NSSE 2011 Ontario Results for Benchmarks of Effective Educational Practice

I. Level of Academic Challenge (11 items)
   - Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
   - Worked harder than you thought you could to meet an instructor’s standards or expectations
   - Number of assigned textbooks, books, or book-length packs of course readings
   - Number of written papers or reports of 20 pages or more
   - Number of written papers or reports between 5 and 19 pages
   - Number of written papers or reports fewer than 5 pages
   - Coursework emphasizes analyzing the basic elements of an idea, experience or theory
   - Coursework emphasizes synthesizing and organizing ideas, information or experiences
   - Coursework emphasizes making judgments about the value of information, arguments or methods
   - Coursework emphasizes applying theories or concepts to practical problems or in new situations
   - Campus environment emphasizes spending significant amounts of time studying and on academic work

Key Results for UWindsor Respondents
   - 83% of first-year students felt that the university placed substantial emphasis on academics.
   - 53% of first-year students frequently worked harder than they thought they could to meet faculty expectations.
   - 51% of first-year students reported that their exams strongly challenged them to do their best work.
   - 43% of final year students spent more than 15 hours per week preparing for class

Figure 1: (error bar represents the interval within one standard deviation of the Ontario average)
II. Active and Collaborative Learning (7 items)
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)

Key Results for UWindsor Respondents
- 58% of first-year students frequently discussed readings or ideas from coursework outside of class
- 43% of first-year students worked with other students on assignments outside of class
- 46% of final year students participated in some form of practicum, internship or co-op experience
- 54% of final year students frequently asked questions in class or contributed to class discussions
Figure 3: (error bar represents the interval within one standard deviation of the Ontario average)

Figure 4: (error bar represents the interval within one standard deviation of the Ontario average)
III. Student Interactions with Faculty Members (6 items)

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

Key Results for UWindsor Respondents

- 80% of first-year students at least sometimes discussed grades or assignments with an instructor
- 19% of final year students had done research with a faculty member
- 44% of first-year students frequently received prompt verbal or written feedback from faculty
- 74% of final year students at least occasionally discussed career plans with faculty; 26% never talked to faculty about career plans

Figure 5: (error bar represents the interval within one standard deviation of the Ontario average)
IV. Enriching Educational Experiences (11 items)

- Had serious conversations with students with different religious beliefs, political opinions or values
- Had serious conversations with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participated in:
  - Internships, co-op or field experiences
  - Community service or volunteer work
  - Study abroad
  - Independent study or self-designed major
  - Culminating senior experience
  - Co-curricular activities
  - Learning communities

**Key Results for UWindsor Respondents**

- 49% of first-year students frequently had serious conversations with students from different racial backgrounds
- 57% of first-year students spent no time participating in co-curricular activities
- 62% of final year students had participated in community service or volunteer work
Figure 7: (error bar represents the interval within one standard deviation of the Ontario average)

NSSE 2011: Enriching Educational Experiences
First-Year

* w/o Windsor

Figure 8: (error bar represents the interval within one standard deviation of the Ontario average)

NSSE 2011: Enriching Educational Experiences
Final Year

* w/o Windsor
V. Supportive Campus Environment (6 items)
- Campus environment provides support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

Key Results for UWindsor Respondents
- 75% of first-year students reported their peers were friendly, supportive and helped them feel as if they belong
- 66% of first-year and 77% of final year students found their professors to be available, helpful and sympathetic
- 55% of final year students said that administrative personnel and offices were helpful, considerate and flexible
- 69% of first-year and 62% of final year students felt that the university had a substantial commitment to their academic success
- 34% of first-year students felt well-supported by the university in terms of their social needs

Figure 9: (error bar represents the interval within one standard deviation of the Ontario average)
VI. Overall Satisfaction at UWindsor

- 68% of first-year respondents rated the quality of academic advising they had received as good or excellent compared to 75% in the Ontario aggregate.
- 74% of first-year and 77% of final year students reported that their educational experience at UWindsor was good or excellent compared with 82% of first-year and 77% of final year students in the rest of Ontario.
- 75% of final year respondents would choose UWindsor again if they could start their postsecondary education over. This is the same as the Ontario aggregate result.