

# OSU Perspective

Published by the OSU  
Division of Student  
Affairs

*Understanding the facts and figures about our students . . .*

## National Survey of Student Engagement Launched Winter Term 2013

Faculty and Staff are asked to encourage students to participate.

Don't Miss This

### IMPORTANT

*Freshmen and Seniors fill out the*

## National Survey of Student Engagement

*Results are used to help form university policy and funding.*

Survey will be sent to your ONID address

Division of Student Affairs

**Improvements** resulting from past surveys:

- Hired additional academic advisors
- Increased faculty and staff in critical areas
- Improved access to key courses.
- Revision of the baccalaureate core.

Oregon State  
UNIVERSITY

### In This Issue

- National Survey of Student Engagement Launched Winter Term 2013
- 2012 Beginning College Survey of Student Engagement: OSU Results
- Engaging in the Culture of Inquiry in the Division of Student Affairs



Oregon State  
UNIVERSITY

Artwork by Kent Sumner, Memorial Union

# 2012 Beginning College Survey of Student Engagement: OSU Results

During the summer START program at OSU incoming first year students were asked to complete the Beginning College Survey of Student Engagement (BCSSE). A total of 2,614 students were invited to participate with 2,562 completions which is a return rate of 98%. These numbers suggest that approximately 74% of the new first year students were surveyed and responded to the BCSSE.

The BCSSE was designed to work with the National Survey of Student Engagement (NSSE) and thus poses many questions that parallel those asked by the NSSE. For instance, the BCSSE asks how many hours per week incoming students expect to study while the NSSE asks students how many hours per week they actually studied.

Thus, by using both the BCSSE and the NSSE, the experiences of first year students can be examined in terms of high school experiences, expected experiences in college, and actual college experiences.

The remainder of this article focuses on the BCSSE results. The 2013 NSSE results will be available in Fall, 2013. At that time comparisons of BCSSE and NSSE results will be available.

Overall, students entered OSU with high expectations for their collegiate academic experience. They expected a high level of integrative academic experience in their first year that included interacting with faculty regularly about ideas from readings and class discussions. Further, they expected from the beginning to have to write and participate in class discussions by pulling together information from multiple courses and resources. They expected to learn things that changed the way they thought

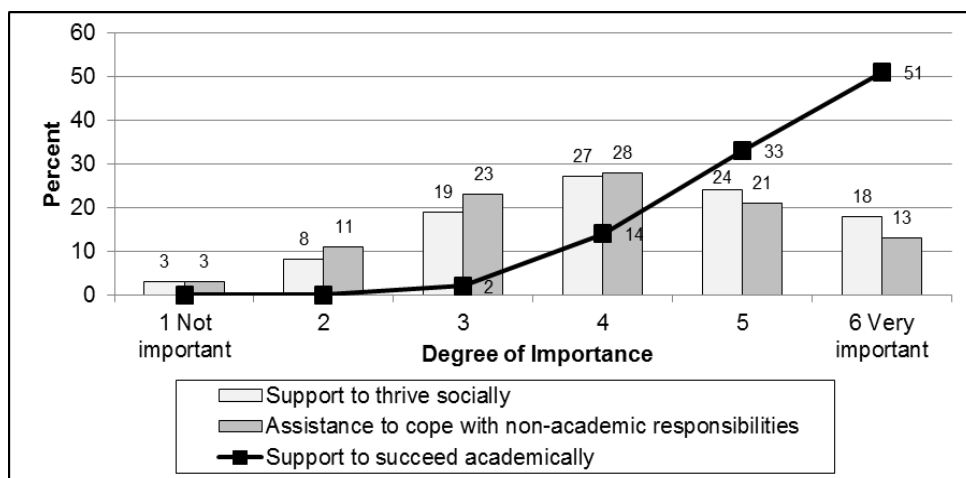
about issues and to be challenged to examine ideas from different perspectives.

The importance of the academic environment in supporting their academic pursuits was evident as well. For the majority of students it was very important that supports were available to

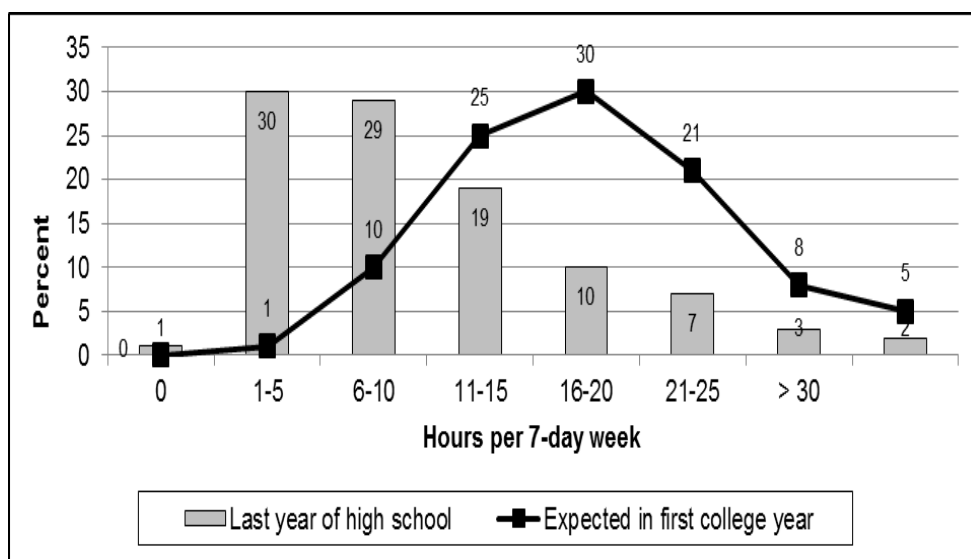
help them succeed academically and to a somewhat lesser degree socially. They wanted the opportunity to attend campus events and to interact meaningfully with other students.

They expected to spend more hours

**Figure 1: Importance of Campus Environment to Provide Support to Thrive Socially, Assistance to Cope with Non-academic Responsibilities, or Support to Succeed Academically**



**Figure 2: Time Spent and Time Expected to Spend Preparing for Class**



Continued on Page 3

**Did you know?** 150 faculty and staff participated in Beaver Strides, a pedometer-based walking program in 2012. New Beaver Strides for 2013! Contact the Student Health Services for information on how to participate!

# 2012 Beginning College Survey of Student Engagement: OSU Results (continued)

per week studying than they did in high school and they expected slightly lower grades. Nearly all students reported entering OSU with a B or better grade point average and they expected to get at least a B average their first year. They rated themselves overall well-prepared

for college-level work, except perhaps in the area of mathematics. They believed that they would persevere in the face of obstacles and about 88% believed that they would graduate from OSU. Nevertheless over 75% reported that managing

time would be substantially difficult for them.

In general, entering students were not as involved in co-curricular activities in high school as they expected to be in college. Three areas of high school involvement (athletics, music/theater, and community service) had the highest percentages of reported involvement for entering students. Student government, student media, clubs and organizations had substantially fewer students involved in high school than the previously mentioned groups of activities.

A little over 75% of students intended to work at least a few hours per week in order to help with college expenses at the time the survey was administered. Further, about one-third of students reported that they did not know if they had received a Pell grant. Likewise, 7% did not know if they had received a loan, and 3% did not know if they had received a scholarship. In terms of self-funding from savings, about 55% reported that they would pay about half of their expenses. The majority of students (77%) expected their parents/family members would pay half to nearly all of their expenses for the first year.

How students experience what OSU has to offer and how this meets students' expectations will be addressed when these BCSSE results are compared to the results of the National Survey of Student Engagement, which is currently being administered.

For the full 2012 BCSSE Report go to:  
<http://oregonstate.edu/studentaffairs/beginning-college-survey-student-engagement>

Figure 3: Hours per Week Working for Pay

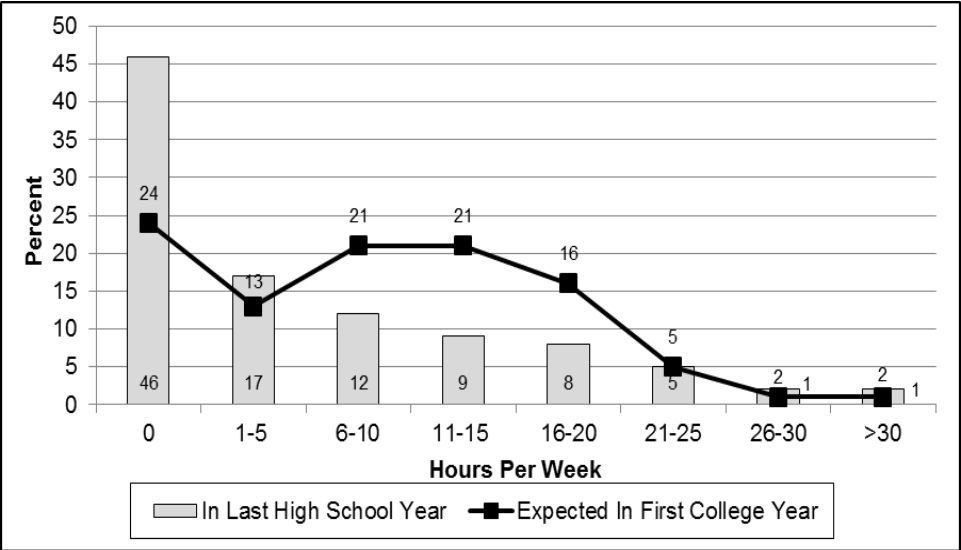
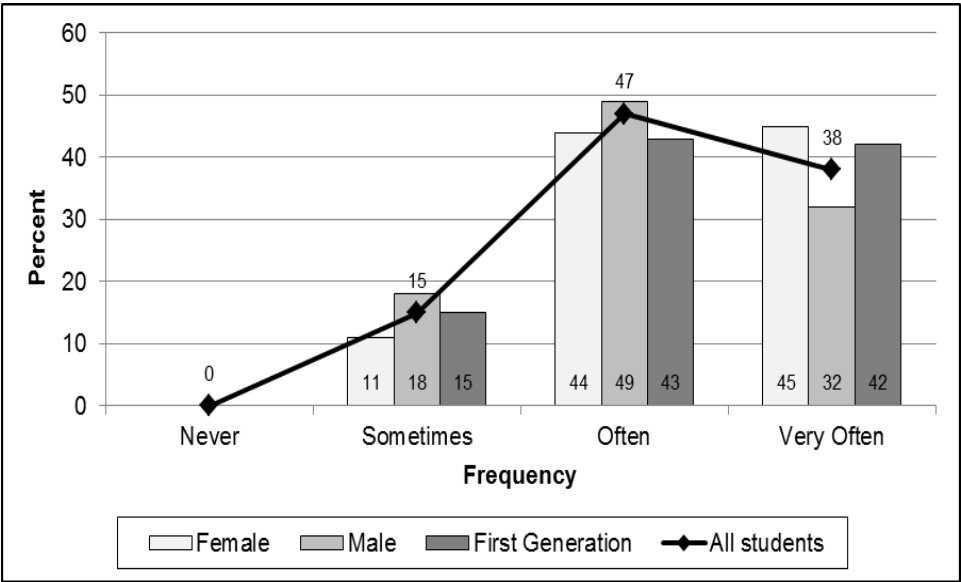


Figure 4: Expect to Learn Something that Changes the Way you Understand an Issue or Idea



**Did You Know?** Following student participation in a smoking cessation program at the Student Health Services using nicotine replacement therapy, a 30+ day follow-up showed that 29% had stopped tobacco use, 32% reported temporarily stopping, 29% had cut back, and only 9% reported making no change.

## OSU Perspective: What is it?

The OSU Perspective was developed to provide information about assessment practices, our students, and our programs. We hope that by making this information available to OSU faculty and staff, we can stimulate conversations that help keep students and student learning at our core.

The Perspective is published both in print and on the web: <http://oregonstate.edu/studentaffairs/assessment-osu-perspective>

Suggestions and comments are always welcomed. Please contact:

Rebecca Sanderson, PhD  
Director

Student Affairs Research,  
Evaluation, and Planning  
103 Poling Hall

Oregon State University  
Corvallis, OR 97331

Phone: 541-737-8738

Email:

Rebecca.Sanderson@oregonstate.edu

Masthead designed by Rebecca Sanderson and OSU Marketing. Editing assistance by Jodi Nelson, Office of the Vice Provost for Student Affairs, OSU.

## Engaging in the Culture of Inquiry in the Division of Student Affairs

Since 1996 the Student Affairs Assessment Council has invested time, energy, and expertise to increase the capacity of division members to engage in a culture of inquiry. These efforts have largely been *ad hoc* in nature but with the addition of Maureen Cochran, Coordinator for Student Affairs Research, Evaluation, and Planning, that has changed. Bringing expertise in evaluation and training and development, Maureen has designed and is in the process of delivering regular monthly workshops on assessment and evaluation topics for people in the division.

Thus far topics have included:

- Assessment Methods and Best Uses (2 sessions)
- Mapping Learning Outcomes to the LGG's
- Data Analysis using Baseline Software
- Using Excel in Assessment

Generally, these workshops are scheduled during regular Student Affairs Assessment Council meetings at 9:00am on designated Wednesdays.

Additionally, several other workshops are planned for the remainder of winter term and into spring term. The topics and dates of future workshops include:

- New to Assessment in Student Affairs?, February 11, 2013, 3-4:30pm
- Using Excel in Assessment (hands-on with Excel), February 13, 2013, 9-10:30am
- Reporting Results for Various Audiences, March 13, 2013, 9-10:30am
- Closing the Loop: Making Decisions Based on Evidence, April 24, 2013, 9-10:30am

Call or email Maureen for registration and location of workshops.

Maureen.Cochran@oregonstate.edu  
541-737-4366

In coming years, an assessment and evaluation orientation, and development program for members of the division will be offered regularly in order to continually increase our ability to contribute to our culture of inquiry in the division.

### Did you know?

Those in units in the Division of Student Affairs who have consistently participated in assessment planning and reporting have become better at seeing how students have learned from their efforts and more sophisticated in the questions they are asking. Those units who have been episodic in their efforts have shown little to no improvement or growth in assessment or in being able to articulate what students are learning from their efforts. Need help? Just call or email Rebecca.Sanderson@oregonstate.edu or Maureen.Cochran@oregonstate.edu

**WE CAN HELP YOU PROGRESS AND WE HAVE THE DATA TO SUPPORT THAT CLAIM!**