Results of the National Survey of Student Engagement 2014

Presentation to Council on Student Services
October 7, 2015
About the Survey

National Survey of Student Engagement

- NSSE developed by a research team at Indiana University-Bloomington and launched in 2000
- Used to measure the extent to which students **engage** in effective educational practices that are empirically linked with learning as opposed to how “satisfied” they are
- 2014: 1.8M first-year and senior students from 713 institutions in US and Canada were invited to participate
- 473,633 respondents in total, of whom 114,511 were from 70 Canadian institutions (22 from Ontario)
What is Student Engagement?

- What students do – how they spend their time and energy, what they feel they have gained from classes and interactions with faculty, students and staff.

- What institutions do -- using effective educational practices to encourage students to do the right things

- Measures effective educational engagement in practices linked to learning, personal development and other designated outcomes (persistence, graduation)
### Demographic Information

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<th>Canadian Citizen</th>
<th>Ethno-culturally identifies as ‘White’*</th>
<th>Lives in Residence</th>
<th>Lives with Parents**</th>
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*The ethno-cultural identification ‘White’ is a Statistics Canada category and has been included in the Canadian NSSE questions since 2008

**From the respondents who indicated that they live off-campus; not all Ontario Universities asked this question
How first-year UTSC students spend their time (hours/week)

- Preparing for class, 16.0
- Co-curricular activities, 4.0
- Working for pay on campus, 1.6
- Working for pay off campus, 3.4
- Comm. service or volunteer work, 3.0
- Relaxing and socializing, 12.3
- Care for dependents, 4.2
- Commuting to campus, 7.0
How senior-year UTSC students spend their time (hours/week)

- Preparing for class, 16.2
- Co-curricular activities, 4.5
- Working for pay on campus, 3.4
- Working for pay off campus, 3.4
- Comm. service or volunteer work, 3.8
- Relaxing and socializing, 12.2
- Care for dependents, 4.8
- Commuting to campus, 7.6
Changes to NSSE in 2013
Rationale for Change (2013)

- Develop new measures related to effective teaching and learning
- Refine existing measures and scales
- Improve the clarity and applicability of survey language, and
- Update terminology to reflect current educational contexts
Former Benchmarks

- Level of Academic Challenge
- Active and Collaborative Learning
- Enriching Educational Experiences
- Student-Faculty Interaction
- Supportive Campus Environment

Themes & Engagement Indicators
(2014)

- Academic Challenge THEME
  - Higher-Order Learning
  - Reflective & Integrative Learning
  - Learning Strategies
  - Quantitative Reasoning

- Learning with Peers THEME
  - Collaborative Learning
  - Discussions with Diverse Others

- Experiences with Faculty THEME
  - Student-Faculty Interaction
  - Effective Teaching Practices

- Campus Environment THEME
  - Quality of Interactions
  - Supportive Environment
Summary of Results: UTSC & U of T

University of Toronto Scarborough has higher levels than the U of T in:

- Higher-Order Learning (senior year)
- Reflective & Integrative Learning (senior year)
- Learning Strategies (first and senior year)
- Quantitative Reasoning (first and senior year)
- Collaborative Learning (first and senior year)
- Discussions with Diverse Others (senior year)
- Student-Faculty Interactions (first and senior year)
- Effective Teaching Practices (first and senior year)
- Quality of Interactions (senior year)
- Supportive Environment (first and senior year)
Summary of Results: UTSC & U of T

University of Toronto Scarborough has lower levels than the U of T in:

- Higher Order Learning (first year)
- Reflective & Integrative Learning (first year)
- Discussions with Diverse Others (first year)
THEME: Academic Challenge

Engagement Indicators:

• Higher-Order Learning
• Reflective & Integrative Learning
• Learning Strategies
• Quantitative Reasoning
Engagement Indicator: Higher-Order Learning

Questions:

• Applied facts, theories, or methods to practical problems or new situation
• Analyzed an idea, experience, or line of reasoning in depth by examining its parts
• Evaluated a point of view, decision, or information source
• Formed a new idea or understanding from various pieces of information
Engagement Indicator: Reflective & Integrative Learning

Questions:

• Combined ideas from different courses when completing assignments
• Connected your learning to societal problems or issues Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
• Examined the strengths and weaknesses of your own views on a topic or issue
• Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
• Learned something that changed the way you understand an issue or concept
• Connected ideas from your courses to your prior experiences and knowledge
Engagement Indicator: Learning Strategies

Questions:

• Identified key information from reading assignments
• Reviewed your notes after class
• Summarized what you learned in class or from course materials
Engagement Indicator: Quantitative Reasoning

Questions:

• Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

• Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

• Evaluated what others have concluded from numerical information
Academic Challenge - First Year
U of T and U15

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Academic Challenge - First Year

UTSC

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Academic Challenge- First Year
UTSC Domestic/International Students

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Academic Challenge - Senior Year
U of T and U15

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Academic Challenge- Senior Year

UTSC

UTSC 38.9 36.2 36 26.8
UofT 38 35.4 35.7 25.5

Higher Order Learning  Reflective and Integrative Learning  Learning Strategies  Quantitative Reasoning

UTSC  UofT
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UTSC Domestic/International Students

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Domestic 39.4 36.6 36.0 25.3
International 42.8 35.9 40.4 34.8
THEME: Learning with Peers

Engagement Indicators:

• Collaborative Learning

• Discussions with Diverse Others
Engagement Indicator: Collaborative Learning

Questions:
• Asked another student to help you understand course material
• Explained course material to one or more students
• Prepared for exams by discussing or working through course material with other students
• Worked with other students on course projects or assignments
Engagement Indicator: Discussions with Diverse Others

Questions:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own
Learning With Peers - First Year
U of T and U15

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UTSC

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Learning With Peers - Senior Year

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Domestic
International
THEME: Experiences with Faculty

Engagement Indicators:

- Student-Faculty Interactions
- Effective Teaching Practices
Engagement Indicator: Student-Faculty Interactions

Questions:

• Talked about career plans with a faculty member
• Worked with faculty on activities other than coursework (committees, student groups, etc.)
• Discussed course topics, ideas, or concepts with a faculty member outside of class
• Discussed your academic performance with a faculty member
Engagement Indicator: Effective Teaching Practices

Questions:

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments
Experiences with Faculty - First Year
U of T and U15

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Experiences with Faculty – First Year
UTSC Domestic/International Students

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## Experiences with Faculty - Senior Year

**U of T and U15**

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Legend:
- Domestic
- International
THEME: Campus Environment

Engagement Indicators:

• Quality of Interactions

• Supportive Environment
Engagement Indicator: Quality of Interactions

Questions:

• Students
• Academic Advisors
• Faculty
• Student services staff (career services, student activities, housing, etc.)
• Other administrative staff and offices (registrar, financial aid, etc.)
Engagement Indicator: Supportive Environment

Questions:

- Provided support to help students succeed academically using learning support services (tutoring services, writing centre, etc.)
- Encouraged contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Provided opportunities to be involved socially
- Provided support for your overall well-being (recreation, health care, counselling, etc.)
- Helped you manage your non-academic responsibilities (work, family, etc.)
- Attended campus activities and events (performing arts, athletic events, etc.)
- Attended events that address important social, economic, or political issues
Campus Environment - First Year
U of T and U15

Quality of Interactions
Supportive Environment

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Quality of Relationship with: Overall Means - First Year

1 = Unhelpful, inconsiderate, rigid
7 = Helpful, considerate, flexible
Campus Environment - Senior Year
U of T and U15

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<td>Other Admin Staff</td>
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<td>4.57</td>
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1 = Unhelpful, inconsiderate, rigid
7 = Helpful, considerate, flexible
High-Impact Practices

• Learning community or some other formal program where groups of students take two or more classes together
• Courses that included a community-based project (i.e., service-learning)
• Work with a faculty member on a research project Internship, co-op, field experience, student teaching, or clinical placement
• Study abroad
• Culminating senior year experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
High-Impact Practices (HIP) First Year

- **U of T**: 42% have one HIP, 8% have two or more HIPs.
- **Ontario**: 40% have one HIP, 6% have two or more HIPs.
- **U15**: 35% have one HIP, 6% have two or more HIPs.

Legend:
- Blue: One HIP
- Red: Two or more HIPs
High-Impact Practices (HIP) Senior Year

- U of T: 25% One HIP, 50% Two or more HIPs
- Ontario: 27% One HIP, 53% Two or more HIPs
- U15: 27% One HIP, 54% Two or more HIPs
High-Impact Practices (HIP)

UTSC

First Year

- 39% One HIP
- 6% Two or more HIPs

Senior Year

- 32% One HIP
- 43% Two or more HIPs

Legend:
- One HIP
- Two or more HIPs
Internships, Co-ops, Field Work, Etc.
UTSC Domestic/International Students

First Year
- Domestic: 70%
- International: 67%

Senior Year
- Domestic: 23%
- International: 17%

Plan to Do
- Domestic: 9%
- International: 18%

Done
- Domestic: 42%
- International: 56%
Learning Communities
UTSC Domestic/International Students

<table>
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<th>Year</th>
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<td>First</td>
<td>32%</td>
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<td>Senior</td>
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- **Plan to Do**
- **Done**
Study Abroad
UTSC Domestic/International Students

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<tbody>
<tr>
<td>Domestic</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>9%</td>
</tr>
<tr>
<td>Senior Year</td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>9%</td>
</tr>
<tr>
<td>International</td>
<td>19%</td>
</tr>
</tbody>
</table>

First Year
- Domestic: 39%
- International: 58%

Senior Year
- Domestic: 13%
- International: 17%
Research Project with Faculty Member
UTSC Domestic/International Students

First Year
- Domestic: 45%
- International: 69%

Senior Year
- Domestic: 22%
- International: 39%

Plan to Do
- Domestic: 2%
- International: 7%

Done
- Domestic: 25%
- International: 17%
Culminating Senior Year Project
UTSC Domestic/International Students

First Year
- Domestic: 36%
- International: 6%

Senior Year
- Domestic: 19%
- International: 22%

Plan to Do
Done
What do students in UTSC think should be addressed inside the classroom?
First Year UTSC Students

1. Ensuring a better fit between course content, assignments and tests/exams (30.0%)
2. Improving the quality of teaching assistants (25.5%)
3. Increasing the number or variety of course offerings in your major (24.6%)
4. Improving the quality of course instruction by professors (19.0%)
5. Improving the quality of classrooms or lecture halls (17.1%)
6. Reducing class size overall (15.6%)
7. Increasing the number or variety of course offerings outside your major (12.3%)
8. Providing more current/relevant courses and curriculum (11.3%)
9. Increasing opportunities to learn more about global issues (11.0%)
10. Improving the quality of labs (8.5%)
11. Changing the mix of lectures, seminars, tutorials and labs (7.0%)
12. Improving student access to information technology (6.8%)
Senior Year UTSC Students

1. Increasing the number or variety of course offerings in your major (45.4%)
2. Improving the quality of course instruction by professors (29.7%)
3. Ensuring a better fit between course content, assignments and tests/exams (25.1%)
4. Providing more current/relevant courses and curriculum (13.7%)
5. Improving the quality of teaching assistants (13.6%)
6. Improving the quality of classrooms or lecture halls (12.5%)
7. Reducing class size overall (10.6%)
8. Increasing opportunities to learn more about global issues (10.3%)
9. Increasing the number or variety of course offerings outside your major (7.6%)
10. Improving student access to information technology (7.0%)
11. Changing the mix of lectures, seminars, tutorials and labs (6.5%)
12. Improving the quality of labs (4.5%)
What do students in UTSC think should be addressed outside of the classroom?
First Year UTSC Students

1. Improving the quality/availability of study spaces (51.8%)
2. Providing students with more opportunities to undertake research with Faculty (29.6%)
3. Working to provide a better social environment for students (28.0%)
4. Expanding and/or improving the quality of academic support services (21.0%)
5. Increasing contact with professors outside of class (17.3%)
6. Increasing opportunities for international experiences (16.2%)
7. Expanding and/or improving the quality of personal support services (13.2%)
8. Improving library services (7.8%)
9. Improving the library collection (4.9%)
Senior Year UTSC Students

1. Improving the quality/availability of study spaces (59.9%)
2. Providing students with more opportunities to undertake research with Faculty (42.5%)
3. Expanding and/or improving the quality of academic support services (17.2%)
4./5. Increasing contact with professors outside of class (16.0%)
4./5. Working to provide a better social environment for students (16.0%)
6. Expanding and/or improving the quality of personal support services (13.1%)
7. Increasing opportunities for international experiences (11.0%)
8. Improving library services (8.6%)
9. Improving the library collection (5.5%)