

UNIVERSITY OF OKLAHOMA

**STUDENT SATISFACTION SURVEY
UNIVERSITY REPORT
FALL 2017**

**OFFICE OF ACADEMIC ASSESSMENT
November 2017**

CONTENTS

BACKGROUND.....	3
CHARACTERISTICS OF RESPONDENTS	4
FINDINGS	5
Satisfaction Rank by Survey Item.....	5
Satisfaction Rank by Survey Theme	6
Closer Look at Each Theme	7
ANALYSIS RESULTS OF OPEN-ENDED COMMENTS	16
Overview	16
Findings by Survey Theme	17

List of Tables

Table 1: Response Rate by Sub-Groups	3
Table 2: Characteristics of Survey Respondents	4
Table 3: Selected Actual Comments - Academic Experiences	17
Table 4: Selected Actual Comments - Campus Life	18
Table 5: Selected Actual Comments - Academic Advising	19
Table 6: Selected Actual Comments - Campus Services	20
Table 7: Selected Actual Comments - Diversity on Campus	21
Table 8: Selected Actual Comments - Campus Involvement	22

List of Figures

Figure 1: Top 6 Items of Satisfaction	5
Figure 2: Top 6 Items of Dissatisfaction	5
Figure 3: Average Level of Satisfaction by Survey Theme	6
Figure 4: Sense of Belonging to OU	7
Figure 5: Being a Student at OU	7
Figure 6: Quality of Teaching at OU	8
Figure 7: OU's Academic Reputation within the Community	9
Figure 8: Concern of Faculty and Staff for Me as an Individual	10
Figure 9: Academic Advisors	10
Figure 10: Academic Advising Process	11
Figure 11: Campus Residents Breakdown by Class Level (n=1,183)	11
Figure 12: OU Residence Halls (Responses from Campus Residents Only)	12
Figure 13: Parking Availability at OU	12
Figure 14: The Greek System at OU	13
Figure 15: Level of Satisfaction with Racial/Ethnic Diversity at OU by Student Class	14
Figure 16: Level of Satisfaction with Racial/Ethnic Diversity at OU by Gender and Race	14
Figure 17: Gender Accommodations at OU	15
Figure 18: Breakdown of Open-Ended Comments by Survey Theme	16

UNIVERSITY OF OKLAHOMA
Student Satisfaction Survey Report
Fall 2017

Prepared by the Office of Academic Assessment

BACKGROUND

The Student Satisfaction Survey (SSS) aims to collect feedback from all students enrolled in the University of Oklahoma (OU) Norman campus regarding their experience and the level of satisfaction with academic and social experiences on campus. The Office of Academic Assessment developed the OU Student Satisfaction Survey instrument and initiated a university-wide survey administration in Fall 2014. Survey instrument was designed with an open-ended question and 25 items that measure the level of satisfaction on six key areas: (1) Academic Experience, (2) Campus Life, (3) Academic Advising, (4) Campus Services, (5) Diversity, and (6) Campus Involvement¹. The findings from the analysis of survey responses have been shared to inform OU community with students' perception and experiences in the key areas above and to identify areas for improvement.

In 2017, the survey was administered from February 6, 2017 to April 18, 2017. All undergraduate and graduate students (degree-seeking, full and part-time) enrolled in Norman campus, were contacted via email to complete the survey (n=25,751)². **A total of 6,148 students completed the survey for a response rate of 24%.** Table 1 presents response rates by student sub-groups. Incentives were given by drawing to respondents who chose to provide their identification information in the survey.

Table 1: Response Rate by Sub-Groups

Class Level	Response Rate
Undergraduate	23%
Freshman	24%
Sophomore	23%
Junior	23%
Senior	22%
Graduate	28%
Master's	29%
Doctoral	27%
Overall	24%

¹ The theme, **CAMPUS INVOLVEMENT**, replaces the original "**GENERAL/OTHER**" theme used previous surveys/reports. It was determined that the two items previously under "Other/General" fit perfectly under the designation "Campus Involvement". For details in each survey theme, please refer to page 7 under the section "Closer Look at Each Theme".

² College of Law students were not included in the Student Satisfaction Survey.

CHARACTERISTICS OF RESPONDENTS

Table 2 provides descriptive analysis of respondents who completed the 2017 Student Satisfaction survey. Overall, the respondents represent the population distribution in terms of student class level and race/ethnicity. Male, part-time, and commuter students were underrepresented in the survey respondents relative to their proportion in student population.

Table 2: Characteristics of Survey Respondents

Student Characteristics		Respondents Frequency	Respondents Percent (n=6,148)	Population Percent (n=25,751)
Gender	Female	3,505	57.0	49.2
	Male	2,643	43.0	50.8
	Gender Total	6,148	100.0	100.0
Race/Ethnicity	White	3,698	60.1	60.1
	American Indian/Alaska Native	243	4.0	4.0
	Asian	362	5.9	5.4
	Black or African American	242	3.9	5.0
	Hispanic	553	9.0	8.8
	Native Hawaiian/Pacific Islander	5	1.0	0.1
	Multi Races	431	7.0	7.2
	International	443	7.2	7.0
	Declined to respond	171	2.8	2.4
	Race/Ethnicity Total	6,148	100.0	100.0
Program/Class Level	UG Freshman	1,162	18.9	18.5
	UG Sophomore	1,040	16.9	17.5
	UG Junior	1,031	16.8	17.2
	UG Senior	1,592	25.7	28.4
	GR Master's	922	15.0	12.5
	GR Doctoral	411	6.7	5.9
	Program/Class Level Total	6,148	100.0	100.0
Enrollment Intensity	Full-Time	5,143	83.7	79.6
	Part-Time	1,005	16.3	20.4
	Enrollment Intensity Total	6,148	100.0	100.0
Campus Residency	On campus	1,183	19.2	16.2
	Off campus	4,965	80.8	83.8
	Campus Residency Total	6,148	100.0	100.0

FINDINGS

Satisfaction Rank by Survey Item

Figure 1 shows items in which respondents reported the highest levels of satisfaction. More than 86% of respondents reported “Very Satisfied” or “Satisfied” with being an OU student (86.8%), intellectual growth at OU (86.7%), and quality of teaching (86.5%). Slightly more than 82% of respondents agreed that they are satisfied or very satisfied with campus safety/security (82.8%), institutional reputation (82.8%), and library services (82.0%) at OU Norman campus.

Figure 1: Top 6 Items of Satisfaction

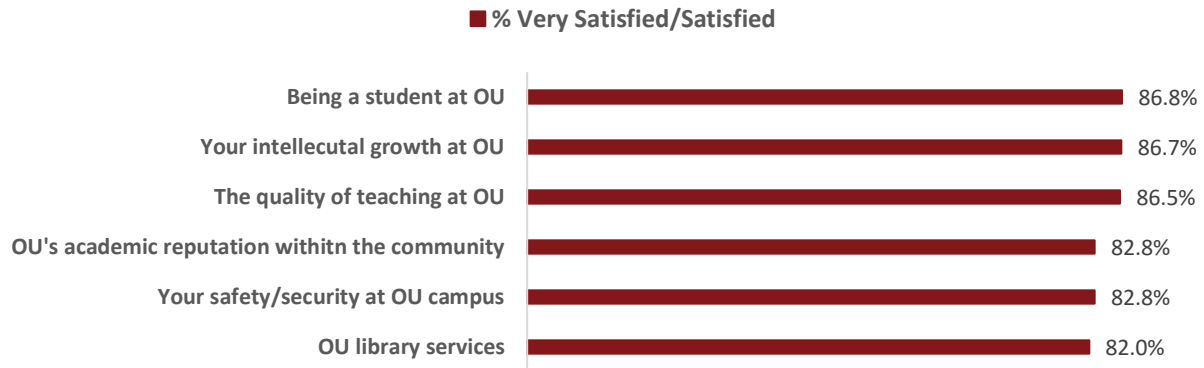
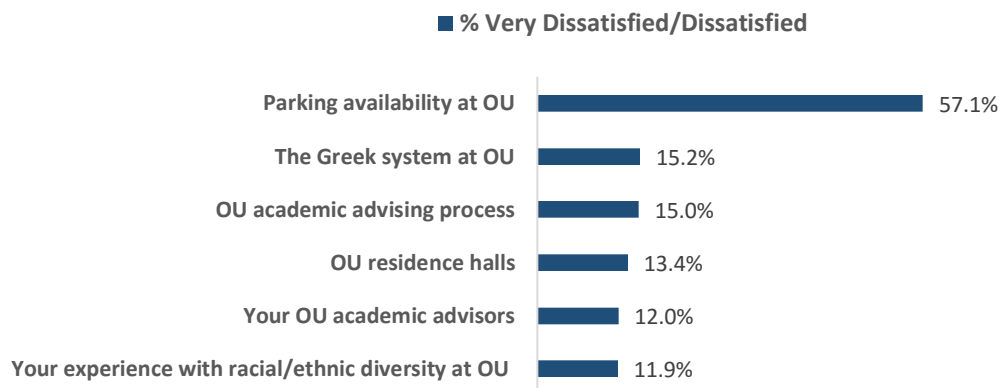


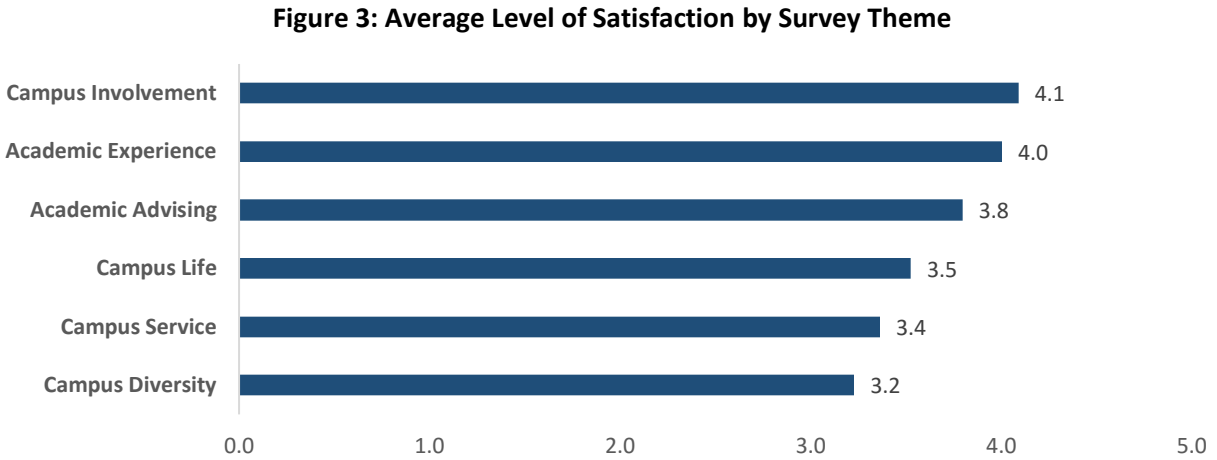
Figure 2 shows the items with highest level of dissatisfaction. More than half of respondents answered that they are very dissatisfied or dissatisfied with parking availability on campus. Fifteen percent of respondents expressed their dissatisfaction with both the Greek system (15.2%) and academic advising process (15.0%). Thirteen percent of overall respondents (including commuter and campus residents) were dissatisfied with OU residence halls. Twelve percent of respondents reported being dissatisfied with academic advisors and the experiences with racial/ethnic diversity on campus.

Figure 2: Top 6 Items of Dissatisfaction



Satisfaction Rank by Survey Theme

Figure 3 presents the mean of satisfaction by survey themes. Overall, campus involvement ranked the highest level of satisfaction with the mean score of 4.1*. Academic experiences and academic advising ranked second and third with mean satisfaction of 4.0 and 3.8, respectively. Among the six survey themes, respondents were least satisfied with campus diversity with the mean score of 3.2.



*Satisfaction scale used: 1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied.

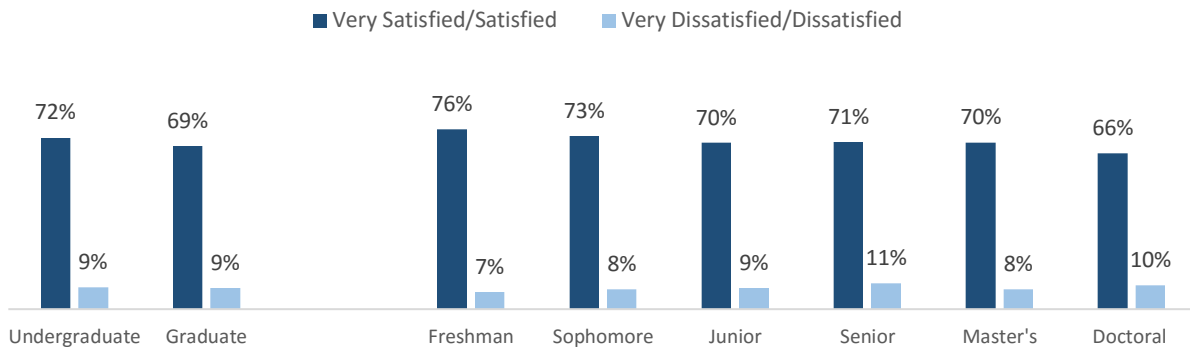
Closer Look at Each Theme

This section provides findings from selected items in each of the six survey themes: CAMPUS INVOLVEMENT, ACADEMIC EXPERIENCES, ACADEMIC ADVISING, CAMPUS LIFE, CAMPUS SERVICES, CAMPUS DIVERSITY.

CAMPUS INVOLVEMENT includes items asking students to rate their level of satisfaction with (i) being a student at OU, (ii) the variety of activities at OU, and (iii) sense of belong at OU.

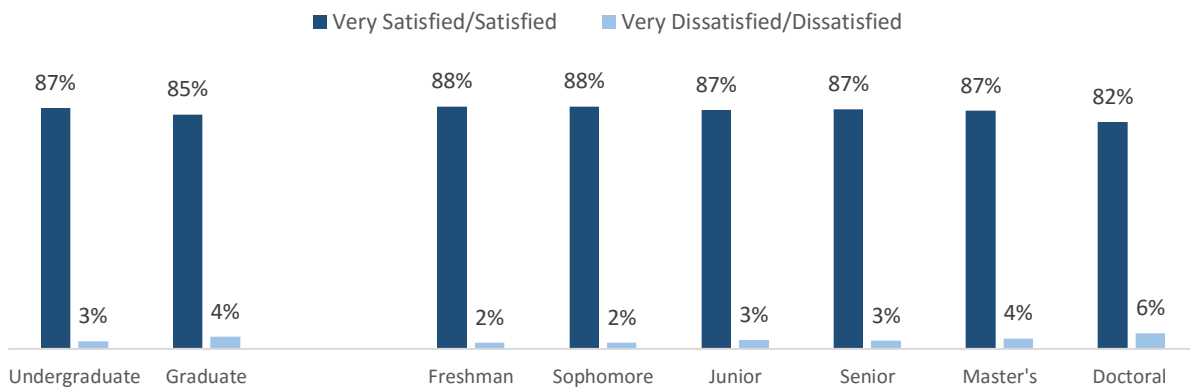
Approximately 72% of undergraduate students reported being “Satisfied” or “Very Satisfied” with their “sense of belonging at OU” while 69% of graduate students expressed satisfaction. Further, analysis of data by class level reveals that freshmen were most likely to feel the sense of belonging to OU whereas doctoral students were the least likely to feel the sense of belonging to OU (see Figure 4).

Figure 4: Sense of Belonging to OU



When asked their level of satisfaction with being a student at OU, 87% of undergraduate and 85% of graduate students reported being “Satisfied” or “Very Satisfied.” However, this level of satisfaction was not significantly different based on student class although doctoral students reported lower satisfaction than any other class levels. Very few students expressed that they were “Very Dissatisfied” or “Dissatisfied” with being a student at OU (see Figure 5).

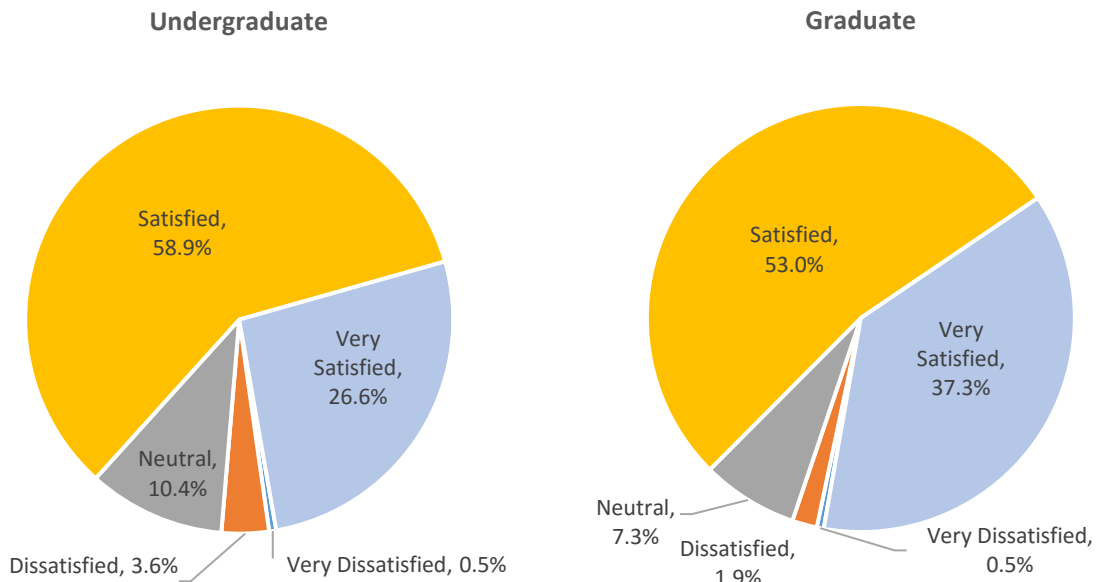
Figure 5: Being a Student at OU



ACADEMIC EXPERIENCE includes the items seeking students' satisfaction with (i) the quality of teaching, (ii) availability of faculty during office hours, (iii) feedback about academic progress, (iv) variety of courses provided, (v) student's intellectual growth, (vi) academic reputation within the community, and (vii) student perception on their relationship with faculty and staff.

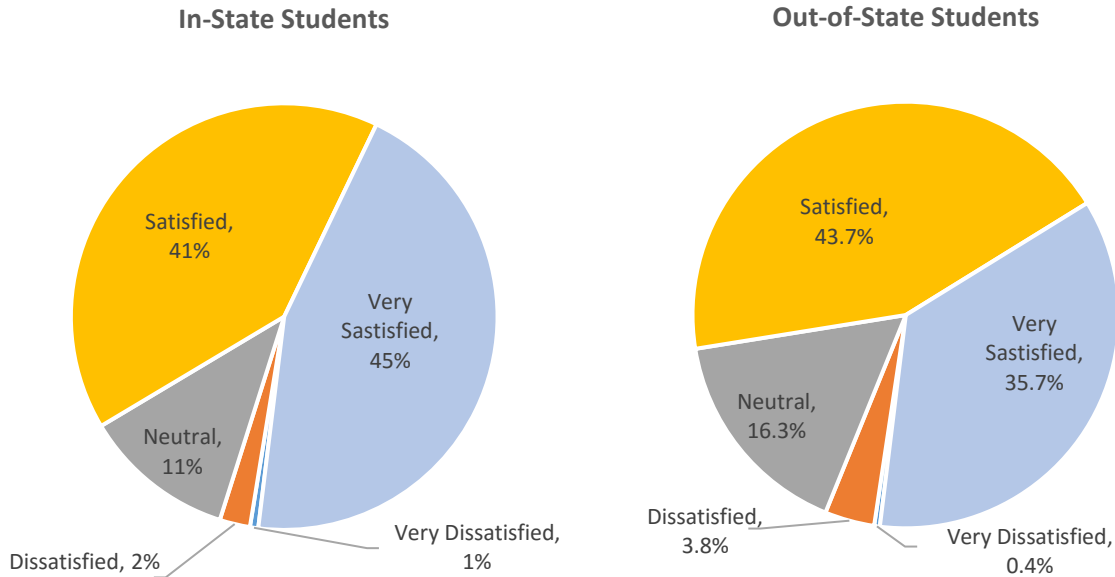
When asked about the quality of teaching at OU, graduate students expressed higher level of satisfaction than undergraduate students. Specifically, 37% percent of graduate students were very satisfied with the quality of teaching compared to 27% of undergraduate students who reported being very satisfied (see Figure 6).

Figure 6: Quality of Teaching at OU



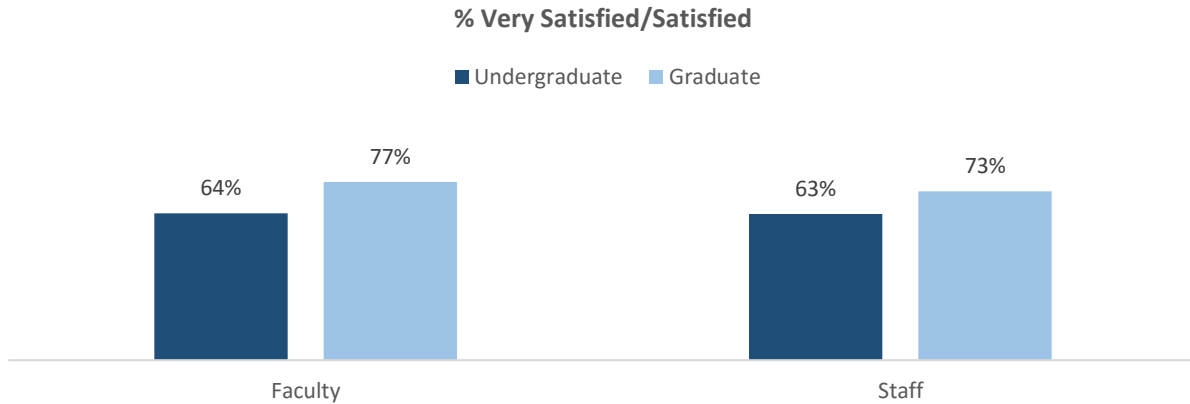
Overall, more than 80% of survey respondents agreed that they were “Very Satisfied” or “Satisfied” with OU’s academic reputation in the community. Based on student residency, 86% of Oklahoma resident students were very satisfied or satisfied while 79% of out-of-state students expressed satisfaction with OU’s academic reputation (see Figure 7).

Figure 7: OU’s Academic Reputation within the Community



Students were asked their perceptions about relationship with faculty and staff. In general, graduate students were more likely than undergraduate students to be satisfied with their personal relationship with faculty and staff. Figure 8 shows that 77% of graduate students reported satisfaction with the item “concern of OU faculty for me as an individual” compared to 64% of undergraduate students’ response to the same item. Slightly less than two-thirds (63%) of undergraduate students reported being “Satisfied” or “Very Satisfied” with “concern of OU staff for me as an individual” compared to 73% of graduate students’ response to the same item.

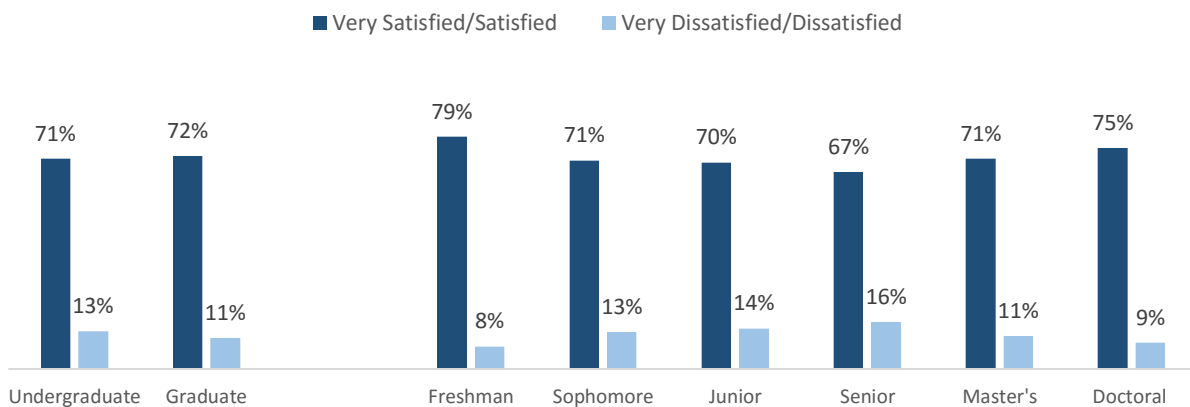
Figure 8: Concern of Faculty and Staff for Me as an Individual



ACADEMIC ADVISING includes students’ satisfaction with (i) academic advisors and (ii) academic advising process.

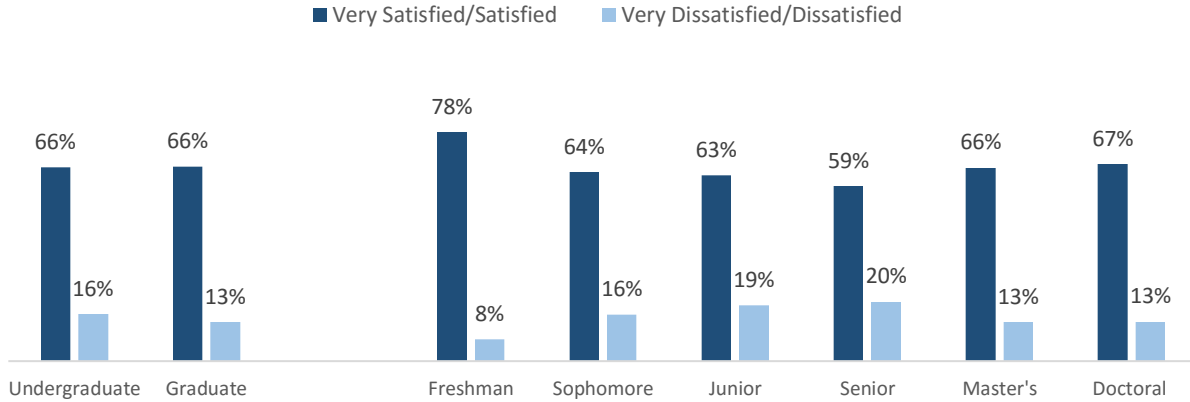
Figure 9 indicates students’ degree of satisfaction regarding academic advisors at OU. In terms of class level, 71% of undergraduate students reported being “Satisfied” or “Very Satisfied” with their academic advisors compared to 72% of graduate students. Specifically, 79% of freshman, 71% of sophomore, 70% of junior, 67% of senior, 71% of masters, and 75% of doctoral students reported being “Satisfied” or “Very Satisfied.” Undergraduate seniors appear to be least satisfied with their academic advisors compared to the rest of the levels.

Figure 9: Academic Advisors



In addition to the item on academic advisors, students were also asked about their experience with academic advising process. In general, the level of satisfaction with academic advising process is slightly lower than the response to academic advisors. Sixty-six percent of undergraduate and graduate students were “Satisfied” or “Very Satisfied.” Based on student class level, freshmen (78%) reported the highest level of satisfaction and doctoral students (67%) and master’s (66%) students follow. Undergraduate seniors reported the lowest level of satisfaction as 59% were very satisfied/satisfied and 20% were very dissatisfied/dissatisfied (Figure 10).

Figure 10: Academic Advising Process



CAMPUS LIFE includes items regarding (i) campus safety, (ii) residence halls, and (iii) emergency management.

Among all survey respondents, 19% were identified as campus residents (n=1,183) while 81% were identified as commuters (n=4,965). Figure 11 presents the breakdown of campus residents by class level. As expected, freshmen and sophomores comprised the largest proportion of students who live on campus (77% and 15%, respectively) in comparison to juniors (4%), seniors (3%), and master’s level graduate students (1%).

Figure 11: Campus Residents Breakdown by Class Level (n=1,183)

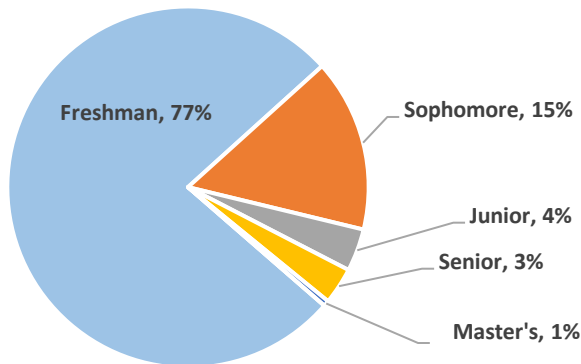
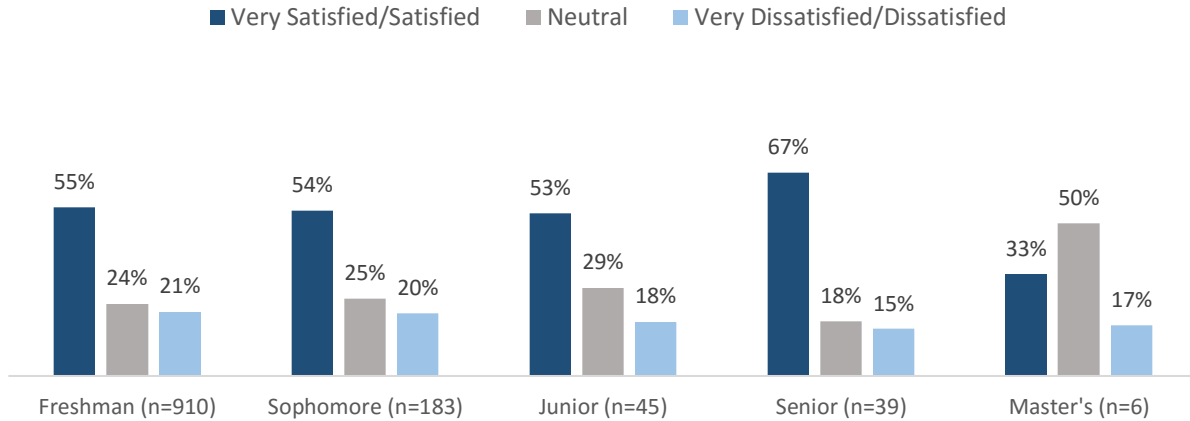


Figure 12 shows campus residents’ responses to their satisfaction with “OU residence halls.” More than half of freshmen and sophomores who live on campus reported being “Very Satisfied” or “Satisfied” with residence halls; a quarter of them were “Neutral”; and 20% of them were “Very Dissatisfied” or “Dissatisfied” with OU residence halls.

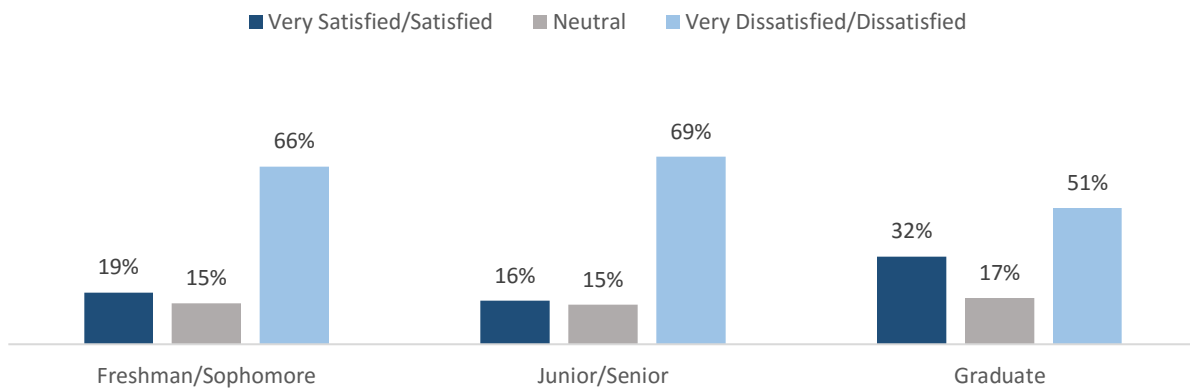
Figure 12: OU Residence Halls (Responses from Campus Residents Only)



CAMPUS SERVICES area includes various support services such as (i) IT, (ii) financial aid, (iii) course registration, (iv) libraries, (v) career, and (vi) parking.

Figure 13 shows that over 50% of respondents were “Very Dissatisfied” or “Dissatisfied” with parking spaces on Norman campus (that is, 66% of freshmen and sophomores; 69% of juniors and seniors; 51% of graduate students). About 19% of lower division undergraduate and 16% of upper division undergraduate students were satisfied or very satisfied with parking availability on campus. Compared to undergraduate students, graduate students were more likely to be satisfied with parking availability (32% vs. 17%).

Figure 13: Parking Availability at OU



CAMPUS DIVERSITY includes items regarding (i) the Greek system, (ii) racial/ethnic diversity, and (iii) gender accommodation on campus.

When asked about their satisfaction with the Greek system at OU, about 20% of freshmen and sophomores, 24% of juniors, 29% of seniors, 56% of master’s, and 59% of doctoral students answered that the question was not applicable to them.

In light of the above, figure 14 presents the percent distribution of the level of respondents’ satisfaction with the Greek system (excluding the responses to “not applicable”). Overall, 46% of undergraduate students reported being “Satisfied” or “Very Satisfied” compared to 35% of graduate students. In addition, findings show that the percent of students who reported being “Satisfied” or “Very Satisfied” decreases from lower class levels to upper class levels. Specifically, more than half of freshmen reported that they were “Very Satisfied” or “Satisfied” with the Greek system at OU compared to 33% of doctoral students.

Figure 14: The Greek System at OU

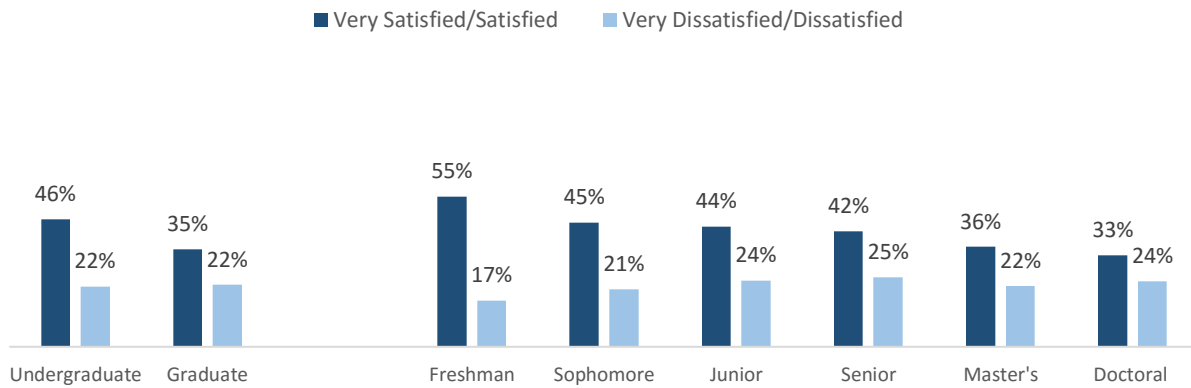
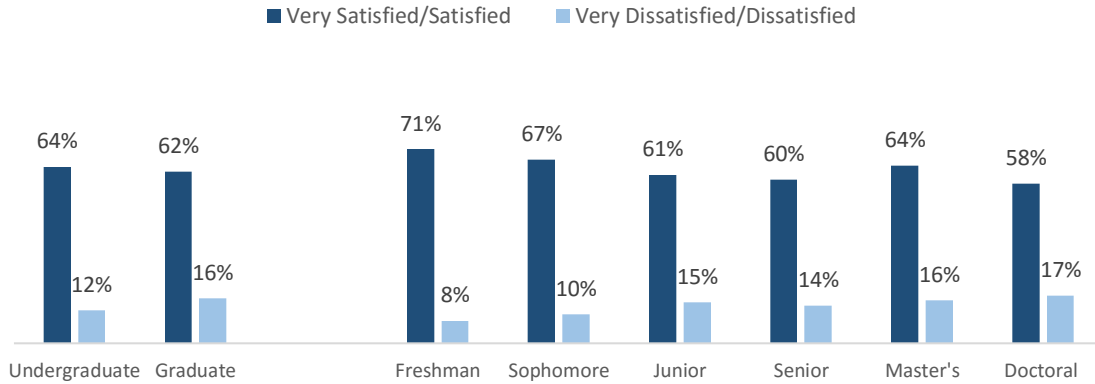


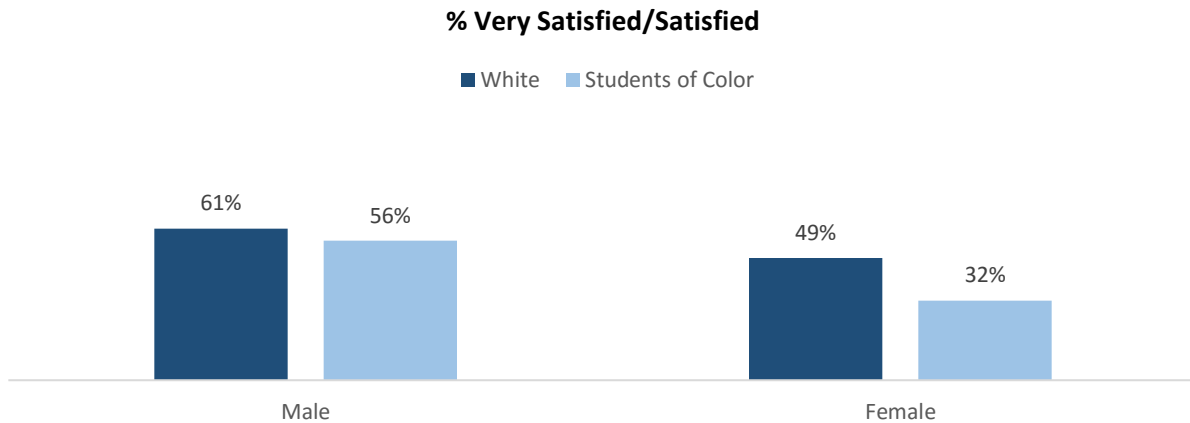
Figure 15 presents the level of students' satisfaction regarding their experiences with racial/ethnic diversity at OU. Overall, undergraduate students were slightly more likely than graduate students to be satisfied with diversity (64% vs. 62%). In terms of class level, 71% of freshmen and 67% of sophomores reported "Very Satisfied" or "Satisfied" in comparison to 58% of doctoral students. In sum, doctoral students appeared to have the lowest level of satisfaction with campus diversity.

Figure 15: Level of Satisfaction with Racial/Ethnic Diversity at OU by Student Class



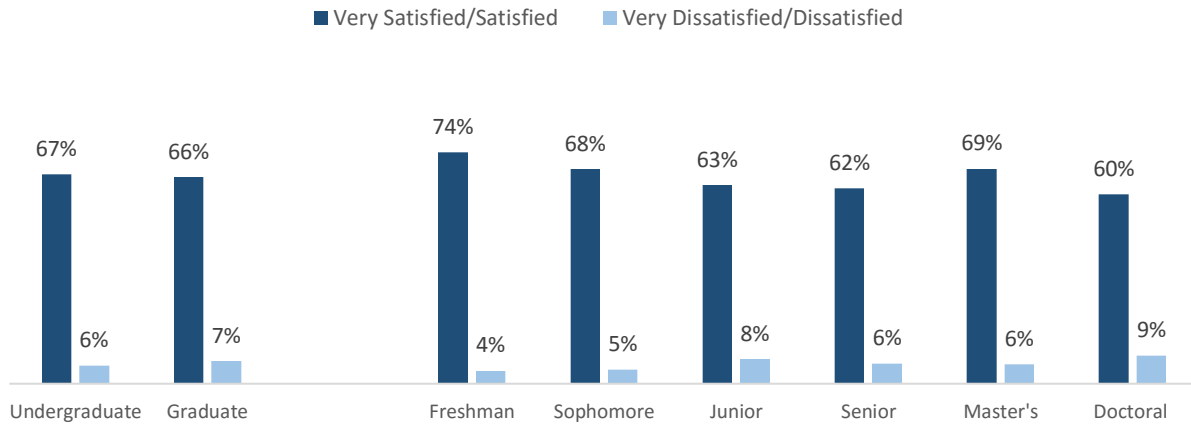
Besides the above findings, further analysis of data regarding student experiences with racial/ethnic diversity at OU revealed differences based on student gender. Figure 16 shows that white male students (61%) were most likely to be satisfied with their diversity experiences at OU while female students of color (32%) were least likely to be satisfied with their diversity experiences at OU. Overall, male students reported higher level of satisfaction than female students regarding the item on racial/ethnic diversity on campus.

Figure 16: Level of Satisfaction with Racial/Ethnic Diversity at OU by Gender and Race



Approximately 67% of undergraduate students reported being “Satisfied” or “Very Satisfied” with “Gender accommodations at OU” compared to 66% of graduate students. Seventy-four percent of freshman, 68% of sophomore, 63% of junior, 62% of senior, 69% of master’s, and 60% of doctoral students reported being “Satisfied” or “Very Satisfied” with gender accommodations on campus (See Figure 17).

Figure 17: Gender Accommodations at OU

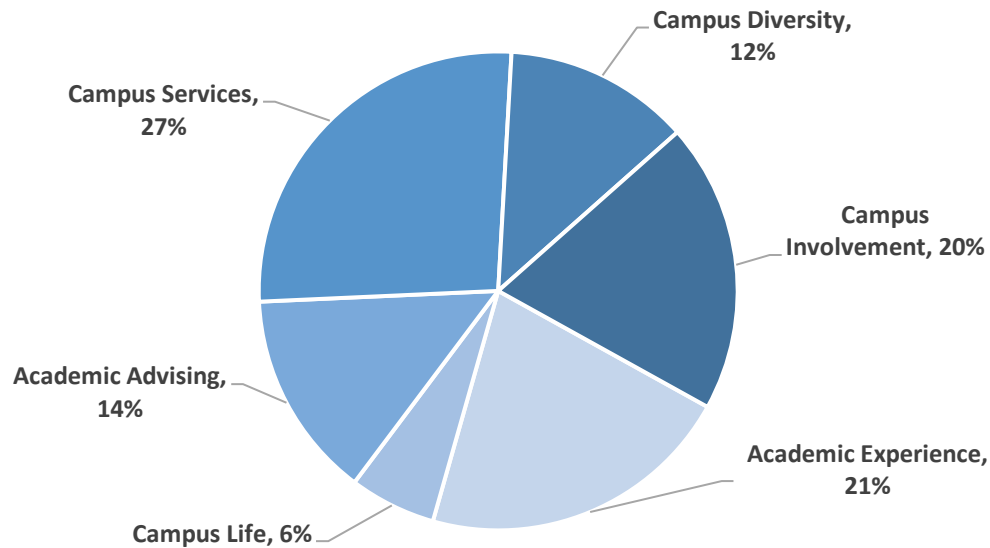


ANALYSIS RESULTS OF OPEN-ENDED COMMENTS

Overview

The 2017 OU Student Satisfaction survey included an open-ended question that allowed respondents to provide any additional comments. In 2017, 7% of total survey respondents provided comments. The Office of Academic Assessment analyzed the comments and sorted the individual's comments into each one of the key six survey themes. Figure 18 presents the distribution of responses by the key 6 survey areas. The most frequent comments were made regarding Campus Services (27% of total comments). Other comments were made in the following areas: Academic Experience (21%), Campus Involvement (20%), and Academic Advising (14%).

Figure 18: Breakdown of Open-Ended Comments by Survey Theme



Findings by Survey Theme

ACADEMIC EXPERIENCE

Table 3 presents selected comments that addressed academic experiences. Out of 341 comments, 73 were made toward academic experience at OU. Among the comments, 60 showed the respondents' concerns with academic experience while 13 comments revealed satisfaction with academic experiences. An example complaint is that faculty members are more concerned about their own research pursuits rather than teaching or advising students and helping them succeed. Some respondents expressed the need for faculty to develop practical industry knowledge in addition to their academic and theoretical expertise. On the other hand, another group of respondents were very satisfied with the quality of education and believed that the faculty listen to student needs. A few respondents expressed their dissatisfaction with staff members' attitude toward students on campus.

Respondents also indicated a lack of varieties and diversity in course offerings. A few students made recommendations for new courses such as woodwork class, sign language course, and more language courses (e.g., Korean language course). A few respondents expressed a need for degree options for working adults and support programs for first generation students. Table 3 shows some examples of positive and negative responses relative to students' academic experience at OU.

Table 3: Selected Actual Comments - Academic Experiences

Positive Comments	"The faculty and staff here are all attentive and care about the wellbeing of students and that is much appreciated."
	"Just about every professor that I had showed an interests in the students and their success. I thought that professor John Masley, Cameron Siler, Christian Lemon, Robyn Biggs, Jeremy Ross, Heather Ketchum, Michael Patten, Parker Pilkington all showed a genuine interest in the success of their students and were all outstanding as professors. Those are just some professors that come to mind I had a history of science professor, I think his last name was Bus or something along those lines that in my opinion contributed greatly to my learning and seemed to be passionate about the subject."
Negative Comments	"I wish some of the instructors showed more concern for teaching instead of doing their own research."
	"I would like to see more hands on learning opportunities that correlate to real world application. Too much course work is purely academic and doesn't apply to the way you would actually perform a job in that subject."

CAMPUS LIFE

Table 4 presents comments regarding campus life. Of the 341 respondents, 20 commented on campus life. While some respondents were satisfied with the residence halls, a few suggested to design co-ed and gender-neutral floors in the on-campus housing. Further, 18 respondents expressed concerns with security issues and OU residence halls (e.g., emergency alerts are not posted in timely manner), while commented that the on-campus housing is expensive compared to off-campus.

Table 4: Selected Actual Comments - Campus Life

Positive Comments	“Overall, I am satisfied with my time at OU. Security is irrelevant because the only real threat to my safety would be an attack by an armed individual, in which case I would either be safe due to my physical location being far enough out of range to disallow my being attacked personally, or so close that any reaction by security would be too late.”
	“I’m a grad student, but I saw a video on OU’s Instagram promoting new student housing that was Hogwarts themed and thought it looked awesome.”
Negative Comments	“My main problem is that your housing is way overpriced. I was looking at the new residential housing and its about 1000 a month for a tiny room with barely any room for a bed and clothes storage. It takes me 5 minutes to walk from my house to my classes and I have 2 bedrooms, a backyard, living room, kitchen yet it is \$700 a month after all bills. You all need to be more competitive with your housing because there are way too many close apartments now that have better amenities and more space for cheaper.”
	“Gender- provide gender neutral housing more than "co-ed" Floors.”
	“I was never alerted to the situation at Fiji recently via OU alerts. This is a problem and needs to be addressed before anything else.”

ACADEMIC ADVISING

Of the forty-five respondents who commented on academic advising, 23 addressed academic advisors while 22 commented on academic advising process. While there were a few positive comments academic advisors and the academic advising process, a majority of respondents reported that they find the advising process complex and confusing.

In addition, negative comments were reported addressing academic advisors’ lack of professionalism, limited knowledge/information, limited availability for meeting or during office hour. Table 5 includes selected comments for academic advising.

Table 5: Selected Actual Comments - Academic Advising

Positive Comments	“The experiences I had with advising staff was friendly, prompt, and correct.”
	“I have transferred to OU my junior year and it was the best decision of my academic career. The OU advisors, faculty and staff have always cared for me as an individual, and it's an incredible feeling knowing that I am not on my own but have support when I need it.”
Negative Comments	“There are too many individuals working within Graduate College advising staff who need training as to how to appropriately interact with students who have the bad luck of having to go to them for advising. Some of their attitudes are haughty at best, and just plain rude and inconsiderate at worst. The few times I have ventured to go there for advising the sessions have always made me feel that it was a huge imposition of their time.”
	“The academic advising systems at OU are scattered and difficult to use, and do not use available technology well. There should be an easier way to get advised and register for classes than 3+ web sites, 3 advising meetings, paper copies of course flow charts, graduation requirements, and elective-qualifying classes, exc.”
	“Making advising appointments is very difficult and I hate how I have to get advised by 3 different places regarding my academic plan. I want ONE advisor I can have a relationship with that will know my goals and have my interest in mind. Right now I have to go through the biology department (who is totally unhelpful), the pre-med advisor (and now I might want to go PA so i have to change that) and the Honors college. All and all I find it stressful, confusing, and it could be highly improved.”
	“Academic advisors need to be better informed. I was advised to take 2 classes I did not need and was a freshman in college thinking I could trust them and they knew what they were talking about. I am extremely disappointed and frustrated knowing that I not only wasted my parents money but also my time and credit hours that I could have been taking courses I needed.”

CAMPUS SERVICES

Table 6 indicates example comments relevant to campus services. Approximately 90 respondents addressed their concerns/satisfaction regarding services provided on campus. While there were a few positive comments regarding student experiences with IT and tutoring services, most comments reflected concerns regarding various student services. For instance, respondents complained of high university fees, need for more information on loans and other financial support opportunities, career services’ bias towards students in STEM fields and thus students in non-STEM disciplines (e.g., arts and humanities) are neglected and the need for improvement in the course registration process. Following are some responses regarding campus services.

Table 6: Selected Actual Comments - Campus Services

Positive Comments	Working with IT staff has been a really positive experience though - they are pretty helpful.
	The availability of free tutoring for most science and math classes through the Student Learning Center has been absolutely essential in my success here at OU, and is an incredible opportunity that OU provides for its students to succeed.
Negative Comments	IT infrastructure is a little clumsy - we have Ozone, D2L, Canvas, Blackboard, whatever the archaic interface is for entering grades or registering for classes. These systems seem to have a hard time talking to each other and some are extremely difficult to navigate.
	Big thing here is the course registration times. Why do I, a returning senior, register much later than others in lower class standings? Seniors should receive priority on registration so that we may graduate on time
	OU's second biggest problem (for graduate students) is that you have to pay \$3,000-\$4,000 a year in fees even though you are supposedly fully funded. When you're only getting paid \$12,000-\$15,000 a year, that's a whole lot of money.
	Career Services seems geared towards undergrads or STEM fields, not a lot of support for Arts & Humanities.
	Parking is a huge problem at OU. Why am I paying for a pass that costs hundreds of dollars, when 90% of the time there are no spaces available. A simple solution would be to not oversell the parking passes.
	The IT services at OU are terrible. They act like they know what they are talking about, but when you do what they say it fixes nothing.

CAMPUS DIVERSITY

Out of 341 comments, 43 comments were about diversity at OU. Of the 43 comments, 9 were positive and reflected student remarks regarding motivation and inclusiveness in Greek Life as well as comments about satisfaction with gender accommodations. Of the negative comments, some reflected some respondents’ concerns over the racial discrimination on campus, the need to provide hormone replacement therapy assistance through medical coverage, promotion of racism, classism, and sexism in Greek Life. Following are example comments relevant to diversity at OU. Table 7 includes selected comments on Diversity on Campus.

Table 7: Selected Actual Comments - Diversity on Campus

Positive Comments	As a member of the Greek community, I can say that it is a very motivating, inclusive, and loving community to be a part of. Being in a sorority has shaped a lot of who I am today as a leader and service-oriented person
	I marked very satisfied for gender accommodations at OU since I haven't heard about anyone being treated unfairly regarding this issue.
	I am part Asian and have had no problems with exclusion from any event or organization.
Negative Comments	The Greek system is an exclusive and backwards system which perpetuates gender segregation, gender violence, and racism.
	I've seen too many instances of racial discrimination, mostly from new students. I will not ignore the fact that our country is in a fragile period of time, but a lot of freshmen and sophomores seem to be expressing hateful speech to opposing parties. For example: https://www.facebook.com/sydne.rain/posts/967762856657977
	I would love for OU to be more vocal about trans* rights and prove it through medical coverage for my friends. Maybe if the faculty and staff were to have a required training about trans* rights so they can have a better understanding of the needs of ALL students. :) Boomer.

CAMPUS INVOLVEMENT

Sixty-seven comments expressed students’ perceptions regarding a sense of belonging, experiences at OU, and a variety of activities offered on campus. Majority of responses (n = 45) appear to be positive in terms of students’ experiences at OU and their feeling about being proud to be part of the community. On the other hand, some comments (n = 22) reflect how some students find it difficult to make friends. Table 8 lists selected response regarding campus involvement.

Table 8: Selected Actual Comments - Campus Involvement

Positive Comments	I've always felt like a somebody here even though it is a very large campus because of how many opportunities that there are to get involved and find community.
	The University of Oklahoma is an institution that provides endless opportunities for academic, personal, and cultural growth. Ever since I received my acceptance letter I have been nothing but excited for what OU can do for my future. I am very gracious for every opportunity I have been offered and I thank everyone involved in the OU community for making my time here as pleasant as can be.
	As international student I am grateful with the university as a whole (employees, faculty, classmates). My experience at OU is a life changing experience, something I will remember as some of the most important and beautiful moments in my entire life. Thank you.
	Student life is incredibly rich at OU as well, and it is very easy to become involved in campus life and organizations geared toward everyone's individual interest.
Negative Comments	My sense of belonging at OU isn't really there. It's difficult to make friends here when you don't look just like the other students. It's extremely rare to see students in Greek life talk or hangout with anyone outside of Greek life. I can't tell you how many times I've been asked "what house are you in" only to answer I am not, then never hearing from that person again. I've found it difficult to make friends with people in my major as well, for whatever reason this campus is extremely "clicky." But I love my program and most of the professors in it.
	In the past two years it has become very one sided university, very biased university, and hypocritical. It's sad that a university could get so involved in politics and only look at one side but then preach about equality.
	One thing I dislike about OU is that it pushes involvement so hard that I feel inadequate regardless of how involved I get. I never feel like I'm doing enough because of the attitude.