National Survey of Student Engagement
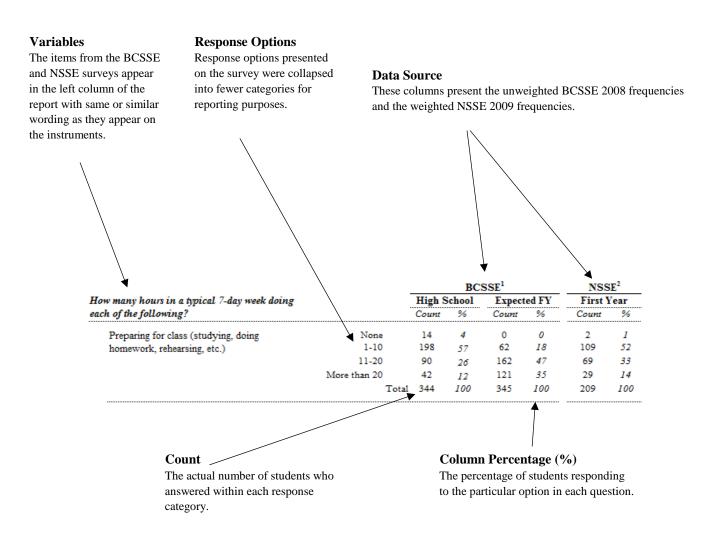
Missouri State University

BCSSE 2008-NSSE 2009 Combined Report
Cross-Sectional and Longitudinal Results
August 2009

National Survey
of Student Engagement

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2008 and NSSE 2009 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year 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 as well as gaps in engagement to develop a better understanding of the first-year student experience.

Variables
The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

Response Options
Response options presented on the survey were collapsed into fewer categories for reporting purposes.

Data Source
These columns present the unweighted BCSSE 2008 frequencies and the weighted NSSE 2009 frequencies.

How many hours in a typical 7-day week doing each of the following?		BCSSE[1]				NSSE[2]	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	14	4	0	0	2	1
	1-10	198	57	62	18	109	52
	11-20	90	26	162	47	69	33
	More than 20	42	12	121	35	29	14
	Total	344	100	345	100	209	100

Count
The actual number of students who answered within each response category.

Column Percentage (%)
The percentage of students responding to the particular option in each question.

National Survey of Student Engagement

How many hours in a typical 7-day week doing each of the following?		BCSSE[1]				NSSE[2]	
		High School		Expected FY		First Year	
		Count	*%*	*Count*	*%*	*Count*	*%*
Preparing for class (studying, doing homework, rehearsing, etc.)	None	59	*3*	0	*0*	1	*0*
	1-10	1,747	*79*	511	*23*	343	*44*
	11-20	355	*16*	1,256	*57*	351	*42*
	More than 20	62	*3*	422	*19*	120	*14*
	Total	2,223	*100*	2,189	*100*	815	*100*
Working for pay	No	498	*22*	539	*25*	462	*57*
	Yes	1,726	*78*	1,651	*75*	351	*43*
	Total	2,224	*100*	2,190	*100*	813	*100*
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	181	*8*	60	*3*	252	*30*
	1-10	889	*40*	1,179	*54*	376	*45*
	11-20	821	*37*	794	*36*	135	*17*
	More than 20	331	*15*	158	*7*	54	*7*
	Total	2,222	*100*	2,191	*100*	817	*100*
Relaxing and socializing (watching TV, partying, etc.)	None	3	*0*	6	*0*	0	*0*
	1-10	1,101	*50*	1,259	*57*	373	*46*
	11-20	756	*34*	769	*35*	311	*38*
	More than 20	359	*16*	156	*7*	121	*16*
	Total	2,219	*100*	2,190	*100*	805	*100*

How often did you do or expect to do each of the following?							
Ask questions in class or contribute to class discussions	Never/Sometimes	515	*23*	546	*25*	416	*47*
	Often/Very often	1,708	*77*	1,629	*75*	459	*53*
	Total	2,223	*100*	2,175	*100*	875	*100*
Make a class presentation	Never/Sometimes	1,047	*47*	729	*34*	578	*66*
	Often/Very often	1,175	*53*	1,434	*66*	299	*34*
	Total	2,222	*100*	2,163	*100*	877	*100*
Come to class without completing readings or assignments	Never/Sometimes	2,013	*91*			642	*72*
	Often/Very often	206	*9*			236	*28*
	Total	2,219	*100*			878	*100*
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	986	*44*	767	*35*	400	*47*
	Often/Very often	1,230	*56*	1,405	*65*	440	*53*
	Total	2,216	*100*	2,172	*100*	840	*100*
Work with other students on projects **during class**	Never/Sometimes	734	*33*	1,050	*49*	556	*62*
	Often/Very often	1,487	*67*	1,111	*51*	325	*38*
	Total	2,221	*100*	2,161	*100*	881	*100*

[1] Blank cells indicate BCSSE items with no similar item on NSSE.

[2] Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for additional details.

How often did you do or expect to do each of the following?		BCSSE[1]				NSSE[2]	
		High School		**Expected FY**		**First Year**	
		Count	*%*	*Count*	*%*	*Count*	*%*
Work with classmates **outside of class** to prepare class assignments	Never/Sometimes	1,615	73	588	27	592	67
	Often/Very often	601	27	1,581	73	289	33
	Total	2,216	100	2,169	100	881	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	1,046	47			407	47
	Often/Very often	1,176	53			465	53
	Total	2,222	100			872	100
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	1,355	61	831	39	484	57
	Often/Very often	867	39	1,314	61	356	43
	Total	2,222	100	2,145	100	840	100
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	1,700	77	1,201	55	703	82
	Often/Very often	514	23	970	45	138	18
	Total	2,214	100	2,171	100	841	100
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	1,234	56	858	40	348	42
	Often/Very often	984	44	1,285	60	491	58
	Total	2,218	100	2,143	100	839	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	1,026	46			523	63
	Often/Very often	1,191	54			319	37
	Total	2,217	100			842	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	1,136	51	635	30	376	45
	Often/Very often	1,076	49	1,511	70	463	55
	Total	2,212	100	2,146	100	839	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			185	9	202	23
	Often/Very often			1,988	91	677	77
	Total			2,173	100	879	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			472	22	387	47
	Often/Very often			1,701	78	448	53
	Total			2,173	100	835	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			820	38	378	45
	Often/Very often			1,331	62	459	55
	Total			2,151	100	837	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			1,268	59	723	86
	Often/Very often			876	41	114	14
	Total			2,144	100	837	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			471	22	337	41
	Often/Very often			1,676	78	488	59
	Total			2,147	100	825	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			429	20	310	38
	Often/Very often			1,717	80	517	62
	Total			2,146	100	827	100
Grades	A or A-	1,315	59	974	48	358	43
	B or B+	811	36	934	46	282	36
	B- or lower	102	5	125	6	155	21
	Total	2,228	100	2,033	100	795	100

[1] Blank cells indicate BCSSE items with no similar item on NSSE.

[2] Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report for additional details.

These longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2008 and NSSE 2009 surveys. The purpose of this report is to analyze the relationships between incoming student characteristics and their reported engagement near the end of their first year. With longitudinal data, you can more effectively identify how students with varying levels of pre-college characteristics were actually engaged during their first year of college.

Six BCSSE scales are categorized into quartile ranges based on the lower 25 percent (Low25), the middle 50 percent (Mid50), and the upper 25 percent (Top25) of respondents.

BCSSE Scales

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

High School Academic Engagement	Student engagement in educationally relevant activities during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hoocidea)
Expected Academic Engagement	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
Expected Academic Perseverance	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
Expected Academic Difficulty	Expected academic difficulty during the first year of college. (clearnma, cmantime, cgethelp, cintfac)
Perceived Academic Preparation	Student perception of their academic preparation. (cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgninq)
Importance of Campus Environment	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

NSSE Benchmarks of Effective Educational Practice

Also included in this report are four of the five NSSE Benchmarks, with the component items in parentheses: [1]

Level of Academic Challenge (adjusted)	Engagement in challenging and intellectually diverse work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
Active & Collaborative Learning:	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
Student-Faculty Interaction	Student engagement with faculty as instructors, role models, and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
Supportive Campus Environment	Quality of campus environment to support student success. (envsocal, envsuprt, envnacad, envstu, envfac, envadm)

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[1] The benchmark "Enriching Educational Experiences" is not included in this section of the report given that it measures the participation in many activities not typically completed by first-year students (internships, capstone courses, study abroad, etc).

Interpreting and Using BCSSE-NSSE Results

In the example below (NSSEville State), students who scored in the top 25% ("Top25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge (LAC) benchmark score of 65.2, while their peers comprised of all other respondents attending BCSSE Doctoral institutions reported an average LAC score of 59.1. The difference is statistically significant (*** p<.001) with a moderate effect size of .49. However their students in the lowest quartile ("Low25") did no better than their peers (scoring 48.2 and 49.4 respectively, but not statistically significant). To increase engagement in LAC, NSSEville State might use this information in their faculty development programs to discuss how classroom environments and coursework can be more engaging for students who may otherwise be less engaged. Student advisors may also use these results to work with students at risk for low engagement in academically challenging activities.

Quartile Ranges
The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale calculated for each institution. The quartiles calculated for your institution are then applied to their peer group to create a group of students who are comparable regarding the BCSSE scale. This often results in the peer group having more than or fewer than the 25% in the lower and upper quartiles.

Comparison Group
Data from all other institutions at either the baccalaureate, master's, or doctoral level.

Statistical Significance
Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels (p<.05, p< .01, and p<.001). Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

NSSE Benchmark
The NSSE benchmark is listed across the top of the page.

Level of Academic Challenge

| | | NSSEville State | | | All Other Doctoral | | | Statistical Comparisons | | |
BCSSE Scale	Quartile Range[1]	Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	48.2	11.3	86	49.4	11.9	1398	-1.20		-.10
	Mid50	55.1	9.1	172	55.6	9.8	2109	-0.50		-.05
	Top25	65.2	12.8	86	59.1	12.1	913	6.10	***	.49

BCSSE Scale
The six BCSSE scales are listed in the left column

Mean Benchmark Scores
The average benchmark score for all students attending your institution and all students attending institutions in the comparison group, calculated for each quartile range.

Number of Respondents
The actual number of respondents who were included in each group.

Difference of Means
The difference between your institution's mean score and the mean score for the comparison group.

Effect Size
Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

BCSSE Scales by NSSE Level of Academic Challenge (LAC)

Level of Academic Challenge

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	45.8	11.6	157	50.0	12.6	1252	-4.20	***	-.35
	Mid50	50.6	10.8	312	55.0	12.1	2149	-4.42	***	-.39
	Top25	54.6	12.3	165	61.2	12.5	1209	-6.56	***	-.53
Expected Academic Engagement	Low25	45.8	10.8	153	49.0	12.7	999	-3.14	**	-.27
	Mid50	50.6	11.3	317	55.1	12.1	2233	-4.55	***	-.39
	Top25	54.5	12.2	153	60.0	12.6	1360	-5.46	***	-.44
Expected Academic Perseverance	Low25	46.4	10.5	175	50.3	12.7	1144	-3.92	***	-.34
	Mid50	49.8	11.2	246	54.5	12.0	1734	-4.76	***	-.41
	Top25	54.7	12.3	193	59.2	12.8	1706	-4.50	***	-.36
Expected Academic Difficulty	Low25	49.5	12.6	193	55.6	12.9	1645	-6.12	***	-.48
	Mid50	50.8	11.4	263	54.8	12.9	2058	-4.03	***	-.33
	Top25	50.9	11.6	154	55.5	13.3	877	-4.58	***	-.37
Perceived Academic Preparation	Low25	47.6	11.4	165	51.6	12.9	1270	-4.06	***	-.33
	Mid50	50.3	11.4	240	55.1	12.4	1839	-4.88	***	-.41
	Top25	53.0	12.2	200	58.5	13.0	1465	-5.51	***	-.44
Importance of Campus Environment	Low25	47.8	11.8	139	51.1	12.8	913	-3.32	**	-.27
	Mid50	49.9	11.3	267	54.3	12.4	1891	-4.44	***	-.37
	Top25	52.9	12.2	194	58.4	12.9	1761	-5.54	***	-.44
All BCSSE-NSSE Respondents		50.4	11.8	635	55.2	13.0	4642	-4.82	***	-.39

[1] Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

[2] * p<.05 ** p<.01 *** p<.001 (2-tailed).

[3] Effect size = mean difference divided by the pooled std dev.

BCSSE Scales by NSSE Active and Collaborative Learning (ACL)

Active and Collaborative Learning

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	33.7	11.3	167	38.1	14.9	1364	-4.36	***	-.33
	Mid50	39.3	13.4	330	45.2	14.9	2308	-5.89	***	-.42
	Top25	45.1	14.2	170	53.6	16.8	1302	-8.47	***	-.55
Expected Academic Engagement	Low25	34.0	10.7	163	37.2	14.0	1079	-3.17	***	-.26
	Mid50	38.3	12.3	331	45.1	15.1	2413	-6.76	***	-.49
	Top25	47.0	15.8	161	52.1	17.3	1461	-5.18	***	-.31
Expected Academic Perseverance	Low25	35.6	12.5	190	40.2	15.6	1235	-4.56	***	-.32
	Mid50	39.5	13.9	256	44.4	15.1	1873	-4.95	***	-.34
	Top25	43.1	13.8	199	50.1	17.0	1836	-6.93	***	-.45
Expected Academic Difficulty	Low25	39.6	13.1	199	47.2	16.8	1764	-7.58	***	-.51
	Mid50	39.6	14.0	279	44.6	16.3	2237	-5.01	***	-.33
	Top25	39.3	14.2	162	44.2	15.7	939	-4.88	***	-.33
Perceived Academic Preparation	Low25	37.2	12.2	173	41.5	15.9	1378	-4.21	***	-.30
	Mid50	39.1	14.6	254	45.1	15.7	1976	-6.06	***	-.40
	Top25	41.9	13.7	207	49.3	16.9	1579	-7.39	***	-.48
Importance of Campus Environment	Low25	36.1	11.9	143	41.7	15.5	1000	-5.67	***	-.41
	Mid50	40.5	13.7	285	44.4	15.7	2038	-3.92	***	-.27
	Top25	40.1	14.1	201	48.6	17.0	1885	-8.52	***	-.55
All BCSSE-NSSE Respondents		39.4	13.7	668	45.5	16.4	5006	-6.08	***	-.40

[1] Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

[2] * p<.05 ** p<.01 *** p<.001 (2-tailed).

[3] Effect size = mean difference divided by the pooled std dev.

BCSSE Scales by NSSE Student-Faculty Interaction (SFI)

Student-Faculty Interaction

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	27.1	12.4	160	30.2	15.1	1263	-3.02	**	-.22
	Mid50	33.1	15.6	310	37.0	16.6	2167	-3.97	***	-.25
	Top25	38.1	16.2	163	46.6	20.0	1221	-8.45	***	-.47
Expected Academic Engagement	Low25	28.2	12.0	154	29.2	15.0	1009	-0.99		-.07
	Mid50	31.7	15.0	317	36.8	16.5	2253	-5.11	***	-.32
	Top25	39.8	17.6	151	45.4	19.7	1369	-5.57	***	-.30
Expected Academic Perseverance	Low25	29.7	14.8	176	32.0	16.5	1152	-2.37		-.15
	Mid50	32.3	15.6	244	36.1	16.6	1749	-3.75	***	-.23
	Top25	36.0	15.7	192	43.0	19.3	1722	-6.97	***	-.40
Expected Academic Difficulty	Low25	32.6	14.9	190	39.9	19.0	1664	-7.30	***	-.43
	Mid50	33.4	16.1	264	36.3	17.4	2070	-2.91	**	-.17
	Top25	31.5	15.2	154	36.5	17.9	885	-4.98	***	-.30
Perceived Academic Preparation	Low25	30.0	14.4	166	34.2	17.3	1279	-4.21	***	-.27
	Mid50	33.0	15.8	240	37.0	17.2	1850	-3.95	***	-.24
	Top25	34.2	15.8	198	41.4	19.2	1484	-7.13	***	-.41
Importance of Campus Environment	Low25	30.6	14.5	139	33.3	16.3	917	-2.68	*	-.17
	Mid50	32.5	15.5	266	36.1	17.4	1913	-3.57	***	-.22
	Top25	33.9	15.8	193	41.5	18.9	1774	-7.58	***	-.44
All BCSSE-NSSE Respondents		32.9	15.5	634	37.7	18.2	4683	-4.83	***	-.29

[1] Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

[2] * p<.05 ** p<.01 *** p<.001 (2-tailed).

[3] Effect size = mean difference divided by the pooled std dev.

BCSSE Scales by NSSE Supportive Campus Environment (SCE)

Supportive Campus Environment

BCSSE Scale	Quartile Range[1]	Missouri State			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig[2]	ES[3]
High School Academic Engagement	Low25	58.3	14.4	152	61.5	18.0	1195	-3.21	*	-.20
	Mid50	60.0	15.8	303	65.6	17.8	2063	-5.62	***	-.33
	Top25	60.7	19.1	158	69.3	18.4	1168	-8.63	***	-.46
Expected Academic Engagement	Low25	57.1	14.1	149	59.8	17.1	963	-2.68	*	-.17
	Mid50	59.7	16.0	307	65.2	17.7	2140	-5.47	***	-.32
	Top25	61.8	19.0	146	70.1	18.7	1308	-8.23	***	-.44
Expected Academic Perseverance	Low25	58.1	15.3	170	59.9	17.8	1092	-1.87		-.11
	Mid50	58.8	15.3	240	65.2	17.3	1681	-6.39	***	-.39
	Top25	61.8	18.4	183	69.5	18.7	1631	-7.68	***	-.41
Expected Academic Difficulty	Low25	60.9	15.6	187	68.0	18.1	1573	-7.13	***	-.42
	Mid50	60.6	16.1	252	64.6	17.8	1982	-3.94	***	-.23
	Top25	55.5	17.1	150	62.9	19.1	844	-7.35	***	-.40
Perceived Academic Preparation	Low25	57.9	15.7	160	62.2	17.8	1218	-4.24	**	-.25
	Mid50	58.9	15.9	231	65.0	17.6	1771	-6.05	***	-.36
	Top25	61.4	17.3	193	68.9	19.0	1406	-7.57	***	-.42
Importance of Campus Environment	Low25	56.9	14.1	134	60.4	17.7	878	-3.48	*	-.22
	Mid50	58.8	15.9	257	64.3	17.7	1820	-5.57	***	-.33
	Top25	61.8	18.1	188	69.4	18.4	1687	-7.61	***	-.42
All BCSSE-NSSE Respondents		59.8	16.4	614	65.5	18.3	4457	-5.69	***	-.33

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[1] Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

[2] * p<.05 ** p<.01 *** p<.001 (2-tailed).

[3] Effect size = mean difference divided by the pooled std dev.