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# **NSSE 2017**

## **Engagement Indicators**

California Baptist University

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### 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 group.
  - 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'.

### 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](http://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, 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 Similar Universities	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 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	--	△	△

### Seniors

Theme	Engagement Indicator	Your seniors compared with Similar Universities	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 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	△	▲	△



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### Academic Challenge: First-year students

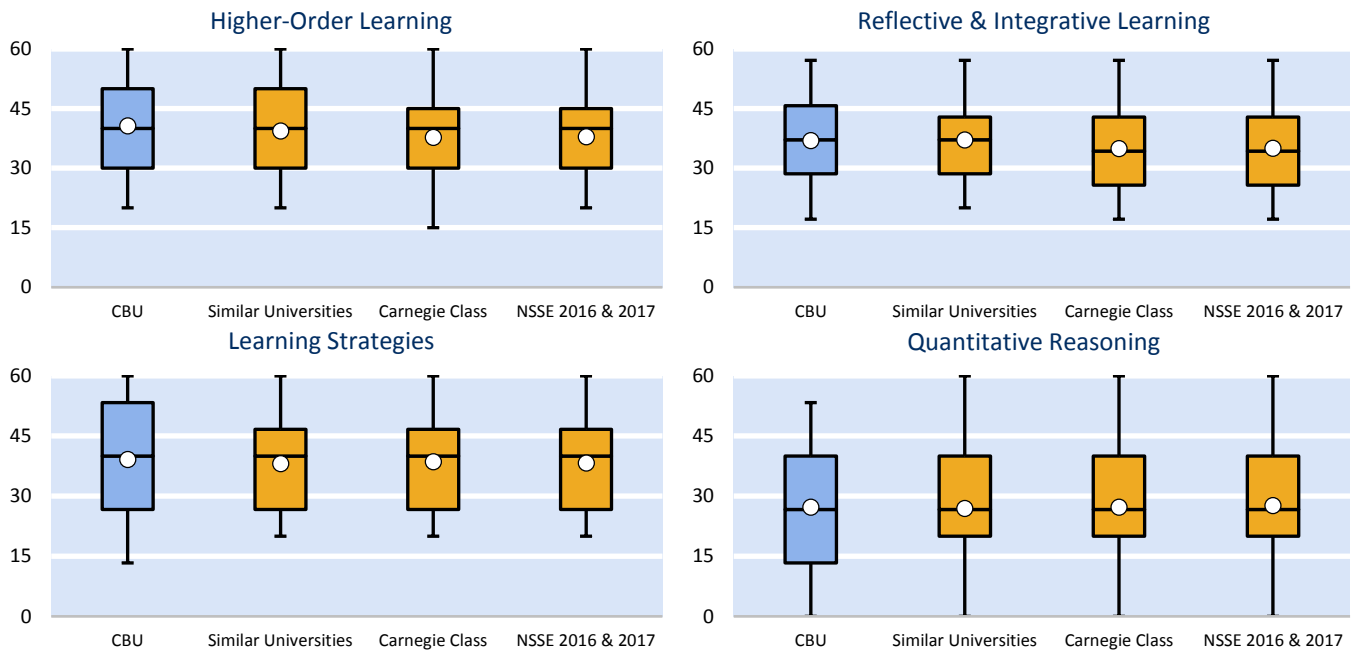
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Similar Universities		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.4	.10	37.8 ***	.22	37.9 **	.20
Reflective & Integrative Learning	36.9	37.1	-.02	34.9 **	.17	35.0 *	.16
Learning Strategies	39.1	38.1	.08	38.5	.04	38.3	.06
Quantitative Reasoning	27.2	26.9	.02	27.2	.00	27.6	-.03

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

#### Score Distributions






















































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

## Academic Challenge: First-year students (continued)

### Performance<sup>a</sup> 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.

	CBU	Percentage point difference between your FY students and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<b>Higher-Order Learning</b>				
<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	77	+5 	+7 	+6 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-5 	+3 	+2 
4d. Evaluating a point of view, decision, or information source	74	+1 	+4 	+5 
4e. Forming a new idea or understanding from various pieces of information	76	+3 	+7 	+8 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50	-7 	-0 	-1 
2b. Connected your learning to societal problems or issues	52	-9 	+1 	+1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-4 	+6 	+6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-1 	+3 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	-1 	+5 	+5 
2f. Learned something that changed the way you understand an issue or concept	74	+3 	+8 	+8 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2 	+7 	+6 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-5 	-2 	-1 
9b. Reviewed your notes after class	71	+8 	+4 	+6 
9c. Summarized what you learned in class or from course materials	65	+4 	+2 	+2 
<b>Quantitative Reasoning</b>				
<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.)	49	+0 	-3 	-4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+4 	+2 	+2 
6c. Evaluated what others have concluded from numerical information	41	+3 	+4 	+3 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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

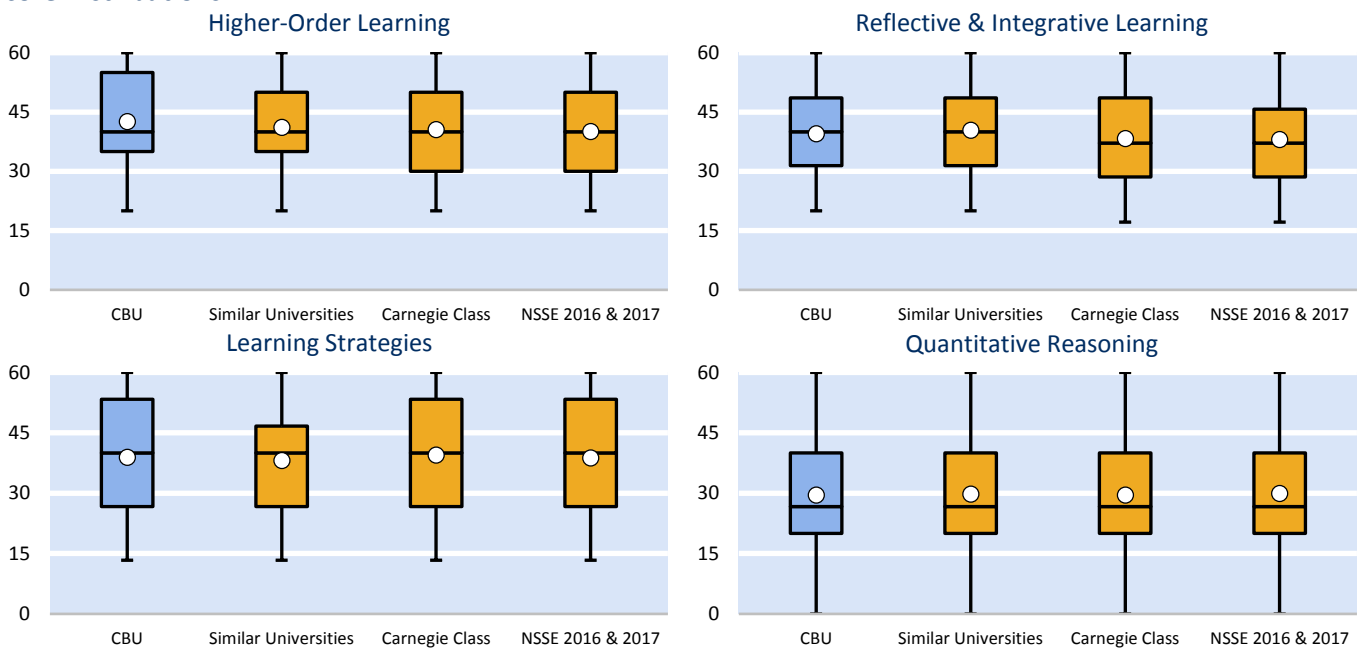
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Your seniors compared with					
		Similar Universities		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	41.1	.11	40.5 **	.15	40.0 **	.18
Reflective & Integrative Learning	39.4	40.4	-.08	38.3	.09	38.0 *	.11
Learning Strategies	38.9	38.1	.05	39.4	-.04	38.7	.01
Quantitative Reasoning	29.5	29.8	-.02	29.5	.00	29.9	-.02

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<sup>a</sup> 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.

	CBU	Percentage point difference between your seniors and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<b>Higher-Order Learning</b>				
<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	84	+3	+5	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	84	+6	+8	+9
4d. Evaluating a point of view, decision, or information source	75	+0	+2	+5
4e. Forming a new idea or understanding from various pieces of information	75	-0	+2	+3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	-7	-1	-2
2b. Connected your learning to societal problems or issues	64	-4	+2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+1	+9	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	-2	+3	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	-5	-0	+0
2f. Learned something that changed the way you understand an issue or concept	76	-0	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-1	+1	+2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	-0	-0	+1
9b. Reviewed your notes after class	65	+6	+0	+3
9c. Summarized what you learned in class or from course materials	65	+2	-1	+1
<b>Quantitative Reasoning</b>				
<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.)	54	-1	-0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-0	+0	+0
6c. Evaluated what others have concluded from numerical information	41	-7	-2	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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### Learning with Peers: First-year students

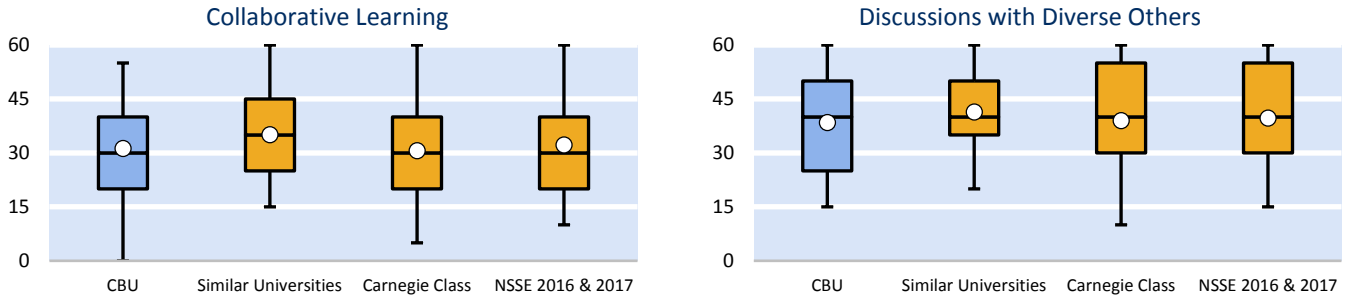
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Similar Universities		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	35.0 ***	-.29	30.6	.05	32.2	-.06
Discussions with Diverse Others	38.4	41.3 *	-.21	39.0	-.04	39.7	-.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



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#### Performance<sup>a</sup> 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.

Collaborative Learning	CBU	Percentage point difference between your FY students and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	-10	+1	-3
1f. Explained course material to one or more students	53	-10	-0	-4
1g. Prepared for exams by discussing or working through course material with other students	50	-7	+3	-0
1h. Worked with other students on course projects or assignments	57	-6	+6	+3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	74	-6	+5	+4
8b. People from an economic background other than your own	72	-5	+3	+1
8c. People with religious beliefs other than your own	52	-14	-14	-15
8d. People with political views other than your own	63	-6	-3	-4

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### Learning with Peers: Seniors

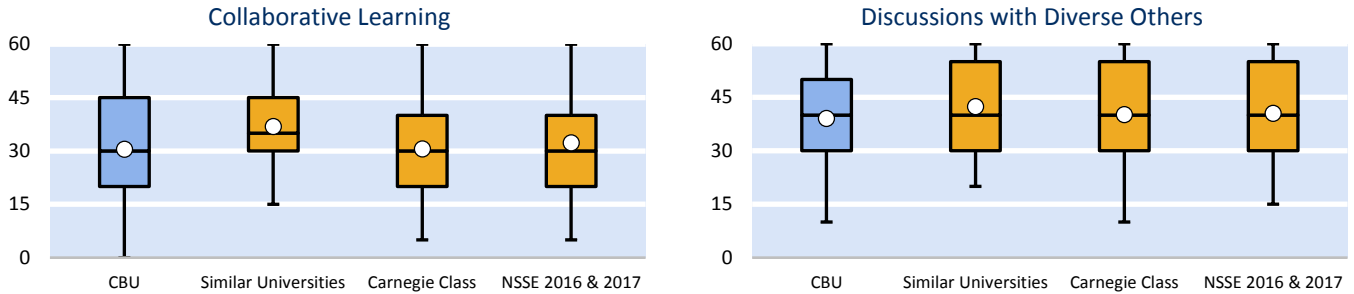
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#### Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		Similar Universities Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	36.9 ***	-.45	30.6	-.01	32.3	-.12
Discussions with Diverse Others	39.0	42.3 ***	-.23	40.2	-.07	40.5	-.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



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Collaborative Learning	CBU	Percentage point difference between your seniors and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	41	-13	+1	-2
1f. Explained course material to one or more students	57	-13	+2	-2
1g. Prepared for exams by discussing or working through course material with other students	44	-16	+0	-3
1h. Worked with other students on course projects or assignments	56	-18	-3	-7
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	77	-3	+6	+5
8b. People from an economic background other than your own	78	+1	+6	+5
8c. People with religious beliefs other than your own	49	-17	-19	-19
8d. People with political views other than your own	63	-7	-4	-5

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### Experiences with Faculty: First-year students

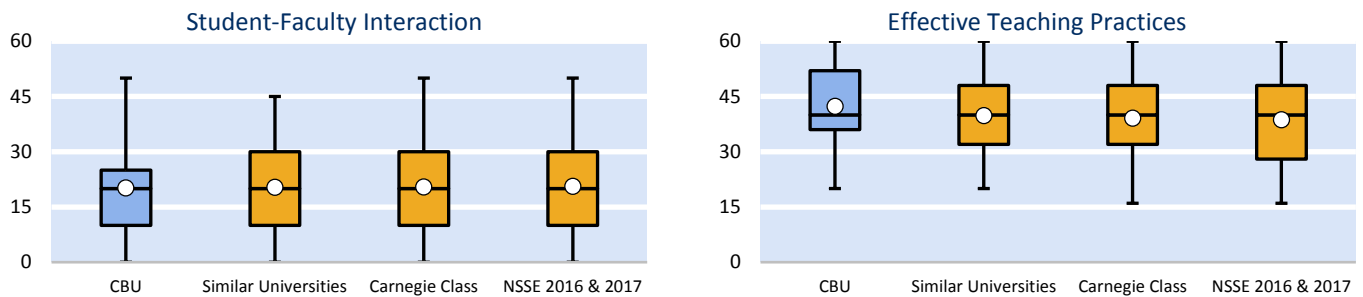
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Similar Universities		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.2	20.4	-.01	20.4	-.02	20.6	-.03
Effective Teaching Practices	42.4	39.8 **	.21	39.1 ***	.25	38.7 ***	.28

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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Student-Faculty Interaction	CBU	Percentage point difference between your FY students and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	38	+6	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-2	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-2	+0	-0
3d. Discussed your academic performance with a faculty member	26	+0	-4	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+3	+6	+6
5b. Taught course sessions in an organized way	81	+1	+6	+5
5c. Used examples or illustrations to explain difficult points	84	+6	+10	+10
5d. Provided feedback on a draft or work in progress	72	+4	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+5	+6	+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.

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### Experiences with Faculty: Seniors

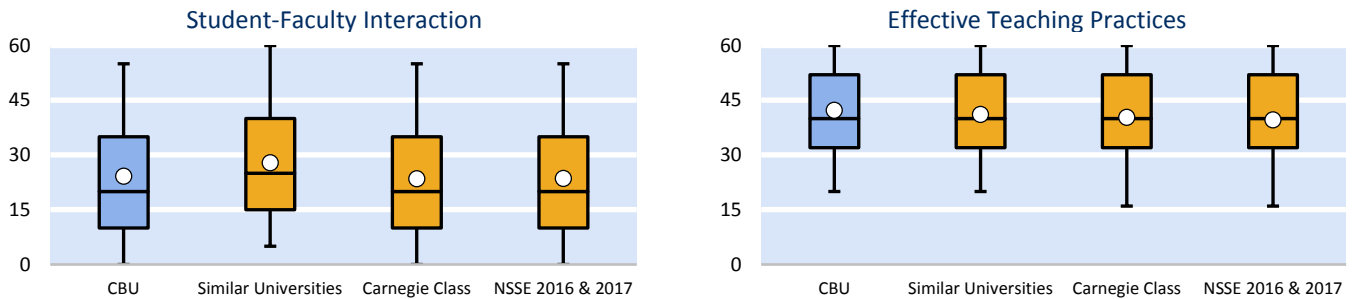
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	47	-4	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-7	+0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-12	-1	-2
3d. Discussed your academic performance with a faculty member	36	-3	+1	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	88	+5	+7	+7
5b. Taught course sessions in an organized way	85	+3	+6	+6
5c. Used examples or illustrations to explain difficult points	83	+1	+6	+6
5d. Provided feedback on a draft or work in progress	64	-2	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+1	+3	+5

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: First-year students

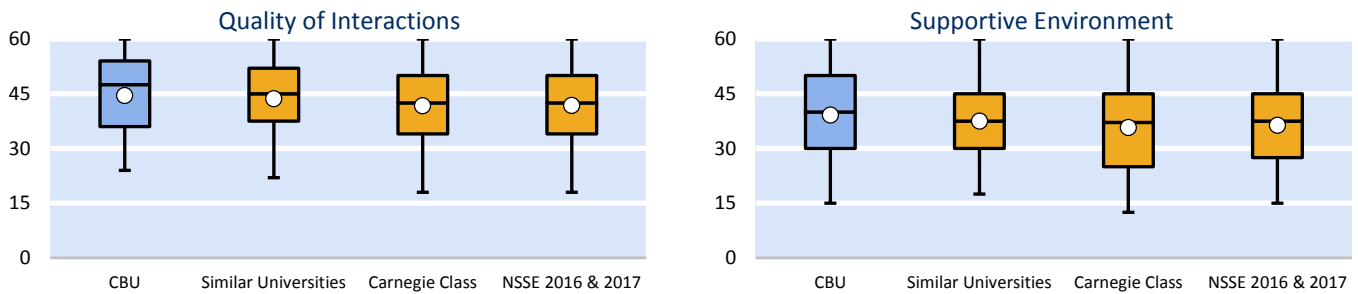
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		Similar Universities		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.5	43.6	.08	41.7 **	.22	41.7 **	.22
Supportive Environment	39.1	37.5	.13	35.7 ***	.25	36.3 **	.21

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<sup>a</sup> 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 FY students and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	-1	+7	+6
13b. Academic advisors	48	+1	-1	-1
13c. Faculty	69	+11	+19	+20
13d. Student services staff (career services, student activities, housing, etc.)	59	+12	+15	+15
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+7	+9	+11
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	82	+2	+6	+6
14c. Using learning support services (tutoring services, writing center, etc.)	75	+0	-1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	-3	+4	+4
14e. Providing opportunities to be involved socially	79	+4	+10	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+8	+13	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+5	+5	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+4	+11	+8
14i. Attending events that address important social, economic, or political issues	55	-2	+5	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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

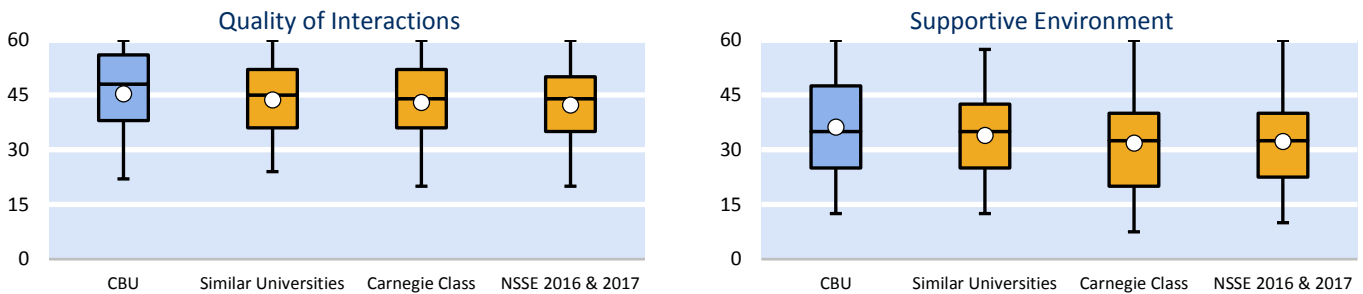
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		Similar Universities		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.4	43.7 *	.15	43.0 **	.19	42.2 ***	.26
Supportive Environment	36.2	34.0 **	.17	31.8 ***	.31	32.3 ***	.28

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<sup>a</sup> 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 seniors and		
		Similar Universities	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	63	-1	+4	+5
13b. Academic advisors	59	+9	+5	+7
13c. Faculty	70	+2	+10	+13
13d. Student services staff (career services, student activities, housing, etc.)	53	+11	+8	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+8	+7	+11
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	81	+5	+9	+10
14c. Using learning support services (tutoring services, writing center, etc.)	69	+4	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-1	+4	+5
14e. Providing opportunities to be involved socially	73	+2	+11	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	+10	+17	+16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+7	+9	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+12	+19	+14
14i. Attending events that address important social, economic, or political issues	48	-1	+6	+5

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](http://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<sup>a</sup> 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<sup>b</sup> 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	40.6	39.2	.11	✓	41.2	-.04	✓
	Reflective and Integrative Learning	36.9	36.6	.03	✓	38.3	-.11	
	Learning Strategies	39.1	39.8	-.05	✓	41.9 **	-.20	
	Quantitative Reasoning	27.2	28.8	-.11		30.4 **	-.21	
Learning with Peers	Collaborative Learning	31.3	35.2 ***	-.29		37.1 ***	-.43	
	Discussions with Diverse Others	38.4	41.7 **	-.22		43.8 ***	-.37	
Experiences with Faculty	Student-Faculty Interaction	20.2	23.8 ***	-.25		27.2 ***	-.45	
	Effective Teaching Practices	42.4	40.7 *	.13	✓	42.6	-.02	✓
Campus Environment	Quality of Interactions	44.5	43.8	.06	✓	46.1	-.13	
	Supportive Environment	39.1	38.2	.07	✓	40.0	-.07	✓

#### 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	42.5	41.8	.05	✓	43.3	-.05	✓
	Reflective and Integrative Learning	39.4	40.0	-.05	✓	42.0 ***	-.21	
	Learning Strategies	38.9	40.7 *	-.13		42.9 ***	-.28	
	Quantitative Reasoning	29.5	31.1	-.10		33.0 ***	-.22	
Learning with Peers	Collaborative Learning	30.5	35.8 ***	-.39		37.9 ***	-.55	
	Discussions with Diverse Others	39.0	42.3 ***	-.21		44.3 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	24.2	29.2 ***	-.32		33.0 ***	-.55	
	Effective Teaching Practices	42.2	41.8	.03	✓	43.8 *	-.12	
Campus Environment	Quality of Interactions	45.4	44.8	.05	✓	46.9 *	-.13	
	Supportive Environment	36.2	34.8	.11	✓	37.2	-.07	✓

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.



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CBU (N = 237)	40.6	13.0	.84	20	30	40	50	60				
Similar Universities	39.4	12.3	.37	20	30	40	50	60	1,317	1.3	.150	.103
Carnegie Class	37.8	13.4	.06	15	30	40	45	60	50,039	2.9	.001	.216
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	173,807	2.7	.002	.204
Top 50%	39.2	13.1	.04	20	30	40	50	60	98,983	1.5	.084	.112
Top 10%	41.2	13.3	.10	20	35	40	50	60	18,292	-.5	.534	-.041
<b>Reflective &amp; Integrative Learning</b>												
CBU (N = 246)	36.9	11.7	.75	17	29	37	46	57				
Similar Universities	37.1	11.1	.33	20	29	37	43	57	1,361	-.2	.784	-.019
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	52,113	2.0	.010	.166
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	181,019	1.9	.014	.157
Top 50%	36.6	12.0	.04	17	29	37	46	57	92,084	.4	.644	.030
Top 10%	38.3	12.3	.09	20	29	37	46	60	20,227	-1.3	.092	-.108
<b>Learning Strategies</b>												
CBU (N = 199)	39.1	14.1	1.00	13	27	40	53	60				
Similar Universities	38.1	13.4	.43	20	27	40	47	60	1,168	1.1	.309	.079
Carnegie Class	38.5	13.8	.07	20	27	40	47	60	44,681	.6	.541	.044
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	154,766	.8	.385	.062
Top 50%	39.8	13.7	.05	20	27	40	53	60	76,488	-.7	.464	-.052
Top 10%	41.9	14.1	.10	20	33	40	53	60	19,583	-2.8	.005	-.201
<b>Quantitative Reasoning</b>												
CBU (N = 238)	27.2	15.8	1.02	0	13	27	40	53				
Similar Universities	26.9	15.5	.47	0	20	27	40	60	1,308	.3	.764	.022
Carnegie Class	27.2	15.4	.07	0	20	27	40	60	49,808	.0	.996	.000
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	173,157	-.4	.698	-.025
Top 50%	28.8	15.2	.05	0	20	27	40	60	106,765	-1.6	.098	-.107
Top 10%	30.4	15.2	.09	7	20	27	40	60	26,221	-3.2	.001	-.211
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CBU (N = 258)	31.3	14.5	.90	0	20	30	40	55				
Similar Universities	35.0	12.9	.38	15	25	35	45	60	353	-3.8	.000	-.287
Carnegie Class	30.6	14.9	.06	5	20	30	40	60	53,944	.7	.457	.046
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	187,652	-.9	.312	-.063
Top 50%	35.2	13.6	.04	15	25	35	45	60	107,390	-3.9	.000	-.290
Top 10%	37.1	13.4	.08	15	25	40	45	60	26,496	-5.8	.000	-.434
<b>Discussions with Diverse Others</b>												
CBU (N = 201)	38.4	14.9	1.05	15	25	40	50	60				
Similar Universities	41.3	13.5	.43	20	35	40	50	60	271	-2.9	.010	-.215
Carnegie Class	39.0	15.9	.08	10	30	40	55	60	45,080	-.6	.610	-.036
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	156,177	-1.3	.251	-.081
Top 50%	41.7	14.9	.05	20	30	40	55	60	97,942	-3.3	.002	-.223
Top 10%	43.8	14.5	.10	20	35	45	60	60	23,190	-5.4	.000	-.371

#### Experiences with Faculty

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Student-Faculty Interaction</b>												
CBU (N = 241)	20.2	13.9	.90	0	10	20	25	50				
Similar Universities	20.4	13.6	.41	0	10	20	30	45	1,334	-.2	.850	-.013
Carnegie Class	20.4	14.5	.06	0	10	20	30	50	50,809	-.3	.772	-.019
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	176,549	-.4	.643	-.030
Top 50%	23.8	14.7	.06	0	15	20	35	55	242	-3.6	.000	-.247
Top 10%	27.2	15.6	.16	5	15	25	40	60	254	-7.1	.000	-.455
<b>Effective Teaching Practices</b>												
CBU (N = 238)	42.4	12.4	.80	20	36	40	52	60				
Similar Universities	39.8	11.9	.36	20	32	40	48	60	1,319	2.5	.003	.212
Carnegie Class	39.1	13.2	.06	16	32	40	48	60	50,566	3.3	.000	.247
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	175,662	3.7	.000	.280
Top 50%	40.7	13.0	.05	20	32	40	52	60	69,481	1.7	.049	.128
Top 10%	42.6	13.6	.11	20	36	44	56	60	245	-.2	.760	-.018
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CBU (N = 182)	44.5	12.0	.89	24	36	48	54	60				
Similar Universities	43.6	11.1	.36	22	38	45	52	60	1,114	.9	.316	.081
Carnegie Class	41.7	12.6	.06	18	34	43	50	60	42,111	2.8	.003	.221
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	146,578	2.8	.003	.223
Top 50%	43.8	11.5	.05	22	38	46	52	60	64,127	.7	.422	.060
Top 10%	46.1	11.7	.11	24	40	48	56	60	10,952	-1.6	.073	-.134
<b>Supportive Environment</b>												
CBU (N = 185)	39.1	13.4	.98	15	30	40	50	60				
Similar Universities	37.5	12.7	.42	18	30	38	45	60	1,111	1.7	.104	.131
Carnegie Class	35.7	13.8	.07	13	25	37	45	60	41,611	3.4	.001	.246
NSSE 2016 & 2017	36.3	13.6	.04	15	28	38	45	60	144,287	2.8	.005	.206
Top 50%	38.2	13.1	.05	18	30	40	48	60	78,477	.9	.351	.069
Top 10%	40.0	13.0	.10	18	33	40	50	60	18,648	-.9	.369	-.066

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CBU (N = 330)	42.5	13.3	.73	20	35	40	55	60				
Similar Universities	41.1	13.0	.34	20	35	40	50	60	1,756	1.4	.073	.110
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	80,990	2.1	.007	.150
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	261,127	2.5	.001	.181
Top 50%	41.8	13.5	.04	20	35	40	55	60	103,593	.7	.351	.051
Top 10%	43.3	13.4	.08	20	35	40	55	60	30,624	-.7	.324	-.055
<b>Reflective &amp; Integrative Learning</b>												
CBU (N = 345)	39.4	12.2	.66	20	31	40	49	60				
Similar Universities	40.4	11.6	.30	20	31	40	49	60	1,806	-.9	.181	-.080
Carnegie Class	38.3	12.6	.04	17	29	37	49	60	83,554	1.2	.087	.092
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	269,726	1.4	.036	.113
Top 50%	40.0	12.3	.04	20	31	40	49	60	106,753	-.6	.397	-.046
Top 10%	42.0	12.2	.08	20	34	43	51	60	22,558	-2.5	.000	-.209
<b>Learning Strategies</b>												
CBU (N = 297)	38.9	15.2	.88	13	27	40	53	60				
Similar Universities	38.1	13.9	.38	13	27	40	47	60	1,603	.8	.407	.053
Carnegie Class	39.4	14.5	.05	13	27	40	53	60	74,048	-.6	.484	-.041
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	237,646	.1	.888	.008
Top 50%	40.7	14.4	.04	20	33	40	53	60	125,166	-1.9	.024	-.131
Top 10%	42.9	14.3	.07	20	33	40	60	60	36,736	-4.0	.000	-.282
<b>Quantitative Reasoning</b>												
CBU (N = 326)	29.5	16.9	.94	0	20	27	40	60				
Similar Universities	29.8	16.3	.43	0	20	27	40	60	1,753	-.3	.798	-.016
Carnegie Class	29.5	16.3	.06	0	20	27	40	60	80,733	.0	.978	.002
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	260,548	-.4	.697	-.022
Top 50%	31.1	16.2	.04	0	20	33	40	60	157,835	-1.6	.068	-.101
Top 10%	33.0	15.9	.09	7	20	33	40	60	35,177	-3.5	.000	-.218
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CBU (N = 353)	30.5	17.9	.95	0	20	30	45	60				
Similar Universities	36.9	13.1	.34	15	30	35	45	60	445	-6.4	.000	-.453
Carnegie Class	30.6	15.7	.05	5	20	30	40	60	354	-.1	.882	-.009
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	353	-1.8	.059	-.120
Top 50%	35.8	13.8	.04	15	25	35	45	60	353	-5.4	.000	-.388
Top 10%	37.9	13.4	.08	15	30	40	50	60	357	-7.4	.000	-.551
<b>Discussions with Diverse Others</b>												
CBU (N = 298)	39.0	15.5	.90	10	30	40	50	60				
Similar Universities	42.3	14.0	.39	20	30	40	55	60	1,602	-3.3	.000	-.230
Carnegie Class	40.2	16.3	.06	10	30	40	55	60	74,410	-1.1	.240	-.068
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	239,126	-1.5	.113	-.092
Top 50%	42.3	15.6	.04	15	30	40	60	60	159,413	-3.3	.000	-.210
Top 10%	44.3	15.3	.08	20	35	45	60	60	34,663	-5.2	.000	-.342

#### Experiences with Faculty

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Student-Faculty Interaction</b>												
CBU (N = 332)	24.2	15.8	.87	0	10	20	35	55				
Similar Universities	27.8	15.1	.40	5	15	25	40	60	1,767	-3.6	.000	-.239
Carnegie Class	23.5	16.1	.06	0	10	20	35	55	81,883	.7	.430	.043
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	264,208	.6	.510	.036
Top 50%	29.2	15.7	.06	5	20	30	40	60	63,859	-5.1	.000	-.323
Top 10%	33.0	16.0	.16	10	20	30	45	60	10,111	-8.9	.000	-.553
<b>Effective Teaching Practices</b>												
CBU (N = 331)	42.2	13.0	.72	20	32	40	52	60				
Similar Universities	41.1	12.7	.33	20	32	40	52	60	1,768	1.1	.145	.089
Carnegie Class	40.3	13.8	.05	16	32	40	52	60	81,878	1.9	.011	.140
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	264,095	2.6	.001	.191
Top 50%	41.8	13.5	.05	20	32	40	52	60	90,448	.5	.544	.033
Top 10%	43.8	13.4	.10	20	36	44	56	60	18,316	-1.6	.033	-.118
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CBU (N = 279)	45.4	12.7	.76	22	38	48	56	60				
Similar Universities	43.7	11.0	.31	24	36	45	52	60	374	1.7	.040	.149
Carnegie Class	43.0	12.3	.05	20	36	44	52	60	69,067	2.4	.001	.195
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	223,928	3.1	.000	.258
Top 50%	44.8	11.6	.04	23	38	46	54	60	279	.6	.443	.050
Top 10%	46.9	12.1	.08	23	40	50	58	60	23,732	-1.5	.037	-.126
<b>Supportive Environment</b>												
CBU (N = 281)	36.2	14.2	.85	13	25	35	48	60				
Similar Universities	34.0	13.1	.37	13	25	35	43	58	1,536	2.3	.010	.170
Carnegie Class	31.8	14.4	.05	8	20	33	40	60	70,462	4.4	.000	.306
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	226,086	3.9	.000	.275
Top 50%	34.8	13.7	.04	13	25	35	45	60	102,766	1.5	.072	.107
Top 10%	37.2	13.6	.10	13	28	38	48	60	18,578	-1.0	.243	-.070

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.