



BCSSE 2015-NSSE 2016 Combined Report

College of Charleston

The *BCSSE 2015-NSSE 2016 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 2015 and NSSE 2016 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 2015 and NSSE 2016 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.

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

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 2015-NSSE 2016 Population and Respondents

	Count
BCSSE 2015 respondents (cross-sectional data)	592
First-year students included in NSSE 2016 population file ^a	2,388
BCSSE 2015 respondents identified in the NSSE 2016 population file ^a	569
BCSSE 2015 respondents invited to participate in NSSE 2016 ^b	567
NSSE 2016 first-year respondents	541
BCSSE 2015-NSSE 2016 matched respondents (longitudinal data) ^a	146

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	29	30	16
Woman	71	68	83
Another gender identity	0	1	0
Prefer not to respond	0	1	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	0	0
Asian	1	4	2
Black or African American	8	11	8
Hispanic or Latino	2	3	2
Native Hawaiian or Other Pacific Islander	0	0	0
White	78	74	80
Other	1	0	0
Multiracial	9	6	6
I prefer not to respond	1	2	2
Enrollment status			
Full-time	100	95	99
Less than full-time	0	5	1

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 2015 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2016 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2015 and NSSE 2016.

		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	26	5	1	0	9	2
	1-2	96	17	25	4	82	18
	3-5	186	32	135	24	136	31
	More than 5	269	47	401	71	216	49
	Total	577	100	562	100	443	100
Between 6 and 10 pages	None	149	28	5	1	93	22
	1-2	242	45	70	12	214	49
	3-5	107	20	193	34	89	20
	More than 5	43	8	298	53	37	9
	Total	541	100	566	100	433	100
11 pages or more	None	346	67	39	7	318	75
	1-2	145	28	196	35	86	20
	3-5	23	4	185	33	9	3
	More than 5	6	1	144	26	8	2
	Total	520	100	564	100	421	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	5	1	0	0	0	0
	1-10	410	70	108	19	136	33
	11-20	140	24	327	58	199	48
	More than 20	28	5	133	23	82	19
	Total	583	100	568	100	417	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	38	6	14	2	105	27
	1-10	277	47	302	53	226	52
	11-20	201	34	216	38	59	15
	More than 20	70	12	37	7	21	5
	Total	586	100	569	100	411	100
Relaxing and socializing (watching TV, partying, etc.)	None	3	1	2	0	3	1
	1-10	297	51	253	45	174	41
	11-20	200	35	261	46	165	41
	More than 20	79	14	52	9	73	18
	Total	579	100	568	100	415	100
Working for pay	None	188	32	166	29	276	67
	1 or more	398	68	399	71	138	33
	Total	586	100	565	100	414	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	536	92	536	93	424	79
	Often/Very often	46	8	39	7	109	21
	Total	582	100	575	100	533	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	341	58	156	27	275	53
	Often/Very often	243	42	419	73	254	47
	Total	584	100	575	100	529	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	199	34			214	44
	Often/Very often	380	66			269	56
	Total	579	100			483	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	294	51			298	62
	Often/Very often	287	49			185	38
	Total	581	100			483	100
Evaluate what others have concluded from numerical information	Never/Sometimes	315	54			289	59
	Often/Very often	263	46			192	41
	Total	578	100			481	100
Identify key information from reading assignments	Never/Sometimes	96	17			75	18
	Often/Very often	483	83			366	82
	Total	579	100			441	100
Review your notes after class	Never/Sometimes	196	34			144	35
	Often/Very often	384	66			296	65
	Total	580	100			440	100
Summarize what you learned in class or from course materials	Never/Sometimes	184	32			159	37
	Often/Very often	392	68			277	63
	Total	576	100			436	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	224	39			207	43
	Often/Very often	354	61			291	57
	Total	578	100			498	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	178	31			186	37
	Often/Very often	399	69			311	63
	Total	577	100			497	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	141	24			157	32
	Often/Very often	438	76			340	68
	Total	579	100			497	100
Ask another student to help you understand course material	Never/Sometimes			228	40	247	48
	Often/Very often			348	60	281	52
	Total			576	100	528	100
Explain course material to one or more students	Never/Sometimes			287	50	233	44
	Often/Very often			289	50	293	56
	Total			576	100	526	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 Count	%	Expected First-Year Count	%	First-Year 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			121	21	247	48
	Often/Very often			452	79	284	52
	Total			573	100	531	100
Work with other students on course projects or assignments	Never/Sometimes			159	28	238	45
	Often/Very often			412	72	292	55
	Total			571	100	530	100
Talk about career plans with a faculty member	Never/Sometimes			170	30	284	57
	Often/Very often			399	70	210	43
	Total			569	100	494	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			269	47	396	80
	Often/Very often			304	53	97	20
	Total			573	100	493	100
Discuss your academic performance with a faculty member	Never/Sometimes			186	32	297	60
	Often/Very often			392	68	194	40
	Total			578	100	491	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			218	38	332	67
	Often/Very often			359	62	157	33
	Total			577	100	489	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			54	9	126	29
	Often/Very often			518	91	319	71
	Total			572	100	445	100
People from an economic background other than your own	Never/Sometimes			47	8	106	24
	Often/Very often			525	92	340	76
	Total			572	100	446	100
People with religious beliefs other than your own	Never/Sometimes			73	13	123	28
	Often/Very often			499	87	322	72
	Total			572	100	445	100
People with political views other than your own	Never/Sometimes			67	12	106	24
	Often/Very often			504	88	338	76
	Total			571	100	444	100
Self-reported or expected grades							
	A or A-	311	54	276	50	171	41
	B+ or B	255	44	253	46	178	43
	B- or lower	11	2	21	4	62	16
	Total	577	100	550	100	411	100

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

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

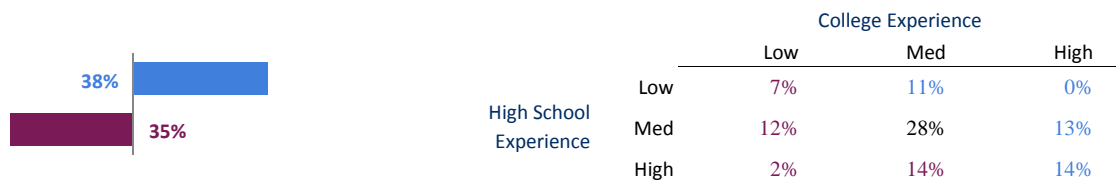
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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

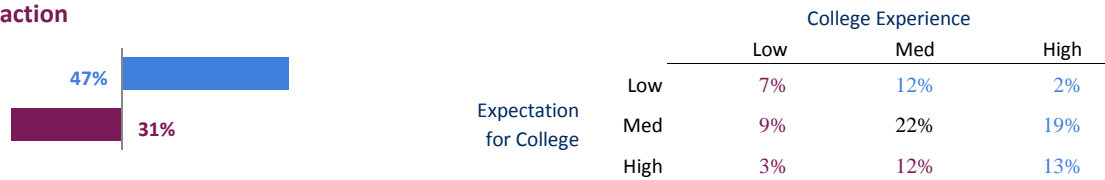
Quantitative Reasoning



Learning Strategies



Student-Faculty Interaction



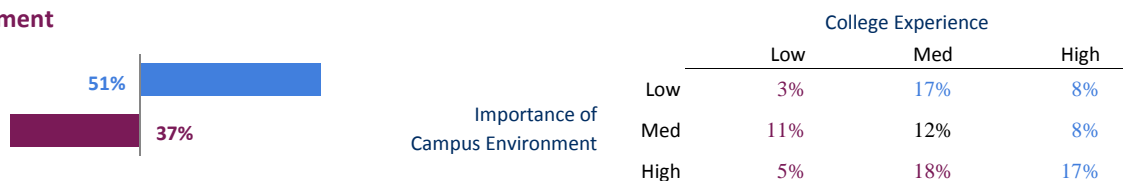
Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.^a

Doctorate-Granting Universities

Auburn University	Pace University
Illinois State University	St. John Fisher College
Indiana State University	University of North Carolina at Greensboro, The
Kennesaw State University	University of South Alabama
Mercer University	University of Tennessee, Knoxville, The

Master's Colleges and Universities

Alabama A&M University	Ramapo College of New Jersey
Avila University ^c	Rider University
Bentley University	Rollins College
California State University, East Bay	Salem State University
California State University-Bakersfield	Sierra Nevada College ^c
California State University-Channel Islands	Southwest Baptist University
College of Charleston	Springfield College
College of Our Lady of the Elms	St. Bonaventure University
Concordia University Texas	Stockton University
Converse College	Texas A&M University - Texarkana
Coppin State University ^c	University of North Georgia
Dominican University of California	University of South Florida-St. Petersburg Campus
Elon University	University of the Virgin Islands
Fontbonne University	Washington Adventist University ^c
Grand Valley State University	Wentworth Institute of Technology
Medaille College	West Chester University of Pennsylvania
Missouri State University	West Virginia Wesleyan College
Neumann University	Westminster College

Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Scripps College
Bloomfield College ^c	St. Mary's College of Maryland
Bridgewater College	Trine University
Central Methodist University	University of Maine at Presque Isle
Centre College	University of Mobile
Defiance College	University of Richmond
Fort Lewis College	University of South Carolina-Beaufort ^c
Grove City College	Vaughn College of Aeronautics and Technology ^c
Illinois Wesleyan University	Washington College
Life Pacific College ^b	William Jewell College
Mount Aloysius College	William Peace University
Olin College of Engineering ^b	Wofford College
Our Lady of the Lake College ^{b,c}	

Canadian Universities

Redeemer University 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.