



UNIVERSITY OF
TORONTO

**Results of the National Survey
of Student Engagement 2014**
University of Toronto - January 2015

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Introduction

This report provides an overview of the University of Toronto (U of T) findings from the National Survey of Student Engagement (NSSE), which was administered between February and March 2014. Up until 2008, NSSE was administered every two years; it is now administered every three years. U of T participated in NSSE in 2004, 2006, 2008, 2011 and 2014 along with all Ontario universities and many Canadian and US universities.

U of T seeks to understand student experiences as fully as possible, to ensure that our offerings and opportunities are both relevant to our student populations and provide meaningful learning experiences. The five sets of NSSE survey results provide an important set of data in understanding undergraduate student experiences at U of T.

Understanding Student Experiences at the University of Toronto

Providing high-quality student experiences is a priority at U of T. In his *Installation Address* in November 2013, President Meric Gertler highlighted “re-inventing undergraduate education” as one of his top three priorities for the University. This commitment includes helping our students maximize the value of their education, preparing them for a lifetime of success, and equipping them with tools to contribute in meaningful ways to society and the world (www.president.utoronto.ca/speeches/installationaddress). Further, the *Strategic Mandate Agreement* between the Ministry of Training, Colleges and Universities and The University of Toronto articulates many priority areas for the institution, including entrepreneurship, experiential and work-integrated learning, international opportunities, learning communities, the co-curricular record, and providing access to programs for a diverse student population (www.utoronto.ca/about-uoft/strategic-mandate-agreement). Similarly, *Towards 2030*, the University’s long-term planning framework provides many recommendations, such as the promotion of learning communities, increased communication between faculty and students, opportunities for undergraduate research, and possibilities for international experiences (www.towards2030.utoronto.ca/synth.html).

In support of U of T’s overall strategic plans and their emphasis on high-quality student experiences, the Vice-Provost, Students & First-Entry Divisions and the Council on Student Experience have engaged in a number of initiatives to better understand undergraduate student experiences, and to drill down into the NSSE questions and complement the data sets provided by NSSE. Following a broad series of tri-campus focus groups in 2010, The Council produced a report, *In Their Own Words* and then an administrative response to the report *U of T’s Response to In Their Own Words*. Another series of 51 focus groups, involving 444 students from first- and second-entry faculties, took place on all three campuses in March 2013. The ensuing report, *A Sense of Community*, provided a number of recommendations: students’ transitions into the University, academic and personal support, peer connections, community development (both in and out of the classroom), social connections, and communications with students (www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost%2c+Students/Reports/senseofcommunity.pdf). These projects, along with many other assessment initiatives, provide U of T with a robust understanding of the student experience.

Throughout this report, select examples of initiatives, programs and services have been included to provide context around institutional efforts to enhance student experiences.



To ensure that students have access to important student services, Student Life has embedded specialized services in over 60 locations throughout the St. George Campus. These services include Career Advising, International Transition Advising, Learning Strategists, Counselling Services, and many more.

To provide meaningful connections to co-curricular opportunities throughout all campuses at U of T, the Co-Curricular Record launched in 2013, providing students with a searchable database of opportunities, connecting the opportunities to learning outcomes, and allowing students to generate an authenticated record of their co-curricular experiences at U of T.

About the National Survey of Student Engagement

The NSSE survey was developed in 1999 by the Indiana University Center for Postsecondary Research to assess the quality of the educational experience. Since its launch in 2000, more than 1,500 four-year institutions in Canada and the US have participated in NSSE. In 2014, 716 colleges and universities in Canada and the US participated, including all 22 Ontario universities and our peer Canadian universities (U15).

NSSE is not a satisfaction survey. Rather, it provides institutions with data on student participation and engagement in activities that support learning and personal development. The survey seeks to understand what types of academic, co-curricular and extra-curricular activities students participate in, along with understanding their relationships with faculty, staff and peers. NSSE also provides institutions with important information on how students spend their time, what influences affect their ability to participate meaningfully, and how they perceive the skills and knowledge they are gaining from their university experience.

In 2013, the NSSE questionnaire was updated to reflect the changing landscape of higher education in North America. The primary goals of these updates were to:

- *Develop new measures related to effective teaching and learning*
 - *Refine existing measures and scales*
 - *Improve the clarity and applicability of survey language, and*
 - *Update terminology to reflect current educational contexts*
- * (NSSE Update, 2013) <http://nsse.iub.edu/nsse-update/>

Five benchmarks were used in the previous surveys where progress over time could be assessed by the University. These were replaced by four major Themes and 10 Engagement Indicators. The figure below illustrates these changes:

Former Benchmarks

(2004, 2006, 2008, 2011)

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

Themes & Engagement Indicators

(2014)

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

The University of Toronto had seen good progress over time in all the former benchmark areas. Previous reports from earlier NSSE surveys (www.provost.utoronto.ca/public/reports/NSSE.htm) provide data on U of T's progress over time. While we cannot compare the former benchmarks directly to the new Themes and Engagement Indicators, we still have the opportunity to measure progress over time on a few unchanged or minimally modified questions.

U of T's Interpretation of Results

NSSE provides us with institutional reports that allow us to make consistent comparisons to our peers. The detailed reports contain data on each of the Themes and Engagement Indicators indicating significance and effect size, both of which are key to understanding our results when comparing with our peers. Our two comparison groups are:

1. Peer Canadian universities (U15). The most relevant group of institutions for our peer comparison, this is a group of 15 leading, research-intensive Canadian Universities:

Dalhousie University
McGill University
McMaster University
Université d'Ottawa / University of Ottawa
Université de Montréal
Université Laval
University of Alberta
University of British Columbia
University of Calgary
University of Manitoba
University of Saskatchewan
University of Toronto (results are not included in this report's U15 data)
University of Waterloo
Western University

2. Ontario universities (Ontario). Twenty-two universities participated in the 2014 NSSE survey. We compare to this group on relevant items, including the items that were administered to Ontario students only. As with the U15 group, U of T results are not included in this report's Ontario data.

Survey Population – All First-Entry Programs

As defined by the researchers at NSSE at Indiana University, students in all first-entry faculties were invited to participate in the 2014 NSSE survey. This is the first year that students from the Daniels Faculty of Architecture, Landscape, and Design participated. At U of T, students from our second-entry Nursing program were also invited to participate but their results are excluded from this report. The survey was administered online only.

The first-entry faculties and divisions at U of T are:

<i>Arts & Science</i>	<i>Music</i>
<i>Architecture, Landscape, and Design</i>	<i>University of Toronto Mississauga</i>
<i>Applied Sciences & Engineering</i>	<i>University of Toronto Scarborough</i>
<i>Kinesiology & Physical Education</i>	

2014 NSSE Results

Response Rate

The University of Toronto, as in past years, had a positive overall response rate of 34.5%; this is higher than the overall Ontario rate (32%) and overall U15 response rate (31.7%).

U of T 2014 Response				Ontario	U15
	First Year	Senior Year	TOTAL	TOTAL	TOTAL
Sample Size	15,525	13,283	28,808	141,934	140,197
Number of Respondents	5,285	4,684	9,969	46,376	44,459
Response Rate	34.0%	35.0%	34.5%	31.2% FY 34.7% SY	32.3% FY 31.0% SY
Sampling Error	1.1%	1.2%	0.8%	0.4%	0.4%

Contributing factors to the positive response rate included a combination of print and online resources, along with incentives to encourage participation. Support and promotion from participating faculties and colleges was necessary in achieving high response rates.

Student Respondent Characteristics

U of T continues to represent a highly diverse demographic within NSSE. The following chart provides a snapshot on key student attributes as identified through the survey.

		First Year U of T	First Year U15	Senior Year U of T	Senior Year U15
Gender***	Male	45%	44%	44%	44%
	Female	55%	56%	56%	56%
Enrolment Status ***	Full-time	95%	96%	77%	82%
	Part-time	5%	4%	23%	18%
Age	Less than 24	96%	96%	81%	78%
	24 or Older	4%	4%	19%	22%
Transfer Status	Started Here	97%	93%	91%	85%
	Started Elsewhere	3%	7%	9%	15%
First Generation Status Parental Level of Education	First Generation Status*	17%	16%	20%	16%
	Neither Parent holds a Bachelor's Degree**	35%	37%	37%	39%
	Either Parent Holds at Least a Bachelor's Degree	65%	63%	63%	61%
Citizenship	Canadian	70%	83%	84%	90%
	Other	30%	17%	16%	10%
Place of Residence	On-Campus	35%	39%	5%	6%
	Off Campus (family, rental, etc.)	65%	61%	95%	94%

* First Generation Status: Neither parent attended college, CEGEP, or university.

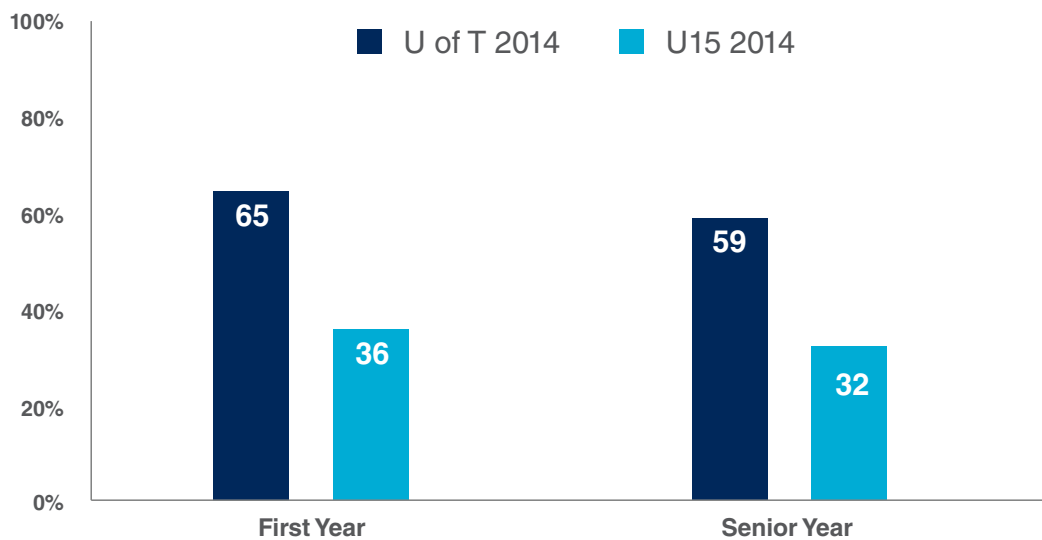
** NSSE defined First Generation Status.

*** Institutionally reported data.

Ethno-Cultural Information

Since 2008, Canadian students have been asked to identify their ethno-cultural background from a list provided (with the option of selecting all that apply, including “other”). Respondents could choose as many items as they wish from the list. As was the case in 2008 and 2011, results indicate that we continue to see a level of racial and cultural diversity far higher than that seen in the U15 comparison group.

Students Who Selected a Background “Other Than White”



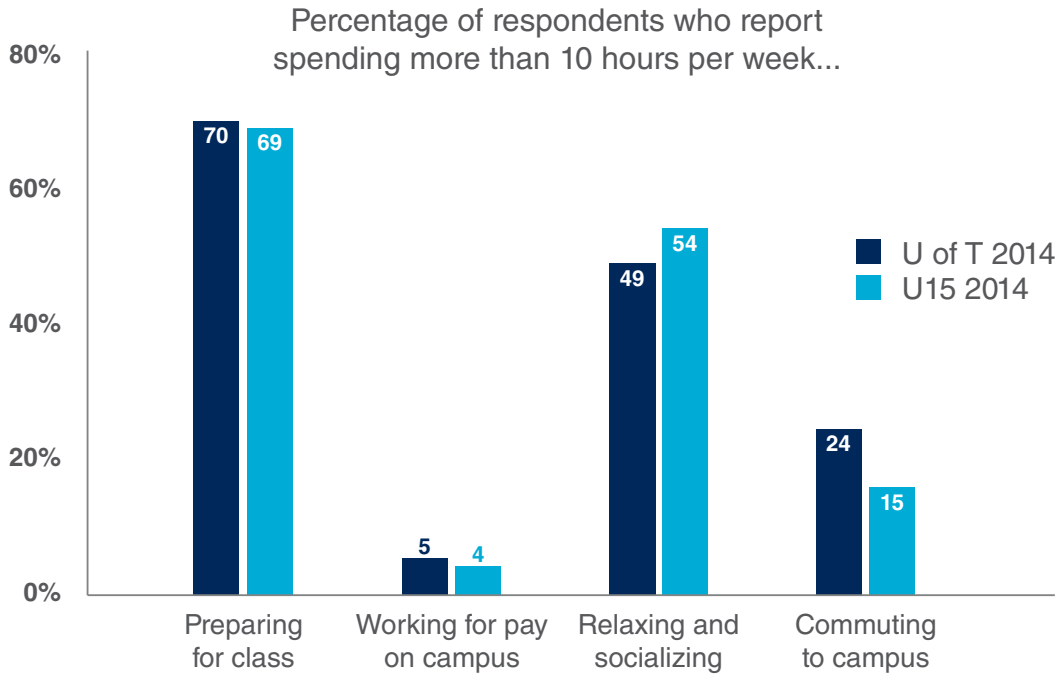
Time Usage

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

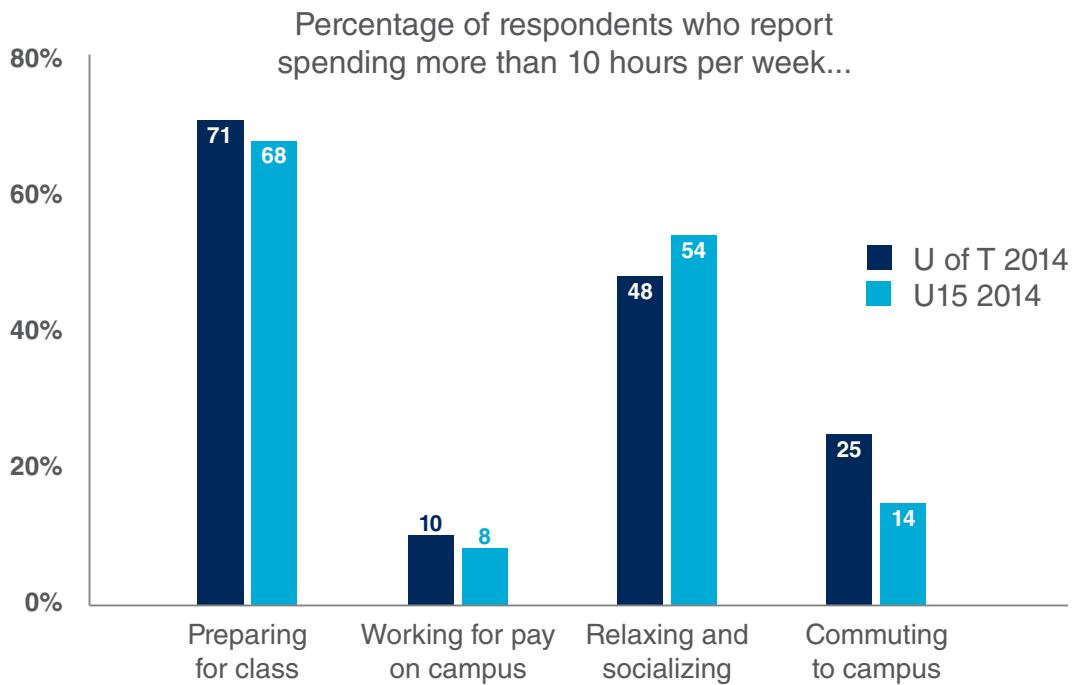
Over time, we are seeing some positive developments in the amount of time students spend on educationally relevant activities, including co-curricular activities, preparing for class and working on campus, which has been shown to have positive correlations to retention and other forms of engagement.

There remain, however, some significant demands on our students’ time that impact their engagement. The NSSE data indicate that the use of time among our students is significantly different from that of students at peer institutions. For example, U of T students in first year and senior year continue to spend more time commuting and working for pay on campus than U15 university students. Conversely, U of T students report spending less time relaxing and socializing than their U15 peers.

Time Usage First-Year Students



Time Usage Senior-Year Students



Themes & Engagement Indicators

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Each Engagement Indicator groups the responses from the questions in its respective category, rescales them from 0 to 60 and averages the responses. A score of 0 means every student chose the lowest response option; 60 means every student chose the highest response. The following tables compare average scores for U of T students to those in our comparison groups.

Due to the changes made to NSSE in 2013, we cannot compare over time, as was previously the case; however, there remain a few questions that allow us to assess progress over time. Wherever possible, this information is included. The scores in these Engagement Indicators provide U of T with a baseline for the next several years of analysis. U of T has done well relative to our peers in many categories.

In particular, U of T students report higher levels than our comparators (Ontario and/or U15 universities) in the following Engagement Indicators:

- *Higher-Order Learning (first year & senior year)*
- *Reflective & Integrative Learning (first year)*
- *Learning Strategies (first year & senior year)*
- *Discussions with Diverse Others (first year & senior year)*
- *Student-Faculty Interaction (first year)*
- *Effective Teaching Practices (first year)*

The data from the Engagement Indicators also suggest that many initiatives for first-year students at U of T are supporting students in high-impact learning and development. As a University, we can build on this success to ensure that students throughout their programs continue to experience the University in similar positive ways.

The results in these Engagement Indicators can help support and drive institutional objectives aligned with the President's Three Priorities, the Strategic Mandate Agreement, the work of the Council on Student Experience, and other initiatives supporting student experiences at the University.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	First-year UofT students compared with Ontario	First-year UofT students compared with U15
<i>Academic Challenge</i>	Higher-Order Learning	▲	▲
	Reflective & Integrative Learning	--	▲
	Learning Strategies	▲	--
	Quantitative Reasoning	--	--
<i>Learning with Peers</i>	Collaborative Learning	▼	▼
	Discussions with Diverse Others	--	▲
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲
	Effective Teaching Practices	▲	▲
<i>Campus Environment</i>	Quality of Interactions	▼	▼
	Supportive Environment	▼	▼

Senior-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Senior-year UofT students compared with Ontario	Senior-year UofT students compared with U15
<i>Academic Challenge</i>	Higher-Order Learning	--	▲
	Reflective & Integrative Learning	▼	--
	Learning Strategies	▲	▲
	Quantitative Reasoning	▼	▼
<i>Learning with Peers</i>	Collaborative Learning	▼	▼
	Discussions with Diverse Others	▲	▲
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▼	--
	Effective Teaching Practices	▼	--
<i>Campus Environment</i>	Quality of Interactions	▼	▼
	Supportive Environment	▼	▼

▲ UofT students' average was significantly higher ($p < 0.05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▼ UofT students' average was significantly lower ($p < 0.05$) with an effect size less than .3 in magnitude.

THEME - Academic Challenge

The theme Academic Challenge includes four Engagement Indicators, including Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies and Quantitative Reasoning. The questions that make up these Engagement Indicators are:

Higher-Order Learning

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

Reflective & Integrative Learning

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

Learning Strategies

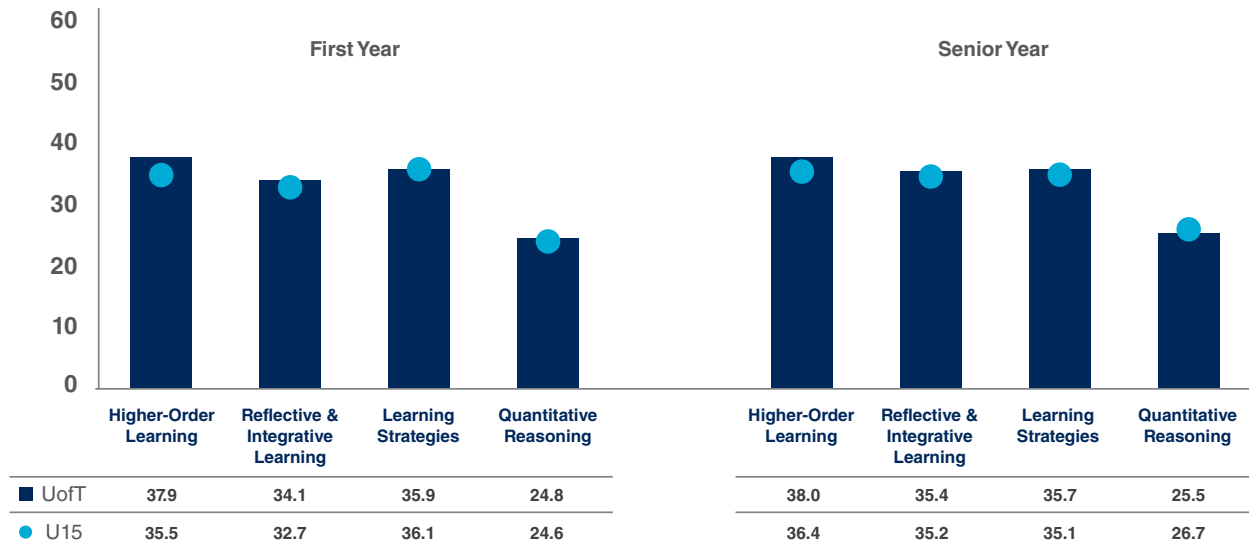
- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

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

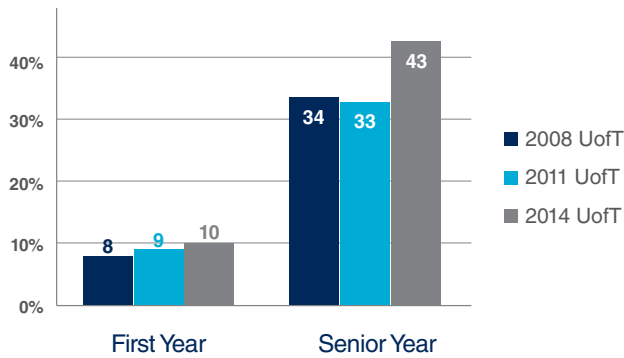
The following chart illustrates U of T's performance in the Academic Challenge theme. U of T generally scores higher than our U15 Canadian peers in most areas. This is consistent with NSSE in previous years, where U of T scored higher than its peers in the former Benchmark of 'Level of Academic Challenge'.

Academic Challenge

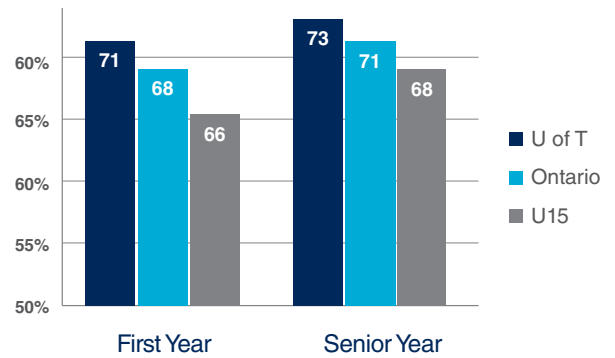


Sample questions from these Engagement Indicators include high levels of course engagement and analysis.

Gave a Course Presentation (Often/Very Often)



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



NOTE: This question changed slightly in 2013.
The original question was: "Made a class presentation"



The Faculty of Music provides opportunities for students to gain practical and research experiences. Students give frequent solo and ensemble performances, participate in masterclasses and workshops by visiting musicians and scholars, and collaborate with faculty members on research projects. Music students deliver outreach concerts in schools, long-term care facilities, and other venues, in addition to paid performances facilitated by the Music Booking Office.

University of Toronto Mississauga expanded its Peer Facilitated Study Groups (FSGs), guided by the Robert Gillespie Academic Skills Centre in partnership with the Student Housing & Residence Life department, directly into on-campus first-year residences, resulting in more than 150 additional FSGs to enhance students' learning experience outside of the traditional classroom setting.

THEME - Learning with Peers

The theme of Learning with Peers includes two Engagement Indicators, including Collaborative Learning and Discussions with Diverse Others. The questions that make up these Engagement Indicators are:

Collaborative Learning

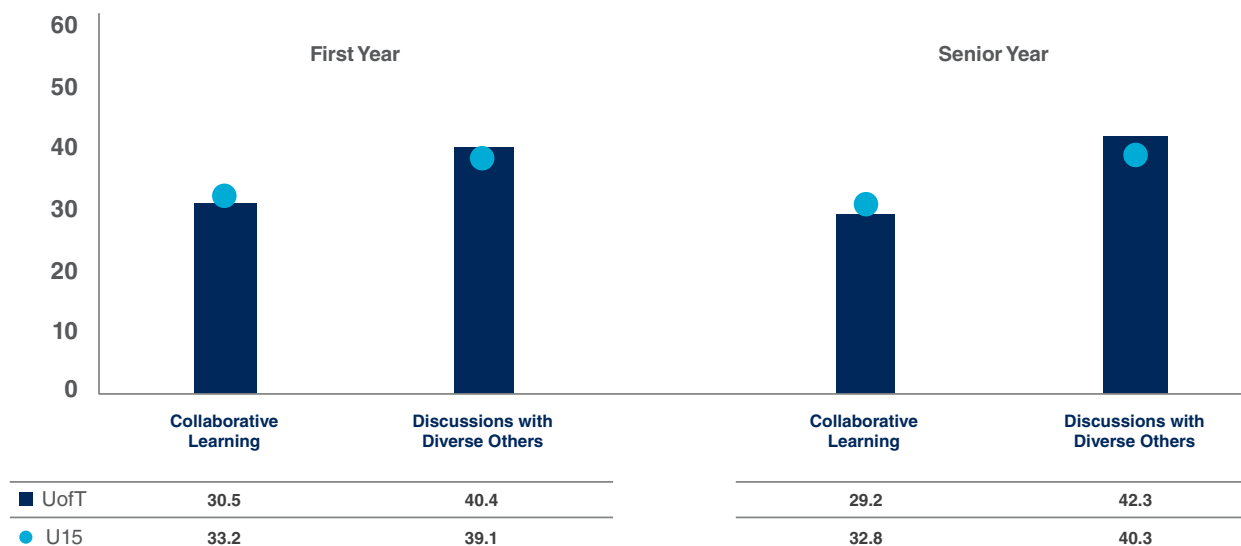
- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

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

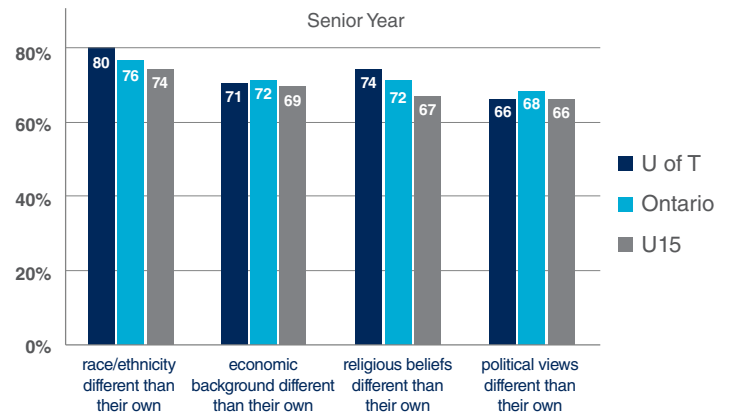
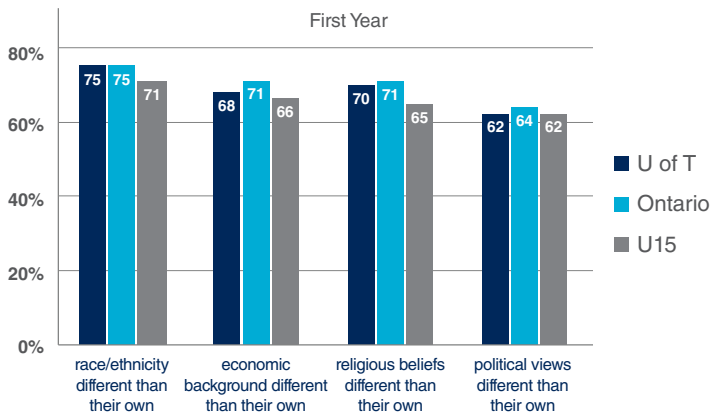
The following chart illustrates U of T's performance in the Learning With Peers theme. U of T generally scores higher than our U15 Canadian peers in the Engagement Indicator, Discussions with Diverse Others. This result is consistent with NSSE in previous years, where U of T scored higher than its peers in similar questions, and reflects the diversity of our student population.

Learning with Peers



U of T has a very diverse environment. This allows for students to engage in discussions with people from different backgrounds.

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



University of Toronto Mississauga’s co-curricular Global Experience program helps undergraduates, supported by faculty, connect local choices with world issues. The 2014-15 focus is on ethical consumerism through interaction with fair trade merchants in Ontario’s Peel region and in global markets, which concludes with a 2015 trip to Guatemala to see the impact of fair trade on coffee growers.

THEME - Experiences With Faculty

The theme Experiences with Faculty includes two Engagement Indicators, including Student-Faculty Interactions and Effective Teaching Practices. The questions that make up these Engagement Indicators are:

Student-Faculty Interactions

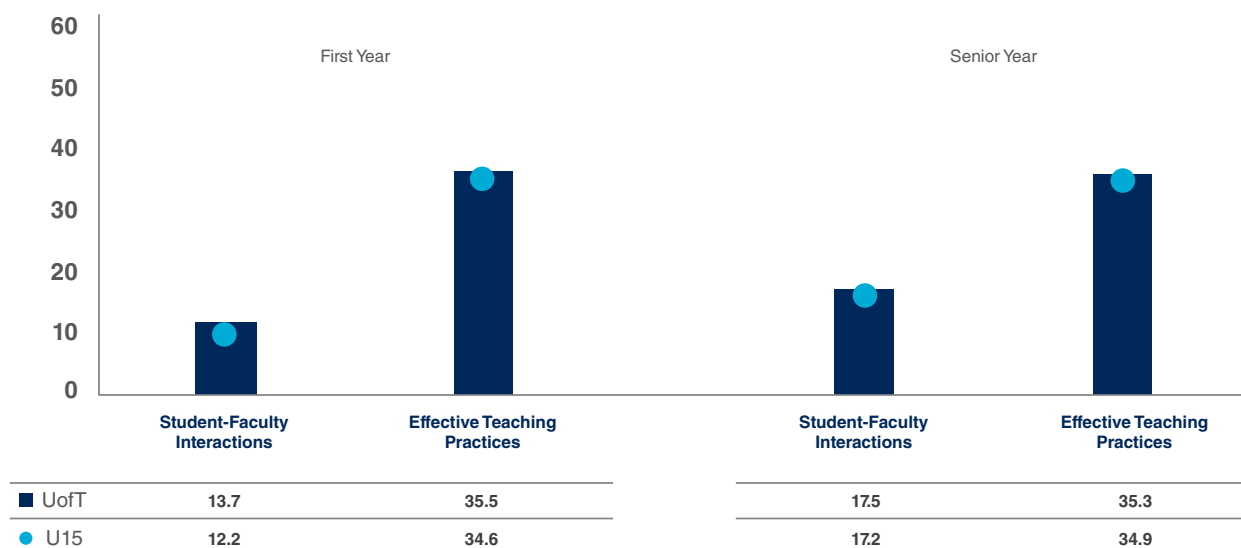
- Talked about career plans with a faculty member
- Worked with faculty on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

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

The following chart illustrates U of T's performance in the Experiences with Faculty theme. U of T scores higher than our U15 Canadian peers in both of these Engagement Indicators. The results here provide positive feedback on effective teaching strategies that engage and support our students.

Experiences with Faculty

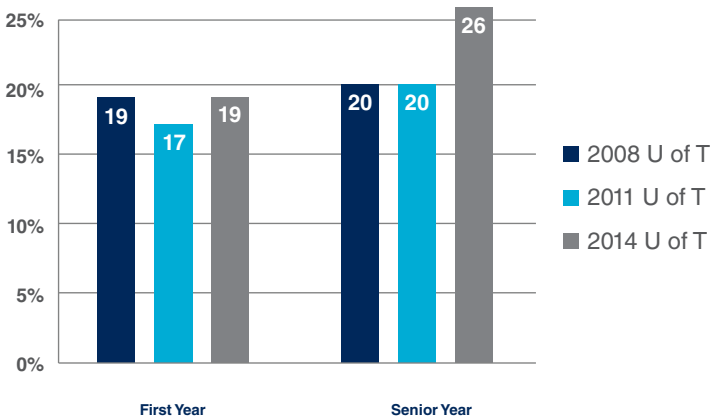




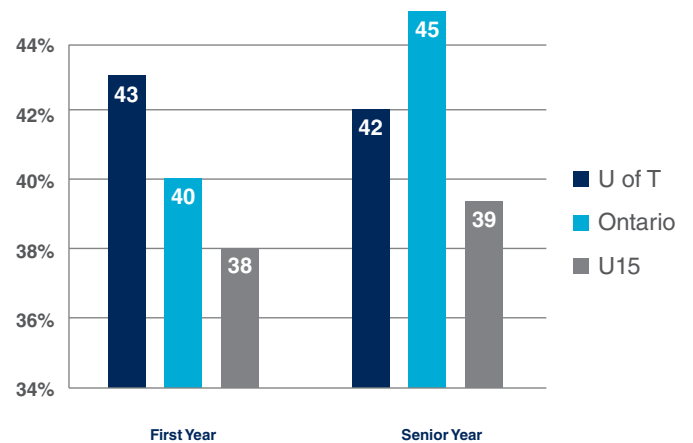
The University of Toronto Scarborough introduced the Academic Advising Round Table (AART), co-chaired by the Academic Dean and the Dean of Student Affairs. Its purpose is to improve academic advising efforts, build a community of change, and launch initiatives for the campus around academic advising.

These Engagement Indicators identify some specific improvements made over time. Students, and in particular senior students, respond positively to the question about the opportunity to speak with faculty members outside of their class time.

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



To what extent have your instructors provided feedback on a draft or work in progress
(Very Much/Quite a Bit)



NOTE: This question changed slightly in 2013. The original question was: "Discussed ideas from your readings or classes with faculty members outside of class".



STEP Forward program helps students make the most of their time in the Faculty of Arts & Science at the University of Toronto and beyond. STEP Forward offers an innovative series of events, programs, and activities, to help students connect with peers, faculty and mentors. STEP Forward allows students to reflect on their experiences and project forward to whatever future roles they might choose.

THEME - Campus Environment

The theme Campus Environment includes two Engagement Indicators, including Quality of Interactions and Supportive Environment. The questions that make up these Engagement Indicators are:

Quality of Interactions

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

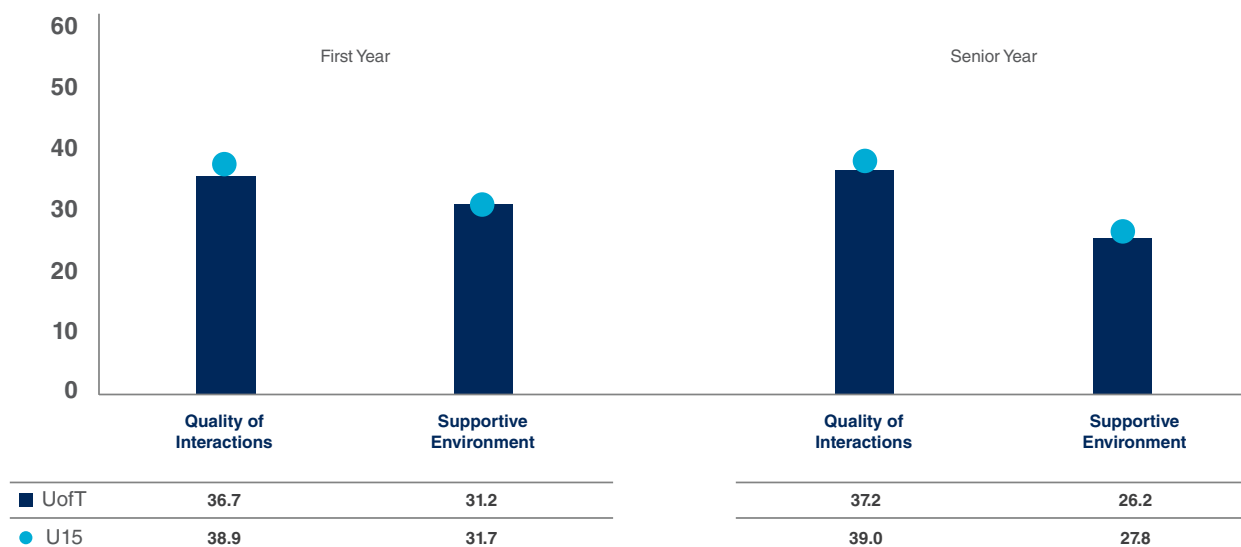
Supportive Environment

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

The following chart illustrates U of T's performance in the Campus Environment theme. U of T scores slightly lower than our U15 Canadian peers in both of these Engagement Indicators but has seen positive progress over time in the questions where we can measure this difference.

The results here provide valuable feedback on how students perceive their campus environment. As can be seen from some of the specific questions identified below, we can leverage our strengths in this theme area.

Campus Environment



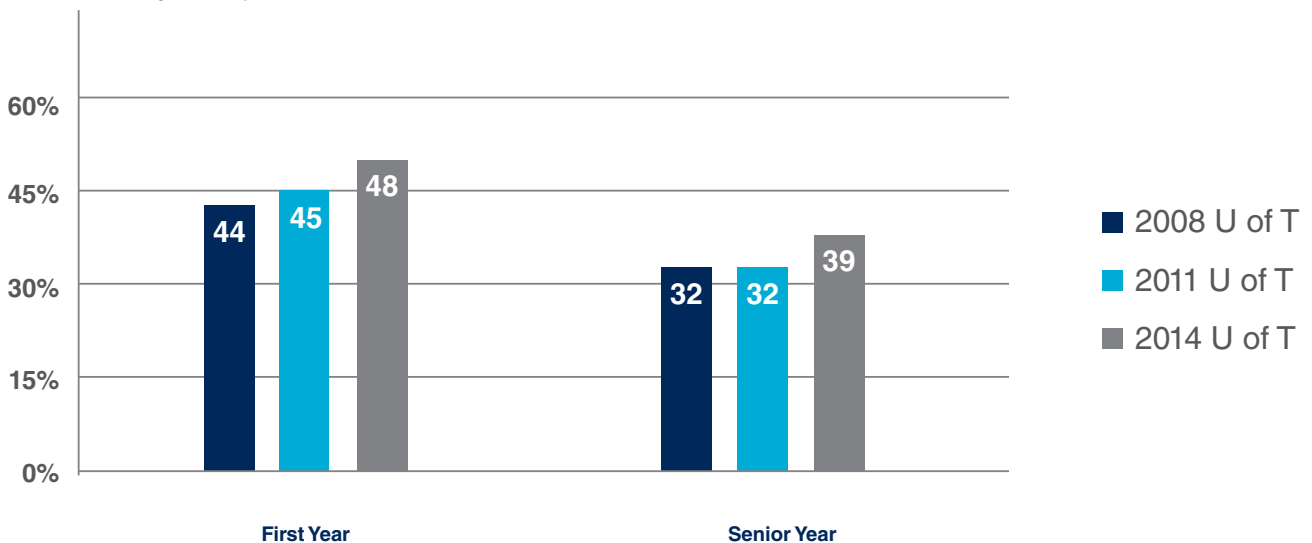


The John H. Daniels Faculty of Architecture, Landscape, and Design, although new in participating in NSSE, has put significant time and resources into ensuring that their undergraduate students effectively transition into their program by developing a robust orientation and welcome program and identifying new ways to effectively support a student population that is new to the Faculty.

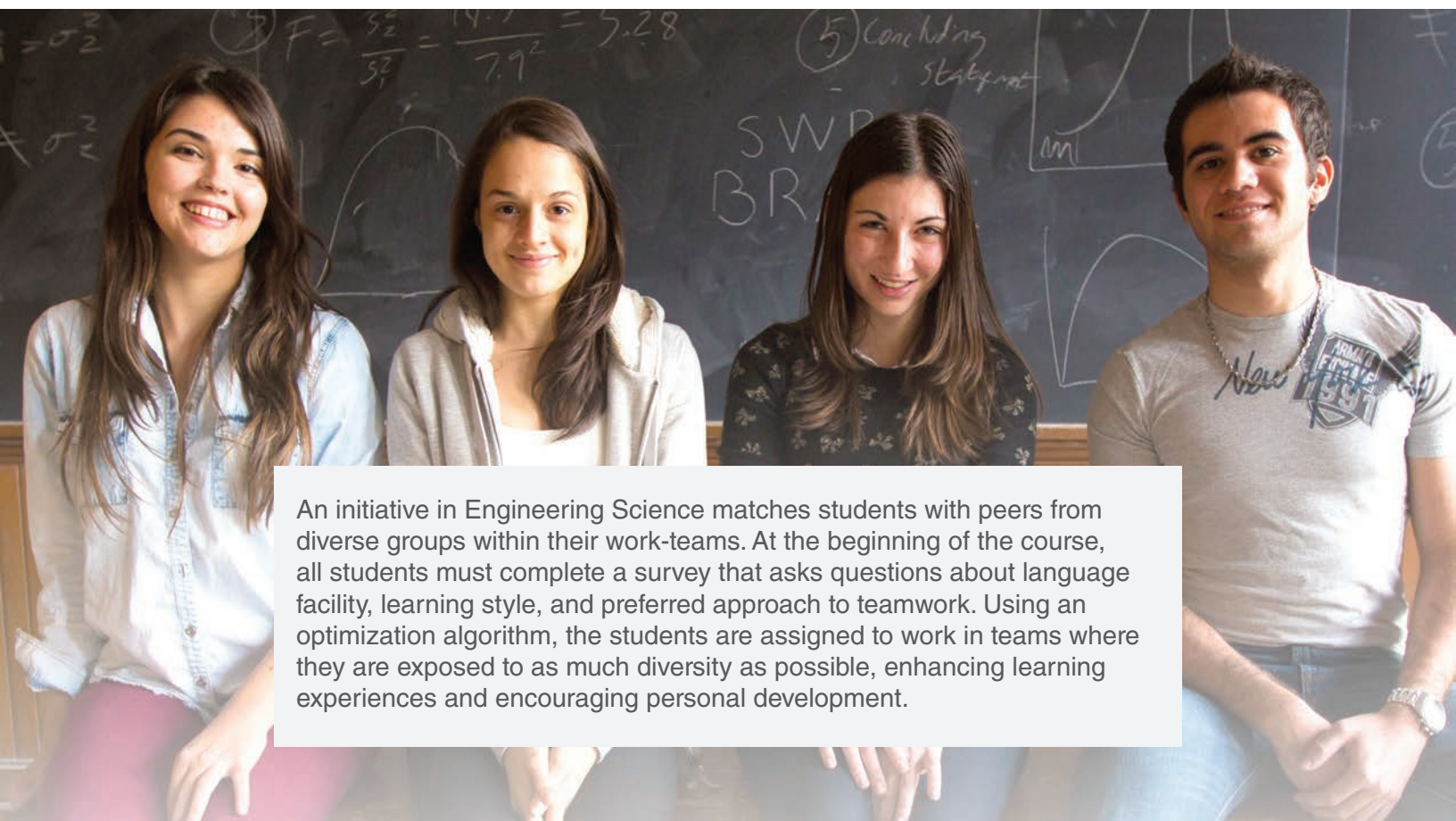
One area in which U of T routinely performs well is discussions and interactions among diverse populations. Not only do we do well in comparison to others, but we have also shown progress in this category over time.

Encouraging contact among students from different backgrounds (social, racial/ethnic, religious etc.)

(Quite a bit/Very much)



NOTE: This question changed slightly in 2013. The original question was: "Encouraging contact among students from different economic, social, and racial or ethnic backgrounds"



An initiative in Engineering Science matches students with peers from diverse groups within their work-teams. At the beginning of the course, all students must complete a survey that asks questions about language facility, learning style, and preferred approach to teamwork. Using an optimization algorithm, the students are assigned to work in teams where they are exposed to as much diversity as possible, enhancing learning experiences and encouraging personal development.

High-Impact Practices

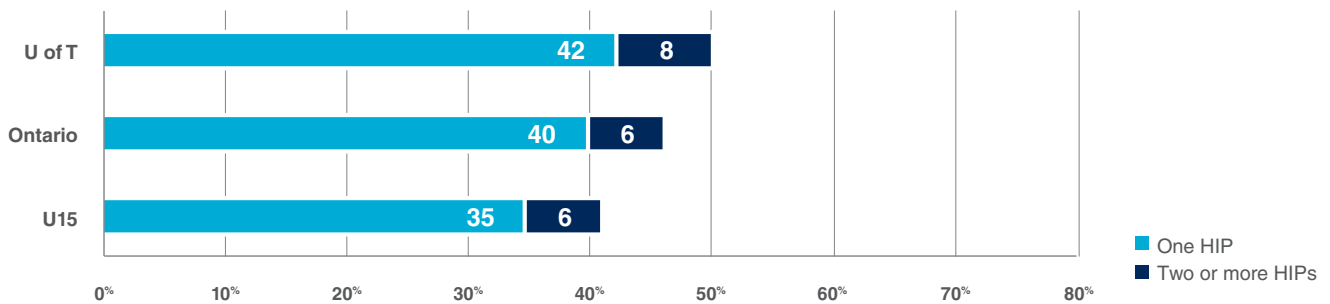
“Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated “high-impact.” High-Impact Practices (HIPs) share several traits: *They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing* (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).” (See: http://nsse.iub.edu/html/high_impact_practices.cfm)

U of T first-year students have participated in one or more High-Impact Practices to a greater extent than students at other Ontario and U15 universities. If we continue to provide opportunities for students in these areas, and communicate their importance and value, we are likely to see more positive results for our senior-year students.

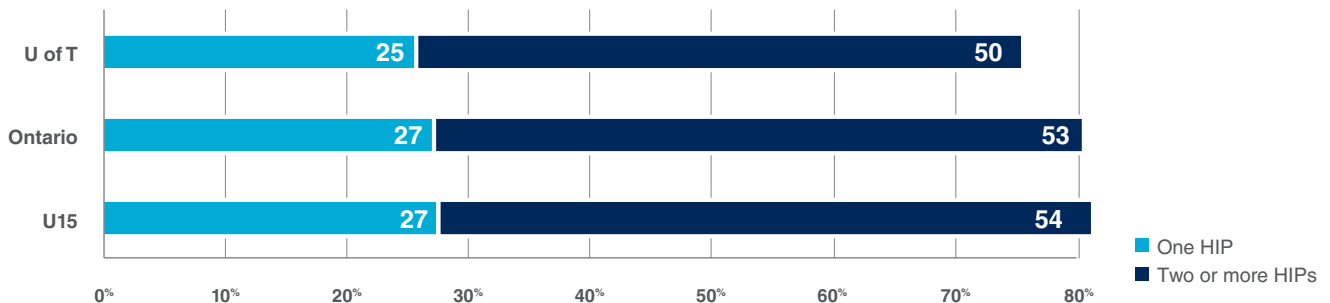
The following activities are defined as High-Impact Practices:

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

First-Year Students Participating in High-Impact Practices



Senior-Year Students Participating in High-Impact Practices





Kinesiology & Physical Education's Professional Placement program offers students a valuable opportunity to participate in an on-site apprenticeship experience with a mentor by observing, job shadowing, and participating in the planning and implementation of programmes as appropriate. The Faculty's list of community partners has grown substantially, with over 170 professional placement opportunities offered for students in research, health care, recreation, and education settings across the Greater Toronto Area.



The Centre for Teaching Support & Innovation (CTSI) works with faculty members and encourages them to embed high-impact practices within their courses. Additionally, CTSI has been working with the Teaching Academy (comprised of faculty who have received the President's Teaching Award), to bring high-impact practices to life.

Currently, members of the Academy are identifying and developing resources pertaining to the integration of writing-intensive initiatives into the curriculum, including a series of short videos showcasing exemplary practices at UofT. The Teaching Academy's planned future initiatives around high-impact educational practices include developing resources for collaborative assignments and projects, as well as for integrating service and community-based learning opportunities into the curriculum.

Conclusion

The University of Toronto continues to use NSSE results to learn more about the many ways our students engage in their academic and co-curricular activities. As always, we remain focused on enhancing our supportive learning environment. The University is delighted that there has been positive progress from 2004 to 2011. Building on the feedback provided by the new 2014 survey, we will continue to contribute to our students' personal growth and academic success through greater opportunities in both formal academic programming and in activities beyond the classroom.

Next Steps

Communication of Results

First-Entry Deans will receive a package that contains results from the full NSSE sample and results for their division. An analysis is conducted by each division with support to ensure statistical reliability. Each division is encouraged to share their results throughout the University. Presentations by the Vice-Provost, Students & First Entry Divisions and the NSSE assessment team will take place across the University.

Further Research

The 2014 NSSE results have identified potential areas for further research. Through the work of the Council on Student Experience and the initiatives of several units throughout the University, we will undertake specific research projects, including further focus groups, prior to the next NSSE administration.

Further Information

The National Survey of Student Engagement is a project of the Office of the Vice-Provost, Students & First-Entry Divisions and the Office of Assistant Vice-President, Government, Institutional & Community Relations of University of Toronto.

This report was prepared by David Newman, Director, Student Life and Xuelun Liang, Senior Institutional Research Analyst.

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

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

David L E Newman

Director, Student Life 416-978-1753
david.newman@utoronto.ca

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NSSE 2014
Engagement Indicators
University of Toronto

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

<i>Theme</i>	<i>Engagement Indicator</i>
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students
		compared with Ontario	compared with U15
Academic Challenge	Higher-Order Learning	△	△
	Reflective & Integrative Learning	--	△
	Learning Strategies	△	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	▽	▽
	Discussions with Diverse Others	--	△
Experiences with Faculty	Student-Faculty Interaction	--	△
	Effective Teaching Practices	△	△
Campus Environment	Quality of Interactions	▽	▽
	Supportive Environment	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors
		compared with Ontario	compared with U15
Academic Challenge	Higher-Order Learning	--	△
	Reflective & Integrative Learning	▽	--
	Learning Strategies	△	△
	Quantitative Reasoning	▽	▽
Learning with Peers	Collaborative Learning	▽	▽
	Discussions with Diverse Others	△	△
Experiences with Faculty	Student-Faculty Interaction	▽	--
	Effective Teaching Practices	▽	--
Campus Environment	Quality of Interactions	▽	▽
	Supportive Environment	▽	▽

Academic Challenge: First-year students

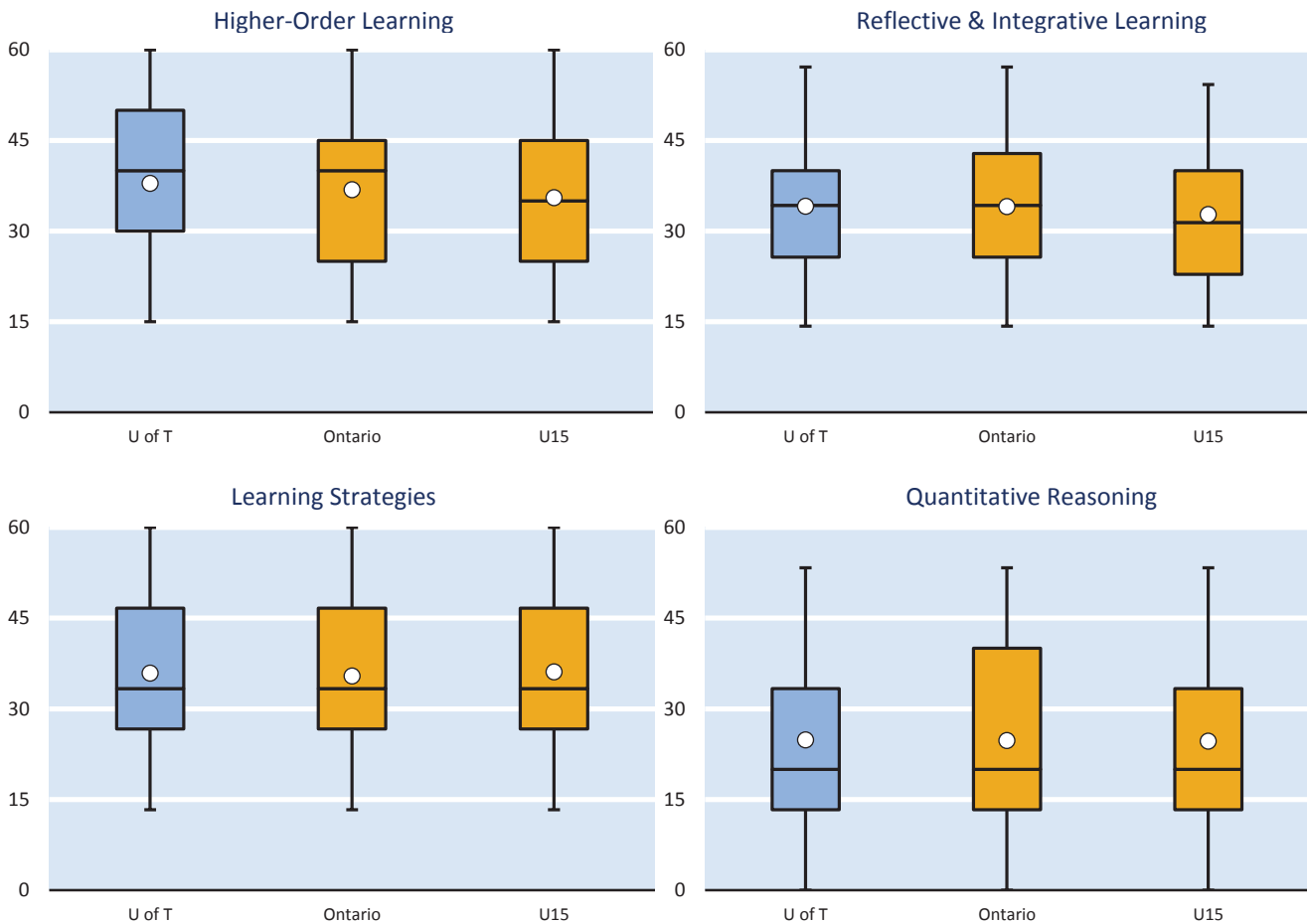
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your first-year students compared with			
		Ontario		U15	
		Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	36.8 ***	.08	35.5 ***	.18
Reflective & Integrative Learning	34.1	34.1	.00	32.7 ***	.11
Learning Strategies	35.9	35.4 *	.03	36.1	-.02
Quantitative Reasoning	24.8	24.8	.00	24.6	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors

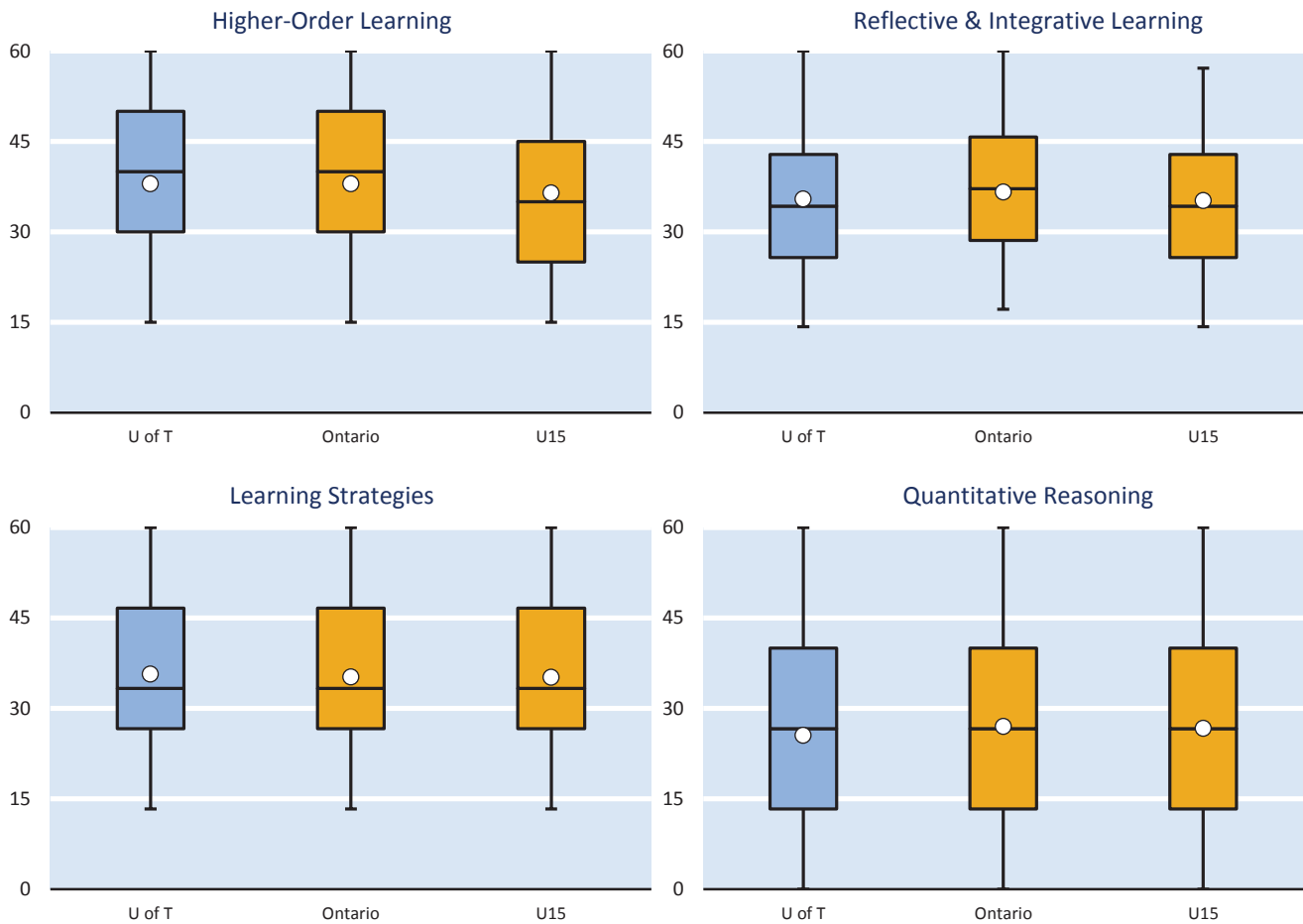
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your seniors compared with			
		Ontario		U15	
		Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	38.0	.00	36.4 ***	.11
Reflective & Integrative Learning	35.4	36.6 ***	-.09	35.2	.02
Learning Strategies	35.7	35.2 *	.03	35.1 *	.04
Quantitative Reasoning	25.5	27.0 ***	-.08	26.7 ***	-.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

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Learning with Peers: First-year students

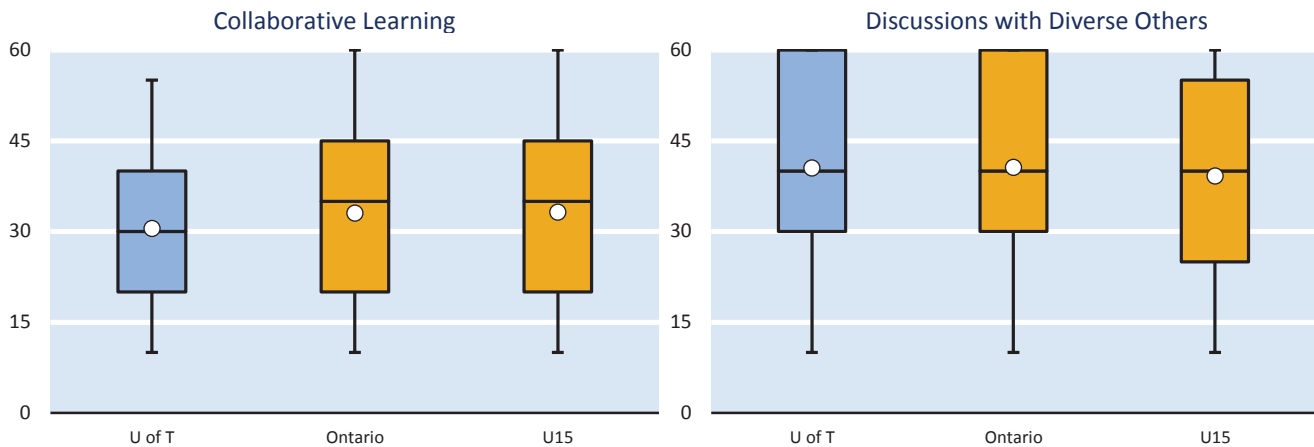
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your first-year students compared with			
		Ontario Mean	Effect size	U15 Mean	Effect size
Collaborative Learning	30.5	33.0 ***	-.18	33.2 ***	-.19
Discussions with Diverse Others	40.4	40.6	-.01	39.1 ***	.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	U of T	Ontario	U15
1e. Asked another student to help you understand course material	50	52	53
1f. Explained course material to one or more students	55	60	58
1g. Prepared for exams by discussing or working through course material with other students	46	53	52
1h. Worked with other students on course projects or assignments	40	52	54

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	U of T	Ontario	U15
8a. People from a race or ethnicity other than your own	75	75	71
8b. People from an economic background other than your own	68	71	67
8c. People with religious beliefs other than your own	70	71	66
8d. People with political views other than your own	62	64	62

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

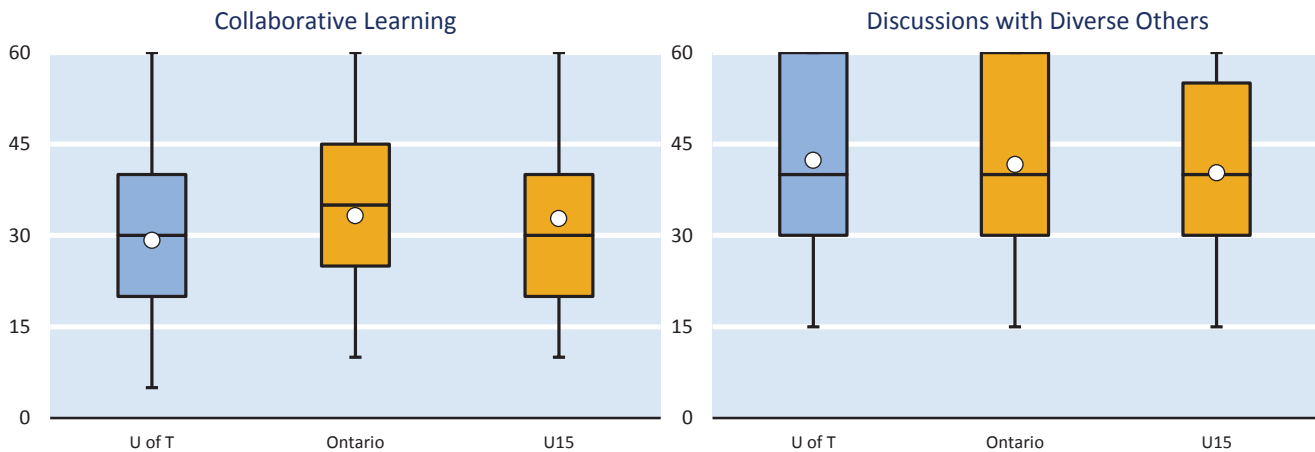
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your seniors compared with			
		Ontario Mean	Effect size	U15 Mean	Effect size
Collaborative Learning	29.2	33.3 ***	-.29	32.8 ***	-.25
Discussions with Diverse Others	42.3	41.7 *	.04	40.3 ***	.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	U of T	Ontario	U15
1e. Asked another student to help you understand course material	37	41	42
1f. Explained course material to one or more students	51	59	56
1g. Prepared for exams by discussing or working through course material with other students	40	49	48
1h. Worked with other students on course projects or assignments	49	66	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	U of T	Ontario	U15
8a. People from a race or ethnicity other than your own	80	76	74
8b. People from an economic background other than your own	72	73	69
8c. People with religious beliefs other than your own	74	72	67
8d. People with political views other than your own	66	67	66

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

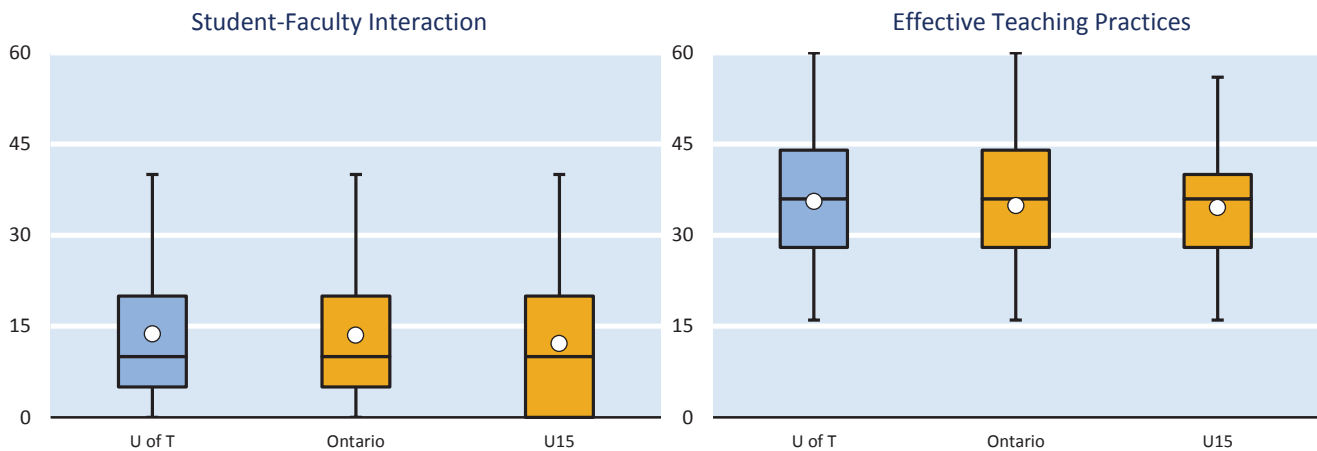
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your first-year students compared with			
		Ontario		U15	
		Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	13.7	13.5	.02	12.2 ***	.12
Effective Teaching Practices	35.5	34.8 ***	.06	34.6 ***	.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	U of T	Ontario	U15
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%
3a. Talked about career plans with a faculty member	17	17	16
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	11	10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	19	16
3d. Discussed your academic performance with a faculty member	15	16	13
Effective Teaching Practices	U of T	Ontario	U15
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>			
5a. Clearly explained course goals and requirements	74	75	77
5b. Taught course sessions in an organized way	76	75	78
5c. Used examples or illustrations to explain difficult points	74	73	76
5d. Provided feedback on a draft or work in progress	43	41	37
5e. Provided prompt and detailed feedback on tests or completed assignments	45	44	42

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

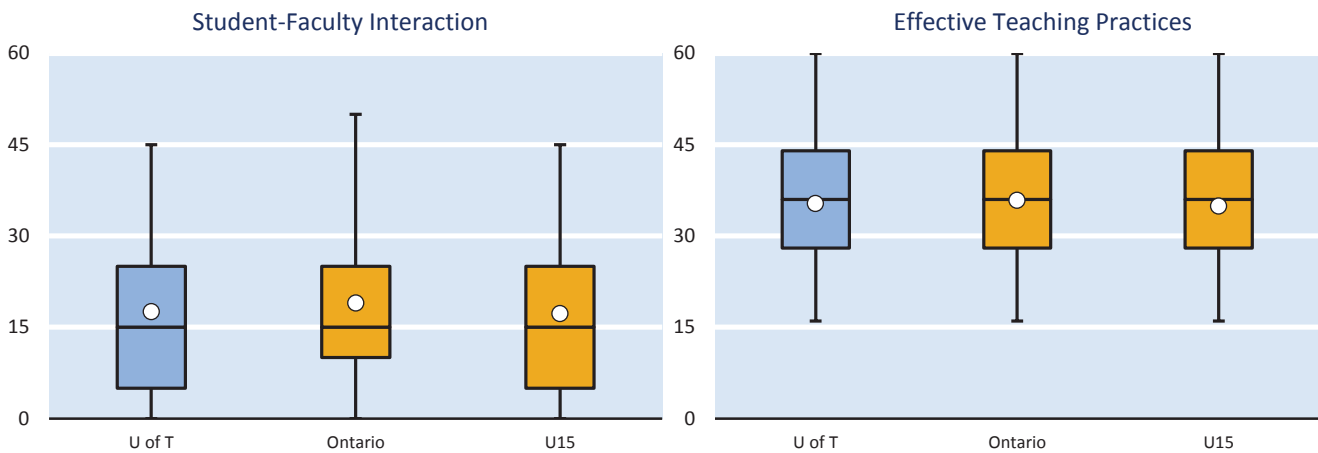
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your seniors compared with			
		Ontario		U15	
		Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.5	18.9 ***	-.09	17.2	.03
Effective Teaching Practices	35.3	35.8 *	-.04	34.9	.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	U of T	Ontario	U15
3a. Talked about career plans with a faculty member	26	29	25
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	19	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	27	24
3d. Discussed your academic performance with a faculty member	19	23	18

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	U of T	Ontario	U15
5a. Clearly explained course goals and requirements	77	76	77
5b. Taught course sessions in an organized way	75	76	77
5c. Used examples or illustrations to explain difficult points	74	73	75
5d. Provided feedback on a draft or work in progress	42	44	39
5e. Provided prompt and detailed feedback on tests or completed assignments	48	51	47

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

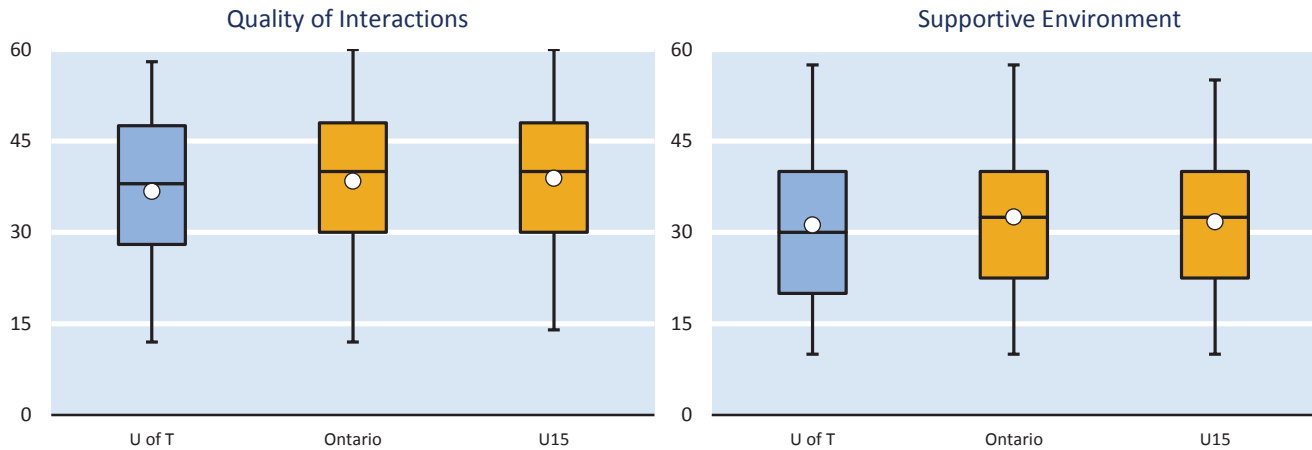
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your first-year students compared with			
		Ontario		U15	
		Mean	Effect size	Mean	Effect size
Quality of Interactions	36.7	38.4 ***	-.13	38.9 ***	-.17
Supportive Environment	31.2	32.5 ***	-.10	31.7 *	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	U of T	Ontario	U15
13a. Students	50	60	61
13b. Academic advisors	33	36	37
13c. Faculty	33	38	38
13d. Student services staff (career services, student activities, housing, etc.)	34	38	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	36	36

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	U of T	Ontario	U15
14b. Providing support to help students succeed academically	66	71	70
14c. Using learning support services (tutoring services, writing center, etc.)	67	68	63
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	48	44
14e. Providing opportunities to be involved socially	58	63	62
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	36	34
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	53	55
14i. Attending events that address important social, economic, or political issues	42	41	43

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

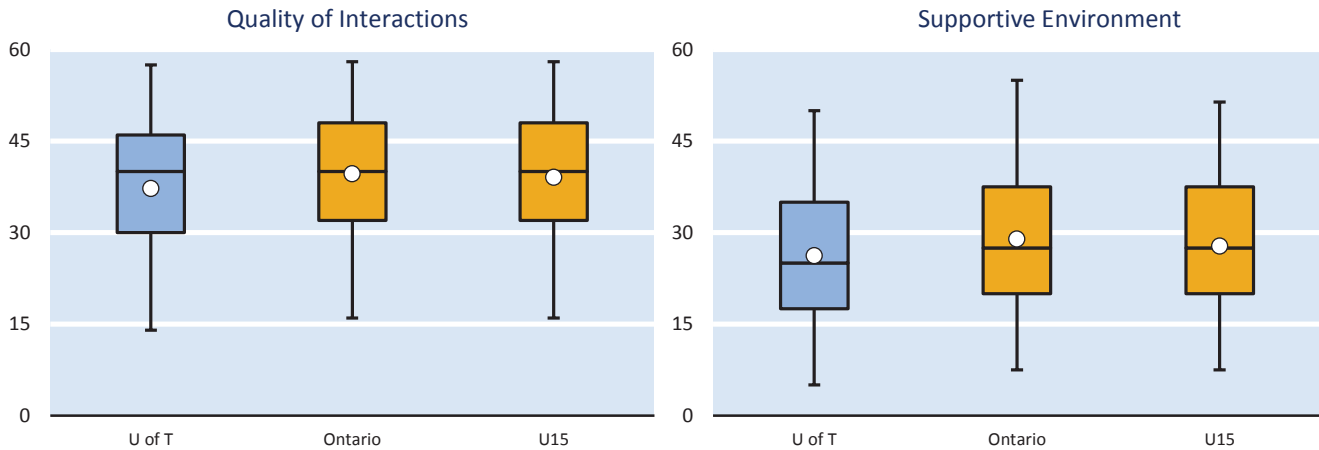
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	U of T Mean	Your seniors compared with			
		Ontario		U15	
		Mean	Effect size	Mean	Effect size
Quality of Interactions	37.2	39.6 ***	-.20	39.0 ***	-.15
Supportive Environment	26.2	28.9 ***	-.20	27.8 ***	-.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	U of T	Ontario	U15
13a. Students	52	65	63
13b. Academic advisors	32	38	35
13c. Faculty	42	47	45
13d. Student services staff (career services, student activities, housing, etc.)	30	35	34
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	34	32

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	U of T	Ontario	U15
14b. Providing support to help students succeed academically	50	60	57
14c. Using learning support services (tutoring services, writing center, etc.)	52	55	48
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	38	42	37
14e. Providing opportunities to be involved socially	48	58	56
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	57	56
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	26	24
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	46	46
14i. Attending events that address important social, economic, or political issues	35	37	37

Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		U of T	Your first-year students compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.9	40.6 ***	-.20		42.7 ***	-.35		
	Reflective and Integrative Learning	34.1	37.3 ***	-.26		39.3 ***	-.42		
	Learning Strategies	35.9	41.2 ***	-.38		43.4 ***	-.54		
	Quantitative Reasoning	24.8	28.8 ***	-.24		30.6 ***	-.36		
<i>Learning with Peers</i>	Collaborative Learning	30.5	34.7 ***	-.31		37.0 ***	-.48		
	Discussions with Diverse Others	40.4	43.2 ***	-.18		45.6 ***	-.34		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	13.7	23.3 ***	-.64		26.9 ***	-.84		
	Effective Teaching Practices	35.5	42.4 ***	-.52		44.6 ***	-.69		
<i>Campus Environment</i>	Quality of Interactions	36.7	44.0 ***	-.63		46.0 ***	-.78		
	Supportive Environment	31.2	39.4 ***	-.62		41.4 ***	-.78		

Seniors		U of T	Your seniors compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.0	43.3 ***	-.39		45.3 ***	-.53		
	Reflective and Integrative Learning	35.4	41.1 ***	-.45		43.1 ***	-.61		
	Learning Strategies	35.7	42.5 ***	-.47		44.9 ***	-.65		
	Quantitative Reasoning	25.5	31.3 ***	-.34		33.0 ***	-.44		
<i>Learning with Peers</i>	Collaborative Learning	29.2	35.4 ***	-.45		37.7 ***	-.62		
	Discussions with Diverse Others	42.3	44.0 ***	-.10		45.8 ***	-.23		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.5	29.5 ***	-.75		34.4 ***	-1.06		
	Effective Teaching Practices	35.3	43.0 ***	-.57		45.1 ***	-.74		
<i>Campus Environment</i>	Quality of Interactions	37.2	45.3 ***	-.71		47.4 ***	-.87		
	Supportive Environment	26.2	36.1 ***	-.72		39.0 ***	-.96		

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
U of T (N = 4805)	37.9	13.8	.20	15	30	40	50	60				
Ontario	36.8	13.8	.09	15	25	40	45	60	30,174	1.0	.000	.076
U15	35.5	13.6	.09	15	25	35	45	60	28,229	2.4	.000	.175
Top 50%	40.6	13.6	.03	20	30	40	50	60	5,089	-2.7	.000	-.199
Top 10%	42.7	13.6	.08	20	35	40	55	60	34,499	-4.8	.000	-.354
Reflective & Integrative Learning												
U of T (N = 4969)	34.1	12.2	.17	14	26	34	40	57				
Ontario	34.1	12.4	.08	14	26	34	43	57	31,479	.0	.958	.001
U15	32.7	12.1	.08	14	23	31	40	54	29,353	1.3	.000	.110
Top 50%	37.3	12.5	.03	17	29	37	46	60	5,293	-3.3	.000	-.259
Top 10%	39.3	12.6	.07	20	31	40	49	60	6,557	-5.2	.000	-.415
Learning Strategies												
U of T (N = 4560)	35.9	13.7	.20	13	27	33	47	60				
Ontario	35.4	14.1	.09	13	27	33	47	60	6,516	.5	.039	.033
U15	36.1	14.1	.09	13	27	33	47	60	6,710	-.2	.337	-.015
Top 50%	41.2	14.0	.04	20	33	40	53	60	4,874	-5.4	.000	-.382
Top 10%	43.4	14.0	.08	20	33	40	60	60	6,115	-7.6	.000	-.540
Quantitative Reasoning												
U of T (N = 4897)	24.8	15.8	.23	0	13	20	33	53				
Ontario	24.8	16.3	.10	0	13	20	40	53	7,002	.1	.767	.005
U15	24.6	15.7	.10	0	13	20	33	53	28,713	.2	.426	.012
Top 50%	28.8	16.3	.04	0	20	27	40	60	5,146	-3.9	.000	-.242
Top 10%	30.6	16.2	.07	0	20	27	40	60	6,023	-5.8	.000	-.358
Learning with Peers												
Collaborative Learning												
U of T (N = 5004)	30.5	14.5	.20	10	20	30	40	55				
Ontario	33.0	14.3	.09	10	20	35	45	60	31,689	-2.5	.000	-.176
U15	33.2	14.3	.09	10	20	35	45	60	29,782	-2.7	.000	-.189
Top 50%	34.7	13.7	.03	15	25	35	45	60	5,234	-4.2	.000	-.309
Top 10%	37.0	13.6	.06	15	25	35	45	60	6,037	-6.6	.000	-.480
Discussions with Diverse Others												
U of T (N = 4596)	40.4	16.5	.24	10	30	40	60	60				
Ontario	40.6	16.3	.10	10	30	40	60	60	29,053	-.1	.637	-.008
U15	39.1	16.5	.11	10	25	40	55	60	26,940	1.3	.000	.081
Top 50%	43.2	15.4	.04	20	35	45	60	60	4,802	-2.8	.000	-.180
Top 10%	45.6	14.8	.08	20	40	50	60	60	5,548	-5.2	.000	-.344
Experiences with Faculty												
Student-Faculty Interaction												
U of T (N = 4895)	13.7	13.4	.19	0	5	10	20	40				
Ontario	13.5	13.5	.08	0	5	10	20	40	30,909	.2	.312	.016
U15	12.2	12.9	.08	0	0	10	20	40	6,854	1.5	.000	.119
Top 50%	23.3	15.0	.04	0	10	20	30	55	5,413	-9.6	.000	-.644

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
U of T (N = 4270)	38.0	14.2	.22	15	30	40	50	60				
Ontario	38.0	13.9	.10	15	30	40	50	60	25,552	.0	.961	-.001
U15	36.4	13.8	.09	15	25	35	45	60	5,895	1.5	.000	.111
Top 50%	43.3	13.7	.03	20	35	40	55	60	168,275	-5.3	.000	-.386
Top 10%	45.3	13.6	.07	20	40	45	60	60	44,582	-7.3	.000	-.535
Reflective & Integrative Learning												
U of T (N = 4415)	35.4	13.2	.20	14	26	34	43	60				
Ontario	36.6	12.8	.09	17	29	37	46	60	6,174	-1.2	.000	-.094
U15	35.2	12.8	.08	14	26	34	43	57	6,066	.3	.226	.020
Top 50%	41.1	12.6	.03	20	31	40	51	60	4,638	-5.6	.000	-.445
Top 10%	43.1	12.5	.07	20	34	43	54	60	5,449	-7.6	.000	-.607
Learning Strategies												
U of T (N = 4093)	35.7	14.3	.22	13	27	33	47	60				
Ontario	35.2	14.3	.10	13	27	33	47	60	24,646	.5	.049	.034
U15	35.1	14.3	.10	13	27	33	47	60	25,914	.6	.022	.039
Top 50%	42.5	14.5	.03	20	33	40	60	60	4,265	-6.8	.000	-.467
Top 10%	44.9	14.1	.06	20	33	47	60	60	55,474	-9.2	.000	-.648
Quantitative Reasoning												
U of T (N = 4359)	25.5	16.8	.25	0	13	27	40	60				
Ontario	27.0	17.0	.12	0	13	27	40	60	26,040	-1.4	.000	-.085
U15	26.7	16.7	.11	0	13	27	40	60	27,469	-1.2	.000	-.069
Top 50%	31.3	17.2	.03	0	20	33	40	60	4,516	-5.8	.000	-.336
Top 10%	33.0	16.9	.07	0	20	33	47	60	67,941	-7.5	.000	-.443
Learning with Peers												
Collaborative Learning												
U of T (N = 4455)	29.2	14.9	.22	5	20	30	40	60				
Ontario	33.3	14.1	.09	10	25	35	45	60	6,156	-4.1	.000	-.285
U15	32.8	14.3	.09	10	20	30	40	60	6,072	-3.6	.000	-.249
Top 50%	35.4	13.8	.03	15	25	35	45	60	4,613	-6.2	.000	-.447
Top 10%	37.7	13.6	.07	15	30	40	50	60	5,256	-8.5	.000	-.620
Discussions with Diverse Others												
U of T (N = 4118)	42.3	16.0	.25	15	30	40	60	60				
Ontario	41.7	15.9	.11	15	30	40	60	60	24,801	.7	.014	.042
U15	40.3	15.8	.11	15	30	40	55	60	5,738	2.1	.000	.131
Top 50%	44.0	15.8	.03	20	35	45	60	60	247,492	-1.6	.000	-.103
Top 10%	45.8	15.4	.06	20	40	50	60	60	4,623	-3.5	.000	-.227
Experiences with Faculty												
Student-Faculty Interaction												
U of T (N = 4329)	17.5	14.6	.22	0	5	15	25	45				
Ontario	18.9	14.8	.10	0	10	15	25	50	26,001	-1.4	.000	-.094
U15	17.2	14.1	.09	0	5	15	25	45	5,943	.4	.134	.025
Top 50%	29.5	16.1	.05	5	20	30	40	60	4,789	-12.0	.000	-.747

Notes



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