

2011 NSSE Results Ohio University and Peers Executive Summary

OVERALL

- NSSE provided Ohio University with a summary report of its spring 2011 results. In the report, Ohio University's results are compared with those from 3 distinct comparison groups.
 1. Presidential Peer Universities (6 institutions)
 2. Institutions in Ohio University's Carnegie Class (49 institutions)
 3. All 2011 NSSE participants (677 institutions)

- NSSE has five Benchmarks of Effective Educational Practice which are to be used by participating institutions as a guide for institutional improvement efforts.
 1. Level of Academic Challenge (LAC)
 2. Active / Collaborative Learning (ACL)
 3. Student-Faculty Interaction (SFI)
 4. Enriching Educational Experiences (EEE)
 5. Supportive Campus Environment (SCE)

- NSSE provided 2011 participating institutions with a Multi-Year Benchmark Report, which enables Ohio University to compare results over time (2002, 2004, 2005, 2008 and 2011) with each of the 3 comparisons groups.

- Ohio University's means for senior respondents were significantly higher (indicating more engagement) on four of the five NSEE benchmarks (LAC, ACL, SFI, EEE) than were the senior respondents from Ohio University's selected peer institutions.

- The mean for Ohio University freshmen respondents compares well with that of the Peer Institutions in all categories, as it is slightly higher in all but one (SCE).

- Both freshmen and seniors at Ohio University report significantly more Student-Faculty Interaction (SFI) than their selected peers.

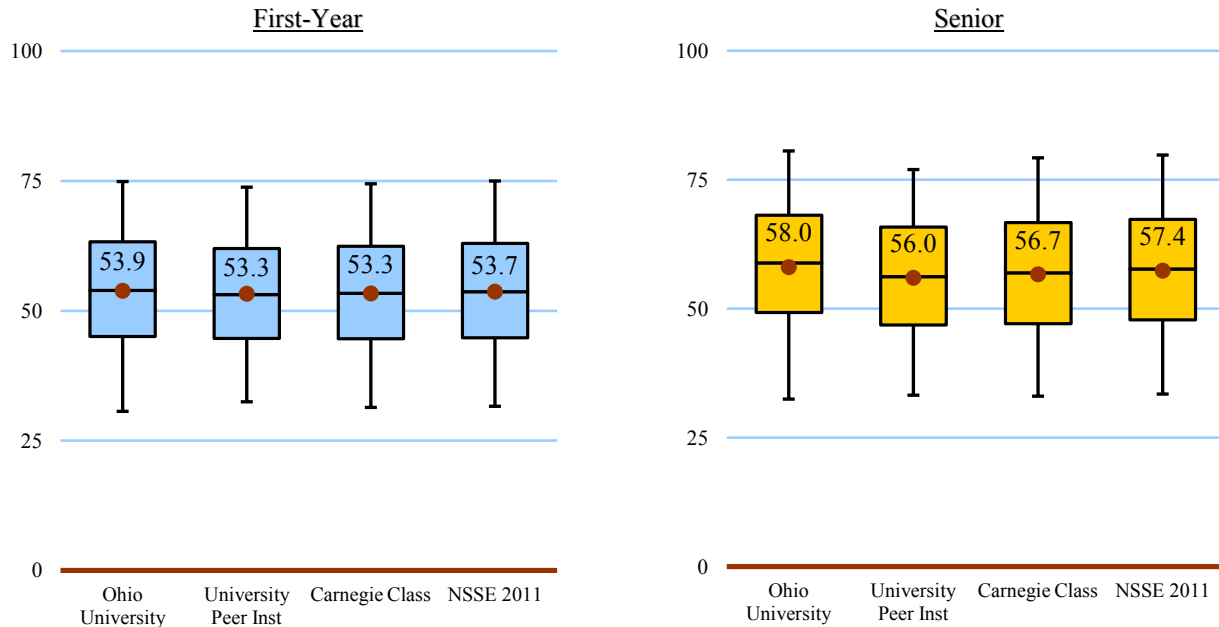
- 2011 NSSE data provides evidence that freshmen at Ohio University perceive their first year of college as slightly more engaging than the freshmen from the selected peer institutions perceive their first-year experience.

- 2011 NSSE data also suggest that Ohio University seniors perceive that their educational experiences are significantly more engaging than their counterparts at the selected peer institutions.

- Ohio University provides an engaging, value-added educational experience, as evidenced by higher Ohio University senior NSSE ratings than their selected peers. At the same time, Ohio University freshmen show increased levels of engagement since 2002 (see graphs below).

LEVEL OF ACADEMIC CHALLENGE

2011 Benchmark Comparisons



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.

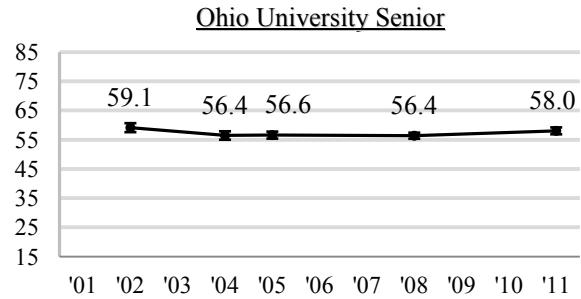
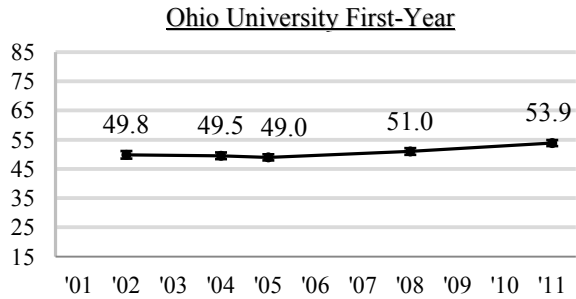
First – Year Students at Ohio University:

- Reported a higher Level of Academic Challenge than first-year students at peer institutions
- Were below first-year students at peer institutions with regards to synthesizing ideas, analyzing ideas and time spent preparing for class
- Were higher than their peers at selected institutions with regards to making judgments and applying theories in practical ways
- Had significantly larger amounts of assigned text books and course readings, as well as significantly more written papers ranging from less than five pages to twenty or more pages

Senior Students at Ohio University:

- Reported a student LAC mean that was significantly higher than that of the selected peer institutions
- Spent significantly less time preparing for class than their peers
- Had significantly higher numbers of assigned text books and readings, as well as in written assignments ranging from fewer than five pages to more than twenty

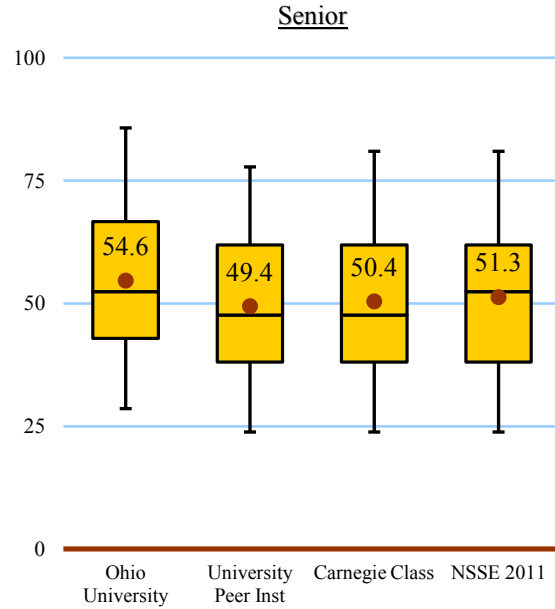
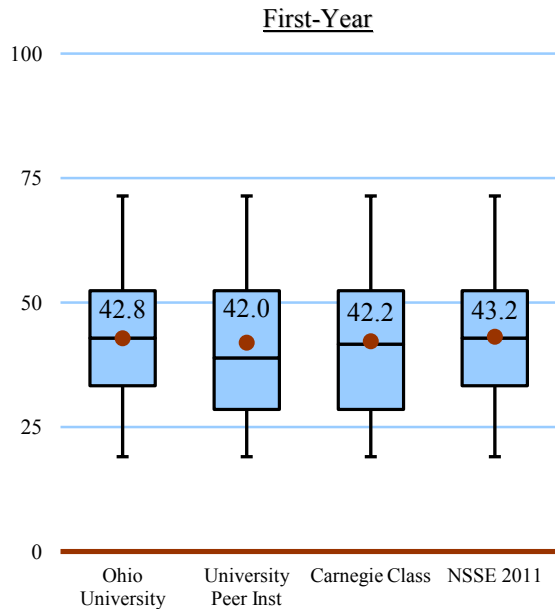
Longitudinal Comparisons



- Despite Ohio University freshmen reporting lower levels of academic challenge than their selected peers in 2008, the data show a steady increase over the last three years that has put them ahead of their peers in 2011.
- Ohio University seniors have reported a consistent Level of Academic Challenge since 2004, however, from 2008 to 2011 the LAC increased.

ACTIVE & COLLABORATIVE LEARNING

2011 Benchmark Comparisons



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.

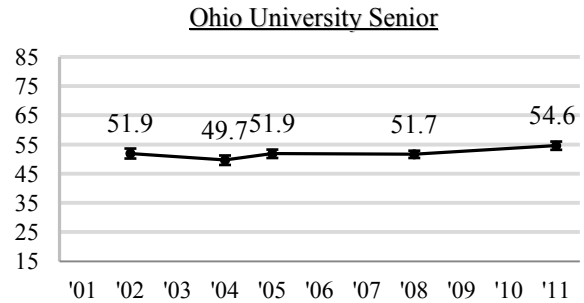
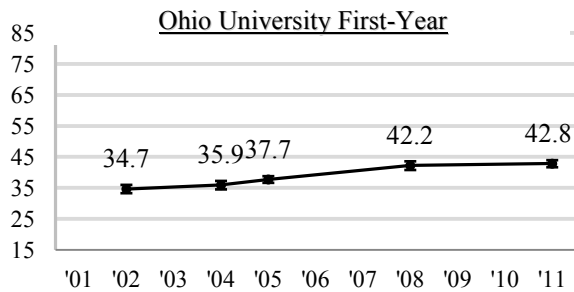
First-Year Students at Ohio University:

- Reported an Active and Collaborative Learning mean that was higher than that of the selected peer institutions
- Made presentations and asked questions in class significantly more often than their selected peers
- Spent about the same amount of time working with other students both in and out of class as did their selected peers
- Tutored or taught other students and participated in community-based projects significantly less frequently than their peers at selected institutions

Senior Students at Ohio University:

- Reported an ACL mean that was significantly higher than seniors at selected peer institutions
- Asked questions in class, made presentations, and worked with other students both in and out of class significantly more than did senior students at the selected peer institutions
- Tutored or taught other students and participated in community-based projects significantly more often than respondents from peer institutions

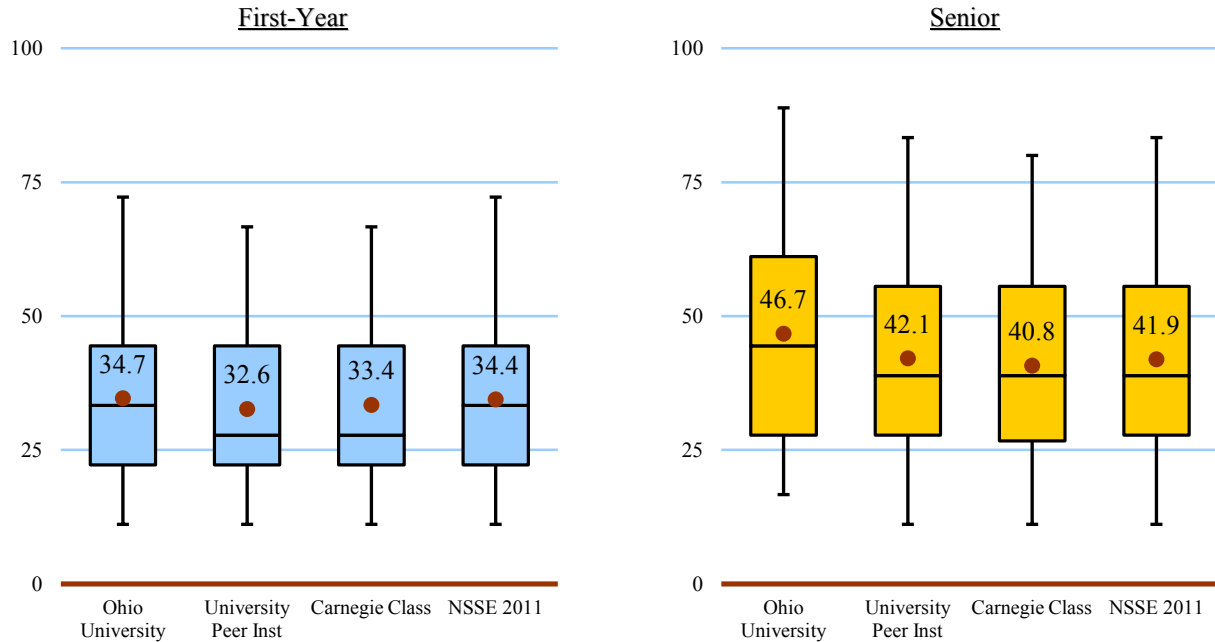
Longitudinal Comparisons



- First-Year students at Ohio University have shown an increase in Active and Collaborative Learning benchmark mean since 2002.
- Ohio University seniors have shown growth within the same time frame. They continue to have a significantly higher mean in the ACL category than their peers at selected institutions.

STUDENT-FACULTY INTERACTION

2011 Benchmark Comparisons



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.

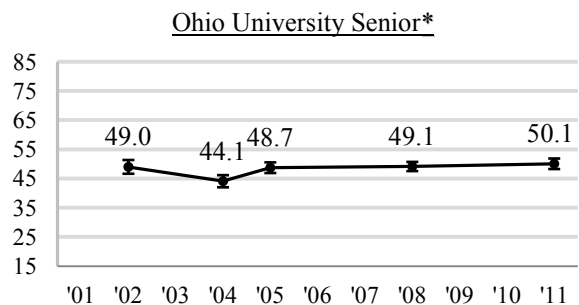
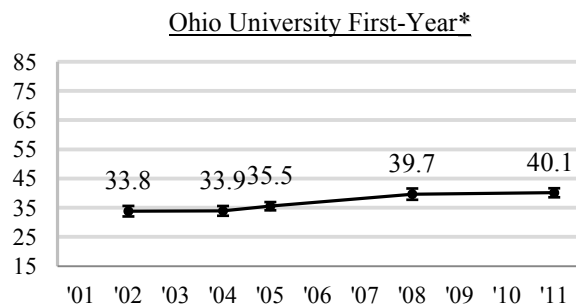
First-Year Students at Ohio University:

- Reported significantly higher levels of Student-Faculty Interaction than their peers
- Discussed grades or assignments with instructors and talked about career plans with faculty more often than first-year students at peer institutions
- Discussed ideas from readings or classes with faculty members outside of class significantly more than students from the selected peer institutions
- Received prompt feedback regarding their academic performance and worked with faculty members on activities other than coursework more often than did first-year students at peer institutions

Senior Students at Ohio University:

- Reported significantly higher levels of Student-Faculty Interaction than did seniors at peer institutions
- Discussed grades, ideas, career plans, and worked with faculty members on activities other than coursework significantly more than their counterparts at peer institutions

Longitudinal Comparisons

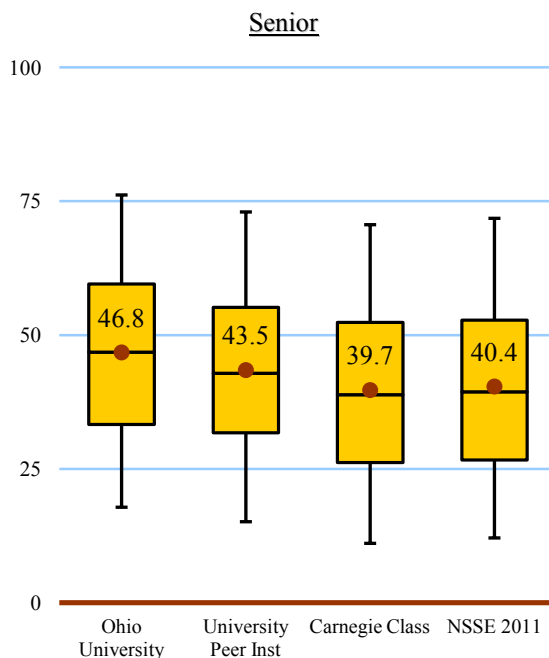
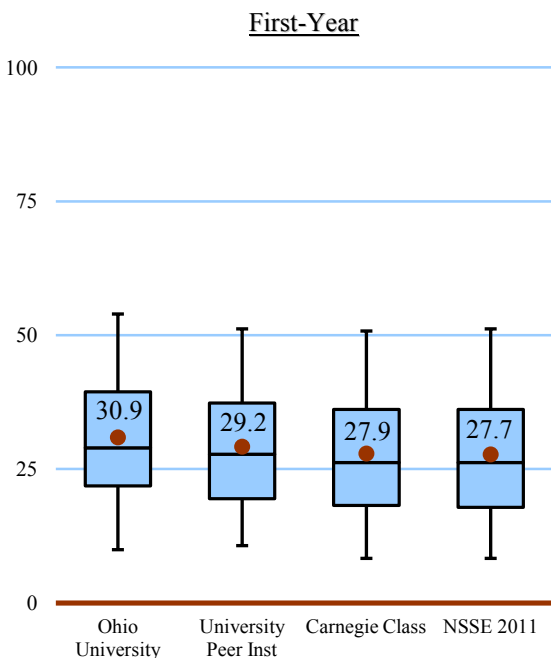


* For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted in these graphs.

- Since 2002 Ohio University freshmen have reported increases in Student-Faculty Interaction.
- Ohio University seniors have shown consistency in their levels of Student-Faculty Interaction over the past nine years.

ENRICHING EDUCATIONAL EXPERIENCES

2011 Benchmark Comparisons



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.

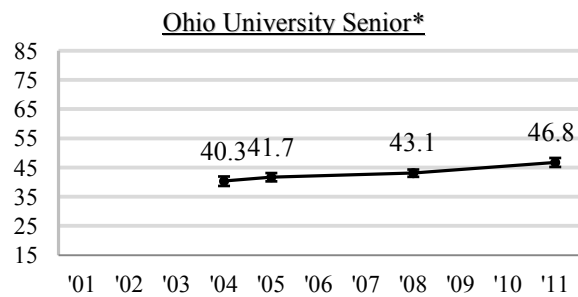
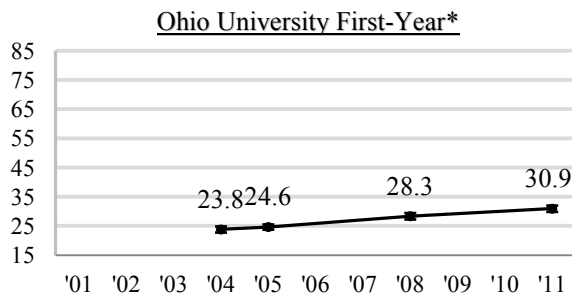
First-Year Students at Ohio University:

- Reported being significantly more engaged in Enriching Educational Experiences than their selected peers
- Had a significantly higher mean when it came to the use of an electronic medium to discuss or complete an assignment than did their peers at the selected institutions
- Had fewer serious conversations with students of a different race or ethnicity, as well as with students of different political, religious, or personal beliefs than did first-year students from university peer institutions
- Were significantly more involved in learning communities or other such formal programs than where first-year students at university peer institutions

Senior Students at Ohio University:

- Reported being significantly more engaged in Enriching Educational Experiences than senior students at selected peer institutions
- Were significantly more involved in learning communities and other such formal programs than did their peers at selected institutions
- Had significantly more culminating senior experiences (i.e. capstone course, senior thesis/project, etc) than did senior students at university peer institutions
- Were less inclined to be involved with community or volunteer work than their peers at selected institutions

Longitudinal Comparisons

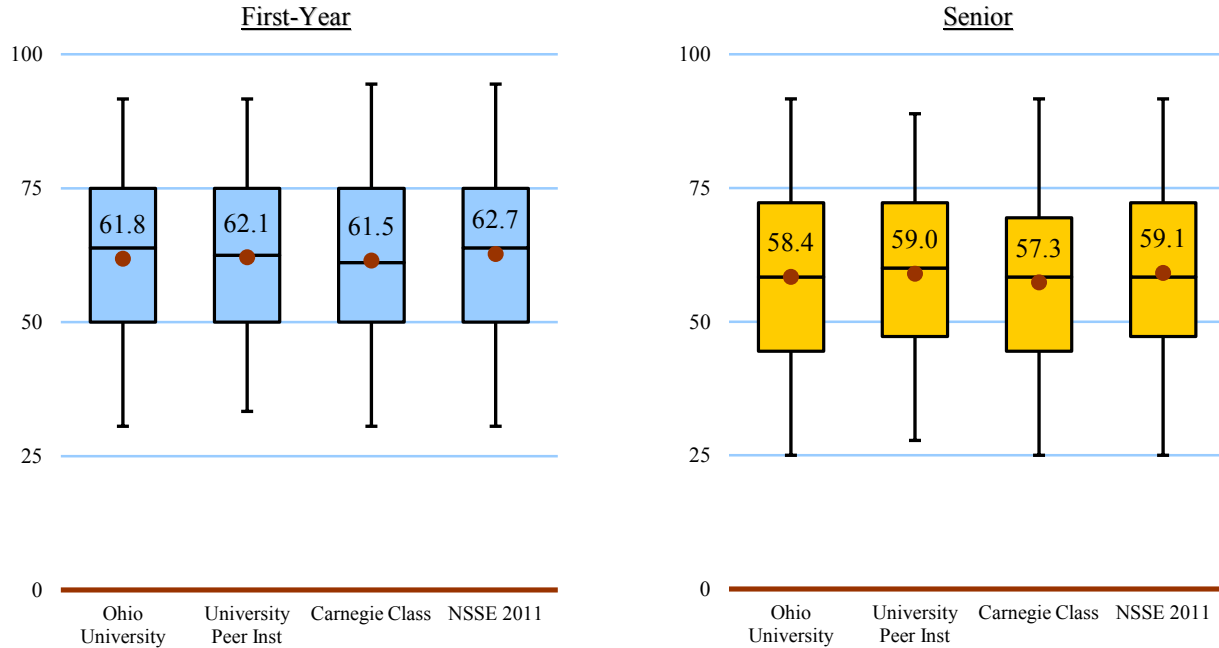


* 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

- Both first-year and senior students have reported increasing levels of Enriching Educational Experiences since 2004

SUPPORTIVE CAMPUS ENVIRONMENT

2011 Benchmark Comparisons



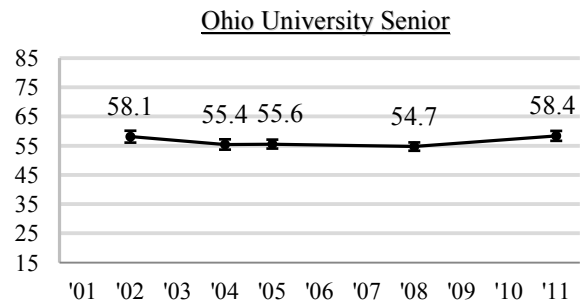
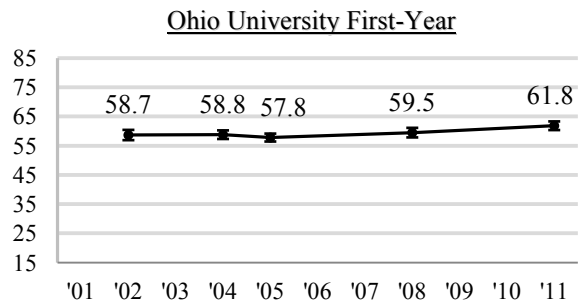
First-Year Students at Ohio University:

- Perceived a less Supportive Campus Environment than did first-year students at peer institutions
- Perceived less quality in their relationships with peers than first-year students at peer institutions
- Perceived receiving less support they needed to help them succeed academically than first-year students at peer institutions
- Reported higher quality of relationships with faculty members than did their peers at selected institutions

Senior Students at Ohio University:

- Perceived a less Supportive Campus Environment than did their peers at selected institutions
- Reported a higher quality of relationship with faculty members, as well as with fellow students, than did senior students at selected peer institutions
- Perceived receiving significantly less support they needed to help them succeed academically than their peers at selected institutions

Longitudinal Comparisons



- While both first-year and senior perceptions of a Supportive Campus Environment are below the mean of their selected peers, the trend among Ohio University students is moving upward in the category and 2011 shows the highest levels of satisfaction in almost a decade