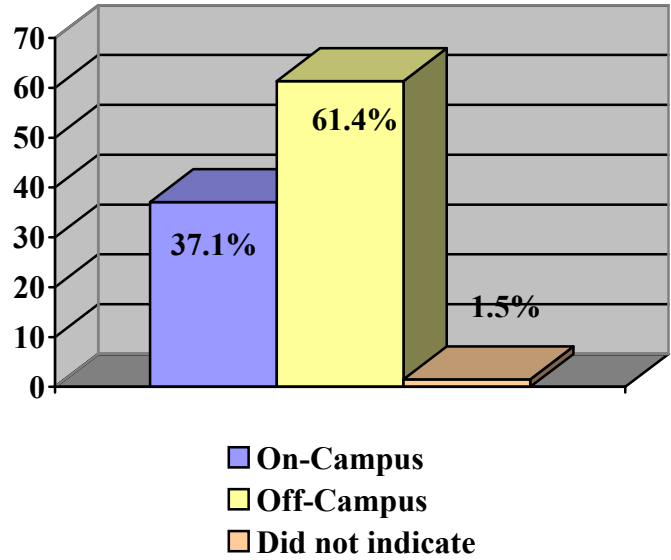


\*Percents do not equal 100 due to rounding

# Demographics

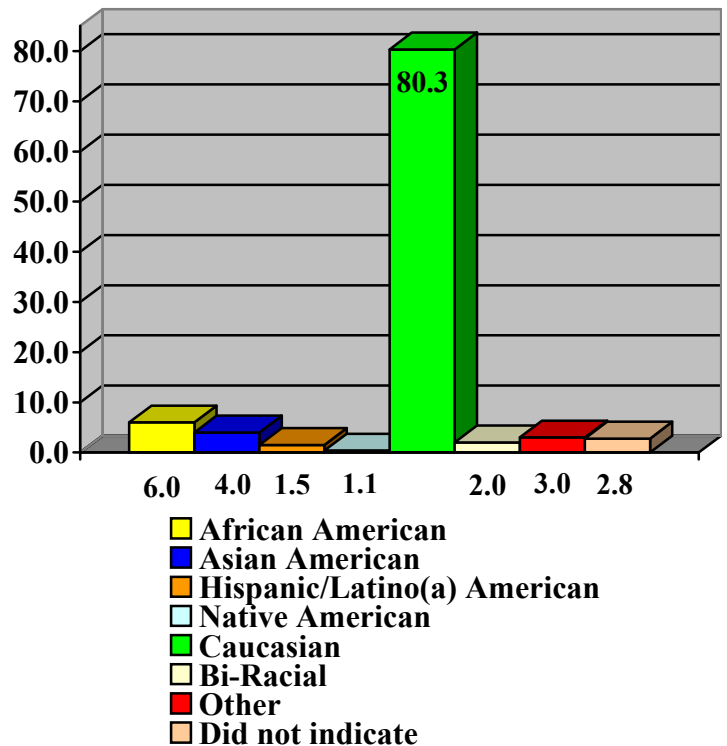
## Residency

Variable	Percent	n (total = 1608)
• On-Campus	37.1%	596
• Off-Campus	61.4%	988
• Did not indicate	1.5%	24



## Ethnicity

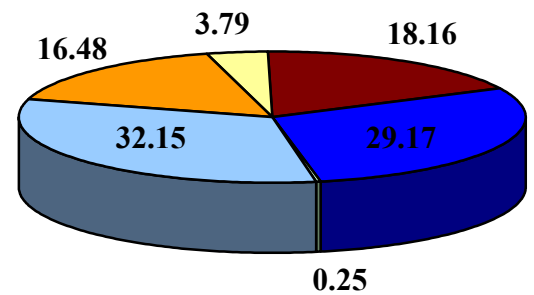
Variable	Percent	n (total=1608)
• African American	6.0%	96
• Asian American	4.0%	64
• Hispanic/Latino(a) American	1.5%	24
• Native American	.4%	6
• Caucasian	80.3%	1291
• Bi-racial	2.0%	32
• Other	3.0%	49
• Did not indicate	2.8%	46



# Job Information

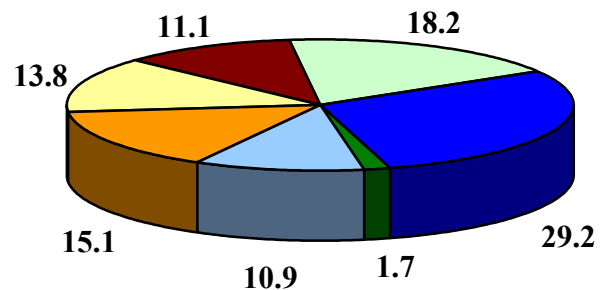
## Do you have a job?

Variable	Percent	n
• Yes, off-campus	32.15%	517
• Yes, on-campus	16.48%	265
• Yes, on and off campus	3.79%	61
• Yes, only when I go home for breaks	18.16%	292
• I do not have a job*	29.17%	469
• Did not indicate	.25%	4



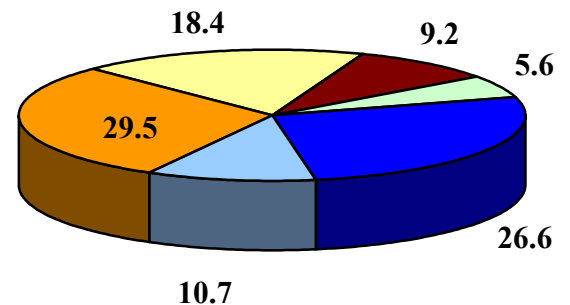
## If you have a job, how many hours a week do you work?

Variable	Percent	n
• 5-9 hours	10.9%	176
• 10-14 hours	15.1%	243
• 15-19 hours	13.8%	222
• 20-25 hours	11.1%	178
• More than 25 hours	18.2%	292
• I do not work*	29.2%	469
• Did not indicate	1.7%	28



## If you have a job, why do you work?

Variable	Percent	n
• To finance my education	10.7%	172
• To subsidize my living expenses	29.5%	474
• To maintain my standard of living	18.4%	296
• To gain valuable work experience	9.2%	148
• To contribute to the family income	5.6%	90
• I do not work *	26.6%	428

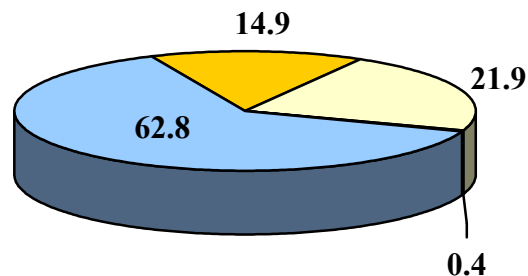


\* Respondents could answer “I do not work” on two separate questions. The number indicating they did not work differed on these questions by 41 respondents (2.6%).

# HOPE Scholarship

## Do you receive the HOPE Scholarship? \*\*

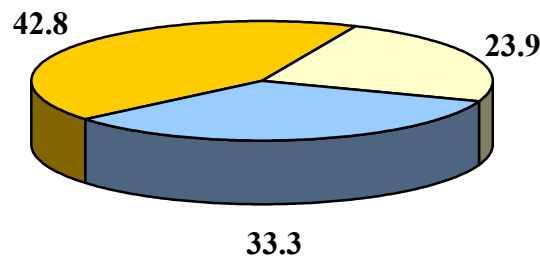
Variable	Percent	n
• Yes	62.8%	1010
• I did previously, but am no longer a recipient	14.9%	240
• No	21.9%	352
• Did not indicate	.4%	6



\*\*There is a statistical difference (.01 level) between on-campus and off-campus students in regard to their status with the HOPE Scholarship yielding the conclusion that a greater number of on-campus students are recipients of the HOPE Scholarship.

## If you answered yes to receiving the HOPE Scholarship, how does the Scholarship affect your status at the University of Georgia?

Variable	Percent***	n
• I would be unable to attend the University if I lost my HOPE scholarship.	33.3%	365
• I would have to work in order to attend the University.	42.8%	469
• I would not be affected if I lost my HOPE Scholarship.	23.9%	262
• Do not receive HOPE (coded as a non response and not included in the percent calculation.)	31.8 %	512



\*\*\*Percent was calculated on the number of students who indicated on this question that they received the HOPE Scholarship (adjusted n=1096).

NOTE: There is a discrepancy in the number who responded as receiving HOPE in the previous question (1010) and the number of individuals who responded to this question (1096).

# Services & Programs

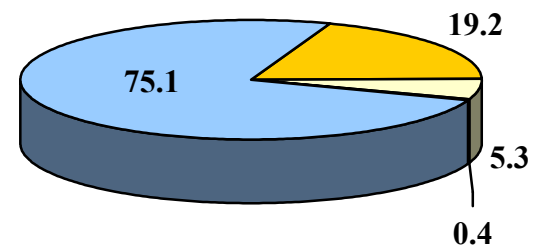
What is your awareness and usage of the following resources and services?

Program or Service	% Aware	% who are Users
• Tate Student Center	95.4%	71.2%
• Ramsey Student Center	96.3%	69.9%
• Financial Aid Resource Center	67.3%	32.3%
• Health Promotions	47.3%	12.7%
• University Health Center	95.0%	66.9%
• Student Leadership Center	33.4%	16.2%
• African American Cultural Center	30.0%	3.1%
• Counseling and Psychological Services (CAPS)	48.6%	9.9%
• Disability Services/Learning Disability Center	52.0%	4.6%
• Academic Enhancement Center	30.0%	7.0%
• University Testing Services	58.8%	29.4%
• Minority Student Programs	43.6%	7.1%
• Academic Advising Office in Residence Halls	61.3%	26.2%
• Office of Judicial Programs	28.3%	2.6%
• Intramural Sports	88.2%	29.1%
• Club Sports	76.4%	10.3%
• The Georgia Outdoor Recreation Program (GORP)	51.1%	7.3%

# Political Involvement

Did you vote in the last presidential election?

Variable	Percent	n
• Yes	75.1%	1208
• No	19.2%	309
• I was not eligible to vote	5.3%	85
• Did not indicate	.4%	6



# Biggest Issues Facing Students

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by Amanda Pritchett

Our inquiry into what students perceived as their biggest issues while at the University was solicited from a single, open-ended question: “What is the most pressing issue facing you as a UGA student.” A total of 1,262 answered the question out of the 1,608 students who participated in the survey. Of the 1,262 students who answered, 1,584 “pressing issues” were mentioned. This is important to note because the total number of issues presented outnumbered the students who answered the question. This discrepancy is due to students providing more than one “pressing issue.”

The information gathered from this question was reviewed, discussed and then grouped into 42 separate categories. The five most frequent themes were (a) balance, (b) grades, (c) academic issues, (d) finances, and (e) HOPE scholarship. A brief description of the top five categories is provided below.

**1. 203 students (16.1%) indicated balance as one of their greatest concerns. This represents 12.8% of all issues mentioned by students.**

Description: Balancing responsibilities with school, work, social life, family, etc. Also, issues with time management were included.

Quote: “Trying to balance school with life...finding the balance between building lasting relationships and building a resume.”

**2. 175 students (13.9%) indicated grades as one of their greatest concerns. This represents 11.0% of all issues mentioned by students.**

Description: Pressures to maintain a high grade point average, including both HOPE and non-HOPE scholarship recipients.

Quote: “Getting good grades (thus keeping HOPE) while suffering tough hugely-sized classes and mounds of homework and occasionally bad teachers.”

**3. 164 students indicated academic issues as one of their greatest concerns. This represents 10.4% of all issues mentioned by students.**

Description: Issues with professors, curriculum requirements, classroom environment, and academic advising.

Quote: “Trying to relate to teachers in large classrooms, as well as in smaller classes. It seems hard to get personal attention and advice from my advisors, since my major, psychology, caters to several undergrads.”

**4. 161 students indicated finances as one of their greatest concerns. This represents 10.2% of all issues mentioned by students.**

Description: Issues concerning the costs associated with attending college and not having enough financial resources to aid in the expense.

Quote: “Not being able to earn enough to cover my education and living expenses is tough. I have to get a part time job to pay for things.”

**5. 93 students indicated the HOPE Scholarship as one of their greatest concerns. This represents 5.9% of all issues mentioned by students.**

Description: Pressure to remain eligible for the HOPE scholarship and concerns as to whether or not HOPE funding will continue in the future.

Quote: “The possibility of losing the HOPE scholarship, whether because of my grades or the state taking it away.”

# Biggest Issues Facing Students

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The data was analyzed by demographic type to determine if differences existed between groups. As you review the following analysis, it is important to note that the sample size was small for some of the ethnic groups. This limitation should be considered when applying results.

## Biggest Issues for Demographic Types

- There were no differences between the top five issues perceived by males and females, but the order in which the issues appear was slightly different. Also, the responses for both males and females were consistent with the “overall” findings.
- The results from the ethnicity breakdown are slightly varied. The percentage of respondents from each of the different ethnic categories varied as well. It is worth mentioning that students who identified as African American cited (a) being a minority and (b) the lack of diversity on campus was among their most pressing issues versus their non-African American colleagues. In addition, Asian American, Hispanic/Latino(a) American, Bi-racial, and students who identified as “Other” responded that tuition increases were among their top concerns versus their colleagues. Other notable differences were as follows:
  - Hispanic/Latino(a) American students cited parking as a primary concern at a higher percentage than their counterparts;
  - Students who identified as “Other” noted information about involvement in activities on campus as a concern;
  - Bi-racial students cited budget cuts, graduating, and getting into their undergraduate college or school as primary concerns more frequently than their counterparts.
- The responses based on classification were more consistent and more similar to the “overall” findings than were the responses for ethnicity. All students, regardless of classification, cited balance, finances, and academic issues as pressing concerns. Juniors and seniors identified enrolling in required classes as a primary concern at a higher rate than their counterparts. In addition, seniors reported that “graduating” was among their top concerns. Graduate students indicated health insurance and tuition increases were among their primary concerns more frequently than non-graduate students. Again, it is important to note that the sample size for some of the groups was small.
- There was only one issue that differed between students who lived on-campus and those who lived off-campus. Students who lived on-campus stated maintaining the HOPE scholarship as a pressing issue while students who lived off-campus did not state this concern at the same rate. However, students who live off-campus cited enrolling in required classes as a major concern. These differences may be attributed to classification status considering first-year students comprise such a large majority of on-campus residents.

# Parental Contact

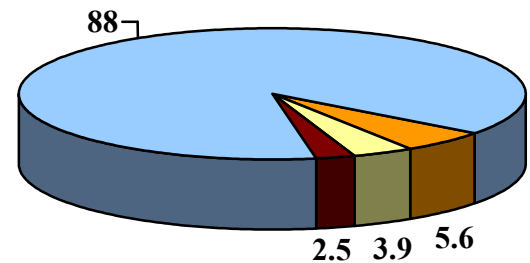
by Philip Duhart

Our inquiry into parents' involvement with the University revolved around two questions: the first was, "How many times have your parents contacted the University on your behalf during the past semester?" The second then asked students to "Describe the circumstance(s) surrounding your parents contacting the University." These questions were designed to assess the number of times and the reasons why parents contact the University. Below are the results for these two questions.

## Frequency of Parental Contact

The total sample size of SNAP was 1,608, and of these students, 12.0% (192) indicated their parents had contacted the University within the previous semester.

Variable	Percent	n
• My parents have not contacted the University	88%	1415
• One time	5.6%	90
• Two times	3.9%	62
• Three or more times	2.5%	41



## Reason for Parental Contact:

Students were asked to describe the circumstances/reasons their parent(s) contacted the University. Responses were reviewed and discussed by the researchers. Codes were then created, and responses were placed into one of the codes that surfaced from the data.

The five major themes that emerged regarding why parents contacted the University were: (a) issues dealing with Financial Aid, (b) the handling of payment of fees, tuition, or bills on behalf of students, (c) issues in University Housing requiring parental intervention for resolution, (d) insurance requirements, and (e) administrative issues associated with the University Health Center. A breakdown of these five categories as well as the number of responses is provided below.

### 1. Financial Aid

Fifty students (22.1%) indicated their parents contacted the University to handle loan and financial aid matters. Some responses were:

- o "My mother had to talk to the financial aid office about my student loan."
- o "Financial aid/hope issues since I transferred this semester."
- o "Parents contacted financial office about a PLUS parent loan."

### 2. Payment of Fees, Tuition and Bills

Thirty-five students (15.5%) indicated their parents were involved with the payment of student fees, tuitions and bills. Common reasons included:

- o "Problems and questions with my student account and scholarships."
- o "Just general questions to the Bursars office."
- o "They encountered problems with tuition payments."

# Parental Contact

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### 3. University Housing

Twenty-four students (10.6%) reported their parents contacted the University regarding Housing issues. Reasons included:

- *“I am in supplemental housing, [sic] and my mother requested that I stay in my current room.”*
- *“Changing housing because of a bad roommate.”*
- *“I was assigned to a room with a person of the opposite sex.”*

### 4. Insurance Matters

Seventeen students (7.5%) reported their parents had contacted the University to handle insurance matters. Common reasons included:

- *“We simply needed info to hand to our insurance company proving that I was still in school.”*
- *“To obtain a certificate of attendance for full-time student status for insurance purposes.”*
- *“Trying to figure out how to buy UGA health insurance in the middle of the year.”*

### 5. University Health Center

Fourteen students (6.2%) indicated parental involvement with the University Health Center.

Reasons included:

- *“My mother had to sort out flags I had with the health department.”*
- *“I sprained my ankle and my mom paid the bill over the phone to the university health center.”*
- *“There was confusion on my immunization records concerning the chicken pox vaccine.”*

## Parental Contact and Difference by Demographic

This section examines the differences in parental contact based on demographic characteristics. The survey asked for general information such as ethnicity, gender, residency, and school classification. By asking for this information, it is possible to determine whether significant differences exist in the reason why parents contacted the University based on these categories. Below are results from the demographic analysis.

- In regard to gender, there were no differences between the top five issues.
- Because of the low response rates in regards to ethnicity, the top issues associated with parents contacting the university failed to display any significant differences.
- In regard to residency, there were differences in the reason parents contacted the University. For students living on-campus, billing, tuition, and fees were the main reasons for parents contacting the university. However, for off-campus students, parents contacted the University more frequently regarding financial aid issues. This could also be explained by classification due to the higher number of students living on campus being first and second year students.

# Parental Contact

- The reason parents contacted the University mainly differed based on classification. Below you will find a chart listing the top five issues for each classification.

NOTE: Only the top categories are provided below. As a result, the percent of students indicating each response will not total 100.

Classification	Number of responses	Percent of all reasons listed	Percent of students
<b>Freshman</b>	<b>85</b>	<b>121.4%</b>	<b>100%</b>
• Billing, Tuition, & Fees	21	30.0%	24.7%
• Financial Aid	14	20.0%	16.5%
• Housing	11	15.7%	12.9%
• Parking	6	8.6%	7.1%
• UHC	5	7.1%	5.9%
<b>Sophomore</b>	<b>55</b>	<b>122.0%</b>	<b>100%</b>
• Financial Aid	16	35.6%	29.1%
• Billing, Tuition, & Fees	8	17.8%	14.5%
• Housing	5	11.1%	9.1%
• UHC	5	11.1%	9.1%
• Admissions	4	8.9%	7.3%
<b>Junior</b>	<b>50</b>	<b>128.2%</b>	<b>100%</b>
• Financial Aid	11	28.2%	22.0%
• Housing	7	17.9%	14.0%
• Billing, Tuition, & Fees	4	10.3%	8.0%
• Insurance	4	10.3%	8.0%
• Medical/Health Concerns	4	10.3%	8.0%
<b>Senior</b>	<b>27</b>	<b>112.5%</b>	<b>100%</b>
• Financial Aid	6	25.0%	22.2%
• Insurance	6	25.0%	22.2%
• Class Information	4	16.7%	14.8%
• HOPE Scholarship Issues	3	12.5%	11.1%
• Personal Issues	2	8.3%	7.4%
<b>Graduate</b>	<b>4</b>	<b>133.3%</b>	<b>100%</b>
• Financial Aid	1	33.3%	25.0%
• Class Information	1	33.3%	25.0%
• Academic Difficulties	1	33.3%	25.0%
• Residency Issues	1	33.3%	25.0%

# Student Involvement

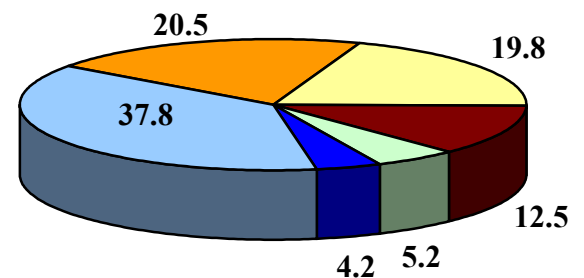
by Holly Hallman

Students were asked to provide information regarding their involvement in out-of-class activities and organizations through a series of quantitative and qualitative questions. The quantitative questions were “How many out-of-class organizations are you involved in at the University,” and “What is the total amount of time per week that you spend in out-of-class organizations?” Students were also asked to list up to five activities in which they are involved. Results from all three questions follow.

## Number of Out-Of-Class Organizations:

Students were asked to fill in a blank with the actual number of out-of-class organizations in which they were involved. On average, students who participated in this study were involved in 1.5 organizations (SD=1.54). Upon review of responses, categories were established as a way of understanding the true picture of students’ involvement. Responses were then slated into one of the five categories. As shown below, only 37.8% of students indicated no involvement in out-of-class organizations.

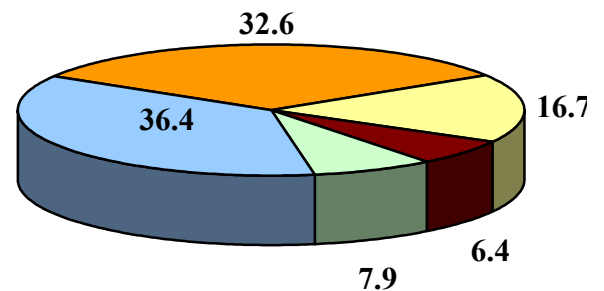
Variable	Percent	n
• 0	37.8%	609
• 1	20.5%	330
• 2	19.8%	318
• 3	12.5%	201
• 4	5.2%	82
• 5 or more	4.2%	68



## Total Time Spent in Out-of-Class Organizations

Students were also allowed to fill in the actual number of hours they spend on their out-of-class activities. Participants reported spending 6.2 hours, on average, on their out-of-class activities. As with the previous question, categories were established and responses were coded into one of the five areas. It is important to note that the number of students indicating no involvement is slightly different (difference of 23) than the previous question.

Variable	Percent	n
• No time is spent on out-of-class activities	36.4%	586
• .1-5	32.6%	525
• 5.1-10	16.7%	268
• 10.1-15	6.4%	102
• 15.1-132	7.9%	127



# Student Involvement

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## Types of Activities

A third item on the survey asked students to list up to five activities in which they were involved. The responses were reviewed and coded. A total of 47 categories were identified from the responses. Overall, 982 students identified involvement in a total of 2,264 activities. On average, each “involved” student participated in 2.3 activities; however, there was a great deal of variation in the types of activities mentioned, as seen by the 47 separate categories. The five areas mentioned most frequently were (a) religious activities, (b) academic clubs, (c) Greek Life, (d) academic Greek/academic service organizations, and (e) volunteer programs. An analysis of these five categories as well as the number of responses is provided below.

## Top Five Out-of Class Activities

### 1. Religious Organization

311 students (31.6%) indicated involvement in a religious organization. This represents 13.7% of all out-of-class activities mentioned by students.

Description: Activities, programs and organizations associated with religious or spiritual activities.

Examples: Campus ministries, Crossroads, 505, Hillel, Joshua Generation, Young Life.

### 2. Academic Club or Organization

246 students (25%) indicated involvement in an academic club/organization. This represents 10.9% of all out-of-class activities mentioned by students.

Description: Activities and organizations that involve academic majors, interests, and activities.

Examples: Biological Society, Human Society, Criminal Justice Society, Math Club.

### 3. Greek Life

186 students (18.9%) indicated involvement in Greek Life. This represents 8.2% of all out-of-class activities mentioned by students.

Description: Activities and organizations associated with social Greek Organizations.

Examples: Pan-Hellenic, Interfraternity Council.

### 4. Academic Greek/Academic Service

147 students (14.9%) indicated involvement in Academic Greek/Academic Service organizations. This represents 6.5% of all out-of-class activities mentioned by students.

Description: Greek academic or service organizations.

Examples: Beta Beta Beta, Chi Alpha, Delta Epsilon Iota, Phi Eta Sigma, Rho Tau.

### 5. Volunteer Programs

125 students (12.7%) indicated involvement in volunteer programs organizations. This represents 6.5% of all out-of-class activities mentioned by students.

Description: Activities and organizations associated with volunteer programs.

Examples: Big Brothers Big Sisters, Watch Dawgs, Alternative Spring Break, Relay for Life.

# Student Involvement

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## Student Involvement and Difference by Demographic

Demographic characteristics were examined to determine if differences existed between different groups of students.

- When looking at the top five activities for males and females, students similarly identified religious activities, academic clubs, and social Greek organizations. The order in which these three activities appeared was slightly different. Males additionally identified involvement in physical activities and intramural sports among their top five activities while females identified involvement in academic or service Greek organizations and volunteer programs.
- When looking at the data by student classification, slight differences emerged. The range of activity involvement seemed consistent across the undergraduate population and decreased slightly for graduate and professional students.  
Other points of interest:
  - All groups with the exception of “Professional” identified involvement in religious organizations.
  - Freshmen, Sophomores, Juniors and Seniors all identified involvement in Greek Life (social).
  - Sophomores, Juniors, Seniors, Graduate and Professional students all identified activities associated with Academic clubs; however, Freshmen did not.
  - Sophomores, Juniors and Seniors all identified involvement in Greek academic or service organizations.
- Overall, there were similarities in on-campus and off-campus student involvement. Top activities identified by both groups included: religious organizations, academic clubs and Greek Life (social). The range of organizations was similar as well, with on-campus students identifying 43 activity types and off-campus students identifying 42 activity types. Both groups identified involvement in over 2 activities with on-campus students averaging a slightly higher involvement rate (on-campus = 2.86; off-campus = 2.219).
- Overall, Caucasian students listed involvement in the greatest range of activities. This group identified involvement in 44 activity types, followed by African Americans (31), Asian Americans (28), Other (24), Bi-Racial (22), Hispanic/Latino(a) (17), while Native American students identified the least, listing involvement in only 7 activity types. It is important to note, however, that the largest percent of survey respondents were Caucasian. Because there were interesting variations in the activity type in regard to ethnicity, an analysis of each group and their top five is provided. In some instances more than one activity had an equal number of responses. When this occurred, the category was included in the “top” list.

# Student Involvement

## Top Activities by Ethnicity

NOTE: Only the top categories are provided below. As a result, the percent of students indicating each response will not total 100.

Category	Number of responses (n)	Percent of activities provided	Percent of students
<b>African American</b>	<b>180</b>	<b>290.3%</b>	<b>100.00%</b>
• Minority Student Programs/African American Cultural Center	49	79.0%	27.2%
• Religious Activities	15	24.2%	8.3%
• Academic Clubs	13	21.0%	7.2%
• Volunteer Programs	11	17.7%	6.1%
• Greek Academic or Service Organization	10	16.1%	5.6%
<b>Asian American</b>	<b>106</b>	<b>216.3%</b>	<b>100.00%</b>
• Academic Clubs	11	22.4%	10.4%
• Global/International	11	22.4%	10.4%
• Housing Activities	9	18.4%	8.5%
• Religious Activities	7	14.3%	6.6%
• Physical Activity/Attendance/Participation	7	14.3%	6.6%
• Greek Academic or Service Organization	7	14.3%	6.6%
<b>Hispanic/Latino(a) American</b>	<b>24</b>	<b>200%</b>	<b>100%</b>
• Academic Clubs	4	33.3%	16.7%
• Greek Life (Social)	3	25.0%	12.5%
• Intramural Sports	3	25.0%	12.5%
<b>Native Americans</b>	<b>8</b>	<b>266%</b>	<b>100%</b>
• Club Sports	2	66.7%	25.0%
• Academic Clubs	1	33.3%	12.5%
• Housing Activities	1	33.3%	12.5%
• Intramural Sports	1	33.3%	12.5%
• Lambda Alliance/Globes	1	33.3%	12.5%
• Performing Arts/Music Film	1	33.3%	12.5%
• Special Interest	1	33.3%	12.5%

# Student Involvement

## Top Activities by Ethnicity – continued

<b>Caucasian</b>	<b>1791</b>	<b>224.4%</b>	<b>100%</b>
• Religious Activities	278	34.8%	15.5%
• Academic Clubs	202	25.3%	11.3%
• Greek Life (Social)	165	20.7%	9.2%
• Greek Academic of Service Organization	124	15.5%	6.9%
• Volunteer Programs	99	12.4%	5.5%
<b>Bi- Racial</b>	<b>42</b>	<b>233.3%</b>	<b>100%</b>
• Academic Clubs	5	27.8%	11.9%
• Club Sports	4	22.2%	9.5%
• Minority Student Programs/African American Cultural Center	4	22.2%	9.5%
• Volunteer Programs	3	16.7%	7.1%
• Greek Life (Social)	3	16.7%	7.1%
<b>Other</b>	<b>52</b>	<b>260%</b>	<b>100%</b>
• Academic Clubs	7	35%	13.5%
• Physical Activity/Attendance/ Participation	6	30%	11.5%
• Global/International	6	30%	11.5%
• Club Sports	5	25%	9.6%
• Minority Student Programs/African American Cultural Center	4	20%	7.7%

# Summary

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Overall findings from this study were not surprising; however, the results provide administrators with some practical data to better tailor programs and services to the needs of students, parents, faculty and staff.

While recommendations are out of the purview of this report, a few key points have emerged that warrant further discussion and consideration.

- Students said that balance was one of their biggest concerns. This is not a surprise to most; however, it is a reality that must be managed. The students who identify themselves as “involved” are heavily involved. While this is a trend of the Millennial generation, they are saying and demonstrating that they are unable to manage the multiple areas and that the inability to find that balance is a critical issue they face. How can the university community facilitate learning in this area while still encouraging curricular and co-curricular excellence?
- Students who classified themselves as African American identified being a minority and the lack of diversity on campus as their most pressing issues. Their non-African American counterparts of color identified the cultural environment as an area of concern.
- The trend of the over-involvement of parents will continue; however, what can we do to address the “needs” of the parent while still encouraging and teaching students to take responsibility for their educational experience?

## Limitations

As with any study, there are limitations that are important to note. Convenience sampling was used in this study, and although the demographic data is comparable to the student population at large, results may not be representative to the general student population. Additionally, a qualitative methodology was utilized for certain aspects of the study. With all qualitative studies, the researcher is the instrument for data analysis and can pose potential biases. It is important to note that the assessment team employed strategies to ensure the rigor and reliability of the qualitative data; however, because the study had a qualitative component, this potential limitation must be reported.



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