



BCSSE 2013-NSSE 2014 Combined Report

Grand Results

The *BCSSE 2013-NSSE 2014 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)	The administration details section provides important information regarding the population and respondent counts, as well as respondent characteristics.
Cross-sectional Results (p. 4)	The cross-sectional results are based on all first-year student respondents from your institution's BCSSE 2013 and NSSE 2014 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 2013 and NSSE 2014 results for students who completed both surveys, affording an examination of the first year of college through the lens of BCSSE scales illuminating level of high school engagement, expectations for engagement in college, and perceived importance of the college environment.
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 includes from three to seven items.

The BCSSE Scales and NSSE EIs range from 0 to 60. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional scores are the averages of student-level scores for each class level. Student-level scores for both the BCSSE Scales and NSSE EIs are provided to participating institutions in their BCSSE-NSSE data file.

For more information about BCSSE, visit: bcsse.iub.edu/about.cfm

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.iub.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 regarding the population and respondent counts, as well as respondent characteristics. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2013-NSSE 2014 Population and Respondents

	Count
BCSSE 2013 respondents (cross-sectional data)	56,357
First-year students included in NSSE 2014 population file ^a	
BCSSE 2013 respondents identified in the NSSE 2014 population file ^a	
BCSSE 2013 respondents invited to participate in NSSE 2014 ^b	
NSSE 2014 first-year respondents	23,081
BCSSE 2013-NSSE 2014 matched respondents (longitudinal data) ^a	12,984

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Male	41	32	31
Female	59	68	69
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	3	2	2
Asian	8	8	8
Black or African American	11	10	7
Hispanic or Latino	8	8	9
Native Hawaiian or Other Pacific Islander	1	1	1
White	77	75	80
Other	2	2	2
I prefer not to respond	5	4	5
Enrollment status			
Full-time	99	97	100
Less than full-time	1	3	0

a. Only students identified as first-year students in your NSSE population file were included.

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 2013 respondents.

d. Institution-reported gender and enrollment status, and student-reported race/ethnicity for all NSSE 2014 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2013 and NSSE 2014.

		BCSSE ^a				NSSE ^b	
		High School		Expected FY		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	2,350	4.0	319	1.0	621	3.0
	1-2	11,084	21.0	2,897	6.0	3,342	17.0
	3-5	15,809	29.0	11,386	22.0	5,662	30.0
	More than 5	24,728	46.0	37,867	72.0	9,486	50.0
	Total	53,971	100.0	52,469	100.0	19,111	100.0
Between 6 and 10 pages	None	14,029	28.0	949	2.0	5,360	29.0
	1-2	22,759	45.0	7,474	14.0	8,171	44.0
	3-5	9,116	18.0	17,910	34.0	3,707	20.0
	More than 5	4,204	8.0	26,338	50.0	1,328	7.0
	Total	50,108	100.0	52,671	100.0	18,566	100.0
11 pages or more	None	30,939	66.0	5,033	10.0	13,054	73.0
	1-2	12,996	28.0	20,216	39.0	3,915	22.0
	3-5	2,101	4.0	14,999	29.0	586	3.0
	More than 5	935	2.0	11,800	23.0	382	2.0
	Total	46,971	100.0	52,048	100.0	17,937	100.0
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	1,082	3.0	101	0.0	77	0.0
	1-10	36,501	38.0	10,541	20.0	5,999	34.0
	11-20	13,390	7.0	26,607	49.0	7,230	41.0
	More than 20	4,204	2.0	16,740	31.0	4,496	25.0
	Total	55,177	100.0	53,989	100.0	17,802	100.0
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	4,324	8.0	2,515	5.0	4,583	26.0
	1-10	22,450	41.0	27,878	52.0	9,509	54.0
	11-20	19,304	35.0	18,328	34.0	2,724	15.0
	More than 20	8,779	16.0	5,085	9.0	871	5.0
	Total	54,857	100.0	53,806	100.0	17,687	100.0
Relaxing and socializing (watching TV, partying, etc.)	None	281	1.0	319	1.0	230	1.0
	1-10	27,047	49.0	27,667	51.0	8,025	46.0
	11-20	18,862	34.0	20,975	39.0	6,388	36.0
	More than 20	8,720	16.0	4,863	9.0	2,981	17.0
	Total	54,910	100.0	53,824	100.0	17,624	100.0
Working for pay	None	23,163	42.0	15,590	29.0	9,997	56.0
	1 or more	31,551	58.0	38,167	71.0	7,764	44.0
	Total	54,714	100.0	53,757	100.0	17,761	100.0

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 FY		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	49,965	91	50,454	94	18,956	83
	Often/Very often	4,923	9	3,266	6	3,821	17
	Total	54,888	100	53,720	100	22,777	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	30,456	56	16,304	30	12,076	53
	Often/Very often	24,221	44	37,340	70	10,763	47
	Total	54,677	100	53,644	100	22,839	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	20,126	37			10,142	49
	Often/Very often	34,572	63			10,661	51
	Total	54,698	100			20,803	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	29,592	54			12,975	62
	Often/Very often	25,125	46			7,787	38
	Total	54,717	100			20,762	100
Evaluate what others have concluded from numerical information	Never/Sometimes	30,784	56			12,799	62
	Often/Very often	23,763	44			7,862	38
	Total	54,547	100			20,661	100
Identify key information from reading assignments	Never/Sometimes	10,306	19			3,344	17
	Often/Very often	44,267	81			15,906	83
	Total	54,573	100			19,250	100
Review your notes after class	Never/Sometimes	22,438	41			6,747	35
	Often/Very often	32,180	59			12,428	65
	Total	54,618	100			19,175	100
Summarize what you learned in class or from course materials	Never/Sometimes	22,599	41			6,926	37
	Often/Very often	31,858	59			12,041	63
	Total	54,457	100			18,967	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	23,869	44			10,346	49
	Often/Very often	30,719	56			10,924	51
	Total	54,588	100			21,270	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	20,646	38			8,030	38
	Often/Very often	33,904	62			13,178	62
	Total	54,550	100			21,208	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	16,732	31			7,201	34
	Often/Very often	37,839	69			13,935	66
	Total	54,571	100			21,136	100
Ask another student to help you understand course material	Never/Sometimes			19,199	36	10,481	46
	Often/Very often			34,719	64	12,186	54
	Total			53,918	100	22,667	100
Explain course material to one or more students	Never/Sometimes			23,617	44	8,943	40
	Often/Very often			30,126	56	13,184	60
	Total			53,743	100	22,127	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 FY 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			11,065	21	10,466	47
	Often/Very often			42,745	79	11,692	53
	Total			53,810	100	22,158	100
Work with other students on course projects or assignments	Never/Sometimes			13,295	25	9,820	45
	Often/Very often			40,494	75	12,235	55
	Total			53,789	100	22,055	100
Talk about career plans with a faculty member	Never/Sometimes			21,526	40	14,218	67
	Often/Very often			32,273	60	6,864	33
	Total			53,799	100	21,082	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			29,383	55	16,894	81
	Often/Very often			24,400	45	4,079	19
	Total			53,783	100	20,973	100
Discuss your academic performance with a faculty member	Never/Sometimes			21,717	40	15,137	72
	Often/Very often			32,105	60	5,796	28
	Total			53,822	100	20,933	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			25,360	47	14,638	70
	Often/Very often			28,296	53	6,232	30
	Total			53,656	100	20,870	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			8,406	16	5,568	29
	Often/Very often			45,157	84	13,790	71
	Total			53,563	100	19,358	100
People from an economic background other than your own	Never/Sometimes			7,579	14	4,716	24
	Often/Very often			45,945	86	14,584	76
	Total			53,524	100	19,300	100
People with religious beliefs other than your own	Never/Sometimes			9,883	18	5,396	28
	Often/Very often			43,600	82	13,844	72
	Total			53,483	100	19,240	100
People with political views other than your own	Never/Sometimes			9,948	19	5,917	31
	Often/Very often			43,425	81	13,239	69
	Total			53,373	100	19,156	100
Self-reported or expected grades							
	A or A-	31,598	57	26,506	50	8,159	46
	B+ or B	20,119	36	23,563	44	6,847	39
	B- or lower	3,812	7	3,002	6	2,717	15
	Total	55,529	100	53,071	100	17,723	100

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

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

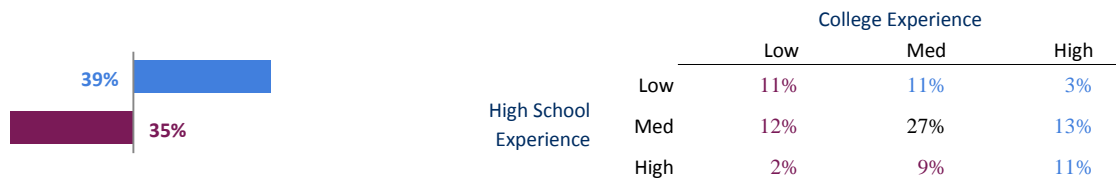
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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

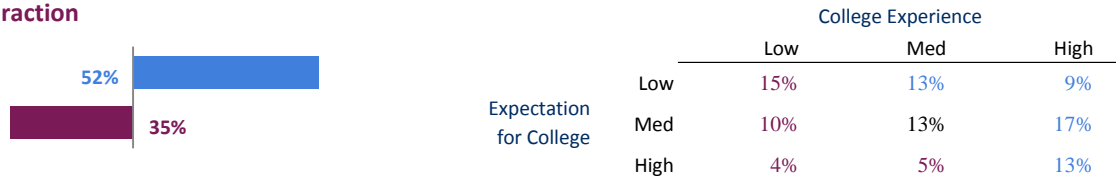
Quantitative Reasoning



Learning Strategies



Student-Faculty Interaction



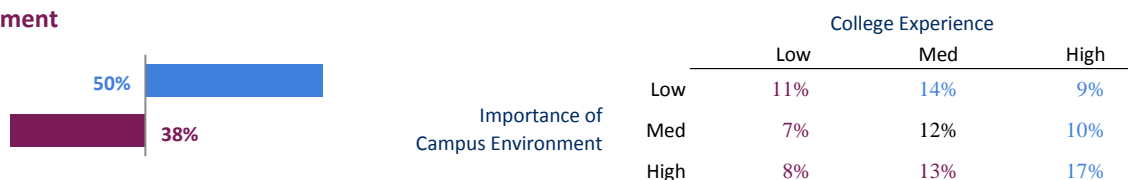
Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.^a

Baccalaureate Colleges and Special Focus Institutions

Alma College	Life Pacific College ^b
Augustana College	Linfield College - McMinnville Campus
Austin College	Luther College
Ave Maria University	Lyndon State College
Bethune Cookman University	Meredith College
Bloomfield College	Muhlenberg College
Bucknell University	Oglethorpe University
Central Methodist University	Our Lady of the Lake College ^b
Centre College	Rhodes College
Claremont McKenna College	Rocky Mountain College
Clarke University	St. Lawrence University
College of Our Lady of the Elms	University of Arkansas - Fort Smith
Davis & Elkins College	University of Mobile
Drew University	University of Puget Sound
Flagler College	University of Wisconsin-Parkside
Franklin W. Olin College of Engineering ^b	Warren Wilson College
Goucher College	Washington Adventist University
Grinnell College	Wentworth Institute of Technology
Grove City College	Wheaton College
Hendrix College	William Jewell College
Holy Cross College	William Peace University

Master's Colleges and Universities

Austin Peay State University	Norfolk State University
Avila University	Northwestern State University of Louisiana
Black Hills State University	Point Loma Nazarene University
California Lutheran University	Prairie View A&M University
California Polytechnic State University-San Luis Obispo	Roger Williams University
California State University-Channel Islands	Rollins College
Carlow University	Saint Xavier University
Concordia University Chicago	Sierra Nevada College
Concordia University Texas	Southwest Baptist University
Converse College	Springfield College
CUNY Bernard M Baruch College	Stetson University
Eastern Michigan University	The Richard Stockton College of New Jersey
Elon University	The University of Findlay
Gannon University	University of Evansville
Heritage University	University of Mary Washington
Jacksonville University	University of North Georgia
Kennesaw State University	University of Wisconsin-Green Bay
Longwood University	University of Wisconsin-Stevens Point
Marist College	Valdosta State University
Medaille College	West Chester University of Pennsylvania
Morehead State University	Westminster College
Nicholls State University	

Doctorate-Granting Universities

Auburn University	Pepperdine University
Bowie State University	Saint John Fisher College
Clark University	The University of New Orleans
Georgia Institute of Technology	The University of Tennessee, Knoxville
Kent State University	University of St. Thomas
Maryville University of Saint Louis	University of Vermont
Montana State University-Bozeman	

a. For information on the Carnegie Classifications, see: classifications.carnegiefoundation.org

b. Basic Carnegie Classification: Special focus institutions.