NSSE
national survey of
student engagement

NSSE 2019
Engagement Indicators

Miami University-Hamilton

IPEDS: 204006

NSSE 2019 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Performance on Indicator Items**
  Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

NSSE 2019 Engagement Indicators

Overview

Miami University-Hamilton

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with Great Lakes Public	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2018 & 2019
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 Great Lakes Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2018 & 2019
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	--		--

NSSE 2019 Engagement Indicators

Academic Challenge

Miami University-Hamilton

Academic Challenge: First-year students

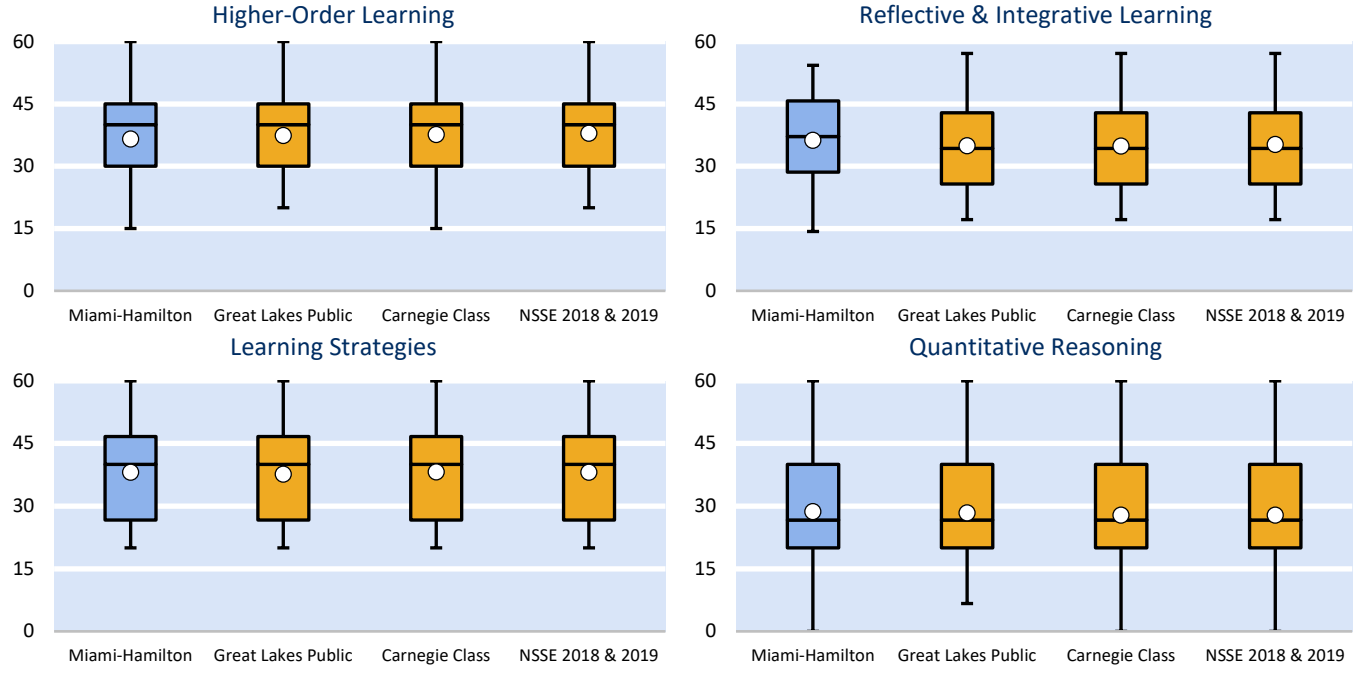
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

	Miami-Hamilton	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	36.6	37.4	-.07	37.6	-.08	38.0	-.11
Reflective & Integrative Learning	36.2	34.9	.11	34.9	.11	35.2	.08
Learning Strategies	38.1	37.7	.03	38.2	.00	38.1	.00
Quantitative Reasoning	28.7	28.4	.02	27.9	.06	27.8	.06

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

Score Distributions



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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.

	Miami-Hamilton	*Percentage point difference [a] between your FY students and* Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	-6	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-3	-2	-4
4d. Evaluating a point of view, decision, or information source	71	+5	+1	+2
4e. Forming a new idea or understanding from various pieces of information	67	+0	-2	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	61	+8	+10	+9
2b. Connected your learning to societal problems or issues	60	+10	+11	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+6	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+6	+5	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3	+3	+2
2f. Learned something that changed the way you understand an issue or concept	68	+2	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-1	+2	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	76	+3	+1	+1
9b. Reviewed your notes after class	62	-2	-4	-3
9c. Summarized what you learned in class or from course materials	62	-1	-2	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-2	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+5	+5	+6
6c. Evaluated what others have concluded from numerical information	43	+3	+5	+4

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

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

NSSE 2019 Engagement Indicators

Academic Challenge

Miami University-Hamilton

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

	Miami-Hamilton	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.6	39.0	.04	40.6	-.08	40.0	-.03
Reflective & Integrative Learning	38.3	37.4	.08	38.5	-.01	38.0	.03
Learning Strategies	39.7	36.9	.19	39.2	.03	38.5	.08
Quantitative Reasoning	29.3	29.7	-.02	29.8	-.03	29.8	-.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).

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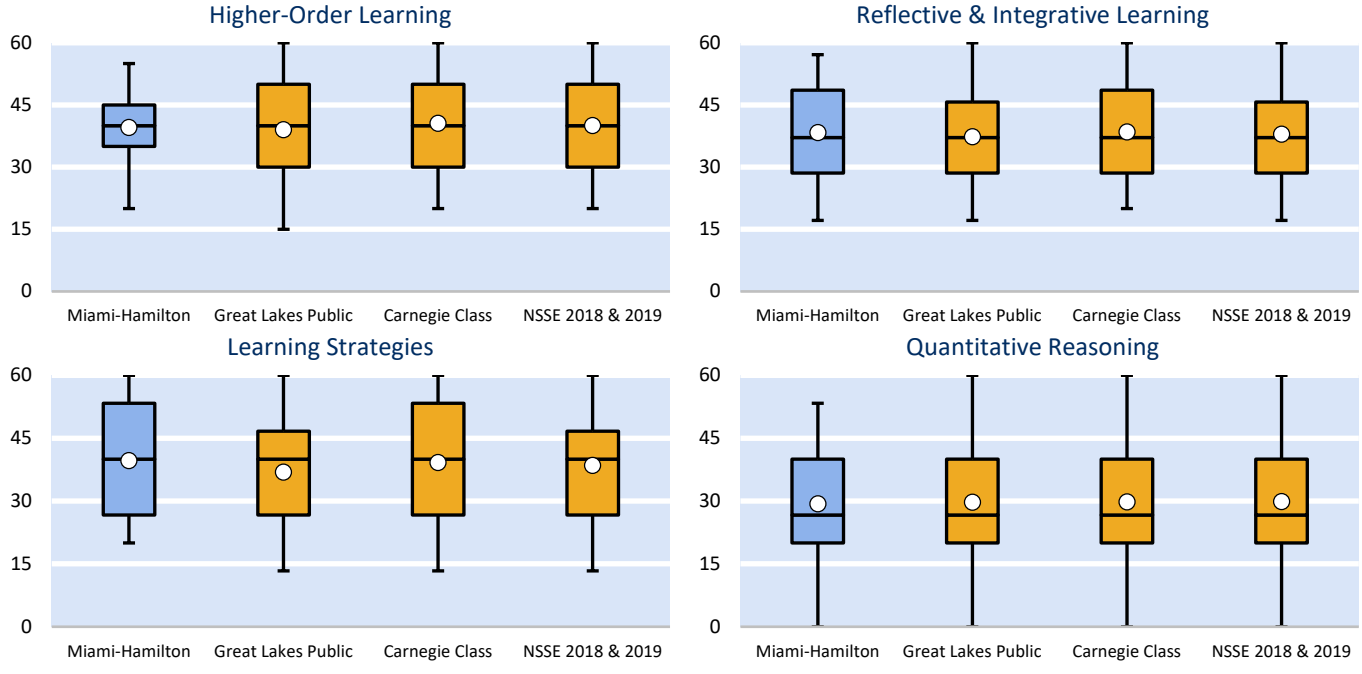

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Academic Challenge: Seniors (continued)

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.

	Miami-Hamilton	*Percentage point difference[a] between your seniors and* Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	85	+8	+7	+7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+10	+8	+8
4d. Evaluating a point of view, decision, or information source	80	+13	+6	+9
4e. Forming a new idea or understanding from various pieces of information	68	-1	-5	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	76	+6	+5	+7
2b. Connected your learning to societal problems or issues	63	+5	+0	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+7	+1	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+2	-0	+1
2f. Learned something that changed the way you understand an issue or concept	69	-1	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	86	+11	+7	+8
9b. Reviewed your notes after class	59	+1	-5	-3
9c. Summarized what you learned in class or from course materials	71	+11	+4	+7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+2	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	43	-1	+0	-1

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NSSE 2019 Engagement Indicators

Learning with Peers

Miami University-Hamilton

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

	Miami-Hamilton	Your first-year students compared with					
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Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.9	33.4 ***	-.24	33.1 **	-.23	32.4 *	-.17
Discussions with Diverse Others	38.1	39.9	-.12	39.1	-.06	39.4	-.08

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

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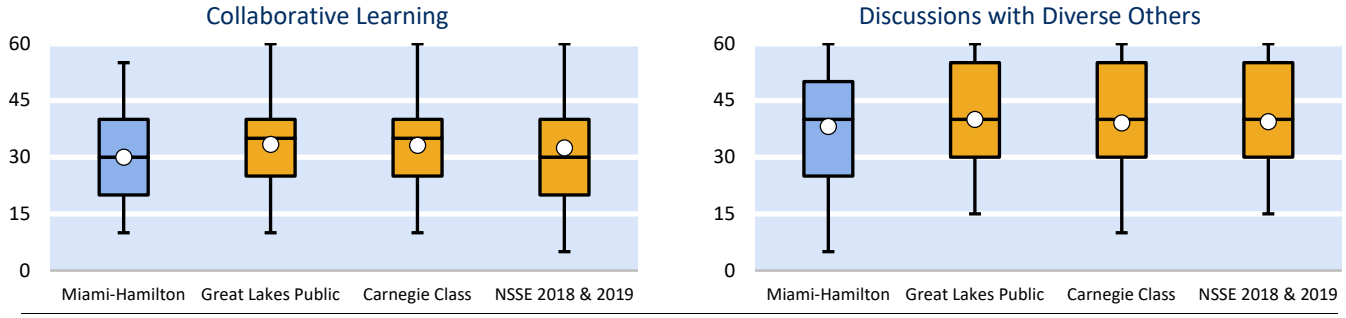

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	Miami-Hamilton	*Percentage point difference[a] between your FY students and* Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	45	-10	-8	-8
1f. Explained course material to one or more students	52	-9	-7	-6
1g. Prepared for exams by discussing or working through course material with other students	39	-11	-12	-11
1h. Worked with other students on course projects or assignments	63	+7	+5	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	63	-7	-8	-7
8b. People from an economic background other than your own	67	-5	-5	-4
8c. People with religious beliefs other than your own	63	-6	-1	-4
8d. People with political views other than your own	70	+3	+5	+6

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NSSE 2019 Engagement Indicators

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Miami University-Hamilton

Learning with Peers: Seniors

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		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	28.7	33.6 ***	-.34	33.8 ***	-.35	31.8 *	-.20
Discussions with Diverse Others	39.8	40.2	-.03	40.5	-.05	40.1	-.02

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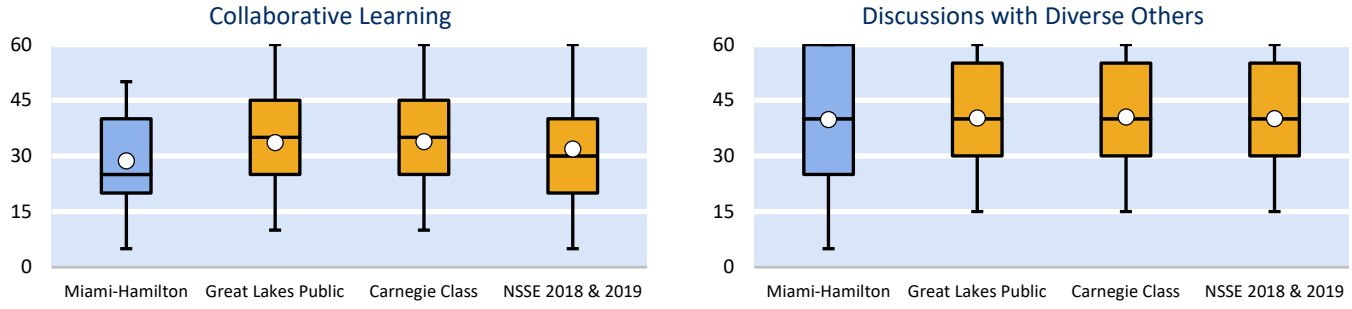

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Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	29	-18	-16	-14
1f. Explained course material to one or more students	51	-12	-12	-7
1g. Prepared for exams by discussing or working through course material with other students	31	-17	-20	-15
1h. Worked with other students on course projects or assignments	64	-2	-1	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	66	-4	-5	-5
8b. People from an economic background other than your own	72	-1	-2	-1
8c. People with religious beliefs other than your own	63	-7	-3	-5
8d. People with political views other than your own	68	+2	-0	+2

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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.

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Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.4	21.6	-.15	23.9 ***	-.30	21.7 *	-.16
Effective Teaching Practices	36.7	37.7	-.08	39.2 *	-.18	38.5	-.13

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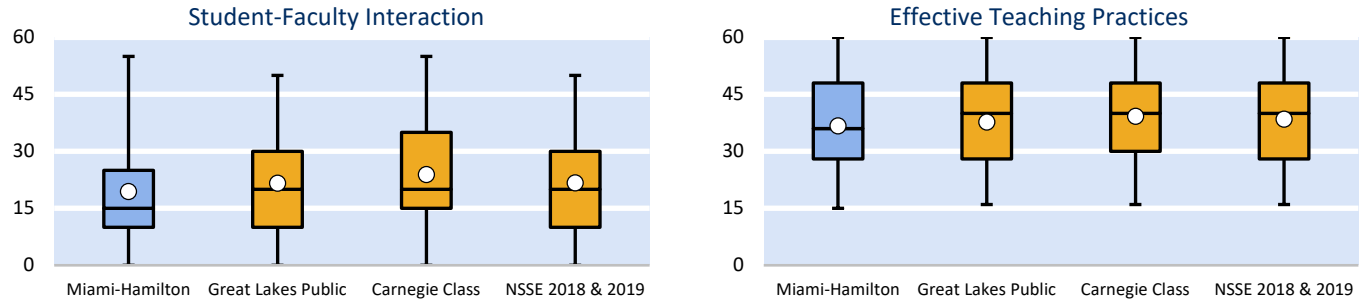

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		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	+1	-4	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-3	-6	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-1	-5	-1
3d. Discussed your academic performance with a faculty member	23	-6	-14	-8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	71	-5	-6	-6
5b. Taught course sessions in an organized way	65	-9	-7	-9
5c. Used examples or illustrations to explain difficult points	67	-8	-7	-7
5d. Provided feedback on a draft or work in progress	58	-3	-11	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+6	-1	+3

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Experiences with Faculty

Miami University-Hamilton

Experiences with Faculty: Seniors

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Mean Comparisons

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Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.5	23.8 *	-.27	28.6 ***	-.56	24.1 **	-.28
Effective Teaching Practices	37.4	38.5	-.08	40.9 *	-.25	39.6	-.15

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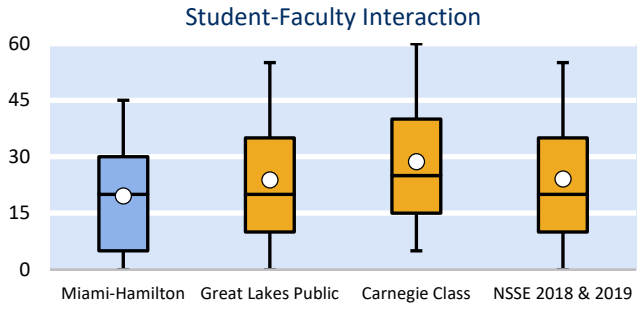
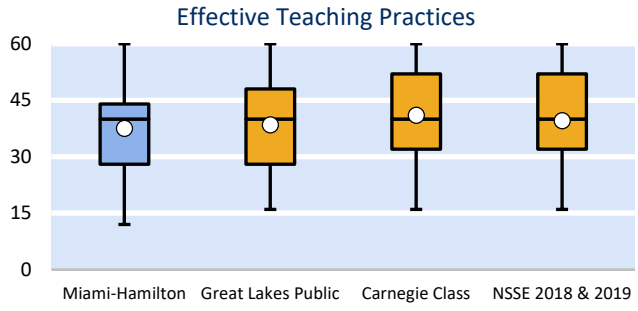
Score Distributions





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.

	Miami-Hamilton	*Percentage point difference [a] between your seniors and* Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	41	-3	-14	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-11	-17	-10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-1	-10	-2
3d. Discussed your academic performance with a faculty member	33	+3	-12	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	-1	-3	-3
5b. Taught course sessions in an organized way	71	-5	-6	-6
5c. Used examples or illustrations to explain difficult points	71	-6	-7	-5
5d. Provided feedback on a draft or work in progress	60	+4	-8	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+7	-2	+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.

NSSE 2019 Engagement Indicators

Campus Environment

Miami University-Hamilton

Campus Environment: First-year students

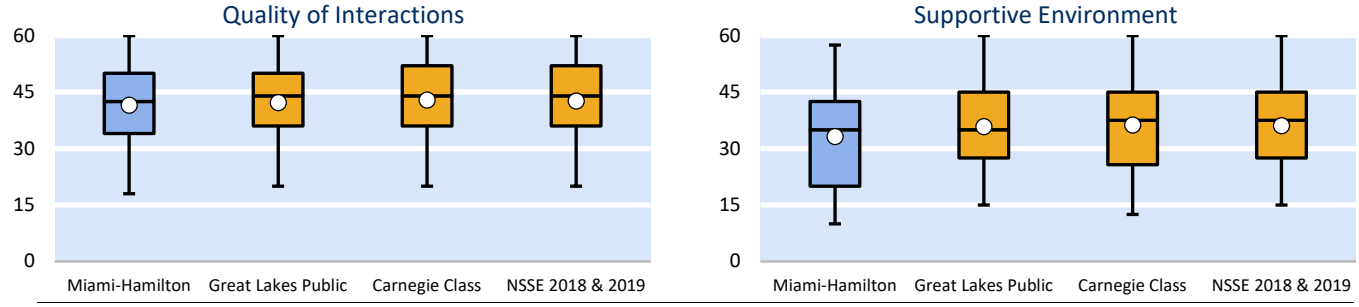
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Miami-Hamilton	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	41.5	42.3	-.06	42.9	-.11	42.7	-.09
Supportive Environment	33.2	35.8 *	-.20	36.3 **	-.22	36.1 **	-.21

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.

	Miami-Hamilton	*Percentage point difference[a] between your FY students and* Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	43	-6	-7	-8
13b. Academic advisors	51	-1	-4	-2
13c. Faculty	51	+3	-2	+0
13d. Student services staff (career services, student activities, housing, etc.)	50	+4	+3	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+2	-2	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	72	-3	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	71	-6	-5	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+3	+2	+2
14e. Providing opportunities to be involved socially	66	-6	-5	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-11	-9	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+1	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-9	-11	-8
14i. Attending events that address important social, economic, or political issues	44	-3	-5	-4

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

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

NSSE 2019 Engagement Indicators

Campus Environment

Miami University-Hamilton

Campus Environment: Seniors

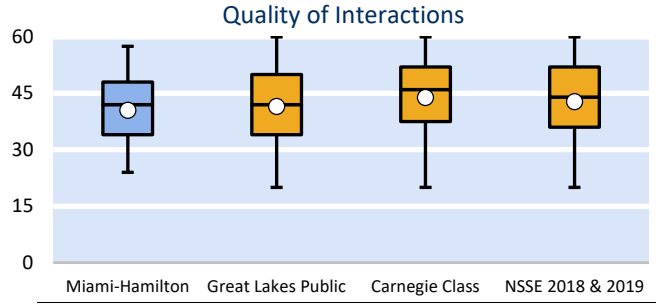
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

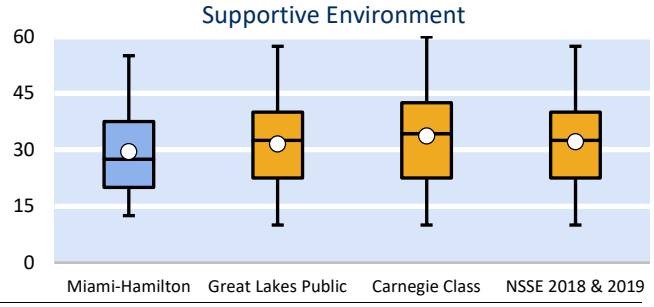
Mean Comparisons

	Miami-Hamilton	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.5	41.5	-.08	43.9 *	-.28	42.8	-.18
Supportive Environment	29.5	31.6	-.15	33.7 **	-.29	32.2	-.19

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.

	Miami-Hamilton	*Percentage point difference [a] between your seniors and*		
		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	56	+1	-3	-1
13b. Academic advisors	38	-10	-24	-16
13c. Faculty	55	+3	-7	-2
13d. Student services staff (career services, student activities, housing, etc.)	32	-9	-14	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-7	-14	-12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	68	-0	-7	-3
14c. Using learning support services (tutoring services, writing center, etc.)	56	-7	-13	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+3	-2	+1
14e. Providing opportunities to be involved socially	60	-5	-7	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-11	-13	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-2	-9	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-6	-10	-4
14i. Attending events that address important social, economic, or political issues	34	-5	-9	-7

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

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

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NSSE 2019 Engagement Indicators

Comparisons with High-Performing Institutions

Miami University-Hamilton

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/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 2018 and 2019 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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

			Your first-year students compared with					
		Miami-Hamilton	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	36.6	39.3 **	-.21		41.0 ***	-.34	
	Reflective and Integrative Learning	36.2	36.8	-.05	✓	38.8 **	-.22	
	Learning Strategies	38.1	39.9	-.13		42.5 ***	-.31	
	Quantitative Reasoning	28.7	29.3	-.04	✓	30.8	-.13	
Learning with Peers	Collaborative Learning	29.9	35.4 ***	-.40		37.7 ***	-.57	
	Discussions with Diverse Others	38.1	41.3 **	-.22		43.2 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	19.4	24.9 ***	-.38		28.0 ***	-.55	
	Effective Teaching Practices	36.7	40.6 ***	-.29		42.7 ***	-.43	
Campus Environment	Quality of Interactions	41.5	44.9 ***	-.29		47.1 ***	-.47	
	Supportive Environment	33.2	38.1 ***	-.37		40.1 ***	-.52	

Seniors

			Your seniors compared with					
		Miami-Hamilton	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	39.6	41.8	-.16		43.0 **	-.26	
	Reflective and Integrative Learning	38.3	39.9	-.13		41.6 *	-.27	
	Learning Strategies	39.7	40.8	-.08	✓	42.6	-.21	
	Quantitative Reasoning	29.3	31.3	-.12		32.7	-.22	
Learning with Peers	Collaborative Learning	28.7	36.1 ***	-.53		38.6 ***	-.74	
	Discussions with Diverse Others	39.8	42.0	-.14		43.5 *	-.24	
Experiences with Faculty	Student-Faculty Interaction	19.5	29.9 ***	-.65		33.9 ***	-.91	
	Effective Teaching Practices	37.4	41.8 **	-.32		43.5 ***	-.45	
Campus Environment	Quality of Interactions	40.5	45.2 ***	-.39		47.4 ***	-.57	
	Supportive Environment	29.5	34.8 ***	-.38		37.0 ***	-.53	

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Miami University-Hamilton

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												
Miami-Hamilton (N = 158)	36.6	13.8	1.10	15	30	40	45	60				
Great Lakes Public	37.4	12.9	.10	20	30	40	45	60	18,134	-.9	.410	-.066
Carnegie Class	37.6	13.4	.16	15	30	40	45	60	6,834	-1.0	.334	-.078
NSSE 2018 & 2019	38.0	13.2	.03	20	30	40	45	60	172,498	-1.4	.183	-.106
Top 50%	39.3	13.0	.04	20	30	40	50	60	92,448	-2.8	.008	-.211
Top 10%	41.0	13.0	.08	20	35	40	50	60	23,966	-4.4	.000	-.340
Reflective & Integrative Learning												
Miami-Hamilton (N = 171)	36.2	12.2	.93	14	29	37	46	54				
Great Lakes Public	34.9	11.9	.09	17	26	34	43	57	19,430	1.3	.164	.107
Carnegie Class	34.9	12.0	.14	17	26	34	43	57	7,414	1.3	.148	.112
NSSE 2018 & 2019	35.2	12.0	.03	17	26	34	43	57	184,973	1.0	.284	.082
Top 50%	36.8	11.8	.04	20	29	37	46	57	92,938	-.6	.535	-.048
Top 10%	38.8	11.8	.08	20	31	40	46	60	19,415	-2.5	.005	-.215
Learning Strategies												
Miami-Hamilton (N = 148)	38.1	13.7	1.12	20	27	40	47	60				
Great Lakes Public	37.7	13.7	.10	20	27	40	47	60	17,291	.4	.697	.032
Carnegie Class	38.2	13.5	.17	20	27	40	47	60	6,520	-.1	.956	-.005
NSSE 2018 & 2019	38.1	13.8	.03	20	27	40	47	60	164,000	.0	.977	-.002
Top 50%	39.9	13.7	.05	20	33	40	53	60	79,926	-1.8	.115	-.129
Top 10%	42.5	14.0	.10	20	33	40	53	60	18,663	-4.4	.000	-.311
Quantitative Reasoning												
Miami-Hamilton (N = 153)	28.7	15.5	1.25	0	20	27	40	60				
Great Lakes Public	28.4	15.1	.11	7	20	27	40	60	17,565	.3	.792	.021
Carnegie Class	27.9	15.4	.19	0	20	27	40	60	6,606	.9	.494	.056
NSSE 2018 & 2019	27.8	15.3	.04	0	20	27	40	60	166,543	.9	.469	.058
Top 50%	29.3	15.2	.05	7	20	27	40	60	96,751	-.5	.662	-.035
Top 10%	30.8	15.2	.09	7	20	33	40	60	26,056	-2.0	.097	-.134
Learning with Peers												
Collaborative Learning												
Miami-Hamilton (N = 182)	29.9	13.4	.99	10	20	30	40	55				
Great Lakes Public	33.4	14.1	.10	10	25	35	40	60	185	-3.4	.001	-.243
Carnegie Class	33.1	13.9	.16	10	25	35	40	60	7,823	-3.1	.003	-.226
NSSE 2018 & 2019	32.4	14.7	.03	5	20	30	40	60	181	-2.5	.014	-.167
Top 50%	35.4	13.7	.04	15	25	35	45	60	101,010	-5.5	.000	-.399
Top 10%	37.7	13.6	.09	15	30	40	50	60	21,870	-7.7	.000	-.567
Discussions with Diverse Others												
Miami-Hamilton (N = 151)	38.1	16.2	1.32	5	25	40	50	60				
Great Lakes Public	39.9	15.0	.11	15	30	40	55	60	17,362	-1.9	.129	-.124
Carnegie Class	39.1	15.6	.20	10	30	40	55	60	6,545	-1.0	.452	-.062
NSSE 2018 & 2019	39.4	15.6	.04	15	30	40	55	60	165,219	-1.3	.306	-.083
Top 50%	41.3	14.9	.05	20	30	40	55	60	95,922	-3.2	.008	-.217
Top 10%	43.2	14.4	.10	20	35	40	60	60	21,634	-5.2	.000	-.357

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Miami University-Hamilton

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												
Miami-Hamilton (N = 161)	19.4	15.7	1.23	0	10	15	25	55				
Great Lakes Public	21.6	14.6	.11	0	10	20	30	50	18,701	-2.2	.053	-.153
Carnegie Class	23.9	15.0	.18	0	15	20	35	55	7,113	-4.5	.000	-.300
NSSE 2018 & 2019	21.7	14.7	.03	0	10	20	30	50	177,881	-2.3	.047	-.157
Top 50%	24.9	14.8	.06	5	15	20	35	55	62,931	-5.6	.000	-.375
Top 10%	28.0	15.5	.16	5	15	25	40	60	9,976	-8.6	.000	-.555
Effective Teaching Practices												
Miami-Hamilton (N = 158)	36.7	13.6	1.08	15	28	36	48	60				
Great Lakes Public	37.7	12.9	.10	16	28	40	48	60	18,099	-1.0	.335	-.077
Carnegie Class	39.2	13.6	.17	16	30	40	48	60	6,837	-2.5	.022	-.184
NSSE 2018 & 2019	38.5	13.2	.03	16	28	40	48	60	172,328	-1.8	.096	-.133
Top 50%	40.6	13.2	.05	20	32	40	52	60	70,157	-3.9	.000	-.294
Top 10%	42.7	14.0	.10	20	32	44	56	60	18,502	-6.0	.000	-.426
Campus Environment												
Quality of Interactions												
Miami-Hamilton (N = 139)	41.5	12.7	1.08	18	34	43	50	60				
Great Lakes Public	42.3	11.7	.09	20	36	44	50	60	16,259	-.7	.470	-.062
Carnegie Class	42.9	12.3	.16	20	36	44	52	60	6,141	-1.4	.194	-.112
NSSE 2018 & 2019	42.7	12.1	.03	20	36	44	52	60	154,065	-1.1	.277	-.092
Top 50%	44.9	11.4	.05	24	38	46	54	60	64,520	-3.3	.001	-.291
Top 10%	47.1	11.8	.09	24	40	50	58	60	16,266	-5.5	.000	-.471
Supportive Environment												
Miami-Hamilton (N = 148)	33.2	14.1	1.16	10	20	35	43	58				
Great Lakes Public	35.8	13.2	.10	15	28	35	45	60	16,810	-2.6	.017	-.197
Carnegie Class	36.3	13.7	.18	13	26	38	45	60	6,299	-3.1	.008	-.223
NSSE 2018 & 2019	36.1	13.5	.03	15	28	38	45	60	159,162	-2.9	.010	-.213
Top 50%	38.1	13.2	.05	18	30	40	48	60	76,952	-4.9	.000	-.371
Top 10%	40.1	13.2	.10	18	30	40	50	60	16,030	-6.8	.000	-.520

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Miami University-Hamilton

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												
Miami-Hamilton (N = 83)	39.6	11.2	1.23	20	35	40	45	55				
Great Lakes Public	39.0	13.6	.09	15	30	40	50	60	83	.6	.651	.041
Carnegie Class	40.6	13.6	.19	20	30	40	50	60	86	-1.0	.402	-.077
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	82	-.4	.723	-.032
Top 50%	41.8	13.5	.05	20	35	40	55	60	82	-2.2	.078	-.163
Top 10%	43.0	13.5	.09	20	35	40	55	60	83	-3.5	.006	-.255
Reflective & Integrative Learning												
Miami-Hamilton (N = 87)	38.3	12.2	1.31	17	29	37	49	57				
Great Lakes Public	37.4	12.3	.08	17	29	37	46	60	23,672	1.0	.473	.077
Carnegie Class	38.5	12.4	.17	20	29	37	49	60	5,652	-.2	.892	-.015
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	212,765	.3	.798	.028
Top 50%	39.9	12.2	.04	20	31	40	49	60	80,743	-1.6	.237	-.127
Top 10%	41.6	12.2	.10	20	34	40	51	60	15,838	-3.2	.014	-.266
Learning Strategies												
Miami-Hamilton (N = 82)	39.7	13.9	1.53	20	27	40	53	60				
Great Lakes Public	36.9	14.5	.10	13	27	40	47	60	21,491	2.8	.084	.191
Carnegie Class	39.2	14.4	.20	13	27	40	53	60	5,212	.4	.778	.031
NSSE 2018 & 2019	38.5	14.5	.03	13	27	40	47	60	194,270	1.2	.458	.082
Top 50%	40.8	14.4	.05	20	33	40	53	60	88,304	-1.1	.472	-.079
Top 10%	42.6	14.3	.09	20	33	40	60	60	28,238	-2.9	.063	-.205
Quantitative Reasoning												
Miami-Hamilton (N = 80)	29.3	14.4	1.60	0	20	27	40	53				
Great Lakes Public	29.7	15.9	.11	0	20	27	40	60	21,750	-.4	.825	-.025
Carnegie Class	29.8	16.0	.22	0	20	27	40	60	5,259	-.5	.793	-.030
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	79	-.5	.753	-.031
Top 50%	31.3	16.0	.05	7	20	33	40	60	108,706	-1.9	.276	-.122
Top 10%	32.7	15.8	.09	7	20	33	40	60	30,199	-3.4	.054	-.216
Learning with Peers												
Collaborative Learning												
Miami-Hamilton (N = 94)	28.7	14.1	1.46	5	20	25	40	50				
Great Lakes Public	33.6	14.5	.09	10	25	35	45	60	24,550	-4.9	.001	-.340
Carnegie Class	33.8	14.6	.19	10	25	35	45	60	5,815	-5.2	.001	-.353
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	40	60	220,527	-3.2	.050	-.202
Top 50%	36.1	14.0	.05	15	25	35	45	60	94,493	-7.5	.000	-.531
Top 10%	38.6	13.5	.11	15	30	40	50	60	15,092	-10.0	.000	-.735
Discussions with Diverse Others												
Miami-Hamilton (N = 83)	39.8	17.2	1.88	5	25	40	60	60				
Great Lakes Public	40.2	15.3	.10	15	30	40	55	60	21,567	-.4	.797	-.028
Carnegie Class	40.5	15.5	.22	15	30	40	55	60	5,224	-.7	.681	-.045
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	195,007	-.3	.861	-.019
Top 50%	42.0	15.6	.05	15	30	40	60	60	107,816	-2.2	.190	-.144
Top 10%	43.5	15.4	.09	20	35	45	60	60	28,761	-3.7	.027	-.243

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

Miami University-Hamilton

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												
Miami-Hamilton (N = 83)	19.5	15.7	1.72	0	5	20	30	45				
Great Lakes Public	23.8	15.7	.10	0	10	20	35	55	22,921	-4.3	.013	-.272
Carnegie Class	28.6	16.3	.22	5	15	25	40	60	5,491	-9.1	.000	-.559
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	206,553	-4.6	.009	-.285
Top 50%	29.9	15.9	.08	5	20	30	40	60	43,842	-10.4	.000	-.652
Top 10%	33.9	15.8	.19	10	20	35	45	60	6,716	-14.4	.000	-.914
Effective Teaching Practices												
Miami-Hamilton (N = 83)	37.4	13.0	1.43	12	28	40	44	60				
Great Lakes Public	38.5	13.4	.09	16	28	40	48	60	22,381	-1.0	.494	-.075
Carnegie Class	40.9	13.9	.19	16	32	40	52	60	5,389	-3.5	.023	-.252
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	202,149	-2.1	.160	-.154
Top 50%	41.8	13.6	.05	20	32	40	52	60	70,607	-4.3	.004	-.317
Top 10%	43.5	13.5	.10	20	36	44	56	60	19,329	-6.1	.000	-.449
Campus Environment												
Quality of Interactions												
Miami-Hamilton (N = 73)	40.5	11.2	1.31	24	34	42	48	58				
Great Lakes Public	41.5	11.9	.08	20	34	42	50	60	19,973	-1.0	.486	-.082
Carnegie Class	43.9	12.1	.17	20	38	46	52	60	5,002	-3.3	.019	-.277
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	180,714	-2.2	.118	-.182
Top 50%	45.2	11.8	.04	23	38	48	54	60	78,495	-4.6	.001	-.392
Top 10%	47.4	12.0	.07	24	40	50	58	60	25,673	-6.8	.000	-.571
Supportive Environment												
Miami-Hamilton (N = 81)	29.5	13.0	1.44	13	20	28	38	55				
Great Lakes Public	31.6	13.6	.09	10	23	33	40	58	21,038	-2.0	.179	-.150
Carnegie Class	33.7	14.2	.20	10	23	34	43	60	5,113	-4.1	.009	-.291
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	190,348	-2.7	.091	-.188
Top 50%	34.8	13.9	.05	13	25	35	45	60	76,175	-5.2	.001	-.375
Top 10%	37.0	14.0	.12	13	28	38	48	60	14,492	-7.4	.000	-.530

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.