
NSSE 2016

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.

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 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 released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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 2015 & 2016
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 2015 & 2016
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

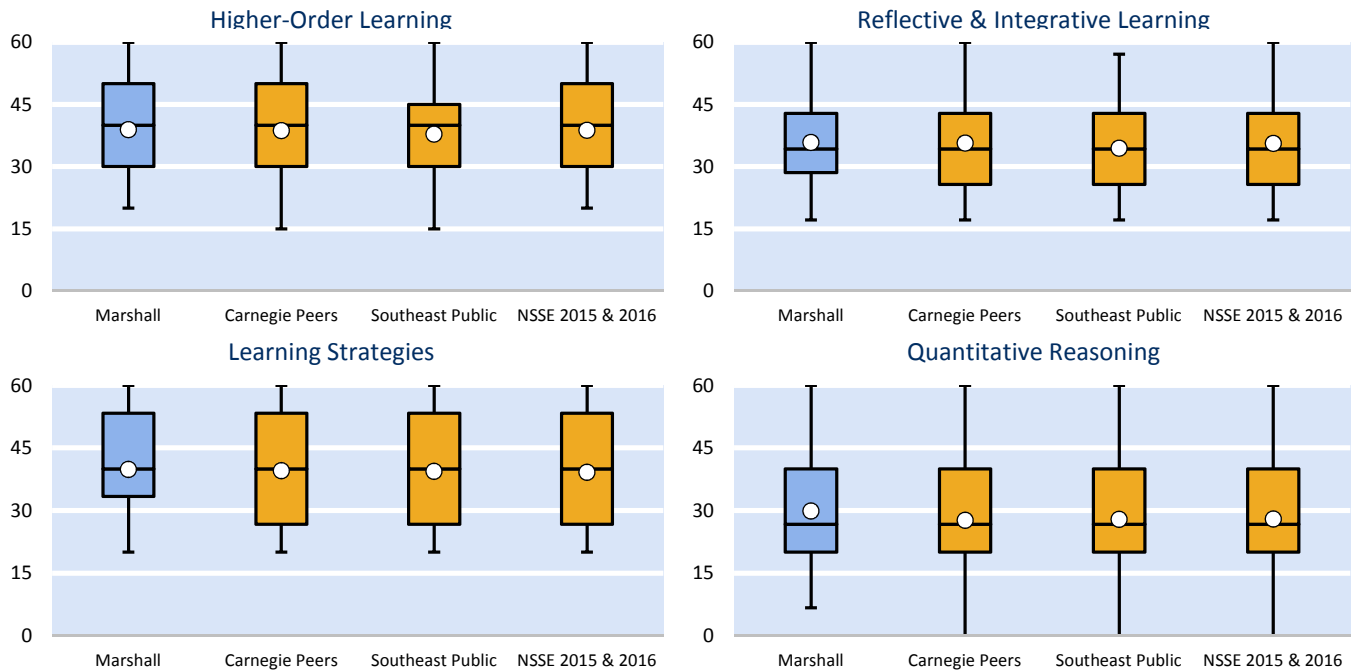
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	38.7	.02	37.8	.08	38.8	.01
Reflective & Integrative Learning	35.8	35.7	.01	34.5 *	.11	35.6	.02
Learning Strategies	39.9	39.6	.02	39.4	.03	39.2	.05
Quantitative Reasoning	29.9	27.6 **	.14	27.9 **	.13	28.0 **	.12

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	71	<div><div></div><div></div><div></div><div></div><div></div></div> -1	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -2	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	<div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div></div> -3	
4d. Evaluating a point of view, decision, or information source	72	+1 <div><div></div><div></div><div></div><div></div><div></div></div>	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	
4e. Forming a new idea or understanding from various pieces of information	70	+1 <div><div></div><div></div><div></div><div></div><div></div></div>	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	60	+6 <div><div></div><div></div><div></div><div></div><div></div></div>	+9 <div><div></div><div></div><div></div><div></div><div></div></div>	+6 <div><div></div><div></div><div></div><div></div><div></div></div>	
2b. Connected your learning to societal problems or issues	56	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+6 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	+8 <div><div></div><div></div><div></div><div></div><div></div></div>	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	
2f. Learned something that changed the way you understand an issue or concept	61	<div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -5	
2g. Connected ideas from your courses to your prior experiences and knowledge	74	<div><div></div><div></div><div></div><div></div><div></div></div> -3	+1 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	77	<div><div></div><div></div><div></div><div></div><div></div></div> -3	+0 <div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div> -2	
9b. Reviewed your notes after class	72	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+6 <div><div></div><div></div><div></div><div></div><div></div></div>	
9c. Summarized what you learned in class or from course materials	64	<div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div></div> -1	+0 <div><div></div><div></div><div></div><div></div><div></div></div>	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	+4 <div><div></div><div></div><div></div><div></div><div></div></div>	+3 <div><div></div><div></div><div></div><div></div><div></div></div>	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	+5 <div><div></div><div></div><div></div><div></div><div></div></div>	
6c. Evaluated what others have concluded from numerical information	39	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div></div>	+1 <div><div></div><div></div><div></div><div></div><div></div></div>	

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.

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

Academic Challenge: Seniors

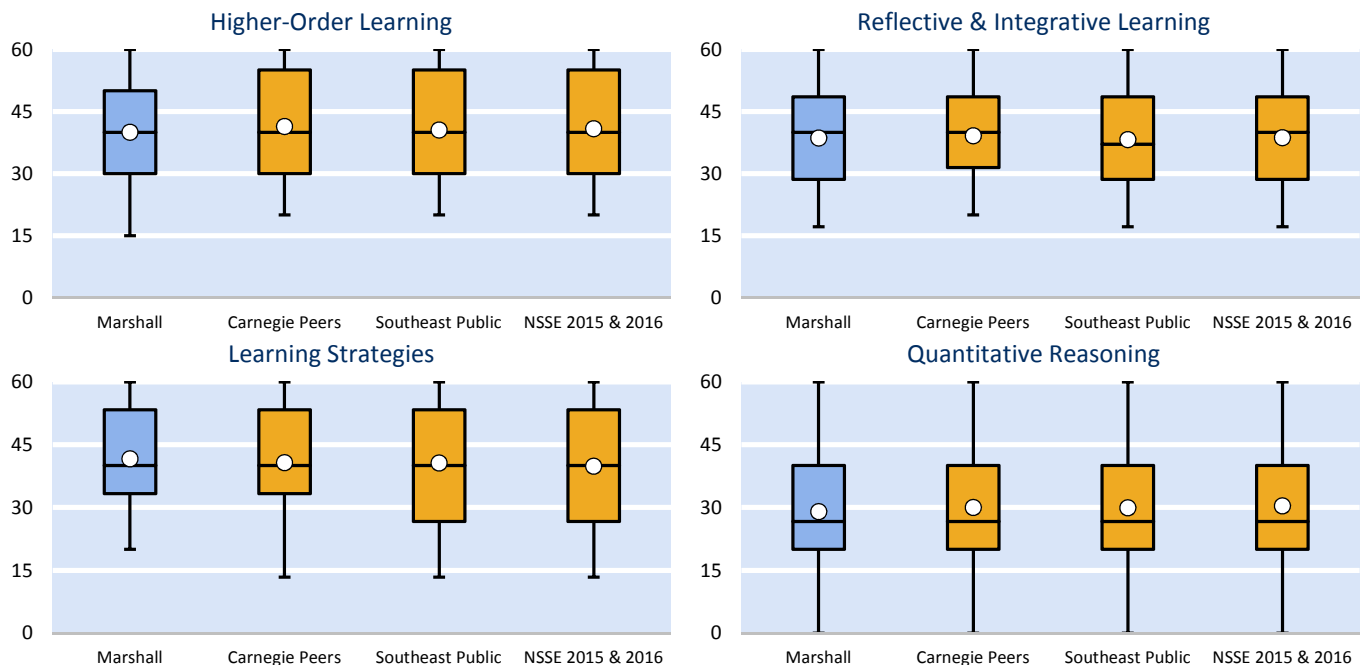
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Engagement Indicator	Marshall Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	41.4	-.10	40.5	-.04	40.9	-.06
Reflective & Integrative Learning	38.6	39.2	-.04	38.3	.02	38.7	-.01
Learning Strategies	41.6	40.7	.06	40.6	.07	39.9 *	.12
Quantitative Reasoning	29.0	30.0	-.06	29.9	-.06	30.3	-.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).

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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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		Percentage point difference ^a between your seniors and		
	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	<div><div></div></div> -3	<div><div></div></div> -1	<div><div></div></div> -2
4d. Evaluating a point of view, decision, or information source	69	<div><div></div></div> -5	<div><div></div></div> -2	<div><div></div></div> -3
4e. Forming a new idea or understanding from various pieces of information	72	<div><div></div></div> -2	<div><div></div></div> +1	<div><div></div></div> +0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	<div><div></div></div> -2	<div><div></div></div> -1	<div><div></div></div> -2
2b. Connected your learning to societal problems or issues	60	<div><div></div></div> -6	<div><div></div></div> -2	<div><div></div></div> -4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	<div><div></div></div> -1	<div><div></div></div> +2	<div><div></div></div> +1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	<div><div></div></div> +0	<div><div></div></div> +3	<div><div></div></div> +2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	<div><div></div></div> +3	<div><div></div></div> +5	<div><div></div></div> +4
2f. Learned something that changed the way you understand an issue or concept	70	<div><div></div></div> -1	<div><div></div></div> +2	<div><div></div></div> -0
2g. Connected ideas from your courses to your prior experiences and knowledge	81	<div><div></div></div> -3	<div><div></div></div> -1	<div><div></div></div> -2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	85	<div><div></div></div> +2	<div><div></div></div> +5	<div><div></div></div> +4
9b. Reviewed your notes after class	71	<div><div></div></div> +5	<div><div></div></div> +4	<div><div></div></div> +8
9c. Summarized what you learned in class or from course materials	72	<div><div></div></div> +4	<div><div></div></div> +4	<div><div></div></div> +6
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	<div><div></div></div> -2	<div><div></div></div> -2	<div><div></div></div> -3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	<div><div></div></div> -3	<div><div></div></div> -2	<div><div></div></div> -3
6c. Evaluated what others have concluded from numerical information	42	<div><div></div></div> -2	<div><div></div></div> -1	<div><div></div></div> -3

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Learning with Peers: First-year students

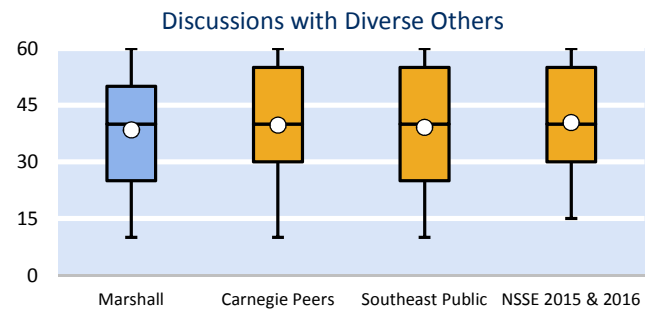
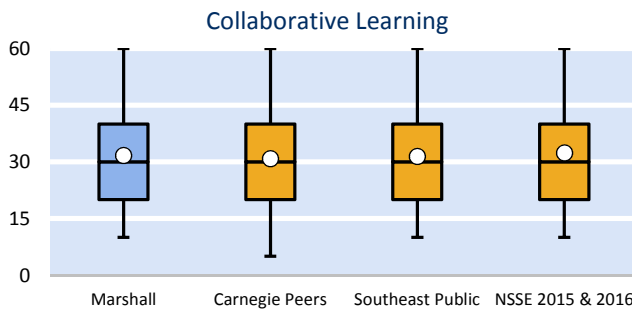
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	30.8	.06	31.4	.01	32.3	-.05
Discussions with Diverse Others	38.4	39.7	-.08	39.1	-.04	40.4 *	-.12

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		Percentage point difference ^a between your FY students and			
	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	51	+3	+0	-0	
1f. Explained course material to one or more students	54	-0	-2	-3	
1g. Prepared for exams by discussing or working through course material with other students	46	-0	-1	-4	
1h. Worked with other students on course projects or assignments	51	+1	+1	-2	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People from a race or ethnicity other than your own	62	-8	-5	-10	
8b. People from an economic background other than your own	66	-5	-4	-6	
8c. People with religious beliefs other than your own	64	-3	-2	-4	
8d. People with political views other than your own	72	+5	+4	+4	

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Learning with Peers: Seniors

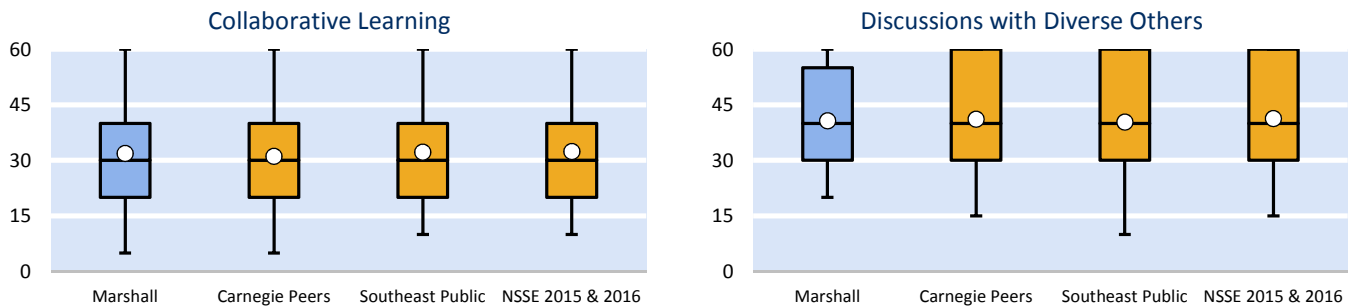
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8a. People from a race or ethnicity other than your own	66	-6	-2	-6	
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Experiences with Faculty: First-year students

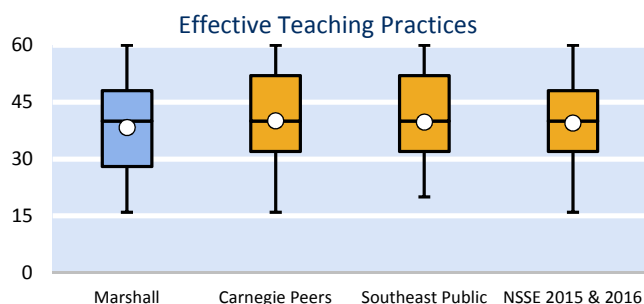
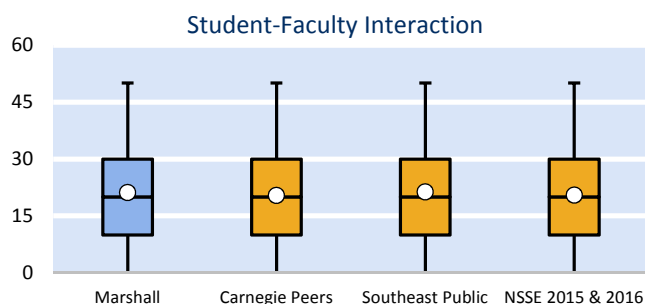
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	20.4	.05	21.4	-.01	20.5	.05
Effective Teaching Practices	38.3	40.1 **	-.13	39.7 *	-.11	39.4	-.09

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	37	+3	+1	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+3	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+1	+1	+1
3d. Discussed your academic performance with a faculty member	33	+3	+1	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-6	-5	-5
5b. Taught course sessions in an organized way	72	-6	-5	-5
5c. Used examples or illustrations to explain difficult points	73	-2	-2	-2
5d. Provided feedback on a draft or work in progress	71	+4	+4	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-7	-6	-4

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.

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

Experiences with Faculty: Seniors

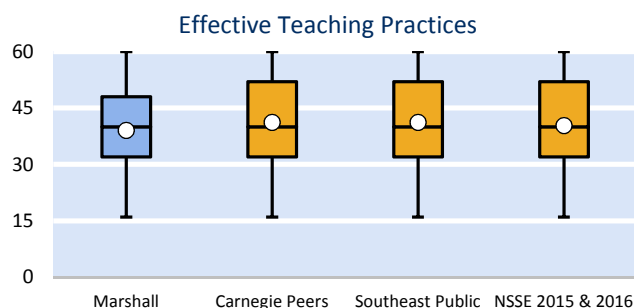
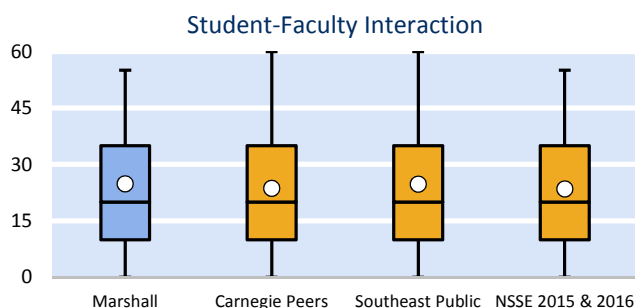
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.8	23.6	.07	24.8	.00	23.5	.08
Effective Teaching Practices	39.0	41.1 **	-.15	41.2 **	-.15	40.3	-.09

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	38	-5	-7	-4	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+5	+3	+5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+4	+2	+5	
3d. Discussed your academic performance with a faculty member	37	+2	+0	+4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	-5	-4	-4	
5b. Taught course sessions in an organized way	76	-4	-4	-4	
5c. Used examples or illustrations to explain difficult points	77	-2	-2	-1	
5d. Provided feedback on a draft or work in progress	62	-2	-3	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-8	-9	-6	

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.

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

Campus Environment: First-year students

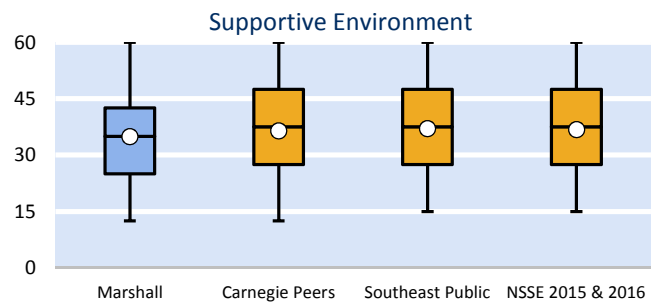
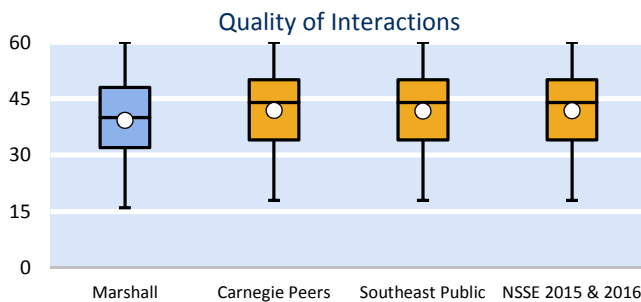
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.2	41.9 ***	-.21	41.8 ***	-.20	41.8 ***	-.21
Supportive Environment	34.9	36.4 *	-.11	37.0 **	-.15	36.8 **	-.14

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














Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
Quality of Interactions	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	42		-10	-13
13b. Academic advisors	37		-14	-13
13c. Faculty	43		-7	-7
13d. Student services staff (career services, student activities, housing, etc.)	43		-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37		-8	-6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	68		-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	74		-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+1 	+2	+1
14e. Providing opportunities to be involved socially	70		-1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+1 	-1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41		-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+1 	-2	-1
14i. Attending events that address important social, economic, or political issues	43		-9	-9

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.

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

Campus Environment: Seniors

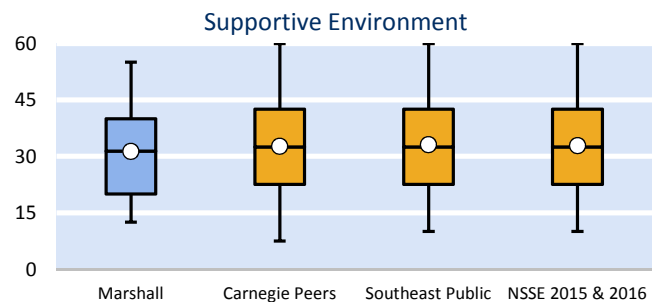
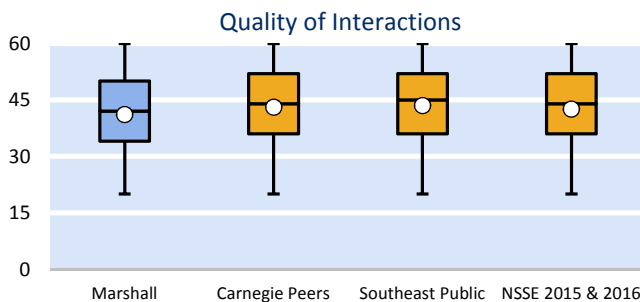
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Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	43.1 **	-.16	43.5 ***	-.20	42.6 *	-.12
Supportive Environment	31.3	32.7 *	-.09	33.2 **	-.13	32.9 *	-.11

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













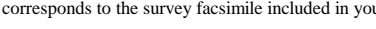
Score Distributions



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Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	Marshall	Carnegie Peers	Southeast Public	NSSE 2015 & 2016	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	57		-5	-3	-4
13b. Academic advisors	38		-16	-18	-14
13c. Faculty	56		-6	-6	-3
13d. Student services staff (career services, student activities, housing, etc.)	42		-2	-2	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39		-6	-7	-3
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67		-5	-5	-5
14c. Using learning support services (tutoring services, writing center, etc.)	61		-7	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48		-6	-4	-5
14e. Providing opportunities to be involved socially	67		+3	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58		-2	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23		-10	-10	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61		+9	+5	+5
14i. Attending events that address important social, economic, or political issues	38		-6	-7	-7

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.

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see 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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

Theme	Engagement Indicator	Marshall Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	40.5 *	-.12		42.7 ***	-.27	
	Reflective and Integrative Learning	35.8	37.4 **	-.13		39.5 ***	-.29	
	Learning Strategies	39.9	41.2	-.09	✓	43.7 ***	-.27	
	Quantitative Reasoning	29.9	29.4	.03	✓	31.3	-.08	✓
Learning with Peers	Collaborative Learning	31.6	35.2 ***	-.26		37.3 ***	-.42	
	Discussions with Diverse Others	38.4	42.7 ***	-.28		44.3 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	21.2	23.8 ***	-.18		26.9 ***	-.36	
	Effective Teaching Practices	38.3	41.6 ***	-.24		43.8 ***	-.41	
Campus Environment	Quality of Interactions	39.2	44.1 ***	-.41		45.9 ***	-.55	
	Supportive Environment	34.9	39.2 ***	-.32		40.9 ***	-.45	

Seniors

Theme	Engagement Indicator	Marshall Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	43.1 ***	-.23		44.7 ***	-.34	
	Reflective and Integrative Learning	38.6	41.0 ***	-.19		42.9 ***	-.34	
	Learning Strategies	41.6	42.2	-.04	✓	44.5 ***	-.20	
	Quantitative Reasoning	29.0	31.8 **	-.16		33.2 ***	-.25	
Learning with Peers	Collaborative Learning	31.9	35.8 ***	-.28		37.9 ***	-.44	
	Discussions with Diverse Others	40.7	43.3 **	-.17		45.1 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	24.8	29.6 ***	-.29		33.0 ***	-.50	
	Effective Teaching Practices	39.0	42.7 ***	-.27		44.5 ***	-.41	
Campus Environment	Quality of Interactions	41.1	45.3 ***	-.37		46.9 ***	-.49	
	Supportive Environment	31.3	35.7 ***	-.32		38.1 ***	-.49	

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 2015 and 2016 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 2016 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 = 447)	38.9	13.3	.63	20	30	40	50	60				
Carnegie Peers	38.7	13.8	.05	15	30	40	50	60	72,119	.2	.748	.015
Southeast Public	37.8	13.8	.13	15	30	40	45	60	12,255	1.1	.096	.080
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	265,391	.2	.778	.013
Top 50%	40.5	13.6	.04	20	30	40	50	60	124,251	-1.6	.014	-.116
Top 10%	42.7	13.7	.08	20	35	40	55	60	26,898	-3.7	.000	-.273
Reflective & Integrative Learning												
Marshall (N = 456)	35.8	11.9	.56	17	29	34	43	60				
Carnegie Peers	35.7	12.6	.05	17	26	34	43	60	75,512	.2	.787	.013
Southeast Public	34.5	12.5	.11	17	26	34	43	57	12,786	1.3	.026	.106
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	277,575	.2	.714	.017
Top 50%	37.4	12.5	.03	17	29	37	46	60	130,622	-1.6	.008	-.125
Top 10%	39.5	12.8	.08	20	31	40	49	60	475	-3.7	.000	-.290
Learning Strategies												
Marshall (N = 424)	39.9	13.5	.66	20	33	40	53	60				
Carnegie Peers	39.6	14.2	.06	20	27	40	53	60	66,139	.3	.649	.022
Southeast Public	39.4	14.1	.14	20	27	40	53	60	11,240	.5	.513	.032
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	242,858	.7	.303	.050
Top 50%	41.2	14.1	.04	20	33	40	53	60	427	-1.3	.050	-.091
Top 10%	43.7	14.3	.09	20	33	47	60	60	437	-3.9	.000	-.272
Quantitative Reasoning												
Marshall (N = 452)	29.9	15.2	.71	7	20	27	40	60				
Carnegie Peers	27.6	16.3	.06	0	20	27	40	60	457	2.3	.002	.139
Southeast Public	27.9	16.1	.15	0	20	27	40	60	12,361	2.0	.008	.126
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	453	1.9	.008	.118
Top 50%	29.4	16.1	.04	0	20	27	40	60	454	.5	.516	.029
Top 10%	31.3	16.2	.08	0	20	33	40	60	464	-1.4	.058	-.084
Learning with Peers												
Collaborative Learning												
Marshall (N = 463)	31.6	14.4	.67	10	20	30	40	60				
Carnegie Peers	30.8	14.9	.05	5	20	30	40	60	77,879	.9	.211	.058
Southeast Public	31.4	14.1	.13	10	20	30	40	60	13,110	.2	.760	.014
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	287,323	-.7	.313	-.047
Top 50%	35.2	13.8	.04	15	25	35	45	60	143,398	-3.6	.000	-.261
Top 10%	37.3	13.6	.08	15	25	40	45	60	30,574	-5.7	.000	-.418
Discussions with Diverse Others												
Marshall (N = 427)	38.4	16.2	.79	10	25	40	50	60				
Carnegie Peers	39.7	16.3	.06	10	30	40	55	60	67,017	-1.2	.115	-.077
Southeast Public	39.1	15.9	.15	10	25	40	55	60	11,400	-.6	.426	-.039
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	245,949	-1.9	.012	-.121
Top 50%	42.7	15.2	.04	20	35	40	60	60	127,830	-4.2	.000	-.277
Top 10%	44.3	15.1	.08	20	35	45	60	60	39,746	-5.9	.000	-.389

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 = 449)	21.2	14.8	.70	0	10	20	30	50				
Carnegie Peers	20.4	14.8	.05	0	10	20	30	50	73,645	.7	.288	.050
Southeast Public	21.4	14.6	.13	0	10	20	30	50	12,505	-.2	.801	-.012
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	271,009	.7	.318	.047
Top 50%	23.8	15.0	.05	0	15	20	35	55	88,095	-2.6	.000	-.175
Top 10%	26.9	16.0	.13	5	15	25	40	60	481	-5.7	.000	-.358
Effective Teaching Practices												
Marshall (N = 453)	38.3	13.2	.62	16	28	40	48	60				
Carnegie Peers	40.1	13.5	.05	16	32	40	52	60	73,814	-1.8	.005	-.132
Southeast Public	39.7	13.3	.12	20	32	40	52	60	12,528	-1.4	.026	-.106
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	271,617	-1.2	.064	-.087
Top 50%	41.6	13.4	.04	20	32	40	52	60	110,361	-3.3	.000	-.244
Top 10%	43.8	13.5	.09	20	36	44	56	60	23,390	-5.5	.000	-.410
Campus Environment												
Quality of Interactions												
Marshall (N = 416)	39.2	12.3	.61	16	32	40	48	60				
Carnegie Peers	41.9	12.8	.05	18	34	44	50	60	63,556	-2.6	.000	-.207
Southeast Public	41.8	12.8	.12	18	34	44	50	60	10,863	-2.5	.000	-.200
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	233,597	-2.6	.000	-.205
Top 50%	44.1	11.8	.04	22	38	46	52	60	92,731	-4.8	.000	-.411
Top 10%	45.9	12.1	.09	22	40	48	56	60	20,060	-6.6	.000	-.548
Supportive Environment												
Marshall (N = 405)	34.9	14.1	.70	13	25	35	43	60				
Carnegie Peers	36.4	14.2	.06	13	28	38	48	60	61,618	-1.5	.032	-.107
Southeast Public	37.0	13.9	.14	15	28	38	48	60	10,490	-2.1	.003	-.152
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	226,635	-1.9	.005	-.139
Top 50%	39.2	13.3	.04	18	30	40	50	60	106,184	-4.3	.000	-.320
Top 10%	40.9	13.3	.08	20	33	40	53	60	26,748	-5.9	.000	-.448

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 2016 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 = 394)	40.0	14.0	.70	15	30	40	50	60				
Carnegie Peers	41.4	14.1	.05	20	30	40	55	60	70,130	-1.4	.051	-.099
Southeast Public	40.5	14.2	.14	20	30	40	55	60	11,428	-.5	.470	-.037
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	252,874	-.8	.238	-.059
Top 50%	43.1	13.8	.05	20	35	40	55	60	91,140	-3.1	.000	-.226
Top 10%	44.7	13.7	.08	20	40	45	60	60	28,589	-4.7	.000	-.340
Reflective & Integrative Learning												
Marshall (N = 406)	38.6	13.0	.64	17	29	40	49	60				
Carnegie Peers	39.2	13.0	.05	20	31	40	49	60	72,932	-.6	.368	-.045
Southeast Public	38.3	13.1	.12	17	29	37	49	60	11,820	.3	.632	.024
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	262,829	-.1	.854	-.009
Top 50%	41.0	12.7	.04	20	31	40	51	60	95,307	-2.4	.000	-.189
Top 10%	42.9	12.5	.08	20	34	43	54	60	24,182	-4.3	.000	-.343
Learning Strategies												
Marshall (N = 376)	41.6	13.6	.70	20	33	40	53	60				
Carnegie Peers	40.7	14.7	.06	13	33	40	53	60	65,774	.9	.221	.063
Southeast Public	40.6	14.9	.15	13	27	40	53	60	409	1.0	.147	.070
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	236,671	1.8	.020	.120
Top 50%	42.2	14.5	.04	20	33	40	60	60	378	-.6	.392	-.042
Top 10%	44.5	14.2	.08	20	33	47	60	60	386	-2.8	.000	-.199
Quantitative Reasoning												
Marshall (N = 399)	29.0	16.7	.84	0	20	27	40	60				
Carnegie Peers	30.0	17.1	.06	0	20	27	40	60	71,096	-1.0	.236	-.059
Southeast Public	29.9	17.0	.16	0	20	27	40	60	11,578	-1.0	.273	-.056
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	256,479	-1.3	.115	-.079
Top 50%	31.8	16.9	.04	0	20	33	40	60	143,276	-2.8	.001	-.164
Top 10%	33.2	16.8	.08	0	20	33	47	60	39,770	-4.2	.000	-.251
Learning with Peers												
Collaborative Learning												
Marshall (N = 412)	31.9	14.8	.73	5	20	30	40	60				
Carnegie Peers	31.1	15.3	.06	5	20	30	40	60	74,501	.8	.312	.050
Southeast Public	32.2	14.9	.14	10	20	30	40	60	12,052	-.3	.664	-.022
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	269,168	-.5	.457	-.037
Top 50%	35.8	13.9	.04	15	25	35	45	60	121,919	-3.9	.000	-.280
Top 10%	37.9	13.7	.08	15	30	40	50	60	27,544	-6.0	.000	-.437
Discussions with Diverse Others												
Marshall (N = 379)	40.7	15.5	.80	20	30	40	55	60				
Carnegie Peers	41.1	16.3	.06	15	30	40	60	60	66,365	-.4	.601	-.027
Southeast Public	40.4	16.4	.16	10	30	40	60	60	10,849	.3	.713	.019
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	238,803	-.7	.421	-.041
Top 50%	43.3	15.9	.04	15	35	45	60	60	134,747	-2.6	.001	-.166
Top 10%	45.1	15.8	.08	20	35	50	60	60	39,411	-4.4	.000	-.279

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 = 401)	24.8	16.6	.83	0	10	20	35	55				
Carnegie Peers	23.6	16.6	.06	0	10	20	35	60	71,347	1.2	.156	.071
Southeast Public	24.8	16.7	.16	0	10	20	35	60	11,554	.1	.948	.003
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	257,055	1.3	.100	.082
Top 50%	29.6	16.1	.07	5	20	30	40	60	55,172	-4.7	.000	-.294
Top 10%	33.0	16.3	.17	5	20	30	45	60	9,403	-8.2	.000	-.503
Effective Teaching Practices												
Marshall (N = 399)	39.0	13.9	.70	16	32	40	48	60				
Carnegie Peers	41.1	14.0	.05	16	32	40	52	60	71,888	-2.1	.003	-.152
Southeast Public	41.2	14.1	.13	16	32	40	52	60	11,687	-2.2	.003	-.153
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	258,964	-1.3	.063	-.093
Top 50%	42.7	13.7	.05	20	32	44	56	60	82,463	-3.7	.000	-.270
Top 10%	44.5	13.4	.10	20	36	44	56	60	19,161	-5.5	.000	-.409
Campus Environment												
Quality of Interactions												
Marshall (N = 363)	41.1	11.5	.60	20	34	42	50	60				
Carnegie Peers	43.1	12.2	.05	20	36	44	52	60	62,995	-2.0	.002	-.163
Southeast Public	43.5	11.9	.12	20	36	45	52	60	10,265	-2.4	.000	-.200
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	226,781	-1.5	.021	-.121
Top 50%	45.3	11.5	.04	24	40	48	54	60	77,562	-4.2	.000	-.366
Top 10%	46.9	11.9	.08	24	40	50	56	60	24,828	-5.8	.000	-.486
Supportive Environment												
Marshall (N = 359)	31.3	12.9	.68	13	20	31	40	55				
Carnegie Peers	32.7	14.7	.06	8	23	33	43	60	363	-1.4	.050	-.092
Southeast Public	33.2	14.7	.15	10	23	33	43	60	392	-1.8	.008	-.127
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	359	-1.6	.021	-.110
Top 50%	35.7	13.9	.05	13	25	35	45	60	83,867	-4.4	.000	-.315
Top 10%	38.1	13.9	.11	15	28	40	48	60	16,946	-6.7	.000	-.487

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

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