BCSSE 2017-NSSE 2018 Combined Report

Nicholls State University

BCSSE
beginning college survey
of student engagement

The BCSSE 2017-NSSE 2018 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 2017 and NSSE 2018 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 2017 and NSSE 2018 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)

A complete list of institutions by Basic Carnegie type 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.

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**

> **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

BCSSE 2017-NSSE 2018 Combined Report
Administration Details
Nicholls State University

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 2017-NSSE 2018 Population and Respondents

	Count
BCSSE 2017 respondents (cross-sectional data)	1,066
First-year students included in NSSE 2018 population file[a]	1,571
BCSSE 2017 respondents identified in the NSSE 2018 population file[a]	950
BCSSE 2017 respondents invited to participate in NSSE 2018[b]	948
NSSE 2018 first-year respondents	309
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data)[a]	229

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE[c]	NSSE[d]	BCSSE-NSSE[e]
Gender			
Man	33	32	19
Woman	66	68	80
Another gender identity	0	0	1
Prefer not to respond	1	0	0
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	1	3	1
Asian	2	2	3
Black or African American	17	14	11
Hispanic or Latino	2	2	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	69	70	73
Other	0	1	1
Multiracial	8	7	8
I prefer not to respond	1	2	2
Enrollment status			
Full-time	99	91	95
Less than full-time	1	9	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 2017 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2018 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2017 and NSSE 2018.

BCSSE 2017-NSSE 2018 Combined Report
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 in high school and been assigned during your first year?							
Up to 5 pages	None	147	14			19	7
	1-2	335	32			80	36
	3-5	336	32			77	34
	More than 5	231	22			55	24
	Total	1,049	100			231	100
Between 6 and 10 pages	None	552	54			94	39
	1-2	335	33			84	39
	3-5	90	9			34	14
	More than 5	45	4			16	8
	Total	1,022	100			228	100
11 pages or more	None	862	85			186	79
	1-2	116	11			31	15
	3-5	23	2			3	1
	More than 5	17	2			9	4
	Total	1,018	100			229	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	35	3	2	0	3	1
	1-10	806	77	356	34	88	43
	11-20	173	16	492	47	82	37
	More than 20	37	4	194	19	45	19
	Total	1,051	100	1,044	100	218	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	169	16	177	17	91	43
	1-10	438	42	581	56	85	39
	11-20	270	26	219	21	31	14
	More than 20	172	16	63	6	11	4
	Total	1,049	100	1,040	100	218	100
Relaxing and socializing (watching TV, partying, etc.)	None	4	0	14	1	5	2
	1-10	580	55	647	62	118	53
	11-20	295	28	289	28	68	32
	More than 20	173	16	90	9	28	12
	Total	1,052	100	1,040	100	219	100
Working for pay	None	472	45	263	25	85	39
	1 or more	577	55	779	75	134	61
	Total	1,049	100	1,042	100	219	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		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	941	90	965	93	254	82
	Often/Very often	110	10	75	7	52	18
	Total	1,051	100	1,040	100	306	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	584	56	371	36	129	41
	Often/Very often	462	44	666	64	179	59
	Total	1,046	100	1,037	100	308	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	517	49			125	51
	Often/Very often	530	51			110	49
	Total	1,047	100			235	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	689	66			152	66
	Often/Very often	355	34			80	34
	Total	1,044	100			232	100
Evaluate what others have concluded from numerical information	Never/Sometimes	709	68			162	69
	Often/Very often	337	32			71	31
	Total	1,046	100			233	100
Identify key information from reading assignments	Never/Sometimes	271	26			82	37
	Often/Very often	772	74			147	63
	Total	1,043	100			229	100
Review your notes after class	Never/Sometimes	384	37			60	28
	Often/Very often	666	63			166	72
	Total	1,050	100			226	100
Summarize what you learned in class or from course materials	Never/Sometimes	473	45			81	36
	Often/Very often	573	55			144	64
	Total	1,046	100			225	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	600	57			184	64
	Often/Very often	447	43			105	36
	Total	1,047	100			289	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	489	47			138	47
	Often/Very often	558	53			148	53
	Total	1,047	100			286	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	390	37			115	41
	Often/Very often	655	63			167	59
	Total	1,045	100			282	100
Ask another student to help you understand course material	Never/Sometimes			398	38	132	45
	Often/Very often			645	62	174	55
	Total			1,043	100	306	100
Explain course material to one or more students	Never/Sometimes			461	44	140	46
	Often/Very often			577	56	165	54
	Total			1,038	100	305	100

a. Blank cells: NSSE items with no match on BCSSE.
b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2017-NSSE 2018 Combined Report
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			278	27	156	53
	Often/Very often			759	73	148	47
	Total			1,037	100	304	100
Work with other students on course projects or assignments	Never/Sometimes			323	31	158	52
	Often/Very often			718	69	142	48
	Total			1,041	100	300	100
Talk about career plans with a faculty member	Never/Sometimes			540	52	144	54
	Often/Very often			501	48	127	46
	Total			1,041	100	271	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			711	69	214	78
	Often/Very often			324	31	56	22
	Total			1,035	100	270	100
Discuss your academic performance with a faculty member	Never/Sometimes			553	53	176	66
	Often/Very often			486	47	86	34
	Total			1,039	100	262	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			659	64	194	74
	Often/Very often			377	36	71	26
	Total			1,036	100	265	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			215	21	73	32
	Often/Very often			824	79	157	68
	Total			1,039	100	230	100
People from an economic background other than your own	Never/Sometimes			217	21	72	31
	Often/Very often			823	79	158	69
	Total			1,040	100	230	100
People with religious beliefs other than your own	Never/Sometimes			275	27	82	35
	Often/Very often			762	73	146	65
	Total			1,037	100	228	100
People with political views other than your own	Never/Sometimes			288	28	78	35
	Often/Very often			752	72	152	65
	Total			1,040	100	230	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			935	90	191	88
	No, Uncertain, or Not sure			102	10	25	12
	Total			1,037	100	216	100
Self-reported or expected grades							
	A- or higher	487	46	566	55	86	40
	B+ or B	465	44	408	39	74	34
	B- or lower	109	10	64	6	54	26
	Grades not used (BCSSE only)	2	0	0	0	na	na
	Total	1,063	100	1,038	100	214	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.

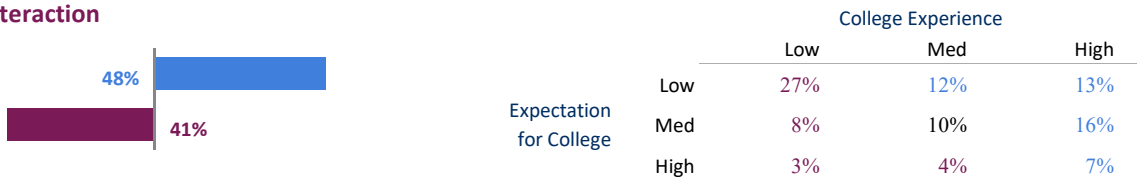*Key:* ■ Unfavorable results   ■ Favorable results

Quantitative Reasoning

34% | 55%

High School Experience	College Experience		
	Low	Med	High
Low	32%	11%	6%
Med	11%	11%	6%
High	8%	4%	10%

Learning Strategies

40% | 40%

High School Experience	College Experience		
	Low	Med	High
Low	12%	7%	4%
Med	10%	20%	12%
High	6%	12%	17%

Student-Faculty Interaction

48% | 41%

Expectation for College	College Experience		
	Low	Med	High
Low	27%	12%	13%
Med	8%	10%	16%
High	3%	4%	7%

Collaborative Learning

37% | 45%

Expectation for College	College Experience		
	Low	Med	High
Low	22%	10%	3%
Med	9%	18%	11%
High	5%	8%	13%

Discussions with Diverse Others

43% | 47%

Expectation for College	College Experience		
	Low	Med	High
Low	15%	9%	4%
Med	17%	11%	12%
High	11%	5%	18%

Supportive Environment

56% | 31%

Importance of Campus Environment	College Experience		
	Low	Med	High
Low	9%	10%	6%
Med	8%	12%	20%
High	7%	7%	20%

Note: Percentages in each table sum to 100%.

BCSSE 2017-NSSE 2018 Combined Report
Participating Institutions by Collapsed Basic Carnegie Type[a]

Doctorate-Granting Universities

Auburn University	Pace University
Augusta University	St. John Fisher College
East Carolina University	The University of North Carolina at Greensboro
George Mason University	University of Denver
Indiana University Bloomington	University of Louisiana Monroe
Oklahoma State University	University of North Carolina at Charlotte

Master's Colleges and Universities

Alfred University	Northern Kentucky University
Avila University[c]	Pfeiffer University
California State University-Channel Islands	Ramapo College of New Jersey
Capital University	Rider University
College of Our Lady of the Elms[c]	Shippensburg University of Pennsylvania
Concordia University Texas[c]	Sierra Nevada College[c]
Converse College	Silver Lake College of the Holy Family
Coppin State University[c]	Southeastern Louisiana University
Eastern Connecticut State University[c]	Stockton University
Elmhurst College[c]	Texas A&M University - Texarkana[c]
Fontbonne University	Trinity University
Framingham State University	University of North Georgia
Gwynedd Mercy University[c]	University of Saint Mary[c]
Hardin-Simmons University[c]	University of the Virgin Islands[c]
Indiana University East[c]	University of West Alabama
Langston University[c]	Washington Adventist University[c]
Mount St. Joseph University	Wentworth Institute of Technology
Nicholls State University	West Virginia Wesleyan College

Baccalaureate Colleges and Special Focus Institutions

Bloomfield College[c]	Rose-Hulman Institute of Technology[b]
Bridgewater College	Scripps College
Catawba College	Shawnee State University[c]
Central Methodist University[c]	St. Olaf College
Centre College	Stonehill College
Edward Waters College[c]	The University of Montana-Western
Emmanuel College	Thiel College
Franciscan Missionaries of Our Lady University[bc]	Union College
Goldey-Beacom College[bc]	Universidad Adventista de las Antillas[c]
Indiana University Kokomo	University of Providence[c]
Lincoln College[c]	Ursinus College
Moravian College	Wabash College
Oglethorpe University	Whittier College
Olin College of Engineering[b]	William Jewell College
Pitzer College	Wofford College

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.