NSSE 2015
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
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

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**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 NSSE 2015	Your first-year students compared with Bacc. Colleges	Your first-year students compared with Select Peers
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 NSSE 2015	Your seniors compared with Bacc. Colleges	Your seniors compared with Select Peers
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	--	--	--

NSSE 2015 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

| | Miami-Middletown | Your first-year students compared with | | | | | |
| | | NSSE 2015 | | Bacc. Colleges | | Select Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.2	39.5	.19	40.5	.12	40.6	.11
Reflective & Integrative Learning	39.6	36.2 *	.27	36.9	.21	36.7	.22
Learning Strategies	41.6	39.9	.12	40.6	.07	42.1	-.04
Quantitative Reasoning	31.0	28.3	.16	28.4	.16	28.5	.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
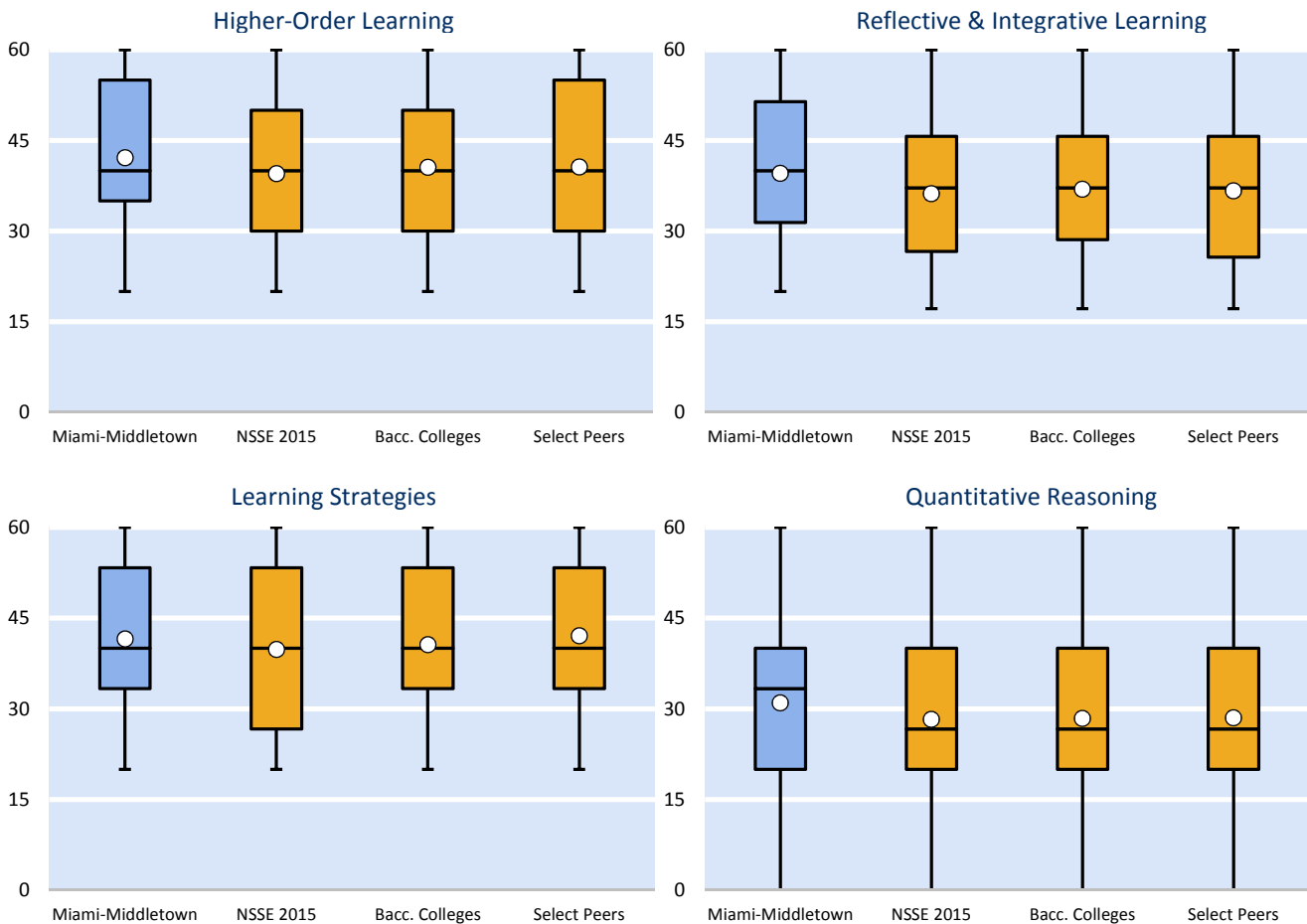
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

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

	Miami-Middletown %	NSSE 2015 %	Bacc. Colleges %	Select Peers %
4b. Applying facts, theories, or methods to practical problems or new situations	75	74	75	76
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	73	75	74
4d. Evaluating a point of view, decision, or information source	83	71	75	76
4e. Forming a new idea or understanding from various pieces of information	78	70	73	72

Reflective & Integrative Learning

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

	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
2a. Combined ideas from different courses when completing assignments	67	57	57	57
2b. Connected your learning to societal problems or issues	64	55	56	56
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	52	55	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	64	66	65
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	68	70	70
2f. Learned something that changed the way you understand an issue or concept	77	66	68	67
2g. Connected ideas from your courses to your prior experiences and knowledge	75	78	79	80

Learning Strategies

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

	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
9a. Identified key information from reading assignments	88	80	83	86
9b. Reviewed your notes after class	74	66	68	72
9c. Summarized what you learned in class or from course materials	68	64	66	72

Quantitative Reasoning

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

	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	53	53	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	40	41	41
6c. Evaluated what others have concluded from numerical information	51	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

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

	Miami-Middletown	NSSE 2015		Bacc. Colleges		Select Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.4	41.5	.14	42.2	.09	43.9	-.03
Reflective & Integrative Learning	37.1	39.1	-.15	40.0	-.22	41.0 *	-.29
Learning Strategies	41.8	40.4	.09	40.8	.07	43.0	-.08
Quantitative Reasoning	34.0	30.6	.19	30.4	.20	30.4	.21

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

Higher-Order Learning


Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning
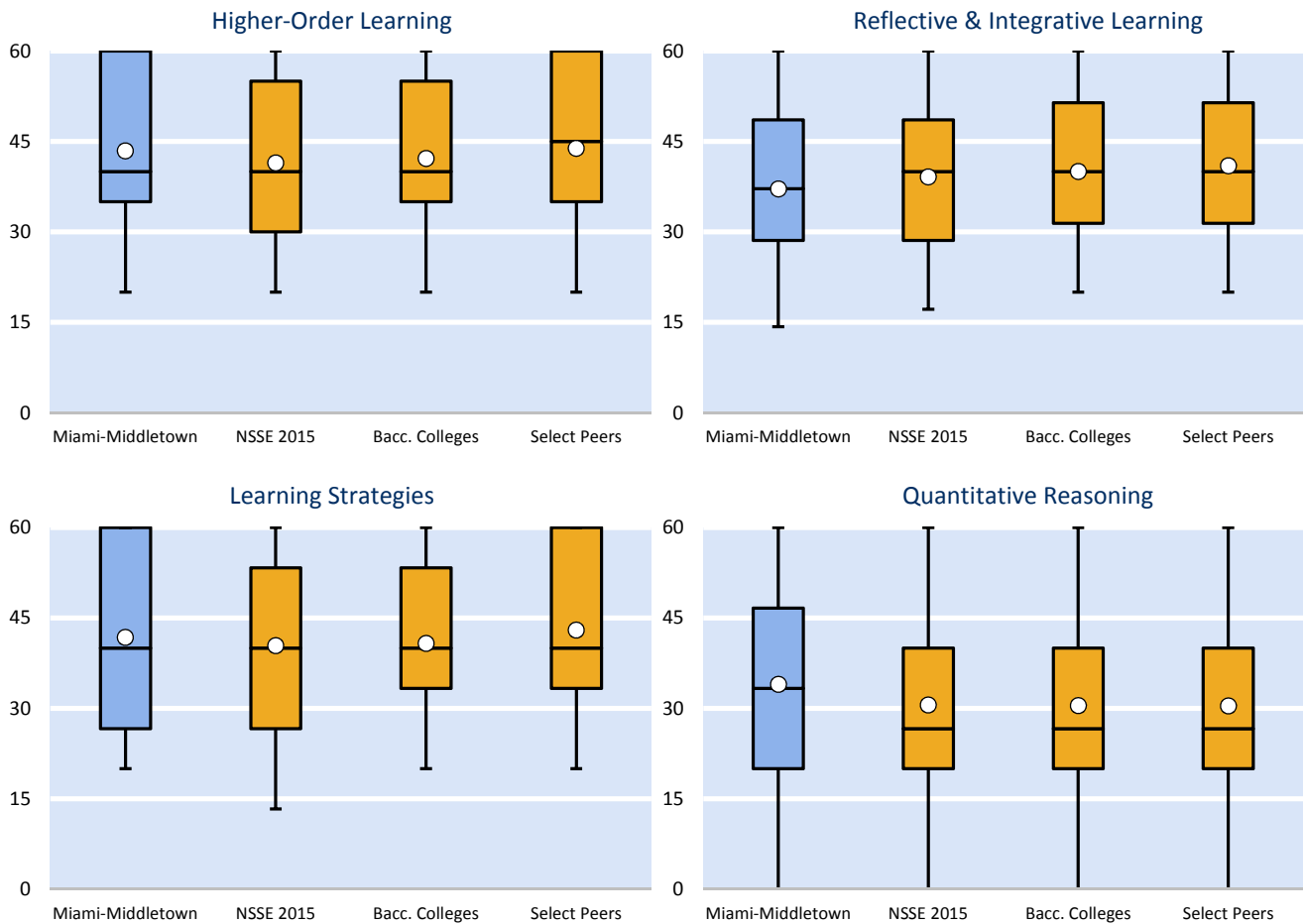
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	87	80	81	83
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	84	78	79	83
4d. Evaluating a point of view, decision, or information source	69	72	75	79
4e. Forming a new idea or understanding from various pieces of information	77	73	76	80

Reflective & Integrative Learning	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	72	73	73
2b. Connected your learning to societal problems or issues	57	65	67	71
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	56	60	64
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	67	70	69
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	71	73	75
2f. Learned something that changed the way you understand an issue or concept	61	71	72	73
2g. Connected ideas from your courses to your prior experiences and knowledge	80	84	86	88

Learning Strategies	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	84	83	85	87
9b. Reviewed your notes after class	70	64	63	70
9c. Summarized what you learned in class or from course materials	66	66	67	73

Quantitative Reasoning	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66	56	55	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	57	46	45	45
6c. Evaluated what others have concluded from numerical information	49	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

| | Miami-Middletown | Your first-year students compared with | | | | | |
| | | NSSE 2015 | | Bacc. Colleges | | Select Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	32.5	-.04	33.2	-.10	31.5	.03
Discussions with Diverse Others	38.7	41.0	-.14	41.1	-.15	40.0	-.07

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

Score Distributions

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Summary of Indicator Items

	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	44	50	50	46
1f. Explained course material to one or more students	62	58	59	55
1g. Prepared for exams by discussing or working through course material with other students	51	50	52	47
1h. Worked with other students on course projects or assignments	59	54	56	53
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	59	73	72	71
8b. People from an economic background other than your own	70	74	74	70
8c. People with religious beliefs other than your own	64	69	69	65
8d. People with political views other than your own	67	68	67	65

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: Seniors

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Mean Comparisons

	Miami-Middletown	Your seniors compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.5	32.8	-.09	32.9	-.10	31.6	.00
Discussions with Diverse Others	39.1	41.9	-.17	41.1	-.13	41.9	-.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 and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions
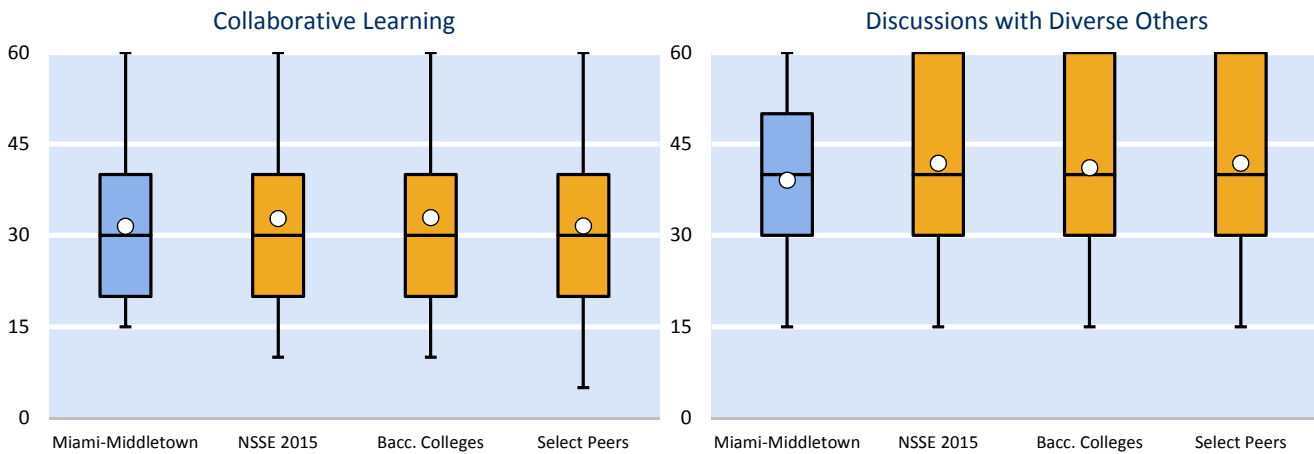
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Summary of Indicator Items

Collaborative Learning	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	42	41	41	36
1f. Explained course material to one or more students	48	58	61	55
1g. Prepared for exams by discussing or working through course material with other students	42	46	48	43
1h. Worked with other students on course projects or assignments	70	66	63	61

Discussions with Diverse Others	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	65	73	71	74
8b. People from an economic background other than your own	74	75	74	75
8c. People with religious beliefs other than your own	61	70	69	70
8d. People with political views other than your own	65	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-Middletown 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	23.8	20.8	.20	22.9	.06	20.0	.25
Effective Teaching Practices	42.5	40.1	.18	41.8	.06	42.3	.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

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Summary of Indicator Items

Student-Faculty Interaction	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	34	33	37	34
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	20	22	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	26	31	24
3d. Discussed your academic performance with a faculty member	40	30	35	31

Effective Teaching Practices	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	80	82	83
5b. Taught course sessions in an organized way	84	79	81	78
5c. Used examples or illustrations to explain difficult points	82	76	79	79
5d. Provided feedback on a draft or work in progress	73	65	71	73
5e. Provided prompt and detailed feedback on tests or completed assignments	75	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.
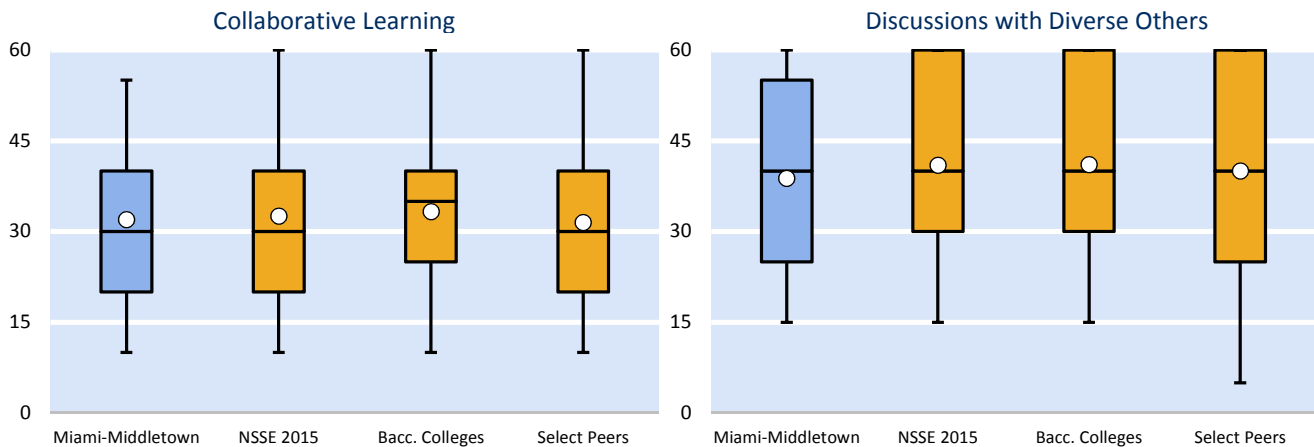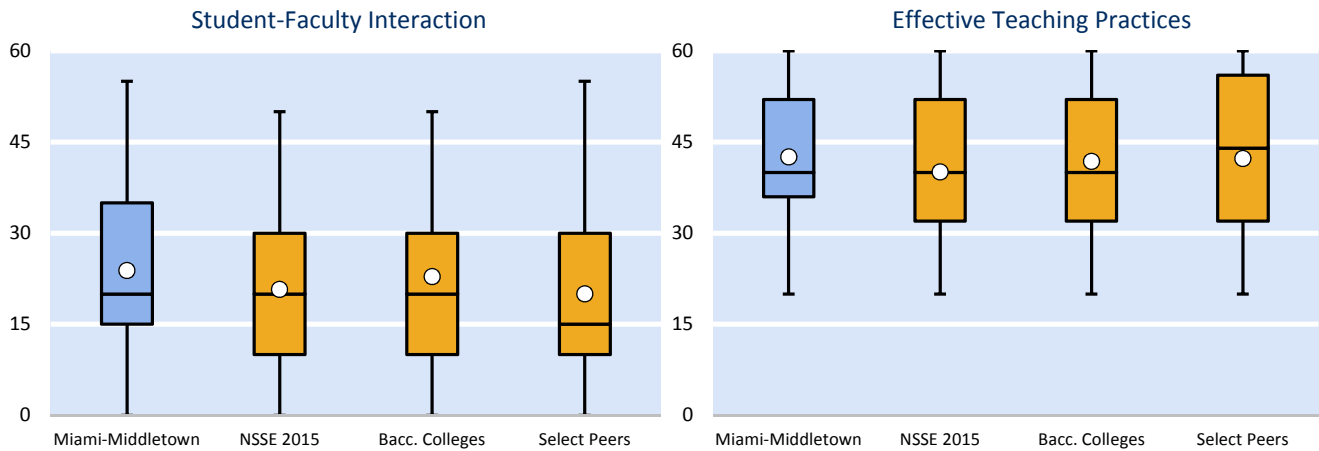
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Mean Comparisons

	Miami-Middletown	Your seniors compared with					
		NSSE 2015		Bacc. Colleges		Select Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.0	23.7	-.10	26.8 *	-.29	23.3	-.08
Effective Teaching Practices	43.8	40.7	.23	42.0	.13	42.6	.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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Summary of Indicator Items

	Miami-Middletown	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	41	42	49	40
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	27	32	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	33	41	32
3d. Discussed your academic performance with a faculty member	35	33	38	35
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	90	82	84	85
5b. Taught course sessions in an organized way	84	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	74	61	67	68
5e. Provided prompt and detailed feedback on tests or completed assignments	77	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.
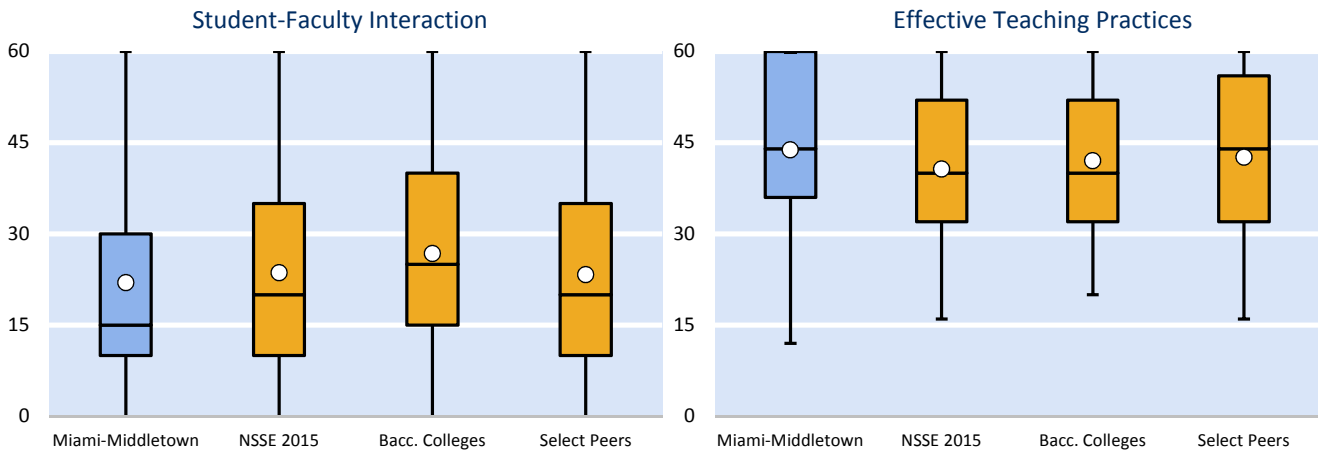
NSSE 2015 Engagement Indicators

Campus Environment
Miami University-Middletown

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

| | Miami-Middletown | Your first-year students compared with | | | | | |
| | | NSSE 2015 | | Bacc. Colleges | | Select Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	41.5	.09	42.7	-.01	41.0	.11
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

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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-Middletown %	NSSE 2015 %	Bacc. Colleges %	Select Peers %
13a. Students	50	58	59	59
13b. Academic advisors	56	50	54	48
13c. Faculty	52	50	57	53
13d. Student services staff (career services, student activities, housing, etc.)	50	44	47	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	42	47	44

Supportive Environment

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

	Miami-Middletown	NSSE 2015	Bacc. Colleges	Select Peers
14b. Providing support to help students succeed academically	75	77	80	80
14c. Using learning support services (tutoring services, writing center, etc.)	63	78	80	82
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	60	62	64
14e. Providing opportunities to be involved socially	73	72	74	69
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	71	71	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	45	46	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	66	69	61
14i. Attending events that address important social, economic, or political issues	50	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.
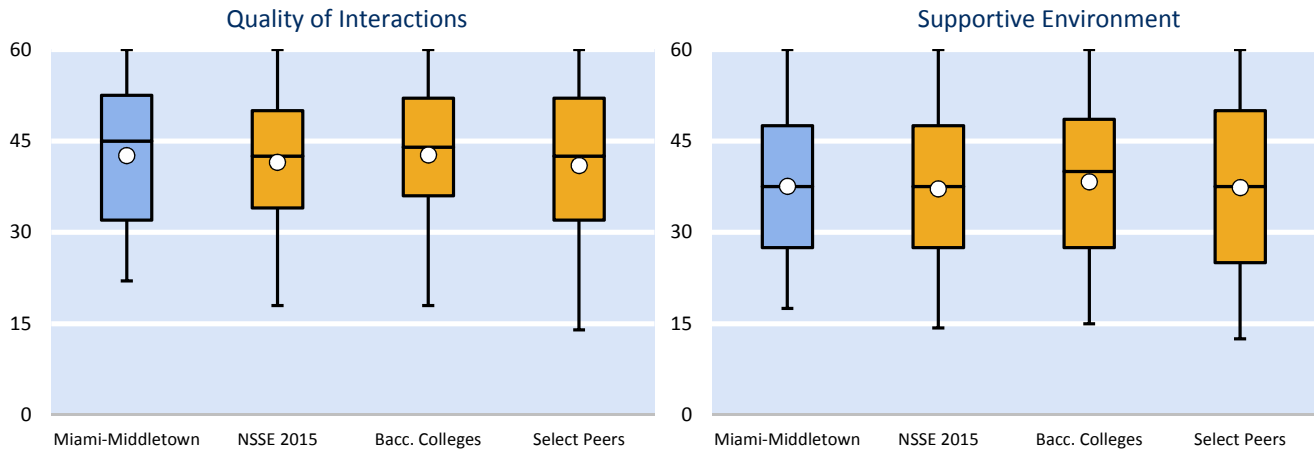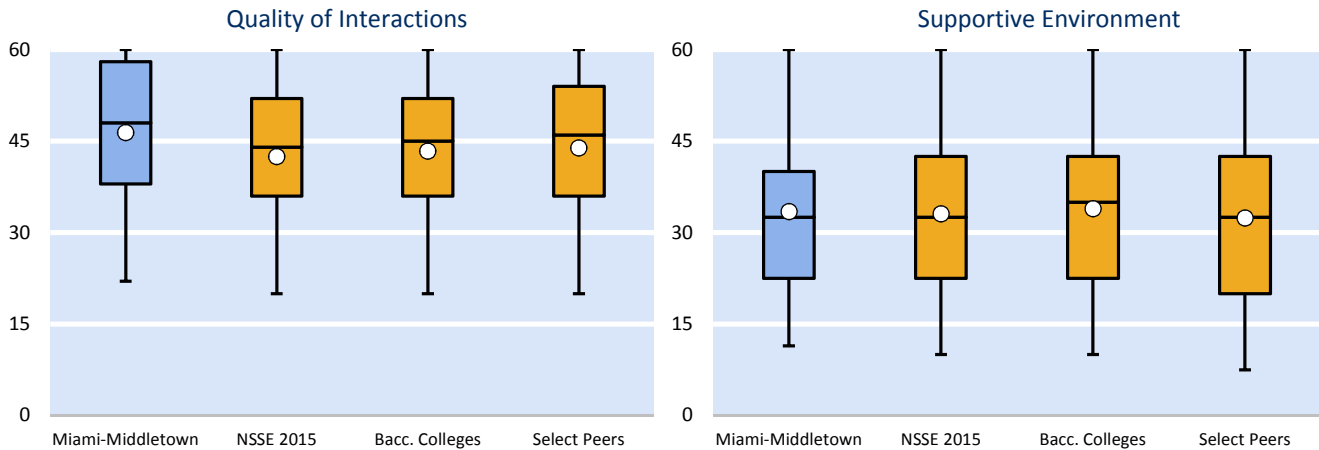
Campus Environment: Seniors

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-Middletown Mean	NSSE 2015 Mean	NSSE 2015 Effect size	Bacc. Colleges Mean	Bacc. Colleges Effect size	Select Peers Mean	Select Peers Effect size
		Your seniors compared with					
Quality of Interactions	46.4	42.5 *	.32	43.4 *	.26	43.9	.19
Supportive Environment	33.4	33.1	.02	33.9	-.03	32.4	.07

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

Score Distributions

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-Middletown %	NSSE 2015 %	Bacc. Colleges %	Select Peers %
13a. Students	75	63	64	66
13b. Academic advisors	56	53	60	54
13c. Faculty	68	59	65	68
13d. Student services staff (career services, student activities, housing, etc.)	61	43	43	48
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	42	42	50

Supportive Environment

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

	Miami-Middletown %	NSSE 2015 %	Bacc. Colleges %	Select Peers %
14b. Providing support to help students succeed academically	63	72	75	74
14c. Using learning support services (tutoring services, writing center, etc.)	62	67	71	70
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	54	54	57
14e. Providing opportunities to be involved socially	76	66	67	62
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	61	61	52
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	33	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	56	58	48
14i. Attending events that address important social, economic, or political issues	51	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.