BCSSE
beginning college survey of student engagement

BCSSE 2016-NSSE 2017 Combined Report

Texas A&M University - Corpus Christi

IPEDS: 224147

BCSSE 2016-NSSE 2017 Combined Report

About this Report

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**

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Administration Details

Texas A&M University - Corpus Christi

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)	1,537
First-year students included in NSSE 2017 population file[a]	2,334
BCSSE 2016 respondents identified in the NSSE 2017 population file[a]	1,305
BCSSE 2016 respondents invited to participate in NSSE 2017[b]	1,302
NSSE 2017 first-year respondents	240
BCSSE 2016-NSSE 2017 matched respondents (longitudinal data)[a]	148

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE[c]	NSSE[d]	BCSSE-NSSE[e]
Gender			
Man	41	40	28
Woman	58	55	70
Another gender identity	0	3	1
Prefer not to respond	1	2	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	0	0
Asian	3	9	7
Black or African American	7	5	2
Hispanic or Latino	35	33	35
Native Hawaiian or Other Pacific Islander	0	1	0
White	36	35	40
Other	1	0	0
Multiracial	16	17	16
I prefer not to respond	1	2	1
Enrollment status			
Full-time	98	91	98
Less than full-time	2	9	2

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

Texas A&M University - Corpus Christi

		BCSSE[a]				NSSE[b]	
		High School		Expected First-		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	170	11	9	1	11	7
	1-2	416	28	107	7	42	23
	3-5	481	32	522	35	71	38
	More than 5	444	29	846	57	61	32
	Total	1,511	100	1,484	100	185	100
Between 6 and 10 pages	None	704	51	94	6	78	42
	1-2	486	35	407	28	62	36
	3-5	132	10	550	37	29	15
	More than 5	53	4	421	29	13	7
	Total	1,375	100	1,472	100	182	100
11 pages or more	None	1,128	84	350	24	137	76
	1-2	176	13	582	40	32	17
	3-5	24	2	283	20	8	4
	More than 5	22	2	235	16	7	4
	Total	1,350	100	1,450	100	184	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	60	4	1	0	1	1
	1-10	1,219	80	419	28	74	45
	11-20	197	13	761	50	61	36
	More than 20	55	4	331	22	29	18
	Total	1,531	100	1,512	100	165	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	167	11	184	12	71	43
	1-10	593	39	962	64	71	43
	11-20	499	33	306	20	14	9
	More than 20	267	17	60	4	9	5
	Total	1,526	100	1,512	100	165	100
Relaxing and socializing (watching TV, partying, etc.)	None	9	1	18	1	6	4
	1-10	854	56	960	64	75	44
	11-20	458	30	451	30	54	32
	More than 20	205	13	82	5	30	20
	Total	1,526	100	1,511	100	165	100
Working for pay	None	605	40	558	37	100	61
	1 or more	921	60	950	63	65	39
	Total	1,526	100	1,508	100	165	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

Texas A&M University - Corpus Christi

		BCSSE[a]				NSSE[b]	
		High School		Expected First-		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	1,329	88	1,404	93	183	77
	Often/Very often	184	12	103	7	54	23
	Total	1,513	100	1,507	100	237	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	955	63	492	33	132	55
	Often/Very often	560	37	1,017	67	107	45
	Total	1,515	100	1,509	100	239	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	629	42			99	44
	Often/Very often	883	58			114	56
	Total	1,512	100			213	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	850	56			137	64
	Often/Very often	661	44			75	36
	Total	1,511	100			212	100
Evaluate what others have concluded from numerical information	Never/Sometimes	913	61			131	60
	Often/Very often	595	39			84	40
	Total	1,508	100			215	100
Identify key information from reading assignments	Never/Sometimes	379	25			41	23
	Often/Very often	1,128	75			139	77
	Total	1,507	100			180	100
Review your notes after class	Never/Sometimes	672	45			47	27
	Often/Very often	836	55			132	73
	Total	1,508	100			179	100
Summarize what you learned in class or from course materials	Never/Sometimes	733	49			64	34
	Often/Very often	774	51			116	66
	Total	1,507	100			180	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	777	51			120	51
	Often/Very often	733	49			109	49
	Total	1,510	100			229	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	614	41			89	40
	Often/Very often	898	59			135	60
	Total	1,512	100			224	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	479	32			81	36
	Often/Very often	1,031	68			143	64
	Total	1,510	100			224	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-		First-Year	
		Count	*%*	*Count*	*%*	*Count*	*%*
Ask another student to help you understand course material	Never/Sometimes			492	32	88	38
	Often/Very often			1,025	68	149	62
	Total			1,517	100	237	100
Explain course material to one or more students	Never/Sometimes			674	44	87	37
	Often/Very often			841	56	149	63
	Total			1,515	100	236	100

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

		BCSSE[a] High School		BCSSE[a] Expected First-		NSSE[b] 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			307	20	90	38
	Often/Very often			1,208	80	148	62
	Total			1,515	100	238	100
Work with other students on course projects or assignments	Never/Sometimes			339	22	72	30
	Often/Very often			1,176	78	166	70
	Total			1,515	100	238	100
Talk about career plans with a faculty member	Never/Sometimes			809	53	143	65
	Often/Very often			704	47	79	35
	Total			1,513	100	222	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			899	59	169	77
	Often/Very often			615	41	52	23
	Total			1,514	100	221	100
Discuss your academic performance with a faculty member	Never/Sometimes			726	48	140	63
	Often/Very often			787	52	77	37
	Total			1,513	100	217	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			827	55	164	74
	Often/Very often			683	45	55	26
	Total			1,510	100	219	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			226	15	38	19
	Often/Very often			1,284	85	145	81
	Total			1,510	100	183	100
People from an economic background other than your own	Never/Sometimes			233	15	45	24
	Often/Very often			1,277	85	140	76
	Total			1,510	100	185	100
People with religious beliefs other than your own	Never/Sometimes			283	19	46	24
	Often/Very often			1,226	81	137	76
	Total			1,509	100	183	100
People with political views other than your own	Never/Sometimes			296	20	47	24
	Often/Very often			1,213	80	137	76
	Total			1,509	100	184	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

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		BCSSE[a]				NSSE[b]	
		High School		Expected First-		First-Year	
		Count	*%*	*Count*	*%*	*Count*	*%*
Self-reported or expected grades							
	A or A-	608	41	738	51	68	41
	B+ or B	754	51	630	43	58	37
	B- or lower	124	8	86	6	37	22
	Total	1,486	100	1,454	100	163	100

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

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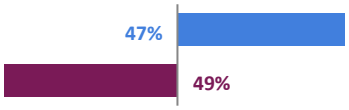
Longitudinal Results

Texas A&M University - Corpus Christi

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

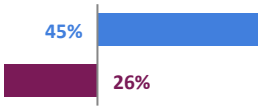
Quantitative Reasoning



High School Experience × College Experience

	College Experience: Low	Med	High
High School Experience: Low	19%	5%	9%
Med	18%	4%	16%
High	6%	5%	19%

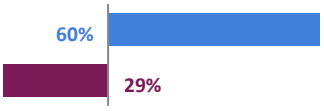
Learning Strategies



High School Experience × College Experience

	College Experience: Low	Med	High
High School Experience: Low	13%	11%	8%
Med	6%	28%	19%
High	1%	7%	8%

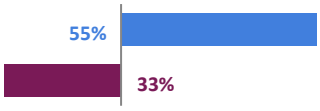
Student-Faculty Interaction



Expectation for College × College Experience

	College Experience: Low	Med	High
Expectation for College: Low	20%	19%	12%
Med	4%	11%	13%
High	2%	4%	16%

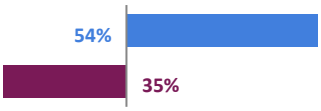
Collaborative Learning



Expectation for College × College Experience

	College Experience: Low	Med	High
Expectation for College: Low	17%	17%	8%
Med	5%	12%	9%
High	1%	10%	22%

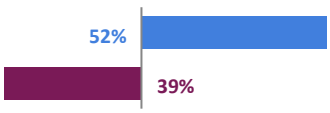
Discussions with Diverse Others



Expectation for College × College Experience

	College Experience: Low	Med	High
Expectation for College: Low	6%	10%	9%
Med	9%	11%	15%
High	8%	11%	20%

Supportive Environment



Importance of Campus Environment × College Experience

	College Experience: Low	Med	High
Importance of Campus Environment: Low	13%	17%	6%
Med	5%	9%	5%
High	3%	18%	24%

Note: Percentages in each table sum to 100%.

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Participating Institutions by Collapsed Basic Carnegie Type[a]

Doctorate-Granting Universities

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

Master's Colleges and Universities

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

Baccalaureate Colleges and Special Focus Institutions

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

Canadian Universities

- St. Thomas University
- University of Guelph

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.