

# OSU Perspective

Understanding the 'Facts' & 'Figures'  
about our students and their learning . . .

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## Good Educational Practices

For some students, books work.  
For others, more 'action' is  
needed.



In 1987 Chickering and Gamson published findings from over 50 years of research on how teachers teach and how students learn. Their synthesis of this research led them to posit 7 Principles of Good Educational Practices:

- Student-faculty contact

- Student cooperation and exchange
- Active learning
- Prompt feedback
- Time on task
- High expectations for performance
- Diverse styles of learning

Several years later Terenzini and Pascarella (1991) published their results on decades of research regarding the impact of college on students. Their conclusions confirmed Chickering and Gamson's results and also suggested that those students who were actively engaged in both in-class and out-of-class activities gained more from college than those who were not. These principles are currently being used across the country to assess the degree to which undergraduate students are actively engaged in activities which were positively related to good educational outcomes. The National Survey of Student Engagement was developed based upon research findings and sound psychometric principles of survey construction. The results from this and other assessment measures are being used nationwide to improve services and teaching in efforts to enhance student learning. They are also being used to re-frame and hopefully redirect conversations about rankings based upon reputation and other ill-defined measures of collegiate quality to more research based measures of quality.

## Did You Know?

- Nearly 75% of all OSU seniors have done or intend to complete a practicum, internship or other field experience prior to graduation.
- Over 50% of OSU first year students and OSU senior students reported that their examinations have challenged them to do their best work.
- Over 2/3 of OSU first year students and 3/4 of OSU senior students frequently used email to communicate with instructors.
- 36% of OSU first year students and 43% of OSU senior students reported that they frequently work harder than they

(continued on page 2)

### OSU

#### Perspective:

#### What is it?

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

Information provided in this **Perspective** is taken from the latest results of the [National Survey of Student Engagement](#), the [ACHA National College Health Assessment](#), and various annual reports from departments within Student Affairs. The **Perspective** is published quarterly both in print and on the web.

Ideas and suggestions for subsequent **OSU Perspective** publications are welcomed.

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According to Chickering and Gamson (1987), time on task makes a difference in student learning.

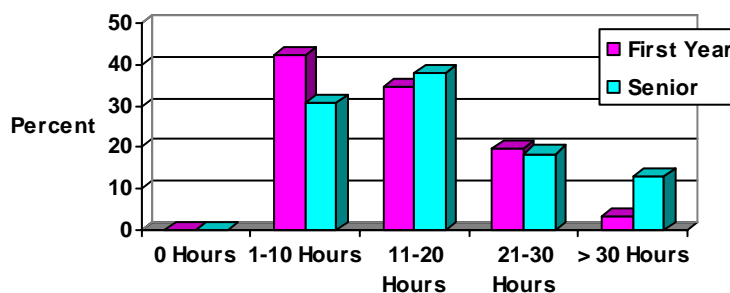
### Did You Know? (continued from page 1)

- thought they could in order to meet an instructor's expectations. (data taken from 2002 National Survey of Student Engagement)
- 50% of OSU students participate in vigorous exercise for 20 minutes (or moderate exercise for 30 minutes) at least three times a week or more.
  - Approximately 94% of OSU students described their health as good, very good or excellent.
  - Of those OSU students who reported having ridden a bicycle in the past year, 40% report NEVER wearing a helmet. (2002 National College Health Assessment)

## How Are First Year and Senior Students Using Their Time?

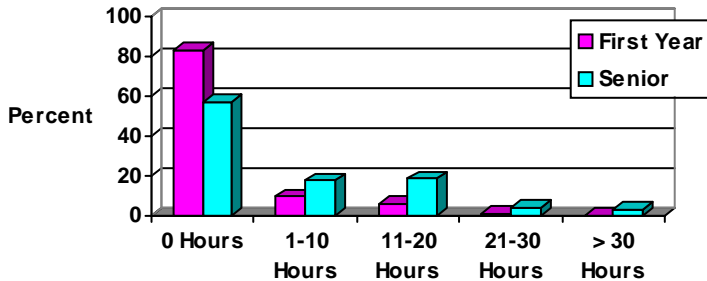
During the 2002 Winter Term, a random sample of OSU first year and senior students were asked how they spent their time in specific categories of activity in a typical 7-day week. Here is what they told us: (data taken from the 2002 National Survey of Student Engagement).

**Hours Spent Preparing For Class**

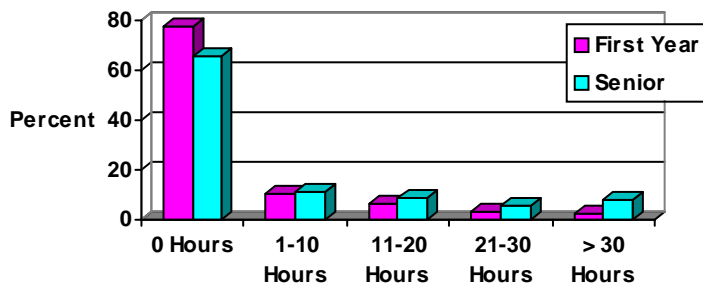


As was expected, seniors did spend more time in academic preparation than first year students. First year students most frequently seemed to be spending 10 hours or less on academic preparation. Seniors however most frequently devoted between 11-20 hours per week on academic preparation. Only a small percentage of first year students and senior students devoted over 30 hours per week for academic preparation with seniors devoting about 3 times that of first year students.

**Working for Pay On Campus**

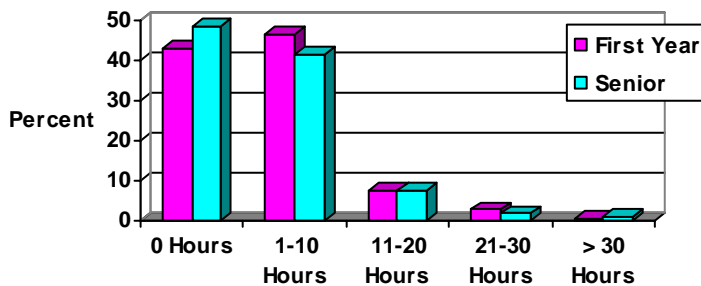


**Working for Pay Off Campus**



Most first year and senior students were not working for pay on campus or off campus. Again, as was expected, seniors were working more for pay on campus and off campus than were first year students.

**Participating in Co-Curricular Activities**



This data suggested that only a small portion of first year and senior students were heavily involved in co-curricular activities such as student government, clubs, etc. Though, a significant number of students at both levels did devote between 1-10 hours per week to co-curricular involvement.

(continued on page 4)

**For Further Reading**

Astin, A. W. (1993). What matters in college? Four critical years revisited. San Francisco: Jossey-Bass.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin (March, 1987), 3-7.

Chickering, A. W., & Gamson, Z. F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. New directions for teaching and learning, 80. 75-81.

Kuh, G. D. (2001). Assessing what really matters to student learning: Inside the national survey of student engagement. Change, 33(3), 10-17, 66.

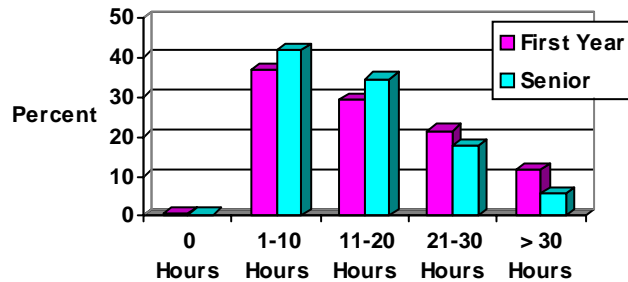
Levine, A. (1992). Why colleges are continuing to lose the public trust. Change, 24(4), 14.

Pascarella, E. T., & Terenzini, P. T. (1991). How college affects students: Findings and insights from twenty years of research. San Francisco: Jossey-Bass.

**Student Affairs Research  
 and Evaluation Office  
 Initiated**

The OSU Division of Student Affairs created an office designed to coordinate and disseminate data gathered by Student Affairs units and programs. As director of this newly formed unit, Dr. Rebecca Sanderson will coordinate Student Affairs' university-wide research activities such as the National Survey of Student Engagement, monitor and catalog unit level assessment plans and activities, and provide reports to various constituencies as needed. Previously, Dr. Sanderson served as the director of the Counseling and Psychological Services where she initiated the program and outcome assessment and accountability efforts in that unit.

**Relaxing And Socializing**



This data suggested that most first year and senior students found time to relax and attend to social interests and needs.

If research was correct and time on task matters, what does it mean that roughly 77% of OSU first year students and 68% of OSU senior students reported that they devoted 20 hours or less per week preparing for class or studying?

(Data taken from 2002 NSSE.)

**Assessment Highlights  
 from Student Affairs Departments**

**The Perspective** will, from time to time, feature examples of various sorts of assessments being conducted in OSU Student Affairs Departments.

**Use of Program Reviews**

The process of accreditation review has been a standard at institutions of higher education for many years. These reviews examine all facets of the program, highlighting both areas of excellence and areas for improvement. While not all university departments have accrediting bodies, the same process of self-examination and internal/external review can be used by departments to insure that they are meeting national standards of practice.

For several years University Housing

and Dining Services has engaged in the practice of extended review of departments within UHDS. The results of these extensive examinations of programs, personnel, services, budget, facilities, etc. have led to improvements in every area of the unit. The latest review was of the UHDS dining services operation in 2002. Reviewers interviewed personnel, constituents, administrators and faculty. In addition, they examined facilities, menu management, décor, and health standards. Recommendations were made for areas in which program improvement could occur as well as commendations for areas of excellence. UHDS is currently involved in an extended review of their business operations. Student Affairs departments inter-

ested in using this type of review process are encouraged to contact Tom Scheuermann, Director of University Housing and Dining Services (541-737-0692).

**Personnel Evaluations and the Web**

The Residential Life unit in UHDS is using the web to gather information to include in performance reviews of staff. This new web process will allow personnel to input information for the review process as well as solicit input from others. Interested departments are encouraged to contact Cindy Empey, Director of Residential Life, (541-737-0693) or Eric Hansen, Assistant Director of Marketing, (541-737-7708) for further information.