
NSSE 2021
Engagement Indicators
Miami University Middletown

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.

<i>Theme</i>	<i>Engagement Indicator</i>
<i>Academic Challenge</i>	Higher Order Learning
	Reflective & Integrative Learning
	Learning Strategies
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student Faculty Interaction
<i>Campus Environment</i>	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

Score Distributions

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.

Interpreting Comparisons

How Engagement Indicators are Computed

Engagement Indicators: Overview

x

NSSE 2021 Engagement Indicators

Academic Challenge

Miami University Middletown

Academic Challenge: First year students

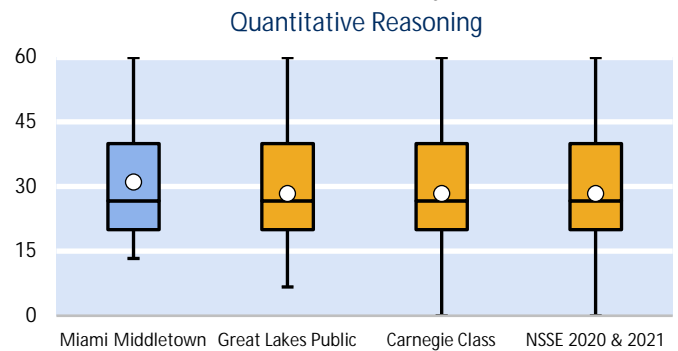
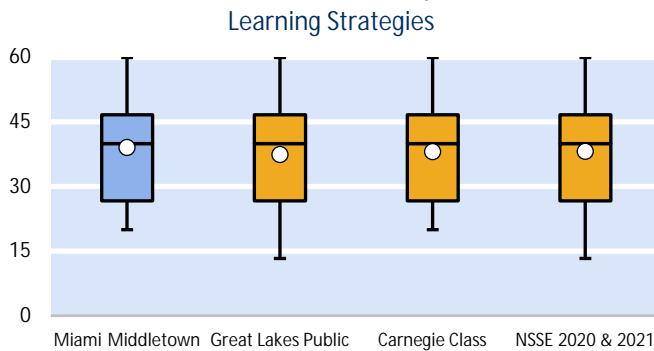
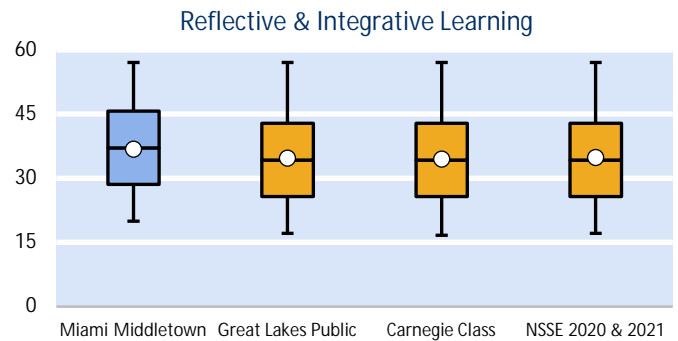
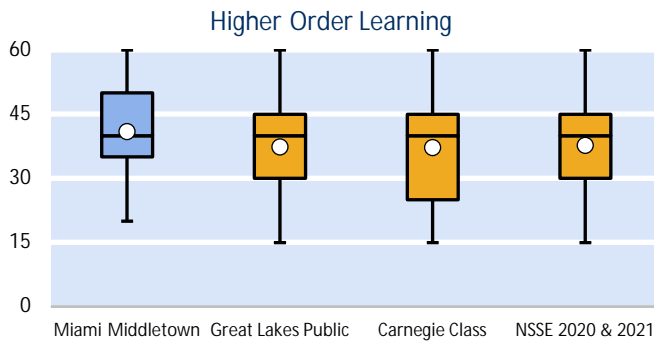
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

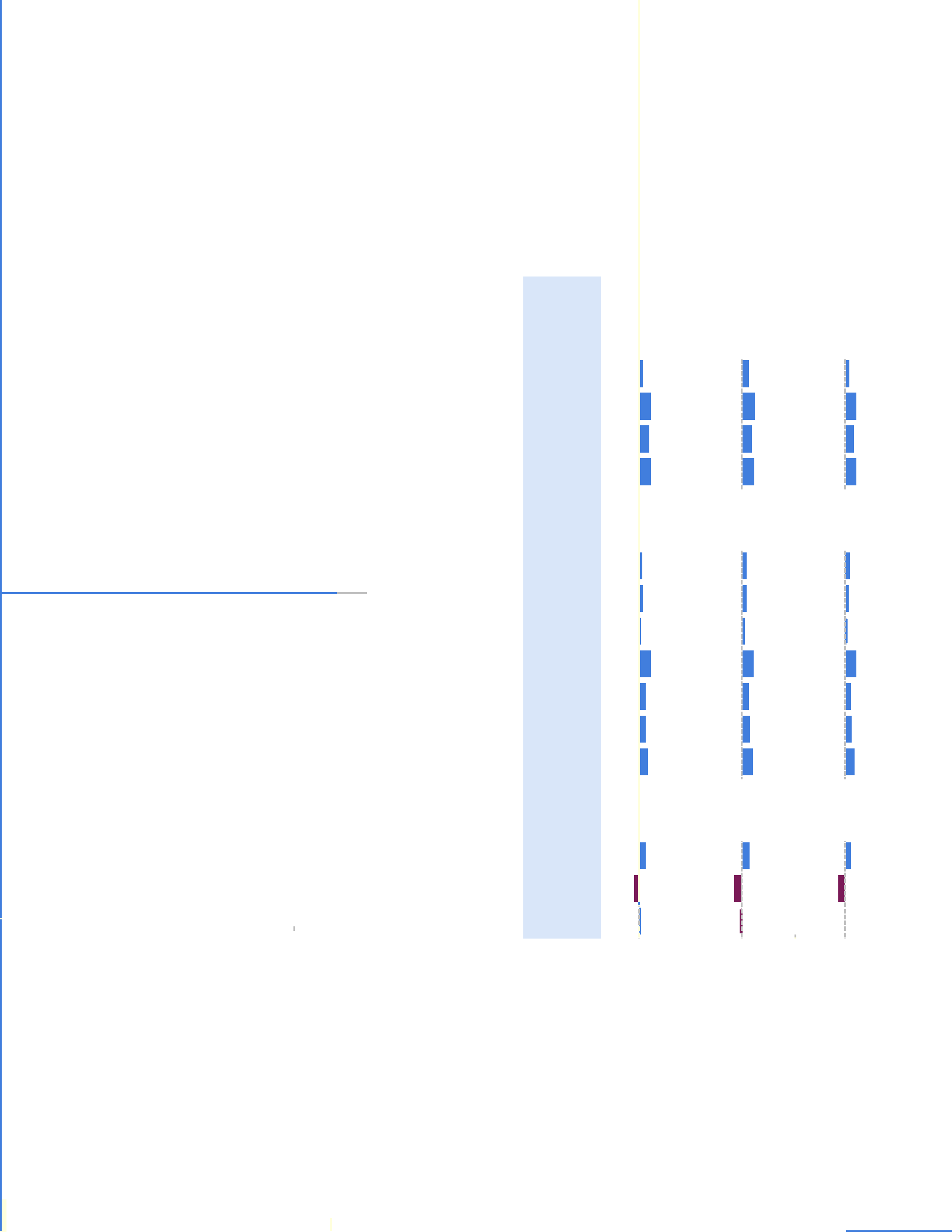
Engagement Indicator	Miami Middletown Mean	Your first year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher Order Learning	40.9	37.4 *	.28	37.3 *	.27	37.8	.23
Reflective & Integrative Learning	36.9	34.7	.18	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.



NSSE 2021 Engagement Indicators

Academic Challenge

Miami University Middletown

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.

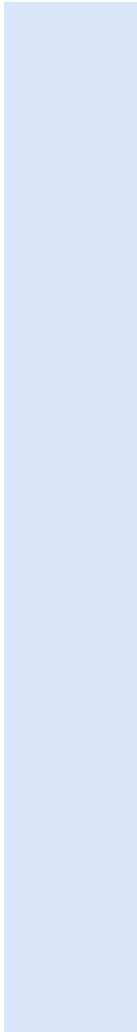
Mean Comparisons

<i>Engagement Indicator</i>	Miami Middletown	<i>Your seniors compared with</i>					
		Great Lakes Public	Carnegie Class		NSSE 2020 & 2021		
	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
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

Quantitative Reasoning



1. *Introduction*

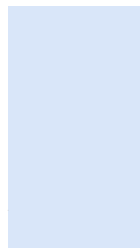
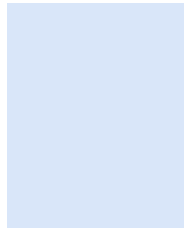
2. *Methodology*

3. *Results*

4. *Discussion*

5. *Conclusion*

6. *References*



NSSE 2021 Engagement Indicators

Experiences with Faculty

Miami University Middletown

Experiences with Faculty: First year students

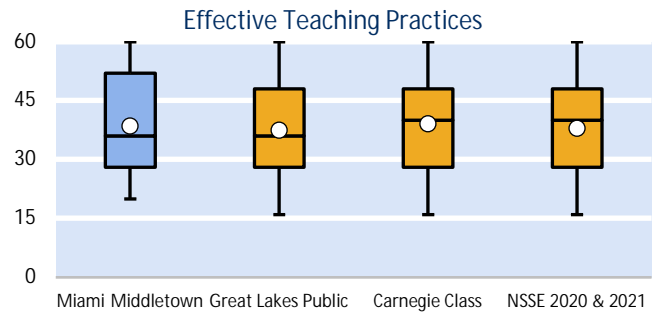
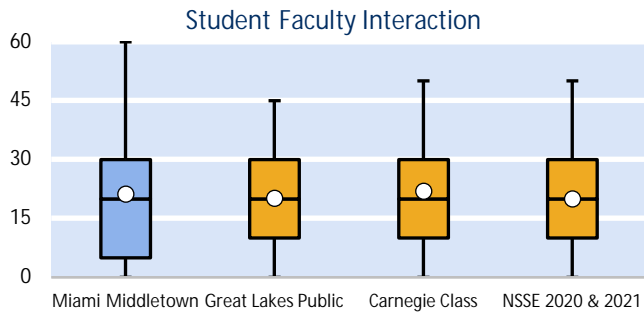
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

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.

Student Faculty Interaction	Miami Middletown	Percentage point difference ^a between your F1 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

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.

NSSE 2021 Engagement Indicators

Experiences with Faculty

Miami University Middletown

Experiences with Faculty: Seniors

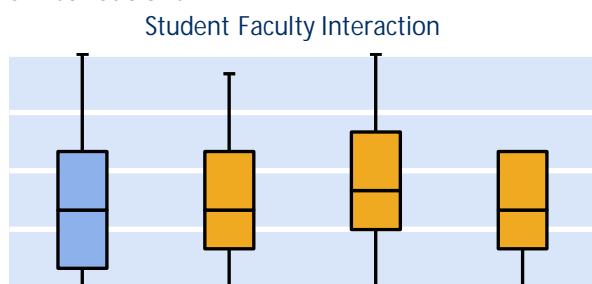
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student Faculty Interaction	21.6	22.8	.08	26.1	.27	23.0	.08
Effective Teaching Practices	39.5	38.5	.07	40.9	.10	39.2	.02

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



Effective Teaching Practices

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.

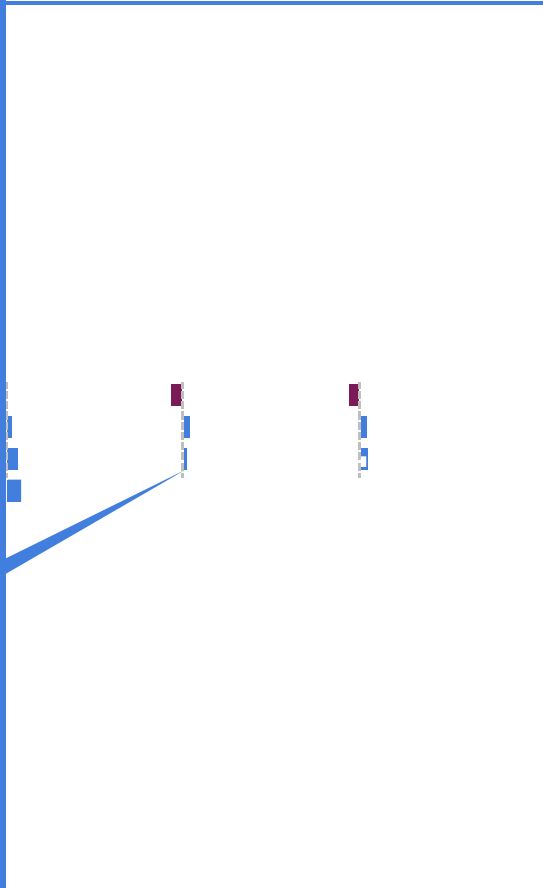
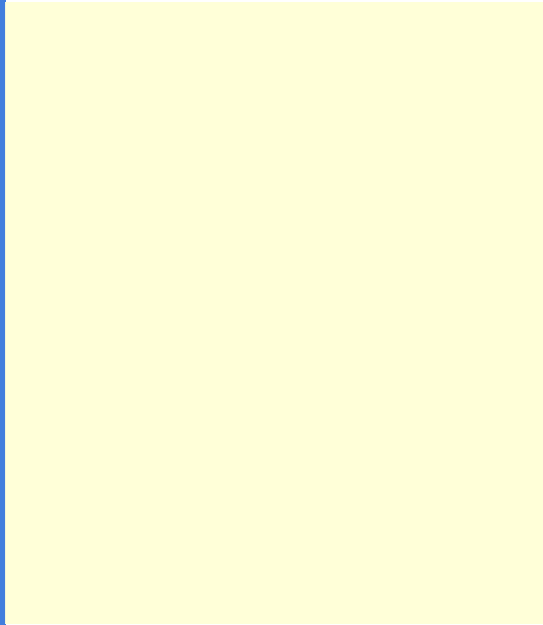
Performance on Indicator Items

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.

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.



This page intentionally left blank.

NSSE 2021 Engagement Indicators

Miami University Middletown

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

Theme	Engagement Indicator	Mean	Effect size	Mean	Effect size
Academic Challenge	Higher Order Learning	39.2	6	41.9	.07 6
	Reflective and Integrative Learning	36.5	6	39.1	.19
	Learning Strategies	39.7	.05 6	43.0 *	.2/C201TfT*0003Tj/
	Quantitative Reasoning	29.7	.09 6	32.5	6
Learning with Peers	Collaborative Learning	22.9	33.9 ***	.79	***
	Discussions with Diverse Others	33.0	40.6 ***	.50	***
Experiences with Faculty	Student Faculty Interaction	21.2	23.2		***
	Effective Teaching Practices	38.6	40.4		**
Campus Environment	Quality of Interactions	44.4	45.1	6	
	Supportive Environment	33.0	36.8		**

Seniors

Theme	Engagement Indicator	Mean	Effect size	Mean	Effect size
Academic Challenge	Higher Order Learning	41.6		6	
	Reflective and Integrative Learning	40.5		6	
	Learning Strategies			6	
	Quantitative Reasoning	31.6	.02	6	
Learning with Peers	Collaborative Learning	35.0 ***	.57	***	
	Discussions with Diverse Others		.23	*	
Experiences with Faculty	Student Faculty Interaction	21.6	**	.43	***
	Effective Teaching Practices	39.5		.15	*
Campus Environment	Quality of Interactions	45.2	.12	*	
	Supportive Environment	34.1	.23	**	

Detailed Statistics: First Year Students

<i>Mean</i>	<i>SD^b</i>	<i>SE^c</i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom^e</i>	<i>Mean diff.</i>	<i>Sig.^f</i>	<i>Effect</i>
-------------	-----------------------	-----------------------	------------	-------------	-------------	-------------	-------------	--	-----------------------	-------------------------	---------------

Detailed Statistics: Seniors

	<i>Mean</i>	<i>SD^b</i>	<i>SE^c</i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom^e</i>	<i>Mean diff.</i>	<i>Sig.^f</i>	<i>Effect size^g</i>
Academic Challenge												
Higher Order Learning												
Miami-Middletown (N = 37)	41.6	14.0	2.30	20	35	40	55	60				

