

Higher-Order Learning 2022

62.9%

of students believed that their coursework emphasised quite a bit/ very much applying facts, theories, or methods to practical problems or new situations

56.6%

of students believed that their coursework emphasised quite a bit/ very much analysing an idea, experience, or line of reasoning in depth by examining its parts

59.6%

of students believed that their coursework emphasised quite a bit/ very much evaluating a point of view, decision, or information source

65.3%

of students believed that their coursework emphasised quite a bit/ very much forming an understanding or new idea from various pieces of information

Reflective and Integrative Learning 2022

59.0%

of students often/ very often combined ideas from different subjects/ modules when completing assignments

45.6%

of students often/ very often connected their learning to problems or issues in society

33.4%

of students often/ very often included diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments

50.6%

of students often/ very often examined the strengths and weaknesses of their own views on a topic or issue

57.7%

of students often/ very often tried to better understand someone else's views by imagining how an issue looks from their perspective

63.0%

of students often/ very often learned something that changed the way they understand an issue or concept

67.8%

of students often/ very often connected ideas from their subjects/ modules to their experiences and knowledge

Quantitative Reasoning 2022



35.8%

of students often/ very often reached conclusions based on their analysis of numerical information (numbers, graphs, statistics, etc.)

26.9%

of students often/ very often used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

22.9%

of students often/ very often evaluated what others have concluded from numerical information

Learning Strategies 2022

53.7%

of students often/ very often identified key information from recommended reading materials

56.8%

of students often/ very often reviewed their notes after class, tutorials, labs or studios

47.0%

of students often/ very often summarised what they learned in class, tutorials, labs or studios, or from course materials

Collaborative Learning 2022

41.9%

of students often/ very often asked another student to help them understand course material

45.3%

of students often/ very often explained course material to one or more students

42.3%

of students often/ very often prepared for exams by discussing or working through course material with other students

52.6%

of students often/ very often worked with other students on projects or assignments

Student-Faculty Interaction 2022

15.4%

students often/ very often talked about career plans with academic staff

10.3%

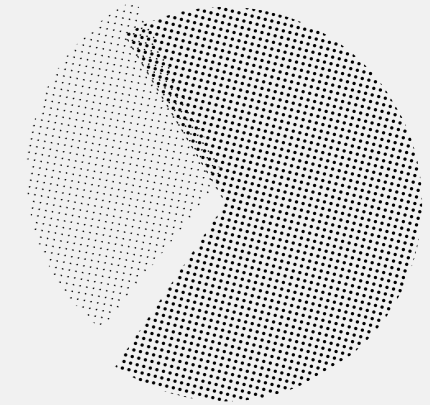
of students often/ very often worked with academic staff on activities other than coursework (committees, student groups, etc.)

20.5%

of students often/ very often discussed course topics, ideas, or concepts with academic staff outside of scheduled class, tutorials, labs or studios

16.6%

of students often/ very often discussed their performance with academic staff



Effective Teaching Practices 2022

66.9%

of students believed that lecturers/ teaching staff clearly explained course goals and requirements

68.9%

of students believed that lecturers/ teaching staff taught in an organised way

67.4%

of students believed that lecturers/ teaching staff used examples or illustrations to explain difficult points

37.6%

of students believed that lecturers/ teaching staff provided feedback on a draft or work in progress

43.1%

of students believed that lecturers/ teaching staff provided prompt and detailed feedback on tests or completed assignments

Quality of Interactions 2022

59.7%

of students indicated as excellent (6/7 or 7/7) the quality of interactions with students

33.3%

of students indicated as excellent (6/7 or 7/7) the quality of interactions with academic advisors

43.3%

of students indicated as excellent (6/7 or 7/7) the quality of interactions with academic staff

33.2%

of students indicated as excellent (6/7 or 7/7) the quality of interactions with support services staff (career services, student activities, accommodation, etc.)

34.7%

of students indicated as excellent (6/7 or 7/7) the quality of interactions with other administrative staff and offices (registry, finance, etc.)

Supportive Environment 2022

57.7%

of students believed that their institution emphasised quite a bit/ very much providing support to help students succeed academically

54.5%

of students believed that their institution emphasised quite a bit/ very much using learning support services (learning centre, computer centre, maths support, writing support, etc.)

42.5%

of students believed that their institution emphasised quite a bit/ very much contact among students from different backgrounds (social, racial/ ethnic, religious, etc.)

50.3%

of students believed that their institution emphasised quite a bit/ very much providing opportunities to be involved socially

49.3%

of students believed that their institution emphasised quite a bit/ very much providing support for their overall well-being (recreation, health care, counselling, etc.)

24.9%

of students believed that their institution emphasised quite a bit/ very much helping them manage their non-academic responsibilities (work, family, etc.)

46.2%

of students believed that their institution emphasised quite a bit/ very much attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by their institution

Learning, Creative and Social Skills 2022

62.1%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in writing clearly and effectively

52.3%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in speaking effectively

73.6%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in thinking critically and analytically

48.6%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in analysing numerical and statistical information

56.6%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in being innovative and creative

65.9%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in working effectively with others

53.3%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in solving complex real-world problems

45.1%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in being an informed and active citizen (societal/ political/ community)

Non-Indicator items 2022

47.5%

of students often/ very often asked questions or contributed to discussions in class, tutorials, labs, studios, or online

34.2%

of students often/ very often attended class, tutorials, labs, studios, or online without doing the preparation expected of them (completing readings or assignments, etc.)

35.2%

of students often/ very often made a presentation in class, tutorials, labs, studios, or online

Non-Indicator items 2022 (cont.d)

45.0%

of students often/ very often explored how to apply their learning in the workplace

46.6%

of students often/ very often exercised or participated in physical fitness activities (whether related to their course/ institution or in their life outside their institution)

38.5%

of students often/ very often blended academic learning with workplace experience

39.9%

of students often/ very often worked on assessments that informed them how well they were learning

51.9%

of students plan to engage/ have engaged/ were in the process of engaging in voluntary activity (whether related to their course/ institution or in their life outside their institution)

58.5%

of students believed that their experience at their institution contributed to their knowledge, skills, and personal development quite a bit/ very much in acquiring job- or work-related knowledge and skills

78.6%

of students would evaluate their entire educational experience at their institution as good/ excellent

83.5%

of students, if they could start over again, would probably/ definitely go to the same institution they are now attending

63.4%

of students had not seriously considered withdrawing from their degree programme

9.8%

of students had seriously considered withdrawing from their degree programme for financial reasons

13.3%

of students had seriously considered withdrawing from their degree programme for personal or family reasons

6.4%

of students had seriously considered withdrawing from their degree programme for health reasons

5.3%

of students had seriously considered withdrawing from their degree programme for employment reasons

8.5%

of students had seriously considered withdrawing from their degree programme to transfer to another institution

8.3%

of students had seriously considered withdrawing from their degree programme for another reason