

# McMaster University NSSE 2017

Administration Summary

Frequencies and Statistical Comparisons

Engagement Indicators



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**NSSE 2017**  
**Administration Summary**  
McMaster University

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### Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

### Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	<i>1st-year</i>	<i>4th-year</i>
Submitted population	6,834	6,800
Adjusted population <sup>a</sup>	6,773	6,771
Survey sample <sup>b</sup>	6,772	6,770
Total respondents <sup>b</sup>	1,718	1,595
Full completions <sup>c</sup>	1,318	1,331
Partial completions	400	264

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Completed at least one demographic question after the core engagement items on the survey.

### Response Rate and Sampling Error<sup>a</sup>

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: [nsse.indiana.edu/pdf/Resp\\_Rate\\_FAQ.pdf](https://nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf)

	<i>1st-year</i>				<i>4th-year</i>			
	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest
Response rate	25%	35%	34%	21%	24%	34%	35%	21%
Sampling error <sup>b</sup>	+/- 2.0%	+/- 0.5%	+/- 0.5%	+/- 0.4%	+/- 2.1%	+/- 0.5%	+/- 0.5%	+/- 0.3%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

### Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see [nsse.indiana.edu/html/weighting.cfm](https://nsse.indiana.edu/html/weighting.cfm)

#### Representativeness

	<i>1st-year</i>		<i>4th-year</i>	
	Respondent %	Population %	Respondent %	Population %
Female	64	54	60	52
Full-time	99	99	95	93
First-time, first-year	87	85	N/A	N/A
Race/ethnicity <sup>a</sup>				
Am. Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian/Other Pac. Isl.	--	--	--	--
White	--	--	--	--
Other	--	--	--	--
Foreign or nonresident alien	--	--	--	--
Two or more races/ethnicities	--	--	--	--
Unknown	--	--	--	--

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

#### Weighting

	<i>1st-year</i>		<i>4th-year</i>	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	63	53	57	49
Full-time, male	36	45	38	44
Part-time, female	1	1	2	3
Part-time, male	0	1	3	4

### Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

#### Population file options

Included "group" variable(s) <sup>a</sup>	No	Identified students who completed BCSSE 2016 <sup>d</sup>	N/A
Identified an oversample <sup>b</sup>	No	Customized the report sample <sup>e</sup>	No
Updated to identify ineligible students <sup>c</sup>	No		

- a. Institutions had the option to include additional variables in the population file for oversampling or for *post hoc* analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey. For details, visit: [nsse.indiana.edu/html/customization\\_options.cfm](http://nsse.indiana.edu/html/customization_options.cfm)

### Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

#### Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used <sup>a</sup>	No
Incentive offered	Yes
Survey version	Canadian Bilingual
Institution logo used in survey	Yes
Mobile respondents <sup>b</sup>	1,270, 38%

#### Additional question sets and companion surveys

Topical module(s)	Global Learning
Consortium	Ontario Universities 2
BCSSE 2016	No
FSSE 2017	No

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

### Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

#### Message schedule

	Date	Cumulative response rate	
		1st-year	4th-year
Invitation	02/08/2017	10%	7%
Reminder 1	02/16/2017	15%	12%
Reminder 2	02/28/2017	19%	17%
Reminder 3	03/06/2017	22%	20%
Final reminder	03/14/2017	25%	24%

### Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

#### Comparison groups for NSSE core survey reports

Group 1	U15* (customized)
Group 2	Ontario (customized)
Group 3	Carnegie Doc Highest (customized)

#### Comparison groups for additional question set report(s)

Ontario Universities 2	Ontario2 (default)
Topical Module: Global Learning	Global Learning (customized)

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# NSSE 2017

## Frequencies and Statistical Comparisons

McMaster University

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**Please note:** The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

# NSSE 2017 Frequencies and Statistical Comparisons

## About This Report

The *Frequencies and Statistical Comparisons* report presents item-by-item student responses and statistical comparisons that allow you to examine patterns of similarity and difference between your students and those at your comparison group institutions. The report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website ([nsse.indiana.edu](http://nsse.indiana.edu)) or contact a member of the NSSE team.

1. **Class level:** As reported by your institution.
  2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
  3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
  4. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.
  5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.
- Note:** Column percentages and statistics are weighted by institution-reported sex and enrollment status. Comparison group statistics are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: [nsse.indiana.edu/html/weighting.cfm](http://nsse.indiana.edu/html/weighting.cfm)
6. **Statistical comparisons:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ ). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #7) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Exceptions are items 11 a-f which are compared using a  $z$ -test.



### NSSE 2017 Frequencies and Statistical Comparisons

NSSEville State University

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>										Statistical Comparisons <sup>b</sup>							
				NSSEville State		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017		NSSEville State		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>			
<b>6. During the current school year, about how often have you done the following?</b>																					
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1 Never	2 Sometimes	3 Often	4 Very often	Total	3	0	244	2	54	2	6,952	3	3.3	3.0 ***	.27	3.0 ***	.35	2.9 ***	.43
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1 Never	2 Sometimes	3 Often	4 Very often	Total	82	13	2,369	14	401	14	35,490	16	2.5	2.5	-.04	2.6 *	-.09	2.6	-.05
c. Evaluated what others have concluded from numerical information	QRevaluate	1 Never	2 Sometimes	3 Often	4 Very often	Total	25	4	778	5	134	5	12,543	6	3.1	3.1	.02	3.1	-.04	3.0	.06

7. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. A positive effect size indicates that your institution's mean was greater than that of the comparison group, thus showing a favorable result for your institution. A negative effect size indicates your institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. Effect sizes for independent  $t$ -tests use Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ . Cohen's  $d$  is calculated by dividing the mean difference by the pooled standard deviation. Cohen's  $h$  is calculated by taking the difference in the proportion of students who responded "Done or in progress" after the proportion has been transformed using a non-linear (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.
8. **Key to symbols:**
  - ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
  - △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
  - ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
  - ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.

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# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

		Frequency Distributions <sup>a</sup>										Statistical Comparisons <sup>b</sup>							
												<i>Your 1st-year students compared with</i>							
		McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>1. During the current school year, about how often have you done the following?</b>																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	188	11	4,665	15	3,897	12	2,075	5	<b>2.4</b>	2.3 ***	.14	2.4	.04	2.7 ***	-.35	
		2	Sometimes	862	50	16,020	52	16,017	51	19,230	41								
		3	Often	442	26	6,892	23	7,692	25	16,459	34								
		4	Very often	218	13	2,933	10	3,552	12	9,849	20								
		Total		1,710	100	30,510	100	31,158	100	47,613	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	461	28	8,171	27	7,889	26	9,215	21	<b>2.2</b>	2.2 *	-.06	2.2 **	-.07	2.4 ***	-.22	
		2	Sometimes	675	40	10,901	36	11,692	38	16,837	36								
		3	Often	381	22	7,635	25	7,843	25	13,594	28								
		4	Very often	183	10	3,599	12	3,504	11	7,561	15								
		Total		1,700	100	30,306	100	30,928	100	47,207	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	165	10	3,031	10	3,298	11	2,655	6	<b>2.7</b>	2.7	-.05	2.7	-.03	2.9 ***	-.34	
		2	Often	434	26	7,266	24	7,555	24	7,464	16								
		3	Sometimes	885	52	15,550	51	15,653	50	27,168	57								
		4	Never	207	12	4,519	15	4,476	15	9,834	21								
		Total		1,691	100	30,366	100	30,982	100	47,121	100								
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	950	57	16,241	53	17,568	57	18,282	40	<b>1.6</b>	1.7 ***	-.11	1.6 *	-.05	1.9 ***	-.34	
		2	Sometimes	558	33	9,743	32	9,009	29	18,573	39								
		3	Often	131	8	3,142	11	3,051	10	6,885	14								
		4	Very often	51	3	1,203	4	1,293	4	3,238	7								
		Total		1,690	100	30,329	100	30,921	100	46,978	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	101	6	2,406	8	2,427	8	2,958	7	<b>2.8</b>	2.7 ***	.14	2.7 ***	.14	2.7 ***	.11	
		2	Sometimes	560	33	10,852	36	11,086	36	16,545	36								
		3	Often	616	36	11,004	36	11,266	36	17,808	37								
		4	Very often	417	25	6,046	20	6,149	19	9,638	20								
		Total		1,694	100	30,308	100	30,928	100	46,949	100								
f. Explained course material to one or more students	CLexplain	1	Never	60	3	1,489	5	1,392	5	1,556	3	<b>2.9</b>	2.7 ***	.19	2.8 ***	.16	2.8 ***	.11	
		2	Sometimes	514	30	10,960	36	10,898	35	16,067	34								
		3	Often	707	42	12,413	41	12,660	41	19,677	42								
		4	Very often	414	25	5,432	18	5,958	20	9,531	21								
		Total		1,695	100	30,294	100	30,908	100	46,831	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>															
				McMaster				U15				Ontario				Carnegie Doc Highest				Your 1st-year students compared with							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	189	11	3,858	13	3,894	13	5,065	11	2.7	2.6 ***	.08	2.6 **	.07	2.6 *	.06	△	△	△	△	△	△	△	△	△
		2	Sometimes	540	32	9,842	33	9,972	32	15,733	34																
		3	Often	555	33	10,263	34	10,446	34	15,739	33																
		4	Very often	406	24	6,246	21	6,518	21	10,200	22																
		Total		1,690	100	30,209	100	30,830	100	46,737	100																
h. Worked with other students on course projects or assignments	CLproject	1	Never	76	4	3,418	11	3,468	11	2,864	6	2.8	2.7 ***	.18	2.6 ***	.22	2.7 ***	.17	△	△	△	△	△	△	△	△	△
		2	Sometimes	574	33	9,930	33	10,625	34	17,508	38																
		3	Often	628	37	10,432	34	10,664	34	17,415	37																
		4	Very often	409	25	6,411	21	6,025	20	8,773	19																
		Total		1,687	100	30,191	100	30,782	100	46,560	100																
i. Given a course presentation	present	1	Never	426	25	13,288	44	12,569	41	10,417	22	2.0	1.8 ***	.31	1.9 ***	.21	2.2 ***	-.15	▲	▲	▲	▲	▲	▲	▲	▲	▲
		2	Sometimes	886	52	11,670	38	11,792	38	22,133	48																
		3	Often	292	18	3,866	13	4,573	15	10,224	22																
		4	Very often	86	5	1,367	5	1,846	6	3,791	8																
		Total		1,690	100	30,191	100	30,780	100	46,565	100																
<b>2. During the current school year, about how often have you done the following?</b>																											
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	106	6	2,385	8	2,292	8	3,149	7	2.6	2.6 *	.06	2.6	.04	2.6	.02	△	△	△	△	△	△	△	△	△
		2	Sometimes	663	40	12,032	40	12,254	40	18,370	40																
		3	Often	655	39	11,729	39	11,778	38	17,580	38																
		4	Very often	249	15	3,883	13	4,285	14	6,795	15																
		Total		1,673	100	30,029	100	30,609	100	45,894	100																
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	198	12	3,632	12	3,609	12	3,931	9	2.5	2.5	.01	2.5	.00	2.6 **	-.08	△	△	△	△	△	△	△	△	△
		2	Sometimes	665	41	12,314	41	12,296	40	17,979	40																
		3	Often	561	33	10,105	34	10,480	34	16,704	35																
		4	Very often	244	14	3,895	13	4,122	13	7,069	15																
		Total		1,668	100	29,946	100	30,507	100	45,683	100																
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	329	21	7,236	25	6,080	20	4,663	11	2.3	2.2 ***	.11	2.3	-.02	2.5 ***	-.23	△	△	△	△	△	△	△	△	△
		2	Sometimes	643	39	11,732	39	11,468	38	17,829	40																
		3	Often	481	28	7,840	26	8,924	29	15,608	33																
		4	Very often	217	12	3,068	10	3,936	13	7,376	16																
		Total		1,670	100	29,876	100	30,408	100	45,476	100																

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 1st-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	129	8	2,490	8	2,359	8	2,194	5	<b>2.6</b>	2.6	.02	2.6	-.01	2.7 ***	-0.16	
		2	Sometimes	614	37	11,119	37	10,979	36	14,842	33								
		3	Often	693	42	12,387	42	12,875	42	20,343	44								
		4	Very often	222	14	3,758	13	4,081	14	7,876	17								
		Total		1,658	100	29,754	100	30,294	100	45,255	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	Rlperspect	1	Never	67	4	1,502	5	1,321	4	1,354	3	<b>2.8</b>	2.8	.05	2.8	.01	2.9 *	-0.07	
		2	Sometimes	503	31	9,091	31	9,048	30	12,716	29								
		3	Often	720	43	13,537	45	13,774	45	20,675	45								
		4	Very often	353	22	5,496	19	6,020	20	10,203	23								
		Total		1,643	100	29,626	100	30,163	100	44,948	100								
f. Learned something that changed the way you understand an issue or concept	Rlnewview	1	Never	39	3	714	3	774	3	1,227	3	<b>2.9</b>	2.9	.01	2.9	.03	2.8 **	.08	
		2	Sometimes	446	28	8,290	28	8,560	29	13,591	31								
		3	Often	788	48	14,411	48	14,472	48	20,543	45								
		4	Very often	365	22	6,094	21	6,259	21	9,323	20								
		Total		1,638	100	29,509	100	30,065	100	44,684	100								
g. Connected ideas from your courses to your prior experiences and knowledge	Rlconnect	1	Never	16	1	434	2	432	2	558	1	<b>3.0</b>	3.0	-.03	3.0	-.01	3.0	-.01	
		2	Sometimes	355	22	6,076	20	6,288	21	9,346	22								
		3	Often	832	51	15,161	51	15,462	51	22,519	50								
		4	Very often	429	26	7,750	27	7,784	26	12,033	27								
		Total		1,632	100	29,421	100	29,966	100	44,456	100								
<b>3. During the current school year, about how often have you done the following?</b>																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	710	43	14,507	49	14,526	48	9,268	21	<b>1.8</b>	1.7 ***	.12	1.8 ***	.09	2.2 ***	-.42	
		2	Sometimes	578	35	9,806	33	9,757	33	20,367	46								
		3	Often	245	15	3,616	12	3,977	13	10,133	22								
		4	Very often	97	6	1,496	5	1,707	6	4,731	10								
		Total		1,630	100	29,425	100	29,967	100	44,499	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	988	60	20,110	68	19,513	65	21,642	49	<b>1.6</b>	1.5 ***	.17	1.5 ***	.10	1.8 ***	-.19	
		2	Sometimes	407	26	6,198	22	6,812	23	14,272	32								
		3	Often	172	11	2,289	8	2,682	9	5,987	13								
		4	Very often	60	4	769	3	896	3	2,453	6								
		Total		1,627	100	29,366	100	29,903	100	44,354	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>									
										<i>Your 1st-year students compared with</i>									
		McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	685	42	13,316	45	13,338	44	14,304	33	<b>1.8</b>	1.8 **	.08	1.8 *	.06	2.0 ***	-.15	
		2	Sometimes	619	38	10,983	38	10,967	37	19,545	44								
		3	Often	231	15	3,822	13	4,216	14	7,567	17								
		4	Very often	84	5	1,171	4	1,310	4	2,765	6								
		Total		1,619	100	29,292	100	29,831	100	44,181	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	788	49	15,945	54	14,775	50	11,925	28	<b>1.7</b>	1.6 ***	.12	1.7	.02	2.0 ***	-.39	
		2	Sometimes	581	36	9,569	33	10,366	35	20,896	47								
		3	Often	185	12	2,917	10	3,605	12	8,434	19								
		4	Very often	63	4	849	3	1,050	4	2,894	7								
		Total		1,617	100	29,280	100	29,796	100	44,149	100								
<b>4. During the current school year, how much has your coursework emphasized the following?</b>																			
a. Memorizing course material	memorize	1	Very little	61	4	1,011	4	1,163	4	1,397	3	<b>2.9</b>	3.0 ***	-.10	3.0	-.04	2.9	.00	
		2	Some	420	27	6,439	23	7,092	24	11,196	26								
		3	Quite a bit	685	42	12,617	43	12,931	44	20,354	46								
		4	Very much	452	27	9,187	31	8,590	28	11,181	25								
		Total		1,618	100	29,254	100	29,776	100	44,128	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	42	3	1,028	3	1,075	4	1,178	3	<b>3.1</b>	3.0 ***	.14	3.0 ***	.16	3.0 ***	.15	
		2	Some	298	18	6,608	22	6,857	23	9,694	22								
		3	Quite a bit	719	44	13,214	45	13,262	45	21,019	47								
		4	Very much	563	35	8,376	29	8,539	29	12,094	28								
		Total		1,622	100	29,226	100	29,733	100	43,985	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	70	4	1,467	5	1,412	5	1,373	3	<b>2.9</b>	2.9	.05	2.9 *	.05	2.9	-.05	
		2	Some	445	27	8,134	28	8,376	28	10,881	25								
		3	Quite a bit	682	42	12,800	44	12,838	43	20,007	45								
		4	Very much	421	26	6,749	24	7,029	24	11,554	26								
		Total		1,618	100	29,150	100	29,655	100	43,815	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	176	11	3,055	11	2,500	8	2,141	5	<b>2.6</b>	2.6	-.01	2.7 ***	-.10	2.8 ***	-.25	
		2	Some	545	34	9,823	33	9,488	32	12,260	29								
		3	Quite a bit	598	37	11,395	39	12,192	41	19,611	44								
		4	Very much	294	18	4,856	17	5,469	18	9,757	22								
		Total		1,613	100	29,129	100	29,649	100	43,769	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
												<i>Your 1st-year students compared with</i>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	105	7	2,187	8	1,961	7	2,025	5	<b>2.8</b>	2.7 *	.05	2.7	.01	2.8 ***	-0.09	
		2	Some	517	32	9,287	32	9,200	31	12,086	28								
		3	Quite a bit	658	41	12,493	43	12,827	43	19,872	45								
		4	Very much	337	21	5,123	18	5,631	19	9,727	22								
		Total		1,617	100	29,090	100	29,619	100	43,710	100								
<b>5. During the current school year, to what extent have your instructors done the following?</b>																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	42	3	686	3	922	3	757	2	<b>2.9</b>	3.0 ***	-0.09	2.9	-0.03	3.1 ***	-0.21	
		2	Some	446	28	6,570	23	7,255	25	8,553	20								
		3	Quite a bit	756	46	14,707	50	14,282	48	21,388	48								
		4	Very much	367	23	7,129	25	7,149	24	13,064	30								
		Total		1,611	100	29,092	100	29,608	100	43,762	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	52	3	735	3	989	4	1,023	3	<b>2.9</b>	3.0 ***	-0.10	2.9	-0.04	3.0 ***	-0.18	
		2	Some	427	26	6,430	22	7,296	25	8,950	21								
		3	Quite a bit	796	49	15,485	53	14,487	49	21,594	49								
		4	Very much	338	21	6,427	23	6,807	23	12,140	28								
		Total		1,613	100	29,077	100	29,579	100	43,707	100								
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	56	3	834	3	1,145	4	1,135	3	<b>3.0</b>	3.0	-0.04	2.9	.04	3.0 **	-0.08	
		2	Some	366	23	6,181	21	7,136	24	9,280	21								
		3	Quite a bit	756	47	14,231	49	13,373	45	20,029	45								
		4	Very much	435	27	7,806	27	7,898	27	13,200	30								
		Total		1,613	100	29,052	100	29,552	100	43,644	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	385	24	6,219	22	6,352	22	3,869	9	<b>2.2</b>	2.3 ***	-0.09	2.3 ***	-0.11	2.7 ***	-0.56	
		2	Some	691	43	11,616	40	11,391	39	14,131	33								
		3	Quite a bit	390	24	8,216	28	8,276	28	16,364	37								
		4	Very much	146	9	2,969	10	3,481	12	9,278	21								
		Total		1,612	100	29,020	100	29,500	100	43,642	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	305	19	4,605	16	4,777	16	4,306	10	<b>2.3</b>	2.4 **	-0.08	2.4 ***	-0.09	2.6 ***	-0.36	
		2	Some	677	42	12,127	42	12,023	41	15,287	35								
		3	Quite a bit	478	30	9,406	32	9,494	32	16,370	37								
		4	Very much	148	9	2,845	10	3,200	11	7,544	17								
		Total		1,608	100	28,983	100	29,494	100	43,507	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>									
										<i>Your 1st-year students compared with</i>									
		McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest			
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>6. During the current school year, about how often have you done the following?</b>																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	263	15	4,721	16	5,132	17	4,306	9	<b>2.4</b>	2.4	.01	2.4	.03	2.6 ***	▽	-.22
		2	Sometimes	637	39	11,060	38	11,256	38	15,440	35								
		3	Often	516	33	9,793	34	9,689	34	16,840	39								
		4	Very often	194	13	3,367	12	3,366	12	6,972	17								
		Total		1,610	100	28,941	100	29,443	100	43,558	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	370	23	8,728	30	8,045	27	8,549	20	<b>2.2</b>	2.1 ***	.16	2.1 ***	.09	2.3 ***	▽	-.11
		2	Sometimes	681	42	11,646	40	11,971	41	17,575	40								
		3	Often	410	26	6,555	23	7,162	25	12,656	29								
		4	Very often	147	9	1,978	7	2,218	8	4,751	11								
		Total		1,608	100	28,907	100	29,396	100	43,531	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	310	18	7,331	24	7,082	23	7,188	16	<b>2.3</b>	2.2 ***	.15	2.2 ***	.12	2.4 **	▽	-.08
		2	Sometimes	702	44	12,304	43	12,596	43	18,493	43								
		3	Often	462	29	7,429	26	7,699	27	13,519	31								
		4	Very often	136	9	1,869	7	2,059	7	4,323	10								
		Total		1,610	100	28,933	100	29,436	100	43,523	100								
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)</b>																			
a. Up to 5 pages	wrshortnum <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	131	10	2,166	8	1,669	6	2,272	6	<b>5.6</b>	6.1 ***	-.10	6.5 ***	-.16	6.3 ***	▽	-.12
		1.5	1-2	393	27	5,907	22	5,398	20	8,521	22								
		4	3-5	427	29	8,344	31	8,700	32	12,992	32								
		8	6-10	294	20	6,178	23	6,629	24	9,259	23								
		13	11-15	140	9	2,427	9	2,722	10	3,739	9								
		18	16-20	35	2	982	4	1,165	4	1,569	4								
		23	More than 20	49	4	1,104	4	1,185	4	1,640	4								
Total		1,469	100	27,108	100	27,468	100	39,992	100										
b. Between 6 and 10 pages	wrmednum <i>(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	471	33	8,598	33	7,187	27	13,773	36	<b>2.5</b>	2.8 **	-.07	3.2 ***	-.18	2.2 ***	△	.10
		1.5	1-2	533	36	9,178	34	9,381	34	15,458	38								
		4	3-5	294	20	5,428	20	6,052	22	6,869	17								
		8	6-10	111	8	2,567	9	3,129	11	2,476	6								
		13	11-15	38	3	722	3	944	3	623	2								
		18	16-20	9	1	216	1	288	1	172	0								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>												Statistical Comparisons <sup>b</sup>							
								U15				Ontario				Carnegie Doc Highest				Your 1st-year students compared with							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest					
		Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>									
		23	More than 20	5	0	249	1	306	1	200	1																
			Total	1,461	100	26,958	100	27,287	100	39,571	100																

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>								
										<i>Your 1st-year students compared with</i>								
		McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. 11 pages or more	wrlongnum	0	None	912	61	16,991	64	16,682	62	29,795	76	<b>1.3</b>	1.4	-.03	1.6 ***	-.09	.9 ***	.17
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	380	27	6,215	22	6,316	22	6,635	16							
		4	3-5	77	5	1,987	7	2,035	7	1,265	3							
		8	6-10	52	4	954	4	1,188	4	822	2							
		13	11-15	31	2	463	2	633	2	359	1							
		18	16-20	6	0	155	1	184	1	132	0							
	23	More than 20	3	0	241	1	281	1	190	1								
		Total		1,461	100	27,006	100	27,319	100	39,198	100							
Estimated number of assigned pages of student writing.	wrpages	(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)										<b>56.6</b>	61.2 *	-.06	68.9 ***	-.14	48.3 ***	.12
<b>8. During the current school year, about how often have you had discussions with people from the following groups?</b>																		
a. People of a race or ethnicity other than your own	DDrace	1	Never	49	3	1,368	5	1,256	5	1,209	3	<b>3.2</b>	3.1 ***	.15	3.1 ***	.13	3.1 ***	.13
		2	Sometimes	253	17	6,272	23	5,699	21	8,816	22							
		3	Often	457	31	8,354	31	8,657	32	13,328	33							
		4	Very often	706	48	11,159	42	11,836	42	16,657	41							
			Total	1,465	100	27,153	100	27,448	100	40,010	100							
b. People from an economic background other than your own	DDeconomic	1	Never	65	5	1,679	6	1,461	5	1,269	3	<b>3.0</b>	2.9 ***	.12	3.0 *	.06	3.1 **	-.07
		2	Sometimes	343	24	7,608	28	6,975	26	8,785	22							
		3	Often	537	37	9,510	35	9,862	36	14,883	37							
		4	Very often	513	35	8,275	31	9,064	33	14,985	37							
			Total	1,458	100	27,072	100	27,362	100	39,922	100							
c. People with religious beliefs other than your own	DDreligion	1	Never	51	4	1,950	7	1,609	6	1,642	4	<b>3.1</b>	2.9 ***	.19	3.0 ***	.12	3.1 **	.07
		2	Sometimes	289	20	7,223	26	6,273	23	9,116	23							
		3	Often	515	36	8,609	32	9,166	33	13,592	34							
		4	Very often	601	40	9,325	35	10,334	37	15,550	39							
			Total	1,456	100	27,107	100	27,382	100	39,900	100							
d. People with political views other than your own	DDpolitical	1	Never	111	7	2,094	8	2,110	8	1,762	4	<b>2.8</b>	2.8	.02	2.8	-.01	3.0 ***	-.27
		2	Sometimes	494	34	9,323	34	9,019	33	10,427	26							
		3	Often	467	32	8,846	32	8,900	33	13,278	33							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
								Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		4	Very often	386	27	6,813	26	7,345	27	14,394	37							▽					
			Total	1,458	100	27,076	100	27,374	100	39,861	100												

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>												Statistical Comparisons <sup>b</sup>											
								McMaster				U15				Ontario				Carnegie Doc Highest				Your 1st-year students compared with							
								Count		%		Count		%		Count		%		Count		%		McMaster		U15		Ontario		Carnegie Doc Highest	
																Mean		Mean		Effect size <sup>e</sup>		Mean		Effect size <sup>e</sup>							
<b>9. During the current school year, about how often have you done the following?</b>																															
a. Identified key information from reading assignments		LSreading		1	Never	31	2	692	3	686	3	698	2	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #ccc; width: 100px; text-align: center; font-weight: bold;">2.9</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 5px;">3.0 **</div> <div style="color: #800000;">▼</div> </div> <div style="display: flex; justify-content: space-between; align-items: center; gap: 20px;"> <div style="display: flex; gap: 5px;">2.9</div> <div style="color: #800000;">-0.05</div> <div style="display: flex; gap: 5px;">3.0 ***</div> <div style="color: #800000;">-0.13</div> </div> </div>																	
				2	Sometimes	386	27	6,337	23	6,604	24	8,390	22																		
				3	Often	687	47	12,960	48	13,403	49	19,235	48																		
				4	Very often	339	23	7,010	26	6,594	24	11,389	27																		
				Total		1,443	100	26,999	100	27,287	100	39,712	100																		
b. Reviewed your notes after class		LSnotes		1	Never	126	9	2,204	8	2,343	9	1,905	5	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #ccc; width: 100px; text-align: center; font-weight: bold;">2.6</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 5px;">2.7</div> <div style="color: #800000;">-0.04</div> <div style="display: flex; gap: 5px;">2.6</div> <div style="color: #800000;">.03</div> <div style="display: flex; gap: 5px;">2.8 ***</div> <div style="color: #800000;">-0.26</div> </div> </div>																	
				2	Sometimes	580	40	10,501	39	11,310	42	12,473	32																		
				3	Often	452	32	8,539	31	8,545	31	14,085	35																		
				4	Very often	288	20	5,765	21	5,082	18	11,227	28																		
				Total		1,446	100	27,009	100	27,280	100	39,690	100																		
c. Summarized what you learned in class or from course materials		LSsummary		1	Never	121	9	2,035	8	2,228	8	2,428	7	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #ccc; width: 100px; text-align: center; font-weight: bold;">2.7</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 5px;">2.7</div> <div style="color: #800000;">-0.04</div> <div style="display: flex; gap: 5px;">2.7</div> <div style="color: #800000;">.04</div> <div style="display: flex; gap: 5px;">2.8 **</div> <div style="color: #800000;">-0.08</div> </div> </div>																	
				2	Sometimes	485	34	9,013	34	9,809	36	12,691	33																		
				3	Often	531	36	9,764	36	9,950	37	15,260	38																		
				4	Very often	308	21	6,128	22	5,227	19	9,117	22																		
				Total		1,445	100	26,940	100	27,214	100	39,496	100																		
<b>10. During the current school year, to what extent have your courses challenged you to do your best work?</b>																															
challenge				1	Not at all	9	1	251	1	319	1	282	1	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #ccc; width: 100px; text-align: center; font-weight: bold;">5.4</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 5px;">5.4</div> <div style="color: #800000;">.04</div> <div style="display: flex; gap: 5px;">5.3 ***</div> <div style="color: #800000;">.11</div> <div style="display: flex; gap: 5px;">5.4</div> <div style="color: #800000;">-0.01</div> </div> </div>																	
				2		26	2	430	2	477	2	447	1																		
				3		76	6	1,381	5	1,603	6	1,640	4																		
				4		175	13	3,438	13	3,845	14	4,487	12																		
				5		439	30	8,704	32	9,022	33	13,537	34																		
				6		375	25	7,005	26	6,680	24	11,153	28																		
				7	Very much	341	24	5,682	21	5,187	19	8,014	20																		
				Total		1,441	100	26,891	100	27,133	100	39,560	100																		
<b>11. Which of the following have you done or do you plan to do before you graduate?<sup>f</sup></b>																															
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement		intern		(Means indicate the percentage who responded "Done or in progress.")		Have not decided		210	14	4,380	16	4,508	17	3,368	9	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #e6f2ff; padding: 10px; border: 1px solid #ccc; width: 100px; text-align: center; font-weight: bold;">6%</div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; gap: 5px;">8% ***</div> <div style="color: #800000;">-0.10</div> <div style="display: flex; gap: 5px;">7%</div> <div style="color: #800000;">-0.05</div> <div style="display: flex; gap: 5px;">9% ***</div> <div style="color: #800000;">-0.12</div> </div> </div>															
						Do not plan to do		92	7	1,735	7	1,976	8	1,538	4																
						Plan to do		1,052	73	18,371	69	18,518	68	31,344	78																
						Done or in progress		84	6	2,419	8	2,141	7	3,268	9																
						Total		1,438	100	26,905	100	27,143	100	39,518	100																

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

			Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
			McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	400	28	7,415	27	7,560	27	9,257	24	<b>8%</b>	10% *	-.07	9%	-.03	12% ***	-.15
			Do not plan to do	363	26	7,934	29	7,299	27	7,303	19							
			Plan to do	556	39	8,934	34	9,885	36	18,115	45							
			Done or in progress	111	8	2,548	10	2,341	9	4,737	12							
			Total	1,430	100	26,831	100	27,085	100	39,412	100							
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	497	35	8,866	33	9,084	34	10,455	27	<b>7%</b>	10% ***	-.13	8% *	-.06	18% ***	-.35
			Do not plan to do	425	30	8,121	30	7,765	29	11,659	30							
			Plan to do	403	29	6,812	26	7,786	29	10,064	25							
			Done or in progress	100	7	2,920	10	2,338	8	7,151	18							
			Total	1,425	100	26,719	100	26,973	100	39,329	100							
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	479	33	7,982	30	8,113	30	9,338	24	<b>2%</b>	2%	-.05	2%	-.05	4% ***	-.12
			Do not plan to do	471	34	7,544	29	7,814	30	8,611	23							
			Plan to do	455	31	10,640	39	10,459	38	20,017	49							
			Done or in progress	24	2	602	2	622	2	1,365	4							
			Total	1,429	100	26,768	100	27,008	100	39,331	100							
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	502	35	9,588	35	9,758	36	13,096	34	<b>3%</b>	3%	.01	3%	.05	6% ***	-.11
			Do not plan to do	307	21	6,135	22	6,128	22	7,866	20							
			Plan to do	570	40	10,220	39	10,417	39	16,133	40							
			Done or in progress	45	3	833	3	694	3	2,139	6							
			Total	1,424	100	26,776	100	26,997	100	39,234	100							
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	544	38	10,794	40	10,697	40	12,226	32	<b>1%</b>	2%	-.03	2%	-.03	2%	-.05
			Do not plan to do	260	18	4,907	18	4,844	18	3,820	10							
			Plan to do	605	43	10,551	40	10,921	40	22,370	56							
			Done or in progress	21	1	492	2	506	2	810	2							
			Total	1,430	100	26,744	100	26,968	100	39,226	100							
<b>12. About how many of your courses at this institution have included a community-based project (service-learning)?</b>																		
	servcourse	1	None	612	42	16,484	62	15,211	56	21,116	54	<b>1.7</b>	1.5 ***	.31	1.5 ***	.18	1.5 ***	.19
		2	Some	707	50	8,364	32	9,300	35	15,404	40							
		3	Most	92	7	1,474	6	1,934	7	2,194	6							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		4	All	13	1	289	1	406	2	450	1		▲		△		△	
			Total	1,424	100	26,611	100	26,851	100	39,164	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
								Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>13. Indicate the quality of your interactions with the following people at your institution.</b>														<i>Your 1st-year students compared with</i>									
a. Students														QIstudent									
		1	Poor	25	2	467	2	567	2	481	1	<b>5.5</b>	5.3 ***	.11	5.3 ***	.14	5.5	.02					
		2		29	2	683	3	758	3	694	2												
		3		66	5	1,493	6	1,589	6	1,858	5												
		4		137	10	3,412	13	3,554	13	4,584	12												
		5		366	26	7,110	26	7,238	27	10,402	26												
		6		402	28	7,043	26	6,989	26	11,132	28												
		7	Excellent	394	27	6,228	23	6,016	22	9,975	25												
		—	Not applicable	6	0	281	1	247	1	158	0												
			Total	1,425	100	26,717	100	26,958	100	39,284	100												
b. Academic advisors														QIadvisor									
		1	Poor	51	4	1,361	5	1,516	6	1,124	3	<b>4.9</b>	4.6 ***	.15	4.6 ***	.16	5.2 ***	-.20					
		2		60	4	1,474	5	1,675	6	1,751	4												
		3		120	8	2,322	9	2,578	9	3,047	8												
		4		172	12	3,721	14	4,085	15	5,633	14												
		5		271	19	4,915	19	5,402	20	8,475	21												
		6		225	16	3,832	15	4,037	15	8,572	22												
		7	Excellent	209	15	3,112	12	3,313	13	9,946	26												
		—	Not applicable	312	22	5,939	22	4,318	16	687	2												
			Total	1,420	100	26,676	100	26,924	100	39,235	100												
c. Faculty														QIfaculty									
		1	Poor	40	3	981	4	1,254	5	642	2	<b>5.1</b>	4.8 ***	.15	4.8 ***	.19	5.2 ***	-.10					
		2		45	3	1,243	5	1,478	5	1,131	3												
		3		93	6	2,318	9	2,536	9	2,498	6												
		4		204	14	4,415	16	4,647	17	6,140	16												
		5		420	30	7,104	26	6,882	26	10,857	27												
		6		329	23	5,761	22	5,444	21	10,610	27												
		7	Excellent	217	15	3,247	12	3,337	13	6,867	18												
		—	Not applicable	73	5	1,558	6	1,274	5	389	1												
			Total	1,421	100	26,627	100	26,852	100	39,134	100												

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>																
				McMaster				U15				Ontario				Carnegie Doc Highest				Your 1st-year students compared with								
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest		
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	60	4	1,239	5	1,595	6	1,224	3	<b>5.0</b>	4.7 ***	.14	4.7 ***	.17	5.0	-.05										
		2		49	4	1,309	5	1,577	6	1,526	4																	
		3		100	7	2,027	8	2,245	8	2,926	7																	
		4		147	10	3,480	13	3,793	14	5,952	15																	
		5		324	23	5,185	20	5,275	20	9,194	23																	
		6		268	19	4,235	16	4,357	17	8,570	22																	
		7	Excellent	205	15	3,004	12	3,306	13	6,869	18																	
		—	Not applicable	262	18	6,111	23	4,679	18	2,866	8																	
	Total			1,415	100	26,590	100	26,827	100	39,127	100																	
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	41	3	1,293	5	1,622	6	1,550	4	<b>5.0</b>	4.7 ***	.17	4.6 ***	.21	4.9 *	.07										
		2		60	4	1,455	5	1,795	6	1,935	5																	
		3		89	6	2,104	8	2,398	9	3,255	8																	
		4		203	14	3,730	14	4,113	15	6,379	16																	
		5		312	22	5,373	20	5,699	21	8,844	23																	
		6		266	19	4,267	16	4,413	17	7,560	19																	
		7	Excellent	207	14	3,033	12	3,165	12	5,766	15																	
		—	Not applicable	240	17	5,398	20	3,694	14	3,899	10																	
	Total			1,418	100	26,653	100	26,899	100	39,188	100																	
<b>14. How much does your institution emphasize the following?</b>																												
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	17	1	370	2	465	2	497	1	<b>3.1</b>	3.2 **	-.09	3.1	.03	3.2	-.02										
		2	Some	239	18	3,703	14	4,493	18	6,129	16																	
		3	Quite a bit	628	46	11,850	46	12,190	47	17,763	47																	
		4	Very much	475	35	10,034	39	9,048	34	13,219	35																	
			Total			1,359	100	25,957	100	26,196	100																	
b. Providing support to help students succeed academically	SEacademic	1	Very little	55	4	1,210	5	1,303	5	1,040	3	<b>2.8</b>	2.8	.02	2.8	-.01	3.1 ***	-.28										
		2	Some	364	28	7,161	28	6,982	27	7,398	20																	
		3	Quite a bit	658	48	12,236	47	11,916	46	16,787	45																	
		4	Very much	282	20	5,247	20	5,859	22	12,131	32																	
			Total			1,359	100	25,854	100	26,060	100																	
c. Using learning support services (tutoring services, writing center, etc.)	SElearnup	1	Very little	118	9	2,335	9	2,319	9	1,907	5	<b>2.8</b>	2.7	.01	2.8	-.05	3.1 ***	-.36										
		2	Some	366	28	7,353	29	6,623	26	6,819	19																	
		3	Quite a bit	585	43	10,706	41	10,848	42	14,992	40																	
		4	Very much	290	21	5,472	21	6,316	24	13,617	36																	
			Total																									

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 1st-year students compared with*

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<b>Frequency Distributions<sup>a</sup></b>								<b>Statistical Comparisons<sup>b</sup></b>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	
		Total		1,359	100	25,866	100	26,106	100	37,335	100								

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# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 1st-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	207	16	4,628	18	4,293	17	3,195	9	<b>2.5</b>	2.5 **	.08	2.5	.02	2.8 ***	-.29	
		2	Some	440	32	8,821	34	8,342	32	10,351	28								
		3	Quite a bit	469	35	8,351	32	8,896	34	13,609	36								
		4	Very much	240	17	4,025	16	4,511	17	10,187	27								
		Total		1,356	100	25,825	100	26,042	100	37,342	100								
e. Providing opportunities to be involved socially	SEsocial	1	Very little	104	8	2,591	10	2,648	10	1,503	4	<b>2.7</b>	2.7 *	.07	2.7 **	.08	3.0 ***	-.33	
		2	Some	397	30	7,946	30	8,132	31	7,846	21								
		3	Quite a bit	577	43	10,549	41	10,232	39	15,697	42								
		4	Very much	277	20	4,703	19	5,002	19	12,259	33								
		Total		1,355	100	25,789	100	26,014	100	37,305	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	113	9	2,738	10	2,786	11	1,646	5	<b>2.7</b>	2.7	.04	2.7	.04	3.0 ***	-.35	
		2	Some	407	30	7,731	29	7,748	29	7,736	21								
		3	Quite a bit	553	41	10,396	40	10,292	40	15,487	41								
		4	Very much	280	20	4,910	20	5,165	20	12,368	33								
		Total		1,353	100	25,775	100	25,991	100	37,237	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	364	27	7,741	30	7,790	30	7,011	19	<b>2.1</b>	2.1	.04	2.1	.00	2.4 ***	-.27	
		2	Some	578	43	10,203	39	9,719	37	14,083	38								
		3	Quite a bit	307	23	5,996	23	6,320	25	10,876	29								
		4	Very much	99	7	1,801	7	2,146	8	5,236	14								
		Total		1,348	100	25,741	100	25,975	100	37,206	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	150	11	3,775	14	4,302	16	2,024	6	<b>2.5</b>	2.5 *	.06	2.5 ***	.10	2.9 ***	-.45	
		2	Some	498	37	9,147	36	9,374	36	8,930	24								
		3	Quite a bit	507	38	9,277	36	8,764	34	15,450	41								
		4	Very much	191	14	3,534	14	3,519	14	10,790	29								
		Total		1,346	100	25,733	100	25,959	100	37,194	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	242	18	5,063	19	5,295	20	4,115	12	<b>2.3</b>	2.3	-.04	2.3	-.03	2.6 ***	-.36	
		2	Some	615	45	10,392	40	10,264	40	12,747	35								
		3	Quite a bit	365	27	7,814	31	7,698	30	13,401	35								
		4	Very much	125	9	2,436	10	2,658	10	6,889	18								
		Total		1,347	100	25,705	100	25,915	100	37,152	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 1st-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>											
				McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest								
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>15. About how many hours do you spend in a typical 7-day week doing the following?</b>																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs	0	0 hrs	5	0	121	1	156	1	148	0	<b>18.5</b>	17.3 *** ▲	.13	16.3 *** ▲	.25	15.7 *** ▲	.35	
	(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	100	8	2,489	10	2,949	11	3,448	10								
		8	6-10 hrs	166	13	4,298	17	4,692	18	7,609	21								
		13	11-15 hrs	246	19	4,691	18	5,051	20	8,398	22								
		18	16-20 hrs	267	20	4,859	19	4,852	19	7,774	21								
		23	21-25 hrs	225	17	3,761	15	3,541	14	4,842	13								
		28	26-30 hrs	138	10	2,336	9	2,021	8	2,470	7								
		33	More than 30 hrs	192	14	3,117	12	2,653	10	2,507	7								
			Total	1,339	100	25,672	100	25,915	100	37,196	100								
b. Participating in co- curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs	0	0 hrs	440	32	10,658	41	10,515	40	8,950	25	<b>5.1</b>	4.2 *** ▲	.16	4.5 *** ▲	.11	6.1 *** ▼	-.14	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	501	37	8,846	35	8,669	33	13,488	36								
		8	6-10 hrs	183	14	3,139	13	3,191	13	7,142	19								
		13	11-15 hrs	113	9	1,468	6	1,706	7	3,779	10								
		18	16-20 hrs	48	4	806	3	964	4	2,039	6								
		23	21-25 hrs	36	3	423	2	508	2	926	3								
		28	26-30 hrs	10	1	124	1	140	1	303	1								
		33	More than 30 hrs	7	1	173	1	182	1	416	1								
			Total	1,338	100	25,637	100	25,875	100	37,043	100								
c. Working for pay on campus	tmworkonhrs	0	0 hrs	1,203	89	23,392	91	23,214	89	29,200	80	<b>1.6</b>	1.1 ** ▲	.11	1.4	.04	2.5 *** ▼	-.16	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	14	1	503	2	503	2	1,131	3								
		8	6-10 hrs	31	2	547	2	621	2	2,567	6								
		13	11-15 hrs	35	3	547	2	647	3	2,273	6								
		18	16-20 hrs	23	2	315	1	431	2	1,193	3								
		23	21-25 hrs	18	1	211	1	300	1	473	1								
		28	26-30 hrs	9	1	41	0	54	0	108	0								
		33	More than 30 hrs	4	0	85	0	107	0	153	0								
			Total	1,337	100	25,641	100	25,877	100	37,098	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
								Carnegie Doc Highest				Your 1st-year students compared with							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	960	71	16,193	64	16,670	65	27,893	75	<b>3.7</b>	4.7 ***	-0.13	4.9 ***	-0.15	3.7	.01	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	64	5	1,653	6	1,465	6	1,618	4								
	8	6-10 hrs	96	7	2,261	9	2,030	8	1,761	5									
	13	11-15 hrs	86	6	2,345	9	2,159	8	1,774	5									
	18	16-20 hrs	77	6	1,789	7	1,799	7	1,758	5									
	23	21-25 hrs	41	3	790	3	1,001	4	1,156	3									
	28	26-30 hrs	8	1	290	1	339	1	532	1									
	33	More than 30 hrs	9	1	351	2	444	2	607	2									
Total				1,341	100	25,672	100	25,907	100	37,099	100								
Estimated number of hours working for pay	tmworkhrs	(Continuous variable created by NSSE)		5.2			5.8 *	-0.06	6.3 ***	-0.10	6.1 **	-0.09							
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	763	58	16,889	66	17,192	67	20,735	57	<b>2.8</b>	2.1 ***	.16	2.3 ***	.10	2.4 **	.09	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	388	27	6,056	23	5,440	21	11,945	32								
	8	6-10 hrs	94	7	1,361	5	1,485	6	2,201	6									
	13	11-15 hrs	35	3	646	3	808	3	1,060	3									
	18	16-20 hrs	29	2	374	2	483	2	566	2									
	23	21-25 hrs	22	2	209	1	316	1	299	1									
	28	26-30 hrs	9	1	36	0	52	0	75	0									
	33	More than 30 hrs	1	0	72	0	102	0	111	0									
Total				1,341	100	25,643	100	25,878	100	36,992	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	23	2	435	2	495	2	481	1	<b>13.1</b>	12.8	.04	13.3	-0.02	12.9	.03	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	237	17	4,775	18	4,595	17	6,371	17								
	8	6-10 hrs	341	25	6,928	27	6,723	26	10,256	27									
	13	11-15 hrs	312	23	5,709	22	5,568	21	8,529	23									
	18	16-20 hrs	207	16	3,699	15	3,905	15	5,504	15									
	23	21-25 hrs	95	7	1,750	7	1,868	7	2,595	7									
	28	26-30 hrs	45	4	768	3	848	3	1,100	3									
	33	More than 30 hrs	82	6	1,570	6	1,896	8	2,205	6									
Total				1,342	100	25,634	100	25,898	100	37,041	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
												<i>Your 1st-year students compared with</i>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	937	70	18,804	74	17,768	69	30,876	83	<b>2.7</b>	2.4 *	.06	3.0	-.03	1.6 ***	.23	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	190	14	3,494	13	3,792	14	2,844	8								△
	8	6-10 hrs	82	6	1,237	5	1,597	6	1,234	3									
	13	11-15 hrs	54	4	836	3	1,110	4	855	2	△								
	18	16-20 hrs	35	3	493	2	719	3	523	1									
	23	21-25 hrs	22	2	262	1	355	1	307	1									
	28	26-30 hrs	6	1	83	0	106	0	72	0									
	33	More than 30 hrs	10	1	384	2	372	2	279	1									
Total				1,336	100	25,593	100	25,819	100	36,990	100								
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	424	31	4,045	16	5,252	21	14,814	39	<b>5.4</b>	6.4 ***	-.16	6.4 ***	-.15	3.8 ***	.28	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	456	34	10,743	41	10,036	38	14,413	39								▽
	8	6-10 hrs	229	17	5,910	23	5,217	20	4,506	13	▽								
	13	11-15 hrs	139	11	3,025	12	2,924	12	1,744	5	△								
	18	16-20 hrs	37	3	1,067	4	1,305	5	794	2									
	23	21-25 hrs	33	3	453	2	569	2	391	1									
	28	26-30 hrs	10	1	138	1	199	1	116	0									
	33	More than 30 hrs	13	1	279	1	398	2	300	1									
Total				1,341	100	25,660	100	25,900	100	37,078	100								
<b>16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?</b>																			
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
reading				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
	1	Very little		272	21	4,122	16	4,211	16	5,124	15	<b>2.5</b>	2.7 ***	-.17	2.8 ***	-.19	2.6 *	-.06	
	2	Some		420	31	7,973	31	7,583	29	13,030	36								▽
	3	About half		353	26	6,342	25	6,525	26	10,169	27								▽
	4	Most		217	16	4,976	20	5,210	20	6,527	17								▽
	5	Almost all		80	6	2,204	9	2,303	9	2,221	5								
Total				1,342	100	25,617	100	25,832	100	37,071	100								
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
				tmreadinghrs		tmreadinghrs		tmreadinghrs		tmreadinghrs		tmreadinghrs		tmreadinghrs		tmreadinghrs		tmreadinghrs	
				Count		Count		Count		Count		Count		Count		Count		Count	
				%		%		%		%		%		%		%		%	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>	
				Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
				Effect size <sup>e</sup>		Effect size <sup>e</sup>		Effect size <sup>e</sup>											

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 1st-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
	tmreadinghrscol	1	0 hrs	5	0	121	1	156	1	145	0								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	563	43	11,207	44	11,759	46	18,193	51								
		3	More than 5, up to 10 hrs	436	32	7,711	30	7,513	29	11,140	29								
		4	More than 10, up to 15 hrs	155	11	2,844	11	2,796	11	3,878	10								
		5	More than 15, up to 20 hrs	92	7	1,772	7	1,752	7	1,982	5								
		6	More than 20, up to 25 hrs	67	5	1,297	5	1,229	5	1,192	3								
		7	More than 25 hrs	15	1	567	2	523	2	403	1								
		Total		1,333	100	25,519	100	25,728	100	36,933	100								

#### 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

a. Writing clearly and effectively	pgwrite	1	Very little	173	13	3,335	13	2,930	12	3,485	10	<b>2.5</b>	2.5	.00	2.6 *	-.07	2.7 ***	-.17
		2	Some	482	36	8,862	35	8,609	34	11,211	31							
		3	Quite a bit	496	37	9,808	38	10,492	40	15,079	40							
		4	Very much	189	14	3,512	14	3,751	14	7,170	19							
		Total		1,340	100	25,517	100	25,782	100	36,945	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	257	19	5,898	23	5,254	21	5,131	14	<b>2.4</b>	2.3 ***	.10	2.4	.01	2.5 ***	-.18
		2	Some	481	36	9,247	36	9,049	35	12,507	34							
		3	Quite a bit	448	34	7,707	30	8,339	32	13,181	35							
		4	Very much	146	11	2,720	11	3,164	12	6,061	16							
		Total		1,332	100	25,572	100	25,806	100	36,880	100							
c. Thinking critically and analytically	pgthink	1	Very little	42	3	1,038	4	937	4	1,178	3	<b>3.1</b>	3.0 ***	.12	3.0 **	.09	3.1	.04
		2	Some	256	19	5,516	21	5,362	21	7,171	20							
		3	Quite a bit	565	42	11,711	45	11,781	45	16,686	45							
		4	Very much	472	35	7,315	29	7,713	30	11,842	32							
		Total		1,335	100	25,580	100	25,793	100	36,877	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	197	14	4,375	17	4,975	19	4,125	11	<b>2.6</b>	2.6 *	.07	2.5 ***	.11	2.7 **	-.09
		2	Some	405	30	7,593	29	7,536	29	10,743	29							
		3	Quite a bit	461	35	8,622	34	8,334	33	13,748	37							
		4	Very much	273	21	4,978	20	4,944	20	8,265	23							
		Total		1,335	100	25,580	100	25,793	100	36,877	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 1st-year students compared with*

<i>Item wording or description</i>	<i>Variable name<sup>c</sup></i>	<i>Values<sup>d</sup></i>	<i>Response options</i>	<i>Frequency Distributions<sup>a</sup></i>								<i>Statistical Comparisons<sup>b</sup></i>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
				<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	<i>Mean</i>	<i>Effect size<sup>e</sup></i>	
		<i>Total</i>		1,336	100	25,568	100	25,789	100	36,881	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Your 1st-year students compared with															
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	254	18	5,271	21	5,361	21	5,044	14	<b>2.4</b>	2.4	.05	2.4 *	.06	2.6 ***	-0.19	
		2	Some	488	37	8,895	35	9,120	35	12,172	33								
		3	Quite a bit	409	31	7,748	30	7,827	30	12,758	34								
		4	Very much	189	14	3,640	14	3,483	13	6,897	19								
		Total		1,340	100	25,554	100	25,791	100	36,871	100								
f. Working effectively with others	pgothers	1	Very little	97	7	3,329	13	3,074	12	2,540	7	<b>2.8</b>	2.6 ***	.25	2.6 ***	.19	2.8	-0.01	
		2	Some	400	30	8,684	34	8,359	32	10,717	30								
		3	Quite a bit	533	40	9,317	36	9,696	37	15,055	40								
		4	Very much	309	23	4,231	17	4,657	18	8,534	23								
		Total		1,339	100	25,561	100	25,786	100	36,846	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	175	13	4,712	19	4,167	16	4,588	13	<b>2.6</b>	2.4 ***	.18	2.5 ***	.10	2.6 *	-0.06	
		2	Some	433	32	8,863	34	8,449	33	10,958	30								
		3	Quite a bit	487	37	8,586	33	9,325	36	13,657	36								
		4	Very much	239	18	3,384	13	3,816	15	7,643	21								
		Total		1,334	100	25,545	100	25,757	100	36,846	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	169	13	4,413	18	3,781	15	3,228	10	<b>2.6</b>	2.5 ***	.14	2.6	.05	2.8 ***	-0.16	
		2	Some	421	32	8,369	32	7,765	30	10,243	28								
		3	Quite a bit	454	34	8,476	33	9,182	36	14,046	37								
		4	Very much	289	21	4,271	17	5,025	19	9,342	25								
		Total		1,333	100	25,529	100	25,753	100	36,859	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	135	10	4,025	16	3,864	15	3,955	11	<b>2.7</b>	2.5 ***	.24	2.5 ***	.21	2.6 *	.06	
		2	Some	416	31	9,136	35	8,956	35	12,106	33								
		3	Quite a bit	490	37	8,469	33	8,831	34	13,539	36								
		4	Very much	295	22	3,889	16	4,099	16	7,233	20								
		Total		1,336	100	25,519	100	25,750	100	36,833	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	194	15	4,556	18	4,285	17	3,953	12	<b>2.5</b>	2.4 ***	.11	2.5 *	.06	2.7 ***	-0.13	
		2	Some	461	34	9,217	36	8,783	34	11,577	32								
		3	Quite a bit	447	34	8,111	32	8,593	33	13,696	36								
		4	Very much	234	17	3,601	14	4,013	15	7,491	20								
		Total		1,336	100	25,485	100	25,674	100	36,717	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 1st-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>																			
				McMaster				U15				Ontario				Carnegie Doc Highest				Your 1st-year students compared with											
Item wording or description		Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>										
<b>18. How would you evaluate your entire educational experience at this institution?</b>																															
		evalexp	1	Poor	33	3	731	3	848	4	593	2	<div style="background-color: #d9e1f2; padding: 10px; display: inline-block;"> <b>3.2</b> </div>																		
			2	Fair	173	13	4,381	17	4,720	19	4,038	11																			
			3	Good	647	49	13,827	53	13,691	52	17,792	48																			
			4	Excellent	486	35	6,565	27	6,475	26	14,462	39																			
			Total		1,339	100	25,504	100	25,734	100	36,885	100																			
<b>19. If you could start over again, would you go to the same institution you are now attending?</b>																															
		sameinst	1	Definitely no	24	2	638	3	871	4	995	3	<div style="background-color: #d9e1f2; padding: 10px; display: inline-block;"> <b>3.3</b> </div>																		
			2	Probably no	138	11	2,931	11	3,367	13	3,834	10																			
			3	Probably yes	559	42	11,863	46	12,163	47	15,230	41																			
			4	Definitely yes	617	45	10,095	40	9,348	36	16,878	46																			
			Total		1,338	100	25,527	100	25,749	100	36,937	100																			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster	U15	Ontario	Carnegie Doc Highest	Effect size <sup>e</sup>	Effect size <sup>e</sup>	Effect size <sup>e</sup>	Effect size <sup>e</sup>
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>1. During the current school year, about how often have you done the following?</b>																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	86	6	2,357	8	1,891	7	2,240	4	<b>2.8</b>	2.6 ***	.20	2.7 **	.08	2.9 ***	-.16	
		2	Sometimes	593	38	12,087	43	10,802	39	19,614	32								
		3	Often	462	29	7,765	28	7,821	29	19,973	32								
		4	Very often	447	28	5,703	21	6,535	25	20,839	33								
		Total		1,588	100	27,912	100	27,049	100	62,666	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	403	26	7,956	29	7,291	27	15,444	26	<b>2.3</b>	2.2 ***	.10	2.3 *	.06	2.3 *	.06	
		2	Sometimes	537	34	9,558	34	9,352	35	22,901	37								
		3	Often	352	22	6,303	23	6,308	24	14,858	24								
		4	Very often	288	18	3,963	14	3,954	15	9,001	14								
		Total		1,580	100	27,780	100	26,905	100	62,204	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	206	13	3,495	13	3,363	13	5,083	8	<b>2.6</b>	2.6	.00	2.6	-.01	2.8 ***	-.27	
		2	Often	394	25	7,127	26	6,841	25	11,450	18								
		3	Sometimes	783	49	13,531	48	13,239	49	34,127	55								
		4	Never	203	13	3,639	13	3,475	13	11,471	18								
		Total		1,586	100	27,792	100	26,918	100	62,131	100								
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	attendart	1	Never	778	50	13,039	46	13,846	52	26,399	43	<b>1.7</b>	1.8 *	-.06	1.7	.01	1.8 ***	-.14	
		2	Sometimes	564	35	10,272	37	8,812	33	24,004	39								
		3	Often	161	10	3,117	12	2,853	11	7,429	12								
		4	Very often	77	5	1,305	5	1,338	5	4,138	7								
		Total		1,580	100	27,733	100	26,849	100	61,970	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	153	10	3,157	11	3,194	12	6,423	11	<b>2.6</b>	2.5 ***	.12	2.5 ***	.14	2.5 **	.07	
		2	Sometimes	612	39	12,183	44	11,776	43	25,307	41								
		3	Often	529	33	8,344	30	8,020	30	19,550	31								
		4	Very often	289	18	4,071	15	3,887	15	10,568	17								
		Total		1,583	100	27,755	100	26,877	100	61,848	100								
f. Explained course material to one or more students	CLexplain	1	Never	52	3	1,368	5	1,221	5	2,541	4	<b>2.8</b>	2.7 ***	.15	2.7 ***	.09	2.8	.02	
		2	Sometimes	513	33	10,652	38	9,803	36	20,675	33								
		3	Often	667	42	10,786	39	10,559	39	24,618	40								
		4	Very often	342	22	4,907	18	5,252	20	13,922	23								
		Total		1,574	100	27,713	100	26,835	100	61,756	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	201	13	4,199	15	3,960	15	8,845	15	<b>2.7</b>	2.5 ***	.14	2.5 ***	.13	2.6 ***	.10	
		2	Sometimes	505	31	10,095	36	9,619	36	21,188	35								
		3	Often	494	32	8,339	30	8,195	31	18,448	29								
		4	Very often	370	24	5,054	19	5,026	19	13,087	21								
		Total		1,570	100	27,687	100	26,800	100	61,568	100								
h. Worked with other students on course projects or assignments	CLproject	1	Never	67	4	1,862	7	1,797	7	3,092	5	<b>3.1</b>	2.9 ***	.23	2.9 ***	.25	2.9 ***	.20	
		2	Sometimes	318	20	7,935	28	7,761	29	17,155	28								
		3	Often	588	37	9,507	34	9,491	35	22,364	36								
		4	Very often	604	39	8,337	31	7,700	29	18,814	30								
		Total		1,577	100	27,641	100	26,749	100	61,425	100								
i. Given a course presentation	present	1	Never	84	6	3,043	11	2,408	9	6,330	11	<b>2.9</b>	2.6 ***	.36	2.7 ***	.24	2.6 ***	.27	
		2	Sometimes	447	29	10,688	39	9,534	35	21,513	35								
		3	Often	543	34	8,634	31	8,760	33	19,591	32								
		4	Very often	497	31	5,287	19	6,056	23	13,972	22								
		Total		1,571	100	27,652	100	26,758	100	61,406	100								
<b>2. During the current school year, about how often have you done the following?</b>																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	44	3	923	3	815	3	1,781	3	<b>2.9</b>	2.9 ***	.11	2.9	.05	2.9	-.01	
		2	Sometimes	418	27	8,316	30	7,531	28	16,270	27								
		3	Often	686	44	12,015	43	11,679	44	25,454	42								
		4	Very often	416	27	6,304	23	6,630	25	17,141	28								
		Total		1,564	100	27,558	100	26,655	100	60,646	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	100	7	2,247	9	2,139	8	4,700	9	<b>2.7</b>	2.7 **	.07	2.7	.03	2.7	.01	
		2	Sometimes	543	36	9,700	35	9,073	34	20,084	34								
		3	Often	559	36	10,059	36	9,642	36	21,279	35								
		4	Very often	359	22	5,510	20	5,761	21	14,358	23								
		Total		1,561	100	27,516	100	26,615	100	60,421	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	261	18	5,569	21	4,731	19	9,018	16	<b>2.5</b>	2.3 ***	.12	2.5	.01	2.5	-.03	
		2	Sometimes	561	37	10,265	37	9,301	35	21,502	36								
		3	Often	424	27	7,426	26	7,665	28	17,785	29								
		4	Very often	305	19	4,178	15	4,851	18	11,884	19								
		Total		1,551	100	27,438	100	26,548	100	60,189	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	94	6	1,885	7	1,633	6	3,157	6	<b>2.7</b>	2.7 **	.08	2.7	.02	2.8 *	-0.06	
		2	Sometimes	501	32	9,767	35	8,949	34	18,708	31								
		3	Often	679	44	11,489	42	11,431	43	25,312	42								
		4	Very often	276	18	4,202	16	4,475	17	12,732	21								
		Total		1,550	100	27,343	100	26,488	100	59,909	100								
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	RIperspect	1	Never	51	3	1,192	5	1,043	4	2,017	4	<b>2.9</b>	2.8 ***	.09	2.9	.04	2.9	-0.03	
		2	Sometimes	414	27	7,987	29	7,278	28	15,624	27								
		3	Often	711	45	12,400	45	12,102	46	25,890	43								
		4	Very often	375	24	5,646	21	5,942	23	16,069	27								
		Total		1,551	100	27,225	100	26,365	100	59,600	100								
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	22	1	467	2	474	2	1,287	2	<b>3.0</b>	2.9 ***	.09	2.9 *	.06	2.9 **	.08	
		2	Sometimes	368	24	7,270	27	6,845	26	16,190	28								
		3	Often	748	48	13,305	49	12,692	48	26,411	44								
		4	Very often	404	26	6,103	23	6,256	24	15,433	25								
		Total		1,542	100	27,145	100	26,267	100	59,321	100								
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	14	1	319	1	328	1	627	1	<b>3.1</b>	3.1 **	.08	3.1 *	.06	3.2	-0.03	
		2	Sometimes	251	17	5,006	19	4,768	18	9,892	17								
		3	Often	765	50	13,863	51	13,222	50	27,478	46								
		4	Very often	505	33	7,902	29	7,889	30	21,071	35								
		Total		1,535	100	27,090	100	26,207	100	59,068	100								
<b>3. During the current school year, about how often have you done the following?</b>																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	426	28	8,920	33	8,045	31	10,574	19	<b>2.1</b>	2.0 ***	.16	2.1 ***	.09	2.4 ***	-.22	
		2	Sometimes	624	40	11,451	42	10,934	42	24,710	42								
		3	Often	313	20	4,531	17	4,654	18	14,214	23								
		4	Very often	177	11	2,214	8	2,603	10	9,604	16								
		Total		1,540	100	27,116	100	26,236	100	59,102	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	774	50	14,747	54	13,956	53	24,380	42	<b>1.8</b>	1.7 ***	.10	1.7 *	.06	1.9 ***	-.16	
		2	Sometimes	443	29	7,582	28	7,266	28	18,822	32								
		3	Often	197	13	3,110	12	3,180	12	9,461	16								
		4	Very often	124	8	1,616	6	1,782	7	6,286	10								
		Total		1,538	100	27,055	100	26,184	100	58,949	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	461	30	8,658	31	8,066	31	15,390	26	<b>2.1</b>	2.0 **	.09	2.0	.03	2.1 **	-.08	
		2	Sometimes	669	44	12,089	45	11,296	43	25,688	44								
		3	Often	273	18	4,639	17	4,904	19	11,889	20								
		4	Very often	133	9	1,615	6	1,873	7	5,787	10								
		Total		1,536	100	27,001	100	26,139	100	58,754	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	508	33	11,440	43	9,305	36	14,986	26	<b>2.0</b>	1.8 ***	.24	1.9 **	.08	2.1 ***	-.14	
		2	Sometimes	647	42	11,042	41	11,312	43	27,001	46								
		3	Often	268	17	3,386	12	4,076	16	11,651	19								
		4	Very often	108	7	1,132	4	1,427	6	5,092	8								
		Total		1,531	100	27,000	100	26,120	100	58,730	100								
<b>4. During the current school year, how much has your coursework emphasized the following?</b>																			
a. Memorizing course material	memorize	1	Very little	109	7	1,682	6	1,786	7	4,161	7	<b>2.8</b>	2.9 *	-.06	2.8	-.03	2.8	.04	
		2	Some	436	29	7,247	28	7,174	28	17,746	31								
		3	Quite a bit	619	40	10,745	40	10,341	39	23,420	40								
		4	Very much	370	24	7,300	26	6,808	26	13,445	23								
		Total		1,534	100	26,974	100	26,109	100	58,772	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	42	3	998	4	957	4	1,700	3	<b>3.1</b>	3.0 ***	.10	3.0 ***	.09	3.1	-.03	
		2	Some	319	21	6,023	22	5,857	22	11,333	19								
		3	Quite a bit	672	44	12,686	47	11,972	46	26,073	44								
		4	Very much	497	32	7,246	27	7,300	28	19,492	33								
		Total		1,530	100	26,953	100	26,086	100	58,598	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	57	4	1,393	5	1,267	5	2,232	4	<b>3.0</b>	2.9 ***	.11	2.9 **	.08	3.0 *	-.06	
		2	Some	387	26	7,281	27	6,884	26	12,956	22								
		3	Quite a bit	629	41	11,734	44	11,142	43	24,621	42								
		4	Very much	452	29	6,474	24	6,747	26	18,604	32								
		Total		1,525	100	26,882	100	26,040	100	58,413	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	121	8	2,393	9	1,969	8	4,332	8	<b>2.8</b>	2.7 **	.08	2.8	-.01	2.8	-.04	
		2	Some	441	29	8,280	31	7,475	29	15,838	28								
		3	Quite a bit	613	40	10,879	40	10,738	41	23,411	39								
		4	Very much	349	23	5,311	20	5,804	22	14,776	25								
		Total		1,524	100	26,863	100	25,986	100	58,357	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	90	6	1,906	7	1,718	7	3,104	6	<b>2.8</b>	2.7 ** △	.07	2.8	.02	2.9 ***	-0.09	▽
		2	Some	453	30	8,355	31	7,613	29	15,255	27								
		3	Quite a bit	645	42	11,504	43	11,185	43	24,812	42								
		4	Very much	341	22	5,057	19	5,452	21	15,063	25								
		Total		1,529	100	26,822	100	25,968	100	58,234	100								
<b>5. During the current school year, to what extent have your instructors done the following?</b>																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	44	3	677	3	775	3	1,135	2	<b>3.0</b>	3.0	-.02	2.9	.01	3.1 ***	-.20	▽
		2	Some	362	24	5,920	22	6,047	23	10,497	18								
		3	Quite a bit	733	48	13,813	52	12,818	49	26,935	46								
		4	Very much	385	25	6,413	24	6,322	24	19,738	34								
		Total		1,524	100	26,823	100	25,962	100	58,305	100								
b. Taught course sessions in an organized way	ETorganize	1	Very little	47	3	693	3	848	3	1,579	3	<b>2.9</b>	2.9 *	-.06	2.9	-.03	3.1 ***	-.20	▽
		2	Some	388	25	5,952	22	6,170	24	11,288	19								
		3	Quite a bit	765	50	14,441	54	13,103	50	27,578	47								
		4	Very much	324	21	5,716	21	5,817	23	17,814	31								
		Total		1,524	100	26,802	100	25,938	100	58,259	100								
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	54	3	786	3	983	4	1,623	3	<b>2.9</b>	3.0	-.03	2.9	.03	3.1 ***	-.17	▽
		2	Some	372	25	6,014	22	6,332	24	11,263	19								
		3	Quite a bit	693	45	13,329	50	12,115	47	25,429	44								
		4	Very much	401	26	6,670	25	6,515	25	19,818	34								
		Total		1,520	100	26,799	100	25,945	100	58,133	100								
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	280	19	5,776	22	5,148	20	7,336	13	<b>2.4</b>	2.3 ***	.09	2.4	.02	2.6 ***	-.25	▽
		2	Some	615	40	10,340	39	9,626	37	18,959	33								
		3	Quite a bit	410	27	7,729	29	7,755	30	19,440	33								
		4	Very much	218	15	2,927	11	3,373	13	12,381	21								
		Total		1,523	100	26,772	100	25,902	100	58,116	100								
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	183	12	3,451	13	3,294	13	5,068	9	<b>2.5</b>	2.4 ***	.10	2.5 *	.05	2.7 ***	-.21	▽
		2	Some	583	38	11,050	41	10,363	40	18,665	32								
		3	Quite a bit	556	37	9,394	35	9,093	35	22,426	38								
		4	Very much	198	13	2,817	10	3,095	12	11,786	20								
		Total		1,520	100	26,712	100	25,845	100	57,945	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
<b>6. During the current school year, about how often have you done the following?</b>																			
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	199	12	4,179	15	4,134	15	5,962	10	<b>2.6</b>	2.5 **	.08	2.5 **	.07	2.7 ***	-.14	
		2	Sometimes	533	35	9,687	36	9,178	35	18,796	32								
		3	Often	542	36	8,685	33	8,488	33	20,646	36								
		4	Very often	249	17	4,115	16	4,023	16	12,629	22								
		Total		1,523	100	26,666	100	25,823	100	58,033	100								
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	283	19	6,719	25	6,286	24	10,723	19	<b>2.4</b>	2.2 ***	.18	2.2 ***	.14	2.4 *	-.05	
		2	Sometimes	588	38	10,641	39	10,245	39	21,349	37								
		3	Often	449	30	6,637	25	6,556	26	16,541	28								
		4	Very often	196	13	2,659	11	2,730	11	9,387	16								
		Total		1,516	100	26,656	100	25,817	100	58,000	100								
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	247	16	5,211	19	4,875	18	8,311	14	<b>2.4</b>	2.3 ***	.11	2.3 ***	.09	2.5 *	-.06	
		2	Sometimes	591	38	10,820	40	10,559	40	22,157	38								
		3	Often	495	33	7,911	30	7,619	30	18,800	32								
		4	Very often	191	13	2,778	11	2,830	11	8,781	15								
		Total		1,524	100	26,720	100	25,883	100	58,049	100								
<b>7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)</b>																			
a. Up to 5 pages	wrshortnum <i>(Recorded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	76	6	1,453	6	1,009	4	3,784	7	<b>7.6</b>	7.2 *	.06	7.7	-.03	7.0 **	.08	
		1.5	1-2	221	16	4,593	18	3,844	16	10,727	20								
		4	3-5	421	30	7,399	29	7,170	30	15,338	29								
		8	6-10	356	25	5,956	24	6,224	25	11,467	21								
		13	11-15	156	11	2,787	11	2,876	12	5,410	10								
		18	16-20	79	5	1,282	5	1,363	5	2,842	5								
		23	More than 20	105	7	1,652	7	1,873	8	3,885	7								
Total		1,414	100	25,122	100	24,359	100	53,453	100										
b. Between 6 and 10 pages	wrmednum <i>(Recorded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	210	15	3,735	15	2,752	12	13,607	27	<b>4.2</b>	4.2	-.02	4.8 ***	-.14	3.2 ***	.24	
		1.5	1-2	450	32	7,663	31	6,782	28	18,666	35								
		4	3-5	422	30	7,459	30	7,728	32	12,329	23								
		8	6-10	211	15	3,998	16	4,447	18	5,414	10								
		13	11-15	70	5	1,323	5	1,538	6	1,755	3								
		18	16-20	21	2	435	2	485	2	655	1								
		Total		1,384	100	23,996	100	23,000	100	49,814	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>										Statistical Comparisons <sup>b</sup>					
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
								Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		23	More than 20	21	2	401	2	516	2	657	1												
			Total	1,405	100	25,014	100	24,248	100	53,083	100												

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
c. 11 pages or more	wrlongnum	0	None	471	33	7,613	30	6,593	27	25,376	49	<b>2.7</b>	2.8	-.02	3.1 **	-.09	1.8 ***	.25	
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	526	37	9,750	39	9,509	39	18,327	34								
		4	3-5	239	17	4,611	18	4,726	19	5,474	10								
		8	6-10	101	7	1,844	7	1,943	8	1,999	4								
		13	11-15	40	3	678	3	804	3	898	2								
		18	16-20	14	1	277	1	307	1	361	1								
	23	More than 20	17	1	350	1	426	2	512	1									
		Total			1,408	100	25,123	100	24,308	100	52,947	100							
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)								<b>95.9</b>	96.3	.00	106.8 ***	-.11	72.3 ***	.27		

#### 8. During the current school year, about how often have you had discussions with people from the following groups?

a. People of a race or ethnicity other than your own	DDrace	1	Never	41	3	1,009	4	947	4	1,974	4	<b>3.3</b>	3.1 ***	.18	3.2 ***	.15	3.1 ***	.17
		2	Sometimes	213	15	5,573	22	4,929	20	11,542	22							
		3	Often	424	30	7,729	30	7,502	30	16,299	30							
		4	Very often	733	52	10,917	44	11,016	45	23,833	44							
			Total	1,411	100	25,228	100	24,394	100	53,648	100							
b. People from an economic background other than your own	DDeconomic	1	Never	45	3	1,129	4	1,023	4	1,817	4	<b>3.1</b>	3.0 ***	.17	3.0 ***	.10	3.1	.00
		2	Sometimes	320	23	7,035	28	6,072	25	11,628	22							
		3	Often	481	34	8,951	35	8,797	36	18,674	35							
		4	Very often	564	40	8,056	33	8,433	35	21,424	40							
			Total	1,410	100	25,171	100	24,325	100	53,543	100							
c. People with religious beliefs other than your own	DDreligion	1	Never	42	3	1,410	5	1,159	5	2,302	5	<b>3.2</b>	3.0 ***	.25	3.1 ***	.17	3.1 ***	.13
		2	Sometimes	271	19	6,719	27	5,676	23	12,068	23							
		3	Often	453	32	8,371	33	8,219	34	17,431	32							
		4	Very often	641	45	8,673	35	9,290	38	21,713	40							
			Total	1,407	100	25,173	100	24,344	100	53,514	100							
d. People with political views other than your own	DDpolitical	1	Never	55	4	1,585	6	1,524	6	2,479	5	<b>2.9</b>	2.8 ***	.16	2.8 ***	.12	3.0 ***	-.12
		2	Sometimes	456	32	8,912	35	8,241	34	14,087	26							
		3	Often	456	33	8,272	33	7,882	32	16,924	32							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

## NSSE 2017 Frequencies and Statistical Comparisons McMaster University

### 4th-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
								Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		4	Very often	440	32	6,404	26	6,673	28	19,994	38		△		△		▽						
			Total	1,407	100	25,173	100	24,320	100	53,484	100												

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>												Statistical Comparisons <sup>b</sup>							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest					
								Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>				
<b>9. During the current school year, about how often have you done the following?</b>																											
a. Identified key information from reading assignments	LSreading	1	Never	44	3	750	3	654	3	1,467	3	<b>3.0</b>	3.0	-.03	3.0 *	-.05	3.1 ***	-.10									
		2	Sometimes	306	22	5,401	22	5,045	21	10,589	20																
		3	Often	655	46	11,364	45	11,119	46	22,792	42																
		4	Very often	401	28	7,595	30	7,441	31	18,451	34																
		Total		1,406	100	25,110	100	24,259	100	53,299	100																
b. Reviewed your notes after class	LSnotes	1	Never	199	14	3,434	14	3,487	14	4,468	9	<b>2.5</b>	2.5	-.05	2.5	-.01	2.8 ***	-.32									
		2	Sometimes	601	43	10,120	40	10,007	41	17,698	34																
		3	Often	373	27	6,959	27	6,672	27	16,965	31																
		4	Very often	232	16	4,605	18	4,097	17	14,134	26																
		Total		1,405	100	25,118	100	24,263	100	53,265	100																
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	151	11	2,511	10	2,552	11	4,219	8	<b>2.6</b>	2.7 *	-.06	2.6	-.02	2.8 ***	-.17									
		2	Sometimes	514	37	8,625	35	8,698	36	16,664	32																
		3	Often	459	32	8,662	34	8,246	34	19,075	36																
		4	Very often	278	20	5,265	21	4,709	19	13,078	24																
		Total		1,402	100	25,063	100	24,205	100	53,036	100																
<b>10. During the current school year, to what extent have your courses challenged you to do your best work?</b>																											
challenge		1	Not at all	18	1	276	1	292	1	580	1	<b>5.3</b>	5.2	.03	5.2	.04	5.4 ***	-.13									
		2		19	2	470	2	464	2	844	2																
		3		68	5	1,403	6	1,451	6	2,433	5																
		4		178	13	3,458	14	3,359	14	5,980	11																
		5		519	37	8,859	35	8,438	35	16,840	31																
		6		360	26	6,357	25	6,038	25	14,175	27																
		7	Very much	238	17	4,192	16	4,119	17	12,198	23																
Total		1,400	100	25,015	100	24,161	100	53,050	100																		
<b>11. Which of the following have you done or do you plan to do before you graduate?<sup>f</sup></b>																											
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		127	9	2,569	10	2,781	12	3,839	7	<b>50%</b>	50%	.00	46% **	.08	54% ***	-.09									
		Do not plan to do		342	25	5,980	24	6,190	26	7,503	15																
		Plan to do		227	17	4,051	16	4,045	17	12,359	24																
		Done or in progress		707	50	12,401	50	11,157	46	29,418	54																
		Total		1,403	100	25,001	100	24,173	100	53,119	100																

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

			Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
			McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	144	10	2,402	9	2,533	10	4,879	9	<b>38%</b>	35% *	.06	33% ***	.09	40%	-.05	
		Do not plan to do	589	43	12,103	48	11,637	48	22,076	42								
		Plan to do	128	9	1,947	8	2,000	8	4,369	8								
		Done or in progress	545	38	8,510	35	7,967	33	21,670	40								
		Total	1,406	100	24,962	100	24,137	100	52,994	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	185	13	3,309	13	3,445	14	5,809	11	<b>20%</b>	18%	.03	18%	.05	24% ***	-.11	
		Do not plan to do	769	56	14,776	59	13,871	58	29,555	56								
		Plan to do	161	12	2,235	9	2,470	10	4,610	9								
		Done or in progress	282	20	4,569	18	4,255	18	12,879	24								
		Total	1,397	100	24,889	100	24,041	100	52,853	100								
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	152	11	2,968	11	3,192	13	5,218	10	<b>8%</b>	12% ***	-.13	10% *	-.06	18% ***	-.30	
		Do not plan to do	1,008	73	16,900	68	16,275	68	33,876	65								
		Plan to do	118	8	2,135	9	2,264	10	3,955	7								
		Done or in progress	119	8	2,931	12	2,360	10	9,857	18								
		Total	1,397	100	24,934	100	24,091	100	52,906	100								
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	161	12	3,361	13	3,463	15	6,697	13	<b>28%</b>	25% *	.07	22% ***	.13	27%	.02	
		Do not plan to do	645	46	11,939	47	11,716	48	25,294	47								
		Plan to do	190	14	3,551	14	3,461	15	6,619	13								
		Done or in progress	405	28	6,062	25	5,430	22	14,215	27								
		Total	1,401	100	24,913	100	24,070	100	52,825	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	101	7	3,082	12	2,904	12	4,124	8	<b>48%</b>	32% ***	.35	33% ***	.32	44% **	.09	
		Do not plan to do	399	28	10,354	41	9,679	39	13,114	25								
		Plan to do	216	16	3,839	16	3,631	16	11,962	23								
		Done or in progress	683	48	7,623	32	7,831	33	23,655	44								
		Total	1,399	100	24,898	100	24,045	100	52,855	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
	servcourse	1	None	581	43	13,936	57	12,652	53	24,435	48	<b>1.7</b>	1.5 ***	.27	1.6 ***	.18	1.6 ***	.09
		2	Some	688	49	9,376	37	9,548	40	23,851	44							
		3	Most	109	8	1,273	5	1,457	6	3,651	6							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
								Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		4	All	19	1	24,855	100	23,979	100	52,716	100		△		△		△						
			Total	1,397	100																		

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Your 4th-year students compared with															
<b>13. Indicate the quality of your interactions with the following people at your institution.</b>																			
a. Students	QIstudent	1	Poor	19	1	335	1	383	2	692	1	<b>5.6</b>	5.4 ***	.14	5.4 ***	.15	5.5	.05	
		2		21	2	536	2	526	2	825	2								
		3		45	3	1,217	5	1,208	5	2,255	4								
		4		131	9	2,858	11	2,905	12	5,629	11								
		5		354	25	6,799	27	6,459	26	13,278	25								
		6		421	30	7,154	29	6,726	28	15,054	28								
		7	Excellent	405	29	5,856	23	5,703	24	14,807	28								
		—	Not applicable	4	0	156	1	143	1	337	1								
	Total			1,400	100	24,911	100	24,053	100	52,877	100								
b. Academic advisors	QIadvisor	1	Poor	79	6	1,659	7	1,686	7	2,953	6	<b>4.6</b>	4.5 *	.07	4.6	.04	5.0 ***	-.19	
		2		91	7	1,761	7	1,718	7	3,274	6								
		3		149	10	2,493	10	2,471	10	4,871	9								
		4		227	16	3,893	16	3,808	16	7,601	14								
		5		292	21	4,982	20	4,857	20	10,445	19								
		6		221	16	3,729	15	3,719	16	9,906	19								
		7	Excellent	202	15	3,052	12	3,427	14	13,159	26								
		—	Not applicable	138	10	3,316	14	2,344	10	601	1								
	Total			1,399	100	24,885	100	24,030	100	52,810	100								
c. Faculty	QIfaculty	1	Poor	30	2	689	3	764	3	876	2	<b>5.2</b>	5.0 ***	.16	5.0 ***	.17	5.3 ***	-.09	
		2		38	3	1,013	4	1,051	4	1,339	3								
		3		83	6	1,917	8	2,024	8	3,007	6								
		4		213	15	4,078	16	3,990	16	6,917	13								
		5		388	27	7,193	29	6,597	27	13,892	26								
		6		383	27	6,138	25	5,673	24	14,893	28								
		7	Excellent	249	18	3,398	14	3,536	15	11,447	22								
		—	Not applicable	15	1	410	2	343	1	285	1								
	Total			1,399	100	24,836	100	23,978	100	52,656	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				U15				Ontario				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	78	6	1,419	6	1,585	6	2,341	5	<b>4.7</b>	4.5 ***	.10	4.5 ***	.12	4.8 ***	-.10									
		2		68	5	1,529	6	1,597	7	2,535	5								△	△	▽						
		3		112	8	2,186	9	2,248	9	4,273	8																
		4		192	14	3,810	15	3,677	15	7,925	15																
		5		297	21	4,734	19	4,558	19	11,001	20																
		6		220	16	3,504	14	3,374	14	9,428	18																
		7	Excellent	159	12	2,304	9	2,377	10	7,954	15																
		—	Not applicable	270	19	5,342	21	4,542	19	7,206	14																
	Total	1,396	100	24,828	100	23,958	100	52,663	100																		
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	64	5	1,451	6	1,669	7	2,832	5	<b>4.7</b>	4.5 ***	.14	4.5 ***	.16	4.7	.04									
		2		65	5	1,677	7	1,821	7	3,097	6								△	△							
		3		122	9	2,327	9	2,512	10	5,022	9																
		4		247	18	4,235	17	4,242	17	9,255	17																
		5		369	26	5,464	22	5,430	23	11,738	22																
		6		284	20	3,992	16	3,939	17	9,353	18																
		7	Excellent	159	12	2,576	10	2,594	11	7,343	14																
		—	Not applicable	87	6	3,145	13	1,809	8	4,155	8																
	Total	1,397	100	24,867	100	24,016	100	52,795	100																		

#### 14. How much does your institution emphasize the following?

a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	14	1	369	2	459	2	894	2	<b>3.1</b>	3.2 ***	-.12	3.2	-.03	3.2	-.03			
		2	Some	242	18	3,630	15	4,010	17	8,648	17								▽		
		3	Quite a bit	645	48	10,802	44	10,440	45	23,263	45										
		4	Very much	457	33	9,567	40	8,565	36	18,326	36										
			Total	1,358	100	24,368	100	23,474	100	51,131	100										
b. Providing support to help students succeed academically	SEacademic	1	Very little	77	6	2,018	8	1,942	8	2,495	5	<b>2.7</b>	2.6 ***	.17	2.6 ***	.11	2.9 ***	-.22			
		2	Some	468	34	9,313	38	8,545	36	13,091	26								△	△	▽
		3	Quite a bit	596	44	10,224	42	9,679	42	22,504	44										
		4	Very much	215	16	2,740	11	3,217	14	12,742	25										
			Total	1,356	100	24,295	100	23,383	100	50,832	100										
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	211	16	3,593	15	3,236	14	4,561	9	<b>2.4</b>	2.4	.00	2.5 ***	-.10	2.8 ***	-.40			
		2	Some	524	39	9,453	39	8,366	36	13,822	28								▽	▽	
		3	Quite a bit	453	33	8,647	35	8,551	36	19,742	38										
		4	Very much	163	12	2,614	11	3,276	14	12,732	25										
			Total	1,353	100	24,307	100	23,429	100	50,832	100										

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>						
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
		Total		1,351	100	24,307	100	23,429	100	50,857	100							

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	248	18	5,976	25	5,447	23	7,461	15	2.5	2.2 ***	.22	2.3 ***	.15	2.6 ***	-.14	
		2	Some	453	34	9,060	37	8,273	35	15,992	32								
		3	Quite a bit	442	32	6,687	28	6,648	29	16,255	31								
		4	Very much	209	16	2,554	11	3,003	13	11,072	22								
		Total		1,352	100	24,277	100	23,371	100	50,780	100								
e. Providing opportunities to be involved socially	SEsocial	1	Very little	112	9	3,007	12	3,048	13	3,362	7	2.7	2.5 ***	.19	2.6 ***	.18	2.9 ***	-.18	
		2	Some	415	31	8,640	35	8,149	34	12,893	25								
		3	Quite a bit	561	41	9,365	39	8,677	37	20,384	40								
		4	Very much	265	20	3,275	14	3,505	16	14,126	28								
		Total		1,353	100	24,287	100	23,379	100	50,765	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	151	11	3,635	15	3,651	15	4,426	9	2.7	2.5 ***	.20	2.5 ***	.19	2.8 ***	-.17	
		2	Some	400	30	8,459	35	8,102	34	12,912	25								
		3	Quite a bit	544	40	8,917	37	8,302	36	19,563	38								
		4	Very much	253	19	3,235	14	3,302	15	13,771	27								
		Total		1,348	100	24,246	100	23,357	100	50,672	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	483	35	10,126	41	9,874	41	16,695	34	2.0	1.8 ***	.15	1.9 ***	.11	2.1 ***	-.10	
		2	Some	528	39	9,134	38	8,432	36	18,569	36								
		3	Quite a bit	261	20	3,993	17	3,842	17	10,453	20								
		4	Very much	77	6	981	4	1,201	5	4,916	10								
		Total		1,349	100	24,234	100	23,349	100	50,633	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	179	13	4,749	19	5,053	21	5,334	11	2.5	2.3 ***	.18	2.3 ***	.21	2.8 ***	-.32	
		2	Some	545	40	9,857	41	9,469	40	14,456	28								
		3	Quite a bit	468	35	7,580	32	6,729	29	18,755	37								
		4	Very much	158	12	2,039	9	2,083	9	12,037	25								
		Total		1,350	100	24,225	100	23,334	100	50,582	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	263	20	5,571	23	5,563	24	8,533	18	2.2	2.2 **	.08	2.2 *	.07	2.4 ***	-.18	
		2	Some	601	45	10,643	44	10,032	43	19,165	38								
		3	Quite a bit	382	28	6,452	27	6,019	26	15,622	30								
		4	Very much	100	7	1,525	6	1,679	7	7,185	14								
		Total		1,346	100	24,191	100	23,293	100	50,505	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>																								
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest														
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>														
<b>15. About how many hours do you spend in a typical 7-day week doing the following?</b>																																
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs  <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33 Total	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	10 172 240 254 244 171 103 159 1,353	1 13 18 19 18 12 8 11 100	174 2,775 4,271 4,326 4,333 3,127 2,011 3,181 24,198	1 11 17 18 18 13 8 14 100	166 2,778 4,354 4,272 4,109 2,970 1,809 2,868 23,326	1 12 19 18 17 13 8 12 100	248 6,266 11,123 10,230 9,105 5,732 3,196 4,697 50,597	1 12 22 20 18 11 6 10 100	<b>16.2</b>	17.1 ** ▽	-0.09	16.6	-0.04	15.5 ** △	.08														
b. Participating in co- curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs  <i>(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33 Total	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	447 430 218 108 81 41 16 7 1,348	33 32 16 8 6 3 1 0 100	9,162 7,885 3,348 1,747 1,025 514 183 268 24,132	37 33 14 8 4 2 1 1 100	9,068 7,321 3,109 1,733 1,037 494 214 293 23,269	38 31 14 8 5 2 1 1 100	16,905 15,908 8,247 4,509 2,561 1,192 444 666 50,432	35 31 16 9 5 2 1 1 100								<b>5.6</b>	5.1 ** △	.08	5.1 **	.08	5.5	.02							
c. Working for pay on campus	tmworkonhrs  <i>(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33 Total	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	985 95 118 64 39 23 4 17 1,345	73 7 8 5 3 2 0 1 100	19,109 1,290 1,547 998 587 314 104 217 24,166	78 6 7 4 2 1 0 1 100	17,869 1,186 1,761 1,167 647 332 132 197 23,291	76 5 7 5 3 2 1 1 100	34,271 2,129 4,421 3,971 3,314 1,274 472 592 50,444	69 4 8 7 7 2 1 1 100															<b>2.9</b>	2.4 ** △	.08	2.7	.03	4.2 *** ▽	-0.17

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster	U15		Ontario		Carnegie Doc Highest		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	771	57	12,153	52	11,357	50	24,356	49	<b>6.5</b>	7.4 ** ▽	-.09	8.3 *** ▽	-.17	9.9 *** ▽	-.28	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	95	7	1,617	7	1,409	6	2,540	5								
	8	6-10 hrs	108	8	2,312	9	2,043	9	3,425	6									
	13	11-15 hrs	126	9	2,552	10	2,343	10	3,768	7									
	18	16-20 hrs	104	8	2,410	9	2,423	10	4,772	9									
	23	21-25 hrs	57	4	1,388	5	1,531	6	3,583	7									
	28	26-30 hrs	26	2	607	2	822	3	2,425	5									
	33	More than 30 hrs	59	5	1,132	5	1,360	6	5,538	11									
	Total			1,346	100	24,171	100	23,288	100	50,407	100								
Estimated number of hours working for pay	tmworkhrs		(Continuous variable created by NSSE)									<b>9.4</b>	9.8	-.03	11.0 *** ▽	-.13	14.0 *** ▽	-.37	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	684	52	12,686	53	11,965	52	25,229	51	<b>3.4</b>	3.0 * △	.08	3.3	.02	2.9 ** △	.09	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	398	29	7,319	30	6,811	29	17,147	33								
	8	6-10 hrs	132	9	2,216	9	2,333	10	4,221	8									
	13	11-15 hrs	56	4	967	4	1,021	4	1,694	3									
	18	16-20 hrs	40	3	494	2	555	2	997	2									
	23	21-25 hrs	19	1	251	1	324	1	484	1									
	28	26-30 hrs	9	1	75	0	83	0	191	0									
	33	More than 30 hrs	10	1	139	1	185	1	371	1									
	Total			1,348	100	24,147	100	23,277	100	50,334	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	29	2	364	2	411	2	1,158	2	<b>12.9</b>	12.5	.05	12.6	.03	11.7 *** △	.15	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	245	17	4,705	19	4,680	20	11,392	23								
	8	6-10 hrs	345	25	6,783	28	6,300	27	14,420	28									
	13	11-15 hrs	309	23	5,306	22	4,994	22	10,199	20									
	18	16-20 hrs	209	16	3,452	15	3,257	14	6,533	13									
	23	21-25 hrs	93	7	1,500	6	1,501	7	2,856	6									
	28	26-30 hrs	31	2	691	3	657	3	1,258	3									
	33	More than 30 hrs	85	7	1,352	6	1,462	7	2,591	5									
	Total			1,346	100	24,153	100	23,262	100	50,407	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				U15				Ontario				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>		
g. Providing care for dependents (children, parents, etc.)	<i>(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	959	71	17,859	75	16,293	70	37,858	75	<b>3.0</b>	2.5 *	.07	3.2	-.03	3.6 **	-.07									
		3	1-5 hrs	181	13	3,043	12	3,164	13	4,503	9																
		8	6-10 hrs	67	5	1,115	5	1,285	6	2,083	4																
		13	11-15 hrs	45	3	683	3	841	4	1,273	3																
		18	16-20 hrs	29	2	458	2	535	2	1,035	2																
		23	21-25 hrs	26	2	246	1	314	1	541	1																
		28	26-30 hrs	5	0	122	0	136	1	301	1																
		33	More than 30 hrs	31	2	585	2	681	3	2,726	6																
Total				1,343	100	24,111	100	23,249	100	50,320	100																
h. Commuting to campus (driving, walking, etc.)	<i>(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)</i>	0	0 hrs	118	9	1,275	6	1,509	7	7,124	13	<b>6.1</b>	6.8 ***	-.13	7.0 ***	-.15	5.2 ***	.16									
		3	1-5 hrs	698	52	11,679	48	11,024	47	28,415	57																
		8	6-10 hrs	302	23	6,525	27	5,863	25	9,216	19																
		13	11-15 hrs	140	10	2,870	12	2,765	12	3,052	6																
		18	16-20 hrs	45	3	1,009	4	1,125	5	1,185	2																
		23	21-25 hrs	25	2	371	2	451	2	527	1																
		28	26-30 hrs	7	0	136	1	174	1	243	0																
		33	More than 30 hrs	10	1	295	1	383	2	708	1																
Total				1,345	100	24,160	100	23,294	100	50,470	100																
<b>16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?</b>											<b>2.5</b>	2.7 ***	-.17	2.8 ***	-.22	2.7 ***	-.12										
reading	1	Very little	311	24	4,465	19	4,112	18	9,135	19																	
	2	Some	425	31	6,899	29	6,299	27	15,228	31																	
	3	About half	296	22	5,418	22	5,315	23	12,209	24																	
	4	Most	218	16	4,949	20	4,962	21	9,500	18																	
	5	Almost all	97	7	2,399	10	2,556	11	4,325	8																	
Total				1,347	100	24,130	100	23,244	100	50,397	100																
tmreadinghrs											<b>6.3</b>	7.5 ***	-.18	7.6 ***	-.19	6.6	-.04										
<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>																											

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
	tmreadinghrscol	1	0 hrs	10	1	172	1	166	1	244	1								
	(Collapsed version of tmreadinghrs created by NSSE.)	2	More than zero, up to 5 hrs	718	54	10,967	46	10,390	45	25,369	52								
		3	More than 5, up to 10 hrs	356	27	6,921	29	6,712	29	14,398	28								
		4	More than 10, up to 15 hrs	121	9	2,516	10	2,419	10	4,761	9								
		5	More than 15, up to 20 hrs	73	5	1,660	7	1,655	7	2,837	6								
		6	More than 20, up to 25 hrs	52	4	1,243	5	1,247	5	1,775	3								
		7	More than 25 hrs	15	1	593	2	591	3	842	2								
		Total		1,345	100	24,072	100	23,180	100	50,226	100								

#### 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

a. Writing clearly and effectively	pgwrite	1	Very little	66	5	1,567	7	1,413	6	3,421	7	<b>2.9</b>	2.9 *	.07	2.9	.03	2.9	.05	
		2	Some	314	24	5,951	25	5,462	23	12,409	25								Δ
		3	Quite a bit	574	42	10,120	42	9,892	42	19,289	38								
		4	Very much	387	29	6,432	27	6,445	28	15,218	30								
		Total		1,341	100	24,070	100	23,212	100	50,337	100								
b. Speaking clearly and effectively	pgspeak	1	Very little	82	6	2,564	11	2,388	10	4,338	9	<b>2.9</b>	2.7 ***	.22	2.7 ***	.18	2.8 *	.05	
		2	Some	345	26	7,341	30	6,691	29	12,990	26								Δ
		3	Quite a bit	543	40	9,255	38	9,060	39	18,485	36								Δ
		4	Very much	374	28	4,954	21	5,110	22	14,484	29								Δ
		Total		1,344	100	24,114	100	23,249	100	50,297	100								
c. Thinking critically and analytically	pgthink	1	Very little	23	2	528	2	556	3	1,197	3	<b>3.3</b>	3.3 ***	.10	3.2 ***	.11	3.3	.05	
		2	Some	161	12	3,293	14	3,189	14	6,416	13								Δ
		3	Quite a bit	505	37	9,972	41	9,540	40	18,887	37								Δ
		4	Very much	659	49	10,324	43	9,958	43	23,789	48								Δ
		Total		1,348	100	24,117	100	23,243	100	50,289	100								
d. Analyzing numerical and statistical information	pganalyze	1	Very little	144	10	3,132	13	3,309	14	4,325	8	<b>2.9</b>	2.8 ***	.10	2.7 ***	.14	3.0 ***	-.10	
		2	Some	338	24	6,643	27	6,551	28	11,979	23								Δ
		3	Quite a bit	469	35	7,899	33	7,473	32	16,781	33								Δ
		4	Very much	391	31	6,416	28	5,879	26	17,166	35								▽
		Total		1,342	100	24,090	100	23,217	100	50,261	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

Item wording or description		Variable name <sup>c</sup>		Values <sup>d</sup>		Response options Total		Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
								McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
								Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
				Total		1,342	100	24,090	100	23,212	100	50,251	100										

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

#### Frequency Distributions<sup>a</sup>

#### Statistical Comparisons<sup>b</sup>

*Your 4th-year students compared with*

Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	McMaster				Carnegie Doc Highest				McMaster		U15		Ontario		Carnegie Doc Highest	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	208	15	3,835	16	3,915	17	4,683	10	<b>2.6</b>	2.6	.02	2.5 *	.06	2.9 ***	-0.30	
		2	Some	440	33	7,609	32	7,596	33	12,498	25								
		3	Quite a bit	408	30	7,590	31	7,161	31	16,907	33								
		4	Very much	290	22	5,073	21	4,562	19	16,217	32								
		Total		1,346	100	24,107	100	23,234	100	50,305	100								
f. Working effectively with others	pgothers	1	Very little	67	5	1,792	8	1,742	8	2,490	5	<b>3.0</b>	2.8 ***	.26	2.8 ***	.23	3.0	.00	
		2	Some	292	22	6,970	29	6,595	28	10,926	22								
		3	Quite a bit	524	39	9,823	41	9,395	40	19,304	38								
		4	Very much	456	34	5,518	23	5,508	24	17,525	34								
		Total		1,339	100	24,103	100	23,240	100	50,245	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	156	12	3,511	15	3,283	15	6,262	14	<b>2.7</b>	2.6 ***	.17	2.6 ***	.13	2.7	-0.01	
		2	Some	373	28	7,666	32	7,157	31	13,303	27								
		3	Quite a bit	489	36	8,571	35	8,285	35	16,917	33								
		4	Very much	325	24	4,349	18	4,504	19	13,764	27								
		Total		1,343	100	24,097	100	23,229	100	50,246	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	141	11	3,525	15	3,054	13	5,105	11	<b>2.8</b>	2.6 ***	.18	2.7 ***	.10	2.8	-0.04	
		2	Some	383	29	7,625	32	6,961	30	13,577	27								
		3	Quite a bit	468	35	8,077	33	7,966	34	16,914	33								
		4	Very much	349	26	4,857	20	5,220	22	14,613	29								
		Total		1,341	100	24,084	100	23,201	100	50,209	100								
i. Solving complex real- world problems	pgprobsolve	1	Very little	133	10	2,982	12	3,082	13	4,612	10	<b>2.7</b>	2.6 ***	.14	2.6 ***	.16	2.8 *	-0.07	
		2	Some	402	30	8,076	33	7,774	33	13,619	27								
		3	Quite a bit	484	36	8,387	35	7,834	34	17,828	35								
		4	Very much	326	25	4,645	20	4,529	20	14,159	28								
		Total		1,345	100	24,090	100	23,219	100	50,218	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	179	14	3,866	16	3,713	16	6,842	15	<b>2.6</b>	2.5	.05	2.5	.03	2.6 **	-0.08	
		2	Some	470	35	8,233	34	7,675	33	14,966	30								
		3	Quite a bit	439	32	7,746	32	7,501	32	16,227	32								
		4	Very much	249	19	4,182	17	4,267	18	12,016	23								
		Total		1,337	100	24,027	100	23,156	100	50,051	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## McMaster University

### 4th-Year Students

				Frequency Distributions <sup>a</sup>								Statistical Comparisons <sup>b</sup>							
				McMaster		U15		Ontario		Carnegie Doc Highest		McMaster		U15		Ontario		Carnegie Doc Highest	
Item wording or description	Variable name <sup>c</sup>	Values <sup>d</sup>	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	Mean	Effect size <sup>e</sup>	
<b>18. How would you evaluate your entire educational experience at this institution?</b>																			
	evalexp	1	Poor	45	4	921	4	1,009	5	1,189	3	<b>3.2</b>	3.0 ***	.19	3.0 ***	.21	3.3 ***	-.12	
		2	Fair	170	13	4,208	17	4,337	18	5,653	12								
		3	Good	637	47	12,794	52	11,832	50	21,920	43								
		4	Excellent	493	36	6,151	26	6,024	27	21,471	43								
		Total		1,345	100	24,074	100	23,202	100	50,233	100								
<b>19. If you could start over again, would you go to the same institution you are now attending?</b>																			
	sameinst	1	Definitely no	49	4	1,255	5	1,442	6	1,911	4	<b>3.2</b>	3.1 ***	.16	3.0 ***	.21	3.3 *	-.07	
		2	Probably no	165	13	3,928	16	4,105	17	5,764	12								
		3	Probably yes	570	42	10,912	45	10,265	44	19,183	37								
		4	Definitely yes	560	41	7,996	34	7,415	33	23,477	47								
		Total		1,344	100	24,091	100	23,227	100	50,335	100								

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to p. 2 for key to triangle symbols. See the endnotes on the last page of this report.

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 1st-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	Comparisons with:			Comparisons with:			Comparisons with:		
														U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest
1 a. askquest	1,710	2.40	2.29	2.37	2.70	.020	.006	.006	.004	.84	.84	.85	.84	1,977	25,071	58,216	.000	.101	.000	.14	.04	-.35
b. drafts	1,700	2.15	2.21	2.22	2.37	.023	.007	.006	.004	.94	.97	.95	.98	1,985	1,963	1,811	.014	.005	.000	-.06	-.07	-.22
c. unpreparedr	1,691	2.67	2.71	2.69	2.93	.020	.006	.006	.003	.82	.84	.85	.77	23,977	24,906	1,783	.055	.189	.000	-.05	-.03	-.34
d. attendart	1,688	1.57	1.66	1.61	1.88	.019	.006	.005	.004	.76	.83	.83	.89	2,002	1,990	1,831	.000	.033	.000	-.11	-.05	-.34
e. CLaskhelp	1,692	2.80	2.68	2.67	2.70	.021	.006	.006	.004	.88	.88	.88	.86	23,932	24,861	57,302	.000	.000	.000	.14	.14	.11
f. CLexplain	1,693	2.88	2.73	2.75	2.79	.020	.005	.005	.003	.82	.82	.82	.80	1,955	1,947	57,139	.000	.000	.000	.19	.16	.11
g. CLstudy	1,687	2.70	2.62	2.63	2.65	.023	.006	.006	.004	.96	.95	.96	.94	23,851	24,778	56,975	.001	.004	.020	.08	.07	.06
h. CLproject	1,686	2.82	2.66	2.63	2.68	.021	.006	.006	.004	.85	.94	.93	.85	2,006	1,987	56,735	.000	.000	.000	.18	.22	.17
i. present	1,688	2.03	1.77	1.85	2.16	.019	.006	.006	.004	.80	.84	.88	.86	1,983	2,004	1,810	.000	.000	.000	.31	.21	-.15
2 a. RIntegrate	1,669	2.62	2.57	2.58	2.60	.020	.006	.005	.004	.81	.82	.82	.82	23,685	24,575	55,762	.012	.085	.349	.06	.04	.02
b. RSocietal	1,665	2.49	2.48	2.49	2.56	.022	.006	.006	.004	.88	.87	.87	.86	23,616	24,485	55,447	.647	.864	.001	.01	.00	-.08
c. RIdiverse	1,666	2.33	2.23	2.34	2.53	.023	.006	.006	.004	.94	.94	.94	.89	23,561	24,408	1,760	.000	.486	.000	.11	-.02	-.23
d. Rlownview	1,656	2.61	2.60	2.62	2.74	.020	.006	.005	.003	.81	.82	.82	.81	23,455	24,301	1,757	.452	.614	.000	.02	-.01	-.16
e. Rlperspect	1,640	2.82	2.78	2.81	2.87	.020	.005	.005	.003	.82	.81	.80	.80	23,339	24,178	1,738	.061	.571	.010	.05	.01	-.07
f. RInewview	1,635	2.89	2.88	2.87	2.83	.019	.005	.005	.003	.77	.76	.77	.78	23,242	24,092	1,741	.654	.220	.002	.01	.03	.08
g. Rlconnect	1,629	3.01	3.03	3.02	3.02	.018	.005	.005	.003	.72	.73	.73	.74	23,168	24,006	53,619	.258	.747	.682	-.03	-.01	-.01
3 a. SFcareer	1,628	1.84	1.73	1.76	2.22	.022	.006	.006	.004	.89	.87	.89	.90	23,164	23,996	53,675	.000	.001	.000	.12	.09	-.42
b. SFotherwork	1,624	1.58	1.46	1.50	1.75	.021	.005	.005	.004	.83	.76	.79	.89	1,832	1,841	1,741	.000	.000	.000	.17	.10	-.19
c. SFdiscuss	1,616	1.84	1.77	1.79	1.96	.022	.006	.006	.004	.87	.83	.85	.87	23,050	23,881	1,717	.002	.022	.000	.08	.06	-.15
d. SFperform	1,613	1.71	1.62	1.70	2.04	.021	.005	.005	.004	.83	.79	.82	.85	23,036	23,850	1,721	.000	.485	.000	.12	.02	-.39
4 a. memorize	1,615	2.93	3.01	2.96	2.93	.021	.006	.006	.004	.83	.82	.82	.80	1,861	23,833	1,709	.000	.123	.980	-.10	-.04	.00
b. HOapply	1,618	3.11	3.00	2.98	3.00	.020	.006	.005	.003	.79	.81	.81	.78	1,882	23,801	1,719	.000	.000	.000	.14	.16	.15
c. HOanalyze	1,615	2.90	2.86	2.86	2.94	.021	.006	.006	.004	.84	.83	.83	.80	22,945	23,737	1,709	.065	.049	.058	.05	.05	-.05
d. HOevaluate	1,610	2.61	2.62	2.70	2.82	.023	.006	.006	.004	.90	.89	.86	.83	22,918	1,828	1,695	.623	.000	.000	-.01	-.10	-.25
e. HOform	1,614	2.75	2.71	2.74	2.83	.021	.006	.006	.004	.86	.85	.84	.82	22,898	23,715	1,709	.048	.598	.000	.05	.01	-.09
5 a. ETgoals	1,609	2.90	2.97	2.93	3.06	.019	.005	.005	.003	.78	.76	.78	.76	1,845	23,699	1,706	.001	.223	.000	-.09	-.03	-.21
b. ETorganize	1,610	2.88	2.95	2.91	3.02	.019	.005	.005	.003	.77	.74	.78	.77	1,841	23,673	1,711	.000	.111	.000	-.10	-.04	-.18
c. ETexample	1,610	2.97	3.00	2.94	3.03	.020	.005	.005	.004	.80	.78	.82	.79	1,848	1,865	52,422	.179	.138	.002	-.04	.04	-.08
d. ETdraftfb	1,609	2.18	2.27	2.29	2.69	.022	.006	.006	.004	.90	.92	.94	.90	1,868	1,870	1,712	.000	.000	.000	-.09	-.11	-.56
e. ETfeedback	1,605	2.30	2.36	2.37	2.62	.022	.006	.006	.004	.88	.87	.88	.89	22,807	23,609	1,709	.003	.001	.000	-.08	-.09	-.36

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 1st-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	Comparisons with:			Comparisons with:			Comparisons with:		
														U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest
6 a. QRconclude	1,607	2.44	2.43	2.41	2.63	.022	.006	.006	.004	.90	.90	.90	.87	22,776	23,560	1,703	.819	.249	.000	.01	.03	-.22
b. QRproblem	1,605	2.22	2.08	2.14	2.31	.022	.006	.006	.004	.90	.90	.90	.91	1,853	23,526	1,709	.000	.001	.000	.16	.09	-.11
c. QRevaluate	1,607	2.28	2.16	2.18	2.35	.022	.006	.006	.004	.86	.87	.87	.87	22,770	23,559	52,264	.000	.000	.002	.15	.12	-.08
7 a. wrshortnum	1,467	5.60	6.14	6.50	6.26	.141	.040	.039	.026	5.39	5.58	5.60	5.54	21,197	21,824	47,310	.000	.000	.000	-.10	-.16	-.12
b. wmednum	1,459	2.50	2.76	3.21	2.17	.088	.027	.029	.015	3.35	3.78	4.06	3.18	1,745	1,781	1,544	.004	.000	.000	-.07	-.18	.10
c. wrlongnum	1,459	1.33	1.44	1.65	.87	.076	.024	.026	.013	2.89	3.36	3.65	2.68	1,764	1,810	1,540	.172	.000	.000	-.03	-.09	.17
— wrpages	1,445	56.58	61.18	68.92	48.30	1.918	.577	.612	.313	72.90	80.36	86.53	66.20	1,716	1,751	1,522	.022	.000	.000	-.06	-.14	.12
8 a. DRrace	1,461	3.23	3.10	3.12	3.12	.022	.006	.006	.004	.86	.91	.90	.87	21,213	21,784	47,250	.000	.000	.000	.15	.13	.13
b. DDeconomic	1,454	3.02	2.92	2.96	3.08	.023	.006	.006	.004	.87	.91	.89	.85	1,693	21,712	47,138	.000	.017	.008	.12	.06	-.07
c. DDreligion	1,453	3.13	2.95	3.01	3.07	.023	.007	.006	.004	.86	.94	.92	.89	1,720	21,727	47,105	.000	.000	.009	.19	.12	.07
d. DDpolitical	1,455	2.78	2.77	2.79	3.02	.024	.007	.007	.004	.92	.92	.93	.89	21,155	21,726	1,542	.525	.774	.000	.02	-.01	-.27
9 a. LSreading	1,440	2.91	2.97	2.95	3.01	.020	.006	.005	.004	.76	.77	.76	.76	21,079	21,636	1,531	.003	.083	.000	-.08	-.05	-.13
b. LSnotes	1,443	2.62	2.65	2.59	2.85	.024	.006	.006	.004	.90	.90	.89	.89	21,085	21,636	1,533	.156	.207	.000	-.04	.03	-.26
c. LSsummary	1,442	2.70	2.73	2.66	2.77	.024	.006	.006	.004	.89	.89	.88	.87	21,033	21,584	1,529	.122	.108	.004	-.04	.04	-.08
10. challenge	1,437	5.40	5.35	5.25	5.41	.034	.009	.009	.006	1.30	1.28	1.30	1.20	20,995	21,516	1,515	.196	.000	.648	.04	.11	-.01
11 a. intern <sup>l</sup>	1,435	.056	.082	.068	.085	.0061	.0020	.0018	.0013	--	--	--	--	--	--	--	.001	.078	.000	-.10	-.05	-.12
b. leader <sup>l</sup>	1,427	.077	.097	.086	.124	.0071	.0021	.0020	.0016	--	--	--	--	--	--	--	.014	.269	.000	-.07	-.03	-.15
c. learncom <sup>l</sup>	1,423	.069	.104	.085	.182	.0067	.0022	.0020	.0018	--	--	--	--	--	--	--	.000	.035	.000	-.13	-.06	-.35
d. abroad <sup>l</sup>	1,427	.017	.024	.025	.036	.0034	.0011	.0011	.0009	--	--	--	--	--	--	--	.107	.067	.000	-.05	-.05	-.12
e. research <sup>l</sup>	1,421	.034	.031	.026	.057	.0048	.0013	.0011	.0011	--	--	--	--	--	--	--	.652	.067	.000	.01	.05	-.11
f. capstone <sup>l</sup>	1,428	.015	.019	.018	.021	.0032	.0010	.0009	.0007	--	--	--	--	--	--	--	.245	.309	.083	-.03	-.03	-.05
12. servcourse	1,423	1.66	1.46	1.54	1.54	.017	.005	.005	.003	.64	.65	.70	.65	20,772	1,673	1,518	.000	.000	.000	.31	.18	.19
13 a. QIstudent	1,417	5.49	5.34	5.29	5.46	.037	.010	.010	.006	1.38	1.40	1.43	1.33	20,626	21,166	46,019	.000	.000	.383	.11	.14	.02
b. QIadvisor	1,113	4.88	4.62	4.60	5.20	.050	.014	.013	.008	1.65	1.71	1.72	1.60	1,293	1,277	45,075	.000	.000	.000	.15	.16	-.20
c. QIfaculty	1,346	5.06	4.84	4.75	5.20	.039	.011	.012	.007	1.44	1.53	1.59	1.38	1,577	1,587	45,511	.000	.000	.000	.15	.19	-.10
d. QIstaff	1,154	4.95	4.71	4.65	5.04	.048	.014	.014	.008	1.62	1.68	1.73	1.56	1,351	1,346	42,295	.000	.000	.072	.14	.17	-.05
e. QIadmin	1,176	4.97	4.69	4.62	4.86	.045	.013	.013	.008	1.55	1.68	1.71	1.62	1,393	1,381	1,252	.000	.000	.018	.17	.21	.07
14 a. empstudy	1,356	3.15	3.21	3.12	3.16	.020	.005	.005	.004	.74	.74	.76	.74	20,187	20,674	43,999	.002	.233	.558	-.09	.03	-.02
b. SEacademic	1,356	2.84	2.83	2.85	3.06	.021	.006	.006	.004	.79	.81	.82	.80	20,109	1,570	43,706	.525	.829	.000	.02	-.01	-.28
c. SElearnsup	1,356	2.75	2.74	2.80	3.07	.024	.007	.007	.004	.88	.89	.90	.87	20,117	20,606	1,441	.711	.063	.000	.01	-.05	-.36

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 1st-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	Comparisons with:			Comparisons with:			Comparisons with:		
														U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest
d. SEdiverse	1,354	2.54	2.46	2.52	2.81	.026	.007	.007	.005	.95	.96	.96	.93	20,090	20,557	1,437	.005	.466	.000	.08	.02	-.29
e. SEsocial	1,352	2.75	2.69	2.68	3.03	.023	.006	.006	.004	.86	.89	.90	.84	1,565	1,565	1,435	.011	.005	.000	.07	.08	-.33
f. SEwellness	1,351	2.73	2.69	2.69	3.03	.024	.007	.007	.004	.88	.90	.91	.85	20,048	1,559	1,432	.158	.153	.000	.04	.04	-.35
g. SEnonacad	1,345	2.12	2.08	2.11	2.37	.024	.007	.007	.005	.88	.90	.93	.95	20,013	1,560	1,444	.139	.956	.000	.04	.00	-.27
h. SEactivities	1,343	2.55	2.50	2.45	2.94	.024	.007	.007	.004	.87	.90	.92	.87	1,559	1,562	1,429	.043	.000	.000	.06	.10	-.45
i. SEevents	1,345	2.28	2.31	2.30	2.60	.024	.007	.007	.004	.86	.89	.91	.91	1,559	1,560	1,442	.197	.335	.000	-.04	-.03	-.36
15 a. tmprephrs	1,337	18.55	17.31	16.27	15.66	.247	.067	.065	.041	9.04	9.18	9.02	8.33	19,948	20,433	1,409	.000	.000	.000	.13	.25	.35
b. tmcocurrhrs	1,336	5.14	4.20	4.48	6.11	.175	.044	.045	.033	6.39	5.95	6.19	6.73	1,506	1,516	1,431	.000	.000	.000	.16	.11	-.14
c. tmworkonhrs	1,335	1.58	1.12	1.40	2.47	.142	.031	.035	.028	5.20	4.25	4.79	5.70	1,465	1,497	1,438	.002	.224	.000	.11	.04	-.16
d. tmworkoffhrs	1,340	3.71	4.70	4.93	3.67	.193	.057	.060	.038	7.07	7.82	8.26	7.78	1,584	1,606	43,308	.000	.000	.850	-.13	-.15	.01
— tmworkhrs	1,333	5.24	5.80	6.30	6.11	.284	.072	.077	.050	10.38	9.75	10.65	10.14	19,876	1,535	1,414	.041	.000	.003	-.06	-.10	-.09
e. tmservicehrs	1,340	2.80	2.09	2.32	2.41	.143	.032	.036	.022	5.24	4.42	4.96	4.43	1,479	20,403	1,400	.000	.001	.007	.16	.10	.09
f. tmrelaxhrs	1,340	13.12	12.80	13.32	12.89	.230	.062	.063	.040	8.43	8.44	8.76	8.29	19,915	1,549	43,244	.178	.407	.312	.04	-.02	.03
g. tmcarehrs	1,334	2.74	2.41	2.96	1.59	.161	.044	.046	.024	5.89	5.94	6.37	4.91	1,535	20,354	1,393	.047	.235	.000	.06	-.03	.23
h. tmcommutehrs	1,339	5.39	6.37	6.42	3.83	.178	.045	.049	.027	6.51	6.20	6.79	5.44	19,939	1,550	1,399	.000	.000	.000	-.16	-.15	.28
16. reading	1,341	2.54	2.74	2.77	2.61	.032	.009	.009	.005	1.15	1.20	1.20	1.10	19,909	20,370	1,419	.000	.000	.035	-.17	-.19	-.06
— tmreadinghrs	1,332	7.45	7.72	7.43	6.55	.168	.048	.047	.027	6.12	6.56	6.45	5.62	1,559	1,546	1,403	.127	.902	.000	-.04	.00	.16
17 a. pgwrite	1,338	2.52	2.52	2.58	2.67	.024	.007	.006	.004	.89	.89	.87	.89	19,830	20,326	43,079	.942	.021	.000	.00	-.07	-.17
b. pgspeak	1,331	2.37	2.28	2.36	2.54	.025	.007	.007	.005	.91	.94	.94	.93	19,863	20,333	43,004	.001	.817	.000	.10	.01	-.18
c. pgthink	1,334	3.09	2.99	3.02	3.05	.022	.006	.006	.004	.82	.82	.81	.81	1,534	1,525	43,007	.000	.001	.111	.12	.09	.04
d. pganalyze	1,335	2.64	2.57	2.53	2.73	.026	.007	.007	.005	.96	.99	1.01	.94	1,545	1,547	1,416	.012	.000	.001	.07	.11	-.09
e. pgwork	1,339	2.41	2.36	2.35	2.59	.026	.007	.007	.005	.95	.97	.96	.95	19,856	20,332	43,006	.065	.030	.000	.05	.06	-.19
f. pgothers	1,337	2.78	2.56	2.61	2.79	.024	.007	.007	.004	.88	.92	.92	.88	1,555	1,549	42,983	.000	.000	.816	.25	.19	-.01
g. pgvalues	1,333	2.58	2.41	2.49	2.64	.025	.007	.007	.005	.93	.94	.93	.95	19,848	20,303	42,959	.000	.000	.036	.18	.10	-.06
h. pgdiverse	1,333	2.63	2.49	2.59	2.78	.026	.007	.007	.005	.96	.97	.96	.93	19,835	20,296	1,413	.000	.108	.000	.14	.05	-.16
i. pgprobsolve	1,334	2.70	2.48	2.50	2.65	.025	.007	.007	.005	.92	.94	.93	.92	1,539	20,299	42,949	.000	.000	.028	.24	.21	.06
j. pgcitizen	1,335	2.53	2.42	2.47	2.65	.026	.007	.007	.005	.94	.95	.95	.93	19,801	20,239	42,808	.000	.044	.000	.11	.06	-.13
18. evalexp	1,338	3.17	3.03	3.00	3.24	.021	.005	.006	.004	.75	.75	.76	.72	1,533	1,538	43,033	.000	.000	.000	.18	.22	-.10
19. sameinst	1,337	3.30	3.23	3.16	3.29	.020	.006	.006	.004	.74	.75	.78	.77	19,836	20,296	43,080	.001	.000	.555	.10	.18	.02

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 1st-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>			Standard deviation <sup>i</sup>			Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	

PSIS: 35007001

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 4th-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	Comparisons with:			Comparisons with:			Comparisons with:		
														U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest
1 a. askquest	1,587	2.79	2.61	2.72	2.93	.023	.007	.007	.003	.91	.91	.91	.89	20,724	19,660	1,654	.000	.002	.000	.20	.08	-.16
b. drafts	1,581	2.32	2.22	2.26	2.26	.026	.007	.008	.004	1.05	1.02	1.01	1.00	1,836	1,851	1,645	.000	.029	.031	.10	.06	.06
c. unpreparedr	1,586	2.61	2.61	2.62	2.83	.022	.006	.006	.003	.87	.87	.86	.82	20,635	19,558	1,649	.976	.719	.000	.00	-.01	-.27
d. attendart	1,581	1.70	1.75	1.69	1.82	.021	.006	.006	.003	.84	.84	.86	.88	20,585	19,503	72,060	.018	.842	.000	-.06	.01	-.14
e. CLaskhelp	1,584	2.59	2.49	2.47	2.54	.023	.006	.007	.003	.90	.88	.89	.90	20,606	19,527	71,896	.000	.000	.010	.12	.14	.07
f. CLexplain	1,574	2.83	2.71	2.75	2.81	.020	.006	.006	.003	.81	.82	.83	.83	1,852	1,873	1,649	.000	.000	.404	.15	.09	.02
g. CLstudy	1,571	2.66	2.52	2.54	2.56	.025	.007	.007	.004	.98	.96	.96	.98	20,542	19,457	71,512	.000	.000	.000	.14	.13	.10
h. CLproject	1,577	3.10	2.89	2.87	2.92	.022	.007	.007	.003	.87	.92	.92	.89	1,882	1,898	71,277	.000	.000	.000	.23	.25	.20
i. present	1,571	2.90	2.58	2.69	2.65	.023	.007	.007	.004	.90	.92	.92	.94	1,848	1,869	1,647	.000	.000	.000	.36	.24	.27
2 a. RIntegrate	1,564	2.94	2.85	2.90	2.95	.020	.006	.006	.003	.80	.81	.81	.82	1,833	19,343	70,230	.000	.071	.766	.11	.05	-.01
b. RSocietal	1,561	2.73	2.67	2.70	2.72	.022	.006	.007	.003	.88	.89	.90	.91	20,406	19,313	1,637	.009	.189	.560	.07	.03	.01
c. RIdiverse	1,551	2.47	2.35	2.46	2.50	.025	.007	.007	.004	.99	.97	.99	.98	1,806	19,257	69,581	.000	.688	.174	.12	.01	-.03
d. Rlownview	1,550	2.73	2.66	2.71	2.78	.021	.006	.006	.003	.82	.82	.82	.84	20,274	19,214	69,210	.001	.345	.014	.08	.02	-.06
e. Rlperspect	1,550	2.90	2.82	2.87	2.93	.020	.006	.006	.003	.80	.81	.80	.82	1,822	19,126	68,766	.000	.133	.205	.09	.04	-.03
f. RInewview	1,543	2.99	2.92	2.94	2.93	.019	.005	.006	.003	.75	.75	.75	.79	1,806	19,043	1,622	.001	.016	.001	.09	.06	.08
g. Rlconnect	1,535	3.14	3.08	3.09	3.16	.018	.005	.005	.003	.72	.72	.73	.74	20,072	18,994	1,610	.004	.019	.262	.08	.06	-.03
3 a. SFcareer	1,540	2.15	2.00	2.06	2.36	.024	.007	.007	.004	.96	.91	.94	.96	1,776	1,807	1,612	.000	.001	.000	.16	.09	-.22
b. SFotherwork	1,538	1.79	1.70	1.73	1.94	.024	.007	.007	.004	.95	.90	.93	1.00	1,773	18,984	67,854	.001	.023	.000	.10	.06	-.16
c. SFdiscuss	1,536	2.06	1.98	2.03	2.13	.023	.006	.007	.004	.91	.86	.89	.91	1,772	18,952	1,609	.001	.210	.003	.09	.03	-.08
d. SFperform	1,531	1.98	1.78	1.91	2.10	.023	.006	.006	.003	.89	.82	.85	.88	20,006	18,934	67,570	.000	.002	.000	.24	.08	-.14
4 a. memorize	1,535	2.81	2.86	2.84	2.78	.022	.006	.007	.003	.88	.88	.89	.88	19,989	18,929	67,595	.033	.313	.106	-.06	-.03	.04
b. HOapply	1,530	3.06	2.97	2.98	3.08	.021	.006	.006	.003	.80	.80	.81	.80	19,968	18,905	67,383	.000	.001	.277	.10	.09	-.03
c. HOanalyze	1,525	2.96	2.87	2.90	3.01	.021	.006	.006	.003	.84	.84	.84	.84	19,914	18,872	67,145	.000	.005	.020	.11	.08	-.06
d. HOevaluate	1,524	2.77	2.70	2.77	2.81	.023	.007	.007	.004	.89	.89	.88	.90	19,901	18,830	67,069	.005	.723	.089	.08	-.01	-.04
e. HOform	1,530	2.80	2.73	2.78	2.87	.022	.006	.006	.003	.85	.85	.85	.86	19,875	18,822	66,906	.006	.494	.001	.07	.02	-.09
5 a. ETgoals	1,525	2.96	2.97	2.95	3.11	.020	.006	.006	.003	.78	.75	.77	.77	1,768	18,813	1,595	.492	.627	.000	-.02	.01	-.20
b. ETorganize	1,525	2.90	2.94	2.92	3.06	.020	.005	.006	.003	.76	.73	.77	.78	1,765	18,794	66,914	.041	.325	.000	-.06	-.03	-.20
c. ETexample	1,521	2.95	2.97	2.93	3.09	.021	.006	.006	.003	.80	.77	.80	.80	1,758	18,794	66,767	.361	.336	.000	-.03	.03	-.17
d. ETdraftfb	1,524	2.37	2.28	2.36	2.61	.024	.007	.007	.004	.95	.93	.94	.96	1,775	18,766	1,598	.001	.551	.000	.09	.02	-.25
e. ETfeedback	1,521	2.51	2.43	2.46	2.70	.022	.006	.007	.004	.87	.85	.86	.89	1,768	18,727	66,554	.000	.044	.000	.10	.05	-.21

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 4th-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	Comparisons with:			Comparisons with:			Comparisons with:		
														U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest
6 a. QRconclude	1,525	2.57	2.50	2.51	2.71	.023	.007	.007	.004	.91	.94	.94	.92	1,804	1,824	66,655	.004	.009	.000	.08	.07	-.14
b. QRproblem	1,518	2.38	2.21	2.24	2.42	.024	.007	.007	.004	.94	.94	.94	.97	1,779	18,703	1,594	.000	.000	.047	.18	.14	-.05
c. QRevaluate	1,525	2.43	2.33	2.34	2.49	.023	.007	.007	.004	.91	.91	.91	.92	19,799	18,755	66,657	.000	.001	.015	.11	.09	-.06
7 a. wrshortnum	1,415	7.55	7.21	7.73	7.01	.168	.047	.049	.026	6.30	6.20	6.28	6.38	18,549	17,575	60,625	.044	.318	.002	.06	-.03	.08
b. wrmednum	1,405	4.15	4.25	4.80	3.16	.118	.034	.037	.017	4.41	4.48	4.73	4.11	18,468	1,699	1,463	.439	.000	.000	-.02	-.14	.24
c. wrlongnum	1,408	2.69	2.78	3.06	1.80	.107	.031	.034	.014	4.03	4.06	4.33	3.47	18,547	1,703	1,458	.438	.001	.000	-.02	-.09	.25
— wrpages	1,390	95.85	96.32	106.81	72.29	2.617	.742	.813	.362	97.56	96.36	102.65	86.90	18,249	1,669	1,443	.863	.000	.000	.00	-.11	.27
8 a. DRrace	1,412	3.30	3.15	3.18	3.15	.022	.007	.007	.004	.84	.89	.88	.89	1,684	1,698	1,488	.000	.000	.000	.18	.15	.17
b. DDeconomic	1,411	3.11	2.96	3.02	3.11	.023	.007	.007	.004	.86	.88	.87	.87	18,578	17,545	60,688	.000	.000	.971	.17	.10	.00
c. DDreligion	1,408	3.20	2.97	3.05	3.09	.023	.007	.007	.004	.86	.91	.90	.90	18,568	17,552	60,647	.000	.000	.000	.25	.17	.13
d. DDpolitical	1,407	2.92	2.78	2.82	3.03	.024	.007	.007	.004	.89	.90	.91	.91	1,654	1,676	60,604	.000	.000	.000	.16	.12	-.12
9 a. LSreading	1,406	3.00	3.02	3.04	3.08	.021	.006	.006	.003	.80	.80	.79	.81	18,526	17,492	1,475	.239	.048	.000	-.03	-.05	-.10
b. LSnotes	1,405	2.45	2.50	2.47	2.75	.025	.007	.007	.004	.93	.95	.94	.94	18,533	17,492	60,322	.066	.597	.000	-.05	-.01	-.32
c. LSsummary	1,401	2.61	2.66	2.62	2.76	.025	.007	.007	.004	.92	.92	.91	.91	18,491	17,450	1,467	.030	.528	.000	-.06	-.02	-.17
10. challenge	1,400	5.26	5.23	5.21	5.43	.033	.010	.010	.005	1.25	1.26	1.29	1.29	18,455	17,419	1,471	.355	.194	.000	.03	.04	-.13
11 a. intern <sup>l</sup>	1,403	.498	.499	.456	.543	.0134	.0038	.0039	.0021	--	--	--	--	--	--	--	.963	.002	.001	.00	.08	-.09
b. leader <sup>l</sup>	1,406	.379	.353	.335	.402	.0129	.0037	.0037	.0020	--	--	--	--	--	--	--	.045	.001	.082	.06	.09	-.05
c. learncom <sup>l</sup>	1,398	.196	.183	.176	.239	.0106	.0030	.0030	.0018	--	--	--	--	--	--	--	.244	.061	.000	.03	.05	-.11
d. abroad <sup>l</sup>	1,398	.081	.120	.098	.179	.0073	.0025	.0024	.0016	--	--	--	--	--	--	--	.000	.039	.000	-.13	-.06	-.30
e. research <sup>l</sup>	1,401	.280	.251	.225	.271	.0120	.0033	.0033	.0018	--	--	--	--	--	--	--	.016	.000	.444	.07	.13	.02
f. capstone <sup>l</sup>	1,399	.484	.315	.328	.441	.0134	.0036	.0037	.0021	--	--	--	--	--	--	--	.000	.000	.001	.35	.32	.09
12. servcourse	1,397	1.67	1.50	1.56	1.61	.018	.005	.005	.003	.67	.64	.67	.67	18,345	17,286	59,635	.000	.000	.001	.27	.18	.09
13 a. QIstudent	1,397	5.61	5.43	5.40	5.54	.035	.010	.011	.006	1.30	1.34	1.37	1.33	18,277	1,680	59,433	.000	.000	.074	.14	.15	.05
b. QIadvisor	1,260	4.63	4.49	4.55	4.97	.049	.015	.015	.007	1.72	1.76	1.78	1.80	15,935	1,506	58,951	.011	.153	.000	.07	.04	-.19
c. QIfaculty	1,384	5.21	4.98	4.95	5.34	.038	.011	.012	.006	1.40	1.45	1.51	1.40	18,043	1,677	59,248	.000	.000	.001	.16	.17	-.09
d. QIstaff	1,130	4.66	4.48	4.45	4.83	.051	.015	.015	.008	1.70	1.70	1.74	1.68	14,476	1,345	51,064	.001	.000	.001	.10	.12	-.10
e. QIadmin	1,313	4.75	4.52	4.48	4.69	.043	.014	.014	.007	1.57	1.68	1.71	1.69	1,592	1,606	1,387	.000	.000	.169	.14	.16	.04
14 a. empstudy	1,358	3.13	3.22	3.15	3.15	.020	.006	.006	.003	.73	.75	.77	.76	1,594	1,627	1,428	.000	.338	.255	-.12	-.03	-.03
b. SEacademic	1,356	2.70	2.56	2.61	2.89	.022	.006	.007	.004	.80	.80	.83	.84	17,910	1,617	57,264	.000	.000	.000	.17	.11	-.22
c. SElearnsup	1,351	2.42	2.42	2.51	2.78	.024	.007	.007	.004	.89	.87	.90	.92	17,911	16,857	57,261	.932	.000	.000	.00	-.10	-.40

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup>

### McMaster University

#### 4th-Year Students

Variable Name	N		Mean			Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	Comparisons with:			Comparisons with:			Comparisons with:		
														U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest
d. SEdiverse	1,352	2.45	2.24	2.31	2.59	.026	.007	.008	.004	.96	.94	.97	.99	1,569	16,815	57,177	.000	.000	.000	.22	.15	-.14
e. SEsocial	1,354	2.72	2.55	2.56	2.88	.024	.007	.007	.004	.88	.88	.90	.90	17,897	1,615	57,140	.000	.000	.000	.19	.18	-.18
f. SEwellness	1,348	2.67	2.49	2.50	2.83	.025	.007	.007	.004	.91	.91	.92	.93	17,863	1,600	57,027	.000	.000	.000	.20	.19	-.17
g. SEnonacad	1,349	1.96	1.84	1.86	2.06	.024	.007	.007	.004	.88	.85	.88	.96	17,857	1,591	1,426	.000	.000	.000	.15	.11	-.10
h. SEactivities	1,350	2.45	2.30	2.27	2.75	.023	.007	.007	.004	.86	.88	.90	.95	17,855	16,789	1,429	.000	.000	.000	.18	.21	-.32
i. SEevents	1,346	2.24	2.17	2.17	2.40	.023	.007	.007	.004	.85	.85	.87	.94	17,823	16,758	1,425	.005	.011	.000	.08	.07	-.18
15 a. tmprephrs	1,353	16.23	17.06	16.59	15.48	.256	.074	.076	.038	9.40	9.53	9.46	9.00	17,836	16,785	1,413	.002	.182	.004	-.09	-.04	.08
b. tmcocurrhrs	1,349	5.62	5.06	5.10	5.46	.186	.052	.056	.029	6.83	6.73	6.91	6.89	1,570	16,738	56,718	.004	.008	.374	.08	.08	.02
c. tmworkonhrs	1,345	2.93	2.45	2.72	4.20	.173	.046	.050	.032	6.34	5.92	6.16	7.53	1,542	16,753	1,438	.007	.232	.000	.08	.03	-.17
d. tmworkoffhrs	1,346	6.54	7.40	8.31	9.89	.264	.077	.085	.051	9.68	9.86	10.56	12.07	1,582	1,638	1,449	.002	.000	.000	-.09	-.17	-.28
— tmworkhrs	1,340	9.41	9.81	10.99	14.02	.319	.089	.097	.054	11.69	11.34	11.99	12.61	17,747	1,595	1,416	.225	.000	.000	-.03	-.13	-.37
e. tmservicehrs	1,348	3.41	3.02	3.32	2.95	.158	.040	.045	.022	5.79	5.16	5.62	5.14	1,528	16,748	1,400	.016	.561	.004	.08	.02	.09
f. tmrelaxhrs	1,346	12.90	12.52	12.61	11.69	.231	.064	.069	.035	8.48	8.26	8.51	8.30	17,794	16,733	56,683	.102	.225	.000	.05	.03	.15
g. tmcarehrs	1,344	2.98	2.54	3.18	3.60	.188	.050	.058	.036	6.88	6.46	7.21	8.58	1,543	16,720	1,446	.025	.321	.001	.07	-.03	-.07
h. tmcommutehrs	1,345	6.11	6.85	7.04	5.23	.153	.046	.052	.024	5.63	5.90	6.41	5.61	17,798	1,663	1,409	.000	.000	.000	-.13	-.15	.16
16. reading	1,348	2.52	2.72	2.79	2.65	.033	.010	.010	.005	1.21	1.25	1.26	1.21	1,593	1,614	56,646	.000	.000	.000	-.17	-.22	-.12
— tmreadinghrs	1,346	6.35	7.53	7.63	6.61	.161	.052	.055	.026	5.90	6.67	6.76	6.02	1,640	1,671	56,452	.000	.000	.110	-.18	-.19	-.04
17 a. pgwrite	1,342	2.95	2.89	2.92	2.91	.023	.007	.007	.004	.85	.88	.87	.91	1,583	16,694	1,417	.012	.318	.082	.07	.03	.05
b. pgspeak	1,344	2.89	2.69	2.73	2.84	.024	.007	.007	.004	.88	.92	.92	.94	1,590	1,610	1,419	.000	.000	.046	.22	.18	.05
c. pgthink	1,348	3.33	3.25	3.25	3.29	.021	.006	.006	.003	.76	.77	.78	.79	17,773	16,723	56,511	.000	.000	.071	.10	.11	.05
d. pganalyze	1,343	2.86	2.76	2.72	2.95	.026	.008	.008	.004	.97	1.00	1.00	.96	1,583	1,605	56,473	.000	.000	.000	.10	.14	-.10
e. pgwork	1,347	2.58	2.57	2.52	2.88	.027	.008	.008	.004	.99	.99	.99	.97	17,764	16,713	1,410	.562	.033	.000	.02	.06	-.30
f. pgothers	1,339	3.01	2.79	2.81	3.01	.024	.007	.007	.004	.88	.88	.89	.89	1,566	1,585	56,444	.000	.000	.948	.26	.23	.00
g. pgvalues	1,344	2.72	2.56	2.60	2.73	.026	.007	.008	.004	.96	.95	.96	1.00	17,756	16,708	1,415	.000	.000	.801	.17	.13	-.01
h. pgdiverse	1,342	2.75	2.58	2.65	2.79	.026	.008	.008	.004	.96	.97	.97	.98	1,575	16,684	56,415	.000	.000	.179	.18	.10	-.04
i. pgprobsolve	1,346	2.75	2.62	2.60	2.81	.026	.007	.008	.004	.94	.94	.95	.96	17,752	1,595	56,423	.000	.000	.012	.14	.16	-.07
j. pgcitizen	1,337	2.56	2.50	2.53	2.63	.026	.008	.008	.004	.95	.96	.97	1.00	17,700	16,651	1,409	.057	.346	.003	.05	.03	-.08
18. evalexp	1,346	3.16	3.01	2.99	3.26	.021	.006	.006	.003	.78	.77	.80	.77	1,567	1,600	1,409	.000	.000	.000	.19	.21	-.12
19. sameinst	1,345	3.21	3.07	3.03	3.27	.022	.007	.007	.004	.81	.84	.87	.82	17,750	16,708	1,413	.000	.000	.012	.16	.21	-.07

# NSSE 2017 Frequencies and Statistical Comparisons

## Detailed Statistics<sup>g</sup> McMaster University

### 4th-Year Students

Variable Name	N		Mean				Standard error <sup>h</sup>				Standard deviation <sup>i</sup>				Degrees of freedom <sup>j</sup>			Significance <sup>k</sup>			Effect size <sup>e</sup>		
	McMaster	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	McMaster	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	U15	Ontario	Carnegie Doc Highest	

PSIS: 35007001

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### Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Means calculated from ordered response options (e.g., Very often, Often, Sometimes, Never) assume equal intervals and should be interpreted with caution. Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Exceptions are the dichotomous High-Impact Practice items (11a to 11f) which are compared using a  $z$ -test.
- c. Items which make up the Engagement Indicators include the following two-letter prefixes: CL = Collaborative Learning, DD = Discussions with Diverse Others, ET = Effective Teaching Practices, HO = Higher-Order Learning, LS = Learning Strategies, QI = Quality of Interactions, QR = Quantitative Reasoning, RI = Reflective & Integrative Learning, SE = Supportive Environment, and SF = Student-Faculty Interaction.
- d. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook. For items estimating number of papers and hours per week, the values represent actual units using the midpoints of response option ranges and an estimate for unbounded options.
- e. Effect size for independent  $t$ -tests uses Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ . See page 2 for more details.
- f. Statistical comparison uses  $z$ -test to compare the percentage who responded "Done or in progress."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the  $t$ -tests. Values differ from  $N$ s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent  $t$ -tests or  $z$ -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress."

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**NSSE 2017**  
**Engagement Indicators**  
McMaster University

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	Quality of Interactions
	Supportive Environment

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison group.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students'.

### How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

## Engagement Indicators: Overview

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

Use the following key:

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

### 1st-Year Students

Theme	Engagement Indicator	Your 1st-year students compared with U15	Your 1st-year students compared with Ontario	Your 1st-year students compared with Carnegie Doc Highest
<i>Academic Challenge</i>	Higher-Order Learning	△	--	▽
	Reflective & Integrative Learning	--	--	▽
	Learning Strategies	▽	--	▽
	Quantitative Reasoning	△	△	▽
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	▼
	Effective Teaching Practices	▽	▽	▼
<i>Campus Environment</i>	Quality of Interactions	△	△	▽
	Supportive Environment	--	--	▼

### 4th-Year Students

Theme	Engagement Indicator	Your 4th-year students compared with U15	Your 4th-year students compared with Ontario	Your 4th-year students compared with Carnegie Doc Highest
<i>Academic Challenge</i>	Higher-Order Learning	△	△	▽
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	▽	--	▽
	Quantitative Reasoning	△	△	▽
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	▽
	Effective Teaching Practices	--	--	▽
<i>Campus Environment</i>	Quality of Interactions	△	△	▽
	Supportive Environment	△	△	▽

### Academic Challenge: 1st-year students

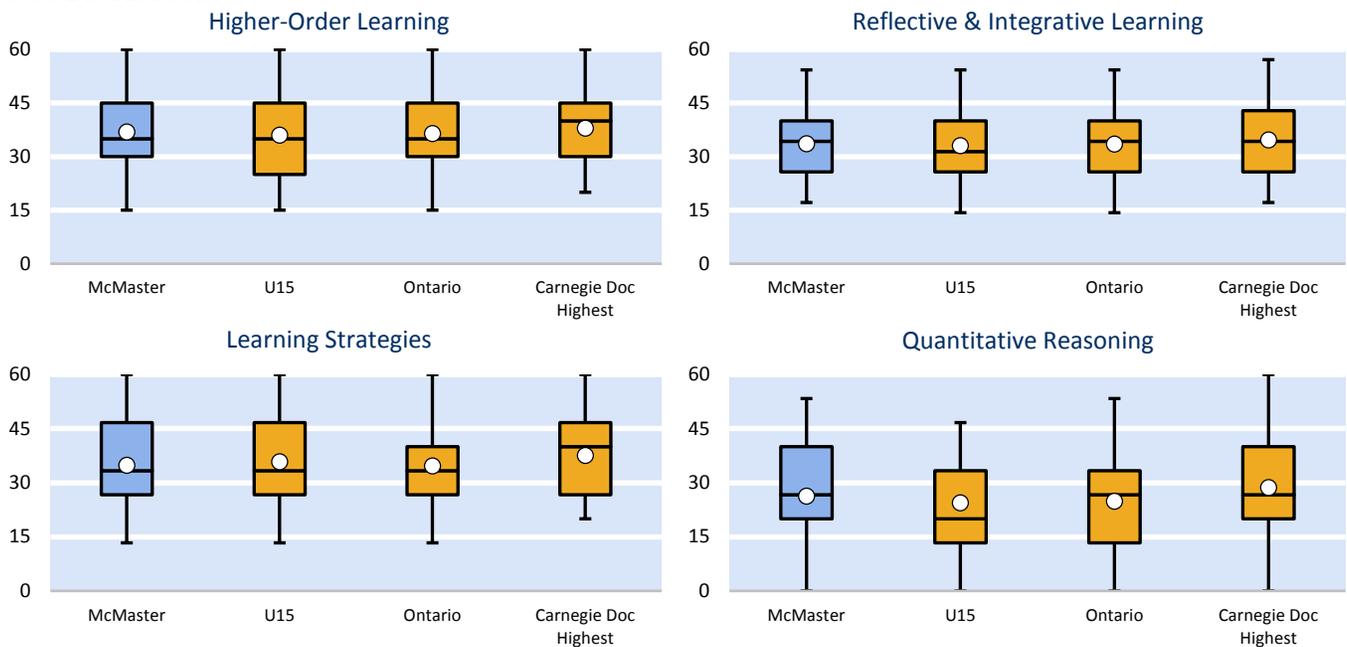
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 1st-year students compared with					
		U15 Mean	U15 Effect size	Ontario Mean	Ontario Effect size	Carnegie Doc Highest Mean	Carnegie Doc Highest Effect size
Higher-Order Learning	36.9	36.0 **	.07	36.4	.04	37.9 **	-.08
Reflective & Integrative Learning	33.6	33.1	.05	33.5	.01	34.7 ***	-.09
Learning Strategies	34.8	35.7 *	-.07	34.6	.02	37.5 ***	-.20
Quantitative Reasoning	26.3	24.4 ***	.13	24.9 ***	.10	28.6 ***	-.16

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

#### Score Distributions



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

### Academic Challenge: 1st-year students (continued)

#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	McMaster	Percentage point difference between your 1st-yr students and		
		U15	Ontario	Carnegie Doc Highest
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	79	+5	+6	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+1	+1	-3
4d. Evaluating a point of view, decision, or information source	55	-1	-5	-11
4e. Forming a new idea or understanding from various pieces of information	61	+1	-1	-5
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+2	+2	+1
2b. Connected your learning to societal problems or issues	47	+0	-1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	+4	-1	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	+1	-1	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	+0	-1	-3
2f. Learned something that changed the way you understand an issue or concept	70	+0	+1	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-1	-1	-0
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-4	-3	-5
9b. Reviewed your notes after class	51	-1	+2	-11
9c. Summarized what you learned in class or from course materials	57	-1	+2	-4
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-1	+0	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	+5	+2	-5
6c. Evaluated what others have concluded from numerical information	38	+5	+4	-3

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Academic Challenge: 4th-year students

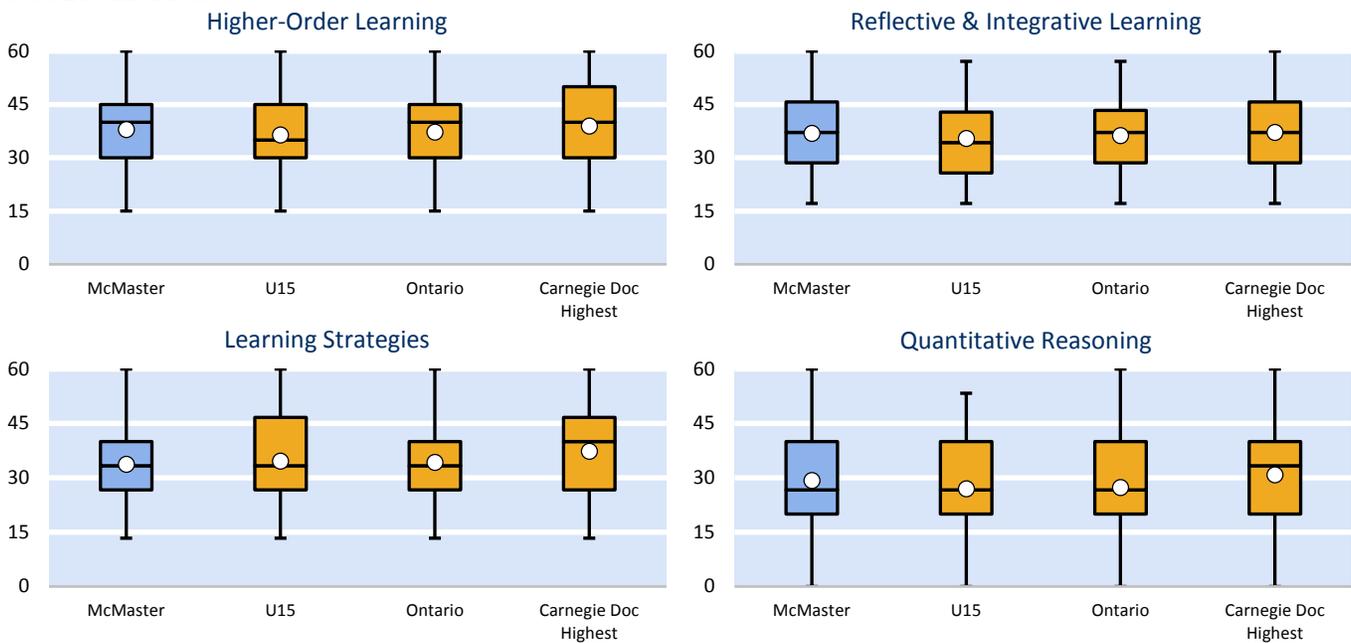
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 4th-year students compared with					
		U15		Ontario		Carnegie Doc Highest	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	36.4 ***	.12	37.2 *	.05	38.9 **	-.07
Reflective & Integrative Learning	36.9	35.4 ***	.13	36.2 *	.05	37.1	-.02
Learning Strategies	33.7	34.6 *	-.06	34.2	-.04	37.3 ***	-.25
Quantitative Reasoning	29.2	26.9 ***	.14	27.3 ***	.12	30.8 ***	-.10

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

#### Score Distributions



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

### Academic Challenge: 4th-year students (continued)

#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	McMaster	Percentage point difference between your 4th-yr students and		
		U15	Ontario	Carnegie Doc Highest
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	76	+2	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+3	+2	-3
4d. Evaluating a point of view, decision, or information source	62	+3	-1	-2
4e. Forming a new idea or understanding from various pieces of information	64	+2	-0	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70	+4	+2	+1
2b. Connected your learning to societal problems or issues	58	+2	+1	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	+4	-1	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+4	+1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+3	+1	-0
2f. Learned something that changed the way you understand an issue or concept	74	+3	+2	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+2	+2	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-1	-2	-2
9b. Reviewed your notes after class	43	-3	-1	-15
9c. Summarized what you learned in class or from course materials	52	-3	-1	-8
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+4	+3	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+7	+6	-2
6c. Evaluated what others have concluded from numerical information	46	+5	+4	-2

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Learning with Peers: 1st-year students

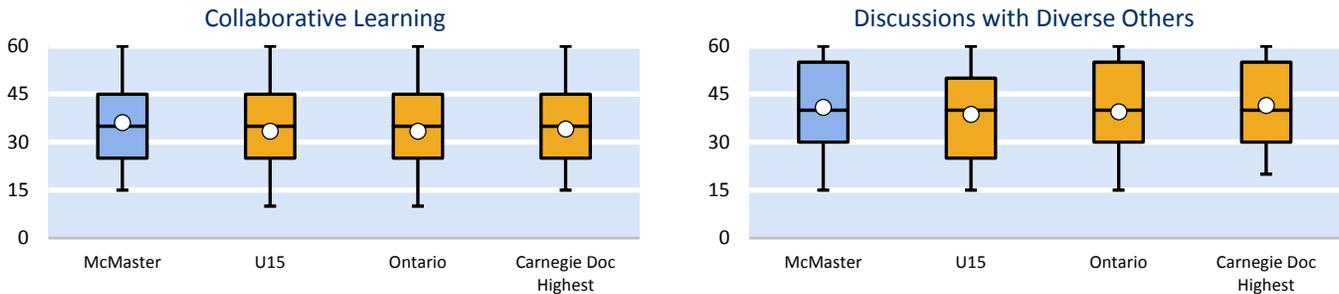
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 1st-year students compared with					
		U15		Ontario		Carnegie Doc Highest	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.1	33.4 ***	.19	33.4 ***	.19	34.1 ***	.14
Discussions with Diverse Others	40.8	38.7 ***	.14	39.5 **	.09	41.5	-.04

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	McMaster	Percentage point difference between your 1st-yr students and		
		U15	Ontario	Carnegie Doc Highest
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	61	+5	+5	+4
1f. Explained course material to one or more students	67	+7	+7	+5
1g. Prepared for exams by discussing or working through course material with other students	57	+3	+2	+3
1h. Worked with other students on course projects or assignments	62	+7	+8	+6
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	79	+7	+5	+5
8b. People from an economic background other than your own	72	+6	+3	-2
8c. People with religious beliefs other than your own	76	+9	+6	+4
8d. People with political views other than your own	59	+1	-1	-11

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

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### Learning with Peers: 4th-year students

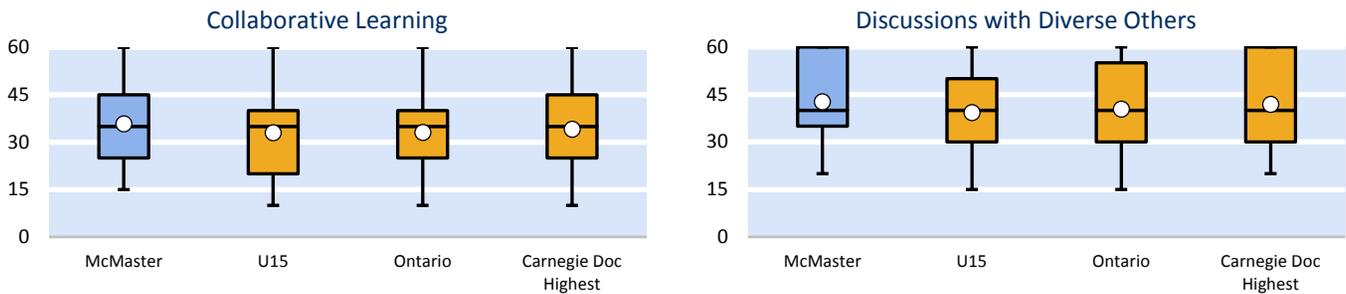
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 4th-year students compared with					
		U15 Mean	U15 Effect size	Ontario Mean	Ontario Effect size	Carnegie Doc Highest Mean	Carnegie Doc Highest Effect size
Collaborative Learning	35.9	33.0 ***	.20	33.1 ***	.19	34.1 ***	.12
Discussions with Diverse Others	42.7	39.3 ***	.23	40.3 ***	.16	41.9 *	.06

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

#### Score Distributions



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#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	McMaster	Percentage point difference between your 4th-yr students and		
		U15	Ontario	Carnegie Doc Highest
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	51	+6	+7	+3
1f. Explained course material to one or more students	64	+7	+4	+1
1g. Prepared for exams by discussing or working through course material with other students	55	+7	+6	+5
1h. Worked with other students on course projects or assignments	76	+11	+11	+9
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	82	+7	+6	+7
8b. People from an economic background other than your own	74	+6	+3	-1
8c. People with religious beliefs other than your own	78	+10	+6	+5
8d. People with political views other than your own	64	+6	+4	-5

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

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### Experiences with Faculty: 1st-year students

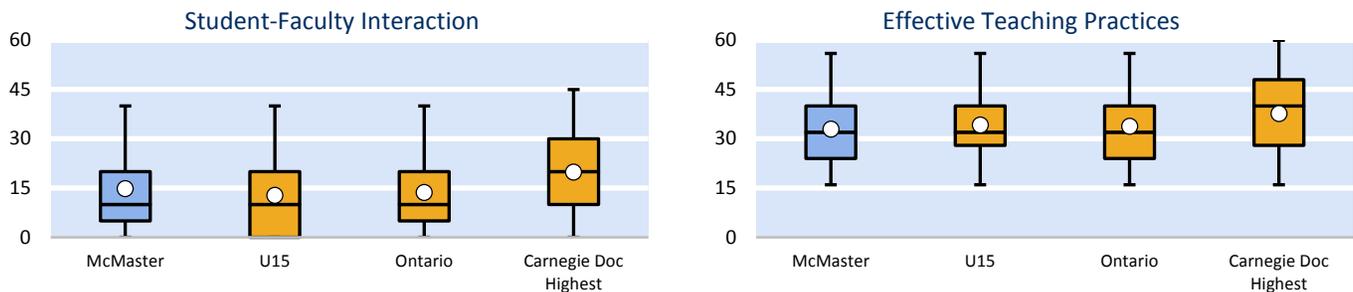
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 1st-year students compared with					
		U15		Ontario		Carnegie Doc Highest	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.8	12.8 ***	.15	13.7 **	.08	19.8 ***	-.36
Effective Teaching Practices	32.9	34.2 ***	-.11	33.8 **	-.07	37.7 ***	-.38

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	McMaster	Percentage point difference between your 1st-yr students and		
		U15	Ontario	Carnegie Doc Highest
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%			
3a. Talked about career plans with a faculty member	21	+4	+2	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	+4	+2	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	+2	+1	-3
3d. Discussed your academic performance with a faculty member	16	+3	+0	-10
<b>Effective Teaching Practices</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	70	-5	-2	-8
5b. Taught course sessions in an organized way	70	-5	-1	-6
5c. Used examples or illustrations to explain difficult points	74	-2	+2	-2
5d. Provided feedback on a draft or work in progress	33	-5	-6	-24
5e. Provided prompt and detailed feedback on tests or completed assignments	39	-3	-4	-16

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

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### Experiences with Faculty: 4th-year students

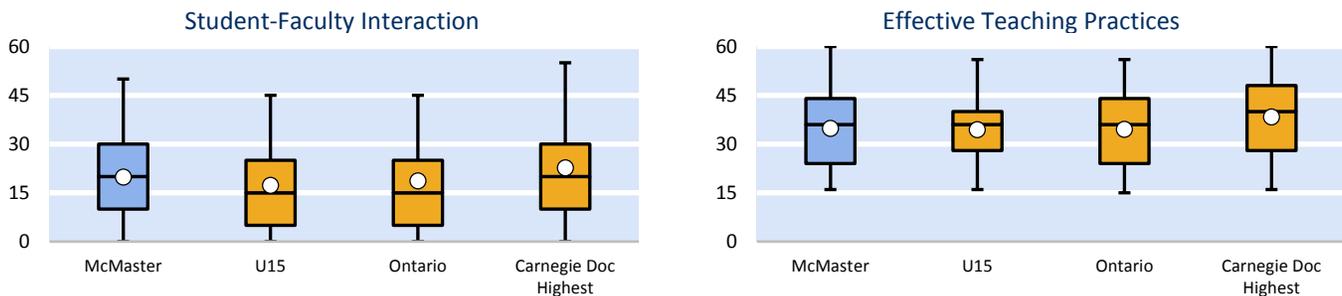
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 4th-year students compared with					
		U15 Mean	U15 Effect size	Ontario Mean	Ontario Effect size	Carnegie Doc Highest Mean	Carnegie Doc Highest Effect size
Student-Faculty Interaction	19.8	17.3 ***	.18	18.6 **	.08	22.6 ***	-.18
Effective Teaching Practices	34.8	34.4	.03	34.5	.02	38.3 ***	-.27

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	McMaster	Percentage point difference between your 4th-yr students and		
		U15	Ontario	Carnegie Doc Highest
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	32	+7	+4	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+3	+2	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+3	+1	-3
3d. Discussed your academic performance with a faculty member	24	+8	+3	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-2	-0	-6
5b. Taught course sessions in an organized way	72	-4	-1	-6
5c. Used examples or illustrations to explain difficult points	72	-3	+0	-6
5d. Provided feedback on a draft or work in progress	41	+2	-2	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	50	+4	+3	-9

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

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### Campus Environment: 1st-year students

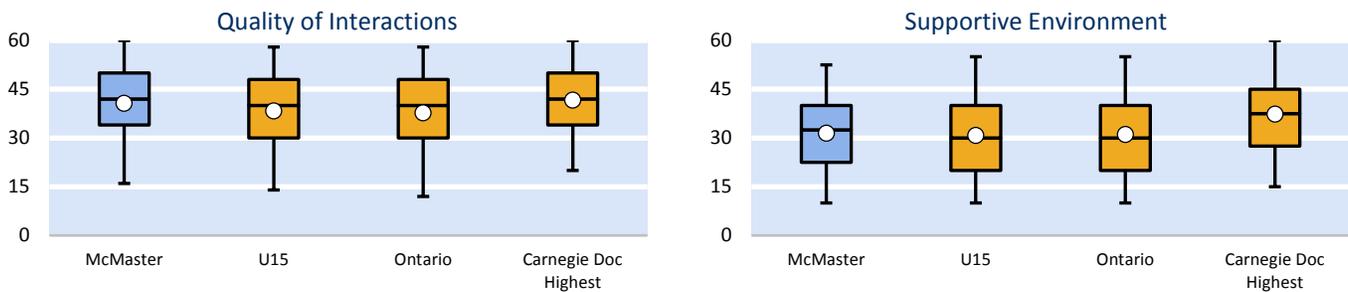
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 1st-year students compared with					
		U15 Mean	U15 Effect size	Ontario Mean	Ontario Effect size	Carnegie Doc Highest Mean	Carnegie Doc Highest Effect size
Quality of Interactions	40.7	38.3 ***	.19	37.7 ***	.22	41.6 *	-.08
Supportive Environment	31.4	30.7	.05	31.0	.03	37.3 ***	-.45

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

#### Score Distributions



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#### Performance<sup>a</sup> on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	McMaster %	Percentage point difference between your 1st-yr students and		
		U15	Ontario	Carnegie Doc Highest
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	+5	+6	+2
13b. Academic advisors	40	+6	+6	-9
13c. Faculty	41	+4	+5	-5
13d. Student services staff (career services, student activities, housing, etc.)	41	+5	+6	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+5	+7	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	+1	+0	-9
14c. Using learning support services (tutoring services, writing center, etc.)	63	+1	-2	-12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	+4	+1	-11
14e. Providing opportunities to be involved socially	63	+3	+4	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+1	+1	-13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+0	-2	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+2	+4	-18
14i. Attending events that address important social, economic, or political issues	37	-4	-4	-17

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

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### Campus Environment: 4th-year students

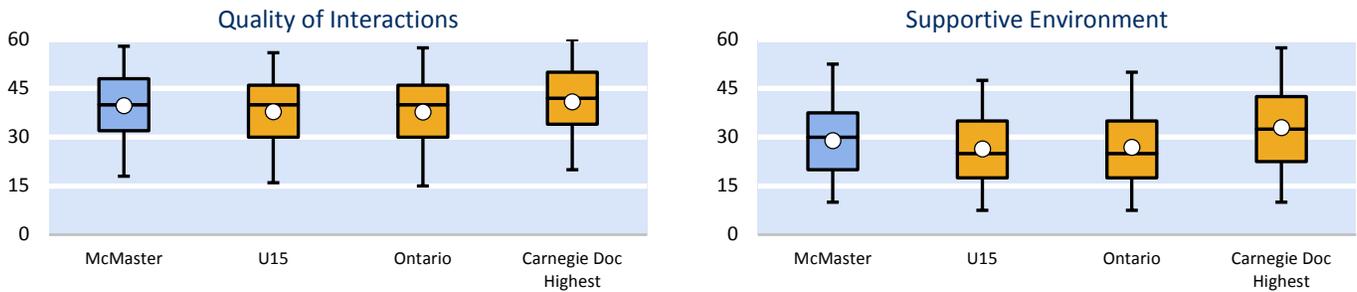
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	McMaster Mean	Your 4th-year students compared with					
		U15		Ontario		Carnegie Doc Highest	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.8	37.9 ***	.16	37.8 ***	.16	40.9 **	-.09
Supportive Environment	29.0	26.4 ***	.21	26.9 ***	.16	33.0 ***	-.29

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

#### Score Distributions



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Quality of Interactions	McMaster %	Percentage point difference between your 4th-yr students and			
		U15	Ontario	Carnegie Doc Highest	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	59	+6	+7	+2	
13b. Academic advisors	34	+2	+0		-11
13c. Faculty	46	+7	+7		-5
13d. Student services staff (career services, student activities, housing, etc.)	34	+4	+4		-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	+4	+4		-1
<i>Supportive Environment</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	60	+7	+4		-9
14c. Using learning support services (tutoring services, writing center, etc.)	45	-1	-5		-18
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	+10	+6		-5
14e. Providing opportunities to be involved socially	61	+8	+8		-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	+9	+9		-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	+5	+3		-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	+6	+8		-15
14i. Attending events that address important social, economic, or political issues	36	+2	+2		-8

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

#### 1st-Year Students

Theme	Engagement Indicator	McMaster Mean	Your 1st-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.9	39.2 ***	-.17		41.2 ***	-.32	
	Reflective and Integrative Learning	33.6	36.6 ***	-.25		38.3 ***	-.38	
	Learning Strategies	34.8	39.8 ***	-.36		41.9 ***	-.51	
	Quantitative Reasoning	26.3	28.8 ***	-.17		30.4 ***	-.27	
<i>Learning with Peers</i>	Collaborative Learning	36.1	35.2 **	.07	✓	37.1 **	-.08	
	Discussions with Diverse Others	40.8	41.7 *	-.06		43.8 ***	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.8	23.8 ***	-.61		27.2 ***	-.81	
	Effective Teaching Practices	32.9	40.7 ***	-.60		42.6 ***	-.72	
<i>Campus Environment</i>	Quality of Interactions	40.7	43.8 ***	-.27		46.1 ***	-.46	
	Supportive Environment	31.4	38.2 ***	-.52		40.0 ***	-.66	

#### 4th-Year Students

Theme	Engagement Indicator	McMaster Mean	Your 4th-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.9	41.8 ***	-.29		43.3 ***	-.40	
	Reflective and Integrative Learning	36.9	40.0 ***	-.25		42.0 ***	-.42	
	Learning Strategies	33.7	40.7 ***	-.49		42.9 ***	-.64	
	Quantitative Reasoning	29.2	31.1 ***	-.12		33.0 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	35.9	35.8	.00	✓	37.9 ***	-.15	
	Discussions with Diverse Others	42.7	42.3	.03	✓	44.3 ***	-.10	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.8	29.2 ***	-.60		33.0 ***	-.83	
	Effective Teaching Practices	34.8	41.8 ***	-.52		43.8 ***	-.68	
<i>Campus Environment</i>	Quality of Interactions	39.8	44.8 ***	-.43		46.9 ***	-.59	
	Supportive Environment	29.0	34.8 ***	-.42		37.2 ***	-.60	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

#### Detailed Statistics: 1st-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
McMaster (N = 1598)	36.9	12.9	.32	15	30	35	45	60				
U15	36.0	12.8	.09	15	25	35	45	60	22,734	.9	.005	.072
Ontario	36.4	12.8	.09	15	30	35	45	60	23,496	.5	.150	.037
Carnegie Doc Highest	37.9	13.0	.06	20	30	40	45	60	51,947	-1.0	.002	-.079
Top 50%	39.2	13.1	.03	20	30	40	50	60	144,054	-2.3	.000	-.172
Top 10%	41.2	13.3	.08	20	35	40	50	60	27,924	-4.3	.000	-.321
<b>Reflective &amp; Integrative Learning</b>												
McMaster (N = 1638)	33.6	11.7	.29	17	26	34	40	54				
U15	33.1	11.4	.08	14	26	31	40	54	23,259	.6	.053	.050
Ontario	33.5	11.6	.08	14	26	34	40	54	24,116	.1	.780	.007
Carnegie Doc Highest	34.7	12.0	.05	17	26	34	43	57	54,054	-1.1	.000	-.092
Top 50%	36.6	12.0	.03	17	29	37	46	57	134,165	-3.0	.000	-.247
Top 10%	38.3	12.3	.07	20	29	37	46	60	1,848	-4.6	.000	-.379
<b>Learning Strategies</b>												
McMaster (N = 1436)	34.8	13.5	.36	13	27	33	47	60				
U15	35.7	13.6	.10	13	27	33	47	60	20,949	-.9	.014	-.067
Ontario	34.6	13.4	.09	13	27	33	40	60	21,483	.2	.552	.016
Carnegie Doc Highest	37.5	13.7	.06	20	27	40	47	60	46,357	-2.7	.000	-.196
Top 50%	39.8	13.7	.04	20	27	40	53	60	111,517	-5.0	.000	-.364
Top 10%	41.9	14.1	.08	20	33	40	53	60	1,600	-7.1	.000	-.506
<b>Quantitative Reasoning</b>												
McMaster (N = 1592)	26.3	14.8	.37	0	20	27	40	53				
U15	24.4	14.7	.10	0	13	20	33	47	22,539	1.8	.000	.126
Ontario	24.9	14.8	.10	0	13	27	33	53	23,288	1.4	.000	.095
Carnegie Doc Highest	28.6	15.1	.07	0	20	27	40	60	1,697	-2.4	.000	-.158
Top 50%	28.8	15.2	.04	0	20	27	40	60	1,626	-2.6	.000	-.169
Top 10%	30.4	15.2	.08	7	20	27	40	60	1,738	-4.2	.000	-.273
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
McMaster (N = 1674)	36.1	14.1	.34	15	25	35	45	60				
U15	33.4	14.2	.10	10	25	35	45	60	23,684	2.7	.000	.187
Ontario	33.4	14.3	.09	10	25	35	45	60	24,566	2.7	.000	.188
Carnegie Doc Highest	34.1	13.9	.06	15	25	35	45	60	56,219	1.9	.000	.140
Top 50%	35.2	13.5	.03	15	25	35	45	60	1,707	.9	.009	.067
Top 10%	37.1	13.4	.07	15	25	40	45	60	1,816	-1.1	.003	-.078
<b>Discussions with Diverse Others</b>												
McMaster (N = 1446)	40.8	14.9	.39	15	30	40	55	60				
U15	38.7	15.5	.11	15	25	40	50	60	1,685	2.2	.000	.140
Ontario	39.5	15.5	.11	15	30	40	55	60	21,559	1.4	.001	.089
Carnegie Doc Highest	41.5	14.8	.07	20	30	40	55	60	46,772	-.7	.099	-.044
Top 50%	41.7	14.9	.04	20	30	40	55	60	140,669	-.9	.021	-.061
Top 10%	43.8	14.5	.08	20	35	45	60	60	34,533	-3.0	.000	-.204

#### Experiences with Faculty

#### Detailed Statistics: 1st-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Student-Faculty Interaction</b>												
McMaster (N = 1601)	14.8	13.6	.34	0	5	10	20	40				
U15	12.8	12.8	.09	0	0	10	20	40	1,821	2.0	.000	.152
Ontario	13.7	13.3	.09	0	5	10	20	40	23,645	1.1	.001	.084
Carnegie Doc Highest	19.8	14.1	.06	0	10	20	30	45	52,721	-5.0	.000	-.359
Top 50%	23.8	14.7	.05	0	15	20	35	55	1,668	-9.0	.000	-.613
Top 10%	27.2	15.6	.13	5	15	25	40	60	2,097	-12.5	.000	-.809
<b>Effective Teaching Practices</b>												
McMaster (N = 1611)	32.9	12.1	.30	16	24	32	40	56				
U15	34.2	11.8	.08	16	28	32	40	56	22,881	-1.3	.000	-.108
Ontario	33.8	12.3	.08	16	24	32	40	56	23,678	-.8	.009	-.068
Carnegie Doc Highest	37.7	12.5	.06	16	28	40	48	60	1,721	-4.7	.000	-.379
Top 50%	40.7	13.0	.04	20	32	40	52	60	1,671	-7.7	.000	-.596
Top 10%	42.6	13.6	.09	20	36	44	56	60	1,909	-9.6	.000	-.716
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
McMaster (N = 1171)	40.7	12.3	.36	16	34	42	50	60				
U15	38.3	12.9	.11	14	30	40	48	58	1,376	2.4	.000	.187
Ontario	37.7	13.3	.10	12	30	40	48	58	1,366	3.0	.000	.223
Carnegie Doc Highest	41.6	11.7	.06	20	34	42	50	60	1,228	-.9	.012	-.078
Top 50%	43.8	11.5	.04	22	38	46	52	60	1,196	-3.1	.000	-.273
Top 10%	46.1	11.7	.09	24	40	48	56	60	16,934	-5.4	.000	-.457
<b>Supportive Environment</b>												
McMaster (N = 1344)	31.4	12.5	.34	10	23	33	40	53				
U15	30.7	12.8	.09	10	20	30	40	55	20,006	.6	.074	.050
Ontario	31.0	13.2	.10	10	20	30	40	55	1,559	.4	.310	.027
Carnegie Doc Highest	37.3	13.0	.06	15	28	38	45	60	43,492	-5.9	.000	-.453
Top 50%	38.2	13.1	.04	18	30	40	48	60	1,378	-6.9	.000	-.522
Top 10%	40.0	13.0	.08	18	31	40	50	60	28,183	-8.6	.000	-.664

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

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

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

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

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

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

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

#### Detailed Statistics: 4th-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
McMaster (N = 1514)	37.9	13.4	.34	15	30	40	45	60				
U15	36.4	13.0	.10	15	30	35	45	60	1,758	1.5	.000	.117
Ontario	37.2	13.2	.10	15	30	40	45	60	18,693	.7	.041	.055
Carnegie Doc Highest	38.9	13.7	.05	15	30	40	50	60	66,248	-.9	.008	-.069
Top 50%	41.8	13.5	.04	20	35	40	55	60	115,708	-3.9	.000	-.290
Top 10%	43.3	13.4	.07	20	35	40	55	60	35,273	-5.3	.000	-.397
<b>Reflective &amp; Integrative Learning</b>												
McMaster (N = 1543)	36.9	12.1	.31	17	29	37	46	60				
U15	35.4	11.9	.09	17	26	34	43	57	20,133	1.5	.000	.126
Ontario	36.2	12.0	.09	17	29	37	43	57	19,072	.7	.040	.055
Carnegie Doc Highest	37.1	12.6	.05	17	29	37	46	60	1,620	-.2	.520	-.016
Top 50%	40.0	12.3	.04	20	31	40	49	60	119,220	-3.1	.000	-.255
Top 10%	42.0	12.2	.08	20	34	43	51	60	26,030	-5.1	.000	-.420
<b>Learning Strategies</b>												
McMaster (N = 1398)	33.7	14.0	.38	13	27	33	40	60				
U15	34.6	14.0	.11	13	27	33	47	60	18,421	-.9	.021	-.064
Ontario	34.2	13.9	.11	13	27	33	40	60	17,371	-.5	.184	-.037
Carnegie Doc Highest	37.3	14.6	.06	13	27	40	47	60	1,471	-3.6	.000	-.245
Top 50%	40.7	14.4	.04	20	33	40	53	60	139,373	-7.0	.000	-.490
Top 10%	42.9	14.3	.07	20	33	40	60	60	1,499	-9.2	.000	-.645
<b>Quantitative Reasoning</b>												
McMaster (N = 1512)	29.2	15.5	.40	0	20	27	40	60				
U15	26.9	15.6	.12	0	20	27	40	53	19,583	2.2	.000	.144
Ontario	27.3	15.7	.12	0	20	27	40	60	18,548	1.9	.000	.121
Carnegie Doc Highest	30.8	16.2	.06	0	20	33	40	60	1,590	-1.6	.000	-.097
Top 50%	31.1	16.2	.04	0	20	33	40	60	1,540	-1.9	.000	-.120
Top 10%	33.0	15.9	.08	7	20	33	40	60	39,930	-3.8	.000	-.239
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
McMaster (N = 1558)	35.9	14.2	.36	15	25	35	45	60				
U15	33.0	14.2	.10	10	20	35	40	60	20,401	2.8	.000	.200
Ontario	33.1	14.1	.11	10	25	35	40	60	19,313	2.7	.000	.194
Carnegie Doc Highest	34.1	14.5	.06	10	25	35	45	60	70,579	1.7	.000	.120
Top 50%	35.8	13.8	.03	15	25	35	45	60	161,514	.1	.879	.004
Top 10%	37.9	13.4	.07	15	30	40	50	60	1,692	-2.0	.000	-.151
<b>Discussions with Diverse Others</b>												
McMaster (N = 1401)	42.7	14.5	.39	20	35	40	60	60				
U15	39.3	15.0	.11	15	30	40	50	60	18,461	3.4	.000	.229
Ontario	40.3	15.1	.12	15	30	40	55	60	17,428	2.4	.000	.157
Carnegie Doc Highest	41.9	15.2	.06	20	30	40	60	60	1,474	.8	.033	.055
Top 50%	42.3	15.6	.04	15	30	40	60	60	1,426	.4	.305	.026
Top 10%	44.3	15.3	.08	20	35	45	60	60	1,517	-1.6	.000	-.102

#### Experiences with Faculty

#### Detailed Statistics: 4th-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Student-Faculty Interaction</b>												
McMaster (N = 1521)	19.8	14.7	.38	0	10	20	30	50				
U15	17.3	13.8	.10	0	5	15	25	45	1,750	2.5	.000	.181
Ontario	18.6	14.4	.11	0	5	15	25	45	18,793	1.2	.002	.083
Carnegie Doc Highest	22.6	15.4	.06	0	10	20	30	55	1,598	-2.8	.000	-.184
Top 50%	29.2	15.7	.06	5	20	30	40	60	1,596	-9.4	.000	-.601
Top 10%	33.0	16.0	.15	10	20	30	45	60	2,063	-13.2	.000	-.833
<b>Effective Teaching Practices</b>												
McMaster (N = 1524)	34.8	12.6	.32	16	24	36	44	60				
U15	34.4	11.9	.09	16	28	36	40	56	1,759	.4	.260	.031
Ontario	34.5	12.6	.10	15	24	36	44	56	18,806	.3	.399	.023
Carnegie Doc Highest	38.3	13.2	.05	16	28	40	48	60	66,905	-3.5	.000	-.269
Top 50%	41.8	13.5	.04	20	32	40	52	60	1,577	-7.0	.000	-.520
Top 10%	43.8	13.4	.10	20	36	44	56	60	1,799	-9.1	.000	-.680
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
McMaster (N = 1271)	39.8	11.7	.33	18	32	40	48	58				
U15	37.9	12.2	.10	16	30	40	46	56	1,517	1.9	.000	.158
Ontario	37.8	12.4	.10	15	30	40	46	58	1,534	2.0	.000	.162
Carnegie Doc Highest	40.9	11.9	.05	20	34	42	50	60	56,804	-1.1	.001	-.092
Top 50%	44.8	11.6	.04	23	38	46	54	60	96,151	-5.0	.000	-.432
Top 10%	46.9	12.1	.07	23	40	50	58	60	1,405	-7.1	.000	-.589
<b>Supportive Environment</b>												
McMaster (N = 1348)	29.0	12.6	.34	10	20	30	38	53				
U15	26.4	12.4	.10	8	18	25	35	48	17,852	2.6	.000	.207
Ontario	26.9	13.0	.10	8	18	25	35	50	16,776	2.0	.000	.157
Carnegie Doc Highest	33.0	13.7	.06	10	23	33	43	58	1,426	-4.0	.000	-.292
Top 50%	34.8	13.7	.04	13	25	35	45	60	1,386	-5.8	.000	-.421
Top 10%	37.2	13.6	.10	13	28	38	48	60	1,563	-8.2	.000	-.603

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

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

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

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

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

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

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