



BCSSE 2016-NSSE 2017 Combined Report

NSSEville State University

The BCSSE 2016-NSSE 2017 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 2016 and NSSE 2017 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 2016 and NSSE 2017 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 2016-NSSE 2017 Population and Respondents

	Count
BCSSE 2016 respondents (cross-sectional data)	472
First-year students included in NSSE 2017 population file ^a	994
BCSSE 2016 respondents identified in the NSSE 2017 population file ^a	400
BCSSE 2016 respondents invited to participate in NSSE 2017 ^b	398
NSSE 2017 first-year respondents	439
BCSSE 2016-NSSE 2017 matched respondents (longitudinal data) ^a	243

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	39	51	40
Woman	60	48	59
Another gender identity	0	0	0
Prefer not to respond	0	1	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	0	0
Asian	6	4	5
Black or African American	2	3	1
Hispanic or Latino	2	4	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	82	78	80
Other	0	1	0
Multiracial	6	6	7
I prefer not to respond	2	3	3
Enrollment status			
Full-time	100	98	100
Less than full-time	0	2	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 2016 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2017 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2016 and NSSE 2017.

		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	3	1	1	0	8	2
	1-2	58	13	13	3	58	15
	3-5	128	28	78	18	133	33
	More than 5	263	58	334	78	195	50
	Total	452	100	426	100	394	100
Between 6 and 10 pages	None	91	21	3	1	135	35
	1-2	197	46	50	12	167	42
	3-5	93	22	150	35	69	18
	More than 5	43	10	228	53	17	5
	Total	424	100	431	100	388	100
11 pages or more	None	237	60	37	9	312	80
	1-2	120	30	173	41	60	15
	3-5	23	6	139	33	11	3
	More than 5	16	4	78	18	10	3
	Total	396	100	427	100	393	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	4	1	0	0	0	0
	1-10	279	60	61	14	102	29
	11-20	133	29	223	50	173	46
	More than 20	46	10	161	36	93	25
	Total	462	100	445	100	368	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	20	4	9	2	68	19
	1-10	187	41	270	61	225	60
	11-20	189	41	136	31	50	14
	More than 20	63	14	25	6	25	7
	Total	459	100	440	100	368	100
Relaxing and socializing (watching TV, partying, etc.)	None	4	1	1	0	5	2
	1-10	268	59	240	55	150	40
	11-20	144	31	173	39	156	43
	More than 20	42	9	25	6	56	16
	Total	458	100	439	100	367	100
Working for pay	None	131	29	94	21	165	45
	1 or more	326	71	348	79	204	55
	Total	457	100	442	100	369	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	419	91	415	95	366	83
	Often/Very often	39	9	24	5	74	17
	Total	458	100	439	100	440	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	227	50	109	25	208	48
	Often/Very often	227	50	325	75	233	52
	Total	454	100	434	100	441	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	159	35			164	39
	Often/Very often	299	65			264	61
	Total	458	100			428	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	229	50			241	57
	Often/Very often	229	50			186	43
	Total	458	100			427	100
Evaluate what others have concluded from numerical information	Never/Sometimes	221	48			235	55
	Often/Very often	235	52			193	45
	Total	456	100			428	100
Identify key information from reading assignments	Never/Sometimes	73	16			76	20
	Often/Very often	382	84			315	80
	Total	455	100			391	100
Review your notes after class	Never/Sometimes	206	45			151	39
	Often/Very often	252	55			241	61
	Total	458	100			392	100
Summarize what you learned in class or from course materials	Never/Sometimes	183	40			165	42
	Often/Very often	271	60			227	58
	Total	454	100			392	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	191	42			204	48
	Often/Very often	267	58			230	52
	Total	458	100			434	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	166	37			155	36
	Often/Very often	288	63			281	64
	Total	454	100			436	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	135	30			142	32
	Often/Very often	319	70			293	68
	Total	454	100			435	100
Ask another student to help you understand course material	Never/Sometimes			123	28	165	39
	Often/Very often			317	72	275	61
	Total			440	100	440	100
Explain course material to one or more students	Never/Sometimes			164	37	143	33
	Often/Very often			274	63	297	67
	Total			438	100	440	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			79	18	179	42
	Often/Very often			360	82	260	58
	Total			439	100	439	100
Work with other students on course projects or assignments	Never/Sometimes			87	20	168	39
	Often/Very often			352	80	268	61
	Total			439	100	436	100
Talk about career plans with a faculty member	Never/Sometimes			154	35	297	69
	Often/Very often			283	65	136	31
	Total			437	100	433	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			236	54	350	81
	Often/Very often			203	46	84	19
	Total			439	100	434	100
Discuss your academic performance with a faculty member	Never/Sometimes			181	41	314	73
	Often/Very often			258	59	116	27
	Total			439	100	430	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			208	48	314	73
	Often/Very often			228	52	118	27
	Total			436	100	432	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			79	18	155	40
	Often/Very often			358	82	236	60
	Total			437	100	391	100
People from an economic background other than your own	Never/Sometimes			69	16	123	32
	Often/Very often			366	84	270	68
	Total			435	100	393	100
People with religious beliefs other than your own	Never/Sometimes			81	19	132	34
	Often/Very often			354	81	260	66
	Total			435	100	392	100
People with political views other than your own	Never/Sometimes			78	18	106	27
	Often/Very often			358	82	287	73
	Total			436	100	393	100
Self-reported or expected grades							
	A or A-	334	71	251	58	194	53
	B+ or B	130	28	173	40	141	38
	B- or lower	4	1	11	3	34	10
	Total	468	100	435	100	369	100

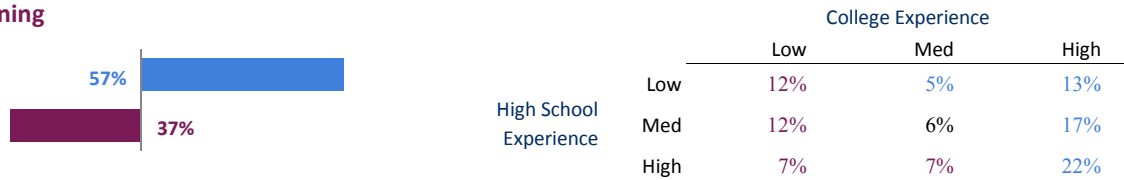
a. Blank cells: NSSE items with no match on BCSSE.

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

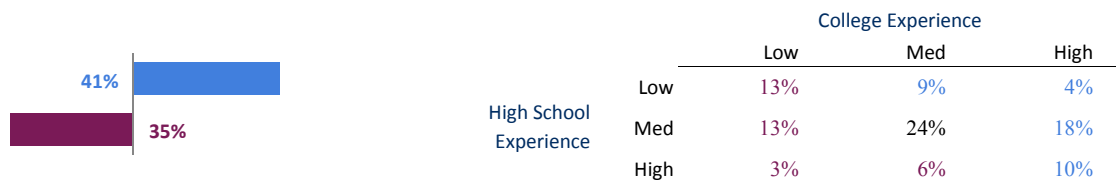
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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

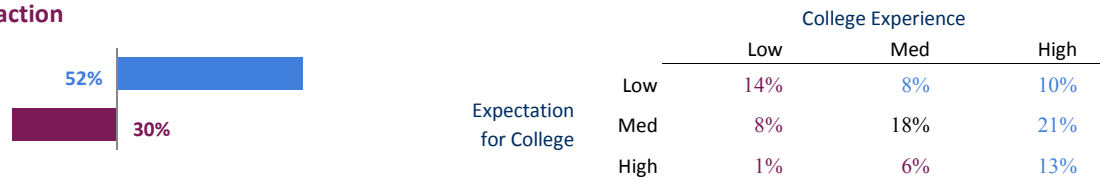
Quantitative Reasoning



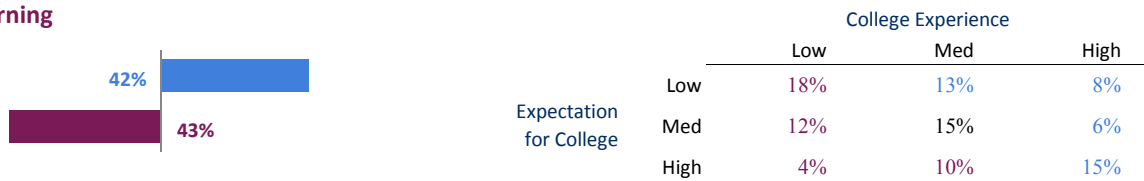
Learning Strategies



Student-Faculty Interaction



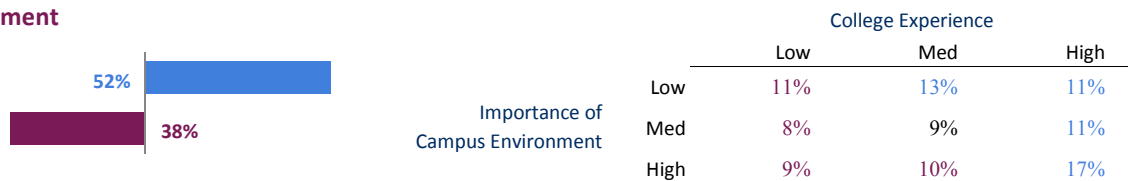
Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Doctorate-Granting Universities

Auburn University	University of California-Merced
Augusta University	University of Delaware
Clark University	University of Missouri-St. Louis
St. John Fisher College	University of South Florida
Texas A&M University - Corpus Christi	University of St. Thomas
Texas Tech University	University of Vermont
Texas Woman's University	Widener University

Master's Colleges and Universities

Abilene Christian University	Millersville University of Pennsylvania
Angelo State University ^c	Minnesota State University, Mankato
Bentley University	Nicholls State University
California Lutheran University ^c	Pfeiffer University ^c
California Polytechnic State University-San Luis Obispo	Point Loma Nazarene University
California State University-Bakersfield	Rider University
California State University-Channel Islands	Saint Martin's University
California State University, East Bay	Salve Regina University
California State University, Sacramento ^c	Southern Connecticut State University
Carroll University	Southwest Baptist University
Central Connecticut State University	Stetson University
Chatham University	Texas A&M University - Texarkana
Concordia University Chicago	The College of Saint Rose
Concordia University Texas	Tuskegee University
CUNY Bernard M Baruch College	University of Evansville
Dominican College of Blauvelt ^c	University of North Georgia
Framingham State University	University of Saint Mary ^c
Gannon University	University of South Florida-St. Petersburg
Graceland University-Lamoni ^c	University of West Alabama
Lewis University	Washington Adventist University ^c
Marian University	Weber State University ^c
Medaille College	Wentworth Institute of Technology

Baccalaureate Colleges and Special Focus Institutions

Alma College	Muhlenberg College
Bethany College ^c	Newbury College-Brookline
Bucknell University	Olin College of Engineering ^b
Centenary College of Louisiana ^c	Pitzer College ^c
Central Methodist University	Rhodes College
Concordia College-New York ^c	Rocky Mountain College
Defiance College ^c	Saint Anselm College
Drew University	Scripps College
Elizabethtown College	Shawnee State University ^c
Grinnell College	The College of Idaho
Iowa Wesleyan College ^c	University of Puget Sound
Kentucky State University ^c	University of the Sciences ^b
Kenyon College	University of Wisconsin-Parkside
Linfield College - McMinnville Campus	Warren Wilson College
Luther College	Wilberforce University ^c
Manchester University	William Jewell College
Meredith College	William Peace University ^c
Missouri Valley College	Wisconsin Lutheran College
Moravian College	Wofford College

Canadian Universities

St. Thomas University	University of Guelph
-----------------------	----------------------

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.