BCSSE 2017-NSSE 2018 Combined Report

Auburn University

BCSSE 2017-NSSE 2018 Combined Report
About this Report

The BCSSE 2017-NSSE 2018 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 2017 and NSSE 2018 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 2017 and NSSE 2018 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)   A complete list of institutions by Basic Carnegie type 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

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Administration Details
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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 2017-NSSE 2018 Population and Respondents

	Count
BCSSE 2017 respondents (cross-sectional data)	4,685
First-year students included in NSSE 2018 population file[a]	5,550
BCSSE 2017 respondents identified in the NSSE 2018 population file[a]	4,608
BCSSE 2017 respondents invited to participate in NSSE 2018[b]	4,453
NSSE 2018 first-year respondents	604
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data)[a]	455

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE[c]	NSSE[d]	BCSSE-NSSE[e]
Gender			
Man	44	45	33
Woman	56	51	64
Another gender identity	0	1	1
Prefer not to respond	0	2	2
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	1	0
Asian	2	19	3
Black or African American	4	5	6
Hispanic or Latino	1	1	1
Native Hawaiian or Other Pacific Islander	0	1	1
White	85	65	82
Other	0	2	0
Multiracial	5	4	4
I prefer not to respond	1	3	2
Enrollment status			
Full-time	99	94	99
Less than full-time	1	6	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 2017 respondents.
d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2018 respondents.
e. Student-reported characteristics for matched students who completed both BCSSE 2017 and NSSE 2018.

		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 in high school and been assigned during your first year?							
Up to 5 pages	None	196	4			45	10
	1-2	1,085	24			96	21
	3-5	1,373	30			177	40
	More than 5	1,937	42			135	29
	Total	4,591	100			453	100
Between 6 and 10 pages	None	1,616	38			185	41
	1-2	1,902	45			152	33
	3-5	590	14			72	16
	More than 5	164	4			43	10
	Total	4,272	100			452	100
11 pages or more	None	3,090	75			320	70
	1-2	867	21			75	17
	3-5	107	3			19	4
	More than 5	30	1			39	9
	Total	4,094	100			453	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	102	2	2	0	2	1
	1-10	3,262	70	775	17	105	24
	11-20	1,048	23	2,709	60	204	48
	More than 20	240	5	1,038	23	119	27
	Total	4,652	100	4,524	100	430	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	238	5	95	2	68	16
	1-10	1,913	41	2,140	47	245	57
	11-20	1,809	39	1,895	42	83	20
	More than 20	689	15	410	9	34	8
	Total	4,649	100	4,540	100	430	100
Relaxing and socializing (watching TV, partying, etc.)	None	11	0	8	0	7	2
	1-10	2,148	46	1,968	43	180	41
	11-20	1,802	39	2,103	46	168	39
	More than 20	683	15	452	10	75	18
	Total	4,644	100	4,531	100	430	100
Working for pay	None	1,922	41	1,776	39	272	63
	1 or more	2,723	59	2,740	61	159	37
	Total	4,645	100	4,516	100	431	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 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	4,289	93	4,243	97	454	76
	Often/Very often	333	7	149	3	139	24
	Total	4,622	100	4,392	100	593	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,811	61	1,504	34	329	56
	Often/Very often	1,807	39	2,894	66	267	44
	Total	4,618	100	4,398	100	596	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,475	32			193	41
	Often/Very often	3,142	68			272	59
	Total	4,617	100			465	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	2,283	50			280	61
	Often/Very often	2,327	50			178	39
	Total	4,610	100			458	100
Evaluate what others have concluded from numerical information	Never/Sometimes	2,406	52			269	59
	Often/Very often	2,192	48			188	41
	Total	4,598	100			457	100
Identify key information from reading assignments	Never/Sometimes	862	19			129	30
	Often/Very often	3,735	81			319	70
	Total	4,597	100			448	100
Review your notes after class	Never/Sometimes	1,648	36			134	31
	Often/Very often	2,951	64			312	69
	Total	4,599	100			446	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,731	38			166	39
	Often/Very often	2,858	62			278	61
	Total	4,589	100			444	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	2,165	47			316	58
	Often/Very often	2,438	53			235	42
	Total	4,603	100			551	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,787	39			226	42
	Often/Very often	2,809	61			311	58
	Total	4,596	100			537	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	1,538	33			180	34
	Often/Very often	3,054	67			351	66
	Total	4,592	100			531	100
Ask another student to help you understand course material	Never/Sometimes			1,434	32	210	35
	Often/Very often			3,086	68	378	65
	Total			4,520	100	588	100
Explain course material to one or more students	Never/Sometimes			2,069	46	203	34
	Often/Very often			2,440	54	383	66
	Total			4,509	100	586	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 First-Year		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			571	13	213	36
	Often/Very often			3,919	87	367	64
	Total			4,490	100	580	100
Work with other students on course projects or assignments	Never/Sometimes			870	19	238	41
	Often/Very often			3,628	81	339	59
	Total			4,498	100	577	100
Talk about career plans with a faculty member	Never/Sometimes			1,826	41	286	56
	Often/Very often			2,610	59	225	44
	Total			4,436	100	511	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			2,569	58	379	74
	Often/Very often			1,855	42	132	26
	Total			4,424	100	511	100
Discuss your academic performance with a faculty member	Never/Sometimes			1,814	41	333	66
	Often/Very often			2,596	59	168	34
	Total			4,410	100	501	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			2,149	49	354	70
	Often/Very often			2,251	51	150	30
	Total			4,400	100	504	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			715	16	158	35
	Often/Very often			3,633	84	292	65
	Total			4,348	100	450	100
People from an economic background other than your own	Never/Sometimes			590	14	143	31
	Often/Very often			3,752	86	305	69
	Total			4,342	100	448	100
People with religious beliefs other than your own	Never/Sometimes			898	21	172	37
	Often/Very often			3,443	79	279	63
	Total			4,341	100	451	100
People with political views other than your own	Never/Sometimes			907	21	146	32
	Often/Very often			3,428	79	303	68
	Total			4,335	100	449	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			3,602	98	361	85
	No, Uncertain, or Not sure			90	2	68	15
	Total			3,692	100	429	100
Self-reported or expected grades							
	A- or higher	3,514	76	2,472	68	212	51
	B+ or B	1,023	22	1,093	30	136	32
	B- or lower	78	2	87	2	67	17
	Grades not used (BCSSE only)	1	0	0	0	na	na
	Total	4,616	100	3,652	100	415	100

a. Blank cells: NSSE items with no match on BCSSE.
b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons.*

BCSSE beginning college survey of student engagement

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.

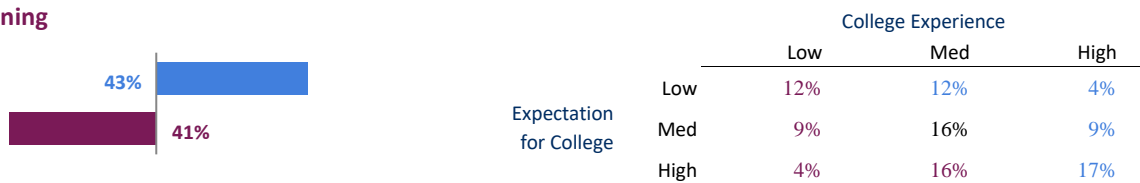*Key:* ■ Unfavorable results ■ Favorable results

Quantitative Reasoning

32%
58%

High School Experience	College Experience		
	Low	Med	High
Low	16%	5%	4%
Med	17%	10%	7%
High	12%	13%	16%

Learning Strategies

44%
45%

High School Experience	College Experience		
	Low	Med	High
Low	10%	8%	4%
Med	13%	12%	10%
High	5%	17%	23%

Student-Faculty Interaction

41%
46%

Expectation for College	College Experience		
	Low	Med	High
Low	21%	11%	7%
Med	17%	13%	12%
High	4%	3%	11%

Collaborative Learning

43%
41%

Expectation for College	College Experience		
	Low	Med	High
Low	12%	12%	4%
Med	9%	16%	9%
High	4%	16%	17%

Discussions with Diverse Others

40%
44%

Expectation for College	College Experience		
	Low	Med	High
Low	15%	6%	3%
Med	17%	16%	17%
High	7%	6%	15%

Supportive Environment

53%
34%

Importance of Campus Environment	College Experience		
	Low	Med	High
Low	7%	7%	8%
Med	11%	13%	21%
High	7%	8%	17%

Note: Percentages in each table sum to 100%.

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Participating Institutions by Collapsed Basic Carnegie Type[a]

Doctorate-Granting Universities

Auburn University	Pace University
Augusta University	St. John Fisher College
East Carolina University	The University of North Carolina at Greensboro
George Mason University	University of Denver
Indiana University Bloomington	University of Louisiana Monroe
Oklahoma State University	University of North Carolina at Charlotte

Master's Colleges and Universities

Alfred University	Northern Kentucky University
Avila University[c]	Pfeiffer University
California State University-Channel Islands	Ramapo College of New Jersey
Capital University	Rider University
College of Our Lady of the Elms[c]	Shippensburg University of Pennsylvania
Concordia University Texas[c]	Sierra Nevada College[c]
Converse College	Silver Lake College of the Holy Family
Coppin State University[c]	Southeastern Louisiana University
Eastern Connecticut State University[c]	Stockton University
Elmhurst College[c]	Texas A&M University - Texarkana[c]
Fontbonne University	Trinity University
Framingham State University	University of North Georgia
Gwynedd Mercy University[c]	University of Saint Mary[c]
Hardin-Simmons University[c]	University of the Virgin Islands[c]
Indiana University East[c]	University of West Alabama
Langston University[c]	Washington Adventist University[c]
Mount St. Joseph University	Wentworth Institute of Technology
Nicholls State University	West Virginia Wesleyan College

Baccalaureate Colleges and Special Focus Institutions

Bloomfield College[c]	Rose-Hulman Institute of Technology[b]
Bridgewater College	Scripps College
Catawba College	Shawnee State University[c]
Central Methodist University[c]	St. Olaf College
Centre College	Stonehill College
Edward Waters College[c]	The University of Montana-Western
Emmanuel College	Thiel College
Franciscan Missionaries of Our Lady University[bc]	Union College
Goldey-Beacom College[bc]	Universidad Adventista de las Antillas[c]
Indiana University Kokomo	University of Providence[c]
Lincoln College[c]	Ursinus College
Moravian College	Wabash College
Oglethorpe University	Whittier College
Olin College of Engineering[b]	William Jewell College
Pitzer College	Wofford College

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.