

UAB Agenda (Cycle 3) - Report: Student Experiences, Vice-Provost Students and First Entry Divisions (for information)

Results of the National Survey on Student Engagement 2014



Presentation to
University Affairs Board
February 3, 2015



About the Survey



- Our 5th set of NSSE results – 2004, 2006, 2008, 2011, 2014
- NSSE developed by a research team at Indiana University-Bloomington and launched in 2000
- Used to measure the extent to which students engage in effective educational practices that are empirically linked with learning as opposed to how “satisfied” they are
- 2014: 1.8M first-year and senior students from 713 institutions in US and Canada were invited to participate
- 473,633 respondents in total, of whom 114,511 were from 70 Canadian institutions (22 from Ontario)



What is Student Engagement?

- What **students *do*** – how they spend their time and energy, what they feel they have gained from classes and interactions with faculty, students and staff.
- What **institutions *do*** -- using effective educational practices to encourage students to do the right things
- Measures effective educational engagement in practices linked to learning, personal development and other designated outcomes (persistence, graduation)



Methodology

- NSSE is NOT about rankings
- NSSE recommends that institutions look 'within' and focus on internal progress over time
- Changes to the NSSE questionnaire in 2013 limit our ability to compare our results over time
- We do look at our comparators where students' experiences are different



Our NSSE Comparators

- **U15 (Canadian Peers):**
 - Dalhousie, McGill, McMaster, Queen's, Ottawa, Université de Montréal, Laval, Alberta, UBC, Calgary, Manitoba, Saskatchewan, Waterloo, Western
- **Ontario:**
 - ALL 22 universities across Ontario



U of T respondents: 9,969 first and senior year students from

- Architecture, Landscape & Design*
- Arts & Science
- Applied Science and Engineering
- Kinesiology & Physical Education
- Music
- University of Toronto Mississauga
- University of Toronto Scarborough
- Nursing (senior)*



NSSE 2014 Respondent Characteristics

The overall U of T response rate was better than our NSSE comparators

	U of T*		Ontario		U15	
Response Rate	FY	SR	FY	SR	FY	SR
Overall	34.5%		32.0%		31.7%	
By Class	34.0%	35.0%	31.2%	34.7%	32.3%	31.0%
Sample size	15,525	13,283	78,916	63,018	72,560	67,637
Number of respondents	5,285	4,684	24,655	21,721	23,466	20,993



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About our Students



Demographic Information

	Canadian Citizen		Ethno-culturally identifies as 'White'*		Lives in Residence		Lives with Parents**	
	FY	SR	FY	SY	FY	SR	FY	SR
UofT	70%	83%	35%	41%	35%	5%	74%	56%
Ontario	86%	92%	59%	65%	44%	5%	77%	54%
U15	83%	90%	64%	68%	39%	6%	n/a	n/a

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

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



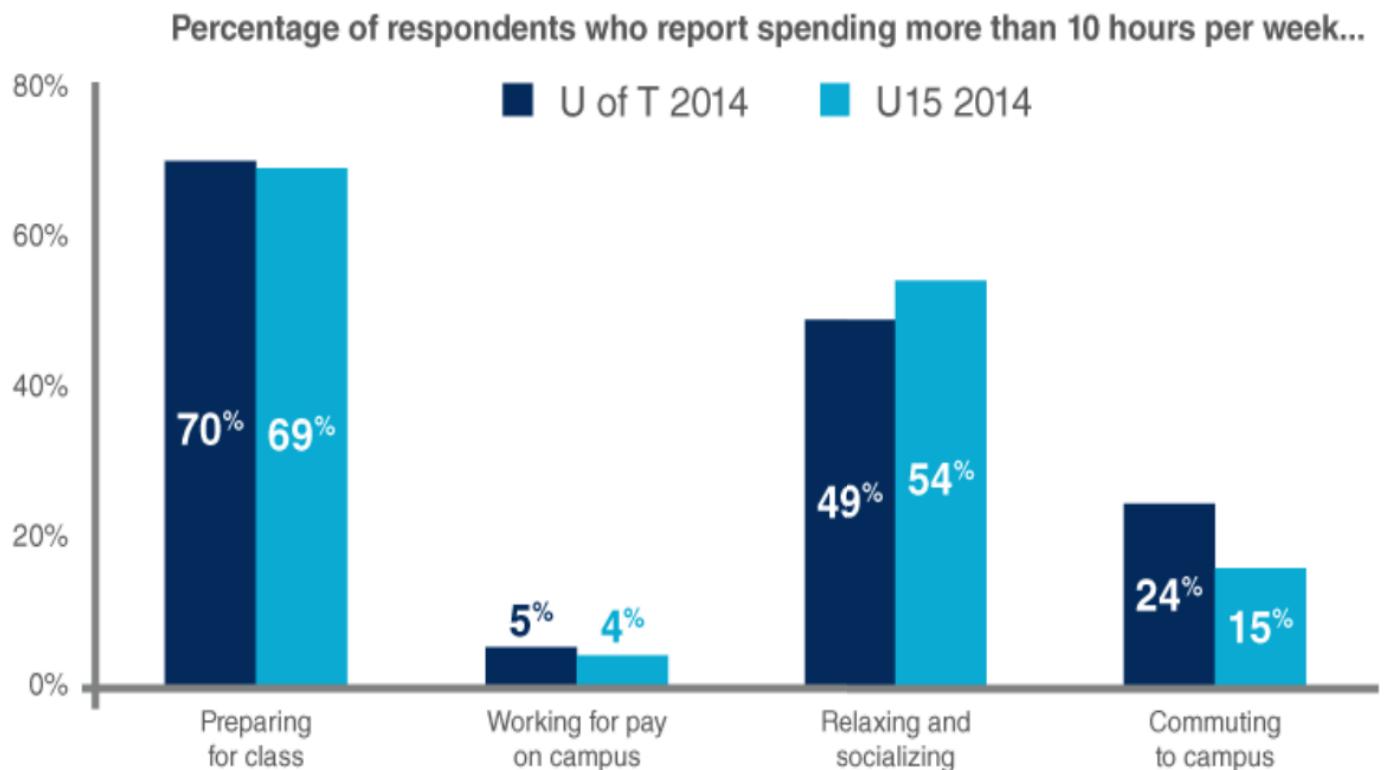
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U of T Summary

	First Year	Senior Year
Canadian Citizen	70%	84%
Identify As “White”	35%	41%
Lives In Residence	35%	5%
Lives With Parents	74%	56%
Parents Did Not Attend Post- Secondary Education	17%	20%

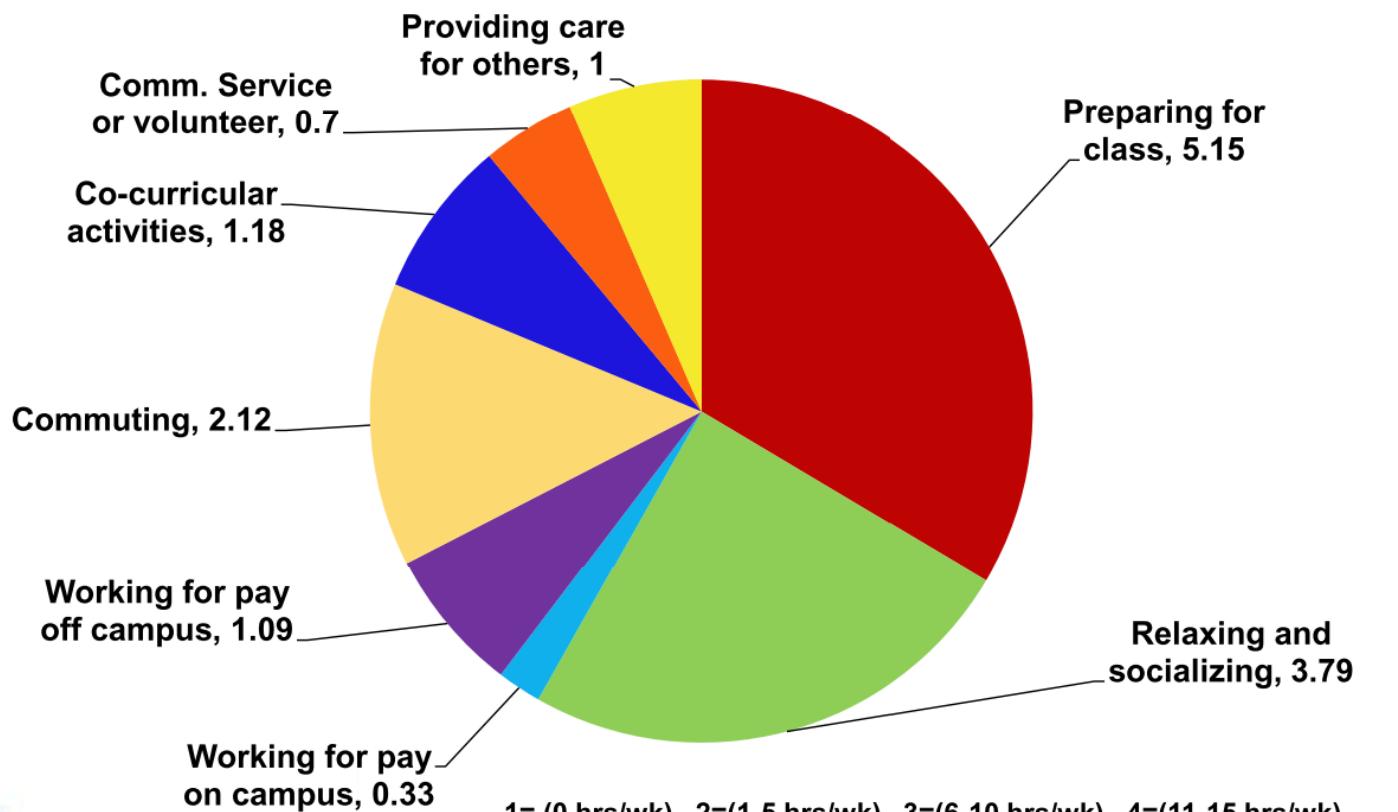


How first-year students spend their time



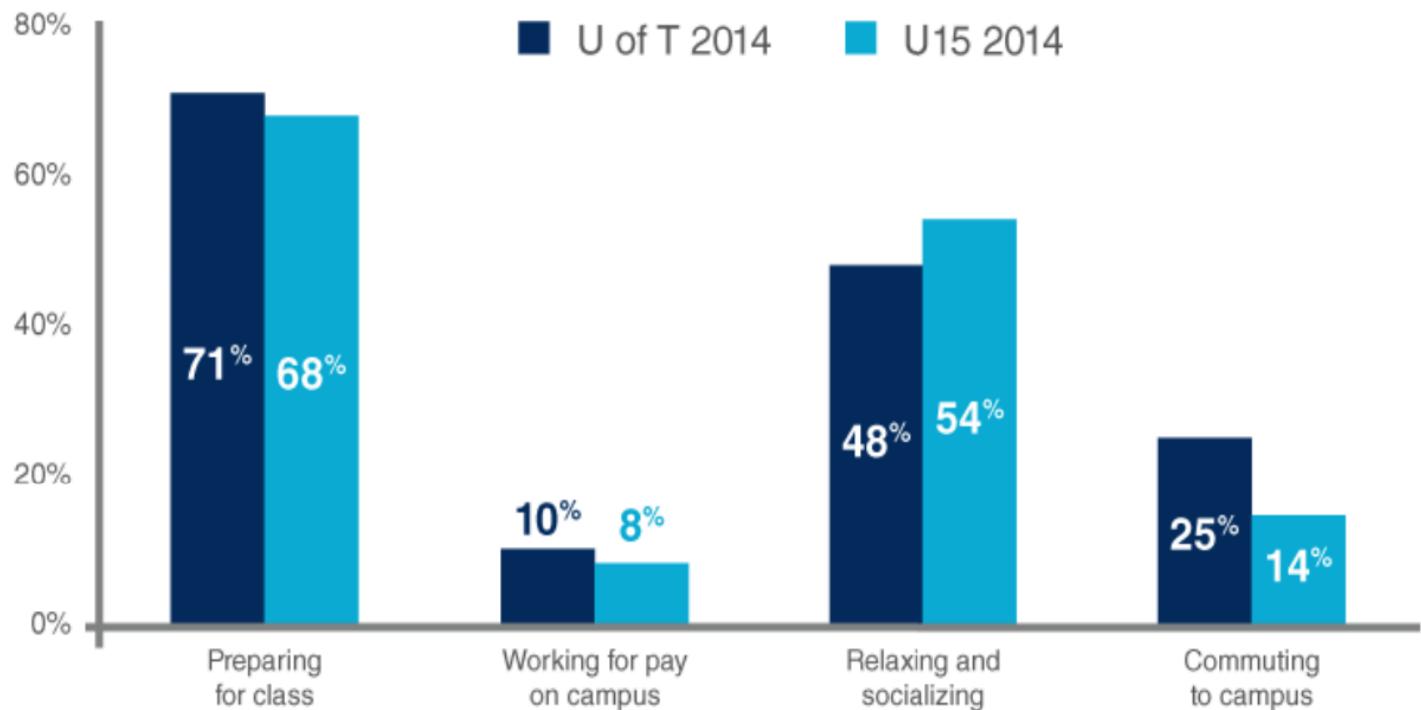
1= (0 hrs/wk), 2=(1-5 hrs/wk), 3=(6-10 hrs/wk), 4=(11-15 hrs/wk),
5=(16-20 hrs/wk), 6=(21/25/wk), 7=(26-30/wk), 8=(More than 30hrs/wk)

How first-year students spend their time



How senior-year students spend their time

Percentage of respondents who report spending more than 10 hours per week...

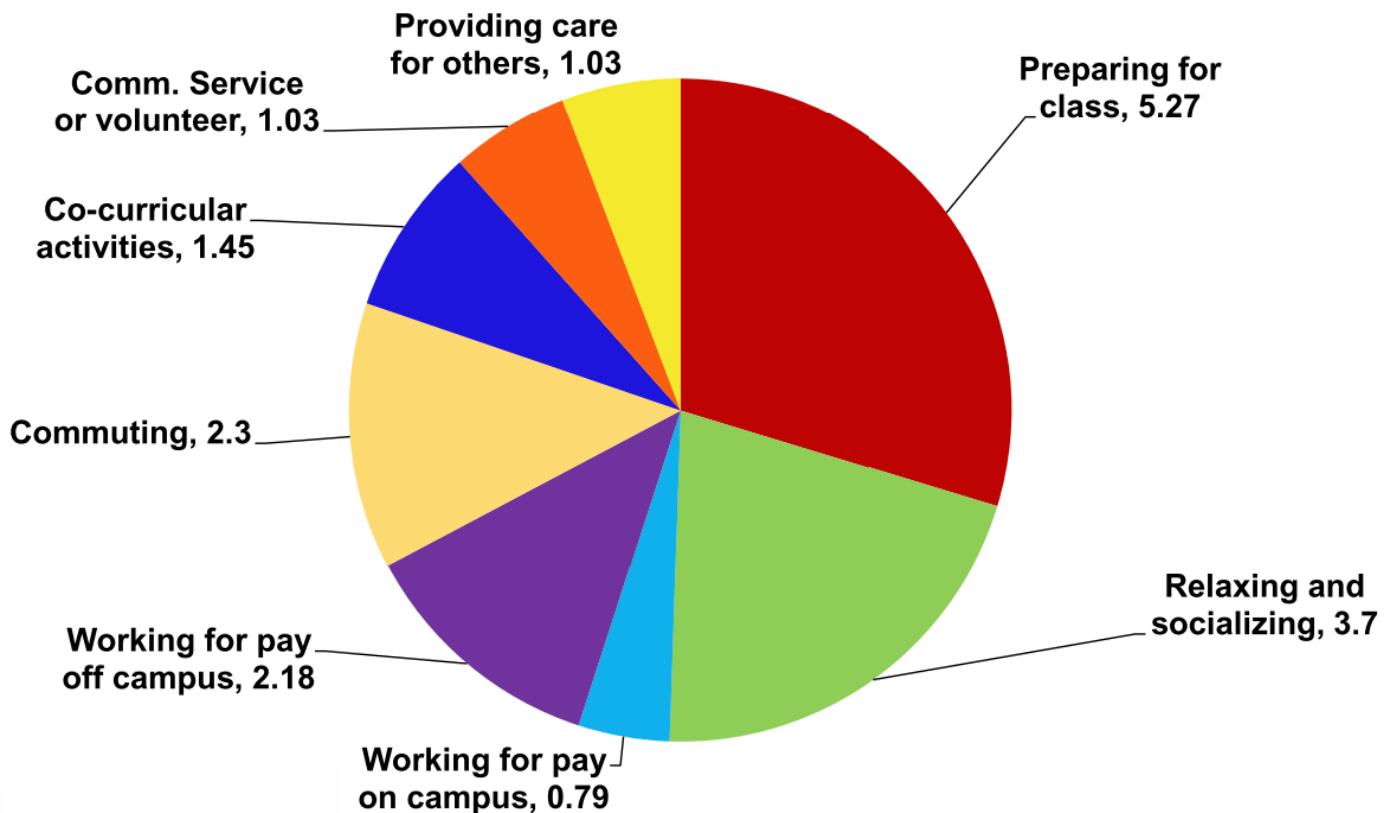


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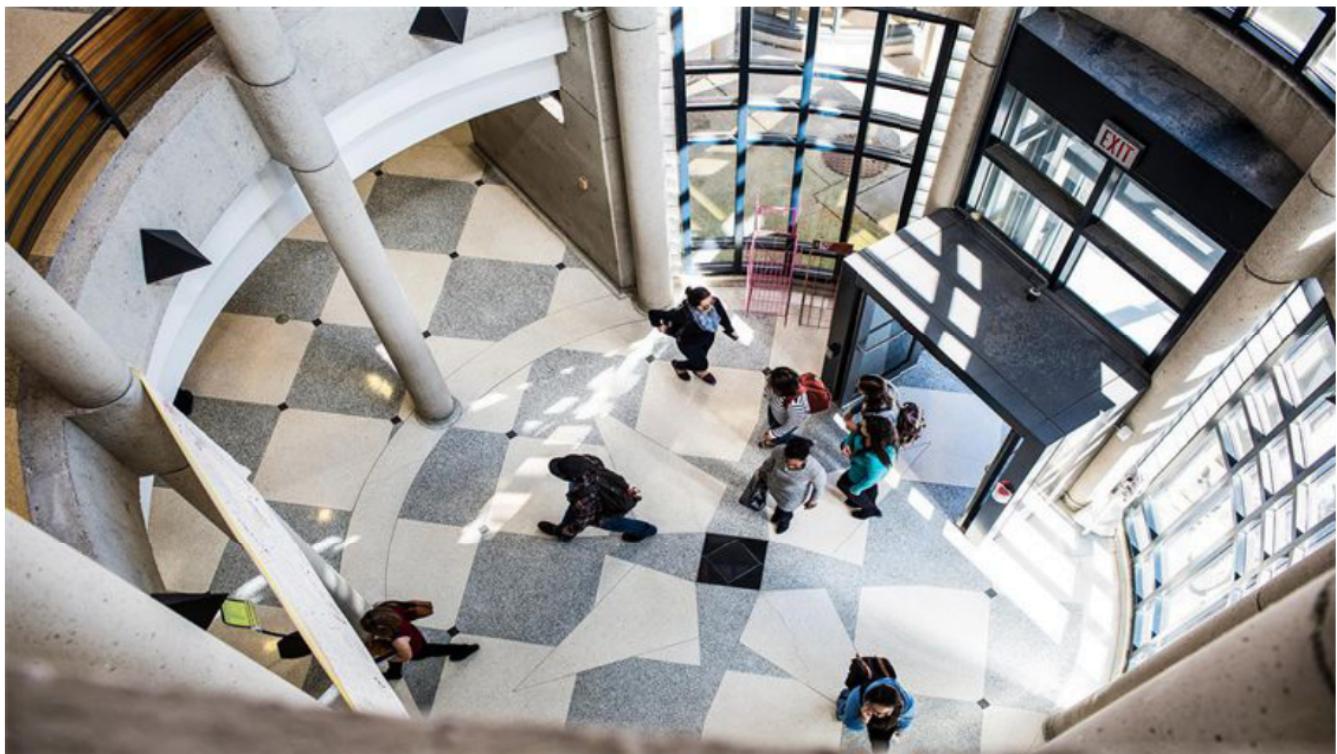
How senior-year students spend their time



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Changes to NSSE in 2013



Rationale for Change (2013)

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



Former Benchmarks

(2004, 2006, 2008, 2011)

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

Themes & Engagement Indicators

(2014)

- **Academic Challenge THEME**
 - Higher-Order Learning
 - Reflective & Integrative Learning
 - Learning Strategies
 - Quantitative Reasoning
- **Learning with Peers THEME**
 - Collaborative Learning
 - Discussions with Diverse Others
- **Experiences with Faculty THEME**
 - Student-Faculty Interaction
 - Effective Teaching Practices
- **Campus Environment THEME**
 - Quality of Interactions
 - Supportive Environment



THEME: Academic Challenge

Engagement Indicators:

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning



Engagement Indicator: Higher-Order Learning

Questions:

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



Engagement Indicator: Reflective & Integrative Learning

Questions:

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



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Engagement Indicator: Learning Strategies

Questions:

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials



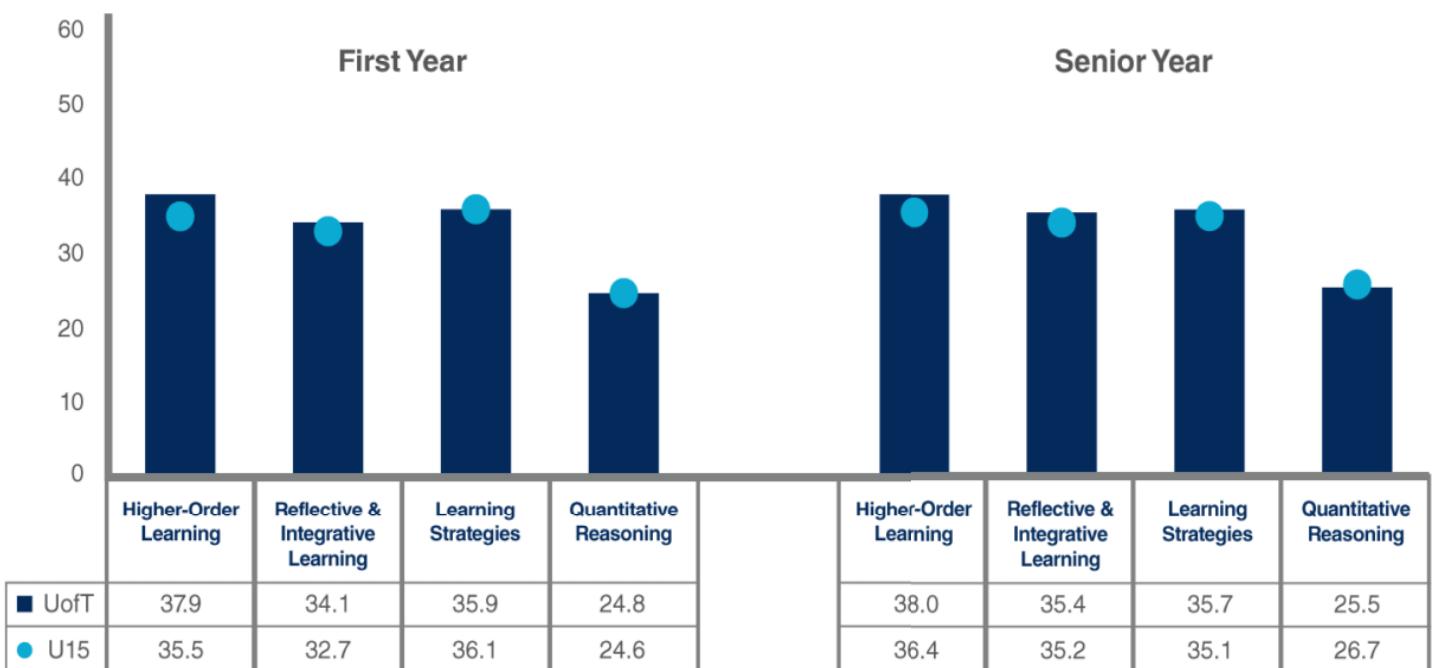
Engagement Indicator: Quantitative Reasoning

Questions:

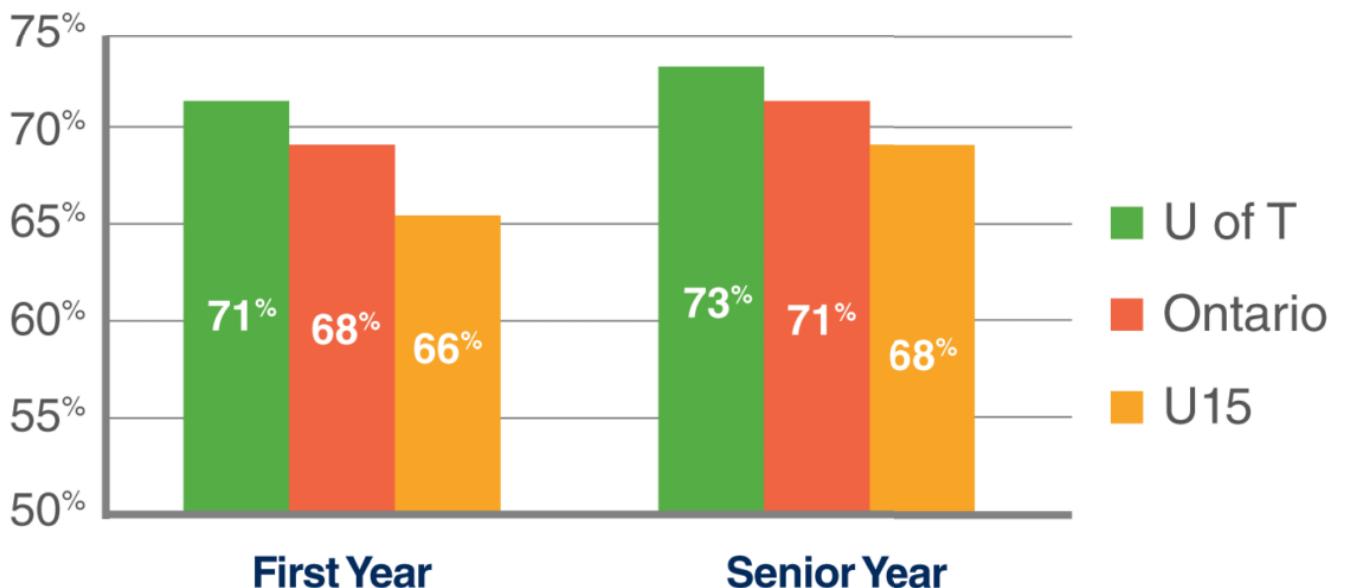
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information



Academic Challenge



*Analyzed an idea, experience, or line of reasoning in depth
by examining its parts
(Very much/Quite a bit)*



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THEME: Learning with Peers

Engagement Indicators:

- Collaborative Learning
- Discussions with Diverse Others



Engagement Indicator: Collaborative Learning

Questions:

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments



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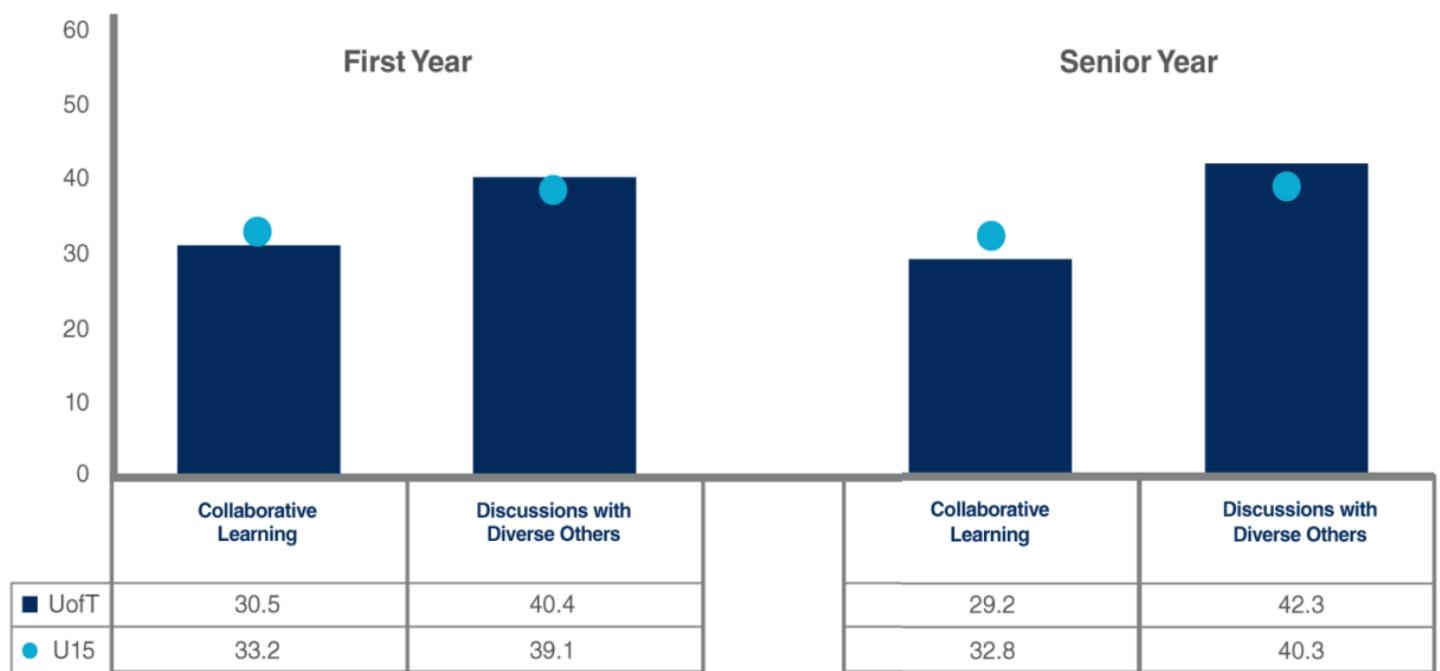
Engagement Indicator: Discussions with Diverse Others

Questions:

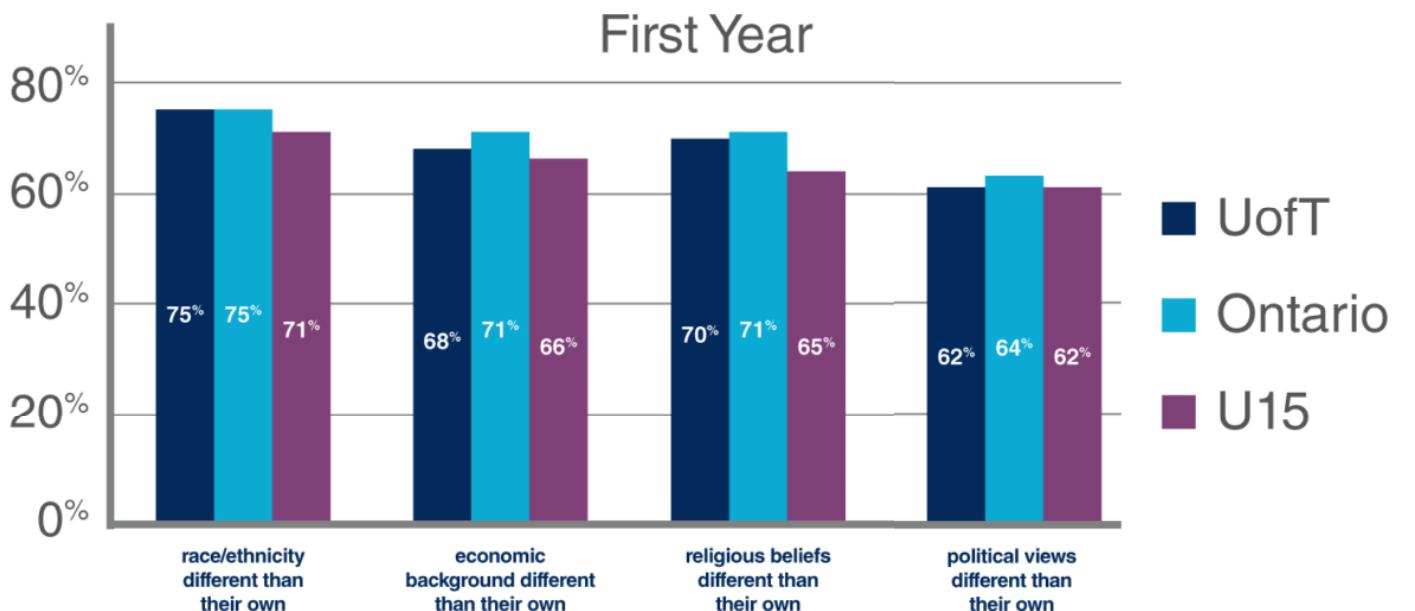
- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own



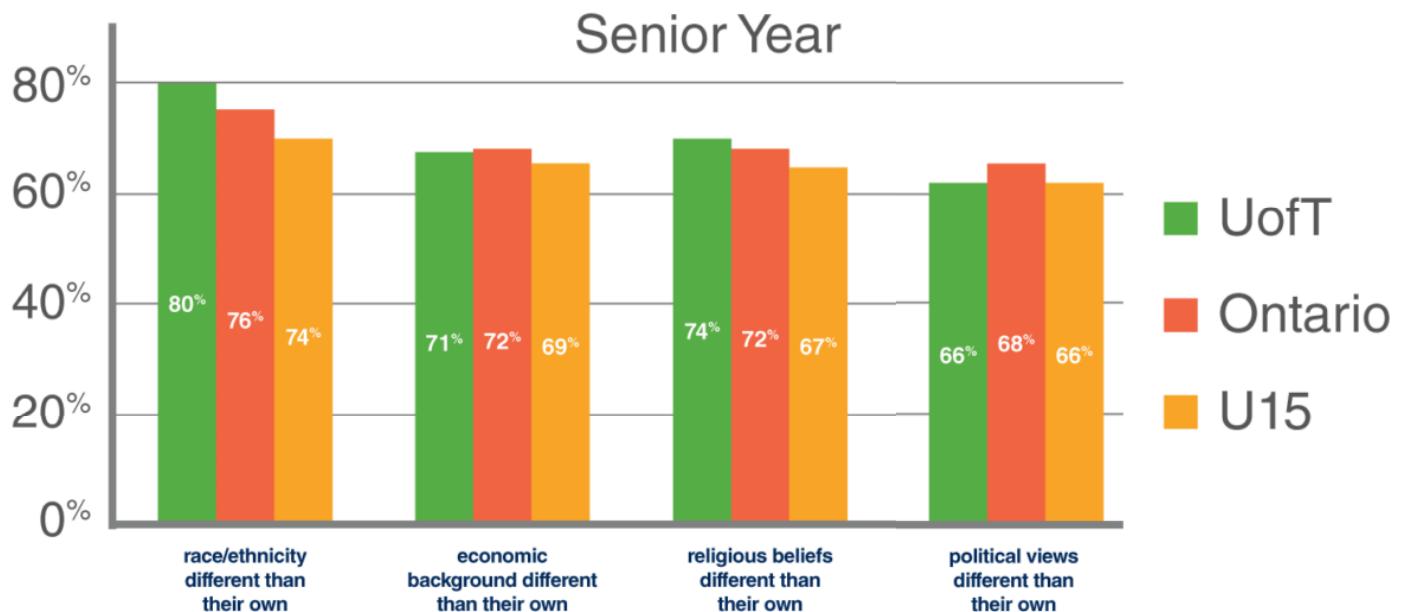
Learning with Peers



How often have you had discussions with people from the following groups... (Often/Very Often)



How often have you had discussions with people from the following groups... (Often/Very Often)



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THEME: Experiences with Faculty

Engagement Indicators:

- Student-Faculty Interactions
- Effective Teaching Practices



Engagement Indicator: Student-Faculty Interactions

Questions:

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



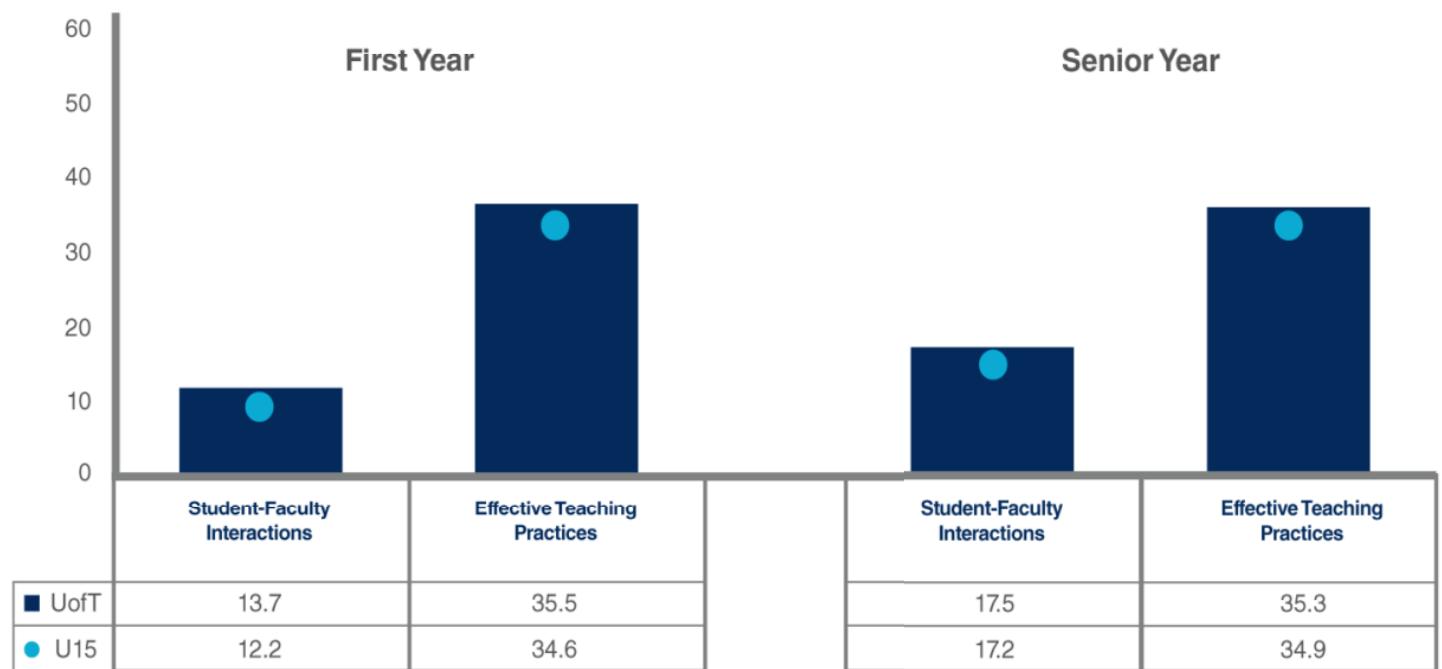
Engagement Indicator: Effective Teaching Practices

Questions:

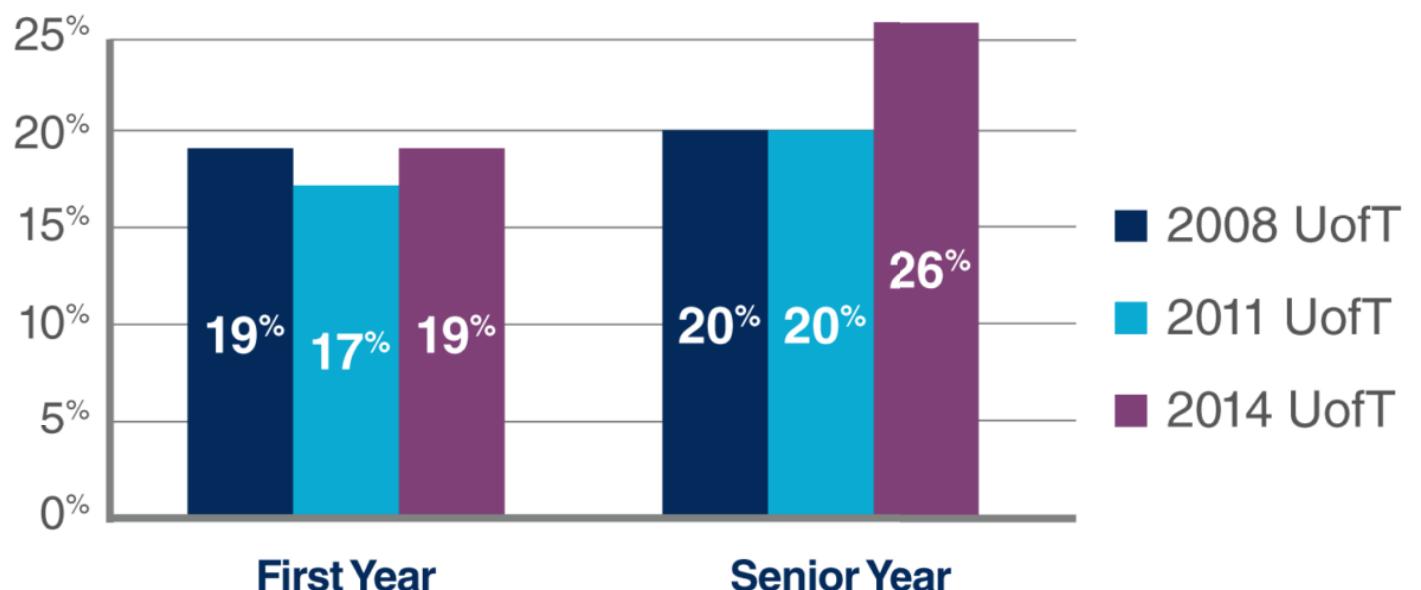
- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments



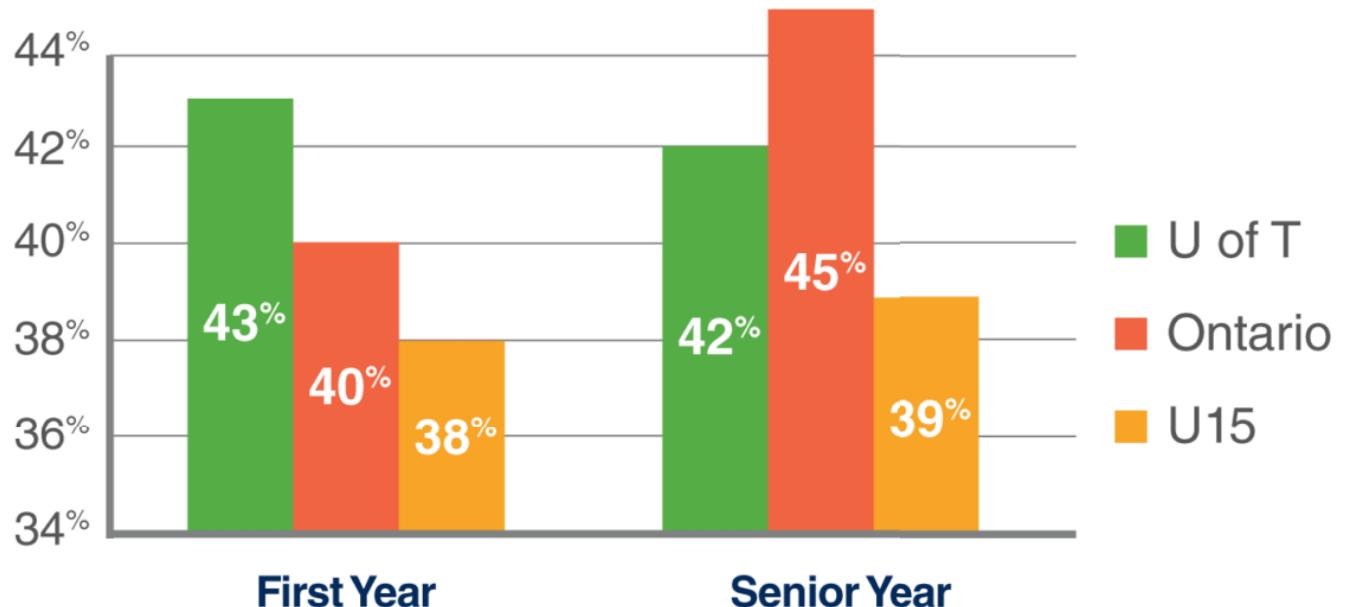
Experiences with Faculty



Discussed course topics, ideas, or concepts with a faculty member outside of class (Often/Very Often)



***Discussed course topics, ideas, or concepts with a faculty member outside of class
(Often/Very Often)***



THEME: Campus Environment

Engagement Indicators:

- Quality of Interactions
- Supportive Environment



Engagement Indicator: Quality of Interactions

Questions:

- Students
- Academic Advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)



Engagement Indicator: Supportive Environment

Questions:

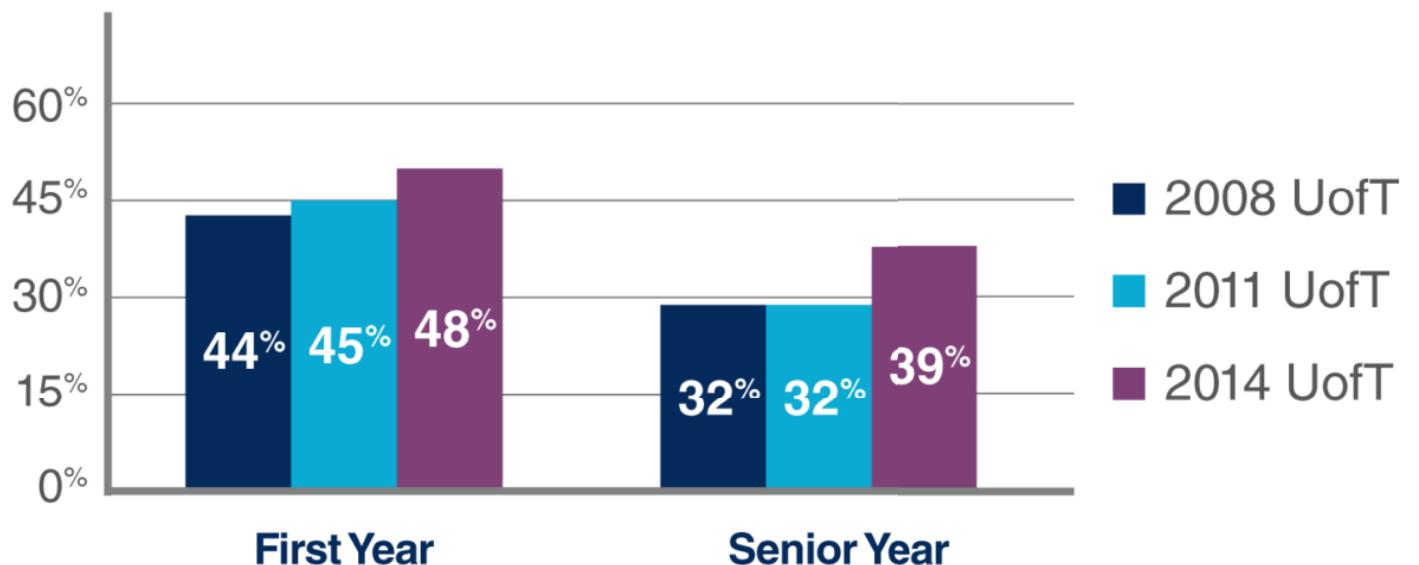
- Provided support to help students succeed academically using learning support services (tutoring services, writing centre, etc.)
- Encouraged contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Provided opportunities to be involved socially
- Provided support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



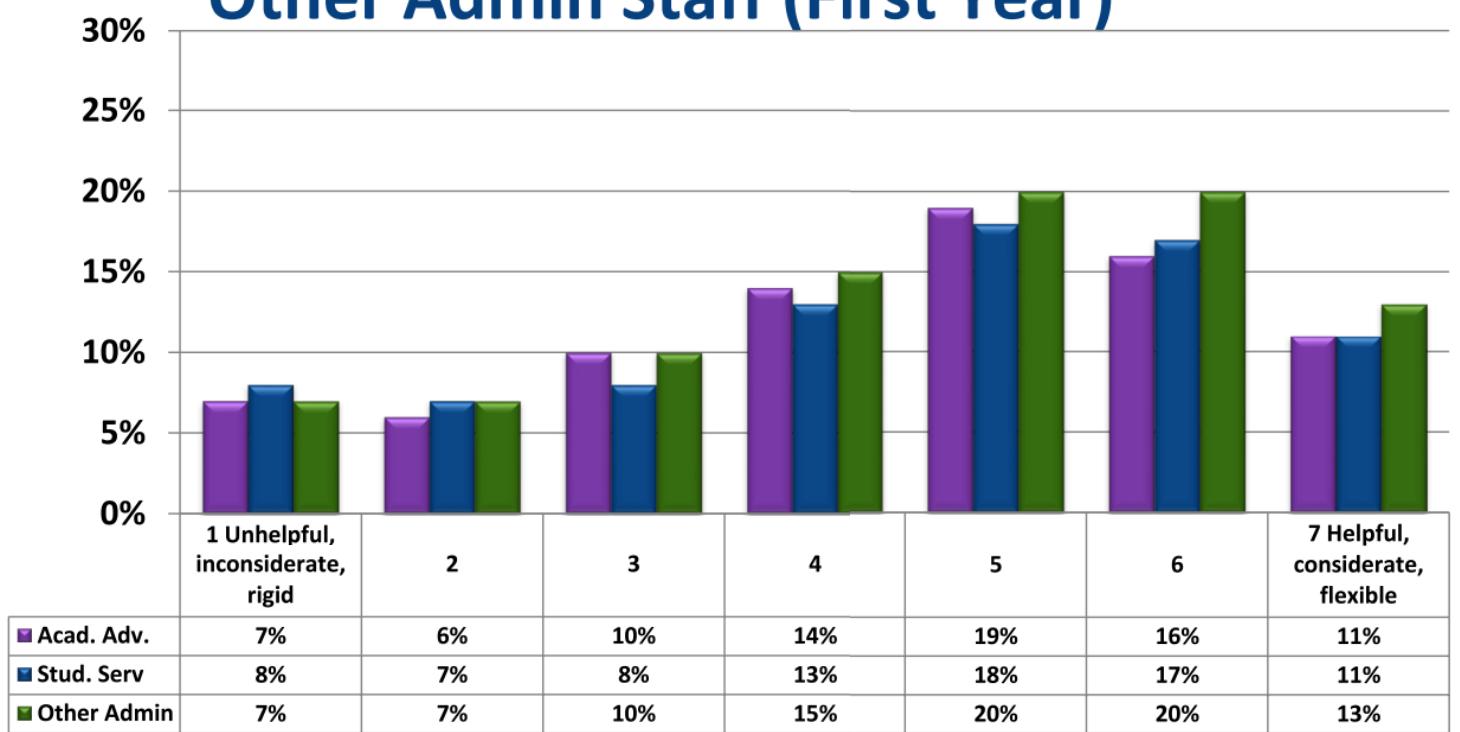
Campus Environment



***Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
(Quite a bit/Very Much)***

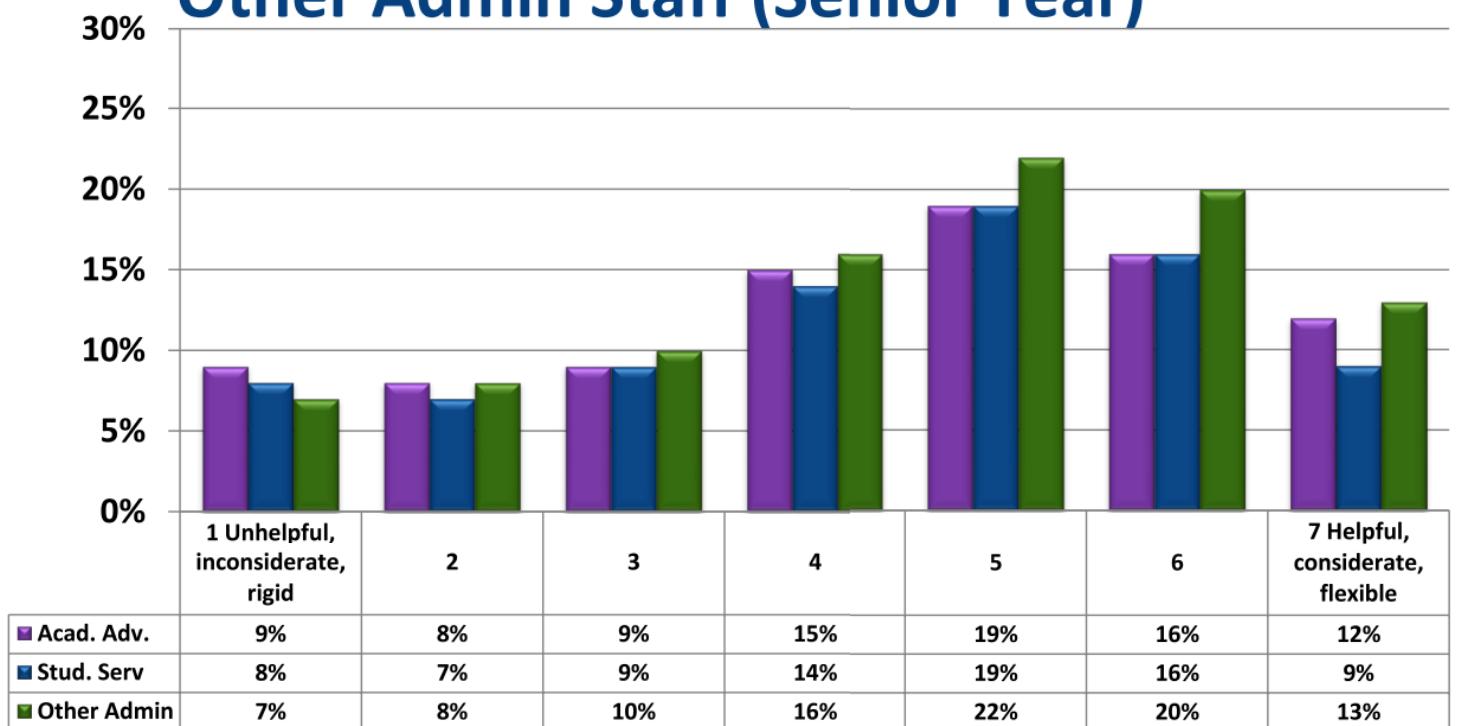


Quality of Relationship with: Academic Advisors, Student Services Staff, Other Admin Staff (First Year)



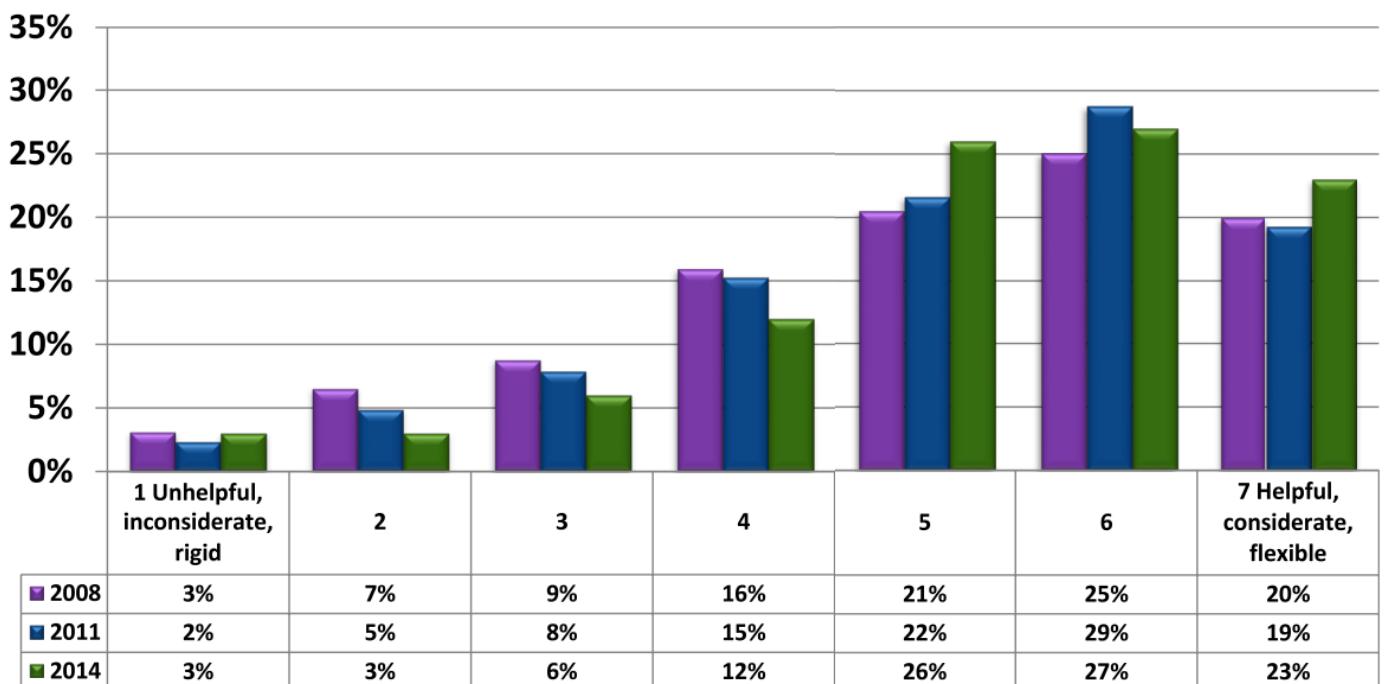
1 = Unhelpful, inconsiderate, rigid
7 = Helpful, considerate, flexible

Quality of Relationship with: Academic Advisors, Student Services Staff, Other Admin Staff (Senior Year)



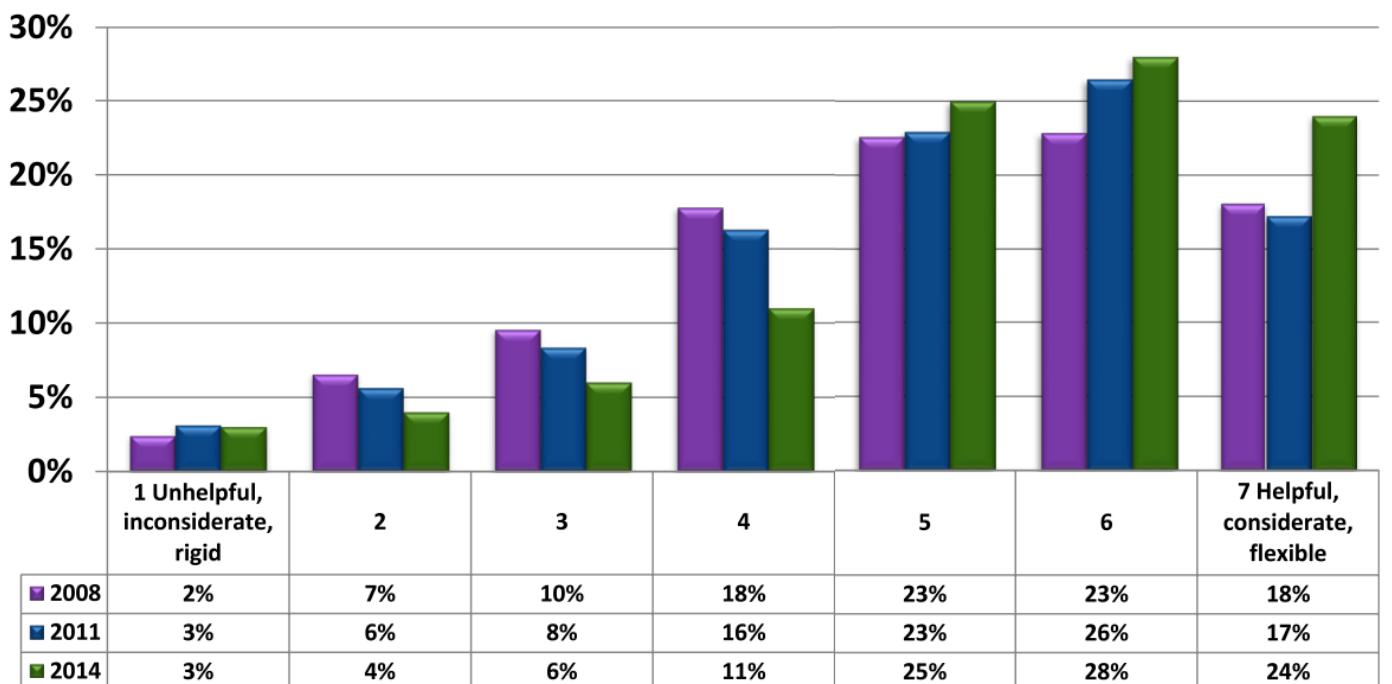
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Quality of Relationship Over time: Students (First Year)



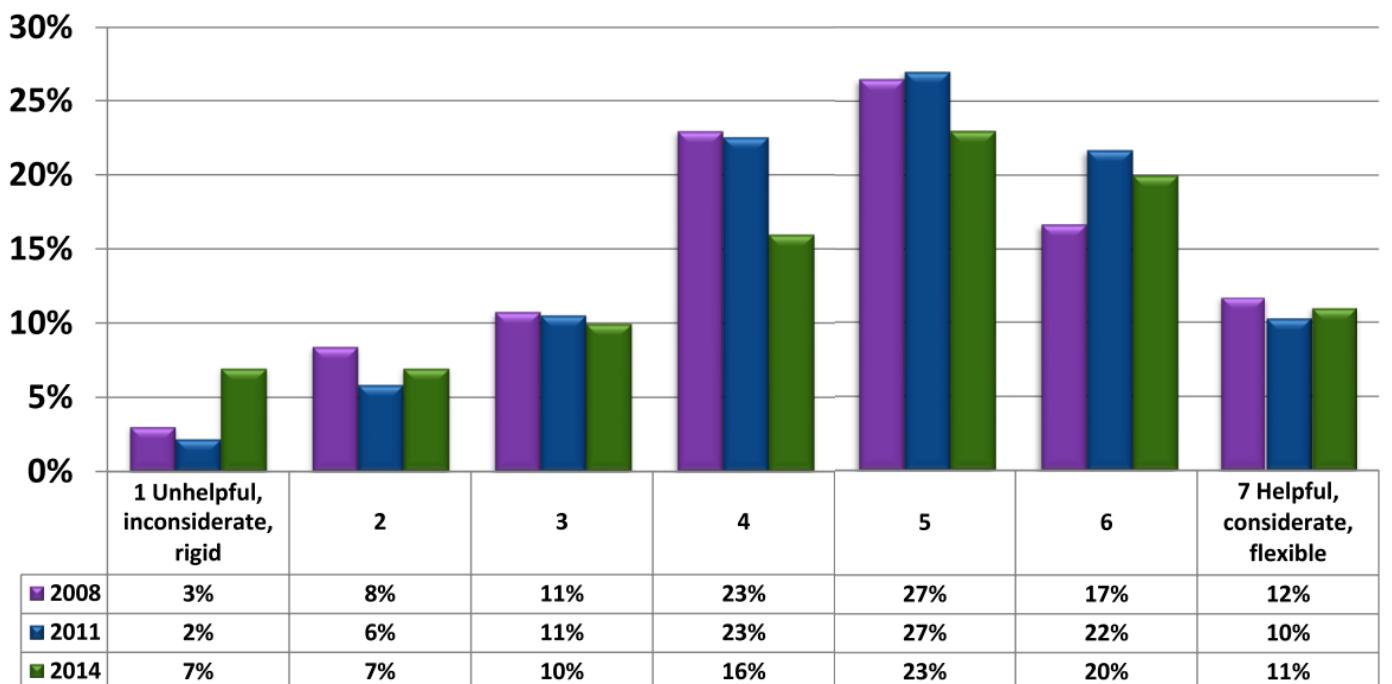
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Quality of Relationship Over time: Students (Senior Year)



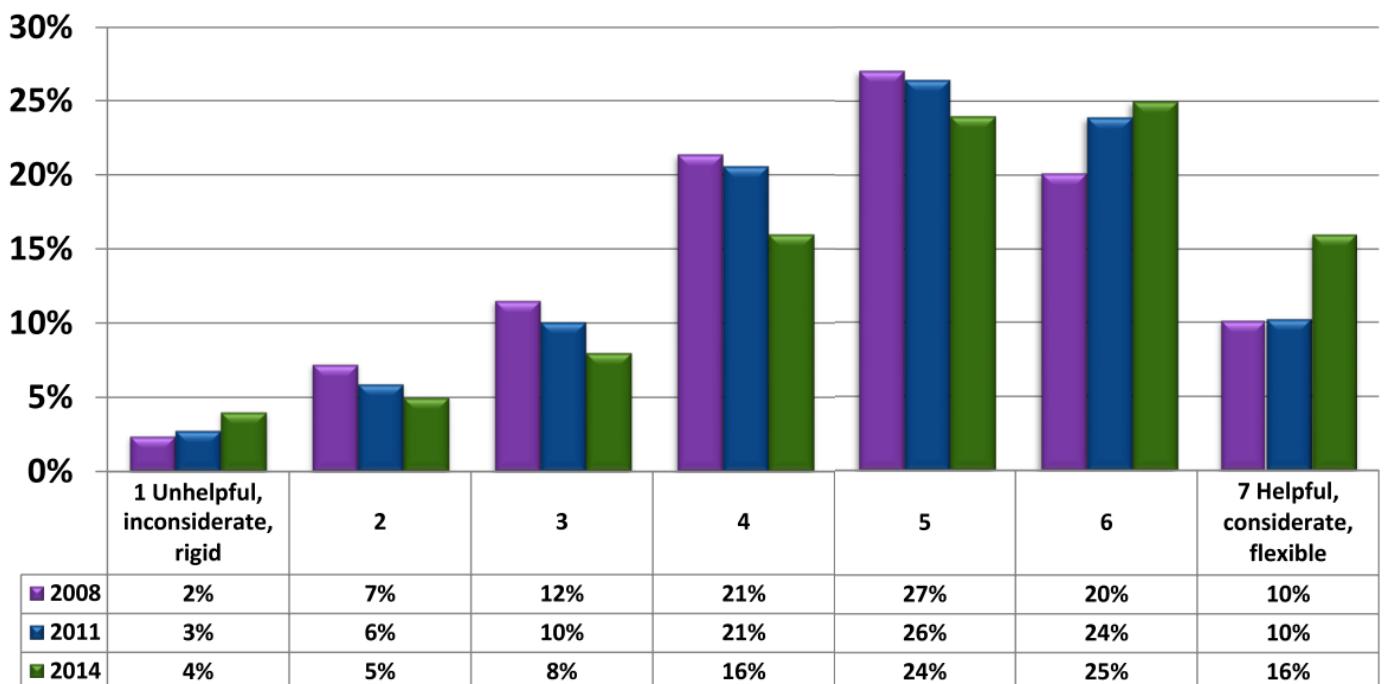
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Quality of Relationship Over time: Faculty (First Year)



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

Quality of Relationship Over time: Faculty (Senior Year)



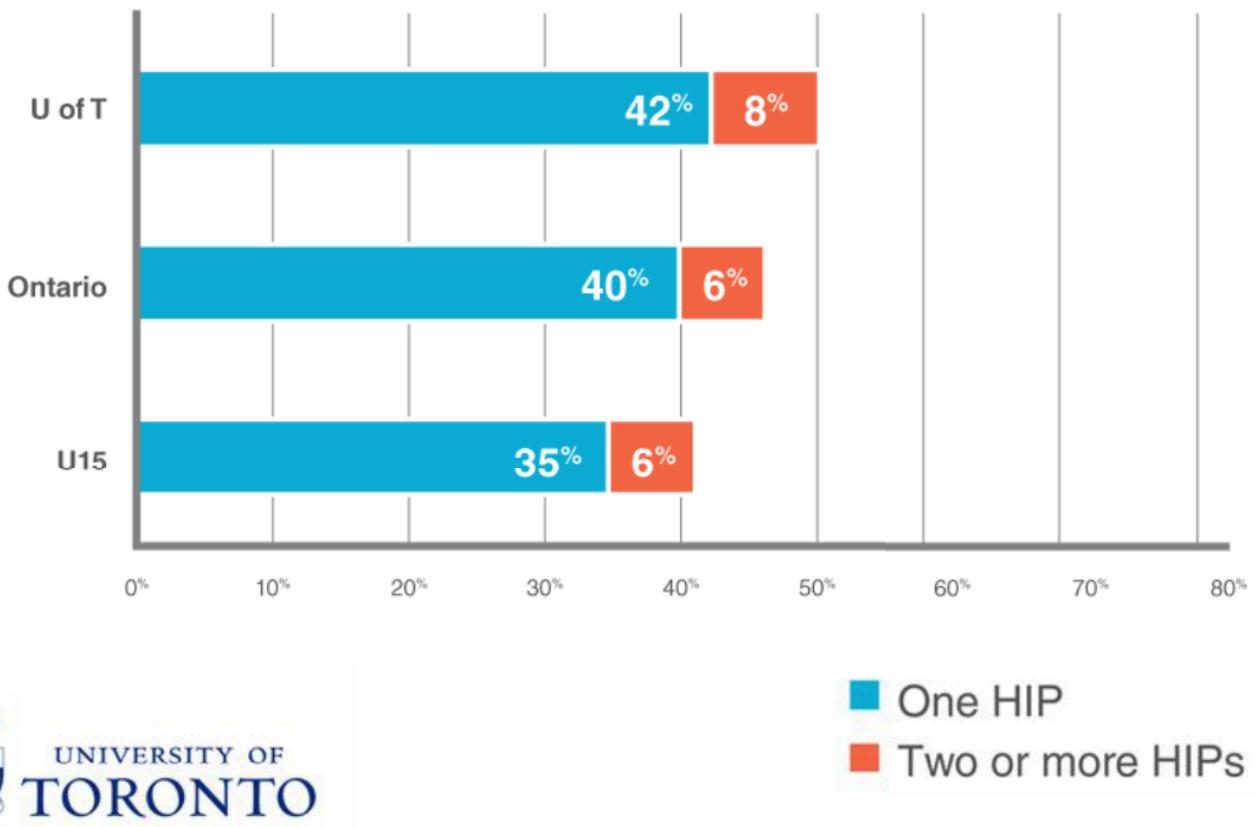
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High-Impact Practices

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



High-Impact Practices (HIP) First Year



High-Impact Practices (HIP) Senior Year

