



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

www.marshall.edu/assessment/SurveyReports.aspx

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

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

Prior to Implementation of Core Curriculum		Following Implementation of Core Curriculum				NSSE Revised		Beginning with class of 2014, seniors may have experienced the Core Curriculum																
2010		2011		2012		Theme	Engagement Indicator	2013		2014		2015		2016		2018		2020		2022		2024		
FR	SR	FR	SR	FR	SR			FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR	SR	FR
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		2024	
Class	FR	SR	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%	25%	24%



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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		2024	
FR	SR	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		*		*	*				*	*	**	*	*	X		
							Discussion with Diverse Others								*	*	*						*
Supportive Campus Environment						Campus Environment	Quality of Interactions	X	X	X	X			X	X		X		X	*			
							Supportive Environment							X	X					*		*	

Response Rates

Year	2010		2011		2012		2013		2014		2015		2016		2018		2020		2022		2024	
Class	FR	SR	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%	25%	24%



NSSE 2024

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. 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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

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

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Peers	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	--
	Discussions with Diverse Others	▽	--	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	△	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Peers	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

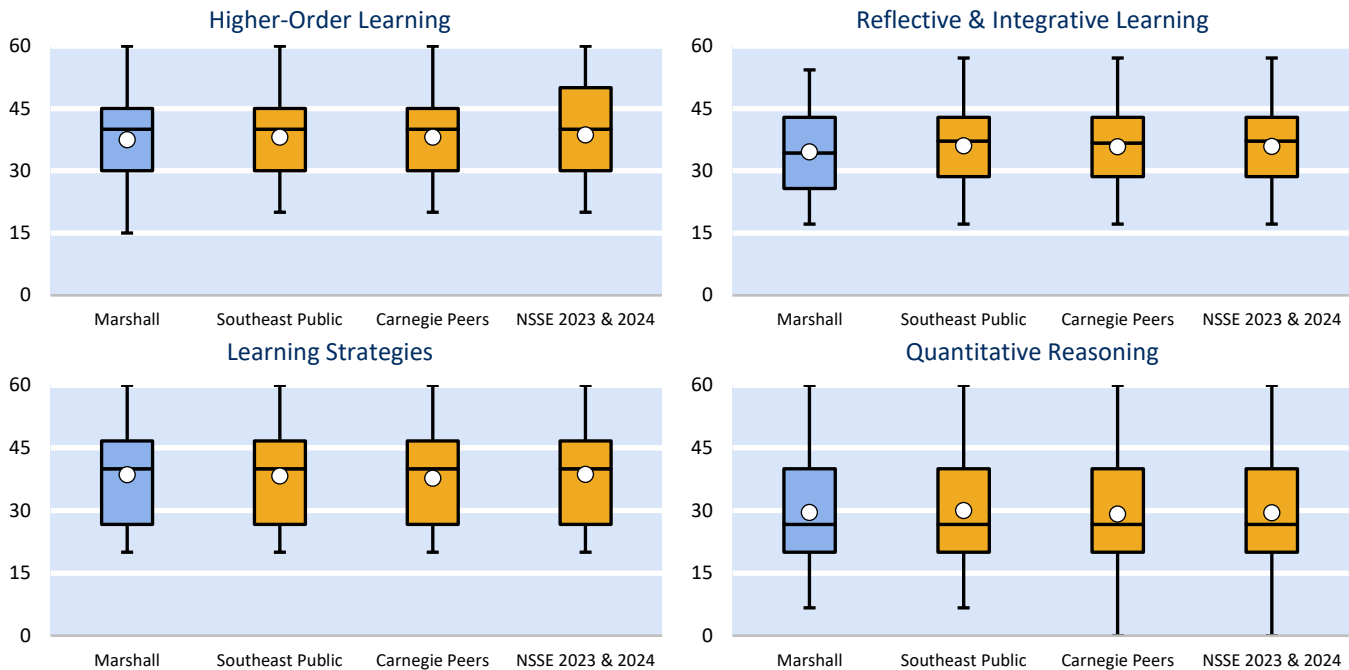
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Southeast Public Mean	Effect size	Carnegie Peers Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	37.5	38.1	-.05	38.1	-.05	38.6	-.08
Reflective & Integrative Learning	34.6	36.0	-.12	35.8	-.10	35.8	-.11
Learning Strategies	38.6	38.3	.02	37.7	.06	38.6	-.01
Quantitative Reasoning	29.5	30.0	-.03	29.2	.02	29.5	.00

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

Score Distributions



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		
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024
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	65	-5	-5	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-3	-4	-5
4d. Evaluating a point of view, decision, or information source	71	+2	+2	+1
4e. Forming a new idea or understanding from various pieces of information	71	-0	-0	-1
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	55	-0	+1	+1
2b. Connected your learning to societal problems or issues	46	-6	-6	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-3	-4	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-3	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-1	-0	-0
2f. Learned something that changed the way you understand an issue or concept	64	-5	-4	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-1	-0	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-2	-2	-4
9b. Reviewed your notes after class	73	+6	+8	+6
9c. Summarized what you learned in class or from course materials	68	+2	+4	+2
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.)	58	+2	+4	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1	+1	-0
6c. Evaluated what others have concluded from numerical information	41	-4	-2	-3

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

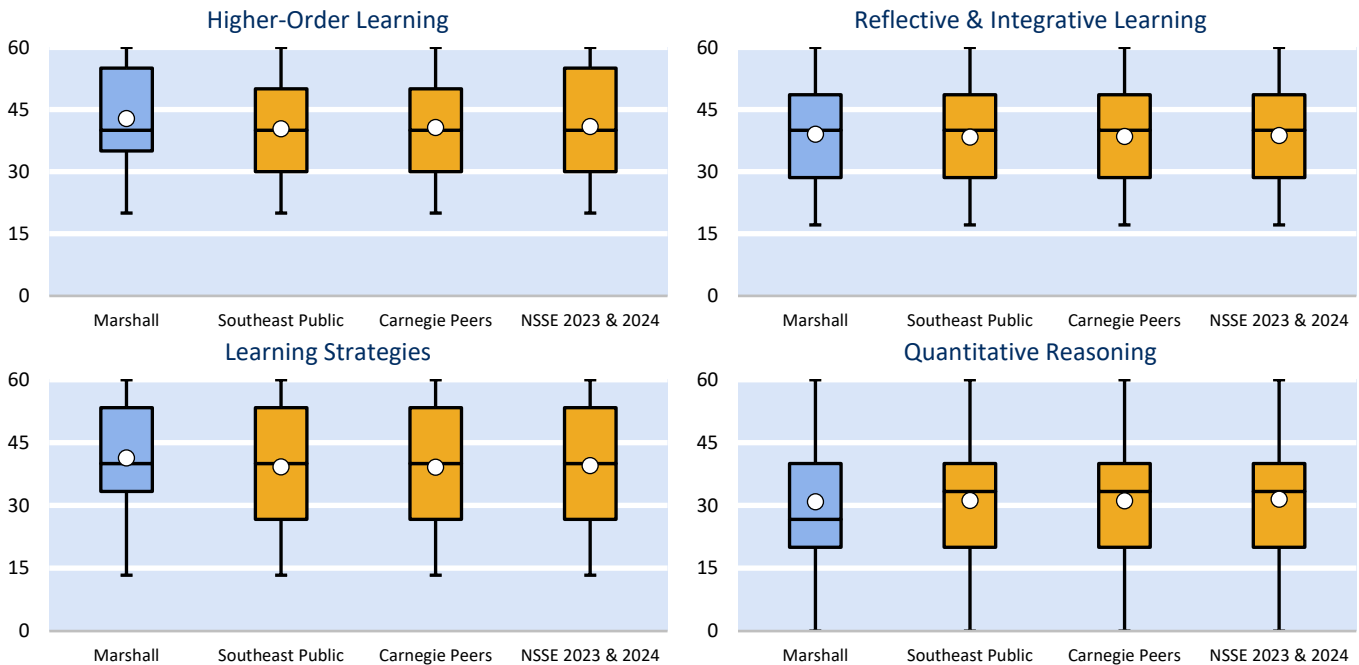
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southeast Public		Carnegie Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.9	40.4 **	.18	40.6 **	.16	40.9 *	.14
Reflective & Integrative Learning	39.1	38.3	.06	38.5	.04	38.7	.03
Learning Strategies	41.3	39.2 *	.14	39.1 **	.15	39.5 *	.12
Quantitative Reasoning	30.9	31.1	-.02	31.1	-.01	31.4	-.03

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Marshall	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024
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	80	+4	+3	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+7	+6	+6
4d. Evaluating a point of view, decision, or information source	77	+7	+6	+5
4e. Forming a new idea or understanding from various pieces of information	75	+2	+1	+1
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	69	-2	-0	-0
2b. Connected your learning to societal problems or issues	62	+2	+1	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+1	+0	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+1	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-2	-2	-2
2f. Learned something that changed the way you understand an issue or concept	71	-1	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+4	+2	+1
9b. Reviewed your notes after class	71	+5	+6	+5
9c. Summarized what you learned in class or from course materials	70	+2	+3	+2
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.)	54	-3	-3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-2	-2	-4
6c. Evaluated what others have concluded from numerical information	47	-1	-1	-1

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

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

Learning with Peers: First-year students

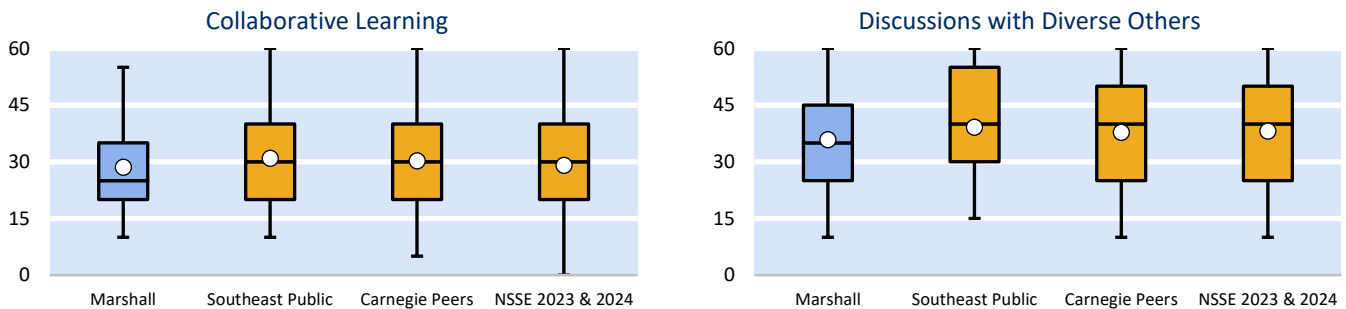
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southeast Public		Carnegie Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.5	30.9 **	-.17	30.2 *	-.12	29.1	-.04
Discussions with Diverse Others	35.8	39.1 **	-.21	37.7	-.12	38.1 *	-.14

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

Score Distributions



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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 ^a between your FY students and		
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	42	-5	-5	-2
1c. Explained course material to one or more students	41	-10	-9	-7
1d. Prepared for exams by discussing or working through course material with other students	38	-5	-3	-3
1e. Worked with other students on course projects or assignments	53	-2	-1	+2
<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 races or ethnicities other than your own	60	-9	-8	-9
8b. People from economic backgrounds other than your own	67	-5	-3	-3
8c. People with religious beliefs other than your own	64	-2	+1	-0
8d. People with political views other than your own	58	-4	+1	-0

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

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Learning with Peers: Seniors

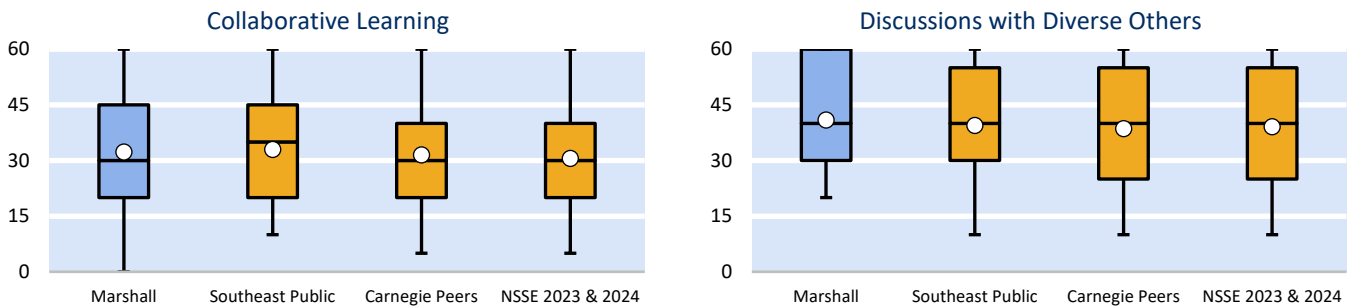
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Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Southeast Public Mean	Effect size	Carnegie Peers Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Collaborative Learning	32.3	33.0	-.04	31.5	.05	30.6 *	.11
Discussions with Diverse Others	40.9	39.5	.09	38.6 **	.14	39.1 *	.11

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

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Collaborative Learning	Marshall %	Percentage point difference ^a between your seniors and			
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1b. Asked another student to help you understand course material	46	-0	+3	+4	
1c. Explained course material to one or more students	56	-1	+2	+4	
1d. Prepared for exams by discussing or working through course material with other students	44	-2	+2	+3	
1e. Worked with other students on course projects or assignments	62	-4	-1	+1	
<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 races or ethnicities other than your own	64	-6	-5	-7	
8b. People from economic backgrounds other than your own	75	+3	+4	+3	
8c. People with religious beliefs other than your own	70	+4	+7	+5	
8d. People with political views other than your own	68	+5	+9	+8	

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

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Experiences with Faculty: First-year students

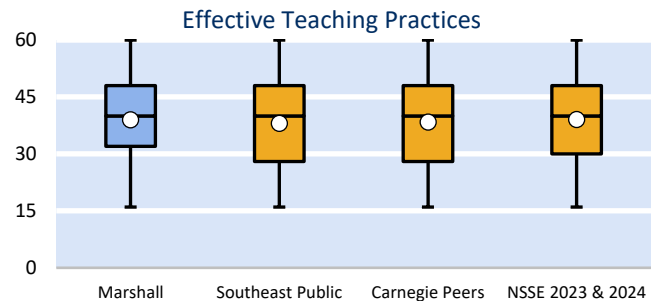
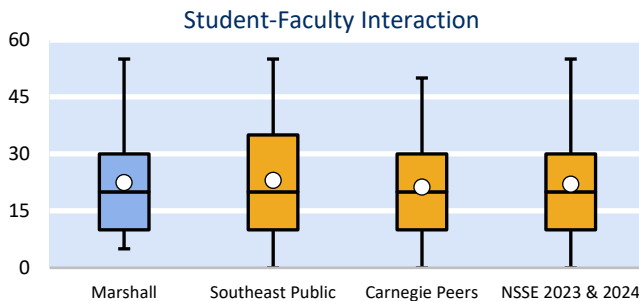
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southeast Public Effect size		Carnegie Peers Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	23.1	-.04	21.2	.08	22.0	.03
Effective Teaching Practices	38.9	38.1	.07	38.3	.04	39.0	-.01

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

Score Distributions



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

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 ^a between your FY students and			
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	39	-2	+3	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-4	-0	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+1	+4	+3	
3d. Discussed your academic performance with a faculty member	34	-0	+4	+2	
<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	81	+5	+4	+3	
5b. Taught course sessions in an organized way	72	-0	-1	-3	
5c. Used examples or illustrations to explain difficult points	74	+2	+1	-0	
5d. Provided feedback on a draft or work in progress	68	+5	+5	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+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.

Experiences with Faculty: Seniors

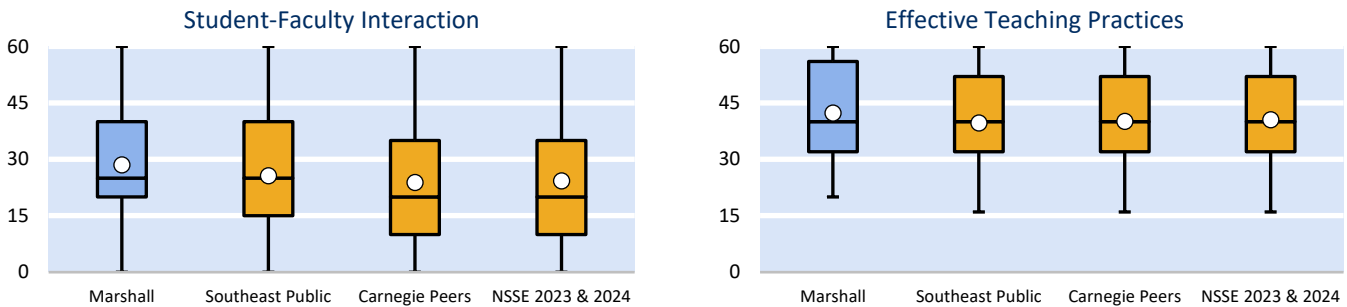
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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			
		Southeast Public Effect size	Carnegie Peers Effect size	NSSE 2023 & 2024 Effect size	
Student-Faculty Interaction	28.5	25.6 ** .18	23.8 *** .29	24.2 *** .26	
Effective Teaching Practices	42.3	39.7 *** .18	40.1 ** .16	40.4 * .13	

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 ^a between your seniors and		
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	54	+7	+12	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+5	+8	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+4	+7	+6
3d. Discussed your academic performance with a faculty member	42	+6	+10	+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	82	+3	+2	+1
5b. Taught course sessions in an organized way	79	+5	+3	+2
5c. Used examples or illustrations to explain difficult points	83	+8	+6	+6
5d. Provided feedback on a draft or work in progress	71	+8	+8	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+4	+3

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

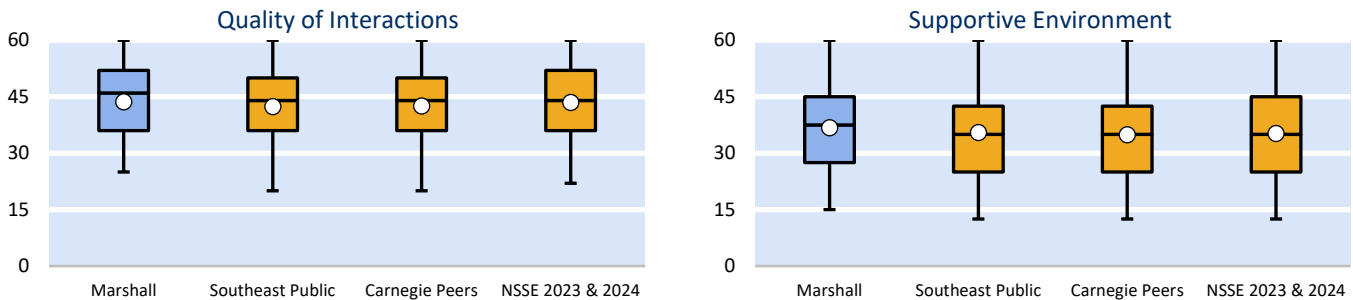
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your first-year students compared with					
		Southeast Public		Carnegie Peers		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	42.4	.12	42.6	.10	43.5	.02
Supportive Environment	36.7	35.5	.09	34.9 *	.14	35.2	.11

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

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. 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		
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-3	-5	-6
13b. Academic advisors	55	+1	+1	-2
13c. Faculty	50	+2	-1	-4
13d. Student services staff (career services, student activities, housing, etc.)	58	+12	+12	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+7	+6	+3
<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	76	+5	+5	+4
14c. Using learning support services (tutoring services, writing center, etc.)	78	+5	+6	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+5	+7	+5
14e. Providing opportunities to be involved socially	80	+9	+11	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+3	+5	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+1	+1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+3	+7	+7
14i. Attending events that address important social, economic, or political issues	45	-2	-1	-1

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

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

Campus Environment: Seniors

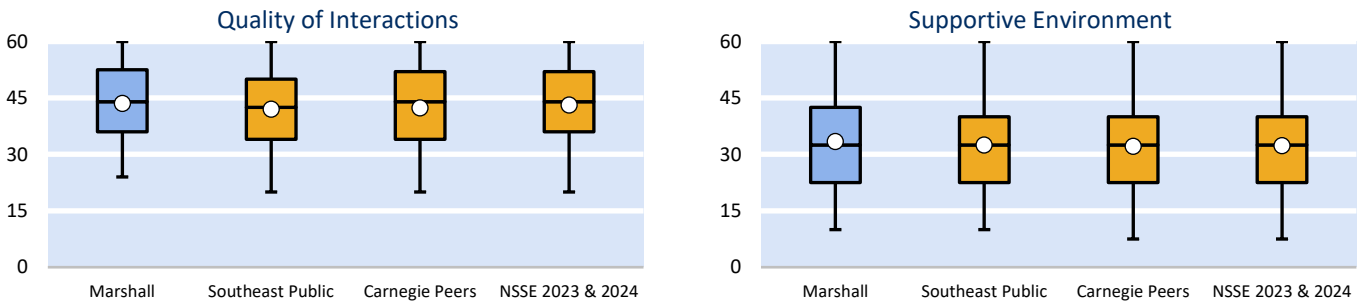
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marshall Mean	Your seniors compared with					
		Southeast Public Effect size		Carnegie Peers Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.0 *	.12	42.4	.10	43.1	.04
Supportive Environment	33.5	32.5	.07	32.1	.09	32.4	.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		
		Southeast Public	Carnegie Peers	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+5	+5	+4
13b. Academic advisors	52	+5	+3	-1
13c. Faculty	57	+2	+0	-2
13d. Student services staff (career services, student activities, housing, etc.)	48	+5	+4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+1	-1	-3
<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	67	+0	-0	-2
14c. Using learning support services (tutoring services, writing center, etc.)	69	+4	+4	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+3	+3	+2
14e. Providing opportunities to be involved socially	68	+2	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+1	+2	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+1	+1	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+1	+4	+4
14i. Attending events that address important social, economic, or political issues	41	+0	+1	+1

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.5	39.8 **	-.18		42.4 ***	-.39	
	Reflective and Integrative Learning	34.6	37.3 ***	-.23		39.9 ***	-.46	
	Learning Strategies	38.6	40.2	-.12		43.1 ***	-.32	
	Quantitative Reasoning	29.5	30.8	-.08	✓	33.3 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	28.5	33.4 ***	-.35		36.7 ***	-.60	
	Discussions with Diverse Others	35.8	40.7 ***	-.33		44.2 ***	-.61	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.4	25.4 **	-.19		29.9 ***	-.48	
	Effective Teaching Practices	38.9	40.8 *	-.14		43.6 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	43.7	45.7 **	-.17		48.7 ***	-.42	
	Supportive Environment	36.7	37.1	-.03	✓	40.4 ***	-.29	

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	42.9	42.4	.03	✓	44.9 **	-.16	
	Reflective and Integrative Learning	39.1	40.6 *	-.12		43.2 ***	-.35	
	Learning Strategies	41.3	41.2	.01	✓	44.1 ***	-.20	
	Quantitative Reasoning	30.9	32.8 *	-.12		36.2 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	32.3	34.7 **	-.17		38.0 ***	-.42	
	Discussions with Diverse Others	40.9	41.4	-.03	✓	44.1 ***	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.5	29.9	-.09	✓	34.9 ***	-.40	
	Effective Teaching Practices	42.3	42.5	-.02	✓	45.2 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	43.6	45.4 **	-.15		48.1 ***	-.37	
	Supportive Environment	33.5	34.6	-.08	✓	38.0 ***	-.33	

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 current- and prior-year 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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Marshall (N = 240)	37.5	13.4	.86	15	30	40	45	60				
Southeast Public	38.1	13.3	.11	20	30	40	45	60	13,855	-.6	.474	-.047
Carnegie Peers	38.1	13.3	.07	20	30	40	45	60	36,420	-.6	.462	-.048
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	180,580	-1.1	.191	-.084
Top 50%	39.8	13.2	.04	20	30	40	50	60	118,359	-2.3	.006	-.177
Top 10%	42.4	12.5	.11	20	35	40	55	60	13,828	-4.9	.000	-.390
Reflective & Integrative Learning												
Marshall (N = 261)	34.6	11.4	.71	17	26	34	43	54				
Southeast Public	36.0	12.1	.10	17	29	37	43	57	15,038	-1.5	.054	-.121
Carnegie Peers	35.8	12.1	.06	17	29	37	43	57	39,922	-1.2	.103	-.101
NSSE 2023 & 2024	35.8	12.2	.03	17	29	37	43	57	198,805	-1.3	.090	-.105
Top 50%	37.3	12.0	.04	17	29	37	46	60	106,542	-2.7	.000	-.228
Top 10%	39.9	11.7	.10	20	31	40	49	60	12,710	-5.4	.000	-.457
Learning Strategies												
Marshall (N = 231)	38.6	13.1	.86	20	27	40	47	60				
Southeast Public	38.3	13.8	.12	20	27	40	47	60	12,881	.3	.759	.020
Carnegie Peers	37.7	13.8	.08	20	27	40	47	60	33,349	.8	.363	.060
NSSE 2023 & 2024	38.6	13.9	.03	20	27	40	47	60	164,703	-.1	.931	-.006
Top 50%	40.2	13.9	.05	20	33	40	53	60	95,574	-1.6	.074	-.118
Top 10%	43.1	14.5	.10	20	33	40	60	60	236	-4.6	.000	-.318
Quantitative Reasoning												
Marshall (N = 233)	29.5	15.1	.99	7	20	27	40	60				
Southeast Public	30.0	15.6	.14	7	20	27	40	60	13,132	-.5	.648	-.030
Carnegie Peers	29.2	15.6	.08	0	20	27	40	60	34,093	.4	.726	.023
NSSE 2023 & 2024	29.5	15.7	.04	0	20	27	40	60	168,413	.1	.945	.005
Top 50%	30.8	15.5	.05	7	20	33	40	60	112,954	-1.3	.197	-.085
Top 10%	33.3	15.4	.11	7	20	33	40	60	21,550	-3.7	.000	-.243
Learning with Peers												
Collaborative Learning												
Marshall (N = 269)	28.5	13.0	.79	10	20	25	35	55				
Southeast Public	30.9	14.1	.11	10	20	30	40	60	279	-2.4	.002	-.173
Carnegie Peers	30.2	14.2	.07	5	20	30	40	60	272	-1.7	.030	-.122
NSSE 2023 & 2024	29.1	15.4	.03	0	20	30	40	60	269	-.6	.485	-.036
Top 50%	33.4	13.9	.04	10	25	35	40	60	270	-4.9	.000	-.351
Top 10%	36.7	13.7	.09	15	25	35	45	60	24,470	-8.2	.000	-.598
Discussions with Diverse Others												
Marshall (N = 233)	35.8	15.4	1.01	10	25	35	45	60				
Southeast Public	39.1	15.7	.14	15	30	40	55	60	12,993	-3.3	.002	-.208
Carnegie Peers	37.7	15.8	.09	10	25	40	50	60	33,671	-1.9	.065	-.121
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	166,269	-2.3	.030	-.142
Top 50%	40.7	14.9	.05	20	30	40	55	60	106,615	-4.9	.000	-.327
Top 10%	44.2	13.8	.13	20	35	45	60	60	11,538	-8.4	.000	-.608

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 248)	22.4	14.6	.93	5	10	20	30	55				
Southeast Public	23.1	15.5	.13	0	10	20	35	55	14,389	-.6	.532	-.040
Carnegie Peers	21.2	15.1	.08	0	10	20	30	50	38,120	1.2	.212	.080
NSSE 2023 & 2024	22.0	15.3	.04	0	10	20	30	55	189,063	.4	.664	.028
Top 50%	25.4	15.3	.06	5	15	25	35	60	67,930	-2.9	.003	-.190
Top 10%	29.9	15.5	.17	5	20	30	40	60	8,514	-7.4	.000	-.480
Effective Teaching Practices												
Marshall (N = 241)	38.9	12.6	.81	16	32	40	48	60				
Southeast Public	38.1	13.3	.11	16	28	40	48	60	13,864	.9	.308	.066
Carnegie Peers	38.3	13.3	.07	16	28	40	48	60	36,261	.6	.490	.045
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	179,527	-.1	.912	-.007
Top 50%	40.8	13.5	.05	20	32	40	52	60	85,937	-1.8	.036	-.135
Top 10%	43.6	14.1	.11	20	36	44	56	60	250	-4.6	.000	-.328
Campus Environment												
Quality of Interactions												
Marshall (N = 221)	43.7	11.1	.75	25	36	46	52	60				
Southeast Public	42.4	11.6	.11	20	36	44	50	60	12,032	1.3	.090	.115
Carnegie Peers	42.6	11.7	.07	20	36	44	50	60	30,679	1.2	.144	.099
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	150,476	.2	.823	.015
Top 50%	45.7	11.5	.05	24	40	48	54	60	64,367	-2.0	.010	-.174
Top 10%	48.7	11.9	.11	24	42	52	60	60	12,562	-5.0	.000	-.420
Supportive Environment												
Marshall (N = 226)	36.7	12.9	.86	15	28	38	45	60				
Southeast Public	35.5	13.3	.12	13	25	35	43	60	12,519	1.2	.166	.093
Carnegie Peers	34.9	13.5	.08	13	25	35	43	60	32,195	1.9	.039	.138
NSSE 2023 & 2024	35.2	13.6	.03	13	25	35	45	60	158,631	1.5	.098	.110
Top 50%	37.1	13.0	.05	17	28	38	45	60	77,476	-.4	.675	-.028
Top 10%	40.4	12.6	.16	20	33	40	50	60	6,720	-3.7	.000	-.293

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Marshall (N = 336)	42.9	13.5	.74	20	35	40	55	60				
Southeast Public	40.4	13.9	.11	20	30	40	50	60	15,941	2.5	.001	.179
Carnegie Peers	40.6	13.9	.07	20	30	40	50	60	45,109	2.2	.004	.160
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	212,646	1.9	.010	.140
Top 50%	42.4	13.6	.05	20	35	40	55	60	89,612	.4	.564	.032
Top 10%	44.9	12.8	.13	20	40	45	60	60	9,697	-2.0	.004	-.158
Reflective & Integrative Learning												
Marshall (N = 350)	39.1	13.3	.71	17	29	40	49	60				
Southeast Public	38.3	13.0	.10	17	29	40	49	60	16,879	.8	.273	.059
Carnegie Peers	38.5	12.9	.06	17	29	40	49	60	47,982	.6	.420	.043
NSSE 2023 & 2024	38.7	12.9	.03	17	29	40	49	60	227,341	.3	.618	.027
Top 50%	40.6	12.4	.04	20	31	40	51	60	352	-1.5	.031	-.124
Top 10%	43.2	11.8	.13	23	34	43	54	60	372	-4.1	.000	-.346
Learning Strategies												
Marshall (N = 325)	41.3	14.4	.80	13	33	40	53	60				
Southeast Public	39.2	14.6	.12	13	27	40	53	60	15,188	2.1	.010	.144
Carnegie Peers	39.1	14.6	.07	13	27	40	53	60	42,549	2.2	.007	.151
NSSE 2023 & 2024	39.5	14.6	.03	13	27	40	53	60	199,019	1.8	.028	.122
Top 50%	41.2	14.5	.04	20	33	40	53	60	109,035	.1	.872	.009
Top 10%	44.1	14.2	.12	20	33	47	60	60	13,780	-2.8	.000	-.196
Quantitative Reasoning												
Marshall (N = 324)	30.9	17.2	.96	0	20	27	40	60				
Southeast Public	31.1	16.5	.13	0	20	33	40	60	15,355	-.3	.783	-.015
Carnegie Peers	31.1	16.6	.08	0	20	33	40	60	43,173	-.2	.817	-.013
NSSE 2023 & 2024	31.4	16.7	.04	0	20	33	40	60	202,288	-.6	.548	-.033
Top 50%	32.8	16.5	.05	7	20	33	40	60	117,917	-2.0	.033	-.118
Top 10%	36.2	16.2	.15	7	20	40	47	60	12,057	-5.3	.000	-.328
Learning with Peers												
Collaborative Learning												
Marshall (N = 357)	32.3	16.7	.89	0	20	30	45	60				
Southeast Public	33.0	15.2	.12	10	20	35	45	60	369	-.7	.458	-.044
Carnegie Peers	31.5	15.4	.07	5	20	30	40	60	361	.8	.383	.050
NSSE 2023 & 2024	30.6	16.0	.03	5	20	30	40	60	240,241	1.7	.045	.106
Top 50%	34.7	14.2	.04	10	25	35	45	60	358	-2.4	.006	-.171
Top 10%	38.0	13.6	.12	15	30	40	50	60	369	-5.7	.000	-.417
Discussions with Diverse Others												
Marshall (N = 327)	40.9	15.5	.86	20	30	40	60	60				
Southeast Public	39.5	16.2	.13	10	30	40	55	60	15,284	1.5	.104	.091
Carnegie Peers	38.6	16.3	.08	10	25	40	55	60	42,803	2.3	.010	.143
NSSE 2023 & 2024	39.1	16.4	.04	10	25	40	55	60	200,242	1.8	.045	.111
Top 50%	41.4	15.6	.05	15	30	40	60	60	112,697	-.4	.611	-.028
Top 10%	44.1	14.5	.13	20	35	45	60	60	13,413	-3.2	.000	-.219

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Marshall (N = 342)	28.5	16.4	.89	0	20	25	40	60				
Southeast Public	25.6	16.6	.13	0	15	25	40	60	16,394	2.9	.001	.175
Carnegie Peers	23.8	16.5	.08	0	10	20	35	60	46,439	4.7	.000	.286
NSSE 2023 & 2024	24.2	16.5	.04	0	10	20	35	60	219,398	4.3	.000	.257
Top 50%	29.9	16.3	.07	5	20	30	40	60	49,129	-1.5	.096	-.090
Top 10%	34.9	16.1	.22	10	20	35	45	60	5,506	-6.4	.000	-.399
Effective Teaching Practices												
Marshall (N = 336)	42.3	13.5	.73	20	32	40	56	60				
Southeast Public	39.7	14.1	.11	16	32	40	52	60	16,003	2.6	.001	.184
Carnegie Peers	40.1	13.9	.07	16	32	40	52	60	45,055	2.2	.004	.158
NSSE 2023 & 2024	40.4	14.0	.03	16	32	40	52	60	211,957	1.8	.017	.130
Top 50%	42.5	13.8	.05	20	32	44	56	60	80,886	-.2	.777	-.015
Top 10%	45.2	13.1	.13	20	36	48	60	60	10,230	-3.0	.000	-.227
Campus Environment												
Quality of Interactions												
Marshall (N = 311)	43.6	11.6	.66	24	36	44	53	60				
Southeast Public	42.0	12.3	.11	20	34	43	50	60	13,963	1.5	.032	.123
Carnegie Peers	42.4	12.5	.06	20	34	44	52	60	38,668	1.2	.095	.095
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	180,733	.4	.522	.036
Top 50%	45.4	12.0	.04	22	38	48	55	60	78,976	-1.9	.007	-.154
Top 10%	48.1	12.3	.10	23	42	50	60	60	15,532	-4.6	.000	-.371
Supportive Environment												
Marshall (N = 320)	33.5	14.2	.80	10	23	33	43	60				
Southeast Public	32.5	14.1	.12	10	23	33	40	60	14,883	.9	.237	.067
Carnegie Peers	32.1	14.3	.07	8	23	33	40	60	41,584	1.3	.100	.092
NSSE 2023 & 2024	32.4	14.4	.03	8	23	33	40	60	193,969	1.1	.169	.077
Top 50%	34.6	14.2	.05	10	25	35	45	60	82,494	-1.2	.138	-.083
Top 10%	38.0	13.7	.16	15	28	40	48	60	8,070	-4.5	.000	-.328

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.