


Beginning College Survey of Student Engagement (BCSSE) Advising Tool

This Advising Tool is based on (1) first-time freshmen data (items shaded in orange) that include gender, ethnicity, high school GPA, test scores, first-generation status, residency, college of enrollment, attempted hours, high school and whether or not a student resides on campus and (2) student responses to the Beginning College Survey of Student Engagement (BCSSE) which is administered during Camp War Eagle orientation. A student's probability of enrolling next fall and her expected fall 1 GPA are calculated using models for prior cohorts of first-time freshmen who completed BCSSE. These predicted values help identify students who are at risk of getting low grades or not returning next fall. Variables from the models are displayed on the tool. When you enter a student's Banner ID, the information about this student, including her expected fall 1 GPA and probability of enrolling next fall will appear on the screen:



Beginning College Survey of Student Engagement

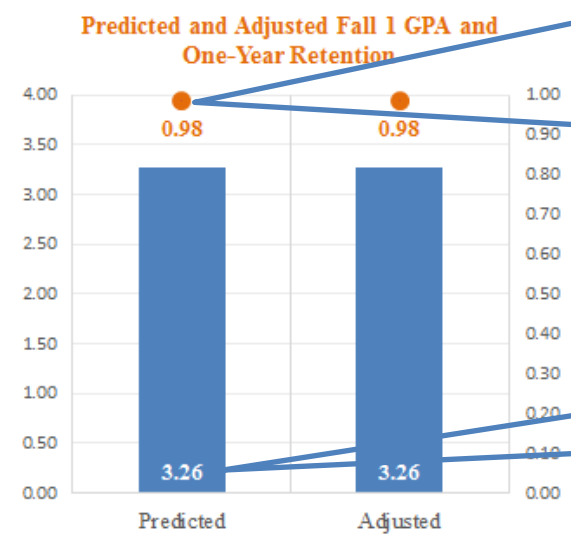
Student Advising Report 2015-2016

903XXXXXX *Student Name*

Enter student ID here

Gender	Male	<i>During your <u>last year of high school</u>, how many hours did you spend in a typical 7-day week doing each of the following?</i>	<i>During the <u>coming school year</u>, about how many hours do you think you will spend in a typical 7-day week doing each of the following?</i>
Ethnicity	Caucasian	Preparing for class <input type="text" value="1-5"/> 1-5	Preparing for class <input type="text" value="16-20"/> 16-20
High school GPA	4.12	Working for pay <input type="text" value="None"/> None	Working for pay on- and off-campus <input type="text" value="None"/> None
ACT or SAT Equivalent	31	Relaxing or socializing <input type="text" value="21-25"/> 21-25	Relaxing or socializing <input type="text" value="16-20"/> 16-20
First generation student?	No	<i>During the last year of high school about how often did you... How difficult do you expect the following to be?</i>	
Alabama resident?	Yes	... come to class without completing readings or assignments <input type="text" value="Often"/> Often	<i>I=Not difficult to 6=Difficult</i>
College	<input type="text" value="EN"/> EN	Learning course material <input type="text" value="Difficult"/> Difficult	
Attempted hours	15	<i>During your last year of high school, to what extent did your courses challenge you to do your best work?</i>	
High School	Auburn High School	<i>I=Not at all to 7=Very much</i>	
"C" or better in Calculus	Yes	High school courses challenged to do best work <input type="text" value="4"/> 4	
Number of AP courses completed	9-10	<i>During the coming school year, how certain are you that you will do the following?</i>	
Number of college courses for credit	None	<i>I=Not at all certain to 6=Very certain</i>	
Living on campus?	<input type="text" value="Yes"/> Yes	Study when there are other interesting things to do <input type="text" value="5"/> 5	
AU was...	<input type="text" value="First choice"/> First choice	Finish something you have started <input type="text" value="2"/> 2	
Intends to graduate from AU	<input type="text" value="Yes"/> Yes	Stay positive, even when you do poorly on a test <input type="text" value="3"/> 3	
How many friends attend AU?	<input type="text" value="4 or more"/> 4 or more		
Expected college grades	<input type="text" value="B-"/> B-		
<i>Which of the following sources are you using to pay your education expenses?</i>			
Loans	<input type="text" value="Not using"/> Not using		
Job or personal savings	<input type="text" value="Using"/> Using		

Based on data for similar students from prior cohorts, this student has 0.98 likelihood of returning next fall.



This student's expected fall 1 GPA is 3.26

For most items on the tool there are two values. One value is from the actual student records or responses and the other value is a part of the form which can be manipulated so that an adviser can review how a different response would have affected the predicted fall 1 GPA and the probability of returning next fall.

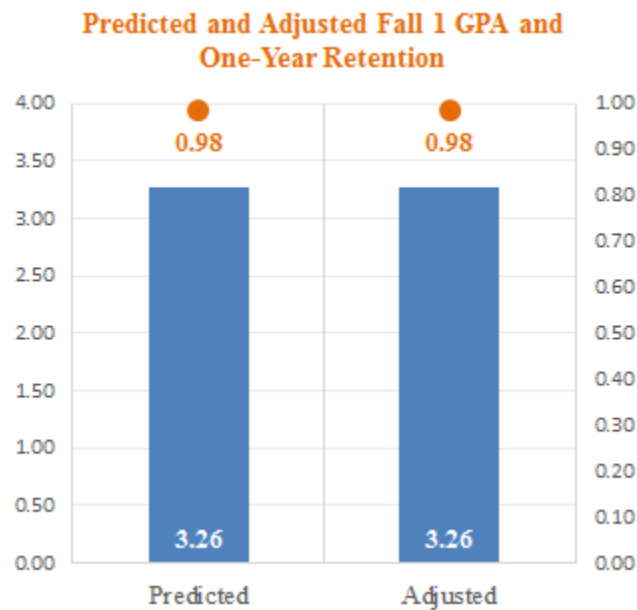
Values on the form can be manipulated to estimate how a different response would have affected the prediction.

*During your **last year of high school**, how many hours did you spend in a typical 7-day week doing each of the following?*

Preparing for class	1-5	1-5
Working for pay	None	None
Relaxing or socializing	21-25	21-25

Actual student responses

The predicted GPA and probability of retention are based on actual student records and responses. The adjusted GPA and retention are based on values from the form. As long as the values on the form and the actual student records and responses match, the predicted and adjusted GPA and probability of enrollment are the same:



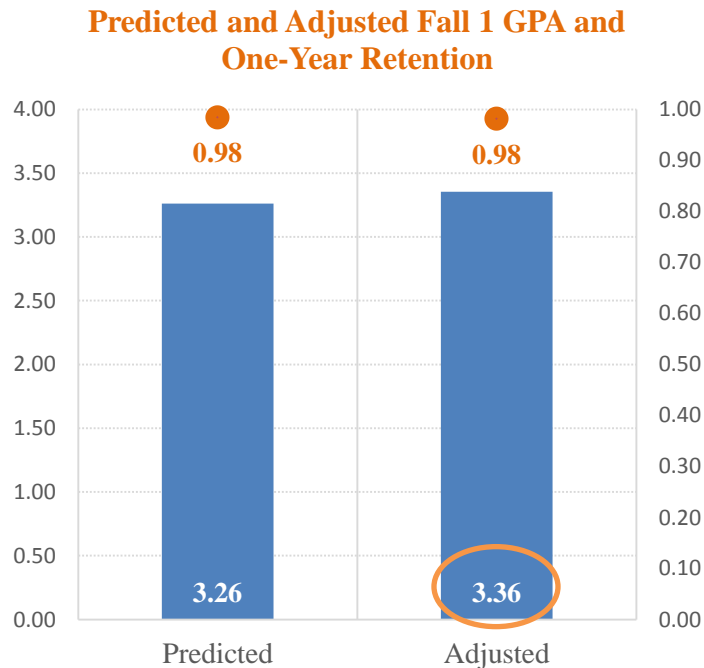
If values on the form are changed, the adjusted GPA and probability of returning next fall will change accordingly thus giving an adviser an opportunity to see how a different response would have affected this student’s odds of success. Some of the variables on the tool—gender, ethnicity, high school GPA, etc.—cannot be manipulated, but are controlled for in the adjusted scores.

Let’s change some values for a student considered here. What if, instead of selecting “2” on a scale from 1=Not very certain to 6=Very certain, this student reported that he is certain he will finish something he has started?

During the coming school year, how certain are you that you will do the following?
1=Not at all certain to 6=Very certain

Study when there are other interesting things to do	5	5
Finish something you have started	Very certain	2
Stay positive, even when you do poorly on a test	3	3

Based on the adjusted scores, this would not change this student’s probability of coming back next fall, but it would increase this student’s expected fall 1 GPA from 3.26 to 3.36:



Similarly, one can manipulate other variables on the tool to evaluate their effects on expected fall 1 GPA and probability of enrolling next fall. If you need to evaluate an effect of a single variable, please make sure that the values of the other variables on the form match actual student records and responses.

Please note that about 5% of first-time freshmen either did not complete BCSSE or did not provide sufficient identifying information. When you enter an ID of such a student, you will receive a warning in the top right corner of the form: “The student did not complete BCSSE/Match not found. Manipulating values of BCSSE variables will not work.”



AUBURN
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Beginning College Survey of Student Engagement

Student Advising Report 2015-2016

903XXXXXX Student Name

This student did not complete BCSSE/Match not found

Manipulating values of BCSSE variables will not work

For students who either did not complete BCSSE or did not provide sufficient identifying information, predicted values are based on separate models that include only student records (shaded in orange on the form). For these students one can manipulate only three variables—college, attempted hours, and living on campus.

If a student has questions about the survey or advisor’s access to survey responses, here is an extract from the information letter that was distributed during the survey administration:

Your ID and name are requested so that your responses can be matched with Auburn University records for three reasons: (1) assessing new student programs, (2) providing individualized information to your academic advisor, and (3) to invite you to complete a possible follow-up survey this next spring. By completing the survey you give Auburn University permission to link your responses to your academic records, as well as to your responses to a possible follow-up survey.

While not all student responses to BCSSE were used to predict the fall 1 GPA and probability of retention, these responses are provided on a separate sheet. The screenshot of the sheet with responses to BCSSE is provided below.

<i>To date, in which of the following math classes have you earned a grade of "C" or better?</i>		<i>During your last year of high school, how many hours did you spend in a typical 7-day week doing each of the following?</i>		<i>During the coming school year, how certain are you that you will do the following? (1=Not at all certain to 6=Very certain)</i>	
Algebra II	Yes	Preparing for class	1-5	Study when there are other interesting things to do	5
Pre-Calculus/Trigonometry	Yes	Working for pay	None	Find additional information for course assignments when you don't understand the material	4
Calculus	Yes	Participating in co-curricular activities	21-25	Participate regularly in course discussions	Not certain
Probability or Statistics	Yes	Relaxing or socializing	21-25	Ask instructors for help when you struggle	3
<i>During your last year of high school, about how often did you do the following?</i>		<i>During your high school years, how involved were you in the following activities at your school or elsewhere?</i>		<i>Finish something you have started</i>	
Came to class without completing readings or assignments	Often	Performing or visual arts programs (band, chorus, etc.)	Not at all	Stay positive, even when you do poorly on a test	3
Prepared two or more drafts of a paper or assignment before turning it in	Never	Athletic teams (varsity, JV, club sport, etc.)	Very much	<i>How difficult do you expect the following to be? 1=Not difficult to 6=Difficult</i>	
Reached conclusions based on your own analysis of numerical information	Often	Student government	Not at all	Learning course material	Difficult
Used numerical information to examine a real-world problem or issue	Often	Publications (student newspaper, yearbook, etc.)	Not at all	Managing your time	Difficult
Evaluated what others have concluded from numerical information	Sometimes	Academic clubs or honor societies	Very much	Paying college expenses	Difficult
Identified key information from reading assignments	Often	Vocational clubs (business, health, technology, etc.)	Not at all	Getting help with school work	4
Reviewed your notes after class	Sometimes	Religious youth groups	Not at all	Making new friends	5
Summarized what you learned in class or from course materials	Sometimes	Community service or volunteer work	Some	Interacting with faculty	4
Included diverse perspectives (political, religious, etc.) in course discussions or assignments	Often	<i>During your last year of high school, to what extent did your courses challenge you to do your best work? (1=Not at all to 7=Very much)</i>		<i>During the coming school year, how many papers or other writing tasks of the following length do you expect to complete?</i>	
Examined the strengths and weaknesses of your own views on a topic or issue	Sometimes	4		Up to 5 pages	More than 20
Tried to better understand someone else's views	Sometimes	<i>During the coming school year, how many hours you will spend in a typical 7-day week doing each of the following?</i>		Between 6 and 10 pages	16-20
<i>During your last year of high school, about how many papers, reports, or other writing tasks of the following length did you complete?</i>		Preparing for class	16-20	11 pages or more	6-10
Up to 5 pages	More than 20	Working for pay on- and off-campus	None	<i>How prepared are you to do the following in your academic work at this institution? (1=Not prepared to 6=Very prepared)</i>	
Between 6 and 10 pages	None	Participating in co-curricular activities	1-5	Write clearly and effectively	3
11 pages or more	1-2	Relaxing or socializing	16-20	Speak clearly and effectively	3
<i>During your last year of high school, of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?</i>		<i>During the coming school year, of the time you expect to spend preparing for class in a typical 7-day week, how many hours will be on assigned reading?</i>		Think critically and analytically	3
Very little		16-20		Analyze numerical and statistical information	4
<i>During the coming school year, how often do you expect to have discussions with people from the following groups?</i>		<i>During the coming school year, about how often do you expect to do each of the following?</i>		Work effectively with others	4
People of a race or ethnicity other than your own	Very often	Ask another student to help you understand material	Very often	Use computing and information technology	4
People from a different economic background	Very often	Explain course material to one or more students	Sometimes	Learn effectively on your own	2
People with religious beliefs other than your own	Very often	Prepare for exams by discussing or working through course material with other students	Often	<i>How important is it to you that your institution provides each of the following? (1=Not important to 6=Very important)</i>	
People with political views other than your own	Very often	Work with other students on course projects	Often	A challenging academic experience	3
		Talk about career plans with a faculty member	Sometimes	Support to help students succeed academically	5
		Work with a faculty member on activities other than coursework	Sometimes	Interactions with students from different backgrounds	4
		Discuss academic performance with a faculty member	Sometimes	Help managing your non-academic responsibilities	3
		Discuss course topics with a faculty member outside of class	Sometimes	Opportunities to be involved socially	5
		Prepare two or more drafts of a paper	Never	Opportunities to attend campus activities and events	4
		Come to class without completing assignments	Sometimes	Learning support services	5
				<i>Which sources are you using for education expenses?</i>	
				Support from parents or relatives	Using
				Grants or scholarships	Using