
NSSE 2020
Engagement Indicators
Simon Fraser University

About Your Engagement Indicators Report

Theme	Engagement Indicator
	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies

Engagement Indicators: Overview

NSSE 2020 Engagement Indicators

Academic Challenge

Simon Fraser University

Academic Challenge: First-year students

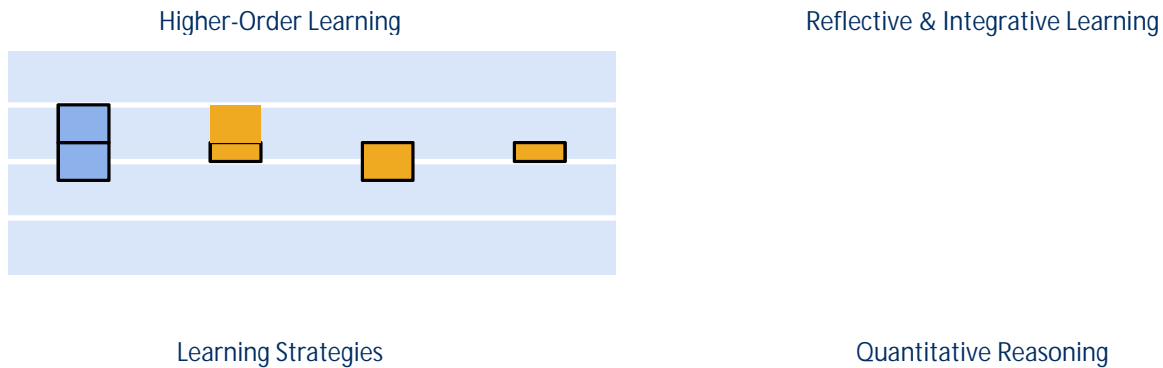
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, 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	SFU Mean	Your first-year students compared with					
		BC Rsch Universities		Macleans Group		All Canada	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.2	37.0	-.07	36.2	.00	36.4	-.02
Reflective & Integrative Learning	33.5	33.9	-.03	33.8	-.02	33.8	-.02
Learning Strategies	35.9	35.4	.04	35.3	.04	35.9	.00
Quantitative Reasoning	23.7	26.5 ***	-.19	25.3 **	-.10	25.0 *	-.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.

NSSE 2020 Engagement Indicators

Academic Challenge

Simon Fraser University

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.

Higher-Order Learning	SFU	Percentage point difference between your FY students and		
		BC Rsch Universities	Macleans Group	All Canada
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-2	+2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-2	+0	-1
4d. Evaluating a point of view, decision, or information source	59	-1	-2	-2
4e. Forming a new idea or understanding from various pieces of information	60	-3	-2	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	52	+1	-2	-2
2b. Connected your learning to societal problems or issues	46	-0	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-1	+0	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-1	-1	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-0	+1	+1
2f. Learned something that changed the way you understand an issue or concept	69	+0	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+1	+3	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	70	-2	-0	-1
9b. Reviewed your notes after class	54	+1	+1	-1
9c. Summarized what you learned in class or from course materials	61	+3	+2	+1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	42	-6	-4	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-4	-4	-3
6c. Evaluated what others have concluded from numerical information	32	-7	-3	-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.

NSSE 2020 Engagement Indicators

Academic Challenge

Simon Fraser University

Academic Challenge: Seniors

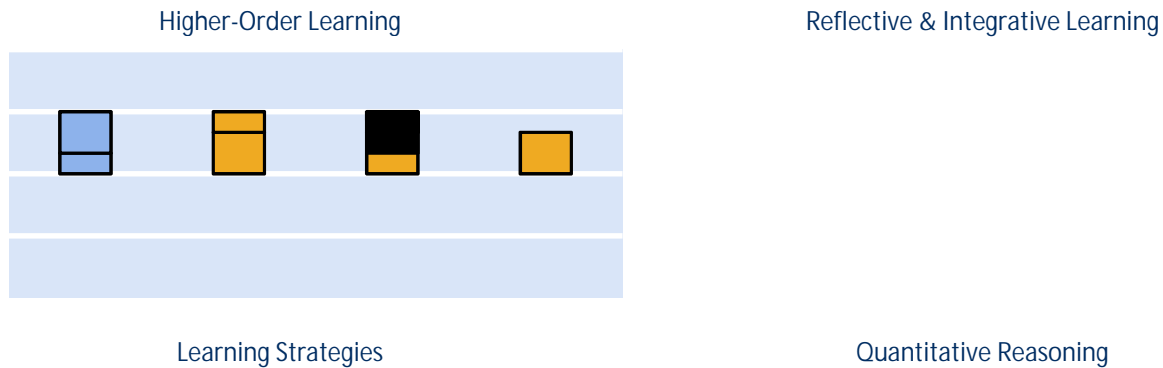
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, 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	SFU Mean	Your seniors compared with					
		BC Rsch Universities		Macleans Group		All Canada	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.6	36.8	-.02	37.1	-.03	37.1	-.04
Reflective & Integrative Learning	35.4	35.7	-.03	36.0	-.05	36.1 *	-.06
Learning Strategies	34.7	34.8	-.01	34.2	.03	34.5	.01
Quantitative Reasoning	27.5	27.6	.00	26.9	.04	27.0	.03

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.

NSSE 2020 Engagement Indicators

Academic Challenge

Academic Challenge: Seniors (continued)

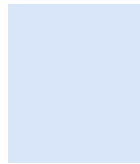
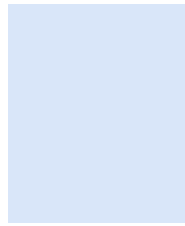
Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your

		between your seniors and		
		BC Rsch Universities	Macleans Group	All Canada
Higher-Order Learning				
			-1	-1
2a.		-1	-3	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a.		+1	+1	+1
Quantitative Reasoning				
Percentage responding "Very much" or "Quite a bit"				

Notes: Refer to your





Campus Environment: First-year students

Mean Comparisons

Engagement Indicator			
Quality of Interactions	***	*	***
Supportive Environment	***	***	***

Score Distributions

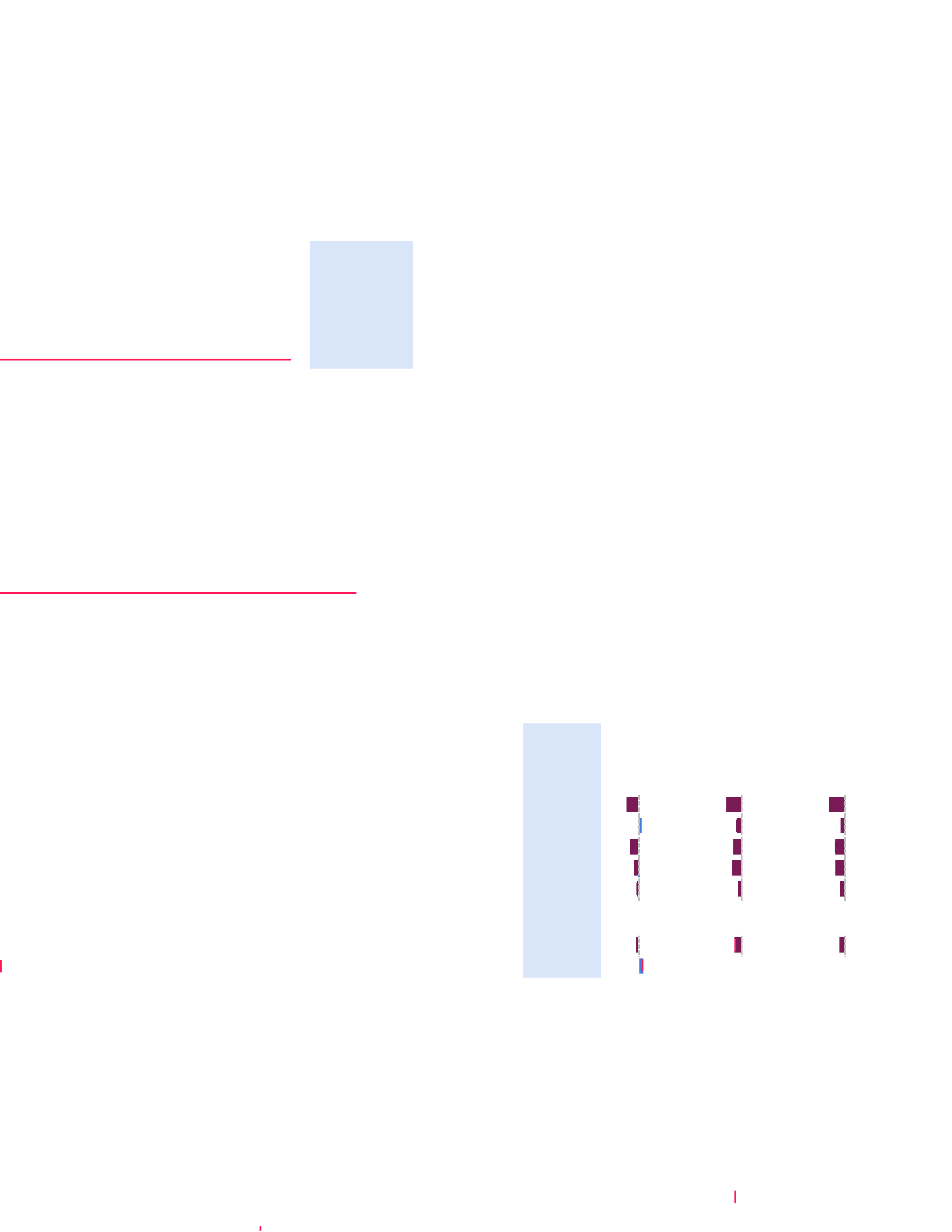
Performance on Indicator Items

Quality of Interactions

	%			
13a. Students	45			
13b. Academic advisors	40			
13c. Faculty	32			
13d. Student services staff (career services, student activities, housing, etc.)	32			
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-1	+1	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	59	-7	-7	-7
14c. Using learning support services (tutoring services, writing center, etc.)	57	-8	-6	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-9	-4	-4
14e. Providing opportunities to be involved socially	56	-4	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-5	-4	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-2	-8	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-7	-5	-6
14i. Attending events that address important social, economic, or political issues	36	-5	-4	-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.



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Comparisons with High-Performing Institutions

Comparisons with Top 50% and Top 10% 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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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.

Detailed Statistics: First-Year Students

	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												
SFU (N = 933)	36.2	13.2	.43	15	25	35	45	60				
BC Rsch Universities	37.0	12.5	.18	20	30	35	45	60	1,294	-.8	.082	-.065
Macleans Group	36.2	12.9	.09	15	25	35	45	60	21,376	.0	.995	.000
All Canada	36.4	12.9	.05	15	30	35	45	60	61,713	-.2	.630	-.016
Top 50%	39.3	13.1	.03	20	30	40	50	60	154,728	-3.2	.000	-.243
Top 10%	41.4	12.8	.07	20	35	40	50	60	30,407	-5.2	.000	-.408
Reflective & Integrative Learning												
SFU (N = 972)	33.5	11.7	.38	14	26	34	40	54				
BC Rsch Universities	33.9	11.4	.16	17	26	34	40	54	5,778	-.4	.327	-.034
Macleans Group	33.8	11.7	.08	14	26	34	40	54	22,686	-.3	.474	-.023
All Canada	33.8	11.7	.05	14	26	34	40	54	65,844	-.3	.479	-.023
Top 50%	36.7	11.8	.03	17	29	37	46	57	151,144	-3.2	.000	-.271
Top 10%	39.0	11.7	.08	20	31	40	49	60	24,553	-5.5	.000	-.467
Learning Strategies												
SFU (N = 900)	35.9	13.9	.46	13	27	33	47	60				
BC Rsch Universities	35.4	13.2	.20	13	27	33	47	60	1,258	.5	.329	.037
Macleans Group	35.3	13.6	.10	13	27	33	47	60	20,385	.6	.190	.045
All Canada	35.9	13.7	.06	13	27	33	47	60	58,793	.1	.892	.005
Top 50%	39.9	13.7	.04	20	33	40	53	60	131,251	-4.0	.000	-.289
Top 10%	42.3	14.1	.08	20	33	40	53	60	29,619	-6.4	.000	-.451
Quantitative Reasoning												
SFU (N = 910)	23.7	15.0	.50	0	13	20	33	53				
BC Rsch Universities	26.5	14.4	.22	0	20	27	40	53	1,276	-2.8	.000	-.195
Macleans Group	25.3	15.2	.11	0	13	27	33	53	20,730	-1.6	.002	-.103
All Canada	25.0	15.1	.06	0	13	27	33	53	59,766	-1.3	.011	-.085
Top 50%	29.4	15.2	.04	7	20	27	40	60	170,441	-5.7	.000	-.377
Top 10%	31.4	15.3	.08	7	20	33	40	60	36,674	-7.7	.000	-.502
Learning with Peers												
Collaborative Learning												
SFU (N = 1034)	32.5	14.2	.44	10	20	35	40	60				
BC Rsch Universities	34.5	14.0	.20	10	25	35	45	60	6,077	-2.0	.000	-.146
Macleans Group	33.0	14.3	.09	10	20	35	40	60	24,060	-.5	.300	-.033
All Canada	33.2	14.3	.05	10	25	35	45	60	70,098	-.7	.117	-.049
Top 50%	35.2	13.7	.03	15	25	35	45	60	1,044	-2.7	.000	-.195
Top 10%	37.4	13.5	.07	15	30	40	45	60	1,081	-4.9	.000	-.362
Discussions with Diverse Others												
SFU (N = 902)	39.4	15.6	.52	15	30	40	50	60				
BC Rsch Universities	40.4	14.7	.22	15	30	40	55	60	1,249	-1.0	.079	-.067
Macleans Group	38.8	15.9	.11	15	25	40	55	60	20,499	.5	.313	.034
All Canada	38.5	15.8	.07	10	25	40	50	60	59,113	.9	.096	.056
Top 50%	41.5	15.0	.04	20	30	40	55	60	174,521	-2.1	.000	-.140
Top 10%	43.6	14.5	.08	20	35	45	60	60	941	-4.3	.000	-.293

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Simon Fraser University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SFU (N = 947)	12.7	13.5	.44	0	0	10	20	40				
BC Rsch Universities	13.9	13.3	.19	0	5	10	20	40	5,618	-1.2	.010	-.092
Macleans Group	14.2	13.8	.09	0	5	10	20	40	21,975	-1.5	.002	-.105
All Canada	13.7	13.4	.05	0	5	10	20	40	63,655	-1.0	.027	-.072
Top 50%	24.5	14.7	.05	5	15	20	35	55	967	-11.8	.000	-.801
Top 10%	28.1	15.5	.13	5	15	25	40	60	1,131	-15.4	.000	-1.005
Effective Teaching Practices												
SFU (N = 929)	33.4	12.2	.40	12	24	32	40	56				
BC Rsch Universities	35.0	11.9	.18	16	28	36	44	56	5,483	-1.7	.000	-.138
Macleans Group	34.3	12.6	.09	16	24	35	40	56	21,366	-.9	.033	-.071
All Canada	34.8	12.4	.05	16	28	36	44	56	61,678	-1.4	.001	-.115
Top 50%	40.5	13.2	.04	20	32	40	52	60	946	-7.2	.000	-.543
Top 10%	42.3	14.1	.08	16	32	44	56	60	1,004	-8.9	.000	-.632
Campus Environment												
Quality of Interactions												
SFU (N = 627)	38.2	12.9	.52	14	30	40	48	58				
BC Rsch Universities	40.6	11.2	.19	20	34	42	48	58	800	-2.5	.000	-.214
Macleans Group	39.3	13.0	.10	14	32	40	48	60	16,031	-1.1	.041	-.083
All Canada	40.1	12.8	.06	16	32	42	50	60	45,541	-1.9	.000	-.148
Top 50%	45.2	11.2	.03	24	38	46	54	60	631	-7.0	.000	-.625
Top 10%	47.2	11.6	.07	25	40	50	58	60	651	-9.0	.000	-.773
Supportive Environment												
SFU (N = 885)	28.1	12.4	.42	10	20	28	38	50				
BC Rsch Universities	31.0	12.5	.19	10	23	30	40	54	5,150	-2.9	.000	-.230
Macleans Group	30.6	13.4	.10	10	20	30	40	55	981	-2.5	.000	-.191
All Canada	30.2	13.2	.06	10	20	30	40	55	915	-2.1	.000	-.161
Top 50%	37.9	13.1	.04	18	30	38	48	60	127,818	-9.8	.000	-.747
Top 10%	40.0	12.9	.09	18	33	40	50	60	23,274	-11.9	.000	-.927

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.

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Simon Fraser University

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
Experiences with Faculty												
Student-Faculty Interaction												
SFU (N = 1349)	16.1	14.2	.39	0	5	15	25	40				
BC Rsch Universities	17.4	14.2	.21	0	5	15	25	45	5,863	-1.3	.003	-.092
Macleans Group	17.8	14.5	.12	0	5	15	25	45	15,949	-1.7	.000	-.121
All Canada	17.8	14.4	.07	0	5	15	25	45	46,619	-1.7	.000	-.119
Top 50%	29.7	15.9	.06	5	20	30	40	60	1,410	-13.6	.000	-.857
Top 10%	33.2	16.0	.14	10	20	35	45	60	1,728	-17.2	.000	-1.086
Effective Teaching Practices												
SFU (N = 1347)	34.6	12.7	.35	16	24	36	44	56				
BC Rsch Universities	34.7	12.7	.19	12	28	36	44	56	5,789	-.1	.802	-.008
Macleans Group	34.6	12.9	.11	12	24	36	44	60	15,628	.0	.998	.000
All Canada	35.0	12.7	.06	15	28	36	44	60	45,476	-.4	.267	-.031
Top 50%	41.8	13.7	.04	20	32	40	52	60	1,381	-7.1	.000	-.523
Top 10%	43.7	13.4	.08	20	36	44	56	60	1,504	-9.1	.000	-.679
Campus Environment												
Quality of Interactions												
SFU (N = 1086)	36.9	11.9	.36	14	30	38	45	55				
BC Rsch Universities	38.2	11.9	.20	16	32	40	48	56	4,716	-1.2	.002	-.105
Macleans Group	39.2	12.4	.11	16	32	40	48	58	12,887	-2.3	.000	-.184
All Canada	39.2	12.4	.07	16	32	40	48	58	1,158	-2.3	.000	-.187
Top 50%	45.2	11.7	.03	24	38	48	54	60	128,303	-8.3	.000	-.711
Top 10%	47.4	12.0	.06	24	40	50	58	60	41,777	-10.5	.000	-.869
Supportive Environment												