



NSSE 2015

Engagement Indicators

Miami University-Oxford

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 Carnegie Peers - RUH	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 Carnegie Peers - RUH	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

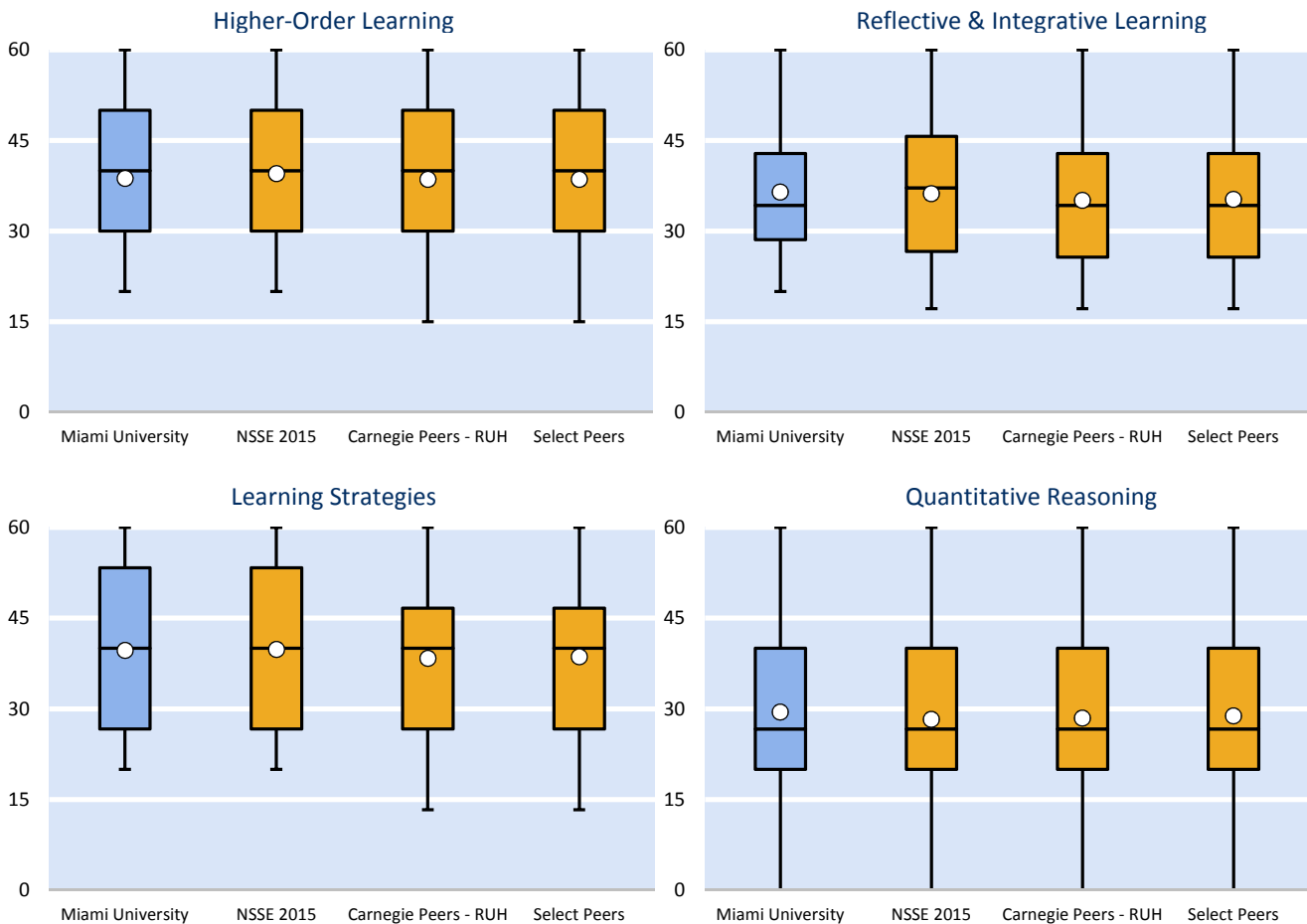
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 University Mean	Your first-year students compared with					
		NSSE 2015 Mean	Effect size	Carnegie Peers - RUH Mean	Effect size	Select Peers Mean	Effect size
Higher-Order Learning	38.7	39.5	-.06	38.5	.01	38.6	.01
Reflective & Integrative Learning	36.4	36.2	.02	35.1 **	.10	35.3 *	.09
Learning Strategies	39.7	39.9	-.01	38.3 *	.09	38.6	.07
Quantitative Reasoning	29.5	28.3	.07	28.5	.06	28.9	.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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Miami University	NSSE 2015	Carnegie Peers - RUH	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	75 	74 	73 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	73 	72 	72 
4d. Evaluating a point of view, decision, or information source	70 	71 	68 	67 
4e. Forming a new idea or understanding from various pieces of information	63 	70 	67 	67 
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	60 	57 	55 	56 
2b. Connected your learning to societal problems or issues	56 	55 	51 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53 	52 	48 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	64 	61 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	68 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	66 	66 	64 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	78 	76 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	80 	77 	78 
9b. Reviewed your notes after class	64 	66 	63 	63 
9c. Summarized what you learned in class or from course materials	63 	64 	60 	62 
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.)	58 	53 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	40 	40 	41 
6c. Evaluated what others have concluded from numerical information	41 	40 	40 	41 

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

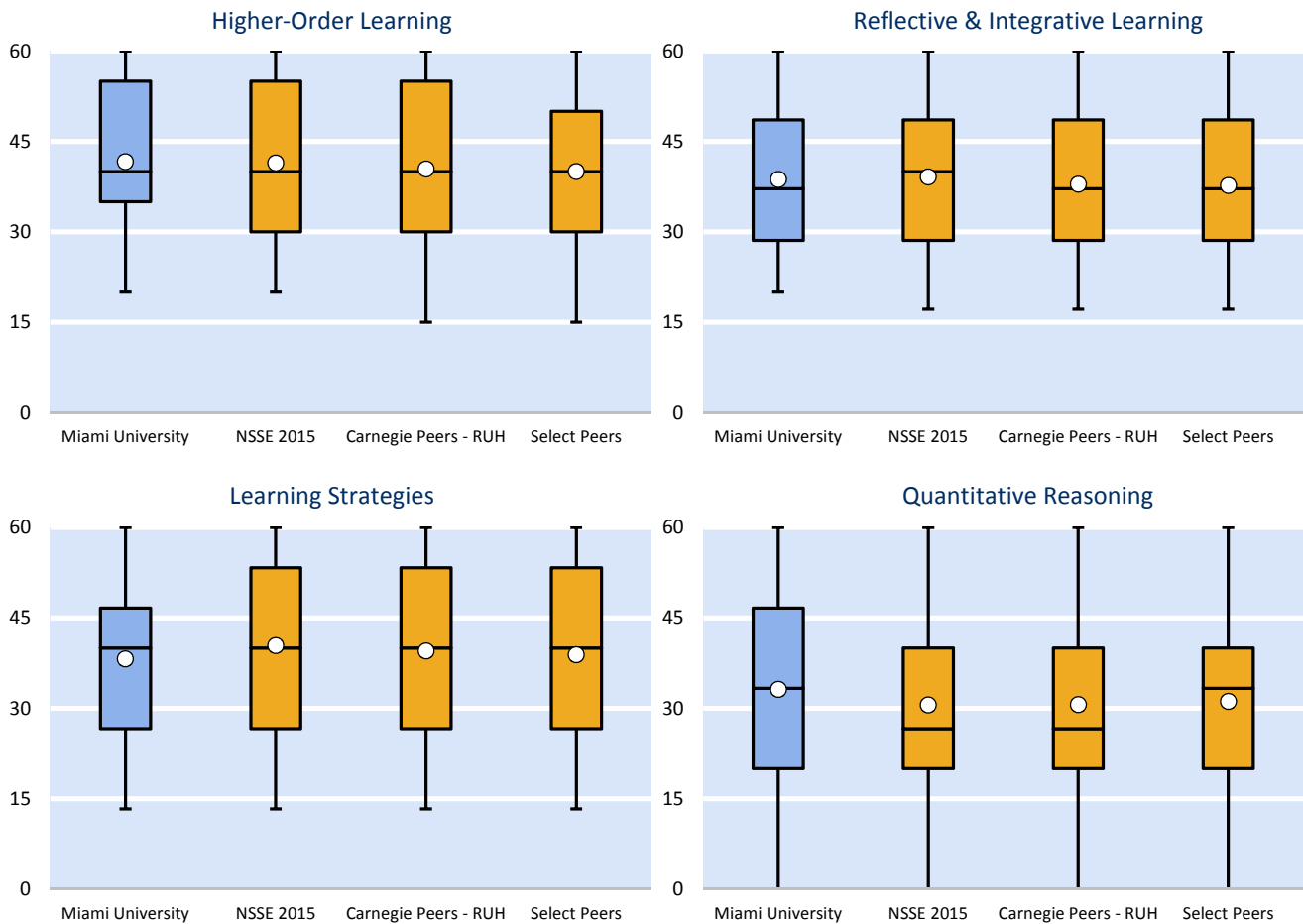
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	Miami University Mean	Your seniors compared with					
		NSSE 2015 Mean	Effect size	Carnegie Peers - RUH Mean	Effect size	Select Peers Mean	Effect size
Higher-Order Learning	41.6	41.5	.01	40.5 *	.08	40.0 **	.12
Reflective & Integrative Learning	38.7	39.1	-.03	37.9	.06	37.7	.08
Learning Strategies	38.2	40.4 ***	-.15	39.5 *	-.09	38.9	-.05
Quantitative Reasoning	33.1	30.6 ***	.15	30.6 ***	.14	31.1 **	.11

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 University	NSSE 2015	Carnegie Peers - RUH	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 	79 	78 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	78 	76 	76 
4d. Evaluating a point of view, decision, or information source	70 	73 	68 	67 
4e. Forming a new idea or understanding from various pieces of information	75 	73 	71 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73 	72 	71 	72 
2b. Connected your learning to societal problems or issues	63 	65 	61 	60 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	56 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	67 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	71 	69 	68 
2f. Learned something that changed the way you understand an issue or concept	70 	71 	68 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	84 	82 	81 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	83 	81 	80 
9b. Reviewed your notes after class	52 	64 	63 	60 
9c. Summarized what you learned in class or from course materials	60 	66 	64 	62 
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.)	61 	56 	57 	58 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	46 	46 	46 
6c. Evaluated what others have concluded from numerical information	53 	46 	46 	48 

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

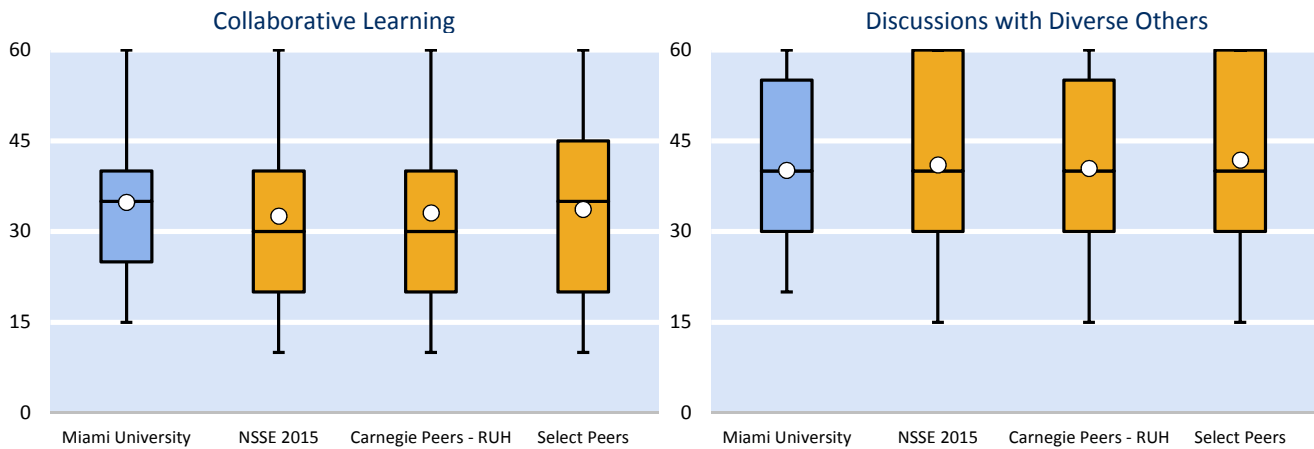
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Miami University Mean	Your first-year students compared with					
		NSSE 2015 Mean	Effect size	Carnegie Peers - RUH Mean	Effect size	Select Peers Mean	Effect size
Collaborative Learning	34.8	32.5 ***	.16	33.1 ***	.12	33.6 *	.08
Discussions with Diverse Others	40.1	41.0	-.05	40.4	-.02	41.8 **	-.11

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 University	NSSE 2015	Carnegie Peers - RUH	Select Peers
1e. Asked another student to help you understand course material	56	50	53	55
1f. Explained course material to one or more students	66	57	59	61
1g. Prepared for exams by discussing or working through course material with other students	54	50	51	52
1h. Worked with other students on course projects or assignments	61	54	54	54

Discussions with Diverse Others

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

	Miami University	NSSE 2015	Carnegie Peers - RUH	Select Peers
8a. People from a race or ethnicity other than your own	62	73	71	74
8b. People from an economic background other than your own	70	74	73	75
8c. People with religious beliefs other than your own	72	69	68	72
8d. People with political views other than your own	67	68	68	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.

Learning with Peers: Seniors

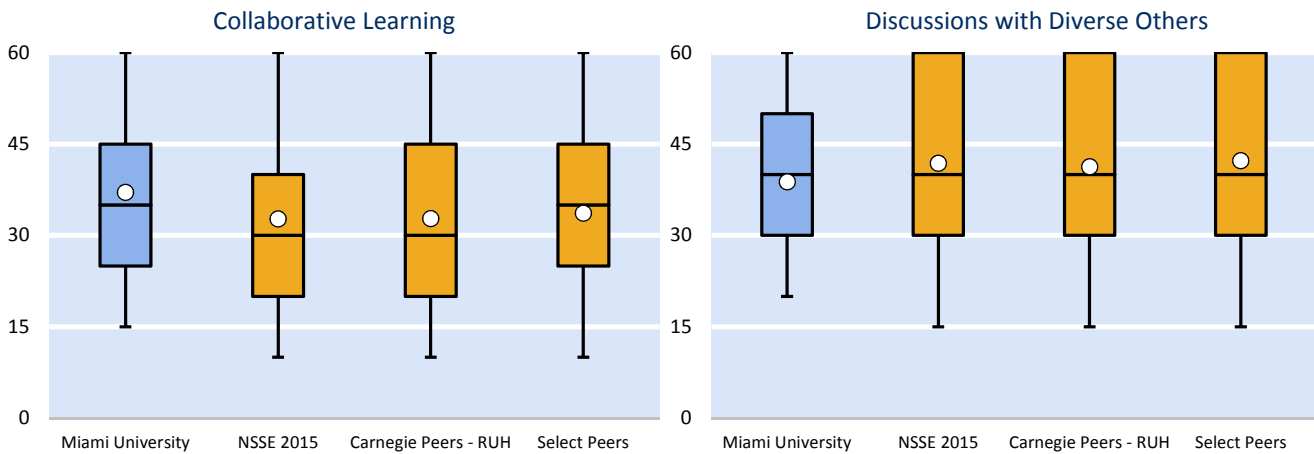
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Miami University Mean	Your seniors compared with					
		NSSE 2015		Carnegie Peers - RUH		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.1	32.7 ***	.30	32.8 ***	.29	33.7 ***	.23
Discussions with Diverse Others	38.8	41.9 ***	-.19	41.3 ***	-.15	42.3 ***	-.22

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 University	NSSE 2015	Carnegie Peers - RUH	Select Peers
1e. Asked another student to help you understand course material	53	41	42	45
1f. Explained course material to one or more students	70	58	59	61
1g. Prepared for exams by discussing or working through course material with other students	54	46	47	49
1h. Worked with other students on course projects or assignments	80	65	64	66

Discussions with Diverse Others

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

	Miami University	NSSE 2015	Carnegie Peers - RUH	Select Peers
8a. People from a race or ethnicity other than your own	60	73	72	74
8b. People from an economic background other than your own	69	75	74	75
8c. People with religious beliefs other than your own	66	70	69	72
8d. People with political views other than your own	71	71	70	72

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

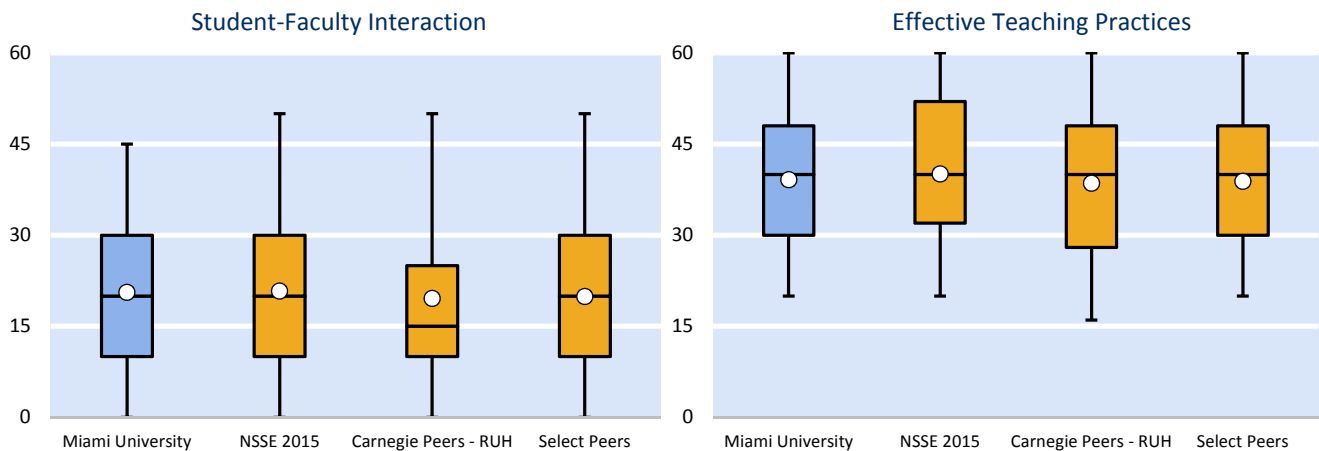
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 University Mean	Your first-year students compared with					
		NSSE 2015 Mean	NSSE 2015 Effect size	Carnegie Peers - RUH Mean	Carnegie Peers - RUH Effect size	Select Peers Mean	Select Peers Effect size
Student-Faculty Interaction	20.6	20.8	-.01	19.6	.07	19.9	.05
Effective Teaching Practices	39.1	40.1 *	-.07	38.5	.04	38.8	.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

Student-Faculty Interaction	Miami University	NSSE 2015	Carnegie Peers - RUH	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	28	33	31	31
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	20	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	26	24	24
3d. Discussed your academic performance with a faculty member	25	30	27	27
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	80	78	80
5b. Taught course sessions in an organized way	80	79	77	79
5c. Used examples or illustrations to explain difficult points	78	76	74	76
5d. Provided feedback on a draft or work in progress	61	65	61	61
5e. Provided prompt and detailed feedback on tests or completed assignments	55	63	58	57

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

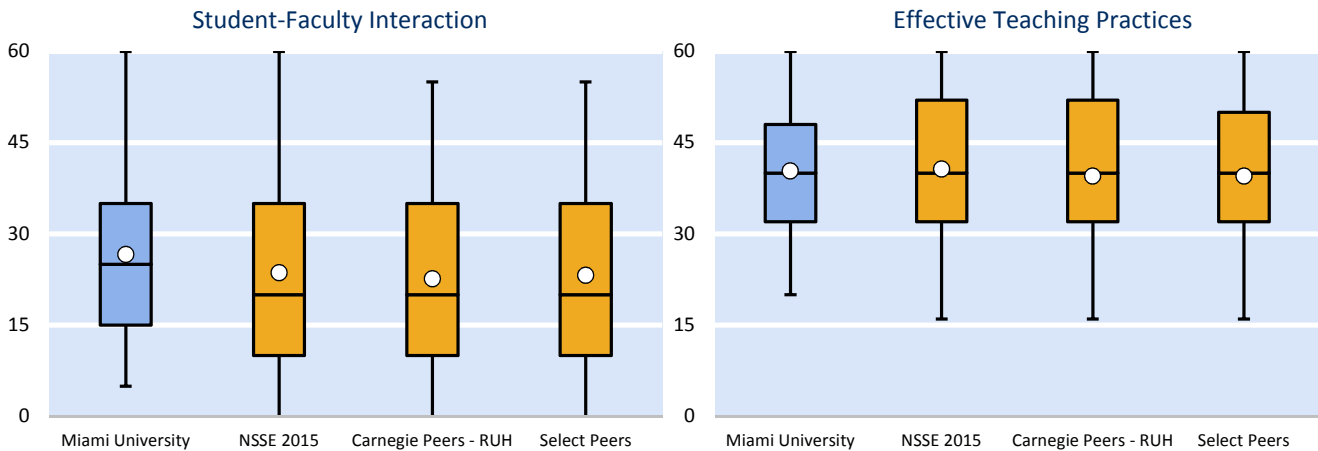
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 University Mean	Your seniors compared with					
		NSSE 2015 Mean	Effect size	Carnegie Peers - RUH Mean	Effect size	Select Peers Mean	Effect size
Student-Faculty Interaction	26.6	23.6 ***	.18	22.6 ***	.25	23.2 ***	.21
Effective Teaching Practices	40.4	40.7	-.02	39.5	.06	39.5	.06

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction	Miami University	NSSE 2015	Carnegie Peers - RUH	Select Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	42	39	40
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	27	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	33	31	32
3d. Discussed your academic performance with a faculty member	32	33	30	30
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	82	80	81
5b. Taught course sessions in an organized way	83	80	78	79
5c. Used examples or illustrations to explain difficult points	83	78	78	79
5d. Provided feedback on a draft or work in progress	59	61	57	56
5e. Provided prompt and detailed feedback on tests or completed assignments	68	67	63	62

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

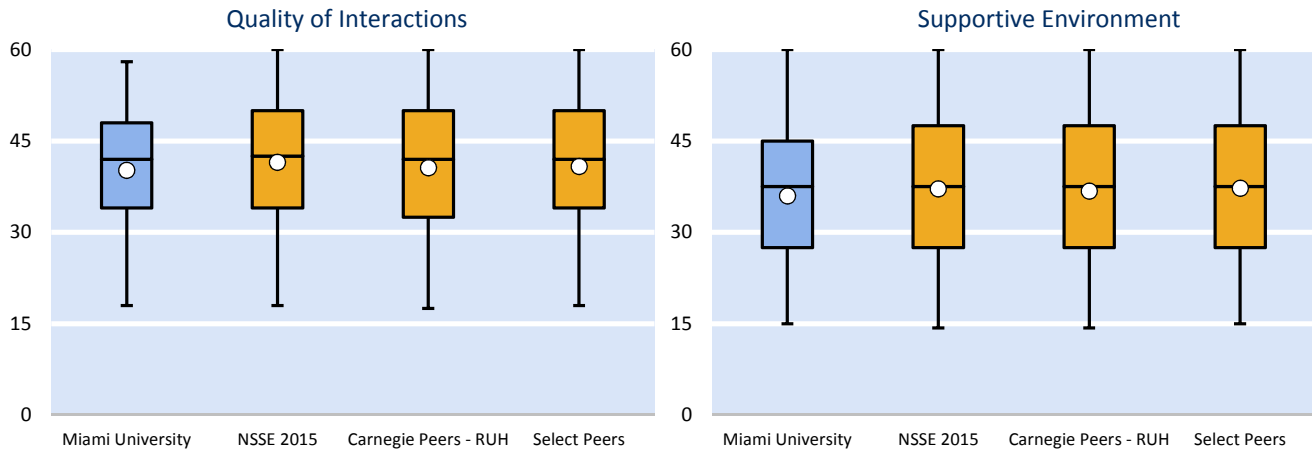
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami University Mean	Your first-year students compared with					
		NSSE 2015		Carnegie Peers - RUH		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.2	41.5 *	-.10	40.6	-.03	40.8	-.05
Supportive Environment	36.0	37.1 *	-.08	36.8	-.05	37.3 *	-.09

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

Score Distributions



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

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 University	NSSE 2015	Carnegie Peers - RUH	Select Peers
13a. Students	53	58	57	56
13b. Academic advisors	43	50	46	47
13c. Faculty	52	50	45	45
13d. Student services staff (career services, student activities, housing, etc.)	39	44	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	42	38	37

Supportive Environment

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

	Miami University	NSSE 2015	Carnegie Peers - RUH	Select Peers
14b. Providing support to help students succeed academically	76	77	75	76
14c. Using learning support services (tutoring services, writing center, etc.)	77	78	76	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	60	57	60
14e. Providing opportunities to be involved socially	74	72	72	74
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	71	71	74
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	45	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	66	68	70
14i. Attending events that address important social, economic, or political issues	53	53	52	53

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

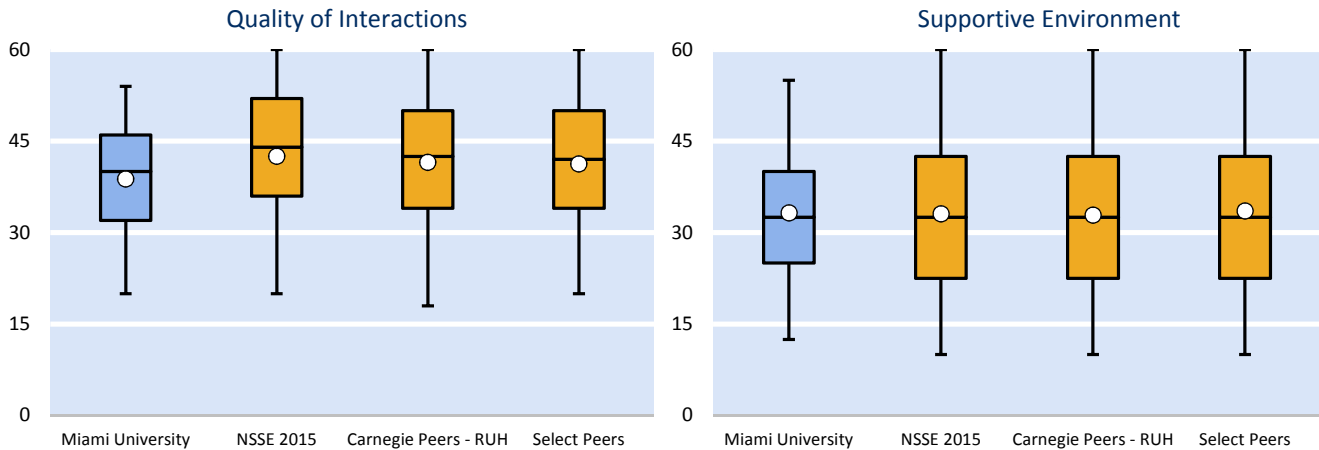
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Miami University Mean	Your seniors compared with					
		NSSE 2015		Carnegie Peers - RUH		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.8	42.5 ***	-.31	41.5 ***	-.22	41.3 ***	-.21
Supportive Environment	33.2	33.1	.01	32.8	.03	33.6	-.03

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 University	NSSE 2015	Carnegie Peers - RUH	Select Peers
13a. Students	55	63	62	61
13b. Academic advisors	33	53	48	47
13c. Faculty	61	59	56	54
13d. Student services staff (career services, student activities, housing, etc.)	32	43	41	40
13e. Other administrative staff and offices (registrar, financial aid, etc.)	24	42	39	36

Supportive Environment

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

	Miami University	NSSE 2015	Carnegie Peers - RUH	Select Peers
14b. Providing support to help students succeed academically	76	71	70	70
14c. Using learning support services (tutoring services, writing center, etc.)	66	67	65	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	54	52	53
14e. Providing opportunities to be involved socially	70	65	65	68
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	61	62	66
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	33	31	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	56	58	63
14i. Attending events that address important social, economic, or political issues	50	45	45	45

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.