NSSE 2016

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.

Performance on 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 2015 and 2016 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* (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 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 Canada 2016	Your first-year students compared with Canada 2015/16	Your first-year students compared with NSSE 2016
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 Canada 2016	Your seniors compared with Canada 2015/16	Your seniors compared with NSSE 2016
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 | | | | | |
| | | Canada 2016 | | Canada 2015/16 | | NSSE 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	36.8	.08	36.8	.08	38.1	-.02
Reflective & Integrative Learning	35.1	34.5	.05	34.7	.03	35.1	.00
Learning Strategies	39.2	36.0 **	.23	35.9 **	.24	38.4	.06
Quantitative Reasoning	27.1	23.7 **	.22	24.0 **	.20	27.6	-.03

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

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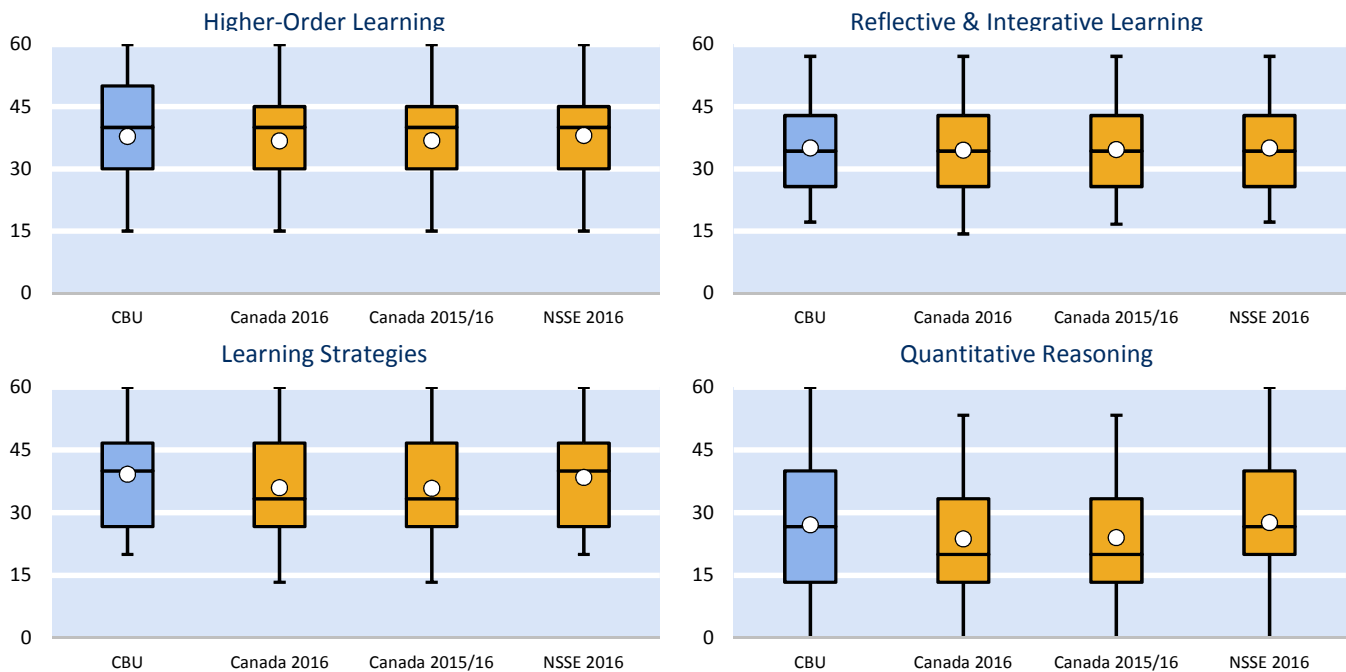
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	CBU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Canada 2016	Canada 2015/16	NSSE 2016
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	70	-3	-4	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+3	+4	+2
4d. Evaluating a point of view, decision, or information source	65	+4	+4	-4
4e. Forming a new idea or understanding from various pieces of information	70	+6	+7	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	50	-7	-7	-2
2b. Connected your learning to societal problems or issues	54	+1	+1	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	-6	-6	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	+1	+1	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	+3	+3	-1
2f. Learned something that changed the way you understand an issue or concept	72	+4	+3	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+4	+4	+7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+4	+4	+3
9b. Reviewed your notes after class	62	+9	+10	-3
9c. Summarized what you learned in class or from course materials	65	+8	+8	+3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+11	+11	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	+9	+8	+1
6c. Evaluated what others have concluded from numerical information	37	+6	+5	-0

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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 | | | | | |
| | | Canada 2016 | | Canada 2015/16 | | NSSE 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.9	.03	38.7	.04	40.4	-.09
Reflective & Integrative Learning	38.8	37.6	.09	37.5	.10	38.3	.04
Learning Strategies	37.8	35.4 *	.16	35.3 *	.17	39.4	-.11
Quantitative Reasoning	28.0	27.2	.04	27.4	.04	30.1	-.13

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
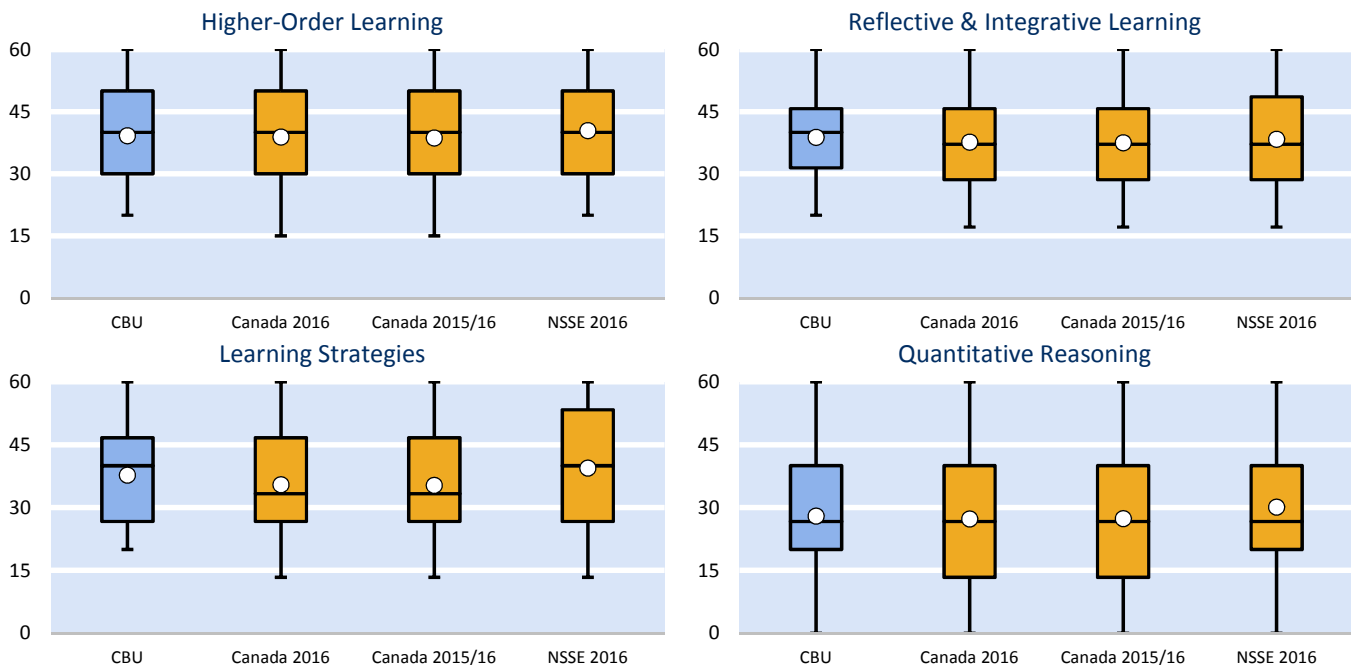
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	CBU	*Percentage point difference [a] between your seniors and*		
Higher-Order Learning		Canada 2016	Canada 2015/16	NSSE 2016
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	-0	+0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-2	-2	-5
4d. Evaluating a point of view, decision, or information source	70	+4	+5	-0
4e. Forming a new idea or understanding from various pieces of information	71	+3	+4	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+3	+3	+4
2b. Connected your learning to societal problems or issues	64	+0	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+7	+8	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+7	+7	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+9	+10	+6
2f. Learned something that changed the way you understand an issue or concept	76	+4	+4	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-2	-1	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	+3	+3	+2
9b. Reviewed your notes after class	54	+6	+7	-9
9c. Summarized what you learned in class or from course materials	62	+6	+7	-3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-3	-4	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+6	+6	-1
6c. Evaluated what others have concluded from numerical information	42	+3	+2	-3

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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NSSE 2016 Engagement Indicators
Learning with Peers
Cape Breton University
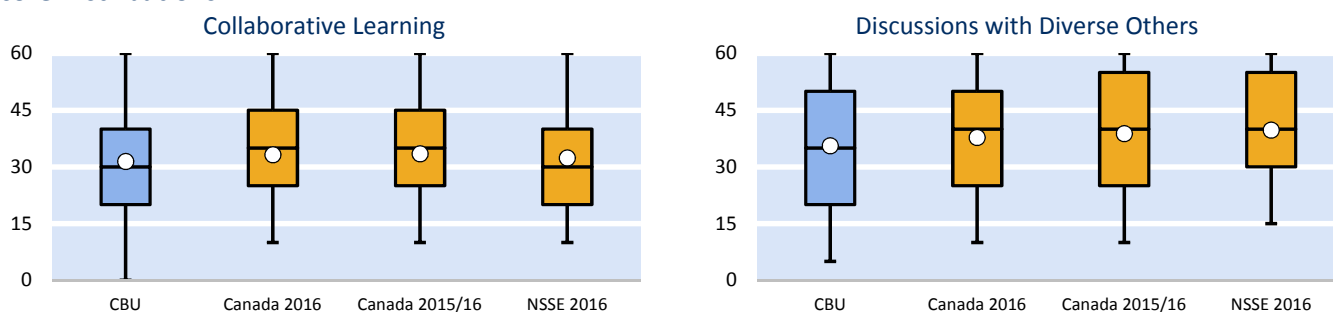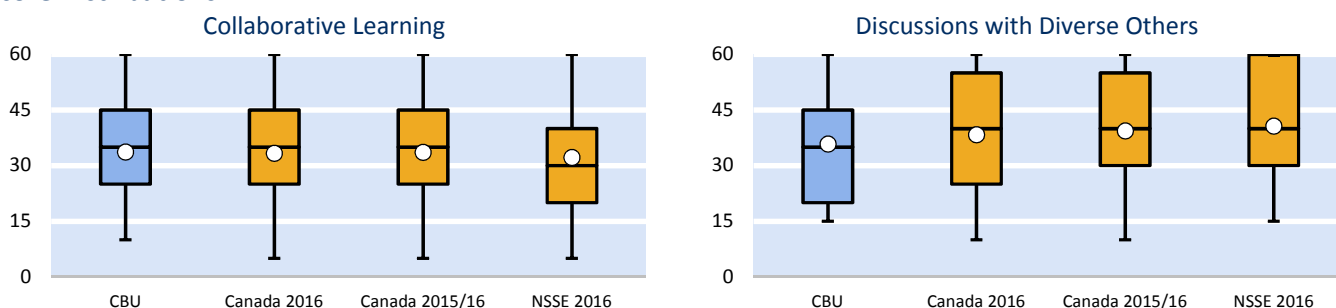
Learning with Peers: First-year students

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	Canada 2016		Canada 2015/16		NSSE 2016	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	31.4	33.2	-.12	33.4	-.14	32.3	-.06
Discussions with Diverse Others	35.5	37.8	-.14	38.8 *	-.20	39.7 **	-.26

Your first-year students compared with

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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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	CBU	Canada 2016	Canada 2015/16	NSSE 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	44	-7	-8	-8
1f. Explained course material to one or more students	56	-1	-3	-2
1g. Prepared for exams by discussing or working through course material with other students	50	-4	-4	+0
1h. Worked with other students on course projects or assignments	57	-3	-2	+3

Percentage point difference [a] between your FY students and

Discussions with Diverse Others	CBU	Canada 2016	Canada 2015/16	NSSE 2016
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	57	-12	-14	-13
8b. People from an economic background other than your own	61	-5	-7	-9
8c. People with religious beliefs other than your own	57	-5	-8	-9
8d. People with political views other than your own	57	-5	-6	-10

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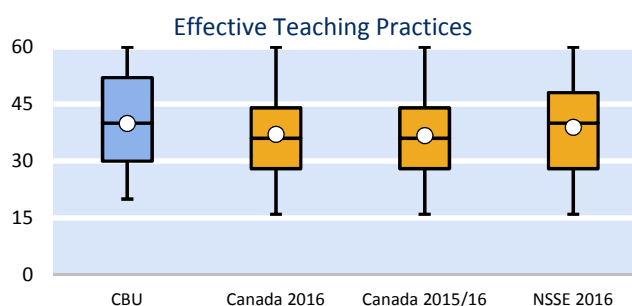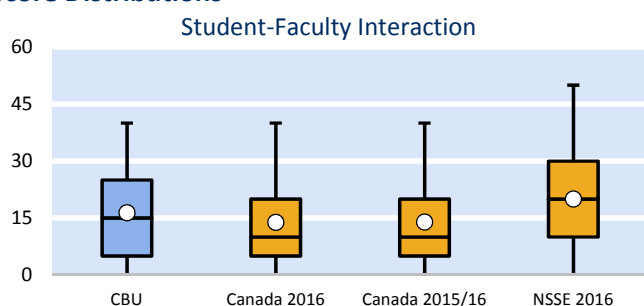
Learning with Peers: Seniors

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	Canada 2016		Canada 2015/16		NSSE 2016	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	33.3	.02	33.6	.00	32.3	.09
Discussions with Diverse Others	35.8	38.4 *	-.16	39.4 **	-.22	40.7 ***	-.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).

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	CBU	Canada 2016	Canada 2015/16	NSSE 2016
		Percentage point difference [a] between your seniors and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	43	-1	-2	+1
1f. Explained course material to one or more students	65	+7	+6	+7
1g. Prepared for exams by discussing or working through course material with other students	56	+4	+4	+9
1h. Worked with other students on course projects or assignments	66	-2	-1	+3

Discussions with Diverse Others	CBU	Canada 2016	Canada 2015/16	NSSE 2016
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	-8	-11	-13
8b. People from an economic background other than your own	59	-8	-10	-13
8c. People with religious beliefs other than your own	59	-3	-6	-9
8d. People with political views other than your own	57	-7	-8	-12

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NSSE 2016 Engagement Indicators

Experiences with Faculty

Cape Breton University
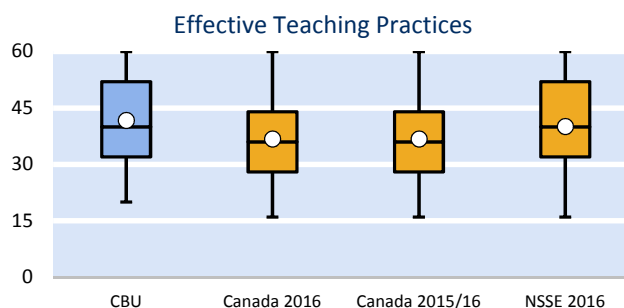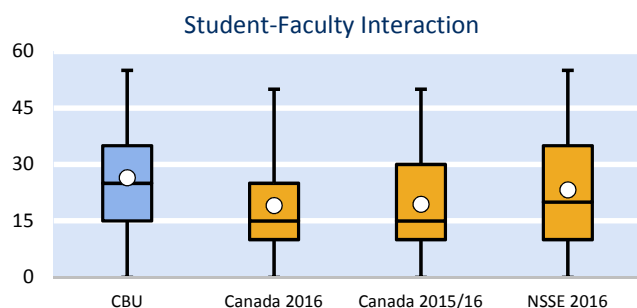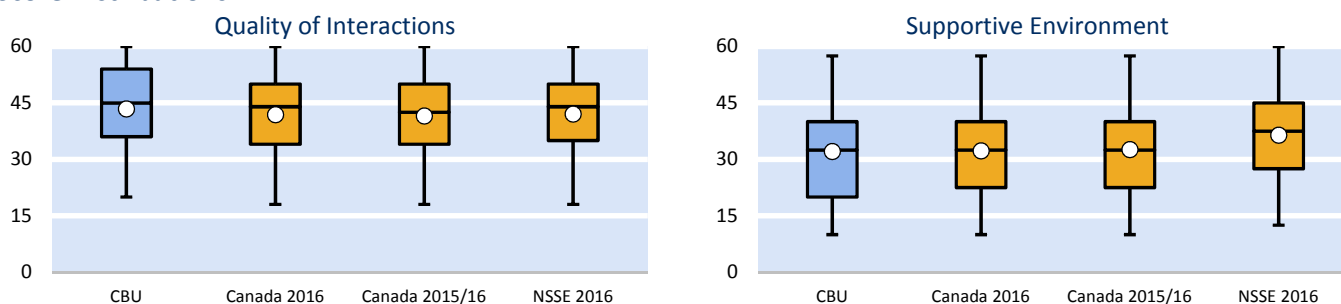
Experiences with Faculty: First-year students

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*					
		Canada 2016		**Canada 2015/16**		**NSSE 2016**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	16.4	13.8 **	.20	14.0 *	.19	20.0 ***	-.25
Effective Teaching Practices	39.9	37.0 **	.23	36.7 **	.25	38.8	.08

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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Performance on Indicator Items

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	CBU	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	**CBU**	**Canada 2016**	**Canada 2015/16**	**NSSE 2016**
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	23	+4	+4	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	+0	+0	-9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+5	+4	-1
3d. Discussed your academic performance with a faculty member	20	+5	+5	-8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	+4	+4	+4
5b. Taught course sessions in an organized way	79	+1	+1	+3
5c. Used examples or illustrations to explain difficult points	70	-7	-7	-5
5d. Provided feedback on a draft or work in progress	57	+7	+10	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+10	+12	+5

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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 | *Your seniors compared with* | | | | | |
| | | Canada 2016 | | Canada 2015/16 | | NSSE 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.4	19.1 ***	.50	19.3 ***	.47	23.2 **	.20
Effective Teaching Practices	41.7	36.7 ***	.38	36.8 ***	.38	40.0	.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

Student-Faculty Interaction

Effective Teaching Practices

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| | CBU | *Percentage point difference [a] between your seniors and* | | |
Student-Faculty Interaction		Canada 2016	Canada 2015/16	NSSE 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	50	+20	+20	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+13	+12	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+13	+12	+9
3d. Discussed your academic performance with a faculty member	40	+20	+19	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	87	+10	+10	+6
5b. Taught course sessions in an organized way	81	+4	+4	+3
5c. Used examples or illustrations to explain difficult points	81	+5	+5	+3
5d. Provided feedback on a draft or work in progress	63	+15	+15	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+12	+13	+4

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2016 Engagement Indicators

Campus Environment
Cape Breton University
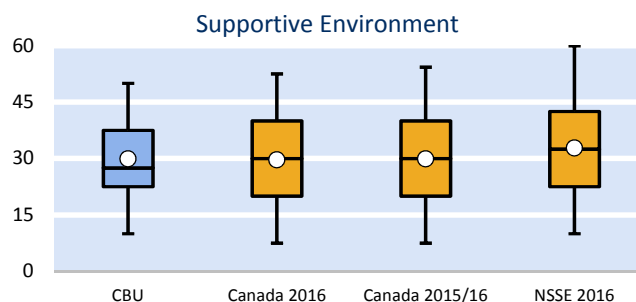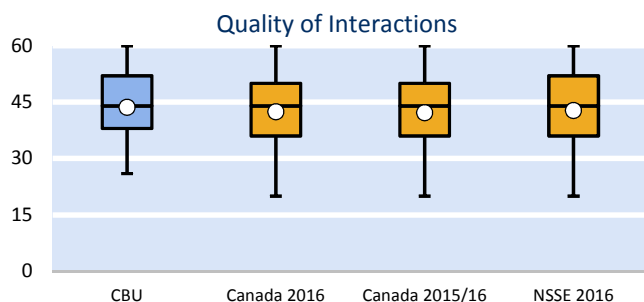
Campus Environment: First-year students

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 | Your first-year students compared with | | | | | |
| | | Canada 2016 | | Canada 2015/16 | | NSSE 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.4	41.9	.13	41.5	.16	42.0	.12
Supportive Environment	32.1	32.3	-.01	32.6	-.04	36.4 ***	-.31

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | CBU | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		Canada 2016	Canada 2015/16	NSSE 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+2	+0	+6
13b. Academic advisors	52	+7	+7	+2
13c. Faculty	56	+7	+7	+6
13d. Student services staff (career services, student activities, housing, etc.)	50	+5	+6	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+9	+10	+11
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	+0	+0	-3
14c. Using learning support services (tutoring services, writing center, etc.)	70	+4	+4	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+11	+10	-1
14e. Providing opportunities to be involved socially	59	-4	-5	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-6	-8	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+1	+1	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-5	-7	-17
14i. Attending events that address important social, economic, or political issues	37	-6	-7	-15

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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 | | | | | |
| | | Canada 2016 | | Canada 2015/16 | | NSSE 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.4	.11	42.2	.12	42.8	.07
Supportive Environment	29.9	29.7	.02	30.0	.00	32.8 **	-.20

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | CBU | Percentage point difference [a] between your seniors and | | |
Quality of Interactions	%	Canada 2016	Canada 2015/16	NSSE 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	63	-2	-3	+2
13b. Academic advisors	42	-5	-4	-11
13c. Faculty	63	+6	+7	+4
13d. Student services staff (career services, student activities, housing, etc.)	45	+3	+4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+2	+2	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+7	+8	+3
14c. Using learning support services (tutoring services, writing center, etc.)	72	+13	+15	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+11	+9	-2
14e. Providing opportunities to be involved socially	51	-8	-10	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-9	-10	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	+1	+1	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-6	-9	-14
14i. Attending events that address important social, economic, or political issues	27	-10	-12	-17

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with 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 2015 and 2016 NSSE institutions, and

  (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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 | 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	37.8	40.5 *	-.20		42.7 ***	-.35	
	Reflective and Integrative Learning	35.1	37.4 *	-.18		39.5 ***	-.35	
	Learning Strategies	39.2	41.2	-.14		43.7 ***	-.32	
	Quantitative Reasoning	27.1	29.4	-.14		31.3 ***	-.26	
Learning with Peers	Collaborative Learning	31.4	35.2 **	-.28		37.3 ***	-.43	
	Discussions with Diverse Others	35.5	42.7 ***	-.47		44.3 ***	-.58	
Experiences with Faculty	Student-Faculty Interaction	16.4	23.8 ***	-.50		26.9 ***	-.66	
	Effective Teaching Practices	39.9	41.6	-.12		43.8 ***	-.29	
Campus Environment	Quality of Interactions	43.4	44.1	-.05	✓	45.9 *	-.20	
	Supportive Environment	32.1	39.2 ***	-.53		40.9 ***	-.66	

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	39.2	43.1 ***	-.28		44.7 ***	-.40	
	Reflective and Integrative Learning	38.8	41.0 *	-.17		42.9 ***	-.33	
	Learning Strategies	37.8	42.2 ***	-.31		44.5 ***	-.47	
	Quantitative Reasoning	28.0	31.8 **	-.22		33.2 ***	-.31	
Learning with Peers	Collaborative Learning	33.7	35.8 *	-.15		37.9 ***	-.31	
	Discussions with Diverse Others	35.8	43.3 ***	-.47		45.1 ***	-.59	
Experiences with Faculty	Student-Faculty Interaction	26.4	29.6 **	-.20		33.0 ***	-.41	
	Effective Teaching Practices	41.7	42.7	-.08	✓	44.5 **	-.21	
Campus Environment	Quality of Interactions	43.6	45.3 *	-.15		46.9 ***	-.28	
	Supportive Environment	29.9	35.7 ***	-.41		38.1 ***	-.59	

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 2015 and 2016 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.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
Cape Breton University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
CBU (N = 170)	37.8	13.6	1.04	15	30	40	50	60				
Canada 2016	36.8	12.9	.14	15	30	40	45	60	8,757	1.1	.283	.083
Canada 2015/16	36.8	13.0	.12	15	30	40	45	60	11,574	1.0	.312	.078
NSSE 2016	38.1	13.5	.03	15	30	40	45	60	191,788	-.2	.834	-.016
Top 50%	40.5	13.6	.04	20	30	40	50	60	146,482	-2.7	.010	-.197
Top 10%	42.7	13.7	.08	20	35	40	55	60	31,318	-4.8	.000	-.353
Reflective & Integrative Learning												
CBU (N = 182)	35.1	11.5	.86	17	26	34	43	57				
Canada 2016	34.5	12.0	.13	14	26	34	43	57	9,071	.6	.511	.049
Canada 2015/16	34.7	12.1	.11	17	26	34	43	57	11,984	.4	.676	.031
NSSE 2016	35.1	12.3	.03	17	26	34	43	57	200,550	.0	.991	-.001
Top 50%	37.4	12.5	.03	17	29	37	46	60	153,996	-2.3	.013	-.185
Top 10%	39.5	12.8	.07	20	31	40	49	60	183	-4.4	.000	-.348
Learning Strategies												
CBU (N = 176)	39.2	13.8	1.04	20	27	40	47	60				
Canada 2016	36.0	13.8	.15	13	27	33	47	60	8,201	3.2	.002	.234
Canada 2015/16	35.9	13.9	.13	13	27	33	47	60	10,861	3.4	.001	.242
NSSE 2016	38.4	14.0	.03	20	27	40	47	60	173,430	.8	.456	.056
Top 50%	41.2	14.1	.04	20	33	40	53	60	128,425	-2.0	.067	-.138
Top 10%	43.7	14.3	.08	20	33	47	60	60	33,168	-4.5	.000	-.318
Quantitative Reasoning												
CBU (N = 182)	27.1	15.9	1.18	0	13	27	40	60				
Canada 2016	23.7	15.7	.17	0	13	20	33	53	8,862	3.4	.004	.218
Canada 2015/16	24.0	15.9	.15	0	13	20	33	53	11,719	3.1	.009	.197
NSSE 2016	27.6	15.7	.04	0	20	27	40	60	193,122	-.5	.675	-.031
Top 50%	29.4	16.1	.04	0	20	27	40	60	182,200	-2.3	.051	-.145
Top 10%	31.3	16.2	.08	0	20	33	40	60	43,385	-4.2	.001	-.257
Learning with Peers												
Collaborative Learning												
CBU (N = 177)	31.4	15.9	1.19	0	20	30	40	60				
Canada 2016	33.2	14.7	.15	10	25	35	45	60	9,273	-1.7	.123	-.117
Canada 2015/16	33.4	14.7	.13	10	25	35	45	60	12,249	-2.0	.072	-.136
NSSE 2016	32.3	14.5	.03	10	20	30	40	60	207,740	-.9	.408	-.062
Top 50%	35.2	13.8	.03	15	25	35	45	60	177	-3.8	.002	-.275
Top 10%	37.3	13.6	.07	15	25	40	45	60	178	-5.9	.000	-.433
Discussions with Diverse Others												
CBU (N = 176)	35.5	17.6	1.32	5	20	35	50	60				
Canada 2016	37.8	16.3	.18	10	25	40	50	60	8,294	-2.3	.068	-.139
Canada 2015/16	38.8	16.2	.16	10	25	40	55	60	180	-3.3	.015	-.201
NSSE 2016	39.7	15.8	.04	15	30	40	55	60	176	-4.2	.002	-.264
Top 50%	42.7	15.2	.04	20	35	40	60	60	176	-7.1	.000	-.469
Top 10%	44.3	15.1	.07	20	35	45	60	60	176	-8.8	.000	-.582

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 = 179)	16.4	13.0	.97	0	5	15	25	40				
Canada 2016	13.8	12.8	.14	0	5	10	20	40	8,882	2.6	.008	.201
Canada 2015/16	14.0	13.0	.12	0	5	10	20	40	11,753	2.4	.013	.186
NSSE 2016	20.0	14.5	.03	0	10	20	30	50	195,426	-3.6	.001	-.247
Top 50%	23.8	15.0	.05	0	15	20	35	55	179	-7.4	.000	-.495
Top 10%	26.9	16.0	.12	5	15	25	40	60	184	-10.5	.000	-.658
Effective Teaching Practices												
CBU (N = 180)	39.9	13.7	1.02	20	30	40	52	60				
Canada 2016	37.0	12.4	.13	16	28	36	44	60	185	2.9	.006	.231
Canada 2015/16	36.7	12.5	.12	16	28	36	44	60	184	3.2	.002	.254
NSSE 2016	38.8	13.2	.03	16	28	40	48	60	195,584	1.0	.288	.079
Top 50%	41.6	13.4	.04	20	32	40	52	60	129,603	-1.7	.097	-.124
Top 10%	43.8	13.5	.08	20	36	44	56	60	27,190	-3.9	.000	-.289
Campus Environment												
Quality of Interactions												
CBU (N = 150)	43.4	12.5	1.02	20	36	45	54	60				
Canada 2016	41.9	12.2	.15	18	34	44	50	60	6,665	1.6	.114	.130
Canada 2015/16	41.5	12.4	.13	18	34	43	50	60	8,923	1.9	.057	.157
NSSE 2016	42.0	12.3	.03	18	35	44	50	60	164,766	1.4	.158	.115
Top 50%	44.1	11.8	.04	22	38	46	52	60	108,706	-.6	.510	-.054
Top 10%	45.9	12.1	.08	22	40	48	56	60	23,282	-2.4	.014	-.201
Supportive Environment												
CBU (N = 167)	32.1	14.4	1.12	10	20	33	40	58				
Canada 2016	32.3	13.8	.16	10	23	33	40	58	7,762	-.2	.885	-.011
Canada 2015/16	32.6	13.7	.14	10	23	33	40	58	10,239	-.5	.645	-.036
NSSE 2016	36.4	13.8	.03	13	28	38	45	60	161,951	-4.3	.000	-.313
Top 50%	39.2	13.3	.04	18	30	40	50	60	124,727	-7.1	.000	-.528
Top 10%	40.9	13.3	.08	20	33	40	53	60	31,187	-8.7	.000	-.658

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.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
Cape Breton University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
CBU (N = 195)	39.2	13.1	.94	20	30	40	50	60				
Canada 2016	38.9	13.5	.16	15	30	40	50	60	6,992	.4	.717	.026
Canada 2015/16	38.7	13.6	.14	15	30	40	50	60	9,823	.5	.593	.039
NSSE 2016	40.4	14.0	.03	20	30	40	50	60	257,916	-1.2	.232	-.086
Top 50%	43.1	13.8	.04	20	35	40	55	60	153,923	-3.9	.000	-.284
Top 10%	44.7	13.7	.06	20	40	45	60	60	47,960	-5.5	.000	-.399
Reflective & Integrative Learning												
CBU (N = 199)	38.8	12.1	.86	20	31	40	46	60				
Canada 2016	37.6	12.3	.15	17	29	37	46	60	7,262	1.2	.190	.094
Canada 2015/16	37.5	12.5	.12	17	29	37	46	60	10,210	1.3	.149	.103
NSSE 2016	38.3	12.9	.02	17	29	37	49	60	267,874	.5	.613	.036
Top 50%	41.0	12.7	.03	20	31	40	51	60	160,967	-2.2	.016	-.171
Top 10%	42.9	12.5	.06	20	34	43	54	60	40,479	-4.1	.000	-.326
Learning Strategies												
CBU (N = 189)	37.8	13.5	.98	20	27	40	47	60				
Canada 2016	35.4	14.5	.18	13	27	33	47	60	6,638	2.3	.030	.160
Canada 2015/16	35.3	14.5	.15	13	27	33	47	60	9,370	2.5	.021	.170
NSSE 2016	39.4	14.7	.03	13	27	40	53	60	239,469	-1.7	.121	-.113
Top 50%	42.2	14.5	.03	20	33	40	60	60	186,773	-4.5	.000	-.309
Top 10%	44.5	14.2	.06	20	33	47	60	60	50,462	-6.7	.000	-.473
Quantitative Reasoning												
CBU (N = 196)	28.0	15.6	1.11	0	20	27	40	60				
Canada 2016	27.2	16.7	.20	0	13	27	40	60	7,139	.8	.535	.045
Canada 2015/16	27.4	16.9	.17	0	13	27	40	60	10,034	.6	.608	.037
NSSE 2016	30.1	16.7	.03	0	20	27	40	60	260,869	-2.1	.078	-.126
Top 50%	31.8	16.9	.03	0	20	33	40	60	242,239	-3.8	.002	-.224
Top 10%	33.2	16.8	.06	0	20	33	47	60	66,895	-5.2	.000	-.312
Learning with Peers												
Collaborative Learning												
CBU (N = 199)	33.7	14.3	1.01	10	25	35	45	60				
Canada 2016	33.3	15.4	.18	5	25	35	45	60	7,377	.3	.758	.022
Canada 2015/16	33.6	15.1	.15	5	25	35	45	60	10,370	.1	.955	.004
NSSE 2016	32.3	15.2	.03	5	20	30	40	60	274,445	1.4	.190	.093
Top 50%	35.8	13.9	.03	15	25	35	45	60	206,039	-2.1	.031	-.153
Top 10%	37.9	13.7	.06	15	30	40	50	60	46,163	-4.2	.000	-.308
Discussions with Diverse Others												
CBU (N = 189)	35.8	16.0	1.16	15	20	35	45	60				
Canada 2016	38.4	16.2	.20	10	25	40	55	60	6,709	-2.6	.033	-.158
Canada 2015/16	39.4	16.2	.17	10	30	40	55	60	9,456	-3.5	.003	-.219
NSSE 2016	40.7	16.1	.03	15	30	40	60	60	241,497	-4.9	.000	-.303
Top 50%	43.3	15.9	.03	15	35	45	60	60	227,817	-7.5	.000	-.470
Top 10%	45.1	15.8	.06	20	35	50	60	60	66,314	-9.3	.000	-.585

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 = 193)	26.4	16.0	1.15	0	15	25	35	55				
Canada 2016	19.1	14.6	.18	0	10	15	25	50	201	7.3	.000	.502
Canada 2015/16	19.3	14.9	.15	0	10	15	30	50	199	7.0	.000	.473
NSSE 2016	23.2	16.2	.03	0	10	20	35	55	261,835	3.2	.007	.195
Top 50%	29.6	16.1	.05	5	20	30	40	60	92,980	-3.2	.006	-.196
Top 10%	33.0	16.3	.13	5	20	30	45	60	15,444	-6.6	.000	-.406
Effective Teaching Practices												
CBU (N = 198)	41.7	13.1	.93	20	32	40	52	60				
Canada 2016	36.7	13.0	.16	16	28	36	44	60	7,151	4.9	.000	.382
Canada 2015/16	36.8	12.9	.13	16	28	36	44	60	10,072	4.9	.000	.379
NSSE 2016	40.0	13.8	.03	16	32	40	52	60	263,383	1.7	.092	.120
Top 50%	42.7	13.7	.04	20	32	44	56	60	139,021	-1.1	.276	-.077
Top 10%	44.5	13.4	.08	20	36	44	56	60	31,983	-2.8	.003	-.212
Campus Environment												
Quality of Interactions												
CBU (N = 172)	43.6	10.7	.82	26	38	44	52	60				
Canada 2016	42.4	11.3	.15	20	36	44	50	60	5,863	1.2	.173	.106
Canada 2015/16	42.2	11.4	.13	20	36	44	50	60	8,376	1.4	.105	.125
NSSE 2016	42.8	12.0	.03	20	36	44	52	60	227,504	.8	.361	.070
Top 50%	45.3	11.5	.03	24	40	48	54	60	130,952	-1.7	.050	-.150
Top 10%	46.9	11.9	.06	24	40	50	56	60	41,618	-3.3	.000	-.276
Supportive Environment												
CBU (N = 177)	29.9	12.1	.91	10	23	28	38	50				
Canada 2016	29.7	13.5	.17	8	20	30	40	53	188	.2	.807	.017
Canada 2015/16	30.0	13.5	.14	8	20	30	40	54	184	.0	.975	-.002
NSSE 2016	32.8	14.4	.03	10	23	33	43	60	176	-2.9	.002	-.202
Top 50%	35.7	13.9	.04	13	25	35	45	60	176	-5.8	.000	-.414
Top 10%	38.1	13.9	.08	15	28	40	48	60	179	-8.1	.000	-.586

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.