



NSSE 2020

Engagement Indicators

McGill University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with U15	compared with Quebec Institutions	compared with AAU Inst.
Academic Challenge	Higher-Order Learning	▽	△	▽
	Reflective & Integrative Learning	--	△	▽
	Learning Strategies	△	△	△
	Quantitative Reasoning	▽	△	▽
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	△	▲	--
Experiences with Faculty	Student-Faculty Interaction	▽	△	▼
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	▽	▽	▽
	Supportive Environment	▽	▽	▼

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with U15	compared with Quebec Institutions	compared with AAU Inst.
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	▽
	Learning Strategies	--	--	▽
	Quantitative Reasoning	--	△	▽
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	▲	--
Experiences with Faculty	Student-Faculty Interaction	--	△	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	▽	▼	▼
	Supportive Environment	▽	▼	▼

Academic Challenge: First-year students

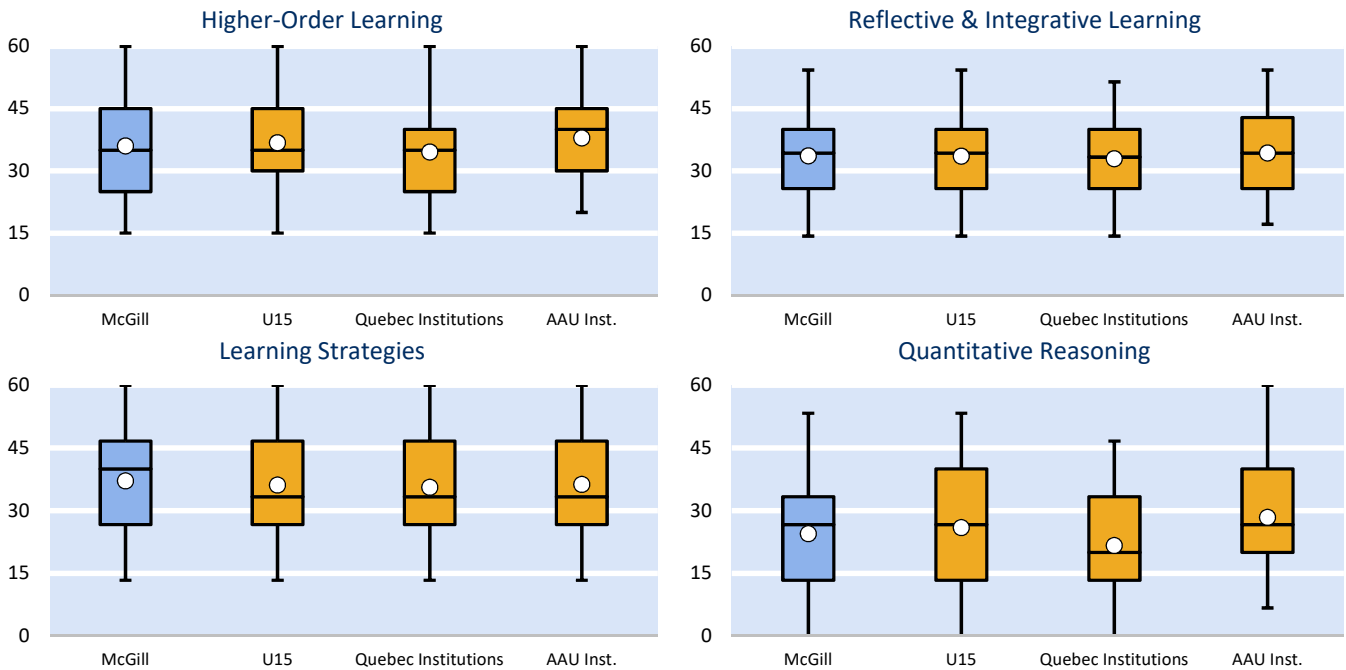
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	McGill Mean	Your first-year students compared with					
		U15 Mean	U15 Effect size	Quebec Institutions Mean	Quebec Institutions Effect size	AAU Inst. Mean	AAU Inst. Effect size
Higher-Order Learning	36.0	36.8 *	-.06	34.5 ***	.12	37.9 ***	-.15
Reflective & Integrative Learning	33.6	33.5	.01	33.0 *	.06	34.3 *	-.06
Learning Strategies	37.2	36.1 **	.08	35.6 ***	.11	36.3 *	.06
Quantitative Reasoning	24.5	25.9 ***	-.09	21.6 ***	.19	28.4 ***	-.26

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	McGill	Percentage point difference ^a between your FY students and		
		U15	Quebec Institutions	AAU Inst.
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+1	+6	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-0	+3	-3
4d. Evaluating a point of view, decision, or information source	56	-3	-0	-7
4e. Forming a new idea or understanding from various pieces of information	61	-3	-0	-6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50	-3	-10	-1
2b. Connected your learning to societal problems or issues	50	+2	-7	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	+1	+10	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	+0	+4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-1	+2	-3
2f. Learned something that changed the way you understand an issue or concept	71	+2	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+3	+4	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-1	+0	-1
9b. Reviewed your notes after class	58	+3	+6	-0
9c. Summarized what you learned in class or from course materials	65	+5	+3	+6
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-2	+7	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-4	+4	-8
6c. Evaluated what others have concluded from numerical information	36	-2	+8	-7

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

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

Academic Challenge: Seniors

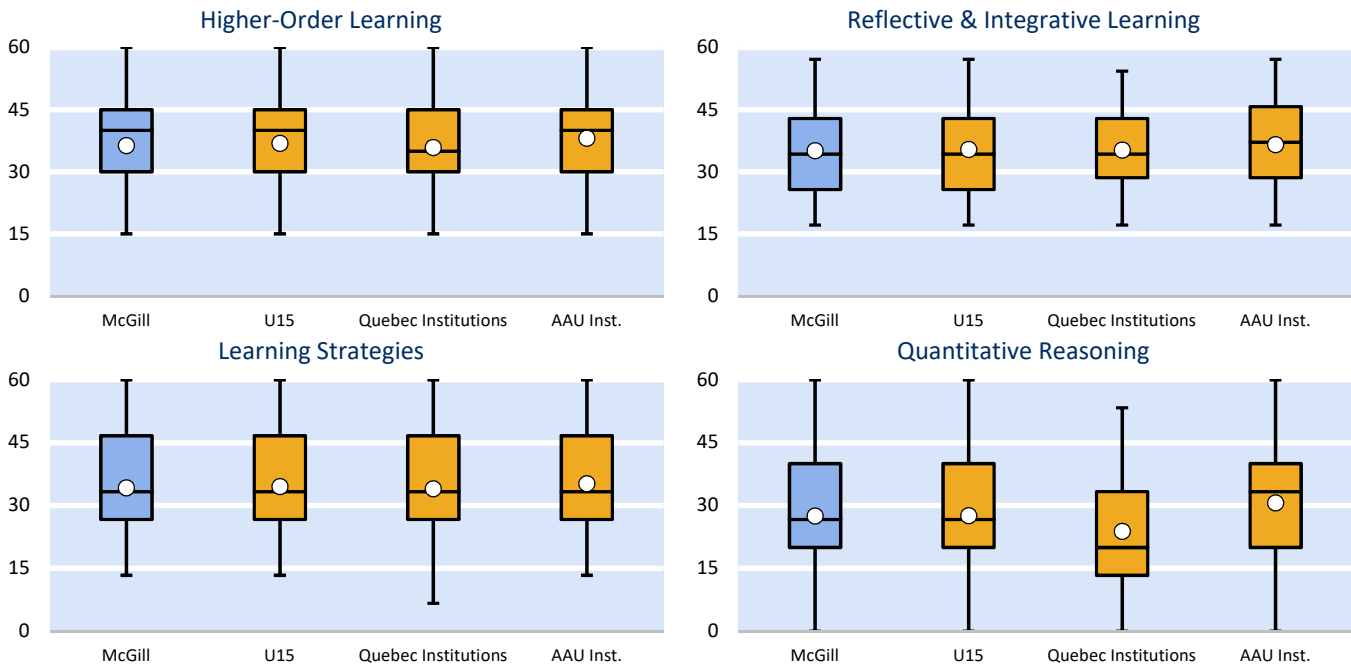
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	McGill Mean	Your seniors compared with					
		U15 Mean	U15 Effect size	Quebec Institutions Mean	Quebec Institutions Effect size	AAU Inst. Mean	AAU Inst. Effect size
Higher-Order Learning	36.3	36.9	-.04	35.9	.04	38.1 ***	-.14
Reflective & Integrative Learning	35.1	35.4	-.03	35.2	-.01	36.6 ***	-.12
Learning Strategies	34.2	34.5	-.03	34.0	.01	35.2 *	-.07
Quantitative Reasoning	27.5	27.6	-.01	23.8 ***	.24	30.6 ***	-.20

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	McGill	Percentage point difference ^a between your seniors and		
		U15	Quebec Institutions	AAU Inst.
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-2	+2	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-0	+0	-4
4d. Evaluating a point of view, decision, or information source	60	-3	-2	-3
4e. Forming a new idea or understanding from various pieces of information	64	+0	-2	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	-3	-9	-4
2b. Connected your learning to societal problems or issues	52	-3	-11	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-1	+7	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	+3	+4	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-0	+2	-3
2f. Learned something that changed the way you understand an issue or concept	70	-1	+0	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-3	-5	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+1	+3	-0
9b. Reviewed your notes after class	46	-2	-1	-6
9c. Summarized what you learned in class or from course materials	56	-0	-1	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-0	+6	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-1	+6	-7
6c. Evaluated what others have concluded from numerical information	43	+0	+11	-5

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

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Learning with Peers: First-year students

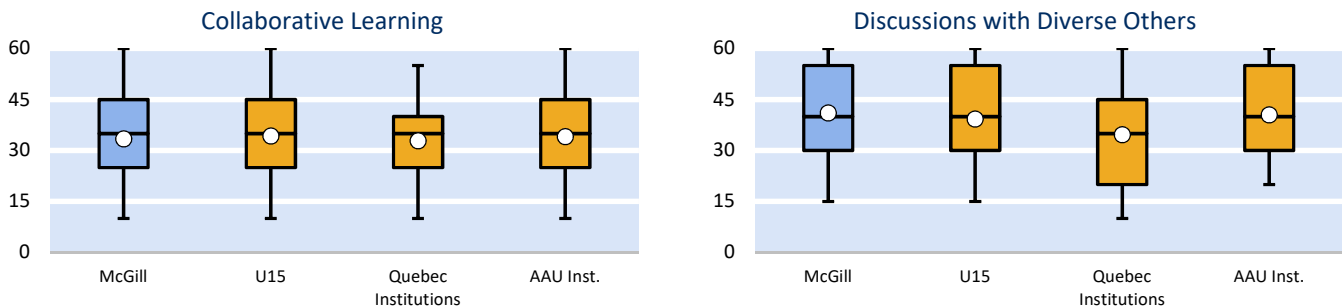
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	McGill Mean	Your first-year students compared with					
		U15 Mean	U15 Effect size	Quebec Institutions Mean	Quebec Institutions Effect size	AAU Inst. Mean	AAU Inst. Effect size
Collaborative Learning	33.4	34.2 *	-.05	32.8	.05	34.1	-.04
Discussions with Diverse Others	41.0	39.3 ***	.11	34.7 ***	.40	40.5	.04

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Performance on Indicator Items

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Collaborative Learning	McGill %	Percentage point difference ^a between your FY students and		
		U15	Quebec Institutions	AAU Inst.
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	56	-2	+9	-3
1f. Explained course material to one or more students	58	-2	+8	-4
1g. Prepared for exams by discussing or working through course material with other students	54	-2	-1	+1
1h. Worked with other students on course projects or assignments	56	-2	-10	+2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	79	+5	+16	+5
8b. People from an economic background other than your own	72	+4	+12	-1
8c. People with religious beliefs other than your own	72	+5	+22	+0
8d. People with political views other than your own	58	-1	+4	-4

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Learning with Peers: Seniors

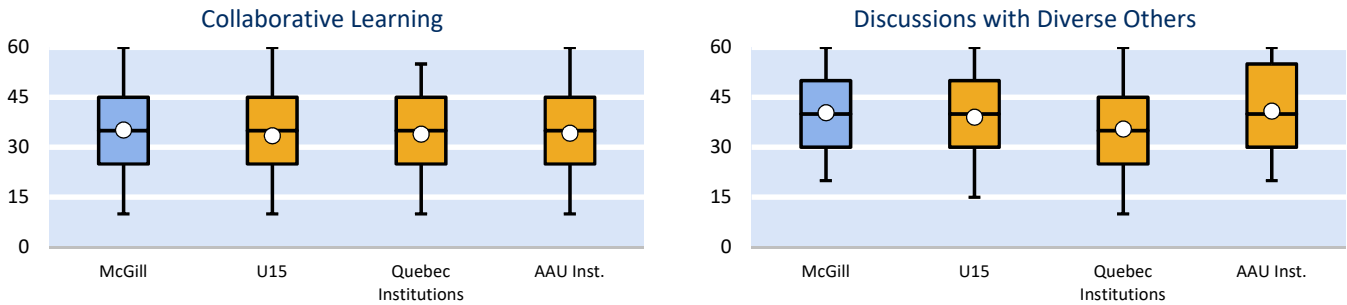
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Mean Comparisons

Engagement Indicator	McGill Mean	Your seniors compared with					
		U15 Mean	U15 Effect size	Quebec Institutions Mean	Quebec Institutions Effect size	AAU Inst. Mean	AAU Inst. Effect size
Collaborative Learning	35.2	33.4 ***	.12	33.9 **	.09	34.3 *	.06
Discussions with Diverse Others	40.4	39.1 **	.09	35.5 ***	.32	40.9	-.03

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

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Collaborative Learning	McGill %	Percentage point difference ^a between your seniors and		
		U15	Quebec Institutions	AAU Inst.
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	+3	+8	-1
1f. Explained course material to one or more students	59	+1	+6	-3
1g. Prepared for exams by discussing or working through course material with other students	51	+1	-3	+2
1h. Worked with other students on course projects or assignments	72	+6	-3	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	79	+5	+16	+5
8b. People from an economic background other than your own	68	-0	+7	-5
8c. People with religious beliefs other than your own	72	+5	+20	-0
8d. People with political views other than your own	56	-0	-2	-6

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Experiences with Faculty: First-year students

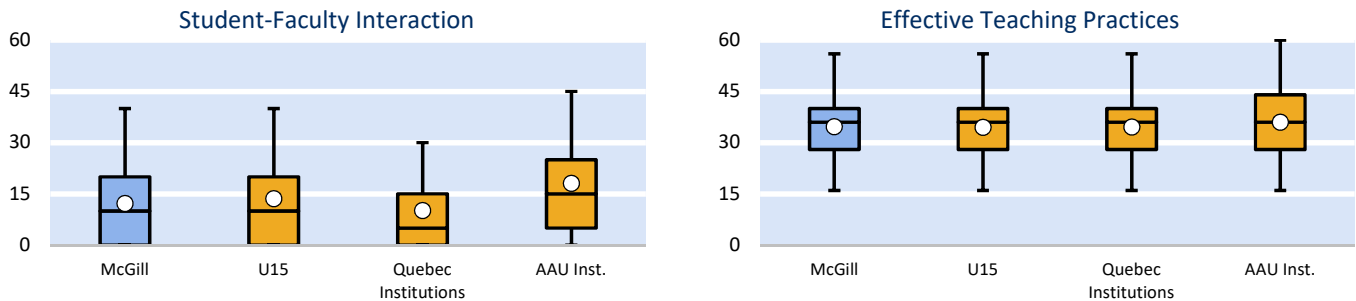
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	McGill Mean	Your first-year students compared with					
		U15 Mean	U15 Effect size	Quebec Institutions Mean	Quebec Institutions Effect size	AAU Inst. Mean	AAU Inst. Effect size
Student-Faculty Interaction	12.2	13.6 ***	-.10	10.2 ***	.18	18.1 ***	-.42
Effective Teaching Practices	34.7	34.4	.02	34.5	.01	36.0 ***	-.11

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

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Student-Faculty Interaction	McGill %	Percentage point difference ^a between your FY students and		
		U15	Quebec Institutions	AAU Inst.
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	16	-4	+2	-13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	10	-3	+3	-8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	-2	+5	-5
3d. Discussed your academic performance with a faculty member	12	-3	+4	-9
<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	77	+3	+0	+2
5b. Taught course sessions in an organized way	74	+2	-2	+1
5c. Used examples or illustrations to explain difficult points	77	+2	-1	+2
5d. Provided feedback on a draft or work in progress	38	-3	-5	-11
5e. Provided prompt and detailed feedback on tests or completed assignments	44	-0	-0	-6

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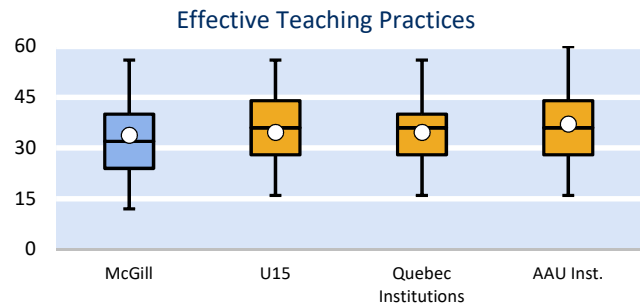
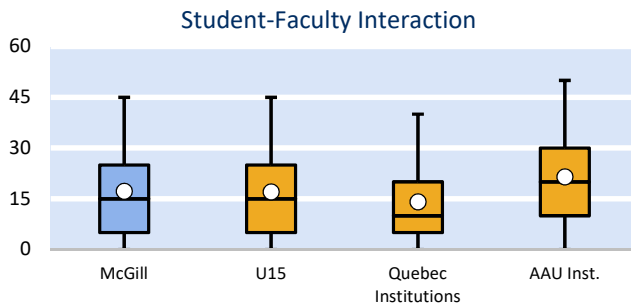
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Mean Comparisons

Engagement Indicator	McGill Mean	Your seniors compared with					
		U15		Quebec Institutions		AAU Inst.	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.2	17.0	.01	14.1 ***	.25	21.4 ***	-.28
Effective Teaching Practices	33.7	34.6 *	-.07	34.6 *	-.07	37.1 ***	-.27

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		U15	Quebec Institutions	AAU Inst.
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	24	-0	+4	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+2	+8	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	+5	-5
3d. Discussed your academic performance with a faculty member	15	-2	+5	-8
<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	74	-0	-2	-4
5b. Taught course sessions in an organized way	70	-2	-7	-6
5c. Used examples or illustrations to explain difficult points	71	-3	-7	-6
5d. Provided feedback on a draft or work in progress	40	-3	-4	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	43	-4	-2	-10

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

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

Campus Environment: First-year students

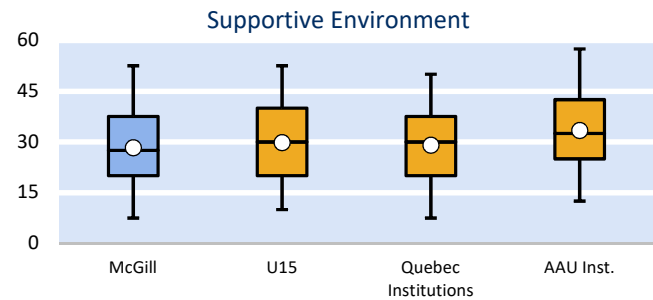
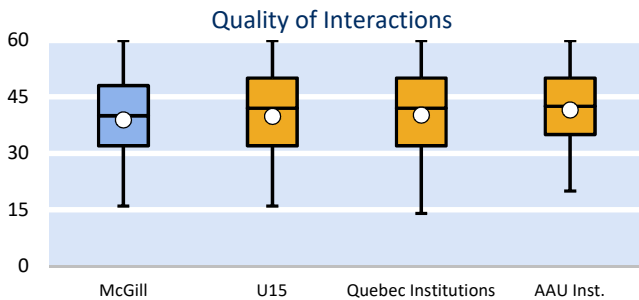
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McGill Mean	Your first-year students compared with					
		U15 Mean	U15 Effect size	Quebec Institutions Mean	Quebec Institutions Effect size	AAU Inst. Mean	AAU Inst. Effect size
Quality of Interactions	38.9	39.8 *	-.07	40.2 **	-.10	41.5 ***	-.22
Supportive Environment	28.3	29.8 ***	-.11	29.1 *	-.06	33.4 ***	-.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 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	McGill	Percentage point difference ^a between your FY students and		
		U15	Quebec Institutions	AAU Inst.
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+4	-2	+7
13b. Academic advisors	38	-1	+1	-10
13c. Faculty	37	-3	-8	-8
13d. Student services staff (career services, student activities, housing, etc.)	36	-4	-9	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-6	-11	-8
<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	55	-9	-13	-14
14c. Using learning support services (tutoring services, writing center, etc.)	52	-10	-3	-19
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-1	+4	-11
14e. Providing opportunities to be involved socially	60	+3	+3	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	-7	-4	-15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-7	-9	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-3	-9	-14
14i. Attending events that address important social, economic, or political issues	41	+4	+0	-0

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

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

Campus Environment: Seniors

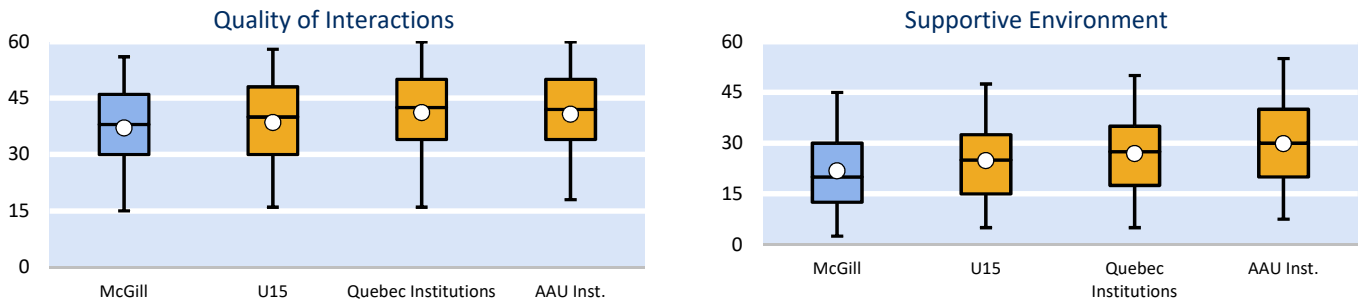
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	McGill Mean	Your seniors compared with					
		U15 Mean	Effect size	Quebec Institutions Mean	Effect size	AAU Inst. Mean	Effect size
Quality of Interactions	37.1	38.5 ***	-.12	41.2 ***	-.32	40.8 ***	-.31
Supportive Environment	21.9	24.9 ***	-.24	27.0 ***	-.40	29.9 ***	-.60

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	McGill	Percentage point difference ^a between your seniors and		
		U15	Quebec Institutions	AAU Inst.
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+4	-5	+2
13b. Academic advisors	35	+0	-4	-11
13c. Faculty	36	-5	-11	-11
13d. Student services staff (career services, student activities, housing, etc.)	28	-4	-16	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	-5	-15	-8
<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	34	-16	-26	-28
14c. Using learning support services (tutoring services, writing center, etc.)	32	-11	-15	-27
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	33	-3	-3	-14
14e. Providing opportunities to be involved socially	51	+2	-3	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	31	-11	-15	-23
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	14	-5	-13	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	30	-7	-20	-23
14i. Attending events that address important social, economic, or political issues	29	+0	-7	-6

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students		McGill Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.0	39.3 ***	-.25		41.4 ***	-.42	
	Reflective and Integrative Learning	33.6	36.7 ***	-.26		39.0 ***	-.46	
	Learning Strategies	37.2	39.9 ***	-.20		42.3 ***	-.36	
	Quantitative Reasoning	24.5	29.4 ***	-.32		31.4 ***	-.45	
<i>Learning with Peers</i>	Collaborative Learning	33.4	35.2 ***	-.13		37.4 ***	-.29	
	Discussions with Diverse Others	41.0	41.5	-.03	✓	43.6 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	12.2	24.5 ***	-.83		28.1 ***	-1.05	
	Effective Teaching Practices	34.7	40.5 ***	-.45		42.3 ***	-.54	
<i>Campus Environment</i>	Quality of Interactions	38.9	45.2 ***	-.56		47.2 ***	-.71	
	Supportive Environment	28.3	37.9 ***	-.73		40.0 ***	-.91	

Seniors		McGill Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.3	41.7 ***	-.40		43.2 ***	-.51	
	Reflective and Integrative Learning	35.1	39.8 ***	-.39		41.8 ***	-.55	
	Learning Strategies	34.2	40.7 ***	-.45		42.7 ***	-.59	
	Quantitative Reasoning	27.5	31.4 ***	-.24		33.4 ***	-.37	
<i>Learning with Peers</i>	Collaborative Learning	35.2	35.9	-.05	✓	38.4 ***	-.24	
	Discussions with Diverse Others	40.4	42.1 ***	-.11		43.8 ***	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.2	29.7 ***	-.78		33.2 ***	-1.02	
	Effective Teaching Practices	33.7	41.8 ***	-.59		43.7 ***	-.75	
<i>Campus Environment</i>	Quality of Interactions	37.1	45.2 ***	-.70		47.4 ***	-.85	
	Supportive Environment	21.9	34.6 ***	-.91		36.8 ***	-1.07	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
McGill (N = 1499)	36.0	12.4	.32	15	25	35	45	60				
U15	36.8	12.8	.08	15	30	35	45	60	26,045	-.8	.026	-.059
Quebec Institutions	34.5	12.4	.13	15	25	35	40	60	11,211	1.5	.000	.120
AAU Inst.	37.9	12.6	.10	20	30	40	45	60	18,210	-1.9	.000	-.151
Top 50%	39.3	13.1	.03	20	30	40	50	60	150,952	-3.3	.000	-.253
Top 10%	41.4	12.8	.08	20	35	40	50	60	30,141	-5.4	.000	-.420
Reflective & Integrative Learning												
McGill (N = 1580)	33.6	11.8	.30	14	26	34	40	54				
U15	33.5	11.6	.07	14	26	34	40	54	27,653	.1	.785	.007
Quebec Institutions	33.0	11.3	.11	14	26	33	40	51	2,039	.6	.045	.056
AAU Inst.	34.3	11.7	.09	17	26	34	43	54	19,526	-.7	.018	-.062
Top 50%	36.7	11.8	.03	17	29	37	46	57	147,512	-3.1	.000	-.262
Top 10%	39.0	11.7	.08	20	31	40	49	60	24,495	-5.4	.000	-.457
Learning Strategies												
McGill (N = 1426)	37.2	13.8	.37	13	27	40	47	60				
U15	36.1	13.7	.09	13	27	33	47	60	24,935	1.1	.004	.078
Quebec Institutions	35.6	14.3	.15	13	27	33	47	60	10,615	1.6	.000	.109
AAU Inst.	36.3	13.7	.11	13	27	33	47	60	17,387	.9	.024	.062
Top 50%	39.9	13.7	.04	20	33	40	53	60	1,457	-2.7	.000	-.200
Top 10%	42.3	14.1	.08	20	33	40	53	60	29,334	-5.1	.000	-.365
Quantitative Reasoning												
McGill (N = 1449)	24.5	15.0	.39	0	13	27	33	53				
U15	25.9	15.0	.10	0	13	27	40	53	25,308	-1.4	.001	-.094
Quebec Institutions	21.6	14.6	.15	0	13	20	33	47	10,819	2.8	.000	.195
AAU Inst.	28.4	14.9	.12	7	20	27	40	60	17,611	-3.9	.000	-.262
Top 50%	29.4	15.2	.04	7	20	27	40	60	166,194	-4.9	.000	-.324
Top 10%	31.4	15.3	.08	7	20	33	40	60	36,203	-6.9	.000	-.450
Learning with Peers												
Collaborative Learning												
McGill (N = 1703)	33.4	14.2	.34	10	25	35	45	60				
U15	34.2	14.2	.09	10	25	35	45	60	29,338	-.8	.031	-.054
Quebec Institutions	32.8	13.7	.13	10	25	35	40	55	2,207	.6	.090	.045
AAU Inst.	34.1	14.3	.10	10	25	35	45	60	20,930	-.6	.085	-.044
Top 50%	35.2	13.7	.03	15	25	35	45	60	1,730	-1.7	.000	-.127
Top 10%	37.4	13.5	.07	15	30	40	45	60	1,836	-4.0	.000	-.292
Discussions with Diverse Others												
McGill (N = 1439)	41.0	14.6	.38	15	30	40	55	60				
U15	39.3	15.6	.10	15	30	40	55	60	1,645	1.7	.000	.112
Quebec Institutions	34.7	16.0	.17	10	20	35	45	60	2,017	6.3	.000	.401
AAU Inst.	40.5	14.7	.12	20	30	40	55	60	17,470	.6	.166	.038
Top 50%	41.5	15.0	.04	20	30	40	55	60	168,717	-.4	.265	-.030
Top 10%	43.6	14.5	.08	20	35	45	60	60	36,369	-2.6	.000	-.179

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
McGill (N = 1539)	12.2	12.9	.33	0	0	10	20	40				
U15	13.6	13.6	.09	0	0	10	20	40	1,753	-1.4	.000	-.101
Quebec Institutions	10.2	11.0	.11	0	0	5	15	30	1,893	2.1	.000	.182
AAU Inst.	18.1	14.1	.11	0	5	15	25	45	1,879	-5.9	.000	-.423
Top 50%	24.5	14.7	.05	5	15	20	35	55	1,602	-12.3	.000	-.835
Top 10%	28.1	15.5	.14	5	15	25	40	60	2,106	-15.9	.000	-1.046
Effective Teaching Practices												
McGill (N = 1490)	34.7	11.5	.30	16	28	36	40	56				
U15	34.4	12.1	.08	16	28	36	40	56	1,695	.2	.483	.018
Quebec Institutions	34.5	11.5	.12	16	28	36	40	56	11,161	.1	.671	.012
AAU Inst.	36.0	12.4	.10	16	28	36	44	60	1,814	-1.3	.000	-.108
Top 50%	40.5	13.2	.04	20	32	40	52	60	1,543	-5.9	.000	-.446
Top 10%	42.3	14.1	.08	16	32	44	56	60	1,720	-7.6	.000	-.543
Campus Environment												
Quality of Interactions												
McGill (N = 1035)	38.9	12.4	.39	16	32	40	48	60				
U15	39.8	12.6	.09	16	32	42	50	60	19,143	-.9	.025	-.072
Quebec Institutions	40.2	13.5	.18	14	32	42	50	60	1,520	-1.3	.002	-.098
AAU Inst.	41.5	11.7	.10	20	35	43	50	60	1,167	-2.6	.000	-.222
Top 50%	45.2	11.2	.03	24	38	46	54	60	1,051	-6.3	.000	-.560
Top 10%	47.2	11.6	.07	25	40	50	58	60	1,112	-8.3	.000	-.711
Supportive Environment												
McGill (N = 1391)	28.3	12.9	.35	8	20	28	38	53				
U15	29.8	13.0	.09	10	20	30	40	53	24,347	-1.4	.000	-.110
Quebec Institutions	29.1	12.7	.13	8	20	30	38	50	10,220	-.7	.042	-.059
AAU Inst.	33.4	13.2	.11	13	25	33	43	58	17,004	-5.0	.000	-.382
Top 50%	37.9	13.1	.04	18	30	38	48	60	124,740	-9.5	.000	-.728
Top 10%	40.0	12.9	.09	18	33	40	50	60	23,148	-11.7	.000	-.907

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
McGill (N = 1155)	36.3	13.3	.39	15	30	40	45	60				
U15	36.9	13.1	.10	15	30	40	45	60	16,855	-.6	.160	-.043
Quebec Institutions	35.9	12.6	.18	15	30	35	45	60	1,679	.5	.294	.036
AAU Inst.	38.1	13.2	.10	15	30	40	45	60	17,368	-1.8	.000	-.138
Top 50%	41.7	13.4	.04	20	35	40	55	60	111,051	-5.4	.000	-.401
Top 10%	43.2	13.3	.08	20	35	40	55	60	27,877	-6.8	.000	-.515
Reflective & Integrative Learning												
McGill (N = 1207)	35.1	12.3	.35	17	26	34	43	57				
U15	35.4	12.0	.09	17	26	34	43	57	17,715	-.3	.393	-.025
Quebec Institutions	35.2	11.4	.16	17	29	34	43	54	1,722	-.2	.673	-.014
AAU Inst.	36.6	12.2	.09	17	29	37	46	57	18,403	-1.5	.000	-.125
Top 50%	39.8	12.2	.04	20	31	40	49	60	110,330	-4.7	.000	-.389
Top 10%	41.8	12.0	.09	20	34	40	51	60	18,805	-6.7	.000	-.555
Learning Strategies												
McGill (N = 1115)	34.2	14.4	.43	13	27	33	47	60				
U15	34.5	14.2	.12	13	27	33	47	60	16,192	-.4	.407	-.026
Quebec Institutions	34.0	14.9	.22	7	27	33	47	60	5,761	.2	.698	.013
AAU Inst.	35.2	14.2	.11	13	27	33	47	60	16,545	-1.0	.023	-.070
Top 50%	40.7	14.5	.04	20	33	40	53	60	122,879	-6.5	.000	-.449
Top 10%	42.7	14.4	.07	20	33	40	60	60	40,305	-8.5	.000	-.588
Quantitative Reasoning												
McGill (N = 1129)	27.5	15.5	.46	0	20	27	40	60				
U15	27.6	15.5	.13	0	20	27	40	60	16,414	-.1	.867	-.005
Quebec Institutions	23.8	15.1	.22	0	13	20	33	53	5,849	3.7	.000	.243
AAU Inst.	30.6	15.7	.13	0	20	33	40	60	16,806	-3.1	.000	-.198
Top 50%	31.4	16.1	.04	0	20	33	40	60	1,146	-3.9	.000	-.243
Top 10%	33.4	15.9	.09	7	20	33	40	60	31,601	-5.9	.000	-.369
Learning with Peers												
Collaborative Learning												
McGill (N = 1263)	35.2	14.5	.41	10	25	35	45	60				
U15	33.4	14.5	.11	10	25	35	45	60	18,434	1.7	.000	.121
Quebec Institutions	33.9	13.5	.18	10	25	35	45	55	1,802	1.2	.006	.091
AAU Inst.	34.3	14.5	.11	10	25	35	45	60	19,332	.9	.032	.063
Top 50%	35.9	14.0	.04	15	25	35	45	60	1,283	-.8	.061	-.055
Top 10%	38.4	13.6	.09	15	30	40	50	60	1,375	-3.2	.000	-.236
Discussions with Diverse Others												
McGill (N = 1122)	40.4	14.3	.43	20	30	40	50	60				
U15	39.1	15.2	.12	15	30	40	50	60	1,316	1.4	.002	.090
Quebec Institutions	35.5	15.7	.23	10	25	35	45	60	1,833	4.9	.000	.318
AAU Inst.	40.9	14.6	.12	20	30	40	55	60	16,620	-.4	.319	-.031
Top 50%	42.1	15.5	.04	15	30	40	60	60	1,141	-1.6	.000	-.105
Top 10%	43.8	15.3	.08	20	35	45	60	60	1,197	-3.3	.000	-.219

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
McGill (N = 1174)	17.2	13.8	.40	0	5	15	25	45				
U15	17.0	14.2	.11	0	5	15	25	45	17,250	.2	.655	.013
Quebec Institutions	14.1	12.4	.17	0	5	10	20	40	1,640	3.2	.000	.250
AAU Inst.	21.4	15.1	.12	0	10	20	30	50	1,381	-4.2	.000	-.277
Top 50%	29.7	15.9	.07	5	20	30	40	60	1,237	-12.4	.000	-.785
Top 10%	33.2	16.0	.16	10	20	35	45	60	1,569	-16.0	.000	-1.017
Effective Teaching Practices												
McGill (N = 1151)	33.7	12.6	.37	12	24	32	40	56				
U15	34.6	12.4	.10	16	28	36	44	56	16,839	-.9	.014	-.075
Quebec Institutions	34.6	12.0	.17	16	28	36	40	56	1,675	-.9	.034	-.072
AAU Inst.	37.1	12.7	.10	16	28	36	44	60	17,312	-3.4	.000	-.265
Top 50%	41.8	13.7	.04	20	32	40	52	60	1,183	-8.1	.000	-.592
Top 10%	43.7	13.4	.09	20	36	44	56	60	1,300	-10.0	.000	-.749
Campus Environment												
Quality of Interactions												
McGill (N = 960)	37.1	12.4	.40	15	30	38	46	56				
U15	38.5	12.4	.11	16	30	40	48	58	13,734	-1.4	.001	-.116
Quebec Institutions	41.2	12.8	.23	16	34	43	50	60	4,122	-4.1	.000	-.322
AAU Inst.	40.8	11.8	.10	18	34	42	50	60	1,080	-3.7	.000	-.310
Top 50%	45.2	11.7	.04	24	38	48	54	60	976	-8.1	.000	-.696
Top 10%	47.4	12.0	.07	24	40	50	58	60	32,614	-10.3	.000	-.855
Supportive Environment												
McGill (N = 1101)	21.9	12.6	.38	3	13	20	30	45				
U15	24.9	12.5	.10	5	15	25	33	48	15,912	-3.0	.000	-.237
Quebec Institutions	27.0	12.7	.19	5	18	28	35	50	5,606	-5.1	.000	-.399
AAU Inst.	29.9	13.4	.11	8	20	30	40	55	1,287	-8.0	.000	-.598
Top 50%	34.6	14.0	.04	13	25	35	45	60	1,129	-12.7	.000	-.912
Top 10%	36.8	14.1	.10	13	28	38	48	60	1,269	-14.9	.000	-1.066

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

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

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

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

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

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

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