



**National Survey
of Student Engagement**

Auburn University

**BCSSE 2008-NSSE 2009 Combined Report
Cross-Sectional and Longitudinal Results
August 2009**

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2008 and NSSE 2009 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 2008 frequencies and the weighted NSSE 2009 frequencies.

How many hours in a typical 7-day week doing each of the following?

	BCSSE ¹		NSSE ²				
	High School Count	Expected FY %	Count	First Year %			
Preparing for class (studying, doing homework, rehearsing, etc.)	None	14	4	0	2	1	
	1-10	198	57	62	18	109	52
	11-20	90	26	162	47	69	33
	More than 20	42	12	121	35	29	14
	Total	344	100	345	100	209	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 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	125	3	3	0	3	1
	1-10	2,708	74	767	21	248	42
	11-20	669	18	2,042	57	236	41
	More than 20	173	5	783	22	93	16
	Total	3,675	100	3,595	100	580	100
Working for pay	No	1,368	37	1,474	41	469	81
	Yes	2,307	63	2,115	59	110	19
	Total	3,675	100	3,589	100	579	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	193	5	118	3	147	26
	1-10	1,446	39	1,607	45	294	50
	11-20	1,282	35	1,436	40	104	18
	More than 20	757	21	433	12	34	6
	Total	3,678	100	3,594	100	579	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	0	6	0	5	1
	1-10	1,391	38	1,448	40	250	42
	11-20	1,412	38	1,593	44	228	40
	More than 20	865	24	543	15	94	17
	Total	3,674	100	3,590	100	577	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	924	25	1,101	31	351	50
	Often/Very often	2,708	75	2,487	69	353	50
	Total	3,632	100	3,588	100	704	100
Make a class presentation	Never/Sometimes	1,911	53	1,764	49	611	87
	Often/Very often	1,713	47	1,817	51	92	13
	Total	3,624	100	3,581	100	703	100
Come to class without completing readings or assignments	Never/Sometimes	3,198	88			578	82
	Often/Very often	424	12			124	18
	Total	3,622	100			702	100
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	1,821	50	1,350	38	308	47
	Often/Very often	1,794	50	2,230	62	342	53
	Total	3,615	100	3,580	100	650	100
Work with other students on projects during class	Never/Sometimes	1,492	41	1,764	49	394	56
	Often/Very often	2,130	59	1,817	51	307	44
	Total	3,622	100	3,581	100	701	100

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

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for additional 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	2,473	68	1,000	28	396	55
	Often/Very often	1,150	32	2,582	72	307	45
	Total	3,623	100	3,582	100	703	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,125	59			322	47
	Often/Very often	1,493	41			373	53
	Total	3,618	100			695	100
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	1,749	48	1,370	38	326	51
	Often/Very often	1,874	52	2,197	62	300	49
	Total	3,623	100	3,567	100	626	100
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	2,659	74	1,988	56	553	84
	Often/Very often	957	26	1,585	44	99	16
	Total	3,616	100	3,573	100	652	100
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	1,971	54	1,526	43	257	41
	Often/Very often	1,647	46	2,044	57	371	59
	Total	3,618	100	3,570	100	628	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	1,975	55			469	72
	Often/Very often	1,644	45			181	28
	Total	3,619	100			650	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	1,732	48	1,128	32	281	44
	Often/Very often	1,885	52	2,424	68	347	56
	Total	3,617	100	3,552	100	628	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			493	14	234	33
	Often/Very often			3,084	86	471	67
	Total			3,577	100	705	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			982	27	357	54
	Often/Very often			2,595	73	296	46
	Total			3,577	100	653	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			1,387	39	272	43
	Often/Very often			2,184	61	357	57
	Total			3,571	100	629	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			2,089	58	550	88
	Often/Very often			1,484	42	77	12
	Total			3,573	100	627	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			966	27	250	41
	Often/Very often			2,597	73	349	59
	Total			3,563	100	599	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			873	24	208	35
	Often/Very often			2,692	76	395	65
	Total			3,565	100	603	100
Grades	A or A-	2,272	62	1,624	46	241	44
	B or B+	1,289	35	1,634	46	206	39
	B- or lower	117	3	294	8	87	17
	Total	3,678	100	3,552	100	534	100

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

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

These longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2008 and NSSE 2009 surveys. The purpose of this report is to analyze the relationships between incoming student characteristics and their reported engagement near the end of their first year. With longitudinal data, you can more effectively identify how students with varying levels of pre-college characteristics were actually 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 activities 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, cfindinfo, 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, cgnspeak, 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 Benchmarks, with the component items in parentheses:¹

<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, envnacad, 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 65.2, while their peers comprised of all other respondents attending BCSSE Doctoral institutions reported an average LAC score of 59.1. The difference is statistically significant (***) $p < .001$ with a moderate effect size of .49. However their students in the lowest quartile ("Low25") did no better than their peers (scoring 48.2 and 49.4 respectively, but not statistically significant). To increase engagement in LAC, NSSEville State might 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.

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								
		NSSEville State			All Other Doctoral			Statistical Comparisons		
BCSSE Scale	Quartile Range ¹	Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	48.2	11.3	86	49.4	11.9	1398	-1.20		-.10
	Mid50	55.1	9.1	172	55.6	9.8	2109	-0.50		-.05
	Top25	65.2	12.8	86	59.1	12.1	913	6.10	***	.49

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.

BCSSE Scales by NSSE Level of Academic Challenge (LAC)

BCSSE Scale	Quartile Range ¹	Level of Academic Challenge			All Other Doctoral			Statistical Comparisons		
		Auburn Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	45.5	11.7	143	48.8	12.6	1006	-3.37	**	-.28
	Mid50	50.8	12.2	280	54.8	11.8	2173	-4.02	***	-.33
	Top25	54.0	12.6	148	60.9	11.9	1172	-6.83	***	-.56
Expected Academic Engagement	Low25	47.9	12.1	133	48.8	12.5	743	-0.95		-.08
	Mid50	49.6	11.9	306	54.2	12.0	2179	-4.58	***	-.38
	Top25	54.4	13.8	125	59.8	12.3	1386	-5.41	***	-.41
Expected Academic Perseverance	Low25	47.2	12.6	179	50.5	12.2	1105	-3.30	**	-.27
	Mid50	50.3	11.8	219	54.6	12.1	1664	-4.31	***	-.36
	Top25	53.6	12.9	167	58.9	12.7	1523	-5.28	***	-.41
Expected Academic Difficulty	Low25	50.1	12.8	172	55.6	12.9	1336	-5.57	***	-.43
	Mid50	50.4	12.5	223	54.5	12.4	1561	-4.12	***	-.33
	Top25	50.2	12.5	169	55.1	13.0	1395	-4.92	***	-.39
Perceived Academic Preparation	Low25	47.8	12.2	155	52.0	12.7	1247	-4.15	***	-.33
	Mid50	50.0	11.6	270	55.6	12.1	2116	-5.62	***	-.47
	Top25	53.6	14.1	139	57.9	13.3	911	-4.33	***	-.31
Importance of Campus Environment	Low25	47.3	12.7	131	50.3	12.8	886	-2.99	*	-.23
	Mid50	49.8	11.7	315	55.1	12.3	2419	-5.33	***	-.44
	Top25	54.1	13.3	123	59.2	12.3	943	-5.13	***	-.40
All BCSSE-NSSE Respondents		50.2	12.5	577	55.0	12.8	4391	-4.80	***	-.38

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.

BCSSE Scales by NSSE Active and Collaborative Learning (ACL)

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	34.2	14.5	168	34.4	15.2	1063	-0.21		-.01
	Mid50	40.3	15.0	323	41.4	14.5	2296	-1.11		-.08
	Top25	46.2	15.6	163	49.2	16.7	1224	-3.06	*	-.19
Expected Academic Engagement	Low25	35.4	14.9	155	33.5	13.7	781	1.99		.14
	Mid50	40.1	14.6	346	40.4	14.7	2292	-0.32		-.02
	Top25	45.4	16.5	144	48.6	17.0	1462	-3.22	*	-.19
Expected Academic Perseverance	Low25	37.1	15.3	204	37.1	15.1	1169	0.00		.00
	Mid50	40.3	14.0	250	41.1	15.3	1761	-0.87		-.06
	Top25	43.1	16.8	193	46.1	16.8	1590	-2.99	*	-.18
Expected Academic Difficulty	Low25	40.8	16.1	207	44.2	16.9	1420	-3.38	**	-.20
	Mid50	39.2	13.8	247	40.9	15.3	1648	-1.65		-.11
	Top25	40.2	16.2	192	40.7	16.3	1451	-0.47		-.03
Perceived Academic Preparation	Low25	36.8	14.0	176	38.8	15.6	1318	-2.00		-.13
	Mid50	39.5	15.4	313	41.6	15.3	2224	-2.09	*	-.14
	Top25	45.0	16.1	157	46.6	17.8	958	-1.56		-.09
Importance of Campus Environment	Low25	38.8	15.7	152	38.6	15.7	944	0.26		.02
	Mid50	39.3	15.0	361	41.6	15.6	2540	-2.21	**	-.14
	Top25	43.1	17.2	138	45.7	17.2	992	-2.61		-.15
All BCSSE-NSSE Respondents		40.0	15.6	661	41.9	16.2	4624	-1.85	**	-.12

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.

BCSSE Scales by NSSE Student-Faculty Interaction (SFI)

BCSSE Scale	Quartile Range ¹	Student-Faculty Interaction						Statistical Comparisons		
		Auburn			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School Academic Engagement	Low25	27.1	16.5	150	27.6	15.8	1011	-0.54		-.03
	Mid50	32.2	17.4	286	33.2	16.0	2182	-0.93		-.06
	Top25	38.1	17.6	149	41.8	19.3	1175	-3.70	*	-.20
Expected Academic Engagement	Low25	28.6	16.6	138	25.7	13.9	744	2.92		.19
	Mid50	31.9	16.7	310	32.5	16.0	2186	-0.56		-.03
	Top25	37.8	19.8	130	41.4	19.2	1394	-3.61	*	-.19
Expected Academic Perseverance	Low25	28.9	16.9	184	29.4	15.7	1107	-0.50		-.03
	Mid50	31.4	16.4	223	33.3	16.5	1673	-1.89		-.11
	Top25	37.7	18.9	172	38.8	19.1	1528	-1.03		-.05
Expected Academic Difficulty	Low25	33.6	17.9	179	36.7	18.5	1342	-3.09	*	-.17
	Mid50	32.5	17.5	226	33.0	16.5	1572	-0.45		-.03
	Top25	31.0	17.3	173	33.3	17.9	1393	-2.28		-.13
Perceived Academic Preparation	Low25	30.6	17.0	160	31.6	16.7	1255	-1.04		-.06
	Mid50	31.1	16.7	276	34.0	16.8	2119	-2.88	**	-.17
	Top25	37.3	19.5	142	38.4	20.0	915	-1.19		-.06
Importance of Campus Environment	Low25	29.8	15.5	137	29.7	16.2	891	0.12		.01
	Mid50	31.4	17.2	320	34.0	17.0	2425	-2.59	*	-.15
	Top25	37.0	19.6	127	39.1	19.2	948	-2.08		-.11
All BCSSE-NSSE Respondents		32.3	17.6	592	34.2	17.7	4408	-1.87	*	-.11

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.

BCSSE Scales by NSSE Supportive Campus Environment (SCE)

BCSSE Scale	Quartile Range ¹	Supportive Campus Environment						Statistical Comparisons		
		Auburn			All Other Doctoral			Difference	Sig ²	ES ³
		Mean	SD	N	Mean	SD	N			
High School	Low25	61.2	14.6	128	59.1	17.3	986	2.05		.13
Academic	Mid50	64.8	16.9	261	61.4	17.1	2114	3.35	**	.20
Engagement	Top25	67.3	17.3	137	65.6	18.7	1129	1.70		.09
Expected	Low25	63.4	16.0	126	56.6	16.8	734	6.80	***	.42
Academic	Mid50	63.5	16.4	281	61.7	17.0	2124	1.78		.11
Engagement	Top25	69.5	16.8	112	65.7	18.7	1330	3.82	*	.22
Expected	Low25	60.4	15.4	165	57.9	17.1	1078	2.51		.15
Academic	Mid50	64.3	16.7	202	61.3	16.9	1610	3.00	*	.18
Perseverance	Top25	69.9	16.1	153	65.9	18.4	1485	3.97	**	.23
Expected	Low25	67.6	16.8	162	65.1	18.0	1292	2.50		.14
Academic	Mid50	63.7	15.2	209	61.6	16.9	1523	2.05		.13
Difficulty	Top25	63.0	17.8	148	59.7	18.2	1356	3.30	*	.18
Perceived	Low25	60.5	16.8	141	59.1	17.2	1212	1.44		.08
Academic	Mid50	64.8	15.3	248	62.7	17.1	2058	2.17	*	.13
Preparation	Top25	69.1	17.5	130	64.7	19.4	885	4.34	**	.23
Importance of	Low25	60.1	15.4	123	56.2	17.0	870	3.91	**	.24
Campus	Mid50	64.1	15.9	292	62.3	17.1	2353	1.84		.11
Environment	Top25	71.2	17.4	107	67.0	18.6	909	4.19	*	.23
All BCSSE-NSSE Respondents		64.6	16.6	530	62.1	17.8	4269	2.53	***	.15

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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.