OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY *of* OKLAHOMA

Student Experience in the Research University (SERU)

Undergraduate Survey

2022 AND 2024
INSTITUTIONAL COMPARATIVE REPORT

SPRING 2025

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UNIVERSITY OF OKLAHOMA

Student Experience in the Research University (SERU) Survey

Executive Summary of Key Findings

Background:

The University of Oklahoma participated in the SERU Consortium survey in both 2022 and 2024 to gather data from undergraduate students and improve the student experience. The 2024 survey saw a 27.2% response rate with 5,481 participants, while the 2022 survey had a 32.5% response rate with 6,276 participants.

Key Findings:

- **Overall Satisfaction:** From 2022 to 2024, OU saw improvements in institutional satisfaction, particularly in academic and social experiences. There was also an increased sense of belonging among students.
- **Academic Engagement:** OU students demonstrate high engagement in class discussions and frequent interactions with professors, surpassing their peers at other universities. They also show increased participation in internships and leadership programs, although their involvement in entrepreneurial programs and study abroad opportunities are comparatively lower.
- **Research and Creative Activities:** Findings show higher involvement in research and creative projects among OU students from 2022 to 2024.
- **Artificial Intelligence (AI) Usage:** OU students used AI tools like ChatGPT less frequently than their peers at other universities.
- **Campus Climate:** OU showed improvements in perceptions of respect for various demographics from 2022 to 2024.
- **Major and Academic Experiences:** OU students reported increased satisfaction with course availability, academic advising, and faculty access from 2022 to 2024.
- **Skills Development:** OU students showed significant improvements in proficiency across all academic skills, particularly in understanding their field of study, research, and oral communication, with these improvements being more pronounced compared to other universities.
- **Health & Wellness:** OU students experienced increased food insecurity from 2022 to 2024, while anxiety and depression levels decreased from 2022 to 2024.
- **Financial Concerns:** OU students reported higher financial concerns compared to their peers at other universities.

Conclusion

The survey results show overall positive trends in student satisfaction and engagement at the University of Oklahoma from 2022 to 2024. While the overall results did not yield practical significance, they underscore opportunities for continued growth. Thus, it is crucial to continue to engage in ongoing analysis and dialogue around these findings to inform and drive future advancements regarding student experience at OU.

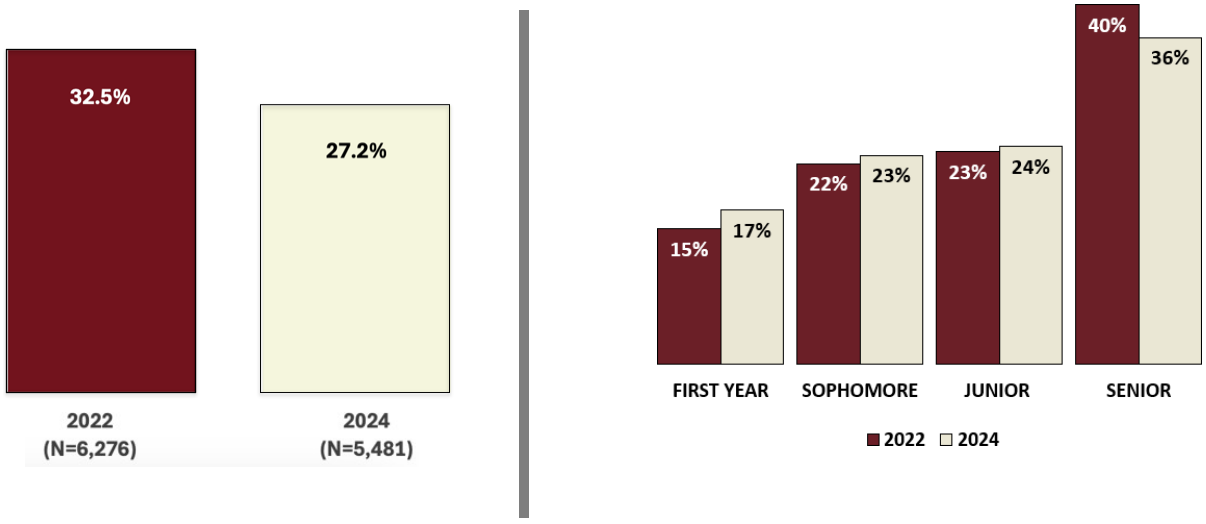
UNIVERSITY OF OKLAHOMA
Student Experience in the Research University (SERU)
Summary of Key Findings

Background and Survey Process

The University of Oklahoma (OU) is a member of the *Student Experience in the Research University (SERU)* Consortium, which includes most institutions in the *Association of American Universities (AAU)*. The undergraduate SERU survey was administered at OU's Norman Campus in both spring 2022 and spring 2024 to gather information from degree-seeking undergraduate students on their engagement in both curricular and co-curricular activities. The data collected is intended to help administrators, faculty, staff, and student leaders improve the overall student experience. The purpose of this summary report is three-fold: (i) highlight key comparative findings between OU and other participating institutions (i.e., the Comparison Group[1]) in the 2022 and 2024 undergraduate SERU surveys, (ii) identify potential inter-institutional differences, particularly those attributed to national trends and (iii) highlight key findings at OU and examine any changes between the 2022 and 2024 SERU administrations, based on major survey themes.

A total of **20,159** OU undergraduate students were invited to take the survey between March 25, 2024, and May 31, 2024. Of those invited, **5,481** responded for an overall response rate of **27.2%.** The sample was mostly representative[2] of the OU undergraduate population across all key demographics (see Figures 1 through 4 below). In 2024, seniors had the highest response rates (36%), followed by juniors (24%), sophomores (23%), and then first-year students (17%). In terms of race/ethnicity, the top three groups which comprised 79.7% of the responses were (1) Caucasian/White (54%), (2) Hispanic (16%), and (3) Two or More Races (10%). Females had a higher response rate (58%) compared to males (42%). Finally, the top three colleges representing a majority of the overall responses (70.5%) were (1) Dodge Family College of Arts and Sciences (32%), (2) Price College of Business (22%), and (3) Gallogly College of Engineering (16%).

Figure 1
Summary of Respondents: SERU 2022 and 2024
Overall and Year in School



[1]Comparison Group = Purdue University, Rutgers University, University of Connecticut, University of Michigan, University of Minnesota, University of North Carolina, University of Oregon, University of Pittsburgh, University of Texas, and University of Toronto

[2]A series of chi-square goodness of fit tests showed most of the sample demographic distributions did not significantly differ from the OU population (*p*s >.05). However, White students, males, and non–first-generation students were slightly underrepresented, while females and first-generation students were slightly overrepresented (*p*s < .05). Therefore, please use caution when interpreting the findings – see Appendices for full results of chi-square analysis.

Figure 2
Summary of Respondents: SERU 2022 and 2024
Race/Ethnicity

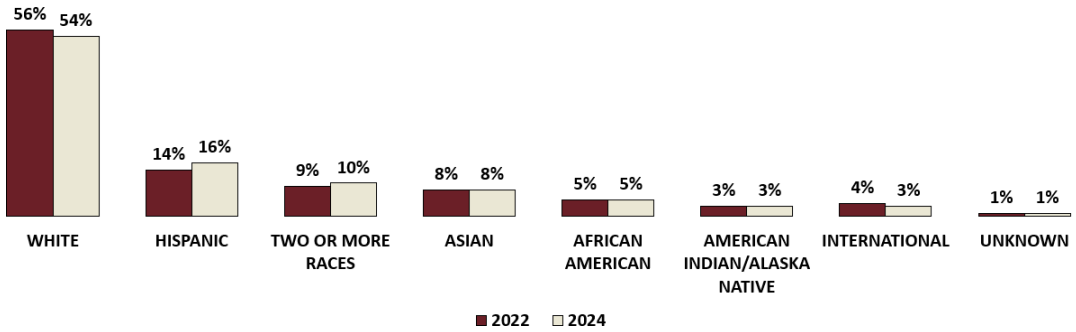


Figure 3
Summary of Respondents: SERU 2022 and 2024
Gender Identification

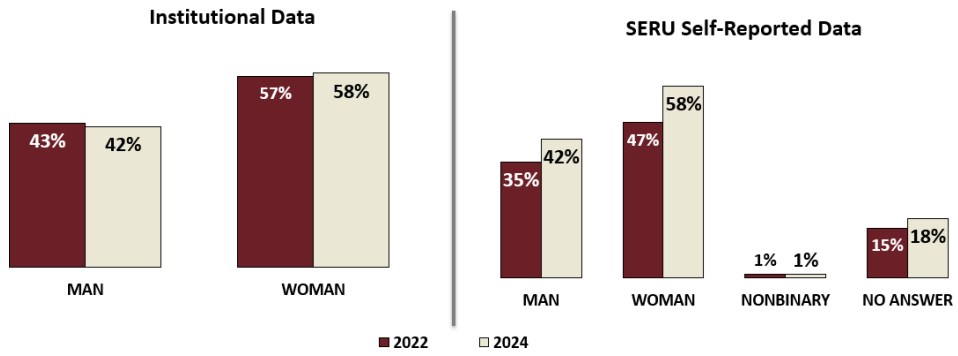
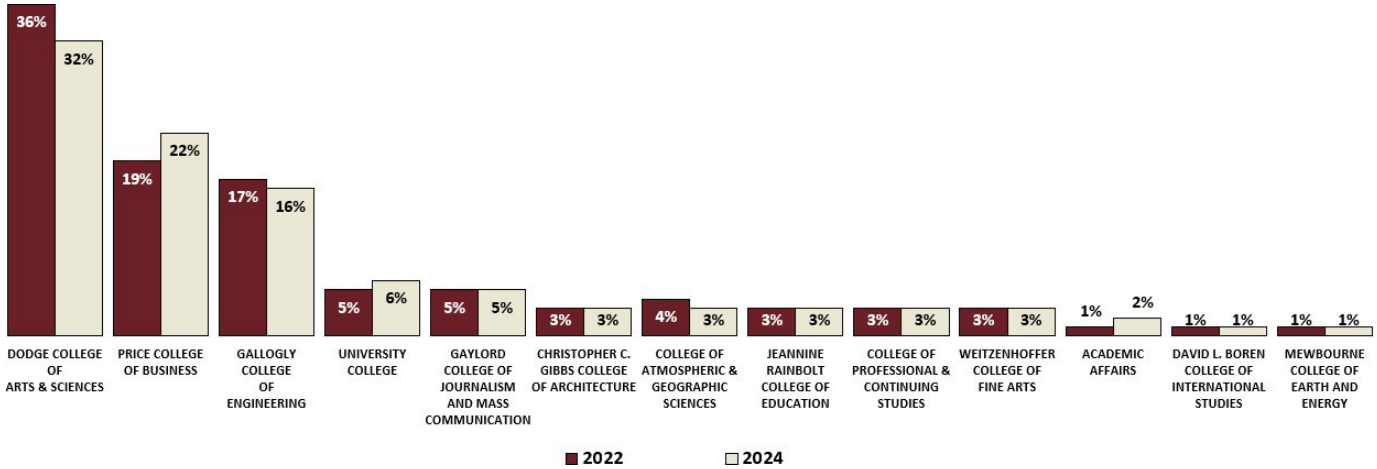


Figure 4
Summary of Respondents: SERU 2022 and 2024
College



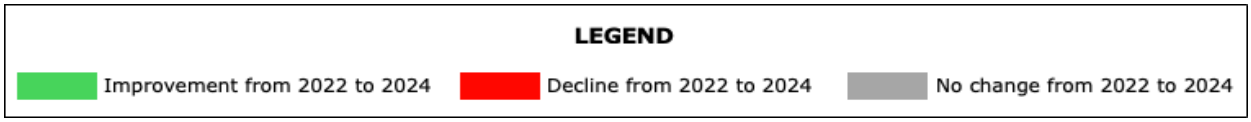
[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
*$p < .05$ level between OU 2024 and Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between referenced OU demographic 2024

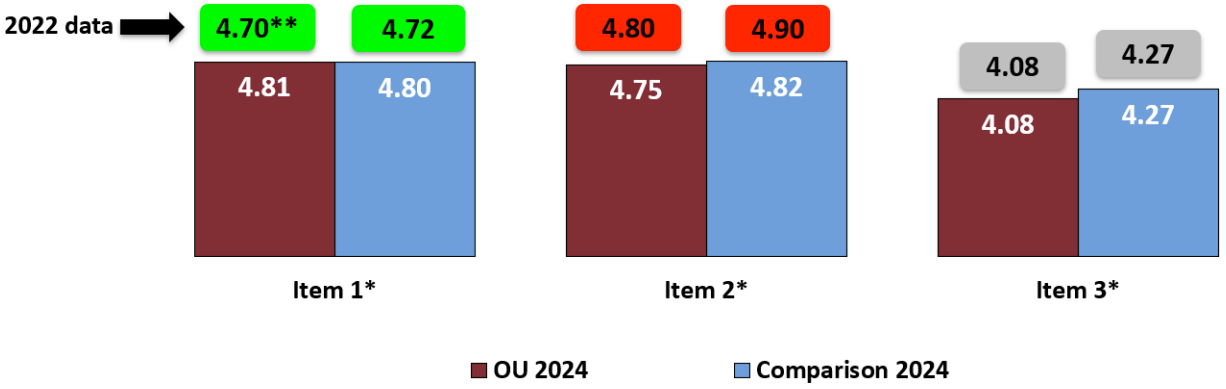
DATA GUIDE

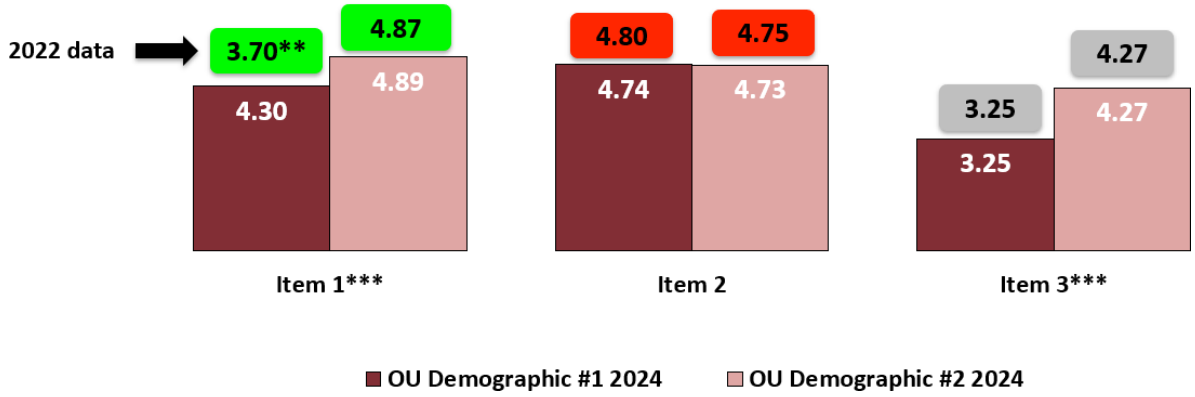
The two diagrams below provide a description of the elements reflected in the figures provided on the subsequent pages. As shown in the legend, the colors of the 2022 data points depict either (1) an improvement from 2022 to 2024, (2) a decline from 2022 to 2024, or (3) no change from 2022 to 2024.

Further, the asterisks (*) next to the data points reflect results which are statistically significant, where:

* $p < .05$ level between OU 2024 and the Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between reflected OU demographic 2024 (e.g., OU first-generation 2024 vs. OU non-first- generation 2024; OU International 2024 vs. OU Domestic 2024).







[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's d = 0.8 to 1.3).
*$p < .05$ level between OU 2024 and Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between referenced OU demographic 2024

SERU SURVEY STRUCTURE

Below is the main structure of the SERU survey showing the main themes and subthemes. Findings for those in crimson are reflected in the current summary report.

Overall Satisfaction
- Institutional Satisfaction
- Sense of Belonging

Academic Engagement
- Academic Effort
- Course Reading

Educational Experience
- Professional Experiences
- Community Experiences
- Student Leadership Experience
- Research Experience: Types
- Research Experience: Role
- Sharing Research & Creative Projects
- Learning Experiences with AI
- AI Usage
- AI in the Classroom
- Learning Experience: Diversity

Campus Climate
- Overall Climate
- Climate for Diversity

Major Evaluation
- Major Determination
- Major Requirements
- Learning Experience: Major Declared
- Learning Experience: Major Undecided
- Faculty/Student Experience
- Satisfaction: Major Experience
- Satisfaction: Academic Experience
- Letters of Recommendation

Skills Development
- Skills Proficiency: Now & Then

Health & Wellness
- Food Security: Set A
- Food Security: Set B
- Food Security - Skipped Meals
- Personal Safety
- Resource Access
- Anxiety, Depression, and Isolation

Plans & Aspirations
- Post Completion Plans
- Highest Degree Expected

Cost of Attendance
- Financial Concerns (Experienced)
- Financial Concerns (Anticipated)
- Debt Concern
- Pell Grant
- Financial Behavior
- Housing Security
- College Affordability
- Employment Hours
- Employment Related to Interest

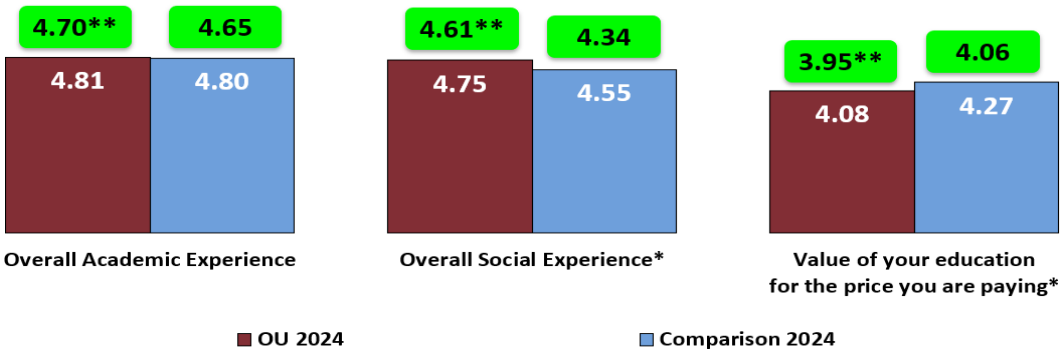
[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
*$p < .05$ level between OU 2024 and Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between referenced OU demographic 2024

KEY FINDINGS

OVERALL SATISFACTION - Institutional Satisfaction

Students were asked the extent to which they are satisfied with the institution vis-à-vis their *overall academic experience, overall social experience,* and *the value of education for the price they are paying* on a six-point Likert scale (1 = *Very dissatisfied* to 6 = *Very satisfied*). The results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for *overall social experience* and *value of your education for the price you are paying*, and (2) statistically significant[3] increases for all three items from OU 2022 to OU 2024**, (see Figure 5). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 5
How satisfied or dissatisfied are you with the following aspects of your university experience/education?
(1 = *Very dissatisfied* to 6 = *Very satisfied*) OU vs. Comparison Group: 2022 and 2024



Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

- Seniors reported statistically[3] higher ratings of satisfaction for the overall academic experience (M = 4.87) and value of your education for the price you are paying (M = 4.10) compared to all other classification groups, while first-year students had statistically3 lower ratings for overall academic experience (M = 4.71), overall social experience (M = 4.66), and value of your education for the price you are paying (M = 4.05).
- International students had statistically[3] higher ratings of satisfaction for value of your education for the price you are paying (*M* = 4.35) than domestic students (*M* = 4.07).
- First-generation students had statistically[3] lower ratings of satisfaction for overall social experience (*M* = 4.67) compared to non-first-generation students (*M* = 4.77; see Figure 6).

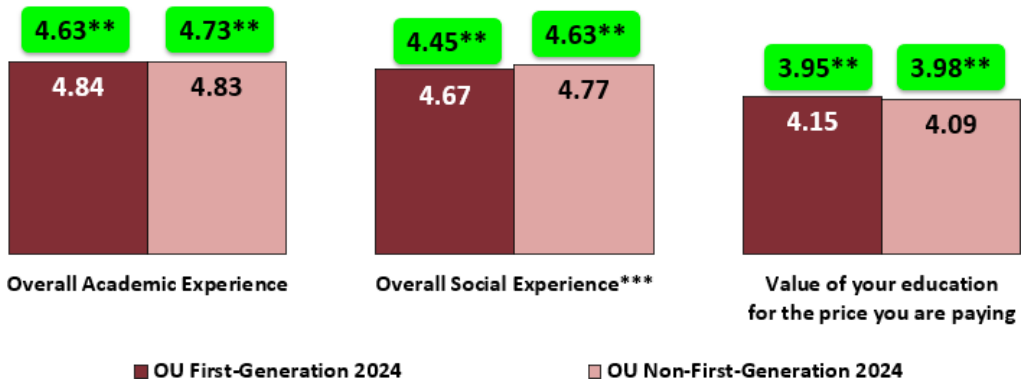
[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
**p* < .05 level between OU 2024 and Comparison Group 2024
*** p* < .05 level between OU 2022 and OU 2024
**** p* < .05 level between referenced OU demographic 2024

Figure 6

How satisfied or dissatisfied are you with the following aspects of your university experience/education?

(1 = *Very dissatisfied* to 6 = *Very satisfied*)

First-Generation vs. Non-First-Generation Students: OU 2022 and 2024



OVERALL SATISFACTION: Sense of Belonging

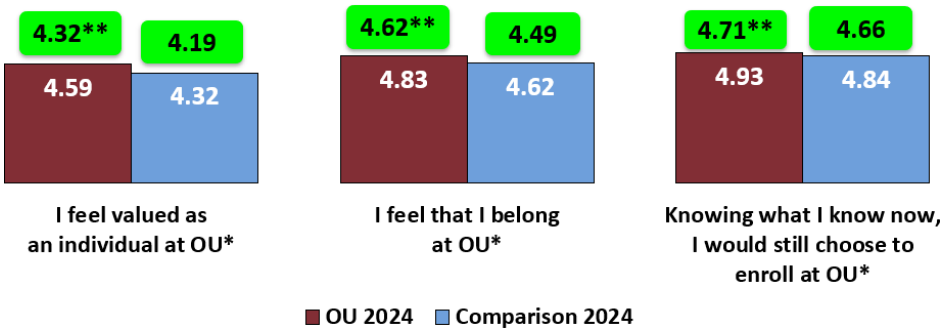
Students were asked the degree to which they agreed with three specific statements related to aspects of belongingness: *I feel valued as an individual at OU, I feel that I belong at OU*, and *Knowing what I know now, I would still choose to enroll at OU* on a six-point Likert scale (1 = *Strongly disagree* to 6 = *Strongly agree*). The results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for *overall social experience* and *value of your education for the price you are paying*, and (2) statistically significant[3] increases in average scores for all three items related to sense of belonging from OU 2022 to OU 2024** (see Figure 7). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 7

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

(1 = *Strongly disagree* to 6 = *Strongly agree*)

OU vs. Comparison Group: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

**p* < .05 level between OU 2024 and Comparison Group 2024

** *p* < .05 level between OU 2022 and OU 2024

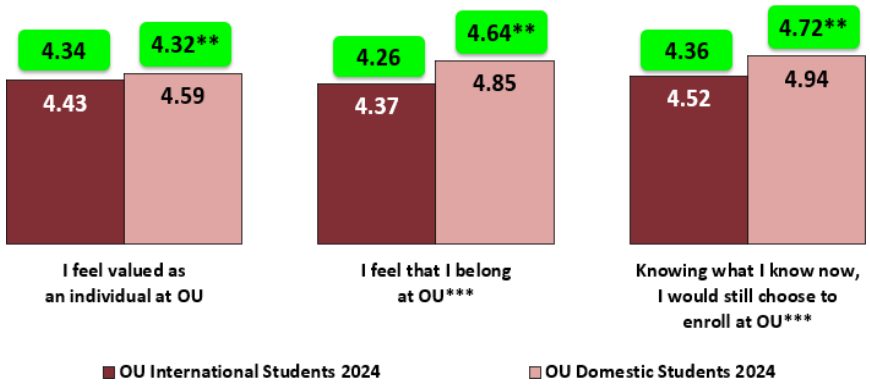
*** *p* < .05 level between referenced OU demographic 2024

Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

- Black, Indigenous, and People of Color (BIPOC) students had statistically[3] lower levels of agreement for all three belongingness statements (*I feel valued as an individual at OU M = 4.53; I feel that I belong at OU*, *M* = 4.73; *Knowing what I know now I would still choose to enroll at OU*, *M* = 4.86) compared to White/Caucasian students (*M*s = 4.64, 4.94, 5.01, respectively).
- Sophomores had statistically[3] higher ratings for *I feel valued as an individual at OU* (*M* = 4.63) and *Knowing what I know now I would still choose to enroll at OU* (*M* = 4.99), while juniors had the highest ratings for *I feel that I belong at* OU (*M* = 4.87). First-year students had the lowest ratings for *I feel valued as an individual at OU* (*M* = 4.55), and *I feel that I belong at OU* (*M* = 4.79), while seniors had the lowest ratings for *Knowing what I know now I would still choose to enroll at OU* (*M* = 4.87).
- International students had statistically[3] lower ratings for *I feel that I belong at OU* (*M* = 4.37) and *Knowing what I know now I would still choose to enroll at OU* (*M* = 4.52) compared to domestic students (*M* = 4.85, *M* = 4.94, respectively; see Figure 8).

Figure 8

To what extent do you agree or disagree with the following statements?
(1 = *Strongly disagree* to 6 = *Strongly agree*)
OU International vs OU Domestic Students: 2022 and 2024



ACADEMIC ENGAGEMENT: Academic Effort

Respondents were asked to rate how often they engaged in various academic activities during the past academic year on a six-point Likert scale (1 = Never to 6 = Very Often). The results from OU's 2024 data indicate that the top three most frequent academic activities were: (1) *Contributing to class discussions (M* = 4.62), (2) *Having a class where the professor knew or learned your name (M* = 4.59), and (3) *Substantially revising a paper before submitting it for grading (M* = 4.23; see Figure 9). The results show: (1) statistically significant[3] differences between OU 2024 and the Comparison Group 2024* for *Contributing to a class discussions, Having a class where the professor knew or learned your name,* and *Substantially revised a paper before submitting it to be graded* and (2) statistically significant increases in average scores for these three academic effort-related items from OU 2022 to OU 2024**. Findings which were statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

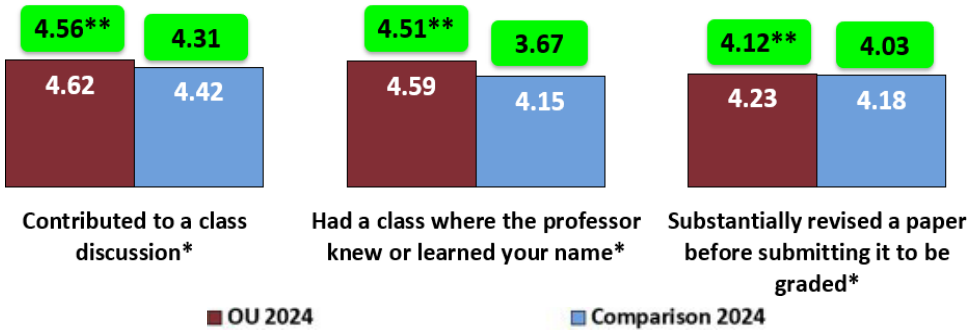
[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
**p* < .05 level between OU 2024 and Comparison Group 2024
*** p* < .05 level between OU 2022 and OU 2024
**** p* < .05 level between referenced OU demographic 2024

Figure 9

During this academic year, how often have you done each of the following?

(1 = *Never* to 6 = *Very Often*)

Most Frequent Academic Activities for OU vs. Comparison Group: 2022 and 2024



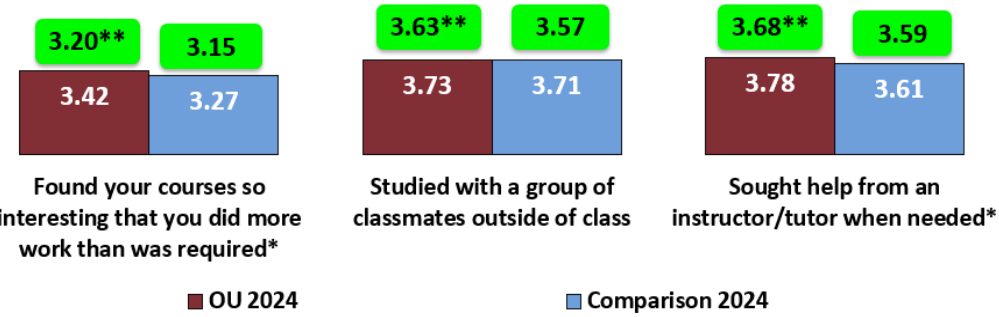
Alternatively, three engagement activities with the lowest scores were: (1) *Found your courses so interesting that you did more work than was required* (*M* = 3.42), (2) *Studied with a group of classmates outside of class* (*M* = 3.73), and (3) *Sought help from an instructor/tutor when needed* (*M* = 3.78; see Figure 10).

Figure 10

During this academic year, how often have you done each of the following?

(1 = *Never* to 6 = *Very Often*)

Least Frequent Academic Activities for OU vs. Comparison Group: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

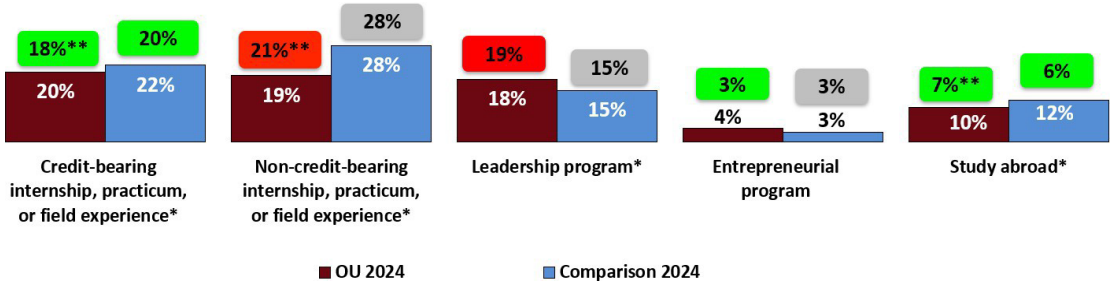
EDUCATIONAL EXPERIENCE: Professional Experiences

Respondents were presented with a list of five activities, experiences, or programs and asked to indicate what they are currently doing or have previously completed as a university student. The top three experiences with the highest percentages of OU 2024 respondents selecting "Yes" were (1) *credit-bearing internship, practicum, or field experience* (20%), (2) *non-credit-bearing internship, practicum, or field experience* (19%), and (3) *leadership program* (18%). Alternatively, the items with the lowest rates of participation were (1) *entrepreneurial program* (4%) and *study abroad* (10%). See Figure 11 for items whose findings revealed statistically significant[3] differences between (1) OU 2024 and Comparison 2024* and (1) OU 2022 and OU 2024** among the above five items. Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in percentages.

Figure 11

Which of the following activities, experiences, or programs are you currently doing or have completed as a University of Oklahoma student? (Select all that apply)

OU vs. Comparison Group: 2022 and 2024

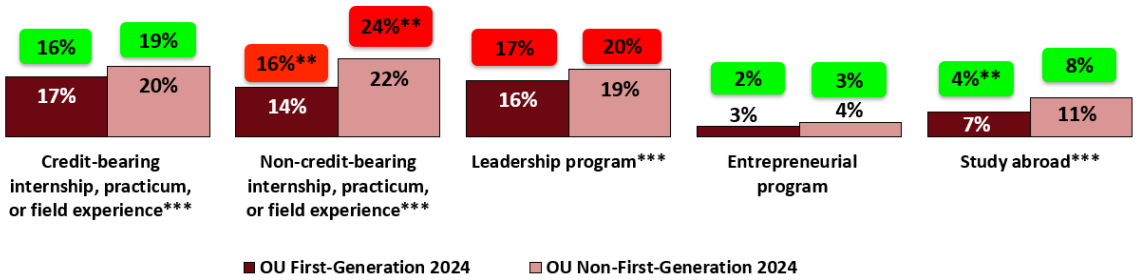


A further examination of the OU 2022 and OU 2024 data revealed statistically significant[3] differences in these professional experiences between (1) first-generation and non-first-generation students* and (2) 2022 and 2024 first-generation vs. non-first-generation students from their respective activity category** (e.g., study abroad experiences in first-generation 2022 to study abroad experiences in first-generation 2024; see Figure 12). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in percentages.

Figure 12

Which of the following activities, experiences, or programs are you currently doing or have completed as a University of Oklahoma student? (Select all that apply)

OU First-Generation vs. OU Non-First-Generation Students: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

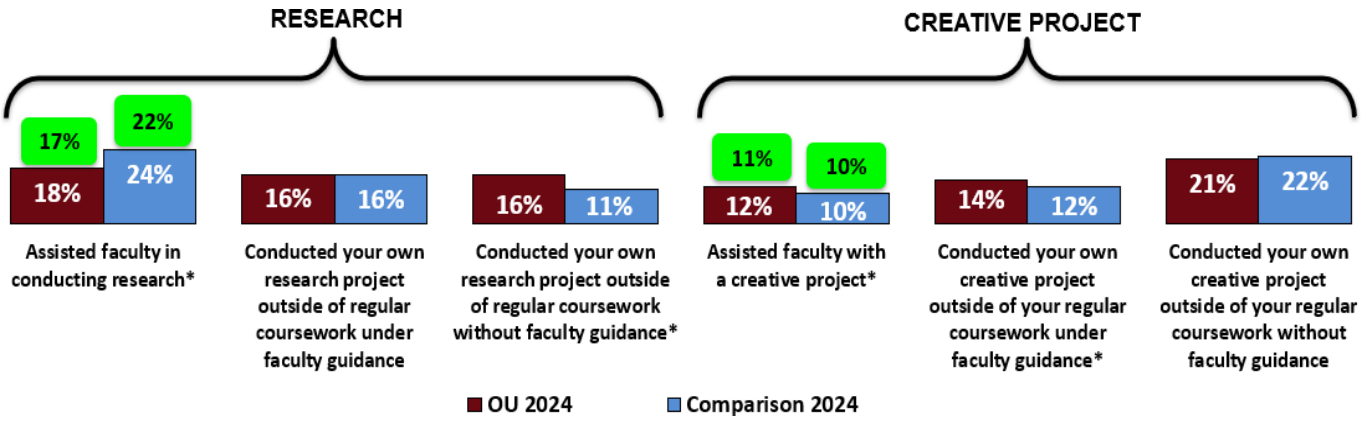
** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

EDUCATIONAL EXPERIENCE: Research and Creative Activities

Respondents were given a list of scholarship, research, and creative activities and asked to indicate which ones they are currently involved in or have previously completed as university students. The findings revealed (1) statistically significant[3] differences between OU 2024 and the Comparison Group 2024* for the items *Assisted faculty in conducting research*, *Conducted your own research project outside of regular coursework without faculty guidance*, *Assisted faculty with a creative project*, and *Conducted your own creative project outside of regular coursework under faculty guidance*, and (2) no statistically significant differences for *Assisted faculty in conducting research* and *Assisted faculty with a creative project* (see Figure 13). It is important to note that due to changes in the 2024 SERU survey items related to conducting research or creative work with or without faculty guidance, comparisons between the 2022 and 2024 data cannot be made. Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in percentages.

Figure 13
Indicate the following scholarship, research, and creative activities you are currently doing or have completed as a University student. (Select all that apply)
OU vs. Comparison Group: 2022 and 2024



Those that indicated they *Assisted faculty in conducting research* and/or *Assisted faculty with a creative project* were then prompted to describe the nature in which they participated in these experiences. Results showed (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for serving *as a research participant* and for serving as a *research assistant,* and (2) statistically significant differences for OU 2022 and OU 2024** for serving *as a research participant*, serving as a *research assistant*, and presenting/exhibiting/performing on campus (see Figure 14). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in percentages.

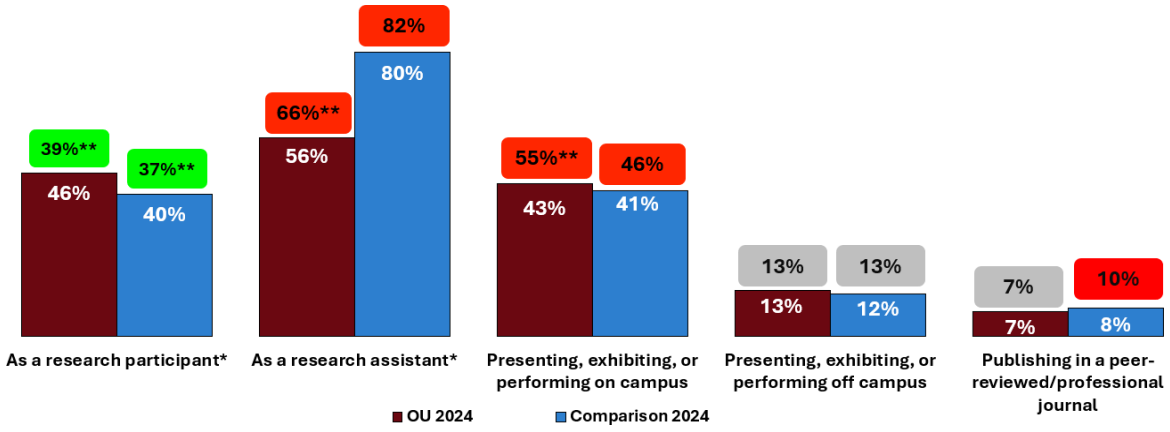
[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
*$p < .05$ level between OU 2024 and Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between referenced OU demographic 2024

Figure 14

You indicated that you are assisting/have assisted faculty with research or creative activities. Which of the following best describes the nature of that experience?

(Select all that apply)

OU vs. Comparison Group: 2022 and 2024



Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

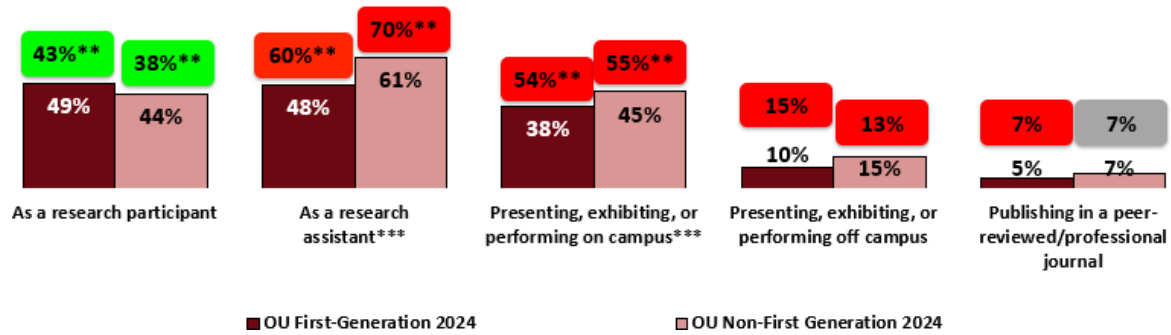
- Non-first-generation students participated in more research/creative activity roles than first generation students, except for serving as a *research participant*.
- More international students participated as a *research assistant* (66%) and *presenting, exhibiting, or performing off campus* (21%) compared to domestic students (56%, 13%, respectively; see Figure 15).

Figure 15

You indicated that you are assisting/have assisted faculty with research or creative activities. Which of the following best describes the nature of that experience?

(Select all that apply)

OU First-Generation vs. OU Non-First-Generation Students: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

EDUCATIONAL EXPERIENCE: Artificial Intelligence (AI) Usage

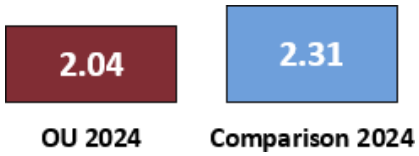
In 2024, SERU introduced a new theme to assess levels of student AI usage. Respondents were asked about the frequency of which they have used generative AI tools (e.g., ChatGPT) in the last academic year on a five-point Likert scale (1 = *Never* to 5 = *Daily*). The results show statistically significant[3] differences in levels of AI usage between OU and the Comparison Group*, with OU using AI tools less frequently (*M* = 2.04) than the Comparison Group (*M* = 2.36); see Figure 16. Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 16

*Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic settings. During this academic year, how often have you used such tools?**

(1 = *Never* to 5 = *Daily*)

OU vs. Comparison Group: 2024



Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

- International students had statistically[3] higher rates of AI usage (*M* = 2.66) than domestic students (*M* = 2.02)
- First-generation students had statistically[3] higher rates of AI usage (*M* = 2.05) than non-first-generation students (*M* = 1.90).
- First-year students had the lowest rates of AI usage (*M* = 1.93) compared to all other classification groups, while juniors had the highest rates (*M* = 2.11; see Figure 17)

Figure 17

Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic settings.

During this academic year, how often have you used such tools?

(1 = *Never* to 5 = *Daily*) Year in School: OU 2024

[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

**p* < .05 level between OU 2024 and Comparison Group 2024

** *p* < .05 level between OU 2022 and OU 2024

*** *p* < .05 level between referenced OU demographic 2024

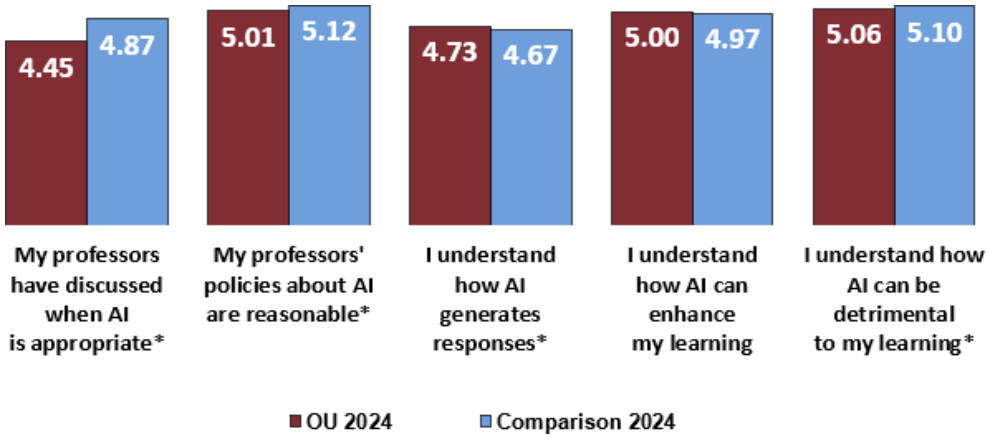
EDUCATIONAL EXPERIENCE: Artificial Intelligence (AI) in the Classroom

Further, respondents were asked the degree to which they agreed (1 = *Strongly disagree* to 6 = *Strongly agree*) with five specific statements related to aspects of using AI in the classroom. The results show statistically significant[3] differences between OU 2024 and Comparison Group 2024* for all statements except for *I understand how AI can enhance my learning* (see Figure 18). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 18

To what extent do you agree or disagree with the following statements about the use of generative AI tools like ChatGPT in your coursework?

(1 = *Strongly disagree* to 6 = *Strongly agree*) OU vs. Comparison Group: 2024



CAMPUS CLIMATE: Overall Climate

Students were asked the extent to which they agree (1 = *Strongly disagree* to 6 = *Strongly agree*) with a series of statements regarding various demographics. Results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for *race/ethnicity*, *gender*, *religious beliefs*, and *disability/condition*, and (2) statistically significant increases in agreement scores for *race/ethnicity*, *gender*, *socioeconomic status*, *religious beliefs*, *political beliefs*, and *disability/condition* from OU 2022 to OU 2024** (see Figure 19). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

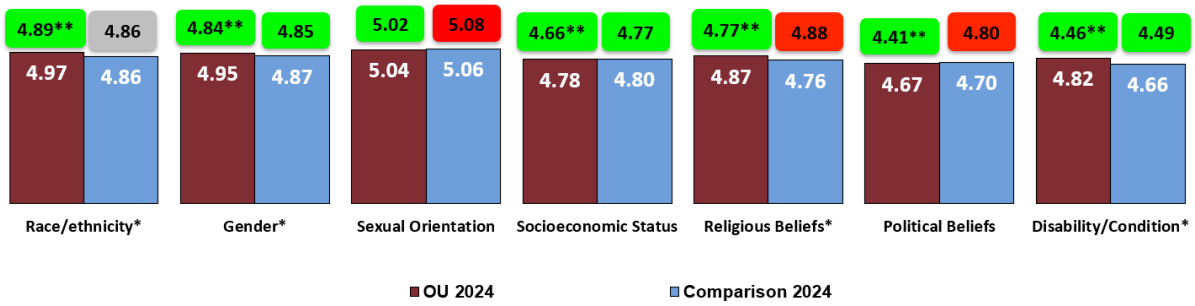
*$p < .05$ level between OU 2024 and Comparison Group 2024

** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

Figure 19

Students of my _____ are respected at this university.
(1 = *Strongly disagree* to 6 = *Strongly agree*)
OU vs. Comparison Group: 2022 and 2024

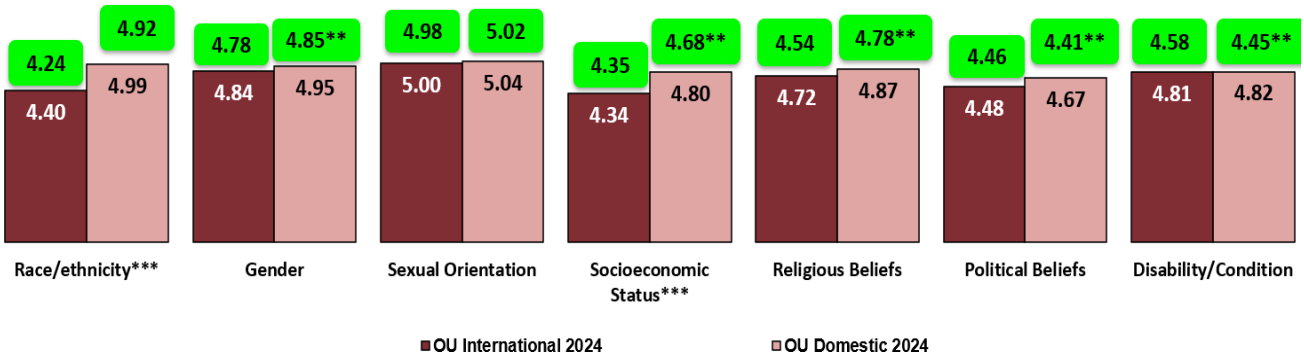


Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

- Black, Indigenous, and People of Color (BIPOC) students had statistically[3] lower levels of agreement regarding students of their *race/ethnicity* (*M* = 4.68) being respected at OU compared to White/Caucasian students (*M* = 5.23).
- First-generation students had statistically[3] lower levels of agreement for students of their *race/ethnicity* (*M* = 4.78) and *socio-economic status* (*M* = 4.48) are respected at OU compared to non-first-generation students (*M* = 5.02, *M* = 4.85, respectively).
- International students had statistically[3] lower levels of agreement for students of their *race/ethnicity* (*M* = 4.40) and *socio-economic status* (*M* = 4.34) are respected at OU compared to domestic students (*M* = 4.99, *M* = 4.80, respectively; see Figure 20).

Figure 20

Students of my _____ are respected at this university.
(1 = *Strongly disagree* to 6 = *Strongly agree*)
OU International Students vs. OU Domestic Students: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
**p* < .05 level between OU 2024 and Comparison Group 2024
** *p* < .05 level between OU 2022 and OU 2024
*** *p* < .05 level between referenced OU demographic 2024

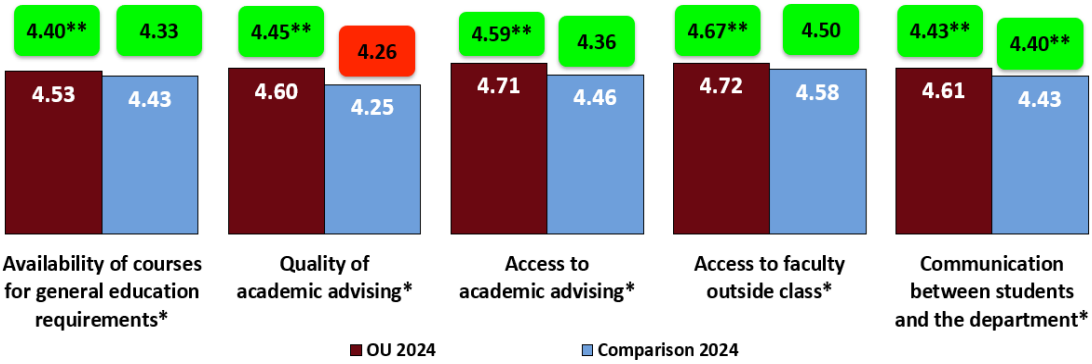
MAJOR EVALUATION: Major and Academic Experiences

Students were asked the extent to which they are satisfied (1 = *Very dissatisfied* to 6 = *Very satisfied*) with various aspects of their educational experiences within their major. Results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for *availability of courses for general education requirements*, *quality of academic advising*, *access to academic advising*, *access to faculty outside class, and communication between students and the department*, and (2) statistically significant[3] increases in satisfaction scores for *availability of courses for general education requirements*, *quality of academic advising*, *access to academic advising*, *access to faculty outside class, and communication between students and the department* from OU 2022 to OU 2024** (see Figure 21). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 21

How satisfied or dissatisfied are you with each of the following aspects of your educational experience in the major?

(1 = *Very dissatisfied* to 6 = *Very satisfied*) OU vs. Comparison Group: 2022 and 2024



Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

- Black, Indigenous, and People of Color (BIPOC) students had statistically[3] lower levels of satisfaction for *access to faculty outside of class* (*M* = 4.64) and *communication between students and the department* (*M* = 4.54) than White/Caucasian students (*M* = 4.78 and *M* = 4.68, respectively).
- Seniors had the statistically[3] higher rates of satisfaction for *access to faculty outside of class* (*M* = 4.82), while first-year students had statistically[3] higher rates of satisfaction for *quality of academic advising* and *access to academic advising* (*M* = 4.70 and *M* = 4.76, respectively).
- International students had statistically[3] lower levels of satisfaction for *availability of courses for general education requirements* (*M* = 4.26), *quality of academic advising* (*M* = 4.37), *access to academic advising* (*M* = 4.49), *access to faculty outside class* (*M* = 4.54), *and communication between students and the department* (*M* = 4.33) compared to domestic students for these five items (*M*s = 4.53 to 4.72; see Figure 22).

[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

**p* < .05 level between OU 2024 and Comparison Group 2024

** *p* < .05 level between OU 2022 and OU 2024

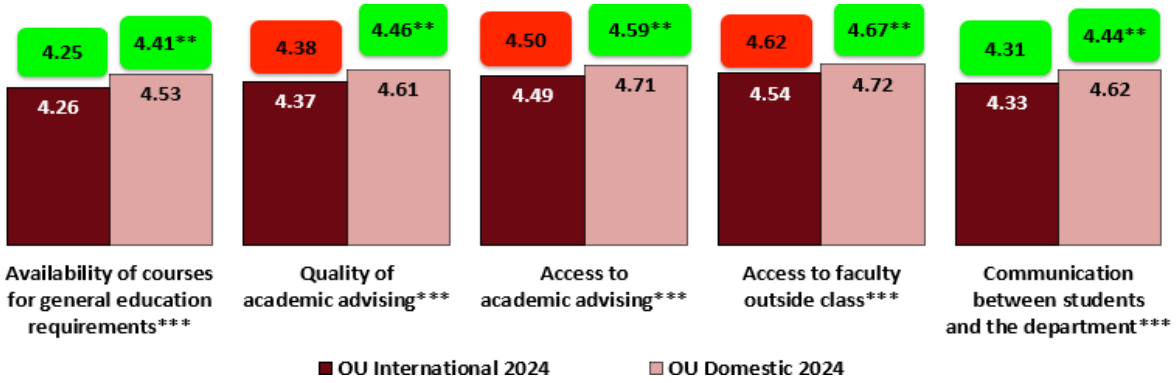
*** *p* < .05 level between referenced OU demographic 2024

Figure 22

How satisfied or dissatisfied are you with each of the following aspects of your educational experience in the major?

(1 = *Very dissatisfied* to 6 = *Very satisfied*)

OU International Students vs. OU Domestic Students: 2022 and 2024



SKILLS DEVELOPMENT

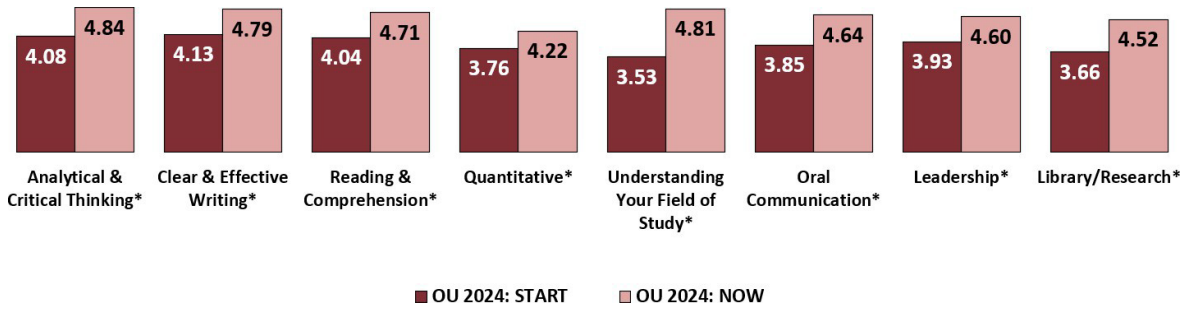
Respondents were asked to self-report on their levels of proficiency (1 = *Very poor* to 6 = *Excellent*) for eight given academic skillsets for (a) when they first started at OU, and (b) now. Levels of proficiency for all eight skills have significantly[3] increased for participants since they started at OU. The top three skills with the largest improvements in proficiency over time are (1) *Understanding your field of study*, (2) *Library/research*, and (3) *Oral communication* (see Figure 23). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 23

Please rate your level of proficiency in the following areas when you started at this university and now

(1 = *Very poor* to 6 = *Excellent*)

OU vs. Comparison Group: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

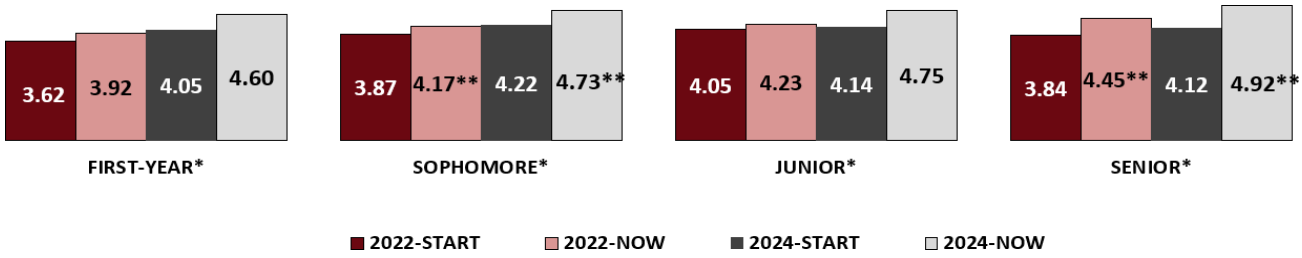
Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

- All *within-group* (i.e., within year in school) differences for proficiency levels between *Start* and *Now* were statistically significant[3] for 2022 and 2024* (e.g., quantitative proficiency levels for first-year students start to now in 2022; quantitative proficiency levels for sophomores in 2024).
- All *between-group* (i.e., between year in school) differences in *Now* scores were significant[3] in 2022 and 2024**, with the exception of the levels from sophomores to juniors in both 2022 and 2024. That is, increases in quantitative proficiency levels were only significant going from first-year to sophomores and from juniors to seniors (see Figure 24).

Figure 24

Please rate your level of proficiency in the following areas when you started at this university and now: Quantitative Skills

(1 = *Very poor* to 6 = *Excellent*) Year in School: OU 2022 and 2024



HEALTH & WELLNESS: Food Security

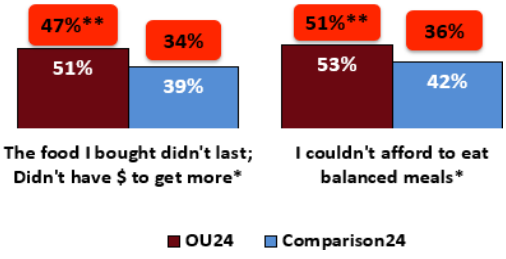
Students were asked to report how often (1 = *Never True* to 3 = *Often True*) two statements regarding food security were true. Results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for the statements *The food I bought didn't last and I did not have money to get more*, and *I couldn't afford to eat balanced meals*, and (2) statistically significant increases for both items from OU 2022 to OU 2024** (see Figure 25). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 25

Please say whether the statement was never true, sometimes true, or often true

% Responding *Sometimes True* or *Often True*

OU vs. Comparison Group: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in mean scores:

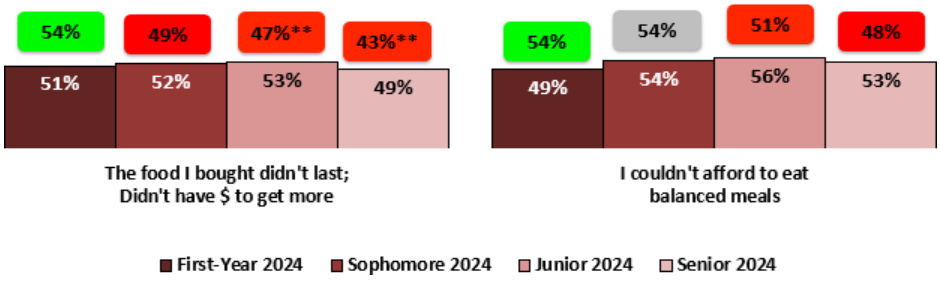
- First-generation students had statistically[3] higher frequencies of responding *Sometimes True* or *Often True* to *The food I bought just didn't last and I didn't have money to buy more* (59%) and *I couldn't afford to eat balanced meals* (62%) compared to non-first-generation students (47%, 49%, respectively).
- International students had statistically[3] higher frequencies of responding *Sometimes True* or *Often True* to *The food I bought just didn't last and I didn't have money to buy more* (61%) and *I couldn't afford to eat balanced meals* (68%) compared to domestic students (51%, 53%, respectively).
- Juniors had statistically[3] higher frequencies of responding *Sometimes True* or *Often True* to *The food I bought just didn't last and I didn't have money to buy more* (53%) and *I couldn't afford to eat balanced meals* (56%) compared to first-years, sophomores, and seniors (see Figure 26).

Figure 26

Please say whether the statement was never true, sometimes true, or often true

% Responding *Sometimes True* or *Often True*

Year in School: 2022 and 2024



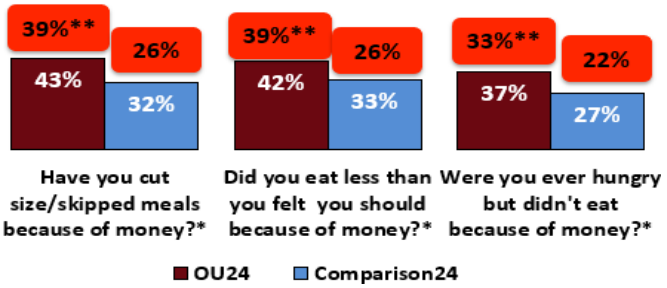
Students were also asked to indicate (Yes/No) if they have experienced various food insecurity situations in the last 12 months. Results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for the statements *Did you ever cut the size of your meals or skip meals because there wasn't enough money for food?*, *Did you ever eat less than you felt you should because there wasn't enough money for food?*, *Were you ever hungry but didn't eat because there wasn't enough money for food?*, and (2) statistically significant increases for all three items from OU 2022 to OU 2024** (see Figure 27). Findings which are statistically significant may not suggest practical significance, as some results were accompanied by small differences in mean scores.

Figure 27

In the last 12 months:

% Responding *Yes*

OU vs. Comparison Group: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

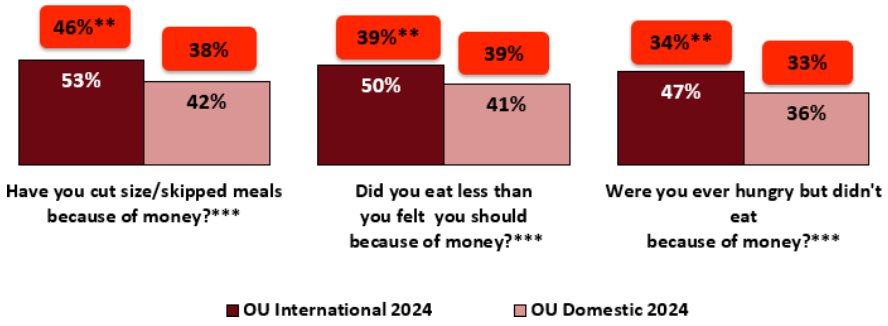
** $p < .05$ level between OU 2022 and OU 2024

*** $p < .05$ level between referenced OU demographic 2024

Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results were accompanied by small differences in percentages:

- Juniors had statistically[3] higher frequencies of responding *Yes* to *Have you cut size/skipped meals because of money* (46%) and *Were you ever hungry but didn't eat because of money* (39%) compared to first-year, sophomore, and senior students.
- First-generation students had statistically[3] higher frequencies of responding *Yes* to *Have you cut size/skipped meals because of money* (50%), *Did you eat less than you felt you should because of money?* (49%) and *Were you ever hungry but didn't eat because of money* (45%) compared to non-first-generation students (39%, 38%, and 32%, respectively).
- International students had statistically[3] higher frequencies of responding *Yes* to *Have you cut size/skipped meals because of money* (53%), *Did you eat less than you felt you should because of money?* (50%) and *Were you ever hungry but didn't eat because of money* (47%) compared to domestic students (42%, 41%, and 36%, respectively; see Figure 28).

Figure 28
In the last 12 months:
% Responding *Yes*
OU International Students vs. OU Domestic Students: 2022 and 2024



HEALTH & WELLNESS: Mental Health

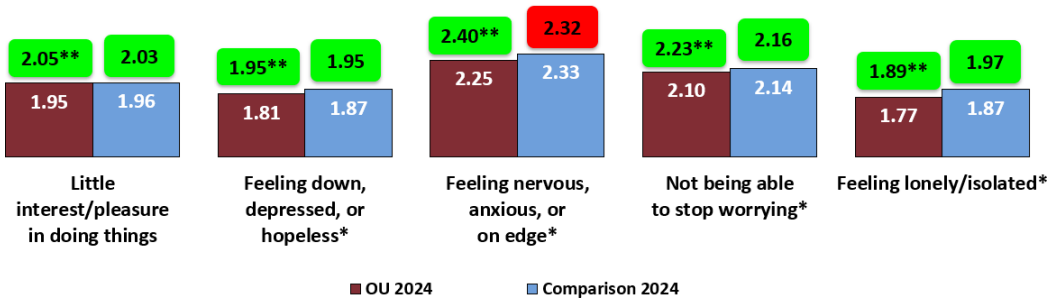
Students were asked to report how often (1 = *Not at all* to 4 = *Nearly every day*) they were bothered by various aspects of their mental health regarding anxiety, depression, and isolation (e.g., feeling down, depressed, or hopeless; not being able to stop worrying) over a period of two weeks prior to the survey. Results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for levels of *feeling down, depressed, or hopeless*, *feeling nervous, anxious, or on edge*, *not being able to stop worrying*, and *feeling lonely/isolated*, and (2) statistically significant decreases in all five mental health items from OU 2022 to OU 2024** (see Figure 29). Findings which are statistically significant may not suggest practical significance, as some results may be accompanied by small differences in mean scores.

[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
*$p < .05$ level between OU 2024 and Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between referenced OU demographic 2024

Figure 29

Over the last two weeks, how often have you been bothered by any of the following problems?

(1 = *Not at all* to 4 = *Nearly every day*) OU vs. Comparison Group: 2022 and 2024



Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results may be accompanied by small differences in mean scores:

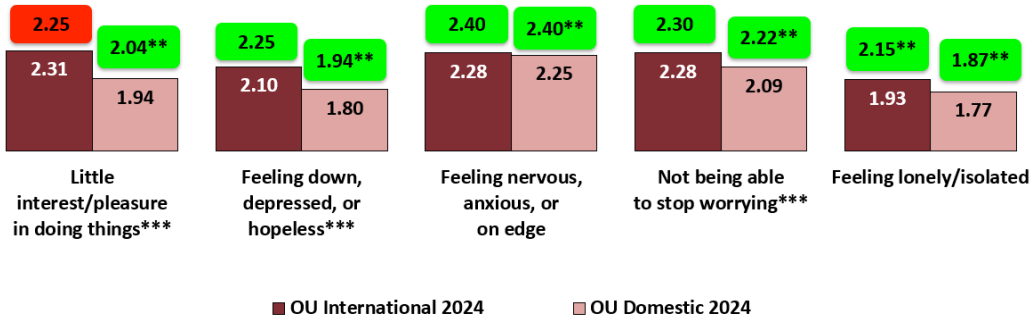
- First-generation students had statistically[3] significantly higher frequency ratings *of little interest/pleasure in doing things* (*M* = 2.03), *feeling down, depressed, or hopeless* (*M* = 1.83), and *not being able to stop worrying* (*M* = 2.18) compared to non-first-generation students for these three items (*M*s = 1.93, 1.78, and 2.08, respectively).
- International students had statistically[3] significant higher frequency ratings *of Little interest/pleasure in doing things* (*M* = 2.31), *Feeling down, depressed, or hopeless* (*M* = 2.10), and *Not being able to stop worrying* (*M* = 2.28) compared to domestic students for these three items (*M*s = 1.94, 1.80, and 2.09, respectively; see Figure 30).

Figure 30

Over the last two weeks, how often have you been bothered by any of the following problems?

(1 = *Not at all* to 4 = *Nearly every day*)

OU International vs. OU Domestic Students: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).

*$p < .05$ level between OU 2024 and Comparison Group 2024

** $p < .05$ level between OU 2022 and OU 2024

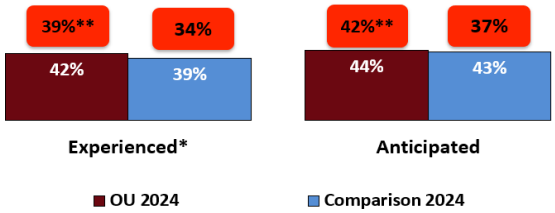
*** $p < .05$ level between referenced OU demographic 2024

FINANCIAL CONCERNS: Experienced and Anticipated

Respondents were asked to indicate how concerned (1 = *Not concerned* to 4 = *Very concerned*) they (a) have been about paying for their undergraduate education up to now (i.e., *experienced*) and (b) are about paying for their undergraduate education In the future (i.e., *anticipated*). For those that responded either *Concerned* or *Very concerned*, results show (1) statistically significant[3] differences between OU 2024 and Comparison Group 2024* for *experienced* financial concerns, but not for *anticipated*, and (2) statistically significant increases in both *experienced* and *anticipated* financial concerns from OU 2022 to OU 2024** (see Figure 31). Findings which are statistically significant may not suggest practical significance, as some results may be accompanied by small differences in percentages.

Figure 31

How concerned have you been about paying for your undergraduate education?
(1 = *Not concerned* to 4 = *Very concerned*)
% Responding *Concerned* or *Very Concerned*
OU vs. Comparison Group: 2022 and 2024

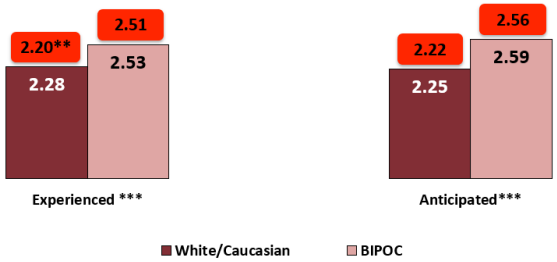


Further analysis of the OU 2024 data revealed additional statistically significant[3] findings; however, their practical significance may be limited as some results may be accompanied by small differences in mean scores:

- First-generation students had statistically[3] higher scores for *experienced* (*M* = 2.65) and *anticipated* (*M* = 2.73) financial concerns compared to non-first-generation students (*M* = 2.32, *M* = 2.32, respectively).
- International students had statistically[3] lower scores for *experienced* (*M* = 2.01) and *anticipated* (*M* = 1.99) financial concerns compared to domestic students (*M* = 2.38, *M* = 2.40, respectively).
- Black, Indigenous, and People of Color (BIPOC) students had statistically[3] significant higher scores for both *experienced* (*M* = 2.53) and *anticipated* (*M* = 2.59) financial concerns than White/Caucasian students (*M* = 2.28 and *M* = 2.25, respectively; see Figure 32).

Figure 32

How concerned have you been about paying for your undergraduate education?
(1 = *Not concerned* to 4 = *Very concerned*) OU Race/Ethnicity: 2022 and 2024



[3]All statistically significant findings had effect sizes that were medium or large in magnitude (Cohen's *d* = 0.8 to 1.3).
*$p < .05$ level between OU 2024 and Comparison Group 2024
** $p < .05$ level between OU 2022 and OU 2024
*** $p < .05$ level between referenced OU demographic 2024

Conclusion

This report highlights key findings from the spring 2024 administration of the SERU undergraduate survey, focusing on how OU's results compare to the broader Comparison Group and the previous 2022 OU SERU data to identify potential trends over time. The goal was to provide a comprehensive view of student responses, both overall and across different demographic groups.

The results, both for OU and in comparison to the participating institutions, were generally positive, with most respondents expressing satisfaction or agreement with the survey items. Additionally, there were notable improvements in OU's scores from the 2022 to the 2024 administration.

In conclusion, while the overall findings did not show practical significance, there is always room for growth. It is important that these results continue to be discussed and analyzed to inform and drive future advancements.

APPENDICES

SERU 2024 Modules

Background

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

The "Advising Module" surveys students about several unique aspects of their overall experience with academic advising at OU. In this module, students answer questions regarding the topics they discussed with their advisor(s) as well as their level of satisfaction with the support that they received from their advisor(s). Additionally, the module also surveys students about the extent to which they agree or disagree with statements that cover various aspects of the advising process.

The "Technology Module" aims to better understand how students utilize different types of technology at OU. This module surveys students about which technologies they have regular access to, which digital tools they regularly engage with, and their level of satisfaction with technology on OU's campus (e.g., the quality of Internet connection, quality of technical support). Additionally, the Technology module also surveys students about challenges they have faced with educational technologies as well as to what extent they think that Instructors should use educational technology for courses.

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.

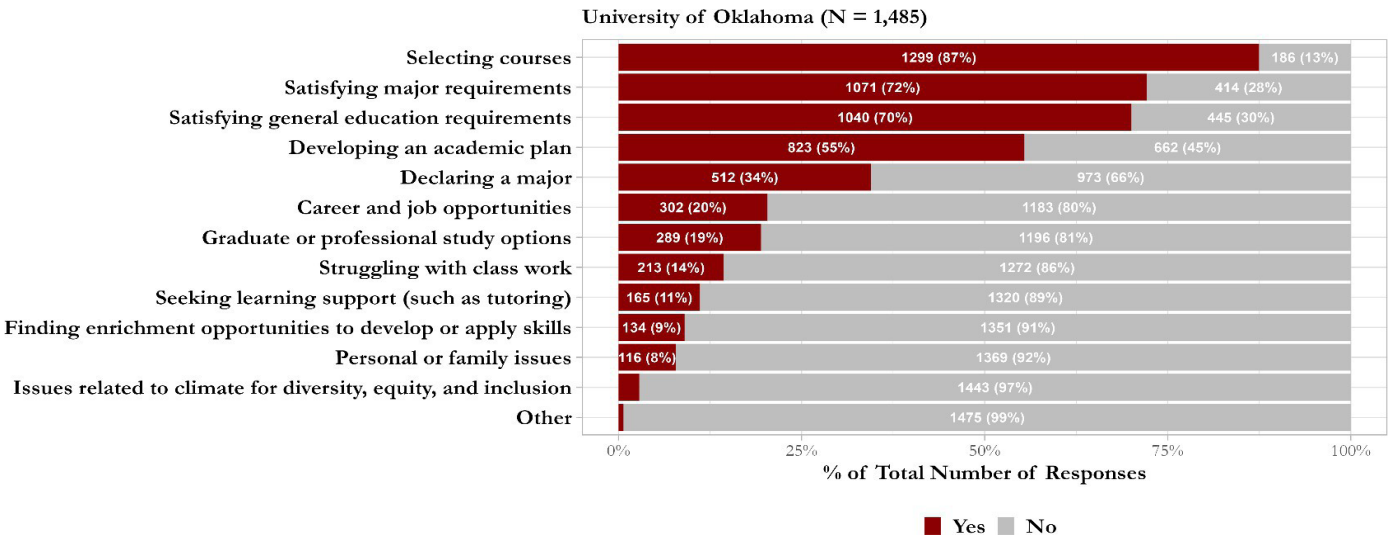
At the end, there are an additional two question sets focused on reasons why (or why not) students attend OU athletic events. These questions were asked with only Yes/No options, which are color coded and displayed on the graph with question prompts presented in descending order by the most popular “Yes”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

Academic Advising Module

Question 1

During this academic year, have you discussed any of the following topics with an advisor, faculty member, or student success staff/coach? *[Select all that apply]*

- Selecting courses
- Satisfying general education requirements
- Declaring a major
- Developing an academic plan
- Satisfying major requirements
- Seeking learning support (such as tutoring)
- Struggling with class work
- Finding enrichment opportunities to develop or apply skills
- Career and job opportunities
- Graduate or professional study options
- Issues related to climate for diversity, equity, and inclusion
- Personal or family issues
- Other, please specify:
- I have not met with an advisor, faculty member, or student success staff/coach this academic year

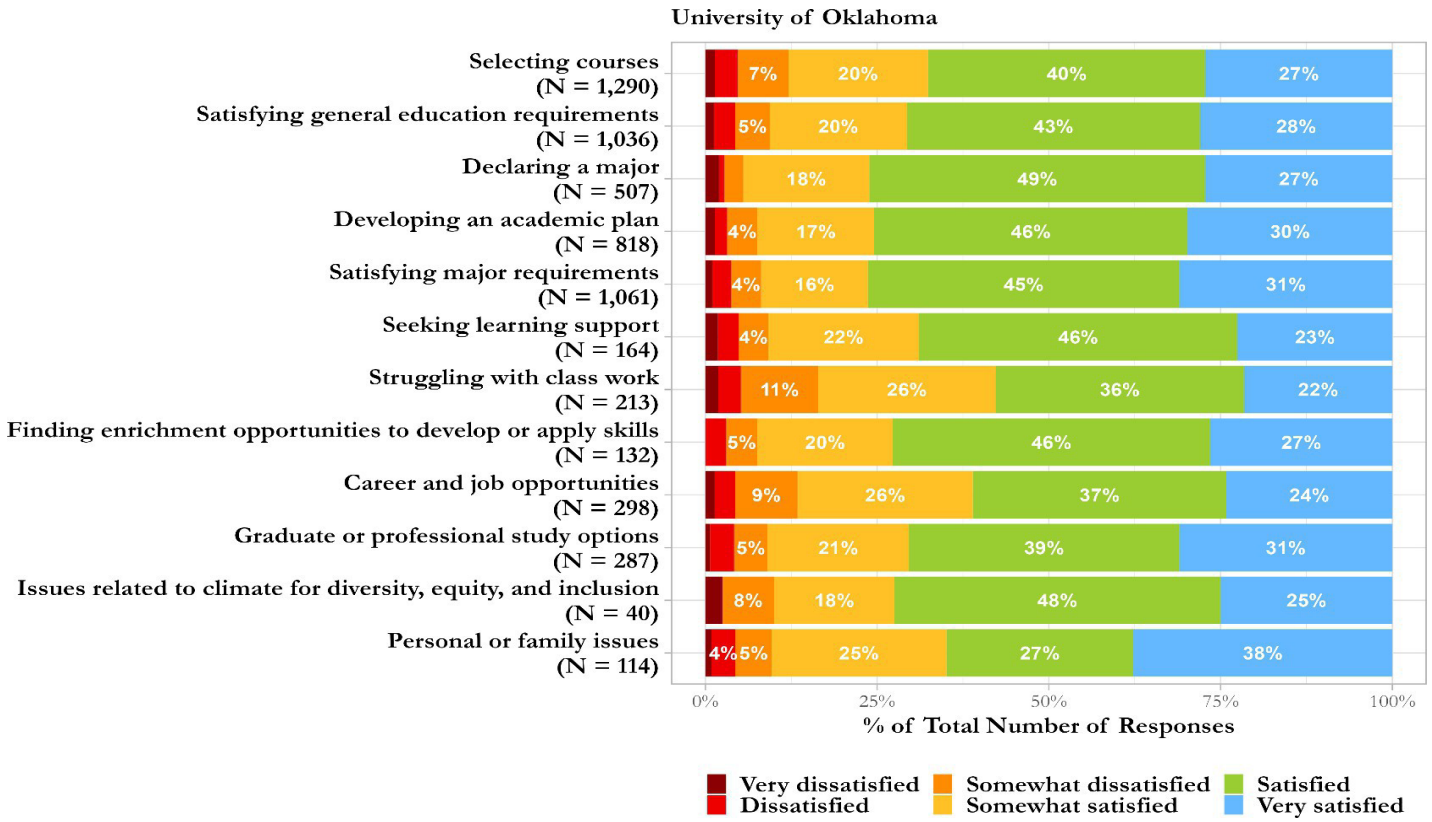


Out of 1,510 total responses, 25 students indicated that they had not met with an advisor, faculty member, or student success staff/coach during the academic year. The remaining 1,485 respondents selected one or more options (as shown in the graph above). In addition to the 12 predefined options, 10 students selected "Other" and provided a range of additional topics they discussed with an advisor, faculty member, or student success staff/coach. Some students mentioned talking about financial aid opportunities and funding, while others referenced discussions about recommendation letters or more personal matters, such as their professors' behavior or mental health concerns. A few students also expressed frustration, noting that their advisors seemed too busy to meet with them or that scheduling an advising appointment was challenging.

Question 2

Overall, how satisfied or dissatisfied are you with the support you received in the topics you discussed? *[(1) Very dissatisfied to (6) Very satisfied]*

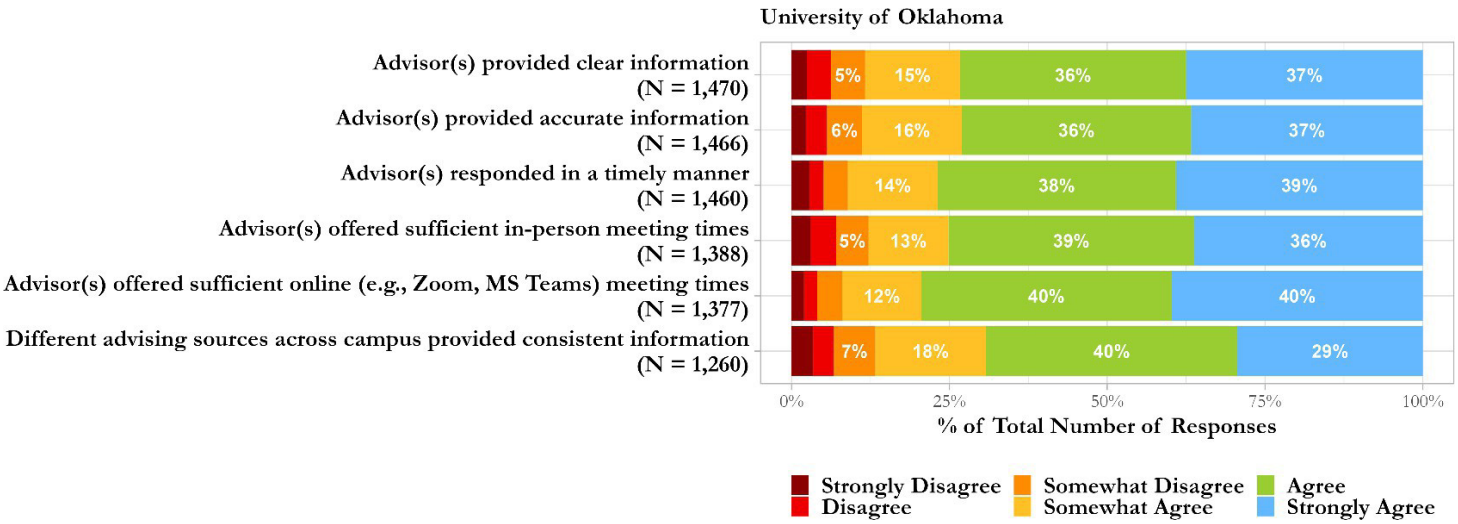
- Selecting courses
- Satisfying general education requirements
- Declaring a major
- Developing an academic plan
- Satisfying major requirements
- Seeking learning support (such as tutoring)
- Struggling with class work
- Finding enrichment opportunities to develop or apply skills
- Career and job opportunities
- Graduate or professional study options
- Issues related to climate for diversity, equity, and inclusion
- Personal or family issues
- Other



Question 3

Thinking back on the support you received from advising, to what extent do you agree or disagree with the following statements? *[(1) Strongly disagree to (6) Strongly agree (99) Not applicable]*

- Advisor(s) provided clear information
- Advisor(s) provided accurate information
- Advisor(s) responded in a timely manner
- Advisor(s) offered sufficient in-person meeting times
- Advisor(s) offered sufficient online (e.g., Zoom, MS Teams) meeting times
- Different advising sources across campus provided consistent information



Question 4

What is the single, most important thing that advisors could realistically do or keep doing, to create a better undergraduate advising experience for students like you? If you can, be specific about which type of advisor you mean and how it could help. [*open-ended response*]

Out of 949 total responses, 407 students (43%) indicated that the most important thing advisors could realistically do for them is to **provide accurate information about their degree requirements and keep them on track to graduate on time**. Within these responses, students emphasized key areas such as ensuring they are enrolled in the right courses, reviewing their degree plan with them, and being well-prepared for meetings with specific and accurate information. Other notable points included understanding major-specific requirements, tracking degree progress, offering multiple course options (like electives), recommending courses based on past student experiences, guiding the timing of course selections, and providing visual representations of their semester plan during meetings.

About 24% of students (*n* = 230) said that **being available** was the most important thing advisors could realistically do or continue doing for them. These responses focused on timely communication (e.g., via email), increasing in-person meeting slots, offering more meeting times, and ensuring students don't feel rushed during appointments. Other students also suggested having walk-in meeting hours, offering clear communication about

how to contact advisors, hiring enough advisors to ensure availability for all students, and maintaining consistency by allowing students to meet with the same advisor throughout their program.

Approximately 9% of students (*n* = 82) highlighted **being supportive and understanding** as the most important thing advisors could realistically do. Students in this category emphasized qualities such as patience, maintaining a positive and non-judgmental attitude, trusting students, and valuing their personal thoughts, interests, and opinions. Additionally, around 7% of students (*n* = 71) felt that advisors **getting to know them personally** was crucial. Responses in this category stressed the importance of showing genuine care, being personable, discussing more than just academic topics, and creating a comfortable, safe space during meetings.

About 6% of students (*n* = 54) mentioned that **using effective, proactive communication with students** was key. This included maintaining open lines of communication, regularly reaching out to students who may be struggling, being easily accessible for questions, and proactively checking in on student progress or reminding them of upcoming deadlines.

Roughly 5% of students (*n* = 47) said **staying updated on resources and opportunities for students and reaching out to them with this information** — is the most important thing advisors could do. Students specifically asked for regular updates on campus resources, internships, graduate programs, scholarships, new courses, and other academic opportunities that may benefit them.

An additional 40 students (4%) mentioned that **tailoring meetings to individual needs** was crucial. This included discussing students' enjoyment of courses, introducing relevant electives, helping explore opportunities within their major, and offering advice that aligns with students' interests and specific needs. Other responses included using tools like ClassNav, color-coded schedules for visual learners, providing printed materials during meetings upon request, and having international advisors available to support international students.

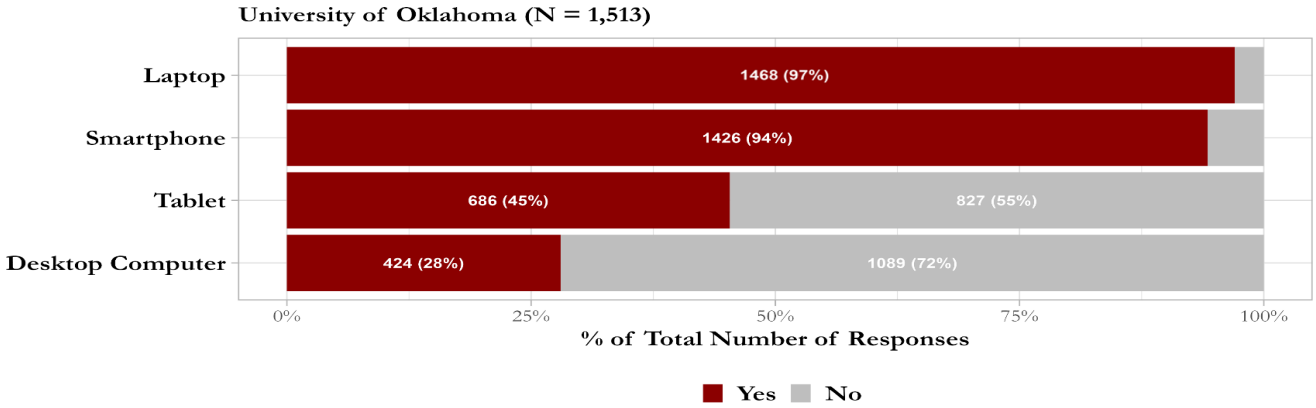
Lastly, 18 students (2%) said that **giving honest opinions about courses and professors** was the most important thing advisors could do. Responses in this category highlighted how transparency about course content and professors could help students better understand their workloads and identify courses and instructors that fit their learning style.

Technology Module

Question 1

Do you have regular access to any of the following devices? *[Select all that apply]*

- Laptop
- Tablet
- Desktop computer
- Smartphone
- None of the above

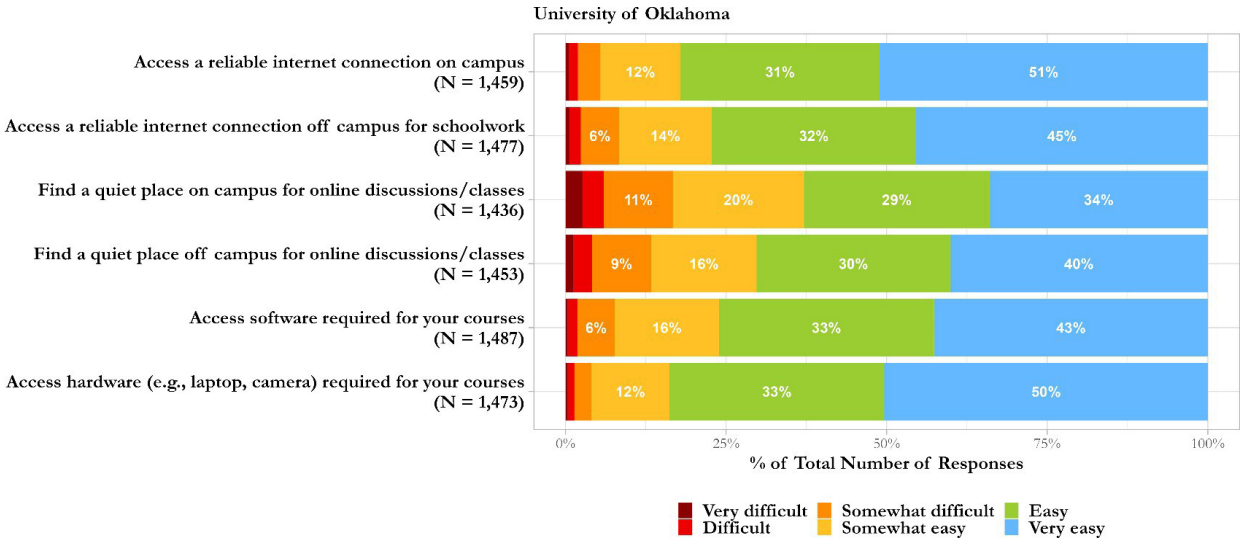


Out of 1,515 total responses, 2 students selected "None of the above", while the remaining 1,513 students selected at least one or more of the options provided (see above graph).

Question 2

During this academic year, please indicate how difficult or easy it has been for you to do the following: *[(1) Very difficult to (6) Very easy (99) Not applicable]*

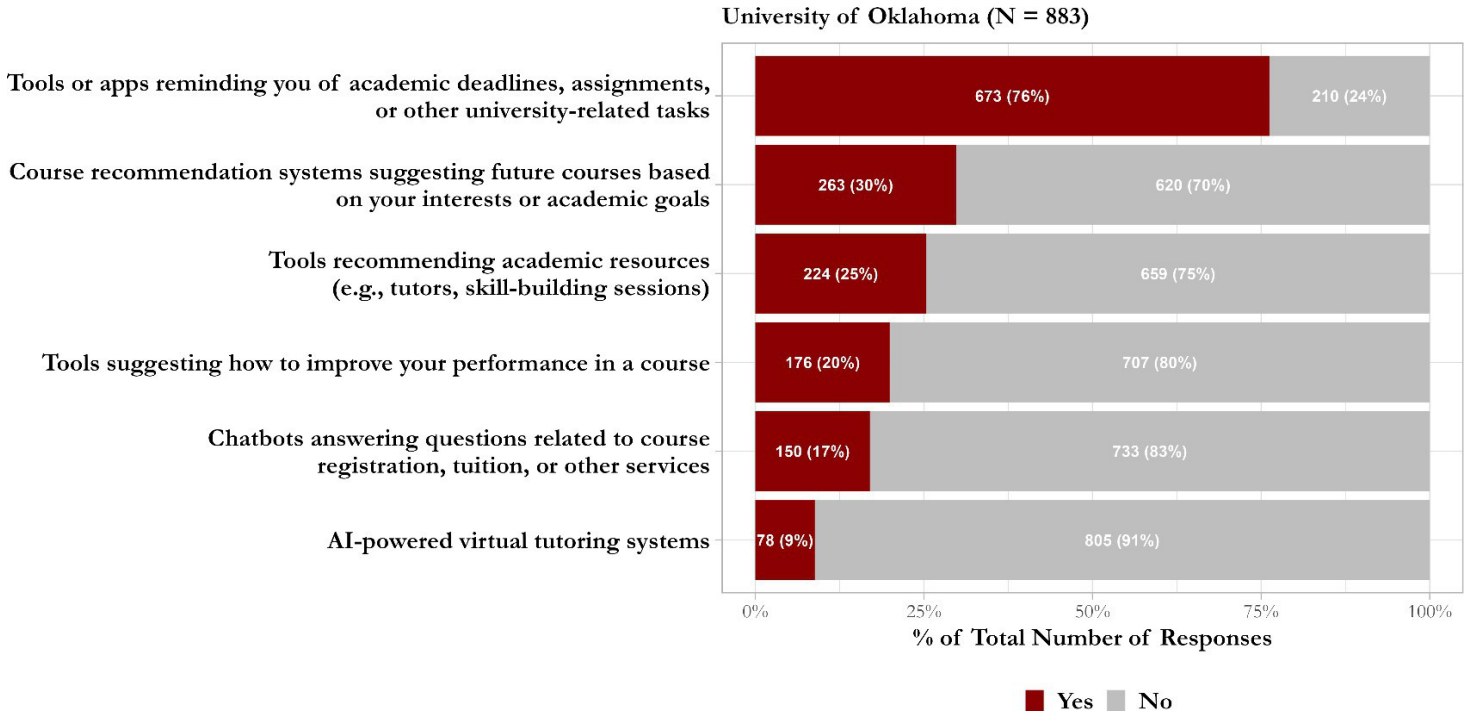
- Access a reliable internet connection **on campus**
- Access a reliable internet connection **off campus** for schoolwork
- Find a quiet place **on campus** for online discussions/classes
- Find a quiet place **off campus** for online discussions/classes
- Access software required for your courses
- Access hardware (e.g., laptop, camera) required for your courses


University of Oklahoma
Access a reliable internet connection on campus (N = 1,459)
Access a reliable internet connection off campus for schoolwork (N = 1,477)
Find a quiet place on campus for online discussions/classes (N = 1,436)
Find a quiet place off campus for online discussions/classes (N = 1,453)
Access software required for your courses (N = 1,487)
Access hardware (e.g., laptop, camera) required for your courses (N = 1,473)
12%
31%
51%
6%
14%
32%
45%
11%
20%
29%
34%
9%
16%
30%
40%
6%
16%
33%
43%
12%
33%
50%
0%
25%
50%
75%
100%
% of Total Number of Responses
Very difficult
Difficult
Somewhat difficult
Somewhat easy
Easy
Very easy

Question 3

During this academic year, have you used any of the following digital tools provided by your institution? *[Select all that apply]*

- Chatbots answering questions related to course registration, tuition, or other services
- Course recommendation systems suggesting future courses based on your interests or academic goals
- Tools or apps reminding you of academic deadlines, assignments, or other university-related tasks
- Tools suggesting how to improve your performance in a course
- Tools recommending academic resources (e.g., tutors, skill-building sessions)
- AI-powered virtual tutoring systems
- None of the above

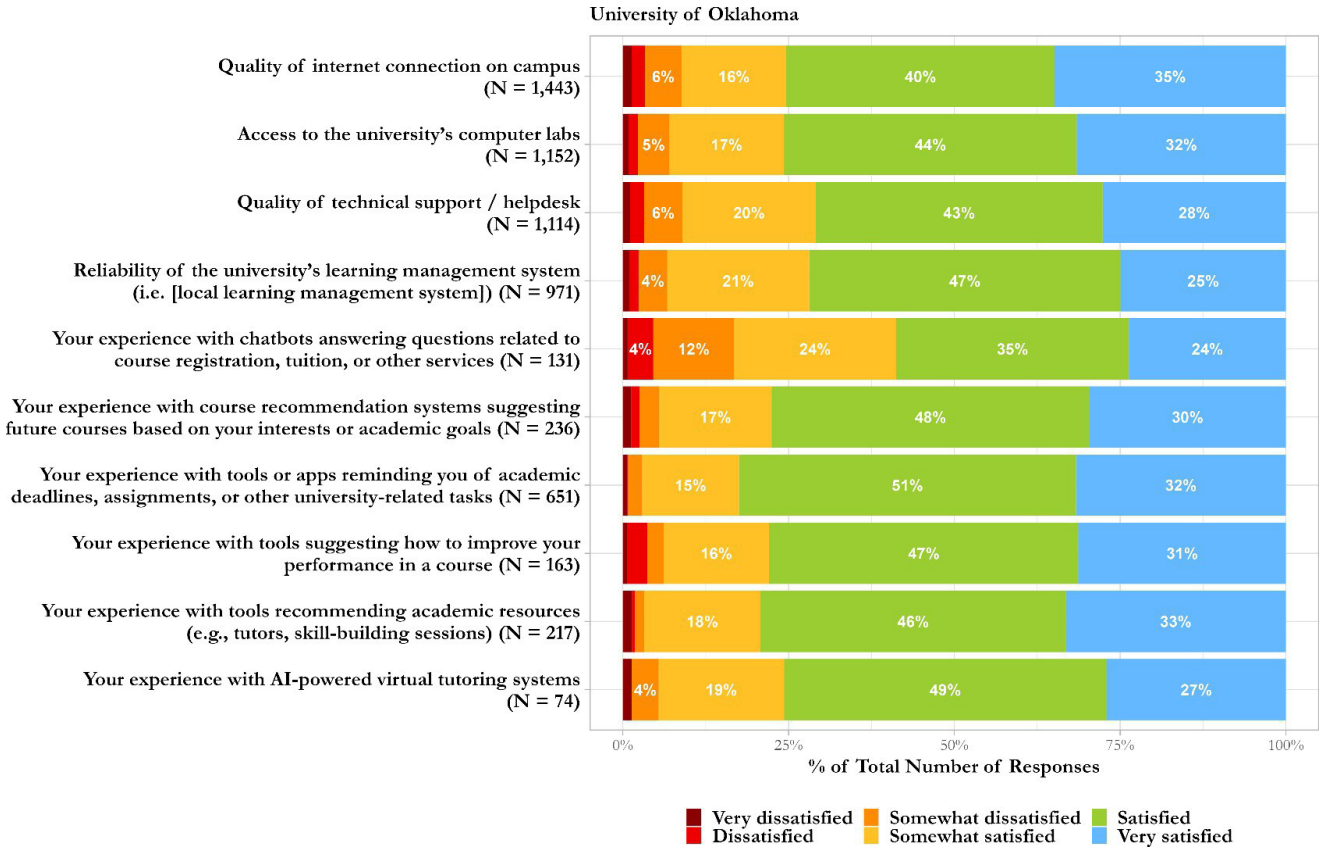


Out of 1,474 total responses, 591 students selected "None of the above", while the remaining 883 students selected at least one or more of the options provided (see above graph).

Question 4

How satisfied or dissatisfied are you with the following? *[(1) Very dissatisfied to (6) Very satisfied (99) Not applicable]*

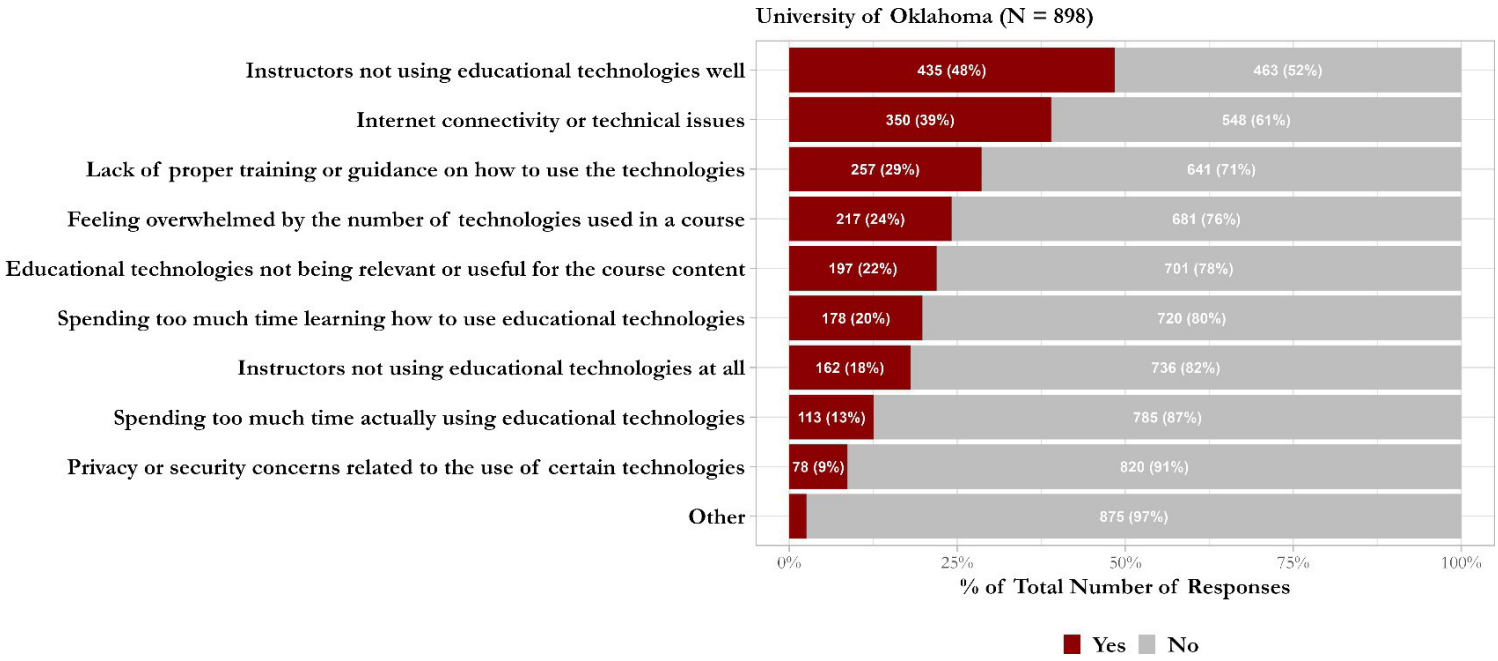
- Quality of internet connection on campus
- Availability of electrical outlets in study spaces and classrooms
- Access to the university's computer labs
- Quality of technical support / helpdesk
- Reliability of the university's learning management system (i.e. [local learning management system])
- Your experience with chatbots answering questions related to course registration, tuition, or other services
- Your experience with course recommendation systems suggesting future courses based on your interests or academic goals
- Your experience with tools or apps reminding you of academic deadlines, assignments, or other university
- Your experience with tools suggesting how to improve your performance in a course
- Your experience with tools recommending academic resources (e.g., tutors, skill-building sessions)
- Your experience with AI-powered virtual tutoring systems



Question 5

During this academic year, which of the following challenges related to educational technology have you experienced in your courses? *[Select all that apply]*

- Instructors not using educational technologies at all
- Instructors not using educational technologies well
- Spending too much time learning how to use educational technologies
- Spending too much time actually using educational technologies
- Lack of proper training or guidance on how to use the technologies
- Internet connectivity or technical issues
- Educational technologies not being relevant or useful for the course content
- Feeling overwhelmed by the number of technologies used in a course
- Privacy or security concerns related to the use of certain technologies
- Other
- None of the above

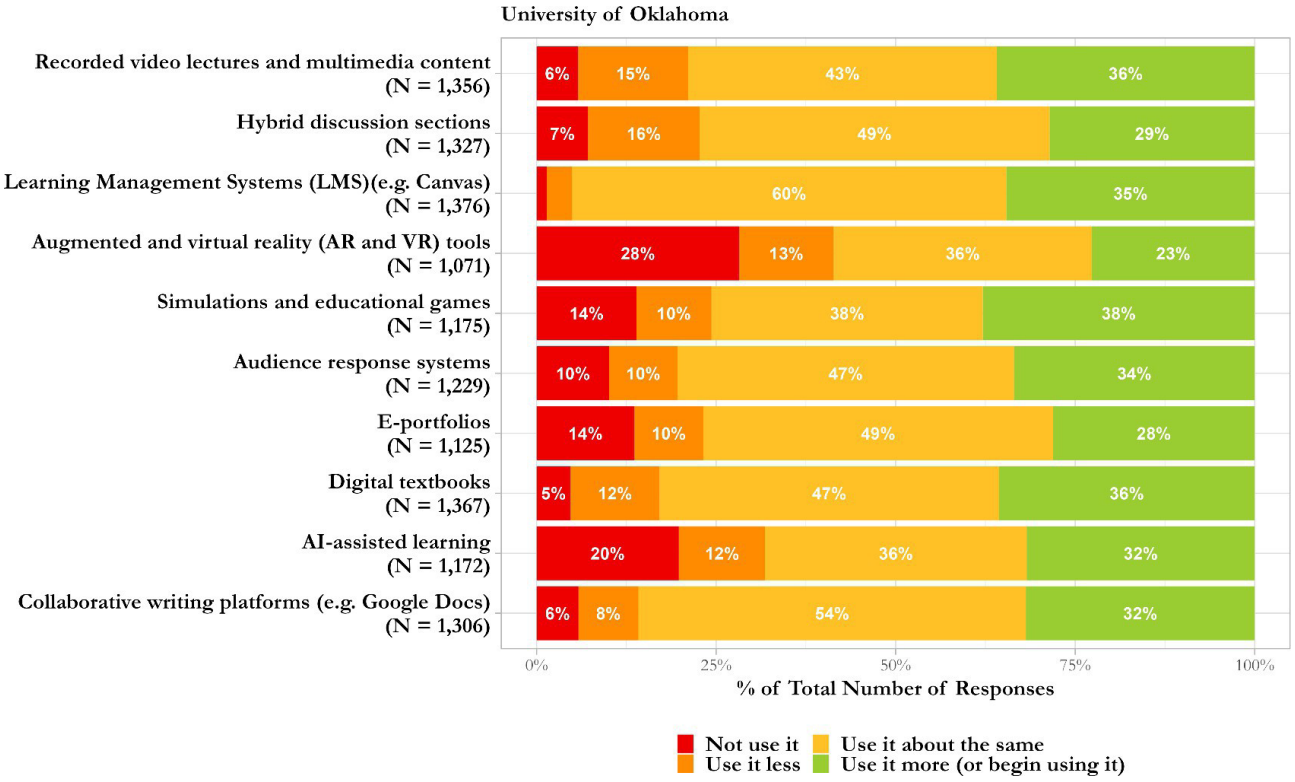


Out of 1,474 total responses, 538 students selected "None of the above," while the remaining 898 students chose one or more of the provided options (see above graph). In addition to the 9 multi-select options, 22 students selected "Other" and described additional challenges they faced with educational technologies in their courses. Nearly half (n = 8) of these 22 students mentioned the cost of the technology, sharing that they had to pay for access but often couldn't afford it. Four students noted that their professors struggled to use the technology effectively, while three others reported that the technology itself didn't function as intended (e.g., campus Wi-Fi issues). A few students also mentioned that the technology caused confusion regarding due dates or was not allowed to be used during class.

Question 6

Different instructors use different technologies. To what extent do you think instructors should use the following technologies? *[(1) Not use it to (4) Use it more (or begin using it) (99) Don't know]*

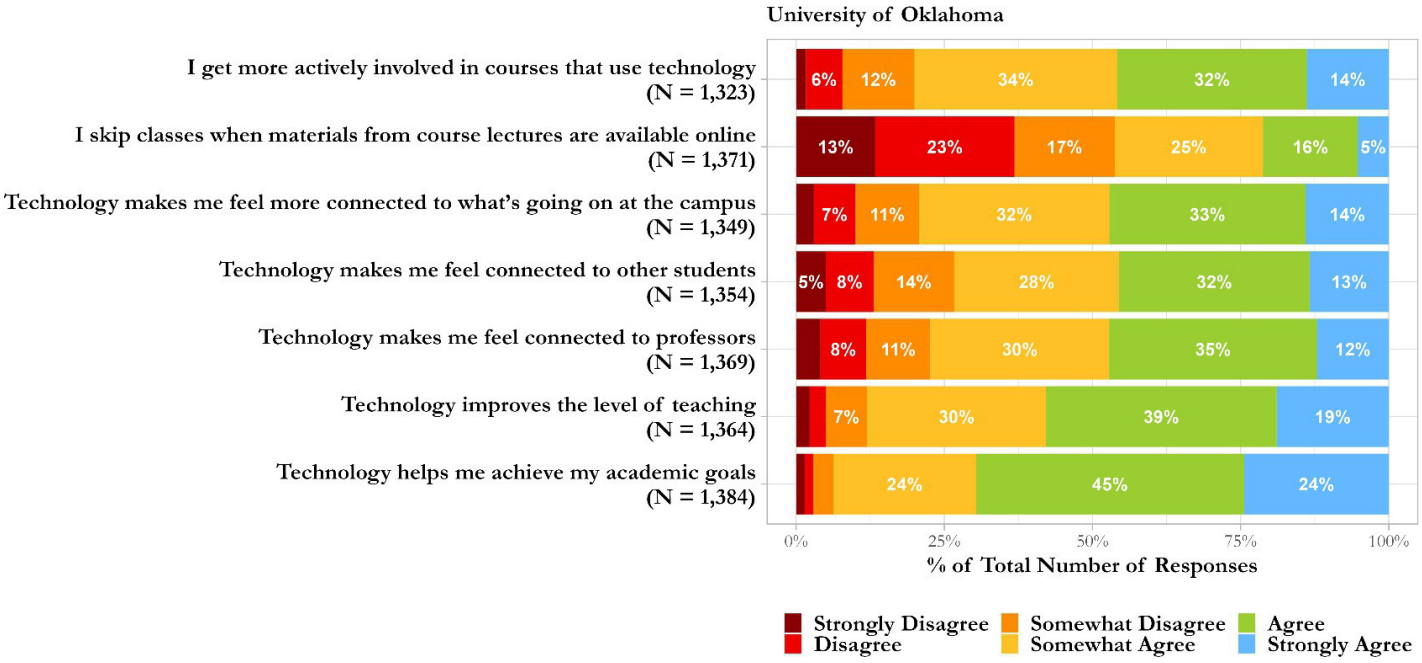
- Recorded video lectures and multimedia content: pre-recorded materials for asynchronous learning
- Hybrid discussion sections: Platforms or tools facilitating blended discussions, combining in-person and online engagement
- Learning Management Systems (LMS): platforms for course organization and delivery (e.g. Canvas, Blackboard, Moodle)
- Augmented and virtual reality (AR and VR) tools: Technologies for immersive learning and virtual labs
- Simulations and educational games: interactive tools for complex scenario visualization
- Audience response systems: real-time feedback tools during lectures or sessions
- E-portfolios: digital platforms to showcase student work and achievements
- Digital textbooks: enhanced e-books with interactive and multimedia elements
- AI-assisted learning: systems that offer personalized learning and instant feedback
- Collaborative writing platforms: online tools for group writing and research projects (e.g. Google Docs, Overleaf)



Question 7

To what extent do you agree or disagree with the following statements? *[(1) Strongly disagree to (6) Strongly agree (99) Don't know]*

- I get more actively involved in courses that use technology
- I skip classes when materials from course lectures are available online
- Technology makes me feel more connected to what's going on at the campus
- Technology makes me feel connected to other students
- Technology makes me feel connected to professors
- Technology improves the level of teaching
- Technology helps me achieve my academic goals

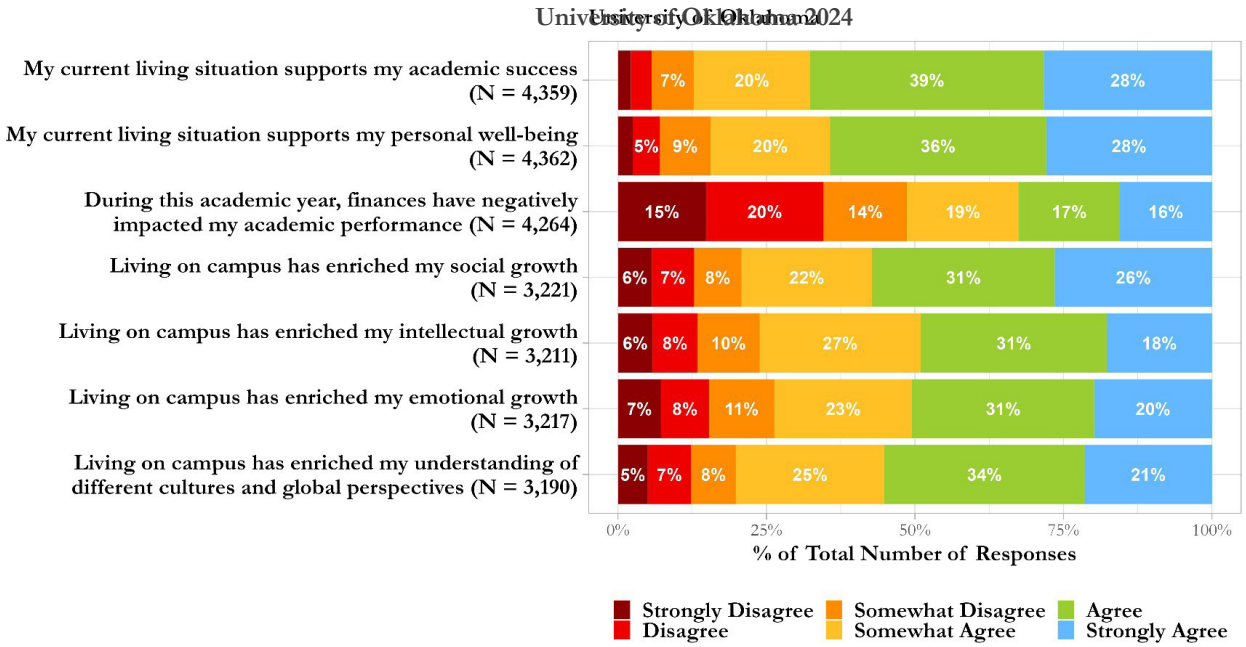


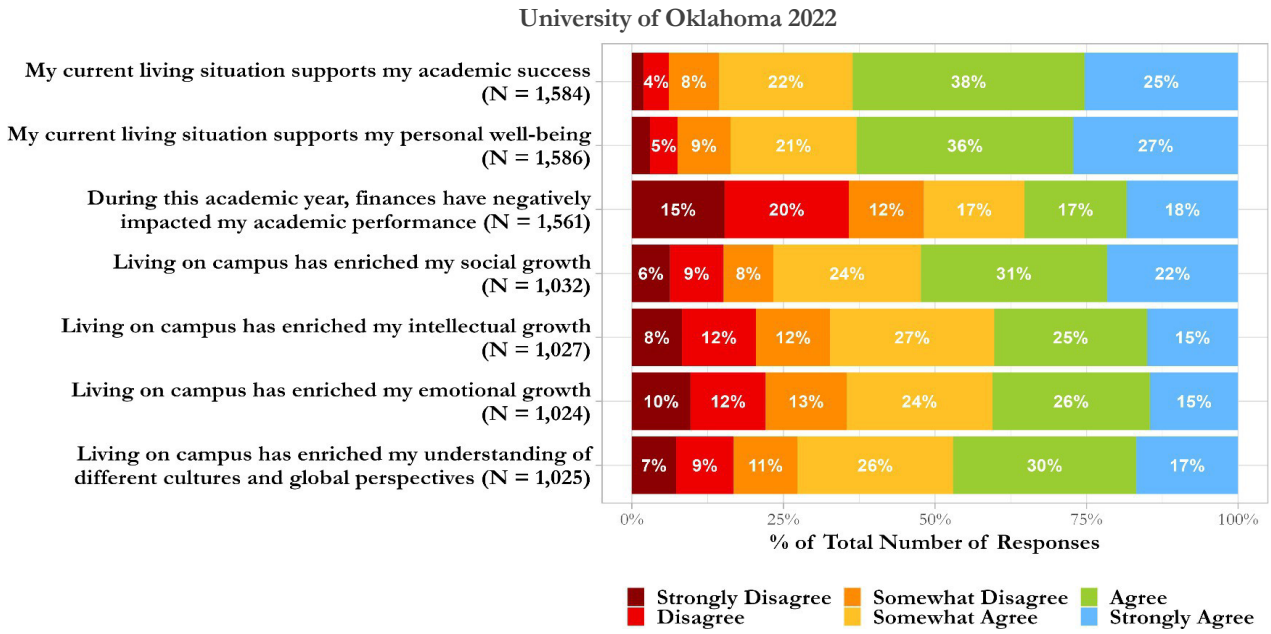
Wildcard Module

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.

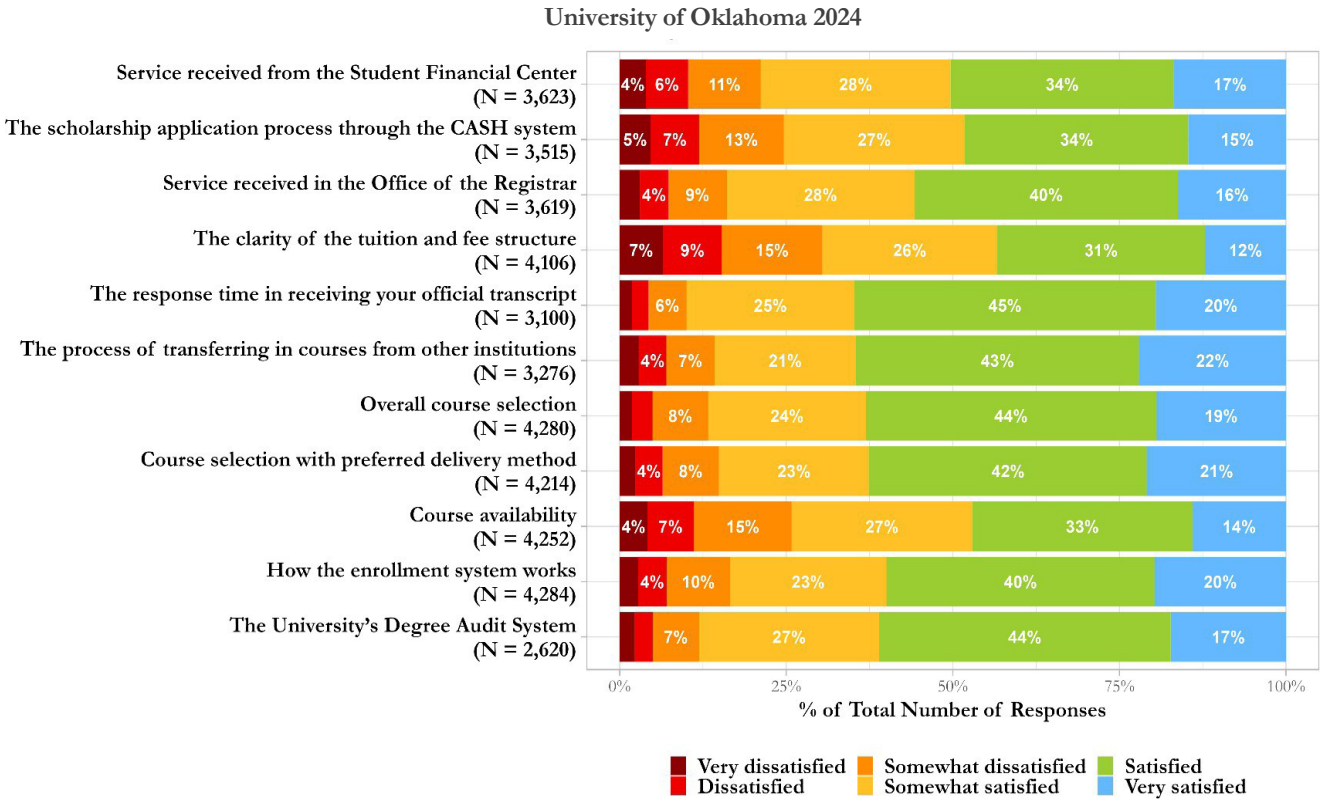


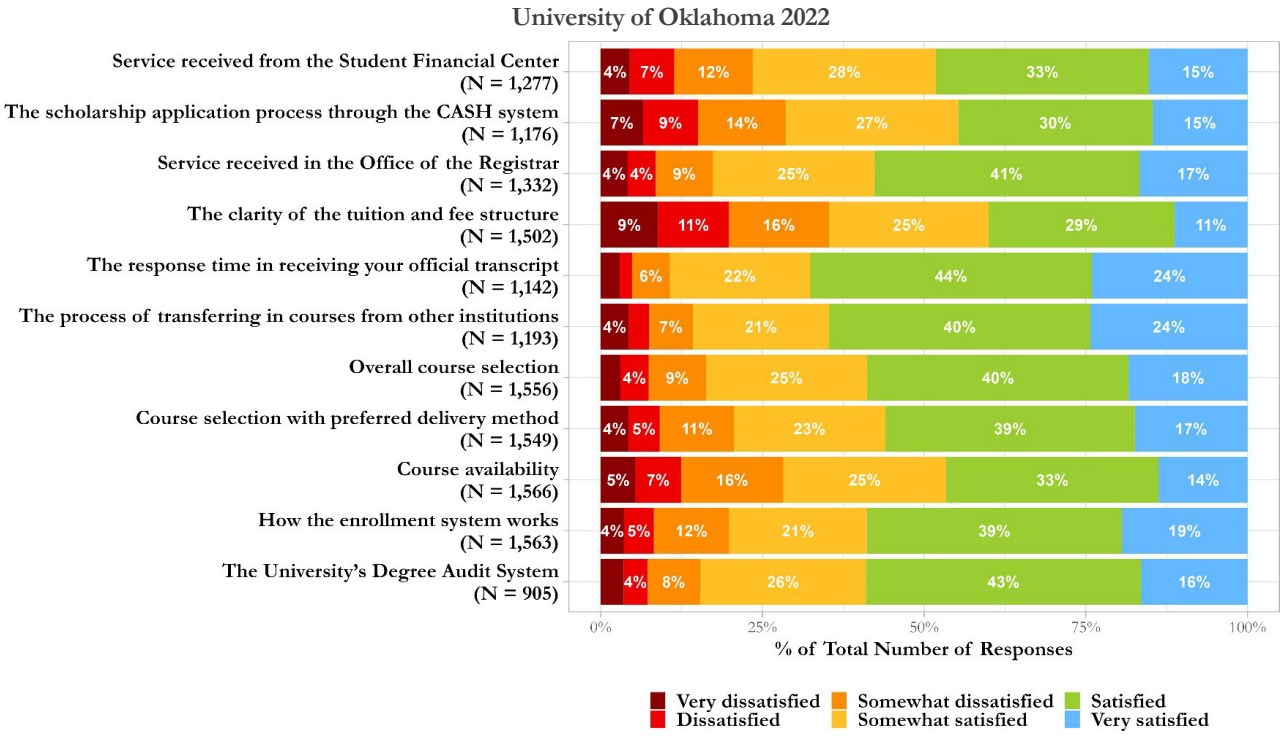

University of Oklahoma 2022
My current living situation supports my academic success (N = 1,584)
My current living situation supports my personal well-being (N = 1,586)
During this academic year, finances have negatively impacted my academic performance (N = 1,561)
Living on campus has enriched my social growth (N = 1,032)
Living on campus has enriched my intellectual growth (N = 1,027)
Living on campus has enriched my emotional growth (N = 1,024)
Living on campus has enriched my understanding of different cultures and global perspectives (N = 1,025)
4% 8% 22% 38% 25%
5% 9% 21% 36% 27%
15% 20% 12% 17% 17% 18%
6% 9% 8% 24% 31% 22%
8% 12% 12% 27% 25% 15%
10% 12% 13% 24% 26% 15%
7% 9% 11% 26% 30% 17%
0% 25% 50% 75% 100%
% of Total Number of Responses
Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

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



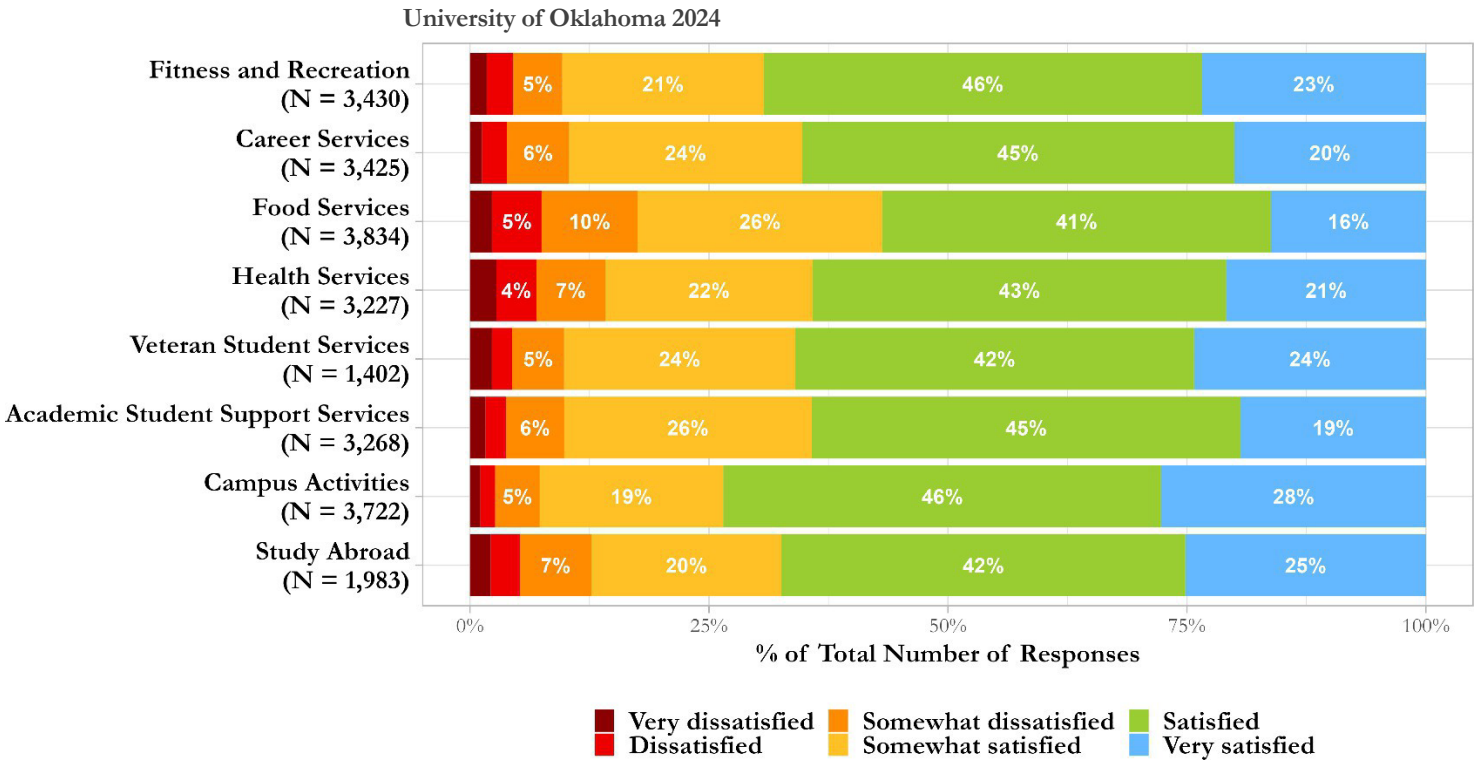


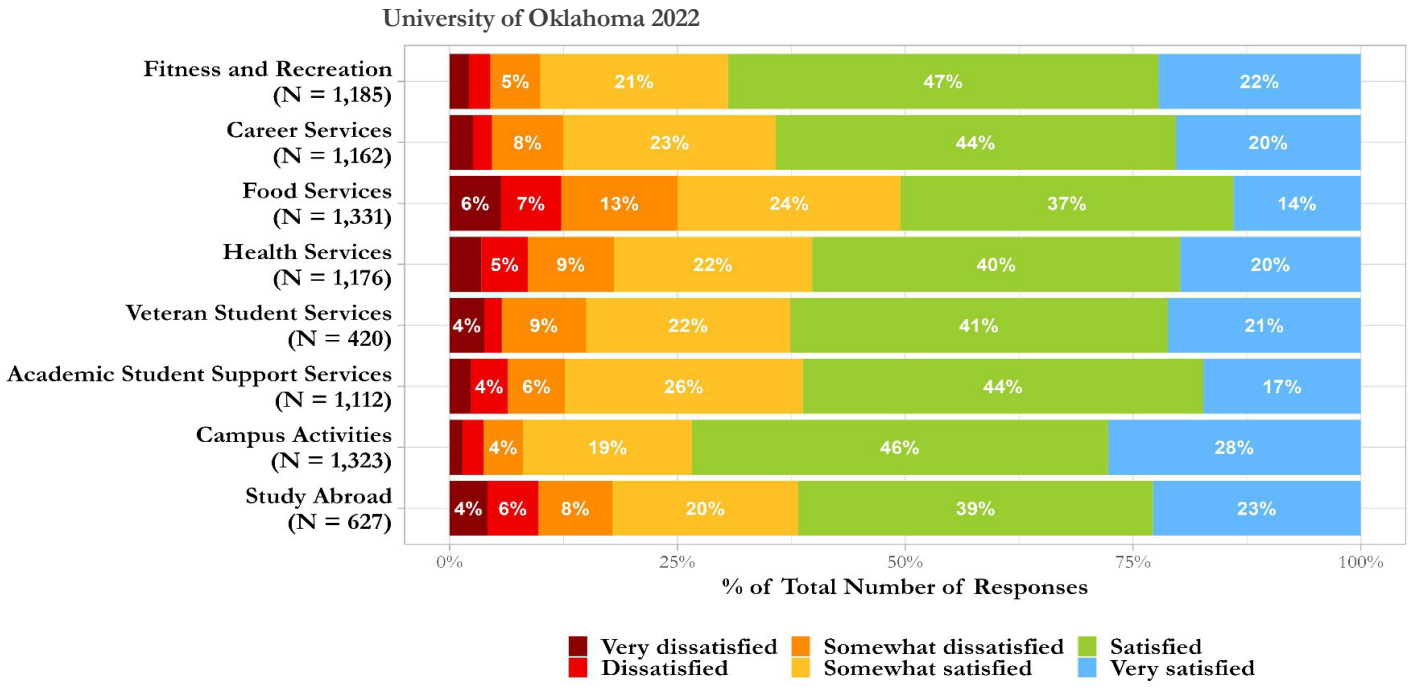
Question 3

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)

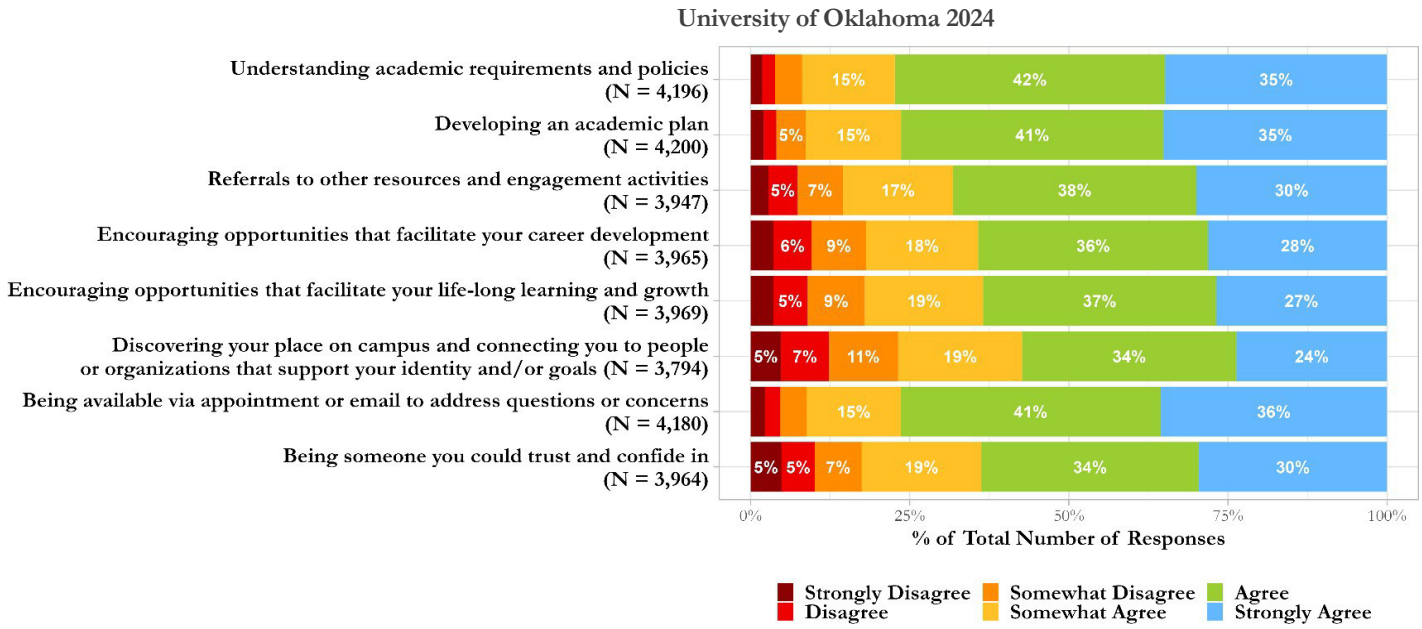

University of Oklahoma 2024
Fitness and Recreation (N = 3,430)
5%
21%
46%
23%
Career Services (N = 3,425)
6%
24%
45%
20%
Food Services (N = 3,834)
5%
10%
26%
41%
16%
Health Services (N = 3,227)
4%
7%
22%
43%
21%
Veteran Student Services (N = 1,402)
5%
24%
42%
24%
Academic Student Support Services (N = 3,268)
6%
26%
45%
19%
Campus Activities (N = 3,722)
5%
19%
46%
28%
Study Abroad (N = 1,983)
7%
20%
42%
25%
0%
25%
50%
75%
100%
% of Total Number of Responses
Very dissatisfied
Dissatisfied
Somewhat dissatisfied
Somewhat satisfied
Satisfied
Very satisfied

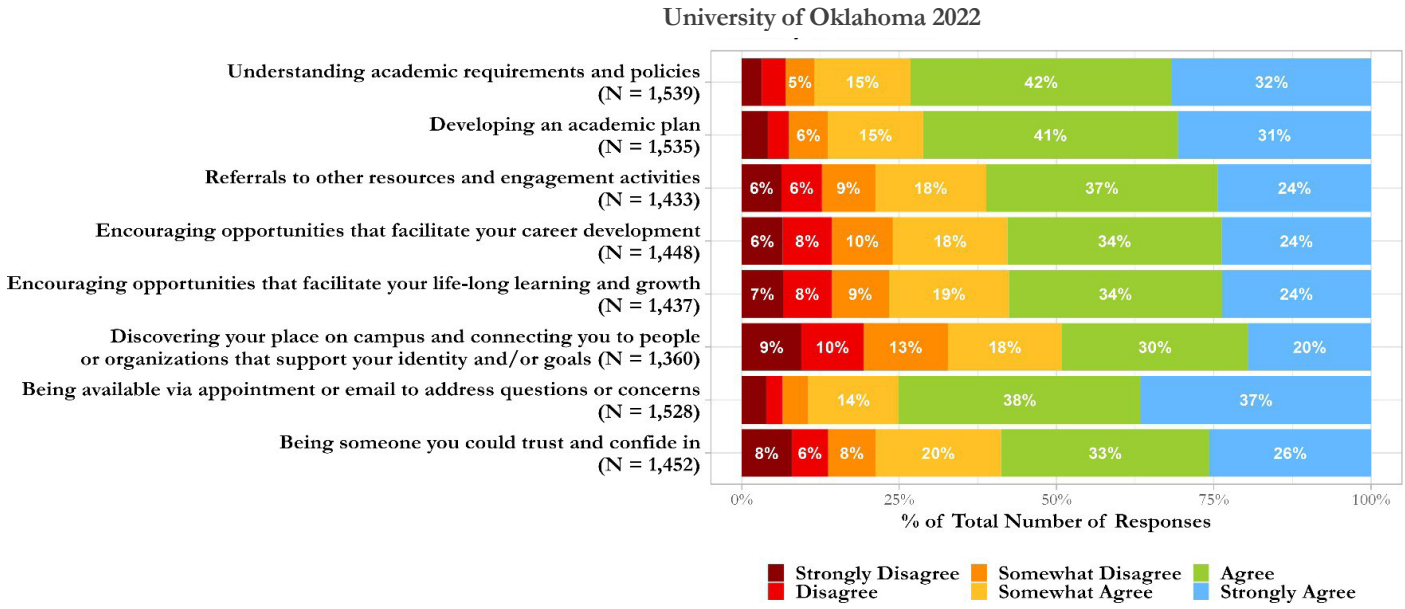

University of Oklahoma 2022
Fitness and Recreation (N = 1,185)
5%
21%
47%
22%
Career Services (N = 1,162)
8%
23%
44%
20%
Food Services (N = 1,331)
6%
7%
13%
24%
37%
14%
Health Services (N = 1,176)
5%
9%
22%
40%
20%
Veteran Student Services (N = 420)
4%
9%
22%
41%
21%
Academic Student Support Services (N = 1,112)
4%
6%
26%
44%
17%
Campus Activities (N = 1,323)
4%
19%
46%
28%
Study Abroad (N = 627)
4%
6%
8%
20%
39%
23%
0%
25%
50%
75%
100%
% of Total Number of Responses
Very dissatisfied
Dissatisfied
Somewhat dissatisfied
Somewhat satisfied
Satisfied
Very satisfied

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

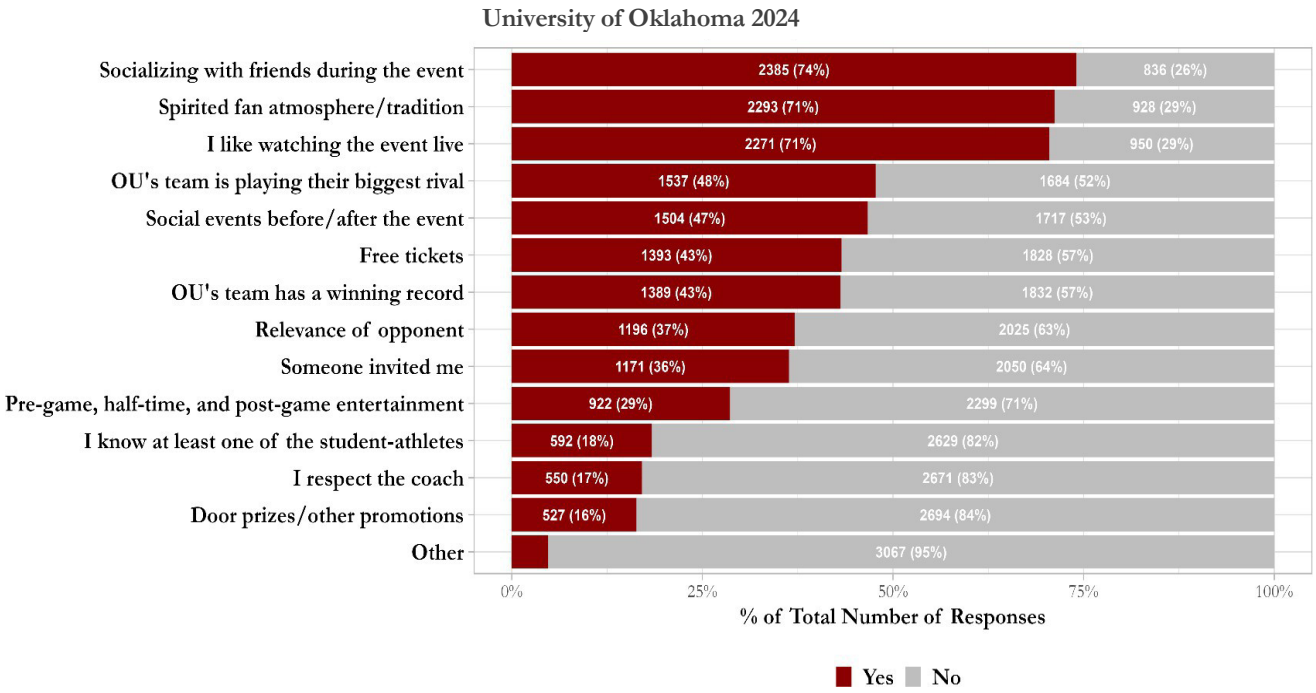


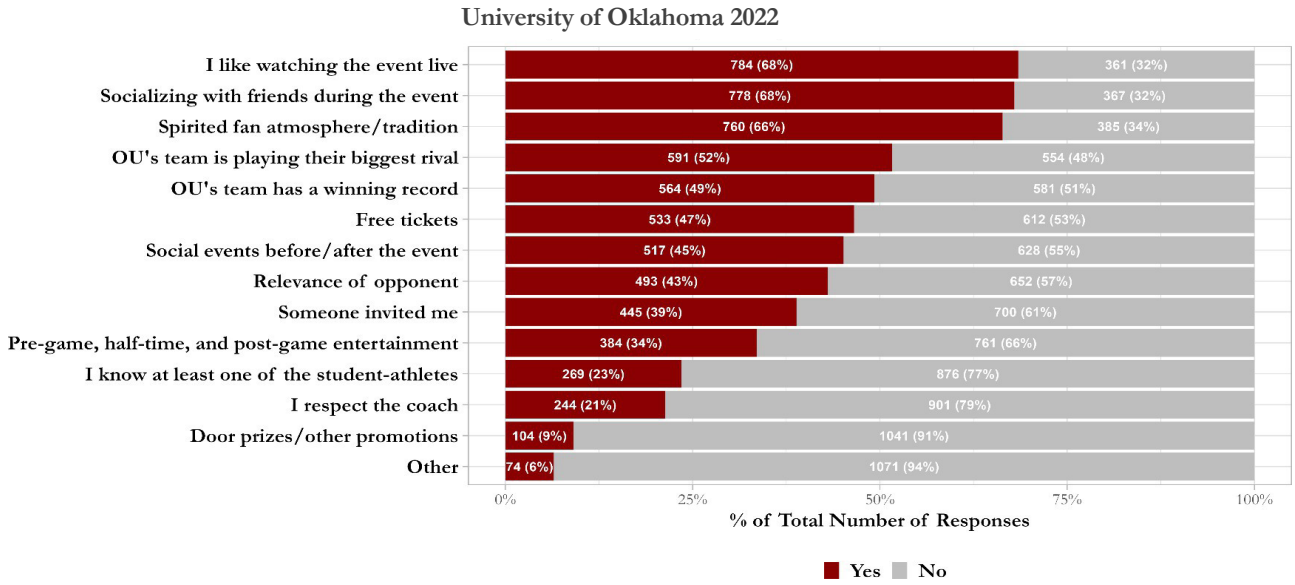

University of Oklahoma 2022
Understanding academic requirements and policies (N = 1,539)
Developing an academic plan (N = 1,535)
Referrals to other resources and engagement activities (N = 1,433)
Encouraging opportunities that facilitate your career development (N = 1,448)
Encouraging opportunities that facilitate your life-long learning and growth (N = 1,437)
Discovering your place on campus and connecting you to people or organizations that support your identity and/or goals (N = 1,360)
Being available via appointment or email to address questions or concerns (N = 1,528)
Being someone you could trust and confide in (N = 1,452)
5% 15% 42% 32%
6% 15% 41% 31%
6% 6% 9% 18% 37% 24%
6% 8% 10% 18% 34% 24%
7% 8% 9% 19% 34% 24%
9% 10% 13% 18% 30% 20%
14% 38% 37%
8% 6% 8% 20% 33% 26%
0% 25% 50% 75% 100%
% of Total Number of Responses
Strongly Disagree
Disagree
Somewhat Disagree
Somewhat Agree
Agree
Strongly Agree

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]



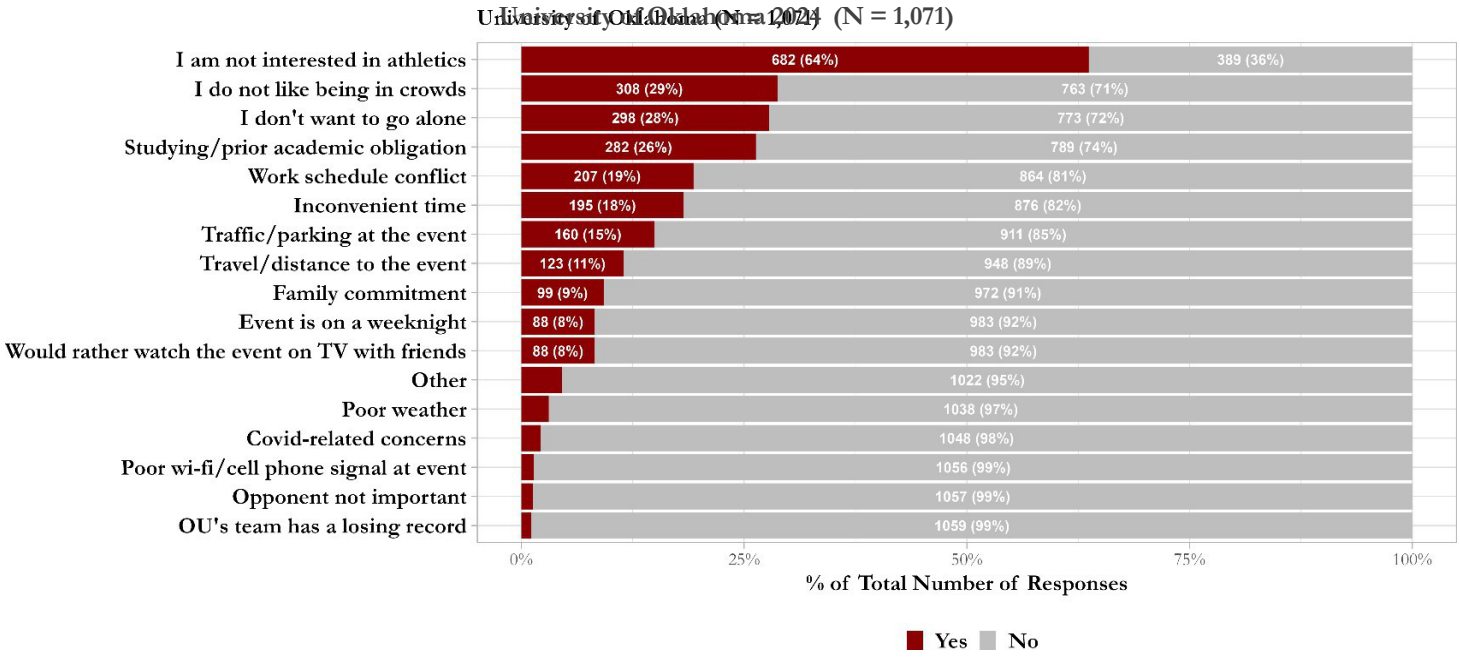


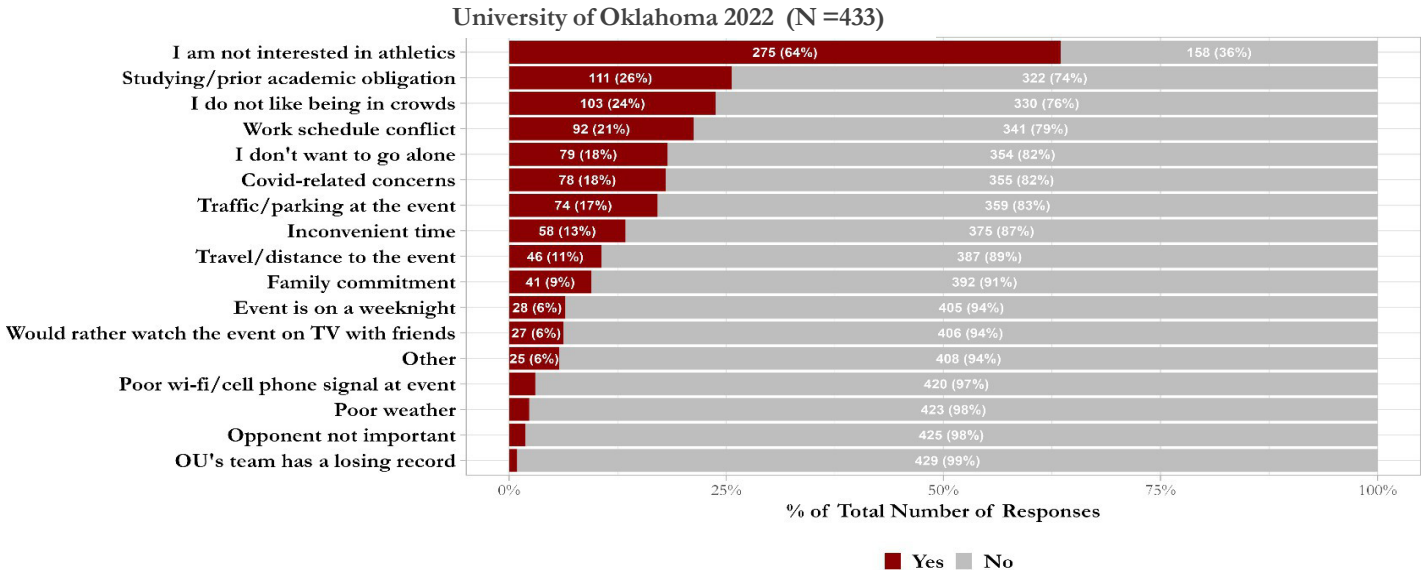
In comparing the 2022 and 2024 data on reasons for attending OU athletic events, the most common reason in both years was the requirement for members of the OU Spirit Squad or marching band, with 35% (n = 19) in 2022 and 48% (n = 59) in 2024. Employment or volunteer obligations were also significant, cited by 24% (n = 13) in 2022 and 27% (n = 33) in 2024. Enthusiasm for OU sports and university traditions motivated 17% (n = 9) in 2022 and 8% (n = 10) in 2024. Additionally, connections to an OU sports team were noted by 5 students in 2022 and 13 in 2024. Unique reasons such as attending for extra credit, curiosity about the event atmosphere, and family visits were mentioned in both years, with a broader range of reasons reported in 2024.

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
- Other: [text box]



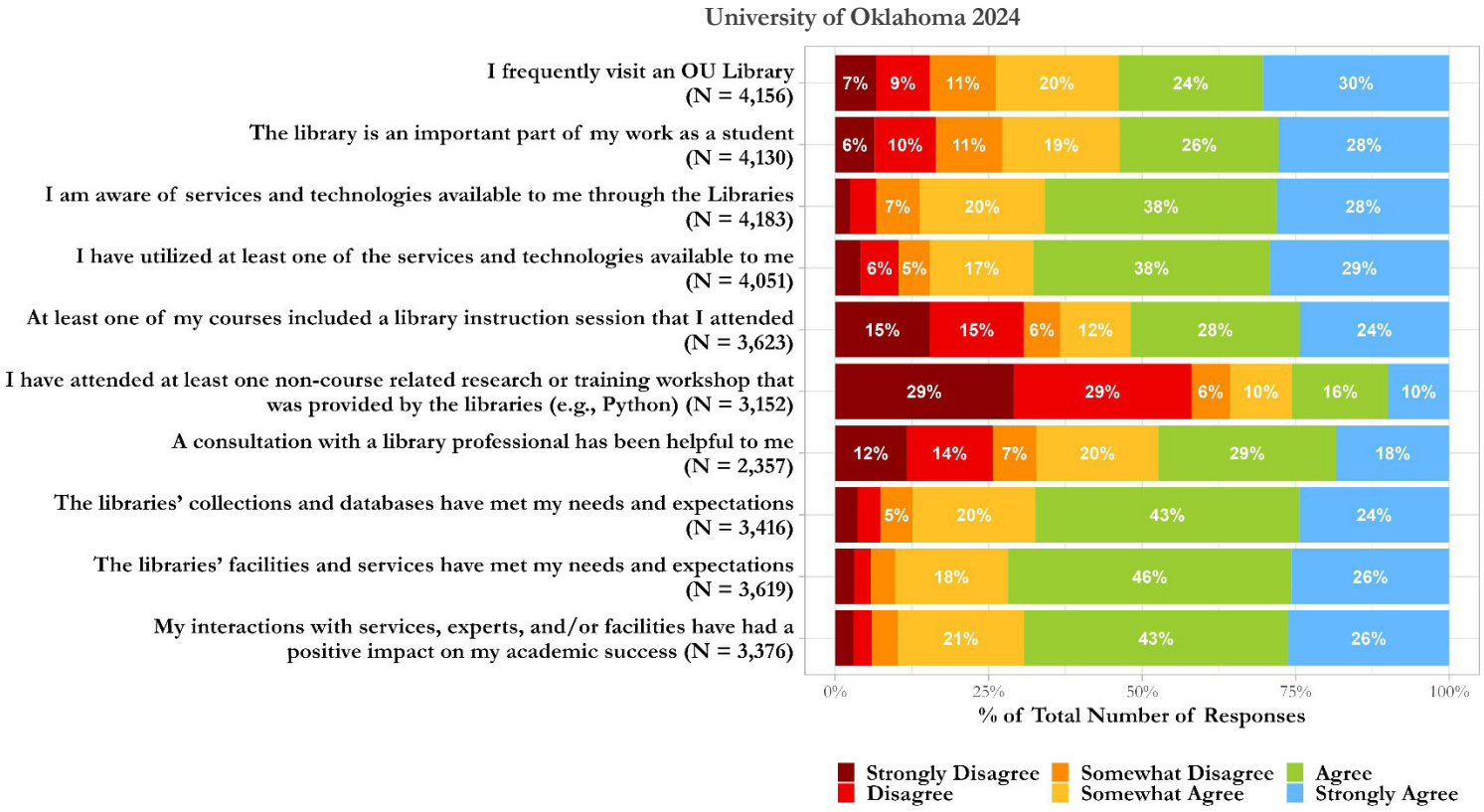


In comparing the 2022 and 2024 data on reasons for not attending OU athletic events, cost remained the most cited reason in both years, with 50% of students (n = 10) in 2022 and 56% (n = 25) in 2024 mentioning expenses for tickets, food, and beverages. In 2024, additional reasons included physical injury or illness (13%, n = 6), distance from campus (11%, n = 5), and time constraints (n = 4). In contrast, 2022 saw reasons such as lack of interest in collegiate sports (n = 3), viewing athletic events as unimportant (n = 2), negative crowd experiences (n = 2), and confusion about event schedules. Both years highlighted issues like loud environments and logistical challenges, but 2024 had a broader range of reasons, reflecting a more diverse set of barriers to attendance.

Question 7*

Please indicate how strongly you agree or disagree with the following statements regarding your experience with University Libraries: *[(1) Strongly disagree to (6) Strongly agree (99) Not applicable]*

- I frequently visit an OU Library
- The library is an important part of my work as a student
- I am aware of services and technologies available to me through the Libraries
- I have utilized at least one of the services and technologies available to me
- At least one of my courses included a library instruction session that I attended
- I have attended at least one non-course related research or training workshop that was provided by the libraries (Python, Citation Management with Zotero, The Carpentries, etc.)
- A consultation with a library professional has been helpful to me
- The libraries' collections and databases have met my needs and expectations
- The libraries' facilities and services have met my needs and expectations
- My interactions with services, experts, and/or facilities have had a positive impact on my academic success



Chi-Square Goodness of Fit Results for Demographic Representation

(*n* = 5481)

Category (*n* = 5481)		Observed (%)	Expected (%)	Difference (%)	Chi-Square (χ^2) Test Statistic	p-value
Gender	Female	3161 (58%)	2795 (51%)	366 (7%)	98.18	p<.05
	Male	2318 (42%)	2685 (49%)	-367 (7%)		
Race/Ethnicity	Hispanic	871 (16%)	767 (14%)	104 (2%)	33.77	p<.05
	American Indian/Alaska Native	182 (3%)	164 (3%)	18 (0%)		
	Asian	445 (8%)	383 (7%)	61 (1%)		
	Black/African American	247 (4%)	274 (5%)	-27 (1%)		
	White/Caucasian	2941 (54%)	3069 (56%)	-128 (2%)		
	Two or More Races	553 (10%)	548 (10%)	5 (0%)		
Year in School	First Year	938 (17%)	987 (18%)	-49 (1%)	4.62	p>.05
	Sophomore	1247 (23%)	1261 (23%)	-14 (0%)		
	Junior	1311 (24%)	1261 (23%)	50 (1%)		
	Senior	1985 (36%)	1973 (36%)	12 (0%)		
Residency	Domestic	5317 (97%)	5317 (97%)	0 (0%)	0.00	p>.05
	International	164 (3%)	164 (3%)	0 (0%)		
First-Generation/Non-First-Generation	First-Gen	1527 (29%)	1400 (27%)	127 (2%)	15.87	p<.05
	Non First-Gen	3657 (71%)	3784 (73%)	-127 (2%)		
OU College	Academic Affairs	77 (1%)	164 (3%)	-87 (2%)	108.91	p>.05
	Architecture	178 (3%)	164 (3%)	14 (0%)		
	Arts & Sciences	1763 (32%)	1754 (32%)	9 (0%)		
	Atmospheric & Geographic Sciences	195 (4%)	164 (3%)	31 (1%)		
	Business	1238 (23%)	1206 (22%)	32 (1%)		
	Earth & Energy	53 (1%)	55 (1%)	-2 (0%)		
	Education	152 (3%)	110 (2%)	42 (1%)		
	Engineering	861 (16%)	767 (14%)	94 (2%)		
	Fine Arts	171 (3%)	164 (3%)	7 (0%)		
	International Studies	49 (1%)	55 (1%)	-6 (0%)		
	Journalism & Mass Communication	258 (5%)	329 (6%)	-71 (1%)		
	Professional & Continuing Studies	143 (3%)	110 (2%)	33 (1%)		
	University College	342 (6%)	329 (6%)	13 (0%)		