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# BCSSE 2017-NSSE 2018 Combined Report

Shippensburg University of Pennsylvania

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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](http://bcsse.indiana.edu)

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: [nsse.indiana.edu/html/engagement\\_indicators.cfm](http://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 2017-NSSE 2018 Population and Respondents

	Count
BCSSE 2017 respondents (cross-sectional data)	737
First-year students included in NSSE 2018 population file <sup>a</sup>	1,670
BCSSE 2017 respondents identified in the NSSE 2018 population file <sup>a</sup>	435
BCSSE 2017 respondents invited to participate in NSSE 2018 <sup>b</sup>	392
NSSE 2018 first-year respondents	279
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data) <sup>a</sup>	91

#### Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE <sup>c</sup>	NSSE <sup>d</sup>	BCSSE-NSSE <sup>e</sup>
<b>Gender</b>			
Man	48	43	15
Woman	51	57	83
Another gender identity	1	0	2
Prefer not to respond	1	0	0
<b>Race/ethnicity (Select all that apply.)</b>			
American Indian or Alaska Native	1	0	0
Asian	2	2	2
Black or African American	11	8	8
Hispanic or Latino	4	4	5
Native Hawaiian or Other Pacific Islander	0	0	0
White	74	79	83
Other	1	2	0
Multiracial	6	3	2
I prefer not to respond	1	2	2
<b>Enrollment status</b>			
Full-time	99	98	100
Less than full-time	1	2	0

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 <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
<b>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?</b>							
Up to 5 pages	None	35	5			8	4
	1-2	200	28			56	26
	3-5	262	37			72	32
	More than 5	215	30			82	38
	Total	712	100			218	100
Between 6 and 10 pages	None	227	34			81	37
	1-2	302	45			87	39
	3-5	103	15			36	17
	More than 5	45	7			15	7
	Total	677	100			219	100
11 pages or more	None	467	72			159	74
	1-2	140	22			49	22
	3-5	28	4			6	2
	More than 5	14	2			4	2
	Total	649	100			218	100
<b>How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?</b>							
Preparing for class (studying, doing homework, rehearsing, etc.)	None	37	5	7	1	0	0
	1-10	565	77	166	23	81	40
	11-20	113	15	409	58	84	39
	More than 20	18	2	129	18	43	21
	Total	733	100	711	100	208	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	83	11	37	5	54	24
	1-10	276	38	386	54	108	53
	11-20	251	34	233	33	35	18
	More than 20	121	17	53	7	11	5
	Total	731	100	709	100	208	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	1	7	1	5	2
	1-10	335	46	343	48	88	41
	11-20	262	36	289	41	77	38
	More than 20	129	18	71	10	39	19
	Total	732	100	710	100	209	100
Working for pay	None	184	25	194	27	104	50
	1 or more	542	75	513	73	106	50
	Total	726	100	707	100	210	100

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

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

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
<b>How often [did you do/do you expect to do/have you done] each of the following?</b>							
Come to class without completing readings or assignments	Never/Sometimes	611	86	556	78	244	90
	Often/Very often	103	14	156	22	26	10
	Total	714	100	712	100	270	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	453	64	276	39	164	61
	Often/Very often	260	36	435	61	109	39
	Total	713	100	711	100	273	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	278	39			117	49
	Often/Very often	431	61			104	51
	Total	709	100			221	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	348	49			145	63
	Often/Very often	363	51			75	37
	Total	711	100			220	100
Evaluate what others have concluded from numerical information	Never/Sometimes	375	53			150	65
	Often/Very often	336	47			69	35
	Total	711	100			219	100
Identify key information from reading assignments	Never/Sometimes	187	26			50	23
	Often/Very often	525	74			167	77
	Total	712	100			217	100
Review your notes after class	Never/Sometimes	309	44			74	35
	Often/Very often	400	56			143	65
	Total	709	100			217	100
Summarize what you learned in class or from course materials	Never/Sometimes	294	41			76	35
	Often/Very often	415	59			138	65
	Total	709	100			214	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	359	50			127	50
	Often/Very often	353	50			129	50
	Total	712	100			256	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	287	40			91	34
	Often/Very often	426	60			162	66
	Total	713	100			253	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	237	33			81	33
	Often/Very often	476	67			168	67
	Total	713	100			249	100
Ask another student to help you understand course material	Never/Sometimes			272	38	141	52
	Often/Very often			440	62	132	48
	Total			712	100	273	100
Explain course material to one or more students	Never/Sometimes			324	46	120	43
	Often/Very often			383	54	152	57
	Total			707	100	272	100

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

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

		BCSSE <sup>a</sup>		NSSE <sup>b</sup>			
		High School Count	%	Expected First-Year Count	%	First-Year Count	%
<b>How often [do you expect to do/have you done] each of the following?</b>							
Prepare for exams by discussing or working through course material with other students	Never/Sometimes			169	24	142	53
	Often/Very often			541	76	124	47
	Total			710	100	266	100
Work with other students on course projects or assignments	Never/Sometimes			192	27	120	45
	Often/Very often			511	73	144	55
	Total			703	100	264	100
Talk about career plans with a faculty member	Never/Sometimes			275	39	145	61
	Often/Very often			438	61	94	39
	Total			713	100	239	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			335	47	178	73
	Often/Very often			377	53	61	27
	Total			712	100	239	100
Discuss your academic performance with a faculty member	Never/Sometimes			253	36	154	66
	Often/Very often			454	64	80	34
	Total			707	100	234	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			287	41	172	73
	Often/Very often			418	59	66	27
	Total			705	100	238	100
<b>About how often [do you expect to have/have you had] discussions with people from the following groups?</b>							
People of a race or ethnicity other than your own	Never/Sometimes			125	18	58	26
	Often/Very often			584	82	159	74
	Total			709	100	217	100
People from an economic background other than your own	Never/Sometimes			140	20	46	20
	Often/Very often			569	80	172	80
	Total			709	100	218	100
People with religious beliefs other than your own	Never/Sometimes			165	23	52	24
	Often/Very often			541	77	166	76
	Total			706	100	218	100
People with political views other than your own	Never/Sometimes			164	23	58	26
	Often/Very often			543	77	158	74
	Total			707	100	216	100
<b>Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)</b>	Yes			660	92	185	89
	No, Uncertain, or Not sure			60	8	22	11
	Total			720	100	207	100
<b>Self-reported or expected grades</b>							
	A- or higher	323	45	308	45	90	43
	B+ or B	313	44	347	50	87	45
	B- or lower	77	11	34	5	22	12
	Grades not used (BCSSE only)	2	0	0	0	na	na
	Total	715	100	689	100	199	100

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

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

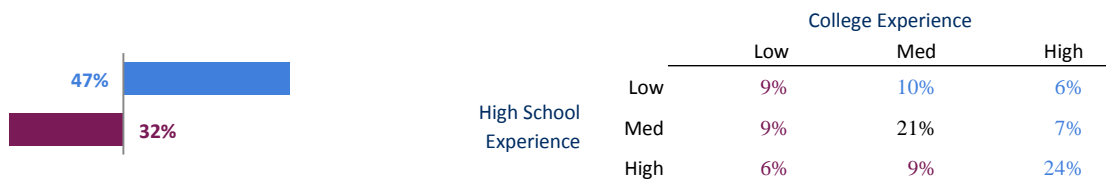
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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



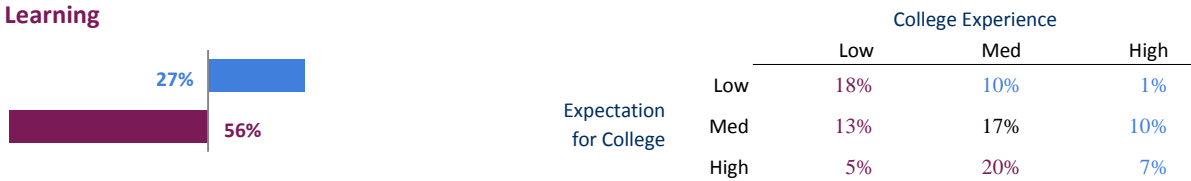
#### Learning Strategies



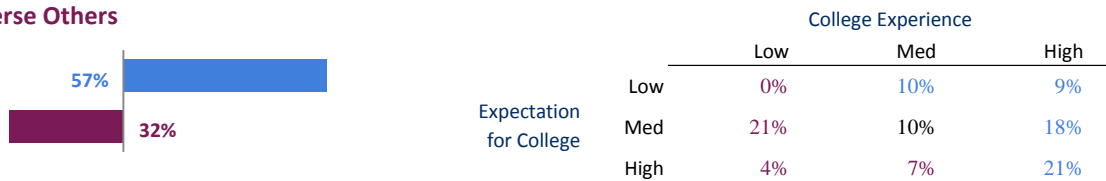
#### Student-Faculty Interaction



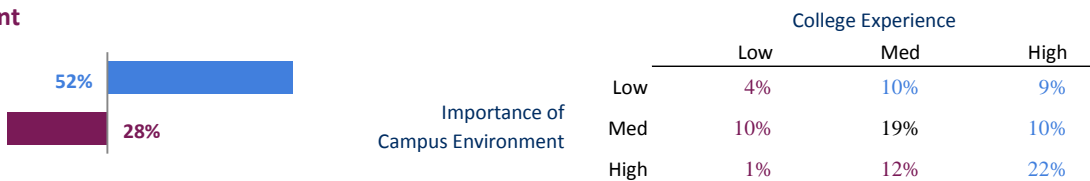
#### Collaborative Learning



#### Discussions with Diverse Others



#### Supportive Environment



Note: Percentages in each table sum to 100%.

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### Doctorate-Granting Universities

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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

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

### Baccalaureate Colleges and Special Focus Institutions

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

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a. For information on the Carnegie Classifications, see: [carnegieclassifications.indiana.edu](http://carnegieclassifications.indiana.edu)

b. Basic Carnegie Classification: Special focus institutions.

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