



Auburn University

BCSSE 2009-NSSE 2010 Combined Report
Cross-Sectional and Longitudinal Results
August 2010

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2009 and NSSE 2010 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 2009 frequencies and the weighted NSSE 2010 frequencies.

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

	BCSSE ¹		NSSE ²				
	High School Count	Expected FY %	First Year Count	%			
Preparing for class (studying, doing homework, rehearsing, etc.)	None	14	4	0	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	91	3	5	0	0	0
	1-10	2,390	67	600	17	235	34
	11-20	871	24	2,017	58	327	48
	More than 20	212	6	858	25	122	18
	Total	3,564	100	3,480	100	684	100
Working for pay	No	1,401	39	1,450	42	569	84
	Yes	2,163	61	2,028	58	112	16
	Total	3,564	100	3,478	100	681	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	167	5	93	3	115	17
	1-10	1,330	37	1,460	42	384	55
	11-20	1,283	36	1,452	42	131	19
	More than 20	785	22	471	14	53	8
	Total	3,565	100	3,476	100	683	100
Relaxing and socializing (watching TV, partying, etc.)	None	12	0	7	0	5	1
	1-10	1,235	35	1,267	36	327	46
	11-20	1,418	40	1,643	47	249	38
	More than 20	897	25	568	16	96	15
	Total	3,562	100	3,485	100	677	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	891	25	1,080	31	404	48
	Often/Very often	2,644	75	2,411	69	419	52
	Total	3,535	100	3,491	100	823	100
Make a class presentation	Never/Sometimes	1,874	53	1,666	48	701	86
	Often/Very often	1,664	47	1,822	52	117	14
	Total	3,538	100	3,488	100	818	100
Come to class without completing readings or assignments	Never/Sometimes	3,188	90			686	84
	Often/Very often	339	10			127	16
	Total	3,527	100			813	100
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	1,835	52	1,288	37	347	47
	Often/Very often	1,684	48	2,193	63	396	53
	Total	3,519	100	3,481	100	743	100
Work with other students on projects during class	Never/Sometimes	1,502	43	1,701	49	474	57
	Often/Very often	2,025	57	1,770	51	343	43
	Total	3,527	100	3,471	100	817	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	2,378	67	960	28	453	54
	Often/Very often	1,153	33	2,521	72	369	46
	Total	3,531	100	3,481	100	822	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,087	59			375	47
	Often/Very often	1,445	41			438	53
	Total	3,532	100			813	100
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	1,695	48	1,307	38	383	52
	Often/Very often	1,823	52	2,161	62	349	48
	Total	3,518	100	3,468	100	732	100
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	2,620	75	1,888	54	618	83
	Often/Very often	894	25	1,589	46	127	17
	Total	3,514	100	3,477	100	745	100
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	1,903	54	1,444	42	315	44
	Often/Very often	1,621	46	2,025	58	420	56
	Total	3,524	100	3,469	100	735	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	1,768	50			525	71
	Often/Very often	1,757	50			222	29
	Total	3,525	100			747	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	1,638	47	1,051	30	334	45
	Often/Very often	1,884	53	2,420	70	401	55
	Total	3,522	100	3,471	100	735	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			415	12	237	30
	Often/Very often			3,064	88	583	70
	Total			3,479	100	820	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			938	27	388	51
	Often/Very often			2,544	73	362	49
	Total			3,482	100	750	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			1,339	39	315	43
	Often/Very often			2,135	61	417	57
	Total			3,474	100	732	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			2,007	58	630	86
	Often/Very often			1,471	42	101	14
	Total			3,478	100	731	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			901	26	285	40
	Often/Very often			2,572	74	422	60
	Total			3,473	100	707	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			823	24	232	32
	Often/Very often			2,650	76	477	68
	Total			3,473	100	709	100
Grades	A or A-	2,244	63	1,732	51	295	46
	B or B+	1,174	33	1,458	43	221	35
	B- or lower	126	4	228	7	119	19
	Total	3,544	100	3,418	100	635	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 first-year students who completed *both* the BCSSE 2009 and NSSE 2010 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 doctorate-granting institutions reported an average LAC score of 59.1. The difference is statistically significant (***) 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. See pages 11 and 12 for a list of included institutions by Basic Carnegie type.

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.

NSSE Level of Academic Challenge 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 Academic Engagement	Low25	47.7	11.5	156	47.8	12.4	936	-0.16		-.01
	Mid50	51.8	11.0	337	54.0	12.7	1923	-2.15	**	-.18
	Top25	56.4	12.7	165	60.5	12.3	1290	-4.16	***	-.33
Expected Academic Engagement	Low25	48.4	11.9	155	49.0	12.8	761	-0.62		-.05
	Mid50	51.8	11.1	352	53.6	12.6	2046	-1.73	**	-.15
	Top25	56.1	12.7	143	59.4	13.2	1298	-3.39	**	-.26
Expected Academic Perseverance	Low25	48.2	12.1	159	50.0	13.1	1105	-1.71		-.14
	Mid50	52.0	11.6	309	54.4	12.6	1896	-2.31	**	-.19
	Top25	55.1	11.5	178	59.6	13.0	1086	-4.56	***	-.37
Expected Academic Difficulty	Low25	51.6	11.2	234	55.0	13.2	1264	-3.35	***	-.27
	Mid50	52.7	12.4	237	53.6	13.2	1485	-0.88		-.07
	Top25	51.4	12.2	175	55.3	13.5	1341	-3.86	***	-.30
Perceived Academic Preparation	Low25	49.5	12.2	154	51.5	13.2	1281	-2.01		-.16
	Mid50	51.9	11.5	318	55.0	12.9	2008	-3.09	***	-.25
	Top25	54.1	11.8	173	58.3	13.7	788	-4.25	***	-.33
Importance of Campus Environment	Low25	50.2	11.7	150	50.6	13.6	922	-0.47		-.04
	Mid50	51.4	11.7	372	54.3	12.8	2233	-2.87	***	-.23
	Top25	55.8	12.2	128	59.2	13.0	921	-3.48	**	-.28
All BCSSE-NSSE Respondents		52.0	11.9	663	55	13	4216	-2.66	***	-.21

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

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	36.0	14.3	186	35.6	14.3	1027	0.41		.03
	Mid50	40.9	14.0	372	42.4	14.8	2091	-1.48		-.10
	Top25	47.8	16.6	186	49.3	16.3	1387	-1.52		-.09
Expected Academic Engagement	Low25	35.6	12.8	174	36.0	13.9	829	-0.40		-.03
	Mid50	40.9	14.8	400	41.6	14.5	2227	-0.72		-.05
	Top25	48.6	16.2	161	49.0	17.1	1400	-0.40		-.02
Expected Academic Perseverance	Low25	37.3	13.4	189	38.7	15.1	1210	-1.40		-.10
	Mid50	41.3	15.3	342	42.3	14.8	2049	-1.03		-.07
	Top25	45.3	16.3	200	48.3	17.2	1177	-3.00	*	-.18
Expected Academic Difficulty	Low25	43.2	15.1	265	44.8	16.6	1362	-1.58		-.10
	Mid50	40.2	15.2	262	41.8	15.2	1607	-1.63		-.11
	Top25	40.4	15.6	204	42.4	16.0	1471	-2.02		-.13
Perceived Academic Preparation	Low25	38.6	13.8	178	40.1	15.4	1403	-1.54		-.11
	Mid50	41.2	15.5	362	43.0	15.3	2157	-1.87	*	-.12
	Top25	44.0	15.5	190	47.1	17.4	865	-3.15	*	-.19
Importance of Campus Environment	Low25	41.1	14.9	171	40.6	15.8	996	0.44		.03
	Mid50	40.5	15.3	421	42.5	15.4	2410	-2.09	**	-.14
	Top25	44.7	15.7	142	46.2	16.9	1017	-1.48		-.09
All BCSSE-NSSE Respondents		41.4	15.3	749	43	16	4577	-1.62	**	-.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	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	27.9	14.0	156	26.2	14.7	949	1.74		.12
	Mid50	33.2	14.9	341	32.8	16.8	1955	0.46		.03
	Top25	40.8	20.3	167	40.3	19.1	1306	0.47		.02
Expected Academic Engagement	Low25	27.9	13.2	156	27.1	15.1	770	0.81		.06
	Mid50	33.9	16.1	355	31.8	16.1	2075	2.09	*	.13
	Top25	40.6	19.6	145	40.3	19.7	1319	0.26		.01
Expected Academic Perseverance	Low25	31.8	15.1	161	29.5	16.7	1122	2.28		.14
	Mid50	33.0	16.9	312	32.8	16.6	1925	0.23		.01
	Top25	37.4	17.9	179	39.2	19.6	1100	-1.86		-.10
Expected Academic Difficulty	Low25	34.6	16.0	237	36.0	18.8	1283	-1.46		-.08
	Mid50	33.4	17.0	239	32.4	16.8	1506	1.07		.06
	Top25	34.0	17.9	176	32.7	17.9	1361	1.33		.07
Perceived Academic Preparation	Low25	32.6	16.1	153	30.9	17.2	1300	1.73		.10
	Mid50	33.5	17.2	324	34.0	17.4	2036	-0.46		-.03
	Top25	35.7	16.5	174	37.1	19.3	801	-1.35		-.08
Importance of Campus Environment	Low25	32.6	15.7	150	30.8	17.5	932	1.76		.11
	Mid50	33.6	16.8	377	33.1	16.9	2264	0.48		.03
	Top25	36.1	17.8	128	37.5	19.7	938	-1.49		-.08
All BCSSE-NSSE Respondents		33.8	16.8	669	34	18	4279	0.19		.01

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		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	63.4	15.7	142	58.9	17.3	893	4.48	**	.27
	Mid50	66.0	16.4	315	62.0	17.8	1855	4.02	***	.24
	Top25	67.3	18.4	156	65.5	18.4	1254	1.76		.10
Expected Academic Engagement	Low25	63.1	15.7	142	58.4	17.8	734	4.66	**	.28
	Mid50	65.1	17.2	332	61.7	17.2	1981	3.33	**	.19
	Top25	70.3	15.9	132	65.9	18.7	1246	4.43	**	.26
Expected Academic Perseverance	Low25	62.5	16.5	148	58.0	17.5	1062	4.54	**	.27
	Mid50	65.4	16.0	291	62.3	17.1	1842	3.09	**	.19
	Top25	69.5	17.6	164	67.3	18.8	1041	2.17		.12
Expected Academic Difficulty	Low25	66.8	16.2	221	65.3	17.8	1222	1.48		.09
	Mid50	66.5	16.9	220	61.4	17.6	1433	5.12	***	.30
	Top25	63.5	17.3	162	60.9	18.3	1292	2.60		.15
Perceived Academic Preparation	Low25	61.8	16.7	143	59.5	18.0	1236	2.32		.13
	Mid50	66.1	16.2	299	63.1	17.3	1938	3.04	**	.18
	Top25	68.5	17.2	160	65.5	18.9	762	2.97		.16
Importance of Campus Environment	Low25	63.6	16.3	140	57.7	17.7	890	5.89	***	.35
	Mid50	64.7	16.5	347	62.4	17.2	2157	2.27	*	.13
	Top25	71.4	16.6	120	67.2	19.0	888	4.20	*	.24
All BCSSE-NSSE Respondents		65.7	16.8	618	62	18	4068	3.29	***	.19

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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.