NSSE 2014
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 broad themes as shown at right.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

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 2013 and 2014 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 (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version 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 Students

Theme	Engagement Indicator	Your first-year students compared with Maritimes	Your first-year students compared with Canada	Your first-year students compared with NSSE 2014
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	--	▽
	Quantitative Reasoning	--	--	▽
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	▽	▼
Experiences with Faculty	Student-Faculty Interaction	--	△	▽
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with Maritimes	Your seniors compared with Canada	Your seniors compared with NSSE 2014
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	△	△	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▲	▲	△
	Effective Teaching Practices	▲	▲	△
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	△	▲	--

## Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | CBU | Your first-year students compared with | | | | | |
| | | Maritimes | | Canada | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.3	35.2	.01	36.0	-.05	38.3 **	-.21
Reflective & Integrative Learning	31.8	33.0	-.10	33.6 *	-.14	35.1 ***	-.26
Learning Strategies	36.3	35.9	.03	36.0	.03	38.5 *	-.15
Quantitative Reasoning	22.3	24.3	-.13	23.6	-.09	26.5 ***	-.26

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning
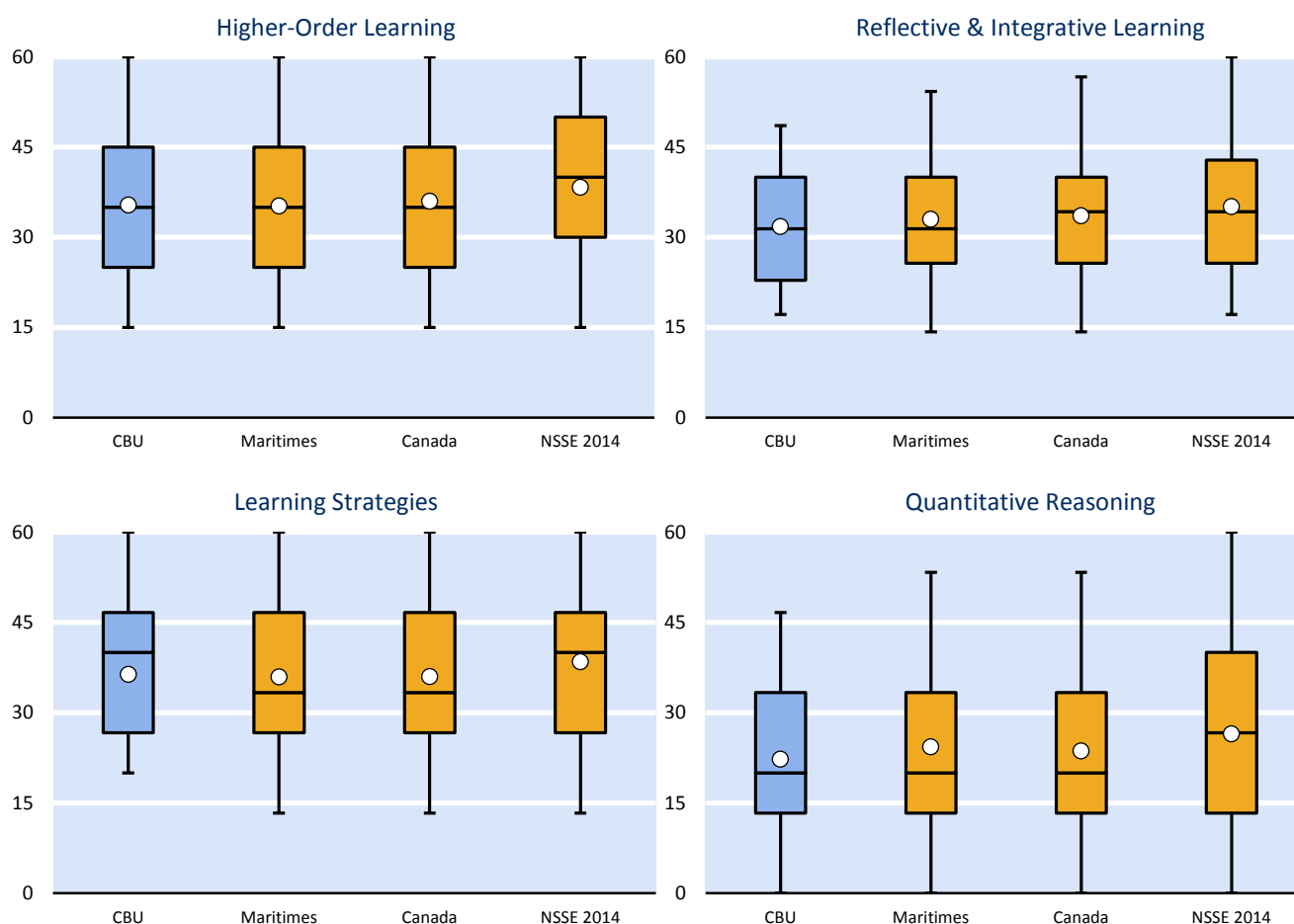
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

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

	CBU %	Maritimes %	Canada %	NSSE 2014 %
4b. Applying facts, theories, or methods to practical problems or new situations	71	69	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	63	67	71
4d. Evaluating a point of view, decision, or information source	62	57	57	67
4e. Forming a new idea or understanding from various pieces of information	60	59	60	66

Reflective & Integrative Learning

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

	CBU	Maritimes	Canada	NSSE 2014
2a. Combined ideas from different courses when completing assignments	57	52	56	56
2b. Connected your learning to societal problems or issues	38	48	51	52
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	37	38	47
2d. Examined the strengths and weaknesses of your own views on a topic or issue	48	52	53	60
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57	60	60	65
2f. Learned something that changed the way you understand an issue or concept	63	66	66	65
2g. Connected ideas from your courses to your prior experiences and knowledge	76	75	76	76

Learning Strategies

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

	CBU	Maritimes	Canada	NSSE 2014
9a. Identified key information from reading assignments	77	75	77	79
9b. Reviewed your notes after class	61	55	51	61
9c. Summarized what you learned in class or from course materials	57	56	57	61

Quantitative Reasoning

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

	CBU	Maritimes	Canada	NSSE 2014
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	39	44	43	50
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	32	31	36
6c. Evaluated what others have concluded from numerical information	30	32	31	36

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

| | CBU | Your seniors compared with | | | | | |
| | | Maritimes | | Canada | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	38.0 **	.25	37.5 ***	.29	40.5	.07
Reflective & Integrative Learning	39.3	37.1 *	.17	36.2 **	.24	38.4	.07
Learning Strategies	38.6	36.3 *	.16	35.5 **	.22	39.3	-.05
Quantitative Reasoning	27.5	28.0	-.03	26.1	.08	29.4	-.11

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions
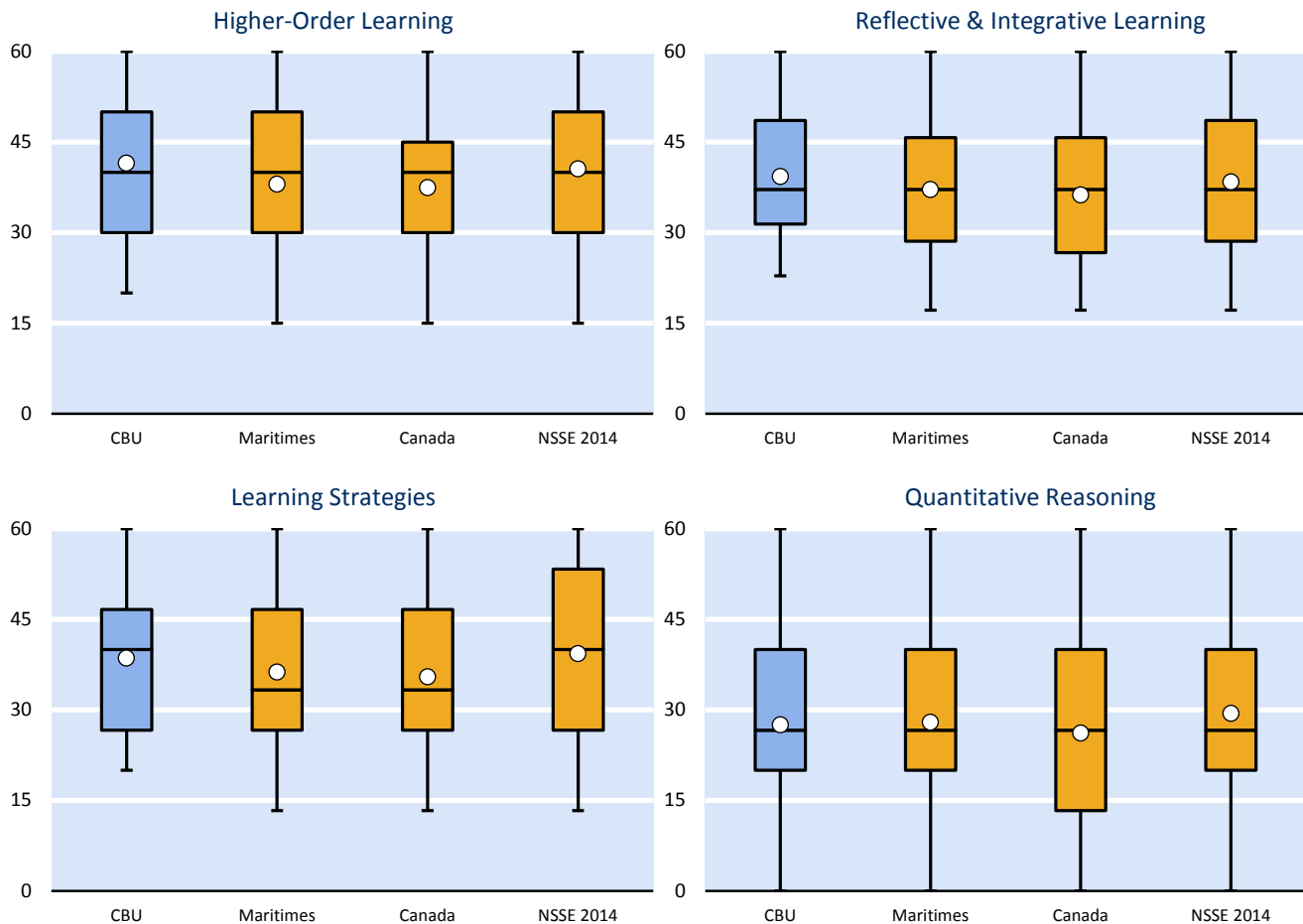
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning

	CBU	Maritimes	Canada	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77	75	74	79
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	71	70	76
4d. Evaluating a point of view, decision, or information source	70	65	63	70
4e. Forming a new idea or understanding from various pieces of information	76	65	63	71

Reflective & Integrative Learning

	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	71	69	72
2b. Connected your learning to societal problems or issues	65	62	59	63
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	49	45	53
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	60	58	65
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	66	64	69
2f. Learned something that changed the way you understand an issue or concept	76	70	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	89	81	80	83

Learning Strategies

	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	86	79	79	82
9b. Reviewed your notes after class	55	50	46	60
9c. Summarized what you learned in class or from course materials	61	58	55	63

Quantitative Reasoning

	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	51	47	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	39	36	43
6c. Evaluated what others have concluded from numerical information	40	42	39	44

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

| | CBU | Your first-year students compared with | | | | | |
| | | Maritimes | | Canada | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	32.5 *	-.15	31.9	-.11	32.3	-.13
Discussions with Diverse Others	34.4	36.2	-.11	38.6 ***	-.25	40.3 ***	-.36

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	43	50	49	50
1f. Explained course material to one or more students	51	56	56	57
1g. Prepared for exams by discussing or working through course material with other students	47	53	50	50
1h. Worked with other students on course projects or assignments	59	54	52	52

Discussions with Diverse Others	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	58	61	70	72
8b. People from an economic background other than your own	58	64	66	72
8c. People with religious beliefs other than your own	62	61	65	68
8d. People with political views other than your own	56	58	62	66

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

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

| | CBU | *Your seniors compared with* | | | | | |
| | | Maritimes | | Canada | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.9	32.8	.01	32.3	.04	33.0	-.01
Discussions with Diverse Others	37.1	37.7	-.04	40.1 *	-.18	41.6 ***	-.28

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	37	39	40	42
1f. Explained course material to one or more students	62	57	56	59
1g. Prepared for exams by discussing or working through course material with other students	49	50	47	48
1h. Worked with other students on course projects or assignments	69	65	64	65

Discussions with Diverse Others	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	54	62	72	73
8b. People from an economic background other than your own	65	68	69	74
8c. People with religious beliefs other than your own	59	62	67	70
8d. People with political views other than your own	64	62	66	70

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

| | CBU | Your first-year students compared with | | | | | |
| | | Maritimes | | Canada | | NSSE 2014 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	16.5	14.9	.12	12.7 ***	.29	18.6 *	-.14
Effective Teaching Practices	36.0	36.7	-.06	35.3	.05	38.9 **	-.22

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	31	20	16	28
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	12	9	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	21	17	24
3d. Discussed your academic performance with a faculty member	22	17	14	26

Effective Teaching Practices	CBU	Maritimes	Canada	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	78	77	80
5b. Taught course sessions in an organized way	72	78	77	78
5c. Used examples or illustrations to explain difficult points	69	77	75	76
5d. Provided feedback on a draft or work in progress	48	46	42	59
5e. Provided prompt and detailed feedback on tests or completed assignments	56	51	46	58

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.
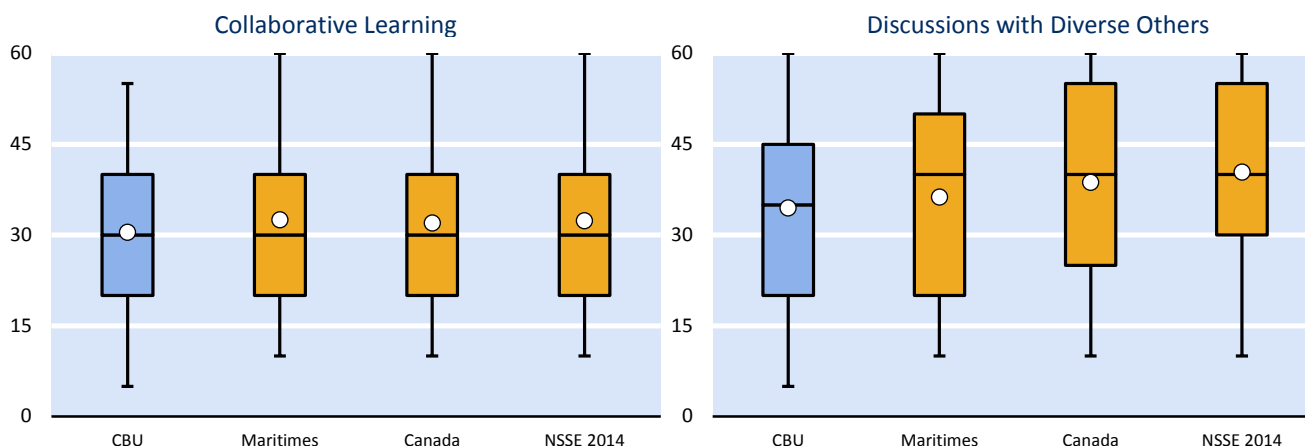
Experiences with Faculty: Seniors

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

	CBU	Maritimes		Canada		NSSE 2014	
			Your seniors compared with				
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	27.2	21.6 ***	.36	18.1 ***	.62	23.3 **	.24
Effective Teaching Practices	43.6	38.0 ***	.43	35.9 ***	.60	40.0 ***	.26

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction

	CBU	Maritimes	Canada	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	50	35	27	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	23	18	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	33	26	34
3d. Discussed your academic performance with a faculty member	35	26	20	32

Effective Teaching Practices

	CBU	Maritimes	Canada	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	90	81	77	81
5b. Taught course sessions in an organized way	86	79	77	80
5c. Used examples or illustrations to explain difficult points	88	78	75	79
5d. Provided feedback on a draft or work in progress	61	52	44	59
5e. Provided prompt and detailed feedback on tests or completed assignments	71	58	51	64

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.
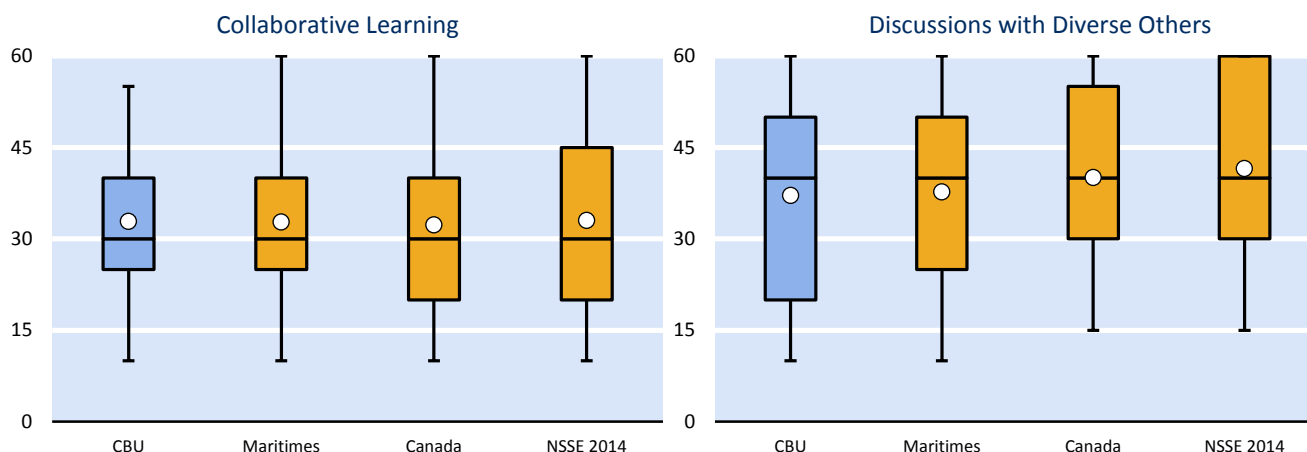
NSSE 2014 Engagement Indicators
Campus Environment
Cape Breton University

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

	CBU	Maritimes		Canada		NSSE 2014	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	39.1	40.4	-.10	38.7	.04	40.8	-.13
Supportive Environment	29.1	32.0 **	-.22	31.5 *	-.18	35.9 ***	-.49

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions	CBU	Maritimes	Canada	NSSE 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	61	58	59	59
13b. Academic advisors	37	41	37	46
13c. Faculty	44	46	40	47
13d. Student services staff (career services, student activities, housing, etc.)	37	42	38	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	44	37	40

Supportive Environment	CBU	Maritimes	Canada	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	69	69	76
14c. Using learning support services (tutoring services, writing center, etc.)	65	70	65	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	47	46	56
14e. Providing opportunities to be involved socially	45	59	60	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	62	61	69
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	33	33	41
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	55	53	64
14i. Attending events that address important social, economic, or political issues	39	44	42	51

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.
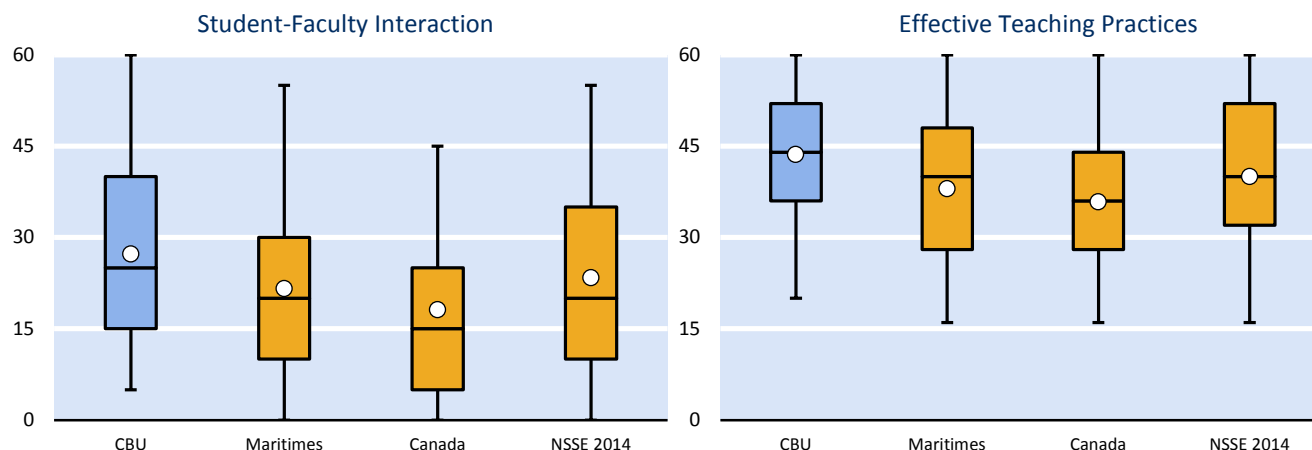
Campus Environment: Seniors

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

| | CBU | Your seniors compared with | | | | | |
| | | Maritimes | | Canada | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	41.5	.06	39.6 **	.21	41.9	.03
Supportive Environment	32.3	30.3 *	.16	28.1 ***	.31	32.6	-.02

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions	CBU	Maritimes	Canada	NSSE 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	67	65	63	64
13b. Academic advisors	43	40	37	49
13c. Faculty	65	57	49	57
13d. Student services staff (career services, student activities, housing, etc.)	41	39	35	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	45	35	39

Supportive Environment	CBU	Maritimes	Canada	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	65	59	70
14c. Using learning support services (tutoring services, writing center, etc.)	65	63	52	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	43	40	50
14e. Providing opportunities to be involved socially	61	60	55	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	56	55	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	26	24	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	50	45	56
14i. Attending events that address important social, economic, or political issues	45	42	37	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.
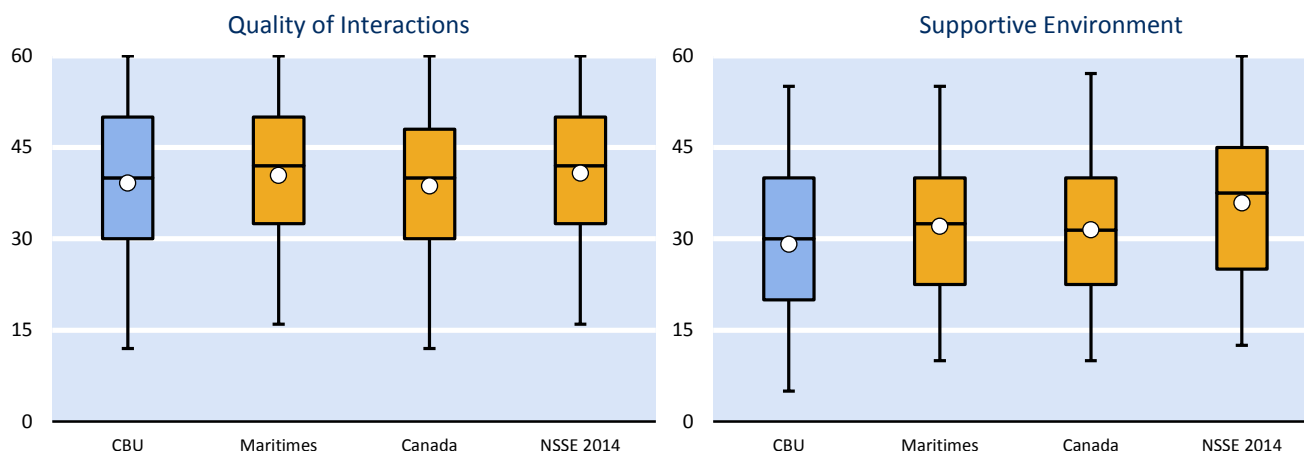
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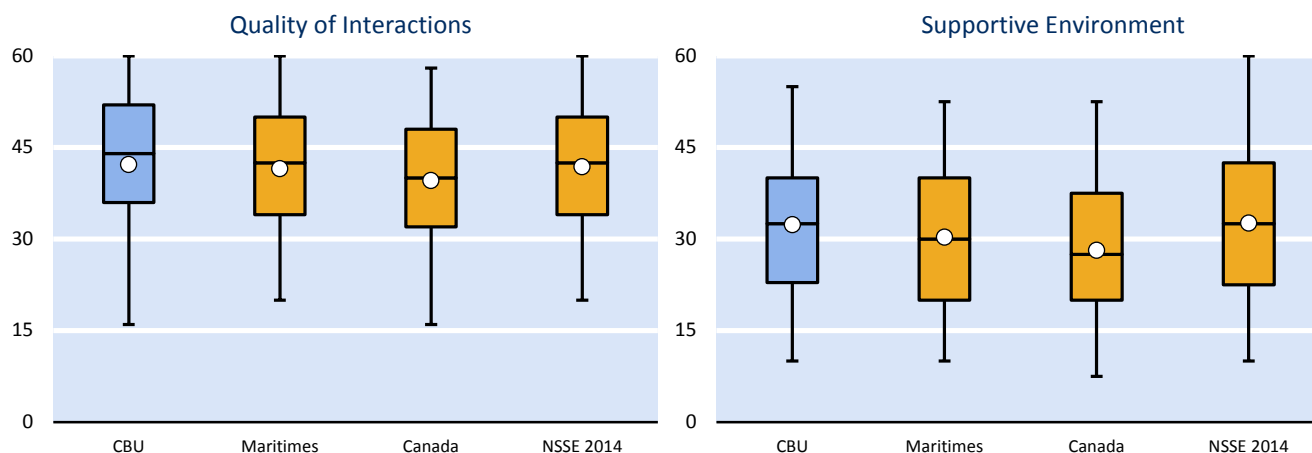
Comparisons with Top 50% and Top 10% Institutions

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

   (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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[b] 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 | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.3	40.6 ***	-.39		42.7 ***	-.54	
	Reflective and Integrative Learning	31.8	37.3 ***	-.44		39.3 ***	-.60	
	Learning Strategies	36.3	41.2 ***	-.35		43.4 ***	-.50	
	Quantitative Reasoning	22.3	28.8 ***	-.40		30.6 ***	-.52	
Learning with Peers	Collaborative Learning	30.4	34.7 ***	-.31		37.0 ***	-.49	
	Discussions with Diverse Others	34.4	43.2 ***	-.57		45.6 ***	-.75	
Experiences with Faculty	Student-Faculty Interaction	16.5	23.3 ***	-.46		26.9 ***	-.65	
	Effective Teaching Practices	36.0	42.4 ***	-.48		44.6 ***	-.65	
Campus Environment	Quality of Interactions	39.1	44.0 ***	-.42		46.0 ***	-.59	
	Supportive Environment	29.1	39.4 ***	-.78		41.4 ***	-.96	

Seniors

| | | CBU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.5	43.3	-.13		45.3 ***	-.28	
	Reflective and Integrative Learning	39.3	41.1	-.14		43.1 ***	-.30	
	Learning Strategies	38.6	42.5 ***	-.27		44.9 ***	-.44	
	Quantitative Reasoning	27.5	31.3 **	-.22		33.0 ***	-.33	
Learning with Peers	Collaborative Learning	32.9	35.4 *	-.18		37.7 ***	-.36	
	Discussions with Diverse Others	37.1	43.9 ***	-.43		45.8 ***	-.57	
Experiences with Faculty	Student-Faculty Interaction	27.2	29.5	-.14		34.4 ***	-.44	
	Effective Teaching Practices	43.6	43.0	.04	✓	45.1	-.11	
Campus Environment	Quality of Interactions	42.2	45.3 ***	-.27		47.4 ***	-.45	
	Supportive Environment	32.3	36.1 ***	-.27		39.0 ***	-.50	

Note: Results weighted by institution-reported sex 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.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, 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.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[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)	35.3	13.4	.98	15	25	35	45	60				
Maritimes	35.2	13.4	.23	15	25	35	45	60	3,477	.1	.911	.008
Canada	36.0	13.6	.06	15	25	35	45	60	61,218	-.6	.520	-.047
NSSE 2014	38.3	13.9	.03	15	30	40	50	60	235,791	-3.0	.004	-.214
Top 50%	40.6	13.6	.04	20	30	40	50	60	147,106	-5.3	.000	-.386
Top 10%	42.7	13.6	.08	20	35	40	55	60	27,355	-7.4	.000	-.541
Reflective & Integrative Learning												
CBU (N = 197)	31.8	10.9	.78	17	23	31	40	49				
Maritimes	33.0	11.9	.20	14	26	31	40	54	3,653	-1.2	.167	-.101
Canada	33.6	12.2	.05	14	26	34	40	57	197	-1.8	.025	-.144
NSSE 2014	35.1	12.6	.03	17	26	34	43	60	196	-3.3	.000	-.261
Top 50%	37.3	12.5	.03	17	29	37	46	60	197	-5.5	.000	-.440
Top 10%	39.3	12.6	.07	20	31	40	49	60	199	-7.5	.000	-.595
Learning Strategies												
CBU (N = 189)	36.3	13.5	.98	20	27	40	47	60				
Maritimes	35.9	13.5	.24	13	27	33	47	60	3,285	.4	.693	.030
Canada	36.0	14.1	.06	13	27	33	47	60	57,844	.4	.729	.025
NSSE 2014	38.5	14.2	.03	13	27	40	47	60	218,808	-2.1	.039	-.151
Top 50%	41.2	14.0	.04	20	33	40	53	60	130,001	-4.9	.000	-.347
Top 10%	43.4	14.0	.08	20	33	40	60	60	27,685	-7.1	.000	-.504
Quantitative Reasoning												
CBU (N = 190)	22.3	14.8	1.08	0	13	20	33	47				
Maritimes	24.3	15.9	.27	0	13	20	33	53	3,567	-2.1	.082	-.130
Canada	23.6	16.0	.06	0	13	20	33	53	62,430	-1.4	.234	-.087
NSSE 2014	26.5	16.4	.03	0	13	27	40	60	239,926	-4.3	.000	-.259
Top 50%	28.8	16.3	.04	0	20	27	40	60	189,385	-6.5	.000	-.401
Top 10%	30.6	16.2	.08	0	20	27	40	60	43,327	-8.4	.000	-.517
Learning with Peers												
Collaborative Learning												
CBU (N = 194)	30.4	13.7	.98	5	20	30	40	55				
Maritimes	32.5	13.9	.23	10	20	30	40	60	3,726	-2.1	.042	-.150
Canada	31.9	14.3	.06	10	20	30	40	60	64,627	-1.5	.140	-.106
NSSE 2014	32.3	14.1	.03	10	20	30	40	60	252,013	-1.9	.061	-.134
Top 50%	34.7	13.7	.03	15	25	35	45	60	179,044	-4.3	.000	-.313
Top 10%	37.0	13.6	.07	15	25	35	45	60	40,948	-6.6	.000	-.486
Discussions with Diverse Others												
CBU (N = 190)	34.4	16.1	1.17	5	20	35	45	60				
Maritimes	36.2	16.3	.29	10	20	40	50	60	3,302	-1.8	.145	-.109
Canada	38.6	16.6	.07	10	25	40	55	60	58,325	-4.2	.000	-.255
NSSE 2014	40.3	16.2	.03	10	30	40	55	60	221,340	-5.9	.000	-.364
Top 50%	43.2	15.4	.04	20	35	45	60	60	163,752	-8.8	.000	-.572
Top 10%	45.6	14.8	.08	20	40	50	60	60	34,374	-11.2	.000	-.754

NSSE 2014 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]
Experiences with Faculty												
Student-Faculty Interaction												
CBU (N = 191)	16.5	13.4	.97	0	5	15	25	45				
Maritimes	14.9	13.0	.22	0	5	10	20	40	3,569	1.6	.109	.119
Canada	12.7	12.8	.05	0	0	10	20	40	62,622	3.8	.000	.292
NSSE 2014	18.6	14.7	.03	0	5	15	25	50	240,873	-2.1	.047	-.144
Top 50%	23.3	15.0	.05	0	10	20	30	55	191	-6.9	.000	-.458
Top 10%	26.9	16.2	.12	5	15	25	40	60	196	-10.5	.000	-.647
Effective Teaching Practices												
CBU (N = 200)	36.0	12.3	.87	16	28	36	44	60				
Maritimes	36.7	12.7	.22	16	28	36	44	60	3,621	-.8	.407	-.060
Canada	35.3	12.5	.05	16	28	36	44	60	63,171	.6	.465	.052
NSSE 2014	38.9	13.3	.03	16	28	40	48	60	199	-2.9	.001	-.218
Top 50%	42.4	13.2	.04	20	32	44	52	60	200	-6.4	.000	-.484
Top 10%	44.6	13.3	.09	20	36	44	56	60	203	-8.7	.000	-.650
Campus Environment												
Quality of Interactions												
CBU (N = 171)	39.1	13.5	1.03	12	30	40	50	60				
Maritimes	40.4	12.9	.24	16	33	42	50	60	2,962	-1.3	.214	-.098
Canada	38.7	13.5	.06	12	30	40	48	60	47,123	.5	.644	.035
NSSE 2014	40.8	12.7	.03	16	33	42	50	60	203,641	-1.6	.095	-.127
Top 50%	44.0	11.4	.04	22	38	46	52	60	171	-4.9	.000	-.424
Top 10%	46.0	11.6	.08	24	40	48	55	60	173	-6.9	.000	-.593
Supportive Environment												
CBU (N = 177)	29.1	13.9	1.04	5	20	30	40	55				
Maritimes	32.0	13.4	.25	10	23	33	40	55	3,108	-2.9	.005	-.218
Canada	31.5	13.5	.06	10	23	31	40	57	54,700	-2.4	.020	-.176
NSSE 2014	35.9	14.0	.03	13	25	38	45	60	204,365	-6.8	.000	-.486
Top 50%	39.4	13.2	.04	18	30	40	50	60	131,775	-10.3	.000	-.778
Top 10%	41.4	12.8	.08	20	33	40	53	60	28,900	-12.3	.000	-.955

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

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

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

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 = 171)	41.5	13.4	1.02	20	30	40	50	60				
Maritimes	38.0	13.6	.24	15	30	40	50	60	3,265	3.5	.001	.254
Canada	37.5	13.8	.06	15	30	40	45	60	61,539	4.0	.000	.291
NSSE 2014	40.5	14.1	.02	15	30	40	50	60	327,864	1.0	.371	.068
Top 50%	43.3	13.7	.03	20	35	40	55	60	180,769	-1.8	.092	-.129
Top 10%	45.3	13.6	.06	20	40	45	60	60	44,562	-3.8	.000	-.277
Reflective & Integrative Learning												
CBU (N = 175)	39.3	11.2	.85	23	31	37	49	60				
Maritimes	37.1	12.6	.22	17	29	37	46	60	3,406	2.2	.025	.174
Canada	36.2	12.8	.05	17	27	37	46	60	63,803	3.1	.002	.240
NSSE 2014	38.4	13.0	.02	17	29	37	49	60	174	.9	.282	.070
Top 50%	41.1	12.6	.03	20	31	40	51	60	177,078	-1.8	.066	-.139
Top 10%	43.1	12.5	.06	20	34	43	54	60	176	-3.8	.000	-.300
Learning Strategies												
CBU (N = 168)	38.6	14.2	1.09	20	27	40	47	60				
Maritimes	36.3	14.5	.26	13	27	33	47	60	3,165	2.3	.043	.160
Canada	35.5	14.4	.06	13	27	33	47	60	59,101	3.1	.005	.217
NSSE 2014	39.3	14.8	.03	13	27	40	53	60	309,734	-.7	.541	-.047
Top 50%	42.5	14.5	.03	20	33	40	60	60	221,826	-3.9	.001	-.268
Top 10%	44.9	14.1	.06	20	33	47	60	60	56,748	-6.3	.000	-.445
Quantitative Reasoning												
CBU (N = 171)	27.5	16.5	1.26	0	20	27	40	60				
Maritimes	28.0	16.7	.30	0	20	27	40	60	3,344	-.5	.729	-.027
Canada	26.1	16.9	.07	0	13	27	40	60	62,645	1.4	.295	.080
NSSE 2014	29.4	17.4	.03	0	20	27	40	60	334,058	-1.9	.155	-.109
Top 50%	31.3	17.2	.03	0	20	33	40	60	280,686	-3.8	.004	-.222
Top 10%	33.0	16.9	.06	0	20	33	47	60	70,186	-5.5	.000	-.327
Learning with Peers												
Collaborative Learning												
CBU (N = 176)	32.9	13.0	.98	10	25	30	40	55				
Maritimes	32.8	13.6	.24	10	25	30	40	60	3,401	.1	.933	.006
Canada	32.3	14.3	.06	10	20	30	40	60	176	.6	.564	.040
NSSE 2014	33.0	14.4	.02	10	20	30	45	60	175	-.2	.866	-.011
Top 50%	35.4	13.8	.03	15	25	35	45	60	236,616	-2.5	.015	-.183
Top 10%	37.7	13.6	.06	15	30	40	50	60	47,418	-4.9	.000	-.358
Discussions with Diverse Others												
CBU (N = 166)	37.1	16.3	1.27	10	20	40	50	60				
Maritimes	37.7	15.9	.29	10	25	40	50	60	3,164	-.6	.650	-.036
Canada	40.1	16.1	.07	15	30	40	55	60	59,423	-3.0	.018	-.184
NSSE 2014	41.6	16.1	.03	15	30	40	60	60	312,884	-4.4	.000	-.275
Top 50%	43.9	15.8	.03	20	35	45	60	60	272,698	-6.8	.000	-.432
Top 10%	45.8	15.4	.06	20	40	50	60	60	70,524	-8.7	.000	-.567

NSSE 2014 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]
Experiences with Faculty												
Student-Faculty Interaction												
CBU (N = 168)	27.2	16.2	1.25	5	15	25	40	60				
Maritimes	21.6	15.5	.28	0	10	20	30	55	3,327	5.7	.000	.363
Canada	18.1	14.6	.06	0	5	15	25	45	168	9.1	.000	.624
NSSE 2014	23.3	16.3	.03	0	10	20	35	55	333,848	3.9	.002	.240
Top 50%	29.5	16.1	.05	5	20	30	40	60	111,821	-2.3	.063	-.143
Top 10%	34.4	16.4	.13	10	20	35	45	60	15,334	-7.2	.000	-.438
Effective Teaching Practices												
CBU (N = 177)	43.6	12.4	.93	20	36	44	52	60				
Maritimes	38.0	13.0	.23	16	28	40	48	60	3,369	5.6	.000	.434
Canada	35.9	12.9	.05	16	28	36	44	60	63,232	7.8	.000	.605
NSSE 2014	40.0	13.7	.02	16	32	40	52	60	337,609	3.6	.000	.264
Top 50%	43.0	13.6	.03	20	36	44	56	60	167,540	.6	.569	.043
Top 10%	45.1	13.4	.08	20	36	48	60	60	28,550	-1.5	.139	-.112
Campus Environment												
Quality of Interactions												
CBU (N = 160)	42.2	12.0	.95	16	36	44	52	60				
Maritimes	41.5	11.4	.21	20	34	43	50	60	3,003	.7	.470	.059
Canada	39.6	12.1	.05	16	32	40	48	58	52,645	2.6	.007	.214
NSSE 2014	41.9	12.0	.02	20	34	43	50	60	296,395	.3	.727	.028
Top 50%	45.3	11.3	.03	24	38	48	54	60	145,501	-3.1	.001	-.273
Top 10%	47.4	11.6	.06	24	40	50	58	60	39,022	-5.2	.000	-.446
Supportive Environment												
CBU (N = 162)	32.3	13.5	1.06	10	23	33	40	55				
Maritimes	30.3	12.9	.24	10	20	30	40	53	3,042	2.1	.047	.161
Canada	28.1	13.4	.06	8	20	28	38	53	57,098	4.2	.000	.313
NSSE 2014	32.6	14.4	.03	10	23	33	43	60	295,496	-.2	.829	-.017
Top 50%	36.1	13.8	.03	13	28	38	45	60	172,148	-3.7	.001	-.271
Top 10%	39.0	13.3	.08	17	30	40	50	60	29,041	-6.6	.000	-.497

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

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

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