



BCSSE 2018-NSSE 2019 Combined Report

Auburn University

The BCSSE 2018-NSSE 2019 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 2018 and NSSE 2019 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 2018 and NSSE 2019 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/links/IR

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 2018-NSSE 2019 Population and Respondents

	Count
BCSSE 2018 respondents (cross-sectional data)	4,634
First-year students included in NSSE 2019 population file ^a	5,162
BCSSE 2018 respondents identified in the NSSE 2019 population file ^a	4,502
BCSSE 2018 respondents invited to participate in NSSE 2019 ^b	4,374
NSSE 2019 first-year respondents	715
BCSSE 2018-NSSE 2019 matched respondents (longitudinal data) ^a	635

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	44	47	38
Woman	55	51	60
Another gender identity	0	1	0
Prefer not to respond	1	2	2
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	3	7	3
Black or African American	3	3	3
Hispanic or Latino	2	2	2
Middle Eastern or N. African (NSSE 2019)	n/a	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	87	78	83
Another race or ethnicity (NSSE 2019)	n/a	0	0
Other (BCSSE 2018)	0	n/a	n/a
Multiracial	5	0	7
I prefer not to respond	1	7	2
Enrollment status			
Full-time	99	97	100
Less than full-time	1	3	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 2018 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2019 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2018 and NSSE 2019.

		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	215	5			71	13
	1-2	1,145	25			144	25
	3-5	1,359	30			189	34
	More than 5	1,830	40			157	28
	Total	4,549	100			561	100
Between 6 and 10 pages	None	1,714	40			253	45
	1-2	1,791	42			196	35
	3-5	548	13			72	13
	More than 5	212	5			39	7
	Total	4,265	100			560	100
11 pages or more	None	3,130	76			419	75
	1-2	814	20			111	20
	3-5	118	3			8	1
	More than 5	44	1			22	4
	Total	4,106	100			560	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	73	2	3	0	2	0
	1-10	3,244	71	729	18	147	28
	11-20	1,032	22	2,343	59	249	48
	More than 20	248	5	907	23	128	24
	Total	4,597	100	3,982	100	526	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	252	5	78	2	100	19
	1-10	1,898	41	1,909	48	303	57
	11-20	1,732	38	1,596	40	91	18
	More than 20	706	15	365	9	30	6
	Total	4,588	100	3,948	100	524	100
Relaxing and socializing (watching TV, partying, etc.)	None	9	0	7	0	3	1
	1-10	2,116	46	1,747	44	201	38
	11-20	1,765	39	1,842	47	234	44
	More than 20	694	15	349	9	85	17
	Total	4,584	100	3,945	100	523	100
Working for pay	None	1,859	41	1,534	39	406	77
	1 or more	2,728	59	2,429	61	121	23
	Total	4,587	100	3,963	100	527	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	4,079	93	3,404	94	564	79
	Often/Very often	325	7	201	6	145	21
	Total	4,404	100	3,605	100	709	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	2,617	60	1,273	35	450	64
	Often/Very often	1,779	40	2,342	65	260	36
	Total	4,396	100	3,615	100	710	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,314	30			238	41
	Often/Very often	3,057	70			331	59
	Total	4,371	100			569	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	2,056	47			353	62
	Often/Very often	2,289	53			213	38
	Total	4,345	100			566	100
Evaluate what others have concluded from numerical information	Never/Sometimes	2,149	50			342	60
	Often/Very often	2,170	50			224	40
	Total	4,319	100			566	100
Identify key information from reading assignments	Never/Sometimes	756	18			148	27
	Often/Very often	3,561	82			398	73
	Total	4,317	100			546	100
Review your notes after class	Never/Sometimes	1,514	35			180	34
	Often/Very often	2,788	65			368	66
	Total	4,302	100			548	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,508	35			181	34
	Often/Very often	2,771	65			367	66
	Total	4,279	100			548	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	2,015	47			367	56
	Often/Very often	2,266	53			295	44
	Total	4,281	100			662	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,637	38			262	40
	Often/Very often	2,635	62			384	60
	Total	4,272	100			646	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	1,316	31			222	35
	Often/Very often	2,950	69			419	65
	Total	4,266	100			641	100
Ask another student to help you understand course material	Never/Sometimes			1,093	28	239	35
	Often/Very often			2,757	72	467	65
	Total			3,850	100	706	100
Explain course material to one or more students	Never/Sometimes			1,665	43	227	33
	Often/Very often			2,179	57	477	67
	Total			3,844	100	704	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 Count	%	Expected First-Year 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			459	12	259	37
	Often/Very often			3,370	88	442	63
	Total			3,829	100	701	100
Work with other students on course projects or assignments	Never/Sometimes			642	17	250	36
	Often/Very often			3,180	83	445	64
	Total			3,822	100	695	100
Talk about career plans with a faculty member	Never/Sometimes			1,525	42	357	58
	Often/Very often			2,147	58	263	42
	Total			3,672	100	620	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			2,013	55	480	78
	Often/Very often			1,640	45	133	22
	Total			3,653	100	613	100
Discuss your academic performance with a faculty member	Never/Sometimes			1,357	37	441	73
	Often/Very often			2,276	63	162	27
	Total			3,633	100	603	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			1,601	44	456	75
	Often/Very often			2,018	56	154	25
	Total			3,619	100	610	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			557	16	194	34
	Often/Very often			2,954	84	362	66
	Total			3,511	100	556	100
People from an economic background other than your own	Never/Sometimes			457	13	143	25
	Often/Very often			3,054	87	411	75
	Total			3,511	100	554	100
People with religious beliefs other than your own	Never/Sometimes			741	21	208	38
	Often/Very often			2,772	79	343	62
	Total			3,513	100	551	100
People with political views other than your own	Never/Sometimes			727	21	164	30
	Often/Very often			2,781	79	388	70
	Total			3,508	100	552	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			2,963	98	492	94
	No, Uncertain, or Not sure			61	2	33	6
	Total			3,024	100	525	100
Self-reported or expected grades							
	A- or higher	3,594	78	2,086	69	311	59
	B+ or B	944	21	859	29	147	29
	B- or lower	44	1	67	2	61	12
	Grades not used (BCSSE only)	2	0	0	0	na	na
	Total	4,584	100	3,012	100	519	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%.

Doctorate-Granting Universities

Auburn University	St. John Fisher College
Augusta University	Texas A&M University - Corpus Christi
Bowling Green State University	The New School
Illinois State University	The University of Tennessee, Knoxville
Indiana State University	University of Missouri-St. Louis
Maryville University of Saint Louis	University of North Florida
Mercer University	Wingate University
Missouri State University	Wright State University
Seattle Pacific University	

Master's Colleges and Universities

Arkansas Tech University	Rocky Mountain College
Bentley University	Shawnee State University
Carroll University	Southern Connecticut State University
Central Connecticut State University	Springfield College
College of Charleston	St. Bonaventure University
College of Our Lady of the Elms	Texas A&M University - Texarkana
Concordia College New York ^c	The College of Saint Rose
Coppin State University ^c	Tuskegee University
Dominican University of California	University of Puerto Rico-Mayaguez
Framingham State University	University of Saint Mary ^c
Grambling State University	University of West Alabama
Hardin-Simmons University	University of Wisconsin-Green Bay
Lebanon Valley College	Virginia State University
Marian University	Washington Adventist University ^c
Rider University	

Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Pitzer College
Bloomfield College ^c	Redeemer University College ^d
Catawba College	Saint Anselm College
Dean College	St. Mary's College of Maryland
Flagler College	Stonehill College
Gustavus Adolphus College	Universidad Adventista de las Antillas ^c
Illinois Wesleyan University	University of South Carolina Beaufort
Lincoln College ^c	Washington College
Moravian College	William Jewell College
Northwood University ^b	Wisconsin Lutheran College
Olin College of Engineering ^b	Wofford College

a. For information on the Carnegie Classifications, see: carnegieclassifications.iu.edu

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.

d. Canadian Institution