



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Student Experience in the Research University (SERU) Undergraduate Survey

Summary Report of the Modules

May 2024

SERU 2022 Modules

Background

The University of Oklahoma is a part of the *Student Experience in the Research University (SERU)* Consortium, which includes most of the *Association of American Universities (AAU)* members. The undergraduate SERU survey was administered at OU Norman Campus for the first time in spring 2022 to gather information from degree-seeking undergraduate students on student engagement, both curricular and co-curricular, and to provide information to help administrators, faculty, staff, and student leaders improve the student experience. This report provides a high-level summary of key findings for selected areas.

A total of **19,324** undergraduate students were invited to take the survey between April 20, 2022, and June 17, 2022. Of those invited, **6,276** responded for an overall response rate of **32.5%**.

This report contains Institutional-level summary data for six SERU modules that OU elected to participate in. A brief overview of each module is presented below.

The "International Student Experiences Module" surveys international students about several unique aspects of their overall experience at OU. In this module, students answer questions regarding their living situation, level of difficulty with various academic and social aspects (e.g., participating in class, making friends), level of satisfaction with various academic and social aspects (e.g., university services, opportunities to explore American life and culture), and their level of concern about various aspects (e.g., managing visa and degree requirements, securing a job after graduation). Additionally, the module also surveys students about plans after graduation, whether they have experienced offensive behavior based on national origin, as well as their primary purpose of pursuing undergraduate studies in the US.

The "Time Use Module" aims to better understand how students spend their time in a typical week as an OU student. In this module, students are asked to report the number of hours per week that they spend on various activities (e.g., studying, participating in physical exercise, spending time with family, socializing with friends). Additionally, this module surveys students about the average number of hours they sleep per night on weeknights.

The "Academic Experiences and Obstacles Module" surveys students about their academic experiences as undergraduate students at a research university (e.g., students rate Importance of various experiences such as learning about faculty research). Additionally, in this module, students answer questions about obstacles to their schoolwork and academic success (e.g., competing job responsibilities, poor study environment) as well as questions about their experiences participating in a student organization.

The "Community and Civic Engagement Module" surveys students about their experiences engaging in community service and other community-focused activities during the academic year. In this module, students answer questions about significant reasons for getting involved in community service, the focus of organizations they were involved with, and total hours served during the academic year. Additionally, students answer questions regarding experiences they've had with service-learning components in courses they have taken at OU (e.g., purpose of component, hours served) as well as questions regarding their desire to continue participating in community service and community-focused activities after graduation.

The "Experiences with Diversity Module" aims to gain a deeper understanding of student experiences with various aspects of diversity and inclusion on campus. In this module, students answer questions about how often they have gained a deeper understanding by learning from others who are different from them (e.g., different religious beliefs, different political opinions) and how often they've heard faculty, staff, and other students express negative or stereotypical views about various aspects of identity (e.g., social class, sexual orientation). Additionally, this module surveys students' level of agreement with various aspects of diversity (e.g. "This university values students' opinions").

In addition to the primary undergraduate SERU survey instrument, OU developed an extra set of items known as the "Wildcard Module," which was integrated with the main survey. The purpose of the wildcard survey module is to address specific inquiries vital to various stakeholders on campus, such as campus facilities, academic advising, and athletics. This module comprises five distinct sections: living situation, campus and financial services, student life, academic advising, and athletics. Each section includes one figure representing aggregated responses from all OU students. The y-axis of these figures denotes individual questions within each section. Responses to these questions were collected using a 6-point Likert scale, with choices ranging from "Strongly Disagree" to "Strongly Agree" or from "Very Dissatisfied" to "Very Satisfied." These response options are visually represented on the graph, with each percentage of total responses color-coded accordingly.

At the end, there are an additional two question sets focused on reasons why (or why not) students attend OU athletic events. These questions were asked with only Yes/No options, which are color coded and displayed on the graph with question prompts presented in descending order by the most popular "Yes" answers.

International Student Experiences

Question 1

What is your country of origin?

A total of 222 responses were recorded for this question, with 83 different countries represented by international students at OU (see details below). The three most frequently selected countries were Nigeria (n = 14; 6% of total responses), Brazil (n = 11; 5% of total responses), and China (n = 10; 5% of total responses). A total of 36 countries were selected by a single student (e.g., Italy, Japan), while 22 other countries were selected by two students (e.g., Kuwait, Nepal). Furthermore, one student selected "Other" and noted that they are from Palestine, which was not included on the list as an option to select.

No. of Students	Country of Origin
14	Nigeria
11	Brazil
10	China
9	Eswatini
8	India, South Korea
7	Bosnia and Herzegovina, Vietnam
6	Canada, Uganda
5	Kenya, Oman, Pakistan, Zimbabwe
4	Colombia, Ghana
3	Argentina, Germany, Mexico, Mozambique, Peru, Russia, Saudi Arabia, Spain, Thailand
2	Afghanistan, Armenia, Barbados, Belize, Bolivia, Burundi, Cameroon, Côte d'Ivoire, Egypt, El Salvador, Haiti, Indonesia, Iran, Kuwait, Malaysia, Moldova, Montenegro, Morocco, Nepal, Sierra Leone, Turkey, Venezuela
1	Bangladesh, Benin, Botswana, Burkina Faso, Burma, Congo (Kinshasa), Croatia, Denmark, Estonia, Finland, France, Guatemala, Guyana, Hungary, Italy, Jamaica, Japan, Jordan, Liberia, Malawi, Maldives, Mongolia, Namibia, New Zealand, Nicaragua, Niger, Norway, Philippines, Poland, Portugal, Rwanda, Singapore, Slovenia, Taiwan, Tajikistan, Tanzania, Palestine

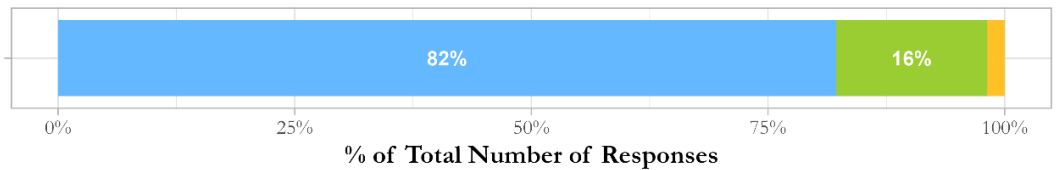
Question 2

Where have you lived during the current academic year?

[(1) Only in the United States - (3) Only abroad (home country or any other country abroad)]

University of Oklahoma (N = 219)

Places lived during current academic year



■ Only in the United States ■ Both in the United States and abroad ■ Only abroad

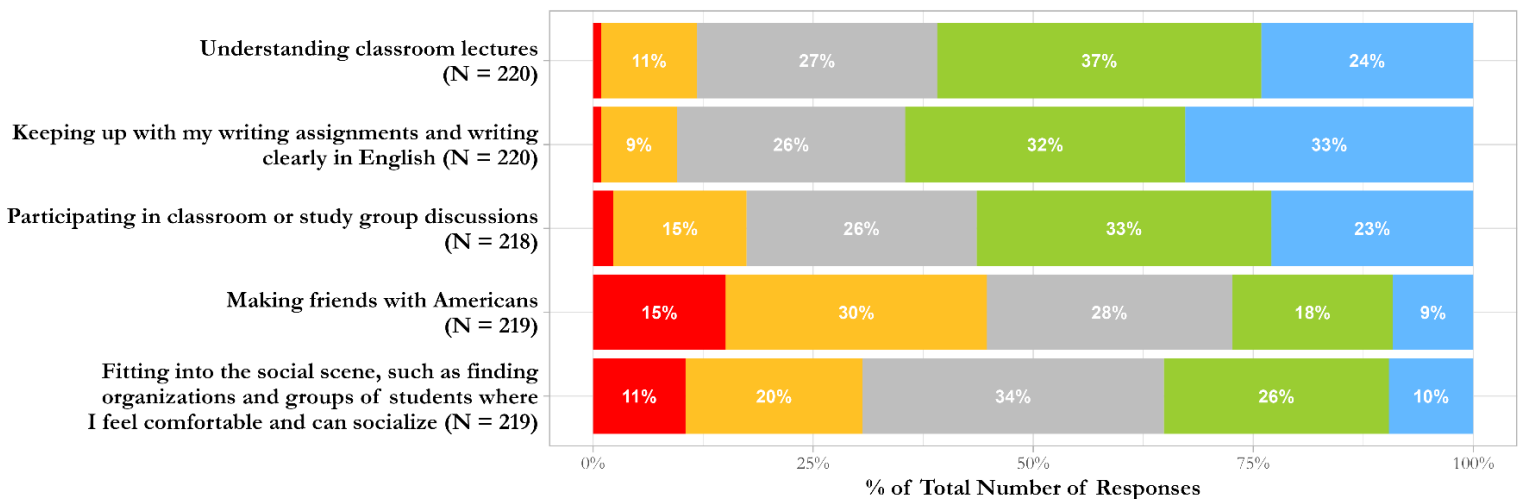
Question 3

How easy or difficult have the following been for you as an international student at OU?

[(1) Very difficult to (5) Very easy]

- Understanding classroom lectures
- Keeping up with my writing assignments and writing clearly in English
- Participating in classroom or study group discussions
- Making friends with Americans
- Fitting into the social scene, such as finding organizations and groups of students where I feel comfortable and can socialize

University of Oklahoma



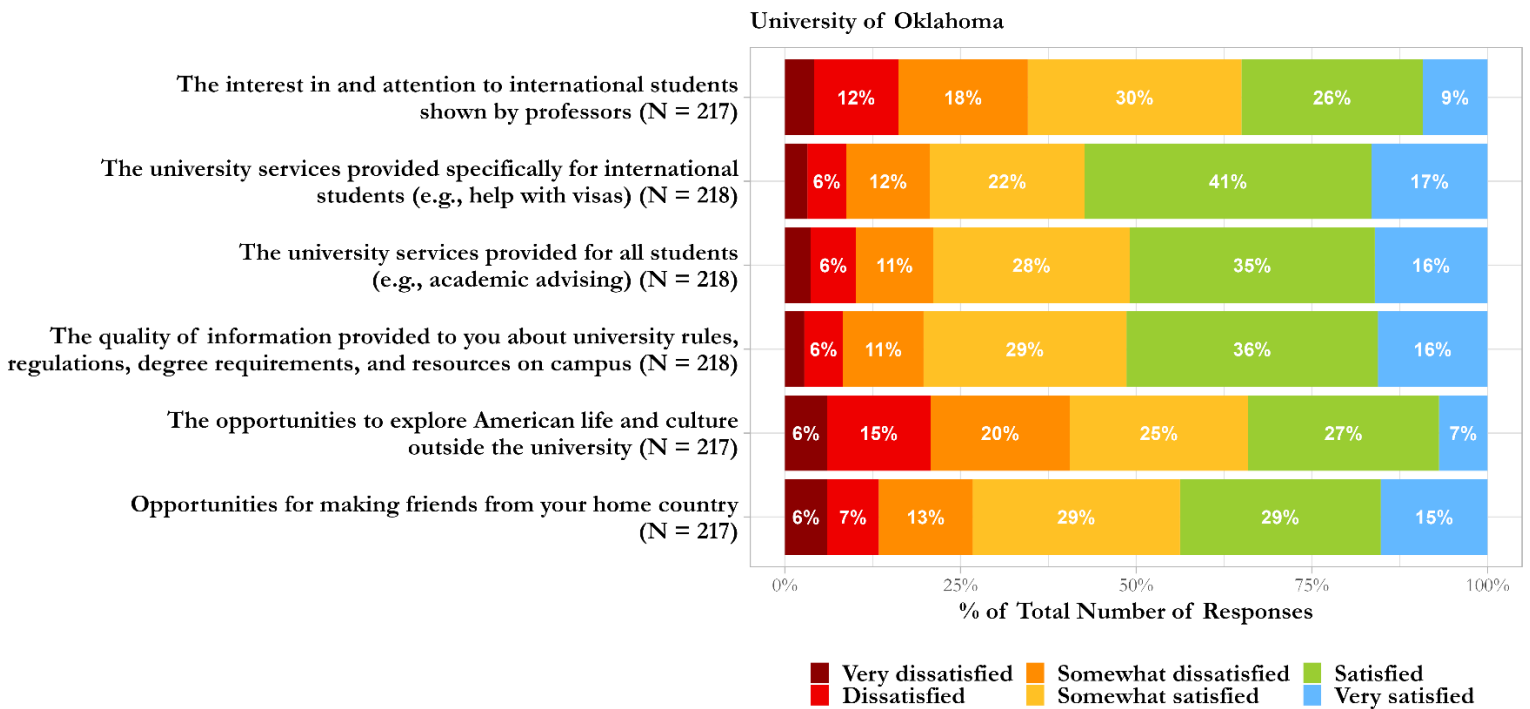
■ Very difficult ■ Difficult ■ Neither easy nor difficult ■ Easy ■ Very easy

Question 4

How satisfied or dissatisfied are you with each of the following?

[(1) *Very dissatisfied* to (6) *Very satisfied*]

- The interest in and attention to international students shown by professors
- The university services provided specifically for international students; services such as help with visas, arrival orientation, English language resources, etc.
- The university services provided for all students; services such as academic advising, career services, housing, food services, etc.
- The quality of information provided to you about university rules, regulations, degree requirements, and resources on campus
- The opportunities to explore American life and culture outside the university
- Opportunities for making friends from your home country

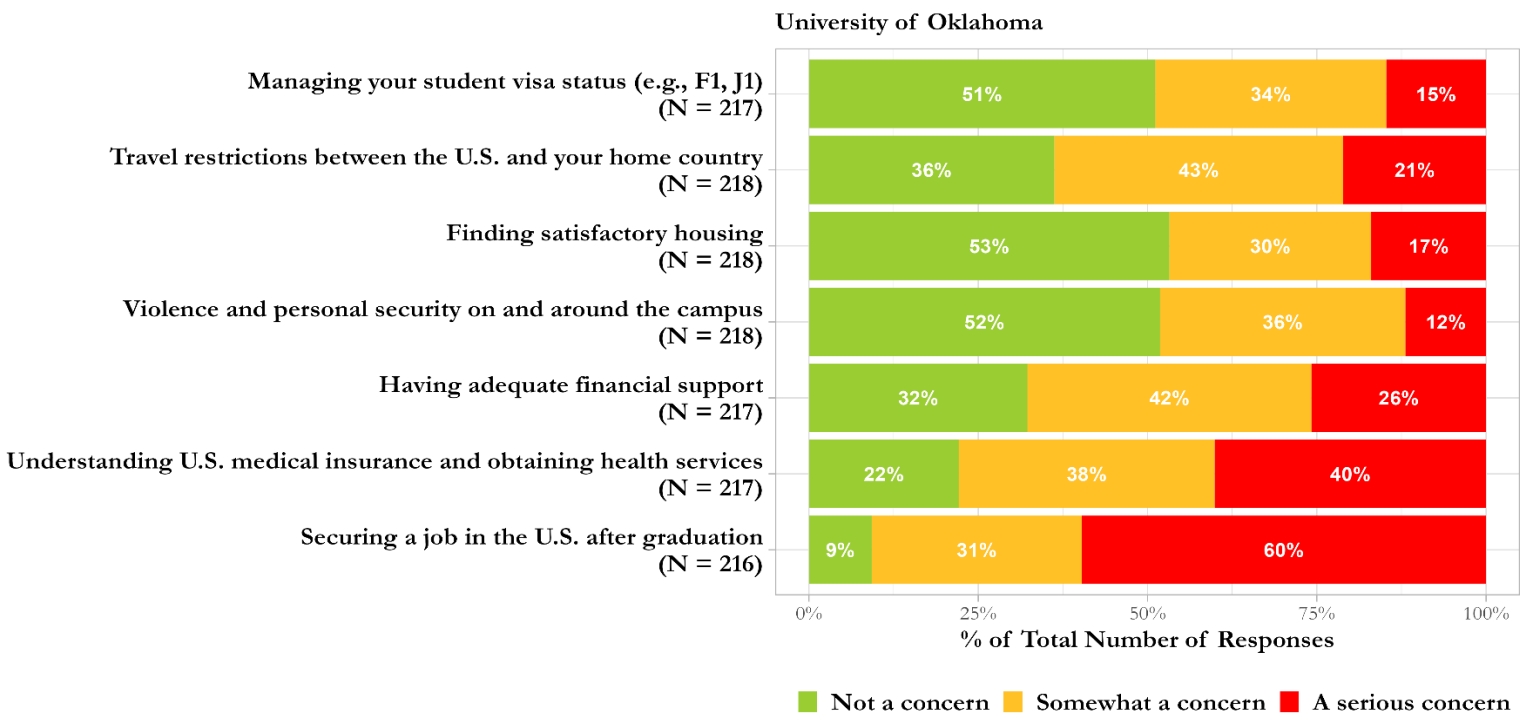


Question 5

How much of a concern are or have each of the following been for you?

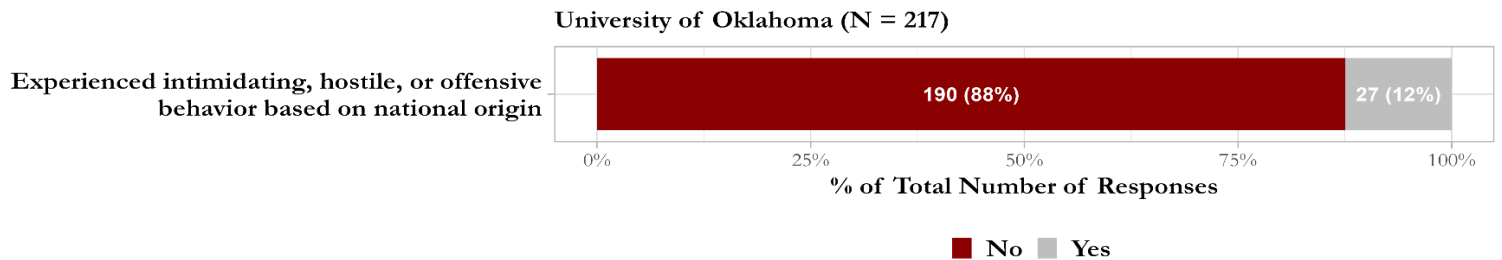
[(1) Not a concern to (3) A serious concern]

- Managing your student visa status (e.g., F1, J1)
- Travel restrictions between the U.S. and your home country
- Finding satisfactory housing
- Violence and personal security on and around the campus
- Having adequate financial support
- Understanding U.S. medical insurance and obtaining health services
- Securing a job in the U.S. after graduation



Question 6

During the current academic year, have you experienced instances of intimidating, hostile, or offensive behavior based on your national origin? (Yes, No)

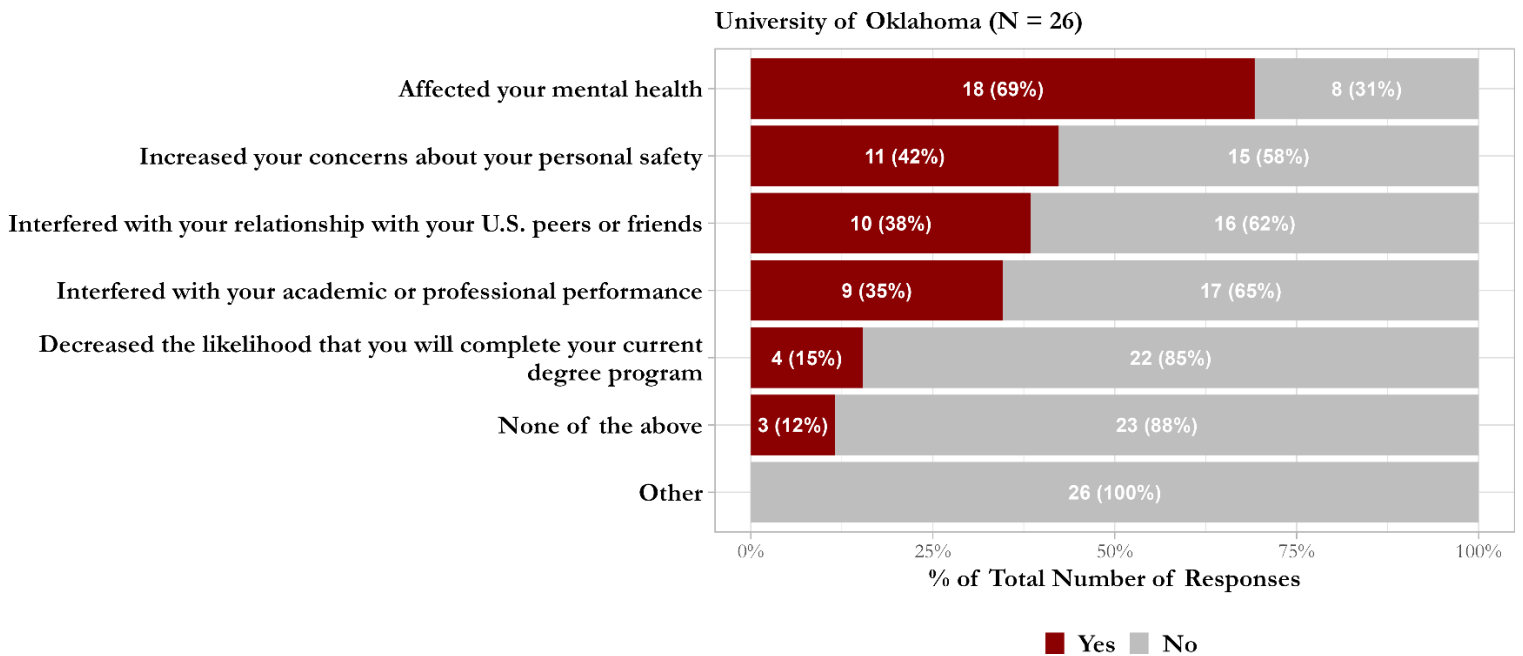


Question 7

How much of a concern are or have each of the following been for you?

[Select all that apply]

- Interfered with your academic or professional performance
- Decreased the likelihood that you will complete your current degree program
- Increased your concerns about your personal safety
- Affected your mental health
- Interfered with your relationship with your U.S. peers or friends
- Other
- None of the above



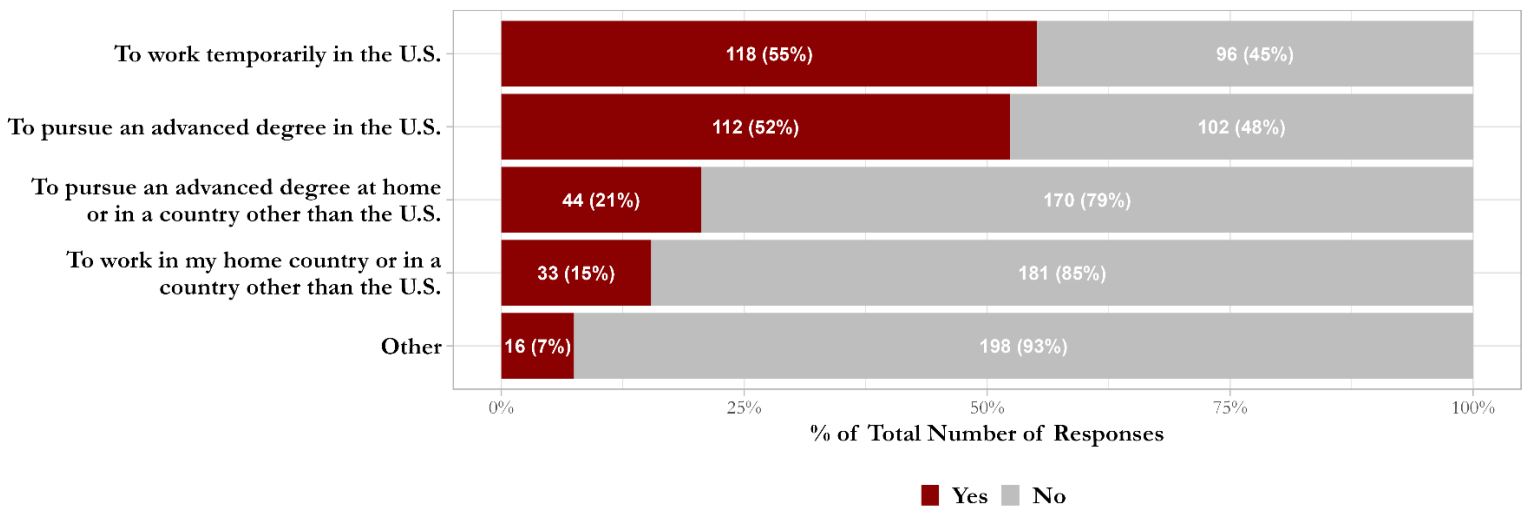
Question 8

What are your plans after you complete your undergraduate degree?

[Select all that apply]

- To pursue an advanced degree in the U.S.
- To pursue an advanced degree at home or in a country other than the U.S.
- To work temporarily in the U.S.
- To work in my home country or in a country other than the U.S.
- Other

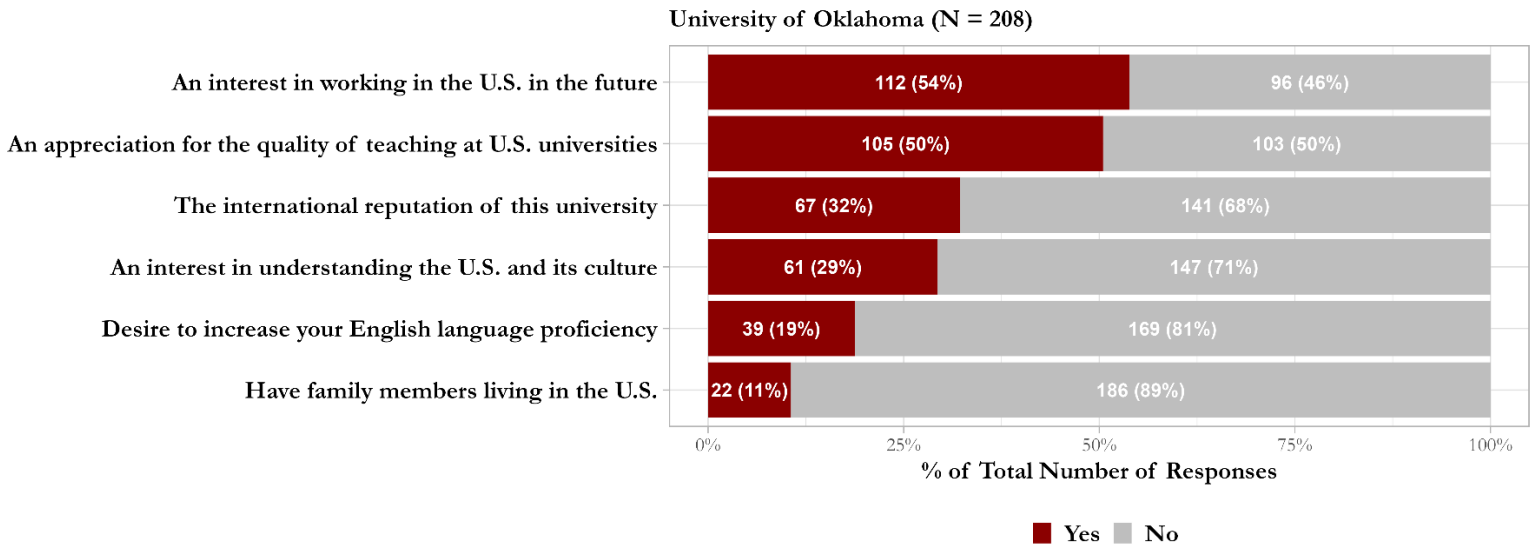
University of Oklahoma (N = 214)



Question 9

What were the primary reasons for your decision to pursue your undergraduate studies in the U.S.? [Select up to three]

- The international reputation of this university
- An interest in understanding the U.S. and its culture
- Desire to increase your English language proficiency
- An appreciation for the quality of teaching at U.S. universities
- An interest in working in the U.S. in the future.
- Have family members living in the U.S.



Time Use

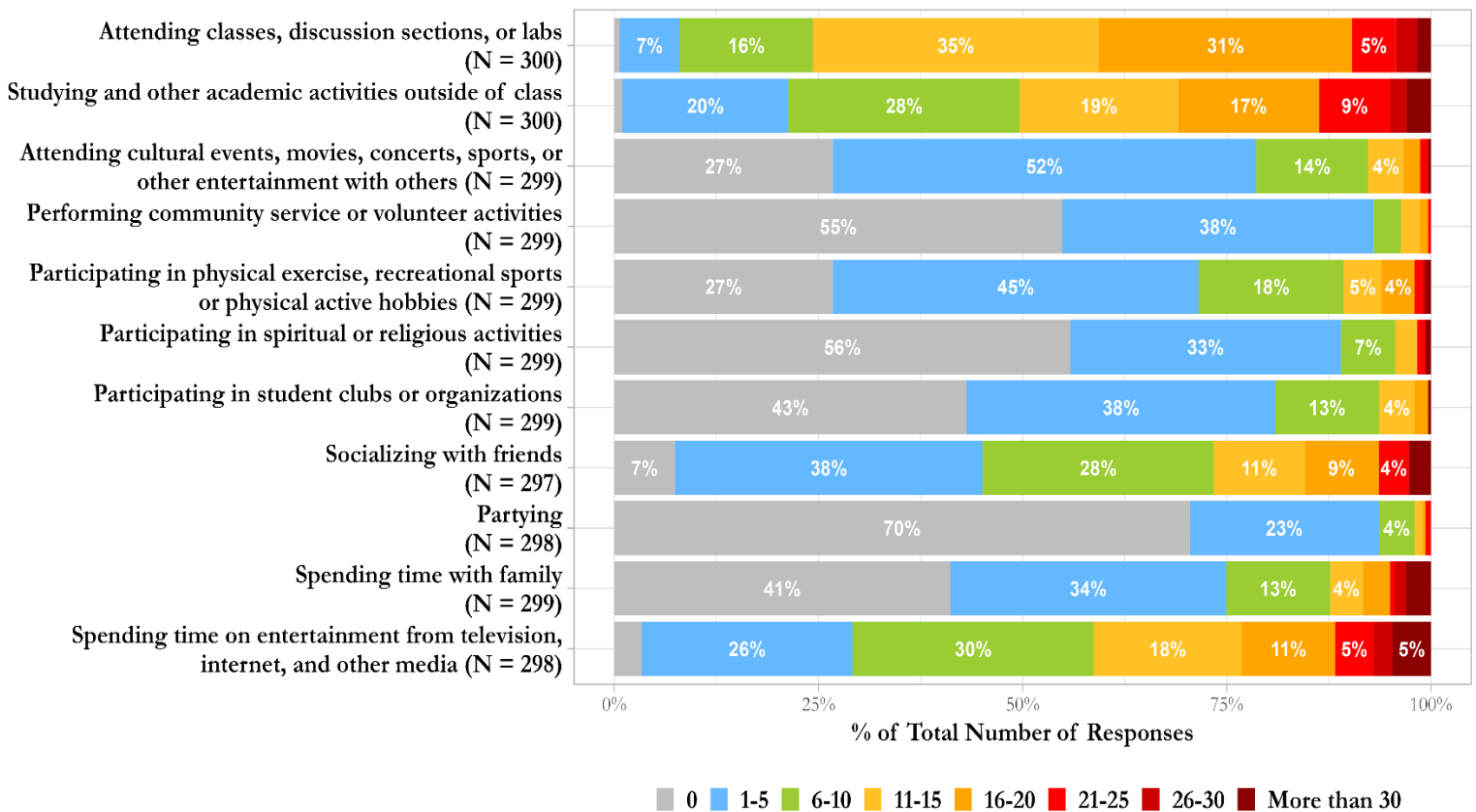
Question 1

How many hours do you spend in a typical week (7 days) on the following activities?

[(1) 0 – (8) More than 30]

- Attending classes, discussion sections, or labs
- Studying and other academic activities outside of class
- Attending cultural events, movies, concerts, sports or other entertainment with others
- Performing community service or volunteer activities
- Participating in physical exercise, recreational sports, or physical active hobbies
- Participating in spiritual or religious activities
- Participating in student clubs or organizations
- Socializing with friends
- Partying
- Spending time with family
- Spending time on entertainment from television, internet, and other media

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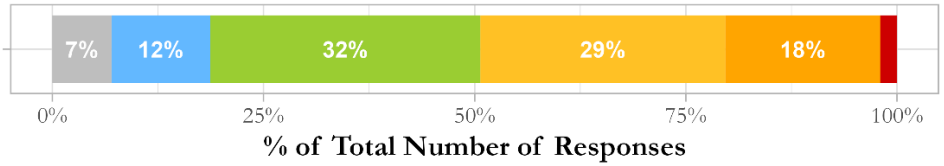
Question 2

During this academic year, what was the average number of hours per night you slept on weeknights?

[(1) 4 or less – (6) 9 or more]

University of Oklahoma

Average number of hours slept on weeknights
(N = 300)



■ 4 or less ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 or more

Academic Experiences and Obstacles

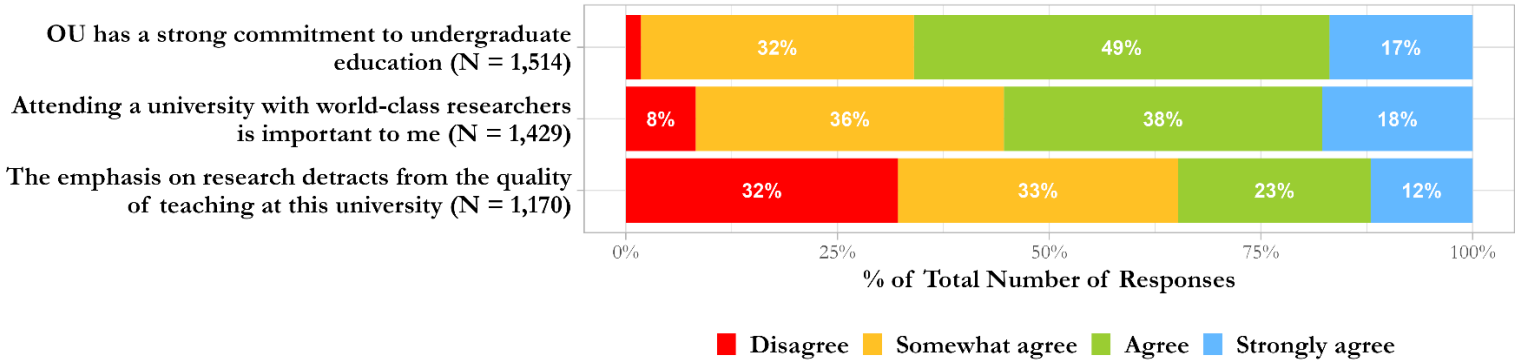
Question 1

We would like to hear more about being an undergraduate at a research university. Please indicate your level of agreement with the following statements.

[(1) Strongly disagree – (6) Strongly agree]

- OU has a strong commitment to undergraduate education
- Attending a university with world-class researchers is important to me
- The emphasis on research detracts from the quality of teaching at this university

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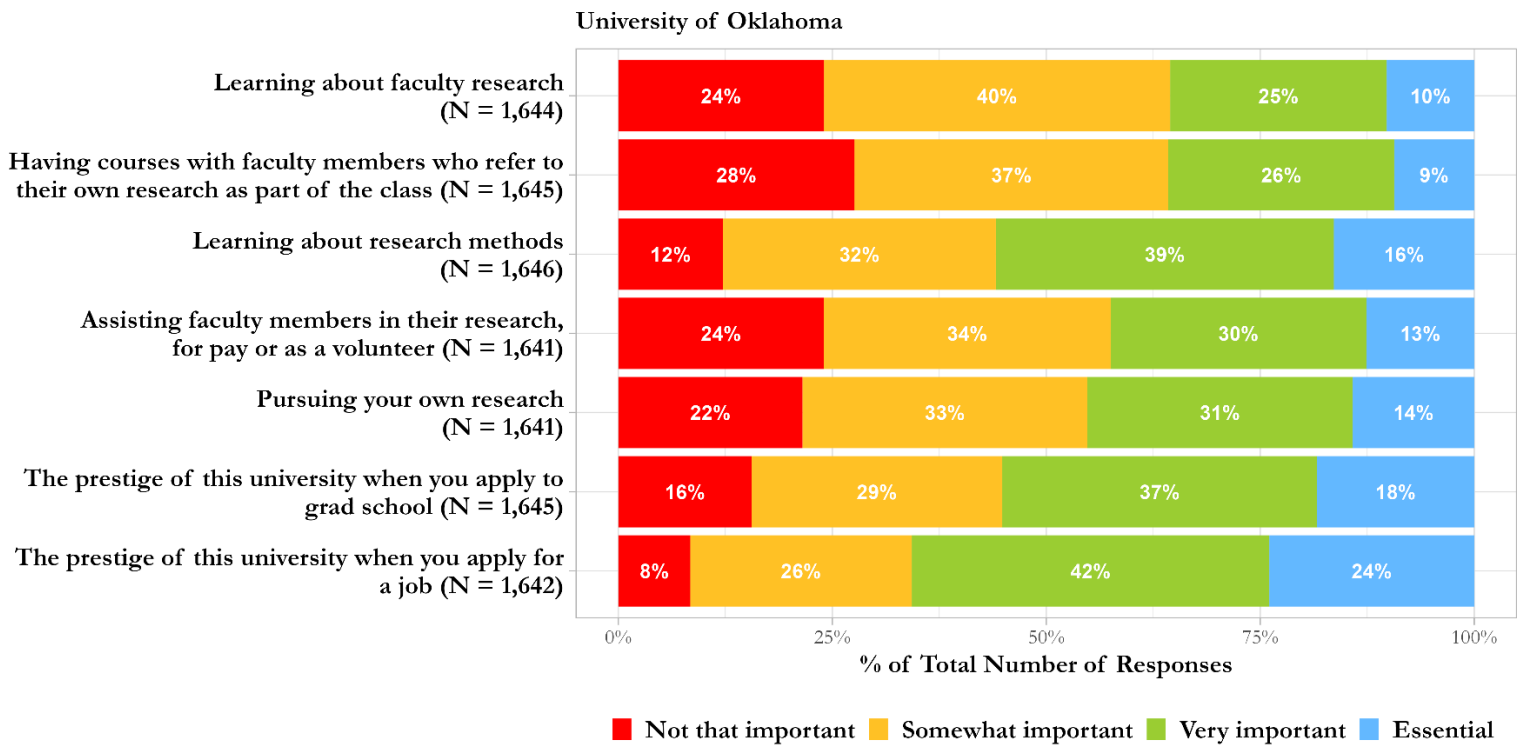


Question 2

How important to you are the following aspects of being an undergraduate at a research university like OU?

[(1) Not that important – (4) Essential]

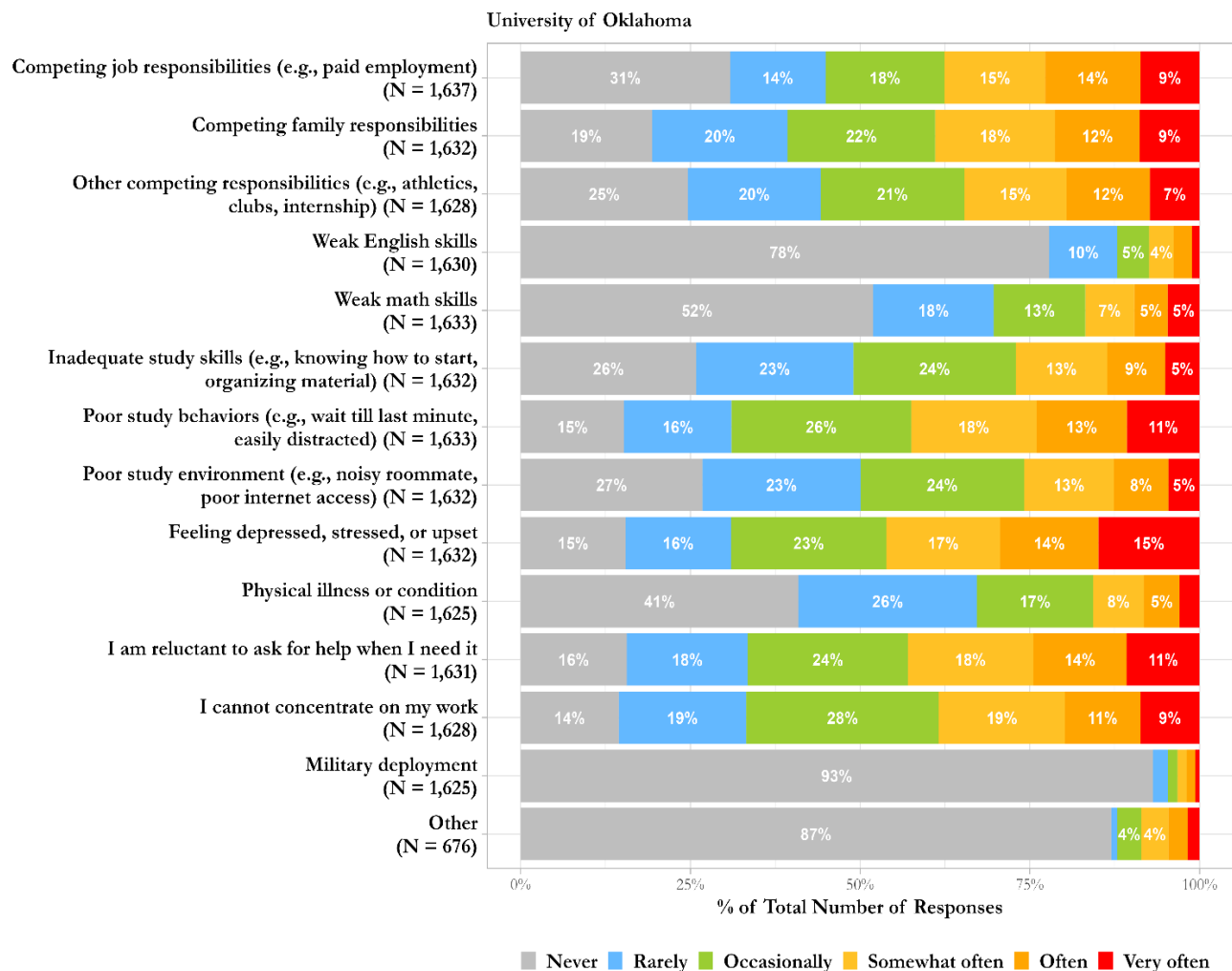
- Learning about faculty research
- Having courses with faculty members who refer to their own research as part of the class
- Learning research methods
- Assisting faculty members in their research, for pay or as a volunteer
- Pursuing your own research
- The prestige of this university when you apply to grad school
- The prestige of this university when you apply for a job



Question 3

During this academic year, how often has each of the following been an obstacle to your schoolwork or academic success? [(1) Never – (6) Very often]

- Competing job responsibilities (e.g., paid employment)
- Competing family responsibilities
- Other competing responsibilities (e.g., athletics, clubs, internship)
- Weak English skills
- Weak math skills
- Inadequate study skills (e.g., knowing how to start, organizing material)
- Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)
- Poor study environment (e.g., noisy roommate, poor internet access, inadequate computer, or software)
- Feeling depressed, stressed, or upset
- Physical illness or condition
- I am reluctant to ask for help when I need it
- I cannot concentrate on my work
- Military deployment
- Other



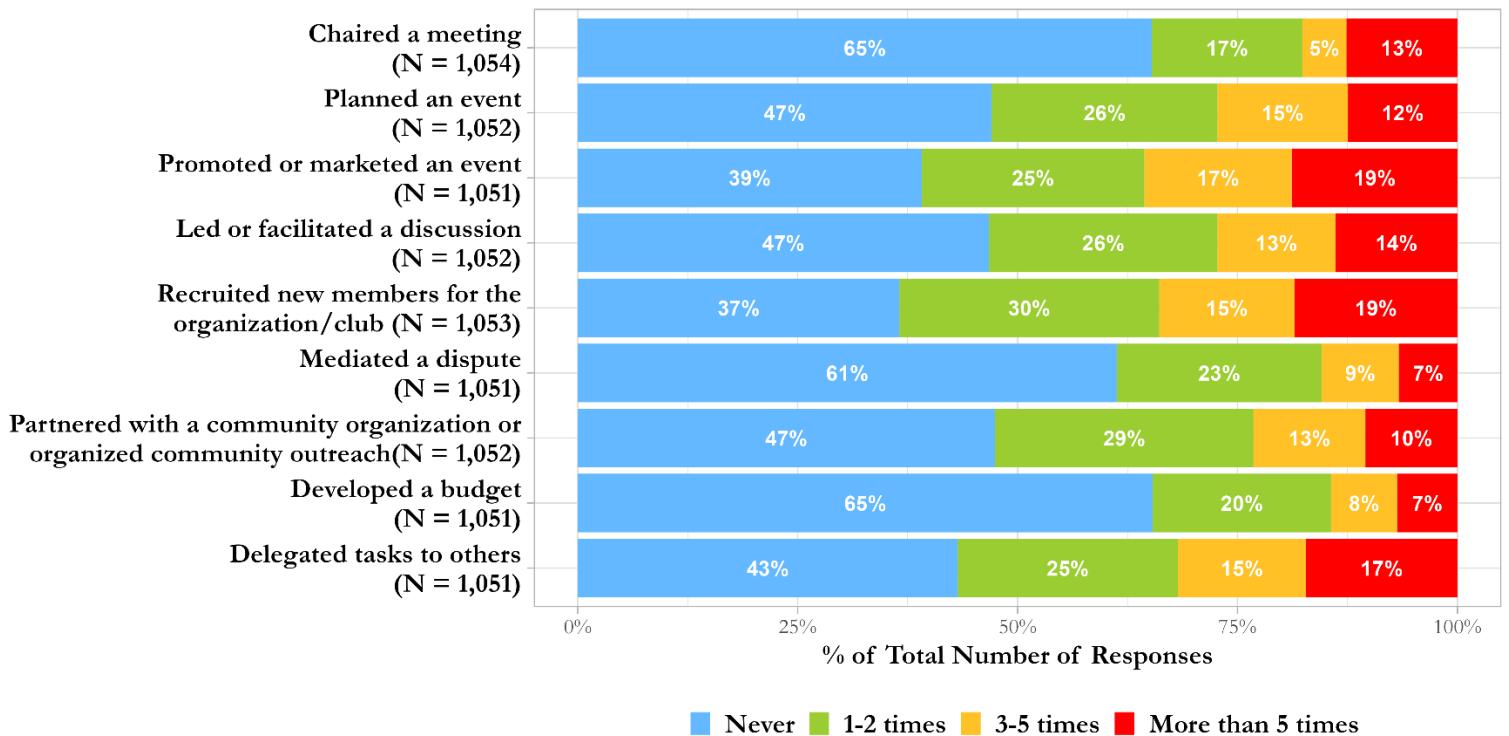
In addition to the 15 multi-select options provided, 13 students listed a variety of other obstacles that they feel have impeded their academic success and ability to complete schoolwork. Some students (n = 5) mentioned issues with professors such as that their professors were either unapproachable, hard to understand, or were unhelpful in preparing students for assignments and exams. Additionally, other students noted that personal difficulties such as car accidents, sick children, family issues, burnout, gender dysphoria, and lack of motivation or sleep have been obstacles to academic success and completing their schoolwork.

Question 4

During the current academic year, how often have you done the following activities in a student club or organization of which you are a member? [(1) Never – (4) More than 5 times]

- Chaired a meeting
- Planned an event
- Promoted or marketed an event
- Led or facilitated a discussion
- Recruited new members for the organization/club
- Mediated a dispute
- Partnered with a community organization or organized community outreach
- Developed a budget
- Delegated tasks to others

University of Oklahoma



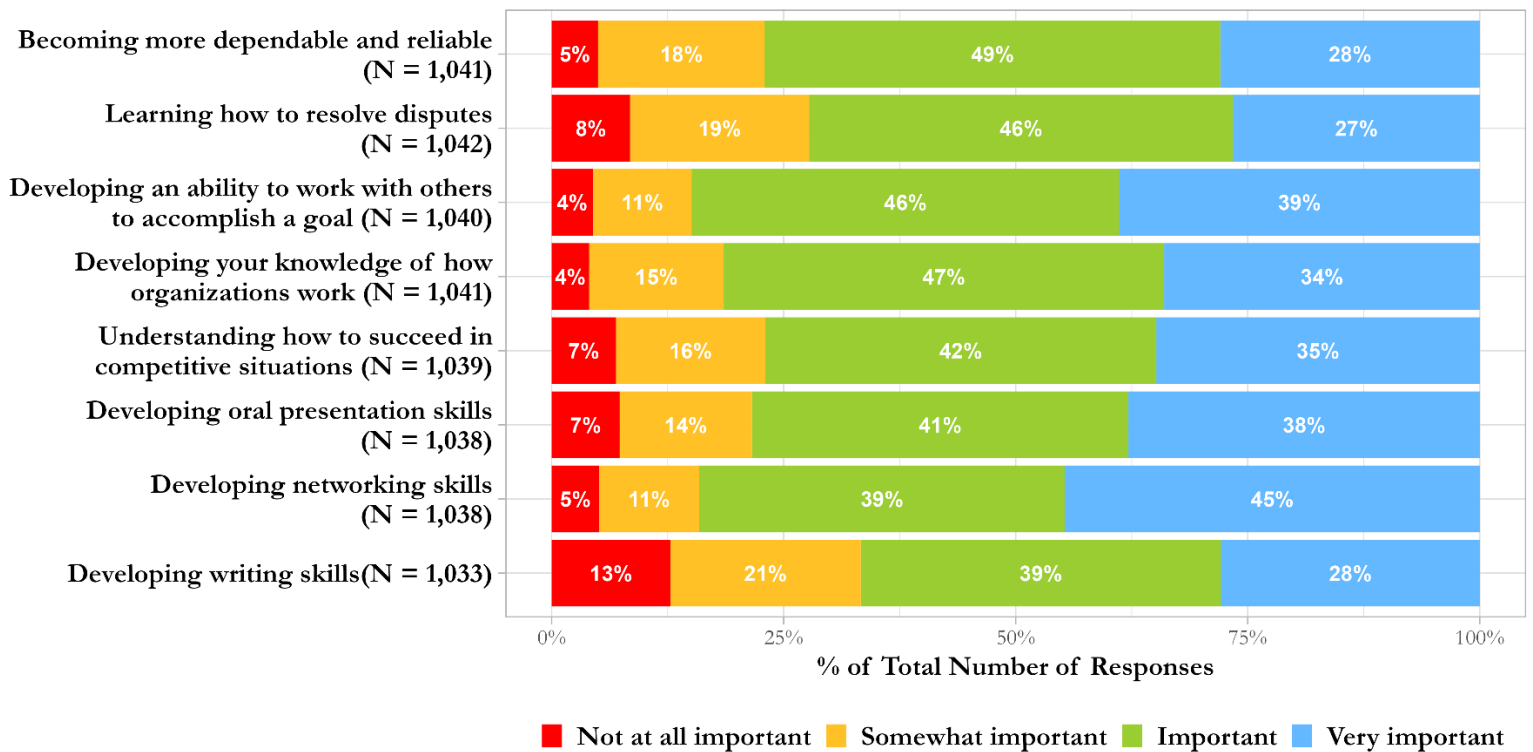
Question 5

Please rate how important your interactions with other students in student clubs and organizations have been to each of the following:

[(1) Not at all important – (4) Very important]

- Becoming more dependable and reliable
- Learning how to resolve disputes
- Developing an ability to work with others to accomplish a goal
- Developing your knowledge of how organizations work
- Understanding how to succeed in competitive situations
- Developing oral presentation skills
- Developing networking skills
- Developing writing skills

University of Oklahoma



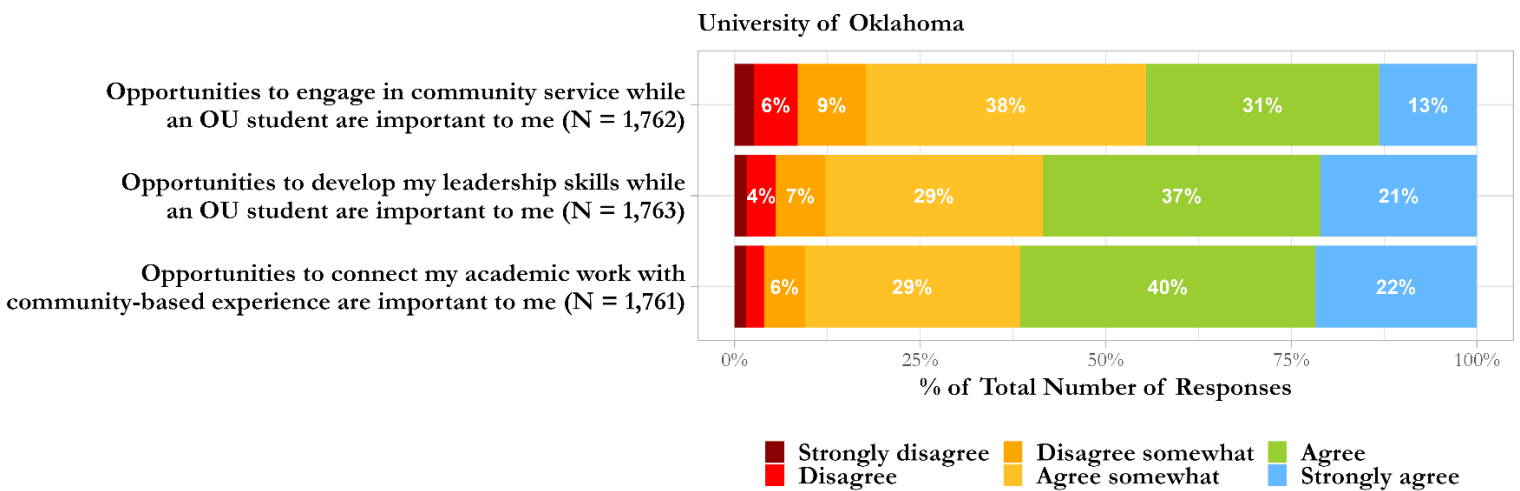
Community and Civic Engagement

Question 1

To what extent do you agree or disagree with the following statements?

[(1) Strongly disagree – (6) Strongly agree]

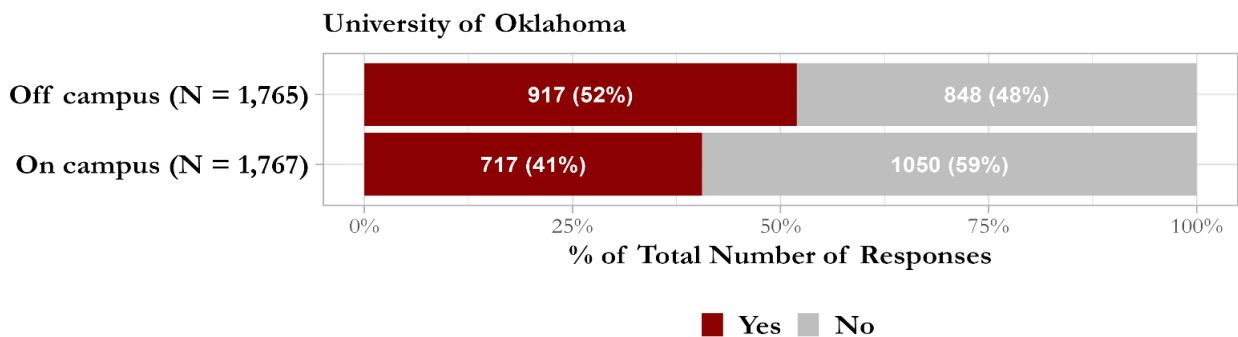
- Opportunities to engage in community service while an OU student are important to me
- Opportunities to develop my leadership skills while an OU student are important to me
- Opportunities to connect my academic work with community-based experience are important to me



Question 2

During this academic year, have you participated in community service? [Yes or No]

- On campus
- Off campus

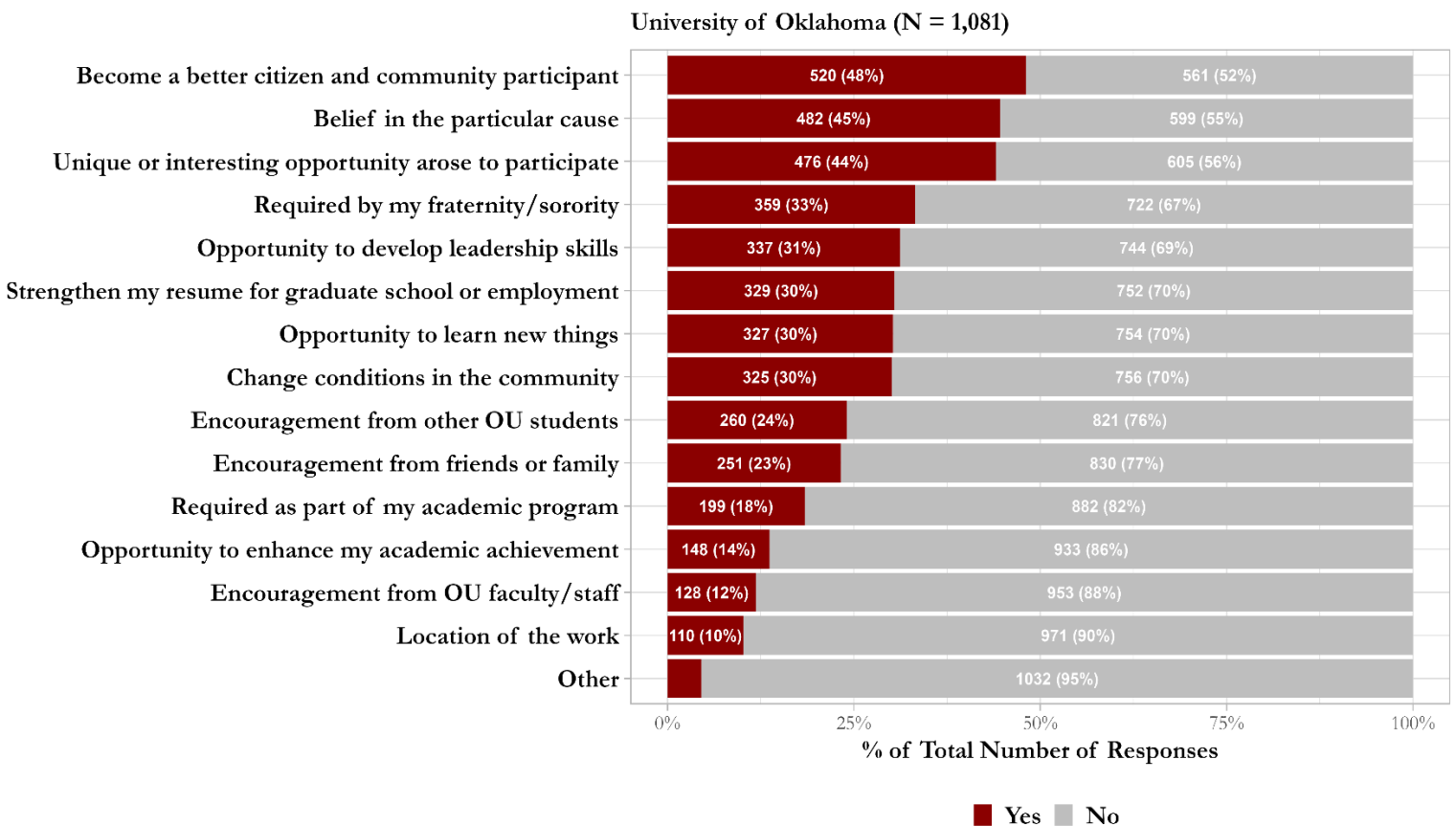


Question 3

Which of the following were significant reasons for getting involved in community service?

[Select all that apply]

- Required as part of my academic program
- Required by my fraternity/sorority
- Unique or interesting opportunity arose to participate
- Encouragement from friends or family
- Encouragement from OU faculty/staff
- Encouragement from other OU students
- Belief in the particular cause
- Location of the work
- Opportunity to learn new things
- Opportunity to enhance my academic achievement
- Opportunity to develop leadership skills
- Become a better citizen and community participant
- Change conditions in the community
- Strengthen my resume for graduate school or employment
- Other



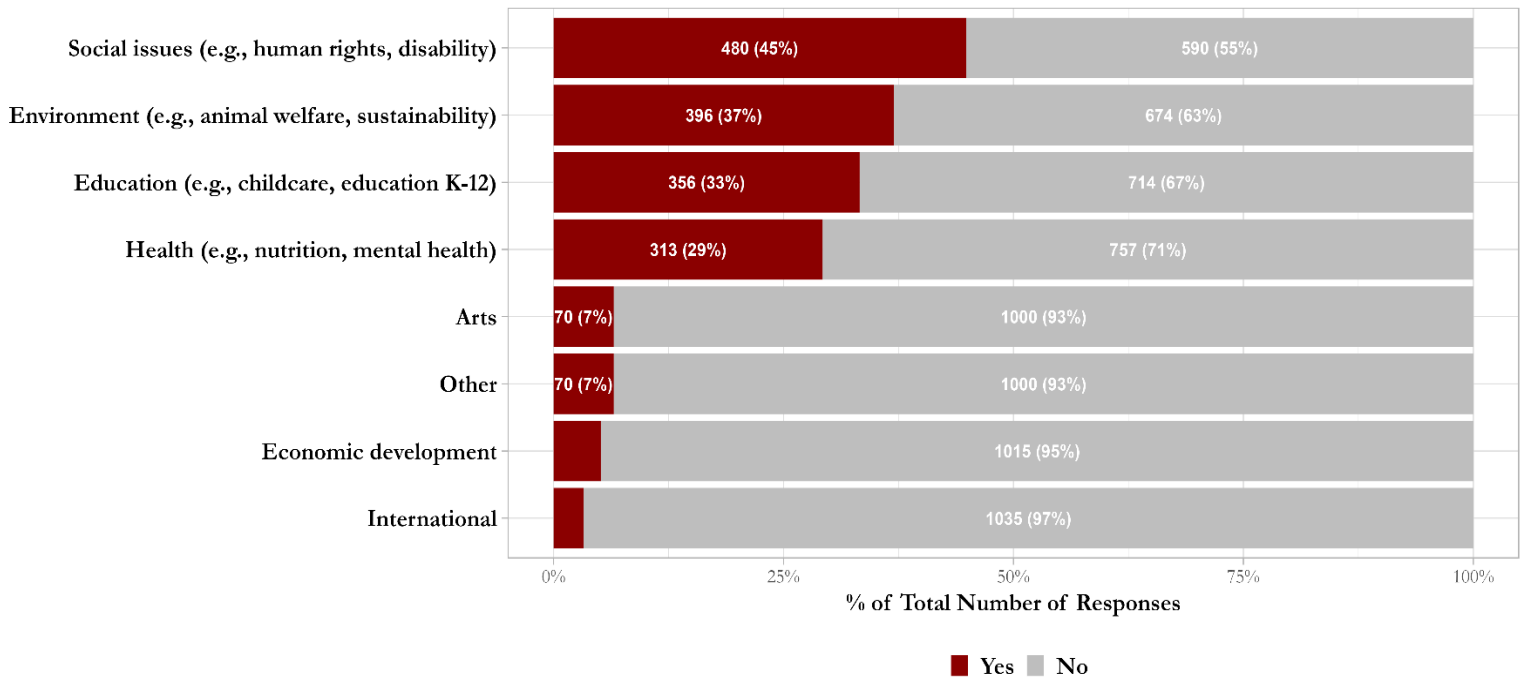
Question 4

What was the focus of the organization(s) where you did this community service?

[Select all that apply]

- Education (includes childcare, education K-12, higher education, tutoring, mentoring)
- Health (includes agriculture/nutrition, health, mental health, substance abuse)
- Social issues (includes civil rights/human rights, disability, diversity, housing/homelessness, hunger, immigrants, seniors/elder services, women's issues, social justice)
- Environment (includes animal welfare, environment/sustainability)
- Arts
- Economic development
- International
- Other

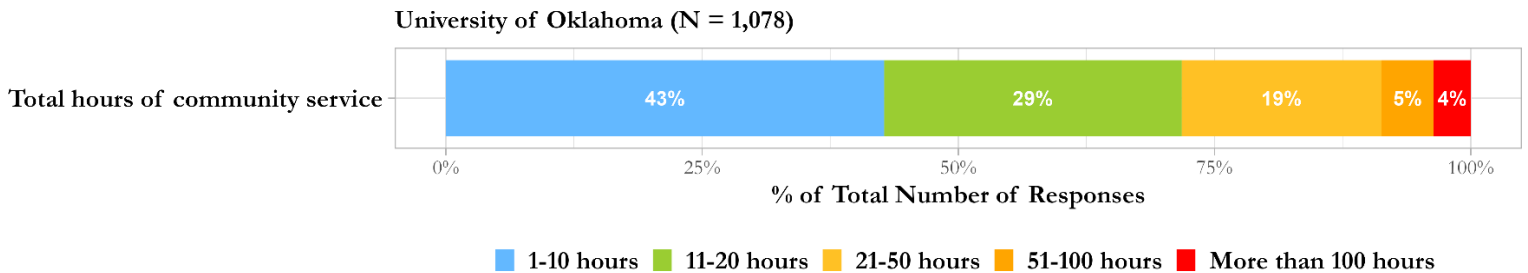
University of Oklahoma (N = 1,070)



In addition to the 7 multi-select options provided, 55 students listed a variety of other responses regarding the focus of the organization that they performed community service for. Almost half of all students who responded (n = 25; 45%) mentioned that the focus of the organization they volunteered for was religious based. Additionally, many other students (n = 17) noted that the organizations they volunteered for were primarily focused on community welfare (e.g., housing, food, education/outreach, as well as general support such as gardening or cleaning). Furthermore, some students (n = 7) noted that they volunteered through OU-sponsored events such as "The Big Event", while a few other students mentioned sports, animal welfare, or entertainment as the primary focus of the organization they performed community service for.

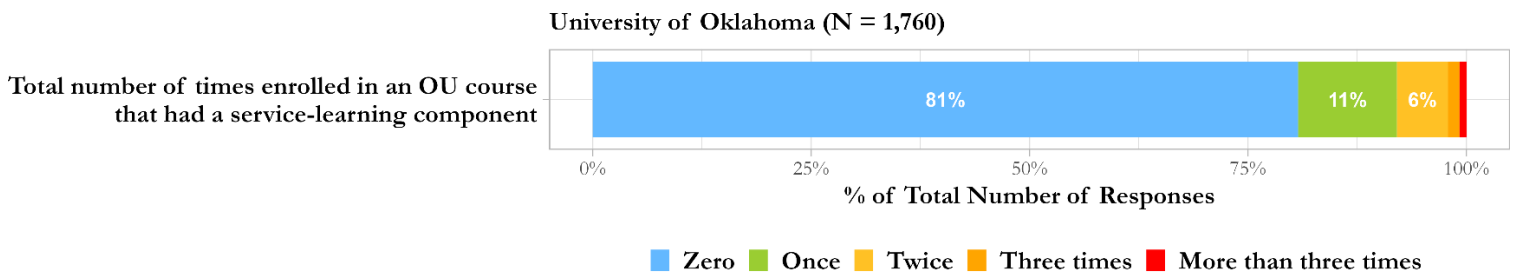
Question 5

Thinking about your participation in all forms of community service, which includes service through clubs, courses, and one-time events, please estimate how many total hours of service you completed this academic year [(1) 1-10 hours – (5) More than 100 hours]



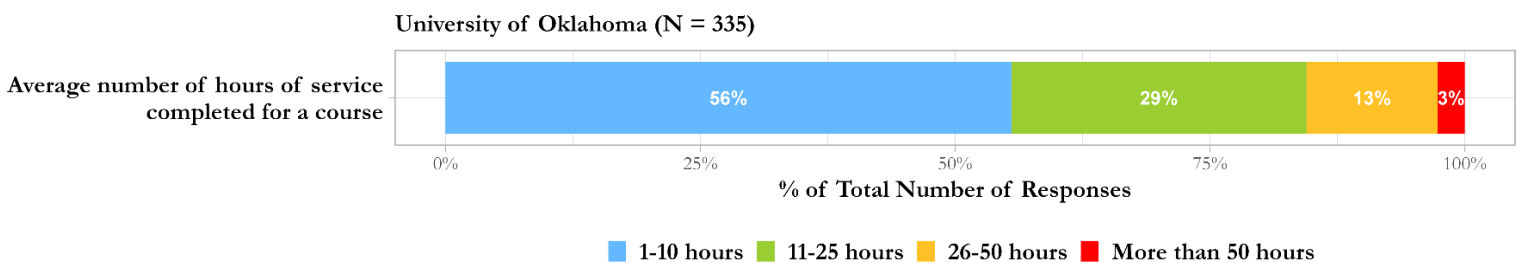
Question 6

How many times have you enrolled in an OU course that had a service-learning component? [(0) Zero – (4) More than three times]



Question 7

In considering all of the service-learning courses you took, what was the average number of hours of service you completed for a course? [(1) 1-10 hours – (4) More than 50 hours]

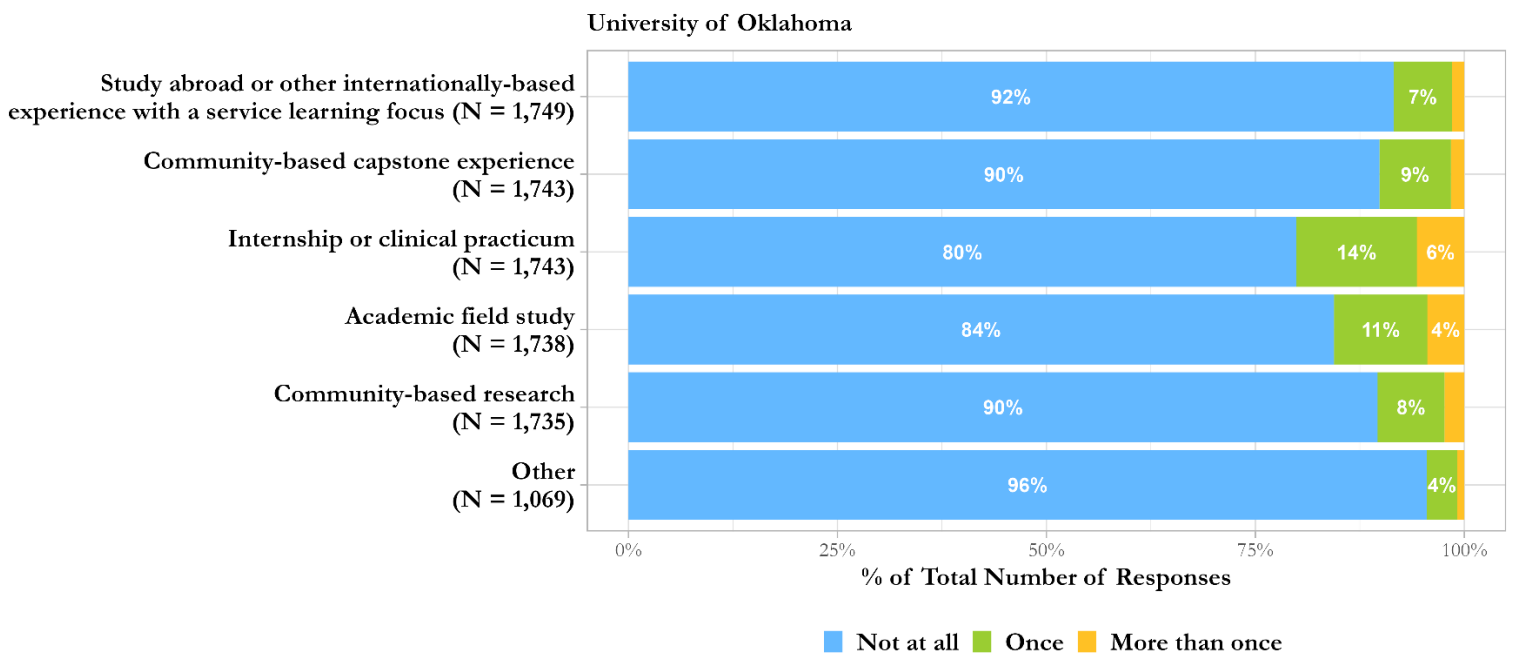


Question 8

To what extent have you been involved in the following community-focused experiences during this academic year or last summer?

[(1) Not at all – (3) More than once]

- Study abroad or other internationally-based experience with a service learning focus
- Community-based capstone experience
- Internship or clinical practicum
- Academic field study
- Community-based research
- Other



In addition to the 5 multi-select options provided, 13 students listed a variety of other examples of community-focused experiences they participated in during this academic year or last summer. For example, some students (n = 4) mentioned that they took part in a community-focused experience centered around education, while other students (n = 3) noted that they participated in OU’s “Big Event” or in an OU specific program (e.g., IBC program). Furthermore, a few students mentioned that they were involved in community-focused experiences through OU student organizations (e.g., Okie Belles), mission trips, or community dance performances.

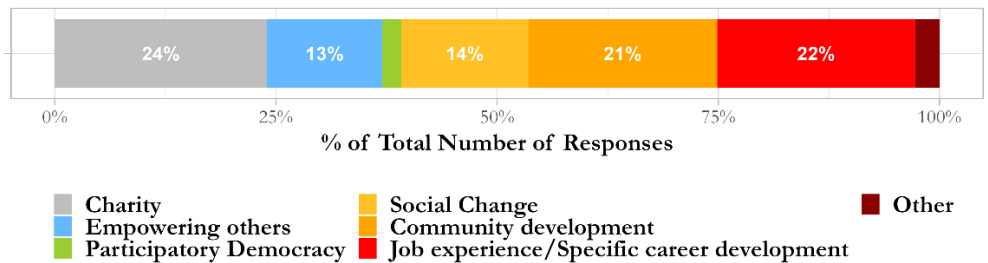
Question 9

In considering your overall experience(s) with community-focused learning activities during this academic year, which of the following best characterizes the purpose of those experience(s)?

- Charity (providing help to individuals) (1)
- Empowering others (2)
- Participatory Democracy (changing laws) (3)
- Social change (changing societal conditions or views) (4)
- Community development (5)
- Job experience or specific career development (6)
- Other, please elaborate: (7)

University of Oklahoma (N = 613)

Purpose of community-focused learning activities



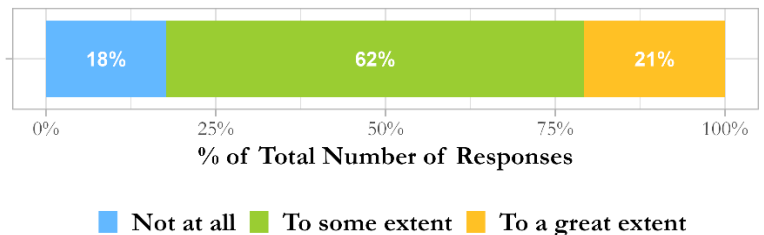
Question 10

To what extent has your participation in community-focused activities at this university influenced your desire to continue community-focused activities after you graduate?

[(1) Not at all – (3) To a great extent]

University of Oklahoma (N = 622)

Extent that participation in community-focused activities influenced desire to continue community-focused activities after graduation



Experiences with Diversity

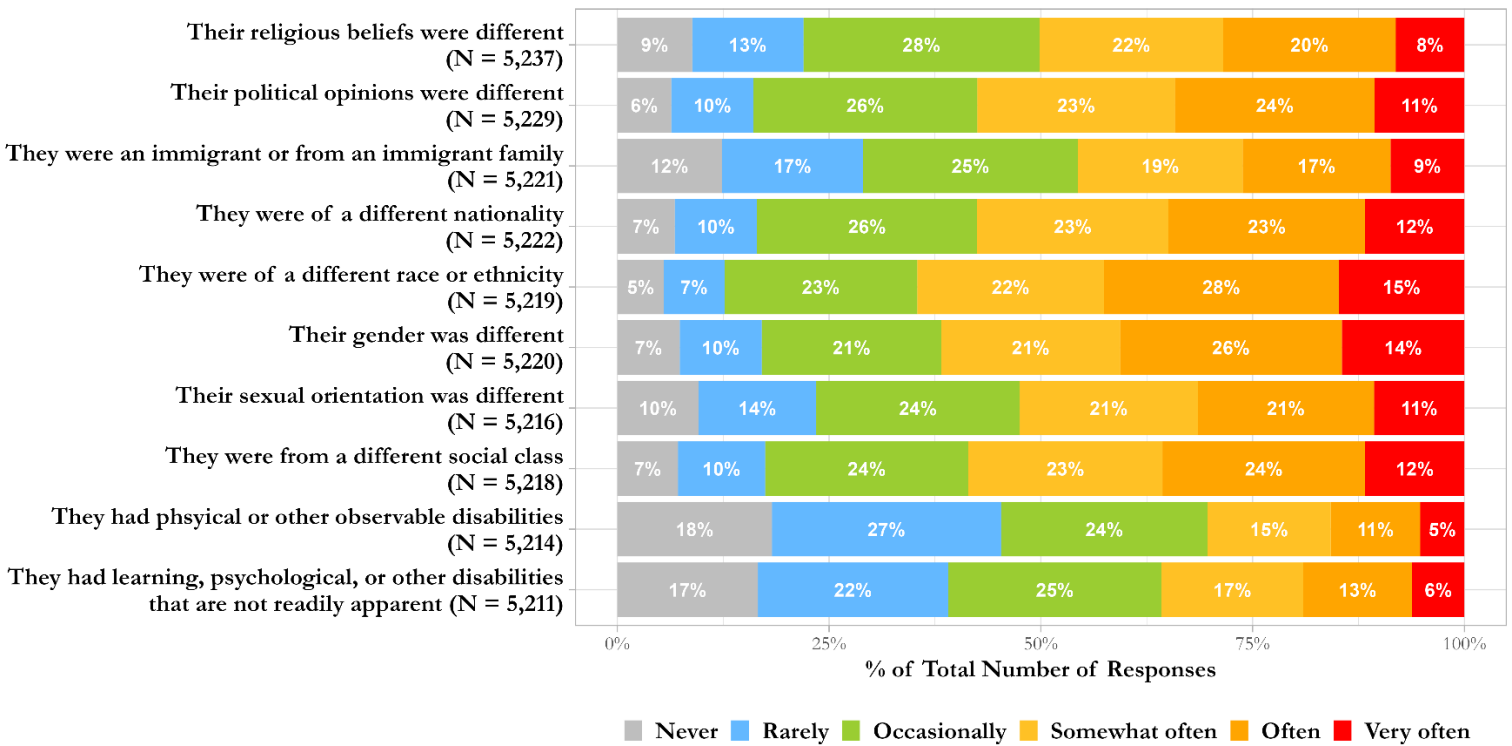
Question 1

How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?

[(1) Never – (6) Very often]

- Their religious beliefs were different
- Their political opinions were different
- They were an immigrant or from an immigrant family
- They were of a different nationality
- They were of a different race or ethnicity
- Their gender was different
- Their sexual orientation was different
- They were from a different social class
- They had physical or other observable disabilities
- They had learning, psychological, or other disabilities that are not readily apparent

University of Oklahoma



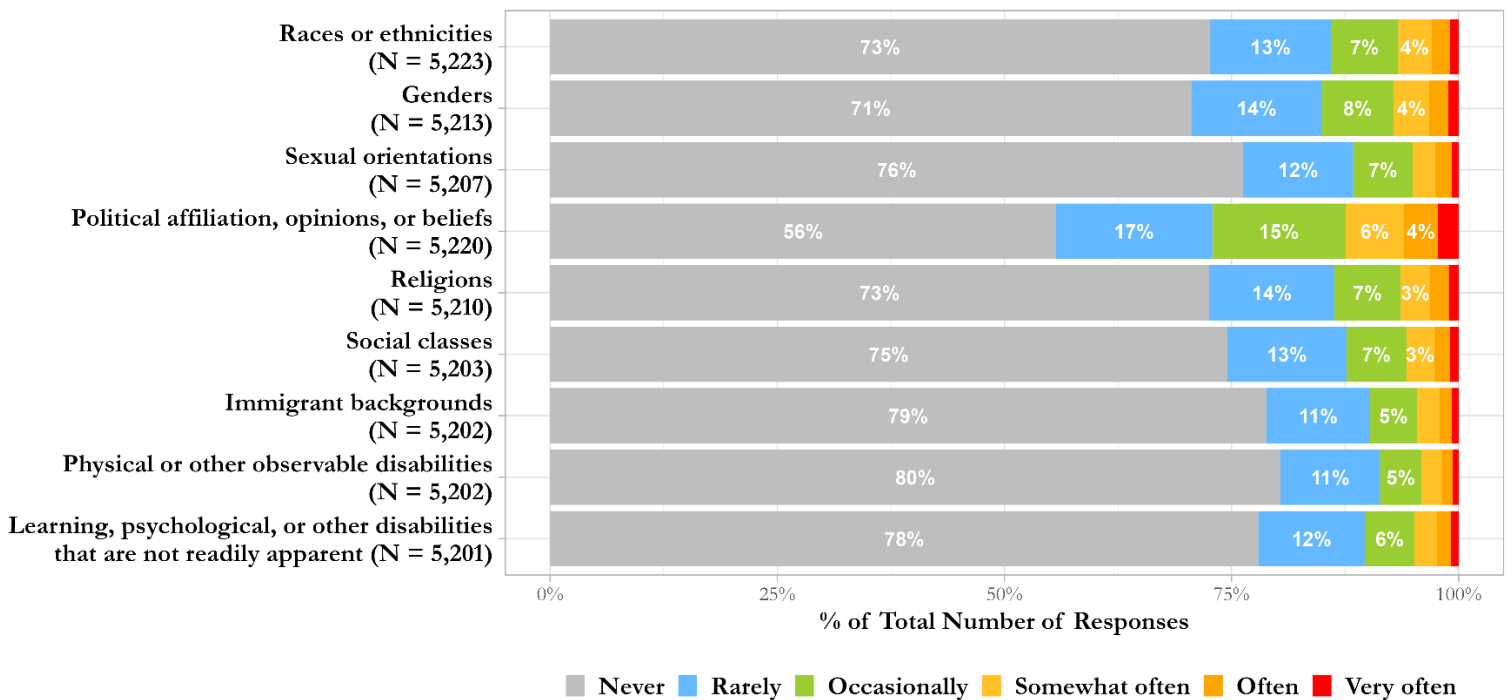
Question 2

During this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:

[(1) Never – (6) Very often]

- Races or ethnicities
- Genders
- Sexual orientations
- Political affiliation, opinions, or beliefs
- Religions
- Social classes
- Immigrant backgrounds
- Physical or other observable disabilities
- Learning, psychological, or other disabilities that are not readily apparent

University of Oklahoma



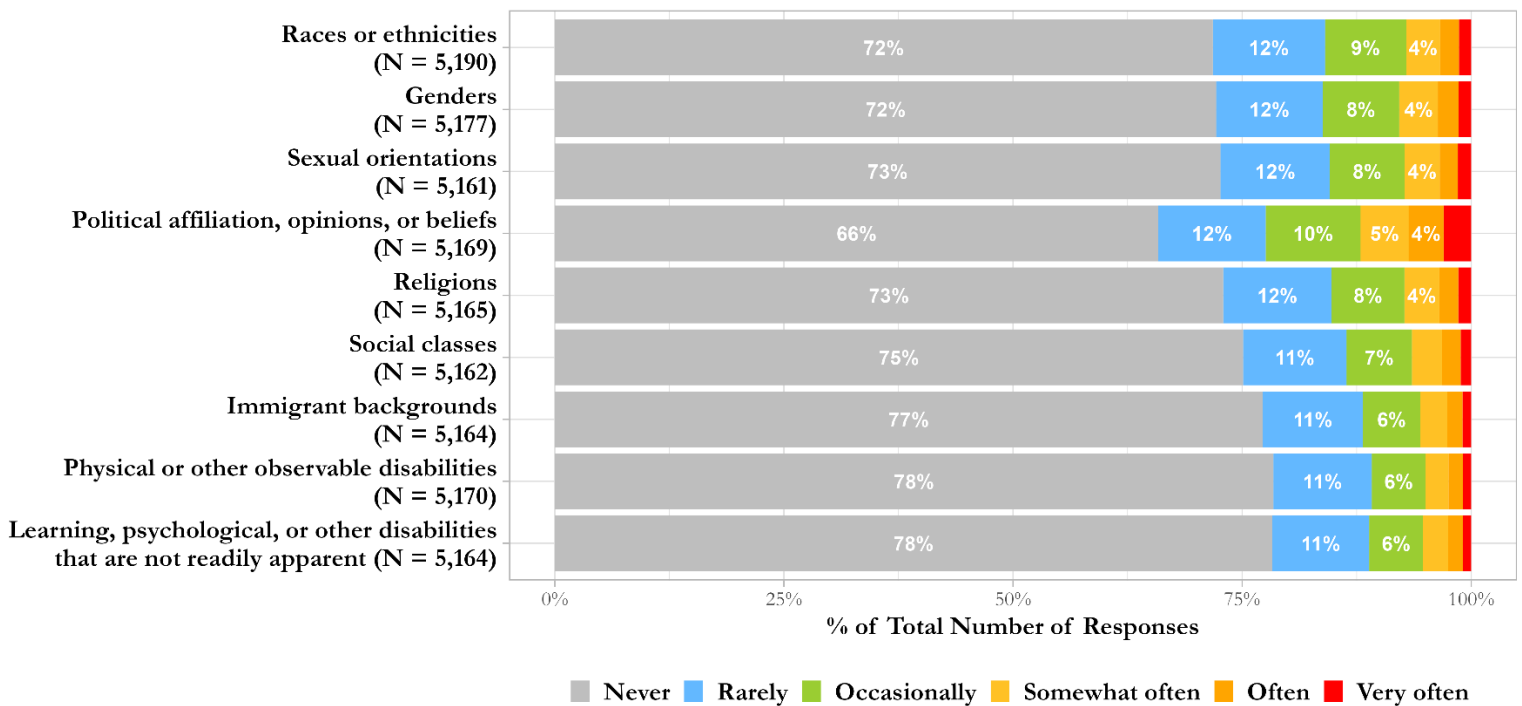
Question 3

During this academic year, I have heard *non-teaching staff* or *administrators* express negative or stereotypical views about:

[(1) Never – (6) Very often]

- Races or ethnicities
- Genders
- Sexual orientations
- Political affiliation, opinions, or beliefs
- Religions
- Social classes
- Immigrant backgrounds
- Physical or other observable disabilities
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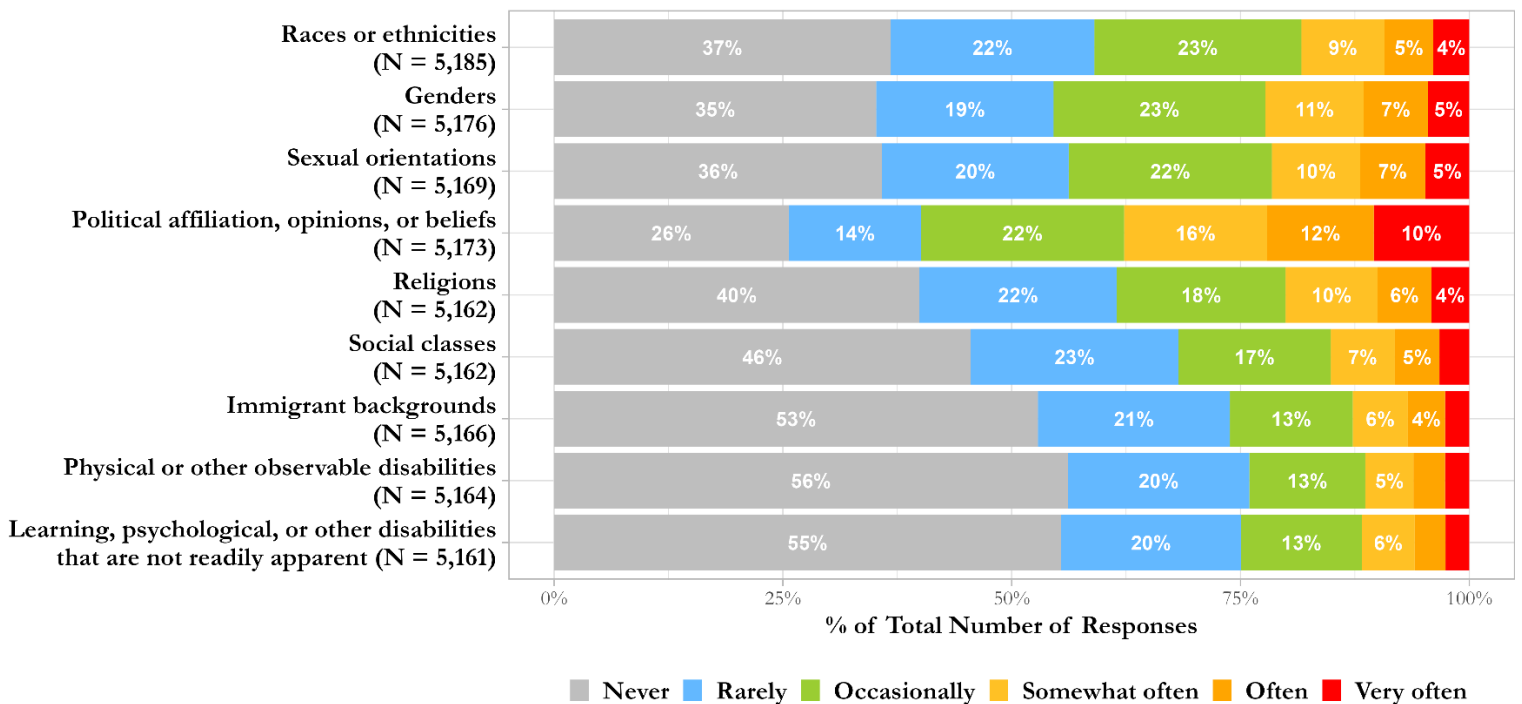
Question 4

During this academic year, I have heard students express negative or stereotypical views about:

[(1) Never – (6) Very often]

- Races or ethnicities
- Genders
- Sexual orientations
- Political affiliation, opinions, or beliefs
- Religions
- Social classes
- Immigrant backgrounds
- Physical or other observable disabilities
- Learning, psychological, or other disabilities that are not readily apparent

University of Oklahoma

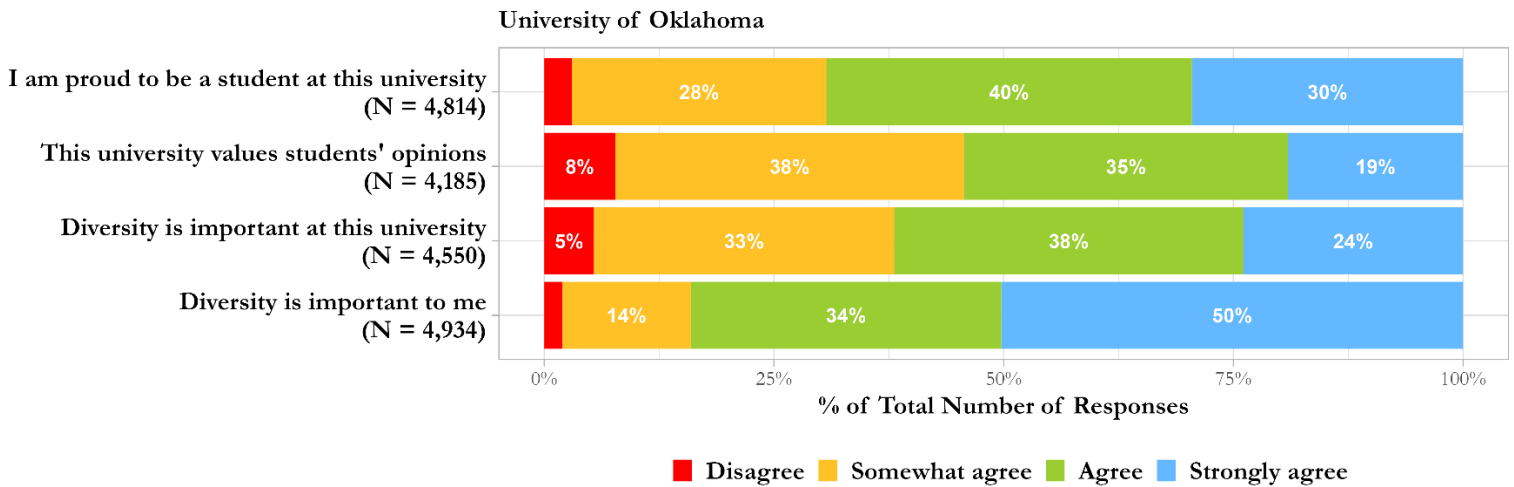


Question 5

What is your level of agreement or disagreement with the following:

[(1) Strongly disagree – (6) Strongly agree]

- I am proud to be a student at this university
- This university values students' opinions
- Diversity is important at this university
- Diversity is important to me



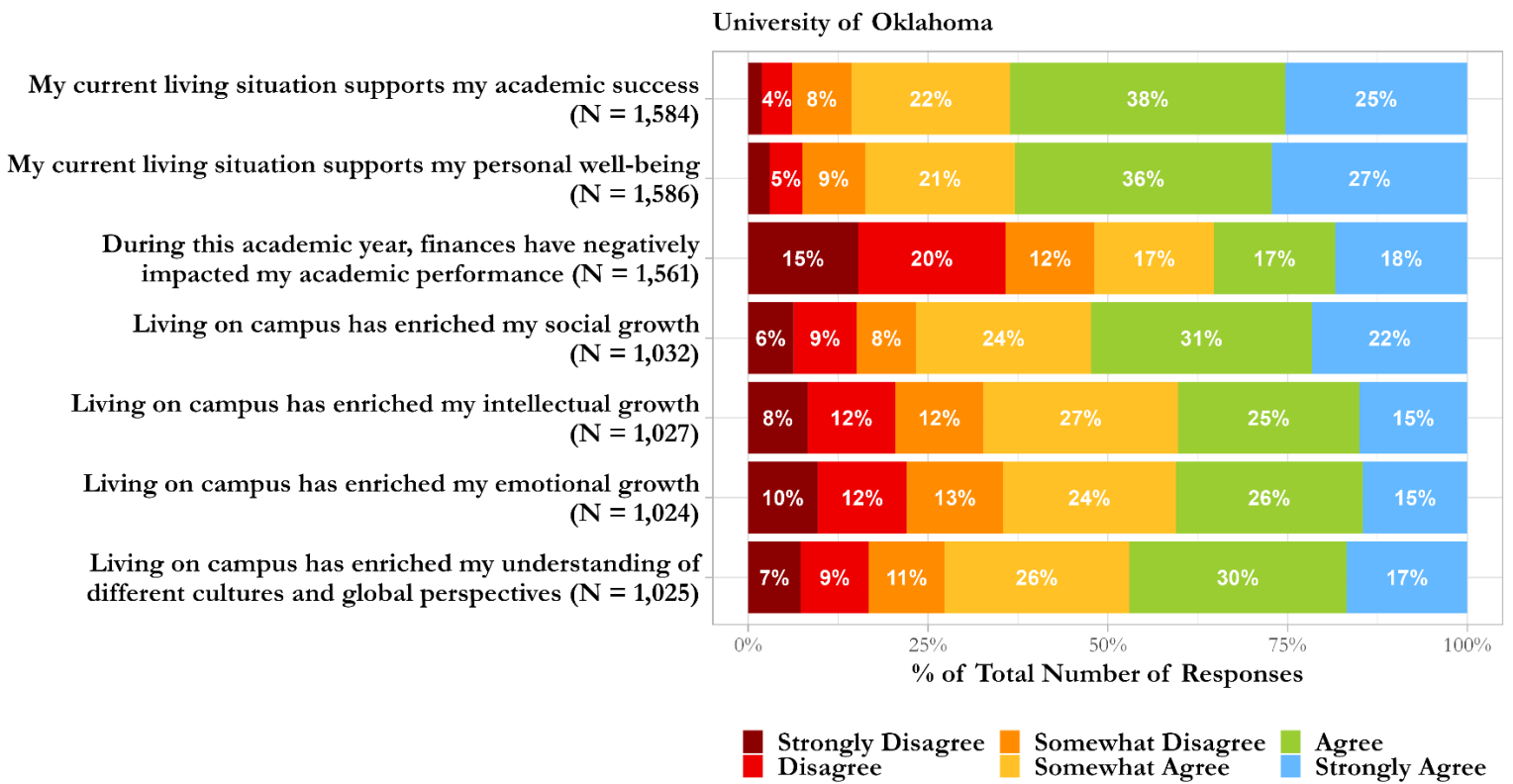
Wildcard

Question 1

Please indicate how strongly you agree or disagree with the following statements:

[(1) Strongly disagree to (6) Strongly agree (99) Not applicable]

- My current living situation supports my academic success.
- My current living situation supports my personal well-being.
- During this academic year, finances have negatively impacted my academic performance (e.g., financial worries have distracted you from studying, working to pay for school has reduced your study time).
- Living on campus enriched my social growth.
- Living on campus enriched my intellectual growth.
- Living on campus enriched my emotional growth.
- Living on campus enriched my understanding of different cultures and global perspectives.

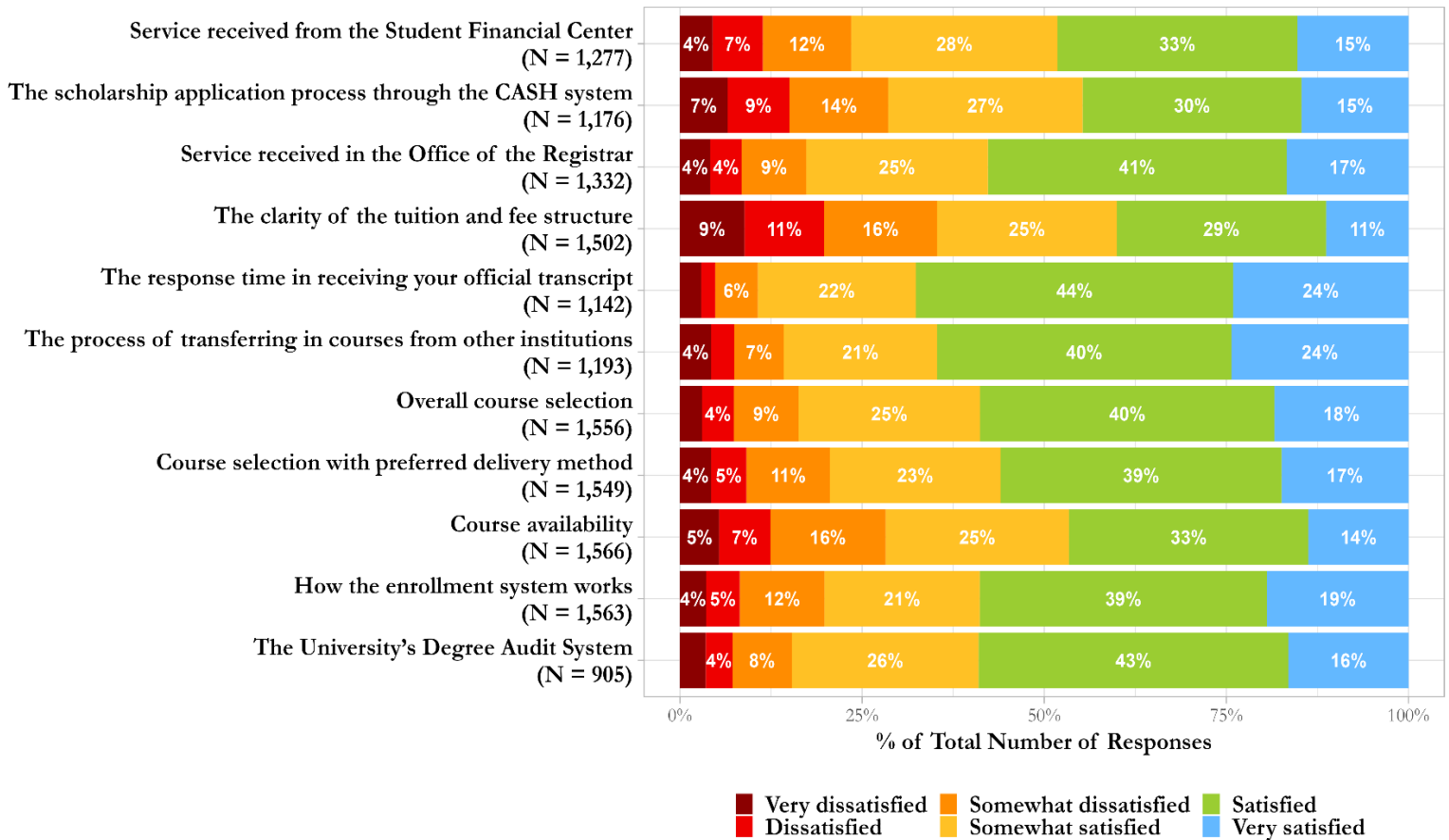


Question 2

Overall, how satisfied or dissatisfied are you with the following aspects of your university experience? [(1) Very dissatisfied to (6) Very satisfied (99) Not applicable]

- Service received from the Student Financial Center (e.g., help with scholarships, financial aid, or questions about paying your bill)
- The scholarship application process through the CASH system (Centralized Academic Scholarship Hub)
- Service received in the Office of the Registrar (e.g., help with academic records, course scheduling and enrollment, graduation issues)
- The clarity of the tuition and fee structure (i.e., you understand specifically what you are being charged for your education at OU)
- The response time in receiving your official transcript
- The process of transferring in courses from other institutions
- Overall course selection
- Course selection with preferred delivery method (e.g., online, in-person, blended)
- Course availability
- How the enrollment system works (e.g., adding and dropping classes, the process for prerequisite course overrides, course waitlists, class full overrides)
- The University's Degree Audit System

University of Oklahoma



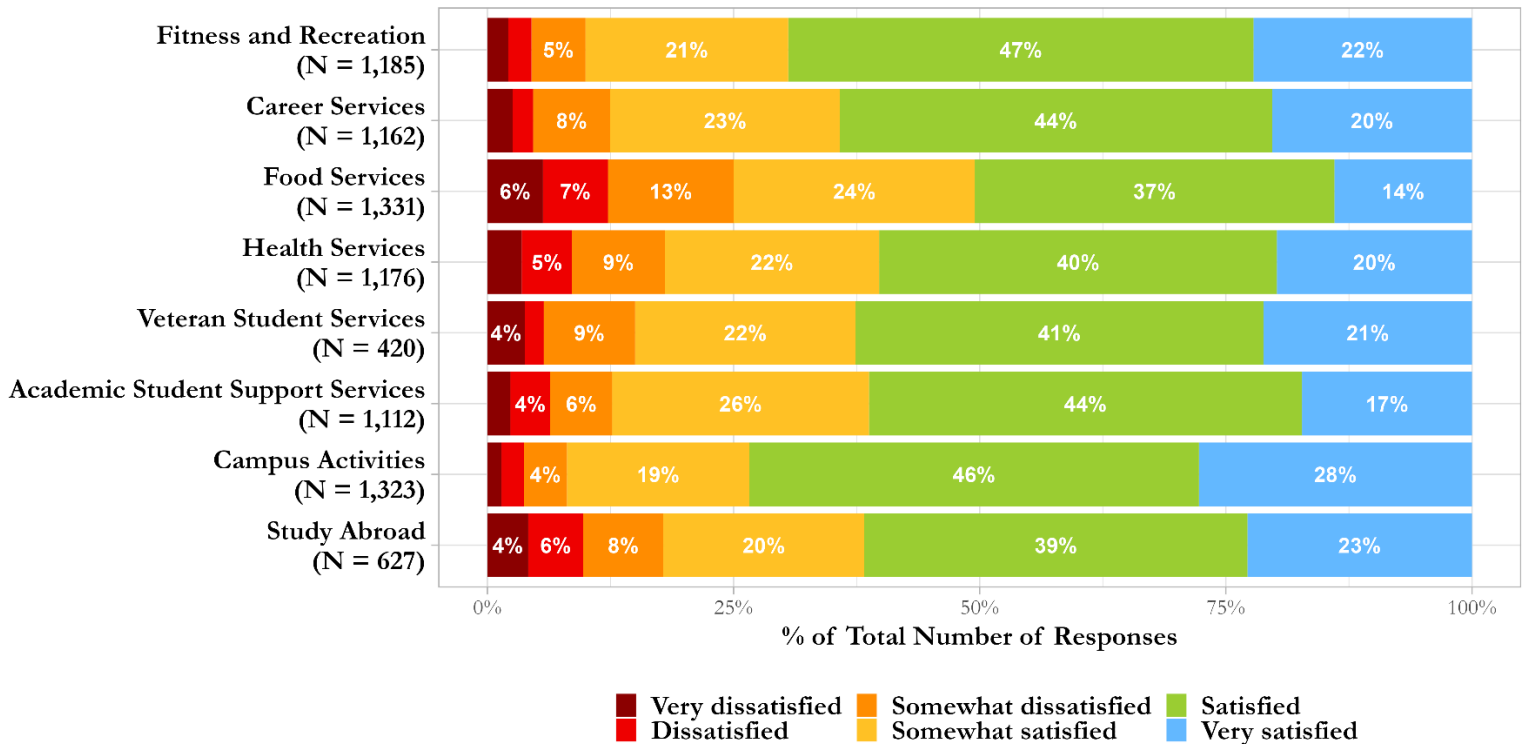
Question 3

Overall, how satisfied or dissatisfied are you with the following aspects of your university experience?

[(1) Very dissatisfied to (6) Very satisfied (99) Not applicable]

- Fitness and Recreation (e.g., facilities, programming)
- Career Services (e.g., Handshake, career fairs, resume review, mock interviews)
- Food Services (e.g., dining facilities and coffee shops across campus)
- Health Services (e.g., Goddard Health Services for physical or mental health)
- Veteran Student Services (e.g., GI benefits, peer advisors)
- Academic student support services (e.g., tutoring, study skills coaching)
- Campus activities (e.g., sports/campus recreation, campus events like movies and concerts, student organizations, student government, performing arts, community service/service-learning, spiritual/religious organizations, honor societies)
- Study Abroad (e.g., program types and locations, access, application process)

University of Oklahoma

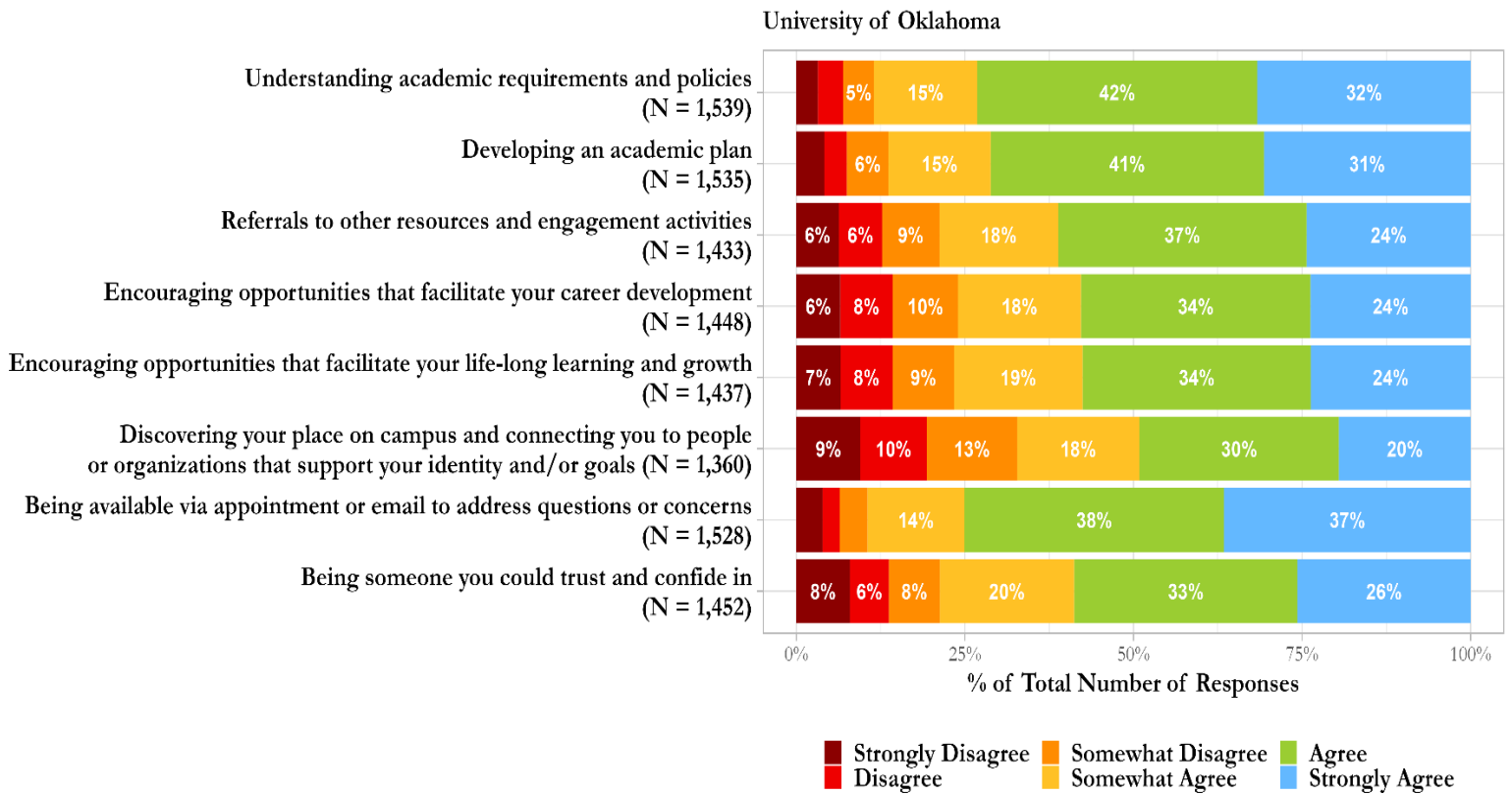


Question 4

In the past academic year, my academic advisor has supported my educational experience with the following:

[(1) Strongly disagree to (6) Strongly agree (99) Not applicable]

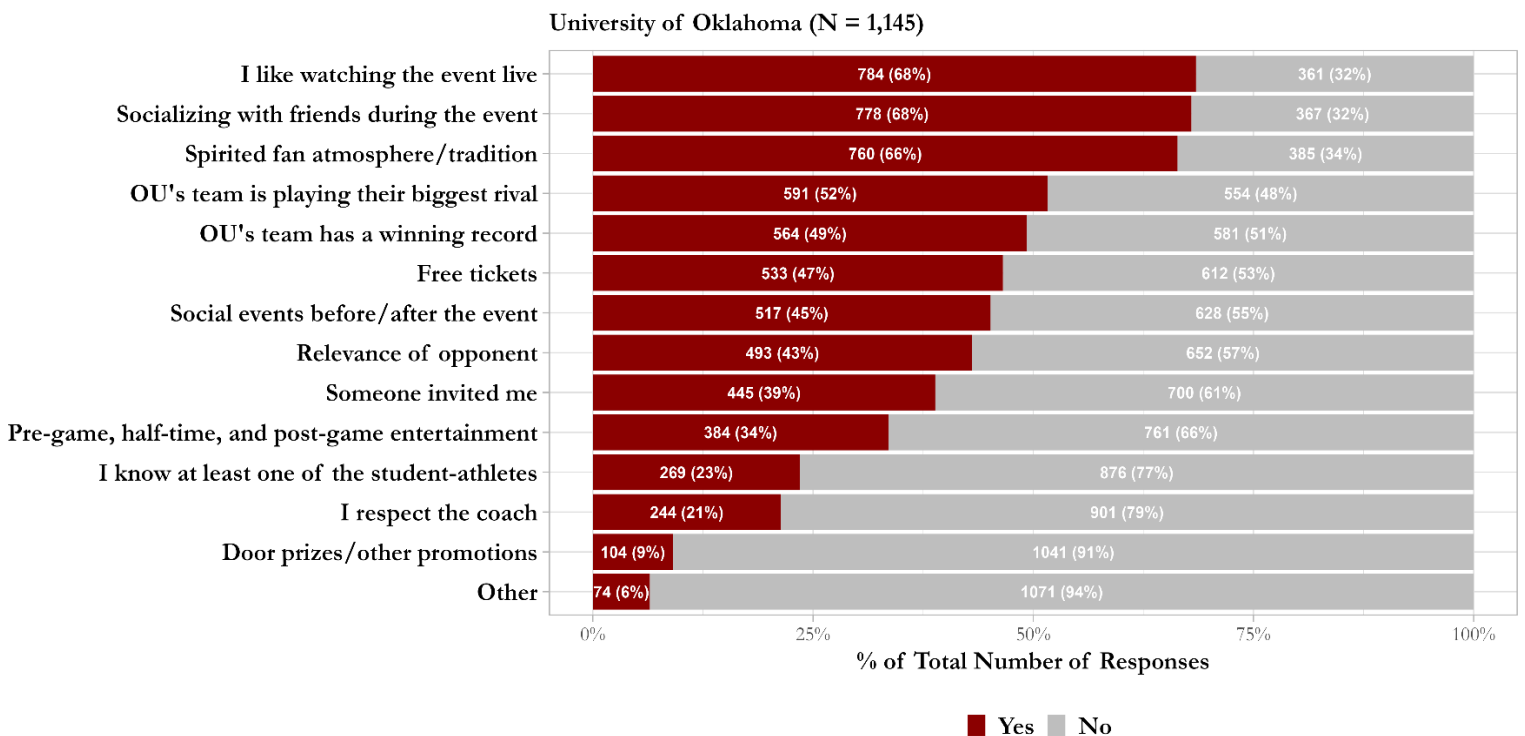
- Understanding academic requirements and policies
- Developing an academic plan
- Referrals to other resources and engagement activities
- Encouraging opportunities that facilitate your career development
- Encouraging opportunities that facilitate your life-long learning and growth
- Discovering your place on campus and connecting you to people or organizations that support your identity and/or goals
- Being available via appointment or email to address questions or concerns
- Being someone you could trust and confide in



Question 5

Reasons for attending an OU athletic event (choose all that apply):

- I do not attend OU athletic events (see next question)
- Spirited fan atmosphere/tradition
- I like watching the event live
- Someone invited me
- Socializing with friends during the event
- Social events before/after the event
- Relevance of opponent (a secondary rival or in-conference)
- OU's team has a winning record
- OU's team is playing their biggest rival
- I know at least one of the student-athletes
- Pre-game, half-time, and post-game entertainment
- Door prizes/other promotions
- Free tickets
- I respect the coach
- Other: [text box]

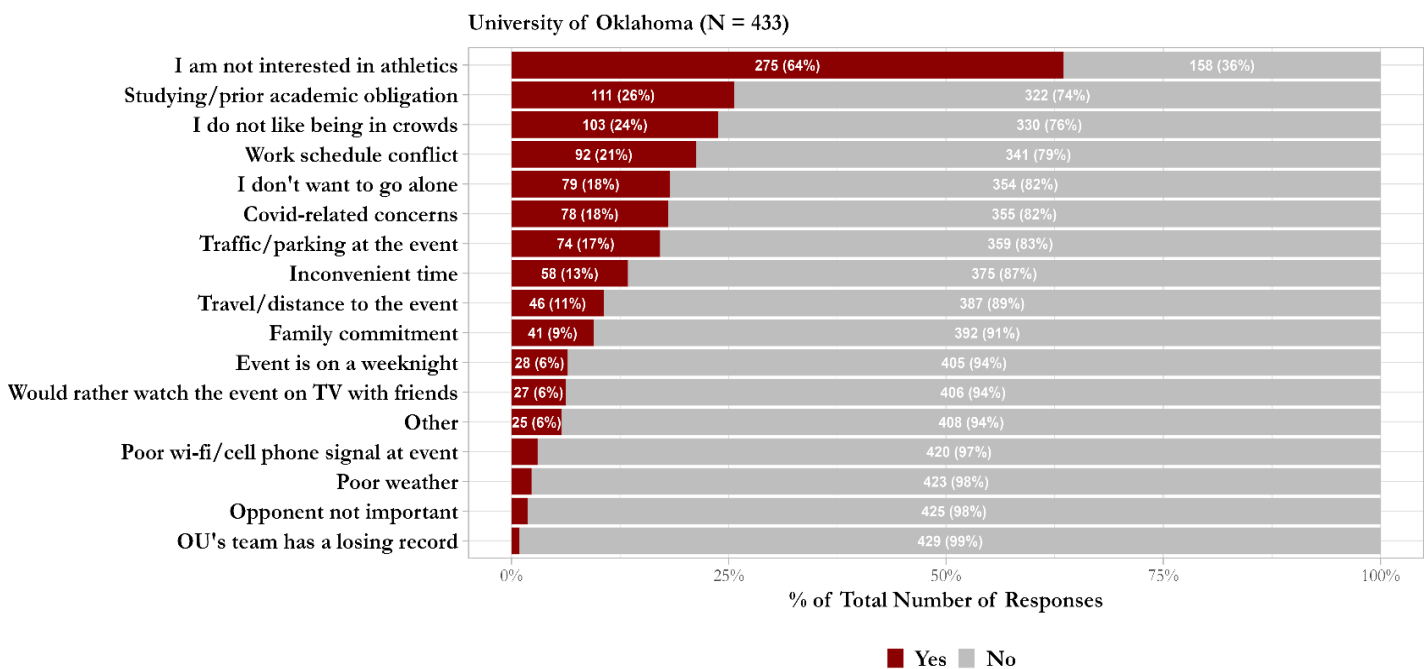


Apart from the 14 multi-select options available, 54 students provided various other reasons for attending OU athletic events. Among the respondents, approximately 35% (n = 19) indicated mandatory attendance as members of an OU Spirit Squad (e.g., OU Cheer, RUF/NEKs, etc.) or the marching band. Additionally, 13 students (24%) mentioned their obligation to attend due to employment or volunteer commitments at these events. Moreover, about 17% of students (n = 9) expressed attending out of genuine enthusiasm for OU sports and participation in university traditions, while 5 students mentioned their affiliation with an OU sports team. Some students cited less common motivations, such as utilizing their Sooner Pass, enjoying special events like "Bark in the Park," curiosity about the event atmosphere, attending during family visits, and fostering a sense of belonging within the university community.

Question 6

Reasons for not attending an OU athletic event (choose all that apply):

- I am not interested in athletics
- I don't want to go alone
- I do not like being in crowds
- Studying/prior academic obligation
- Poor weather
- Inconvenient time
- Event is on a weeknight
- Work schedule conflict
- Family commitment
- OU's team has a losing record
- Opponent not important (e.g., out-of-conference)
- Travel/distance to the event
- Traffic/parking at the event
- Would rather watch the event on TV with friends
- Poor wi-fi/cell phone signal at event
- Covid-related concerns



In addition to the 16 multi-select options provided, 21 students listed several other reasons as to why they have not attended OU athletic events. Almost 50% of students (n = 10) listed cost (e.g., tickets, food, and beverages) as the primary reason they do not attend OU athletic events. A few students (n = 3) indicated that they do not attend athletic events as they have no interest in collegiate sports, while a few others (n = 2) indicated that they do not view athletic events as an important part of their university experience. Additionally, a small number of other students (n = 2) cited negative experiences with the crowd (e.g., witnessed violence, use of vulgar language) or loud noise level (n = 1) as the primary reason they do not attend OU athletic events. Furthermore, a small number of other students mentioned that they do not attend OU athletic events because they tend to be confused about when events are taking place, they cannot bring their own food or beverages, or because they are active members of the military stationed elsewhere.

Question 7

What are some aspects that would improve the student experience at University of Oklahoma sporting events?

In response to this open-ended question, 529 students provided insights into various aspects they believe could enhance the student experience at OU sporting events. Approximately 12% of respondents (n = 63) expressed overall satisfaction with their experiences. Among the remaining 466 student responses, 97 primarily focused on their broader OU student experience rather than solely on sporting events, detailed further in the concluding paragraph.

Roughly 15% (n = 76) of all student responses centered on cost, emerging as the most frequently mentioned aspect. While some advocated for reducing the overall expenses associated with attending sporting events, others specifically highlighted the potential benefits of lowering ticket prices and the costs of food and beverages, including alcohol and water. An additional 13% of students (n = 70) suggested that offering more complimentary items at sporting events could enhance their experience. Specifically, students expressed interest in receiving free tickets, prizes, t-shirts, snacks, towels, and mini flags.

Another prevalent theme arising from student responses to this question pertained primarily to student safety and accessibility during OU sporting events. Approximately 10% of students (n = 56) explicitly highlighted concerns regarding safety within the student section at these events. For instance, 37 students expressed a desire for less crowded conditions in the student section, while 16 others emphasized the need for enhanced monitoring to deter inappropriate behavior such as language, intoxication, and smoking. Beyond safety considerations within the student section, an additional 23 students (4%) identified areas for improvement related to stadium and seating accessibility. Suggestions included enhancing accessibility options for students with disabilities, bolstering protections for ADA seating areas, and promoting inclusivity throughout the stadium environment to enhance overall student experience. Moreover, 13 students advocated for a more efficient entrance and seating process at sporting events, proposing measures such as designated student-only entrances to streamline the experience.

Approximately 18% of student responses (n = 94) were related to OU facilities, operations, or student engagement and attendance at events. Of the 94 student responses, 27 students mentioned that providing more incentives (e.g., more free items, on-field activities, themed events) would improve their student experience, while 9 other students noted that winning more games and improving OU team defenses would improve their overall student engagement and experience at sporting events. Of the 94 student responses, 44 students noted that changes to facilities or gameday operations would improve their student experience. Regarding changes to facilities, students specifically mentioned that bigger arenas, better tailgating experiences (e.g., closer to venues), better parking (e.g., more availability), and upgrading intramural fields would improve their student experience. Regarding changes to

operations, students specifically mentioned that faster concession lines (e.g., student only concession), cleaner bathrooms with less wait times, more food vendors at games, better ticketing processes overall (e.g., more availability, clearer communication about ticket availability, secondhand ticket sales), and allowing fans to leave and re-enter the venue would improve their student experience at sporting events.

About 6% of student responses (n = 30) centered around game schedules, advertising, and promotion. Some students (n = 4) highlighted the potential for enhanced student experience through more frequent advertising, such as increased reminders, of OU sporting events. Additionally, a few students (n = 3) suggested that scheduling fewer morning games could contribute to an improved experience. Within this category, 15 students expressed the importance of better promotion for sports other than football, underscoring the need for a broader focus on OU athletics. Moreover, 4 students advocated for increased support for OU club sports teams, while others emphasized the significance of better promotion for OU women's sports.

In addition to the aforementioned responses, around 3% of students (n = 18) expressed the viewpoint that academics should take precedence over sports at OU. For instance, 6 students emphasized the need for increased investment in academic resources at the university, while others advocated for prioritizing academics over athletics in the university's overall focus. Furthermore, some students highlighted logistical challenges associated with gameday operations, noting that these operations hinder their mobility around campus. They suggested that reducing the number of street closures on game days would contribute to an improved overall student experience at OU.

Lastly, as previously mentioned, approximately 18% of student responses (n = 97) were related primarily to students' overall experience at OU, rather than specifically at sporting events. Of the 97 responses, 13 students mentioned that more dining options on campus would improve their student experience, while several other students expressed dissatisfaction with the quality and availability of academic advisors (n = 10), professors (n = 8), and on campus counseling (n = 3). Additionally, several students noted that organizing more student social events on campus (n = 9), making tuition and fees cheaper (n = 7), better promotion of diversity and equality (n = 4), improving parking (n = 3), providing more scholarships (n = 3), and decentralizing Greek life (n = 2) would improve their overall student experience at OU. Furthermore, some students mentioned that improving campus facilities (n = 2), better course availability (n = 2), and more transparency with tuition and fees (n = 2) would improve their OU student experience. Beyond these responses, there were also several less frequently mentioned aspects, some of which include: better affordability for study abroad programs, more consistent standardization across courses, larger spaces for indigenous students on campus, more networking opportunities/events, greater availability of online electives, more diversity training, more library study rooms, and better living conditions for on campus students.