NSSE 2019
Engagement Indicators
Miami University-Middletown

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.

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	--	--	--

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-Middletown	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	39.4	37.4	.15	37.6	.13	38.0	.11
Reflective & Integrative Learning	36.2	35.0	.10	34.9	.11	35.2	.08
Learning Strategies	42.5	37.6 ***	.35	38.1 ***	.32	38.1 ***	.32
Quantitative Reasoning	31.6	28.4 *	.22	27.8 *	.25	27.8 *	.25

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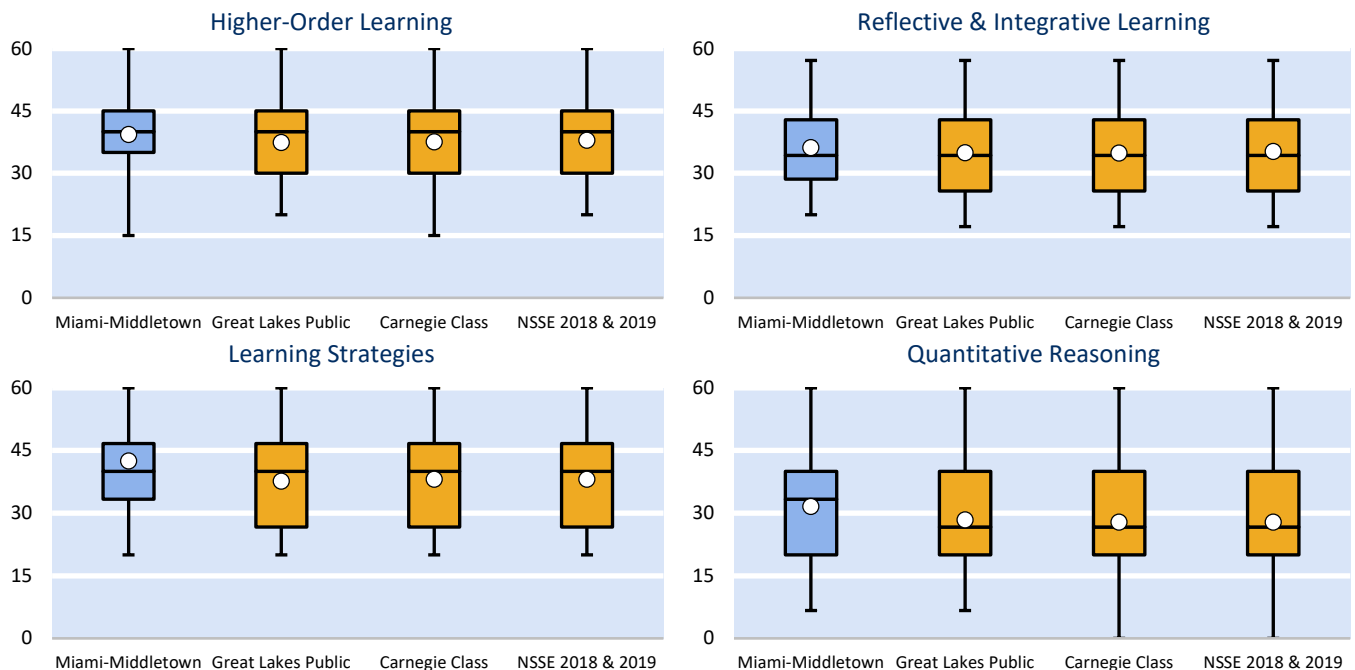
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

| | Miami-Middletown | 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	70	-2	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+9	+10	+7
4d. Evaluating a point of view, decision, or information source	77	+11	+7	+8
4e. Forming a new idea or understanding from various pieces of information	70	+4	+2	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	-0	+2	+2
2b. Connected your learning to societal problems or issues	58	+7	+9	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+11	+10	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-2	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	+4	+3
2f. Learned something that changed the way you understand an issue or concept	68	+3	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+0	+3	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	88	+16	+14	+14
9b. Reviewed your notes after class	74	+10	+8	+9
9c. Summarized what you learned in class or from course materials	84	+22	+21	+21
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+2	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+12	+11	+12
6c. Evaluated what others have concluded from numerical information	48	+7	+10	+9

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

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

Academic Challenge: Seniors

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

Mean Comparisons	**Miami-Middletown**	*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	42.9	39.0 *	.29	40.6	.17	40.0	.21
Reflective & Integrative Learning	38.2	37.4	.06	38.5	-.03	38.0	.01
Learning Strategies	39.0	36.9	.14	39.2	-.02	38.5	.03
Quantitative Reasoning	27.9	29.7	-.12	29.8	-.12	29.8	-.12

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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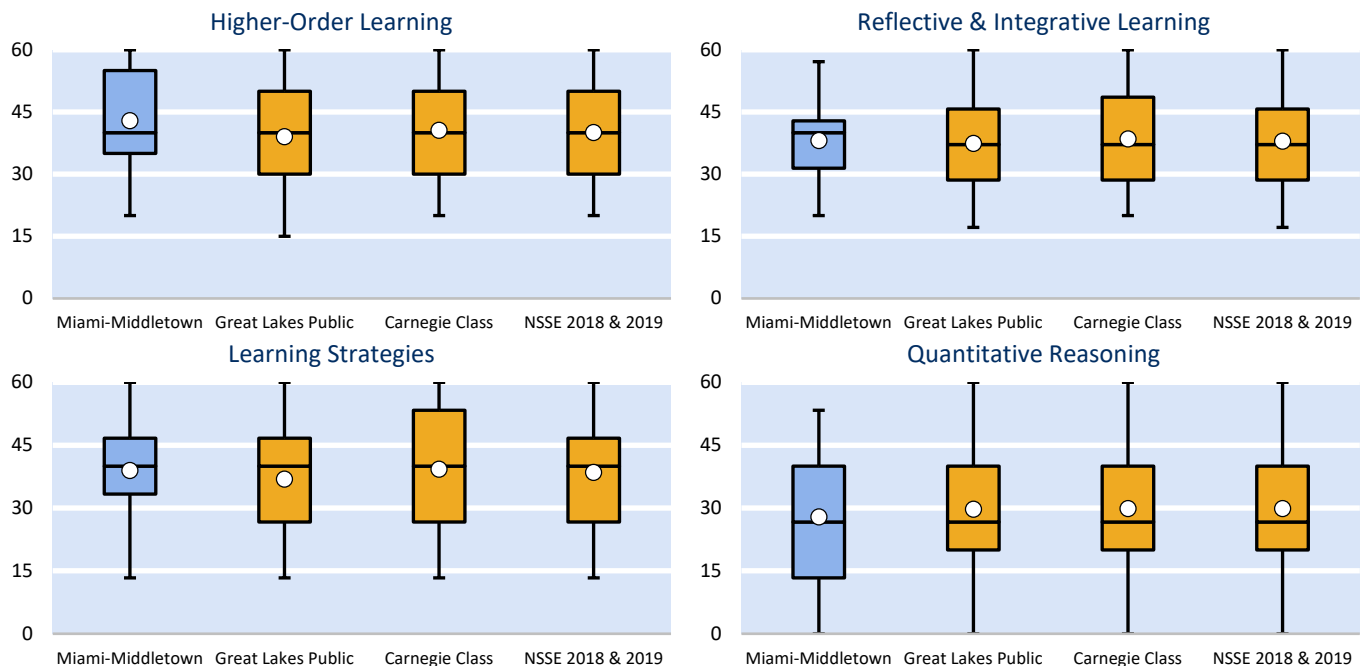
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Academic Challenge: Seniors (continued)

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-Middletown	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
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	79	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2	+0	+0
4d. Evaluating a point of view, decision, or information source	82	+16	+9	+12
4e. Forming a new idea or understanding from various pieces of information	77	+9	+4	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	+3	+3	+5
2b. Connected your learning to societal problems or issues	63	+4	-0	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-3	-8	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+9	+7	+7
2f. Learned something that changed the way you understand an issue or concept	71	+1	+0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+5	+4	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+8	+4	+5
9b. Reviewed your notes after class	72	+15	+8	+10
9c. Summarized what you learned in class or from course materials	67	+7	+1	+4
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	+1	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2	-3	-3
6c. Evaluated what others have concluded from numerical information	39	-6	-4	-5

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

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NSSE 2019 Engagement Indicators

Learning with Peers
Miami University-Middletown

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-Middletown	Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	33.3 *	-.21	33.0	-.19	32.4	-.13
Discussions with Diverse Others	37.4	39.9	-.17	39.1	-.11	39.4	-.13

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	Miami-Middletown	Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
		Percentage point difference [a] between your FY students and		
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	-7	-8
1f. Explained course material to one or more students	53	-8	-5	-5
1g. Prepared for exams by discussing or working through course material with other students	49	-0	-1	-1
1h. Worked with other students on course projects or assignments	56	+0	-2	+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	60	-10	-10	-10
8b. People from an economic background other than your own	66	-6	-6	-6
8c. People with religious beliefs other than your own	60	-9	-4	-7
8d. People with political views other than your own	67	-0	+2	+2

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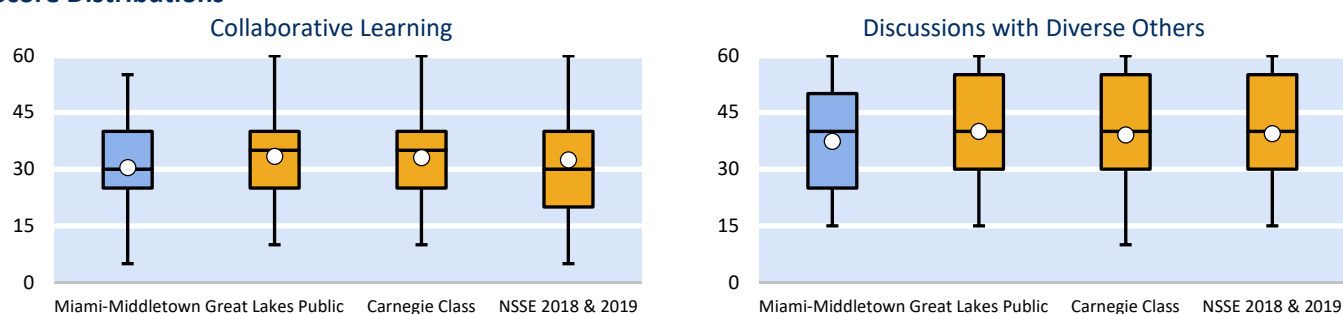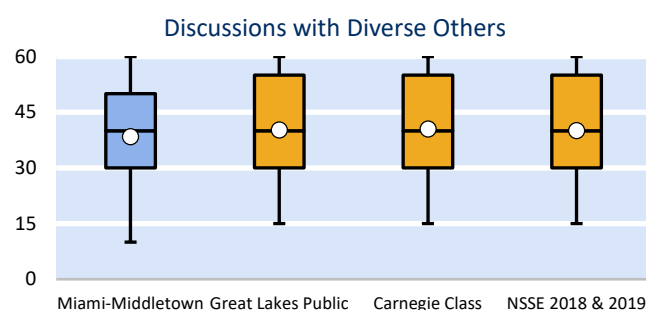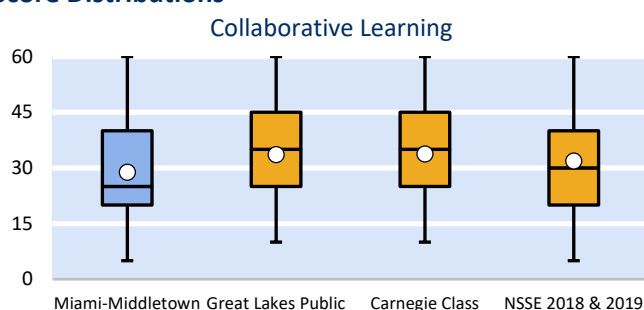
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Mean Comparisons

	Miami-Middletown	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	33.6 *	-.33	33.8 *	-.34	31.8	-.19
Discussions with Diverse Others	38.5	40.2	-.12	40.5	-.13	40.1	-.10

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

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	Miami-Middletown	Percentage point difference [a] between your seniors and		
Collaborative Learning		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	33	-14	-12	-10
1f. Explained course material to one or more students	50	-13	-13	-8
1g. Prepared for exams by discussing or working through course material with other students	44	-3	-7	-2
1h. Worked with other students on course projects or assignments	60	-6	-6	-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	59	-11	-12	-12
8b. People from an economic background other than your own	65	-7	-9	-7
8c. People with religious beliefs other than your own	64	-6	-2	-4
8d. People with political views other than your own	73	+7	+5	+8

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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	Miami-Middletown Mean	Great Lakes Public Mean	Great Lakes Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
		Your first-year students compared with					
Student-Faculty Interaction	20.8	21.6	-.05	23.8	-.20	21.7	-.06
Effective Teaching Practices	40.2	37.7	.20	39.2	.08	38.5	.13

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	Miami-Middletown %	Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	36	-3	-8	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-4	-7	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-7	-12	-8
3d. Discussed your academic performance with a faculty member	30	+1	-7	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	88	+12	+12	+11
5b. Taught course sessions in an organized way	76	+2	+4	+2
5c. Used examples or illustrations to explain difficult points	78	+4	+4	+4
5d. Provided feedback on a draft or work in progress	68	+7	-1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+12	+4	+9

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NSSE 2019 Engagement Indicators

Experiences with Faculty

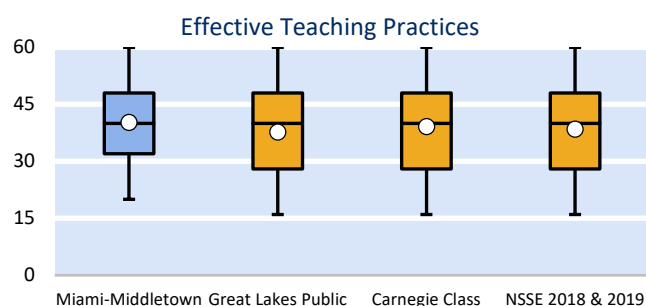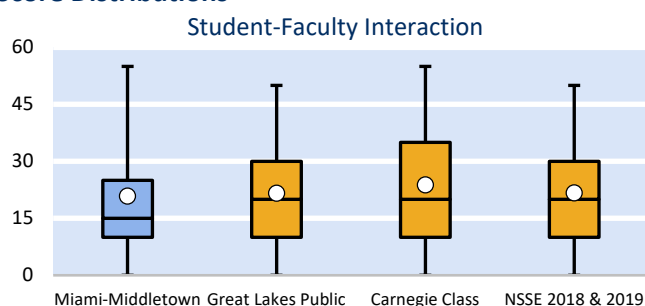## Miami University-Middletown

Experiences with Faculty: Seniors

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Mean Comparisons

	Miami-Middletown	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
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 *	-.29
Effective Teaching Practices	42.0	38.4	.27	40.9	.08	39.6	.18

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	Miami-Middletown	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction	%	Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	36	-7	-19	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-7	-14	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	15	-17	-26	-18
3d. Discussed your academic performance with a faculty member	25	-6	-20	-9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+8	+6	+6
5b. Taught course sessions in an organized way	86	+9	+8	+8
5c. Used examples or illustrations to explain difficult points	78	+1	-0	+1
5d. Provided feedback on a draft or work in progress	71	+14	+3	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+9	+0	+5

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

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

NSSE 2019 Engagement Indicators

Campus Environment
Miami University-Middletown

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-Middletown	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	43.1	42.2	.07	42.9	.02	42.6	.03
Supportive Environment	33.0	35.8	-.21	36.3 *	-.23	36.1 *	-.23

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-Middletown	Percentage point difference [a] between your FY students and		
Quality of Interactions		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	51	+1	+1	-0
13b. Academic advisors	50	-1	-4	-2
13c. Faculty	53	+5	-0	+2
13d. Student services staff (career services, student activities, housing, etc.)	51	+5	+4	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+8	+4	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	73	-2	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	63	-13	-13	-14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-6	-7	-7
14e. Providing opportunities to be involved socially	59	-13	-12	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-3	-1	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+1	-4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-12	-15	-11
14i. Attending events that address important social, economic, or political issues	34	-13	-15	-15

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-Middletown

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-Middletown	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	44.3	41.5	.24	43.8	.04	42.8	.13
Supportive Environment	30.4	31.6	-.08	33.6	-.23	32.2	-.12

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-Middletown	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	57	+2	-1	+0
13b. Academic advisors	43	-4	-18	-10
13c. Faculty	67	+15	+6	+10
13d. Student services staff (career services, student activities, housing, etc.)	57	+17	+12	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+20	+14	+16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+7	+1	+4
14c. Using learning support services (tutoring services, writing center, etc.)	69	+6	+0	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+6	-0	+3
14e. Providing opportunities to be involved socially	51	-14	-16	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	-17	-19	-18
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	-6	-13	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-12	-16	-11
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.
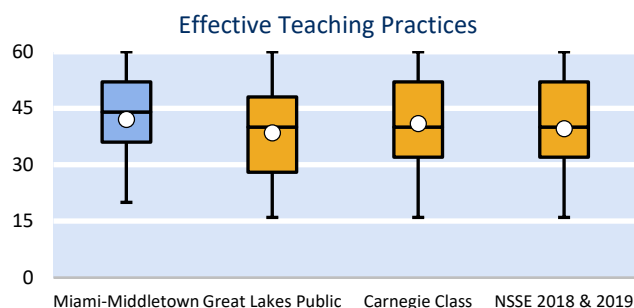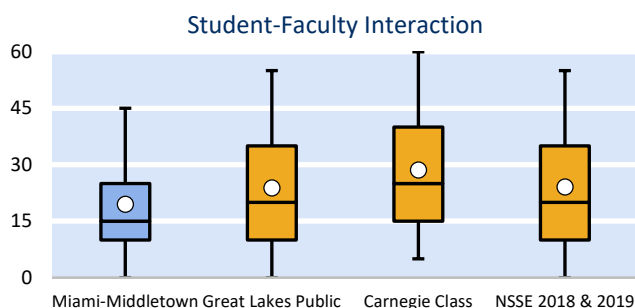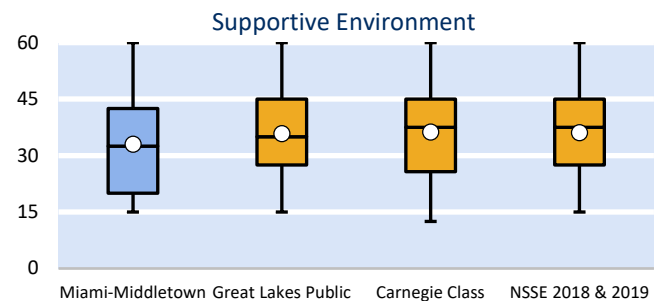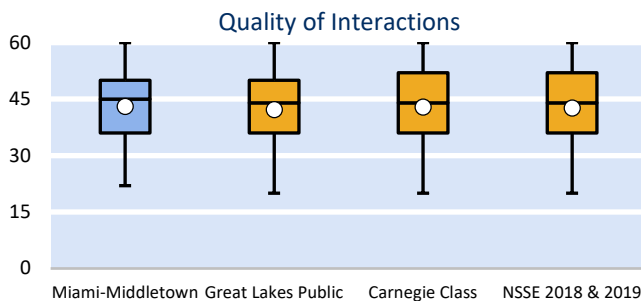
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Comparisons with Top 50% and Top 10% Institutions

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

		Miami-Middletown	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.4	39.3	.00	✓	41.0	-.13	
	Reflective and Integrative Learning	36.2	36.8	-.05	✓	38.8 *	-.22	
	Learning Strategies	42.5	39.9 *	.19	✓	42.5	.00	✓
	Quantitative Reasoning	31.6	29.3	.16	✓	30.8	.06	✓
Learning with Peers	Collaborative Learning	30.4	35.4 ***	-.36		37.7 ***	-.53	
	Discussions with Diverse Others	37.4	41.3 *	-.27		43.2 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	20.8	24.9 **	-.28		28.0 ***	-.46	
	Effective Teaching Practices	40.2	40.6	-.03	✓	42.7	-.18	
Campus Environment	Quality of Interactions	43.1	44.9	-.16		47.1 **	-.34	
	Supportive Environment	33.0	38.1 ***	-.39		40.1 ***	-.53	

Seniors

		Miami-Middletown	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.9	41.8	.08	✓	43.0	-.01	✓
	Reflective and Integrative Learning	38.2	39.9	-.14		41.6 *	-.28	
	Learning Strategies	39.0	40.8	-.13		42.6	-.25	
	Quantitative Reasoning	27.9	31.3	-.21		32.7 *	-.31	
Learning with Peers	Collaborative Learning	28.9	36.1 ***	-.52		38.6 ***	-.72	
	Discussions with Diverse Others	38.5	42.0	-.23		43.5 *	-.33	
Experiences with Faculty	Student-Faculty Interaction	19.5	29.9 ***	-.65		33.9 ***	-.92	
	Effective Teaching Practices	42.0	41.8	.02	✓	43.5	-.11	
Campus Environment	Quality of Interactions	44.3	45.2	-.07	✓	47.4	-.25	
	Supportive Environment	30.4	34.8 *	-.31		37.0 ***	-.47	

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-Middletown

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-Middletown (N = 87)	39.4	12.7	1.37	15	35	40	45	60				
Great Lakes Public	37.4	12.9	.10	20	30	40	45	60	15,964	1.9	.162	.151
Carnegie Class	37.6	13.5	.17	15	30	40	45	60	6,016	1.8	.220	.133
NSSE 2018 & 2019	38.0	13.2	.03	20	30	40	45	60	151,858	1.4	.327	.105
Top 50%	39.3	13.0	.05	20	30	40	50	60	81,247	.0	.983	.002
Top 10%	41.0	13.0	.09	20	35	40	50	60	21,046	-1.6	.241	-.126
Reflective & Integrative Learning												
Miami-Middletown (N = 91)	36.2	11.4	1.20	20	29	34	43	57				
Great Lakes Public	35.0	11.9	.09	17	26	34	43	57	17,105	1.2	.338	.101
Carnegie Class	34.9	12.0	.15	17	26	34	43	57	6,527	1.3	.320	.105
NSSE 2018 & 2019	35.2	12.0	.03	17	26	34	43	57	162,840	.9	.468	.076
Top 50%	36.8	11.8	.04	17	29	37	46	57	81,818	-.6	.610	-.054
Top 10%	38.8	11.8	.09	20	31	40	46	60	17,033	-2.6	.035	-.221
Learning Strategies												
Miami-Middletown (N = 81)	42.5	11.2	1.25	20	33	40	47	60				
Great Lakes Public	37.6	13.7	.11	20	27	40	47	60	81	4.8	.000	.354
Carnegie Class	38.1	13.6	.18	20	27	40	47	60	83	4.4	.001	.324
NSSE 2018 & 2019	38.1	13.8	.04	20	27	40	47	60	80	4.4	.001	.316
Top 50%	39.9	13.7	.05	20	33	40	53	60	80	2.6	.040	.190
Top 10%	42.5	14.0	.11	20	33	40	53	60	81	.0	.984	.002
Quantitative Reasoning												
Miami-Middletown (N = 84)	31.6	14.4	1.58	7	20	33	40	60				
Great Lakes Public	28.4	15.1	.12	7	20	27	40	60	15,463	3.2	.049	.215
Carnegie Class	27.8	15.4	.20	0	20	27	40	60	5,816	3.8	.025	.247
NSSE 2018 & 2019	27.8	15.3	.04	0	20	27	40	60	146,615	3.8	.023	.248
Top 50%	29.3	15.2	.05	7	20	27	40	60	85,174	2.4	.155	.156
Top 10%	30.8	15.2	.10	7	20	33	40	60	22,803	.9	.603	.057
Learning with Peers												
Collaborative Learning												
Miami-Middletown (N = 96)	30.4	12.8	1.31	5	25	30	40	55				
Great Lakes Public	33.3	14.1	.10	10	25	35	40	60	18,158	-2.9	.045	-.206
Carnegie Class	33.0	14.0	.17	10	25	35	40	60	6,887	-2.6	.070	-.187
NSSE 2018 & 2019	32.4	14.7	.04	5	20	30	40	60	95	-2.0	.139	-.133
Top 50%	35.4	13.7	.05	15	25	35	45	60	88,859	-5.0	.000	-.362
Top 10%	37.7	13.6	.10	15	30	40	50	60	19,188	-7.2	.000	-.530
Discussions with Diverse Others												
Miami-Middletown (N = 82)	37.4	15.9	1.75	15	25	40	50	60				
Great Lakes Public	39.9	15.0	.12	15	30	40	55	60	15,285	-2.6	.121	-.172
Carnegie Class	39.1	15.7	.21	10	30	40	55	60	5,761	-1.7	.332	-.108
NSSE 2018 & 2019	39.4	15.6	.04	15	30	40	55	60	145,450	-2.0	.241	-.129
Top 50%	41.3	14.9	.05	20	30	40	55	60	84,393	-4.0	.016	-.265
Top 10%	43.2	14.4	.10	20	35	40	60	60	18,994	-5.9	.000	-.407

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-Middletown (N = 90)	20.8	15.5	1.64	0	10	15	25	55				
Great Lakes Public	21.6	14.6	.11	0	10	20	30	50	16,463	-.8	.607	-.054
Carnegie Class	23.8	15.0	.19	0	10	20	35	55	6,261	-3.0	.059	-.201
NSSE 2018 & 2019	21.7	14.7	.04	0	10	20	30	50	156,597	-.9	.575	-.059
Top 50%	24.9	14.8	.06	5	15	20	35	55	55,349	-4.1	.008	-.279
Top 10%	28.0	15.5	.17	5	15	25	40	60	8,731	-7.2	.000	-.462
Effective Teaching Practices												
Miami-Middletown (N = 84)	40.2	12.4	1.36	20	32	40	48	60				
Great Lakes Public	37.7	12.9	.10	16	28	40	48	60	15,933	2.5	.071	.197
Carnegie Class	39.2	13.6	.18	16	28	40	48	60	6,019	1.1	.472	.079
NSSE 2018 & 2019	38.5	13.2	.03	16	28	40	48	60	151,709	1.8	.222	.133
Top 50%	40.6	13.2	.05	20	32	40	52	60	61,623	-.4	.785	-.030
Top 10%	42.7	14.0	.11	20	32	44	56	60	16,233	-2.5	.106	-.176
Campus Environment												
Quality of Interactions												
Miami-Middletown (N = 74)	43.1	12.0	1.40	22	36	45	50	60				
Great Lakes Public	42.2	11.7	.10	20	36	44	50	60	14,313	.8	.547	.070
Carnegie Class	42.9	12.4	.17	20	36	44	52	60	5,406	.2	.895	.015
NSSE 2018 & 2019	42.6	12.1	.03	20	36	44	52	60	135,631	.4	.766	.035
Top 50%	44.9	11.4	.05	24	38	46	54	60	56,752	-1.8	.178	-.156
Top 10%	47.1	11.8	.10	24	40	50	58	60	14,271	-4.0	.003	-.341
Supportive Environment												
Miami-Middletown (N = 79)	33.0	13.4	1.51	15	20	33	43	60				
Great Lakes Public	35.8	13.2	.11	15	28	35	45	60	14,799	-2.8	.062	-.211
Carnegie Class	36.3	13.8	.19	13	26	38	45	60	5,545	-3.2	.039	-.235
NSSE 2018 & 2019	36.1	13.5	.04	15	28	38	45	60	140,118	-3.1	.044	-.227
Top 50%	38.1	13.2	.05	18	30	40	48	60	67,694	-5.1	.001	-.386
Top 10%	40.1	13.2	.11	18	30	40	50	60	14,061	-7.0	.000	-.534

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-Middletown

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-Middletown (N = 50)	42.9	12.8	1.81	20	35	40	55	60				
Great Lakes Public	39.0	13.6	.09	15	30	40	50	60	23,135	3.9	.043	.285
Carnegie Class	40.6	13.6	.18	20	30	40	50	60	5,540	2.3	.231	.170
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	208,689	2.9	.134	.211
Top 50%	41.8	13.5	.05	20	35	40	55	60	87,192	1.1	.556	.083
Top 10%	43.0	13.5	.09	20	35	40	55	60	23,816	-.1	.940	-.011
Reflective & Integrative Learning												
Miami-Middletown (N = 51)	38.2	10.6	1.48	20	31	40	43	57				
Great Lakes Public	37.4	12.4	.08	17	29	37	46	60	24,440	.8	.658	.062
Carnegie Class	38.5	12.4	.16	20	29	37	49	60	5,835	-.4	.830	-.030
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	219,664	.2	.930	.012
Top 50%	39.9	12.2	.04	20	31	40	49	60	83,324	-1.7	.307	-.143
Top 10%	41.6	12.2	.10	20	34	40	51	60	16,314	-3.4	.044	-.281
Learning Strategies												
Miami-Middletown (N = 51)	39.0	13.3	1.85	13	33	40	47	60				
Great Lakes Public	36.9	14.5	.10	13	27	40	47	60	22,188	2.1	.306	.143
Carnegie Class	39.2	14.4	.20	13	27	40	53	60	5,381	-.2	.903	-.017
NSSE 2018 & 2019	38.5	14.6	.03	13	27	40	47	60	200,569	.5	.805	.035
Top 50%	40.8	14.4	.05	20	33	40	53	60	91,168	-1.8	.363	-.127
Top 10%	42.6	14.3	.08	20	33	40	60	60	29,120	-3.6	.070	-.253
Quantitative Reasoning												
Miami-Middletown (N = 51)	27.9	16.6	2.31	0	13	27	40	53				
Great Lakes Public	29.7	15.9	.11	0	20	27	40	60	22,455	-1.8	.409	-.115
Carnegie Class	29.8	16.0	.22	0	20	27	40	60	5,429	-1.9	.391	-.120
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	203,053	-1.9	.387	-.121
Top 50%	31.3	16.0	.05	7	20	33	40	60	112,200	-3.4	.129	-.212
Top 10%	32.7	15.8	.09	7	20	33	40	60	31,147	-4.9	.028	-.307
Learning with Peers												
Collaborative Learning												
Miami-Middletown (N = 51)	28.9	13.4	1.87	5	20	25	40	60				
Great Lakes Public	33.6	14.5	.09	10	25	35	45	60	25,346	-4.8	.019	-.328
Carnegie Class	33.8	14.6	.19	10	25	35	45	60	6,004	-4.9	.016	-.338
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	40	60	227,678	-3.0	.171	-.191
Top 50%	36.1	14.0	.04	15	25	35	45	60	97,511	-7.3	.000	-.519
Top 10%	38.6	13.5	.11	15	30	40	50	60	15,536	-9.8	.000	-.723
Discussions with Diverse Others												
Miami-Middletown (N = 51)	38.5	16.0	2.23	10	30	40	50	60				
Great Lakes Public	40.2	15.3	.10	15	30	40	55	60	22,266	-1.8	.408	-.116
Carnegie Class	40.5	15.5	.21	15	30	40	55	60	5,393	-2.1	.347	-.132
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	201,330	-1.6	.462	-.103
Top 50%	42.0	15.6	.05	15	30	40	60	60	111,278	-3.6	.101	-.229
Top 10%	43.5	15.4	.09	20	35	45	60	60	29,659	-5.1	.018	-.330

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-Middletown (N = 51)	19.5	13.8	1.92	0	10	15	25	45				
Great Lakes Public	23.8	15.7	.10	0	10	20	35	55	23,664	-4.3	.051	-.273
Carnegie Class	28.6	16.3	.22	5	15	25	40	60	52	-9.1	.000	-.556
NSSE 2018 & 2019	24.1	16.1	.03	0	10	20	35	55	213,251	-4.6	.041	-.286
Top 50%	29.9	15.9	.07	5	20	30	40	60	45,229	-10.4	.000	-.653
Top 10%	33.9	15.8	.19	10	20	35	45	60	51	-14.4	.000	-.915
Effective Teaching Practices												
Miami-Middletown (N = 51)	42.0	12.8	1.78	20	36	44	52	60				
Great Lakes Public	38.4	13.4	.09	16	28	40	48	60	23,107	3.6	.057	.266
Carnegie Class	40.9	13.9	.19	16	32	40	52	60	5,564	1.2	.554	.083
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	208,703	2.5	.201	.179
Top 50%	41.8	13.6	.05	20	32	40	52	60	72,810	.3	.889	.019
Top 10%	43.5	13.5	.10	20	36	44	56	60	19,921	-1.5	.428	-.111
Campus Environment												
Quality of Interactions												
Miami-Middletown (N = 45)	44.3	12.0	1.78	20	38	44	52	60				
Great Lakes Public	41.5	11.9	.08	20	34	42	50	60	20,621	2.9	.107	.241
Carnegie Class	43.8	12.1	.17	20	38	46	52	60	5,164	.5	.769	.044
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	186,574	1.6	.385	.129
Top 50%	45.2	11.8	.04	23	38	48	54	60	80,965	-.8	.645	-.069
Top 10%	47.4	12.0	.07	24	40	50	58	60	26,475	-3.0	.090	-.253
Supportive Environment												
Miami-Middletown (N = 50)	30.4	14.2	2.01	13	20	28	40	60				
Great Lakes Public	31.6	13.6	.09	10	23	33	40	58	21,720	-1.1	.554	-.083
Carnegie Class	33.6	14.2	.20	10	23	34	43	60	5,279	-3.2	.111	-.225
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	196,520	-1.8	.377	-.124
Top 50%	34.8	13.9	.05	13	25	35	45	60	78,612	-4.3	.028	-.310
Top 10%	37.0	14.0	.11	13	28	38	48	60	14,930	-6.5	.001	-.465

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.