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# NSSE 2017

## Engagement Indicators

Miami University-Oxford

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### 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 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](http://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 All NSSE (U.S.)	Your first-year students compared with Carnegie Peers - R2	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 All NSSE (U.S.)	Your seniors compared with Carnegie Peers - R2	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

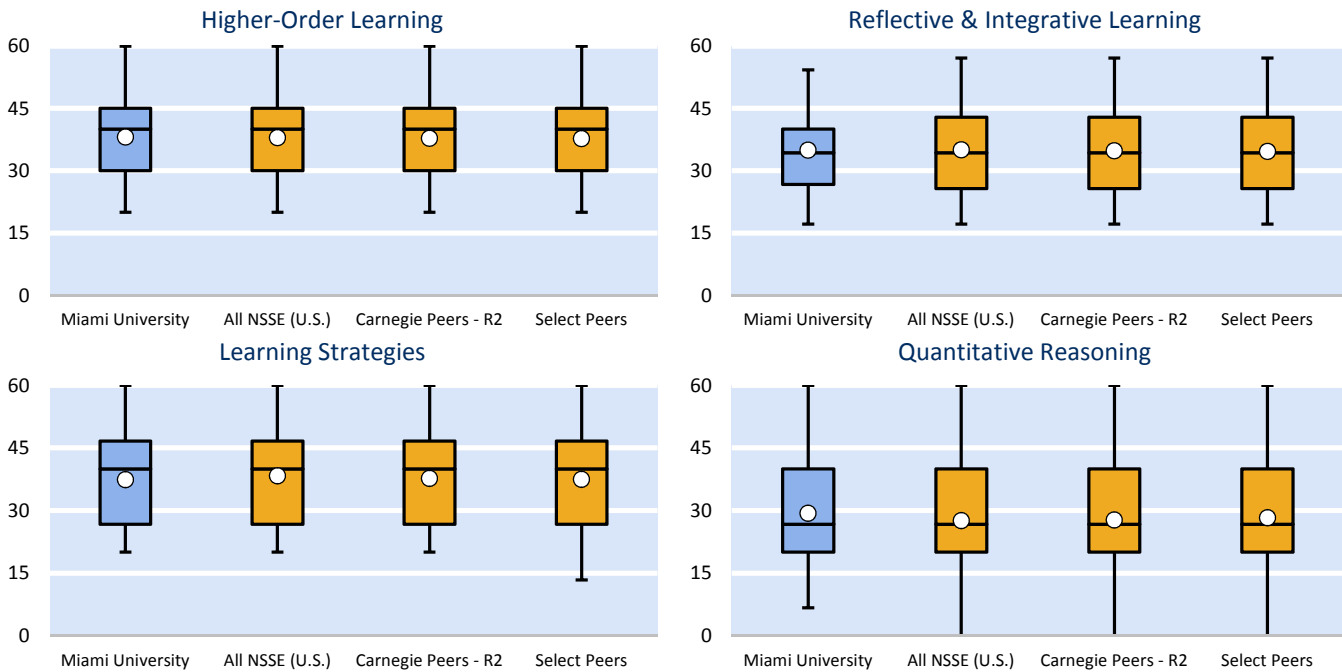
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		All NSSE (U.S.)		Carnegie Peers - R2		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	37.9	.01	37.9	.02	37.8	.03
Reflective & Integrative Learning	35.0	35.0	.00	34.8	.02	34.6	.03
Learning Strategies	37.4	38.3 *	-.06	37.7	-.02	37.5	-.01
Quantitative Reasoning	29.4	27.6 ***	.12	27.7 ***	.11	28.3 *	.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.

## Academic Challenge: First-year students (continued)

### Performance<sup>a</sup> 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 University	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
<b>Higher-Order Learning</b>				
<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	+3 	+2 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+4 	+3 	+3 
4d. Evaluating a point of view, decision, or information source	68	-1 	-0 	+1 
4e. Forming a new idea or understanding from various pieces of information	69	+1 	+2 	+3 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58	+6 	+6 	+6 
2b. Connected your learning to societal problems or issues	53	+1 	+3 	+3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-1 	-1 	+1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-1 	-1 	-0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2 	-2 	-1 
2f. Learned something that changed the way you understand an issue or concept	66	-0 	+1 	+1 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+2 	+3 	+3 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+1 	+2 	+3 
9b. Reviewed your notes after class	61	-4 	-3 	-2 
9c. Summarized what you learned in class or from course materials	61	-2 	-0 	+0 
<b>Quantitative Reasoning</b>				
<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.)	57	+4 	+3 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+3 	+3 	+2 
6c. Evaluated what others have concluded from numerical information	43	+5 	+4 	+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

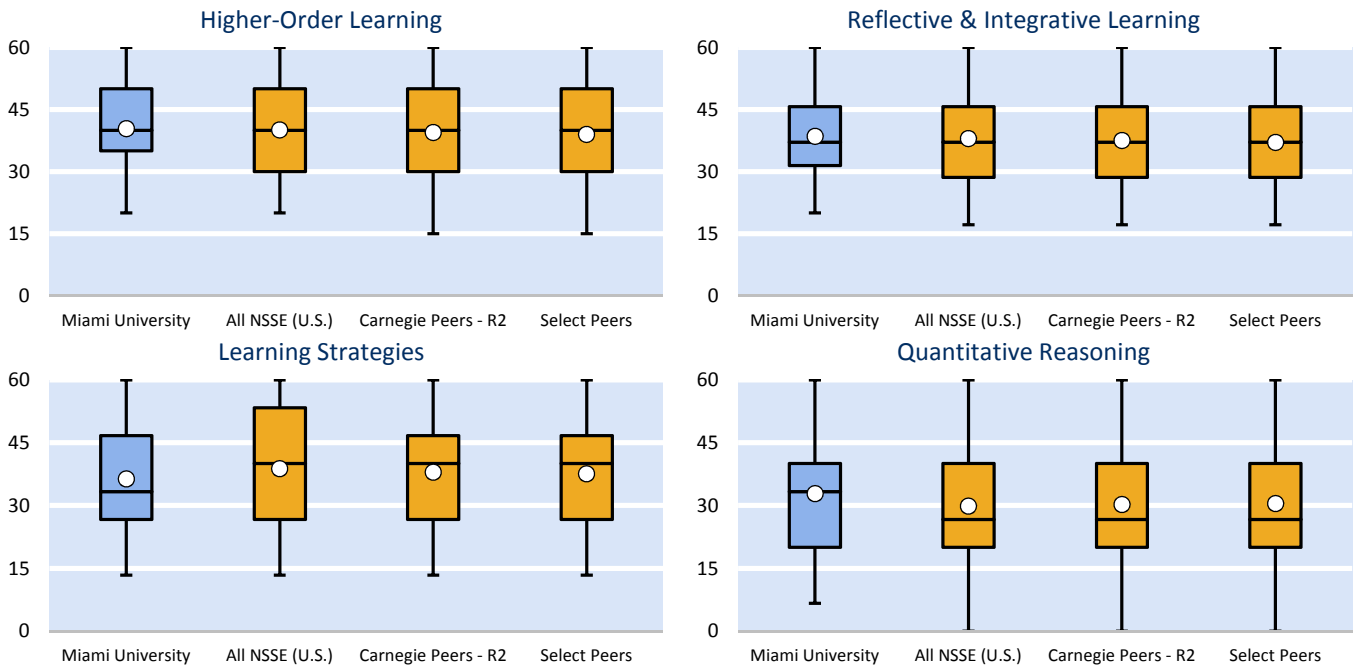
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Engagement Indicator	Miami University Mean	Your seniors compared with					
		All NSSE (U.S.) Effect size		Carnegie Peers - R2 Effect size		Select Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	40.0	.03	39.5 *	.07	39.0 ***	.10
Reflective & Integrative Learning	38.6	38.0	.04	37.5 **	.09	37.1 ***	.12
Learning Strategies	36.3	38.7 ***	-.17	37.9 ***	-.11	37.5 **	-.09
Quantitative Reasoning	32.8	29.9 ***	.18	30.2 ***	.16	30.5 ***	.14

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

#### Score Distributions






















































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## Academic Challenge: Seniors (continued)

### Performance<sup>a</sup> 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.

Higher-Order Learning	Miami University	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
<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	+4 	+3 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2 	+3 	+4 
4d. Evaluating a point of view, decision, or information source	70	+0 	+3 	+6 
4e. Forming a new idea or understanding from various pieces of information	74	+3 	+5 	+6 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74	+5 	+4 	+5 
2b. Connected your learning to societal problems or issues	64	+2 	+4 	+6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+1 	+5 	+7 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1 	+2 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+0 	+1 	+2 
2f. Learned something that changed the way you understand an issue or concept	73	+2 	+3 	+3 
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+4 	+5 	+6 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+1 	+2 	+4 
9b. Reviewed your notes after class	50	-12 	-10 	-9 
9c. Summarized what you learned in class or from course materials	57	-7 	-4 	-4 
<b>Quantitative Reasoning</b>				
<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	+5 	+4 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+6 	+6 	+6 
6c. Evaluated what others have concluded from numerical information	55	+10 	+9 	+8 

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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### Learning with Peers: First-year students

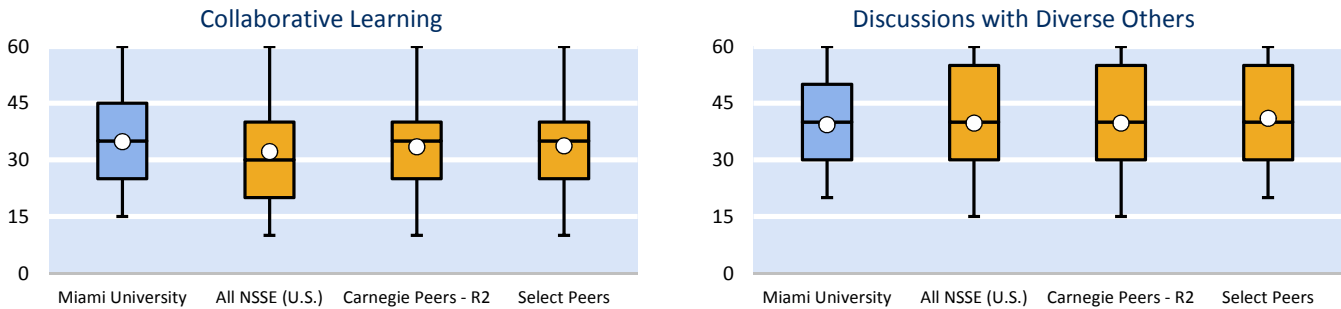
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		All NSSE (U.S.) Effect size		Carnegie Peers - R2 Effect size		Select Peers Effect size	
		Mean		Mean		Mean	
Collaborative Learning	34.8	32.2 ***	.18	33.4 ***	.10	33.7 **	.07
Discussions with Diverse Others	39.3	39.7	-.02	39.7	-.02	41.0 ***	-.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



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#### Performance<sup>a</sup> 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.

Collaborative Learning	Miami University	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	59	+7	+3	+3
1f. Explained course material to one or more students	64	+7	+4	+3
1g. Prepared for exams by discussing or working through course material with other students	55	+5	+2	+1
1h. Worked with other students on course projects or assignments	65	+11	+10	+10
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	61	-9	-9	-12
8b. People from an economic background other than your own	67	-5	-5	-7
8c. People with religious beliefs other than your own	69	+2	+3	-2
8d. People with political views other than your own	74	+7	+6	+5

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### Learning with Peers: Seniors

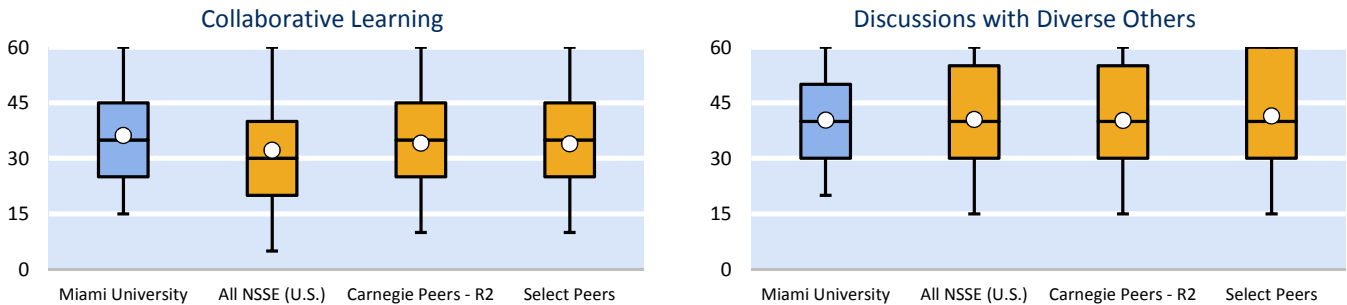
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Engagement Indicator	Miami University Mean	Your seniors compared with					
		All NSSE (U.S.) Effect size		Carnegie Peers - R2 Effect size		Select Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	32.3 ***	.26	34.1 ***	.15	33.9 ***	.16
Discussions with Diverse Others	40.4	40.5	-.01	40.2	.01	41.5 **	-.07

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Collaborative Learning	Miami University %	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	+12	+7	+8
1f. Explained course material to one or more students	68	+9	+5	+5
1g. Prepared for exams by discussing or working through course material with other students	52	+5	+2	+2
1h. Worked with other students on course projects or assignments	78	+14	+11	+12
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	66	-6	-5	-8
8b. People from an economic background other than your own	70	-3	-3	-4
8c. People with religious beliefs other than your own	71	+3	+5	-0
8d. People with political views other than your own	78	+10	+9	+8

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## Experiences with Faculty: First-year students

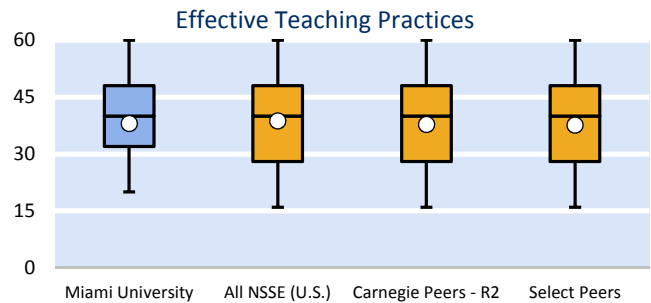
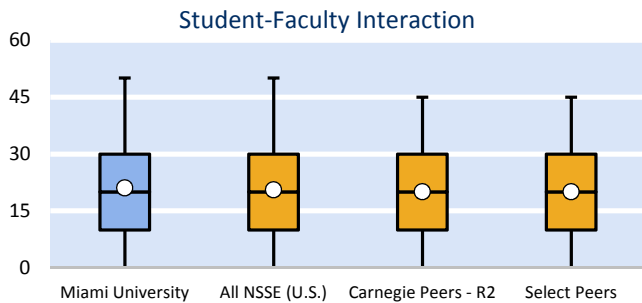
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 University Mean	Your first-year students compared with					
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Student-Faculty Interaction	Miami University	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	32	-3	-2	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+0	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	+3	+3
3d. Discussed your academic performance with a faculty member	27	-2	-0	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	+0	+1	+0
5b. Taught course sessions in an organized way	78	+2	+3	+2
5c. Used examples or illustrations to explain difficult points	77	+3	+4	+3
5d. Provided feedback on a draft or work in progress	62	-2	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-6	-2	-1

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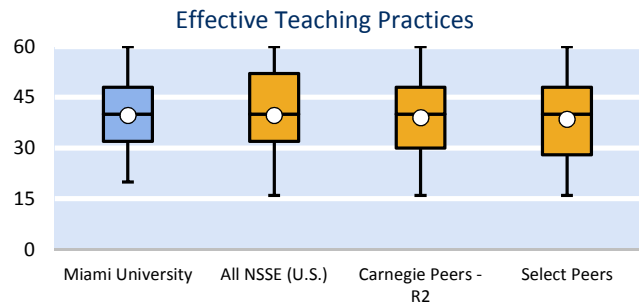
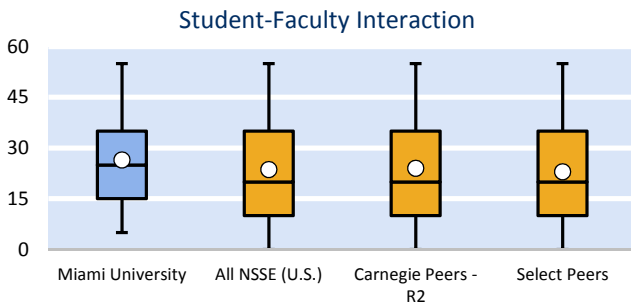
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Effective Teaching Practices	39.6	39.6	.00	38.9	.05	38.5 **	.08

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

#### Score Distributions



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<sup>a</sup> 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.

Student-Faculty Interaction	Miami University	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Carnegie Peers - R2	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	+3	+3	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+10	+9	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+5	+4	+7
3d. Discussed your academic performance with a faculty member	30	-2	-2	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+3	+4	+4
5b. Taught course sessions in an organized way	83	+4	+6	+5
5c. Used examples or illustrations to explain difficult points	84	+7	+7	+7
5d. Provided feedback on a draft or work in progress	57	-4	-1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-2	-0	+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.

### Campus Environment: First-year students

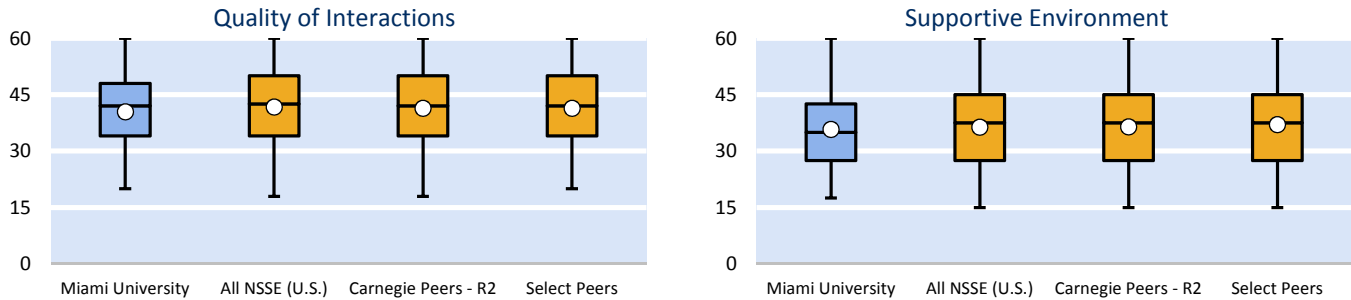
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Miami University Mean	Your first-year students compared with					
		All NSSE (U.S.)		Carnegie Peers - R2		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	41.8 ***	-.10	41.4 *	-.07	41.4 **	-.08
Supportive Environment	35.8	36.4	-.04	36.4	-.05	37.0 ***	-.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.

#### Performance<sup>a</sup> 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.

Quality of Interactions	Miami University	Percentage point difference between your FY students and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	-1	-1	-1
13b. Academic advisors	38	-12	-10	-11
13c. Faculty	48	-1	+1	+2
13d. Student services staff (career services, student activities, housing, etc.)	40	-4	-3	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-6	-4	-2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+1	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	76	-1	-0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-7	-6	-8
14e. Providing opportunities to be involved socially	75	+4	+4	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+5	+3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-3	-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+3	+1	-2
14i. Attending events that address important social, economic, or political issues	51	-1	-1	-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.

### Campus Environment: Seniors

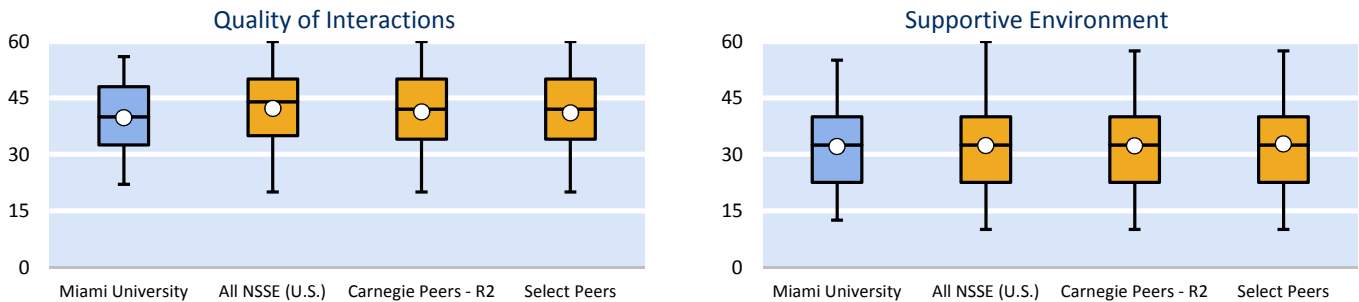
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Miami University Mean	Your seniors compared with					
		All NSSE (U.S.)		Carnegie Peers - R2		Select Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.8	42.3 ***	-.20	41.3 ***	-.13	41.0 ***	-.10
Supportive Environment	32.1	32.3	-.01	32.3	-.01	32.8	-.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<sup>a</sup> 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.

Quality of Interactions	Miami University	Percentage point difference between your seniors and		
		All NSSE (U.S.)	Carnegie Peers - R2	Select Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	51	-7	-6	-6
13b. Academic advisors	35	-16	-11	-11
13c. Faculty	59	+2	+5	+7
13d. Student services staff (career services, student activities, housing, etc.)	31	-11	-8	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	26	-15	-12	-10
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+1	+3	+3
14c. Using learning support services (tutoring services, writing center, etc.)	61	-5	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-11	-8	-10
14e. Providing opportunities to be involved socially	73	+9	+8	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+6	+5	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-4	-3	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+5	+3	-2
14i. Attending events that address important social, economic, or political issues	44	+1	+2	+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.