
NSSÉ2021
Engagement Indicators
Miami University Hamilton

NSSE 2021 Engagement Indicators

About This Report

About Your Engagement Indicators Report

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

| |
|-----------------------------------|
| Higher Order Learning |
| Reflective & Integrative Learning |
| Learning Strategies |
| Quantitative Reasoning |
| Collaborative Learning |
| Discussions with Diverse Others |
| Student Faculty Interaction |
| Effective Teaching Practices |
| 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, as 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 www.nsser.org or [diana.edu](https://www.diana.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.

NSSÉ2021 Engagement Indicators

Overview

Miami University Hamilton

Engagement Indicators Overview

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

Use the following key:

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

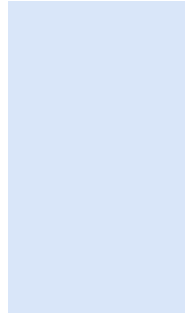
First Year Students

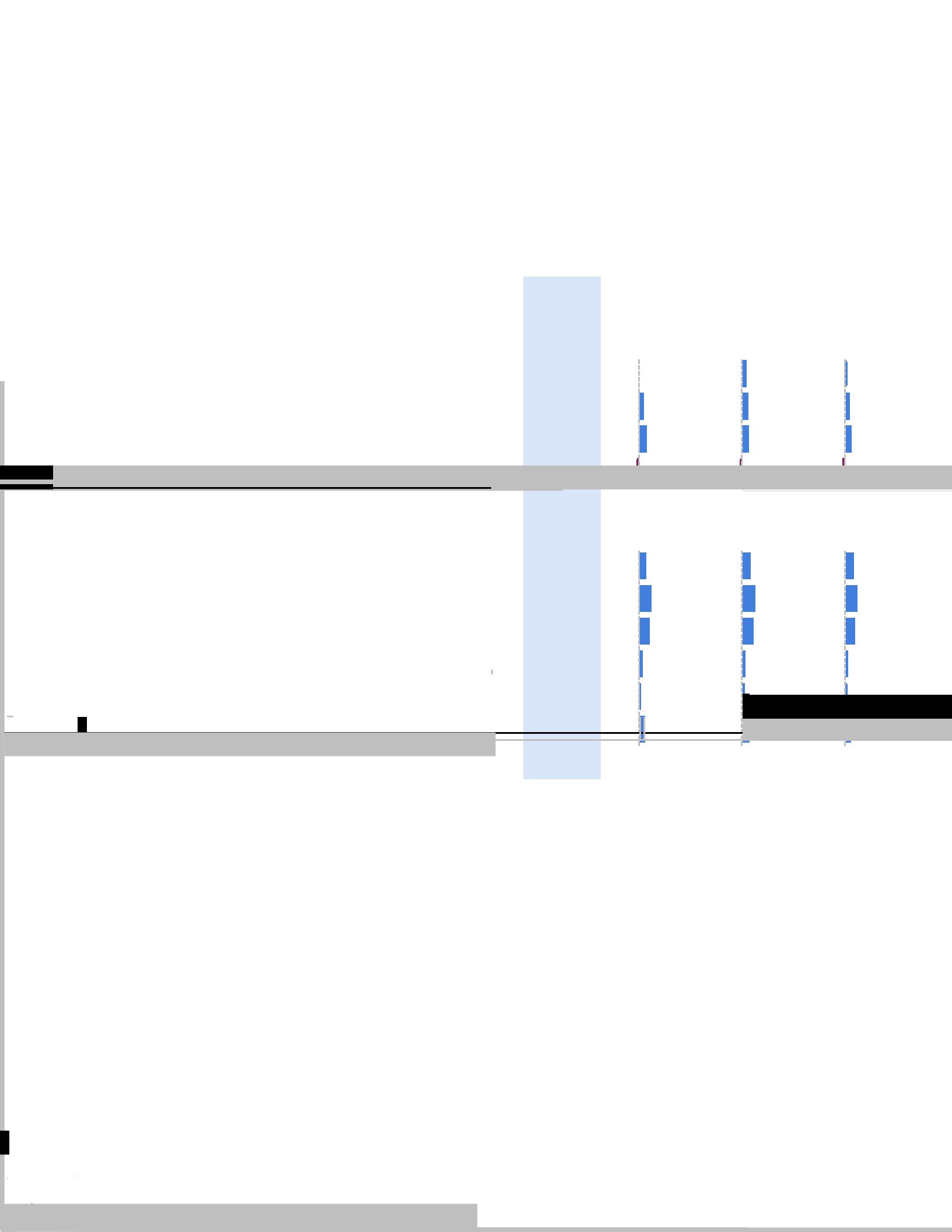
| | Your first year students' compared with GreatLakes Public | Your first year students' compared with Carnegie Class | Your first year students' compared with NSSÉ2020 & 2021 |
|-----------------------------------|---|--|---|
| Higher Order Learning | -- | - | -- |
| Reflective & Integrative Learning | - | - | - |
| Learning Strategies | - | -- | -- |
| Quantitative Reasoning | - | - | - |
| Collaborative Learning | Z | Z | Z |
| Discussions with Diverse Others | ↔ | -- | -- |
| Student Faculty Interaction | -- | -- | -- |
| Effective Teaching Practices | -- | -- | -- |
| Quality of Interactions | -- | -- | -- |
| Supportive Environment | -- | -- | -- |

Seniors

| | Your seniors' compared with GreatLakes Public | Your seniors' compared with Carnegie Class | Your seniors' compared with NSSÉ2020 & 2021 |
|-----------------------------------|---|--|---|
| Higher Order Learning | -- | -- | -- |
| Reflective & Integrative Learning | -- | -- | -- |
| Learning Strategies | - | -- | -- |
| Quantitative Reasoning | - | -- | -- |
| Collaborative Learning | Z | Z | Z |
| Discussions with Diverse Others | -- | -- | -- |
| Student Faculty Interaction | -- | Z | -- |
| Effective Teaching Practices | -- | -- | -- |
| Quality of Interactions | -- | -- | -- |
| Supportive Environment | -- | -- | -- |

Academic Challenge First year students





NSS2021 Engagement Indicators

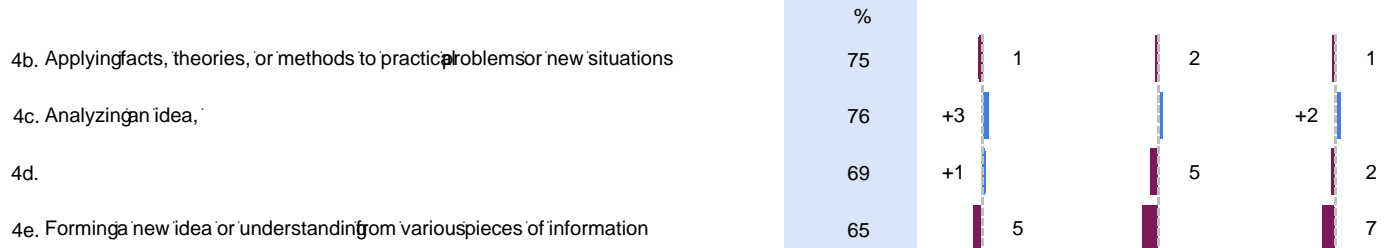
Academic Challenge

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Academic Challenge Seniors (continued)

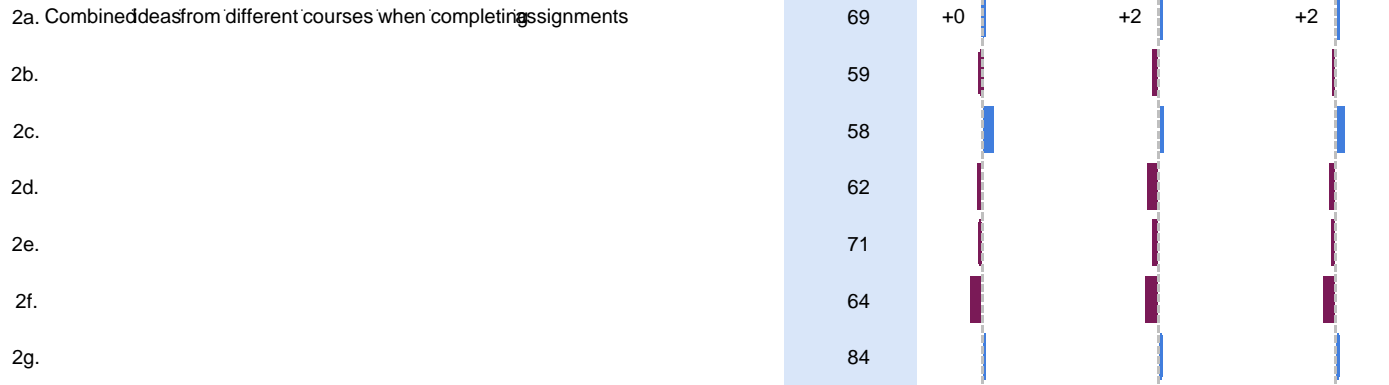
Performance on Indicator Items

Higher Order Learning



Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...



Learning Strategies



Quantitative Reasoning



NSSÉ2021 Engagement Indicators

Learning with Peers

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Learning with Peers: First year students

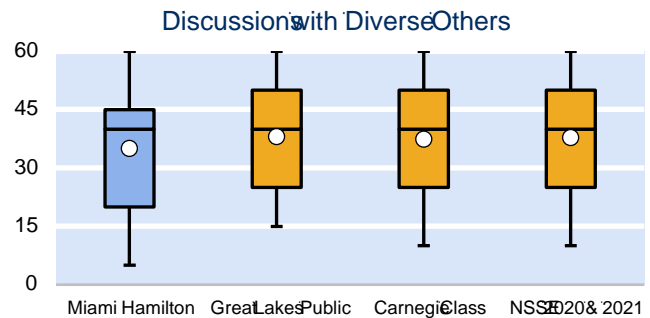
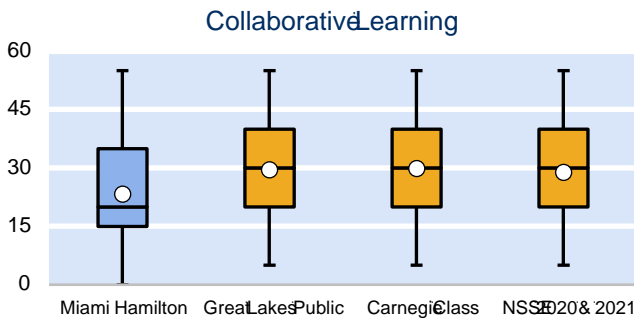
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with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

Mean Comparisons

| | Miami Hamilton | Great Lakes Public | Carnegie Class | NSSÉ2020 & 2021 |
|---------------------------------|----------------|--------------------|----------------|-----------------|
| Collaborative Learning | 23.3 | 29.6 *** .43 | 29.9 *** .45 | 29.0 *** .37 |
| Discussions with Diverse Others | 35.1 | 38.1 * .20 | 37.5 .15 | 37.9 .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 before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



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

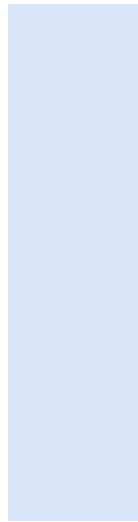
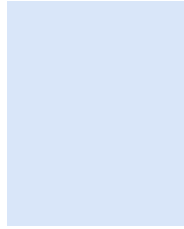
Performance on Indicator Items

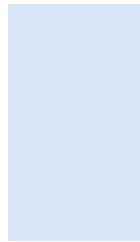
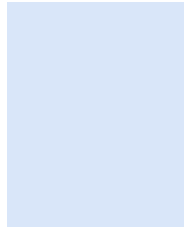
The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much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

| | Miami Hamilton | Great Lakes Public | Carnegie Class | NSSÉ2020 & 2021 |
|--|----------------|--------------------|----------------|-----------------|
| Collaborative Learning | | | | |
| Percentage of students who responded that they "Very often" or "Often"... | % | | | |
| 1b. Asked another student to help you understand course material | 33 | 13 | 12 | 12 |
| 1c. Explained course material to one or more students | 34 | 17 | 15 | 14 |
| 1d. Prepared for exams by discussing or working through course material with other students | 28 | 14 | 16 | 14 |
| 1e. Worked with other students on course projects or assignments | 42 | 6 | 11 | 6 |
| 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 | 64 | 2 | 3 | 3 |
| 8b. People from an economic background other than your own | 58 | 10 | 10 | 10 |
| 8c. People with religious beliefs other than your own | 62 | 3 | +3 | 1 |
| 8d. People with political views other than your own | 60 | 3 | 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.



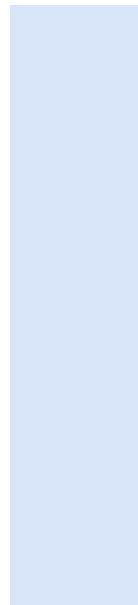
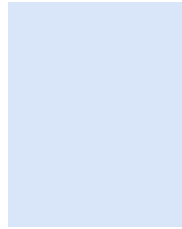


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Campus Environment First year students

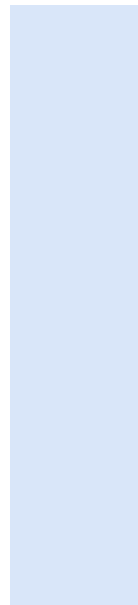
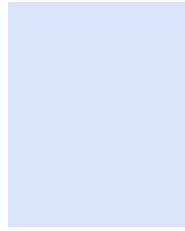
Mean Comparisons

Quality of Interactions



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Campus



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NSSÉ 2021 Engagement Indicators

Comparisons with High Performing Institutions

Miami University Hamilton

Comparison with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions ([see iu.edu/NSSE-Policy](https://www.nssse.uiowa.edu/NSSE-Policy)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE in 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 to 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 Hamilton | Your first year students compared with | | | | | |
|-------------------------------------|----------------|--|-----|--------------|---------|------|---|
| | | NSSE Top 50% | | NSSE Top 10% | | | |
| Higher Order Learning | 40.0 | 39.2 | .06 | 6 | 41.9 | .14 | 6 |
| Reflective and Integrative Learning | 38.0 | 36.5 | .13 | 6 | 39.1 | .09 | 6 |
| Learning Strategies | 40.5 | 39.7 | .05 | 6 | 43.0 | .17 | 6 |
| Quantitative Reasoning | 32.6 | 29.7* | .19 | 6 | 32.5 | .01 | 6 |
| Collaborative Learning | 23.3 | 33.9*** | .76 | | 37.0*** | 1.00 | |
| Discussions with Diverse Others | 35.1 | 40.6*** | .37 | | 43.8*** | .61 | |
| Student Faculty Interaction | 21.1 | 23.2 | .14 | | 27.8*** | .44 | |
| Effective Teaching Practices | 39.0 | 40.4 | .10 | | 43.2** | .31 | |
| Quality of Interactions | 44.2 | 45.1 | .08 | 6 | 47.7* | .28 | |
| Supportive Environment | 32.8 | 36.8** | .30 | | 39.9*** | .55 | |
| Seniors | Miami Hamilton | Your seniors compared with | | | | | |
| | | NSSE Top 50% | | NSSE Top 10% | | | |
| Higher Order Learning | 39.9 | 41.6 | .12 | | 43.9* | .31 | |
| Reflective and Integrative Learning | 38.0 | 39.7 | .14 | | 42.5* | .38 | |
| Learning Strategies | 41.4 | 40.6 | .06 | 6 | 43.5 | .15 | |
| Quantitative Reasoning | 34.3 | 31.6 | .17 | 6 | 34.8 | .03 | 6 |
| Collaborative Learning | 23.2 | 35.0*** | .84 | | 38.8*** | 1.17 | |
| Discussions with Diverse Others | 36.5 | 41.2* | .31 | | 44.2*** | .51 | |
| Student Faculty Interaction | 20.6 | 28.5*** | .50 | | 33.6*** | .82 | |
| Effective Teaching Practices | 40.6 | 41.5 | .07 | 6 | 44.6* | .30 | |
| Quality of Interactions | 43.2 | 45.2 | .16 | | 48.2** | .42 | |
| Supportive Environment | 31.1 | 34.1 | .21 | | 37.2** | .43 | |

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.

NSS2021 Engagement Indicators

Detailed Statistics^a

Miami University Hamilton

Detailed Statistics: First Year Students

| | Mean Statistics | | | Percentile Scores | | | | | Comparison Results | | | |
|--|-----------------|------|------|-------------------|----|----|----|----|--------------------|-------|------|--------|
| Academic Challenge | | | | | | | | | | | | |
| Higher Order Learning | | | | | | | | | | | | |
| Miami-Hamilton (N = 114) | 40.0 | 14.5 | 1.35 | 20 | 30 | 40 | 55 | 60 | | | | |
| Great Lakes Public | 37.4 | 13.0 | .10 | 15 | 30 | 40 | 45 | 60 | 114 | 2.7 | .052 | .205 |
| Carnegie Class | 37.2 | 13.7 | .19 | 15 | 25 | 40 | 45 | 60 | 5,404 | 2.8 | .031 | .204 |
| NSSE 2020 & 2021 | 37.8 | 13.5 | .04 | 15 | 30 | 40 | 45 | 60 | 135,099 | 2.2 | .078 | .165 |
| Top 50% | 39.2 | 13.2 | .05 | 20 | 30 | 40 | 50 | 60 | 113 | .8 | .567 | .059 |
| Top 10% | 41.9 | 12.9 | .14 | 20 | 35 | 40 | 55 | 60 | 115 | -1.9 | .173 | -.144 |
| Reflective & Integrative Learning | | | | | | | | | | | | |
| Miami-Hamilton (N = 126) | 38.0 | 13.2 | 1.17 | 17 | 29 | 37 | 49 | 60 | | | | |
| Great Lakes Public | 34.7 | 11.9 | .09 | 17 | 26 | 34 | 43 | 57 | 127 | 3.3 | .006 | .279 |
| Carnegie Class | 34.5 | 12.2 | .16 | 17 | 26 | 34 | 43 | 57 | 130 | 3.5 | .003 | .290 |
| NSSE 2020 & 2021 | 34.9 | 12.2 | .03 | 17 | 26 | 34 | 43 | 57 | 125 | 3.2 | .008 | .259 |
| Top 50% | 36.5 | 12.0 | .04 | 17 | 29 | 37 | 46 | 57 | 126 | 1.5 | .195 | .128 |
| Top 10% | 39.1 | 11.8 | .13 | 20 | 31 | 40 | 49 | 60 | 128 | -1.1 | .349 | -.094 |
| Learning Strategies | | | | | | | | | | | | |
| Miami-Hamilton (N = 112) | 40.5 | 14.7 | 1.39 | 13 | 27 | 40 | 53 | 60 | | | | |
| Great Lakes Public | 37.4 | 13.8 | .11 | 13 | 27 | 40 | 47 | 60 | 15,203 | 3.0 | .020 | .221 |
| Carnegie Class | 38.0 | 13.9 | .20 | 20 | 27 | 40 | 47 | 60 | 5,027 | 2.4 | .065 | .176 |
| NSSE 2020 & 2021 | 38.2 | 14.0 | .04 | 13 | 27 | 40 | 47 | 60 | 126,126 | 2.3 | .078 | .167 |
| Top 50% | 39.7 | 14.0 | .05 | 20 | 27 | 40 | 53 | 60 | 65,996 | .8 | .567 | .054 |
| Top 10% | 43.0 | 14.3 | .13 | 20 | 33 | 40 | 60 | 60 | 11,840 | -2.5 | .069 | -.173 |
| Quantitative Reasoning | | | | | | | | | | | | |
| Miami-Hamilton (N = 113) | 32.6 | 16.1 | 1.52 | 7 | 20 | 33 | 40 | 60 | | | | |
| Great Lakes Public | 28.3 | 14.9 | .12 | 7 | 20 | 27 | 40 | 60 | 15,449 | 4.3 | .002 | .288 |
| Carnegie Class | 28.3 | 15.4 | .22 | 0 | 20 | 27 | 40 | 60 | 5,118 | 4.3 | .003 | .282 |
| NSSE 2020 & 2021 | 28.4 | 15.4 | .04 | 0 | 20 | 27 | 40 | 60 | 128,204 | 4.2 | .004 | .274 |
| Top 50% | 29.7 | 15.3 | .05 | 7 | 20 | 27 | 40 | 60 | 81,154 | 2.9 | .045 | .189 |
| Top 10% | 32.5 | 15.5 | .15 | 7 | 20 | 33 | 40 | 60 | 10,614 | .1 | .925 | .009 |
| Learning with Peers | | | | | | | | | | | | |
| Collaborative Learning | | | | | | | | | | | | |
| Miami-Hamilton (N = 137) | 23.3 | 15.2 | 1.30 | 0 | 15 | 20 | 35 | 55 | | | | |
| Great Lakes Public | 29.6 | 14.5 | .11 | 5 | 20 | 30 | 40 | 55 | 19,026 | -6.3 | .000 | -.433 |
| Carnegie Class | 29.9 | 14.6 | .18 | 5 | 20 | 30 | 40 | 55 | 6,386 | -6.6 | .000 | -.449 |
| NSSE 2020 & 2021 | 29.0 | 15.2 | .04 | 5 | 20 | 30 | 40 | 55 | 160,459 | -5.7 | .000 | -.372 |
| Top 50% | 33.9 | 13.9 | .04 | 10 | 25 | 35 | 45 | 60 | 105,606 | -10.6 | .000 | -.761 |
| Top 10% | 37.0 | 13.6 | .09 | 15 | 25 | 40 | 45 | 60 | 20,958 | -13.7 | .000 | -1.004 |
| Discussions with Diverse Others | | | | | | | | | | | | |
| Miami-Hamilton (N = 114) | 35.1 | 15.9 | 1.49 | 5 | 20 | 40 | 45 | 60 | | | | |
| Carnegie Class | 37.5 | 15.9 | .23 | 10 | 25 | 40 | 50 | 60 | 5,046 | -2.4 | .109 | -.152 |
| NSSE 2020 & 2021 | 37.9 | 16.1 | .05 | 10 | 25 | 40 | 50 | 60 | 127,039 | -2.8 | .064 | -.174 |
| Top 50% | 40.6 | 15.2 | .05 | 15 | 30 | 40 | 55 | 60 | 83,974 | -5.6 | .000 | -.366 |
| Top 10% | 43.8 | 14.4 | .13 | 20 | 35 | 45 | 60 | 60 | 11,917 | -8.7 | .000 | -.608 |

NSS2021 Engagement Indicators

Detailed Statistics^a

Miami University Hamilton

Detailed Statistics: First Year Students

| | Mean Statistics | | | Percentiles Scores | | | | | Comparison Results | | | | |
|-------------------------------------|-----------------|------|------|--------------------|----|----|----|----|--------------------|------|------|-------|--|
| Experiences with Faculty | | | | | | | | | | | | | |
| Student Faculty Interaction | | | | | | | | | | | | | |
| Miami-Hamilton (N = 125) | 21.1 | 16.9 | 1.51 | 0 | 10 | 15 | 35 | 55 | | | | | |
| Great Lakes Public | 20.2 | 14.0 | .11 | 0 | 10 | 20 | 30 | 45 | 125 | .9 | .542 | .066 | |
| Carnegie Class | 22.0 | 14.6 | .20 | 0 | 10 | 20 | 30 | 50 | 128 | -.9 | .571 | -.059 | |
| NSSE 2020 & 2021 | 20.0 | 14.5 | .04 | 0 | 10 | 20 | 30 | 50 | 124 | 1.1 | .466 | .076 | |
| Top 50% | 23.2 | 14.7 | .07 | 0 | 10 | 20 | 30 | 50 | 125 | -2.1 | .177 | -.139 | |
| Top 10% | 27.8 | 15.2 | .20 | 5 | 15 | 25 | 40 | 60 | 5,767 | -6.6 | .000 | -.436 | |
| Effective Teaching Practices | | | | | | | | | | | | | |
| Miami-Hamilton (N = 118) | 39.0 | 15.1 | 1.38 | 16 | 28 | 36 | 52 | 60 | | | | | |
| Great Lakes Public | 37.5 | 12.9 | .10 | 16 | 28 | 36 | 48 | 60 | 118 | 1.5 | .275 | .118 | |
| Carnegie Class | 39.1 | 13.6 | .19 | 16 | 28 | 40 | 48 | 60 | 121 | -.1 | .926 | -.010 | |
| NSSE 2020 & 2021 | 38.0 | 13.6 | .04 | 16 | 28 | 40 | 48 | 60 | 117 | 1.0 | .482 | .072 | |
| Top 50% | 40.4 | 13.5 | .06 | 20 | 32 | 40 | 52 | 60 | 118 | -1.4 | .313 | -.104 | |
| Top 10% | 43.2 | 13.4 | .16 | 20 | 36 | 44 | 56 | 60 | 120 | -4.2 | .003 | -.312 | |
| Campus Environment | | | | | | | | | | | | | |
| Quality of Interactions | | | | | | | | | | | | | |
| Miami-Hamilton (N = 88) | 44.2 | 14.0 | 1.50 | 16 | 38 | 46 | 56 | 60 | | | | | |
| Great Lakes Public | 42.3 | 11.8 | .10 | 20 | 36 | 44 | 50 | 60 | 87 | 1.9 | .207 | .162 | |

Detailed Statistics: Seniors

Detailed Statistics: Seniors