



BCSSE 2016-NSSE 2017 Combined Report

Auburn University

The BCSSE 2016-NSSE 2017 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)	Provides important information regarding the population and respondent counts, as well as respondent characteristics.
Cross-sectional Results (p. 4)	Based on all first-year student respondents from your institution's BCSSE 2016 and NSSE 2017 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 2016 and NSSE 2017 results for students who completed both surveys, making it possible to examine the first-year experience by mapping BCSSE Scales against their corresponding NSSE Engagement Indicators (EIs), and analyzing how well students – toward the end of the first year in college – have met, exceeded, or fallen behind the benchmarks they set from high school.
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 is a combination of three to seven items.

The BCSSE Scales are constructed using the same approach as the NSSE EIs. Each scale is scored on a range from 0 to 60. First, component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), and then averaged to create student-level scores. Your institutional scores are the averages of your students' scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in your BCSSE-NSSE data file.

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

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 about the population, sample, and number of first-year respondents for both BCSSE and NSSE. It also includes respondent characteristics for the cross-sectional and longitudinal results that follow. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2016-NSSE 2017 Population and Respondents

	Count
BCSSE 2016 respondents (cross-sectional data)	4,397
First-year students included in NSSE 2017 population file ^a	5,226
BCSSE 2016 respondents identified in the NSSE 2017 population file ^a	4,338
BCSSE 2016 respondents invited to participate in NSSE 2017 ^b	4,224
NSSE 2017 first-year respondents	690
BCSSE 2016-NSSE 2017 matched respondents (longitudinal data) ^a	574

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	45	49	32
Woman	54	49	66
Another gender identity	0	1	1
Prefer not to respond	0	1	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	0	0
Asian	2	13	4
Black or African American	5	5	6
Hispanic or Latino	2	1	1
Native Hawaiian or Other Pacific Islander	0	1	1
White	84	74	84
Other	0	0	0
Multiracial	6	4	5
I prefer not to respond	1	2	1
Enrollment status			
Full-time	99	92	99
Less than full-time	1	8	1

a. BCSSE respondents identified later in your NSSE population file who are not first-year students are excluded from this report.

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 2016 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2017 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2016 and NSSE 2017.

		BCSSE ^a				NSSE ^b	
		High School		Expected First-Year		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	176	4	19	0	58	12
	1-2	1,049	24	205	5	127	26
	3-5	1,222	28	1,054	25	162	34
	More than 5	1,905	44	2,876	69	144	28
	Total	4,352	100	4,154	100	491	100
Between 6 and 10 pages	None	1,467	36	81	2	183	37
	1-2	1,872	46	721	17	209	43
	3-5	535	13	1,623	39	62	13
	More than 5	194	5	1,728	42	34	7
	Total	4,068	100	4,153	100	488	100
11 pages or more	None	2,983	76	447	11	359	74
	1-2	792	20	1,889	46	100	20
	3-5	103	3	1,098	27	5	1
	More than 5	26	1	684	17	24	4
	Total	3,904	100	4,118	100	488	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	58	1	0	0	0	0
	1-10	3,100	71	806	19	120	27
	11-20	984	22	2,587	60	218	49
	More than 20	243	6	931	22	111	24
	Total	4,385	100	4,324	100	449	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	214	5	86	2	64	15
	1-10	1,849	42	1,965	45	274	61
	11-20	1,669	38	1,897	44	89	19
	More than 20	652	15	378	9	21	5
	Total	4,384	100	4,326	100	448	100
Relaxing and socializing (watching TV, partying, etc.)	None	11	0	6	0	2	0
	1-10	2,107	48	1,924	44	205	45
	11-20	1,665	38	2,010	46	174	38
	More than 20	597	14	386	9	65	16
	Total	4,380	100	4,326	100	446	100
Working for pay	None	1,939	44	1,613	37	339	76
	1 or more	2,434	56	2,706	63	110	24
	Total	4,373	100	4,319	100	449	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 First-Year		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	4,065	93	4,159	97	523	77
	Often/Very often	294	7	136	3	156	23
	Total	4,359	100	4,295	100	679	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,564	59	1,421	33	404	61
	Often/Very often	1,796	41	2,875	67	276	39
	Total	4,360	100	4,296	100	680	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,312	30			251	42
	Often/Very often	3,039	70			315	58
	Total	4,351	100			566	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	2,057	47			365	63
	Often/Very often	2,294	53			205	37
	Total	4,351	100			570	100
Evaluate what others have concluded from numerical information	Never/Sometimes	2,202	51			348	61
	Often/Very often	2,141	49			221	39
	Total	4,343	100			569	100
Identify key information from reading assignments	Never/Sometimes	832	19			122	26
	Often/Very often	3,512	81			362	74
	Total	4,344	100			484	100
Review your notes after class	Never/Sometimes	1,607	37			149	31
	Often/Very often	2,738	63			336	69
	Total	4,345	100			485	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,643	38			174	35
	Often/Very often	2,702	62			312	65
	Total	4,345	100			486	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	1,978	45			376	60
	Often/Very often	2,370	55			259	40
	Total	4,348	100			635	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,689	39			275	43
	Often/Very often	2,659	61			358	57
	Total	4,348	100			633	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	1,447	33			241	39
	Often/Very often	2,901	67			378	61
	Total	4,348	100			619	100
Ask another student to help you understand course material	Never/Sometimes			1,358	31	251	38
	Often/Very often			2,966	69	424	62
	Total			4,324	100	675	100
Explain course material to one or more students	Never/Sometimes			1,945	45	222	33
	Often/Very often			2,377	55	450	67
	Total			4,322	100	672	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 Count	%	Expected First-Year Count	%	First-Year 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			627	15	254	38
	Often/Very often			3,691	85	409	62
	Total			4,318	100	663	100
Work with other students on course projects or assignments	Never/Sometimes			847	20	322	48
	Often/Very often			3,466	80	338	52
	Total			4,313	100	660	100
Talk about career plans with a faculty member	Never/Sometimes			1,860	43	405	68
	Often/Very often			2,457	57	196	32
	Total			4,317	100	601	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			2,325	54	491	83
	Often/Very often			1,990	46	106	17
	Total			4,315	100	597	100
Discuss your academic performance with a faculty member	Never/Sometimes			1,883	44	436	75
	Often/Very often			2,418	56	156	25
	Total			4,301	100	592	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			2,188	51	461	78
	Often/Very often			2,112	49	128	22
	Total			4,300	100	589	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			704	16	170	34
	Often/Very often			3,582	84	319	66
	Total			4,286	100	489	100
People from an economic background other than your own	Never/Sometimes			578	13	135	28
	Often/Very often			3,709	87	354	72
	Total			4,287	100	489	100
People with religious beliefs other than your own	Never/Sometimes			927	22	198	41
	Often/Very often			3,360	78	290	59
	Total			4,287	100	488	100
People with political views other than your own	Never/Sometimes			871	20	143	30
	Often/Very often			3,415	80	344	70
	Total			4,286	100	487	100
Self-reported or expected grades							
	A or A-	3,202	73	2,480	62	228	51
	B+ or B	1,094	25	1,358	34	149	34
	B- or lower	72	2	157	4	62	14
	Total	4,368	100	3,995	100	439	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 results ■ Favorable results

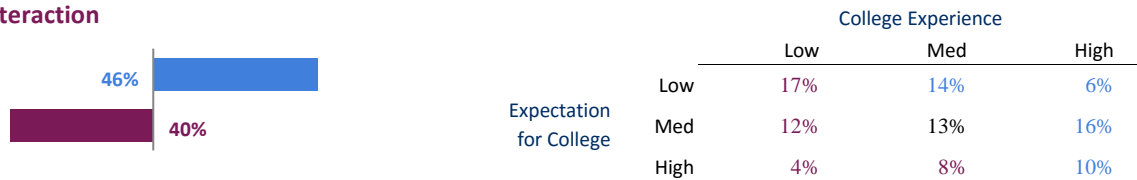
Quantitative Reasoning



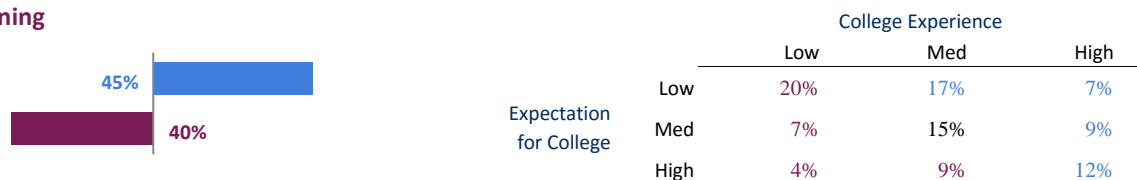
Learning Strategies



Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Doctorate-Granting Universities

Auburn University	University of California-Merced
Augusta University	University of Delaware
Clark University	University of Missouri-St. Louis
St. John Fisher College	University of South Florida
Texas A&M University - Corpus Christi	University of St. Thomas
Texas Tech University	University of Vermont
Texas Woman's University	Widener University

Master's Colleges and Universities

Abilene Christian University	Millersville University of Pennsylvania
Angelo State University ^c	Minnesota State University, Mankato
Bentley University	Nicholls State University
California Lutheran University ^c	Pfeiffer University ^c
California Polytechnic State University-San Luis Obispo	Point Loma Nazarene University
California State University-Bakersfield	Rider University
California State University-Channel Islands	Saint Martin's University
California State University, East Bay	Salve Regina University
California State University, Sacramento ^c	Southern Connecticut State University
Carroll University	Southwest Baptist University
Central Connecticut State University	Stetson University
Chatham University	Texas A&M University - Texarkana
Concordia University Chicago	The College of Saint Rose
Concordia University Texas	Tuskegee University
CUNY Bernard M Baruch College	University of Evansville
Dominican College of Blauvelt ^c	University of North Georgia
Framingham State University	University of Saint Mary ^c
Gannon University	University of South Florida-St. Petersburg
Graceland University-Lamoni ^c	University of West Alabama
Lewis University	Washington Adventist University ^c
Marian University	Weber State University ^c
Medaille College	Wentworth Institute of Technology

Baccalaureate Colleges and Special Focus Institutions

Alma College	Muhlenberg College
Bethany College ^c	Newbury College-Brookline
Bucknell University	Olin College of Engineering ^b
Centenary College of Louisiana ^c	Pitzer College ^c
Central Methodist University	Rhodes College
Concordia College-New York ^c	Rocky Mountain College
Defiance College ^c	Saint Anselm College
Drew University	Scripps College
Elizabethtown College	Shawnee State University ^c
Grinnell College	The College of Idaho
Iowa Wesleyan College ^c	University of Puget Sound
Kentucky State University ^c	University of the Sciences ^b
Kenyon College	University of Wisconsin-Parkside
Linfield College - McMinnville Campus	Warren Wilson College
Luther College	Wilberforce University ^c
Manchester University	William Jewell College
Meredith College	William Peace University ^c
Missouri Valley College	Wisconsin Lutheran College
Moravian College	Wofford College

Canadian Universities

St. Thomas University	University of Guelph
-----------------------	----------------------

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

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.