



NSSE 2014

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.

Summary of Indicator Items

Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: nsse.iub.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 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 RU/VH & RU/H	Your first-year students compared with Land Grant
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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 RU/VH & RU/H	Your seniors compared with Land Grant
	Higher-Order Learning	▽	--	--
<i>Academic Challenge</i>	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

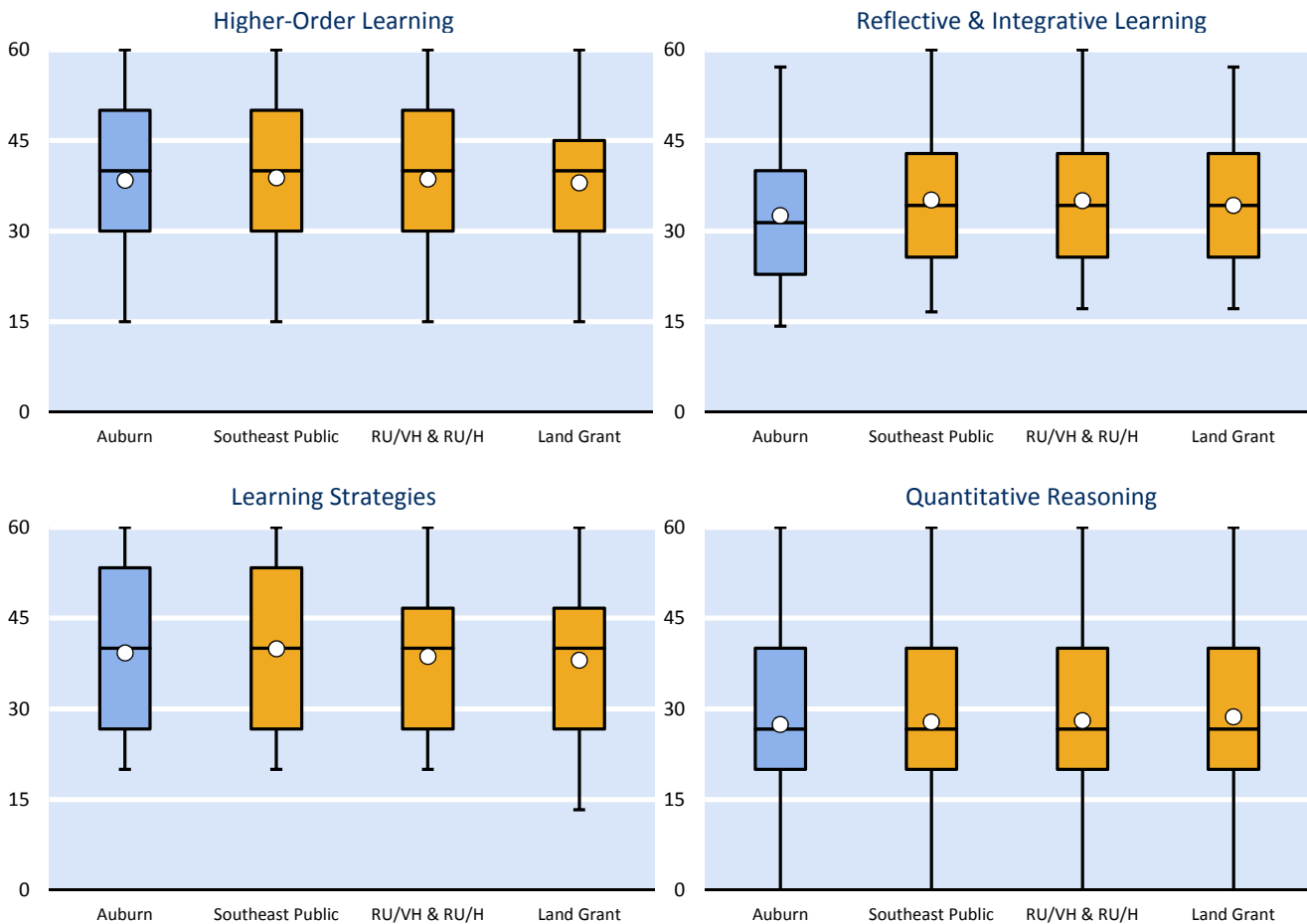
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		RU/VH & RU/H		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	38.8	-.03	38.6	-.02	38.0	.03
Reflective & Integrative Learning	32.6	35.1 ***	-.20	35.1 ***	-.20	34.3 **	-.14
Learning Strategies	39.2	40.0	-.05	38.7	.04	38.0	.09
Quantitative Reasoning	27.5	27.8	-.02	28.0	-.04	28.7	-.08

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





































































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)

Summary of Indicator Items

	Auburn	Southeast Public	RU/VH & RU/H	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	75 	73 	75 	76 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73 	71 	72 	71 
4d. Evaluating a point of view, decision, or information source	67 	69 	67 	63 
4e. Forming a new idea or understanding from various pieces of information	64 	67 	66 	64 
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	44 	54 	55 	55 
2b. Connected your learning to societal problems or issues	41 	50 	51 	49 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42 	49 	48 	44 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	62 	61 	58 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	57 	66 	65 	62 
2f. Learned something that changed the way you understand an issue or concept	59 	63 	64 	63 
2g. Connected ideas from your courses to your prior experiences and knowledge	72 	75 	77 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77 	80 	79 	77 
9b. Reviewed your notes after class	67 	67 	63 	62 
9c. Summarized what you learned in class or from course materials	61 	64 	61 	60 
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.)	57 	53 	54 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	39 	39 	40 
6c. Evaluated what others have concluded from numerical information	38 	38 	39 	40 

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 Web site.

Academic Challenge: Seniors

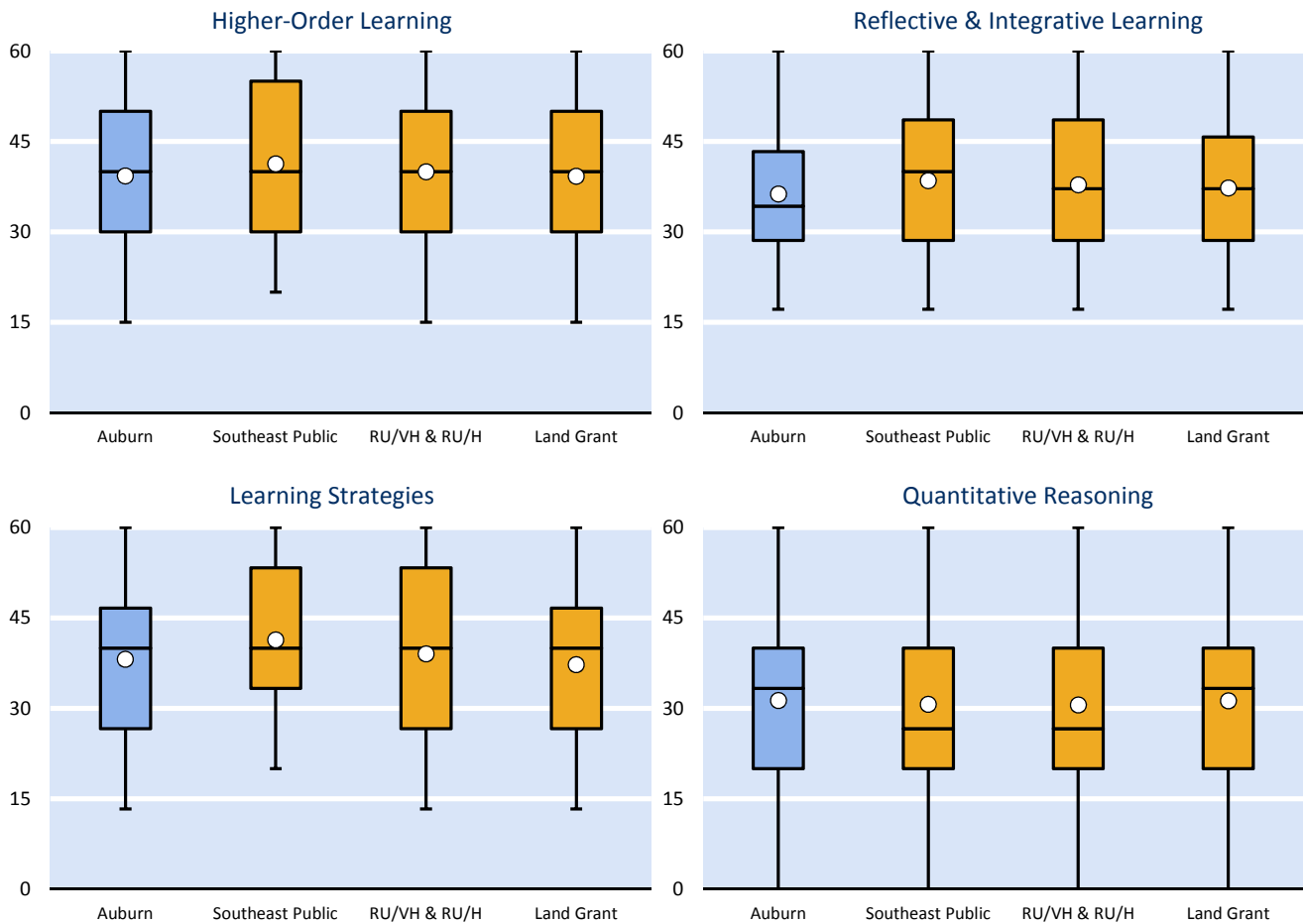
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Mean Comparisons

Engagement Indicator	Auburn Mean	Your seniors compared with					
		Southeast Public		RU/VH & RU/H		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.3	41.3 ***	-.14	40.0	-.05	39.2	.00
Reflective & Integrative Learning	36.3	38.5 ***	-.17	37.8 ***	-.12	37.3 *	-.08
Learning Strategies	38.2	41.3 ***	-.22	39.1	-.06	37.2	.06
Quantitative Reasoning	31.3	30.7	.03	30.5	.04	31.3	.00

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





































































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: Seniors (continued)

Summary of Indicator Items

	Auburn	Southeast Public	RU/VH & RU/H	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 	80 	79 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	77 	75 	75 
4d. Evaluating a point of view, decision, or information source	61 	70 	66 	63 
4e. Forming a new idea or understanding from various pieces of information	67 	72 	69 	66 
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	74 	72 	72 	73 
2b. Connected your learning to societal problems or issues	55 	63 	61 	60 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42 	52 	50 	47 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	65 	63 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61 	70 	67 	65 
2f. Learned something that changed the way you understand an issue or concept	64 	69 	68 	67 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	83 	83 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	83 	81 	79 
9b. Reviewed your notes after class	62 	67 	60 	55 
9c. Summarized what you learned in class or from course materials	62 	68 	62 	58 
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.)	60 	57 	57 	58 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	46 	45 	46 
6c. Evaluated what others have concluded from numerical information	48 	46 	47 	48 

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 Web site.

Learning with Peers: First-year students

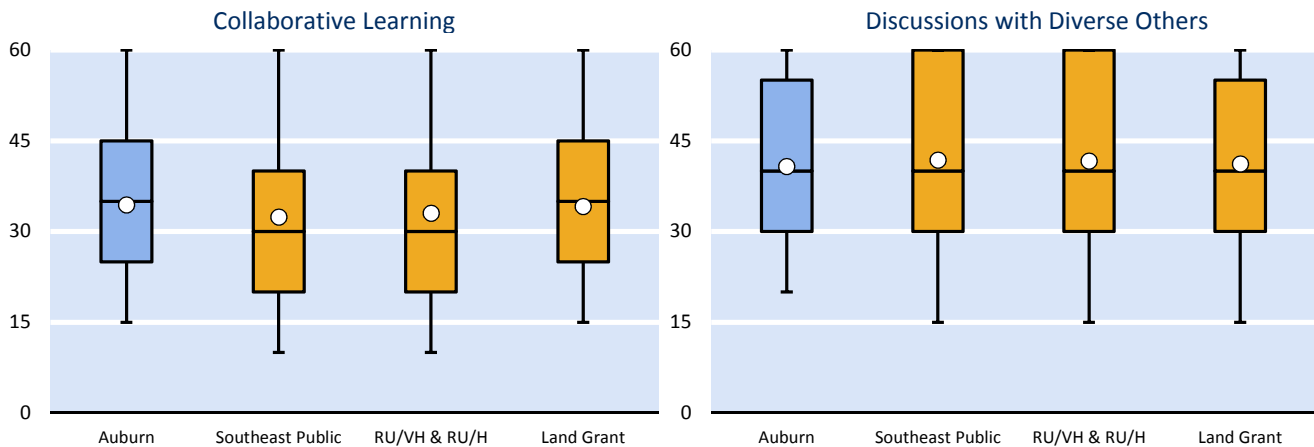
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		RU/VH & RU/H		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	32.3 ***	.14	33.0 *	.10	34.1	.02
Discussions with Diverse Others	40.7	41.8	-.06	41.6	-.06	41.1	-.03

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

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.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
1e. Asked another student to help you understand course material	58	50	53	57
1f. Explained course material to one or more students	63	58	60	62
1g. Prepared for exams by discussing or working through course material with other students	60	50	51	54
1h. Worked with other students on course projects or assignments	50	51	52	54

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
8a. People from a race or ethnicity other than your own	67	74	72	70
8b. People from an economic background other than your own	76	74	74	74
8c. People with religious beliefs other than your own	70	70	71	71
8d. People with political views other than your own	67	71	71	72

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 Web site.

Learning with Peers: Seniors

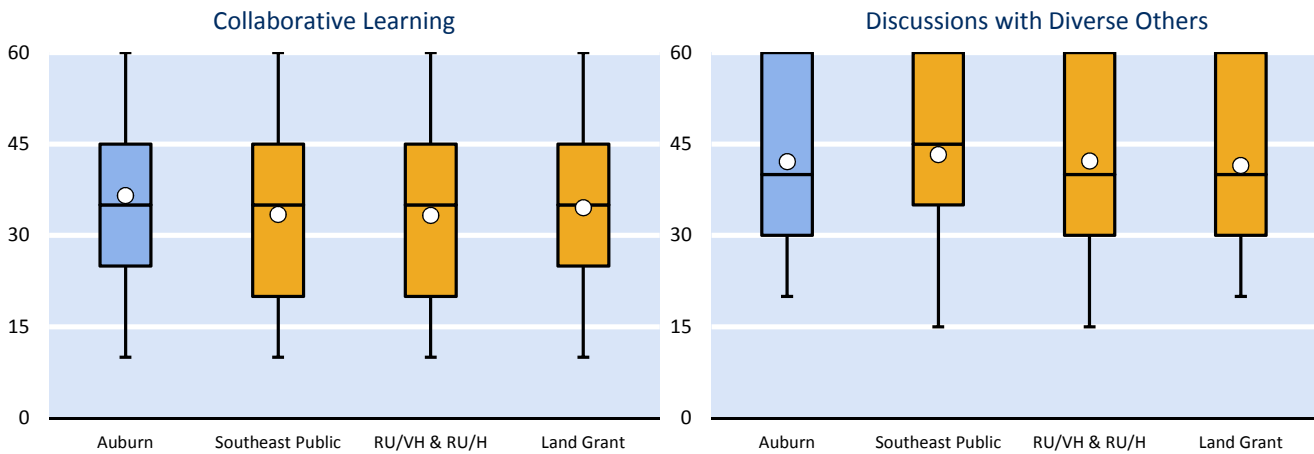
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Auburn Mean	Your seniors compared with					
		Southeast Public		RU/VH & RU/H		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.6	33.4 ***	.21	33.3 ***	.23	34.5 ***	.14
Discussions with Diverse Others	42.1	43.3 *	-.07	42.2	-.01	41.5	.04

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
1e. Asked another student to help you understand course material	51	43	44	48
1f. Explained course material to one or more students	67	61	61	63
1g. Prepared for exams by discussing or working through course material with other students	56	49	48	50
1h. Worked with other students on course projects or assignments	70	64	64	69

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
8a. People from a race or ethnicity other than your own	72	76	73	69
8b. People from an economic background other than your own	75	77	75	73
8c. People with religious beliefs other than your own	67	73	72	71
8d. People with political views other than your own	72	75	73	73

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 Web site.

Experiences with Faculty: First-year students

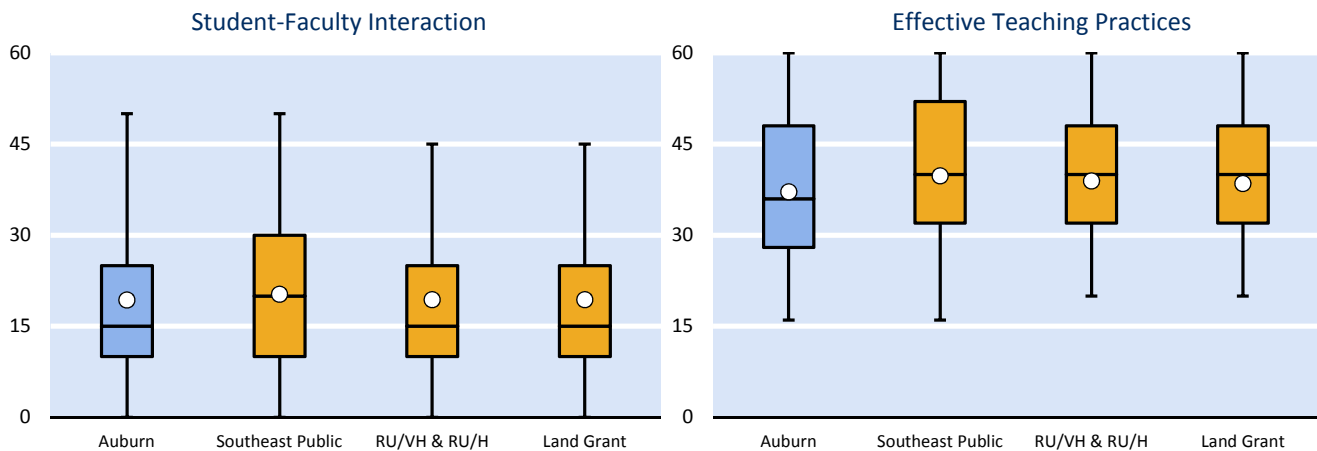
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Effect size	RU/VH & RU/H Mean	Effect size	Land Grant Mean	Effect size
Student-Faculty Interaction	19.3	20.3	-.07	19.4	.00	19.4	.00
Effective Teaching Practices	37.1	39.8 ***	-.19	38.9 **	-.14	38.5 *	-.11

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

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
3a. Talked about career plans with a faculty member	28	33	30	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	19	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	25	23	23
3d. Discussed your academic performance with a faculty member	25	29	25	24

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
5a. Clearly explained course goals and requirements	75	80	81	81
5b. Taught course sessions in an organized way	74	79	80	80
5c. Used examples or illustrations to explain difficult points	72	76	77	78
5d. Provided feedback on a draft or work in progress	58	63	59	56
5e. Provided prompt and detailed feedback on tests or completed assignments	54	60	57	56

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 Web site.

Experiences with Faculty: Seniors

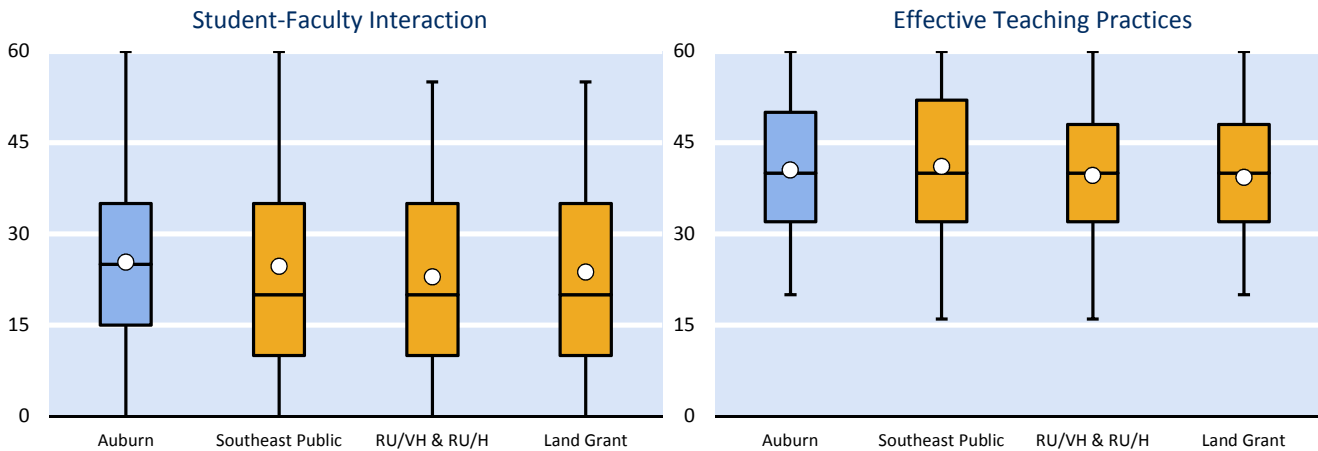
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Effect size	RU/VH & RU/H Mean	Effect size	Land Grant Mean	Effect size
Student-Faculty Interaction	25.4	24.7	.04	22.9 ***	.15	23.7 **	.11
Effective Teaching Practices	40.5	41.1	-.04	39.6 *	.07	39.3 **	.10

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

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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
3a. Talked about career plans with a faculty member	46	44	39	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	28	26	29
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	35	32	32
3d. Discussed your academic performance with a faculty member	33	36	29	29

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
5a. Clearly explained course goals and requirements	83	82	81	82
5b. Taught course sessions in an organized way	81	81	80	81
5c. Used examples or illustrations to explain difficult points	84	80	79	81
5d. Provided feedback on a draft or work in progress	54	62	56	54
5e. Provided prompt and detailed feedback on tests or completed assignments	69	67	63	61

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 Web site.

Campus Environment: First-year students

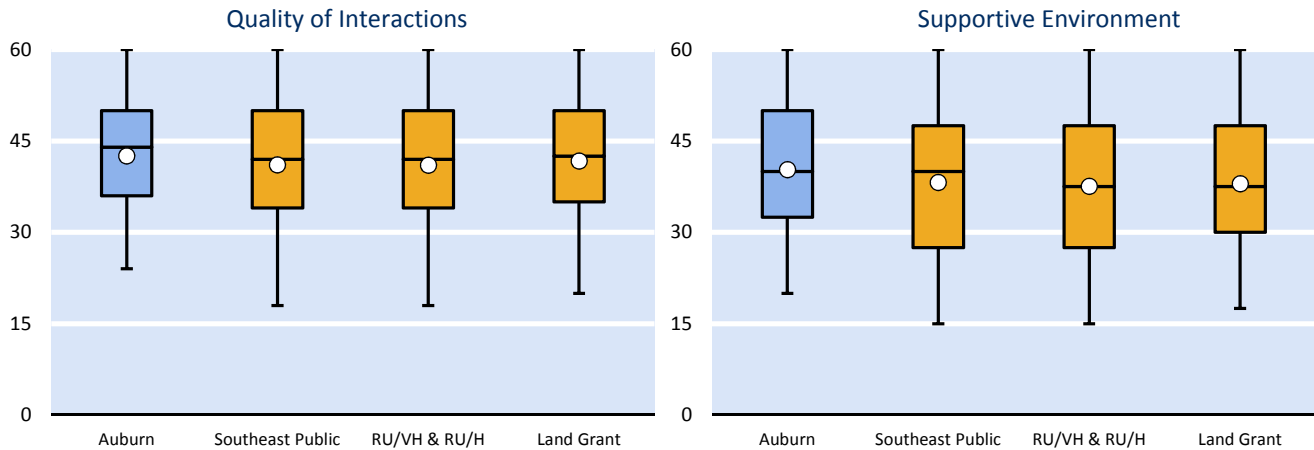
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Auburn Mean	Your first-year students compared with					
		Southeast Public		RU/VH & RU/H		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	41.1 *	.12	41.0 **	.13	41.7	.08
Supportive Environment	40.3	38.2 **	.15	37.6 ***	.21	38.0 ***	.18

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
13a. Students	65	58	60	62
13b. Academic advisors	48	48	46	47
13c. Faculty	41	48	46	46
13d. Student services staff (career services, student activities, housing, etc.)	45	43	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	39	37	39

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
14b. Providing support to help students succeed academically	83	78	78	79
14c. Using learning support services (tutoring services, writing center, etc.)	83	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	59	59	58
14e. Providing opportunities to be involved socially	80	75	75	77
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	75	75	77
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	45	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	80	73	71	74
14i. Attending events that address important social, economic, or political issues	50	54	53	53

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 Web site.

Campus Environment: Seniors

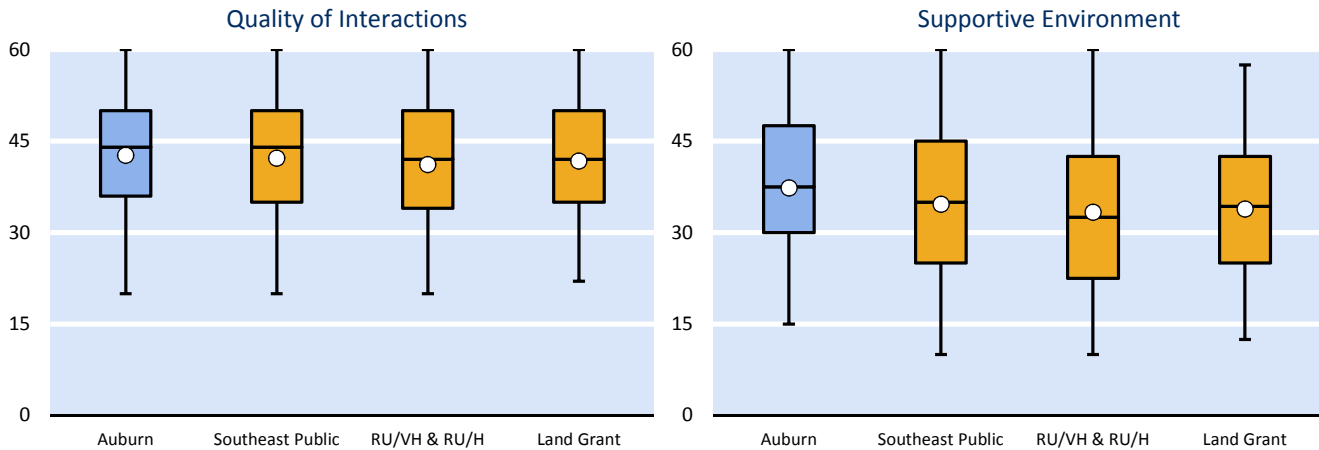
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Auburn Mean	Your seniors compared with					
		Southeast Public		RU/VH & RU/H		Land Grant	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	42.2	.04	41.1 ***	.13	41.7 *	.08
Supportive Environment	37.3	34.6 ***	.18	33.3 ***	.28	33.8 ***	.26

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

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
13a. Students	71	65	63	64
13b. Academic advisors	45	51	46	48
13c. Faculty	56	59	55	53
13d. Student services staff (career services, student activities, housing, etc.)	45	42	39	40
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	39	36	37

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Auburn	Southeast Public	RU/VH & RU/H	Land Grant
14b. Providing support to help students succeed academically	80	73	70	71
14c. Using learning support services (tutoring services, writing center, etc.)	79	67	65	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	54	50	47
14e. Providing opportunities to be involved socially	82	70	68	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	67	66	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	34	30	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	79	65	62	67
14i. Attending events that address important social, economic, or political issues	50	49	46	46

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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.4	40.6 ***	-.16		42.7 ***	-.31	
	Reflective and Integrative Learning	32.6	37.3 ***	-.38		39.3 ***	-.53	
	Learning Strategies	39.2	41.2 **	-.14		43.4 ***	-.30	
	Quantitative Reasoning	27.5	28.8	-.08	✓	30.6 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	34.4	34.7	-.02	✓	37.0 ***	-.20	
	Discussions with Diverse Others	40.7	43.2 ***	-.16		45.6 ***	-.33	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.3	23.3 ***	-.27		26.9 ***	-.47	
	Effective Teaching Practices	37.1	42.4 ***	-.40		44.6 ***	-.56	
<i>Campus Environment</i>	Quality of Interactions	42.6	44.0 *	-.13		46.0 ***	-.30	
	Supportive Environment	40.3	39.4	.07	✓	41.4	-.08	✓

Seniors

Theme	Engagement Indicator	Auburn Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.3	43.3 ***	-.29		45.3 ***	-.44	
	Reflective and Integrative Learning	36.3	41.1 ***	-.38		43.1 ***	-.54	
	Learning Strategies	38.2	42.5 ***	-.30		44.9 ***	-.47	
	Quantitative Reasoning	31.3	31.3	.00	✓	33.0 **	-.10	
<i>Learning with Peers</i>	Collaborative Learning	36.6	35.4 *	.09	✓	37.8 *	-.09	
	Discussions with Diverse Others	42.1	43.9 ***	-.12		45.8 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.4	29.5 ***	-.26		34.4 ***	-.55	
	Effective Teaching Practices	40.5	43.0 ***	-.19		45.1 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	42.7	45.3 ***	-.23		47.4 ***	-.41	
	Supportive Environment	37.3	36.1 *	.09	✓	39.1 ***	-.13	

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

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 2013 and 2014 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 = 504)	38.4	13.9	.62	15	30	40	50	60				
Southeast Public	38.8	14.2	.08	15	30	40	50	60	31,477	-.4	.531	-.028
RU/VH & RU/H	38.6	13.7	.06	15	30	40	50	60	51,844	-.2	.727	-.016
Land Grant	38.0	13.4	.10	15	30	40	45	60	18,854	.4	.490	.031
Top 50%	40.6	13.6	.05	20	30	40	50	60	75,399	-2.2	.000	-.158
Top 10%	42.7	13.6	.12	20	35	40	55	60	14,353	-4.3	.000	-.313
Reflective & Integrative Learning												
Auburn (N = 530)	32.6	12.1	.52	14	23	31	40	57				
Southeast Public	35.1	12.9	.07	17	26	34	43	60	549	-2.5	.000	-.197
RU/VH & RU/H	35.1	12.5	.05	17	26	34	43	60	54,007	-2.5	.000	-.198
Land Grant	34.3	12.2	.09	17	26	34	43	57	19,570	-1.7	.002	-.138
Top 50%	37.3	12.5	.05	17	29	37	46	60	75,953	-4.7	.000	-.378
Top 10%	39.3	12.6	.10	20	31	40	49	60	16,675	-6.7	.000	-.533
Learning Strategies												
Auburn (N = 425)	39.2	13.5	.65	20	27	40	53	60				
Southeast Public	40.0	14.3	.09	20	27	40	53	60	28,608	-.7	.300	-.051
RU/VH & RU/H	38.7	14.1	.06	20	27	40	47	60	47,733	.6	.414	.040
Land Grant	38.0	14.1	.11	13	27	40	47	60	17,308	1.2	.078	.086
Top 50%	41.2	14.0	.05	20	33	40	53	60	66,599	-2.0	.004	-.141
Top 10%	43.4	14.0	.12	20	33	40	60	60	14,441	-4.2	.000	-.298
Quantitative Reasoning												
Auburn (N = 500)	27.5	16.2	.72	0	20	27	40	60				
Southeast Public	27.8	16.6	.09	0	20	27	40	60	31,943	-.4	.609	-.023
RU/VH & RU/H	28.0	16.1	.07	0	20	27	40	60	52,569	-.6	.415	-.037
Land Grant	28.7	15.8	.12	0	20	27	40	60	19,085	-1.2	.087	-.078
Top 50%	28.8	16.3	.05	0	20	27	40	60	96,446	-1.3	.066	-.082
Top 10%	30.6	16.2	.11	0	20	27	40	60	22,489	-3.2	.000	-.196
Learning with Peers												
Collaborative Learning												
Auburn (N = 551)	34.4	13.5	.57	15	25	35	45	60				
Southeast Public	32.3	14.2	.08	10	20	30	40	60	34,001	2.0	.001	.143
RU/VH & RU/H	33.0	14.0	.06	10	20	30	40	60	55,619	1.4	.023	.098
Land Grant	34.1	13.8	.10	15	25	35	45	60	20,247	.2	.696	.017
Top 50%	34.7	13.7	.05	15	25	35	45	60	91,172	-.3	.571	-.024
Top 10%	37.0	13.6	.09	15	25	35	45	60	21,324	-2.7	.000	-.196
Discussions with Diverse Others												
Auburn (N = 428)	40.7	15.3	.74	20	30	40	55	60				
Southeast Public	41.8	16.1	.10	15	30	40	60	60	28,961	-1.0	.192	-.063
RU/VH & RU/H	41.6	15.6	.07	15	30	40	60	60	48,281	-.9	.253	-.055
Land Grant	41.1	15.4	.12	15	30	40	55	60	17,514	-.4	.601	-.026
Top 50%	43.2	15.4	.05	20	35	45	60	60	83,807	-2.5	.001	-.161
Top 10%	45.6	14.8	.11	20	40	50	60	60	17,854	-4.9	.000	-.328

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 = 514)	19.3	13.9	.61	0	10	15	25	50				
Southeast Public	20.3	14.9	.08	0	10	20	30	50	533	-1.0	.121	-.065
RU/VH & RU/H	19.4	14.2	.06	0	10	15	25	45	52,733	-.1	.911	-.005
Land Grant	19.4	13.9	.10	0	10	15	25	45	19,124	-.1	.924	-.004
Top 50%	23.3	15.0	.06	0	10	20	30	55	525	-4.0	.000	-.268
Top 10%	26.9	16.2	.17	5	15	25	40	60	596	-7.6	.000	-.473
Effective Teaching Practices												
Auburn (N = 507)	37.1	12.6	.56	16	28	36	48	60				
Southeast Public	39.8	13.5	.08	16	32	40	52	60	32,339	-2.6	.000	-.194
RU/VH & RU/H	38.9	12.8	.06	20	32	40	48	60	53,134	-1.8	.002	-.137
Land Grant	38.5	12.6	.09	20	32	40	48	60	19,282	-1.3	.020	-.105
Top 50%	42.4	13.2	.05	20	32	44	52	60	61,151	-5.2	.000	-.395
Top 10%	44.6	13.3	.12	20	36	44	56	60	554	-7.5	.000	-.563
Campus Environment												
Quality of Interactions												
Auburn (N = 404)	42.6	11.6	.58	24	36	44	50	60				
Southeast Public	41.1	12.5	.08	18	34	42	50	60	417	1.5	.011	.119
RU/VH & RU/H	41.0	12.0	.06	18	34	42	50	60	46,112	1.5	.010	.129
Land Grant	41.7	11.6	.09	20	35	43	50	60	16,776	.9	.133	.076
Top 50%	44.0	11.4	.05	22	38	46	52	60	51,237	-1.4	.012	-.126
Top 10%	46.0	11.6	.11	24	40	48	55	60	11,020	-3.5	.000	-.299
Supportive Environment												
Auburn (N = 387)	40.3	12.8	.65	20	33	40	50	60				
Southeast Public	38.2	13.8	.09	15	28	40	48	60	400	2.1	.001	.155
RU/VH & RU/H	37.6	13.3	.06	15	28	38	48	60	44,385	2.8	.000	.207
Land Grant	38.0	12.8	.10	18	30	38	48	60	16,054	2.3	.000	.181
Top 50%	39.4	13.2	.05	18	30	40	50	60	67,084	.9	.172	.070
Top 10%	41.4	12.8	.11	20	33	40	53	60	14,641	-1.1	.104	-.084

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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 = 878)	39.3	13.9	.47	15	30	40	50	60				
Southeast Public	41.3	14.4	.07	20	30	40	55	60	915	-2.0	.000	-.140
RU/VH & RU/H	40.0	14.1	.05	15	30	40	50	60	80,369	-.7	.148	-.049
Land Grant	39.2	13.8	.09	15	30	40	50	60	25,074	.1	.906	.004
Top 50%	43.3	13.7	.05	20	35	40	55	60	89,868	-4.0	.000	-.291
Top 10%	45.3	13.6	.09	20	40	45	60	60	22,751	-6.0	.000	-.440
Reflective & Integrative Learning												
Auburn (N = 920)	36.3	12.5	.41	17	29	34	43	60				
Southeast Public	38.5	13.2	.06	17	29	40	49	60	961	-2.2	.000	-.166
RU/VH & RU/H	37.8	13.0	.05	17	29	37	49	60	83,619	-1.5	.000	-.117
Land Grant	37.3	12.8	.08	17	29	37	46	60	26,059	-1.0	.022	-.077
Top 50%	41.1	12.6	.04	20	31	40	51	60	88,088	-4.7	.000	-.376
Top 10%	43.1	12.5	.09	20	34	43	54	60	20,030	-6.7	.000	-.540
Learning Strategies												
Auburn (N = 778)	38.2	14.7	.53	13	27	40	47	60				
Southeast Public	41.3	14.7	.07	20	33	40	53	60	40,923	-3.2	.000	-.216
RU/VH & RU/H	39.1	14.9	.05	13	27	40	53	60	75,515	-.9	.096	-.060
Land Grant	37.2	14.7	.10	13	27	40	47	60	23,515	.9	.087	.062
Top 50%	42.5	14.5	.04	20	33	40	60	60	110,000	-4.3	.000	-.297
Top 10%	44.9	14.1	.08	20	33	47	60	60	28,657	-6.7	.000	-.474
Quantitative Reasoning												
Auburn (N = 895)	31.3	17.5	.59	0	20	33	40	60				
Southeast Public	30.7	17.5	.08	0	20	27	40	60	44,709	.6	.306	.035
RU/VH & RU/H	30.5	17.2	.06	0	20	27	40	60	81,755	.7	.200	.043
Land Grant	31.3	16.8	.11	0	20	33	40	60	954	.0	.975	.001
Top 50%	31.3	17.2	.05	0	20	33	40	60	138,224	.0	.960	-.002
Top 10%	33.0	16.9	.09	0	20	33	47	60	35,394	-1.7	.002	-.103
Learning with Peers												
Collaborative Learning												
Auburn (N = 939)	36.6	14.5	.47	10	25	35	45	60				
Southeast Public	33.4	14.7	.07	10	20	35	45	60	46,484	3.1	.000	.212
RU/VH & RU/H	33.3	14.5	.05	10	20	35	45	60	85,201	3.3	.000	.226
Land Grant	34.5	14.2	.09	10	25	35	45	60	26,648	2.0	.000	.142
Top 50%	35.4	13.8	.04	15	25	35	45	60	952	1.2	.013	.086
Top 10%	37.8	13.6	.09	15	30	40	50	60	1,009	-1.2	.011	-.091
Discussions with Diverse Others												
Auburn (N = 797)	42.1	14.7	.52	20	30	40	60	60				
Southeast Public	43.3	16.1	.08	15	35	45	60	60	834	-1.2	.028	-.073
RU/VH & RU/H	42.2	15.9	.06	15	30	40	60	60	816	-.1	.789	-.009
Land Grant	41.5	15.4	.10	20	30	40	60	60	23,735	.6	.255	.041
Top 50%	43.9	15.8	.04	20	35	45	60	60	807	-1.8	.000	-.117
Top 10%	45.8	15.4	.08	20	40	50	60	60	35,465	-3.7	.000	-.243

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 = 903)	25.4	15.8	.53	0	15	25	35	60				
Southeast Public	24.7	16.6	.08	0	10	20	35	60	943	.7	.170	.044
RU/VH & RU/H	22.9	15.8	.06	0	10	20	35	55	81,902	2.5	.000	.155
Land Grant	23.7	15.6	.10	0	10	20	35	55	25,514	1.6	.002	.105
Top 50%	29.5	16.1	.07	5	20	30	40	60	56,002	-4.2	.000	-.258
Top 10%	34.4	16.4	.19	10	20	35	45	60	1,147	-9.0	.000	-.553
Effective Teaching Practices												
Auburn (N = 904)	40.5	12.9	.43	20	32	40	50	60				
Southeast Public	41.1	14.0	.07	16	32	40	52	60	947	-.6	.178	-.042
RU/VH & RU/H	39.6	13.5	.05	16	32	40	48	60	82,550	.9	.044	.067
Land Grant	39.3	12.8	.08	20	32	40	48	60	25,698	1.2	.005	.095
Top 50%	43.0	13.6	.05	20	36	44	56	60	925	-2.5	.000	-.187
Top 10%	45.1	13.4	.11	20	36	48	60	60	1,034	-4.6	.000	-.345
Campus Environment												
Quality of Interactions												
Auburn (N = 763)	42.7	11.3	.41	20	36	44	50	60				
Southeast Public	42.2	12.1	.06	20	35	44	50	60	797	.5	.265	.038
RU/VH & RU/H	41.1	11.7	.04	20	34	42	50	60	780	1.5	.000	.128
Land Grant	41.7	11.1	.07	22	35	42	50	60	23,005	.9	.021	.085
Top 50%	45.3	11.3	.04	24	38	48	54	60	72,380	-2.6	.000	-.231
Top 10%	47.4	11.6	.08	24	40	50	58	60	19,911	-4.7	.000	-.406
Supportive Environment												
Auburn (N = 726)	37.3	13.0	.48	15	30	38	48	60				
Southeast Public	34.6	14.5	.07	10	25	35	45	60	761	2.7	.000	.184
RU/VH & RU/H	33.3	14.0	.05	10	23	33	43	60	743	4.0	.000	.283
Land Grant	33.8	13.3	.09	13	25	34	43	58	22,256	3.5	.000	.261
Top 50%	36.1	13.8	.05	13	28	38	45	60	740	1.2	.011	.090
Top 10%	39.1	13.4	.11	17	30	40	50	60	14,229	-1.7	.001	-.131

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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.