
NSSE 2020

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 2019 and 2020 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, 2018). 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 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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

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

Seniors

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

Academic Challenge: First-year students

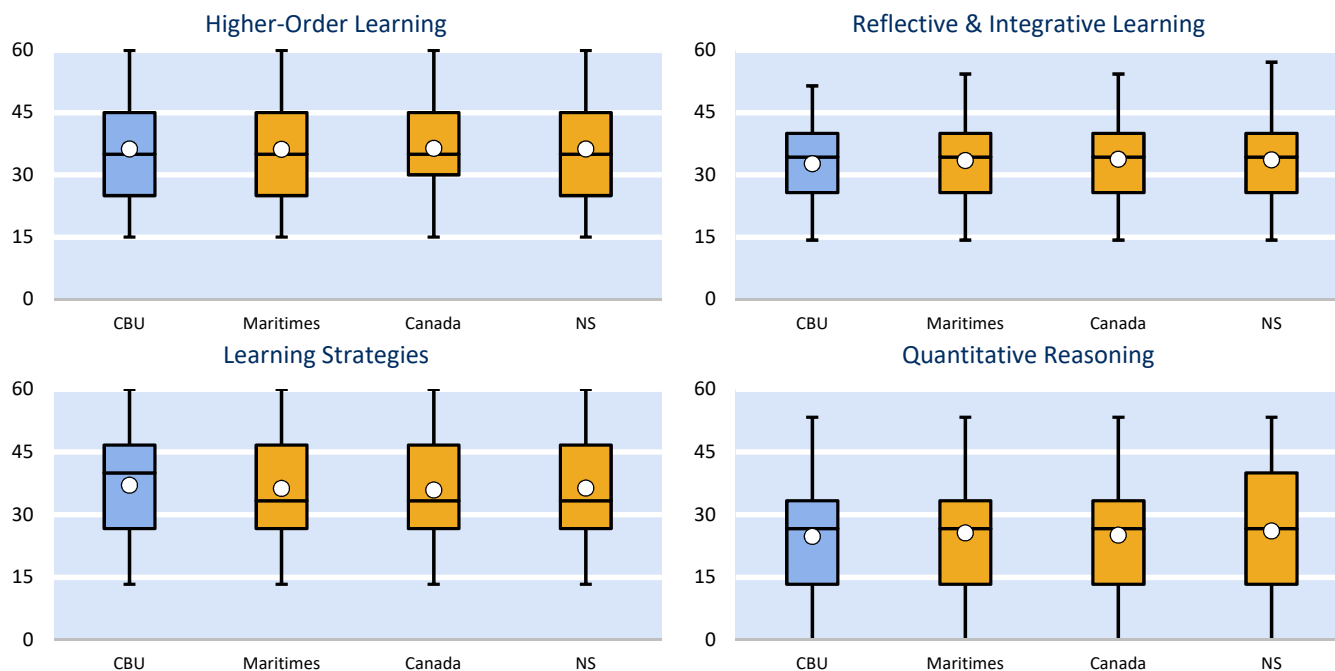
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	CBU	Your first-year students compared with					
		Maritimes		Canada		NS	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.2	36.2	.00	36.4	-.01	36.2	.00
Reflective & Integrative Learning	32.7	33.5	-.07	33.8	-.09	33.7	-.08
Learning Strategies	37.1	36.3	.06	35.9	.08	36.3	.05
Quantitative Reasoning	24.8	25.6	-.05	25.0	-.02	26.0	-.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).

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

		Percentage point difference ^a between your FY students and			
	CBU	Maritimes	Canada	NS	
Higher-Order Learning					
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>					
	%				
4b. Applying facts, theories, or methods to practical problems or new situations	71	+1 	-1 	-0 	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-2 	-5 	-3 	
4d. Evaluating a point of view, decision, or information source	62	+1 	+1 	+2 	
4e. Forming a new idea or understanding from various pieces of information	67	+4 	+4 	+5 	
Reflective & Integrative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	44	-5 	-10 	-5 	
2b. Connected your learning to societal problems or issues	42	-7 	-8 	-6 	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-2 	-1 	-2 	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	+1 	+1 	+2 	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	+1 	+1 	+1 	
2f. Learned something that changed the way you understand an issue or concept	69	-1 	+0 	-1 	
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-2 	-2 	-1 	
Learning Strategies					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	73	+2 	+1 	+2 	
9b. Reviewed your notes after class	65	+6 	+9 	+7 	
9c. Summarized what you learned in class or from course materials	64	+3 	+3 	+3 	
Quantitative Reasoning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	42	-3 	-2 	-5 	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30	-5 	-3 	-6 	
6c. Evaluated what others have concluded from numerical information	32	-2 	-3 	-3 	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

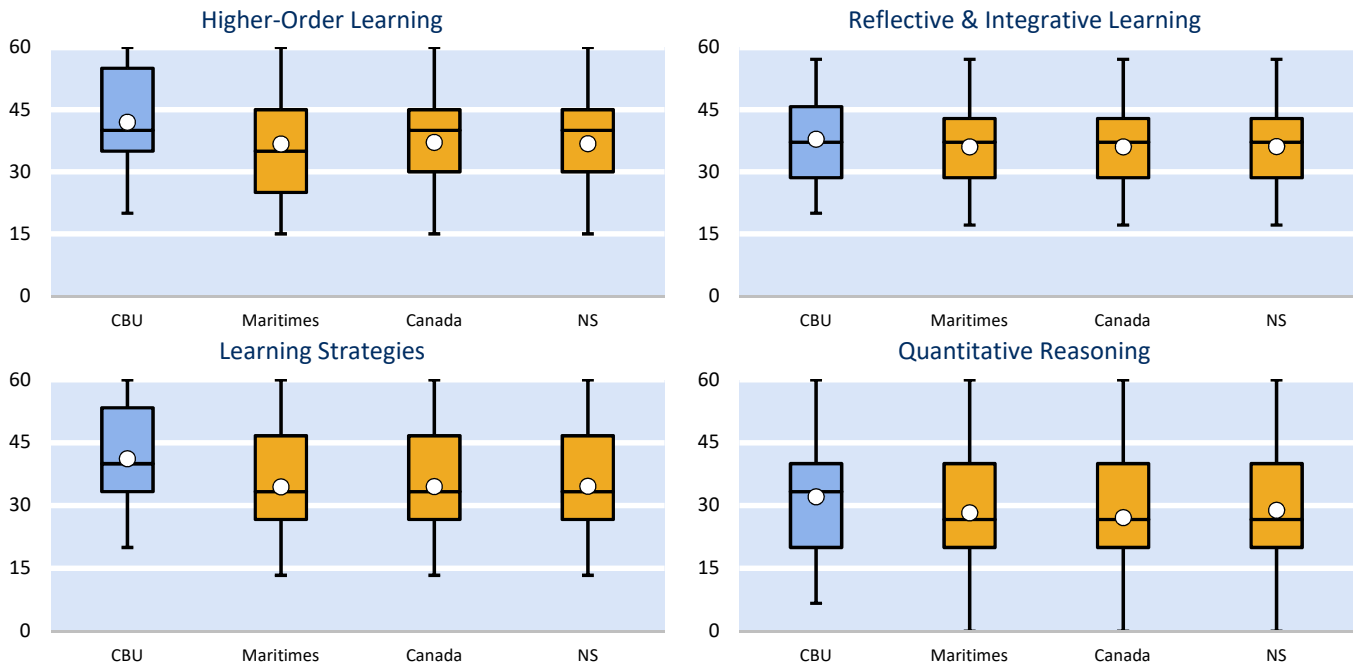
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	CBU	Your seniors compared with					
		Maritimes		Canada		NS	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	36.8 ***	.40	37.1 ***	.37	36.8 ***	.39
Reflective & Integrative Learning	37.9	36.0 **	.16	36.1 **	.15	36.1 **	.15
Learning Strategies	41.2	34.4 ***	.48	34.5 ***	.46	34.6 ***	.46
Quantitative Reasoning	32.1	28.3 ***	.24	27.1 ***	.32	28.9 ***	.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.

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

		Percentage point difference ^a between your seniors and		
	CBU	Maritimes	Canada	NS
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	78	+4 	+5 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+11 	+11 	+12 
4d. Evaluating a point of view, decision, or information source	79	+14 	+14 	+15 
4e. Forming a new idea or understanding from various pieces of information	76	+11 	+11 	+12 
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	66	+0 	-1 	+1 
2b. Connected your learning to societal problems or issues	66	+7 	+7 	+8 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+0 	+3 	+2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+5 	+6 	+7 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+2 	+5 	+3 
2f. Learned something that changed the way you understand an issue or concept	74	+2 	+2 	+2 
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	79	+6 	+6 	+8 
9b. Reviewed your notes after class	71	+21 	+23 	+23 
9c. Summarized what you learned in class or from course materials	73	+18 	+17 	+17 
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.)	59	+9 	+12 	+8 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+10 	+13 	+9 
6c. Evaluated what others have concluded from numerical information	44	+3 	+4 	+0 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: First-year students

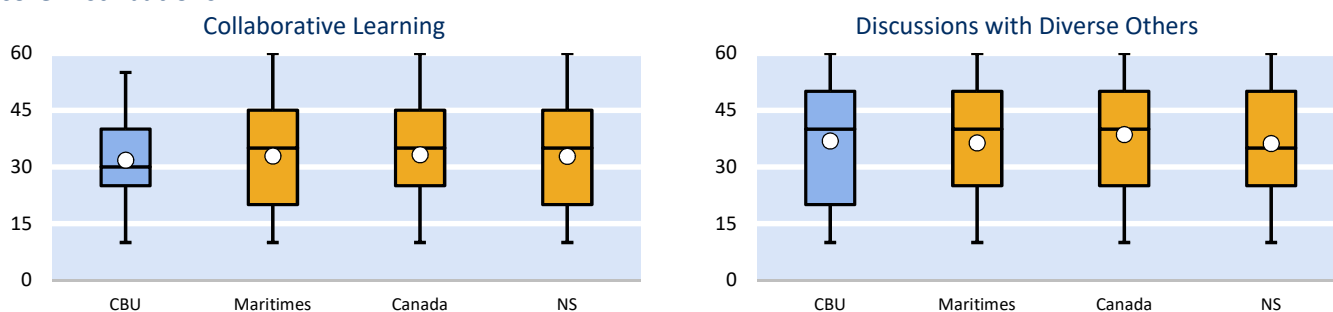
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CBU	Your first-year students compared with					
		Maritimes		Canada		NS	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	32.8	-.07	33.2	-.10	32.8	-.07
Discussions with Diverse Others	36.9	36.3	.03	38.5	-.10	36.1	.05

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

		Percentage point difference ^a between your FY students and		
	CBU	Maritimes	Canada	NS
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	41	<div><div></div><div>-10</div></div>	<div><div></div><div>-13</div></div>	<div><div></div><div>-10</div></div>
1f. Explained course material to one or more students	52	<div><div></div><div>-4</div></div>	<div><div></div><div>-6</div></div>	<div><div></div><div>-4</div></div>
1g. Prepared for exams by discussing or working through course material with other students	52	<div><div></div><div>-2</div></div>	<div><div></div><div>-2</div></div>	<div><div></div><div>-1</div></div>
1h. Worked with other students on course projects or assignments	62	<div><div>+7</div><div></div></div>	<div><div>+5</div><div></div></div>	<div><div>+6</div><div></div></div>
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	<div><div></div><div>-0</div></div>	<div><div></div><div>-8</div></div>	<div><div></div><div>-0</div></div>
8b. People from an economic background other than your own	60	<div><div></div><div>-5</div></div>	<div><div></div><div>-7</div></div>	<div><div></div><div>-5</div></div>
8c. People with religious beliefs other than your own	61	<div><div>+1</div><div></div></div>	<div><div></div><div>-5</div></div>	<div><div>+3</div><div></div></div>
8d. People with political views other than your own	54	<div><div></div><div>-1</div></div>	<div><div></div><div>-3</div></div>	<div><div>+1</div><div></div></div>

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: Seniors

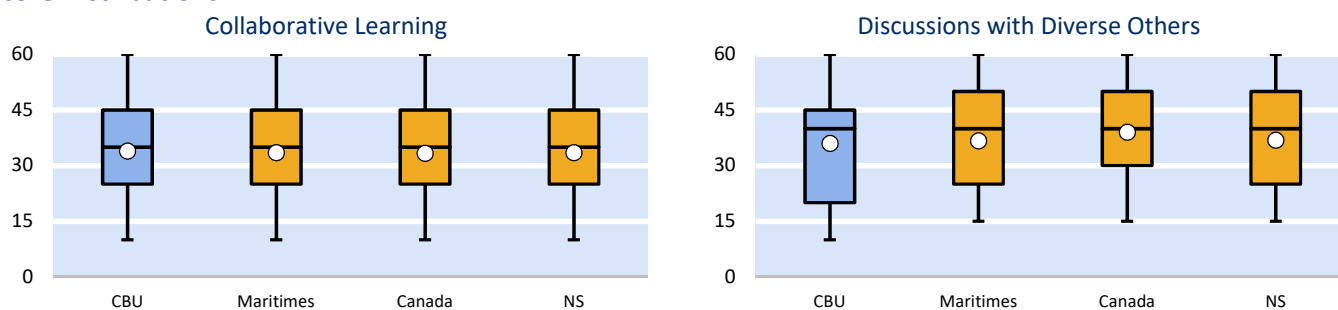
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CBU	Your seniors compared with					
		Maritimes		Canada		NS	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	33.6	.03	33.4	.04	33.5	.03
Discussions with Diverse Others	36.0	36.7	-.04	39.0 ***	-.20	36.9	-.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 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 ^a between your seniors and			
	CBU	Maritimes	Canada	NS	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	42				
1f. Explained course material to one or more students	61	+1	+4	+0	
1g. Prepared for exams by discussing or working through course material with other students	57	+5	+7	+5	
1h. Worked with other students on course projects or assignments	65	-2	-2	+1	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	59	-5	-14	-5	
8b. People from an economic background other than your own	64	-3	-5	-3	
8c. People with religious beliefs other than your own	64	+3	-3	+4	
8d. People with political views other than your own	60	+6	+3	+8	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: First-year students

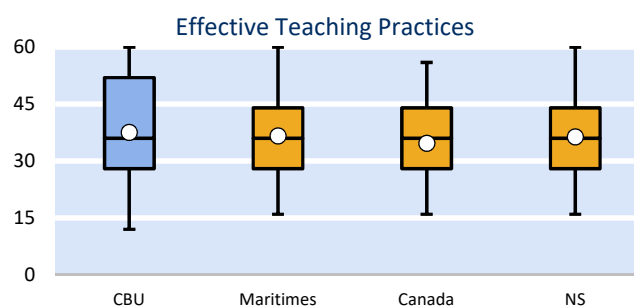
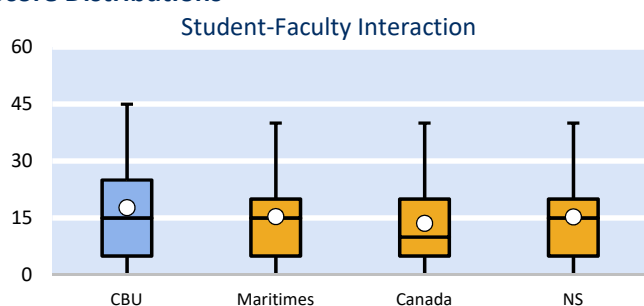
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Maritimes		Canada		NS	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.7	15.3 *	.18	13.6 ***	.30	15.3 *	.18
Effective Teaching Practices	37.5	36.6	.07	34.7 **	.23	36.4	.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.

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

		Percentage point difference ^a between your FY students and			
	CBU	Maritimes	Canada	NS	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	34	+12	+15	+12	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	+2	+3	+2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	+2	+4	+3	
3d. Discussed your academic performance with a faculty member	23	+5	+7	+6	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	-2	+1	-2	
5b. Taught course sessions in an organized way	72	-4	-0	-3	
5c. Used examples or illustrations to explain difficult points	67	-8	-7	-7	
5d. Provided feedback on a draft or work in progress	52	+2	+8	+4	
5e. Provided prompt and detailed feedback on tests or completed assignments	52	+1	+7	+2	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: Seniors

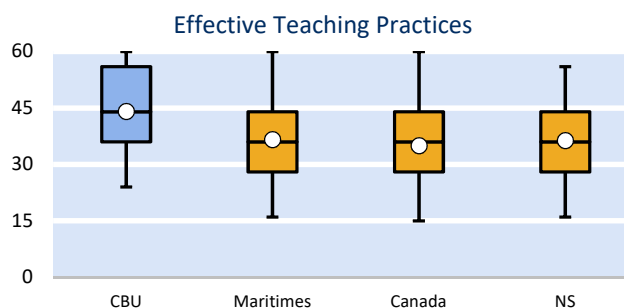
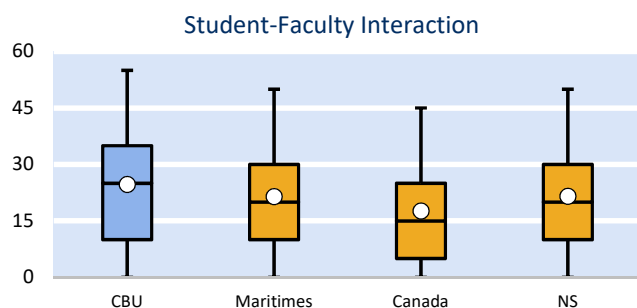
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		Maritimes		Canada		NS	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.7	21.4 ***	.22	17.6 ***	.49	21.5 ***	.21
Effective Teaching Practices	44.0	36.5 ***	.59	35.0 ***	.71	36.3 ***	.61

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

		Percentage point difference ^a between your seniors and			
	CBU	Maritimes	Canada	NS	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	44	+9 	+17 	+8 	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6 	+12 	+4 	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+5 	+14 	+5 	
3d. Discussed your academic performance with a faculty member	34	+7 	+15 	+8 	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	86	+8 	+12 	+9 	
5b. Taught course sessions in an organized way	84	+6 	+11 	+7 	
5c. Used examples or illustrations to explain difficult points	82	+5 	+9 	+5 	
5d. Provided feedback on a draft or work in progress	69	+18 	+23 	+19 	
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+18 	+25 	+18 	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: First-year students

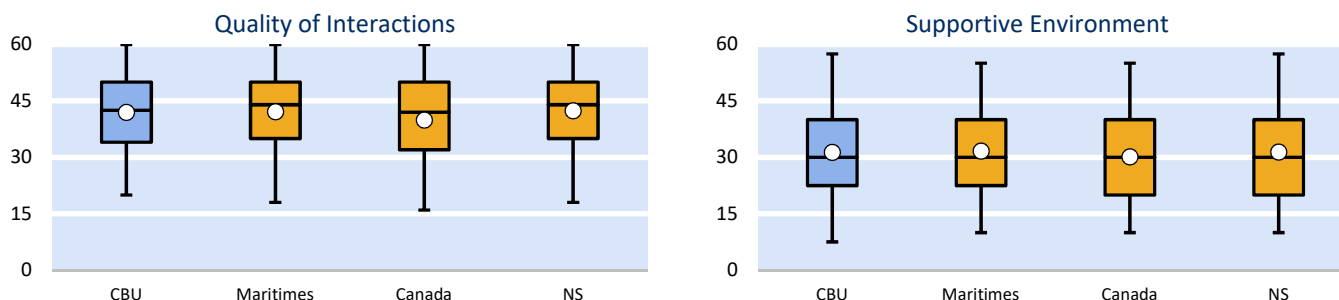
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU	Your first-year students compared with					
		Maritimes		Canada		NS	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	42.1	-.01	39.9 *	.16	42.4	-.03
Supportive Environment	31.4	31.7	-.02	30.2	.09	31.4	-.01

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

		Percentage point difference ^a between your FY students and			
Quality of Interactions	CBU	Maritimes	Canada	NS	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	49		-4	-6	
13b. Academic advisors	40		-8	-10	
13c. Faculty	46		-2	-3	
13d. Student services staff (career services, student activities, housing, etc.)	42		-5	-6	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41		-6	-7	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	66		-4	-3	
14c. Using learning support services (tutoring services, writing center, etc.)	69		-0	+1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55		+3	+3	
14e. Providing opportunities to be involved socially	55		-6	-6	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54		-8	-5	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33		+1	+2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48		-2	-2	
14i. Attending events that address important social, economic, or political issues	32		-10	-9	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

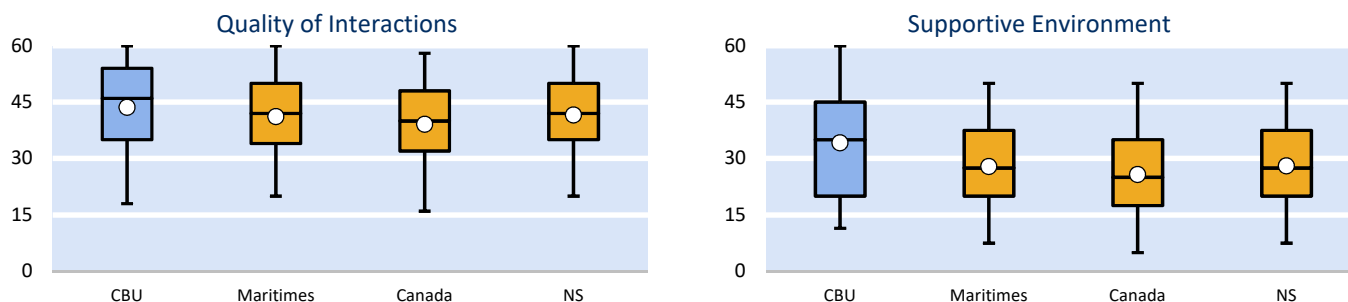
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU	Your seniors compared with					
		Maritimes		Canada		NS	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	41.2 **	.21	39.1 ***	.36	41.6 **	.18
Supportive Environment	34.2	27.9 ***	.49	25.8 ***	.65	28.1 ***	.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 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 ^a between your seniors and			
Quality of Interactions	CBU	Maritimes	Canada	NS	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	59	+2	+4	+1	
13b. Academic advisors	52	+7	+15	+5	
13c. Faculty	67	+17	+24	+16	
13d. Student services staff (career services, student activities, housing, etc.)	49	+11	+14	+11	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+11	+14	+8	
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	+9	+16	+8	
14c. Using learning support services (tutoring services, writing center, etc.)	72	+14	+24	+13	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+24	+29	+24	
14e. Providing opportunities to be involved socially	61	+4	+10	+2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+6	+13	+7	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+21	+22	+22	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+7	+14	+6	
14i. Attending events that address important social, economic, or political issues	43	+7	+12	+5	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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

Theme	Engagement Indicator	CBU Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	36.2	39.3 ***	-.24		41.4 ***	-.40		
	Reflective and Integrative Learning	32.7	36.7 ***	-.34		39.0 ***	-.54		
	Learning Strategies	37.1	39.9 **	-.21		42.3 ***	-.37		
	Quantitative Reasoning	24.8	29.4 ***	-.31		31.4 ***	-.43		
Learning with Peers	Collaborative Learning	31.8	35.2 ***	-.25		37.4 ***	-.42		
	Discussions with Diverse Others	36.9	41.5 ***	-.31		43.6 ***	-.46		
Experiences with Faculty	Student-Faculty Interaction	17.7	24.5 ***	-.46		28.1 ***	-.67		
	Effective Teaching Practices	37.5	40.5 **	-.23		42.3 ***	-.34		
Campus Environment	Quality of Interactions	42.0	45.2 ***	-.29		47.2 ***	-.45		
	Supportive Environment	31.4	37.9 ***	-.50		40.0 ***	-.67		

Seniors

Theme	Engagement Indicator	CBU Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	42.0	41.7	.02	✓	43.2	-.09	✓	
	Reflective and Integrative Learning	37.9	39.8 **	-.16		41.8 ***	-.32		
	Learning Strategies	41.2	40.7	.03	✓	42.7	-.10		
	Quantitative Reasoning	32.1	31.4	.04	✓	33.4	-.08	✓	
Learning with Peers	Collaborative Learning	33.9	35.9 *	-.14		38.4 ***	-.33		
	Discussions with Diverse Others	36.0	42.1 ***	-.39		43.8 ***	-.51		
Experiences with Faculty	Student-Faculty Interaction	24.7	29.7 ***	-.31		33.2 ***	-.54		
	Effective Teaching Practices	44.0	41.8 **	.17	✓	43.7	.02	✓	
Campus Environment	Quality of Interactions	43.6	45.2 *	-.14		47.4 ***	-.31		
	Supportive Environment	34.2	34.6	-.03	✓	36.8 **	-.18		

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 2019 and 2020 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 2020 Engagement Indicators

Detailed Statistics^a

Cape Breton University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CBU (N = 220)	36.2	13.7	.92	15	25	35	45	60				
Maritimes	36.2	13.2	.18	15	25	35	45	60	5,379	.0	.971	.002
Canada	36.4	12.9	.04	15	30	35	45	60	84,537	-.1	.872	-.011
NS	36.2	13.2	.22	15	25	35	45	60	3,947	.0	.991	.001
Top 50%	39.3	13.1	.03	20	30	40	50	60	219,519	-3.1	.000	-.236
Top 10%	41.4	12.8	.06	20	35	40	50	60	42,249	-5.1	.000	-.402
Reflective & Integrative Learning												
CBU (N = 234)	32.7	10.8	.70	14	26	34	40	51				
Maritimes	33.5	11.8	.16	14	26	34	40	54	257	-.8	.275	-.067
Canada	33.8	11.7	.04	14	26	34	40	54	90,219	-1.1	.163	-.091
NS	33.7	11.8	.18	14	26	34	40	57	266	-1.0	.182	-.083
Top 50%	36.7	11.8	.03	17	29	37	46	57	234	-4.0	.000	-.339
Top 10%	39.0	11.7	.06	20	31	40	49	60	33,860	-6.3	.000	-.535
Learning Strategies												
CBU (N = 219)	37.1	14.1	.96	13	27	40	47	60				
Maritimes	36.3	13.9	.20	13	27	33	47	60	5,044	.8	.426	.055
Canada	35.9	13.7	.05	13	27	33	47	60	80,514	1.2	.215	.084
NS	36.3	14.0	.24	13	27	33	47	60	3,676	.7	.450	.053
Top 50%	39.9	13.7	.03	20	33	40	53	60	186,088	-2.8	.002	-.207
Top 10%	42.3	14.1	.07	20	33	40	53	60	41,170	-5.2	.000	-.372
Quantitative Reasoning												
CBU (N = 214)	24.8	15.2	1.04	0	13	27	33	53				
Maritimes	25.6	15.1	.21	0	13	27	33	53	5,141	-.8	.436	-.054
Canada	25.0	15.1	.05	0	13	27	33	53	81,853	-.3	.791	-.018
NS	26.0	15.1	.25	0	13	27	40	53	3,748	-1.3	.232	-.084
Top 50%	29.4	15.2	.03	7	20	27	40	60	241,950	-4.7	.000	-.306
Top 10%	31.4	15.3	.07	7	20	33	40	60	51,211	-6.6	.000	-.432
Learning with Peers												
Collaborative Learning												
CBU (N = 243)	31.8	13.0	.83	10	25	30	40	55				
Maritimes	32.8	14.5	.19	10	20	35	45	60	266	-1.0	.221	-.072
Canada	33.2	14.3	.05	10	25	35	45	60	243	-1.4	.093	-.098
NS	32.8	14.7	.22	10	20	35	45	60	276	-1.0	.252	-.068
Top 50%	35.2	13.7	.03	15	25	35	45	60	278,998	-3.4	.000	-.248
Top 10%	37.4	13.5	.06	15	30	40	45	60	58,611	-5.6	.000	-.415
Discussions with Diverse Others												
CBU (N = 217)	36.9	15.7	1.07	10	20	40	50	60				
Maritimes	36.3	15.8	.23	10	25	40	50	60	5,057	.5	.629	.034
Canada	38.5	15.8	.06	10	25	40	50	60	80,974	-1.6	.129	-.103
NS	36.1	15.7	.27	10	25	35	50	60	3,683	.7	.508	.046
Top 50%	41.5	15.0	.03	20	30	40	55	60	247,782	-4.6	.000	-.307
Top 10%	43.6	14.5	.06	20	35	45	60	60	217	-6.7	.000	-.465

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 228)	17.7	14.3	.94	0	5	15	25	45				
Maritimes	15.3	13.4	.18	0	5	15	20	40	244	2.4	.015	.176
Canada	13.6	13.4	.05	0	5	10	20	40	87,196	4.1	.000	.305
NS	15.3	13.3	.21	0	5	15	20	40	251	2.4	.014	.180
Top 50%	24.5	14.7	.04	5	15	20	35	55	141,824	-6.8	.000	-.461
Top 10%	28.1	15.5	.11	5	15	25	40	60	234	-10.4	.000	-.674
Effective Teaching Practices												
CBU (N = 222)	37.5	14.6	.98	12	28	36	52	60				
Maritimes	36.6	12.8	.18	16	28	36	44	60	235	.9	.348	.073
Canada	34.7	12.4	.04	16	28	36	44	56	221	2.8	.004	.230
NS	36.4	13.0	.21	16	28	36	44	60	242	1.1	.262	.086
Top 50%	40.5	13.2	.03	20	32	40	52	60	221	-3.0	.002	-.229
Top 10%	42.3	14.1	.07	16	32	44	56	60	44,434	-4.8	.000	-.337
Campus Environment												
Quality of Interactions												
CBU (N = 196)	42.0	12.2	.87	20	34	43	50	60				
Maritimes	42.1	12.2	.19	18	35	44	50	60	4,328	-.2	.859	-.013
Canada	39.9	12.8	.05	16	32	42	50	60	62,142	2.0	.027	.158
NS	42.4	12.1	.22	18	35	44	50	60	3,124	-.4	.654	-.033
Top 50%	45.2	11.2	.03	24	38	46	54	60	195	-3.2	.000	-.287
Top 10%	47.2	11.6	.06	25	40	50	58	60	36,296	-5.2	.000	-.451
Supportive Environment												
CBU (N = 206)	31.4	14.2	.99	8	23	30	40	58				
Maritimes	31.7	13.4	.20	10	23	30	40	55	4,820	-.3	.744	-.023
Canada	30.2	13.2	.05	10	20	30	40	55	78,213	1.2	.194	.091
NS	31.4	13.7	.24	10	20	30	40	58	3,492	-.1	.941	-.005
Top 50%	37.9	13.1	.03	18	30	38	48	60	181,202	-6.5	.000	-.498
Top 10%	40.0	12.9	.07	18	33	40	50	60	207	-8.7	.000	-.672

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 SE) 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 2020 Engagement Indicators

Detailed Statistics^a

Cape Breton University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CBU (N = 347)	42.0	12.9	.69	20	35	40	55	60				
Maritimes	36.8	13.2	.23	15	25	35	45	60	3,661	5.2	.000	.399
Canada	37.1	13.2	.05	15	30	40	45	60	75,500	4.9	.000	.373
NS	36.8	13.3	.28	15	30	40	45	60	2,578	5.2	.000	.394
Top 50%	41.7	13.4	.03	20	35	40	55	60	241,369	.3	.672	.023
Top 10%	43.2	13.3	.05	20	35	40	55	60	58,954	-1.2	.106	-.087
Reflective & Integrative Learning												
CBU (N = 368)	37.9	11.4	.60	20	29	37	46	57				
Maritimes	36.0	12.0	.20	17	29	37	43	57	3,877	1.9	.004	.156
Canada	36.1	12.1	.04	17	29	37	43	57	79,555	1.9	.003	.153
NS	36.1	11.9	.24	17	29	37	43	57	2,751	1.8	.007	.151
Top 50%	39.8	12.2	.02	20	31	40	49	60	239,694	-1.9	.003	-.157
Top 10%	41.8	12.0	.06	20	34	40	51	60	38,966	-3.9	.000	-.321
Learning Strategies												
CBU (N = 341)	41.2	13.8	.75	20	33	40	53	60				
Maritimes	34.4	14.3	.25	13	27	33	47	60	3,474	6.8	.000	.476
Canada	34.5	14.3	.05	13	27	33	47	60	72,518	6.6	.000	.465
NS	34.6	14.4	.32	13	27	33	47	60	2,430	6.6	.000	.461
Top 50%	40.7	14.5	.03	20	33	40	53	60	267,392	.5	.533	.034
Top 10%	42.7	14.4	.05	20	33	40	60	60	86,292	-1.5	.055	-.104
Quantitative Reasoning												
CBU (N = 344)	32.1	16.1	.87	7	20	33	40	60				
Maritimes	28.3	15.9	.28	0	20	27	40	60	3,583	3.8	.000	.238
Canada	27.1	15.7	.06	0	20	27	40	60	73,545	5.0	.000	.319
NS	28.9	16.0	.34	0	20	27	40	60	2,512	3.2	.001	.200
Top 50%	31.4	16.1	.03	0	20	33	40	60	341,844	.6	.458	.040
Top 10%	33.4	15.9	.06	7	20	33	40	60	67,177	-1.3	.130	-.082
Learning with Peers												
Collaborative Learning												
CBU (N = 373)	33.9	15.4	.80	10	25	35	45	60				
Maritimes	33.6	14.0	.23	10	25	35	45	60	437	.4	.646	.027
Canada	33.4	14.3	.05	10	25	35	45	60	375	.6	.479	.040
NS	33.5	14.4	.29	10	25	35	45	60	474	.4	.629	.028
Top 50%	35.9	14.0	.02	15	25	35	45	60	373	-2.0	.013	-.143
Top 10%	38.4	13.6	.06	15	30	40	50	60	376	-4.4	.000	-.327
Discussions with Diverse Others												
CBU (N = 337)	36.0	15.4	.84	10	20	40	45	60				
Maritimes	36.7	15.4	.27	15	25	40	50	60	3,526	-.7	.439	-.044
Canada	39.0	15.3	.06	15	30	40	50	60	72,770	-3.0	.000	-.196
NS	36.9	15.7	.34	15	25	40	50	60	2,469	-.9	.338	-.056
Top 50%	42.1	15.5	.03	15	30	40	60	60	339,809	-6.0	.000	-.389
Top 10%	43.8	15.3	.05	20	35	45	60	60	85,554	-7.8	.000	-.508

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 360)	24.7	16.0	.84	0	10	25	35	55				
Maritimes	21.4	15.1	.26	0	10	20	30	50	3,768	3.3	.000	.217
Canada	17.6	14.3	.05	0	5	15	25	45	362	7.1	.000	.495
NS	21.5	15.4	.32	0	10	20	30	50	2,670	3.2	.000	.207
Top 50%	29.7	15.9	.04	5	20	30	40	60	127,150	-5.0	.000	-.313
Top 10%	33.2	16.0	.11	10	20	35	45	60	22,160	-8.6	.000	-.536
Effective Teaching Practices												
CBU (N = 350)	44.0	12.8	.68	24	36	44	56	60				
Maritimes	36.5	12.6	.22	16	28	36	44	60	3,666	7.5	.000	.594
Canada	35.0	12.7	.05	15	28	36	44	60	75,503	9.1	.000	.712
NS	36.3	12.6	.27	16	28	36	44	56	2,582	7.8	.000	.615
Top 50%	41.8	13.7	.03	20	32	40	52	60	206,016	2.3	.002	.165
Top 10%	43.7	13.4	.06	20	36	44	56	60	45,494	.3	.657	.024
Campus Environment												
Quality of Interactions												
CBU (N = 312)	43.6	13.0	.73	18	35	46	54	60				
Maritimes	41.2	11.4	.21	20	34	42	50	60	364	2.4	.001	.212
Canada	39.1	12.4	.05	16	32	40	48	58	314	4.5	.000	.363
NS	41.6	11.2	.26	20	35	42	50	60	390	2.1	.008	.181
Top 50%	45.2	11.7	.03	24	38	48	54	60	311	-1.6	.032	-.136
Top 10%	47.4	12.0	.05	24	40	50	58	60	313	-3.7	.000	-.311
Supportive Environment												
CBU (N = 325)	34.2	15.3	.85	11	20	35	45	60				
Maritimes	27.9	12.8	.23	8	20	28	38	50	373	6.4	.000	.486
Canada	25.8	13.0	.05	5	18	25	35	50	326	8.5	.000	.652
NS	28.1	12.8	.28	8	20	28	38	50	398	6.2	.000	.468
Top 50%	34.6	14.0	.03	13	25	35	45	60	324	-.4	.649	-.028
Top 10%	36.8	14.1	.07	13	28	38	48	60	328	-2.6	.003	-.184

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 SE) 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.