



Measuring Up

on the undergraduate student experience

The National Survey of Student Engagement 2006

January 8, 2007

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INTRODUCTION

“The University of Toronto is committed to grounding our *Stepping Up* plans on firm evidence about our performance, and, as much as possible about how our performance compares with norms in peer institutions” (*Stepping Up*, Appendix A). To this end, the University began, in 2004, to administer the National Survey of Student Engagement (NSSE) among first-entry undergraduate students as one method of measuring our progress across the institution. The 2004 results provided a benchmark against which we can now measure our progress over time, as well as continue to measure our performance against peer institutions.

The 2006 NSSE results provide evidence of only a few significant improvements over the past two years and, indeed, reveal some areas where we have slipped. This is to be expected. Educational transformation – in both practice and culture – in a large, complex institution like the University of Toronto is unlikely to take place in the span of only a few years. 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. The authors of the *Student Success in College*¹ conclude that there is “no single blueprint for success” and that meaningful change rarely occurs in dramatic fashion; rather, educational improvement is often achieved through a series of small, experimental but nevertheless strategic interventions. Countless examples of such initiatives are provided by the NSSE team; Canadian success stories are also beginning to emerge.

NSSE is one of several means we have of assessing the student experience. This report is based largely on an analysis of the 2006 NSSE results but also integrates findings from other assessment projects: a series of focus groups held in May 2006 to investigate the reliability of NSSE and to dig deeper into key NSSE indicators; and the Beginning College Survey of Student Engagement (BCSSE), administered in August 2005 to all entering first year, first entry students. *Measuring Up on the Undergraduate Student Experience* is intended to make meaning out of the vast data source supplied through NSSE, BCSSE and the focus groups, and to generate discussion, new ideas, and a sense of common purpose in the process of institutional improvement represented by the academic plan.

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 is now used at over 500 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 and is committed to participating every two years. In 2006, all Ontario universities participated in NSSE, as did 12 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

“Voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.”

-- NSSE Director, George Kuh

¹ Kuh, George D., Kinzie, J., Schuh, J., Whitt, E. *Student Success in College: Creating Conditions that Matter*. (San Francisco: Jossey-Bass, 2005)

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.

It is important to acknowledge that NSSE is based on a particular point-of-view about what defines educational quality and how that is measured. As explained by NSSE Director George Kuh: "What students do during college counts more than who they are or even where they go to college. That is, the voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development."²

About the Beginning College Survey of Student Engagement (BCSSE)

As part of a pilot program, the University of Toronto participated in BCSSE (pronounced "Bessie") in August 2005. The instrument measures entering high school students' high school academic and co-curricular involvement, as well as the importance that these students place on their participation in educationally purposeful activities. All entering first year students (first entry undergraduate programs) were invited to participate in BCSSE in August 2005 with 1151 students responding. All of these students (who were still enrolled) were later included in the NSSE 2006 sample, with a total of 693 responding to both BCSSE and NSSE. The combined BCSSE-NSSE sample provides an informative picture of the degree to which students' expectations and priorities are met during their first year. Selected results are included in this report.

About the NSSE Focus Groups

In April-May 2006, a series of focus groups were held under the supervision of Tony Chambers, Associate Vice-Provost, Students and Assistant Professor in the Department of Theory and Policy Studies, OISE-UT. The purpose of the NSSE Focus Groups was twofold: (1) to test the validity and reliability of the NSSE instrument, including interpretations that might differ between US and Canadian students and (b) to add context to NSSE responses and depth of understanding of the undergraduate student experience. A random sample of 1st and 4th year students from the NSSE 2006 population file were contacted and invited to participate in a focus group. Participants were offered a \$10 gift certificate to the University of Toronto Bookstore as compensation for their time.

Although attempts were made to hold focus groups on all three campuses, only the St. George Campus sessions were successful. A total of 37 students, from the faculties of Music, Physical Education & Health, Arts & Science and Applied Science & Engineering, participated in the focus groups held over a two-week period as the spring exam period was coming to an end. Selected preliminary findings from the focus groups are included in this report, as well as student comments from both focus groups and the open ended comments question from NSSE 2006.

What students say...

Student comments, both from the NSSE Focus Groups and from an open-ended comment section in NSSE 2006, are included throughout this report in order to provide greater insight into student perceptions.

Promising Practices

Throughout this report, you will find examples of new initiatives designed to address priority areas in the student experience. Evidence of the effects of some of these developments is already starting to emerge through the NSSE, BCSSE and Focus Group research. Others will be monitored in subsequent studies to determine their impact on the student experience.

² Kuh, G.D. (2001). The National Survey of Student Engagement: Conceptual framework and overview of psychometric properties. Bloomington, IN: Indiana University Center for Postsecondary Research. Available at: http://nsse.iub.edu/html/psychometric_framework_2002.cfm

U of T-NSSE Methodology

The version of NSSE administered at U of T consists of 112 items, composed of:

- The core survey, with language adapted for the Canadian context.
- 10 additional questions developed as part of the Ontario consortium of participating institutions. (referred to as Ontario questions throughout this report).
- 16 background items – demographic questions, some of which have been “Canadianized”.

The survey is administered during February and March via web with an email invitation. A printed version of the NSSE items (re-formatted for easier distribution) is attached as Appendix A. It is worth noting that items where the language has been significantly altered for Canadian institutions, comparisons to US institutions are not possible.

A random sample of 4738 1st year and senior (4th/5th) year students in U of T’s first-entry undergraduate degree programs were invited, via email, to participate in NSSE in February-March 2006. The response rate for the random sample was 39% (n=851 first year, 992 senior year), just slightly below the Ontario-wide rate of 41% and well above our US peers at 30%. The margin of error on the random sample is 2.2%. The NSSE Benchmarks, as well as this report, are based on the results of the random sample only.

An additional random and targeted oversample of 3,312 students was also invited to participate in NSSE at the same time as the base random sample. The oversample included:

- Additional students in the smaller first-entry faculties (Music, Physical Education & Health, Applied Science and Engineering), which allows us to break down the data by faculty while still maintaining a sizable sample.
- Students who responded to the Beginning College Survey of Student Engagement in August 2005 (see below) and who were not included in the random sample.
- Participants in a UTM retention study (STAR), included for the purposes of further research.

The full sample, including oversamples, is used for deeper analysis at the divisional level.

Unless otherwise noted, the figures used in this report are based on the random sample only, without oversamples.

UofT NSSE Basics			
	First Year	Senior Year	TOTAL
Sample Size	2,422	2,316	4,738
Number of Respondents	851	992	1843
Response Rate	35%	43%	39%

A word about response rates

Although the University of Toronto response rate on NSSE (39%) is on par with other institutions in Ontario, it takes considerable effort and expense to achieve that level. Incentives are not offered; however, students are encouraged to participate via multiple email reminders, a home mailing, phone calls and ads in campus newspapers. Discussions with students in focus groups (some of whom had participated in NSSE) suggest response rates are affected by a high degree of skepticism and cynicism, leading many to disregard the invitation to participate. In short, they do not believe any real changes will result from the survey.

Many students suggested that response rates could be improved if the survey results and resulting actions were published in *The Varsity* and other campus media and discussed in open meetings and in classes. Although some students said they would have been more inclined to participate had there been a financial incentive (gift certificates, tuition credits), others felt that a good campaign to convince students that the survey results are acted upon would encourage many more students to participate.

What students say...

“Incentives [to complete the survey] should not be needed. My incentive is to contribute to someone else’s enjoyment later on.”

– *NSSE focus group participant*

The NSSE Benchmarks

NSSE provides each participating institution with a Benchmark Report (Appendix B, C) comparing scores on key questions with those of other participating institutions. 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. The standard NSSE Benchmark Report (Appendix B) provides 3 comparison groups:

- Ontario Universities – all 19 participated in NSSE in 2006 as a consortium.
- Carnegie Peers – a group of 14 US institutions of similar size and mandate.
- The NSSE 2006 norm for all participating institutions.

In addition, the University of Toronto commissioned a special Benchmark Report (Appendix C) from NSSE providing a peer comparison to the participating large Canadian research institutions: (Dalhousie, UBC, Laval, McGill, Alberta, Waterloo, Western, Queen’s and McMaster). This report uses our Canadian Peers for comparison purposes, with the exception of survey items that were included in the Ontario version, in which case, Ontario comparisons are provided.

Promising Practices: Assessment Initiatives

NSSE measures educational effectiveness at a broad, institution-wide level. Within departments and services, however, a variety of assessment strategies are being implemented in order to measure the impact of specific interventions. Among the assessment initiatives of the past two years:

- A survey on registration processes conducted by the Faculty of Arts & Science
- An orientation benchmarking survey, conducted by the Office of Student Affairs
- An assessment of the outcomes of the First-year Learning Communities program

Through a contract with an assessment service provider, Student Voice, the Office of the Vice-Provost, Students provided free access to web and PDA-based technology, professional development and support in survey design to 9 different departments/organizations on the St. George Campus.

ABOUT OUR STUDENTS

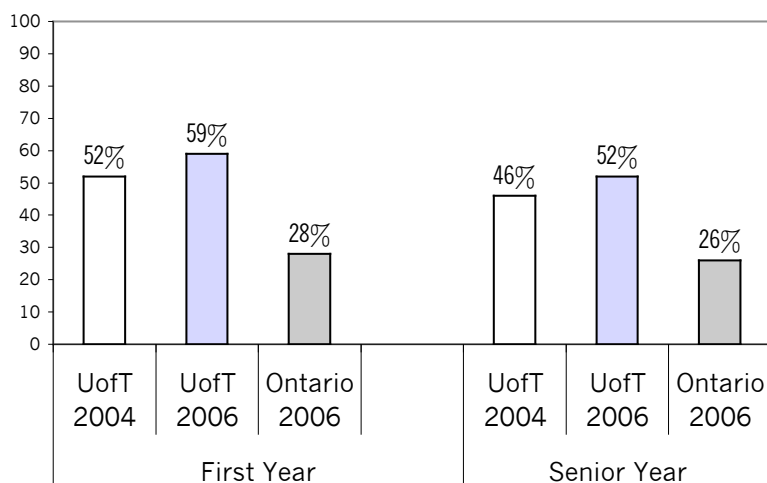
Demographic Information

The following table compares the background characteristics of NSSE respondents with institutional data sources, in order to highlight any discrepancies.

		First Year Students		Senior Year Students	
		NSSE 2006	Institutional Data	NSSE 2006	Institutional Data
Gender	Male	44%	46%	42%	42%
	Female	56%	55%	58%	58%
Place of Residence ³	Residence	22%	23%	9%	15%
	Off-campus	78%	77%	91%	85%
Enrolment Status	Full-time	90%	94%	81%	80%
	Part-time	10%	6%	19%	20%
Age	Less than 24	93%	93%	76%	72%
	24 or older	7%	7%	23%	28%

The University of Toronto continues to attract a very diverse student population, with 59% of first year students and 52% of senior year students identifying as a member of a visible minority group. Representing a mix of international students and newcomers to Canada, 19% of first year and 9% of senior students reported they were not Canadian citizens.

Are you a member of a visible minority group in Canada?
% who responded Yes



³ Source: Common University Data Ontario: <http://www.utoronto.ca/aboutuoft/accountabilityreports/commonudataontario.htm>

Student Expectations

To what degree is the level of engagement among undergraduates a reflection of the value they place on certain activities, rather than on institutional practices? This is the question we can begin to answer by cross-referencing responses to the Beginning College Survey of Student Engagement (BCSSE) (entering students) with responses to NSSE from the same students 6-7 months later, near the end of their first year at U of T.

Among the 1151 students who participated in BCSSE in August 2005, 693 responded to NSSE in February-March 2006 as well. All BCSSE-NSSE respondents were full-time students, and are disproportionately female (69%). Given this, and the low initial response rate to BCSSE, results should be approached with some caution. However, the BCSSE-NSSE analysis does provide some insight into the dramatic distinctions between expectation and experience. Some examples:

High Value – Low Engagement Areas:

The following items are those where most students place a high value on the activity, but many of these students are not as involved in the activity:

- Coming to class prepared;
- Working with classmates outside of class;
- Receiving prompt feedback from faculty

Mixed Value – High Engagement:

In one area, students show high levels of engagement despite the level of importance they placed on the activity when they entered university:

- Spending significant amounts of time studying and on academic work

Mixed Value – Low Engagement:

The following are areas where most students are either less engaged or unengaged in the activity, despite the level of importance they placed on the activity at the time they entered.

- Making class presentations
- Tutoring other students (paid or voluntary)
- Participating in a community-based project (e.g. service learning) as part of a regular course
- Developing a deepened sense of spirituality

What students say...

“I haven’t had any experiences at U of T yet that have been as stimulating as my last year of high school. We’d just sit around a table and debate and argue about poetry or philosophy and there’s been nothing really comparable to that experience yet.”

– NSSE focus group participant,
1st Year

Time on Task

By comparing the pre- and post-arrival responses of the BCSSE-NSSE respondents, we can also develop a sense of how their expectations in terms of time management relate to their first year experience. As shown in the table (below), respondents spend significantly **less time preparing for class, working** (both on and off campus) and **participating in co-curricular activities** than they expected to and spend **more time relaxing and socializing** than expected.

Discussions in focus groups confirm this pattern. When asked what experiences they would have liked to have at university but have not yet had, many of the focus group participants talked about not having engaged in activities outside of classes. Many had experienced frustration trying to find either formal or informal groups where they could engage in debate and dialogue. While they acknowledged they did have “down time” on campus between classes, few had managed to find a meaningful activity to fill those gaps.

What students say...

“A lot of commuters have chunks of time. We need places you can go to connect with something. It’s important to be networking right now.”

– *NSSE focus group participant,*

First Year Time on Task by Entering Expectation		
Percentage of respondents who expected to spend/spent more than 5 hours per week...	BCSSE: Entering Expectation	NSSE: First-year Engagement
Preparing for class	99.4	89.1
Working for pay on campus	20.2	4.0
Working for pay off campus	42.3	26.7
Participating in co-curricular activities	54.8	14.2
Relaxing and socializing	66.2	73.6

In comparison to students at peer institutions in Canada, U of T students appear to spend **about the same amount of time**:

- Preparing for class
- Working on campus

U of T students spend significantly **more time** than those at peer institutions:

- Working off campus
- Providing care for dependents
- Commuting to and from class

U of T students spend **less time** than those at peer institutions:

- Participating in co-curricular activities
- Relaxing and socializing (more pronounced difference in first year)

Barriers to Success

First year students continue to identify their own academic performance as the biggest obstacle to their academic progress. This is markedly different than the results from the other Ontario universities⁴ where financial pressures or work obligations outweigh performance as the most frequently reported obstacle.

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

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

⁴ Question A1. was an item in the Ontario consortium survey only; data from non-Ontario universities to this item are therefore not available.

THE OVERALL PICTURE

Enhancing the student experience was identified as the top priority at the University of Toronto in the fall of 2004. Since then, three rounds of new funding have been allocated to 55 projects via the Academic Initiatives Fund, many of them addressing the student experience fund. In 2006, the Provost's Office announced an additional \$20 million Student Experience Fund to be allocated over three years to new initiatives aimed specifically at enhancing the student experience in first entry undergraduate programs. Through that fund, 49 new projects have been initiated across all three campuses addressing priority areas of:

- Study space enhancements;
- Student services and co-curricular support;
- Academic program and research; and
- Student community engagement/outreach and research.

The NSSE 2006 results, in general, do not yet reflect recent enhancement in many aspects of the experience, particularly in areas of community engagement. However, the results do confirm our strengths – an academically rigorous curriculum in which the research mission of the University is well integrated into the undergraduate experience.

Overall Satisfaction Measures

NSSE includes two key indicators to assess overall satisfaction with the educational experience (items 13 & 14). Given our relatively low benchmark scores, it is perhaps surprising that students continue to rate the U of T experience overall quite positively with 71% of first year and 68% of senior year respondents reporting a “good” or “excellent” experience and the overwhelming majority indicating they would make the same choice over again, if given the chance.

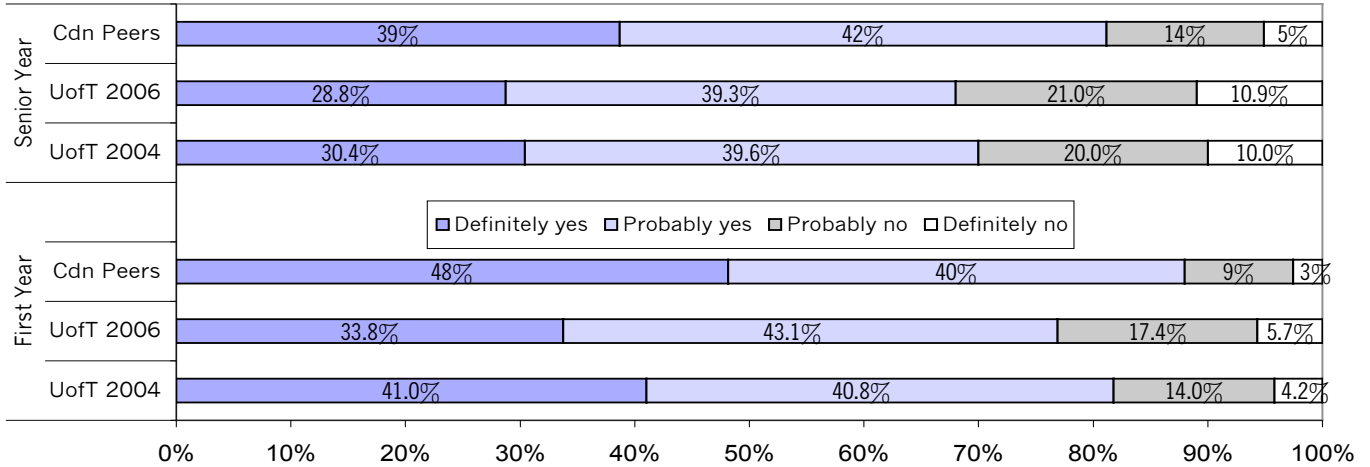
The paradox between U of T's relatively low engagement scores and high level of satisfaction and retention was discussed within the NSSE focus groups. Students report a variety of reasons for their decisions to attend U of T: geographic location, ability to live at home with parents, academic reputation, for example. Attitudes toward the U of T experience are equally varied and extreme. While many of the discussions revolved around the sense that U of T isn't “fun” or is “impersonal”, many spoke positively and passionately about their experience here. Several focus groups discussions revolved around issues of workload and grading; students expressed the perception that U of T requires much more of undergraduates than do other universities. This perception seems to result in considerable stress and anxiety about maintaining good grades and might account for the lower overall satisfaction scores, when compared to peer institutions. The issue of grading is the subject of further elaboration in the Student Development & Learning section.

What students say...

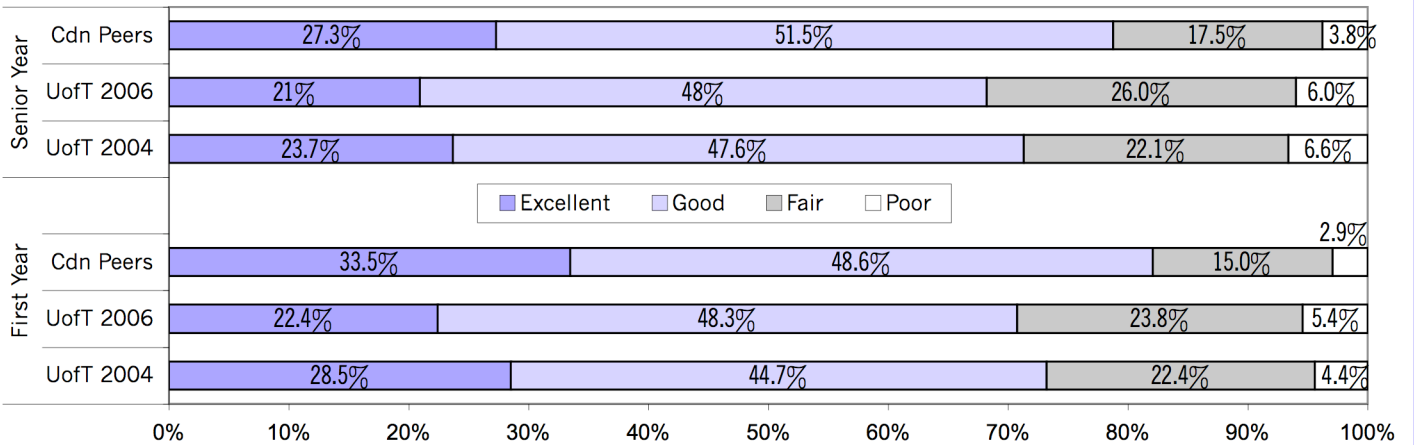
“Overall the University of Toronto is an excellent university. However, they have allowed their prestigious reputation to lead to a workload and difficulty level far above that of other universities on the same level for similar courses.”

– NSSE respondent

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



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



Sense of Community

The new set of Ontario consortium questions includes an item very relevant to institutional goals around building a sense of community on campus. As has long been identified, and is demonstrated in the chart below, University of Toronto students are much less likely to experience a strong sense of community.

Comments about lack of community also feature prominently in the NSSE focus groups discussion and in the open-ended section of the survey. Students talked about the lack of ways and means of connecting with each other or with faculty outside of the formal classroom setting.

As was noted earlier, a number of new initiatives funded through the Student Experience Fund are designed to address issues around student connection to their campus and each other.

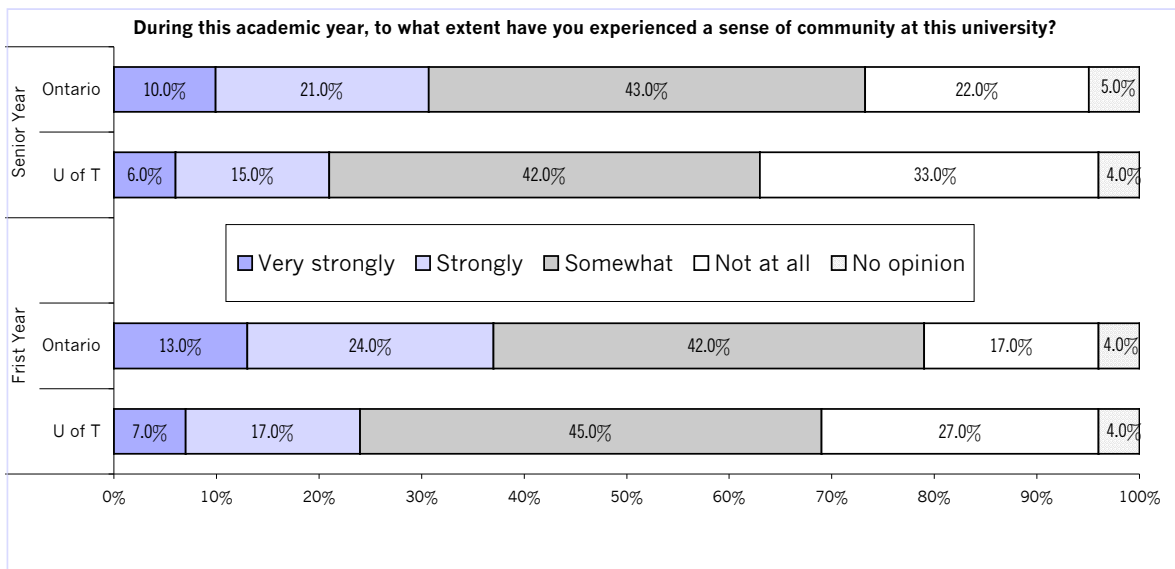
What students say...

“U of T has fostered an environment where there is virtually no out-of-classroom engagement. It is an entirely academic experience.”

– NSSE focus group participant

Promising Practices: First-year Learning Communities (FLCs)

This innovative new program in the Faculty of Arts & Science, now in its second year of operation, places cohorts of 24 students in the same sections of first year courses and in a regularly scheduled meeting facilitated by a upper year peer mentor. The FLC meetings include social, developmental and academic programming. Each FLC also has a staff and faculty advisor who attend FLC sessions, enhancing faculty-staff-student interaction as well as helping to develop a sense of community among first year students.



Our Highest Performing Areas

The following items represent the five areas where our students scored the highest in relation to peer institutions.⁵

First Year Students – more likely to:

- Say courses emphasize analyzing ideas, experiences, or theories
- Say courses emphasize synthesizing ideas into new complex relationships
- Spend more than 10 hours/week preparing for class (studying, etc.)
- Say the institution emphasizes studying and academic work
- Have serious conversations with students of a different race or ethnicity

Senior Year Students – more likely to:

- Say courses emphasize synthesizing ideas into new complex relationships
- Spend more than 10 hours/week preparing for class (studying, etc.)
- Say the institution emphasizes studying and academic work
- Work on a research project with a faculty member outside of class
- Have serious conversations with students of a different race or ethnicity

Our Lowest Performing Areas

The following items represent the five areas where our students scored the lowest in relation to peer institutions:

First Year Students – less likely to:

- Write more than 4 papers or reports between 5 and 19 pages
- Ask questions/contribute to class discussions
- Make a class presentation
- Work with classmates outside of class to prepare assignments
- Positively rate their relationships with faculty members

Senior Year Students – less likely to:

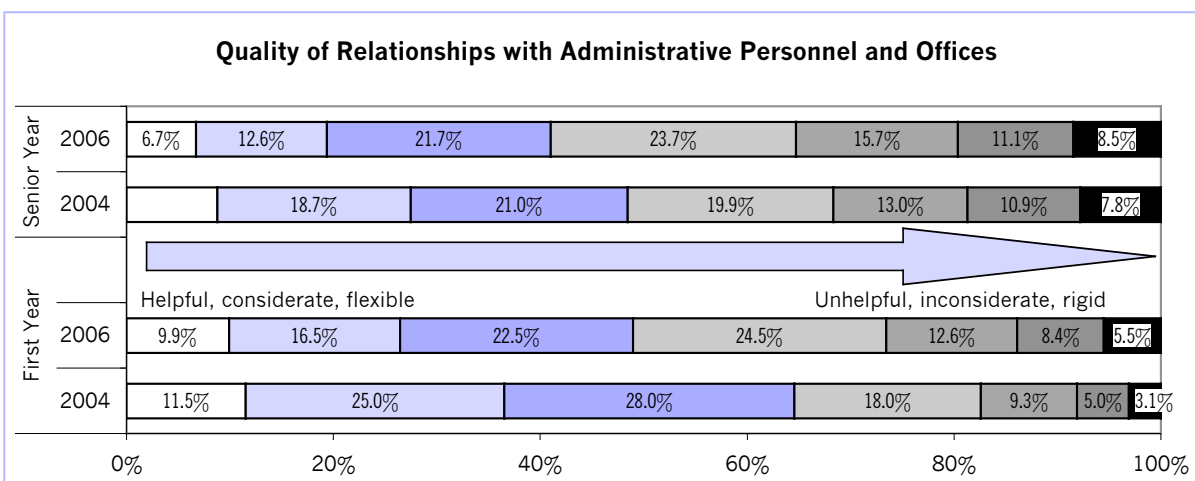
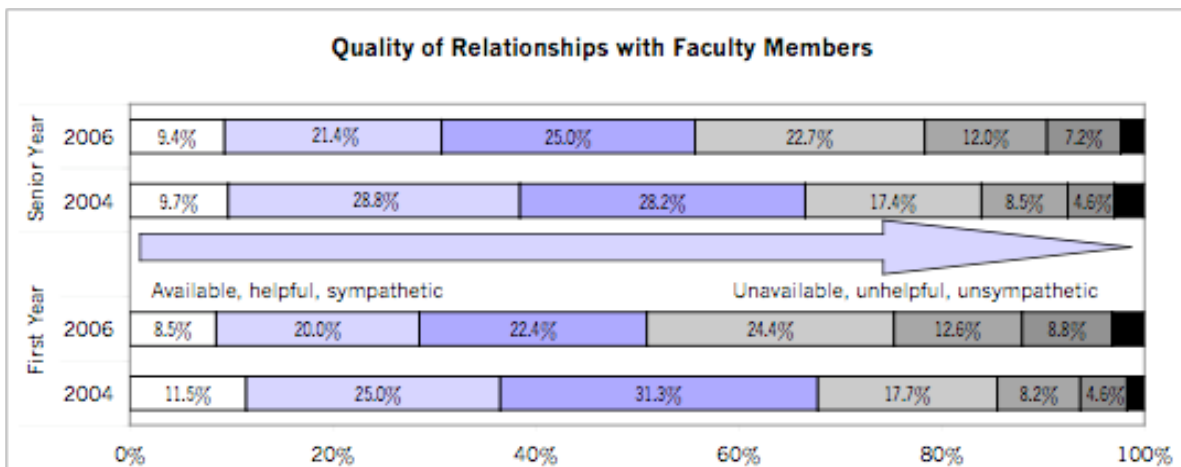
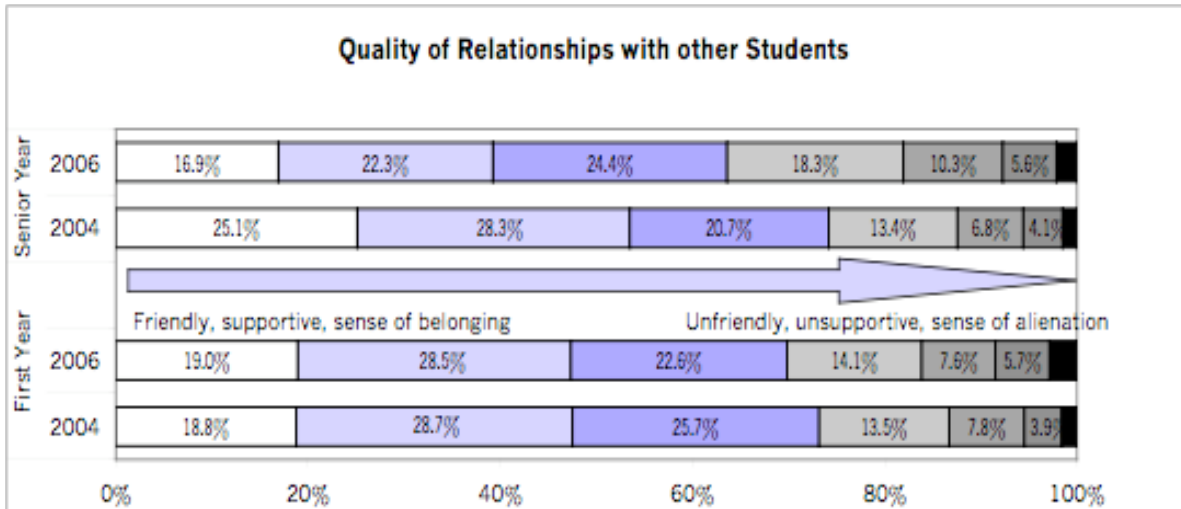
- Make a class presentation
- Work with classmates outside of class to prepare class assignments
- Positively rate their relationships with other students
- Positively rate their relationships with faculty members
- Say the institution provides substantial support for academic success

Together, the highest and lowest performing indicators paint a picture of a student experience that is highly academically focused and challenging, where opportunities for interaction are limited, but where some of the benefits of diversity are realized.

⁵ These item comparisons are provided by NSSE. Only the 41 items that comprise the five benchmarks are used. Highest and lowest items are those with the greatest percentage differences (using only the random sample) from Ontario and selected US peers.

Quality of Relationships

Three NSSE items that ask students to rank their quality of relationships with other students, with faculty and with staff show a significant decline since 2004. This warrants discussion and further analysis to determine what factors have contributed to this decline.



Student Development & Learning

The table on page 15 provides a detailed look at self-reported learning outcomes – the skills, knowledge and development students attribute to their experience at the University of Toronto. There are a couple of notable changes since 2004. First, a drop in the perception of the development of skills for “learning effectively on your own” among first year students (from 43% to 34%). Secondly, we witnessed a jump in the proportion of students, particularly in first year, who reported development in “voting in local, provincial or federal election”, attributable to a recent federal election.

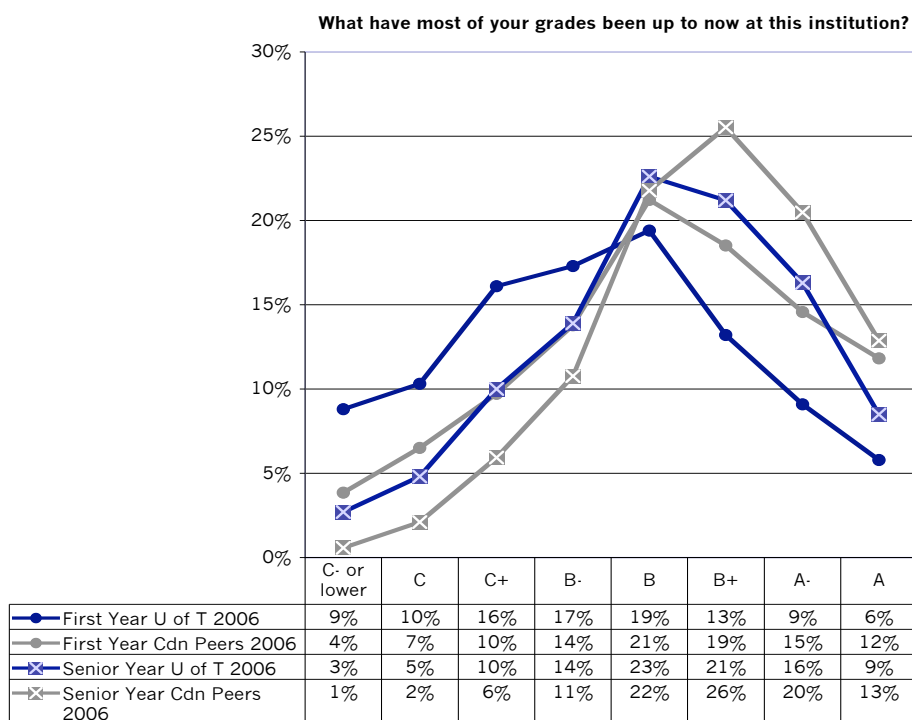
When asked to describe student success, focus group participants talked about a wide range of ways of learning and measuring success. Very few attributed success exclusively to grades but talked about a sense of personal growth acquired through a variety of means, from lectures to involvement with student groups.

Students in the focus groups also talked about the sense that good grades were more difficult to attain at U of T than at other institutions. The chart below provides a comparison between NSSE respondents’ self-reported grades for U of T and that of our Canadian peers. This data would seem to indicate that there is some truth to the perception that grades at U of T, particularly in **first year** are lower than at peer institutions.

What students say...

“For me, learning is about experience. The way we learn best is by going out and doing things. Maybe that means going to all your classes. Maybe that means half your classes. It can mean keeping up your marks. But it can also mean growing as a person. It can be internal. Adapting, growth, a change. “

– NSSE focus group participant



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 First Year 2006 respondents who selected “Very Much”

	NSSE 2004 First Year	NSSE 2006 First Year	NSSE 2004 Senior Year	NSSE 2006 Senior Year
Thinking critically and analytically	43%	38%	51%	49%
Learning effectively on your own	43%	34%	45%	39%
Acquiring a broad general education	34%	29%	39%	40%
Analyzing quantitative problems	28%	29%	31%	32%
Understanding yourself	21%	26%	24%	26%
Using computing and information technology	26%	24%	31%	28%
Writing clearly and effectively	20%	24%	30%	32%
Voting in local, provincial, or federal elections	6%	17%	5%	10%
Understanding people of other racial and ethnic backgrounds	16%	17%	18%	18%
Solving complex real-world problems	15%	17%	18%	15%
Working effectively with others	19%	16%	23%	17%
Developing a personal code of values and ethics	15%	16%	17%	17%
Speaking clearly and effectively	15%	16%	22%	23%
Acquiring job or work-related knowledge and skills	16%	12%	20%	15%
Contributing to the welfare of your community	8%	11%	9%	9%
Developing a deepened sense of spirituality	7%	9%	6%	7%

Student Opinions on Institutional Improvement

The Ontario consortium developed two items that would allow students to express their opinions about their priorities for change within their institution. Although we are not able to provide comparative data from 2004 (this is a new item) or from the other Canadian institutions (it was only included on the Ontario survey), the results are presented here for the purposes of discussion.

When asked to select, from a list, the 2 items they believed their institution most needed to address to improve the student academic/learning experience **in the classroom**, the top responses are as follows:

Among first year respondents:

- Ensuring a better fit between course content, assignments, and tests/exams (29%)
- Reducing class sizes overall (28%)

Among senior year respondents:

- Reducing class sizes overall (29%)
- Improving the quality of course instruction by professors (26%)

When asked to select, from a list, the 2 items they believed their institution most needed to address to improve the student academic/learning experience **outside the classroom**, the top responses are as follows:

Among first year respondents:

- Increasing contact with professors outside of class (e.g., office hours) (31%)
- Working to provide a better social environment for students (28%)

Among senior year respondents:

- Providing students with more opportunities to undertake research with faculty (39%)
- Working to provide a better social environment for students (28%)
- Increasing contact with professors outside of class (e.g., office hours) (28%)

What students say...

“The administration should be working with upper year students to have those students understand the situation and make sure they’re getting people involved and running events that are inclusive and people are growing and becoming more confident in themselves.”

– NSSE focus group participant

Promising Practices: Town Hall Meetings

The tradition of open consultation during this process of institutional change is being honoured in many parts of the University. Most recently, the Faculty of Arts & Science embarked on a Curriculum Review & Renewal that includes, as part of the consultation process, open town hall meetings in various locations, departmental liaisons, as well as an email feedback form. All feedback has been publicly accessible via the Faculty’s website.

Inside the Classroom

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 <u>in the classroom</u> (Presented in descending order of frequency at U of T)	U of T 2006	Ontario 2006
Ensuring a better fit between course content, assignments, and tests/exams	29%	23%
Reducing class sizes overall	28%	18%
Improving the quality of teaching assistants	24%	23%
Improving the quality of course instruction by professors	21%	25%
Increasing the number or variety of course offerings in your major	19%	19%
Improving the quality of classrooms or lecture halls	15%	16%
Increasing the number or variety of course offerings outside your major	8%	10%
Providing more current/relevant courses and curriculum	7%	6%
Increasing opportunities to learn more about global issues	7%	9%
Changing the mix of lectures, seminars, tutorials, and labs	6%	8%
Improving the quality of labs	5%	5%
Improving student access to information technology	3%	5%
Other	13%	14%

Outside the classroom

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 <u>outside the classroom</u> . (Presented in descending order of frequency at U of T)	U of T 2006	Ontario 2006
Increasing contact with professors outside of class (e.g., office hours)	31%	28%
Working to provide a better social environment for students	28%	28%
Providing students with more opportunities to undertake research with faculty	27%	39%
Improving the quality/availability of study spaces	27%	26%
Expanding and/or improving the quality of academic support services (e.g., study skills, library skills, writing/math skills, academic advising, career advising, etc.)	22%	20%
Expanding and/or improving the quality of personal support services (e.g., counseling)	14%	14%
Increasing opportunities for international experiences (e.g., exchanges, study abroad)	13%	10%
Improving library services (e.g., circulation, staff availability, Internet/computer availability, etc.)	8%	6%
Improving the library collection	4%	5%
Other	6%	8%

PRIORITY AREAS

Writing

The amount of writing we expect of our senior year students, in general, is on par with our peer institutions in Canada: 95% of senior year respondents had written at least one paper of between 5 and 19 pages in length and 54% of senior year respondents had written at least one paper of at least 20 pages in length, an increase from 2004, when only 38% of senior students reported they had written at least one paper of 20 pages or more.

Where we do differ from our peers is in the amount of writing assigned to first year students: 78% of first year respondents report not having written a single paper of 20 pages in length, compared to 71% at Canadian peer institutions.

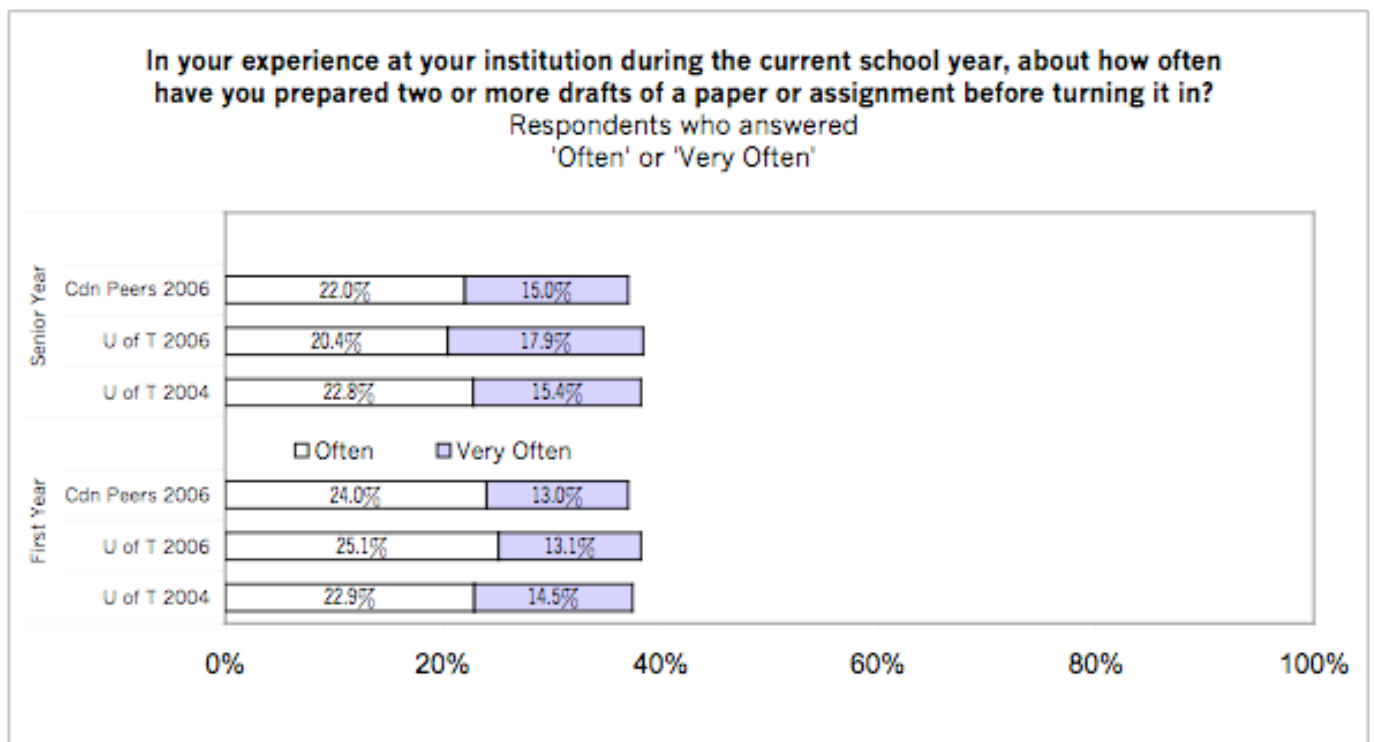
While the quantity of writing may be lower than that of peer institutions, first year students do report a high degree of learning in this area. Over 58% report that the institution has contributed either “quite a bit” or “very much” to their ability to write clearly and effectively (compared to 56% at Canadian peer institutions.)

Perhaps more telling, however, than the volume of writing produced by our students is the effort they put into the task and the degree of integration going into the work, represented by the following two charts.

What students say...

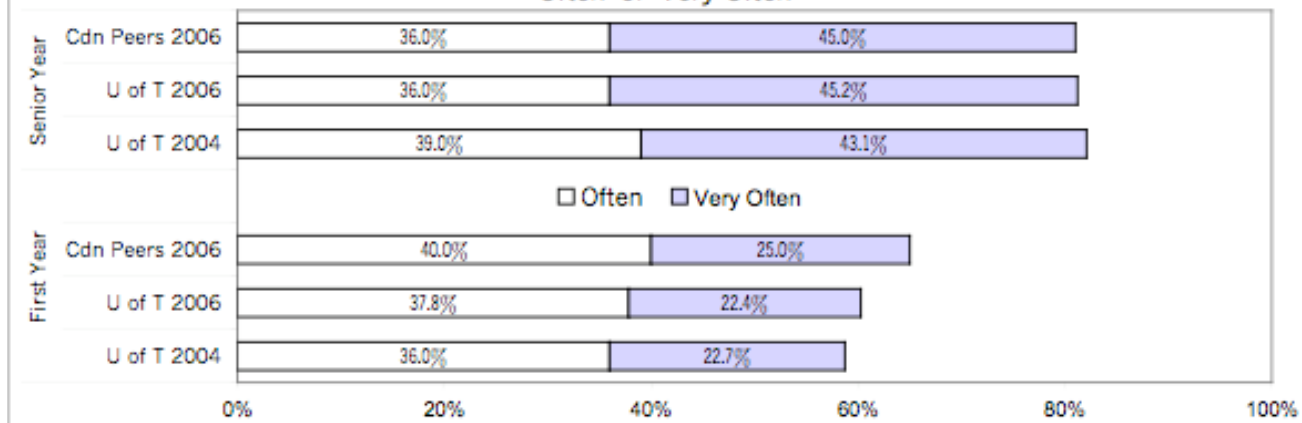
“I think there should be more frequent, but lower risk writing assignments, so that people actually learn to write, and get in the habit of writing. For example, last term I did an independent study with a philosophy professor. We met once every two weeks ... and whenever I saw her, I would have written a paper that we would then discuss. Usually she tore my work apart, so when I wrote something she liked, I was ecstatic. I learned so much through this process.”

– NSSE respondent



In your experience at your institution during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?

Respondents who answered
'Often' or 'Very Often'



Promising Practices: UTM Writing Development Initiatives

Almost all UTM departments have developed writing tasks suited to the objectives of their discipline, aimed at engaging students to become better writers. A wide variety of strategies are employed to improve students' writing, and evaluations of the progress and success of each project are done at the end of the course. With support from the Student Experience Fund, UTM is now developing weekly writing workshops focusing on grammar and syntax as well as peer-led discussion groups to encourage question-asking habits among students.

Undergraduate Research

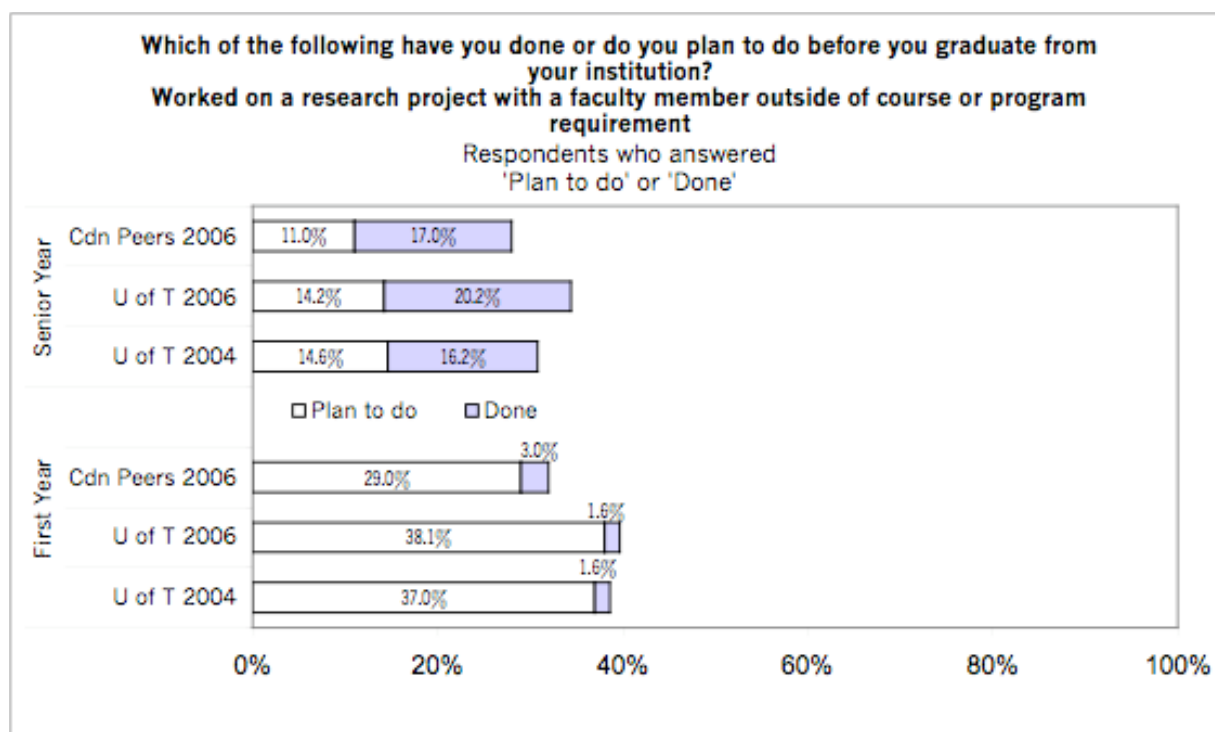
Our students continue to indicate a high level of interest in engaging in research with almost 40% of first year respondents reporting that they either had or planned to work on a research project with a faculty member outside of a course or program. Efforts to coordinate and expand the number of such opportunities appears to be having a positive effect – over 20% of senior students reporting that they had participated in a research project (an increase of over 4% from 2004.)

The degree of interest in research was also confirmed through the NSSE focus groups. When asked what kinds of experiences they would have liked to have at university, many students talked about their desire to engage in research though most had not either found the time or found a relevant opportunity to do so. Some expressed frustration that it was not clear to them how to find research opportunities.

What students say...

“I would have liked to do research with a professor but I didn’t know how to find that – I searched websites and the career centre.”

– NSSE focus group participant



Promising Practices: Centre for Environment Student Research and Engagement Hub

The ‘Student Research and Engagement Hub’ is an initiative to centralize resources for connecting the growing number of students interested in the area of environmental sustainability with research, internship, exchange, mentoring and employment opportunities related to program curriculum. A web-based application will be developed by the Centre for Environment to store student, faculty and project contact information along with descriptions to allow students to post their research interests, find staff and projects in which they are interested, and submit requests for further information, applications and CVs.

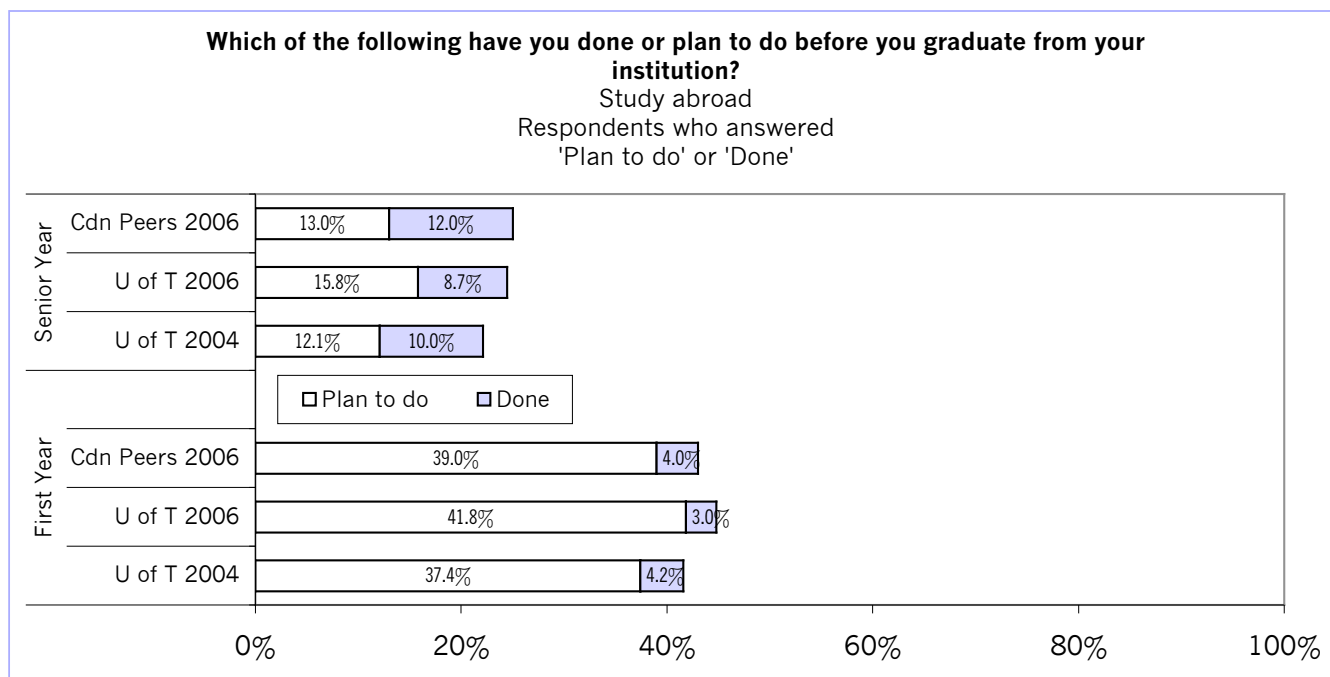
International Experience

NSSE provides only a couple of indicators for us to assess the level of interest and participation in international issues and experiences. Students appear to be relatively satisfied with the number of international opportunities available, with only 13% of first year students and 10% of senior year students selecting it as one of the items the University most needs to improve outside of the classroom. However, we continue to see a large unmet demand in terms of the number of students who plan to study abroad and those who have actually done so by 4th/5th year. This could indicate other barriers to participating in such opportunities. Although the focus groups did not address this issue in particular, some of the student comments provided on NSSE do speak to some of these concerns.

What students say...

“There are many obstacles that students wishing to study internationally are facing.... It might be useful if the university kept a database of all the credits they have accepted from students that have transferred from international institutions.”

– NSSE respondent



Promising Practices: In-Course Internationalization Modules, Faculty of Arts and Science

With support from the Student Experience Fund, the Faculty of Arts and Science will adapt the curriculum of regularly-offered research-based courses to include supervised travel for short but intensive periods of study/work/research. Six to eight proposals per year will permit participation by approximately 45 students.

Community Engagement

Participation in activities both on and off campus, continues to be low in many areas at the University of Toronto. Focus group participants and comments provided in the open-ended section of NSSE indicate that at least some of this lack of engagement is due to organizational and communication issues. Several new initiatives are in development across the institution to address this problem.

This series of NSSE items (item 6) represents an area of concern in the survey design as the question – “During the current school year, about how often have you...” – does not specify whether the activity took place on campus or not. This presents a challenge in trying to distinguish between activities where the institution has played a role and those where other factors are more influential.

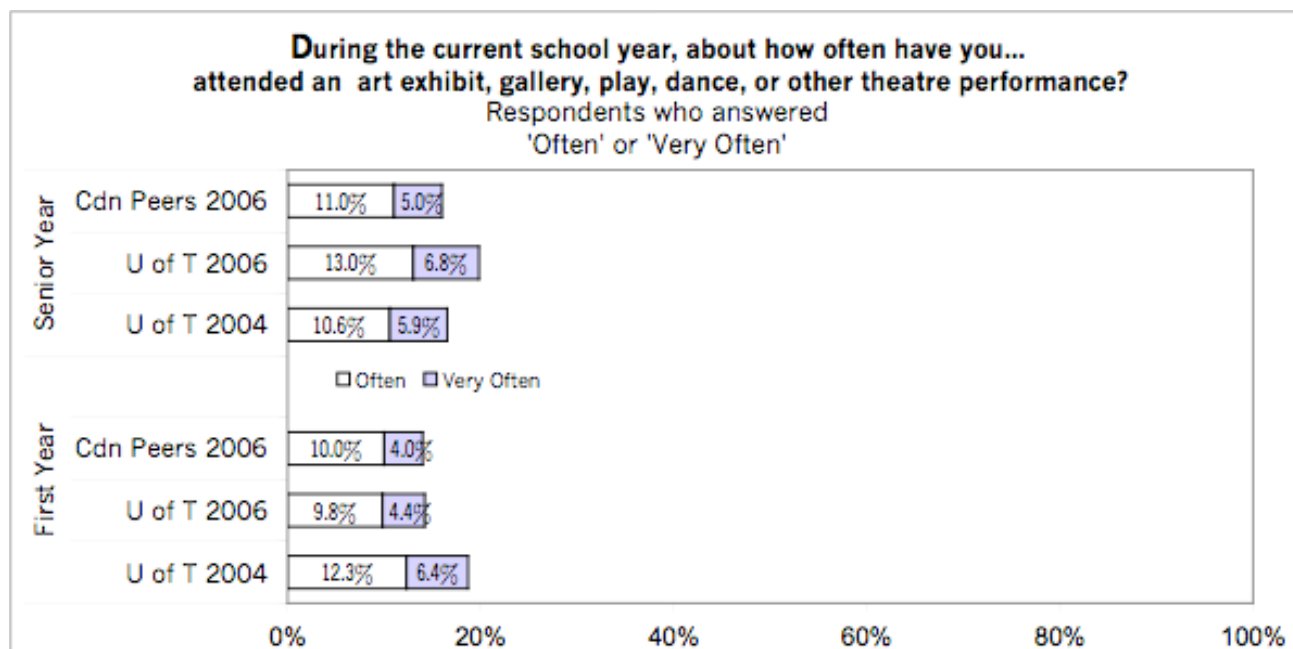
What students say...

“This university has everything it needs to create this strong community but it takes hours of research and planning for students to take advantage of them....There are too many lonely and depressed individuals at this university....Happier students perform better..”

– NSSE respondent

Arts & Culture

The vibrant on- and off-campus arts community engages a considerable portion of the student population (see below). This is one area where we surpass our Canadian peers. Although we witness here a drop in the participation in the arts among first year students, we also see an increase among senior year students.

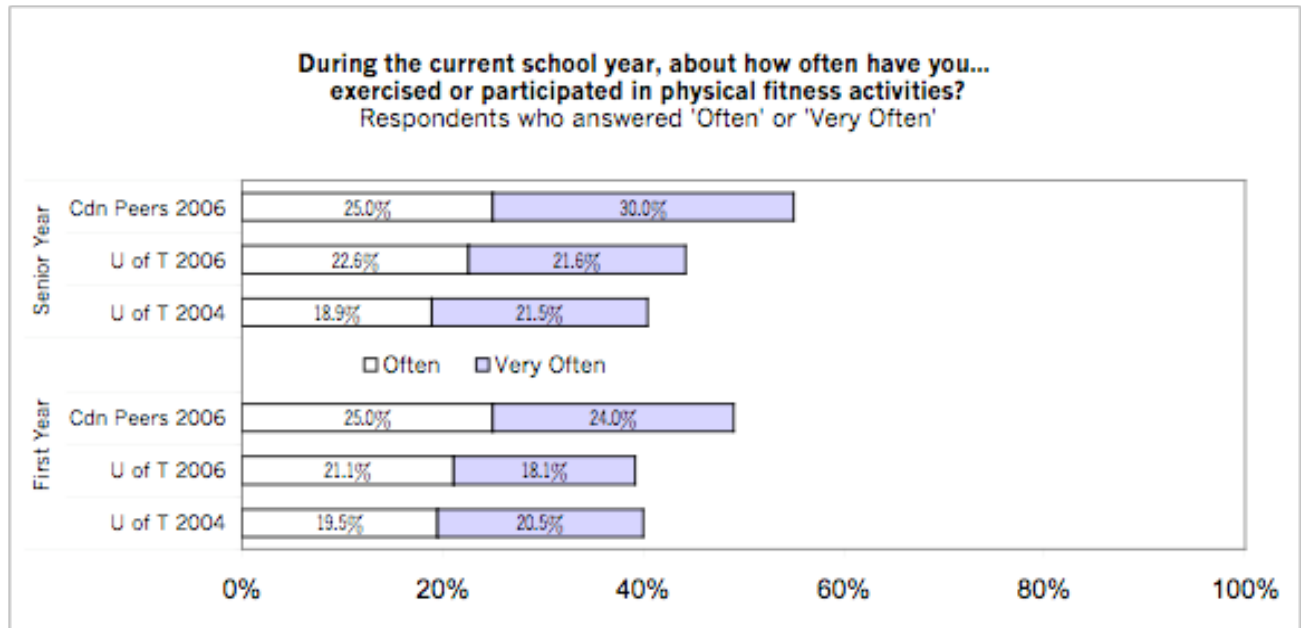


Promising Practices: The Arts Council

Proposed through *Stepping Up*, the Arts Council brings together the curricular and co-curricular programs in the performing and visual arts through coordinated events, cultural mapping and a centralized web site. The Council was instrumental in coordinating the St. George Campus role in *Nuit Blanche*, a city-wide all-night festival of contemporary art that brought tens of thousands of visitors and students out onto the campus in the wee hours of September 30 – October 1, 1006.

Physical Fitness & Recreation

Participation in physical fitness has remained relatively stable and significantly below peer institutions. It will be interesting, however, to see if expansion of facilities at two campuses will enhance participation rates evidenced in NSSE 2008.



Co-curricular Activities

“Life outside the classroom”, as was discussed earlier, was the subject of a great deal of discussion within the NSSE focus groups. Many students felt the institution had made little or no effort to engage students in activities outside the classroom and that the organization of such activities was chaotic and difficult to navigate. Some students complained that too many student groups were organized around cultural, ethnic, racial and religious communities and not enough encouraged intercultural interaction or interaction by intellectual interest. (Of the 366 groups recognized by the University in 2005-06, almost 40% were ethno-cultural or religious groups). Other students took responsibility for their decision not to get involved and to focus exclusively on their coursework. Many expressed regret that they had not made this a priority.

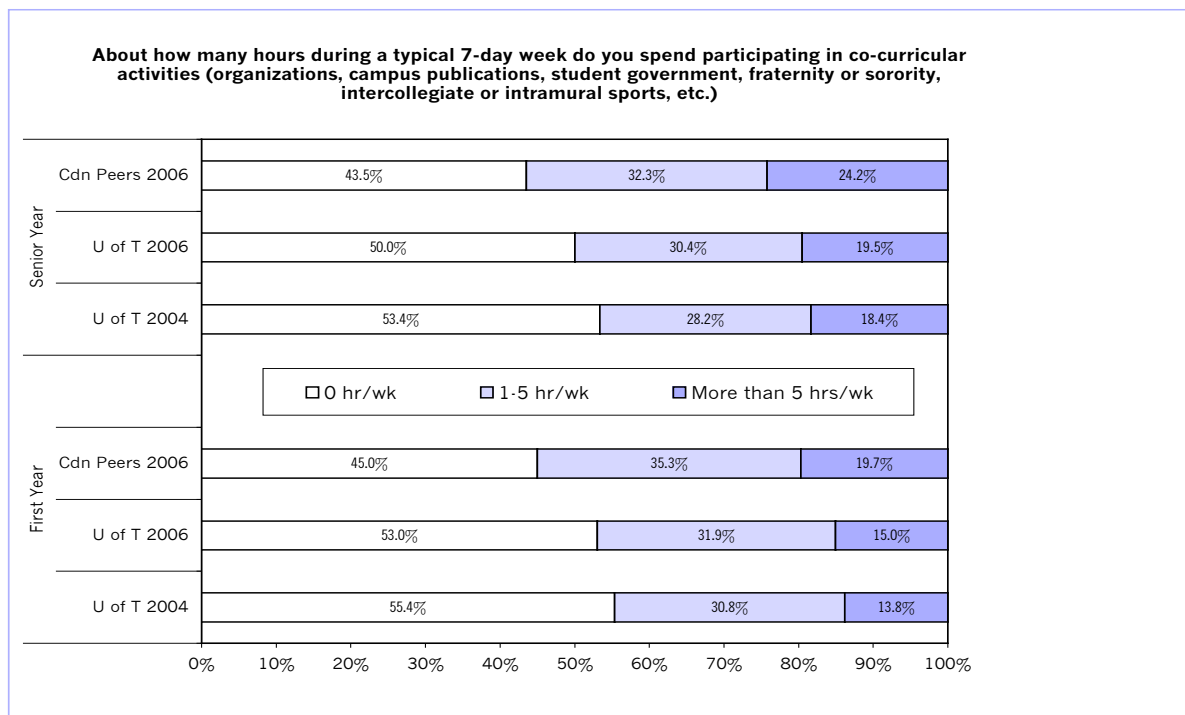
The following chart demonstrates some very small but promising gains in co-curricular involvement among both first year and senior year students. During the discussions that followed NSSE 2004, some concern was expressed about the wording of this item. The focus groups revealed that although there is very little understanding of what the word “co-curricular” means on its own, students were generally able to decipher the meaning from the examples provided in parentheses.

A deeper analysis of students who have chosen to engage in co-curricular activities is being conducted. Already, we can see that students who participate in co-curricular activities show higher levels of engagement in a wide range of other activities, including academic activities, and report higher grades than their peers who are not participating.

What students say...

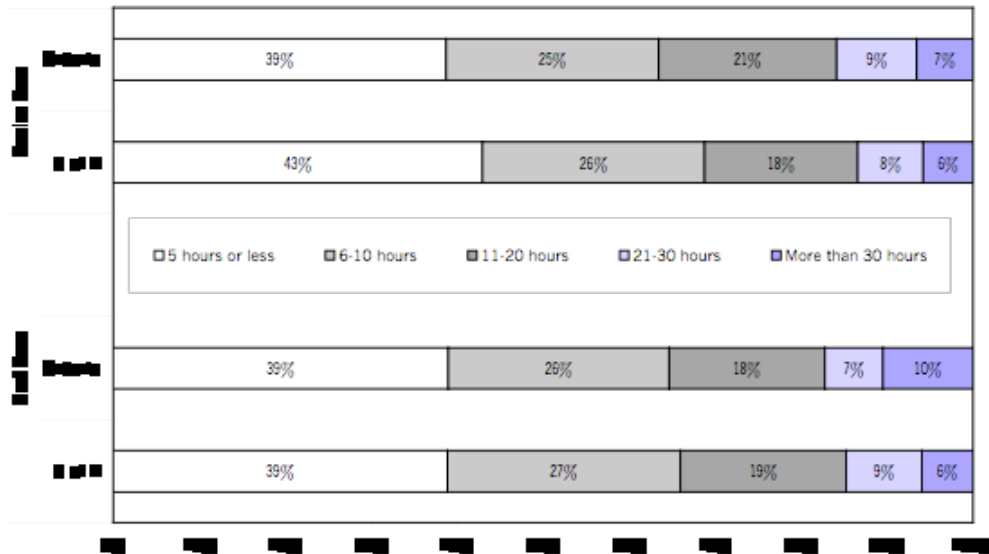
“Too many clubs focus on peoples' backgrounds and not enough on other things. I don't want to join the Pakistani club or the Asian club etc... I want to join a club that is open to everyone...”

– NSSE respondent



It is interesting to note that although U of T students do not tend to spend as much time participating in co-curricular activities as do students in peer institutions, they do spend a commensurate amount of time on campus⁶. Focus group participants also talked about “down time” spent on campus and a sense that, even when they did not feel like studying, they had nothing else to do.

Table 10: How many hours do you spend in a typical week on your university's campus, outside of class? (For non-graduate students, report typical if not typical or average including time spent in residence and class.)



Promising Practices: U-Life

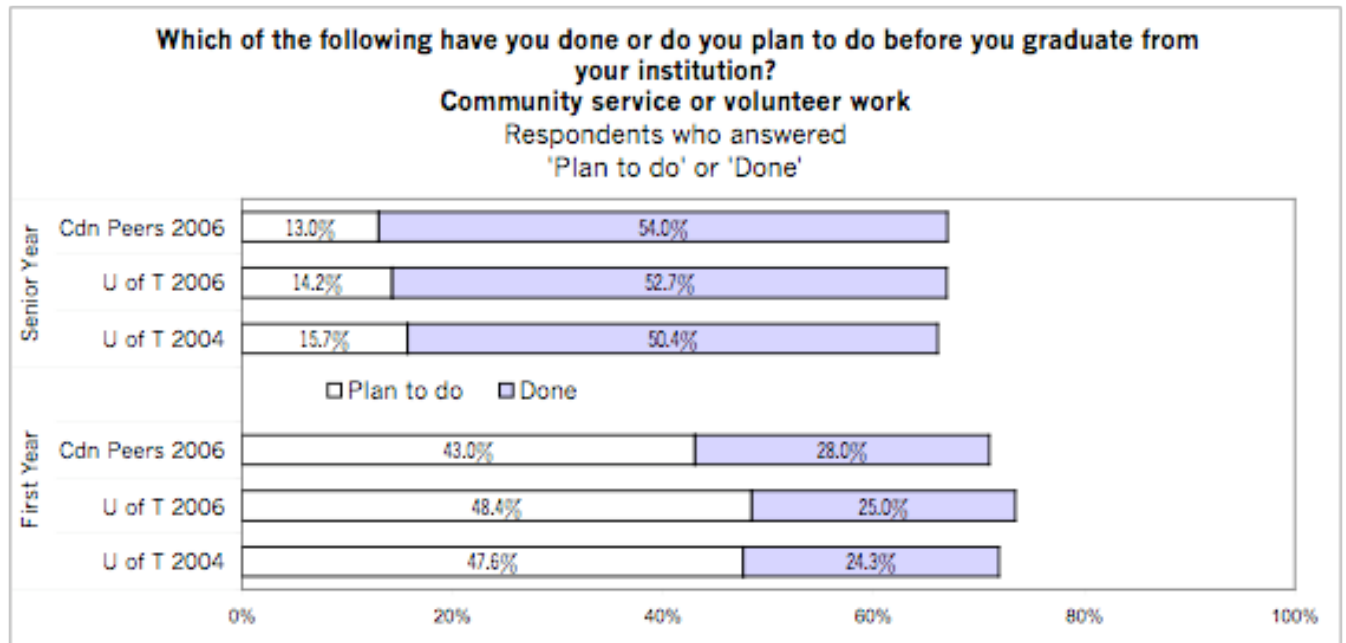
The department of Strategic Communications will launch in January a comprehensive, tri-campus website that catalogues the University’s co-curricular opportunities. Searchable by keyword and category, the U-Life site lists over 1,000 opportunities in arts, media, mentoring, politics, community service, international affairs and more.

⁶ This item is an Ontario consortium item; comparisons to institutions outside of Ontario are therefore not available.

Community Service

Facilitating student learning in the Greater Toronto community has also become an institutional priority, with the establishment of the Centre for Community Partnerships and several other initiatives. Although we are not able to tell from NSSE the degree to which the institution has played a role, students do appear to be participating in community service and volunteer work in relatively high numbers.

Formal community-based learning – service learning – has yet to have a significant impact on the overall student experience, both at U of T and at peer institutions in Canada. Less than 5% of first year students and less than 6% of senior students at U of T reported having participated in a community-based project as part of a course.



Promising Practices: Service Learning Courses

With the support of the new Centre for Community Partnerships, community-based learning, or “service-learning”, is being integrated into courses in several divisions throughout the University, including the Faculty of Music, Victoria College, language departments, the Faculty of Physical Education & Health and the Faculty of Applied Science & Engineering’s first year design course,

Classroom Learning

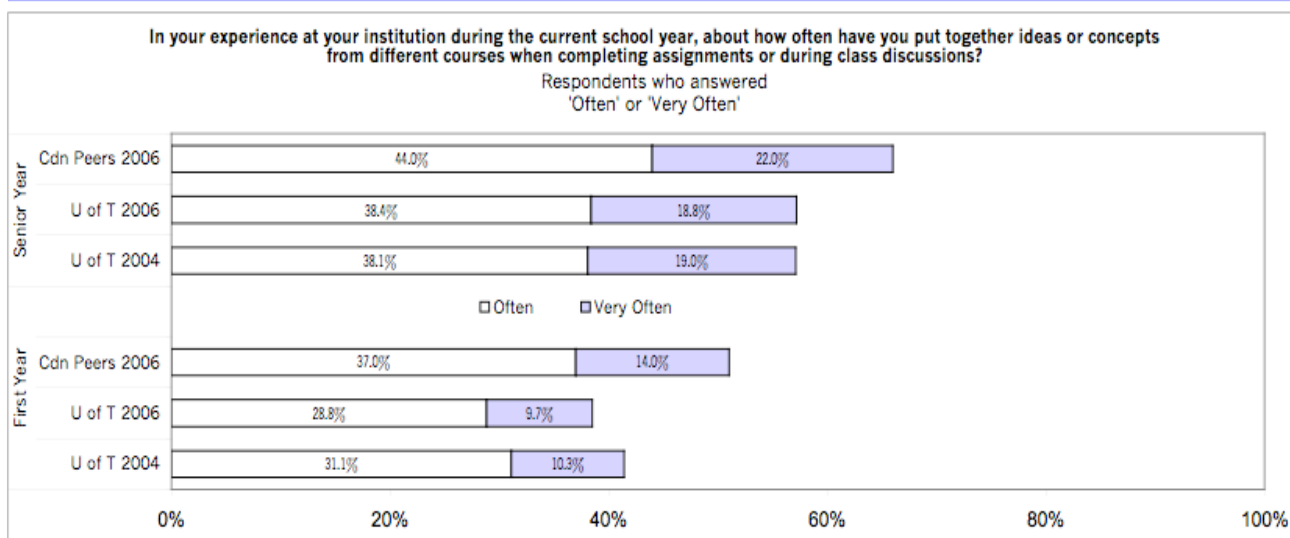
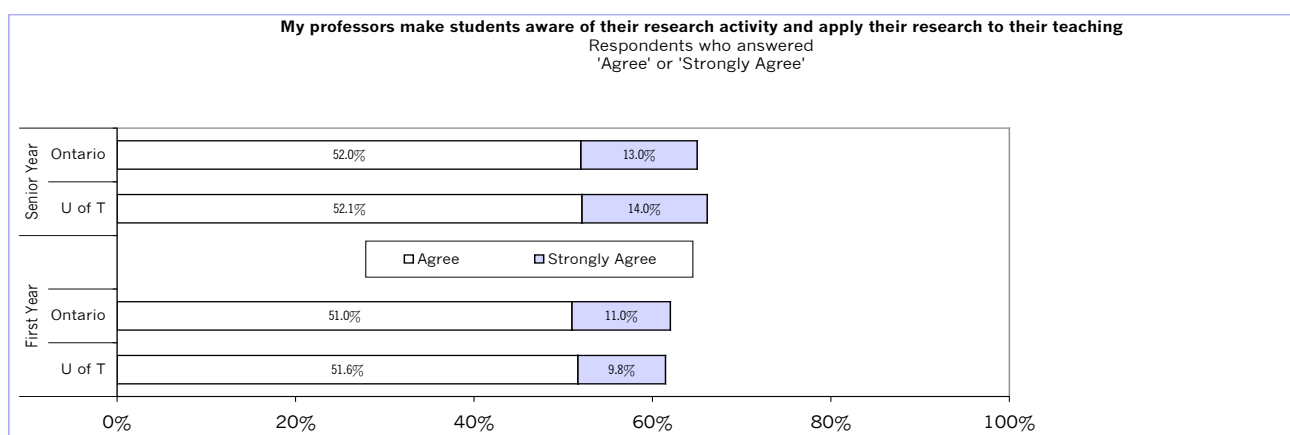
The NSSE benchmark of Level of Academic Challenge is one where the University of Toronto performs well (see Appendix B, C). More problematic areas concern student-faculty interaction and opportunities for collaborative learning. A new item from the Ontario consortium helps us assess the degree to which the research mission of the University of Toronto benefits undergraduate students (see below.)

Students in the focus group discussions, as well as through the open-ended comment section of NSSE, expressed a wide variety of experiences in the classroom. Many complained about lack of opportunities to engage in discussion, rather than listen to the lecture. When asked to describe an ideal interaction with faculty, many students could describe an encounter that had made an impact on their experience. This often entailed the instructor referring to them by name or providing constructive feedback.

What students say...

“A professor can make or break [your experience]. Sometimes I’ve had profs who made an effort to engage the class. The format was discussion. Most of the time, profs just lecture *at* you.”

– NSSE focus group participant

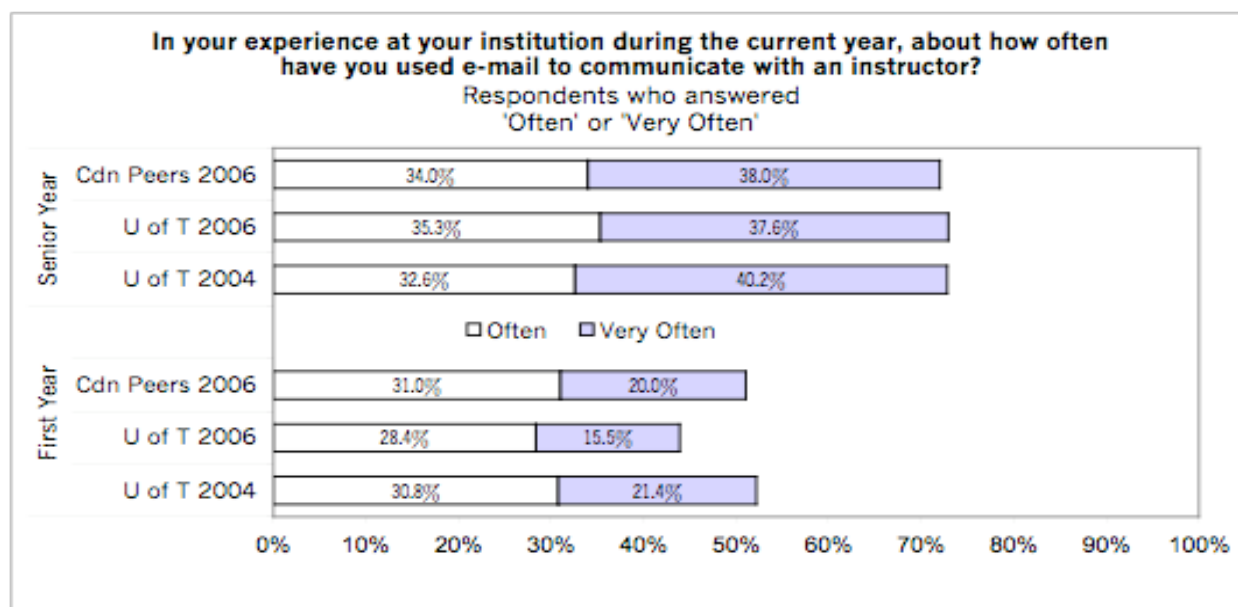
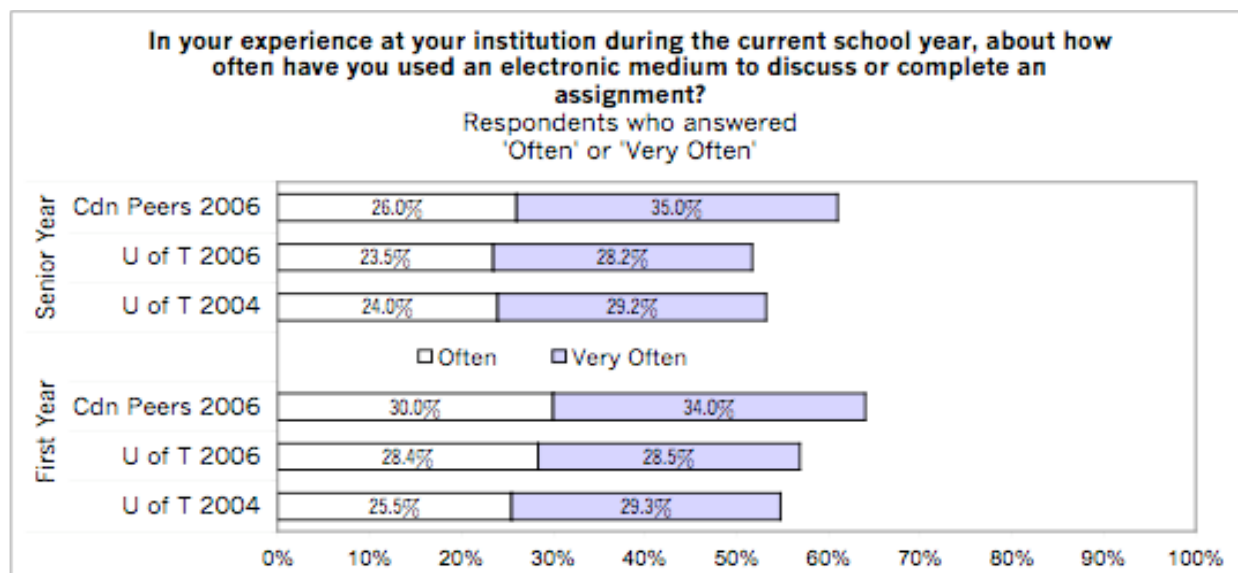


Promising Practices: Teaching and Learning Symposium

The newly formed Council on the Student Experience initiated a symposium on October 30, 2006, bringing together teaching staff for a full-day of sharing on the development of learning outcomes, teaching strategies and practices, and to celebrate the accomplishments of the first President’s Teaching Award winners.

Information Technology

Use of information technology and electronic media for academic purposes continues to grow and is perceived as a strength at U of T, with only 3% of respondents selecting “increasing access to IT” as one of the items U of T most needs to address. Over 60% of respondents in senior year reported that their experience at U of T had contributed “Quite a bit” or “Very much” to the enhancement of their skills in using computing and information technology. Use of email to communicate with instructors has actually declined significantly among first year students which may be related to increased use of other learning management systems.



Promising Practices: The Portal

Operating in a pilot state since May 2006, the U of T Portal provides an integrated environment where students can communicate with each other, with faculty and with institutional services. Built using the Blackboard Learning Management System, the Portal, when fully operational, will support both in-class and out-of-classroom learning, build community and improve communication with students through roles-based messaging.

Diversity & Equity

Interaction between students of different backgrounds has been linked to positive learning outcomes. Two NSSE items – 1.u and 1.v. – give us a sense that our students do interact across differences to a greater degree than those at peer institutions, although arguably not as much as one might expect given the diversity of our student population.

Some other interesting results:

- 17% of first year and 20% of senior students indicated that they learned “very little” about “understanding people of other racial and ethnic backgrounds” from their experience at U of T.
- 25% of first year and 36% of senior year students reported they felt the institution placed “very little” emphasis on encouraging contact between students of different economic, social and racial or ethnic backgrounds.

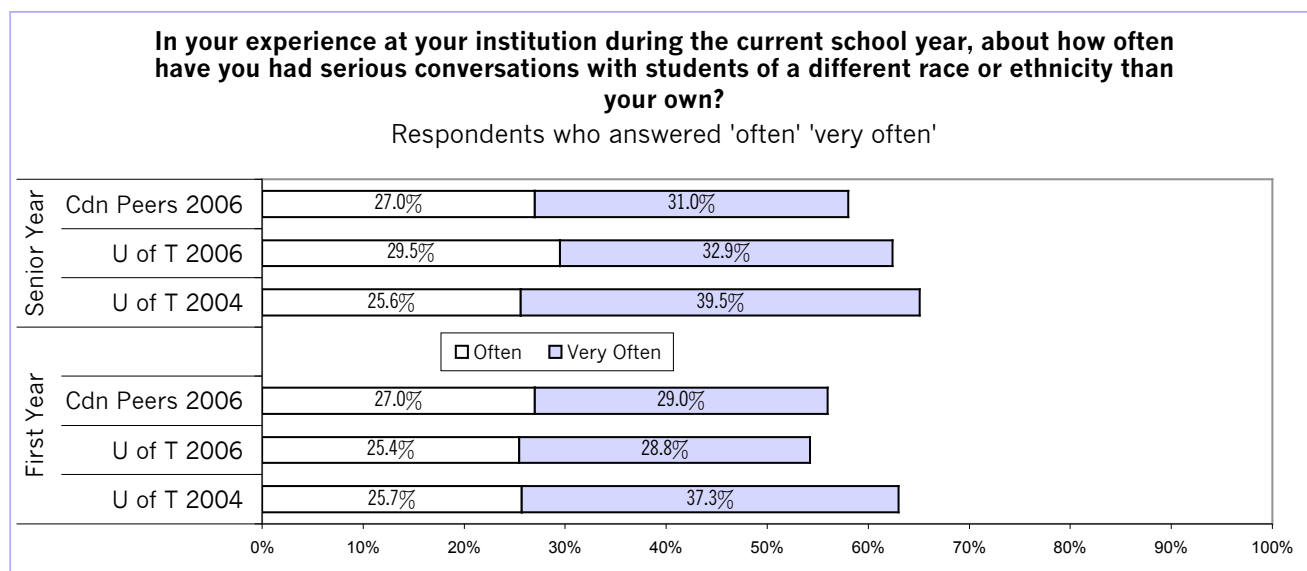
What students say...

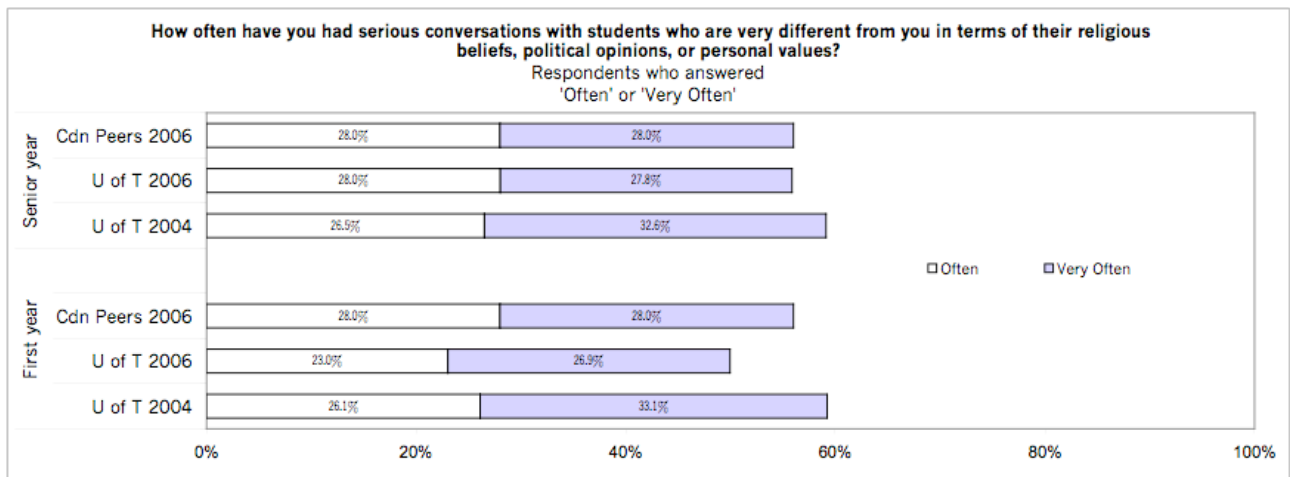
“I answered ‘never’ because I think serious conversations are about sensitive topics. If someone is Muslim...it would not be polite talk about that.”

– NSSE focus group participant

Students who participated in the NSSE focus groups expressed varying views on these items. Some noted, without prompting, that these questions were very important and were glad they were being asked. Others found the questions surprising – indicating either that they felt that it was obvious, given the diversity of the student population, that students talk to people from different backgrounds or, in some cases, that this was not a relevant aspect of the student experience. In one focus group, students talked about the fact that “social class” was not listed as one of the differences in the items concerning “serious conversations” and discussed how class affects student interaction as much as race, religion and other background characteristics. Several students, in focus groups and in the comment section of NSSE, commented on their perception that many U of T clubs were organized around culture and religion; this was often seen as a negative factor.

The responses to the diversity-related items in NSSE appear to be influenced by a number of complicating factors, including interpretation of the question itself, and the degree of interaction between students, generally, regardless of race, ethnicity or other differences. Intercultural interaction among students is the subject of another series of focus groups to be held in January 2007.





Promising Practices: Informal Reading Groups

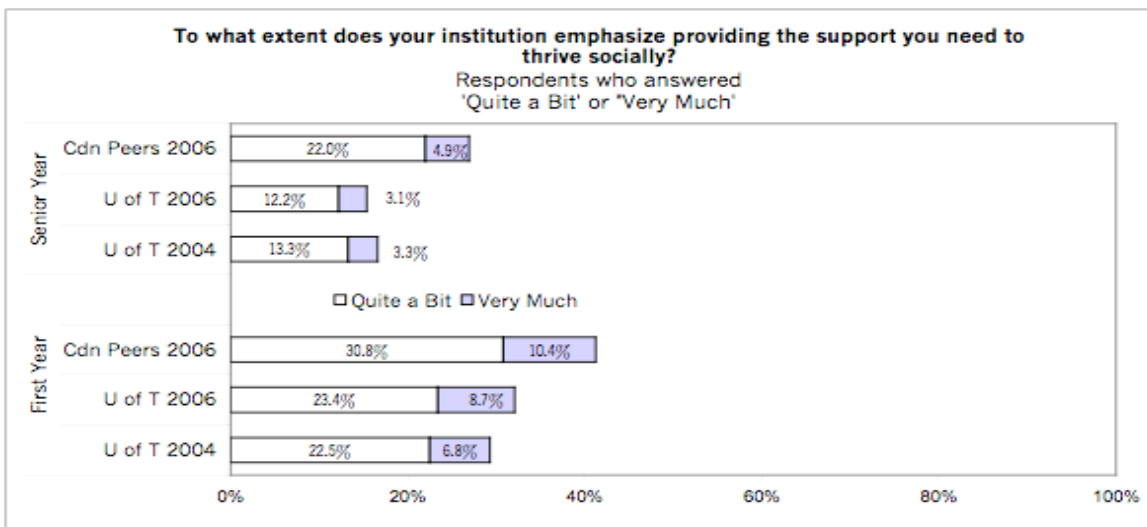
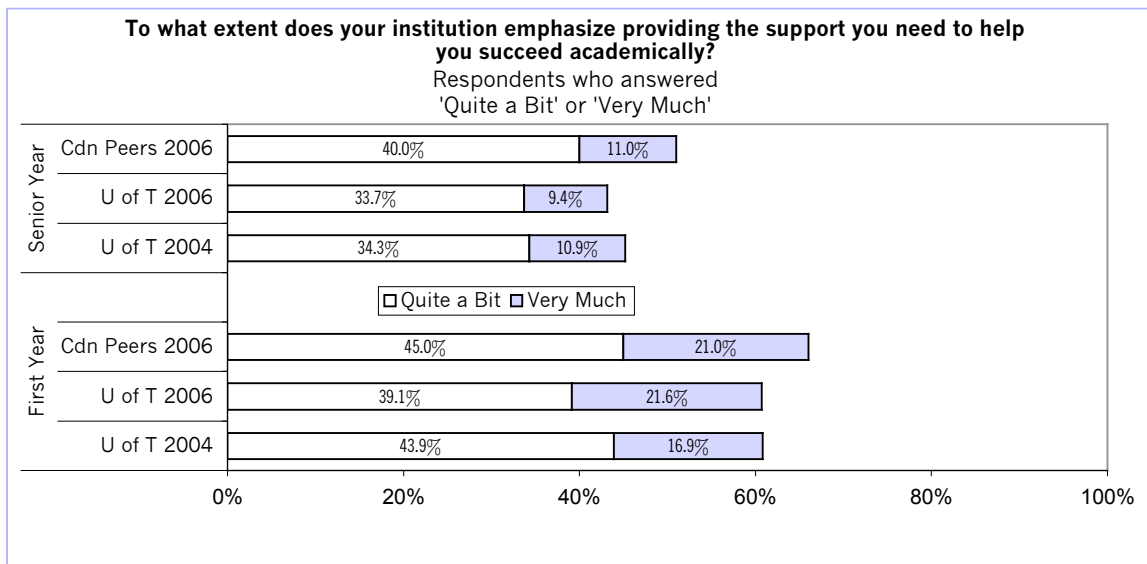
Victoria College is using support from the Student Experience Fund to create an intercultural and interfaith initiative where students across years and programs interact with each other and faculty members to read and discuss each other's primary religious, theological and philosophical texts. Up to thirty representatives of religious traditions and three graduate student discussion leaders in religion and theology gather for biweekly readings and discussion as well as three to four meals throughout the academic year.

Student Support

Several NSSE items are based on higher education research that tells us that students perform better when they feel that their institution is committed to their success, academically, personally and socially. U of T students report a perceived level of support for their non-academic responsibilities (work, family) commensurate with their peers at other Canadian research institutions. However, the perceived level of both academic and social support is lower than at our Canadian peers.

The NSSE focus groups provided some insight into these perceptions. Students who felt well-supported were those who had developed a relationship with their registrar's or departmental office and had a sense of the range of support available to them. These students express a level of comfort with seeking help, rather than seeing it as a weakness.

As has been described earlier, students in the focus groups describe a palpable lack of institutional support for their social lives and for the development of social skills.



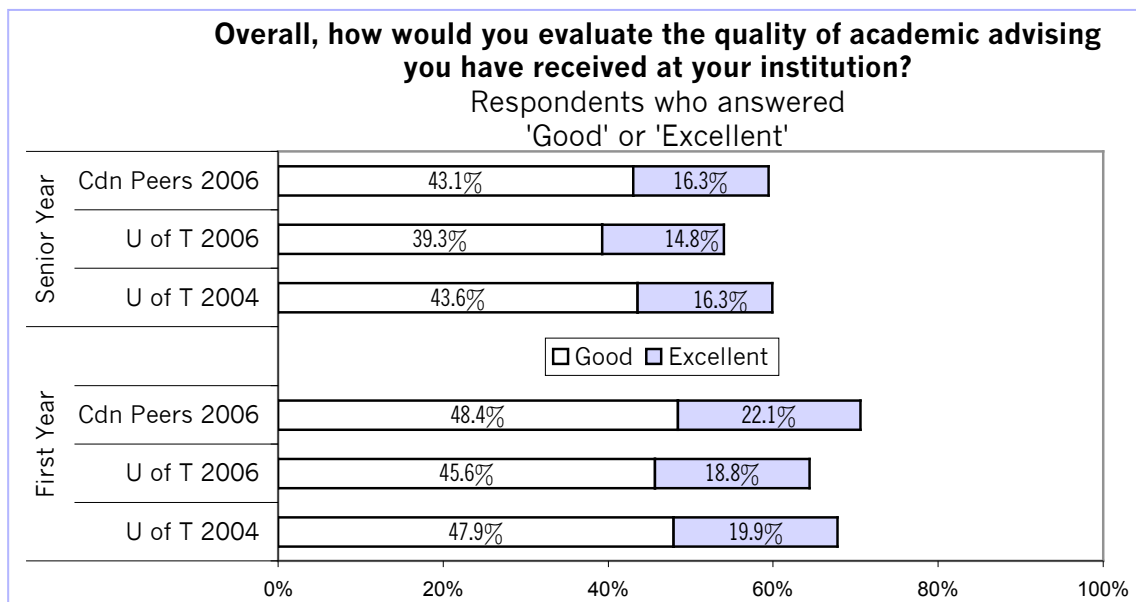
Academic Advising

Students reported a very mixed range of experiences with academic advising. Some, having had one poor experience, did not seek further assistance. Some students expressed frustration that advisors seemed unable to provide the kind of flexibility in the “rules” that they sought. Some experienced the opposite and were quite convinced that advisors had the ability to work the system in ways that were not obvious to students. Others were unclear what the term “academic advising” meant, where to access it and what that would entail. Several students talked about getting their advice from older siblings and friends, rather than through official sources. This phenomenon was reported statistically in NSSE 2004 with over 35% of students reporting their primary source of academic advising as “friends or families” (this item was not part of NSSE 2006).

What students say...

“Not having gone [to an academic advisor], it’s not clear to me what they will tell me that’s not already in the course calendar.”

– NSSE focus group participant,
4th year



Promising Practices: Remedial Aid, UTSC

Focusing on first year courses with the highest rates of D and F final marks, UTSC is launching a pilot project to give intensive instruction in small tutorials to those students having difficulty. The intervention is aimed at reducing the lasting impact of low grades in the first year as well as offering senior students the opportunity to develop important communication skills by working with first year students.

NEXT STEPS

This report represents one step in a continuing process of learning about and assessing progress on the student experience. Divisional results are being prepared for each first-entry faculty. The NSSE results also give us enough data to begin to look at specific populations of students and their level of engagement. The following studies are currently underway and will be shared broadly with the University community:

- Gender – an analysis of all NSSE items by gender, to determine where differences exist.
- Student athletes – an analysis of their level of engagement and performance beyond sport.
- Students who work on campus – a look at the differences between students who work on campus, those who work off campus, and those who do not work for pay at all.
- Students involved in learning communities – a small sample of students who were engaged in learning communities allows us to measure the effectiveness of this model.
- Students involved in co-curricular activities – a look at the differences, in terms of engagement and background characteristics, to determine both the types of students involved, and the effects of that involvement.

ACKNOWLEDGEMENTS

The administration and analysis of NSSE, BCSSE and the NSSE Focus Groups are enormous undertakings that require the support of many individuals throughout the University. In particular, our appreciation goes out to Alex Nishri, Joe Lim, Philip Wright, John Harper, Melinda Scott, Ian Simmie, Valeria Cortes, Nona Robinson, Aisling Burke, Paul Oleskevych, Kristin Radley, Karel Swift, Corinne Pask-Aubé.

FOR MORE INFORMATION

The National Survey of Student Engagement is a project of the Office of the Vice-Provost, Students with assistance from the Office of the Vice-Provost, Planning & Budget, University of Toronto. This report was prepared by Deanne Fisher, of the Office of Student Affairs with the assistance of Xuelun Liang, from the Office of Planning & Budget.

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:

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**APPENDIX A: National Survey of Student Engagement:
2006 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 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 Very little 2 3 4 5 6 7 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

- 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.a. Are you an aboriginal person? An aboriginal person is someone of native descent, that is, an individual who is either Inuit, Metis, or North American Indian - either status or nonstatus. No Yes
- 18.b. "No Are you part of a visible minority group in Canada? Some visible minority groups include individuals of African, East Asian (China, Japan, Korea), Southeast Asian (Thailand, Vietnam, Cambodia), Indo-Pakistani, or Middle Eastern descent." No Yes
19. What is your current classification in university?
Freshman/First year Soph./Second Year Junior/Third Year Senior/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 lvl)
 - 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 HS Graduated from HS Attended, no degree Completed Associate's
Completed Bachelor's Completed Master's Completed Doctorate
- 27b. What is the highest level of education that your mother completed?
Did not finish HS Graduated from HS Attended, no degree Completed Associate's
Completed Bachelor's Completed Master's Completed Doctorate
28. Please enter your major(s) or your expected major(s)
Arts and humanities Biological scienceBusiness 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

A6a. 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

A6b. 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

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. "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

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

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.



**National Survey
of Student Engagement**

University of Toronto

Benchmark Comparisons
August 2006

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.¹ In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. 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/html/2006_inst_report.htm.

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.

Class and Sample Means
Means are reported for first-year students and seniors (institution reported). All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Effect Size

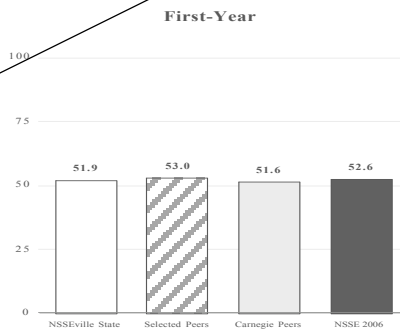
Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). In practice, an effect size of .2 is 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. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Mean

The mean is the *weighted* arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

Level of Academic Challenge (LAC)
Benchmark Mean Comparisons

Class	NSSEville State		Selected Peers			Carnegie Peers			NSSE 2006		
	Mean *	Eff. Size	Mean *	Std. Dev.	Eff. Size	Mean *	Std. Dev.	Eff. Size	Mean *	Std. Dev.	Eff. Size
First-Year	51.9		53.0			51.6			52.6		
Seniors	54.3		57.5			56.0			56.5		



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

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation are summarized.

Bar Charts

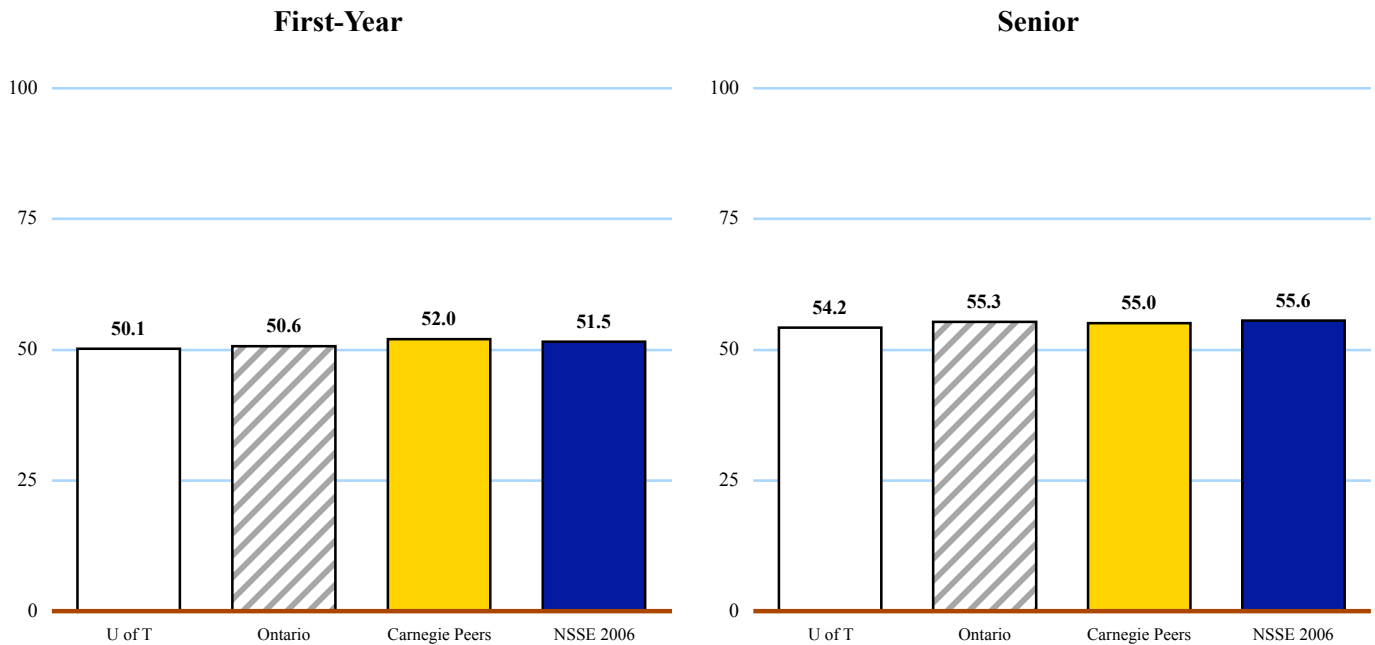
A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

¹ U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

Level of Academic Challenge (LAC)

Benchmark Comparisons

Class	U of T Mean ^a	U of T compared with:								
		Ontario			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	50.1	50.6			52.0	***	-0.15	51.5	***	-0.10
Senior	54.2	55.3	***	-0.08	55.0	*	-0.06	55.6	***	-0.10



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

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

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

^c Mean difference divided by comparison group standard deviation.

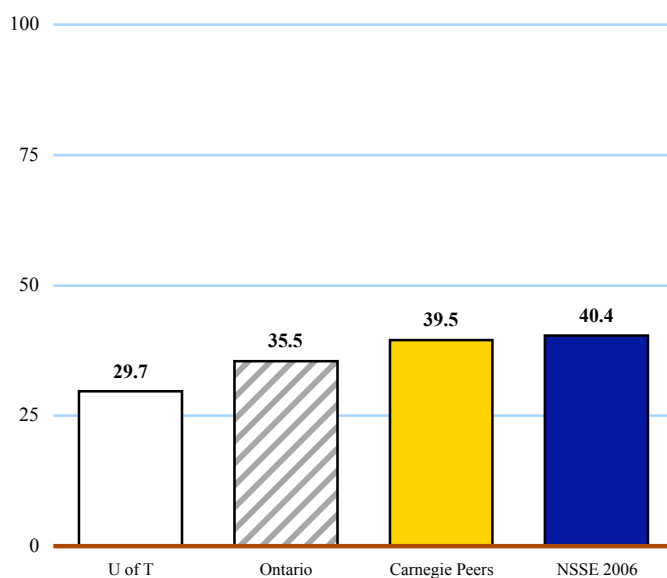
Active and Collaborative Learning (ACL)

Benchmark Comparisons

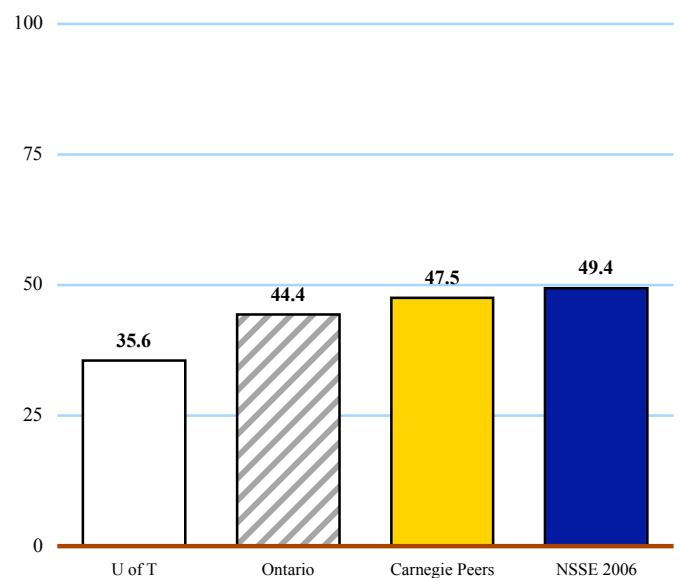
U of T compared with:

Class	U of T	Ontario			Carnegie Peers			NSSE 2006		
	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	29.7	35.5	***	-.37	39.5	***	-.64	40.4	***	-.67
Senior	35.6	44.4	***	-.53	47.5	***	-.72	49.4	***	-.81

First-Year



Senior



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
- Participated in a community-based project 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).

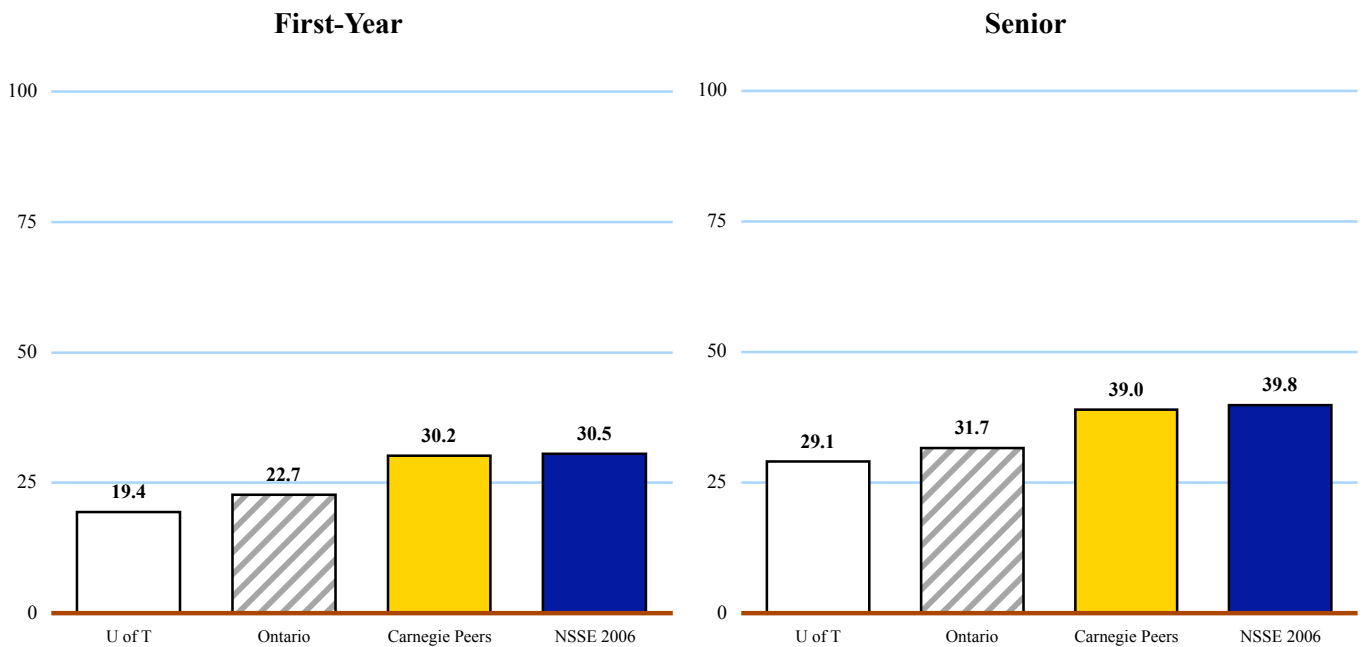
^c Mean difference divided by comparison group standard deviation.

Student-Faculty Interaction (SFI)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			Carnegie Peers			NSSE 2006		
	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	19.4	22.7	***	-.21	30.2	***	-.64	30.5	***	-.63
Senior	29.1	31.7	***	-.14	39.0	***	-.49	39.8	***	-.51



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 with a faculty member on a research project outside of course or program requirements

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

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

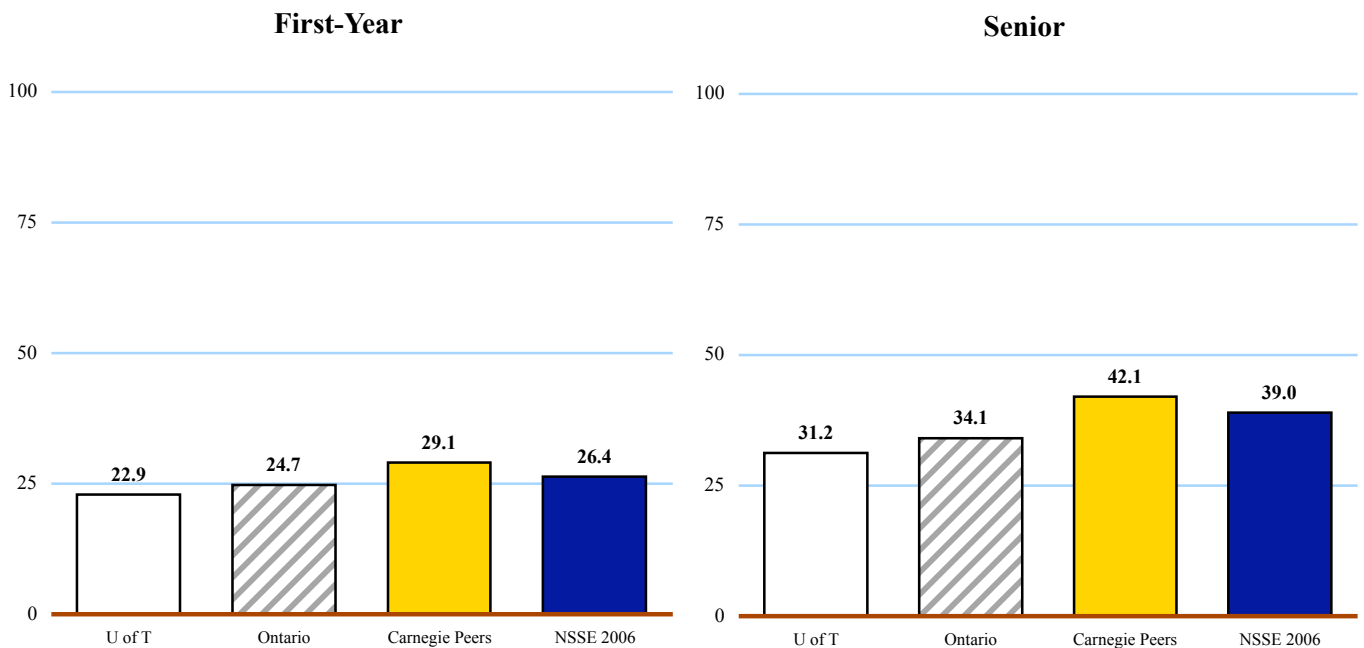
^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			Carnegie Peers			NSSE 2006		
	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	22.9	24.7	***	-.15	29.1	***	-.49	26.4	***	-.27
Senior	31.2	34.1	***	-.18	42.1	***	-.64	39.0	***	-.44



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, publications, student government, sports, 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
- Using electronic technology 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).

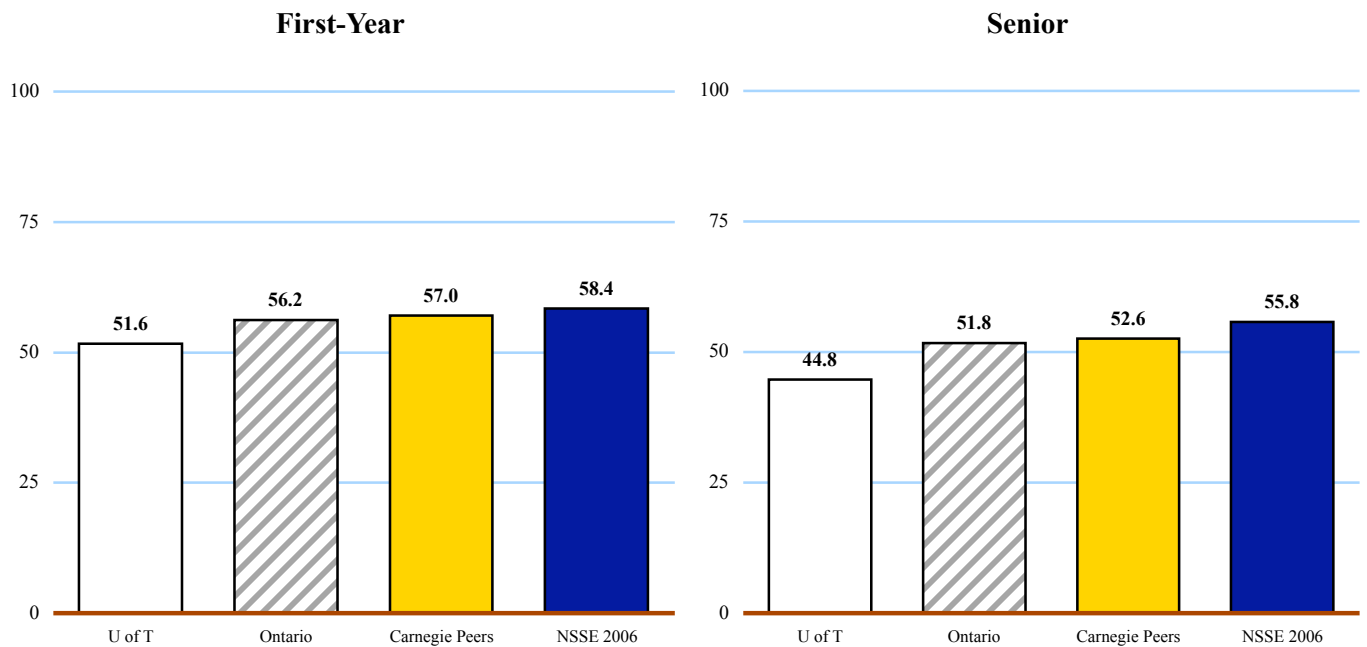
^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

Benchmark Comparisons

U of T compared with:

Class	U of T	Ontario			Carnegie Peers			NSSE 2006		
	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	51.6	56.2	***	-.25	57.0	***	-.31	58.4	***	-.37
Senior	44.8	51.8	***	-.38	52.6	***	-.44	55.8	***	-.58



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

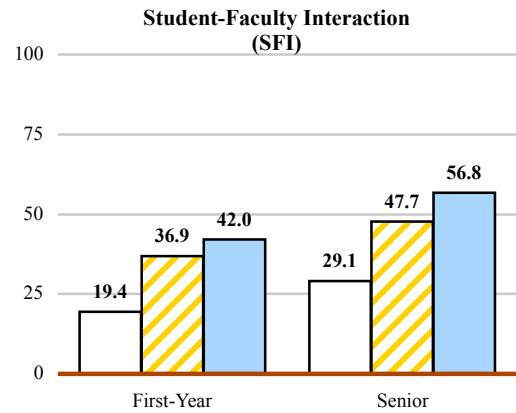
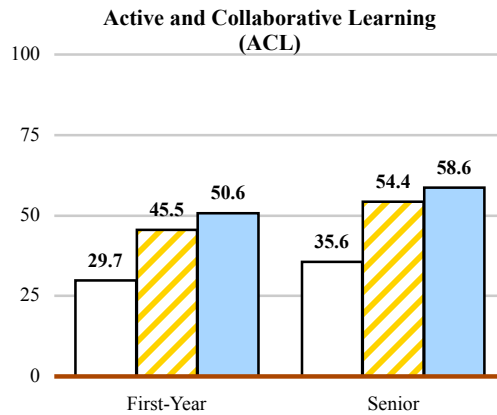
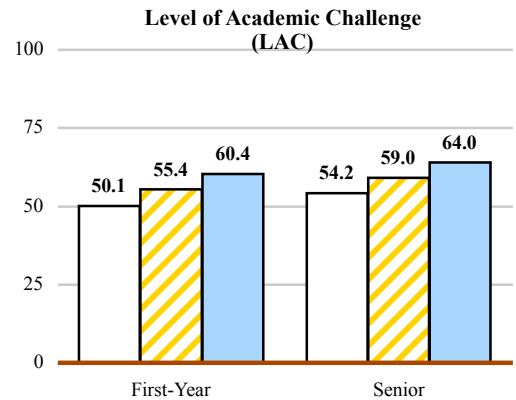
^a Weighted by gender, enrollment status, and institutional size.

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




^c Mean difference divided by comparison group standard deviation.

U of T compared with

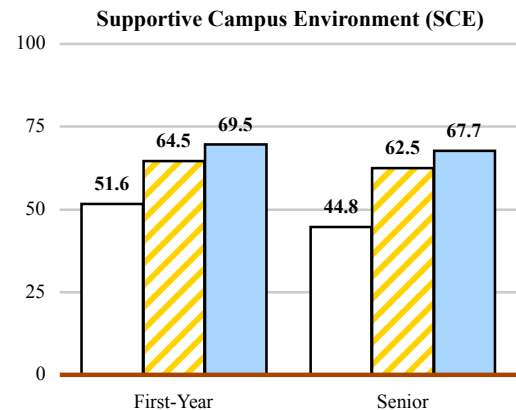
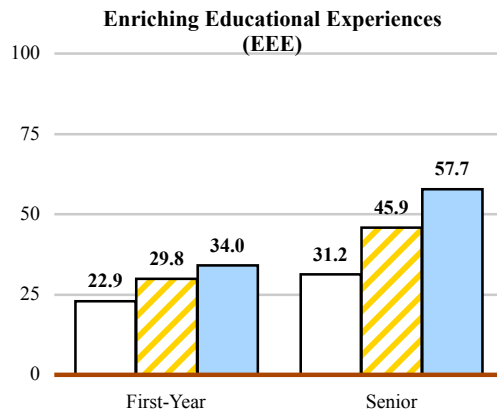
	U of T <i>Mean</i> ^a	NSSE 2006 Top 50%			NSSE 2006 Top 10%		
		<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect size</i> ^c	<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect size</i> ^c
First-Year	LAC	50.1	55.4 ***	-.41	60.4 ***	-.84	
	ACL	29.7	45.5 ***	-.99	50.6 ***	-1.31	
	SFI	19.4	36.9 ***	-.96	42.0 ***	-1.17	
	EEE	22.9	29.8 ***	-.53	34.0 ***	-.87	
	SCE	51.6	64.5 ***	-.72	69.5 ***	-1.01	
Senior	LAC	54.2	59.0 ***	-.35	64.0 ***	-.78	
	ACL	35.6	54.4 ***	-1.12	58.6 ***	-1.38	
	SFI	29.1	47.7 ***	-.87	56.8 ***	-1.27	
	EEE	31.2	45.9 ***	-.83	57.7 ***	-1.65	
	SCE	44.8	62.5 ***	-.97	67.7 ***	-1.26	



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 2006 U.S. institutions on the benchmark.



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

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

^c Mean difference divided by comparison group standard deviation.

First-Year Students

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			Effect size
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
U of T	2,926	50.1	12.9	.2	29	41	50	59	72				
Ontario	13,628	50.6	12.9	.1	30	42	50	59	72	-.5	.3	.058	-.04
Carnegie Peers	14,723	52.0	12.8	.1	31	44	52	61	73	-1.9	.3	.000	-.15
NSSE 2006	145,369	51.5	13.4	.0	30	43	51	61	74	-1.4	.2	.000	-.10
Top 50%	45,152	55.4	12.9	.1	34	47	55	64	76	-5.3	.2	.000	-.41
Top 10%	6,332	60.4	12.2	.2	40	52	60	69	80	-10.2	.3	.000	-.84
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
U of T	3,230	29.7	14.8	.3	10	19	29	38	57				
Ontario	14,611	35.5	15.5	.1	14	24	33	43	62	-5.8	.3	.000	-.37
Carnegie Peers	16,296	39.5	15.3	.1	19	29	38	48	67	-9.7	.3	.000	-.64
NSSE 2006	157,089	40.4	16.0	.0	17	29	38	50	67	-10.7	.3	.000	-.67
Top 50%	43,714	45.5	15.9	.1	24	33	43	57	75	-15.7	.3	.000	-.99
Top 10%	5,253	50.6	16.0	.2	29	38	48	62	81	-20.9	.3	.000	-1.31
STUDENT-FACULTY INTERACTION (SFI)													
U of T	2,947	19.4	14.6	.3	0	7	17	28	44				
Ontario	13,756	22.7	15.9	.1	0	11	20	33	56	-3.3	.3	.000	-.21
Carnegie Peers	14,900	30.2	17.0	.1	6	17	28	39	61	-10.8	.3	.000	-.64
NSSE 2006	146,864	30.5	17.7	.0	6	17	28	39	67	-11.2	.3	.000	-.63
Top 50%	31,197	36.9	18.2	.1	11	22	33	50	72	-17.5	.3	.000	-.96
Top 10%	3,999	42.0	19.4	.3	17	28	39	56	78	-22.7	.4	.000	-1.17
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
U of T	2,868	22.9	12.1	.2	6	14	22	29	44				
Ontario	13,312	24.7	12.0	.1	8	17	23	32	46	-1.9	.2	.000	-.15
Carnegie Peers	14,387	29.1	12.7	.1	11	20	28	37	51	-6.2	.2	.000	-.49
NSSE 2006	142,200	26.4	12.9	.0	8	17	25	34	49	-3.5	.2	.000	-.27
Top 50%	54,087	29.8	13.0	.1	11	21	29	37	52	-6.9	.2	.000	-.53
Top 10%	8,191	34.0	12.8	.1	14	25	33	42	55	-11.1	.3	.000	-.87
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
U of T	2,793	51.6	19.2	.4	22	39	53	64	83				
Ontario	13,106	56.2	18.4	.2	25	44	56	69	86	-4.6	.4	.000	-.25
Carnegie Peers	14,218	57.0	17.4	.1	28	44	58	69	86	-5.4	.4	.000	-.31
NSSE 2006	139,985	58.4	18.5	.0	28	47	58	72	89	-6.8	.4	.000	-.37
Top 50%	36,329	64.5	18.0	.1	33	53	64	78	94	-12.9	.4	.000	-.72
Top 10%	6,207	69.5	17.7	.2	39	58	69	83	97	-17.9	.4	.000	-1.01

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.

Seniors

	Mean Statistics				Distribution Statistics					Reference Group Comparison Statistics			
	N	Mean	SD	SE	5	Percentiles			95	Mean Diff.	SE	Sig.	Effect size
LEVEL OF ACADEMIC CHALLENGE (LAC)													
U of T	2,306	54.2	14.0	.3	32	45	55	64	77				
Ontario	10,836	55.3	13.6	.1	33	46	55	65	77	-1.1	.3	.001	-.08
Carnegie Peers	18,430	55.0	14.0	.1	32	45	55	65	78	-.8	.3	.010	-.06
NSSE 2006	146,665	55.6	14.1	.0	32	46	56	65	78	-1.4	.3	.000	-.10
Top 50%	41,230	59.0	13.6	.1	36	50	59	69	81	-4.8	.3	.000	-.35
Top 10%	4,545	64.0	12.6	.2	43	56	65	73	83	-9.8	.3	.000	-.78
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
U of T	2,404	35.6	15.7	.3	14	24	33	43	67				
Ontario	11,250	44.4	16.5	.2	19	33	43	57	71	-8.8	.4	.000	-.53
Carnegie Peers	19,619	47.5	16.6	.1	24	38	48	57	76	-12.0	.3	.000	-.72
NSSE 2006	152,974	49.4	17.1	.0	24	38	48	62	81	-13.9	.3	.000	-.81
Top 50%	41,328	54.4	16.7	.1	29	43	52	67	83	-18.8	.3	.000	-1.12
Top 10%	5,314	58.6	16.7	.2	33	48	57	71	86	-23.0	.4	.000	-1.38
STUDENT-FACULTY INTERACTION (SFI)													
U of T	2,327	29.1	18.4	.4	6	17	28	39	67				
Ontario	10,909	31.7	19.0	.2	6	17	28	44	67	-2.6	.4	.000	-.14
Carnegie Peers	18,614	39.0	20.2	.1	11	22	33	50	78	-9.9	.4	.000	-.49
NSSE 2006	147,736	39.8	20.9	.1	11	22	39	53	78	-10.7	.4	.000	-.51
Top 50%	33,270	47.7	21.3	.1	17	33	44	61	89	-18.6	.4	.000	-.87
Top 10%	3,072	56.8	21.7	.4	22	39	56	72	94	-27.7	.5	.000	-1.27
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
U of T	2,263	31.2	15.3	.3	8	19	30	41	58				
Ontario	10,670	34.1	15.8	.2	11	22	33	44	62	-2.9	.4	.000	-.18
Carnegie Peers	18,095	42.1	17.0	.1	14	30	42	54	71	-10.8	.3	.000	-.64
NSSE 2006	144,459	39.0	17.8	.0	11	25	38	51	70	-7.8	.3	.000	-.44
Top 50%	48,015	45.9	17.7	.1	17	33	46	58	75	-14.7	.3	.000	-.83
Top 10%	4,115	57.7	16.0	.3	30	47	58	69	83	-26.5	.4	.000	-1.65
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
U of T	2,237	44.8	18.3	.4	17	31	44	56	75				
Ontario	10,517	51.8	18.2	.2	22	39	53	64	83	-7.0	.4	.000	-.38
Carnegie Peers	17,841	52.6	17.8	.1	22	42	53	64	83	-7.8	.4	.000	-.44
NSSE 2006	142,760	55.8	18.9	.0	25	42	56	69	89	-11.0	.4	.000	-.58
Top 50%	37,003	62.5	18.4	.1	31	50	64	75	94	-17.8	.4	.000	-.97
Top 10%	6,559	67.7	18.2	.2	36	56	69	81	97	-22.9	.4	.000	-1.26

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.



**National Survey
of Student Engagement**

University of Toronto

Benchmark Comparisons
August 2006

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.¹ In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. 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/html/2006_inst_report.htm.

Class and Sample
Means are reported for first-year students and seniors (institution reported). 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. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

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.

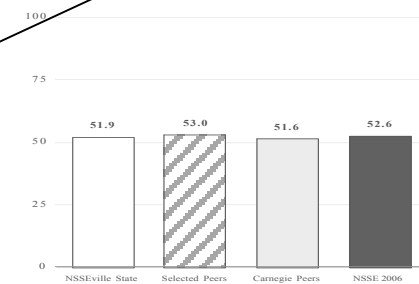
Effect Size

Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). 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. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons

Class	NSSEville State compared with:											
	NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
	Mean *	Std. Dev.	Effect Size **	Mean *	Std. Dev.	Effect Size **	Mean *	Std. Dev.	Effect Size **	Mean *	Std. Dev.	Effect Size **
First-Year	51.9			53.0			51.6			52.6		
Seniors	54.3			57.5			56.0			56.5		



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 paper reports of 20 or more; number of written paper reports of between 5 and 19 pages; and number of written paper 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

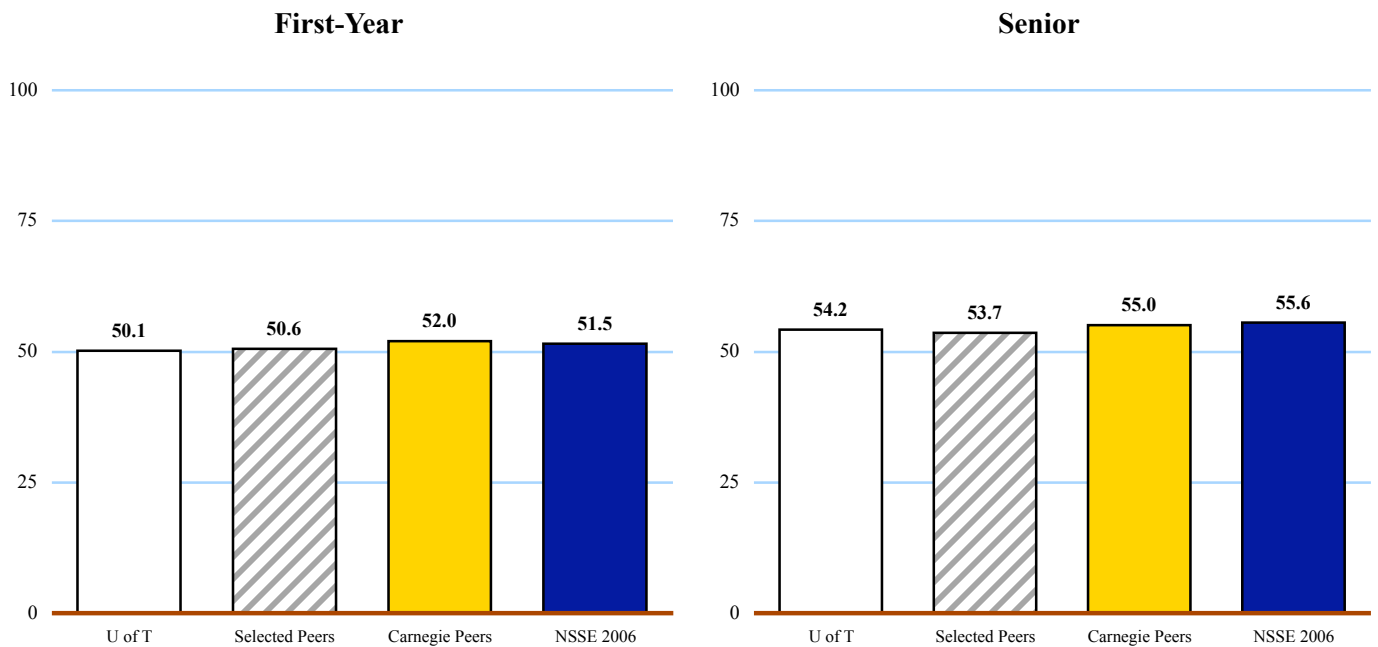
A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

¹ U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

Level of Academic Challenge (LAC)

Benchmark Comparisons

Class	U of T Mean ^a	U of T compared with:								
		Selected Peers			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	50.1	50.6			52.0	***	-.15	51.5	***	-.10
Senior	54.2	53.7			55.0	*	-.06	55.6	***	-.10



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

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

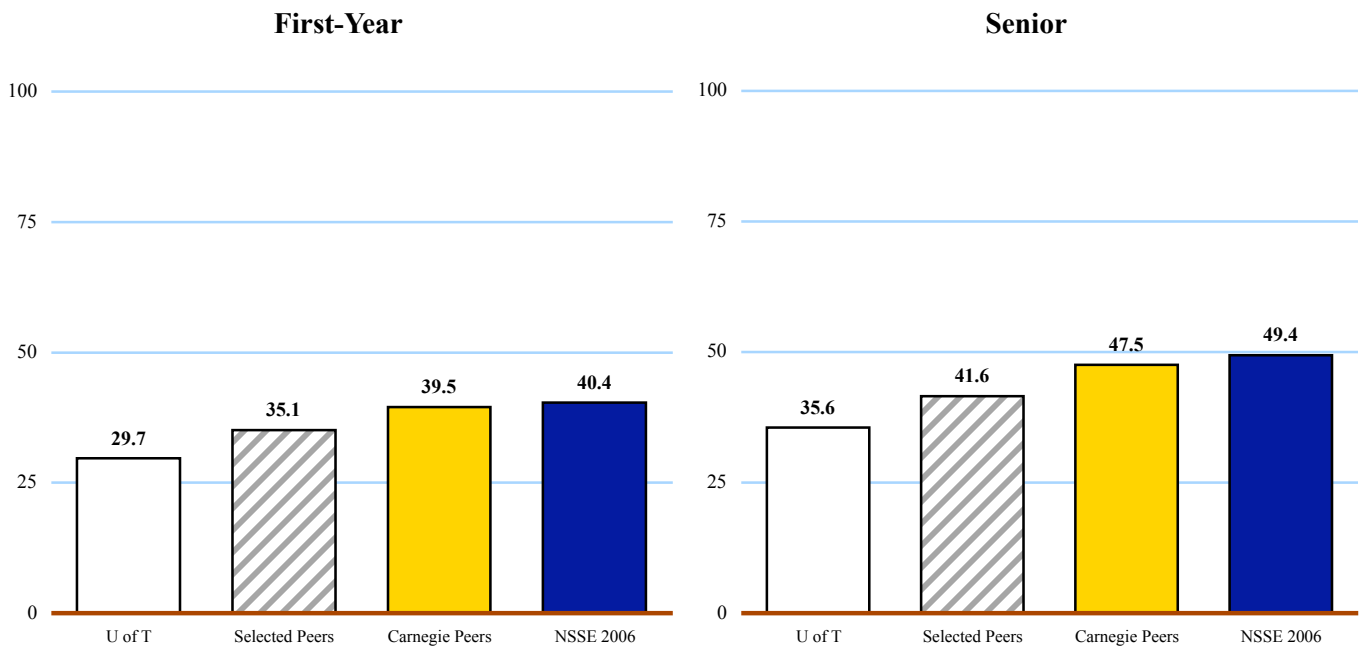
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Active and Collaborative Learning (ACL)

Benchmark Comparisons

Class	U of T Mean ^a	Selected Peers			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	29.7	35.1	***	-.36	39.5	***	-.64	40.4	***	-.67
Senior	35.6	41.6	***	-.39	47.5	***	-.72	49.4	***	-.81



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
- Participated in a community-based project 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.

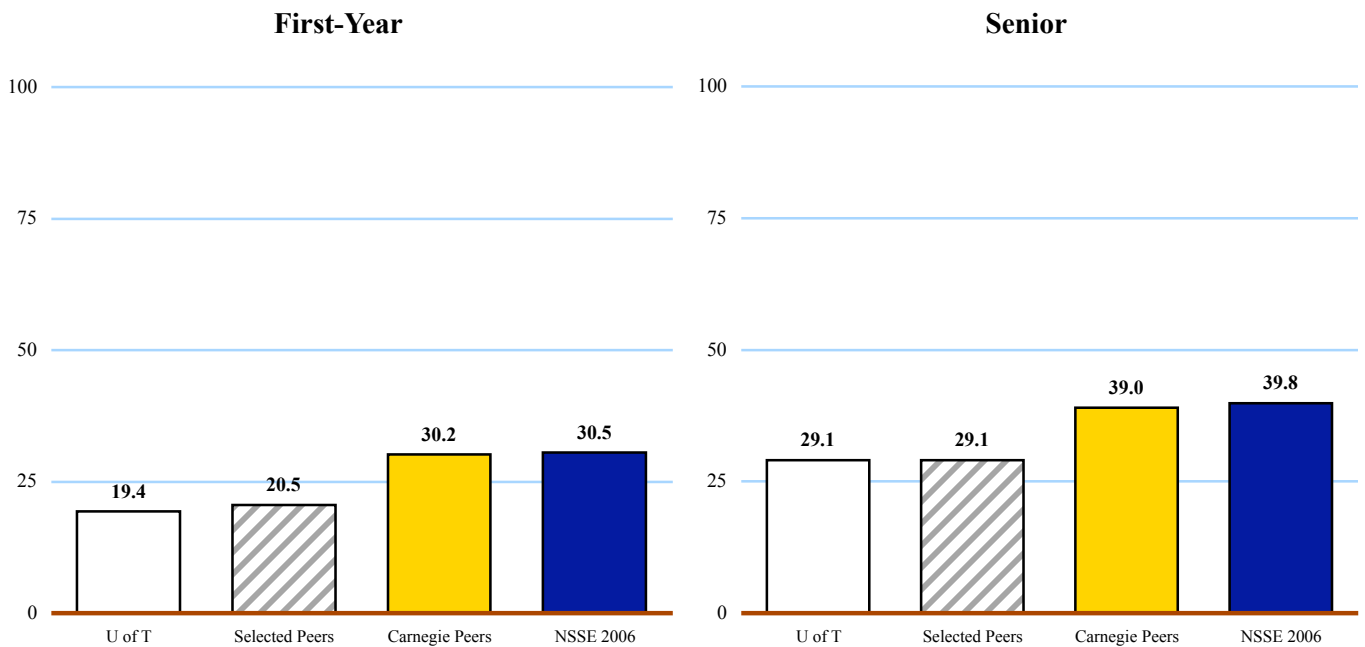
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Student-Faculty Interaction (SFI)

Benchmark Comparisons

Class	U of T Mean ^a	U of T compared with:								
		Selected Peers			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	19.4	20.5	***	-.08	30.2	***	-.64	30.5	***	-.63
Senior	29.1	29.1			39.0	***	-.49	39.8	***	-.51



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 with a faculty member on a research project outside of course or program requirements

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

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

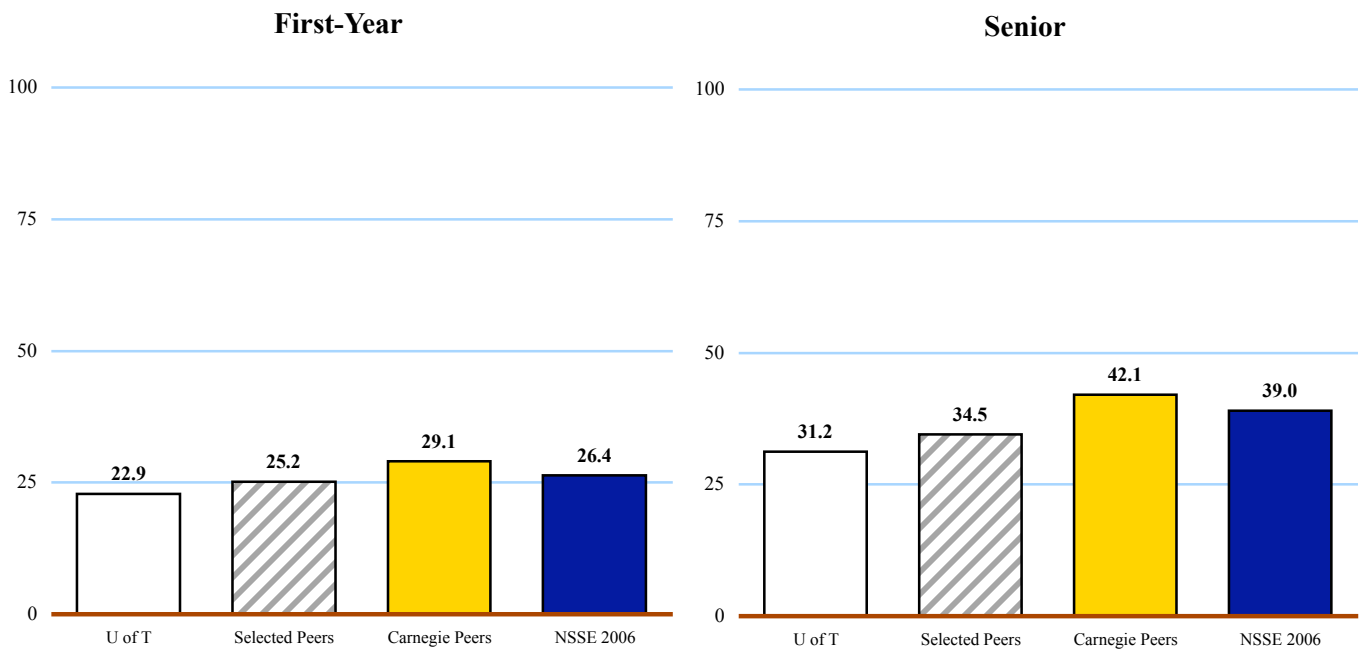
^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

U of T compared with:

Class	U of T	Selected Peers			Carnegie Peers			NSSE 2006		
	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	22.9	25.2	***	-.19	29.1	***	-.49	26.4	***	-.27
Senior	31.2	34.5	***	-.21	42.1	***	-.64	39.0	***	-.44



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, publications, student government, sports, 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
- Using electronic technology 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).

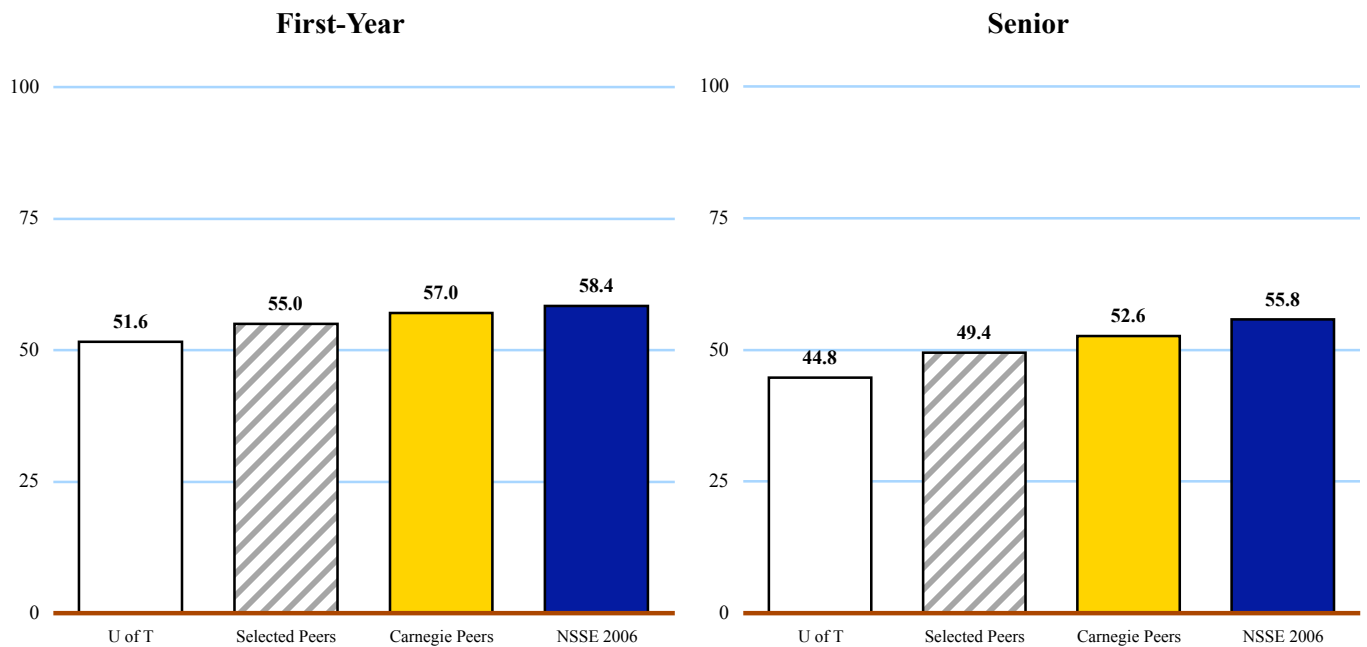
^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

Benchmark Comparisons

Class	U of T Mean ^a	Selected Peers			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	51.6	55.0	***	-.19	57.0	***	-.31	58.4	***	-.37
Senior	44.8	49.4	***	-.27	52.6	***	-.44	55.8	***	-.58

U of T compared with:



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).

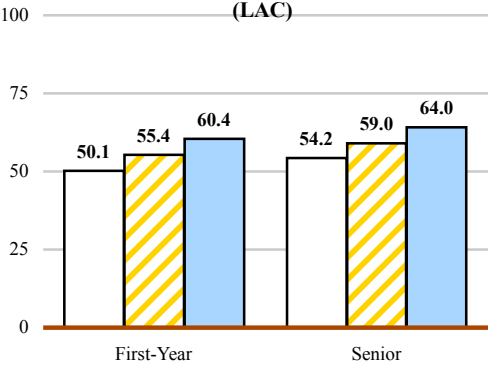
^c Mean difference divided by comparison group standard deviation.



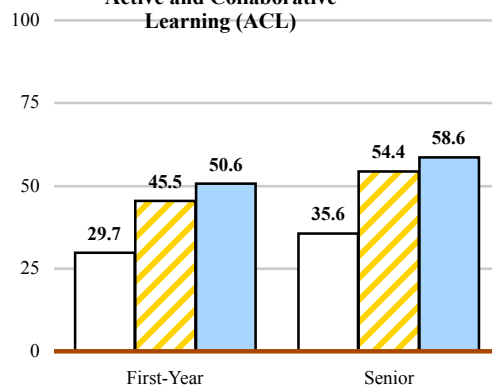
U of T compared with

	U of T Mean ^a	NSSE 2006 Top 50%			NSSE 2006 Top 10%			
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c	
First-Year	LAC	50.1	55.4	***	-0.41	60.4	***	-0.84
	ACL	29.7	45.5	***	-0.99	50.6	***	-1.31
	SFI	19.4	36.9	***	-0.96	42.0	***	-1.17
	EEE	22.9	29.8	***	-0.53	34.0	***	-0.87
	SCE	51.6	64.5	***	-0.72	69.5	***	-1.01
Senior	LAC	54.2	59.0	***	-0.35	64.0	***	-0.78
	ACL	35.6	54.4	***	-1.12	58.6	***	-1.38
	SFI	29.1	47.7	***	-0.87	56.8	***	-1.27
	EEE	31.2	45.9	***	-0.83	57.7	***	-1.65
	SCE	44.8	62.5	***	-0.97	67.7	***	-1.26

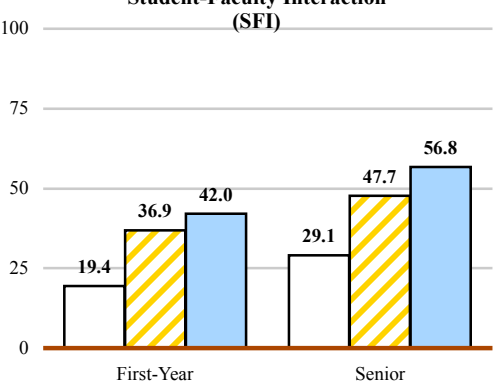
Level of Academic Challenge
(LAC)



Active and Collaborative
Learning (ACL)



Student-Faculty Interaction
(SFI)

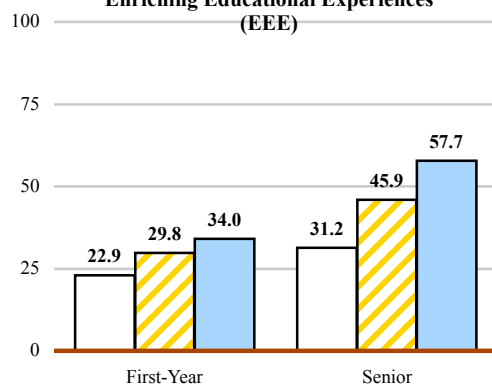


Legend

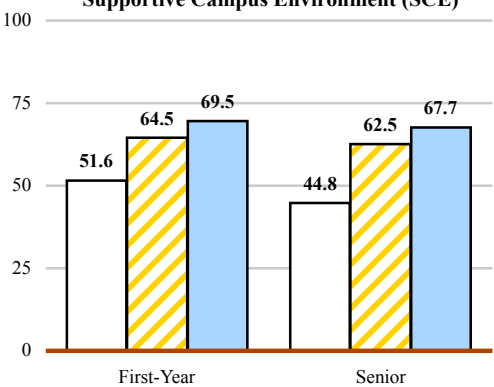
- U of T
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.

Enriching Educational Experiences
(EEE)



Supportive Campus Environment (SCE)



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

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

^c Mean difference divided by comparison group standard deviation.

First-Year Students

	Mean Statistics				Distribution Statistics					Reference Group Comparison Statistics			
	N	Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
U of T	2,926	50.1	12.9	.2	29	41	50	59	72				
Selected Peers	9,547	50.6	12.7	.1	30	42	50	59	72	-.4	.3	.104	-.03
Carnegie Peers	14,723	52.0	12.8	.1	31	44	52	61	73	-1.9	.3	.000	-.15
NSSE 2006	145,369	51.5	13.4	.0	30	43	51	61	74	-1.4	.2	.000	-.10
Top 50%	45,152	55.4	12.9	.1	34	47	55	64	76	-5.3	.2	.000	-.41
Top 10%	6,332	60.4	12.2	.2	40	52	60	69	80	-10.2	.3	.000	-.84
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
U of T	3,230	29.7	14.8	.3	10	19	29	38	57				
Selected Peers	10,050	35.1	14.8	.1	14	24	33	43	62	-5.4	.3	.000	-.36
Carnegie Peers	16,296	39.5	15.3	.1	19	29	38	48	67	-9.7	.3	.000	-.64
NSSE 2006	157,089	40.4	16.0	.0	17	29	38	50	67	-10.7	.3	.000	-.67
Top 50%	43,714	45.5	15.9	.1	24	33	43	57	75	-15.7	.3	.000	-.99
Top 10%	5,253	50.6	16.0	.2	29	38	48	62	81	-20.9	.3	.000	-1.31
STUDENT-FACULTY INTERACTION (SFI)													
U of T	2,947	19.4	14.6	.3	0	7	17	28	44				
Selected Peers	9,606	20.5	15.3	.2	0	11	17	28	50	-1.2	.3	.000	-.08
Carnegie Peers	14,900	30.2	17.0	.1	6	17	28	39	61	-10.8	.3	.000	-.64
NSSE 2006	146,864	30.5	17.7	.0	6	17	28	39	67	-11.2	.3	.000	-.63
Top 50%	31,197	36.9	18.2	.1	11	22	33	50	72	-17.5	.3	.000	-.96
Top 10%	3,999	42.0	19.4	.3	17	28	39	56	78	-22.7	.4	.000	-1.17
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
U of T	2,868	22.9	12.1	.2	6	14	22	29	44				
Selected Peers	9,386	25.2	12.0	.1	8	17	24	32	46	-2.3	.3	.000	-.19
Carnegie Peers	14,387	29.1	12.7	.1	11	20	28	37	51	-6.2	.2	.000	-.49
NSSE 2006	142,200	26.4	12.9	.0	8	17	25	34	49	-3.5	.2	.000	-.27
Top 50%	54,087	29.8	13.0	.1	11	21	29	37	52	-6.9	.2	.000	-.53
Top 10%	8,191	34.0	12.8	.1	14	25	33	42	55	-11.1	.3	.000	-.87
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
U of T	2,793	51.6	19.2	.4	22	39	53	64	83				
Selected Peers	9,294	55.0	18.1	.2	25	42	56	67	83	-3.4	.4	.000	-.19
Carnegie Peers	14,218	57.0	17.4	.1	28	44	58	69	86	-5.4	.4	.000	-.31
NSSE 2006	139,985	58.4	18.5	.0	28	47	58	72	89	-6.8	.4	.000	-.37
Top 50%	36,329	64.5	18.0	.1	33	53	64	78	94	-12.9	.4	.000	-.72
Top 10%	6,207	69.5	17.7	.2	39	58	69	83	97	-17.9	.4	.000	-1.01

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.

Seniors

	Mean Statistics				Distribution Statistics					Reference Group Comparison Statistics			
	N	Mean	SD	SE	5	25	50	75	95	Mean Diff.	SE	Sig.	Effect size
LEVEL OF ACADEMIC CHALLENGE (LAC)													
U of T	2,306	54.2	14.0	.3	32	45	55	64	77				
Selected Peers	10,047	53.7	13.4	.1	32	45	53	63	76	.6	.3	.065	.04
Carnegie Peers	18,430	55.0	14.0	.1	32	45	55	65	78	-.8	.3	.010	-.06
NSSE 2006	146,665	55.6	14.1	.0	32	46	56	65	78	-1.4	.3	.000	-.10
Top 50%	41,230	59.0	13.6	.1	36	50	59	69	81	-4.8	.3	.000	-.35
Top 10%	4,545	64.0	12.6	.2	43	56	65	73	83	-9.8	.3	.000	-.78
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
U of T	2,404	35.6	15.7	.3	14	24	33	43	67				
Selected Peers	10,351	41.6	15.7	.2	19	29	43	52	71	-6.0	.4	.000	-.39
Carnegie Peers	19,619	47.5	16.6	.1	24	38	48	57	76	-12.0	.3	.000	-.72
NSSE 2006	152,974	49.4	17.1	.0	24	38	48	62	81	-13.9	.3	.000	-.81
Top 50%	41,328	54.4	16.7	.1	29	43	52	67	83	-18.8	.3	.000	-1.12
Top 10%	5,314	58.6	16.7	.2	33	48	57	71	86	-23.0	.4	.000	-1.38
STUDENT-FACULTY INTERACTION (SFI)													
U of T	2,327	29.1	18.4	.4	6	17	28	39	67				
Selected Peers	10,078	29.1	18.4	.2	6	17	28	39	67	.0	.4	.959	.00
Carnegie Peers	18,614	39.0	20.2	.1	11	22	33	50	78	-9.9	.4	.000	-.49
NSSE 2006	147,736	39.8	20.9	.1	11	22	39	53	78	-10.7	.4	.000	-.51
Top 50%	33,270	47.7	21.3	.1	17	33	44	61	89	-18.6	.4	.000	-.87
Top 10%	3,072	56.8	21.7	.4	22	39	56	72	94	-27.7	.5	.000	-1.27
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
U of T	2,263	31.2	15.3	.3	8	19	30	41	58				
Selected Peers	9,924	34.5	15.7	.2	11	22	33	44	62	-3.2	.4	.000	-.21
Carnegie Peers	18,095	42.1	17.0	.1	14	30	42	54	71	-10.8	.3	.000	-.64
NSSE 2006	144,459	39.0	17.8	.0	11	25	38	51	70	-7.8	.3	.000	-.44
Top 50%	48,015	45.9	17.7	.1	17	33	46	58	75	-14.7	.3	.000	-.83
Top 10%	4,115	57.7	16.0	.3	30	47	58	69	83	-26.5	.4	.000	-1.65
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
U of T	2,237	44.8	18.3	.4	17	31	44	56	75				
Selected Peers	9,837	49.4	17.6	.2	19	37	50	61	78	-4.7	.4	.000	-.27
Carnegie Peers	17,841	52.6	17.8	.1	22	42	53	64	83	-7.8	.4	.000	-.44
NSSE 2006	142,760	55.8	18.9	.0	25	42	56	69	89	-11.0	.4	.000	-.58
Top 50%	37,003	62.5	18.4	.1	31	50	64	75	94	-17.8	.4	.000	-.97
Top 10%	6,559	67.7	18.2	.2	36	56	69	81	97	-22.9	.4	.000	-1.26

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.