



National Survey of Student Engagement

The College Student Report

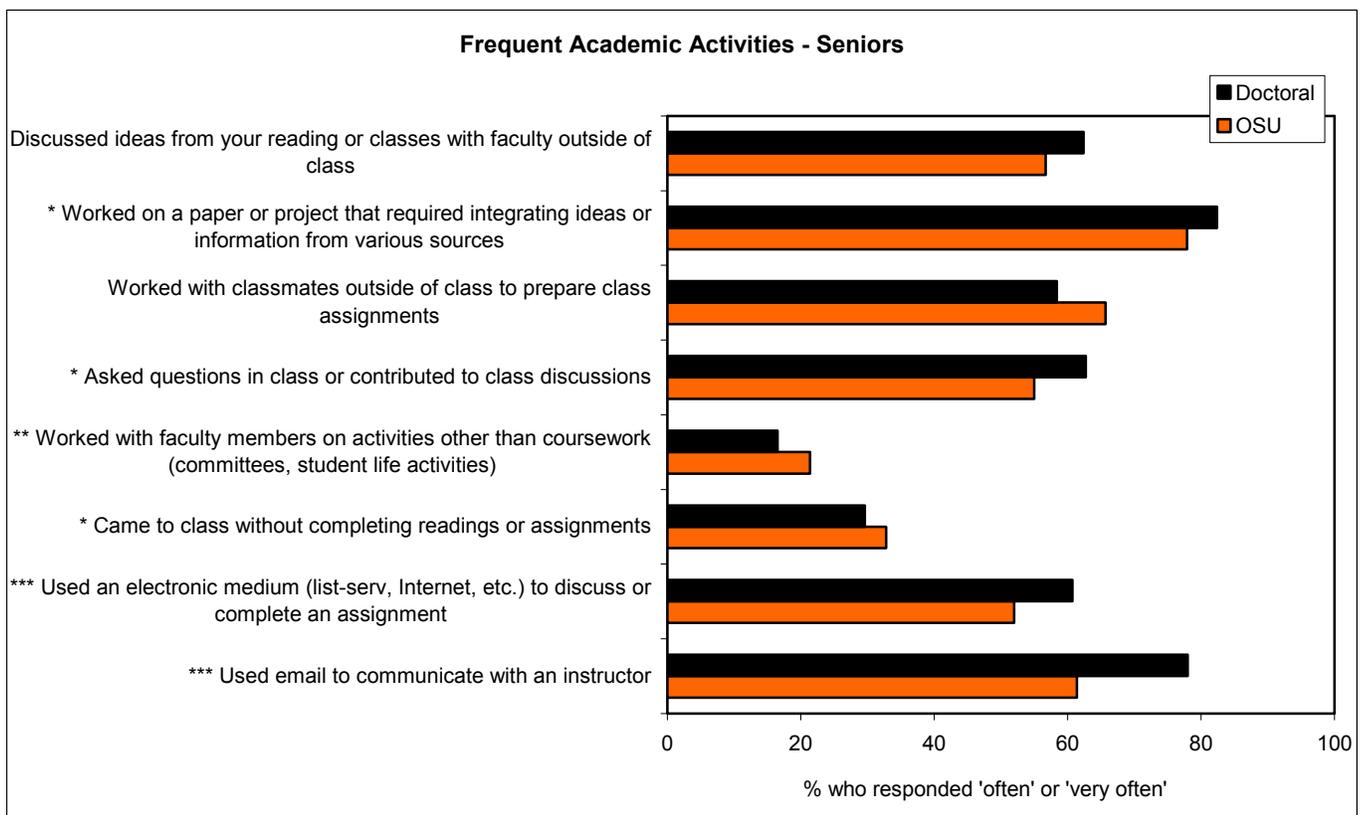
OSU Results from the 2022 National Survey of Student Engagement

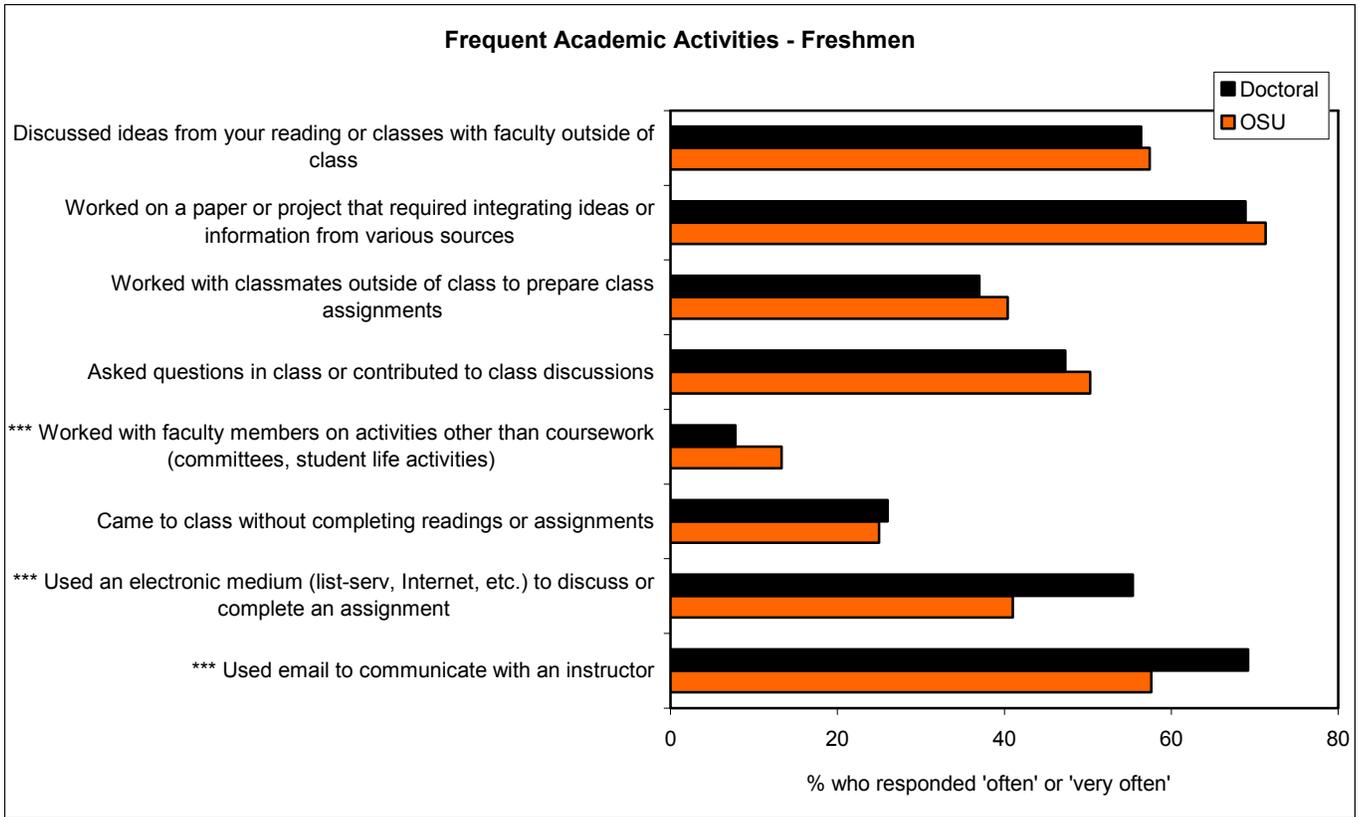
The National Survey of Student Engagement (NSSE) assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development. The survey is supported by grants from the Pew Charitable Trusts and the Lumina Foundation for Education 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'.





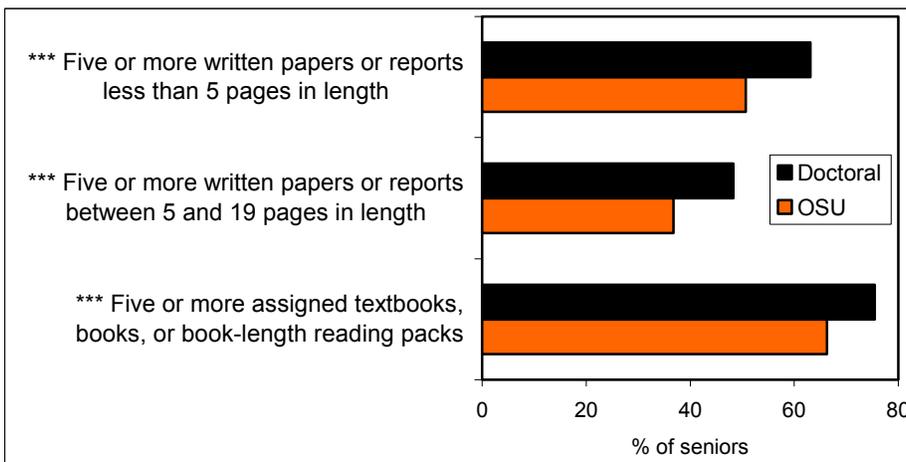
How do OSU students spend their time?

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.

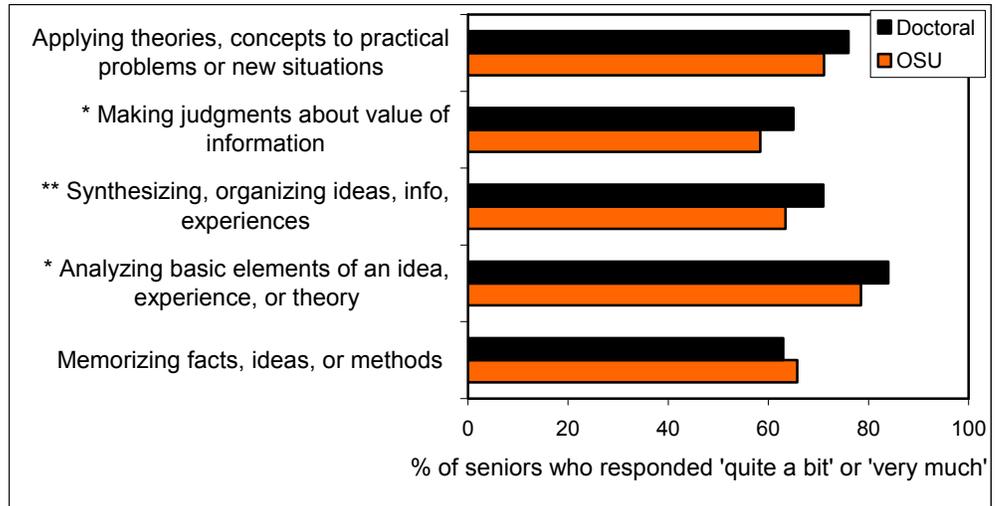


Reading and Writing

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'.

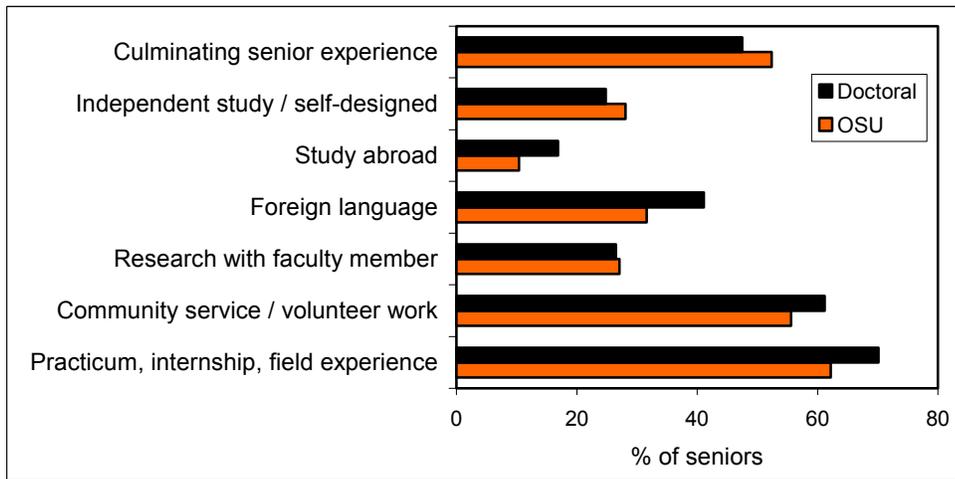


Academic Advising

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.

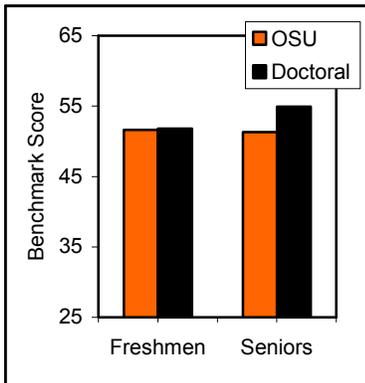
Other doctoral / research institutions in the 'doctoral' comparison group:

- | | | |
|--|--|---|
| American University | Syracuse University | University of Oklahoma, The |
| Auburn University | Temple University | University of Pittsburgh, Pittsburgh Campus |
| Brigham Young University | Texas A&M University | University of Rhode Island |
| Case Western Reserve University | Texas Tech University | University of Tennessee, Knoxville |
| Catholic University of America, The | University of Alabama at Birmingham | University of Texas at Arlington, The |
| Colorado State University | University of Alabama, The | University of Texas at Austin, The |
| Indiana University Bloomington | University of Cincinnati | University of Toledo, The |
| Iowa State University | University of Colorado at Boulder | University of Vermont, The |
| Loyola University Chicago | University of Connecticut | University of Virginia |
| Ohio State University, The | University of Hawaii at Manoa | University of Washington |
| Ohio University | University of Illinois at Urbana-Champaign | University of Wisconsin-Milwaukee |
| Old Dominion University | University of Maryland College Park | University of Wyoming |
| Oregon State University | University of Massachusetts | Virginia Commonwealth University |
| Pennsylvania State University | University of Missouri-Columbia | Washington State University |
| Saint Louis University | University of Nebraska-Lincoln | Wayne State University |
| State University of New York at Binghamton | University of New Mexico | 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



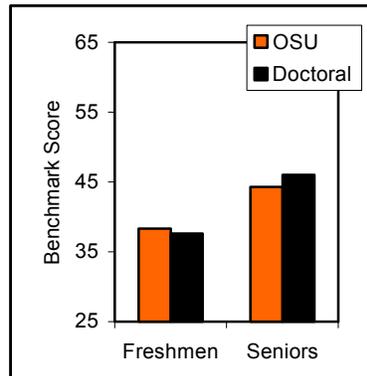
For first-year students, OSU's 'Level of Academic Challenge' benchmark score is similar to other institutions. OSU is ranked between the 50th and 60th percentiles on this benchmark compared to similar institutions.

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



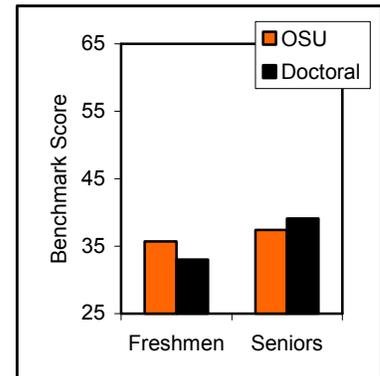
For first-year students, OSU's 'Active and Collaborative Learning' benchmark score is slightly higher than other institutions. OSU is ranked between the 60th and 70th percentiles on this benchmark compared to similar institutions.

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.

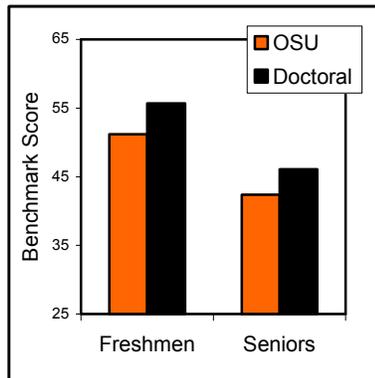
For seniors, OSU's benchmark score is slightly lower than for other doctoral institutions. OSU is ranked between the 30th and 40th percentiles on this benchmark compared to similar institutions.

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

Benchmark Comparisons (continued)

Enriching Educational Experiences

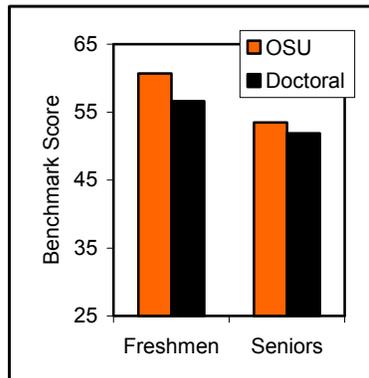


For first-year students and seniors, OSU's 'Enriching Educational Experiences' benchmark scores are lower than other doctoral institutions. For freshmen and seniors, OSU is ranked between the 10th and 20th percentiles on this benchmark compared to other doctoral institutions.

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

Supportive Campus Environment



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 Schneider, 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.

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

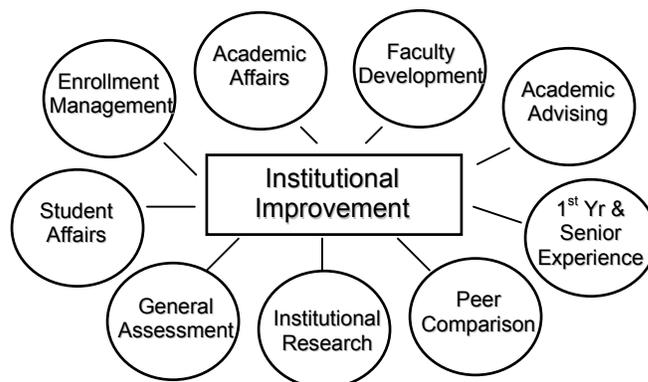
For first-year students, OSU’s actual benchmark scores are generally higher than the predicted scores, indicating that our institution is doing better than expected with first year students given our student and institutional characteristics.

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?



This information is reproduced from the NSSE 2002 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://www.indiana.edu/nsse/>. 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 (744-6687, wallinj@okstate.edu).