



Academic Engagement on the Oxford Campus

Executive Summary

The spring 2017 National Survey of Student Engagement (NSSE) results suggest that Miami students, in comparison with students at peer institutions, were more likely to engage in challenging intellectual and creative work, including *Quantitative Reasoning*, and to report collaborating with others in their learning process. Miami students reported higher levels of *Student-Faculty Interaction* than their peers, but they rated the overall quality of their interactions with others in the Miami community less favorably than did students at other peer institutions. Additional breakdowns indicate that Miami students reported higher quality interactions with faculty than did students at peer institutions, but they were less satisfied with their interactions with other individuals in the Miami community (e.g., advisors, staff).

Miami Student Engagement Compared with Peer Institutions

The National Survey of Student Engagement (NSSE)

In the spring of 2017, 1,305 first-year students and 1,117 seniors on Miami's Oxford campus completed the National Survey of Student Engagement (32% response rate). NSSE's "Engagement Indicators" provide information about distinct aspects of student engagement by summarizing students' responses to sets of related questions. Each Engagement Indicator is expressed on a 0-60 scale. The NSSE also provides comparisons with students at institutions in the same Carnegie Class (R2) as Miami.

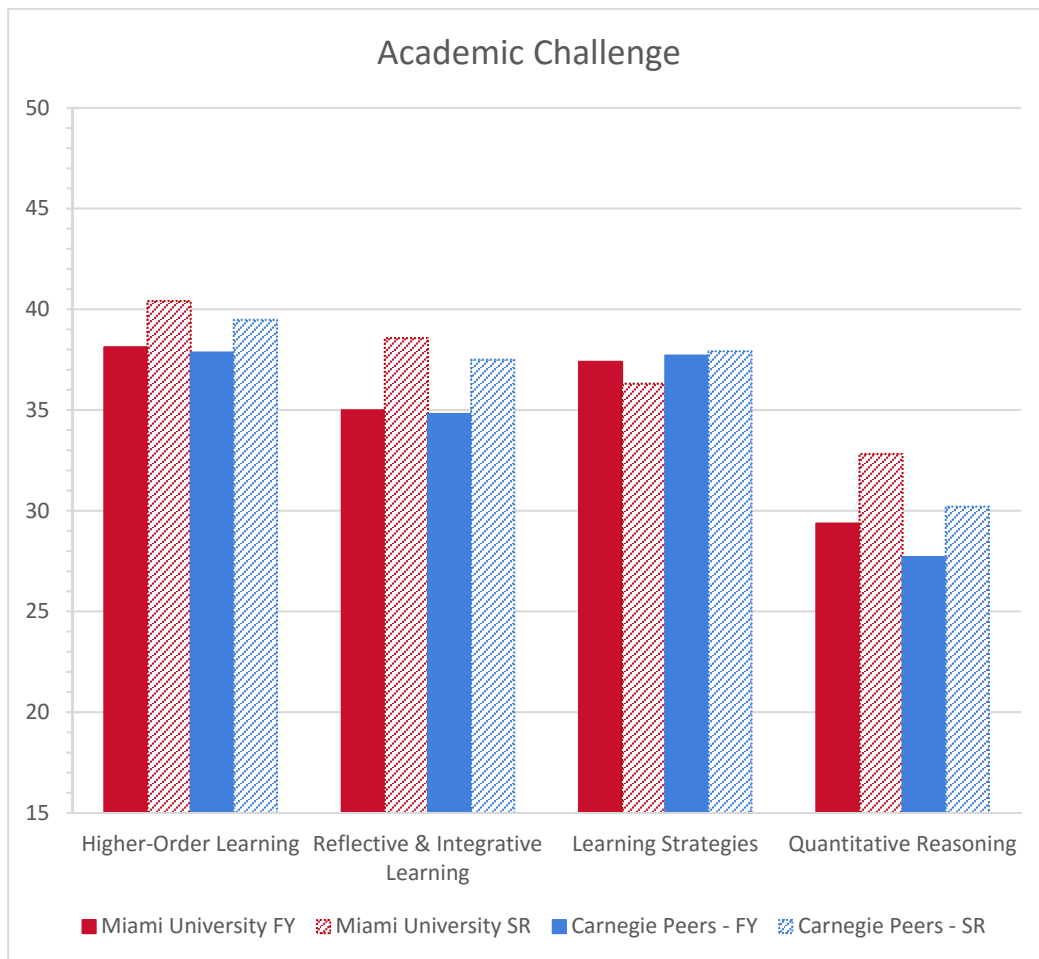
The full results for each Engagement Indicator are available in Appendix A (page 6). Definitions for each Indicator, including the NSSE items used to create the Indicator, are available in Appendix B (page 7).

Academic Challenge

Four Engagement Indicators measure the extent to which institutions promote student learning by challenging them to engage in various forms of deep learning and by providing support for this learning.

Miami seniors reported higher levels of engagement than their peers in three of the four Academic Challenge Engagement Indicators (*Higher-Order Learning, Reflective and Integrative Learning, and Quantitative Reasoning*). While Miami seniors scored higher than their peers on every item that comprised the *Higher-Order Learning, Reflective and Integrative Learning, and Quantitative Reasoning* Engagement Indicators, their scores on the *Quantitative Reasoning* items were particularly high compared to peers. Miami first-year students scored higher on *Quantitative Reasoning* compared to their peers, but showed no differences on the other Academic Challenge Engagement Indicators.

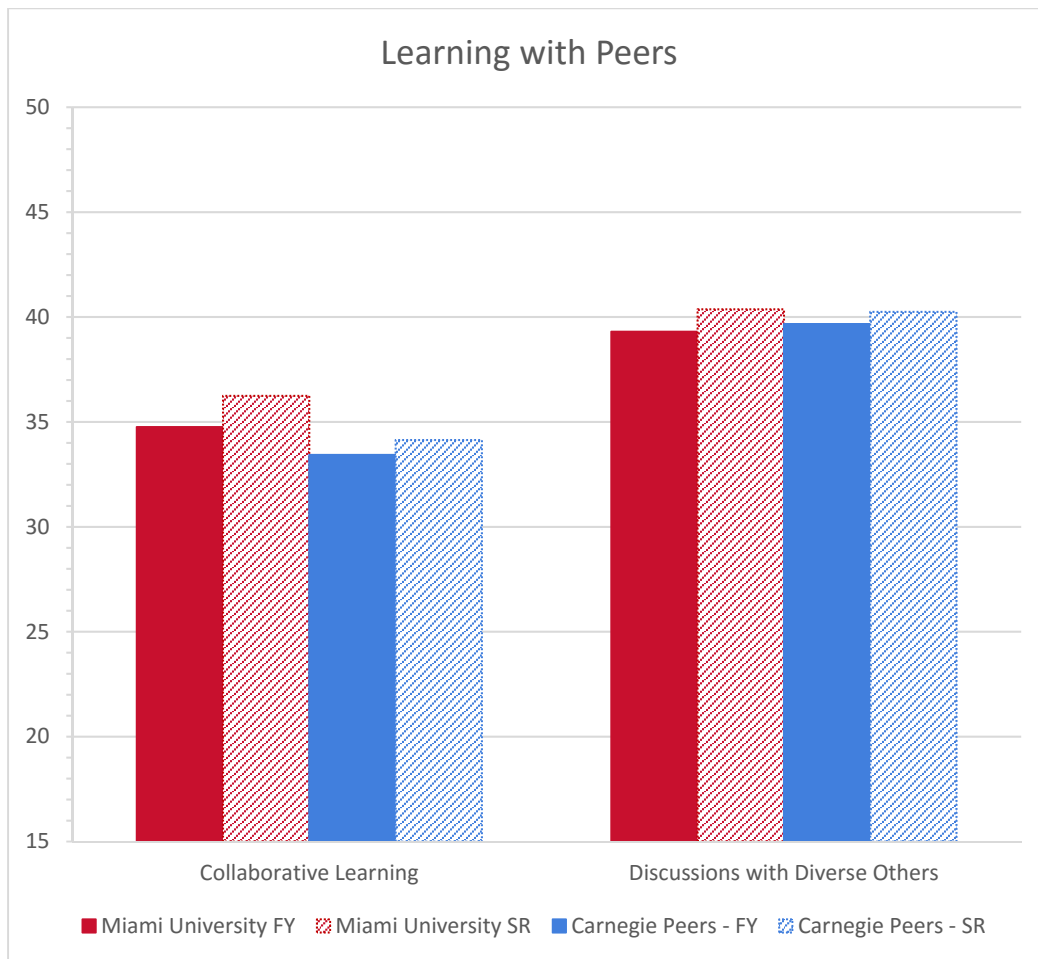
The results suggest that Miami is more likely to challenge seniors to engage in higher order learning and reflective and integrative learning than are peer institutions, but could increase the extent to which first-year students engage in challenging intellectual and creative work.



Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepares students to deal with complex, unscripted problems they will encounter during and after college.

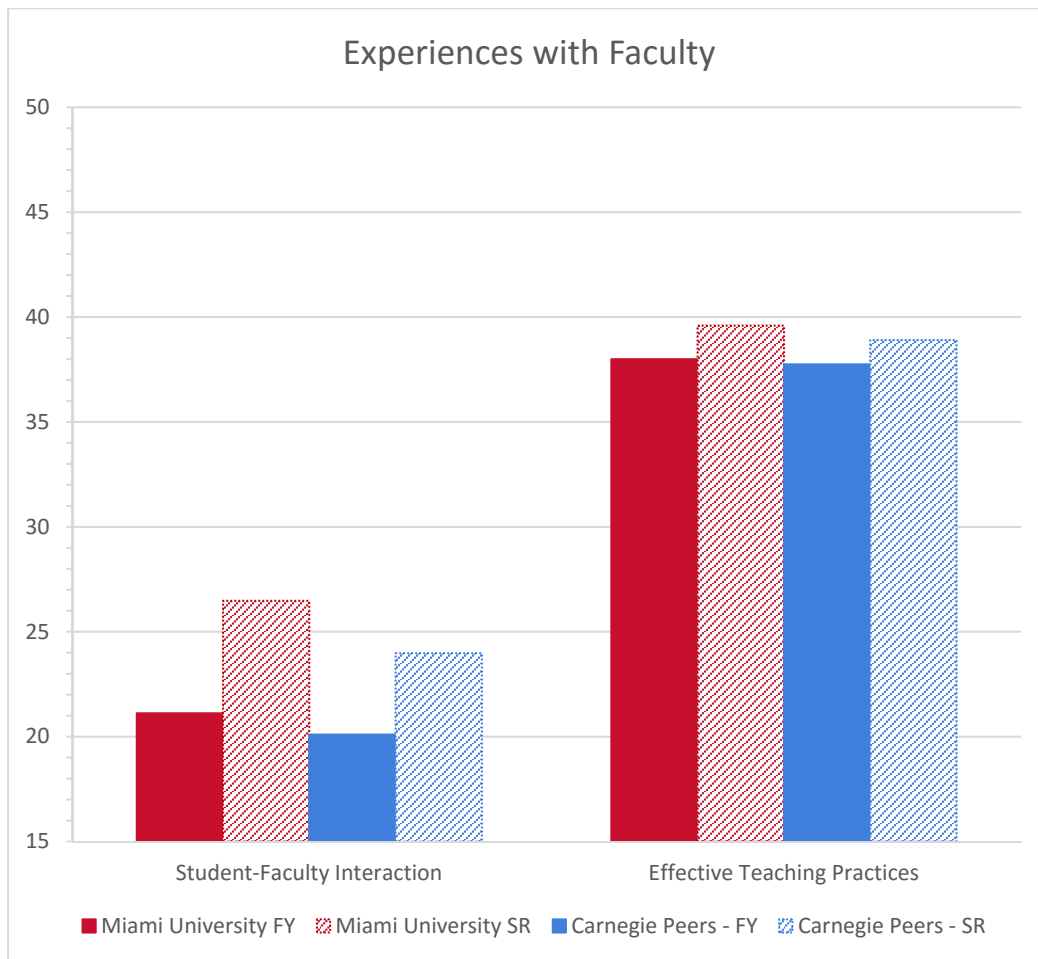
Miami first-year students and seniors both scored higher than peers on *Collaborative Learning*, but there were no significant differences between Miami students and peers on *Discussions with Diverse Others*.



Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings, and through the delivery of course material and feedback in student-centered ways.

Miami first-year students and seniors both scored higher than their peers on the *Student-Faculty Interaction* Engagement Indicator, but there was no difference between Miami students and peers on the *Effective Teaching Practices* Indicator.

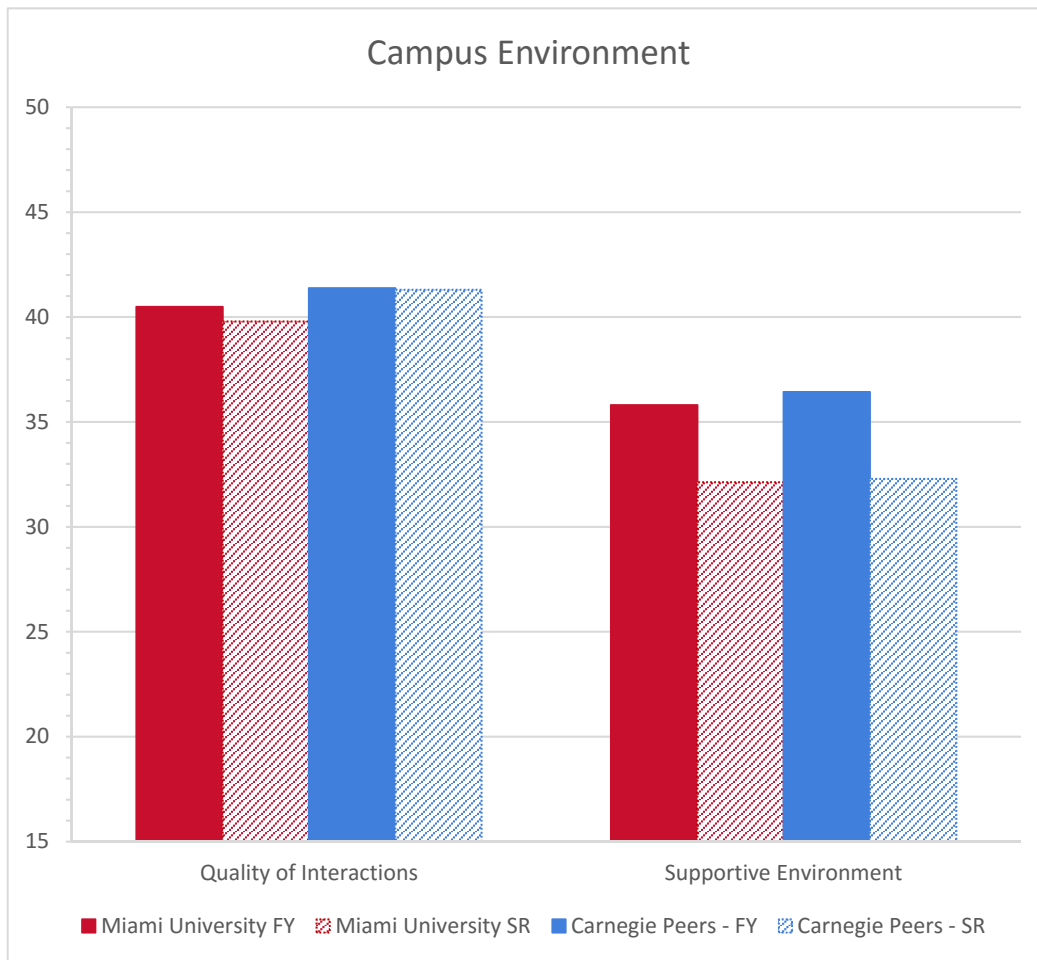


Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff.

Among the different Engagement Indicators, Miami was weakest on the Engagement Indicators that assess the Campus Environment. There was no difference between Miami students and peers on the extent to which they reported a *Supportive Environment*, but both first-year students and seniors at Miami scored lower on the *Quality of Interactions* indicator than did their peers.

The largest gaps between Miami students and their peers were on the *Quality of Interactions* with 1) academic advisors and 2) other administrative staff and offices (registrar, financial aid, etc.). However, first-year students and seniors at Miami reported better interactions with faculty members than did their peers.



Additional Information

Additional results, including comparisons with other peer groups and results for the Regional Campuses, can be obtained by contacting the Office of Institutional Research at InstitutionalResearch@MiamiOH.edu.

	First-Years		Seniors	
	Mean	Sig.	Mean	Sig.
Academic Challenge				
Higher-Order Learning				
Miami University	38.1		40.4	
Carnegie Peers - R2	37.9	---	39.5	*
Reflective & Integrative Learning				
Miami University	35.0		38.6	
Carnegie Peers - R2	34.8	---	37.5	**
Learning Strategies				
Miami University	37.4		36.3	
Carnegie Peers - R2	37.7	---	37.9	***
Quantitative Reasoning				
Miami University	29.4		32.8	
Carnegie Peers - R2	27.7	***	30.2	***
Learning with Peers				
Collaborative Learning				
Miami University	34.8		36.2	
Carnegie Peers - R2	33.4	***	34.1	***
Discussions with Diverse Others				
Miami University	39.3		40.4	
Carnegie Peers - R2	39.7	---	40.2	---
Experiences with Faculty				
Student-Faculty Interaction				
Miami University	21.1		26.5	
Carnegie Peers - R2	20.1	*	24.0	***
Effective Teaching Practices				
Miami University	38.0		39.6	
Carnegie Peers - R2	37.7	---	38.9	---
Campus Environment				
Quality of Interactions				
Miami University	40.5		39.8	
Carnegie Peers - R2	41.4	*	41.3	***
Supportive Environment				
Miami University	35.8		32.1	
Carnegie Peers - R2	36.4	---	32.3	---

* $p \leq .05$
 ** $p \leq .01$
 *** $p \leq .001$

A full description of the Engagement Indicators, the survey items included in each indicator, and the process for developing and scoring the indicators are available on the [NSSE website](#).

Each Engagement Indicator is expressed on a 0-60 scale.

Academic Challenge

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.

Higher-Order Learning

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

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

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

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

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

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

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

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

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.

Collaborative Learning

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

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

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

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

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.

Student-Faculty Interaction

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

- Talked about career plans with a faculty member
- Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

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

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff.

Quality of Interactions

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

Students

Academic advisors

Faculty

Student services staff (career services, student activities, housing, etc.)

Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

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

Providing support to help students succeed academically

Using learning support services (tutoring services, writing center, etc.)

Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)

Providing opportunities to be involved socially

Providing support for your overall well-being (recreation, health care, counseling, etc.)

Helping you manage your non-academic responsibilities (work, family, etc.)

Attending campus activities and events (performing arts, athletic events, etc.)

Attending events that address important social, economic, or political issues
