NSSE 2017
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
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 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.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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 released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

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, May). *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 All NSSE (U.S.)	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 All NSSE (U.S.)	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 2017 Engagement Indicators
Academic Challenge
Miami University-Hamilton

## 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-Hamilton	*Your first-year students compared with*					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	38.1	37.9	.01	38.6	-.04	38.1	.00
Reflective & Integrative Learning	35.0	35.0	-.01	35.8	-.07	34.6	.03
Learning Strategies	41.3	38.3 *	.22	38.7 *	.19	38.9	.17
Quantitative Reasoning	25.8	27.6	-.12	27.5	-.11	27.3	-.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
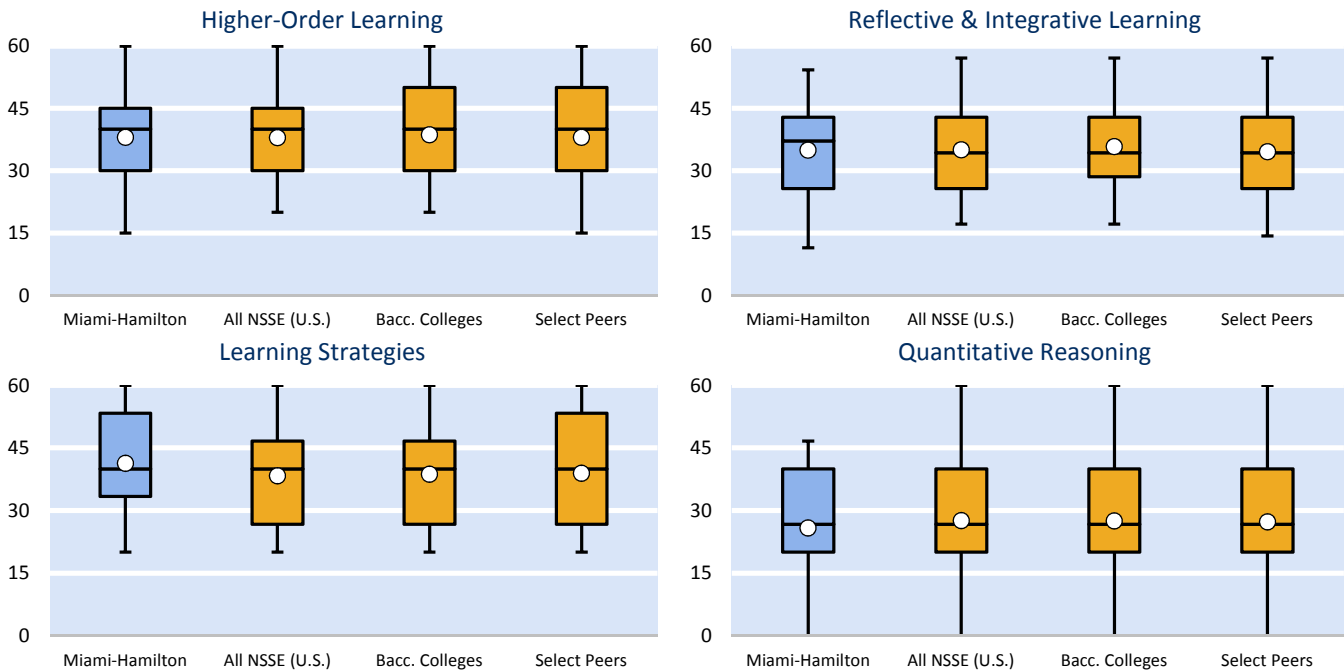
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance[a] on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Miami-Hamilton	Percentage point difference between your FY students and		
Higher-Order Learning		All NSSE (U.S.)	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	73	+1	+1	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-3	-5	-3
4d. Evaluating a point of view, decision, or information source	72	+3	+0	+1
4e. Forming a new idea or understanding from various pieces of information	73	+5	+3	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	+3	+3	+5
2b. Connected your learning to societal problems or issues	46	-6	-8	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	-6	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+6	+4	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3	+2	+4
2f. Learned something that changed the way you understand an issue or concept	66	+0	-2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-3	-4	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	88	+11	+8	+11
9b. Reviewed your notes after class	73	+8	+9	+5
9c. Summarized what you learned in class or from course materials	74	+11	+10	+8
Quantitative Reasoning				
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.)	54	+1	+2	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+0	+0	-0
6c. Evaluated what others have concluded from numerical information	33	-5	-5	-3

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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-Hamilton | Your seniors compared with | | | | | |
| | | All NSSE (U.S.) | | Bacc. Colleges | | Select Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.9	40.0	.21	41.1	.13	41.3	.11
Reflective & Integrative Learning	40.4	38.0	.19	39.4	.09	38.5	.15
Learning Strategies	38.2	38.7	-.04	39.0	-.06	40.9	-.19
Quantitative Reasoning	30.0	29.9	.01	30.0	.00	28.9	.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).

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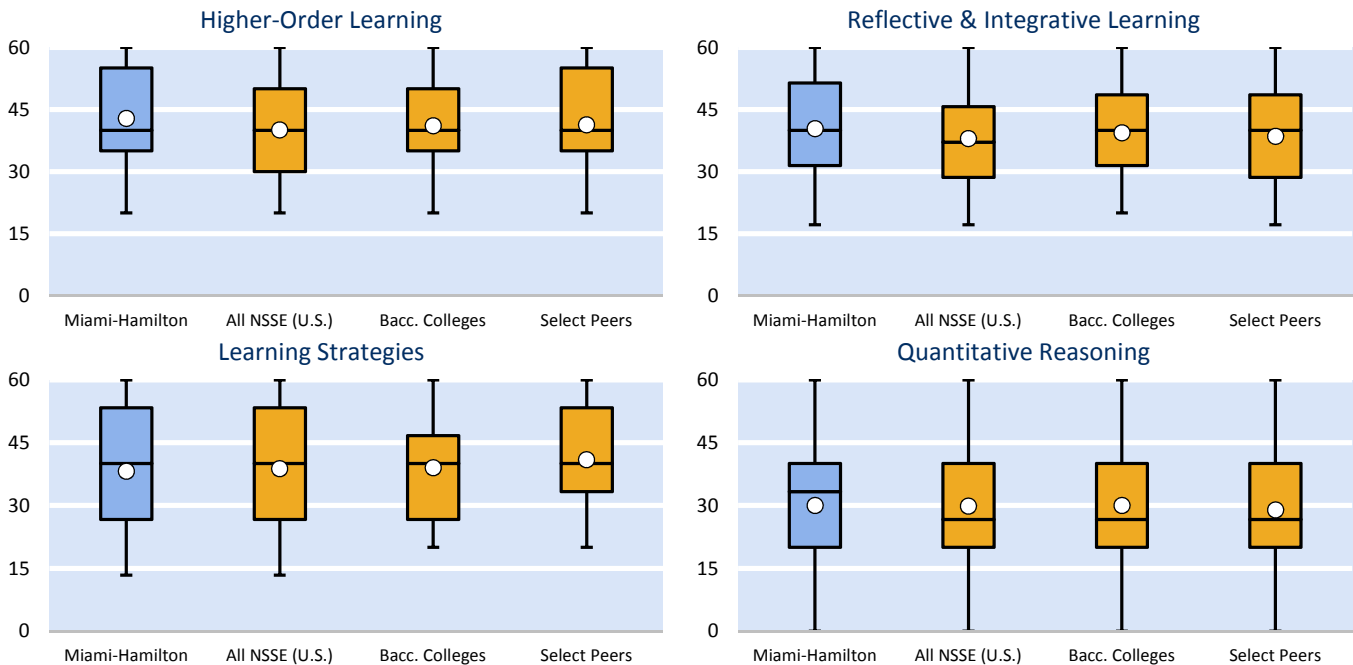
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Academic Challenge: Seniors (continued)

Performance[a] on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Miami-Hamilton	Percentage point difference between your seniors and		
Higher-Order Learning		**All NSSE (U.S.)**	**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	86	+8	+7	+7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	87	+11	+9	+9
4d. Evaluating a point of view, decision, or information source	77	+7	+2	+1
4e. Forming a new idea or understanding from various pieces of information	77	+6	+2	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+6	+4	+9
2b. Connected your learning to societal problems or issues	69	+7	+3	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+11	+5	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+2	-2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+4	+1	+2
2f. Learned something that changed the way you understand an issue or concept	74	+3	+1	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+4	+2	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	-7	-11	-10
9b. Reviewed your notes after class	71	+9	+11	+2
9c. Summarized what you learned in class or from course materials	62	-2	-2	-7
Quantitative Reasoning				
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.)	50	-6	-4	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+4	+3	+4
6c. Evaluated what others have concluded from numerical information	42	-3	-4	+2

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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-Hamilton	Your first-year students compared with					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	32.2	-.16	33.3 **	-.25	30.9	-.07
Discussions with Diverse Others	38.9	39.7	-.05	39.7	-.05	39.1	-.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

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	Miami-Hamilton	Percentage point difference between your FY students and		
Collaborative Learning		All NSSE (U.S.)	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	43	-9	-11	-3
1f. Explained course material to one or more students	53	-4	-6	-1
1g. Prepared for exams by discussing or working through course material with other students	36	-14	-16	-11
1h. Worked with other students on course projects or assignments	58	+5	+2	+7
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	69	-1	-2	+1
8b. People from an economic background other than your own	71	+0	-2	+3
8c. People with religious beliefs other than your own	63	-3	-1	-2
8d. People with political views other than your own	72	+5	+7	+6

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NSSE 2017 Engagement Indicators

Learning with Peers

Miami University-Hamilton

Learning with Peers: Seniors

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Mean Comparisons

	Miami-Hamilton	All NSSE (U.S.)		Bacc. Colleges		Select Peers	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	32.9	32.3	.04	33.6	-.05	30.0 *	.19
Discussions with Diverse Others	38.9	40.5	-.10	39.6	-.04	39.3	-.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

Collaborative Learning — box-and-whiskers chart for Miami-Hamilton, All NSSE (U.S.), Bacc. Colleges, Select Peers.

Discussions with Diverse Others — box-and-whiskers chart for Miami-Hamilton, All NSSE (U.S.), Bacc. Colleges, Select Peers.
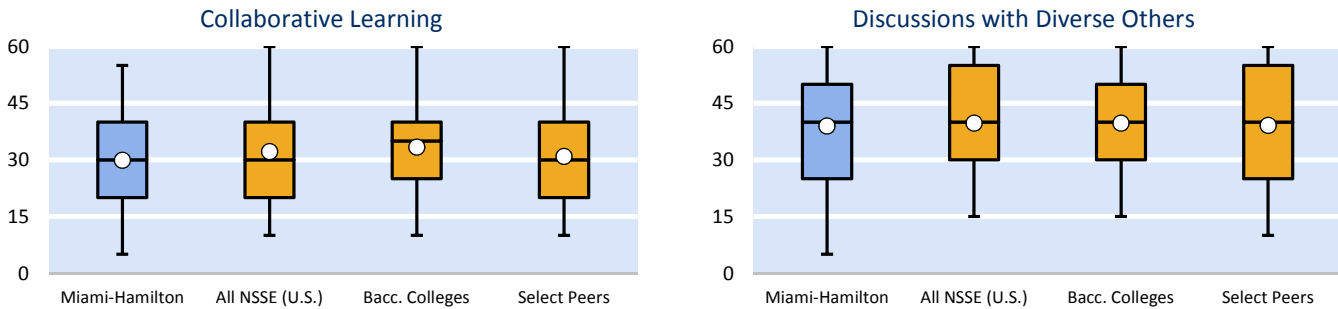
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Collaborative Learning	Miami-Hamilton	All NSSE (U.S.)	Bacc. Colleges	Select Peers
		Percentage point difference between your seniors and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	43	-0	-3	+7
1f. Explained course material to one or more students	65	+7	+2	+12
1g. Prepared for exams by discussing or working through course material with other students	37	-9	-14	-5
1h. Worked with other students on course projects or assignments	73	+9	+9	+16

Discussions with Diverse Others	Miami-Hamilton	All NSSE (U.S.)	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	71	-1	+1	+4
8b. People from an economic background other than your own	69	-4	-5	-1
8c. People with religious beliefs other than your own	64	-4	+1	-2
8d. People with political views other than your own	72	+5	+8	+6

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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-Hamilton Mean	All NSSE (U.S.) Mean	Effect size	Bacc. Colleges Mean	Effect size	Select Peers Mean	Effect size
Student-Faculty Interaction	17.9	20.6 *	-.18	22.6 ***	-.32	20.3	-.16
Effective Teaching Practices	38.4	38.7	-.02	40.0	-.13	39.4	-.07

Your first-year students compared with

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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Percentage point difference between your FY students and

Student-Faculty Interaction	Miami-Hamilton %	All NSSE (U.S.)	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	32	-2	-5	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	-7	-9	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-0	-5	-0
3d. Discussed your academic performance with a faculty member	25	-4	-8	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+1	-1	+1
5b. Taught course sessions in an organized way	78	+2	-0	+3
5c. Used examples or illustrations to explain difficult points	71	-3	-5	-2
5d. Provided feedback on a draft or work in progress	63	-1	-6	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+0	-5	-3

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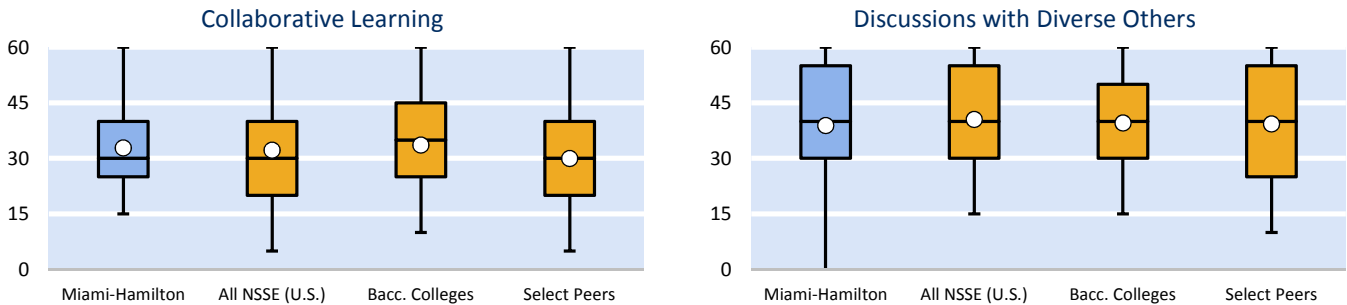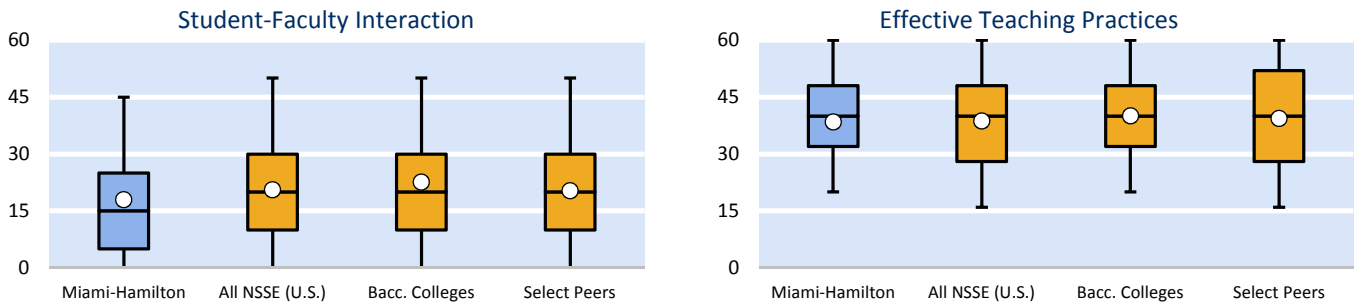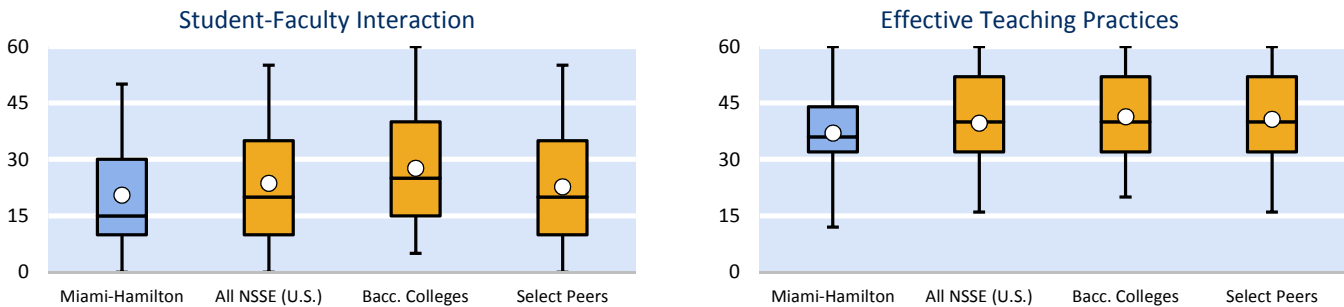
Experiences with Faculty: Seniors

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Mean Comparisons	Miami-Hamilton	Your seniors compared with					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.5	23.6	-.19	27.6 ***	-.45	22.7	-.14
Effective Teaching Practices	37.0	39.6	-.19	41.3 **	-.33	40.6 *	-.26

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

Student-Faculty Interaction

Effective Teaching Practices

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Student-Faculty Interaction		All NSSE (U.S.)	Bacc. Colleges	Select Peers
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	35	-8	-17	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-8	-15	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-6	-16	-4
3d. Discussed your academic performance with a faculty member	25	-8	-14	-9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+0	-2	-0
5b. Taught course sessions in an organized way	78	-1	-4	-1
5c. Used examples or illustrations to explain difficult points	76	-1	-5	-1
5d. Provided feedback on a draft or work in progress	45	-16	-23	-20
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-10	-16	-12

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2017 Engagement Indicators
Campus Environment
Miami University-Hamilton

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-Hamilton	Your first-year students compared with
		\multicolumn{2}{c}{All NSSE (U.S.)}	\multicolumn{2}{c}{Bacc. Colleges}	\multicolumn{2}{c}{Select Peers}
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.9	41.8	.09	43.0	.00	42.1	.06
Supportive Environment	34.5	36.4	-.13	37.6 *	-.23	35.3	-.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.

Performance[a] on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Miami-Hamilton	Percentage point difference between your FY students and
Quality of Interactions		All NSSE (U.S.)	Bacc. Colleges	Select Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	55	+3	+1	+5
13b. Academic advisors	48	-2	-4	-1
13c. Faculty	54	+5	-2	+4
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+3	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	+14	+10	+10
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	-7	-10	-6
14c. Using learning support services (tutoring services, writing center, etc.)	69	-7	-9	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+2	+0	+3
14e. Providing opportunities to be involved socially	71	-0	-2	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-14	-15	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-6	-7	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-10	-13	-6
14i. Attending events that address important social, economic, or political issues	51	-1	-7	+1

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
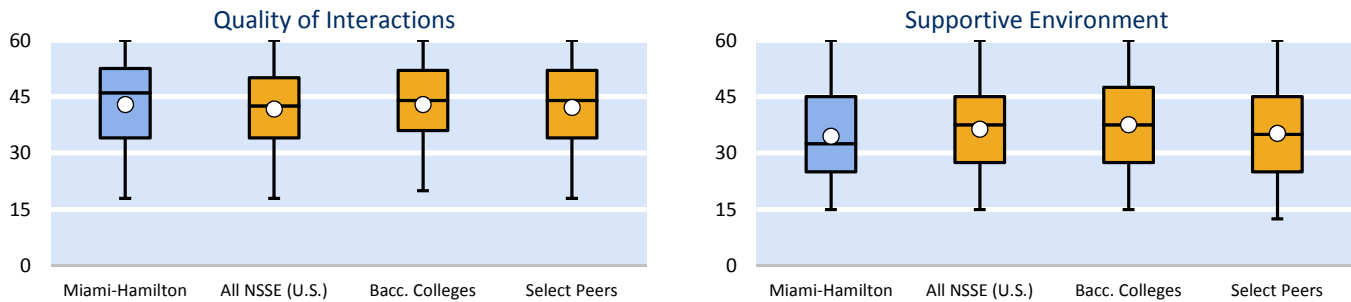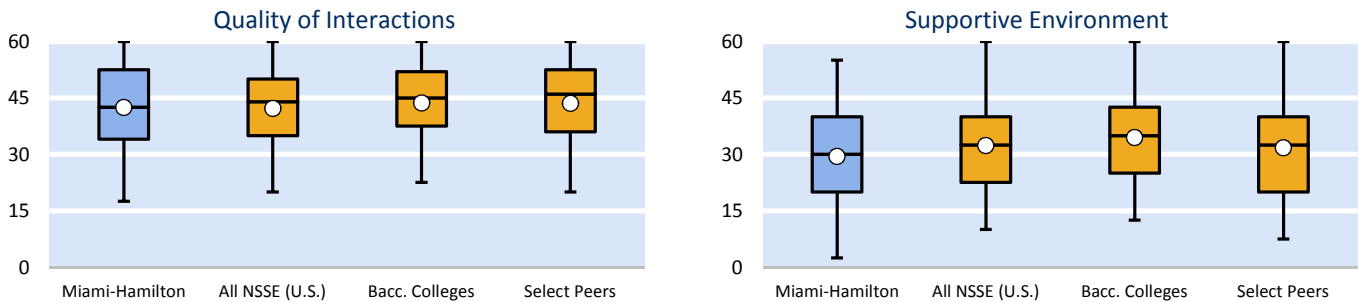
Campus Environment: Seniors

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

	Miami-Hamilton	Your seniors compared with					
		All NSSE (U.S.)		Bacc. Colleges		Select Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	42.3	.02	43.7	-.11	43.6	-.09
Supportive Environment	29.5	32.3	-.20	34.5 ***	-.37	31.7	-.16

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

Score Distributions

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

Performance[a] on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Miami-Hamilton	Percentage point difference between your seniors and		
Quality of Interactions		All NSSE (U.S.)	Bacc. Colleges	Select Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	57	-1	-1	-1
13b. Academic advisors	48	-3	-12	-8
13c. Faculty	53	-4	-12	-9
13d. Student services staff (career services, student activities, housing, etc.)	49	+7	+6	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+12	+10	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+1	-5	-0
14c. Using learning support services (tutoring services, writing center, etc.)	51	-15	-20	-17
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-0	-1	-2
14e. Providing opportunities to be involved socially	56	-8	-12	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	45	-15	-17	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-4	-7	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-16	-23	-9
14i. Attending events that address important social, economic, or political issues	39	-4	-12	-1

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.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.