



BCSSE 2014-NSSE 2015 Combined Report

Auburn University

The BCSSE 2014-NSSE 2015 Combined Report provides a useful summary of the detailed information contained in your students' BCSSE and NSSE responses. This report contains a summary of administration details, cross-sectional results, longitudinal results, and participating institutions.

Report Sections

Administration Details (p. 3)	The administration details section provides important information regarding the population and respondent counts, as well as respondent characteristics.
Cross-sectional Results (p. 4)	The cross-sectional results are based on all first-year student respondents from your institution's BCSSE 2014 and NSSE 2015 administrations (in contrast to the longitudinal results which contain only matched data). These data provide the best estimates of your 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 and gaps in engagement for better understanding of the first-year student experience.
Longitudinal Results (p. 7)	Compares BCSSE 2014 and NSSE 2015 results for students who completed both surveys, affording an examination of the first year of college through the lens of BCSSE scales illuminating level of high school engagement, expectations for engagement in college, and perceived importance of the college environment.
Participating Institutions (p. 8)	Includes a complete list of institutions by Basic Carnegie type that were included in this report.

BCSSE Scales and NSSE Engagement Indicators

Six of the ten NSSE Engagement Indicators (EIs) have similar content on the BCSSE survey, and are included in the longitudinal section (see box at right). The BCSSE Scales and corresponding NSSE EIs provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. Each BCSSE Scale includes from three to seven items.

The BCSSE Scales and NSSE EIs range from 0 to 60. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional scores are the averages of student-level scores for each class level. Student-level scores for both the BCSSE Scales and NSSE EIs are provided to participating institutions in their BCSSE-NSSE data file.

For more information about BCSSE, visit: bcsse.indiana.edu/about.cfm

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.indiana.edu/html/engagement_indicators.cfm

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Supportive Environment

This section provides important information regarding the population and respondent counts, as well as respondent characteristics. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2014-NSSE 2015 Population and Respondents

	Count
BCSSE 2014 respondents (cross-sectional data)	4,497
First-year students included in NSSE 2015 population file ^a	4,853
BCSSE 2014 respondents identified in the NSSE 2015 population file ^a	4,433
BCSSE 2014 respondents invited to participate in NSSE 2015 ^b	4,300
NSSE 2015 first-year respondents	507
BCSSE 2014-NSSE 2015 matched respondents (longitudinal data) ^a	468

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	46	47	33
Woman	53	52	67
Another gender identity	0	0	0
Prefer not to respond	0	1	0
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	2	1	1
Asian	3	2	1
Black or African American	5	7	7
Hispanic or Latino	3	1	2
Native Hawaiian or Other Pacific Islander	2	0	0
White	75	75	80
Other	2	1	0
Multiracial	N/A	8	7
I prefer not to respond	N/A	5	3
Enrollment status			
Full-time	99	98	99
Less than full-time	1	2	1

a. Only students identified as first-year students in your NSSE population file were included.

b. Adjusted for students identified as ineligible, survey invitations returned as undeliverable, or because a census administration was not conducted.

c. Student-reported characteristics for all BCSSE 2014 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2015 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2014 and NSSE 2015.

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Cross-Sectional Results

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		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
About how many papers, reports, or other writing tasks of the following length [did you complete/do you expect to complete/have you been assigned]?							
Up to 5 pages	None	151	3	17	0	27	7
	1-2	1,056	24	200	5	106	28
	3-5	1,301	29	1,006	25	153	38
	More than 5	1,930	43	2,872	70	109	27
	Total	4,438	100	4,095	100	395	100
Between 6 and 10 pages	None	1,418	34	42	1	145	39
	1-2	1,983	48	726	18	175	43
	3-5	557	13	1,661	41	55	14
	More than 5	182	4	1,650	40	12	3
	Total	4,140	100	4,079	100	387	100
11 pages or more	None	2,991	76	397	10	276	75
	1-2	808	21	1,901	47	90	23
	3-5	93	2	1,122	28	1	0
	More than 5	32	1	645	16	6	1
	Total	3,924	100	4,065	100	373	100
How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?							
Preparing for class (studying, doing homework, rehearsing, etc.)	None	91	2	1	0	1	0
	1-10	3,197	71	811	18	122	34
	11-20	952	21	2,585	59	150	41
	More than 20	246	5	1,014	23	88	25
	Total	4,486	100	4,411	100	361	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	231	5	59	1	72	21
	1-10	1,869	42	1,927	44	204	55
	11-20	1,675	37	1,904	43	70	20
	More than 20	710	16	510	12	13	4
	Total	4,485	100	4,400	100	359	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	0	5	0	4	1
	1-10	2,027	45	1,893	43	168	46
	11-20	1,704	38	2,030	46	131	38
	More than 20	747	17	470	11	49	15
	Total	4,484	100	4,398	100	352	100
Working for pay	None	2,082	47	1,781	41	275	77
	1 or more	2,395	53	2,614	59	82	23
	Total	4,477	100	4,395	100	357	100

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
How often [did you do/do you expect to do/have you done] each of the following?							
Come to class without completing readings or assignments	Never/Sometimes	4,098	92	4,178	96	385	77
	Often/Very often	354	8	164	4	111	23
	Total	4,452	100	4,342	100	496	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,725	61	1,581	36	271	56
	Often/Very often	1,730	39	2,764	64	226	44
	Total	4,455	100	4,345	100	497	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,500	34			194	43
	Often/Very often	2,937	66			240	57
	Total	4,437	100			434	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	2,383	54			286	66
	Often/Very often	2,063	46			146	34
	Total	4,446	100			432	100
Evaluate what others have concluded from numerical information	Never/Sometimes	2,564	58			268	62
	Often/Very often	1,875	42			164	38
	Total	4,439	100			432	100
Identify key information from reading assignments	Never/Sometimes	919	21			111	30
	Often/Very often	3,520	79			282	70
	Total	4,439	100			393	100
Review your notes after class	Never/Sometimes	1,838	41			129	34
	Often/Very often	2,601	59			265	66
	Total	4,439	100			394	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,872	42			157	41
	Often/Very often	2,566	58			237	59
	Total	4,438	100			394	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	2,214	50			255	58
	Often/Very often	2,229	50			194	42
	Total	4,443	100			449	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,845	42			195	44
	Often/Very often	2,592	58			252	56
	Total	4,437	100			447	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	1,671	38			173	40
	Often/Very often	2,765	62			269	60
	Total	4,436	100			442	100
Ask another student to help you understand course material	Never/Sometimes			1,549	35	190	39
	Often/Very often			2,850	65	296	61
	Total			4,399	100	486	100
Explain course material to one or more students	Never/Sometimes			2,052	47	188	39
	Often/Very often			2,345	53	298	61
	Total			4,397	100	486	100

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

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Cross-Sectional Results

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		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
How often [do you expect to do/have you done] each of the following?							
Prepare for exams by discussing or working through course material with other students	Never/Sometimes			739	17	209	44
	Often/Very often			3,655	83	274	56
	Total			4,394	100	483	100
Work with other students on course projects or assignments	Never/Sometimes			981	22	229	48
	Often/Very often			3,402	78	243	52
	Total			4,383	100	472	100
Talk about career plans with a faculty member	Never/Sometimes			1,990	45	283	66
	Often/Very often			2,397	55	157	34
	Total			4,387	100	440	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			2,479	57	366	83
	Often/Very often			1,904	43	75	17
	Total			4,383	100	441	100
Discuss your academic performance with a faculty member	Never/Sometimes			2,146	49	324	75
	Often/Very often			2,212	51	115	25
	Total			4,358	100	439	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			2,419	56	344	78
	Often/Very often			1,930	44	98	22
	Total			4,349	100	442	100
About how often [do you expect to have/have you had] discussions with people from the following groups?							
People of a race or ethnicity other than your own	Never/Sometimes			897	21	127	32
	Often/Very often			3,424	79	271	68
	Total			4,321	100	398	100
People from an economic background other than your own	Never/Sometimes			729	17	110	28
	Often/Very often			3,585	83	286	72
	Total			4,314	100	396	100
People with religious beliefs other than your own	Never/Sometimes			1,040	24	130	32
	Often/Very often			3,276	76	267	68
	Total			4,316	100	397	100
People with political views other than your own	Never/Sometimes			1,047	24	115	28
	Often/Very often			3,267	76	279	72
	Total			4,314	100	394	100
Self-reported or expected grades							
	A or A-	3,018	68	2,211	58	195	55
	B+ or B	1,304	29	1,406	37	106	29
	B- or lower	140	3	171	5	56	16
	Total	4,462	100	3,788	100	357	100

a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all BCSSE and NSSE respondents (divided into thirds). The figures and tables below map your students' precollege standing to their standing in the spring of the first college year. A favorable result, summarized in blue, occurs when students engage in college at a level that is either higher than precollege levels (e.g., from low to medium or high) or consistent with a high precollege level. Unfavorable results, summarized in red, are the opposite (e.g., high to medium or low). The desired result is that your students will engage at a relative level that either exceeds their precollege level or that sustains an already high level.

Key: ■ Unfavorable comparison ■ Favorable comparison

Quantitative Reasoning



Learning Strategies



Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.^a

Baccalaureate Colleges and Special Focus Institutions

Central Methodist University	Rocky Mountain College
Colby-Sawyer College	Saint Anselm College
Concordia College-New York	St. Olaf College
Franklin W. Olin College of Engineering ^b	Union College
Lyndon State College	University of Maine at Presque Isle
Marian University	Ursinus College
Oregon Institute of Technology	Wentworth Institute of Technology
Presentation College	William Jewell College

Master's Colleges and Universities

Abilene Christian University	Northern Kentucky University
Avila University	Prairie View A&M University
Bentley University	Rider University
California State University, East Bay	Saint Xavier University
California State University-Bakersfield	Salem State University
California State University-Channel Islands	Seattle Pacific University
Central Connecticut State University	Sierra Nevada College
Concordia University Texas	Southeast Missouri State University
CUNY Bernard M Baruch College	Southern Connecticut State University
Dominican University of California	Southwest Baptist University
Elon University	Texas State University
Hamline University	The College of Saint Rose
Medaille College	Trinity University
Minnesota State University-Mankato	University of Houston-Victoria
Missouri State University	University of North Georgia
Monmouth University	University of Wisconsin-River Falls
Mount St. Joseph University	Wagner College
Norfolk State University	Winona State University

Doctorate-Granting Universities

Auburn University	Texas A&M University - Corpus Christi
Case Western Reserve University	Texas Tech University
East Carolina University	University of California-Merced
Indiana University Bloomington	University of Louisville
Oklahoma State University	University of North Carolina at Greensboro
Pace University	University of South Florida
Saint John Fisher College	Widener University

a. For information on the Carnegie Classifications, see: carnegieclassifications.indiana.edu

b. Basic Carnegie Classification: Special focus institutions.