



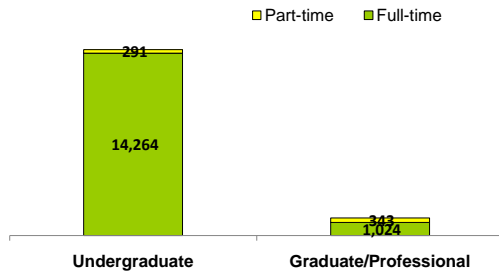
Miami University consistently ranks among the top public universities in the nation, cited often as providing "outstanding examples of academic programs ... believed to lead to student success" and as a "Best Value" among national public colleges. Miami combines its academic programs (more than 100 majors) with personal attention. We focus on teaching undergraduates, one third of whom study overseas. Half of seniors participate in internships. Graduate students and undergrads participate with faculty in research and scholarship activities. Our residential programs involve students in life-enhancing activities that build leadership. For these reasons, retention and graduation rates are some of the highest in NCAA Division I schools.

Student Characteristics (Fall 2007) [More](#)

TOTAL NUMBER OF STUDENTS

15,922

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total

14,555

Gender

Women	7,816	54%
Men	6,739	46%

Race/Ethnicity

African American / Black	467	3%
American Indian / Alaskan Native	89	1%
Asian / Pacific Islander	407	3%
Hispanic	272	2%
International	153	1%
White	12,427	85%
Race/Ethnicity Unknown	740	5%

Geographic Distribution (Degree-Seeking)

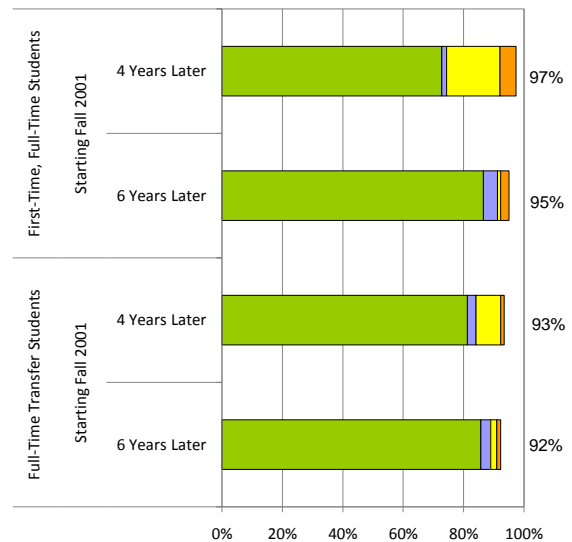
Ohio	69%
Other US States & Territories	30%
Other Countries	1%

Age (Degree-Seeking)

Average Age	20
Percent of Undergraduates Age 25 or Older	2%

Undergraduate Success and Progress Rate [More](#)

■ Graduated from MU
 ■ Graduated from other Institution
■ Still Enrolled at MU
 ■ Still Enrolled at other Institution



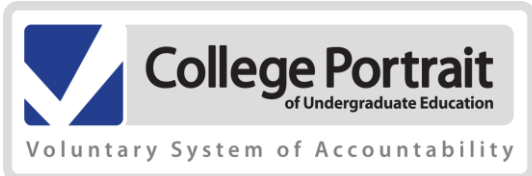
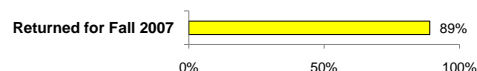
A 97% four-year success and progress rate means that 97% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 3,434 First-Time, Full-Time Students
- 290 Full-Time Transfer Students

[CLICK HERE](#) for Detailed Success & Progress Rate Tables

Retention of Fall 2006 First-Time, Full-time Students

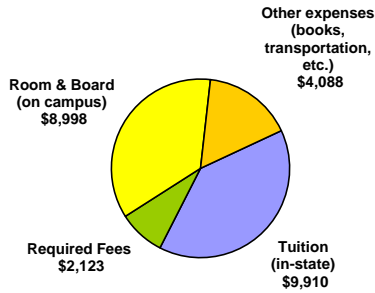


One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid

[More](#)

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



Total: \$25,119

[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid

• 58% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

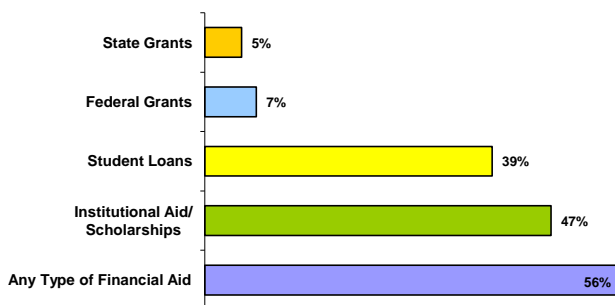
Annual Need-Based Scholarships & Grants

• 31% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$5,272.

Annual Need-Based Loans

• 31% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,744.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

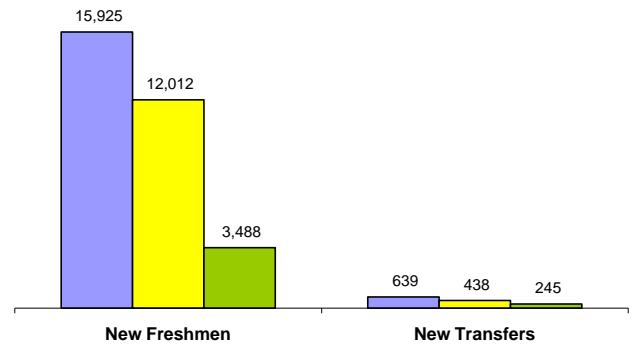


NOTE: Student may receive aid from more than one source.

Undergraduate Admissions

[More](#)

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range

	ACT	SAT
Composite	24-28	
Math	23-28	570-660
English	23-29	
Critical Reading		540-640

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	72%
Percent in top 50% of High School Graduating Class	98%
Average High School GPA (4-point scale)	3.65

Degrees and Areas of Study

[More](#)

Degrees Awarded at MU in 2006-07

Associate's	313
Bachelor's	4,086
Master's	417
Doctoral	45
Total	4,861

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business/marketing	26%
Social sciences	11%
Education	11%
Biological/life sciences	7%
Psychology	5%
All other degree areas	40%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The RedHawk Community

Miami is a residential school with almost all our students living on campus or in Oxford. Miami's residence halls are purposefully small so students get to know each other. Studies show that students living in residence halls perform better academically and participate more fully in campus life. Miami's residence halls and award-winning dining services are located throughout campus, close to classroom buildings, the recreational sports center, and uptown Oxford. Each first-year hall has a theme so students can choose to live with others who share similar interests. An academic adviser also lives in each first-year hall to help with course selection, college-life questions, and academic progress. Student activities provide opportunities to meet people, build leadership skills, and enhance academic interests. From the hundreds of student organizations to our world-class recreational facilities, Miami offers something for everyone seeking the pure satisfaction of participation.



Study at MU [More](#)

Classroom Environment

Students per Faculty	15 to 1
Undergraduate classes with fewer than 30 students	68%
Undergraduate classes with fewer than 50 students	91%

Full-Time Instructional Faculty

Total Faculty	828
% Women	40%
% from Minority Groups	14%
% with Highest Degree in Field	90%

Carnegie Classification of Institutional Characteristics

Basic Type

Research Universities (high research activity)

Size and Setting

Large four-year, primarily residential

Enrollment Profile

Very high undergraduate

Undergraduate Profile

Full-time four-year, more selective, lower transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program

Comprehensive doctoral (no medical/veterinary)

Student Housing [More](#)

98% of new freshmen live on campus
48% of all undergraduates live on campus

Campus Safety [More](#)

The Miami University Police Department, with 29 state-commissioned police officers, 6 communication specialists and 5 civilian staff, collaborates with local, state and federal authorities to promote safety on and off campus. Education is key; Police have a community relations team and student advisory board. The university's Institutional Response Team prepares for emergencies and has a crisis communication plan involving text, Web and e-mail messages. An emergency guide has been created for employees.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of Bachelor's Degree Recipients [More](#)

Data used to build graph are not yet available

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how MU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-07 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

- 99% percent of seniors worked with classmates on assignments outside of class.
- 59% of seniors tutored or taught other students
- 48% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 85% of seniors spent at least 6 hours per week preparing for class
- 30% of seniors worked on a research project with a faculty member
- 70% of seniors participated in an internship, practicum, or field experience
- 71% of seniors participated in community service or volunteer work
- 37% of seniors participated in study abroad
- 99% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 95% of seniors believe this institution provides support for student success
- 53% of seniors rated the quality of academic advising at this institution as good or excellent
- 52% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 94% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 84% of seniors would attend this institution if they started over again
- 91% of seniors rated their entire educational experience as good or excellent
- 84% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 47% of seniors believed that the campus staff were helpful, considerate, or flexible
- 81% of seniors believed that faculty are available, helpful, or sympathetic
- 97% of seniors reported that faculty members provided prompt feedback on their academic performance
- 76% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 64% of seniors reported that they often tried to understand someone else's point of view
- 75% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 38% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at MU

The Miami assessment process is designed to gather useful information about students' learning and development and to use this information to continuously revise and modify the curriculum and cocurriculum to further enhance student learning and developmental outcomes. The assessment process is built on a learning-centered culture and the commitment of faculty and staff who value efforts to continuously improve students' education. Assessment is viewed as a seamless, collaborative process between Academic and Student Affairs that focuses on students holistically and involves the examination of the curriculum as well as the cocurriculum.

[CLICK HERE](#) for examples of student learning assessment and outcomes at MU

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.