



NSSE 2015

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
<i>Academic Challenge</i>	Higher-Order Learning Reflective & 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: <ul style="list-style-type: none"> 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 <i>within</i> your institution and comparison groups. Summary of Indicator Items Responses to each item in a given EI are summarized 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 2014 and 2015 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). 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*

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 website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 broad 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 (2014/15)	Your first-year students compared with Canada (2014/15)	Your first-year students compared with Canada (2015)
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 (2014/15)	Your seniors compared with Canada (2014/15)	Your seniors compared with Canada (2015)
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

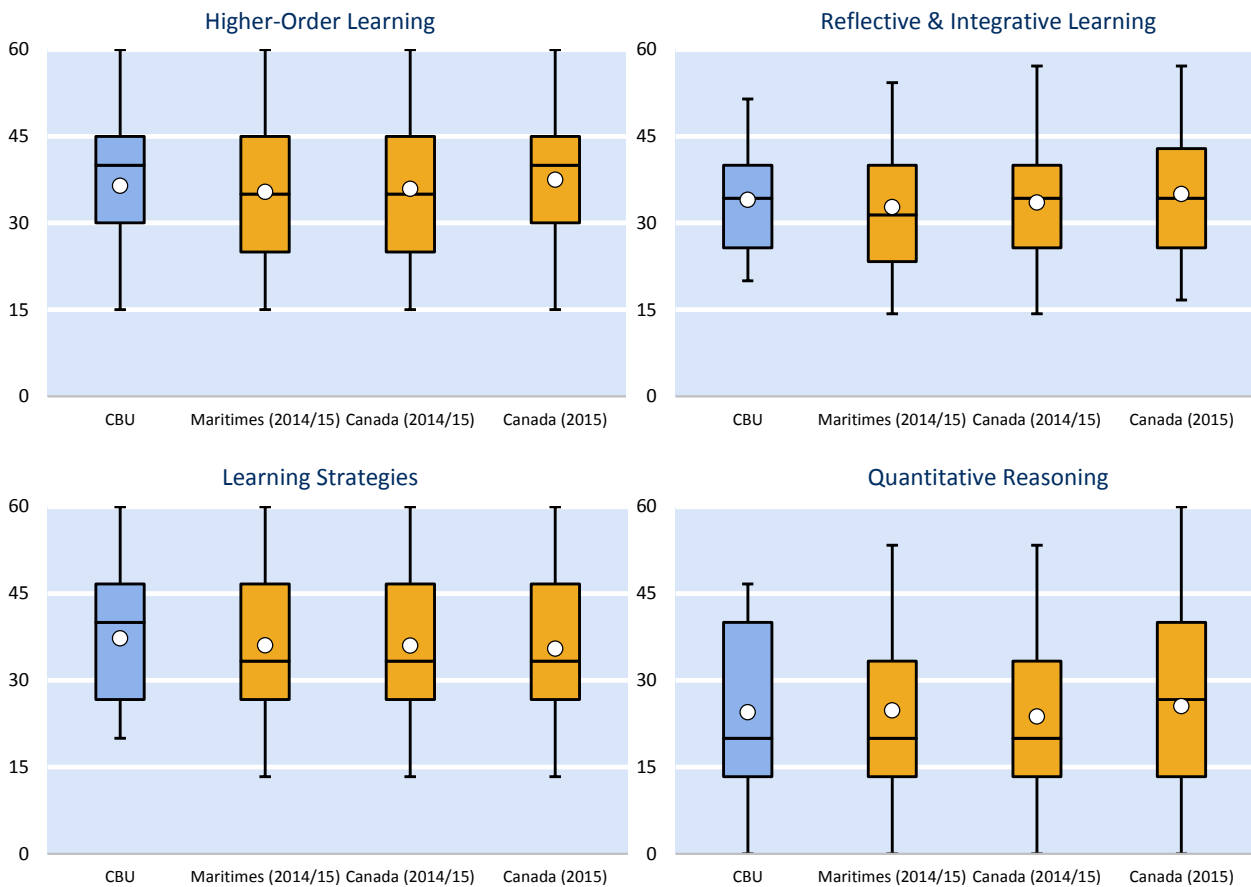
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	35.4	.08	35.9	.04	37.4	-.08
Reflective & Integrative Learning	34.0	32.7	.10	33.5	.04	35.0	-.08
Learning Strategies	37.2	36.0	.09	35.9	.09	35.4	.13
Quantitative Reasoning	24.5	24.8	-.02	23.7	.05	25.5	-.06

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
<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	67 	70 	72 	76 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63 	63 	66 	69 
4d. Evaluating a point of view, decision, or information source	67 	56 	57 	59 
4e. Forming a new idea or understanding from various pieces of information	62 	59 	59 	63 
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	60 	53 	56 	59 
2b. Connected your learning to societal problems or issues	50 	47 	50 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39 	36 	38 	42 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54 	51 	53 	56 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57 	59 	60 	63 
2f. Learned something that changed the way you understand an issue or concept	71 	66 	66 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	74 	76 	79 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	75 	77 	75 
9b. Reviewed your notes after class	62 	55 	51 	49 
9c. Summarized what you learned in class or from course materials	58 	57 	57 	56 
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.)	47 	45 	43 	46 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	33 	31 	35 
6c. Evaluated what others have concluded from numerical information	31 	33 	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 website.

Academic Challenge: Seniors

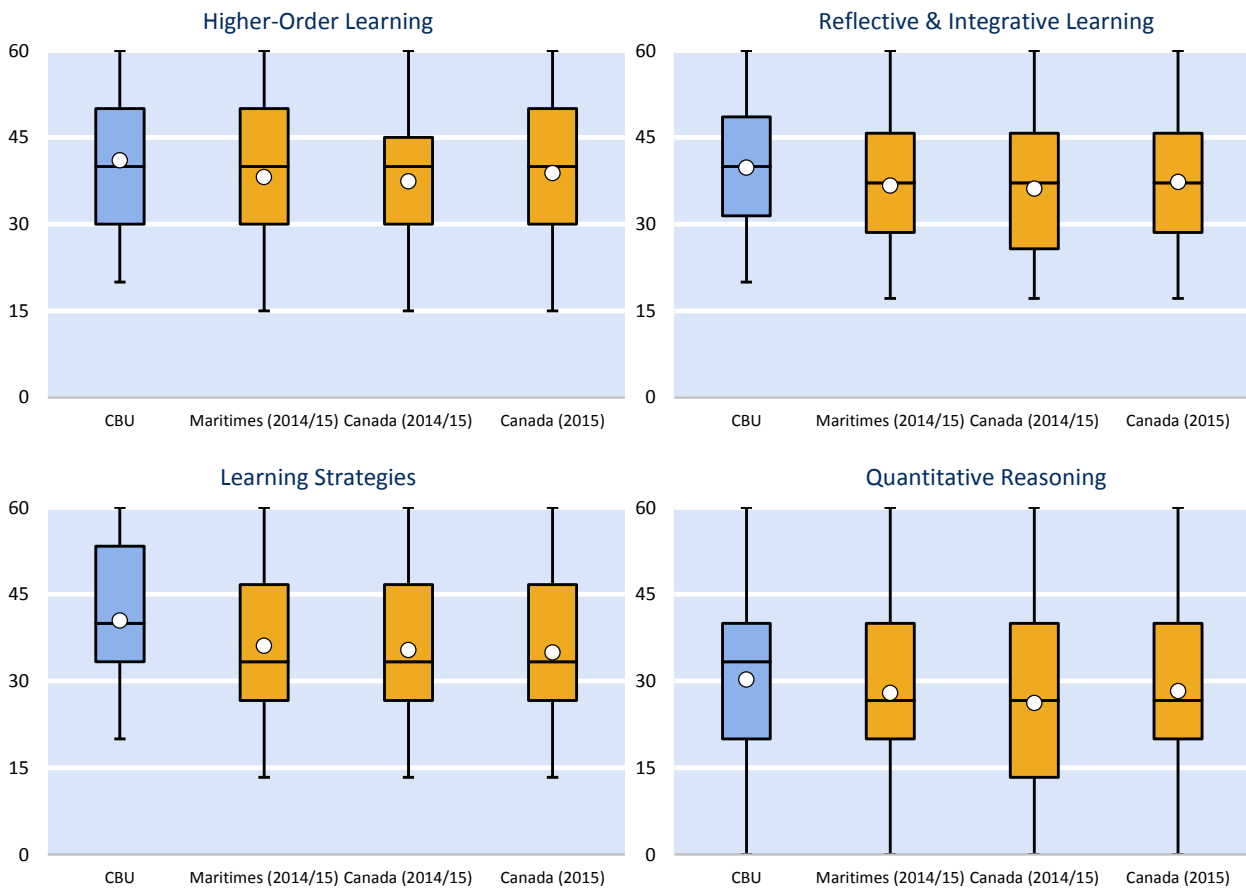
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Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	38.1 **	.21	37.4 ***	.26	38.8 *	.16
Reflective & Integrative Learning	39.8	36.7 ***	.24	36.2 ***	.28	37.3 **	.19
Learning Strategies	40.5	36.1 ***	.30	35.4 ***	.35	35.0 ***	.38
Quantitative Reasoning	30.3	27.9	.14	26.2 ***	.24	28.3	.12

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





































































Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
<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	78 	75 	74 	76 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	71 	70 	73 
4d. Evaluating a point of view, decision, or information source	72 	65 	63 	65 
4e. Forming a new idea or understanding from various pieces of information	74 	65 	63 	66 
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	74 	70 	69 	72 
2b. Connected your learning to societal problems or issues	68 	60 	59 	60 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53 	47 	45 	48 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69 	59 	58 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	65 	64 	66 
2f. Learned something that changed the way you understand an issue or concept	78 	68 	68 	72 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	80 	80 	82 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	79 	79 	78 
9b. Reviewed your notes after class	63 	50 	46 	44 
9c. Summarized what you learned in class or from course materials	69 	57 	54 	54 
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.)	55 	51 	47 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53 	40 	36 	40 
6c. Evaluated what others have concluded from numerical information	50 	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 website.

Learning with Peers: First-year students

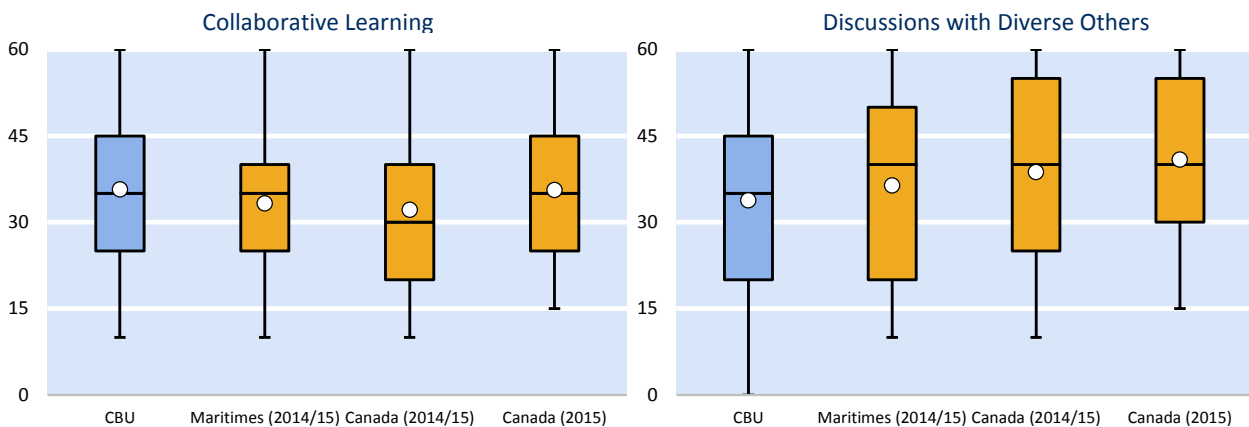
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.7	33.2 *	.17	32.1 ***	.25	35.6	.01
Discussions with Diverse Others	33.7	36.4 *	-.16	38.7 ***	-.30	40.9 ***	-.46

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

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

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
1e. Asked another student to help you understand course material	54	52	49	58
1f. Explained course material to one or more students	59	58	56	65
1g. Prepared for exams by discussing or working through course material with other students	63	54	50	58
1h. Worked with other students on course projects or assignments	64	55	52	62

Discussions with Diverse Others

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

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
8a. People from a race or ethnicity other than your own	57	61	70	75
8b. People from an economic background other than your own	57	64	67	72
8c. People with religious beliefs other than your own	54	61	65	70
8d. People with political views other than your own	51	59	62	65

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 website.

Learning with Peers: Seniors

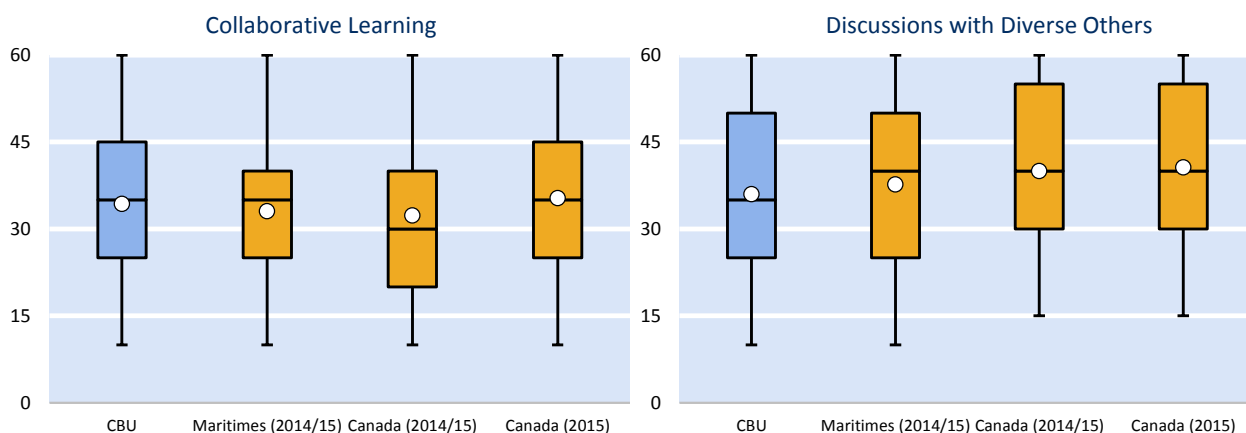
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Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
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Collaborative Learning	34.3	33.1	.09	32.3 *	.14	35.3	-.07
Discussions with Diverse Others	36.0	37.7	-.10	40.0 ***	-.25	40.6 ***	-.30

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

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Summary of Indicator Items

Collaborative Learning

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

1e. Asked another student to help you understand course material

1f. Explained course material to one or more students

1g. Prepared for exams by discussing or working through course material with other students

1h. Worked with other students on course projects or assignments

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
%	%	%	%	%
1e. Asked another student to help you understand course material	41	40	40	48
1f. Explained course material to one or more students	60	58	56	63
1g. Prepared for exams by discussing or working through course material with other students	58	51	47	55
1h. Worked with other students on course projects or assignments	65	66	65	69

Discussions with Diverse Others

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

8b. People from an economic background other than your own

8c. People with religious beliefs other than your own

8d. People with political views other than your own

8a. People from a race or ethnicity other than your own	58	62	72	73
8b. People from an economic background other than your own	61	68	69	72
8c. People with religious beliefs other than your own	61	63	67	69
8d. People with political views other than your own	61	61	65	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 website.

Experiences with Faculty: First-year students

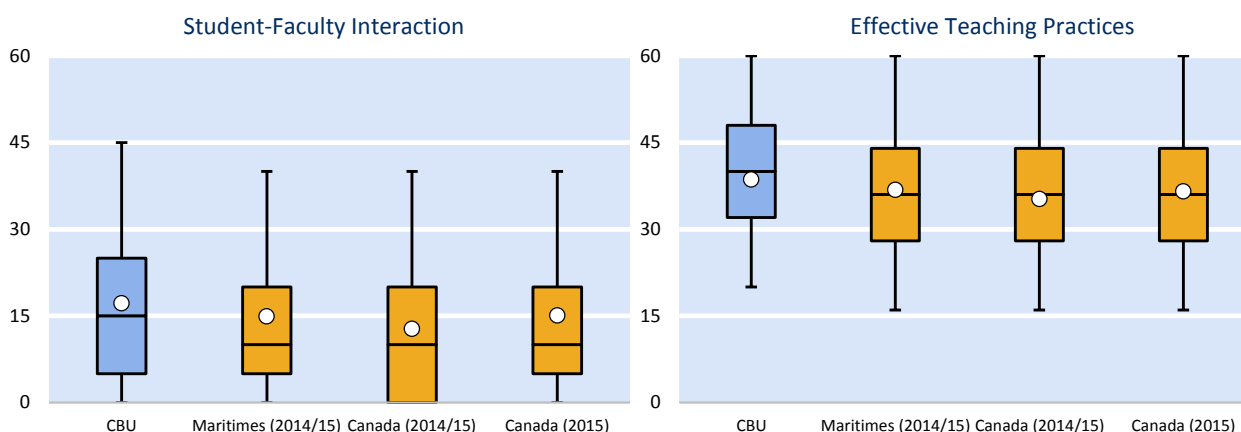
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.2	14.9 *	.17	12.8 ***	.34	15.1 *	.15
Effective Teaching Practices	38.6	36.8 *	.14	35.3 ***	.27	36.5 *	.16

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
3a. Talked about career plans with a faculty member	30	21	16	19
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	11	10	12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	20	17	21
3d. Discussed your academic performance with a faculty member	25	17	14	17

Effective Teaching Practices

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

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
5a. Clearly explained course goals and requirements	83	77	76	78
5b. Taught course sessions in an organized way	77	78	77	79
5c. Used examples or illustrations to explain difficult points	73	77	74	77
5d. Provided feedback on a draft or work in progress	55	46	42	44
5e. Provided prompt and detailed feedback on tests or completed assignments	63	52	46	50

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 website.

Experiences with Faculty: Seniors

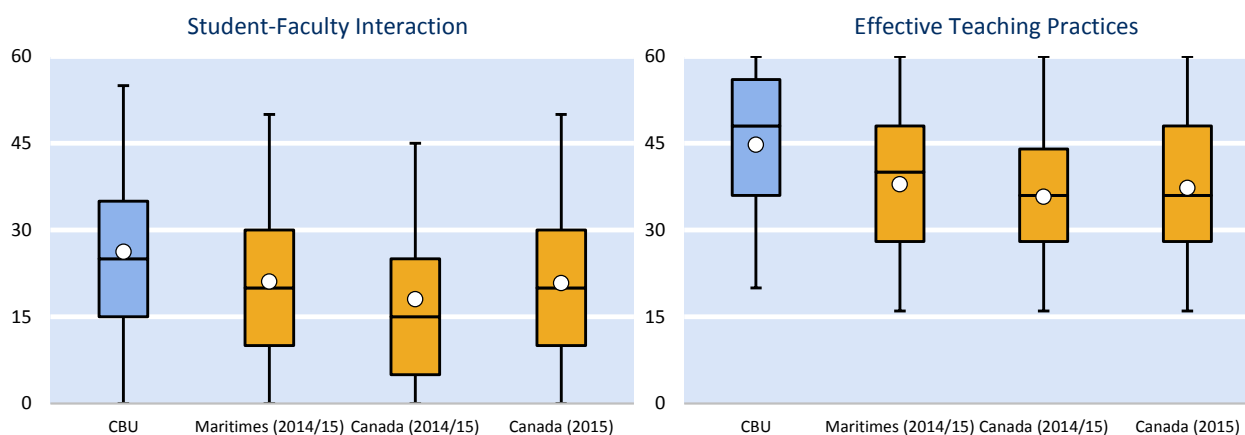
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.2	21.1 ***	.33	18.0 ***	.56	20.8 ***	.36
Effective Teaching Practices	44.7	37.9 ***	.53	35.7 ***	.70	37.3 ***	.58

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
3a. Talked about career plans with a faculty member	51	34	27	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	21	18	21
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	32	26	32
3d. Discussed your academic performance with a faculty member	34	26	20	23

Effective Teaching Practices

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

	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
5a. Clearly explained course goals and requirements	91	81	77	79
5b. Taught course sessions in an organized way	87	79	77	80
5c. Used examples or illustrations to explain difficult points	85	78	75	77
5d. Provided feedback on a draft or work in progress	67	51	44	47
5e. Provided prompt and detailed feedback on tests or completed assignments	76	58	51	56

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 website.

Campus Environment: First-year students

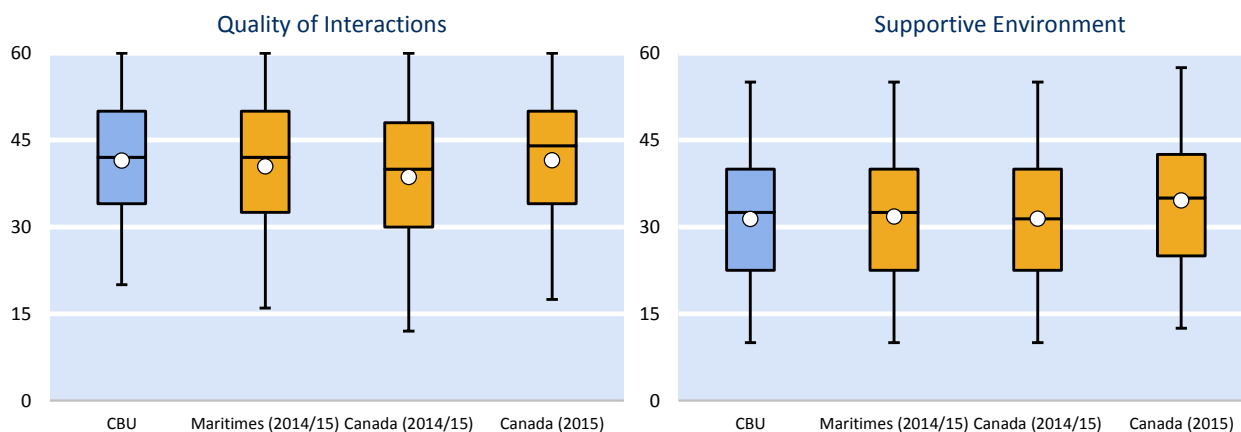
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	40.4	.08	38.6 ***	.21	41.5	-.01
Supportive Environment	31.4	31.8	-.03	31.4	.00	34.6 ***	-.24

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	61	58	59	66
13b. Academic advisors	44	42	37	44
13c. Faculty	47	46	40	49
13d. Student services staff (career services, student activities, housing, etc.)	38	42	39	46
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	44	37	43
Supportive Environment	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	70	69	75
14c. Using learning support services (tutoring services, writing center, etc.)	72	70	65	71
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	47	46	51
14e. Providing opportunities to be involved socially	54	58	60	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	61	61	71
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	33	33	38
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	53	53	62
14i. Attending events that address important social, economic, or political issues	36	43	42	47

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 website.

Campus Environment: Seniors

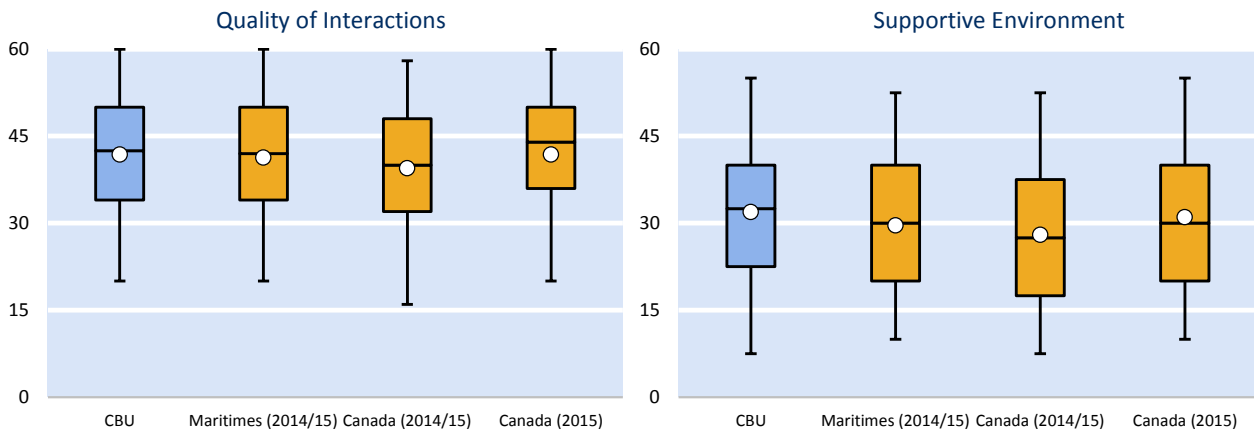
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		Maritimes (2014/15)		Canada (2014/15)		Canada (2015)	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	41.3	.05	39.5 **	.19	41.9	.00
Supportive Environment	32.0	29.6 *	.18	28.0 ***	.29	31.1	.07

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions	CBU	Maritimes (2014/15)	Canada (2014/15)	Canada (2015)
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>				
13a. Students	63	65	62	69
13b. Academic advisors	38	40	37	44
13c. Faculty	63	55	48	56
13d. Student services staff (career services, student activities, housing, etc.)	40	39	35	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	43	35	42
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	64	59	66
14c. Using learning support services (tutoring services, writing center, etc.)	69	61	52	56
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	41	39	41
14e. Providing opportunities to be involved socially	61	58	55	67
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	56	54	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	26	24	28
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	48	45	55
14i. Attending events that address important social, economic, or political issues	43	40	37	41

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 website.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your 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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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 presence of a check mark does not necessarily 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					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	41.0 ***	-.33		43.0 ***	-.48	
	Reflective and Integrative Learning	34.0	37.6 ***	-.28		39.6 ***	-.44	
	Learning Strategies	37.2	41.6 ***	-.31		44.4 ***	-.51	
	Quantitative Reasoning	24.5	29.4 ***	-.30		31.5 ***	-.43	
Learning with Peers	Collaborative Learning	35.7	35.1	.04	✓	37.3	-.12	
	Discussions with Diverse Others	33.7	43.3 ***	-.62		45.5 ***	-.79	
Experiences with Faculty	Student-Faculty Interaction	17.2	24.0 ***	-.45		27.2 ***	-.63	
	Effective Teaching Practices	38.6	42.3 ***	-.28		44.6 ***	-.45	
Campus Environment	Quality of Interactions	41.5	44.0 **	-.22		45.8 ***	-.37	
	Supportive Environment	31.4	39.4 ***	-.60		41.3 ***	-.76	

Seniors		CBU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.0	43.5 *	-.18		45.3 ***	-.31	
	Reflective and Integrative Learning	39.8	41.3	-.12		43.1 ***	-.27	
	Learning Strategies	40.5	42.5	-.14		44.8 ***	-.31	
	Quantitative Reasoning	30.3	31.8	-.08	✓	33.6 **	-.20	
Learning with Peers	Collaborative Learning	34.3	35.7	-.10	✓	38.2 ***	-.28	
	Discussions with Diverse Others	36.0	43.9 ***	-.50		45.9 ***	-.64	
Experiences with Faculty	Student-Faculty Interaction	26.2	29.8 **	-.22		34.1 ***	-.48	
	Effective Teaching Practices	44.7	43.1	.12	✓	45.1	-.03	✓
Campus Environment	Quality of Interactions	41.9	45.0 ***	-.27		46.7 ***	-.41	
	Supportive Environment	32.0	36.1 ***	-.30		38.8 ***	-.50	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 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 = 206)	36.4	13.0	.90	15	30	40	45	60				
Maritimes (2014/15)	35.4	13.4	.20	15	25	35	45	60	4,677	1.0	.276	.078
Canada (2014/15)	35.9	13.6	.05	15	25	35	45	60	74,872	.5	.589	.038
Canada (2015)	37.4	13.1	.16	15	30	40	45	60	6,716	-1.0	.267	-.079
Top 50%	41.0	13.7	.03	20	30	40	50	60	176,081	-4.5	.000	-.331
Top 10%	43.0	13.8	.07	20	35	40	55	60	35,532	-6.6	.000	-.480
Reflective & Integrative Learning												
CBU (N = 217)	34.0	10.4	.71	20	26	34	40	51				
Maritimes (2014/15)	32.7	12.0	.18	14	23	31	40	54	244	1.2	.087	.104
Canada (2014/15)	33.5	12.2	.04	14	26	34	40	57	218	.5	.521	.037
Canada (2015)	35.0	12.5	.15	17	26	34	43	57	237	-1.0	.169	-.080
Top 50%	37.6	12.7	.03	17	29	37	46	60	217	-3.6	.000	-.284
Top 10%	39.6	12.8	.07	20	31	40	49	60	220	-5.6	.000	-.437
Learning Strategies												
CBU (N = 207)	37.2	13.5	.94	20	27	40	47	60				
Maritimes (2014/15)	36.0	13.6	.21	13	27	33	47	60	4,429	1.2	.213	.089
Canada (2014/15)	35.9	14.1	.05	13	27	33	47	60	70,729	1.3	.190	.091
Canada (2015)	35.4	14.1	.18	13	27	33	47	60	6,419	1.8	.068	.129
Top 50%	41.6	14.1	.04	20	33	40	53	60	158,315	-4.4	.000	-.309
Top 10%	44.4	14.0	.07	20	33	47	60	60	36,005	-7.1	.000	-.512
Quantitative Reasoning												
CBU (N = 208)	24.5	16.0	1.11	0	13	20	40	47				
Maritimes (2014/15)	24.8	16.1	.24	0	13	20	33	53	4,788	-.3	.786	-.019
Canada (2014/15)	23.7	16.0	.06	0	13	20	33	53	76,335	.8	.481	.049
Canada (2015)	25.5	16.7	.20	0	13	27	40	60	6,853	-1.0	.384	-.061
Top 50%	29.4	16.6	.03	0	20	27	40	60	231,489	-4.9	.000	-.295
Top 10%	31.5	16.5	.08	0	20	33	40	60	46,002	-7.0	.000	-.425
Learning with Peers												
Collaborative Learning												
CBU (N = 216)	35.7	14.7	1.00	10	25	35	45	60				
Maritimes (2014/15)	33.2	14.0	.20	10	25	35	40	60	4,967	2.4	.013	.172
Canada (2014/15)	32.1	14.3	.05	10	20	30	40	60	79,035	3.5	.000	.247
Canada (2015)	35.6	14.2	.17	15	25	35	45	60	7,085	.1	.929	.006
Top 50%	35.1	13.8	.03	15	25	35	45	60	211,936	.5	.586	.037
Top 10%	37.3	13.8	.06	15	25	35	50	60	46,869	-1.6	.087	-.117
Discussions with Diverse Others												
CBU (N = 204)	33.7	17.6	1.23	0	20	35	45	60				
Maritimes (2014/15)	36.4	16.3	.25	10	20	40	50	60	221	-2.6	.038	-.160
Canada (2014/15)	38.7	16.6	.06	10	25	40	55	60	71,268	-4.9	.000	-.297
Canada (2015)	40.9	15.5	.20	15	30	40	55	60	214	-7.1	.000	-.456
Top 50%	43.3	15.4	.03	20	35	45	60	60	204	-9.6	.000	-.623
Top 10%	45.5	14.8	.07	20	40	50	60	60	205	-11.8	.000	-.793

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 = 208)	17.2	14.2	.99	0	5	15	25	45				
Maritimes (2014/15)	14.9	13.0	.19	0	5	10	20	40	223	2.3	.024	.174
Canada (2014/15)	12.8	12.9	.05	0	0	10	20	40	208	4.4	.000	.342
Canada (2015)	15.1	13.7	.17	0	5	10	20	40	6,869	2.1	.029	.154
Top 50%	24.0	15.2	.04	0	15	20	35	55	122,287	-6.9	.000	-.452
Top 10%	27.2	16.1	.11	5	15	25	40	60	212	-10.1	.000	-.625
Effective Teaching Practices												
CBU (N = 214)	38.6	12.8	.88	20	32	40	48	60				
Maritimes (2014/15)	36.8	12.6	.18	16	28	36	44	60	4,847	1.8	.042	.142
Canada (2014/15)	35.3	12.5	.04	16	28	36	44	60	77,212	3.3	.000	.268
Canada (2015)	36.5	12.6	.15	16	28	36	44	60	6,913	2.1	.019	.164
Top 50%	42.3	13.2	.04	20	32	40	52	60	140,217	-3.7	.000	-.283
Top 10%	44.6	13.3	.08	20	36	44	56	60	28,109	-6.0	.000	-.455
Campus Environment												
Quality of Interactions												
CBU (N = 185)	41.5	11.1	.82	20	34	42	50	60				
Maritimes (2014/15)	40.4	12.9	.21	16	33	42	50	60	208	1.0	.235	.079
Canada (2014/15)	38.6	13.5	.06	12	30	40	48	60	185	2.8	.001	.209
Canada (2015)	41.5	12.4	.17	18	34	44	50	60	5,612	-.1	.937	-.006
Top 50%	44.0	11.7	.03	22	38	46	52	60	123,194	-2.5	.003	-.217
Top 10%	45.8	11.9	.07	23	40	48	55	60	26,191	-4.4	.000	-.370
Supportive Environment												
CBU (N = 202)	31.4	12.7	.89	10	23	33	40	55				
Maritimes (2014/15)	31.8	13.3	.21	10	23	33	40	55	4,189	-.4	.658	-.032
Canada (2014/15)	31.4	13.5	.05	10	23	31	40	55	66,811	-.1	.955	-.004
Canada (2015)	34.6	13.4	.18	13	25	35	43	58	6,019	-3.2	.001	-.240
Top 50%	39.4	13.4	.03	18	30	40	50	60	156,062	-8.0	.000	-.601
Top 10%	41.3	13.0	.07	20	33	40	53	60	34,211	-9.9	.000	-.761

- a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
- b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
- c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
- d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
- e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
- f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
- 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 = 192)	41.0	13.3	.96	20	30	40	50	60				
Maritimes (2014/15)	38.1	13.6	.22	15	30	40	50	60	4,104	2.9	.004	.211
Canada (2014/15)	37.4	13.8	.05	15	30	40	45	60	70,313	3.6	.000	.260
Canada (2015)	38.8	13.6	.18	15	30	40	50	60	6,156	2.2	.029	.160
Top 50%	43.5	13.8	.03	20	35	40	55	60	191,947	-2.5	.013	-.179
Top 10%	45.3	13.6	.06	20	40	45	60	60	51,704	-4.3	.000	-.315
Reflective & Integrative Learning												
CBU (N = 198)	39.8	11.9	.85	20	31	40	49	60				
Maritimes (2014/15)	36.7	12.7	.20	17	29	37	46	60	4,285	3.1	.001	.244
Canada (2014/15)	36.2	12.8	.05	17	26	37	46	60	72,905	3.6	.000	.281
Canada (2015)	37.3	12.7	.16	17	29	37	46	60	6,399	2.4	.008	.191
Top 50%	41.3	12.7	.03	20	31	40	51	60	191,318	-1.5	.093	-.120
Top 10%	43.1	12.5	.06	20	34	43	54	60	47,594	-3.4	.000	-.268
Learning Strategies												
CBU (N = 194)	40.5	14.1	1.01	20	33	40	53	60				
Maritimes (2014/15)	36.1	14.6	.24	13	27	33	47	60	3,990	4.4	.000	.302
Canada (2014/15)	35.4	14.4	.06	13	27	33	47	60	67,543	5.1	.000	.353
Canada (2015)	35.0	14.6	.19	13	27	33	47	60	5,950	5.5	.000	.377
Top 50%	42.5	14.6	.03	20	33	40	60	60	242,584	-2.0	.058	-.136
Top 10%	44.8	14.2	.06	20	33	47	60	60	63,707	-4.4	.000	-.306
Quantitative Reasoning												
CBU (N = 197)	30.3	16.8	1.20	0	20	33	40	60				
Maritimes (2014/15)	27.9	16.6	.26	0	20	27	40	60	4,221	2.3	.053	.141
Canada (2014/15)	26.2	16.9	.06	0	13	27	40	60	71,606	4.1	.001	.241
Canada (2015)	28.3	17.5	.22	0	20	27	40	60	6,309	2.0	.110	.116
Top 50%	31.8	17.3	.03	0	20	33	40	60	323,221	-1.5	.234	-.085
Top 10%	33.6	16.9	.06	0	20	33	47	60	71,524	-3.3	.006	-.197
Learning with Peers												
Collaborative Learning												
CBU (N = 199)	34.3	14.3	1.02	10	25	35	45	60				
Maritimes (2014/15)	33.1	13.7	.21	10	25	35	40	60	4,281	1.3	.201	.093
Canada (2014/15)	32.3	14.3	.05	10	20	30	40	60	73,608	2.0	.047	.141
Canada (2015)	35.3	14.4	.18	10	25	35	45	60	6,477	-1.0	.346	-.068
Top 50%	35.7	13.9	.03	15	25	35	45	60	270,522	-1.3	.173	-.097
Top 10%	38.2	13.7	.06	15	30	40	50	60	54,127	-3.8	.000	-.280
Discussions with Diverse Others												
CBU (N = 194)	36.0	16.3	1.17	10	25	35	50	60				
Maritimes (2014/15)	37.7	16.0	.26	10	25	40	50	60	3,997	-1.7	.154	-.105
Canada (2014/15)	40.0	16.1	.06	15	30	40	55	60	67,936	-4.0	.001	-.247
Canada (2015)	40.6	15.5	.20	15	30	40	55	60	5,983	-4.6	.000	-.297
Top 50%	43.9	15.9	.03	20	35	45	60	60	310,792	-7.9	.000	-.497
Top 10%	45.9	15.4	.06	20	40	50	60	60	74,654	-9.9	.000	-.642

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 = 198)	26.2	15.2	1.08	0	15	25	35	55				
Maritimes (2014/15)	21.1	15.4	.24	0	10	20	30	50	4,194	5.1	.000	.334
Canada (2014/15)	18.0	14.6	.05	0	5	15	25	45	71,623	8.2	.000	.561
Canada (2015)	20.8	15.1	.19	0	10	20	30	50	6,305	5.4	.000	.359
Top 50%	29.8	16.2	.05	5	20	30	40	60	124,148	-3.5	.002	-.218
Top 10%	34.1	16.5	.12	5	20	35	45	60	202	-7.9	.000	-.477
Effective Teaching Practices												
CBU (N = 198)	44.7	12.8	.91	20	36	48	56	60				
Maritimes (2014/15)	37.9	13.0	.20	16	28	40	48	60	4,245	6.9	.000	.528
Canada (2014/15)	35.7	12.8	.05	16	28	36	44	60	72,261	9.0	.000	.703
Canada (2015)	37.3	12.8	.16	16	28	36	48	60	6,351	7.5	.000	.585
Top 50%	43.1	13.6	.03	20	36	44	56	60	177,287	1.7	.083	.123
Top 10%	45.1	13.4	.07	20	36	48	60	60	33,217	-.4	.686	-.029
Campus Environment												
Quality of Interactions												
CBU (N = 186)	41.9	12.0	.88	20	34	43	50	60				
Maritimes (2014/15)	41.3	11.3	.19	20	34	42	50	60	3,793	.5	.542	.046
Canada (2014/15)	39.5	12.2	.05	16	32	40	48	58	60,026	2.4	.008	.195
Canada (2015)	41.9	11.3	.15	20	36	44	50	60	5,538	.0	.992	-.001
Top 50%	45.0	11.4	.03	24	38	46	54	60	164,115	-3.1	.000	-.273
Top 10%	46.7	11.8	.06	24	40	50	56	60	41,596	-4.8	.000	-.412
Supportive Environment												
CBU (N = 188)	32.0	13.6	.99	8	23	33	40	55				
Maritimes (2014/15)	29.6	13.0	.22	10	20	30	40	53	3,847	2.3	.017	.179
Canada (2014/15)	28.0	13.4	.05	8	18	28	38	53	65,243	3.9	.000	.293
Canada (2015)	31.1	13.4	.18	10	20	30	40	55	5,741	.9	.375	.066
Top 50%	36.1	13.9	.03	13	26	38	45	60	184,531	-4.1	.000	-.298
Top 10%	38.8	13.7	.07	15	30	40	50	60	34,554	-6.8	.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 (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
- d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
- e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
- f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
- g. Effect size is the mean difference divided by the pooled standard deviation.