

NSSE McMaster University 2008

[Institutional Benchmark Comparisons](#)

[Mean and Frequency Comparisons](#)

[Respondent Characteristics](#)

[Multi-Year Benchmark Report](#)



National Survey of Student Engagement

McMaster University

Benchmark Comparisons

August 2008

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/2008_Institutional_Report/.

Class and Sample
Means are reported for first-year students and seniors. Institution-reported class ranks are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean
The mean is the weighted arithmetic average of student level benchmark scores.

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation are summarized.

Statistical Significance

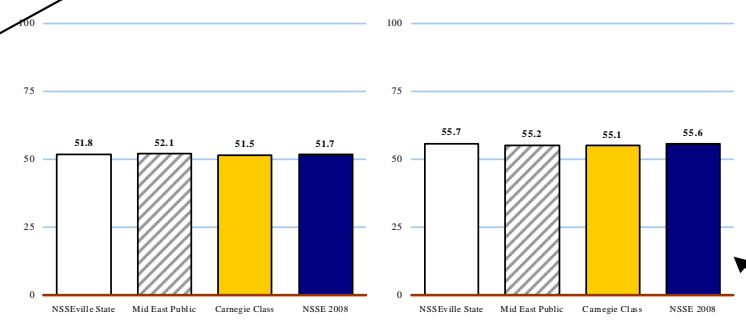
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

Effect Size^a
Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

**Level of Academic Challenge (LAC)
Benchmark Comparisons**

NSSEville State compared with:

Class	NSSEville State		Mid East Public		Carnegie Class		NSSE 2008	
	Mean ^a	Sig. ^b	Mean ^a	Sig. ^b	Mean ^a	Sig. ^b	Mean ^a	Sig. ^b
First-Year	51.8		52.1	-.02	51.5	.02	51.7	.00
Senior	55.7		55.2	.04	55.1	.05	55.6	.01



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Bar Charts
A visual display of first-year and senior mean benchmark scores for your institution and your selected peer or consortium groups.

^a See the *NSSE Effect Size Interpretation Guide* at www.nsse.iub.edu/html/effect_size_guide.cfm for additional information.

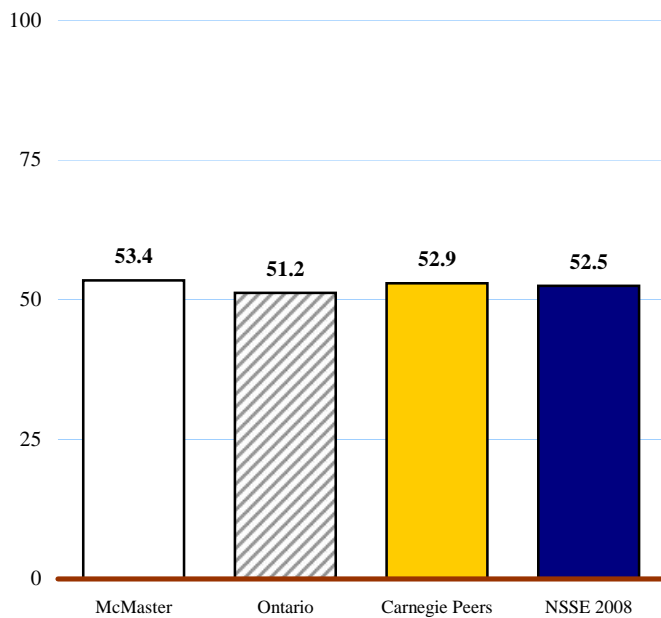
Level of Academic Challenge (LAC)

Benchmark Comparisons

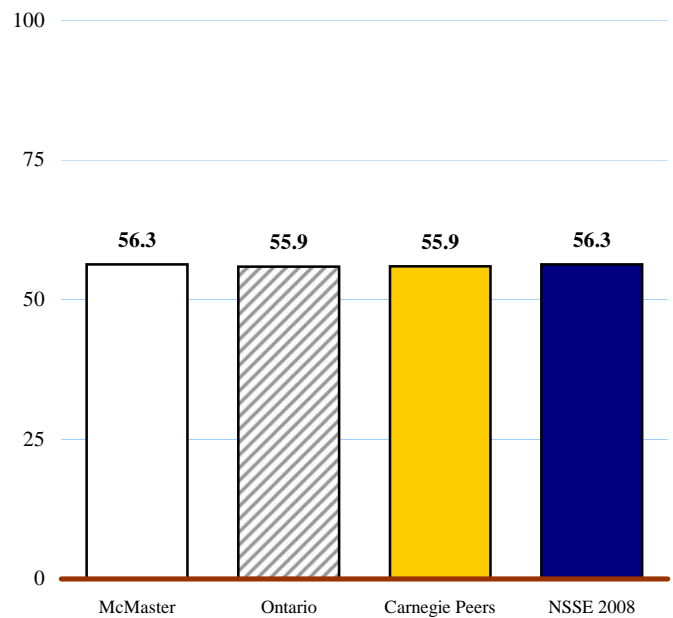
McMaster compared with:

Class	McMaster		Ontario			Carnegie Peers			NSSE 2008		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	53.4		51.2	**	.18	52.9		.04	52.5		.07
Senior	56.3		55.9		.03	55.9		.03	56.3		.00

First-Year



Senior



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Active and Collaborative Learning (ACL)

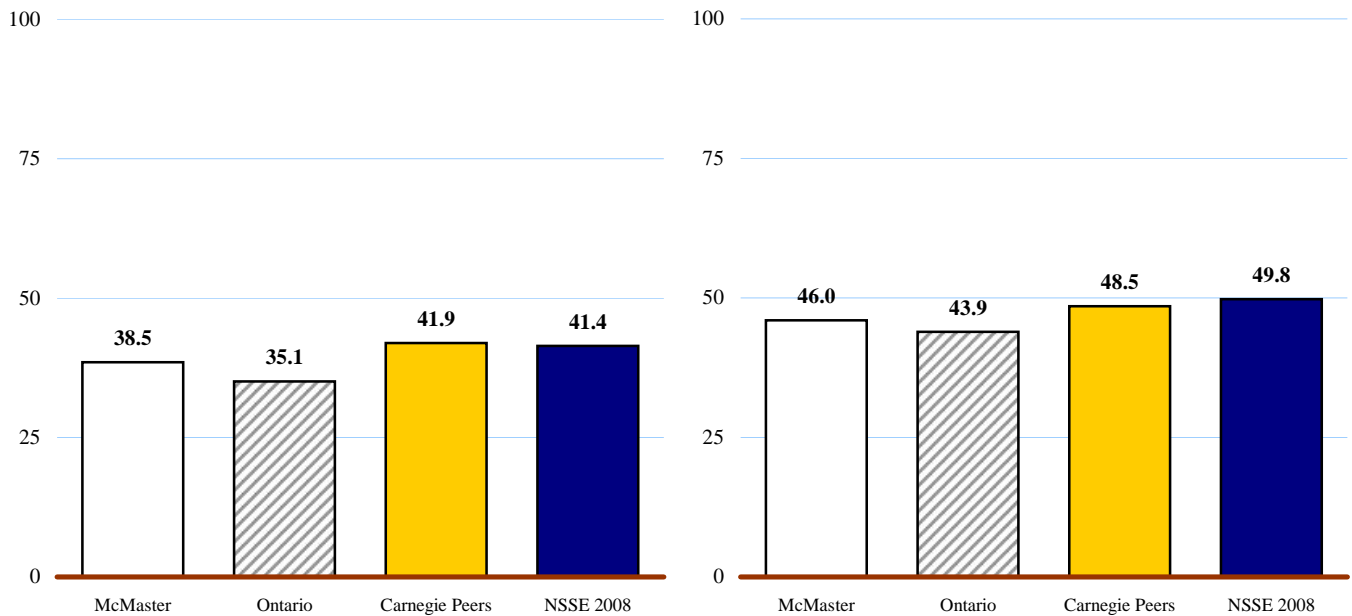
Benchmark Comparisons

McMaster compared with:

Class	McMaster	Ontario			Carnegie Peers			NSSE 2008		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	38.5	35.1	***	.22	41.9	***	-.22	41.4	***	-.17
Senior	46.0	43.9	*	.12	48.5	**	-.15	49.8	***	-.22

First-Year

Senior



Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Student-Faculty Interaction (SFI)

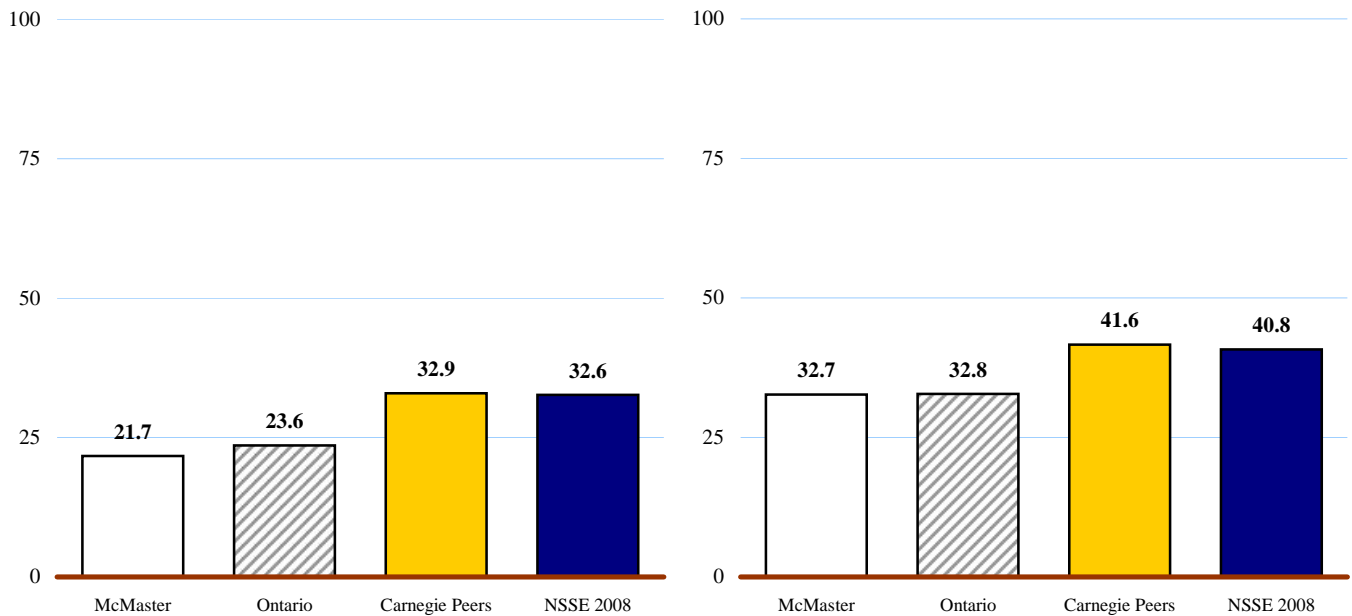
Benchmark Comparisons

McMaster compared with:

Class	McMaster	Ontario			Carnegie Peers			NSSE 2008		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	21.7	23.6	*	-.12	32.9	***	-.65	32.6	***	-.58
Senior	32.7	32.8		-.01	41.6	***	-.43	40.8	***	-.38

First-Year

Senior



Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Enriching Educational Experiences (EEE)

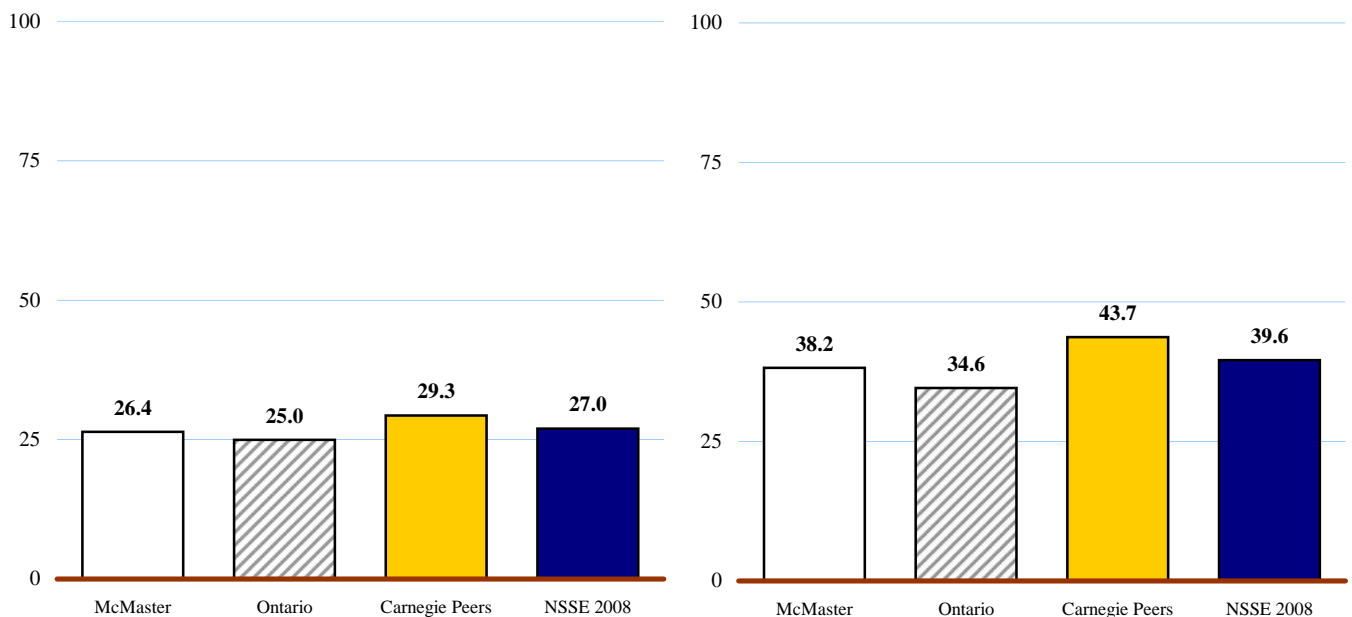
Benchmark Comparisons

McMaster compared with:

Class	McMaster	Ontario			Carnegie Peers			NSSE 2008		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	26.4	25.0	*	.12	29.3	***	-.23	27.0		-.04
Senior	38.2	34.6	***	.22	43.7	***	-.32	39.6		-.08

First-Year

Senior



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Supportive Campus Environment (SCE)

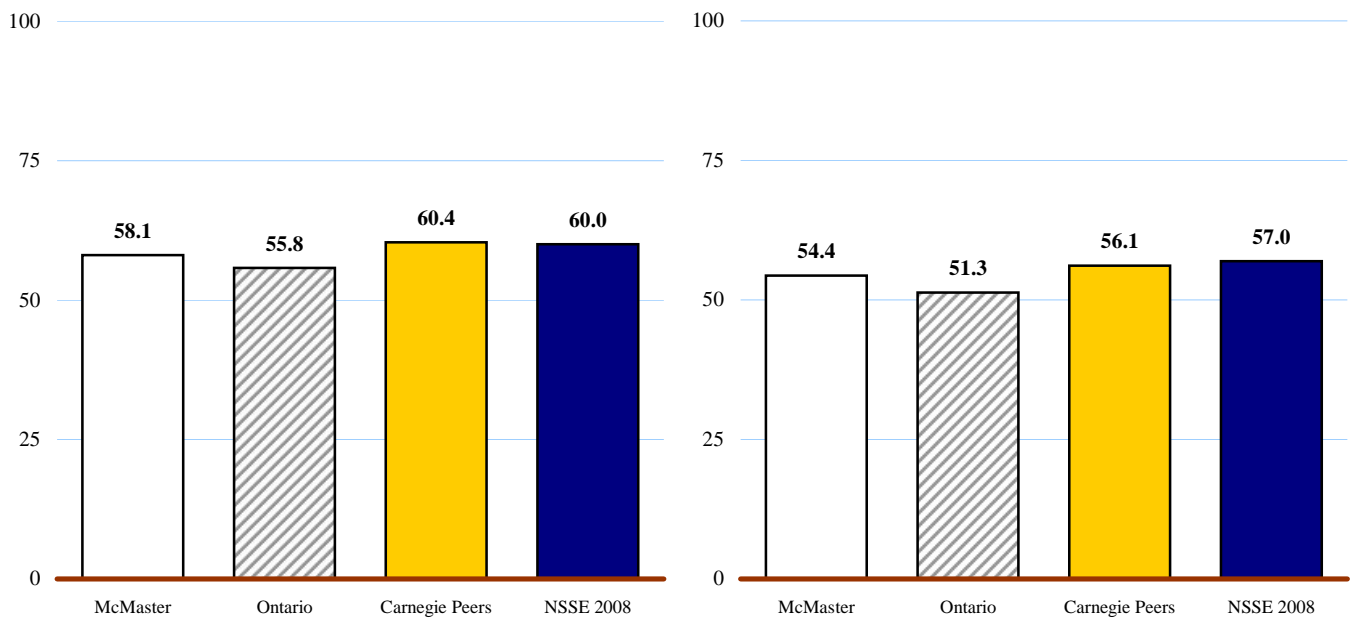
Benchmark Comparisons

McMaster compared with:

Class	McMaster	Ontario			Carnegie Peers			NSSE 2008		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	58.1	55.8	*	.12	60.4	-.12		60.0		-.10
Senior	54.4	51.3	**	.16	56.1	-.09		57.0	**	-.13

First-Year

Senior



Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2008 and (b) those with benchmark scores in the top 10% for 2008.^a These comparisons allow an institution to determine if their engagement of their students differs in significant, meaningful ways from these high performing peer groups.

Example

		NSSEville State	NSSE 2008 Top 50%			NSSE 2008 Top 10%		
		<i>Mean</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2008 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ◆ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2008 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ◆ It is *likely* that NSSEville State is in the top 50% of all NSSE 2008 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).^{a,b}

NSSEville State CANNOT conclude^a...

- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.^b
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.^b

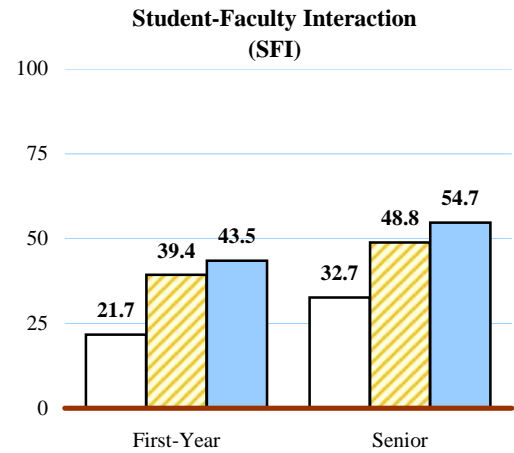
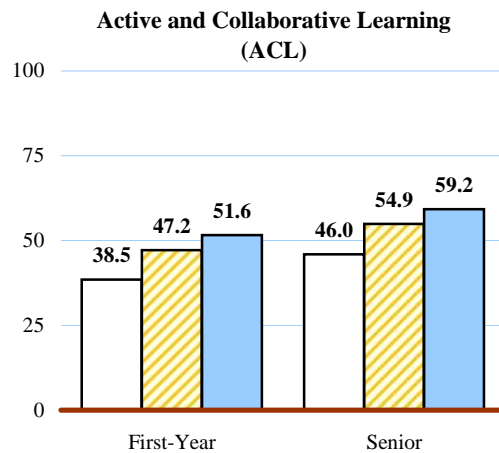
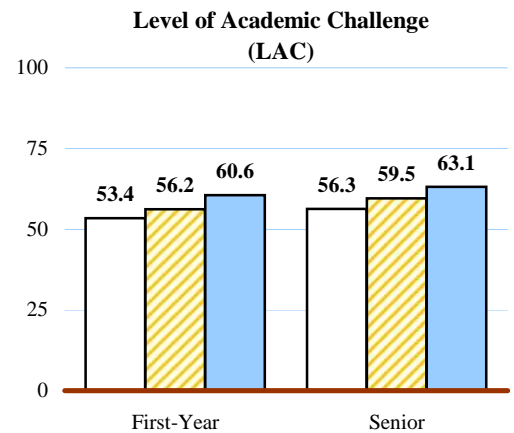
For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see www.nsse.iub.edu/2008_Institutional_Report/.

^a Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers.

^b NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and because our policy against the ranking of institutions.

McMaster compared with

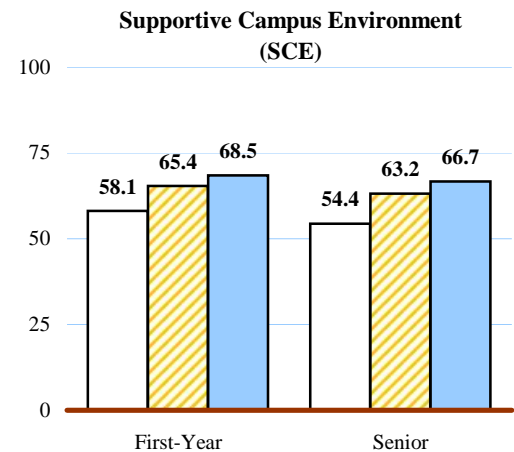
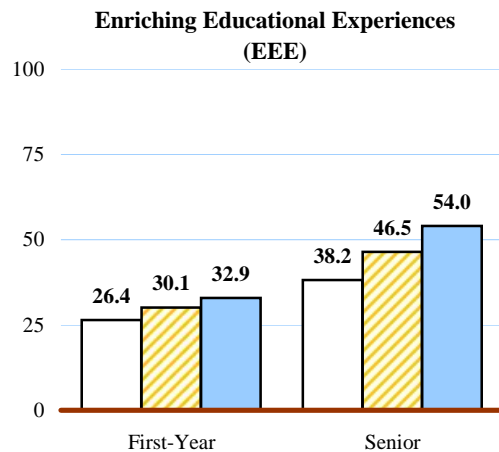
	McMaster <i>Mean</i> ^a	NSSE 2008 Top 50%			NSSE 2008 Top 10%			
		<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect size</i> ^c	<i>Mean</i> ^a	<i>Sig</i> ^b	<i>Effect size</i> ^c	
First-Year	LAC	53.4	56.2	***	-.21	60.6	***	-.56
	ACL	38.5	47.2	***	-.52	51.6	***	-.75
	SFI	21.7	39.4	***	-.92	43.5	***	-1.06
	EEE	26.4	30.1	***	-.27	32.9	***	-.46
	SCE	58.1	65.4	***	-.40	68.5	***	-.56
Senior	LAC	56.3	59.5	***	-.23	63.1	***	-.50
	ACL	46.0	54.9	***	-.52	59.2	***	-.76
	SFI	32.7	48.8	***	-.75	54.7	***	-1.02
	EEE	38.2	46.5	***	-.47	54.0	***	-.92
	SCE	54.4	63.2	***	-.47	66.7	***	-.67



Legend

- McMaster
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2008 institutions on a particular benchmark.



^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

First-Year Students

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
		5th	25th	50th	75th	95th							
LEVEL OF ACADEMIC CHALLENGE (LAC)													
McMaster	(N = 319)	53.4	12.4	.7	32	45	54	63	72				
Ontario		51.2	12.9	.2	30	43	51	60	72	5,005	2.3	.002	.18
Carnegie Peers		52.9	13.2	.4	32	44	53	62	74	1,440	.5	.549	.04
NSSE 2008		52.5	13.4	.1	31	44	52	62	74	53,012	1.0	.208	.07
Top 50%		56.2	13.1	.1	34	48	56	65	77	16,903	-2.8	.000	-.21
Top 10%		60.6	12.8	.2	38	52	61	70	80	3,237	-7.1	.000	-.56
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
McMaster	(N = 363)	38.5	14.2	.7	17	29	38	48	62				
Ontario		35.1	15.8	.2	14	24	33	43	62	429	3.4	.000	.22
Carnegie Peers		41.9	16.2	.5	19	29	39	52	71	658	-3.5	.000	-.22
NSSE 2008		41.4	16.9	.1	17	29	38	52	71	368	-2.9	.000	-.17
Top 50%		47.2	17.0	.1	24	33	48	57	76	385	-8.7	.000	-.52
Top 10%		51.6	17.9	.3	24	38	50	62	83	500	-13.1	.000	-.75
STUDENT-FACULTY INTERACTION (SFI)													
McMaster	(N = 323)	21.7	14.9	.8	0	11	22	33	50				
Ontario		23.6	16.6	.2	0	11	22	33	56	5,038	-1.9	.044	-.12
Carnegie Peers		32.9	17.8	.5	11	22	28	44	67	609	-11.2	.000	-.65
NSSE 2008		32.6	18.8	.1	6	17	28	44	67	328	-10.9	.000	-.58
Top 50%		39.4	19.4	.2	11	28	39	50	78	348	-17.7	.000	-.92
Top 10%		43.5	21.2	.4	13	28	39	56	83	515	-21.8	.000	-1.06
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
McMaster	(N = 313)	26.4	11.1	.6	10	18	26	33	46				
Ontario		25.0	12.4	.2	8	17	23	32	47	4,884	1.5	.043	.12
Carnegie Peers		29.3	13.0	.4	11	20	28	37	51	578	-2.9	.000	-.23
NSSE 2008		27.0	13.5	.1	8	17	25	35	50	318	-.6	.357	-.04
Top 50%		30.1	13.7	.1	11	21	29	38	53	326	-3.7	.000	-.27
Top 10%		32.9	14.3	.2	11	23	32	42	58	395	-6.5	.000	-.46
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
McMaster	(N = 308)	58.1	19.1	1.1	25	47	58	72	92				
Ontario		55.8	18.8	.3	25	42	56	69	86	4,800	2.3	.038	.12
Carnegie Peers		60.4	18.7	.6	28	47	61	72	92	1,379	-2.3	.062	-.12
NSSE 2008		60.0	19.0	.1	28	47	61	72	92	50,309	-1.9	.075	-.10
Top 50%		65.4	18.4	.2	33	53	67	78	94	14,281	-7.3	.000	-.40
Top 10%		68.5	18.4	.3	36	56	69	81	97	3,219	-10.4	.000	-.56

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

^c The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

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

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

^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 calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
		5th	25th	50th	75th	95th							
LEVEL OF ACADEMIC CHALLENGE (LAC)													
McMaster	(N = 431)	56.3	14.4	.7	32	46	58	66	78				
Ontario		55.9	13.6	.2	34	47	56	65	78	6,520	.4	.521	.03
Carnegie Peers		55.9	13.8	.3	33	47	56	66	78	2,282	.4	.611	.03
NSSE 2008		56.3	14.2	.1	33	47	56	66	79	80,220	.0	.977	.00
Top 50%		59.5	13.8	.1	36	50	60	69	81	24,884	-3.2	.000	-.23
Top 10%		63.1	13.6	.2	39	54	64	73	84	5,080	-6.8	.000	-.50
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
McMaster	(N = 450)	46.0	17.1	.8	19	33	43	57	76				
Ontario		43.9	17.0	.2	19	33	43	52	75	6,821	2.1	.013	.12
Carnegie Peers		48.5	16.8	.4	24	38	48	58	81	2,445	-2.5	.004	-.15
NSSE 2008		49.8	17.6	.1	24	38	48	62	81	84,606	-3.8	.000	-.22
Top 50%		54.9	17.2	.1	29	43	52	67	86	26,688	-8.9	.000	-.52
Top 10%		59.2	17.5	.2	33	48	57	71	90	5,458	-13.2	.000	-.76
STUDENT-FACULTY INTERACTION (SFI)													
McMaster	(N = 434)	32.7	20.0	1.0	6	17	28	44	72				
Ontario		32.8	19.5	.2	6	17	28	44	72	6,538	-.1	.917	-.01
Carnegie Peers		41.6	20.6	.5	11	28	39	56	78	2,296	-8.9	.000	-.43
NSSE 2008		40.8	21.2	.1	11	25	39	56	83	439	-8.1	.000	-.38
Top 50%		48.8	21.4	.2	17	33	44	61	89	457	-16.2	.000	-.75
Top 10%		54.7	21.9	.4	22	39	56	72	94	619	-22.0	.000	-1.02
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
McMaster	(N = 425)	38.2	16.9	.8	12	26	37	49	68				
Ontario		34.6	16.1	.2	11	22	33	45	63	6,394	3.6	.000	.22
Carnegie Peers		43.7	17.3	.4	15	31	44	56	72	2,237	-5.5	.000	-.32
NSSE 2008		39.6	18.0	.1	11	26	39	52	71	78,588	-1.4	.114	-.08
Top 50%		46.5	17.8	.1	17	33	47	59	76	27,083	-8.3	.000	-.47
Top 10%		54.0	17.3	.3	23	43	55	66	81	4,468	-15.9	.000	-.92
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
McMaster	(N = 416)	54.4	18.3	.9	22	42	53	67	86				
Ontario		51.3	19.0	.2	19	39	50	64	83	6,307	3.0	.001	.16
Carnegie Peers		56.1	19.0	.4	25	44	56	69	89	2,195	-1.8	.085	-.09
NSSE 2008		57.0	19.4	.1	25	44	58	69	89	77,361	-2.6	.007	-.13
Top 50%		63.2	18.9	.1	31	50	64	75	94	21,401	-8.8	.000	-.47
Top 10%		66.7	18.5	.3	33	56	67	81	97	5,042	-12.3	.000	-.67

^a All statistics are weighted by gender, enrollment status, and institutional size.

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

^c The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

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

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

^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 calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



National Survey of Student Engagement

McMaster University

Mean Comparisons

August 2008

Interpreting the Mean Comparisons Report

Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

Benchmark

Items that make up the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to:

www.nsse.iub.edu/2008_Institutional_Report/NSSE_2008_Weighting.cfm.

Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or



**NSSE 2008 Mean Comparisons
NSSEville State University**

NSSEville State compared with:

Variable	Benchmark	Class	NSSEville State			Mid East Public			Carnegie Class			NSSE 2008			
			Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>															
1. Academic and Intellectual Experiences															
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY 2.84	2.65 ***	.23	2.62 ***	.27	2.74 **	.12	2.74 **	.12	2.74 **	.12	2.74 **	.12
			SR 3.27	2.90 ***	.43	2.91 ***	.41	3.03 ***	.27	3.03 ***	.27	3.03 ***	.27	3.03 ***	.27
b. Made a class presentation	CLPRESEN	ACL	FY 2.33	2.09 ***	.33	2.08 ***	.33	2.21 ***	.15	2.21 ***	.15	2.21 ***	.15	2.21 ***	.15
			SR 2.85	2.62 ***	.27	2.65 ***	.24	2.77 *	.10	2.77 *	.10	2.77 *	.10	2.77 *	.10
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY 2.59	2.53	.07	2.53	.06	2.64	-.05	2.64	-.05	2.64	-.05	2.64	-.05
			SR 2.57	2.30 ***	.28	2.37 ***	.20	2.47 *	.10	2.47 *	.10	2.47 *	.10	2.47 *	.10
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY 3.04	2.96 **	.11	2.95 **	.11	3.03	.02	3.03	.02	3.03	.02	3.03	.02
			SR 3.34	3.22 **	.15	3.24 **	.13	3.29	.06	3.29	.06	3.29	.06	3.29	.06
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY 2.84	2.71 ***	.14	2.72 **	.13	2.75 *	.09	2.75 *	.09	2.75 *	.09	2.75 *	.09
			SR 2.88	2.73 ***	.17	2.73 ***	.16	2.80 *	.09	2.80 *	.09	2.80 *	.09	2.80 *	.09
f. Come to class without completing readings or assignments	CLUNPREP		FY 1.97	2.07 **	-.12	2.09 ***	-.15	2.02	-.06	2.02	-.06	2.02	-.06	2.02	-.06
			SR 1.95	2.23 ***	-.36	2.22 ***	-.33	2.11 ***	-.20	2.11 ***	-.20	2.11 ***	-.20	2.11 ***	-.20

institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

**NSSE 2008 Mean Comparisons
McMaster University**

McMaster compared with:

	Variable	Bench- mark	Class	McMaster		Ontario		Carnegie Peers			NSSE 2008			
				Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
1. Academic and Intellectual Experiences														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.21	2.25		-0.06	2.73	***	-0.64	2.70	***	-0.57
				SR	2.60	2.67		-0.07	2.94	***	-0.38	3.01	***	-0.46
b.	Made a class presentation	CLPRESEN	ACL	FY	1.95	1.82	***	.17	2.15	***	-0.26	2.20	***	-0.30
				SR	2.75	2.59	***	.18	2.58	***	.21	2.76		-0.02
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.20	2.30		-0.09	2.53	***	-0.34	2.59	***	-0.39
				SR	2.20	2.31	*	-0.11	2.29		-0.09	2.45	***	-0.25
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.08	2.97	*	.12	2.96	*	.15	3.04		.04
				SR	3.40	3.38		.03	3.21	***	.24	3.31	*	.12
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.51	2.51		.00	2.75	***	-0.27	2.72	***	-0.24
				SR	2.54	2.62		-0.07	2.71	**	-0.18	2.77	***	-0.25
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.35	2.25	*	.12	2.07	***	.36	2.04	***	.39
				SR	2.31	2.32		-0.02	2.22	*	.11	2.13	***	.22
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.04	1.97		.08	2.38	***	-0.39	2.35	***	-0.36
				SR	2.03	2.07		-0.05	2.40	***	-0.43	2.47	***	-0.49
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.86	2.51	***	.37	2.44	***	.49	2.42	***	.49
				SR	2.98	2.79	***	.20	2.80	***	.20	2.76	***	.24
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.66	2.63		.04	2.61		.07	2.64		.03
				SR	2.91	2.94		-0.04	2.96		-0.07	2.94		-0.04
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.82	1.69	**	.15	1.74		.09	1.70	*	.14
				SR	2.02	1.80	***	.23	1.87	**	.15	1.87	**	.16
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.33	1.34		-0.01	1.63	***	-0.37	1.55	***	-0.27
				SR	1.40	1.43		-0.04	1.67	***	-0.31	1.69	***	-0.32

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

McMaster compared with:

	Variable	Bench- mark	Class	McMaster		Ontario		Carnegie Peers			NSSE 2008			
				Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	3.09	2.74	***	.35	2.59	***	.50	2.62	***	.46
				SR	3.01	2.86	**	.15	2.74	***	.27	2.83	***	.18
m.	Used e-mail to communicate with an instructor	EMAIL		FY	2.72	2.77		-.06	3.19	***	-.58	3.05	***	-.40
				SR	3.18	3.26		-.09	3.45	***	-.37	3.35	***	-.22
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.01	2.11	*	-.12	2.56	***	-.63	2.53	***	-.58
				SR	2.44	2.47		-.03	2.71	***	-.32	2.75	***	-.36
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.64	1.65		-.01	2.13	***	-.59	2.09	***	-.51
				SR	2.04	1.98		.06	2.36	***	-.35	2.35	***	-.33
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.70	1.72		-.03	1.86	**	-.19	1.88	***	-.20
				SR	1.86	1.93		-.07	2.04	***	-.20	2.09	***	-.24
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.19	2.26		-.08	2.62	***	-.51	2.58	***	-.45
				SR	2.41	2.46		-.06	2.72	***	-.38	2.74	***	-.40
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.44	2.46		-.03	2.62	***	-.21	2.62	***	-.21
				SR	2.53	2.59		-.07	2.63	*	-.12	2.71	***	-.21
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.36	1.39		-.05	1.59	***	-.29	1.60	***	-.29
				SR	1.64	1.59		.06	1.83	***	-.21	1.80	***	-.17
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.85	2.77		.09	2.67	**	.21	2.71	**	.16
				SR	2.87	2.82		.05	2.86		.00	2.84		.03
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.92	2.70	***	.21	2.70	***	.23	2.61	***	.31
				SR	2.91	2.80	*	.11	2.70	***	.22	2.68	***	.23
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.85	2.70	*	.15	2.79		.05	2.68	**	.17
				SR	2.85	2.76		.09	2.80		.05	2.71	**	.14

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

				<i>McMaster compared with:</i>									
				McMaster		Ontario		Carnegie Peers			NSSE 2008		
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>													
2. Mental Activities													
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.65	2.85	***	-.22	2.99	***	-.39	2.89	***	-.28
			SR	2.64	2.76	*	-.13	2.79	**	-.16	2.75	*	-.12
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.21	3.10	*	.15	3.15		.08	3.10	**	.15
			SR	3.24	3.23		.01	3.26		-.03	3.24		.00
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.87	2.79		.09	2.91		-.05	2.87		.00
			SR	2.90	2.98		-.09	3.06	**	-.19	3.04	**	-.17
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	2.82	2.77		.05	2.87		-.06	2.87		-.06
			SR	2.91	2.94		-.04	2.97		-.06	2.99		-.09
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	3.15	3.01	**	.15	3.06		.10	3.02	**	.15
			SR	3.16	3.08		.09	3.19		-.04	3.17		-.01
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>													
3. Reading and Writing													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.49	3.30	***	.22	3.33	**	.18	3.25	***	.26
			SR	3.32	3.22		.10	3.22		.10	3.19	**	.13
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.00	2.12	*	-.12	2.00		.00	2.07		-.08
			SR	2.22	2.22		.00	2.17		.05	2.20		.02
c.	Number of written papers or reports of <u>20 pages or more</u>	WRITEMOR	LAC	1.27	1.39	***	-.17	1.17	**	.17	1.30		-.05
			SR	1.81	1.86		-.06	1.55	***	.35	1.67	***	.17
d.	Number of written papers or reports <u>between 5 and 19 pages</u>	WRITEMID	LAC	2.26	2.40	**	-.17	2.18		.11	2.30		-.05
			SR	2.74	2.85	*	-.12	2.51	***	.24	2.61	**	.14
e.	Number of written papers or reports of <u>fewer than 5 pages</u>	WRITESML	LAC	2.65	2.48	**	.17	2.98	***	-.34	2.95	***	-.29
			SR	2.70	2.53	**	.16	2.95	***	-.22	2.93	***	-.20

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

McMaster compared with:

Variable	Bench- mark	Class	McMaster		Ontario		Carnegie Peers			NSSE 2008				
			Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
4. Problem Sets														
<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>														
a.	Number of problem sets or problem-based homework assignments that take you more than an hour to complete	PROBSETA	FY	2.95	2.85	.08	2.66	***	.25	2.72	**	.20		
			SR	2.70	2.64	.05	2.46	***	.20	2.62		.07		
b.	Number of problem sets or problem-based homework assignments that take you less than an hour to complete	PROBSETB	FY	2.38	2.29	.08	2.67	***	-.24	2.67	***	-.23		
			SR	1.89	1.92	-.03	2.12	***	-.20	2.30	***	-.34		
5. Examinations														
<i>1=Very little to 7=Very much</i>														
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.51	5.38	.10	5.54		-.03	5.40		.09		
			SR	5.26	5.10	*	5.37		-.08	5.35		-.06		
6. Additional Collegiate Experiences														
<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>														
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	1.80	1.94	**	-.16	2.23	***	-.50	2.16	***	-.39	
			SR	2.02	1.97		.05	2.10	*	-.10	2.05		-.04	
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.62	2.52		.10	2.92	***	-.31	2.74	*	-.12	
			SR	2.74	2.61	*	.12	2.82		-.09	2.67		.07	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	FY	1.67	1.69		-.02	2.09	***	-.39	1.98	***	-.29	
			SR	1.81	1.71	*	.11	2.06	***	-.23	2.05	***	-.21	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.38	2.44		-.06	2.59	***	-.24	2.57	***	-.21	
			SR	2.56	2.52		.05	2.70	**	-.16	2.66	*	-.11	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.62	2.66		-.04	2.75	*	-.15	2.74	*	-.14	
			SR	2.74	2.74		-.01	2.84	*	-.12	2.82		-.10	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.87	2.84		.03	2.83		.05	2.84		.04	
			SR	2.92	2.86		.07	2.91		.01	2.88		.05	
7. Enriching Educational Experiences														
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>														
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.01	.07	***	-.23	.06	***	-.20	.08	***	-.25
				SR	.37	.41		-.08	.58	***	-.41	.52	***	-.28

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

McMaster compared with:

	Variable	Bench- mark	Class	McMaster		Ontario		Carnegie Peers			NSSE 2008			
				Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
b. Community service or volunteer work	VOLNTR04	EEE	FY	.27		.27		-.01	.43	***	-.33	.36	***	-.20
			SR	.64		.56	***	.17	.67		-.07	.59	*	.11
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.08		.10		-.07	.15	***	-.20	.15	***	-.19
			SR	.18		.16		.06	.24	**	-.14	.25	***	-.15
d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.02		.03		-.07	.04	**	-.14	.05	***	-.15
			SR	.17		.15		.04	.27	***	-.24	.19		-.07
e. Coursework in a foreign or additional language	FORLNG04	EEE	FY	.09		.13	*	-.12	.34	***	-.56	.21	***	-.28
			SR	.16		.20	*	-.10	.57	***	-.87	.39	***	-.46
f. Study abroad	STDABR04	EEE	FY	.05		.04		.04	.02	*	.17	.03		.09
			SR	.08		.09		-.06	.22	***	-.37	.14	***	-.19
g. Independent study or self-designed major	INDSTD04	EEE	FY	.03		.03		-.04	.03		-.01	.04		-.07
			SR	.20		.14	**	.16	.20		.00	.18		.07
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		.02		-.06	.02		-.05	.02	*	-.08
			SR	.43		.21	***	.51	.32	***	.22	.31	***	.26

Select the circle that best represents the quality of your relationships with people at your institution.

1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

8. Quality of Relationships

a. Relationships with <u>other students</u>	ENVSTU	SCE	FY	5.55		5.36	*	.12	5.53		.01	5.45		.07
			SR	5.71		5.36	***	.24	5.54	*	.12	5.55	*	.11
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>														
b. Relationships with <u>faculty members</u>	ENVFAC	SCE	FY	4.97		4.83		.10	5.00		-.02	5.13	*	-.12
			SR	5.07		4.96		.08	5.22	*	-.11	5.35	***	-.20
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>														
c. Relationships with <u>administrative personnel and offices</u>	ENVADM	SCE	FY	4.60		4.46		.09	4.50		.06	4.61		-.01
			SR	4.51		4.19	***	.18	4.36		.09	4.49		.01

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

McMaster compared with:

Variable	Bench- mark	Class	McMaster		Ontario			Carnegie Peers			NSSE 2008		
			Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>													
9. Time Usage													
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.68	4.23	***	.25	4.32	**	.21	4.07	***	.37
			SR	4.69	4.47	*	.12	4.29	***	.23	4.17	***	.29
b. Working for pay <u>on campus</u>	WORKON01		FY	1.15	1.22	*	-.09	1.50	***	-.35	1.49	***	-.28
			SR	1.69	1.56	*	.10	2.04	***	-.22	1.75		-.04
c. Working for pay <u>off campus</u>	WORKOF01		FY	1.79	2.28	***	-.25	1.63		.10	2.47	***	-.30
			SR	2.20	2.92	***	-.32	2.83	***	-.28	3.68	***	-.54
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.88	1.85		.03	2.42	***	-.38	2.19	***	-.20
			SR	2.11	1.98		.09	2.35	***	-.16	2.08		.02
e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.71	3.87		-.10	3.96	*	-.15	3.77		-.04
			SR	3.65	3.72		-.05	3.71		-.04	3.52		.08
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.49	1.85	***	-.24	1.29	**	.20	1.80	***	-.19
			SR	1.55	1.89	***	-.21	1.59		-.03	2.31	***	-.34
g. Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.28	2.59	***	-.26	2.19		.09	2.32		-.04
			SR	2.43	2.64	***	-.20	2.30	*	.14	2.40		.02
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>													
10. Institutional Environment													
a. Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.28	3.15	**	.18	3.21		.10	3.14	**	.19
			SR	3.19	3.15		.06	3.21		-.02	3.14		.07
b. Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.99	2.90		.11	3.09		-.11	3.04		-.05
			SR	2.67	2.65		.03	2.88	***	-.24	2.89	***	-.25
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.63	2.47	**	.16	2.77	*	-.14	2.64		-.01
			SR	2.35	2.24	*	.11	2.48	*	-.13	2.46	*	-.11

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

				<i>McMaster compared with:</i>										
				McMaster			Ontario		Carnegie Peers			NSSE 2008		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	2.04	2.03		.01	2.22	**	-.19	2.22	**	-.19	
			SR	1.83	1.80		.04	1.90		-.08	1.96	**	-.14	
e.	Providing the support you need to thrive socially	ENVSOCAL	FY	2.35	2.27		.09	2.53	**	-.20	2.44		-.10	
			SR	2.13	2.03	*	.11	2.26	**	-.15	2.20		-.07	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	2.76	2.62	*	.15	3.00	***	-.28	2.79		-.04	
			SR	2.57	2.46	*	.13	2.81	***	-.27	2.59		-.02	
g.	Using computers in academic work	ENVCOMPT	FY	3.31	3.18	*	.14	3.34		-.04	3.29		.02	
			SR	3.46	3.34	**	.14	3.53		-.11	3.44		.01	
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>														
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>														
11. Educational and Personal Growth														
a.	Acquiring a broad general education	GNGENLED	FY	3.21	3.10	*	.13	3.26		-.07	3.17		.05	
			SR	3.25	3.19		.07	3.37	**	-.15	3.27		-.03	
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY	2.68	2.61		.06	2.77		-.10	2.77		-.10	
			SR	2.75	2.71		.04	3.05	***	-.31	3.03	***	-.29	
c.	Writing clearly and effectively	GNWRITE	FY	2.83	2.77		.06	2.95	*	-.14	2.97	*	-.16	
			SR	3.12	3.02	*	.11	3.09		.03	3.10		.03	
d.	Speaking clearly and effectively	GNSPEAK	FY	2.52	2.53		-.01	2.71	**	-.19	2.78	***	-.28	
			SR	2.98	2.84	**	.15	2.91		.07	2.97		.01	
e.	Thinking critically and analytically	GNANALY	FY	3.30	3.18	*	.15	3.24		.07	3.20	*	.13	
			SR	3.42	3.34	*	.10	3.42		.00	3.35		.10	
f.	Analyzing quantitative problems	GNQUANT	FY	3.05	2.88	**	.19	3.03		.03	2.94	*	.13	
			SR	3.09	2.96	**	.14	3.14		-.05	3.06		.04	
g.	Using computing and information technology	GNCMPTS	FY	2.89	2.80		.09	3.03	*	-.15	2.99		-.11	
			SR	3.09	2.94	**	.15	3.23	**	-.16	3.18	*	-.10	
h.	Working effectively with others	GNOTHERS	FY	2.96	2.71	***	.26	2.97		-.01	2.94		.02	
			SR	3.10	2.90	***	.21	3.15		-.06	3.13		-.03	

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

**NSSE 2008 Mean Comparisons
McMaster University**

McMaster compared with:

	Variable	Bench- mark	Class	McMaster		Ontario		Carnegie Peers			NSSE 2008			
				Mean ^a	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
i. Voting in local, provincial, or federal elections	GNCITIZN		FY	2.06		2.09		-0.03	2.45	***	-0.36	2.18		-0.11
			SR	1.96		2.00		-0.04	2.34	***	-0.36	2.08	*	-0.12
j. Learning effectively on your own	GNINQ		FY	3.08		2.99		.11	3.05		.04	2.95	*	.16
			SR	3.27		3.11	***	.19	3.14	**	.16	3.05	***	.26
k. Understanding yourself	GNSELF		FY	2.68		2.71		-0.04	2.84	*	-0.17	2.78		-0.11
			SR	2.89		2.77	*	.13	2.86		.03	2.81		.08
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS		FY	2.47		2.52		-0.06	2.74	***	-0.29	2.63	**	-0.17
			SR	2.60		2.52		.08	2.65		-0.06	2.62		-0.02
m. Solving complex real-world problems	GNPROBSV		FY	2.61		2.56		.06	2.72		-0.11	2.66		-0.05
			SR	2.70		2.60		.10	2.86	**	-0.17	2.75		-0.06
n. Developing a personal code of values and ethics	GNETHICS		FY	2.47		2.51		-0.04	2.72	***	-0.25	2.65	**	-0.19
			SR	2.63		2.54		.08	2.71		-0.09	2.68		-0.05
o. Contributing to the welfare of your community	GNCOMMUN		FY	2.25		2.25		-0.01	2.60	***	-0.37	2.43	**	-0.18
			SR	2.37		2.26	*	.11	2.56	***	-0.19	2.44		-0.07
p. Developing a deepened sense of spirituality	GNSPIRIT		FY	1.75		1.82		-0.07	2.19	***	-0.41	2.08	***	-0.31
			SR	1.68		1.66		.02	1.92	***	-0.23	1.90	***	-0.21
12. Academic Advising				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE		FY	2.97		2.85	*	.15	2.95		.03	2.97		.00
			SR	2.83		2.65	***	.20	2.68	**	.15	2.82		.01
13. Satisfaction				<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>										
How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	3.21		3.05	***	.20	3.25		-0.05	3.17		.06
			SR	3.13		3.02	**	.14	3.30	***	-0.23	3.18		-0.06
14.				<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>										
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL		FY	3.25		3.20		.06	3.32		-0.09	3.23		.03
			SR	3.16		3.07	*	.11	3.29	**	-0.15	3.19		-0.03

ESIS: 35007001

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.



National Survey of Student Engagement

NSSE 2008 Detailed Statistics ^a

McMaster University First-Year Students

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	McMaster	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:			McMaster compared with:		
																	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008
CLQUEST	364	2.21	2.25	2.73	2.70	.04	.01	.02	.00	.83	.86	.81	.87	5,384	581	368	.309	.000	.000	-.06	-.64	-.57
CLPRESENT	364	1.95	1.82	2.15	2.20	.04	.01	.02	.00	.69	.79	.78	.83	436	660	370	.000	.000	.000	.17	-.26	-.30
REWRPOP	363	2.20	2.30	2.53	2.59	.05	.01	.03	.00	.97	.99	.99	.99	5,367	1,609	367	.088	.000	.000	-.09	-.34	-.39
INTEGRAT	363	3.08	2.97	2.96	3.04	.04	.01	.02	.00	.81	.86	.80	.80	5,372	1,607	58,102	.022	.010	.408	.12	.15	.04
DIVCLASS	360	2.51	2.51	2.75	2.72	.05	.01	.02	.00	.97	.97	.88	.90	5,365	544	363	.995	.000	.000	.00	-.27	-.24
CLUNPREP	358	2.35	2.25	2.07	2.04	.04	.01	.02	.00	.84	.84	.76	.78	5,347	538	361	.032	.000	.000	.12	.36	.39
CLASSGRP	361	2.04	1.97	2.38	2.35	.05	.01	.02	.00	.89	.89	.84	.87	5,367	1,603	364	.157	.000	.000	.08	-.39	-.36
OCCGRP	363	2.86	2.51	2.44	2.42	.05	.01	.02	.00	.91	.96	.83	.90	423	1,609	58,126	.000	.000	.000	.37	.49	.49
INTIDEAS	331	2.66	2.63	2.61	2.64	.04	.01	.02	.00	.79	.84	.80	.82	383	1,494	54,753	.499	.269	.566	.04	.07	.03
TUTOR	333	1.82	1.69	1.74	1.70	.05	.01	.03	.00	.90	.85	.87	.85	5,146	1,496	54,727	.008	.168	.011	.15	.09	.14
COMMPROJ	332	1.33	1.34	1.63	1.55	.03	.01	.02	.00	.64	.68	.85	.82	5,132	699	338	.851	.000	.000	-.01	-.37	-.27
ITACADEM	331	3.09	2.74	2.59	2.62	.05	.01	.03	.00	.91	1.00	1.01	1.03	387	579	335	.000	.000	.000	.35	.50	.46
EMAIL	333	2.72	2.77	3.19	3.05	.05	.01	.02	.00	.92	.88	.78	.84	5,140	478	335	.289	.000	.000	-.06	-.58	-.40
FACGRADE	333	2.01	2.11	2.56	2.53	.05	.01	.03	.00	.90	.87	.87	.90	5,141	522	336	.032	.000	.000	-.12	-.63	-.58
FACPLANS	332	1.64	1.65	2.13	2.09	.04	.01	.03	.00	.79	.81	.86	.91	5,140	1,492	54,698	.819	.000	.000	-.01	-.59	-.51
FACIDEAS	333	1.70	1.72	1.86	1.88	.05	.01	.03	.00	.86	.86	.88	.90	5,145	1,494	54,732	.591	.002	.000	-.03	-.19	-.20
FACFEED	325	2.19	2.26	2.62	2.58	.05	.01	.02	.00	.89	.88	.82	.86	5,049	1,457	53,604	.172	.000	.000	-.08	-.51	-.45
WORKHARD	326	2.44	2.46	2.62	2.62	.05	.01	.03	.00	.86	.86	.85	.85	5,045	1,454	53,553	.594	.001	.000	-.03	-.21	-.21
FACOTHER	325	1.36	1.39	1.59	1.60	.04	.01	.02	.00	.67	.71	.83	.84	5,039	632	330	.396	.000	.000	-.05	-.29	-.29
OOCIDEAS	326	2.85	2.77	2.67	2.71	.05	.01	.03	.00	.89	.88	.85	.87	5,043	1,454	53,476	.127	.001	.003	.09	.21	.16
DIVRSTUD	325	2.92	2.70	2.70	2.61	.06	.02	.03	.00	1.02	1.04	.99	1.02	372	1,454	53,514	.000	.000	.000	.21	.23	.31
DIFFSTU2	326	2.85	2.70	2.79	2.68	.06	.01	.03	.00	1.01	1.02	.95	.99	5,050	1,455	53,528	.010	.384	.003	.15	.05	.17
MEMORIZE	323	2.65	2.85	2.99	2.89	.05	.01	.03	.00	.97	.90	.84	.87	360	469	325	.000	.000	.000	-.22	-.39	-.28
ANALYZE	321	3.21	3.10	3.15	3.10	.04	.01	.02	.00	.77	.78	.75	.78	5,005	1,443	53,015	.011	.185	.007	.15	.08	.15
SYNTHESZ	319	2.87	2.79	2.91	2.87	.05	.01	.03	.00	.90	.86	.85	.85	4,992	489	321	.114	.470	.999	.09	-.05	.00
EVALUATE	320	2.82	2.77	2.87	2.87	.05	.01	.03	.00	.94	.90	.86	.87	4,998	482	322	.353	.402	.352	.05	-.06	-.06
APPLYING	316	3.15	3.01	3.06	3.02	.05	.01	.02	.00	.87	.88	.83	.85	5,000	1,435	319	.009	.100	.010	.15	.10	.15
READASGN	319	3.49	3.30	3.33	3.25	.05	.01	.03	.00	.81	.90	.95	.94	5,001	586	323	.000	.002	.000	.22	.18	.26

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2008 Detailed Statistics ^a

**McMaster University
First-Year Students**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f						
		McMaster		Ontario	Carnegie Peers	NSSE 2008	McMaster		Ontario	Carnegie Peers	NSSE 2008	McMaster		Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:		Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:		Ontario	Carnegie Peers	NSSE 2008
		McMaster	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008
READOWN	319	2.00	2.12	2.00	2.07	.05	.01	.03	.00	.86	.98	.86	.94	377	1,442	323	.019	.964	.126	-.12	.00	-.08				
WRITEMOR	318	1.27	1.39	1.17	1.30	.03	.01	.02	.00	.53	.75	.55	.70	410	533	324	.000	.005	.272	-.17	.17	-.05				
WRITEMID	319	2.26	2.40	2.18	2.30	.04	.01	.02	.00	.74	.86	.78	.84	379	1,440	323	.001	.089	.341	-.17	.11	-.05				
WRITESML	319	2.65	2.48	2.98	2.95	.05	.01	.03	.00	.95	1.01	.98	1.05	5,003	1,445	53,027	.004	.000	.000	.17	-.34	-.29				
PROBSETA	319	2.95	2.85	2.66	2.72	.07	.02	.03	.01	1.28	1.26	1.12	1.15	4,994	464	321	.158	.000	.001	.08	.25	.20				
PROBSETB	319	2.38	2.29	2.67	2.67	.07	.02	.04	.01	1.29	1.20	1.18	1.21	4,972	1,437	52,582	.160	.000	.000	.08	-.24	-.23				
EXAMS	320	5.51	5.38	5.54	5.40	.07	.02	.03	.01	1.32	1.30	1.14	1.22	4,999	462	52,920	.088	.706	.099	.10	-.03	.09				
ATDART07	317	1.80	1.94	2.23	2.16	.04	.01	.03	.00	.77	.88	.89	.93	4,947	575	321	.005	.000	.000	-.16	-.50	-.39				
EXRCSE05	316	2.62	2.52	2.92	2.74	.06	.02	.03	.00	1.03	1.03	.97	1.05	4,943	481	52,286	.099	.000	.035	.10	-.31	-.12				
WORSHPO5	317	1.67	1.69	2.09	1.98	.06	.01	.03	.00	.99	.97	1.09	1.09	4,940	554	52,313	.796	.000	.000	-.02	-.39	-.29				
OWNVIEW	316	2.38	2.44	2.59	2.57	.05	.01	.03	.00	.93	.91	.87	.89	4,942	1,429	52,315	.279	.000	.000	-.06	-.24	-.21				
OTHRVIEW	316	2.62	2.66	2.75	2.74	.05	.01	.03	.00	.88	.88	.86	.87	4,942	1,429	52,328	.468	.020	.015	-.04	-.15	-.14				
CHNGVIEW	315	2.87	2.84	2.83	2.84	.05	.01	.03	.00	.81	.84	.84	.83	4,944	519	52,321	.564	.431	.500	.03	.05	.04				
INTERN04	313	.01	.07	.06	.08	.01	.00	.01	.00	.12	.26	.23	.27	548	1,015	332	.000	.000	.000	-.23	-.20	-.25				
VOLNTR04	313	.27	.27	.43	.36	.03	.01	.01	.00	.44	.45	.49	.48	4,866	555	316	.801	.000	.000	-.01	-.33	-.20				
LRNCOM04	312	.08	.10	.15	.15	.02	.00	.01	.00	.28	.31	.36	.36	365	643	318	.202	.000	.000	-.07	-.20	-.19				
RESRCH04	313	.02	.03	.04	.05	.01	.00	.01	.00	.13	.17	.21	.22	388	800	323	.116	.005	.000	-.07	-.14	-.15				
FORLNG04	311	.09	.13	.34	.21	.02	.01	.01	.00	.29	.34	.47	.40	370	818	317	.020	.000	.000	-.12	-.56	-.28				
STDABR04	312	.05	.04	.02	.03	.01	.00	.00	.00	.21	.20	.14	.18	4,868	393	314	.480	.034	.205	.04	.17	.09				
INDSTD04	312	.03	.03	.03	.04	.01	.00	.00	.00	.16	.18	.16	.19	4,866	1,406	317	.463	.858	.106	-.04	-.01	-.07				
SNRX04	313	.01	.02	.02	.02	.01	.00	.00	.00	.10	.13	.12	.14	397	1,405	320	.147	.430	.048	-.06	-.05	-.08				
ENVSTU	313	5.55	5.36	5.53	5.45	.08	.02	.04	.01	1.43	1.50	1.43	1.43	4,879	1,405	51,335	.033	.856	.220	.12	.01	.07				
ENVFAC	313	4.97	4.83	5.00	5.13	.08	.02	.04	.01	1.45	1.46	1.31	1.37	4,880	468	51,374	.100	.770	.042	.10	-.02	-.12				
ENVADM	313	4.60	4.46	4.50	4.61	.09	.02	.05	.01	1.56	1.57	1.53	1.55	4,876	1,404	51,310	.120	.334	.851	.09	.06	-.01				
ACADPR01	309	4.68	4.23	4.32	4.07	.11	.03	.05	.01	1.97	1.79	1.63	1.64	344	436	311	.000	.004	.000	.25	.21	.37				
WORKON01	310	1.15	1.22	1.50	1.49	.03	.01	.03	.01	.61	.90	1.11	1.20	407	923	324	.044	.000	.000	-.09	-.35	-.28				
WORKOF01	310	1.79	2.28	1.63	2.47	.09	.03	.04	.01	1.63	1.97	1.44	2.28	374	456	317	.000	.135	.000	-.25	.10	-.30				
COCURR01	310	1.88	1.85	2.42	2.19	.06	.02	.04	.01	1.14	1.22	1.48	1.52	4,844	635	316	.647	.000	.000	.03	-.38	-.20				

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2008 Detailed Statistics ^a

**McMaster University
First-Year Students**

	N	Mean					Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	McMaster	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:			McMaster compared with:			
																	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	
SOCIAL05	311	3.71	3.87	3.96	3.77	.09	.03	.05	.01	1.59	1.70	1.65	1.66	4,838	1,393	50,829	.095	.018	.478	-.10	-.15	-.04	
CAREDE01	311	1.49	1.85	1.29	1.80	.06	.02	.03	.01	1.07	1.51	.92	1.67	400	451	319	.000	.004	.000	-.24	.20	-.19	
COMMUTE	312	2.28	2.59	2.19	2.32	.06	.02	.03	.00	1.06	1.20	.92	1.11	368	454	50,869	.000	.206	.495	-.26	.09	-.04	
ENVSCHOL	308	3.28	3.15	3.21	3.14	.04	.01	.02	.00	.72	.76	.74	.76	4,796	1,379	50,288	.002	.136	.001	.18	.10	.19	
ENVSUPRT	308	2.99	2.90	3.09	3.04	.05	.01	.02	.00	.84	.83	.80	.81	4,785	1,376	50,173	.067	.078	.377	.11	-.11	-.05	
ENVDIVRS	307	2.63	2.47	2.77	2.64	.06	.01	.03	.00	.98	.99	.96	.97	4,788	1,376	50,168	.006	.029	.859	.16	-.14	-.01	
ENVNACAD	308	2.04	2.03	2.22	2.22	.05	.01	.03	.00	.96	.92	.94	.96	4,782	1,375	50,128	.905	.003	.001	.01	-.19	-.19	
ENVSOCAL	307	2.35	2.27	2.53	2.44	.05	.01	.03	.00	.94	.92	.92	.94	4,769	1,371	49,981	.136	.002	.070	.09	-.20	-.10	
ENVEVENT	307	2.76	2.62	3.00	2.79	.05	.01	.03	.00	.91	.94	.84	.94	4,778	465	50,114	.011	.000	.503	.15	-.28	-.04	
ENVCOMPT	308	3.31	3.18	3.34	3.29	.05	.01	.02	.00	.85	.87	.78	.80	4,795	464	50,210	.016	.512	.753	.14	-.04	.02	
NGNENLED	302	3.21	3.10	3.26	3.17	.05	.01	.02	.00	.82	.81	.74	.79	4,726	453	49,418	.024	.331	.414	.13	-.07	.05	
GNWORK	302	2.68	2.61	2.77	2.77	.06	.01	.03	.00	1.02	.97	.93	.95	4,712	454	304	.282	.168	.106	.06	-.10	-.10	
GNWRITE	302	2.83	2.77	2.95	2.97	.05	.01	.03	.00	.95	.91	.87	.87	4,721	457	304	.301	.037	.010	.06	-.14	-.16	
GNSPEAK	303	2.52	2.53	2.71	2.78	.06	.01	.03	.00	.98	.97	.95	.94	4,715	1,349	306	.876	.003	.000	-.01	-.19	-.28	
GNANALY	302	3.30	3.18	3.24	3.20	.05	.01	.02	.00	.82	.80	.78	.79	4,713	1,348	49,290	.013	.268	.026	.15	.07	.13	
GNQUANT	302	3.05	2.88	3.03	2.94	.06	.01	.03	.00	.99	.93	.86	.88	338	441	304	.003	.676	.039	.19	.03	.13	
GNCMPTS	303	2.89	2.80	3.03	2.99	.05	.01	.03	.00	.93	.98	.90	.91	4,717	477	306	.111	.024	.068	.09	-.15	-.11	
GNOTHERS	303	2.96	2.71	2.97	2.94	.05	.01	.03	.00	.93	.97	.88	.90	348	1,348	49,287	.000	.829	.725	.26	-.01	.02	
GNCITIZN	298	2.06	2.09	2.45	2.18	.06	.02	.03	.00	1.02	1.03	1.10	1.05	4,646	511	48,492	.645	.000	.052	-.03	-.36	-.11	
GNINQ	298	3.08	2.99	3.05	2.95	.05	.01	.03	.00	.95	.86	.84	.86	331	440	300	.097	.550	.015	.11	.04	.16	
GNSELF	297	2.68	2.71	2.84	2.78	.06	.01	.03	.00	1.06	.98	.95	.97	331	444	299	.578	.016	.096	-.04	-.17	-.11	
GNDIVERS	298	2.47	2.52	2.74	2.63	.06	.01	.03	.00	.97	.97	.96	.97	4,645	1,322	48,462	.357	.000	.004	-.06	-.29	-.17	
GNPROBSV	298	2.61	2.56	2.72	2.66	.06	.01	.03	.00	1.01	.95	.91	.93	334	447	300	.350	.104	.449	.06	-.11	-.05	
GNETHICS	297	2.47	2.51	2.72	2.65	.06	.01	.03	.00	1.02	.99	.98	.99	4,640	1,321	48,441	.465	.000	.001	-.04	-.25	-.19	
GNCOMMUN	298	2.25	2.25	2.60	2.43	.05	.01	.03	.00	.94	.97	.96	.99	4,641	1,321	301	.890	.000	.001	-.01	-.37	-.18	
GNSPIRIT	298	1.75	1.82	2.19	2.08	.06	.01	.03	.00	.97	.98	1.09	1.08	4,639	535	301	.230	.000	.000	-.07	-.41	-.31	
ADVISE	301	2.97	2.85	2.95	2.97	.05	.01	.03	.00	.84	.84	.85	.84	4,699	1,342	49,062	.014	.666	.975	.15	.03	.00	
ENTIREXP	301	3.21	3.05	3.25	3.17	.05	.01	.02	.00	.80	.79	.70	.73	341	443	303	.001	.451	.356	.20	-.05	.06	
SAMECOLL	300	3.25	3.20	3.32	3.23	.05	.01	.02	.00	.82	.81	.80	.82	4,703	1,340	49,106	.326	.182	.588	.06	-.09	.03	

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2008 Detailed Statistics ^a

**McMaster University
Seniors**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	McMaster	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:			McMaster compared with:		
																	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008
CLQUEST	451	2.60	2.67	2.94	3.01	.04	.01	.02	.00	.93	.92	.87	.88	6,817	638	454	.136	.000	.000	-.07	-.38	-.46
CLPRESENT	450	2.75	2.59	2.58	2.76	.04	.01	.02	.00	.87	.89	.82	.87	6,811	2,447	84,456	.000	.000	.750	.18	.21	-.02
REWRPOP	452	2.20	2.31	2.29	2.45	.05	.01	.02	.00	1.00	1.02	.95	.98	520	2,443	84,461	.021	.074	.000	-.11	-.09	-.25
INTEGRAT	449	3.40	3.38	3.21	3.31	.04	.01	.02	.00	.74	.75	.77	.75	6,810	2,440	84,453	.586	.000	.010	.03	.24	.12
DIVCLASS	451	2.54	2.62	2.71	2.77	.05	.01	.02	.00	.99	1.00	.92	.94	6,801	636	454	.137	.001	.000	-.07	-.18	-.25
CLUNPREP	449	2.31	2.32	2.22	2.13	.04	.01	.02	.00	.84	.83	.80	.80	6,788	641	452	.688	.044	.000	-.02	.11	.22
CLASSGRP	450	2.03	2.07	2.40	2.47	.04	.01	.02	.00	.84	.91	.87	.90	526	682	454	.313	.000	.000	-.05	-.43	-.49
OCCGRP	449	2.98	2.79	2.80	2.76	.04	.01	.02	.00	.91	.95	.89	.91	519	656	453	.000	.000	.000	.20	.20	.24
INTIDEAS	440	2.91	2.94	2.96	2.94	.04	.01	.02	.00	.80	.81	.81	.81	6,619	2,343	81,674	.420	.168	.361	-.04	-.07	-.04
TUTOR	439	2.02	1.80	1.87	1.87	.05	.01	.02	.00	1.04	.91	.94	.95	487	615	442	.000	.007	.002	.23	.15	.16
COMMPROJ	439	1.40	1.43	1.67	1.69	.03	.01	.02	.00	.72	.77	.90	.90	6,604	784	445	.427	.000	.000	-.04	-.31	-.32
ITACADEM	437	3.01	2.86	2.74	2.83	.05	.01	.02	.00	.95	.99	1.04	1.02	505	693	442	.002	.000	.000	.15	.27	.18
EMAIL	439	3.18	3.26	3.45	3.35	.04	.01	.02	.00	.82	.78	.71	.76	6,614	597	81,592	.059	.000	.000	-.09	-.37	-.22
FACGRADE	439	2.44	2.47	2.71	2.75	.04	.01	.02	.00	.89	.88	.88	.89	6,614	2,338	81,634	.485	.000	.000	-.03	-.32	-.36
FACPLANS	439	2.04	1.98	2.36	2.35	.04	.01	.02	.00	.89	.91	.94	.96	6,613	680	443	.212	.000	.000	.06	-.35	-.33
FACIDEAS	439	1.86	1.93	2.04	2.09	.04	.01	.02	.00	.86	.88	.90	.93	6,614	2,342	81,677	.137	.000	.000	-.07	-.20	-.24
FACFEED	434	2.41	2.46	2.72	2.74	.04	.01	.02	.00	.89	.83	.80	.83	488	605	437	.277	.000	.000	-.06	-.38	-.40
WORKHARD	435	2.53	2.59	2.63	2.71	.04	.01	.02	.00	.84	.84	.84	.85	6,551	2,295	80,765	.161	.026	.000	-.07	-.12	-.21
FACOTHER	436	1.64	1.59	1.83	1.80	.04	.01	.02	.00	.87	.85	.91	.94	6,545	2,297	441	.250	.000	.000	.06	-.21	-.17
OOCIDEAS	435	2.87	2.82	2.86	2.84	.04	.01	.02	.00	.85	.86	.84	.86	6,547	2,294	80,710	.286	.983	.509	.05	.00	.03
DIVRSTUD	435	2.91	2.80	2.70	2.68	.05	.01	.02	.00	.97	1.01	.97	.99	6,550	2,297	439	.031	.000	.000	.11	.22	.23
DIFFSTU2	436	2.85	2.76	2.80	2.71	.05	.01	.02	.00	.98	.98	.95	.96	6,548	2,299	80,749	.078	.341	.004	.09	.05	.14
MEMORIZE	432	2.64	2.76	2.79	2.75	.04	.01	.02	.00	.92	.94	.91	.92	6,524	2,286	80,319	.011	.003	.015	-.13	-.16	-.12
ANALYZE	433	3.24	3.23	3.26	3.24	.04	.01	.02	.00	.77	.76	.74	.75	6,514	2,283	80,229	.764	.528	.958	.01	-.03	.00
SYNTHESZ	430	2.90	2.98	3.06	3.04	.04	.01	.02	.00	.92	.86	.84	.83	483	604	433	.076	.001	.002	-.09	-.19	-.17
EVALUATE	430	2.91	2.94	2.97	2.99	.04	.01	.02	.00	.91	.89	.86	.87	6,506	622	433	.451	.249	.078	-.04	-.06	-.09
APPLYING	432	3.16	3.08	3.19	3.17	.04	.01	.02	.00	.88	.88	.83	.83	6,510	2,283	80,208	.064	.505	.804	.09	-.04	-.01
READASGN	430	3.32	3.22	3.22	3.19	.05	.01	.02	.00	1.01	1.03	1.01	1.03	6,509	2,281	80,084	.051	.063	.008	.10	.10	.13

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2008 Detailed Statistics ^a

**McMaster University
Seniors**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f						
		McMaster		Ontario	Carnegie Peers	NSSE 2008	McMaster		Ontario	Carnegie Peers	NSSE 2008	McMaster		Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:		Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:		Ontario	Carnegie Peers	NSSE 2008
		McMaster	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008
READOWN	431	2.22	2.22	2.17	2.20	.05	.01	.02	.00	.97	1.02	.94	.99	6,513	2,281	80,132	.996	.316	.653	.00	.05	.02				
WRITEMOR	431	1.81	1.86	1.55	1.67	.04	.01	.02	.00	.81	.86	.72	.80	6,512	2,280	80,117	.249	.000	.000	-.06	.35	.17				
WRITEMID	431	2.74	2.85	2.51	2.61	.05	.01	.02	.00	.96	.94	.94	.96	6,518	2,281	80,145	.017	.000	.005	-.12	.24	.14				
WRITESML	429	2.70	2.53	2.95	2.93	.05	.01	.03	.00	1.08	1.08	1.11	1.16	6,508	2,276	80,125	.002	.000	.000	.16	-.22	-.20				
PROBSETA	429	2.70	2.64	2.46	2.62	.06	.02	.03	.00	1.31	1.30	1.22	1.22	6,486	614	432	.340	.000	.200	.05	.20	.07				
PROBSETB	427	1.89	1.92	2.12	2.30	.05	.01	.03	.00	1.01	1.11	1.15	1.20	502	711	433	.523	.000	.000	-.03	-.20	-.34				
EXAMS	427	5.26	5.10	5.37	5.35	.07	.02	.03	.00	1.41	1.42	1.26	1.32	6,495	592	79,954	.020	.146	.204	.12	-.08	-.06				
ATDART07	430	2.02	1.97	2.10	2.05	.04	.01	.02	.00	.82	.87	.88	.90	500	677	435	.276	.049	.337	.05	-.10	-.04				
EXRCSE05	429	2.74	2.61	2.82	2.67	.05	.01	.02	.00	1.03	1.03	1.00	1.05	6,455	2,252	79,280	.014	.102	.165	.12	-.09	.07				
WORSHPO5	428	1.81	1.71	2.06	2.05	.05	.01	.03	.00	1.01	.97	1.09	1.11	6,449	2,248	433	.026	.000	.000	.11	-.23	-.21				
OWNVIEW	429	2.56	2.52	2.70	2.66	.04	.01	.02	.00	.91	.89	.89	.89	6,457	2,254	79,367	.311	.003	.024	.05	-.16	-.11				
OTHRVIEW	429	2.74	2.74	2.84	2.82	.04	.01	.02	.00	.92	.86	.84	.85	483	604	432	.906	.029	.069	-.01	-.12	-.10				
CHNGVIEW	430	2.92	2.86	2.91	2.88	.04	.01	.02	.00	.84	.82	.80	.82	6,464	2,258	79,389	.179	.823	.344	.07	.01	.05				
INTERN04	424	.37	.41	.58	.52	.02	.01	.01	.00	.48	.49	.49	.50	488	646	428	.115	.000	.000	-.08	-.41	-.28				
VOLNTR04	422	.64	.56	.67	.59	.02	.01	.01	.00	.48	.50	.47	.49	487	621	426	.001	.188	.021	.17	-.07	.11				
LRNCOM04	424	.18	.16	.24	.25	.02	.00	.01	.00	.39	.37	.43	.43	479	687	429	.290	.006	.001	.06	-.14	-.15				
RESRCH04	423	.17	.15	.27	.19	.02	.00	.01	.00	.37	.36	.44	.39	6,368	730	427	.441	.000	.148	.04	-.24	-.07				
FORLNG04	424	.16	.20	.57	.39	.02	.01	.01	.00	.37	.40	.49	.49	497	818	431	.032	.000	.000	-.10	-.87	-.46				
STDABR04	425	.08	.09	.22	.14	.01	.00	.01	.00	.27	.29	.41	.35	500	971	432	.183	.000	.000	-.06	-.37	-.19				
INDSTD04	425	.20	.14	.20	.18	.02	.00	.01	.00	.40	.35	.40	.38	472	2,234	428	.004	.931	.198	.16	.00	.07				
SNRX04	425	.43	.21	.32	.31	.02	.01	.01	.00	.50	.41	.47	.46	467	614	428	.000	.000	.000	.51	.22	.26				
ENVSTU	423	5.71	5.36	5.54	5.55	.06	.02	.03	.00	1.30	1.46	1.39	1.39	500	2,229	427	.000	.021	.016	.24	.12	.11				
ENVFAC	422	5.07	4.96	5.22	5.35	.07	.02	.03	.00	1.45	1.44	1.36	1.39	6,389	2,231	78,459	.130	.048	.000	.08	-.11	-.20				
ENVADM	424	4.51	4.19	4.36	4.49	.08	.02	.04	.01	1.62	1.72	1.65	1.69	6,386	2,228	78,362	.000	.102	.827	.18	.09	.01				
ACADPR01	422	4.69	4.47	4.29	4.17	.09	.02	.04	.01	1.94	1.91	1.74	1.76	6,356	589	425	.018	.000	.000	.12	.23	.29				
WORKON01	422	1.69	1.56	2.04	1.75	.06	.02	.04	.01	1.29	1.30	1.72	1.51	6,342	810	427	.044	.000	.338	.10	-.22	-.04				
WORKOF01	422	2.20	2.92	2.83	3.68	.09	.03	.06	.01	1.89	2.29	2.34	2.76	513	757	430	.000	.000	.000	-.32	-.28	-.54				
COCURR01	422	2.11	1.98	2.35	2.08	.06	.02	.04	.01	1.28	1.40	1.54	1.52	6,356	735	427	.065	.001	.618	.09	-.16	.02				

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey
of Student Engagement**

NSSE 2008 Detailed Statistics ^a

**McMaster University
Seniors**

	N	Mean				Standard Error of the Mean ^b				Standard Deviation ^c				Degrees of Freedom ^d			Significance ^e			Effect Size ^f		
	McMaster	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	McMaster	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008	McMaster compared with:			McMaster compared with:		
																	Ontario	Carnegie Peers	NSSE 2008	Ontario	Carnegie Peers	NSSE 2008
SOCIAL05	418	3.65	3.72	3.71	3.52	.07	.02	.04	.01	1.50	1.61	1.57	1.55	6,341	2,213	77,800	.344	.479	.091	-.05	-.04	.08
CAREDE01	418	1.55	1.89	1.59	2.31	.06	.02	.04	.01	1.22	1.61	1.57	2.23	525	773	432	.000	.567	.000	-.21	-.03	-.34
COMMUTE	421	2.43	2.64	2.30	2.40	.04	.01	.02	.00	.92	1.08	.89	1.05	506	617	77,912	.000	.013	.657	-.20	.14	.02
ENVSCHOL	415	3.19	3.15	3.21	3.14	.03	.01	.02	.00	.71	.77	.74	.77	6,299	2,192	77,299	.271	.768	.139	.06	-.02	.07
ENVSUPRT	416	2.67	2.65	2.88	2.89	.04	.01	.02	.00	.84	.85	.84	.85	6,293	625	420	.591	.000	.000	.03	-.24	-.25
ENVDIVRS	415	2.35	2.24	2.48	2.46	.05	.01	.02	.00	.95	.97	.97	.99	6,291	2,188	418	.034	.014	.015	.11	-.13	-.11
ENVNACAD	416	1.83	1.80	1.90	1.96	.04	.01	.02	.00	.87	.86	.89	.93	6,288	2,190	77,088	.455	.134	.004	.04	-.08	-.14
ENVSOCAL	416	2.13	2.03	2.26	2.20	.04	.01	.02	.00	.88	.89	.91	.93	6,279	644	421	.023	.006	.117	.11	-.15	-.07
ENVEVENT	415	2.57	2.46	2.81	2.59	.04	.01	.02	.00	.88	.91	.89	.95	6,285	2,188	419	.013	.000	.720	.13	-.27	-.02
ENVCOMPT	415	3.46	3.34	3.53	3.44	.04	.01	.02	.00	.77	.82	.70	.75	483	584	77,235	.003	.065	.769	.14	-.11	.01
NGNENLED	411	3.25	3.19	3.37	3.27	.04	.01	.02	.00	.76	.83	.76	.80	480	2,170	415	.122	.005	.561	.07	-.15	-.03
GNWORK	408	2.75	2.71	3.05	3.03	.05	.01	.02	.00	1.03	1.00	.95	.94	6,232	581	411	.410	.000	.000	.04	-.31	-.29
GNWRITE	410	3.12	3.02	3.09	3.10	.04	.01	.02	.00	.84	.88	.86	.86	6,233	2,169	76,358	.027	.569	.550	.11	.03	.03
GNSPEAK	410	2.98	2.84	2.91	2.97	.04	.01	.02	.00	.88	.94	.93	.91	476	638	76,332	.002	.168	.886	.15	.07	.01
GNANALY	410	3.42	3.34	3.42	3.35	.04	.01	.02	.00	.72	.77	.74	.76	6,231	2,164	76,308	.044	.972	.051	.10	.00	.10
GNQUANT	408	3.09	2.96	3.14	3.06	.05	.01	.02	.00	.92	.93	.88	.89	6,219	2,165	76,225	.006	.381	.431	.14	-.05	.04
GNCMPTS	408	3.09	2.94	3.23	3.18	.04	.01	.02	.00	.90	.94	.86	.87	6,228	2,167	76,359	.003	.003	.036	.15	-.16	-.10
GNOTHERS	409	3.10	2.90	3.15	3.13	.04	.01	.02	.00	.86	.93	.85	.87	476	2,164	76,311	.000	.273	.517	.21	-.06	-.03
GNCITIZN	397	1.96	2.00	2.34	2.08	.05	.01	.03	.00	.96	1.01	1.10	1.04	6,155	655	401	.438	.000	.012	-.04	-.36	-.12
GNINQ	397	3.27	3.11	3.14	3.05	.04	.01	.02	.00	.77	.85	.85	.88	6,158	2,127	75,479	.000	.003	.000	.19	.16	.26
GNSELF	397	2.89	2.77	2.86	2.81	.05	.01	.02	.00	.95	.98	.98	.99	455	2,126	400	.010	.579	.081	.13	.03	.08
GNDIVERS	397	2.60	2.52	2.65	2.62	.05	.01	.02	.00	.95	.98	.97	.99	6,155	2,129	75,466	.135	.319	.727	.08	-.06	-.02
GNPROBSV	395	2.70	2.60	2.86	2.75	.05	.01	.02	.00	.93	.96	.93	.95	6,148	2,127	75,480	.053	.003	.269	.10	-.17	-.06
GNETHICS	397	2.63	2.54	2.71	2.68	.05	.01	.02	.00	.98	1.00	1.01	1.03	6,149	2,127	401	.108	.121	.271	.08	-.09	-.05
GNCOMMUN	396	2.37	2.26	2.56	2.44	.05	.01	.02	.00	.98	.99	.99	1.02	6,146	2,129	400	.032	.001	.159	.11	-.19	-.07
GNSPIRIT	397	1.68	1.66	1.92	1.90	.05	.01	.03	.00	.93	.94	1.05	1.07	6,151	649	402	.688	.000	.000	.02	-.23	-.21
ADVISE	406	2.83	2.65	2.68	2.82	.04	.01	.02	.00	.84	.92	.98	.94	475	684	410	.000	.002	.819	.20	.15	.01
ENTIREXP	407	3.13	3.02	3.30	3.18	.04	.01	.02	.00	.78	.80	.72	.75	6,225	2,159	76,199	.008	.000	.210	.14	-.23	-.06
SAMECOLL	407	3.16	3.07	3.29	3.19	.04	.01	.02	.00	.90	.89	.84	.86	463	2,158	410	.036	.008	.611	.11	-.15	-.03

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

**NSSE 2008 Mean Comparisons^a
Ontario Universities Consortium
McMaster University**

Ontario Universities Consortium Questions

Refer to the Ontario codebook for response option values.

			McMaster	McMaster compared with		
				Ontario		
	Variable	Class	Mean	Mean	Sig ^b	Effect size ^c
1.	Which one of the following factors poses, or has posed, the biggest obstacle to your academic progress?	ONT0801 ^d				
		FY				
		SR				
2.	Please select one of the four columns for each financing source below to indicate how you have financed your education <u>this year</u>:					
2a.	Parents/other relatives (including RESP-Registered Educational Savings Plan)	ONT0802a	2.93	2.76	*	.14
		SR	2.56	2.47		.07
2b.	Work while attending university	ONT0802b	1.39	1.53	**	-.19
		SR	2.05	2.19	**	-.14
2c.	Personal savings including from work while not attending university (prior to university and during summers)	ONT0802c	2.18	2.05		.14
		SR	2.42	2.25	**	.15
2d.	Government loans (OSAP or other government loans)	ONT0802d	2.02	2.01		.01
		SR	2.04	2.03		.01
2e.	Government scholarships or grants (including Band and INAC funding)	ONT0802e	1.47	1.48		-.01
		SR	1.23	1.28		-.07
2f.	University bursary or scholarship	ONT0802f	2.05	1.83	***	.25
		SR	1.60	1.55		.06
2g.	Private bank loan, line of credit, or credit card	ONT0802g	1.28	1.30		-.03
		SR	1.42	1.55	*	-.13
2h.	Private sector scholarship or grant	ONT0802h	1.22	1.20		.03
		SR	1.12	1.10		.04
2i.	Other sources	ONT0802i	1.12	1.16		-.08
		SR	1.14	1.15		-.02
3.	My professors make students aware of their research activity and apply their research to their teaching.	ONT0803	2.77	2.72		.07
		SR	2.81	2.76		.06
4.	From the list below, please select up to 2 items you believe your university <u>most needs to address</u> to improve the student academic/learning experience <u>in the classroom</u> .	ONT0804 ^d				
		FY				
		SR				

^a Weighted by sex, enrollment status, and institution size

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.

^d Response set is categorical



**NSSE 2008 Mean Comparisons^a
Ontario Universities Consortium
McMaster University**

Ontario Universities Consortium Questions

Refer to the Ontario codebook for response option values.

			McMaster	<i>McMaster compared with</i>		
			Ontario			
	<i>Variable</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^b</i>	<i>Effect size^c</i>
5.		FY				
		SR				
6.		FY	2.56	2.37	***	.21
		SR	2.38	2.24	**	.15
7.		FY	2.67	2.17	***	.39
		SR	2.48	2.17	***	.25
8.		FY	1.59	1.43	***	.33
		SR	1.04	1.06		-.06
9.		FY				
		SR				
10.		FY				
		SR				
11.		FY	1.98	2.38	***	-.34
		SR	1.62	1.91	***	-.27

ESIS: 35007001

^a Weighted by sex, enrollment status, and institution size

^b * p<.05, ** p<.01, ***p<.001

^c Mean difference divided by the pooled s.d.

^d Response set is categorical

First-Year Students

Seniors

	N		Mean		Standard Error of the Mean ^b		Standard deviation ^c		DF ^d	Sig. ^e	Effect size ^f	N		Mean		Standard Error of the Mean ^b		Standard deviation ^c		DF ^d	Sig. ^e	Effect size ^f
	McMaster	Ontario	McMaster	Ontario	McMaster	Ontario	McMaster	Ontario				McMaster	Ontario	McMaster	Ontario	McMaster	Ontario	McMaster	Ontario			
ONT0801 ^g																						
ONT0802a	268		2.93	2.76	.07	.02	1.16	1.20	309	.022	.14	372		2.56	2.47	.06	.02	1.24	1.23	5407	.183	.07
ONT0802b	253		1.39	1.53	.04	.01	.71	.77	295	.001	-.19	343		2.05	2.19	.05	.01	.95	1.01	399	.009	-.14
ONT0802c	261		2.18	2.05	.07	.02	1.08	.97	291	.054	.14	339		2.42	2.25	.06	.02	1.06	1.09	5073	.007	.15
ONT0802d	251		2.02	2.01	.08	.02	1.23	1.26	3827	.930	.01	328		2.04	2.03	.07	.02	1.32	1.33	4992	.901	.01
ONT0802e	239		1.47	1.48	.05	.01	.80	.82	3715	.851	-.01	315		1.23	1.28	.03	.01	.60	.70	377	.151	-.07
ONT0802f	258		2.05	1.83	.04	.01	.72	.90	318	.000	.25	335		1.60	1.55	.04	.01	.69	.80	403	.239	.06
ONT0802g	235		1.28	1.30	.05	.01	.74	.76	3681	.678	-.03	315		1.42	1.55	.05	.01	.88	1.00	373	.011	-.13
ONT0802h	243		1.22	1.20	.04	.01	.60	.55	3705	.675	.03	315		1.12	1.10	.02	.01	.43	.43	4702	.532	.04
ONT0802i	233		1.12	1.16	.03	.01	.45	.54	280	.181	-.08	302		1.14	1.15	.03	.01	.55	.56	4540	.755	-.02
ONT0803	263		2.77	2.72	.05	.01	.76	.79	3875	.287	.07	379		2.81	2.76	.04	.01	.84	.81	5629	.280	.06
ONT0804 ^g																						
ONT0805 ^g																						
ONT0806	283		2.56	2.37	.06	.01	.95	.91	4227	.001	.21	389		2.38	2.24	.05	.01	.89	.93	5785	.003	.15
ONT0807	286		2.67	2.17	.08	.02	1.38	1.27	320	.000	.39	395		2.48	2.17	.06	.02	1.22	1.23	5906	.000	.25
ONT0808	289		1.59	1.43	.03	.01	.49	.50	330	.000	.33	396		1.04	1.06	.01	.00	.21	.23	469	.226	-.06
ONT0809 ^g																						
ONT0810 ^g																						
ONT0811	117		1.98	2.38	.09	.02	1.02	1.17	132	.000	-.34	378		1.62	1.91	.05	.02	.95	1.10	455	.000	-.27

ESIS: 35007001

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

^c A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

^d Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

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

^f Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

^g Response set is categorical.



**National Survey
of Student Engagement**

McMaster University

Frequency Distributions

August 2008

Interpreting the Frequency Distributions Report

Sample

The *Frequency Distributions* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic

Challenge

ACL=Active and

Collaborative Learning

SFI=Student-Faculty

Interaction

EEE=Enriching Educational

Experiences

SCE=Supportive Campus

Environment

Response Options

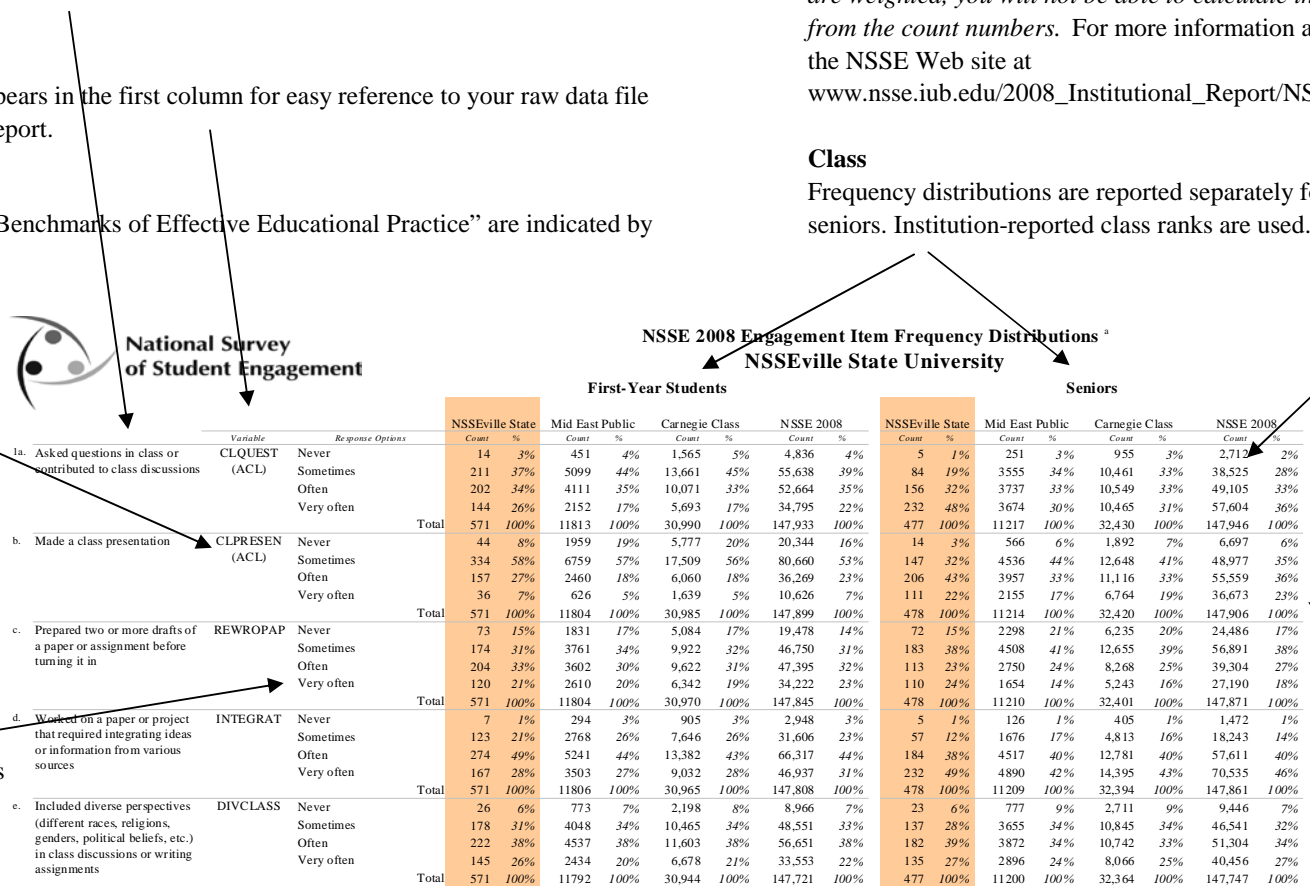
Response options listed just as they appear on the instrument.

Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at www.nsse.iub.edu/2008_Institutional_Report/NSSE_2008_Weighting.cfm.

Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.



NSSE 2008 Engagement Item Frequency Distributions^a
NSSEville State University

Variable	Response Options	First-Year Students				Seniors			
		NSSEville State	Mid East Public	Carnegie Class	NSSE 2008	NSSEville State	Mid East Public	Carnegie Class	NSSE 2008
		Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	14	3%	451	4%	1,565	5%	4,836	4%
	Sometimes	211	37%	5,099	44%	13,661	45%	55,638	39%
	Often	202	34%	4,111	35%	10,071	33%	52,664	35%
	Very often	144	26%	2,152	17%	5,693	17%	34,795	22%
	Total	571	100%	11,813	100%	30,990	100%	147,933	100%
b. Made a class presentation	CLPRESEN (ACL) Never	44	8%	1,959	19%	5,777	20%	20,344	16%
	Sometimes	334	58%	6,759	57%	17,509	56%	80,660	53%
	Often	157	27%	2,460	18%	6,060	18%	36,269	23%
	Very often	36	7%	626	5%	1,639	5%	10,626	7%
	Total	571	100%	11,804	100%	30,985	100%	147,899	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	73	15%	1,831	17%	5,084	17%	19,478	14%
	Sometimes	174	31%	3,761	34%	9,922	32%	46,750	31%
	Often	204	33%	3,602	30%	9,622	31%	47,395	32%
	Very often	120	21%	2,610	20%	6,342	19%	34,222	23%
	Total	571	100%	11,804	100%	30,970	100%	147,845	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	7	1%	294	3%	905	3%	2,948	3%
	Sometimes	123	21%	2,768	26%	7,646	26%	31,606	23%
	Often	274	49%	5,241	44%	13,382	43%	66,317	44%
	Very often	167	28%	3,503	27%	9,032	28%	46,937	31%
	Total	571	100%	11,806	100%	30,965	100%	147,808	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	26	6%	773	7%	2,198	8%	8,966	7%
	Sometimes	178	31%	4,048	34%	10,465	34%	48,551	33%
	Often	222	38%	4,537	38%	11,603	38%	56,651	38%
	Very often	145	26%	2,434	20%	6,678	21%	33,553	22%
	Total	571	100%	11,792	100%	30,944	100%	147,721	100%

Count
The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

Column Percentage (%)
This column represents the *weighted* percentage of students responding to the particular option in each question.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors								
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	67	18%	3,521	17%	146	3%	12,528	6%	44	10%	1,419	8%	111	3%	6,202	3%
			Sometimes	194	52%	11,071	51%	1,686	40%	85,648	39%	180	40%	7,504	41%	1,228	32%	60,765	29%
			Often	75	22%	4,822	22%	1,618	37%	73,748	33%	132	29%	5,105	28%	1,349	34%	71,865	32%
			Very often	28	8%	2,383	10%	929	20%	49,518	22%	96	21%	4,434	24%	1,320	32%	86,335	36%
			Total	364	100%	21,797	100%	4,379	100%	221,442	100%	452	100%	18,462	100%	4,008	100%	225,167	100%
1b.	Made a class presentation	CLPRESEN (ACL)	Never	78	23%	7,586	39%	734	18%	37,545	19%	28	6%	1,405	9%	223	6%	11,257	6%
			Sometimes	225	61%	10,165	45%	2,471	56%	114,550	51%	148	34%	7,307	42%	1,751	46%	75,490	35%
			Often	50	13%	2,995	12%	885	20%	52,504	23%	175	38%	5,984	31%	1,370	33%	82,984	35%
			Very often	11	3%	1,012	4%	281	7%	16,367	8%	100	22%	3,755	18%	671	16%	55,227	23%
			Total	364	100%	21,758	100%	4,371	100%	220,966	100%	451	100%	18,451	100%	4,015	100%	224,958	100%
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	101	28%	5,244	25%	756	17%	33,606	15%	122	27%	4,541	25%	881	21%	39,468	18%
			Sometimes	133	36%	7,659	35%	1,405	32%	72,300	32%	182	41%	6,565	35%	1,663	42%	86,527	38%
			Often	88	25%	5,771	26%	1,400	32%	69,313	31%	79	17%	4,312	23%	910	23%	58,113	26%
			Very often	41	12%	3,084	14%	813	19%	45,932	21%	70	15%	3,015	16%	550	14%	40,864	18%
			Total	363	100%	21,758	100%	4,374	100%	221,151	100%	453	100%	18,433	100%	4,004	100%	224,972	100%
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	7	2%	852	5%	110	3%	5,233	3%	8	2%	190	1%	55	2%	2,327	1%
			Sometimes	81	22%	5,028	24%	1,017	25%	46,259	21%	36	10%	2,130	13%	645	17%	27,343	13%
			Often	149	41%	8,911	41%	1,969	45%	98,816	44%	157	35%	6,094	34%	1,600	41%	86,460	39%
			Very often	126	35%	6,980	31%	1,272	27%	70,929	32%	249	53%	10,034	53%	1,704	41%	108,862	47%
			Total	363	100%	21,771	100%	4,368	100%	221,237	100%	450	100%	18,448	100%	4,004	100%	224,992	100%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	61	17%	3,447	17%	276	7%	18,007	9%	63	16%	2,629	15%	295	8%	17,291	9%
			Sometimes	116	33%	7,169	33%	1,391	33%	71,334	32%	156	35%	5,869	32%	1,358	36%	70,176	32%
			Often	121	33%	7,087	32%	1,666	37%	83,030	37%	136	28%	5,501	30%	1,324	32%	76,042	33%
			Very often	62	17%	4,044	18%	1,026	22%	48,542	22%	97	21%	4,415	23%	1,027	24%	61,154	26%
			Total	360	100%	21,747	100%	4,359	100%	220,913	100%	452	100%	18,414	100%	4,004	100%	224,663	100%
1f.	Come to class without completing readings or assignments	CLUNPREP	Never	45	12%	3,471	16%	892	20%	50,102	22%	60	13%	2,281	13%	573	15%	43,307	19%
			Sometimes	184	52%	11,681	53%	2,567	59%	127,239	57%	248	54%	9,948	54%	2,361	58%	129,487	57%
			Often	87	23%	4,468	21%	633	16%	30,113	14%	95	21%	4,097	22%	712	19%	34,704	16%
			Very often	43	12%	2,056	10%	247	6%	12,694	6%	47	11%	2,054	11%	339	9%	16,516	8%
			Total	359	100%	21,676	100%	4,339	100%	220,148	100%	450	100%	18,380	100%	3,985	100%	224,014	100%
1g.	Worked with other students on projects during class	CLASSGRP (ACL)	Never	112	30%	7,047	35%	630	14%	34,257	16%	123	28%	5,242	29%	467	13%	28,619	13%
			Sometimes	155	42%	8,872	40%	2,023	45%	99,008	44%	215	48%	7,966	43%	1,928	48%	96,992	43%
			Often	72	20%	4,272	19%	1,304	32%	65,561	30%	85	19%	3,477	19%	1,102	27%	65,752	30%
			Very often	22	7%	1,555	7%	407	10%	22,106	10%	28	6%	1,733	9%	507	13%	33,403	15%
			Total	361	100%	21,746	100%	4,364	100%	220,932	100%	451	100%	18,418	100%	4,004	100%	224,766	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	22	6%	2,891	16%	472	11%	27,570	15%	28	6%	1,292	9%	219	6%	15,688	8%
(ACL)		Sometimes	108	30%	7,597	36%	1,982	46%	92,463	42%	104	23%	5,344	31%	1,430	35%	74,472	34%
		Often	126	35%	6,921	30%	1,410	32%	69,693	30%	164	37%	5,989	32%	1,378	33%	77,442	33%
		Very often	107	29%	4,376	18%	511	11%	31,613	14%	154	34%	5,837	28%	982	26%	57,501	25%
		Total		363	100%	21,785	100%	4,375	100%	221,339	100%	450	100%	18,462	100%	4,009	100%	225,103
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	20	6%	1,334	8%	232	6%	12,484	7%	12	3%	437	3%	95	3%	5,890	3%
		Sometimes	122	37%	7,782	38%	1,636	41%	80,841	39%	119	27%	4,696	27%	993	26%	56,503	27%
		Often	143	43%	8,293	38%	1,606	39%	83,471	39%	197	46%	7,844	43%	1,647	43%	95,537	43%
		Very often	47	14%	3,543	16%	614	14%	33,466	16%	112	24%	5,021	27%	1,093	28%	60,544	27%
		Total		332	100%	20,952	100%	4,088	100%	210,262	100%	440	100%	17,998	100%	3,828	100%	218,474
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	150	45%	10,833	52%	1,966	48%	105,342	51%	175	39%	8,326	46%	1,645	43%	93,440	44%
(ACL)		Sometimes	121	36%	6,794	32%	1,393	34%	71,011	33%	141	33%	6,096	34%	1,393	36%	76,673	35%
		Often	42	13%	2,388	12%	497	12%	23,942	11%	66	15%	2,277	13%	451	12%	28,056	13%
		Very often	21	7%	924	5%	235	5%	9,929	5%	56	13%	1,294	7%	342	9%	20,284	9%
		Total		334	100%	20,939	100%	4,091	100%	210,224	100%	438	100%	17,993	100%	3,831	100%	218,453
1k.	Participated in a community- based project (e.g. service learning) as part of a regular course	COMMPROJ	248	75%	15,876	76%	2,260	57%	128,843	62%	311	71%	12,331	70%	2,056	56%	113,170	54%
(ACL)		Sometimes	66	19%	3,465	17%	1,158	28%	53,361	25%	86	20%	3,595	19%	1,072	27%	65,229	29%
		Often	14	4%	1,135	5%	451	10%	19,493	9%	29	6%	1,343	7%	428	11%	25,176	11%
		Very often	5	2%	420	2%	215	5%	8,255	4%	12	3%	701	3%	266	6%	14,603	6%
		Total		333	100%	20,896	100%	4,084	100%	209,952	100%	438	100%	17,970	100%	3,822	100%	218,178
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	15	4%	2,239	12%	615	15%	32,788	16%	28	7%	1,534	9%	495	13%	24,217	11%
(EEE)		Sometimes	81	25%	6,467	31%	1,338	33%	66,252	31%	104	24%	4,968	29%	1,150	31%	62,474	29%
		Often	96	29%	6,032	29%	1,171	29%	58,656	28%	132	30%	5,095	28%	975	25%	58,992	27%
		Very often	140	42%	6,197	29%	962	23%	52,483	25%	173	39%	6,405	34%	1,206	31%	72,816	33%
		Total		332	100%	20,935	100%	4,086	100%	210,179	100%	437	100%	18,002	100%	3,826	100%	218,499
1m.	Used e-mail to communicate with an instructor	EMAIL	25	8%	1,098	6%	27	1%	4,263	3%	6	2%	119	1%	20	0%	1,244	1%
		Sometimes	122	36%	7,106	35%	810	21%	48,982	25%	91	21%	3,030	19%	394	11%	29,193	15%
		Often	107	32%	7,285	34%	1,555	38%	77,642	37%	156	35%	6,132	34%	1,190	31%	68,601	32%
		Very often	80	24%	5,423	24%	1,692	41%	79,059	35%	186	43%	8,704	46%	2,219	57%	119,254	52%
		Total		334	100%	20,912	100%	4,084	100%	209,946	100%	439	100%	17,985	100%	3,823	100%	218,292
1n.	Discussed grades or assignments with an instructor	FACGRADE	108	32%	4,873	25%	333	8%	21,140	11%	50	12%	1,787	11%	207	6%	11,034	6%
(SFI)		Sometimes	150	44%	10,052	48%	1,789	44%	90,040	43%	220	49%	8,445	48%	1,459	39%	80,093	38%
		Often	52	16%	4,096	19%	1,247	31%	62,514	29%	101	24%	4,811	26%	1,235	32%	70,752	32%
		Very often	24	8%	1,893	9%	712	17%	36,277	17%	68	16%	2,947	16%	922	23%	56,497	25%
		Total		334	100%	20,914	100%	4,081	100%	209,971	100%	439	100%	17,990	100%	3,823	100%	218,376

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors								
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	177	53%	10,916	53%	932	23%	56,390	28%	126	30%	5,726	34%	642	18%	37,185	19%
			Sometimes	115	34%	7,044	33%	1,970	49%	93,420	44%	205	45%	7,616	42%	1,647	43%	89,451	42%
			Often	32	10%	2,139	10%	848	20%	41,431	19%	70	17%	3,046	16%	937	24%	53,934	23%
			Very often	9	3%	814	4%	332	8%	18,803	9%	37	8%	1,595	8%	596	15%	37,812	16%
			Total	333	100%	20,913	100%	4,082	100%	210,044	100%	438	100%	17,983	100%	3,822	100%	218,382	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	175	52%	10,464	50%	1,605	40%	83,157	40%	172	39%	6,316	36%	1,087	30%	59,265	29%
			Sometimes	106	32%	6,990	33%	1,625	39%	82,331	38%	182	43%	7,719	42%	1,721	45%	96,042	43%
			Often	37	11%	2,507	12%	592	14%	31,067	15%	58	12%	2,662	15%	654	17%	40,003	18%
			Very often	16	5%	984	5%	261	6%	13,653	7%	27	6%	1,291	7%	367	9%	23,136	10%
			Total	334	100%	20,945	100%	4,083	100%	210,208	100%	439	100%	17,988	100%	3,829	100%	218,446	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	75	23%	3,871	20%	263	7%	18,338	10%	62	16%	1,813	12%	167	5%	11,090	6%
			Sometimes	139	42%	8,758	42%	1,500	39%	75,203	37%	173	39%	7,124	41%	1,166	33%	65,541	32%
			Often	87	27%	6,132	29%	1,604	39%	80,887	38%	149	34%	6,892	37%	1,750	45%	96,466	43%
			Very often	26	8%	1,845	9%	609	15%	31,993	15%	49	11%	2,026	10%	674	16%	43,477	19%
			Total	327	100%	20,606	100%	3,976	100%	206,421	100%	433	100%	17,855	100%	3,757	100%	216,574	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	44	14%	2,346	12%	293	8%	15,629	8%	41	10%	1,380	8%	245	7%	12,861	6%
			Sometimes	133	40%	8,638	42%	1,467	38%	78,226	38%	169	39%	7,006	40%	1,414	39%	76,013	36%
			Often	114	36%	7,066	34%	1,517	37%	78,704	38%	169	38%	6,643	37%	1,439	37%	83,683	38%
			Very often	37	11%	2,538	12%	691	16%	33,712	16%	55	12%	2,815	15%	652	16%	43,843	19%
			Total	328	100%	20,588	100%	3,968	100%	206,271	100%	434	100%	17,844	100%	3,750	100%	216,400	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	242	74%	14,773	72%	2,308	59%	117,845	59%	244	56%	10,517	60%	1,614	45%	97,085	48%
			Sometimes	62	19%	3,977	19%	1,077	27%	56,967	26%	124	29%	4,686	25%	1,304	35%	69,248	31%
			Often	18	6%	1,320	7%	417	10%	22,243	10%	42	9%	1,704	9%	545	14%	31,225	13%
			Very often	5	2%	491	2%	165	4%	8,926	4%	25	6%	922	5%	290	7%	18,660	8%
			Total	327	100%	20,561	100%	3,967	100%	205,981	100%	435	100%	17,829	100%	3,753	100%	216,218	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	24	7%	1,192	6%	243	7%	12,777	7%	15	4%	780	5%	127	3%	8,629	4%
			Sometimes	92	27%	7,038	34%	1,485	38%	74,682	36%	136	32%	5,723	33%	1,195	33%	69,401	33%
			Often	125	39%	7,542	36%	1,448	36%	74,547	36%	160	38%	6,740	37%	1,444	38%	81,908	37%
			Very often	87	26%	4,794	24%	790	19%	43,935	21%	123	26%	4,586	25%	984	26%	56,305	25%
			Total	328	100%	20,566	100%	3,966	100%	205,941	100%	434	100%	17,829	100%	3,750	100%	216,243	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	36	11%	2,928	15%	454	12%	30,728	15%	36	8%	1,933	11%	377	10%	26,402	12%
			Sometimes	79	22%	6,131	29%	1,277	33%	68,763	33%	120	28%	5,337	29%	1,262	35%	74,365	34%
			Often	92	29%	5,716	28%	1,150	29%	56,257	27%	125	29%	4,967	28%	1,081	28%	59,724	28%
			Very often	120	37%	5,821	29%	1,088	26%	50,381	24%	153	35%	5,608	32%	1,036	26%	55,830	26%
			Total	327	100%	20,596	100%	3,969	100%	206,129	100%	434	100%	17,845	100%	3,756	100%	216,321	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	34	10%	2,692	14%	326	9%	23,605	12%	37	9%	1,673	10%	316	9%	20,804	10%
		Sometimes	98	29%	6,337	30%	1,225	32%	67,638	33%	134	30%	5,760	32%	1,115	30%	74,121	34%
		Often	86	27%	5,888	29%	1,242	31%	60,987	29%	123	28%	5,236	29%	1,245	33%	64,634	30%
		Very often	110	34%	5,683	27%	1,175	28%	53,932	26%	141	32%	5,173	29%	1,081	28%	56,790	26%
		Total	328	100%	20,600	100%	3,968	100%	206,162	100%	435	100%	17,842	100%	3,757	100%	216,349	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	48	14%	1,509	7%	166	4%	12,198	6%	44	10%	1,803	10%	302	9%	20,335	9%
		Some	90	29%	5,492	27%	873	23%	55,125	27%	152	37%	5,201	29%	1,019	29%	67,103	31%
		Quite a bit	117	36%	8,027	39%	1,644	42%	82,384	40%	141	33%	6,300	36%	1,409	38%	77,415	36%
		Very much	70	22%	5,455	27%	1,264	31%	55,059	27%	94	21%	4,484	25%	1,007	25%	50,405	24%
		Total	325	100%	20,483	100%	3,947	100%	204,766	100%	431	100%	17,788	100%	3,737	100%	215,258	100%
2b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	7	2%	446	2%	59	2%	4,024	2%	7	2%	265	2%	46	1%	2,879	1%
		Some	52	16%	4,001	19%	628	17%	37,854	19%	61	15%	2,610	15%	483	14%	29,746	15%
		Quite a bit	136	41%	9,155	45%	1,793	46%	92,379	45%	175	40%	7,566	42%	1,560	42%	92,010	43%
		Very much	128	41%	6,841	34%	1,464	35%	70,195	33%	189	43%	7,318	41%	1,641	43%	90,359	41%
		Total	323	100%	20,443	100%	3,944	100%	204,452	100%	432	100%	17,759	100%	3,730	100%	214,994	100%
2c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	21	6%	1,262	6%	165	5%	9,042	5%	30	8%	728	4%	115	3%	6,826	3%
		Some	93	28%	6,494	31%	996	27%	56,633	28%	104	25%	4,353	25%	787	23%	45,907	22%
		Quite a bit	119	37%	8,118	40%	1,633	42%	85,197	41%	162	37%	7,040	39%	1,488	39%	87,666	41%
		Very much	88	28%	4,522	23%	1,139	27%	53,116	25%	133	30%	5,612	31%	1,338	35%	74,261	33%
		Total	321	100%	20,396	100%	3,933	100%	203,988	100%	429	100%	17,733	100%	3,728	100%	214,660	100%
2d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	30	9%	1,612	8%	190	6%	11,088	6%	27	7%	1,007	6%	158	5%	9,832	5%
		Some	91	28%	6,135	30%	1,057	28%	55,084	27%	108	26%	4,361	26%	900	25%	48,266	23%
		Quite a bit	116	36%	7,891	38%	1,599	41%	84,721	41%	162	37%	6,711	38%	1,456	39%	85,260	39%
		Very much	85	28%	4,772	24%	1,088	26%	53,291	26%	132	30%	5,663	31%	1,216	31%	71,513	32%
		Total	322	100%	20,410	100%	3,934	100%	204,184	100%	429	100%	17,742	100%	3,730	100%	214,871	100%
2e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	15	4%	931	5%	123	3%	7,395	4%	19	5%	737	5%	100	3%	5,945	3%
		Some	60	18%	4,580	23%	810	22%	45,363	23%	75	18%	3,510	21%	662	18%	36,424	18%
		Quite a bit	112	35%	7,710	37%	1,577	40%	82,490	40%	143	34%	6,430	36%	1,319	35%	80,392	37%
		Very much	132	42%	7,218	35%	1,422	35%	69,067	33%	194	44%	7,083	39%	1,652	43%	92,217	42%
		Total	319	100%	20,439	100%	3,932	100%	204,315	100%	431	100%	17,760	100%	3,733	100%	214,978	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	2	1%	166	1%	11	0%	1,466	1%	4	2%	286	2%	50	2%	2,866	1%
		1-4	28	9%	3,230	17%	637	20%	37,247	21%	81	19%	4,473	25%	815	24%	53,093	26%
		5-10	127	41%	9,470	46%	1,541	40%	85,775	43%	172	40%	6,841	38%	1,428	39%	80,275	38%
		11-20	130	40%	5,409	26%	1,143	27%	53,825	24%	99	22%	3,583	20%	866	22%	45,867	20%
		More than 20	34	9%	2,162	11%	616	13%	25,958	11%	73	16%	2,563	15%	571	14%	32,578	14%
		Total	321	100%	20,437	100%	3,948	100%	204,271	100%	429	100%	17,746	100%	3,730	100%	214,679	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	86	27%	5,217	25%	1,011	26%	50,501	25%	80	19%	3,860	22%	759	21%	44,696	21%
		1-4	177	55%	10,555	51%	2,222	56%	111,253	54%	233	55%	9,096	51%	2,078	55%	114,608	53%
		5-10	36	12%	2,863	15%	469	12%	27,053	13%	72	16%	2,903	17%	546	15%	33,866	16%
		11-20	17	5%	972	5%	145	4%	8,194	4%	24	5%	989	5%	199	5%	11,266	5%
		More than 20	6	2%	817	4%	96	2%	7,378	4%	20	5%	908	6%	147	4%	10,393	5%
	Total		322	100%	20,424	100%	3,943	100%	204,379	100%	429	100%	17,756	100%	3,729	100%	214,829	100%
3c. Number of written papers or reports of <u>20 pages or more</u>	WRITEMOR (LAC)	None	251	76%	14,571	72%	3,463	88%	163,549	79%	161	38%	6,242	37%	1,998	54%	98,918	48%
		1-4	60	21%	4,448	21%	349	9%	30,086	15%	215	49%	8,663	48%	1,500	40%	94,305	42%
		5-10	9	2%	859	4%	70	2%	6,152	3%	39	10%	1,958	11%	145	4%	14,755	7%
		11-20	0	0%	339	2%	35	1%	2,582	1%	9	2%	538	3%	49	1%	3,861	2%
		More than 20	1	0%	224	1%	27	1%	1,949	1%	6	2%	361	2%	34	1%	2,976	1%
	Total		321	100%	20,441	100%	3,944	100%	204,318	100%	430	100%	17,762	100%	3,726	100%	214,815	100%
3d. Number of written papers or reports <u>between 5 and 19 pages</u>	WRITEMID (LAC)	None	36	12%	2,024	11%	496	16%	24,473	14%	22	6%	662	4%	365	11%	16,227	9%
		1-4	175	55%	9,866	49%	2,114	56%	106,548	52%	165	39%	6,031	35%	1,593	45%	89,151	43%
		5-10	94	28%	6,460	30%	1,034	22%	55,780	26%	162	37%	7,084	39%	1,186	31%	71,828	32%
		11-20	16	5%	1,650	8%	252	5%	14,289	6%	57	12%	2,958	16%	440	11%	27,420	12%
		More than 20	0	0%	434	2%	44	1%	3,306	2%	24	6%	1,033	6%	146	3%	10,235	5%
	Total		321	100%	20,434	100%	3,940	100%	204,396	100%	430	100%	17,768	100%	3,730	100%	214,861	100%
3e. Number of written papers or reports of <u>fewer than 5 pages</u>	WRITESML (LAC)	None	17	6%	2,120	12%	80	2%	8,008	5%	39	10%	2,258	14%	203	6%	14,682	8%
		1-4	140	45%	9,920	49%	1,172	33%	66,169	34%	176	40%	7,839	44%	1,272	35%	73,126	35%
		5-10	106	31%	4,982	23%	1,431	37%	67,620	32%	128	30%	4,357	24%	1,111	30%	59,354	27%
		11-20	44	13%	2,189	10%	865	20%	41,182	19%	49	12%	2,019	11%	665	18%	37,747	17%
		More than 20	15	5%	1,217	5%	403	8%	21,548	10%	36	9%	1,277	7%	473	12%	29,940	13%
	Total		322	100%	20,428	100%	3,951	100%	204,527	100%	428	100%	17,750	100%	3,724	100%	214,849	100%
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	41	13%	2,808	14%	514	13%	25,712	13%	90	20%	3,790	22%	956	25%	42,894	19%
		1-2	88	27%	5,922	30%	1,376	37%	69,095	34%	131	30%	5,242	30%	1,152	32%	66,608	32%
		3-4	100	31%	6,056	29%	1,253	31%	65,057	32%	108	26%	4,591	25%	944	26%	60,057	28%
		5-6	35	11%	2,354	11%	412	10%	21,965	10%	38	9%	1,570	9%	294	8%	20,111	9%
		More than 6	57	19%	3,269	16%	382	10%	21,721	11%	60	15%	2,510	14%	353	10%	23,641	11%
	Total		321	100%	20,409	100%	3,937	100%	203,550	100%	427	100%	17,703	100%	3,699	100%	213,311	100%
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	87	27%	5,625	29%	571	14%	32,514	16%	187	43%	7,894	46%	1,269	36%	63,508	30%
		1-2	125	39%	7,577	37%	1,420	37%	71,755	36%	153	35%	5,627	31%	1,291	36%	74,182	35%
		3-4	54	17%	4,015	19%	1,073	27%	52,932	26%	58	14%	2,433	14%	643	17%	42,263	20%
		5-6	12	4%	1,339	6%	406	10%	22,317	11%	17	4%	729	4%	219	5%	15,394	7%
		More than 6	43	14%	1,764	9%	455	11%	23,335	12%	12	3%	934	5%	266	7%	17,093	8%
	Total		321	100%	20,320	100%	3,925	100%	202,853	100%	427	100%	17,617	100%	3,688	100%	212,440	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	6	2%	245	1%	19	1%	1,499	1%	10	2%	436	3%	38	1%	3,029	2%
		2	8	3%	381	2%	38	1%	2,766	1%	14	4%	580	3%	67	2%	4,513	2%
		3	6	2%	924	5%	93	2%	7,723	4%	22	5%	1,076	6%	165	5%	9,562	5%
		4	37	11%	2,721	13%	433	12%	26,039	13%	42	10%	2,607	15%	461	12%	26,975	13%
		5	98	29%	5,718	27%	1,107	29%	60,995	30%	128	30%	5,335	30%	1,104	29%	61,855	29%
		6	83	27%	6,392	31%	1,420	35%	66,560	31%	134	30%	5,048	28%	1,194	33%	66,606	30%
		7 Very much	85	26%	4,031	21%	836	21%	38,614	19%	76	19%	2,653	15%	699	18%	41,806	20%
	Total		323	100%	20,412	100%	3,946	100%	204,196	100%	426	100%	17,735	100%	3,728	100%	214,346	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	118	38%	6,727	34%	718	19%	46,260	25%	104	26%	5,394	32%	880	24%	57,574	29%
		Sometimes	156	48%	9,176	44%	1,932	50%	91,878	45%	235	53%	8,362	47%	1,840	50%	99,416	46%
		Often	33	10%	2,874	14%	821	20%	39,955	19%	62	14%	2,532	14%	620	16%	34,097	15%
		Very often	12	4%	1,445	7%	448	11%	24,157	11%	28	7%	1,340	7%	347	9%	21,983	10%
	Total		319	100%	20,222	100%	3,919	100%	202,250	100%	429	100%	17,628	100%	3,687	100%	213,070	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	55	17%	3,456	18%	314	8%	25,368	14%	53	12%	2,399	15%	371	9%	29,052	15%
		Sometimes	98	30%	7,076	35%	1,093	27%	58,201	29%	143	33%	6,094	35%	1,191	32%	68,559	33%
		Often	92	29%	5,018	24%	1,142	30%	51,080	25%	99	24%	4,382	24%	886	25%	50,626	24%
		Very often	73	25%	4,645	23%	1,364	35%	67,269	31%	133	31%	4,738	26%	1,231	33%	64,464	29%
	Total		318	100%	20,195	100%	3,913	100%	201,918	100%	428	100%	17,613	100%	3,679	100%	212,701	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never	191	61%	12,031	59%	1,447	39%	89,693	45%	219	52%	9,974	57%	1,376	40%	87,612	42%
		Sometimes	62	19%	4,499	23%	1,171	29%	54,258	26%	111	25%	4,365	25%	1,144	30%	59,826	27%
		Often	32	10%	1,938	10%	629	16%	27,978	14%	55	12%	1,701	10%	533	14%	29,384	13%
		Very often	34	9%	1,722	9%	665	16%	30,081	15%	42	10%	1,574	9%	621	16%	35,926	17%
	Total		319	100%	20,190	100%	3,912	100%	202,010	100%	427	100%	17,614	100%	3,674	100%	212,748	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	56	18%	2,883	14%	363	10%	20,400	11%	46	11%	1,969	12%	287	8%	17,394	9%
		Sometimes	126	39%	8,442	41%	1,495	38%	78,683	39%	167	39%	7,022	40%	1,262	35%	76,476	36%
		Often	95	30%	6,109	30%	1,406	36%	68,967	34%	136	32%	5,808	33%	1,357	36%	76,456	35%
		Very often	41	13%	2,768	14%	645	17%	33,981	17%	79	18%	2,824	15%	777	21%	42,578	20%
	Total		318	100%	20,202	100%	3,909	100%	202,031	100%	428	100%	17,623	100%	3,683	100%	212,904	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	29	9%	1,590	8%	218	6%	12,112	7%	35	8%	1,081	6%	156	4%	10,347	5%
		Sometimes	117	37%	7,380	36%	1,332	34%	69,363	34%	143	34%	5,953	34%	1,129	32%	66,380	31%
		Often	117	36%	7,382	36%	1,520	39%	77,706	38%	145	33%	6,753	38%	1,492	40%	85,063	40%
		Very often	55	18%	3,855	19%	841	21%	42,925	21%	105	24%	3,831	21%	906	24%	51,126	24%
	Total		318	100%	20,207	100%	3,911	100%	202,106	100%	428	100%	17,618	100%	3,683	100%	212,916	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	13	4%	838	5%	137	4%	7,285	4%	9	2%	506	3%	101	3%	5,930	3%
		Sometimes	86	27%	6,227	31%	1,264	34%	63,968	32%	141	33%	5,421	31%	1,079	30%	64,316	31%
		Often	147	45%	8,248	40%	1,539	39%	81,570	40%	154	36%	7,335	41%	1,543	42%	87,775	41%
		Very often	71	23%	4,900	24%	965	24%	49,253	24%	125	29%	4,375	24%	964	26%	54,953	25%
	Total		317	100%	20,213	100%	3,905	100%	202,076	100%	429	100%	17,637	100%	3,687	100%	212,974	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors								
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	69	23%	3,909	21%	363	11%	26,890	14%	39	11%	1,800	11%	227	6%	15,493	8%
Do not plan to do			25	8%	1,686	9%	116	4%	9,455	5%	166	38%	5,371	31%	577	17%	36,759	18%	
Plan to do			218	68%	12,569	63%	3,138	80%	146,175	72%	55	13%	2,597	17%	682	19%	42,127	22%	
Done			4	1%	1,775	7%	225	6%	16,477	8%	162	37%	7,665	41%	2,162	58%	116,403	52%	
Total		316	100%	19,939	100%	3,842	100%	198,997	100%	422	100%	17,433	100%	3,648	100%	210,782	100%		
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	56	18%	3,319	17%	321	9%	26,982	15%	27	8%	1,574	9%	236	7%	18,150	9%
Do not plan to do			26	9%	1,863	10%	178	6%	13,922	8%	68	17%	3,430	20%	477	14%	33,648	17%	
Plan to do			147	46%	9,294	46%	1,572	43%	82,100	41%	43	11%	2,513	15%	402	12%	28,428	15%	
Done			87	27%	5,410	27%	1,758	43%	75,584	36%	283	64%	9,899	56%	2,530	67%	130,214	59%	
Total		316	100%	19,886	100%	3,829	100%	198,588	100%	421	100%	17,416	100%	3,645	100%	210,440	100%		
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	123	39%	7,278	36%	1,211	31%	68,131	33%	62	16%	2,565	15%	366	10%	28,539	14%
Do not plan to do			100	32%	5,777	30%	1,153	32%	52,945	27%	254	60%	10,123	59%	2,139	60%	110,274	52%	
Plan to do			65	20%	4,704	24%	877	22%	48,912	25%	27	6%	1,548	9%	224	6%	16,676	9%	
Done			27	8%	2,125	10%	599	15%	28,635	15%	79	18%	3,158	16%	909	24%	54,811	25%	
Total		315	100%	19,884	100%	3,840	100%	198,623	100%	422	100%	17,394	100%	3,638	100%	210,300	100%		
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	114	36%	8,093	40%	1,415	37%	76,895	38%	61	15%	2,889	17%	455	13%	32,523	17%
Do not plan to do			81	25%	5,298	26%	799	21%	48,516	25%	227	54%	9,661	54%	1,846	48%	110,531	52%	
Plan to do			116	37%	5,898	31%	1,454	38%	63,585	32%	59	15%	2,259	14%	423	12%	24,559	13%	
Done			5	2%	590	3%	156	4%	9,344	5%	74	17%	2,587	15%	916	27%	42,639	19%	
Total		316	100%	19,879	100%	3,824	100%	198,340	100%	421	100%	17,396	100%	3,640	100%	210,252	100%		
7e.	Coursework in a foreign or additional language	FORLNG04 (EEE)	Have not decided	80	26%	4,474	22%	484	14%	35,651	19%	46	12%	1,947	12%	177	5%	16,887	9%
Do not plan to do			131	43%	7,386	36%	763	22%	53,560	28%	252	60%	9,780	56%	1,184	32%	89,714	43%	
Plan to do			74	22%	5,368	28%	1,302	31%	63,916	33%	52	12%	2,001	12%	215	6%	18,253	10%	
Done			29	9%	2,640	13%	1,291	34%	45,391	21%	72	16%	3,656	20%	2,064	57%	85,600	39%	
Total		314	100%	19,868	100%	3,840	100%	198,518	100%	422	100%	17,384	100%	3,640	100%	210,454	100%		
7f.	Study abroad	STDABR04 (EEE)	Have not decided	106	33%	6,157	31%	946	26%	55,393	29%	86	21%	3,007	18%	317	9%	25,147	13%
Do not plan to do			83	28%	4,869	25%	760	21%	48,373	26%	236	56%	10,126	58%	2,159	60%	131,030	63%	
Plan to do			112	34%	8,056	40%	2,061	51%	88,879	42%	67	15%	2,548	15%	303	9%	18,608	10%	
Done			14	5%	809	4%	74	2%	5,850	3%	34	8%	1,714	9%	863	22%	35,470	14%	
Total		315	100%	19,891	100%	3,841	100%	198,495	100%	423	100%	17,395	100%	3,642	100%	210,255	100%		
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	126	39%	7,657	39%	1,203	31%	67,787	34%	49	12%	2,519	15%	326	9%	23,522	12%
Do not plan to do			128	40%	7,770	38%	1,953	51%	89,529	45%	236	55%	10,319	59%	2,386	64%	127,712	61%	
Plan to do			53	18%	3,788	20%	585	15%	34,082	18%	52	13%	1,999	12%	243	7%	18,213	9%	
Done			8	3%	658	3%	100	3%	6,989	4%	86	20%	2,549	14%	686	20%	40,708	18%	
Total		315	100%	19,873	100%	3,841	100%	198,387	100%	423	100%	17,386	100%	3,641	100%	210,155	100%		

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	149	47%	9,354	47%	1,646	43%	76,741	39%	39	9%	2,652	16%	335	10%	21,899	12%
		Do not plan to do	50	16%	4,215	21%	432	12%	25,063	13%	138	33%	7,720	45%	1,149	34%	57,226	29%
		Plan to do	114	36%	6,017	30%	1,697	44%	93,310	45%	62	15%	3,073	18%	871	24%	59,456	29%
		Done	3	1%	306	2%	58	2%	3,518	2%	184	43%	3,969	21%	1,292	32%	72,015	31%
		Total		316	100%	19,892	100%	3,833	100%	198,632	100%	423	100%	17,414	100%	3,647	100%	210,596
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	7	2%	305	2%	59	1%	2,297	1%	3	1%	234	2%	51	1%	2,007	1%
		2	9	3%	643	4%	128	3%	5,638	3%	5	1%	527	4%	96	2%	5,097	3%
		3	17	5%	1,142	6%	218	5%	10,943	6%	21	5%	913	6%	199	6%	10,106	5%
		4	23	7%	2,343	13%	412	11%	23,918	13%	44	10%	2,023	14%	390	11%	22,977	12%
		5	74	23%	4,050	20%	776	21%	40,246	21%	79	20%	3,689	22%	753	21%	42,096	21%
		6	96	30%	5,833	28%	1,070	29%	57,287	28%	124	29%	5,063	28%	1,092	30%	60,712	28%
		7 Friendly, Supportive, Sense of belonging	90	30%	5,602	26%	1,174	30%	58,432	28%	145	34%	4,973	26%	1,064	29%	67,585	31%
		Total		316	100%	19,918	100%	3,837	100%	198,761	100%	421	100%	17,422	100%	3,645	100%	210,580
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	7	2%	295	2%	38	1%	1,765	1%	5	1%	249	2%	37	1%	2,019	1%
		2	12	4%	926	5%	120	3%	5,500	3%	25	6%	698	5%	113	4%	5,329	3%
		3	28	9%	1,913	10%	302	8%	13,704	8%	30	7%	1,411	9%	223	7%	11,295	6%
		4	63	20%	4,110	21%	805	21%	34,893	19%	68	16%	2,954	18%	523	15%	27,649	14%
		5	88	26%	5,338	26%	1,098	29%	52,913	27%	111	26%	4,693	27%	1,012	28%	49,355	24%
		6	74	24%	4,669	22%	956	25%	53,852	26%	114	27%	4,681	25%	1,039	28%	62,445	29%
		7 Available, Helpful, Sympathetic	44	15%	2,671	13%	521	13%	36,220	17%	67	17%	2,744	14%	702	18%	52,577	23%
		Total		316	100%	19,922	100%	3,840	100%	198,847	100%	420	100%	17,430	100%	3,649	100%	210,669
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	12	4%	750	4%	141	3%	5,703	3%	16	4%	1,205	8%	233	5%	10,794	6%
		2	23	7%	1,540	8%	301	8%	12,438	7%	37	9%	1,735	11%	373	10%	17,593	9%
		3	40	12%	2,521	13%	490	12%	22,760	12%	60	14%	2,270	13%	507	13%	25,050	12%
		4	73	22%	5,085	25%	971	26%	47,984	25%	90	22%	3,808	22%	836	24%	45,270	22%
		5	79	25%	4,410	22%	854	22%	46,283	23%	86	20%	3,721	21%	745	21%	44,804	21%
		6	54	17%	3,521	17%	692	18%	37,277	18%	81	20%	2,831	15%	563	16%	37,378	17%
		7 Helpful, Considerate, Flexible	35	13%	2,077	10%	384	10%	26,155	13%	52	12%	1,850	9%	385	11%	29,594	14%
		Total		316	100%	19,904	100%	3,833	100%	198,600	100%	422	100%	17,420	100%	3,642	100%	210,483

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hr/wk	2	1%	147	1%	15	0%	828	1%	4	1%	163	1%	14	0%	929	0%
		1-5 hr/wk	46	15%	3,339	18%	394	12%	29,654	17%	42	11%	2,669	16%	492	14%	33,585	17%
		6-10 hr/wk	58	18%	4,437	22%	796	22%	48,206	26%	89	21%	3,444	20%	913	25%	51,423	25%
		11-15 hr/wk	55	18%	3,969	20%	916	24%	43,850	22%	78	18%	3,226	19%	779	21%	41,890	20%
		16-20 hr/wk	47	16%	3,188	16%	742	19%	33,901	16%	64	16%	2,729	16%	599	16%	33,800	16%
		21-25 hr/wk	31	9%	2,090	11%	485	12%	20,236	9%	50	11%	1,976	11%	356	10%	20,424	9%
		26-30 hr/wk	37	12%	1,193	6%	242	6%	10,562	5%	37	8%	1,218	7%	226	6%	12,270	6%
		30+ hr/wk	36	12%	1,434	7%	216	5%	10,030	5%	56	14%	1,899	11%	239	7%	14,951	7%
	Total		312	100%	19,797	100%	3,806	100%	197,267	100%	420	100%	17,324	100%	3,618	100%	209,272	100%
9b. Working for pay <u>on campus</u>	WORKON01	0 hr/wk	292	93%	18,247	92%	3,047	80%	156,683	82%	284	68%	13,477	79%	2,443	66%	149,500	75%
		1-5 hr/wk	6	2%	361	2%	112	3%	8,929	4%	54	13%	986	5%	155	5%	11,805	4%
		6-10 hr/wk	7	3%	448	2%	319	8%	15,587	6%	43	9%	1,218	7%	336	10%	18,987	7%
		11-15 hr/wk	5	1%	333	2%	227	6%	8,440	4%	20	5%	789	4%	318	9%	12,562	5%
		16-20 hr/wk	3	1%	192	1%	73	2%	4,617	3%	10	2%	402	2%	198	6%	9,730	5%
		21-25 hr/wk	0	0%	91	0%	18	0%	1,089	1%	5	1%	172	1%	67	2%	2,585	1%
		26-30 hr/wk	0	0%	27	0%	6	0%	386	0%	1	1%	77	0%	38	1%	1,137	1%
		30+ hr/wk	0	0%	84	1%	4	0%	1,399	1%	3	1%	175	1%	60	2%	2,811	1%
	Total		313	100%	19,783	100%	3,806	100%	197,130	100%	420	100%	17,296	100%	3,615	100%	209,117	100%
9c. Working for pay <u>off campus</u>	WORKOF01	0 hr/wk	236	75%	12,735	63%	2,979	80%	132,274	63%	272	64%	8,824	48%	1,827	53%	92,578	42%
		1-5 hr/wk	17	5%	988	5%	155	4%	9,150	5%	23	6%	1,082	6%	190	5%	10,947	5%
		6-10 hr/wk	16	5%	1,429	7%	194	5%	10,554	5%	34	8%	1,447	9%	302	8%	14,145	7%
		11-15 hr/wk	15	4%	1,577	8%	184	4%	11,192	6%	33	8%	1,659	10%	334	9%	15,212	7%
		16-20 hr/wk	15	5%	1,454	8%	146	4%	11,753	7%	28	7%	1,747	11%	341	8%	19,542	10%
		21-25 hr/wk	6	2%	790	4%	88	2%	7,712	5%	17	5%	1,105	6%	225	6%	14,496	7%
		26-30 hr/wk	2	1%	325	2%	31	1%	4,191	3%	5	1%	538	3%	147	4%	9,523	5%
		30+ hr/wk	6	2%	482	3%	33	1%	10,168	7%	7	2%	893	7%	246	7%	32,612	18%
	Total		313	100%	19,780	100%	3,810	100%	196,994	100%	419	100%	17,295	100%	3,612	100%	209,055	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hr/wk	142	45%	9,882	51%	1,094	28%	75,267	42%	157	38%	8,200	49%	1,191	33%	92,383	48%
		1-5 hr/wk	114	36%	6,299	31%	1,417	37%	62,303	30%	148	35%	5,260	29%	1,263	35%	60,359	28%
		6-10 hr/wk	34	11%	1,934	9%	653	17%	26,791	13%	64	15%	1,874	11%	553	15%	24,725	11%
		11-15 hr/wk	16	5%	863	4%	334	9%	14,745	7%	27	7%	900	5%	263	7%	13,027	6%
		16-20 hr/wk	4	2%	429	2%	145	4%	8,668	4%	14	3%	499	3%	162	5%	8,185	4%
		21-25 hr/wk	1	0%	173	1%	78	2%	4,327	2%	5	1%	220	1%	73	2%	4,298	2%
		26-30 hr/wk	1	1%	71	0%	31	1%	1,873	1%	3	1%	139	1%	38	1%	2,091	1%
		30+ hr/wk	1	0%	147	1%	61	2%	3,312	2%	2	0%	231	1%	80	2%	4,248	2%
	Total		313	100%	19,798	100%	3,813	100%	197,286	100%	420	100%	17,323	100%	3,623	100%	209,316	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	2	1%	201	1%	27	1%	2,239	1%	2	1%	168	1%	36	1%	2,711	1%
		1-5 hr/wk	77	24%	3,974	21%	741	18%	44,967	23%	100	24%	3,736	23%	837	22%	57,941	28%
		6-10 hr/wk	90	30%	5,605	28%	1,117	28%	56,799	28%	124	29%	5,082	30%	1,133	31%	63,568	30%
		11-15 hr/wk	67	21%	4,155	21%	841	23%	41,312	21%	93	23%	3,809	21%	750	21%	40,326	19%
		16-20 hr/wk	38	12%	2,685	13%	526	15%	24,646	12%	49	12%	2,218	12%	431	12%	22,923	11%
		21-25 hr/wk	20	6%	1,334	6%	250	7%	11,798	6%	28	6%	975	6%	197	6%	9,738	5%
		26-30 hr/wk	5	2%	626	3%	103	3%	5,409	3%	8	2%	466	2%	83	2%	4,197	2%
		30+ hr/wk	15	5%	1,194	6%	199	6%	9,761	5%	12	3%	840	5%	156	4%	7,591	4%
	Total		314	100%	19,774	100%	3,804	100%	196,931	100%	416	100%	17,294	100%	3,623	100%	208,995	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	223	71%	12,536	61%	3,212	85%	143,764	70%	299	72%	11,285	62%	2,866	81%	133,693	61%
		1-5 hr/wk	62	20%	3,705	20%	313	8%	25,066	14%	73	18%	2,971	18%	310	8%	25,426	13%
		6-10 hr/wk	13	4%	1,582	9%	131	3%	10,168	6%	18	4%	1,267	8%	143	4%	12,608	7%
		11-15 hr/wk	6	2%	753	4%	64	2%	5,450	3%	12	3%	609	4%	77	2%	7,353	4%
		16-20 hr/wk	4	1%	383	2%	27	1%	3,100	2%	4	1%	389	3%	47	1%	5,576	3%
		21-25 hr/wk	3	1%	178	1%	18	0%	1,377	1%	2	1%	170	1%	23	1%	2,862	2%
		26-30 hr/wk	0	0%	102	1%	6	0%	878	1%	2	0%	85	1%	25	1%	2,036	1%
		30+ hr/wk	3	1%	482	3%	25	1%	6,802	4%	6	1%	492	3%	124	4%	19,161	10%
	Total		314	100%	19,721	100%	3,796	100%	196,605	100%	416	100%	17,268	100%	3,615	100%	208,715	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	50	16%	2,101	10%	652	13%	34,583	14%	25	6%	794	5%	264	6%	23,590	9%
		1-5 hr/wk	181	58%	10,558	50%	2,461	67%	118,051	59%	261	62%	9,687	53%	2,409	69%	128,651	61%
		6-10 hr/wk	54	17%	3,973	22%	444	13%	27,037	16%	89	21%	4,331	26%	680	19%	37,526	20%
		11-15 hr/wk	18	5%	1,941	11%	146	4%	10,086	6%	30	7%	1,588	10%	149	3%	11,869	6%
		16-20 hr/wk	8	3%	714	4%	58	1%	3,805	2%	11	3%	550	4%	59	1%	3,903	2%
		21-25 hr/wk	1	0%	231	1%	17	0%	1,365	1%	1	0%	172	1%	23	0%	1,335	1%
		26-30 hr/wk	0	0%	100	1%	5	0%	582	0%	1	0%	71	0%	12	0%	595	0%
		30+ hr/wk	3	1%	174	1%	23	1%	1,596	1%	1	0%	121	1%	27	1%	1,791	1%
	Total		315	100%	19,792	100%	3,806	100%	197,105	100%	419	100%	17,314	100%	3,623	100%	209,260	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	6	2%	357	2%	55	1%	3,326	2%	5	1%	352	2%	72	2%	4,240	2%
		Some	32	11%	3,369	17%	507	14%	30,703	17%	56	14%	2,878	17%	505	14%	33,356	17%
		Quite a bit	143	45%	9,251	46%	1,668	45%	89,563	46%	206	50%	7,883	45%	1,668	46%	93,631	45%
		Very much	130	42%	6,620	36%	1,538	39%	71,439	35%	146	36%	6,090	36%	1,344	38%	76,582	35%
	Total		311	100%	19,597	100%	3,768	100%	195,031	100%	413	100%	17,203	100%	3,589	100%	207,809	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	15	5%	827	5%	105	2%	5,379	3%	27	7%	1,190	9%	199	6%	9,737	6%
		Some	62	19%	4,715	25%	732	20%	38,053	21%	149	37%	5,407	34%	907	25%	49,057	26%
		Quite a bit	145	46%	8,744	44%	1,620	43%	86,060	44%	167	39%	7,435	41%	1,580	44%	90,723	43%
		Very much	89	29%	5,269	25%	1,303	34%	65,130	31%	71	18%	3,134	16%	897	25%	57,967	26%
	Total		311	100%	19,555	100%	3,760	100%	194,622	100%	414	100%	17,166	100%	3,583	100%	207,484	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	44	14%	3,354	18%	387	10%	24,604	13%	82	20%	4,122	26%	579	17%	37,023	19%
		Some	100	31%	6,562	34%	1,042	29%	61,181	32%	162	40%	6,330	37%	1,289	36%	72,513	35%
		Quite a bit	98	33%	6,061	30%	1,270	34%	63,422	32%	110	27%	4,405	25%	1,054	29%	59,467	29%
		Very much	68	22%	3,592	18%	1,064	27%	45,402	23%	58	14%	2,306	12%	660	18%	38,408	18%
		Total		310	100%	19,569	100%	3,763	100%	194,609	100%	412	100%	17,163	100%	3,582	100%	207,411
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	109	34%	6,102	33%	887	24%	46,761	26%	174	42%	7,120	44%	1,351	38%	73,396	37%
		Some	118	38%	7,597	38%	1,487	41%	75,767	38%	165	40%	6,464	36%	1,398	40%	78,285	37%
		Quite a bit	54	18%	4,253	21%	934	24%	49,336	25%	51	12%	2,660	15%	580	16%	38,256	18%
		Very much	30	10%	1,592	8%	448	11%	22,634	11%	24	6%	922	5%	250	6%	17,338	8%
		Total		311	100%	19,544	100%	3,756	100%	194,498	100%	414	100%	17,166	100%	3,579	100%	207,275
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	65	20%	4,060	22%	534	14%	30,640	17%	97	24%	4,908	31%	786	21%	49,776	25%
		Some	117	38%	7,626	39%	1,337	36%	70,520	36%	196	47%	7,169	41%	1,480	42%	82,102	40%
		Quite a bit	89	29%	5,706	28%	1,264	34%	64,105	32%	87	20%	3,836	21%	943	26%	53,567	25%
		Very much	39	13%	2,096	10%	609	16%	28,729	15%	34	8%	1,218	7%	368	11%	21,401	10%
		Total		310	100%	19,488	100%	3,744	100%	193,994	100%	414	100%	17,131	100%	3,577	100%	206,846
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	30	9%	2,423	13%	182	4%	16,907	10%	45	12%	2,373	15%	307	8%	27,280	14%
		Some	92	29%	5,968	31%	872	22%	49,369	26%	141	34%	6,158	37%	991	27%	63,072	32%
		Quite a bit	119	39%	7,255	37%	1,595	43%	75,587	38%	167	40%	6,081	34%	1,455	41%	75,170	35%
		Very much	69	23%	3,875	19%	1,117	31%	52,562	26%	59	14%	2,528	14%	829	24%	41,471	19%
		Total		310	100%	19,521	100%	3,766	100%	194,425	100%	412	100%	17,140	100%	3,582	100%	206,993
10g. Using computers in academic work	ENVCOMPT	Very little	13	4%	761	4%	90	2%	4,640	3%	9	2%	492	3%	58	2%	3,907	2%
		Some	45	14%	3,330	18%	478	12%	27,056	14%	43	11%	2,171	13%	291	7%	20,180	10%
		Quite a bit	96	30%	6,531	34%	1,279	35%	68,256	35%	111	27%	5,067	31%	1,038	28%	60,767	29%
		Very much	157	52%	8,962	44%	1,912	51%	94,806	48%	250	60%	9,468	53%	2,201	64%	122,771	59%
		Total		311	100%	19,584	100%	3,759	100%	194,758	100%	413	100%	17,198	100%	3,588	100%	207,625
11a. Acquiring a broad general education	GNGENLED	Very little	9	3%	598	3%	62	2%	4,733	3%	10	2%	562	3%	65	2%	5,143	3%
		Some	49	17%	3,427	18%	449	13%	28,795	16%	50	12%	2,598	16%	391	11%	26,638	14%
		Quite a bit	116	38%	8,590	44%	1,565	43%	81,891	43%	175	43%	6,554	38%	1,223	35%	74,690	37%
		Very much	130	43%	6,696	35%	1,612	42%	76,334	38%	173	42%	7,337	42%	1,870	52%	99,096	46%
		Total		304	100%	19,311	100%	3,688	100%	191,753	100%	408	100%	17,051	100%	3,549	100%	205,567
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	49	16%	2,363	14%	347	9%	17,466	10%	56	15%	1,899	13%	272	7%	13,719	7%
		Some	84	26%	5,909	32%	1,076	29%	53,319	28%	102	24%	4,685	30%	765	21%	42,343	21%
		Quite a bit	97	32%	6,515	33%	1,338	37%	69,317	36%	130	33%	5,329	30%	1,117	31%	68,123	33%
		Very much	74	25%	4,468	21%	916	25%	51,226	26%	118	29%	5,105	27%	1,388	41%	81,091	38%
		Total		304	100%	19,255	100%	3,677	100%	191,328	100%	406	100%	17,018	100%	3,542	100%	205,276

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
Item	Variable	Response Options	McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	30	10%	1,624	9%	204	6%	9,669	6%	15	4%	851	5%	142	4%	7,924	4%
		Some	77	26%	5,443	28%	810	23%	42,696	23%	69	17%	3,562	22%	722	20%	38,325	20%
		Quite a bit	117	36%	7,601	39%	1,518	41%	77,964	40%	162	41%	6,596	39%	1,336	38%	77,662	38%
		Very much	80	28%	4,620	23%	1,148	30%	61,165	31%	161	38%	6,019	34%	1,348	38%	81,487	38%
		Total	304	100%	19,288	100%	3,680	100%	191,494	100%	407	100%	17,028	100%	3,548	100%	205,398	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	52	16%	2,988	16%	417	11%	17,610	10%	23	6%	1,384	9%	244	7%	11,824	6%
		Some	101	34%	6,260	33%	1,073	30%	53,066	28%	87	21%	4,313	26%	897	26%	45,651	23%
		Quite a bit	98	31%	6,433	33%	1,303	35%	71,289	37%	161	41%	6,374	37%	1,253	35%	76,096	37%
		Very much	54	19%	3,580	18%	884	23%	49,406	26%	136	32%	4,954	28%	1,145	32%	71,729	33%
		Total	305	100%	19,261	100%	3,677	100%	191,371	100%	407	100%	17,025	100%	3,539	100%	205,300	100%
11e. Thinking critically and analytically	GNANALY	Very little	10	3%	525	3%	88	2%	4,392	3%	4	2%	305	2%	63	2%	3,557	2%
		Some	41	13%	3,050	16%	537	15%	28,430	16%	34	9%	1,903	12%	340	10%	21,856	12%
		Quite a bit	110	34%	8,009	41%	1,445	40%	78,619	41%	144	36%	6,033	36%	1,208	33%	72,571	36%
		Very much	143	49%	7,677	40%	1,607	43%	79,853	40%	225	54%	8,779	50%	1,928	55%	107,224	51%
		Total	304	100%	19,261	100%	3,677	100%	191,294	100%	407	100%	17,020	100%	3,539	100%	205,208	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	26	9%	1,575	8%	178	5%	11,192	6%	24	6%	1,145	7%	170	5%	10,405	5%
		Some	63	20%	4,760	25%	783	21%	45,685	24%	82	20%	3,950	24%	708	19%	43,225	21%
		Quite a bit	95	29%	7,318	38%	1,481	40%	76,188	40%	133	32%	5,953	35%	1,239	35%	73,607	36%
		Very much	120	43%	5,575	29%	1,230	34%	57,978	30%	167	42%	5,939	34%	1,426	42%	77,745	38%
		Total	304	100%	19,228	100%	3,672	100%	191,043	100%	406	100%	16,987	100%	3,543	100%	204,982	100%
11g. Using computing and information technology	GNCMPTS	Very little	22	7%	1,920	11%	231	6%	12,058	7%	23	6%	1,121	8%	143	4%	8,413	4%
		Some	91	30%	5,000	27%	785	21%	43,336	22%	80	20%	3,991	25%	627	16%	36,553	18%
		Quite a bit	102	32%	6,506	33%	1,371	37%	70,723	36%	142	34%	5,740	33%	1,186	33%	70,564	34%
		Very much	90	32%	5,851	29%	1,293	36%	65,357	35%	161	40%	6,169	34%	1,592	47%	89,853	44%
		Total	305	100%	19,277	100%	3,680	100%	191,474	100%	406	100%	17,021	100%	3,548	100%	205,383	100%
11h. Working effectively with others	GNOTHERS	Very little	22	7%	1,953	12%	208	6%	10,855	7%	18	5%	998	7%	132	4%	7,705	4%
		Some	76	24%	5,438	29%	845	24%	44,897	24%	74	19%	4,002	26%	661	18%	36,628	19%
		Quite a bit	109	35%	6,850	34%	1,454	39%	73,985	38%	156	39%	6,121	35%	1,282	37%	74,116	36%
		Very much	98	34%	5,041	24%	1,167	32%	61,598	31%	158	38%	5,919	31%	1,466	41%	86,810	41%
		Total	305	100%	19,282	100%	3,674	100%	191,335	100%	406	100%	17,040	100%	3,541	100%	205,259	100%
11i. Voting in local, provincial, or federal elections	GNCITIZN	Very little	109	38%	6,792	37%	1,050	25%	63,322	33%	157	39%	6,517	40%	1,102	29%	74,735	37%
		Some	87	28%	5,661	30%	1,060	28%	57,664	30%	136	35%	5,270	31%	1,031	29%	63,436	31%
		Quite a bit	71	23%	4,147	21%	814	24%	40,850	22%	69	17%	3,166	19%	719	22%	38,160	19%
		Very much	32	11%	2,385	12%	693	23%	26,511	15%	35	9%	1,882	11%	642	20%	26,879	13%
		Total	299	100%	18,985	100%	3,617	100%	188,347	100%	397	100%	16,835	100%	3,494	100%	203,210	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors							
Item	Variable	Response Options	McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	20	7%	975	5%	163	4%	9,590	6%	12	3%	719	5%	169	5%	10,549	6%
		Some	60	20%	4,094	22%	770	20%	42,829	23%	41	11%	2,731	17%	607	17%	37,787	19%
		Quite a bit	97	31%	8,070	42%	1,525	42%	80,927	42%	167	42%	6,899	40%	1,392	40%	81,402	40%
		Very much	122	42%	5,850	31%	1,150	33%	54,860	29%	177	44%	6,488	38%	1,324	39%	73,412	35%
	Total	299	100%	18,989	100%	3,608	100%	188,206	100%	397	100%	16,837	100%	3,492	100%	203,150	100%	
11k. Understanding yourself	GNSELF	Very little	50	18%	2,419	13%	352	10%	19,674	11%	37	9%	1,836	12%	372	11%	21,969	12%
		Some	74	24%	5,126	27%	934	25%	49,632	26%	94	23%	4,229	26%	815	23%	49,129	25%
		Quite a bit	96	31%	6,768	35%	1,297	36%	68,186	36%	140	37%	5,977	35%	1,180	34%	69,021	33%
		Very much	78	27%	4,663	24%	1,025	29%	50,674	27%	125	31%	4,780	27%	1,123	31%	63,040	30%
	Total	298	100%	18,976	100%	3,608	100%	188,166	100%	396	100%	16,822	100%	3,490	100%	203,159	100%	
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	48	17%	3,032	17%	378	11%	25,337	14%	52	12%	2,693	17%	420	12%	29,342	14%
		Some	111	38%	6,240	33%	1,067	30%	60,305	32%	139	36%	5,659	34%	1,138	34%	65,514	32%
		Quite a bit	87	28%	6,211	32%	1,223	34%	62,136	33%	121	31%	5,161	31%	1,082	30%	62,656	31%
		Very much	53	18%	3,492	18%	942	26%	40,412	22%	85	21%	3,322	19%	855	24%	45,588	23%
	Total	299	100%	18,975	100%	3,610	100%	188,190	100%	397	100%	16,835	100%	3,495	100%	203,100	100%	
11m. Solving complex real-world problems	GNPROBSV	Very little	41	14%	2,512	14%	348	9%	20,043	11%	43	11%	2,058	14%	312	8%	20,670	11%
		Some	108	35%	6,373	34%	1,153	32%	60,961	32%	114	29%	5,316	33%	948	26%	57,902	29%
		Quite a bit	77	26%	6,508	34%	1,312	36%	67,802	36%	151	38%	5,782	33%	1,264	37%	72,486	35%
		Very much	73	25%	3,580	18%	793	22%	39,405	21%	88	21%	3,667	20%	973	29%	52,079	25%
	Total	299	100%	18,973	100%	3,606	100%	188,211	100%	396	100%	16,823	100%	3,497	100%	203,137	100%	
11n. Developing a personal code of values and ethics	GNETHICS	Very little	60	20%	3,122	18%	431	13%	24,712	14%	58	15%	2,650	17%	437	14%	28,243	15%
		Some	92	32%	6,096	33%	983	28%	54,454	29%	114	28%	5,129	31%	925	28%	54,785	28%
		Quite a bit	89	29%	6,134	31%	1,251	34%	63,523	33%	141	36%	5,320	31%	1,119	32%	63,657	30%
		Very much	57	19%	3,607	19%	943	25%	45,448	23%	84	21%	3,730	20%	1,013	27%	56,431	27%
	Total	298	100%	18,959	100%	3,608	100%	188,137	100%	397	100%	16,829	100%	3,494	100%	203,116	100%	
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	68	24%	4,566	25%	463	14%	33,917	20%	83	21%	3,997	26%	529	16%	38,547	21%
		Some	120	39%	6,919	36%	1,137	33%	64,408	34%	134	35%	5,919	36%	1,084	32%	66,669	33%
		Quite a bit	74	25%	5,097	26%	1,228	33%	56,787	29%	117	30%	4,390	25%	1,072	30%	57,027	27%
		Very much	37	11%	2,377	12%	780	20%	33,063	17%	62	14%	2,522	13%	812	21%	40,866	19%
	Total	299	100%	18,959	100%	3,608	100%	188,175	100%	396	100%	16,828	100%	3,497	100%	203,109	100%	
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	157	54%	9,538	51%	1,125	35%	72,744	40%	230	57%	9,885	60%	1,449	48%	95,859	49%
		Some	78	25%	4,911	26%	995	27%	50,734	26%	95	25%	3,795	22%	933	25%	49,461	24%
		Quite a bit	39	13%	2,876	15%	828	21%	36,722	19%	43	11%	1,861	11%	590	15%	29,903	14%
		Very much	25	8%	1,624	9%	661	16%	27,905	14%	29	7%	1,286	7%	518	12%	27,780	13%
	Total	299	100%	18,949	100%	3,609	100%	188,105	100%	397	100%	16,827	100%	3,490	100%	203,003	100%	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Engagement Item Frequency Distributions^a
McMaster University**

			First-Year Students								Seniors								
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE																	
		Poor	17	5%	1,121	7%	258	6%	10,217	6%	30	8%	1,878	13%	541	14%	20,121	11%	
		Fair	67	21%	4,214	23%	729	20%	34,627	19%	87	22%	4,214	27%	958	26%	43,163	22%	
		Good	138	45%	9,508	48%	1,690	46%	90,115	47%	206	51%	7,547	43%	1,284	37%	83,281	41%	
		Excellent	81	29%	4,350	22%	997	27%	55,607	28%	81	20%	3,361	18%	755	23%	58,517	26%	
		Total	303	100%	19,193	100%	3,674	100%	190,566	100%	404	100%	17,000	100%	3,538	100%	205,082	100%	
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP																	
		Poor	13	4%	583	4%	69	2%	3,878	2%	13	4%	579	4%	65	2%	4,760	3%	
		Fair	37	11%	2,975	17%	411	10%	22,194	13%	50	13%	2,680	18%	369	10%	24,245	13%	
		Good	141	45%	9,496	49%	1,840	50%	95,393	51%	200	50%	8,328	49%	1,650	45%	96,849	48%	
		Excellent	112	40%	6,148	30%	1,353	38%	69,108	34%	142	34%	5,417	29%	1,459	43%	79,236	36%	
		Total	303	100%	19,202	100%	3,673	100%	190,573	100%	405	100%	17,004	100%	3,543	100%	205,090	100%	
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL																	
		Definitely no	11	4%	695	4%	161	3%	7,631	4%	21	5%	975	7%	179	5%	10,645	5%	
		Probably no	43	13%	2,274	12%	451	11%	22,451	12%	66	18%	2,484	16%	461	12%	26,660	13%	
		Probably yes	114	37%	7,953	42%	1,378	36%	76,299	41%	131	32%	6,770	40%	1,290	34%	77,461	38%	
		Definitely yes	134	46%	8,296	41%	1,682	50%	84,313	43%	187	45%	6,787	37%	1,609	49%	90,358	43%	
		Total	302	100%	19,218	100%	3,672	100%	190,694	100%	405	100%	17,016	100%	3,539	100%	205,124	100%	

ESIS: 35007001

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	265	84%	15,413	79%	3,520	95%	160,789	81%	0	0%	26	0%	16	1%	637	0%
		20-23	32	12%	2,429	13%	136	3%	17,099	10%	345	83%	13,442	77%	3,006	82%	139,170	63%
		24-29	4	2%	813	4%	18	1%	5,509	4%	44	13%	2,537	16%	327	11%	32,085	18%
		30-39	2	1%	344	2%	8	0%	4,322	3%	8	2%	632	4%	129	4%	17,335	10%
		40-55	3	1%	233	2%	5	0%	3,136	2%	6	2%	358	3%	63	2%	14,564	8%
		Over 55	0	0%	22	0%	0	0%	273	0%	2	0%	32	0%	1	0%	1,270	1%
		Total	306	100%	19,254	100%	3,687	100%	191,128	100%	405	100%	17,027	100%	3,542	100%	205,061	100%
16. Sex	SEX	Male	103	44%	7,162	44%	1,285	44%	68,237	44%	131	42%	6,403	42%	1,301	44%	73,595	43%
		Female	202	56%	12,089	56%	2,397	56%	122,866	56%	274	58%	10,606	58%	2,237	56%	131,470	57%
		Total	305	100%	19,251	100%	3,682	100%	191,103	100%	405	100%	17,009	100%	3,538	100%	205,065	100%
17. Are you an international student or foreign national?	INTERNAT	No			0	0%	3,496	95%	147,360	94%			0	0%	3,423	97%	166,611	95%
		Yes			0	0%	178	5%	8,248	6%			0	0%	114	3%	7,975	5%
		Total			0	0%	3,674	100%	155,608	100%			0	0%	3,537	100%	174,586	100%
18. Racial or ethnic identification	RACE05	American Indian or other Native American			0	0%	24	1%	1,258	1%			0	0%	22	1%	1,367	1%
		Asian, Asian American, or Pacific Islander			0	0%	383	10%	10,035	7%			0	0%	216	6%	9,330	7%
		Black or African American			0	0%	235	7%	11,075	9%			0	0%	155	5%	11,910	8%
		White (non-Hispanic)			0	0%	2,526	70%	109,086	65%			0	0%	2,675	76%	124,012	67%
		Mexican or Mexican American			0	0%	48	1%	3,658	3%			0	0%	45	1%	4,369	3%
		Puerto Rican			0	0%	16	0%	1,169	1%			0	0%	20	1%	1,077	1%
		Other Hispanic or Latino			0	0%	72	2%	4,050	3%			0	0%	53	1%	4,462	3%
		Multiracial			0	0%	100	2%	4,033	3%			0	0%	70	2%	3,827	2%
		Other			0	0%	58	1%	2,351	2%			0	0%	38	1%	2,566	2%
		I prefer not to respond			0	0%	216	5%	9,092	6%			0	0%	249	7%	11,862	7%
		Total			0	0%	3,678	100%	155,807	100%			0	0%	3,543	100%	174,782	100%
19. What is your current classification in university?	CLASS	1st year	301	98%	17,740	92%	3,377	93%	165,675	83%	1	1%	25	0%	4	0%	239	0%
		2nd year	5	2%	1,061	7%	263	6%	19,451	13%	1	0%	61	1%	8	0%	915	1%
		3rd year	0	0%	159	1%	22	1%	2,789	2%	36	9%	1,499	8%	197	6%	13,180	7%
		4th year	0	0%	31	0%	3	0%	897	1%	347	84%	14,577	85%	3,297	92%	184,429	89%
		Unclassified	0	0%	191	1%	12	0%	1,952	1%	19	5%	828	6%	40	1%	6,068	3%
		Total	306	100%	19,182	100%	3,677	100%	190,764	100%	404	100%	16,990	100%	3,546	100%	204,831	100%
20. Did you begin university at your current institution or elsewhere?	ENTER	Started here	300	98%	17,671	92%	3,533	96%	169,502	88%	374	94%	14,784	85%	2,589	73%	125,110	57%
		Started elsewhere	6	2%	1,507	8%	144	4%	21,177	12%	28	6%	2,209	15%	954	27%	79,894	43%
		Total	306	100%	19,178	100%	3,677	100%	190,679	100%	402	100%	16,993	100%	3,543	100%	205,004	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2008 Background Item Frequency Distributions^a McMaster University

			First-Year Students								Seniors								
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
21.	Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school			0	0%	35	1%	5,371	4%			0	0%	117	4%	12,555	7%
		COMCOL05	Community or junior college			0	0%	170	4%	12,455	8%			0	0%	873	21%	61,232	35%
		FOURYR05	4-year college other than this one			0	0%	162	4%	11,995	7%			0	0%	685	17%	44,005	23%
		NONE05	None			0	0%	3,213	72%	125,496	64%			0	0%	2,046	50%	79,936	37%
		OCOL1_05	Other			0	0%	78	2%	4,704	3%			0	0%	94	2%	7,585	4%
22.	Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	14	5%	1,064	8%	41	1%	8,248	6%	46	15%	1,987	15%	265	9%	27,194	16%
			Full-time	292	95%	18,128	92%	3,635	99%	182,496	94%	357	85%	15,005	85%	3,283	91%	177,742	84%
		Total	306	100%	19,192	100%	3,676	100%	190,744	100%	403	100%	16,992	100%	3,548	100%	204,936	100%	
23.	Are you member of a social fraternity or sorority?	FRATORSO	No	297	96%	18,637	97%	3,107	84%	174,806	92%	389	97%	16,535	97%	3,005	85%	183,899	90%
			Yes	9	4%	500	3%	560	16%	15,587	8%	11	3%	431	3%	537	15%	20,842	10%
		Total	306	100%	19,137	100%	3,667	100%	190,393	100%	400	100%	16,966	100%	3,542	100%	204,741	100%	
24.	Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	289	94%	18,176	95%	3,452	94%	169,437	91%	383	96%	16,301	96%	3,416	97%	191,130	95%
			Yes	17	6%	955	5%	213	6%	20,786	9%	17	4%	656	4%	126	3%	13,373	5%
		Total	306	100%	19,131	100%	3,665	100%	190,223	100%	400	100%	16,957	100%	3,542	100%	204,503	100%	
25.	What have most of your grades been up to now at this institution?	GRADES04	C- or lower	11	4%	854	5%	54	2%	4,003	2%	3	1%	111	1%	14	0%	558	0%
			C	26	8%	1,248	7%	124	4%	7,676	4%	7	2%	458	3%	70	2%	3,560	2%
			C+	33	11%	2,191	12%	176	5%	12,514	7%	23	6%	1,209	8%	179	5%	8,552	5%
			B-	45	14%	2,728	14%	340	9%	17,942	10%	47	12%	2,152	12%	250	7%	15,653	8%
			B	52	17%	4,104	21%	798	22%	39,953	21%	91	23%	3,867	22%	695	20%	40,539	20%
			B+	44	15%	3,469	18%	724	20%	37,448	19%	89	23%	4,080	24%	691	20%	44,132	21%
			A-	62	19%	2,722	14%	775	20%	35,702	18%	90	21%	3,102	17%	835	23%	43,714	20%
			A	34	12%	1,816	9%	681	18%	34,863	19%	52	12%	1,989	13%	805	22%	47,812	23%
Total	307	100%	19,132	100%	3,672	100%	190,101	100%	402	100%	16,968	100%	3,539	100%	204,520	100%			
26.	Which of the following best describes where you are living now while attending university?	LIVENOW	university residence or campus housing	185	60%	8,979	43%	2,814	74%	121,073	58%	16	4%	976	6%	399	9%	33,209	12%
			Off-campus accomodation within walking distance of campus	29	11%	1,582	9%	321	10%	12,976	8%	212	50%	6,046	33%	1,637	51%	51,872	26%
			Off-campus accomodation within driving distance of campus	89	29%	8,104	48%	510	15%	49,585	33%	173	45%	9,481	61%	1,424	38%	107,317	61%
			Fraternity or sorority house	0	0%	89	1%	11	0%	987	1%	2	0%	52	0%	49	2%	2,831	1%
			Total	303	100%	18,754	100%	3,656	100%	184,621	100%	403	100%	16,555	100%	3,509	100%	195,229	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Background Item Frequency Distributions^a
McMaster University**

		First-Year Students								Seniors								
		McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
27a. What is the highest level of education that your <u>father</u> completed?	FATHREDU	Did not finish HS		0	0%	112	3%	10,835	8%		0	0%	151	4%	15,719	10%		
		Graduated from HS		0	0%	588	15%	36,608	24%		0	0%	573	16%	41,535	24%		
		Attended, no degree		0	0%	402	11%	20,736	14%		0	0%	392	11%	23,725	14%		
		Completed Associate's		0	0%	238	7%	12,681	8%		0	0%	213	6%	14,377	8%		
		Completed Bachelor's		0	0%	1,151	33%	40,084	25%		0	0%	1,099	32%	42,480	24%		
		Completed Master's		0	0%	683	19%	22,254	14%		0	0%	604	18%	23,050	13%		
		Completed Doctorate		0	0%	458	13%	10,480	6%		0	0%	488	14%	12,263	7%		
	Total		0	0%	3,632	100%	153,678	100%		0	0%	3,520	100%	173,149	100%			
27b. What is the highest level of education that your <u>mother</u> completed?	MOTHREDU	Did not finish HS		0	0%	100	3%	8,085	6%		0	0%	121	3%	12,445	8%		
		Graduated from HS		0	0%	536	14%	32,920	22%		0	0%	612	17%	42,593	25%		
		Attended, no degree		0	0%	467	13%	23,661	16%		0	0%	417	11%	25,999	15%		
		Completed Associate's		0	0%	387	11%	19,598	13%		0	0%	365	10%	21,630	12%		
		Completed Bachelor's		0	0%	1,287	36%	44,218	27%		0	0%	1,219	35%	43,437	24%		
		Completed Master's		0	0%	693	19%	21,690	13%		0	0%	640	18%	23,615	13%		
		Completed Doctorate		0	0%	175	4%	4,248	3%		0	0%	154	5%	4,115	2%		
	Total		0	0%	3,645	100%	154,420	100%		0	0%	3,528	100%	173,834	100%			
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	60	20%	3,508	18%	422	12%	27,360	14%	67	15%	2,928	17%	483	14%	31,783	15%
		Biological Science	32	10%	1,925	12%	488	13%	16,674	9%	51	12%	1,770	12%	438	13%	15,564	8%
		Business	31	11%	2,349	13%	525	15%	27,121	16%	41	11%	1,853	11%	504	12%	33,194	17%
		Education	0	0%	517	2%	153	4%	14,863	7%	0	0%	321	1%	151	4%	17,859	8%
		Engineering	43	18%	1,591	8%	264	11%	11,911	7%	60	16%	1,519	9%	286	11%	11,722	7%
		Physical Science	7	2%	763	4%	142	4%	7,196	4%	17	5%	719	4%	123	4%	7,346	4%
		Professional	21	6%	1,214	6%	455	12%	18,686	10%	26	6%	1,253	6%	346	9%	17,804	9%
		Social Science	61	19%	3,717	21%	523	13%	25,432	13%	89	22%	3,606	24%	674	18%	32,662	16%
		Other	38	13%	2,961	15%	410	12%	26,969	16%	51	12%	2,742	16%	502	14%	33,448	18%
		Undecided	5	1%	153	1%	152	5%	6,690	4%	0	0%	13	0%	0	0%	93	0%
	Total	298	100%	18,698	100%	3,534	100%	182,902	100%	402	100%	16,724	100%	3,507	100%	201,475	100%	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	28	25%	1,178	26%	338	29%	13,474	24%	27	24%	971	24%	306	30%	11,600	23%
		Biological Science	13	11%	290	9%	63	5%	2,519	5%	6	4%	307	9%	60	7%	2,097	5%
		Business	8	8%	588	11%	153	12%	7,051	15%	15	14%	463	9%	152	12%	7,257	17%
		Education	0	0%	164	3%	46	4%	3,486	6%	1	2%	142	3%	29	2%	4,061	8%
		Engineering	5	7%	80	2%	20	3%	1,232	3%	3	3%	64	2%	6	1%	782	2%
		Physical Science	3	3%	248	5%	81	7%	3,065	6%	3	3%	192	5%	77	9%	2,690	6%
		Professional	4	4%	204	5%	120	10%	3,541	7%	2	2%	129	4%	55	5%	2,086	5%
		Social Science	37	35%	1,231	29%	260	19%	9,448	17%	48	43%	1,217	33%	281	23%	9,522	20%
		Other	6	5%	438	9%	119	10%	6,329	13%	5	4%	384	10%	101	10%	6,148	14%
		Undecided	2	2%	108	2%	22	2%	1,505	3%	0	0%	60	1%	5	0%	840	2%
	Total	106	100%	4,529	100%	1,222	100%	51,650	100%	110	100%	3,929	100%	1,072	100%	47,083	100%	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Background Item Frequency Distributions^a
McMaster University**

First-Year Students

Seniors

	Variable	Response Options	McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Institution reported: Gender	GENDER	Male	131	46%	8,401	45%	1,568	44%	81,124	45%	149	42%	7,174	42%	1,510	45%	83,141	43%
		Female	236	54%	13,747	55%	2,872	56%	143,706	55%	311	58%	11,577	58%	2,550	55%	145,045	57%
		Total	367	100%	22,148	100%	4,440	100%	224,830	100%	460	100%	18,751	100%	4,060	100%	228,186	100%
Institution reported: Race or ethnicity	ETHNICIT	African American/Black			0	0%	320	10%	13,868	11%			0	0%	196	8%	13,644	9%
		Am. Indian/Native Amer.			0	0%	16	1%	1,208	1%			0	0%	10	0%	1,322	1%
		Asian/Pacific Islander			0	0%	376	10%	9,295	6%			0	0%	226	7%	8,732	6%
		Caucasian/White			0	0%	2,456	67%	114,489	64%			0	0%	2,363	76%	124,720	67%
		Hispanic/Latino			0	0%	171	4%	10,556	9%			0	0%	116	3%	11,117	8%
		Other			0	0%	0	0%	2,317	2%			0	0%	2	0%	1,490	1%
		Foreign			0	0%	45	1%	3,675	2%			0	0%	39	1%	3,308	2%
		Multi-racial			0	0%	0	0%	622	0%			0	0%	0	0%	478	0%
		Unknown			0	0%	216	6%	8,232	5%			0	0%	139	4%	9,427	5%
Total					0	0%	3,600	100%	164,262	100%			0	0%	3,091	100%	174,238	100%
Institution reported: Enrollment	ENROLLMT	Part-time	19	8%	1,298	8%	34	1%	11,251	8%	68	22%	3,151	21%	300	11%	34,604	20%
		Full-time	348	92%	20,850	92%	4,406	99%	213,579	92%	392	78%	15,600	79%	3,760	89%	193,582	80%
		Total	367	100%	22,148	100%	4,440	100%	224,830	100%	460	100%	18,751	100%	4,060	100%	228,186	100%
Mode of completion of the questionnaire	MODECOMP	Paper	0	0%	0	0%	7	0%	4,576	3%	0	0%	0	0%	7	0%	4,998	4%
		Web	367	100%	22,148	100%	4,433	100%	220,254	97%	460	100%	18,751	100%	4,053	100%	223,188	96%
		Total	367	100%	22,148	100%	4,440	100%	224,830	100%	460	100%	18,751	100%	4,060	100%	228,186	100%
Thinking about this current academic term...Are you taking all courses entirely online? (item appeared only in the online instrument.)	DISTED	No	302	99%	18,844	98%	3,663	100%	180,820	97%	403	100%	16,611	98%	3,513	99%	191,134	96%
		Yes	4	1%	351	2%	9	0%	5,304	3%	0	0%	372	2%	26	1%	8,807	4%
		Total	306	100%	19,195	100%	3,672	100%	186,124	100%	403	100%	16,983	100%	3,539	100%	199,941	100%

ESIS: 35007001

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Canadian Background Item Frequency Distributions ^a
McMaster University**

First-Year Students

Seniors

Variable	Response Options	First-Year Students				Seniors			
		McMaster Count	McMaster %	Ontario Count	Ontario %	Carnegie Peers Count	Carnegie Peers %	NSSE 2008 Count	NSSE 2008 %

These pages contain items from the Canadian version of NSSE that differ from the U.S. version and are not comparable.

Refer to your Selected Comparison Groups Report to see which Canadian institutions were in each of your three comparison groups. Be aware that selected peer groups containing U.S. schools are not fully represented in these frequencies.

Additionally, the following items have slightly different wording in the Canadian version of the survey, but were similar enough to combine for comparison purposes:

4a (PROBSETA), 4b (PROBSETB), 7e (FORLAN04), 11i (GNCITZN), and 19 (CLASS).

For Canadian wording, refer to the codebook or the NSSE Web site at www.nsse.iub.edu/2008_Institutional_Report/.

Variable	Response Options	First-Year Students				Seniors											
		McMaster Count	McMaster %	Ontario Count	Ontario %	Carnegie Peers Count	Carnegie Peers %	NSSE 2008 Count	NSSE 2008 %								
17. Are you a Canadian citizen?	INTRN_CA No	27	9%	1,979	12%	0	0%	3,476	12%	23	6%	1,061	7%	0	0%	2,071	8%
		279	91%	17,112	88%	0	0%	31,277	88%	378	94%	15,825	93%	0	0%	27,901	92%
	Total	306	100%	19,091	100%	0	0%	34,753	100%	401	100%	16,886	100%	0	0%	29,972	100%
18. Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you ... (Select all that apply.)	ETH_CA1 White	202	66%	12,910	63%	0	0%	25,108	69%	266	66%	11,908	65%	0	0%	22,240	70%
	ETH_CA2 North American Indian	2	1%	252	1%	0	0%	469	1%	4	1%	197	1%	0	0%	369	1%
	ETH_CA3 Métis	3	1%	189	1%	0	0%	428	1%	2	0%	145	1%	0	0%	360	1%
	ETH_CA4 Inuit	1	0%	41	0%	0	0%	71	0%	0	0%	15	0%	0	0%	41	0%
	ETH_CA5 Chinese	35	11%	2,118	13%	0	0%	3,497	11%	44	11%	1,818	12%	0	0%	3,044	11%
	ETH_CA6 South Asian	30	9%	1,508	9%	0	0%	1,945	6%	51	13%	1,229	9%	0	0%	1,567	6%
	ETH_CA7 Black	10	4%	751	4%	0	0%	1,181	4%	9	2%	509	3%	0	0%	764	3%
	ETH_CA8 Filipino	5	1%	295	2%	0	0%	459	1%	3	1%	231	1%	0	0%	358	1%
	ETH_CA9 Latin American	3	1%	370	2%	0	0%	620	2%	5	1%	258	2%	0	0%	438	2%
	ETH_CA10 Southeast Asian	4	1%	359	2%	0	0%	594	2%	8	2%	239	2%	0	0%	427	2%
	ETH_CA11 Arab	8	3%	505	3%	0	0%	834	3%	12	3%	313	2%	0	0%	573	2%
	ETH_CA12 West Asian	1	0%	293	2%	0	0%	419	1%	3	1%	198	1%	0	0%	289	1%
	ETH_CA13 Japanese	1	0%	124	1%	0	0%	231	1%	0	0%	105	1%	0	0%	204	1%
	ETH_CA14 Korean	4	1%	266	2%	0	0%	431	1%	3	1%	186	1%	0	0%	282	1%
	ETH_CA15 Other	20	6%	1,392	8%	0	0%	1,986	6%	19	5%	891	6%	0	0%	1,320	5%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey
of Student Engagement**

**NSSE 2008 Canadian Background Item Frequency Distributions ^a
McMaster University**

			First-Year Students								Seniors							
			McMaster		Ontario		Carnegie Peers		NSSE 2008		McMaster		Ontario		Carnegie Peers		NSSE 2008	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOC05_CA	Community coll. (voc/tech courses not at university lvl)	9	3%	1,066	5%	0	0%	1,789	4%	22	5%	1,345	7%	0	0%	2,191	6%
	COM05_CA	Community coll. (university credit/transfer courses)	12	4%	752	3%	0	0%	1,376	3%	9	2%	1,242	7%	0	0%	3,253	10%
	FRY05_CA	University other than this one	11	3%	1,277	5%	0	0%	2,824	7%	39	8%	2,158	12%	0	0%	4,579	14%
	GEN05_CA	CEGEP (general or pre-university program)	2	1%	191	1%	0	0%	3,821	12%	4	1%	238	2%	0	0%	2,856	11%
	PRF05_CA	CEGEP (professional or technical program)	1	0%	62	0%	0	0%	1,323	3%	1	0%	93	1%	0	0%	1,152	3%
	TRN05_CA	Private training institution	9	3%	500	3%	0	0%	1,153	3%	10	2%	488	3%	0	0%	1,159	4%
	NON05_CA	None	254	67%	15,164	68%	0	0%	23,402	55%	314	69%	11,696	61%	0	0%	16,708	47%
	OTH_CA	Other	11	3%	664	3%	0	0%	1,364	4%	15	3%	452	3%	0	0%	992	3%
27a. What is the highest level of education that your <u>father</u> completed?	FATHR_CA	Did not finish hs	26	9%	1,968	11%	0	0%	3,956	11%	36	9%	1,807	11%	0	0%	3,681	13%
		Graduated from hs	47	16%	3,615	19%	0	0%	6,782	19%	75	19%	2,918	17%	0	0%	5,350	17%
		Some or completed college or CEGEP	51	17%	3,888	19%	0	0%	6,707	18%	84	20%	3,506	19%	0	0%	5,963	19%
		Attended university w/out earning degree	20	6%	986	5%	0	0%	2,015	6%	17	4%	901	5%	0	0%	1,749	6%
		Completed Bachelor's	97	33%	4,831	26%	0	0%	8,460	25%	107	27%	4,499	27%	0	0%	7,602	26%
		Completed Master's	39	13%	2,639	15%	0	0%	4,544	14%	53	13%	2,122	13%	0	0%	3,635	13%
		Completed Doctorate	20	7%	1,007	6%	0	0%	2,006	6%	30	7%	1,058	7%	0	0%	1,888	7%
		Total	300	100%	18,934	100%	0	0%	34,470	100%	402	100%	16,811	100%	0	0%	29,868	100%
27b. What is the highest level of education that your <u>mother</u> completed?	MOTHR_CA	Did not finish HS	20	7%	1,496	8%	0	0%	2,854	9%	32	8%	1,337	9%	0	0%	2,618	9%
		Graduated from HS	61	20%	3,787	20%	0	0%	7,137	21%	83	22%	3,675	21%	0	0%	6,609	22%
		Some or completed college or CEGEP	63	22%	4,930	25%	0	0%	8,615	24%	107	26%	4,272	24%	0	0%	7,546	24%
		Attended university, no degree	14	5%	1,016	5%	0	0%	2,154	6%	17	4%	821	5%	0	0%	1,623	5%
		Completed Bachelor's	101	33%	5,393	29%	0	0%	9,529	28%	107	26%	4,779	29%	0	0%	8,204	28%
		Completed Master's	34	11%	1,878	10%	0	0%	3,384	10%	44	11%	1,585	10%	0	0%	2,637	9%
		Completed Doctorate	8	2%	458	3%	0	0%	858	3%	12	3%	391	3%	0	0%	710	3%
		Total	301	100%	18,958	100%	0	0%	34,531	100%	402	100%	16,860	100%	0	0%	29,947	100%

ESIS: 35007001

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Frequency Distributions ^a
Ontario Universities Consortium
McMaster University**

			First-Year Students				Seniors				
			McMaster		Ontario		McMaster		Ontario		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1.	Which one of the following factors poses, or has posed, the biggest obstacle to your academic progress?	ONT0801	Financial pressures or work obligations	58	21%	4,685	24%	93	24%	5,088	30%
			Family/personal problems or obligations	38	12%	2,523	14%	67	15%	2,364	14%
			Your academic performance at university	106	35%	4,982	28%	64	17%	2,344	15%
			Difficulties getting the courses you need	4	1%	516	3%	36	10%	1,190	8%
			Lack of good academic advising	13	5%	956	6%	28	7%	1,373	9%
			Other academic or administrative obstacles	10	4%	455	3%	16	4%	568	4%
			Language/cultural barriers	6	2%	414	2%	7	2%	288	2%
			Other (specify up to 50 characters):	22	8%	1,513	8%	30	8%	1,395	8%
			Not applicable/you have faced no obstacles	37	14%	2,369	12%	56	13%	1,993	11%
			Total	294	100%	18,413	100%	397	100%	16,603	100%
2a.	Parents/other relatives (including RESP-Registered Educational Savings Plan)	ONT0802a	\$0	45	18%	3,697	23%	107	29%	4,708	33%
			\$1-\$1,999	46	17%	2,977	17%	74	20%	2,693	18%
			\$2,000 to \$4,999	52	19%	3,404	20%	56	15%	2,869	19%
			\$5,000+	128	46%	6,799	40%	133	35%	4,612	31%
			Total	271	100%	16,877	100%	370	100%	14,882	100%
2b.	Work while attending university	ONT0802b	\$0	181	72%	9,513	61%	113	33%	4,347	29%
			\$1-\$1,999	57	20%	4,631	29%	132	39%	5,471	37%
			\$2,000 to \$4,999	11	5%	1,066	7%	63	19%	2,662	19%
			\$5,000+	5	3%	459	3%	31	9%	1,964	15%
			Total	254	100%	15,669	100%	339	100%	14,444	100%
2c.	Personal savings including from work while not attending university (prior to university and during summers)	ONT0802c	\$0	90	35%	4,964	34%	78	24%	4,156	32%
			\$1-\$1,999	79	28%	5,917	36%	99	30%	4,097	29%
			\$2,000 to \$4,999	58	21%	3,306	20%	93	26%	3,113	21%
			\$5,000+	36	16%	1,710	10%	65	20%	2,744	18%
			Total	263	100%	15,897	100%	335	100%	14,110	100%
2d.	Government loans (OSAP or other government loans)	ONT0802d	\$0	137	56%	8,901	57%	183	58%	8,344	60%
			\$1-\$1,999	16	6%	982	6%	22	7%	492	4%
			\$2,000 to \$4,999	50	19%	2,347	16%	28	9%	1,164	9%
			\$5,000+	51	19%	3,523	21%	90	27%	3,824	27%
			Total	254	100%	15,753	100%	323	100%	13,824	100%
2e.	Government scholarships or grants (including Band and INAC funding)	ONT0802e	\$0	166	70%	10,737	71%	265	86%	11,032	84%
			\$1-\$1,999	40	16%	2,141	14%	20	6%	763	6%
			\$2,000 to \$4,999	30	11%	1,980	13%	26	8%	1,027	8%
			\$5,000+	7	3%	420	3%	2	1%	307	2%
			Total	243	100%	15,278	100%	313	100%	13,129	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Frequency Distributions ^a
Ontario Universities Consortium
McMaster University**

			First-Year Students				Seniors				
		Variable	McMaster		Ontario		McMaster		Ontario		
		Response Options	Count	%	Count	%	Count	%	Count	%	
2f.	University bursary or scholarship	ONT0802f	\$0	50	22%	6,669	46%	162	51%	8,280	62%
			\$1-\$1,999	142	52%	4,979	29%	137	39%	3,475	25%
			\$2,000 to \$4,999	66	24%	3,553	20%	30	9%	1,457	11%
			\$5,000+	3	1%	757	4%	3	1%	396	3%
		Total		261	100%	15,958	100%	332	100%	13,608	100%
2g.	Private bank loan, line of credit, or credit card	ONT0802g	\$0	205	85%	12,597	84%	240	77%	9,478	72%
			\$1-\$1,999	14	6%	1,200	8%	35	12%	1,544	11%
			\$2,000 to \$4,999	8	4%	492	3%	13	4%	878	6%
			\$5,000+	8	5%	902	5%	23	7%	1,529	11%
		Total		235	100%	15,191	100%	311	100%	13,429	100%
2h.	Private sector scholarship or grant	ONT0802h	\$0	207	85%	12,904	86%	286	92%	12,178	94%
			\$1-\$1,999	27	10%	1,612	10%	16	5%	484	3%
			\$2,000 to \$4,999	6	2%	513	3%	10	3%	256	2%
			\$5,000+	5	2%	200	1%	1	0%	125	1%
		Total		245	100%	15,229	100%	313	100%	13,043	100%
2i.	Other sources	ONT0802i	\$0	217	92%	13,030	89%	275	92%	11,499	92%
			\$1-\$1,999	11	5%	1,029	7%	10	3%	546	4%
			\$2,000 to \$4,999	4	2%	259	2%	5	2%	213	2%
			\$5,000+	2	1%	288	2%	7	3%	300	3%
		Total		234	100%	14,606	100%	297	100%	12,558	100%
3.	My professors make students aware of their research activity and apply their research to their teaching.	ONT0803	Strongly Disagree	19	7%	1,333	8%	35	9%	1,301	8%
			Disagree	47	17%	3,392	19%	67	17%	3,051	19%
			Agree	166	55%	9,205	50%	209	53%	8,696	52%
			Strongly Agree	33	11%	1,839	10%	67	17%	2,337	14%
			Don't know/not applicable	29	10%	2,419	13%	17	5%	1,108	7%
		Total		294	100%	18,188	100%	395	100%	16,493	100%
4a.	Improving the quality of classrooms or lecture halls	ONT0804a	Checked	54	18%	2,990	16%	88	22%	3,016	17%
			Not checked	240	82%	15,287	84%	306	78%	13,536	83%
		Total		294	100%	18,277	100%	394	100%	16,552	100%
4b.	Improving the quality of course instruction by professors	ONT0804b	Checked	57	19%	4,685	26%	106	27%	4,662	29%
			Not checked	237	81%	13,592	74%	288	73%	11,890	71%
		Total		294	100%	18,277	100%	394	100%	16,552	100%
4c.	Improving the quality of teaching assistants	ONT0804c	Checked	80	27%	3,986	22%	65	18%	2,249	14%
			Not checked	214	73%	14,291	78%	329	82%	14,303	86%
		Total		294	100%	18,277	100%	394	100%	16,552	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

NSSE 2008 Frequency Distributions ^a
Ontario Universities Consortium
McMaster University

				First-Year Students				Seniors			
		Variable	Response Options	McMaster		Ontario		McMaster		Ontario	
				Count	%	Count	%	Count	%	Count	%
4d.	Ensuring a better fit between course content, assignments, and tests/exams	ONT0804d	Checked Not checked	87 207	29% 71%	4,464 13,813	25% 75%	66 328	17% 83%	3,246 13,306	21% 79%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4e.	Increasing the number or variety of course offerings <u>in your major</u>	ONT0804e	Checked Not checked	56 238	19% 81%	3,857 14,420	20% 80%	124 270	30% 70%	5,817 10,735	34% 66%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4f.	Increasing the number or variety of course offerings <u>outside your major</u>	ONT0804f	Checked Not checked	18 276	6% 94%	1,718 16,559	8% 92%	34 360	9% 91%	1,444 15,108	8% 92%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4g.	Reducing class sizes overall	ONT0804g	Checked Not checked	67 227	22% 78%	2,687 15,590	17% 83%	98 296	24% 76%	1,929 14,623	14% 86%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4h.	Improving the quality of labs	ONT0804h	Checked Not checked	15 279	5% 95%	862 17,415	5% 95%	15 379	4% 96%	968 15,584	5% 95%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4i.	Improving student access to information technology	ONT0804i	Checked Not checked	6 288	2% 98%	787 17,490	4% 96%	8 386	2% 98%	741 15,811	4% 96%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4j.	Providing more current/relevant courses and curriculum	ONT0804j	Checked Not checked	14 280	5% 95%	1,224 17,053	7% 93%	31 363	8% 92%	1,624 14,928	10% 90%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4k.	Changing the mix of lectures, seminars, tutorials, and labs	ONT0804k	Checked Not checked	11 283	3% 97%	1,493 16,784	8% 92%	24 370	6% 94%	988 15,564	6% 94%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4l.	Increasing opportunities to learn more about global issues	ONT0804l	Checked Not checked	33 261	10% 90%	1,878 16,399	10% 90%	48 346	12% 88%	1,478 15,074	9% 91%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4m.	Other (specify up to 50 characters)	ONT0804m	Checked Not checked	28 266	10% 90%	1,832 16,445	10% 90%	43 351	11% 89%	2,286 14,266	14% 86%
Total				294	100%	18,277	100%	394	100%	16,552	100%
4n.	Other (specify up to 50 characters)	ONT0804n	Checked Not checked	3 291	2% 98%	331 17,946	2% 98%	7 387	2% 98%	459 16,093	3% 97%
Total				294	100%	18,277	100%	394	100%	16,552	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

**NSSE 2008 Frequency Distributions^a
Ontario Universities Consortium
McMaster University**

	Variable	Response Options	First-Year Students				Seniors				
			McMaster		Ontario		McMaster		Ontario		
			Count	%	Count	%	Count	%	Count	%	
5a.	Increasing contact with professors outside of class (e.g., office hours)	ONT0805a	Checked	73	24%	4,513	26%	79	20%	2,842	19%
			Not checked	220	76%	13,677	74%	314	80%	13,654	81%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5b.	Expanding and/or improving the quality of academic support services (e.g., study skills, library skills, writing/math skills, academic advising, career advising, etc.)	ONT0805b	Checked	66	22%	4,039	23%	86	23%	3,075	20%
			Not checked	227	78%	14,151	77%	307	77%	13,421	80%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5c.	Expanding and/or improving the quality of personal support services (e.g., counseling)	ONT0805c	Checked	35	12%	2,316	13%	66	17%	2,159	14%
			Not checked	258	88%	15,874	87%	327	83%	14,337	86%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5d.	Providing students with more opportunities to undertake research with faculty	ONT0805d	Checked	69	24%	3,479	21%	132	33%	4,988	32%
			Not checked	224	76%	14,711	79%	261	67%	11,508	68%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5e.	Improving the library collection	ONT0805e	Checked	13	4%	1,725	8%	35	9%	2,341	12%
			Not checked	280	96%	16,465	92%	358	91%	14,155	88%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5f.	Improving library services (e.g., circulation, staff availability, Internet/computer availability, etc.)	ONT0805f	Checked	18	6%	1,391	7%	28	7%	1,420	8%
			Not checked	275	94%	16,799	93%	365	93%	15,076	92%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5g.	Improving the quality/availability of study spaces	ONT0805g	Checked	86	28%	5,573	30%	164	41%	5,884	34%
			Not checked	207	72%	12,617	70%	229	59%	10,612	66%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5h.	Increasing opportunities for international experiences (e.g., exchanges, study abroad)	ONT0805h	Checked	42	15%	2,695	14%	53	13%	2,099	12%
			Not checked	251	85%	15,495	86%	340	87%	14,397	88%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5i.	Working to provide a better social environment for students	ONT0805i	Checked	67	23%	3,776	21%	48	12%	2,967	19%
			Not checked	226	77%	14,414	79%	345	88%	13,529	81%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5j.	Other (specify up to 50 characters)	ONT0805j	Checked	17	7%	1,035	6%	22	5%	1,367	8%
			Not checked	276	93%	17,155	94%	371	95%	15,129	92%
			Total	293	100%	18,190	100%	393	100%	16,496	100%
5k.	Other (specify up to 50 characters)	ONT0805k	Checked	5	2%	237	1%	5	2%	286	2%
			Not checked	288	98%	17,953	99%	388	98%	16,210	98%
			Total	293	100%	18,190	100%	393	100%	16,496	100%

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.

NSSE 2008 Frequency Distributions ^a
Ontario Universities Consortium
McMaster University

			First-Year Students				Seniors				
			McMaster		Ontario		McMaster		Ontario		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
6.	During this academic year, to what extent have you experienced a sense of community at this university (i.e., felt you were part of a group that shares common interests, goals, values, and experiences)?	ONT0806	Not at all	36	13%	2,536	16%	54	15%	2,994	22%
			Somewhat	111	37%	7,335	42%	169	44%	6,786	42%
			Strongly	84	30%	4,872	26%	114	28%	3,933	22%
			Very strongly	54	19%	2,558	13%	48	12%	2,110	11%
			No opinion	5	2%	488	3%	6	1%	415	3%
		Total		290	100%	17,789	100%	391	100%	16,238	100%
7.	About how many hours do you spend in a typical week on your university's campus, outside of time spent in class? (For residence students, report typical time spent on campus excluding time spent in residence and class.)	ONT0807	5 hours or less	68	24%	7,152	40%	106	27%	6,243	40%
			6-10 hours	81	28%	4,604	26%	94	24%	4,072	25%
			11-20 hours	64	22%	3,197	18%	123	32%	3,193	20%
			21-30 hours	24	9%	1,156	6%	37	9%	1,487	9%
			More than 30 hours	51	17%	1,593	9%	31	9%	1,142	7%
		Total		288	100%	17,702	100%	391	100%	16,137	100%
8.	Do you live in residence?	ONT0808	No	115	41%	9,367	57%	374	96%	15,399	94%
			Yes	176	59%	8,634	43%	18	4%	956	6%
		Total		291	100%	18,001	100%	392	100%	16,355	100%
9.	Where are you currently living?	ONT0809	With parents, guardians, or relatives	73	61%	5,955	66%	115	32%	5,044	39%
			In a rented home/apartment	20	18%	2,042	20%	157	40%	7,748	45%
			In rented room or rooming house	14	13%	769	7%	86	23%	1,632	10%
			In personally owned house	7	7%	521	6%	16	4%	886	6%
		Total		114	100%	9,287	100%	374	100%	15,310	100%
10.	Please select your most frequently used form of transportation between your place of lodging and the university.	ONT0810	Private automobile	30	25%	2,434	24%	67	18%	4,062	26%
			Car pool/share driving	3	3%	476	4%	9	3%	524	4%
			Public transit	63	55%	5,398	62%	138	38%	6,449	44%
			Walk/bicycle/blade	19	17%	973	10%	160	41%	4,265	26%
		Total		115	100%	9,281	100%	374	100%	15,300	100%
11.	For your most frequently used form of transportation between your place of lodging and the university, select how long the trip normally takes (one way).	ONT08011	<= 20 minutes	45	42%	2,848	27%	241	62%	8,177	48%
			21-40 minutes	34	27%	2,883	31%	73	20%	3,973	27%
			41-60 minutes	28	24%	2,063	24%	44	13%	1,793	14%
			61-80 minutes	6	5%	1,023	12%	11	3%	934	8%
			> 80 minutes	2	2%	454	6%	5	2%	413	3%
		Total		115	100%	9,271	100%	374	100%	15,290	100%

ESIS: 35007001

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

McMaster University

Respondent Characteristics

August 2008



	McMaster		Ontario		Carnegie Peers		NSSE 2008	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	17%		37%		33%		33%	
By class	15%	19%	36%	40%	34%	33%	32%	35%
NSSE sample size ^b	2,418	2,427	62,228	47,013	13,072	12,413	701,297	650,781
Sampling Error^c								
Overall	3.3%		0.4%		0.9%		0.1%	
By class	4.9%	4.3%	0.6%	0.6%	1.3%	1.4%	0.2%	0.2%
Number of respondents ^b	367	460	22,148	18,751	4,440	4,060	223,404	228,201
Total population	5,738	4,753	79,889	66,711	19,853	20,918	921,478	882,356
Student Characteristics^d								
Mode of Completion								
Paper	0%	0%	0%	0%	0%	0%	2%	2%
Web	100%	100%	100%	100%	100%	100%	98%	98%
Class Level^e	44%	56%	54%	46%	52%	48%	50%	50%
Enrollment Status^e								
Full-time	95%	85%	94%	83%	99%	93%	95%	85%
Less than full-time	5%	15%	6%	17%	1%	7%	5%	15%
Gender^e								
Female	64%	68%	62%	62%	65%	63%	64%	64%
Male	36%	32%	38%	38%	35%	37%	36%	36%
Place of Residence								
On-campus	61%	4%	48%	6%	77%	13%	66%	18%
Off-campus	39%	96%	52%	94%	23%	87%	34%	82%
Transfer Status								
Transfer students	2%	7%	8%	13%	4%	27%	11%	39%
Age								
Non-traditional (24 or older)	3%	15%	7%	21%	1%	15%	7%	32%
Traditional (less than 24)	97%	85%	93%	79%	99%	85%	93%	68%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.



**National Survey
of Student Engagement**

McMaster University

Multi-Year Benchmark Report

August 2008

For institutions that have participated in NSSE across multiple years, this *Multi-Year Benchmark Report* presents comparable benchmark scores by year so that patterns of change or stability may be discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparison tests can be calculated.

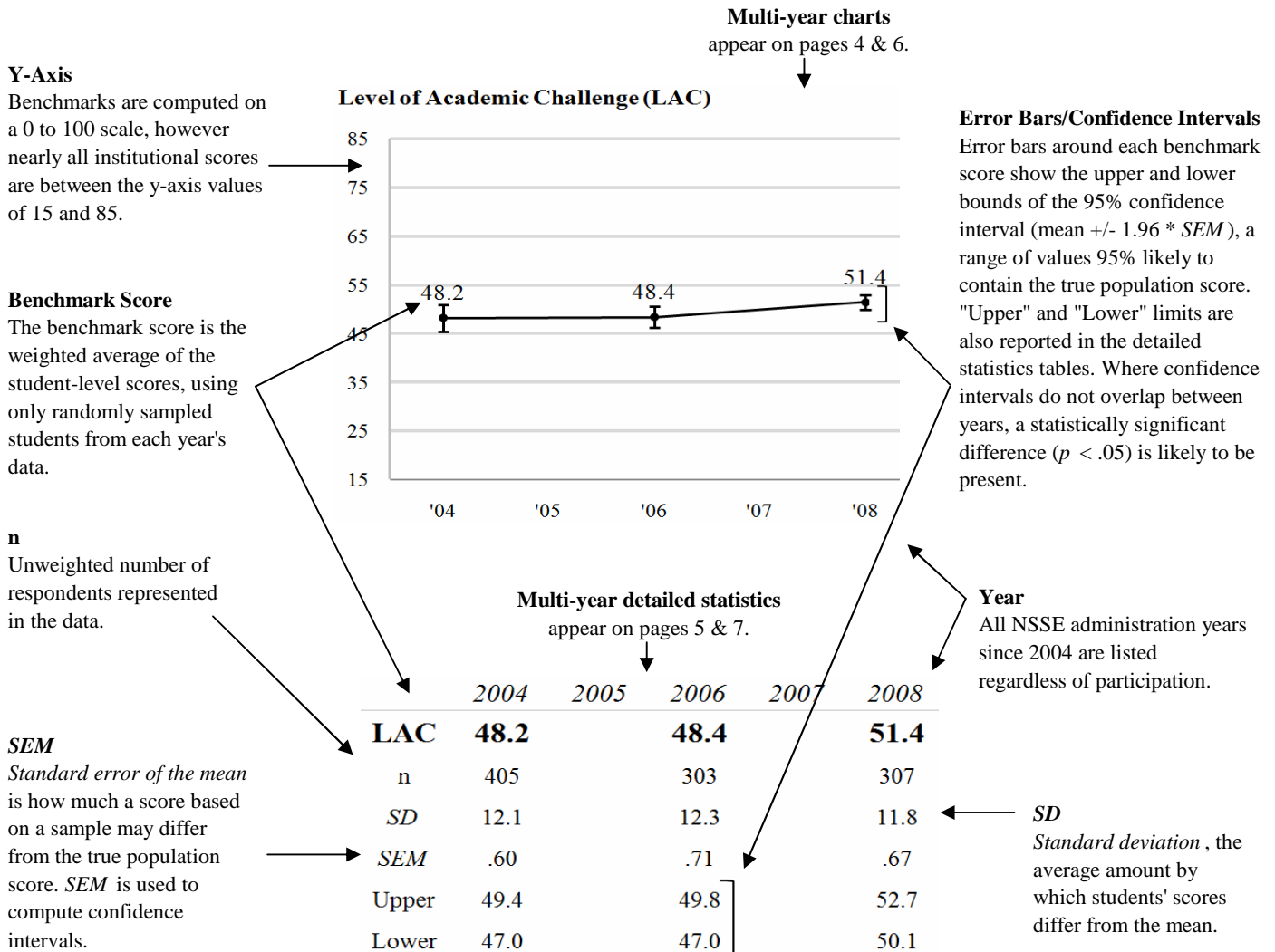
Questions that might be answered with this report include, “How stable was the level of student-faculty interaction over the years?” or “Given the implementation of initiative X in 2006-07, did the level of active and collaborative learning increase?”

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year’s participation, (b) *multi-year charts*, and (c) *detailed statistics*. Key terms and features of (b) and (c) are described below using data from the fictional “NSSEville State University.”

For more information and recommendations for analyzing past and present NSSE data for trends or stability, consult the *Multi-Year Data Analysis Guide*:

www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

Key Terms and Features in this Report



Some NSSE administrations yield more precise population estimates than others. The values in this table were drawn from the *Respondent Characteristics* reports for each NSSE administration. An important early step in conducting a multi-year analysis is to review the quality of your data for both first-year and senior respondents in each year.

Year ^a	Mode ^b	Response Rate ^c		Sampling Error ^d		Number of Respondents ^e	
		FY	SR	FY	SR	FY	SR
2004	Web	42%	43%	3.8%	3.7%	586	593
2005							
2006	Web	37%	42%	3.1%	2.7%	838	1,023
2007							
2008	Web	15%	19%	4.9%	4.3%	367	460

^a All NSSE administration years since 2001 are listed regardless of participation.

^b Modes include *Paper* (students receive a paper survey and the option of completing a Web version), *Web* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via e-mail; a subgroup of nonrespondents receive paper surveys).

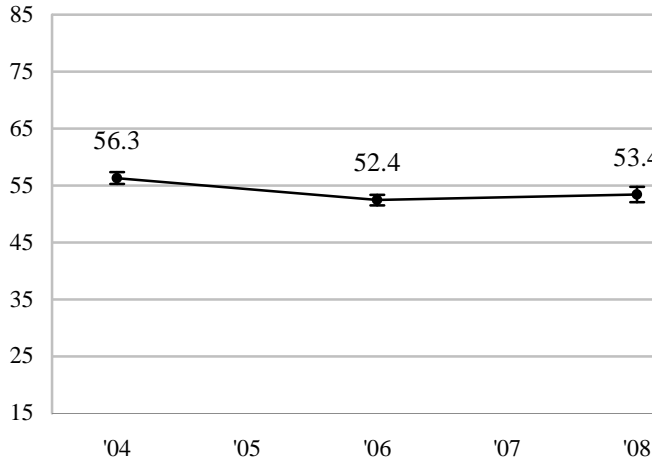
^c Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

^d Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed off hand, but any results using them should probably be interpreted more conservatively.

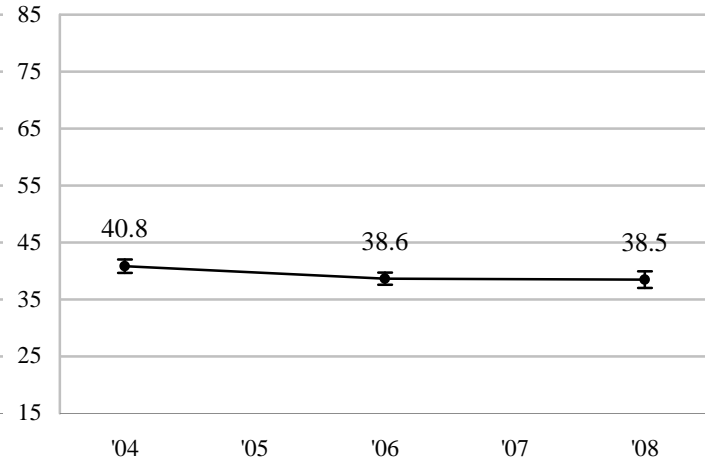
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004 and 2005 may not match those given in the detailed statistics on pages 5 and 7.

First-Year Students

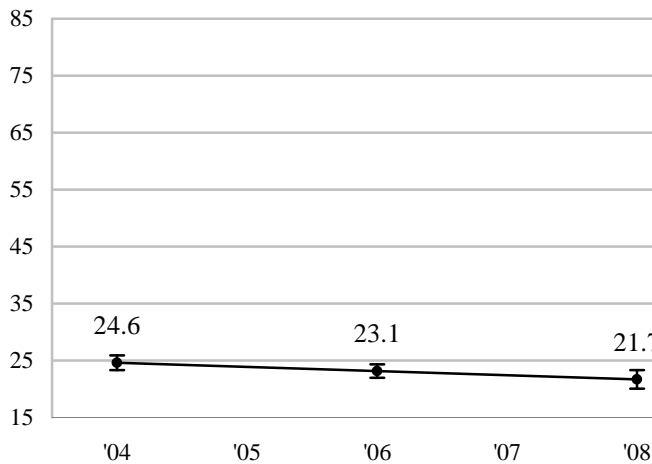
Level of Academic Challenge (LAC)



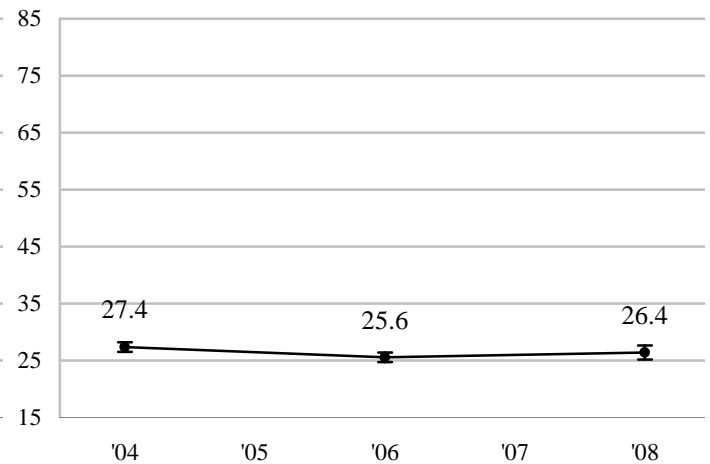
Active and Collaborative Learning (ACL)



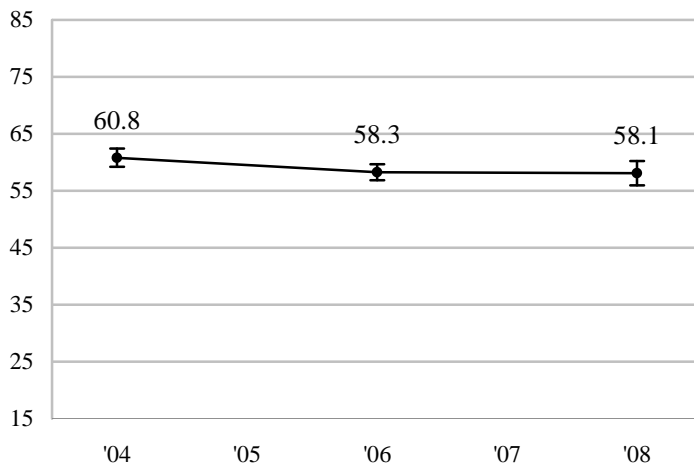
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

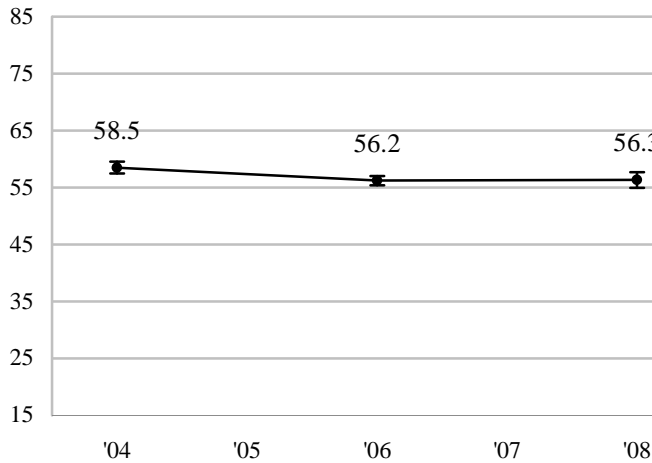
- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

		First-Year Students				
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Level of Academic Challenge	LAC	56.3		52.4		53.4
	n	541		770		319
	<i>SD</i>	12.2		13.0		12.4
	<i>SEM</i>	.52		.47		.69
	Upper	57.3		53.4		54.8
	Lower	55.3		51.5		52.1
Active and Collaborative Learning	ACL	40.8		38.6		38.5
	n	541		835		363
	<i>SD</i>	14.1		15.7		14.2
	<i>SEM</i>	.61		.54		.75
	Upper	42.0		39.7		39.9
	Lower	39.6		37.6		37.0
Student Faculty Interaction	SFI	24.6		23.1		21.7
	n	541		779		323
	<i>SD</i>	15.3		17.0		14.9
	<i>SEM</i>	.66		.61		.83
	Upper	25.9		24.3		23.3
	Lower	23.3		22.0		20.1
Enriching Educational Experiences	EEE	27.4		25.6		26.4
	n	541		748		313
	<i>SD</i>	10.2		12.0		11.1
	<i>SEM</i>	.44		.44		.63
	Upper	28.2		26.4		27.6
	Lower	26.5		24.7		25.2
Supportive Campus Environment	SCE	60.8		58.3		58.1
	n	540		738		308
	<i>SD</i>	19.0		19.3		19.1
	<i>SEM</i>	.82		.71		1.09
	Upper	62.4		59.7		60.2
	Lower	59.2		56.9		56.0

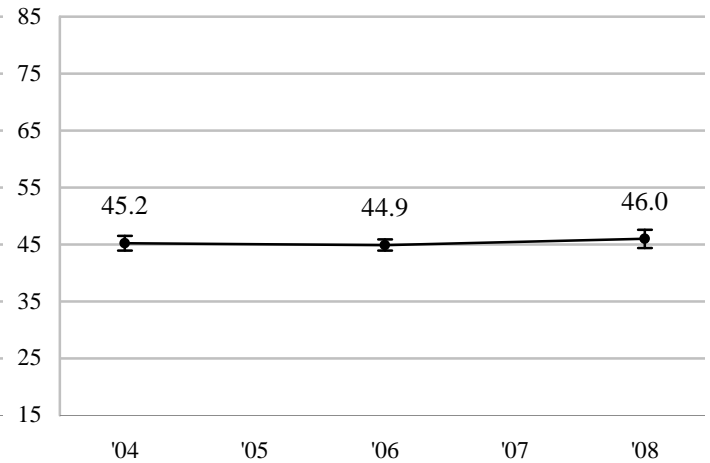
^a n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean;
Upper/Lower=95% confidence interval limits

Seniors

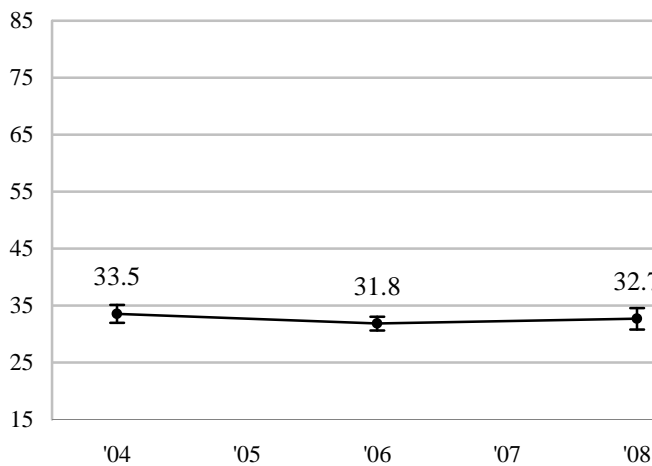
Level of Academic Challenge (LAC)



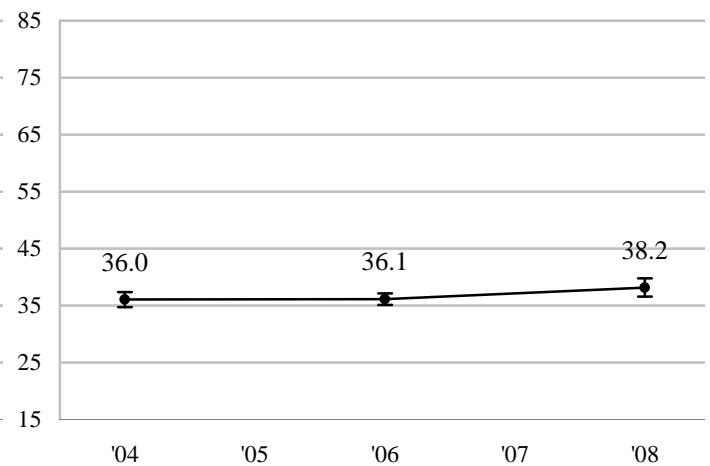
Active and Collaborative Learning (ACL)



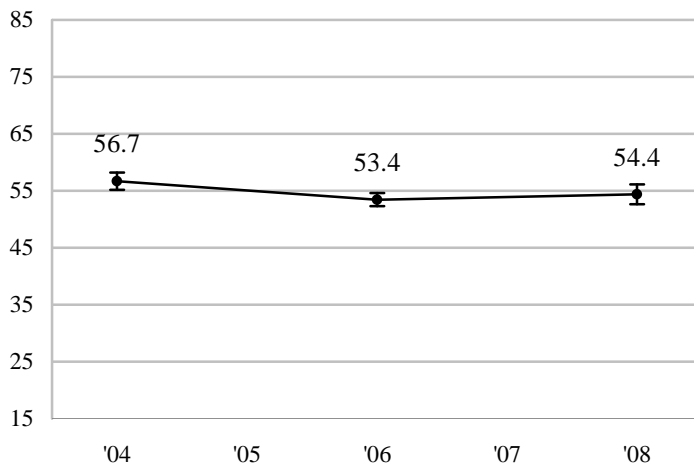
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.



McMaster University

		Seniors				
		2004	2005	2006	2007	2008
Level of Academic Challenge	LAC	58.5		56.2		56.3
	n	570		980		431
	SD	12.7		13.0		14.4
	SEM	.53		.41		.69
	Upper	59.5		57.0		57.7
	Lower	57.5		55.4		55.0
Active and Collaborative Learning	ACL	45.2		44.9		46.0
	n	570		1021		450
	SD	15.8		16.1		17.1
	SEM	.66		.51		.81
	Upper	46.5		45.9		47.6
	Lower	43.9		43.9		44.4
Student Faculty Interaction	SFI	33.5		31.8		32.7
	n	570		989		434
	SD	19.3		19.5		20.0
	SEM	.81		.62		.96
	Upper	35.1		33.0		34.6
	Lower	32.0		30.6		30.8
Enriching Educational Experiences	EEE	36.0		36.1		38.2
	n	570		961		425
	SD	16.0		16.1		16.9
	SEM	.67		.52		.82
	Upper	37.4		37.1		39.8
	Lower	34.7		35.1		36.6
Supportive Campus Environment	SCE	56.7		53.4		54.4
	n	569		944		416
	SD	18.7		17.9		18.3
	SEM	.78		.58		.90
	Upper	58.2		54.6		56.1
	Lower	55.2		52.3		52.6

^a n=number of respondents; SD=standard deviation; SEM=standard error of the mean; Upper/Lower=95% confidence interval limits