



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

[www.marshall.edu/assessment/SurveyReports.aspx](http://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		2022	
FR	SR	FR	SR	FR	SR			FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR
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		2022	
Class	FR	SR	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%	34%	29%



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\* = 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		2022			
FR	SR	FR	SR	FR	SR			FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR		
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		X	*	
							Supportive Environment							X	X							*	*

Response Rates

Year	2010		2011		2012		2013		2014		2015		2016		2018		2020		2022	
Class	FR	SR	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%	34%	29%



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# NSSE 2022

## Engagement Indicators

Marshall University

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### 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. The specific items within each EI are listed below, starting on page 5.

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 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 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (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](https://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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Carnegie Peers	Your first-year students compared with Southeast Public	Your first-year students compared with NSSE 2021 & 2022
<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	△	△	△

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Carnegie Peers	Your seniors compared with Southeast Public	Your seniors compared with NSSE 2021 & 2022
<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	--	--	--

### Academic Challenge: First-year students

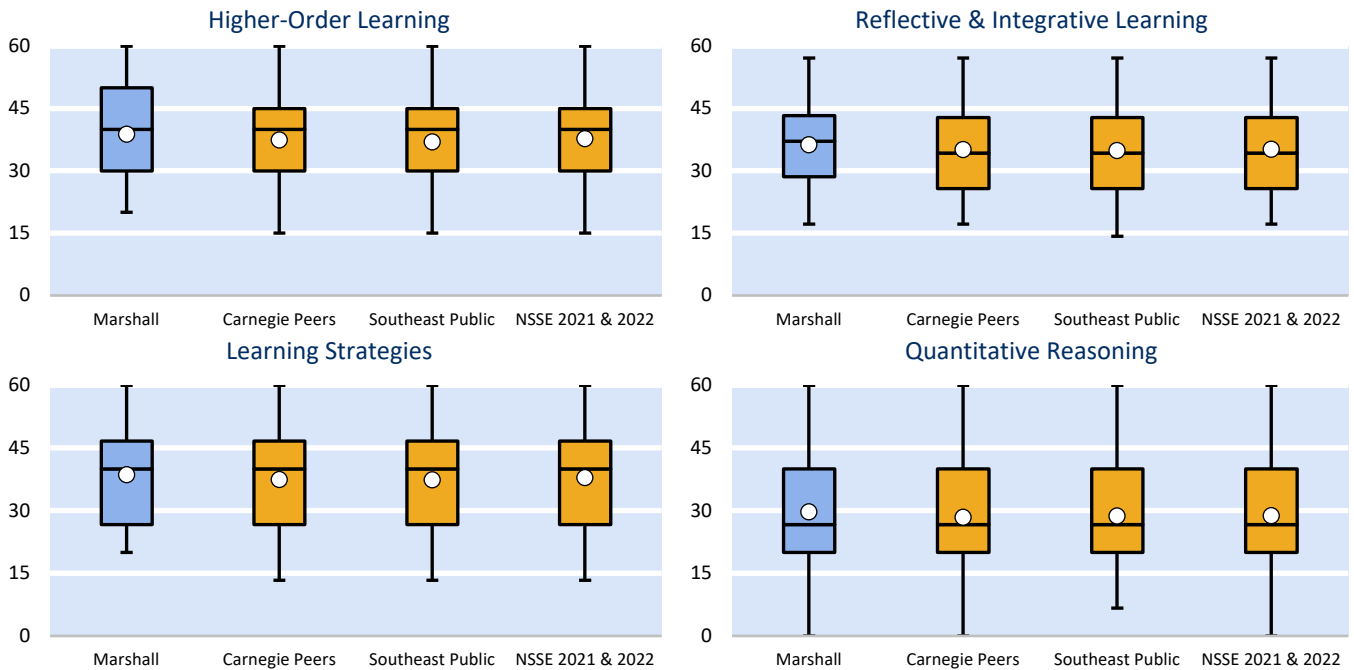
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	37.5 *	.11	37.0 **	.14	37.8	.08
Reflective & Integrative Learning	36.4	35.2 *	.10	34.9 *	.12	35.3 *	.09
Learning Strategies	38.6	37.4	.08	37.3	.09	37.9	.05
Quantitative Reasoning	29.7	28.3	.09	28.7	.07	28.7	.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.

### 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	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	+2	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+2	+3	+1
4d. Evaluating a point of view, decision, or information source	70	+1	+2	+1
4e. Forming a new idea or understanding from various pieces of information	71	+2	+3	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61	+11	+12	+11
2b. Connected your learning to societal problems or issues	56	+4	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+1	+2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+6	+6	+6
2f. Learned something that changed the way you understand an issue or concept	67	+2	+3	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+2	+2	+2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-0	-0	-2
9b. Reviewed your notes after class	69	+4	+4	+3
9c. Summarized what you learned in class or from course materials	67	+4	+4	+3
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	+0	-2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+5	+4	+4
6c. Evaluated what others have concluded from numerical information	42	+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.

### Academic Challenge: Seniors

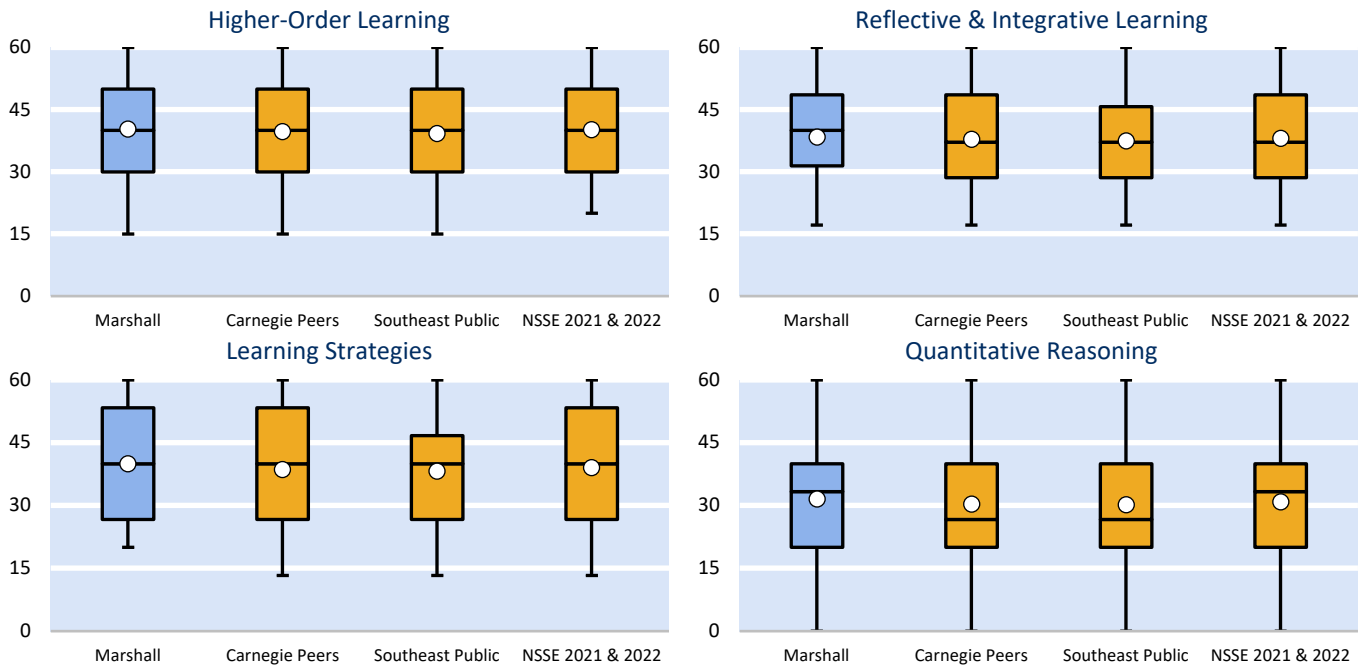
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	39.8	.04	39.3	.08	40.2	.01
Reflective & Integrative Learning	38.4	37.9	.04	37.5	.07	38.1	.02
Learning Strategies	39.9	38.6	.09	38.2 *	.12	39.0	.06
Quantitative Reasoning	31.6	30.3	.07	30.1	.09	30.9	.04

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

#### Score Distributions



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



### 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 <sup>a</sup> between your seniors and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-0	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+0	+1	-1
4d. Evaluating a point of view, decision, or information source	72	+1	+3	+0
4e. Forming a new idea or understanding from various pieces of information	75	+3	+5	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73	+7	+6	+7
2b. Connected your learning to societal problems or issues	62	+3	+4	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-3	-2	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+4	+5	+4
2f. Learned something that changed the way you understand an issue or concept	73	+2	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	+2	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-1	+1	-2
9b. Reviewed your notes after class	69	+5	+5	+5
9c. Summarized what you learned in class or from course materials	67	+2	+1	+0
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+4	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+2	+2	+1
6c. Evaluated what others have concluded from numerical information	48	+3	+3	+2

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.

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### Learning with Peers: First-year students

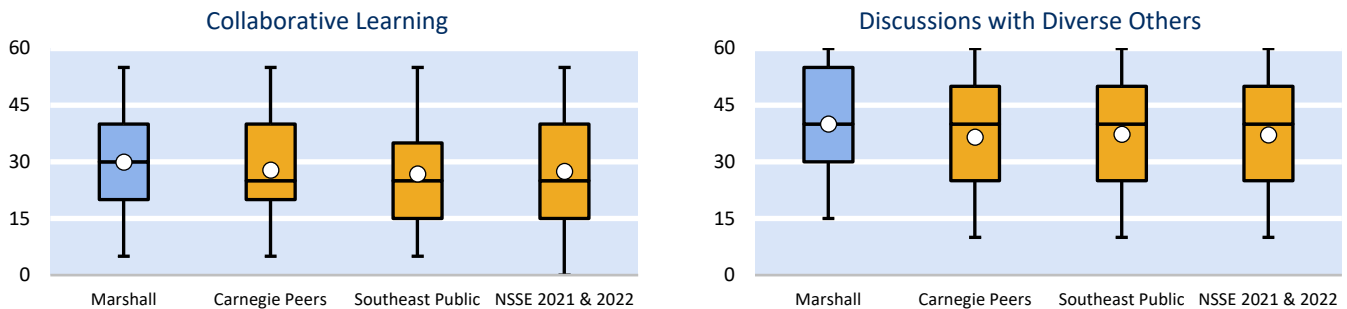
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	27.8 **	.15	26.7 ***	.22	27.5 ***	.16
Discussions with Diverse Others	39.9	36.5 ***	.21	37.2 ***	.16	37.1 ***	.17

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 %	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	44	+2	+4	+3
1c. Explained course material to one or more students	51	+7	+9	+7
1d. Prepared for exams by discussing or working through course material with other students	38	+1	+3	+1
1e. Worked with other students on course projects or assignments	53	+8	+10	+8
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	64	-0	-1	-2
8b. People from an economic background other than your own	72	+7	+6	+5
8c. People with religious beliefs other than your own	68	+8	+6	+6
8d. People with political views other than your own	72	+14	+11	+13

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### Learning with Peers: Seniors

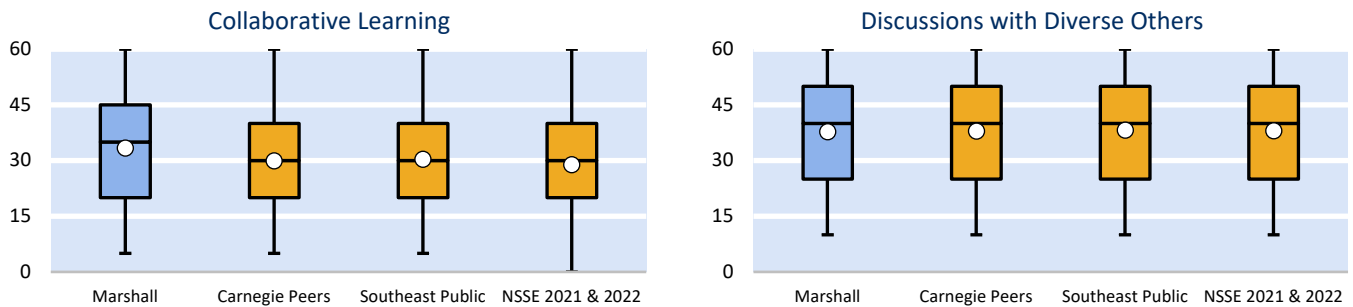
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	30.0 ***	.22	30.4 ***	.19	29.0 ***	.27
Discussions with Diverse Others	37.9	38.0	-.01	38.2	-.02	38.1	-.01

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

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#### 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	Percentage point difference <sup>a</sup> between your seniors and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	52	+11	+10	+13
1c. Explained course material to one or more students	61	+11	+9	+12
1d. Prepared for exams by discussing or working through course material with other students	48	+9	+9	+10
1e. Worked with other students on course projects or assignments	61	+2	+0	+4
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	61	-6	-6	-7
8b. People from an economic background other than your own	68	-0	-0	-0
8c. People with religious beliefs other than your own	63	+0	-1	+0
8d. People with political views other than your own	65	+3	+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.

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### Experiences with Faculty: First-year students

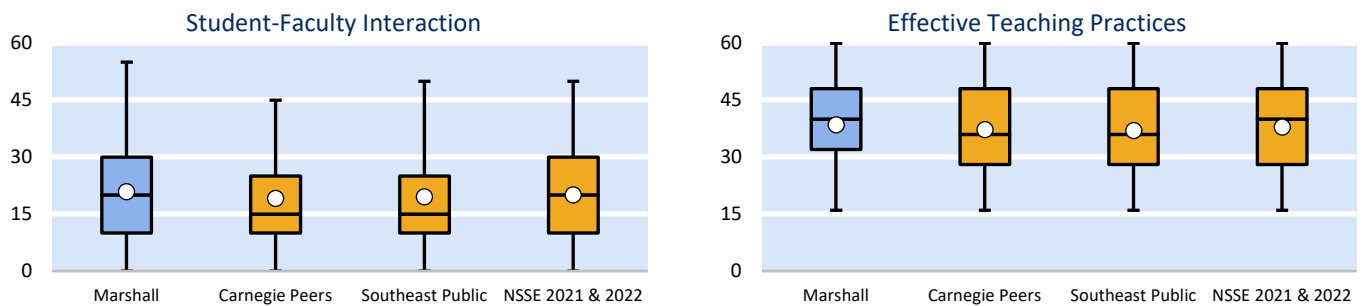
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean Effect size	Southeast Public Mean Effect size	NSSE 2021 & 2022 Mean Effect size	
Student-Faculty Interaction	20.8	19.1 * .12	19.5 .09	20.0 .05	
Effective Teaching Practices	38.5	37.2 * .09	36.9 * .11	37.9 .04	

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

#### Score Distributions



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

#### 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.

Student-Faculty Interaction	Marshall %	Percentage point difference <sup>a</sup> between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	+4	+2	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+3	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+3	+3	+2
3d. Discussed your academic performance with a faculty member	29	+2	+2	+0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+5	+5	+4
5b. Taught course sessions in an organized way	74	+4	+6	+2
5c. Used examples or illustrations to explain difficult points	76	+6	+7	+5
5d. Provided feedback on a draft or work in progress	64	+2	+3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+4	+5	+2

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

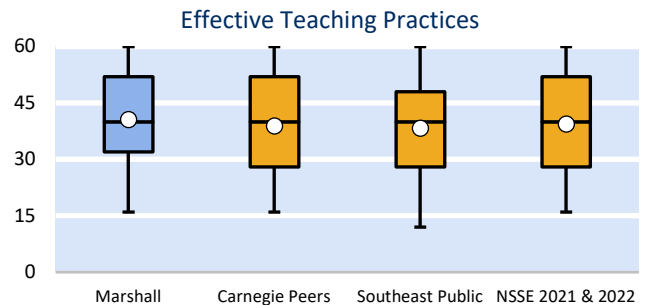
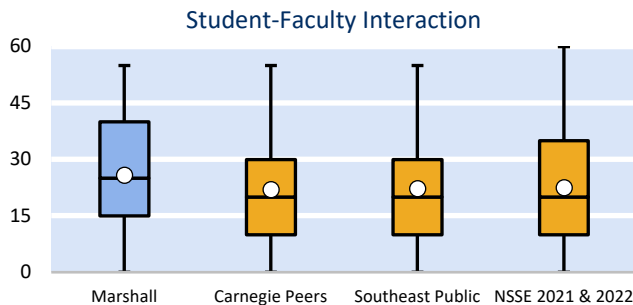
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers Mean	Carnegie Peers Effect size	Southeast Public Mean	Southeast Public Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Student-Faculty Interaction	25.8	21.9 ***	.24	22.2 ***	.22	22.5 ***	.20
Effective Teaching Practices	40.6	38.8 *	.12	38.2 **	.16	39.4	.08

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

#### Score Distributions



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

#### 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.

Student-Faculty Interaction	Marshall %	Percentage point difference <sup>a</sup> between your seniors and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+11	+10	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+6	+6	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+9	+8	+7
3d. Discussed your academic performance with a faculty member	39	+9	+9	+8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	+0	+2	-0
5b. Taught course sessions in an organized way	79	+6	+8	+5
5c. Used examples or illustrations to explain difficult points	80	+6	+7	+5
5d. Provided feedback on a draft or work in progress	67	+6	+5	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+3	+3	+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.

### Campus Environment: First-year students

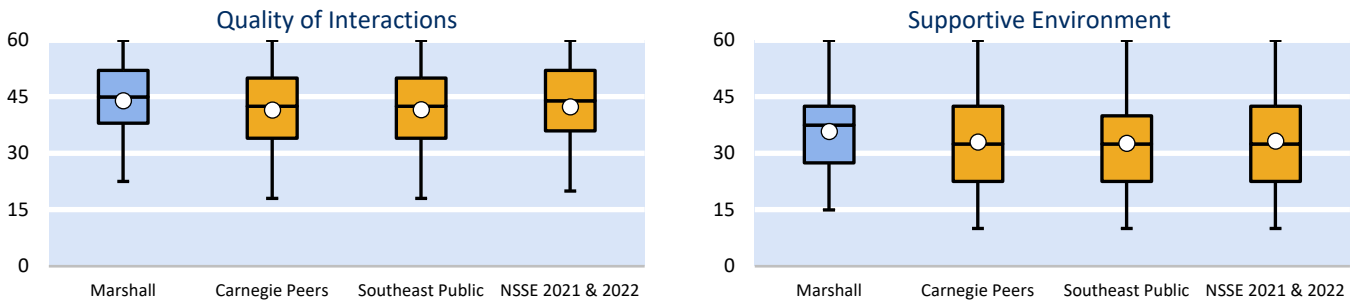
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	41.5 ***	.20	41.7 ***	.19	42.4 **	.12
Supportive Environment	35.8	33.0 ***	.20	32.7 ***	.22	33.3 ***	.18

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 <sup>a</sup> between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	+3	+4	+2
13b. Academic advisors	55	+4	+1	+1
13c. Faculty	50	+2	+3	-1
13d. Student services staff (career services, student activities, housing, etc.)	54	+9	+9	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+10	+10	+7
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+1	+2	-0
14c. Using learning support services (tutoring services, writing center, etc.)	72	+2	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+7	+7	+6
14e. Providing opportunities to be involved socially	72	+9	+10	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+8	+8	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+2	+4	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+14	+16	+13
14i. Attending events that address important social, economic, or political issues	50	+7	+9	+7

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

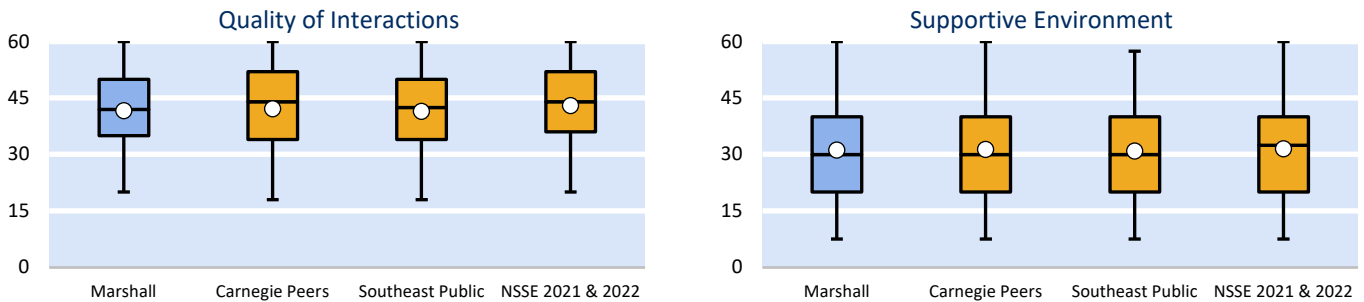
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	42.2	-.04	41.5	.01	43.0 *	-.10
Supportive Environment	31.2	31.4	-.02	31.0	.01	31.6	-.02

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 <sup>a</sup> between your seniors and		
		Carnegie Peers	Southeast Public	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	55	-1	+0	-2
13b. Academic advisors	42	-9	-7	-13
13c. Faculty	53	-1	+2	-4
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	+0	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-8	-5	-10
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-0	+1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	59	-5	-5	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-2	-2	-3
14e. Providing opportunities to be involved socially	62	+1	+1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+2	+2	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-3	-0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+6	+6	+6
14i. Attending events that address important social, economic, or political issues	41	+1	+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.

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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<sup>b</sup> 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	39.2	-.03	✓	42.1 ***	-.24	
	Reflective and Integrative Learning	36.4	36.9	-.04	✓	39.2 ***	-.24	
	Learning Strategies	38.6	39.6	-.07	✓	42.9 ***	-.30	
	Quantitative Reasoning	29.7	30.2	-.03	✓	33.3 ***	-.23	
<i>Learning with Peers</i>	Collaborative Learning	29.9	31.8 **	-.14		35.4 ***	-.41	
	Discussions with Diverse Others	39.9	39.8	.01	✓	42.6 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.8	24.3 ***	-.23		27.8 ***	-.46	
	Effective Teaching Practices	38.5	40.3 **	-.13		43.3 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	44.0	45.1 *	-.10		48.2 ***	-.34	
	Supportive Environment	35.8	35.9	-.01	✓	39.1 ***	-.25	

#### Seniors

Theme	Engagement Indicator	Marshall Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.4	41.9 *	-.11		44.2 ***	-.29	
	Reflective and Integrative Learning	38.4	40.3 **	-.15		42.7 ***	-.37	
	Learning Strategies	39.9	41.1	-.08	✓	43.4 ***	-.25	
	Quantitative Reasoning	31.6	32.5	-.05	✓	35.3 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	33.4	34.0	-.04	✓	37.9 ***	-.32	
	Discussions with Diverse Others	37.9	40.4 **	-.16		43.2 ***	-.36	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.8	28.8 ***	-.18		33.2 ***	-.46	
	Effective Teaching Practices	40.6	41.9	-.10	✓	44.5 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	41.7	45.6 ***	-.32		48.0 ***	-.50	
	Supportive Environment	31.2	34.3 ***	-.21		37.4 ***	-.43	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 positive or non-significant with an effect size > -.10.

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Marshall (N = 453)	38.9	13.5	.64	20	30	40	50	60				
Carnegie Peers	37.5	13.4	.06	15	30	40	45	60	46,602	1.4	.024	.107
Southeast Public	37.0	13.3	.11	15	30	40	45	60	16,290	1.9	.003	.141
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	221,913	1.1	.077	.083
Top 50%	39.2	13.3	.04	20	30	40	50	60	113,956	-.4	.561	-.027
Top 10%	42.1	13.0	.12	20	35	40	55	60	12,992	-3.2	.000	-.243
<b>Reflective &amp; Integrative Learning</b>												
Marshall (N = 479)	36.4	11.8	.54	17	29	37	43	57				
Carnegie Peers	35.2	12.2	.05	17	26	34	43	57	50,606	1.2	.035	.097
Southeast Public	34.9	12.2	.09	14	26	34	43	57	17,628	1.4	.011	.118
NSSE 2021 & 2022	35.3	12.3	.02	17	26	34	43	57	241,165	1.1	.048	.090
Top 50%	36.9	12.1	.04	17	29	37	46	60	114,225	-.5	.333	-.044
Top 10%	39.2	11.8	.09	20	31	40	49	60	16,023	-2.8	.000	-.241
<b>Learning Strategies</b>												
Marshall (N = 430)	38.6	13.7	.66	20	27	40	47	60				
Carnegie Peers	37.4	13.9	.07	13	27	40	47	60	43,589	1.1	.093	.081
Southeast Public	37.3	13.9	.11	13	27	40	47	60	15,289	1.2	.072	.088
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	206,275	.6	.345	.046
Top 50%	39.6	14.1	.04	20	27	40	53	60	103,885	-1.0	.143	-.071
Top 10%	42.9	14.3	.10	20	33	40	60	60	450	-4.4	.000	-.305
<b>Quantitative Reasoning</b>												
Marshall (N = 435)	29.7	15.2	.73	0	20	27	40	60				
Carnegie Peers	28.3	15.4	.07	0	20	27	40	60	44,101	1.4	.066	.089
Southeast Public	28.7	15.2	.12	7	20	27	40	60	15,464	1.0	.179	.065
NSSE 2021 & 2022	28.7	15.5	.03	0	20	27	40	60	209,216	1.0	.190	.063
Top 50%	30.2	15.3	.04	7	20	27	40	60	120,055	-.5	.534	-.030
Top 10%	33.3	15.5	.12	7	20	33	40	60	15,951	-3.6	.000	-.230
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Marshall (N = 498)	29.9	14.8	.66	5	20	30	40	55				
Carnegie Peers	27.8	14.5	.06	5	20	25	40	55	54,613	2.1	.001	.146
Southeast Public	26.7	14.5	.11	5	15	25	35	55	18,952	3.1	.000	.216
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	260,826	2.4	.000	.161
Top 50%	31.8	13.8	.04	10	20	30	40	60	105,606	-2.0	.001	-.143
Top 10%	35.4	13.5	.10	15	25	35	45	60	519	-5.6	.000	-.411
<b>Discussions with Diverse Others</b>												
Marshall (N = 431)	39.9	15.6	.75	15	30	40	55	60				
Carnegie Peers	36.5	16.0	.08	10	25	40	50	60	43,829	3.4	.000	.214
Southeast Public	37.2	16.3	.13	10	25	40	50	60	457	2.7	.000	.165
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	207,589	2.8	.000	.173
Top 50%	39.8	15.1	.05	15	30	40	55	60	95,777	.1	.884	.007
Top 10%	42.6	14.2	.13	20	35	40	55	60	12,842	-2.6	.000	-.185

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Marshall (N = 463)	20.8	15.5	.72	0	10	20	30	55				
Carnegie Peers	19.1	14.5	.07	0	10	15	25	45	470	1.7	.018	.118
Southeast Public	19.5	14.4	.11	0	10	15	25	50	485	1.3	.067	.093
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	230,445	.8	.249	.054
Top 50%	24.3	15.1	.06	5	15	20	35	55	58,380	-3.6	.000	-.235
Top 10%	27.8	15.3	.15	5	15	25	40	60	10,279	-7.0	.000	-.459
<b>Effective Teaching Practices</b>												
Marshall (N = 452)	38.5	13.1	.61	16	32	40	48	60				
Carnegie Peers	37.2	13.6	.06	16	28	36	48	60	46,528	1.3	.049	.093
Southeast Public	36.9	13.6	.11	16	28	36	48	60	16,271	1.6	.016	.115
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	453	.6	.349	.042
Top 50%	40.3	13.8	.05	16	32	40	52	60	457	-1.8	.003	-.133
Top 10%	43.3	13.7	.12	20	36	44	56	60	488	-4.8	.000	-.354
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Marshall (N = 408)	44.0	10.7	.53	23	38	45	52	60				
Carnegie Peers	41.5	12.6	.06	18	34	43	50	60	419	2.4	.000	.195
Southeast Public	41.7	12.4	.11	18	34	43	50	60	441	2.3	.000	.188
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	410	1.6	.004	.125
Top 50%	45.1	11.9	.05	22	38	48	54	60	414	-1.2	.029	-.098
Top 10%	48.2	12.5	.11	23	42	50	60	60	445	-4.2	.000	-.340
<b>Supportive Environment</b>												
Marshall (N = 424)	35.8	13.2	.64	15	28	38	43	60				
Carnegie Peers	33.0	14.1	.07	10	23	33	43	60	432	2.8	.000	.196
Southeast Public	32.7	14.0	.12	10	23	33	40	60	451	3.1	.000	.220
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	425	2.5	.000	.178
Top 50%	35.9	13.6	.05	13	26	38	45	60	72,316	-.1	.835	-.010
Top 10%	39.1	13.3	.15	18	30	40	50	60	8,568	-3.3	.000	-.249

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.

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Marshall (N = 363)	40.4	14.1	.74	15	30	40	50	60				
Carnegie Peers	39.8	14.1	.06	15	30	40	50	60	50,923	.6	.420	.043
Southeast Public	39.3	14.1	.11	15	30	40	50	60	16,218	1.1	.146	.077
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	244,008	.2	.825	.012
Top 50%	41.9	13.7	.04	20	35	40	55	60	97,002	-1.5	.035	-.111
Top 10%	44.2	13.1	.14	20	35	45	60	60	9,268	-3.9	.000	-.294
<b>Reflective &amp; Integrative Learning</b>												
Marshall (N = 372)	38.4	12.3	.64	17	31	40	49	60				
Carnegie Peers	37.9	13.1	.06	17	29	37	49	60	377	.6	.390	.042
Southeast Public	37.5	13.1	.10	17	29	37	46	60	390	1.0	.140	.073
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	372	.3	.633	.023
Top 50%	40.3	12.5	.04	20	31	40	50	60	88,076	-1.8	.005	-.148
Top 10%	42.7	11.7	.13	23	34	43	51	60	8,715	-4.3	.000	-.367
<b>Learning Strategies</b>												
Marshall (N = 345)	39.9	14.1	.76	20	27	40	53	60				
Carnegie Peers	38.6	14.7	.07	13	27	40	53	60	48,091	1.4	.087	.092
Southeast Public	38.2	14.7	.12	13	27	40	47	60	15,377	1.8	.028	.120
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	230,102	.9	.251	.062
Top 50%	41.1	14.6	.04	20	33	40	53	60	105,341	-1.2	.137	-.080
Top 10%	43.4	14.2	.11	20	33	40	60	60	18,114	-3.5	.000	-.248
<b>Quantitative Reasoning</b>												
Marshall (N = 343)	31.6	16.7	.90	0	20	33	40	60				
Carnegie Peers	30.3	16.5	.07	0	20	27	40	60	48,659	1.2	.173	.074
Southeast Public	30.1	16.4	.13	0	20	27	40	60	15,532	1.4	.116	.086
NSSE 2021 & 2022	30.9	16.6	.03	0	20	33	40	60	232,959	.7	.436	.042
Top 50%	32.5	16.5	.05	7	20	33	40	60	117,605	-.9	.314	-.055
Top 10%	35.3	16.0	.14	7	20	33	47	60	14,027	-3.8	.000	-.237
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Marshall (N = 379)	33.4	15.9	.82	5	20	35	45	60				
Carnegie Peers	30.0	15.7	.07	5	20	30	40	60	56,866	3.4	.000	.220
Southeast Public	30.4	15.5	.12	5	20	30	40	60	17,987	3.0	.000	.194
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	272,543	4.5	.000	.275
Top 50%	34.0	14.6	.05	10	25	35	45	60	380	-.6	.481	-.040
Top 10%	37.9	13.7	.13	15	30	40	50	60	395	-4.4	.000	-.321
<b>Discussions with Diverse Others</b>												
Marshall (N = 343)	37.9	15.9	.86	10	25	40	50	60				
Carnegie Peers	38.0	16.5	.08	10	25	40	50	60	48,265	-.2	.844	-.011
Southeast Public	38.2	16.4	.13	10	25	40	50	60	15,434	-.4	.681	-.022
NSSE 2021 & 2022	38.1	16.5	.03	10	25	40	50	60	230,886	-.2	.803	-.014
Top 50%	40.4	15.9	.05	15	30	40	55	60	105,803	-2.5	.003	-.159
Top 10%	43.2	15.1	.15	20	35	45	60	60	10,814	-5.4	.000	-.355

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Marshall (N = 367)	25.8	16.3	.85	0	15	25	40	55				
Carnegie Peers	21.9	16.2	.07	0	10	20	30	55	52,286	3.9	.000	.240
Southeast Public	22.2	16.1	.13	0	10	20	30	55	16,621	3.6	.000	.225
NSSE 2021 & 2022	22.5	16.3	.03	0	10	20	35	60	251,244	3.3	.000	.204
Top 50%	28.8	16.2	.08	5	15	25	40	60	46,054	-3.0	.000	-.184
Top 10%	33.2	16.1	.21	10	20	35	45	60	6,186	-7.5	.000	-.462
<b>Effective Teaching Practices</b>												
Marshall (N = 362)	40.6	14.3	.75	16	32	40	52	60				
Carnegie Peers	38.8	14.4	.06	16	28	40	52	60	50,841	1.7	.023	.120
Southeast Public	38.2	14.4	.11	12	28	40	48	60	16,215	2.3	.002	.163
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	243,695	1.2	.121	.081
Top 50%	41.9	14.1	.05	16	32	40	56	60	76,560	-1.4	.065	-.097
Top 10%	44.5	13.6	.12	20	36	44	56	60	12,629	-3.9	.000	-.287
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Marshall (N = 320)	41.7	11.4	.64	20	35	42	50	60				
Carnegie Peers	42.2	12.8	.06	18	34	44	52	60	325	-.5	.433	-.039
Southeast Public	41.5	12.7	.11	18	34	43	50	60	337	.2	.785	.014
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	320	-1.3	.040	-.104
Top 50%	45.6	12.3	.04	22	38	48	56	60	322	-3.9	.000	-.318
Top 10%	48.0	12.5	.08	22	40	50	60	60	329	-6.3	.000	-.501
<b>Supportive Environment</b>												
Marshall (N = 332)	31.2	14.3	.78	8	20	30	40	60				
Carnegie Peers	31.4	14.6	.07	8	20	30	40	60	47,003	-.2	.756	-.017
Southeast Public	31.0	14.4	.12	8	20	30	40	58	15,080	.2	.808	.014
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	224,613	-.4	.650	-.025
Top 50%	34.3	14.7	.05	10	23	35	45	60	75,836	-3.1	.000	-.208
Top 10%	37.4	14.5	.17	13	28	38	48	60	7,838	-6.2	.000	-.429

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.