
NSSE 2015
Multi-Year Report
Marshall University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website.

nsse.indiana.edu/pdf/MYDAG.pdf

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for 10 EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who <i>participated</i> in a Learning Community, Service-Learning, and Research with Faculty, and who <i>planned to do</i> an Internship or Field Experience, Study Abroad, and a Culminating Senior Experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that will contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulations.

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Administration Summaries

Marshall University

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality indicators. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

First-year students

Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	19%	+/- 5.1%	296	235	61
2014	19%	+/- 4.8%	338	266	72
2015	20%	+/- 4.1%	456	368	88
2016					
2017					
2018					
2019					
2020					

Seniors

Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
22%	+/- 4.4%	390	353	37
28%	+/- 3.6%	531	463	68
24%	+/- 3.8%	513	435	78

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Civic Engagement	None	No	No
2014	Email	Census	Yes	Academic Advising, Civic Engagement	None	No	No
2015	Email	Census	Yes	Academic Advising, Civic Engagement	None	No	No
2016							
2017							
2018							
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

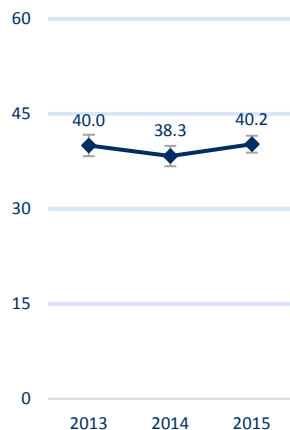
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. This is the count used to calculate response rates and sampling errors for each administration's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

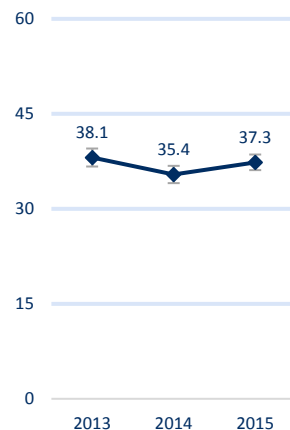
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Academic Challenge: First-year students

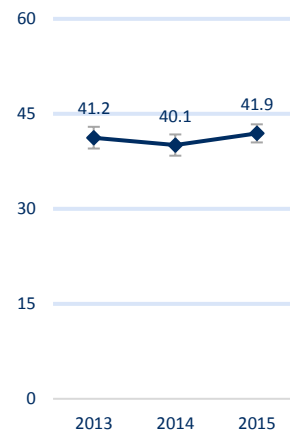
Higher-Order Learning



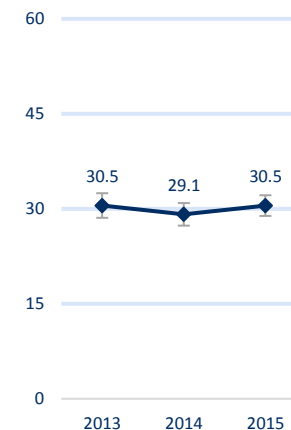
Reflective & Integrative Learning



Learning Strategies

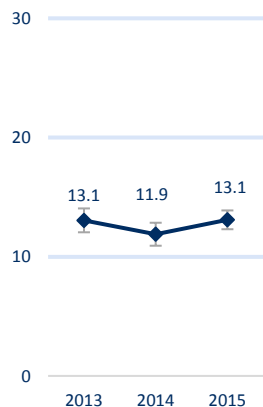


Quantitative Reasoning

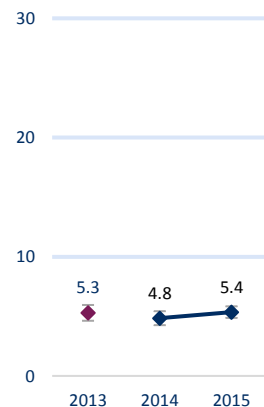


Academic Challenge (additional items): First-year students

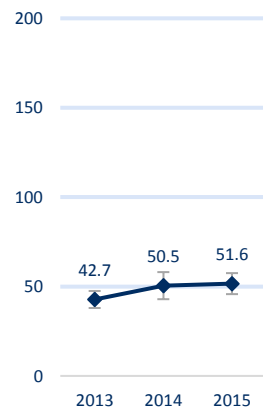
Preparing for Class (hrs/wk)



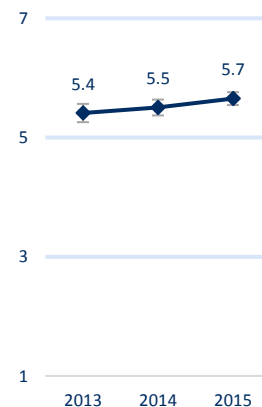
Course Reading (hrs/wk)^a



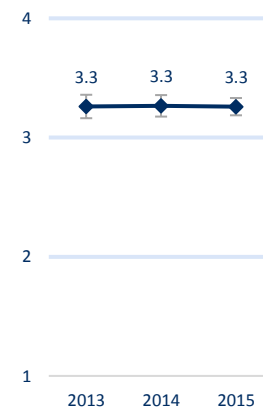
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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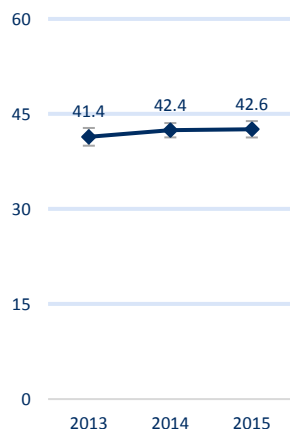
Engagement Results by Theme

Marshall University

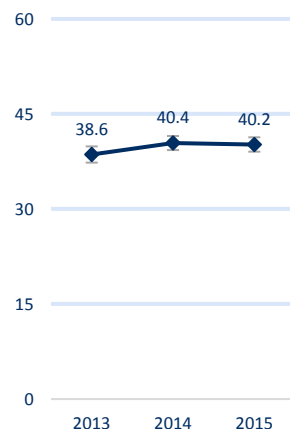
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Academic Challenge: Seniors

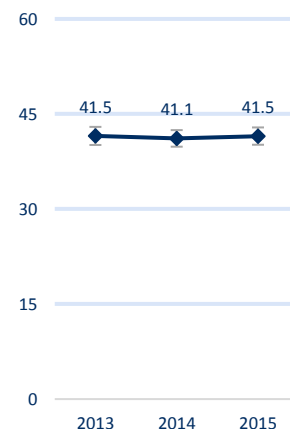
Higher-Order Learning



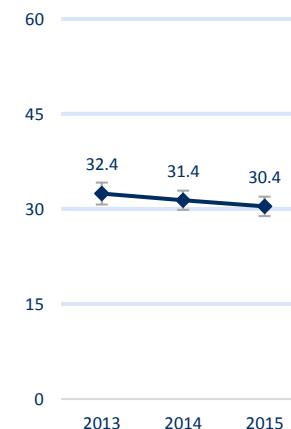
Reflective & Integrative Learning



Learning Strategies

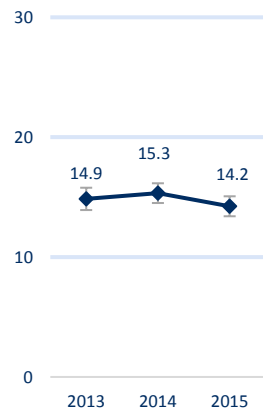


Quantitative Reasoning

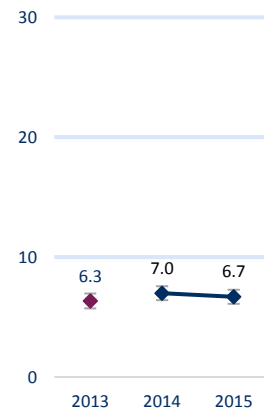


Academic Challenge (additional items): Seniors

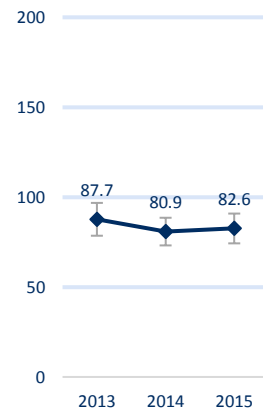
Preparing for Class (hrs/wk)



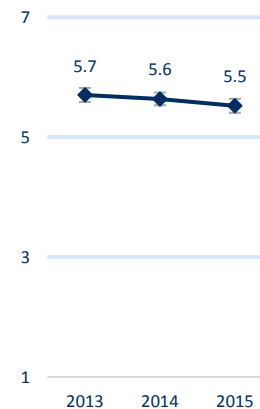
Course Reading (hrs/wk)^a



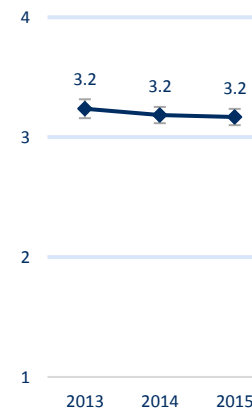
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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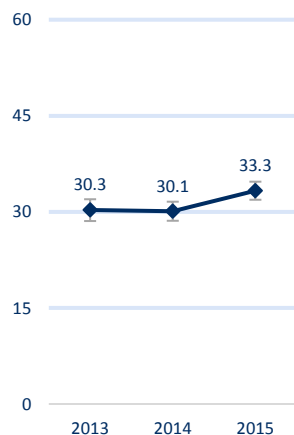
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

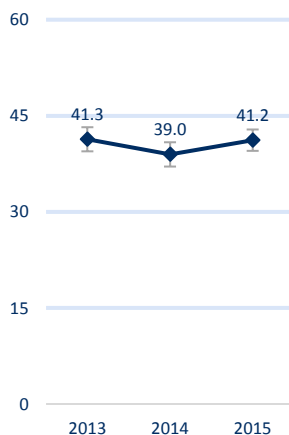
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Learning with Peers: First-year students

Collaborative Learning

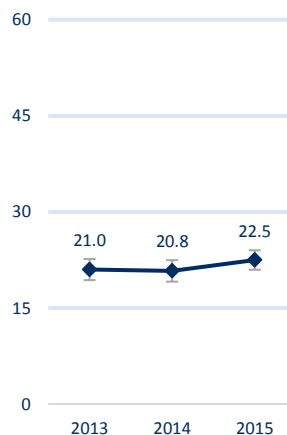


Discussions with Diverse Others

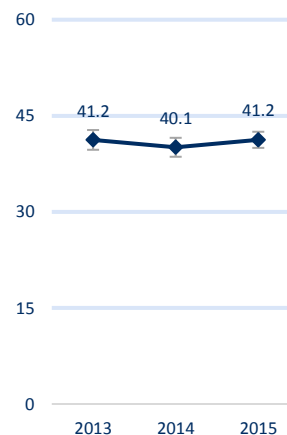


Experiences with Faculty: First-year students

Student-Faculty Interaction

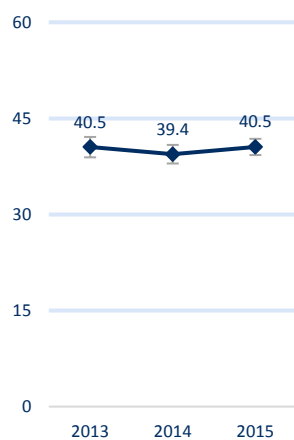


Effective Teaching Practices

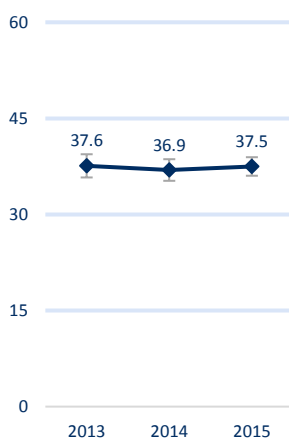


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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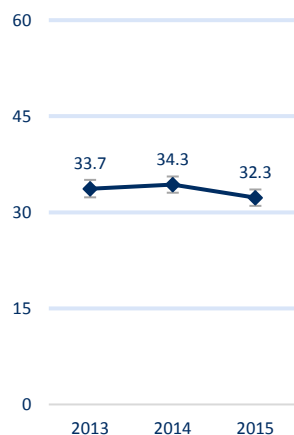
Engagement Results by Theme

Marshall University

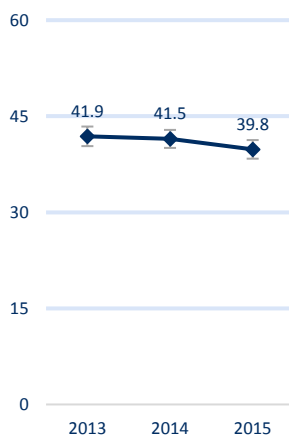
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Learning with Peers: Seniors

Collaborative Learning

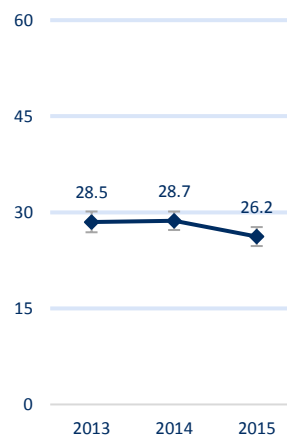


Discussions with Diverse Others

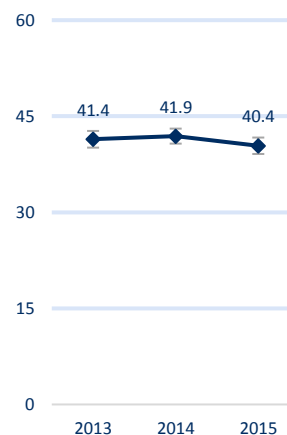


Experiences with Faculty: Seniors

Student-Faculty Interaction

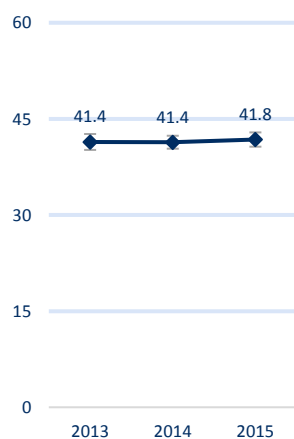


Effective Teaching Practices

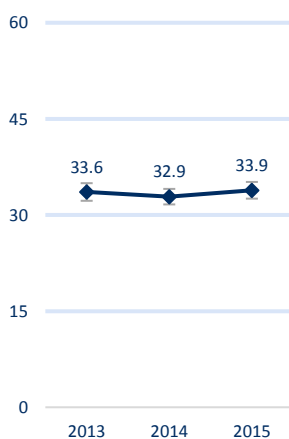


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

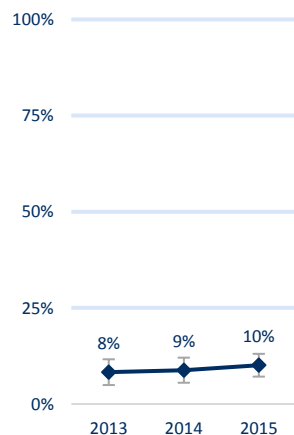


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

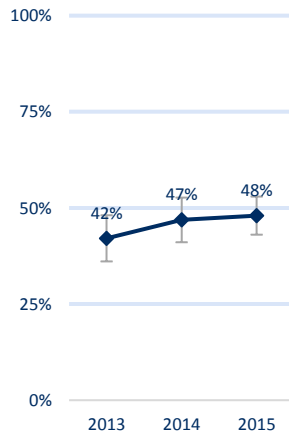
Learning Community

(Done or in progress)



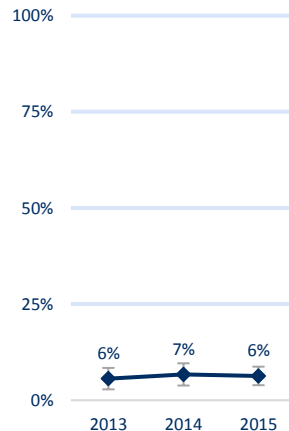
Service-Learning

(Some, most, or all courses)



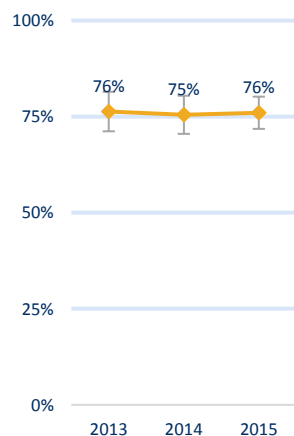
Research with Faculty

(Done or in progress)



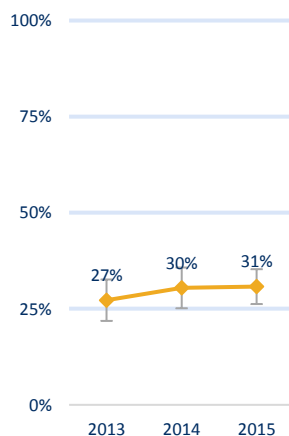
Internship/Field Experience

(Plan to do)



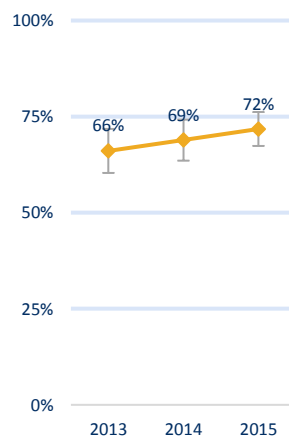
Study Abroad

(Plan to do)



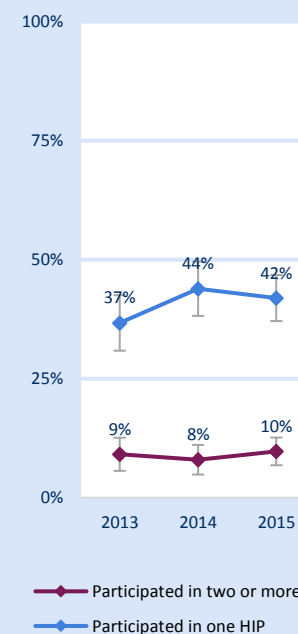
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

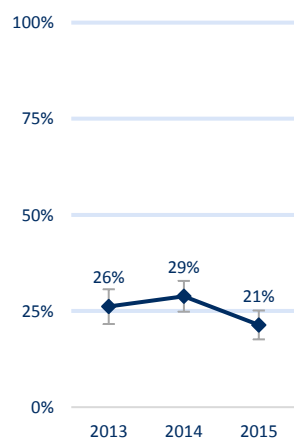


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

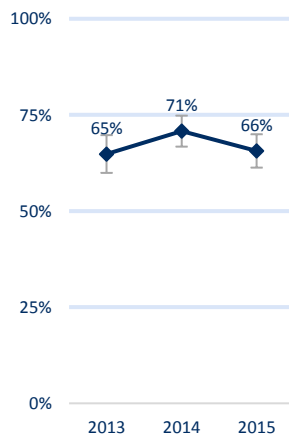
Learning Community

(Done or in progress)



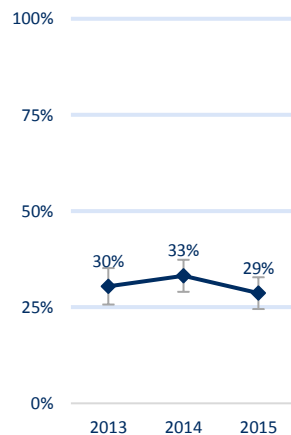
Service-Learning

(Some, most, or all courses)



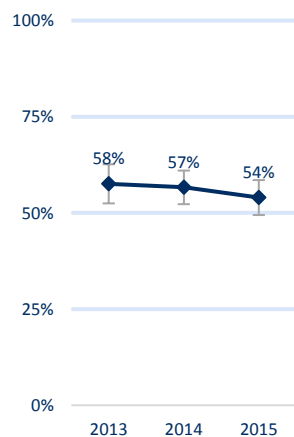
Research with Faculty

(Done or in progress)



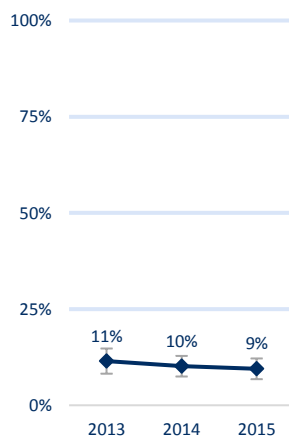
Internship/Field Experience

(Done or in progress)



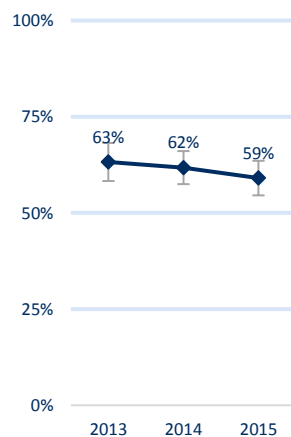
Study Abroad

(Done or in progress)



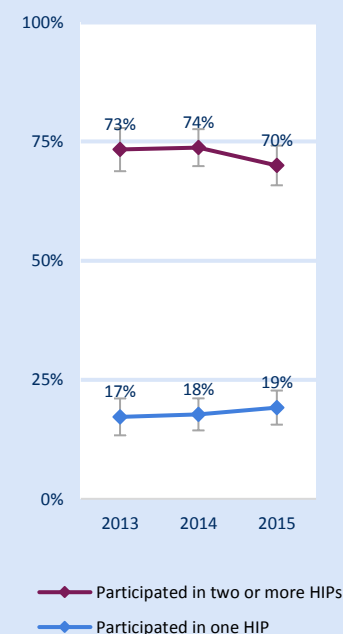
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



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Detailed Statistics: Engagement Indicators and Additional Items

Marshall University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	Mean	40.0	38.3	40.2						41.4	42.4	42.6					
	n	273	300	417						362	505	470					
	SD	14.3	14.2	13.9						13.6	13.0	14.3					
	SE	.87	.82	.68						.71	.58	.66					
	CI upper bound	41.7	39.9	41.5						42.8	43.6	43.9					
	CI lower bound	38.3	36.7	38.9						40.0	41.3	41.3					
Reflective & Integrative Learning	Mean	38.1	35.4	37.3						38.6	40.4	40.2					
	n	283	316	431						379	511	488					
	SD	12.2	12.4	13.1						12.7	12.7	12.8					
	SE	.73	.70	.63						.65	.56	.58					
	CI upper bound	39.5	36.8	38.6						39.9	41.5	41.3					
	CI lower bound	36.7	34.1	36.1						37.3	39.3	39.1					
Learning Strategies	Mean	41.2	40.1	41.9						41.5	41.1	41.5					
	n	256	282	393						359	486	454					
	SD	14.0	14.4	14.5						13.8	14.7	14.9					
	SE	.87	.86	.73						.73	.67	.70					
	CI upper bound	43.0	41.7	43.3						43.0	42.5	42.9					
	CI lower bound	39.5	38.4	40.5						40.1	39.8	40.1					
Quantitative Reasoning	Mean	30.5	29.1	30.5						32.4	31.4	30.4					
	n	280	304	425						375	509	477					
	SD	16.6	15.9	17.2						17.1	17.5	17.1					
	SE	.99	.91	.83						.88	.77	.78					
	CI upper bound	32.5	30.9	32.1						34.2	32.9	32.0					
	CI lower bound	28.6	27.3	28.9						30.7	29.9	28.9					
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean	13.1	11.9	13.1						14.9	15.3	14.2					
	n	236	268	368						350	477	443					
	SD	7.8	8.1	7.7						8.9	9.2	8.9					
	SE	.51	.49	.40						.48	.42	.43					
	CI upper bound	14.1	12.9	13.9						15.8	16.2	15.1					
	CI lower bound	12.0	10.9	12.3						13.9	14.5	13.4					
Course Reading Estimated hours per week calculated from two survey questions. The item was modified in 2014; comparability between 2013 and later years is limited.	Mean	5.3	4.8	5.4						6.3	7.0	6.7					
	n	236	266	362						350	468	435					
	SD	5.2	4.9	4.7						5.9	6.4	6.2					
	SE	.34	.30	.25						.32	.30	.30					
	CI upper bound	5.9	5.4	5.8						7.0	7.6	7.3					
	CI lower bound	4.6	4.3	4.9						5.7	6.4	6.1					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Items

Marshall University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean	42.7	50.5	51.6						87.7	80.9	82.6					
	n	247	274	375						332	458	435					
	Estimated number of pages calculated from three survey questions.	SD	38.2	64.0	58.1					84.9	83.9	88.1					
		SE	2.43	3.87	3.00					4.66	3.92	4.22					
		CI upper bound	47.5	58.1	57.5					96.8	88.5	90.9					
		CI lower bound	38.0	42.9	45.7					78.5	73.2	74.3					
Course Challenge	Mean	5.4	5.5	5.7						5.7	5.6	5.5					
	n	263	293	405						366	493	461					
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	SD	1.3	1.2	1.1					1.1	1.2	1.3					
		SE	.08	.07	.06					.06	.05	.06					
		CI upper bound	5.6	5.6	5.8					5.8	5.7	5.6					
		CI lower bound	5.3	5.4	5.5					5.6	5.5	5.4					
Academic Emphasis	Mean	3.3	3.3	3.3						3.2	3.2	3.2					
	n	236	266	368						354	476	453					
	Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	SD	0.8	0.8	0.7					0.8	0.8	0.7					
		SE	.05	.05	.04					.04	.03	.03					
		CI upper bound	3.4	3.4	3.3					3.3	3.3	3.2					
		CI lower bound	3.2	3.2	3.2					3.2	3.1	3.1					
Learning with Peers																	
Collaborative Learning	Mean	30.3	30.1	33.3						33.7	34.3	32.3					
	n	277	317	440						370	502	487					
		SD	14.4	13.5	15.1					13.4	14.5	14.4					
		SE	.87	.76	.72					.70	.65	.65					
		CI upper bound	32.0	31.6	34.7					35.1	35.6	33.6					
		CI lower bound	28.6	28.6	31.9					32.3	33.1	31.0					
Discussions with Diverse Others	Mean	41.3	39.0	41.2						41.9	41.5	39.8					
	n	259	286	400						363	493	461					
		SD	15.5	16.4	17.0					14.9	15.9	15.9					
		SE	.96	.97	.85					.78	.72	.74					
		CI upper bound	43.2	40.9	42.9					43.4	42.9	41.3					
		CI lower bound	39.4	37.1	39.5					40.3	40.1	38.4					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2015 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Marshall University

		First-year students								Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020			2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																			
Student-Faculty Interaction	Mean	21.0	20.8	22.5								28.5	28.7	26.2					
	n	279	305	416								375	504	479					
	SD	14.1	15.0	15.8								16.0	16.5	16.5					
	SE	.84	.86	.77								.83	.74	.76					
	CI upper bound	22.6	22.5	24.0								30.1	30.1	27.7					
	CI lower bound	19.3	19.1	21.0								26.9	27.2	24.7					
Effective Teaching Practices																			
Effective Teaching Practices	Mean	41.2	40.1	41.2								41.4	41.9	40.4					
	n	279	311	428								372	509	483					
	SD	13.1	13.3	13.3								12.8	13.5	14.4					
	SE	.79	.76	.64								.66	.60	.65					
	CI upper bound	42.8	41.6	42.5								42.7	43.1	41.7					
	CI lower bound	39.7	38.6	40.0								40.1	40.7	39.1					
Campus Environment																			
Quality of Interactions	Mean	40.5	39.4	40.5								41.4	41.4	41.8					
	n	255	280	393								363	485	446					
	SD	13.0	12.4	12.8								12.1	11.4	12.0					
	SE	.81	.74	.65								.63	.52	.57					
	CI upper bound	42.1	40.9	41.8								42.6	42.4	42.9					
	CI lower bound	38.9	38.0	39.3								40.2	40.3	40.7					
Supportive Environment																			
Supportive Environment	Mean	37.6	36.9	37.5								33.6	32.9	33.9					
	n	234	265	364								353	474	449					
	SD	14.1	14.0	14.1								13.2	13.5	14.1					
	SE	.92	.86	.74								.70	.62	.66					
	CI upper bound	39.4	38.6	38.9								35.0	34.1	35.2					
	CI lower bound	35.8	35.3	36.0								32.2	31.6	32.6					

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2015 Multi-Year Report

Detailed Statistics: High-Impact Practices

Marshall University

First-year students										Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community ^a	%	8	9	10						26	29	21					
	<i>n</i>	261	290	399						364	493	460					
	<i>SE</i>	1.7	1.7	1.5						2.3	2.0	1.9					
	<i>CI upper bound (%)</i>	12	12	13						31	33	25					
	<i>CI lower bound (%)</i>	5	6	7						22	25	18					
Service-Learning ^a	%	42	47	48						65	71	66					
	<i>n</i>	261	285	392						364	489	461					
	<i>SE</i>	3.1	3.0	2.5						2.5	2.1	2.2					
	<i>CI upper bound (%)</i>	48	53	53						70	75	70					
	<i>CI lower bound (%)</i>	36	41	43						60	67	61					
Research with Faculty ^a	%	6	7	6						30	33	29					
	<i>n</i>	263	289	393						363	491	462					
	<i>SE</i>	1.4	1.5	1.2						2.4	2.1	2.1					
	<i>CI upper bound (%)</i>	8	10	9						35	37	33					
	<i>CI lower bound (%)</i>	3	4	4						26	29	25					
Internship or Field Experience ^b	%	76	75	76						58	57	54					
	<i>n</i>	263	290	400						365	496	463					
	<i>SE</i>	2.6	2.5	2.1						2.6	2.2	2.3					
	<i>CI upper bound (%)</i>	81	80	80						63	61	59					
	<i>CI lower bound (%)</i>	71	71	72						52	52	49					
Study Abroad ^b	%	27	30	31						11	10	9					
	<i>n</i>	263	290	399						366	491	456					
	<i>SE</i>	2.8	2.7	2.3						1.7	1.4	1.4					
	<i>CI upper bound (%)</i>	33	36	35						15	13	12					
	<i>CI lower bound (%)</i>	22	25	26						8	7	7					
Culminating Senior Experience ^b	%	66	69	72						63	62	59					
	<i>n</i>	263	290	400						366	494	461					
	<i>SE</i>	2.9	2.7	2.3						2.5	2.2	2.3					
	<i>CI upper bound (%)</i>	72	74	76						68	66	64					
	<i>CI lower bound (%)</i>	60	64	67						58	57	55					
Overall HIP Participation ^c																	
Participated in one HIP	%	37	44	42						17	18	19					
	<i>n</i>	263	292	401						366	496	466					
	<i>SE</i>	3.0	2.9	2.5						2.0	1.7	1.8					
	<i>CI upper bound (%)</i>	43	50	47						21	21	23					
	<i>CI lower bound (%)</i>	31	38	37						13	14	16					
Participated in two or more HIPs	%	9	8	10						73	74	70					
	<i>n</i>	263	292	401						366	496	466					
	<i>SE</i>	1.8	1.6	1.5						2.3	2.0	2.1					
	<i>CI upper bound (%)</i>	13	11	13						78	78	74					
	<i>CI lower bound (%)</i>	6	5	7						69	70	66					

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.