
NSSE 2013

Engagement Indicators

Marshall 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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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 first-year and senior 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.

Summary of Indicator Items

Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional 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 Web site: nsse.iub.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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with Southeast Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	▽	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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

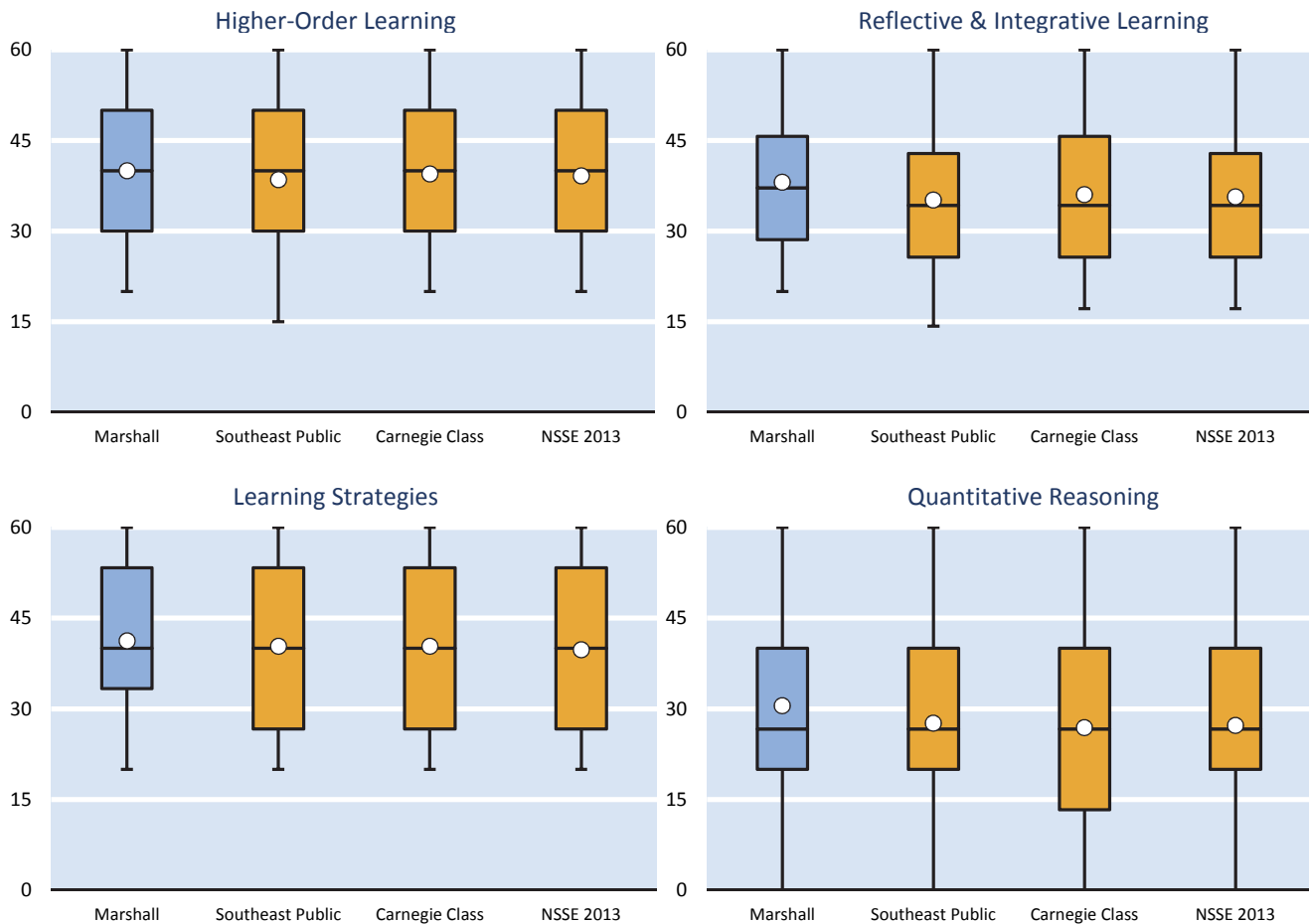
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Marshall Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	38.5	.11	39.4	.04	39.1	.06
Reflective & Integrative Learning	38.1	35.1 ***	.23	36.0 **	.16	35.7 **	.19
Learning Strategies	41.2	40.3	.06	40.4	.06	39.8	.10
Quantitative Reasoning	30.5	27.6 **	.17	26.9 ***	.22	27.3 ***	.20

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

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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	Marshall	Southeast Public	Carnegie Class	NSSE 2013
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73	71	73	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	71	73	73
4d. Evaluating a point of view, decision, or information source	74	70	72	70
4e. Forming a new idea or understanding from various pieces of information	70	68	70	69
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	54	56	56
2b. Connected your learning to societal problems or issues	57	51	54	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	50	52	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	63	64	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	67	68	66
2f. Learned something that changed the way you understand an issue or concept	64	65	67	66
2g. Connected ideas from your courses to your prior experiences and knowledge	79	74	78	78
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	80	82	81
9b. Reviewed your notes after class	70	68	68	66
9c. Summarized what you learned in class or from course materials	71	66	66	64
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.)	55	53	50	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	40	38	38
6c. Evaluated what others have concluded from numerical information	43	37	36	37

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 Web site.

Academic Challenge: Seniors

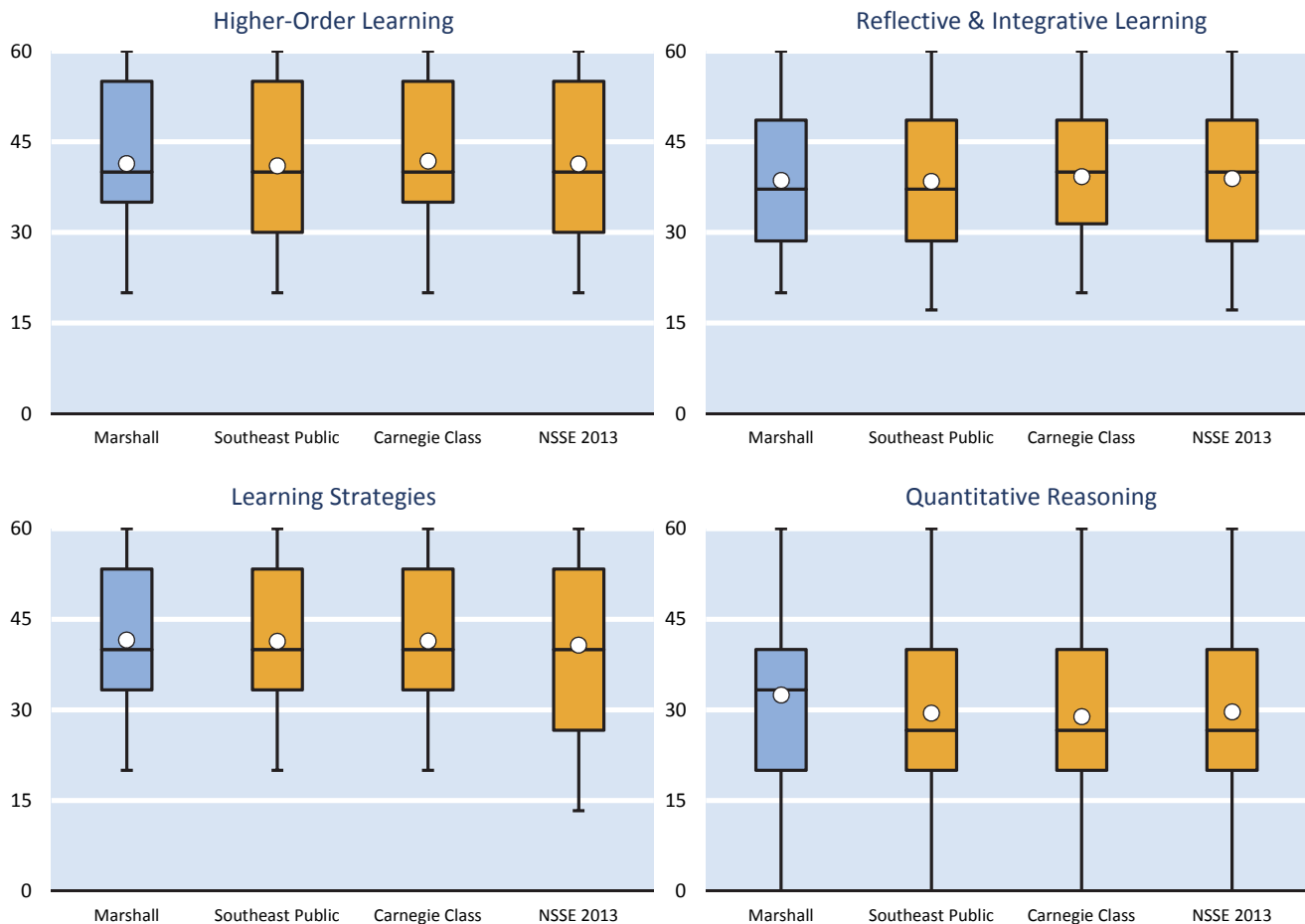
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Marshall Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	41.0	.02	41.8	-.03	41.3	.00
Reflective & Integrative Learning	38.6	38.5	.01	39.2	-.05	38.9	-.02
Learning Strategies	41.5	41.4	.01	41.4	.01	40.7	.06
Quantitative Reasoning	32.4	29.4 **	.17	28.9 ***	.20	29.7 **	.16

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Marshall	Southeast Public	Carnegie Class	NSSE 2013
<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	80	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	76	78	78
4d. Evaluating a point of view, decision, or information source	72	72	75	72
4e. Forming a new idea or understanding from various pieces of information	72	71	74	73
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	74	71	71	71
2b. Connected your learning to societal problems or issues	66	63	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	55	58	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	66	68	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	70	71	70
2f. Learned something that changed the way you understand an issue or concept	66	67	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	84	83	85	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	83	85	84
9b. Reviewed your notes after class	67	68	67	65
9c. Summarized what you learned in class or from course materials	71	68	68	66
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.)	64	53	52	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	44	43	44
6c. Evaluated what others have concluded from numerical information	50	42	41	44

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 Web site.

Learning with Peers: First-year students

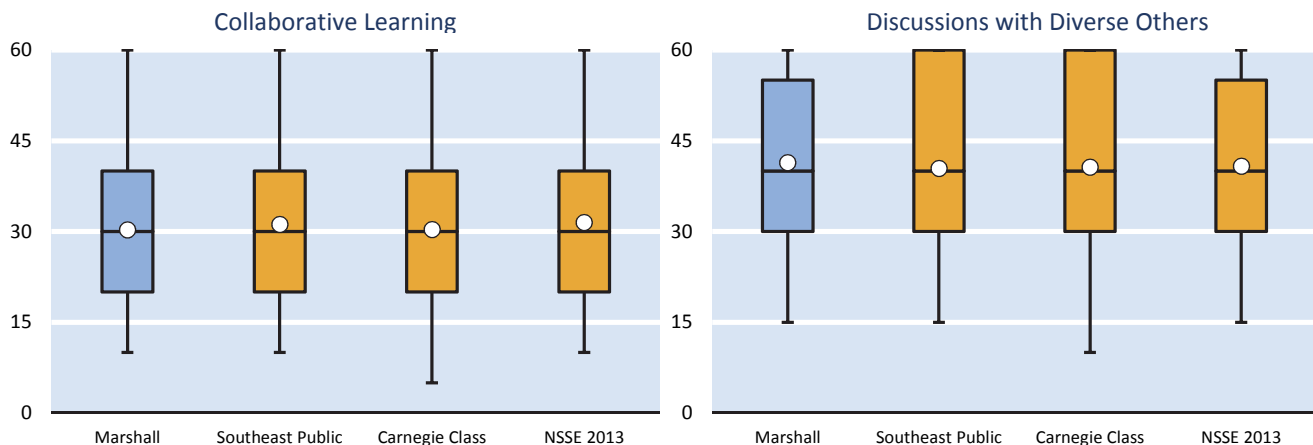
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.3	31.2	-.06	30.3	.00	31.4	-.08
Discussions with Diverse Others	41.3	40.4	.06	40.6	.04	40.7	.04

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

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	48	46	44	48
1f. Explained course material to one or more students	50	56	53	56
1g. Prepared for exams by discussing or working through course material with other students	44	46	45	48
1h. Worked with other students on course projects or assignments	48	49	49	50

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	68	71	71	71
8b. People from an economic background other than your own	72	73	73	73
8c. People with religious beliefs other than your own	72	66	67	68
8d. People with political views other than your own	75	70	69	70

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 Web site.

Learning with Peers: Seniors

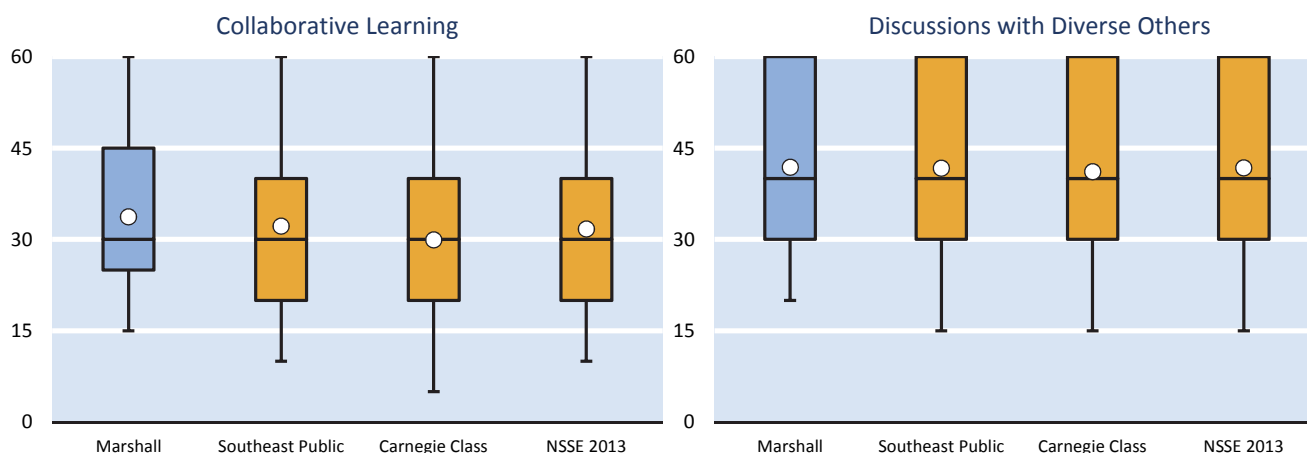
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Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	32.2 *	.11	29.9 ***	.25	31.7 **	.14
Discussions with Diverse Others	41.9	41.7	.01	41.1	.04	41.8	.01

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	45	39	35	38
1f. Explained course material to one or more students	68	59	53	57
1g. Prepared for exams by discussing or working through course material with other students	49	44	41	44
1h. Worked with other students on course projects or assignments	62	63	59	63

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	65	71	71	72
8b. People from an economic background other than your own	77	74	74	75
8c. People with religious beliefs other than your own	71	70	68	70
8d. People with political views other than your own	79	73	71	72

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 Web site.

Experiences with Faculty: First-year students

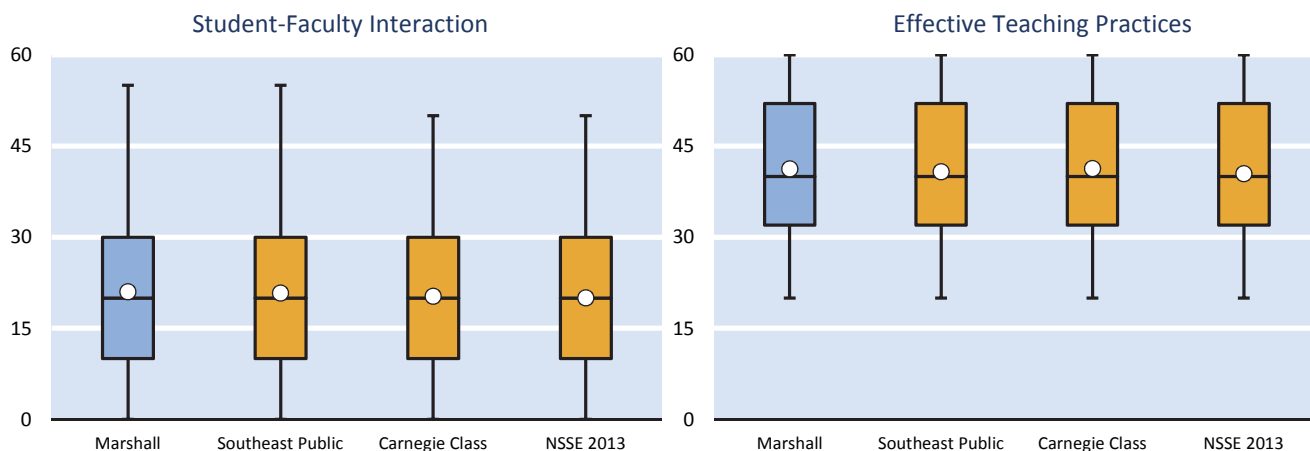
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Marshall Mean	Your first-year students compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	21.0	20.8	.01	20.2	.05	20.0	.07
Effective Teaching Practices	41.2	40.7	.04	41.3	.00	40.4	.06

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	33	34	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	20	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	26	24	24
3d. Discussed your academic performance with a faculty member	30	31	29	28

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	80	82	82	82
5b. Taught course sessions in an organized way	76	79	80	80
5c. Used examples or illustrations to explain difficult points	80	77	78	78
5d. Provided feedback on a draft or work in progress	66	68	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	67	64	66	63

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 Web site.

Experiences with Faculty: Seniors

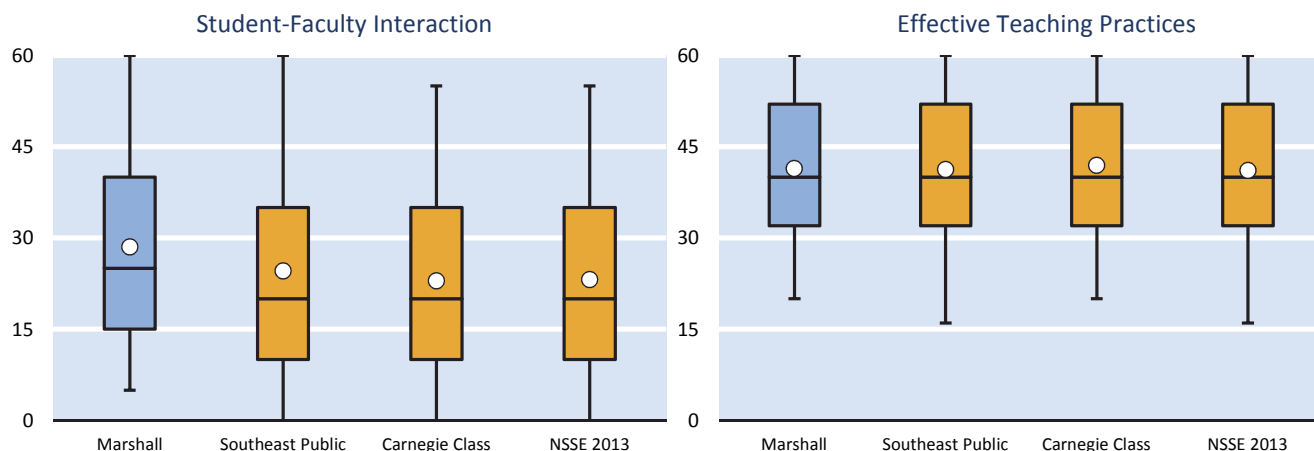
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Marshall Mean	Your seniors compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	28.5	24.6 ***	.24	22.9 ***	.34	23.2 ***	.33
Effective Teaching Practices	41.4	41.3	.01	41.9	-.04	41.1	.02

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	53	45	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	27	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	35	32	32
3d. Discussed your academic performance with a faculty member	43	36	33	32

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	82	83	84	83
5b. Taught course sessions in an organized way	78	81	82	82
5c. Used examples or illustrations to explain difficult points	82	79	80	79
5d. Provided feedback on a draft or work in progress	65	63	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	72	69	70	68

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 Web site.

Campus Environment: First-year students

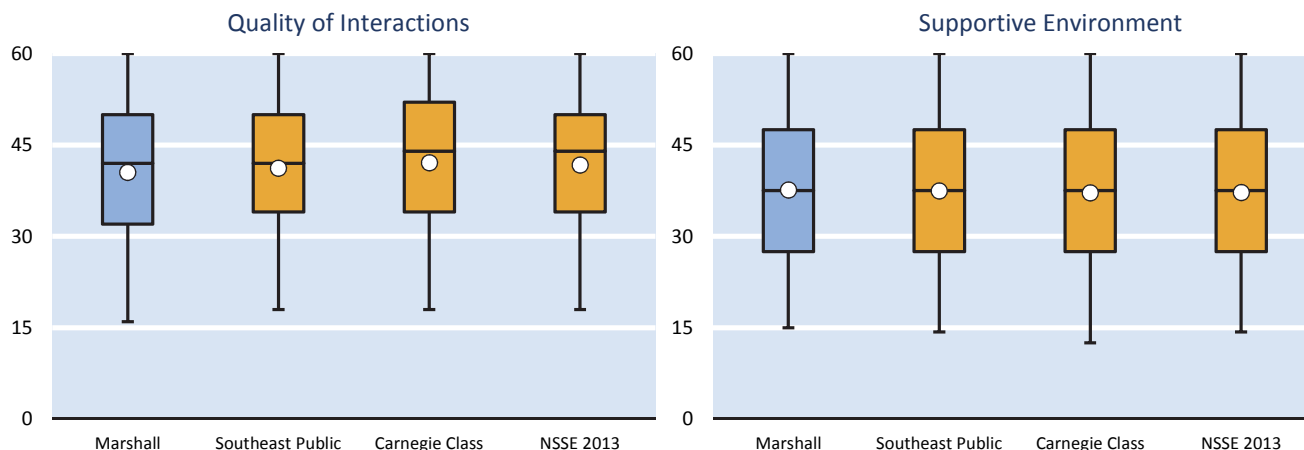
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.2	-.05	42.1 *	-.13	41.7	-.10
Supportive Environment	37.6	37.4	.01	37.1	.03	37.2	.03

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

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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
13a. Students	54	56	60	60
13b. Academic advisors	41	49	50	49
13c. Faculty	47	48	53	51
13d. Student services staff (career services, student activities, housing, etc.)	37	42	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	41	44	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	75	77	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	81	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	57	59	58
14e. Providing opportunities to be involved socially	69	72	71	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	71	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	45	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	68	65	68
14i. Attending events that address important social, economic, or political issues	58	54	53	53

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Campus Environment: Seniors

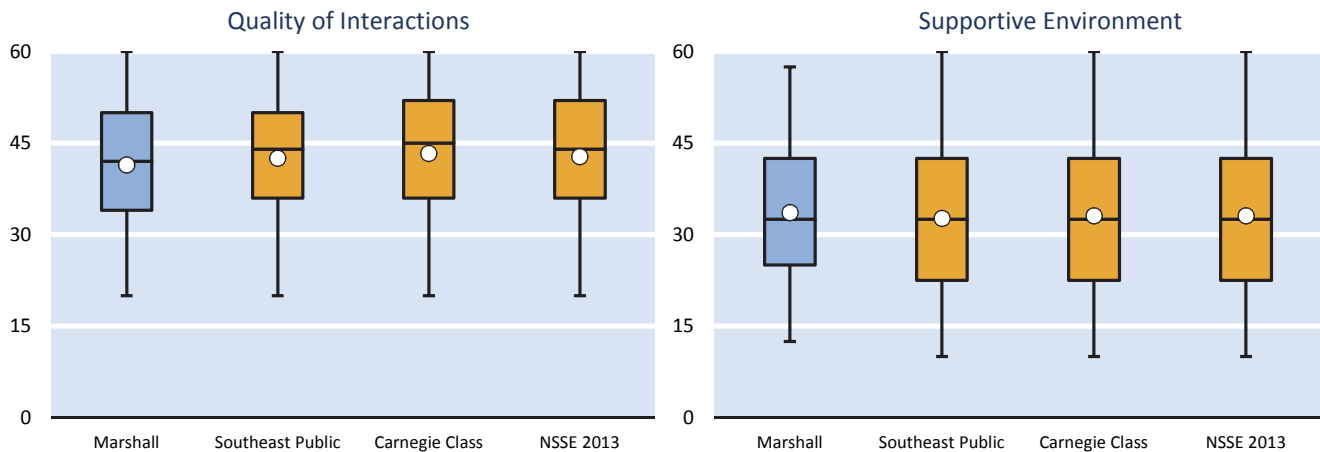
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Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	42.5	-.09	43.3 **	-.16	42.8 *	-.12
Supportive Environment	33.6	32.7	.06	33.1	.04	33.1	.04

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
13a. Students	68	62	64	65
13b. Academic advisors	46	53	54	53
13c. Faculty	53	62	64	61
13d. Student services staff (career services, student activities, housing, etc.)	43	42	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	42	46	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Marshall	Southeast Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	74	72	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	69	66	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	50	53	52
14e. Providing opportunities to be involved socially	66	65	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	61	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	29	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	54	54	56
14i. Attending events that address important social, economic, or political issues	49	45	46	45

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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		Marshall Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	40.9	-.06	✓	42.7 **	-.20	
	Reflective and Integrative Learning	38.1	37.6	.04	✓	39.4	-.11	✓
	Learning Strategies	41.2	41.8	-.04	✓	44.3 ***	-.22	
	Quantitative Reasoning	30.5	28.8	.10	✓	30.5	.00	✓
Learning with Peers	Collaborative Learning	30.3	34.5 ***	-.30		37.1 ***	-.50	
	Discussions with Diverse Others	41.3	43.2 *	-.12		45.7 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	21.0	23.4 **	-.16		26.7 ***	-.35	
	Effective Teaching Practices	41.2	42.8 *	-.12		44.7 ***	-.25	
Campus Environment	Quality of Interactions	40.5	44.3 ***	-.33		46.3 ***	-.48	
	Supportive Environment	37.6	39.5 *	-.15		41.4 ***	-.30	
Seniors		Marshall Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.4	43.5 **	-.15		45.3 ***	-.29	
	Reflective and Integrative Learning	38.6	41.1 ***	-.20		43.1 ***	-.35	
	Learning Strategies	41.5	43.2 *	-.11		45.4 ***	-.27	
	Quantitative Reasoning	32.4	31.1	.08	✓	32.5	-.01	✓
Learning with Peers	Collaborative Learning	33.7	35.0	-.09	✓	37.5 ***	-.28	
	Discussions with Diverse Others	41.9	44.1 **	-.14		45.8 ***	-.25	
Experiences with Faculty	Student-Faculty Interaction	28.5	29.7	-.07	✓	34.6 ***	-.38	
	Effective Teaching Practices	41.4	43.3 **	-.14		45.3 ***	-.29	
Campus Environment	Quality of Interactions	41.4	45.8 ***	-.38		47.6 ***	-.54	
	Supportive Environment	33.6	36.2 ***	-.19		39.1 ***	-.42	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

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

NSSE 2013 Engagement Indicators

Detailed Statistics^a Marshall University

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Marshall (N = 273)	40.0	14.3	.87	20	30	40	50	60				
Southeast Public	38.5	14.1	.18	15	30	40	50	60	6,542	1.5	.085	.107
Carnegie Class	39.4	13.9	.08	20	30	40	50	60	32,415	.6	.500	.041
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	108,853	.9	.297	.063
Top 50%	40.9	13.6	.06	20	30	40	50	60	49,178	-.9	.300	-.063
Top 10%	42.7	13.7	.13	20	35	40	55	60	11,624	-2.7	.001	-.200
Reflective and Integrative Learning												
Marshall (N = 283)	38.1	12.2	.73	20	29	37	46	60				
Southeast Public	35.1	12.9	.16	14	26	34	43	60	6,779	3.0	.000	.231
Carnegie Class	36.0	12.6	.07	17	26	34	46	60	33,698	2.1	.006	.164
NSSE 2013	35.7	12.6	.04	17	26	34	43	60	113,346	2.4	.001	.193
Top 50%	37.6	12.5	.06	17	29	37	46	60	48,724	.5	.487	.041
Top 10%	39.4	12.5	.11	20	31	40	49	60	12,393	-1.3	.080	-.105
Learning Strategies												
Marshall (N = 256)	41.2	14.0	.87	20	33	40	53	60				
Southeast Public	40.3	14.4	.19	20	27	40	53	60	6,032	.9	.330	.062
Carnegie Class	40.4	14.2	.08	20	27	40	53	60	30,319	.9	.334	.061
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	101,360	1.5	.096	.104
Top 50%	41.8	14.1	.07	20	33	40	53	60	43,140	-.6	.494	-.043
Top 10%	44.3	14.2	.14	20	33	47	60	60	9,940	-3.1	.001	-.217
Quantitative Reasoning												
Marshall (N = 280)	30.5	16.6	.99	0	20	27	40	60				
Southeast Public	27.6	16.8	.21	0	20	27	40	60	6,597	2.9	.005	.172
Carnegie Class	26.9	16.7	.09	0	13	27	40	60	32,962	3.6	.000	.216
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	110,643	3.3	.001	.198
Top 50%	28.8	16.3	.07	0	20	27	40	60	62,235	1.7	.082	.104
Top 10%	30.5	16.2	.14	0	20	27	40	60	13,232	.0	.980	.002
Learning with Peers												
Collaborative Learning												
Marshall (N = 277)	30.3	14.4	.87	10	20	30	40	60				
Southeast Public	31.2	14.1	.17	10	20	30	40	60	6,946	-.9	.302	-.063
Carnegie Class	30.3	14.6	.08	5	20	30	40	60	34,290	.0	.980	-.002
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	115,976	-1.2	.167	-.083
Top 50%	34.5	13.7	.06	15	25	35	45	60	51,483	-4.2	.000	-.305
Top 10%	37.1	13.6	.13	15	25	35	45	60	10,628	-6.8	.000	-.500
Discussions with Diverse Others												
Marshall (N = 259)	41.3	15.5	.96	15	30	40	55	60				
Southeast Public	40.4	16.2	.21	15	30	40	60	60	6,123	.9	.369	.057
Carnegie Class	40.6	16.3	.09	10	30	40	60	60	30,665	.7	.473	.045
NSSE 2013	40.7	16.0	.05	15	30	40	55	60	102,557	.6	.559	.036
Top 50%	43.2	15.4	.07	20	35	45	60	60	50,034	-1.9	.049	-.122
Top 10%	45.7	15.0	.15	20	40	50	60	60	10,423	-4.4	.000	-.291

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 279)	21.0	14.1	.84	0	10	20	30	55				
Southeast Public	20.8	15.3	.19	0	10	20	30	55	307	.2	.817	.013
Carnegie Class	20.2	14.8	.08	0	10	20	30	50	33,079	.8	.399	.051
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	111,019	1.0	.263	.067
Top 50%	23.4	15.0	.08	0	10	20	35	55	283	-2.4	.005	-.160
Top 10%	26.7	16.4	.22	0	15	25	40	60	318	-5.7	.000	-.347
Effective Teaching Practices												
Marshall (N = 279)	41.2	13.1	.79	20	32	40	52	60				
Southeast Public	40.7	13.6	.17	20	32	40	52	60	6,681	.5	.555	.036
Carnegie Class	41.3	13.5	.07	20	32	40	52	60	33,305	.0	.973	-.002
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	111,796	.8	.306	.061
Top 50%	42.8	13.3	.07	20	36	44	56	60	39,305	-1.6	.050	-.118
Top 10%	44.7	13.8	.14	20	36	48	60	60	10,420	-3.4	.000	-.248
Campus Environment												
Quality of Interactions												
Marshall (N = 255)	40.5	13.0	.81	16	32	42	50	60				
Southeast Public	41.2	12.6	.17	18	34	42	50	60	5,984	-.7	.393	-.055
Carnegie Class	42.1	12.6	.07	18	34	44	52	60	29,512	-1.6	.047	-.125
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	98,122	-1.2	.125	-.096
Top 50%	44.3	11.6	.06	22	38	46	53	60	257	-3.8	.000	-.329
Top 10%	46.3	12.0	.13	23	40	48	56	60	9,446	-5.8	.000	-.478
Supportive Environment												
Marshall (N = 234)	37.6	14.1	.92	15	28	38	48	60				
Southeast Public	37.4	14.3	.19	14	28	38	48	60	5,587	.2	.873	.011
Carnegie Class	37.1	14.2	.08	13	28	38	48	60	28,438	.5	.610	.034
NSSE 2013	37.2	13.9	.05	14	28	38	48	60	94,553	.4	.645	.030
Top 50%	39.5	13.2	.06	18	30	40	50	60	44,313	-2.0	.024	-.148
Top 10%	41.4	12.9	.14	20	33	43	53	60	243	-3.8	.000	-.296

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.

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.

NSSE 2013 Engagement Indicators

Detailed Statistics^a Marshall University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Marshall (N = 362)	41.4	13.6	.71	20	35	40	55	60				
Southeast Public	41.0	14.2	.16	20	30	40	55	60	8,161	.4	.643	.025
Carnegie Class	41.8	13.9	.06	20	35	40	55	60	47,692	-.4	.553	-.031
NSSE 2013	41.3	14.0	.04	20	30	40	55	60	156,400	.1	.925	.005
Top 50%	43.5	13.7	.06	20	35	40	55	60	60,533	-2.1	.004	-.154
Top 10%	45.3	13.6	.10	20	40	45	60	60	17,949	-3.9	.000	-.285
Reflective and Integrative Learning												
Marshall (N = 379)	38.6	12.7	.65	20	29	37	49	60				
Southeast Public	38.5	13.2	.15	17	29	37	49	60	8,489	.1	.828	.011
Carnegie Class	39.2	12.9	.06	20	31	40	49	60	49,443	-.6	.343	-.049
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	162,402	-.3	.645	-.024
Top 50%	41.1	12.6	.05	20	31	40	51	60	59,930	-2.5	.000	-.198
Top 10%	43.1	12.6	.10	20	34	43	54	60	16,401	-4.5	.000	-.355
Learning Strategies												
Marshall (N = 359)	41.5	13.8	.73	20	33	40	53	60				
Southeast Public	41.4	14.8	.17	20	33	40	53	60	7,734	.2	.837	.011
Carnegie Class	41.4	14.6	.07	20	33	40	53	60	45,649	.1	.860	.009
NSSE 2013	40.7	14.7	.04	13	27	40	53	60	148,713	.8	.286	.056
Top 50%	43.2	14.4	.05	20	33	40	60	60	70,381	-1.6	.033	-.113
Top 10%	45.4	14.0	.10	20	40	47	60	60	21,157	-3.9	.000	-.275
Quantitative Reasoning												
Marshall (N = 375)	32.4	17.1	.88	0	20	33	40	60				
Southeast Public	29.4	17.5	.20	0	20	27	40	60	8,345	3.0	.001	.172
Carnegie Class	28.9	17.4	.08	0	20	27	40	60	48,613	3.6	.000	.205
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	159,229	2.7	.002	.159
Top 50%	31.1	17.2	.06	0	20	33	40	60	88,521	1.3	.142	.076
Top 10%	32.5	17.0	.11	0	20	33	40	60	24,070	-.1	.919	-.005
Learning with Peers												
Collaborative Learning												
Marshall (N = 370)	33.7	13.4	.70	15	25	30	45	60				
Southeast Public	32.2	14.4	.16	10	20	30	40	60	8,592	1.5	.048	.105
Carnegie Class	29.9	15.3	.07	5	20	30	40	60	376	3.8	.000	.246
NSSE 2013	31.7	14.6	.04	10	20	30	40	60	164,301	2.0	.009	.136
Top 50%	35.0	13.8	.05	15	25	35	45	60	67,202	-1.3	.069	-.095
Top 10%	37.5	13.5	.13	15	25	40	50	60	10,401	-3.8	.000	-.282
Discussions with Diverse Others												
Marshall (N = 363)	41.9	14.9	.78	20	30	40	60	60				
Southeast Public	41.7	16.3	.19	15	30	40	60	60	7,801	.2	.840	.011
Carnegie Class	41.1	16.5	.08	15	30	40	60	60	369	.7	.359	.044
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	149,947	.1	.919	.005
Top 50%	44.1	15.9	.06	20	35	45	60	60	80,791	-2.2	.007	-.142
Top 10%	45.8	15.6	.10	20	40	50	60	60	24,980	-4.0	.000	-.254

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 375)	28.5	16.0	.83	5	15	25	40	60				
Southeast Public	24.6	16.6	.19	0	10	20	35	60	8,325	3.9	.000	.236
Carnegie Class	22.9	16.6	.08	0	10	20	35	55	48,507	5.6	.000	.336
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	159,326	5.3	.000	.327
Top 50%	29.7	16.1	.09	5	20	30	40	60	33,338	-1.2	.163	-.073
Top 10%	34.6	16.0	.25	10	20	35	45	60	4,398	-6.1	.000	-.379
Effective Teaching Practices												
Marshall (N = 372)	41.4	12.8	.66	20	32	40	52	60				
Southeast Public	41.3	14.0	.16	16	32	40	52	60	8,405	.1	.852	.010
Carnegie Class	41.9	13.9	.06	20	32	40	52	60	49,048	-.5	.468	-.038
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	160,754	.3	.667	.022
Top 50%	43.3	13.7	.06	20	36	44	56	60	58,082	-1.9	.009	-.136
Top 10%	45.3	13.5	.13	20	36	48	60	60	10,545	-3.9	.000	-.290
Campus Environment												
Quality of Interactions												
Marshall (N = 363)	41.4	12.1	.63	20	34	42	50	60				
Southeast Public	42.5	11.9	.14	20	36	44	50	60	7,490	-1.1	.086	-.092
Carnegie Class	43.3	12.1	.06	20	36	45	52	60	43,848	-1.9	.003	-.157
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	143,396	-1.4	.025	-.118
Top 50%	45.8	11.5	.05	24	40	48	55	60	47,824	-4.4	.000	-.381
Top 10%	47.6	11.6	.10	24	42	50	58	60	14,061	-6.2	.000	-.539
Supportive Environment												
Marshall (N = 353)	33.6	13.2	.70	13	25	33	43	58				
Southeast Public	32.7	14.5	.17	10	23	33	43	60	396	.9	.201	.064
Carnegie Class	33.1	14.7	.07	10	23	33	43	60	359	.5	.461	.035
NSSE 2013	33.1	14.4	.04	10	23	33	43	60	354	.5	.449	.037
Top 50%	36.2	13.7	.06	13	28	38	45	60	53,235	-2.6	.000	-.188
Top 10%	39.1	13.1	.14	18	30	40	50	60	8,644	-5.5	.000	-.423

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 \times \text{SEM}$.

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.