



National Survey of Student Engagement

2023 Results Summary

Prepared by:
Office of Institutional Research and Analysis (OIRA)
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Overview

This report will:

- Review the University of Ontario Institute of Technology's (Ontario Tech) results and compare them to the Ontario Consortium, and to previous years (where applicable).
- Identify key findings, highlight successes and areas for concern.
- Note where results align with the university's strategic plan.
- Provide a snapshot of what the university's students are saying.

The National Survey of Student Engagement (NSSE) was developed by the Indiana University Center for Postsecondary Research in the late 1990s and has been used throughout the U.S. since 2000. Many Canadian institutions have adopted it since 2011, including all Ontario publicly funded universities. Ontario institutions participate in the survey every three years as a consortium to demonstrate their commitment to improve accountability and focus on the quality of the learning experience.

NSSE's emphasis on first-year and senior-year student behaviour offers educators a valuable tool to assess the quality of undergraduate education. This instrument allows institutions to measure their success with engaging students in effective educational practices that are empirically linked with:

- learning
- personal development
- satisfaction
- persistence
- graduation

NSSE results help to understand the characteristics of effective environments for teaching and learning, which can focus the institution's attention on improvement opportunities.

Participation

Response rates

In the winter of 2023, the National Survey of Student Engagement (NSSE) extended invitations to all eligible first-year (n=2111) and senior-year (n=2512) undergraduate students at the University of Ontario Institute of Technology (Ontario Tech) via email. Senior-year students were identified as those assumed to be in their final year of studies (year 4 or 5), determined by total credit hours earned to date. Out of those invited to participate, 701 first-year students (33%) and 776 senior-year students (31%) completed the survey, yielding an overall response rate of 31.9%.

It is noteworthy that NSSE response rates experienced a decline in 2011, followed by gradual improvements in the 2014, 2017, and 2020 survey administrations. However, the most recent data from 2023 indicates a significant decrease in response rates for both first- and senior-year students, as illustrated in Figure 1. Despite this decline, it is important to highlight that Ontario Tech's response rates remain notably higher compared to other Ontario and Canadian institutions, as depicted in Figure 2.

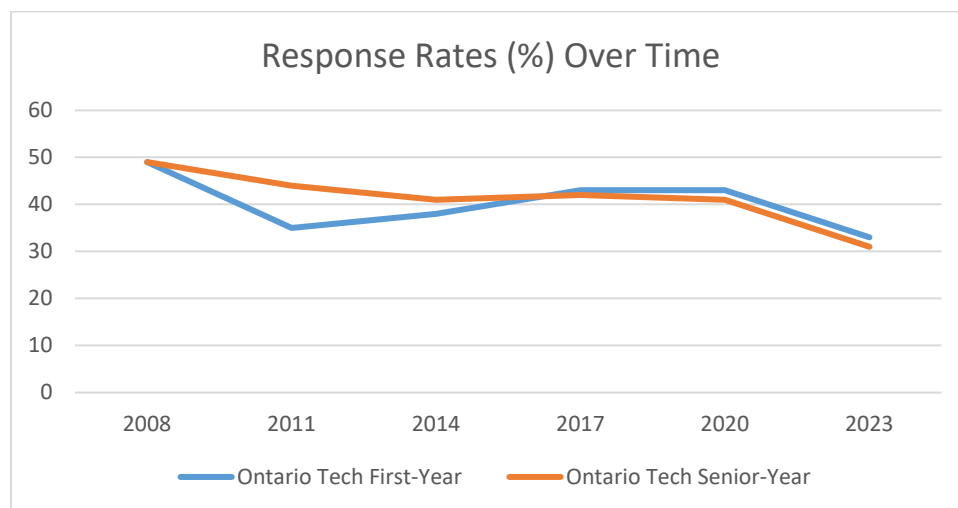


Figure 1: NSSE response rates 2008-2023

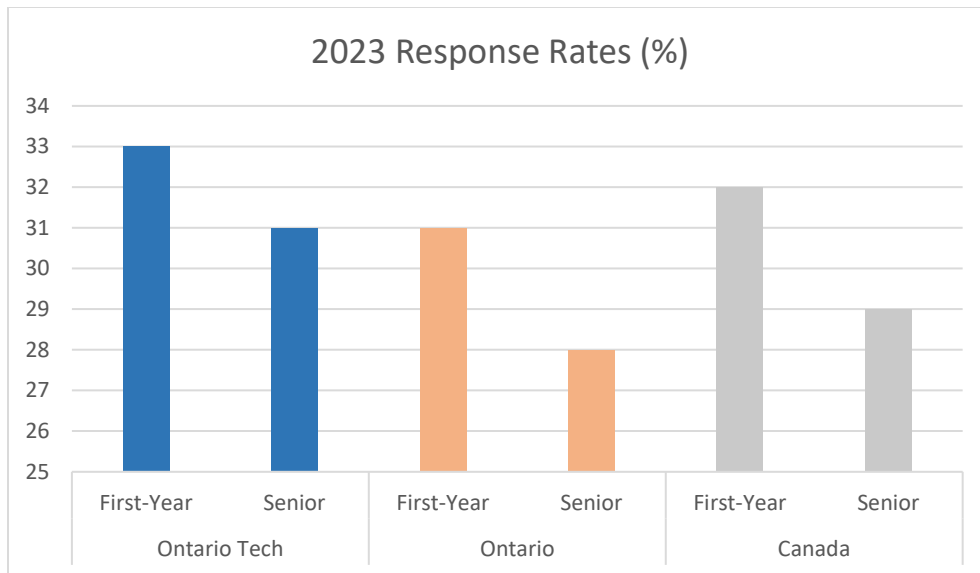


Figure 2: 2023 NSSE response rates for Ontario Tech, Ontario, and Canada

Characteristics of Respondents

The typical respondent, representative of both first- and senior-year students, was a full-time female, living farther than walking distance from campus.

Ontario Tech consistently maintains a higher percentage of full-time students, first-generation students, and males compared to peer institutions in the comparator groups. Additionally, a consistent trend from previous years reveals that Ontario Tech students are less likely to reside on campus, potentially contributing to extended commute times and lower engagement in co-curricular activities compared to their counterparts in Ontario and Canada.

The percentage of Ontario Tech students caring for dependents has increased for both first-year students and for senior-year students since 2020. They both remain higher than the Ontario average.

Representativeness	<u>First-year</u>		<u>Senior-year</u>		<u>Ontario</u>	
	Respondent percentage	Population percentage	Respondent percentage	Population percentage	First-year	Senior-year
Female	49	36	51	41	31	28
Full-time	97	96	85	82	95	78
International	14		5		14	11
Living On-campus	31		10		47	8
Age: Under 24	95		69		96	82
First-generation	44		52		33	38
Working for pay on campus	12		19		12	23
Working for pay off campus	47		64		36	55
Commuting (11+ hours/week)	26		22		21	19
Care for dependents	43		47		33	34
Participate in co-curricular activities	50		49		58	59

Table 1: Representativeness of NSSE sample

Comparator groups

The 2023 NSSE core results were compared against the following three groups:

1. Ontario – a group consisting of all publicly funded Ontario universities and their affiliates (n=19; see Appendix A)
2. Canada – a group consisting of Canadian universities who participated in NSSE in 2019 or 2020, excluding the U15 Canadian research universities (n=60; see Appendix B)
3. Smaller ON Group – a select group of Ontario universities similar in size and make up to Ontario Tech (n=7; see Appendix C)

Ontario Tech also participated as a consortium alongside Ontario universities from Toronto and the surrounding area (n=18) for a subset of questions. Additional questions, such as a topical module, were compared against Canadian institutions that also chose to include these questions.

Engagement indicators

The NSSE Engagement Indicators (EIs) are designed to assess various aspects of student engagement. There are 10 EIs organized into 4 themes and each EI is comprised of a series of related survey questions.

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

Table 2: Engagement indicators and themes

Ontario Tech has outperformed all three comparator groups in the areas of quantitative reasoning, collaborative learning and supportive environment for both first- and senior-year students. First-year students reported that they reached conclusions based on their own analysis of numerical information and explained course material to other students, more frequently than first-year students from comparator institutions. Senior-year students reported that they also reached conclusions based on their own analysis of numerical information often and worked with other students on course projects or assignments, more so than senior-year students from comparator institutions. Both first-year and senior-year students felt that the institution emphasized providing support to help students succeed academically and using learning support services more than those students from comparator institutions.

For first-year students, Ontario tech also outperformed all three comparator groups on student-faculty interaction. Ontario Tech students often talked about career plans with a faculty member, worked with faculty on activities other than coursework, discussed course topics, ideas, or concepts with faculty members outside of class, and discussed academic performance with a faculty member more often than those at comparator institutions.

Additionally, for senior-year students, Ontario tech outperformed all three comparator groups on discussions with diverse others and quality of interactions. Senior-year students reported that they often had discussions with people of different races or ethnicities, economic backgrounds, religious beliefs, and political views in comparison to other institutions. Additionally, Ontario Tech senior-year students rated their quality of

interactions with academic advisors, student services staff and other administrative staff and offices higher than students in the comparator groups.

Consistent with 2020 findings, the EI of reflective and integrative learning was significantly lower for senior-year students than all three comparator groups. Upon reviewing the individual questions that constitute reflective and integrative learning, it was revealed that the overall EI score is negatively impacted by low scores on “connected your learning to societal problems and issues” and “included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments”. This aligns with the results observed in 2020 for senior-year students. Due to its STEM-focused nature with a relatively smaller offering of liberal arts programs compared to counterparts in the comparator groups, it is expected that Ontario Tech places less emphasis on material pertaining to societal issues and political perspectives in its courses when contrasted with universities in the comparator groups.

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

Figure 3: NSSE engagement indicator results

High-impact practices

NSSE defines High Impact Practices (HIPs) as enriching educational opportunities for undergraduate students that have a demonstrated positive impact on student success and retention. HIPs are experiences that involve learning outside of the classroom, collaborating with diverse others, and sharing meaningful interactions with faculty and other students. These experiences typically require considerable time and effort from the student and in return, students are provided with ongoing, constructive feedback. As part of the NSSE, first- and senior-year students were asked about their previous and intended participation in each of 6 HIPs, outlined in table 3 below.

High Impact Practice (HIP)	Description
Service-Learning	Courses that included a community-based project
Learning Community	Formal program where groups of students take two or more classes together
Research with Faculty	Work with a faculty member on a research project
Internship or Field Experience	Internship, co-op, field experience, student teaching, or clinical placement
Study Abroad	
Culminating Senior Year Experience	Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Table 3: Description of High Impact Practices (HIPs)

Forty-eight percent of first-year students had already participated in at least one HIP, a rate comparable to students at other Ontario and Canadian institutions (see figure 4). However, fewer first-year students at Ontario Tech had participated in 2 or more HIPs than students at comparator institutions, aligning with trends observed in previous years. The participation rate in HIPs for first-year students has remained consistent since 2017.

Participation in HIPs among senior-year students at Ontario Tech is notable, with 83% engaging in at least one, surpassing their counterparts at comparator institutions. Additionally, the participation of senior-year students in 2 or more HIPs reached 50%, slightly surpassing the engagement levels seen among students at comparator institutions.

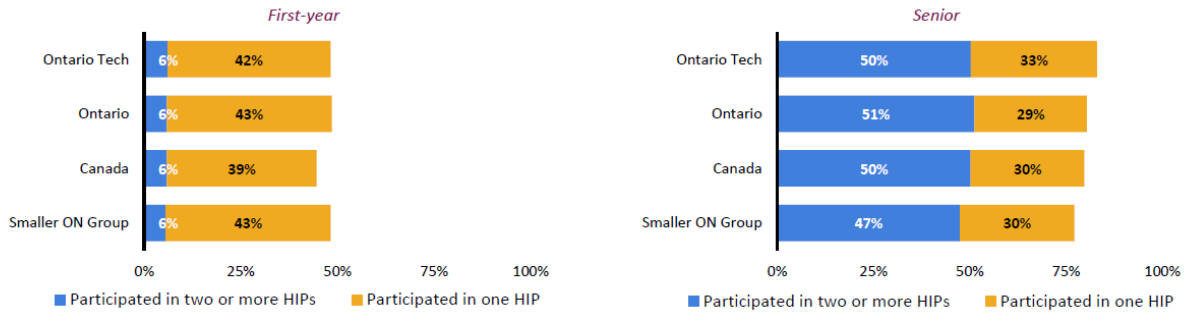


Figure 4: First- and senior-year student participation in High Impact Practices (HIPs)

Ontario Tech senior-year students' participation in internships or field experiences closely aligns with regional trends in Ontario and Canada. Since 2017, Ontario Tech has consistently maintained a higher percentage of senior-year student participation in culminating senior-year experiences compared to students at comparator institutions. This trend highlights the institution's commitment to providing comprehensive and impactful culminating experiences for its students. In contrast, a lower percentage of senior-year Ontario Tech students participated in a study abroad opportunity than students at comparator institutions (see figure 5).

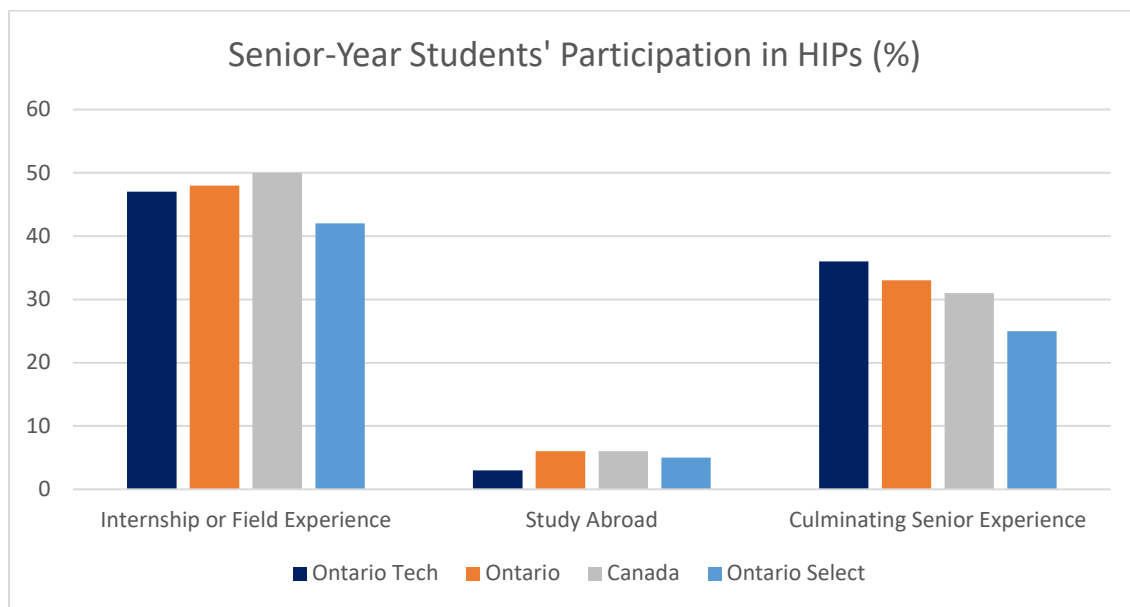


Figure 5: Senior-year student participation in internship or field experience, study abroad and culminating senior-year experience

First-year participation in service-learning varies, with Arts & Humanities and Communications, Media, Public Relations, showing distinctly high percentages. Learning community sees the highest involvement in Health Professions for both first-year and senior students, suggesting a sustained interest in collaborative learning in these disciplines. Research with faculty is more prevalent among senior students, particularly in Engineering and Health Professions.

Topical module: First year experiences and senior transitions

As part of the NSSE, institutions can participate in a topical module, appending a series of additional targeted questions to the survey. Consistent with 2017, Ontario Tech chose to include questions about first-year experiences and senior-year transitions. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence with skills developed during university. Results were compared to an aggregate score for all Canadian universities (excluding Ontario Tech) that selected to include this module in their survey deployment (n=18).

First-year experiences

Sixty-four percent of first-year students said it was very important to them that they graduate from Ontario Tech, whereas only 55% of first-year students from other institutions felt it was very important that they graduate from their institution (see figure 6). Additionally, first-year students were very slightly less likely to have seriously considered leaving the institution than their Canadian peers at other institutions. Among those who did consider leaving, did so because they found that the academics are too difficult (34%) and for personal reasons (30%).

First-year students at Ontario Tech were slightly more likely to be proactive in seeking help with coursework than their Canadian peers, consistent with previous years. Specifically, Ontario Tech first-year students were more likely than students at other Canadian institutions to seek help from academic advisors, learning support services (tutoring, writing center, success coaching, etc.), and friends or other students (see figure 6).

When asked what they would not change about the institution, first-year students overwhelmingly mentioned that they highly value the accessibility and quality of academic advising services, the convenience of lecture recordings, and the comfort and utility of the library facilities. When asked what they would change at the university, first-year students desired more flexible class timings, increased experiential learning opportunities, and better individualized support. Other suggestions included a more diverse course offering, enhanced technology integration, increased accessibility, and improved scheduling for commuting students.

First-Year Experiences (% of Students)

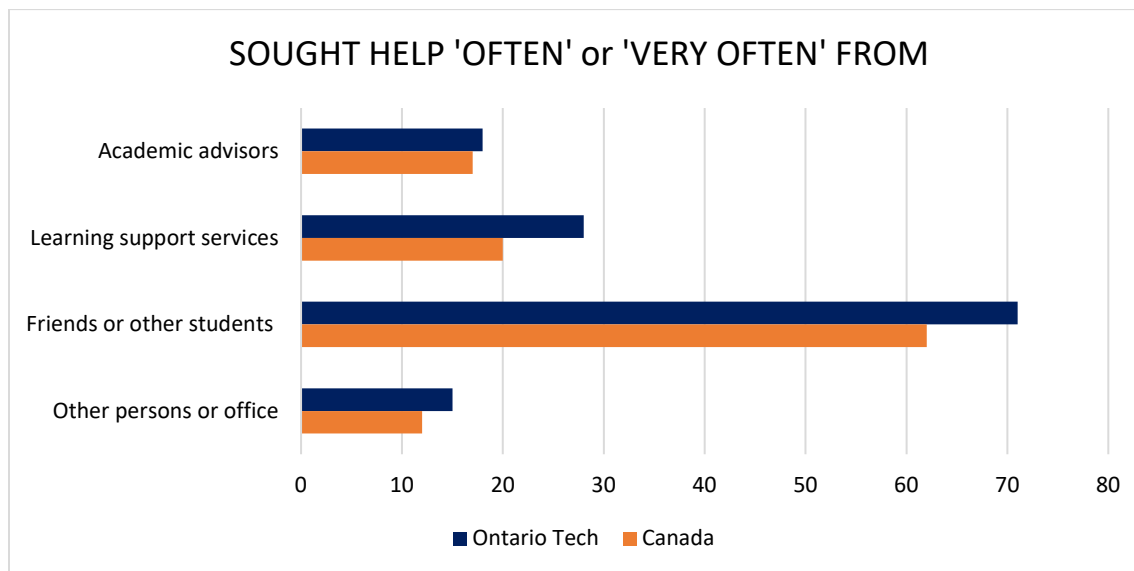
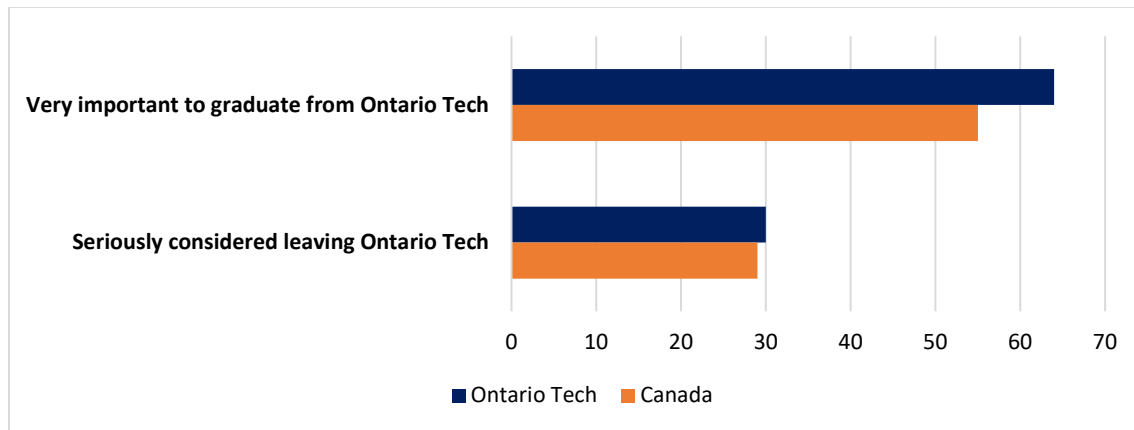


Figure 6: First-year experiences

Senior transitions

Senior-year students at Ontario Tech were more likely to intend to work in a field related to their major (88%) than students at other Canadian institutions (85%). This is likely due to Ontario Tech’s unique and specific program offerings, many of which are geared toward specific career paths (such as nursing or engineering) rather than general fields of study.

Senior-year Ontario Tech were more confident in their skills and abilities related to technological skills, financial and business management skills, and entrepreneurial skills

than their Canadian peers (see figure 7). The university's curriculum and educational approach plays a role in fostering a strong foundation in these skills, instilling confidence in students as they prepare to enter the workforce or pursue further studies.

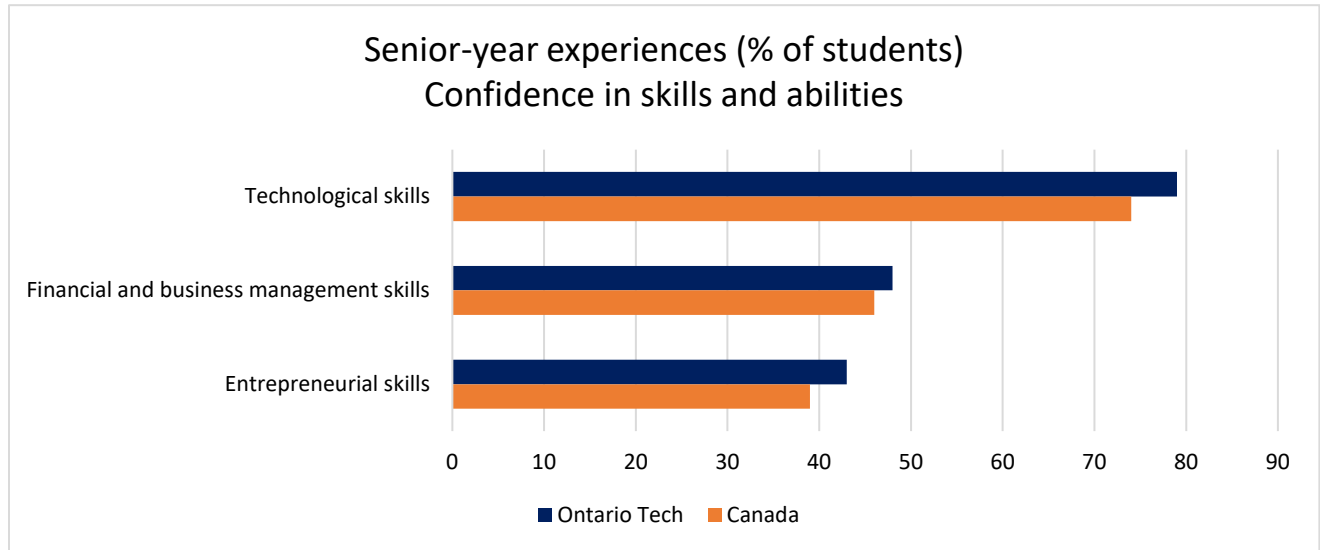


Figure 7: Senior-year students' confidence in abilities

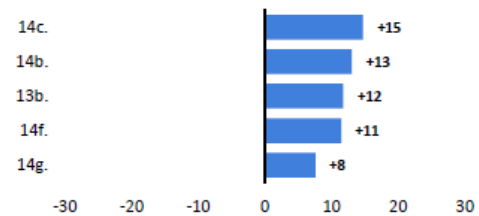
Additional results

A snapshot of Ontario Tech's performance in comparison to other Ontario universities revealed consistent higher scores on areas such as the institution's emphasis on using learning support services for both first and senior-year students. Institution emphasis on providing support to help students succeed academically and asking another student to help understand course material also scored high for senior-year students. However, Ontario Tech consistently scored lower than other Ontario universities on "included diverse perspectives in course discussions" and items related to societal issues and social involvement similar to 2020 (see figure 8).

First-year

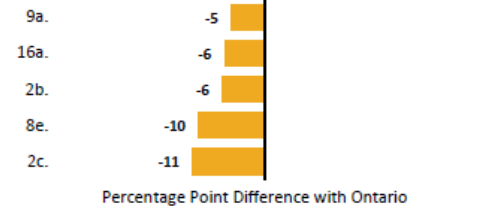
Highest Performing Relative to Ontario

- Institution emphasis on using learning support services (...) ^c (SE)
- Institution emphasis on providing support to help students succeed academically ^c (SE)
- Quality of interactions with academic advisors ^d (QI)
- Institution emphasis on providing support for your overall well-being... ^c (SE)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)



Lowest Performing Relative to Ontario

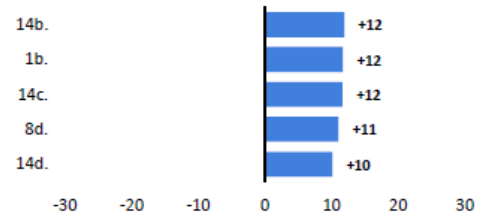
- Identified key information from reading assignments ^b (LS)
- Spent more than 15 hours per week preparing for class
- Connected your learning to societal problems or issues ^b (RI)
- Discussions with... People with sexual orientations other than your own
- Included diverse perspectives (...) in course discussions or assignments ^b (RI)



Senior

Highest Performing Relative to Ontario

- Institution emphasis on providing support to help students succeed academically ^c (SE)
- Asked another student to help you understand course material ^b (CL)
- Institution emphasis on using learning support services (...) ^c (SE)
- Discussions with... People with political views other than your own ^b (DD)
- Institution emphasis on encouraging contact among students from different backgrounds... ^c (SE)



Lowest Performing Relative to Ontario

- Identified key information from reading assignments ^b (LS)
- Spent more than 15 hours per week preparing for class
- Connected your learning to societal problems or issues ^b (RI)
- Discussions with... People with sexual orientations other than your own
- Included diverse perspectives (...) in course discussions or assignments ^b (RI)

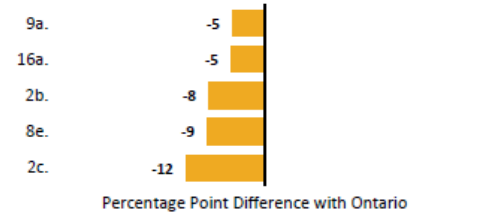


Figure 8: Highest and lowest performing areas for first- and senior-year students relative to Ontario consortium

Ontario Tech's Strategic Plan

Ontario Tech's strategic priorities focuses on four key goals:

1. **Tech with a conscience:** Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.
2. **Learning re-imagined:** Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.
3. **Creating a sticky campus:** Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities
4. **Partnerships:** Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.

The 2023 NSSE results provide insight into how the university is doing at meeting these goals. Specifically, qualitative feedback from seniors provides valuable insights into areas where Ontario Tech can enhance its efforts to better equip students as future leaders with practical skill sets.

When asked what Ontario Tech could have done better to prepare students for future careers or further academic pursuits, senior-year students offered valuable insight into the need for more practical, hands-on experiences aligned with their majors, enhanced career guidance, and increased flexibility in course offerings. Many emphasized the importance of professors who actively support and engage with students, fostering an inclusive environment. The students highlighted the desire for a stronger connection between academic content and real-world applications, emphasizing the importance of skills development for their chosen fields. Overall, their feedback points towards a collective aspiration for a more tailored and comprehensive educational experience that better equips them for the challenges and opportunities beyond graduation.

"More career-focused material and practical experiences are needed. Provide guidance on alternative career paths and connect course content to real-world skills required in related jobs."

"Increase mental health services, promote well-being, and acknowledge the need for additional staff to accommodate the rising demand for counseling services."

"Organize more career days, offer academically assisted internships, and provide substantive job fairs with meaningful placements. Foster a sense of community through online contacts and events."

"Offer more technical electives, create opportunities for individualized research, and guide students on diversifying their degrees early on. Provide resources for seeking employment after graduation."

Overall satisfaction

In evaluating their complete educational experience at Ontario Tech, 72% of first-year students and 76% of senior-year students expressed satisfaction, rating it as either "good" or "excellent." Notably, first-year students' overall satisfaction has seen a decline since 2020, whereas senior-year students' satisfaction levels have remained consistent. Comparatively, overall satisfaction for first-year students is slightly lower at Ontario Tech than at other Ontario universities, while senior-year students report similar satisfaction levels between Ontario Tech and other institutions. First-year students at Ontario Tech perceive a stronger emphasis on crucial factors like quantitative reasoning, collaborative learning, student-faculty interaction, quality of interactions, and a supportive environment in their studies compared to other institutions. When asked what change they would like to see implemented to improve their educational experience at Ontario Tech, first-year students mentioned a desire for more flexible class timings and desire for enhanced social opportunities.

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

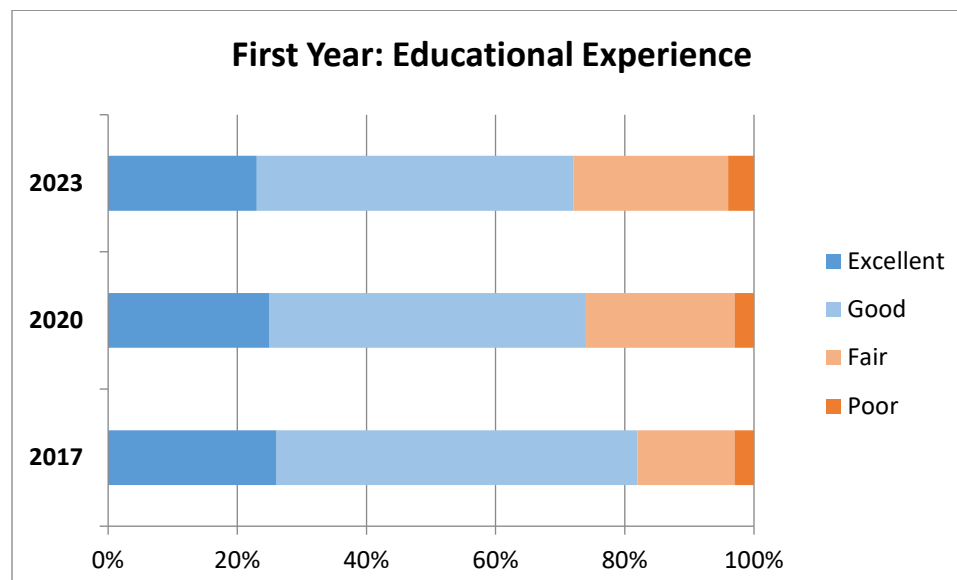


Figure 9: First-year students' rating of educational experience at their institution

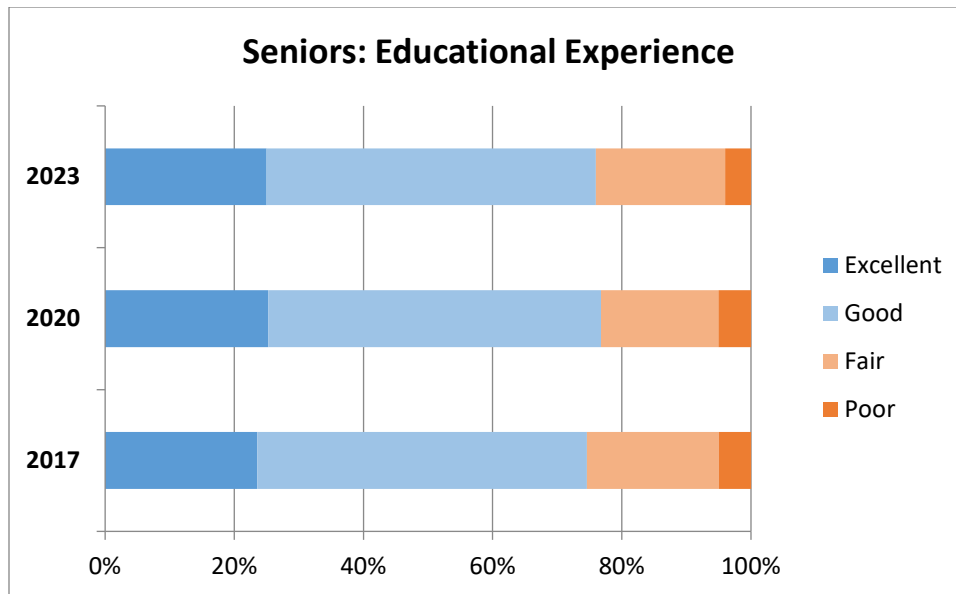


Figure 10: Senior-year students' rating of educational experience at their institution

Students were asked whether or not they would choose Ontario Tech again if they could start over. 78% of first-year students and 79% of senior-year students said they would either “probably” or “definitely” choose Ontario Tech again if they were to start over. For first-year students, the percentage of students decreased slightly from 2020 and slightly lower than the Ontario average. For senior-year students, the percentage of students who would choose Ontario Tech again has increased in 2023 and has increased above the Ontario average.

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

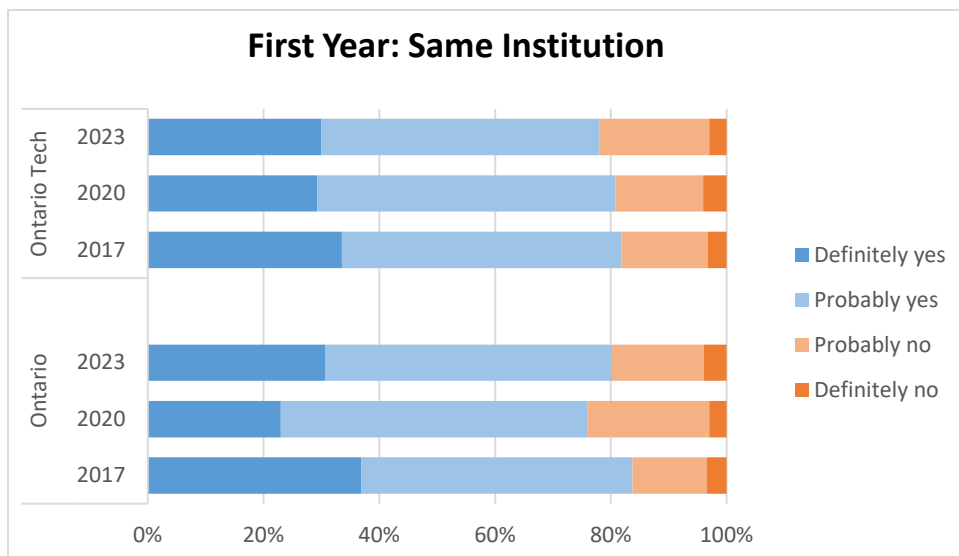


Figure 11: First-year students' perspective on attending the same institution again

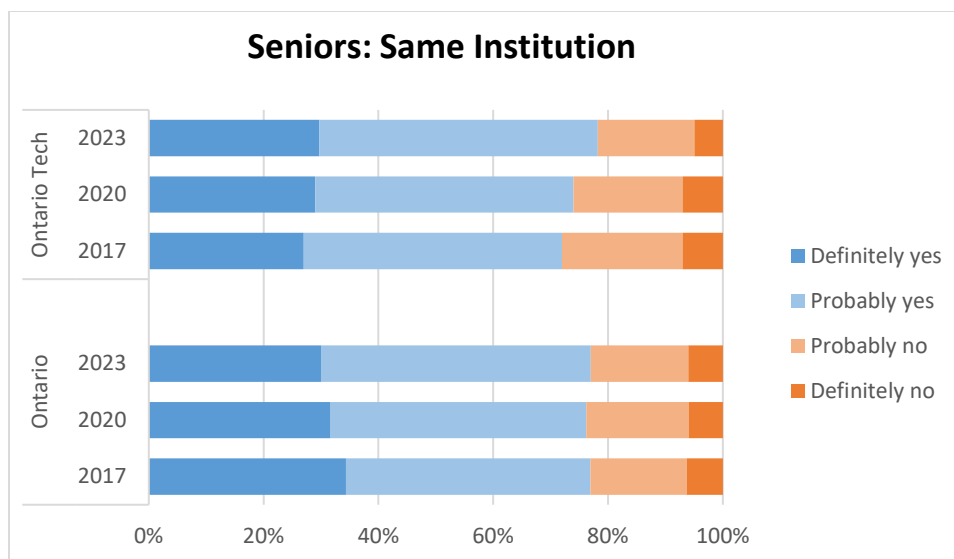


Figure 12: Senior-year students' perspective on attending the same institution again

NSSE notables

The following section highlights key findings from the NSSE results. The number in parentheses is the Ontario Consortium comparable score, unless otherwise noted.

First-year students

- 64 percent (48) of first-year students said **a lack of good academic advising** was not an obstacle to their academic progress
- 35 percent (30) of first-year students said **financial pressures or work obligations** were a major obstacle to their academic progress
- 34 per cent (33) of first-year students said their **academic performance** was a major obstacle to their academic progress
- 33 per cent (28) of first-year students said **increasing contact with professors outside of class (e.g., office hours)** would improve the student academic/learning experience outside the classroom
- 26 per cent (28) of first-year students said **expanding and/or improving the quality of academic support services** would improve the student academic/learning experience outside the classroom
- 36 percent (35) of first-year students said **improving the quality/availability of study spaces** would improve the student academic/learning experience outside the classroom
- 25 percent (24) of first-year students said **Working to provide a better social environment for students** would improve the student academic/learning experience outside the classroom

- 14 percent (11) of first-year students did not experience a sense of community on campus
- 31 percent (47) of first-year students lived in **residence**
- Of the 69 percent of students who did not live in residence, 33 percent (21) commuted to school in a private automobile and 54 percent (63) took public transit

Senior-year students

- 42 percent (36) of senior-year students said **financial pressures or work obligations** were a major obstacle to academic progress
- 28 percent (28) said **personal or family problems** were a major obstacle to academic progress, slightly lower than in 2020 (2020: 30%)
- 52 percent (43) of senior-year students said **a lack of good academic advising** was not an obstacle to their academic progress
- 45 percent (34) of senior-year students said **increasing the number or variety of course offerings in their major** would improve the student academic/learning experience in the classroom
- 34 percent (33) of senior-year students said **providing students with more opportunities to undertake research with faculty** would improve the student academic/learning experience outside the classroom
- 52 percent (40) of senior-year students said **improving the quality/availability of study spaces** would improve the student academic/learning experience outside the classroom
- 13 percent (11) of senior-year students did not experience a sense of community on campus
- 90 percent (92) of senior-year students did not live in residence
- Of that 92 percent, 50 percent commuted to school in a private automobile (25) and 29 percent took public transit (47)

Conclusion

The National Survey of Student Engagement (NSSE) results for the University of Ontario Institute of Technology (Ontario Tech) provide a comprehensive overview of the institution's strengths, challenges, and alignment with its strategic priorities. The report has highlighted various aspects, including participation rates, characteristics of respondents, engagement indicators, High Impact Practices (HIPs), topical module findings, and feedback from students.

Key strengths for Ontario Tech include outperforming comparator groups in areas such as quantitative reasoning, collaborative learning, and supportive environment. The institution has also been maintaining higher response rates compared to other Ontario and Canadian universities. Additionally, the emphasis on High Impact Practices, particularly in internships and field experiences, showcases the university's commitment to providing meaningful learning opportunities.

However, challenges and areas for improvement have been identified, such as a decline in response rates in 2023, lower scores in reflective and integrative learning, and specific concerns raised by students regarding the need for more practical experiences aligned with their majors and enhanced career guidance.

Aligning with Ontario Tech's strategic plan, the report highlights the institution's progress towards goals like promoting ethical technology use, adapting to changing educational landscapes, fostering student and community-centric engagement, and building partnerships for innovative solutions. Student feedback, especially from seniors, emphasizes the importance of practical experiences, enhanced career guidance, and a desire for more tailored and comprehensive educational offerings.

Despite challenges, a notable majority of students express satisfaction with their overall educational experience, and a significant percentage would choose Ontario Tech again if given the opportunity to start over. These positive sentiments, coupled with the institution's commitment to continuous improvement, lay a foundation for ongoing success.

The NSSE results serve as a valuable tool for Ontario Tech to reflect on its achievements, address areas of concern, and further refine its strategies to provide a high-quality and impactful educational experience for its students. NSSE continues to provide Ontario Tech an important measure of student engagement and satisfaction, allowing the university to better serve its students. Ontario Tech looks forward to using these results to continue its growth and development.

Appendix A: Ontario Comparator Group

Ontario (N=19)

Brock University (St. Catharines, ON)
Carleton University (Ottawa, ON)
Lakehead University (Thunder Bay, ON)
Laurentian University/Université Laurentienne (Sudbury, ON)
McMaster University (Hamilton, ON)
Nipissing University (North Bay, ON)
OCAD University (Toronto, ON)
Queen's University (Kingston, ON)
Toronto Metropolitan University (Toronto, ON)
Trent University (Peterborough, ON)
Université d'Ottawa / University of Ottawa (Ottawa, ON)
University of Guelph (Guelph, ON)
University of Guelph-Humber (Toronto, ON)
University of Toronto (Toronto, ON)
University of Waterloo (Waterloo, ON)
University of Windsor (Windsor, ON)
Western University (London, ON)
Wilfrid Laurier University (Waterloo, ON)
York University (Toronto, ON)

Appendix B: Canada Comparator Group

Canada (N=60)

Ambrose University (Calgary, AB)
Brock University (St. Catharines, ON)
Burman University (Lacombe, AB)
Cape Breton University (Sydney, NS)
Carleton University (Ottawa, ON)
Concordia University (Montreal, QC)
Dalhousie University (Halifax, NS)
École de technologie supérieure (Montréal, QC)
Grant MacEwan University (Edmonton, AB)
Lakehead University (Thunder Bay, ON)
Laurentian University/Université Laurentienne (Sudbury, ON)
McGill University (Montreal, QC)
McMaster University (Hamilton, ON)
Mount Royal University (Calgary, AB)
Mount Saint Vincent University (Halifax, NS)
Nipissing University (North Bay, ON)
OCAD University (Toronto, ON)
Polytechnique Montreal (, QC)
Queen's University (Kingston, ON)
Redeemer University (Ancaster, ON)
Saint Mary's University (Halifax, NS)
Simon Fraser University (Burnaby, BC)
St. Francis Xavier University (Antigonish, NS)
St. Thomas University (Fredericton, NB)
Thompson Rivers University (Kamloops, BC)
Toronto Metropolitan University (Toronto, ON)
Trent University (Peterborough, ON)
Trinity Western University (Langley, BC)
Université de Montréal (Montreal, QC)
Université de Sherbrooke (Sherbrooke, QC)
Université d'Ottawa / University of Ottawa (Ottawa, ON)
Université du Québec à Chicoutimi (Chicoutimi, QC)
Université du Québec à Montréal (Montréal, QC)
Université du Québec à Rimouski (Rimouski, QC)
Université du Québec à Trois-Rivières (Trois-Rivières, QC)
Université du Québec en Abitibi-Témiscamingue (Rouyn-Noranda, QC)
Université du Québec en Outaouais (Gatineau, QC)
Université Laval (Quebec city, QC)
University of Alberta (Edmonton, AB)

University of British Columbia - Vancouver campus (Vancouver, BC)
University of British Columbia Okanagan (Kelowna, BC)
University of Calgary (Calgary, AB)
University of Guelph (Guelph, ON)
University of Guelph-Humber (Toronto, ON)
University of Lethbridge (Lethbridge, AB)
The University of Manitoba (Winnipeg, MB)
University of New Brunswick (Fredericton, NB)
University of New Brunswick - Saint John (Saint John, NB)
University of Northern British Columbia (Prince George, BC)
University of Prince Edward Island (Charlottetown, PE)
University of Saskatchewan (Saskatoon, SK)
University of the Fraser Valley (Abbotsford, BC)
University of Toronto (Toronto, ON)
University of Victoria (Victoria, BC)
University of Waterloo (Waterloo, ON)
University of Windsor (Windsor, ON)
Vancouver Island University (Nanaimo, BC)
Western University (London, ON)
Wilfrid Laurier University (Waterloo, ON)
York University (Toronto, ON)

Appendix C: Ontario Select Comparator Group

Ontario Select (N=7)

Brock University (St. Catharines, ON)
Lakehead University (Thunder Bay, ON)
Laurentian University/Université Laurentienne (Sudbury, ON)
Nipissing University (North Bay, ON)
Trent University (Peterborough, ON)
University of Windsor (Windsor, ON)
Wilfrid Laurier University (Waterloo, ON)