



BCSSE 2016-NSSE 2017 Combined Report

Nicholls State University

The BCSSE 2016-NSSE 2017 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)	Provides important information regarding the population and respondent counts, as well as respondent characteristics.
Cross-sectional Results (p. 4)	Based on all first-year student respondents from your institution's BCSSE 2016 and NSSE 2017 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 2016 and NSSE 2017 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. Your institutional scores are the averages of your students' scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in your 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.indiana.edu

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.indiana.edu/html/engagement_indicators.cfm

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 2016-NSSE 2017 Population and Respondents

	Count
BCSSE 2016 respondents (cross-sectional data)	1,084
First-year students included in NSSE 2017 population file ^a	1,634
BCSSE 2016 respondents identified in the NSSE 2017 population file ^a	1,036
BCSSE 2016 respondents invited to participate in NSSE 2017 ^b	900
NSSE 2017 first-year respondents	278
BCSSE 2016-NSSE 2017 matched respondents (longitudinal data) ^a	199

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	35	39	23
Woman	64	60	76
Another gender identity	1	0	0
Prefer not to respond	1	1	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	1	0	1
Asian	1	2	2
Black or African American	22	16	16
Hispanic or Latino	2	3	3
Native Hawaiian or Other Pacific Islander	0	0	0
White	65	74	73
Other	0	0	0
Multiracial	7	3	5
I prefer not to respond	1	1	1
Enrollment status			
Full-time	98	90	95
Less than full-time	2	10	5

a. BCSSE respondents identified later in your 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 2016 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2017 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2016 and NSSE 2017.

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Cross-Sectional Results Nicholls State University

		BCSSE ^a				NSSE ^b	
		High School		Expected First-Year		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	119	12	19	2	19	10
	1-2	333	33	148	15	70	33
	3-5	343	34	412	41	56	26
	More than 5	227	22	434	43	62	31
	Total	1,022	100	1,013	100	207	100
Between 6 and 10 pages	None	450	52	122	12	86	44
	1-2	271	31	336	34	73	35
	3-5	80	9	318	32	33	15
	More than 5	61	7	212	21	12	6
	Total	862	100	988	100	204	100
11 pages or more	None	645	80	364	38	168	82
	1-2	121	15	375	39	18	9
	3-5	18	2	129	13	8	3
	More than 5	22	3	99	10	9	5
	Total	806	100	967	100	203	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	31	3	9	1	1	1
	1-10	869	81	399	38	86	49
	11-20	142	13	506	48	60	33
	More than 20	28	3	146	14	33	17
	Total	1,070	100	1,060	100	180	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	199	19	229	22	80	43
	1-10	441	42	571	54	70	39
	11-20	291	28	193	18	21	13
	More than 20	127	12	58	6	9	5
	Total	1,058	100	1,051	100	180	100
Relaxing and socializing (watching TV, partying, etc.)	None	21	2	9	1	7	3
	1-10	591	56	640	61	88	48
	11-20	290	27	315	30	55	30
	More than 20	162	15	85	8	31	18
	Total	1,064	100	1,049	100	181	100
Working for pay	None	437	41	290	28	71	39
	1 or more	618	59	764	72	110	61
	Total	1,055	100	1,054	100	181	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 First-Year		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	935	88	963	91	240	88
	Often/Very often	131	12	92	9	33	12
	Total	1,066	100	1,055	100	273	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	602	57	365	34	138	50
	Often/Very often	453	43	697	66	137	50
	Total	1,055	100	1,062	100	275	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	497	47			135	59
	Often/Very often	564	53			94	41
	Total	1,061	100			229	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	652	61			149	65
	Often/Very often	414	39			80	35
	Total	1,066	100			229	100
Evaluate what others have concluded from numerical information	Never/Sometimes	683	65			168	72
	Often/Very often	372	35			61	28
	Total	1,055	100			229	100
Identify key information from reading assignments	Never/Sometimes	290	28			81	41
	Often/Very often	761	72			116	59
	Total	1,051	100			197	100
Review your notes after class	Never/Sometimes	387	36			56	29
	Often/Very often	676	64			143	71
	Total	1,063	100			199	100
Summarize what you learned in class or from course materials	Never/Sometimes	452	43			80	42
	Often/Very often	600	57			115	58
	Total	1,052	100			195	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	545	52			161	63
	Often/Very often	508	48			95	37
	Total	1,053	100			256	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	451	43			126	48
	Often/Very often	601	57			126	52
	Total	1,052	100			252	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	387	37			105	42
	Often/Very often	673	63			140	58
	Total	1,060	100			245	100
Ask another student to help you understand course material	Never/Sometimes			376	35	138	52
	Often/Very often			686	65	131	48
	Total			1,062	100	269	100
Explain course material to one or more students	Never/Sometimes			459	44	124	47
	Often/Very often			595	56	146	53
	Total			1,054	100	270	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 First-Year		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			276	26	154	59
	Often/Very often			782	74	114	41
	Total			1,058	100	268	100
Work with other students on course projects or assignments	Never/Sometimes			320	30	155	59
	Often/Very often			738	70	109	41
	Total			1,058	100	264	100
Talk about career plans with a faculty member	Never/Sometimes			576	54	148	62
	Often/Very often			481	46	93	38
	Total			1,057	100	241	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			711	67	197	81
	Often/Very often			345	33	43	19
	Total			1,056	100	240	100
Discuss your academic performance with a faculty member	Never/Sometimes			560	53	168	70
	Often/Very often			501	47	70	30
	Total			1,061	100	238	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			634	60	188	78
	Often/Very often			418	40	51	22
	Total			1,052	100	239	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			199	19	59	32
	Often/Very often			856	81	141	68
	Total			1,055	100	200	100
People from an economic background other than your own	Never/Sometimes			210	20	73	38
	Often/Very often			845	80	128	62
	Total			1,055	100	201	100
People with religious beliefs other than your own	Never/Sometimes			274	26	76	39
	Often/Very often			777	74	123	61
	Total			1,051	100	199	100
People with political views other than your own	Never/Sometimes			262	25	70	37
	Often/Very often			787	75	131	63
	Total			1,049	100	201	100
Self-reported or expected grades							
	A or A-	389	36	421	40	65	36
	B+ or B	515	48	528	50	70	37
	B- or lower	171	16	99	9	46	27
	Total	1,075	100	1,048	100	181	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 results ■ Favorable results

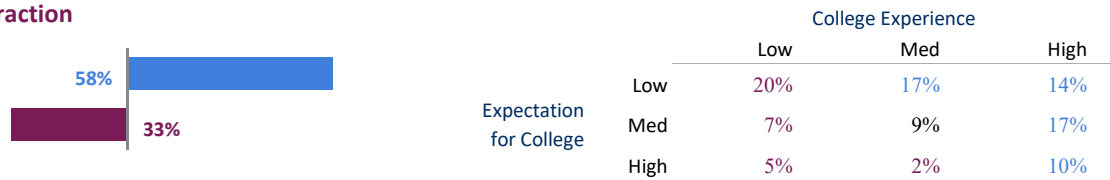
Quantitative Reasoning



Learning Strategies



Student-Faculty Interaction



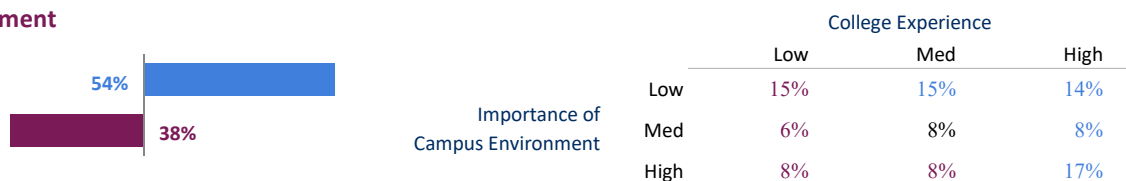
Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Doctorate-Granting Universities

Auburn University	University of California-Merced
Augusta University	University of Delaware
Clark University	University of Missouri-St. Louis
St. John Fisher College	University of South Florida
Texas A&M University - Corpus Christi	University of St. Thomas
Texas Tech University	University of Vermont
Texas Woman's University	Widener University

Master's Colleges and Universities

Abilene Christian University	Millersville University of Pennsylvania
Angelo State University ^c	Minnesota State University, Mankato
Bentley University	Nicholls State University
California Lutheran University ^c	Pfeiffer University ^c
California Polytechnic State University-San Luis Obispo	Point Loma Nazarene University
California State University-Bakersfield	Rider University
California State University-Channel Islands	Saint Martin's University
California State University, East Bay	Salve Regina University
California State University, Sacramento ^c	Southern Connecticut State University
Carroll University	Southwest Baptist University
Central Connecticut State University	Stetson University
Chatham University	Texas A&M University - Texarkana
Concordia University Chicago	The College of Saint Rose
Concordia University Texas	Tuskegee University
CUNY Bernard M Baruch College	University of Evansville
Dominican College of Blauvelt ^c	University of North Georgia
Framingham State University	University of Saint Mary ^c
Gannon University	University of South Florida-St. Petersburg
Graceland University-Lamoni ^c	University of West Alabama
Lewis University	Washington Adventist University ^c
Marian University	Weber State University ^c
Medaille College	Wentworth Institute of Technology

Baccalaureate Colleges and Special Focus Institutions

Alma College	Muhlenberg College
Bethany College ^c	Newbury College-Brookline
Bucknell University	Olin College of Engineering ^b
Centenary College of Louisiana ^c	Pitzer College ^c
Central Methodist University	Rhodes College
Concordia College-New York ^c	Rocky Mountain College
Defiance College ^c	Saint Anselm College
Drew University	Scripps College
Elizabethtown College	Shawnee State University ^c
Grinnell College	The College of Idaho
Iowa Wesleyan College ^c	University of Puget Sound
Kentucky State University ^c	University of the Sciences ^b
Kenyon College	University of Wisconsin-Parkside
Linfield College - McMinnville Campus	Warren Wilson College
Luther College	Wilberforce University ^c
Manchester University	William Jewell College
Meredith College	William Peace University ^c
Missouri Valley College	Wisconsin Lutheran College
Moravian College	Wofford College

Canadian Universities

St. Thomas University	University of Guelph
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a. For information on the Carnegie Classifications, see: carnegieclassifications.indiana.edu

b. Basic Carnegie Classification: Special focus institutions.

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