

Results of the National Survey of Student Engagement 2014



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Presentation to
Council on Student Services
October 7, 2015

About the Survey



National Survey of Student Engagement

- Our 5th set of NSSE results – 2004, 2006, 2008, 2011, 2014
- 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)



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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

	Canadian Citizen		Ethno-culturally identifies as 'White'*		Lives in Residence		Lives with Parents**	
	FY	SR	FY	SY	FY	SR	FY	SR
UTSC	68%	87%	19%	24%	20%	2%	80%	73%
UofT	70%	83%	35%	41%	35%	5%	74%	56%
U15	83%	90%	64%	68%	39%	6%	n/a	n/a

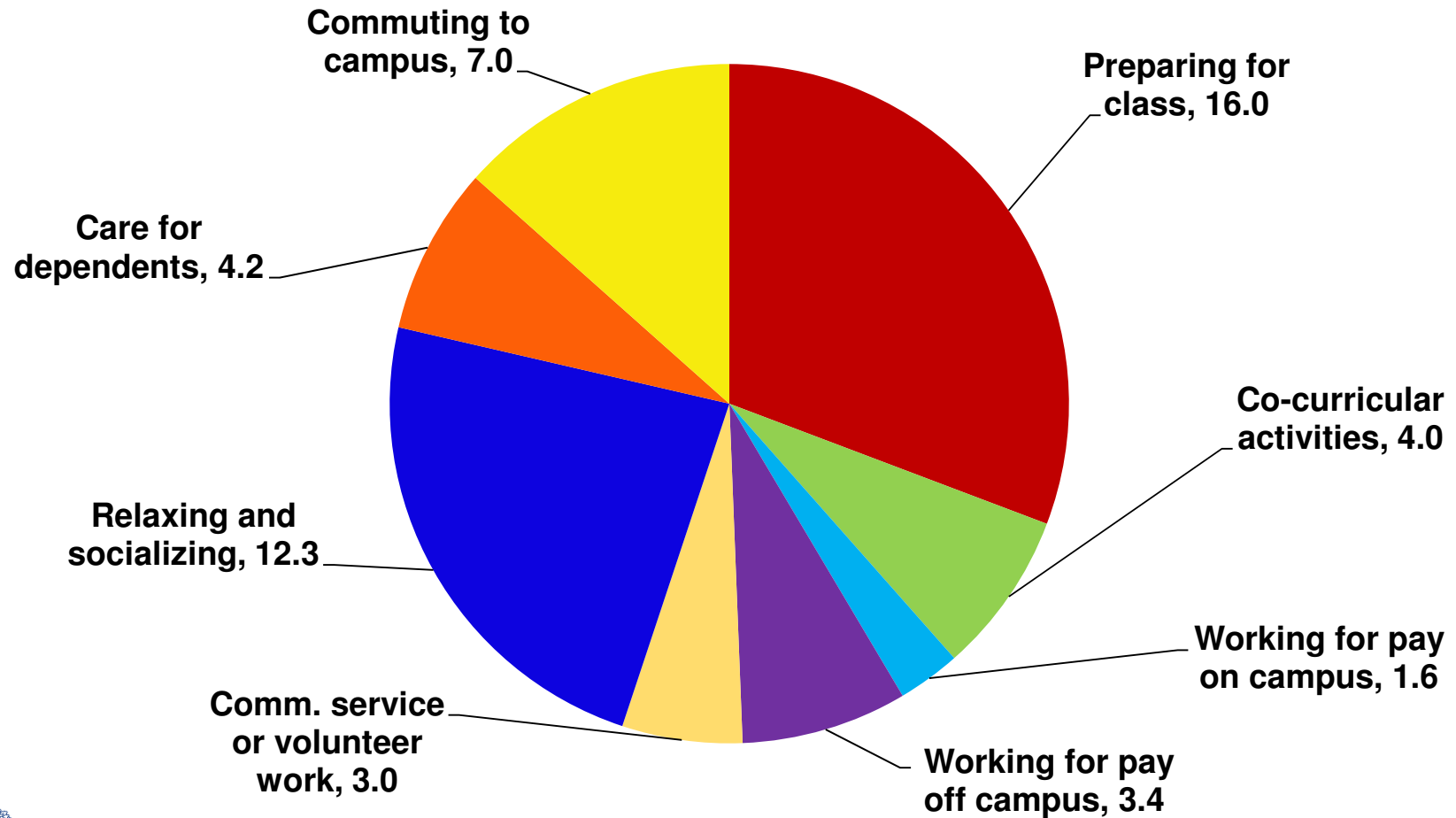
*The ethno-cultural identification 'White' is a Statistics Canada category and has been included in the Canadian NSSE questions since 2008

**From the respondents who indicated that they live off-campus; not all Ontario Universities asked this question



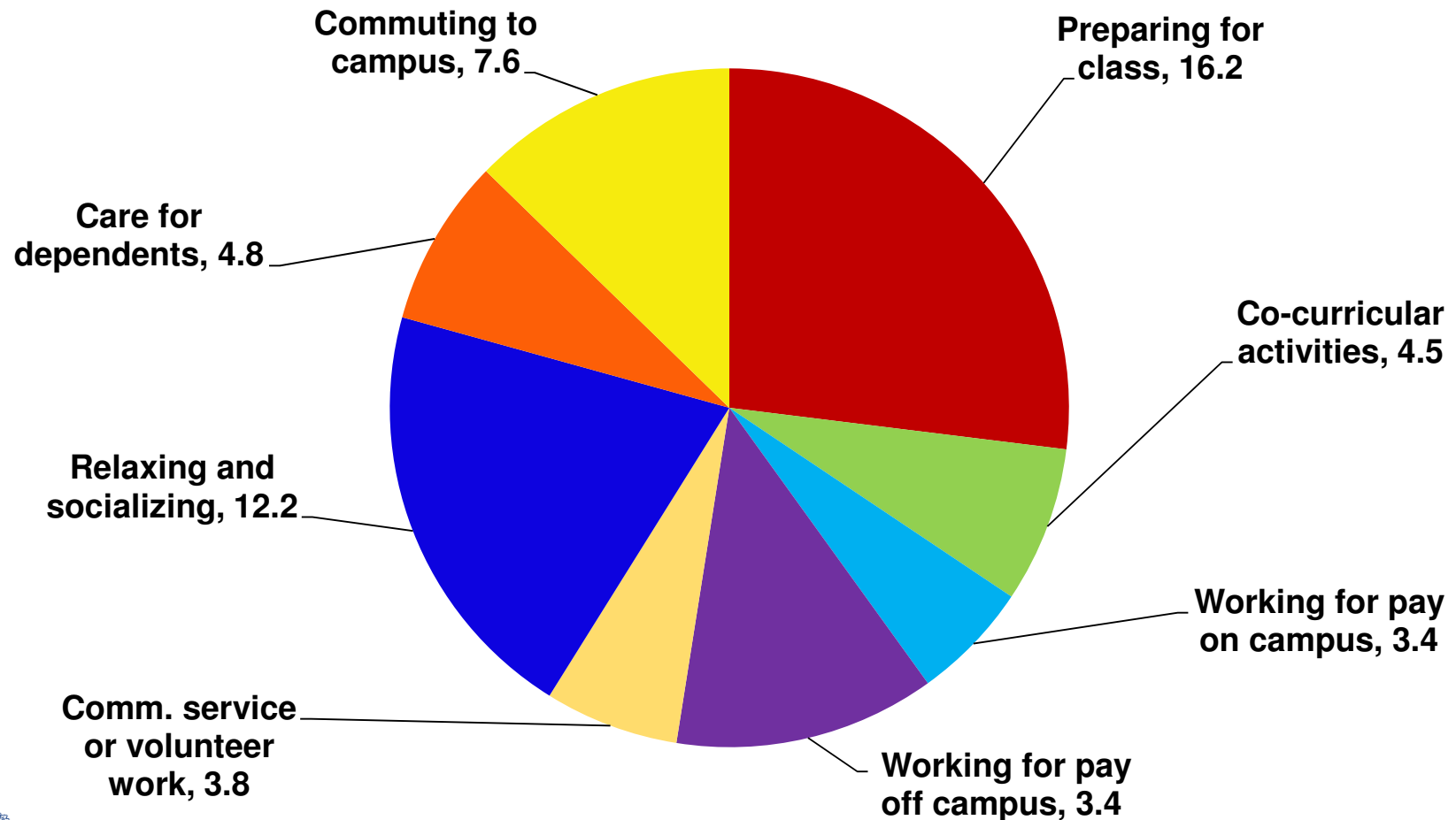
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How first-year UTSC students spend their time (hours/week)



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How senior-year UTSC students spend their time (hours/week)



Changes to NSSE in 2013



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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

(2004, 2006, 2008, 2011)

- *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



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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



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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

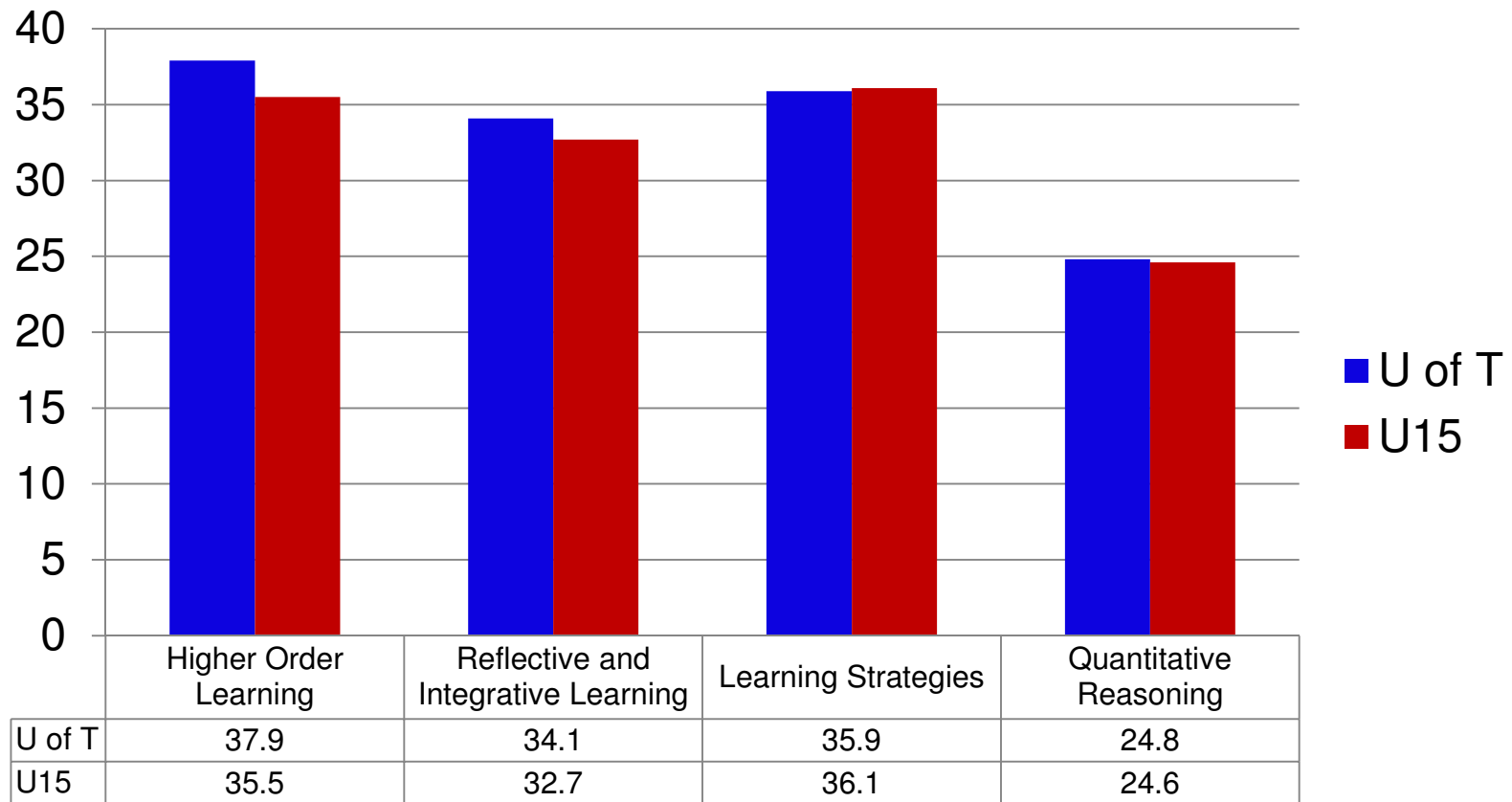
Engagement Indicator: Quantitative Reasoning

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

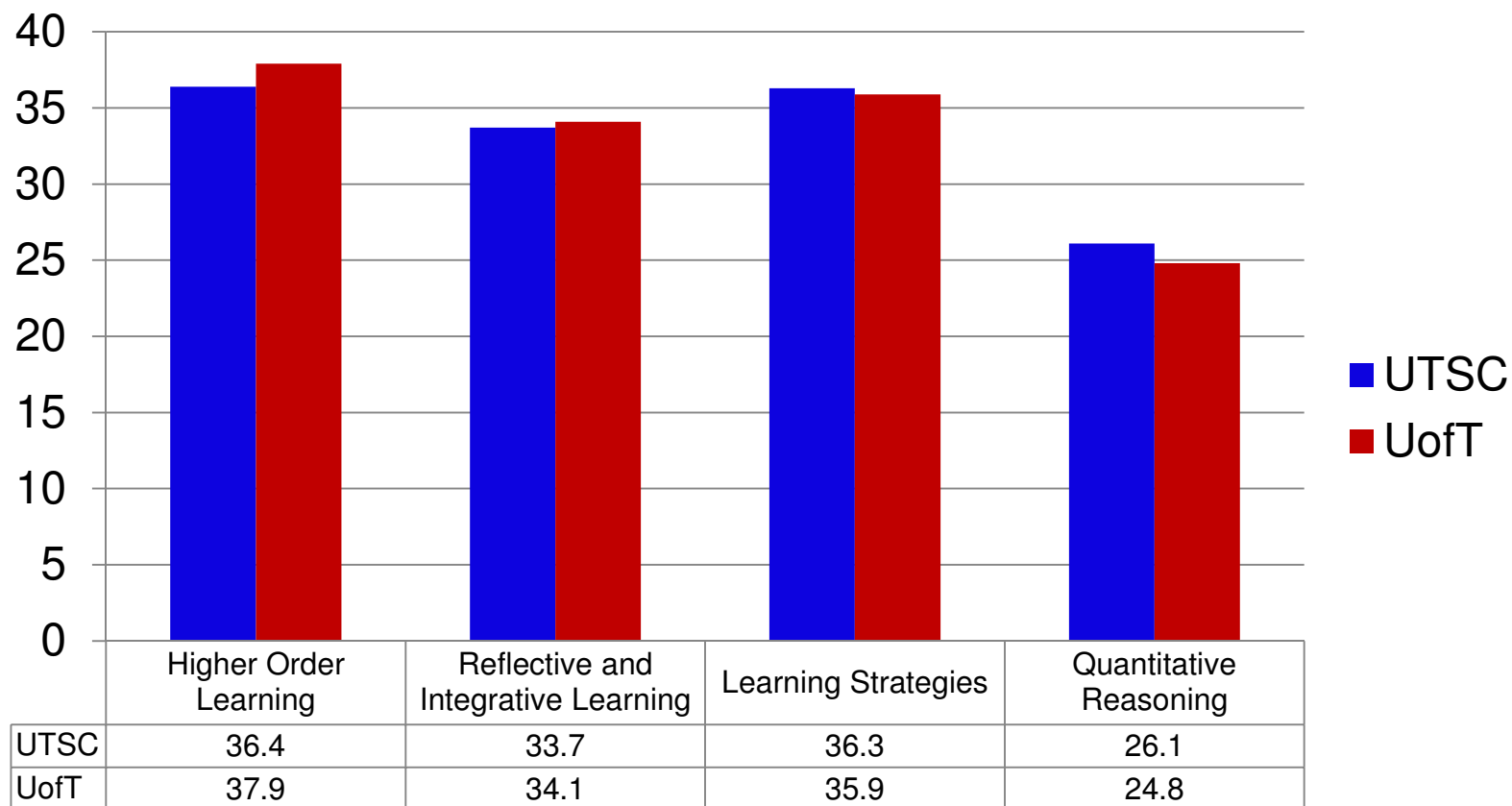
U of T and U15



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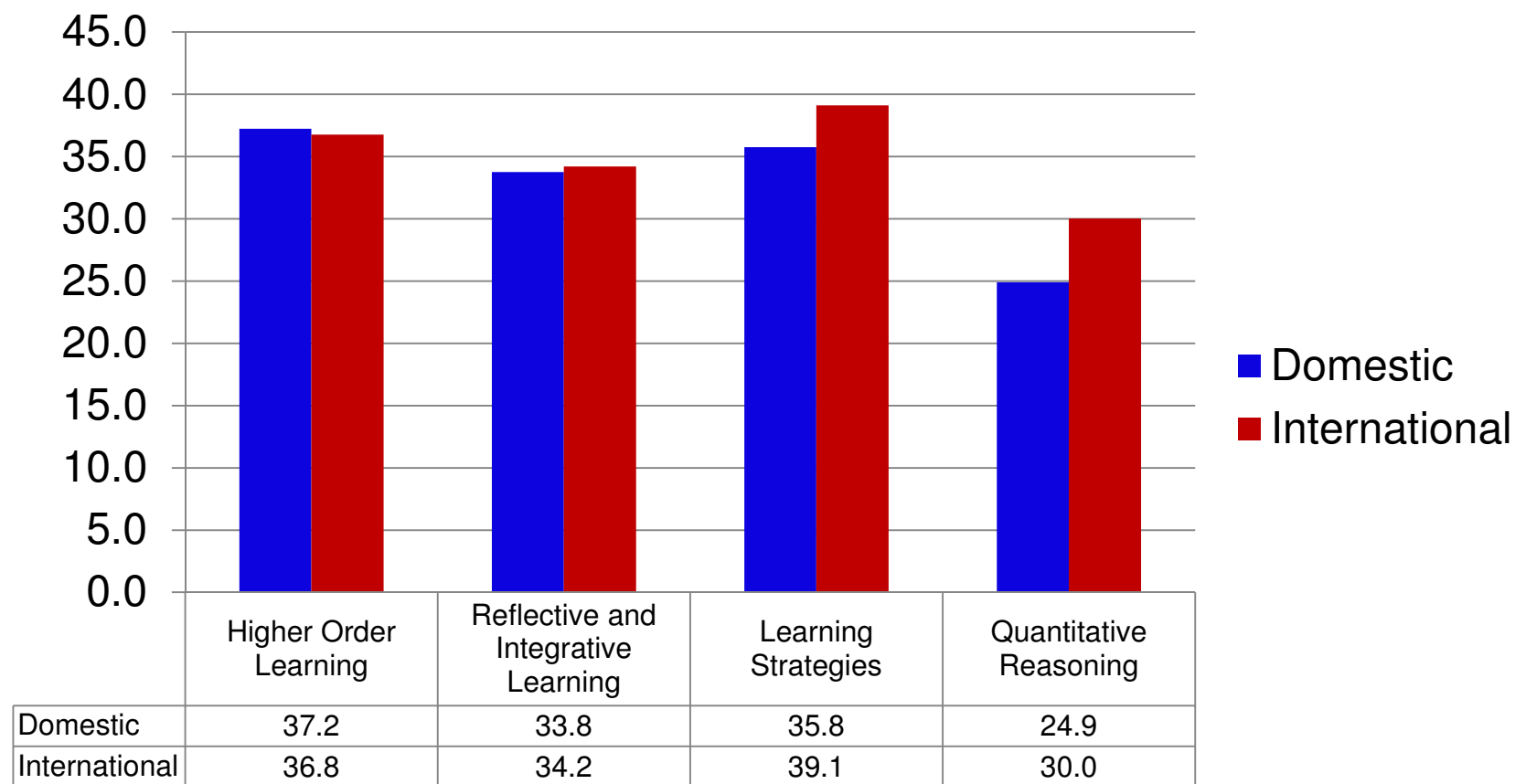
Academic Challenge- First Year

UTSC



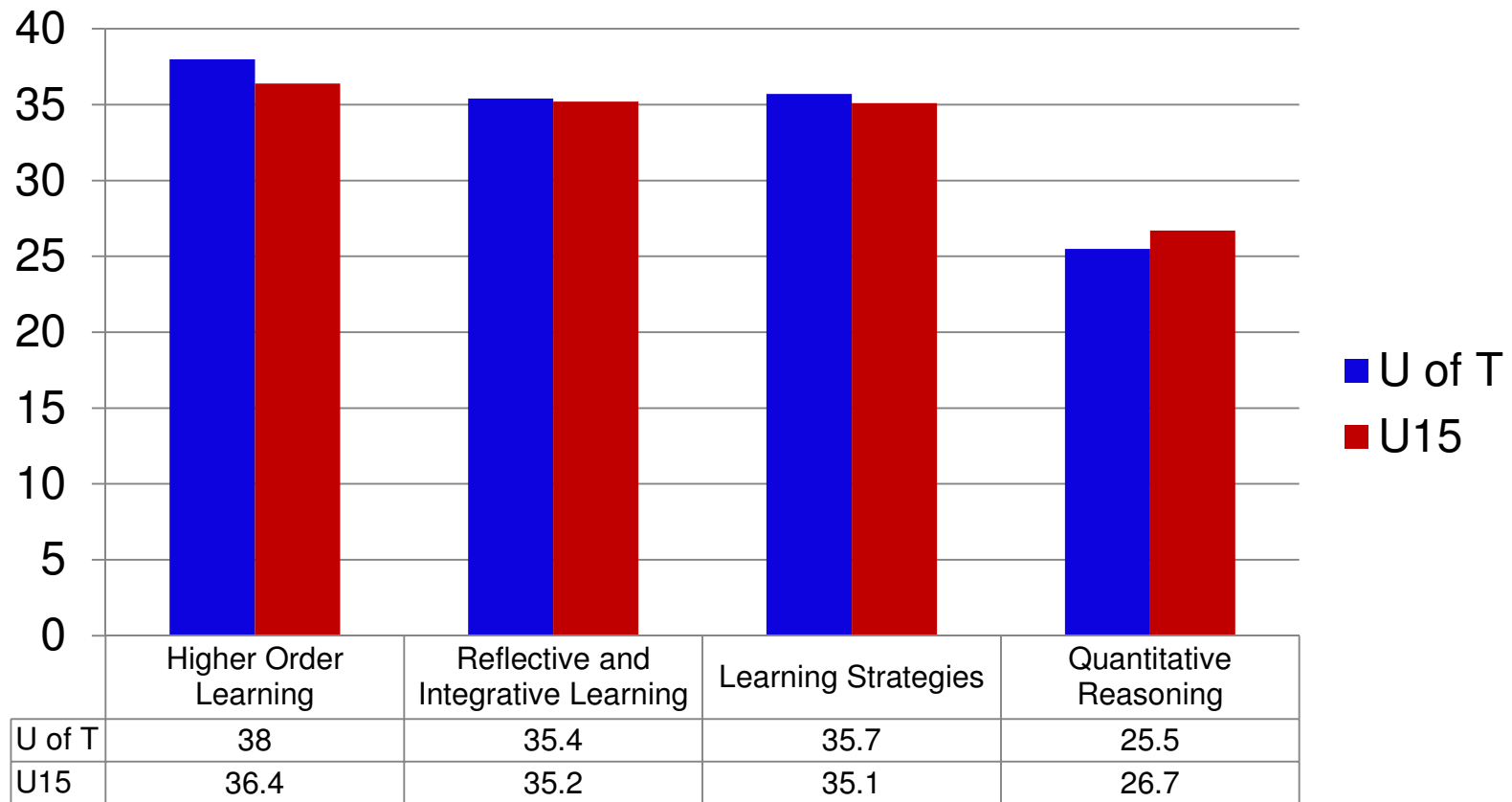
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Academic Challenge- First Year UTSC Domestic/International Students



Academic Challenge - Senior Year

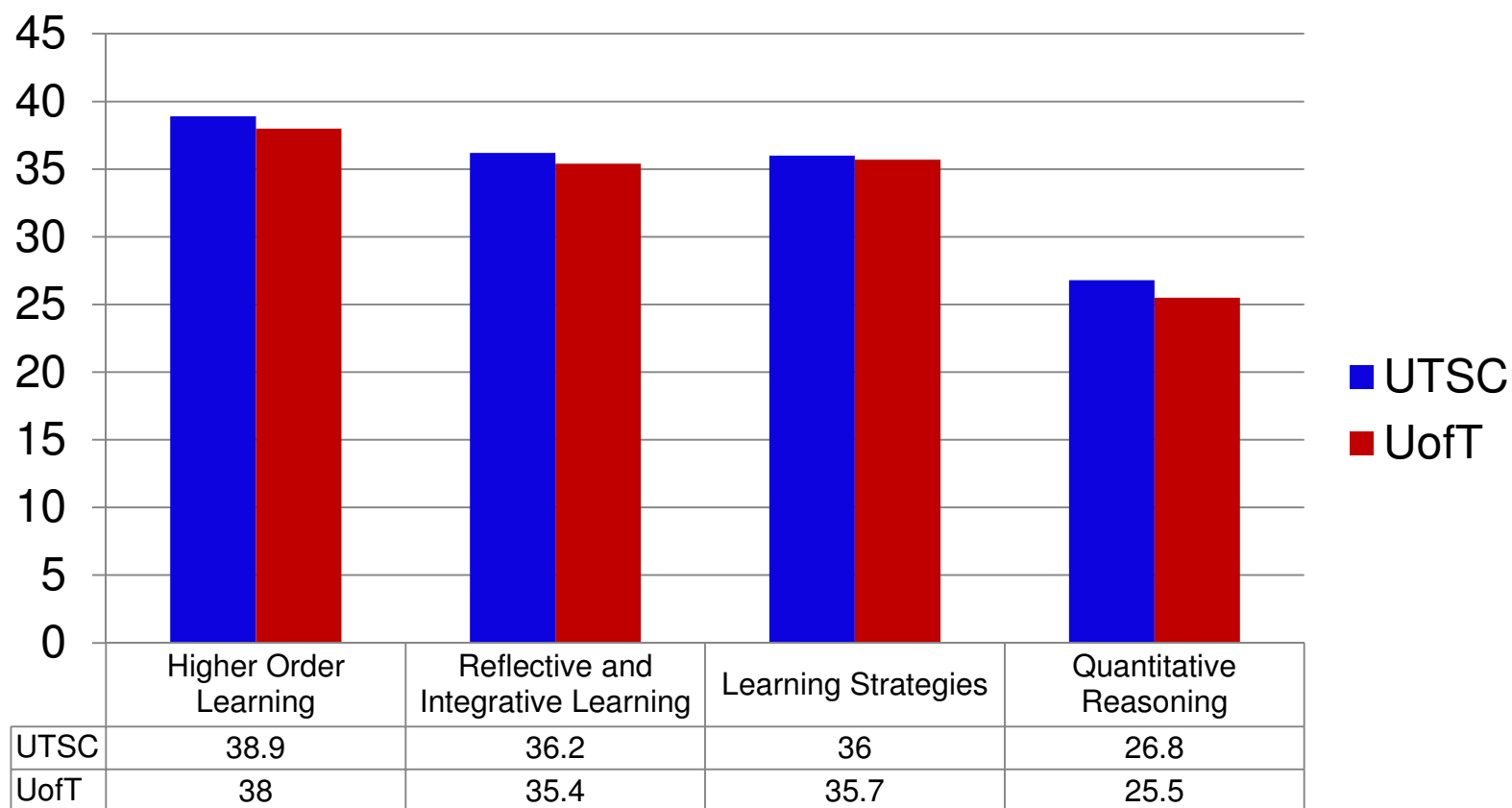
U of T and U15



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Academic Challenge- Senior Year

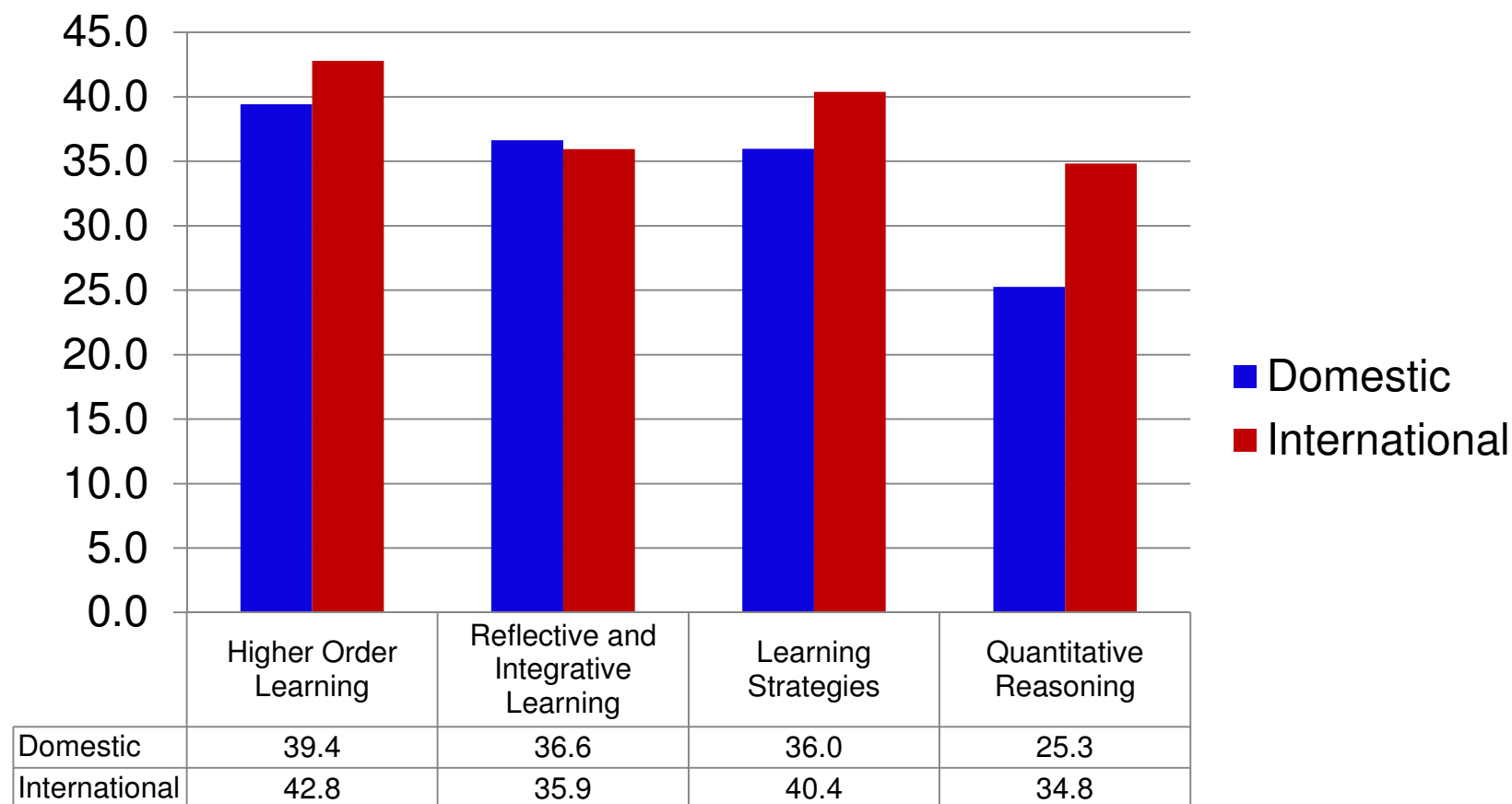
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Academic Challenge- Senior Year

UTSC Domestic/International Students



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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

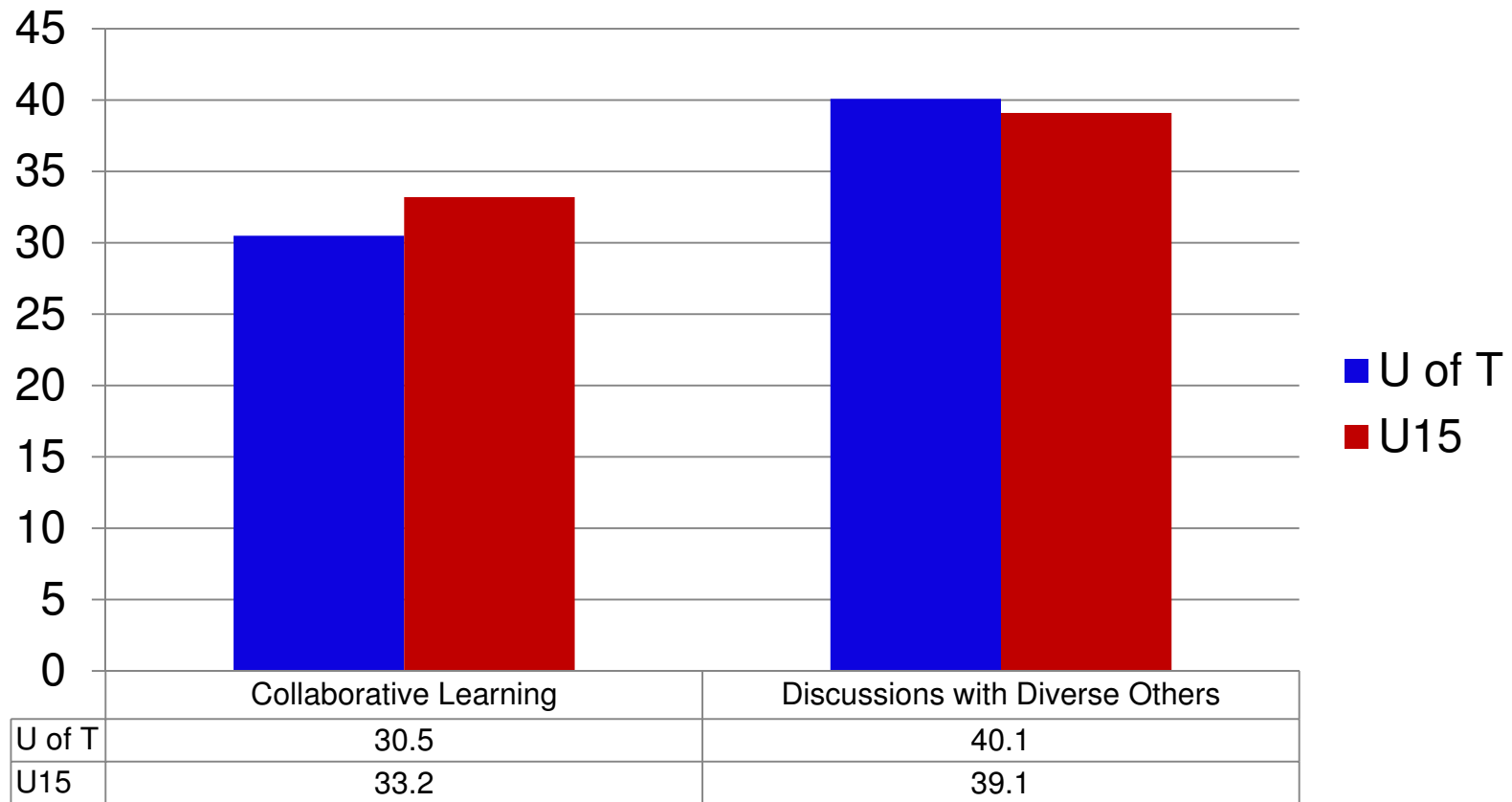
Questions:

- 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



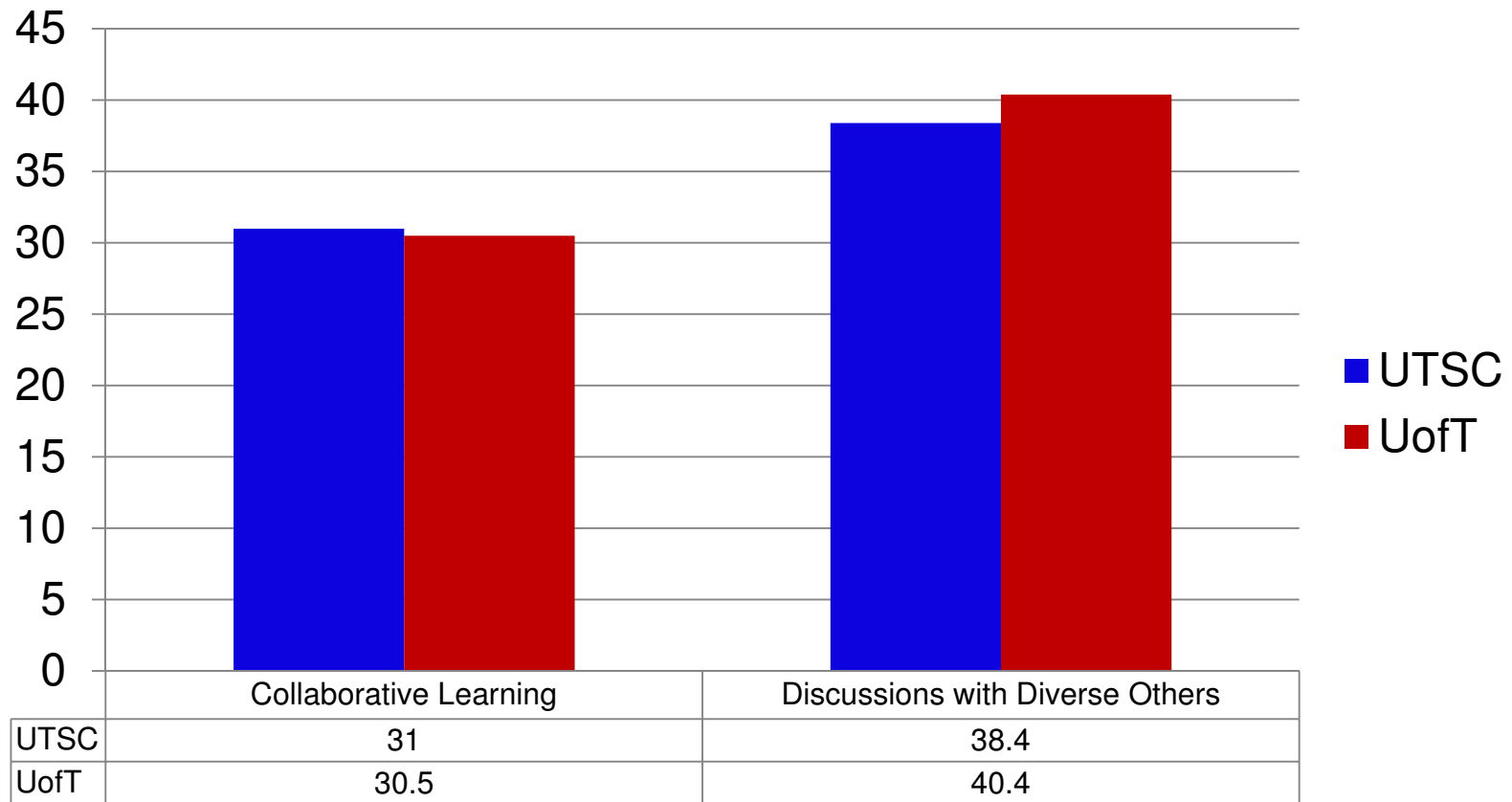
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Learning With Peers - First Year U of T and U15



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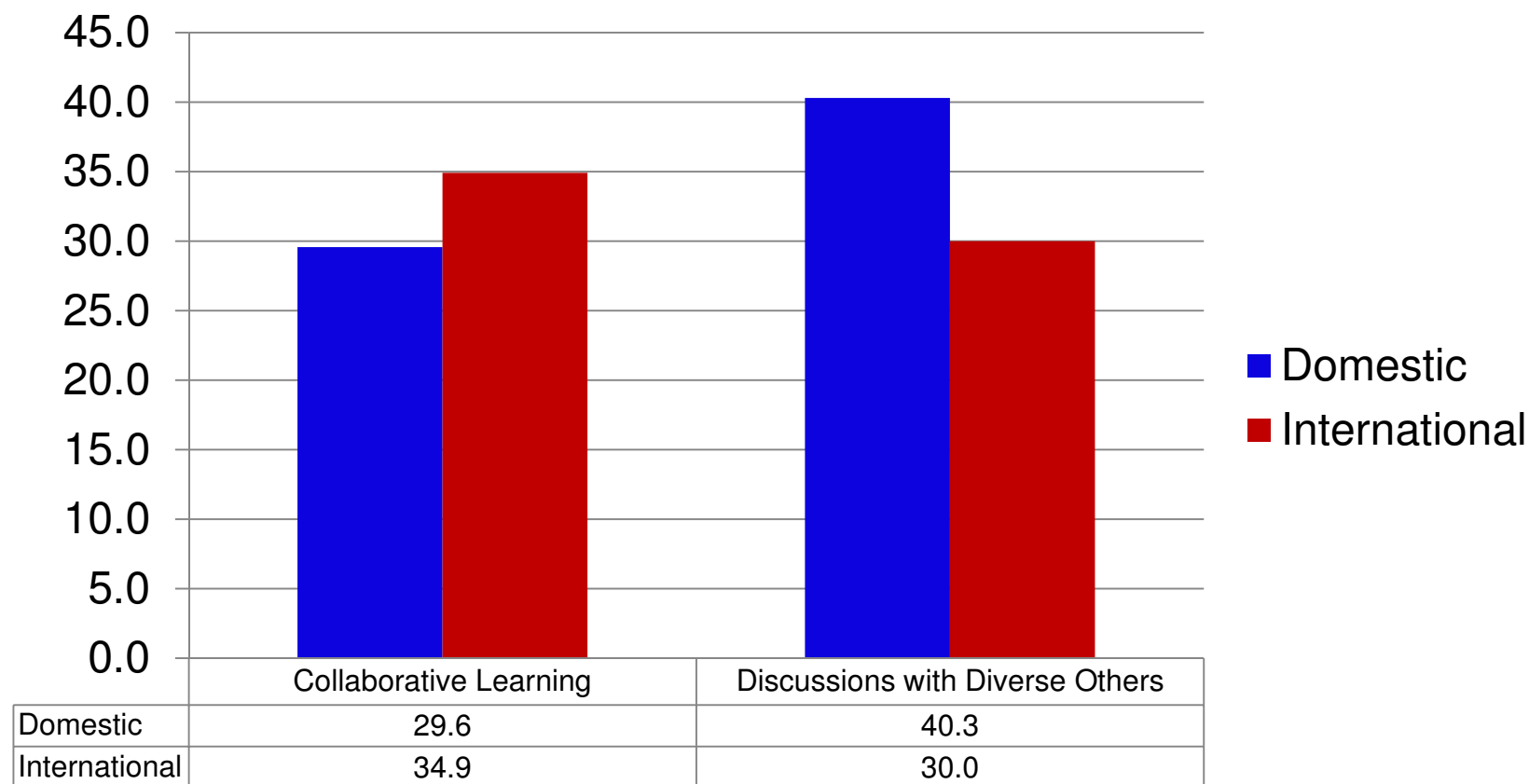
Learning With Peers - First Year UTSC



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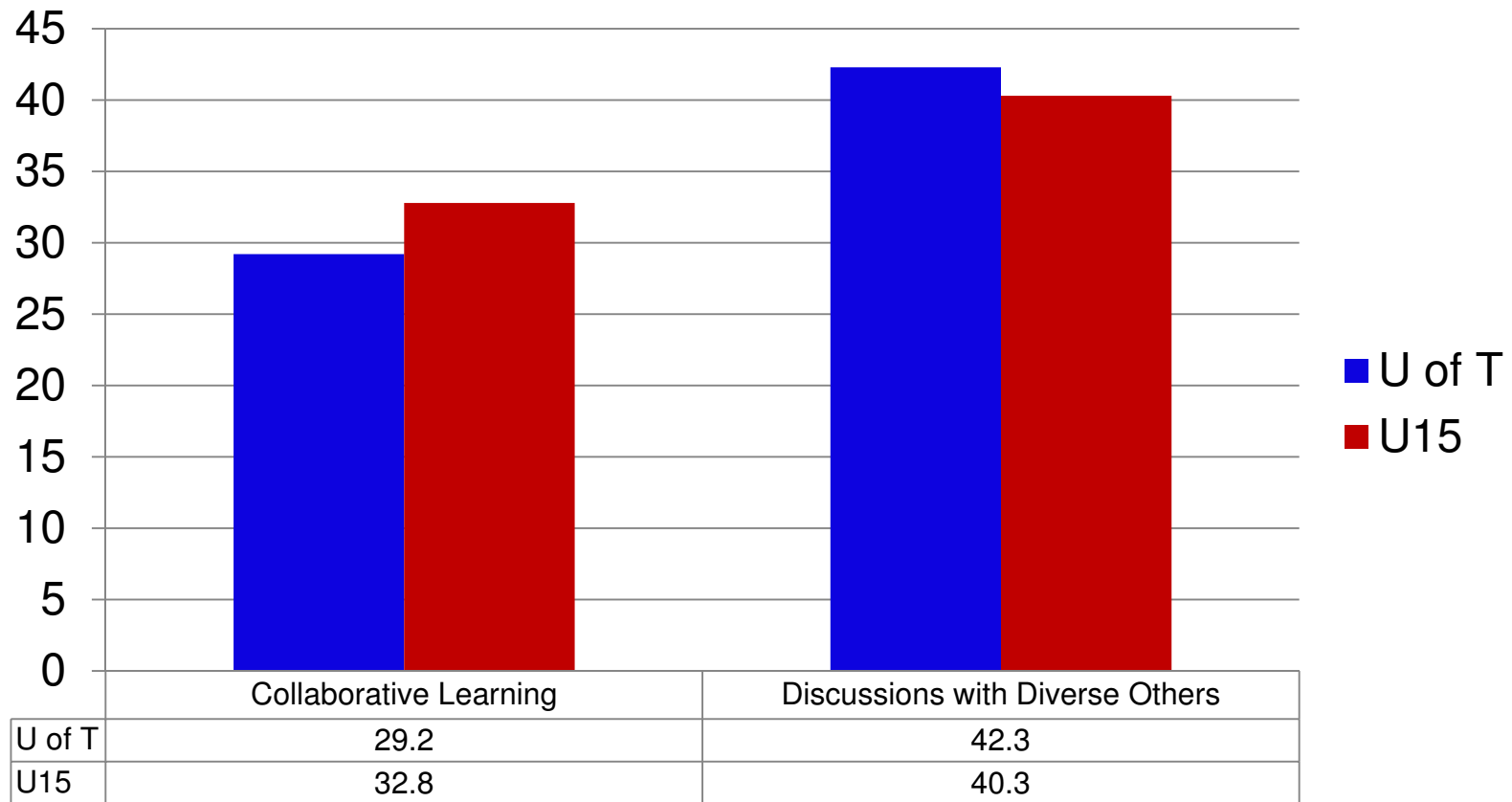
Learning With Peers - First Year

UTSC Domestic/International Students



Learning With Peers - Senior Year

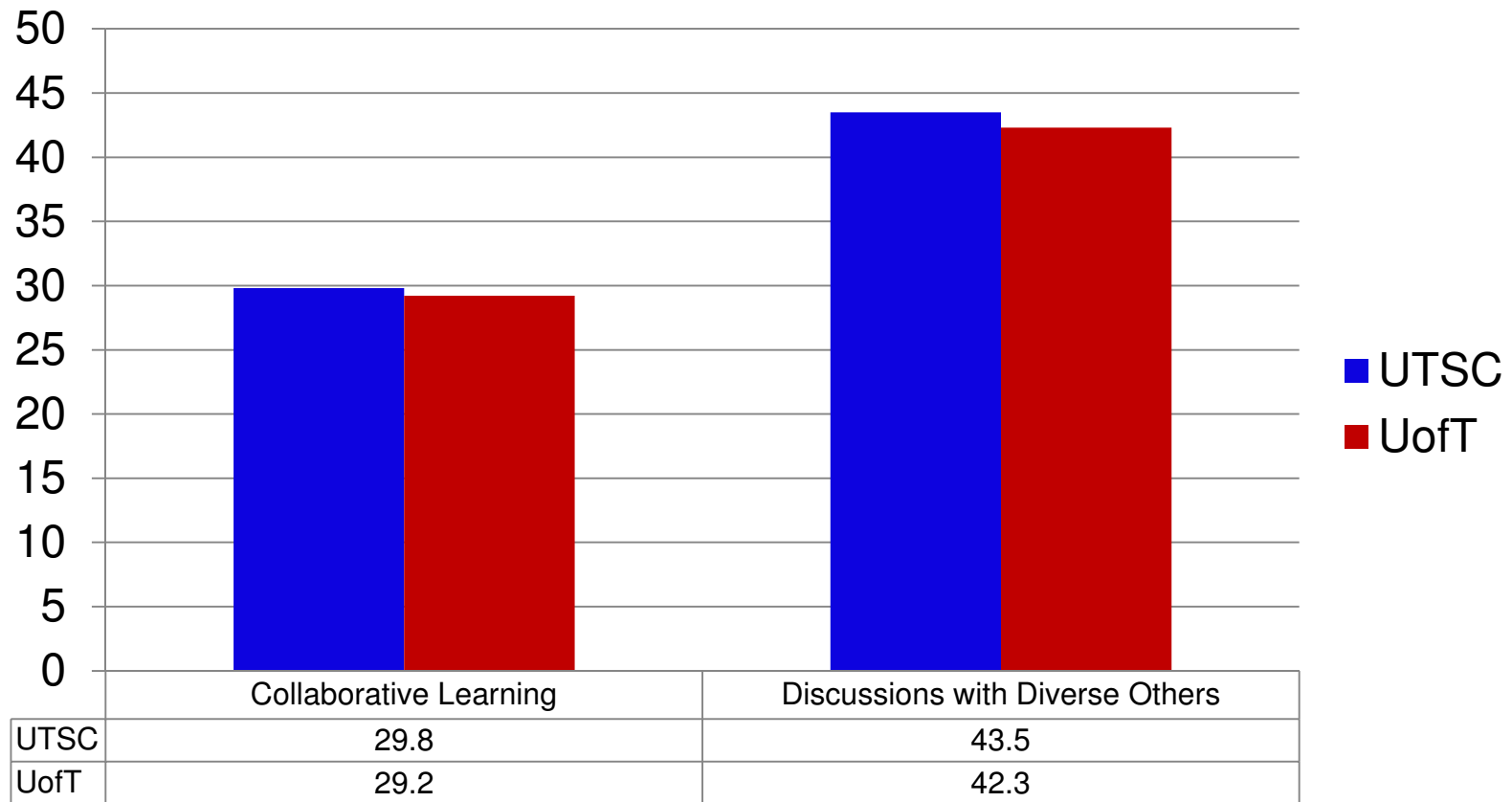
U of T and U15



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Learning With Peers - Senior Year

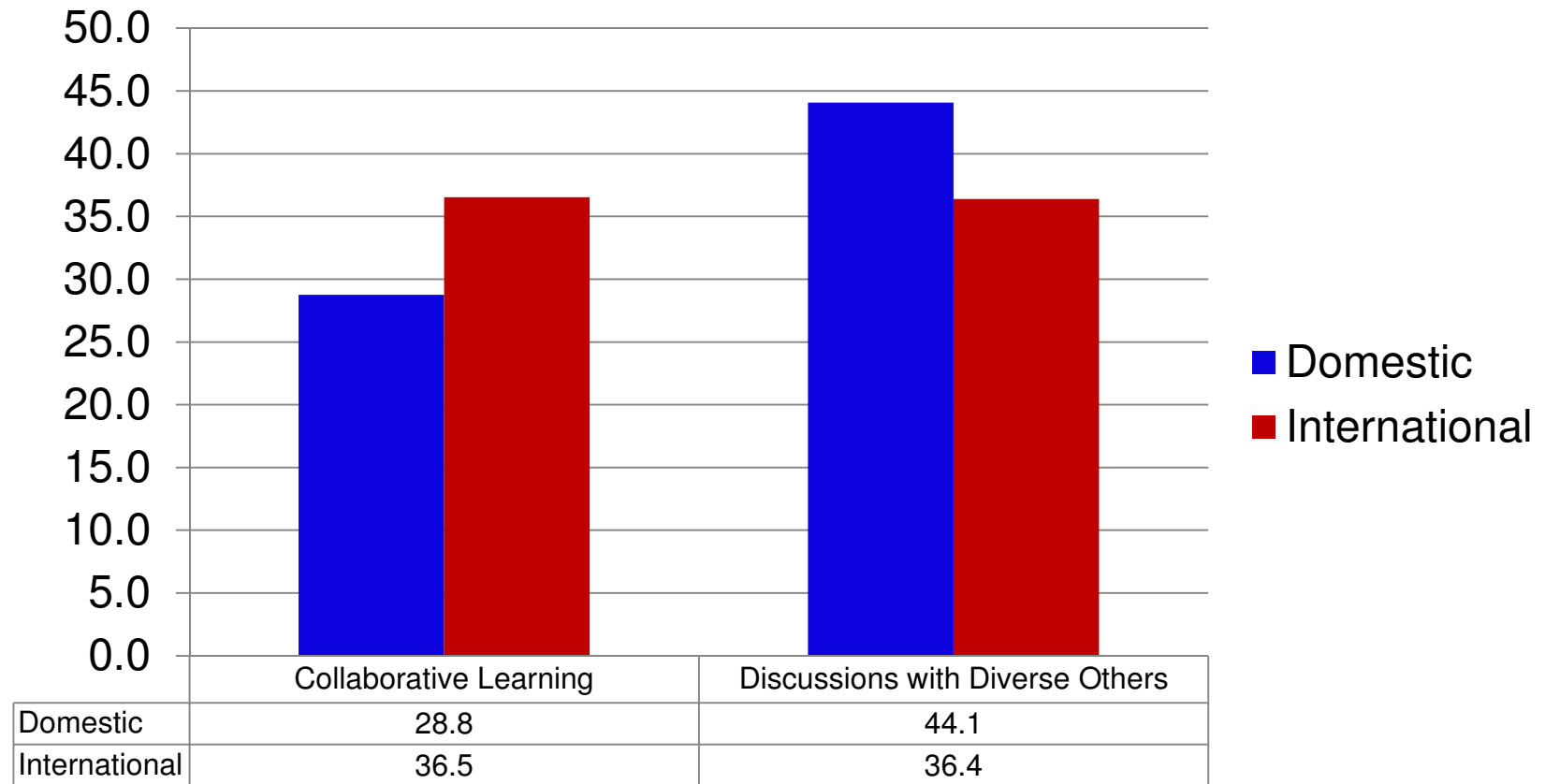
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Learning With Peers - Senior Year

UTSC Domestic/International Students



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

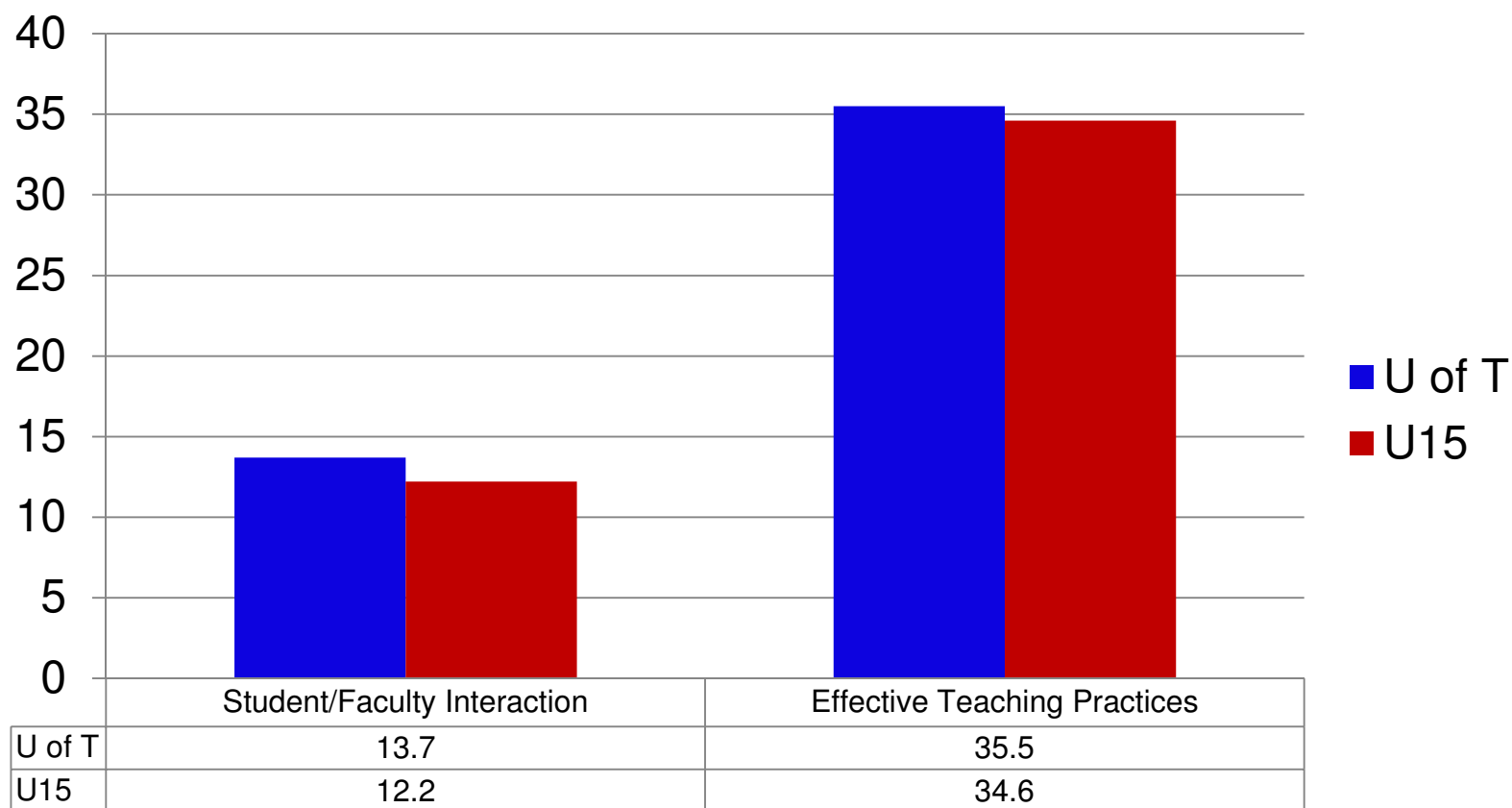
Engagement Indicator: Effective Teaching Practices

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

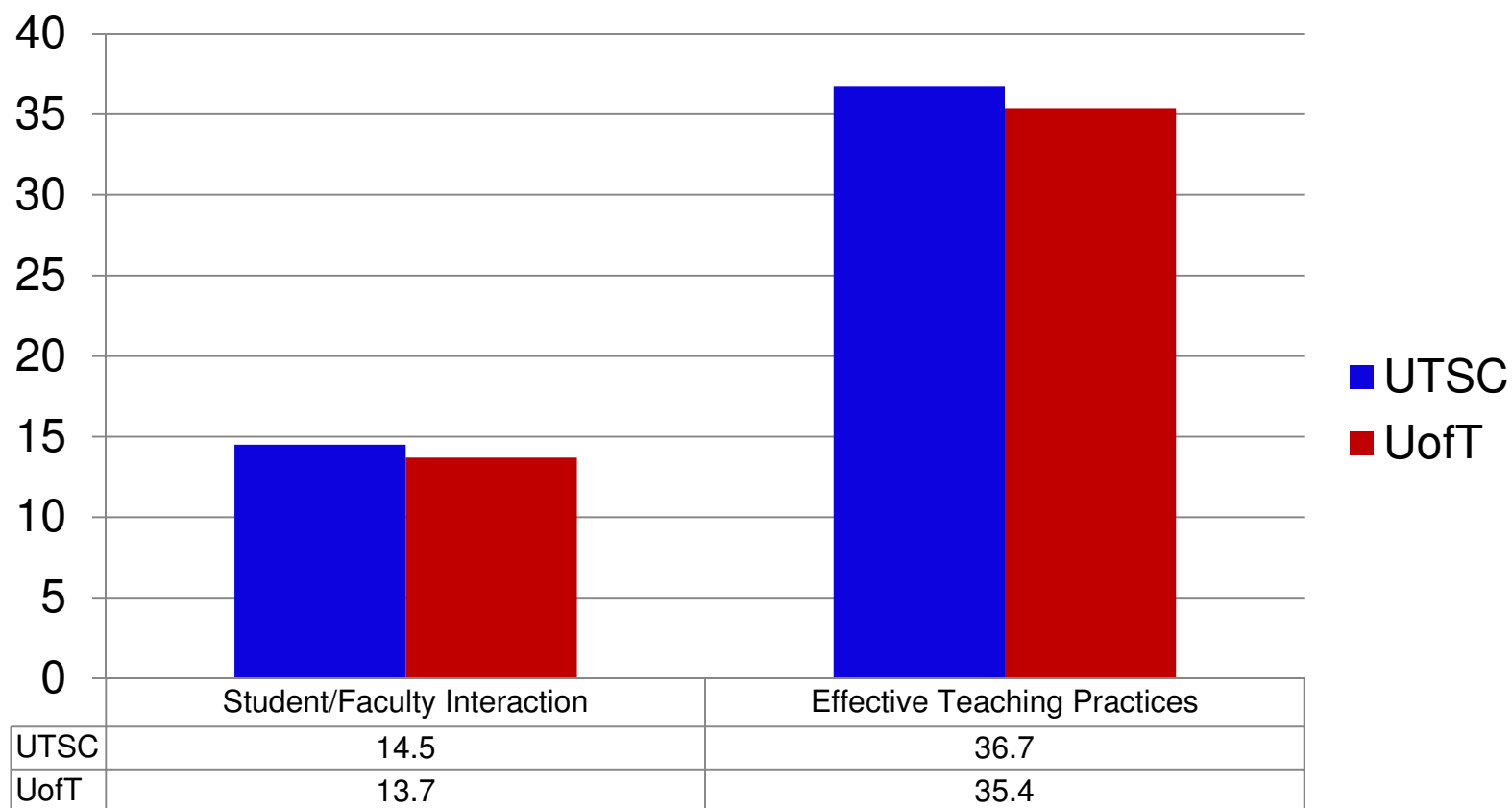
Experiences with Faculty - First Year

U of T and U15



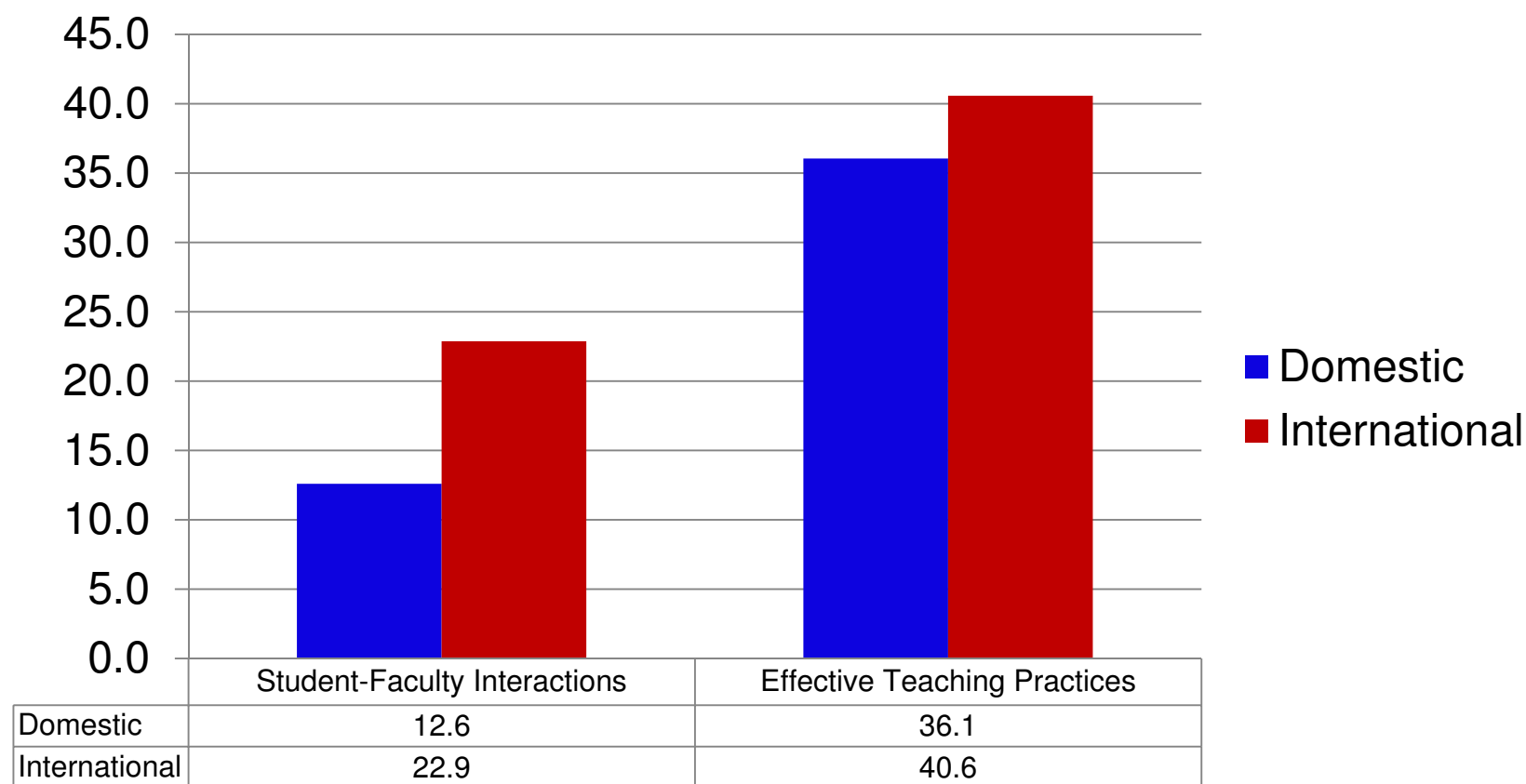
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Experiences with Faculty - First Year UTSC



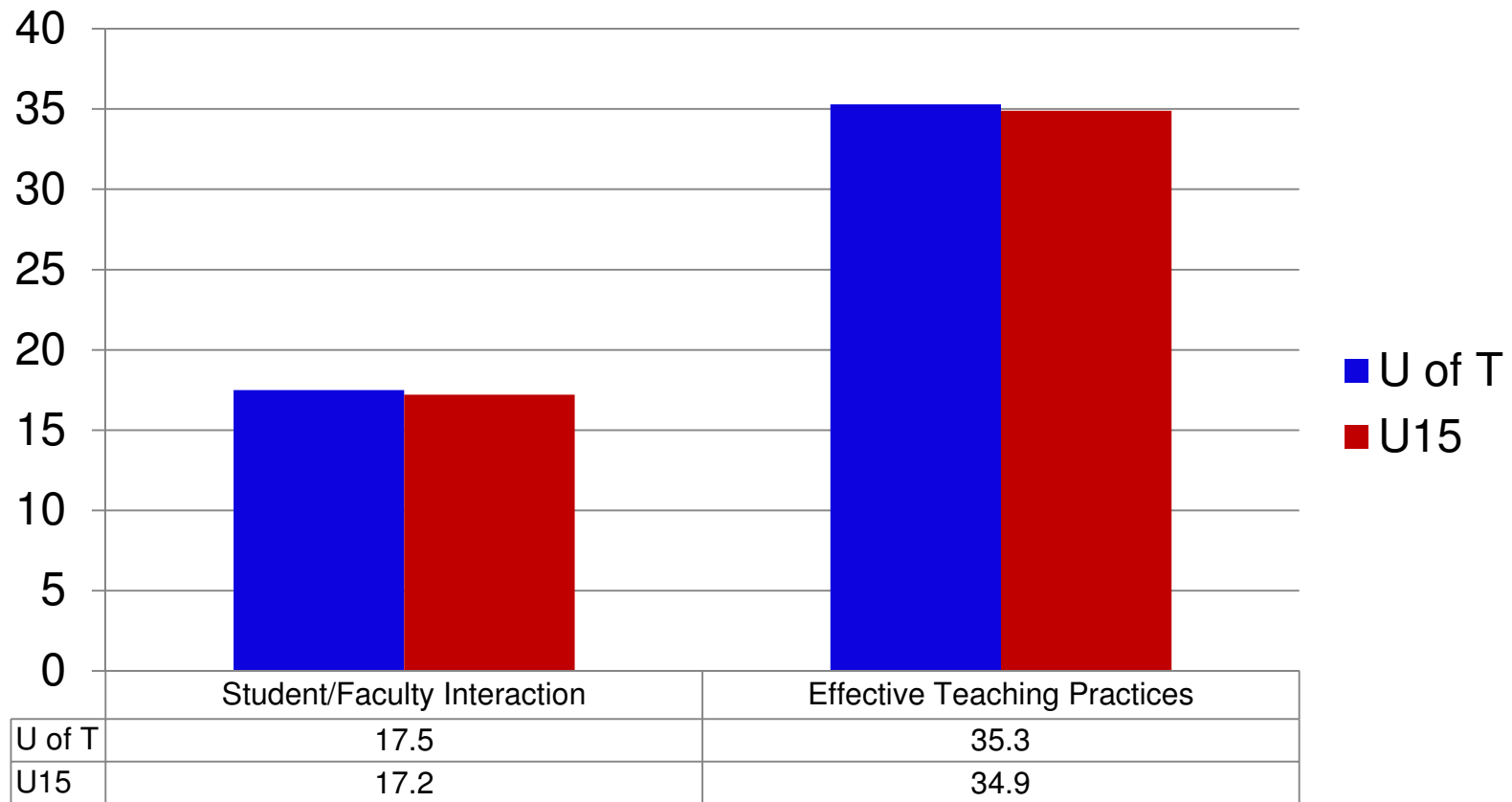
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Experiences with Faculty – First Year UTSC Domestic/International Students



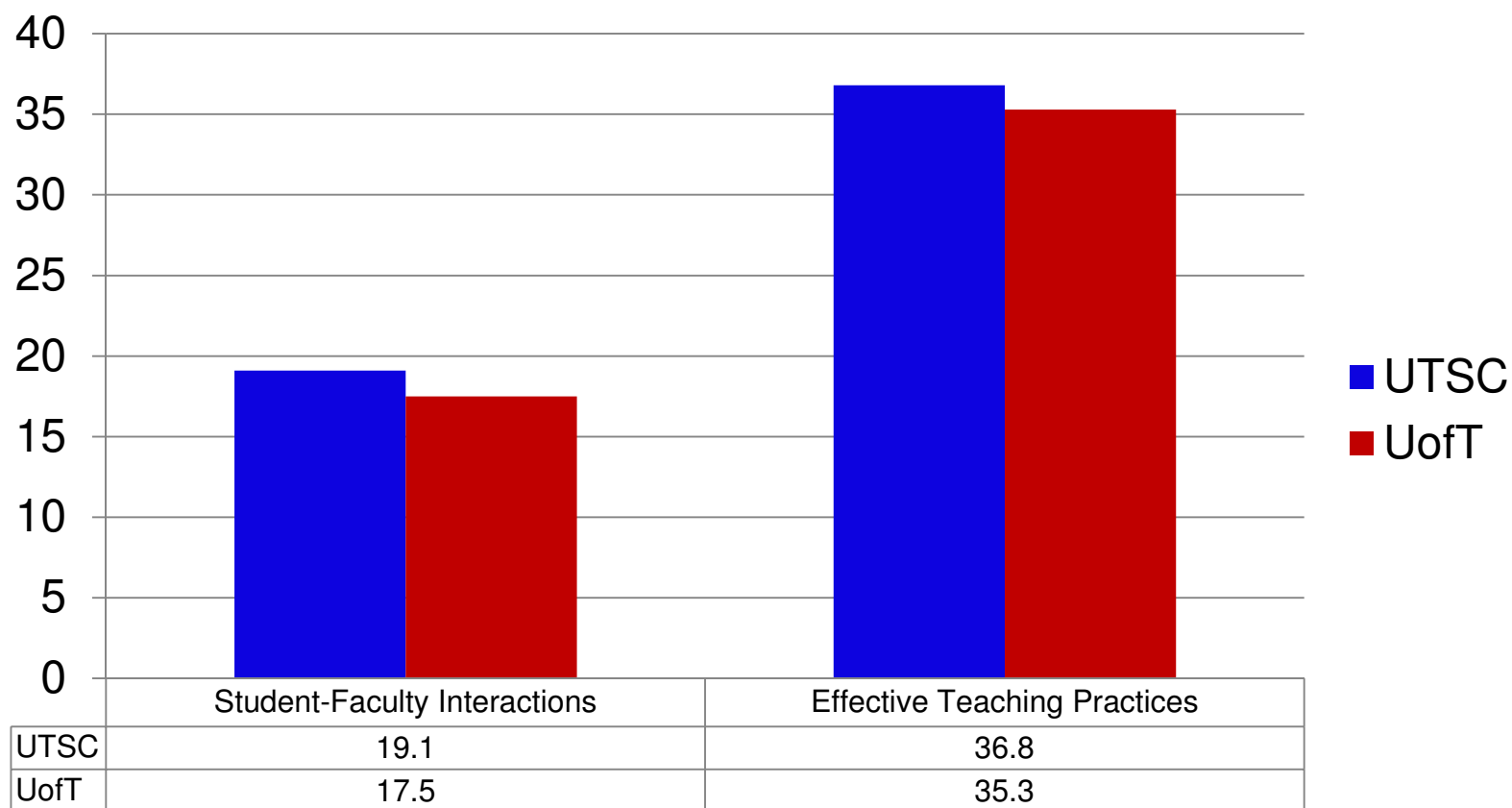
Experiences with Faculty - Senior Year

U of T and U15

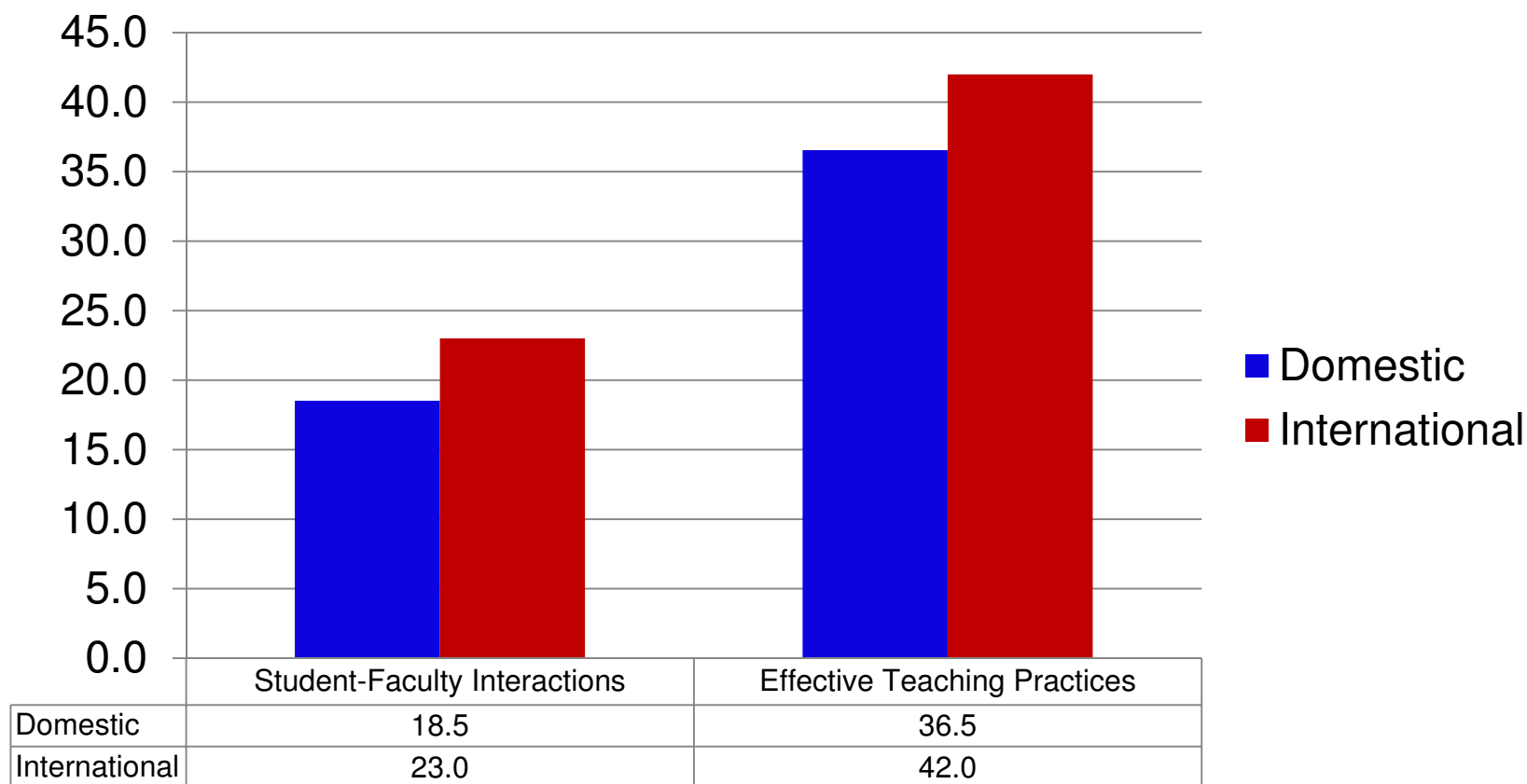


Experiences with Faculty - Senior Year

UTSC



Experiences with Faculty – Senior Year UTSC Domestic/International Students



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.)

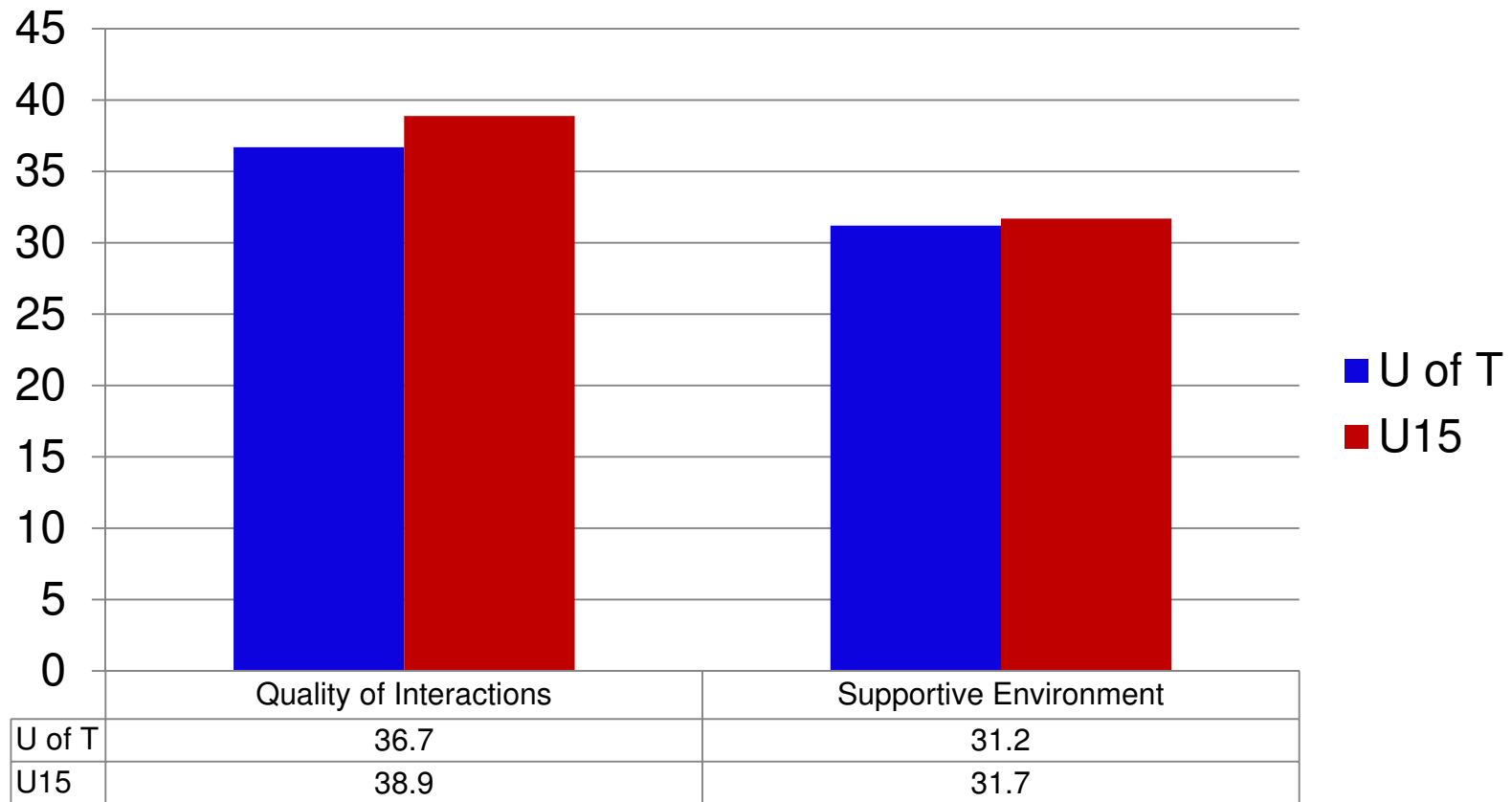
Engagement Indicator: Supportive Environment

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

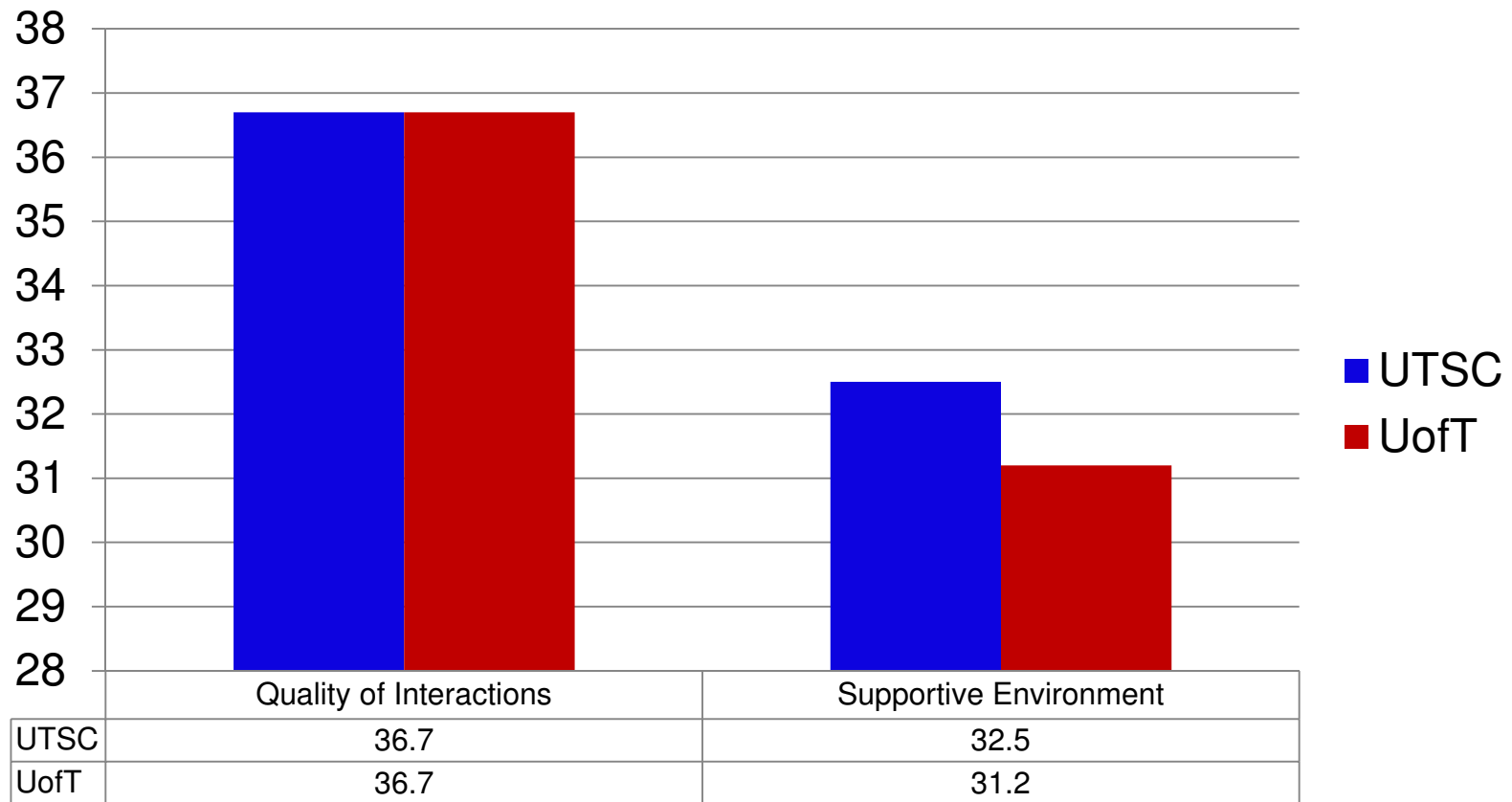
U of T and U15



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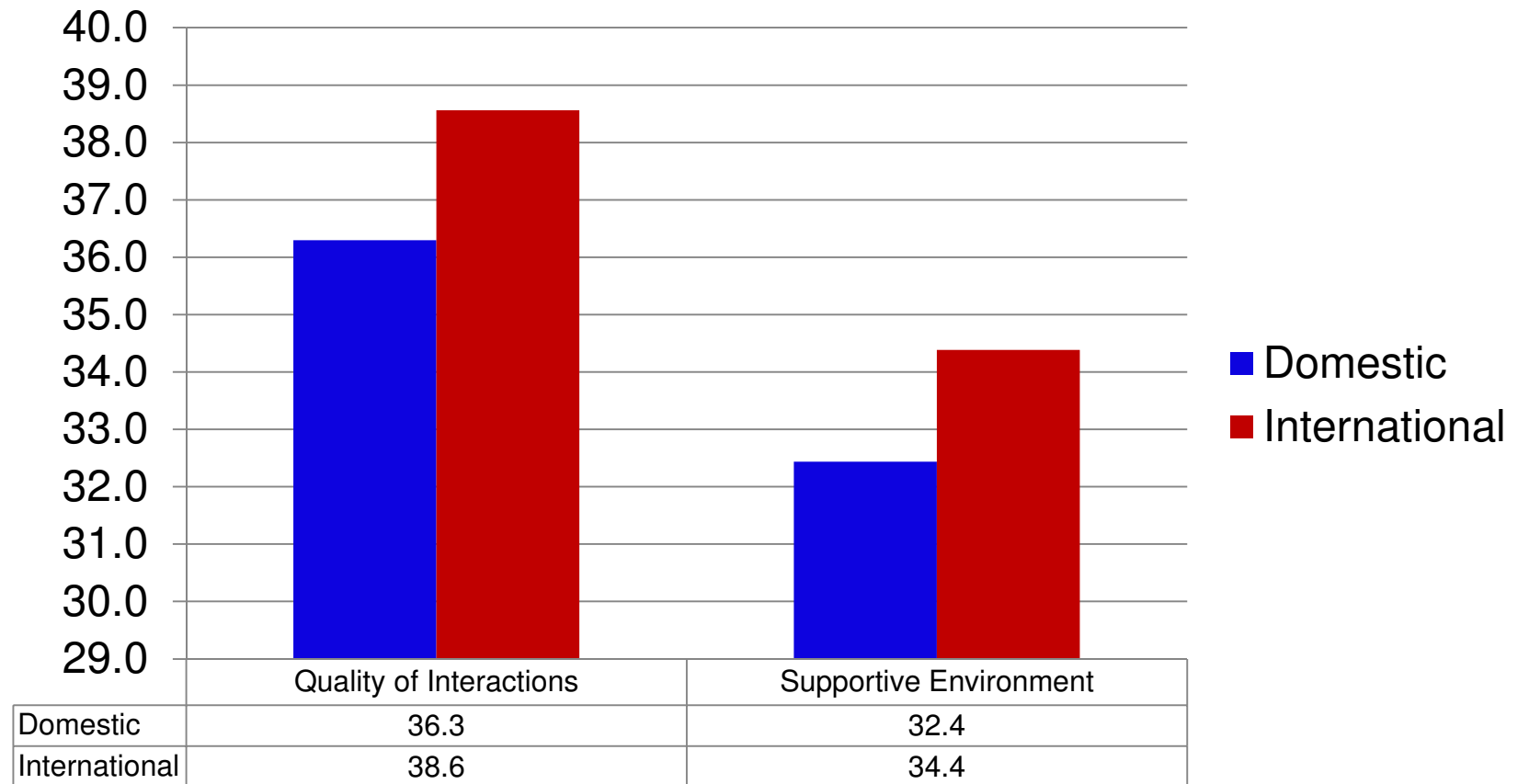
Campus Environment - First Year

UTSC



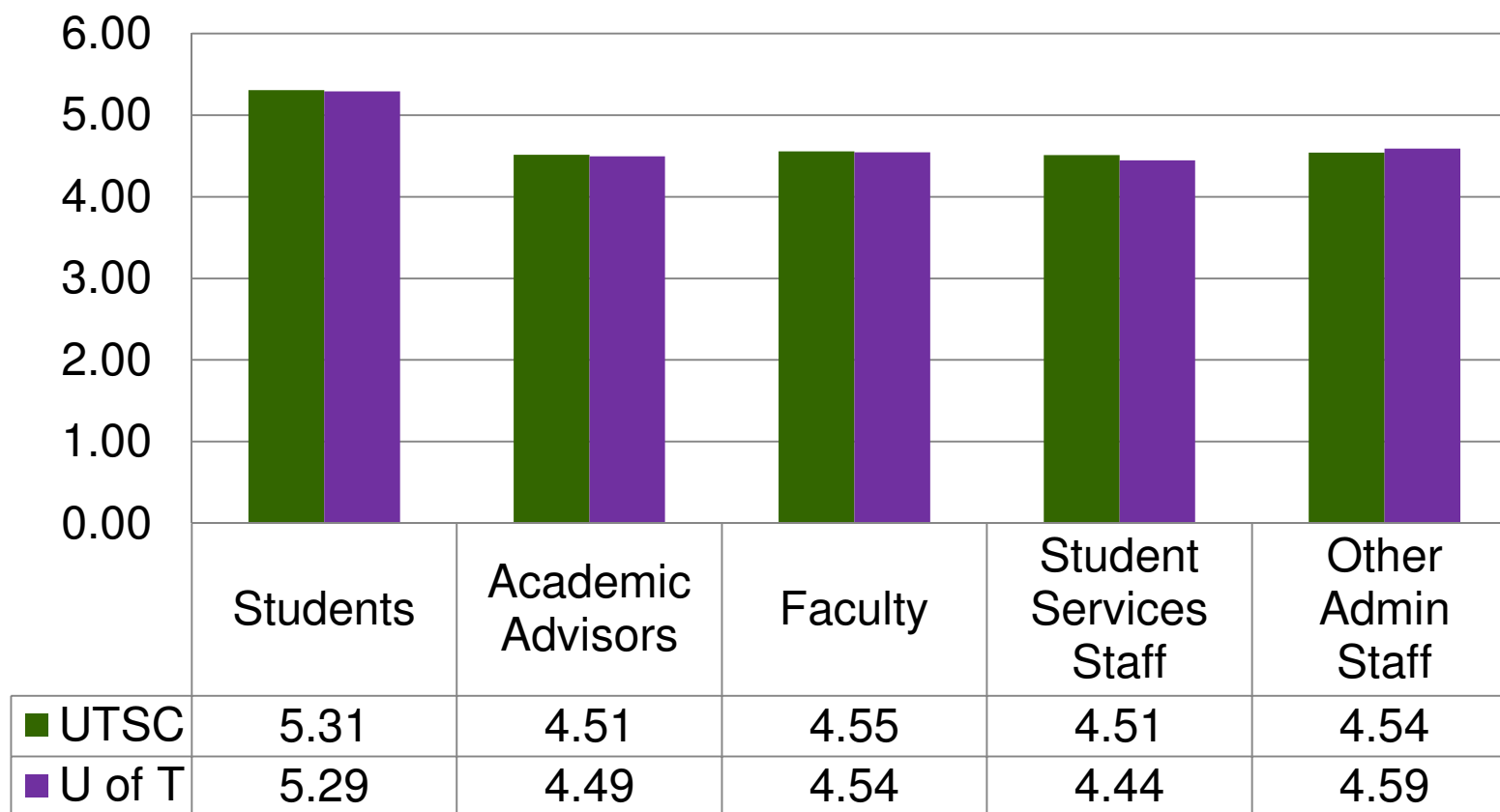
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Campus Environment - First Year UTSC Domestic/International Students



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Quality of Relationship with: Overall Means - First Year

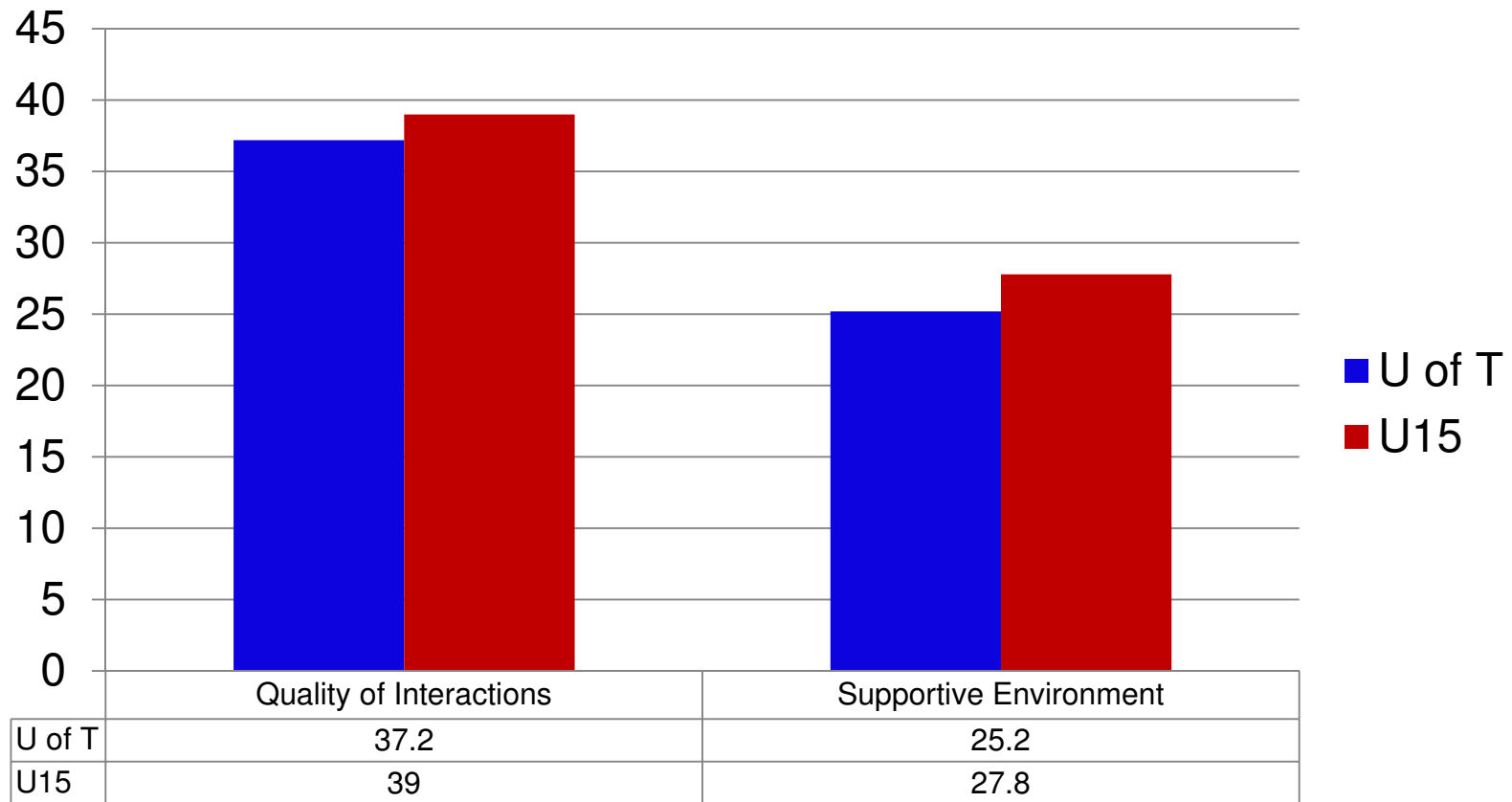


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1 = Unhelpful, inconsiderate, rigid
7 = Helpful, considerate, flexible

Campus Environment - Senior Year

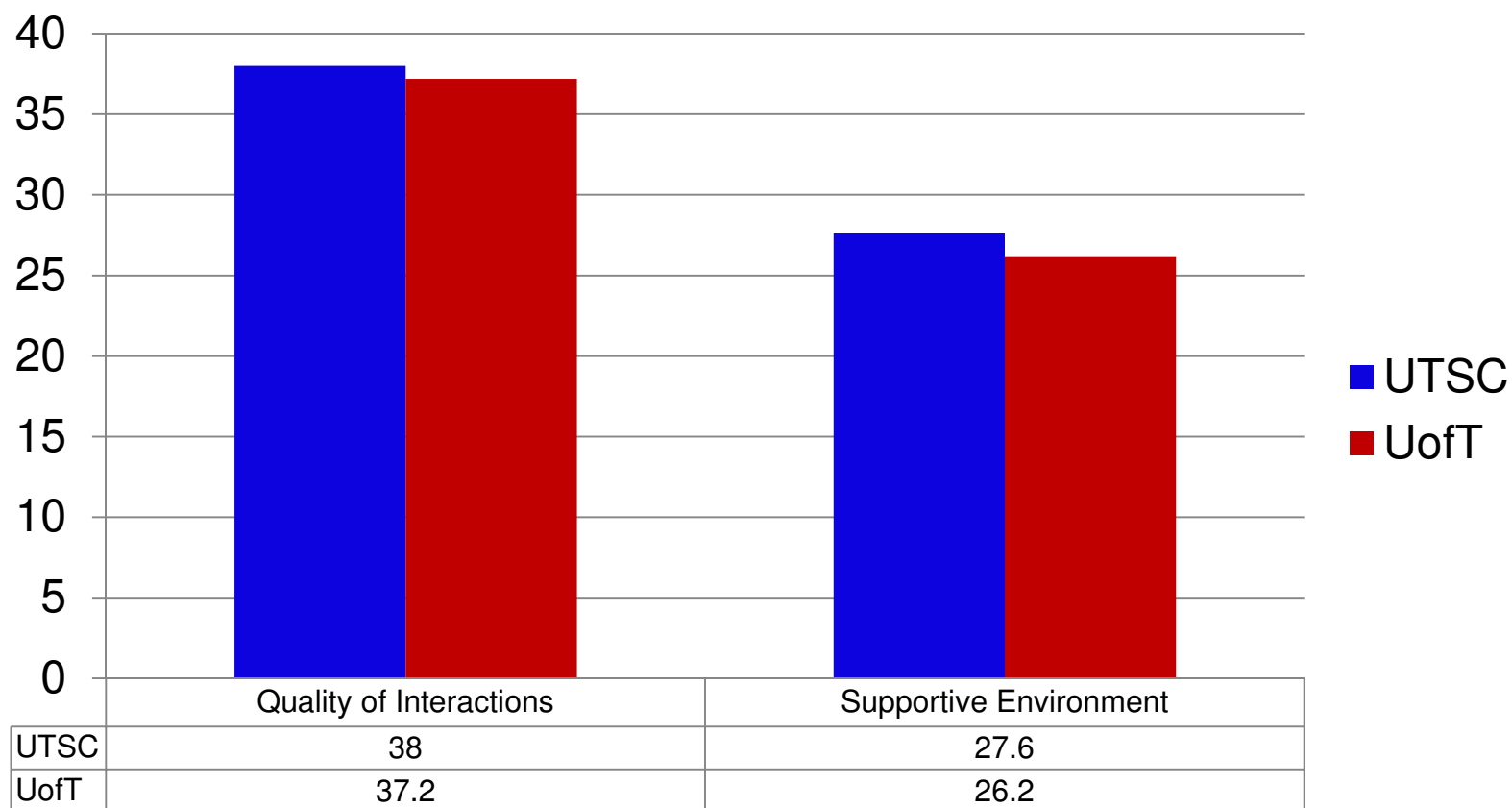
U of T and U15



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Campus Environment - Senior Year

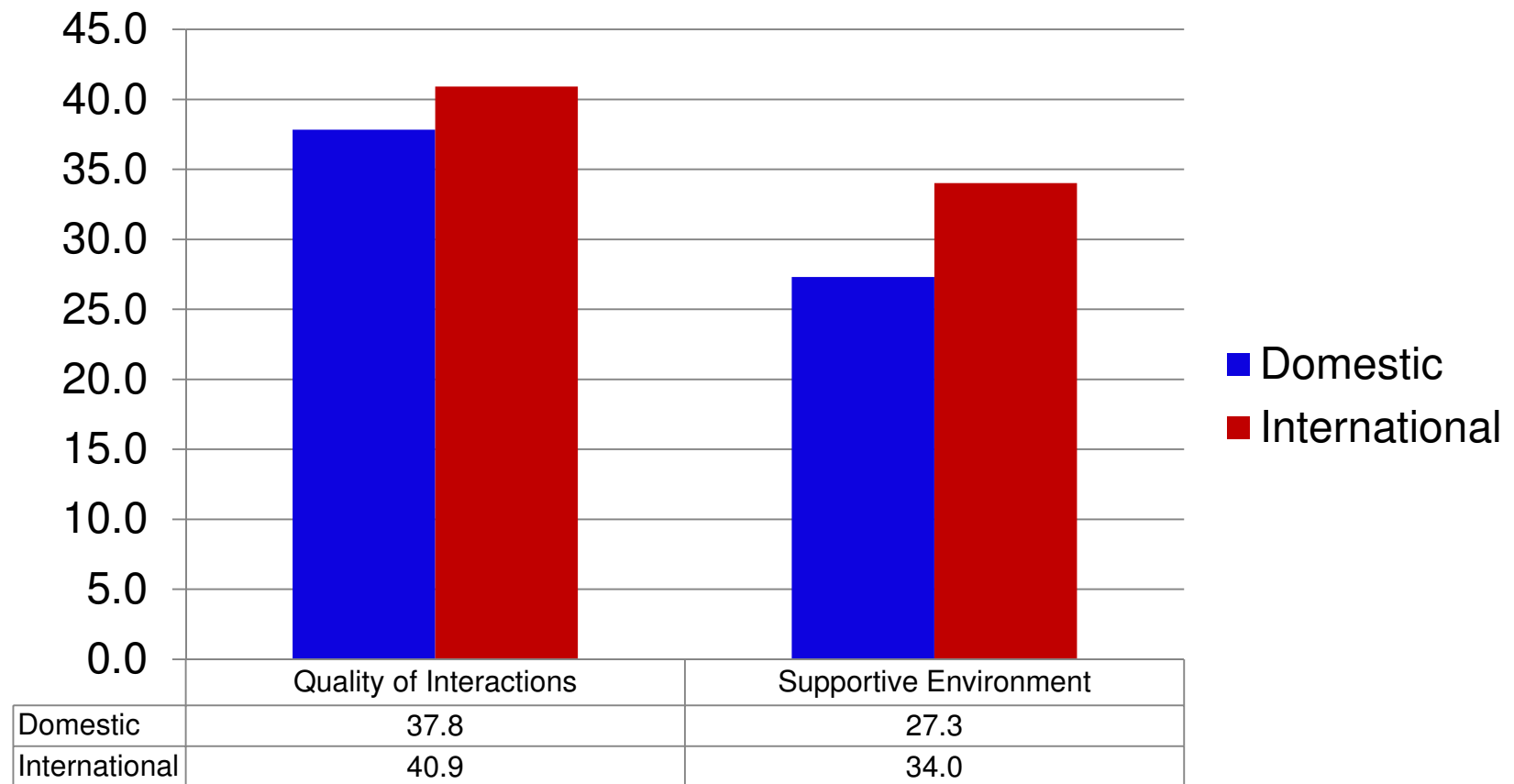
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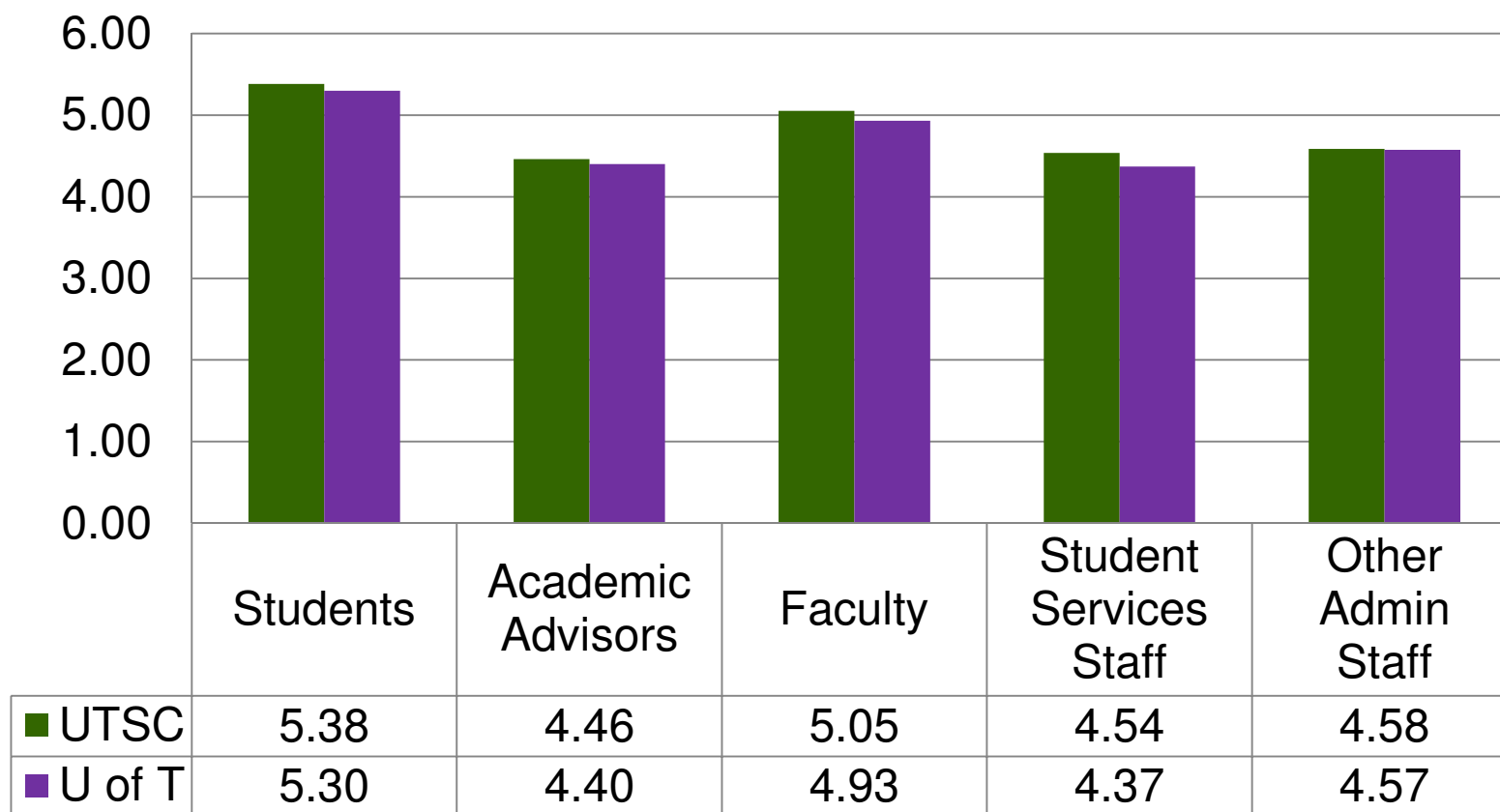
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Campus Environment - Senior Year

UTSC Domestic/International Students



Quality of Relationship with: Overall Means - Senior Year



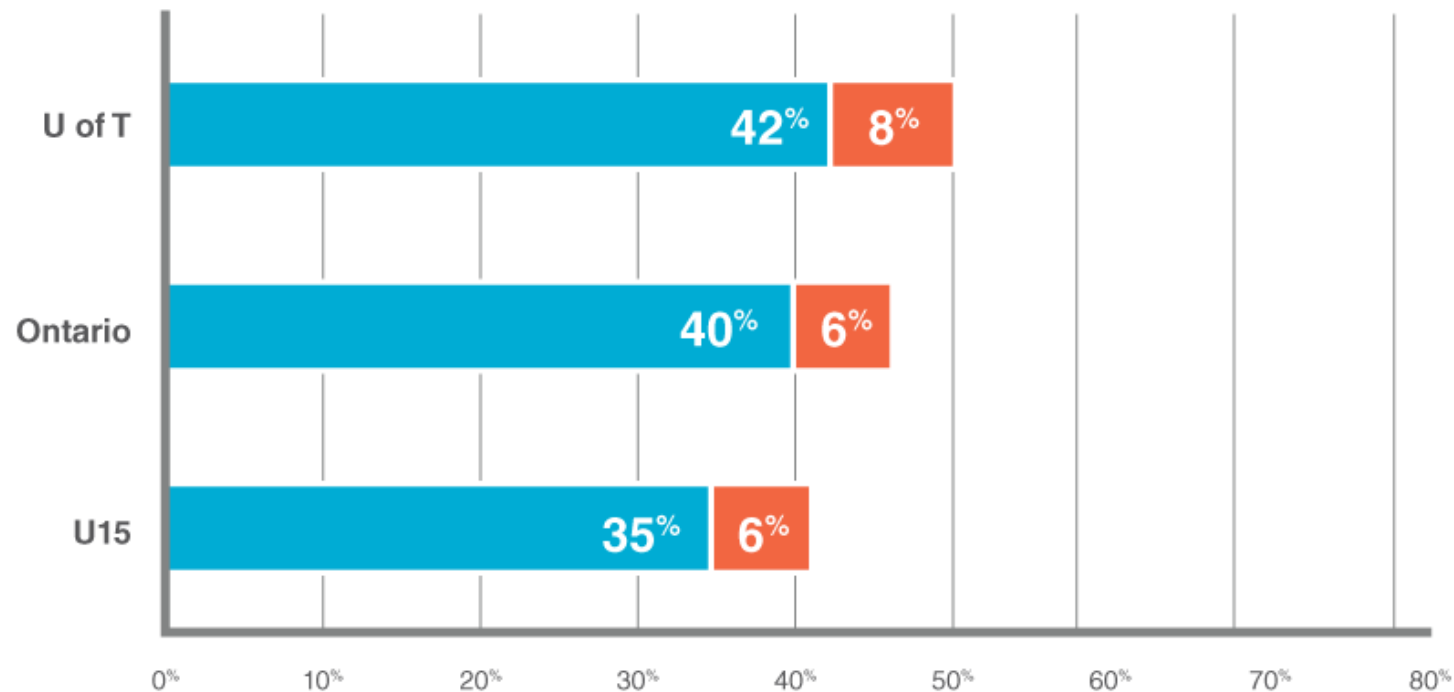
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1 = Unhelpful, inconsiderate, rigid
7 = Helpful, considerate, flexible

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.)

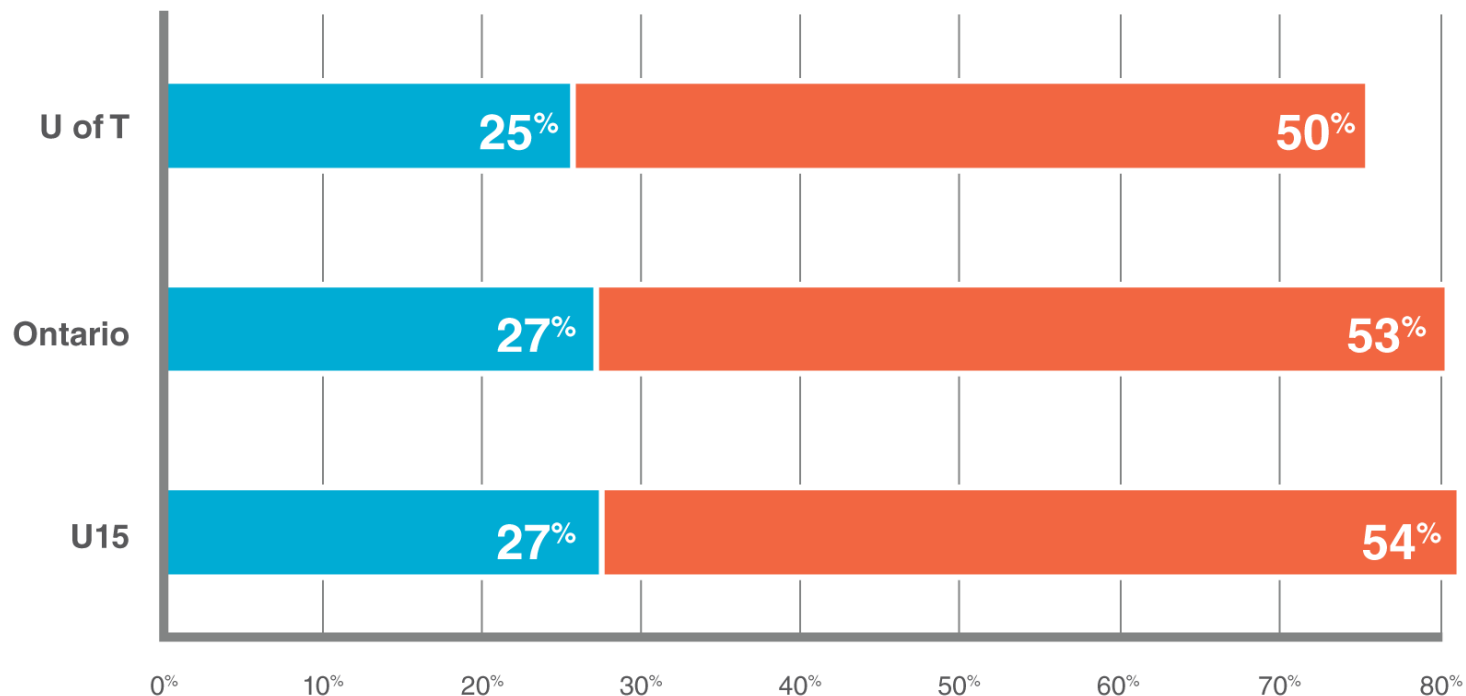
High-Impact Practices (HIP) First Year



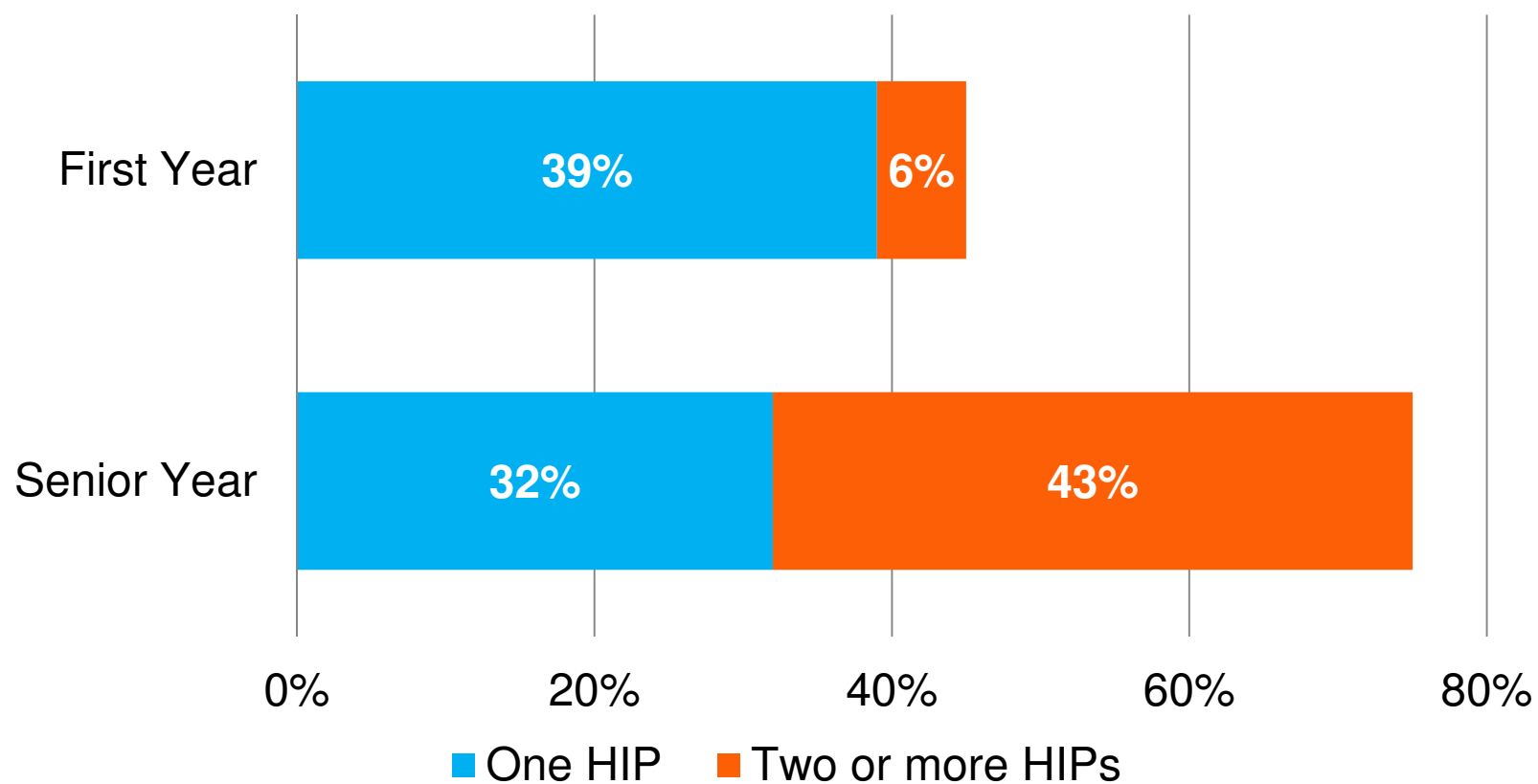
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■ One HIP
■ Two or more HIPs

High-Impact Practices (HIP) Senior Year



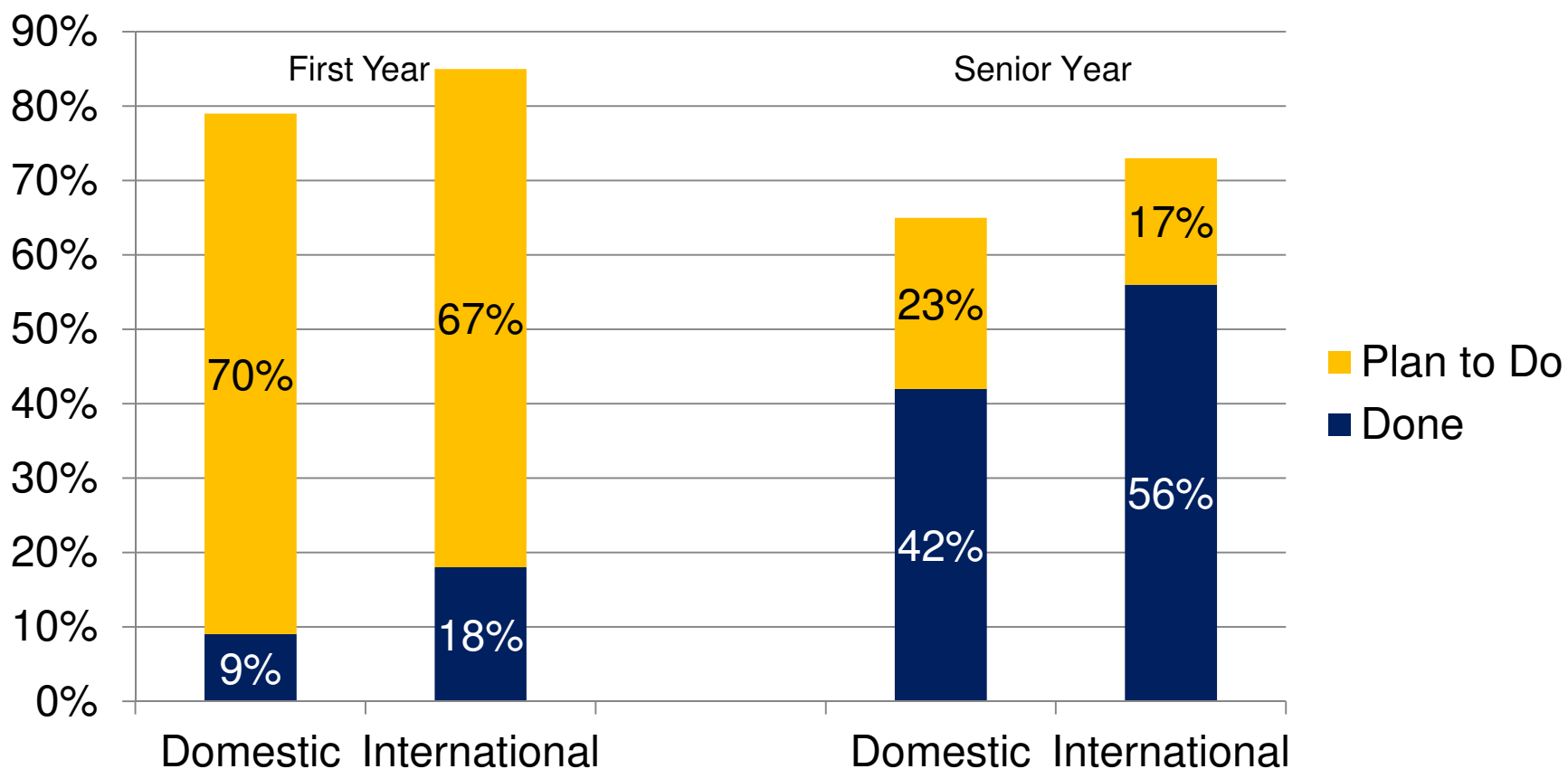
High-Impact Practices (HIP) UTSC



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Internships, Co-ops, Field Work, Etc.

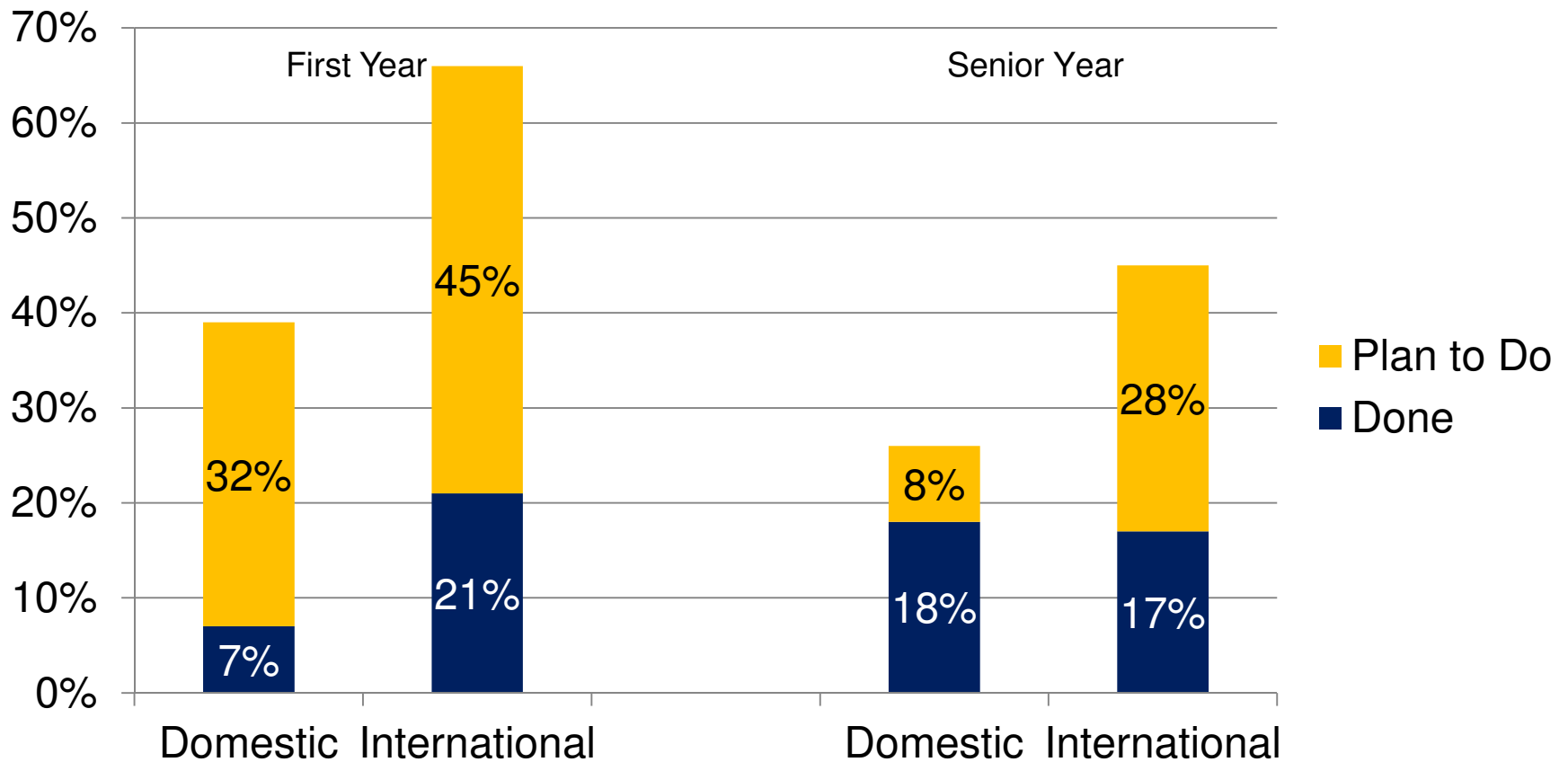
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Learning Communities

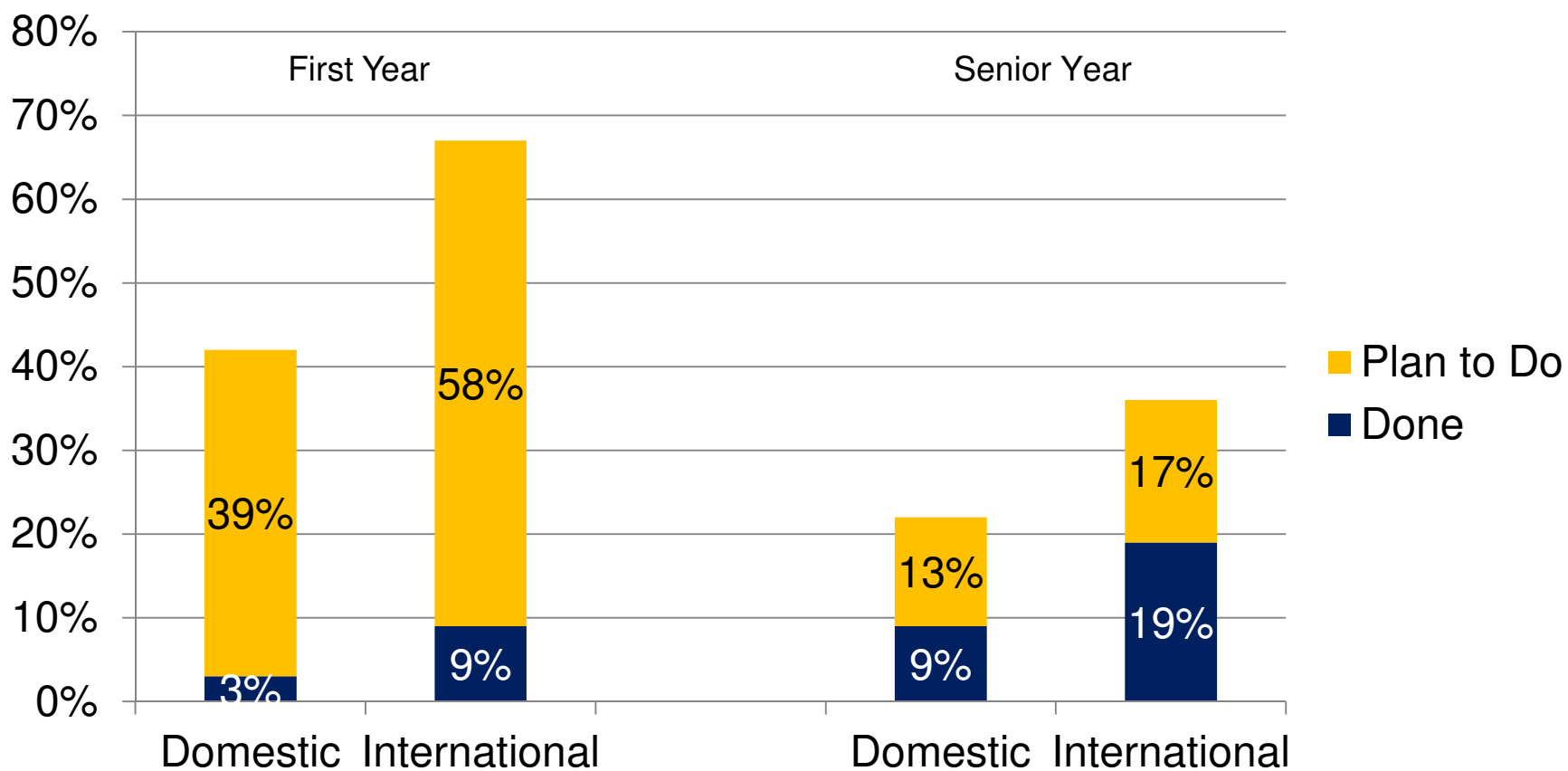
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Study Abroad

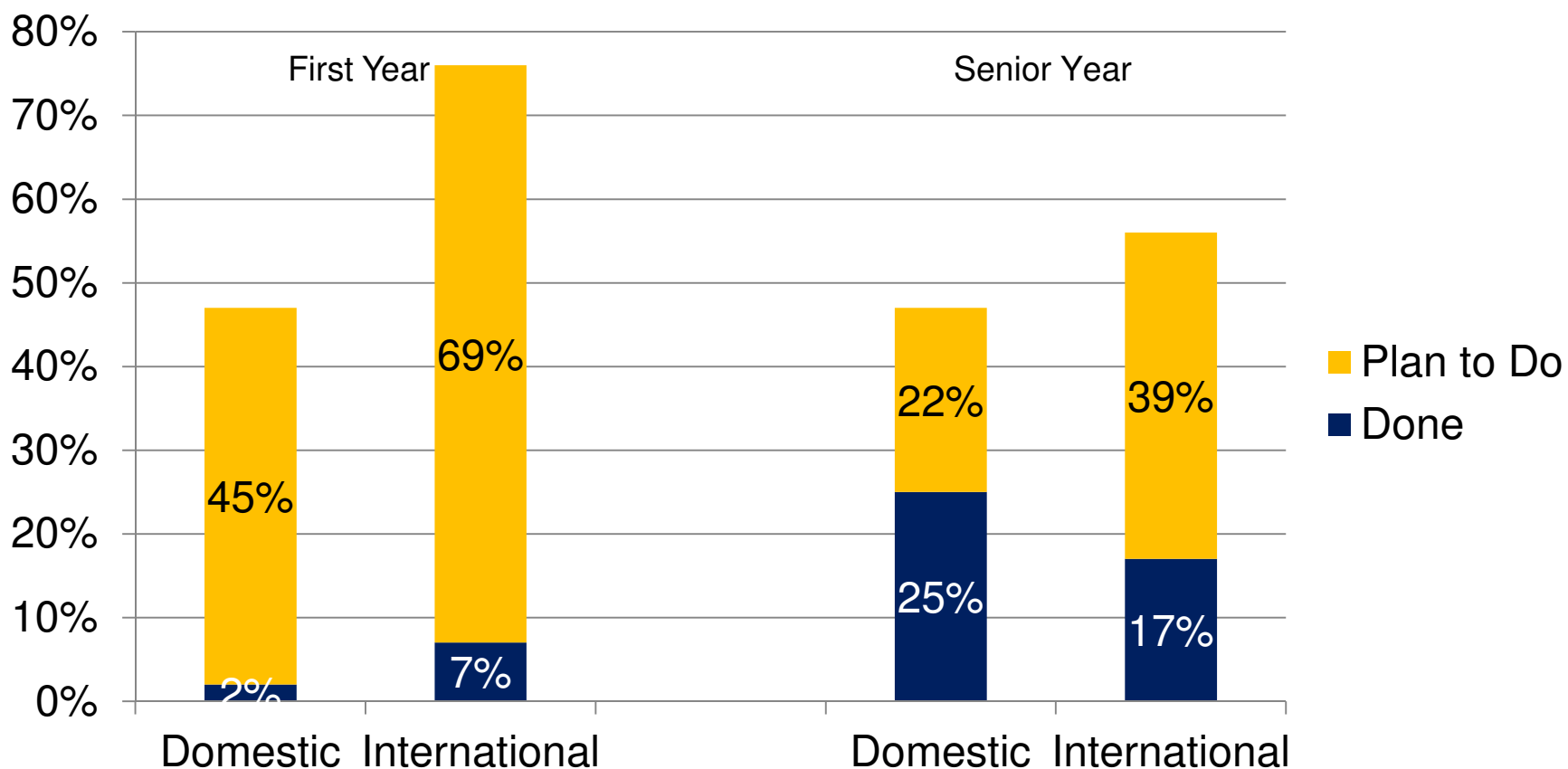
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Research Project with Faculty Member

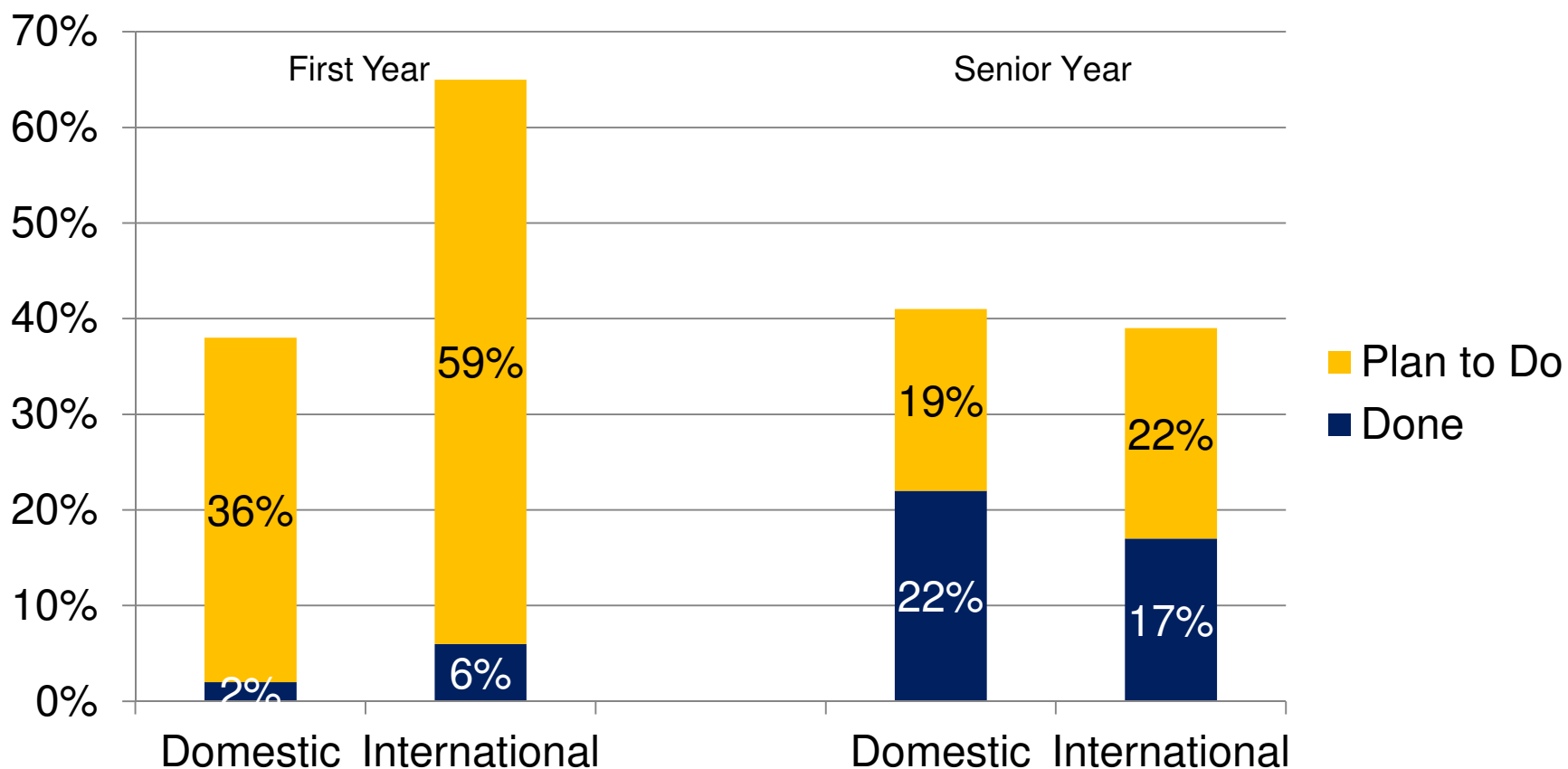
UTSC Domestic/International Students



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Culminating Senior Year Project

UTSC Domestic/International Students



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**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%)



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