

Student Engagement

NSSE Results 2004

THE OHIO STATE UNIVERSITY

Student Affairs Assessment Report

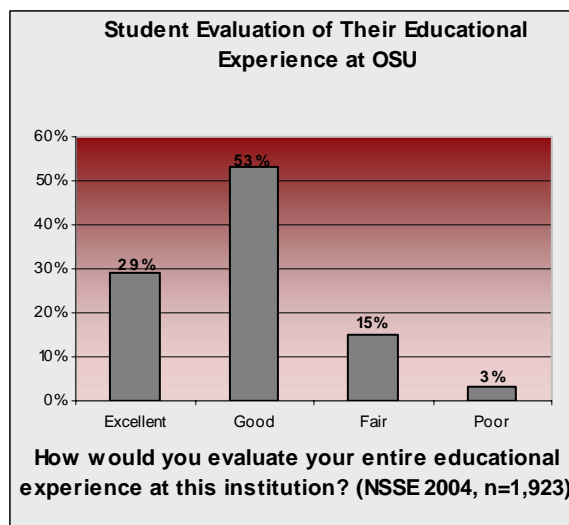
February 2006

National Survey of Student Engagement: OSU Data

During winter quarter 2004, the NSSE was administered at OSU. Of the 2,054 responses, 43.1% were rank 1 and 56.9% were rank 4 students. Information in this newsletter comes from the 2004 survey unless otherwise noted. Selections of data are primarily based on areas of interest for Student Affairs professionals.

Overall College Experience

Students were asked to evaluate their educational experience at Ohio State as Excellent, Good, Fair, or Poor. Eighty-two percent of students (86% for Rank 1 students and 80% for Rank 4 students) reported their educational experiences at OSU as "Excellent" or "Good". Three percent (2% for Rank 1 and 3% for Rank 4) evaluated their educational experience at OSU as "Poor".



Students were asked to evaluate their relationships with other students, faculty and administrative personnel and offices using a 7-point scale. (1 = a relationship that is unfriendly, unhelpful, unsupportive and gives a sense of alienation, 7 = a relationship that is friendly, helpful, supportive and gives a sense of belonging.) No significant difference was found between Rank 1 and Rank 4 students.

This newsletter reports selected findings from NSSE 2004. NSSE (The National Survey of Student Engagement) is designed to assess the extent to which students are engaged in educational practices and what they gain from college experience. The survey instrument was developed by a national team at the National Center for Higher Education Management Systems. It was administered by Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. Currently funded by the Office of Institutional Research and Planning, Ohio State University participated in the survey in 1999, 2001, 2002 and 2004.

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Findings

College Educational Activities

On the survey, students were asked to report the extent to which they are involved with college activities, using a scale of “Very Often”, “Often”, “Sometimes”, and “Never”. OSU data are summarized below, with a comparison to the national data available at http://nsse.iub.edu/html/annual_reports.htm.

College Educational Activities 2003-2004: Most Frequent Activities

(Source: NSSE 2004, OSU: n=2053, National: n≥160,000)

| Most Frequent Activities <i>(Percentage indicates students reporting “Often” or “Very Often”, table includes items exceeding 50%)</i> | Rank 1 | | Rank 4 | |
|---|---------------|------------------|---------------|------------------|
| | OSU | National* | OSU | National* |
| Used e-mail to communicate with an instructor | 71.2% | 69% | 81.9% | 79% |
| Worked on a paper or project that required integrating ideas or information from various sources | 64.0% | 75% | 78.6% | 87% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | 64.3% | N/A** | 58.2% | N/A** |
| Had serious conversations with students of a different race or ethnicity than your own | 59.3% | N/A** | 58.9% | N/A** |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | 54.4% | 58% | 58.6% | 66% |
| Included diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments | 50.6% | 58% | 54.0% | 61% |
| Asked questions in class or contributed to class discussions | 50.5% | 60% | 54.1% | 75% |
| Used an electronic medium (listserv, chat group, internet, instant messaging, etc) to discuss or complete an assignment | 51.9% | N/A** | 55.1% | N/A** |

College Educational Activities 2003-2004: Least Frequent Activities

(Source: NSSE 2004, OSU: n=2053, National: n≥160,000)

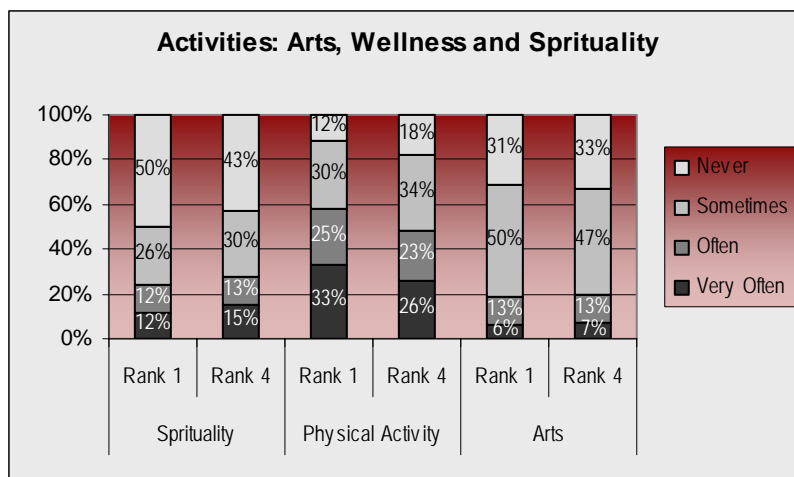
| Least Frequent Activities <i>(Percent indicates students responding ‘Never’, table includes items exceeding 35%)</i> | Rank 1 | | Rank 4 | |
|--|---------------|------------------|---------------|------------------|
| | OSU | National* | OSU | National* |
| Participated in a community-based projects (e.g. service learning) as part of a regular course | 70.1% | 62% | 62.1% | 52% |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | 70.9% | 60% | 54.1% | 44% |
| Discussed ideas from your readings or classes with faculty members outside of class | 51.2% | N/A** | 36.2% | N/A** |
| Tutored or taught other students (paid or voluntary) | 46.9% | 52% | 45.1% | 42% |

* The data come from more than 160,000 Rank 1 and Rank 4 students randomly sampled from more than 470 NSSE 2004 participating institutions.

** National data on a given item do not meet the pre-determined criteria for “most frequent activities” or “least frequent activities”.

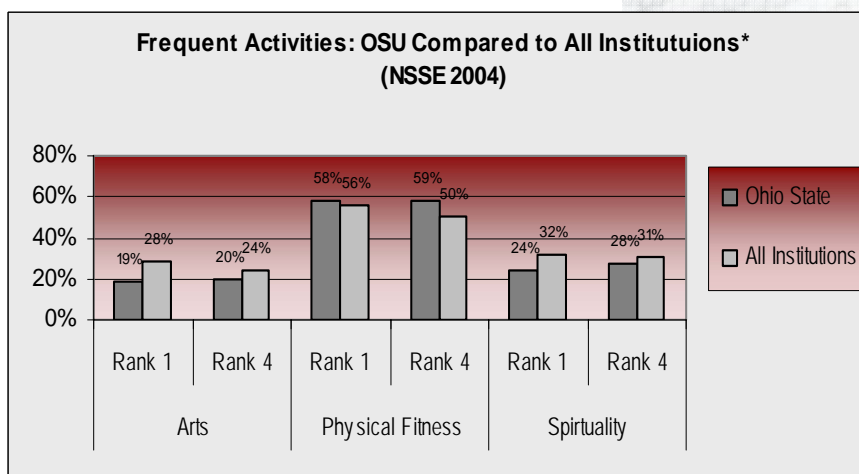
Findings

Extracurricular and Other Activities



The 2004 NSSE survey included items regarding student activities in arts, wellness and spirituality. The adjacent chart reports OSU students' responses to questions related to how often they: attended an art exhibit, gallery, play, dance, or other theater performance (Arts), exercised or participated in physical fitness activities (Physical Activity), and participated in activities to enhance spirituality (Spirituality).

In comparison to students from all NSSE participating institutions, OSU students tend to participate more in physical fitness activities and less in arts and spirituality related activities. The adjacent chart reports the percent of students indicating they frequently participate in the named activity.



* data available at http://nsse.iub.edu/html/annual_reports.htm. "Frequently" is a combined category of "Often" and "Very Often".

Relationship between student activities, institutional emphasis and institutional support

Both educational practice and research literature have indicated that students are more engaged in personal development activities when institutions strive to make efforts to encourage student participation in such activities. The following findings are consistent with results from the national data.

- ⇒ Students' perceptions of how much emphasis Ohio State placed on attending campus events and activities is positively correlated with the frequency with which students attended fine or performing arts events and with the frequency of participation in physical fitness activities
- ⇒ Students' perceptions of how much support Ohio State provided to meet their social needs is positively correlated with the frequency with which students attended fine or performing arts events and with frequency of participation in physical fitness activities.
- ⇒ How often students participated in spirituality enhancing activities is significantly correlated with self-reported spiritual development from their experience at Ohio State.

Findings

Student Perceptions of Institutional Emphasis

The following table reports the percentages of students responding “Very Much”, “Quite A Bit”, “Some”, or “Very Little” to questions asking about their perceptions of specific institutional emphases placed on student personal development and success. Results indicated that the majority perceived OSU as putting much emphasis on supporting student academic success and college integration. However, students call for more institutional emphasis on assisting students to cope with non-academic responsibilities.

Student Perceptions of Institutional Emphasis

(Source: NSSE 2004, n=1922)

| To what extent does your institution emphasize the following? | Very Much | Quite A Bit | Some | Very Little |
|--|-----------|-------------|-------|-------------|
| Providing the support you need to help you succeed academically. | 24.5% | 41.9% | 26.7% | 6.9% |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds. | 23.4% | 30.8% | 29.1% | 16.6% |
| Helping you cope with your non-academic responsibilities (work, family, etc.). | 6.3% | 17.4% | 36.1% | 40.2% |
| Providing the support you need to thrive socially. | 10.7% | 27.0% | 37.5% | 24.8% |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.). | 26.3% | 37.8% | 26.4% | 9.5% |

Educational and Personal Growth

The survey asked students questions on the extent to which their college experience has contributed to their knowledge, skills, and personal development. The following table highlights the percentage of students reporting “Very Much” and “Quite A Bit” gains from their educational experience.

Student Reported Educational and Personal Gains from College

(Source: NSSE 2004, OSU: n=1918, National: n≥160,000)

| Educational and Personal Growth | Rank 1 | | Rank 4 | |
|---|--------|-----------|--------|-----------|
| | OSU | National* | OSU | National* |
| Acquiring a broad general education | 79.5% | 81% | 81.0% | 85% |
| Thinking critically and analytically | 79.4% | 81% | 81.1% | 87% |
| Learning effectively on your own | 73.5% | 70% | 71.1% | 77% |
| Using computing and information technology | 63.8% | 65% | 76.3% | 76% |
| Analyzing quantitative problems | 66.7% | 55% | 67.9% | 65% |
| Working effectively with others | 63.3% | 66% | 67.3% | 78% |
| Writing clearly and effectively | 59.3% | 72% | 66.8% | 77% |
| Understanding yourself | 58.3% | 60% | 59.4% | 66% |
| Understanding people of other racial and ethnic backgrounds | 55.6% | 50% | 55.2% | 52% |
| Solving complex real-world problems | 52.2% | 49% | 54.8% | 58% |
| Developing a personal code of values and ethics | 50.0% | 54% | 48.9% | 59% |
| Speaking effectively and clearly | 52.6% | 60% | 41.7% | 72% |
| Acquiring job or work-related knowledge and skills | 48.3% | 57% | 60.8% | 72% |
| Contributing to the welfare of your community | 38.7% | 41% | 36.1% | 45% |
| Developing a deepened sense of spirituality | 27.3% | 33% | 19.5% | 30% |
| Voting in local, state, or national elections | 23.1% | 24% | 18.5% | 22% |

*The data come from more than 160,000 first-year and senior students randomly sampled from more than 470 NSSE 2004 participating institutions.