

# National Survey of Student Engagement (NSSE) 2016

## Executive Summary

### Introduction

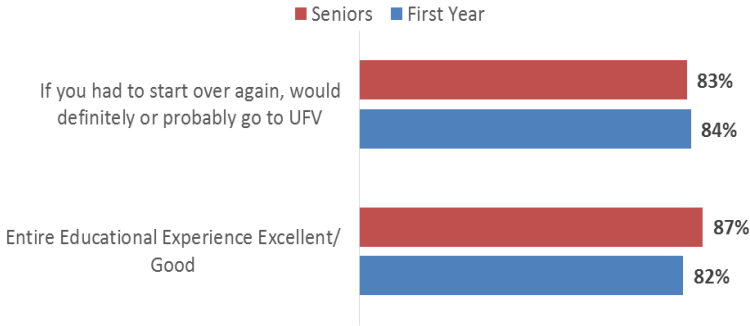
This report provides an overview of the National Survey of Student Engagement (NSSE) in general and, in particular, as it relates to NSSE 2016 feedback. More specifically, NSSE questions relevant to the *UFV Education Plan, 2016-20: Goals* and the *Strategic Enrolment Management (SEM) Plan Annual Update (December 2016)* are highlighted from the perspectives of first-year and fourth-year students in various major fields of study.

### Respondents

Of the degree-seeking first-year and fourth-year UFV students enrolled in fall 2015 and winter 2016 (n=3665), 36% (n = 1308) responded to the survey invitation. Of those respondents, 56% were first year students and 44% were seniors. Of the first year cohort, 27% (355) were first-time in a post-secondary institution.

	First Year (n=730)	Seniors (n = 578)
Female	70%	64%
23 or younger	80%	53%
24 or older	20%	47%
Aboriginal	6%	6%
International	7%	6%
Disability	11%	12%
Visible Minority	29%	30%
Living Off-campus within driving distance	73%	80%
Living on-campus	3%	<1%
Full-time	80%	86%
Working off-campus	70%	72%
Working on-campus	6%	17%
Student Athlete	1.7%	3%
Neither Parent with degree	62%	60%
Expect to attain a bachelor's degree	89%	96%

### Highlights



The majority of first and fourth year students are satisfied with their educational experience at UFV with a large proportion of first year and senior respondents expressing their willingness to go to UFV again if they had to start over.

### Reflective and Integrative Learning

Reflective and integrative learning is one key component of academic challenge focused on in the NSSE and relates to student engagement.

Aspects of this theme relate back to Goal 4 of the UFV Education Plan (EP), which is to “develop and model civic engagement and social responsibility” (2016).

# National Survey of Student Engagement (NSSE) 2016

## UFV AND COMPARABLE CANADIAN RESPONDENTS

UFV survey participants overall responded similarly to those respondents in the Comparable Canadian cohort<sup>1</sup> in terms of **a)** connecting their learning to societal issues, **b)** including diverse perspectives in course discussions and assignment, and **c)** examining the strengths and weaknesses of their views on topics “sometimes” to “often.”

## UFV FIRST YEAR AND SENIOR PARTICIPANTS

UFV Seniors, however, consistently indicated more often than first year respondents that they applied these aspects of reflective and integrative learning in their lives.

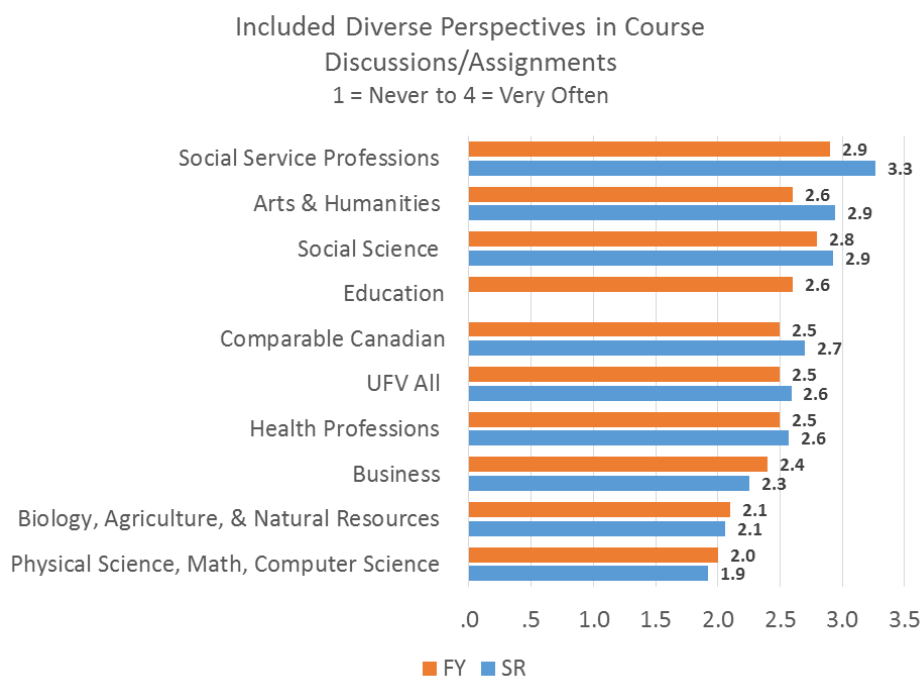
## UFV MAJOR FIELD OF STUDY RESPONDENTS

On average, UFV social services, social sciences, arts and humanities, education and health profession respondents indicated **more often than** business, biology/agriculture/natural resources, and physical science/math/computer science survey participants that they included diverse perspectives in discussions and assignments, connected their learning to societal problems, and examined the strengths and weaknesses of their own views on topics. In fact, respondents in the Physical

Science/Math/Computer Science major field of study indicated that they never to sometimes (1.9 – 2.0) included diverse perspectives in course discussions or assignments (for additional graphs see Appendix 3).

### High-Impact Practices

High-impact practices (HIPs) are associated with student learning and retention. They represent unique, collaborative, and enriching educational experiences for students outside of the typical classroom environment. This is recognized by UFV in the UFV Education Plan (EP) by way of goals 1, 3 and 5.



<sup>1</sup> The “Comparable Canadian” category reflects the comprehensive average responses of NSSE 2016 participating institutions who were deemed comparable with UFV in some form or another. UFV was required to choose 5 participating institutions for the category. These institutions include: KPU, Mount Royal U, Trent U, UNBC, and VIU.

# National Survey of Student Engagement (NSSE) 2016

George Kuh, the founder of NSSE, recommends that students **participate in at least two HIPs over the course of their program**: one in first year and one in the context of one’s major. For first year students, NSSE focuses on the HIPs of: learning with community, service-learning, and research with faculty.

*Highlighted HIPs from NSSE 2016 include:*

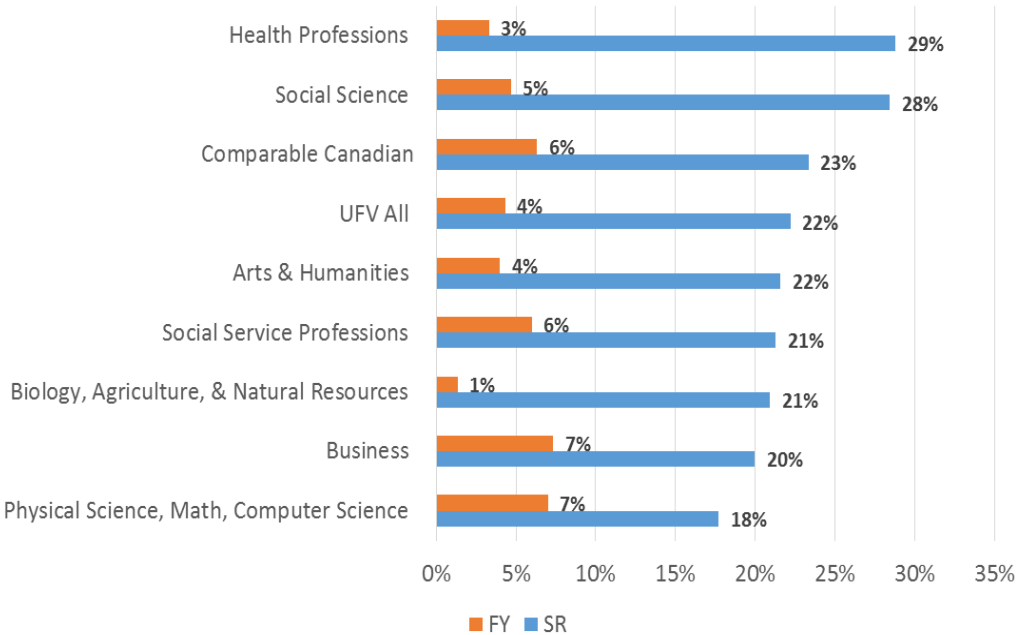
- a) Holding a formal leadership role in a student organization or group;
- b) Working with a faculty member on a research project; and,
- c) Participating in an internship, co-op, field experience, student teaching, or clinical placement.

### UFV AND COMPARABLE CANADIAN RESPONDENTS

Overall, a slightly lower proportion of UFV senior and first year respondents participate in HIPs as compared with those student participants from the Canadian Comparable cohort.

In particular, a much higher proportion of Comparable Canadian seniors (47%) compared with UFV seniors (34%) participate in an internship, co-op, field experience, student teaching or clinical placement and a higher percentage of the Comparable Canadian seniors (28%) hold a formal leadership role in a student organization or group over UFV seniors (25%), (see Appendix 4).

Average Proportion of Students Participating in High Impact Practices



### UFV FIRST YEAR AND SENIOR PARTICIPANTS

A much higher percentage of UFV seniors participate in the three HIPs as a whole compared to a small proportion of first year students.

### UFV MAJOR FIELD OF STUDY RESPONDENTS

Although health professions (29%) and social sciences (28%) see the largest proportion of seniors participating in the HIPs highlighted in this report, biology/agriculture/natural resources see the greatest gap between first year respondents level of participation (1%) versus senior involvement (21%). Moreover, a greater proportion of biology/agriculture/natural resources (31%) and social science (31%) senior respondents hold a formal leadership role in a student organization or group than other respondents (see Appendix 4).

# National Survey of Student Engagement (NSSE) 2016

## NSSE Overview

The National Survey of Student Engagement (NSSE) is a U.S. based survey focused on students' perspectives on factors of student engagement. This survey was launched in the year 2000 from Indiana University Bloomington and administered annually to students in participating four-year institutions.

## Sample Parameters

Both first-year and fourth-year, degree-seeking students (including certificates, diplomas, associate degrees, and degrees) who were enrolled in the fall term and returned in the consecutive winter term are invited to participate in the survey.

## Student Engagement

Student engagement is linked to student learning. For the NSSE, student engagement is determined based on the time and effort students put into their studies and activities and how the institution deploys resources to engage students in participating in activities.

The NSSE elicits student feedback on many different facets of engagement such as: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. In addition, this survey focuses on “high-impact practices” which, as according to NSSE (2016) in the *Engagement Indicators & High-Impact Practices* handout, are:

“enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback” (p.1).

These high-impact practices offer meaningful student feedback related to some of the **Education Plan** goals.

## BC Participation

UFV has participated three times in the NSSE: 2010, 2013 and 2016. Peer institutions such as KPU, VIU and TRU participated in 2010 but none of these institutions participated in 2013. In 2016, KPU and VIU participated in the NSSE.

## Other Surveys Available

The Center of Post-Secondary Research, located at the Indiana University School of Education, has developed and offers a number of other useful surveys for post-secondary institutions including:

- Beginning College Survey of Student Engagement (BCSSE)
- Community College Survey of Student Engagement (CCSSE)
- Faculty Survey of Student Engagement (FSSE)
- Classroom Survey of Student Engagement (CLASSE)

# National Survey of Student Engagement (NSSE) 2016

## NSSE 2016 Report Focus and Purpose

The purpose of this report is to examine particular aspects of first-year and fourth-year respondent’s experiences with, and perspectives of, UFV from the NSSE 2016 data. The specific focus examines select questions relevant to the *UFV Education Plan, 2016-20: Goals* and the *Strategic Enrolment Management (SEM) Plan Annual Update (December 2016)* from the perspectives of first-year and fourth-year students.

For greater relevance, comparisons are offered across major program field categories, UFV as a whole, and responses from the Comparable Canadian comparison group.<sup>2</sup> Major Fields are established by NSSE analysts based on student self-identification of institutional program, major or *expected* major, and specified NSSE category. A comprehensive list of actual student programs that are included within each Major Field category can be viewed in **Appendix 1**.<sup>3</sup>

## Sample

Of the degree-seeking first-year and fourth-year UFV students enrolled in fall 2015 and winter 2016 (n=3665), 36% (n = 1308) responded to the survey invitation. Of these respondents, 730 (55.8%) were in their first year (<=30 credits achieved) and 578 (44.2%) were in their fourth year (>=90 credits achieved). Of the first-year respondents, (**Appendix 2**), 48.6% (n=355) were first-time in a post-secondary institution.

Table 1: NSSE 2017 Respondent Cohorts

	1st Year		Total First Year	4th Year	All Respondents
	First Time	Non-First Time		All	
<i>n</i>	355	375	730	578	1,308
<i>% total</i>	27%	29%	<b>56%</b>	<b>44%</b>	100%

## Data Limitations

Missing cases are evident for select questions in the survey. Consequently, for some questions, there is a fairly notable non-response rate that impacts the results (see **Appendix 2**). For this report, missing cases are not included in the averages per variable; however, the number of responses is noted such that one can calculate the actual percentage based on the sample of respondents.

<sup>2</sup> The “Comparable Canadian” category reflects the comprehensive average responses of NSSE 2016 participating institutions who were deemed comparable with UFV in some form or another. UFV was required to choose 5 participating institutions for the category. These institutions include: KPU, Mount Royal U, Trent U, UNBC, and VIU.

<sup>3</sup> Please note that some programs do not appear to map to the Major Field categories. This has been checked and this relates to how the question is framed in the survey which asks students to indicate their major or *expected* major. As a result, some students have indicated their *expected* major which may or may not relate to the program they were in when participating in the survey.

# National Survey of Student Engagement (NSSE) 2016

## Respondents by Major Program Area

Participants were offered the opportunity to identify their program of study. For those who provided that information, the question was open-ended and many subjective responses were given. NSSE recodes the responses into major program areas based on participant feedback and a general program area indicator. Table 2 provides a synopsis of survey respondents by major program area of study.

Table 2: NSSE 2017 Respondents by Major Program Area

Self-Identified Major Program Areas	First Year		Senior Year	
	#	%	#	%
Arts & Humanities	70	10%	88	15%
Biology, Agriculture, & Natural Resources	48	7%	48	8%
Business	73	10%	73	13%
Education	27	4%		0%
Health Professions	74	10%	59	10%
Physical Science, Math, Computer Science	39	5%	39	7%
Social Science	58	8%	82	14%
Social Service Professions	95	13%	60	10%
Unidentified	246	34%	129	22%
<b>Total</b>	<b>730</b>	<b>100%</b>	<b>578</b>	<b>100%</b>

## First-Year

### Profile

Of those first year survey participants who provided their background information, 70% (380) identified as female, 30% (161) as male, 80% (435) were twenty-three or younger, over 11% (58) indicated that they had been diagnosed with a disability or impairment, 6% (44) self-identified as of Aboriginal status, 7% (40) as International, and 29% (214) identified themselves as being a part of a visible minority. Of those who responded, the majority (73% [393]) were living off-campus within driving distance but almost 3% (15) of respondents specified residing in a room or apartment at UFV.

The majority of first year respondents (80% [584]) were attending UFV fulltime and, additionally, over 70% (391) were working off-campus at the time of the survey while 6% (34) of the sample indicated working on-campus at UFV. A small number of respondents specified student-athlete status (1.7% [9]).

Despite 62% (336) of students indicating that neither parent/guardian had attained a degree (also known as first-generation status in the NSSE survey), more than 89% (488) expect to attain a bachelor's degree or higher. Of the first-year respondents, approximately 38% (209) noted that at least one parent had completed a bachelor's degree or higher.

# National Survey of Student Engagement (NSSE) 2016

## Overall Experience

Of the cohort of first year survey participants, **82%** (454) have found their entire educational experience at UFV as excellent or good and **84%** (467) indicated that if they had to start over again, they would definitely or probably go to UFV.

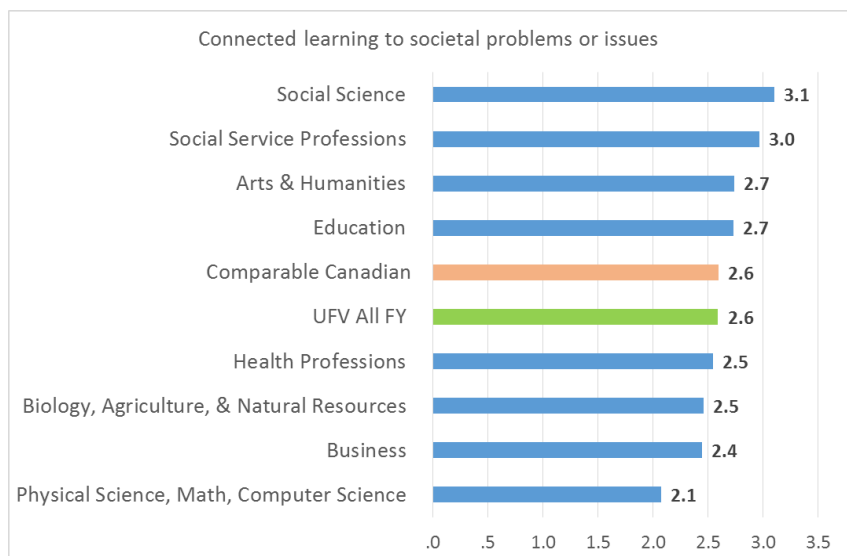
## Reflective and Integrative Learning

Reflective and integrative learning is one key component of academic challenge focused on in the NSSE. The NSSE recognizes that “challenging intellectual and creative work is central to student learning and collegiate quality” (NSSE 2016 Engagement Indicators). Aspects of this theme relate back to Goal 4 of the UFV Education Plan (EP), which is to “develop and model civic engagement and social responsibility” (2016).

The following charts offer average scores by representative groups based on the following: **Never (1), Sometimes (2), Often (3), and Very Often (4).**

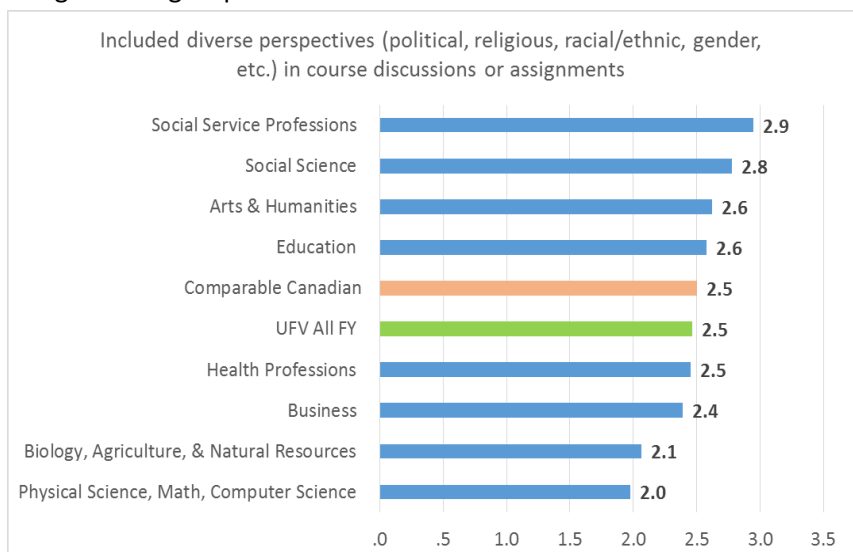
### Connecting Learning to Societal Problems (EP Goal 4)

Both UFV and Comparable Canadian first year respondents as larger groups indicated that during the current school year they, on average, Sometimes to Often (**2.6**) connected learning to societal problems. As one would expect, the connecting of learning to problems in society was more prevalent with the UFV Social Science (**3.1**) and Social Service (**3.0**) respondents and less often for Physical Science, Math and Computer Science respondents amongst other groups.



### Including Diverse Perspectives in Discussions or Assignments (EP Goal 4)

Moreover, UFV and Canadian Comparable first year respondents generally included multiple perspectives in their discussions or assignments sometimes to often (**2.5**), closely mirroring responses to the connection of learning to societal problems. In fact, UFV Social Services (**2.9**) and Social

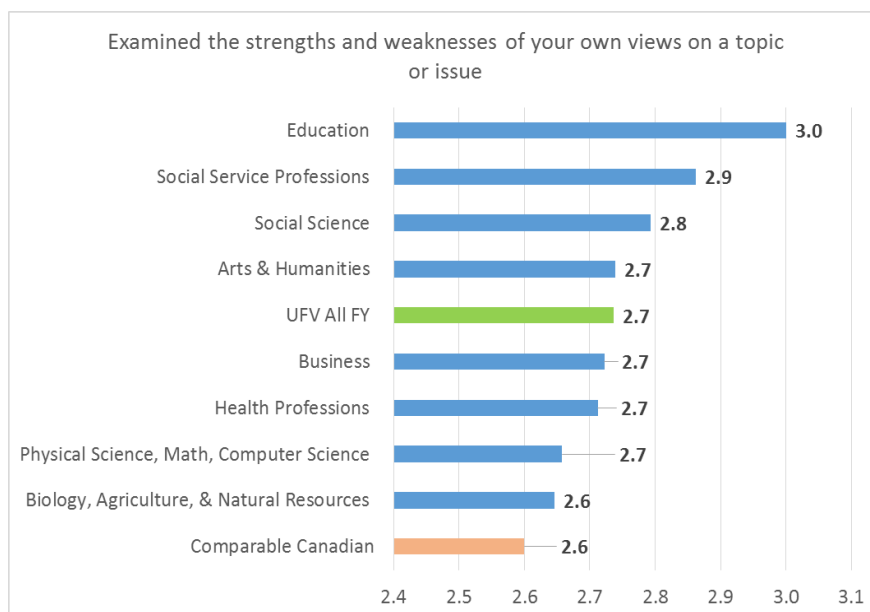


# National Survey of Student Engagement (NSSE) 2016

Science (2.8), again, indicated that to a greater extent they involve diverse perspectives in their communication and analysis whereas Physical Science, Math and Computer Science survey participants were less likely indicating that they did this “sometimes” (2.1).

## *Examined the Strengths & Weaknesses of Your Own Views (EP Goal 4)*

UFV first year survey participants (2.7) took into consideration the strengths and weaknesses of their own views slightly more than Comparable Canadian (2.6) first year students.



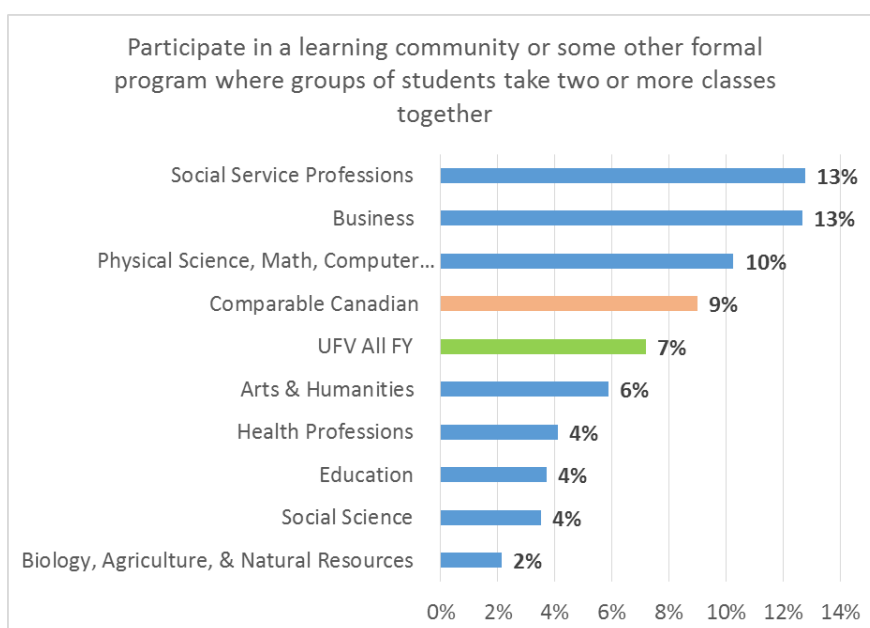
## *High-Impact Practices*

High-impact practices (HIPs) are associated with student learning and retention. They represent unique, collaborative, and enriching educational experiences for students outside of the typical classroom environment. This is recognized by UFV in the UFV Education Plan (EP) by way of goals 1, 3 and 5.

George Kuh, the founder of NSSE, recommends that students **participate in at least two HIPs over the course of their program**: one in first year and one in the context of one’s major. For first year students, NSSE focuses on the HIPs of: learning with community, service-learning, and research with faculty.

## *Learning Community (EP Goals 1 & 3)*

More than **7%** of first-year respondents have participated, or plan on participating, in a learning community or some other formal program where students take two or more classes together. This average falls short of the **9%** of Comparable Canadian first year student’s average response. However, neither cohort expresses a strong inclination to participating in a learning community.

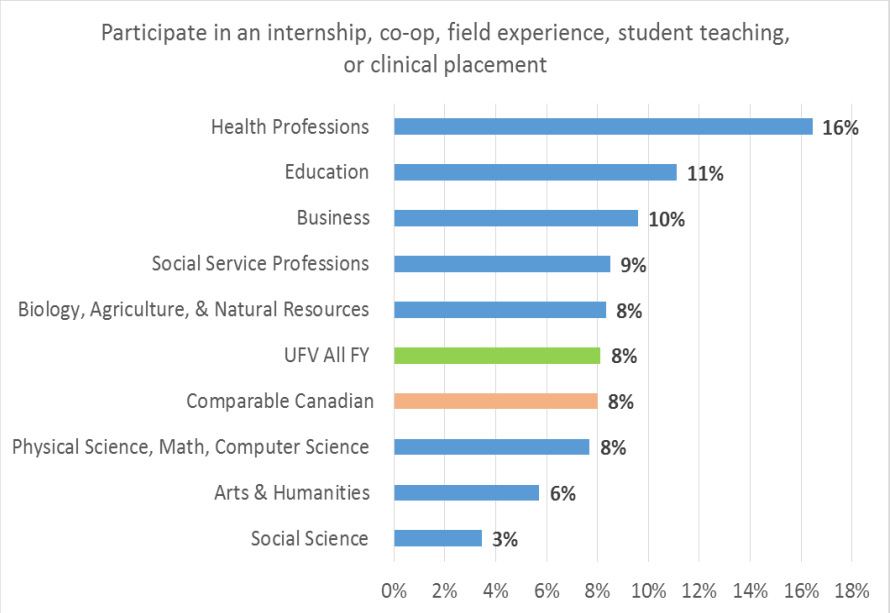




# National Survey of Student Engagement (NSSE) 2016

## Service Learning (EP Goal 5)

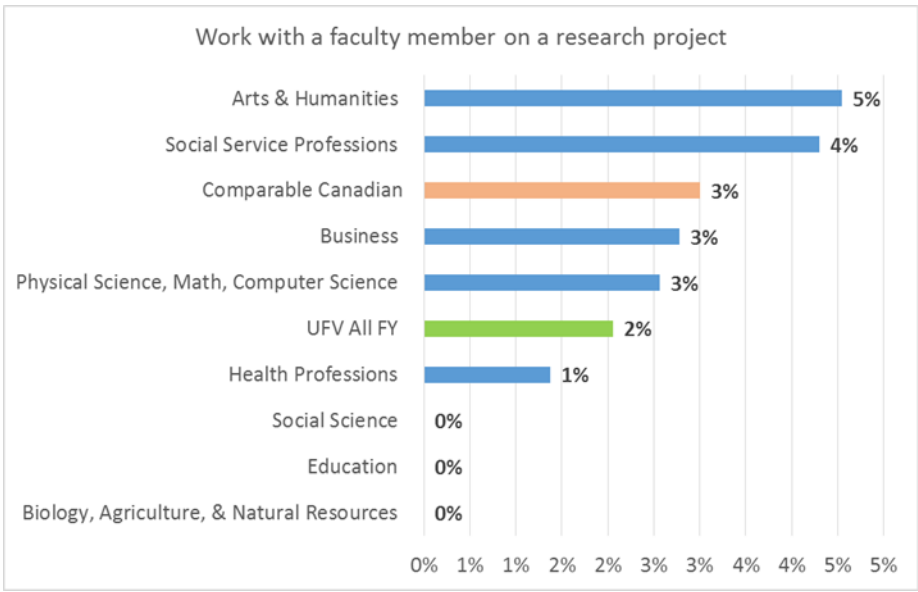
Similar to participating in a learning community, both UFV (**8%**) and Comparable Canadian (**8%**) first year student respondents have not or do not intend to participate in an internship, co-op, clinical placement or other similar activity in their educational career. As expected, a greater percentage of the UFV Health Professions Major Field cohort (**16%**) plan on participating in this HIP, however, the percentage that specified they will is still low



given many health profession programs require a clinical placement. This can be attributed to the program students included in the Health Professions category where only **27.9%** could be deemed in health profession programs (see Appendix 1).

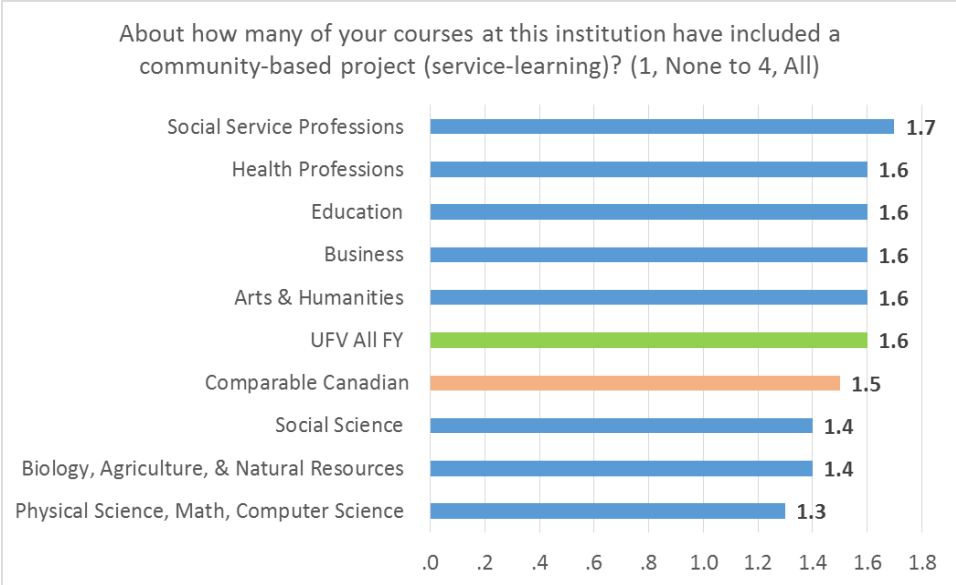
## Research with Faculty (EP Goal 1 & 3)

For first year student respondents, whether from UFV or the Canadian Comparable cohort, the notion of working with a faculty member on a research project may be not a point of consideration in the newness of their academic career. A very small proportion of the UFV first year participants (**2%**) and the Comparable Canadian first year cohort (**3%**) were considering working with a faculty member on a research project at the point of this survey.



# National Survey of Student Engagement (NSSE) 2016

## Courses with Community-Based Project (EP Goal 5)



First year student respondents at UFV indicated that at least one to two courses (1.6) they were taking in the year they filled out the survey included a community-based project.

# National Survey of Student Engagement (NSSE) 2016

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## Senior Year

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### Profile

Seniors differed slightly from the first-year respondents. Of seniors who responded, 64% (291) self-identified as female, 35% (162) male, 53% (249) were between 20 and 23 years of age while 47% (219) were 24 years or older, and over 12% (55) indicated that they had been diagnosed with a disability or impairment. Fewer seniors were of international status (6% [28]) and Aboriginal status (6% [35]) compared to first year survey participants and approximately 30% (142) of seniors self-identified as being a part of a visible minority.

A greater proportion of senior survey participants were attending UFV fulltime (86% [497]), were working off-campus (72% [344]) and on-campus (17% [79]) than first-year students. The majority of senior respondents indicated living off-campus within driving distance (80% [378]) while more than 8% (39) specified living off-campus within walking distance but very few were living on campus at the point of the survey (<1% [3]). A small proportion of seniors identified themselves as student athletes (3% [12]).

As expected, most senior respondents (96% [450]) anticipated attaining a bachelor's degree or higher. More than 60% (288) specified first-generation status wherein neither parent/guardian had attained a bachelor's degree but almost 40% (39.2% [186]) had at least one parent or guardian who had attained a bachelor's degree or higher.

### Overall Experience

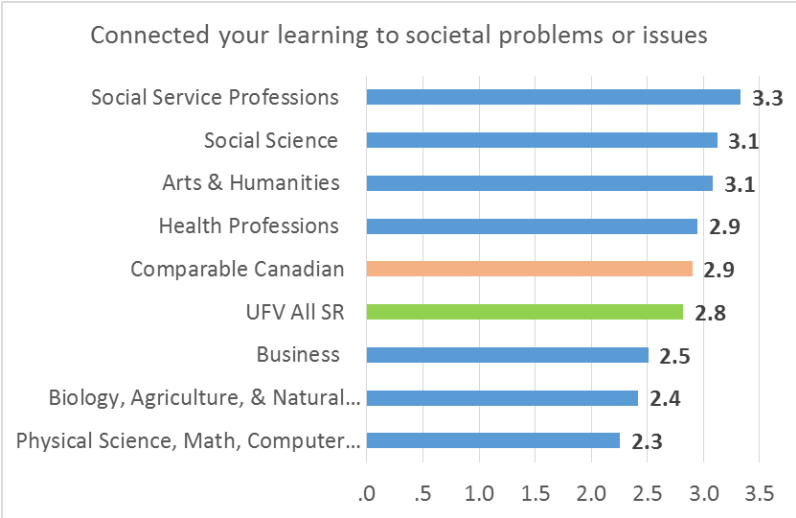
Of those seniors who responded, over **87%** (421) would evaluate their entire educational experience at UFV as excellent or good and **83%** (399) would go to UFV if they could start all over again.

### Reflective and Integrative Learning

As explained in the First Year synopsis of student responses, reflective and integrative learning is related to academic challenge and student engagement. Aspects of the reflective and integrative learning theme relate back to Goal 4 of the UFV Education Plan (EP), which is to “develop and model civic engagement and social responsibility” (2016).

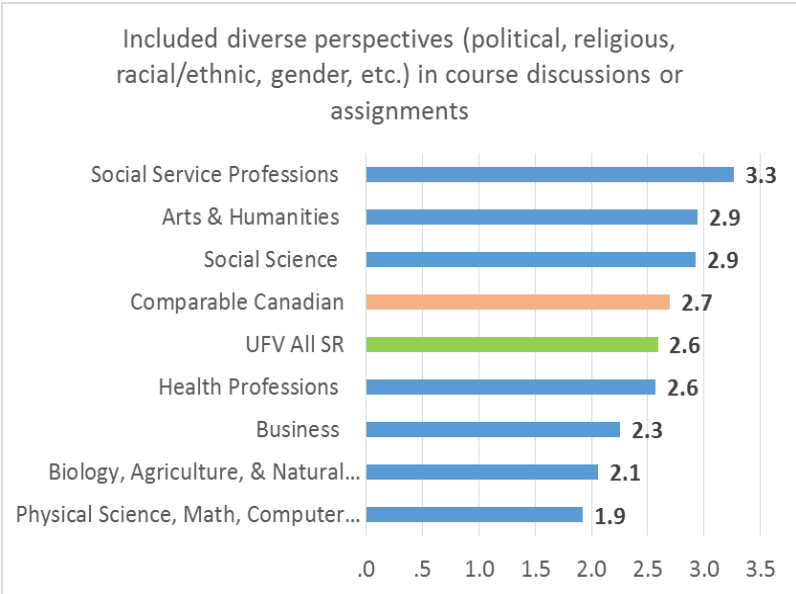
The following charts offer average scores by representative groups based on the following: **Never (1)**, **Sometimes (2)**, **Often (3)**, and **Very Often (4)**.

# National Survey of Student Engagement (NSSE) 2016



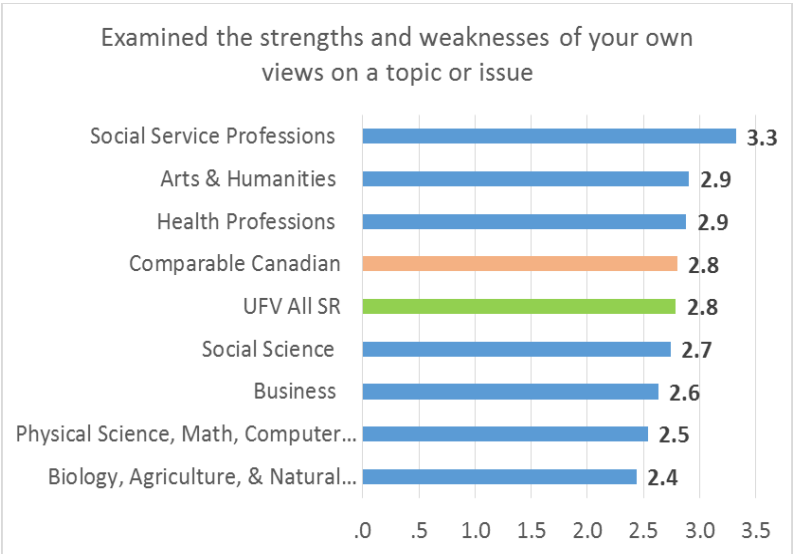
*Connecting Learning to Societal Problems (EP Goal 4)*

NSSE responses show that, on average, seniors at UFV (**2.8**) and at Comparable Canadian institutions (**2.9**) often connect their learning to societal problems especially in the Social Services, Social Sciences, Arts and Humanities, and Health Professions.



*Including Diverse Perspectives in Discussions or Assignments (EP Goal 4)*

On a slightly lesser scale, UFV (**2.6**) and Comparable Canadian (**2.7**) seniors indicate that they include diverse perspectives in course discussions or assignments especially with regards to those in the Physical Sciences/Math/Computer Sciences (**1.9**), Biology/Agriculture/Natural Resources (**2.1**), and Business (**2.3**).



*Examined the Strengths & Weaknesses of Own Views (EP Goal 4)*

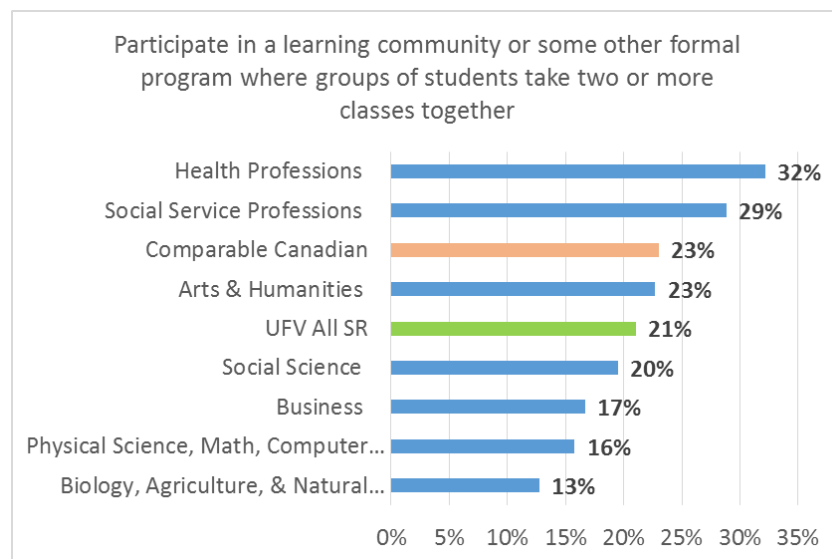
Overall, UFV and Comparable Canadian senior respondents more often than sometimes examined the strengths and weaknesses of their views in their last year of studies. In particular, those seniors in the Social Service professions (**3.3**) indicated that often to very often they reflected on these aspects of their worldviews.

# National Survey of Student Engagement (NSSE) 2016

## High-Impact Practices

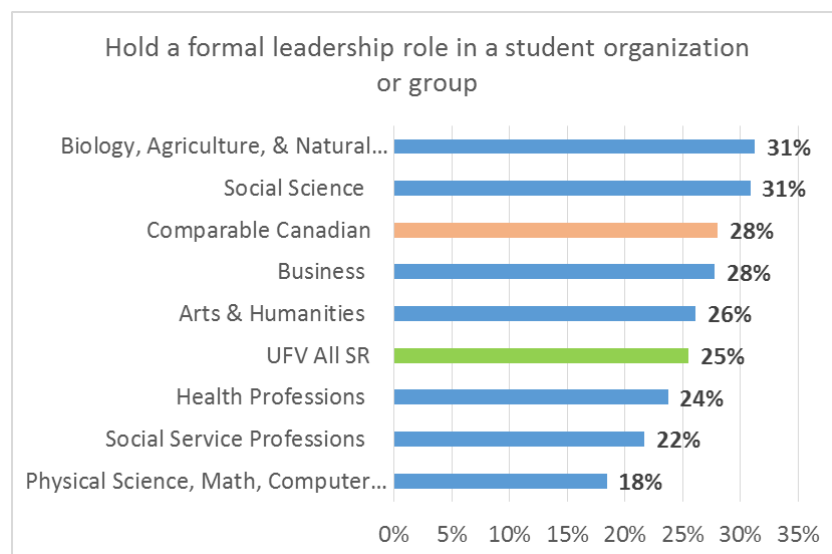
As noted in the First Year respondent highlights, HIPs represent unique, collaborative, and enriching educational experiences for students outside of the typical classroom environment and by the time students are in their senior year, **they should have participated in at least two HIPs** as recommended by NSSE founder, Kuh (2016).

HIPs focused on for seniors in NSSE include: **learning with community, service-learning, research with faculty, internship or field experience, study abroad, and culminating senior experience.**



### Learning Community (EP Goals 1 & 3)

A greater proportion of Comparable Canadian (**23%**) seniors participate in learning communities with others than UFV seniors (**21%**). As expected, cohort-based health and social service programs often require students are enrolled in courses together unlike many other non-cohort driven programs.

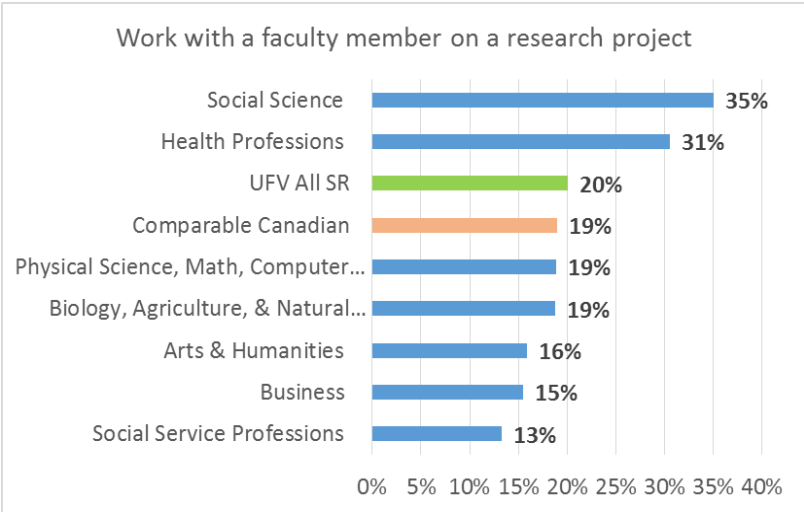


### Service Learning (EP Goals 1 & 3)

On average, a smaller proportion of UFV senior respondents (**25%**) indicated that they have been in a formal leadership role in a student organization than those in Comparable Canadian institutions (**28%**). Still, one-quarter have experienced this type of service learning at UFV and those in Biology/Agriculture/Natural Resources (**31%**) and Social

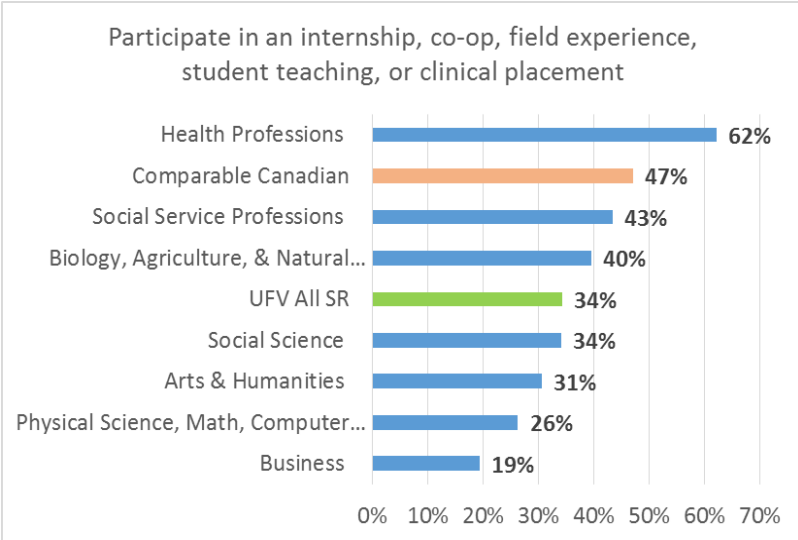
Sciences (**31%**) have more often gained experience in this manner. Those in the Physical Sciences, Math, and Computer Science have much less experience with this type of service learning.

# National Survey of Student Engagement (NSSE) 2016



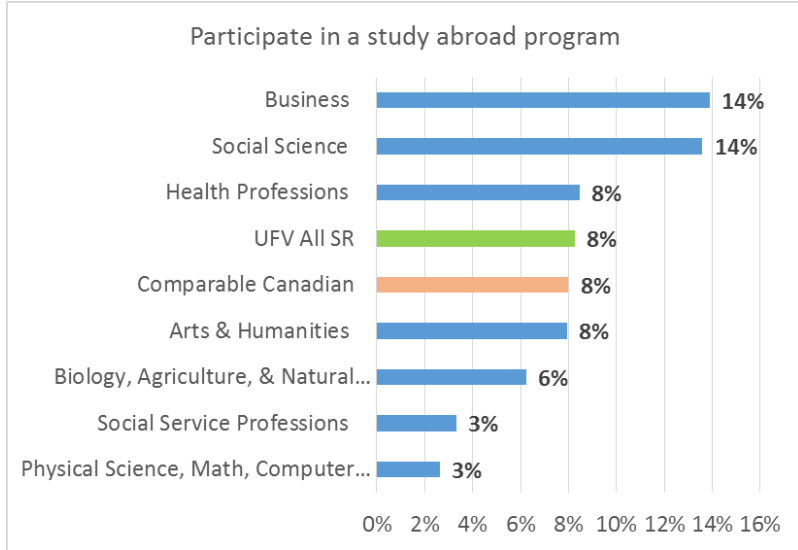
### Research with Faculty (EP Goals 1 & 3)

Approximately one-fifth of senior respondents at UFV (**20%**) and the Canadian Comparable institutions (**19%**) have worked with a faculty member on a research project. Social Sciences (**35%**) and Health Professions (**31%**) have experienced this type of learning more often than other discipline areas included in NSSE 2016.



### Field Experience (EP Goals 5)

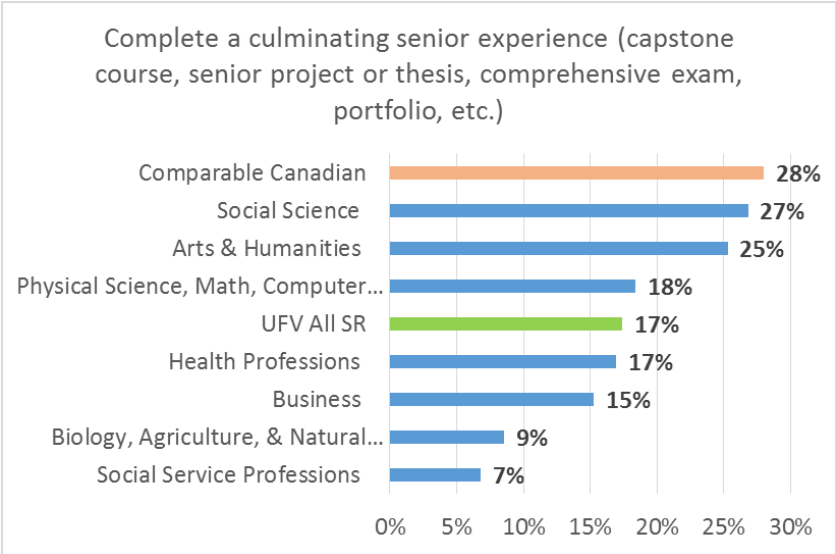
A greater proportion of Comparable Canadian senior respondents (**47%**) have participated in an internship, co-op, clinical placement or other related experience than UFV senior survey participants (**34%**). Of the UFV senior respondents, those in Health Professions (**62%**) most often gain this type of learning experience whereas, surprisingly, Business students (**19%**) participate the least in these types of opportunities.



### Study Abroad (EP Goals 4 & 5)

A smaller proportion of UFV (**8%**) and Comparable Canadian (**8%**) senior respondents participate in a study abroad program. UFV Business (**14%**) and Social Science (**14%**) seniors have most often taken advantage of these study opportunities.

# National Survey of Student Engagement (NSSE) 2016

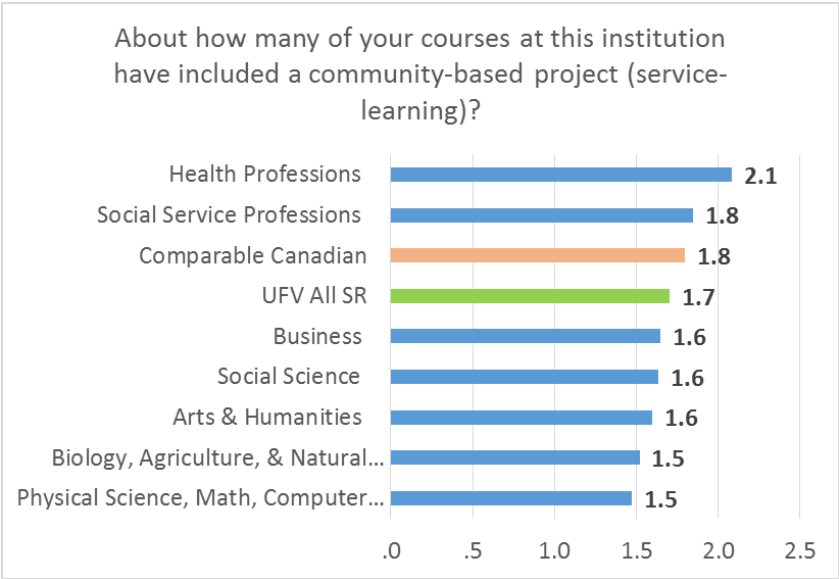


## Culminating Senior Experience (EP Goals 3, 4 & 5)

Comparable Canadian senior respondents (**28%**) more often complete a culminating senior experience at their institutions than UFV senior survey participants (**17%**). More than one-quarter of UFV Social Science (**27%**) and Arts and Humanities (**25%**) seniors indicated, however, that they were undertaking a capstone senior project in their programs.

## Courses with Community-Based Project (EP Goal 5)

Much like first year respondents, UFV (**1.7**) and Comparable Canadian (**1.8**) seniors had one to two courses in their senior year that included a community-based project. Those in Health Professions at UFV (**2.1**) had at least two community service-learning courses in their senior year.



# National Survey of Student Engagement (NSSE) 2016

## Appendix 1: Major Program Area by Actual Student Program Area (based on Major)

Major Field Category	UFV Program	%
<b>Arts &amp; Humanities</b>	AA	0.7%
	QUAL STUD	1.4%
	ARTS STUD	5.8%
	<b>BA</b>	<b>63.3%</b>
	BFA	8.6%
	BGS	1.4%
	BSC	1.4%
	BUS DEG	0.7%
	CIS DEG	0.7%
	CYC STUD	0.7%
	GENERAL	6.5%
	GRAPH DIG	2.2%
	LIBIT	1.4%
	SCI STUD	1.4%
	THEA ARTS	0.7%
	THEA DIP	0.7%
	VISART DIP	2.2%
<b>Arts &amp; Humanities Total</b>		<b>100.0%</b>
<b>Biological Sciences, Agriculture, &amp; Natural Resources</b>	AA	1.0%
	AG LIVE	3.1%
	AGRI DIP	4.2%
	QUAL STUD	5.2%
	NURS STUD	1.0%
	BA	4.2%
	BGS	1.0%
	<b>BSC</b>	<b>72.9%</b>
	BUS DEG	1.0%
	CYC STUD	1.0%
	GENERAL	1.0%
	KPE DEG	1.0%
	SCI STUD	3.1%
<b>Biological Sciences, Agriculture, &amp; Natural Resources Total</b>		<b>100.0%</b>
<b>Business</b>	AA	0.7%
	QUAL STUD	1.4%
	ARTS STUD	1.4%
	AV DIP	0.7%
	BA	0.7%
	BSC	1.4%
	BUS AV DEG	0.7%
	<b>BUS DEG</b>	<b>65.8%</b>
	<b>BUS DIP</b>	<b>13.7%</b>
	BUS STUD	7.5%
	GENERAL	4.8%
SCI STUD	1.4%	
<b>Business Total</b>		<b>100.0%</b>
<b>Communications, Media, &amp; Public Relations</b>	BGS	100.0%
<b>Communications, Media, &amp; Public Relations Total</b>		<b>100.0%</b>



# National Survey of Student Engagement (NSSE) 2016

Major Field Category	UFV Program	%
Education	AA	3.0%
	QUAL STUD	3.0%
	ARTS STUD	3.0%
	<b>BA</b>	<b>27.3%</b>
	<b>BA AE</b>	<b>27.3%</b>
	CYC DEG	3.0%
	ECE CERT	15.2%
	GENERAL	12.1%
	KPE STUD	3.0%
	SS DIP	3.0%
<b>Education Total</b>		<b>100.0%</b>
Engineering	<b>BSC</b>	<b>40.0%</b>
	BUS DEG	20.0%
	CIS DEG	20.0%
	GENERAL	20.0%
<b>Engineering Total</b>		<b>100.0%</b>
Health Professions	AA	1.5%
	AGRI DIP	0.8%
	QUAL STUD	6.0%
	NURS STUD	8.3%
	ARTS STUD	0.8%
	BA	5.3%
	BGS	0.8%
	BSC	1.5%
	BUS DIP	0.8%
	BUS STUD	0.8%
	CIS DEG	0.8%
	CRIM STUD	0.8%
	GENERAL	5.3%
	<b>KPE DEG</b>	<b>32.3%</b>
	KPE STUD	6.0%
	<b>NURS DEG</b>	<b>16.5%</b>
	NURS FAST	3.0%
	NURS LPNA	3.8%
	NURS PN DIP	3.8%
	SCI STUD	0.8%
SS BSW	0.8%	
<b>Health Professions Total</b>		<b>100.0%</b>
Physical Sciences, Mathematics, & Computer Science	<b>BSC</b>	<b>86.4%</b>
	CIS DEG	2.3%
	ENGP MEC DIP	9.1%
	NURS DEG	2.3%
<b>Physical Sciences, Mathematics, &amp; Computer Science Total</b>		<b>100.0%</b>

# National Survey of Student Engagement (NSSE) 2016

Major Field Category	UFV Program	%
<b>Social Sciences</b>	AA	5.0%
	ARTS STUD	3.6%
	<b>BA</b>	<b>68.6%</b>
	BA GDS	0.7%
	BGS	3.6%
	BSC	3.6%
	CRIM STUD	0.7%
	CYC DEG	1.4%
	CYC STUD	0.7%
	GENERAL	7.1%
	KPE DEG	0.7%
	KPE STUD	1.4%
	NURS LPNA	0.7%
	SCI STUD	1.4%
	SS STUD	0.7%
<b>Social Sciences Total</b>		<b>100.0%</b>
<b>Social Service Professions</b>	AA	1.9%
	QUAL STUD	2.6%
	NURS STUD	0.6%
	ARTS STUD	1.9%
	BA	7.1%
	BA AE	0.6%
	BUS DIP	0.6%
	BUS STUD	0.6%
	<b>CRIM DEG</b>	<b>31.0%</b>
	CRIM STUD	5.2%
	CYC STUD	1.3%
	ECE CERT	0.6%
	GENERAL	12.3%
	SS BSW	14.2%
	SS DIP	9.7%
SS STUD	9.7%	
<b>Social Service Professions Total</b>		<b>100.0%</b>

# National Survey of Student Engagement (NSSE) 2016

Major Field Category	UFV Program	%
Undeclared or Undecided or No Response	AA	1.0%
	AA MACS	0.5%
	ADED STUD	0.2%
	AGRI DIP	0.2%
	QUAL STUD	2.6%
	NURS STUD	1.4%
	ARTS STUD	2.4%
	AV DIP	0.5%
	BA	16.3%
	BA AE	1.0%
	BFA	0.7%
	BGS	4.1%
	BSC	8.2%
	BUS AV DEG	1.0%
	BUS DEG	11.3%
	BUS DIP	2.4%
	BUS STUD	1.2%
	CIS DEG	10.1%
	CIS DIP	1.7%
	CIS STUD	1.7%
	CRIM DEG	3.1%
	CRIM DIP	0.2%
	CRIM STUD	0.5%
	CYC DEG	3.1%
	CYC STUD	0.5%
	ECE CERT	0.7%
	ENGP MEC DIP	0.2%
	GENERAL	6.3%
	GRAPH DIG	1.4%
	KPE DEG	2.9%
	KPE STUD	0.7%
	LIBIT	3.6%
	NURS DEG	2.2%
	NURS FAST	0.2%
	NURS PN DIP	0.2%
	SCI STUD	2.2%
	SS BSW	1.4%
	SS DIP	1.2%
	SS STUD	0.5%
	THEA DIP	0.2%
<b>Undeclared or Undecided or No Response Total</b>		<b>100.0%</b>

# National Survey of Student Engagement (NSSE) 2016

## Appendix 2: Student Profile<sup>4</sup>

	1st Year		Total First Year	4th Year	All Respondents
	First Time	Non-First Time		All	
	n = 355	n = 375	n = 730	n = 578	n = 1,308
<b>Gender</b>					
Male	22.0%	22.1%	22.1%	28.4%	24.8%
Female	49.9%	54.1%	52.1%	50.9%	51.5%
Another gender identity	0.3%	0.3%	0.3%	0.9%	0.5%
Prefer not to respond	27.9%	23.5%	25.6%	19.9%	23.1%
<b>Age</b>					
19 or younger	59.2%	29.1%	43.7%	0.0%	24.4%
20-23	9.6%	21.9%	15.9%	43.1%	27.9%
24 & over	3.4%	25.9%	14.9%	37.9%	25.1%
No response	27.9%	23.2%	25.5%	19.0%	22.6%
<b>Citizenship status</b>					
International*	1.1%	9.6%	5.5%	4.8%	5.2%
No response	27.9%	23.2%	25.5%	18.3%	22.0%
<b>Ethno-cultural background</b>					
Aboriginal (self-identified)**	5.9%	6.1%	6.0%	6.1%	6.0%
Aboriginal No response	28.2%	24.5%	26.3%	18.5%	22.9%
Visible minority***	27.9%	30.7%	29.3%	24.6%	27.2%
Visible minority No response	28.2%	24.5%	26.3%	18.5%	22.9%
<b>Enrolment Status</b>					
Full-time	58.0%	50.4%	54.1%	67.8%	60.2%
Full-time/Part-time No response	27.3%	23.2%	25.2%	17.6%	21.9%
<b>Educational Aspirations &amp; Influences</b>					
First-Generation Status****	45.9%	46.1%	46.0%	49.8%	47.7%
First-Generation No response	27.6%	23.2%	25.3%	18.0%	22.1%
Parent(s) Attained Bachelor's or Higher	26.5%	30.7%	28.6%	32.2%	30.2%
Parent(s) Attained Bach No response	27.6%	23.2%	25.3%	18.0%	22.1%
Student Expects to Attain a Bachelor's degree or Higher	65.4%	68.3%	66.8%	77.9%	71.7%
Student Expects to Attain No response	27.6%	22.9%	25.2%	18.5%	22.2%

(Continued on next page)

<sup>4</sup> \* International status: one who is a citizen of another country with a student visa or other non-immigrant visa.

\*\* "Aboriginal": respondents who self-identified as First Nations, Métis, or Inuit.

\*\*\* "Visible minority": respondents who self-identified as belonging to a group other than "Aboriginal," "Inuit," "Métis," or "White."

\*\*\*\*"First Generation Status": neither parent/guardian holds a bachelor's degree.

Note: Percentages contain "non-responses" in the total unless otherwise stated.

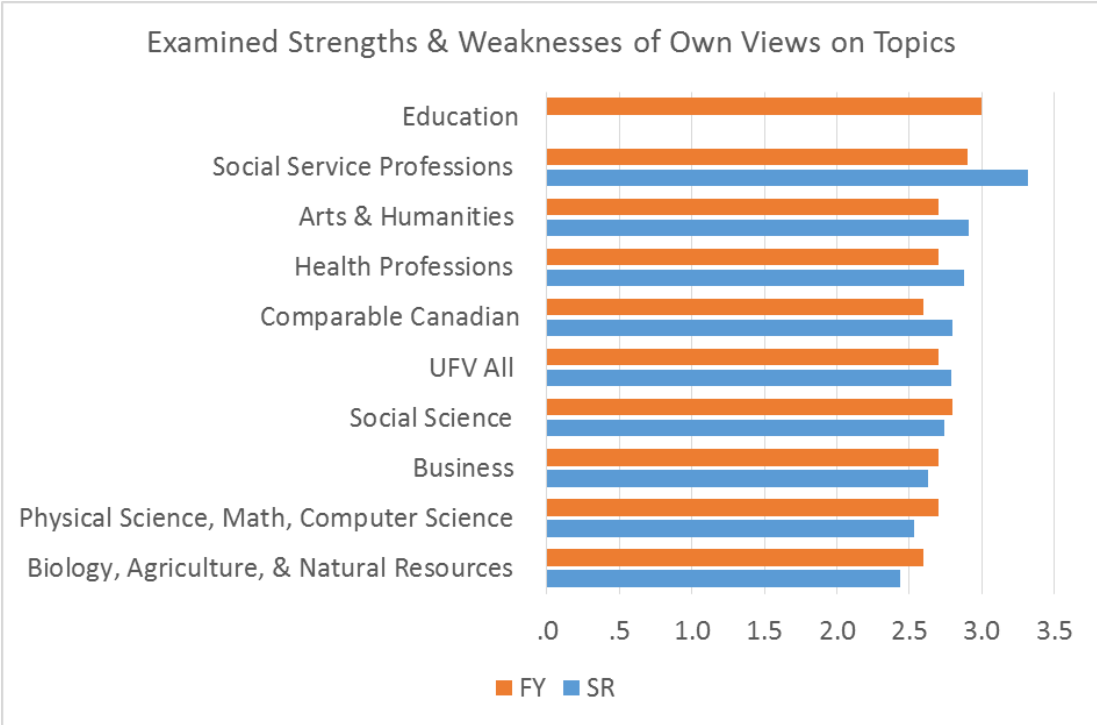
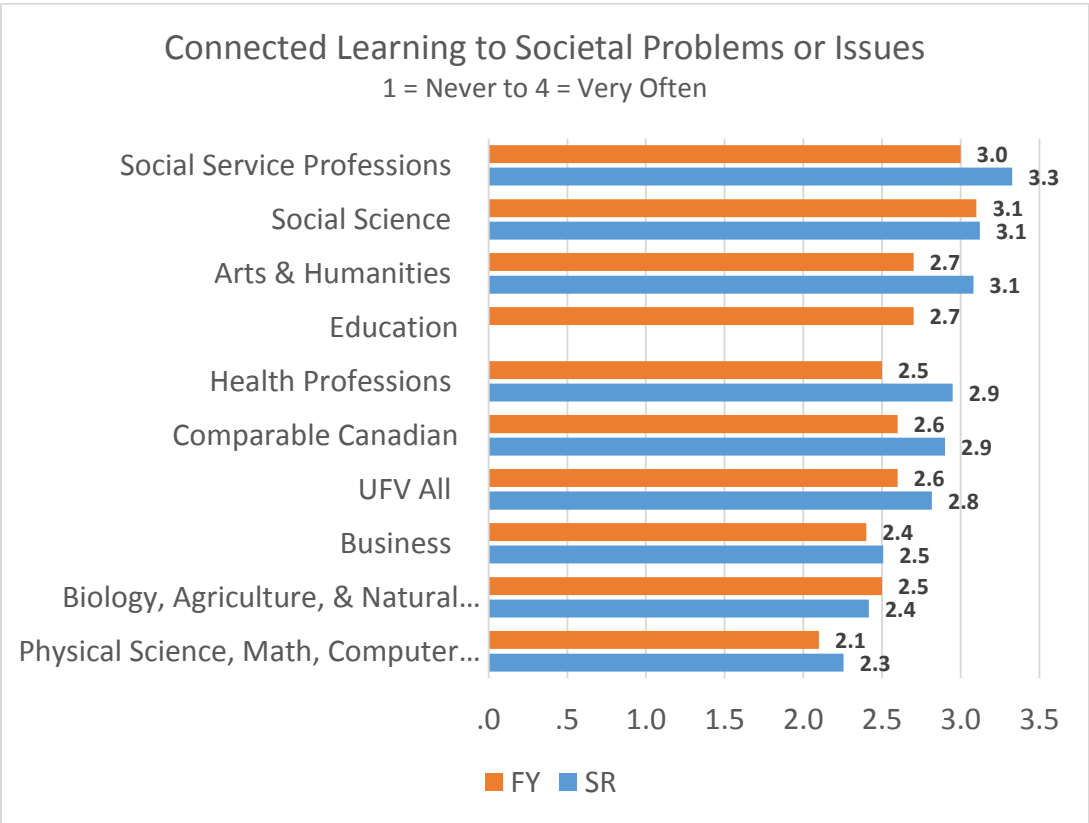
# National Survey of Student Engagement (NSSE) 2016

## Appendix 2: Student Profile (Continued)

	1st Year		Total First Year	4th Year	All Respondents
	First Time	Non-First Time		All	
	n = 355	n = 375	n = 730	n = 578	n = 1,308
<b>Residence</b>					
Off-Campus Accommodation within Driving Distance	55.2%	52.5%	53.8%	65.4%	58.9%
Off-Campus Accommodation within Walking Distance	5.6%	6.7%	6.2%	6.7%	6.4%
Room or apartment at UFV	1.4%	2.7%	2.1%	0.5%	1.4%
No response	37.7%	38.1%	37.9%	27.3%	33.3%
<b>Other</b>					
Diagnosed with a Disability	6.8%	9.1%	7.9%	9.5%	8.6%
Disability No response	27.9%	23.2%	25.5%	18.2%	22.2%
Student-Athlete	1.1%	1.3%	1.2%	2.1%	1.6%
Student-Athlete No response	27.9%	24.3%	26.0%	18.2%	22.6%
Working off-campus	54.1%	53.1%	53.6%	59.5%	56.2%
Working off-campus No response	0.0%	0.0%	0.0%	0.0%	0.0%
Working on-campus	3.7%	5.6%	4.7%	13.7%	8.6%
Working on-campus No response	0.0%	0.0%	0.0%	0.0%	0.0%
If starting over again, would go to UFV (definitely/probably "yes")	61.1%	66.7%	64.0%	69.0%	66.2%
Starting over again No Response	26.5%	21.3%	23.8%	16.6%	20.6%
Entire Educational Experience	61.7%	62.7%	62.2%	72.8%	66.9%
Educational Experience No Response	26.8%	21.6%	24.1%	16.4%	20.7%

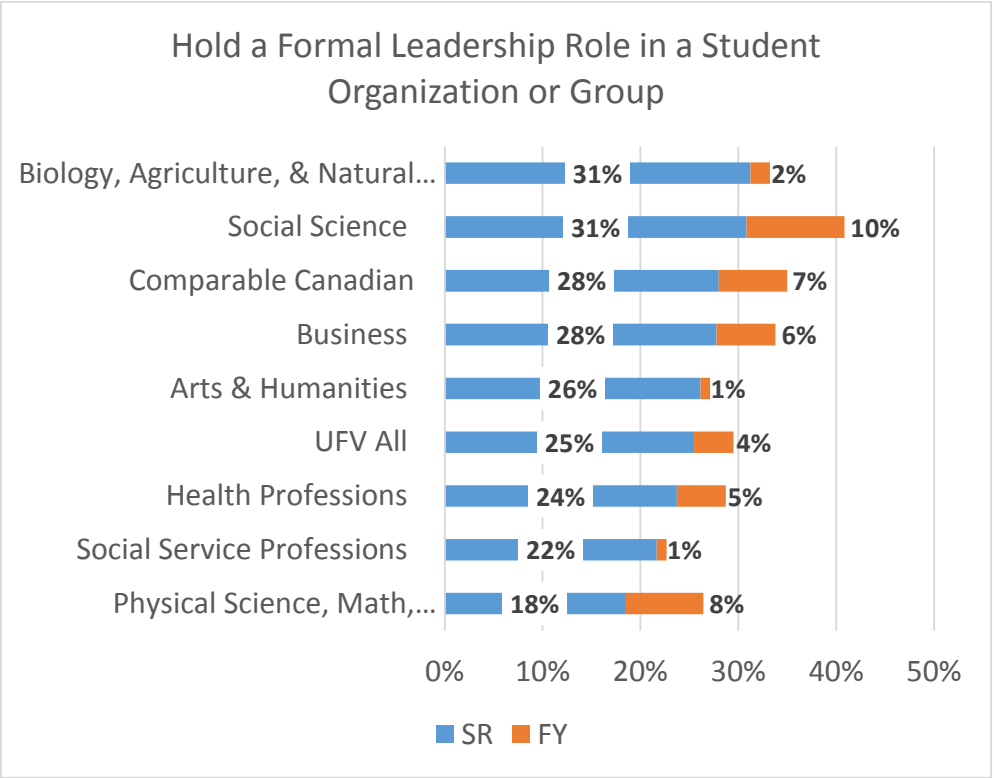
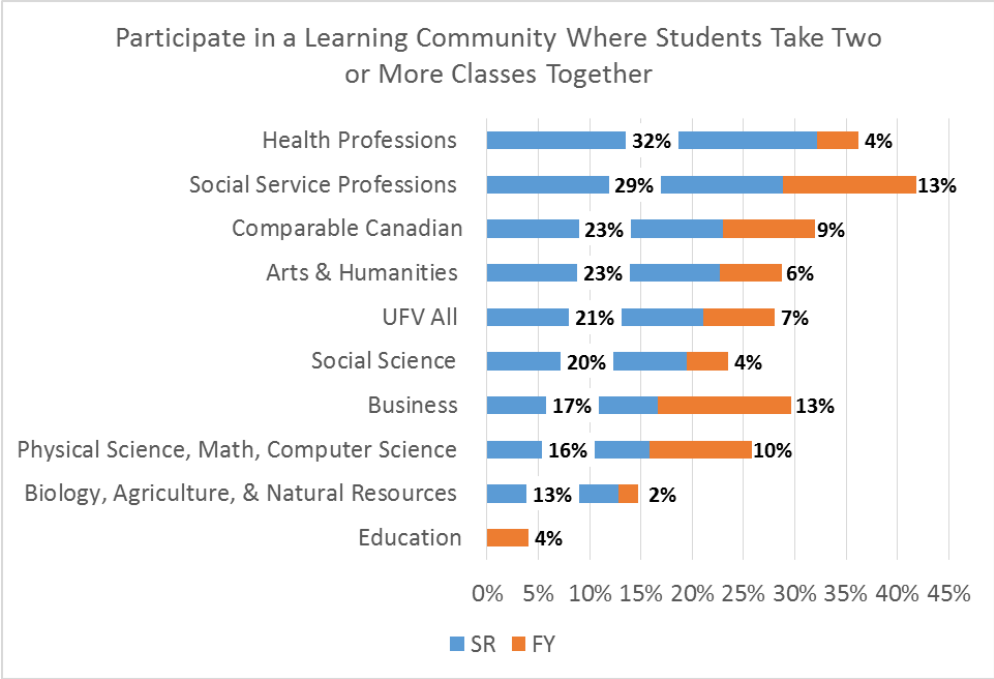
# National Survey of Student Engagement (NSSE) 2016

## Appendix 3: Reflective and Integrative Learning

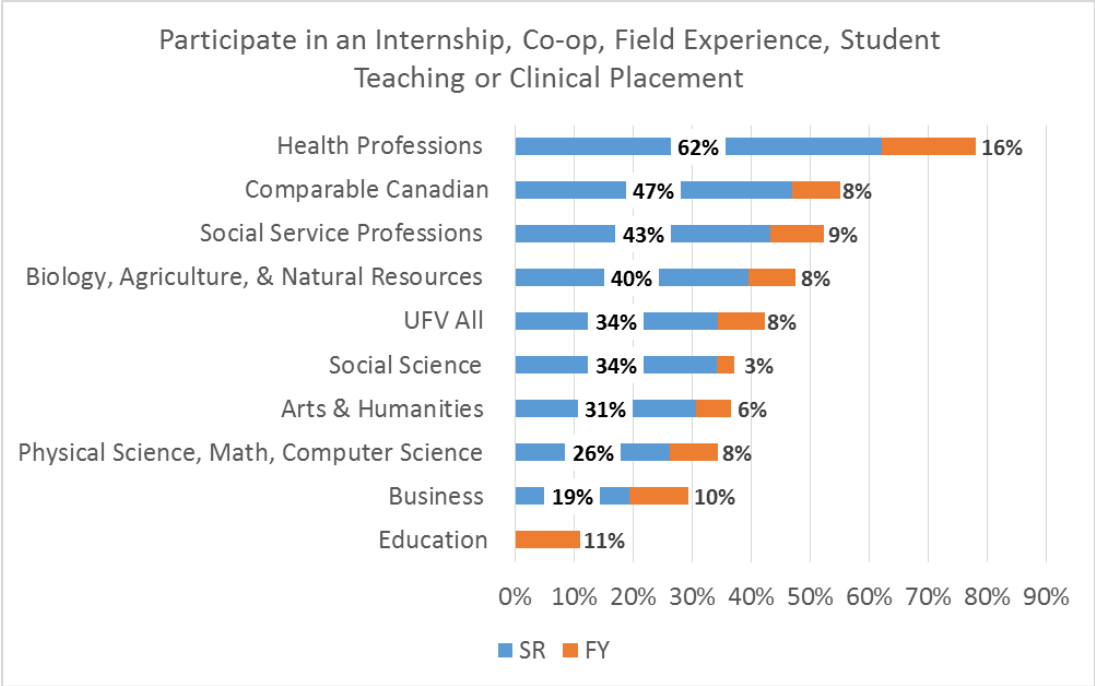


# National Survey of Student Engagement (NSSE) 2016

## Appendix 4: High Impact Practices



# National Survey of Student Engagement (NSSE) 2016





University of the Fraser Valley  
NSSE 2016  
First Year Student Responses

Ed Plan or SEM Goal	UFV All FY	Comparable Canadian	Arts & Humanities (n = 70)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Education (n = 27)	Health Professions (n = 74)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 58)	Social Service Professions (n = 95)	
<b>1. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>											
a. Asked questions or contributed to course discussions in other ways	2.8	⇒ 2.7	⇒ 2.8	⇒ 2.6	⇒ 2.8	⇒ 2.9	⇒ 2.9	⇒ 2.7	⇒ 2.9	⇒ 2.7	
b. Prepared two or more drafts of a paper or assignment before turning it in	2.4	⇒ 2.3	⇒ 2.4	⇒ 2.5	⇒ 2.4	↑ 2.8	⇒ 2.5	⇒ 2.4	⇒ 2.3	⇒ 2.4	
c. Come to class without completing readings or assignments	3.1	⇒ 2.9	⇒ 3.3	⇒ 3.3	⇒ 3.1	↑ 3.4	⇒ 3.2	⇒ 3.4	⇒ 3.0	⇒ 3.0	
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	1.5	⇒ 1.5	⇒ 1.8	⇒ 1.4	⇒ 1.4	⇒ 1.3	⇒ 1.2	⇒ 1.6	⇒ 1.4	⇒ 1.3	
e. Asked another student to help you understand course material	2.5	⇒ 2.5	⇒ 2.3	⇒ 2.7	⇒ 2.3	⇒ 2.4	⇒ 2.7	⇒ 2.6	↓ 2.1	⇒ 2.5	
f. Explained course material to one or more students	2.6	⇒ 2.7	⇒ 2.4	↑ 2.9	⇒ 2.6	⇒ 2.6	⇒ 2.8	↑ 3.1	⇒ 2.4	⇒ 2.5	
g. Prepared for exams by discussing or working through course material with other students	2.4	⇒ 2.5	↓ 2.1	↑ 2.7	⇒ 2.4	⇒ 2.1	↑ 2.8	⇒ 2.7	⇒ 2.2	⇒ 2.4	
h. Worked with other students on course projects or assignments	2.7	⇒ 2.7	↓ 2.3	⇒ 2.9	↑ 3.2	⇒ 2.7	⇒ 2.7	⇒ 2.7	↓ 2.4	⇒ 2.8	
i. Given a course presentation	2.4	⇒ 2.2	⇒ 2.3	↓ 1.9	↑ 3.0	⇒ 2.5	⇒ 2.2	⇒ 2.1	⇒ 2.2	↑ 2.7	
<b>2. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>											
a. Combined ideas from different courses when completing assignments	2.7	⇒ 2.6	⇒ 2.6	⇒ 2.6	⇒ 2.5	⇒ 2.8	⇒ 2.8	⇒ 2.6	⇒ 2.9	⇒ 2.7	
b. Connected your learning to societal problems or issues	EP 4.0	2.6	⇒ 2.6	⇒ 2.7	⇒ 2.5	⇒ 2.4	⇒ 2.7	⇒ 2.5	↓ 2.1	↑ 3.1	↑ 3.0
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	EP 4.0	2.5	⇒ 2.5	⇒ 2.6	↓ 2.1	⇒ 2.4	⇒ 2.6	⇒ 2.5	↓ 2.0	⇒ 2.8	↑ 2.9
d. Examined the strengths and weaknesses of your own views on a topic or issue	EP 4.0	2.7	⇒ 2.6	⇒ 2.7	⇒ 2.6	⇒ 2.7	↑ 3.0	⇒ 2.7	⇒ 2.7	⇒ 2.8	⇒ 2.9
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	EP 4.0	2.9	⇒ 2.8	⇒ 2.9	⇒ 2.9	⇒ 2.9	⇒ 3.0	⇒ 2.9	⇒ 2.7	⇒ 3.0	⇒ 3.1
f. Learned something that changed the way you understand an issue or concept	EP 4.0	2.9	⇒ 2.9	⇒ 2.9	⇒ 2.9	⇒ 2.8	⇒ 2.8	⇒ 2.9	⇒ 2.8	⇒ 3.0	⇒ 3.1
g. Connected ideas from your courses to your prior experiences and knowledge	3.0	⇒ 3.0	⇒ 3.1	⇒ 3.0	⇒ 2.9	⇒ 3.2	⇒ 3.1	⇒ 3.0	⇒ 3.1	⇒ 3.1	

University of the Fraser Valley  
NSSE 2016  
First Year Student Responses

Ed Plan or SEM Goal	UFV All FY	Comparable Canadian	Arts & Humanities (n = 70)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Education (n = 27)	Health Professions (n = 74)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 58)	Social Service Professions (n = 95)
<b>3. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>										
a. Talked about career plans with a faculty member	1.9	⇒ 1.8	⇒ 1.8	⇒ 1.8	⇒ 1.9	⇒ 2.0	⇒ 2.0	⇒ 2.2	⇒ 1.9	⇒ 2.1
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.4	⇒ 1.4	⇒ 1.3	⇒ 1.4	⇒ 1.4	⇒ 1.3	⇒ 1.4	⇒ 1.5	⇒ 1.4	⇒ 1.2
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	1.8	⇒ 1.8	⇒ 1.8	⇒ 1.7	⇒ 1.7	⇒ 1.7	⇒ 1.8	⇒ 2.1	⇒ 1.7	⇒ 1.7
d. Discussed your academic performance with a faculty member	1.7	⇒ 1.7	⇒ 1.8	⇒ 1.6	⇒ 1.8	⇒ 1.6	⇒ 1.7	⇒ 1.8	⇒ 1.7	⇒ 1.6
<b>4. During the current school year, how much has your coursework emphasized the following? (1, Very little to 4, Very much)</b>										
a. Memorizing course material	3.0	⇒ 3.0	⇒ 2.8	↑ 3.3	⇒ 2.9	⇒ 2.7	↑ 3.4	⇒ 2.7	⇒ 3.2	⇒ 2.9
b. Applying facts, theories, or methods to practical problems or new situations	2.9	⇒ 2.9	⇒ 2.8	↑ 3.2	⇒ 2.8	⇒ 2.8	⇒ 3.0	↑ 3.2	⇒ 2.8	⇒ 2.9
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.8	⇒ 2.9	⇒ 3.0	⇒ 3.1	⇒ 2.7	⇒ 2.8	⇒ 2.7	↑ 3.1	⇒ 2.9	⇒ 2.7
d. Evaluating a point of view, decision, or information source	2.8	⇒ 2.8	⇒ 2.9	⇒ 2.8	⇒ 2.7	⇒ 3.0	⇒ 2.5	⇒ 2.8	⇒ 2.9	⇒ 2.8
e. Forming a new idea or understanding from various pieces of information	2.7	⇒ 2.8	⇒ 2.9	⇒ 2.8	⇒ 2.7	⇒ 3.0	⇒ 2.8	⇒ 2.9	⇒ 2.7	⇒ 2.8
<b>5. During the current school year, to what extent have your instructors done the following? (1, Very little to 4, Very much)</b>										
a. Clearly explained course goals and requirements	3.1	⇒ 3.1	⇒ 3.1	⇒ 3.1	⇒ 3.0	⇒ 3.3	⇒ 3.1	⇒ 3.4	⇒ 3.1	⇒ 3.1
b. Taught course sessions in an organized way	3.0	⇒ 3.0	⇒ 3.1	⇒ 2.9	⇒ 3.0	↑ 3.4	⇒ 2.9	⇒ 3.1	⇒ 3.1	⇒ 3.0
c. Used examples or illustrations to explain difficult points	3.1	⇒ 3.0	⇒ 3.1	⇒ 3.1	⇒ 3.1	⇒ 3.2	⇒ 3.0	⇒ 3.2	⇒ 2.9	⇒ 3.1
d. Provided feedback on a draft or work in progress	2.7	⇒ 2.6	⇒ 2.9	↓ 2.4	⇒ 2.6	⇒ 2.9	⇒ 2.6	⇒ 2.8	⇒ 2.4	⇒ 2.8
e. Provided prompt and detailed feedback on tests or completed assignments	2.7	⇒ 2.7	⇒ 2.9	⇒ 2.6	⇒ 2.6	⇒ 2.7	⇒ 2.4	⇒ 2.8	⇒ 2.5	⇒ 2.7

University of the Fraser Valley  
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First Year Student Responses

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<b>6. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>										
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.3	→ 2.3	↓ 1.9	↑ 2.8	→ 2.5	↓ 1.6	↓ 2.0	↑ 2.7	↓ 2.0	→ 2.0
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.0	→ 2.1	→ 1.8	→ 2.3	→ 2.2	↓ 1.6	→ 1.8	→ 2.1	→ 1.8	→ 2.1
c. Evaluated what others have concluded from numerical information	2.1	→ 2.1	↓ 1.8	↑ 2.4	→ 2.2	↓ 1.7	→ 2.0	→ 2.2	→ 1.9	→ 2.0
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)</b>										
a. Up to 5 pages	5.7	↑ 6.6	↓ 5.3	↑ 6.1	↑ 7.2	→ 5.4	↓ 5.1	→ 5.4	→ 5.6	→ 6.0
b. Between 6 and 10 pages	3.0	→ 2.9	↓ 2.3	→ 3.2	↑ 3.9	↓ 2.4	↓ 1.7	↓ 2.6	→ 3.0	↑ 3.8
c. 11 pages or more	1.5	→ 1.2	↓ 1.2	↓ 1.2	↑ 3.4	↓ 1.0	↓ .7	→ 1.4	↓ .8	↓ .8
Estimated number of assigned pages of student writing.	61.1	→ 59.3	↓ 45.8	→ 57.2	↑ 100.4	↓ 43.4	↓ 35.4	→ 58.4	→ 52.8	→ 56.2
<b>8. During the current school year, about how often have you had discussions with people from the following groups? (1, Never to 4, Very Often)</b>										
a. People of a race or ethnicity other than your own	3.0	→ 3.1	→ 3.0	→ 2.8	→ 3.0	→ 3.1	→ 3.2	→ 3.2	→ 3.3	→ 3.2
b. People from an economic background other than your own	2.9	→ 2.9	→ 2.9	→ 2.8	→ 2.9	→ 3.1	→ 3.1	→ 3.0	→ 3.0	→ 3.1
c. People with religious beliefs other than your own	3.0	→ 3.0	→ 2.9	→ 3.0	→ 3.0	→ 3.0	→ 3.0	→ 3.1	→ 3.0	→ 3.3
d. People with political views other than your own	2.8	→ 2.8	→ 2.9	→ 2.8	→ 2.8	→ 2.8	→ 2.8	→ 3.0	→ 2.8	→ 3.0

University of the Fraser Valley  
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First Year Student Responses

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<b>9. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>										
a. Identified key information from reading assignments	3.1	⇒ 3.0	⇒ 3.2	⇒ 3.0	⇒ 3.0	⇒ 3.3	⇒ 3.2	⇒ 2.9	⇒ 3.2	⇒ 3.2
b. Reviewed your notes after class	2.9	⇒ 2.7	⇒ 2.9	⇒ 3.0	⇒ 2.8	⇒ 3.0	⇒ 3.0	⇒ 3.0	⇒ 2.6	⇒ 2.8
c. Summarized what you learned in class or from course materials	2.8	⇒ 2.7	⇒ 2.8	⇒ 2.9	⇒ 2.5	⇒ 3.0	⇒ 3.0	⇒ 2.9	⇒ 2.7	⇒ 2.7
<b>10. During the current school year, to what extent have your courses challenged you to do your best work? (1, Not at all to 7, very much)</b>										
	5.4	⇒ 5.4	⇒ 5.7	↑ 5.7	↓ 5.0	⇒ 5.4	⇒ 5.4	⇒ 5.4	⇒ 5.4	⇒ 5.6
<b>11. Which of the following have you done or do you plan to do before you graduate?</b>										
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	8%	8%	6%	8%	10%	11%	16%	8%	3%	9%
b. Hold a formal leadership role in a student organization or group	4%	7%	1%	2%	6%	4%	5%	8%	10%	1%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	7%	9%	6%	2%	13%	4%	4%	10%	4%	13%
d. Participate in a study abroad program	3%	2%	4%	0%	1%	4%	1%	10%	2%	0%
e. Work with a faculty member on a research project	2%	3%	5%	0%	3%	0%	1%	3%	0%	4%
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	1%	3%	3%	0%	1%	4%	3%	3%	0%	0%
<b>12. About how many of your courses at this institution have included a community-based project (service-learning)? (1, None to 4, All)</b>										
	1.6	⇒ 1.5	⇒ 1.6	⇒ 1.4	⇒ 1.6	⇒ 1.6	⇒ 1.6	⇒ 1.3	⇒ 1.4	⇒ 1.7

University of the Fraser Valley  
NSSE 2016  
First Year Student Responses

Ed Plan or SEM Goal	UFV All FY	Comparable Canadian	Arts & Humanities (n = 70)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Education (n = 27)	Health Professions (n = 74)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 58)	Social Service Professions (n = 95)
<b>13. Indicate the quality of your interactions with the following people at your institution. (1, Poor to 7, Excellent)</b>										
a. Students	5.4	→ 5.5	→ 5.3	→ 5.2	→ 5.3	→ 5.2	→ 5.6	↑ 6.0	→ 5.4	→ 5.6
b. Academic advisors	5.2	→ 4.9	→ 5.1	↓ 4.5	→ 5.0	↑ 5.6	→ 5.1	→ 5.2	→ 5.3	↑ 5.5
c. Faculty	5.2	→ 5.2	→ 5.3	↓ 4.6	→ 5.2	→ 5.4	→ 5.3	↑ 5.6	→ 5.0	→ 5.3
d. Student services staff (career services, student activities, housing, etc.)	4.9	→ 4.8	→ 4.6	↓ 3.9	→ 5.1	→ 5.1	→ 4.7	↑ 5.4	→ 5.0	→ 5.0
e. Other administrative staff and offices (registrar, financial aid, etc.)	5.2	→ 4.9	→ 5.3	↓ 4.8	→ 5.1	→ 5.3	→ 5.3	→ 5.3	→ 5.3	→ 5.3
<b>14. How much does your institution emphasize the following? (1, Very little to 4, Very much)</b>										
a. Spending significant amounts of time studying and on academic work	3.1	→ 3.0	→ 3.0	→ 3.1	→ 3.0	↓ 2.7	→ 3.2	→ 3.2	→ 3.1	→ 3.0
b. Providing support to help students succeed academically	2.8	→ 3.0	→ 2.9	→ 2.9	→ 2.7	↓ 2.5	→ 2.8	→ 2.9	→ 2.8	→ 2.9
c. Using learning support services (tutoring services, writing center, etc.)	2.5	↑ 2.9	→ 2.7	→ 2.8	→ 2.4	→ 2.4	→ 2.4	→ 2.7	→ 2.4	→ 2.6
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.4	→ 2.6	→ 2.4	→ 2.3	→ 2.5	→ 2.3	→ 2.4	→ 2.6	→ 2.4	→ 2.6
e. Providing opportunities to be involved socially	2.5	→ 2.7	→ 2.5	→ 2.4	→ 2.5	↓ 1.9	→ 2.4	→ 2.8	→ 2.4	→ 2.6
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.5	↑ 2.8	→ 2.5	→ 2.6	→ 2.4	↓ 2.1	→ 2.6	↑ 2.8	→ 2.4	→ 2.6
g. Helping you manage your non-academic responsibilities (work, family, etc.)	2.0	→ 2.1	→ 1.9	→ 2.1	→ 1.9	→ 1.8	→ 1.9	→ 2.2	→ 1.8	→ 2.0
h. Attending campus activities and events (performing arts, athletic events, etc.)	2.1	↑ 2.5	→ 2.2	→ 2.2	→ 2.2	↓ 1.6	→ 2.0	↑ 2.5	→ 2.1	→ 2.1
i. Attending events that address important social, economic, or political issues	2.1	→ 2.3	→ 2.3	→ 2.2	→ 2.1	↓ 1.7	↓ 1.7	→ 2.4	→ 2.2	→ 2.1

University of the Fraser Valley  
NSSE 2016  
First Year Student Responses

Ed Plan or SEM Goal	UFV All FY	Comparable Canadian	Arts & Humanities (n = 70)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Education (n = 27)	Health Professions (n = 74)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 58)	Social Service Professions (n = 95)
<b>15. About how many hours do you spend in a typical 7-day week doing the following?</b>										
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	12.5	→ 14.0	→ 12.8	→ 14.8	→ 12.2	↓ 8.9	→ 13.3	→ 14.7	→ 12.2	→ 11.0
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	2.4	→ 2.6	→ 2.1	→ 3.5	→ 3.7	→ .5	→ 2.1	→ 3.1	→ 1.3	→ 2.3
c. Working for pay <b>on campus</b>	.8	→ 1.1	→ .6	→ .7	→ 1.4	→ .9	→ .2	→ .9	→ .8	→ .8
d. Working for pay <b>off campus</b>	12.7	↓ 8.4	→ 12.0	→ 11.1	→ 13.7	→ 15.6	→ 11.4	→ 10.3	→ 14.1	→ 13.9
Estimated number of hours working for pay	13.4	↓ 9.5	→ 12.6	→ 11.8	→ 15.1	→ 16.0	→ 11.6	→ 11.2	→ 14.9	→ 14.5
e. Doing community service or volunteer work	3.1	→ 2.4	→ 2.8	→ 2.9	→ 3.1	→ 2.4	→ 2.7	→ 2.9	→ 2.4	→ 4.6
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	12.1	→ 13.5	→ 11.4	→ 10.4	→ 13.8	→ 10.2	→ 11.7	→ 13.5	→ 11.1	→ 12.0
g. Providing care for dependents (children, parents, etc.)	5.8	→ 4.1	→ 7.2	→ 4.7	→ 4.5	→ 7.7	→ 5.2	→ 4.9	→ 4.2	→ 8.1
h. Commuting to campus (driving, walking, etc.)	5.2	→ 5.6	↓ 4.6	↑ 6.9	→ 5.6	↓ 3.8	↑ 5.7	↑ 6.1	↓ 3.9	→ 5.3
<b>16. Of the time you spend preparing for class in a typical 7-day week, about how much is on <i>assigned reading</i>?</b>	2.9	→ 2.8	↑ 3.4	↓ 2.3	→ 2.7	↑ 3.4	→ 2.7	↓ 2.4	↑ 3.4	↑ 3.2

University of the Fraser Valley  
NSSE 2016  
First Year Student Responses

Ed Plan or SEM Goal	UFV All FY	Comparable Canadian	Arts & Humanities (n = 70)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Education (n = 27)	Health Professions (n = 74)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 58)	Social Service Professions (n = 95)
<b>17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1, Very little to 4, Very much)</b>										
a. Writing clearly and effectively	2.8	⇒ 2.7	⇒ 2.9	⇒ 2.8	⇒ 2.9	⇒ 2.9	⇒ 2.6	⇒ 2.7	⇒ 2.7	⇒ 2.9
b. Speaking clearly and effectively	2.5	⇒ 2.5	⇒ 2.6	⇒ 2.5	⇒ 2.7	⇒ 2.4	⇒ 2.4	⇒ 2.6	⇒ 2.4	⇒ 2.8
c. Thinking critically and analytically	3.0	⇒ 3.0	⇒ 3.2	⇒ 2.9	⇒ 2.8	⇒ 2.9	⇒ 3.1	⇒ 3.2	⇒ 3.0	⇒ 3.1
d. Analyzing numerical and statistical information	2.3	⇒ 2.3	↓ 1.8	↑ 2.8	⇒ 2.6	↓ 1.5	⇒ 2.3	↑ 3.0	⇒ 2.2	⇒ 2.1
e. Acquiring job- or work-related knowledge and skills	2.4	⇒ 2.4	↓ 2.1	⇒ 2.6	⇒ 2.4	⇒ 2.4	⇒ 2.5	⇒ 2.5	⇒ 2.2	↑ 2.7
f. Working effectively with others	2.7	⇒ 2.7	⇒ 2.6	⇒ 2.6	⇒ 2.8	⇒ 2.9	⇒ 2.8	⇒ 2.9	⇒ 2.4	⇒ 2.9
g. Developing or clarifying a personal code of values and ethics	2.5	⇒ 2.5	⇒ 2.5	⇒ 2.5	⇒ 2.6	⇒ 2.4	⇒ 2.6	⇒ 2.3	⇒ 2.4	↑ 2.9
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.5	⇒ 2.6	⇒ 2.7	⇒ 2.4	⇒ 2.4	⇒ 2.3	⇒ 2.6	⇒ 2.4	⇒ 2.6	↑ 2.9
i. Solving complex real-world problems	2.4	⇒ 2.5	⇒ 2.3	⇒ 2.6	⇒ 2.4	⇒ 2.3	⇒ 2.4	⇒ 2.7	⇒ 2.5	↑ 2.7
j. Being an informed and active citizen	2.5	⇒ 2.5	⇒ 2.5	⇒ 2.4	⇒ 2.4	⇒ 2.3	⇒ 2.4	⇒ 2.4	⇒ 2.6	↑ 2.8
<b>18. How would you evaluate your entire educational experience at this institution?</b>	3.0	⇒ 3.1	⇒ 3.2	⇒ 2.9	⇒ 2.9	⇒ 3.1	⇒ 3.1	⇒ 3.1	⇒ 3.0	⇒ 3.2
<b>19. If you could start over again, would you go to the same institution you are now attending?</b>	3.1	⇒ 3.2	⇒ 3.3	⇒ 3.1	⇒ 3.1	⇒ 3.2	⇒ 3.2	⇒ 3.1	⇒ 3.2	⇒ 3.2

Ed Plan or SEM Goal	UFV All SR	Comparable Canadian	Arts & Humanities (n = 88)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Health Professions (n = 59)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 82)	Social Service Professions (n = 60)
<b>1. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>									
a. Asked questions or contributed to course discussions in other ways	3.0	→ 3.1	→ 3.2	↓ 2.7	→ 3.0	→ 3.0	→ 2.9	→ 3.0	↑ 3.4
b. Prepared two or more drafts of a paper or assignment before turning it in	2.3	→ 2.3	→ 2.0	→ 2.3	→ 2.2	→ 2.5	↑ 2.6	→ 2.2	→ 2.6
c. Come to class without completing readings or assignments	2.9	→ 2.8	→ 3.0	↑ 3.3	→ 2.8	→ 2.8	↑ 3.3	→ 2.8	→ 2.8
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	1.6	→ 1.6	↑ 2.0	→ 1.5	→ 1.4	→ 1.5	→ 1.4	→ 1.6	→ 1.7
e. Asked another student to help you understand course material	2.4	→ 2.5	→ 2.2	→ 2.4	→ 2.5	↑ 2.7	→ 2.6	→ 2.3	→ 2.4
f. Explained course material to one or more students	2.8	→ 2.8	→ 2.6	→ 2.7	→ 2.8	↑ 3.1	↑ 3.1	→ 2.7	→ 2.7
g. Prepared for exams by discussing or working through course material with other students	2.5	→ 2.5	↓ 2.1	→ 2.5	→ 2.7	↑ 2.9	→ 2.8	→ 2.3	→ 2.5
h. Worked with other students on course projects or assignments	3.0	→ 3.0	↓ 2.7	→ 3.0	↑ 3.4	↑ 3.3	→ 2.9	↓ 2.7	→ 3.2
i. Given a course presentation	3.0	→ 3.1	→ 2.9	→ 2.7	↑ 3.4	→ 3.1	↓ 2.6	→ 2.8	→ 3.3
<b>2. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>									
a. Combined ideas from different courses when completing assignments	2.9	→ 3.0	→ 3.0	→ 2.9	→ 2.9	→ 3.1	→ 2.8	→ 3.0	→ 3.0
b. Connected your learning to societal problems or issues	2.8	→ 2.9	→ 3.1	↓ 2.4	→ 2.5	→ 2.9	↓ 2.3	↑ 3.1	↑ 3.3
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.6	→ 2.7	↑ 2.9	↓ 2.1	↓ 2.3	→ 2.6	↓ 1.9	↑ 2.9	↑ 3.3
d. Examined the strengths and weaknesses of your own views on a topic or issue	2.8	→ 2.8	→ 2.9	↓ 2.4	→ 2.6	→ 2.9	→ 2.5	→ 2.7	↑ 3.3
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	3.0	→ 2.9	→ 3.1	↓ 2.6	→ 2.8	→ 3.0	↓ 2.7	→ 3.2	↑ 3.4
f. Learned something that changed the way you understand an issue or concept	3.0	→ 2.9	→ 3.0	→ 2.7	↓ 2.7	→ 3.0	→ 2.8	→ 3.0	→ 3.3
g. Connected ideas from your courses to your prior experiences and knowledge	3.2	→ 3.2	→ 3.2	→ 3.1	→ 3.2	→ 3.4	→ 3.0	→ 3.3	→ 3.4



Ed Plan or SEM Goal	UFV All SR	Comparable Canadian	Arts & Humanities (n = 88)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Health Professions (n = 59)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 82)	Social Service Professions (n = 60)
<b>3. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>									
a. Talked about career plans with a faculty member	2.2	⇒ 2.2	⇒ 2.1	⇒ 2.2	⇒ 2.2	↑ 2.5	⇒ 2.3	⇒ 2.3	⇒ 2.4
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.8	⇒ 1.7	⇒ 1.7	⇒ 1.6	⇒ 1.6	⇒ 1.9	⇒ 2.0	⇒ 2.0	⇒ 1.7
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	2.1	⇒ 2.1	⇒ 2.0	⇒ 2.1	⇒ 1.9	⇒ 2.2	↑ 2.4	⇒ 2.3	⇒ 2.3
d. Discussed your academic performance with a faculty member	2.0	⇒ 2.0	⇒ 1.8	⇒ 1.7	⇒ 1.9	↑ 2.3	⇒ 2.1	⇒ 2.0	⇒ 2.1
<b>4. During the current school year, how much has your coursework emphasized the following? (1, Very little to 4, Very much)</b>									
a. Memorizing course material	2.8	⇒ 2.7	↓ 2.5	⇒ 2.9	⇒ 3.0	↑ 3.2	⇒ 2.5	⇒ 2.7	↑ 3.2
b. Applying facts, theories, or methods to practical problems or new situations	3.1	⇒ 3.1	⇒ 2.9	⇒ 3.0	⇒ 3.1	⇒ 3.3	⇒ 3.3	⇒ 3.0	⇒ 3.4
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.0	⇒ 3.0	⇒ 3.2	⇒ 2.7	⇒ 2.8	⇒ 3.1	⇒ 3.0	⇒ 2.9	⇒ 3.2
d. Evaluating a point of view, decision, or information source	2.9	⇒ 2.9	⇒ 3.1	↓ 2.5	⇒ 2.8	⇒ 2.9	↓ 2.4	⇒ 2.9	↑ 3.2
e. Forming a new idea or understanding from various pieces of information	2.8	⇒ 2.9	⇒ 3.0	⇒ 2.6	⇒ 2.7	⇒ 2.7	⇒ 2.6	⇒ 2.7	↑ 3.1
<b>5. During the current school year, to what extent have your instructors done the following? (1, Very little to 4, Very much)</b>									
a. Clearly explained course goals and requirements	3.2	⇒ 3.0	⇒ 3.4	⇒ 3.2	⇒ 3.1	⇒ 3.1	⇒ 3.3	⇒ 3.1	⇒ 3.2
b. Taught course sessions in an organized way	3.1	⇒ 3.0	⇒ 3.1	⇒ 3.1	⇒ 3.0	⇒ 3.0	⇒ 3.1	⇒ 3.0	⇒ 3.2
c. Used examples or illustrations to explain difficult points	3.1	⇒ 3.1	⇒ 3.1	⇒ 3.1	⇒ 3.0	⇒ 3.2	⇒ 3.3	⇒ 3.2	⇒ 3.2
d. Provided feedback on a draft or work in progress	2.7	⇒ 2.6	⇒ 2.9	⇒ 2.4	⇒ 2.5	⇒ 2.5	⇒ 2.9	⇒ 2.6	⇒ 2.7
e. Provided prompt and detailed feedback on tests or completed assignments	2.7	⇒ 2.7	⇒ 3.0	⇒ 2.6	⇒ 2.7	⇒ 2.5	⇒ 2.8	⇒ 2.6	⇒ 2.6

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<b>6. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>										
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.4	→ 2.5	↓ 2.0	→ 2.6	↑ 2.8	→ 2.2	↑ 3.0	→ 2.3	→ 2.2	
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.3	→ 2.3	→ 2.0	→ 2.1	→ 2.4	→ 2.1	→ 2.5	→ 2.3	→ 2.4	
c. Evaluated what others have concluded from numerical information	2.3	→ 2.3	↓ 1.9	→ 2.3	→ 2.4	→ 2.1	→ 2.6	→ 2.4	→ 2.4	
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)</b>										
a. Up to 5 pages	6.9	↑ 7.6	↑ 7.6	↓ 5.1	↑ 7.9	→ 6.6	↑ 7.5	→ 6.7	↓ 6.3	
b. Between 6 and 10 pages	4.6	↑ 5.3	→ 4.8	↓ 3.2	↓ 4.2	↓ 4.2	↓ 3.0	↑ 5.7	↑ 6.0	
c. 11 pages or more	3.0	↑ 3.3	↓ 2.3	↓ 2.4	→ 3.0	↓ 2.6	↓ 2.4	↑ 3.6	↑ 4.3	
Estimated number of assigned pages of student writing.	98.7	↑ 110.8	↓ 87.5	↓ 72.6	→ 103.0	→ 91.7	↓ 80.9	↑ 113.9	↑ 132.9	
<b>8. During the current school year, about how often have you had discussions with people from the following groups? (1, Never to 4, Very Often)</b>										
a. People of a race or ethnicity other than your own	3.2	→ 3.1	→ 3.2	→ 3.2	→ 3.3	→ 3.2	→ 3.1	→ 3.2	→ 3.4	
b. People from an economic background other than your own	3.1	→ 3.1	→ 3.0	→ 2.9	→ 3.1	→ 3.1	→ 3.0	→ 3.1	→ 3.3	
c. People with religious beliefs other than your own	3.2	→ 3.0	→ 3.2	→ 3.2	→ 3.1	→ 3.1	→ 2.9	→ 3.2	→ 3.4	
d. People with political views other than your own	3.0	→ 2.9	→ 2.9	→ 2.9	→ 2.9	→ 2.9	→ 2.9	→ 3.0	→ 3.2	

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<b>9. During the current school year, about how often have you done the following? (1, Never to 4, Very Often)</b>									
a. Identified key information from reading assignments	3.2	⇒ 3.1	⇒ 3.2	⇒ 3.2	⇒ 3.1	⇒ 3.1	↓ 2.8	⇒ 3.3	⇒ 3.4
b. Reviewed your notes after class	2.7	⇒ 2.6	⇒ 2.6	⇒ 2.9	⇒ 2.8	⇒ 2.9	⇒ 2.8	⇒ 2.6	⇒ 2.7
c. Summarized what you learned in class or from course materials	2.7	⇒ 2.6	⇒ 2.7	⇒ 2.9	⇒ 2.8	⇒ 2.8	⇒ 2.6	⇒ 2.7	⇒ 2.7
<b>10. During the current school year, to what extent have your courses challenged you to do your best work? (1, Not at all to 7, very much)</b>	5.5	⇒ 5.4	⇒ 5.5	⇒ 5.6	⇒ 5.5	⇒ 5.7	⇒ 5.2	⇒ 5.4	⇒ 5.5
<b>11. Which of the following have you done or do you plan to do before you graduate?</b>									
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	34%	47%	31%	40%	19%	62%	26%	34%	43%
b. Hold a formal leadership role in a student organization or group	25%	28%	26%	31%	28%	24%	18%	31%	22%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	21%	23%	23%	13%	17%	32%	16%	20%	29%
d. Participate in a study abroad program	8%	8%	8%	6%	14%	8%	3%	14%	3%
e. Work with a faculty member on a research project	20%	19%	16%	19%	15%	31%	19%	35%	13%
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	17%	28%	25%	9%	15%	17%	18%	27%	7%
<b>12. About how many of your courses at this institution have included a community-based project (service-learning)?</b>	1.7	⇒ 1.8	⇒ 1.6	⇒ 1.5	⇒ 1.6	↑ 2.1	⇒ 1.5	⇒ 1.6	⇒ 1.8

Ed Plan or SEM Goal	UFV All SR	Comparable Canadian	Arts & Humanities (n = 88)	Biology, Agriculture, & Natural Resources (n = 48)	Business (n = 73)	Health Professions (n = 59)	Physical Science, Math, Computer Science (n = 39)	Social Science (n = 82)	Social Service Professions (n = 60)
<b>13. Indicate the quality of your interactions with the following people at your institution. (1, Poor to 7, Excellent)</b>									
a. Students	5.7	⇒ 5.7	⇒ 5.5	⇒ 5.9	⇒ 5.7	⇒ 5.9	⇒ 5.7	↓ 5.4	⇒ 5.7
b. Academic advisors	5.2	⇒ 5.0	⇒ 5.4	↓ 4.6	⇒ 5.2	↓ 4.7	⇒ 5.1	↑ 5.5	↑ 5.5
c. Faculty	5.7	⇒ 5.5	⇒ 5.7	⇒ 5.7	⇒ 5.5	⇒ 5.8	⇒ 5.7	⇒ 5.9	⇒ 5.6
d. Student services staff (career services, student activities, housing, etc.)	4.7	⇒ 4.8	⇒ 4.7	⇒ 4.7	⇒ 4.9	⇒ 4.5	↓ 4.2	⇒ 4.7	⇒ 4.8
e. Other administrative staff and offices (registrar, financial aid, etc.)	5.1	⇒ 4.9	⇒ 5.1	⇒ 4.9	⇒ 5.2	⇒ 5.3	↓ 4.4	⇒ 5.1	⇒ 5.1
<b>14. How much does your institution emphasize the following? (1, Very little to 4, Very much)</b>									
a. Spending significant amounts of time studying and on academic work	3.1	⇒ 3.0	⇒ 3.1	⇒ 2.9	⇒ 3.1	⇒ 3.4	⇒ 3.1	⇒ 3.0	⇒ 3.2
b. Providing support to help students succeed academically	2.8	⇒ 2.9	⇒ 2.7	⇒ 2.6	⇒ 2.9	⇒ 2.8	⇒ 2.7	⇒ 2.8	⇒ 2.8
c. Using learning support services (tutoring services, writing center, etc.)	2.5	⇒ 2.7	⇒ 2.3	⇒ 2.4	⇒ 2.5	⇒ 2.5	⇒ 2.4	⇒ 2.5	⇒ 2.4
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.4	⇒ 2.4	⇒ 2.3	⇒ 2.3	⇒ 2.7	⇒ 2.4	⇒ 2.3	⇒ 2.2	⇒ 2.6
e. Providing opportunities to be involved socially	2.4	↑ 2.7	⇒ 2.1	⇒ 2.4	⇒ 2.5	⇒ 2.3	⇒ 2.5	⇒ 2.4	⇒ 2.6
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.4	↑ 2.7	⇒ 2.3	⇒ 2.3	⇒ 2.4	⇒ 2.4	⇒ 2.2	⇒ 2.3	⇒ 2.5
g. Helping you manage your non-academic responsibilities (work, family, etc.)	1.8	⇒ 1.9	⇒ 1.6	⇒ 1.7	⇒ 2.0	⇒ 1.7	⇒ 1.8	⇒ 1.7	⇒ 2.0
h. Attending campus activities and events (performing arts, athletic events, etc.)	2.1	⇒ 2.3	⇒ 2.1	⇒ 2.1	⇒ 2.1	⇒ 2.0	⇒ 2.2	⇒ 2.0	⇒ 2.1
i. Attending events that address important social, economic, or political issues	2.1	⇒ 2.3	⇒ 2.0	⇒ 1.9	⇒ 2.0	⇒ 1.9	⇒ 2.2	⇒ 2.2	↑ 2.5

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<b>15. About how many hours do you spend in a typical 7-day week doing the following?</b>									
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	14.9	↑ 15.4	↑ 15.6	↑ 16.0	→ 14.9	→ 15.1	↑ 16.8	↓ 14.0	↓ 13.3
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	3.4	→ 3.3	→ 3.8	→ 2.5	→ 3.2	→ 3.3	→ 4.8	→ 2.5	→ 3.2
c. Working for pay <b>on campus</b>	2.2	→ 2.0	→ 3.4	→ 1.1	→ 2.8	→ .8	→ 3.7	→ 2.0	→ .8
d. Working for pay <b>off campus</b>	14.0	→ 11.3	→ 11.9	→ 13.7	→ 14.9	→ 13.0	→ 12.8	→ 15.8	→ 15.5
e. Estimated number of hours working for pay	16.1	→ 13.2	→ 15.0	→ 14.6	→ 17.8	→ 13.8	→ 16.5	→ 17.6	→ 16.4
f. Doing community service or volunteer work	4.1	→ 3.3	→ 4.4	→ 4.3	→ 3.8	→ 5.0	→ 3.6	→ 3.0	→ 4.5
g. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	11.4	→ 12.3	→ 12.2	→ 11.4	→ 11.9	→ 9.5	→ 12.6	→ 12.7	→ 8.8
h. Providing care for dependents (children, parents, etc.)	5.6	→ 4.3	→ 5.9	→ 3.3	→ 4.1	→ 5.1	→ 4.5	→ 4.5	↑ 10.6
i. Commuting to campus (driving, walking, etc.)	5.5	→ 5.9	→ 5.5	↓ 4.6	↓ 4.9	↑ 6.6	→ 5.8	↓ 4.8	↑ 6.3
<b>16. Of the time you spend preparing for class in a typical 7-day week, about how much is on <i>assigned reading</i>? (1, Very little to 5, Almost all)</b>	3.1	→ 2.9	↑ 3.4	↓ 2.4	↓ 2.5	→ 3.0	↓ 2.6	↑ 3.4	↑ 3.5

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<b>17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1, Very little to 4, Very much)</b>									
a. Writing clearly and effectively	3.2	→ 3.1	→ 3.2	↓ 2.8	→ 3.2	→ 3.1	↓ 2.8	→ 3.2	→ 3.4
b. Speaking clearly and effectively	3.0	→ 2.9	→ 3.1	→ 2.8	→ 3.2	→ 2.8	↓ 2.7	→ 2.9	→ 3.1
c. Thinking critically and analytically	3.4	→ 3.3	→ 3.3	→ 3.4	→ 3.3	→ 3.4	→ 3.4	→ 3.5	→ 3.4
d. Analyzing numerical and statistical information	2.8	→ 2.6	↓ 2.1	→ 3.0	↑ 3.3	↓ 2.4	↑ 3.3	→ 2.8	→ 2.7
e. Acquiring job- or work-related knowledge and skills	2.7	→ 2.7	→ 2.4	↓ 2.2	→ 2.8	↑ 3.1	→ 2.8	→ 2.4	→ 2.9
f. Working effectively with others	2.9	→ 3.0	→ 2.9	→ 2.7	→ 3.1	→ 3.1	→ 2.9	→ 2.7	→ 3.1
g. Developing or clarifying a personal code of values and ethics	2.7	→ 2.8	→ 2.6	↓ 2.2	→ 2.6	→ 3.0	↓ 2.3	→ 2.6	↑ 3.2
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.8	→ 2.7	→ 2.8	↓ 2.2	→ 2.9	→ 2.8	↓ 2.2	→ 2.7	↑ 3.3
i. Solving complex real-world problems	2.7	→ 2.7	→ 2.5	↓ 2.4	→ 2.6	→ 2.6	→ 3.0	→ 2.6	→ 2.9
j. Being an informed and active citizen	2.7	→ 2.7	→ 2.7	↓ 2.3	→ 2.5	→ 2.7	→ 2.4	→ 2.8	↑ 3.1
<b>18. How would you evaluate your entire educational experience at this institution? (1, Poor to 4, Excellent)</b>	3.2	→ 3.2	→ 3.2	→ 3.1	→ 3.0	→ 3.3	→ 3.1	→ 3.2	→ 3.3
<b>19. If you could start over again, would you go to the <i>same institution</i> you are now attending? (1, Definitely no to 4, Definitely yes)</b>	3.1	→ 3.2	→ 3.2	→ 3.0	→ 3.0	→ 3.3	→ 2.9	→ 3.2	→ 3.2