
NSSE 2020
Engagement Indicators
University of Victoria

NSSE 2020 Engagement Indicators

About This Report

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores within your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, as many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and Major Field Report (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website www.nsse.org or [diana.edu](https://www.diana.edu)

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13(Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Academic Challenge

Challenging intellectual activities promote student learning by challenging students to think critically. Higher-Order Learning is a part of this theme. Higher-Order Learning is measured by Engagement Indicator, Reflective & Integrative Learning Strategies, and Quantitative Reasoning. Below and on the next page are the Mean Comparisons and Score Distributions for these indicators.

Mean Comparisons

Engagement Indicator

Higher-Order Learning

Reflective & Integrative

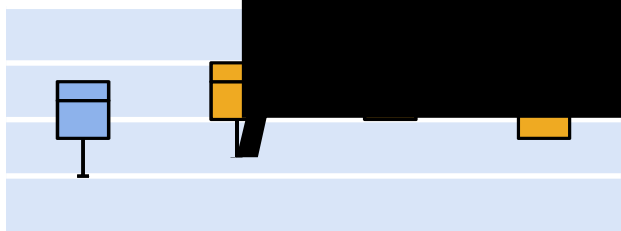
Learning Strategies

Quantitative Reasoning

Notes: Results weighted by institution size; Symbols on the Overlap Standard

Score Distributions

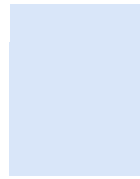
Higher-Order Learning



Learning Strategies

Quantitative Reasoning

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.



NSSE 2020 Engagement Indicators

Academic Challenge University of Victoria

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	UVic Mean	Your seniors compared with					
		All NSSE		All Canadian		CAD Comprehensive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	40.1 ***	-.33	37.1 ***	-.12	37.2 ***	-.12
Reflective & Integrative Learning	36.1	37.8 ***	-.14	36.0	.01	36.0	.01
Learning Strategies	34.6	38.8 ***	-.28	34.5	.01	34.2	.03
Quantitative Reasoning	25.7	30.4 ***	-.29	27.1 **	-.09	27.1 **	-.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size before rounding; † < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

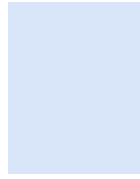
Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

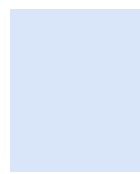
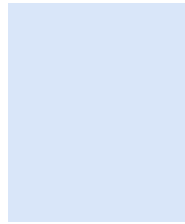
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

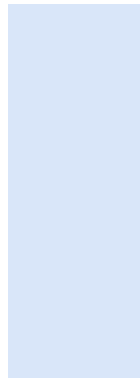
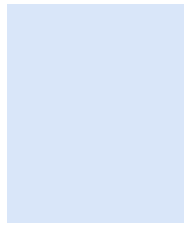




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Campus Environment: First-year students

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment. Below are three

Mean Comparisons

Engagement Indicator	UVic	All NSSE	All Canadian	CAD Comprehensive
	Mean	Mean	Mean	Mean
Quality of Interactions		***		
Supportive Environment	27.2	***	***	***

Score Distributions

Quality of Interactions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions

Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...

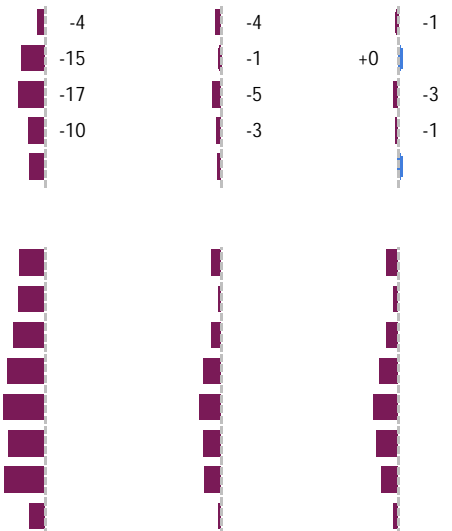
Item	%
13a. Students	49
13b. Academic advisors	39
13c. Faculty	36
13d. Student services staff (career services, student activities, housing, etc.)	38
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37

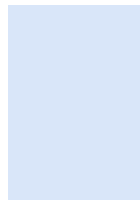
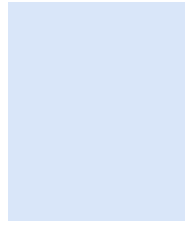
Supportive Environment

14b. Providing support to help students succeed academically	59
14c. Using learning support services (tutoring services, writing center, etc.)	60
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41
14e. Providing opportunities to be involved socially	47
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	43
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37
14i. Attending events that address important social, economic, or political issues	37

Percentage point difference between your FY students and

All NSSE All Canadian CAD Comprehensive





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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions ([see iu.edu/NSSE-Pn](http://www.nsse.iu.edu/NSSE-Pn)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE in their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable to the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Higher-Order Learning	***	***
Reflective and Integrative Learning	***	***
Learning Strategies	***	***
Quantitative Reasoning	***	***
Collaborative Learning	***	***
Discussions with Diverse Others	***	***
Student-Faculty Interaction	***	***
Effective Teaching Practices	***	***
Quality of Interactions	***	***
Supportive Environment	***	***

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Seniors

Higher-Order Learning	***	***
Reflective and Integrative Learning	***	***
Learning Strategies	***	***
Quantitative Reasoning	***	***
Collaborative Learning	***	***
Discussions with Diverse Others	***	***
Student-Faculty Interaction	***	***
Effective Teaching Practices	***	***
Quality of Interactions	***	***
Supportive Environment	***	***

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Detailed Statistics: First-Year Students

Mean	SD ^d	SE ^e	5th	25th	50th	75th	95th	Deg. of freedom ^e	Meant0.0073 Tw82 4.671294dom
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Detailed Statistics: First-Year Students

Mean statistics			Percentile ^d scores					Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Mean	SD ^p	SE ^c	5th	25th	50th	75th	95th				

NSSE 2020 Engagement Indicators

Detailed Statistics^a

University of Victoria

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^p	SE ^e	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UVic (N = 1152)	35.6	13.5	.40	15	25	35	45	60				
All NSSE	40.1	13.6	.03	20	30	40	50	60	171,601	-4.5	.000	-.332
All Canadian	37.1	13.2	.07	15	30	40	45	60	41,843	-1.6	.000	-.119
CAD Comprehensive	37.2	13.3	.11	15	30	40	45	60	14,589	-1.6	.000	-.122
Top 50%	41.7	13.4	.04	20	35	40	55	60	134,072	-6.2	.000	-.459
Top 10%	43.2	13.3	.07	20	35	40	55	60	33,472	-7.6	.000	-.573
Reflective & Integrative Learning												
UVic (N = 1207)	36.1	12.9	.37	14	26	37	46	57				
All NSSE	37.8	12.5	.03	17	29	37	46	60	183,121	-1.8	.000	-.140
All Canadian	36.0	12.1	.06	17	29	37	43	57	1,266	.1	.853	.006
CAD Comprehensive	36.0	12.2	.10	17	29	37	43	57	1,398	.1	.727	.011
Top 50%	39.8	12.2	.03	20	31	40	49	60	1,226	-3.7	.000	-.305
Top 10%	41.8	12.0	.08	20	34	40	51	60	1,328	-5.7	.000	-.469
Learning Strategies												
UVic (N = 1099)	34.6	14.7	.44	7	27	33	47	60				
All NSSE	38.8	14.7	.04	13	27	40	53	60	163,523	-4.2	.000	-.284
All Canadian	34.5	14.3	.07	13	27	33	47	60	40,189	.1	.796	.008
CAD Comprehensive	34.2	14.2	.12	13	27	33	40	60	14,096	.4	.378	.028
Top 50%	40.7	14.5	.04	20	33	40	53	60	148,373	-6.1	.000	-.420
Top 10%	42.7	14.4	.07	20	33	40	60	60	48,500	-8.1	.000	-.559
Quantitative Reasoning												
UVic (N = 1119)	25.7	15.9	.48	0	13	27	33	53				
All NSSE	30.4	16.3	.04	0	20	27	40	60	1,134	-4.7	.000	-.290
All Canadian	27.1	15.6	.08	0	20	27	40	60	40,758	-1.4	.003	-.092
CAD Comprehensive	27.1	15.7	.14	0	20	27	40	60	14,291	-1.4	.004	-.090
Top 50%	31.4	16.1	.04	0	20	33	40	60	189,451	-5.7	.000	-.357
Top 10%	33.4	15.9	.08	7	20	33	40	60	37,976	-7.7	.000	-.485
Learning with Peers												
Collaborative Learning												
UVic (N = 1249)	33.0	15.1	.43	10	20	35	45	60				
All NSSE	31.8	15.7	.04	5	20	30	40	60	192,998	1.1	.010	.073
All Canadian	33.4	14.2	.07	10	25	35	45	60	1,312	-.4	.323	-.030
CAD Comprehensive	33.2	14.1	.12	10	25	35	40	60	1,442	-.2	.574	-.018
Top 50%	35.9	14.0	.03	15	25	35	45	60	1,264	-2.9	.000	-.211
Top 10%	38.4	13.6	.08	15	30	40	50	60	1,333	-5.4	.000	-.396
Discussions with Diverse Others												
UVic (N = 1099)	36.1	14.4	.43	15	25	35	45	60				
All NSSE	40.0	16.1	.04	15	30	40	55	60	1,116	-3.9	.000	-.243
All Canadian	39.1	15.4	.08	15	30	40	50	60	1,169	-3.0	.000	-.198
CAD Comprehensive	39.9	15.5	.14	15	30	40	55	60	1,323	-3.8	.000	-.249
Top 50%	42.1	15.5	.04	15	30	40	60	60	1,113	-6.0	.000	-.385
Top 10%	43.8	15.3	.07	20	35	45	60	60	1,157	-7.7	.000	-.504

NSSE 2020 Engagement Indicators

Detailed Statistics^a

University of Victoria

Detailed Statistics: Seniors

Mean statistics			Percentile ^d scores					Comparison results			
Mean	SD ^p	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g