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University Day Address Focused on Student Engagement

Dr. Jillian Kinzie, Associate Director of the National Survey of Student Engagement Institute for Effective Educational Practice at Indiana University—Bloomington, addressed the faculty and staff of Oregon State University during the annual University Day event as well as during an afternoon symposium. Her message was clear, student engagement in educationally purposeful activities is crucial and it is up to us as educators to create conditions that matter for student engagement.

High Impact Pedagogical Practices

High impact pedagogical practices are those that make a significant difference to student persistence, learning outcomes, and student success (Kinzie, 2010). At institutions where faculty members use effective educational practices more frequently in their classes, student are more engaged overall and gain more from college.

Dr. Kinzie discussed 14 high impact practices that make a difference for first year students that included:

- asking questions in class or contributing to class discussions
- making a class presentation;
- preparing two or more drafts of a paper or assignment;
- working with other students on a project during class;
- working with classmates outside of class on assignments;
- tutoring or teaching other students (paid or voluntary);

- participating in a community-based project as part of a course;
- talking about career plans with a faculty member or advisor;
- discussing ideas from readings/classes with faculty outside of class;
- receiving prompt feedback on academic performance;
- working harder than they thought they could to meet an instructor's expectations;
- working with faculty members on activities outside of coursework (committees, student life, etc.);
- discussing ideas from readings/classes with others; and
- having serious conversations with students of a different race, political opinions, or personal values.

If, in every class, students experienced one or more of these 14



high impact practices consistently and over time, the degree of student involvement in purposeful academic activity will increase. The prospect that students will spend more time on educationally purposeful activity is a win for all concerned.

On the 2010 National Survey of Student Engagement (NSSE), OSU first year students were asked to report their degree of



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Students and Sleep

The following article is based upon information collected from OSU students during Spring, 2010 on the American College Health Association—National College Health Assessment survey. The OSU Student Health Services administers this survey biennially to a representative sample of undergraduate students. For further information about the survey, its administration, or the results, please contact: Patricia Ketcham, PhD, Associate Director, OSU Student Health Services at pat.ketcham@oregonstate.edu.

College students are generally a pretty healthy population. At OSU, 93.3% of students reported that their general health was good or better. Further 61.5% indicated that their health was very good or excellent.

Yet, over 40% of students indicated that in the last 12 months they had experienced sleep difficulties of those about 17% indicated that the sleep problems had a negative effect on their academics (e.g., lower grade on exam, significant interference with thesis work, etc.). Further nearly 22% found it traumatic or very difficult to handle their sleep difficulties.



Students were asked how many days in the last seven had they gotten enough sleep to feel rested when they awoke in the morning. Over 44% reported three or fewer days of getting enough sleep to feel rested. About one-third indicated that in the last 7 days they had had at least more than a little problem with sleepiness during the day and 49% reported that they had felt tired, dragged out or sleepy for 3 or more days in the last 7 days.



Common causes of sleep difficulties include use of caffeine, alcohol and nicotine close to bedtime, stress, anxiety, and poor bedtime routines. Many of these are indicative of the typical student lifestyle. For example, 47.1% of students reported that over the last 12 months their level of stress was more than average or tremendous. Approximately 30% felt overwhelmed by all they had to do in the last two weeks. Further in the last two weeks, about 31% felt exhausted (not from physical activity).

Use of alcohol and caffeine effects many students on campus with 21.7% reporting that in the last 30 days they had consumed alcohol in 10 or more of those days. Further, the last time they “partied” or socialized, 41.5% had consumed 5 or more alcoholic drinks.

While there is not data on caffeine use on campus a quick perusal of the campus coffee shops and student use of energy drinks suggests that caffeine use by students is not uncommon.

Lack of sufficient sleep can cause frequent sleepiness, nodding off in class, while driving, or in meetings, lapses in memory, poor performance, relationship problems, and mood changes such as increased irritability and depression. Further health risks have been documented linking chronic inadequate sleep to heart disease, diabetes, obesity and suppressed immune system responses.

In order to help keep our students healthy, good sleep hygiene is essential and will have a positive effect on cognitive functioning, mood, and a multitude of other health related issues.

Both the OSU Student Health Services and the Counseling and Psychological Services on campus work with students to find ways to increase restful sleep patterns.

The following are tips for getting good sleep taken from the Student Health Services website.

1. Maintain a regular wake and sleep schedule, even on weekends.
2. Come up with a regular, relaxing bedtime routine.
3. Create a sleep-friendly environment
4. Lie down to go to sleep only when sleepy.

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High Impact Pedagogical Practices

involvement in those 14 activities. Table 1 provides the percentage of first year students who responded that they engaged in those activities often or very often.

Table 1: Percent of First Year Students Who Responded Often or Very Often to Their Involvement in High Impact Practices

% Often/ Very Often	First Year High Impact Practices
8	Participating in a community based project as part of a course
13	Working with faculty members on activities outside of course-work (committees, student life, etc.)
14	Making a class presentation
14	Discussing ideas from readings/classes with faculty outside of class
17	Tutoring or teaching other students (paid or voluntary)
29	Talking about career plans with a faculty member or advisor
33	Asking questions in class or contributing to class discussions
41	Working with other students on a project during class
43	Working harder than they thought they could to meet an instructor's expectations
44	Working with classmates outside of class on assignments
45	Having serious conversations with students of a different race or ethnicity
46	Preparing two or more drafts of a paper or assignment
50	Receiving prompt feedback on academic performance
52	Having serious conversations with students who differ in terms of religious beliefs, political opinions, or personal values
55	Discussing ideas from readings/classes with others

Students who experience the practices in Table 1 will be more engaged and more likely to benefit from the learning environment than those who do not experience these practices. While many faculty do incorporate these experiences into their classes, it is clear that for some areas less than 20% of first year students are exposed to these high impact practices often or very often.

It is up to faculty to assess how any of these practices might enhance a course but the evidence is clear that when students experience these opportunities in their course-work, they engage more and learn more overall. How can we ensure that students-particularly first year- experience and understand the value of high impact pedagogical practices?

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Students and Sleep

5. Use your bed only for sleep and sex.
6. Don't eat within two or three hours of your planned bedtime.
7. Exercise regularly, but be sure to complete your workout at least a few hours before bedtime.
8. Avoid caffeine before bedtime.
9. Avoid alcohol and nicotine close to bedtime
10. Limit afternoon naps to one hour or less and never later than 2:00 or 3:00pm.

For more information about how to get a good night's sleep, consult with a counselor or medical professional at the OSU Counseling and Psychological Services (CAPS) or the Student Health Services.

For web-based information, consult the National Sleep Foundation at

<http://www.sleepfoundation.org/>

and the Mayo Clinic Sleep Center at

<http://www.mayoclinic.com/health/insomnia/DS00187>.



For further information, please contact Rebecca Sanderson at the Student Affairs Research and Evaluation Office.

Oregon State University, 103 Poling Hall, Corvallis, Oregon 97331, 541.737.8738, Rebecca.sanderson@oregonstate.edu

Who's New in Student Affairs Research and Evaluation

Terence Merritt,

Master's Student in Public Policy

Hello my name is Terence Merritt. I am a graduate student at Oregon State University studying for a Masters degree in Public Policy. My area of interest is in sustainable rural policy. I grew up in New Mexico and I received my undergraduate degree from the University of Notre Dame with majors in Political Science and Arabic. As an undergraduate I spent six months studying in Dublin, Ireland which allowed me to travel around Ireland and Europe. I strongly encourage everyone to spend time abroad, it is a great experience.

I took two years off between undergraduate and graduate school. The first year I was in AmeriCorps NCCC, I was on a team that did service projects in Alabama, Nevada, California, and Louisiana. During the second year I worked in my hometown elementary school as a teacher's aide for special education. My experience in Americorps and working in a public school led me to want to get a degree in public policy. I know that policy decisions have a major impact for better or worse on the lives of citizens.

I enjoy hiking, biking, and exploring Oregon. I also like to spend time at the OSU Newman Center, where I help facilitate a graduate student Bible study group. I have two goals for the next year, to do a triathlon and to learn to cook more stuff. Wish me luck!

I am working as a Graduate Research Assistant with Student Affairs Research and Evaluation. My project is to examine indicators of students that drop out between their freshmen and sophomore years. I have a lot of interesting data to look at, including surveys taken by freshmen in the fall and spring of last year. I hope my research will help the University understand the characteristics of students who do not continue to their sophomore year.

Chrysanthemum Mattison,

Master's Student in Public Policy

Hello! My name is Chrysanthemum Mattison, and I also go by the shortened version, Mum. This fall I began my first year at OSU as a master's student in Public Policy. My concentration is education policy for public K-12 schools. Specifically, I am interested in social inequality issues that our public schools highlight.

I grew up in the Chicago area and received my undergraduate degree in Political Science from Allegheny College in Meadville, PA in 2009. Last year, I packed my life in my car and moved here to work as the AmeriCorps member at Corvallis Parks and Recreation's Youth Volunteer Corps program. Immediately after moving, I realized I had been a displaced Oregonian my entire life, and planned to stay.

The opportunity to begin the MPP program at OSU is very exciting, and to add to it, I am thrilled to have the opportunity to work as a GTA in the department of Research and Evaluation with Rebecca Sanderson and the two other amazing GTAs (with whom I share a fabulous office in Poling 102).

Over the next two years I will be helping Student Affairs deconstruct some of the mysteries behind who and what influences the way each of the departments set goals, makes choices, and implements programs. I am quickly learning the intricate nature of administration. Over the next two years, I look forward to learning more about each department's unique culture and also the extensive network made up by Student Affairs as a whole. Some of my goals as a GTA include:

1. Mapping the unique recipe each individual department follows to be successful. A few example ingredi-

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 keep students and student learning at our core.

The **Perspective** is published both in print and on the web: <http://oregonstate.edu/studentaffairs/assessment/osuperspective.html>

Please contact Rebecca Sanderson, Ph.D., Student Affairs Research and Evaluation Office, 103 Poling Hall, 541-737-8738, or email: rebecca.sanderson@oregonstate.edu.

Masthead designed by Judy Burks, OSU. Editing assistance by Jodi Nelson, OSU.

ents include: best practices, discipline standards, and many levels of policy.

2. Identifying current, potential, and upcoming policies that may derail or inhibit Student Affairs' departments from meeting their current goals or creating new programs.
3. Designing a matrix which identifies all the agencies that set standards and must be considered during development and leadership within Student Affairs.
4. Integrating the results of the matrix with the assessment practices for the departments.

The combination of assessment practices and policy implications make this research position a great fit for what I am learning in the MPP program and also what I hope to continue doing beyond my time at OSU. I expect I will continue to be surprised, challenged, and quickly brought up to speed across the board. I hope to meet with more of you as I start collecting information and deciphering the structures and dynamics that make Student Affairs such a great place!

For further information, please contact Rebecca Sanderson at the Student Affairs Research and Evaluation Office.

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