



BCSSE 2018-NSSE 2019 Combined Report

NSSEville State 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)	232
First-year students included in NSSE 2019 population file ^a	1,911
BCSSE 2018 respondents identified in the NSSE 2019 population file ^a	216
BCSSE 2018 respondents invited to participate in NSSE 2019 ^b	196
NSSE 2019 first-year respondents	826
BCSSE 2018-NSSE 2019 matched respondents (longitudinal data) ^a	113

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	34	42	33
Woman	64	55	62
Another gender identity	2	2	3
Prefer not to respond	0	1	2
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	3	5	5
Black or African American	9	6	4
Hispanic or Latino	12	8	13
Middle Eastern or N. African (NSSE 2019)	n/a	1	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	60	64	59
Another race or ethnicity (NSSE 2019)	n/a	1	2
Other (BCSSE 2018)	0	n/a	n/a
Multiracial	14	0	12
I prefer not to respond	1	12	4
Enrollment status			
Full-time	100	94	95
Less than full-time	0	6	5

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 2018-NSSE 2019 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	17	8			77	11
	1-2	62	28			176	24
	3-5	72	33			232	33
	More than 5	69	31			234	32
	Total	220	100			719	100
Between 6 and 10 pages	None	111	51			363	50
	1-2	70	32			211	29
	3-5	23	11			91	13
	More than 5	12	6			55	8
	Total	216	100			720	100
11 pages or more	None	172	80			584	81
	1-2	26	12			70	10
	3-5	9	4			29	4
	More than 5	8	4			37	5
	Total	215	100			720	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	6	3	1	0	3	1
	1-10	156	72	43	21	268	38
	11-20	45	21	97	48	283	40
	More than 20	9	4	63	31	144	21
	Total	216	100	204	100	698	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	32	15	18	9	262	38
	1-10	78	36	113	56	295	42
	11-20	66	30	55	27	102	15
	More than 20	41	19	16	8	34	5
	Total	217	100	202	100	693	100
Relaxing and socializing (watching TV, partying, etc.)	None	3	1	3	1	16	2
	1-10	132	61	122	60	294	41
	11-20	60	28	63	31	266	38
	More than 20	23	11	14	7	123	18
	Total	218	100	202	100	699	100
Working for pay	None	70	32	43	22	286	40
	1 or more	146	68	156	78	430	60
	Total	216	100	199	100	716	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	194	90	188	94	640	79
	Often/Very often	22	10	12	6	163	21
	Total	216	100	200	100	803	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	135	62	69	34	507	63
	Often/Very often	83	38	132	66	296	37
	Total	218	100	201	100	803	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	91	42			329	45
	Often/Very often	127	58			390	55
	Total	218	100			719	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	120	55			398	55
	Often/Very often	98	45			317	45
	Total	218	100			715	100
Evaluate what others have concluded from numerical information	Never/Sometimes	126	58			408	56
	Often/Very often	92	42			313	44
	Total	218	100			721	100
Identify key information from reading assignments	Never/Sometimes	49	23			161	23
	Often/Very often	168	77			554	77
	Total	217	100			715	100
Review your notes after class	Never/Sometimes	68	31			212	30
	Often/Very often	149	69			500	70
	Total	217	100			712	100
Summarize what you learned in class or from course materials	Never/Sometimes	74	34			229	33
	Often/Very often	144	66			480	67
	Total	218	100			709	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	96	45			328	43
	Often/Very often	119	55			452	57
	Total	215	100			780	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	93	43			253	32
	Often/Very often	123	57			526	68
	Total	216	100			779	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	67	31			216	29
	Often/Very often	148	69			557	71
	Total	215	100			773	100
Ask another student to help you understand course material	Never/Sometimes			85	43	363	47
	Often/Very often			115	58	433	53
	Total			200	100	796	100
Explain course material to one or more students	Never/Sometimes			95	47	350	44
	Often/Very often			107	53	451	56
	Total			202	100	801	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			54	27	391	50
	Often/Very often			148	73	408	50
	Total			202	100	799	100
Work with other students on course projects or assignments	Never/Sometimes			59	29	345	44
	Often/Very often			143	71	449	56
	Total			202	100	794	100
Talk about career plans with a faculty member	Never/Sometimes			99	49	428	57
	Often/Very often			102	51	330	43
	Total			201	100	758	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			122	61	582	77
	Often/Very often			79	39	169	23
	Total			201	100	751	100
Discuss your academic performance with a faculty member	Never/Sometimes			85	42	492	66
	Often/Very often			116	58	254	34
	Total			201	100	746	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			113	56	540	72
	Often/Very often			88	44	212	28
	Total			201	100	752	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			29	15	161	22
	Often/Very often			171	86	555	78
	Total			200	100	716	100
People from an economic background other than your own	Never/Sometimes			30	15	168	23
	Often/Very often			171	85	547	77
	Total			201	100	715	100
People with religious beliefs other than your own	Never/Sometimes			37	18	191	27
	Often/Very often			164	82	523	73
	Total			201	100	714	100
People with political views other than your own	Never/Sometimes			38	19	189	26
	Often/Very often			163	81	528	74
	Total			201	100	717	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			181	90	606	86
	No, Uncertain, or Not sure			20	10	97	14
	Total			201	100	703	100
Self-reported or expected grades							
	A- or higher	105	45	115	57	273	38
	B+ or B	106	46	80	40	285	41
	B- or lower	18	8	6	3	141	21
	Grades not used (BCSSE only)	2	1	0	0	na	na
	Total	231	100	201	100	699	100

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

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

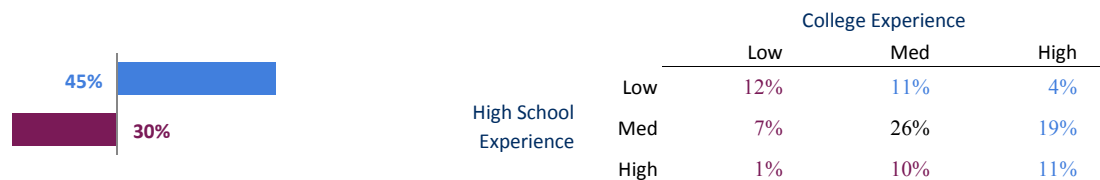
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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



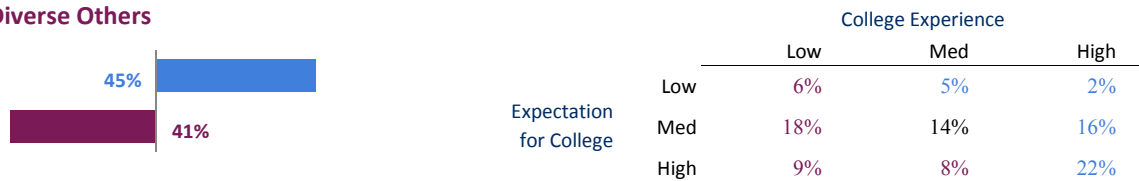
Student-Faculty Interaction



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