



NSSE 2016

Engagement Indicators

Auburn University

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 first-year and senior 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 2015 and 2016 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

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 Southeast Public	Your first-year students compared with Doc/Highest & Higher	Your first-year students compared with Land Grant
<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 Southeast Public	Your seniors compared with Doc/Highest & Higher	Your seniors compared with Land Grant
<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

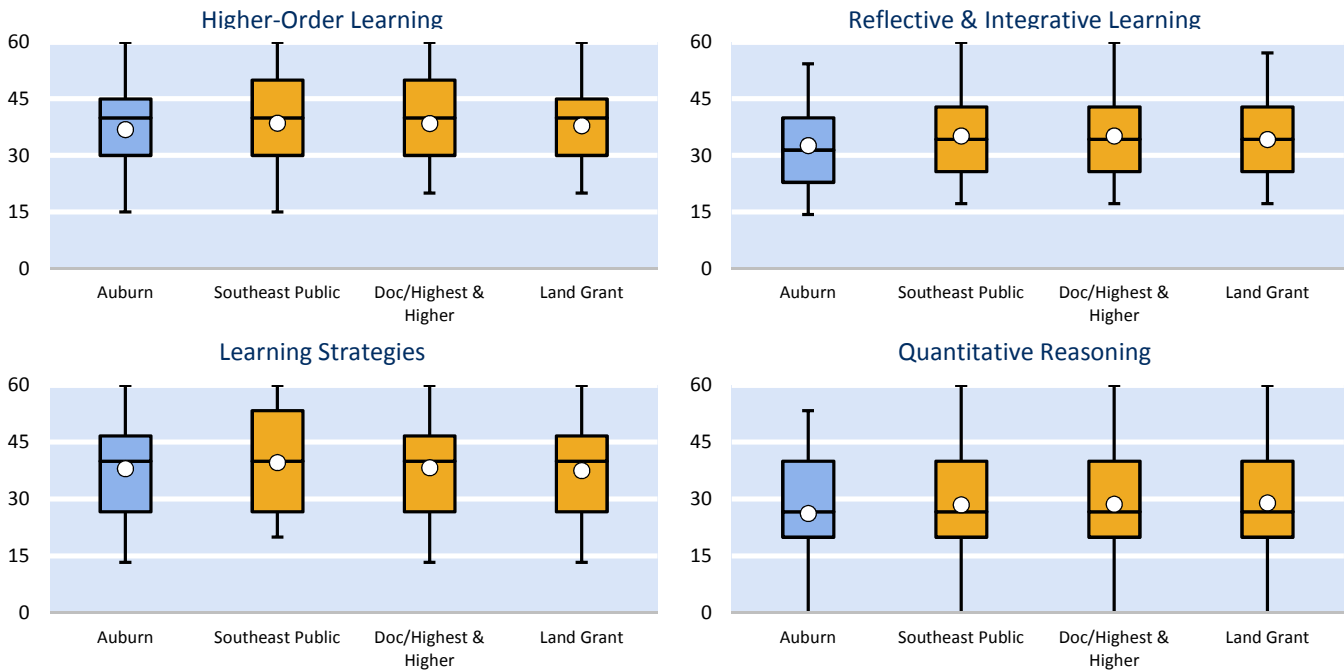
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Auburn Mean	Your first-year students compared with					
		Southeast Public		Doc/Highest & Higher		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	38.6 *	-.12	38.5 *	-.12	37.9	-.08
Reflective & Integrative Learning	32.6	35.2 ***	-.20	35.2 ***	-.21	34.2 **	-.13
Learning Strategies	38.1	39.6 *	-.11	38.3	-.01	37.6	.04
Quantitative Reasoning	26.2	28.5 **	-.14	28.6 **	-.15	29.0 ***	-.18

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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Auburn	Percentage point difference ^a between your FY students and		
		Southeast Public	Doc/Highest & Higher	Land Grant
Higher-Order Learning				
<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	73	+1 	-1 	-2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1 	-2 	-1 
4d. Evaluating a point of view, decision, or information source	59	-10 	-8 	-5 
4e. Forming a new idea or understanding from various pieces of information	62	-5 	-4 	-2 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	46	-7 	-9 	-7 
2b. Connected your learning to societal problems or issues	44	-8 	-8 	-6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-10 	-9 	-5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-6 	-6 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-5 	-5 	-3 
2f. Learned something that changed the way you understand an issue or concept	59	-5 	-6 	-4 
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+1 	-1 	+1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-5 	-5 	-3 
9b. Reviewed your notes after class	65	-3 	+2 	+3 
9c. Summarized what you learned in class or from course materials	60	-5 	-1 	-0 
Quantitative Reasoning				
<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.)	53	-2 	-2 	-3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-8 	-8 	-8 
6c. Evaluated what others have concluded from numerical information	35	-5 	-6 	-6 

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

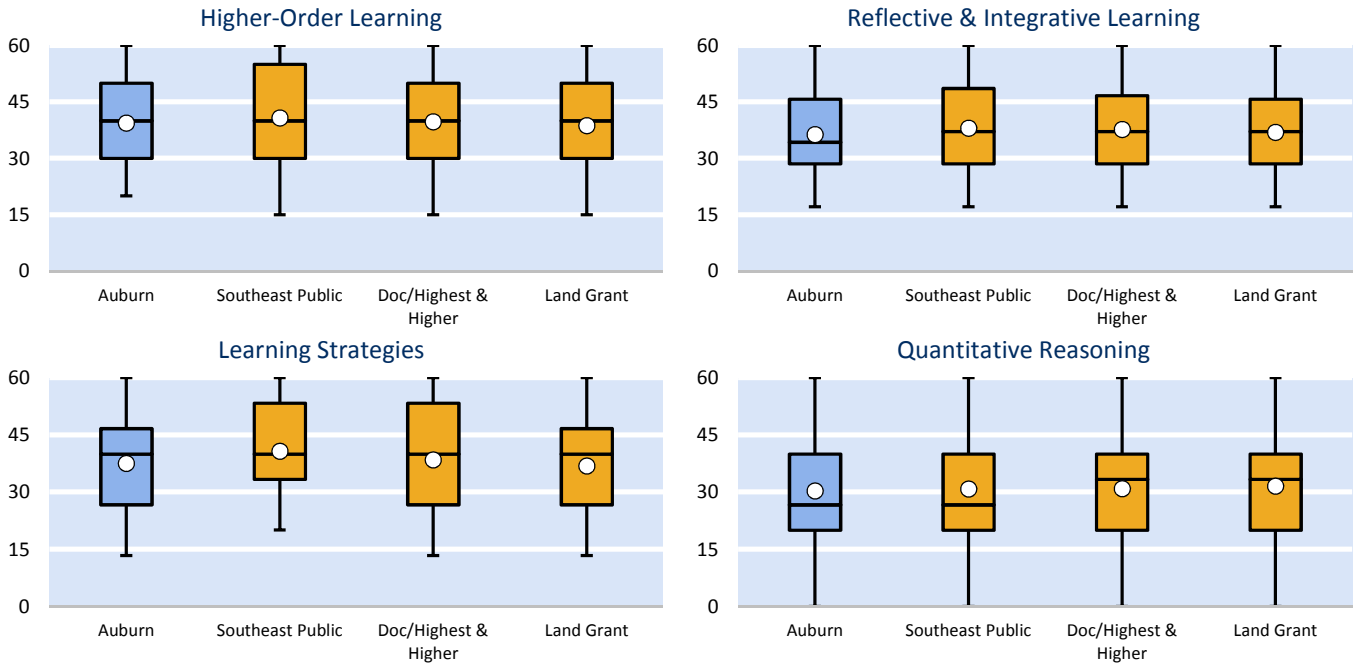
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Mean Comparisons

Engagement Indicator	Auburn Mean	Your seniors compared with					
		Southeast Public		Doc/Highest & Higher		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	40.7 *	-.09	39.7	-.02	38.7	.05
Reflective & Integrative Learning	36.3	38.1 **	-.13	37.7 *	-.11	36.9	-.05
Learning Strategies	37.5	40.7 ***	-.22	38.5	-.06	36.8	.05
Quantitative Reasoning	30.3	30.8	-.03	30.9	-.04	31.5	-.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






















































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Academic Challenge: Seniors (continued)

Performance 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Auburn	Percentage point difference ^a between your seniors and		
		Southeast Public	Doc/Highest & Higher	Land Grant
Higher-Order Learning				
<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	+3 	+4 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-0 	+1 	+3 
4d. Evaluating a point of view, decision, or information source	61	-9 	-6 	-2 
4e. Forming a new idea or understanding from various pieces of information	66	-5 	-3 	+0 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73	+2 	+2 	+1 
2b. Connected your learning to societal problems or issues	55	-6 	-5 	-3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-12 	-10 	-7 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-4 	-2 	+0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-3 	-2 	+1 
2f. Learned something that changed the way you understand an issue or concept	65	-4 	-4 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-2 	-2 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-6 	-4 	-2 
9b. Reviewed your notes after class	59	-8 	-1 	+4 
9c. Summarized what you learned in class or from course materials	61	-7 	-1 	+3 
Quantitative Reasoning				
<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.)	56	-1 	-1 	-3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-6 	-6 	-6 
6c. Evaluated what others have concluded from numerical information	48	+2 	+1 	-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.

Learning with Peers: First-year students

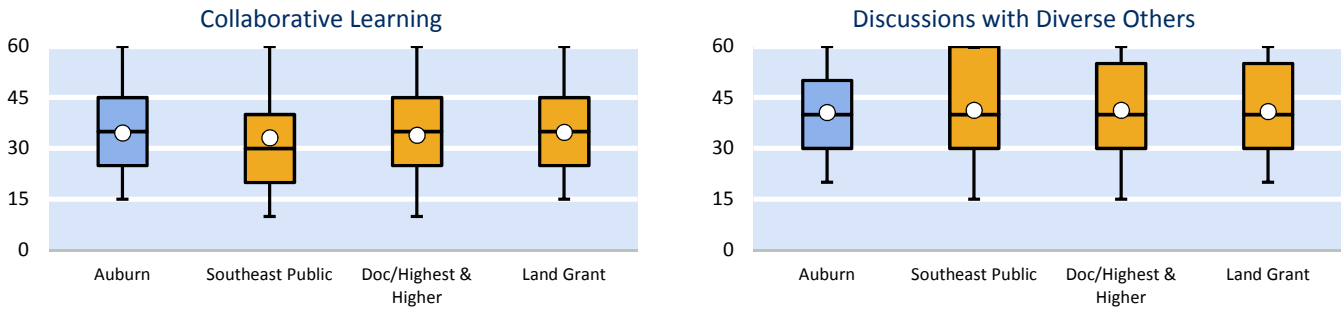
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Auburn Mean	Your first-year students compared with					
		Southeast Public		Doc/Highest & Higher		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.5	33.2 *	.09	33.9	.05	34.7	-.01
Discussions with Diverse Others	40.6	41.2	-.04	41.2	-.04	40.8	-.02

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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	Auburn	Percentage point difference ^a between your FY students and		
		Southeast Public	Doc/Highest & Higher	Land Grant
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	61	+8	+5	+2
1f. Explained course material to one or more students	61	+1	-0	-2
1g. Prepared for exams by discussing or working through course material with other students	56	+4	+2	+0
1h. Worked with other students on course projects or assignments	56	+2	+1	-0
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	65	-8	-8	-6
8b. People from an economic background other than your own	76	+2	+2	+3
8c. People with religious beliefs other than your own	66	-3	-4	-4
8d. People with political views other than your own	74	+3	+4	+3

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Learning with Peers: Seniors

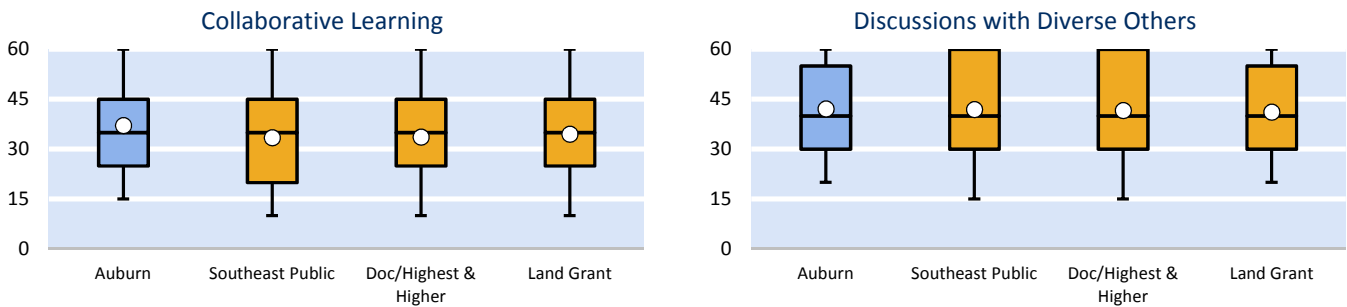
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Mean Comparisons

Engagement Indicator	Auburn Mean	Your seniors compared with					
		Southeast Public		Doc/Highest & Higher		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.1	33.5 ***	.24	33.7 ***	.23	34.5 ***	.18
Discussions with Diverse Others	42.1	41.9	.01	41.7	.03	41.2	.06

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	Auburn	Percentage point difference ^a between your seniors and		
		Southeast Public	Doc/Highest & Higher	Land Grant
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	54	+11	+9	+6
1f. Explained course material to one or more students	70	+9	+8	+6
1g. Prepared for exams by discussing or working through course material with other students	57	+7	+8	+7
1h. Worked with other students on course projects or assignments	72	+7	+6	+4
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	72	-2	-1	+2
8b. People from an economic background other than your own	74	-1	-1	+0
8c. People with religious beliefs other than your own	66	-4	-5	-5
8d. People with political views other than your own	75	+3	+4	+3

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Experiences with Faculty: First-year students

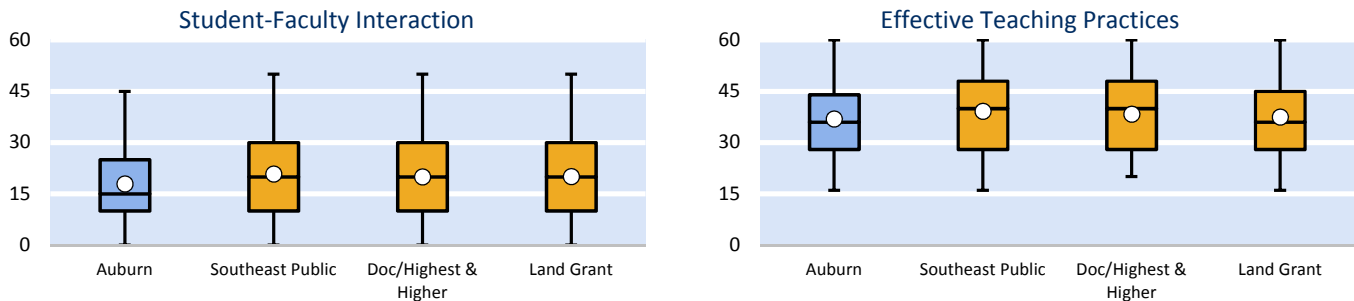
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Auburn Mean	Your first-year students compared with					
		Southeast Public Effect size		Doc/Highest & Higher Effect size		Land Grant Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.9	20.8 ***	-.20	20.0 **	-.14	20.0 **	-.15
Effective Teaching Practices	36.9	39.2 ***	-.17	38.3 *	-.10	37.5	-.04

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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Student-Faculty Interaction	Auburn	Percentage point difference ^a between your FY students and		
		Southeast Public	Doc/Highest & Higher	Land Grant
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	25	-9	-7	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	-6	-5	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-4	-3	-3
3d. Discussed your academic performance with a faculty member	21	-10	-6	-5
<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	76	-2	-2	-1
5b. Taught course sessions in an organized way	79	+3	+2	+2
5c. Used examples or illustrations to explain difficult points	75	+0	-0	-0
5d. Provided feedback on a draft or work in progress	53	-11	-7	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-6	-2	+1

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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.

Experiences with Faculty: Seniors

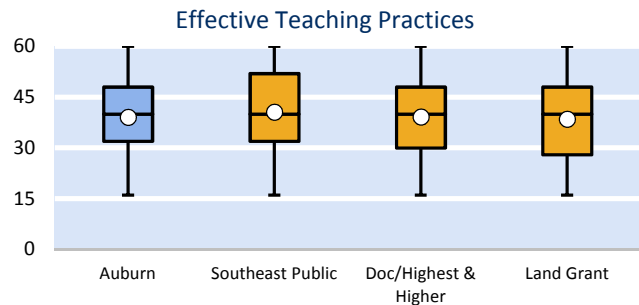
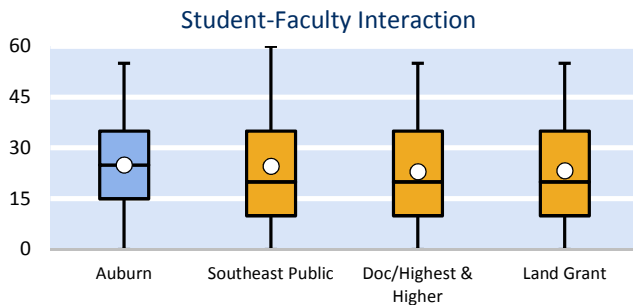
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Auburn Mean	Your seniors compared with					
		Southeast Public Effect size		Doc/Highest & Higher Effect size		Land Grant Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.9	24.5	.02	23.0 **	.12	23.2 *	.11
Effective Teaching Practices	39.0	40.6 **	-.11	39.1	-.01	38.5	.04

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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Auburn %	Percentage point difference ^a between your seniors and		
		Southeast Public	Doc/Highest & Higher	Land Grant
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+4	+8	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+4	+5	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	+5	+5
3d. Discussed your academic performance with a faculty member	29	-6	-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	80	-2	-0	-0
5b. Taught course sessions in an organized way	77	-2	-1	-2
5c. Used examples or illustrations to explain difficult points	82	+3	+4	+3
5d. Provided feedback on a draft or work in progress	52	-9	-4	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+0	+5	+7

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

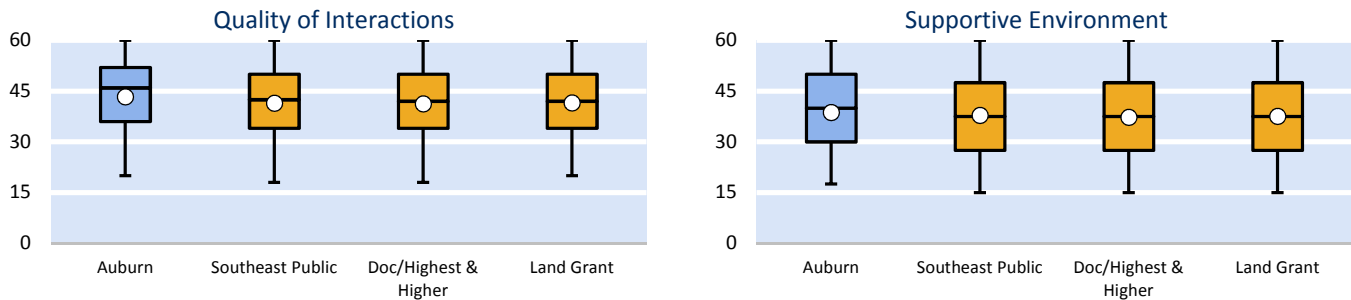
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Auburn Mean	Your first-year students compared with					
		Southeast Public		Doc/Highest & Higher		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	41.5 **	.15	41.3 **	.17	41.6 **	.15
Supportive Environment	38.7	37.8	.07	37.3 *	.11	37.6	.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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Auburn	Percentage point difference ^a between your FY students and		
		Southeast Public	Doc/Highest & Higher	Land Grant
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	61	+7	+5	+4
13b. Academic advisors	54	+4	+6	+4
13c. Faculty	50	+2	+4	+5
13d. Student services staff (career services, student activities, housing, etc.)	49	+5	+6	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+6	+8	+8
<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	83	+6	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	86	+6	+9	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-6	-5	-5
14e. Providing opportunities to be involved socially	79	+5	+5	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	+9	+9	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-8	-8	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	+7	+7	+5
14i. Attending events that address important social, economic, or political issues	42	-12	-11	-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.

Campus Environment: Seniors

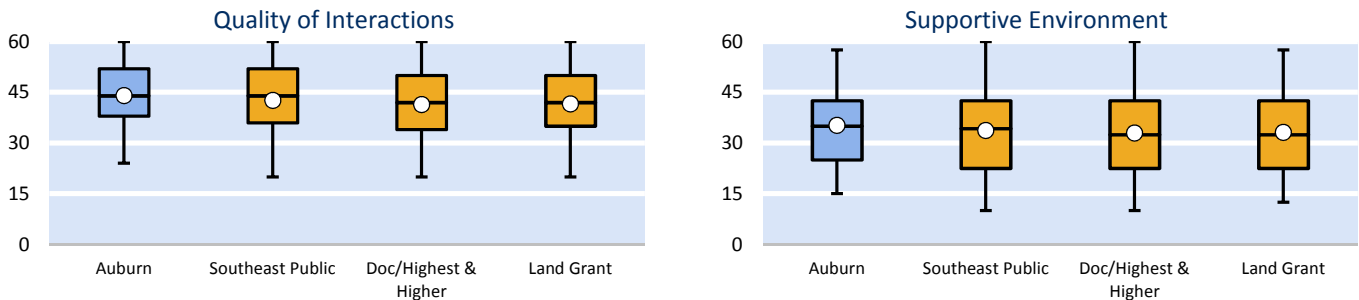
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Auburn Mean	Your seniors compared with					
		Southeast Public		Doc/Highest & Higher		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	42.6 **	.12	41.4 ***	.23	41.7 ***	.22
Supportive Environment	35.3	33.8 *	.11	33.0 ***	.16	33.2 **	.15

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 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Auburn	Percentage point difference ^a between your seniors and		
		Southeast Public	Doc/Highest & Higher	Land Grant
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	67	+6	+7	+7
13b. Academic advisors	53	-1	+5	+3
13c. Faculty	58	-1	+4	+6
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+6	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+7	+11	+11
<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	80	+8	+11	+11
14c. Using learning support services (tutoring services, writing center, etc.)	78	+10	+13	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-12	-11	-8
14e. Providing opportunities to be involved socially	74	+6	+7	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	+14	+15	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-6	-4	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+14	+14	+10
14i. Attending events that address important social, economic, or political issues	36	-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.

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.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Auburn Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.9	40.5 ***	-.27		42.7 ***	-.43	
Academic	Reflective and Integrative Learning	32.6	37.4 ***	-.38		39.5 ***	-.54	
Challenge	Learning Strategies	38.1	41.2 ***	-.22		43.7 ***	-.40	
	Quantitative Reasoning	26.2	29.4 ***	-.20		31.3 ***	-.31	
Learning	Collaborative Learning	34.5	35.2	-.05	✓	37.3 ***	-.21	
with Peers	Discussions with Diverse Others	40.6	42.7 **	-.14		44.3 ***	-.25	
Experiences	Student-Faculty Interaction	17.9	23.8 ***	-.39		26.9 ***	-.57	
with Faculty	Effective Teaching Practices	36.9	41.6 ***	-.34		43.8 ***	-.51	
Campus	Quality of Interactions	43.4	44.1	-.06	✓	45.9 ***	-.21	
Environment	Supportive Environment	38.7	39.2	-.03	✓	40.9 **	-.16	

Seniors

Theme	Engagement Indicator	Auburn Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.4	43.1 ***	-.27		44.7 ***	-.39	
Academic	Reflective and Integrative Learning	36.3	41.0 ***	-.37		42.9 ***	-.52	
Challenge	Learning Strategies	37.5	42.2 ***	-.32		44.5 ***	-.49	
	Quantitative Reasoning	30.3	31.8 *	-.09		33.2 ***	-.17	
Learning	Collaborative Learning	37.1	35.8 *	.09	✓	37.9	-.06	✓
with Peers	Discussions with Diverse Others	42.1	43.3	-.08	✓	45.1 ***	-.19	
Experiences	Student-Faculty Interaction	24.9	29.6 ***	-.29		33.0 ***	-.50	
with Faculty	Effective Teaching Practices	39.0	42.7 ***	-.27		44.5 ***	-.41	
Campus	Quality of Interactions	44.1	45.3 *	-.11		46.9 ***	-.24	
Environment	Supportive Environment	35.3	35.7	-.03	✓	38.1 ***	-.20	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Auburn (N = 433)	36.9	12.9	.62	15	30	40	45	60				
Southeast Public	38.6	13.8	.11	15	30	40	50	60	16,403	-1.7	.011	-.124
Doc/Highest & Higher	38.5	13.4	.07	20	30	40	50	60	34,016	-1.6	.012	-.122
Land Grant	37.9	13.3	.13	20	30	40	45	60	11,008	-1.0	.116	-.077
Top 50%	40.5	13.6	.06	20	30	40	50	60	44,209	-3.7	.000	-.270
Top 10%	42.7	13.7	.14	20	35	40	55	60	478	-5.8	.000	-.426
Reflective & Integrative Learning												
Auburn (N = 462)	32.6	11.7	.55	14	23	31	40	54				
Southeast Public	35.2	12.6	.10	17	26	34	43	60	491	-2.5	.000	-.201
Doc/Highest & Higher	35.2	12.3	.07	17	26	34	43	60	35,565	-2.6	.000	-.207
Land Grant	34.2	12.2	.12	17	26	34	43	57	11,514	-1.6	.006	-.131
Top 50%	37.4	12.5	.06	17	29	37	46	60	472	-4.7	.000	-.380
Top 10%	39.5	12.8	.14	20	31	40	49	60	520	-6.9	.000	-.541
Learning Strategies												
Auburn (N = 374)	38.1	14.0	.73	13	27	40	47	60				
Southeast Public	39.6	14.1	.12	20	27	40	53	60	14,780	-1.6	.031	-.113
Doc/Highest & Higher	38.3	14.0	.08	13	27	40	47	60	31,112	-.2	.775	-.015
Land Grant	37.6	13.9	.14	13	27	40	47	60	10,027	.5	.500	.036
Top 50%	41.2	14.1	.07	20	33	40	53	60	38,798	-3.1	.000	-.220
Top 10%	43.7	14.3	.14	20	33	47	60	60	10,244	-5.7	.000	-.399
Quantitative Reasoning												
Auburn (N = 433)	26.2	15.3	.73	0	20	27	40	53				
Southeast Public	28.5	16.2	.13	0	20	27	40	60	459	-2.3	.002	-.141
Doc/Highest & Higher	28.6	15.8	.09	0	20	27	40	60	34,427	-2.4	.002	-.152
Land Grant	29.0	15.4	.15	0	20	27	40	60	11,143	-2.7	.000	-.178
Top 50%	29.4	16.1	.07	0	20	27	40	60	440	-3.2	.000	-.198
Top 10%	31.3	16.2	.14	0	20	33	40	60	465	-5.0	.000	-.311
Learning with Peers												
Collaborative Learning												
Auburn (N = 498)	34.5	13.8	.62	15	25	35	45	60				
Southeast Public	33.2	14.3	.11	10	20	30	40	60	17,881	1.3	.038	.094
Doc/Highest & Higher	33.9	14.0	.07	10	25	35	45	60	36,887	.6	.308	.046
Land Grant	34.7	13.9	.13	15	25	35	45	60	11,978	-.2	.767	-.014
Top 50%	35.2	13.8	.06	15	25	35	45	60	50,359	-.7	.241	-.053
Top 10%	37.3	13.6	.13	15	25	40	45	60	11,106	-2.8	.000	-.207
Discussions with Diverse Others												
Auburn (N = 379)	40.6	13.9	.71	20	30	40	50	60				
Southeast Public	41.2	15.8	.13	15	30	40	60	60	404	-.6	.381	-.040
Doc/Highest & Higher	41.2	15.5	.09	15	30	40	55	60	389	-.6	.386	-.040
Land Grant	40.8	15.1	.15	20	30	40	55	60	413	-.3	.708	-.018
Top 50%	42.7	15.2	.07	20	35	40	60	60	386	-2.1	.003	-.139
Top 10%	44.3	15.1	.13	20	35	45	60	60	403	-3.7	.000	-.249

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Auburn (N = 441)	17.9	13.2	.63	0	10	15	25	45				
Southeast Public	20.8	14.9	.12	0	10	20	30	50	471	-2.9	.000	-.197
Doc/Highest & Higher	20.0	14.4	.08	0	10	20	30	50	454	-2.1	.001	-.144
Land Grant	20.0	14.1	.14	0	10	20	30	50	11,237	-2.1	.002	-.153
Top 50%	23.8	15.0	.09	0	15	20	35	55	456	-5.9	.000	-.395
Top 10%	26.9	16.0	.22	5	15	25	40	60	557	-9.0	.000	-.570
Effective Teaching Practices												
Auburn (N = 441)	36.9	12.5	.60	16	28	36	44	60				
Southeast Public	39.2	13.5	.11	16	28	40	48	60	16,724	-2.2	.001	-.166
Doc/Highest & Higher	38.3	12.9	.07	20	28	40	48	60	34,818	-1.3	.029	-.104
Land Grant	37.5	12.6	.12	16	28	36	45	60	11,266	-.5	.377	-.043
Top 50%	41.6	13.4	.07	20	32	40	52	60	452	-4.6	.000	-.343
Top 10%	43.8	13.5	.15	20	36	44	56	60	498	-6.8	.000	-.510
Campus Environment												
Quality of Interactions												
Auburn (N = 336)	43.4	12.0	.65	20	36	46	52	60				
Southeast Public	41.5	12.5	.11	18	34	43	50	60	14,295	1.9	.006	.152
Doc/Highest & Higher	41.3	11.9	.07	18	34	42	50	60	29,889	2.1	.001	.175
Land Grant	41.6	11.6	.12	20	34	42	50	60	9,641	1.8	.006	.154
Top 50%	44.1	11.8	.07	22	38	46	52	60	32,524	-.7	.266	-.061
Top 10%	45.9	12.1	.15	22	40	48	56	60	7,256	-2.5	.000	-.207
Supportive Environment												
Auburn (N = 341)	38.7	13.0	.71	18	30	40	50	60				
Southeast Public	37.8	13.8	.12	15	28	38	48	60	13,637	.9	.229	.066
Doc/Highest & Higher	37.3	13.4	.08	15	28	38	48	60	29,078	1.4	.049	.107
Land Grant	37.6	13.1	.14	15	28	38	48	60	9,360	1.1	.122	.085
Top 50%	39.2	13.4	.07	18	30	40	50	60	37,268	-.4	.541	-.033
Top 10%	40.9	13.3	.14	20	33	40	53	60	9,621	-2.1	.004	-.160

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Auburn (N = 552)	39.4	13.4	.57	20	30	40	50	60				
Southeast Public	40.7	14.3	.10	15	30	40	55	60	21,236	-1.3	.031	-.093
Doc/Highest & Higher	39.7	14.1	.06	15	30	40	50	60	50,569	-.3	.563	-.025
Land Grant	38.7	13.8	.11	15	30	40	50	60	15,287	.7	.250	.050
Top 50%	43.1	13.8	.06	20	35	40	55	60	47,411	-3.7	.000	-.272
Top 10%	44.7	13.7	.11	20	40	45	60	60	15,110	-5.3	.000	-.386
Reflective & Integrative Learning												
Auburn (N = 570)	36.3	12.7	.53	17	29	34	46	60				
Southeast Public	38.1	13.2	.09	17	29	37	49	60	22,108	-1.8	.002	-.133
Doc/Highest & Higher	37.7	13.0	.06	17	29	37	47	60	52,567	-1.4	.011	-.107
Land Grant	36.9	12.8	.10	17	29	37	46	60	15,915	-.6	.283	-.046
Top 50%	41.0	12.7	.06	20	31	40	51	60	49,575	-4.7	.000	-.367
Top 10%	42.9	12.5	.11	20	34	43	54	60	12,847	-6.6	.000	-.523
Learning Strategies												
Auburn (N = 465)	37.5	14.3	.66	13	27	40	47	60				
Southeast Public	40.7	14.7	.11	20	33	40	53	60	19,688	-3.2	.000	-.216
Doc/Highest & Higher	38.5	14.8	.07	13	27	40	53	60	47,046	-.9	.182	-.062
Land Grant	36.8	14.8	.13	13	27	40	47	60	14,126	.7	.297	.049
Top 50%	42.2	14.5	.06	20	33	40	60	60	57,339	-4.7	.000	-.323
Top 10%	44.5	14.2	.11	20	33	47	60	60	15,788	-6.9	.000	-.487
Quantitative Reasoning												
Auburn (N = 549)	30.3	16.0	.68	0	20	27	40	60				
Southeast Public	30.8	17.1	.12	0	20	27	40	60	581	-.5	.440	-.031
Doc/Highest & Higher	30.9	16.9	.08	0	20	33	40	60	561	-.6	.375	-.036
Land Grant	31.5	16.4	.13	0	20	33	40	60	15,469	-1.2	.082	-.076
Top 50%	31.8	16.9	.06	0	20	33	40	60	557	-1.5	.032	-.087
Top 10%	33.2	16.8	.12	0	20	33	47	60	20,879	-2.9	.000	-.174
Learning with Peers												
Collaborative Learning												
Auburn (N = 598)	37.1	13.9	.57	15	25	35	45	60				
Southeast Public	33.5	14.8	.10	10	20	35	45	60	634	3.6	.000	.244
Doc/Highest & Higher	33.7	14.6	.06	10	25	35	45	60	54,251	3.4	.000	.232
Land Grant	34.5	14.3	.11	10	25	35	45	60	16,496	2.6	.000	.180
Top 50%	35.8	13.9	.06	15	25	35	45	60	62,744	1.3	.023	.093
Top 10%	37.9	13.7	.12	15	30	40	50	60	14,010	-.8	.142	-.061
Discussions with Diverse Others												
Auburn (N = 472)	42.1	14.7	.67	20	30	40	55	60				
Southeast Public	41.9	16.2	.12	15	30	40	60	60	499	.2	.771	.012
Doc/Highest & Higher	41.7	15.9	.07	15	30	40	60	60	482	.4	.550	.026
Land Grant	41.2	15.2	.13	20	30	40	55	60	14,288	.9	.198	.060
Top 50%	43.3	16.0	.06	15	35	45	60	60	479	-1.2	.069	-.077
Top 10%	45.1	15.8	.11	20	35	50	60	60	497	-3.0	.000	-.190

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Auburn (N = 561)	24.9	15.7	.66	0	15	25	35	55				
Southeast Public	24.5	16.4	.11	0	10	20	35	60	21,590	.4	.572	.024
Doc/Highest & Higher	23.0	15.9	.07	0	10	20	35	55	51,384	2.0	.004	.124
Land Grant	23.2	15.6	.13	0	10	20	35	55	15,562	1.7	.012	.108
Top 50%	29.6	16.1	.10	5	20	30	40	60	28,843	-4.6	.000	-.287
Top 10%	33.0	16.3	.24	5	20	30	45	60	713	-8.1	.000	-.498
Effective Teaching Practices												
Auburn (N = 555)	39.0	12.6	.54	16	32	40	48	60				
Southeast Public	40.6	14.1	.10	16	32	40	52	60	591	-1.5	.005	-.110
Doc/Highest & Higher	39.1	13.6	.06	16	30	40	48	60	568	-.1	.854	-.007
Land Grant	38.5	13.0	.11	16	28	40	48	60	15,609	.5	.334	.042
Top 50%	42.7	13.7	.07	20	32	44	56	60	571	-3.7	.000	-.271
Top 10%	44.5	13.4	.14	20	36	44	56	60	628	-5.5	.000	-.411
Campus Environment												
Quality of Interactions												
Auburn (N = 437)	44.1	10.9	.52	24	38	44	52	60				
Southeast Public	42.6	12.0	.09	20	36	44	52	60	462	1.5	.006	.122
Doc/Highest & Higher	41.4	11.8	.06	20	34	42	50	60	446	2.7	.000	.228
Land Grant	41.7	11.3	.10	20	35	42	50	60	13,649	2.4	.000	.216
Top 50%	45.3	11.5	.06	24	40	48	54	60	447	-1.3	.017	-.109
Top 10%	46.9	11.9	.11	24	40	50	56	60	473	-2.8	.000	-.236
Supportive Environment												
Auburn (N = 438)	35.3	12.6	.60	15	25	35	43	58				
Southeast Public	33.8	14.5	.11	10	23	34	43	60	465	1.5	.013	.105
Doc/Highest & Higher	33.0	13.9	.07	10	23	33	43	60	448	2.3	.000	.163
Land Grant	33.2	13.4	.12	13	23	33	43	58	13,506	2.0	.002	.152
Top 50%	35.7	13.9	.07	13	25	35	45	60	448	-.4	.478	-.031
Top 10%	38.1	13.9	.15	15	28	40	48	60	493	-2.8	.000	-.202

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.