

Executive Summary

The Oshkosh Survey of Student Engagement (OSSE) is an institutionally created instrument administered in alternate years to the National Survey of Student Engagement (NSSE). It is meant to validate NSSE questions and explore items of concern to the university. The eleven question 2013 version centered on themes of student-faculty interaction, civic engagement and employment. The Office of Institutional Research (OIR) received approval from the Institutional Review Board for the administration of this survey.

Administration

The intention was to mirror the NSSE sample student population of freshmen and seniors. The majority of responses were gathered by direct classroom administration beginning April 1st and ending April 30th. The Office of Institutional Research requested permission to administer the survey from instructors of large general education classes. The paper survey was administered by two person teams in these sections as students entered the class room. There was minimal class disruption as the introduction, distribution and collection of the instrument were all completed prior to the class opening bell. Additional responses were gathered through an online survey for CNL students and others were distributed in the Developmental Math Lab, the Center for Academic Resources and a capstone course in the College of Business. The paper survey requested the student ID and students were informed the results would be reported only in aggregate form with no individually identifiable results made available. Some students chose not to enter their student ID and other entries were not legible.

Results

A total of 1478 completed surveys were obtained, 72 were discarded due to student duplication, yielding **1406 valid responses**. The Qualtrics survey of online students produced 17 of 117 responses or 15%, after several email reminders. A total of 1321 surveys had student IDs entered which could be used to obtain academic elements from that student's term record. Those without an ID fall within the unknown category of the accompanying tables, which summarize the results. Results will be shared with governance groups, faculty, staff and students. Additional data analysis can be conducted for colleges or other interested groups.

Table 1 shows respondent characteristics.

Table 2 shows the question distribution by students' primary college.

Table 3 shows the question distribution with comparable NSSE 11 items by class level.

Table 4 shows the question distribution by race and gender.

Table 5 is the survey instrument

Observations

1. COEHS and CON students report a higher participation level in community based activities than students of other colleges by a gap of about 12%.
2. In nearly all questions, a greater percentage of females respond in the higher levels (often, very often, etc.) than their male counterparts.
3. There is a steady increase of students who report discussing concepts from class with their instructors outside class (Q3) as their class level increases.
4. On questions of student-faculty interaction, the colleges reporting at the highest levels are CON, COEHS, COB respectively, while the lowest is COLS.
5. On questions related to discussing readings with their instructor outside class, 47% of CON students replied affirmatively contrasted with 30% of COLS students.
6. African Americans, then Hispanics, report having talked about career plans with faculty or advisor (Q7) either "often" or "very often" in greater percentages, than other racial groups.