



America's Brightest **ORANGE**

Oklahoma State University

University Assessment and Testing

2018 National Survey of Student Engagement

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Executive Summary

The National Survey of Student Engagement (NSSE) is a survey that is designed to collect information about college student participation in activities and program that is effectively linked with learning outcomes and personal development. The purpose of this survey was to examine the extent to which current Oklahoma State University (OSU) students were engaged in educationally purposeful activities. NSSE is administered and coordinated by the Indiana University Center for Post-Secondary Research and Planning. Oklahoma State University participates in the survey every three years. In 2018, NSSE was administered to 3,938 first year and 5,768 senior students (9,708 students in total). Out of this total, 496 first year and 946 senior student responded to the survey (1,442 participants in total), yielding a response rate of 12.6% for first year and 16.4% for senior students (14.5% in total).

Key Findings

Part I: Student Engagement – Analysis and comparison of OSU students (first-year and seniors) with Southwest public schools students among 10 indicators of student engagement.

- Both first year and senior students at OSU scored significantly higher on Student-Faculty Interaction and Quality of Interactions compared to students in Southwest public schools.

Part II: High Impact Practices (HIPs) – Analysis and comparison of OSU senior student participation in High Impact Practices with Southwest Public schools.

- OSU seniors who participated in two or more HIPs were higher compared to seniors of Southwest public schools and the NSSE 2017 & 2018 combined group.

Part III: Student Experiences

- OSU seniors perceived gaining highly in the following fields:
 - Thinking critically and analytically (83%)
 - Working effectively with others (72%)
 - Writing clearly and effectively (71%)
- First year (89%) and Senior (85%) students responded that their experience at OSU is “Excellent” or “Good”.

Part IV: Item Analysis

- Both first year and senior students reported higher quality of interactions with academic advisors compared to Southwest Public schools.

Part V: OSU Comparison with Previous NSSE Data (2015 and 2018)

- In 2018, first year students’ expectation of participating in an internship or field experience (83%) and study abroad (47%) has increased compared to students responses in 2015 (79% and 46%, respectively).
- Senior year students’ mean score in 2018 for quality of interaction (M=43.6) has increased slightly from 2015 (M=43.3). There is also an increase in percentage of students in 2018 who are participating in high impact practices for study-abroad (22%) and culminating senior experience (51%) compared to 2015 (19% and 49%, respectively).



Part VI: Qualitative Analysis

- Qualitative analysis was performed on open-ended responses. Student comments were coded into labels and grouped into four broad themes: Academic Experience, Personal Experience, Opportunities/Skill Development, and Campus Environment.

Conclusion

Oklahoma State University students reported high scores in a number of areas. This may reflect the worth of different initiatives on campus to support students such as the LASSO Center, changes to advising, or improvements to other support services. In order to improve OSU student scores on NSSE, it is recommended to collect a larger portion of students who participate in high-impacted practices. Participation in such experiences should be strongly encouraged or required where possible. Other strategies include incorporating more opportunities for class presentations, encouraging the use of technology to increase collaboration between students in large classes, and modifying the general education program to support increases in the level of academic challenge of the program and to use deep and rich curricula.

Due to the limits of the NSSE recruitment process, student suspicion of the survey's origin, and the lengthy NSSE instrument a lower than ideal response rate was obtained. In order to address this issue, University Assessment and Testing (UAT) will develop a new student engagement instrument for OSU students which will be further discussed with assessment and institutional committees and implemented into the general education cycle of assessment.

Sincerely,

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Background

Introduction

The National Survey of Student Engagement (NSSE) is a survey that is designed to collect information about college student participation in activities and programs that are effectively linked to learning outcomes and personal development. The purpose of this survey was to examine the extent to which current first-year and senior Oklahoma State University (OSU) students were engaged in educationally purposeful activities. The NSSE is part of a comprehensive general education assessment process at OSU. The survey contains approximately 108 items and items comprise three main concepts of survey: Engagement Indicators, High Impact Practices and Student Experience.

Data collection

The NSSE is administered and coordinated by the Indiana University Center for Post-Secondary Research and Planning. The NSSE has been administered several times at OSU in previous years: 2000, 2002, 2005, 2009, 2012, and 2015. The target population of the NSSE are first year and senior students. OSU characterizes the classification of first year students based on number of credit hours, regardless of whether or not the student is a “first-time” student. OSU defines “freshman” as 0-27 credit hours. The credit count does not include Advanced Placement credits or other college credits earned prior to completing high school. All students who are classified as senior are within 24 credit hours or less of graduation. The survey was administered online and students received a survey invitation and up to four reminders by email. In addition to email distribution, students’ unique survey link was posted in their student portal in OSU’s Learning Management System, Brightspace/D2L. The NSSE unit at Indiana University facilitated the data collection process and performed preliminary data analysis.

Response Rate

In 2018, NSSE was administered to 3,938 first year and 5,768 senior students (9,708 students in total). Out of this total, 496 first year and 946 senior student responded to the survey (1,442 participants in total), yielding a response rate of 12.6% for first year and 16.4% for senior students (14.5% in total). There is no significant difference in response rate from the previous NSSE administration in 2015, which produced an average response rate of approximately 15.0%. There may be several reasons for this relatively low response rate. One reason could be that no incentive was available to offer as additional motivation for students to participate in the survey. Since the survey was facilitated by an entity outside of Oklahoma State University, students could have been suspicious of its origin. One last reason could be that the NSSE instrument is quite long with around 100 items and result in survey fatigue, causing the respondents to exit the survey early. Results should be interpreted with caution.



Findings

Part I: Student Engagement

Student engagement represents two critical features of collegiate quality: the amount of time and effort students put into their studies and other educationally purposeful activities and how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60). The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Table 1 compares average scores on each engagement indicator between OSU students and students in Southwest Public Schools ($N=44$).

Table 1: Comparison of OSU First-Year and Senior Students with Southwest Public Schools

Theme	Engagement Indicators	First-year	Senior
<i>Academic Challenge</i>	Higher-Order Learning	▽	▽
	Reflective & Integrative Learning	▽	▽
	Learning Strategies	---	▽
	Quantitative Reasoning	---	---
<i>Learning with Peers</i>	Collaborative Learning	---	△
	Discussions with Diverse Others	---	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△
	Effective Teaching Practices	---	---
<i>Campus Environment</i>	Quality of Interactions	△	△
	Supportive Environment	△	---

Key:

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

Findings suggest that both first year and senior students at OSU scored significantly higher on *Student-Faculty Interaction* and *Quality of Interactions* compared to students in southwest public schools. Below are the key summary interpretations for each of the engagement indicator findings.



Academic Challenge:**First-Year Students**

OSU first-year students had significantly lower average scores on *High-Order Learning* and *Reflective and Integrative Learning* than Southwest public schools. There was no significant difference, on average, for *Learning Strategies* and *Quantitative Reasoning* compared to Southwest Public schools.

Seniors

OSU senior students had significantly lower average scores on *High Order Learning*, *Reflective and Integrative Learning* and *Learning Strategies* compared to students in Southwest Public schools. Average scores on *Quantitative Reasoning* was not significantly different compared to Southwest Public schools.

Learning with Peers:**First-Year Students**

OSU first year students did not differ significantly on both *Collaborative Learning* and *Discussion with Diverse Others* compared to Southwest Public schools.

Seniors

OSU senior students had significantly higher average scores on *Collaborative Learning* and significantly lower average scores on *Discussion with Diverse Other* compared to students in Southwest Public schools.

Experience with faculty:**First-Year Students**

OSU first year students had significantly higher average scores on *Student-Faculty Interaction* and no significant difference in average score in *Effective teaching Practices* compared to Southwest Public schools.

Seniors

OSU senior students had significantly higher average scores on *Student-Faculty Interaction* and no significant difference in average score in *Effective teaching Practices* compared to Southwest Public schools.



Campus Environment:

First-Year Students

OSU first year students had significantly higher average scores on *Quality of Interaction* and *Supportive Environment* compared to students in Southwest Public schools.

Seniors

OSU senior students had significantly higher average scores on *Quality of Interaction* and significantly lower average score on *Supportive Environment* compared to students in Southwest Public schools.

Part II: High Impact Practices (HIPs)

High Impact Practices (HIPs) represent enhancing educational experiences, which typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. Six HIPs are included (three for both first-year and seniors, and three for seniors only) in the NSSE. HIPs results are compared to Southwest Public schools (N=44), Carnegie Class (N=61), and NSSE 2017 & 2018 (N=943) and discussed below.

Table 2: List of High Impact Practices

High-Impact Practices
<ul style="list-style-type: none"> • Service-learning (course that included a community-based project) • Learning community (formal program where groups of student take two or more courses together) • Research with faculty • Internship or field experience • Study abroad • Culminating senior experience (capstone course, senior project or thesis, comprehensive, exam, portfolio, etc.)



First-year students

Figure 1 shows that the proportion of OSU first year students who participated in either one HIP or two or more HIPs were comparatively less than first-year students in each of the comparison groups.

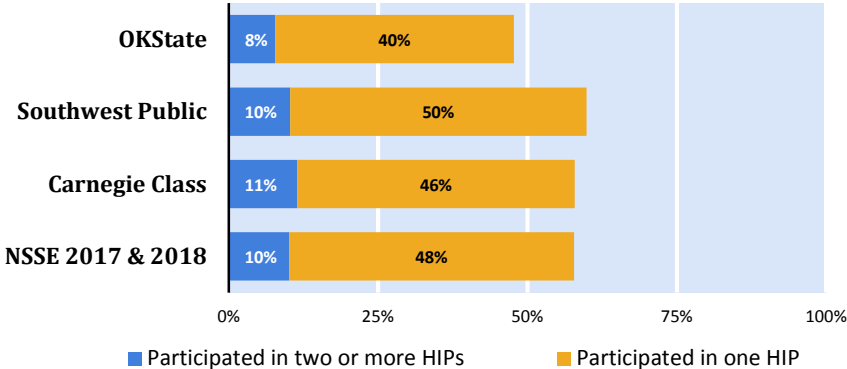


Figure 1: Comparison of First-Year Students in High-Impact Practices Across Groups

Seniors

Figure 2 shows the proportion of OSU seniors who participated in two or more HIPs was higher than seniors in Southwest Public schools, equal to NSSE 2017 & 2018 group, and less than Carnegie class. Additionally, the proportion of OSU senior students who took part in one HIP was higher than that of Carnegie class and NSSE 2017 & 2018, and had a lower proportion than Southwest Public schools. Overall, the total proportion of OSU seniors who participated in one or two or more HIPs is higher or equal to each of the comparison groups.

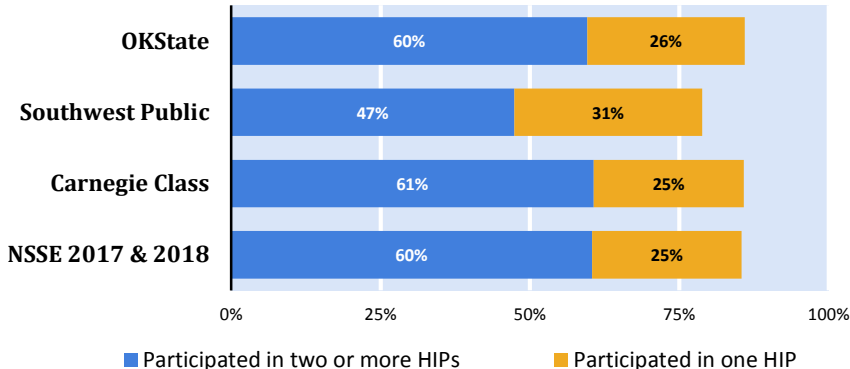


Figure 2: Comparison of Senior Students in High-Impact Practices Across Groups



Part III: Student Experiences

Students’ perception of their cognitive and affective development, as well as overall satisfaction with the institution, were evaluated. The findings are discussed in two parts: perceived gains among OSU seniors and satisfaction with OSU.

Perceived Gains among OSU Seniors

OSU seniors reported their experience at OSU contributed to their knowledge, skills and personal development in the 10 areas listed below. Figure 3 shows that OSU scored highest in the three areas of: thinking critically and analytically (83%), working effectively with others (72%), and analyzing numerical and statistical information (71%).

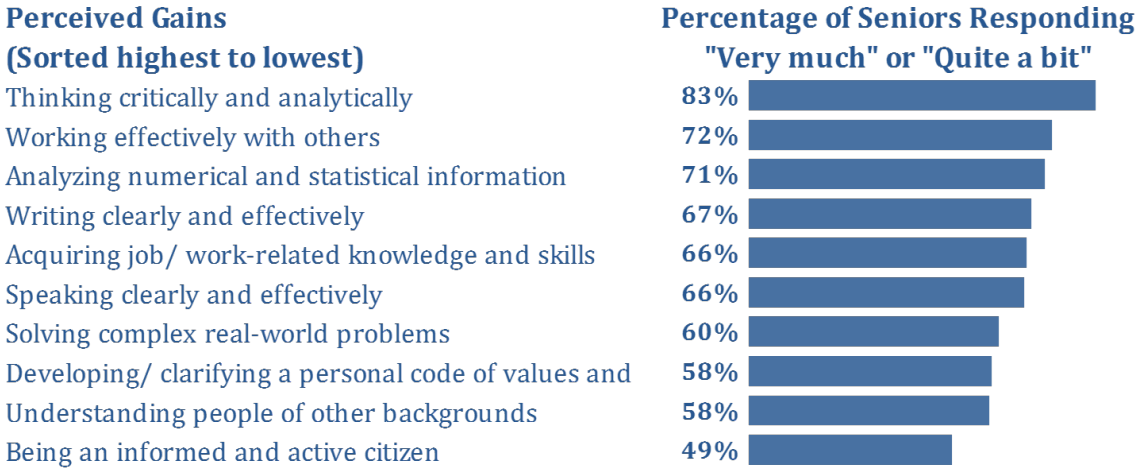


Figure 3: Perceived Gains Among OSU Seniors



Satisfaction with OSU

Both first year and senior students reported they were very satisfied with OSU. First year (89%) and Senior (85%) students responded that their experience at OSU was “Excellent” or “Good.” In comparison, students reported higher overall experience with OSU than Southwest Public schools (see Figure 4). Moreover, 90% of first year and 85% of seniors reported that they would “definitely” or “probably” attend OSU again (see Figure 5), which is also higher than that of Southwest Public schools.

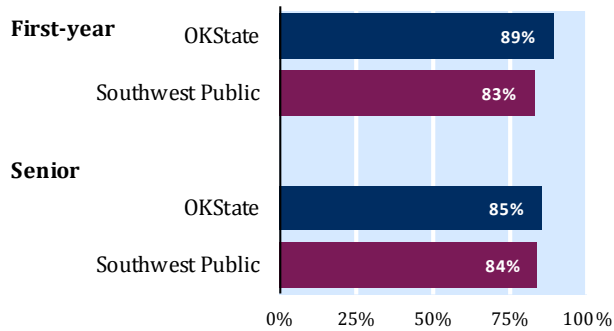


Figure 4: Percentage of Overall Experience as “Excellent” or “Good”

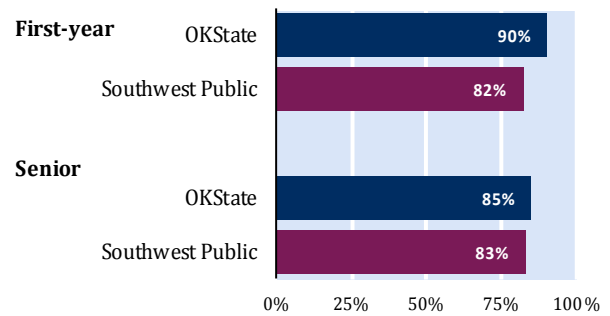


Figure 5: Percentage Who Would “Definitely” or “Probably” Attend This Institution Again

Part IV: Item analysis

Items forming 10 Engagement Indicators, six High Impact Practices (HIPs), and additional academic challenge items were analyzed. This section displays the five items where OSU first year and senior students scored the highest and five items where they scored lowest, relative to students in the comparison group of Southwest Public schools. Item Percentage Point Difference (PPD) with Southwest Public schools is provided.

First Year:

OSU students reported higher quality of interactions with academic advisors compared to Southwest Public schools. Alternatively, students reported that there are less OSU courses that include a community-based project compared to Southwest Public schools.

OSU First-Year Students’ Highest Performing Areas Relative to Southwest Public Schools

- Quality of interactions with academic advisors (PPD = +14)
- Institution emphasis on attending campus activities and event (PPD = +9)
- Institution emphasis on providing opportunities to be involved socially (PPD = +7)
- Quality of interactions with students (PPD = +7)
- Discussions with people with political views other than your own (PPD = +6)



OSU First-Year Students' Lowest Performing Areas Relative to Southwest Public Schools

- Learned something that changed the way you understand an issue or concept (PPD = -6)
- Tried to better understand someone else's views by imagining... his or her perspective (PPD = -6)
- Discussion with... People of a race or ethnicity other than your own (PPD = -7)
- Forming a new idea or understanding from various pieces of information (PPD = -8)
- About how many courses have included a community-based project (service-learning) (PPD = -13)

Seniors

More OSU senior students reported they have completed or plan to complete a culminating senior experience than Southwest Public schools. Like first year students OSU seniors also reported higher quality of interactions with academic advisors compared to Southwest Public schools. However, OSU seniors responded lower to the item, *forming a new ideas or understanding from various pieces of information*, compared to Southwest Public schools.

OSU Senior Year Students' Highest Performing Areas Relative to Southwest Public Schools

- Completed a culminating senior experience (HIP) (PPD = +19)
- Participated in an internship, co-op, field exp., student teach., clinical placement (HIP) (PPD = +14)
- Participated in study abroad program (PPD = +13)
- Worked with other students on course projects or assignments (PPD = +11)
- Quality of interactions with academic advisors (PPD = +9)

OSU Senior Year Students' Lowest Performing Areas Relative to Southwest Public Schools

- Summarized what you learned in class or from course materials (PPD = -10)
- Spent more than 10 hours per week on assigned reading (PPD = -10)
- Evaluating a point of view, decision, or information source (PPD = -10)
- Include diverse perspectives (...) in course discussions or assignments (PPD = -10)
- Forming a new idea or understanding from various pieces of information (PPD = -13)



Part V: OSU Comparison with Previous NSSE Data (2015 and 2018)

The tables below summarize the comparison of OSU NSSE survey results from 2015 and 2018. Table 3 presents the results of Engagement Indicators compared between first year and senior students and between NSSE survey year (2015 and 2018). Average scores are presented on a scale of 0 to. Likewise, Table 4 presents the results of student participation in High Impact Practices (HIPs) compared between first year and senior students and between NSSE survey year (2015 and 2018). The percentage difference in each category is calculated from 2015 to 2018. Negative results indicate that the average score or percentage decreased from 2015 to 2018. Based on the results in Table 3, senior students reported higher quality of interactions in 2018 than in 2015. Based on the results in Table 4, we can infer that first year students' expectation of participating in an internship or field experience and study abroad has increased from 2015 to 2018. Also, seniors reported a higher expectation of participating in study abroad and in a culminating senior experience in 2018 than in 2015.

Table 3: Engagement Indicator Results Compared by Student Classification and NSSE Survey Year

Engagement Indicators (converted to 60-point scale Never = 0; Sometimes = 20; Often = 40; Very often = 60)	First year students		Senior students		Average difference (2018 – 2015)	
	Average Scores		Average Scores		First Year	Senior
	2015 (\bar{x}_{2015})	2018 (\bar{x}_{2018})	2015 (\bar{y}_{2015})	2018 (\bar{y}_{2018})		
Academic Challenge						
<i>High-Order Learning</i>	38.2	35.3	39	35.7	-2.9	-3.3
<i>Reflective writing</i>	34.8	32.3	35.7	34.6	-2.5	-1.1
<i>Learning Strategies</i>	37.2	36	36.9	35.2	-1.2	-1.7
<i>Quantitative Reasoning</i>	30.1	26.6	31.9	28.4	-3.5	-3.5
Learning with Peers						
<i>Collaborative Learning</i>	34.1	33.5	34.9	34.4	-0.6	-0.5
<i>Discussion with Diverse Others</i>	41.4	39.3	40.4	39.3	-2.1	-1.1
Experience with Faculty						
<i>Student-Faculty Interaction</i>	22.9	22.1	23.9	23.9	-0.8	0.0
<i>Effective Teaching Practices</i>	38.1	37.2	38.2	37.8	-0.9	-0.4
Campus Environment						
<i>Quality of Interactions</i>	44.5	43.6	43.3	43.6	-0.9	0.3
<i>Supportive Environment</i>	41.4	37.7	33.1	31.7	-3.7	-1.4



Table 4: Percentage of Student Responses on High Impact Practices Results Compared by Student Classification and NSSE Survey Year

High Impact Practices (HIPs)	Item Responses	First-Year Students (FY)		Senior Students (SR)		Percentage difference (2018 – 2015)	
		2015 _{FY}	2018 _{FY}	2015 _{SR}	2018 _{SR}	First Year (2018 _{FY} – 2015 _{FY})	Senior (2018 _{SR} – 2015 _{SR})
<i>Service-Learning</i>	“Some,” “Most,” or “All” courses	43%	42%	52%	48%	-1%	-4%
<i>Learning Community</i>	“Done or in progress”	15%	8%	25%	22%	-7%	-3%
<i>Research with Faculty</i>	“Done or in progress”	9%	7%	25%	22%	-2%	-3%
<i>Internship/Field Experience</i>	FY: “Plan to do” SR: “Done or in progress”	79%	83%	54%	51%	4%	-3%
<i>Study Abroad</i>	FY: “Plan to do” SR: “Done or in progress”	46%	47%	19%	22%	1%	3%
<i>Culminating Senior Experience</i>	FY: “Plan to do” SR: “Done or in progress”	52%	51%	49%	51%	-1%	2%



Part VI: Qualitative Analysis

Of the 1,442 students who participated in NSEE 2018, 472 students (152 first-year and 320 senior) provided responses to the open-ended question: *Please describe the most significant learning experience you have had so far at this institution.* The comments were analyzed for thematic content and general direction (i.e. positive, negative or neutral). The following tables show the themes, label codes, description of labels, example comments, and corresponding frequencies and percentages. Table 5 includes the four themes: Academic Experience, Personal Experience, Opportunities/Skill Development, and Campus Environment). Table 6 includes a summary of the qualitative comments in terms of direction (positive, negative, or neutral).

Table 5: Summary of themes coded for the responses

Question: Please describe the most significant learning experience you have had so far at this institution.

Theme	#	%	Label	Description	#	%	Examples
Academic Experience	217	40.1%	Course Content	Learning experience, knowledge gain or outcome from the course (capstone project, homework)	112	51.6%	<ul style="list-style-type: none"> I feel that out of all of my classes, my career development class was the most practical in helping me connect the course work to applicable real life experiences. In general all my accounting classes have been very helpful in developing a good technical foundation.
			Faculty	Quality of advisement, guidance or support and process of teaching	88	40.6%	<ul style="list-style-type: none"> Being taught by a professor who is passionate about his work and displayed his passion through his teachings. How helpful professors really are if you just talk to them and ask them questions. I have experienced one-on-one instruction to assist me in finishing my portfolio. And a professor helping me do this by spending time outside of normal class/office hours.
			Research	Learning experiences related to research activities	17	7.8%	<ul style="list-style-type: none"> How real Science conducted, planning, data collection, writing, publishing etc, from actually doing it not just hearing about it. Researching as an undergraduate was the most interesting learning experience as I was able to do a project I was interested in and learn about the research process more than is possible through a class.



Theme	#	%	Label	Description	#	%	Examples
Personal Experience	111	20.5%	Personal Growth	Comments or issue on personal enhancement	58	52.3%	<ul style="list-style-type: none"> • Everything here at OSU has been a learning experience. Especially living on your own and having to work and do college without your parents there. • how i become more independent, responsible and the growth of my life as an adult in the world as i know it
			Life Lesson	Comments on learning significant values for life.	14	12.6%	<ul style="list-style-type: none"> • After my junior year I was kick out of the university. I had to work so hard with the appeals board to get back in. I believe that when I came back to school it taught me to work so much harder for what I had so I wouldn't lose it again. • it has taught me to be humble
			Adaptation	Experience of transformation to new environment	5	4.5%	<ul style="list-style-type: none"> • At this institution, I really learned how to break out of my shell in order to make new friends. • College is completely different from high school. The transition may be easy but with little social experience it was hard to adapt. Still learning how to manage time and do my work.
			Involvement	Comments or issue on involvement in different organization, club and community work	34	30.6%	<ul style="list-style-type: none"> • being a member of a Social Fraternity • I guess joining clubs. I have very little social skill and I've learned how to interact with people better this year from going to various events held by the clubs.



Theme	#	%	Label	Description	#	%	Examples
Opportunities/ Skill Development	76	14.0%	Skills	Comments on specific skill sets	31	40.8%	<ul style="list-style-type: none"> • Becoming a better writer through proper research and presentation skills. • I learned a lot about time management
			Study-Abroad	Comments on experience of opportunity related to study-abroad	13	17.1%	<ul style="list-style-type: none"> • Being able to study abroad. • My most significant learning experience was when I went to Japan for a study abroad class. It was interesting to see how different and similar their culture was, and how their culture impacted the type of engineering they focused on.
			Internship/Job	Comments or issues related to internship or job	12	15.8%	<ul style="list-style-type: none"> • Aside from my classes, participating in an internship or student teaching this semester. • I feel that my internship has been the most applicable learning experience while I was at OSU. My classes did an ok job at preparing me, but every situation and exercise was hypothetical. Once I hit the "real world" I learned very quickly how different it actually is.
			Teamwork/Group Study	Comments or issues related to working in groups	20	14.6%	<ul style="list-style-type: none"> • How to work in group settings with group member that you have no experience in. How to overcome their weaknesses without overpowering the group or doing all the work. • I have learned the importance of working in a group and the effects it can have on helping me to become a better student.



Theme	#	%	Label	Description	#	%	Examples
Campus Environment	137	25.3%	Diversity	Racial, gender, religious, and political issues and views	58	42.3%	<ul style="list-style-type: none"> As someone who lived in a less diverse country for the majority of their life, I really enjoy going around and learning about other peoples' cultural and ethnic backgrounds. Being in a major that is one of the most diverse on campus has made me realize my norms aren't the only ones that are acceptable. I have become more accepting and welcoming of all genders, races, ethnicities, etc.
			General OSU sentiment	Comments or issue on OSU as a whole.	65	47.4%	<ul style="list-style-type: none"> Honestly, just being at this institution in general has been a grand learning experience for me. I have learned that college isn't for smart people, it's for people that know how to make good grades. GPA doesn't determine someone's intelligence. There are plenty of people with 2.7 cumulative GPAs that have great work ethic outside of college.
			Resources/support	Comments on facilities or support system	14	10.2%	<ul style="list-style-type: none"> I would say that my most significant learning experience here at OSU, is that OSU is here to help you. OSU is not going to let you fail, they will go out of the way to take care of there students and prepare them for there future lives in the world. Everybody on the campus is there and going through the same things. Enjoy every bit of it! Every person is willing to help you out with anything.



Table 6: Summary of responses coded in terms of direction.

Theme	#	%	Label	Description	#	%	Examples
General Direction	489	100.0%	Neutral	Comments that have no direction or some have no meaning	80	16.4%	<ul style="list-style-type: none"> • Basically, I was just shown that there are more people out there than my tiny high school, and they are diverse, and a lot of them are smarter than me.
			Positive	Delighted and nice comments about their learning experience at OSU	346	70.8%	<ul style="list-style-type: none"> • A learning experience from this institution that I gain, is knowing that if I just ask for help, majority are willing to help or send me in the right direction. I struggle in a few of my classes therefore, I always look for help. Learning this gave me the confidence to ask for help. • During my Culture/ Diversity class we got to know everyone attending the class explain what culture we were from. It was a good learning experience.
			Negative	Critical comments, suggestions or issues	63	12.9%	<ul style="list-style-type: none"> • Coming to this school was probably the worst decision I have ever made in my 21 years of life • everyone is a product of their environment. to change this takes a sense of purpose, which is not something this institution has. if it is the goal of this institution to create an environment welcoming to all, then the leadership should reflect the students - using the relevant demographic data.



Recommendations and Discussion

Both first-year and seniors reported lower levels of academic challenge in *high-order learning* and *reflective and integrative learning* indicators compared to the Southwest Public schools. The academic challenge area was also a concern for seniors in 2015 and 2009 (scoring lower than aspirational indicating less competitiveness than peer institutions). One strategy for addressing the perceived low level of academic challenge is to collect a larger portion of students who participate in high-impacted practices (<http://www.aacu.org/leap/hip.cfm>). High impact practices include experiences in undergraduate research, learning communities, service learning, writing-intensive courses, and capstone courses and projects. Participation in such experiences should be strongly encouraged or required where possible. Other strategies include incorporating more opportunities for class presentations, encouraging the use of technology to increase collaboration between students in large classes, and modifying the general education program to support increases in the level of academic challenge of the program and to use deep and rich curricula.

Both first year and senior students reported significantly high scores in *student-faculty interaction* and *quality of interaction* indicators. This may reflect the worth of different initiatives on campus to support students such as the LASSO Center, changes to advising, or improvements to other support services.

Finally, future administrations of the NSSE must take additional steps to ensure a better response rate. However, NSSE has limits on what recruitment procedures are permitted. This, coupled with student suspicion of the survey's origin and the lengthy NSSE instrument, has resulted in University Assessment and Testing (UAT) exploring alternative strategies. UAT is in the process of developing a new student engagement instrument for OSU students which will be further discussed with the Committee for the Assessment of General Education (CAGE) and other assessment and institutional committees. The new instrument is planned to be pilot tested in the 2021 general education cycle.

