BCSSE 2014-NSSE 2015 Combined Report

Texas A&M University - Corpus Christi

The BCSSE 2014-NSSE 2015 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

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 includes from three to seven items.

The BCSSE Scales and NSSE EIs range from 0 to 60. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional scores are the averages of student-level scores for each class level. Student-level scores for both the BCSSE Scales and NSSE EIs are provided to participating institutions in their BCSSE-NSSE data file.

For more information about BCSSE, visit: **bcsse.indiana.edu/about.cfm**

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

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Administration Details
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This section provides important information regarding the population and respondent counts, as well as respondent characteristics. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2014-NSSE 2015 Population and Respondents

	Count
BCSSE 2014 respondents (cross-sectional data)	1,059
First-year students included in NSSE 2015 population file[a]	1,973
BCSSE 2014 respondents identified in the NSSE 2015 population file[a]	895
BCSSE 2014 respondents invited to participate in NSSE 2015[b]	892
NSSE 2015 first-year respondents	267
BCSSE 2014-NSSE 2015 matched respondents (longitudinal data)[a]	112

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE[c]	NSSE[d]	BCSSE-NSSE[e]
Gender			
Man	36	46	43
Woman	63	53	55
Another gender identity	0	0	0
Prefer not to respond	1	1	1
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	2	1	1
Asian	4	6	2
Black or African American	10	4	5
Hispanic or Latino	47	27	31
Native Hawaiian or Other Pacific Islander	1	0	0
White	46	43	44
Other	2	1	0
Multiracial	N/A	17	17
I prefer not to respond	N/A	1	0
Enrollment status			
Full-time	98	86	94
Less than full-time	2	14	6

a. Only students identified as first-year students in your NSSE population file were included.
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 2014 respondents.
d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2015 respondents.
e. Student-reported characteristics for matched students who completed both BCSSE 2014 and NSSE 2015.

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Cross-Sectional Results

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		BCSSE[a]				NSSE[b]	
		High School		Expected FY		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	111	11	3	0	13	7
	1-2	285	28	76	8	49	23
	3-5	329	32	317	32	88	40
	More than 5	309	30	609	61	69	31
	Total	1,034	100	1,005	100	219	100
Between 6 and 10 pages	None	494	52	63	6	56	25
	1-2	315	33	278	28	102	46
	3-5	92	10	347	35	35	15
	More than 5	49	5	296	30	30	13
	Total	950	100	984	100	223	100
11 pages or more	None	769	82	244	25	157	74
	1-2	119	13	421	43	41	19
	3-5	26	3	177	18	3	1
	More than 5	21	2	141	14	13	6
	Total	935	100	983	100	214	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	37	4	3	0	0	0
	1-10	843	80	296	29	86	42
	11-20	132	13	517	50	79	39
	More than 20	40	4	213	21	40	19
	Total	1,052	100	1,029	100	205	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	88	8	151	15	82	40
	1-10	411	39	603	59	93	46
	11-20	340	32	213	21	19	10
	More than 20	211	20	62	6	8	4
	Total	1,050	100	1,029	100	202	100
Relaxing and socializing (watching TV, partying, etc.)	None	11	1	12	1	3	1
	1-10	581	55	658	64	112	54
	11-20	316	30	299	29	68	34
	More than 20	140	13	62	6	21	10
	Total	1,048	100	1,031	100	204	100
Working for pay	None	409	39	356	35	126	62
	1 or more	635	61	671	65	77	38
	Total	1,044	100	1,027	100	203	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 FY		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	912	88	932	91	223	85
Often/Very often	127	12	90	9	39	15
Total	1,039	100	1,022	100	262	100
Prepare two or more drafts of a paper or assignment before turning it in						
Never/Sometimes	635	61	311	30	129	49
Often/Very often	404	39	712	70	137	51
Total	1,039	100	1,023	100	266	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)						
Never/Sometimes	455	44			102	42
Often/Very often	578	56			137	58
Total	1,033	100			239	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)						
Never/Sometimes	597	58			121	51
Often/Very often	438	42			114	49
Total	1,035	100			235	100
Evaluate what others have concluded from numerical information						
Never/Sometimes	644	62			123	51
Often/Very often	393	38			113	49
Total	1,037	100			236	100
Identify key information from reading assignments						
Never/Sometimes	266	26			37	17
Often/Very often	768	74			186	83
Total	1,034	100			223	100
Review your notes after class						
Never/Sometimes	488	47			63	28
Often/Very often	551	53			160	72
Total	1,039	100			223	100
Summarize what you learned in class or from course materials						
Never/Sometimes	505	49			76	35
Often/Very often	529	51			145	65
Total	1,034	100			221	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments						
Never/Sometimes	530	51			103	43
Often/Very often	507	49			143	57
Total	1,037	100			246	100
Examine the strengths and weaknesses of your own views on a topic or issue						
Never/Sometimes	439	42			88	37
Often/Very often	597	58			156	63
Total	1,036	100			244	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective						
Never/Sometimes	362	35			80	33
Often/Very often	673	65			166	67
Total	1,035	100			246	100
Ask another student to help you understand course material						
Never/Sometimes			326	31	107	42
Often/Very often			710	69	155	58
Total			1,036	100	262	100
Explain course material to one or more students						
Never/Sometimes			456	44	93	36
Often/Very often			580	56	168	64
Total			1,036	100	261	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 FY		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			218	21	91	35
	Often/Very often			817	79	172	65
	Total			1,035	100	263	100
Work with other students on course projects or assignments	Never/Sometimes			217	21	76	29
	Often/Very often			819	79	185	71
	Total			1,036	100	261	100
Talk about career plans with a faculty member	Never/Sometimes			542	52	187	77
	Often/Very often			492	48	56	23
	Total			1,034	100	243	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			602	58	197	81
	Often/Very often			431	42	46	19
	Total			1,033	100	243	100
Discuss your academic performance with a faculty member	Never/Sometimes			505	49	186	77
	Often/Very often			519	51	55	23
	Total			1,024	100	241	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			577	56	177	73
	Often/Very often			448	44	63	27
	Total			1,025	100	240	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			146	14	40	18
	Often/Very often			876	86	187	82
	Total			1,022	100	227	100
People from an economic background other than your own	Never/Sometimes			160	16	42	19
	Often/Very often			863	84	184	81
	Total			1,023	100	226	100
People with religious beliefs other than your own	Never/Sometimes			216	21	56	25
	Often/Very often			808	79	169	75
	Total			1,024	100	225	100
People with political views other than your own	Never/Sometimes			210	21	59	26
	Often/Very often			813	79	165	74
	Total			1,023	100	224	100
Self-reported or expected grades							
	A or A-	448	44	476	49	93	45
	B+ or B	490	48	434	45	83	42
	B- or lower	80	8	51	5	30	14
	Total	1,018	100	961	100	206	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

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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.

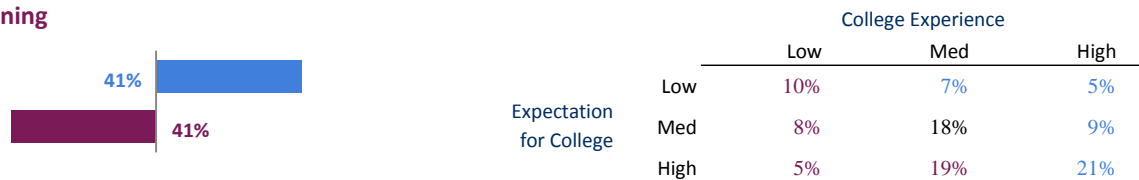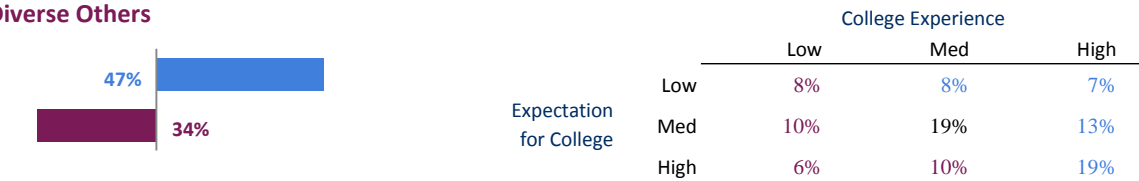*Key:* ▇ Unfavorable comparison ▇ Favorable comparison

Quantitative Reasoning

57% | 41%

	College Experience		
	Low	Med	High
High School Experience Low	19%	4%	14%
Med	14%	2%	28%
High	7%	1%	10%

Learning Strategies

47% | 34%

	College Experience		
	Low	Med	High
High School Experience Low	15%	20%	6%
Med	7%	19%	11%
High	1%	11%	11%

Student-Faculty Interaction

39% | 53%

	College Experience		
	Low	Med	High
Expectation for College Low	31%	11%	10%
Med	11%	7%	9%
High	6%	5%	11%

Collaborative Learning

41% | 41%

	College Experience		
	Low	Med	High
Expectation for College Low	10%	7%	5%
Med	8%	18%	9%
High	5%	19%	21%

Discussions with Diverse Others

47% | 34%

	College Experience		
	Low	Med	High
Expectation for College Low	8%	8%	7%
Med	10%	19%	13%
High	6%	10%	19%

Supportive Environment

47% | 46%

	College Experience		
	Low	Med	High
Importance of Campus Environment Low	15%	17%	9%
Med	15%	7%	2%
High	4%	12%	19%

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]

Baccalaureate Colleges and Special Focus Institutions

Central Methodist University	Rocky Mountain College
Colby-Sawyer College	Saint Anselm College
Concordia College-New York	St. Olaf College
Franklin W. Olin College of Engineering[b]	Union College
Lyndon State College	University of Maine at Presque Isle
Marian University	Ursinus College
Oregon Institute of Technology	Wentworth Institute of Technology
Presentation College	William Jewell College

Master's Colleges and Universities

Abilene Christian University	Northern Kentucky University
Avila University	Prairie View A&M University
Bentley University	Rider University
California State University, East Bay	Saint Xavier University
California State University-Bakersfield	Salem State University
California State University-Channel Islands	Seattle Pacific University
Central Connecticut State University	Sierra Nevada College
Concordia University Texas	Southeast Missouri State University
CUNY Bernard M Baruch College	Southern Connecticut State University
Dominican University of California	Southwest Baptist University
Elon University	Texas State University
Hamline University	The College of Saint Rose
Medaille College	Trinity University
Minnesota State University-Mankato	University of Houston-Victoria
Missouri State University	University of North Georgia
Monmouth University	University of Wisconsin-River Falls
Mount St. Joseph University	Wagner College
Norfolk State University	Winona State University

Doctorate-Granting Universities

Auburn University	Texas A&M University - Corpus Christi
Case Western Reserve University	Texas Tech University
East Carolina University	University of California-Merced
Indiana University Bloomington	University of Louisville
Oklahoma State University	University of North Carolina at Greensboro
Pace University	University of South Florida
Saint John Fisher College	Widener University

a. For information on the Carnegie Classifications, see: **carnegieclassifications.indiana.edu**
b. Basic Carnegie Classification: Special focus institutions.