



BCSSE 2017-NSSE 2018 Combined Report

NSSEville State University

The BCSSE 2017-NSSE 2018 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 2017 and NSSE 2018 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 2017 and NSSE 2018 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/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 2017-NSSE 2018 Population and Respondents

	Count
BCSSE 2017 respondents (cross-sectional data)	597
First-year students included in NSSE 2018 population file ^a	646
BCSSE 2017 respondents identified in the NSSE 2018 population file ^a	583
BCSSE 2017 respondents invited to participate in NSSE 2018 ^b	560
NSSE 2018 first-year respondents	296
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data) ^a	272

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	36	38	40
Woman	63	61	60
Another gender identity	1	1	0
Prefer not to respond	1	0	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	0	0
Asian	12	11	12
Black or African American	4	5	6
Hispanic or Latino	5	4	5
Native Hawaiian or Other Pacific Islander	0	0	0
White	71	68	66
Other	1	2	1
Multiracial	6	8	9
I prefer not to respond	1	1	1
Enrollment status			
Full-time	100	100	100
Less than full-time	0	0	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 2017 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2018 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2017 and NSSE 2018.

BCSSE 2017-NSSE 2018 Combined Report

Cross-Sectional Results NSSEville State University

		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	19	3			7	2
	1-2	92	16			33	12
	3-5	151	26			81	29
	More than 5	327	56			160	57
	Total	589	100			281	100
Between 6 and 10 pages	None	139	24			73	26
	1-2	236	40			143	51
	3-5	133	23			53	19
	More than 5	75	13			11	4
	Total	583	100			280	100
11 pages or more	None	334	57			227	81
	1-2	190	33			42	15
	3-5	40	7			7	2
	More than 5	19	3			5	2
	Total	583	100			281	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	2	0	1	0	0	0
	1-10	272	46	50	9	40	15
	11-20	229	39	282	48	115	42
	More than 20	88	15	249	43	118	43
	Total	591	100	582	100	273	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	18	3	7	1	15	6
	1-10	227	38	334	57	173	64
	11-20	254	43	205	35	62	23
	More than 20	93	16	36	6	21	8
	Total	592	100	582	100	271	100
Relaxing and socializing (watching TV, partying, etc.)	None	5	1	2	0	0	0
	1-10	358	61	303	52	123	45
	11-20	172	29	239	41	106	39
	More than 20	56	9	39	7	42	15
	Total	591	100	583	100	271	100
Working for pay	None	301	51	107	18	84	31
	1 or more	291	49	472	82	186	69
	Total	592	100	579	100	270	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	536	91	553	95	249	82
	Often/Very often	54	9	28	5	55	18
	Total	590	100	581	100	304	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	336	57	141	24	144	47
	Often/Very often	253	43	440	76	161	53
	Total	589	100	581	100	305	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	229	39			140	49
	Often/Very often	356	61			143	51
	Total	585	100			283	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	336	57			177	63
	Often/Very often	251	43			104	37
	Total	587	100			281	100
Evaluate what others have concluded from numerical information	Never/Sometimes	341	58			163	58
	Often/Very often	248	42			116	42
	Total	589	100			279	100
Identify key information from reading assignments	Never/Sometimes	85	15			32	11
	Often/Very often	501	85			249	89
	Total	586	100			281	100
Review your notes after class	Never/Sometimes	244	42			122	43
	Often/Very often	342	58			159	57
	Total	586	100			281	100
Summarize what you learned in class or from course materials	Never/Sometimes	242	41			126	45
	Often/Very often	346	59			155	55
	Total	588	100			281	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	233	40			96	32
	Often/Very often	355	60			203	68
	Total	588	100			299	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	222	38			93	31
	Often/Very often	366	62			205	69
	Total	588	100			298	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	153	26			64	22
	Often/Very often	434	74			231	78
	Total	587	100			295	100
Ask another student to help you understand course material	Never/Sometimes			203	35	108	36
	Often/Very often			380	65	195	64
	Total			583	100	303	100
Explain course material to one or more students	Never/Sometimes			250	43	114	38
	Often/Very often			331	57	190	63
	Total			581	100	304	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			122	21	122	40
	Often/Very often			456	79	182	60
	Total			578	100	304	100
Work with other students on course projects or assignments	Never/Sometimes			139	24	128	42
	Often/Very often			443	76	175	58
	Total			582	100	303	100
Talk about career plans with a faculty member	Never/Sometimes			210	36	187	63
	Often/Very often			371	64	108	37
	Total			581	100	295	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			345	59	239	81
	Often/Very often			237	41	56	19
	Total			582	100	295	100
Discuss your academic performance with a faculty member	Never/Sometimes			258	44	214	73
	Often/Very often			322	56	79	27
	Total			580	100	293	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			279	48	200	68
	Often/Very often			302	52	94	32
	Total			581	100	294	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			57	10	52	19
	Often/Very often			525	90	228	81
	Total			582	100	280	100
People from an economic background other than your own	Never/Sometimes			55	9	45	16
	Often/Very often			526	91	236	84
	Total			581	100	281	100
People with religious beliefs other than your own	Never/Sometimes			50	9	43	15
	Often/Very often			532	91	238	85
	Total			582	100	281	100
People with political views other than your own	Never/Sometimes			159	27	127	45
	Often/Very often			422	73	153	55
	Total			581	100	280	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			558	97	250	92
	No, Uncertain, or Not sure			17	3	21	8
	Total			575	100	271	100
Self-reported or expected grades							
	A- or higher	441	74	374	65	141	52
	B+ or B	125	21	185	32	116	43
	B- or lower	10	2	15	3	15	6
	Grades not used (BCSSE only)	18	3	3	1	na	na
	Total	594	100	577	100	272	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



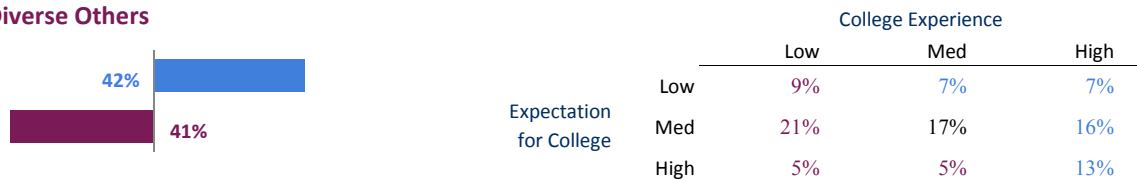
Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Doctorate-Granting Universities

Auburn University	Pace University
Augusta University	St. John Fisher College
East Carolina University	The University of North Carolina at Greensboro
George Mason University	University of Denver
Indiana University Bloomington	University of Louisiana Monroe
Oklahoma State University	University of North Carolina at Charlotte

Master's Colleges and Universities

Alfred University	Northern Kentucky University
Avila University ^c	Pfeiffer University
California State University-Channel Islands	Ramapo College of New Jersey
Capital University	Rider University
College of Our Lady of the Elms ^c	Shippensburg University of Pennsylvania
Concordia University Texas ^c	Sierra Nevada College ^c
Converse College	Silver Lake College of the Holy Family
Coppin State University ^c	Southeastern Louisiana University
Eastern Connecticut State University ^c	Stockton University
Elmhurst College ^c	Texas A&M University - Texarkana ^c
Fontbonne University	Trinity University
Framingham State University	University of North Georgia
Gwynedd Mercy University ^c	University of Saint Mary ^c
Hardin-Simmons University ^c	University of the Virgin Islands ^c
Indiana University East ^c	University of West Alabama
Langston University ^c	Washington Adventist University ^c
Mount St. Joseph University	Wentworth Institute of Technology
Nicholls State University	West Virginia Wesleyan College

Baccalaureate Colleges and Special Focus Institutions

Bloomfield College ^c	Rose-Hulman Institute of Technology ^b
Bridgewater College	Scripps College
Catawba College	Shawnee State University ^c
Central Methodist University ^c	St. Olaf College
Centre College	Stonehill College
Edward Waters College ^c	The University of Montana-Western
Emmanuel College	Thiel College
Franciscan Missionaries of Our Lady University ^{bc}	Union College
Goldey-Beacom College ^{bc}	Universidad Adventista de las Antillas ^c
Indiana University Kokomo	University of Providence ^c
Lincoln College ^c	Ursinus College
Moravian College	Wabash College
Oglethorpe University	Whittier College
Olin College of Engineering ^b	William Jewell College
Pitzer College	Wofford 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.