

NSSE 2018

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 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 2017 and 2018 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 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
	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 Doc/Highest & Higher	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

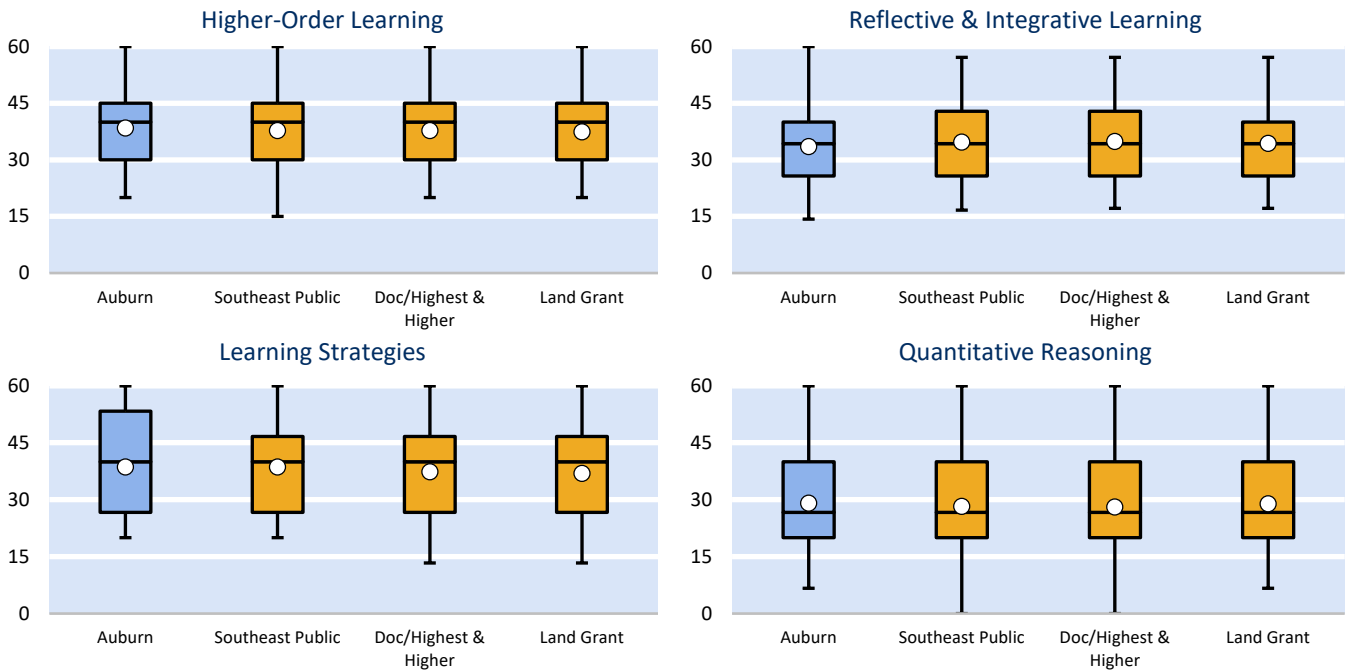
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Doc/Highest & Higher		Land Grant	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	37.8	.05	37.7	.06	37.4	.08
Reflective & Integrative Learning	33.6	34.7 *	-.09	34.9 **	-.11	34.4	-.07
Learning Strategies	38.7	38.6	.01	37.3 *	.10	36.9 **	.13
Quantitative Reasoning	29.1	28.2	.06	28.1	.06	28.9	.01

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. Dark red 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	78	+7 	+5 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+4 	+3 	+2 
4d. Evaluating a point of view, decision, or information source	67	-2 	+0 	+2 
4e. Forming a new idea or understanding from various pieces of information	65	-2 	-1 	+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	48	-2 	-4 	-3 
2b. Connected your learning to societal problems or issues	42	-8 	-9 	-7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-8 	-8 	-5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5 	-5 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-3 	-4 	-2 
2f. Learned something that changed the way you understand an issue or concept	61	-4 	-5 	-5 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+1 	-0 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-5 	-5 	-4 
9b. Reviewed your notes after class	69	+2 	+6 	+7 
9c. Summarized what you learned in class or from course materials	61	-3 	+0 	+1 
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.)	59	+5 	+5 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-1 	+0 	-1 
6c. Evaluated what others have concluded from numerical information	41	+1 	+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.

Academic Challenge: Seniors

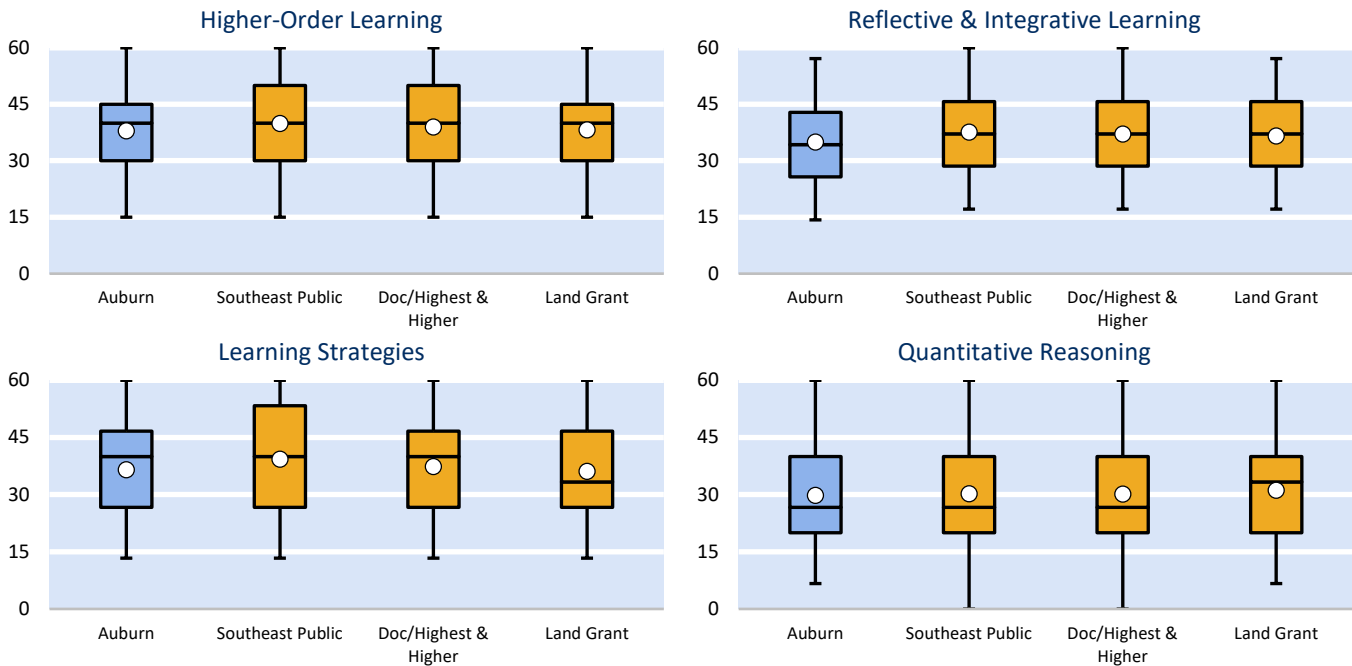
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Mean Comparisons

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	37.9	39.9 **	-.14	39.0	-.08	38.2	-.02
Reflective & Integrative Learning	34.9	37.6 ***	-.21	37.1 ***	-.17	36.6 **	-.13
Learning Strategies	36.5	39.3 ***	-.19	37.3	-.05	36.1	.03
Quantitative Reasoning	29.8	30.2	-.03	30.1	-.02	31.1	-.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. Dark red 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	78	-1	+0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-4	-2	-1
4d. Evaluating a point of view, decision, or information source	56	-12	-9	-5
4e. Forming a new idea or understanding from various pieces of information	63	-7	-5	-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	71	+2	+2	+0
2b. Connected your learning to societal problems or issues	49	-10	-8	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-12	-11	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6	-5	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-9	-8	-7
2f. Learned something that changed the way you understand an issue or concept	65	-5	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-0	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-9	-7	-5
9b. Reviewed your notes after class	59	-6	-0	+4
9c. Summarized what you learned in class or from course materials	60	-6	-0	+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.)	60	+3	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-5	-4	-6
6c. Evaluated what others have concluded from numerical information	44	-1	-2	-5

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Learning with Peers: First-year students

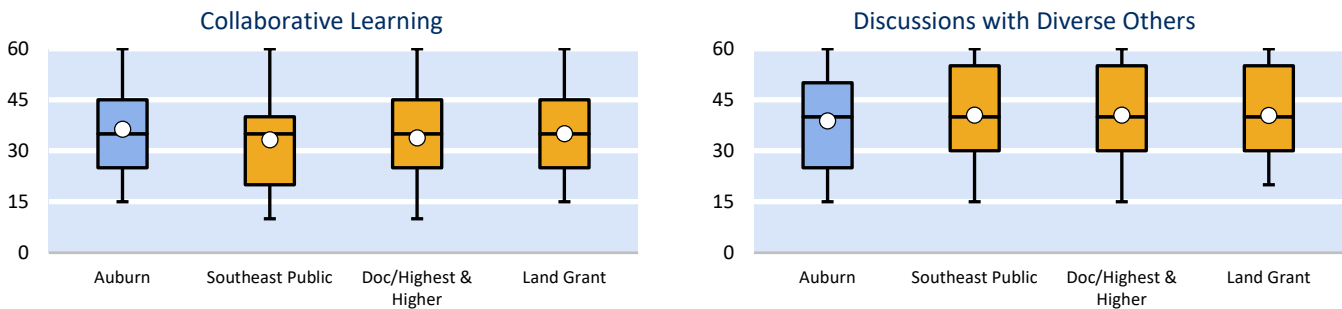
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	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	36.4	33.2 ***	.22	33.8 ***	.19	35.0 *	.10
Discussions with Diverse Others	38.8	40.5 *	-.11	40.5 *	-.11	40.3 *	-.10

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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	65	+11	+8	+4
1f. Explained course material to one or more students	66	+7	+5	+2
1g. Prepared for exams by discussing or working through course material with other students	64	+12	+10	+7
1h. Worked with other students on course projects or assignments	59	+4	+3	+0
Discussions with Diverse Others	Auburn %	Percentage point difference ^a between your FY students and		
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	-7	-7	-5
8b. People from an economic background other than your own	69	-4	-4	-4
8c. People with religious beliefs other than your own	63	-5	-7	-7
8d. People with political views other than your own	68	+0	+2	-0

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Learning with Peers: Seniors

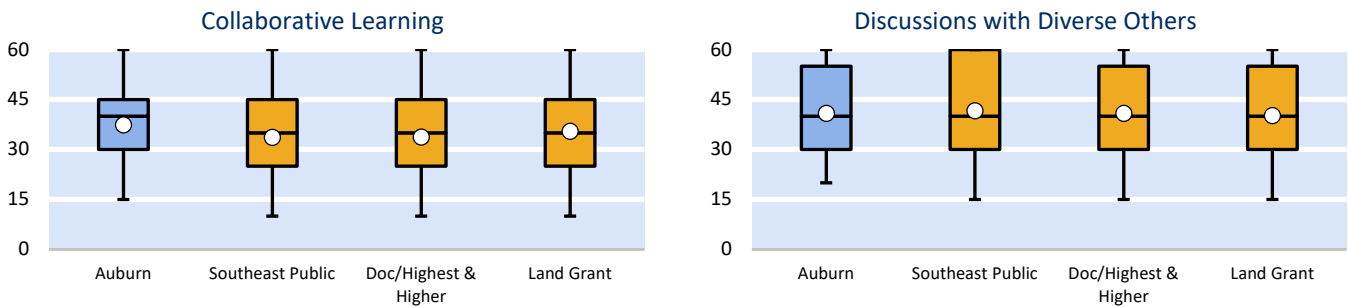
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Mean Comparisons

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	37.4	33.7 ***	.25	33.8 ***	.25	35.5 **	.13
Discussions with Diverse Others	40.9	41.7	-.05	40.9	.00	40.2	.05

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

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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	59	+13	+12	+7
1f. Explained course material to one or more students	70	+8	+8	+4
1g. Prepared for exams by discussing or working through course material with other students	57	+6	+6	+2
1h. Worked with other students on course projects or assignments	74	+9	+9	+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	71	-4	-2	+2
8b. People from an economic background other than your own	75	+0	+2	+3
8c. People with religious beliefs other than your own	67	-3	-3	-2
8d. People with political views other than your own	69	-1	+3	+2

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Experiences with Faculty: First-year students

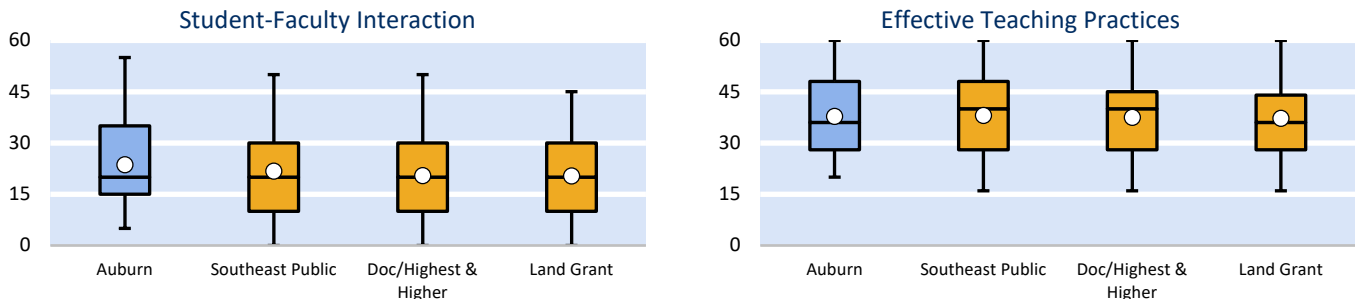
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Doc/Highest & Higher		Land Grant	
	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	23.6	21.8 ** .12	20.4 *** .22	20.3 *** .23			
Effective Teaching Practices	37.8	38.1 -.02	37.4 .03	37.2 .04			

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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	44	+5	+9	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+4	+6	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+3	+6	+6
3d. Discussed your academic performance with a faculty member	34	+1	+7	+8
<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	-0	-1	-1
5b. Taught course sessions in an organized way	77	+3	+2	+1
5c. Used examples or illustrations to explain difficult points	79	+6	+5	+3
5d. Provided feedback on a draft or work in progress	56	-7	-4	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-3	-0	+1

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Experiences with Faculty: Seniors

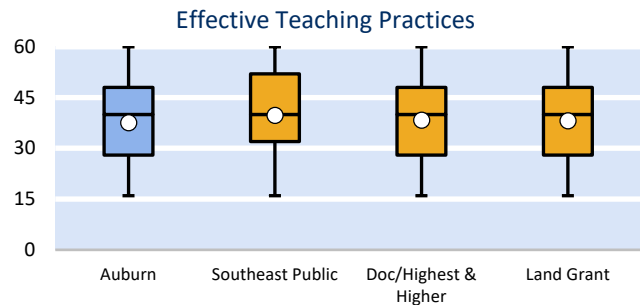
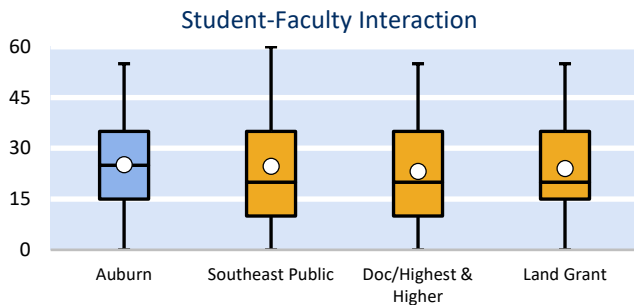
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	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	25.1	24.7 .03	23.1 ** .13	24.0 .07			
Effective Teaching Practices	37.5	39.7 *** -.15	38.3 -.05	38.1 -.04			

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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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	48	+3	+7	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+2	+4	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-2	+1	-1
3d. Discussed your academic performance with a faculty member	33	-2	+3	+4
<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	77	-4	-2	-3
5b. Taught course sessions in an organized way	73	-4	-3	-5
5c. Used examples or illustrations to explain difficult points	77	-0	+0	-1
5d. Provided feedback on a draft or work in progress	51	-10	-5	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-3	+1	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

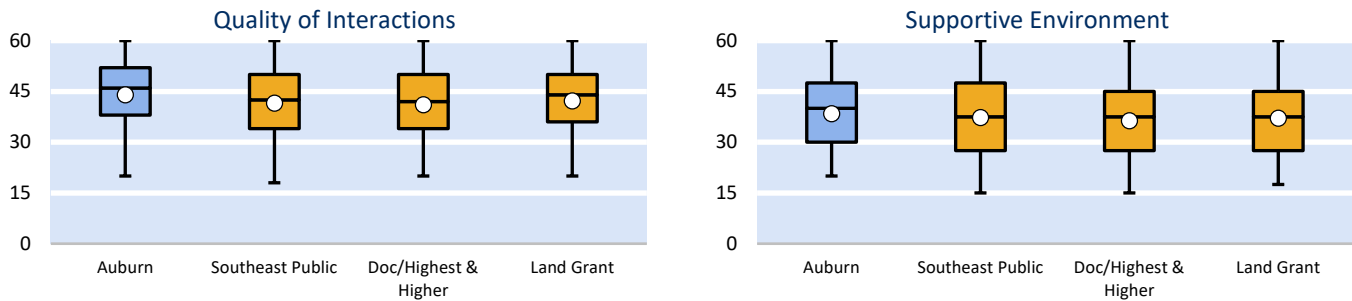
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	44.0	41.6 ***	.20	41.1 ***	.24	42.2 **	.16
Supportive Environment	38.4	37.3	.08	36.3 **	.16	37.1 *	.10

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. Dark red 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	58	+9	+9	+5
13b. Academic advisors	58	+8	+11	+7
13c. Faculty	50	+3	+5	+5
13d. Student services staff (career services, student activities, housing, etc.)	52	+8	+10	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+8	+11	+9
<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	81	+5	+5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	82	+5	+6	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-3	-1	+0
14e. Providing opportunities to be involved socially	77	+3	+4	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+1	+2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-1	+2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+2	+5	-1
14i. Attending events that address important social, economic, or political issues	47	-6	-4	-4

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

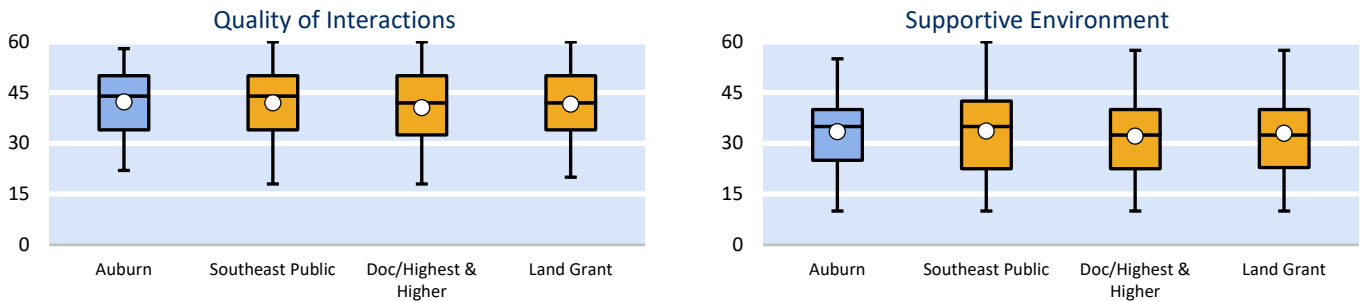
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	42.3	42.0	.02	40.6 **	.14	41.6	.06
Supportive Environment	33.5	33.7	-.02	32.1 *	.10	33.0	.03

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. Dark red 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	66	+9	+12	+9
13b. Academic advisors	44	-6	-1	-4
13c. Faculty	52	-3	+1	+0
13d. Student services staff (career services, student activities, housing, etc.)	45	+3	+7	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+3	+7	+6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+4	+7	+5
14c. Using learning support services (tutoring services, writing center, etc.)	74	+8	+11	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-11	-8	-4
14e. Providing opportunities to be involved socially	75	+7	+10	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+6	+9	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-9	-5	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+9	+12	+5
14i. Attending events that address important social, economic, or political issues	36	-9	-7	-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.

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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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	38.9	-.04	✓	40.5 **	-.15	
	Reflective and Integrative Learning	33.6	36.5 ***	-.24		38.1 ***	-.37	
	Learning Strategies	38.7	39.5	-.06	✓	41.6 ***	-.21	
	Quantitative Reasoning	29.1	28.7	.03	✓	30.4	-.09	✓
<i>Learning with Peers</i>	Collaborative Learning	36.4	35.1 *	.09	✓	37.3	-.07	✓
	Discussions with Diverse Others	38.8	41.4 ***	-.17		43.4 ***	-.31	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.6	24.3	-.05	✓	27.2 ***	-.23	
	Effective Teaching Practices	37.8	40.3 ***	-.19		42.0 ***	-.31	
<i>Campus Environment</i>	Quality of Interactions	44.0	43.9	.01	✓	46.0 **	-.16	
	Supportive Environment	38.4	37.9	.04	✓	39.7 *	-.10	

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	37.9	41.3 ***	-.25		42.5 ***	-.33	
	Reflective and Integrative Learning	34.9	39.6 ***	-.38		41.1 ***	-.51	
	Learning Strategies	36.5	40.2 ***	-.25		42.3 ***	-.41	
	Quantitative Reasoning	29.8	30.7	-.06	✓	32.7 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	37.4	35.7 **	.13	✓	38.1	-.05	✓
	Discussions with Diverse Others	40.9	41.9	-.07	✓	43.8 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	29.2 ***	-.26		33.3 ***	-.51	
	Effective Teaching Practices	37.5	41.1 ***	-.26		43.1 ***	-.41	
<i>Campus Environment</i>	Quality of Interactions	42.3	44.4 ***	-.18		46.5 ***	-.34	
	Supportive Environment	33.5	34.3	-.06	✓	36.4 ***	-.21	

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 2017 and 2018 institutions, separately by class. 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 = 478)	38.5	12.9	.59	20	30	40	45	60				
Southeast Public	37.8	13.5	.09	15	30	40	45	60	22,636	.7	.254	.053
Doc/Highest & Higher	37.7	13.0	.07	20	30	40	45	60	35,531	.7	.221	.056
Land Grant	37.4	12.8	.14	20	30	40	45	60	8,574	1.0	.085	.081
Top 50%	38.9	13.1	.05	20	30	40	50	60	62,991	-.5	.434	-.036
Top 10%	40.5	13.3	.11	20	30	40	50	60	15,445	-2.0	.001	-.152
Reflective & Integrative Learning												
Auburn (N = 513)	33.6	12.5	.55	14	26	34	40	60				
Southeast Public	34.7	12.3	.08	17	26	34	43	57	24,089	-1.1	.036	-.094
Doc/Highest & Higher	34.9	11.8	.06	17	26	34	43	57	37,488	-1.4	.010	-.115
Land Grant	34.4	11.6	.13	17	26	34	40	57	566	-.8	.146	-.071
Top 50%	36.5	11.8	.05	17	29	37	43	57	59,632	-2.9	.000	-.245
Top 10%	38.1	12.0	.11	20	29	37	46	60	13,174	-4.5	.000	-.374
Learning Strategies												
Auburn (N = 436)	38.7	14.1	.68	20	27	40	53	60				
Southeast Public	38.6	13.8	.10	20	27	40	47	60	20,316	.1	.915	.005
Doc/Highest & Higher	37.3	13.6	.08	13	27	40	47	60	32,346	1.3	.043	.098
Land Grant	36.9	13.5	.16	13	27	40	47	60	7,722	1.7	.010	.127
Top 50%	39.5	13.7	.06	20	27	40	53	60	51,035	-.9	.194	-.062
Top 10%	41.6	14.1	.13	20	33	40	53	60	12,747	-2.9	.000	-.209
Quantitative Reasoning												
Auburn (N = 451)	29.1	14.8	.70	7	20	27	40	60				
Southeast Public	28.2	15.6	.11	0	20	27	40	60	22,048	.9	.239	.056
Doc/Highest & Higher	28.1	15.1	.08	0	20	27	40	60	34,646	1.0	.177	.064
Land Grant	28.9	14.8	.17	7	20	27	40	60	8,325	.2	.797	.012
Top 50%	28.7	15.2	.06	0	20	27	40	60	66,619	.4	.547	.028
Top 10%	30.4	15.3	.12	7	20	27	40	60	16,283	-1.3	.070	-.087
Learning with Peers												
Collaborative Learning												
Auburn (N = 573)	36.4	13.6	.57	15	25	35	45	60				
Southeast Public	33.2	14.2	.09	10	20	35	40	60	25,630	3.2	.000	.225
Doc/Highest & Higher	33.8	14.0	.07	10	25	35	45	60	39,695	2.6	.000	.185
Land Grant	35.0	13.7	.14	15	25	35	45	60	9,647	1.4	.022	.099
Top 50%	35.1	13.6	.05	15	25	35	45	60	69,519	1.2	.029	.092
Top 10%	37.3	13.6	.11	15	25	40	45	60	15,524	-.9	.118	-.067
Discussions with Diverse Others												
Auburn (N = 439)	38.8	15.2	.73	15	25	40	50	60				
Southeast Public	40.5	15.7	.11	15	30	40	55	60	20,522	-1.7	.025	-.108
Doc/Highest & Higher	40.5	15.1	.08	15	30	40	55	60	32,634	-1.7	.022	-.110
Land Grant	40.3	14.7	.17	20	30	40	55	60	7,796	-1.5	.034	-.104
Top 50%	41.4	15.0	.06	15	30	40	55	60	64,085	-2.6	.000	-.172
Top 10%	43.4	14.8	.12	20	35	45	60	60	14,570	-4.6	.000	-.312

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 = 494)	23.6	15.0	.67	5	15	20	35	55				
Southeast Public	21.8	15.0	.10	0	10	20	30	50	23,219	1.8	.007	.122
Doc/Highest & Higher	20.4	14.3	.08	0	10	20	30	50	506	3.2	.000	.222
Land Grant	20.3	14.0	.15	0	10	20	30	45	546	3.3	.000	.234
Top 50%	24.3	14.8	.08	5	15	20	35	55	39,455	-.7	.314	-.046
Top 10%	27.2	15.8	.19	5	15	25	40	60	578	-3.6	.000	-.232
Effective Teaching Practices												
Auburn (N = 477)	37.8	13.1	.60	20	28	36	48	60				
Southeast Public	38.1	13.4	.09	16	28	40	48	60	22,671	-.3	.634	-.022
Doc/Highest & Higher	37.4	12.7	.07	16	28	40	45	60	35,554	.3	.576	.026
Land Grant	37.2	12.3	.14	16	28	36	44	60	8,560	.5	.363	.043
Top 50%	40.3	13.1	.06	20	32	40	52	60	47,051	-2.5	.000	-.193
Top 10%	42.0	13.7	.12	20	32	40	52	60	12,553	-4.2	.000	-.309
Campus Environment												
Quality of Interactions												
Auburn (N = 409)	44.0	12.1	.60	20	38	46	52	60				
Southeast Public	41.6	12.6	.09	18	34	43	50	60	19,243	2.5	.000	.196
Doc/Highest & Higher	41.1	12.0	.07	20	34	42	50	60	30,538	2.9	.000	.244
Land Grant	42.2	11.5	.14	20	36	44	50	60	7,282	1.8	.002	.159
Top 50%	43.9	11.6	.06	22	38	46	52	60	37,832	.1	.836	.010
Top 10%	46.0	12.1	.14	22	40	48	56	60	8,196	-2.0	.001	-.163
Supportive Environment												
Auburn (N = 424)	38.4	13.1	.63	20	30	40	48	60				
Southeast Public	37.3	13.5	.10	15	28	38	48	60	19,206	1.1	.087	.084
Doc/Highest & Higher	36.3	13.2	.08	15	28	38	45	60	30,845	2.1	.001	.160
Land Grant	37.1	12.8	.15	18	28	38	45	60	7,347	1.3	.042	.102
Top 50%	37.9	13.2	.06	15	30	40	48	60	49,644	.5	.456	.036
Top 10%	39.7	13.1	.12	18	30	40	50	60	11,919	-1.3	.045	-.099

- 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 = 481)	37.9	13.5	.62	15	30	40	45	60				
Southeast Public	39.9	13.9	.08	15	30	40	50	60	27,393	-2.0	.002	-.142
Doc/Highest & Higher	39.0	13.7	.07	15	30	40	50	60	44,473	-1.0	.098	-.076
Land Grant	38.2	13.4	.14	15	30	40	45	60	10,202	-.3	.627	-.023
Top 50%	41.3	13.5	.06	20	35	40	55	60	59,160	-3.4	.000	-.251
Top 10%	42.5	13.7	.10	20	35	40	55	60	18,105	-4.5	.000	-.332
Reflective & Integrative Learning												
Auburn (N = 514)	34.9	12.1	.53	14	26	34	43	57				
Southeast Public	37.6	12.7	.08	17	29	37	46	60	28,663	-2.7	.000	-.209
Doc/Highest & Higher	37.1	12.5	.06	17	29	37	46	60	46,483	-2.1	.000	-.170
Land Grant	36.6	12.3	.12	17	29	37	46	57	10,647	-1.6	.004	-.131
Top 50%	39.6	12.2	.05	20	31	40	49	60	57,763	-4.6	.000	-.379
Top 10%	41.1	12.2	.11	20	33	40	51	60	12,689	-6.2	.000	-.507
Learning Strategies												
Auburn (N = 439)	36.5	14.2	.68	13	27	40	47	60				
Southeast Public	39.3	14.6	.09	13	27	40	53	60	25,063	-2.8	.000	-.191
Doc/Highest & Higher	37.3	14.6	.07	13	27	40	47	60	40,992	-.8	.260	-.054
Land Grant	36.1	14.4	.15	13	27	33	47	60	9,370	.5	.521	.031
Top 50%	40.2	14.4	.06	20	33	40	53	60	62,514	-3.7	.000	-.255
Top 10%	42.3	14.2	.11	20	33	40	53	60	17,183	-5.8	.000	-.410
Quantitative Reasoning												
Auburn (N = 448)	29.8	15.6	.74	7	20	27	40	60				
Southeast Public	30.2	16.3	.10	0	20	27	40	60	26,880	-.4	.594	-.025
Doc/Highest & Higher	30.1	16.1	.08	0	20	27	40	60	43,538	-.3	.653	-.021
Land Grant	31.1	15.7	.16	7	20	33	40	60	9,970	-1.3	.086	-.083
Top 50%	30.7	16.0	.06	0	20	33	40	60	80,257	-.9	.244	-.055
Top 10%	32.7	15.7	.12	7	20	33	40	60	17,958	-2.9	.000	-.182
Learning with Peers												
Collaborative Learning												
Auburn (N = 559)	37.4	13.3	.56	15	30	40	45	60				
Southeast Public	33.7	14.8	.09	10	25	35	45	60	585	3.7	.000	.251
Doc/Highest & Higher	33.8	14.8	.07	10	25	35	45	60	575	3.7	.000	.248
Land Grant	35.5	14.3	.14	10	25	35	45	60	629	1.9	.001	.133
Top 50%	35.7	13.9	.05	15	25	35	45	60	75,266	1.7	.003	.126
Top 10%	38.1	13.5	.12	15	30	40	50	60	12,527	-.7	.235	-.051
Discussions with Diverse Others												
Auburn (N = 444)	40.9	14.5	.69	20	30	40	55	60				
Southeast Public	41.7	15.9	.10	15	30	40	60	60	463	-.8	.255	-.050
Doc/Highest & Higher	40.9	15.6	.08	15	30	40	55	60	41,268	.0	.985	-.001
Land Grant	40.2	15.0	.16	15	30	40	55	60	9,443	.7	.311	.049
Top 50%	41.9	15.6	.05	15	30	40	60	60	449	-1.0	.134	-.067
Top 10%	43.8	15.5	.11	20	35	45	60	60	466	-2.9	.000	-.188

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 = 487)	25.1	15.3	.70	0	15	25	35	55				
Southeast Public	24.7	16.2	.10	0	10	20	35	60	27,855	.4	.552	.027
Doc/Highest & Higher	23.1	15.6	.07	0	10	20	35	55	45,234	2.0	.006	.126
Land Grant	24.0	15.3	.15	0	15	20	35	55	10,364	1.1	.127	.071
Top 50%	29.2	15.8	.09	5	20	30	40	60	32,904	-4.1	.000	-.260
Top 10%	33.3	16.1	.25	10	20	35	45	60	619	-8.2	.000	-.509
Effective Teaching Practices												
Auburn (N = 479)	37.5	13.4	.61	16	28	40	48	60				
Southeast Public	39.7	13.9	.08	16	32	40	52	60	27,499	-2.1	.001	-.155
Doc/Highest & Higher	38.3	13.4	.06	16	28	40	48	60	44,557	-.7	.241	-.054
Land Grant	38.1	12.9	.13	16	28	40	48	60	10,200	-.6	.343	-.044
Top 50%	41.1	13.6	.06	16	32	40	52	60	51,324	-3.6	.000	-.265
Top 10%	43.1	13.7	.13	20	36	44	56	60	10,885	-5.6	.000	-.406
Campus Environment												
Quality of Interactions												
Auburn (N = 409)	42.3	11.0	.55	22	34	44	50	58				
Southeast Public	42.0	12.4	.08	18	34	44	50	60	426	.3	.622	.022
Doc/Highest & Higher	40.6	12.2	.06	18	33	42	50	60	418	1.7	.002	.138
Land Grant	41.6	11.5	.12	20	34	42	50	60	8,924	.7	.257	.057
Top 50%	44.4	11.9	.06	22	38	46	54	60	42,435	-2.1	.000	-.176
Top 10%	46.5	12.3	.12	22	40	50	58	60	445	-4.2	.000	-.344
Supportive Environment												
Auburn (N = 428)	33.5	12.3	.60	10	25	35	40	55				
Southeast Public	33.7	14.2	.09	10	23	35	43	60	448	-.2	.712	-.016
Doc/Highest & Higher	32.1	13.8	.07	10	23	33	40	58	439	1.3	.029	.095
Land Grant	33.0	13.2	.14	10	23	33	40	58	477	.5	.456	.035
Top 50%	34.3	13.8	.06	13	25	35	43	60	436	-.8	.167	-.060
Top 10%	36.4	13.7	.13	13	28	38	45	60	472	-2.9	.000	-.212

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.