
NSSE 2013

Engagement Indicators

Cape Breton University

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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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 first-year and senior 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.

Summary of Indicator Items

Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional 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 Web site: nsse.iub.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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with Canada	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective and 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 compared with Canada	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective and 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

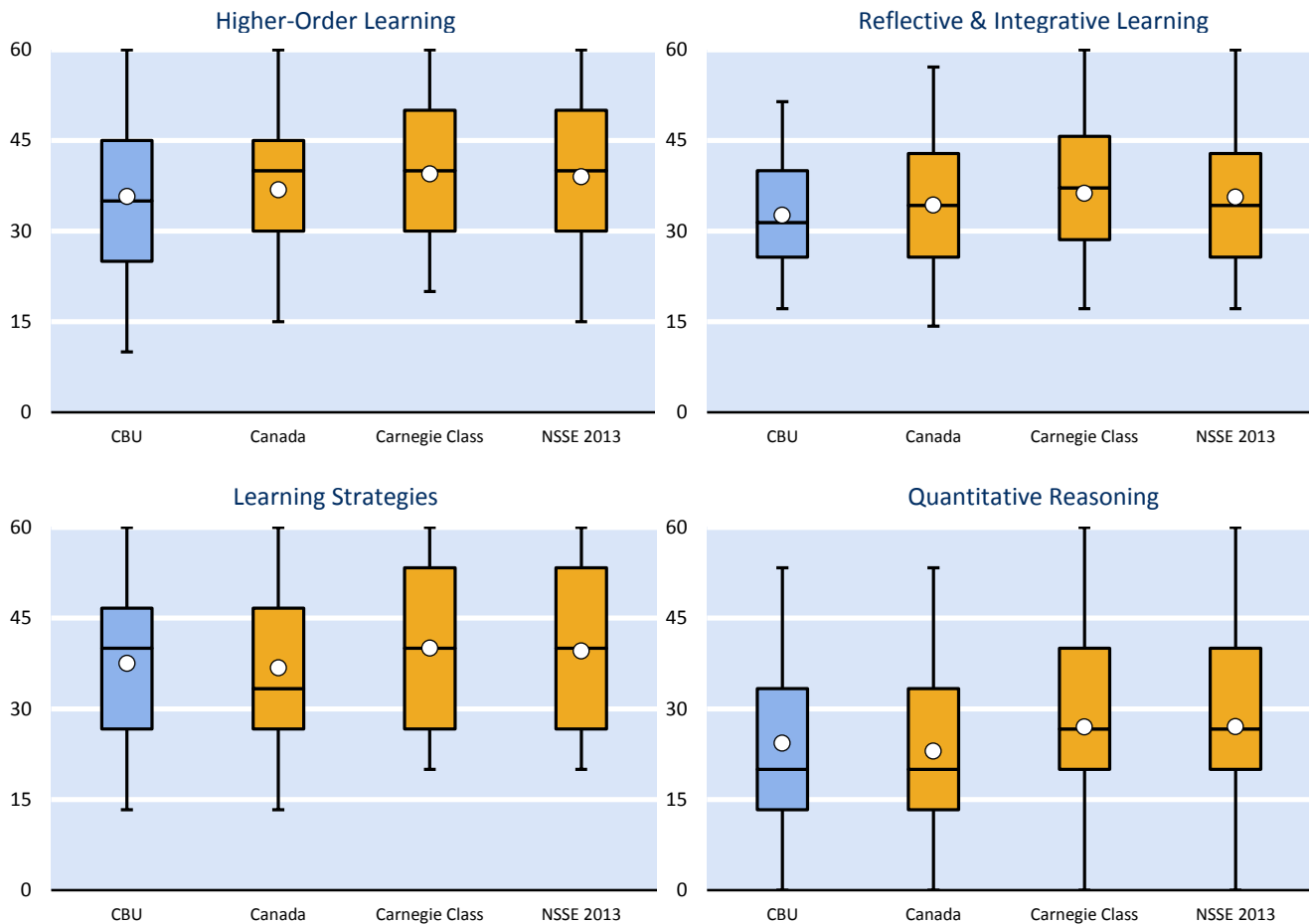
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CBU Mean	Your first-year students compared with					
		Canada Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Higher-Order Learning	35.7	36.8	-.08	39.5 ***	-.27	39.0 ***	-.24
Reflective & Integrative Learning	32.6	34.3 *	-.14	36.2 ***	-.29	35.6 ***	-.24
Learning Strategies	37.5	36.8	.05	40.1 **	-.18	39.6 *	-.15
Quantitative Reasoning	24.3	23.0	.08	27.0 *	-.16	27.0 **	-.17

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

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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	CBU	Canada	Carnegie Class	NSSE 2013
<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	71	73	73	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	69	74	72
4d. Evaluating a point of view, decision, or information source	61	60	73	69
4e. Forming a new idea or understanding from various pieces of information	57	63	71	69
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	58	56	56
2b. Connected your learning to societal problems or issues	50	53	54	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	42	53	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	55	65	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	56	62	67	66
2f. Learned something that changed the way you understand an issue or concept	61	67	67	66
2g. Connected ideas from your courses to your prior experiences and knowledge	78	78	79	78
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	79	83	81
9b. Reviewed your notes after class	62	53	66	65
9c. Summarized what you learned in class or from course materials	59	58	64	64
Quantitative Reasoning				
<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	41	50	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	30	37	38
6c. Evaluated what others have concluded from numerical information	29	30	37	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Academic Challenge: Seniors

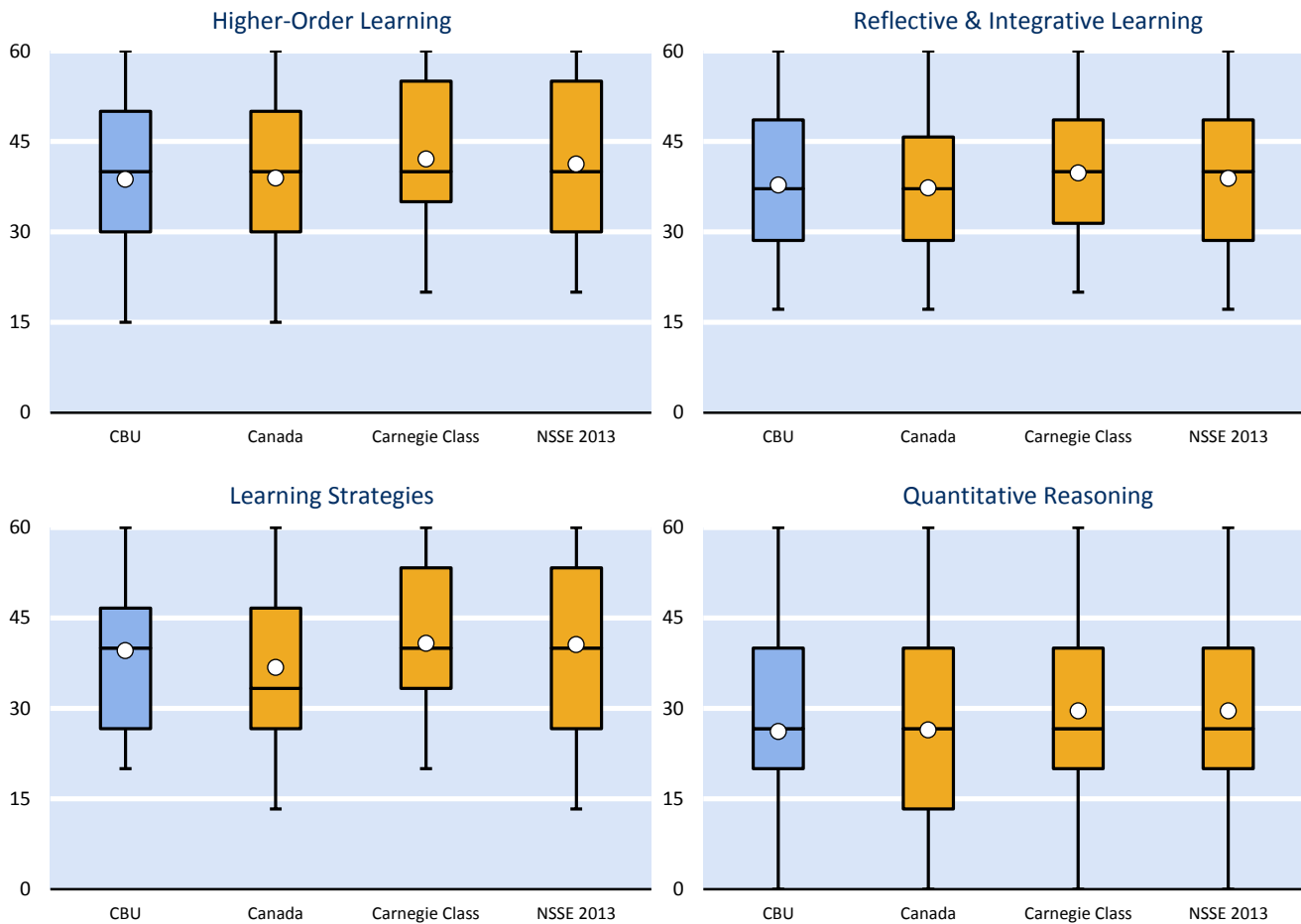
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CBU	Your first-year students compared with					
		Canada	Effect size	Carnegie Class	Effect size	NSSE 2013	Effect size
Higher-Order Learning	38.7	38.9	-.02	42.1 ***	-.24	41.2 *	-.18
Reflective & Integrative Learning	37.8	37.3	.04	39.8 *	-.16	38.9	-.08
Learning Strategies	39.6	36.8 **	.20	40.8	-.08	40.6	-.07
Quantitative Reasoning	26.2	26.4	-.01	29.6 **	-.20	29.6 **	-.20

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	CBU	Canada	Carnegie Class	NSSE 2013
Higher-Order Learning				
<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	72	76	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	73	79	78
4d. Evaluating a point of view, decision, or information source	65	67	76	72
4e. Forming a new idea or understanding from various pieces of information	70	67	75	72
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70	71	72	71
2b. Connected your learning to societal problems or issues	64	61	67	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	50	60	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	61	69	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	65	71	70
2f. Learned something that changed the way you understand an issue or concept	72	71	72	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	82	86	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89	82	86	84
9b. Reviewed your notes after class	58	50	63	64
9c. Summarized what you learned in class or from course materials	64	56	66	66
Quantitative Reasoning				
<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.)	48	47	53	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	36	44	44
6c. Evaluated what others have concluded from numerical information	37	40	44	43

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: First-year students

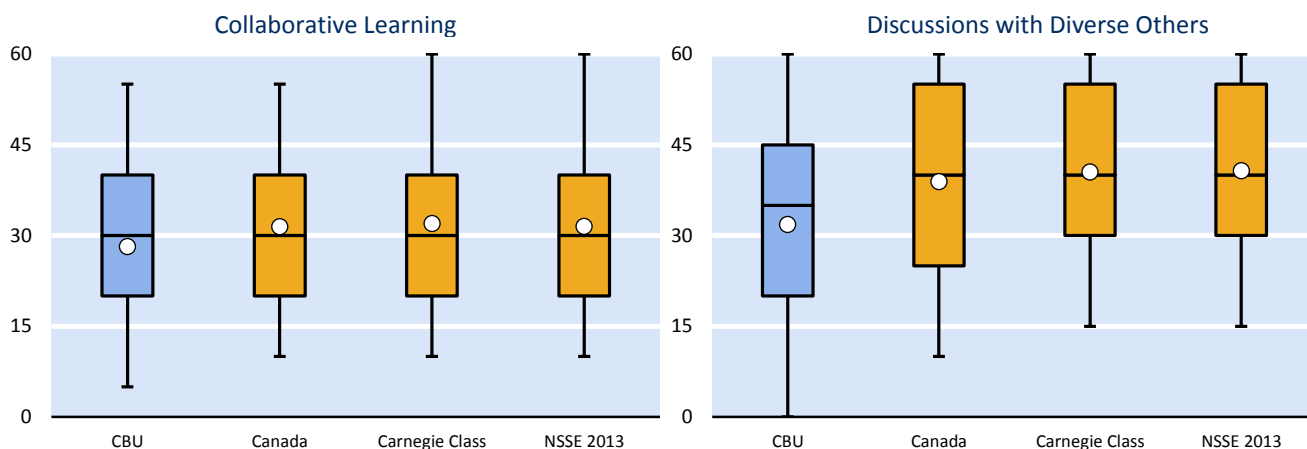
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Canada Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Collaborative Learning	28.1	31.4 ***	-.23	32.0 ***	-.27	31.4 ***	-.23
Discussions with Diverse Others	31.8	38.9 ***	-.44	40.5 ***	-.55	40.6 ***	-.55

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CBU	Canada	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	39	47	49	48
1f. Explained course material to one or more students	53	54	57	56
1g. Prepared for exams by discussing or working through course material with other students	43	49	49	48
1h. Worked with other students on course projects or assignments	48	52	52	50

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CBU	Canada	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	47	71	70	71
8b. People from an economic background other than your own	55	68	73	73
8c. People with religious beliefs other than your own	53	65	67	68
8d. People with political views other than your own	51	63	68	69

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Learning with Peers: Seniors

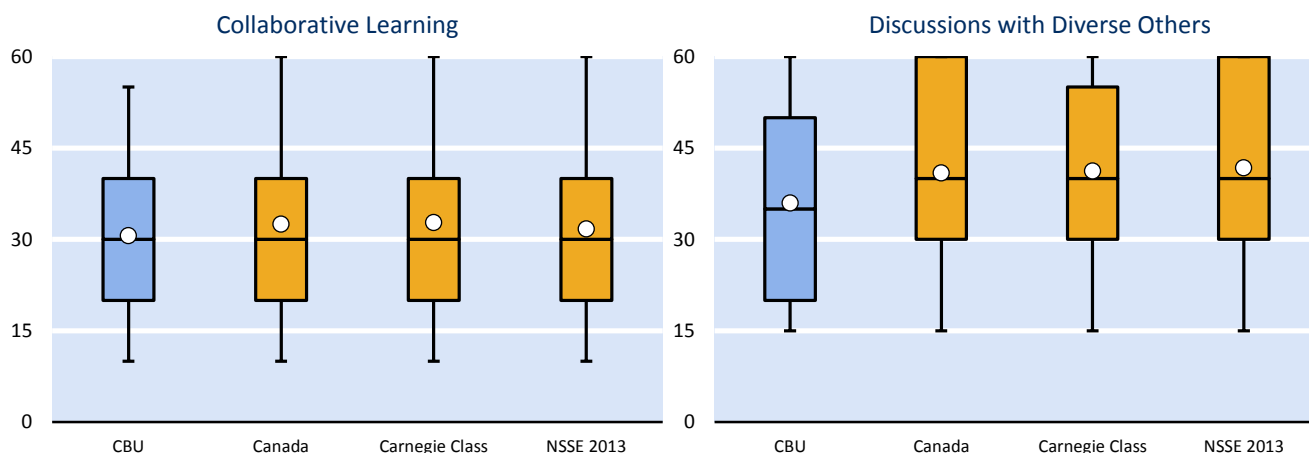
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Mean Comparisons

Engagement Indicator	CBU	Your seniors compared with					
		Canada	Effect size	Carnegie Class	Effect size	NSSE 2013	Effect size
Collaborative Learning	30.6	32.5	-.14	32.8 *	-.15	31.7	-.08
Discussions with Diverse Others	36.0	40.9 ***	-.31	41.2 ***	-.34	41.7 ***	-.36

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CBU	Canada	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	31	39	40	38
1f. Explained course material to one or more students	57	57	60	57
1g. Prepared for exams by discussing or working through course material with other students	47	48	48	44
1h. Worked with other students on course projects or assignments	62	64	62	63

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CBU	Canada	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	54	73	70	72
8b. People from an economic background other than your own	62	71	75	74
8c. People with religious beliefs other than your own	60	68	68	70
8d. People with political views other than your own	61	68	71	72

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: First-year students

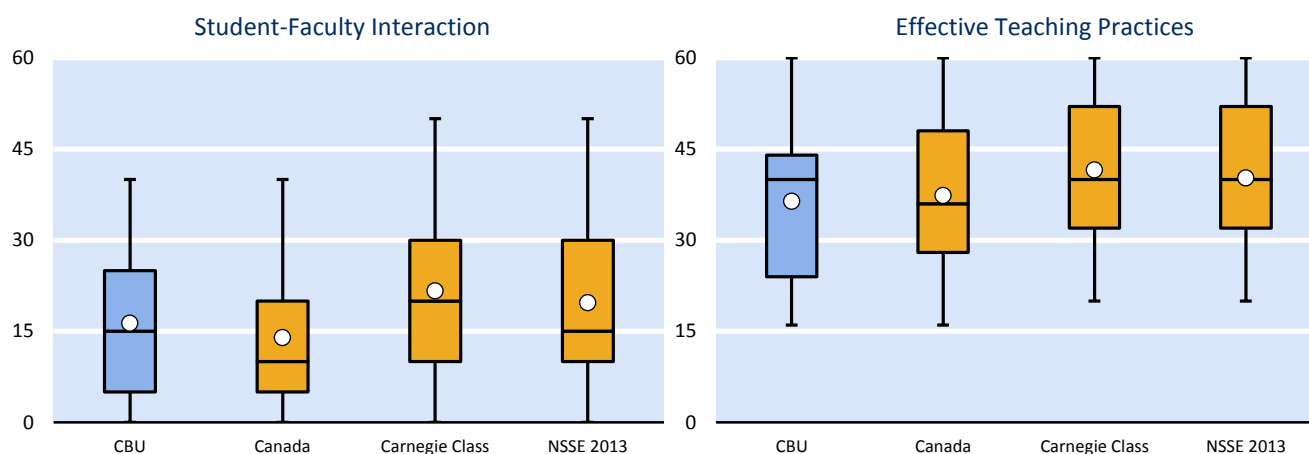
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CBU Mean	Your first-year students compared with					
		Canada		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	16.3	14.0 **	.18	21.6 ***	-.36	19.7 ***	-.23
Effective Teaching Practices	36.4	37.3	-.07	41.5 ***	-.39	40.2 ***	-.29

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	CBU	Canada	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	26	18	34	31
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	10	20	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	19	29	24
3d. Discussed your academic performance with a faculty member	19	17	32	28

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	CBU	Canada	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	76	80	82	81
5b. Taught course sessions in an organized way	73	79	81	80
5c. Used examples or illustrations to explain difficult points	71	77	79	78
5d. Provided feedback on a draft or work in progress	51	49	70	64
5e. Provided prompt and detailed feedback on tests or completed assignments	59	53	68	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Experiences with Faculty: Seniors

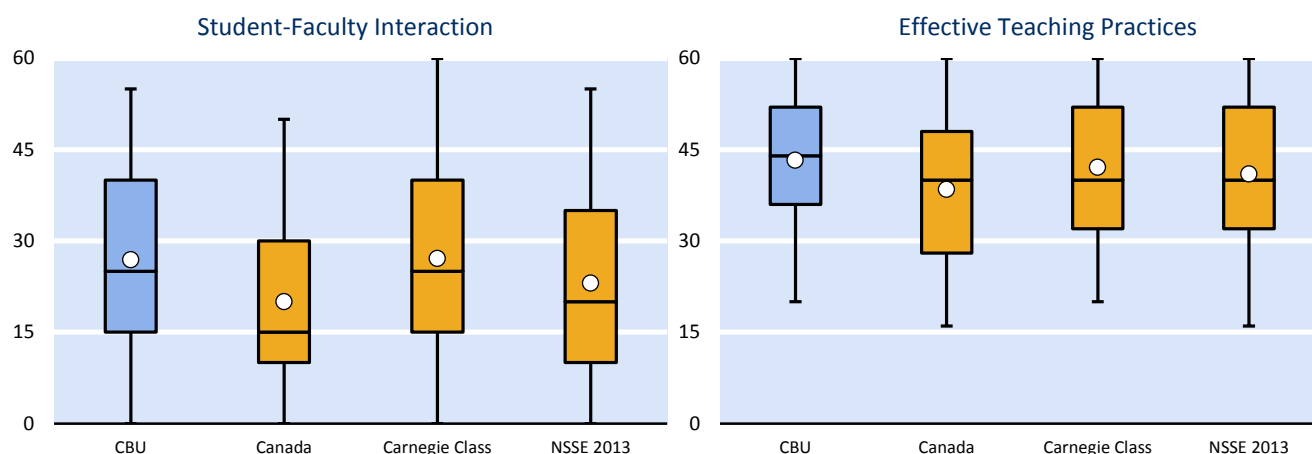
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CBU Mean	Your seniors compared with					
		Canada Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	26.9	20.0 ***	.46	27.1	-.01	23.1 **	.23
Effective Teaching Practices	43.2	38.5 ***	.37	42.1	.08	41.0 *	.16

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	CBU	Canada	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	47	32	50	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	19	32	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	31	42	32
3d. Discussed your academic performance with a faculty member	38	23	39	32

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	CBU	Canada	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	87	82	84	83
5b. Taught course sessions in an organized way	87	81	83	82
5c. Used examples or illustrations to explain difficult points	82	79	82	79
5d. Provided feedback on a draft or work in progress	64	52	66	61
5e. Provided prompt and detailed feedback on tests or completed assignments	76	59	72	68

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: First-year students

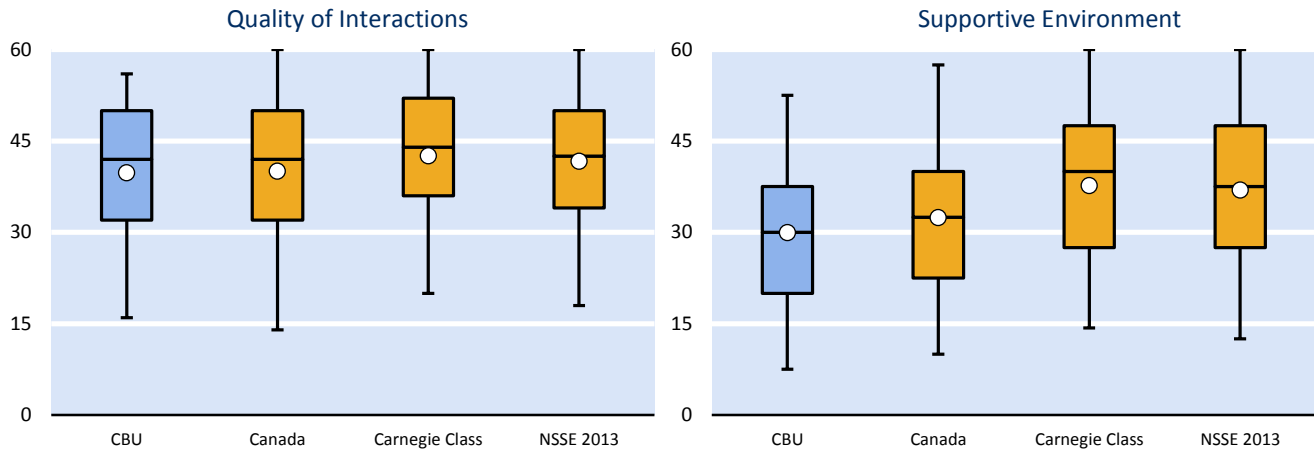
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Canada Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	39.8	40.0	-.02	42.6 **	-.23	41.6 *	-.15
Supportive Environment	29.9	32.4 **	-.18	37.7 ***	-.55	36.9 ***	-.50

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

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Summary of Indicator Items

Quality of Interactions

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

	CBU	Canada	Carnegie Class	NSSE 2013
13a. Students	53	61	61	60
13b. Academic advisors	41	40	51	49
13c. Faculty	51	47	56	51
13d. Student services staff (career services, student activities, housing, etc.)	38	40	46	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	42	45	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CBU	Canada	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	70	72	79	77
14c. Using learning support services (tutoring services, writing center, etc.)	69	65	79	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	47	59	58
14e. Providing opportunities to be involved socially	51	63	73	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	64	70	71
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	35	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	55	69	67
14i. Attending events that address important social, economic, or political issues	38	46	57	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

Campus Environment: Seniors

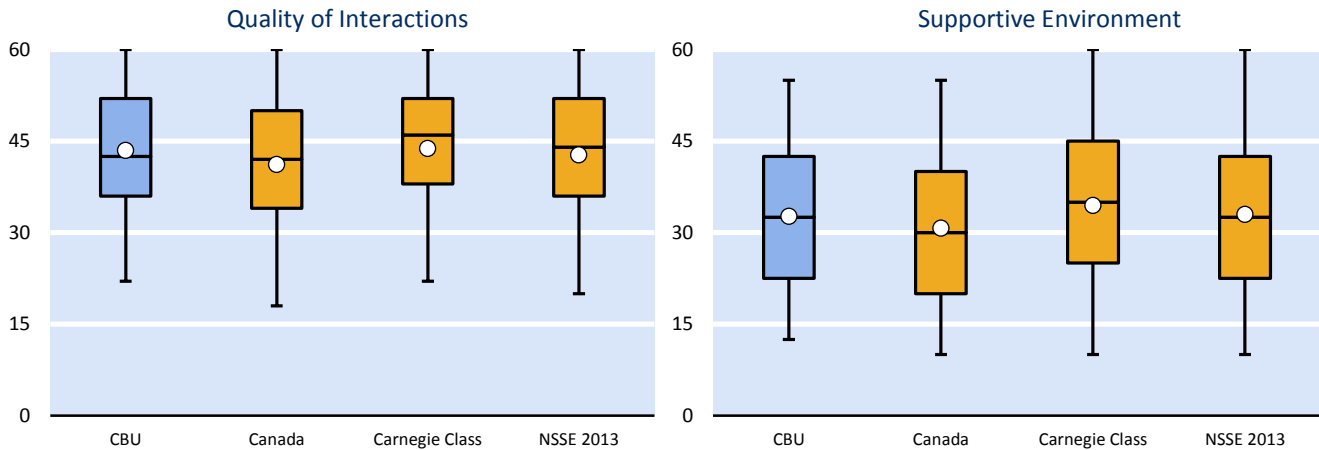
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Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		Canada Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	43.5	41.1 *	.20	43.8	-.02	42.7	.06
Supportive Environment	32.6	30.7	.14	34.4	-.13	33.0	-.02

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

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.

Summary of Indicator Items

Quality of Interactions

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

	CBU	Canada	Carnegie Class	NSSE 2013
13a. Students	70	65	66	65
13b. Academic advisors	40	41	60	53
13c. Faculty	69	56	66	61
13d. Student services staff (career services, student activities, housing, etc.)	44	39	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	39	43	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CBU	Canada	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	70	66	76	72
14c. Using learning support services (tutoring services, writing center, etc.)	73	56	71	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	46	53	52
14e. Providing opportunities to be involved socially	64	62	69	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	61	63	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	29	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	51	61	56
14i. Attending events that address important social, economic, or political issues	41	43	51	45

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

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

While the average scores for *most* institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was *as engaged* as (or even *more engaged* than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		CBU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.7	40.8 ***	-.37		42.8 ***	-.52	
	Reflective and Integrative Learning	32.6	37.5 ***	-.40		39.4 ***	-.54	
	Learning Strategies	37.5	41.7 ***	-.30		44.3 ***	-.48	
	Quantitative Reasoning	24.3	28.8 ***	-.27		30.4 ***	-.38	
Learning with Peers	Collaborative Learning	28.1	34.4 ***	-.46		37.1 ***	-.66	
	Discussions with Diverse Others	31.8	43.2 ***	-.74		45.7 ***	-.93	
Experiences with Faculty	Student-Faculty Interaction	16.3	23.2 ***	-.46		26.6 ***	-.63	
	Effective Teaching Practices	36.4	42.7 ***	-.47		44.6 ***	-.59	
Campus Environment	Quality of Interactions	39.8	44.3 ***	-.39		46.3 ***	-.54	
	Supportive Environment	29.9	39.5 ***	-.72		41.5 ***	-.89	
Seniors		CBU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.7	43.4 ***	-.35		45.2 ***	-.48	
	Reflective and Integrative Learning	37.8	41.0 ***	-.26		43.1 ***	-.42	
	Learning Strategies	39.6	43.1 ***	-.24		45.3 ***	-.40	
	Quantitative Reasoning	26.2	31.1 ***	-.29		32.5 ***	-.38	
Learning with Peers	Collaborative Learning	30.6	35.0 ***	-.32		37.5 ***	-.51	
	Discussions with Diverse Others	36.0	44.0 ***	-.51		45.8 ***	-.63	
Experiences with Faculty	Student-Faculty Interaction	26.9	29.5 *	-.16		34.5 ***	-.47	
	Effective Teaching Practices	43.2	43.2	.00	✓	45.2 *	-.14	
Campus Environment	Quality of Interactions	43.5	45.7 **	-.20		47.6 ***	-.36	
	Supportive Environment	32.6	36.2 ***	-.26		39.2 ***	-.50	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

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

NSSE 2013 Engagement Indicators

Detailed Statistics^a

Cape Breton University

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CBU (N = 238)	35.7	13.7	.89	10	25	35	45	60				
Canada	36.8	13.5	.13	15	30	40	45	60	11,076	-1.1	.223	-.080
Carnegie Class	39.5	13.7	.09	20	30	40	50	60	24,801	-3.7	.000	-.274
NSSE 2013	39.0	13.8	.03	15	30	40	50	60	199,034	-3.3	.000	-.236
Top 50%	40.8	13.6	.05	20	30	40	50	60	88,316	-5.1	.000	-.372
Top 10%	42.8	13.6	.10	20	35	40	55	60	19,166	-7.1	.000	-.518
Reflective and Integrative Learning												
CBU (N = 246)	32.6	10.8	.69	17	26	31	40	51				
Canada	34.3	12.1	.11	14	26	34	43	57	259	-1.7	.019	-.137
Carnegie Class	36.2	12.5	.08	17	29	37	46	60	252	-3.6	.000	-.288
NSSE 2013	35.6	12.5	.03	17	26	34	43	60	246	-3.0	.000	-.237
Top 50%	37.5	12.4	.04	17	29	37	46	60	247	-4.9	.000	-.395
Top 10%	39.4	12.5	.09	20	31	40	49	60	253	-6.8	.000	-.541
Learning Strategies												
CBU (N = 232)	37.5	13.7	.90	13	27	40	47	60				
Canada	36.8	14.1	.14	13	27	33	47	60	10,566	.8	.410	.055
Carnegie Class	40.1	14.0	.09	20	27	40	53	60	23,148	-2.5	.006	-.180
NSSE 2013	39.6	14.2	.03	20	27	40	53	60	185,586	-2.1	.027	-.145
Top 50%	41.7	14.1	.05	20	33	40	53	60	79,630	-4.2	.000	-.296
Top 10%	44.3	14.2	.11	20	33	47	60	60	17,300	-6.8	.000	-.478
Quantitative Reasoning												
CBU (N = 248)	24.3	15.8	1.01	0	13	20	33	53				
Canada	23.0	16.1	.15	0	13	20	33	53	11,330	1.3	.210	.081
Carnegie Class	27.0	16.3	.10	0	20	27	40	60	25,255	-2.7	.010	-.164
NSSE 2013	27.0	16.4	.04	0	20	27	40	60	202,379	-2.7	.009	-.166
Top 50%	28.8	16.3	.05	0	20	27	40	60	113,139	-4.4	.000	-.272
Top 10%	30.4	16.2	.10	0	20	27	40	60	24,707	-6.1	.000	-.376
Learning with Peers												
Collaborative Learning												
CBU (N = 247)	28.1	14.7	.94	5	20	30	40	55				
Canada	31.4	14.1	.13	10	20	30	40	55	11,677	-3.3	.000	-.230
Carnegie Class	32.0	13.9	.09	10	20	30	40	60	26,321	-3.8	.000	-.275
NSSE 2013	31.4	14.2	.03	10	20	30	40	60	211,935	-3.3	.000	-.232
Top 50%	34.4	13.7	.04	15	25	35	45	60	94,945	-6.3	.000	-.458
Top 10%	37.1	13.6	.10	15	25	35	45	60	18,629	-9.0	.000	-.660
Discussions with Diverse Others												
CBU (N = 229)	31.8	18.5	1.22	0	20	35	45	60				
Canada	38.9	16.1	.16	10	25	40	55	60	236	-7.1	.000	-.436
Carnegie Class	40.5	15.9	.10	15	30	40	55	60	231	-8.7	.000	-.546
NSSE 2013	40.6	16.0	.04	15	30	40	55	60	228	-8.9	.000	-.552
Top 50%	43.2	15.4	.05	20	35	45	60	60	229	-11.4	.000	-.737
Top 10%	45.7	14.9	.11	20	40	50	60	60	232	-13.9	.000	-.928

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CBU (N = 245)	16.3	13.2	.84	0	5	15	25	40				
Canada	14.0	12.9	.12	0	5	10	20	40	11,319	2.3	.005	.181
Carnegie Class	21.6	14.8	.09	0	10	20	30	50	25,299	-5.3	.000	-.362
NSSE 2013	19.7	14.5	.03	0	10	15	30	50	203,016	-3.4	.000	-.233
Top 50%	23.2	15.0	.06	0	10	20	30	55	247	-6.9	.000	-.463
Top 10%	26.6	16.4	.17	0	15	25	40	60	264	-10.3	.000	-.632
Effective Teaching Practices												
CBU (N = 249)	36.4	13.7	.87	16	24	40	44	60				
Canada	37.3	12.7	.12	16	28	36	48	60	11,442	-1.0	.243	-.075
Carnegie Class	41.5	13.2	.08	20	32	40	52	60	25,510	-5.1	.000	-.389
NSSE 2013	40.2	13.3	.03	20	32	40	52	60	204,482	-3.9	.000	-.290
Top 50%	42.7	13.3	.05	20	32	44	56	60	72,731	-6.3	.000	-.472
Top 10%	44.6	13.9	.10	20	36	48	60	60	18,654	-8.2	.000	-.591
Campus Environment												
Quality of Interactions												
CBU (N = 198)	39.8	12.1	.86	16	32	42	50	56				
Canada	40.0	13.2	.14	14	32	42	50	60	8,824	-.2	.796	-.019
Carnegie Class	42.6	12.2	.08	20	36	44	52	60	22,494	-2.8	.001	-.227
NSSE 2013	41.6	12.5	.03	18	34	43	50	60	178,253	-1.9	.038	-.148
Top 50%	44.3	11.6	.05	22	38	46	53	60	61,445	-4.5	.000	-.387
Top 10%	46.3	12.0	.09	23	40	48	56	60	16,263	-6.5	.000	-.542
Supportive Environment												
CBU (N = 219)	29.9	12.8	.86	8	20	30	38	53				
Canada	32.4	13.6	.14	10	23	33	40	58	10,006	-2.5	.008	-.181
Carnegie Class	37.7	14.0	.10	14	28	40	48	60	224	-7.7	.000	-.552
NSSE 2013	36.9	14.0	.03	13	28	38	48	60	219	-7.0	.000	-.499
Top 50%	39.5	13.2	.05	18	30	40	50	60	79,694	-9.6	.000	-.725
Top 10%	41.5	12.9	.10	20	33	43	53	60	15,430	-11.5	.000	-.893

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 \times \text{SEM}$.

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.

NSSE 2013 Engagement Indicators

Detailed Statistics^a

Cape Breton University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CBU (N = 186)	38.7	14.2	1.04	15	30	40	50	60				
Canada	38.9	13.7	.13	15	30	40	50	60	10,890	-.2	.832	-.016
Carnegie Class	42.1	13.7	.08	20	35	40	55	60	27,789	-3.3	.001	-.244
NSSE 2013	41.2	14.0	.03	20	30	40	55	60	302,714	-2.5	.014	-.180
Top 50%	43.4	13.7	.04	20	35	40	55	60	115,969	-4.7	.000	-.346
Top 10%	45.2	13.6	.07	20	40	45	60	60	34,714	-6.5	.000	-.477
Reflective and Integrative Learning												
CBU (N = 193)	37.8	12.9	.93	17	29	37	49	60				
Canada	37.3	12.7	.12	17	29	37	46	60	11,317	.5	.599	.038
Carnegie Class	39.8	12.7	.08	20	31	40	49	60	28,849	-2.0	.031	-.156
NSSE 2013	38.9	13.0	.02	17	29	40	49	60	314,340	-1.1	.252	-.083
Top 50%	41.0	12.6	.04	20	31	40	51	60	117,634	-3.3	.000	-.257
Top 10%	43.1	12.5	.07	20	34	43	54	60	30,603	-5.3	.000	-.421
Learning Strategies												
CBU (N = 182)	39.6	13.9	1.03	20	27	40	47	60				
Canada	36.8	14.3	.14	13	27	33	47	60	10,533	2.8	.009	.195
Carnegie Class	40.8	14.4	.09	20	33	40	53	60	26,706	-1.2	.260	-.084
NSSE 2013	40.6	14.7	.03	13	27	40	53	60	288,015	-1.0	.356	-.068
Top 50%	43.1	14.4	.04	20	33	40	60	60	136,101	-3.5	.001	-.244
Top 10%	45.3	14.1	.07	20	33	47	60	60	41,649	-5.7	.000	-.404
Quantitative Reasoning												
CBU (N = 191)	26.2	16.5	1.20	0	20	27	40	60				
Canada	26.4	17.1	.16	0	13	27	40	60	11,139	-.2	.852	-.014
Carnegie Class	29.6	17.3	.10	0	20	27	40	60	28,328	-3.4	.006	-.199
NSSE 2013	29.6	17.3	.03	0	20	27	40	60	308,242	-3.4	.006	-.199
Top 50%	31.1	17.2	.04	0	20	33	40	60	173,836	-4.9	.000	-.287
Top 10%	32.5	17.0	.08	0	20	33	40	60	45,635	-6.4	.000	-.376
Learning with Peers												
Collaborative Learning												
CBU (N = 196)	30.6	13.6	.97	10	20	30	40	55				
Canada	32.5	13.8	.13	10	20	30	40	60	11,455	-1.9	.057	-.137
Carnegie Class	32.8	14.1	.08	10	20	30	40	60	29,034	-2.1	.034	-.152
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	318,021	-1.1	.290	-.076
Top 50%	35.0	13.8	.04	15	25	35	45	60	130,529	-4.4	.000	-.316
Top 10%	37.5	13.5	.10	15	25	40	50	60	19,207	-6.9	.000	-.510
Discussions with Diverse Others												
CBU (N = 186)	36.0	15.8	1.16	15	20	35	50	60				
Canada	40.9	15.9	.16	15	30	40	60	60	10,575	-4.9	.000	-.308
Carnegie Class	41.2	15.5	.09	15	30	40	55	60	26,917	-5.2	.000	-.338
NSSE 2013	41.7	16.1	.03	15	30	40	60	60	290,359	-5.8	.000	-.357
Top 50%	44.0	15.8	.04	20	35	45	60	60	157,675	-8.0	.000	-.508
Top 10%	45.8	15.6	.07	20	40	50	60	60	46,864	-9.8	.000	-.629

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CBU (N = 190)	26.9	16.4	1.19	0	15	25	40	55				
Canada	20.0	15.1	.14	0	10	15	30	50	194	6.9	.000	.456
Carnegie Class	27.1	16.5	.10	0	15	25	40	60	28,263	-.2	.844	-.014
NSSE 2013	23.1	16.3	.03	0	10	20	35	55	308,421	3.8	.001	.234
Top 50%	29.5	16.1	.06	5	20	30	40	60	65,796	-2.6	.024	-.164
Top 10%	34.5	16.0	.18	10	20	35	45	60	8,100	-7.6	.000	-.473
Effective Teaching Practices												
CBU (N = 192)	43.2	12.5	.90	20	36	44	52	60				
Canada	38.5	12.9	.12	16	28	40	48	60	11,246	4.8	.000	.371
Carnegie Class	42.1	13.5	.08	20	32	40	52	60	28,554	1.1	.243	.084
NSSE 2013	41.0	13.7	.02	16	32	40	52	60	311,194	2.2	.024	.163
Top 50%	43.2	13.7	.04	20	36	44	56	60	111,254	.0	.997	.000
Top 10%	45.2	13.5	.09	20	36	48	60	60	20,784	-1.9	.049	-.143
Campus Environment												
Quality of Interactions												
CBU (N = 176)	43.5	10.9	.82	22	36	43	52	60				
Canada	41.1	12.0	.12	18	34	42	50	60	9,760	2.3	.010	.195
Carnegie Class	43.8	11.3	.07	22	38	46	52	60	26,146	-.3	.743	-.025
NSSE 2013	42.7	11.9	.02	20	36	44	52	60	277,320	.7	.412	.062
Top 50%	45.7	11.5	.04	24	40	48	54	60	91,388	-2.3	.009	-.197
Top 10%	47.6	11.6	.07	24	42	50	58	60	26,149	-4.2	.000	-.359
Supportive Environment												
CBU (N = 180)	32.6	12.8	.96	13	23	33	43	55				
Canada	30.7	13.5	.14	10	20	30	40	55	10,145	1.9	.058	.143
Carnegie Class	34.4	14.1	.09	10	25	35	45	60	25,736	-1.8	.089	-.127
NSSE 2013	33.0	14.4	.03	10	23	33	43	60	275,165	-.3	.748	-.024
Top 50%	36.2	13.7	.04	13	28	38	45	60	101,113	-3.5	.001	-.258
Top 10%	39.2	13.1	.10	18	30	40	50	60	16,030	-6.5	.000	-.498

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.

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.