



BCSSE 2015-NSSE 2016 Combined Report

Auburn University

The *BCSSE 2015-NSSE 2016 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 2015 and NSSE 2016 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 2015 and NSSE 2016 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 2015-NSSE 2016 Population and Respondents

	Count
BCSSE 2015 respondents (cross-sectional data)	4,735
First-year students included in NSSE 2016 population file ^a	5,108
BCSSE 2015 respondents identified in the NSSE 2016 population file ^a	4,608
BCSSE 2015 respondents invited to participate in NSSE 2016 ^b	4,467
NSSE 2016 first-year respondents	522
BCSSE 2015-NSSE 2016 matched respondents (longitudinal data) ^a	487

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	44	40	27
Woman	55	59	73
Another gender identity	0	0	0
Prefer not to respond	0	0	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	0	0
Asian	2	5	3
Black or African American	5	5	5
Hispanic or Latino	2	2	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	84	80	84
Other	0	1	1
Multiracial	5	4	3
I prefer not to respond	1	3	2
Enrollment status			
Full-time	99	99	100
Less than full-time	1	1	0

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 2015 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2016 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2015 and NSSE 2016.

		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	185	4	22	1	42	11
	1-2	1,106	24	218	5	115	29
	3-5	1,378	30	1,090	25	128	32
	More than 5	1,996	43	2,951	69	107	28
	Total	4,665	100	4,281	100	392	100
Between 6 and 10 pages	None	1,637	38	69	2	172	45
	1-2	1,969	45	732	17	155	41
	3-5	535	12	1,696	40	44	12
	More than 5	211	5	1,779	42	10	3
	Total	4,352	100	4,276	100	381	100
11 pages or more	None	3,200	77	443	10	298	79
	1-2	831	20	1,928	45	72	19
	3-5	107	3	1,144	27	3	1
	More than 5	34	1	742	17	3	1
	Total	4,172	100	4,257	100	376	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	113	2	4	0	1	0
	1-10	3,245	69	819	18	93	27
	11-20	1,049	22	2,658	58	175	51
	More than 20	282	6	1,118	24	77	22
	Total	4,689	100	4,599	100	346	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	274	6	95	2	55	17
	1-10	1,903	41	2,111	46	223	63
	11-20	1,787	38	1,943	42	56	16
	More than 20	727	15	462	10	11	3
	Total	4,691	100	4,611	100	345	100
Relaxing and socializing (watching TV, partying, etc.)	None	9	0	12	0	4	1
	1-10	2,197	47	1,977	43	166	47
	11-20	1,741	37	2,151	47	125	36
	More than 20	739	16	468	10	48	16
	Total	4,686	100	4,608	100	343	100
Working for pay	None	2,122	45	1,914	42	272	79
	1 or more	2,561	55	2,696	58	73	21
	Total	4,683	100	4,610	100	345	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	4,270	91	4,331	96	375	73
	Often/Very often	398	9	202	4	136	27
	Total	4,668	100	4,533	100	511	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,757	59	1,550	34	308	60
	Often/Very often	1,907	41	2,995	66	206	40
	Total	4,664	100	4,545	100	514	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,520	33			216	47
	Often/Very often	3,138	67			231	53
	Total	4,658	100			447	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	2,405	52			303	67
	Often/Very often	2,256	48			141	33
	Total	4,661	100			444	100
Evaluate what others have concluded from numerical information	Never/Sometimes	2,572	55			292	65
	Often/Very often	2,076	45			150	35
	Total	4,648	100			442	100
Identify key information from reading assignments	Never/Sometimes	907	20			101	27
	Often/Very often	3,743	80			287	73
	Total	4,650	100			388	100
Review your notes after class	Never/Sometimes	1,779	38			127	35
	Often/Very often	2,870	62			258	65
	Total	4,649	100			385	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,918	41			151	40
	Often/Very often	2,733	59			235	60
	Total	4,651	100			386	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	2,224	48			283	60
	Often/Very often	2,420	52			197	40
	Total	4,644	100			480	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,940	42			212	44
	Often/Very often	2,713	58			262	56
	Total	4,653	100			474	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	1,622	35			176	38
	Often/Very often	3,020	65			290	62
	Total	4,642	100			466	100
Ask another student to help you understand course material	Never/Sometimes			1,494	32	199	39
	Often/Very often			3,115	68	311	61
	Total			4,609	100	510	100
Explain course material to one or more students	Never/Sometimes			2,129	46	198	39
	Often/Very often			2,481	54	313	61
	Total			4,610	100	511	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 [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			745	16	224	44
	Often/Very often			3,854	84	284	56
	Total			4,599	100	508	100
Work with other students on course projects or assignments	Never/Sometimes			1,009	22	227	44
	Often/Very often			3,590	78	277	56
	Total			4,599	100	504	100
Talk about career plans with a faculty member	Never/Sometimes			2,020	44	340	75
	Often/Very often			2,579	56	116	25
	Total			4,599	100	456	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			2,511	55	391	86
	Often/Very often			2,087	45	63	14
	Total			4,598	100	454	100
Discuss your academic performance with a faculty member	Never/Sometimes			2,030	45	354	79
	Often/Very often			2,520	55	98	21
	Total			4,550	100	452	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			2,277	50	357	79
	Often/Very often			2,264	50	92	21
	Total			4,541	100	449	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			868	19	142	35
	Often/Very often			3,645	81	249	65
	Total			4,513	100	391	100
People from an economic background other than your own	Never/Sometimes			708	16	98	24
	Often/Very often			3,804	84	293	76
	Total			4,512	100	391	100
People with religious beliefs other than your own	Never/Sometimes			1,003	22	139	34
	Often/Very often			3,514	78	253	66
	Total			4,517	100	392	100
People with political views other than your own	Never/Sometimes			955	21	106	26
	Often/Very often			3,558	79	284	74
	Total			4,513	100	390	100
Self-reported or expected grades							
	A or A-	3,310	71	2,433	61	187	54
	B+ or B	1,311	28	1,400	35	112	32
	B- or lower	61	1	128	3	46	14
	Total	4,682	100	3,961	100	345	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%.

Below is the list of institutions by Basic Carnegie type that were included in this report.^a

Doctorate-Granting Universities

Auburn University	Pace University
Illinois State University	St. John Fisher College
Indiana State University	University of North Carolina at Greensboro, The
Kennesaw State University	University of South Alabama
Mercer University	University of Tennessee, Knoxville, The

Master's Colleges and Universities

Alabama A&M University	Ramapo College of New Jersey
Avila University ^c	Rider University
Bentley University	Rollins College
California State University, East Bay	Salem State University
California State University-Bakersfield	Sierra Nevada College ^c
California State University-Channel Islands	Southwest Baptist University
College of Charleston	Springfield College
College of Our Lady of the Elms	St. Bonaventure University
Concordia University Texas	Stockton University
Converse College	Texas A&M University - Texarkana
Coppin State University ^c	University of North Georgia
Dominican University of California	University of South Florida-St. Petersburg Campus
Elon University	University of the Virgin Islands
Fontbonne University	Washington Adventist University ^c
Grand Valley State University	Wentworth Institute of Technology
Medaille College	West Chester University of Pennsylvania
Missouri State University	West Virginia Wesleyan College
Neumann University	Westminster College

Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Scripps College
Bloomfield College ^c	St. Mary's College of Maryland
Bridgewater College	Trine University
Central Methodist University	University of Maine at Presque Isle
Centre College	University of Mobile
Defiance College	University of Richmond
Fort Lewis College	University of South Carolina-Beaufort ^c
Grove City College	Vaughn College of Aeronautics and Technology ^c
Illinois Wesleyan University	Washington College
Life Pacific College ^b	William Jewell College
Mount Aloysius College	William Peace University
Olin College of Engineering ^b	Wofford College
Our Lady of the Lake College ^{b,c}	

Canadian Universities

Redeemer University 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.