THE OSU UNDERGRADUATE EXPERIENCE

National Survey of Student Engagement

Spring 2019
The OSU Undergrad Experience, NSSE Spring 2019

June 2020
Student Affairs Research Evaluation & Planning
http://oregonstate.edu/studentaffairs/assessment
The National Survey of Student Engagement (NSSE) is administered by institutions in the United States and Canada to contribute to the field of Higher Education's understanding of the undergraduate student experience. It is conducted at Oregon State University (OSU) every three years and designed to be completed by first-year students and graduating seniors (students who have applied to graduate before the survey is administered in the spring). The survey provides these students the opportunity “to reflect on the time they devote to various learning activities” (NSSE, 2011). The questions prompt students to share their experiences both with their academic curriculum and with co-curricular programming at their university. NSSE results provide insight on what students get out of the university experience and how students interact both within and outside the classroom. These survey findings allow OSU to identify trends and compare their results with other universities.

This report provides an overview of selected findings from the 2019 NSSE survey completed at OSU. A total of 7,674 students were invited to complete the survey; 2,520 first-year students and 5,154 seniors. A total of 1,696 students responded to the survey, with a 19.7% response rate from first-year students and a 21.8% response rate from seniors. This report focuses on two particular subsets of the survey results: Engagement Indicators and High-Impact Practices.

**Overall Highlights**

- 47.0% of first-year students and 48.3% of seniors “often” or “very often” include diverse perspectives in their learning.

- 32.5% of first-year students and 43.0% of seniors rated their interactions with faculty a 6 or 7 on a scale of 1-7 with 7 being “excellent.”

- 60.5% of first-year respondents planned to do an internship and 48.8% of senior respondents had either completed or were in the process of completing an internship.

For additional information regarding the history and impact of the survey, please visit the NSSE website. Previous OSU NSSE results and reports are featured on the Student Affairs Assessment website.
This section provides a general overview and understanding of how the 2019 NSSE Survey was administered to students at Oregon State University.

OSU supplies NSSE with information using a standard census sampling approach which includes all first-year and graduating senior students. NSSE distributes the surveys on behalf of OSU to students via email in early April and the survey is open for approximately five weeks; the initial invitation as well as the four reminder emails were sent from the Vice Provost for Student Affairs, Dan Larson. Students have the option to complete the survey across multiple sessions or in one sitting.

Limitations

Some limiting factors of the 2019 OSU NSSE analysis are due to the representativeness of the responses and deadlines relating to the survey’s administration. Given these considerations, the results shared in this report represent what was observed in this response set and are not intended to be generalizable to the OSU population.

Overrepresentation of Women
Response rates for women were greater than those of men. According to institutional data, women composed 1,146 (45.5%) of first-year students and 2,450 (44.4%) of seniors invited to participate. However, women made up 62.5% of the first-year respondent population and 57.2% of the senior respondent population. Because women participated in the survey at a higher rate than men but are a minority in comparison to those who were invited, the overall experiences of the NSSE census sample is not an accurate representation of the entire Corvallis campus undergraduate population in terms of institution-reported gender.

Preservation of Student Privacy
The 2019 NSSE response set contained fewer than ten responses from first-year and senior American Indian/Alaskan Native students, Native Hawaiian/Pacific Islander students, and students of unknown race/ethnicity. Within the first-year response set, there were fewer than ten responses from Black/African American students as well as fewer than ten responses from students who identified with a gender besides “man” or “woman.” These student populations will not be present in our analysis in order to preserve student privacy in accordance with OSU practice.

Graduating Senior Invitations
An additional limitation of the NSSE report is that the senior population invited to participate is dependent upon when they applied to graduate. The deadline to apply to graduate was at a later date than when the final population data needed to be submitted to NSSE, meaning that seniors who had not yet applied to graduate could not be invited to participate. This limitation is due to the strict timelines for NSSE administration.
Engagement Indicators
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning” (NSSE, 2014).

Challenging students academically goes beyond providing students with rigorous course content; it is about equipping them with the tools and techniques that promote deep learning. This can only happen if students are taught to look at content from diverse perspectives and with curiosity that provides the foundation for effective learning. The Academic Challenge section of the Engagement Indicators reflect on the student experience with course material and course execution in four main categories: higher order learning, reflective and integrative learning, learning strategies, and quantitative reasoning.

Higher Order Learning

Applying Information
Taking the knowledge obtained from class and using it as a way to approach a new situation is an essential skill in effective problem-solving. Nearly 69% of first-year students responded that they were applying facts, theories, or methods to practical problems or new situations “quite a bit” or “very much” in their courses.

When it comes to evaluating a point of view, a decision, or an information source, 23.1% of seniors reported that they practiced this “very much.” Among senior respondents, women and those who identify with a gender other than man or woman reported higher rates of doing this than men. Only 21.1% of men reported that they practice this skill “very much” whereas 28.4% of women and 27.8% of those who identified with another gender identity practiced this “very often” (p < 0.05). This data reveals a statistically significant difference between men and other genders when it comes to analyzing the validity and credibility of information presented. These findings suggest it may be beneficial to put in more effort and resources to encourage men to employ this practice.

Evaluating a Point of View

![Evaluating Point of View (Senior Respondents)](image_url)

**Some responses may not be shown due to privacy concerns. See the “Limitations” section for more information.
Reflective & Integrative Learning

Diverse Perspectives
Considering diverse perspectives helps students understand the different ways information can be presented and how that can be best used to communicate a message. Among first-year students, 47.0% reported that they consider diverse perspectives on course discussions or assignments “often” or “very often.” Breaking it down by gender identity, the data shows that only 40.4% of men reported a similar response which was significantly lower than the 55.8% of women who described often engaging in this practice (p < 0.05). In fact, 12.8% of first-year men reported that they have never included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments which is significantly higher than the 4.5% of women who never practice this (p < 0.05). A similar difference was observed with the 48.3% of senior respondents who answered “often” or “very often” to the same prompt. In course discussions or assignments, women reported including diverse perspectives at a rate of 56.3% which was significantly lower than the 72.2% of those identifying with a gender other than man or woman who reported often incorporating diverse perspectives. Looking at senior respondents who identify as a man, only 40.1% include diverse perspectives in their work and learning on a regular basis (p < 0.05). The inconsistent application of including diverse perspectives among the general male population at Oregon State University suggests an opportunity to do more in the way of actively engaging men in this practice.

Connecting Learning
An important element of academically challenging students is to encourage the application of course content to real issues. Results from first-year respondents reflect that 44.9% of women report “often” connecting their learning to societal issues, while only 35.1% of men indicated the same (p < 0.05). The statistically significant difference suggests room for improving strategies for engaging men in connecting classroom experiences with the outside world.
Learning Strategies

Working with Peers

Group projects and other course assignments that encourage students to work with one another can help develop collaborative skills. Senior men reported working with others “very often” at a rate of 41.3% which was significantly higher than the 34.0% of senior women (p < 0.05). Senior students identifying with a gender other than man or woman reported they employed this practice “very often” at a rate of 16.7% which was significantly lower than both senior respondents identifying as man or woman (p < 0.05). This suggests an opportunity for improvement in how OSU classes encourage students to collaborate in ways that better engage women and those who identify with a gender other than man or woman.

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Learning with Peers

“Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college” (NSSE, 2014).

Learning with teammates and understanding how to navigate group dynamics is crucial for success in today's world where students will inevitably find themselves working with others in some fashion. The Learning with Peers section of the engagement indicators reflects the student experience and quality of interactions with other students in two main categories: collaborative learning and discussion with diverse others.

Collaborative Learning

Asking for Help

An important part of the learning experience is asking questions of peers. This includes asking for clarification or help in understanding course content and assignments. Among first-year students, 42.5% reported “often” asking for help from peers. The survey results reveal that first-year men are less likely to ask for help from their peers than women. Women reported that they “often” ask for help at a rate of 42.6%, but only 32.3% of men “often” do this (p < 0.05). In fact, 10.4% of men say that they have never asked for help which is significantly higher than the 3.3% of women who responded similarly (p < 0.05). These results suggest that encouraging students, especially men, to normalize and engage in help-seeking behaviors overall may be beneficial.

Asking for Help

Explaining Materials

Coinciding with asking questions, the NSSE survey also asks students about how frequently they explain course material to others. Senior respondents reported that they “very often” practice explaining materials to peers at a rate of 27.7%. The survey responses revealed a statistically significant difference where only 25.7% of senior first-generation college students reported explaining course material to other students “very often” in comparison to the 31.1% of non-first-generation students (p < 0.05). This suggests that first-generation college students may benefit from resources and tools that increase confidence and frequency when it comes to them explaining course material.

Explaining Materials

Student Affairs Assessment

08
Discussion with Diverse Others

Economic Backgrounds

Results from senior respondents revealed that compared with men and women, students who identify with another gender identity talk to people from a different economic background than themselves very often; 34.1% of men and 36.4% of women reported that they speak to those from another economic background “very often” compared to the 50.0% of students of another gender identity who reported “very often” to speaking to people with a different economic background. Given that the majority of the respondents reported lower rates of interacting with students from different economic backgrounds, this showcases some of the importance in facilitating opportunities for students to interact with others who may be from different economic backgrounds.

Racial/Ethnic Backgrounds

An important part of learning with peers is talking with people from different backgrounds. Survey findings show that 32.5% of first-year students and 33.8% of senior students interact with students of a different race or ethnicity than their own “very often.” Based on responses from first-year students at OSU, the amount of interaction with students of another race or ethnicity differs across race. For example, 59.6% of Hispanic or Latinx students, 57.1% multiracial students, and 40.0% of Asian students reported that they had discussions with people of a different race or ethnicity “very often,” but only 33.3% of international or nonresident students and 34.3% of White students interacted with groups different from their own ($p < 0.10$). Among seniors, the differences among students of color are less apparent when it comes to having discussions with people of a race or ethnicity other than their own, but responses from White students stuck out from the rest. Nearly 56% of Asian students, 55.6% of Black or African American students, 48.5% of Hispanic or Latinx students, and 40.5% of multiracial students reported that they have these discussions “very often,” whereas only 32.1% of White students and 33.3% of international students reported having these discussions “very often” ($p < 0.05$). The data suggests a large portion of students of color will at some point start to interact with students of another race over their years at OSU, but that does not seem to hold true for White and international students. While this may not be surprising at a predominantly White institution, given the importance of learning from people from different backgrounds, it may be beneficial to integrate more opportunities for promoting cross-racial interactions, particularly for White and international students.

**Some responses may not be shown due to privacy concerns. See the “Limitations” section for more information.
“Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways” (NSSE, 2014).

University faculty influence the student experience significantly. Through working alongside professionals, students have the opportunity to further their educational enrichment and career development. The Engagement Indicator of Experience with Faculty is divided into the subjects: Student-Faculty Interaction and Effective Teaching Practices. Students respond with whether they experience these interactions with faculty “never,” “sometimes,” “often,” or “very often.”

**Student-Faculty Interaction**

**Career Plans & Non-Academic Activities**

Interactions among faculty and undergraduate students were most frequent in instances of sharing career aspirations, as 40.5% of first-year students and 39.9% of seniors reported discussing career plans with a faculty member “often” or “very often.” A less frequent experience with faculty was working on activities other than coursework, such as committees or student groups, to which 19.5% of first-year students and 28.0% of seniors responded with doing “often” or “very often.”

**Academic Performance**

Among first-year students there was a statistically significant (p < 0.05) difference between students who are first-generation and those who are not when discussing academic performance with faculty members. Nearly 39% of first-year students that are first-generation reported discussing academic performance with a faculty member “often” or “very often,” while only 22.0% of non-first-generation first-year students reported doing the same.
Effective Teaching Practices

Clarity of Expectations & Feedback on Drafts
Effective teaching practices were highlighted in the responses of 62.7% of first-year students and 73.2% of seniors who reported that their course goals and requirements were clearly explained “quite a bit” or “very much.” In contrast, when it comes to instructors providing feedback on drafts or work in progress, 44% of first-years and 48.8% of seniors responded with this occurring “quite a bit” or “very much.”

Feedback on Completed Assignments
In the category of effective teaching practices, a statistically significant (p < 0.05) difference exists in the responses of first-year male and female students. Men reported that their instructors provided prompt and detailed feedback on their tests and assignments “quite a bit” and “very often” at a rate of 58.7%. However, only 45.6% of women reported that their instructors provided the same feedback at the same frequency.

**Feedback on Completed Assignments**
(First-Year Respondents)

- **Men**
  - "Very Often": 45%
  - "Often": 34%
  - "Sometimes": 17%
  - "Never": 2%

- **Women**
  - "Very Often": 36%
  - "Often": 39%
  - "Sometimes": 18%
  - "Never": 7%

**Some responses may not be shown due to privacy concerns. See the "Limitations" section for more information.**
“Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff” (NSSE, 2014).

An accepting university campus that offers opportunities for engagement enriches the environment of the student experience. The NSSE Engagement Indicator of Campus Environment is divided into the subjects of Quality of Interactions and Supportive Environment.

The experiences that students have with different groups across campus are rated on a scale of 1-7, with 1 being poor and 7 being excellent.

### Quality of Environment

**Academic Advisors & Administrative Staff**

Interactions among undergraduate students and their academic advisors are shown to possess the highest overall reported quality of experience, with 52.7% of first-year students and 49.4% of seniors rating their experiences as a 6 or 7. However, both first-year students and seniors reported having interactions of lower quality with other administrative staff and offices, with a rating of 6 or 7 from only 35.3% of first-years and 33.3% of seniors.

**Students**

Student interactions with their peers were significantly ($p < 0.05$) different among gender and racial/ethnic demographics. For example, only 16.7% of seniors who identify with a gender identity other than man or woman responded to the survey with a 6 or 7 rating of interactive quality with other students. Meanwhile, 51.3% of men, 54.4% of women, and 60.8% of students who preferred not to disclose their gender identity rated their peer interactions with a 6 or 7. First-year students rated the quality of interactions with other students differently across race and ethnicity; quality of interactions with students was rated 6 or 7 by 53.8% of students who identify with two or more races, 47.6% of White students, 60.0% of international or nonresident students, 47.9% of Hispanic or Latinx students, and 35.3% of Asian students. As noted earlier in the Limitations section, too few Black or African American, American Indian/Alaskan Native, and Hawaiian/Pacific Islander students responded to report here.
Supportive Environment

Students were asked to distinguish how much their institution emphasized different characteristics of a supportive campus environment by responding with whether Oregon State emphasizes these aspects very little, some, quite a bit, or very much.

Support of Academic & Non-Academic Responsibilities

Nearly 65% of first-year students and 62.5% of seniors found that Oregon State emphasized providing support to help students succeed academically “quite a bit” or “very much.” On the other hand, undergraduates did not feel that OSU helped to manage non-academic responsibilities such as work or family nearly as much, as 28.4% of first-year students and 23.1% of seniors responded with “quite a bit” or “very much.”

Social Opportunities & Support for Well-Being

Seniors who are members of a social fraternity or sorority had statistically significant (p < 0.05) different experiences with the aspects of institutional emphasis. For example, 71.2% of seniors involved in Greek life found that OSU emphasized providing opportunities to be involved socially “quite a bit” or “very much,” as opposed to 60.9% percent of seniors who are not members of fraternities or sororities. We see a similar comparison when examining how students respond to a question about whether OSU provided support for overall well-being, with 76.1% of senior fraternity or sorority members and 63.0% of other seniors reporting “quite a bit” or “very much” through methods such as recreation, health care, and counseling. Other statistically significant (p < 0.05) responses included institutional emphasis on helping manage non-academic responsibilities, to which 34.6% of senior Greek life participants and 24.8% other seniors responded with “quite a bit” or “very much.”
“Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first-year and one in the context of their major” (NSSE, 2007).

“NSSE asks students about their participation in the six HIPs (Service Learning, Learning Community, Research with Faculty, Internship or Field Experience, Study Abroad, and Culminating Senior Experience). Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students’ responses include participation from prior years” (NSSE 2019).
Service Learning Activities

Service-learning activities in classrooms encourage students to volunteer and serve their community. The High-Impact Practice of Service Learning asks students about how many of their courses at this institution have included a community-based project (service-learning).

First-Year Respondents

Only 5.8% of first-year students reported that all of their courses had a community based project, while 27.6% reported that some of their courses had fallen into this category, and 47.6% reported that none of their courses included service-learning. For students involved in a sorority or fraternity, no courses included service-learning for 45.7%, some courses for 50.0%, most courses for 2.9%, and all courses for 1.4%. For first-year students not involved in Greek life, 61.8% reported having no classes with service-learning, 30.6% have some courses with this aspect, 6.6% say most their courses include a community project, and 0.9% reported that all of their courses contain the High-Impact Practice of Service-Learning.

Senior Respondents

According to the NSSE survey results, 48.5% of senior respondents shared that some of their classes included service-learning activities, but 34.9% reported that none of their courses ever employed service-learning. Diving deeper into the data, the survey showed that 88.9% of Black or African American senior students reported that they have service-learning activities in “some” of their courses which was significantly higher compared to other races who responded similarly at rates between 53% to 59% (p < 0.05). The data also revealed differences between senior first-generation students and non-first-generation senior students, with 7.5% of first-generation seniors reporting that most of their courses included service-learning activities compared to 3.8% of non-first-generation seniors (p < 0.05).
Learning Communities

Learning communities allow students to find a community with similar interests or backgrounds. OSU offers a variety of Living-Learning Communities to help students feel more comfortable and less isolated. The High-Impact Practice of Learning Community asks students if they have participated or plan to participate in a learning community or some other formal program where groups of students take two or more classes before they graduate.

First-Year Respondents
When reporting plans to participate in a learning community, first-year student responses are quite evenly distributed. Those who have not yet decided if they will participate in the Learning Community HIP compose of 28.4% of first-year students, 20.6% plan to participate, and 25.0% do not plan to participate. There were 36 (7.3%) first-year students at OSU who reported having already participated or are currently participating in this program structure.

Senior Respondents
By their senior year, 20.3% of senior respondents had participated or were currently participating in a learning community. When this survey was administered, seniors were approaching the end of their undergraduate years, so not many students wanted to participate in this practice their senior year. Survey results showed that only 6.9% of senior respondents planned to participate in a learning community, but 50.1% indicated that they do not intend to engage with this practice.
Research with Faculty

Students have the ability to work with faculty on research projects or other work that can tie to the student’s interests, academics, or career goals. The High-Impact Practice of Research with a Faculty Member asks students if they have worked or plan to work with a faculty member before they graduate.

First-Year Respondents

Over a quarter of first-year students responded that they have not decided to conduct research with faculty, 14.5% do not plan to do, 34.5% plan to do, and 6.9% have already worked on a research project with faculty or they are in the process of doing so. In a comparison of different racial/ethnic demographics, 64.7% of Asian students, 19.9% of Hispanic or Latinx students, 17.6% of White students, 42.7% of international or nonresident students, and 20.5% of students of two or more races/ethnicities plan to participate in this HIP.

Senior Respondents

By their senior year, 25.6% of seniors had already completed or were participating in work with a faculty member. When asked if they had worked with faculty on a research project, 50.0% of students identifying with a gender other than man or woman responded that they have completed or were currently in the process of completing work with faculty. This is relatively high compared to the 29.5% of women and 27.7% of men who also engaged in this High-Impact Practice (p < 0.05). The survey results also found that 22.1% of first-generation students had completed or were working with faculty on a project which was statistically lower than the 32.8% of non-first-generation students (p < 0.05).
Internships & Field Experience

Internships provide students with real world experience and teach them skills that are difficult to teach in the classroom. Internships provide a great way for students to learn about their potential careers and what the professional world is like. The High-Impact Practice of Internship or Field Experience asks students if they have participated or plan to participate in an internship, co-op, field experience, student teaching, or clinical placement before they graduate.

First-Year Respondents
There is an expected high demand for participation in internship or field experience, as 60.5% of first-year students plan to participate in this HIP. Those who have already participated or whose participation is in progress include 7.3% of first-year students, 10.1% have not decided, and 3.6% do not plan to participate. Students who have not decided whether they will participate are 14.5% non-first-generation and 5.7% first-generation. Another significant (p < 0.05) difference exists among students who do not plan to participate in this HIP, which includes 2.3% of non-first-generation and 8.1% of first-generation students.

Senior Respondents
At the time the survey was administered, 48.8% of seniors reported that they already participated or were already taking part in an internship or field experience opportunity. Looking at the data from a racial perspective, however, only 33.3% of students identifying as Black or African American and 35.6% of international students had done an internship which was significantly lower than students with other racial backgrounds who had completed these experiences at a range from 53.9%-65.5% (p < 0.05). Finally, only 48.9% of first-generation seniors had completed or participated in an internship during their time at OSU which is significantly lower than the 58.6% of non-first-generation students who had done the same (p < 0.05).

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**Internships & Field Experience**

(Student Respondents)

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*Some responses may not be shown due to privacy concerns. See the "Limitations" section for more information.
Study Abroad Programs

Study abroad programs give students the opportunity to study in another country surrounded by a different culture and language. The High-Impact Practice of Study Abroad asks students if they have participated or plan to participate in a study abroad program before they graduate.

First-Year Respondents
Participation in study abroad programs can be anticipated with 37.7% of first-year students planning to participate, 20.8% not planning to, 20.4% having not decided, and 2.4% having completed or in currently participating in the Study Abroad HIP. When comparing demographics of first-year students, the most significant (p < 0.05) difference is found among gender identities. First-year women responded with a greater demand for participation in study abroad programs, as 56.4% women planned to participate while only 11.7% of men responded with planning to participate.

Senior Respondents
The report showed that 14.0% of senior students had completed or were completing a study abroad program. Looking at the data more closely, it was evident that 7.8% of men had engaged in this opportunity compared to the 21.6% of women (p < 0.05). Furthermore, no students identifying as a gender other than man or woman responded that they participated or planned to participate in a study abroad program (p < 0.05). When looking at first-generation seniors, 10.3% of them reported they had completed a study abroad program in comparison to 18.2% of non-first-generation seniors.

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Culminating Senior Experience

A culminating senior experience refers to a capstone course, a senior project or thesis, a comprehensive exam, a portfolio, or another project which showcases a student’s development and work. It is a way for students to demonstrate their knowledge and growth. The High-Impact Practice of Culminating Senior Experience asks students if they have completed or plan to complete a culminating senior experience before they graduate.

First-Year Respondents
Completion of the Culminating Senior Experience HIP is in the plans of 41.1% of first-year students at OSU. This type of experience was completed by or is currently in progress for 1.2% of first-year students. Nearly 11% do not plan to complete a culminating senior experience and 27.8% have not decided. It is important to note that a significant difference (p < 0.05) exists among first-year men and women, as 13.1% of men have not decided, 20.4% do not plan to do, 32.4% plan to do, and 34.2% are done or in progress of this HIP. With women however, 38.2% have not decided, 12.4% do not plan to do, 48.5% plan to do, and only 0.8% are done or in progress of completing a culminating senior experience.

Senior Respondents
By their senior year, 37.4% of senior respondents had completed or were in the process of completing a culminating senior project. 19.0% of senior respondents planned to engage in this practice and 24.1% did not plan to engage in this High-Impact practice. Only 8.8% of senior respondents were unsure whether they wanted to participate. Looking deeper, NSSE survey results showed that 27.8% of students who identify as with a gender other than man or woman were undecided in whether to engage with this practice which was relatively high in comparison to the 10.5% of women and 6.6% of men (p < 0.05).
NSSE findings can provide many insights and potential suggestions for how Oregon State University can improve the experiences for undergraduate students.

Data from the Academic Challenge components of the Engagement Indicators show that 47.0% of first-year students and 48.3% of seniors include diverse perspectives. This suggests OSU should continue fostering this practice in class by encouraging students to analyze various perspectives.

The Learning with Peers section of the Engagement Indicators revealed that 32.5% of first-year students and 33.8% of seniors engage in discussions with races other than their own “very often.” To encourage this practice more, OSU could require a mandatory ethnic studies class as part of Baccalaureate Core, allocate more effort and funding to cultural centers and their events, and have a more diverse faculty. Looking at breakdowns by race, OSU can do more to encourage White students to engage in this practice by connecting them with cultural centers and by fostering more open community dialogues between White students and students of color.

To the Engagement Indicator of Effective Teaching Practices, 44.0% of first-year students and 48.8% of seniors responded that instructors provide feedback on drafts or works in progress “quite a bit” or “very much.” This implies that instructors of undergraduate courses could more frequently implement the valuable practice of supplying their students with constructive input before the final deadline of an assignment.

Responses to the Quality of Environment Engagement Indicator of the “Campus Environment” section imply that interactions between students and other administrative staff and offices could be improved, as only 35.3% of first-year students and 33.3% of seniors rated their experiences as 6 or 7, with 7 being excellent. This could include over the phone or in person interactions with front-office staff from departments such as the Office of the Registrar or Financial Aid.

Being that the High-Impact Practice of Research with a Faculty Member is generally resource intensive, it is important to note that 34.5% of all first-year students of the Corvallis campus plan to participate. However, it appears that the promotion of or access to these opportunities may be unequal across different racial/ethnic demographics of first-year students because 64.7% of Asian students, 38.3% of Hispanic or Latinx students, 39.9% of White students, 45.5% of international or nonresident students, and 42.3% of students of two or more races/ethnicities plan to participate in this HIP (p < 0.10).

Responses from seniors regarding the High-Impact Practices show that 48.8% of seniors had completed or were currently participating in an internship or field experience. OSU may continue promoting the Handshake platform, but it may also be beneficial to provide more guidance on how to find and apply for internships and how to set up a LinkedIn. Responses broken down by race shows that OSU may need to provide equitable programs and opportunities to Black or African American students and international students to counteract the significantly lower number of these students who had the opportunity to engage in this practice.
The OSU objective of administering NSSE every three years is to improve the undergraduate experience. This can be accomplished through planning practical use of survey data to enhance undergraduate teaching, opportunities for engagement, and student interactions with the institution. Increasing access to survey data and specialized reports can spread awareness of these areas to facilitate improvement across the university.

This report has highlighted successful aspects of the undergraduate experience in addition to ways in which adaptations can be made to the needs of undergraduates looking forward. Currently, OSU is focusing on the aims of Strategic Plan 4.0, titled Transformation, Excellence and Impact to improve experiences within the institution. This plan expresses a focus on academic excellence in all aspects of learning, discovery, and engagement. The university recognizes goals that address disparities in completion rates among students of different backgrounds and incomes while identifying ways in which institutional experiences can improve. Two of these goals include leading “transformative education that is accessible to all learners” and cultivating “a culture of belonging, collaboration, and innovation.”

OSU will use its resources to maximize advantage in delivering distinctive and affordable education via multiple pathways, integrating research and experiential learning, preparing students for successful careers, training scholars, and creating opportunities for lifelong learning. The university will also dedicate efforts to building an organizational culture founded on the values of inclusion, mutual respect, good physical and mental health, collaboration, and humility, so that people from every background are welcomed and thrive, the community is diverse, and leadership advances both excellence and innovation (Transformation, Excellence, and Impact — SP4.0). Academic resource accessibility and social acceptance play a large role in an undergraduate student’s university experience. NSSE data provides OSU with their progress on achieving these goals through the input students provide regarding their experience.


## Appendix

### NSSE Respondent Profile for OSU Corvallis Campus

<table>
<thead>
<tr>
<th></th>
<th>First-Year Students</th>
<th></th>
<th>Graduating Seniors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Invited to Participate</td>
<td>Respondents</td>
<td>Response</td>
<td>Invited to Participate</td>
</tr>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>Rate</td>
</tr>
<tr>
<td>Total</td>
<td>2520</td>
<td>100.00%</td>
<td>496</td>
<td>100.00%</td>
</tr>
<tr>
<td>Men</td>
<td>1374</td>
<td>54.52%</td>
<td>186</td>
<td>37.50%</td>
</tr>
<tr>
<td>Women</td>
<td>1146</td>
<td>45.48%</td>
<td>310</td>
<td>62.50%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>231</td>
<td>9.17%</td>
<td>39</td>
<td>7.86%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38</td>
<td>1.51%</td>
<td>3</td>
<td>0.60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>288</td>
<td>11.43%</td>
<td>60</td>
<td>12.10%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>17</td>
<td>0.67%</td>
<td>3</td>
<td>0.60%</td>
</tr>
<tr>
<td>Multiple</td>
<td>249</td>
<td>9.88%</td>
<td>36</td>
<td>7.26%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>9</td>
<td>0.36%</td>
<td>2</td>
<td>0.40%</td>
</tr>
<tr>
<td>White</td>
<td>1624</td>
<td>64.44%</td>
<td>335</td>
<td>67.54%</td>
</tr>
<tr>
<td>International</td>
<td>53</td>
<td>2.10%</td>
<td>15</td>
<td>3.02%</td>
</tr>
<tr>
<td>Unknown Race</td>
<td>11</td>
<td>0.44%</td>
<td>3</td>
<td>0.60%</td>
</tr>
<tr>
<td>First-generation</td>
<td>507</td>
<td>20.12%</td>
<td>124</td>
<td>25.00%</td>
</tr>
<tr>
<td>Non-First-Generation</td>
<td>2007</td>
<td>79.64%</td>
<td>265</td>
<td>53.43%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6</td>
<td>0.24%</td>
<td>107</td>
<td>21.57%</td>
</tr>
</tbody>
</table>

Contact [Student Affairs Assessment](#) with any additional questions or for more information about the results contained in this report.