



Nicholls State University

BCSSE 2009-NSSE 2010 Combined Report
Cross-Sectional and Longitudinal Results
August 2010

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2009 and NSSE 2010 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year 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 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 unweighted BCSSE 2009 frequencies and the weighted NSSE 2010 frequencies.

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

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

	BCSSE ¹		NSSE ²	
	High School	Expected FY	First Year	
	Count	%	Count	%
None	14	4	0	0
1-10	198	57	62	18
11-20	90	26	162	47
More than 20	42	12	121	35
Total	344	100	345	100

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.

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Cross-Sectional Results
Nicholls State University

<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	26	3	2	0	2	2
	1-10	718	78	230	26	66	47
	11-20	138	15	451	50	40	30
	More than 20	42	5	216	24	28	21
	Total	924	100	899	100	136	100
Working for pay	No	311	34	242	27	53	39
	Yes	612	66	656	73	84	61
	Total	923	100	898	100	137	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	176	19	302	34	86	64
	1-10	350	38	421	47	42	30
	11-20	252	27	123	14	6	4
	More than 20	143	16	53	6	2	2
	Total	921	100	899	100	136	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	1	10	1	0	0
	1-10	413	45	528	59	71	50
	11-20	307	33	275	31	44	33
	More than 20	194	21	87	10	22	17
	Total	920	100	900	100	137	100
<i>How often did you do or expect to do each of the following?</i>							
Ask questions in class or contribute to class discussions	Never/Sometimes	208	23	260	29	85	51
	Often/Very often	709	77	635	71	79	49
	Total	917	100	895	100	164	100
Make a class presentation	Never/Sometimes	509	55	390	44	117	71
	Often/Very often	409	45	500	56	45	29
	Total	918	100	890	100	162	100
Come to class without completing readings or assignments	Never/Sometimes	830	91			138	83
	Often/Very often	83	9			27	17
	Total	913	100			165	100
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	455	50	375	42	89	61
	Often/Very often	455	50	521	58	61	39
	Total	910	100	896	100	150	100
Work with other students on projects during class	Never/Sometimes	361	39	409	46	103	63
	Often/Very often	555	61	482	54	62	37
	Total	916	100	891	100	165	100

¹ Blank cells indicate NSSE items with no similar item on BCSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

<i>How often did you do or expect to do each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Work with classmates outside of class to prepare class assignments	Never/Sometimes	645	70	407	46	121	74
	Often/Very often	272	30	481	54	43	26
	Total	917	100	888	100	164	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	448	49			60	38
	Often/Very often	463	51			104	62
	Total	911	100			164	100
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	451	50	401	45	81	55
	Often/Very often	457	50	485	55	67	45
	Total	908	100	886	100	148	100
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	719	79	553	62	128	84
	Often/Very often	189	21	339	38	23	16
	Total	908	100	892	100	151	100
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	546	60	400	45	68	48
	Often/Very often	361	40	487	55	80	52
	Total	907	100	887	100	148	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	462	51			105	71
	Often/Very often	448	49			45	29
	Total	910	100			150	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	527	58	387	44	75	52
	Often/Very often	377	42	497	56	71	48
	Total	904	100	884	100	146	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			146	16	50	32
	Often/Very often			746	84	115	68
	Total			892	100	165	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			319	36	93	61
	Often/Very often			571	64	57	39
	Total			890	100	150	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			307	35	97	65
	Often/Very often			581	65	51	35
	Total			888	100	148	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			611	69	124	85
	Often/Very often			273	31	23	15
	Total			884	100	147	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			275	31	71	51
	Often/Very often			610	69	73	49
	Total			885	100	144	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			209	24	53	38
	Often/Very often			676	76	91	62
	Total			885	100	144	100
Grades	A or A-	305	33	275	31	34	28
	B or B+	455	49	475	54	50	36
	B- or lower	176	19	127	14	44	36
	Total	936	100	877	100	128	100

¹ Blank cells indicate NSSE items with no similar item on BCSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for more details.

These longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2009 and NSSE 2010 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.

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, hoocidea)
<i>Expected Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Expected Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected 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, cgnanaly, cgquant, cgncompt, cgnother, cgningq)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

NSSE Benchmarks of Effective Educational Practice

Also included in this report are four of the five NSSE Benchmarks, with the component items in parentheses: ¹

<i>Level of Academic Challenge (adjusted)</i>	Engagement in challenging and intellectually diverse work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active & 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 instructors, 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, envnacac, envstu, envfac, envadm)

¹ 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).

Interpreting and Using BCSSE-NSSE Results

In the example below (NSSEville State), students who scored in the top 25% ("Top25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge (LAC) benchmark score of 65.2, while their peers comprised of all other respondents attending BCSSE doctorate-granting institutions reported an average LAC score of 59.1. The difference is statistically significant (***) with a moderate effect size of .49. However their students in the lowest quartile ("Low25") did no better than their peers (scoring 48.2 and 49.4 respectively, but not statistically significant). To increase engagement in LAC, NSSEville State might use this information in their faculty development programs to discuss how classroom environments and coursework can be more engaging for students who may otherwise be less engaged. Student advisors may also use these results to work with students at risk for low engagement in academically challenging activities.

Quartile Ranges

The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale calculated for each institution. The quartiles calculated for your institution are then applied to their peer group to create a group of students who are comparable regarding the BCSSE scale. This often results in the peer group having more than or fewer than the 25% in the lower and upper quartiles.

Comparison Group

Data from all other institutions at either the baccalaureate, master's, or doctoral level. See pages 11 and 12 for a list of included institutions by Basic Carnegie type.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

NSSE Benchmark

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

		Level of Academic Challenge						Statistical Comparisons		
		NSSEville State			All Other Doctoral			Difference	Sig ²	ES ³
BCSSE Scale	Quartile Range ¹	Mean	SD	N	Mean	SD	N			
High School	Low25	48.2	11.3	86	49.4	11.9	1398	-1.20		-.10
Academic	Mid50	55.1	9.1	172	55.6	9.8	2109	-0.50		-.05
Engagement	Top25	65.2	12.8	86	59.1	12.1	913	6.10	***	.49

BCSSE Scale
The six BCSSE scales are listed in the left column

Mean Benchmark Scores
The average benchmark score for all students attending your institution and all students attending institutions in the comparison group, calculated for each quartile range.

Number of Respondents
The actual number of respondents who were included in each group.

Difference of Means
The difference between your institution's mean score and the mean score for the comparison group.

Effect Size

Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

NSSE Level of Academic Challenge by BCSSE Scales at Three Score Levels

BCSSE Scale	Quartile Range ¹	Level of Academic Challenge			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	40.3	10.0	24	49.4	12.0	1704	-9.12	***	-.83
	Mid50	47.1	13.0	54	54.2	12.1	3821	-7.18	***	-.57
	Top25	52.3	12.1	26	60.1	12.5	2228	-7.82	**	-.64
Expected Academic Engagement	Low25	44.8	10.4	26	48.2	12.0	1016	-3.40		-.30
	Mid50	46.4	13.0	53	53.9	12.0	4096	-7.47	***	-.60
	Top25	48.6	13.5	24	59.1	12.7	2564	-10.45	***	-.80
Expected Academic Perseverance	Low25	45.8	12.4	30	50.2	12.0	2044	-4.49	*	-.37
	Mid50	45.9	11.6	48	55.5	12.2	4508	-9.65	***	-.81
	Top25	48.6	14.2	25	60.9	13.1	1083	-12.26	***	-.90
Expected Academic Difficulty	Low25	50.4	12.9	28	55.8	12.8	1807	-5.37	*	-.42
	Mid50	45.5	11.5	44	54.5	12.7	2805	-9.04	***	-.75
	Top25	44.4	12.9	31	54.7	12.6	3012	-10.27	***	-.80
Perceived Academic Preparation	Low25	42.7	9.2	25	50.6	12.7	1229	-7.95	***	-.73
	Mid50	44.5	12.1	54	54.8	12.3	4966	-10.32	***	-.84
	Top25	55.0	12.7	24	58.8	12.9	1412	-3.78		-.30
Importance of Campus Environment	Low25	45.1	12.5	29	50.7	12.5	1277	-5.55	*	-.44
	Mid50	47.7	12.7	45	54.4	12.2	3752	-6.74	***	-.54
	Top25	46.1	12.2	29	57.8	12.9	2557	-11.71	***	-.93
All BCSSE-NSSE Respondents		46.9	12.8	108	55	13	7829	-7.96	***	-.62

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

NSSE Active and Collaborative Learning by BCSSE Scales at Three Score Levels

Active and Collaborative Learning										
BCSSE Scale	Quartile Range ¹	Nicholls			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	23.7	14.0	30	36.4	13.7	1795	-12.75	***	-.92
	Mid50	36.0	16.6	60	41.8	14.2	4062	-5.82	**	-.38
	Top25	41.3	14.6	30	50.8	16.4	2349	-9.49	***	-.61
Expected Academic Engagement	Low25	27.6	14.1	30	34.8	12.8	1070	-7.27	**	-.54
	Mid50	34.3	17.0	61	41.7	14.4	4333	-7.43	***	-.47
	Top25	40.2	15.6	28	48.9	16.5	2716	-8.71	**	-.54
Expected Academic Perseverance	Low25	32.3	19.2	34	38.6	14.0	2160	-6.23		-.38
	Mid50	34.1	14.8	57	43.8	15.3	4776	-9.66	***	-.64
	Top25	35.6	16.7	28	49.4	17.1	1141	-13.88	***	-.82
Expected Academic Difficulty	Low25	35.8	18.6	30	45.6	16.6	1915	-9.77	**	-.56
	Mid50	34.2	15.8	52	43.3	15.3	2959	-9.05	***	-.58
	Top25	32.1	15.8	37	41.7	15.2	3194	-9.63	***	-.62
Perceived Academic Preparation	Low25	34.9	16.6	28	39.0	15.1	1291	-4.11		-.26
	Mid50	30.7	15.0	65	42.9	15.2	5266	-12.20	***	-.81
	Top25	41.2	18.0	26	48.0	16.5	1495	-6.78		-.39
Importance of Campus Environment	Low25	31.3	20.8	31	39.5	14.3	1358	-8.13	*	-.46
	Mid50	36.0	15.7	53	42.7	15.2	3948	-6.71	**	-.43
	Top25	33.2	13.0	35	45.9	16.5	2720	-12.73	***	-.86
All BCSSE-NSSE Respondents		34.6	16.6	125	43	16	8286	-8.67	***	-.54

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

NSSE Student-Faculty Interaction by BCSSE Scales at Three Score Levels

BCSSE Scale	Quartile Range ¹	Student-Faculty Interaction			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	18.6	13.9	24	27.9	14.9	1721	-9.25	**	-.64
	Mid50	30.3	18.1	54	33.2	15.7	3855	-2.83		-.17
	Top25	31.6	16.8	27	42.5	18.7	2239	-10.89	***	-.61
Expected Academic Engagement	Low25	18.4	13.1	26	26.5	13.6	1023	-8.08	**	-.61
	Mid50	31.2	18.9	54	32.6	15.8	4128	-1.32		-.08
	Top25	29.0	12.1	24	41.3	18.6	2584	-12.26	***	-.80
Expected Academic Perseverance	Low25	25.9	18.5	30	29.8	15.3	2062	-3.91		-.23
	Mid50	27.2	15.4	49	35.2	16.8	4540	-7.96	***	-.49
	Top25	30.0	18.2	25	42.0	19.5	1092	-11.97	**	-.64
Expected Academic Difficulty	Low25	29.2	19.3	28	37.9	18.2	1821	-8.74	*	-.47
	Mid50	27.0	16.2	45	34.3	16.8	2821	-7.27	**	-.44
	Top25	26.7	16.1	31	33.2	16.9	3041	-6.46	*	-.39
Perceived Academic Preparation	Low25	29.8	17.0	25	31.1	16.5	1240	-1.31		-.08
	Mid50	21.7	12.3	54	34.5	16.8	5006	-12.79	***	-.88
	Top25	37.8	20.3	25	38.7	18.5	1420	-0.86		-.04
Importance of Campus Environment	Low25	23.2	19.0	29	30.4	15.5	1290	-7.13	*	-.41
	Mid50	31.7	16.7	45	33.6	16.5	3773	-1.88		-.11
	Top25	25.3	13.8	30	38.6	18.5	2582	-13.26	***	-.82
All BCSSE-NSSE Respondents		28.4	17.4	110	35	17	7891	-6.38	***	-.37

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

NSSE Supportive Campus Environment by BCSSE Scales at Three Score Levels

BCSSE Scale	Quartile Range ¹	Supportive Campus Environment			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	51.5	18.4	22	60.6	17.2	1635	-9.11	*	-.51
	Mid50	64.1	18.7	51	63.5	17.2	3675	0.54		.03
	Top25	59.3	20.5	25	67.9	18.0	2164	-8.53	*	-.44
Expected Academic Engagement	Low25	59.1	19.9	25	58.4	16.9	982	0.73		.04
	Mid50	57.4	19.1	49	63.5	16.7	3948	-6.10	*	-.34
	Top25	65.3	19.0	23	67.5	18.4	2473	-2.20		-.12
Expected Academic Perseverance	Low25	57.2	20.1	28	59.9	16.3	1964	-2.65		-.15
	Mid50	60.3	17.4	47	64.9	17.2	4352	-4.60		-.27
	Top25	61.6	22.9	22	69.4	19.2	1045	-7.80		-.37
Expected Academic Difficulty	Low25	63.5	20.0	24	67.5	17.7	1747	-3.91		-.21
	Mid50	59.5	18.8	44	64.3	17.0	2695	-4.84		-.27
	Top25	56.9	20.0	29	62.1	17.6	2909	-5.21		-.28
Perceived Academic Preparation	Low25	58.9	17.2	23	59.9	17.8	1173	-0.93		-.05
	Mid50	55.6	19.3	50	64.2	17.0	4801	-8.60	**	-.47
	Top25	69.1	19.1	24	68.0	18.3	1361	1.15		.06
Importance of Campus Environment	Low25	55.2	21.1	27	58.6	16.9	1240	-3.38		-.18
	Mid50	62.3	17.6	43	63.5	16.6	3621	-1.17		-.07
	Top25	60.0	20.3	27	67.9	18.3	2455	-7.96	*	-.41
All BCSSE-NSSE Respondents		60.1	19.6	100	64	18	7547	-3.99	*	-.22

IPEDS: 159966

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

The following is the list of institutions by Basic Carnegie type that were included in the longitudinal analysis.¹

Baccalaureate Colleges

Alma College	Lenoir-Rhyne University
Bethune Cookman University	Meredith College
Black Hills State University	Mitchell College
Buena Vista University	Ohio Wesleyan University
Centre College	Randolph-Macon College
Clarke University	Saint Mary's College
Defiance College	Southern Virginia University
East Texas Baptist University	St. Mary's College of Maryland
Flagler College	Sweet Briar College
Goucher College	University of the Ozarks
Grove City College	Utah Valley University
Hendrix College	Vanguard University of Southern California
Illinois Wesleyan University	Wartburg College
John Brown University	William Jewell College
King College, Inc.	

Master's Colleges and Universities

Abilene Christian University	Nicholls State University
Alvernia University	Norfolk State University
Centenary College	North Central College
Chaminade University of Honolulu	Saint Xavier University
College of Charleston	Seattle University
CUNY Bernard M Baruch College	Southern Connecticut State University
Drake University	Springfield College
Elon University	St. Mary's University (TX)
Fayetteville State University	Stetson University
Framingham State College	Texas State University-San Marcos
Georgian Court University	The Richard Stockton College of New Jersey
Grand Valley State University	The University of Texas at Tyler
Indiana University South Bend	University of Minnesota-Duluth
Jacksonville University	University of Mobile
Johnson State College	University of Scranton
Marist College	Western Connecticut State University
Medaille College	Westminster College
Mercer University	Xavier University
Millersville University of Pennsylvania	Xavier University of Louisiana
Monmouth University	

¹ For information on the 2005 Carnegie Classifications, see classifications.carnegiefoundation.org

Participating Institutions by Carnegie Type

Doctorate-Granting Universities

Adelphi University	Pace University
Auburn University	Purdue University
Barry University	Saint Louis University
Carnegie Mellon University	Seton Hall University
Illinois State University	The University of Texas at Arlington
Indiana State University	Trevecca Nazarene University
Indiana University Bloomington	University of Louisiana at Lafayette
Oregon State University	

Other Carnegie Types

Carnegie Mellon, Qatar Campus	Presentation College
Georgia Gwinnett College	South Dakota School of Mines and Technology
Holy Cross College	Wentworth Institute of Technology
Our Lady of the Lake College	

¹ For information on the 2005 Carnegie Classifications, see classifications.carnegiefoundation.org