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# BCSSE 2015-NSSE 2016 Combined Report

Grand Results

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The *BCSSE 2015-NSSE 2016 Combined Report* provides a useful summary of the detailed information contained in all 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)	The cross-sectional results are based on all first-year student respondents from all BCSSE 2015 and NSSE 2016 institutions (in contrast to the longitudinal results which contain only matched data). These data provide the best estimates of students' pre-college characteristics and their engagement during the first year. By presenting BCSSE-NSSE cross-sectional results side-by-side, readers can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.
Longitudinal Results (p. 7)	Compares BCSSE 2015 and NSSE 2016 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. Institutional scores are the averages of student-level scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in their BCSSE-NSSE data file.

For more information about BCSSE, visit: [bcsse.indiana.edu](http://bcsse.indiana.edu)

For more information about the NSSE EIs, see the *Engagement Indicators* report or visit: [nsse.indiana.edu/html/engagement\\_indicators.cfm](http://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 2015-NSSE 2016 Population and Respondents

	Count
BCSSE 2015 respondents (cross-sectional data)	46,878
First-year students included in NSSE 2016 population file <sup>a</sup>	--
BCSSE 2015 respondents identified in the NSSE 2016 population file <sup>a</sup>	--
BCSSE 2015 respondents invited to participate in NSSE 2016 <sup>b</sup>	--
NSSE 2016 first-year respondents	17,084
BCSSE 2015-NSSE 2016 matched respondents (longitudinal data) <sup>a</sup>	10,916

### Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE <sup>c</sup>	NSSE <sup>d</sup>	BCSSE-NSSE <sup>e</sup>
<b>Gender</b>			
Man	39	30	28
Woman	60	68	71
Another gender identity	0	1	0
Prefer not to respond	0	1	1
<b>Race/ethnicity (Select all that apply.)</b>			
American Indian or Alaska Native	2	1	2
Asian	6	5	6
Black or African American	13	10	11
Hispanic or Latino	10	6	9
Native Hawaiian or Other Pacific Islander	1	0	1
White	70	67	75
Other	2	1	2
Multiracial	N/A	7	N/A
I prefer not to respond	1	3	2
<b>Enrollment status</b>			
Full-time	99	99	100
Less than full-time	1	1	0

a. BCSSE respondents identified later in 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 2015 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2016 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2015 and NSSE 2016.

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
<b>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]?</b>							
Up to 5 pages	None	2,145	5	326	1	518	4
	1-2	9,946	22	2,566	6	2,520	18
	3-5	14,353	32	10,473	24	4,460	32
	More than 5	18,426	41	30,302	69	6,422	46
	Total	44,870	100	43,667	100	13,920	100
Between 6 and 10 pages	None	13,008	31	814	2	4,200	31
	1-2	18,515	45	6,360	15	5,778	42
	3-5	6,809	16	15,423	35	2,598	19
	More than 5	3,094	7	21,197	48	1,137	8
	Total	41,426	100	43,794	100	13,713	100
11 pages or more	None	27,353	70	4,342	10	10,289	76
	1-2	9,588	25	16,859	39	2,413	18
	3-5	1,373	4	12,426	29	401	3
	More than 5	787	2	9,707	22	353	3
	Total	39,101	100	43,334	100	13,456	100
<b>How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?</b>							
Preparing for class (studying, doing homework, rehearsing, etc.)	None	887	2	74	0	54	0
	1-10	32,589	71	10,086	22	4,458	35
	11-20	9,784	21	23,572	52	5,543	43
	More than 20	2,774	6	11,407	25	2,792	22
	Total	46,034	100	45,139	100	12,847	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	4,022	9	2,145	5	3,267	26
	1-10	19,072	42	22,974	51	6,652	52
	11-20	15,547	34	15,655	35	2,143	17
	More than 20	7,149	16	4,313	10	711	6
	Total	45,790	100	45,087	100	12,773	100
Relaxing and socializing (watching TV, partying, etc.)	None	294	1	305	1	200	2
	1-10	23,848	52	23,292	52	6,193	49
	11-20	15,178	33	17,715	39	4,472	35
	More than 20	6,538	14	3,752	8	1,896	15
	Total	45,858	100	45,064	100	12,761	100
Working for pay	None	17,941	39	12,246	27	7,156	56
	1 or more	27,752	61	32,763	73	5,661	44
	Total	45,693	100	45,009	100	12,817	100

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

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

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
<b>How often [did you do/do you expect to do/have you done] each of the following?</b>							
Come to class without completing readings or assignments	Never/Sometimes	41,597	91	41,760	93	13,977	83
	Often/Very often	4,259	9	3,167	7	2,773	17
	Total	45,856	100	44,927	100	16,750	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	26,475	58	14,185	32	8,491	51
	Often/Very often	19,194	42	30,767	68	8,315	49
	Total	45,669	100	44,952	100	16,806	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	17,559	38			7,254	47
	Often/Very often	28,082	62			8,025	53
	Total	45,641	100			15,279	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	24,984	55			9,188	60
	Often/Very often	20,707	45			6,057	40
	Total	45,691	100			15,245	100
Evaluate what others have concluded from numerical information	Never/Sometimes	26,395	58			9,358	61
	Often/Very often	19,121	42			5,859	39
	Total	45,516	100			15,217	100
Identify key information from reading assignments	Never/Sometimes	9,158	20			2,869	21
	Often/Very often	36,344	80			10,998	79
	Total	45,502	100			13,867	100
Review your notes after class	Never/Sometimes	18,307	40			4,484	32
	Often/Very often	27,269	60			9,348	68
	Total	45,576	100			13,832	100
Summarize what you learned in class or from course materials	Never/Sometimes	18,173	40			4,909	36
	Often/Very often	27,242	60			8,838	64
	Total	45,415	100			13,747	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	20,675	45			7,442	47
	Often/Very often	24,901	55			8,479	53
	Total	45,576	100			15,921	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	17,307	38			5,955	38
	Often/Very often	28,236	62			9,897	62
	Total	45,543	100			15,852	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	13,663	30			5,003	32
	Often/Very often	31,895	70			10,757	68
	Total	45,558	100			15,760	100
Ask another student to help you understand course material	Never/Sometimes			16,116	36	7,318	44
	Often/Very often			29,065	64	9,384	56
	Total			45,181	100	16,702	100
Explain course material to one or more students	Never/Sometimes			20,388	45	6,469	39
	Often/Very often			24,663	55	10,178	61
	Total			45,051	100	16,647	100

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

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

		BCSSE <sup>a</sup>		NSSE <sup>b</sup>			
		High School	Expected First-Year	First-Year			
		Count	Count	Count	%		
<b>How often [do you expect to do/have you done] each of the following?</b>							
Prepare for exams by discussing or working through course material with other students	Never/Sometimes		8,835	20	7,680	46	
	Often/Very often		36,251	80	8,911	54	
	Total		45,086	100	16,591	100	
Work with other students on course projects or assignments	Never/Sometimes		10,368	23	6,825	41	
	Often/Very often		34,674	77	9,715	59	
	Total		45,042	100	16,540	100	
Talk about career plans with a faculty member	Never/Sometimes		16,673	37	10,181	65	
	Often/Very often		28,374	63	5,397	35	
	Total		45,047	100	15,578	100	
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes		23,080	51	12,389	80	
	Often/Very often		21,972	49	3,141	20	
	Total		45,052	100	15,530	100	
Discuss your academic performance with a faculty member	Never/Sometimes		17,034	38	10,703	69	
	Often/Very often		28,000	62	4,780	31	
	Total		45,034	100	15,483	100	
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes		20,720	46	11,266	73	
	Often/Very often		24,177	54	4,225	27	
	Total		44,897	100	15,491	100	
<b>About how often [do you expect to have/have you had] discussions with people from the following groups?</b>							
People of a race or ethnicity other than your own	Never/Sometimes		6,407	14	3,889	28	
	Often/Very often		38,419	86	10,104	72	
	Total		44,826	100	13,993	100	
People from an economic background other than your own	Never/Sometimes		6,299	14	3,616	26	
	Often/Very often		38,510	86	10,343	74	
	Total		44,809	100	13,959	100	
People with religious beliefs other than your own	Never/Sometimes		8,287	19	4,235	30	
	Often/Very often		36,495	81	9,718	70	
	Total		44,782	100	13,953	100	
People with political views other than your own	Never/Sometimes		8,164	18	4,050	29	
	Often/Very often		36,557	82	9,857	71	
	Total		44,721	100	13,907	100	
<b>Self-reported or expected grades</b>							
	A or A-	24,825	54	22,101	51	6,231	49
	B+ or B	18,104	39	19,420	44	4,755	37
	B- or lower	3,274	7	2,206	5	1,730	14
	Total	46,203	100	43,727	100	12,716	100

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

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

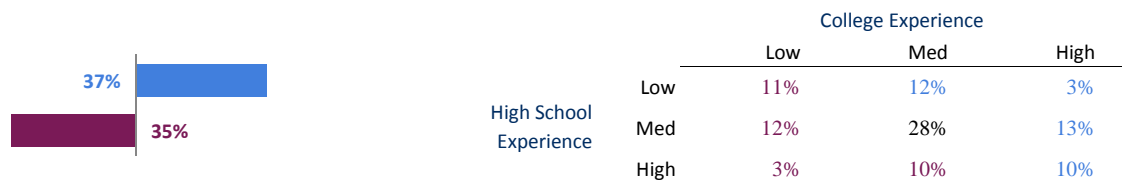
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, students are classified as low, medium, or high relative to all BCSSE and NSSE respondents (divided into thirds). The figures and tables below map 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 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

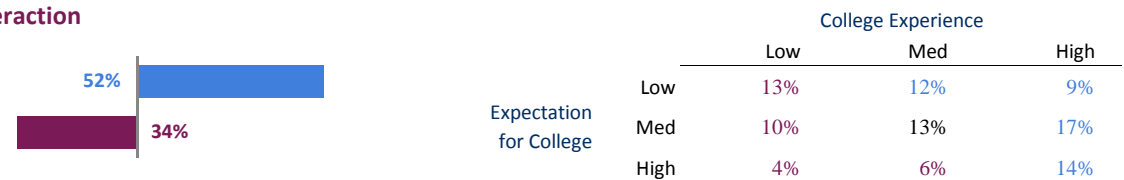
### Quantitative Reasoning



### Learning Strategies



### Student-Faculty Interaction



### Collaborative Learning



### Discussions with Diverse Others



### Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.<sup>a</sup>

### Doctorate-Granting Universities

Auburn University	Pace University
Illinois State University	St. John Fisher College
Indiana State University	University of North Carolina at Greensboro, The
Kennesaw State University	University of South Alabama
Mercer University	University of Tennessee, Knoxville, The

### Master's Colleges and Universities

Alabama A&M University	Ramapo College of New Jersey
Avila University <sup>c</sup>	Rider University
Bentley University	Rollins College
California State University, East Bay	Salem State University
California State University-Bakersfield	Sierra Nevada College <sup>c</sup>
California State University-Channel Islands	Southwest Baptist University
College of Charleston	Springfield College
College of Our Lady of the Elms	St. Bonaventure University
Concordia University Texas	Stockton University
Converse College	Texas A&M University - Texarkana
Coppin State University <sup>c</sup>	University of North Georgia
Dominican University of California	University of South Florida-St. Petersburg Campus
Elon University	University of the Virgin Islands
Fontbonne University	Washington Adventist University <sup>c</sup>
Grand Valley State University	Wentworth Institute of Technology
Medaille College	West Chester University of Pennsylvania
Missouri State University	West Virginia Wesleyan College
Neumann University	Westminster College

### Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Scripps College
Bloomfield College <sup>c</sup>	St. Mary's College of Maryland
Bridgewater College	Trine University
Central Methodist University	University of Maine at Presque Isle
Centre College	University of Mobile
Defiance College	University of Richmond
Fort Lewis College	University of South Carolina-Beaufort <sup>c</sup>
Grove City College	Vaughn College of Aeronautics and Technology <sup>c</sup>
Illinois Wesleyan University	Washington College
Life Pacific College <sup>b</sup>	William Jewell College
Mount Aloysius College	William Peace University
Olin College of Engineering <sup>b</sup>	Wofford College
Our Lady of the Lake College <sup>b,c</sup>	

### Canadian Universities

Redeemer University College
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a. For information on the Carnegie Classifications, see: [carnegieclassifications.indiana.edu](http://carnegieclassifications.indiana.edu)

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.