

## Snapshot

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your Engagement Indicators report.

#### Key:

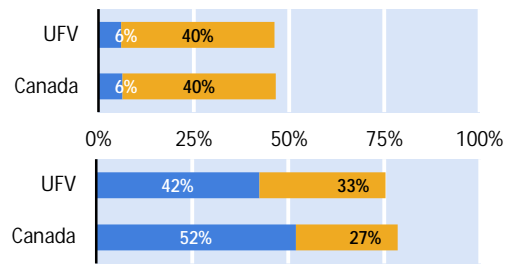
- Your students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.
- Your students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.
- No significant difference.
- Your students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

Theme	Engagement Indicator	Canada	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	--	--
	Reflective & Integrative Learning (RI)		--
	Learning Strategies (LS)		--
	Quantitative Reasoning (QR)		
Experiences with Peers	Collaborative Learning (CL)		--
	Discussions with Diverse Others (DD)		--
	Student-Faculty Interaction (SF)		
Experiences with Faculty	Effective Teaching Practices (ET)		
	Quality of Interactions (QI)		--
	Supportive Environment (SE)		

### High-Impact Practices (HIPs)

**First-year**  
Learning Communities, Service-Learning, and Research w/Faculty

**Senior**  
Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



### Additional Questions

	Count	Resp. rate	Female	Full-time
	764	36%		74%
Senior		39%	68%	85%

Refer to your Topical Module report(s) for complete results.

# NSSE 2013 Snapshot

## University of the Fraser Valley

### Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your Engagement Indicators report. To further explore individual item results, see your Frequencies and Statistical Comparisons, the Major Field Report,

#### Time Spent Preparing for Class

*First-year*

*Senior*

#### Reading and Writing

*First-year*

*Senior*

#### Challenging Courses

*First-year*

*Senior*

#### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

*First-year*

*Senior*

## Item Comparisons

### First-year

#### Highest Performing Relative to Canada

- Quality of interactions with... Academic advisors<sup>d</sup> (QI)
- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)
- Instructors... Provided feedback on a draft or work in progress<sup>c</sup> (ET)
- Quality of interactions with... Faculty<sup>d</sup> (QI)
- Instructors... Provided prompt and detailed feedback on tests or completed assignments<sup>c</sup> (ET)

#### Lowest Performing Relative to Canada

- Asked another student to help you understand course material<sup>b</sup> (CL)
- Inst. emphasizes... Providing support for your overall well-being...<sup>c</sup> (SE)
- Prepared for exams by discussing or working through course material w/other students<sup>b</sup> (CL)
- Inst. emphasizes... Attending events that address important social/econ./polit. issues<sup>c</sup> (SE)
- Inst. emphasizes... Attending campus activities and events (...)<sup>c</sup> (SE)

### Senior

#### Highest Performing Relative to Canada

- Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)
- Quality of interactions with... Faculty<sup>d</sup> (QI)
- About how many...courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)
- Asked another student to help you understand course material<sup>b</sup> (CL)

