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**NSSE 2020**  
**Engagement Indicators**  
University of Victoria

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### 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
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	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*, like 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 your *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: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with All NSSE	compared with All Canadian	compared with CAD Comprehensive
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	▼	▼	▼

### Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with All NSSE	compared with All Canadian	compared with CAD Comprehensive
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	▼	▼	▼

### Academic Challenge: First-year students

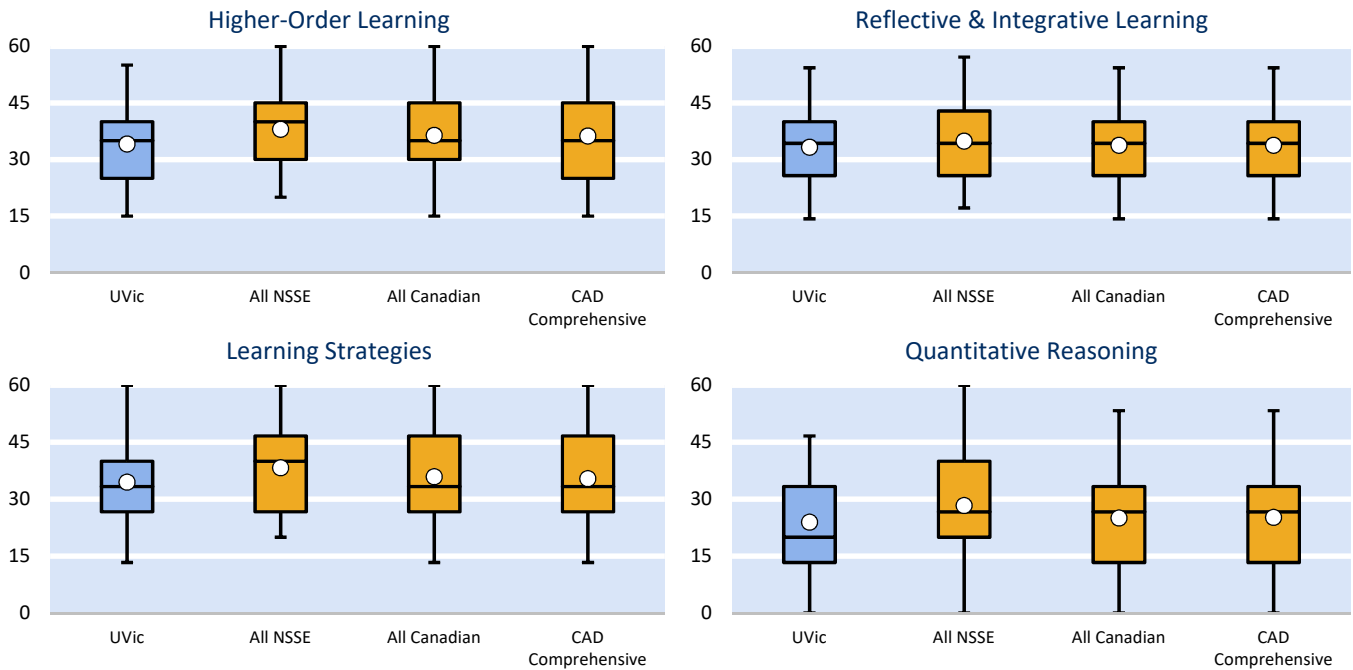
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 first-year students compared with					
		All NSSE Mean	Effect size	All Canadian Mean	Effect size	CAD Comprehensive Mean	Effect size
Higher-Order Learning	34.1	38.0 ***	-.29	36.4 ***	-.18	36.2 ***	-.16
Reflective & Integrative Learning	33.2	34.9 ***	-.14	33.7	-.04	33.8	-.05
Learning Strategies	34.5	38.3 ***	-.28	35.9 **	-.11	35.4 *	-.07
Quantitative Reasoning	24.0	28.4 ***	-.28	25.0 *	-.07	25.3 *	-.08

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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

#### Score Distributions



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.

## Academic Challenge: First-year students (continued)

### 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.

	UVic	Percentage point difference <sup>a</sup> between your FY students and		
		All NSSE	All Canadian	CAD Comprehensive
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-2	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-7	-5	-4
4d. Evaluating a point of view, decision, or information source	54	-15	-6	-6
4e. Forming a new idea or understanding from various pieces of information	56	-13	-7	-7
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+3	+0	+1
2b. Connected your learning to societal problems or issues	45	-5	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-8	+1	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-8	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-6	-2	-2
2f. Learned something that changed the way you understand an issue or concept	66	-1	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+1	-0	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-6	-3	-2
9b. Reviewed your notes after class	54	-13	-1	+0
9c. Summarized what you learned in class or from course materials	57	-7	-3	-2
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-8	-0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28	-13	-6	-7
6c. Evaluated what others have concluded from numerical information	34	-7	-1	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Academic Challenge: Seniors

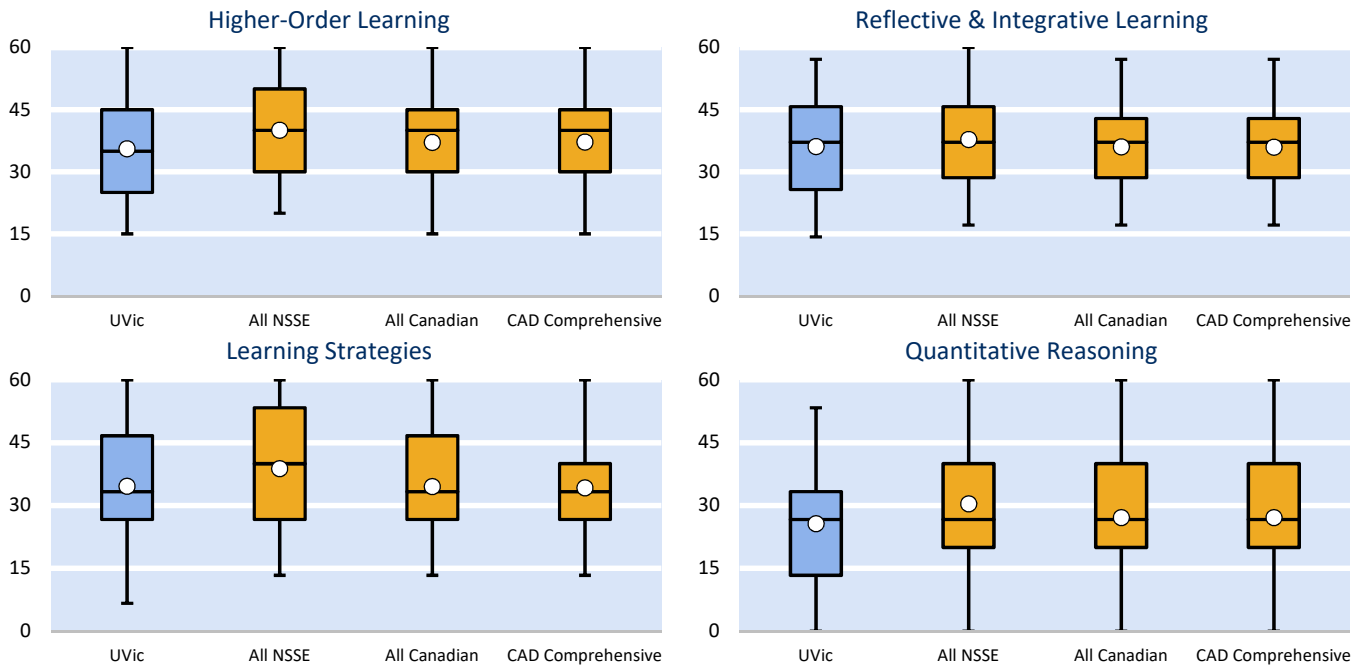
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

#### Score Distributions



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.

### Academic Challenge: Seniors (continued)

#### 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.

	UVic	Percentage point difference <sup>a</sup> between your seniors and		
		All NSSE	All Canadian	CAD Comprehensive
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-10	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-11	-5	-4
4d. Evaluating a point of view, decision, or information source	59	-12	-5	-5
4e. Forming a new idea or understanding from various pieces of information	62	-11	-3	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	-1	+0	+0
2b. Connected your learning to societal problems or issues	56	-4	-1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-3	+4	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-5	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-5	-1	-1
2f. Learned something that changed the way you understand an issue or concept	69	-3	-3	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-4	-1	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-6	-1	-1
9b. Reviewed your notes after class	49	-15	+1	+1
9c. Summarized what you learned in class or from course materials	57	-8	+1	+2
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-11	-4	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-13	-5	-6
6c. Evaluated what others have concluded from numerical information	40	-7	-2	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Learning with Peers: First-year students

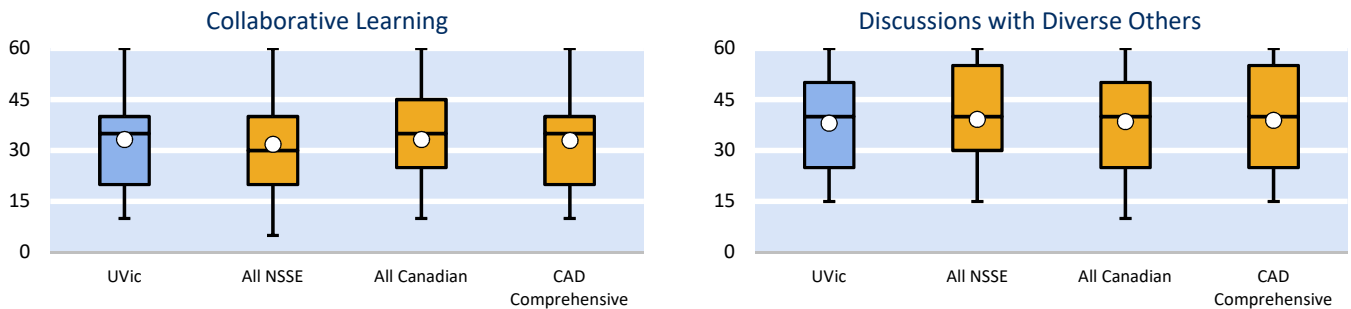
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UVic Mean	Your first-year students compared with					
		All NSSE		All Canadian		CAD Comprehensive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	31.8 **	.10	33.2	.00	32.9	.02
Discussions with Diverse Others	38.0	39.1 *	-.07	38.5	-.03	38.9	-.06

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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

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	UVic	Percentage point difference <sup>a</sup> between your FY students and		
		All NSSE	All Canadian	CAD Comprehensive
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	55	+4	+2	+3
1f. Explained course material to one or more students	60	+4	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	57	+8	+3	+3
1h. Worked with other students on course projects or assignments	47	-7	-10	-8
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	72	+2	+0	-1
8b. People from an economic background other than your own	69	-2	+2	+2
8c. People with religious beliefs other than your own	62	-3	-3	-6
8d. People with political views other than your own	58	-5	-0	+0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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### Learning with Peers: Seniors

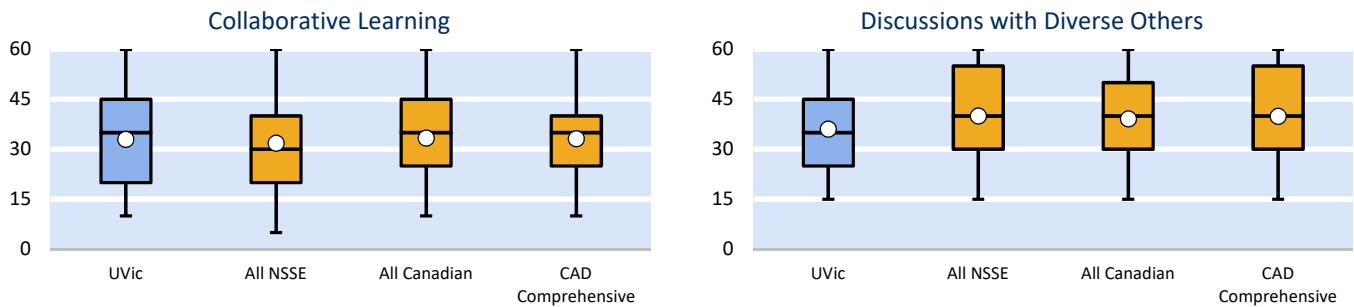
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below 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
Collaborative Learning	33.0	31.8 **	.07	33.4	-.03	33.2	-.02
Discussions with Diverse Others	36.1	40.0 ***	-.24	39.1 ***	-.20	39.9 ***	-.25

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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

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Collaborative Learning	UVic	Percentage point difference <sup>a</sup> between your seniors and		
		All NSSE	All Canadian	CAD Comprehensive
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	+2	+1	+2
1f. Explained course material to one or more students	60	+3	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	49	+2	-1	-0
1h. Worked with other students on course projects or assignments	62	+0	-6	-6
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	67	-5	-7	-9
8b. People from an economic background other than your own	66	-6	-2	-4
8c. People with religious beliefs other than your own	56	-12	-11	-14
8d. People with political views other than your own	51	-14	-7	-8

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### Experiences with Faculty: First-year students

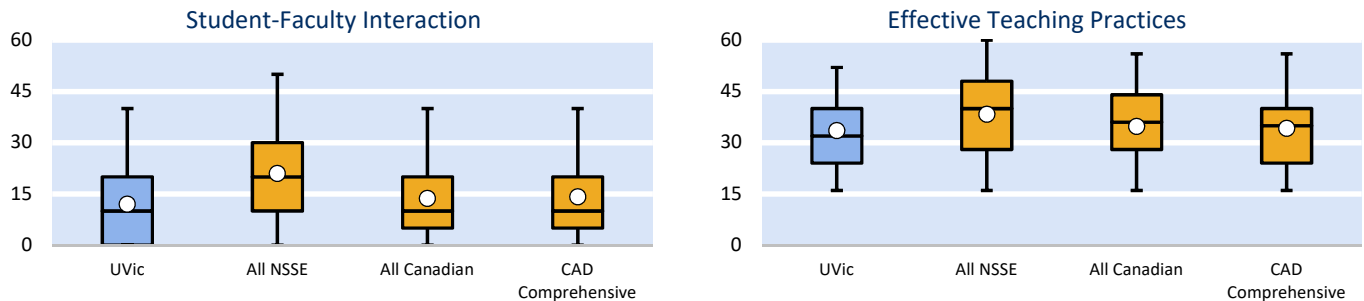
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UVic Mean	Your first-year students compared with					
		All NSSE		All Canadian		CAD Comprehensive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	12.0	21.0 ***	-.62	13.6 ***	-.12	14.2 ***	-.16
Effective Teaching Practices	33.5	38.3 ***	-.36	34.7 **	-.09	34.2	-.05

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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

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Student-Faculty Interaction	UVic %	Percentage point difference <sup>a</sup> between your FY students and		
		All NSSE	All Canadian	CAD Comprehensive
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	14	-23	-5	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	-12	-4	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-8	-2	-3
3d. Discussed your academic performance with a faculty member	12	-18	-4	-6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-2	+1	+3
5b. Taught course sessions in an organized way	74	+0	+2	+5
5c. Used examples or illustrations to explain difficult points	73	-1	-0	+2
5d. Provided feedback on a draft or work in progress	38	-24	-6	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	39	-21	-7	-7

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### Experiences with Faculty: Seniors

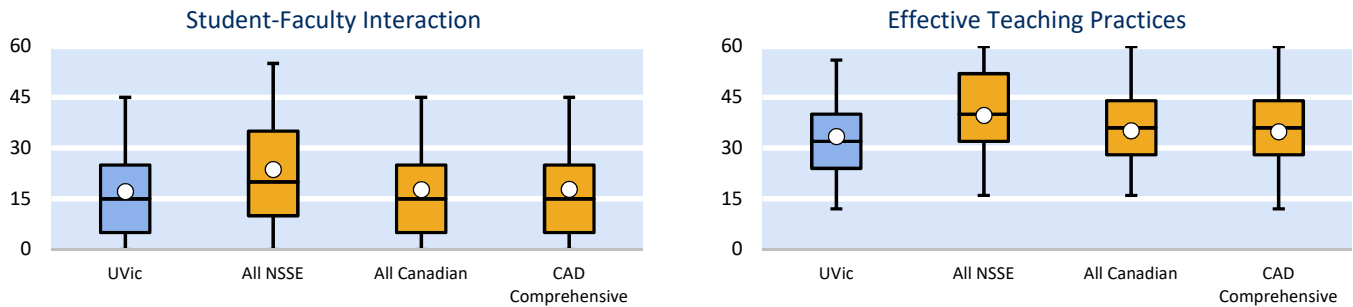
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#### Mean Comparisons

Engagement Indicator	UVic Mean	Your seniors compared with					
		All NSSE		All Canadian		CAD Comprehensive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.1	23.6 ***	-.41	17.6	-.04	17.7	-.04
Effective Teaching Practices	33.3	39.6 ***	-.45	35.0 ***	-.13	34.7 ***	-.11

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 and *p* before rounding: \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

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Student-Faculty Interaction	UVic %	Percentage point difference <sup>a</sup> between your seniors and		
		All NSSE	All Canadian	CAD Comprehensive
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	24	-19	-2	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-11	-3	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-8	-1	-1
3d. Discussed your academic performance with a faculty member	16	-17	-2	-4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	71	-8	-3	-2
5b. Taught course sessions in an organized way	69	-7	-3	-1
5c. Used examples or illustrations to explain difficult points	71	-6	-3	-1
5d. Provided feedback on a draft or work in progress	41	-21	-5	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	45	-19	-4	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: First-year students

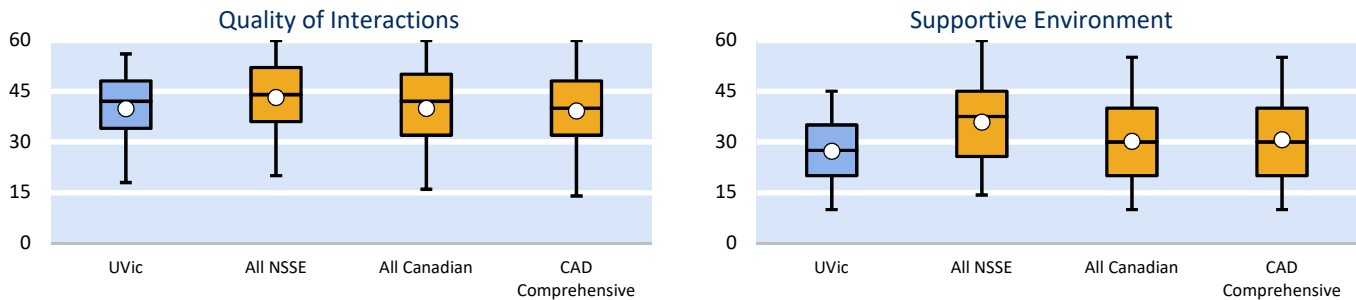
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UVic Mean	Your first-year students compared with					
		All NSSE		All Canadian		CAD Comprehensive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	43.2 ***	-.28	40.0	-.01	39.2	.05
Supportive Environment	27.2	35.8 ***	-.64	30.2 ***	-.22	30.7 ***	-.26

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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

#### Score Distributions



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	UVic	Percentage point difference <sup>a</sup> between your FY students and		
		All NSSE	All Canadian	CAD Comprehensive
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-4	-4	-1
13b. Academic advisors	39	-15	-1	+0
13c. Faculty	36	-17	-5	-3
13d. Student services staff (career services, student activities, housing, etc.)	38	-10	-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-9	-2	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	59	-16	-6	-7
14c. Using learning support services (tutoring services, writing center, etc.)	60	-16	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-20	-6	-7
14e. Providing opportunities to be involved socially	47	-24	-11	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	43	-26	-14	-15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	-23	-11	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-25	-11	-11
14i. Attending events that address important social, economic, or political issues	37	-10	-2	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: Seniors

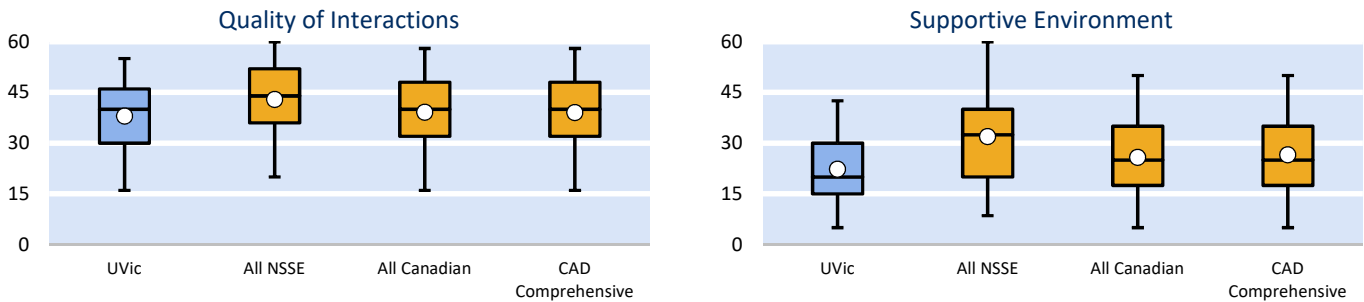
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UVic Mean	Your seniors compared with					
		All NSSE Mean	Effect size	All Canadian Mean	Effect size	CAD Comprehensive Mean	Effect size
Quality of Interactions	38.1	42.9 ***	-.40	39.2 **	-.09	39.1 *	-.08
Supportive Environment	22.3	32.0 ***	-.68	25.8 ***	-.27	26.6 ***	-.32

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 and *p* before rounding; \**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (2-tailed).

#### Score Distributions



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	UVic %	Percentage point difference <sup>a</sup> between your seniors and		
		All NSSE	All Canadian	CAD Comprehensive
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-7	-3	-1
13b. Academic advisors	31	-22	-6	-7
13c. Faculty	41	-16	-3	-1
13d. Student services staff (career services, student activities, housing, etc.)	31	-14	-4	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-12	-3	-2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	45	-24	-8	-10
14c. Using learning support services (tutoring services, writing center, etc.)	35	-31	-12	-16
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	34	-21	-5	-7
14e. Providing opportunities to be involved socially	39	-24	-12	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	34	-25	-11	-13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	12	-21	-9	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	27	-24	-11	-11
14i. Attending events that address important social, economic, or political issues	27	-12	-4	-6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](http://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for 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<sup>b</sup> to that of 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

Theme	Engagement Indicator	UVic Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	34.1	39.3 ***	-.40		41.4 ***	-.57	
	Reflective and Integrative Learning	33.2	36.7 ***	-.29		39.0 ***	-.49	
	Learning Strategies	34.5	39.9 ***	-.40		42.3 ***	-.56	
	Quantitative Reasoning	24.0	29.4 ***	-.36		31.4 ***	-.48	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.2 ***	-.14		37.4 ***	-.31	
	Discussions with Diverse Others	38.0	41.5 ***	-.23		43.6 ***	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	12.0	24.5 ***	-.85		28.1 ***	-1.06	
	Effective Teaching Practices	33.5	40.5 ***	-.53		42.3 ***	-.62	
<i>Campus Environment</i>	Quality of Interactions	39.9	45.2 ***	-.48		47.2 ***	-.63	
	Supportive Environment	27.2	37.9 ***	-.81		40.0 ***	-1.00	

#### Seniors

Theme	Engagement Indicator	UVic Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.6	41.7 ***	-.46		43.2 ***	-.57	
	Reflective and Integrative Learning	36.1	39.8 ***	-.31		41.8 ***	-.47	
	Learning Strategies	34.6	40.7 ***	-.42		42.7 ***	-.56	
	Quantitative Reasoning	25.7	31.4 ***	-.36		33.4 ***	-.48	
<i>Learning with Peers</i>	Collaborative Learning	33.0	35.9 ***	-.21		38.4 ***	-.40	
	Discussions with Diverse Others	36.1	42.1 ***	-.38		43.8 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.1	29.7 ***	-.79		33.2 ***	-1.02	
	Effective Teaching Practices	33.3	41.8 ***	-.62		43.7 ***	-.78	
<i>Campus Environment</i>	Quality of Interactions	38.1	45.2 ***	-.61		47.4 ***	-.77	
	Supportive Environment	22.3	34.6 ***	-.88		36.8 ***	-1.04	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UVic (N = 871)	34.1	12.2	.41	15	25	35	40	55				
All NSSE	38.0	13.3	.04	20	30	40	45	60	883	-3.9	.000	-.290
All Canadian	36.4	12.9	.05	15	30	35	45	60	57,328	-2.3	.000	-.177
CAD Comprehensive	36.2	12.9	.09	15	25	35	45	60	20,255	-2.1	.000	-.165
Top 50%	39.3	13.1	.03	20	30	40	50	60	147,948	-5.2	.000	-.398
Top 10%	41.4	12.8	.08	20	35	40	50	60	29,057	-7.3	.000	-.567
<b>Reflective &amp; Integrative Learning</b>												
UVic (N = 936)	33.2	11.5	.38	14	26	34	40	54				
All NSSE	34.9	12.1	.03	17	26	34	43	57	152,322	-1.7	.000	-.138
All Canadian	33.7	11.7	.05	14	26	34	40	54	61,181	-.5	.197	-.043
CAD Comprehensive	33.8	11.7	.08	14	26	34	40	54	21,499	-.6	.144	-.049
Top 50%	36.7	11.8	.03	17	29	37	46	57	144,547	-3.4	.000	-.292
Top 10%	39.0	11.7	.08	20	31	40	49	60	23,486	-5.7	.000	-.488
<b>Learning Strategies</b>												
UVic (N = 805)	34.5	12.5	.44	13	27	33	40	60				
All NSSE	38.3	13.8	.04	20	27	40	47	60	816	-3.9	.000	-.280
All Canadian	35.9	13.7	.06	13	27	33	47	60	834	-1.4	.001	-.105
CAD Comprehensive	35.4	13.7	.10	13	27	33	47	60	890	-.9	.037	-.069
Top 50%	39.9	13.7	.04	20	33	40	53	60	817	-5.4	.000	-.397
Top 10%	42.3	14.1	.09	20	33	40	53	60	865	-7.8	.000	-.558
<b>Quantitative Reasoning</b>												
UVic (N = 818)	24.0	14.4	.50	0	13	20	33	47				
All NSSE	28.4	15.4	.04	0	20	27	40	60	829	-4.4	.000	-.284
All Canadian	25.0	15.1	.06	0	13	27	33	53	55,505	-1.1	.045	-.071
CAD Comprehensive	25.3	15.2	.11	0	13	27	33	53	19,641	-1.3	.019	-.084
Top 50%	29.4	15.2	.04	7	20	27	40	60	826	-5.4	.000	-.358
Top 10%	31.4	15.3	.08	7	20	33	40	60	862	-7.4	.000	-.484
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UVic (N = 999)	33.2	13.9	.44	10	20	35	40	60				
All NSSE	31.8	14.8	.04	5	20	30	40	60	1,012	1.4	.001	.097
All Canadian	33.2	14.3	.06	10	25	35	45	60	65,141	.0	.928	.003
CAD Comprehensive	32.9	14.4	.10	10	20	35	40	60	22,801	.3	.498	.022
Top 50%	35.2	13.7	.03	15	25	35	45	60	187,952	-1.9	.000	-.140
Top 10%	37.4	13.5	.07	15	30	40	45	60	40,145	-4.1	.000	-.306
<b>Discussions with Diverse Others</b>												
UVic (N = 812)	38.0	14.7	.51	15	25	40	50	60				
All NSSE	39.1	15.8	.04	15	30	40	55	60	822	-1.1	.029	-.072
All Canadian	38.5	15.8	.07	10	25	40	50	60	839	-.5	.325	-.032
CAD Comprehensive	38.9	15.9	.12	15	25	40	55	60	896	-.9	.090	-.057
Top 50%	41.5	15.0	.04	20	30	40	55	60	166,846	-3.4	.000	-.230
Top 10%	43.6	14.5	.08	20	35	45	60	60	35,186	-5.6	.000	-.386



### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UVic (N = 905)	12.0	11.9	.40	0	0	10	20	40				
All NSSE	21.0	14.7	.04	0	10	20	30	50	921	-9.0	.000	-.616
All Canadian	13.6	13.5	.06	0	5	10	20	40	940	-1.6	.000	-.122
CAD Comprehensive	14.2	13.8	.10	0	5	10	20	40	1,018	-2.2	.000	-.159
Top 50%	24.5	14.7	.05	5	15	20	35	55	930	-12.5	.000	-.850
Top 10%	28.1	15.5	.14	5	15	25	40	60	1,135	-16.1	.000	-1.057
<b>Effective Teaching Practices</b>												
UVic (N = 858)	33.5	11.0	.38	16	24	32	40	52				
All NSSE	38.3	13.3	.04	16	28	40	48	60	873	-4.8	.000	-.358
All Canadian	34.7	12.4	.05	16	28	36	44	56	891	-1.2	.002	-.095
CAD Comprehensive	34.2	12.6	.09	16	24	35	40	56	960	-.7	.082	-.054
Top 50%	40.5	13.2	.04	20	32	40	52	60	877	-7.0	.000	-.530
Top 10%	42.3	14.1	.08	16	32	44	56	60	941	-8.7	.000	-.621
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UVic (N = 646)	39.9	11.0	.43	18	34	42	48	56				
All NSSE	43.2	11.9	.03	20	36	44	52	60	653	-3.3	.000	-.281
All Canadian	40.0	12.8	.06	16	32	42	50	60	673	-.1	.796	-.009
CAD Comprehensive	39.2	13.1	.11	14	32	40	48	60	729	.7	.115	.054
Top 50%	45.2	11.2	.04	24	38	46	54	60	101,250	-5.3	.000	-.476
Top 10%	47.2	11.6	.07	25	40	50	58	60	684	-7.4	.000	-.632
<b>Supportive Environment</b>												
UVic (N = 768)	27.2	11.8	.43	10	20	28	35	45				
All NSSE	35.8	13.5	.04	14	26	38	45	60	780	-8.6	.000	-.637
All Canadian	30.2	13.2	.06	10	20	30	40	55	796	-3.0	.000	-.225
CAD Comprehensive	30.7	13.4	.10	10	20	30	40	55	853	-3.5	.000	-.259
Top 50%	37.9	13.1	.04	18	30	38	48	60	779	-10.7	.000	-.813
Top 10%	40.0	12.9	.09	18	33	40	50	60	834	-12.8	.000	-.996

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
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
<b>Reflective &amp; Integrative Learning</b>												
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
<b>Learning Strategies</b>												
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
<b>Quantitative Reasoning</b>												
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
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
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
<b>Discussions with Diverse Others</b>												
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

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UVic (N = 1171)	17.1	13.9	.41	0	5	15	25	45				
All NSSE	23.6	16.0	.04	0	10	20	35	55	1,191	-6.6	.000	-.411
All Canadian	17.6	14.3	.07	0	5	15	25	45	1,241	-.5	.186	-.038
CAD Comprehensive	17.7	14.5	.12	0	5	15	25	45	1,396	-.6	.135	-.044
Top 50%	29.7	15.9	.06	5	20	30	40	60	1,222	-12.6	.000	-.794
Top 10%	33.2	16.0	.15	10	20	35	45	60	1,489	-16.2	.000	-1.024
<b>Effective Teaching Practices</b>												
UVic (N = 1147)	33.3	12.8	.38	12	24	32	40	56				
All NSSE	39.6	13.9	.03	16	32	40	52	60	1,164	-6.2	.000	-.448
All Canadian	35.0	12.7	.06	16	28	36	44	60	41,847	-1.7	.000	-.132
CAD Comprehensive	34.7	12.9	.11	12	28	36	44	60	14,638	-1.4	.000	-.109
Top 50%	41.8	13.7	.04	20	32	40	52	60	1,172	-8.4	.000	-.618
Top 10%	43.7	13.4	.08	20	36	44	56	60	1,264	-10.4	.000	-.775
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UVic (N = 959)	38.1	11.9	.38	16	30	40	46	55				
All NSSE	42.9	12.3	.03	20	36	44	52	60	971	-4.9	.000	-.396
All Canadian	39.2	12.4	.07	16	32	40	48	58	1,019	-1.1	.005	-.089
CAD Comprehensive	39.1	12.4	.12	16	32	40	48	58	12,060	-1.0	.013	-.083
Top 50%	45.2	11.7	.03	24	38	48	54	60	120,658	-7.2	.000	-.614
Top 10%	47.4	12.0	.06	24	40	50	58	60	39,245	-9.3	.000	-.775
<b>Supportive Environment</b>												
UVic (N = 1070)	22.3	11.8	.36	5	15	20	30	43				
All NSSE	32.0	14.3	.04	9	20	33	40	60	1,091	-9.7	.000	-.679
All Canadian	25.8	13.0	.07	5	18	25	35	50	1,144	-3.5	.000	-.271
CAD Comprehensive	26.6	13.3	.12	5	18	25	35	50	1,311	-4.3	.000	-.323
Top 50%	34.6	14.0	.04	13	25	35	45	60	1,096	-12.3	.000	-.881
Top 10%	36.8	14.1	.09	13	28	38	48	60	1,221	-14.5	.000	-1.037

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.