



*America's Brightest **ORANGE***

OKLAHOMA STATE UNIVERSITY

University Assessment and Testing

2012 National Survey of Student Engagement

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Overview

Survey Purpose

The purpose of this survey was to examine the extent to which current Oklahoma State University (OSU) students were engaged in educationally purposeful activities. The National Survey of Student Engagement (NSSE) is a survey that gathers data on the “behaviors by students and institutions that are associated with desired outcomes of college” (<http://nsse.iub.edu/html/about.cfm>).

Benchmark Descriptions

The NSSE benchmarks represent an index of responses to several NSSE questions. The benchmarks serve to summarize students’ responses on a range of questions that are all related to the same broad topic. NSSE provided results for the institutional comparisons with the comparison groups described below and multi-year reports comparing OSU’s scores in 2012 with its scores in 2002, 2005, and 2009. The five benchmarks are Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. A graphical summary of the benchmark results compared to other institutions is shown in Table 5 followed by written descriptions.

Comparison Groups

The Assessment and Academic Improvement Council (AAIC) identified three groups of institutions to provide comparisons for OSU’s NSSE results. AAIC examined the complete list of institutions that participated in the 2012 NSSE and identified institutions that were considered to be aspirational, those that were considered to be less competitive, and those that were considered to be similar (peers). The institutions in the comparison groups are shown in Table 1.

Sample Characteristics

The overall response rate on this survey was 15% (13% for first year students and 17% for seniors). This was substantially lower than the response rate at similar institutions. Although the response rate is low, since the entire first year and senior populations were sampled, the absolute number of responses was large (485 responses from first year students and 917 responses from seniors). Most participants were female (first-year = 68%, seniors = 57%), full-time (first-year = 95%, seniors = 83%), and white (first-year = 76%, seniors = 74%). See Table 2 for a detailed description of the demographic characteristics.



A student works on a project in a campus lab.

Table 1. Selected Comparison Groups

	Institution	City	State
Peer Institutions	Colorado State University	Fort Collins	CO
	George Mason University	Fairfax	VA
	Texas Tech University	Lubbock	TX
	University of Louisville	Louisville	KY
	University of Missouri-Columbia	Columbia	MO
	University of Oregon	Eugene	OR
	Washington State University	Pullman	WA
Less Competitive	Boise State University	Boise	ID
	California State University – Dominguez Hills	Carson	CA
	East Carolina University	Greenville	NC
	Indiana University – Purdue University Fort Wayne	Fort Wayne	IN
	Missouri State University	Springfield	MO
	Northern Illinois University	Dekalb	IL
	Southern Illinois University – Carbondale	Carbondale	IL
	University of Mississippi	Oxford	MS
	University of Texas at Arlington	Arlington	TX
	University of Texas at San Antonio	San Antonio	TX
	Western Kentucky University	Bowling Green	KY
Aspirational Institutions	Auburn University	Auburn	AL
	Clemson University	Clemson	SC
	Indiana University	Bloomington	IN
	Rutgers University	New Brunswick	NJ
	University of Arizona	Tucson	AZ
	University of Illinois at Urbana-Champaign	Urbana	IL
	University of Kentucky	Lexington	KY
	University of Michigan-Ann Arbor	Ann Arbor	MI
	University of South Carolina	Columbia	SC
	SUNY-Buffalo State College	Buffalo	NY
	University of Miami	Coral Gables	FL

































Table 2. Demographic Characteristics of OSU Students and Selected Comparison Institutions


	OSU		Aspirational		Less Competitive		Similar Institutions	
	<i>FY</i>	<i>SR</i>	<i>FY</i>	<i>SR</i>	<i>FY</i>	<i>SR</i>	<i>FY</i>	<i>SR</i>
Response Rate								
<i>Overall</i>	15%		18%		18%		22%	
<i>By class</i>	13%	17%	18%	19%	15%	20%	20%	23%
<i>NSSE sample size</i>	3,809	5,350	49,048	55,527	28,566	35,253	29,357	35,936
Sampling Error								
<i>Overall</i>	2.4%		0.7%		0.9%		0.7%	
<i>By class</i>	4.2%	2.9%	1.0%	0.9%	1.4%	1.1%	1.1%	1.0%
<i>Number of respondents</i>	485	917	8,788	10,292	4,222	7,132	6,011	8,203
<i>Total population</i>	3,809	5,353	58,278	66,066	33,164	46,752	29,408	36,283
Enrollment Status								
<i>Full-time</i>	95%	83%	99%	90%	96%	82%	97%	86%
<i>Less than full-time</i>	5%	17%	1%	10%	4%	18%	3%	14%
Gender								
<i>Female</i>	68%	57%	64%	59%	66%	63%	62%	59%
<i>Male</i>	32%	43%	36%	41%	34%	37%	38%	41%
Race/Ethnicity								
<i>Am. Indian/Native American</i>	8%	7%	1%	0%	1%	1%	1%	1%
<i>Asian/Asian Am./Pacific Isl.</i>	3%	4%	13%	9%	5%	4%	8%	7%
<i>Black/African American</i>	4%	4%	5%	4%	11%	8%	5%	4%
<i>White (non-Hispanic)</i>	76%	74%	65%	71%	65%	66%	67%	71%
<i>Mexican/Mexican American</i>	2%	3%	4%	2%	6%	7%	4%	3%
<i>Puerto Rican</i>	0%	0%	1%	0%	1%	0%	0%	0%
<i>Other Hispanic or Latino</i>	1%	2%	3%	3%	3%	3%	3%	3%
<i>Multiracial</i>	2%	2%	3%	3%	3%	3%	4%	3%
<i>Other</i>	1%	1%	1%	1%	2%	1%	2%	2%
<i>I prefer not to respond</i>	2%	4%	5%	5%	4%	7%	5%	6%
International Student								
	2%	4%	8%	6%	5%	4%	5%	5%
Place of Residence								
<i>On-campus</i>	91%	11%	79%	11%	61%	6%	77%	7%
Transfer Status								
<i>Transfer students</i>	7%	45%	6%	27%	6%	56%	8%	45%
Age								
<i>24 or older</i>	0%	36%	1%	16%	6%	47%	2%	31%
<i>Under 24</i>	100%	64%	99%	84%	94%	53%	98%	69%





Table 3: Summary of Benchmark Comparisons

Benchmark	Year	Aspirational	Less competitive	Peer
Level of academic challenge	First year			
	Senior			
Active and collaborative learning	First year			
	Senior			
Student-faculty interaction	First year			
	Senior			
Enriching educational experiences	First year			
	Senior			
Supportive campus environment	First year			
	Senior			

Legend

 = mean of OSU students was higher than the comparison group ($p < .05$)

 = mean difference failed to be statistically significant at ($p > .05$)

 = mean of OSU students was lower than the comparison group ($p < .05$)



Overview of Benchmark Comparisons

Mean differences in Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment were examined across OSU students and each comparison group (see Table 3). A brief overview of each benchmark comparison is provided in the following sections.

Level of Academic Challenge

Sample items.

Sample items for level of academic challenge includes number of written papers of 20 or more pages, between 5 and 19 pages; working harder than you thought you could to meet an instructor's standards or expectations; number of assigned textbooks, books, or book-length packs of course readings; course work emphasizes applying theories or concepts to practical problems or in new situations.

First year students.

Significantly lower than aspirational institutions (effect size of $-.20$), not significantly different from less competitive or peer institutions. The average first year student at an aspirational institution reported a higher level of academic challenge than 58% of first year students at OSU.

Seniors.

Significantly lower than aspirational institutions (effect size of $-.16$), less competitive institutions (effect size of $-.20$), and peer institutions (effect size of $-.18$). The average senior student at a peer institution reported a higher level of academic challenge than 57% of senior students at OSU.

Within-Institution Comparisons across Time.

Examination of 95% confidence intervals for first-year students and seniors across each year of data collection (i.e. 2002, 2005, 2009, and 2012) implies that seniors indicated a greater level of academic challenge than first-year students in 2005 and 2012. The level of academic challenge reported by each student classification remained relatively consistent across each year of data collection.

Active and Collaborative Learning

Sample items.

Sample items for active and collaborative learning includes made a class presentation, worked with other students on projects during class, asked questions in class or contributed to class discussions, tutored or taught other students (paid or voluntary).

First year.

Significantly lower than aspirational institutions (effect size of $-.14$), not significantly different from less competitive or peer institutions. The average first year student at an aspirational institution reported a higher level of active and collaborative learning than 56% of first year students at OSU.

Seniors.

Not significantly different from aspirational, less competitive, or peer institutions.



Within-Institution Comparisons across Time.

Examination of 95% confidence intervals for first-year students and seniors across each year of data collection (i.e. 2002, 2005, 2009, and 2012) implies that seniors indicated a greater level of active and collaborative learning than first-year students across each year of data collection. For seniors, the reported level of active and collaborative learning has remained consistent across 2005, 2009, and 2012. For first-year students, the reported level of active and collaborative learning remained consistent across 2002, 2009, and 2012.

Student-Faculty Interaction*Sample items.*

Sample items for student-faculty interaction includes worked on a research project with a faculty member outside of course or program requirements, received prompt written or oral feedback from faculty on your academic performance, discussed grades or assignments with an instructor.

First year.

Significantly higher than peer institutions (effect size of .14), not significantly different from aspirational or less competitive institutions. The average first year student at OSU reported a higher level of student-faculty interaction than 56% of students at peer institutions.

Seniors.

Significantly lower than aspirational institutions (effect size of -.07), not significantly different from less competitive or peer institutions. The average senior student at an aspirational institution reported a higher level of student-faculty interaction than 53% of seniors at OSU.

Within-Institution Comparisons across Time.

Examination of 95% confidence intervals for first-year students and seniors across each year of data collection (i.e. 2002, 2005, 2009, and 2012) implies that seniors indicated a greater student-faculty interaction than first-year students across 2005, 2009, and 2012. The level of student-faculty interaction reported by each student classification remained relatively consistent across each year of data collection.

Enriching Educational Experiences*Sample items.*

Sample items for enriching educational experiences includes hours spent participating in co-curricular activities, community service or volunteer work, culminating senior experience, serious conversations with students of a different race or ethnicity than your own.

First year.

Significantly lower than aspirational institutions (effect size of -.22) and peer institutions (effect size of -.15), not significantly different from less competitive institutions. The average first year student at a peer institution reported a higher level of enriching educational experiences than 56% of first year students at OSU.



Seniors.

Significantly lower than aspirational institutions (effect size of $-.24$), significantly higher than less competitive institutions (effect size of $.21$), not significantly different from peer institutions. The average senior at an aspirational institution reported a higher level of enriching educational experiences than 59% of seniors at OSU. The average OSU student reported a higher level of enriching educational experiences than 58% of seniors at less competitive institutions.

Within-Institution Comparisons across Time.

Examination of 95% confidence intervals for first-year students and seniors across each year of data collection (i.e. 2005, 2009, and 2012) implies that seniors indicated a greater level of enriching educational experiences than first-year students across each year of data collection. The level of enriching educational experiences reported by each student classification remained relatively consistent across each year of data collection.

Supportive Campus Environment*Sample items.*

Campus environment provides the support you need to help you succeed academically, quality of relationships with other students, quality of relationships with administrative personnel and offices.

First year.

Significantly higher than aspirational institutions (effect size of $.13$), less competitive institutions (effect size of $.17$), and peer institutions (effect size of $.15$). The average first year OSU student reported a more supportive campus environment than 55% of first year students at aspirational institutions, than 57% of first year students at less competitive institutions, and 56% of first year students at peer institutions.

Seniors.

Significantly higher than peer institutions (effect size of $.08$), not significantly different from aspirational or less competitive institutions. The average OSU senior reported a more supportive campus environment than 53% of seniors at peer institutions. The score for OSU seniors in 2012 was significantly higher than the score for seniors in 2009.

Within-Institution Comparisons across Time.

Examination of 95% confidence intervals for first-year students and seniors across each year of data collection (i.e. 2002, 2005, 2009, and 2012) implies that first-year students indicated a greater level of supportive campus environment than seniors across 2005, 2009, 2012. For seniors, the reported level of supportive campus environment remained consistent across 2005, 2009, and 2012. For first-year students, the reported level of supportive campus environment remained relatively consistent across each year of data collection.



Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected comparison groups. In addition, it provides comparisons with two sets of highly engaging institutions, those with benchmarks in the top 50% and top 10% of all NSSE institutions.

Each benchmark is an index of responses to several NSSE questions. Because NSSE questions have different response sets, each question's response set was rescaled from zero to 100, and students' rescaled responses were then averaged. Thus a benchmark score of zero would mean that every student chose the lowest response option for every item, and 100 would mean every student chose the highest response to every item. Although benchmarks are reported on a 0-100 scale, they are not percentages.

Additional details regarding how benchmarks are created can be found on the NSSE Web site. nsse.iub.edu/links/institutional_reporting

Class and Sample

Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected or census-administered students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean

The mean is the *weighted* arithmetic average of the student level benchmark scores.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

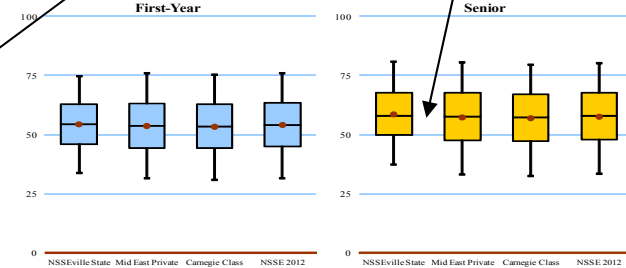
Level of Academic Challenge (LAC)

Mean Comparisons

	NSSEville State University compared with:				
	NSSEville State	Mid East Private	Carnegie Class	NSSE 2012	
	Mean *	Mean * Sig. **	Effect Size ***	Mean * Sig. **	
First-Year	54.4	53.7	.05	53.3 *	.08
Senior	58.6	57.3 **	.09	56.9 ***	.11
				57.5 *	.07

* Weighted by gender and race/ethnicity status (and by institution size for comparison groups)
 ** Sig. < .05 (two-tailed)
 *** Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



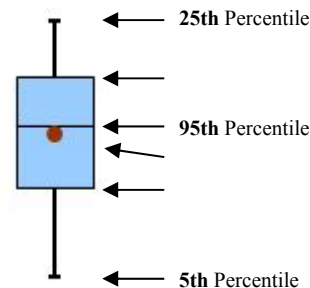
Level of Academic Challenge (LAC) Items

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.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.



Effect Size^a

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Box and Whiskers Charts

A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.



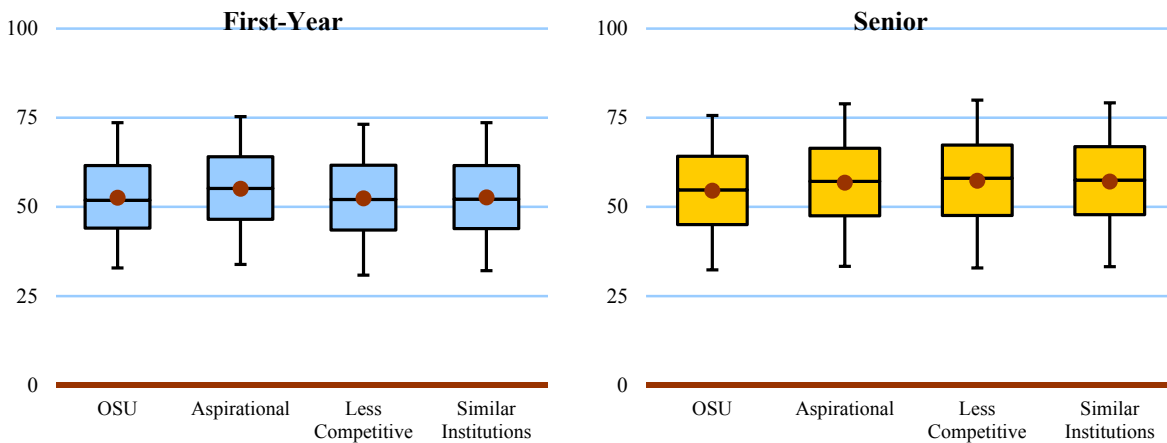
Level of Academic Challenge (LAC)

Benchmark Mean Comparisons

Oklahoma State University compared with:

Class	OSU		Aspirational		Less Competitive			Similar Institutions		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	52.6	55.1	* **	-.20	52.4		.01	52.6		.00
Senior	54.5	56.8	* **	-.16	57.3	* **	-.20	57.1	***	-.18

^a Weighted by gender and enrollment status (and by institution size for comparison groups)
^b * p<.05 ** p<.01 ***p<.001 (2-tailed)
^c Mean difference divided by the pooled standard deviation



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

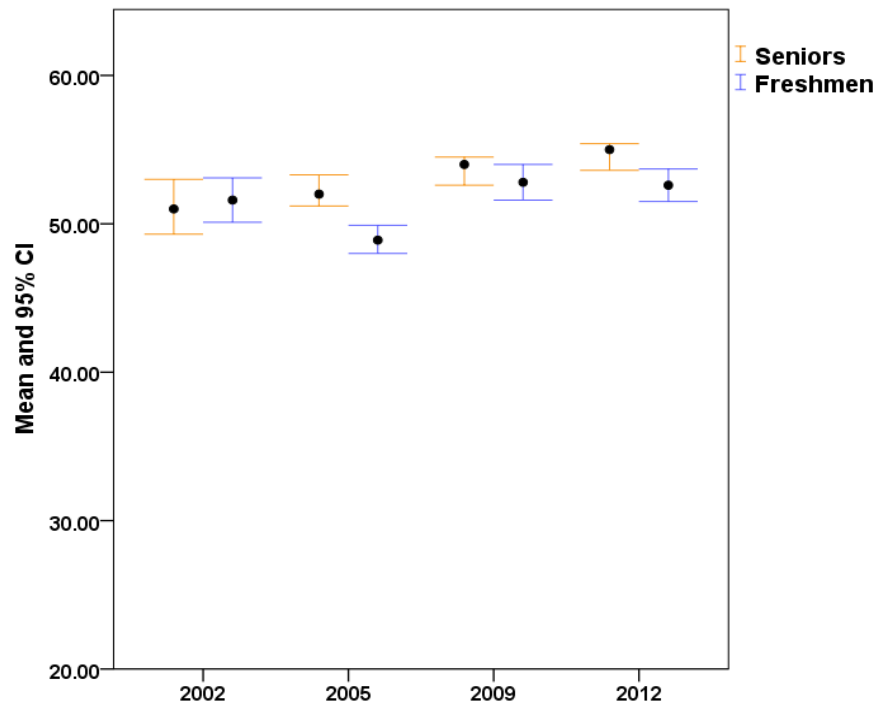
Level of Academic Challenge (LAC) Items

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.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc.)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, More complex interpretations and relationships
- Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor’s standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work



Figure 1. Level of Academic Challenge across Time



Note: The black dot indicates the observed mean for Seniors and Freshmen within each respective year. Bars represent upper and lower boundaries of 95% confidence intervals. Prior to constructing the interval there is a 95% chance that the estimated boundaries contain the true population mean. Overlapping bars imply that the observed differences between means may be due to fluctuations resulting from sampling error.



Table 4. Descriptive Statistics for Level of Academic Challenge across Time

		2002	2005	2009	2012
Classification					
First-year	<i>M</i>	51.6	48.9	52.8	52.6
	<i>n</i>	287	729	422	444
	<i>SD</i>	13.1	12.9	13.1	12.0
	<i>SEM</i>	.77	.48	.64	.57
	Upper	53.1	49.9	54.0	53.7
	Lower	50.1	48.0	51.6	51.5
Seniors	<i>M</i>	51.2	52.2	53.5	54.5
	<i>n</i>	264	810	866	878
	<i>SD</i>	15.5	14.8	14.4	13.9
	<i>SEM</i>	.95	.52	.49	.47
	Upper	53.0	53.3	54.5	55.4
	Lower	49.3	51.2	52.6	53.6

Note: M = mean, SD = standard deviation, SEM = standard error of the mean, Upper = upper boundary of 95% confidence interval, Lower = lower boundary of 95% confidence interval.



Active and Collaborative Learning (ACL)

Mean Comparisons

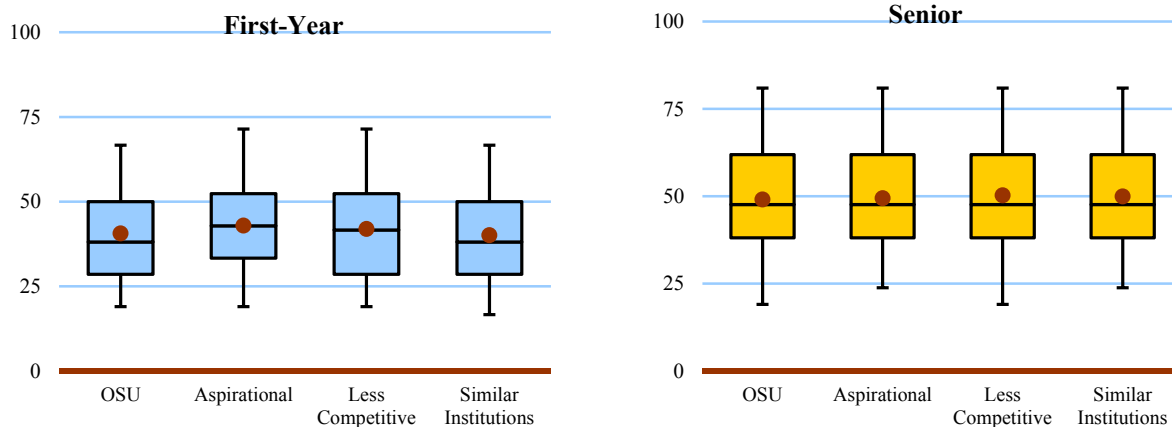
Oklahoma State University compared with:

Class	OSU	Aspirational		Less Competitive		Similar Institutions				
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	40.6	42.9	**	-.14	41.9		-.08	40.1		.03
Senior	49.1	49.5		-.02	50.3		-.06	50.0		-.05

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by the pooled standard deviation



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Active and Collaborative Learning (ACL) Items

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.

- 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 (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

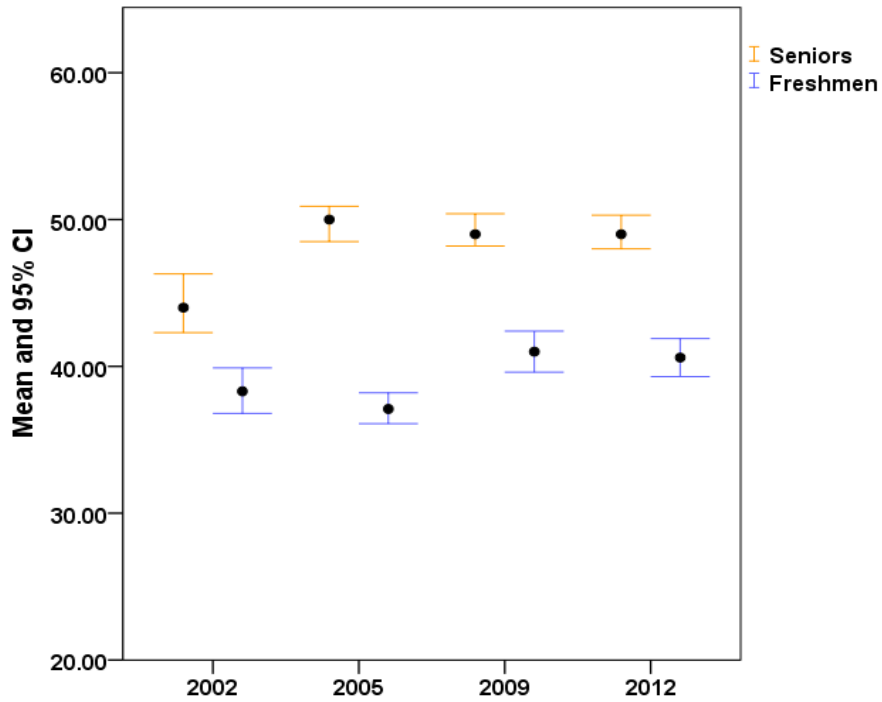
Findings

First year: Significantly lower than aspirational institutions (effect size of -.14), not significantly different from less competitive or peer institutions. The average first year student at an aspirational institution reported a higher level of active and collaborative learning than 56% of first year students at OSU.

Senior: Examination of mean differences with all comparison groups failed to be statistically significant.



Figure 2. Active and Collaborative Learning across Time



Note: The black dot indicates the observed mean for Seniors and Freshmen within each respective year. Bars represent upper and lower boundaries of 95% confidence intervals. Prior to constructing the interval there is a 95% chance that the estimated boundaries contain the true population mean. Overlapping bars imply that the observed differences between means may be due to fluctuations resulting from sampling error.



Table 5. Descriptive Statistics for Active and Collaborative Learning across Time

		2002	2005	2009	2012
Classification					
First-year	<i>M</i>	38.3	37.1	41.0	40.6
	<i>n</i>	287	795	474	481
	<i>SD</i>	13.6	14.8	15.5	14.8
	<i>SEM</i>	.80	.53	.71	.68
	Upper	39.9	38.2	42.4	41.9
	Lower	36.8	36.1	39.6	39.3
Seniors	<i>M</i>	44.3	49.7	49.3	49.1
	<i>n</i>	264	841	936	917
	<i>SD</i>	16.5	17.6	16.8	17.5
	<i>SEM</i>	1.02	.61	.55	.58
	Upper	46.3	50.9	50.4	50.3
	Lower	42.3	48.5	48.2	48.0

Note: M = mean, SD = standard deviation, SEM = standard error of the mean, Upper = upper boundary of 95% confidence interval, Lower = lower boundary of 95% confidence interval.



Student-Faculty Interaction (SFI)

Mean Comparisons

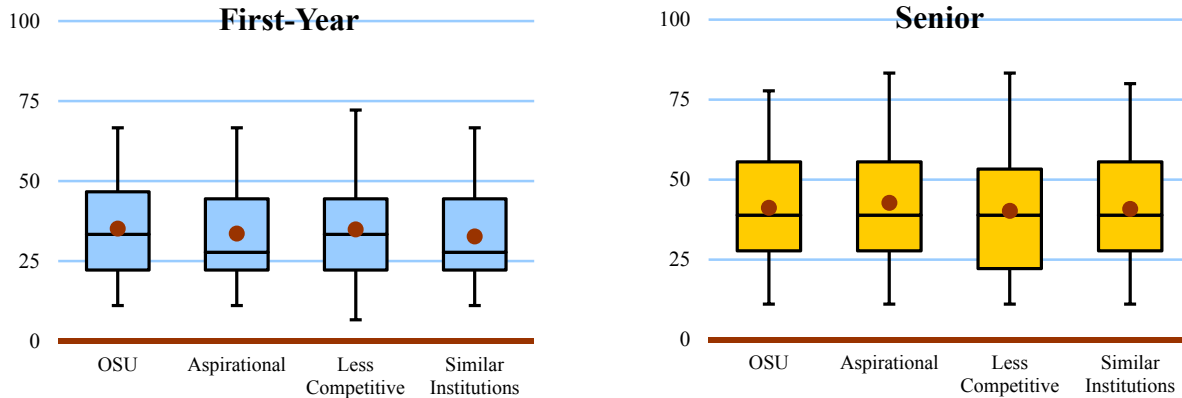
Oklahoma State University compared with:

Class	OSU	Aspirational		Less Competitive		Similar Institutions				
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	35.2	33.6		.09	35.0		.01	32.7	**	.14
Senior	41.3	42.8	*	-.07	40.3		.05	40.9		.02

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by the pooled standard deviation



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Student-Faculty Interaction (SFI) Items

Students learn firsthand 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.

- 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 written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

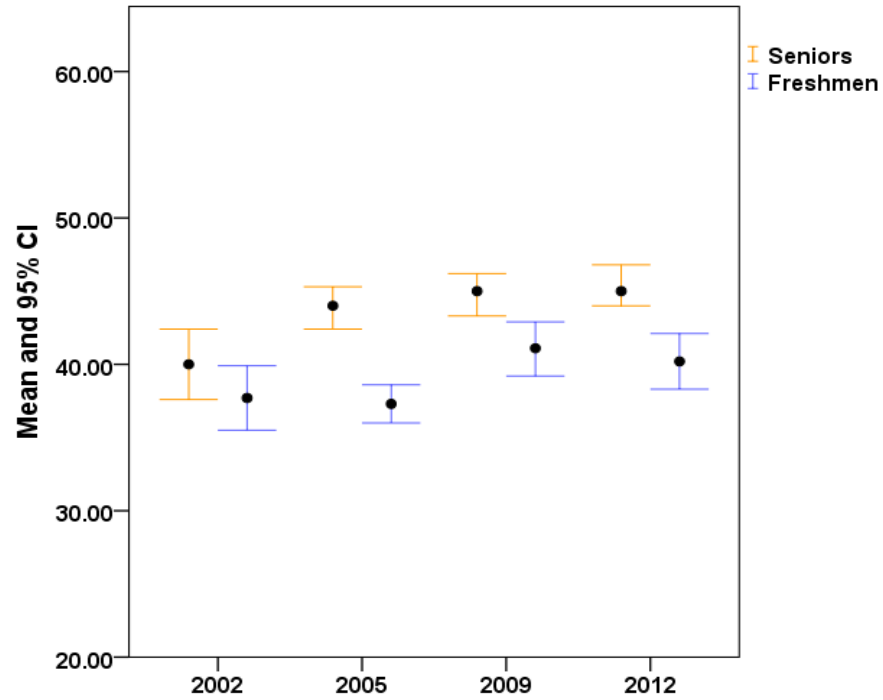
Findings

First year: Significantly higher than peer institutions (effect size of .14), not significantly different from aspirational or less competitive institutions. The average first year student at OSU reported a higher level of student-faculty interaction than 56% of students at peer institutions.

Senior: Significantly lower than aspirational institutions (effect size of -.07), not significantly different from less competitive or peer institutions. The average senior student at an aspirational institution reported a higher level of student-faculty interaction than 53% of seniors at OSU.



Figure 3. Student-Faculty Interaction across Time



Note: The black dot indicates the observed mean for Seniors and Freshmen within each respective year. Bars represent upper and lower boundaries of 95% confidence intervals. Prior to constructing the interval there is a 95% chance that the estimated boundaries contain the true population mean. Overlapping bars imply that the observed differences between means may be due to fluctuations resulting from sampling error.

Table 6. Descriptive Statistics for Student-Faculty Interaction across Time

		2002	2005	2009	2012
Classification					
First-year	<i>M</i>	37.7	37.3	41.1	40.2
	<i>n</i>	287	747	445	451
	<i>SD</i>	18.9	18.4	19.9	20.4
	<i>SEM</i>	1.12	.67	.94	.96
	Upper	39.9	38.6	42.9	42.1
	Lower	35.5	36.0	39.2	38.3
Seniors	<i>M</i>	40.0	43.8	44.8	45.4
	<i>n</i>	264	823	900	895
	<i>SD</i>	20.0	21.2	21.5	21.3
	<i>SEM</i>	1.23	.74	.72	.71
	Upper	42.4	45.3	46.2	46.8
	Lower	37.6	42.4	43.3	44.0

Note: M = mean, SD = standard deviation, SEM = standard error of the mean, Upper = upper boundary of 95% confidence interval, Lower = lower boundary of 95% confidence interval.



Enriching Educational Experiences (EEE)

Mean Comparisons

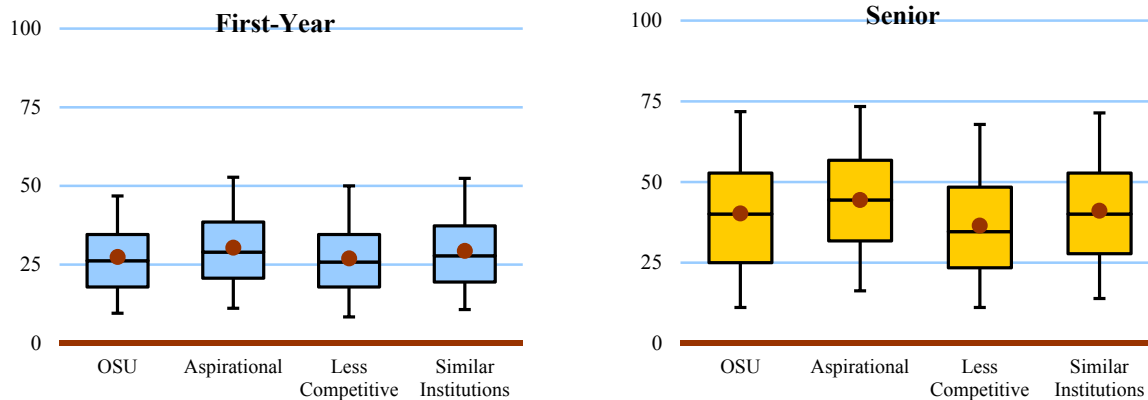
Oklahoma State University compared with:

Class	OSU	Aspirational			Less Competitive			Similar Institutions		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	27.4	30.3	***	-.22	26.9		.04	29.4	**	-.15
Senior	40.2	44.4	***	-.24	36.5	***	.21	41.1		-.05

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by the pooled standard deviation



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance 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.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., Social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

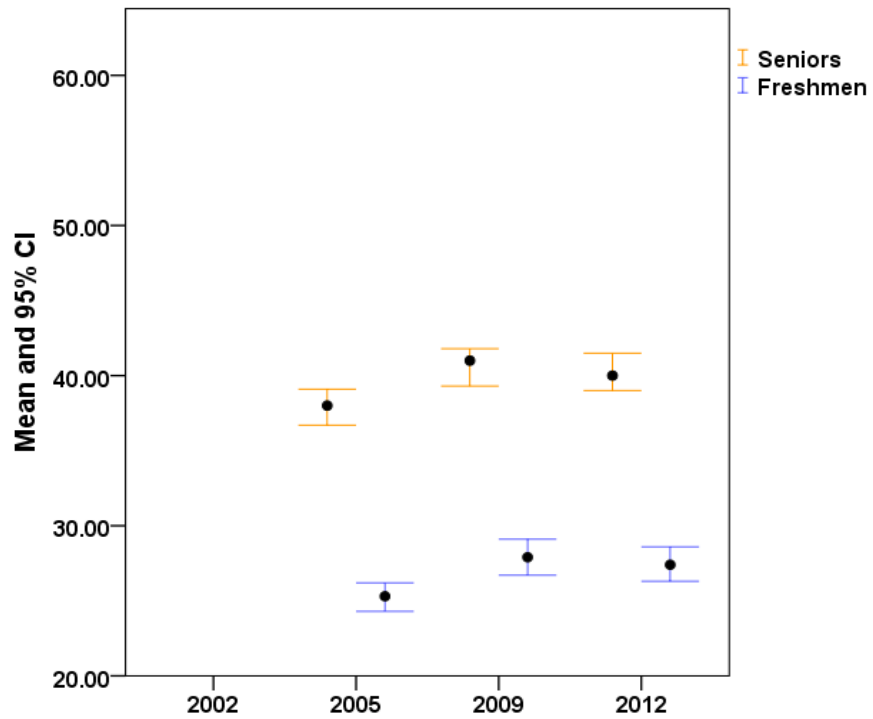
Findings

First year: Significantly lower than aspirational institutions (effect size of -.22) and peer institutions (effect size of -.15), not significantly different from less competitive institutions. The average first year student at a peer institution reported a higher level of enriching educational experiences than 56% of first year students at OSU.

Senior: Significantly lower than aspirational institutions (effect size of -.24), significantly higher than less competitive institutions (effect size of .21), not significantly different from peer institutions. The average senior at an aspirational institution reported a higher level of enriching educational experiences than 59% of seniors at OSU. The average OSU student reported a higher level of enriching educational experiences than 58% of seniors at less competitive institutions.



Figure 4. Enriching Educational Experiences across Time



Note: The black dot indicates the observed mean for Seniors and Freshmen within each respective year. Bars represent upper and lower boundaries of 95% confidence intervals. Prior to constructing the interval there is a 95% chance that the estimated boundaries contain the true population mean. Overlapping bars imply that the observed differences between means may be due to fluctuations resulting from sampling error.



Table 7. Descriptive Statistics for Enriching Educational Experiences across Time

		2002	2005	2009	2012
Classification					
First-year	<i>M</i>	--	25.3	27.9	27.4
	<i>n</i>	--	699	405	432
	<i>SD</i>	--	12.6	12.7	12.3
	<i>SEM</i>	--	.48	.63	.59
	Upper	--	26.2	29.1	28.6
	Lower	--	24.3	26.7	26.3
Seniors	<i>M</i>	--	37.9	40.6	40.2
	<i>n</i>	--	798	844	859
	<i>SD</i>	--	17.6	17.9	18.5
	<i>SEM</i>	--	.62	.62	.63
	Upper	--	39.1	41.8	41.5
	Lower	--	36.7	39.3	39.0

Note: In 2002 Enriching Educational Experiences was not assessed. M = mean, SD = standard deviation, SEM = standard error of the mean, Upper = upper boundary of 95% confidence interval, Lower = lower boundary of 95% confidence interval.



Supportive Campus Environment (SCE)

Mean Comparisons

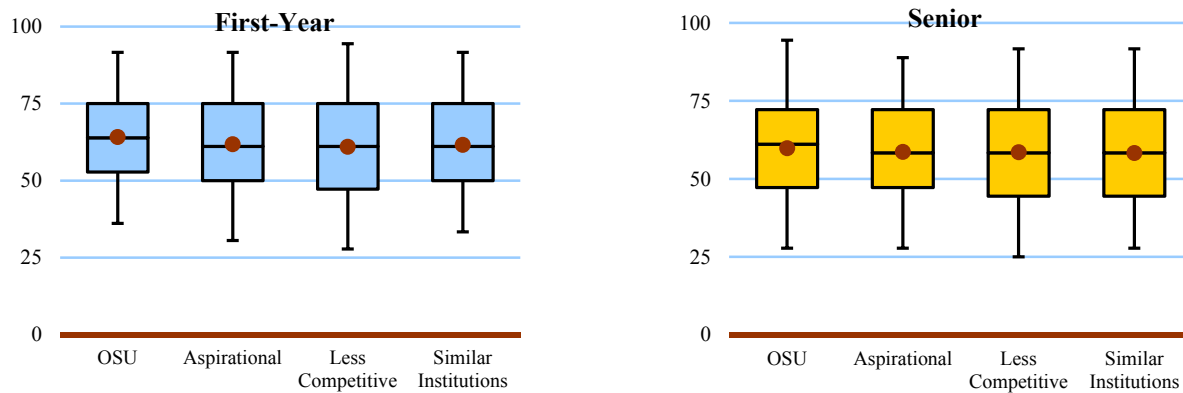
Oklahoma State University compared with:

Class	OSU	Aspirational			Less Competitive			Similar Institutions		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	64.2	61.8	**	.13	61.0	***	.17	61.6	**	.15
Senior	59.9	58.7		.06	58.6		.06	58.3	*	.08

^a Weighted by gender and enrollment status (and by institution size for comparison groups)

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by the pooled standard deviation



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

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.

- 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

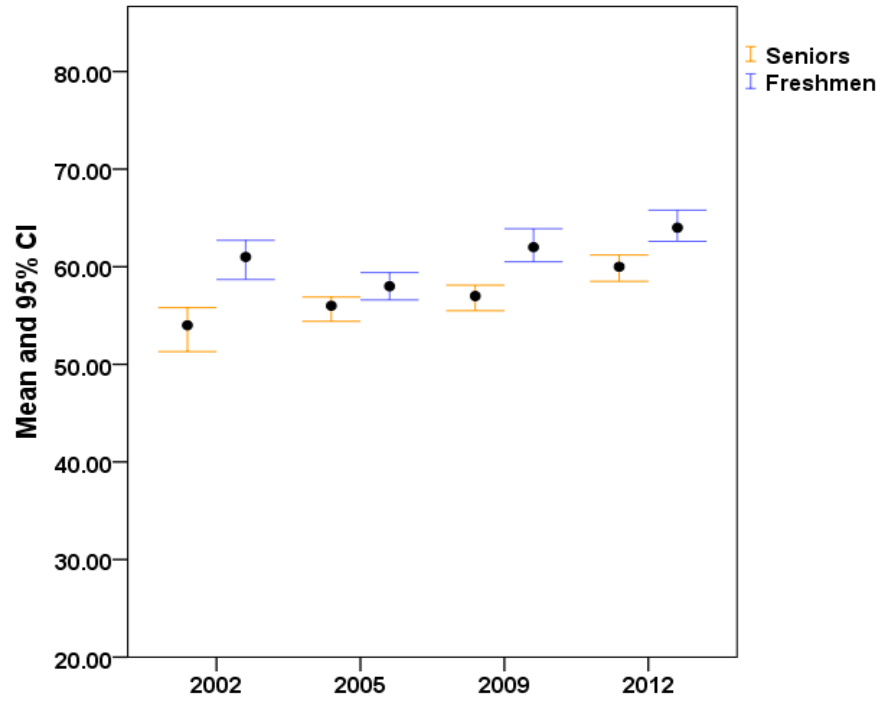
Findings

First year: Significantly higher than aspirational institutions (effect size of .13), less competitive institutions (effect size of .17), and peer institutions (effect size of .15). The average first year OSU student reported a more supportive campus environment than 55% of first year students at aspirational institutions, than 57% of first year students at less competitive institutions, and 56% of first year students at peer institutions.

Senior: Significantly higher than peer institutions (effect size of .08), not significantly different from aspirational or less competitive institutions. The average OSU senior reported a more supportive campus environment than 53% of seniors at peer institutions. The score for OSU seniors in 2012 was significantly higher than the score for seniors in 2009.



Figure 5. Supportive Campus Environment across Time



Note: The black dot indicates the observed mean for Seniors and Freshmen within each respective year. Bars represent upper and lower boundaries of 95% confidence intervals. Prior to constructing the interval there is a 95% chance that the estimated boundaries contain the true population mean. Overlapping bars imply that the observed differences between means may be due to fluctuations resulting from sampling error.



Table 8. Descriptive Statistics for Supportive Campus Environment across Time

		2002	2005	2009	2012
Classification					
First-year	<i>M</i>	60.7	58.0	62.2	64.2
	<i>n</i>	287	685	397	421
	<i>SD</i>	17.1	18.3	16.8	17.0
	<i>SEM</i>	1.01	.70	.85	.83
	Upper	62.7	59.4	63.9	65.8
	Lower	58.7	56.6	60.5	62.6
Seniors	<i>M</i>	53.5	55.6	56.8	59.9
	<i>n</i>	264	789	831	847
	<i>SD</i>	18.7	18.0	18.7	19.4
	<i>SEM</i>	1.15	.64	.65	.67
	Upper	55.8	56.9	58.1	61.2
	Lower	51.3	54.4	55.5	58.5

Note: M = mean, SD = standard deviation, SEM = standard error of the mean, Upper = upper boundary of 95% confidence interval, Lower = lower boundary of 95% confidence interval.



Areas where OSU Outperformed Peer Institutions

There were many areas where OSU's scores were significantly higher than the selected peer institutions, including:

First-year students

- Number of written papers or reports between 5 and 19 pages.
- Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.).
- Community service or volunteer work.
- Work on a research project with a faculty member outside of course or program requirements.
- Relationships with other students.
- Relationships with faculty members.
- Relationships with administrative personnel and offices.
- Participating in co-curricular activities.
- Spending significant amounts of time studying and on academic work.
- Developing a deepened sense of spirituality.
- Quality of academic advising at your institution.
- Your entire educational experience at this institution.
- If you could start over again, would you go to the same institution you are now attending?

Senior students

- Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.).
- Relationships with other students.
- Relationships with faculty members.
- Relationships with administrative personnel and offices.
- Your entire educational experience at this institution.
- If you could start over again, would you go to the same institution you are now attending?



Areas where OSU Underperformed Peer Institutions

There were many areas where OSU's scores were significantly lower than the selected peer institutions, including:

First-year students

- Made a class presentation.
- Had serious conversation with students of a different race or ethnicity than your own.
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.
- Attended an art exhibit, play, dance, music, theater, or other performance.
- Foreign language coursework.
- Working for pay off campus.
- Used an electronic medium to discuss or complete an assignment.

Senior students

- Number of written papers or reports between 5 and 19 pages.
- Participated in a community-based project (e.g., service learning) as part of a regular course.
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.
- Number of assigned textbooks, books, or book-length packs of course readings.
- Attended an art exhibit, play, dance, music, theater, or other performance.
- Foreign language coursework.
- Used an electronic medium to discuss or complete an assignment.
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.
- Worked on a paper or project that required integrating ideas or information from various sources.



Recommendations and Discussion

First, OSU's senior students reported a lower level of academic challenge than seniors at the aspirational, less competitive, and peer institutions. This area was also a concern for seniors in 2009 (scoring significantly below selected peers, doctoral extensive participants, and the total 2009 NSSE population), in 2005 (scoring significantly below selected peers, doctoral extensive participants, and the total 2005 NSSE population), and in 2002 (scoring below doctoral extensive and the national pool). (In 2000 this benchmark calculation was not performed.) One strategy that may be helpful in addressing the perceived low level of academic challenge is to see that a larger portion of students participate in high-impacted practices (<http://www.aacu.org/leap/hip.cfm>). This includes 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.

Second, both seniors and first year students reported a more supportive campus environment than our peer institutions. This is an improvement from 2009 where there was no significant difference between OSU and our peer institutions. This may reflect new initiatives on campus to support students such as the LASSO Center, changes to advising, or improvements to other support services.

Third, OSU continues to be lower than peer institutions on two questions related to diversity: 1) Had serious conversations with students of a different race or ethnicity than your own, and 2) had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values. However, the gap is small (effect sizes from -.15 and -.09).

Finally, future administrations of the NSSE must take additional steps to ensure a better response rate. Although NSSE has limits on what recruitment procedures are permitted, alternate strategies (such as using phone calls, working with orientation classes, offering cash incentives, etc.) should be explored prior to the survey administration process.



Glossary

First-year students: All students who are classified as first-year by credit hour, regardless of whether or not the student is a “first-time” student. OSU defines “freshman” as 0-27 credit hours. This definition also includes transfer, part time, distance, and returning students if their cumulative credit hours are below 27. The credit count does not include Advanced Placement credits or other college credits earned prior to completing high school.

NSSE: National Survey of Student Engagement.

Seniors: All students who are classified as senior and within 12-24 credit hours of graduation. OSU defines “senior” as 94 or greater credit hours.

