



Integrated  
Planning &  
Effectiveness

# National Survey of Student Engagement (NSSE)

*2017 Survey of First and Fourth Year Baccalaureate Students*

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## TRU ABORIGINAL STUDENT ENGAGEMENT 2017

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# Executive Summary

The National Survey of Student Engagement (NSSE) is an internationally-recognized instrument for measuring student engagement. Student engagement describes the time and effort students put into their studies, as well as how the institution supports student learning. NSSE includes over one hundred questions related to student satisfaction, activities, and perceptions of the institution's contributions to growth and development. TRU participated in NSSE for the sixth time in 2017. All Baccalaureate first year and fourth year students at TRU were invited to participate in Winter 2017, and TRU received 361 responses from first year students (23% response rate) and 276 responses from fourth year students (31% response rate). This report focuses on the 76 TRU respondents (12%) who indicated they were Aboriginal, and provides comparisons to TRU domestic, non-Aboriginal students.

## Overall Satisfaction

NSSE includes two overall satisfaction questions. Eighty-nine percent (89%) of first year Aboriginal respondents and 88% of fourth year Aboriginal respondents said their overall educational experience was 'good' or 'excellent'. Eighty-four (84%) of first year Aboriginal respondents and 85% of fourth year respondents said they would 'probably yes' or 'definitely yes' come back to TRU if they were given a chance to start over. Overall, the satisfaction of first year TRU Aboriginal respondents was similar to domestic, non-Aboriginal TRU respondents with the only exception being higher percentages of first and fourth year Aboriginal respondents said 'definitely yes' compared to domestic, non-Aboriginal respondents.

## Development and Growth

Fourth year Aboriginal TRU respondents said that TRU had made contributions to their growth and development in many areas, where the greatest contributions were reported for 'speaking clearly and effectively', 'thinking critically and analytically', and 'writing clearly and effectively'. A higher number of Aboriginal respondents indicated 'quite a bit' or 'very much' contribution on these three items compared to domestic, non-Aboriginal respondents.

## High Impact Practices

High Impact Practices (HIPS) are activities that have been found to be highly related to student learning. HIPS include capstone projects, study abroad, internships, etc. Seventy-six percent (76%) of fourth year Aboriginal TRU respondents had participated in two or more HIPS, compared to 82% of domestic, non-Aboriginal respondents. First year Aboriginal students indicated similar participation in HIPS compared to domestic, non-Aboriginal TRU respondents.

## Engagement Indicators

NSSE groups highly-related questions into 10 Engagement Indicators. Scores are calculated for each indicator, and can be compared across student year-of-study and within or between institutions. Similar to domestic, non-Aboriginal respondents, the highest scores for first year Aboriginal TRU students included Effective Teaching Practices, Quality of Interactions, and

Learning Strategies. Fourth year Aboriginal respondents scored significantly higher than domestic, non-Aboriginal respondents in Discussions with Diverse Others.

# Table of Contents

Executive Summary .....	2
Table of Contents .....	4
Table of Figures .....	5
The Survey .....	6
Comparison Group .....	6
Updated Survey .....	7
Respondent Profile.....	8
Overall Satisfaction .....	9
Institutional Contributions to Development of Fourth Year Students.....	10
High Impact Practices .....	11
Participation in High Impact Practices – First Year .....	12
Participation in High Impact Practices – Fourth Year .....	13
Themes and Engagement Indicators Summary .....	14
Theme – Academic Challenge.....	16
Higher Order Learning .....	16
Reflective & Integrative Learning.....	16
Learning Strategies .....	17
Quantitative Reasoning.....	17
Theme - Learning with Peers .....	18
Collaborative Learning.....	18
Discussions with Diverse Others.....	18
Theme - Experiences with Faculty .....	19
Student-Faculty Interaction .....	19
Effective Teaching Practices.....	19
Theme - Campus Environment .....	21
Quality of Interactions.....	21
Supportive Environment.....	22
Appendix A: Themes and Engagement Indicator Descriptions.....	23
ACADEMIC CHALLENGE .....	23
LEARNING WITH PEERS.....	23
EXPERIENCES WITH FACULTY .....	23
CAMPUS ENVIRONMENT.....	23
Appendix B: Engagement Indicator Questions .....	24

# Table of Figures

Figure 1: NSSE 2017 TRU respondents – student type <sup>1</sup> .....	6
Figure 2: Previous and Current Engagement Measures .....	7
Figure 3: Aboriginal Respondents - Ethnicity.....	8
Figure 4: Aboriginal Respondents - Characteristics .....	8
Figure 5: Overall educational experience .....	9
Figure 6: Would start over again at the same institution.....	9
Figure 7: Institutional contributions to development – Fourth year.....	10
Figure 8: Participation in High Impact Practices.....	11
Figure 9: Participation in High Impact Practices - First year.....	12
Figure 10: Participation in High Impact Practices – Fourth Year.....	13
Figure 11: TRU Engagement Indicator Scores Summary – First Year.....	14
Figure 12: TRU Engagement Indicator Scores Summary – Fourth Year.....	15
Figure 13: Higher-Order Learning – TRU Aboriginal.....	16
Figure 14: Reflective & Integrative Learning – TRU Aboriginal.....	16
Figure 15: Learning Strategies – TRU Aboriginal.....	17
Figure 16: Quantitative Reasoning – TRU Aboriginal.....	17
Figure 17: Collaborative Learning – TRU Aboriginal.....	18
Figure 18: Discussions with Diverse Others – TRU Aboriginal.....	18
Figure 19: Student-Faculty Interaction – TRU Aboriginal.....	19
Figure 20: Effective Teaching Practices – TRU Aboriginal.....	19
Figure 21: Quality of Interactions – TRU Aboriginal.....	21
Figure 22: Supportive Environment– TRU Aboriginal.....	22

# The Survey

TRU participated in the National Survey of Student Engagement (NSSE) for the sixth time in 2017. NSSE is an internationally-recognized instrument for measuring student engagement. “Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning” (retrieved from <http://nsse.iub.edu/>).

All on campus first year and fourth year Baccalaureate students at TRU were invited to participate in Winter 2017, in addition to students at many institutions across Canada. TRU’s response rate in 2017 was 26% (637 responses from 2,445 invited students, including 76 responses from Aboriginal students).

Figure 1: NSSE 2017 TRU respondents – student type<sup>1</sup>

Year-of-study	Domestic, Not			Total (unique)	Percent
	Aboriginal	Aboriginal	International		
First year Baccalaureate	44	209	66	361	57%
Fourth year Baccalaureate	32	190	25	276	43%
<b>Total</b>	76	399	91	637	100%
<b>Percent</b>	12%	62%	14%		

<sup>1</sup>Some respondents were counted in more than one student type, e.g. they were Aboriginal and International. There were 72 missing results from students that did not respond to the survey questions on student type, therefore the Total is a unique count of the number of respondents and includes students that did not indicate their student type.

## Comparison Group

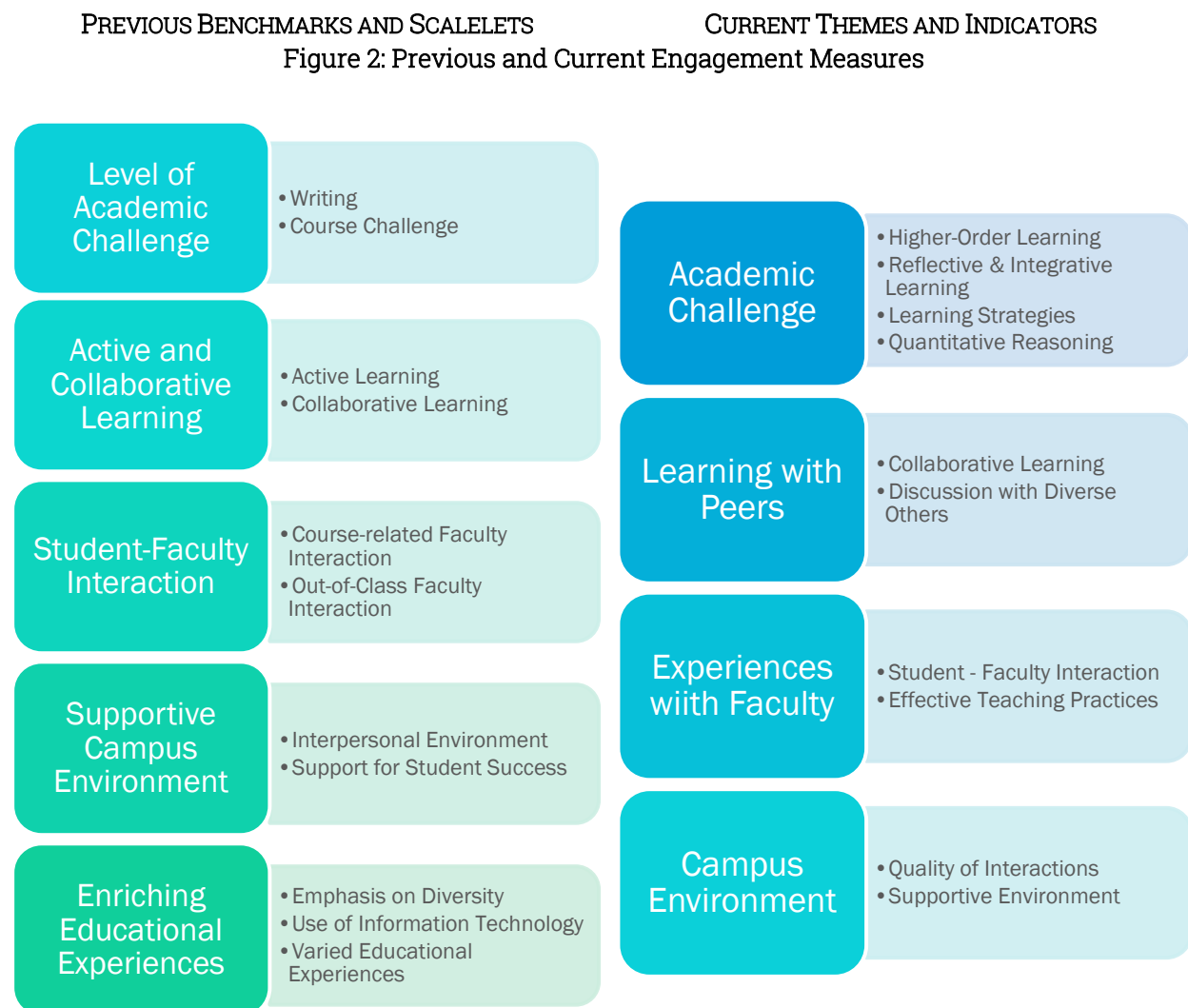
The analyses in this report compare the results from TRU respondents who identified as Aboriginal on the survey to TRU respondents who were domestic and did not identify as Aboriginal. International respondents were excluded from the analyses.

# Updated Survey

A significantly revised version of the NSSE was launched in 2013. The update was intended 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” (Center for Postsecondary Research, 2014).

Overall, about 50% of the survey questions remained the same or had minor modifications, and about half of the survey is composed of new or rewritten questions.

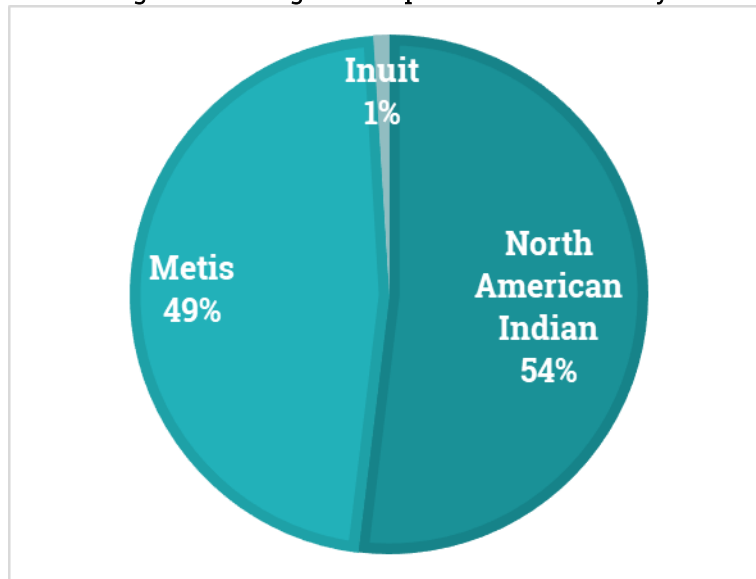
One consequence of these revisions was the creation of new engagement themes and indicators (see Figure 2), which replace the benchmarks and scalelets reported previously. Descriptions of the Engagement Indicators are included in Appendix A. The indicators are calculated from 47 NSSE survey questions, which are listed in Appendix B.



# Respondent Profile

The TRU response rates were 23% for first year students and 31% for fourth year students. Approximately 12% of the 2017 first and fourth year baccalaureate student population identified to TRU as being Aboriginal, which is the same percent of survey respondents who identified as having an Aboriginal ethnicity on the survey. Therefore, the amount of Aboriginal responses is a good representation of Aboriginal students at TRU. 'Aboriginal respondents' in this report refers to the 76 respondents who chose 'North American Indian' and/or 'Metis' and/or 'Inuit' as their ethnicity on the survey (Figure 3).

**Figure 3: Aboriginal Respondents – Ethnicity**



**Figure 4: Aboriginal Respondents - Characteristics**

**FIRST YEAR** N=44

75% female

59% first generation university student

66% aged 19 or younger

18% were living in a TRU residence

25% said they had a disability

89% had a full time course load

**FOURTH YEAR** N=32

63% female

69% first generation university student

44% aged 20 to 23

3% were living in a TRU residence

25% said they had a disability

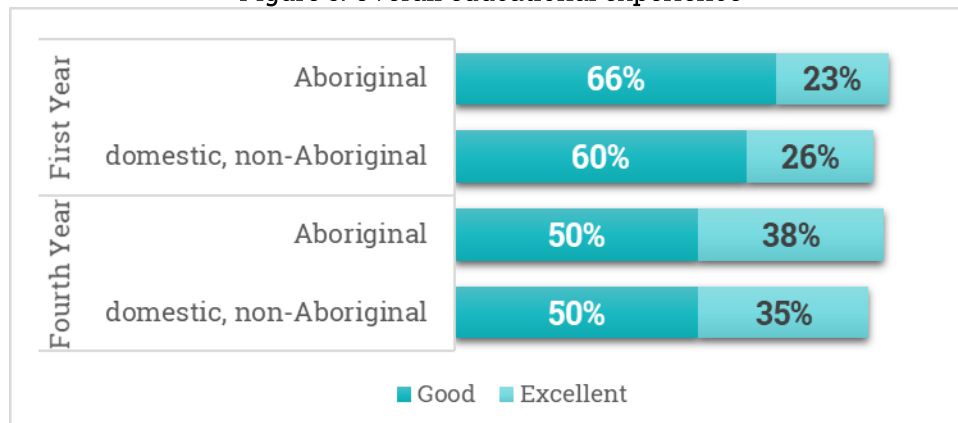
94% had a full time course load



# Overall Satisfaction

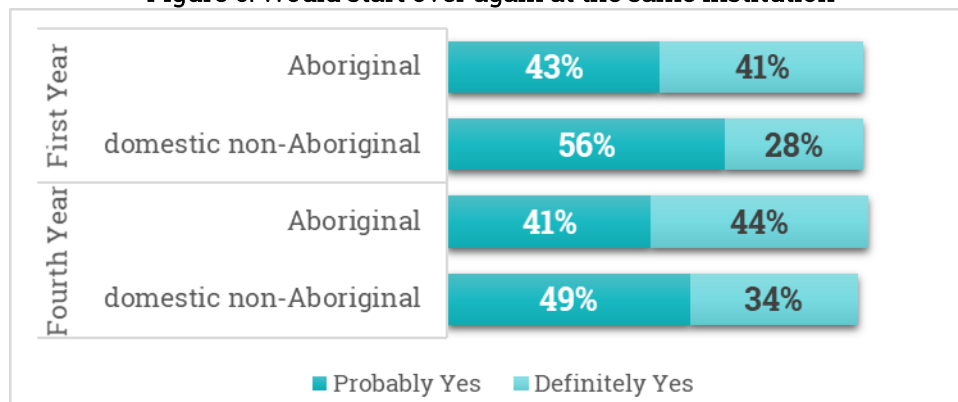
NSSE contains two questions that address overall satisfaction with the institution. Similar percentages of first year Aboriginal and domestic, non-Aboriginal respondents said 'good' or 'excellent' in response to "How would you evaluate your entire educational experience at this institution?" (Figure 5). Twenty-three percent (23%) of first year Aboriginal TRU respondents said their experience was 'excellent' and 66% said it was 'good'. Thirty-eight percent (38%) of fourth year Aboriginal respondents said their experience was 'excellent', and 50% said it was 'good'. The amount of Aboriginal respondents that said 'excellent' has increased by 5% for first year and 13% for fourth year students since 2014 (23% compared to 18% and 38% compared to 25%).

**Figure 5: Overall educational experience**



The second question that addresses overall satisfaction was, "If you could start over again, would you go to the same institution you are now attending?" Higher percentages of first and fourth year Aboriginal respondents said 'definitely yes' than domestic, non-Aboriginal respondents (Figure 6). 'Definitely yes' accounted for 41% and 'probably yes' accounted for 43% of first year Aboriginal respondents, while fourth year respondents answered 44% 'definitely yes', and 41% 'probably yes'. The amount of Aboriginal respondents that said 'definitely yes' has increased by 17% for first year and 12% for fourth year students since 2014 (41% compared to 24% and 44% compared to 32%).

**Figure 6: Would start over again at the same institution**



# Institutional Contributions to Development of Fourth Year Students

NSSE asked respondents how much their institution had contributed to their knowledge, skills, and personal development in ten areas. Percentages of fourth year Aboriginal respondents reporting 'quite a bit' or 'very much' contribution ranged from 82% for 'speaking clearly and effectively' to 41% for 'analyzing numerical and statistical information' (Figure 7).

**Figure 7: Institutional contributions to development – fourth year**

INSTITUTION CONTRIBUTIONS TO: <sup>1</sup>	ABORIGINAL	DOMESTIC, NON-ABORIGINAL
Speaking clearly and effectively	82%	64%
Thinking critically and analytically	78%	86%
Writing clearly and effectively	75%	75%
Working effectively with others	75%	73%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	75%	63%
Being an informed and active citizen	69%	60%
Solving complex real-world problems	69%	64%
Acquiring job- or work-related knowledge and skills	63%	65%
Developing or clarifying a personal code of values and ethics	53%	62%
Analyzing numerical and statistical information	41%	60%

<sup>1</sup> Percentage of students who responded "quite a bit" or "very much"

# High Impact Practices

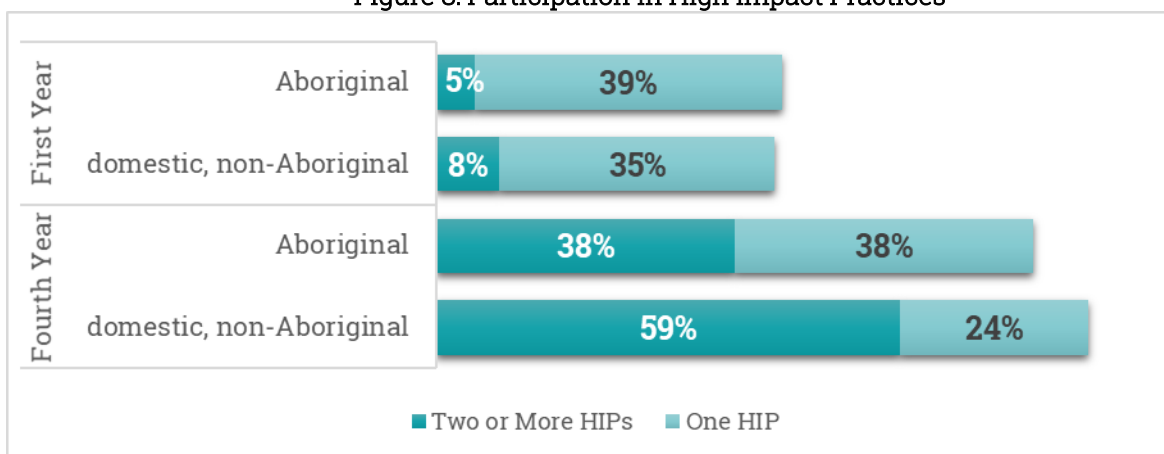
NSSE collects information about participation in what are called *High Impact Practices*. "Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: they demand considerable 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).

## What is an HIP?

1. **Learning community** or some other formal program where groups of students take two or more classes together
2. Courses that include a **community-based project** (service-learning)
3. Work with a faculty member on a **research project**
4. **Internship**, co-op, field experience, student teaching, or clinical placement
5. **Study abroad**
6. **Culminating senior experience** such as capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

NSSE (2007) recommends that institutions strive to have students participate in at least two HIPs over their undergraduate career, including one in the first year. Three HIPs are measured for first year students, 6 HIPs are measured for fourth year students. Respondents were asked to indicate their participation in HIPs (Figure 8).

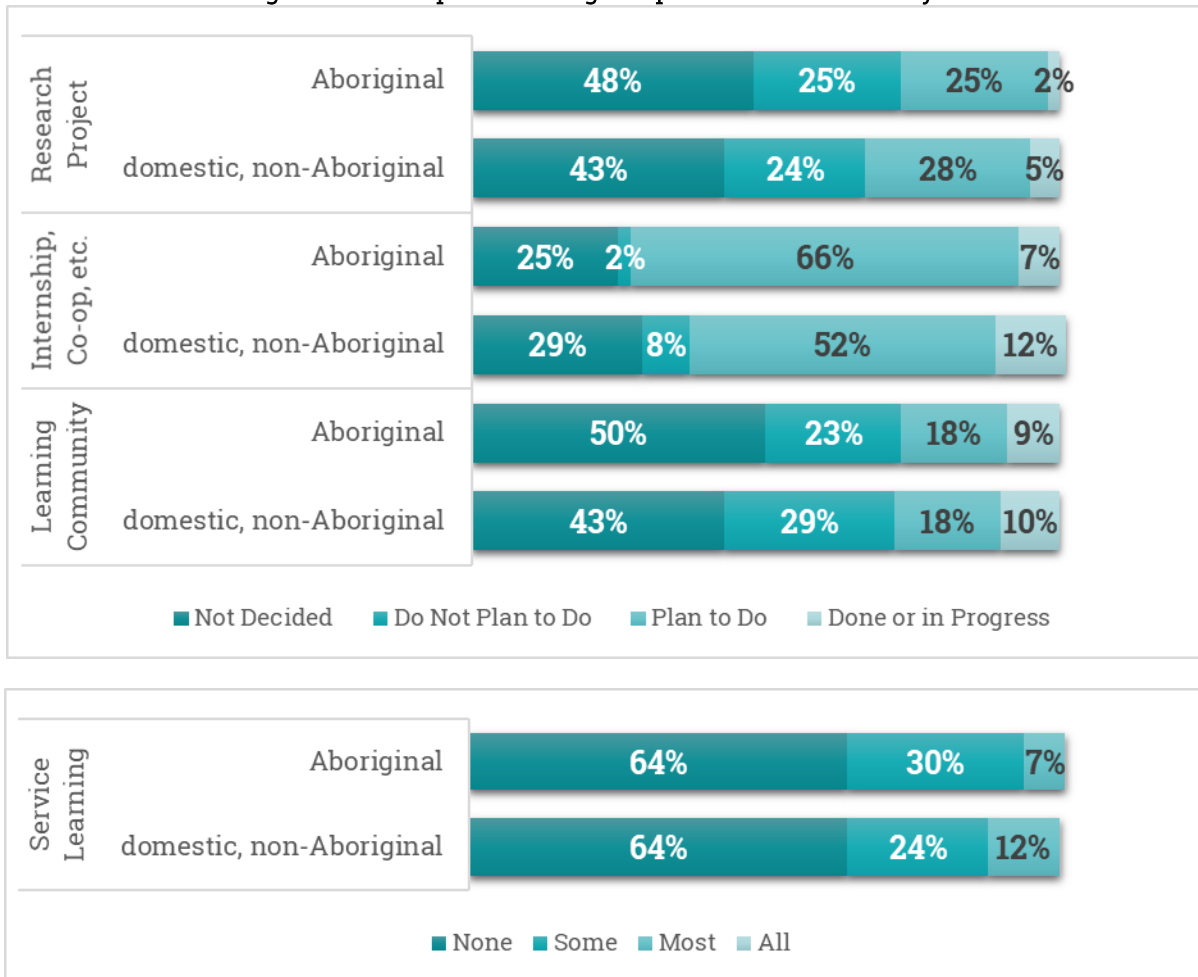
Figure 8: Participation in High Impact Practices



## Participation in High Impact Practices – First Year

HIP participation for first year Aboriginal respondents was highest for learning communities. Less Aboriginal first year respondents said they had worked with a faculty member on a research project (2%) compared to domestic, non-Aboriginal respondents (5%). Additionally, 7% of first year Aboriginal respondents indicated that they had participated in an internship, co-op, field experience, student teaching, or clinical placement compared to 12% of domestic, non-Aboriginal respondents.

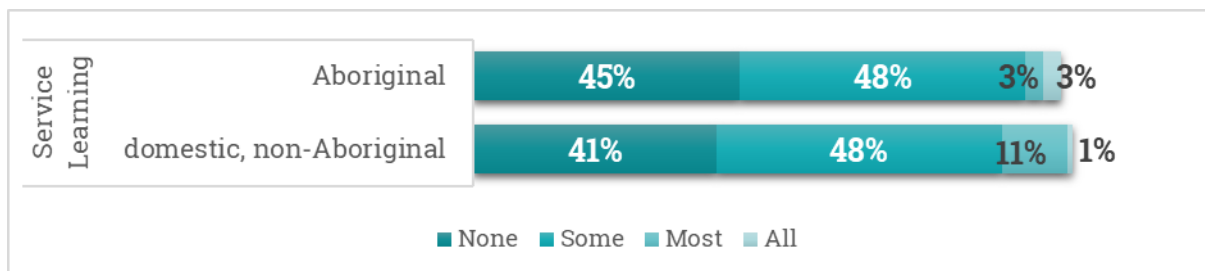
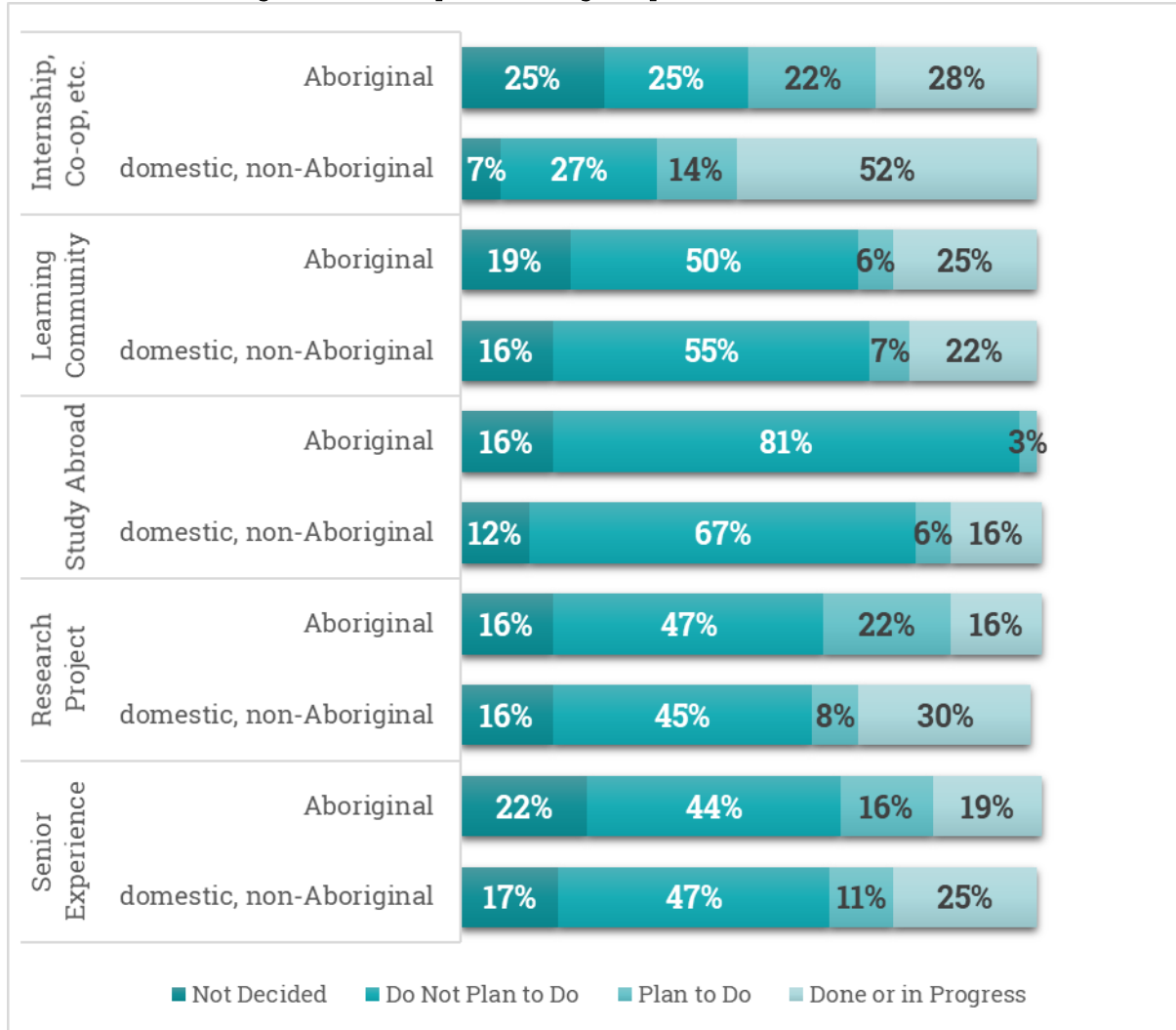
Figure 9: Participation in High Impact Practices - First year



## Participation in High Impact Practices – Fourth Year

As expected, participation in HIPs was higher for respondents in fourth year than those in first year (see Figure 8 on a preceding page). Fourth year Aboriginal respondents indicated higher levels of participation in learning community or some other formal program where groups of students take two or more classes together compared to domestic, non-Aboriginal respondents. Participation was higher for domestic, non-Aboriginal students for internship, co-op, field experience, student teaching, or clinical placement, study abroad, working with a faculty member on a research project, and culminating senior experience compared to Aboriginal respondents.

Figure 10: Participation in High Impact Practices – Fourth Year



# Themes and Engagement Indicators Summary

First year Aboriginal and domestic non-Aboriginal respondents at TRU had statistically equal scores on each of the ten Engagement Indicators. For both first year groups, the highest scores were Effective Teaching Practices, Quality of Interactions, and Learning Strategies. The lowest scores were Student – Faculty Interaction and Quantitative Reasoning.

**Figure 11: TRU Engagement Indicator Scores Summary – First Year**

THEME	ENGAGEMENT INDICATOR	FIRST YEAR TRU RESPONDENTS	
		ABORIGINAL	DOMESTIC, NON-ABORIGINAL
ACADEMIC CHALLENGE	Higher-Order Learning	35	37
	Reflective & Integrative Learning	37	35
	Learning Strategies	40	37
	Quantitative Reasoning	25	24
LEARNING WITH PEERS	Collaborative Learning	32	31
	Discussions with Diverse Others	34	36
EXPERIENCES WITH FACULTY	Student-Faculty Interaction	16	15
	Effective Teaching Practices	40	37
CAMPUS ENVIRONMENT	Quality of Interactions	40	40
	Supportive Environment	29	30

*Note.* Engagement Indicators are on a scale of 1 to 60.

Fourth year Aboriginal respondents at TRU also had very similar Engagement Indicator scores to their non-Aboriginal counterparts, with the exception of Discussion with Diverse Others, which was significantly higher for fourth year non-Aboriginal respondents. The lowest score for Aboriginal fourth year respondents was Quantitative Reasoning and the lowest score for non-Aboriginal fourth year respondents was Student-Faculty Interactions.

**Figure 12: TRU Engagement Indicator Scores Summary – Fourth Year**

THEME	ENGAGEMENT INDICATOR	FOURTH YEAR TRU RESPONDENTS	
		ABORIGINAL	DOMESTIC, NON-ABORIGINAL
ACADEMIC CHALLENGE	Higher-Order Learning	39	38
	Reflective & Integrative Learning	42	40
	Learning Strategies	37	37
	Quantitative Reasoning	25	26
LEARNING WITH PEERS	Collaborative Learning	36	35
	Discussions with Diverse Others	▲ 44	37
EXPERIENCES WITH FACULTY	Student-Faculty Interaction	28	24
	Effective Teaching Practices	43	40
CAMPUS ENVIRONMENT	Quality of Interactions	40	40
	Supportive Environment	32	29

Note. Engagement Indicators are on a scale of 1 to 60.

▲ Aboriginal respondent average was significantly higher.

# Theme – Academic Challenge

The theme of Academic Challenge is addressed by 17 questions that are grouped into 4 of the Engagement Indicators. TRU Aboriginal respondents had similar scores to domestic, non-Aboriginal respondents.

## Higher Order Learning

“Promoting high levels of student achievement with challenging intellectual and creative work requiring complex cognitive tasks such as application, analysis, judgment, and synthesis.”

TRU domestic, non-Aboriginal scores were 37 for first year and 38 for fourth year respondents.

**Figure 13: Higher-Order Learning – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Higher-Order Learning Score <sup>1</sup>	35	39
<i>Coursework emphasis<sup>2</sup></i>		
Applying facts, theories, or methods to practical problems or new situations	2.9	3.1
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.9	3.1
Forming a new idea or understanding from various pieces of information	2.6	2.9
Evaluating a point of view, decision, or information source	2.7	2.8

<sup>1</sup>On a scale from 1 to 60    <sup>2</sup>On a scale from 1 = none to 4 = very much

## Reflective & Integrative Learning

“Personally connecting with course material through reflective and integrative learning.”

TRU domestic, non-Aboriginal scores were 35 for first year and 40 for fourth year respondents.

**Figure 14: Reflective & Integrative Learning – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Reflective & Integrative Learning Score <sup>1</sup>	37	42
<i>How often have you<sup>2</sup></i>		
Combined ideas from different courses when completing assignments	2.6	3.2
Connected your learning to societal problems or issues	2.7	3.0
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.6	3.0
Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective	3.1	3.0
Connected ideas from your courses to your prior experiences and knowledge	3.1	3.4

<sup>1</sup>On a scale from 1 to 60    <sup>2</sup>On a scale from 1 = none to 4 = very much



## Learning Strategies

"Actively engaging and analyzing course material by using effective learning strategies."

TRU domestic, non-Aboriginal scores were 37 for first year and 37 for fourth year respondents.

**Figure 15: Learning Strategies – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Learning Strategies Score <sup>1</sup>	40	37
<i>How often have you?</i> <sup>2</sup>		
Identified key information from reading assignments	2.9	3.3
Reviewed your notes after class	3.1	2.6
Summarized what you learned in class or from course materials	3.0	2.7

<sup>1</sup>On a scale from 1 to 60

<sup>2</sup>On a scale from 1 = none to 4 = very much

## Quantitative Reasoning

"Providing opportunities to develop the ability to evaluate, support, and critique arguments using numerical and statistical information."

TRU domestic, non-Aboriginal scores were 24 for first year and 26 for fourth year respondents.

**Figure 16: Quantitative Reasoning – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Quantitative Reasoning Score <sup>1</sup>	25	25
<i>How often have you?</i> <sup>2</sup>		
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.4	2.4
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.2	2.1
Evaluated what others have concluded from numerical information	2.1	2.2

<sup>1</sup>On a scale from 1 to 60

<sup>2</sup>On a scale from 1 = none to 4 = very much

# Theme - Learning with Peers

The Learning with Peers theme refers to teamwork, intercultural sensitivity, and interpersonal effectiveness. This theme includes eight questions grouping into two Engagement Indicators: Collaborative Learning and Discussions with Diverse Others. TRU Aboriginal respondents had similar scores to domestic, non-Aboriginal respondents, with the exception of Discussion with Diverse Others which was higher for fourth year Aboriginal respondents.

## Collaborative Learning

"Deepening understanding and preparing to deal with life after university through teamwork to solve problems and master difficult material."

TRU domestic, non-Aboriginals scores were 31 for first year and 35 for fourth year respondents.

**Figure 17: Collaborative Learning – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Collaborative Learning Score <sup>1</sup>	32	36
<i>How often have you?</i> <sup>2</sup>		
Asked another student to help you understand course material	2.7	2.5
Explained course material to one or more students	2.8	2.9
Prepared for exams by discussing or working through course material with other students	2.4	2.8
Worked with other students on course projects or assignments	2.5	3.1

<sup>1</sup>On a scale from 1 to 60    <sup>2</sup>On a scale from 1 = none to 4 = very much

## Discussions with Diverse Others

"Benefitting educationally and preparing for personal and civic participation in a diverse world by interacting and learning from others with diverse backgrounds."

TRU domestic, non-Aboriginal scores were 36 for first year and 37 for fourth year respondents.

**Figure 18: Discussions with Diverse Others – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Discussions with Diverse Others Score <sup>1</sup>	34	44
<i>How often have you?</i> <sup>2</sup>		
Had discussions with people from an economic background other than your own	2.8	3.3
Had discussions with people of a race or ethnicity other than your own	2.8	3.3
Had discussions with people with religious beliefs other than your own	2.6	3.2
Had discussions with people with political views other than your own	2.6	3.0

<sup>1</sup>On a scale from 1 to 60    <sup>2</sup>On a scale from 1 = none to 4 = very much

## Theme - Experiences with Faculty

The Experiences with Faculty theme includes nine questions that are grouped into two Engagement Indicators: Student-Faculty Interaction, which describes the interpersonal, out-of-class relationship between the respondent and faculty members, and Effective Teaching Practices, which assesses how the respondent perceives the quality of teaching approaches and skills used by faculty. Unlike many of the other Engagement Indicators, there is very little difference between the Aboriginal first year and fourth year scores within the Effective Teaching Practices group. Aboriginal respondents had a significantly higher overall score for Student-Faculty Interaction than domestic, non-Aboriginal respondents.

### Student-Faculty Interaction

"Positively influencing cognitive growth, development, and persistence through student-faculty relationships."

TRU domestic, non-Aboriginal scores were 15 for first year and 24 for fourth year respondents.

**Figure 19: Student-Faculty Interaction – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Student-Faculty Interaction Score <sup>1</sup>	16	28
<i>How often have you?</i> <sup>2</sup>		
Talked about career plans with a faculty member	2.0	2.6
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.4	2.0
Discussed course topics, ideas, or concepts with a faculty member outside of class	1.9	2.5
Discussed your academic performance with a faculty member	1.8	2.5

<sup>1</sup>On a scale from 1 to 60

<sup>2</sup>On a scale from 1 = none to 4 = very much

### Effective Teaching Practices

"Promoting student comprehension through effective teaching."

TRU domestic, non-Aboriginal scores were 37 for first year and 40 for fourth year respondents.

**Figure 20: Effective Teaching Practices – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Effective Teaching Practices Score <sup>1</sup>	40	43
<i>How much do you agree that your instructors?</i> <sup>2</sup>		
Clearly explained course goals and requirements	3.2	3.3
Taught course sessions in an organized way	3.1	3.2
Used examples or illustrations to explain difficult points	3.2	3.3
Provided feedback on a draft or work in progress	2.7	2.9

Provided prompt and detailed feedback on tests or completed assignments	2.8	3.1
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<sup>1</sup>On a scale from 1 to 60    <sup>2</sup>On a scale from 1 = none to 4 = very much

# Theme - Campus Environment

The Campus Environment theme includes Quality of Interactions, which assesses several types of interpersonal relationships, and Supportive Environment, which assesses how the respondent perceives the institution's efforts to support them socially, academically, and personally. Fourth year scores were higher than first year scores for Quality of Interactions (with the exception of relationships with academic advisors and student services staff), but there was little difference in the scores for Supportive Environment with fourth year respondents scoring slightly higher (with the exception of 'helping you manage your non-academic responsibilities', which was higher for first year respondents).

## Quality of Interactions

"Promoting student learning and success through positive interpersonal relationships with peers, advisors, faculty, and staff."

TRU domestic, non-Aboriginal scores were 40 for first year and 40 for fourth year respondents.

**Figure 21: Quality of Interactions – TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Quality of Interactions <sup>1</sup>	40	40
<i>Indicate the quality of your interactions with the following people at your institution.<sup>2</sup></i>		
Students	5.2	5.6
Academic advisors	5.0	4.4
Faculty	5.4	5.7
Student services staff (career services, student activities, housing, etc.)	4.7	4.7
Other administrative staff and offices (registrar, financial aid, etc.)	4.5	4.6

<sup>1</sup>On a scale from 1 to 60    <sup>2</sup>On a scale from 1 = poor to 7 = excellent

# Supportive Environment

Promoting student success through cognitive, social, and physical support.” “

TRU domestic, non-Aboriginals scores were 30 for first year and 29 for fourth year respondents.

**Figure 22: Supportive Environment– TRU Aboriginal**

	FIRST YEAR	FOURTH YEAR
Overall Supportive Environment Score <sup>1</sup>	29	32
<i>Institutional emphasis:</i> <sup>2</sup>		
Providing support to help students succeed academically	2.8	2.9
Using learning support services (tutoring services, writing center, etc.)	2.6	2.7
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.5	2.8
Providing opportunities to be involved socially	2.6	2.8
Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.7	2.7
Helping you manage your non-academic responsibilities (work, family, etc.)	2.0	2.1
Attending campus activities and events (performing arts, athletic events, etc.)	2.4	2.4
Attending events that address important social, economic, or political issues	2.1	2.5

<sup>1</sup>On a scale from 1 to 60

<sup>2</sup>On a scale from 1 = none to 4 = very much

# Appendix A: Themes and Engagement Indicator Descriptions

THEME	INDICATOR	DESCRIPTION
ACADEMIC CHALLENGE	High-Order Learning	Promoting high levels of student achievement with challenging intellectual and creative work requiring complex cognitive tasks such as application, analysis, judgment, and synthesis.
	Reflective & Integrative Learning	Personally connecting with course material through reflective and integrative learning.
	Learning Strategies	Actively engaging and analyzing course material by using effective learning strategies.
	Quantitative Reasoning	Providing opportunities to develop the ability to evaluate, support, and critique arguments using numerical and statistical information.
LEARNING WITH PEERS	Collaborative Learning	Deepening understanding and preparing to deal with life after university through teamwork to solve problems and master difficult material.
	Discussions with Diverse Others	Benefitting educationally and preparing for personal and civic participation in a diverse world by interacting and learning from others with diverse backgrounds.
EXPERIENCES WITH FACULTY	Student-Faculty Interaction	Positively influencing cognitive growth, development, and persistence through student-faculty relationships.
	Effective Teaching Practices	Promoting student comprehension through effective teaching.
CAMPUS ENVIRONMENT	Quality of Interactions	Promoting student learning and success through positive interpersonal relationships with peers, advisors, faculty, and staff.
	Supportive Environment	Promoting student success through cognitive, social, and physical support.

Results for engagement indicators are expressed on a 60-point scale.

Student responses for each question within an indicator are averaged together.

See Appendix B for engagement indicator questions.

# Appendix B: Engagement Indicator Questions

## THEME: ACADEMIC CHALLENGE

### HIGHER-ORDER LEARNING

*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 AND INTEGRATIVE LEARNING

*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

*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

*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

*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

*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: CAMPUS ENVIRONMENT

### **QUALITY OF INTERACTIONS**

*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**

*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

## THEME: EXPERIENCES WITH FACULTY

### **STUDENT-FACULTY INTERACTION**

*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**

*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