



YORK UNIVERSITY

**2005 NATIONAL SURVEY OF STUDENT
ENGAGEMENT (NSSE)**

SUMMARY OF SELECTED RESULTS

October 2006

**Prepared by
Office of Institutional Research and Analysis**

www.yorku.ca/oira

SECTION I: OVERVIEW

The National Survey of Student Engagement (NSSE) is an annual survey of university students in their first year and final year of undergraduate study. The survey is intended to measure the level of student participation and engagement in their academic program. Indiana University's Centre for Post-Secondary Research administers the survey.

Annually, the survey is conducted at over 500 colleges and universities across North America. In 2005, eight Canadian universities participated in the survey to form a Canadian Consortium of schools. The eight universities were: Acadia University, Carleton University, Ryerson University, University of New Brunswick, University of Ottawa, University of Regina, University of Windsor, and York University. York's participation in the Consortium provides comparative data that allows for benchmarking against our Canadian peers.

In the Spring of 2005, York participated in this survey for the second time. A total of 5,000 students were contacted and 1,984 students chose to participate in the web-based survey for a total response rate of 39.7 per cent. In this year's survey, York chose to "over sample" seven faculties to ensure there was a minimum of 100 responses at the first and final year level within each faculty. This sample size allowed for a more detailed analysis of the NSSE results at the Faculty level.

Over all, the results show that York University students are about as engaged and as satisfied as students attending the other schools that participated in the Canadian Consortium. However, like other Canadian universities, York's results are significantly different from the norms posted at Universities in the United States¹.

SECTION II: STUDENT EXPERIENCE

The survey asks a series of general questions about the student experience. In this section, we present data for York University from both the 2004 and 2005 surveys along with data for the Canadian Consortium in 2005.

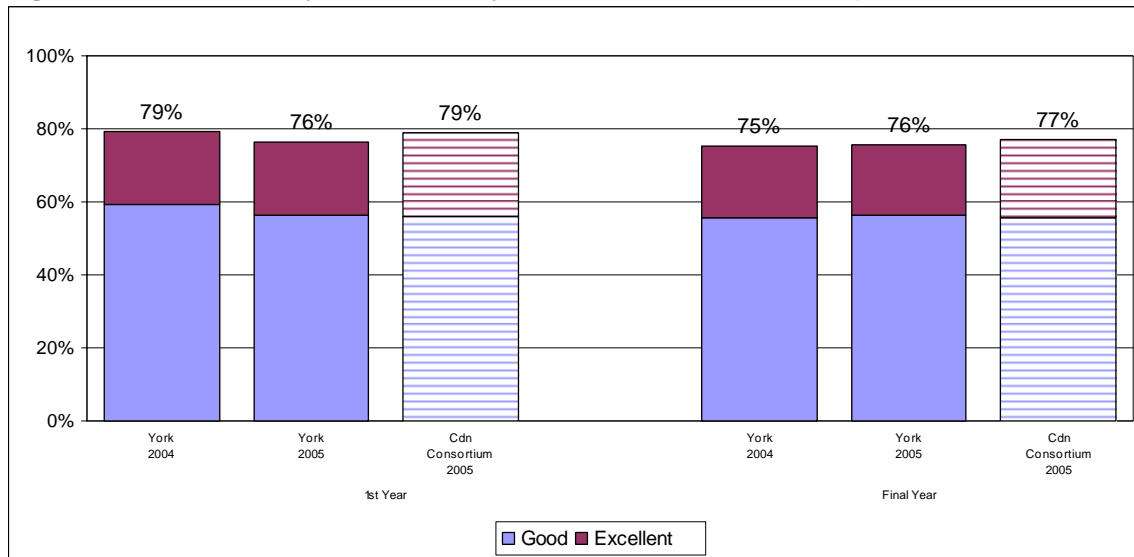
Entire Educational Experience

Students were asked to "evaluate their entire educational experience at this institution" on a scale from 1 (Poor) to 4 (Excellent). The results show about 75% of first-year and final year students rate their overall educational experience at York to be either Good or Excellent. The York University results in 2004 and 2005 are not significantly different, as are the comparisons with the Canadian Consortium.

From this question, we can determine that students who attend York are generally satisfied with the overall quality of their educational experience.

¹ A comparison of York's benchmark scores with the universities in the "Doctoral Extensive" category in the United States can be found in the York's NSSE Benchmark Report. A copy of this report can be found at www.yorku.ca/oira.

Figure 1: How would you evaluate your entire educational experience?

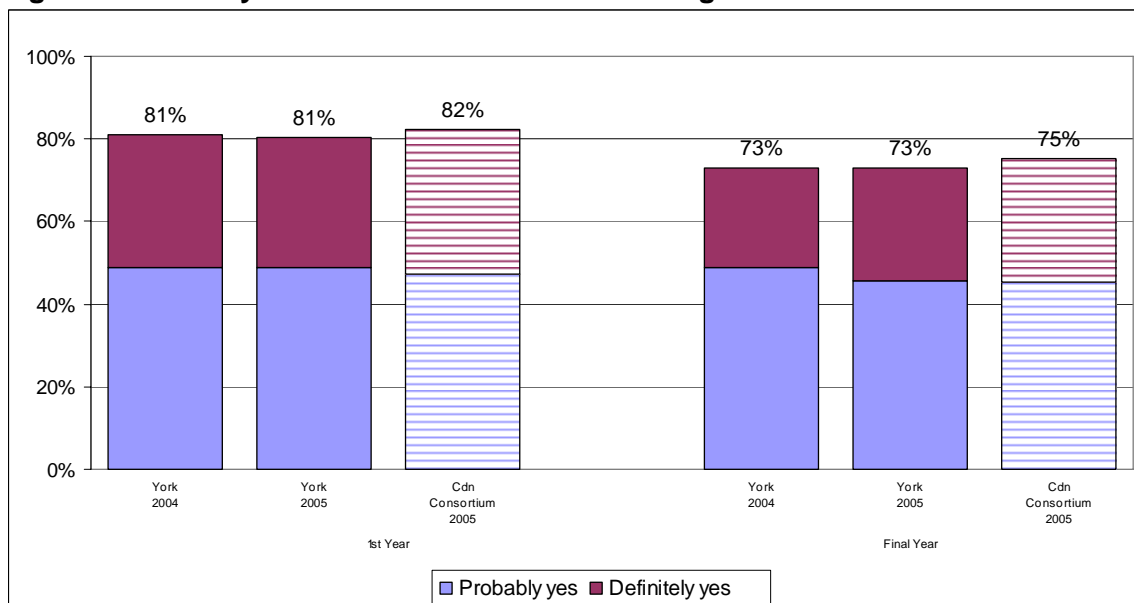


Would you Attend the Same Institution Again

Students were asked if they “could start over again, would you go to the same institution you are now attending?” on a scale from 1 (Definitely No) to 4 (Definitely Yes). The results (presented in Figure 2.) show that over 80% of students in their first year and almost 75% of students in their final year respond that they would return to York. Again, the York University results are not significantly different in the 2004 and 2005 surveys and are similar to those of the Canadian Consortium.

The vast majority of York University students was satisfied with the quality of their education and would return to York. However, the decrease between the first year and final year of study warrants further research.

Figure 2: Would you attend the same institution again?

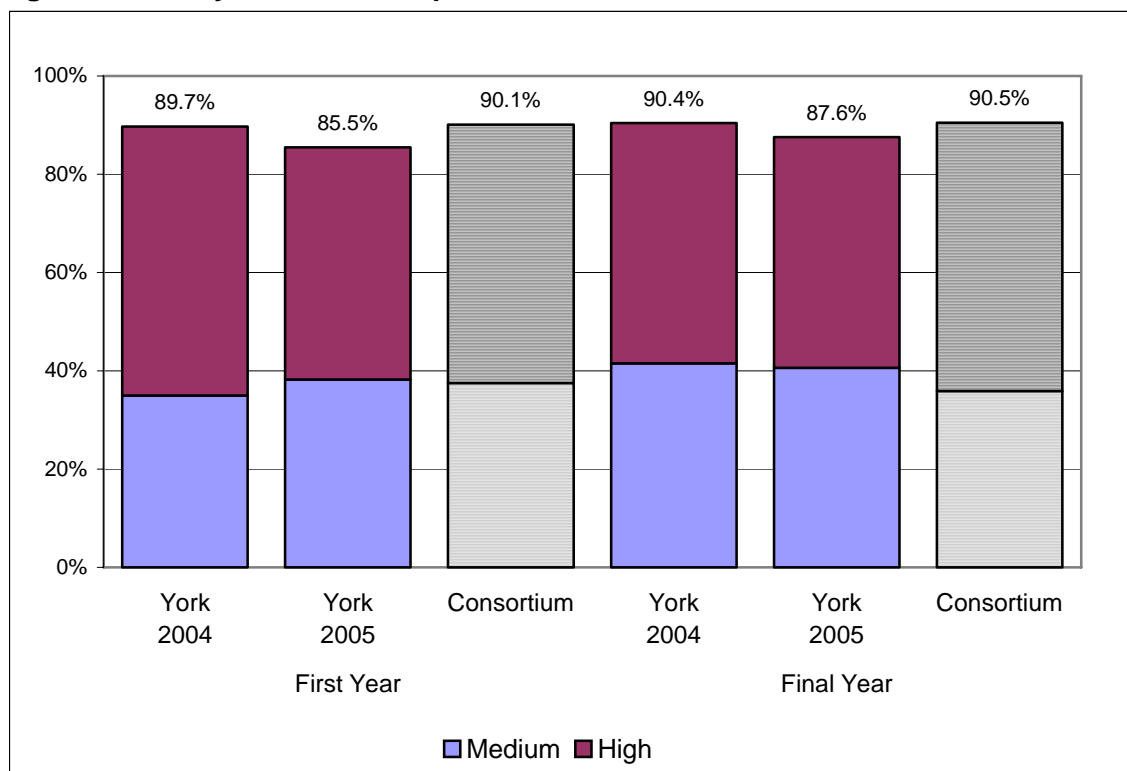


Quality of Relationships with Other Students

Students were asked to evaluate the quality of their relationships with other students during their time at York on a scale between 1 (unhelpful, unsupportive and unsympathetic) and 7 (helpful, supportive, sympathetic.) For this presentation, the results have been grouped into three categories: Poor quality relationship (1, 2 & 3), medium quality relationship (4 & 5) and good quality relationship (6 & 7).

The York results show that there was a drop in quality between the 2004 and 2005 surveys. Over 85 per cent of first year and final year students report that their relationships with other students are of good or medium quality. This result is lower than the average reported by the Canadian Consortium.

Figure 3: Quality of Relationships with Other Students

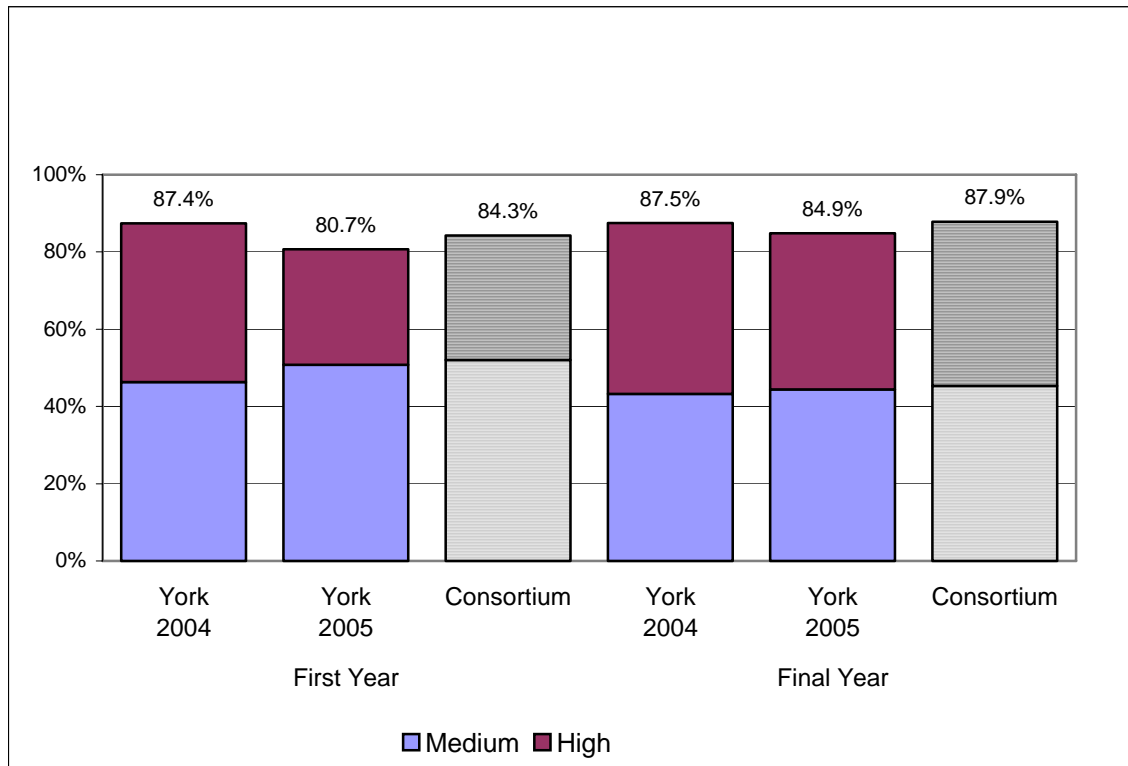


Quality of Relationships with Faculty

Students were asked to evaluate the quality of their relationships with faculty during their time at York on a scale between 1 (unhelpful, unsupportive and unsympathetic) and 7 (helpful, supportive, sympathetic). As with the student comparisons, the results have been grouped into three categories: Poor quality relationship (1, 2 & 3), medium quality relationship (4 & 5) and good quality relationship (6 & 7).

The York results show that there was a drop in the positive responses between 2004 and 2005. In 2005, over 80 per cent of first year students report that their relationships with faculty were of good or medium quality. By final year, this result increase to almost 85 per cent. However, again this result is lower than the average reported by the Canadian Consortium.

Figure 4: Quality of Relationship with Faculty

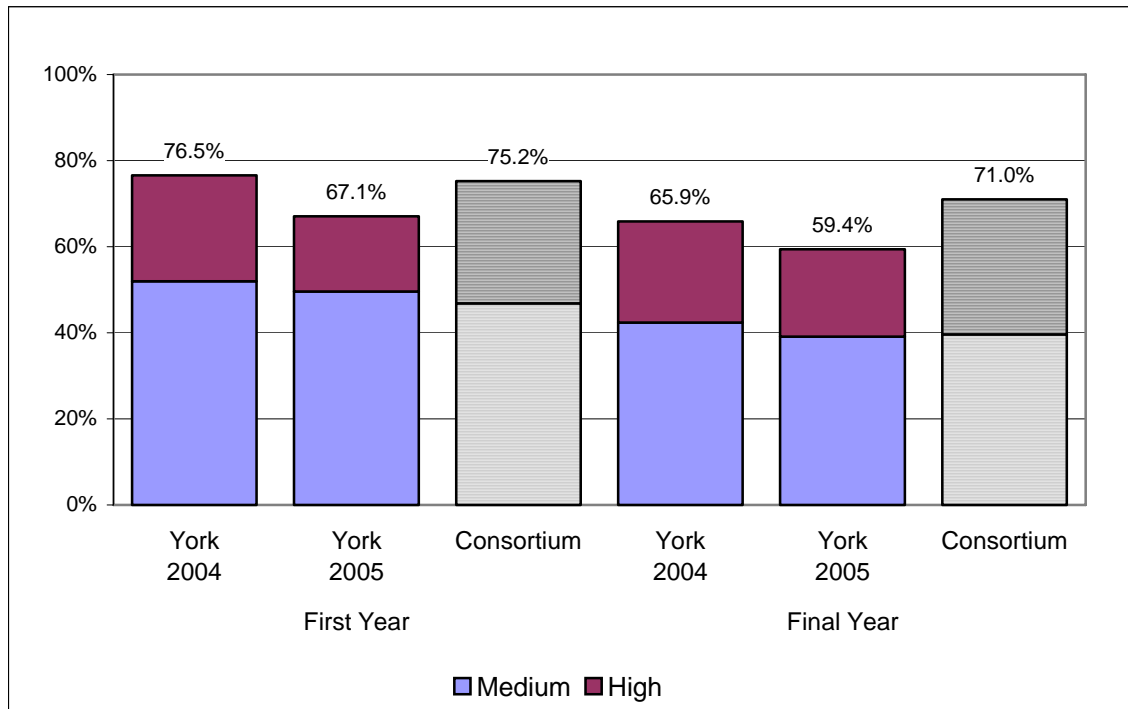


Quality of Relationships with Administrative Personnel

Students were asked to evaluate the quality of their relationships with administrative personnel during their time at York on a scale between 1 (unhelpful, unsupportive and unsympathetic) and 7 (helpful, supportive, sympathetic). The results have again been grouped into three categories.

The York results again show a drop in the quality of relationships between the 2004 and 2005 surveys. In 2005, 67 per cent of first year students report that their relationships with administrative personnel were of good or medium quality. By final year, this result decreased to almost 60 per cent. This result is lower than the average reported by the Canadian Consortium.

Figure 5: Quality of Relationship with Administrative Personnel

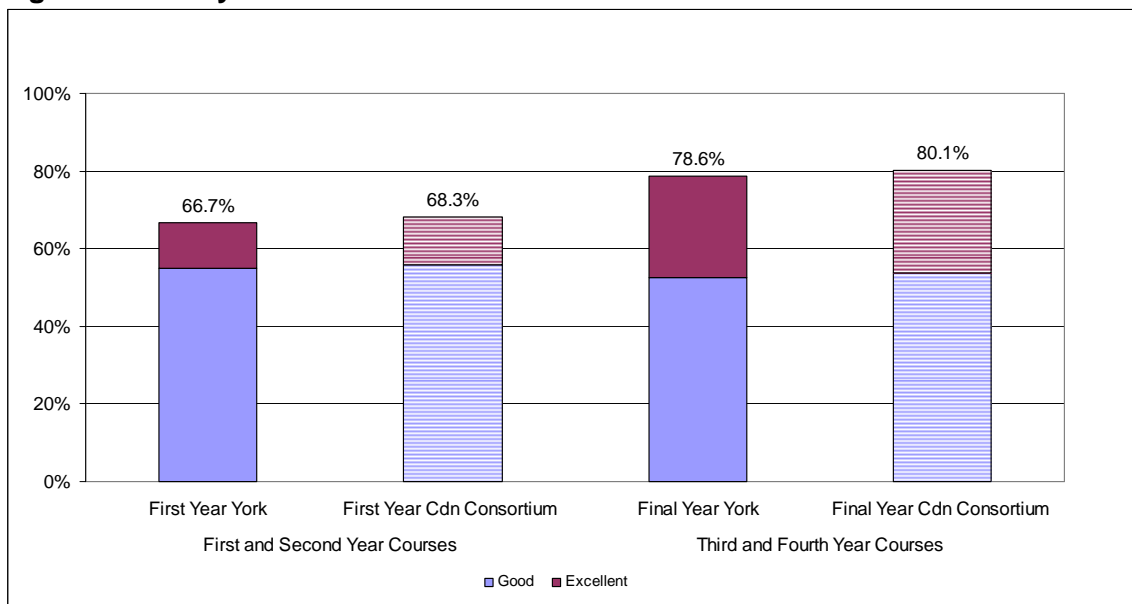


Quality of the Instruction

Students were asked to rate the quality of the instruction provided on a scale from 1 (Poor) to 4 (Excellent). The question asked them to distinguish between first and second year courses and third and fourth year courses. The figure below provides the results for the quality of instruction in first and second year courses as answered by first year students and the results for the quality of instruction in third and fourth year courses as answered by final year students.

The results show that 69 per cent of first year students and almost 80 per cent of final year students at York rank the quality of instruction as either good or excellent. The York results for are significantly lower in both first and final year as compared to the Canadian Consortium.

Figure 6: Quality of Instruction



SECTION III: BENCHMARKS

The NSSE survey produces a series of five benchmarks as a way of summarizing the volume of results. These benchmarks are:

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

This section presents the 2004 and 2005 benchmark results for York along with the 2005 benchmark results for the Canadian Consortium group of schools.

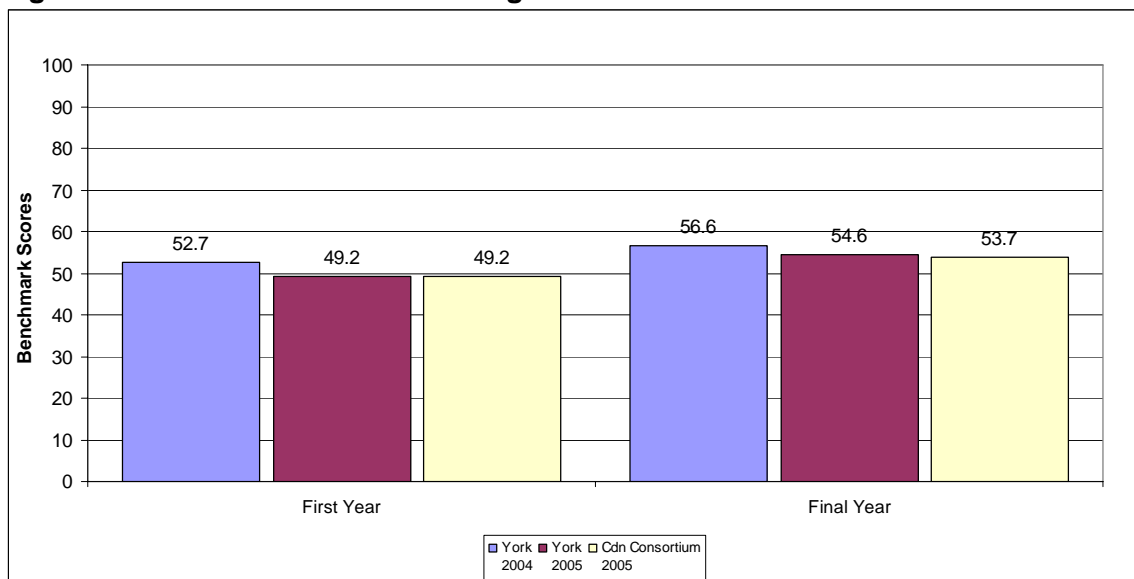
The NSSE description of each benchmark is provided at the beginning of each section. A list of survey questions included in each benchmark is included in Appendix I. A copy of the 2005 Canadian NSSE questionnaire is included in Appendix II.

Level of Academic Challenge

“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 achievement.”

The York results show that the level of academic challenge is higher for final year students than for first year students. The apparent decrease between 2004 and 2005 in the York results is not statistically significant. Similarly, there are no significant differences between the York and the Canadian Consortium results for 2005.

Figure 7: Level of Academic Challenge

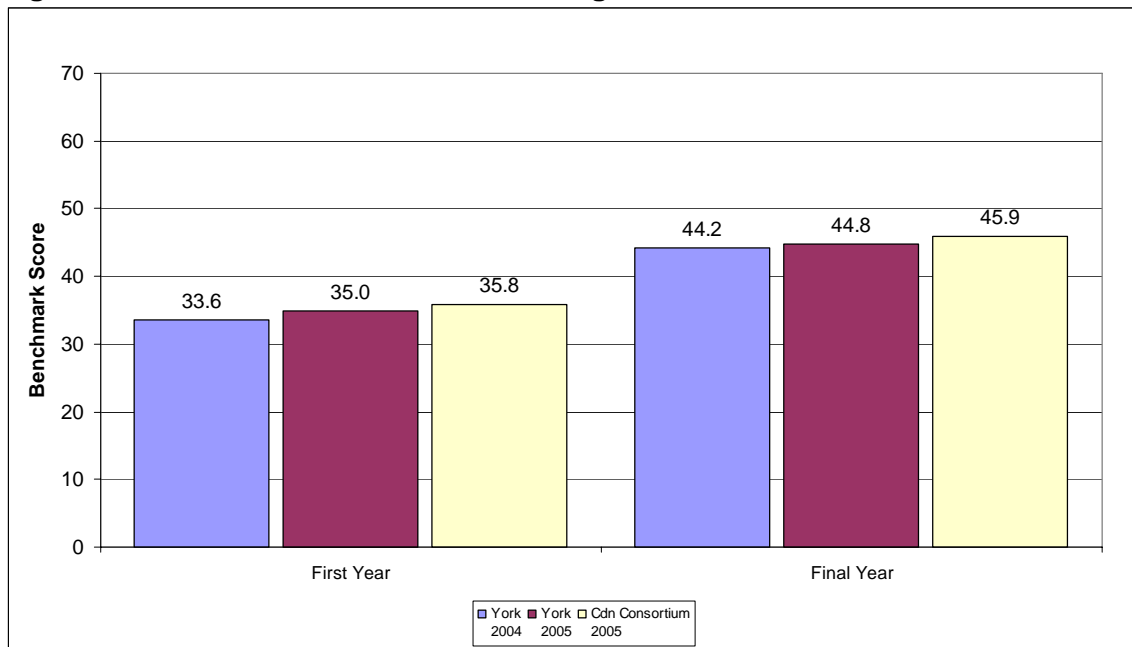


Active and Collaborative Learning

“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 other students in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.”

The York results show that the level of active and collaborative learning is significantly higher for final year students than for first year students. Again, there are no significant differences between the 2004 and 2005 results for York or between York and the Canadian Consortium.

Figure 8: Active and Collaborative Learning

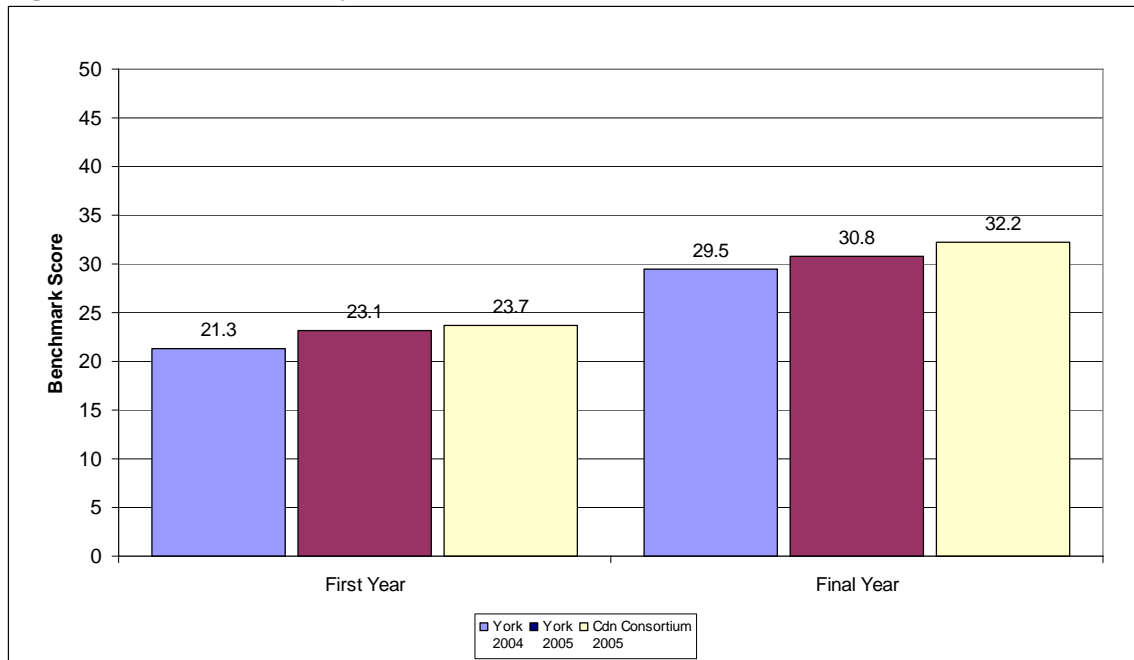


Student-Faculty Interaction

“Students learn first hand 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, live long learning.”

The York results show that the level of student-faculty interaction is significantly higher for final year students than for first year students. There are, however, no significant differences between the 2004 and 2005 results for York or between York and the Canadian Consortium.

Figure 9: Student-Faculty Interaction

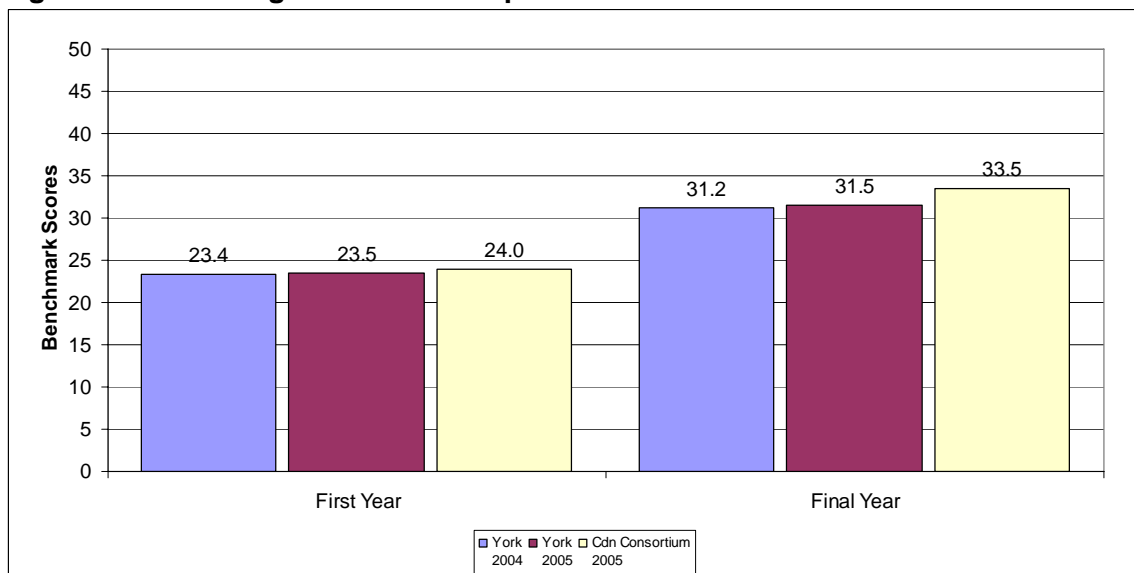


Enriching Educational Experiences

“Complementary learning opportunities in and out of the class augment academic programs. Diversity of experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, senior capstone courses provide opportunities to integrate and apply knowledge.”

The York results show that the level of enriching educational experiences is significantly higher for final year students than for first year students. There are no significant differences between the 2004 and 2005 results for York. The difference between York and the Canadian Consortium for final year students is significant (at the .05 level).

Figure 10: Enriching Educational Experiences

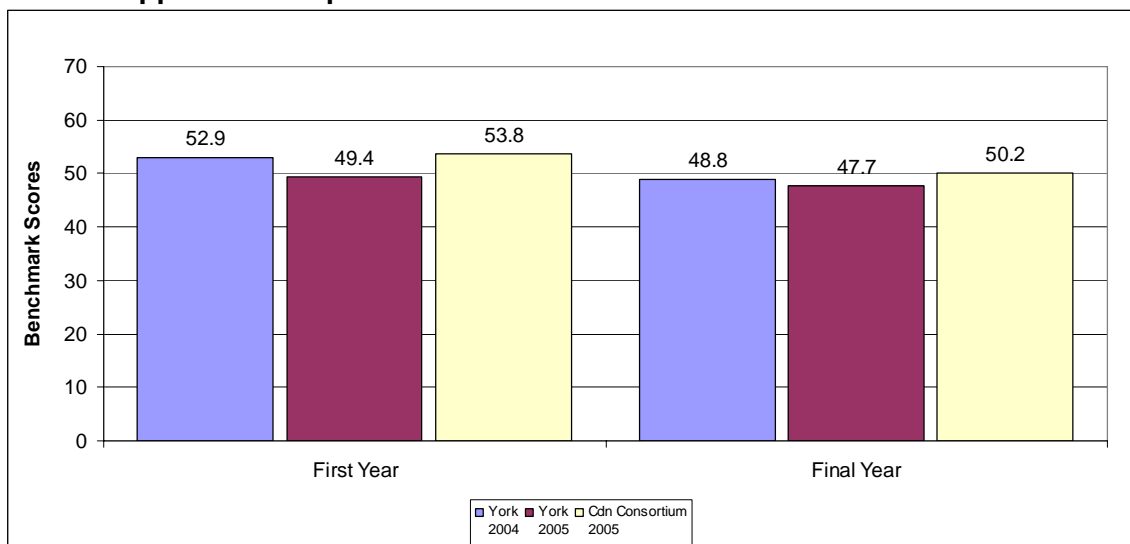


Supportive Campus Environment

“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”

The York results on this benchmark show significantly lower results for final year students compared to first year students. The 2005 York results are also significantly lower than that of the Canadian Consortium (at the .001 level).

Figure 11: Supportive Campus Environment



SECTION IV: CONCLUSION

The National Survey of Student Engagement provides a rich and complex set of data on the experiences of students at York University. Results from the 2004 and 2005 surveys have been combined to produce this report.

The goal of the York University 2005 NSSE Report is to provide the community with an overall view of York's NSSE results. York's results are contrasted in this report with the results of the 2004 survey and a consortium of Canadian universities.

Overall, the results show that students at York are about as engaged and satisfied as students at the other Canadian universities that participated in the 2005 survey. However, there is much more that York can do to increase the level of student engagement and satisfaction.

The results of these surveys provide a valuable tool that will aid us in improving the student experience at York University.

As a first step, we will be consulting with faculty, staff and students about the NSSE results in the Fall of 2006. York has again participated in the 2006 NSSE as part of an agreement with the Ontario Government. The 2006 survey results, when released, will provide an Ontario benchmark as all Ontario universities have participated in this survey.

As our experience grows with the survey we will be able to focus more directly on York's strengths and weaknesses. This will allow York to build on the strengths and improve on our weaker areas. The 2006 Report will provide more detailed analysis of York's level of student engagement.

For more information on the National Survey of Student Engagement please go to <http://nsse.iub.edu/html/origins.cfm>.

For more information on York University and the surveys in which we participate please go to <http://www.yorku.ca/oira>

APPENDIX A: NSSE BENCHMARK QUESTIONS

Level of Academic Challenge

ANALYZE	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
SYNTHESZ	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
EVALUATE	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
APPLYING	Applying theories or concepts to practical problems or in new situations
READASGN	Number of assigned textbooks, books, or book-length packs of course readings
WRITEMOR	Number of written papers or reports of 20 pages or more
WRITEMID	Number of written papers or reports between 5 and 19 pages
WRITESML	Number of written papers or reports of fewer than 5 pages
ACADPR01	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
ENVSCHOL	Spending significant amounts of time studying and on academic work

Active & Collaborative Learning

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

Student-Faculty Interaction

FACGRADE	Discussed grades or assignments with an instructor
FACPLANS	Talked about career plans with a faculty member or advisor
FACIDEAS	Discussed ideas from your readings or classes with faculty members outside of class
FACFEED	Received prompt feedback from faculty on your academic performance (written or oral)
FACOTHER	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
RESRCH04	Work on a research project with a faculty member outside of course or program requirements

Enriching Educational Experiences

DIVRSTUD	Had serious conversations with students of a different race or ethnicity than your own
DIFFSTU2	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
ITACADEM	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
INTERN04	Practicum, internship, field experience, co-op experience, or clinical assignment
VOLNTR04	Community service or volunteer work
FORLNG04	Foreign language coursework
STDABR04	Study abroad
INDSTD04	Independent study or self-designed major
SNRX04	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)

- COCURR01 Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)
- ENVDIVRS Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

- ENVSTU Relationships with other students
- ENVFAC Relationships with faculty members
- ENVADM Relationships with administrative personnel and offices
- ENVSUPRT Providing the support you need to help you succeed academically
- ENVNACAD Helping you cope with your non-academic responsibilities (work, family, etc.)
- ENVSOCAL Providing the support you need to thrive socially

APPENDIX B: 2005 NSSE SURVEY INSTRUMENT

National Survey of Student Engagement 2005 Canadian Questionnaire

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

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions. <i>[CLQUEST]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation. <i>[CLPRESEN]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in. <i>[REWROPAP]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources. <i>[INTEGRAT]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments. <i>[DIVCLASS]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments. <i>[CLUNPREP]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class . <i>[CLASSGRP]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments. <i>[OCCGRP]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions. <i>[INTIDEAS]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary). <i>[TUTOR]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course. <i>[COMMPROJ]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment. <i>[ITACADEM]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor. <i>[EMAIL]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor. <i>[FACGRADE]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor. <i>[FACPLANS]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class. <i>[FACIDEAS]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral). <i>[FACFEED]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations. <i>[WORKHARD]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) . <i>[FACOTHER]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) . <i>[OOCIDEAS]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own. <i>[DIVRSTUD]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values. <i>[DIFFSTU2]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form. <i>[MEMORIZE]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components. <i>[ANALYZE]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships. <i>[SYNTHESZ]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions. <i>[EVALUATE]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying theories or concepts to practical problems or in new situations. <i>[APPLYING]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	None	Between 1 and 4	Between 5 and 10	Between 11 and 20	More than 20
Number of assigned textbooks, books, or book-length packs of course readings. <i>[READASGN]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment. <i>[READOWN]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written papers or reports of 20 pages or more . <i>[WRITEMOR]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written papers or reports between 5 and 19 pages . <i>[WRITEMID]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of written papers or reports of fewer than 5 pages . <i>[WRITESML]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In a *typical week*, how many homework problem sets or problem-based homework assignments do you complete?

	None	1-2	3-4	5-6	More than 6
Number of problem sets or problem-based homework assignments that take you more than an hour to complete. <i>[PROBSETA]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of problem sets or problem-based homework assignments that take you less than an hour to complete. <i>[PROBSETB]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Very Little					Very much	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

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

	Very often	Often	Some-times	Never
Attended an art exhibit, gallery, play, dance, or other theater performance. <i>[ATDART05]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercised or participated in physical fitness activities. <i>[EXRCSE05]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.). <i>[WORSHPO5]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined the strengths and weaknesses of your own views on a topic or issue. <i>[OWNVIEW]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective. <i>[OTHRVIEW]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learned something that changed the way you understand an issue or concept. <i>[CHNGVIEW]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment. <i>[INTERNO4]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service or volunteer work. <i>[VOLNTR04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together. <i>[LRNCOM04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on a research project with a faculty member outside of course or program requirements. <i>[RESRCH04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional language coursework. <i>[FORLNG04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad. <i>[STDABR04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study or self-designed major. <i>[INDSTD04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) <i>[SNRX04]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the circle that best represents the quality of your relationships with *other students* at your institution. *[ENVSTU]*

Unfriendly, unsupportive, sense of alienation	Friendly, supportive, sense of belonging
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
1 2 3 4 5	6 7

Select the circle that best represents the quality of your relationships with *faculty members* at your institution. [ENVFAC]

Unavailable, unhelpful, unsympathetic			Available, helpful, sympathetic			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

Select the circle that best represents the quality of your relationships with *administrative personnel and offices* at your institution. [ENVADM]

Unhelpful, inconsiderate, rigid			Helpful, considerate, flexible			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

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

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities). [ACADPR01]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working for pay on campus . [WORKON01]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working for pay off campus . [WORKOF01]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.). [COCURR01]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaxing and socializing (watching TV, partying, etc.) . [SOCIAL05]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing care for dependents living with you (parents, children, spouse, etc.) . [CAREDE01]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commuting to class (driving, walking, etc.) [COMMUTE]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
Spending significant amounts of time studying and on academic work. [ENVSCHOL]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing the support you need to help you succeed academically. [ENVSUPRT]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds. [ENVDIVRS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping you cope with your non-academic responsibilities (work, family, etc.) . [ENVNACAD]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing the support you need to thrive socially. [ENVSOCAL]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) . [ENVEVENT]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computers in academic work. [ENVCOMPT]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
Acquiring a broad general education. [GNGENLED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquiring job or work-related knowledge and skills. [GNWORK]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing clearly and effectively. [GNWRITE]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively. [GNSPEAK]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking critically and analytically. [GNANALY]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing quantitative problems. [GNQUANT]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computing and information technology. [GNCMPTS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working effectively with others. [GNOTHERS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting in local, provincial, or federal elections. [GNCITIZN]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning effectively on your own. [GNINQ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding yourself. [GNSELF]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding people of other racial and ethnic backgrounds. [GNDIVERS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving complex real-world problems. [GNPROBSV]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a personal code of values and ethics. [GNETHICS]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to the welfare of your community. [GNCOMMUN]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a deepened sense of spirituality. [GNSPIRIT]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how would you evaluate the quality of academic advising you have received at your institution? [ADVISE]

- Excellent
- Good
- Fair
- Poor

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

- Excellent
- Good
- Fair
- Poor

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

- Definitely yes
- Probably yes
- Probably no
- Definitely no

Select your year of birth: *[BIRTHYR]*

- 1987
- 1986
- 1985
- 1984
- 1983
- 1982
- 1981

If other year, enter here: 19 __

Your sex: *[SEX]*

- Male
- Female

Are you a Canadian citizen? *[INTRN_CA]*

- Yes
- No

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 non-status.

[ABORI_CA]

- Yes
- 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. *[MNRTY_CA]*

- Yes
- No

What is your current classification in university? *[CLASS]*

- 1st year
- 2nd year
- 3rd year
- 4th year
- Unclassified

Did you begin university at your current institution or elsewhere? *[ENTER]*

- Started here
- Started elsewhere

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

- Community college (vocational or technical courses not at university level)
- Community college (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, specify: _____

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

[ENRLMENT]

- Full-time
- Less than full-time

Are you a member of a social fraternity or sorority? [FRATSORO]

- Yes
- No

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

[ATHLETE]

- Yes
- No

On what team(s) sponsored by your institution's athletics department are you an athlete? (Select all that apply.) [ATHTEAM]

- | | | |
|--|--|--|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Ice Hockey | <input type="checkbox"/> Swimming & Diving |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Track & Field | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Cross Country | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Fencing | <input type="checkbox"/> Rifle | <input type="checkbox"/> Water Polo |
| <input type="checkbox"/> Field Hockey | <input type="checkbox"/> Rowing | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Football | <input type="checkbox"/> Skiing | <input type="checkbox"/> Other, specify: |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Soccer | _____ |

What have most of your grades been up to now at this institution? [GRADES04]

- | | | |
|-----------------------------|-----------------------------|--------------------------------------|
| <input type="checkbox"/> A | <input type="checkbox"/> B+ | <input type="checkbox"/> C+ |
| <input type="checkbox"/> A- | <input type="checkbox"/> B | <input type="checkbox"/> C |
| | <input type="checkbox"/> B- | <input type="checkbox"/> C- or lower |

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

[LIVENOW]

- 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

What is the highest level of education that your father completed? [FATHR_CA]

- Did not finish high school
- Graduated from high school
- Some or completed college or CEGEP
- Attended university without earning degree
- Completed a bachelor's degree (B.A., B.Sc., etc.)
- Completed a master's degree (M.A., M.Sc., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

What is the highest level of education that your *mother* completed? [MOTHR_CA]

- Did not finish high school
- Graduated from high school
- Some or completed college or CEGEP
- Attended university without earning degree
- Completed a bachelor's degree (B.A., B.Sc., etc.)
- Completed a master's degree (M.A., M.Sc., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

Please enter your primary major or your expected primary major. [MAJRPRIM]

If applicable, please enter your second major or your expected second major (not minor, concentration, etc.) . [MAJRSECD]

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.

THANKS FOR SHARING YOUR VIEWS!

Canadian NSSE Consortium 2005

Additional Questions

Could you please answer some additional questions regarding your overall undergraduate experience.

Consider the size of the first- and second-year classes you've taken at this university. Have they generally been: *[CAN01]*

- Far larger than you'd like
- Somewhat larger than you'd like
- OK in size
- Smaller than you'd like
- Not applicable/you have taken no first- and second-year courses here

Overall, how would you rate the quality of instruction in the first- and second-year courses you've taken at this university? *[CAN02]*

- Excellent
- Good
- Fair
- Poor
- Not applicable/you have taken no first- and second-year courses here

Consider the size of the third- and fourth-year classes you've taken at this university. Have they generally been: *[CAN03]*

- Far larger than you'd like
- Somewhat larger than you'd like
- OK in size
- Smaller than you'd like
- Not applicable/you have taken no first- and second-year courses here

Overall, how would you rate the quality of instruction in the third- and fourth-year courses you've taken at this university? *[CAN04]*

- Excellent
- Good
- Fair
- Poor
- Not applicable/you have taken no first- and second-year courses here

Overall, how would you rate the quality of the teaching assistants you've had contact with at this university? *[CAN05]*

- Excellent
- Good
- Fair
- Poor
- Not applicable/you have had no teaching assistants here

Would you say that you have been able to take the courses you NEED for your major when you want? [CAN06]

- Always
- Most of the time
- Some of the time
- Rarely
- Not applicable/haven't tried to take any yet

Would you say that you have been able to take the courses you PREFER to take (in or out of your major) when you want? [CAN07]

- Always
- Most of the time
- Some of the time
- Rarely
- Not applicable/haven't tried to take any yet

How would you rate this university's responsiveness to student academic problems? [CAN08]

- Excellent
- Good
- Fair
- Poor
- Not applicable/don't know

During the past year, from what source did you receive MOST of your academic advising? (Please check only one) [CAN09]

- Advisors in central advising
- Advisors in your Faculty, your college or your department
- Instructors or staff members not formally assigned as advisors
- Online registration and degree tracking system
- Undergraduate calendar or other publications
- Friends or family
- None of these

How would you rate this university's contribution to your knowledge of career options in your area of study? [CAN10]

- Excellent
- Good
- Fair
- Poor
- Not applicable/you have taken no first- and second-year courses here

How much do you agree or disagree with the following statement?

"I sometimes feel I get the runaround at this university when I seek information or approvals."

[CAN11]

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not applicable/don't know

During this academic year, to what extent have you experienced a sense of community at this university (that is, being part of a group who share common interests, goals, values, and experiences)? [CAN12]

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not applicable/don't know

Where are you currently living? [CAN13]

- in on-campus housing / residence
- with parents, guardians or relatives
- in rented home/apartment
- in rented room or rooming house
- in personally owned home

How do you usually travel to and from campus? (where your mode differs depending on the weather or season please indicate your most common method) [CAN14]

- I live in residence
- private automobile
- car pool / share driving
- public transit
- walk/bicycle/blade

What is the typical length of time it takes you to get to campus from your place of lodging?

[CAN15]

- I live in residence
- 20 minutes or less
- 21-40 minutes
- 41-60 minutes
- 61-80 minutes
- Over 80 minutes

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 outside of residence). [CAN16]

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

Which of the following factors poses, or has posed, the BIGGEST obstacle to your academic progress? (please check only one) [CAN17]

- 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
- Other
- Not applicable/you have faced no obstacles

In your opinion, what is your university BEST known for? (please check only one) [CAN18]

- Quality of teaching
- Research activities
- Academic programs
- Campus life
- Financial support to students
- Career orientation
- Don't know