



NSSE 2018

Engagement Indicators

Marshall University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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 2017 and 2018 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

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

<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 2017 & b2018
<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 2017 & b2018
<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

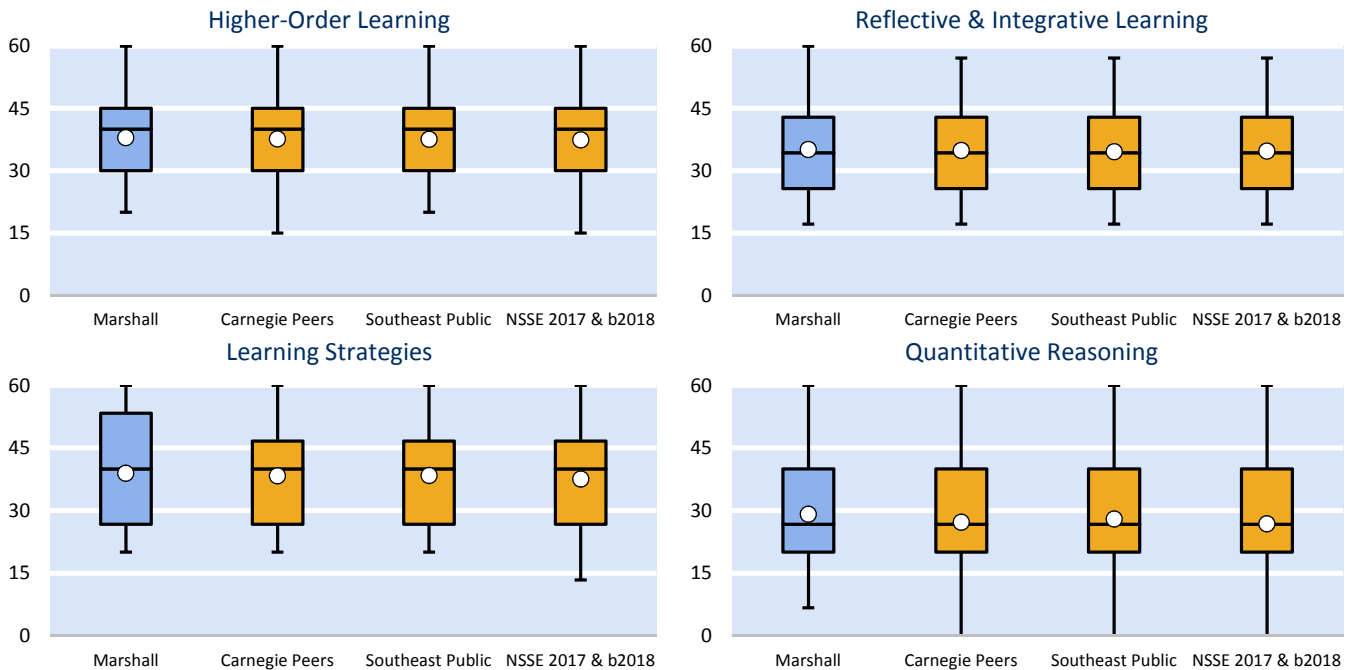
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Effect size		Southeast Public Effect size		NSSE 2017 & b2018 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	37.7	.02	37.6	.03	37.4	.04
Reflective & Integrative Learning	35.1	34.9	.02	34.6	.04	34.7	.03
Learning Strategies	39.0	38.3	.05	38.4	.04	37.5	.10
Quantitative Reasoning	29.1	27.2 *	.12	27.9	.08	26.8 **	.15

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 ^a between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	-1	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-0	+0	-0
4d. Evaluating a point of view, decision, or information source	69	-1	-1	+2
4e. Forming a new idea or understanding from various pieces of information	70	+2	+3	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	+5	+5	+4
2b. Connected your learning to societal problems or issues	50	-1	-0	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+2	+3	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-0	-0	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-3	-2	-2
2f. Learned something that changed the way you understand an issue or concept	64	-3	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-4	-3	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-5	-4	-4
9b. Reviewed your notes after class	69	+3	+2	+7
9c. Summarized what you learned in class or from course materials	66	+3	+2	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+2	+0	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3	+1	+4
6c. Evaluated what others have concluded from numerical information	42	+5	+3	+5

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

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

Academic Challenge: Seniors

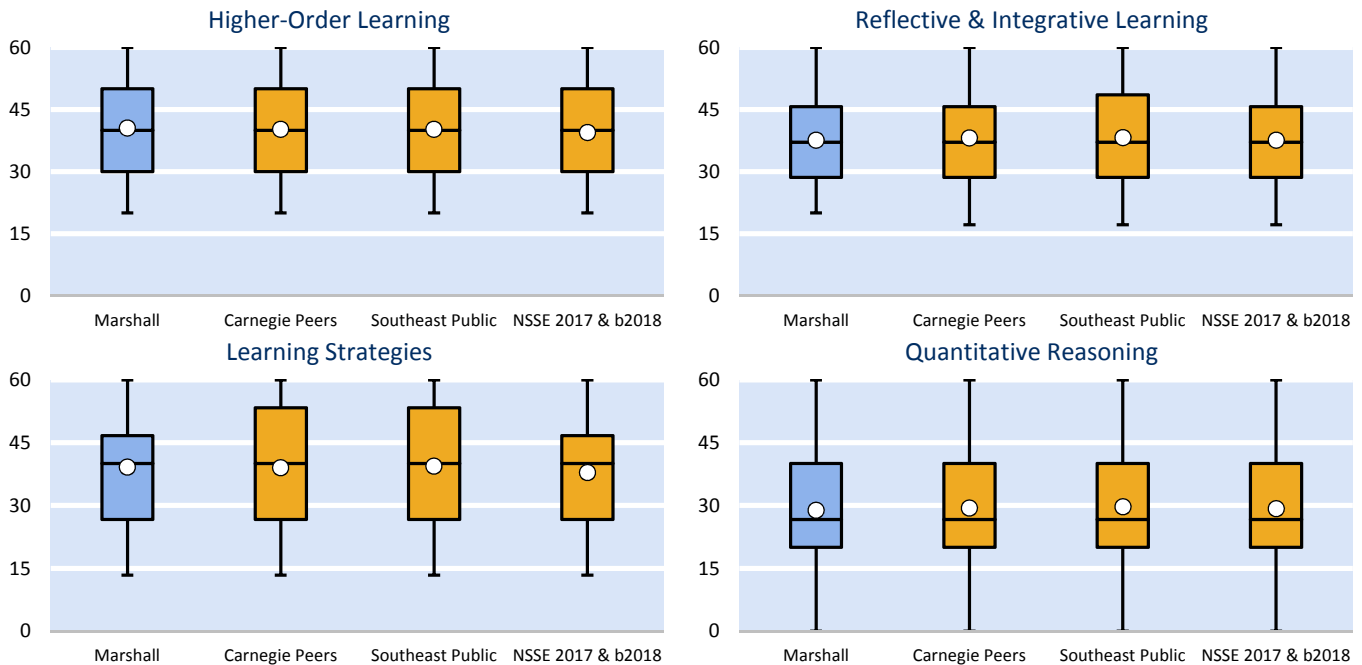
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2017 & b2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	40.3	.02	40.3	.02	39.5	.08
Reflective & Integrative Learning	37.6	38.1	-.04	38.2	-.05	37.6	.00
Learning Strategies	39.2	39.0	.01	39.4	-.01	37.8	.09
Quantitative Reasoning	28.9	29.4	-.03	29.7	-.05	29.2	-.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






















































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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		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1 	+1 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-0 	-0 	+1 
4d. Evaluating a point of view, decision, or information source	70	-2 	-1 	+1 
4e. Forming a new idea or understanding from various pieces of information	76	+3 	+4 	+5 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+4 	+1 	+3 
2b. Connected your learning to societal problems or issues	63	+1 	+1 	+2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-4 	-3 	-2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+1 	+1 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-0 	+0 	+1 
2f. Learned something that changed the way you understand an issue or concept	69	-3 	-2 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+0 	+1 	+1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+3 	+3 	+4 
9b. Reviewed your notes after class	62	-2 	-4 	+2 
9c. Summarized what you learned in class or from course materials	68	+3 	+1 	+6 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-2 	-2 	-2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-4 	-5 	-3 
6c. Evaluated what others have concluded from numerical information	42	-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 included in your *Institutional Report* and available on the NSSE website.

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Learning with Peers: First-year students

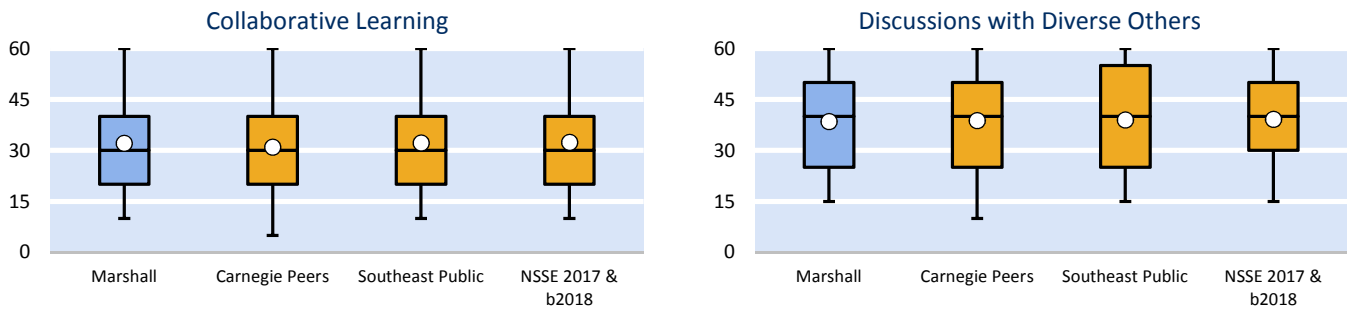
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	30.9	.08	32.1	-.01	32.4	-.02
Discussions with Diverse Others	38.4	38.7	-.02	38.9	-.03	39.1	-.04

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Score Distributions



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Performance on Indicator Items

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	Marshall %	Percentage point difference ^a between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	48	-1	-4	-5
1f. Explained course material to one or more students	54	-1	-3	-3
1g. Prepared for exams by discussing or working through course material with other students	51	+4	+2	+0
1h. Worked with other students on course projects or assignments	48	-4	-5	-6
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	62	-7	-5	-8
8b. People from an economic background other than your own	69	-0	-0	-1
8c. People with religious beliefs other than your own	64	-1	-2	-2
8d. People with political views other than your own	67	+2	-2	+3

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Learning with Peers: Seniors

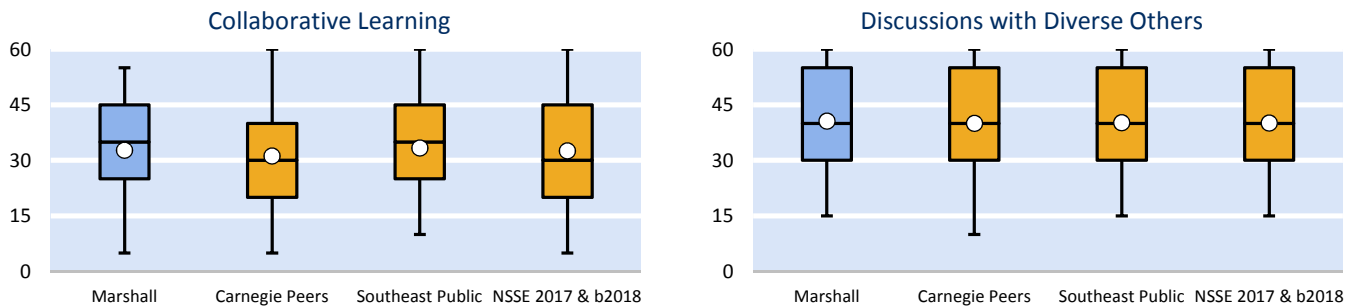
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Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers Effect size		Southeast Public Effect size		NSSE 2017 & b2018 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	31.2 *	.10	33.3	-.04	32.6	.01
Discussions with Diverse Others	40.6	40.0	.04	40.2	.03	40.1	.03

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	Marshall	Percentage point difference ^a between your seniors and		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	45	+4	+0	+2
1f. Explained course material to one or more students	67	+11	+5	+8
1g. Prepared for exams by discussing or working through course material with other students	49	+3	-1	+1
1h. Worked with other students on course projects or assignments	63	+2	-3	-2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	68	-3	-1	-4
8b. People from an economic background other than your own	75	+3	+3	+2
8c. People with religious beliefs other than your own	66	-1	-1	-1
8d. People with political views other than your own	75	+8	+5	+10

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Experiences with Faculty: First-year students

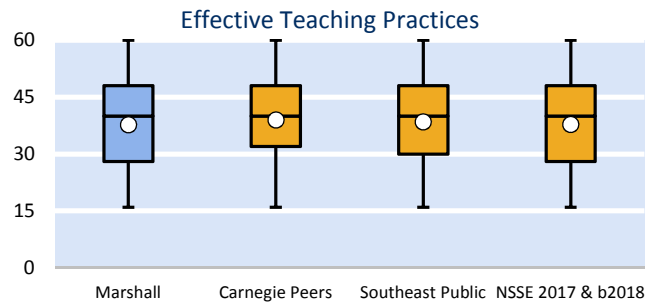
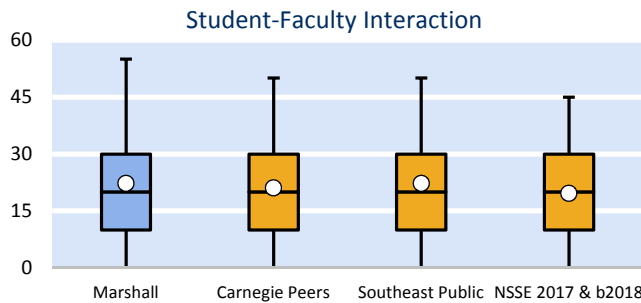
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2017 & b2018 Mean Effect size	
Student-Faculty Interaction	22.3	21.1 .08	22.3 .00	19.7 ** .18	
Effective Teaching Practices	37.7	38.9 -.09	38.5 -.06	37.8 .00	

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Student-Faculty Interaction	Marshall %	Percentage point difference ^a between your FY students and		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+3	+1	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+3	+1	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+3	+2	+4
3d. Discussed your academic performance with a faculty member	35	+4	+2	+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	72	-6	-5	-4
5b. Taught course sessions in an organized way	72	-3	-2	-3
5c. Used examples or illustrations to explain difficult points	72	-3	-2	-2
5d. Provided feedback on a draft or work in progress	64	-2	-1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-5	-4	-0

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Experiences with Faculty: Seniors

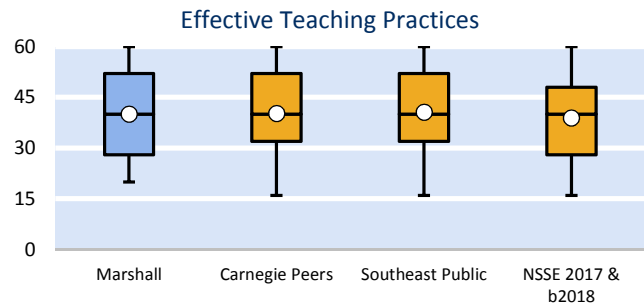
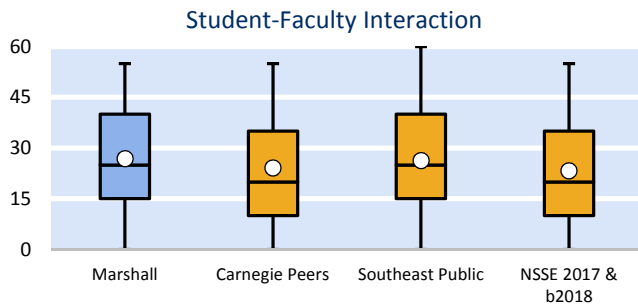
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.8	24.0 ***	.17	26.3	.03	23.2 ***	.23
Effective Teaching Practices	40.0	40.1	-.01	40.5	-.04	38.8	.09

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Student-Faculty Interaction	Marshall %	Percentage point difference ^a between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+4	-1	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+4	-1	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+11	+6	+12
3d. Discussed your academic performance with a faculty member	40	+5	+2	+9
<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	-1	-1	+1
5b. Taught course sessions in an organized way	77	-2	-2	-0
5c. Used examples or illustrations to explain difficult points	75	-3	-4	-2
5d. Provided feedback on a draft or work in progress	66	+4	+2	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-4	-5	+1

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

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

Campus Environment: First-year students

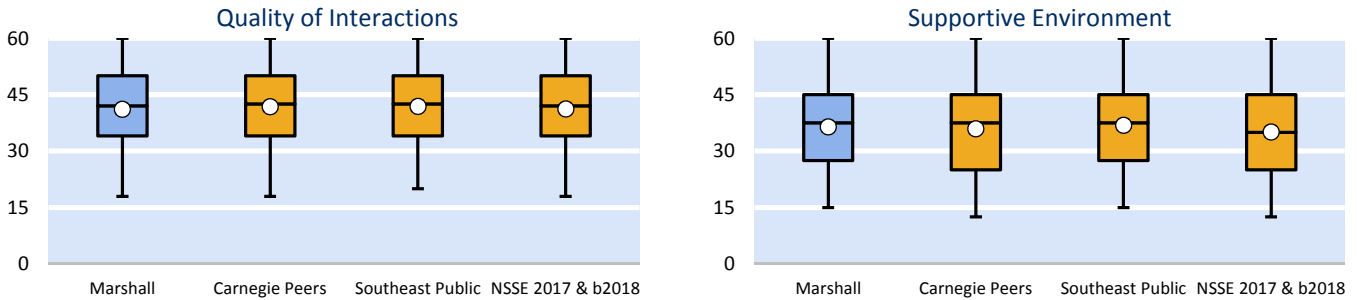
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Carnegie Peers		Southeast Public		NSSE 2017 & b2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	41.8	-.05	41.9	-.06	41.2	-.01
Supportive Environment	36.4	35.9	.03	36.9	-.04	35.1	.10

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 FY students and		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	48	-2	-2	-2
13b. Academic advisors	46	-4	-5	-2
13c. Faculty	44	-5	-4	-2
13d. Student services staff (career services, student activities, housing, etc.)	42	-2	-2	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-2	-1	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	-1	-1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	78	+1	+0	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+4	+3	+6
14e. Providing opportunities to be involved socially	71	+1	-2	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+3	-1	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-1	-2	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+4	-3	+4
14i. Attending events that address important social, economic, or political issues	49	-1	-3	-0

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

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

Campus Environment: Seniors

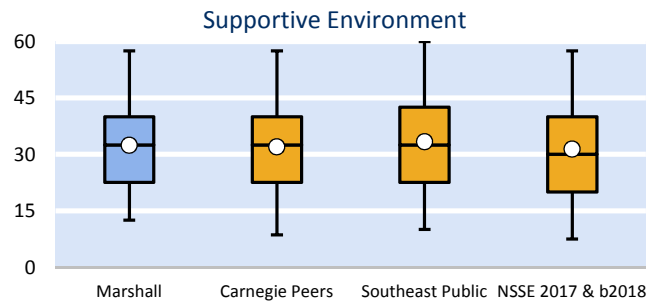
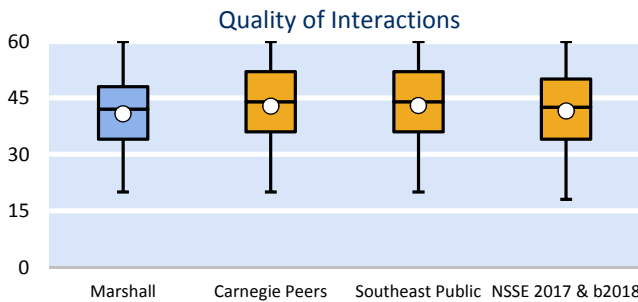
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Carnegie Peers		Southeast Public		NSSE 2017 & b2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	42.9 **	-.17	43.0 ***	-.18	41.6	-.06
Supportive Environment	32.5	32.0	.03	33.4	-.06	31.4	.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.

Quality of Interactions	Marshall	Percentage point difference ^a between your seniors and		
		Carnegie Peers	Southeast Public	NSSE 2017 & b2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	55	-3	-3	-1
13b. Academic advisors	44	-9	-8	-5
13c. Faculty	53	-5	-6	-1
13d. Student services staff (career services, student activities, housing, etc.)	35	-10	-10	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-13	-12	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	-6	-7	-3
14c. Using learning support services (tutoring services, writing center, etc.)	62	-4	-4	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-3	-2	-0
14e. Providing opportunities to be involved socially	67	+4	-2	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+5	-1	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-4	-5	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+10	+2	+7
14i. Attending events that address important social, economic, or political issues	44	+3	-1	+3

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	✓
	Higher-Order Learning	38.0	38.9	-.08	✓	40.5 ***	-.19	
Academic	Reflective and Integrative Learning	35.1	36.5 *	-.11		38.1 ***	-.24	
Challenge	Learning Strategies	39.0	39.5	-.04	✓	41.6 ***	-.19	
	Quantitative Reasoning	29.1	28.7	.03	✓	30.4	-.08	✓
Learning	Collaborative Learning	32.0	35.1 ***	-.23		37.2 ***	-.38	
with Peers	Discussions with Diverse Others	38.4	41.4 ***	-.20		43.4 ***	-.34	
Experiences	Student-Faculty Interaction	22.3	24.3 *	-.13		27.2 ***	-.31	
with Faculty	Effective Teaching Practices	37.7	40.3 ***	-.20		42.0 ***	-.31	
Campus	Quality of Interactions	41.1	43.9 ***	-.24		45.9 ***	-.39	
Environment	Supportive Environment	36.4	37.9 *	-.12		39.7 ***	-.25	

Seniors

Theme	Engagement Indicator	Marshall Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.5	41.3	-.06	✓	42.5 **	-.14	
Academic	Reflective and Integrative Learning	37.6	39.6 ***	-.16		41.1 ***	-.29	
Challenge	Learning Strategies	39.2	40.2	-.07	✓	42.3 ***	-.22	
	Quantitative Reasoning	28.9	30.7 *	-.11		32.7 ***	-.24	
Learning	Collaborative Learning	32.8	35.7 ***	-.21		38.1 ***	-.39	
with Peers	Discussions with Diverse Others	40.6	41.9	-.08	✓	43.8 ***	-.20	
Experiences	Student-Faculty Interaction	26.8	29.2 **	-.15		33.3 ***	-.40	
with Faculty	Effective Teaching Practices	40.0	41.1	-.09	✓	43.1 ***	-.23	
Campus	Quality of Interactions	40.8	44.4 ***	-.30		46.5 ***	-.47	
Environment	Supportive Environment	32.5	34.3 *	-.13		36.4 ***	-.28	

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 2017 and 2018 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.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Marshall (N = 336)	38.0	12.8	.70	20	30	40	45	60				
Carnegie Peers	37.7	13.3	.06	15	30	40	45	60	55,624	.3	.710	.020
Southeast Public	37.6	13.4	.12	20	30	40	45	60	13,789	.3	.640	.026
NSSE 2017 & b2018	37.4	13.2	.03	15	30	40	45	60	229,249	.5	.472	.039
Top 50%	38.9	13.1	.04	20	30	40	50	60	111,590	-1.0	.167	-.076
Top 10%	40.5	13.3	.08	20	30	40	50	60	26,852	-2.5	.001	-.191
Reflective & Integrative Learning												
Marshall (N = 354)	35.1	12.6	.67	17	26	34	43	60				
Carnegie Peers	34.9	11.9	.05	17	26	34	43	57	356	.3	.697	.022
Southeast Public	34.6	12.1	.10	17	26	34	43	57	14,687	.5	.412	.044
NSSE 2017 & b2018	34.7	11.9	.02	17	26	34	43	57	354	.4	.558	.033
Top 50%	36.5	11.8	.04	17	29	37	43	57	355	-1.3	.049	-.112
Top 10%	38.1	12.0	.08	20	29	37	46	60	22,785	-2.9	.000	-.243
Learning Strategies												
Marshall (N = 324)	39.0	14.2	.79	20	27	40	53	60				
Carnegie Peers	38.3	13.8	.06	20	27	40	47	60	50,832	.7	.376	.049
Southeast Public	38.4	13.7	.12	20	27	40	47	60	12,616	.6	.469	.041
NSSE 2017 & b2018	37.5	13.7	.03	13	27	40	47	60	209,299	1.4	.061	.104
Top 50%	39.5	13.7	.05	20	27	40	53	60	90,410	-.6	.463	-.041
Top 10%	41.6	14.1	.10	20	33	40	53	60	22,136	-2.7	.001	-.189
Quantitative Reasoning												
Marshall (N = 327)	29.1	15.0	.83	7	20	27	40	60				
Carnegie Peers	27.2	15.3	.07	0	20	27	40	60	54,450	1.9	.026	.124
Southeast Public	27.9	15.4	.13	0	20	27	40	60	13,465	1.2	.180	.075
NSSE 2017 & b2018	26.8	15.3	.03	0	20	27	40	60	224,425	2.3	.007	.151
Top 50%	28.7	15.2	.04	0	20	27	40	60	118,018	.4	.601	.029
Top 10%	30.4	15.3	.09	7	20	27	40	60	28,847	-1.3	.128	-.085
Learning with Peers												
Collaborative Learning												
Marshall (N = 364)	32.0	14.5	.76	10	20	30	40	60				
Carnegie Peers	30.9	14.7	.06	5	20	30	40	60	61,409	1.1	.152	.075
Southeast Public	32.1	13.8	.11	10	20	30	40	60	15,534	-.1	.916	-.006
NSSE 2017 & b2018	32.4	14.4	.03	10	20	30	40	60	251,827	-.3	.676	-.022
Top 50%	35.1	13.6	.04	15	25	35	45	60	365	-3.1	.000	-.226
Top 10%	37.2	13.6	.08	15	25	40	45	60	372	-5.2	.000	-.382
Discussions with Diverse Others												
Marshall (N = 325)	38.4	15.4	.86	15	25	40	50	60				
Carnegie Peers	38.7	15.9	.07	10	25	40	50	60	51,253	-.3	.712	-.021
Southeast Public	38.9	15.7	.14	15	25	40	55	60	12,716	-.5	.555	-.033
NSSE 2017 & b2018	39.1	15.6	.03	15	30	40	50	60	210,866	-.7	.420	-.045
Top 50%	41.4	15.0	.04	15	30	40	55	60	113,076	-3.0	.000	-.199
Top 10%	43.4	14.8	.09	20	35	45	60	60	25,360	-5.0	.000	-.339

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 347)	22.3	15.6	.84	0	10	20	30	55				
Carnegie Peers	21.1	14.6	.06	0	10	20	30	50	349	1.2	.155	.082
Southeast Public	22.3	14.7	.13	0	10	20	30	50	14,181	.0	.975	.002
NSSE 2017 & b2018	19.7	14.6	.03	0	10	20	30	45	347	2.6	.002	.179
Top 50%	24.3	14.8	.06	5	15	20	35	55	69,896	-2.0	.013	-.134
Top 10%	27.2	15.8	.15	5	15	25	40	60	12,041	-5.0	.000	-.314
Effective Teaching Practices												
Marshall (N = 338)	37.7	13.3	.72	16	28	40	48	60				
Carnegie Peers	38.9	13.2	.06	16	32	40	48	60	55,813	-1.2	.087	-.093
Southeast Public	38.5	13.2	.11	16	30	40	48	60	13,822	-.7	.303	-.057
NSSE 2017 & b2018	37.8	13.0	.03	16	28	40	48	60	229,952	.0	.958	-.003
Top 50%	40.3	13.1	.05	20	32	40	52	60	82,846	-2.6	.000	-.196
Top 10%	42.0	13.7	.09	20	32	40	52	60	21,732	-4.3	.000	-.312
Campus Environment												
Quality of Interactions												
Marshall (N = 305)	41.1	12.5	.72	18	34	42	50	60				
Carnegie Peers	41.8	12.6	.06	18	34	43	50	60	47,765	-.7	.356	-.053
Southeast Public	41.9	12.3	.11	20	34	43	50	60	12,030	-.8	.269	-.064
NSSE 2017 & b2018	41.2	12.6	.03	18	34	42	50	60	191,375	-.1	.911	-.006
Top 50%	43.9	11.6	.04	22	38	46	52	60	67,326	-2.8	.000	-.238
Top 10%	45.9	12.1	.10	22	40	48	56	60	14,826	-4.7	.000	-.392
Supportive Environment												
Marshall (N = 315)	36.4	13.0	.73	15	28	38	45	60				
Carnegie Peers	35.9	13.7	.06	13	25	38	45	60	48,229	.5	.540	.035
Southeast Public	36.9	13.4	.12	15	28	38	45	60	11,958	-.5	.516	-.037
NSSE 2017 & b2018	35.1	13.6	.03	13	25	35	45	60	198,937	1.3	.085	.097
Top 50%	37.9	13.2	.04	15	30	40	48	60	87,946	-1.5	.040	-.116
Top 10%	39.7	13.1	.09	18	30	40	50	60	21,430	-3.3	.000	-.248

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Marshall (N = 362)	40.5	13.2	.69	20	30	40	50	60				
Carnegie Peers	40.3	13.6	.05	20	30	40	50	60	75,798	.3	.705	.020
Southeast Public	40.3	13.7	.11	20	30	40	50	60	16,731	.3	.712	.020
NSSE 2017 & b2018	39.5	13.6	.03	20	30	40	50	60	275,533	1.1	.132	.079
Top 50%	41.3	13.5	.04	20	35	40	55	60	112,726	-.8	.265	-.059
Top 10%	42.5	13.7	.07	20	35	40	55	60	370	-1.9	.006	-.141
Reflective & Integrative Learning												
Marshall (N = 383)	37.6	11.4	.58	20	29	37	46	60				
Carnegie Peers	38.1	12.4	.04	17	29	37	46	60	386	-.5	.366	-.043
Southeast Public	38.2	12.5	.10	17	29	37	49	60	402	-.6	.299	-.049
NSSE 2017 & b2018	37.6	12.4	.02	17	29	37	46	60	383	.0	.934	-.004
Top 50%	39.6	12.2	.04	20	31	40	49	60	385	-2.0	.001	-.163
Top 10%	41.1	12.2	.08	20	33	40	51	60	396	-3.6	.000	-.291
Learning Strategies												
Marshall (N = 347)	39.2	13.9	.75	13	27	40	47	60				
Carnegie Peers	39.0	14.5	.05	13	27	40	53	60	70,347	.2	.818	.012
Southeast Public	39.4	14.4	.12	13	27	40	53	60	15,583	-.2	.787	-.015
NSSE 2017 & b2018	37.8	14.5	.03	13	27	40	47	60	255,324	1.3	.085	.093
Top 50%	40.2	14.4	.04	20	33	40	53	60	119,248	-1.0	.185	-.071
Top 10%	42.3	14.2	.08	20	33	40	53	60	32,513	-3.2	.000	-.224
Quantitative Reasoning												
Marshall (N = 349)	28.9	15.6	.83	0	20	27	40	60				
Carnegie Peers	29.4	16.1	.06	0	20	27	40	60	74,542	-.5	.580	-.030
Southeast Public	29.7	16.3	.13	0	20	27	40	60	16,457	-.8	.360	-.050
NSSE 2017 & b2018	29.2	16.1	.03	0	20	27	40	60	270,744	-.3	.693	-.021
Top 50%	30.7	16.0	.04	0	20	33	40	60	154,528	-1.8	.036	-.112
Top 10%	32.7	15.7	.09	7	20	33	40	60	33,989	-3.8	.000	-.241
Learning with Peers												
Collaborative Learning												
Marshall (N = 384)	32.8	14.3	.73	5	25	35	45	55				
Carnegie Peers	31.2	15.5	.05	5	20	30	40	60	388	1.6	.032	.101
Southeast Public	33.3	14.6	.11	10	25	35	45	60	17,919	-.6	.437	-.040
NSSE 2017 & b2018	32.6	14.9	.03	5	20	30	45	60	294,093	.2	.786	.014
Top 50%	35.7	13.9	.04	15	25	35	45	60	144,974	-2.9	.000	-.211
Top 10%	38.1	13.5	.09	15	30	40	50	60	24,451	-5.3	.000	-.395
Discussions with Diverse Others												
Marshall (N = 352)	40.6	15.9	.85	15	30	40	55	60				
Carnegie Peers	40.0	16.2	.06	10	30	40	55	60	70,641	.7	.445	.041
Southeast Public	40.2	15.8	.13	15	30	40	55	60	15,666	.5	.593	.029
NSSE 2017 & b2018	40.1	15.8	.03	15	30	40	55	60	256,619	.5	.546	.032
Top 50%	41.9	15.6	.04	15	30	40	60	60	156,350	-1.3	.116	-.084
Top 10%	43.8	15.5	.08	20	35	45	60	60	37,977	-3.2	.000	-.205

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 374)	26.8	15.8	.82	0	15	25	40	55				
Carnegie Peers	24.0	16.0	.06	0	10	20	35	55	76,924	2.8	.001	.172
Southeast Public	26.3	16.3	.13	0	15	25	40	60	17,029	.5	.543	.032
NSSE 2017 & b2018	23.2	15.8	.03	0	10	20	35	55	279,642	3.6	.000	.226
Top 50%	29.2	15.8	.06	5	20	30	40	60	62,276	-2.4	.003	-.155
Top 10%	33.3	16.1	.18	10	20	35	45	60	8,283	-6.5	.000	-.403
Effective Teaching Practices												
Marshall (N = 364)	40.0	13.9	.73	20	28	40	52	60				
Carnegie Peers	40.1	13.8	.05	16	32	40	52	60	76,093	-.2	.819	-.012
Southeast Public	40.5	13.7	.11	16	32	40	52	60	16,809	-.6	.439	-.041
NSSE 2017 & b2018	38.8	13.6	.03	16	28	40	48	60	276,476	1.2	.098	.087
Top 50%	41.1	13.6	.04	16	32	40	52	60	97,677	-1.2	.101	-.086
Top 10%	43.1	13.7	.10	20	36	44	56	60	20,356	-3.1	.000	-.228
Campus Environment												
Quality of Interactions												
Marshall (N = 333)	40.8	11.6	.63	20	34	42	48	60				
Carnegie Peers	42.9	12.4	.05	20	36	44	52	60	335	-2.1	.001	-.167
Southeast Public	43.0	12.0	.10	20	36	44	52	60	14,690	-2.2	.001	-.183
NSSE 2017 & b2018	41.6	12.4	.03	18	34	43	50	60	236,655	-.8	.241	-.064
Top 50%	44.4	11.9	.04	22	38	46	54	60	81,068	-3.6	.000	-.303
Top 10%	46.5	12.3	.08	22	40	50	58	60	21,800	-5.7	.000	-.467
Supportive Environment												
Marshall (N = 343)	32.5	13.1	.71	13	23	33	40	58				
Carnegie Peers	32.0	14.3	.05	9	23	33	40	58	346	.5	.493	.034
Southeast Public	33.4	14.1	.12	10	23	33	43	60	15,069	-.9	.244	-.064
NSSE 2017 & b2018	31.4	14.0	.03	8	20	30	40	58	246,115	1.1	.150	.078
Top 50%	34.3	13.8	.04	13	25	35	43	60	97,882	-1.8	.015	-.132
Top 10%	36.4	13.7	.10	13	28	38	45	60	20,332	-3.9	.000	-.283

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

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

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

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

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

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

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