



NSSE 2023

Engagement Indicators

California Baptist 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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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. Your NSSE Tableau dashboards and Report Builder (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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CCC&U	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
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 CCC&U	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2022 & 2023
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	△	--
Experiences with Faculty	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	△	▲	▲
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	△	▲	△

Academic Challenge: First-year students

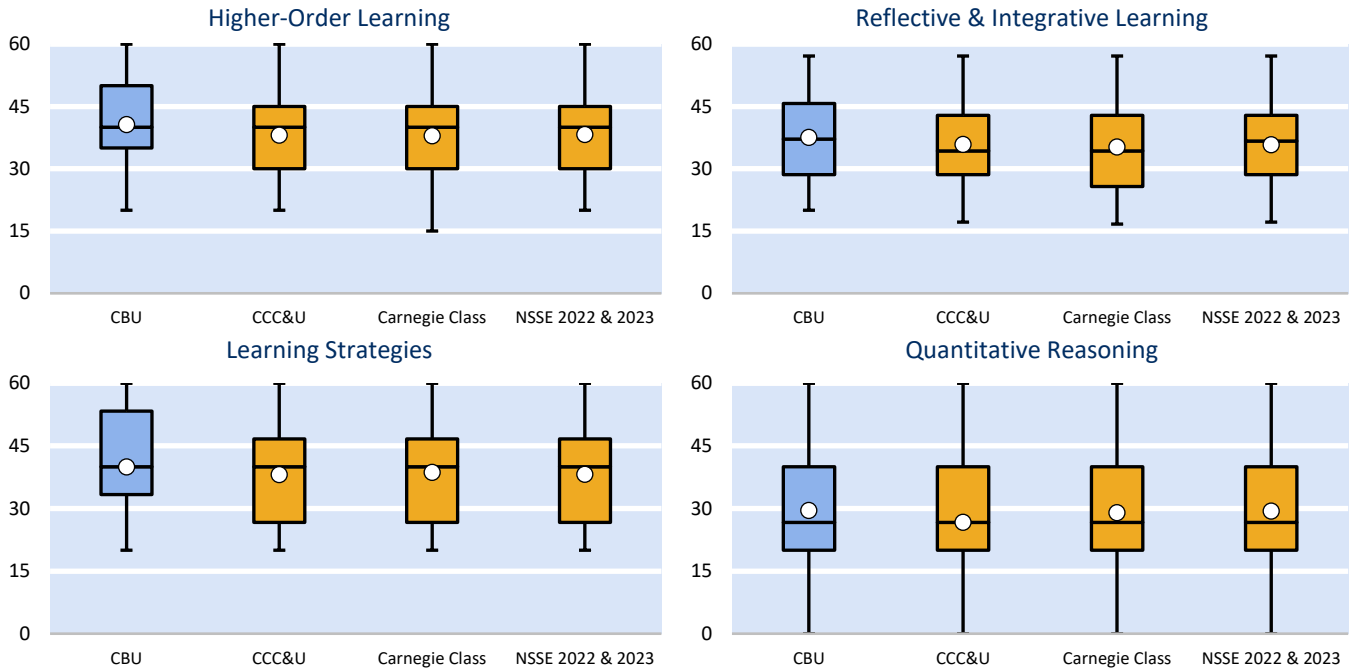
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		CCC&U		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	38.1 ***	.20	38.0 ***	.20	38.3 ***	.18
Reflective & Integrative Learning	37.5	35.9 **	.14	35.3 ***	.18	35.8 ***	.14
Learning Strategies	40.0	38.1 *	.13	38.6	.09	38.2 *	.13
Quantitative Reasoning	29.5	26.7 **	.18	29.0	.04	29.4	.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.

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.

	CBU	Percentage point difference ^a between your FY students and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
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	73	+5	+5	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+6	+7	+6
4d. Evaluating a point of view, decision, or information source	79	+9	+9	+9
4e. Forming a new idea or understanding from various pieces of information	74	+5	+4	+4
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	57	+5	+6	+4
2b. Connected your learning to societal problems or issues	56	+4	+5	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+2	+6	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+5	+8	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+5	+5	+4
2f. Learned something that changed the way you understand an issue or concept	75	+8	+8	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+4	+6	+5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-3	-1	-0
9b. Reviewed your notes after class	70	+8	+3	+4
9c. Summarized what you learned in class or from course materials	70	+7	+4	+5
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.)	57	+11	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+6	-0	-1
6c. Evaluated what others have concluded from numerical information	44	+7	+3	+1

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

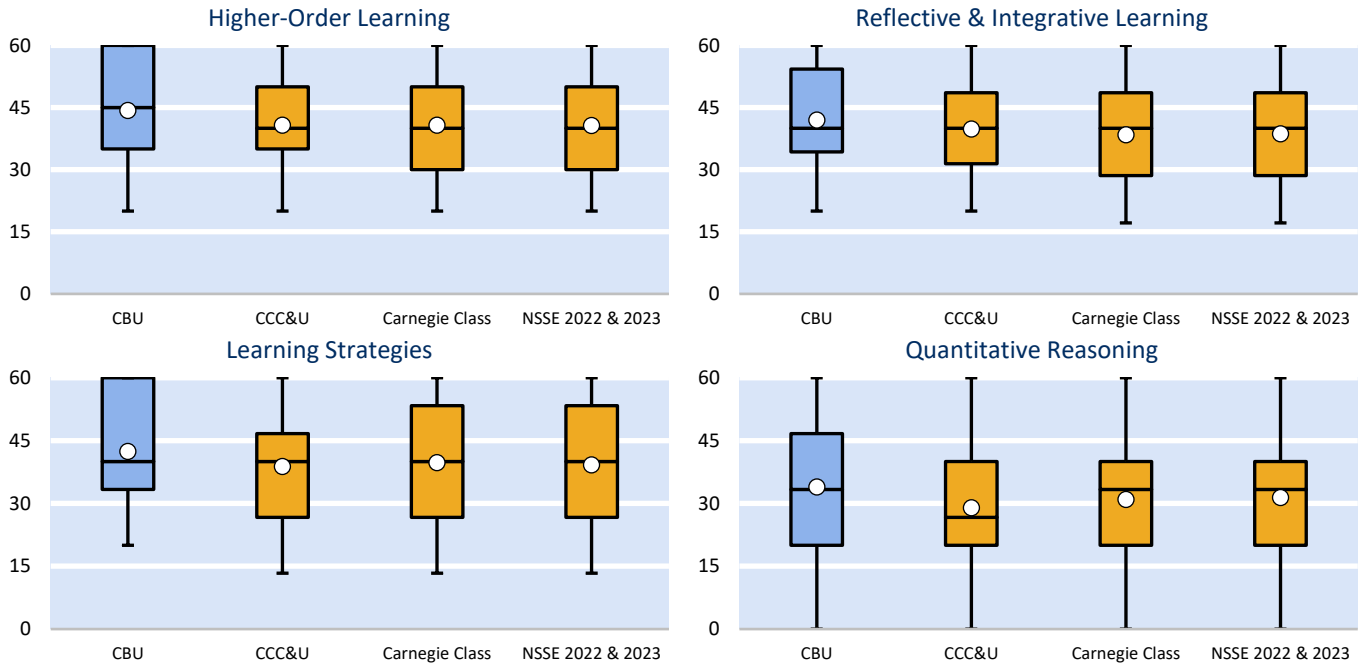
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Your seniors compared with					
		CCC&U Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Higher-Order Learning	44.3	40.8 ***	.27	40.7 ***	.26	40.7 ***	.26
Reflective & Integrative Learning	42.0	39.8 ***	.18	38.4 ***	.27	38.7 ***	.26
Learning Strategies	42.4	38.8 ***	.25	39.7 ***	.18	39.1 ***	.22
Quantitative Reasoning	33.9	28.9 ***	.30	30.9 ***	.18	31.4 **	.15

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.

Higher-Order Learning	CBU	Percentage point difference ^a between your seniors and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
<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	86	+8	+9	+9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+4	+5	+5
4d. Evaluating a point of view, decision, or information source	79	+4	+6	+7
4e. Forming a new idea or understanding from various pieces of information	80	+4	+5	+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	72	+2	+5	+3
2b. Connected your learning to societal problems or issues	69	+3	+7	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+6	+12	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+5	+10	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+3	+6	+5
2f. Learned something that changed the way you understand an issue or concept	77	+3	+6	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+2	+4	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+1	+4	+5
9b. Reviewed your notes after class	74	+16	+7	+9
9c. Summarized what you learned in class or from course materials	76	+10	+7	+9
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.)	61	+10	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	56	+13	+8	+7
6c. Evaluated what others have concluded from numerical information	51	+8	+5	+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.

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Learning with Peers: First-year students

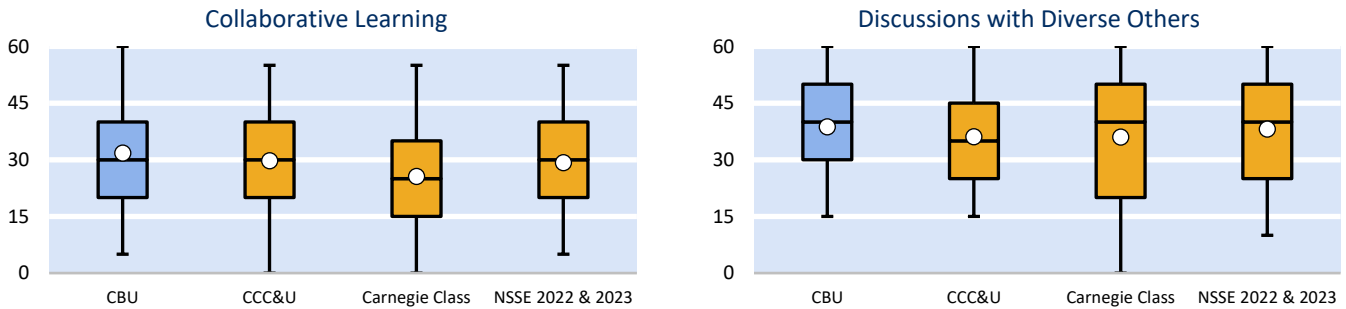
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		CCC&U		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	29.7 **	.13	25.6 ***	.38	29.2 ***	.17
Discussions with Diverse Others	38.7	36.0 **	.18	36.0 ***	.16	38.1	.04

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Performance on Indicator Items

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Collaborative Learning	CBU	Percentage point difference ^a between your FY students and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	50	+5	+12	+6
1c. Explained course material to one or more students	53	+4	+13	+5
1d. Prepared for exams by discussing or working through course material with other students	46	+2	+11	+5
1e. Worked with other students on course projects or assignments	55	+2	+12	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	75	+6	+12	+7
8b. People from economic backgrounds other than your own	75	+6	+10	+5
8c. People with religious beliefs other than your own	54	+9	-6	-10
8d. People with political views other than your own	62	+5	+5	+3

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Learning with Peers: Seniors

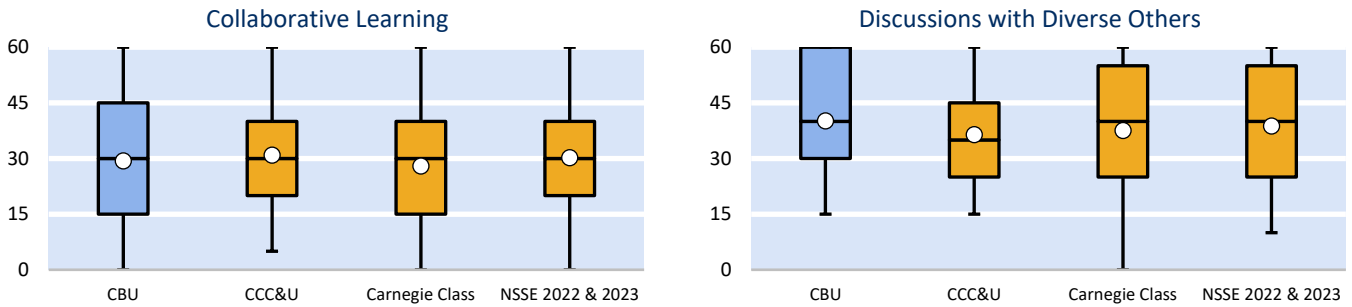
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		CCC&U Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Collaborative Learning	29.4	30.9	-.09	28.0	.08	30.3	-.05
Discussions with Diverse Others	40.2	36.4 ***	.26	37.5 ***	.15	38.8	.08

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

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Collaborative Learning	CBU %	Percentage point difference ^a between your seniors and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	41	+0	+4	+0
1c. Explained course material to one or more students	49	-5	+2	-2
1d. Prepared for exams by discussing or working through course material with other students	43	+2	+7	+3
1e. Worked with other students on course projects or assignments	55	-6	+1	-5
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	77	+9	+10	+7
8b. People from economic backgrounds other than your own	74	+6	+7	+3
8c. People with religious beliefs other than your own	59	+16	-3	-6
8d. People with political views other than your own	62	-2	+3	+1

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Experiences with Faculty: First-year students

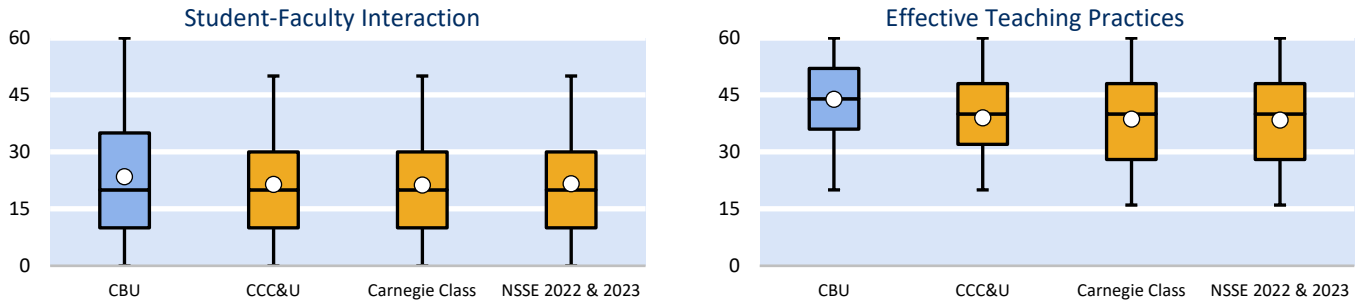
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		CCC&U Mean	CCC&U Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Student-Faculty Interaction	23.5	21.5 *	.14	21.3 **	.14	21.6 *	.12
Effective Teaching Practices	43.8	39.0 ***	.38	38.6 ***	.37	38.4 ***	.41

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 ^a between your FY students and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+5	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+4	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+1	+2	+1
3d. Discussed your academic performance with a faculty member	34	+8	+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	+10	+12	+11
5b. Taught course sessions in an organized way	85	+8	+13	+12
5c. Used examples or illustrations to explain difficult points	86	+10	+14	+12
5d. Provided feedback on a draft or work in progress	78	+15	+13	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+11	+10	+13

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Experiences with Faculty: Seniors

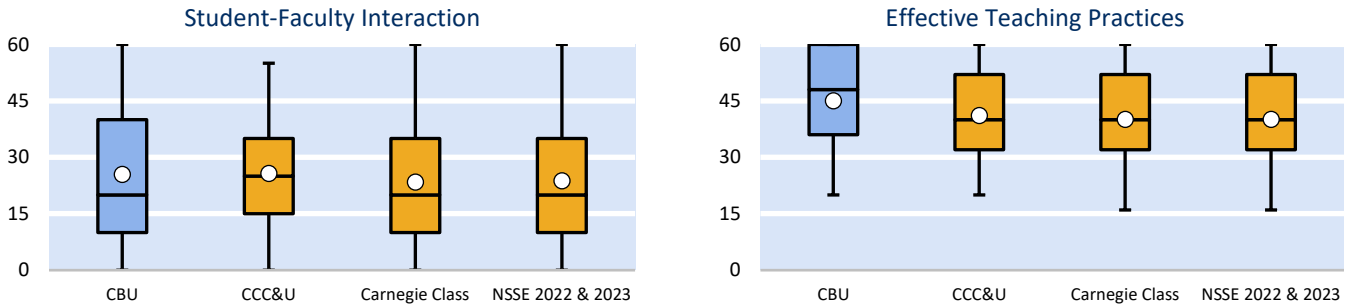
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		CCC&U		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.4	25.6	-.01	23.3 **	.13	23.7 *	.10
Effective Teaching Practices	45.0	41.1 ***	.30	40.0 ***	.34	40.0 ***	.35

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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	46	-2	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+0	+5	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+1	+5	+4
3d. Discussed your academic performance with a faculty member	37	+5	+2	+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	+6	+9	+8
5b. Taught course sessions in an organized way	84	+3	+9	+8
5c. Used examples or illustrations to explain difficult points	83	+3	+8	+7
5d. Provided feedback on a draft or work in progress	73	+7	+9	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+8	+12	+13

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

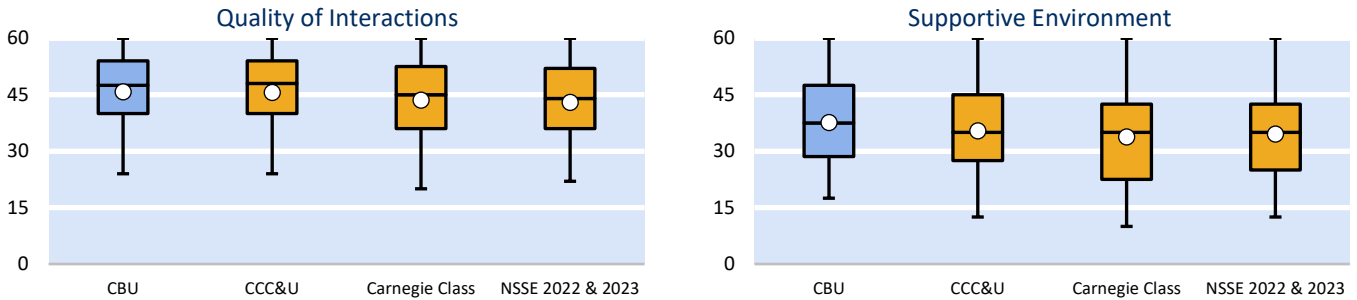
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your first-year students compared with					
		CCC&U Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Quality of Interactions	45.8	45.6	.02	43.5 ***	.18	43.0 ***	.24
Supportive Environment	37.6	35.4 **	.17	33.8 ***	.27	34.6 ***	.23

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.

Quality of Interactions	CBU	Percentage point difference ^a between your FY students and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	-7	+4	+2
13b. Academic advisors	53	-8	-5	-2
13c. Faculty	68	+5	+13	+16
13d. Student services staff (career services, student activities, housing, etc.)	63	+8	+13	+16
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+6	+11	+16
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+2	+7	+7
14c. Using learning support services (tutoring services, writing center, etc.)	72	-2	-1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+5	+7	+6
14e. Providing opportunities to be involved socially	77	+5	+13	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	+7	+13	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+5	+4	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+8	+18	+11
14i. Attending events that address important social, economic, or political issues	41	-1	-2	-4

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

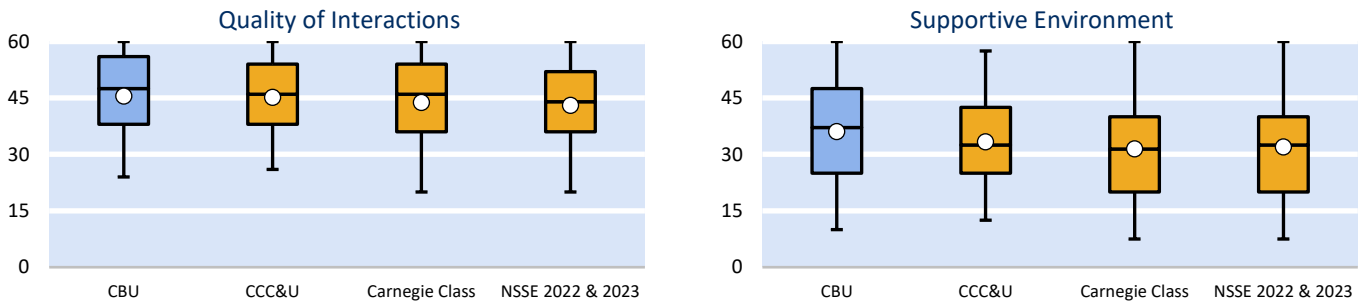
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CBU Mean	Your seniors compared with					
		CCC&U Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Quality of Interactions	45.5	45.2	.03	43.9 **	.13	43.0 ***	.20
Supportive Environment	36.1	33.4 ***	.20	31.5 ***	.31	32.0 ***	.29

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.

Quality of Interactions	CBU	Percentage point difference ^a between your seniors and		
		CCC&U	Carnegie Class	NSSE 2022 & 2023
<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	49	-13	-7	-4
13c. Faculty	73	+4	+13	+15
13d. Student services staff (career services, student activities, housing, etc.)	55	+9	+6	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	+7	+7	+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	76	+1	+7	+9
14c. Using learning support services (tutoring services, writing center, etc.)	65	-4	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+5	+4	+4
14e. Providing opportunities to be involved socially	69	+1	+9	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+4	+9	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+15	+14	+16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+8	+22	+16
14i. Attending events that address important social, economic, or political issues	46	+7	+6	+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.

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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 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.6	39.5	.08	✓	42.2 *	-.12	
	Reflective and Integrative Learning	37.5	37.2	.02	✓	39.8 ***	-.20	
	Learning Strategies	40.0	39.8	.01	✓	42.8 ***	-.20	
	Quantitative Reasoning	29.5	30.7	-.07	✓	33.4 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	31.7	33.2 *	-.11		36.5 ***	-.35	
	Discussions with Diverse Others	38.7	40.5 *	-.12		43.6 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.5	25.4 *	-.12		29.3 ***	-.38	
	Effective Teaching Practices	43.8	40.1 ***	.27	✓	43.2	.04	✓
<i>Campus Environment</i>	Quality of Interactions	45.8	45.2	.05	✓	48.1 ***	-.19	
	Supportive Environment	37.6	36.7	.07	✓	39.6 **	-.16	

Seniors

Theme	Engagement Indicator	CBU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	44.3	42.0 ***	.16	✓	44.7	-.03	✓
	Reflective and Integrative Learning	42.0	40.6 *	.11	✓	43.1 *	-.09	
	Learning Strategies	42.4	40.9 *	.10	✓	43.6	-.08	✓
	Quantitative Reasoning	33.9	32.7	.07	✓	36.3 **	-.15	
<i>Learning with Peers</i>	Collaborative Learning	29.4	34.7 ***	-.37		38.1 ***	-.63	
	Discussions with Diverse Others	40.2	41.1	-.06	✓	43.9 ***	-.25	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.4	29.6 ***	-.25		34.3 ***	-.55	
	Effective Teaching Practices	45.0	42.1 ***	.21	✓	44.7	.02	✓
<i>Campus Environment</i>	Quality of Interactions	45.5	45.4	.01	✓	47.9 ***	-.19	
	Supportive Environment	36.1	34.5 *	.11	✓	37.7 *	-.11	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

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 = 406)	40.6	12.3	.61	20	35	40	50	60				
CCC&U	38.1	13.1	.28	20	30	40	45	60	2,639	2.6	.000	.198
Carnegie Class	38.0	13.6	.06	15	30	40	45	60	415	2.7	.000	.198
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	176,324	2.4	.000	.176
Top 50%	39.5	13.2	.04	20	30	40	50	60	113,259	1.1	.088	.085
Top 10%	42.2	12.8	.11	20	35	40	55	60	14,143	-1.6	.013	-.124
Reflective & Integrative Learning												
CBU (N = 443)	37.5	11.0	.52	20	29	37	46	57				
CCC&U	35.9	11.8	.24	17	29	34	43	57	2,874	1.6	.007	.140
Carnegie Class	35.3	12.4	.06	17	26	34	43	57	453	2.3	.000	.185
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	445	1.7	.001	.143
Top 50%	37.2	12.0	.04	20	29	37	46	60	447	.3	.576	.024
Top 10%	39.8	11.8	.10	20	31	40	49	60	14,277	-2.3	.000	-.197
Learning Strategies												
CBU (N = 372)	40.0	13.4	.69	20	33	40	53	60				
CCC&U	38.1	13.7	.30	20	27	40	47	60	2,449	1.8	.018	.133
Carnegie Class	38.6	14.2	.07	20	27	40	47	60	40,923	1.3	.074	.093
NSSE 2022 & 2023	38.2	13.9	.03	20	27	40	47	60	162,448	1.8	.012	.130
Top 50%	39.8	13.9	.05	20	27	40	53	60	91,013	.2	.788	.014
Top 10%	42.8	14.0	.10	20	33	40	60	60	388	-2.8	.000	-.203
Quantitative Reasoning												
CBU (N = 379)	29.5	15.8	.81	0	20	27	40	60				
CCC&U	26.7	15.5	.34	0	20	27	40	60	2,485	2.9	.001	.183
Carnegie Class	29.0	15.7	.08	0	20	27	40	60	41,709	.6	.472	.037
NSSE 2022 & 2023	29.4	15.5	.04	0	20	27	40	60	165,306	.1	.863	.009
Top 50%	30.7	15.3	.05	7	20	27	40	60	110,754	-1.1	.152	-.074
Top 10%	33.4	15.4	.12	7	20	33	40	60	18,152	-3.9	.000	-.250
Learning with Peers												
Collaborative Learning												
CBU (N = 473)	31.7	15.1	.69	5	20	30	40	60				
CCC&U	29.7	15.3	.30	0	20	30	40	55	3,050	2.0	.008	.133
Carnegie Class	25.6	16.1	.07	0	15	25	35	55	52,957	6.2	.000	.384
NSSE 2022 & 2023	29.2	15.0	.03	5	20	30	40	55	209,879	2.5	.000	.169
Top 50%	33.2	13.9	.04	10	25	35	40	60	475	-1.5	.032	-.107
Top 10%	36.5	13.7	.09	15	25	35	45	60	487	-4.8	.000	-.349
Discussions with Diverse Others												
CBU (N = 382)	38.7	15.3	.78	15	30	40	50	60				
CCC&U	36.0	14.5	.32	15	25	35	45	60	2,468	2.7	.001	.183
Carnegie Class	36.0	17.0	.08	0	20	40	50	60	390	2.7	.001	.159
NSSE 2022 & 2023	38.1	15.8	.04	10	25	40	50	60	163,647	.6	.454	.038
Top 50%	40.5	14.8	.05	20	30	40	55	60	100,392	-1.8	.016	-.123
Top 10%	43.6	13.9	.13	20	35	40	60	60	12,153	-4.9	.000	-.354

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 = 423)	23.5	15.7	.76	0	10	20	35	60				
CCC&U	21.5	14.5	.30	0	10	20	30	50	560	2.0	.014	.137
Carnegie Class	21.3	15.2	.07	0	10	20	30	50	46,708	2.2	.003	.143
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	183,889	1.9	.010	.125
Top 50%	25.4	15.3	.06	5	15	25	35	60	60,802	-1.9	.011	-.125
Top 10%	29.3	15.3	.17	5	20	25	40	60	9,052	-5.8	.000	-.378
Effective Teaching Practices												
CBU (N = 409)	43.8	11.9	.59	20	36	44	52	60				
CCC&U	39.0	12.9	.27	20	32	40	48	60	2,635	4.8	.000	.379
Carnegie Class	38.6	13.9	.07	16	28	40	48	60	418	5.2	.000	.373
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	410	5.5	.000	.409
Top 50%	40.1	13.5	.05	16	32	40	52	60	413	3.7	.000	.274
Top 10%	43.2	13.3	.13	20	36	44	56	60	452	.6	.335	.044
Campus Environment												
Quality of Interactions												
CBU (N = 357)	45.8	11.0	.58	24	40	48	54	60				
CCC&U	45.6	11.4	.26	24	40	48	54	60	2,298	.2	.768	.017
Carnegie Class	43.5	12.4	.07	20	36	45	53	60	365	2.3	.000	.184
NSSE 2022 & 2023	43.0	11.8	.03	22	36	44	52	60	358	2.8	.000	.238
Top 50%	45.2	11.5	.05	24	38	46	54	60	62,595	.6	.345	.050
Top 10%	48.1	12.1	.11	24	42	50	60	60	383	-2.3	.000	-.192
Supportive Environment												
CBU (N = 367)	37.6	12.6	.66	18	29	38	48	60				
CCC&U	35.4	13.1	.29	13	28	35	45	60	2,379	2.2	.003	.167
Carnegie Class	33.8	14.1	.07	10	23	35	43	60	375	3.8	.000	.269
NSSE 2022 & 2023	34.6	13.5	.03	13	25	35	43	60	157,144	3.1	.000	.226
Top 50%	36.7	13.1	.05	15	28	38	45	60	68,430	.9	.201	.067
Top 10%	39.6	12.8	.14	20	30	40	50	60	8,446	-2.0	.003	-.158

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.

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 = 489)	44.3	13.8	.62	20	35	45	60	60				
CCC&U	40.8	13.0	.29	20	35	40	50	60	721	3.5	.000	.268
Carnegie Class	40.7	13.9	.06	20	30	40	50	60	52,875	3.6	.000	.258
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	202,446	3.6	.000	.264
Top 50%	42.0	13.7	.04	20	35	40	55	60	94,030	2.3	.000	.165
Top 10%	44.7	12.8	.14	20	40	45	60	60	537	-.4	.495	-.034
Reflective & Integrative Learning												
CBU (N = 512)	42.0	12.6	.56	20	34	40	54	60				
CCC&U	39.8	11.8	.26	20	31	40	49	60	747	2.2	.000	.182
Carnegie Class	38.4	13.0	.05	17	29	40	49	60	56,524	3.6	.000	.273
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	216,102	3.3	.000	.259
Top 50%	40.6	12.5	.04	20	31	40	51	60	85,195	1.4	.011	.113
Top 10%	43.1	11.8	.13	23	34	43	54	60	9,149	-1.1	.046	-.091
Learning Strategies												
CBU (N = 463)	42.4	14.5	.67	20	33	40	60	60				
CCC&U	38.8	14.1	.33	13	27	40	47	60	2,299	3.6	.000	.253
Carnegie Class	39.7	14.7	.07	13	27	40	53	60	49,728	2.7	.000	.183
NSSE 2022 & 2023	39.1	14.6	.03	13	27	40	53	60	190,378	3.2	.000	.221
Top 50%	40.9	14.5	.05	20	33	40	53	60	100,723	1.4	.033	.100
Top 10%	43.6	14.1	.12	20	33	40	60	60	15,101	-1.2	.074	-.084
Quantitative Reasoning												
CBU (N = 466)	33.9	17.5	.81	0	20	33	47	60				
CCC&U	28.9	16.6	.38	0	20	27	40	60	686	5.0	.000	.296
Carnegie Class	30.9	16.6	.07	0	20	33	40	60	50,451	3.0	.000	.179
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	467	2.5	.002	.151
Top 50%	32.7	16.5	.05	7	20	33	40	60	468	1.2	.131	.075
Top 10%	36.3	16.2	.17	7	20	40	47	60	504	-2.4	.005	-.145
Learning with Peers												
Collaborative Learning												
CBU (N = 529)	29.4	18.8	.82	0	15	30	45	60				
CCC&U	30.9	15.7	.34	5	20	30	40	60	717	-1.5	.084	-.094
Carnegie Class	28.0	16.8	.07	0	15	30	40	60	536	1.4	.083	.085
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	530	-.9	.287	-.054
Top 50%	34.7	14.2	.05	10	25	35	45	60	532	-5.3	.000	-.374
Top 10%	38.1	13.6	.12	15	30	40	50	60	552	-8.7	.000	-.629
Discussions with Diverse Others												
CBU (N = 464)	40.2	16.0	.74	15	30	40	60	60				
CCC&U	36.4	14.1	.33	15	25	35	45	60	654	3.8	.000	.259
Carnegie Class	37.5	17.1	.08	0	25	40	55	60	473	2.6	.000	.154
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	191,340	1.4	.070	.084
Top 50%	41.1	15.6	.05	15	30	40	55	60	104,041	-.9	.221	-.057
Top 10%	43.9	14.8	.14	20	35	45	60	60	496	-3.7	.000	-.253

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 = 493)	25.4	17.7	.80	0	10	20	40	60				
CCC&U	25.6	15.7	.35	0	15	25	35	55	696	-.2	.821	-.012
Carnegie Class	23.3	16.5	.07	0	10	20	35	60	500	2.1	.009	.127
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	494	1.7	.033	.103
Top 50%	29.6	16.2	.08	5	20	30	40	60	501	-4.1	.000	-.255
Top 10%	34.3	15.8	.22	10	20	35	45	60	570	-8.8	.000	-.551
Effective Teaching Practices												
CBU (N = 488)	45.0	13.4	.61	20	36	48	60	60				
CCC&U	41.1	13.0	.29	20	32	40	52	60	735	3.9	.000	.299
Carnegie Class	40.0	14.6	.06	16	32	40	52	60	52,781	4.9	.000	.340
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	202,074	5.0	.000	.351
Top 50%	42.1	13.8	.05	20	32	40	56	60	69,803	2.9	.000	.208
Top 10%	44.7	13.4	.13	20	36	44	56	60	10,913	.3	.638	.022
Campus Environment												
Quality of Interactions												
CBU (N = 416)	45.5	12.3	.60	24	38	48	56	60				
CCC&U	45.2	11.0	.26	26	38	46	54	60	581	.3	.643	.027
Carnegie Class	43.9	12.8	.06	20	36	46	54	60	44,167	1.7	.008	.130
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	173,356	2.5	.000	.199
Top 50%	45.4	12.1	.04	22	38	48	55	60	75,023	.1	.820	.011
Top 10%	47.9	12.5	.09	22	40	50	60	60	19,003	-2.4	.000	-.190
Supportive Environment												
CBU (N = 451)	36.1	15.2	.72	10	25	37	48	60				
CCC&U	33.4	13.4	.32	13	25	33	43	58	636	2.7	.001	.196
Carnegie Class	31.5	14.9	.07	8	20	31	40	60	48,381	4.6	.000	.306
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	185,892	4.1	.000	.285
Top 50%	34.5	14.3	.05	10	25	35	45	60	456	1.6	.031	.108
Top 10%	37.7	13.9	.17	15	28	38	48	60	503	-1.6	.032	-.113

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.