
NSSE 2014

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 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 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 2013 and 2014 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 (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' 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 Students

Theme	Engagement Indicator	Your first-year students compared with Carnegie Peers	Your first-year students compared with Southeast Public	Your first-year students compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	--	▽
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Carnegie Peers	Your seniors compared with Southeast Public	Your seniors compared with NSSE 2013 & 2014
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

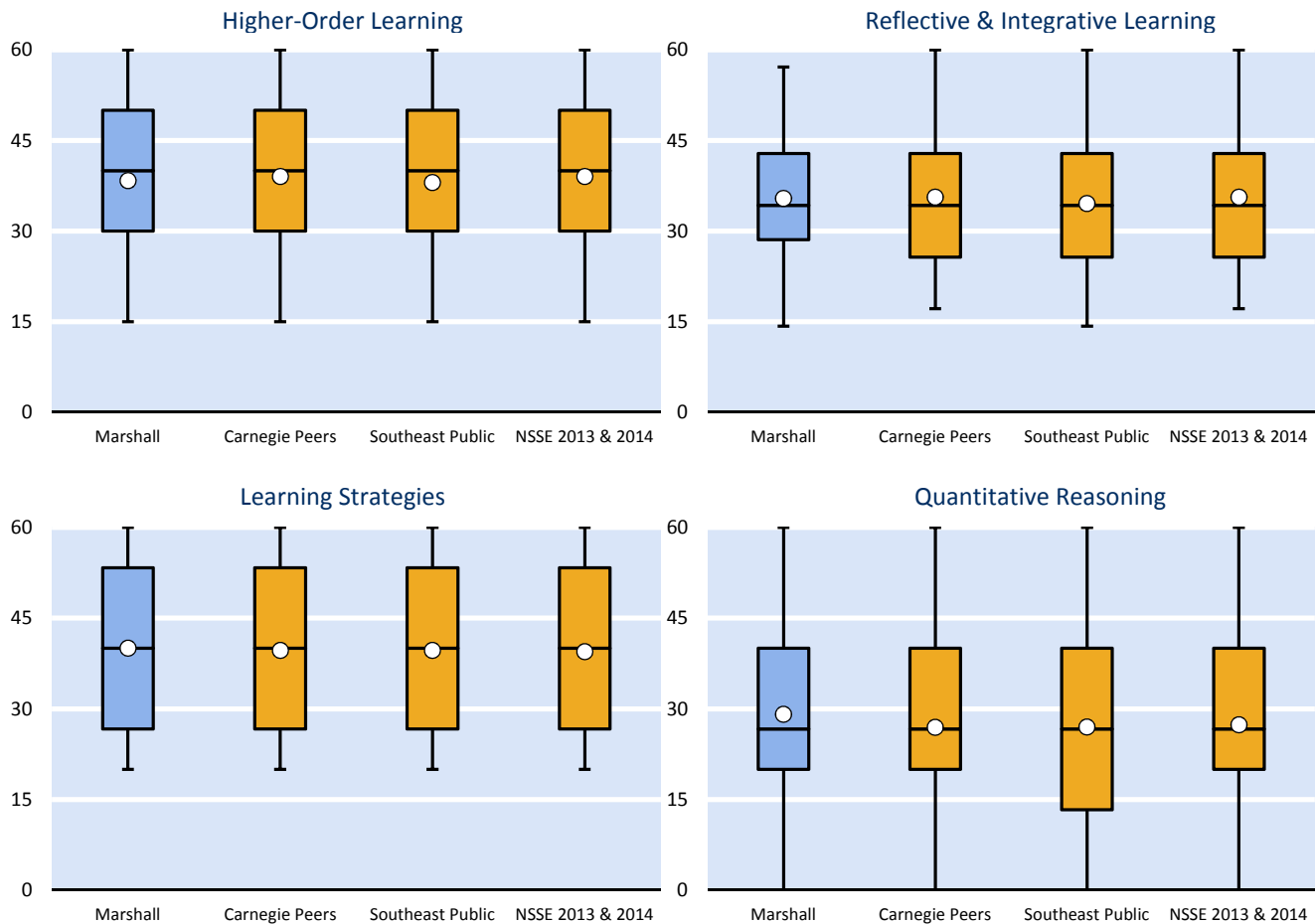
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.3	39.1	-.05	38.1	.02	39.0	-.05
Reflective & Integrative Learning	35.4	35.6	-.02	34.6	.07	35.6	-.01
Learning Strategies	40.1	39.7	.03	39.7	.03	39.5	.04
Quantitative Reasoning	29.1	27.0 *	.13	27.0 *	.13	27.4	.11

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
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	67 	72 	70 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	72 	70 	72 
4d. Evaluating a point of view, decision, or information source	71 	71 	68 	70 
4e. Forming a new idea or understanding from various pieces of information	69 	69 	67 	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	59 	55 	53 	56 
2b. Connected your learning to societal problems or issues	51 	53 	50 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51 	51 	48 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	63 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	67 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	64 	65 	62 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	77 	73 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	81 	78 	80 
9b. Reviewed your notes after class	67 	66 	67 	65 
9c. Summarized what you learned in class or from course materials	63 	64 	64 	63 
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.)	52 	50 	51 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	38 	37 	38 
6c. Evaluated what others have concluded from numerical information	41 	36 	35 	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

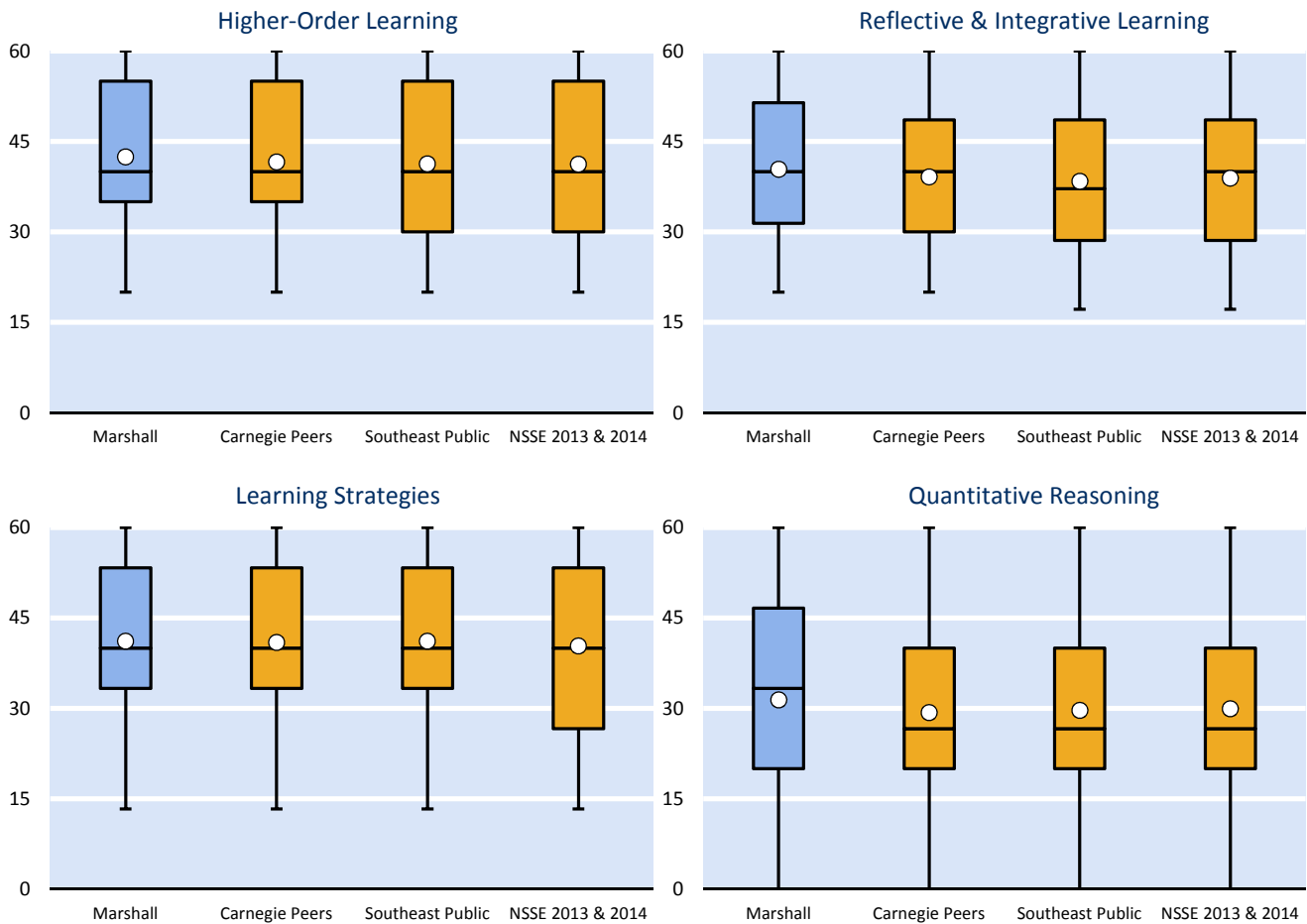
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Carnegie Peers Mean	Effect size	Southeast Public Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	42.4	41.6	.06	41.3	.08	41.2	.09
Reflective & Integrative Learning	40.4	39.1 *	.10	38.4 ***	.15	38.9 **	.11
Learning Strategies	41.1	40.9	.01	41.2	.00	40.3	.06
Quantitative Reasoning	31.4	29.3 **	.12	29.7 *	.10	29.9	.08

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
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	81 	80 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	78 	77 	78 
4d. Evaluating a point of view, decision, or information source	74 	74 	72 	72 
4e. Forming a new idea or understanding from various pieces of information	75 	74 	72 	72 
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	78 	71 	72 	72 
2b. Connected your learning to societal problems or issues	66 	65 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61 	57 	54 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	67 	65 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	71 	70 	70 
2f. Learned something that changed the way you understand an issue or concept	72 	70 	67 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	84 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	84 	82 	83 
9b. Reviewed your notes after class	65 	66 	67 	63 
9c. Summarized what you learned in class or from course materials	71 	67 	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.)	60 	53 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	44 	44 	44 
6c. Evaluated what others have concluded from numerical information	44 	43 	43 	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

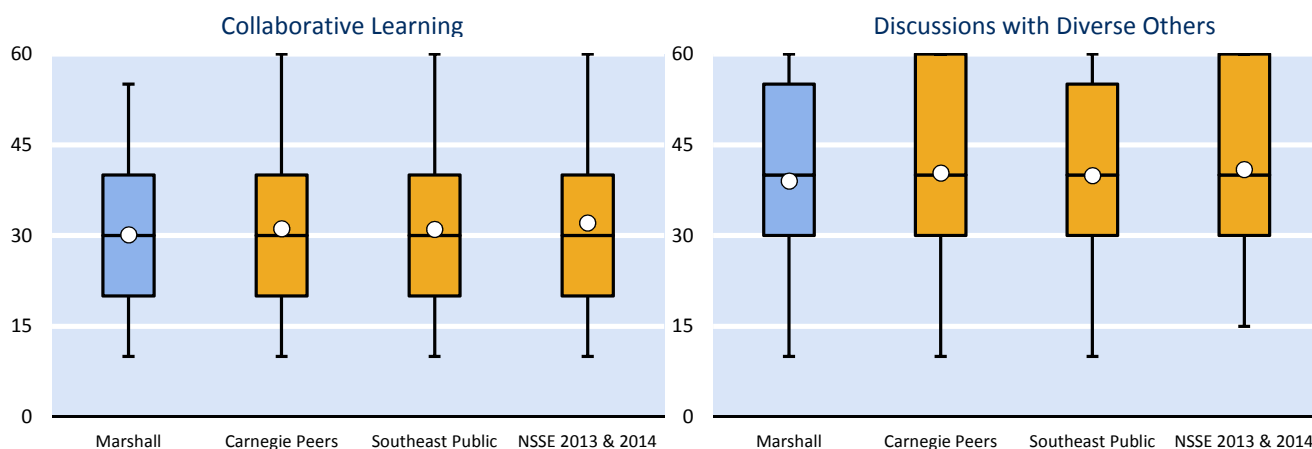
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Carnegie Peers		Southeast Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.1	31.1	-.07	31.0	-.06	32.1 *	-.14
Discussions with Diverse Others	39.0	40.3	-.08	39.9	-.05	40.9 *	-.12

Notes: Results weighted by institution-reported sex 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 Overview 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	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	44	47	46	50
1f. Explained course material to one or more students	53	55	55	57
1g. Prepared for exams by discussing or working through course material with other students	42	46	45	49
1h. Worked with other students on course projects or assignments	45	51	49	52

Discussions with Diverse Others

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	64	71	70	72
8b. People from an economic background other than your own	72	72	72	73
8c. People with religious beliefs other than your own	68	67	66	69
8d. People with political views other than your own	70	67	67	69

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

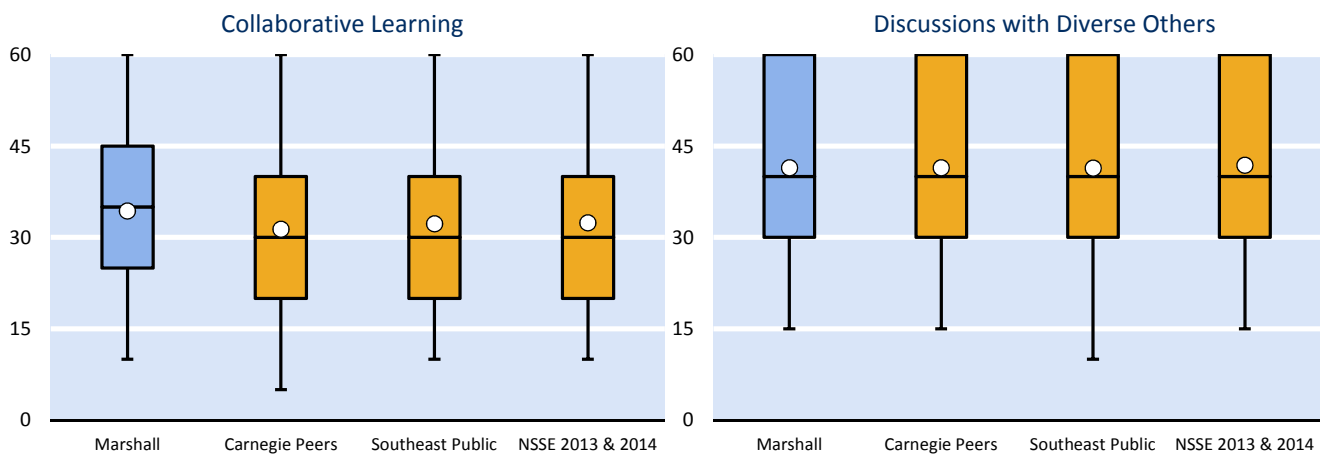
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Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.3	31.3 ***	.20	32.2 **	.14	32.4 **	.13
Discussions with Diverse Others	41.5	41.5	.00	41.4	.00	41.8	-.02

Notes: Results weighted by institution-reported sex 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 Overview 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	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	44	38	40	40
1f. Explained course material to one or more students	66	56	59	58
1g. Prepared for exams by discussing or working through course material with other students	52	44	44	46
1h. Worked with other students on course projects or assignments	64	62	64	64

Discussions with Diverse Others

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	64	73	71	73
8b. People from an economic background other than your own	73	74	74	75
8c. People with religious beliefs other than your own	71	69	69	70
8d. People with political views other than your own	76	70	72	71

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

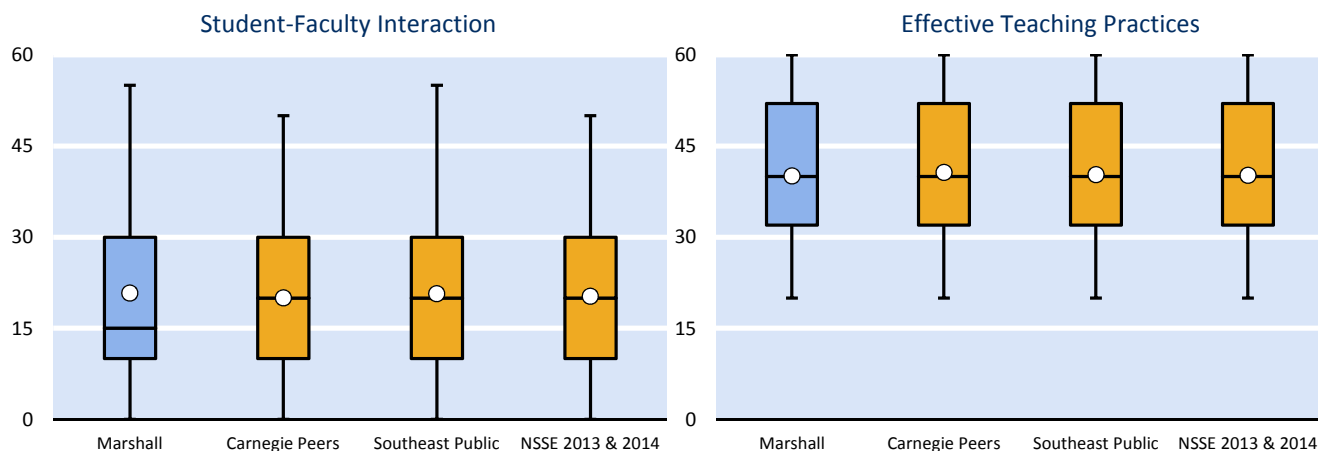
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Carnegie Peers Mean	Effect size	Southeast Public Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	20.8	20.0	.05	20.7	.01	20.3	.03
Effective Teaching Practices	40.1	40.6	-.04	40.3	-.01	40.2	-.01

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	33	32	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	18	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	25	26	25
3d. Discussed your academic performance with a faculty member	32	29	30	29

Effective Teaching Practices

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	78	81	80	81
5b. Taught course sessions in an organized way	78	79	77	79
5c. Used examples or illustrations to explain difficult points	74	77	76	77
5d. Provided feedback on a draft or work in progress	70	67	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	64	63	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

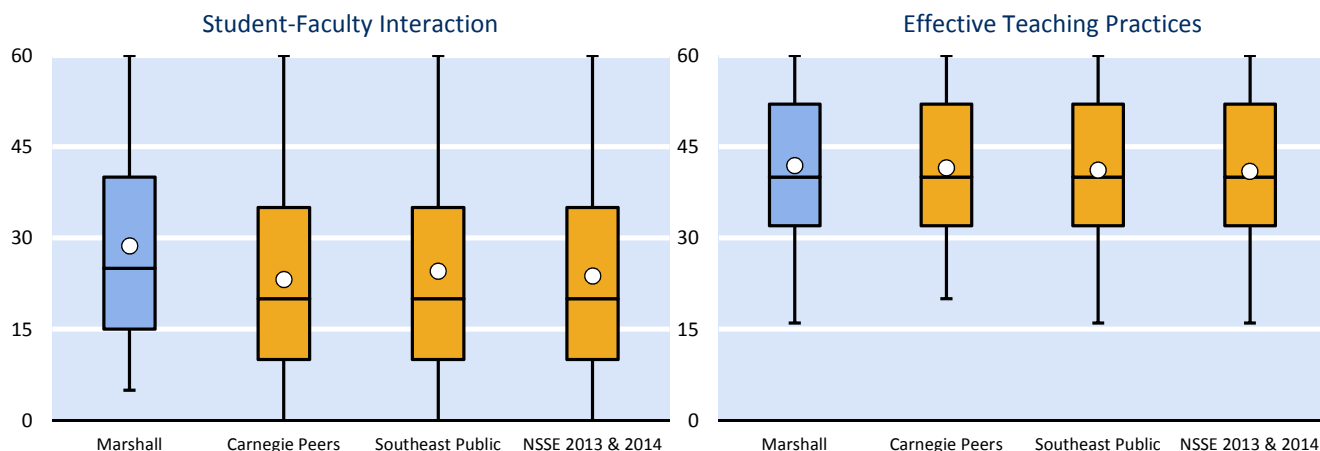
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Carnegie Peers		Southeast Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.7	23.1 ***	.34	24.5 ***	.25	23.7 ***	.30
Effective Teaching Practices	41.9	41.5	.03	41.2	.05	40.9	.07

Notes: Results weighted by institution-reported sex 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 Overview 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	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	51	41	44	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	25	27	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	32	35	33
3d. Discussed your academic performance with a faculty member	47	33	36	33

Effective Teaching Practices

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	81	83	82	83
5b. Taught course sessions in an organized way	80	81	80	81
5c. Used examples or illustrations to explain difficult points	82	79	79	79
5d. Provided feedback on a draft or work in progress	71	64	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	69	69	69	67

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

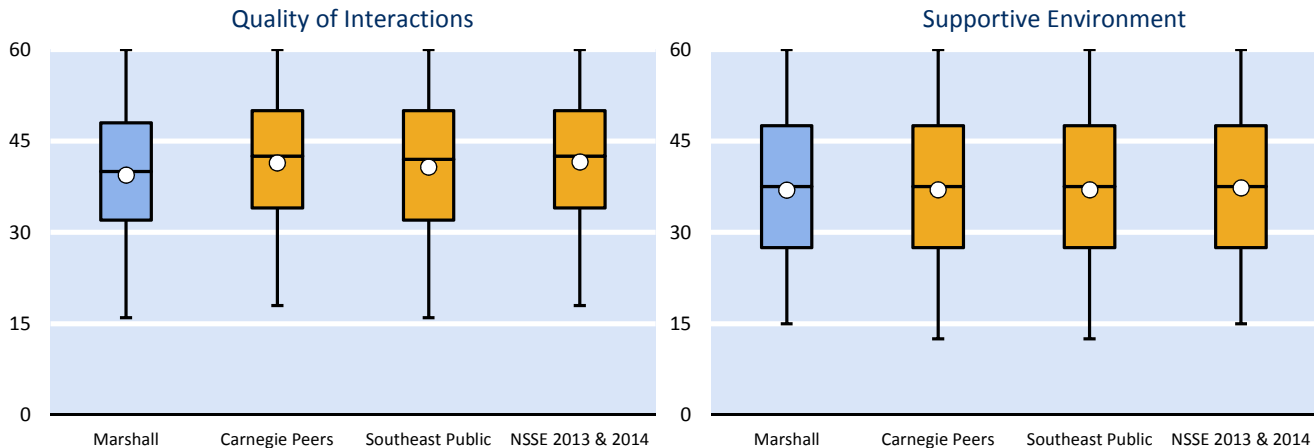
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.4	41.4 **	-.15	40.7	-.10	41.5 **	-.17
Supportive Environment	36.9	36.9	.00	37.0	.00	37.3	-.03

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions



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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	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
13a. Students	48	59	56	59
13b. Academic advisors	35	48	48	48
13c. Faculty	46	50	47	50
13d. Student services staff (career services, student activities, housing, etc.)	39	43	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	42	39	41

Supportive Environment

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	75	77	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	78	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	59	57	59
14e. Providing opportunities to be involved socially	73	71	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	71	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	45	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	65	68	68
14i. Attending events that address important social, economic, or political issues	54	52	53	53

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: Seniors

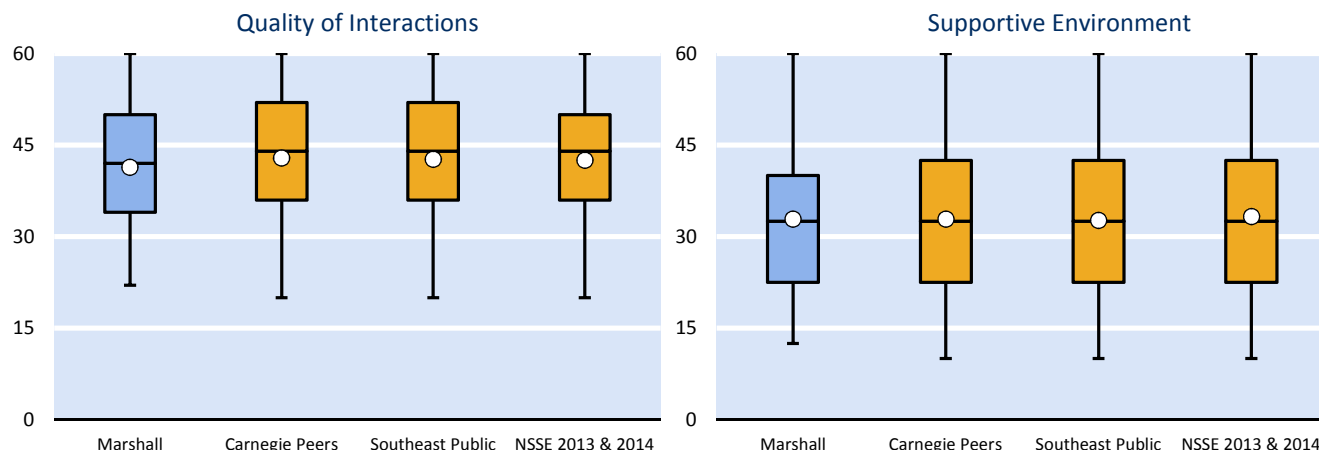
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	42.9 **	-.12	42.7 *	-.11	42.5 *	-.10
Supportive Environment	32.9	32.9	.00	32.6	.02	33.3	-.03

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

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	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
13a. Students	62	64	62	64
13b. Academic advisors	46	53	54	52
13c. Faculty	59	62	61	60
13d. Student services staff (career services, student activities, housing, etc.)	40	43	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	43	42	42

Supportive Environment

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	72	73	71	72
14c. Using learning support services (tutoring services, writing center, etc.)	61	67	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	54	52	53
14e. Providing opportunities to be involved socially	68	64	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	61	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	33	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	53	54	57
14i. Attending events that address important social, economic, or political issues	46	45	44	46

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^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 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	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.3	40.6 **	-.17		42.7 ***	-.32	
	Reflective and Integrative Learning	35.4	37.3 **	-.15		39.3 ***	-.31	
	Learning Strategies	40.1	41.2	-.08	✓	43.4 ***	-.24	
	Quantitative Reasoning	29.1	28.8	.02	✓	30.6	-.09	✓
Learning with Peers	Collaborative Learning	30.1	34.7 ***	-.34		37.0 ***	-.51	
	Discussions with Diverse Others	39.0	43.2 ***	-.28		45.6 ***	-.45	
Experiences with Faculty	Student-Faculty Interaction	20.8	23.3 **	-.17		26.9 ***	-.38	
	Effective Teaching Practices	40.1	42.4 **	-.17		44.6 ***	-.34	
Campus Environment	Quality of Interactions	39.4	44.0 ***	-.40		46.0 ***	-.57	
	Supportive Environment	36.9	39.4 **	-.19		41.4 ***	-.34	
Seniors		Marshall	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.4	43.3	-.06	✓	45.3 ***	-.21	
	Reflective and Integrative Learning	40.4	41.1	-.05	✓	43.1 ***	-.21	
	Learning Strategies	41.1	42.5 *	-.09		44.9 ***	-.26	
	Quantitative Reasoning	31.4	31.3	.00	✓	33.0 *	-.10	
Learning with Peers	Collaborative Learning	34.3	35.4	-.08	✓	37.7 ***	-.25	
	Discussions with Diverse Others	41.5	43.9 ***	-.16		45.8 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	28.7	29.6	-.05	✓	34.4 ***	-.35	
	Effective Teaching Practices	41.9	43.1	-.08	✓	45.1 ***	-.24	
Campus Environment	Quality of Interactions	41.4	45.3 ***	-.35		47.4 ***	-.52	
	Supportive Environment	32.9	36.1 ***	-.23		39.0 ***	-.46	

Note: Results weighted by institution-reported sex 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.

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 2013 and 2014 institutions, 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.

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

NSSE 2014 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 = 300)	38.3	14.2	.82	15	30	40	50	60				
Carnegie Peers	39.1	14.0	.06	15	30	40	50	60	55,573	-.7	.369	-.052
Southeast Public	38.1	14.4	.16	15	30	40	50	60	7,910	.3	.747	.019
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	182,682	-.7	.376	-.051
Top 50%	40.6	13.6	.05	20	30	40	50	60	90,491	-2.2	.004	-.165
Top 10%	42.7	13.6	.11	20	35	40	55	60	16,978	-4.4	.000	-.320
Reflective & Integrative Learning												
Marshall (N = 316)	35.4	12.4	.70	14	29	34	43	57				
Carnegie Peers	35.6	12.7	.05	17	26	34	43	60	58,072	-.2	.778	-.016
Southeast Public	34.6	13.0	.15	14	26	34	43	60	8,288	.9	.248	.066
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	190,663	-.2	.814	-.013
Top 50%	37.3	12.5	.04	17	29	37	46	60	91,143	-1.9	.007	-.151
Top 10%	39.3	12.6	.09	20	31	40	49	60	19,758	-3.8	.000	-.306
Learning Strategies												
Marshall (N = 282)	40.1	14.4	.86	20	27	40	53	60				
Carnegie Peers	39.7	14.2	.06	20	27	40	53	60	51,559	.4	.659	.026
Southeast Public	39.7	14.4	.17	20	27	40	53	60	7,302	.4	.644	.028
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	169,292	.6	.472	.043
Top 50%	41.2	14.0	.05	20	33	40	53	60	79,689	-1.2	.167	-.082
Top 10%	43.4	14.0	.11	20	33	40	60	60	17,161	-3.4	.000	-.239
Quantitative Reasoning												
Marshall (N = 304)	29.1	15.9	.91	0	20	27	40	60				
Carnegie Peers	27.0	16.6	.07	0	20	27	40	60	56,498	2.2	.023	.131
Southeast Public	27.0	16.7	.19	0	13	27	40	60	8,037	2.1	.028	.129
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	185,645	1.8	.059	.108
Top 50%	28.8	16.3	.05	0	20	27	40	60	116,143	.3	.711	.021
Top 10%	30.6	16.2	.10	0	20	27	40	60	26,784	-1.5	.108	-.093
Learning with Peers												
Collaborative Learning												
Marshall (N = 317)	30.1	13.5	.76	10	20	30	40	55				
Carnegie Peers	31.1	14.3	.06	10	20	30	40	60	59,253	-1.0	.226	-.068
Southeast Public	31.0	14.1	.16	10	20	30	40	60	8,483	-.9	.258	-.065
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	195,327	-2.0	.013	-.139
Top 50%	34.7	13.7	.04	15	25	35	45	60	110,109	-4.6	.000	-.336
Top 10%	37.0	13.6	.09	15	25	35	45	60	25,334	-6.9	.000	-.510
Discussions with Diverse Others												
Marshall (N = 286)	39.0	16.4	.97	10	30	40	55	60				
Carnegie Peers	40.3	16.3	.07	10	30	40	60	60	52,189	-1.3	.168	-.082
Southeast Public	39.9	16.2	.19	10	30	40	55	60	7,421	-.9	.365	-.055
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	171,391	-1.9	.042	-.120
Top 50%	43.2	15.4	.05	20	35	45	60	60	100,694	-4.2	.000	-.276
Top 10%	45.6	14.8	.10	20	40	50	60	60	21,271	-6.6	.000	-.447

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 = 305)	20.8	15.0	.86	0	10	15	30	55				
Carnegie Peers	20.0	14.8	.06	0	10	20	30	50	56,763	.8	.367	.052
Southeast Public	20.7	15.4	.17	0	10	20	30	55	8,104	.1	.894	.008
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	186,314	.5	.551	.034
Top 50%	23.3	15.0	.06	0	10	20	30	55	66,132	-2.5	.003	-.170
Top 10%	26.9	16.2	.16	5	15	25	40	60	325	-6.2	.000	-.381
Effective Teaching Practices												
Marshall (N = 311)	40.1	13.3	.76	20	32	40	52	60				
Carnegie Peers	40.6	13.4	.06	20	32	40	52	60	57,210	-.6	.456	-.042
Southeast Public	40.3	13.6	.15	20	32	40	52	60	8,142	-.2	.798	-.015
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	187,836	-.1	.924	-.005
Top 50%	42.4	13.2	.05	20	32	44	52	60	73,342	-2.3	.002	-.172
Top 10%	44.6	13.3	.11	20	36	44	56	60	14,839	-4.6	.000	-.342
Campus Environment												
Quality of Interactions												
Marshall (N = 280)	39.4	12.4	.74	16	32	40	48	60				
Carnegie Peers	41.4	12.8	.06	18	34	43	50	60	49,872	-2.0	.010	-.154
Southeast Public	40.7	12.8	.15	16	32	42	50	60	7,171	-1.3	.103	-.099
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	164,043	-2.1	.004	-.172
Top 50%	44.0	11.4	.05	22	38	46	52	60	61,982	-4.6	.000	-.401
Top 10%	46.0	11.6	.10	24	40	48	55	60	13,064	-6.6	.000	-.570
Supportive Environment												
Marshall (N = 265)	36.9	14.0	.86	15	28	38	48	60				
Carnegie Peers	36.9	14.1	.06	13	28	38	48	60	47,982	.0	.993	-.001
Southeast Public	37.0	14.3	.18	13	28	38	48	60	6,725	.0	.968	-.003
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	157,827	-.4	.675	-.026
Top 50%	39.4	13.2	.05	18	30	40	50	60	81,050	-2.5	.003	-.185
Top 10%	41.4	12.8	.10	20	33	40	53	60	271	-4.4	.000	-.344

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 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 2014 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 = 505)	42.4	13.0	.58	20	35	40	55	60				
Carnegie Peers	41.6	14.1	.04	20	35	40	55	60	106,913	.8	.200	.057
Southeast Public	41.3	14.2	.13	20	30	40	55	60	12,238	1.2	.072	.082
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	327,503	1.2	.053	.086
Top 50%	43.3	13.7	.04	20	35	40	55	60	130,185	-.8	.171	-.061
Top 10%	45.3	13.6	.08	20	40	45	60	60	32,504	-2.8	.000	-.208
Reflective & Integrative Learning												
Marshall (N = 511)	40.4	12.7	.56	20	31	40	51	60				
Carnegie Peers	39.1	13.0	.04	20	30	40	49	60	111,213	1.3	.026	.098
Southeast Public	38.4	13.3	.12	17	29	37	49	60	12,693	2.0	.001	.152
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	340,654	1.5	.010	.114
Top 50%	41.1	12.6	.04	20	31	40	51	60	127,521	-.7	.245	-.051
Top 10%	43.1	12.5	.07	20	34	43	54	60	28,469	-2.6	.000	-.212
Learning Strategies												
Marshall (N = 486)	41.1	14.7	.67	13	33	40	53	60				
Carnegie Peers	40.9	14.8	.05	13	33	40	53	60	101,284	.2	.754	.014
Southeast Public	41.2	14.9	.14	13	33	40	53	60	11,462	.0	.994	.000
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	309,847	.8	.222	.055
Top 50%	42.5	14.5	.04	20	33	40	60	60	159,783	-1.3	.044	-.091
Top 10%	44.9	14.1	.07	20	33	47	60	60	41,271	-3.7	.000	-.263
Quantitative Reasoning												
Marshall (N = 509)	31.4	17.5	.77	0	20	33	47	60				
Carnegie Peers	29.3	17.4	.05	0	20	27	40	60	108,986	2.1	.008	.118
Southeast Public	29.7	17.2	.16	0	20	27	40	60	12,429	1.7	.028	.099
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	333,699	1.5	.056	.085
Top 50%	31.3	17.2	.04	0	20	33	40	60	202,211	.1	.930	.004
Top 10%	33.0	16.9	.08	0	20	33	47	60	50,980	-1.7	.029	-.097
Learning with Peers												
Collaborative Learning												
Marshall (N = 502)	34.3	14.5	.65	10	25	35	45	60				
Carnegie Peers	31.3	15.0	.04	5	20	30	40	60	112,275	3.0	.000	.200
Southeast Public	32.2	14.6	.13	10	20	30	40	60	12,867	2.1	.002	.142
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	344,892	1.9	.003	.132
Top 50%	35.4	13.8	.03	15	25	35	45	60	170,439	-1.1	.085	-.077
Top 10%	37.7	13.6	.07	15	30	40	50	60	34,557	-3.4	.000	-.250
Discussions with Diverse Others												
Marshall (N = 493)	41.5	15.9	.72	15	30	40	60	60				
Carnegie Peers	41.5	16.5	.05	15	30	40	60	60	102,123	.0	.989	.001
Southeast Public	41.4	16.7	.16	10	30	40	60	60	11,587	.1	.931	.004
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	312,806	-.4	.599	-.024
Top 50%	43.9	15.8	.04	20	35	45	60	60	196,950	-2.5	.000	-.157
Top 10%	45.8	15.4	.07	20	40	50	60	60	51,211	-4.4	.000	-.285

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 = 504)	28.7	16.5	.74	5	15	25	40	60				
Carnegie Peers	23.1	16.5	.05	0	10	20	35	60	108,860	5.5	.000	.336
Southeast Public	24.5	16.5	.15	0	10	20	35	60	12,410	4.2	.000	.252
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	333,621	4.9	.000	.303
Top 50%	29.6	16.1	.06	5	20	30	40	60	80,606	-.9	.227	-.054
Top 10%	34.4	16.4	.16	10	20	35	45	60	11,436	-5.7	.000	-.349
Effective Teaching Practices												
Marshall (N = 509)	41.9	13.5	.60	16	32	40	52	60				
Carnegie Peers	41.5	13.8	.04	20	32	40	52	60	110,175	.4	.511	.029
Southeast Public	41.2	14.1	.13	16	32	40	52	60	12,562	.7	.245	.053
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	337,123	1.0	.109	.071
Top 50%	43.1	13.6	.04	20	36	44	56	60	120,772	-1.2	.056	-.085
Top 10%	45.1	13.4	.09	20	36	48	60	60	20,962	-3.2	.000	-.241
Campus Environment												
Quality of Interactions												
Marshall (N = 485)	41.4	11.4	.52	22	34	42	50	60				
Carnegie Peers	42.9	12.1	.04	20	36	44	52	60	97,427	-1.5	.006	-.125
Southeast Public	42.7	11.8	.12	20	36	44	52	60	11,064	-1.3	.016	-.112
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	299,760	-1.2	.031	-.098
Top 50%	45.3	11.3	.04	24	38	48	54	60	105,254	-3.9	.000	-.346
Top 10%	47.4	11.6	.07	24	40	50	58	60	28,498	-6.0	.000	-.518
Supportive Environment												
Marshall (N = 474)	32.9	13.5	.62	13	23	33	40	60				
Carnegie Peers	32.9	14.7	.05	10	23	33	43	60	478	.0	.977	-.001
Southeast Public	32.6	14.5	.14	10	23	33	43	60	524	.2	.723	.016
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	475	-.4	.516	-.028
Top 50%	36.1	13.8	.04	13	28	38	45	60	124,451	-3.2	.000	-.234
Top 10%	39.0	13.3	.09	17	30	40	50	60	21,291	-6.1	.000	-.458

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 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.