



NSSE 2021

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 2020 and 2021 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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 2020 & 2021
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 2020 & 2021
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

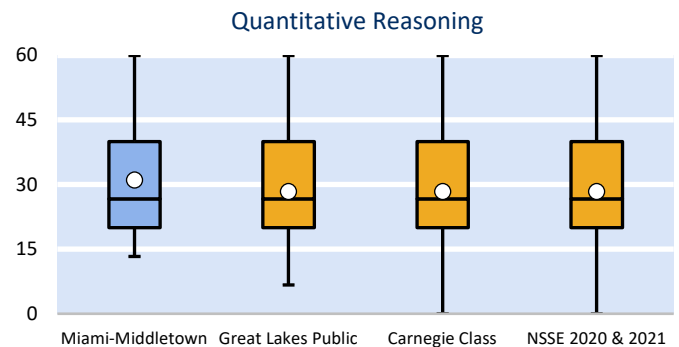
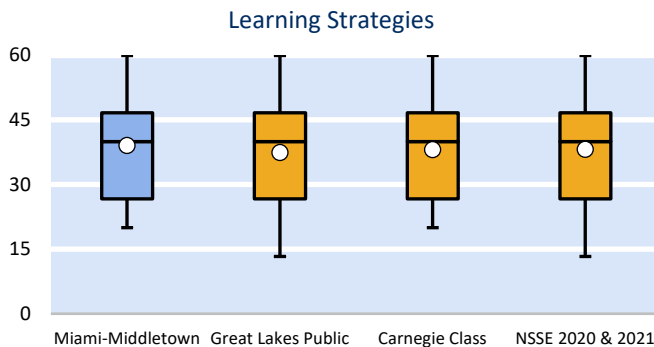
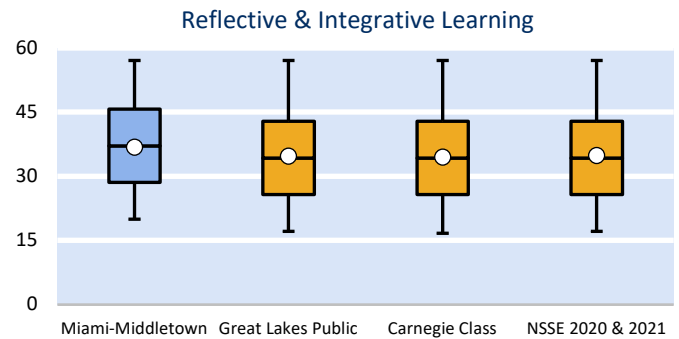
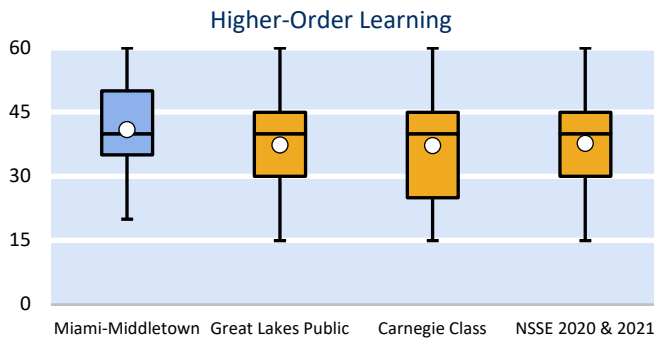
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	37.4 *	.28	37.3 *	.27	37.8	.23
Reflective & Integrative Learning	36.9	34.7	.18	34.5	.19	34.9	.16
Learning Strategies	39.0	37.5	.12	38.1	.07	38.2	.06
Quantitative Reasoning	31.0	28.3	.18	28.3	.17	28.4	.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).

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 2020 & 2021
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	73	+3	+7	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+12	+13	+12
4d. Evaluating a point of view, decision, or information source	78	+10	+10	+9
4e. Forming a new idea or understanding from various pieces of information	80	+12	+13	+11
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	54	+3	+4	+5
2b. Connected your learning to societal problems or issues	54	+3	+4	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+1	+2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	+12	+12	+11
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+6	+7	+6
2f. Learned something that changed the way you understand an issue or concept	72	+7	+8	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+9	+11	+9
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+7	+7	+6
9b. Reviewed your notes after class	59	-4	-8	-7
9c. Summarized what you learned in class or from course materials	64	+1	-0	+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.)	55	+3	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+10	+10	+10
6c. Evaluated what others have concluded from numerical information	49	+9	+10	+9

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

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

Academic Challenge: Seniors

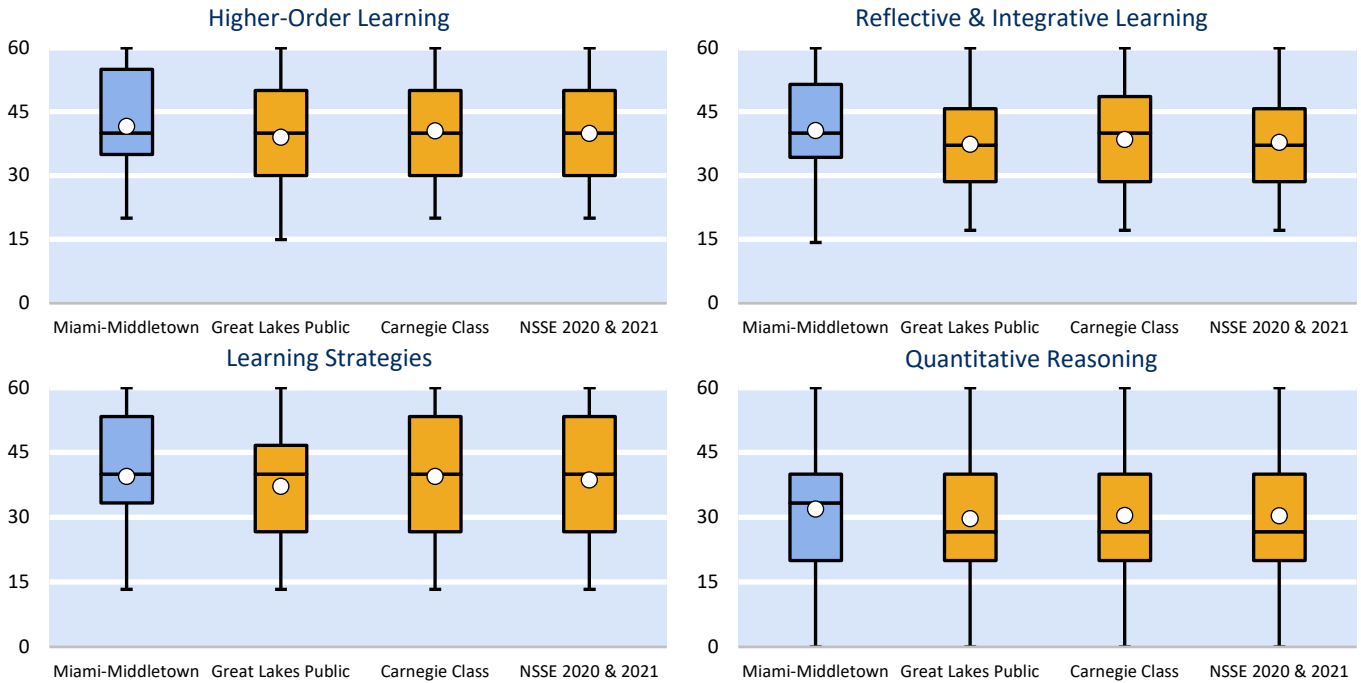
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	39.0	.19	40.5	.08	39.9	.12
Reflective & Integrative Learning	40.5	37.4	.25	38.4	.17	37.8	.21
Learning Strategies	39.5	37.1	.16	39.5	.00	38.6	.06
Quantitative Reasoning	31.9	29.7	.14	30.4	.09	30.4	.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



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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		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
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	86	+10	+9	+10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+6	+4	+4
4d. Evaluating a point of view, decision, or information source	74	+6	+0	+3
4e. Forming a new idea or understanding from various pieces of information	74	+4	+0	+2
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	73	+5	+6	+6
2b. Connected your learning to societal problems or issues	65	+6	+3	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+6	+1	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+13	+9	+12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+8	+6	+7
2f. Learned something that changed the way you understand an issue or concept	83	+12	+12	+12
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+6	+6	+6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-6	-11	-9
9b. Reviewed your notes after class	64	+5	-1	+1
9c. Summarized what you learned in class or from course materials	76	+15	+9	+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.)	59	+5	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3	-5	-5
6c. Evaluated what others have concluded from numerical information	44	-1	-2	-2

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Learning with Peers: First-year students

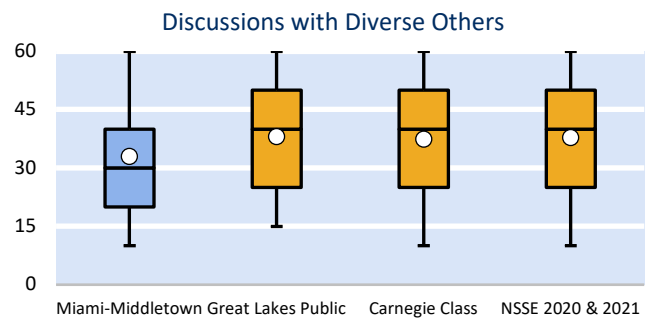
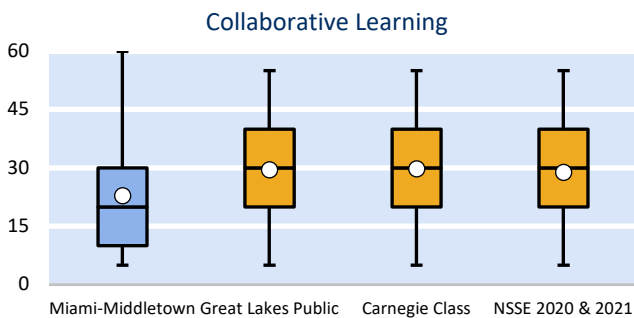
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	22.9	29.6 ***	-.46	29.8 ***	-.47	29.0 ***	-.40
Discussions with Diverse Others	33.0	38.1 *	-.33	37.5 *	-.28	37.9 *	-.30

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Score Distributions



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Performance on Indicator Items

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

	Miami-Middletown %	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	32	-14	-13	-13
1c. Explained course material to one or more students	28	-23	-21	-20
1d. Prepared for exams by discussing or working through course material with other students	22	-20	-22	-20
1e. Worked with other students on course projects or assignments	35	-13	-18	-13
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	46	-20	-22	-21
8b. People from an economic background other than your own	51	-17	-17	-17
8c. People with religious beliefs other than your own	50	-15	-9	-12
8d. People with political views other than your own	60	-4	-2	-1

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

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

Learning with Peers: Seniors

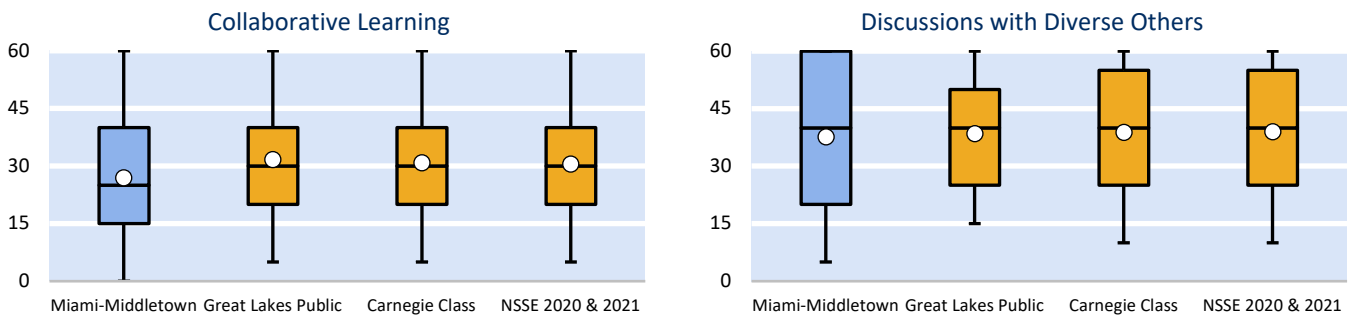
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Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your seniors compared with					
		Great Lakes Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2020 & 2021 Mean	Effect size
Collaborative Learning	27.0	31.7 *	-.31	30.9	-.25	30.6	-.22
Discussions with Diverse Others	37.7	38.5	-.05	38.9	-.07	39.0	-.08

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	Miami-Middletown	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1b. Asked another student to help you understand course material	39	-5	-1	-3
1c. Explained course material to one or more students	59	+3	+4	+5
1d. Prepared for exams by discussing or working through course material with other students	25	-18	-19	-18
1e. Worked with other students on course projects or assignments	49	-14	-10	-11
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	69	+4	+1	-0
8b. People from an economic background other than your own	67	-2	-3	-3
8c. People with religious beliefs other than your own	61	-5	-1	-5
8d. People with political views other than your own	63	+1	-3	+1

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Experiences with Faculty: First-year students

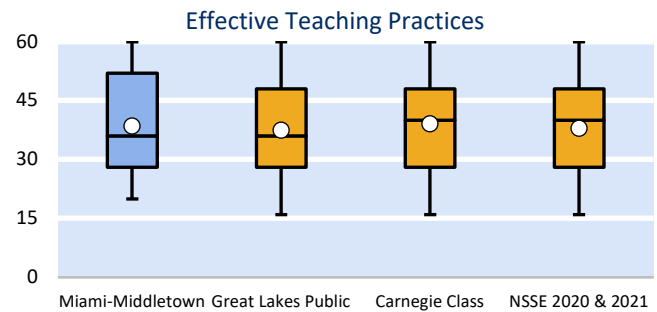
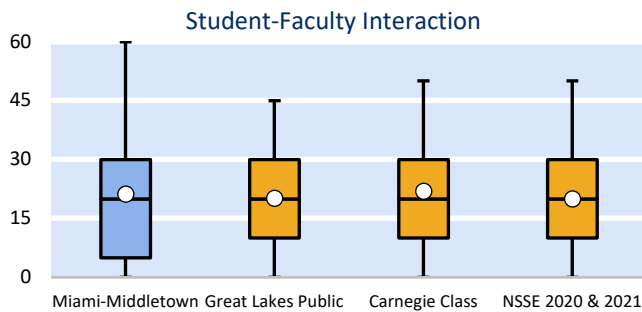
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	20.2	.07	22.0	-.05	20.0	.08
Effective Teaching Practices	38.6	37.5	.09	39.1	-.04	38.0	.04

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Student-Faculty Interaction	Miami-Middletown	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	+1	-3	+3
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	25	+7	+3	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-2	-7	-3
3d. Discussed your academic performance with a faculty member	32	+6	-0	+4
<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	79	+2	+3	+3
5b. Taught course sessions in an organized way	66	-6	-7	-6
5c. Used examples or illustrations to explain difficult points	73	+0	+0	+1
5d. Provided feedback on a draft or work in progress	71	+11	+4	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+1	-6	-1

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Experiences with Faculty: Seniors

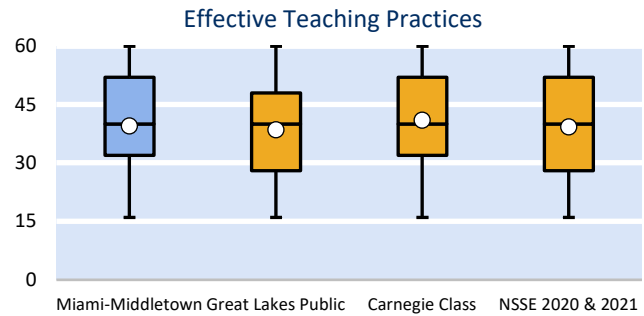
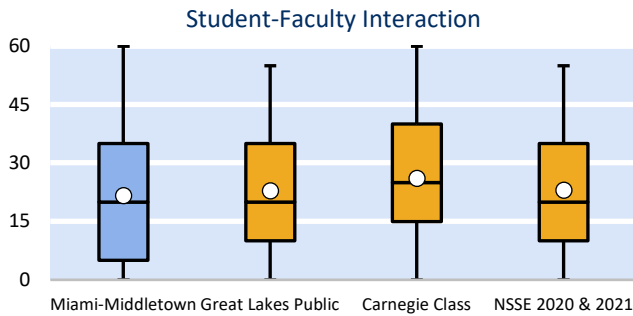
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Effective Teaching Practices	39.5	38.5	.07	40.9	-.10	39.2	.02

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Performance on Indicator Items

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

Student-Faculty Interaction	Miami-Middletown	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	38	-3	-10	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-6	-11	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+3	-4	+3
3d. Discussed your academic performance with a faculty member	41	+11	+1	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+5	+2	+4
5b. Taught course sessions in an organized way	83	+9	+7	+8
5c. Used examples or illustrations to explain difficult points	76	+0	-2	+0
5d. Provided feedback on a draft or work in progress	63	+4	-5	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+3	-5	+1

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

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

Campus Environment: First-year students

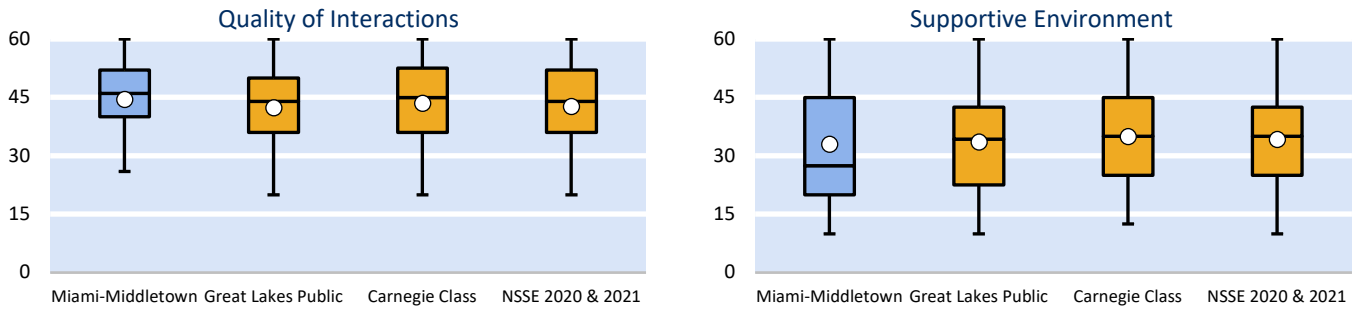
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	42.3	.18	43.4	.08	42.7	.14
Supportive Environment	33.0	33.5	-.04	34.9	-.14	34.2	-.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.

Performance on Indicator Items

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

Quality of Interactions	Miami-Middletown	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	45	-3	-7	-6
13b. Academic advisors	58	+3	+3	+4
13c. Faculty	56	+7	+1	+4
13d. Student services staff (career services, student activities, housing, etc.)	53	+9	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	+16	+8	+13
<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	69	-3	-4	-4
14c. Using learning support services (tutoring services, writing center, etc.)	70	-2	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-4	-5	-5
14e. Providing opportunities to be involved socially	54	-11	-13	-11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-9	-9	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+11	+4	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	34	-21	-25	-22
14i. Attending events that address important social, economic, or political issues	38	-5	-8	-7

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

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

Campus Environment: Seniors

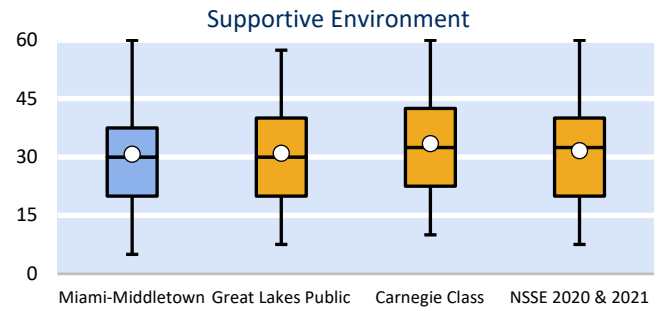
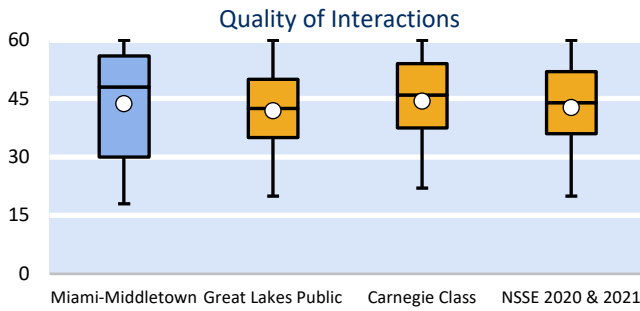
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami-Middletown Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	42.0	.15	44.4	-.05	42.8	.08
Supportive Environment	30.8	31.0	-.01	33.5	-.18	31.7	-.06

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Miami-Middletown	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	59	+3	-0	+2
13b. Academic advisors	53	+3	-9	+0
13c. Faculty	69	+15	+6	+12
13d. Student services staff (career services, student activities, housing, etc.)	59	+18	+13	+15
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+9	+1	+6
<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	72	+6	+0	+4
14c. Using learning support services (tutoring services, writing center, etc.)	64	+1	-5	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+5	-1	+2
14e. Providing opportunities to be involved socially	46	-16	-19	-16
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-8	-11	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+13	+6	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-10	-15	-10
14i. Attending events that address important social, economic, or political issues	39	+0	-5	-1

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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 Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.9	39.2	.13	✓	41.9	-.07	✓
	Reflective and Integrative Learning	36.9	36.5	.03	✓	39.1	-.19	
	Learning Strategies	39.0	39.7	-.05	✓	43.0 *	-.27	
	Quantitative Reasoning	31.0	29.7	.09	✓	32.5	-.09	✓
<i>Learning with Peers</i>	Collaborative Learning	22.9	33.9 ***	-.79		37.0 ***	-1.04	
	Discussions with Diverse Others	33.0	40.6 ***	-.50		43.8 ***	-.75	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.2	23.2	-.13		27.8 ***	-.43	
	Effective Teaching Practices	38.6	40.4	-.13		43.2 **	-.34	
<i>Campus Environment</i>	Quality of Interactions	44.4	45.1	-.06	✓	47.7	-.27	
	Supportive Environment	33.0	36.8	-.29		39.9 **	-.54	

Seniors		Miami-Middletown Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.6	41.6	.00	✓	43.9	-.18	
	Reflective and Integrative Learning	40.5	39.7	.06	✓	42.5	-.17	
	Learning Strategies	39.5	40.6	-.08	✓	43.5	-.28	
	Quantitative Reasoning	31.9	31.6	.02	✓	34.8	-.18	
<i>Learning with Peers</i>	Collaborative Learning	27.0	35.0 ***	-.57		38.8 ***	-.88	
	Discussions with Diverse Others	37.7	41.2	-.23		44.2 *	-.43	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.6	28.5 **	-.43		33.6 ***	-.75	
	Effective Teaching Practices	39.5	41.5	-.15		44.6 *	-.38	
<i>Campus Environment</i>	Quality of Interactions	43.8	45.2	-.12		48.2 *	-.37	
	Supportive Environment	30.8	34.1	-.23		37.2 **	-.45	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class.

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	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 = 62)	21.2	17.0	2.16	0	5	20	30	60				
Great Lakes Public	20.2	14.0	.10	0	10	20	30	45	61	1.0	.636	.073
Carnegie Class	22.0	14.7	.19	0	10	20	30	50	6,276	-.7	.690	-.051
NSSE 2020 & 2021	20.0	14.5	.04	0	10	20	30	50	157,673	1.2	.512	.083
Top 50%	23.2	14.7	.06	0	10	20	30	50	57,016	-1.9	.298	-.132
Top 10%	27.8	15.2	.19	5	15	25	40	60	6,393	-6.5	.001	-.430
Effective Teaching Practices												
Miami-Middletown (N = 60)	38.6	12.1	1.56	20	28	36	52	60				
Great Lakes Public	37.5	12.9	.10	16	28	36	48	60	18,114	1.1	.500	.087
Carnegie Class	39.1	13.6	.18	16	28	40	48	60	6,054	-.5	.768	-.038
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	150,810	.6	.739	.043
Top 50%	40.4	13.5	.06	20	32	40	52	60	59,499	-1.8	.304	-.133
Top 10%	43.2	13.4	.15	20	36	44	56	60	8,247	-4.6	.008	-.342
Campus Environment												
Quality of Interactions												
Miami-Middletown (N = 46)	44.4	11.6	1.71	26	40	46	52	60				
Great Lakes Public	42.3	11.8	.09	20	36	44	50	60	15,654	2.1	.225	.179
Carnegie Class	43.4	12.5	.17	20	36	45	53	60	5,280	1.0	.603	.077
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	129,393	1.7	.342	.140
Top 50%	45.1	11.5	.05	24	38	46	54	60	51,832	-.7	.686	-.060
Top 10%	47.7	12.3	.12	24	40	50	58	60	10,955	-3.3	.071	-.267
Supportive Environment												
Miami-Middletown (N = 55)	33.0	15.5	2.09	10	20	28	45	60				
Great Lakes Public	33.5	13.6	.11	10	23	34	43	60	54	-.6	.778	-.044
Carnegie Class	34.9	14.2	.19	13	25	35	45	60	5,460	-2.0	.303	-.140
NSSE 2020 & 2021	34.2	14.0	.04	10	25	35	43	60	136,827	-1.2	.515	-.088
Top 50%	36.8	13.5	.05	15	28	38	45	60	54	-3.9	.069	-.289
Top 10%	39.9	12.8	.14	18	33	40	50	60	54	-7.0	.002	-.542

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Miami-Middletown (N = 37)	41.6	14.0	2.30	20	35	40	55	60				
Great Lakes Public	39.0	13.6	.09	15	30	40	50	60	21,265	2.5	.254	.187
Carnegie Class	40.5	13.9	.18	20	30	40	50	60	5,679	1.1	.636	.078
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	176,629	1.6	.476	.117
Top 50%	41.6	13.6	.05	20	35	40	55	60	74,389	.0	.988	-.003
Top 10%	43.9	13.0	.14	20	35	40	55	60	8,186	-2.4	.272	-.180
Reflective & Integrative Learning												
Miami-Middletown (N = 42)	40.5	13.6	2.09	14	34	40	51	60				
Great Lakes Public	37.4	12.5	.08	17	29	37	46	60	22,587	3.2	.098	.254
Carnegie Class	38.4	12.7	.16	17	29	40	49	60	6,052	2.1	.282	.166
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	188,751	2.7	.162	.214
Top 50%	39.7	12.4	.05	20	31	40	49	60	72,187	.8	.672	.065
Top 10%	42.5	11.7	.15	23	34	43	51	60	5,991	-1.9	.284	-.165
Learning Strategies												
Miami-Middletown (N = 38)	39.5	15.3	2.47	13	33	40	53	60				
Great Lakes Public	37.1	14.7	.10	13	27	40	47	60	20,206	2.3	.326	.158
Carnegie Class	39.5	14.7	.20	13	27	40	53	60	5,422	.0	.998	.000
NSSE 2020 & 2021	38.6	14.7	.04	13	27	40	53	60	167,312	.8	.730	.056
Top 50%	40.6	14.6	.05	20	33	40	53	60	84,942	-1.1	.641	-.075
Top 10%	43.5	14.2	.14	20	33	40	60	60	11,095	-4.0	.080	-.282
Quantitative Reasoning												
Miami-Middletown (N = 38)	31.9	18.1	2.92	0	20	33	40	60				
Great Lakes Public	29.7	16.1	.11	0	20	27	40	60	20,460	2.2	.393	.138
Carnegie Class	30.4	16.5	.22	0	20	27	40	60	5,449	1.5	.566	.093
NSSE 2020 & 2021	30.4	16.4	.04	0	20	27	40	60	169,502	1.6	.557	.095
Top 50%	31.6	16.3	.05	0	20	33	40	60	103,747	.3	.906	.019
Top 10%	34.8	15.8	.16	7	20	33	47	60	10,263	-2.9	.254	-.184
Learning with Peers												
Collaborative Learning												
Miami-Middletown (N = 48)	27.0	16.4	2.37	0	15	25	40	60				
Great Lakes Public	31.7	15.2	.10	5	20	30	40	60	23,808	-4.7	.032	-.310
Carnegie Class	30.9	15.7	.20	5	20	30	40	60	6,357	-3.9	.086	-.248
NSSE 2020 & 2021	30.6	15.9	.04	5	20	30	40	60	198,862	-3.6	.119	-.225
Top 50%	35.0	14.2	.04	10	25	35	45	60	108,492	-8.0	.000	-.567
Top 10%	38.8	13.4	.12	15	30	40	50	60	47	-11.8	.000	-.881
Discussions with Diverse Others												
Miami-Middletown (N = 38)	37.7	19.5	3.15	5	20	40	60	60				
Great Lakes Public	38.5	15.7	.11	15	25	40	50	60	38	-.8	.808	-.049
Carnegie Class	38.9	16.3	.22	10	25	40	55	60	38	-1.2	.717	-.070
NSSE 2020 & 2021	39.0	16.3	.04	10	25	40	55	60	37	-1.3	.683	-.079
Top 50%	41.2	15.6	.05	15	30	40	60	60	37	-3.5	.271	-.226
Top 10%	44.2	15.0	.12	20	35	45	60	60	38	-6.4	.048	-.430

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 = 40)	21.6	18.2	2.87	0	5	20	35	60				
Great Lakes Public	22.8	15.7	.11	0	10	20	35	55	21,851	-1.2	.631	-.075
Carnegie Class	26.1	16.5	.22	0	15	25	40	60	5,866	-4.4	.089	-.269
NSSE 2020 & 2021	23.0	16.0	.04	0	10	20	35	55	182,153	-1.3	.593	-.084
Top 50%	28.5	16.0	.08	5	15	25	40	60	40,281	-6.9	.006	-.431
Top 10%	33.6	15.9	.23	10	20	35	45	60	5,001	-12.0	.000	-.753
Effective Teaching Practices												
Miami-Middletown (N = 38)	39.5	13.9	2.25	16	32	40	52	60				
Great Lakes Public	38.5	13.9	.10	16	28	40	48	60	21,202	1.0	.666	.070
Carnegie Class	40.9	14.2	.19	16	32	40	52	60	5,660	-1.5	.519	-.105
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	176,177	.2	.925	.015
Top 50%	41.5	13.9	.06	16	32	40	52	60	63,063	-2.1	.358	-.149
Top 10%	44.6	13.3	.15	20	36	44	56	60	7,696	-5.1	.018	-.384
Campus Environment												
Quality of Interactions												
Miami-Middletown (N = 31)	43.8	14.0	2.50	18	30	48	56	60				
Great Lakes Public	42.0	12.0	.09	20	35	43	50	60	18,484	1.8	.396	.151
Carnegie Class	44.4	12.0	.17	22	38	46	54	60	5,026	-.6	.765	-.053
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	153,108	1.0	.657	.079
Top 50%	45.2	11.9	.05	22	38	48	54	60	60,241	-1.4	.514	-.116
Top 10%	48.2	11.9	.10	25	42	50	60	60	13,479	-4.4	.038	-.371
Supportive Environment												
Miami-Middletown (N = 36)	30.8	14.9	2.50	5	20	30	38	60				
Great Lakes Public	31.0	13.9	.10	8	20	30	40	58	19,719	-.2	.930	-.015
Carnegie Class	33.5	14.8	.20	10	23	33	43	60	5,254	-2.6	.288	-.179
NSSE 2020 & 2021	31.7	14.4	.04	8	20	33	40	60	162,972	-.8	.728	-.058
Top 50%	34.1	14.2	.06	10	23	35	43	60	65,428	-3.3	.165	-.233
Top 10%	37.2	14.3	.16	13	28	38	48	60	8,428	-6.4	.008	-.445

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.