



NSSE 2015

Engagement Indicators

Miami University-Hamilton

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 first-year and senior 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.

Summary of 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 2014 and 2015 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

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 NSSE 2015	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 NSSE 2015	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

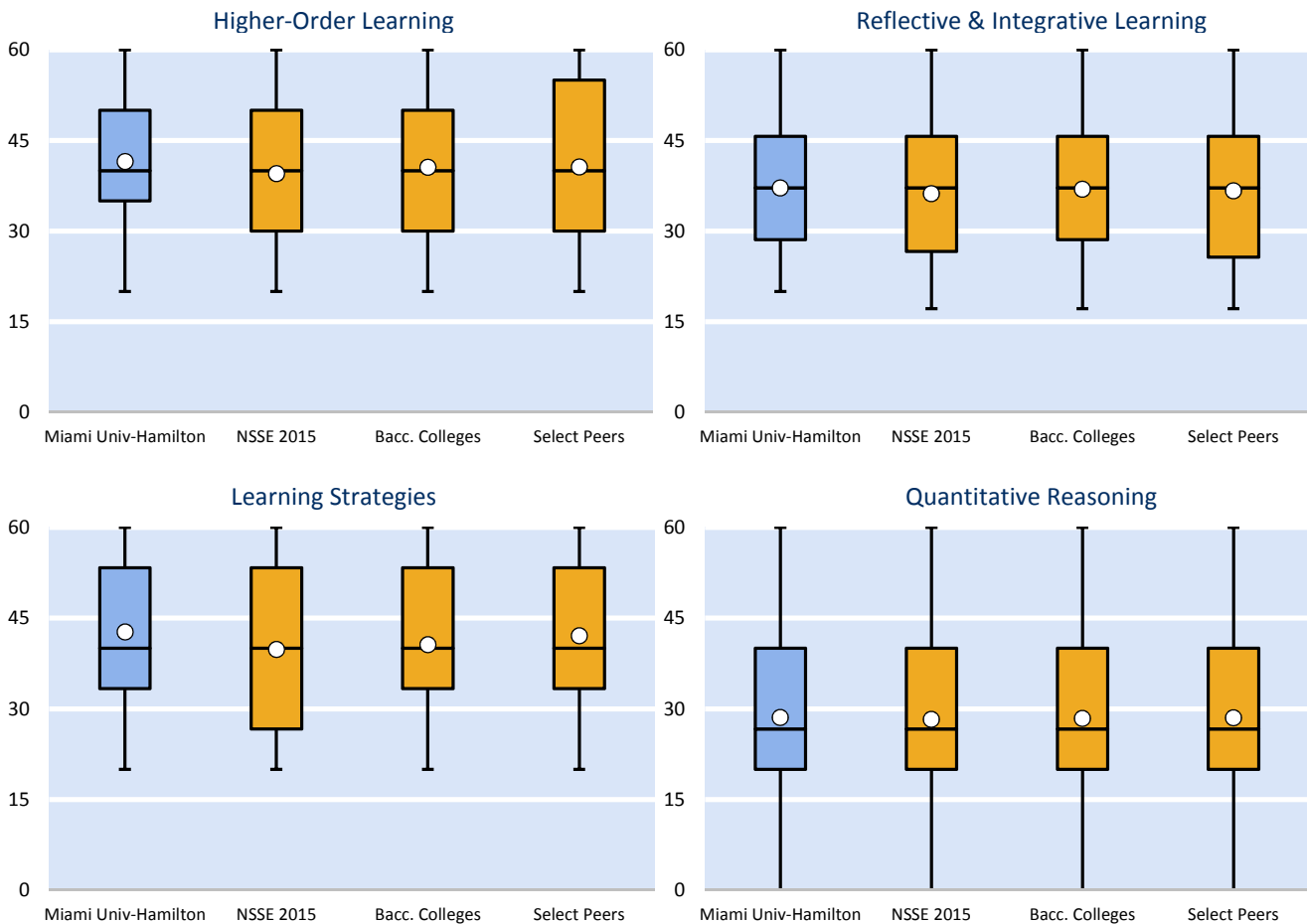
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Univ-Hamilton Mean	Your first-year students compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	39.5	.14	40.5	.07	40.6	.06
Reflective & Integrative Learning	37.1	36.2	.07	36.9	.02	36.7	.03
Learning Strategies	42.7	39.9 *	.20	40.6	.15	42.1	.05
Quantitative Reasoning	28.6	28.3	.02	28.4	.01	28.5	.01

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)

Summary of Indicator Items

	Miami Univ-Hamilton	NSSE 2015	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	73 	74 	75 	76 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	73 	75 	74 
4d. Evaluating a point of view, decision, or information source	79 	71 	75 	76 
4e. Forming a new idea or understanding from various pieces of information	82 	70 	73 	72 
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	59 	57 	57 	57 
2b. Connected your learning to societal problems or issues	61 	55 	56 	56 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	52 	55 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	64 	66 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	68 	70 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	66 	68 	67 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	78 	79 	80 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	81 	83 	86 
9b. Reviewed your notes after class	76 	66 	68 	72 
9c. Summarized what you learned in class or from course materials	73 	64 	66 	72 
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.)	56 	53 	53 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39 	40 	41 	41 
6c. Evaluated what others have concluded from numerical information	41 	40 	40 	39 

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.

Academic Challenge: Seniors

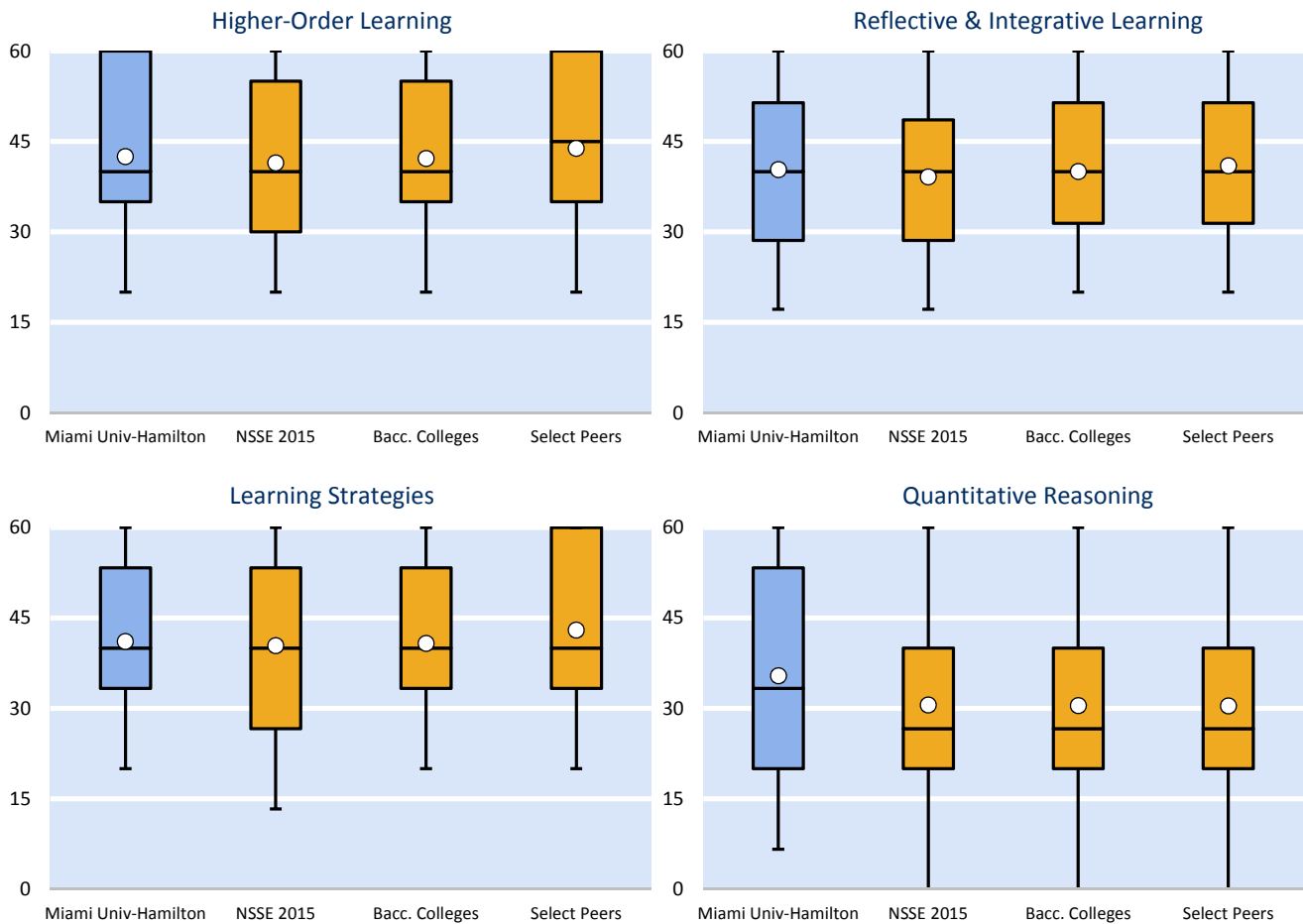
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Mean Comparisons

Engagement Indicator	Miami Univ-Hamilton Mean	Your seniors compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	41.5	.08	42.2	.03	43.9	-.10
Reflective & Integrative Learning	40.4	39.1	.09	40.0	.03	41.0	-.05
Learning Strategies	41.1	40.4	.05	40.8	.02	43.0	-.13
Quantitative Reasoning	35.4	30.6 **	.28	30.4 **	.28	30.4 **	.29

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: Seniors (continued)

Summary of Indicator Items

	Miami Univ-Hamilton	NSSE 2015	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	82 	80 	81 	83 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	78 	79 	83 
4d. Evaluating a point of view, decision, or information source	75 	72 	75 	79 
4e. Forming a new idea or understanding from various pieces of information	72 	73 	76 	80 
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	77 	72 	73 	73 
2b. Connected your learning to societal problems or issues	67 	64 	67 	71 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64 	56 	60 	64 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73 	67 	70 	69 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	71 	73 	75 
2f. Learned something that changed the way you understand an issue or concept	68 	71 	72 	73 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	84 	86 	88 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	83 	85 	87 
9b. Reviewed your notes after class	73 	64 	63 	70 
9c. Summarized what you learned in class or from course materials	71 	66 	67 	73 
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.)	64 	56 	55 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	59 	46 	45 	45 
6c. Evaluated what others have concluded from numerical information	50 	46 	46 	44 

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.

Learning with Peers: First-year students

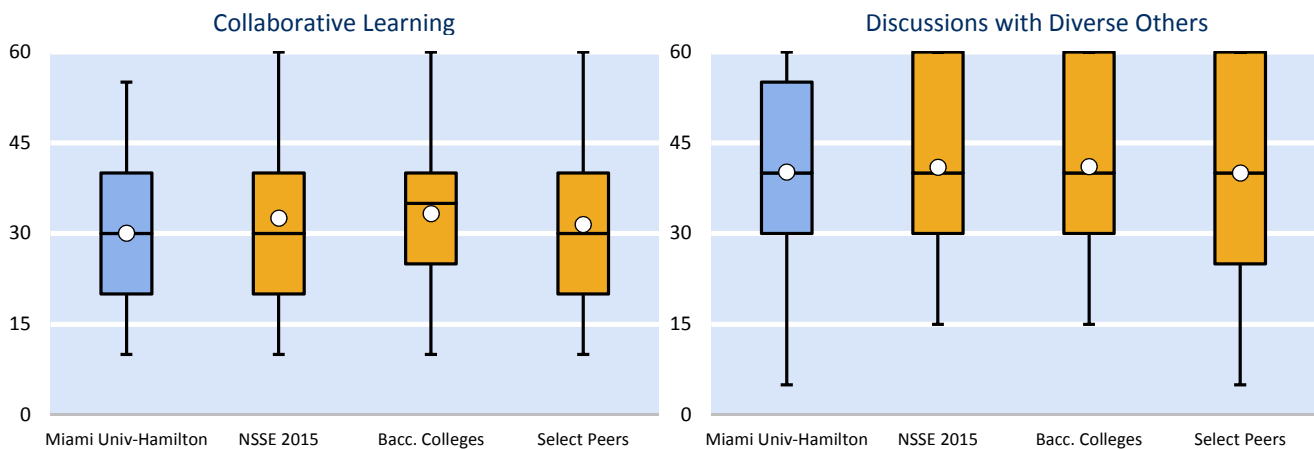
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Miami Univ-Hamilton Mean	Your first-year students compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	32.5 *	-.17	33.2 **	-.23	31.5	-.10
Discussions with Diverse Others	40.1	41.0	-.05	41.1	-.06	40.0	.01

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.

Summary of Indicator Items

Collaborative Learning

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

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
1e. Asked another student to help you understand course material	42	50	50	46
1f. Explained course material to one or more students	54	58	59	55
1g. Prepared for exams by discussing or working through course material with other students	38	50	52	47
1h. Worked with other students on course projects or assignments	50	54	56	53

Discussions with Diverse Others

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

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
8a. People from a race or ethnicity other than your own	63	73	72	71
8b. People from an economic background other than your own	75	74	74	70
8c. People with religious beliefs other than your own	74	69	69	65
8d. People with political views other than your own	74	68	67	65

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Learning with Peers: Seniors

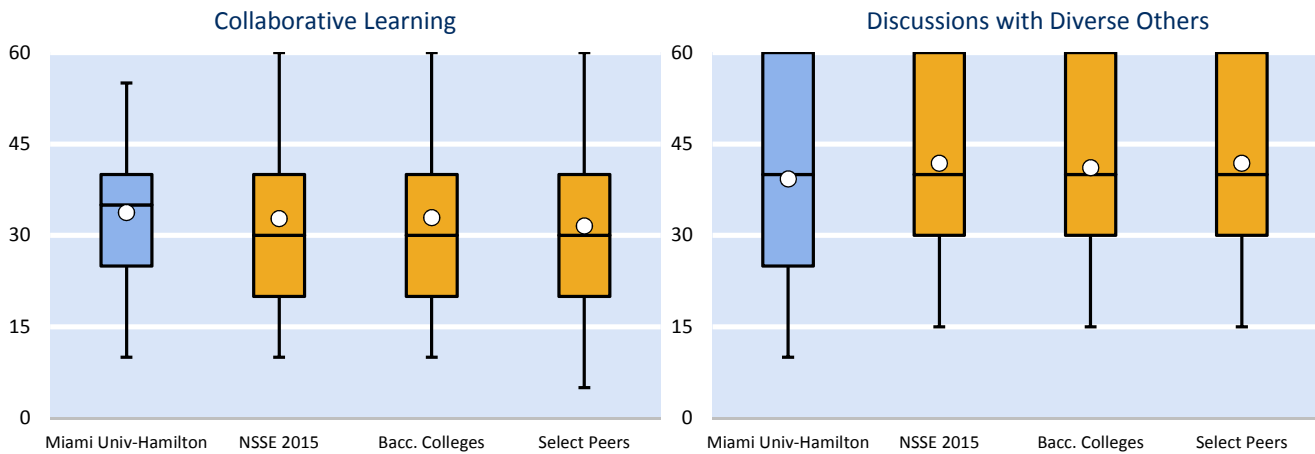
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Mean Comparisons

Engagement Indicator	Miami Univ-Hamilton Mean	Your seniors compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	32.8	.07	32.9	.06	31.6	.14
Discussions with Diverse Others	39.3	41.9	-.16	41.1	-.12	41.9	-.15

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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Summary of Indicator Items

Collaborative Learning

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

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
1e. Asked another student to help you understand course material	37	41	41	36
1f. Explained course material to one or more students	59	58	61	55
1g. Prepared for exams by discussing or working through course material with other students	44	46	48	43
1h. Worked with other students on course projects or assignments	75	66	63	61

Discussions with Diverse Others

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

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
8a. People from a race or ethnicity other than your own	63	73	71	74
8b. People from an economic background other than your own	73	75	74	75
8c. People with religious beliefs other than your own	67	70	69	70
8d. People with political views other than your own	66	71	69	70

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.

Experiences with Faculty: First-year students

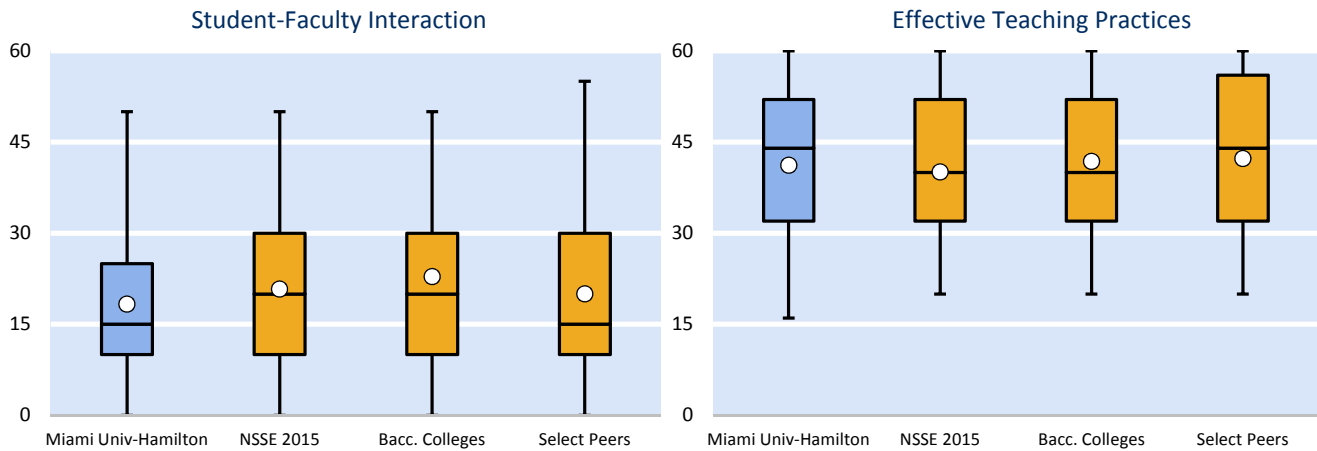
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Univ-Hamilton Mean	Your first-year students compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.3	20.8	-.16	22.9 ***	-.30	20.0	-.11
Effective Teaching Practices	41.2	40.1	.08	41.8	-.05	42.3	-.08

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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Summary of Indicator Items

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	31	33	37	34
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	20	22	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	26	31	24
3d. Discussed your academic performance with a faculty member	30	30	35	31
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	80	82	83
5b. Taught course sessions in an organized way	79	79	81	78
5c. Used examples or illustrations to explain difficult points	81	76	79	79
5d. Provided feedback on a draft or work in progress	70	65	71	73
5e. Provided prompt and detailed feedback on tests or completed assignments	71	63	69	68

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.

Experiences with Faculty: Seniors

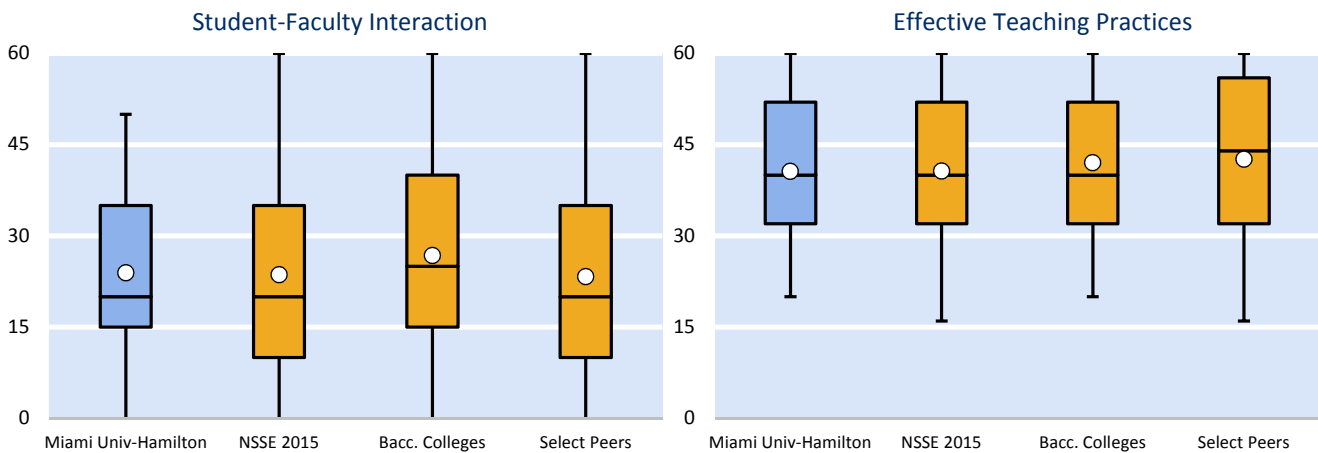
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		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.9	23.7	.02	26.8 *	-.17	23.3	.04
Effective Teaching Practices	40.6	40.7	.00	42.0	-.10	42.6	-.14

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).

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Summary of Indicator Items

Student-Faculty Interaction

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

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
3a. Talked about career plans with a faculty member	42	42	49	40
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	27	32	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	33	41	32
3d. Discussed your academic performance with a faculty member	38	33	38	35

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
5a. Clearly explained course goals and requirements	84	82	84	85
5b. Taught course sessions in an organized way	81	80	82	82
5c. Used examples or illustrations to explain difficult points	85	78	81	81
5d. Provided feedback on a draft or work in progress	60	61	67	68
5e. Provided prompt and detailed feedback on tests or completed assignments	69	67	71	69

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.

Campus Environment: First-year students

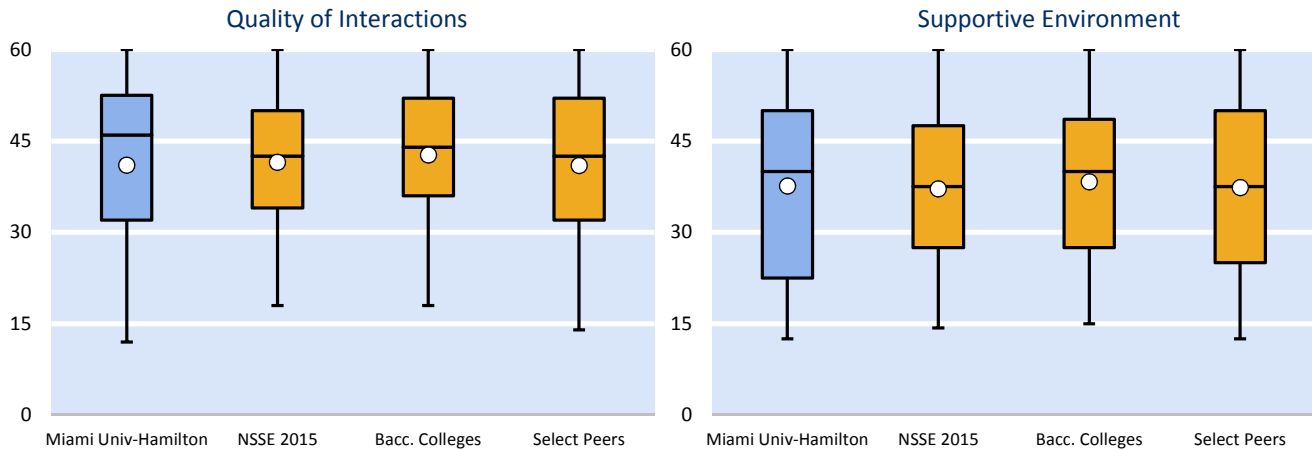
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami Univ-Hamilton Mean	Your first-year students compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	41.5	-.04	42.7	-.13	41.0	.01
Supportive Environment	37.6	37.1	.03	38.3	-.05	37.3	.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



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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
13a. Students	52	58	59	59
13b. Academic advisors	46	50	54	48
13c. Faculty	60	50	57	53
13d. Student services staff (career services, student activities, housing, etc.)	45	44	47	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	42	47	44

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
14b. Providing support to help students succeed academically	78	77	80	80
14c. Using learning support services (tutoring services, writing center, etc.)	80	78	80	82
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	60	62	64
14e. Providing opportunities to be involved socially	69	72	74	69
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	71	71	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	45	46	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	66	69	61
14i. Attending events that address important social, economic, or political issues	58	53	59	52

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.

Campus Environment: Seniors

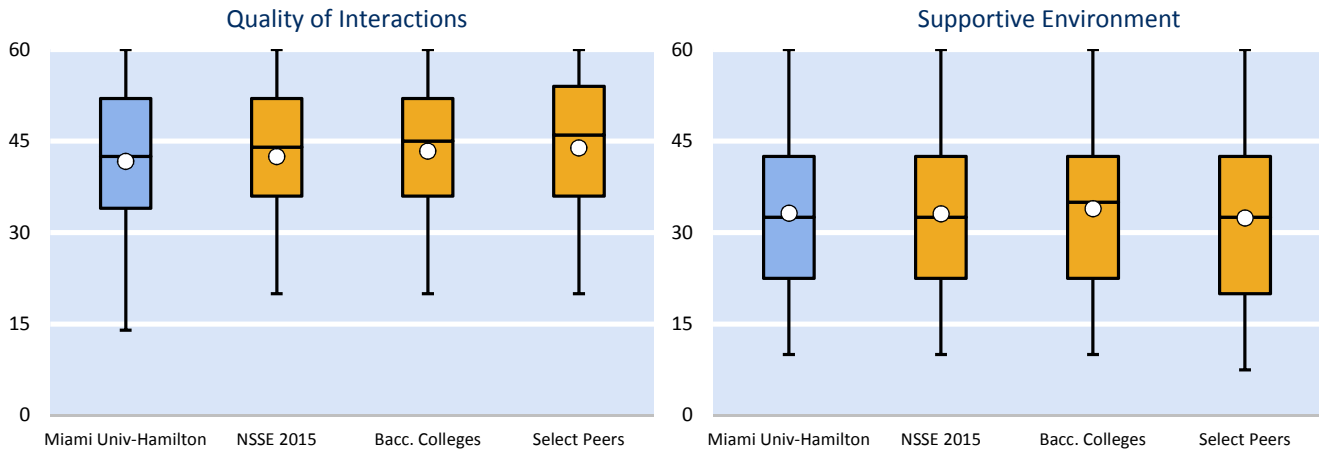
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami Univ-Hamilton Mean	Your seniors compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	42.5	-.07	43.4	-.14	43.9	-.18
Supportive Environment	33.2	33.1	.01	33.9	-.05	32.4	.05

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
13a. Students	66	63	64	66
13b. Academic advisors	43	53	60	54
13c. Faculty	66	59	65	68
13d. Student services staff (career services, student activities, housing, etc.)	49	43	43	48
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	42	42	50

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Miami Univ-Hamilton	NSSE 2015	Bacc. Colleges	Select Peers
14b. Providing support to help students succeed academically	72	72	75	74
14c. Using learning support services (tutoring services, writing center, etc.)	63	67	71	70
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	54	54	57
14e. Providing opportunities to be involved socially	65	66	67	62
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	61	61	52
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	33	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	56	58	48
14i. Attending events that address important social, economic, or political issues	53	45	51	43

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.