



Auburn University

BCSSE 2011-NSSE 2012 Combined Report
Cross-Sectional and Longitudinal Results
August 2012

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2011 and NSSE 2012 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year students' pre-college characteristics and their engagement during the first year. By presenting your BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence as well as gaps in engagement to develop a better understanding of the first-year student experience.

Variables

The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

Response Options

Response options presented on the survey were collapsed into fewer categories for reporting purposes.

Data Source

These columns present the unweighted BCSSE 2011 frequencies and the weighted NSSE 2012 frequencies.

How many hours in a typical 7-day week did you spend or expect to spend doing each of the following?

		BCSSE ¹		NSSE ²	
		High School	Expected FY	First Year	
		Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	47	2%	0	0%
	1-10	1,694	67%	473	19%
	11-20	620	25%	1,500	60%
	More than 20	165	7%	539	21%
	Total	2,526	100%	2,512	100%

Count

The actual number of students who answered within each response category.

Column Percentage (%)

The percentage of students responding to the particular option in each question.

<i>How many hours in a typical 7-day week did you spend or expect to spend doing each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	120	3%	5	0%	1	0%
	1-10	2,640	65%	690	17%	189	31%
	11-20	1,003	25%	2,293	57%	280	44%
	More than 20	316	8%	1,044	26%	157	25%
	Total	4,079	100%	4,032	100%	627	100%
Working for pay	No	1,829	45%	1,729	43%	510	82%
	Yes	2,247	55%	2,294	57%	113	18%
	Total	4,076	100%	4,023	100%	623	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	174	4%	79	2%	133	22%
	1-10	1,511	37%	1,486	37%	316	49%
	11-20	1,521	37%	1,863	46%	130	21%
	More than 20	873	21%	601	15%	48	8%
	Total	4,079	100%	4,029	100%	627	100%
Relaxing and socializing (watching TV, partying, etc.)	None	11	0%	12	0%	4	1%
	1-10	1,451	36%	1,449	36%	285	44%
	11-20	1,713	42%	1,986	49%	234	38%
	More than 20	896	22%	578	14%	100	17%
	Total	4,071	100%	4,025	100%	623	100%
<i>How often did you do or expect to do each of the following?</i>							
Ask questions in class or contribute to class discussions	Never/Sometimes	1,045	26%	1,260	31%	406	50%
	Often/Very often	3,026	74%	2,777	69%	390	50%
	Total	4,071	100%	4,037	100%	796	100%
Make a class presentation	Never/Sometimes	2,160	53%	1,971	49%	673	85%
	Often/Very often	1,911	47%	2,057	51%	120	15%
	Total	4,071	100%	4,028	100%	793	100%
Come to class without completing readings or assignments	Never/Sometimes	3,653	90%			642	81%
	Often/Very often	412	10%			149	19%
	Total	4,065	100%			791	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	1,982	49%	1,398	35%	361	50%
	Often/Very often	2,083	51%	2,622	65%	369	50%
	Total	4,065	100%	4,020	100%	730	100%
Work with other students on projects during class	Never/Sometimes	1,687	41%	2,140	53%	451	57%
	Often/Very often	2,379	59%	1,876	47%	340	43%
	Total	4,066	100%	4,016	100%	791	100%

¹ Blank cells indicate NSSE items with no similar item on BCSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

<i>How often did you do or expect to do each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Work with classmates outside of class to prepare class assignments	Never/Sometimes	2,680	66%	1,072	27%	435	54%
	Often/Very often	1,390	34%	2,960	73%	362	46%
	Total	4,070	100%	4,032	100%	797	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,359	58%			389	50%
	Often/Very often	1,708	42%			400	50%
	Total	4,067	100%			789	100%
Have serious conversations with students of a different race or ethnicity than your own	Never/Sometimes	1,878	46%	1,379	34%	377	52%
	Often/Very often	2,191	54%	2,637	66%	332	48%
	Total	4,069	100%	4,016	100%	709	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	2,963	73%	2,222	55%	622	84%
	Often/Very often	1,092	27%	1,798	45%	113	16%
	Total	4,055	100%	4,020	100%	735	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	2,266	56%	1,750	44%	313	44%
	Often/Very often	1,797	44%	2,271	56%	393	56%
	Total	4,063	100%	4,021	100%	706	100%
Talk with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	2,147	53%			528	72%
	Often/Very often	1,913	47%			205	28%
	Total	4,060	100%			733	100%
Have serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	1,971	49%	1,231	31%	339	47%
	Often/Very often	2,081	51%	2,789	69%	370	53%
	Total	4,052	100%	4,020	100%	709	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			514	13%	266	34%
	Often/Very often			3,514	87%	527	66%
	Total			4,028	100%	793	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			1,042	26%	378	51%
	Often/Very often			2,979	74%	355	49%
	Total			4,021	100%	733	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			1,540	38%	300	42%
	Often/Very often			2,484	62%	407	58%
	Total			4,024	100%	707	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never/Sometimes			2,270	56%	633	90%
	Often/Very often			1,757	44%	69	10%
	Total			4,027	100%	702	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			988	25%	286	43%
	Often/Very often			3,029	75%	377	57%
	Total			4,017	100%	663	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes			894	22%	274	41%
	Often/Very often			3,118	78%	393	59%
	Total			4,012	100%	667	100%
Grades	A or A-	2,726	67%	2,189	55%	325	55%
	B or B+	1,238	30%	1,554	39%	179	31%
	B- or lower	101	2%	203	5%	76	14%
	Total	4,065	100%	3,946	100%	580	100%

¹ Blank cells indicate NSSE items with no similar item on BCSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

These longitudinal results contain matched data from your students who completed *both* the BCSSE 2011 and NSSE 2012 surveys. Students identified as seniors in your NSSE population file or were from a local NSSE administration were excluded. This report examines the relationships between incoming student characteristics and their reported engagement near the end of the first year. With longitudinal data, you can more effectively identify how students with varying pre-college characteristics were engaged during their first year of college.

Six BCSSE scales are categorized into quartile ranges based on the lower 25 percent (Low25), the middle 50 percent (Mid50), and the upper 25 percent (Top25) of respondents.

BCSSE Scales

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses:

<i>High School Academic Engagement</i>	Student engagement in educationally relevant behaviors during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hoocidea)
<i>Expected Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Expected Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearmma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspk, cgnanaly, cgnquant, cgncompt, cgnother, cgningq)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

NSSE Benchmarks of Effective Educational Practice

Also included in this report are four of the five NSSE Benchmarks¹, with the component items in parentheses:

<i>Level of Academic Challenge (adjusted)</i>	Engagement in challenging and intellectually diverse work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active & Collaborative Learning</i>	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
<i>Student-Faculty Interaction</i>	Student engagement with faculty as instructors, role models, and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocal, envsuprt, envnacac, envstu, envfac, envadm)

¹ The benchmark "Enriching Educational Experiences" is not included in this section of the report given that it measures the participation in many activities not typically completed by first-year students (internships, capstone courses, study abroad, etc).

Interpreting and Using BCSSE-NSSE Results

In the example below (NSSEville State), students who scored in the top 25% ("Top25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge (LAC) benchmark score of 58.2, while their peers comprised of all other respondents attending BCSSE master's institutions reported an average LAC score of 60.4. This difference is not statistically significant and has a small effect size of -.16. However their students in the lowest quartile ("Low25") were significantly less engaged compared to their peers (scoring 46.0 and 49.6, respectively). To increase engagement in LAC, NSSEville State could use this information in their faculty development programs to discuss how classroom environments and coursework can be more engaging for students who may otherwise be less engaged. Student advisors may also use these results to work with students at risk for low engagement in academically challenging activities.

Quartile Ranges

The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale calculated for each institution. The quartiles calculated for your institution are then applied to their peer group to create a group of students who are comparable regarding the BCSSE scale. This often results in the peer group having more than or fewer than the 25% in the lower and upper quartiles.

Comparison Group

Data from all other institutions at either the baccalaureate, master's, or doctoral level. See list of included institutions by Basic Carnegie type at the end of this report.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

NSSE Benchmark

The NSSE benchmark is listed across the top of the page.

Level of Academic Challenge

BCSSE Scale	Quartile Range ¹	NSSEville State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	46.0	11.8	67	49.6	12.5	1,916	-3.58	*	-.29
	Mid50	53.7	12.3	141	54.8	12.0	4,660	-1.09		-.09
	Top25	58.2	14.6	71	60.4	12.5	3,465	-2.17		-.16

BCSSE Scale
The six BCSSE scales are listed in the left column.

Mean Benchmark Scores
The average benchmark score for all students attending your institution and all students attending institutions in the comparison group, calculated for each quartile range.

Number of Respondents
The actual number of respondents who were included in each group.

Difference of Means
The difference between your institution's mean score and the mean score for the comparison group.

Effect Size
Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

NSSE Level of Academic Challenge by BCSSE Scales at Three Score Levels

BCSSE Scale	Quartile Range ¹	Level of Academic Challenge						Statistical Comparisons		
		Auburn			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	46.6	12.4	162	49.4	12.0	455	-2.83	*	-.23
	Mid50	51.0	12.3	323	54.2	11.9	1,194	-3.18	***	-.26
	Top25	55.6	13.6	163	59.0	12.6	703	-3.48	**	-.27
Expected Academic Engagement	Low25	46.6	12.4	158	49.4	12.3	377	-2.86	*	-.23
	Mid50	50.9	12.2	325	54.0	12.0	1,116	-3.16	***	-.26
	Top25	55.8	13.8	161	58.0	12.5	833	-2.20		-.17
Expected Academic Perseverance	Low25	46.5	11.6	149	50.7	12.2	501	-4.19	***	-.35
	Mid50	50.9	12.4	322	54.2	11.9	1,053	-3.36	***	-.28
	Top25	55.5	13.9	170	58.2	12.8	758	-2.62	*	-.20
Expected Academic Difficulty	Low25	51.2	14.0	219	55.4	13.4	700	-4.21	***	-.31
	Mid50	50.4	11.8	248	54.5	12.3	842	-4.13	***	-.34
	Top25	51.8	13.5	174	54.4	12.0	768	-2.61	*	-.20
Perceived Academic Preparation	Low25	47.9	12.5	142	52.0	11.9	575	-4.09	***	-.34
	Mid50	50.5	12.4	321	55.0	12.5	1,156	-4.45	***	-.36
	Top25	54.6	13.8	179	57.1	12.7	576	-2.54	*	-.19
Importance of Campus Environment	Low25	47.0	12.3	151	52.3	12.1	490	-5.32	***	-.44
	Mid50	51.6	11.9	285	53.5	12.2	905	-1.97	*	-.16
	Top25	53.2	14.4	204	57.3	12.7	904	-4.08	***	-.30
All BCSSE-NSSE Respondents		51.1	13.0	650	54.7	12.5	2,370	-3.68	***	-.29

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile.

² * p<.05; ** p<.01; *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

NSSE Active and Collaborative Learning by BCSSE Scales at Three Score Levels

Active and Collaborative Learning										
BCSSE Scale	Quartile Range ¹	Auburn			All Other Doctoral			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	32.9	12.9	186	34.5	14.2	480	-1.61		-0.12
	Mid50	39.9	15.0	383	40.6	15.1	1,292	-0.72		-0.05
	Top25	47.8	17.5	188	48.0	16.4	776	-0.22		-0.01
Expected Academic Engagement	Low25	33.1	14.1	182	34.3	13.8	408	-1.17		-0.08
	Mid50	39.8	14.8	387	40.3	14.6	1,207	-0.44		-0.03
	Top25	48.0	17.2	183	47.1	17.2	901	0.85		0.05
Expected Academic Perseverance	Low25	35.2	15.8	185	36.9	14.6	550	-1.68		-0.11
	Mid50	39.9	14.9	362	41.4	15.4	1,126	-1.55		-0.10
	Top25	45.5	16.8	201	45.4	16.9	822	0.12		0.01
Expected Academic Difficulty	Low25	41.5	16.1	253	44.0	17.5	763	-2.43	*	-0.14
	Mid50	40.0	15.8	284	41.2	15.3	903	-1.25		-0.08
	Top25	39.0	16.3	211	40.2	15.4	830	-1.27		-0.08
Perceived Academic Preparation	Low25	35.2	15.4	165	38.1	15.3	611	-2.85	*	-0.19
	Mid50	40.6	15.4	377	42.2	15.5	1,253	-1.61		-0.10
	Top25	43.6	16.9	207	44.4	17.2	628	-0.85		-0.05
Importance of Campus Environment	Low25	35.8	14.1	177	38.8	16.2	532	-3.03	*	-0.20
	Mid50	40.0	14.8	333	41.2	15.5	970	-1.22		-0.08
	Top25	43.7	18.2	236	43.8	16.1	982	-0.05		0.00
All BCSSE-NSSE Respondents		40.2	16.0	759	41.8	16.1	2,570	-1.60	*	-0.10

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile.

² * p<.05; ** p<.01; *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

NSSE Student-Faculty Interaction by BCSSE Scales at Three Score Levels

BCSSE Scale	Quartile Range ¹	Auburn			All Other Doctoral			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School	Low25	27.6	14.2	164	27.2	15.7	459	0.41		0.03
Academic	Mid50	30.5	14.8	341	33.1	16.9	1,207	-2.60	**	-0.16
Engagement	Top25	40.0	19.2	168	41.3	19.0	712	-1.22		-0.06
Expected	Low25	26.6	14.6	160	27.0	15.6	383	-0.33		-0.02
Academic	Mid50	31.1	14.8	340	32.5	16.3	1,128	-1.44		-0.09
Engagement	Top25	39.8	18.8	169	40.4	19.5	839	-0.65		-0.03
Expected	Low25	27.9	14.7	157	29.1	16.3	508	-1.12		-0.07
Academic	Mid50	31.4	16.0	332	33.3	17.1	1,062	-1.93		-0.12
Perseverance	Top25	37.3	17.8	176	39.4	19.2	767	-2.12		-0.11
Expected	Low25	32.3	17.0	231	36.9	18.9	711	-4.59	***	-0.26
Academic	Mid50	32.2	16.5	254	34.2	17.6	850	-1.95		-0.11
Difficulty	Top25	31.7	16.0	180	32.4	17.5	774	-0.64		-0.04
Perceived	Low25	28.0	14.9	144	31.4	17.0	580	-3.46	*	-0.22
Academic	Mid50	31.8	16.1	338	34.1	17.8	1,167	-2.30	*	-0.14
Preparation	Top25	35.9	17.7	184	38.0	19.1	585	-2.08		-0.11
Importance of	Low25	28.0	13.4	157	30.6	16.9	494	-2.60	*	-0.17
Campus	Mid50	30.7	15.3	293	33.6	17.7	920	-2.91	**	-0.18
Environment	Top25	37.1	19.0	214	37.2	18.5	910	-0.08		0.00
All BCSSE-NSSE Respondents		32.2	16.5	675	34.4	18.1	2,396	-2.20	**	-0.13

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile.

² * p<.05; ** p<.01; *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

NSSE Supportive Campus Environment by BCSSE Scales at Three Score Levels

BCSSE Scale	Quartile Range ¹	Supportive Campus Environment			All Other Doctoral			Statistical Comparisons		
		Auburn Mean	Auburn SD	Auburn N	Mean	SD	N	Difference	Sig ²	ES ³
High School	Low25	61.8	17.0	138	61.3	18.9	442	0.55		0.03
Academic	Mid50	63.1	16.9	296	63.2	18.2	1,151	-0.15		-0.01
Engagement	Top25	68.5	17.7	145	66.3	18.6	672	2.23		0.12
Expected	Low25	62.1	16.8	137	59.5	19.1	364	2.60		0.15
Academic	Mid50	64.3	16.2	295	62.4	17.9	1,082	1.89		0.11
Engagement	Top25	66.0	19.8	144	67.4	18.7	795	-1.35		-0.07
Expected	Low25	59.5	17.2	131	58.8	17.5	486	0.69		0.04
Academic	Mid50	64.4	16.5	295	63.4	18.4	1,014	1.06		0.06
Perseverance	Top25	67.7	18.1	148	67.4	18.8	727	0.24		0.01
Expected	Low25	64.7	18.6	193	66.9	19.1	675	-2.24		-0.12
Academic	Mid50	63.6	16.4	226	63.6	18.1	803	-0.03		0.00
Difficulty	Top25	64.2	16.9	155	60.8	18.2	747	3.40	*	0.19
Perceived	Low25	59.0	16.4	127	59.9	17.4	549	-0.88		-0.05
Academic	Mid50	64.6	17.1	290	64.5	18.3	1,120	0.07		0.00
Preparation	Top25	67.4	17.5	157	65.6	19.8	554	1.79		0.10
Importance of	Low25	58.1	16.8	130	59.8	18.1	472	-1.75		-0.10
Campus	Mid50	65.7	16.1	256	63.1	17.7	873	2.64	*	0.16
Environment	Top25	66.2	18.3	185	66.4	19.4	870	-0.23		-0.01
All BCSSE-NSSE	Respondents	64.2	17.3	581	63.8	18.5	2,283	0.43		0.02

IPEDS: 100858

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile.

² * p<.05; ** p<.01; *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.