



# National Survey of Student Engagement

## Grand Results

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BCSSE 2007-NSSE 2008 Respondent Characteristics  
November 2008

This report contains the overall results for all institutions that participated in BCSSE 2007 and NSSE 2008. Respondents to either survey that were not at an institution that did both surveys, are not included in any of these results. The BCSSE 2007-NSSE 2008 Combined Report contains two sections, cross-sectional results and longitudinal results. The cross-sectional results include frequencies from all respondents at institutions that participated in both BCSSE and NSSE. For comparison purposes, only similar items on both instruments are included in this section (there were 23 items in the BCSSE survey identical or similar to items in the NSSE survey). Using all the BCSSE and NSSE data provides the best estimates of incoming first-year student characteristics and their end-of-year engagement at BCSSE-NSSE institutions.

The longitudinal results in your BCSSE07-NSSE08 Combined Report already included comparative results with similar institutions with same Carnegie classification. This report includes the overall comparative results for the respondent characteristics, the cross-sectional frequencies, and the longitudinal results for all BCSSE-NSSE institutions where data could be matched at the student level.

#### **BCSSE 2007 - NSSE 2008 Samples**

	<b>Count</b>
BCSSE 2007 respondents (cross-sectional data)	53,744
First-year students included in NSSE population file	--
BCSSE respondents identified in the NSSE population file	--
BCSSE 2007 respondents invited to participate in NSSE 2008	--
NSSE 2008 first-year student respondents	24,917
BCSSE 2007 - NSSE 2008 respondents (longitudinal data)	15,675

<b>Respondent Characteristics</b>	<b>Cross-Sectional<sup>1</sup></b>		<b>Longitudinal</b>
	<b>BCSSE</b>	<b>NSSE</b>	<b>BCSSE-NSSE<sup>2</sup></b>
<b><i>Gender</i></b>			
Female	58%	66%	68%
Male	42%	34%	32%
<b><i>Ethnicity</i></b>			
Am. Indian/Native American	1%	1%	1%
Asian/Asian Am./Pacific Isl.	6%	6%	5%
Black/African American	10%	9%	7%
White (non-Hispanic)	72%	71%	75%
Mexican/Mexican American	2%	2%	1%
Puerto Rican	1%	1%	1%
Other Hispanic/Latino	2%	2%	2%
Multiracial	3%	3%	2%
Other	1%	2%	1%
I prefer not to respond	3%	6%	6%
<b><i>Enrollment Status</i></b>			
Full-time	99%	96%	99%
Less than full-time	1%	4%	1%

<sup>1</sup> Student reported characteristics for respondents enrolled at institutions that participated in both BCSSE 2007 and NSSE 2008.

<sup>2</sup> Student reported characteristics for matched students who completed both BCSSE 2007 and NSSE 2008.



# National Survey of Student Engagement

## Grand Results

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BCSSE 2007-NSSE 2008 Combined Report  
Cross-Sectional and Longitudinal Result  
November 2008



The cross-sectional results are based on *all* first-year student respondents from institutions that participated in BCSSE 2007 and NSSE 2008 administrations (in contrast to the longitudinal results which contain only matched data). These data provide the best estimates of the first-year students' pre-college characteristics and their engagement during the first year. By presenting BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence as well as gaps in engagement to develop a better understanding of the first-year student experience.

**Variables**

The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

**Response Options**

Response options presented on the survey were collapsed into fewer categories for reporting purposes.

**Data Source**

These columns present the overall BCSSE 2007 frequencies and NSSE 2008 frequencies.

*How many hours in a typical 7-day week doing each of the following?*

Preparing for class (studying, doing homework, rehearsing, etc.)

	BCSSE				NSSE	
	High School		Expected FY		First Year	
	Count	%	Count	%	Count	%
None	14	4	0	0	2	1
1-10	198	57	62	18	109	52
11-20	90	26	162	47	69	33
More than 20	42	12	121	35	29	14
<b>Total</b>	<b>344</b>	<b>100</b>	<b>345</b>	<b>100</b>	<b>209</b>	<b>100</b>

**Count**

The actual number of students who answered within each response category.

**Column Percentage (%)**

The percentage of students responding to the particular option in each question.



**National Survey  
of Student Engagement**

**BCSSE 2007-NSSE 2008 Combined Report  
Grand Cross-Sectional Results**

<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE <sup>1</sup>				NSSE	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	937	2	54	0	79	0
	1-10	36,260	68	9,483	18	8,112	37
	11-20	12,160	23	26,924	52	9,118	42
	More than 20	3,669	7	15,682	30	4,544	21
	Total	53,026	100	52,143	100	21,853	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	4,902	9	3,544	7	7,271	33
	1-10	21,777	41	28,966	56	10,288	47
	11-20	17,783	34	15,486	30	3,081	14
	More than 20	8,576	16	4,162	8	1,218	6
	Total	53,038	100	52,158	100	21,858	100
Working for pay	No	15,313	29	13,565	26	10,494	48
	Yes	37,686	71	38,500	74	11,340	52
	Total	52,999	100	52,065	100	21,834	100
Relaxing and socializing (watching TV, partying, etc.)	None	233	0	375	1	204	1
	1-10	24,548	46	27,977	54	11,358	52
	11-20	19,297	36	19,226	37	7,413	34
	More than 20	8,938	17	4,608	9	2,857	13
	Total	53,016	100	52,186	100	21,832	100
<i>How often did you do or expect to do each of the following?</i>							
Asked questions in class or contributed to class discussions	Never/Sometimes	13,985	26	11,627	22	9,402	38
	Often/Very often	38,842	74	40,612	78	15,157	62
	Total	52,827	100	52,239	100	24,559	100
Made a class presentation	Never/Sometimes	25,796	49	21,552	41	15,993	65
	Often/Very often	26,996	51	30,595	59	8,510	35
	Total	52,792	100	52,147	100	24,503	100
Came to class without completing readings or assignments	Never/Sometimes	48,243	91			20,394	84
	Often/Very often	4,523	9			4,024	16
	Total	52,766	100			24,418	100
Discussed grades or assignments with a teacher/instructor	Never/Sometimes	26,147	50	18,059	35	11,364	49
	Often/Very often	26,499	50	34,060	65	11,950	51
	Total	52,646	100	52,119	100	23,314	100
Worked with other students on projects during class	Never/Sometimes	18,307	35	21,979	42	14,392	59
	Often/Very often	34,416	65	30,119	58	10,112	41
	Total	52,723	100	52,098	100	24,504	100

<sup>1</sup> Blank cells indicate BCSSE items with no similar item on NSSE.



# National Survey of Student Engagement

## BCSSE 2007-NSSE 2008 Combined Report Grand Cross-Sectional Results

<i>How often did you do or expect to do each of the following?</i>		BCSSE <sup>1</sup>				NSSE	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Worked with classmates outside of class to prepare class assignments	Never/Sometimes	36,008	68	15,496	30	13,590	55
	Often/Very often	16,771	32	36,633	70	10,969	45
	Total	52,779	100	52,129	100	24,559	100
Prepared two or more drafts of a paper or assignment before turning it in	Never/Sometimes	29,630	56			10,970	45
	Often/Very often	23,012	44			13,567	55
	Total	52,642	100			24,537	100
Had serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	26,679	51	18,468	36	11,632	51
	Often/Very often	25,917	49	33,443	64	11,236	49
	Total	52,596	100	51,911	100	22,868	100
Discussed ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	38,663	74	27,409	53	17,952	77
	Often/Very often	13,911	26	24,726	47	5,388	23
	Total	52,574	100	52,135	100	23,340	100
Discussed ideas from your readings or classes with others outside of class (students, etc.)	Never/Sometimes	28,438	54	20,327	39	9,845	43
	Often/Very often	24,182	46	31,605	61	13,009	57
	Total	52,620	100	51,932	100	22,854	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	23,478	45			15,795	68
	Often/Very often	29,133	55			7,534	32
	Total	52,611	100			23,329	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	26,121	50	16,728	32	10,207	45
	Often/Very often	26,434	50	35,176	68	12,678	55
	Total	52,555	100	51,904	100	22,885	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			5,021	10	5,084	21
	Often/Very often			47,134	90	19,461	79
	Total			52,155	100	24,545	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			12,191	23	10,207	44
	Often/Very often			39,929	77	13,137	56
	Total			52,120	100	23,344	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			17,131	33	9,088	40
	Often/Very often			34,861	67	13,824	60
	Total			51,992	100	22,912	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			29,783	57	18,849	82
	Often/Very often			22,172	43	4,021	18
	Total			51,955	100	22,870	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			11,461	22	8,816	39
	Often/Very often			40,479	78	13,590	61
	Total			51,940	100	22,406	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			9,867	19	7,706	34
	Often/Very often			42,036	81	14,678	66
	Total			51,903	100	22,384	100
<b>Grades</b>	A or A-	24,720	47	20,394	40	8,222	39
	B or B+	21,942	42	26,413	52	8,814	42
	B- or lower	6,015	11	4,267	8	4,084	19
	Total	52,677	100	51,074	100	21,120	100

<sup>1</sup> Blank cells indicate BCSSE items with no similar item on NSSE.

These longitudinal results contain matched data from all first-year students who completed both the BCSSE 2007 and NSSE 2008 surveys. The purpose of this report is to analyze the relationships between incoming student characteristics and their reported engagement near the end of their first year. With longitudinal data, you can more effectively identify how students with varying levels of pre-college characteristics were actually engaged during their first year of college.

Six BCSSE scales are categorized into quartile ranges based on the lower 25 percent (Low25), the middle 50 percent (Mid50), and the upper 25 percent (Top25) of respondents.

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### **BCSSE Scales**

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

<i>High School Academic Engagement</i>	Student engagement in educationally relevant activities during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hooceida)
<i>Expected First-Year Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Academic Perseverance<sup>1</sup></i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected First-Year Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearnma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspeak, cganaly, cgquant, cgcompt, cgnother, cgning)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

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### **NSSE Benchmarks**

Also included in this report are four of the five NSSE Benchmarks of Effective Educational Practice.<sup>2</sup>

<i>Level of Academic Challenge (adjusted)</i>	Engagement in intellectually challenging and creative work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active &amp; Collaborative Learning:</i>	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
<i>Student-Faculty Interaction</i>	Student engagement with faculty as role models and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocal, envsuprt, envnacad, envstu, envfac, envadm)

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<sup>1</sup> Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.

<sup>2</sup> The benchmark "Enriching Educational Experiences" is not included in this section of the report given that it measures the participation in many activities not typically completed by first-year students (internships, capstone courses, study abroad, etc).



In the example below (NSSEville State), students who scored in the lower 25% ("Low25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge benchmark score of 49.6. Of these students, 41% ended the year in the lower 25% on Level of Academic Challenge, while only 13% of these students were in the top 25%. By comparison, 8% of the students in the top 25% on High School Academic Engagement were in the lower 25% and 43% were the top 25% for Level of Academic Challenge.

**BCSSE Scale**

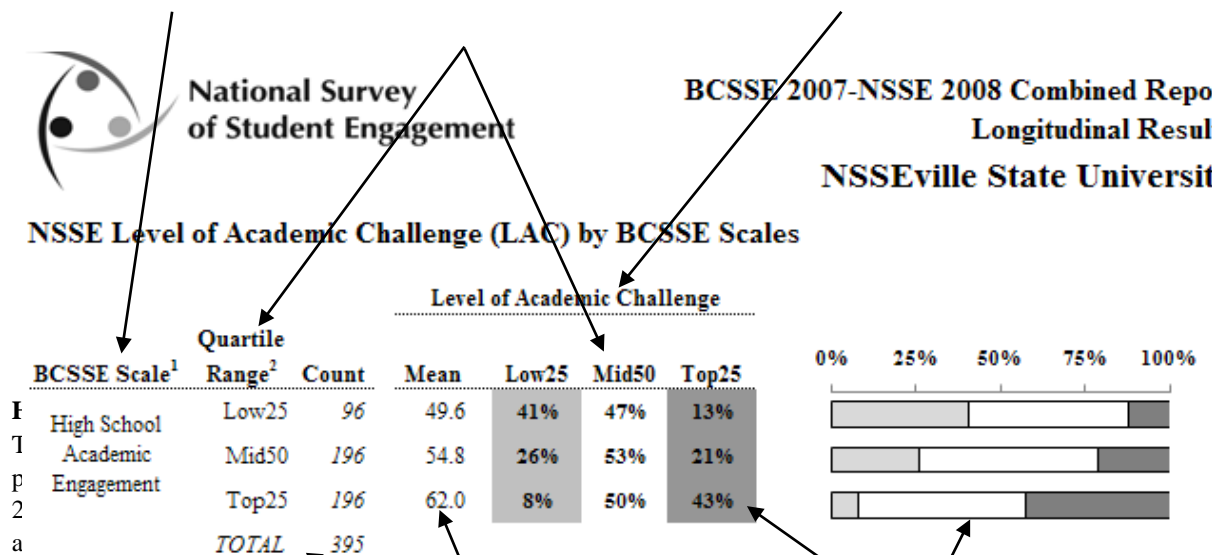
The six BCSSE scales are listed in the left column

**Quartile Ranges**

The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale and NSSE benchmark.

**NSSE Benchmark**

The NSSE benchmark is listed across the top of the page.



students who reported high levels of high school academic engagement are actually engaged in the bottom 25% of their class in academic challenge. Using the BCSSE-NSSE raw matched data as well as other available institutional data, NSSEville may want to learn more about these students and devise ways to facilitate engagement of similar first-year students in the future. Other information collected from students during the admission and advising processes, as well as in the first few weeks of classes, can also inform program and institution-level assessment.





NSSE Level of Academic Challenge (LAC) by BCSSE Scales

BCSSE Scale <sup>1</sup>	Quartile Range <sup>2</sup>	Count	Level of Academic Challenge				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	3,511	49.1	40%	47%	13%	
	Mid50	7,022	54.5	24%	53%	23%	
	Top25	3,558	60.6	12%	46%	42%	
	TOTAL	14,091					
Expected Academic Engagement	Low25	3,651	49.6	39%	48%	13%	
	Mid50	6,732	54.8	24%	52%	24%	
	Top25	3,579	59.8	14%	46%	41%	
	TOTAL	13,962					
Academic Perseverance <sup>3</sup>	Low25	3,665	50.1	37%	49%	14%	
	Mid50	6,593	54.6	24%	52%	24%	
	Top25	3,637	59.6	14%	46%	40%	
	TOTAL	13,895					
Expected Academic Difficulty	Low25	2,997	56.3	21%	49%	30%	
	Mid50	7,955	54.3	26%	51%	24%	
	Top25	2,921	54.3	27%	48%	26%	
	TOTAL						
Academic Preparation	Low25	3,026	50.6	36%	48%	16%	
	Mid50	7,747	54.9	24%	52%	25%	
	Top25	3,085	58.3	17%	47%	37%	
	TOTAL	13,858					
Importance of Campus Environment	Low25	3,149	50.3	36%	50%	14%	
	Mid50	6,834	54.6	24%	51%	24%	
	Top25	3,859	58.5	16%	47%	36%	
	TOTAL	13,842					

<sup>1</sup> Rows sum to 100%

<sup>2</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>3</sup> Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Active and Collaborative Learning (ACL) by BCSSE Scales

BCSSE Scale <sup>1</sup>	Quartile Range <sup>2</sup>	Count	Active and Collaborative Learning				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	3,772	36.1	38%	53%	10%	
	Mid50	7,534	42.7	21%	59%	20%	
	Top25	3,794	49.9	12%	52%	37%	
	TOTAL	15,100					
Expected Academic Engagement	Low25	3,899	36.0	38%	53%	9%	
	Mid50	7,219	42.7	21%	59%	20%	
	Top25	3,839	50.2	12%	51%	37%	
	TOTAL	14,957					
Academic Perseverance <sup>3</sup>	Low25	3,970	38.1	34%	53%	13%	
	Mid50	7,059	42.8	22%	58%	20%	
	Top25	3,853	48.1	14%	53%	32%	
	TOTAL	14,882					
Expected Academic Difficulty	Low25	3,217	46.2	17%	54%	29%	
	Mid50	8,519	42.4	24%	57%	20%	
	Top25	3,122	40.7	28%	55%	18%	
	TOTAL	14,858					
Academic Preparation	Low25	3,240	38.6	33%	53%	14%	
	Mid50	8,298	42.7	22%	58%	21%	
	Top25	3,306	47.5	16%	53%	31%	
	TOTAL	14,844					
Importance of Campus Environment	Low25	3,378	39.1	31%	54%	15%	
	Mid50	7,328	42.6	22%	58%	20%	
	Top25	4,115	46.6	18%	53%	29%	
	TOTAL	14,821					

<sup>1</sup> Rows sum to 100%

<sup>2</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>3</sup> Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Student-Faculty Interaction (SFI) by BCSSE Scales

BCSSE Scale <sup>1</sup>	Quartile Range <sup>2</sup>	Count	Student-Faculty Interaction				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	3,539	27.5	34%	55%	11%	
	Mid50	7,068	34.0	20%	60%	20%	
	Top25	3,573	41.7	13%	50%	37%	
	<b>TOTAL</b>	<b>14,180</b>					
Expected Academic Engagement	Low25	3,684	26.4	36%	55%	9%	
	Mid50	6,771	34.0	20%	60%	20%	
	Top25	3,592	43.2	10%	51%	39%	
	<b>TOTAL</b>	<b>14,047</b>					
Academic Perseverance <sup>3</sup>	Low25	3,686	28.5	33%	54%	13%	
	Mid50	6,642	34.2	20%	59%	21%	
	Top25	3,650	40.6	13%	54%	33%	
	<b>TOTAL</b>	<b>13,978</b>					
Expected Academic Difficulty	Low25	3,023	38.8	15%	54%	31%	
	Mid50	8,014	33.8	22%	58%	21%	
	Top25	2,920	31.3	28%	55%	17%	
	<b>TOTAL</b>	<b>13,957</b>					
Academic Preparation	Low25	3,048	30.6	29%	54%	17%	
	Mid50	7,791	33.9	21%	58%	21%	
	Top25	3,102	39.1	15%	54%	31%	
	<b>TOTAL</b>	<b>13,941</b>					
Importance of Campus Environment	Low25	3,162	29.7	30%	56%	15%	
	Mid50	6,883	33.8	21%	58%	20%	
	Top25	3,877	39.0	16%	53%	31%	
	<b>TOTAL</b>	<b>13,922</b>					

<sup>1</sup> Rows sum to 100%

<sup>2</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>3</sup> Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Supportive Campus Environment (SCE) by BCSSE Scales

BCSSE Scale <sup>1</sup>	Quartile Range <sup>2</sup>	Count	Supportive Campus Environment				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	3,358	58.8	33%	50%	17%	
	Mid50	6,763	63.3	25%	52%	24%	
	Top25	3,437	66.5	21%	46%	33%	
	<i>TOTAL</i>	<i>13,558</i>					
Expected Academic Engagement	Low25	3,505	57.9	35%	51%	14%	
	Mid50	6,508	63.2	24%	52%	24%	
	Top25	3,424	67.9	19%	45%	36%	
	<i>TOTAL</i>	<i>13,437</i>					
Academic Perseverance <sup>3</sup>	Low25	3,509	57.2	36%	51%	13%	
	Mid50	6,375	63.3	24%	52%	24%	
	Top25	3,491	68.3	18%	45%	37%	
	<i>TOTAL</i>	<i>13,375</i>					
Expected Academic Difficulty	Low25	2,882	67.1	19%	49%	32%	
	Mid50	7,663	62.9	25%	51%	23%	
	Top25	2,809	59.1	34%	47%	20%	
	<i>TOTAL</i>	<i>13,354</i>					
Academic Preparation	Low25	2,896	58.2	35%	49%	16%	
	Mid50	7,452	63.2	24%	52%	24%	
	Top25	2,991	67.3	20%	45%	35%	
	<i>TOTAL</i>	<i>13,339</i>					
Importance of Campus Environment	Low25	3,029	57.3	35%	51%	14%	
	Mid50	6,582	62.7	25%	52%	23%	
	Top25	3,717	68.2	19%	45%	36%	
	<i>TOTAL</i>	<i>13,328</i>					

#REF!

<sup>1</sup> Rows sum to 100%

<sup>2</sup> Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

<sup>3</sup> Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.