

2004 NSSE Results Ohio University and Presidential Peers Executive Summary

Ohio University's quest for enhanced national prominence has prompted the Office of Institutional Research to request an additional analysis of our 2004 National Survey of Student Engagement (NSSE) data. This report compares Ohio University 2004 NSSE responses with the combined responses from our peer institutions participating in either the 2003 or 2004 administration of the NSSE.

Of the ten peer institutions, 8 have participated in the NSSE, 7 participated in 2004 and 1 participated in 2003. In 2004 the following institutions participated: Auburn University, Clemson University, Indiana University-Bloomington, University of Connecticut, University of Missouri-Columbia, Tennessee-Knoxville, and Washington State University. In 2003 the University of North Carolina—Chapel Hill participated.

The University of Delaware and the University of New Hampshire have not yet participated in the NSSE. The University of Delaware plans to participate in the 2005 NSSE administration.

OVERALL

- Ohio University's peer group compare well with all public doctoral extensive institutions participating in the NSSE.
- Ohio University's means for senior respondents compare well to senior respondents from Ohio University's peers.
- Ohio University's means for freshmen respondents compare generally less well, and on several items, significantly less than Ohio University's peer group.
- 2004 NSSE data results provide evidence that the institutional environment, academic and intellectual experiences and educational and personal growth for Ohio University students are significantly less engaging than for those students at Ohio University's peer institutions.

ACADEMIC AND INTELLECTUAL EXPERIENCES

- Of the 22 items included in the Academic and Intellectual Experiences component of the NSSE, Ohio University freshmen respondent means were lower on 21 of the items than Ohio University's peers. Eight of those items were significantly different.
- Ohio University senior respondents asked significantly more questions in class or contributed significantly more to class discussions than Ohio University's peers.
- Ohio University senior respondents also made significantly more class presentations than Ohio University's peers.

- Ohio University senior respondents reported significantly more assigned textbooks, books or book-length packs of course readings than Ohio University’s peers, whereas OU freshmen respondents reported significantly fewer of these assignments than their peers.
- Ohio University senior respondents also reported significantly more papers or reports assigned than Ohio University’s peers, while OU freshmen respondents reported significantly fewer reports or papers than their peers.
- Ohio University freshmen respondent means were lower on 5 of the 6 items from the Student Faculty Interaction construct than their peers. One item, discussed grades or assignments with an instructor was significantly lower than the peer group.
- Ohio University senior respondent means were higher on 4 of the 6 items from the Student Faculty Interaction construct than their peers.

INSTITUTIONAL ENVIRONMENT

- Of the 7 items included in the Institutional Environment component of the NSSE, Ohio University freshmen respondent means were lower on all 7 items, and significantly lower on 6 of the 7 items.
- Ohio University senior respondent means were also lower on 5 of the 7 items from the Institutional Environment section of the NSSE. While not significant OU senior respondent means were higher than the peers for “providing support you need to thrive socially” and “using computers in academic work.”

EDUCATIONAL AND PERSONAL GROWTH

- Ohio University freshmen respondent means were lower on 12 of the 15 items included in the Educational and Personal Growth component of the NSSE. Six items: acquiring a broad general education, analyzing quantitative problems, using computer and information technology, voting in local, state, or national elections, understanding people of other racial and ethnic backgrounds, and contributing to the welfare of your community were significantly different.
- Ohio University freshmen respondent means were at or above their peers’ means for the 3 items in this section including thinking critically and analytically, voting in local, state, or national elections, and learning effectively on your own
- Ohio University senior respondent means were lower on 8 of the 15 items in the Educational and Personal Growth section. Only 2 of those 8 items: analyzing quantitative problems and thinking critically and analytically were significantly lower than their peers.
- Ohio University senior respondent means were the same or higher than their peers for the following 7 items in this section: writing clearly and effectively, speaking clearly and effectively, working effectively with others, voting in local, state, or national elections, learning effectively on your own, understanding yourself, and developing a personal code of values and ethics.