



NSSE 2017

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with All NSSE (U.S.)	Your first-year students compared with Bacc. Colleges	Your first-year students compared with Select Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	▽	--
	Discussions with Diverse Others	▼	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	▼	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with All NSSE (U.S.)	Your seniors compared with Bacc. Colleges	Your seniors compared with Select Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▼	--
	Effective Teaching Practices	--	▼	▼
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▼	▼	▼

Academic Challenge: First-year students

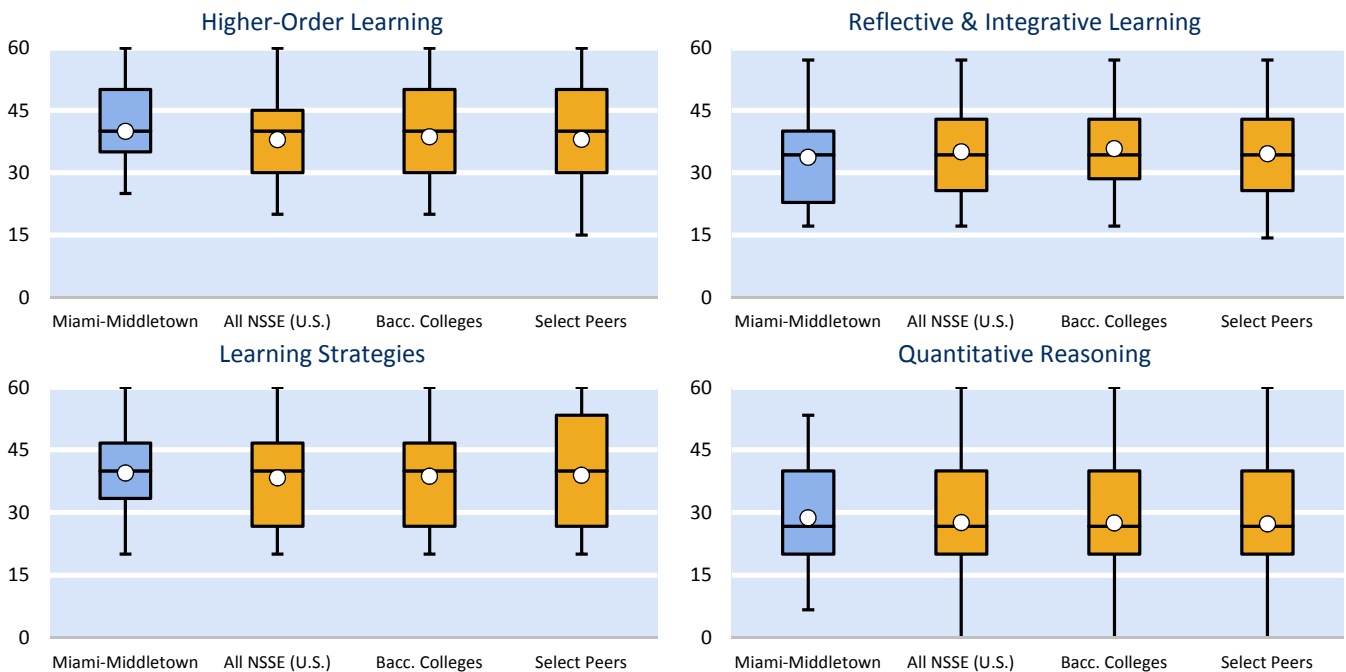
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your first-year students compared with					
		All NSSE (U.S.) Effect size		Bacc. Colleges Effect size		Select Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	37.9	.15	38.6	.10	38.1	.14
Reflective & Integrative Learning	33.7	35.0	-.11	35.8	-.17	34.6	-.07
Learning Strategies	39.5	38.3	.09	38.7	.06	38.9	.04
Quantitative Reasoning	28.7	27.6	.07	27.5	.08	27.3	.09

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^a 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 between your FY students and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-1	-1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+2	+0	+3
4d. Evaluating a point of view, decision, or information source	81	+12	+9	+10
4e. Forming a new idea or understanding from various pieces of information	79	+11	+9	+10
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	46	-6	-6	-3
2b. Connected your learning to societal problems or issues	49	-2	-5	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+1	-2	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+6	+4	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-4	-5	-4
2f. Learned something that changed the way you understand an issue or concept	65	-1	-3	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-4	-5	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+3	-0	+3
9b. Reviewed your notes after class	75	+10	+11	+8
9c. Summarized what you learned in class or from course materials	66	+3	+2	+0
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+5	+6	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-2	-3
6c. Evaluated what others have concluded from numerical information	46	+8	+8	+11

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

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

Academic Challenge: Seniors

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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your seniors compared with					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	40.0	-.12	41.1	-.21	41.3	-.22
Reflective & Integrative Learning	37.5	38.0	-.04	39.4	-.15	38.5	-.08
Learning Strategies	41.6	38.7	.20	39.0	.18	40.9	.05
Quantitative Reasoning	27.7	29.9	-.13	30.0	-.14	28.9	-.07

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance^a 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.

Higher-Order Learning	Miami-Middletown	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+2 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2 	-4 	-4 
4d. Evaluating a point of view, decision, or information source	68	-2 	-6 	-7 
4e. Forming a new idea or understanding from various pieces of information	71	-0 	-4 	-5 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	75	+6 	+5 	+9 
2b. Connected your learning to societal problems or issues	61	+0 	-5 	-2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+10 	+3 	+6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3 	-1 	+0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3 	+0 	+1 
2f. Learned something that changed the way you understand an issue or concept	71	+0 	-2 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+3 	+1 	+4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+1 	-3 	-2 
9b. Reviewed your notes after class	70	+8 	+11 	+1 
9c. Summarized what you learned in class or from course materials	80	+16 	+16 	+11 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-7 	-6 	-4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-10 	-10 	-10 
6c. Evaluated what others have concluded from numerical information	38	-6 	-8 	-2 

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

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Learning with Peers: First-year students

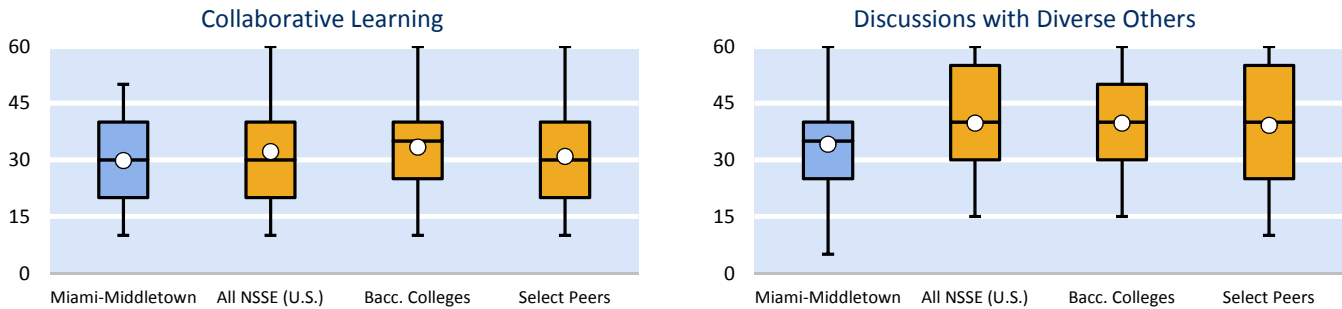
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your first-year students compared with					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.8	32.2	-.16	33.3 *	-.26	30.9	-.07
Discussions with Diverse Others	34.1	39.7 **	-.36	39.7 **	-.37	39.1 *	-.31

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

Collaborative Learning	Miami-Middletown	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	48	-5	-6	+1
1f. Explained course material to one or more students	54	-4	-5	-1
1g. Prepared for exams by discussing or working through course material with other students	40	-10	-13	-7
1h. Worked with other students on course projects or assignments	51	-2	-5	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	56	-15	-15	-13
8b. People from an economic background other than your own	58	-14	-16	-11
8c. People with religious beliefs other than your own	56	-11	-8	-9
8d. People with political views other than your own	70	+3	+5	+4

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Learning with Peers: Seniors

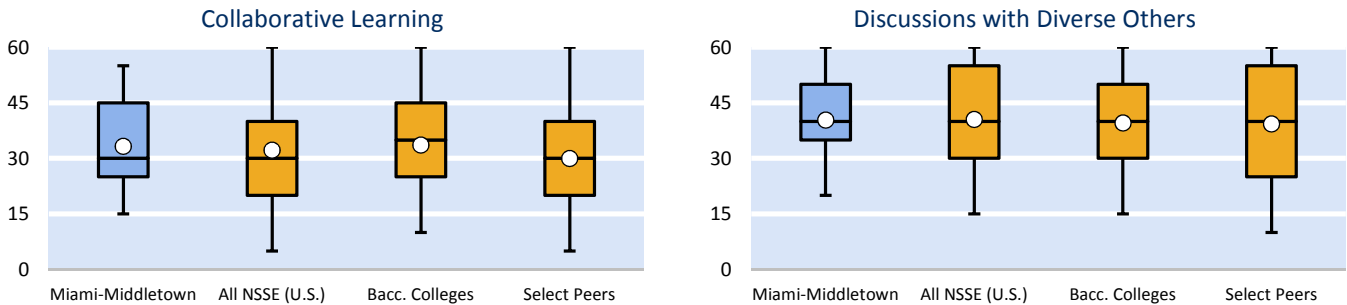
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your seniors compared with					
		All NSSE (U.S.) Effect size		Bacc. Colleges Effect size		Select Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.3	32.3	.07	33.6	-.02	30.0	.22
Discussions with Diverse Others	40.4	40.5	-.01	39.6	.06	39.3	.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).

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Performance^a on Indicator Items

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

Collaborative Learning	Miami-Middletown %	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	+3	+0	+10
1f. Explained course material to one or more students	66	+7	+3	+13
1g. Prepared for exams by discussing or working through course material with other students	42	-5	-9	-0
1h. Worked with other students on course projects or assignments	77	+13	+13	+20
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	69	-3	-0	+2
8b. People from an economic background other than your own	80	+8	+7	+11
8c. People with religious beliefs other than your own	76	+9	+13	+10
8d. People with political views other than your own	84	+16	+19	+17

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Experiences with Faculty: First-year students

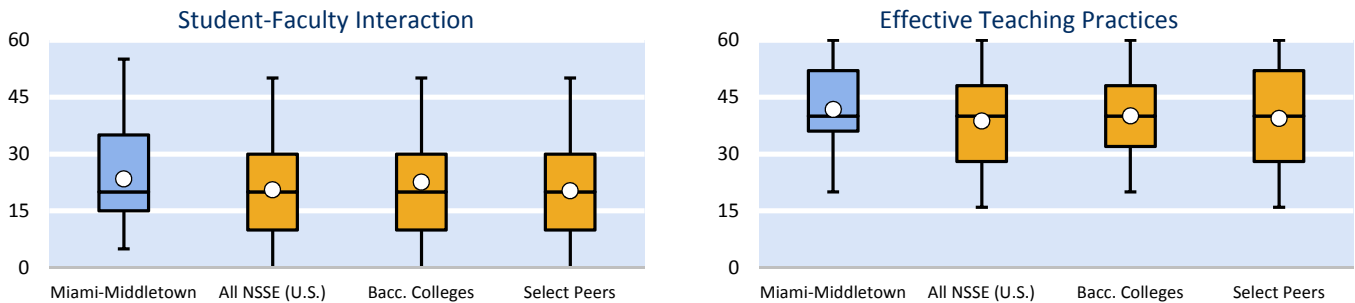
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Your first-year students compared with					
		All NSSE (U.S.) Effect size		Bacc. Colleges Effect size		Select Peers Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	20.6	.20	22.6	.06	20.3	.21
Effective Teaching Practices	41.7	38.7 *	.23	40.0	.13	39.4	.17

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

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Student-Faculty Interaction	Miami-Middletown %	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+5	+3	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+8	+5	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+4	-1	+4
3d. Discussed your academic performance with a faculty member	31	+2	-3	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+4	+3	+5
5b. Taught course sessions in an organized way	87	+11	+8	+12
5c. Used examples or illustrations to explain difficult points	79	+4	+2	+5
5d. Provided feedback on a draft or work in progress	79	+16	+11	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+17	+12	+14

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Experiences with Faculty: Seniors

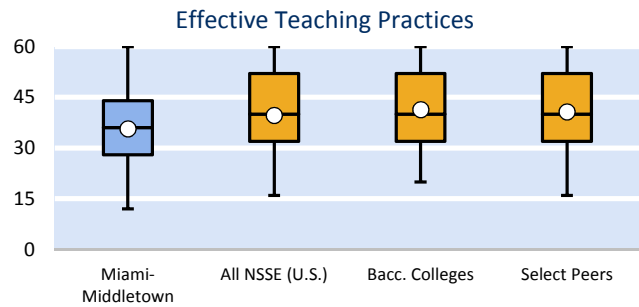
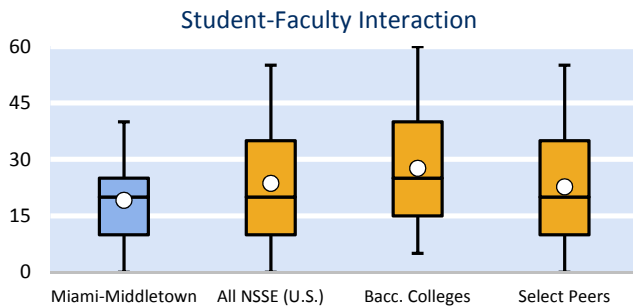
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.1	23.6 *	-.28	27.6 ***	-.53	22.7	-.23
Effective Teaching Practices	35.6	39.6	-.30	41.3 **	-.43	40.6 *	-.36

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Student-Faculty Interaction	Miami-Middletown %	Percentage point difference between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	35	-7	-16	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-10	-17	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-7	-17	-5
3d. Discussed your academic performance with a faculty member	28	-5	-11	-6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-6	-8	-7
5b. Taught course sessions in an organized way	62	-17	-20	-17
5c. Used examples or illustrations to explain difficult points	62	-15	-18	-14
5d. Provided feedback on a draft or work in progress	43	-18	-25	-22
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-5	-11	-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.

Campus Environment: First-year students

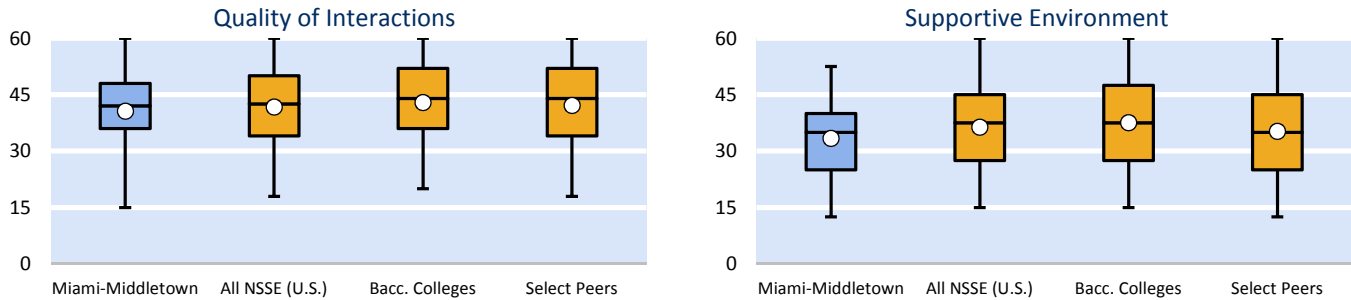
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your first-year students compared with					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	41.8	-.09	43.0	-.19	42.1	-.12
Supportive Environment	33.4	36.4	-.22	37.6 *	-.31	35.3	-.14

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

Score Distributions



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^a on Indicator Items

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

Quality of Interactions	Miami-Middletown	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	35	-17	-19	-15
13b. Academic advisors	38	-12	-15	-12
13c. Faculty	50	+1	-6	-0
13d. Student services staff (career services, student activities, housing, etc.)	38	-6	-9	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+6	+2	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+4	+1	+5
14c. Using learning support services (tutoring services, writing center, etc.)	72	-5	-7	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	74	+12	+10	+13
14e. Providing opportunities to be involved socially	74	+3	+1	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-7	-8	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+4	+3	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-20	-23	-16
14i. Attending events that address important social, economic, or political issues	46	-6	-12	-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.

Campus Environment: Seniors

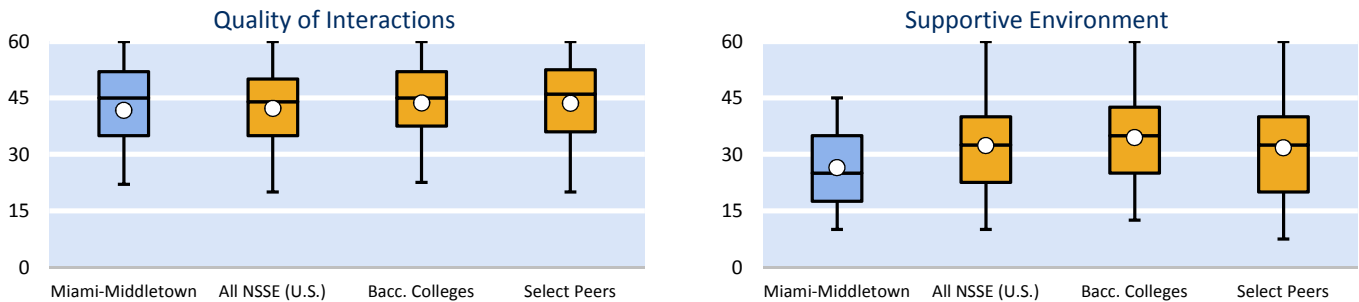
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your seniors compared with					
		All NSSE (U.S.) Mean	Effect size	Bacc. Colleges Mean	Effect size	Select Peers Mean	Effect size
Quality of Interactions	41.7	42.3	-.05	43.7	-.18	43.6	-.15
Supportive Environment	26.5	32.3 *	-.41	34.5 **	-.58	31.7 *	-.36

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^a on Indicator Items

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

Quality of Interactions	Miami-Middletown %	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Bacc. Colleges	Select Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	56	-2	-3	-2
13b. Academic advisors	48	-4	-13	-8
13c. Faculty	61	+4	-3	+0
13d. Student services staff (career services, student activities, housing, etc.)	39	-2	-3	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+8	+5	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	56	-14	-20	-15
14c. Using learning support services (tutoring services, writing center, etc.)	49	-17	-22	-19
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+10	+8	+8
14e. Providing opportunities to be involved socially	46	-18	-22	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	39	-22	-24	-16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	6	-25	-28	-25
14h. Attending campus activities and events (performing arts, athletic events, etc.)	32	-21	-28	-14
14i. Attending events that address important social, economic, or political issues	32	-11	-19	-8

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.

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Miami-Middletown (N = 64)	40.0	11.3	1.41	25	35	40	50	60				
All NSSE (U.S.)	37.9	13.3	.03	20	30	40	45	60	63	2.0	.158	.152
Bacc. Colleges	38.6	13.1	.08	20	30	40	50	60	24,247	1.3	.419	.101
Select Peers	38.1	13.6	.22	15	30	40	50	60	66	1.9	.193	.138
Top 50%	39.2	13.1	.04	20	30	40	50	60	118,881	.8	.628	.061
Top 10%	41.2	13.3	.09	20	35	40	50	60	63	-1.2	.396	-.091
Reflective & Integrative Learning												
Miami-Middletown (N = 69)	33.7	11.9	1.43	17	23	34	40	57				
All NSSE (U.S.)	35.0	12.0	.03	17	26	34	43	57	216,501	-1.3	.368	-.108
Bacc. Colleges	35.8	12.0	.08	17	29	34	43	57	25,185	-2.0	.156	-.171
Select Peers	34.6	12.4	.19	14	26	34	43	57	4,121	-.8	.585	-.066
Top 50%	36.6	12.0	.04	17	29	37	46	57	110,664	-2.8	.049	-.237
Top 10%	38.3	12.3	.08	20	29	37	46	60	24,068	-4.5	.002	-.368
Learning Strategies												
Miami-Middletown (N = 59)	39.5	12.7	1.66	20	33	40	47	60				
All NSSE (U.S.)	38.3	13.7	.03	20	27	40	47	60	185,068	1.2	.508	.086
Bacc. Colleges	38.7	13.6	.09	20	27	40	47	60	21,723	.8	.658	.058
Select Peers	38.9	13.9	.24	20	27	40	53	60	3,540	.6	.760	.040
Top 50%	39.8	13.7	.05	20	27	40	53	60	91,864	-.4	.836	-.027
Top 10%	41.9	14.1	.09	20	33	40	53	60	23,340	-2.5	.177	-.176
Quantitative Reasoning												
Miami-Middletown (N = 65)	28.7	14.0	1.74	7	20	27	40	53				
All NSSE (U.S.)	27.6	15.4	.03	0	20	27	40	60	207,090	1.1	.561	.072
Bacc. Colleges	27.5	15.4	.10	0	20	27	40	60	24,162	1.2	.531	.078
Select Peers	27.3	15.8	.25	0	20	27	40	60	3,938	1.4	.476	.089
Top 50%	28.8	15.2	.04	0	20	27	40	60	128,227	-.1	.938	-.010
Top 10%	30.4	15.2	.09	7	20	27	40	60	31,272	-1.7	.361	-.113
Learning with Peers												
Collaborative Learning												
Miami-Middletown (N = 68)	29.8	12.2	1.48	10	20	30	40	50				
All NSSE (U.S.)	32.2	14.5	.03	10	20	30	40	60	67	-2.3	.118	-.161
Bacc. Colleges	33.3	13.8	.09	10	25	35	40	60	25,974	-3.5	.035	-.255
Select Peers	30.9	14.2	.22	10	20	30	40	60	4,285	-1.0	.545	-.074
Top 50%	35.2	13.6	.04	15	25	35	45	60	128,735	-5.4	.001	-.396
Top 10%	37.1	13.4	.08	15	25	40	45	60	31,580	-7.3	.000	-.541
Discussions with Diverse Others												
Miami-Middletown (N = 58)	34.1	15.5	2.03	5	25	35	40	60				
All NSSE (U.S.)	39.7	15.5	.04	15	30	40	55	60	186,760	-5.6	.006	-.358
Bacc. Colleges	39.7	15.1	.10	15	30	40	50	60	21,938	-5.5	.005	-.368
Select Peers	39.1	16.1	.27	10	25	40	55	60	3,567	-5.0	.020	-.308
Top 50%	41.7	14.9	.04	20	30	40	55	60	117,448	-7.6	.000	-.512
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,670	-9.7	.000	-.668

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Miami-Middletown (N = 69)	23.4	14.2	1.71	5	15	20	35	55				
All NSSE (U.S.)	20.6	14.5	.03	0	10	20	30	50	211,147	2.8	.103	.196
Bacc. Colleges	22.6	14.6	.09	0	10	20	30	50	24,611	.8	.642	.056
Select Peers	20.3	14.8	.24	0	10	20	30	50	4,024	3.1	.080	.212
Top 50%	23.8	14.7	.05	0	15	20	35	55	74,353	-.4	.836	-.025
Top 10%	27.2	15.6	.14	5	15	25	40	60	12,097	-3.8	.043	-.244
Effective Teaching Practices												
Miami-Middletown (N = 67)	41.7	10.8	1.32	20	36	40	52	60				
All NSSE (U.S.)	38.7	13.1	.03	16	28	40	48	60	66	3.0	.025	.232
Bacc. Colleges	40.0	12.9	.08	20	32	40	48	60	66	1.7	.207	.130
Select Peers	39.4	13.8	.22	16	28	40	52	60	69	2.4	.080	.173
Top 50%	40.7	13.0	.05	20	32	40	52	60	66	1.0	.436	.080
Top 10%	42.6	13.6	.10	20	36	44	56	60	66	-.9	.516	-.064
Campus Environment												
Quality of Interactions												
Miami-Middletown (N = 55)	40.6	12.2	1.63	15	36	42	48	60				
All NSSE (U.S.)	41.8	12.4	.03	18	34	43	50	60	175,281	-1.1	.495	-.092
Bacc. Colleges	43.0	12.1	.08	20	36	44	52	60	20,799	-2.3	.150	-.194
Select Peers	42.1	12.8	.22	18	34	44	52	60	3,333	-1.5	.376	-.120
Top 50%	43.8	11.5	.04	22	38	46	52	60	77,073	-3.2	.038	-.278
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,210	-5.4	.001	-.464
Supportive Environment												
Miami-Middletown (N = 56)	33.4	12.7	1.70	13	25	35	40	53				
All NSSE (U.S.)	36.4	13.6	.03	15	28	38	45	60	172,512	-2.9	.105	-.217
Bacc. Colleges	37.6	13.4	.09	15	28	38	48	60	20,369	-4.2	.019	-.313
Select Peers	35.3	14.1	.25	13	25	35	45	60	3,281	-1.9	.316	-.135
Top 50%	38.2	13.1	.04	18	30	40	48	60	94,309	-4.8	.006	-.368
Top 10%	40.0	13.0	.09	18	31	40	50	60	22,453	-6.6	.000	-.508

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Miami-Middletown (N = 39)	38.4	11.4	1.82	20	35	40	40	60				
All NSSE (U.S.)	40.0	13.7	.02	20	30	40	50	60	306,301	-1.7	.441	-.123
Bacc. Colleges	41.1	13.1	.08	20	35	40	50	60	25,613	-2.8	.188	-.210
Select Peers	41.3	13.8	.19	20	35	40	55	60	5,443	-3.0	.178	-.216
Top 50%	41.8	13.5	.04	20	35	40	55	60	38	-3.5	.063	-.258
Top 10%	43.3	13.4	.07	20	35	40	55	60	38	-4.9	.010	-.364
Reflective & Integrative Learning												
Miami-Middletown (N = 40)	37.5	10.1	1.59	23	31	37	43	54				
All NSSE (U.S.)	38.0	12.6	.02	17	29	37	46	60	39	-.5	.759	-.039
Bacc. Colleges	39.4	12.3	.08	20	31	40	49	60	26,394	-1.8	.342	-.150
Select Peers	38.5	13.0	.17	17	29	40	49	60	40	-1.0	.536	-.077
Top 50%	40.0	12.3	.03	20	31	40	49	60	125,643	-2.5	.202	-.201
Top 10%	42.0	12.2	.08	20	34	43	51	60	39	-4.5	.008	-.366
Learning Strategies												
Miami-Middletown (N = 34)	41.6	13.2	2.25	20	33	40	53	60				
All NSSE (U.S.)	38.7	14.5	.03	13	27	40	53	60	278,731	2.9	.248	.197
Bacc. Colleges	39.0	14.1	.09	20	27	40	47	60	23,642	2.6	.283	.183
Select Peers	40.9	14.3	.20	20	33	40	53	60	5,027	.7	.773	.049
Top 50%	40.7	14.4	.04	20	33	40	53	60	147,267	.9	.724	.060
Top 10%	42.9	14.3	.07	20	33	40	60	60	42,909	-1.3	.599	-.090
Quantitative Reasoning												
Miami-Middletown (N = 39)	27.7	14.8	2.37	0	20	27	40	53				
All NSSE (U.S.)	29.9	16.3	.03	0	20	27	40	60	305,630	-2.2	.407	-.132
Bacc. Colleges	30.0	16.4	.10	0	20	27	40	60	25,596	-2.3	.381	-.140
Select Peers	28.9	16.3	.22	0	20	27	40	60	5,414	-1.2	.641	-.075
Top 50%	31.1	16.2	.04	0	20	33	40	60	185,744	-3.4	.182	-.213
Top 10%	33.0	15.9	.08	7	20	33	40	60	41,044	-5.3	.037	-.333
Learning with Peers												
Collaborative Learning												
Miami-Middletown (N = 42)	33.3	13.3	2.04	15	25	30	45	55				
All NSSE (U.S.)	32.3	15.1	.03	5	20	30	40	60	323,402	1.0	.663	.067
Bacc. Colleges	33.6	14.2	.09	10	25	35	45	60	26,862	-.3	.883	-.023
Select Peers	30.0	15.1	.20	5	20	30	40	60	5,634	3.3	.160	.217
Top 50%	35.8	13.8	.03	15	25	35	45	60	172,434	-2.5	.230	-.185
Top 10%	37.9	13.4	.07	15	30	40	50	60	35,081	-4.6	.025	-.345
Discussions with Diverse Others												
Miami-Middletown (N = 34)	40.4	12.8	2.20	20	35	40	50	60				
All NSSE (U.S.)	40.5	15.9	.03	15	30	40	55	60	33	-.1	.960	-.007
Bacc. Colleges	39.6	15.1	.10	15	30	40	50	60	33	.8	.706	.055
Select Peers	39.3	16.7	.24	10	25	40	55	60	33	1.0	.640	.063
Top 50%	42.3	15.6	.04	15	30	40	60	60	33	-1.9	.389	-.123
Top 10%	44.3	15.3	.08	20	35	45	60	60	33	-3.9	.088	-.253

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Miami-Middletown (N = 38)	19.1	12.5	2.03	0	10	20	25	40				
All NSSE (U.S.)	23.6	16.0	.03	0	10	20	35	55	37	-4.4	.036	-.277
Bacc. Colleges	27.6	15.9	.10	5	15	25	40	60	37	-8.5	.000	-.532
Select Peers	22.7	15.7	.21	0	10	20	35	55	5,475	-3.6	.162	-.228
Top 50%	29.2	15.7	.06	5	20	30	40	60	37	-10.1	.000	-.642
Top 10%	33.0	16.0	.15	10	20	30	45	60	37	-13.9	.000	-.866
Effective Teaching Practices												
Miami-Middletown (N = 39)	35.6	13.0	2.07	12	28	36	44	60				
All NSSE (U.S.)	39.6	13.7	.02	16	32	40	52	60	309,790	-4.0	.065	-.295
Bacc. Colleges	41.3	13.2	.08	20	32	40	52	60	25,903	-5.7	.007	-.434
Select Peers	40.6	14.2	.19	16	32	40	52	60	5,502	-5.1	.026	-.357
Top 50%	41.8	13.5	.04	20	32	40	52	60	106,458	-6.2	.004	-.458
Top 10%	43.8	13.4	.09	20	36	44	56	60	21,200	-8.2	.000	-.615
Campus Environment												
Quality of Interactions												
Miami-Middletown (N = 26)	41.7	12.9	2.50	22	35	45	52	60				
All NSSE (U.S.)	42.3	12.2	.02	20	35	44	50	60	262,622	-.6	.808	-.047
Bacc. Colleges	43.7	11.2	.07	23	38	45	52	60	22,774	-2.0	.355	-.180
Select Peers	43.6	12.6	.18	20	36	46	53	60	4,703	-1.9	.444	-.150
Top 50%	44.8	11.6	.04	23	38	46	54	60	101,297	-3.1	.169	-.268
Top 10%	46.9	12.1	.07	23	40	50	58	60	27,949	-5.2	.027	-.430
Supportive Environment												
Miami-Middletown (N = 31)	26.5	12.1	2.17	10	18	25	35	45				
All NSSE (U.S.)	32.3	14.2	.03	10	23	33	40	60	265,144	-5.8	.022	-.410
Bacc. Colleges	34.5	13.6	.09	13	25	35	43	60	22,669	-7.9	.001	-.583
Select Peers	31.7	14.6	.21	8	20	33	40	60	4,795	-5.2	.047	-.358
Top 50%	34.8	13.7	.04	13	25	35	45	60	120,944	-8.2	.001	-.601
Top 10%	37.2	13.6	.09	13	28	38	48	60	21,890	-10.6	.000	-.782

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

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

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

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

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

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

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