

**The National Survey of Student Engagement (NSSE)
2003 - 2011**

**Miami University
Oxford, Ohio**

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National Survey of Student Engagement: 2003-2011

National Survey of Student Engagement (NSSE)

NSSE, which is conducted by the Center for Postsecondary Research at Indiana University, is a national survey assessing the extent to which undergraduates engage in a variety of educationally effective activities. Students respond to questions about how they spend their time and what skills they are developing as the result of their college enrollment.

The NSSE is administered online to first-year students and seniors at Miami University during the spring semester. For the years included in the current analyses (2003 - 2011), the response rates range from 43% (2003) to 18% (2011).

Two comparison groups are used with the NSSE data: 1) Other participating institutions in the same Carnegie Class (RU/H: Research Universities, High Research Activity) and, 2) all participating NSSE institutions.

NSSE Benchmarks

In 2005, NSSE developed five indicators, or benchmarks, of effective educational practice. Each benchmark is based on multiple NSSE items. (Detailed descriptions are available in Appendix B.) The benchmarks are:

- Level of Academic Challenge (LAC)
- Active and Collaborative Learning (ACL)
- Student-Faculty Interaction (SFI)
- Enriching Educational Experiences (EEE)
- Supportive Campus Environment (SCE)

There was significant improvement at Miami between 2005 and 2011 on all five benchmarks while the comparison groups' benchmark scores remained steady or decreased for many benchmarks during the same time period. Both first-year students and seniors at Miami demonstrated significantly increased levels of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment between 2005 and 2011.

By 2011, Miami students scored significantly higher than students in the comparison groups on many of the benchmarks, including benchmarks where Miami students originally scored at or below the comparison groups in 2003. In 2011, Miami students scored higher than students in the comparison groups on level of academic challenge, active and collaborative learning, student-faculty interaction (all Miami students for the Carnegie comparison group and seniors only for the all NSSE comparison group), enriching educational experiences, and supportive campus environment (all Miami students for the Carnegie peer group and seniors only for the all NSSE comparison group).

Top 25 Items

Many of the NSSE items are relevant to the goals of the Top 25 Project. For example, the NSSE examines issues such as the amount of time that students spend preparing outside of class, the extent to which students work with other students on projects during class, and the extent to which students put together ideas from different courses when completing assignments. Provided below is a review of select NSSE items that are relevant to the Top 25 Project.

Although Miami students scored better than the comparison groups on some Top 25-relevant items in 2003, for several they scored at or below the comparison groups. Miami students were significantly more likely to report coming to class without completing their work (seniors only), and they were significantly less likely to report working with other students on projects during class, having positive relationships with faculty, and experiencing an institutional emphasis on support for academic success (all NSSE comparison group only).

However, between 2003 and 2011 Miami students demonstrated significant improvements on every Top 25-related item. For example, Miami students were significantly less likely to come to class without completing readings (seniors only) and were significantly more likely to work with other students on projects during class, to put together ideas from different courses when completing assignments, and to report that coursework emphasized applying theories or concepts to practical problems or in new situations.

As the result of these improvements, in 2011 Miami students scored significantly better than students in the comparison groups on all but one of the Top 25-relevant items.

Summary

The results suggest that Miami University is experiencing improvements in its academic environment that are not occurring at other institutions. Miami University students' benchmark scores and scores on Top 25-relevant items have consistently increased between 2003 and 2011, whereas comparison institutions' scores have remained relatively stable on most items. Although these changes cannot be attributed entirely to the Top 25 Project, as some of these changes occurred before the initial Top 25 pilots began (2007), it is still meaningful to note an increase in activities that are consistent with the university's goals for increased academic engagement.

Although the current results are impressive, alternative interpretations exist. As with many institutional surveys, response rates on the NSSE have decreased steadily over the past eight years. It is possible that as response rates decline, only students who are fully engaged in their education are responding to the surveys, leading to a more positive impression of Miami University than is warranted. The University Assessment Team, in collaboration with several other offices on campuses, is currently addressing the issue of decreasing response rates and identifying methods to improve them.

However, results from other assessments, such as the Top 25 Project assessments, suggest that Miami University is making positive changes in at least a subset of courses at the university. Miami should continue to conduct institution-wide assessments to examine changes in the academic culture of the university and to provide further evidence that Miami University students are becoming more engaged in their education.

NSSE Benchmark Trends by Comparison Group 2005-2011

NSSE benchmarks use a 0 - 100 scale, with higher numbers indicating that students demonstrated greater levels of the benchmark. Details on the benchmark construction are available in Appendix B. Benchmark scores are available in Appendix C.

Comparison Groups: 1) Other participating institutions in the same Carnegie Class (RU/H: Research Universities, High Research Activity) and, 2) all participating NSSE institutions for the specified year.

Level of Academic Challenge (LAC)

Miami University students, including first-years and seniors, are consistently higher than students in both comparison groups. (See Figure 1.)

Miami students, particularly seniors, have demonstrated a slight increase in LAC over time.

Active and Collaborative Learning (ACL)

The level of active and collaborative learning reported by Miami students in 2005 was similar to - and in some cases less than - that of the comparison groups. (See Figure 2.)

However, the level of ACL reported by Miami students has steadily increased over time whereas the comparison group ACL has remained steady. As of 2011, both first-year students and seniors at Miami reported significantly higher levels of ACL than did students in both of the comparison groups.

Student Faculty Interaction (SFI)

The level of student faculty interaction reported by Miami students in 2005 was similar to - and in some cases significantly less than - that of the comparison groups. However, the level of SFI reported by Miami students has significantly increased over time, whereas the comparison group SFI has remained steady (first-years) or decreased (seniors). (See Figure 3.)

By 2011, seniors at Miami reported significantly higher levels of SFI than did students in both of the comparison groups.

There was no significant difference between Miami first-years students' reported SFI in 2011 and the comparison groups' SFI. However, Miami first-year students started from a particularly low point - in 2005, Miami first-year students reported significantly lower levels of SFI compared to all NSSE participants.

Enriching Educational Experiences (EEE)

Miami University students, including first-years and seniors, are consistently higher than students in both comparison groups. (See Figure 4.)

In addition, the level of EEE reported by Miami students has significantly increased over time, whereas the level of EEE for the comparison groups has remained relatively steady or decreased.

Supportive Campus Environment (SCE)

In 2005, the level of SCE reported by Miami seniors was significantly lower than both comparison groups; there was no significant difference in the level of SCE reported by Miami first-year students and the comparison groups. (See Figure 5.)

Over time, the level of SCE reported by both first-years and seniors at Miami has significantly increased.

This increase was particularly large for seniors, who now report significantly higher levels of SCE than do students in the comparison groups.

Figure 1: Level of Academic Challenge

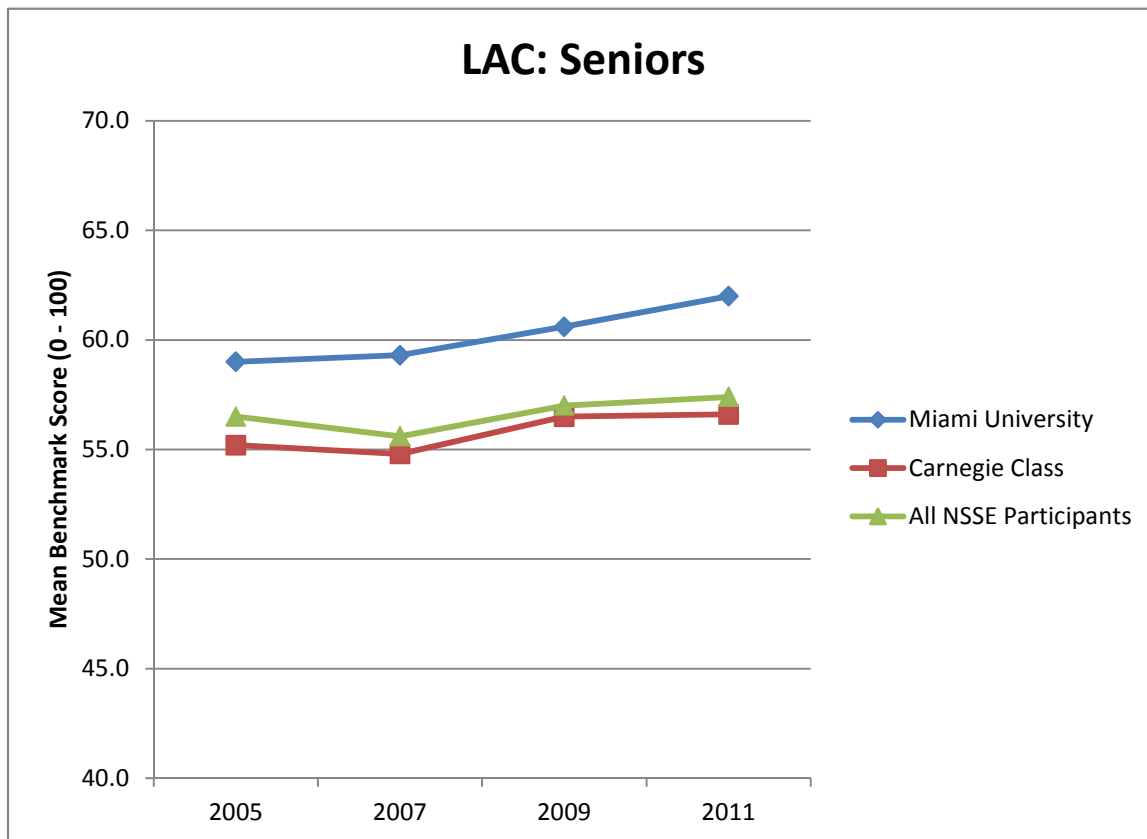
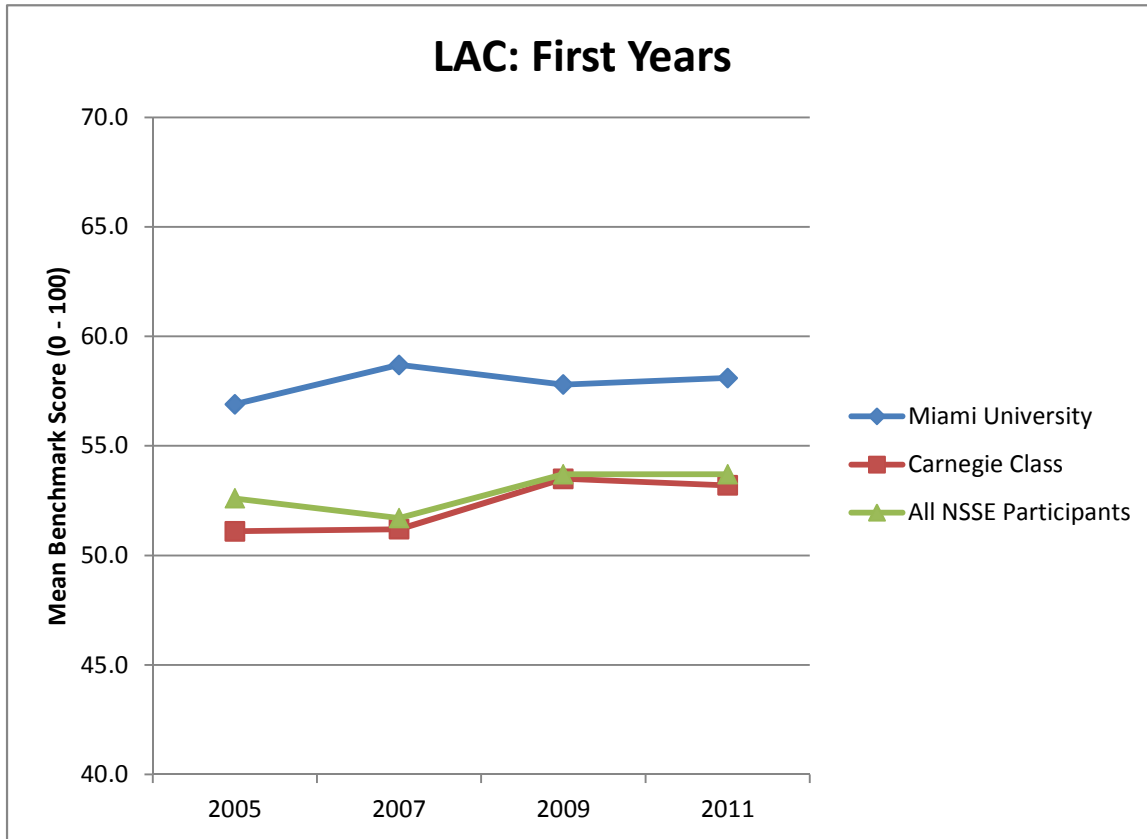


Figure 2: Active and Collaborative Learning

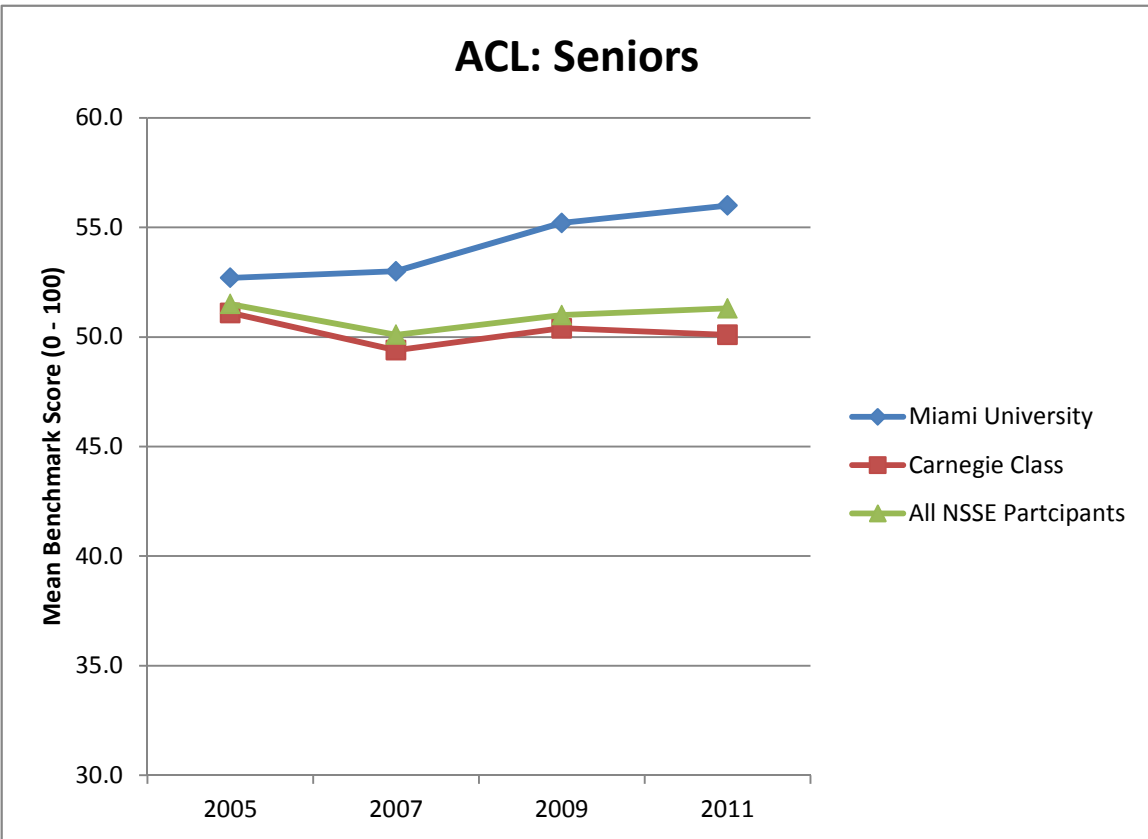
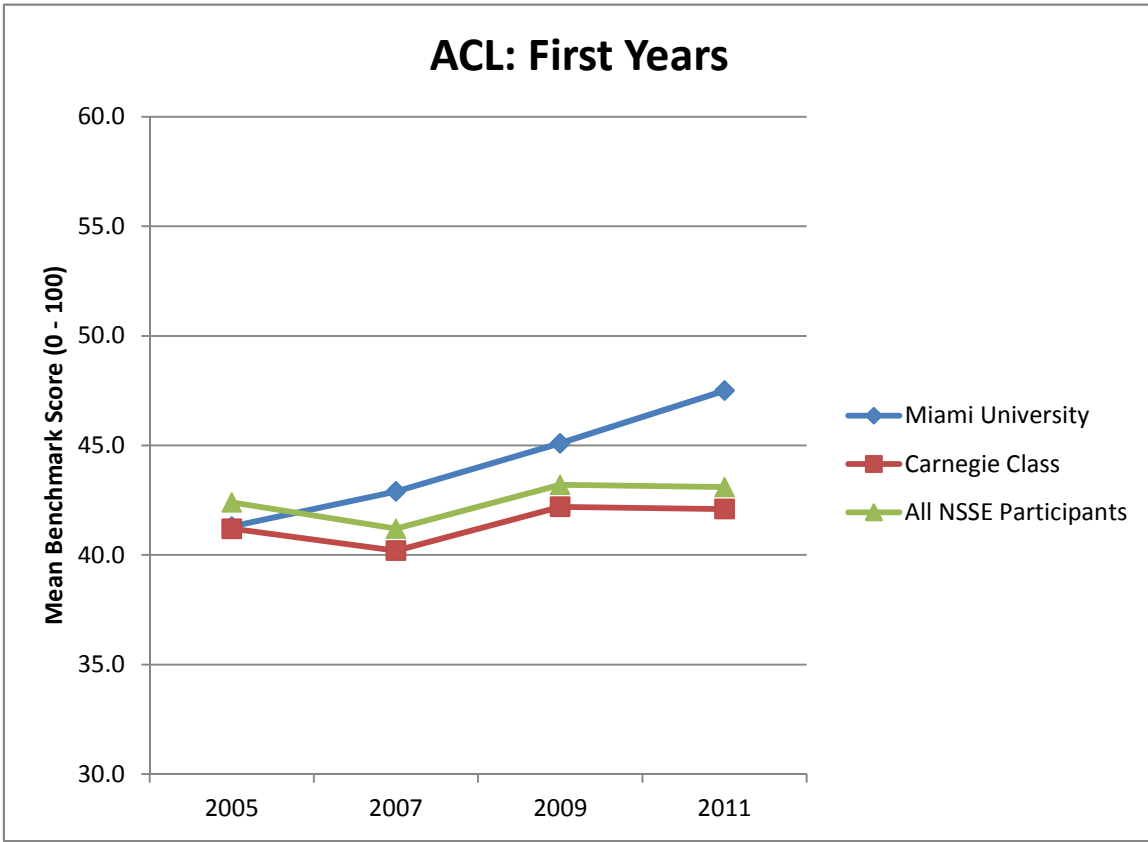


Figure 3: Student Faculty Interaction

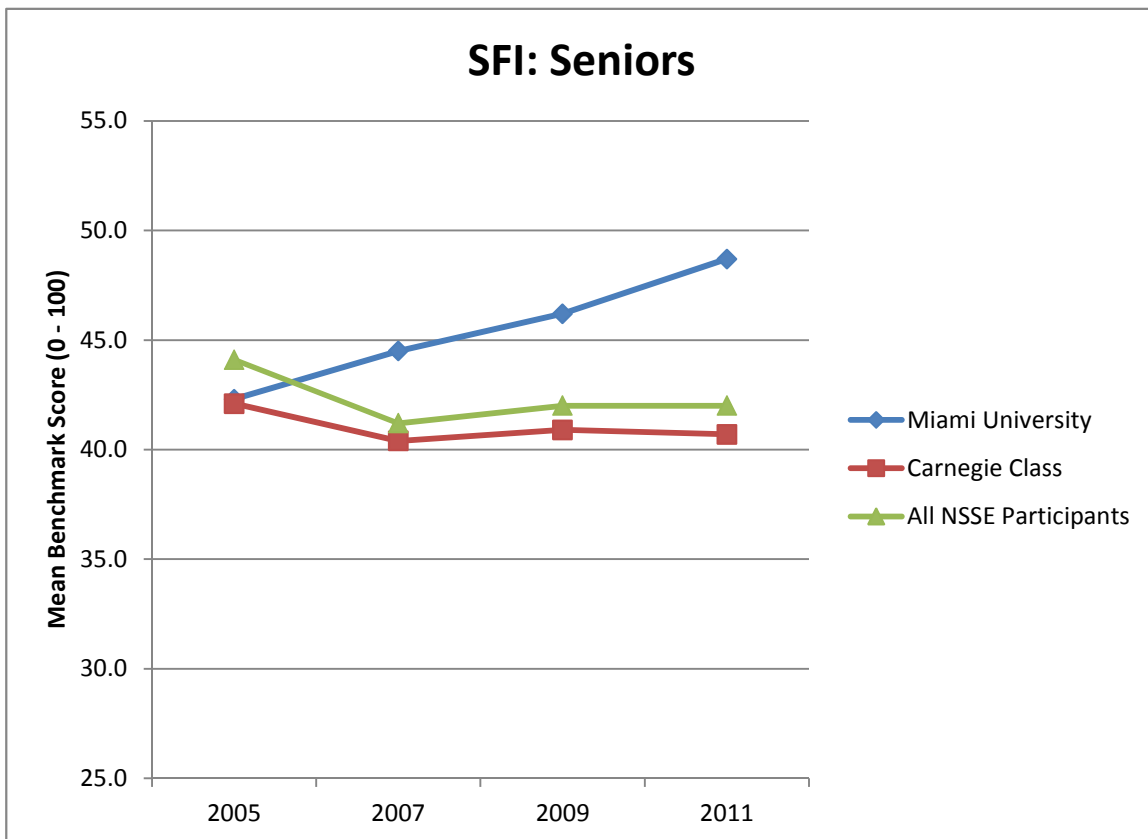
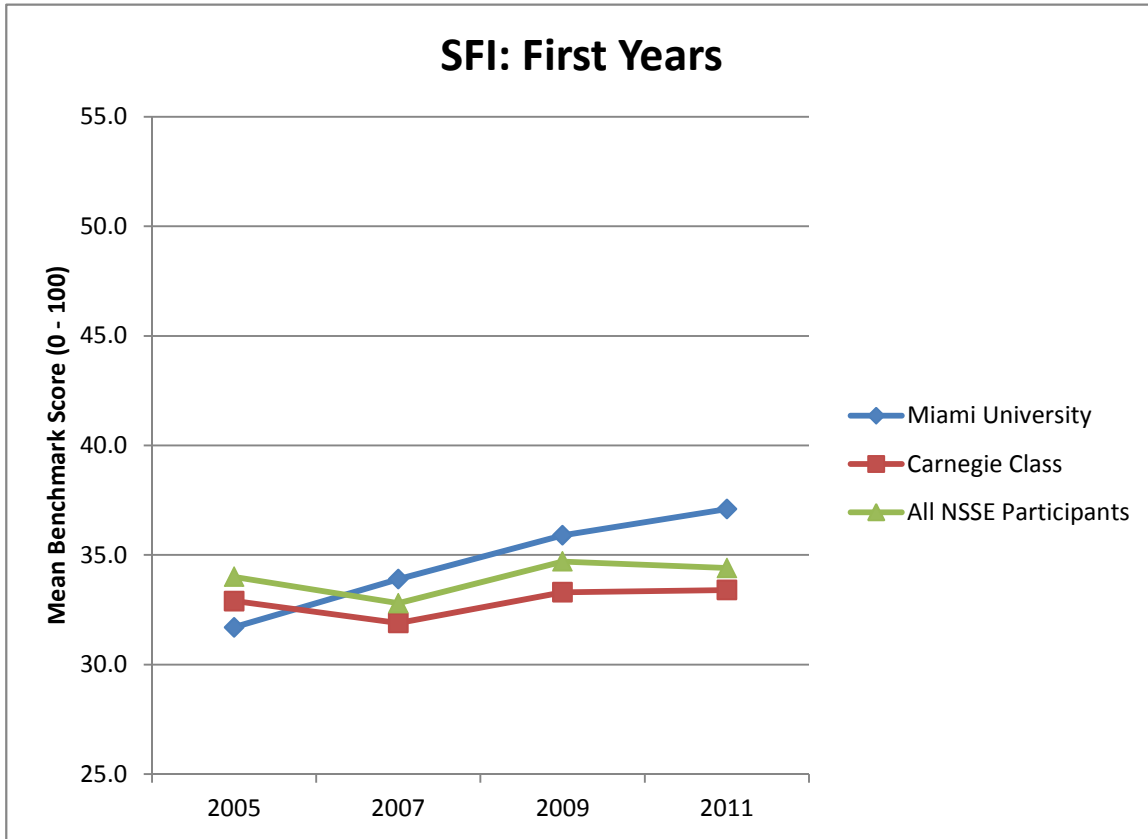


Figure 4: Enriching Educational Experiences

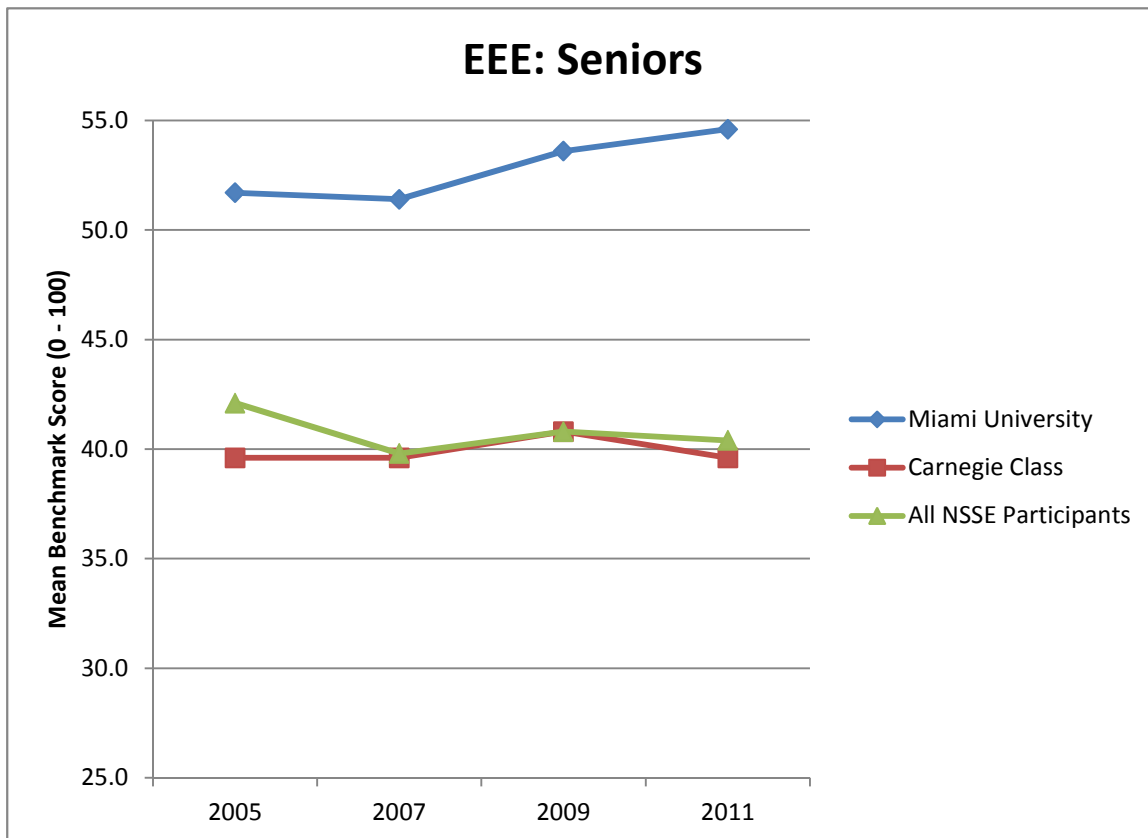
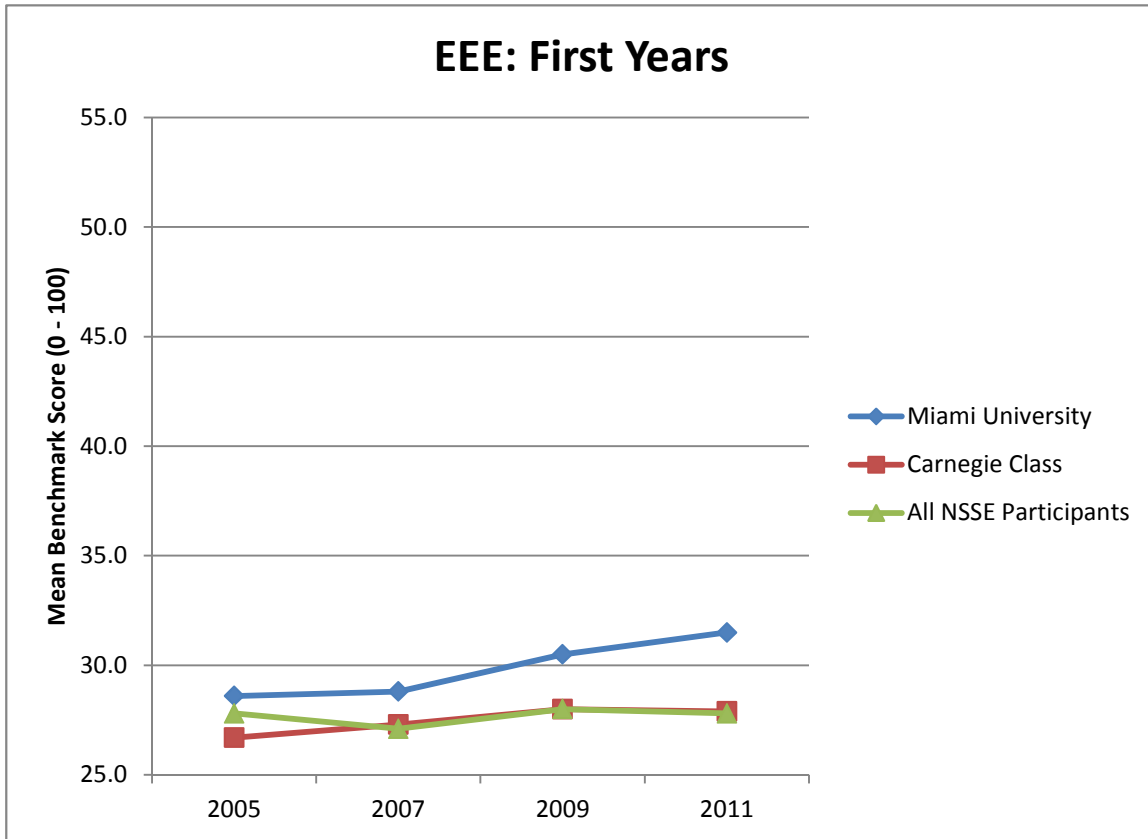
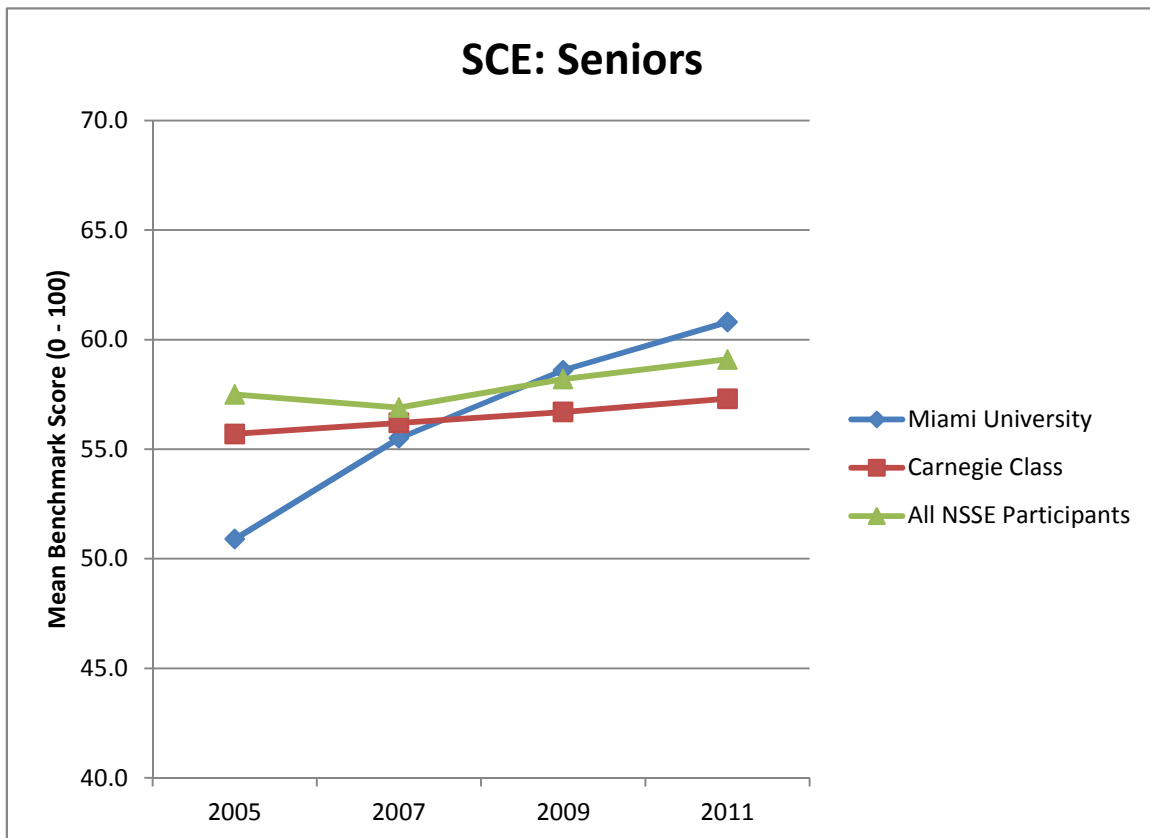
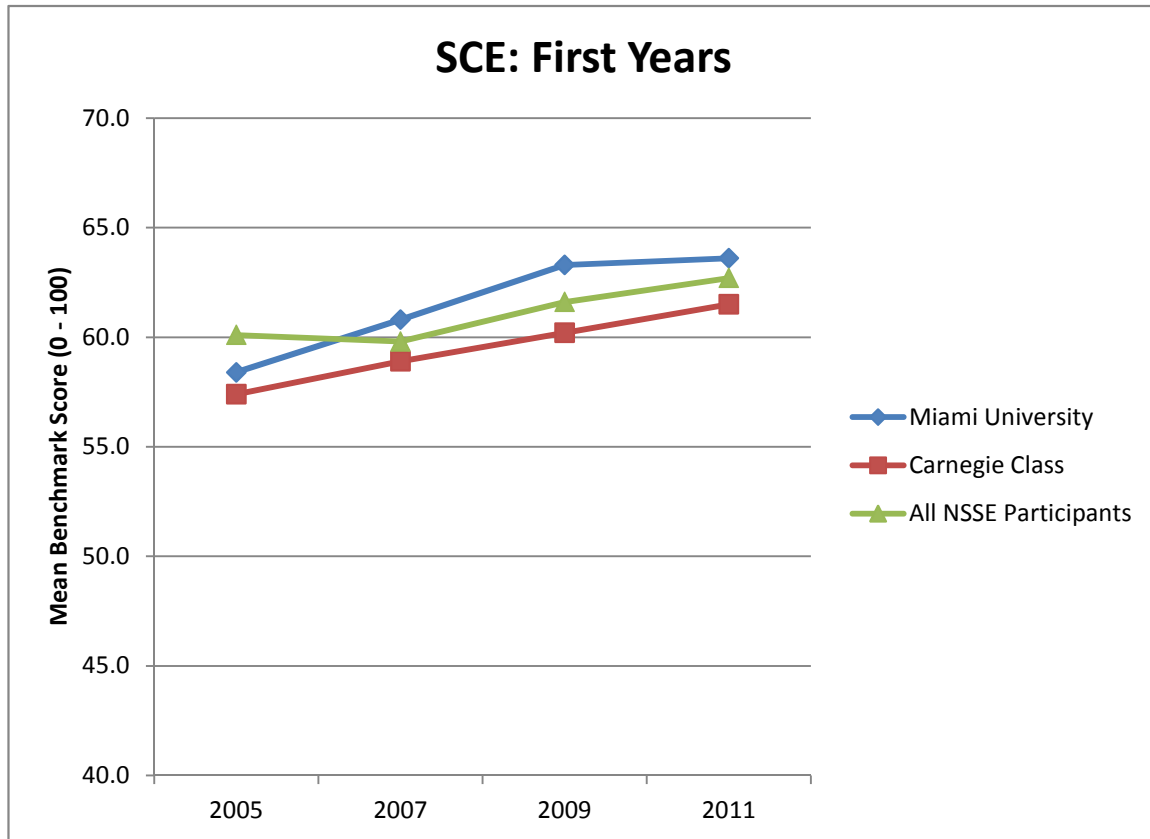


Figure 5: Supportive Campus Environment



Top 25-Related NSSE Items by Comparison Group 2003-2011

Comparison Groups: 1) Other participating institutions in the same Carnegie Class (RU/H: Research Universities, High Research Activity) and, 2) all participating NSSE institutions for the specified year.

Came to class without completing readings or assignment

In 2003, Miami seniors were significantly more likely to report coming to class without completing readings or assignments than were students in the comparison groups. There was no significant difference between Miami first-year students and students in the comparison groups. (See Figure 6.)

Between 2003 and 2011 there was a significant decrease in the extent to which seniors came to class without completing readings. There was no significant change for first-year students.

In 2011, there was no longer a significant difference between Miami seniors and students in the comparison groups. There was also no significant difference between Miami first-years and students in the comparison groups.

Worked with other students on projects during class

In 2003, both first-year students and seniors at Miami were significantly less likely to report working with other students on projects during class than were students in the comparison groups. (See Figure 7.)

The extent to which Miami students work with other students during class significantly increased from 2003 to 2011. This increase was large - the percentage of students who reported working with other students during class "often" or "very often" increased from 32% to 52% for first-year students and from 37% to 51% for seniors.

By 2011, Miami first-year students and seniors reported working with other students on projects during class more frequently than did students in the comparison groups.

Put together ideas from different courses

In 2003, compared with students in the comparison groups, Miami seniors were more likely to report putting together ideas or concepts from different courses when completing assignments or during class discussions. There was no significant difference between Miami first-year students and students in the comparison groups. (See Figure 8.)

The extent to which Miami students, including first-year students and seniors, put together ideas from different courses significantly increased from 2003 to 2011.

In 2011, both first-year students and seniors at Miami reported putting together ideas from different courses more frequently than did students in the comparison groups.

Coursework emphasized applying theories or concepts

In 2003, there was no significant difference between Miami students and the comparison groups in the reported course emphasis on applying theories or concepts to practical problems or in new situations. (See Figure 9.)

The extent to which coursework emphasized applying theories or concepts to practical problems or new situations significantly increased from 2003 to 2011 for Miami students.

In 2011, both first-year students and seniors at Miami reported more course emphasis on applying theories and concepts than did students in the comparison groups.

Relationships with faculty

In 2003, Miami students reported significantly less positive relationships with faculty than did students at all other NSSE institutions (first-years and seniors). There was no significant difference between Miami students and students at Carnegie peer institutions. (See Figure 10.)

Miami seniors' relationships with faculty became significantly more positive from 2003 to 2011. There was no significant difference in Miami first-years students' relationships with faculty between 2003 and 2011.

In 2011, students at Miami reported significantly more positive relationships with faculty compared to students at our Carnegie peer institutions (first-years and seniors) and students at all other NSSE institutions (seniors only).

Time spent preparing for class

In 2003, Miami first-year students spent significantly more time preparing for class than did students in the comparison groups. There was no significant difference between Miami seniors and students in the comparison groups. (See Figure 11.)

Between 2003 and 2011, there was a significant increase in the amount of time that Miami students, both first-years and seniors, spent preparing for class. The percentage of students who reported spending 16 or more hours per week preparing for class increased from 40% to 49% for first-year students and from 34% to 45% for seniors.

In 2011, both first-year students and seniors at Miami reported spending significantly more time preparing for class than did students in both comparison groups.

Institutional emphasis on providing support for academic success

In 2003, Miami students reported significantly less institutional emphasis on providing the support they needed to help them succeed academically than did students at all other NSSE institutions. There was no significant difference between Miami students and students at Carnegie peer institutions. (See Figure 12.)

Between 2003 and 2011, both first-year students and seniors at Miami reported a significant increase in the institutional emphasis on support for academic success. The percentage of students reporting that the institution emphasized providing the academic support they needed "quite a bit" or "very much" increased from 71% to 84% for first-year students and from 64% to 79% for seniors.

In 2011, seniors at Miami reported significantly more institutional support for academic success than did students in both comparison groups. Despite the positive trend for Miami first-year students, there was no significant difference between the first-year students at Miami and students in the comparison groups.

Figure 6: Came to class without completing readings or assignments (Very often or Often)

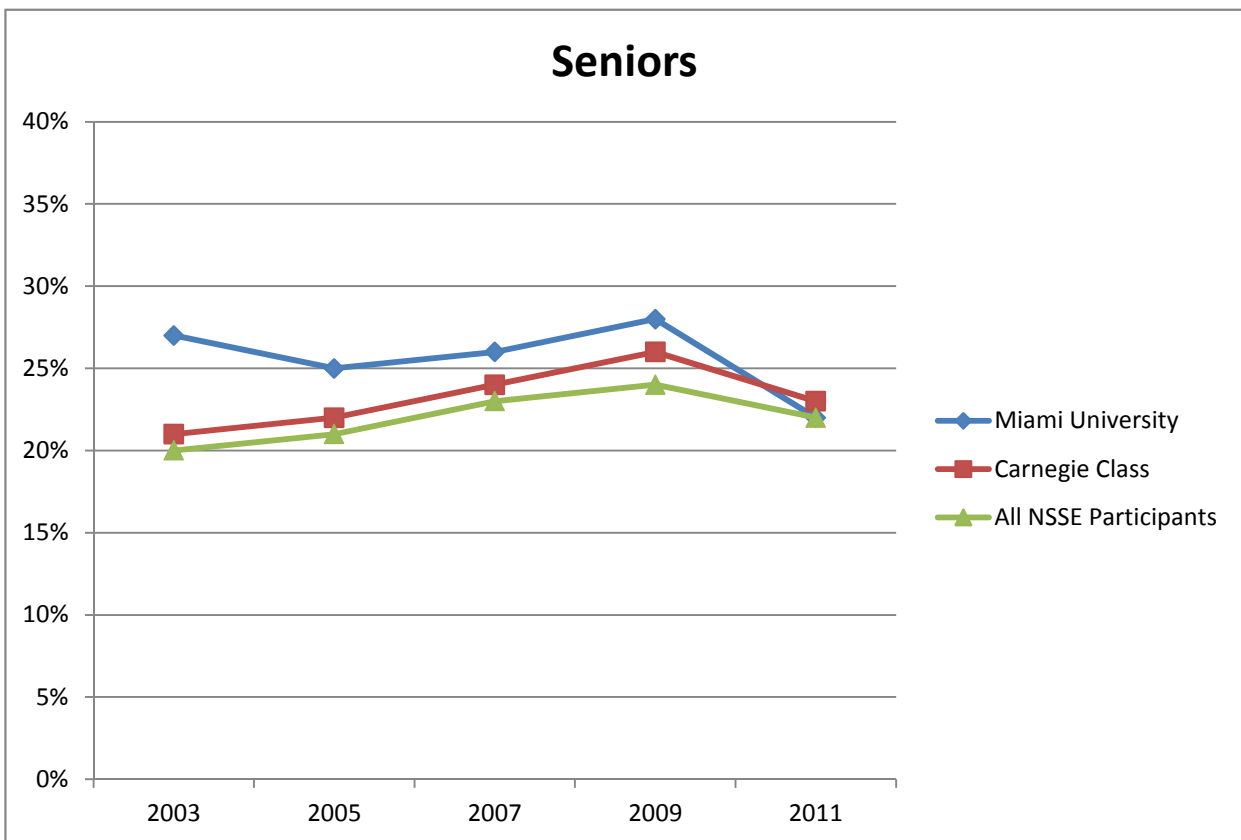
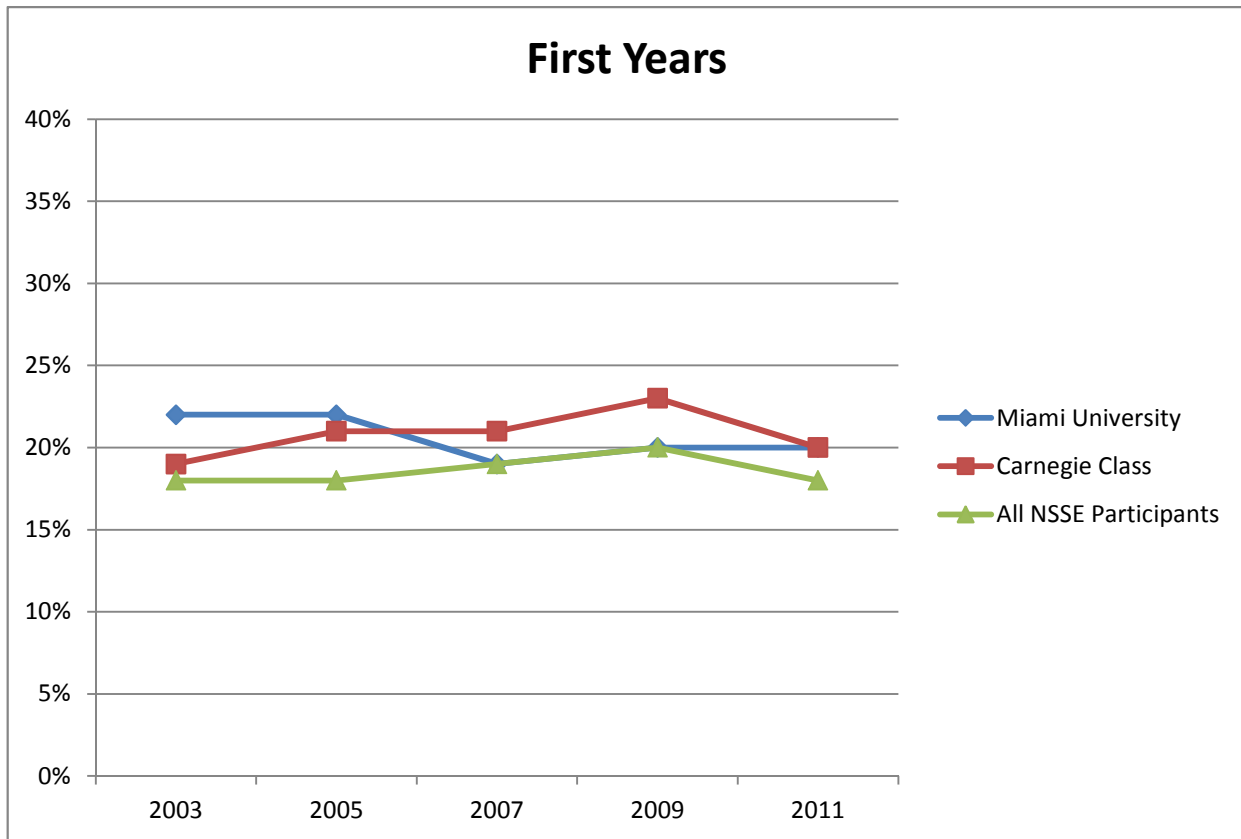


Figure 7: During the current school year, worked with other students on projects during class (Very Often or Often)

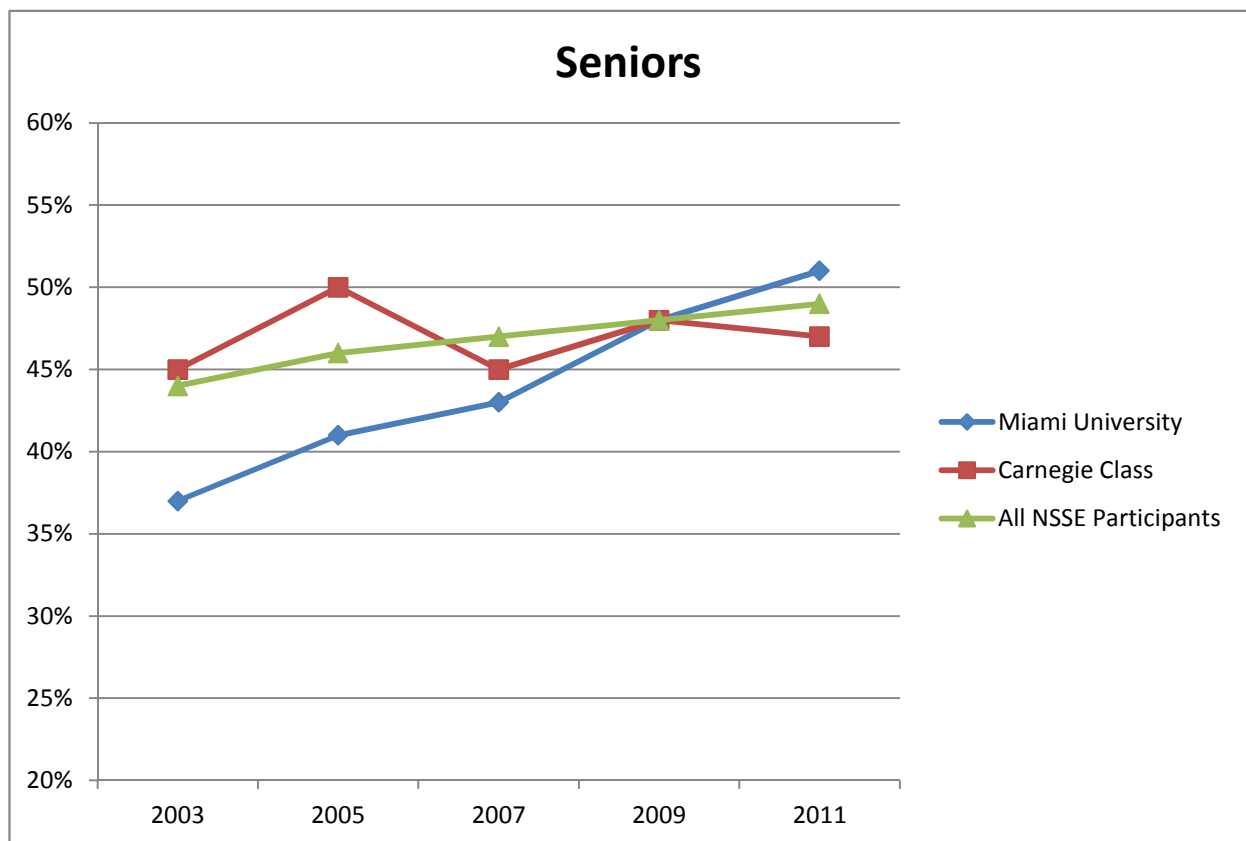
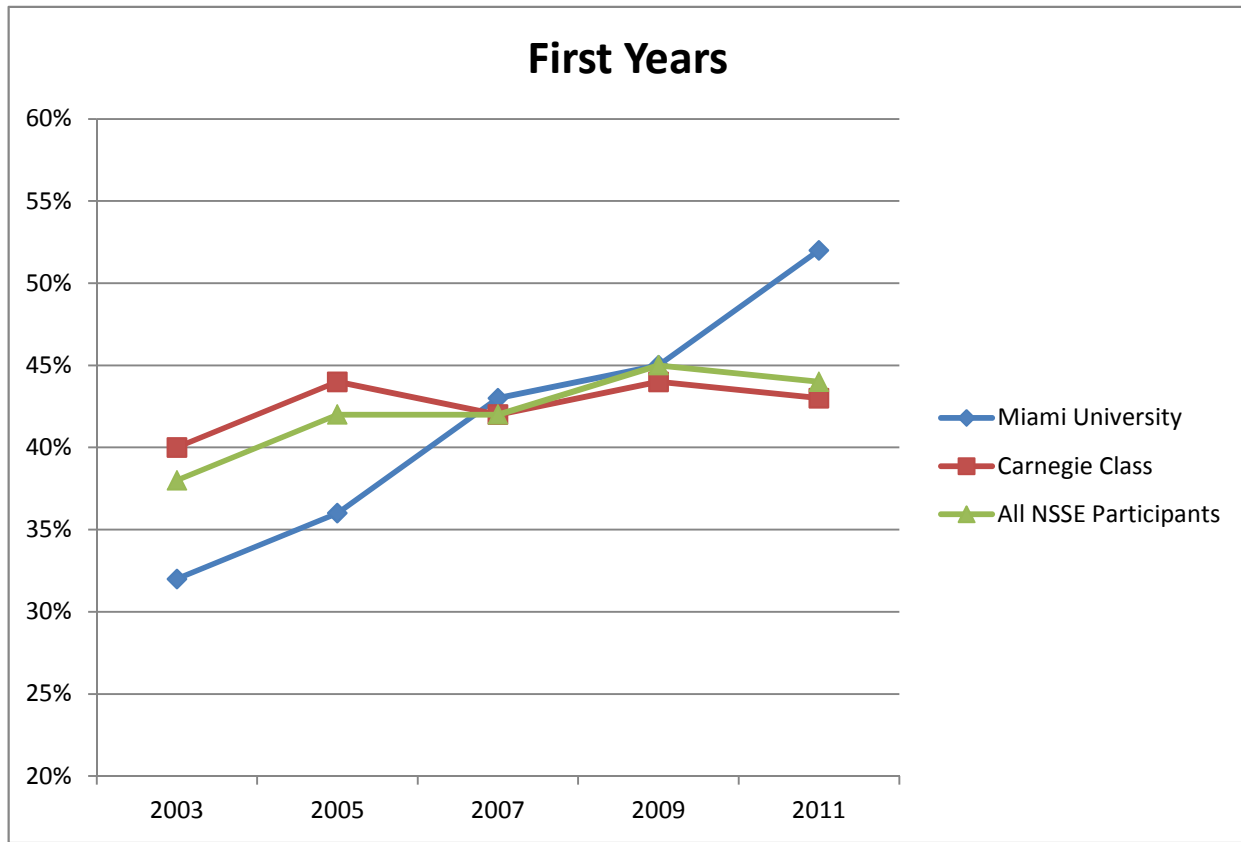


Figure 8: Put together ideas or concepts from different courses when completing assignments or during class discussions (Very often or Often)

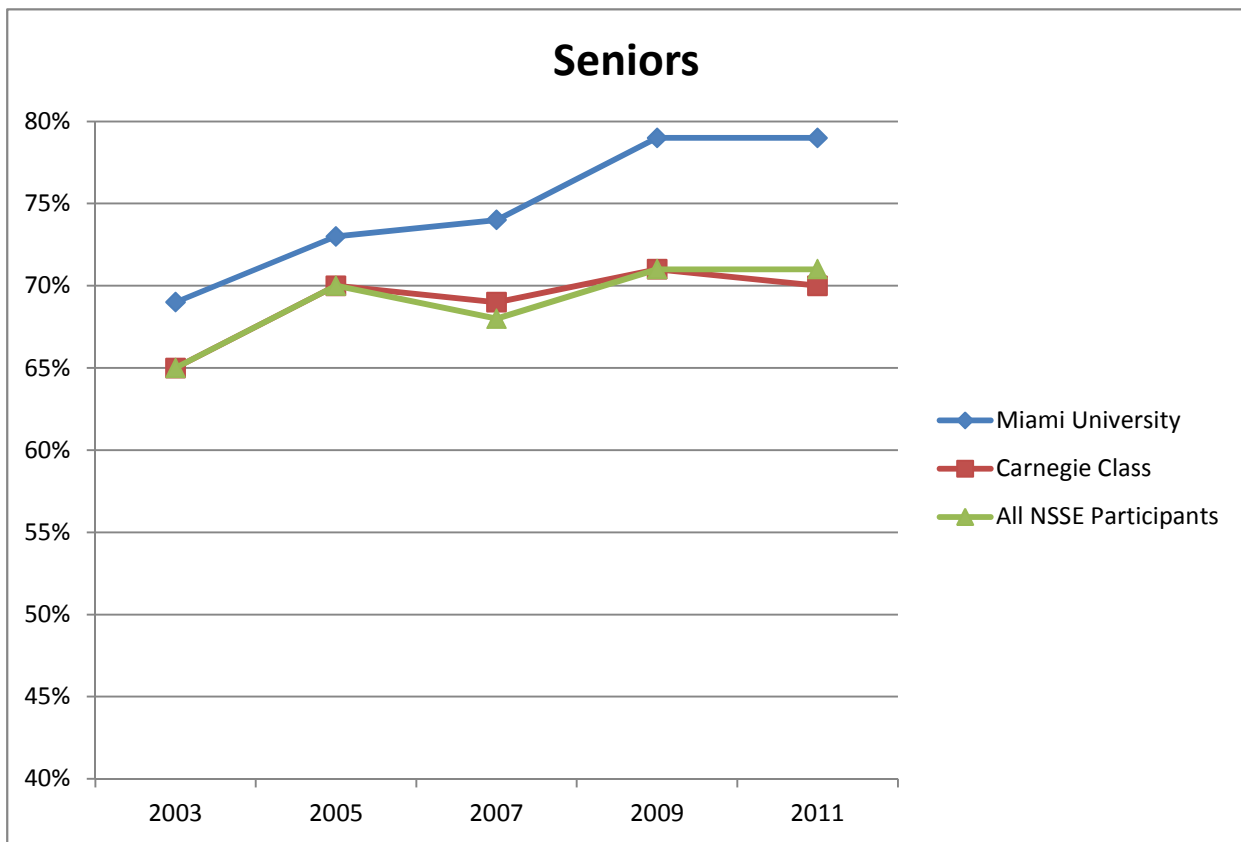
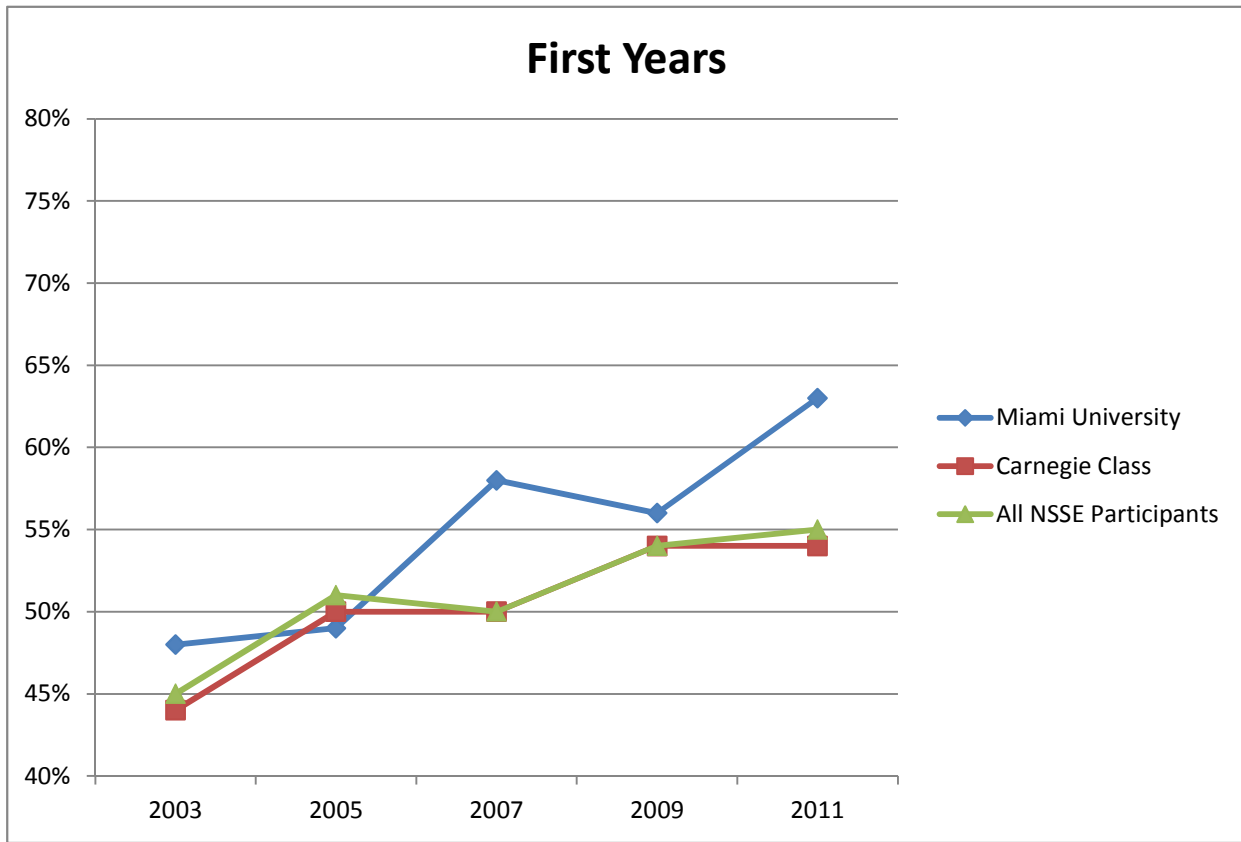


Figure 9: During the current school year, coursework emphasized applying theories or concepts to practical problems or in new situations (Very much or Quite a bit)

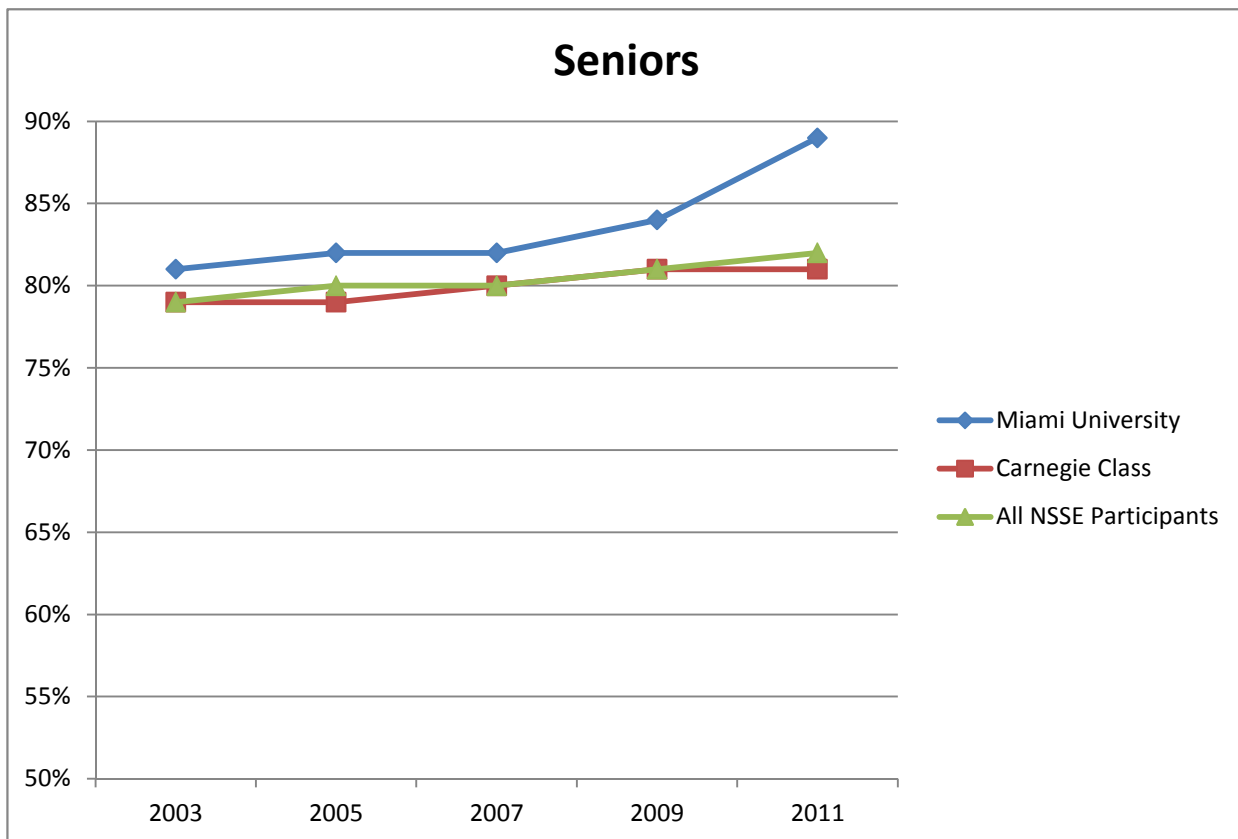
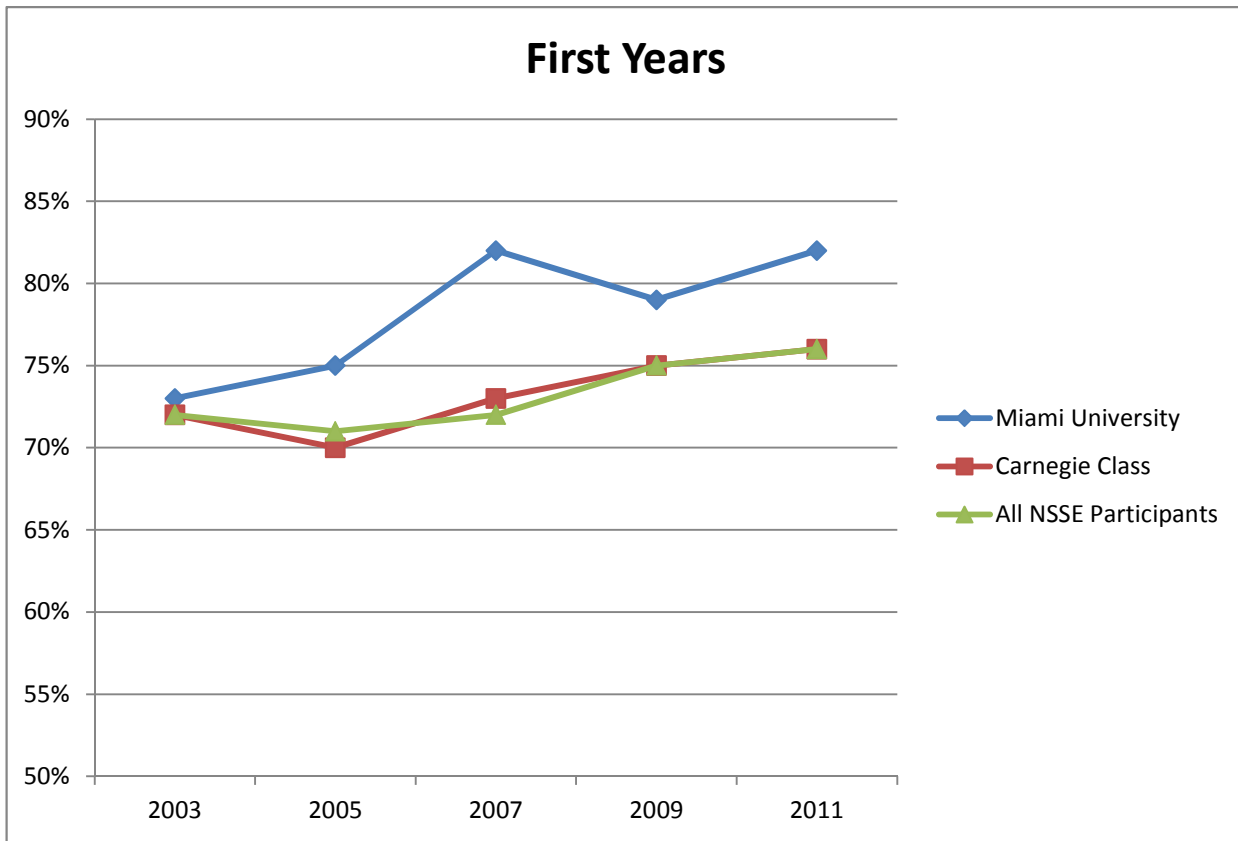


Figure 10: Faculty members are available, helpful and sympathetic (6 or 7 on a 7-point scale)

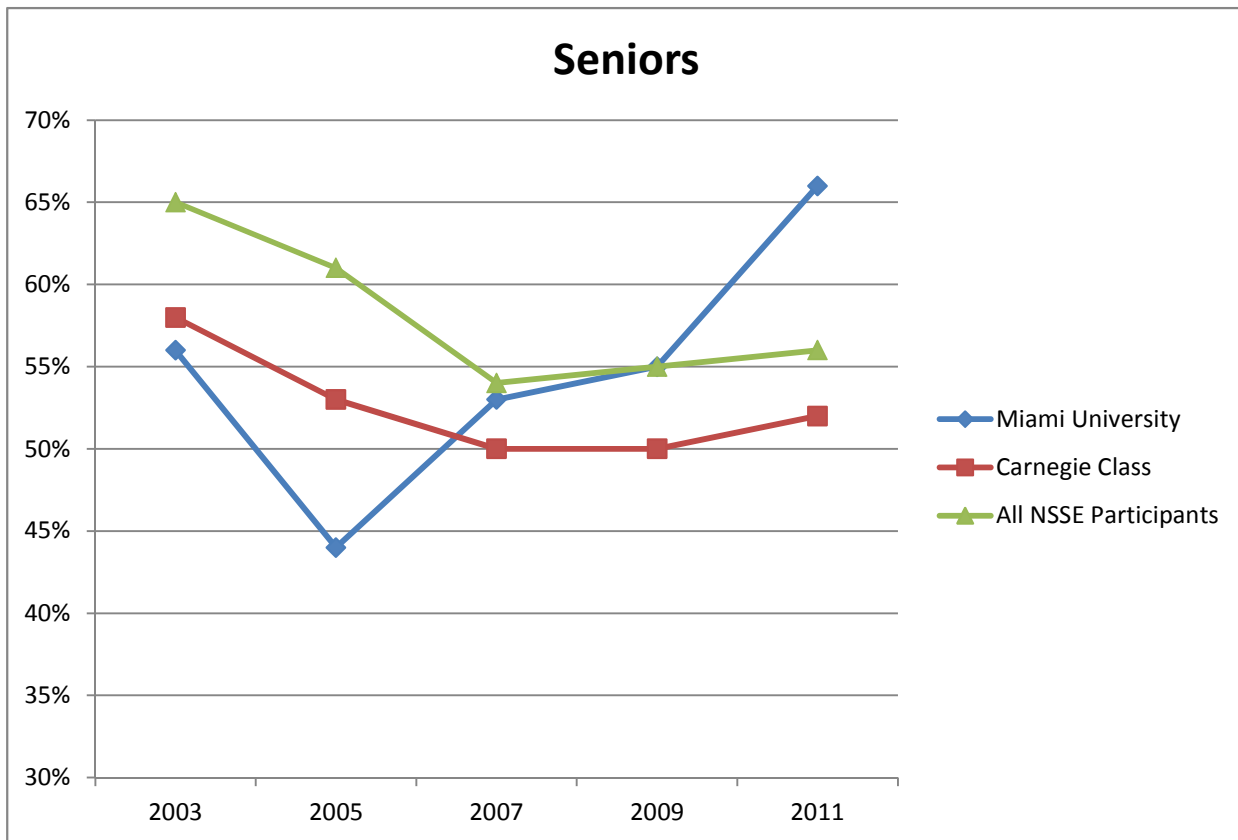
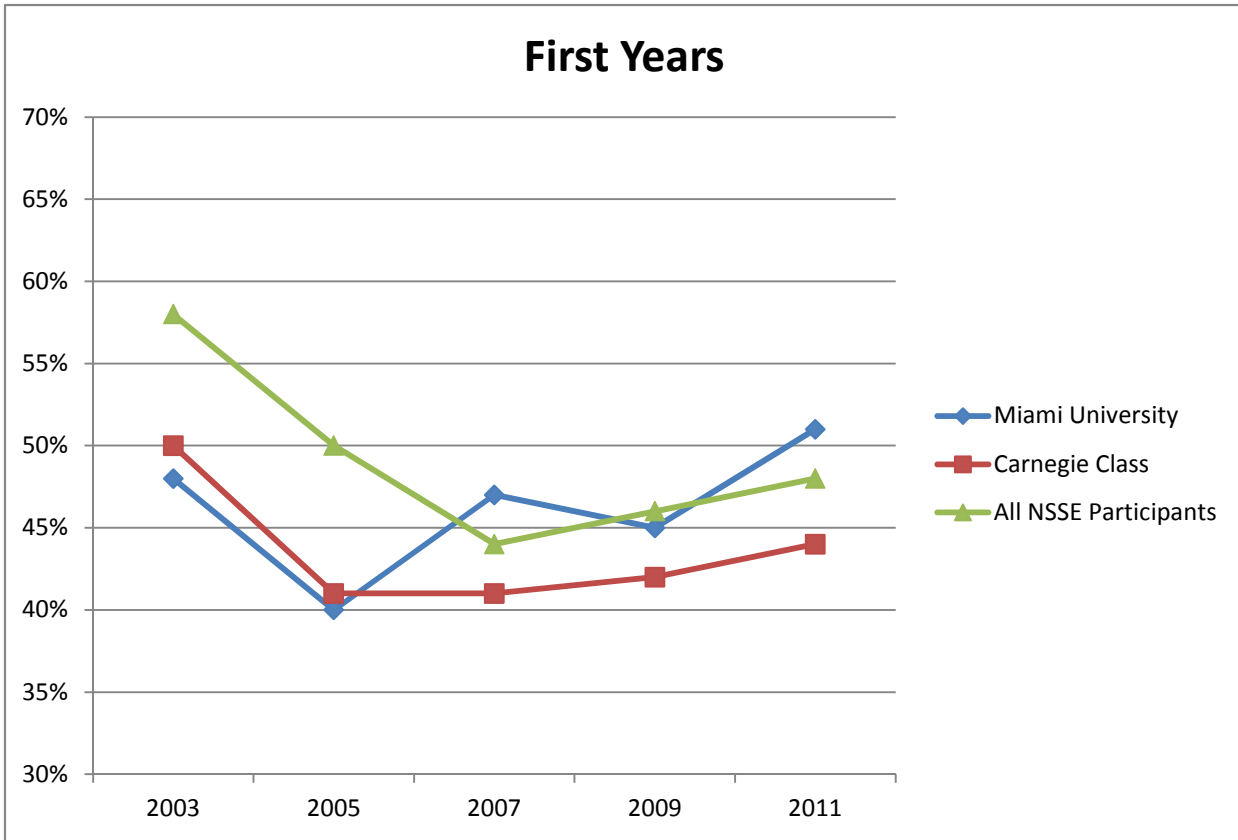


Figure 11: During a typical 7-day week, spent 16 or more hours preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

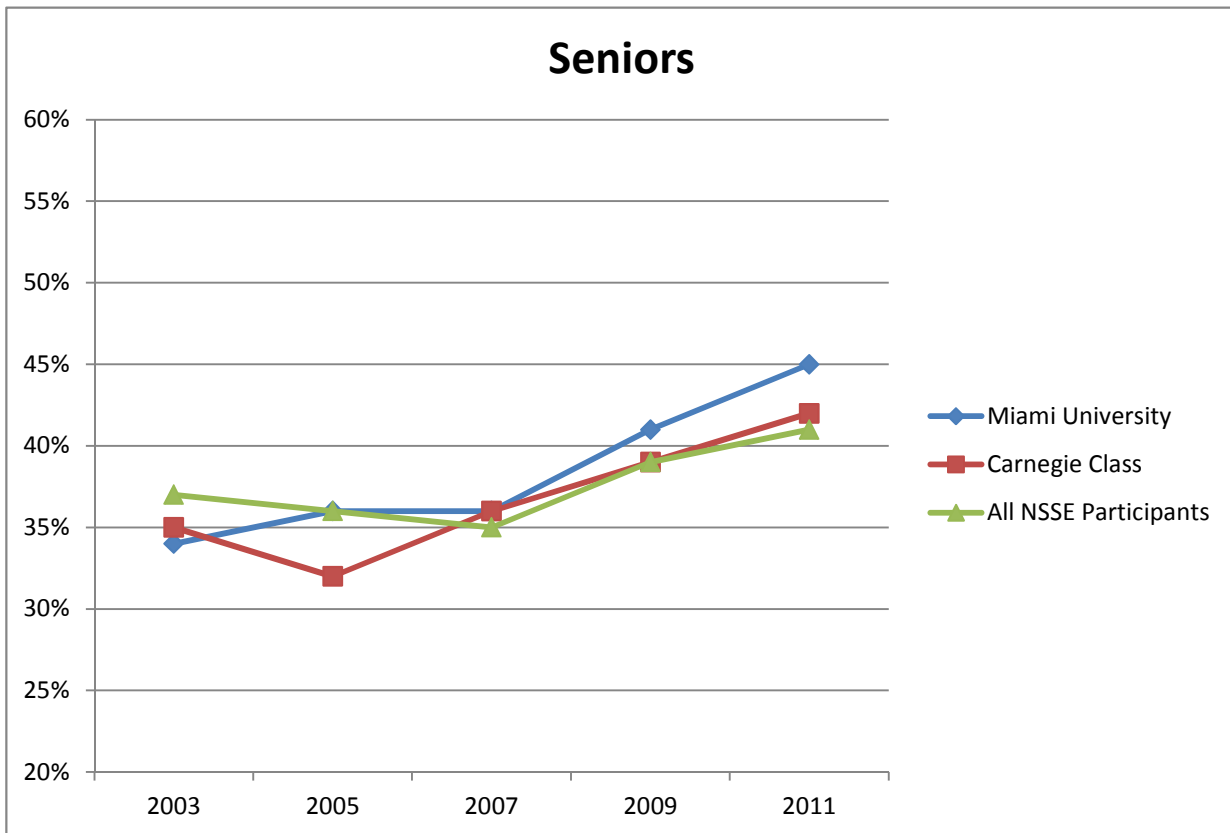
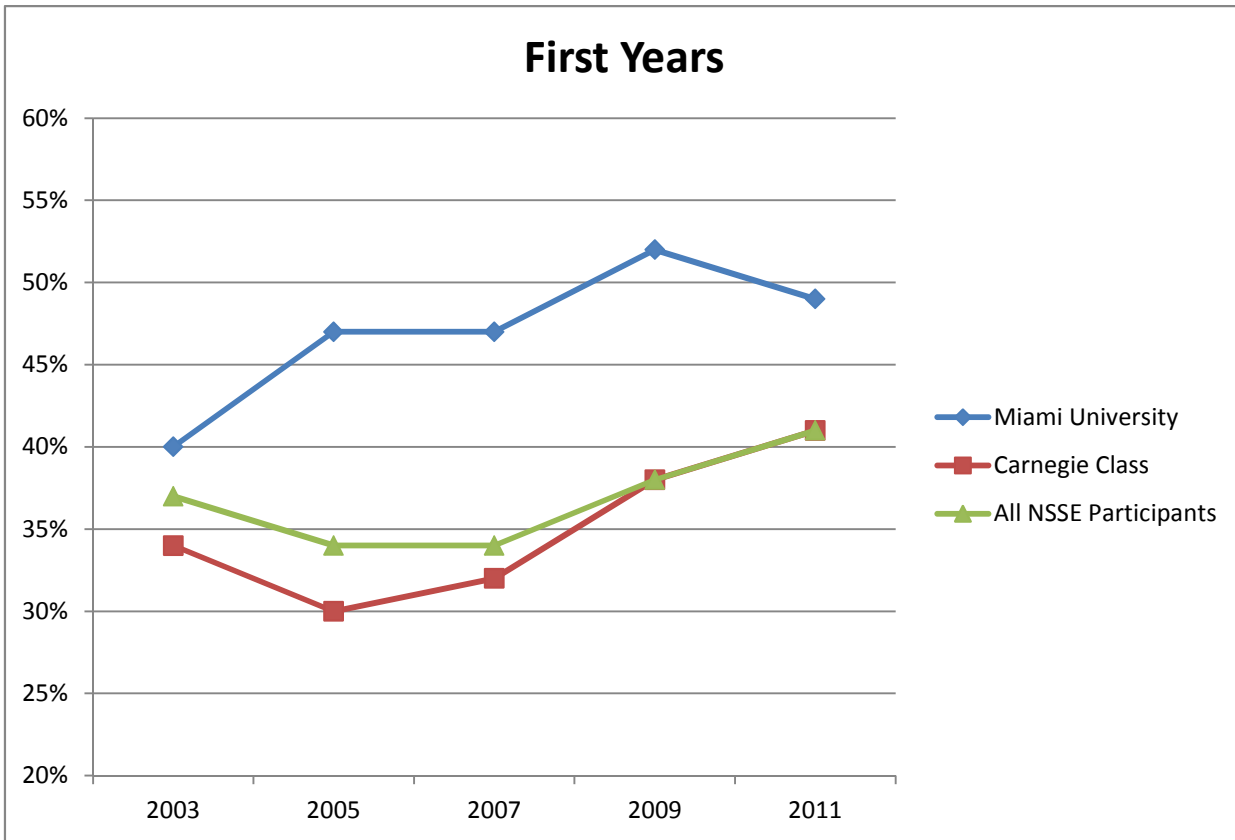
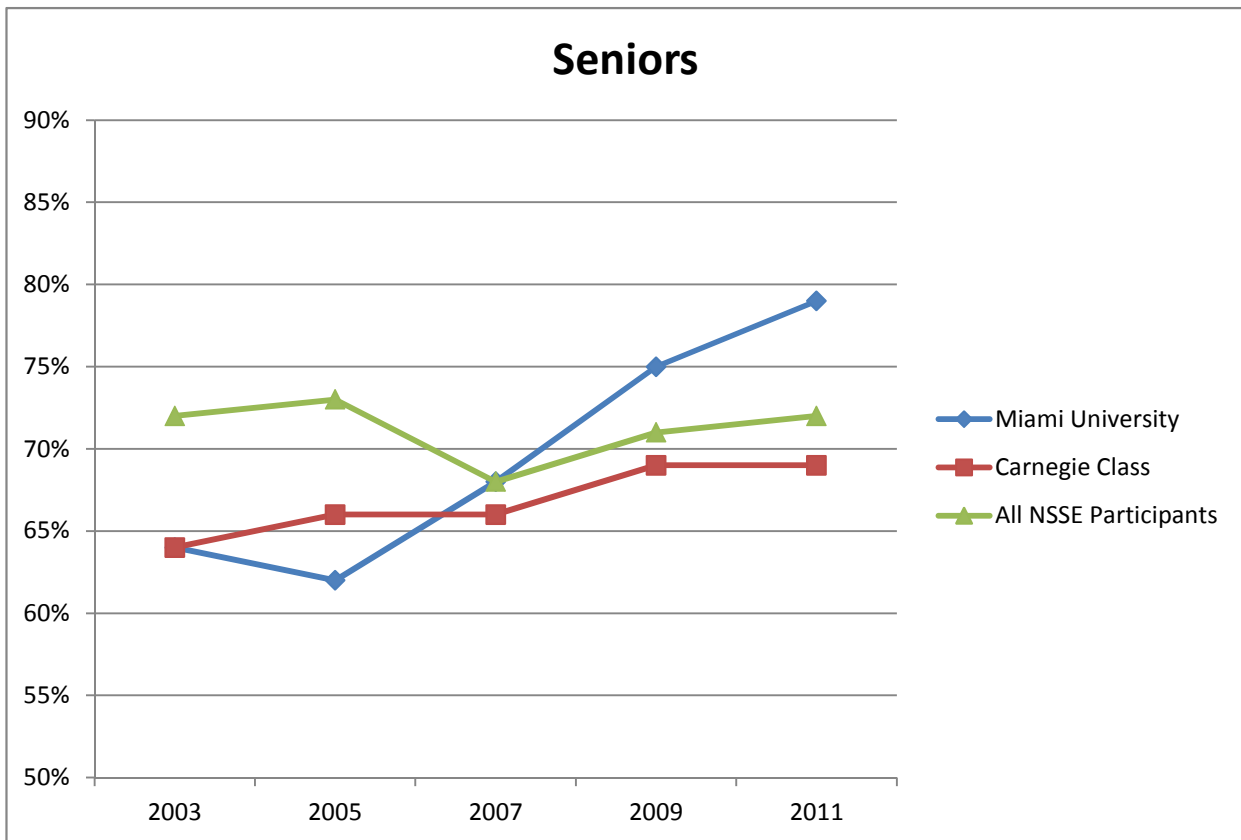
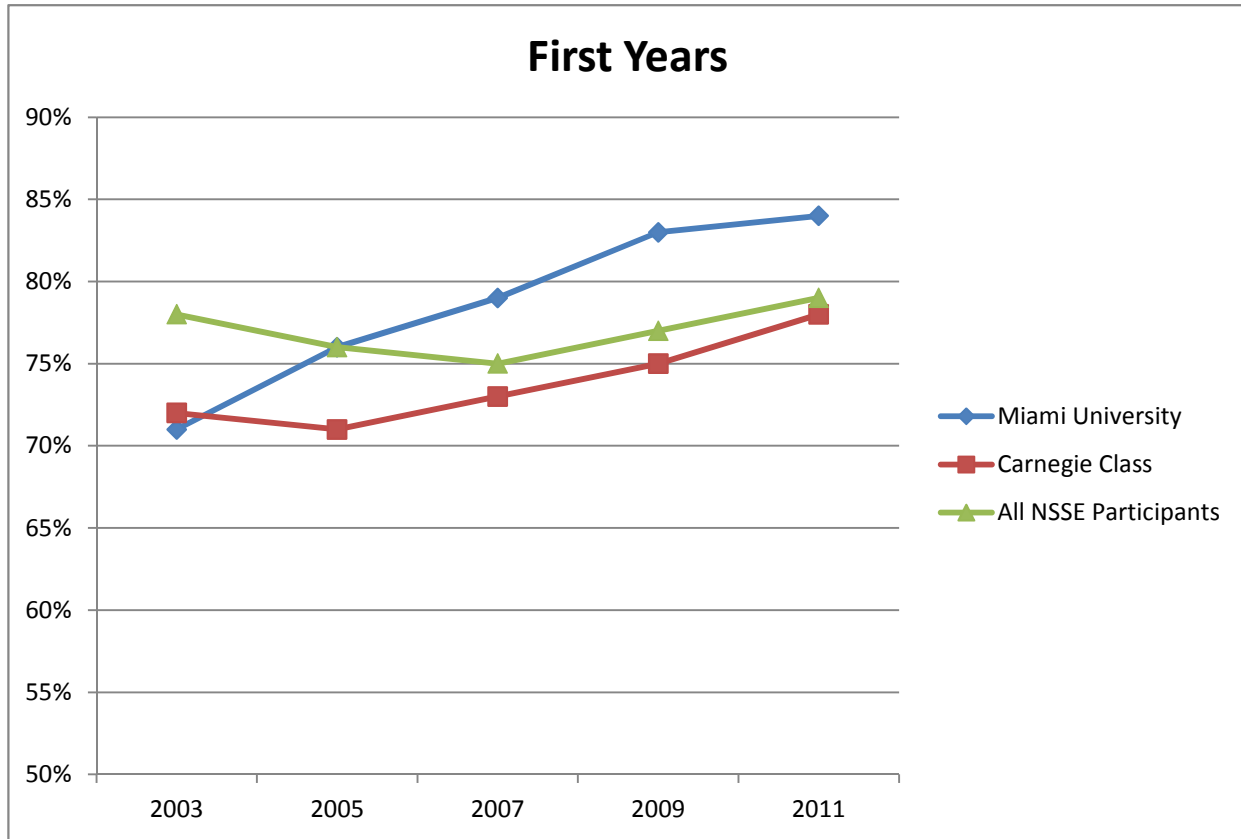


Figure 12: The institution emphasized providing the support you need to help you succeed academically (Quite a bit or Very Much)



Appendix A: Respondent Characteristics

| | <u>2003</u> | | <u>2005</u> | | <u>2007</u> | | <u>2009</u> | | <u>2011</u> | |
|--|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| | <u>FY</u> | <u>SR</u> | <u>FY</u> | <u>SR</u> | <u>FY</u> | <u>SR</u> | <u>FY</u> | <u>SR</u> | <u>FY</u> | <u>SR</u> |
| Response Rate^a | | | | | | | | | | |
| Overall | 43% | | 35% | | 35% | | 24% | | 18% | |
| By class | 44% | 41% | 38% | 30% | 32% | 38% | 21% | 27% | 13% | 23% |
| NSSE sample size ^b | 989 | 1,027 | 1,452 | 1,043 | 1,996 | 1,998 | 2,500 | 2,500 | 3,465 | 3,136 |
| Sampling Error^c | | | | | | | | | | |
| Overall | 3.1% | | 3.1% | | 2.3% | | 2.5% | | 2.6% | |
| By class | 4.4% | 4.4% | 3.8% | 5.2% | 3.5% | 3.1% | 3.9% | 3.3% | 4.3% | 3.2% |
| Number of respondents ^b | 440 | 423 | 556 | 317 | 647 | 760 | 536 | 684 | 448 | 728 |
| Total population | 3,578 | 3,085 | 3,463 | 2,764 | 3,633 | 3,084 | 3,545 | 3,018 | 3,465 | 3,136 |
| Student Characteristics^d | | | | | | | | | | |
| <i>Mode of Completion</i> | | | | | | | | | | |
| Paper | 0% | 0% | 2% | 3% | 0% | 1% | 0% | 0% | 0% | 0% |
| Web | 100% | 100% | 98% | 97% | 100% | 99% | 100% | 100% | 100% | 100% |
| <i>Enrollment Status^e</i> | | | | | | | | | | |
| Full-time | 100% | 96% | 99% | 97% | 100% | 97% | 100% | 98% | 100% | 97% |
| Less than full-time | 0% | 4% | 1% | 3% | 0% | 3% | 0% | 2% | 0% | 3% |
| <i>Gender^e</i> | | | | | | | | | | |
| Female | 65% | 62% | 67% | 67% | 65% | 62% | 63% | 66% | 72% | 64% |
| Male | 35% | 38% | 33% | 33% | 35% | 38% | 37% | 34% | 28% | 36% |
| <i>Race/Ethnicity</i> | | | | | | | | | | |
| Am. Indian/Native American | 2% | 0% | 0% | 0% | 1% | 0% | 1% | 1% | 1% | 1% |
| Asian/Asian Am./Pacific Isl. | 3% | 1% | 2% | 4% | 3% | 2% | 6% | 3% | 9% | 6% |
| Black/African American | 2% | 2% | 3% | 3% | 2% | 1% | 5% | 2% | 5% | 2% |
| White (non-Hispanic) | 88% | 93% | 83% | 81% | 81% | 87% | 79% | 84% | 77% | 84% |
| Mexican/Mexican American | NA | NA | 1% | 0% | 1% | 0% | 1% | 0% | 1% | 0% |
| Puerto Rican | NA | NA | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other Hispanic or Latino | 1% | 2% | 1% | 1% | 1% | 0% | 1% | 1% | 1% | 1% |
| Multiracial | 3% | 2% | 2% | 2% | 2% | 1% | 1% | 2% | 1% | 2% |
| Other | 0% | 1% | 1% | 1% | 1% | 0% | 1% | 1% | 1% | 0% |
| I prefer not to respond | NA | NA | 7% | 9% | 8% | 7% | 5% | 6% | 5% | 4% |
| <i>International Student</i> | 0% | 1% | 2% | 2% | 3% | 2% | 5% | 3% | 9% | 4% |
| <i>Place of Residence</i> | | | | | | | | | | |
| On-campus | 97% | 14% | 98% | 14% | 96% | 11% | 97% | 13% | 95% | 14% |
| <i>Transfer Status</i> | | | | | | | | | | |
| Transfer students | NA | NA | 3% | 9% | 2% | 9% | 2% | 10% | 2% | 11% |
| <i>Age</i> | | | | | | | | | | |
| Non-traditional (24 or older) | NA | NA | 0% | 4% | 0% | 8% | 0% | 6% | 0% | 8% |
| Traditional (less than 24) | NA | NA | 100% | 96% | 100% | 92% | 100% | 94% | 100% | 92% |

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

^f Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

Appendix B: Description of NSSE Benchmarks

The benchmarks are based on 42 key questions from the NSSE survey that capture many vital aspects of the student experience. These student behaviors and institutional features are some of the more powerful contributors to learning and personal development. Additional details are available on the NSSE website at: <http://nsse.iub.edu/?cid=403>.

Level of Academic Challenge (LAC)

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Sample NSSE items:

- Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Worked harder than you thought you could to meet an instructor's standards or expectations

Active and Collaborative Learning (ACL)

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.

Sample NSSE items:

- Asked questions in class or contributed to class discussions
- Made a class presentation

Student-Faculty Interaction (SFI)

Students see first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Sample NSSE items:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor

Enriching Educational Experiences (EEE)

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes part of who they are.

Sample NSSE items:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity

Supportive Campus Environment (SCE)

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Sample NSSE items:

- Campus environment provides support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)

Appendix C: NSSE Benchmark Mean Scores (2005 - 2011)

| | <u>First-Year Students</u> | | | | <u>Seniors</u> | | | |
|---|----------------------------|-------------|-------------|-------------|----------------|-------------|-------------|-------------|
| | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> | <u>2005</u> | <u>2007</u> | <u>2009</u> | <u>2011</u> |
| LEVEL OF ACADEMIC CHALLENGE - Benchmark Scores | | | | | | | | |
| Miami University | 56.9 | 58.7 | 57.8 | 58.1 | 59.0 | 59.3 | 60.6 | 62.0 |
| Carnegie Class | 51.1 | 51.2 | 53.5 | 53.2 | 55.2 | 54.8 | 56.5 | 56.6 |
| All NSSE Participants | 52.6 | 51.7 | 53.7 | 53.7 | 56.5 | 55.6 | 57.0 | 57.4 |
| ACTIVE AND COLLABORATIVE LEARNING - Benchmark Scores | | | | | | | | |
| Miami University | 41.3 | 42.9 | 45.1 | 47.5 | 52.7 | 53.0 | 55.2 | 56.0 |
| Carnegie Class | 41.2 | 40.2 | 42.2 | 42.1 | 51.1 | 49.4 | 50.4 | 50.1 |
| All NSSE Participants | 42.4 | 41.2 | 43.2 | 43.1 | 51.5 | 50.1 | 51.0 | 51.3 |
| STUDENT-FACULTY INTERACTION - Benchmark Scores | | | | | | | | |
| Miami University | 31.7 | 33.9 | 35.9 | 37.1 | 42.3 | 44.5 | 46.2 | 48.7 |
| Carnegie Class | 32.9 | 31.9 | 33.3 | 33.4 | 42.1 | 40.4 | 40.9 | 40.7 |
| All NSSE Participants | 34.0 | 32.8 | 34.7 | 34.4 | 44.1 | 41.2 | 42.0 | 42.0 |
| ENRICHING EDUCATIONAL EXPERIENCES - Benchmark Scores | | | | | | | | |
| Miami University | 28.6 | 28.8 | 30.5 | 31.5 | 51.7 | 51.4 | 53.6 | 54.6 |
| Carnegie Class | 26.7 | 27.3 | 28.0 | 27.9 | 39.6 | 39.6 | 40.8 | 39.6 |
| All NSSE Participants | 27.8 | 27.1 | 28.0 | 27.8 | 42.1 | 39.8 | 40.8 | 40.4 |
| SUPPORTIVE CAMPUS ENVIRONMENT - Benchmark Scores | | | | | | | | |
| Miami University | 58.4 | 60.8 | 63.3 | 63.6 | 50.9 | 55.5 | 58.6 | 60.8 |
| Carnegie Class | 57.4 | 58.9 | 60.2 | 61.5 | 55.7 | 56.2 | 56.7 | 57.3 |
| All NSSE Participants | 60.1 | 59.8 | 61.6 | 62.7 | 57.5 | 56.9 | 58.2 | 59.1 |

Appendix D: Top 25-Related NSSE Item Percentages (2003 - 2011)

| | First-Year Students | | | | | Seniors | | | | |
|---|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | 2003 | 2005 | 2007 | 2009 | 2011 | 2003 | 2005 | 2007 | 2009 | 2011 |
| Came to class without completing readings or assignments (Very often or Often) | | | | | | | | | | |
| Miami University | 22% | 22% | 19% | 20% | 20% | 27% | 25% | 26% | 28% | 22% |
| Carnegie Class | 19% | 21% | 21% | 23% | 20% | 21% | 22% | 24% | 26% | 23% |
| All NSSE Participants | 18% | 18% | 19% | 20% | 18% | 20% | 21% | 23% | 24% | 22% |
| During the current school year, worked with other students on projects during class (Very often or | | | | | | | | | | |
| Miami University | 32% | 36% | 43% | 45% | 52% | 37% | 41% | 43% | 48% | 51% |
| Carnegie Class | 40% | 44% | 42% | 44% | 43% | 45% | 50% | 45% | 48% | 47% |
| All NSSE Participants | 38% | 42% | 42% | 45% | 44% | 44% | 46% | 47% | 48% | 49% |
| Put together ideas or concepts from different courses when completing assignments or during class | | | | | | | | | | |
| Miami University | 48% | 49% | 58% | 56% | 63% | 69% | 73% | 74% | 79% | 79% |
| Carnegie Class | 44% | 50% | 50% | 54% | 54% | 65% | 70% | 69% | 71% | 70% |
| All NSSE Participants | 45% | 51% | 50% | 54% | 55% | 65% | 70% | 68% | 71% | 71% |
| During the current school year, coursework emphasized applying theories or concepts to practical | | | | | | | | | | |
| Miami University | 73% | 75% | 82% | 79% | 82% | 81% | 82% | 82% | 84% | 89% |
| Carnegie Class | 72% | 70% | 73% | 75% | 76% | 79% | 79% | 80% | 81% | 81% |
| All NSSE Participants | 72% | 71% | 72% | 75% | 76% | 79% | 80% | 80% | 81% | 82% |
| Faculty members are available, helpful and sympathetic (6 or 7 on a 7 point scale) | | | | | | | | | | |
| Miami University | 48% | 40% | 47% | 45% | 51% | 56% | 44% | 53% | 55% | 66% |
| Carnegie Class | 50% | 41% | 41% | 42% | 44% | 58% | 53% | 50% | 50% | 52% |
| All NSSE Participants | 58% | 50% | 44% | 46% | 48% | 65% | 61% | 54% | 55% | 56% |
| During a typical 7-day week, spent 16 or more hours preparing for class (studying, reading, writing, | | | | | | | | | | |
| Miami University | 40% | 47% | 47% | 52% | 49% | 34% | 36% | 36% | 41% | 45% |
| Carnegie Class | 34% | 30% | 32% | 38% | 41% | 35% | 32% | 36% | 39% | 42% |
| All NSSE Participants | 37% | 34% | 34% | 38% | 41% | 37% | 36% | 35% | 39% | 41% |
| The institution emphasized providing the support you need to help you succeed academically (Quite a | | | | | | | | | | |
| Miami University | 71% | 76% | 79% | 83% | 84% | 64% | 62% | 68% | 75% | 79% |
| Carnegie Class | 72% | 71% | 73% | 75% | 78% | 64% | 66% | 66% | 69% | 69% |
| All NSSE Participants | 78% | 76% | 75% | 77% | 79% | 72% | 73% | 68% | 71% | 72% |