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. The survey is supported by grants from the Pew Charitable Trusts and the Lumina Foundation for Education and is co-sponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning. 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.

A total of 3,000 randomly selected OSU freshmen and seniors were invited to participate in the NSSE during spring semester 2002, and 622 students completed the survey, resulting in a 21% response rate. This summary shows selected survey results from OSU and comparative data from 48 other doctoral/research institutions (indicated as ‘doctoral’ on graphs). The sample size for OSU was 323 first year students and 299 seniors, compared with 8,002 first year students and 7,540 seniors from 48 other doctoral/research institutions. 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 graphs below show the percent of seniors and first year students who responded ‘often’ or ‘very often’.

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**Frequent Academic Activities - Seniors**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Doctoral</th>
<th>OSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed ideas from your reading or classes with faculty outside of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Worked on a paper or project that required integrating ideas or information from various sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare class assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Asked questions in class or contributed to class discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Worked with faculty members on activities other than coursework (committees, student life activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Came to class without completing readings or assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*** Used an electronic medium (list-serv, Internet, etc.) to discuss or complete an assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*** Used email to communicate with an instructor</td>
<td></td>
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</tr>
</tbody>
</table>

% who responded ‘often’ or ‘very often’
How do OSU students spend their time?

**Studying.** 40% of seniors and 33% of freshmen said they spend 15 hrs or more a week preparing for class. 22% of seniors and 20% of freshmen said they spend 5 hours or less a week preparing for class.

**Working On Campus:** 18% of seniors and 6% of freshmen said they spend more than 15 hours a week working for pay on campus. **Working Off Campus:** 29% of seniors and 10% of freshmen said they spend more than 15 hours a week working for pay off campus.

**Caring for Dependents.** 17% of seniors and 1% of freshmen spend 15 or more hours a week caring for dependents living with them.

**Relaxing & Socializing.** 29% of seniors and 36% of freshmen said they spend more than 15 hrs relaxing and socializing.

**Reading and Writing**

Percent of seniors who indicated ‘five or more’ on these items related to writing and reading assignments.
**Coursework Emphasis**

Percent of seniors who indicated their coursework emphasized these mental activities ‘quite a bit’ or ‘very much’.

**Academic Advising**

88% of OSU seniors and 86% 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.

**Quality of Relationships**

OSU seniors and freshmen rated their relationships with other students, faculty members, and administrative and support staff as ‘friendly, supportive, and helpful’; overall, OSU students gave significantly higher ratings for quality of relationships than students at other doctoral institutions.

**Enriching Educational Experiences**

Percent of seniors who indicated they had participated or would participate in these experiences before graduating.

**Other doctoral / research institutions in the ‘doctoral’ comparison group:**

- American University
- Auburn University
- Brigham Young University
- Case Western Reserve University
- Catholic University of America, The
- Colorado State University
- Indiana University Bloomington
- Iowa State University
- Loyola University Chicago
- Ohio State University, The
- Ohio University
- Old Dominion University
- Oregon State University
- Pennsylvania State University
- Saint Louis University
- State University of New York at Binghamton
- Syracuse University
- Temple University
- Texas A&M University
- Texas Tech University
- University of Alabama at Birmingham
- University of Alabama, The
- University of Cincinnati
- University of Colorado at Boulder
- University of Connecticut
- University of Hawaii at Manoa
- University of Illinois at Urbana-Champaign
- University of Maryland College Park
- University of Massachusetts
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- University of New Mexico
- University of New Mexico
- University of Oklahoma, The
- University of Pittsburgh, Pittsburgh Campus
- University of Rhode Island
- University of Tennessee, Knoxville
- University of Texas at Arlington, The
- University of Texas at Austin, The
- University of Toledo, The
- University of Vermont, The
- University of Virginia
- University of Washington
- University of Wisconsin-Milwaukee
- Virginia Commonwealth University
- Washington State University
- Wayne State University
- Western Michigan University
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 other institutions. OSU is ranked between the 50th and 60th percentiles on this benchmark compared to similar institutions.

**For seniors**, OSU’s benchmark score is lower than the score for other institutions. OSU is ranked between the 0th and 10th percentiles on this benchmark compared to similar institutions.

**Activities and conditions included in this benchmark:**
- Preparing for class
- Worked harder than you thought you could to meet an instructor’s expectations
- Number of assigned textbooks, books, readings
- Number of written papers
- Coursework emphasizes analyzing ideas, synthesizing/organizing ideas, making judgments about information, applying concepts to practical problems/new situations
- Campus environment emphasizes spending significant amounts of time studying and on academic work

### Active and Collaborative Learning

**For first-year students**, OSU’s ‘Active and Collaborative Learning’ benchmark score is slightly higher than other institutions. OSU is ranked between the 60th and 70th percentiles on this benchmark compared to similar institutions.

**For seniors**, OSU’s benchmark score is slightly lower than for other institutions. OSU is ranked between the 20th and 30th percentiles on this benchmark compared to similar institutions.

**Activities and conditions included in this benchmark:**
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked w/ other students on projects during class
- Worked w/ classmates outside of class to prepare assignments
- Tutored other students
- Participated in a community-based project as part of a course
- Discussed ideas from your reading or classes w/ 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 higher than other institutions. OSU is ranked between the 70th and 80th percentiles on this benchmark compared to similar institutions.

**For seniors**, OSU’s benchmark score is slightly lower than for other doctoral institutions. OSU is ranked between the 30th and 40th percentiles on this benchmark compared to similar institutions.

**Activities and conditions included in this benchmark:**
- Discussed grades or assignments w/ an instructor
- Talked about career plans w/ faculty member or advisor
- Discussed ideas from your reading or classes w/ faculty members outside of class
- Worked w/ faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance
- Worked w/ a faculty member on a research project
For first-year students and seniors, OSU’s ‘Enriching Educational Experiences’ benchmark scores are lower than other doctoral institutions. For freshmen and seniors, OSU is ranked between the 10th and 20th percentiles on this benchmark compared to other doctoral institutions.

Activities and conditions included in this benchmark:
- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participating in internships/field experiences, community service/volunteer work, learning communities, foreign language coursework, study abroad, independent study, culminating senior experience, co-curricular activities

For first-year students and seniors, OSU’s ‘Supportive Campus Environment’ benchmark scores are higher than other institutions. For freshmen, OSU is ranked between the 90th and 100th percentiles on this benchmark compared to similar institutions. For seniors, OSU is ranked between the 60th and 70th percentiles compared to other doctoral institutions.

Activities and conditions included in this benchmark:
- Asked questions in class or contributed to class discussions
- Campus environment provides support you need to help you succeed academically, campus environment helps you cope with your non-academic responsibilities (work family, etc.)
- Quality of relationships w/ other students
- Quality of relationships w/ faculty members
- Quality of relationships w/ administrative personnel and offices

“As an educator, it's an embarrassment that we can tell people almost anything about education except how well students are learning” Patrick M. Callan, president of the National Center for Public Policy and Higher Education

“The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.” Pascarella & Terenzini, “How College Affects Students”

“NSSE findings help campuses explore the connections between their expectations for student achievement and what students actually experience. The survey results also encourage faculty to delve into the research on campus practices that support – or frustrate – liberal education.”

Carol Geary Schnieder, President, Association of American Colleges and Universities
Adjusting the benchmark scores for the types of students at our institution

NSSE provides OSU with ‘predicted’ benchmark scores that are statistically adjusted for the types of students that attend our institution and other institutional characteristics. These adjusted scores allow us to evaluate whether we are doing better or worse than expected given our student and institutional characteristics.

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th></th>
<th>Seniors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actual</td>
<td>Predicted</td>
<td>Actual</td>
<td>Predicted</td>
</tr>
<tr>
<td>Level of Academic Challenge</td>
<td>51.5</td>
<td>49.7</td>
<td>50.4</td>
<td>53.5</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>38.3</td>
<td>37.7</td>
<td>44.3</td>
<td>47.4</td>
</tr>
<tr>
<td>Student-Faculty Interactions</td>
<td>35.7</td>
<td>34.0</td>
<td>37.4</td>
<td>41.0</td>
</tr>
<tr>
<td>Enriching Educational Experiences</td>
<td>51.2</td>
<td>57.0</td>
<td>42.4</td>
<td>47.2</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>60.7</td>
<td>57.4</td>
<td>53.5</td>
<td>54.2</td>
</tr>
</tbody>
</table>

For first-year students, OSU’s actual benchmark scores are generally higher than the predicted scores, indicating that our institution is doing better than expected with first year students given our student and institutional characteristics. For seniors, OSU’s actual benchmark scores are lower than the predicted scores, indicating that our institution is not doing as well as expected in these educational areas given our student and institutional characteristics.

Using the NSSE Results

NSSE is only one source of information about the student experience, but it provides a unique way of looking at college performance as well as valuable comparative and benchmark data that focuses on educational practices. Now that OSU has two years of NSSE data (2000 and 2002 - with very similar results in both years), we need to consider how to effectively respond to the findings. These are some of the questions we will need to address as we shift from considering the NSSE findings to acting on them:

- How will we use these results to target areas for improvement and modify programs and policies accordingly?
- How should we communicate NSSE results to key audiences?
- How do we integrate these findings into strategic planning at the institution-, college-, and unit-levels?
- During our 2005 re-accreditation review with the HLC/NCA, how will we demonstrate that we used these survey results for institutional improvement?