MARSHALL UNIVERSITY®

Indirect Assessment of Student Learning and Experience: *National Survey of Student Engagement* (*NSSE*)

www.marshall.edu/assessment/SurveyReports.aspx

* = Results are at least comparable to those of students at the top 50% of NSSE institutions.

** = Results are at least comparable to those of students at the top 10% of NSSE institutions.

	Prior to Implementation of Core Curriculum		Following Implementation of Core Curriculum				NSSE Revised		Beginning with class of 2014, seniors may have experienced the Core Curriculum											
	2010		2011		2012		Theme	Engagement Indicator	2013		2014		2015		2016		2018		2020	
Academic Challenge			*		*		**Academic Challenge**	Reflective and Integrative Thinking	**		*		*		*					
								Higher-Order Learning	*		*		*		*		*	*	*	
								Learning Strategies	*		*		*	*	*	*	*	*	*	*
			**		**			Quantitative Reasoning	**		*		**		*		**	**	*	*
Student/Faculty Interaction			*				**Experience with Faculty**	Student/Faculty Interaction			*									
								Effective Teaching Practices			*		*				*			
Active and Collaborative Learning							**Learning with Peers**	Collaborative Learning			*		*						*	
								Discussion with Diverse Others									*		*	
Supportive Campus Environment							**Campus Environment**	Quality of Interactions												
								Supportive Environment											*	

Response Rates

Year	2010		2011		2012		2013		2014		2015		2016		2018		2020	
Class	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR
Response Rate	21%	32%	22%	25%	16%	27%	19%	22%	19%	28%	20%	24%	30%	24%	20%	20%	35%	30%

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Indirect Assessment of Student Learning and Experience: *National Survey of Student Engagement* (*NSSE*)

www.marshall.edu/assessment/SurveyReports.aspx

* = Results are at higher than Carnegie Peers; effect size < .3

** = Results are higher than Carnegie Peers; effect size ≥ .3

X = Results are lower than Carnegie Peers; effect size < .3

XX = Results are lower than Carnegie Peers; effect size ≥ .3

Prior to Implementation of Core Curriculum			Following Implementation of Core Curriculum			NSSE Revised			Beginning with class of 2014, seniors may have experienced the Core Curriculum								
	2010		2011		2012	**Theme**	**Engagement Indicator**	2013		2014		2015		2016		2018		2020
Academic Challenge						**Academic Challenge**	Reflective and Integrative Thinking	*			*	*						
							Higher-Order Learning											
							Learning Strategies					*						
							Quantitative Reasoning	*	*	*	*	*		*		*		
Student/Faculty Interaction						**Experience with Faculty**	Student/Faculty Interaction		**		**	*	*				*	
							Effective Teaching Practices											
Active and Collaborative Learning						**Learning with Peers**	Collaborative Learning		*		*	*				*	*	**
							Discussion with Diverse Others										*	*
Supportive Campus Environment						**Campus Environment**	Quality of Interactions	X	X	X	X			X	X		X	X
							Supportive Environment							X	X			

Response Rates

Year	2010		2011		2012		2013		2014		2015		2016		2018		2020	
Class	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR
Response Rate	21%	32%	22%	25%	16%	27%	19%	22%	19%	28%	20%	24%	30%	24%	20%	20%	35%	30%

NSSE 2020
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
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

Report Sections

Overview (p. 3)

Displays how average EI scores for your 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 2019 and 2020 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, 2018). 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 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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,* *13* (Summer/Fall), pp. 22-38.

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 Class-2018	Your first-year students compared with Southeast Public	Your first-year students compared with NSSE 2019 & 2020
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 Class-2018	Your seniors compared with Southeast Public	Your seniors compared with NSSE 2019 & 2020
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

	Marshall	Carnegie Class-2018		Southeast Public		NSSE 2019 & 2020	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	38.7	37.8	.07	37.2 *	.11	38.1	.05
Reflective & Integrative Learning	35.1	34.9	.01	34.2	.07	35.2	-.01
Learning Strategies	39.6	38.5	.08	38.2 *	.10	38.3 *	.10
Quantitative Reasoning	29.0	27.9	.07	27.8	.08	28.2	.05

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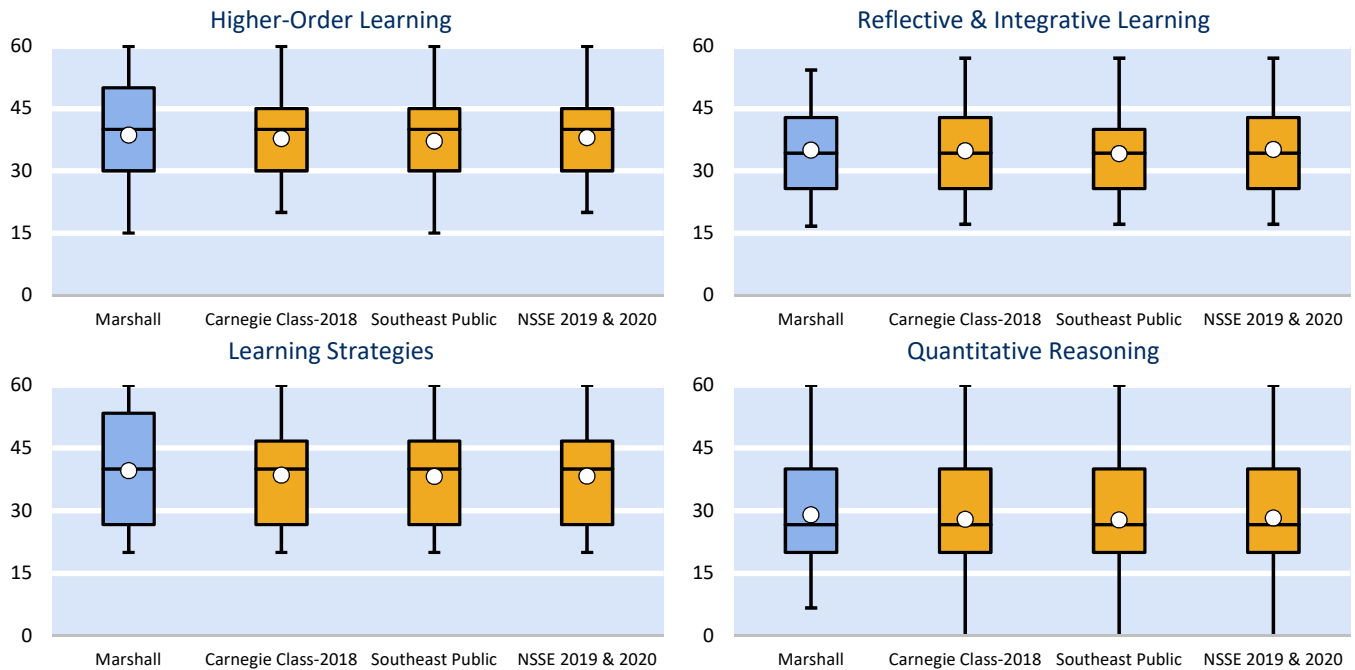
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Marshall %	Carnegie Class- 2018	Southeast Public	NSSE 2019 & 2020
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	+3	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+1	+2	-1
4d. Evaluating a point of view, decision, or information source	71	+0	+2	+1
4e. Forming a new idea or understanding from various pieces of information	70	+0	+2	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	+4	+5	+3
2b. Connected your learning to societal problems or issues	51	+1	+3	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-3	-0	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+2	+4	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+2	+4	+2
2f. Learned something that changed the way you understand an issue or concept	65	-2	+1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+0	+1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	-2	-1	-2
9b. Reviewed your notes after class	72	+5	+5	+6
9c. Summarized what you learned in class or from course materials	65	+1	+1	+1
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	+5	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-1	+0	-1
6c. Evaluated what others have concluded from numerical information	41	+2	+2	+1

Percentage point difference [a] between your FY students and (column header spanning comparison groups)

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Academic Challenge
Marshall University

## 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

	Marshall	Carnegie Class-2018		Southeast Public		NSSE 2019 & 2020	
			Your seniors compared with				
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.3	40.5	-.01	39.9	.03	40.1	.01
Reflective & Integrative Learning	38.6	38.2	.03	38.0	.05	38.1	.04
Learning Strategies	40.2	39.4	.06	39.1	.07	38.6 *	.11
Quantitative Reasoning	30.5	30.0	.03	30.0	.03	30.2	.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
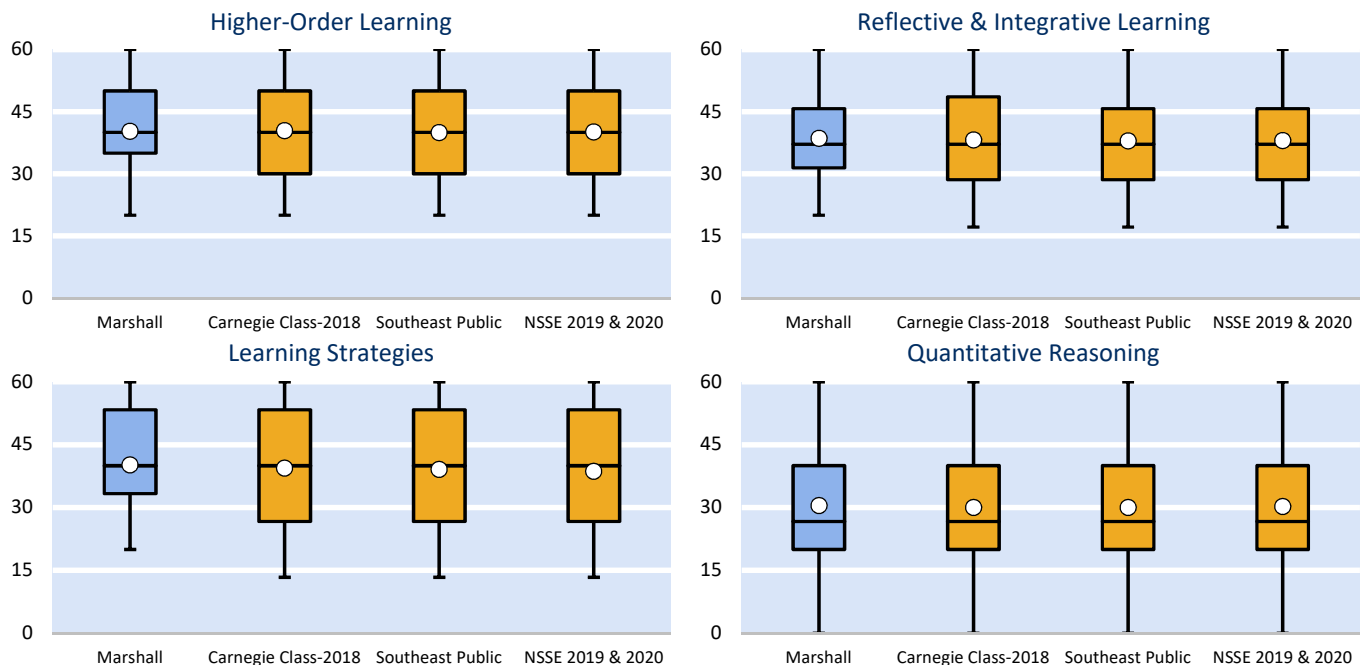
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Marshall	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Carnegie Class- 2018	Southeast Public	NSSE 2019 & 2020
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	80	+3	+2	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+3	+3
4d. Evaluating a point of view, decision, or information source	71	-3	-1	-0
4e. Forming a new idea or understanding from various pieces of information	75	+1	+3	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	71	+4	+2	+3
2b. Connected your learning to societal problems or issues	62	-0	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-5	-4	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+3	+4	+3
2f. Learned something that changed the way you understand an issue or concept	73	+1	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+1	+2	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	-1	+0	+1
9b. Reviewed your notes after class	71	+6	+6	+8
9c. Summarized what you learned in class or from course materials	71	+5	+6	+7
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.)	57	+2	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-1	-0	-1
6c. Evaluated what others have concluded from numerical information	46	+2	+2	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators

Learning with Peers

Marshall University

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

| | Marshall | Your first-year students compared with | | | | | |
| | | Carnegie Class-2018 | | Southeast Public | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	30.3 **	.11	31.7	.02	32.3	-.02
Discussions with Diverse Others	40.4	38.3 **	.13	38.5 **	.13	39.5	.06

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. Dark red 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 | | |
Collaborative Learning	Marshall	Carnegie Class-2018	Southeast Public	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	+4	+0	-0
1f. Explained course material to one or more students	57	+4	+1	-0
1g. Prepared for exams by discussing or working through course material with other students	48	+3	+0	-2
1h. Worked with other students on course projects or assignments	53	+2	+0	-1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	64	-4	-2	-7
8b. People from an economic background other than your own	73	+4	+4	+1
8c. People with religious beliefs other than your own	68	+4	+4	+2
8d. People with political views other than your own	72	+10	+6	+8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
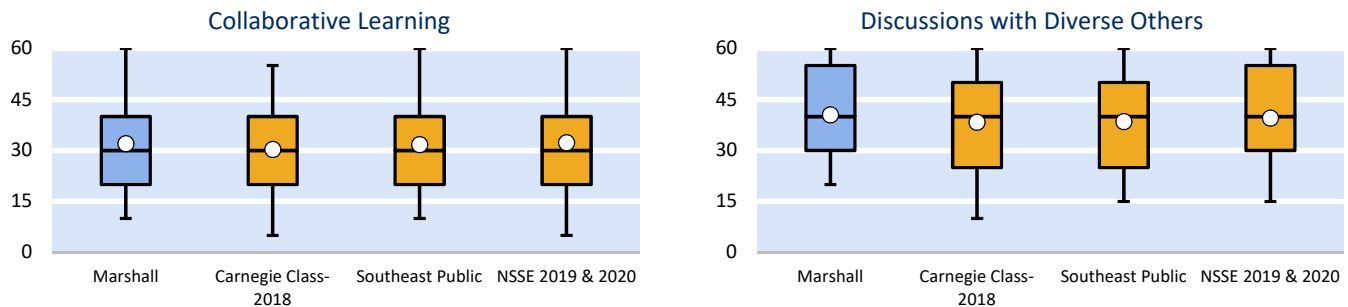
Learning with Peers: Seniors

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

	Marshall	Carnegie Class-2018		Southeast Public		NSSE 2019 & 2020	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	29.8 ***	.31	32.1 ***	.18	32.0 ***	.18
Discussions with Diverse Others	38.9	39.3	-.02	39.8	-.06	40.2	-.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

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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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	Marshall	Carnegie Class-2018	Southeast Public	NSSE 2019 & 2020
		Percentage point difference [a] between your seniors and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	50	+11	+7	+6
1f. Explained course material to one or more students	66	+14	+8	+9
1g. Prepared for exams by discussing or working through course material with other students	52	+9	+6	+5
1h. Worked with other students on course projects or assignments	66	+8	+3	+3

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	-8	-6	-9
8b. People from an economic background other than your own	71	+0	-1	-2
8c. People with religious beliefs other than your own	67	+1	+0	-0
8d. People with political views other than your own	69	+6	+2	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2020 Engagement Indicators
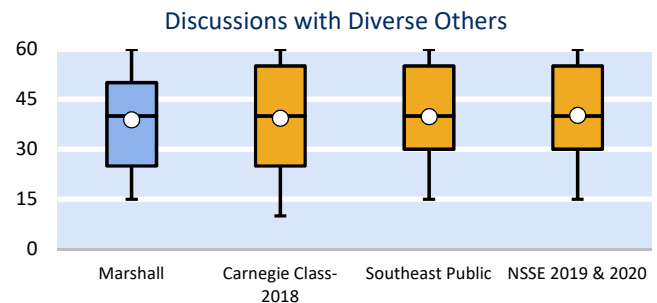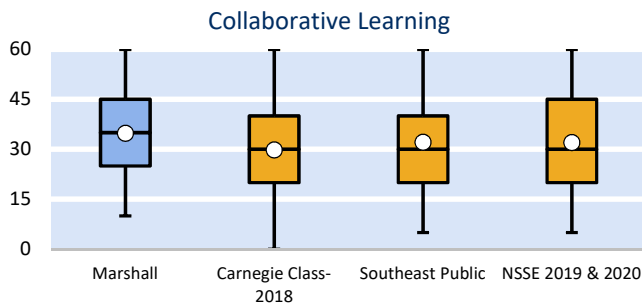## Experiences with Faculty
Marshall University

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

| | Marshall | | Your first-year students compared with | | | | |
| | | Carnegie Class-2018 | | Southeast Public | | NSSE 2019 & 2020 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.6	21.1	.03	21.4	.01	21.4	.01
Effective Teaching Practices	39.1	38.7	.03	37.9 *	.09	38.4	.05

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| | Marshall | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Carnegie Class-2018	Southeast Public	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	39	+1	+1	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-2	-3	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-1	-2	-2
3d. Discussed your academic performance with a faculty member	33	+2	+3	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	76	-0	+1	-1
5b. Taught course sessions in an organized way	74	+1	+2	+0
5c. Used examples or illustrations to explain difficult points	77	+4	+4	+3
5d. Provided feedback on a draft or work in progress	65	+0	+2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-2	+1	+0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

	Marshall		Your seniors compared with				
		Carnegie Class-2018		Southeast Public		NSSE 2019 & 2020	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	27.5	23.8 ***	.23	25.1 **	.15	23.9 ***	.22
Effective Teaching Practices	39.7	40.2	-.04	40.6	-.07	39.7	.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).

Score Distributions

Student-Faculty Interaction

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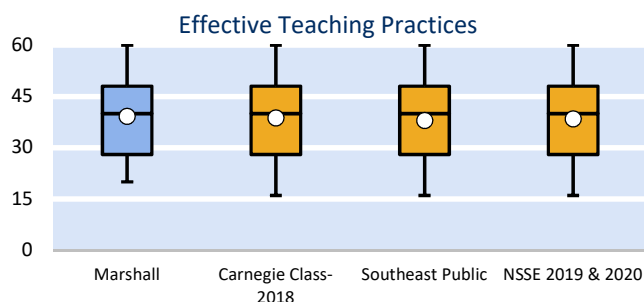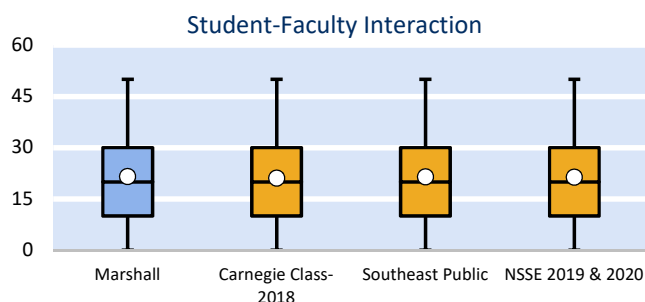
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

| | | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction	Marshall	Carnegie Class-2018	Southeast Public	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	53	+10	+8	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+8	+5	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+5	+2	+5
3d. Discussed your academic performance with a faculty member	39	+3	+3	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-4	-4	-3
5b. Taught course sessions in an organized way	75	-1	-3	-2
5c. Used examples or illustrations to explain difficult points	76	-1	-3	-2
5d. Provided feedback on a draft or work in progress	67	+3	+2	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-2	-4	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
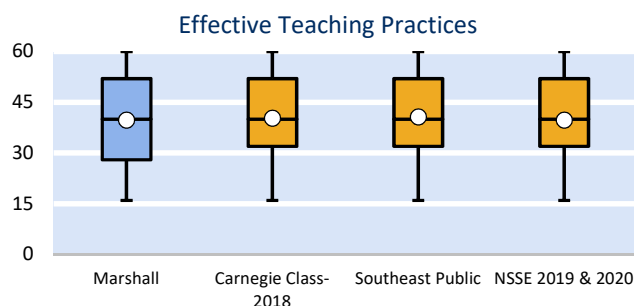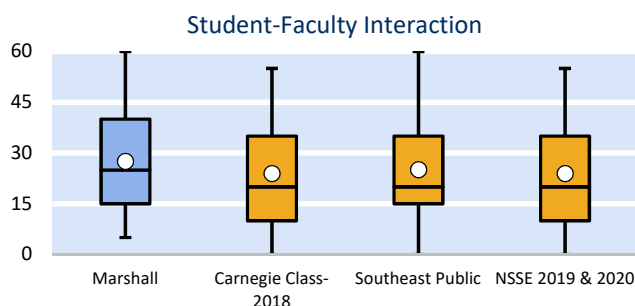
NSSE 2020 Engagement Indicators

Campus Environment

Marshall University

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

	Marshall	Carnegie Class-2018		Southeast Public		NSSE 2019 & 2020	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	43.4	43.1	.02	43.2	.01	43.2	.01
Supportive Environment	36.7	35.6	.08	36.2	.04	36.0	.06

Your first-year students compared with

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Marshall	Carnegie Class-2018	Southeast Public	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	54	+3	+4	+2
13b. Academic advisors	49	-5	-5	-5
13c. Faculty	53	+0	+2	+1
13d. Student services staff (career services, student activities, housing, etc.)	54	+6	+5	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-3	-2	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+0	+1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	76	-0	-1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+3	+5	+3
14e. Providing opportunities to be involved socially	74	+5	+2	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+4	+2	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-4	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+13	+7	+8
14i. Attending events that address important social, economic, or political issues	47	+0	-2	-0

Percentage point difference [a] between your FY students and

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
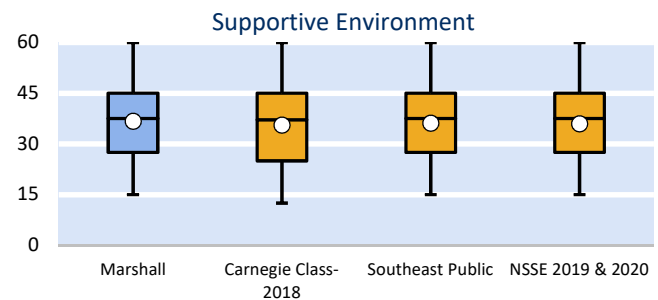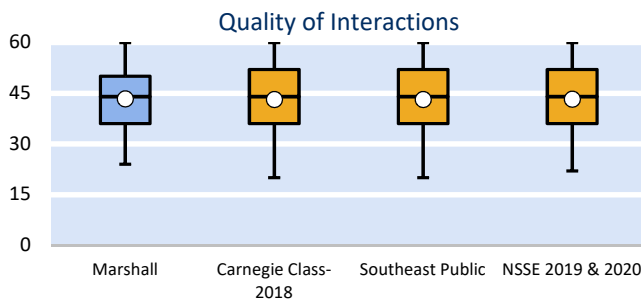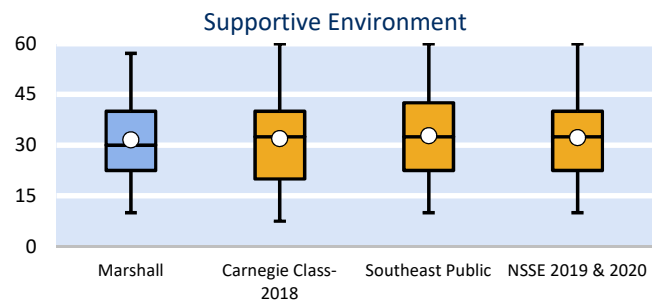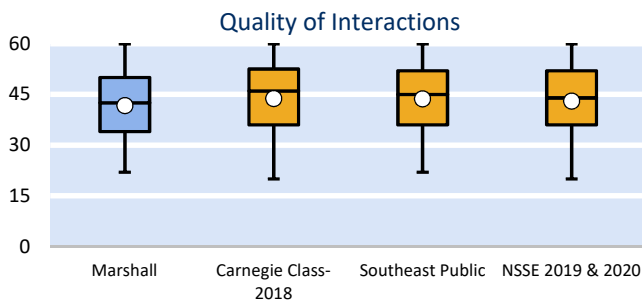
Campus Environment: Seniors

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

	Marshall	Your seniors compared with					
		Carnegie Class-2018		Southeast Public		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	43.8 ***	-.16	43.7 ***	-.17	43.0 *	-.11
Supportive Environment	31.6	31.9	-.03	32.8	-.09	32.2	-.05

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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Marshall	Percentage point difference [a] between your seniors and		
		Carnegie Class-2018	Southeast Public	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	-2	-2	-2
13b. Academic advisors	44	-12	-10	-9
13c. Faculty	51	-9	-9	-7
13d. Student services staff (career services, student activities, housing, etc.)	42	-6	-5	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-9	-8	-5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	64	-8	-8	-7
14c. Using learning support services (tutoring services, writing center, etc.)	62	-6	-6	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-7	-6	-6
14e. Providing opportunities to be involved socially	66	+5	-0	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-1	-4	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-7	-4	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+10	+2	+4
14i. Attending events that address important social, economic, or political issues	41	+2	-1	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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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NSSE 2020 Engagement Indicators
Comparisons with High-Performing Institutions
Marshall University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), 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 2019 and 2020 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	38.7	39.3	-.05	✓	41.4 ***	-.21	
	Reflective and Integrative Learning	35.1	36.7 **	-.14		39.0 ***	-.33	
	Learning Strategies	39.6	39.9	-.02	✓	42.3 ***	-.19	
	Quantitative Reasoning	29.0	29.4	-.03	✓	31.4 ***	-.16	
Learning with Peers	Collaborative Learning	32.0	35.2 ***	-.23		37.4 ***	-.40	
	Discussions with Diverse Others	40.4	41.5	-.07	✓	43.6 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	21.6	24.5 ***	-.20		28.1 ***	-.42	
	Effective Teaching Practices	39.1	40.5 *	-.11		42.3 ***	-.22	
Campus Environment	Quality of Interactions	43.4	45.2 ***	-.16		47.2 ***	-.33	
	Supportive Environment	36.7	37.9	-.09	✓	40.0 ***	-.25	

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	40.3	41.7 *	-.11		43.2 ***	-.22	
	Reflective and Integrative Learning	38.6	39.8 *	-.10		41.8 ***	-.26	
	Learning Strategies	40.2	40.7	-.03	✓	42.7 ***	-.17	
	Quantitative Reasoning	30.5	31.4	-.06	✓	33.4 ***	-.18	
Learning with Peers	Collaborative Learning	34.9	35.9	-.08	✓	38.4 ***	-.26	
	Discussions with Diverse Others	38.9	42.1 ***	-.20		43.8 ***	-.32	
Experiences with Faculty	Student-Faculty Interaction	27.5	29.7 **	-.14		33.2 ***	-.36	
	Effective Teaching Practices	39.7	41.8 **	-.15		43.7 ***	-.30	
Campus Environment	Quality of Interactions	41.8	45.2 ***	-.30		47.4 ***	-.47	
	Supportive Environment	31.6	34.6 ***	-.22		36.8 ***	-.37	

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 2019 and 2020 institutions, separately by class. 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 2020 Engagement Indicators

Detailed Statistics[a]
Marshall University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Marshall (N = 503)	38.7	13.4	.60	15	30	40	50	60				
Carnegie Class-2018	37.8	13.3	.05	20	30	40	45	60	77,120	.9	.133	.067
Southeast Public	37.2	13.1	.10	15	30	40	45	60	18,211	1.5	.011	.114
NSSE 2019 & 2020	38.1	13.2	.02	20	30	40	45	60	304,538	.6	.303	.046
Top 50%	39.3	13.1	.03	20	30	40	50	60	172,344	-.7	.252	-.051
Top 10%	41.4	12.8	.07	20	35	40	50	60	33,533	-2.7	.000	-.213
Reflective & Integrative Learning												
Marshall (N = 531)	35.1	11.9	.52	17	26	34	43	54				
Carnegie Class-2018	34.9	12.0	.04	17	26	34	43	57	83,506	.2	.742	.014
Southeast Public	34.2	12.0	.09	17	26	34	40	57	19,845	.9	.089	.075
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	329,582	-.1	.827	-.009
Top 50%	36.7	11.8	.03	17	29	37	46	57	168,814	-1.6	.001	-.139
Top 10%	39.0	11.7	.07	20	31	40	49	60	26,956	-3.9	.000	-.334
Learning Strategies												
Marshall (N = 483)	39.6	13.7	.62	20	27	40	53	60				
Carnegie Class-2018	38.5	13.8	.05	20	27	40	47	60	72,554	1.1	.092	.077
Southeast Public	38.2	13.7	.11	20	27	40	47	60	17,124	1.4	.024	.104
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	287,880	1.3	.035	.096
Top 50%	39.9	13.7	.04	20	33	40	53	60	146,072	-.3	.612	-.023
Top 10%	42.3	14.1	.08	20	33	40	53	60	32,666	-2.7	.000	-.192
Quantitative Reasoning												
Marshall (N = 490)	29.0	15.2	.69	7	20	27	40	60				
Carnegie Class-2018	27.9	15.4	.06	0	20	27	40	60	73,962	1.1	.129	.069
Southeast Public	27.8	15.2	.12	0	20	27	40	60	17,454	1.2	.084	.079
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	292,752	.8	.252	.052
Top 50%	29.4	15.2	.03	7	20	27	40	60	189,978	-.4	.529	-.028
Top 10%	31.4	15.3	.08	7	20	33	40	60	40,568	-2.4	.001	-.156
Learning with Peers												
Collaborative Learning												
Marshall (N = 562)	32.0	14.2	.60	10	20	30	40	60				
Carnegie Class-2018	30.3	15.1	.05	5	20	30	40	55	89,914	1.7	.009	.111
Southeast Public	31.7	14.1	.10	10	20	30	40	60	21,592	.3	.657	.019
NSSE 2019 & 2020	32.3	14.7	.02	5	20	30	40	60	354,976	-.2	.690	-.017
Top 50%	35.2	13.7	.03	15	25	35	45	60	219,632	-3.2	.000	-.231
Top 10%	37.4	13.5	.06	15	30	40	45	60	46,433	-5.4	.000	-.398
Discussions with Diverse Others												
Marshall (N = 484)	40.4	15.6	.71	20	30	40	55	60				
Carnegie Class-2018	38.3	16.2	.06	10	25	40	50	60	73,146	2.1	.004	.132
Southeast Public	38.5	15.5	.12	15	25	40	50	60	17,281	1.9	.007	.125
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	289,988	.9	.184	.060
Top 50%	41.5	15.0	.03	20	30	40	55	60	194,558	-1.0	.139	-.067
Top 10%	43.6	14.5	.07	20	35	45	60	60	493	-3.2	.000	-.218

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 504)	21.6	14.7	.66	0	10	20	30	50				
Carnegie Class-2018	21.1	14.7	.05	0	10	20	30	50	79,814	.5	.461	.033
Southeast Public	21.4	14.5	.11	0	10	20	30	50	18,915	.1	.829	.010
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	315,387	.2	.752	.014
Top 50%	24.5	14.7	.04	5	15	20	35	55	111,782	-2.9	.000	-.197
Top 10%	28.1	15.5	.13	5	15	25	40	60	541	-6.5	.000	-.423
Effective Teaching Practices												
Marshall (N = 505)	39.1	13.1	.58	20	28	40	48	60				
Carnegie Class-2018	38.7	13.5	.05	16	28	40	48	60	76,774	.5	.440	.034
Southeast Public	37.9	13.3	.10	16	28	40	48	60	18,100	1.2	.046	.090
NSSE 2019 & 2020	38.4	13.2	.02	16	28	40	48	60	303,388	.7	.249	.051
Top 50%	40.5	13.2	.04	20	32	40	52	60	126,136	-1.4	.016	-.107
Top 10%	42.3	14.1	.08	16	32	44	56	60	521	-3.2	.000	-.223
Campus Environment												
Quality of Interactions												
Marshall (N = 458)	43.4	11.1	.52	24	36	44	50	60				
Carnegie Class-2018	43.1	12.3	.05	20	36	44	52	60	464	.2	.655	.019
Southeast Public	43.2	11.9	.10	20	36	44	52	60	15,943	.2	.764	.014
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	269,309	.1	.809	.011
Top 50%	45.2	11.2	.03	24	38	46	54	60	118,344	-1.8	.001	-.162
Top 10%	47.2	11.6	.07	25	40	50	58	60	28,828	-3.8	.000	-.330
Supportive Environment												
Marshall (N = 472)	36.7	13.1	.60	15	28	38	45	60				
Carnegie Class-2018	35.6	13.9	.05	13	25	37	45	60	478	1.1	.062	.082
Southeast Public	36.2	13.6	.11	15	28	38	45	60	16,469	.5	.394	.040
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	278,576	.8	.226	.056
Top 50%	37.9	13.1	.03	18	30	38	48	60	142,242	-1.1	.059	-.087
Top 10%	40.0	12.9	.08	18	33	40	50	60	25,562	-3.3	.000	-.254

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 SE) 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 2020 Engagement Indicators

Detailed Statistics[a]
Marshall University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Marshall (N = 449)	40.3	12.5	.59	20	35	40	50	60				
Carnegie Class-2018	40.5	13.6	.05	20	30	40	50	60	453	-.2	.761	-.013
Southeast Public	39.9	13.5	.10	20	30	40	50	60	475	.3	.569	.025
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	449	.2	.754	.014
Top 50%	41.7	13.4	.03	20	35	40	55	60	451	-1.4	.015	-.107
Top 10%	43.2	13.3	.07	20	35	40	55	60	460	-2.9	.000	-.218
Reflective & Integrative Learning												
Marshall (N = 473)	38.6	11.5	.53	20	31	37	46	60				
Carnegie Class-2018	38.2	12.6	.04	17	29	37	49	60	477	.4	.432	.033
Southeast Public	38.0	12.5	.09	17	29	37	46	60	501	.6	.251	.050
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	473	.5	.327	.042
Top 50%	39.8	12.2	.03	20	31	40	49	60	149,339	-1.2	.028	-.101
Top 10%	41.8	12.0	.08	20	34	40	51	60	24,481	-3.2	.000	-.265
Learning Strategies												
Marshall (N = 436)	40.2	13.7	.66	20	33	40	53	60				
Carnegie Class-2018	39.4	14.5	.05	13	27	40	53	60	440	.8	.222	.055
Southeast Public	39.1	14.5	.11	13	27	40	53	60	461	1.1	.112	.073
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	436	1.6	.018	.107
Top 50%	40.7	14.5	.04	20	33	40	53	60	438	-.5	.452	-.034
Top 10%	42.7	14.4	.06	20	33	40	60	60	443	-2.5	.000	-.172
Quantitative Reasoning												
Marshall (N = 441)	30.5	15.6	.74	0	20	27	40	60				
Carnegie Class-2018	30.0	16.2	.06	0	20	27	40	60	87,515	.5	.537	.029
Southeast Public	30.0	16.1	.12	0	20	27	40	60	17,200	.5	.518	.031
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	329,765	.2	.772	.014
Top 50%	31.4	16.1	.03	0	20	33	40	60	212,420	-.9	.216	-.059
Top 10%	33.4	15.9	.08	7	20	33	40	60	42,011	-2.9	.000	-.182
Learning with Peers												
Collaborative Learning												
Marshall (N = 485)	34.9	15.3	.69	10	25	35	45	60				
Carnegie Class-2018	29.8	16.2	.05	0	20	30	40	60	490	5.0	.000	.310
Southeast Public	32.1	15.2	.11	5	20	30	40	60	19,862	2.8	.000	.182
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	377,105	2.9	.000	.183
Top 50%	35.9	14.0	.03	15	25	35	45	60	486	-1.1	.121	-.077
Top 10%	38.4	13.6	.07	15	30	40	50	60	495	-3.5	.000	-.259
Discussions with Diverse Others												
Marshall (N = 444)	38.9	15.3	.73	15	25	40	50	60				
Carnegie Class-2018	39.3	16.6	.06	10	25	40	55	60	448	-.4	.571	-.025
Southeast Public	39.8	15.9	.12	15	30	40	55	60	17,060	-.9	.246	-.056
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	327,073	-1.3	.083	-.082
Top 50%	42.1	15.5	.03	15	30	40	60	60	211,603	-3.2	.000	-.203
Top 10%	43.8	15.3	.07	20	35	45	60	60	53,449	-4.9	.000	-.319

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Marshall University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 456)	27.5	15.9	.74	5	15	25	40	60				
Carnegie Class-2018	23.8	16.1	.05	0	10	20	35	55	92,524	3.7	.000	.226
Southeast Public	25.1	16.4	.12	0	15	20	35	60	18,274	2.4	.002	.149
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	349,177	3.6	.000	.223
Top 50%	29.7	15.9	.06	5	20	30	40	60	78,866	-2.2	.004	-.137
Top 10%	33.2	16.0	.14	10	20	35	45	60	14,015	-5.7	.000	-.359
Effective Teaching Practices												
Marshall (N = 454)	39.7	14.1	.66	16	28	40	52	60				
Carnegie Class-2018	40.2	14.1	.05	16	32	40	52	60	90,159	-.6	.395	-.040
Southeast Public	40.6	13.9	.11	16	32	40	52	60	17,762	-.9	.152	-.068
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	339,708	-.1	.930	-.004
Top 50%	41.8	13.7	.04	20	32	40	52	60	128,382	-2.1	.001	-.154
Top 10%	43.7	13.4	.08	20	36	44	56	60	28,534	-4.0	.000	-.301
Campus Environment												
Quality of Interactions												
Marshall (N = 414)	41.8	11.7	.58	22	34	43	50	60				
Carnegie Class-2018	43.8	12.3	.04	20	36	46	53	60	78,785	-2.0	.001	-.163
Southeast Public	43.7	11.8	.09	22	36	45	52	60	15,777	-2.0	.001	-.168
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	301,497	-1.3	.031	-.106
Top 50%	45.2	11.7	.03	24	38	48	54	60	135,423	-3.5	.000	-.297
Top 10%	47.4	12.0	.06	24	40	50	58	60	43,597	-5.6	.000	-.467
Supportive Environment												
Marshall (N = 434)	31.6	13.5	.65	10	23	30	40	57				
Carnegie Class-2018	31.9	14.5	.05	8	20	33	40	60	438	-.4	.552	-.027
Southeast Public	32.8	14.0	.11	10	23	33	43	60	16,529	-1.3	.065	-.090
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	317,961	-.7	.325	-.047
Top 50%	34.6	14.0	.04	13	25	35	45	60	141,110	-3.1	.000	-.219
Top 10%	36.8	14.1	.09	13	28	38	48	60	25,619	-5.3	.000	-.373

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 SE) 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.