



BCSSE 2013-NSSE 2014 Combined Report

Auburn University

The *BCSSE 2013-NSSE 2014 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 2013 and NSSE 2014 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 2013 and NSSE 2014 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.iub.edu/about.cfm

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.iub.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 2013-NSSE 2014 Population and Respondents

	Count
BCSSE 2013 respondents (cross-sectional data)	3,693
First-year students included in NSSE 2014 population file ^a	3,902
BCSSE 2013 respondents identified in the NSSE 2014 population file ^a	3,625
BCSSE 2013 respondents invited to participate in NSSE 2014 ^b	3,526
NSSE 2014 first-year respondents	591
BCSSE 2013-NSSE 2014 matched respondents (longitudinal data) ^a	564

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Male	47	49	40
Female	53	51	60
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	2	3	3
Asian	3	6	5
Black or African American	6	7	7
Hispanic or Latino	3	4	4
Native Hawaiian or Other Pacific Islander	0	1	1
White	88	86	86
Other	1	2	2
I prefer not to respond	1	3	3
Enrollment status			
Full-time	99	99	100
Less than full-time	1	1	0

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 2013 respondents.

d. Institution-reported gender and enrollment status, and student-reported race/ethnicity for all NSSE 2014 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2013 and NSSE 2014.

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Cross-Sectional Results

Auburn University

		BCSSE ^a				NSSE ^b	
		High School Count	%	Expected FY Count	%	First Year 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	121	3	7	0	31	7
	1-2	839	23	171	5	107	24
	3-5	1,032	28	824	23	145	33
	More than 5	1,672	46	2,617	72	160	36
	Total	3,664	100	3,619	100	443	100
Between 6 and 10 pages	None	1,163	34	34	1	159	37
	1-2	1,595	47	604	17	188	43
	3-5	489	14	1,456	40	68	16
	More than 5	183	5	1,534	42	15	4
	Total	3,430	100	3,628	100	430	100
11 pages or more	None	2,439	74	356	10	335	80
	1-2	722	22	1,642	46	64	16
	3-5	97	3	1,044	29	7	2
	More than 5	31	1	560	16	8	2
	Total	3,289	100	3,602	100	414	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	74	2	1	0	0	0
	1-10	2,560	69	620	17	127	33
	11-20	832	23	2,134	58	151	39
	More than 20	219	6	906	25	110	28
	Total	3,685	100	3,661	100	388	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	196	5	57	2	70	18
	1-10	1,527	41	1,620	44	215	55
	11-20	1,360	37	1,565	43	65	17
	More than 20	598	16	413	11	36	10
	Total	3,681	100	3,655	100	386	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	0	6	0	2	1
	1-10	1,617	44	1,510	41	153	39
	11-20	1,428	39	1,723	47	162	42
	More than 20	630	17	415	11	68	18
	Total	3,681	100	3,654	100	385	100
Working for pay	None	1,679	46	1,663	46	305	79
	1 or more	1,995	54	1,988	54	81	21
	Total	3,674	100	3,651	100	386	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	3,381	92	3,556	97	464	79
	Often/Very often	291	8	97	3	122	21
	Total	3,672	100	3,653	100	586	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,087	57	1,211	33	330	57
	Often/Very often	1,587	43	2,445	67	256	43
	Total	3,674	100	3,656	100	586	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,077	29			225	43
	Often/Very often	2,593	71			281	57
	Total	3,670	100			506	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	1,812	49			334	65
	Often/Very often	1,856	51			174	35
	Total	3,668	100			508	100
Evaluate what others have concluded from numerical information	Never/Sometimes	1,947	53			315	62
	Often/Very often	1,717	47			189	38
	Total	3,664	100			504	100
Identify key information from reading assignments	Never/Sometimes	680	19			96	23
	Often/Very often	2,983	81			338	77
	Total	3,663	100			434	100
Review your notes after class	Never/Sometimes	1,449	40			139	33
	Often/Very often	2,219	60			294	67
	Total	3,668	100			433	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,580	43			170	39
	Often/Very often	2,083	57			260	61
	Total	3,663	100			430	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	1,644	45			307	58
	Often/Very often	2,025	55			226	42
	Total	3,669	100			533	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,484	41			229	42
	Often/Very often	2,180	59			302	58
	Total	3,664	100			531	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	1,311	36			230	43
	Often/Very often	2,355	64			300	57
	Total	3,666	100			530	100
Ask another student to help you understand course material	Never/Sometimes			1,255	34	244	42
	Often/Very often			2,410	66	335	58
	Total			3,665	100	579	100
Explain course material to one or more students	Never/Sometimes			1,685	46	209	37
	Often/Very often			1,977	54	354	63
	Total			3,662	100	563	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

Auburn University

		BCSSE ^a		NSSE ^b			
		High School Count	%	Expected FY 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			609	17	229	40
	Often/Very often			3,056	83	332	60
	Total			3,665	100	561	100
Work with other students on course projects or assignments	Never/Sometimes			817	22	286	50
	Often/Very often			2,844	78	271	50
	Total			3,661	100	557	100
Talk about career plans with a faculty member	Never/Sometimes			1,602	44	378	72
	Often/Very often			2,060	56	148	28
	Total			3,662	100	526	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			2,177	59	441	84
	Often/Very often			1,482	41	80	16
	Total			3,659	100	521	100
Discuss your academic performance with a faculty member	Never/Sometimes			1,591	43	386	75
	Often/Very often			2,069	57	133	25
	Total			3,660	100	519	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			1,923	53	406	78
	Often/Very often			1,733	47	115	22
	Total			3,656	100	521	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			799	22	147	33
	Often/Very often			2,859	78	295	67
	Total			3,658	100	442	100
People from an economic background other than your own	Never/Sometimes			641	18	106	24
	Often/Very often			3,014	82	334	76
	Total			3,655	100	440	100
People with religious beliefs other than your own	Never/Sometimes			844	23	131	30
	Often/Very often			2,811	77	306	70
	Total			3,655	100	437	100
People with political views other than your own	Never/Sometimes			850	23	143	33
	Often/Very often			2,801	77	295	67
	Total			3,651	100	438	100
Self-reported or expected grades							
	A or A-	2,413	66	2,051	58	186	47
	B+ or B	1,111	30	1,331	37	132	34
	B- or lower	119	3	175	5	67	18
	Total	3,643	100	3,557	100	385	100

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

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

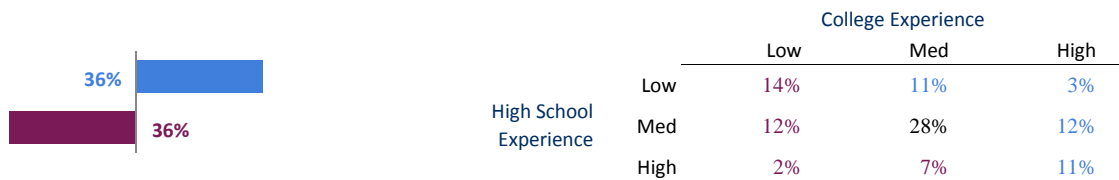
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all 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

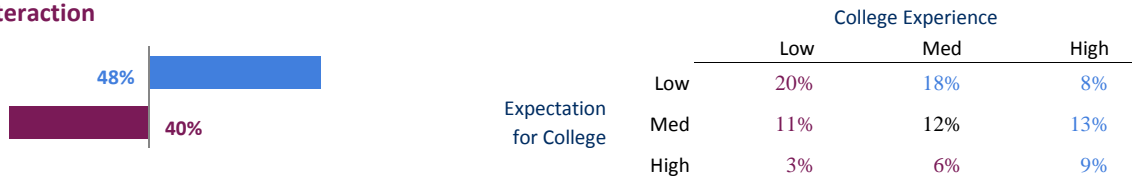
Quantitative Reasoning



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

Alma College	Life Pacific College ^b
Augustana College	Linfield College - McMinnville Campus
Austin College	Luther College
Ave Maria University	Lyndon State College
Bethune Cookman University	Meredith College
Bloomfield College	Muhlenberg College
Bucknell University	Oglethorpe University
Central Methodist University	Our Lady of the Lake College ^b
Centre College	Rhodes College
Claremont McKenna College	Rocky Mountain College
Clarke University	St. Lawrence University
College of Our Lady of the Elms	University of Arkansas - Fort Smith
Davis & Elkins College	University of Mobile
Drew University	University of Puget Sound
Flagler College	University of Wisconsin-Parkside
Franklin W. Olin College of Engineering ^b	Warren Wilson College
Goucher College	Washington Adventist University
Grinnell College	Wentworth Institute of Technology
Grove City College	Wheaton College
Hendrix College	William Jewell College
Holy Cross College	William Peace University

Master's Colleges and Universities

Austin Peay State University	Norfolk State University
Avila University	Northwestern State University of Louisiana
Black Hills State University	Point Loma Nazarene University
California Lutheran University	Prairie View A&M University
California Polytechnic State University-San Luis Obispo	Roger Williams University
California State University-Channel Islands	Rollins College
Carlow University	Saint Xavier University
Concordia University Chicago	Sierra Nevada College
Concordia University Texas	Southwest Baptist University
Converse College	Springfield College
CUNY Bernard M Baruch College	Stetson University
Eastern Michigan University	The Richard Stockton College of New Jersey
Elon University	The University of Findlay
Gannon University	University of Evansville
Heritage University	University of Mary Washington
Jacksonville University	University of North Georgia
Kennesaw State University	University of Wisconsin-Green Bay
Longwood University	University of Wisconsin-Stevens Point
Marist College	Valdosta State University
Medaille College	West Chester University of Pennsylvania
Morehead State University	Westminster College
Nicholls State University	

Doctorate-Granting Universities

Auburn University	Pepperdine University
Bowie State University	Saint John Fisher College
Clark University	The University of New Orleans
Georgia Institute of Technology	The University of Tennessee, Knoxville
Kent State University	University of St. Thomas
Maryville University of Saint Louis	University of Vermont
Montana State University-Bozeman	

a. For information on the Carnegie Classifications, see: classifications.carnegiefoundation.org

b. Basic Carnegie Classification: Special focus institutions.