
NSSE 2015

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 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 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

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 2014 & 2015
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 2014 & 2015
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

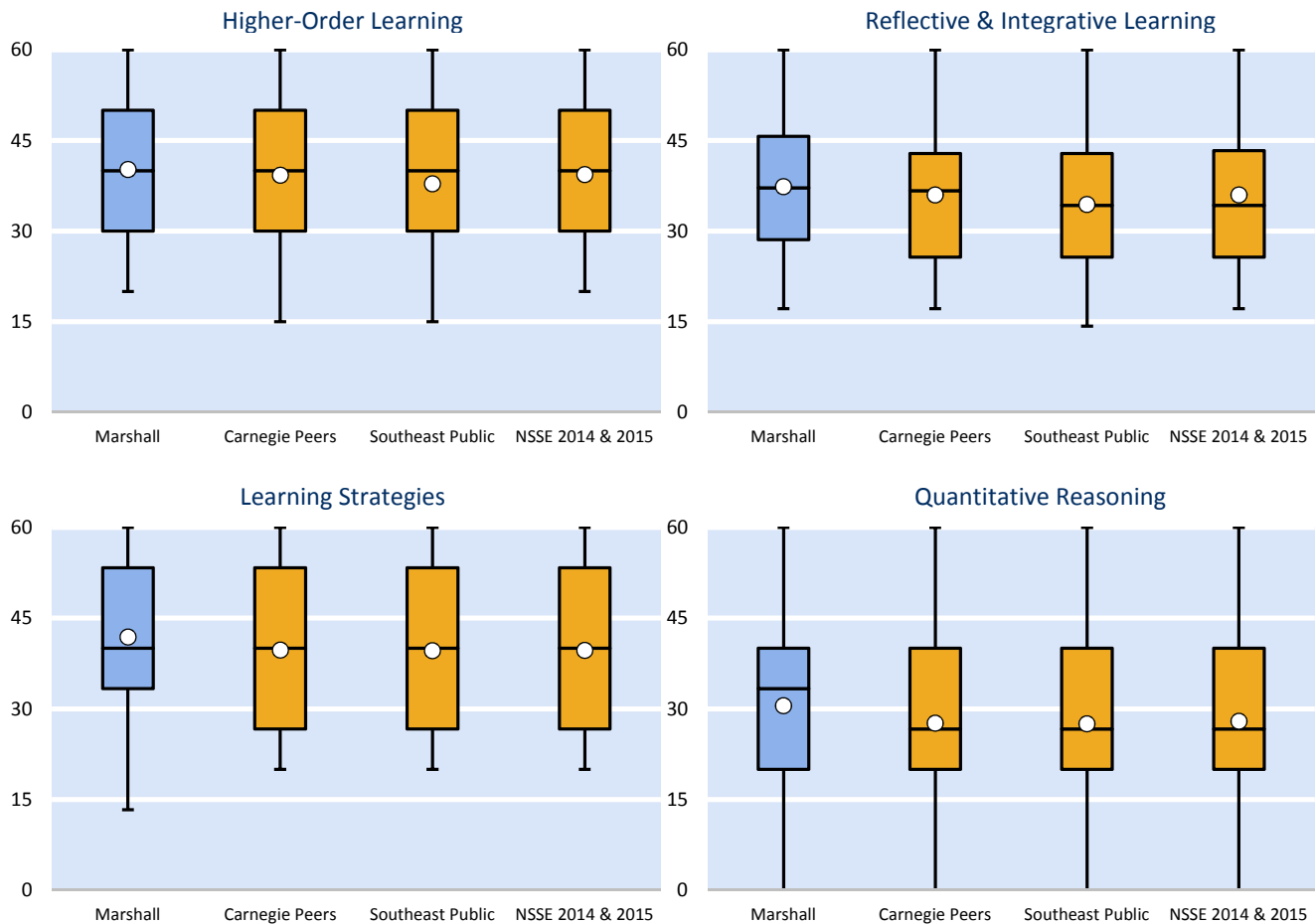
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	39.2	.07	37.8 ***	.17	39.3	.06
Reflective & Integrative Learning	37.3	36.0 *	.11	34.4 ***	.23	36.0 *	.11
Learning Strategies	41.9	39.7 **	.15	39.6 **	.16	39.7 **	.15
Quantitative Reasoning	30.5	27.7 ***	.17	27.6 ***	.18	27.9 **	.16

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
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	75	72	70	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	73	69	73
4d. Evaluating a point of view, decision, or information source	73	71	67	71
4e. Forming a new idea or understanding from various pieces of information	71	70	66	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	64	56	53	56
2b. Connected your learning to societal problems or issues	57	54	48	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	52	47	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	63	60	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	68	64	68
2f. Learned something that changed the way you understand an issue or concept	65	66	61	66
2g. Connected ideas from your courses to your prior experiences and knowledge	75	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	84	80	77	81
9b. Reviewed your notes after class	71	66	68	66
9c. Summarized what you learned in class or from course materials	67	64	64	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.)	56	52	52	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	39	38	39
6c. Evaluated what others have concluded from numerical information	45	38	37	39

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

Academic Challenge: Seniors

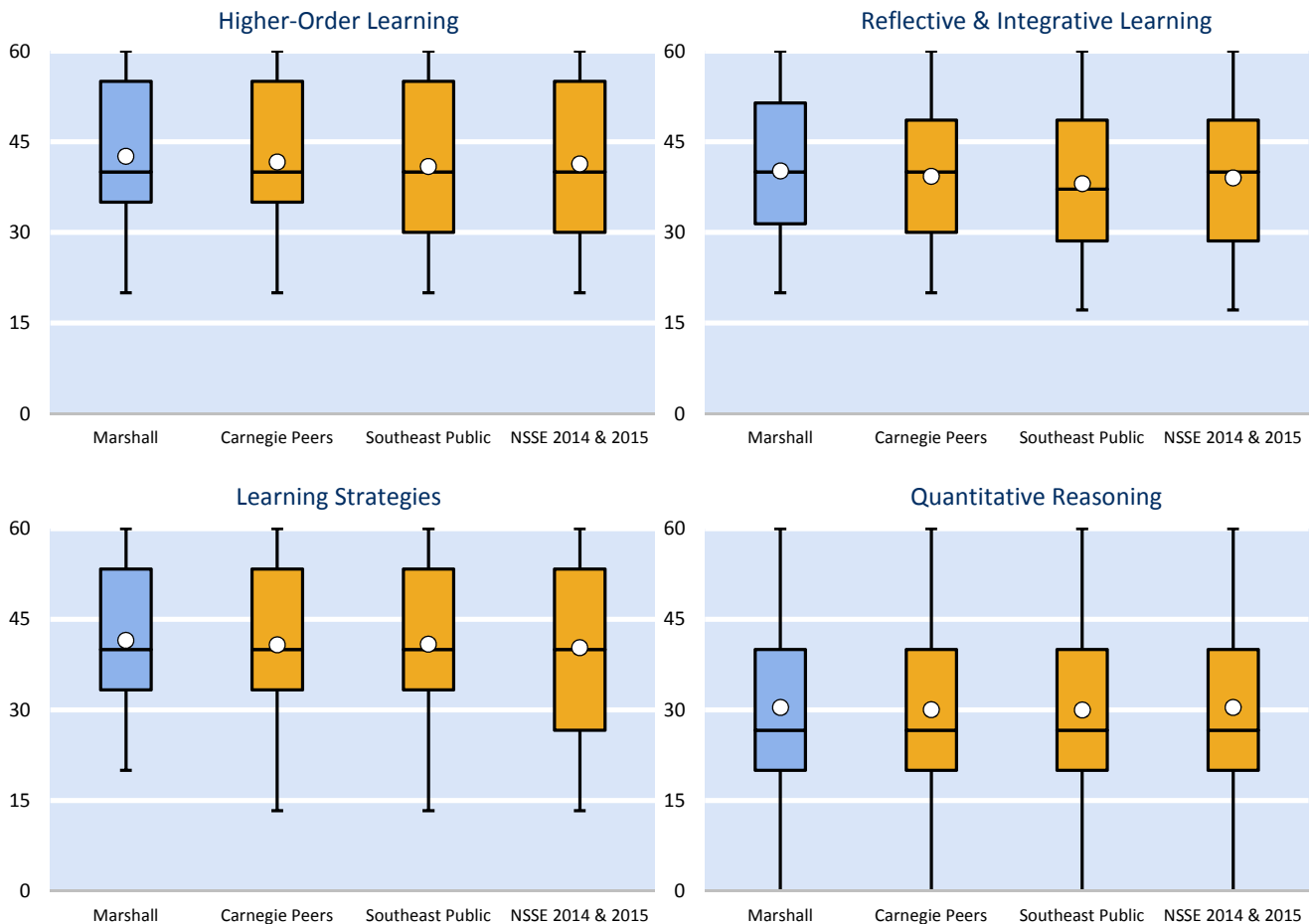
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2014 & 2015 Mean	Effect size
Higher-Order Learning	42.6	41.7	.06	40.9 *	.12	41.4	.09
Reflective & Integrative Learning	40.2	39.3	.07	38.1 ***	.16	39.0	.09
Learning Strategies	41.5	40.8	.05	40.9	.04	40.3	.08
Quantitative Reasoning	30.4	30.0	.02	30.0	.03	30.4	.00

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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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
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	82 	80 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	78 	77 	78 
4d. Evaluating a point of view, decision, or information source	74 	74 	71 	72 
4e. Forming a new idea or understanding from various pieces of information	76 	74 	72 	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	76 	72 	72 	72 
2b. Connected your learning to societal problems or issues	66 	66 	62 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59 	57 	52 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	67 	64 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	72 	69 	71 
2f. Learned something that changed the way you understand an issue or concept	72 	71 	66 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	87 	84 	82 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	83 	81 	83 
9b. Reviewed your notes after class	66 	65 	67 	64 
9c. Summarized what you learned in class or from course materials	68 	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.)	55 	55 	56 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	45 	45 	46 
6c. Evaluated what others have concluded from numerical information	47 	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 website.

Learning with Peers: First-year students

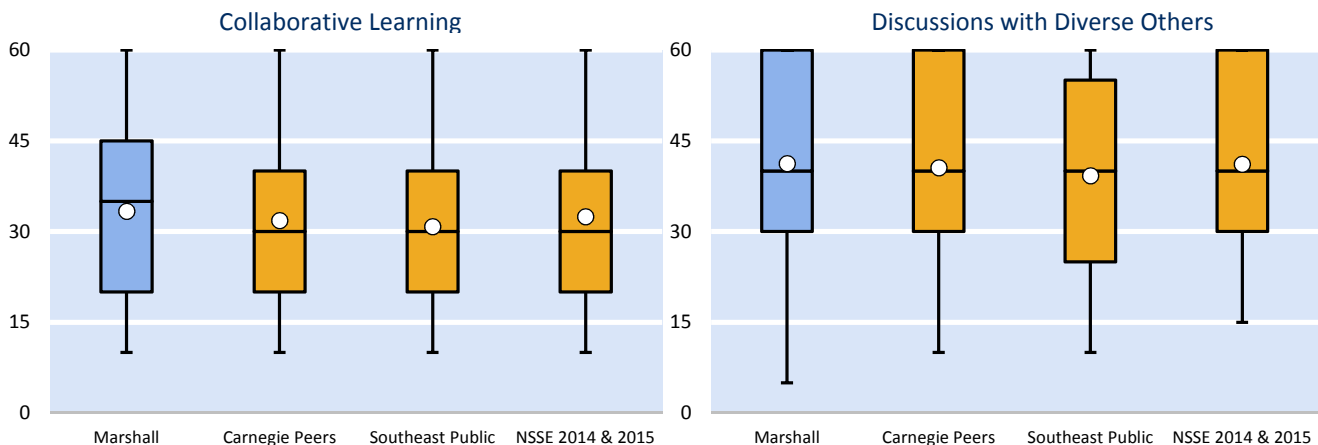
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.3	31.8 *	.11	30.8 ***	.18	32.4	.06
Discussions with Diverse Others	41.2	40.5	.04	39.2 *	.12	41.1	.01

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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Summary of Indicator Items

Collaborative Learning

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	51	49	47	50
1f. Explained course material to one or more students	62	56	54	57
1g. Prepared for exams by discussing or working through course material with other students	52	48	45	50
1h. Worked with other students on course projects or assignments	55	53	48	53

Discussions with Diverse Others

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	66	72	68	73
8b. People from an economic background other than your own	74	73	71	74
8c. People with religious beliefs other than your own	71	68	65	69
8d. People with political views other than your own	73	67	66	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 website.

Learning with Peers: Seniors

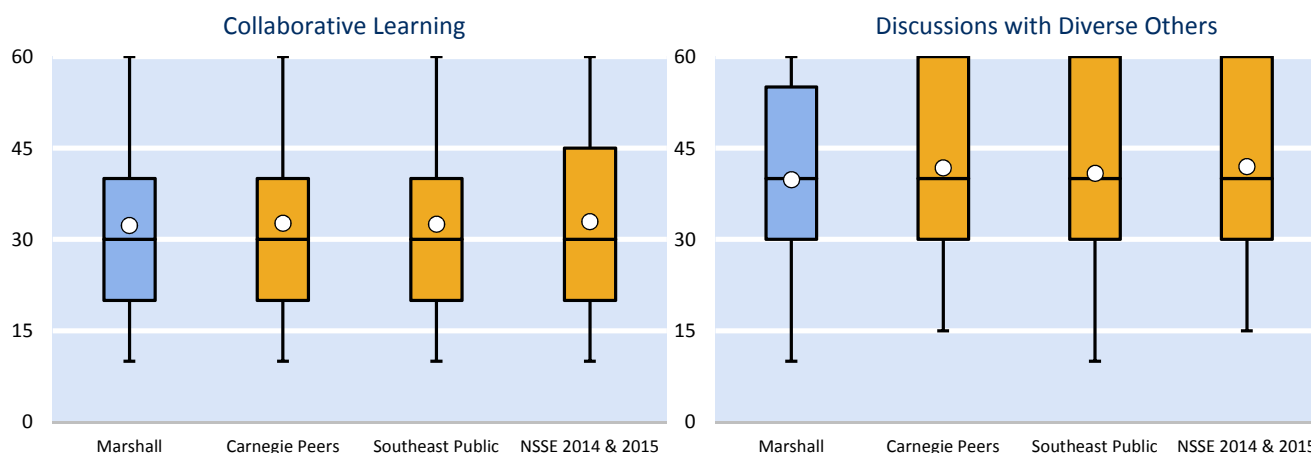
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Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.3	32.7	-.03	32.5	-.01	32.9	-.04
Discussions with Diverse Others	39.8	41.8 **	-.12	40.9	-.06	42.0 **	-.13

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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Summary of Indicator Items

Collaborative Learning

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	40	41	41	41
1f. Explained course material to one or more students	59	59	59	59
1g. Prepared for exams by discussing or working through course material with other students	44	46	46	47
1h. Worked with other students on course projects or assignments	62	65	64	65

Discussions with Diverse Others

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	65	74	69	74
8b. People from an economic background other than your own	71	74	73	75
8c. People with religious beliefs other than your own	68	70	68	71
8d. People with political views other than your own	72	70	70	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 website.

Experiences with Faculty: First-year students

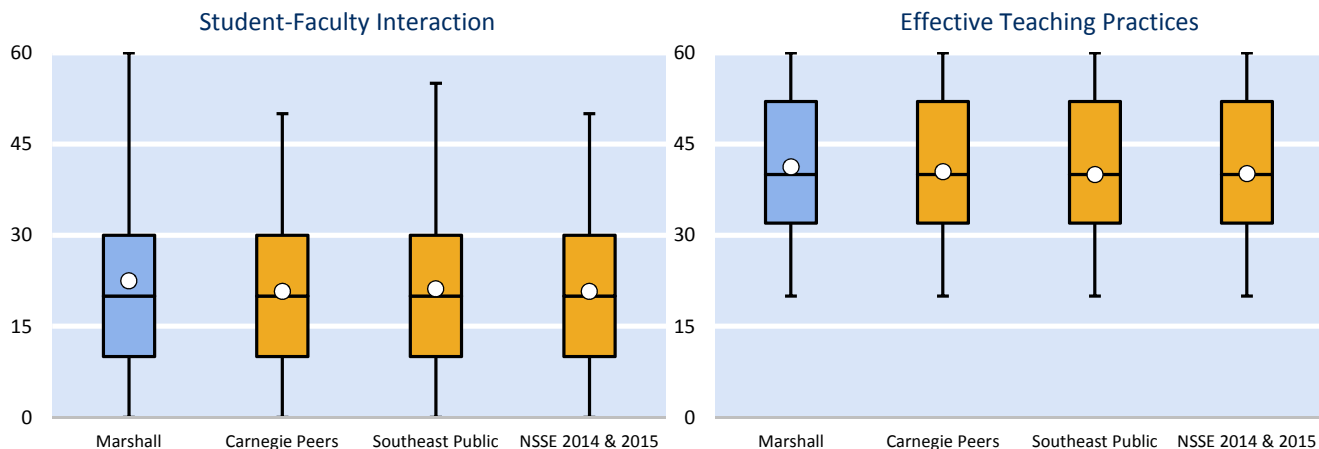
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Southeast Public		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	20.7 *	.12	21.1	.09	20.7 *	.12
Effective Teaching Practices	41.2	40.5	.06	40.0	.09	40.1	.08

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.

Summary of Indicator Items

Student-Faculty Interaction

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	38	33	36	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	19	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	26	27	26
3d. Discussed your academic performance with a faculty member	36	30	32	30

Effective Teaching Practices

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	82	81	79	80
5b. Taught course sessions in an organized way	80	78	77	79
5c. Used examples or illustrations to explain difficult points	79	77	74	77
5d. Provided feedback on a draft or work in progress	69	67	66	66
5e. Provided prompt and detailed feedback on tests or completed assignments	64	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 website.

Experiences with Faculty: Seniors

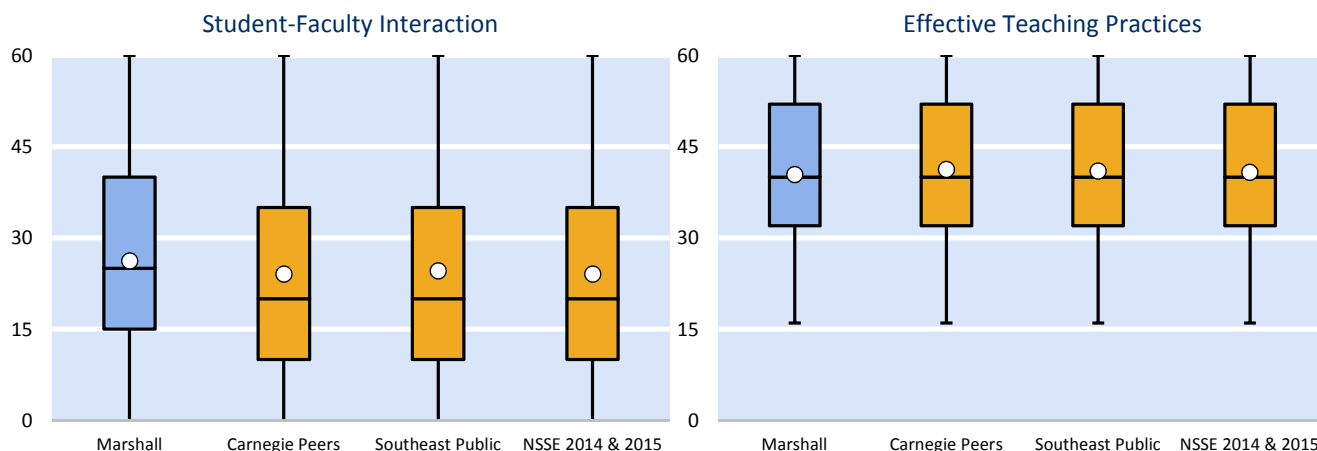
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.2	24.0 **	.13	24.6 *	.10	24.0 **	.13
Effective Teaching Practices	40.4	41.2	-.06	41.0	-.04	40.8	-.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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Summary of Indicator Items

Student-Faculty Interaction

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	47	43	44	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	26	27	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	34	36	34
3d. Discussed your academic performance with a faculty member	39	35	36	34

Effective Teaching Practices

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	81	83	81	82
5b. Taught course sessions in an organized way	76	80	79	80
5c. Used examples or illustrations to explain difficult points	78	79	79	79
5d. Provided feedback on a draft or work in progress	63	64	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	67	68	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 website.

Campus Environment: First-year students

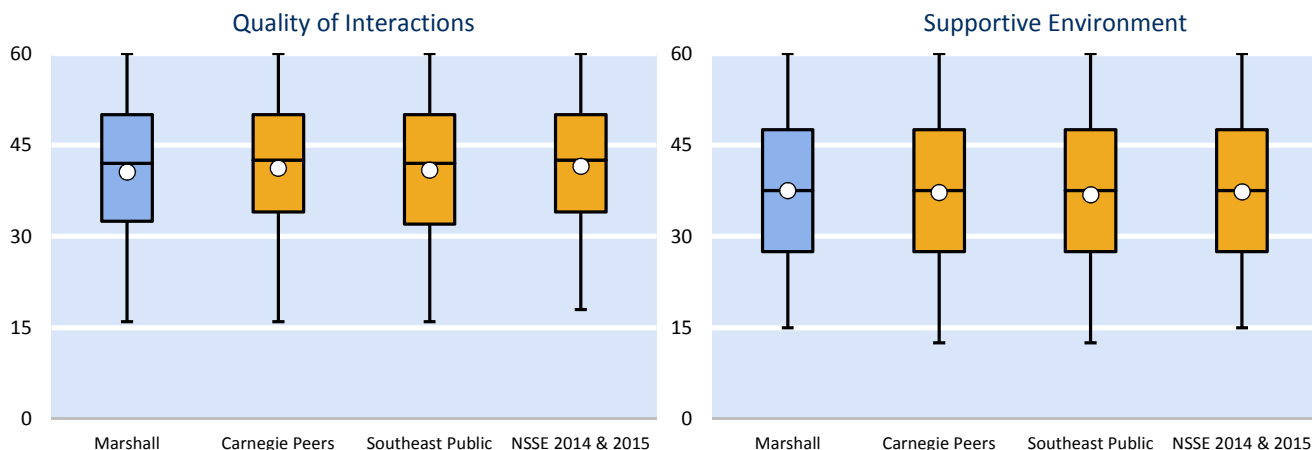
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.2	-.05	40.8	-.02	41.5	-.07
Supportive Environment	37.5	37.2	.02	36.8	.05	37.3	.01

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

Score Distributions



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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 2014 & 2015
13a. Students	55	57	55	58
13b. Academic advisors	38	48	49	49
13c. Faculty	51	49	48	50
13d. Student services staff (career services, student activities, housing, etc.)	45	43	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	41	40	41

Supportive Environment

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	77	77	76	77
14c. Using learning support services (tutoring services, writing center, etc.)	76	78	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	61	58	60
14e. Providing opportunities to be involved socially	73	72	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	72	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	46	45	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	66	68	67
14i. Attending events that address important social, economic, or political issues	55	53	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 website.

Campus Environment: Seniors

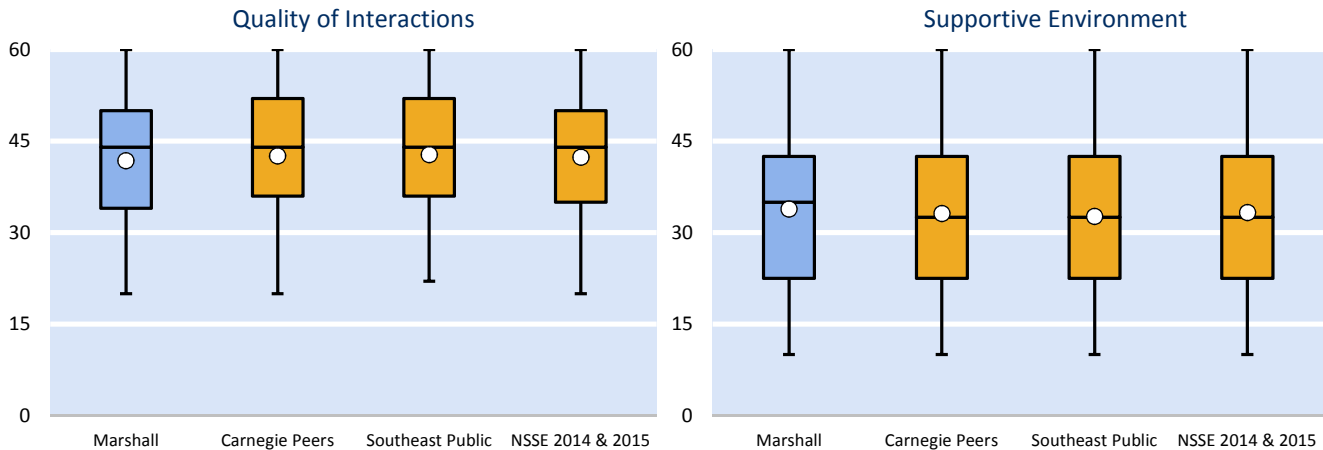
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	42.5	-.06	42.8	-.08	42.4	-.05
Supportive Environment	33.9	33.1	.05	32.7	.08	33.3	.04

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

Score Distributions



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

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 2014 & 2015
13a. Students	64	63	62	63
13b. Academic advisors	47	53	55	52
13c. Faculty	59	60	60	59
13d. Student services staff (career services, student activities, housing, etc.)	37	43	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	42	42	41

Supportive Environment

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

	Marshall	Carnegie Peers	Southeast Public	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	69	72	71	72
14c. Using learning support services (tutoring services, writing center, etc.)	65	67	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	54	52	53
14e. Providing opportunities to be involved socially	70	65	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	62	60	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	33	32	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	55	55	57
14i. Attending events that address important social, economic, or political issues	50	46	45	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 website.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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		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	40.2	41.0	-.06	✓	43.0 ***	-.21	
	Reflective and Integrative Learning	37.3	37.6	-.02	✓	39.6 ***	-.17	
	Learning Strategies	41.9	41.6	.02	✓	44.4 ***	-.18	
	Quantitative Reasoning	30.5	29.4	.07	✓	31.5	-.06	✓
Learning with Peers	Collaborative Learning	33.3	35.2 *	-.13		37.3 ***	-.29	
	Discussions with Diverse Others	41.2	43.4 *	-.14		45.5 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	22.5	24.1 *	-.10		27.2 ***	-.30	
	Effective Teaching Practices	41.2	42.3	-.08	✓	44.6 ***	-.26	
Campus Environment	Quality of Interactions	40.5	44.0 ***	-.29		45.8 ***	-.45	
	Supportive Environment	37.5	39.4 **	-.15		41.3 ***	-.29	
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	42.6	43.5	-.07	✓	45.3 ***	-.20	
	Reflective and Integrative Learning	40.2	41.3	-.09	✓	43.1 ***	-.23	
	Learning Strategies	41.5	42.5	-.07	✓	44.8 ***	-.23	
	Quantitative Reasoning	30.4	31.8	-.08	✓	33.6 ***	-.19	
Learning with Peers	Collaborative Learning	32.3	35.7 ***	-.24		38.2 ***	-.43	
	Discussions with Diverse Others	39.8	43.9 ***	-.26		45.9 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	26.2	29.8 ***	-.22		34.1 ***	-.48	
	Effective Teaching Practices	40.4	43.1 ***	-.20		45.1 ***	-.35	
Campus Environment	Quality of Interactions	41.8	45.0 ***	-.28		46.7 ***	-.42	
	Supportive Environment	33.9	36.1 ***	-.16		38.8 ***	-.36	

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 2014 and 2015 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 2015 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 = 417)	40.2	13.9	.68	20	30	40	50	60				
Carnegie Peers	39.2	14.0	.06	15	30	40	50	60	61,312	1.0	.165	.068
Southeast Public	37.8	14.3	.16	15	30	40	50	60	8,831	2.4	.001	.168
NSSE 2014 & 2015	39.3	13.9	.03	20	30	40	50	60	187,679	.9	.209	.062
Top 50%	41.0	13.7	.05	20	30	40	55	60	92,257	-.8	.258	-.056
Top 10%	43.0	13.8	.10	20	35	40	55	60	18,947	-2.8	.000	-.206
Reflective & Integrative Learning												
Marshall (N = 431)	37.3	13.1	.63	17	29	37	46	60				
Carnegie Peers	36.0	12.7	.05	17	26	37	43	60	64,143	1.4	.025	.108
Southeast Public	34.4	13.0	.14	14	26	34	43	60	9,174	2.9	.000	.225
NSSE 2014 & 2015	36.0	12.7	.03	17	26	34	43	60	196,292	1.4	.025	.108
Top 50%	37.6	12.7	.04	17	29	37	46	60	98,739	-.3	.676	-.020
Top 10%	39.6	12.8	.09	20	31	40	49	60	20,198	-2.2	.000	-.175
Learning Strategies												
Marshall (N = 393)	41.9	14.5	.73	13	33	40	53	60				
Carnegie Peers	39.7	14.3	.06	20	27	40	53	60	56,817	2.2	.003	.152
Southeast Public	39.6	14.4	.16	20	27	40	53	60	8,156	2.3	.002	.158
NSSE 2014 & 2015	39.7	14.3	.03	20	27	40	53	60	174,289	2.2	.002	.155
Top 50%	41.6	14.1	.05	20	33	40	53	60	82,937	.3	.646	.023
Top 10%	44.4	14.0	.10	20	33	47	60	60	19,170	-2.5	.001	-.177
Quantitative Reasoning												
Marshall (N = 425)	30.5	17.2	.83	0	20	33	40	60				
Carnegie Peers	27.7	16.7	.07	0	20	27	40	60	62,319	2.9	.000	.171
Southeast Public	27.6	16.7	.18	0	20	27	40	60	8,936	3.0	.000	.176
NSSE 2014 & 2015	27.9	16.6	.04	0	20	27	40	60	191,020	2.6	.001	.155
Top 50%	29.4	16.6	.05	0	20	27	40	60	121,321	1.1	.160	.068
Top 10%	31.5	16.5	.11	0	20	33	40	60	24,021	-1.0	.209	-.061
Learning with Peers												
Collaborative Learning												
Marshall (N = 440)	33.3	15.1	.72	10	20	35	45	60				
Carnegie Peers	31.8	14.3	.06	10	20	30	40	60	444	1.5	.037	.106
Southeast Public	30.8	14.1	.15	10	20	30	40	60	477	2.5	.001	.180
NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	441	.9	.232	.061
Top 50%	35.2	13.8	.04	15	25	35	45	60	442	-1.9	.011	-.134
Top 10%	37.3	13.8	.09	15	25	35	50	60	452	-4.0	.000	-.287
Discussions with Diverse Others												
Marshall (N = 400)	41.2	17.0	.85	5	30	40	60	60				
Carnegie Peers	40.5	16.3	.07	10	30	40	60	60	57,508	.7	.394	.043
Southeast Public	39.2	16.3	.18	10	25	40	55	60	8,273	2.0	.017	.123
NSSE 2014 & 2015	41.1	16.1	.04	15	30	40	60	60	176,408	.1	.871	.008
Top 50%	43.4	15.4	.05	20	35	45	60	60	402	-2.2	.011	-.141
Top 10%	45.5	14.8	.10	20	40	50	60	60	410	-4.3	.000	-.292

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 = 416)	22.5	15.8	.77	0	10	20	30	60				
Carnegie Peers	20.7	15.0	.06	0	10	20	30	50	62,686	1.8	.018	.117
Southeast Public	21.1	15.2	.16	0	10	20	30	55	8,978	1.3	.082	.087
NSSE 2014 & 2015	20.7	14.9	.03	0	10	20	30	50	417	1.8	.024	.118
Top 50%	24.1	15.2	.06	0	15	20	35	55	64,038	-1.6	.035	-.104
Top 10%	27.2	16.1	.15	5	15	25	40	60	11,304	-4.7	.000	-.295
Effective Teaching Practices												
Marshall (N = 428)	41.2	13.3	.64	20	32	40	52	60				
Carnegie Peers	40.5	13.5	.05	20	32	40	52	60	63,085	.8	.223	.059
Southeast Public	40.0	13.6	.15	20	32	40	52	60	9,052	1.3	.056	.095
NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	193,160	1.1	.082	.084
Top 50%	42.3	13.2	.05	20	32	40	52	60	73,440	-1.1	.088	-.083
Top 10%	44.6	13.3	.11	20	36	44	56	60	15,060	-3.4	.000	-.255
Campus Environment												
Quality of Interactions												
Marshall (N = 393)	40.5	12.8	.65	16	33	42	50	60				
Carnegie Peers	41.2	12.8	.05	16	34	43	50	60	55,054	-.7	.310	-.051
Southeast Public	40.8	13.0	.15	16	32	42	50	60	7,958	-.3	.650	-.024
NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	168,762	-.9	.142	-.074
Top 50%	44.0	11.7	.05	22	38	46	52	60	396	-3.4	.000	-.294
Top 10%	45.8	11.9	.10	23	40	48	55	60	412	-5.3	.000	-.446
Supportive Environment												
Marshall (N = 364)	37.5	14.1	.74	15	28	38	48	60				
Carnegie Peers	37.2	14.1	.06	13	28	38	48	60	52,640	.3	.705	.020
Southeast Public	36.8	14.2	.17	13	28	38	48	60	7,593	.7	.365	.049
NSSE 2014 & 2015	37.3	13.9	.03	15	28	38	48	60	162,318	.2	.804	.013
Top 50%	39.4	13.4	.05	18	30	40	50	60	81,758	-2.0	.006	-.146
Top 10%	41.3	13.0	.10	20	33	40	53	60	375	-3.8	.000	-.293

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

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

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

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

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

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

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

NSSE 2015 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 = 470)	42.6	14.3	.66	20	35	40	55	60				
Carnegie Peers	41.7	14.2	.05	20	35	40	55	60	91,857	.9	.163	.064
Southeast Public	40.9	14.2	.14	20	30	40	55	60	10,949	1.7	.013	.117
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	271,507	1.2	.059	.087
Top 50%	43.5	13.8	.04	20	35	40	55	60	102,100	-.9	.155	-.066
Top 10%	45.3	13.6	.08	20	40	45	60	60	27,897	-2.7	.000	-.199
Reflective & Integrative Learning												
Marshall (N = 488)	40.2	12.8	.58	20	31	40	51	60				
Carnegie Peers	39.3	13.1	.04	20	30	40	49	60	95,681	.9	.125	.070
Southeast Public	38.1	13.3	.13	17	29	37	49	60	11,367	2.1	.001	.159
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	282,572	1.1	.054	.087
Top 50%	41.3	12.7	.04	20	31	40	51	60	101,868	-1.1	.056	-.087
Top 10%	43.1	12.5	.08	20	34	43	54	60	25,723	-2.9	.000	-.234
Learning Strategies												
Marshall (N = 454)	41.5	14.9	.70	20	33	40	53	60				
Carnegie Peers	40.8	14.8	.05	13	33	40	53	60	86,465	.7	.282	.051
Southeast Public	40.9	15.0	.15	13	33	40	53	60	10,315	.6	.385	.042
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	256,181	1.2	.088	.080
Top 50%	42.5	14.6	.04	20	33	40	60	60	129,165	-1.0	.159	-.066
Top 10%	44.8	14.2	.08	20	33	47	60	60	34,271	-3.3	.000	-.235
Quantitative Reasoning												
Marshall (N = 477)	30.4	17.1	.78	0	20	27	40	60				
Carnegie Peers	30.0	17.4	.06	0	20	27	40	60	93,519	.4	.624	.023
Southeast Public	30.0	17.3	.17	0	20	27	40	60	11,119	.4	.592	.025
NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	276,633	.0	.966	.002
Top 50%	31.8	17.3	.04	0	20	33	40	60	172,100	-1.3	.091	-.077
Top 10%	33.6	16.9	.09	0	20	33	47	60	38,455	-3.2	.000	-.190
Learning with Peers												
Collaborative Learning												
Marshall (N = 487)	32.3	14.4	.65	10	20	30	40	60				
Carnegie Peers	32.7	14.5	.05	10	20	30	40	60	97,283	-.4	.558	-.027
Southeast Public	32.5	14.8	.14	10	20	30	40	60	11,548	-.2	.760	-.014
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	288,054	-.6	.344	-.043
Top 50%	35.7	13.9	.04	15	25	35	45	60	144,527	-3.4	.000	-.245
Top 10%	38.2	13.7	.08	15	30	40	50	60	29,201	-5.9	.000	-.430
Discussions with Diverse Others												
Marshall (N = 461)	39.8	15.9	.74	10	30	40	55	60				
Carnegie Peers	41.8	16.3	.06	15	30	40	60	60	465	-1.9	.010	-.119
Southeast Public	40.9	16.7	.17	10	30	40	60	60	508	-1.0	.174	-.062
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	462	-2.1	.004	-.133
Top 50%	43.9	15.9	.04	20	35	45	60	60	165,840	-4.1	.000	-.258
Top 10%	45.9	15.4	.08	20	40	50	60	60	40,106	-6.1	.000	-.395

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 = 479)	26.2	16.5	.76	0	15	25	40	60				
Carnegie Peers	24.0	16.5	.05	0	10	20	35	60	93,621	2.2	.004	.132
Southeast Public	24.6	16.6	.16	0	10	20	35	60	11,103	1.6	.036	.098
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	276,626	2.2	.004	.132
Top 50%	29.8	16.2	.06	5	20	30	40	60	66,476	-3.5	.000	-.218
Top 10%	34.1	16.5	.17	5	20	35	45	60	10,235	-7.9	.000	-.477
Effective Teaching Practices												
Marshall (N = 483)	40.4	14.4	.65	16	32	40	52	60				
Carnegie Peers	41.2	14.0	.05	16	32	40	52	60	94,581	-.8	.183	-.061
Southeast Public	41.0	14.2	.14	16	32	40	52	60	11,246	-.6	.376	-.041
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	279,427	-.4	.535	-.028
Top 50%	43.1	13.6	.04	20	36	44	56	60	94,880	-2.7	.000	-.197
Top 10%	45.1	13.4	.10	20	36	48	60	60	18,063	-4.7	.000	-.353
Campus Environment												
Quality of Interactions												
Marshall (N = 446)	41.8	12.0	.57	20	34	44	50	60				
Carnegie Peers	42.5	12.2	.04	20	36	44	52	60	83,587	-.8	.184	-.063
Southeast Public	42.8	11.8	.12	22	36	44	52	60	9,928	-1.0	.080	-.085
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	247,859	-.6	.297	-.049
Top 50%	45.0	11.4	.04	24	38	46	54	60	87,730	-3.2	.000	-.281
Top 10%	46.7	11.8	.08	24	40	50	56	60	22,494	-4.9	.000	-.419
Supportive Environment												
Marshall (N = 449)	33.9	14.1	.66	10	23	35	43	60				
Carnegie Peers	33.1	14.7	.05	10	23	33	43	60	82,088	.7	.285	.051
Southeast Public	32.7	14.6	.15	10	23	33	43	60	9,876	1.2	.094	.081
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	243,766	.6	.417	.038
Top 50%	36.1	13.9	.04	13	26	38	45	60	98,603	-2.2	.001	-.160
Top 10%	38.8	13.7	.10	15	30	40	50	60	18,747	-4.9	.000	-.358

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

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

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

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

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

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

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