
NSSE 2017

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 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 2016 and 2017 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, May). *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.

1st-Year Students

Theme	Engagement Indicator	Your 1st-year students compared with Maritimes 2017	Your 1st-year students compared with Canada 2017	Your 1st-year students compared with Nova Scotia 2017
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	--	--	--

4th-Year Students

Theme	Engagement Indicator	Your 4th-year students compared with Maritimes 2017	Your 4th-year students compared with Canada 2017	Your 4th-year students compared with Nova Scotia 2017
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: 1st-year students

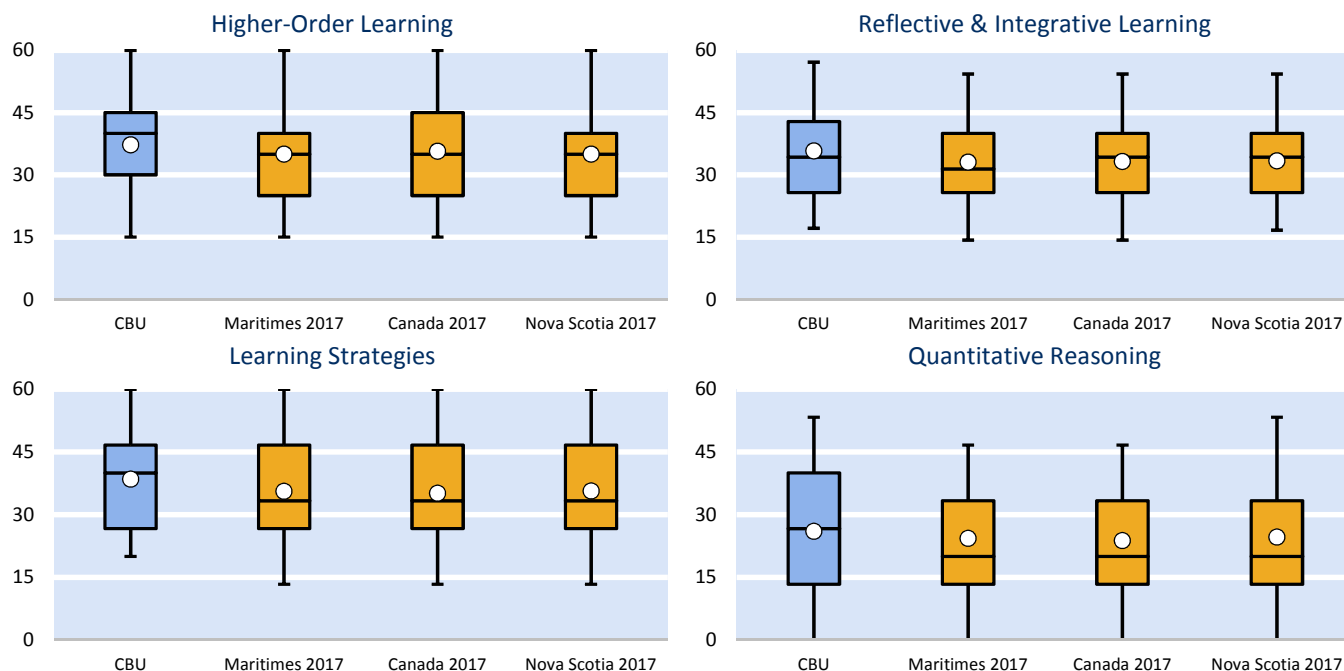
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Your 1st-year students compared with					
		Maritimes 2017		Canada 2017		Nova Scotia 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.3	35.0 **	.18	35.7 *	.13	35.0 **	.17
Reflective & Integrative Learning	35.8	33.1 ***	.24	33.3 ***	.22	33.4 **	.21
Learning Strategies	38.5	35.6 **	.22	35.1 ***	.25	35.7 **	.21
Quantitative Reasoning	26.0	24.3	.11	23.8 *	.15	24.7	.09

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: 1st-year students (continued)

Performance^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference between your 1st-yr students and		
	CBU	Maritimes 2017	Canada 2017	Nova Scotia 2017
Higher-Order Learning				
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	72	+2	-0	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	+0	-2	+1
4d. Evaluating a point of view, decision, or information source	68	+11	+11	+11
4e. Forming a new idea or understanding from various pieces of information	65	+5	+4	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	+6	+2	+6
2b. Connected your learning to societal problems or issues	53	+5	+5	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	+5	+6	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	+6	+6	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+6	+6	+5
2f. Learned something that changed the way you understand an issue or concept	74	+6	+6	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+4	+4	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	+5	+3	+4
9b. Reviewed your notes after class	62	+5	+10	+5
9c. Summarized what you learned in class or from course materials	68	+10	+11	+10
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.)	49	+4	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+9	+9	+7
6c. Evaluated what others have concluded from numerical information	35	+4	+3	+2

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: 4th-year students

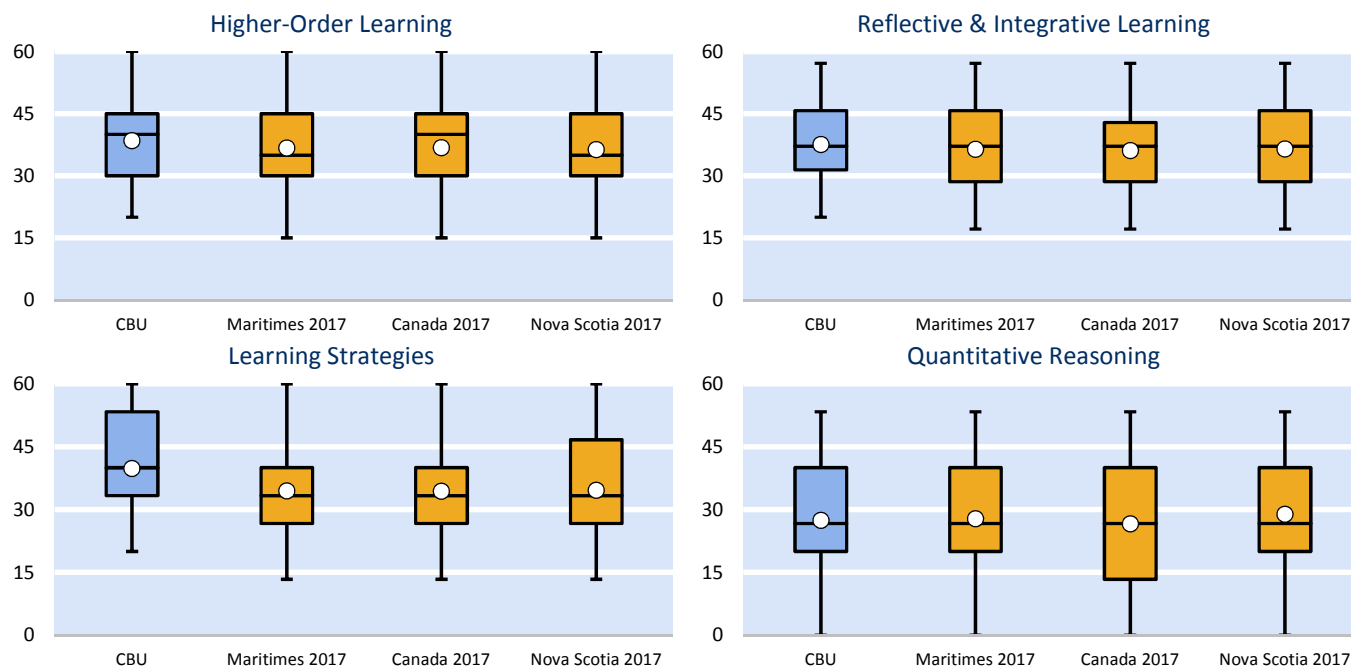
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Your 4th-year students compared with					
		Maritimes 2017		Canada 2017		Nova Scotia 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	36.7 *	.15	36.8 *	.13	36.3 *	.18
Reflective & Integrative Learning	37.6	36.4	.10	36.1	.13	36.5	.09
Learning Strategies	39.8	34.4 ***	.38	34.4 ***	.39	34.6 ***	.38
Quantitative Reasoning	27.4	27.8	-.02	26.5	.06	28.8	-.09

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: 4th-year students (continued)

Performance^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference between your 4th-yr students and		
	CBU	Maritimes 2017	Canada 2017	Nova Scotia 2017
Higher-Order Learning				
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	76	+1 	+2 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+5 	+4 	+6 
4d. Evaluating a point of view, decision, or information source	65	+3 	+3 	+3 
4e. Forming a new idea or understanding from various pieces of information	70	+7 	+7 	+9 
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	-0 	+1 	+0 
2b. Connected your learning to societal problems or issues	61	+2 	+3 	+3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+10 	+12 	+10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+4 	+4 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+5 	+6 	+4 
2f. Learned something that changed the way you understand an issue or concept	73	+1 	+2 	+0 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2 	+3 	+2 
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+8 	+8 	+8 
9b. Reviewed your notes after class	63	+15 	+17 	+15 
9c. Summarized what you learned in class or from course materials	69	+15 	+15 	+14 
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.)	53	+1 	+5 	-1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+2 	+4 	-1 
6c. Evaluated what others have concluded from numerical information	38	-3 	-2 	-6 

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.

Learning with Peers: 1st-year students

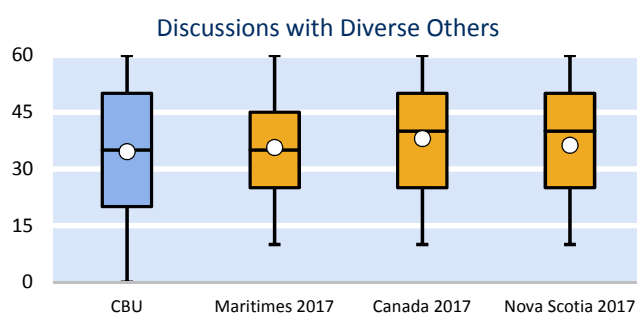
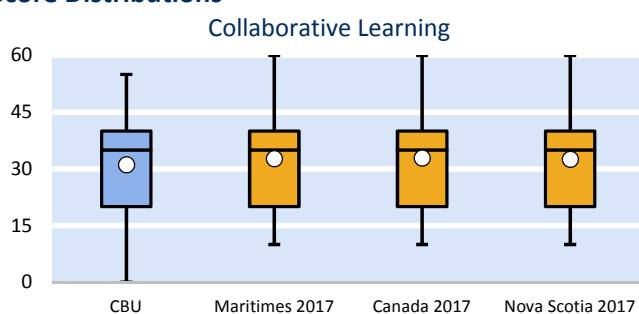
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CBU Mean	Your 1st-year students compared with					
		Maritimes 2017		Canada 2017		Nova Scotia 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	32.7	-.11	32.9	-.13	32.5	-.10
Discussions with Diverse Others	34.6	35.7	-.07	38.0 **	-.22	36.2	-.10

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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		Percentage point difference between your 1st-yr students and		
		Maritimes 2017	Canada 2017	Nova Scotia 2017
Collaborative Learning	CBU			
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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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.

Learning with Peers: 4th-year students

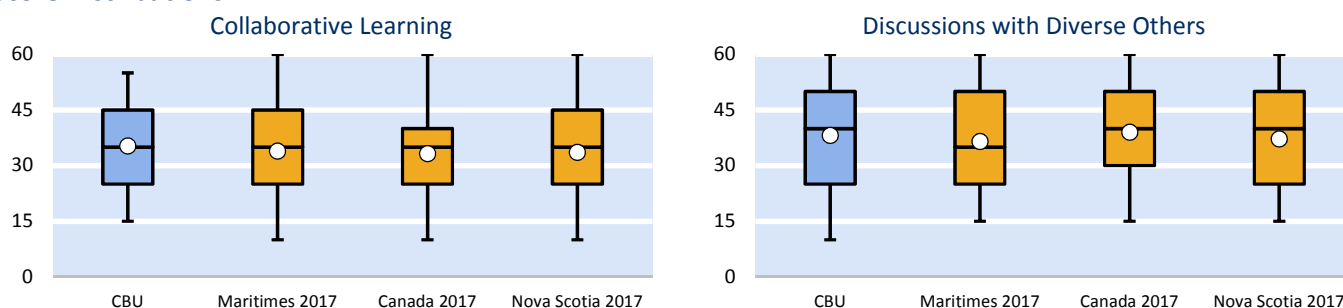
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CBU Mean	Your 4th-year students compared with					
		Maritimes 2017 Mean	Effect size	Canada 2017 Mean	Effect size	Nova Scotia 2017 Mean	Effect size
Collaborative Learning	35.3	33.9	.10	33.3 *	.15	33.6	.12
Discussions with Diverse Others	38.2	36.6	.11	39.1	-.06	37.2	.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.

Performance^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference between your 4th-yr students and		
	CBU	Maritimes 2017	Canada 2017	Nova Scotia 2017
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	44	+1	+0	+1
1f. Explained course material to one or more students	65	+4	+7	+4
1g. Prepared for exams by discussing or working through course material with other students	57	+3	+7	+5
1h. Worked with other students on course projects or assignments	69	+1	+2	+3
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	62	+0	-10	-3
8b. People from an economic background other than your own	70	+4	+2	+2
8c. People with religious beliefs other than your own	66	+5	-1	+3
8d. People with political views other than your own	66	+11	+7	+10

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.

Experiences with Faculty: 1st-year students

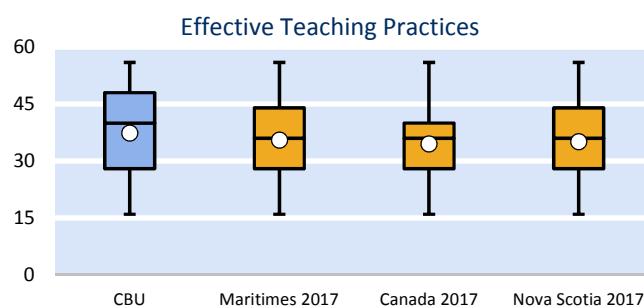
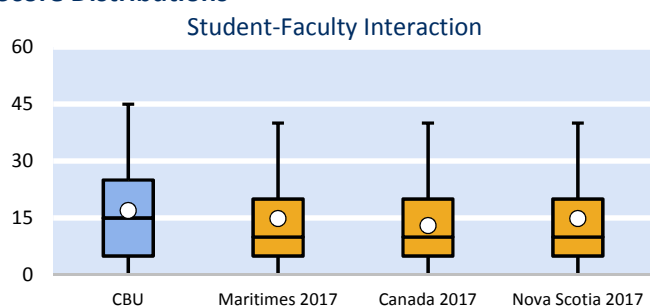
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 1st-year students compared with					
		Maritimes 2017		Canada 2017		Nova Scotia 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	16.9	14.9 *	.16	13.0 ***	.31	14.9 *	.16
Effective Teaching Practices	37.4	35.5 *	.16	34.5 ***	.24	35.1 **	.18

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^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference between your 1st-yr students and		
	CBU	Maritimes 2017	Canada 2017	Nova Scotia 2017
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	24	+2	+6	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	+2	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+4	+6	+5
3d. Discussed your academic performance with a faculty member	26	+9	+12	+9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+5	+6	+6
5b. Taught course sessions in an organized way	76	+1	+2	+3
5c. Used examples or illustrations to explain difficult points	72	-3	-2	-3
5d. Provided feedback on a draft or work in progress	51	+6	+11	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+11	+15	+13

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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Experiences with Faculty: 4th-year students

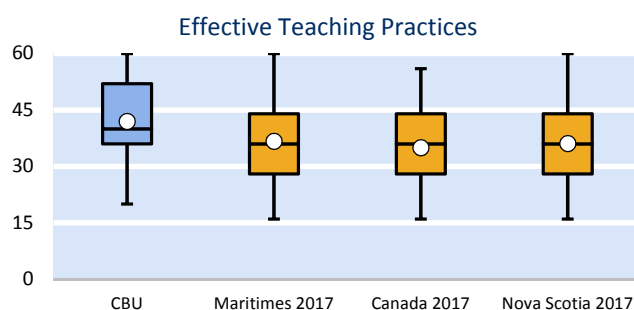
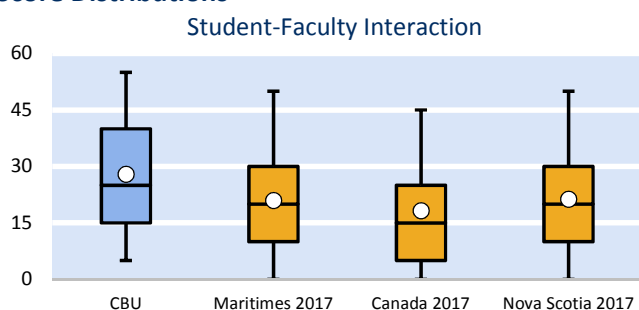
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 4th-year students compared with			
		Maritimes 2017 Mean Effect size	Canada 2017 Mean Effect size	Nova Scotia 2017 Mean Effect size	
Student-Faculty Interaction	27.9	20.9 *** .48	18.2 *** .68	21.2 ***	.45
Effective Teaching Practices	41.9	36.7 *** .42	34.9 *** .57	36.0 ***	.47

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^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	CBU %	Percentage point difference between your 4th-yr students and			
		Maritimes 2017	Canada 2017	Nova Scotia 2017	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	56	+23	+29	+23	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+10	+14	+9	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	+15	+20	+14	
3d. Discussed your academic performance with a faculty member	42	+19	+23	+18	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	84	+6	+9	+7	
5b. Taught course sessions in an organized way	84	+8	+10	+11	
5c. Used examples or illustrations to explain difficult points	80	+5	+6	+7	
5d. Provided feedback on a draft or work in progress	62	+14	+19	+16	
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+19	+26	+20	

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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Campus Environment: 1st-year students

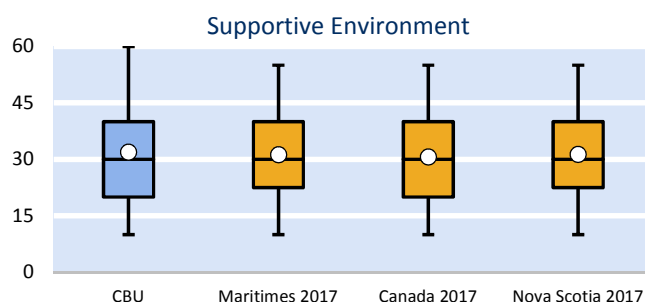
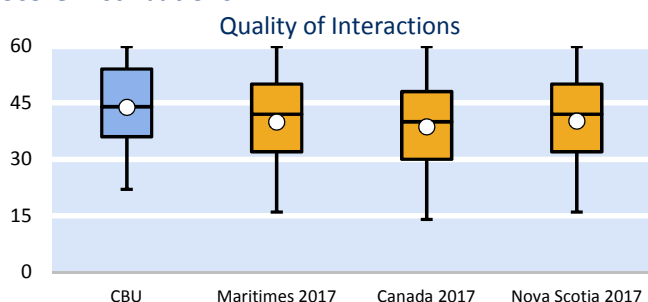
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your 1st-year students compared with					
		Maritimes 2017 Mean	Effect size	Canada 2017 Mean	Effect size	Nova Scotia 2017 Mean	Effect size
Quality of Interactions	43.8	40.0 ***	.31	38.6 ***	.39	40.1 ***	.30
Supportive Environment	31.9	31.3	.05	30.7	.09	31.4	.04

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^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	CBU	Percentage point difference between your 1st-yr students and		
		Maritimes 2017	Canada 2017	Nova Scotia 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	52	+3	+2	+3
13b. Academic advisors	51	+12	+16	+11
13c. Faculty	55	+14	+17	+13
13d. Student services staff (career services, student activities, housing, etc.)	54	+14	+17	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+6	+12	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	+1	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	69	+1	+6	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+9	+9	+8
14e. Providing opportunities to be involved socially	56	-2	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-3	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+6	+5	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-7	-6	-6
14i. Attending events that address important social, economic, or political issues	35	-7	-5	-8

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: 4th-year students

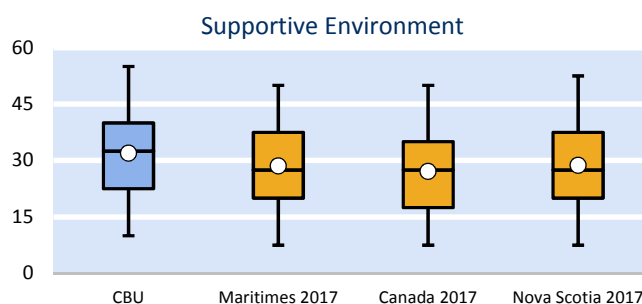
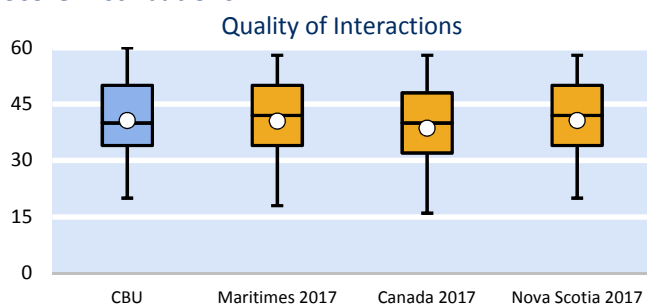
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your 4th-year students compared with					
		Maritimes 2017 Mean	Effect size	Canada 2017 Mean	Effect size	Nova Scotia 2017 Mean	Effect size
Quality of Interactions	40.7	40.5	.01	38.7 *	.16	40.7	.00
Supportive Environment	32.0	28.6 ***	.26	27.2 ***	.38	28.8 **	.25

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^a 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	CBU	Percentage point difference between your 4th-yr students and		
		Maritimes 2017	Canada 2017	Nova Scotia 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	+3	+5	+5
13b. Academic advisors	36	-2	+2	-2
13c. Faculty	59	+11	+17	+12
13d. Student services staff (career services, student activities, housing, etc.)	34	-4	+1	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-4	+4	-5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	+10	+14	+11
14c. Using learning support services (tutoring services, writing center, etc.)	71	+14	+22	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+23	+25	+23
14e. Providing opportunities to be involved socially	59	+2	+5	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	+3	+5	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+6	+8	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	+2	+5	+2
14i. Attending events that address important social, economic, or political issues	33	-4	-2	-6

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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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.

1st-Year Students

Theme	Engagement Indicator	CBU Mean	Your 1st-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
<i>Academic Challenge</i>	Higher-Order Learning	37.3	39.2 *	-.14		41.2 ***	-.29		
	Reflective and Integrative Learning	35.8	36.6	-.07	✓	38.3 **	-.20		
	Learning Strategies	38.5	39.8	-.10	✓	41.9 ***	-.24		
	Quantitative Reasoning	26.0	28.8 **	-.19		30.4 ***	-.29		
<i>Learning with Peers</i>	Collaborative Learning	31.1	35.2 ***	-.30		37.1 ***	-.44		
	Discussions with Diverse Others	34.6	41.7 ***	-.48		43.8 ***	-.64		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.9	23.8 ***	-.47		27.2 ***	-.66		
	Effective Teaching Practices	37.4	40.7 ***	-.26		42.6 ***	-.39		
<i>Campus Environment</i>	Quality of Interactions	43.8	43.8	.00	✓	46.1 **	-.19		
	Supportive Environment	31.9	38.2 ***	-.48		40.0 ***	-.62		

4th-Year Students

Theme	Engagement Indicator	CBU Mean	Your 4th-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
<i>Academic Challenge</i>	Higher-Order Learning	38.5	41.8 ***	-.25		43.3 ***	-.35		
	Reflective and Integrative Learning	37.6	40.0 **	-.19		42.0 ***	-.36		
	Learning Strategies	39.8	40.7	-.07	✓	42.9 **	-.22		
	Quantitative Reasoning	27.4	31.1 **	-.23		33.0 ***	-.35		
<i>Learning with Peers</i>	Collaborative Learning	35.3	35.8	-.03	✓	37.9 **	-.19		
	Discussions with Diverse Others	38.2	42.3 ***	-.26		44.3 ***	-.40		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.9	29.2	-.09	✓	33.0 ***	-.32		
	Effective Teaching Practices	41.9	41.8	.01	✓	43.8 *	-.14		
<i>Campus Environment</i>	Quality of Interactions	40.7	44.8 ***	-.35		46.9 ***	-.51		
	Supportive Environment	32.0	34.8 **	-.20		37.2 ***	-.38		

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 2016 and 2017 institutions, separately by class. 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 2017 Engagement Indicators

Detailed Statistics^a

Cape Breton University

Detailed Statistics: 1st-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 = 251)	37.3	12.9	.81	15	30	40	45	60				
Maritimes 2017	35.0	12.8	.17	15	25	35	40	60	6,035	2.2	.006	.176
Canada 2017	35.7	12.7	.04	15	25	35	45	60	82,992	1.6	.047	.126
Nova Scotia 2017	35.0	12.9	.21	15	25	35	40	60	4,087	2.3	.007	.175
Top 50%	39.2	13.1	.03	20	30	40	50	60	232,237	-1.9	.024	-.143
Top 10%	41.2	13.3	.06	20	35	40	50	60	43,123	-3.9	.000	-.291
Reflective & Integrative Learning												
CBU (N = 255)	35.8	11.7	.73	17	26	34	43	57				
Maritimes 2017	33.1	11.4	.15	14	26	31	40	54	6,206	2.7	.000	.237
Canada 2017	33.3	11.5	.04	14	26	34	40	54	85,146	2.5	.000	.219
Nova Scotia 2017	33.4	11.4	.18	17	26	34	40	54	4,192	2.4	.001	.212
Top 50%	36.6	12.0	.03	17	29	37	46	57	215,817	-.8	.290	-.066
Top 10%	38.3	12.3	.06	20	29	37	46	60	47,089	-2.5	.001	-.202
Learning Strategies												
CBU (N = 234)	38.5	13.2	.86	20	27	40	47	60				
Maritimes 2017	35.6	13.5	.19	13	27	33	47	60	5,571	2.9	.001	.218
Canada 2017	35.1	13.5	.05	13	27	33	47	60	75,909	3.4	.000	.249
Nova Scotia 2017	35.7	13.7	.23	13	27	33	47	60	3,751	2.8	.002	.208
Top 50%	39.8	13.7	.03	20	27	40	53	60	179,265	-1.3	.141	-.096
Top 10%	41.9	14.1	.07	20	33	40	53	60	45,667	-3.4	.000	-.244
Quantitative Reasoning												
CBU (N = 247)	26.0	15.8	1.01	0	13	27	40	53				
Maritimes 2017	24.3	14.5	.19	0	13	20	33	47	6,002	1.7	.077	.115
Canada 2017	23.8	14.8	.05	0	13	20	33	47	82,308	2.2	.018	.150
Nova Scotia 2017	24.7	14.6	.24	0	13	20	33	53	4,055	1.3	.169	.090
Top 50%	28.8	15.2	.03	0	20	27	40	60	250,471	-2.9	.003	-.188
Top 10%	30.4	15.2	.06	7	20	27	40	60	61,147	-4.4	.000	-.291
Learning with Peers												
Collaborative Learning												
CBU (N = 258)	31.1	15.8	.98	0	20	35	40	55				
Maritimes 2017	32.7	14.0	.18	10	20	35	40	60	275	-1.6	.116	-.112
Canada 2017	32.9	14.2	.05	10	20	35	40	60	258	-1.8	.072	-.125
Nova Scotia 2017	32.5	14.4	.23	10	20	35	40	60	285	-1.4	.159	-.098
Top 50%	35.2	13.6	.03	15	25	35	45	60	258	-4.1	.000	-.301
Top 10%	37.1	13.4	.05	15	25	40	45	60	259	-6.0	.000	-.445
Discussions with Diverse Others												
CBU (N = 240)	34.6	18.1	1.17	0	20	35	50	60				
Maritimes 2017	35.7	15.6	.21	10	25	35	45	60	255	-1.1	.342	-.072
Canada 2017	38.0	15.7	.06	10	25	40	50	60	240	-3.5	.003	-.221
Nova Scotia 2017	36.2	15.8	.27	10	25	40	50	60	265	-1.7	.165	-.104
Top 50%	41.7	14.9	.03	20	30	40	55	60	240	-7.2	.000	-.481
Top 10%	43.8	14.5	.06	20	35	45	60	60	241	-9.2	.000	-.636

Detailed Statistics: 1st-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 = 249)	16.9	14.1	.89	0	5	15	25	45				
Maritimes 2017	14.9	12.9	.17	0	5	10	20	40	266	2.1	.022	.161
Canada 2017	13.0	12.8	.04	0	5	10	20	40	249	3.9	.000	.308
Nova Scotia 2017	14.9	13.1	.21	0	5	10	20	40	276	2.1	.023	.159
Top 50%	23.8	14.7	.04	0	15	20	35	55	145,345	-6.9	.000	-.466
Top 10%	27.2	15.6	.10	5	15	25	40	60	255	-10.3	.000	-.662
Effective Teaching Practices												
CBU (N = 253)	37.4	12.3	.77	16	28	40	48	56				
Maritimes 2017	35.5	12.2	.16	16	28	36	44	56	6,084	1.9	.016	.155
Canada 2017	34.5	12.1	.04	16	28	36	40	56	83,601	2.9	.000	.240
Nova Scotia 2017	35.1	12.3	.20	16	28	36	44	56	4,113	2.3	.005	.183
Top 50%	40.7	13.0	.03	20	32	40	52	60	163,097	-3.3	.000	-.256
Top 10%	42.6	13.6	.07	20	36	44	56	60	256	-5.2	.000	-.386
Campus Environment												
Quality of Interactions												
CBU (N = 199)	43.8	11.9	.84	22	36	44	54	60				
Maritimes 2017	40.0	12.6	.18	16	32	42	50	60	4,949	3.8	.000	.307
Canada 2017	38.6	13.2	.05	14	30	40	48	60	59,821	5.2	.000	.394
Nova Scotia 2017	40.1	12.4	.22	16	32	42	50	60	3,299	3.7	.000	.296
Top 50%	43.8	11.5	.03	22	38	46	52	60	150,294	.0	.980	-.002
Top 10%	46.1	11.7	.07	24	40	48	56	60	25,871	-2.3	.007	-.192
Supportive Environment												
CBU (N = 231)	31.9	14.1	.93	10	20	30	40	60				
Maritimes 2017	31.3	12.9	.18	10	23	30	40	55	248	.6	.504	.049
Canada 2017	30.7	12.9	.05	10	20	30	40	55	231	1.2	.192	.094
Nova Scotia 2017	31.4	12.9	.22	10	23	30	40	55	258	.5	.565	.042
Top 50%	38.2	13.1	.03	18	30	40	48	60	231	-6.3	.000	-.483
Top 10%	40.0	13.0	.06	18	31	40	50	60	232	-8.1	.000	-.623

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: 4th-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 = 198)	38.5	11.4	.81	20	30	40	45	60				
Maritimes 2017	36.7	12.5	.18	15	30	35	45	60	5,124	1.8	.045	.146
Canada 2017	36.8	13.0	.05	15	30	40	45	60	198	1.7	.038	.129
Nova Scotia 2017	36.3	12.4	.23	15	30	35	45	60	3,130	2.2	.017	.175
Top 50%	41.8	13.5	.03	20	35	40	55	60	197	-3.3	.000	-.247
Top 10%	43.3	13.4	.05	20	35	40	55	60	199	-4.8	.000	-.353
Reflective & Integrative Learning												
CBU (N = 198)	37.6	10.8	.77	20	31	37	46	57				
Maritimes 2017	36.4	11.7	.17	17	29	37	46	57	5,245	1.2	.172	.099
Canada 2017	36.1	11.9	.04	17	29	37	43	57	85,790	1.5	.071	.128
Nova Scotia 2017	36.5	11.7	.21	17	29	37	46	57	3,223	1.1	.200	.094
Top 50%	40.0	12.3	.02	20	31	40	49	60	198	-2.4	.002	-.195
Top 10%	42.0	12.2	.05	20	34	43	51	60	199	-4.4	.000	-.359
Learning Strategies												
CBU (N = 188)	39.8	13.9	1.01	20	33	40	53	60				
Maritimes 2017	34.4	14.0	.21	13	27	33	40	60	4,735	5.4	.000	.385
Canada 2017	34.4	14.0	.05	13	27	33	40	60	77,814	5.4	.000	.385
Nova Scotia 2017	34.6	14.0	.27	13	27	33	47	60	2,895	5.2	.000	.375
Top 50%	40.7	14.4	.03	20	33	40	53	60	292,863	-.9	.370	-.065
Top 10%	42.9	14.3	.05	20	33	40	60	60	85,451	-3.1	.003	-.216
Quantitative Reasoning												
CBU (N = 191)	27.4	15.9	1.15	0	20	27	40	53				
Maritimes 2017	27.8	15.4	.22	0	20	27	40	53	5,090	-.4	.751	-.023
Canada 2017	26.5	15.7	.05	0	13	27	40	53	83,326	.9	.427	.057
Nova Scotia 2017	28.8	15.2	.28	0	20	27	40	53	3,113	-1.4	.220	-.092
Top 50%	31.1	16.2	.03	0	20	33	40	60	369,493	-3.7	.002	-.229
Top 10%	33.0	15.9	.06	7	20	33	40	60	81,737	-5.5	.000	-.349
Learning with Peers												
Collaborative Learning												
CBU (N = 199)	35.3	12.8	.91	15	25	35	45	55				
Maritimes 2017	33.9	13.8	.19	10	25	35	45	60	5,304	1.4	.151	.104
Canada 2017	33.3	14.0	.05	10	25	35	40	60	86,890	2.1	.036	.149
Nova Scotia 2017	33.6	14.0	.25	10	25	35	45	60	3,266	1.7	.088	.125
Top 50%	35.8	13.8	.02	15	25	35	45	60	342,826	-.5	.628	-.034
Top 10%	37.9	13.4	.05	15	30	40	50	60	69,880	-2.6	.007	-.191
Discussions with Diverse Others												
CBU (N = 186)	38.2	15.9	1.16	10	25	40	50	60				
Maritimes 2017	36.6	15.0	.22	15	25	35	50	60	4,745	1.6	.149	.108
Canada 2017	39.1	15.2	.05	15	30	40	50	60	78,025	-.9	.440	-.057
Nova Scotia 2017	37.2	14.7	.28	15	25	40	50	60	2,900	1.0	.392	.065
Top 50%	42.3	15.6	.03	15	30	40	60	60	372,483	-4.1	.000	-.265
Top 10%	44.3	15.3	.05	20	35	45	60	60	80,595	-6.1	.000	-.397

Detailed Statistics: 4th-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 = 195)	27.9	15.5	1.11	5	15	25	40	55				
Maritimes 2017	20.9	14.6	.21	0	10	20	30	50	5,159	7.0	.000	.480
Canada 2017	18.2	14.2	.05	0	5	15	25	45	194	9.7	.000	.681
Nova Scotia 2017	21.2	14.8	.27	0	10	20	30	50	3,159	6.6	.000	.446
Top 50%	29.2	15.7	.04	5	20	30	40	60	148,643	-1.4	.230	-.086
Top 10%	33.0	16.0	.11	10	20	30	45	60	23,079	-5.1	.000	-.320
Effective Teaching Practices												
CBU (N = 196)	41.9	13.1	.94	20	36	40	52	60				
Maritimes 2017	36.7	12.5	.18	16	28	36	44	60	5,156	5.3	.000	.419
Canada 2017	34.9	12.4	.04	16	28	36	44	56	84,505	7.0	.000	.569
Nova Scotia 2017	36.0	12.7	.23	16	28	36	44	60	3,150	5.9	.000	.465
Top 50%	41.8	13.5	.03	20	32	40	52	60	211,631	.1	.879	.011
Top 10%	43.8	13.4	.07	20	36	44	56	60	42,279	-1.9	.049	-.141
Campus Environment												
Quality of Interactions												
CBU (N = 183)	40.7	11.7	.86	20	34	40	50	60				
Maritimes 2017	40.5	11.6	.18	18	34	42	50	58	4,400	.2	.857	.014
Canada 2017	38.7	12.2	.05	16	32	40	48	58	67,572	2.0	.026	.165
Nova Scotia 2017	40.7	11.5	.23	20	34	42	50	58	2,708	.0	.988	-.001
Top 50%	44.8	11.6	.03	23	38	46	54	60	201,575	-4.1	.000	-.354
Top 10%	46.9	12.1	.05	23	40	50	58	60	55,714	-6.2	.000	-.514
Supportive Environment												
CBU (N = 182)	32.0	13.2	.98	10	23	33	40	55				
Maritimes 2017	28.6	12.9	.19	8	20	28	38	50	4,555	3.4	.000	.265
Canada 2017	27.2	12.7	.05	8	18	28	35	50	75,078	4.8	.000	.382
Nova Scotia 2017	28.8	13.1	.26	8	20	28	38	53	2,778	3.2	.001	.246
Top 50%	34.8	13.7	.03	13	25	35	45	60	240,635	-2.7	.007	-.200
Top 10%	37.2	13.6	.07	13	28	38	48	60	43,653	-5.2	.000	-.378

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 \pm 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.