



BCSSE 2019-NSSE 2020 Combined Report

Nicholls State University

The BCSSE 2019-NSSE 2020 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 2019 and NSSE 2020 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 displaying 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. 9)	Compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. Means for BCSSE scales and NSSE Engagement Indicators (EIs) are presented for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and expectations for studying ('16 or more hours per week' and '15 or fewer hours per week') and whether the expectations were met. These results reveal which BCSSE scales and NSSE EIs are associated with entering grade expectations and meeting those expectations.
Participating Institutions (p. 13)	A complete list of institutions by Basic Carnegie type included in this report.

BCSSE Scales and NSSE Engagement Indicators

Three BCSSE Scales and all Ten NSSE Engagement Indicators 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 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 bcse.indiana.edu.

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html.

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

BCSSE Scales

Expected Academic Perseverance
Perceived Academic Preparation
Importance of Campus Support

NSSE Engagement Indicators

Higher-Order Learning
Reflective & Integrative Learning
Quantitative Reasoning
Learning Strategies
Collaborative Learning
Discussions with Diverse Others
Student-Faculty Interaction
Effective Teaching
Quality of Interactions
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 2019-NSSE 2020 Population and Respondents

	Count
BCSSE 2019 respondents (cross-sectional data)	1,116
First-year students included in NSSE 2020 population file ^a	1,511
BCSSE 2019 respondents identified in the NSSE 2020 population file ^a	1,030
BCSSE 2019 respondents invited to participate in NSSE 2020 ^b	951
NSSE 2020 first-year respondents	426
BCSSE 2019-NSSE 2020 matched respondents (longitudinal data) ^a	325

a. BCSSE respondents identified later in your NSSE population file who are not first-year students are excluded from this report.

b. Adjusted to exclude students identified as ineligible, survey invitations returned as undeliverable, or because a NSSE census administration was not conducted.

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^a	NSSE ^b	BCSSE-NSSE ^c
Gender			
Man	32	32	18
Woman	67	65	79
Another gender identity	1	2	1
Prefer not to respond	1	2	2
Race/ethnicity			
American Indian or Alaska Native	2	3	2
Asian	1	1	1
Black or African American	19	18	17
Hispanic or Latino	3	5	4
Middle Eastern or North African	0	0	0
Native Hawaiian or other Pacific Islander	0	1	0
White	65	62	64
Another race or ethnicity	0	0	0
Multiracial	10	8	10
I prefer not to respond	0	3	2
Enrollment status			
Full-time	99	96	98
Less than full-time	1	4	2

a. Student-reported characteristics for all BCSSE 2019 respondents.

b. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2020 respondents.

c. Student-reported characteristics for matched students who completed both BCSSE 2019 and NSSE 2020.



BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

Nicholls State University

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results Nicholls State University

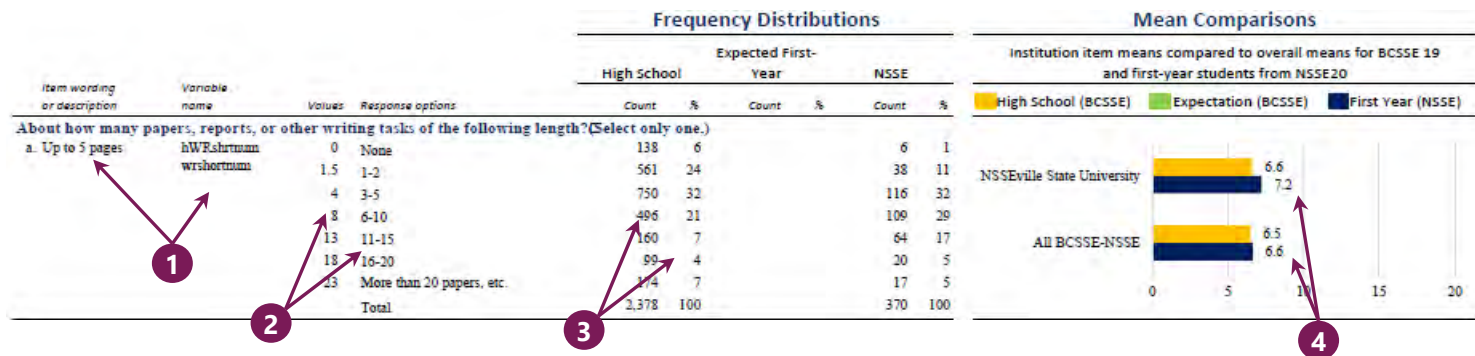
This Cross-Sectional Results report presents item-by-item student responses and mean comparisons from your institution's BCSSE 2019 and NSSE 2020 administrations (in contrast to the longitudinal results which contain only matched data), providing the best estimates of your students' pre-college characteristics and their engagement during the first year. By displaying 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.

1. Item wording and variable names:

Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

2. Values and response options:

Values are used to calculate means. Response options are worded as they appear on the instrument.



3. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

4. **Overall mean:** Mean scores for each item for the institution and all BCSSE-NSSE institutions. These results allow institutions to quickly compare their BCSSE-NSSE cross-sectional results with all BCSSE-NSSE cross-sectional results.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results Nicholls State University

				Frequency Distributions						Mean Comparisons							
				High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20							
Item wording or description	Variable name	Values	Response options	Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)					
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?(Select only one.)																	
a. Up to 5 pages	hWRshrtnum wrshortnum	0	None	125	11			41	13	Nicholls State University		4.3	4.3				
		1.5	1-2	359	33			98	31								
		4	3-5	381	35			102	33								
		8	6-10	147	13			44	15		All BCSSE-NSSE		6.4		6.6		
		13	11-15	41	4			9	4								
		18	16-20	10	1			7	3								
		23	More than 20 papers, etc.	34	3			6	2								
			Total			1,097	100				307	100					
		b. Between 6 and 10 pages	hWRmdnum wrmednum	0	None	605	58				174	56	Nicholls State University			1.2	1.2
1.5	1-2			319	31			95	31								
4	3-5			79	8			29	10								
8	6-10			31	3			5	2	All BCSSE-NSSE		2.1		2.5			
13	11-15			3	0			0	0								
18	16-20			2	0			1	0								
23	More than 20 papers, etc.			4	0			2	1								
	Total					1,043	100			306	100						
c. 11 pages or more	hWRlngnum wrlongnum			0	None	916	88			275	90	Nicholls State University			0.4	0.4	
		1.5	1-2	97	9			19	6								
		4	3-5	11	1			6	2								
		8	6-10	5	0			4	1	All BCSSE-NSSE			0.8	1.1			
		13	11-15	2	0			0	0								
		18	16-20	1	0			1	0								
		23	More than 20 papers, etc.	4	0			1	0								
			Total			1,036	100			306	100						
		How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?															
a. Preparing for class (studying, reading, doing homework, etc.)	hacadpr13hrs cacadpr13hrs tmprephrs	0	0	35	3	3	0	0	0	Nicholls State University		7.2	13.3	14.1			
		3	1-5	535	48	137	12	30	11								
		8	6-10	292	26	297	27	73	27								
		13	11-15	137	12	271	24	73	25		All BCSSE-NSSE		9.1	15.8		14.6	
		18	16-20	77	7	238	21	45	16								
		23	21-25	16	1	104	9	30	10								
		28	26-30	9	1	35	3	16	5								
		33	More than 30	9	1	25	2	15	5								
			Total			1,110	100	1,110	100		282	100					

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

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

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results Nicholls State University

				Frequency Distributions						Mean Comparisons					
Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20					
				Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)			
b. Working for pay	hworkhrs	0	0	457	41	311	28			Nicholls State University All BCSSE-NSSE	10.0 10.9 10.4				
	cworkhrs	3	1-5	85	8	108	10								
	tmworkhrs	8	6-10	105	10	154	14								
		13	11-15	80	7	164	15								
		18	16-20	150	14	172	16								
		23	21-25	96	9	99	9								
		28	26-30	58	5	49	4								
		33	More than 30	73	7	47	4								
		Total			1,104	100	1,104	100							
c. Participating in co- curricular activities (organizations, school publications, student government, sports, etc.)	hcocurrhrs	0	0	185	17	273	25	145	51	Nicholls State University All BCSSE-NSSE	10.1 6.8 4.2				
	ccocurrhrs	3	1-5	246	22	336	30	63	21						
	tmcocurrhrs	8	6-10	209	19	239	22	33	13						
		13	11-15	176	16	116	10	24	9						
		18	16-20	146	13	80	7	9	3						
		23	21-25	70	6	26	2	6	2						
		28	26-30	26	2	12	1	1	0						
		33	More than 30	44	4	23	2	2	1						
		Total			1,102	100	1,105	100	283					100	
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	hsocial13hrs	0	0	10	1	14	1	3	1	Nicholls State University All BCSSE-NSSE	11.0 9.6 12.4				
	csocial13hrs	3	1-5	323	29	331	30	68	23						
	tmrelaxhrs	8	6-10	326	29	373	34	75	26						
		13	11-15	180	16	207	19	56	19						
		18	16-20	140	13	102	9	39	15						
		23	21-25	50	5	38	3	19	6						
		28	26-30	16	1	13	1	2	1						
		33	More than 30	64	6	27	2	22	8						
		Total			1,109	100	1,105	100	284					100	
Of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?															
	hTMread14	1	Very little	287	26	71	6	65	23	Nicholls State University All BCSSE-NSSE	2.1 3.0 2.4				
	ctmread17	2	Some	516	46	315	29	110	39						
	reading	3	About half	207	19	367	33	58	22						
		4	Most	82	7	284	26	32	11						
		5	Almost all	18	2	68	6	16	5						
		Total			1,110	100	1,105	100	281					100	

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

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

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results Nicholls State University

				Frequency Distributions				Mean Comparisons						
Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20				
				Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)		
How often [did you do/do you expect to do/have you done] each of the following?														
a. Came to class without completing readings or assignments	hunprepard unprepared	1	Never	427	38			151	37	Nicholls State University	1.8			
		2	Sometimes	545	49			214	51		1.8			
		3	Often	93	8			36	8	All BCSSE-NSSE	1.7	2.0		
		4	Very often	48	4			15	4					
			Total	1,113	100			416	100					

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

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



BCSSE 2019-NSSE 2020 Combined Report Longitudinal Results

Nicholls State University

BCSSE 2019-NSSE 2020 Combined Report

Longitudinal Results

Nicholls State University

This Longitudinal Results report compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. The first longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and, regardless of expected grade, whether their grade expectations were met. The second longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for studying ('16 or more hours/week' or '15 or fewer hours/week') and, regardless of expected study time, whether their study expectations were met.

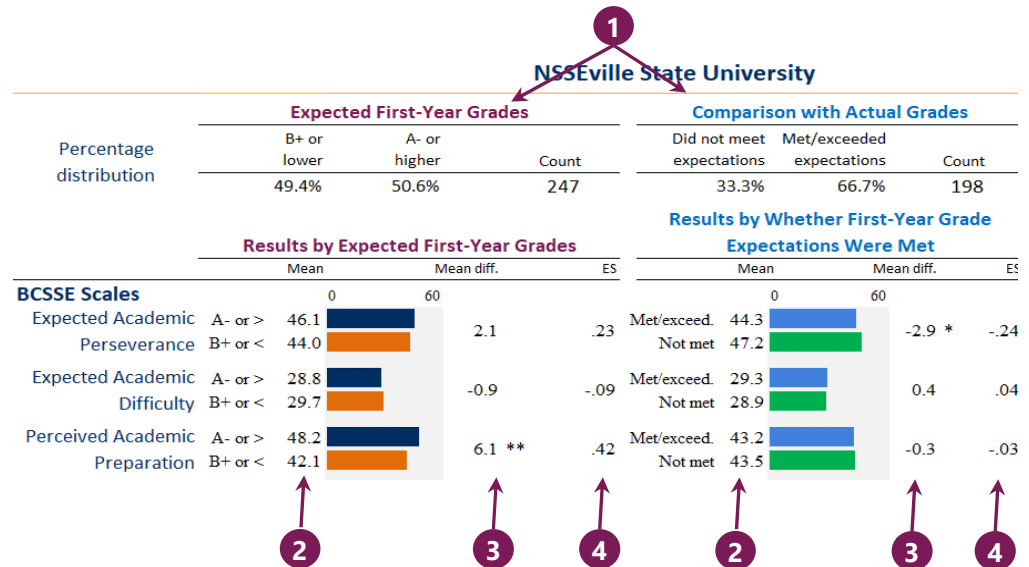
1. Item wording and variable names:

Displays the percentage of students for each group within the expected first-year grades or hours studying per week and comparison with actual grades or study time.

2. **Mean:** The BCSSE Scales and NSSE EI means reported for each group within Expected First-Year Grades (p.11) and Expected First-Year Study Time (p. 12), as well as means for whether expectations were met. These results allow institutions to better understand the beliefs regarding the pre-college beliefs and first-year engagement.

3. **Mean difference and statistical comparison:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #4) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.

4. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t -tests use Cohen's d . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.



BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Grades

Nicholls State University

Percentage distribution		Expected First-Year Grades			Comparison with Actual Grades				
		B+ or lower	A- or higher	Count	Did not meet expectations	Met/exceeded expectations	Count		
		50.5%	49.5%	325	30.8%	69.2%	214		
		Results by Expected First-Year Grades			Results by Whether First-Year Grade Expectations Were Met				
		Mean	Mean diff.	ES			Mean	Mean diff.	ES
BCSSE Scales			0	60			0	60	
Expected Academic Perseverance	A- or >	43.2	2.8 *	.28	Met/exceed.	41.8	1.0	.10	
	B+ or <	40.4			Not met	40.8			
Expected Academic Difficulty	A- or >	25.7	-4.5 ***	-.42	Met/exceed.	28.9	2.2	.21	
	B+ or <	30.1			Not met	26.8			
Perceived Academic Preparation	A- or >	43.8	3.4 **	.35	Met/exceed.	42.0	1.3	.13	
	B+ or <	40.4			Not met	40.7			
Importance of Campus Support	A- or >	46.7	1.7	.17	Met/exceed.	46.0	1.6	.15	
	B+ or <	45.1			Not met	44.4			
NSSE Engagement Indicators									
Higher-Order Learning	A- or >	37.1	1.2	.09	Met/exceed.	38.1	2.6	.19	
	B+ or <	35.9			Not met	35.5			
Reflective & Integrative Learning	A- or >	32.1	2.5	.21	Met/exceed.	31.2	1.2	.10	
	B+ or <	29.6			Not met	30.0			
Quantitative Reasoning	A- or >	26.1	1.5	.10	Met/exceed.	26.6	5.3 *	.34	
	B+ or <	24.5			Not met	21.3			
Learning Strategies	A- or >	42.4	3.5	.26	Met/exceed.	41.2	1.1	.08	
	B+ or <	38.9			Not met	40.1			
Collaborative Learning	A- or >	33.7	2.2	.15	Met/exceed.	31.7	-2.0	-.14	
	B+ or <	31.5			Not met	33.8			
Discussions with Diverse Others	A- or >	40.6	3.2	.19	Met/exceed.	39.1	-0.4	-.02	
	B+ or <	37.4			Not met	39.5			
Student-Faculty Interaction	A- or >	23.3	3.4 *	.24	Met/exceed.	20.3	-3.8	-.26	
	B+ or <	19.9			Not met	24.1			
Effective Teaching	A- or >	40.1	2.5	.18	Met/exceed.	40.6	4.4 *	.33	
	B+ or <	37.6			Not met	36.2			
Quality of Interactions	A- or >	44.2	-0.9	-.07	Met/exceed.	45.4	1.6	.13	
	B+ or <	45.1			Not met	43.8			
Supportive Environment	A- or >	38.8	1.5	.11	Met/exceed.	38.8	1.9	.14	
	B+ or <	37.3			Not met	36.9			

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Study Time

Nicholls State University

Percentage distribution	Expected First-Year Study Time			Comparison with Actual Study Time				
	15 or fewer hours/week	16 or more hours/week	Count	Did not meet expectations	Met/exceeded expectations	Count		
	59.4%	40.6%	325	37.0%	63.0%	216		
Results by Whether First-Year Study Time Expectations Were Met								
Results by Expected First-Year Study Time								
		Mean	Mean diff.	ES				
BCSSE Scales								
Expected Academic Perseverance	16 or >	44.5	4.5 ***	.45	Met/exceed.	41.5	-0.4	-.04
	15 or <	40.0			Not met	41.9		
Expected Academic Difficulty	16 or >	27.9	-0.1	-.01	Met/exceed.	27.9	-1.8	-.18
	15 or <	27.9			Not met	29.8		
Perceived Academic Preparation	16 or >	44.1	3.3 **	.33	Met/exceed.	40.7	-2.6 *	-.28
	15 or <	40.8			Not met	43.3		
Importance of Campus Support	16 or >	47.8	3.2 **	.33	Met/exceed.	45.2	-1.3	-.13
	15 or <	44.6			Not met	46.5		
NSSE Engagement Indicators								
Higher-Order Learning	16 or >	38.6	3.6 *	.26	Met/exceed.	38.0	1.5	.11
	15 or <	35.0			Not met	36.5		
Reflective & Integrative Learning	16 or >	31.0	0.4	.03	Met/exceed.	31.0	0.1	.01
	15 or <	30.6			Not met	30.8		
Quantitative Reasoning	16 or >	27.2	3.2	.20	Met/exceed.	24.3	-1.8	-.11
	15 or <	24.0			Not met	26.1		
Learning Strategies	16 or >	42.6	3.2	.23	Met/exceed.	41.5	1.5	.11
	15 or <	39.4			Not met	39.9		
Collaborative Learning	16 or >	33.8	2.1	.14	Met/exceed.	33.2	2.4	.16
	15 or <	31.8			Not met	30.8		
Discussions with Diverse Others	16 or >	40.8	3.1	.19	Met/exceed.	38.3	-1.9	-.11
	15 or <	37.7			Not met	40.3		
Student-Faculty Interaction	16 or >	23.2	3.0	.21	Met/exceed.	22.1	2.6	.18
	15 or <	20.3			Not met	19.6		
Effective Teaching	16 or >	38.5	-0.6	-.05	Met/exceed.	40.9	3.5	.27
	15 or <	39.1			Not met	37.4		
Quality of Interactions	16 or >	45.6	1.6	.14	Met/exceed.	45.3	1.2	.10
	15 or <	44.0			Not met	44.1		
Supportive Environment	16 or >	40.5	4.0 *	.29	Met/exceed.	38.0	-0.3	-.02
	15 or <	36.4			Not met	38.2		

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

Doctorate-Granting Universities

Auburn University	University of South Florida
Augusta University	University of St. Thomas
Emory University	University of Toronto ^{c,d}
Illinois State University	University of Vermont
University of North Carolina at Charlotte	University of Wisconsin-Milwaukee

Master's Colleges and Universities

Bentley University	Keuka College
Bowie State University	Midland University
California Lutheran University	Minnesota State University, Mankato
California State University, Chico	Neumann University
California State University, Fullerton	New England College ^c
California State University, Monterey Bay ^c	Nicholls State University
California State University, Sacramento	Northern Vermont University ^c
California State University-Bakersfield	Pacific Lutheran University
California State University-Channel Islands	Ramapo College of New Jersey
California State University-Dominguez Hills	Salve Regina University
California State University-Stanislaus	San Francisco State University
College of Our Lady of the Elms	Sierra Nevada College ^c
Concordia University Texas ^c	Southern Connecticut State University
Converse College	Southern New Hampshire University
CUNY Bernard M Baruch College	Stockton University
Dominican College of Blauvelt ^c	Texas A&M University-Texarkana
Drury University	Texas A&M University-San Antonio ^c
Emporia State University	University of New Haven
Fontbonne University	University of North Georgia
Framingham State University ^c	University of South Florida-St. Petersburg
Holy Family University	University of Wisconsin-Green Bay

Baccalaureate Colleges and Special Focus Institutions

Alma College	Moravian College
Babson College ^b	Muhlenberg College
Beloit College	Olin College of Engineering ^b
Bethany College	Pitzer College
Bridgewater College	Presentation College ^{b,c}
California State University Maritime Academy	Rhodes College
Catawba College	Saint Mary's University ^d
Central Methodist University	San Diego State University-Imperial Valley Campus ^{b,c}
Drew University	Stonehill College
Elizabethtown College	University of New Brunswick ^d
Franciscan Missionaries of Our Lady University ^{b,c}	University of Providence ^c
Grinnell College	University of Puget Sound
Holy Cross College, Notre Dame, IN	University of South Carolina Aiken
Juniata College	University of the Sciences ^b
Kenyon College	University of the Virgin Islands ^c
LaGrange College	University of Wisconsin-Parkside
Lincoln College ^b	Warren Wilson College
Linfield College-McMinnville Campus	William Jewell College
Luther College	Young Harris College
Meredith College	

a. For information on the Carnegie Classifications, see: carnegieclassifications.iu.edu

b. Basic Carnegie Classification: Special focus institutions.

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

d. Canadian institution