

## NSSE 2023 Summary Report

### Administration Details

A link to the NSSE instrument was emailed to all first-year and final year undergraduate students in February 2023. At the time the survey closed on April 30<sup>th</sup>, 1,753 students had responded from a possible 5152; 876 first year and 877 final year. The 2023 response rate of 34% is notably lower than in the past two NSSE administrations (52% in 2020 and 59% in 2017). A key difference in the 2023 launch was not having individual survey links on the student LMS. This was primarily due to timing as Brightspace, the university's new LMS, had only recently gone live.

The response rate by year of study with margin of error (MoE) and by respondent faculty are shown in the following two tables.

Table 1: Response Rate

	First year			Final Year		
	#	Response rate	MoE	#	Response rate	MoE
2023	876	36%	+/- 2.6%	877	33%	+/- 2.7%
2020	1,546	56%	+/- 1.6%	1,288	48%	+/- 2.0%
2017	1,550	60%	+/- 1.6%	1,677	58%	+/- 1.6%

Table 2: Response Rate by Faculty, 2023

	First year		Final Year	
	#	Response rate	#	Response rate
FAHSS	304	33%	292	31%
BUS	72	30%	89	30%
ENG	103	42%	137	44%
HK	56	28%	58	35%
NURS	62	42%	74	26%
SCIENC	279	39%	227	34%

As noted in past administrative surveys, females are somewhat over-represented in that 59% of both first year and final year respondents are female compared to the UWindsor population rates of 52% in first year and 54% in final year. Other demographic variables specifically Domestic/Visa, Full-Time/Part-Time, living on campus/not are generally reflective of our student population.

### Overall Satisfaction

NSSE asks respondents two summative questions:

- How would you evaluate your entire educational experience at this institution?
- If you could start over, would you go to the same institution you are now attending?

Nearly seven in ten first year and final year respondents evaluate their entire educational experience at UWindsor as either excellent or good. Eight in ten (81%) first year respondents would choose UWindsor if starting over compared to 73% of those who responded in their final year. (Figures 1 and 2).

Figure 1:

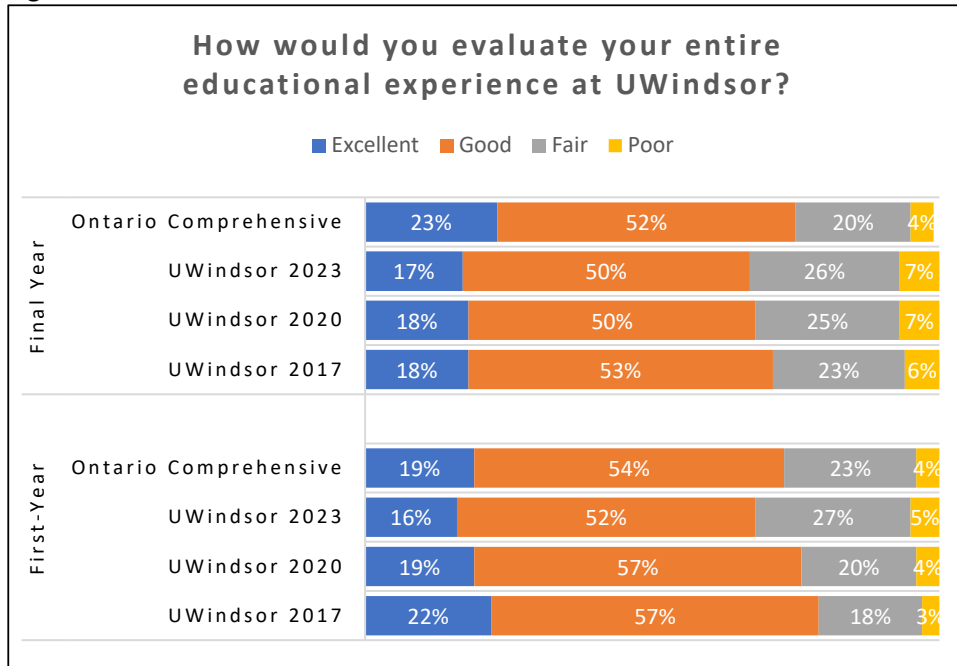
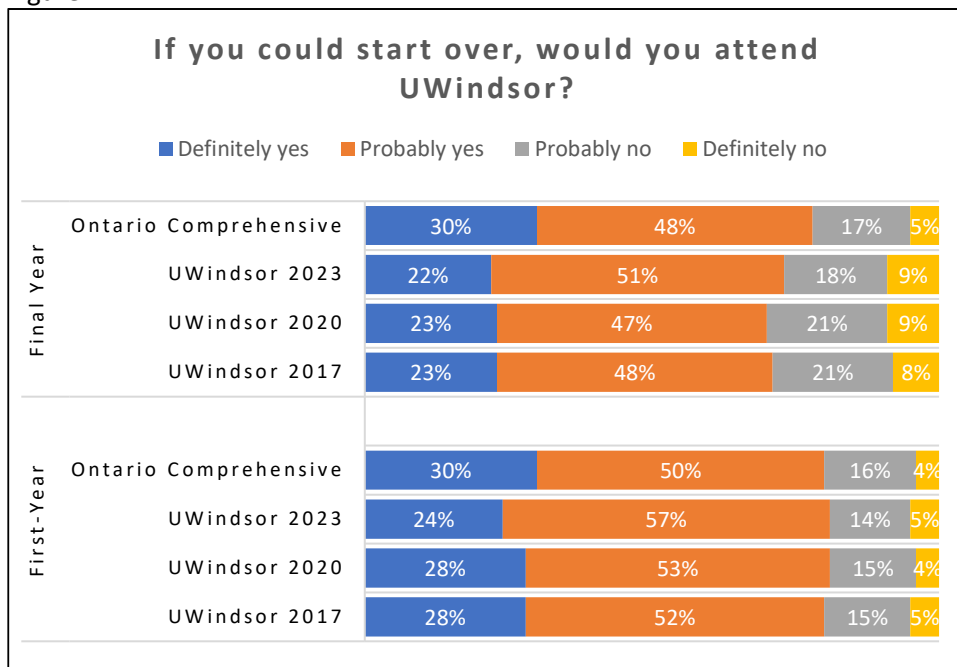


Figure 2:



Despite 19% of first year students saying they likely would not attend UWindSOR if they were starting over, only 2% in a separate question indicate that they will definitely not return next year. About nine in ten (91%) indicate they will return and 7% are unsure, the same finding as their counterparts in the Ontario comprehensive universities. Of the first year students who say they won't return or are unsure, 81% cite their academic performance and 71% report lack of good academic advising as obstacles to their academic progress.

## Sense of Community

Students overwhelmingly report feeling comfortable being themselves at UWindsor (88% of first year and 87% of seniors). About 7 in 10 first year students feel valued by the university and part of a community. Final year students are not as positive with 56% feeling valued by the university and 62% feeling like part of the community. (Figures 3 and 4).

Figure 3:

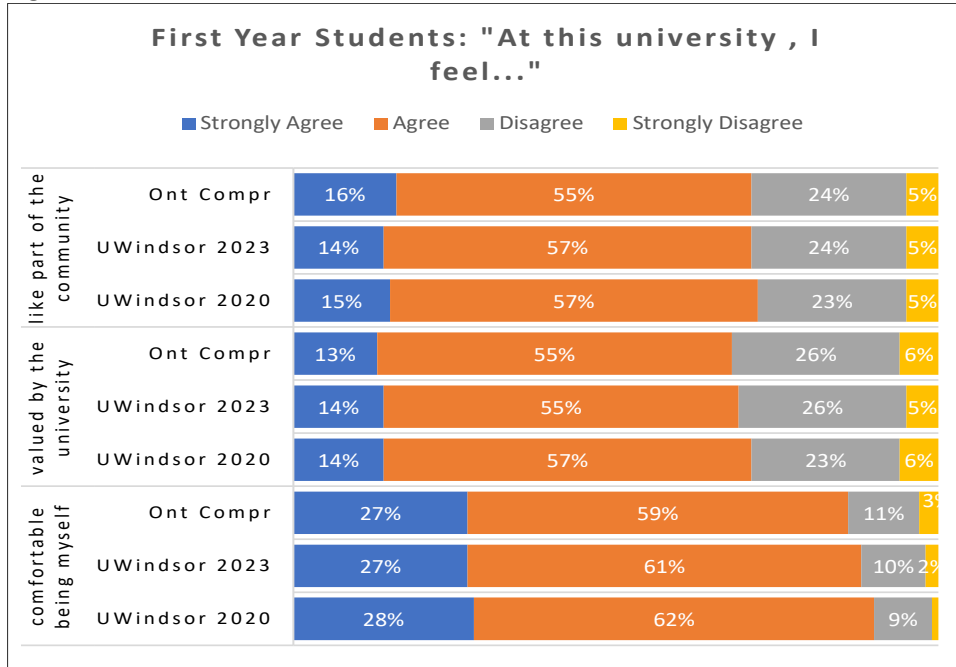
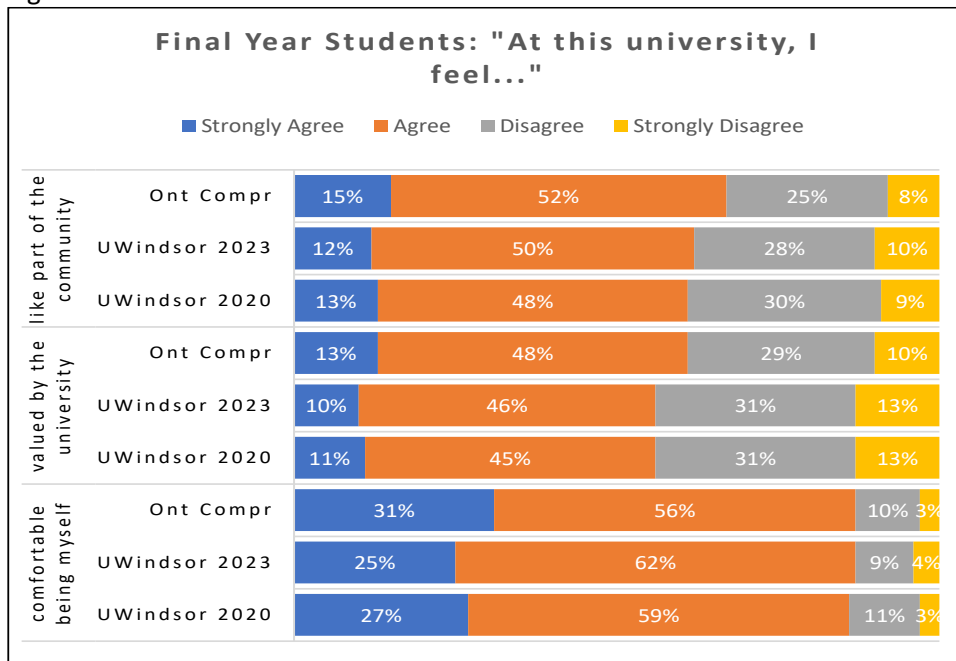


Figure 4:



The 22% of respondents who identify as having a disability that affects their learning and living activities are significantly less likely to agree with two of these statements. About half of those with a disability feel valued by the university (50%) or like part of the community (55%) compared to nearly 7 in 10 of those who said they were not disabled (67% and 71% respectively).

Similar to the 2020 NSSE finding, feeling like part of the community and overall satisfaction are significantly related. More than eight in ten respondents (79% of first year and 85% final year) who feel like part of the community rate their educational experience as excellent or good compared to about 4 in 10 who do not feel a community connection (40% of first year and 39% of final year). Table 3 shows a similar result when asked if they were likely to start over at UWindsor.

Table 3:

First year: I feel like part of the community	Educational Experience % <i>Excellent/Good</i>	Start over at UWindsor % <i>Definitely/Probably</i>
Strongly agree/agree	79%	86%
Disagree/Strongly disagree	40%	69%

Final Year: I feel like part of the community	Educational Experience % <i>Excellent/Good</i>	Start over at UWindsor % <i>Definitely/Probably</i>
Strongly agree/agree	85%	84%
Disagree/Strongly disagree	39%	55%

Most commonly students experience a sense of community on campus (described as part of a group that shares common interests, goals, values, and experiences) in a class (49%), an academic program (32%) and in a study group (25%). There is no difference in the reported sense of community for those living in residence and commuters.

Apart from those students living in residence, 40% of first year and 47% of seniors spend five hours or less on campus in a typical week, outside of time spent in class and labs.

### High-Impact Practices (HIPs)

NSSE asks students about their participation in six HIPs. These practices are opportunities provided by universities which are positively associated with student learning and retention. The NSSE Institute recommends that students participate in at least two HIPs during their undergraduate studies - one in their first year and one that is connected to their major (NSSE, 2007). The six practices are participation in:

- Formal learning community where students take 2 or more courses together
- Courses that included a community-based project or 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 experience (capstone course, senior project, thesis, portfolio etc.)

Note that first year respondents are only asked about their experiences in the first three HIPs while final year respondents are asked about all six opportunities.

In 2023, 48% of first year and 80% of final year students said they participated in at least one HIP during their undergraduate program of study. This measure of participation is similar to the NSSE 2020 finding of 48% of first year and 82% of final year respondents and to their counterparts in the Ontario comprehensive universities group. The rate of senior respondents participating in two or more HIPs has been trending upwards since the 2017 NSSE administration.

Just over half the final year respondents (52%) report participating in a work-integrated learning experience including an internship, co-op, field experience, student teaching or clinical placement, consistent with the 2020 result of 49% and a notable increase from 43% in NSSE 2017. (Table 4).

Table 4: HIP Participation (% Done or In Progress)

	First year			Final Year		
	2023	2020	2017	2023	2020	2017
Service-learning	42%	44%	47%	50%	56%	58%
Learning community	7%	7%	9%	16%	17%	19%
Research with faculty	7%	4%	4%	22%	23%	22%
Internship or field experience	-	-	-	52%	49%	43%
Study abroad	-	-	-	5%	6%	6%
Culminating senior experience	-	-	-	38%	33%	30%
<i>Participated in at least one</i>	<i>48%</i>	<i>48%</i>	<i>50%</i>	<i>80%</i>	<i>82%</i>	<i>80%</i>
<i>Participated in two or more</i>	<i>6%</i>	<i>6%</i>	<i>7%</i>	<i>58%</i>	<i>54%</i>	<i>51%</i>

First year students were asked whether they *planned* to participate in the three upper-division HIPs before they graduated. Sixty-four percent plan to participate in an internship, co-op, field experience, student teaching or clinical placement, 28% plan to take part in a study abroad program and 36% hope to complete a culminating senior experience such as a senior project, capstone course or thesis. It is notable that 37% of first year who responded to the survey plan to work with a faculty member on a research project while just 22% of those in their final year have reportedly done this.

### Engagement Indicators (EIs)

NSSE uses ten EIs to summarize different aspects of student engagement with each EI based on three to eight related survey items. The EI scores are produced by converting each component item to a 60-point scale (0=Never, 20= Sometimes, 40=Often, 60=Very often) and then calculating an average of the rescaled components. Thus, higher EI scores indicate greater levels of student engagement.

A detailed description of the ten EIs are included at the end of the report.

Table 5 shows the UWindsor mean EI scores relative to those of the Ontario comprehensive group of universities. In keeping with previous NSSE findings, although not statistically significant in 2023, both first and final year UWindsor students have higher mean scores on the *Student-Faculty Interaction* EI than the Ontario comprehensive group of universities. There is no significant difference between UWindsor and the Ontario Comprehensive universities for first year and senior respondents on eight of the ten EIs although the *Quantitative Reasoning* and the *Effective Teaching Practices* EIs are significantly lower at UWindsor when compared to their counterparts in the Ontario comprehensive universities. (Table 5).

Over the past three NSSE administrations, the EI scores generally have not changed significantly, however *Collaborative Learning* for both first and final year respondents is trending downwards and the *Quality of Interactions* measure continues to increase.

Table 5: NSSE 2023 EI Mean Scores for UWindsor & Ontario Comprehensive Universities Group

Theme	EI	First year			Final Year		
		UWindsor	Ont. Compr.	Sig	UWindsor	Ont. Compr.	Sig
Academic Challenge	Higher-Order Learning	35.9	37.7		37.4	38.5	
	Reflective & Integrative Learning	32.9	34.4		35.1	36.7	
	Learning Strategies	37.1	36.0		35.6	35.3	
	Quantitative Reasoning	25.3	27.5	↓	25.4	28.4	↓
Learning with Peers	Collaborative Learning	31.5	31.8		32.5	31.4	
	Discussions with Diverse Others	38.0	38.8		38.8	39.1	
Experiences with Faculty	Student-Faculty Interaction	15.6	14.9		19.0	17.9	
	Effective Teaching Practices	32.1	33.9	↓	32.8	35.1	↓
Campus Environment	Quality of Interactions	39.7	39.7		38.4	39.8	
	Supportive Environment	29.3	30.8		26.2	27.5	

↓: 2023 UWindsor EI significantly lower than Ontario Comprehensive Universities,  $p < .001$ , effect size  $> 1.3$

### Student Experiences

As in past NSSE administrations, the most frequently cited obstacles to academic progress are consistently financial pressures or work obligations (83% for both first year and final year) and academic performance (79% for first year and 63% for final year). First and final year respondents report spending on average 16.3 and 17.3 hours respectively in a typical week preparing for class including studying, reading, and working on assignments. Lack of good academic advising continues to be highlighted as an obstacle, for both first and final year students surveyed (57% for first year and 63% for final year).

Sixty-one percent of students surveyed have a clear idea of their career plans (60% of first-year and 62% of seniors) with 67% indicating that what they are learning at UWindsor is relevant to their career paths (some/quite a bit/very much). Key factors influencing their career plans are a desire to impact or support their community (reported by 88%), advice from friends and family (81%), expected job salary and availability (78%) and interactions with a faculty member (56%). As well, the career plans of final year students are impacted by their work (77%) and work-integrated learning (70%) experiences. More than eight in ten senior students (84%) learned about a career or an industry from a practicing professional with a connection to their program.

Ninety percent of final year students surveyed are confident in their ability to communicate their knowledge, skills and experiences to potential employers including 26% who are very confident. Nearly all respondents (95%) are confident that they can work effectively with people of other economic,

racial/ethnic, religious and political backgrounds. Sixty-eight percent are certain they will be able to address any ethical issues they may face in their careers.

When summarizing the responses of those who work either on or off campus, 57% of first year and 75% of final year UWindsor students are employed. In a typical week, employed first year students work on average 17 hours and seniors work 18 hours. Due to limitations of the Ontario Comprehensive universities reported data, comparison of the employment situation is only possible for those working off campus. While the average number of weekly hours worked off campus by UWindsor students is estimated to be the same as in the Ontario comprehensive group (14 for first year and 15 for final year), UWindsor students are more likely to work; 54% of UWindsor first year students and 63% of final year UWindsor students work for pay off campus compared with 41% and 57% respectively in the comprehensive group. Of those UWindsor students who are employed, 41% of first year and 62% of seniors say their work is at least somewhat related to their career plans. Additionally, 41% of UWindsor respondents do some form of weekly volunteer or community service work that is unrelated to their program compared to 34% of their counterparts in the Ontario Comprehensive group.

During the current year, 55% of final year and 38% of first year students surveyed have worked with a faculty member on activities other than coursework (committees, student groups, etc.). Nearly one-quarter (23%) of senior students have worked with a faculty member on a research project with an additional 16% saying they still plan to before they graduate. Roughly 9 in 10 respondents in their final year attribute the development of their critical thinking skills (97%), ability to work effectively with others (91%), and providing a better understanding of people of diverse backgrounds (88%) to their experience at UWindsor.

Sixty-seven percent of respondents say their instructors generally give very clear details about course goals and requirements. Nine in ten students surveyed indicate their instructors explain the criteria in advance for completing successful assignments and 42% have instructors who regularly provide feedback on drafts or work in progress. More than 9 in 10 (93%) say their professors are mostly organized in their teaching with two-thirds (64%) frequently using relevant examples or illustrations to explain difficult points. Although 94% have had at least some opportunities to demonstrate their learning through different modes such as quizzes, assignments, and other activities, just 42% regularly receive prompt and detailed feedback on tests and completed assignments. In the current academic year, 44% of first year and 35% of final year students have not discussed their academic performance with a faculty member. About 9 in 10 students surveyed (92% of first year and 87% of seniors) say their courses generally have challenged them to do their best work.

### Ontario Comprehensive Universities (N=7)

Brock University  
Carleton University  
Toronto Metropolitan University  
University of Guelph  
University of Waterloo  
Wilfrid Laurier University  
York University

## Engagement Indicator Descriptions and Component Items

### *Theme: Academic Challenge*

#### **Higher-Order Learning**

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This Engagement Indicator captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis. Items include:

*During the current school year, how much has your coursework emphasized the following:*

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

#### **Reflective & Integrative Learning**

Personally connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives. Items include:

*During the current school year, how often have you:*

- 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**

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success. Items include:

*During the current school year, how often have you:*

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

#### **Quantitative Reasoning**

Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life—is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information. Items include:

*During the current school year, how often have you:*

- 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

### *Theme: Learning with Peers*

#### **Collaborative Learning**

Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the messy, unscripted problems they encounter during and after college. Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities. Items include:

*During the current school year, how often have you:*

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**

Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world. Items include:

*During the current school year, how often have you had discussions with people from the following groups:*

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

### *Theme: Experiences with Faculty*

#### **Student-Faculty Interaction**

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans. Items include:

*During the current school year, how often have you:*

Talked about career plans with a faculty member

Worked with a faculty member 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**

Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning. Items include:

*During the current school year, to what extent have your instructors done the following:*

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

### *Theme: Campus Environment*

#### **Quality of Interactions**

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them. Items include:

*Indicate the quality of your interactions with the following people at your institution:*

Students

Academic advisors

Faculty

Student services staff (career services, student activities, housing, etc.)

Other administrative staff and offices (registrar, financial aid, etc.)

#### **Supportive Environment**

Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development. Items include:

*How much does your institution emphasize the following:*

Providing support to help students succeed academically

Using learning support services (tutoring services, writing center, 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, counseling, 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