



BCSSE 2013-NSSE 2014 Combined Report

Nicholls State University

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.

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

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

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)	676
First-year students included in NSSE 2014 population file ^a	1,259
BCSSE 2013 respondents identified in the NSSE 2014 population file ^a	574
BCSSE 2013 respondents invited to participate in NSSE 2014 ^b	522
NSSE 2014 first-year respondents	191
BCSSE 2013-NSSE 2014 matched respondents (longitudinal data) ^a	119

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Male	32	38	18
Female	68	62	82
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	4	6	5
Asian	1	2	1
Black or African American	23	22	23
Hispanic or Latino	3	3	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	73	72	71
Other	1	1	0
I prefer not to respond	2	1	2
Enrollment status			
Full-time	98	79	83
Less than full-time	2	21	17

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 2013-NSSE 2014 Combined Report

Cross-Sectional Results

Nicholls State University

		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	71	11	9	1	11	9
	1-2	206	33	86	14	43	32
	3-5	210	33	242	40	42	29
	More than 5	145	23	271	45	42	30
	Total	632	100	608	100	138	100
Between 6 and 10 pages	None	209	38	59	10	64	48
	1-2	264	48	194	32	45	34
	3-5	47	9	214	35	13	10
	More than 5	28	5	143	23	8	7
	Total	548	100	610	100	130	100
11 pages or more	None	373	76	180	30	105	81
	1-2	98	20	256	43	13	11
	3-5	8	2	89	15	3	2
	More than 5	13	3	70	12	6	5
	Total	492	100	595	100	127	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	24	4	4	1	1	1
	1-10	511	77	236	36	60	48
	11-20	109	16	295	45	48	37
	More than 20	22	3	115	18	18	14
	Total	666	100	650	100	127	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	112	17	146	22	56	45
	1-10	274	42	357	55	49	38
	11-20	176	27	104	16	16	13
	More than 20	96	15	43	7	4	4
	Total	658	100	650	100	125	100
Relaxing and socializing (watching TV, partying, etc.)	None	4	1	9	1	5	3
	1-10	335	51	393	61	66	53
	11-20	198	30	188	29	36	29
	More than 20	121	18	58	9	16	14
	Total	658	100	648	100	123	100
Working for pay	None	279	43	187	29	53	43
	1 or more	377	57	462	71	69	57
	Total	656	100	649	100	122	100

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

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

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Cross-Sectional Results

Nicholls State University

		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	586	89	589	91	162	86
	Often/Very often	76	11	56	9	26	14
	Total	662	100	645	100	188	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	365	56	201	31	73	39
	Often/Very often	292	44	441	69	116	61
	Total	657	100	642	100	189	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	318	48			83	50
	Often/Very often	339	52			81	50
	Total	657	100			164	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	437	66			108	66
	Often/Very often	222	34			56	34
	Total	659	100			164	100
Evaluate what others have concluded from numerical information	Never/Sometimes	451	68			110	68
	Often/Very often	209	32			51	32
	Total	660	100			161	100
Identify key information from reading assignments	Never/Sometimes	197	30			42	29
	Often/Very often	461	70			98	71
	Total	658	100			140	100
Review your notes after class	Never/Sometimes	237	36			37	28
	Often/Very often	420	64			102	72
	Total	657	100			139	100
Summarize what you learned in class or from course materials	Never/Sometimes	312	48			48	35
	Often/Very often	340	52			90	65
	Total	652	100			138	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	400	61			113	67
	Often/Very often	258	39			55	33
	Total	658	100			168	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	321	49			78	47
	Often/Very often	334	51			89	53
	Total	655	100			167	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	279	43			74	43
	Often/Very often	375	57			94	57
	Total	654	100			168	100
Ask another student to help you understand course material	Never/Sometimes			293	45	103	57
	Often/Very often			354	55	80	43
	Total			647	100	183	100
Explain course material to one or more students	Never/Sometimes			327	51	98	56
	Often/Very often			313	49	81	44
	Total			640	100	179	100

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

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

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Cross-Sectional Results

Nicholls State University

		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First Year	
		Count	%	Count	%	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			210	33	110	63
	Often/Very often			435	67	69	37
	Total			645	100	179	100
Work with other students on course projects or assignments	Never/Sometimes			243	38	117	68
	Often/Very often			401	62	59	32
	Total			644	100	176	100
Talk about career plans with a faculty member	Never/Sometimes			368	57	107	65
	Often/Very often			277	43	60	35
	Total			645	100	167	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			465	72	137	82
	Often/Very often			180	28	30	18
	Total			645	100	167	100
Discuss your academic performance with a faculty member	Never/Sometimes			372	58	122	74
	Often/Very often			273	42	42	26
	Total			645	100	164	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			428	67	132	78
	Often/Very often			214	33	35	22
	Total			642	100	167	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			130	20	40	29
	Often/Very often			513	80	101	71
	Total			643	100	141	100
People from an economic background other than your own	Never/Sometimes			141	22	48	34
	Often/Very often			501	78	92	66
	Total			642	100	140	100
People with religious beliefs other than your own	Never/Sometimes			175	27	47	33
	Often/Very often			467	73	92	67
	Total			642	100	139	100
People with political views other than your own	Never/Sometimes			173	27	51	36
	Often/Very often			468	73	88	64
	Total			641	100	139	100
Self-reported or expected grades							
	A or A-	257	38	276	43	49	39
	B+ or B	331	49	306	48	36	27
	B- or lower	83	12	62	10	43	34
	Total	671	100	644	100	128	100

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

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

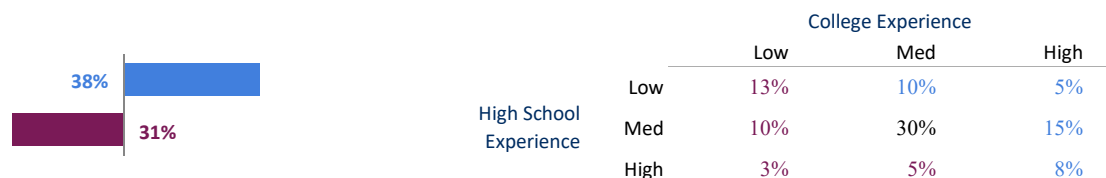
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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



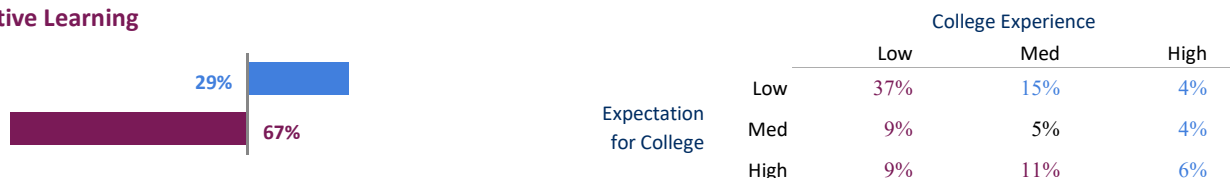
Learning Strategies



Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

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Participating Institutions

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.