

Measuring Up

on the undergraduate student experience

The National Survey of Student Engagement 2008

January 2009



UNIVERSITY OF
TORONTO

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EXECUTIVE SUMMARY

The third administration of the National Survey of Student Engagement at the University of Toronto took place in February-March 2008 among a sample of undergraduate students in our first-entry undergraduate programs. With three years of data (2004, 2006, 2008), we are now in a position to begin measuring our progress in enhancing the student experience over time, as well as against peer institutions. By oversampling in faculties and colleges, we are now also able to isolate differences within the University, giving us opportunities to share successes and best practices.

As we head into the final stages of the University's current academic plan, *Stepping Up*, it is heartening to see in the NSSE data some positive results of our efforts to enhance the student experience. While we still face challenges, there is no question that steady progress is being made on a number of fronts, including many of the priority areas identified in *Stepping Up*.

I. PEER COMPARISONS

The NSSE Benchmarks

The NSSE research team at Indiana University collapses a number of the survey items into five Benchmarks of Effective Educational Practice and provides a summary report comparing U of T's benchmark scores with those of three comparison groups: Ontario, the G13 and a group of US Peer institutions. The most relevant group for the purposes of measuring institutional performance is the G13, a group of large, Canadian research universities, referred to as Canadian Peers throughout this report.¹

In comparison with our peer institutions in Canada, the University of Toronto's benchmark scores now stand **above the mean** on:

- Level of Academic Challenge (senior year)
- Student-Faculty Interaction (first year and senior year)

We stand at **about the mean** on:

- Level of Academic Challenge (first year)

We remain **below the mean** on:

- Active and Collaborative Learning (first year and senior year)
- Enriching Educational Experiences (first year and senior year)
- Supportive Campus Environment (first year and senior year)

Full benchmark reports are included as Appendix 1.

Time Usage

Our students report spending significantly **more time** than students at peer institutions:

- Working for pay **off campus** (first year and senior year)
- Providing **care for dependents** living with them (parents, children, spouse, etc.) (first year and senior year)
- **Commuting** to class (driving, walking, etc.) (first year and senior year)²

¹ The Canadian Peer set used throughout this report is comprised of the participating universities in the G13 consortium. See page 9 for details.

² Note: the high level of time spent commuting has some relation to the relatively high proportion of students at U of T who live off-campus as compared to Canadian peer institutions. See page 8 for details.

Student Learning and Development

When asked how their experience at U of T has contributed to the development of their knowledge, skills and personal development, our students identify higher outcomes than their peers at other comparable Canadian institutions in:

- Learning effectively **on their own** (first year and senior year)
- **Writing** clearly and effectively (senior year)
- Understanding **themselves** (first year)
- Understanding **people of other racial and ethnic backgrounds** (first year and senior year)
- Developing a deepened sense of **spirituality** (first year and senior year)

Engagement Items

On specific NSSE items, **U of T** scores significantly **above the mean**, in comparison to students at Canadian peer institutions, in the degree to which our students:

- **Discussed ideas** from readings or classes with faculty members outside of class (first year and senior year)
- **Received prompt written or oral feedback** from faculty on academic performance (first year and senior year)
- **Made judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (first year and senior year)
- **Worked on a research project** with a faculty member outside of course or program requirements (senior year)
- Participated in activities to enhance their **spirituality** (worship, meditation, prayer, etc.) (first year and senior year)
- Attended **an art exhibit, play, dance, music, theatre or other performance** (first year)

II. PROGRESS OVER TIME

The NSSE Benchmarks

All U of T benchmark scores have improved from 2006 to 2008. Note, however, that because we experienced some declines between 2004 and 2006, there are still some areas where we have not made progress since 2004.

We have made **positive growth** over 2004 in:

- Level of Academic Challenge (senior year only)
- Active Collaborative Learning (first year and senior year)
- Student Faculty Interaction (first year and senior year)
- Enriching Educational Experience (first year and senior year)

We remain **below 2004 levels** in the benchmark scores for:

- Level of Academic Challenge (first year)
- Supportive Campus Environment (first year and senior year)

Time Usage

Between 2004 and 2008, students reported spending significantly **more time**:

- **Preparing for class** (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) (senior year)

- Participating in **co-curricular activities** (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) (first year and senior year)
- **Working** for pay **on campus** (senior year)
- **Commuting** (senior year)

Student Learning and Development

Asked to report on their own perception of how the institution has affected their knowledge and skills, respondents report **greater gains**, over 2004, in the areas of:

- Writing clearly and effectively (first year and senior year)
- Analyzing quantitative problems (first year and senior year)
- Voting in local, provincial, or federal elections (first year and senior year)

Engagement Items

The 2008 results reveal significant **positive development** in over 30 specific NSSE items, including the frequency in which our students:

- Worked with other students on projects **during class** (senior year)
- Participated in a **community-based project** (e.g. service learning) as part of a regular course (first year)
- Talked about **career plans** with a faculty member or advisor (first year and senior year)
- **Worked harder** than they thought they could to meet an instructor's standards or expectations (senior year)
- **Worked with faculty members** on activities other than coursework (committees, orientation, student life activities, etc.) (first year and senior year)
- Attended an **art exhibit, play, dance, music, theatre or other performance** (senior year)
- Participated in activities to enhance their **spirituality** (worship, meditation, prayer, etc.) (first year)
- Completion of problem sets that take **less** than an hour (first year and senior year)

As in past years, NSSE data sets are being distributed to each first-entry faculty and colleges for further intra-university comparisons and use in measuring division-specific priorities and initiatives. The NSSE research team at Indiana University is actively encouraging participating colleges and universities to “look within” as they discover increasing evidence that “that experiences and outcomes are more varied among students within institutions than among institutions.”³ With almost 5,000 respondents in our oversample dataset, and a response rate significantly higher than the Ontario and NSSE overall average, the NSSE results provide a valuable opportunity to look within the University for the institutional practices that make a difference.

³ National Survey of Student Engagement. *Promoting Engagement for All Students:: The Imperative to Look Within - 2008 Results*. Available at: http://nsse.iub.edu/NSSE_2008_Results/

INTRODUCTION

The University of Toronto's current academic plan, *Stepping Up*, identifies enhancing the student experience as one of the institution's most important priorities. The new long term planning framework, *Towards 2030*, extends that commitment. Since 2004, U of T has used the National Survey of Student Engagement as one tool to measure progress on this effort among the first-entry undergraduate programs. We now have three rounds of survey data from which to draw – 2004, 2006 and 2008 – with the most recent set providing the largest sample to date.

Although in many areas we still score behind our peer institutions, the 2008 results demonstrate steady progress in most of the measures we identified as our priority areas when we embarked on this initiative in 2004. Although we experienced some declines in our benchmark scores between 2004 and 2006, we have improved in all areas from 2006 to 2008 and, in some areas, have surpassed our 2004 scores.

Our slow but steady progress is consistent with the research on institutional change. Researchers at Indiana University's Center for Postsecondary Research (the creators of NSSE) have found that high NSSE scores are associated with long-term, sustained institutional change efforts. With four sustained years of attention and investment on the undergraduate student experience, we are beginning to witness the effects of our efforts.

ABOUT THE NATIONAL SURVEY OF STUDENT ENGAGEMENT

The National Survey of Student Engagement (NSSE) was developed in 1999 by the Indiana University Center for Postsecondary Research and has been used at over 1200 colleges and universities in the US and Canada to assess the quality of the educational experience. The University of Toronto, along with several other Canadian institutions, participated in NSSE for the first time in 2004. In 2006 and in 2008, all Ontario universities participated in NSSE, as did a number of other Canadian universities.

Unlike external rankings and other forms of data collection, NSSE was designed as a tool for individual institutions to engage in educational quality improvement. The survey asks students directly about their experiences, their activities, their challenges, their own perceptions of the skills and knowledge they are gaining, and about their interactions with faculty and peers. The 86 items that make up the core survey instrument are based on decades of research into the kinds of practices that have been shown to affect positive outcomes. For example, time on task has been consistently shown to enhance student persistence and success. Hence, NSSE includes several items related to the amount of time students spend studying, discussing course materials, writing, and so on.

ABOUT NSSE AT THE UNIVERSITY OF TORONTO

The University of Toronto administers the Ontario version of the survey instrument. This version uses Canadian language throughout and includes an additional 10 survey items developed in collaboration with all Ontario universities. A list of the survey items is included as Appendix 3.

The survey is administered via the web only. Selected students are contacted through email and invited to participate in the survey. At U of T, students in all first-entry faculties are invited to participate:

- Arts & Science
- Applied Science & Engineering
- Music
- Physical Education & Health
- University of Toronto Mississauga
- University of Toronto Scarborough

We employ two sampling methods, described below.

The Base Random Sample

Defined by the researchers at NSSE at Indiana University, the core NSSE sample is drawn randomly from among the first and senior year populations in the six first-entry divisions. The sampling methodology is tightly controlled and results are adjusted to reflect the demographic characteristics of the entire population (eg. gender, enrolment status.)

Results from the base random sample are used in this report (unless otherwise noted) as well as in the NSSE Benchmark Reports (Appendix 1) and all public accountability reports.

UOFT NSSE 2008 BASE RANDOM SAMPLE			
	FIRST YEAR	SENIOR YEAR	TOTAL
SAMPLE SIZE	2,506	2,502	5,008
NUMBER OF RESPONDENTS	1,086	1,213	2,299
RESPONSE RATE	43%	48%	46%
SAMPLING ERROR	2.9%	2.7%	2.0%

Oversamples

In order to make greater use of the NSSE data internally, the University of Toronto adds students to the base random sample.

Targeted oversampling by faculty and college allows us to create sample sizes large enough for inter-university comparisons. Random oversampling allows us to assess the impact of specific interventions (eg. students in learning communities) or specific populations of

interest (eg. students living in residence.) The oversample is typically not used in comparisons to other universities or in public reports since it does not represent a true random sample of the U of T student population. It is, however, referred to occasionally in this report in order to examine divisional differences in the results.

UOFT NSSE 2008 TOTAL SAMPLE (INCLUDING OVERSAMPLES)			
	FIRST YEAR	SENIOR YEAR	TOTAL
SAMPLE SIZE	5,171	5,010	10,181
NUMBER OF RESPONDENTS	2,440	2,502	4,942
RESPONSE RATE	47%	50%	49%
SAMPLING ERROR	2.7%	2.6%	1.9%

Response Rates

The University of Toronto's overall response rate of 46% on the base random sample is a full 10 percentage points **higher** than the Ontario overall response rate (36%), 11 points higher than the Canadian G13 comparison group (35%), and 16 points higher than the US peer comparison group used in the benchmark reports (30%).

Our relatively high response rates can be attributed to a number of conditions and strategies in place. Research on survey response rates⁴ points to a number of factors contributing to higher response rates, including: perceived importance of the survey, level of interest students have in the topic, creation of respondent trust, and perception of rewards for participation. The U of T survey administration team put in place a number of strategies to influence all of these factors, with positive results.

Student Comments

The NSSE instrument includes one optional open-ended item: “If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please type them below.”

More than 800 respondents chose to comment. Some of these comments are provided throughout the report to help provide context to the issues and challenges revealed by the data. The comments were selected by a very simple keyword search and are not intended to reflect any qualitative findings. Egregious spelling or typographical errors have been corrected.

Comparison Groups

NSSE provides us with the opportunity to make reliable and consistent comparisons to other institutions. U of T uses three comparison groups:

1. The G13 – a group of large Canadian research universities (referred to as CanPeers in the charts in this report.) In 2008, this group includes:

- Dalhousie University
- McGill University
- McMaster University
- Queen's University
- Université d'Ottawa / University of Ottawa
- Université de Montréal
- Université Laval
- University of Alberta
- University of British Columbia
- University of Calgary
- University of Waterloo
- University of Western Ontario

2. Ontario – all 19 Ontario universities participated in NSSE in 2008.

3. A US Peer Group – a set of participating public US institutions selected on the basis of factors such as size, setting and research intensity. In 2008, this group includes:

What students say...

“Surveys such as this one keep us as one of the top universities in North America. Keep it up. “

“Good survey. At least someone cares about what students think.”

“This survey was a waste of time. It did not address any questions regarding important issues like fees, tuition, problems accessing information, and just dealing with all the hassle a student must go through, etc. Instead it asked stupid questions whether there should be more books in the library or have I grown more spiritual.”

– NSSE respondents

⁴ Dillman, D. A. (2007). *Mail and Internet Surveys: The Tailored Design Method* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

- Florida State University
- University of Florida
- University of Georgia
- University of Illinois at Urbana-Champaign
- University of Minnesota-Twin Cities
- University of Wisconsin-Madison

Comparisons provided in this report are to the G13 group, referred to as **CanPeers**. For survey items that appear only on the Ontario version of the instrument, comparisons to the CanPeers set are not available; Ontario comparisons are provided in those cases.

THE NSSE BENCHMARKS

NSSE provides each participating institution with a Benchmark Report (Appendix 1) comparing scores on key questions with those of other participating institutions, as well as a Multi-Year Benchmark Report (Appendix 2), comparing benchmark scores over time.

To determine these scores, NSSE identifies and groups a number of questions into five broad categories – called the benchmarks of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences and Supportive Campus Environment.

While the benchmark scores do provide important indicators of quality, it is important to note that fewer than half of the survey questions are included in the benchmarks, none of the additional Ontario items are included, and the items reported in the benchmarks do not necessarily reflect the institutional priorities of the University of Toronto.

ABOUT OUR STUDENTS

DEMOGRAPHICS

The following table provides demographic information about the NSSE respondents (in some cases adjusted to reflect institutional data), and comparison data to our Canadian G13 peer institutions.

		FIRST YEAR U OF T	FIRST YEAR CAN PEERS	SENIOR YEAR U OF T	SENIOR YEAR CAN PEERS
GENDER*	MALE	46%	44%	44%	43%
	FEMALE	54%	56%	56%	57%
PLACE OF RESIDENCE	ON-CAMPUS	29%	47%	7%	8%
	OFF-CAMPUS	71%	53%	93%	92%
ENROLMENT STATUS*	FULL-TIME	93%	95%	79%	83%
	PART-TIME	7%	5%	21%	17%
AGE	LESS THAN 24	95%	95%	82%	79%
	24 OR OLDER	5%	5%	18%	21%
TRANSFER STATUS	STARTED HERE	96%	81%	89%	74%
	STARTED ELSEWHERE	4%	19%	11%	26%
CITIZENSHIP	CANADIAN	81%	89%	91%	92%
	OTHER	19%	11%	9%	8%

*Institution reported data

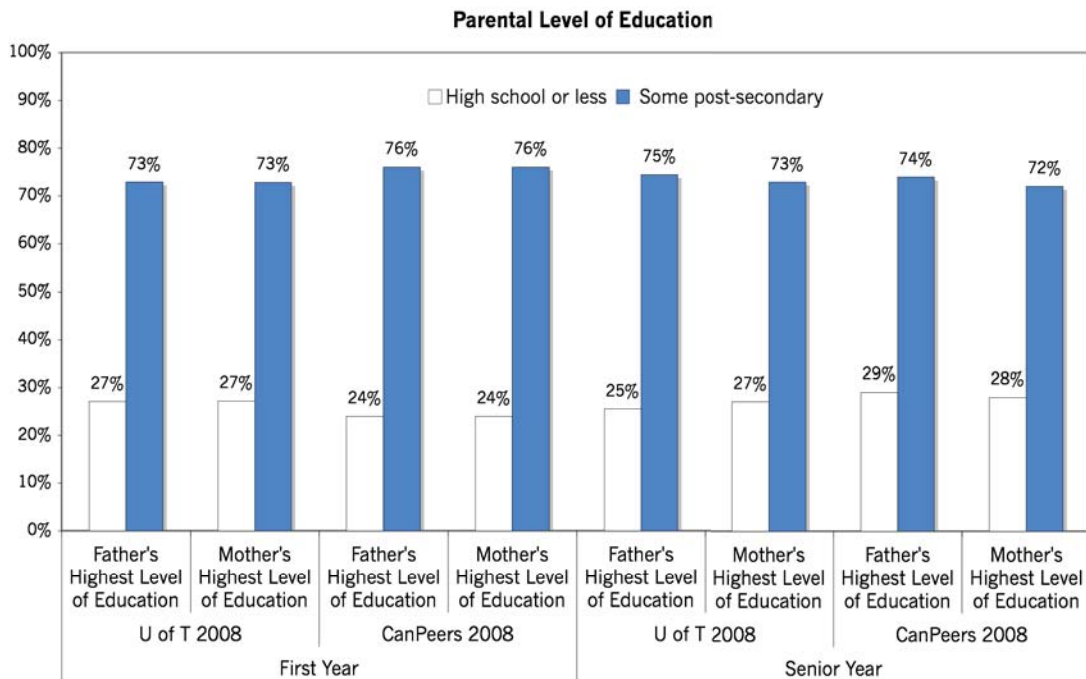
Since 2006, we have witnessed an increase in the proportion of students, particularly first year students, living in on campus residence. This can be attributed largely to UTM with the addition of a new residence in September 2007. However, U of T continues to house a lower proportion of first year students on campus than our peer institutions.

There is some degree of variability across faculties on some of the demographic items. The Faculties of Applied Science & Engineering and Physical Education & Health have a higher proportion of traditional age (younger) students. Applied Science & Engineering also continues to have the lowest proportion of female students. U of T Scarborough and Applied Science & Engineering have a higher percentage of first year students who are not Canadian citizens, although this levels off somewhat by senior year.

PARENTAL EDUCATION

Access to post-secondary education for students whose parents did not attend has become a major policy initiative of the Ontario government over the past several years. NSSE is one source of information in this area. The chart below illustrates U of T's rate of participation (first and senior year undergraduates) among "first generation" students (those whose parents completed high school or less) and "continuing generation" students (those whose parents have at least some post-secondary education.) Our rates of participation are comparable to peer institutions.

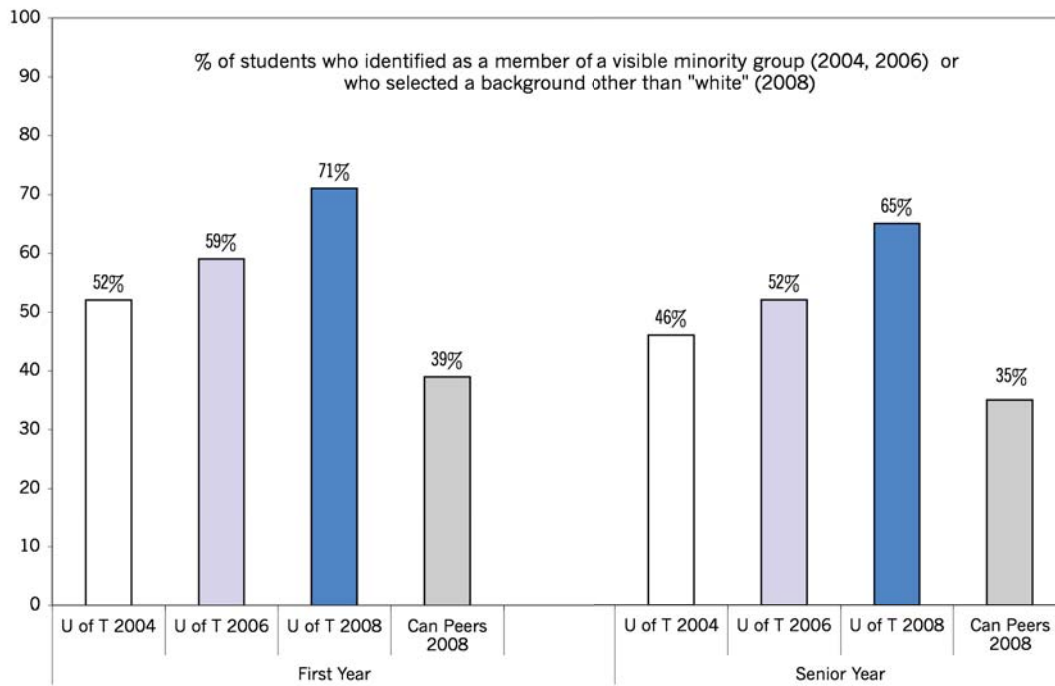
The overall rate of participation of first generation students (calculated by combining first and senior year, and determining the percentage who have **neither** a mother nor a father with post-secondary education) is 16%.



ETHNO-CULTURAL BACKGROUND

The format of the question relating to ethno-cultural background in the Ontario version of the survey changed from 2006 to 2008. In previous versions of the survey, students were asked if they were “a member of a visible minority group in Canada.” In the 2008 version, students were asked to identify their ethno-cultural background from a list provided (with the option of selecting all that apply, including “other”). Comparisons over time, therefore, are imprecise. In general, however, we continue to see a level of racial and cultural diversity far greater than peer institutions.

Ethno-Cultural Background



BARRIERS TO SUCCESS

The Ontario version of the survey includes an item that asks students to identify what they perceive to be the biggest obstacle to their academic progress. In contrast to the Ontario-wide responses, first year students at U of T are much more likely to identify their own performance, rather than financial pressures, as their primary obstacle. Among seniors, however, the balance of students choosing financial pressures is almost equal to those who select academic performance.

Barriers to Success – First Year Students				
Which one of the following factors poses, or has posed, the biggest obstacle to your academic progress?	U of T 2004	U of T 2006	U of T 2008	Ontario 2008
Your academic performance at university	38%	38%	37%	27%
Financial pressures or work obligations	18%	20%	17%	26%
Family/personal problems or obligations	12%	13%	13%	13%
Not applicable/you have faced no obstacles	11%	10%	10%	13%
Lack of good academic advising	6%	5%	6%	5%
Difficulties getting the courses you need	2%	4%	4%	3%
Other academic or administrative obstacles	4%	3%	2%	2%
Language/cultural barriers*		3%	4%	2%
Barriers to Success – Senior Year Students				
Your academic performance at university	21%	22%	23%	14%
Financial pressures or work obligations	24%	23%	24%	31%
Family/personal problems or obligations	20%	15%	15%	14%
Not applicable/you have faced no obstacles	11%	11%	10%	12%
Lack of good academic advising	8%	10%	9%	9%
Difficulties getting the courses you need	4%	7%	7%	8%
Other academic or administrative obstacles	8%	6%	4%	4%
Language/cultural barriers*		3%	2%	2%

*This response item was added in the 2006 version of the survey.

TIME USAGE

Understanding how students spend their time is an important factor in isolating the factors that contribute to their “time on task” – that is, the time that they spend engaged in educationally purposeful activity. NSSE includes a series of items that asks students to identify the number of hours per week they spend in a variety of activities.

Over time, we are starting to see some positive developments in terms of the amount of time students spend on educationally relevant activities, including co-curricular activities, preparing for class and working on campus (which has been shown to have positive correlations to retention and other forms of engagement.)

There remain, however, some significant demands on our students’ time that present a barrier to full engagement. The NSSE data indicate that our students’ use of time is significantly different from students at peer institutions in three ways. U of T students spend **more time**:

- Commuting
- Working off campus; and
- Providing care for dependents.

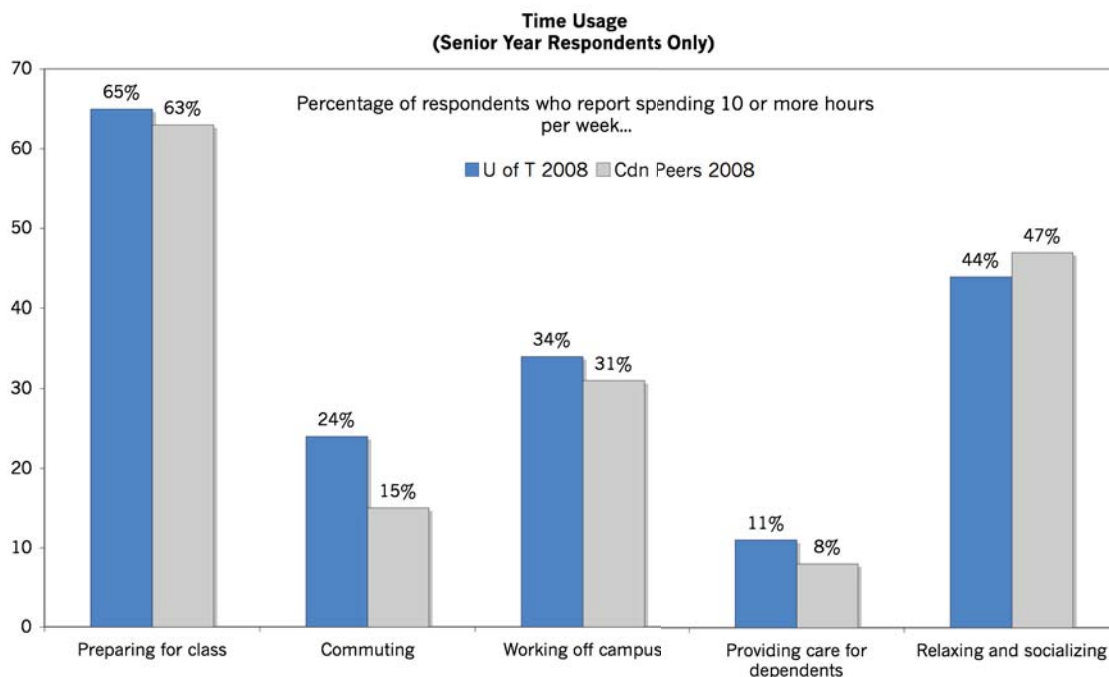
The chart below presents, for senior year respondents only, the percentage of students who report spending 10 hours per week or more on various activities.

What students say...

“University should be more careful about students with families; Most of my courses had midterms and exams during night time (7-10 pm) or during the evenings. Being a single mother with a 2 year old daughter, living more than 40 km away from university, I found it very hard, and this effected my studies alot.”

“In my experience, I have found that it is difficult to find something that fits schedules of a commuter – they run too late or are too early for people that live more than 30 minutes away from campus.”

– NSSE respondents



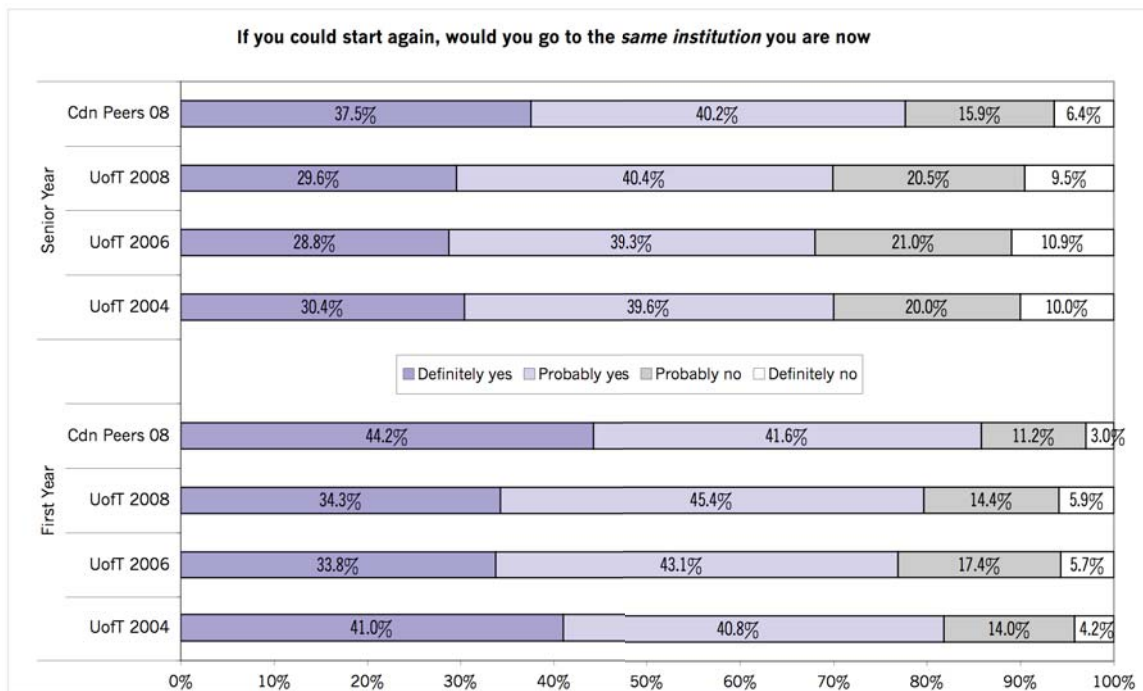
SATISFACTION MEASURES

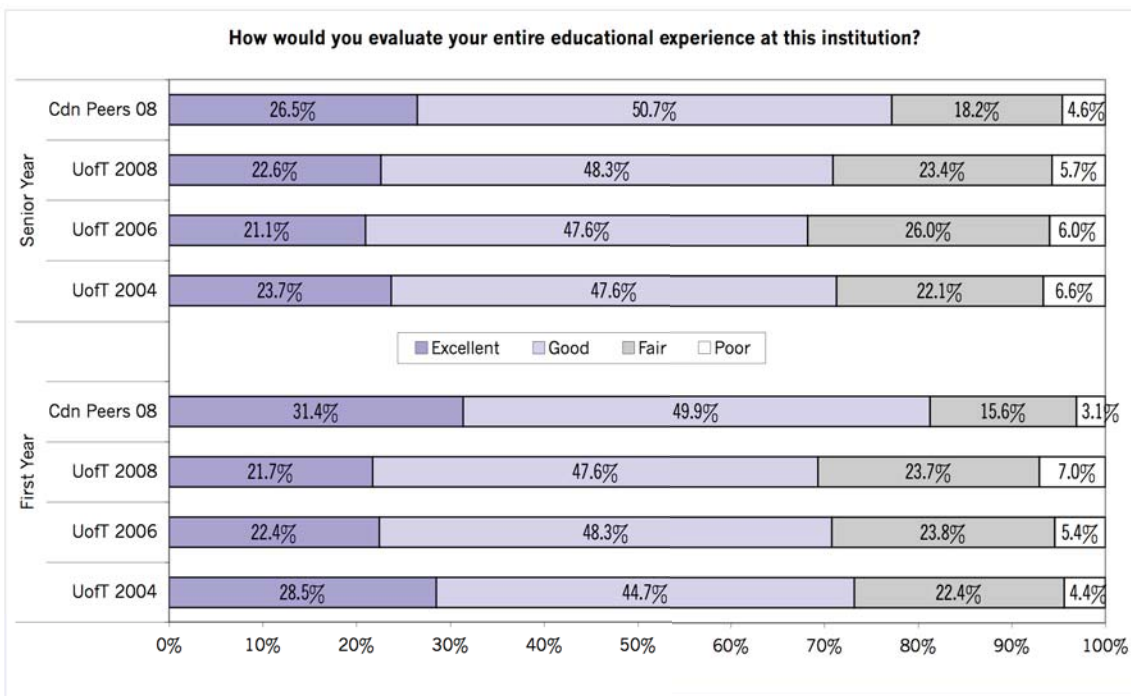
In general, NSSE is not designed as a tool to measure student opinion or satisfaction. However, two items, illustrated below, are included, primarily as a means of correlating engagement to general satisfaction. The 2008 results show no significant changes in satisfaction among senior students; among first years, we are witnessing a troubling decrease in satisfaction that deserves some further attention.

What students say...

“I love the University of Toronto experience, big classes and all. People who complain about the big classes and lack of contact with professors need to engage in more self-directed learning and take initiative on ways to make the U of T experience more personal to them-- and the campus provides plenty of opportunity for that.”

– NSSE respondents





SENSE OF COMMUNITY

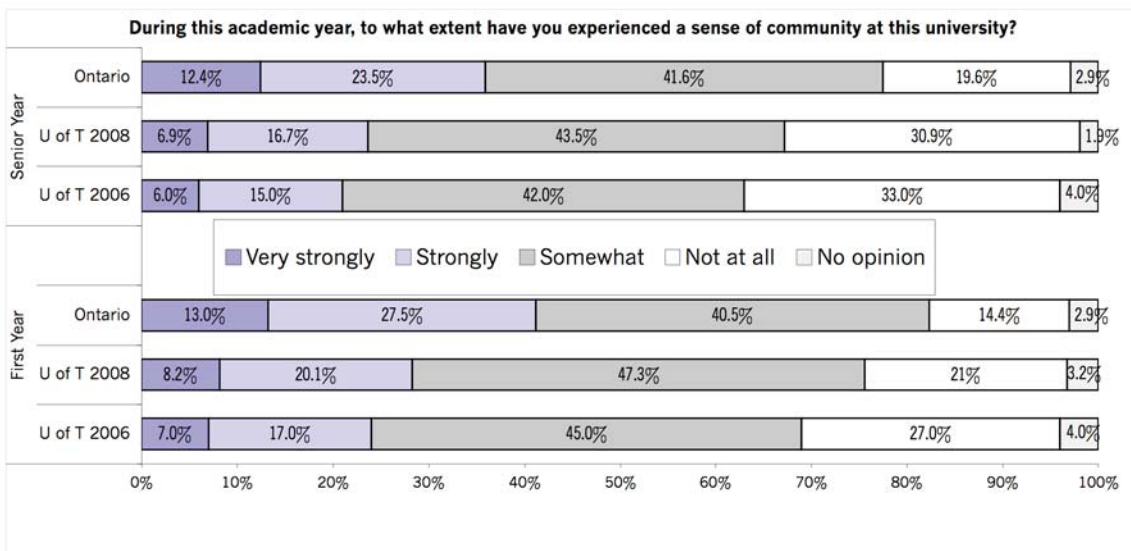
A significant area of focus for the University of Toronto is how to make our size more manageable for students. While many structures and interventions have been put in place, including the college system within Arts & Science, and student centres at UTM and UTSC, in order to facilitate interaction and the development of smaller communities within the undergraduate populations, that we continue perform below the mean on several NSSE items related to sense of community would indicate that there is still work to be done.

The Ontario version of the survey includes a direct question about the degree to which students experience community at U of T and, while we see some improvements over 2006, we sit well behind the rest on Ontario on this indicator.

What students say...

“Most academic learning opportunities are interesting and beneficial at this institution. However, I often feel distant from the community. More could be done to encourage community activities, not just within individual colleges, but throughout the entire student body.”

– NSSE respondent



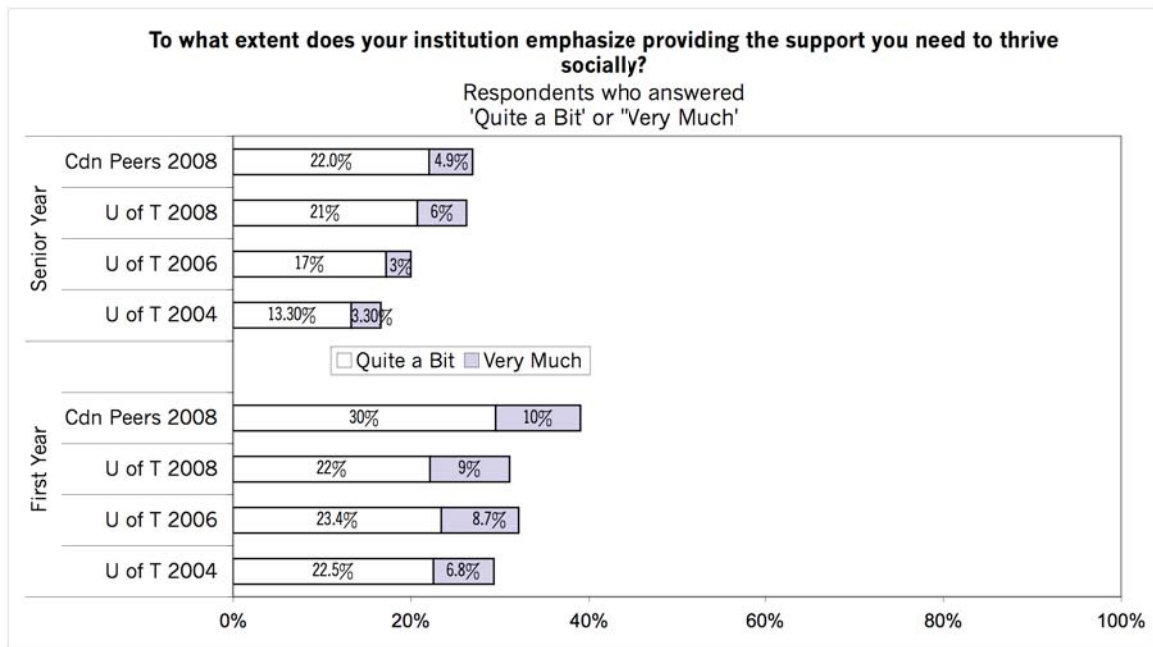
Within the University, students in the faculties of Music, Physical Education & Health, and Applied Science & Engineering are more likely to indicate a strong sense of community than those at UTM, UTSC or in the Faculty of Arts & Science on the St. George Campus. To some extent, this might be explained by the relatively smaller size of those faculties.

An interesting development is presented in the chart below. Senior year students show a marked improvement in the degree to which they see the institution as providing support for their social needs.

What students say...

“It is hard to make friends, I have only now gotten used to university and started enjoying the learning process but I have not made any friends. I feel like I don't fit into a social group.”

– NSSE respondent



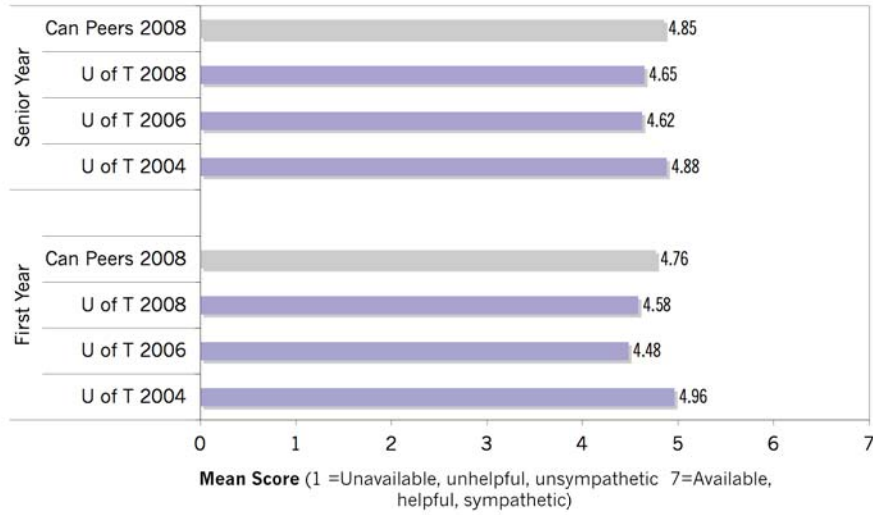
U of T’s score on the NSSE Supportive Campus Environment benchmark is particularly stubborn. This is the only area where we both remain below the mean in comparison to peer institutions and have made no progress since 2004. Three of the six items used to calculate this benchmark score are presented below and help explain the intangible nature of the challenge in front of us. These items ask students to rate, using a 7-point scale, the quality of their relationships with other important groups on campus: faculty, administrative personnel and their peers. We have chosen to illustrate the results using mean scores, rather than frequencies, as this gives us a clearer picture of the situation.

What students say...

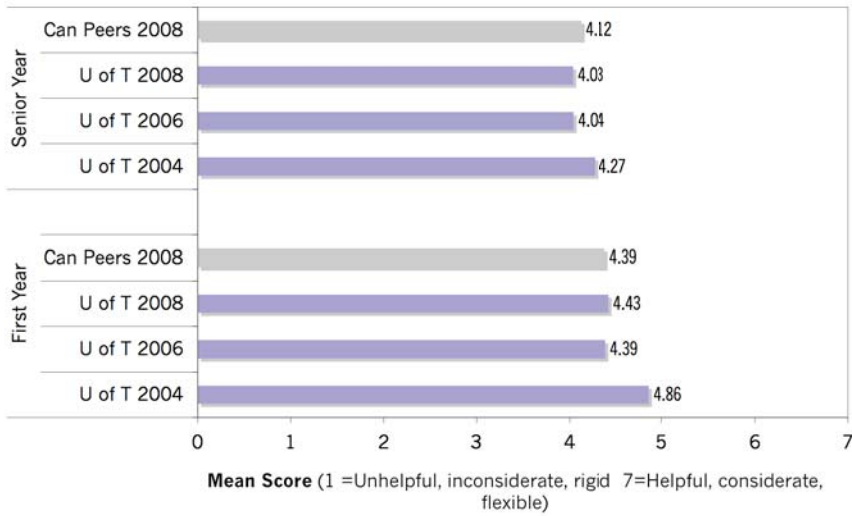
“The University of Toronto is the school of choice to those who are looking to really get ahead in the quality of their education. While this makes for a highly ranked institution, it also creates an extremely competitive atmosphere. The material is tough, and it's sad that two people struggling on the same chemistry question in the library won't help one another for fear the other will get ahead.”

– NSSE respondent

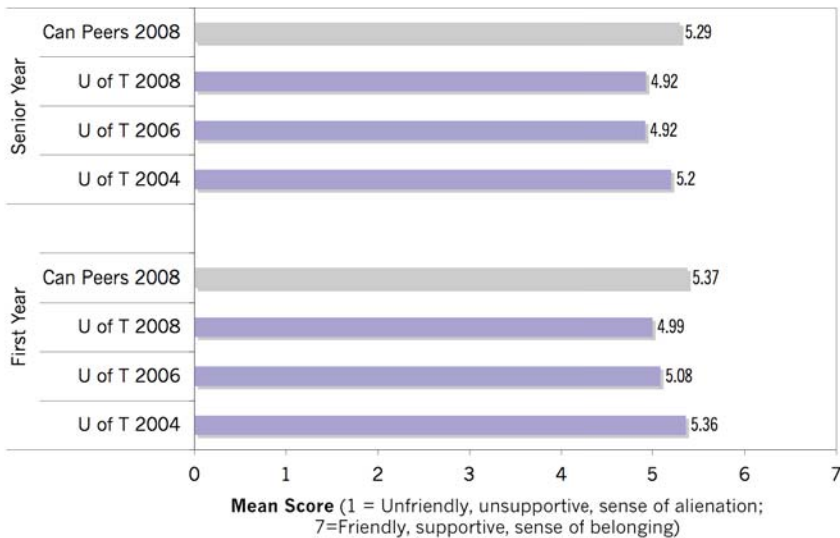
Quality of Relationships with Faculty



Quality of Relationships with Administrative Personnel and Offices



Quality of Relationships with Other Students



STUDENT LEARNING & DEVELOPMENT

While NSSE is not an instrument designed to measure learning outcomes, it does include a series of items in which students are asked to self-report on the institution's effect on their growth and development in a number of areas. Though the frequencies reported below show little change, comparisons of the mean scores on these items do show significant positive growth in our students' perception of the enhanced writing skills and in analyzing quantitative problems, as well as in voting, though the occurrence of elections is thought to influence this result.

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Presented in descending order of respondents who selected "Very Much" (Senior Year Only)

	UofT 2004	UofT 2006	UofT 2008	CanPeers 08
Thinking critically and analytically	51%	49%	51%	46%
Acquiring a broad general education	39%	40%	40%	37%
Learning effectively on your own	45%	39%	39%	35%
Analyzing quantitative problems	31%	32%	35%	33%
Writing clearly and effectively	30%	32%	33%	29%
Using computing and information technology	31%	28%	32%	33%
Speaking clearly and effectively	22%	23%	25%	23%
Understanding yourself	24%	26%	24%	23%
Working effectively with others	23%	17%	21%	29%
Acquiring job or work-related knowledge and skills	20%	15%	20%	28%
Solving complex real-world problems	18%	15%	19%	20%
Understanding people of other racial and ethnic backgrounds	18%	18%	18%	14%
Developing a personal code of values and ethics	17%	17%	16%	17%
Contributing to the welfare of your community	9%	9%	8%	11%
Voting in local, provincial, or federal elections	5%	10%	7%	7%
Developing a deepened sense of spirituality	6%	7%	6%	5%

STUDENT OPINIONS

The Ontario version of the survey includes two items that give students the opportunity to express their own opinions about institutional direction and priorities. The institution-wide results are summarized here.

From the list below, please select up to 2 items you believe your university **most needs to address** to improve the student academic/learning experience **in the classroom**.

Among first year respondents:

- Ensuring a better fit between course content, assignments, and tests/exams (32%)
- Reducing class sizes overall (28%)

Among senior year respondents:

- Increasing the number or variety of course offerings **in your major** (30%)
- Ensuring a better fit between course content, assignments, and tests/exams (28%)
- Improving the quality of course instruction by professors (28%)

From the list below, please select up to 2 items you believe your university **most needs to address** to improve the student academic/learning experience **outside the classroom**.

Among first year respondents:

- Improving the quality/availability of study spaces (29%)
- Increasing contact with professors outside of class (e.g., office hours) (27%)
- Providing students with more opportunities to undertake research with faculty (27%)

Among senior year respondents:

- Providing students with more opportunities to undertake research with faculty (41%)
- Improving the quality/availability of study spaces (32%)

What students say...

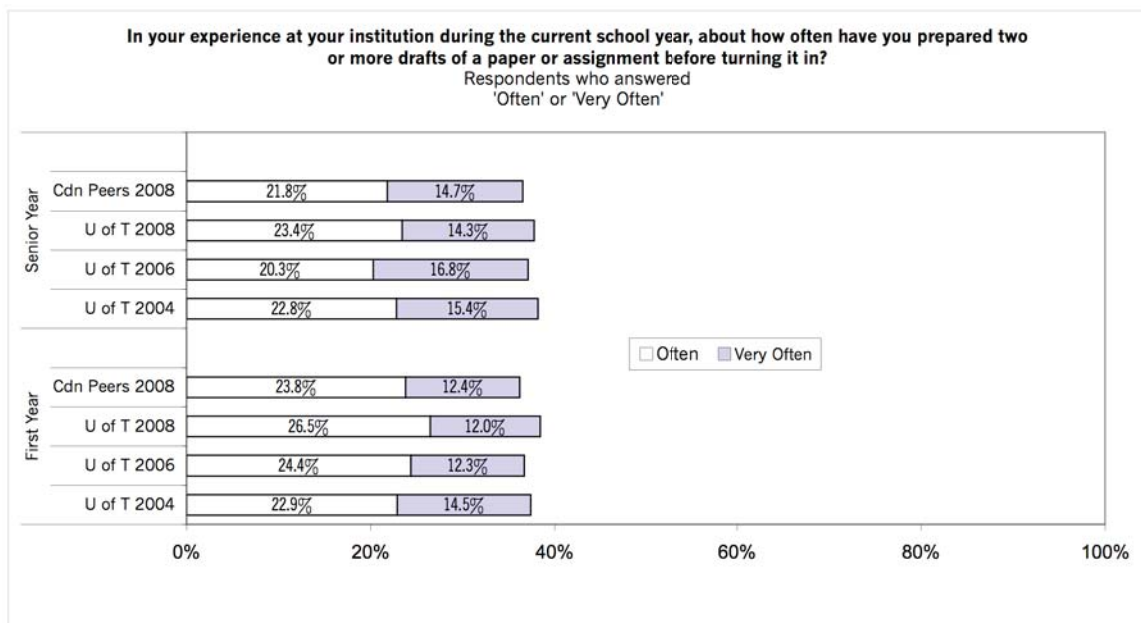
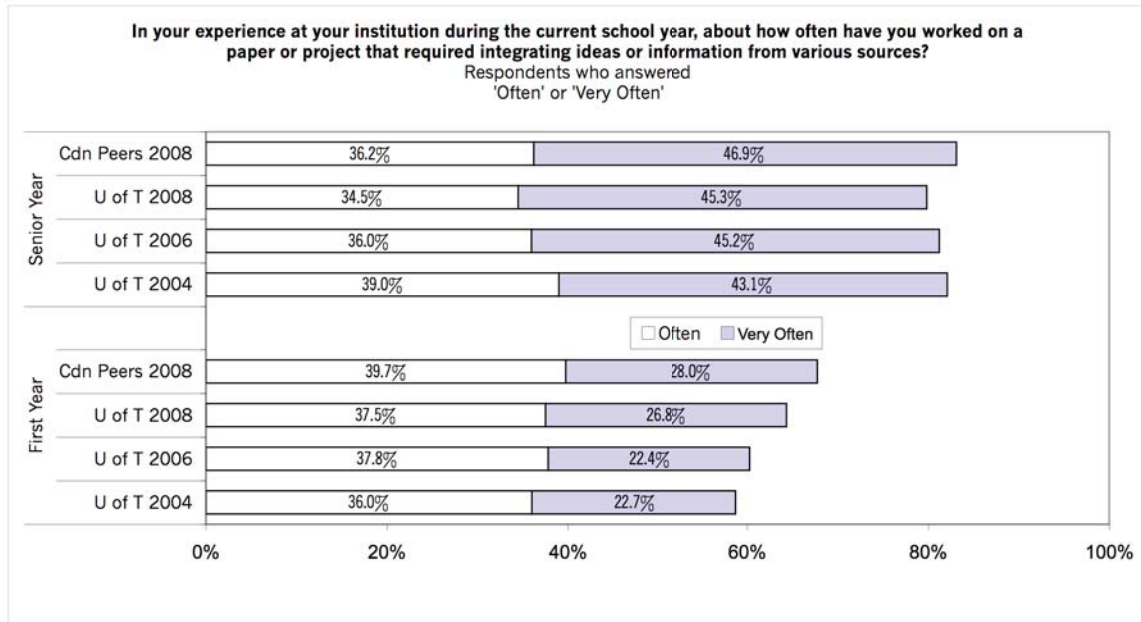
“Many courses often have tests and exams that do not reflect the material learned in class. Making it extremely difficult to obtain a good mark. Compared to other university that have straight forward questions (from what my friends in other university said), I feel that all of my tests and exams have questions that are meant to trick you and give you a low mark. It truly made me question the true intention of this institution.”

– NSSE respondent

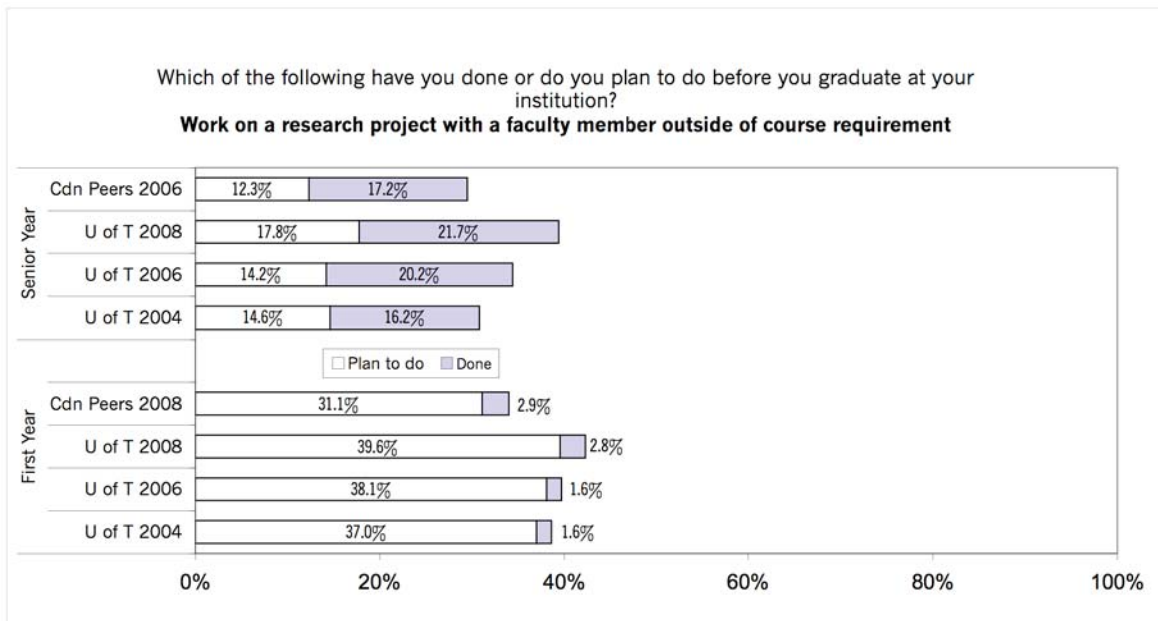
PRIORITY AREAS

In 2004, a number of NSSE items were identified as being markers of progress in the priority areas outlined in *Stepping Up*, either in the University-wide framework, or in divisional plans.

WRITING



UNDERGRADUATE RESEARCH

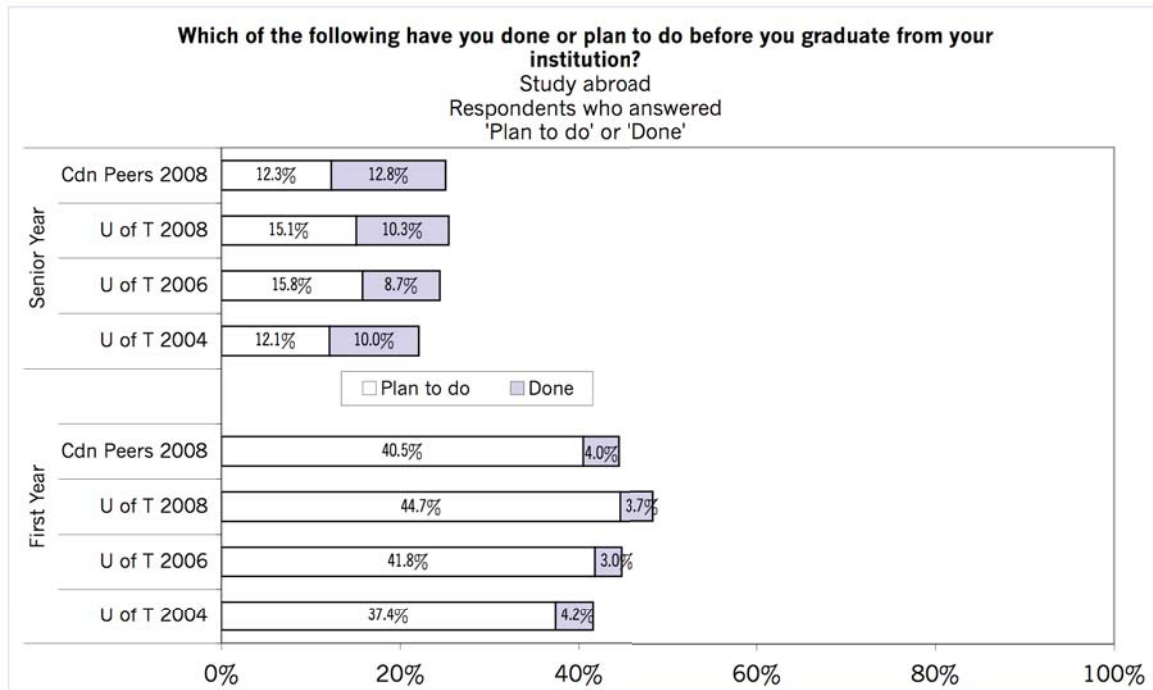


What students say...

"I've benefited greatly from a particular faculty member who I worked with beginning with [a research opportunity course.] Since then, I have been working with her for four full academic years now, including summers. I've learned very much about my field as well as practical skills such as presentation of research and writing (we've presented at international conferences 3 times and we have published an article in a refereed journal)."

– NSSE respondent

INTERNATIONAL EXPERIENCE



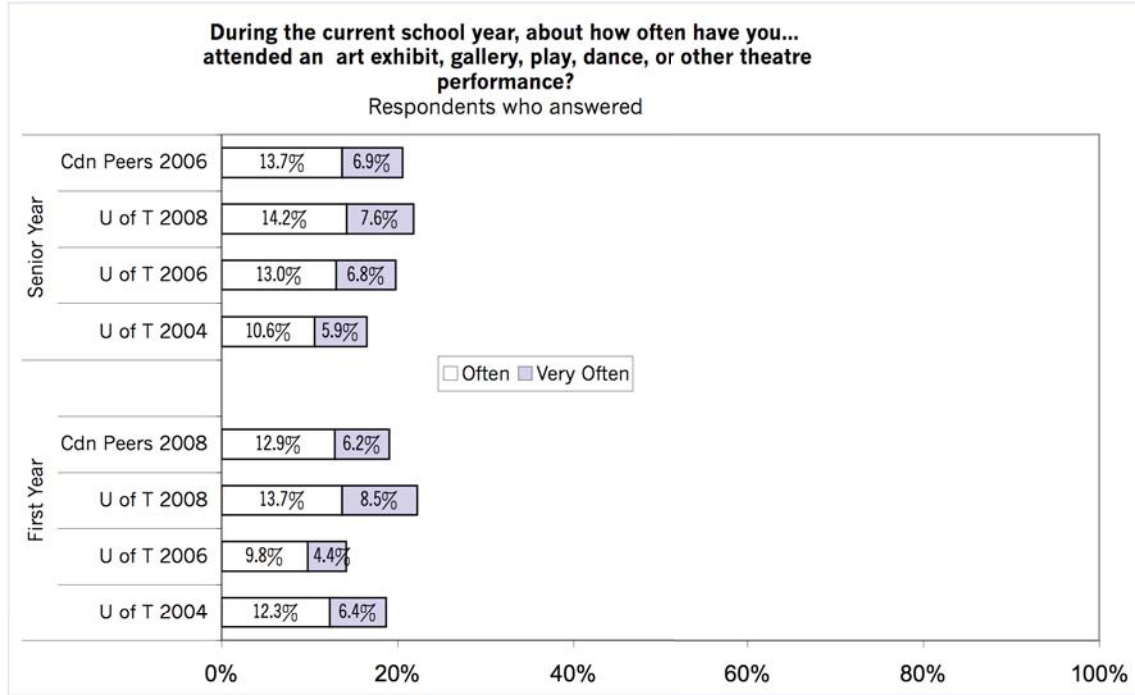
What students say...

“U of T has a host of opportunities such as research projects, international experience, etc., but does a very poor job of making current students aware of how to access these opportunities.”

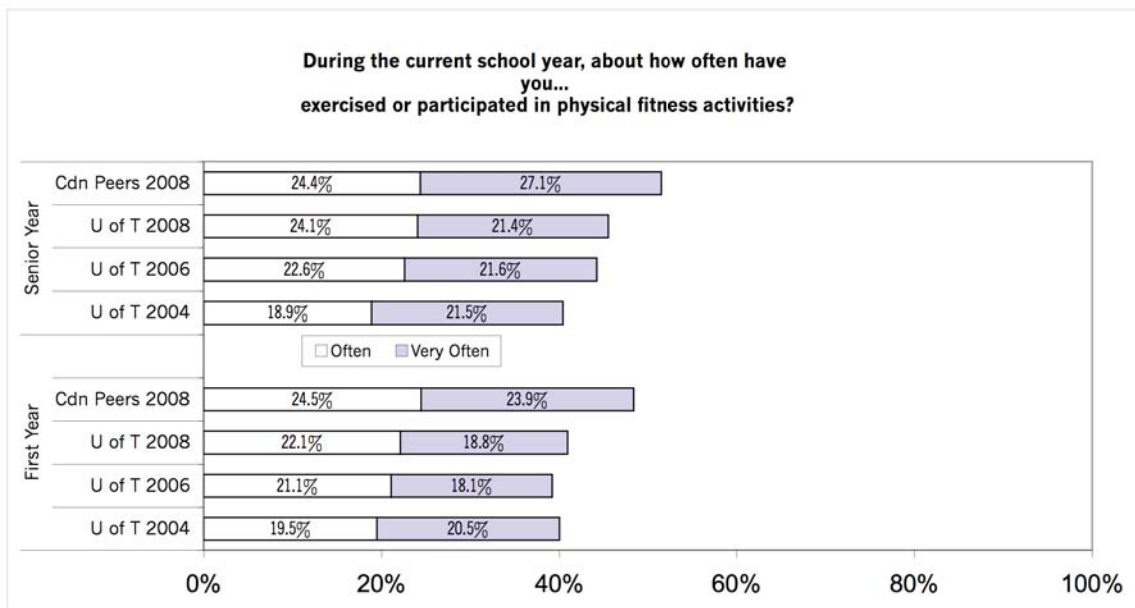
– NSSE respondent

COMMUNITY ENGAGEMENT

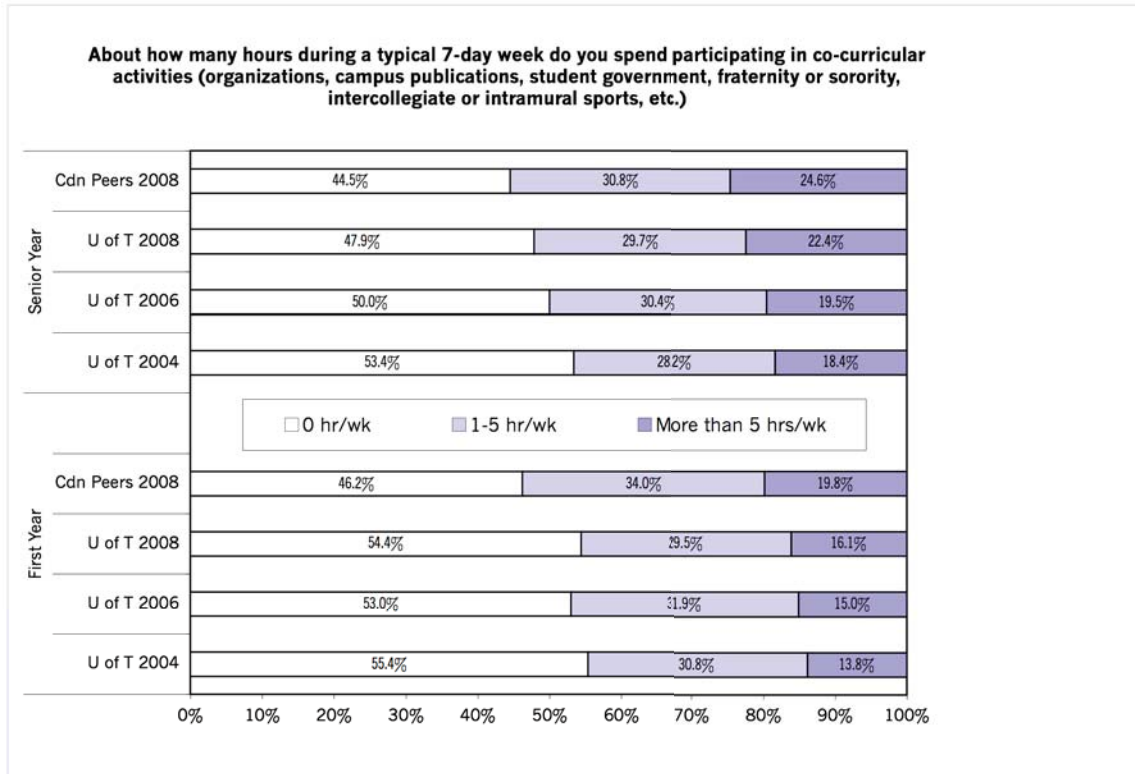
The Arts



Physical Recreation



Co Curricular Activities



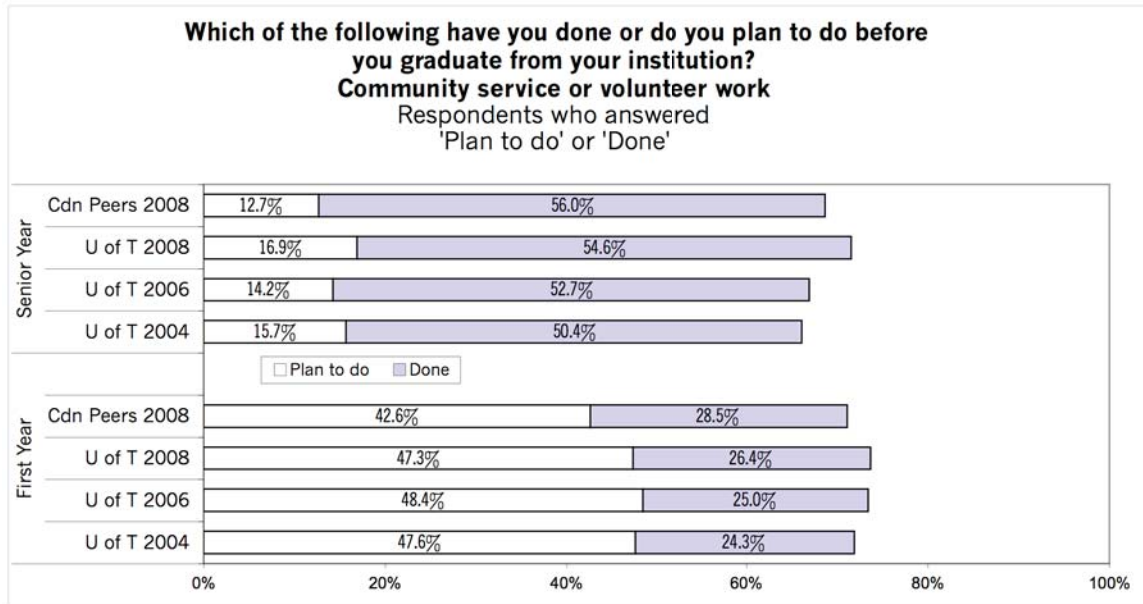
What students say...

“As a non-res student at U of T, I have found it extremely difficult to feel a part of the school's community. The large class room sizes make it REALLY REALLY hard to meet new people and make new friends. In high school I was very active in all kinds of activities like our Student Council, Athletic Club, Newspaper, etc, etc...and coming from such a social background, it has been difficult to adjust to this new learning institution. U of T needs to think of some way to fully integrate the non-res students because with such a huge campus, it really can be alienating at some times.”

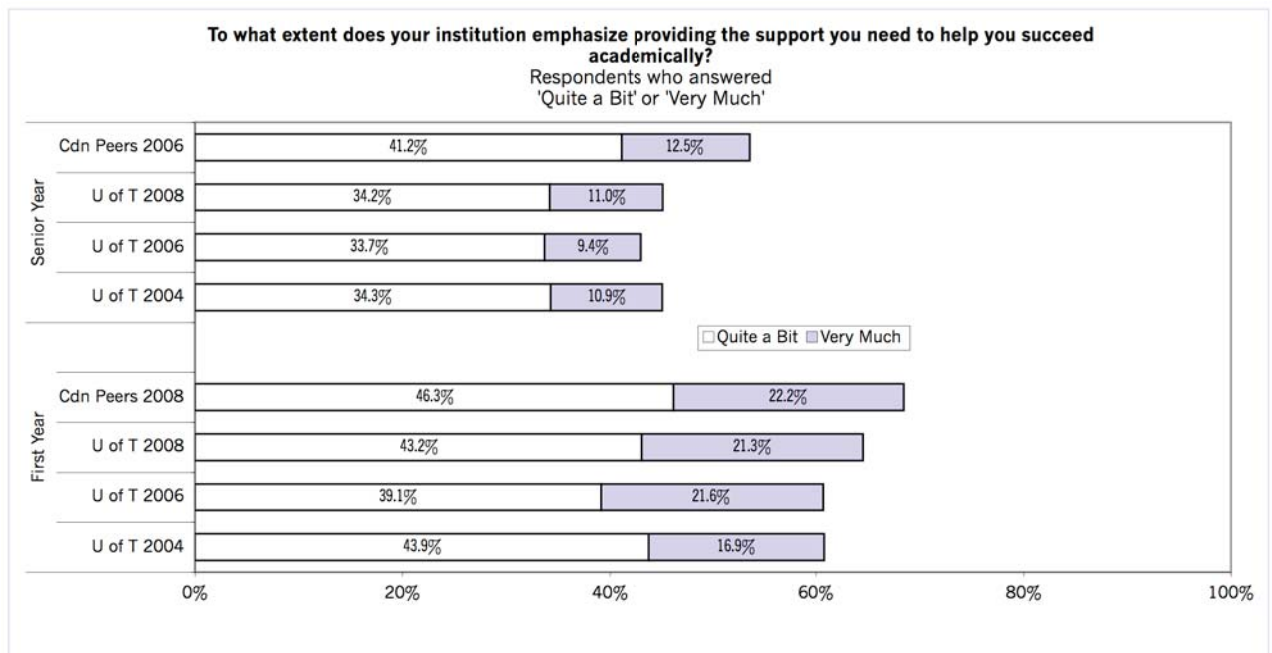
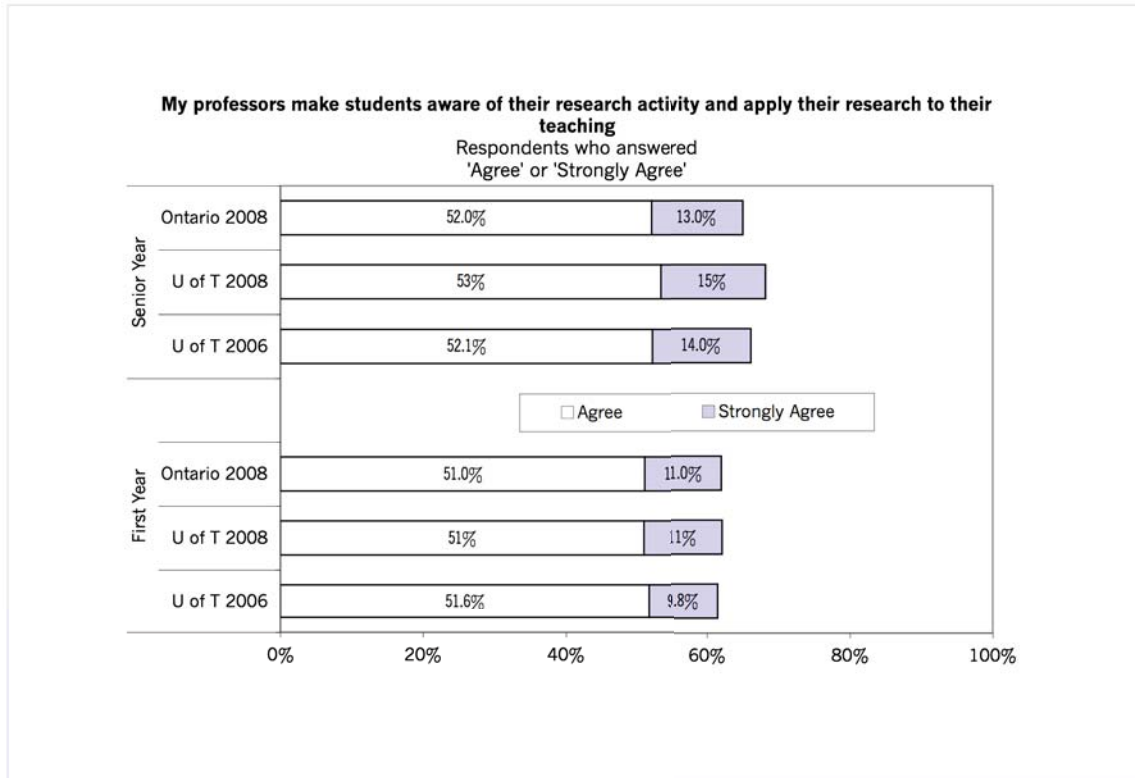
“I've found at UofT, the large class sizes and lack of support systems lead to a feeling of isolation. For an international Student and commuter this was a significant barrier to overcome, in fact it is one I don't think I was able to overcome really.”

– NSSE Respondents

Community Service



CLASSROOM LEARNING

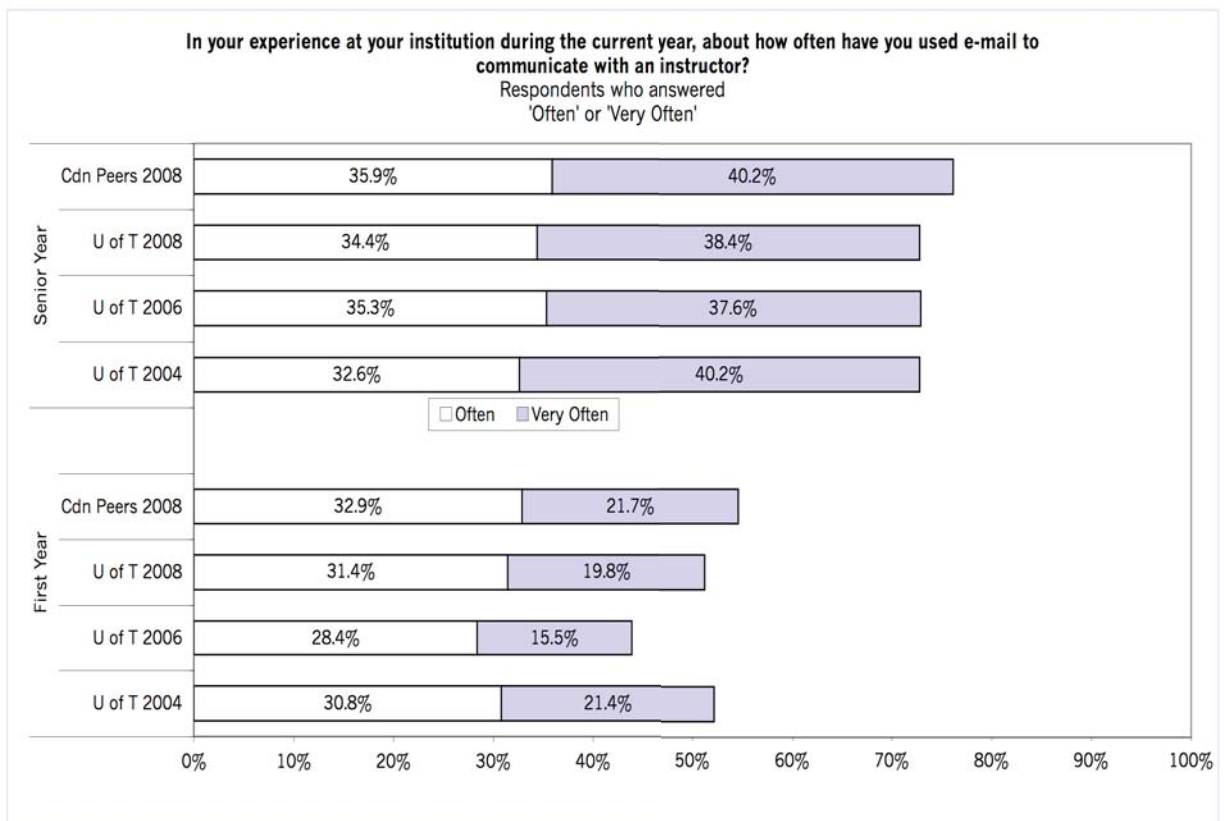
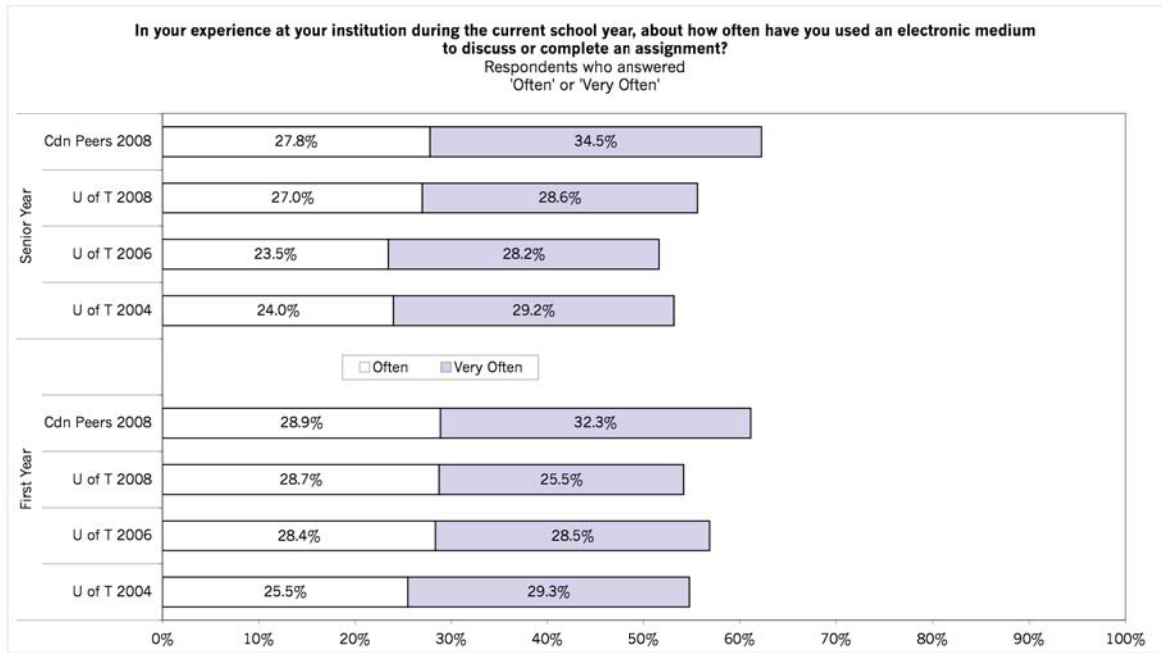


What students say...

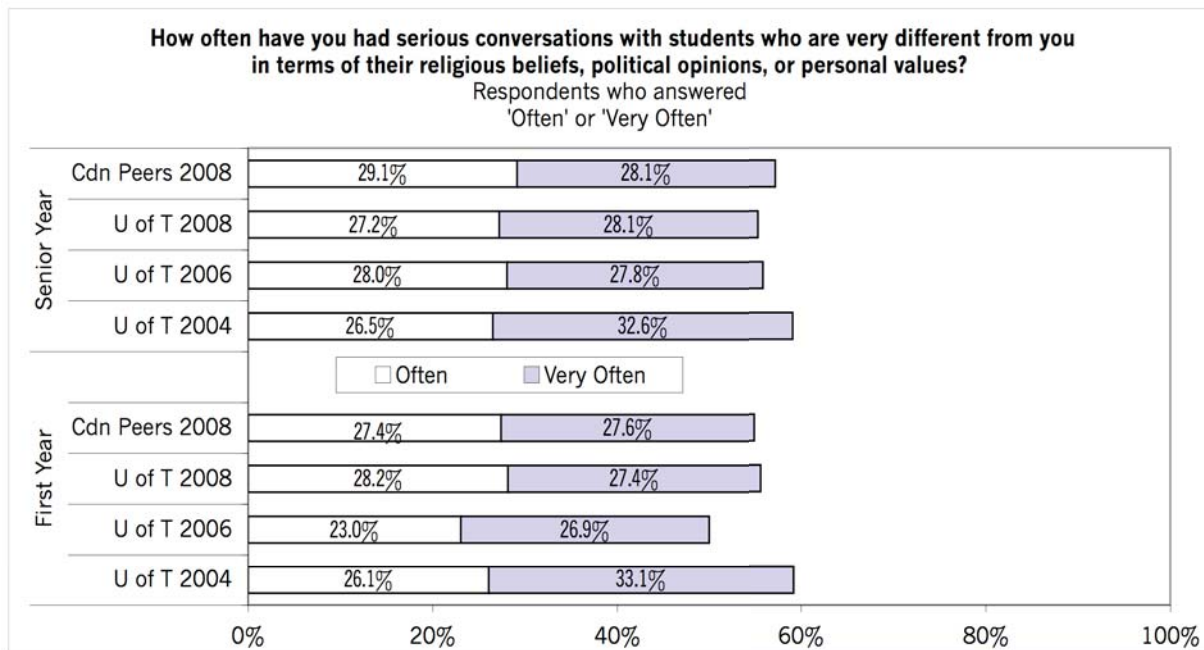
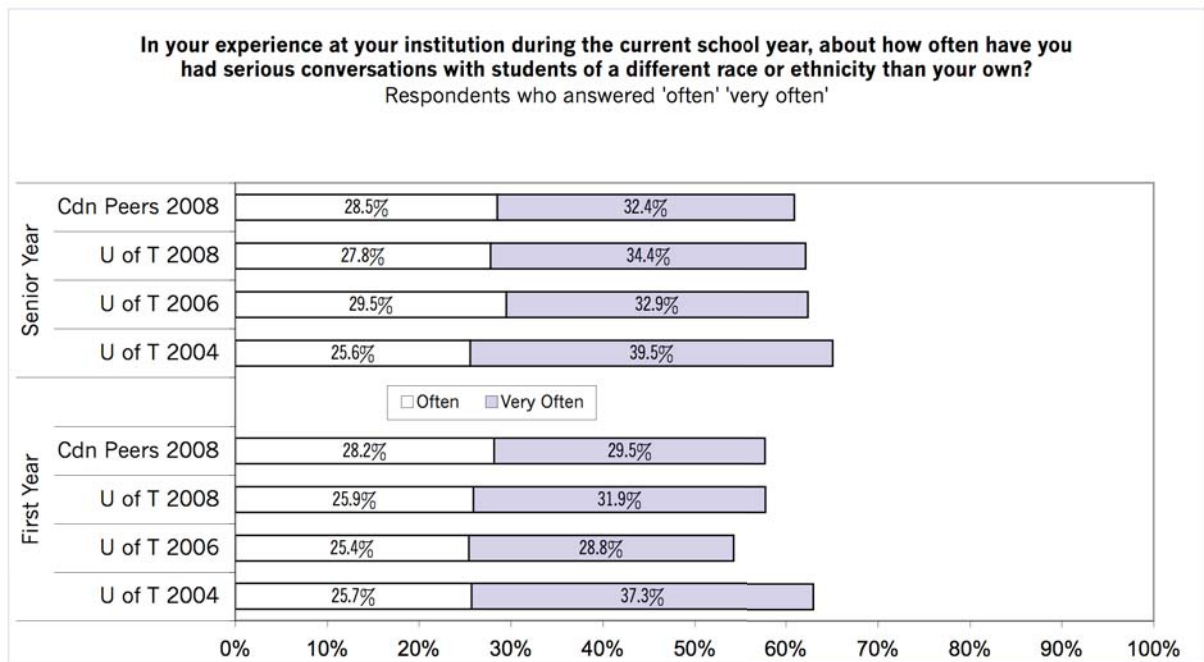
"A very worthwhile experience; I am impressed that the institution consistently demands a high level of academic performance from students and that Professors provide the teaching system to support academic excellence."

– NSSE respondent

INFORMATION TECHNOLOGY



DIVERSITY & EQUITY



What students say...

“Would greatly improve if students of different races and cultures were encouraged to mingle with each other.”

“UofT has a fantastic queer culture and the sexual diversity studies program is fantastic.”

– NSSE respondent

WHAT'S NEXT?

DIVISIONAL LEVEL DATA

The Dean of each first-entry faculty and of UTM and UTSC receives a package that contains: results from the full NSSE sample, results for their division, and comparison results for the other five divisions. Divisional level analysis is conducted by each division, with some support centrally to ensure statistical reliability, and divisions are encouraged to share their results throughout the University.

THE MEASURING UP BLOG

In an effort to continue this data-driven dialogue about enhancing the student experience, we have initiated a weblog. Each week, contributors will examine a different aspect of the student experience using NSSE and other data sources as a launching pad. Comments (moderated) are welcome. Visit <http://blogs.studentlife.utoronto.ca/measuringup>

PRESENTATIONS

Invite us to your next staff meeting, professional development session or planning retreat. Time permitting, presentations can be prepared for your audience to give a big picture explanation of the NSSE data, peer comparisons and key areas for improvement. Working with a member of your staff, we can customize the presentation to meet local needs.

FOR MORE INFORMATION

The National Survey of Student Engagement is a project of the Office of the Vice-Provost, Students and the Office of Assistant Vice-President, Government, Institutional & Community Relations of University of Toronto. This report was prepared by Deanne Fisher, Director of Student Life Programs & Communications, and Xuelun Liang, Senior Institutional Research Analyst.

For more information on NSSE visit: <http://nsse.iub.edu/>

For more information on U of T's participation in NSSE and the results, contact:

Deanne Fisher
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416-978-1753
deanne.fisher@utoronto.ca



National Survey of Student Engagement

University of Toronto

Benchmark Comparisons
August 2008

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/2008_Institutional_Report/.

Class and Sample Means
Means are reported for first-year students and seniors. Institution-reported class ranks are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean
The mean is the *weighted* arithmetic average of student level benchmark scores.

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation are summarized.

Statistical Significance

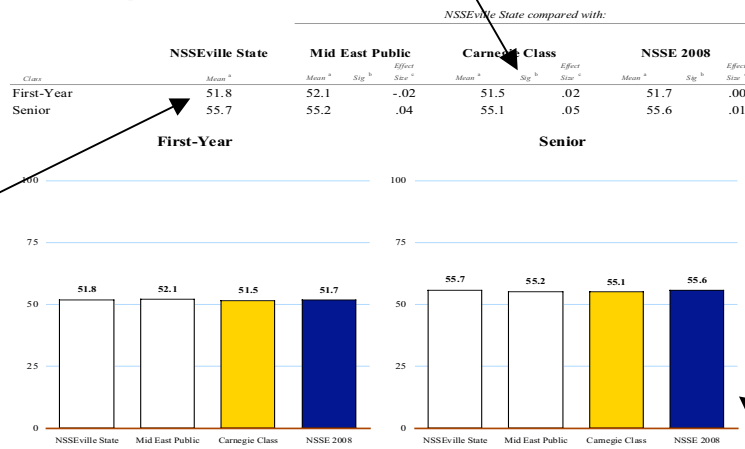
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

Effect Size^a

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Level of Academic Challenge (LAC)

Benchmark Comparisons



Level of Academic Challenge (LAC) Items

- Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.
- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
 - Number of assigned textbooks, books, or book-length packs of course readings
 - Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
 - Coursework emphasizing analysis of the basic elements of an idea, experience or theory
 - Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
 - Coursework emphasizing the making of judgments about the value of information, arguments, or methods
 - Coursework emphasizing application of theories or concepts to practical problems or in new situations
 - Working harder than you thought you could to meet an instructor's standards or expectations
 - Campus environment emphasizing time studying and on academic work

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and your selected peer or consortium groups.

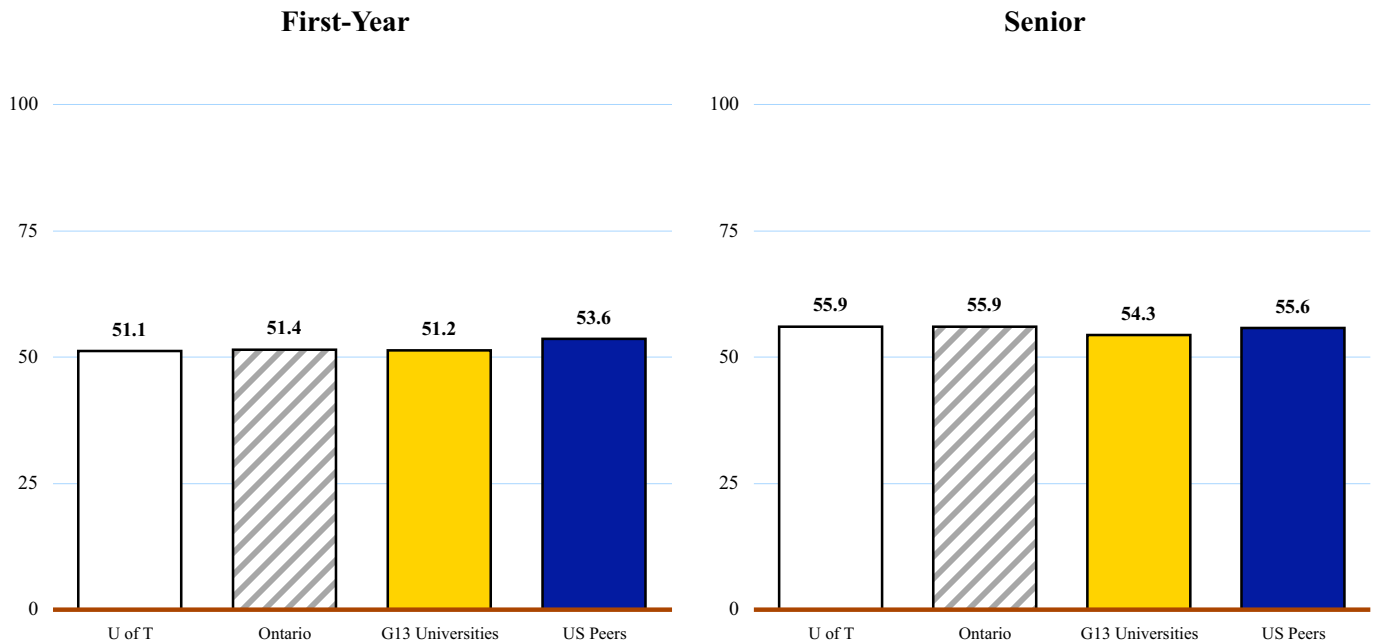
^a See the *NSSE Effect Size Interpretation Guide* at www.nsse.iub.edu/html/effect_size_guide.cfm for additional information.

Level of Academic Challenge (LAC)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			G13 Universities			US Peers		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	51.1	51.4		-.02	51.2		-.01	53.6	***	-.19
Senior	55.9	55.9		.00	54.3	***	.12	55.6		.02



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

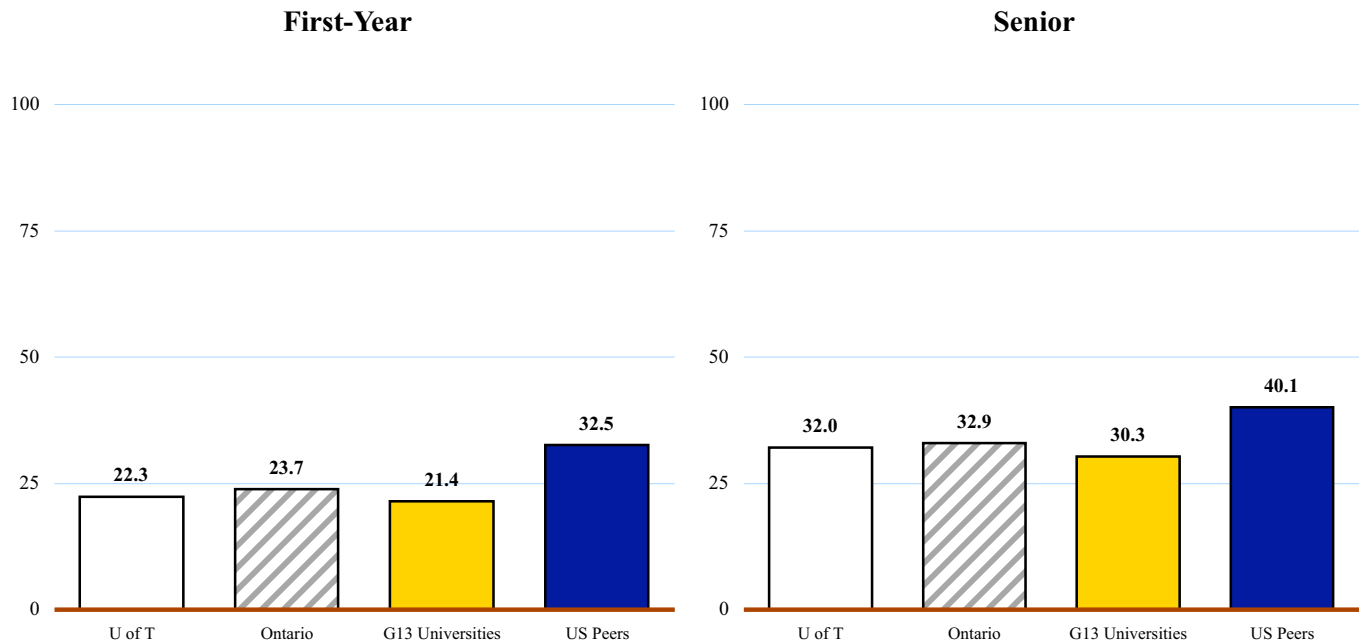
^c Mean difference divided by the pooled standard deviation.

Student-Faculty Interaction (SFI)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			G13 Universities			US Peers		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	22.3	23.7	**	-.09	21.4		.06	32.5	***	-.57
Senior	32.0	32.9		-.05	30.3	**	.09	40.1	***	-.40



Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

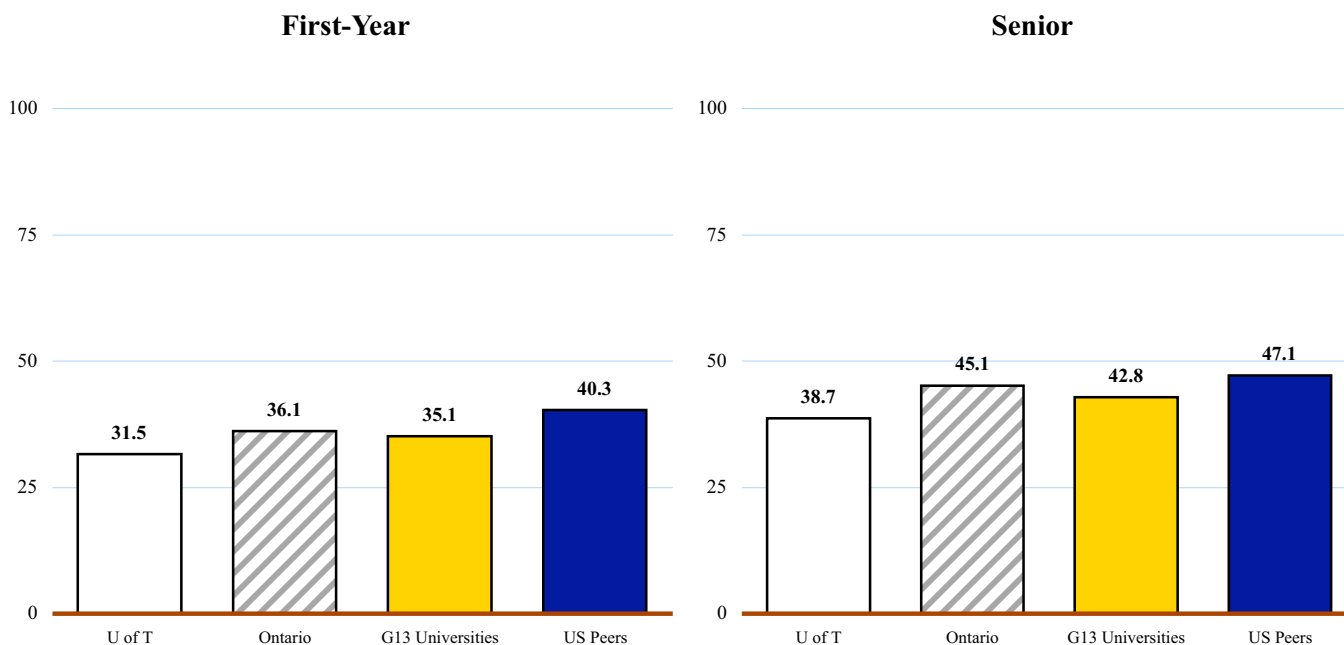
^c Mean difference divided by the pooled standard deviation.

Active and Collaborative Learning (ACL)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			G13 Universities			US Peers		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	31.5	36.1	***	-.30	35.1	***	-.24	40.3	***	-.55
Senior	38.7	45.1	***	-.38	42.8	***	-.26	47.1	***	-.50



Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

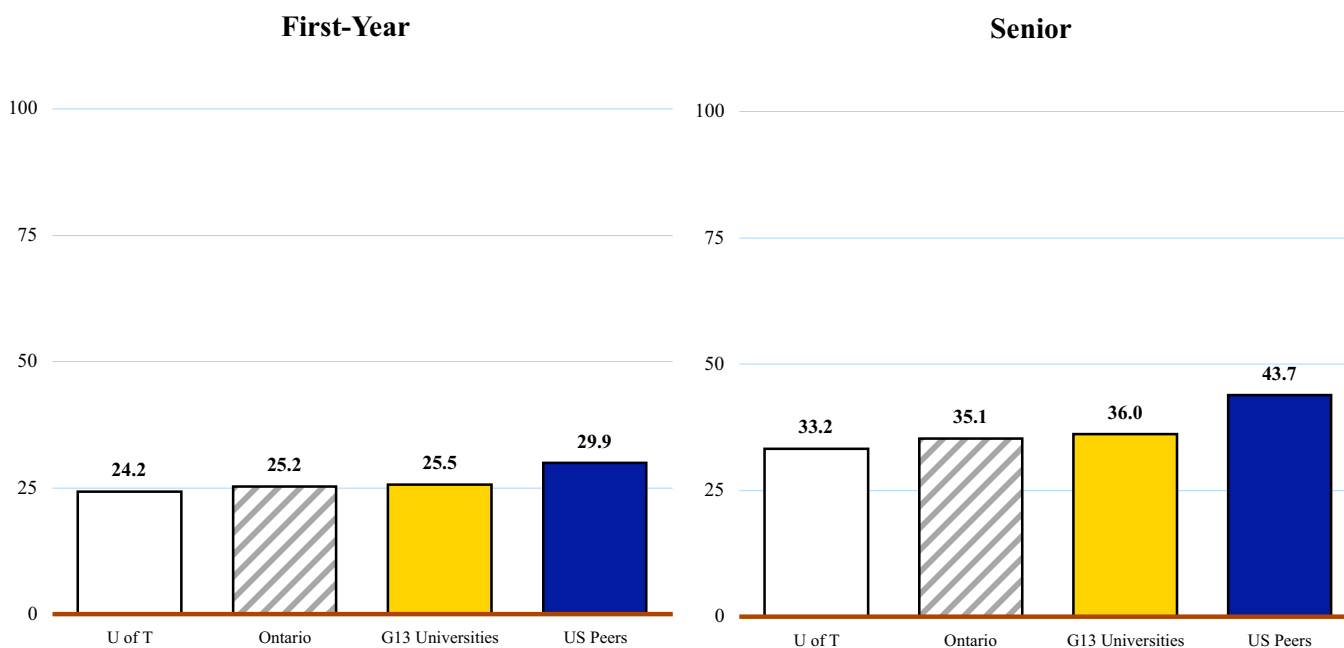
^c Mean difference divided by the pooled standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			G13 Universities			US Peers		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	24.2	25.2	*	-.08	25.5	**	-.10	29.9	***	-.43
Senior	33.2	35.1	***	-.12	36.0	***	-.18	43.7	***	-.63



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

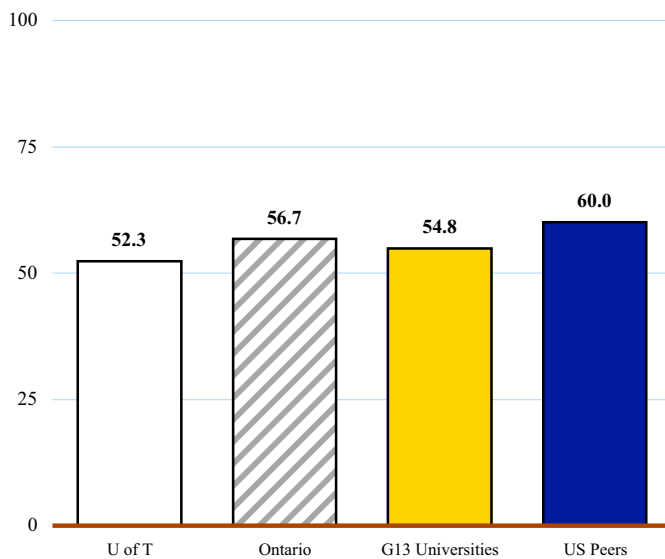
Supportive Campus Environment (SCE)

Benchmark Comparisons

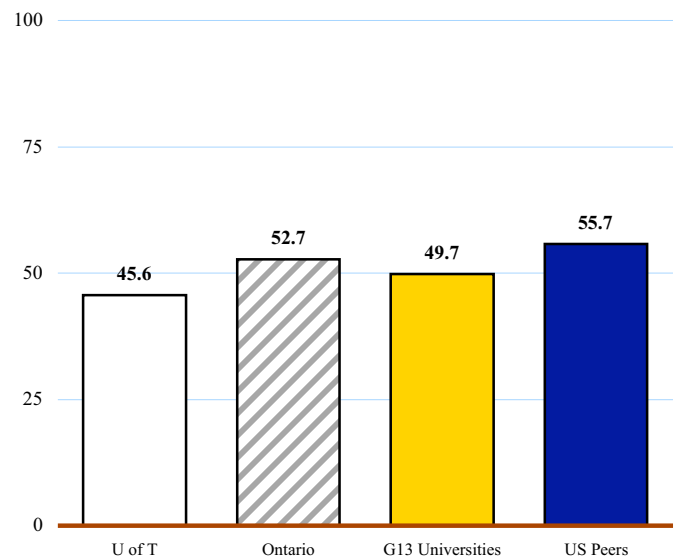
U of T compared with:

Class	U of T	Ontario			G13 Universities			US Peers		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	52.3	56.7	***	-.23	54.8	***	-.14	60.0	***	-.43
Senior	45.6	52.7	***	-.37	49.7	***	-.22	55.7	***	-.55

First-Year



Senior



Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2008 and (b) those with benchmark scores in the top 10% for 2008.^a These comparisons allow an institution to determine if their engagement of their students differs in significant, meaningful ways from these high performing peer groups.

Example

	NSSEville State	NSSE 2008 Top 50%				NSSE 2008 Top 10%		
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2008 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ◆ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2008 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ◆ It is *likely* that NSSEville State is in the top 50% of all NSSE 2008 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).^{a,b}

NSSEville State CANNOT conclude^a...

- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.^b
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.^b

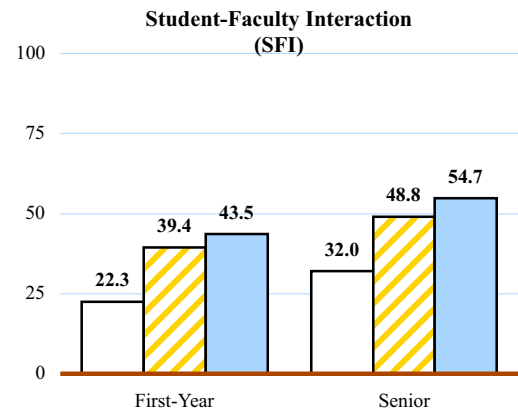
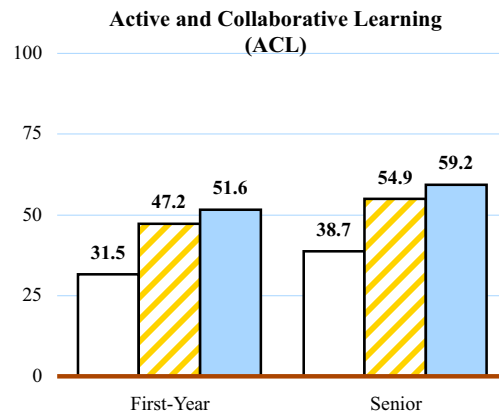
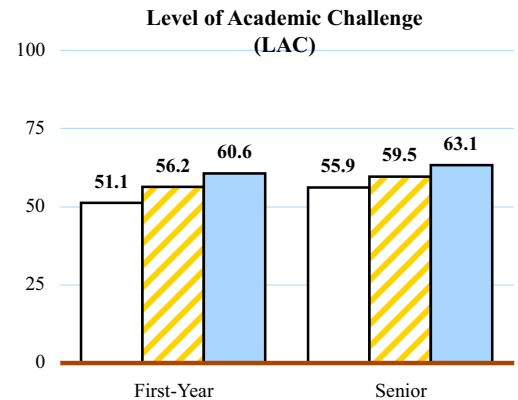
For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see www.nsse.iub.edu/2008_Institutional_Report/.

^a Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers.

^b NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and because our policy against the ranking of institutions.

U of T compared with

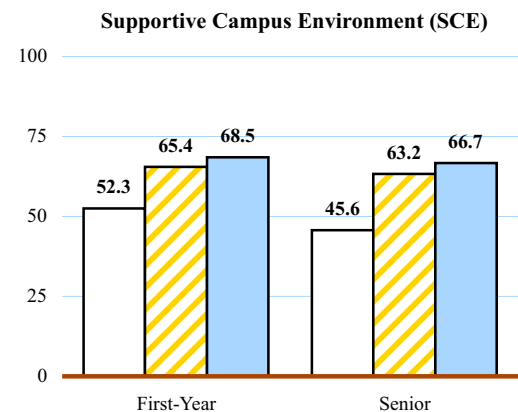
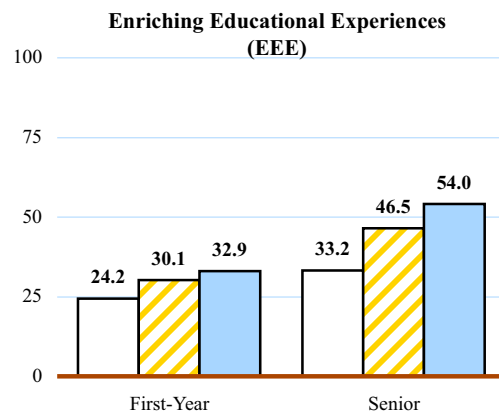
	U of T	NSSE 2008 Top 50%			NSSE 2008 Top 10%		
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	51.1			60.6	***	-.74
	ACL	31.5	***	-.93	51.6	***	-1.16
	SFI	22.3	***	-.89	43.5	***	-1.06
	EEE	24.2	***	-.43	32.9	***	-.62
	SCE	52.3	***	-.71	68.5	***	-.87
Senior	LAC	55.9			63.1	***	-.53
	ACL	38.7	***	-.95	59.2	***	-1.19
	SFI	32.0	***	-.79	54.7	***	-1.07
	EEE	33.2	***	-.75	54.0	***	-1.22
	SCE	45.6	***	-.93	66.7	***	-1.14



Legend

- U of T
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2008 institutions on a particular benchmark.



^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

First-Year Students

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD ^b	SEM ^c	5th	Percentiles ^d			95th	Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
LEVEL OF ACADEMIC CHALLENGE (LAC)												
U of T (N = 1015)	51.1	13.0	.4	30	42	51	60	73				
Ontario	51.4	12.8	.2	30	43	51	60	72	5,767	-2	.608	-.02
G13 Universities	51.2	12.7	.2	31	43	51	60	72	4,908	-1	.818	-.01
US Peers	53.6	12.8	.3	33	45	54	62	74	3,337	-2.4	.000	-.19
Top 50%	56.2	13.1	.1	34	48	56	65	77	20,493	-5.1	.000	-.39
Top 10%	60.6	12.8	.2	38	52	61	70	80	4,378	-9.4	.000	-.74
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
U of T (N = 1058)	31.5	15.6	.5	10	19	29	38	58				
Ontario	36.1	15.6	.2	14	24	33	44	62	6,202	-4.6	.000	-.30
G13 Universities	35.1	15.2	.2	14	24	33	43	62	5,279	-3.6	.000	-.24
US Peers	40.3	16.3	.3	19	29	38	48	71	3,704	-8.8	.000	-.55
Top 50%	47.2	17.0	.1	24	33	48	57	76	1,200	-15.8	.000	-.93
Top 10%	51.6	17.9	.3	24	38	50	62	83	1,917	-20.1	.000	-1.16
STUDENT-FACULTY INTERACTION (SFI)												
U of T (N = 1016)	22.3	16.6	.5	0	11	17	28	56				
Ontario	23.7	16.4	.2	6	11	22	33	56	5,806	-1.5	.010	-.09
G13 Universities	21.4	15.8	.3	0	11	17	28	50	4,938	.9	.103	.06
US Peers	32.5	18.3	.4	11	22	28	44	67	2,117	-10.2	.000	-.57
Top 50%	39.4	19.4	.2	11	28	39	50	78	1,203	-17.1	.000	-.89
Top 10%	43.5	21.2	.4	13	28	39	56	83	2,287	-21.2	.000	-1.06
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
U of T (N = 997)	24.2	12.4	.4	6	16	23	32	46				
Ontario	25.2	12.3	.2	8	17	24	32	47	5,628	-1.0	.021	-.08
G13 Universities	25.5	12.3	.2	8	17	25	33	47	4,801	-1.3	.003	-.10
US Peers	29.9	13.7	.3	11	21	29	37	52	2,099	-5.7	.000	-.43
Top 50%	30.1	13.7	.1	11	21	29	38	53	1,098	-5.9	.000	-.43
Top 10%	32.9	14.3	.2	11	23	32	42	58	1,600	-8.7	.000	-.62
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
U of T (N = 989)	52.3	18.7	.6	22	39	53	64	86				
Ontario	56.7	18.8	.3	25	44	57	69	89	5,532	-4.4	.000	-.23
G13 Universities	54.8	18.0	.3	25	42	56	67	83	4,727	-2.5	.000	-.14
US Peers	60.0	17.8	.4	31	47	61	72	89	1,835	-7.7	.000	-.43
Top 50%	65.4	18.4	.1	33	53	67	78	94	17,091	-13.1	.000	-.71
Top 10%	68.5	18.4	.3	36	56	69	81	97	4,343	-16.1	.000	-.87

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^c The 95% confidence interval for the population mean it is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

^f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
					5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
	U of T (N = 1138)	55.9	13.2	.4	35	46	56	66	77				
	Ontario	55.9	13.8	.2	33	47	56	66	78	7,180	.0	.965	.00
	G13 Universities	54.3	13.8	.2	32	45	54	64	77	6,403	1.6	.000	.12
	US Peers	55.6	13.7	.2	33	46	56	65	78	4,905	.3	.539	.02
	Top 50%	59.5	13.8	.1	36	50	60	69	81	28,065	-3.6	.000	-.26
	Top 10%	63.1	13.6	.2	39	54	64	73	84	6,257	-7.2	.000	-.53
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
	U of T (N = 1193)	38.7	16.1	.5	14	29	38	48	67				
	Ontario	45.1	17.0	.2	19	33	43	57	76	1,735	-6.4	.000	-.38
	G13 Universities	42.8	16.2	.2	19	33	43	52	71	6,709	-4.1	.000	-.26
	US Peers	47.1	17.2	.3	24	33	48	57	76	2,065	-8.5	.000	-.50
	Top 50%	54.9	17.2	.1	29	43	52	67	86	1,308	-16.2	.000	-.95
	Top 10%	59.2	17.5	.2	33	48	57	71	90	1,856	-20.6	.000	-1.19
STUDENT-FACULTY INTERACTION (SFI)													
	U of T (N = 1144)	32.0	19.3	.6	6	17	28	44	72				
	Ontario	32.9	19.6	.3	6	17	28	44	72	7,200	-.9	.152	-.05
	G13 Universities	30.3	19.0	.3	6	17	28	39	67	6,428	1.7	.006	.09
	US Peers	40.1	20.6	.3	11	22	39	56	78	1,993	-8.0	.000	-.40
	Top 50%	48.8	21.4	.2	17	33	44	61	89	1,308	-16.8	.000	-.79
	Top 10%	54.7	21.9	.4	22	39	56	72	94	2,367	-22.7	.000	-1.07
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
	U of T (N = 1119)	33.2	16.0	.5	11	21	31	44	61				
	Ontario	35.1	16.2	.2	11	23	33	46	63	7,041	-1.9	.000	-.12
	G13 Universities	36.0	16.0	.2	11	25	35	46	64	6,279	-2.8	.000	-.18
	US Peers	43.7	17.1	.3	16	31	44	56	72	1,962	-10.5	.000	-.63
	Top 50%	46.5	17.8	.1	17	33	47	59	76	1,226	-13.3	.000	-.75
	Top 10%	54.0	17.3	.3	23	43	55	66	81	1,834	-20.8	.000	-1.22
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
	U of T (N = 1109)	45.6	18.2	.5	14	33	44	58	75				
	Ontario	52.7	18.9	.2	22	39	53	67	83	6,946	-7.0	.000	-.37
	G13 Universities	49.7	18.3	.3	19	36	50	61	81	6,187	-4.1	.000	-.22
	US Peers	55.7	18.4	.3	25	44	56	67	86	4,717	-10.1	.000	-.55
	Top 50%	63.2	18.9	.1	31	50	64	75	94	24,216	-17.6	.000	-.93
	Top 10%	66.7	18.5	.3	33	56	67	81	97	6,203	-21.0	.000	-1.14

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^c The 95% confidence interval for the population mean it is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

^f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

Appendix 2

University of Toronto

Multi-Year Benchmark Report

August 2008

For institutions that have participated in NSSE across multiple years, this *Multi-Year Benchmark Report* presents comparable benchmark scores by year so that patterns of change or stability may be discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparison tests can be calculated.

Questions that might be answered with this report include, “How stable was the level of student -faculty interaction over the years?” or “Given the implementation of initiative X in 2006 -07, did the level of active and collaborative learning increase?”

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year’s participation, (b) *multi-year charts*, and (c) *detailed statistics*. Key terms and features of (b) and (c) are described below using data from the fictional “NSSEville State University.”

For more information and recommendations for analyzing past and present NSSE data for trends or stability, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

Key Terms and Features in this Report

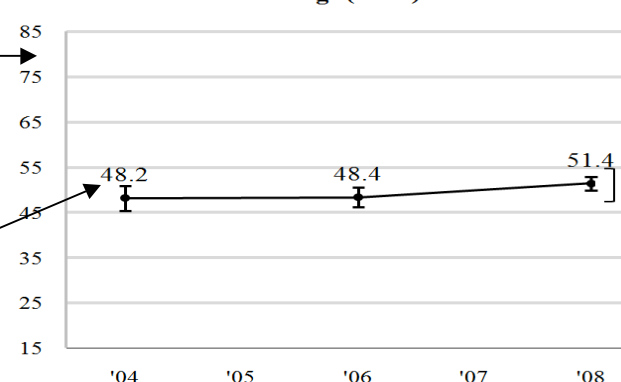
Multi-year charts appear on pages 4 & 6.

Y-Axis
Benchmarks are computed on a 0 to 100 scale, however nearly all institutional scores are between the y-axis values of 15 and 85.

Benchmark Score
The benchmark score is the weighted average of the student-level scores, using only randomly sampled students from each year's data.

n
Unweighted number of respondents represented in the data.

SEM
Standard error of the mean is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.



Multi-year detailed statistics appear on pages 5 & 7.

	2004	2005	2006	2007	2008
LAC	48.2		48.4		51.4
n	405		303		307
SD	12.1		12.3		11.8
SEM	.60		.71		.67
Upper	49.4		49.8		52.7
Lower	47.0		47.0		50.1

Error Bars/Confidence Intervals
Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean +/- 1.96 * *SEM*), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are also reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ($p < .05$) is likely to be present.

Year
All NSSE administration years since 2004 are listed regardless of participation.

SD
Standard deviation, the average amount by which students' scores differ from the mean.

Some NSSE administrations yield more precise population estimates than others. The values in this table were drawn from the *Respondent Characteristics* reports for each NSSE administration. An important early step in conducting a multi-year analysis is to review the quality of your data for both first-year and senior respondents in each year.

Year ^a	Mode ^b	Response Rate ^c		Sampling Error ^d		Number of Respondents ^e	
		FY	SR	FY	SR	FY	SR
2004	Web	56%	51%	2.6%	2.8%	1,310	1,078
2005							
2006	Web	35%	43%	3.3%	3.0%	851	992
2007							
2008	Web	43%	48%	2.9%	2.7%	1,086	1,213

^a All NSSE administration years since 2001 are listed regardless of participation.

^b Modes include *Paper* (students receive a paper survey and the option of completing a Web version), *Web* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via e-mail; a subgroup of nonrespondents receive paper surveys).

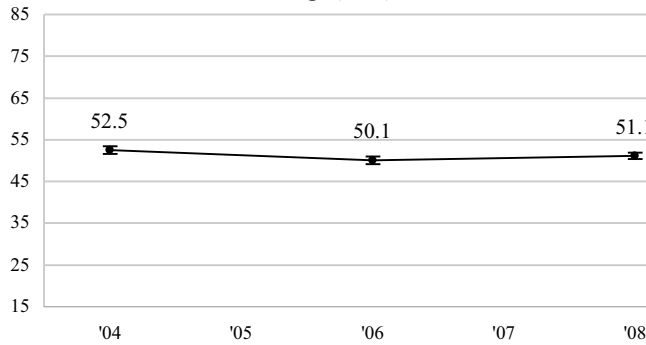
^c Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

^d Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed off hand, but any results using them should probably be interpreted more conservatively.

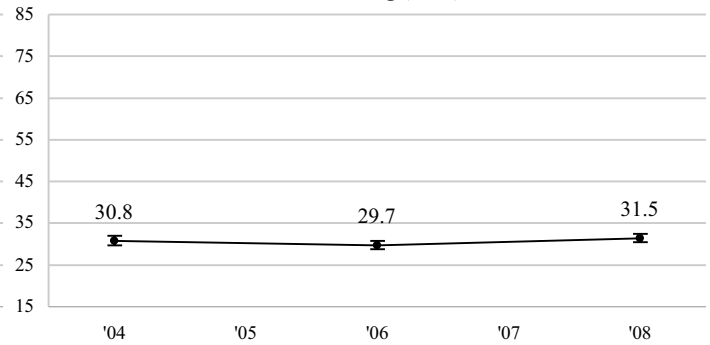
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004 and 2005 may not match those given in the detailed statistics on pages 5 and 7.

First-Year Students

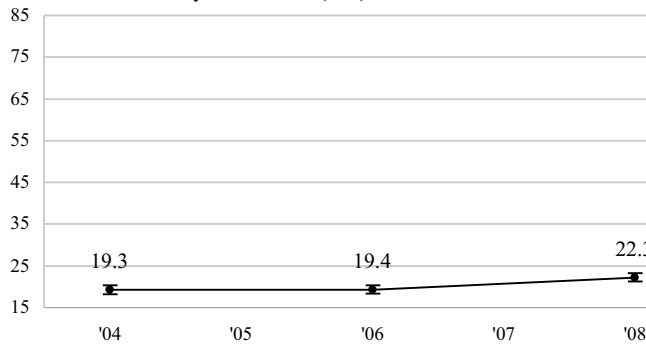
Level of Academic Challenge (LAC)



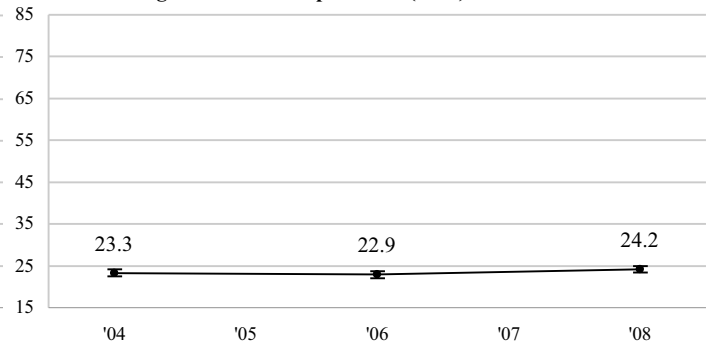
Active and Collaborative Learning (ACL)



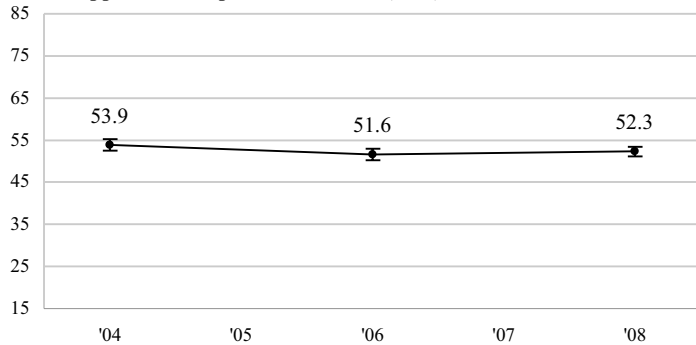
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide* : www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

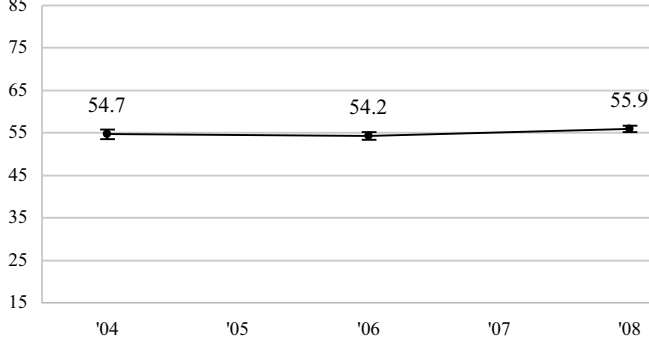


		First-Year Students				
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Level of Academic Challenge	LAC	52.5		50.1		51.1
	n	692		768		1015
	<i>SD</i>	12.4		12.9		13.0
	<i>SEM</i>	.47		.47		.41
	Upper	53.5		51.0		51.9
	Lower	51.6		49.2		50.3
Active and Collaborative Learning	ACL	30.8		29.7		31.5
	n	693		847		1058
	<i>SD</i>	14.9		14.8		15.6
	<i>SEM</i>	.57		.51		.48
	Upper	32.0		30.7		32.4
	Lower	29.7		28.7		30.5
Student Faculty Interaction	SFI	19.3		19.4		22.3
	n	693		773		1016
	<i>SD</i>	14.2		14.6		16.6
	<i>SEM</i>	.54		.53		.52
	Upper	20.4		20.4		23.3
	Lower	18.3		18.3		21.3
Enriching Educational Experiences	EEE	23.3		22.9		24.2
	n	692		752		997
	<i>SD</i>	10.9		12.1		12.4
	<i>SEM</i>	.42		.44		.39
	Upper	24.1		23.7		25.0
	Lower	22.5		22.0		23.5
Supportive Campus Environment	SCE	53.9		51.6		52.3
	n	692		733		989
	<i>SD</i>	18.5		19.2		18.7
	<i>SEM</i>	.70		.71		.59
	Upper	55.3		53.0		53.5
	Lower	52.5		50.2		51.2

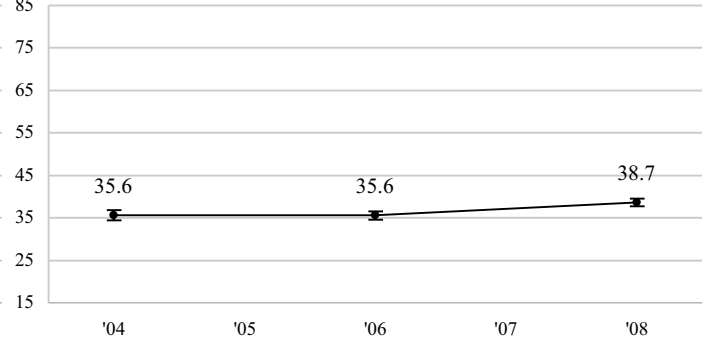
^a n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

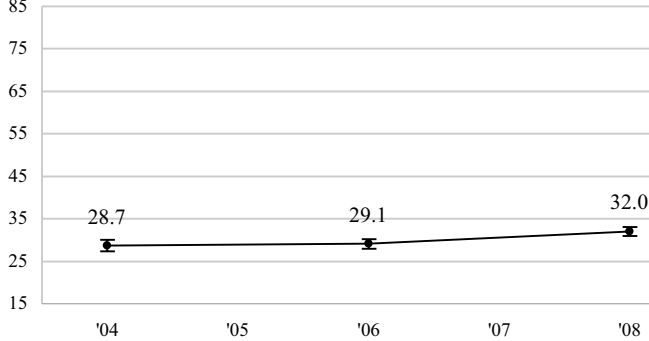
Level of Academic Challenge (LAC)



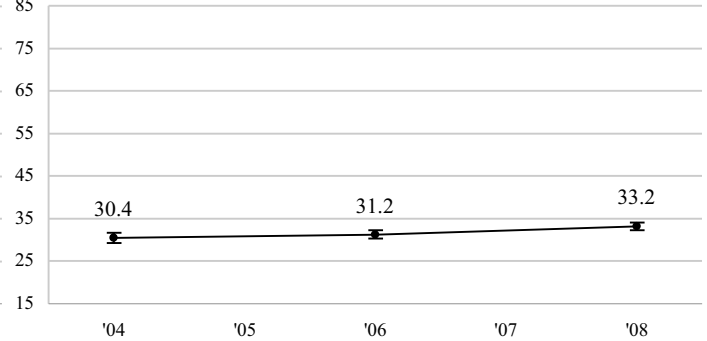
Active and Collaborative Learning (ACL)



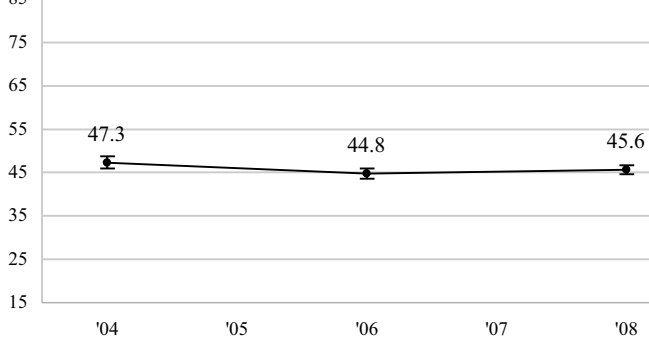
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.



		Seniors				
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Level of Academic Challenge	LAC	54.7		54.2		55.9
	n	604		950		1138
	<i>SD</i>	14.0		14.0		13.2
	<i>SEM</i>	.57		.45		.39
	Upper	55.8		55.1		56.7
	Lower	53.6		53.4		55.2
Active and Collaborative Learning	ACL	35.6		35.6		38.7
	n	604		991		1193
	<i>SD</i>	15.0		15.7		16.1
	<i>SEM</i>	.61		.50		.46
	Upper	36.8		36.5		39.6
	Lower	34.4		34.6		37.8
Student Faculty Interaction	SFI	28.7		29.1		32.0
	n	603		959		1144
	<i>SD</i>	17.6		18.4		19.3
	<i>SEM</i>	.72		.59		.57
	Upper	30.1		30.3		33.1
	Lower	27.3		27.9		30.9
Enriching Educational Experiences	EEE	30.4		31.2		33.2
	n	604		933		1119
	<i>SD</i>	15.5		15.3		16.0
	<i>SEM</i>	.63		.50		.48
	Upper	31.7		32.2		34.1
	Lower	29.2		30.3		32.3
Supportive Campus Environment	SCE	47.3		44.8		45.6
	n	604		922		1109
	<i>SD</i>	17.9		18.3		18.2
	<i>SEM</i>	.73		.60		.55
	Upper	48.8		45.9		46.7
	Lower	45.9		43.6		44.6

^a n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

APPENDIX 3: National Survey of Student Engagement – Survey Questions
2008 Canadian Version with Ontario Consortium Questions

NOTE: THIS SURVEY IS ADMINISTERED VIA THE WEB ONLY.

1. In your experience at your institution during the current school year, about how often have you done each of the following?

- a. Asked questions in class or contributed to class discussions
Never Sometimes Often Very often
- b. Made a class presentation
Never Sometimes Often Very often
- c. Prepared two or more drafts of a paper or assignment before turning it in
Never Sometimes Often Very often
- d. Worked on a paper or project that required integrating ideas or information from various sources
Never Sometimes Often Very often
- e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments
Never Sometimes Often Very often
- f. Come to class without completing readings or assignments
Never Sometimes Often Very often
- g. Worked with other students on projects during class
Never Sometimes Often Very often
- h. Worked with classmates outside of class to prepare class assignments
Never Sometimes Often Very often
- i. Put together ideas or concepts from different courses when completing assignments or during class discussions
Never Sometimes Often Very often
- j. Tutored or taught other students (paid or voluntary)
Never Sometimes Often Very often
- k. Participated in a community-based project (e.g. service learning) as part of a regular course
Never Sometimes Often Very often
- l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
Never Sometimes Often Very often
- m. Used e-mail to communicate with an instructor
Never Sometimes Often Very often
- n. Discussed grades or assignments with an instructor
Never Sometimes Often Very often
- o. Talked about career plans with a faculty member or advisor
Never Sometimes Often Very often
- p. Discussed ideas from your readings or classes with faculty members outside of class
Never Sometimes Often Very often

- q. Received prompt written or oral feedback from faculty on your academic performance
Never Sometimes Often Very often

- r. Worked harder than you thought you could to meet an instructor's standards or expectations
Never Sometimes Often Very often

- s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
Never Sometimes Often Very often

- t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Never Sometimes Often Very often

- u. Had serious conversations with students of a different race or ethnicity than your own
Never Sometimes Often Very often

- v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
Never Sometimes Often Very often

2. During the current school year, how much has your coursework emphasized the following mental activities?

- a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings

Very little Some Quite a bit Very much

- b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory

Very little Some Quite a bit Very much

- c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences

Very little Some Quite a bit Very much

- d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods

Very little Some Quite a bit Very much

- e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

Very little Some Quite a bit Very much

3. During the current school year, about how much reading and writing have you done?

- a. Number of assigned textbooks, books, or book-length packs of course readings

None Between 1-4 Between 5-10 Between 11-20
20 More than 20

b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment"

None Between 1-4 Between 5-10 Between 11-20
More than 20

c. Number of written papers or reports of 20 pages or more
None Between 1-4 Between 5-10 Between 11-20
More than 20

d. Number of written papers or reports between 5 and 19 pages
None Between 1-4 Between 5-10 Between 11-20
More than 20

e. Number of written papers or reports of fewer than 5 pages
None Between 1-4 Between 5-10 Between 11-20
More than 20

4. In a typical week, how many homework problem sets do you complete?

a. Number of problem sets that take you more than an hour to complete
None 1-2 3-4 5-6 More than 6

b. Number of problem sets that take you less than an hour to complete
None 1-2 3-4 5-6 More than 6

5. Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work

1 2 3 4 5 6 7
Very little Very much

6. During the current school year, about how often have you done each of the following?

a. Attended an art exhibit, gallery, play, dance, or other theater performance
Never Sometimes Often Very often

b. Exercised or participated in physical fitness activities
Never Sometimes Often Very often

c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
Never Sometimes Often Very often

d. Examined the strengths and weaknesses of your own views on a topic or issue
Never Sometimes Often Very often

e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
Never Sometimes Often Very often

f. Learned something that changed the way you understand an issue or concept
Never Sometimes Often Very often

7. Which of the following have you done or do you plan to do before you graduate from your institution?

a. Practicum, internship, field experience, co-op experience, or clinical assignment
Have not decided Do not plan to do Plan to do Done

b. Community service or volunteer work
Have not decided Do not plan to do Plan to do Done

c. Participate in a learning community or some other formal program where groups of students take two or more classes together
Have not decided Do not plan to do Plan to do Done

d. Worked on a research project with a faculty member outside of course or program requirements
Have not decided Do not plan to do Plan to do Done

e. Foreign language coursework
Have not decided Do not plan to do Plan to do Done

f. Study abroad
Have not decided Do not plan to do Plan to do Done

g. Independent study or self-designed major
Have not decided Do not plan to do Plan to do Done

h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
Have not decided Do not plan to do Plan to do Done

8. Mark the box that best represents the quality of your relationships with people at your institution.

a. Quality of relationships with other students
1 2 3 4 5 6 7

Unfriendly, Unsupportive, Sense of Alienation Friendly, Supportive, Sense of Belonging

b. Quality of relationships with faculty members
1 2 3 4 5 6 7

Unavailable, Unhelpful, Unsympathetic Available, Helpful, Sympathetic

c. Quality of relationships with administrative personnel and offices
1 2 3 4 5 6 7

Unhelpful, Inconsiderate, Rigid Helpful, Considerate, Flexible

9. About how many hours do you spend in a typical 7-day week doing each of the following?

(# of hours per week)

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20 hr/wk
21-25 hr/wk 26-30 hr/wk 30+ hr/wk

b. Working for pay on campus
 0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20
 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk

c. Working for pay off campus
 0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20
 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk

d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
 0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20
 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk

e. Relaxing and socializing (watching TV, partying, etc.)
 0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20
 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk

f. Providing care for dependents living with you (parents, children, spouse, etc.)
 0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20
 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk

g. Commuting to class (driving, walking, etc.)
 0 hr/wk 1-5 hr/wk 6-10 hr/wk 11-15 hr/wk 16-20
 hr/wk 21-25 hr/wk 26-30 hr/wk 30+ hr/wk

10. To what extent does your institution emphasize each of the following?

a. Spending significant amounts of time studying and on academic work
 Very little Some Quite a bit Very much

b. Providing the support you need to help you succeed academically
 Very little Some Quite a bit Very much

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
 Very little Some Quite a bit Very much

d. Helping you cope with your non-academic responsibilities (work, family, etc.)
 Very little Some Quite a bit Very much

e. Providing the support you need to thrive socially
 Very little Some Quite a bit Very much

f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)
 Very little Some Quite a bit Very much

g. Using computers in academic work
 Very little Some Quite a bit Very much c.

11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

a. Acquiring a broad general education
 Very little Some Quite a bit Very much

b. Acquiring job or work-related knowledge and skills
 Very little Some Quite a bit Very much

c. Writing clearly and effectively
 Very little Some Quite a bit Very much

d. Speaking clearly and effectively
 Very little Some Quite a bit Very much

e. Thinking critically and analytically
 Very little Some Quite a bit Very much

f. Analyzing quantitative problems
 Very little Some Quite a bit Very much

g. Using computing and information technology
 Very little Some Quite a bit Very much

h. Working effectively with others
 Very little Some Quite a bit Very much

i. Voting in local, state, or national elections
 Very little Some Quite a bit Very much

j. Learning effectively on your own
 Very little Some Quite a bit Very much

k. Understanding yourself
 Very little Some Quite a bit Very much

l. Understanding people of other racial and ethnic backgrounds"
 Very little Some Quite a bit Very much

m. Solving complex real-world problems
 Very little Some Quite a bit Very much

n. Developing a personal code of values and ethics
 Very little Some Quite a bit Very much

o. Contributing to the welfare of your community
 Very little Some Quite a bit Very much

p. Developing a deepened sense of spirituality
 Very little Some Quite a bit Very much

12. Overall, how would you evaluate the quality of academic advising you have received at your institution?

Poor Fair Good Excellent

13. How would you evaluate your entire educational experience at this institution?

Poor Fair Good Excellent

14. If you could start over again, would you go to the same institution you are now attending?

Definitely no Probably no Probably yes Definitely yes

Background Characteristics

15. Age

19 or younger 20-23 24-29 30-39 40-55 Over 55

16. Sex

Male Female

17. Are you a Canadian citizen?

No Yes

18. Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you ... (Select all that apply.)

White
North American Indian
Métis
Inuit
Chinese
South Asian
Black
Filipino
Latin American
Southeast Asian
Arab
West Asian
Japanese
Korean
Other

19. What is your current classification in university?

First year Second Year Third Year
Fourth Year Unclassified

20. Did you begin university at your current institution or elsewhere?

Started here Started elsewhere

21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

Community coll. (voc/tech courses not at university)
Community coll. (university credit/transfer courses)
University other than this one
CEGEP (general or pre-university program)
CEGEP (professional or technical program)
Private training institution
None
Other

22. Thinking about this current academic term, how would you characterize your enrollment?

Less than full-time Full-time

23. Are you member of a fraternity or sorority?

No Yes

24. Are you a student-athlete on a team sponsored by your institution's athletics department?

No Yes

25. What have most of your grades been up to now at this institution?

C- or lower C C+ B- B =
B+ A- A

26. Which of the following best describes where you are living now while attending university?

Room or apartment in university residence or campus housing
Off-campus accommodation within walking distance of campus
Off-campus accommodation within driving distance of campus
Fraternity or sorority house

27a. What is the highest level of education that your father completed?

Did not finish high school
Graduated from high school
Some or completed college or CEGEP
Attended university w/out earning degree
Completed Bachelor's
Completed Master's
Completed Doctorate

27b. What is the highest level of education that your mother completed?

Did not finish high school
Graduated from high school
Some or completed college or CEGEP
Attended university w/out earning degree
Completed Bachelor's
Completed Master's
Completed Doctorate

28. Please enter your major(s) or your expected major(s)

Arts and humanities
Biological science
Business
Education
Engineering
Physical science
Professional
Social science
Other
Undecided

Additional Questions: Ontario Universities only

A1. Which one of the following factors poses, or has posed, the biggest obstacle to your academic progress?

- Financial pressures or work obligations
- Family/personal problems or obligations
- Your academic performance at university
- Difficulties getting the courses you need
- Lack of good academic advising
- Other academic or administrative obstacles
- Language/cultural barriers
- Not applicable/you have faced no obstacles
- Other

A2. Please check one of the four columns for each financing source below to indicate how you have financed your education this year:

Parents/other relatives (including RESP)				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Work while attending university				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Personal savings including income from work while not attending university (prior to university and during summers)				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Government loans (OSAP or other government loans)				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Government scholarships or grants (including Band and INAC funding)				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
University bursary or scholarship				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Private bank loan, line of credit, or credit card				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Private sector scholarship or grant				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	
Other sources				
\$0	\$1 to \$1999	\$2000 to \$4999	\$5000+	

A3. My professors make students aware of their research activity and apply their research to their teaching.

Strongly disagree Disagree Agree Strongly agree Don't know/NA

A4. From the list below, please select up to 2 items you believe your university most needs to address to improve the student academic/learning experience in the classroom.

- Improving the quality of classrooms or lecture halls
- Improving the quality of course instruction by professors
- Improving the quality of teaching assistants
- Ensuring a better fit between course content, assignments, and tests/exams
- Increasing the number or variety of course offerings in your major
- Increasing the number or variety of course offerings outside your major
- Reducing class sizes overall
- Improving the quality of labs
- Improving student access to information technology
- Providing more current/relevant courses and curriculum
- Changing the mix of lectures, seminars, tutorials, and labs
- Increasing opportunities to learn more about global issues
- Other

A5. From the list below, please select up to 2 items you believe your university most needs to address to improve the student academic/learning experience outside the classroom.

- Increasing contact with professors outside of class (e.g., office hours)
- Expanding and/or improving the quality of academic support services (e.g., study skills, library skills, writing/math skills, academic advising, career advising, etc.)
- Expanding and/or improving the quality of personal support services (e.g., counseling)
- Providing students with more opportunities to undertake research with faculty
- Improving the library collection
- Improving library services (e.g., circulation, staff availability, Internet/computer availability, etc.)
- Improving the quality/availability of study spaces
- Increasing opportunities for international experiences (e.g., exchanges, study abroad)
- Working to provide a better social environment for students
- Other

A6. During this academic year, to what extent have you experienced a sense of community at this university (i.e., felt you were part of a group that shares common interests, goals, values, and experiences)?

Not at all Somewhat Strongly Very strongly No opinion

A7. About how many hours do you spend in a typical week on your university's campus, outside of time spent in class? (For residence students, report typical time spent on campus excluding time spent in residence and class.)

5 hours or less 6-10 hours 11-20 hours 21-30 hours More than 30 hours

A8. Do you live in residence? Yes No

A9. Where are you currently living?

On-campus housing/residence With parents, guardians, or relatives In a rented home/apartment

In rented room or rooming house In personally owned home

A10. Please select your most frequently used form of transportation between your place of lodging and the university.

I live in residence Private automobile Car pool/share driving

Public transit Walk/bicycle/blade

A11. For your most frequently used form of transportation between your place of lodging and the university, select how long the trip normally takes (one way).

<=20 minutes 21-40 minutes 41-60 minutes 61-80 minutes > 80 minutes

If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please type them below.