

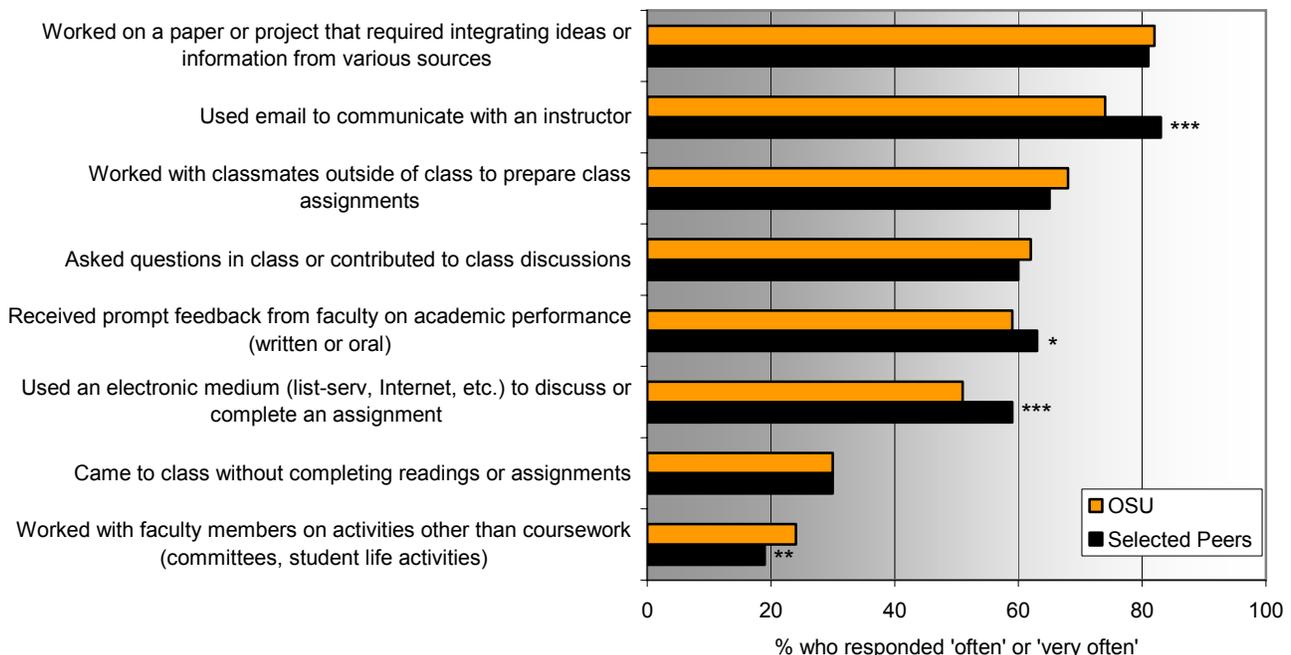
The National Survey of Student Engagement (NSSE) assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development. A key purpose of NSSE is to provide data to universities for improving undergraduate education and to refocus conversations about undergraduate quality to what matters most. NSSE is administered by the Indiana University Center for Postsecondary Research.

In February 2005, a random sample of 4,341 OSU freshmen and seniors were invited to participate in the NSSE, and 1,639 students completed the survey (38% response rate). This summary shows selected results, with comparisons of responses from OSU, 13 selected peer institutions, and 52 other doctoral / research-extensive institutions (see list on page 6). Sample sizes were 797 first year students and 842 seniors from OSU, 1,680 first year students and 1,730 seniors from 13 selected peer institutions, and 6,654 first year students and 6,598 seniors from 52 other doctoral / research-extensive institutions. Responses to survey items with larger mean differences than would be expected by chance alone are noted with one, two, or three asterisks (*), referring to three significance levels (.05, .01, and .001).

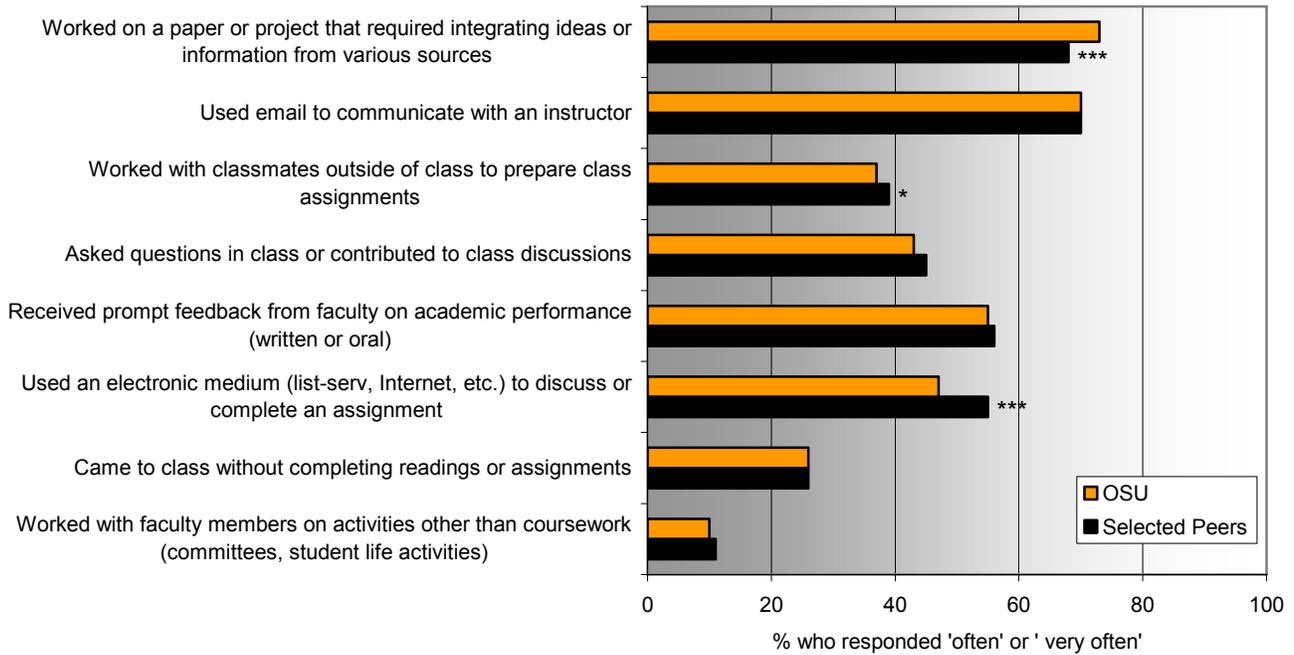
Academic and Intellectual Experiences

Seniors and first time students were asked how often they participated in various academic or intellectual activities during the current school year. Responses were given on a 4-point scale ranging from 'never' to 'very often.' The following graphs show the percent of seniors and first year students who responded 'often' or 'very often.'

Frequent Academic Activities - Seniors

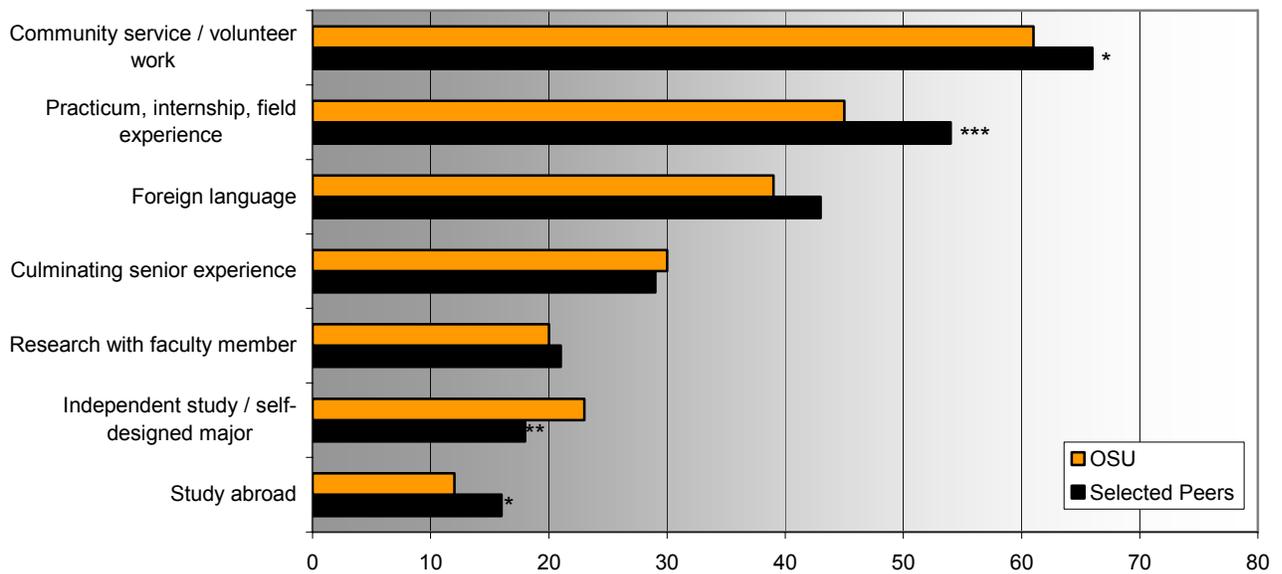


Frequent Academic Activities - First-Year Students



Enriching Educational Experiences

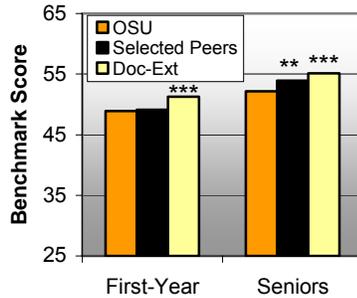
The following graph shows the percent of seniors who indicated they had participated in these experiences before graduating.



Benchmark Comparisons – Effective Educational Practices

The NSSE National Benchmarks of Effective Educational Practice focus on five clusters of activities that research studies show are linked to desired college outcomes. They are: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment.

Level of Academic Challenge



For first-year students, OSU's 'Level of Academic Challenge' benchmark score is similar to score of Selected Peer institutions, but significantly lower than Doctoral Extensive institutions.

For seniors, OSU's benchmark score is significantly lower than the score of Selected Peers and Doctoral Extensive institutions.

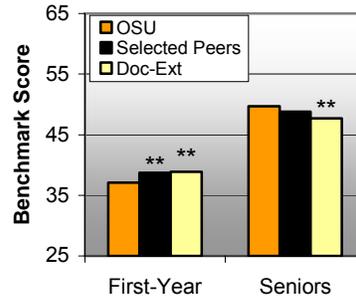
Benchmark description

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Examples of activities and conditions included:

- Preparing for class
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between five and 19 pages; and number of written papers or reports of fewer than five pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Working harder than you thought you could to meet an instructor's standards or expectations

Active and Collaborative Learning



For first-year students, OSU's 'Active and Collaborative Learning' benchmark score is significantly lower than the score of both Selected Peers and Doctoral Extensive institutions.

For seniors, OSU's benchmark score is similar to that of Selected Peers, and significantly higher than that of Doctoral Extensive institutions.

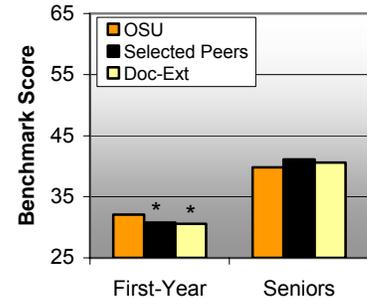
Benchmark description

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Examples of activities and conditions included:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interactions



For first-year students, OSU's 'Student-Faculty Interactions' benchmark score is significantly higher than scores of both Selected Peers and Doctoral Extensive institutions.

For seniors, OSU's benchmark score is similar to scores of both Selected Peers and Doctoral Extensive institutions.

Benchmark description

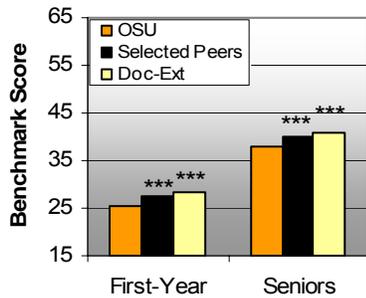
Students learn first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Examples of activities and conditions included:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

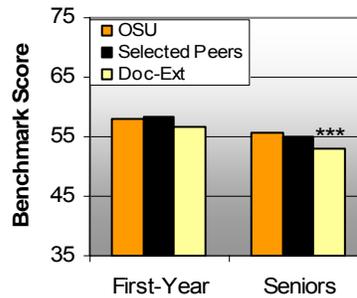
Benchmark Comparisons (continued)

Enriching Educational Experiences



For first-year students and seniors, OSU's 'Enriching Educational Experiences' benchmark score is significantly lower when compared to scores of both comparison groups.

Supportive Campus Environment



For first-year students, OSU's 'Supportive Campus Environment' benchmark score is similar to the scores of Selected Peers and Doctoral Extensive institutions. **For seniors,** OSU's benchmark score is similar to that of

Selected Peers, but significantly higher than that of Doctoral Extensive institutions.

Benchmark description

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Examples of activities and conditions included:

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Benchmark description

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Examples of activities and conditions included:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Adjusting the Benchmark Scores for Comparison Year-to-Year

In 2004, changes were made in the process for calculating the NSSE benchmarks of effective educational practice.

Benchmark Recalculation – Oklahoma State University – NSSE 2002 and 2005

Benchmark	Class	NSSE 2002	NSSE 2005
Level of Academic Challenge	FY	52	49
	SR	51	52
Active and Collaborative Learning	FY	38	37
	SR	44	50
Student-Faculty Interaction	FY	38	37
	SR	40	44
Supportive Campus Environment	FY	61	58
	SR	54	56

Note: Due to changes in the response set for survey items that comprise the Enriching Educational Experiences benchmark, it is not possible to compare results to earlier years, hence its omission from the above table.

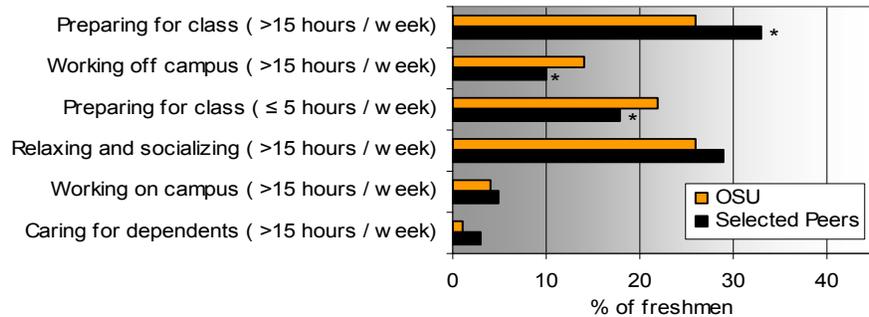
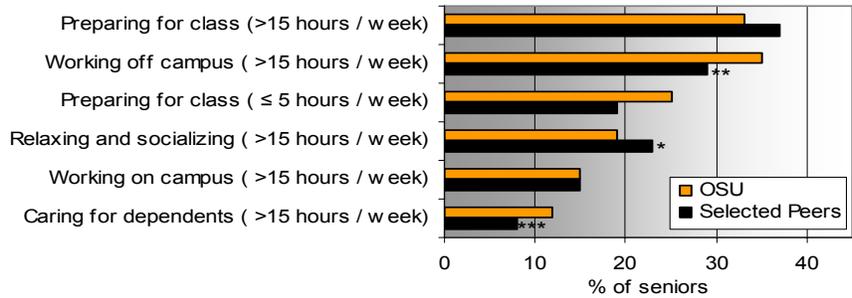
How do students spend their time?

Studying: In preparation for class (studying, reading, writing, doing homework or lab work, etc.), OSU seniors preparation was similar to peer institutions while OSU freshmen preparation was significantly less.

Working On / Off Campus: The amount of time working *on campus* was similar for both OSU seniors and OSU freshmen in comparison to peer institutions. However, the amount of time working *off campus* was significantly more for both OSU seniors and OSU freshmen when compared to peer institutions.

Caring for Dependents: OSU freshmen provided significantly more care for dependents living with them compared to peer institutions, and the amount of time for OSU seniors was similar to peer institutions.

Relaxing & Socializing: OSU freshmen spent significantly less time relaxing and socializing compared to peer institutions, but the amount of time was similar for OSU seniors and peer institutions.



Reading and Writing Assignments

	OSU	Peers
Percent of seniors who indicated they had 'five or more' of the indicated assignments in courses during the current year:		
Assigned textbooks, books or book-length reading packs	61%	70%***
Written papers or reports fewer than 5 pages in length	60%	65%**
Written papers or reports between 5 and 19 pages in length	36%	43%***

Coursework Emphasis

	OSU	Peers
Percent of seniors who indicated their coursework during the current year emphasized these mental activities 'quite a bit' or 'very much:'		
Analyzing basic elements of an idea, experience or theory	80%	83%
Applying theories, concepts to practical problems or new solutions	74%	77%
Synthesizing, organizing ideas, information, experiences	66%	68%
Memorizing facts, ideas or methods	67%	65%
Making judgments about the value of information	62%	66%

Academic Advising

Sixty-eight percent of OSU seniors and 79% of OSU freshmen rated their academic advising as 'good' or 'excellent;' overall, OSU students rated their advising significantly higher than students at other doctoral institutions.

Diversity-Related Experiences

Following are responses to several survey items related to students' experiences with diversity.

Academic and Intellectual Experiences

	First Year			Seniors			
	OSU	Peers	Doc.	OSU	Peers	Doc.	
Percent of students who responded 'often' or 'very often.'	Tried to better understand someone else's views by imagining how an issue looks from his / her perspective	60%	57%	61%	65%	62%	64%
	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	56%	57%	61%*	59%	58%	58%
	Included diverse perspectives (different races, religions, beliefs, etc.) in class discussions or writing assignments	56%	53%	59%	47%	51%	56%***
	Had serious conversations with students of a different race or ethnicity than your own	44%	48%	54%***	53%	51%	56%*

Diversity in the Institutional Environment

	First Year			Seniors			
	OSU	Peers	Doc.	OSU	Peers	Doc.	
Percent of students who responded 'quite a bit' or 'very much.'	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds	45%	48%	52%**	47%	46%	51%*
	To what extent does your institution emphasize the encouragement of contact among students from different economic, social, and racial or ethnic backgrounds	45%	48%	50%**	39%	38%	40%

Selected Peer Institutions in OSU's comparison group:

Clemson University	Texas A&M University	University of Kentucky
Colorado State University	Texas Tech University	University of Maryland-College Park
Iowa State University	University of Tennessee	University of Nevada-Reno
Mississippi State University	University of Arkansas	
Oregon State University	University of Georgia	

Doctoral / Research-Extensive Institutions in OSU's comparison group:

Brigham Young University	Northeastern University	University of Delaware	University of North Texas
Case Western Reserve University	Ohio University	University of Denver	University of Rhode Island
Catholic University of America	Oregon State University	University of Georgia	University of South Carolina-Columbia
Clemson University	Rutgers University – New Brunswick	University of Hawaii at Manoa	University of South Florida
Colorado State University	Saint Louis University	University of Idaho	University of Southern Mississippi
Florida State University	Temple University	University of Illinois at Chicago	University of Tennessee, The
Georgia Institute of Technology	Texas A&M University	University of Kentucky	University of Texas at Arlington, The
Georgia State University	Texas Tech University	University of Louisville	University of Texas at Austin, The
Indiana University – Bloomington	University of Alabama	University of Maryland – Baltimore County	University of Vermont
Iowa State University	University of Arkansas	University of Maryland College Park	University of Virginia
Kent State University	University of California-Davis	University of Massachusetts-Amherst	University of Washington-Seattle Campus
Loyola University Chicago	University of Cincinnati	University of Nevada-Reno	University of Wyoming
Mississippi State University	University of Connecticut	University of North Carolina at Chapel Hill	Wayne State University

The information in this brochure is reproduced from the NSSE 2005 Annual Report and the OSU NSSE Institutional Reports. More information about the NSSE or the statistical development of the benchmark scores is available at <http://nsse.iub.edu>. For more information about OSU's participation in the NSSE, copies of the full OSU report (including college-level summaries), or additional copies of this summary, contact the Office of University Assessment and Testing (405-744-6687, pam.bowers@okstate.edu).