BCSSE 2014-NSSE 2015 Combined Report

Missouri State University

BCSSE 2014-NSSE 2015 Combined Report
About This Report

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

Administration Details (p. 3)

The administration details section provides important information regarding the population and respondent counts, as well as respondent characteristics.

Cross-sectional Results (p. 4)

The cross-sectional results are based on all first-year student respondents from your institution's BCSSE 2014 and NSSE 2015 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 2014 and NSSE 2015 results for students who completed both surveys, affording an examination of the first year of college through the lens of BCSSE scales illuminating level of high school engagement, expectations for engagement in college, and perceived importance of the college environment.

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 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)	2,030
First-year students included in NSSE 2015 population file[a]	2,934
BCSSE 2014 respondents identified in the NSSE 2015 population file[a]	1,962
BCSSE 2014 respondents invited to participate in NSSE 2015[b]	1,956
NSSE 2015 first-year respondents	1,040
BCSSE 2014-NSSE 2015 matched respondents (longitudinal data)[a]	751

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE[c]	NSSE[d]	BCSSE-NSSE[e]
Gender			
Man	36	40	29
Woman	64	59	71
Another gender identity	0	0	0
Prefer not to respond	0	0	0
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	2	1	0
Asian	3	2	2
Black or African American	7	4	4
Hispanic or Latino	4	2	2
Native Hawaiian or Other Pacific Islander	3	0	0
White	88	82	83
Other	4	1	0
Multiracial	N/A	6	6
I prefer not to respond	N/A	1	2
Enrollment status			
Full-time	99	95	99
Less than full-time	1	5	1

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
Missouri State University

		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	62	3	13	1	28	3
	1-2	403	20	99	5	224	23
	3-5	732	37	500	26	301	34
	More than 5	797	40	1,305	68	374	40
	Total	1,994	100	1,917	100	927	100
Between 6 and 10 pages	None	577	30	25	1	337	37
	1-2	891	47	321	17	441	49
	3-5	339	18	763	40	102	11
	More than 5	100	5	811	42	28	4
	Total	1,907	100	1,920	100	908	100
11 pages or more	None	1,309	71	175	9	744	83
	1-2	457	25	848	44	129	14
	3-5	52	3	539	28	12	1
	More than 5	20	1	349	18	11	1
	Total	1,838	100	1,911	100	896	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	57	3	0	0	4	0
	1-10	1,604	79	435	22	375	43
	11-20	318	16	1,274	65	378	42
	More than 20	40	2	246	13	137	15
	Total	2,019	100	1,955	100	894	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	139	7	43	2	218	25
	1-10	856	42	1,045	53	488	54
	11-20	727	36	741	38	140	16
	More than 20	301	15	126	6	45	5
	Total	2,023	100	1,955	100	891	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	0	6	0	5	1
	1-10	1,006	50	1,002	51	402	46
	11-20	748	37	815	42	336	37
	More than 20	260	13	132	7	144	16
	Total	2,020	100	1,955	100	887	100
Working for pay	None	557	28	484	25	533	60
	1 or more	1,453	72	1,464	75	357	40
	Total	2,010	100	1,948	100	890	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	1,773	90	1,836	95	812	80
	Often/Very often	197	10	105	5	204	20
	Total	1,970	100	1,941	100	1,016	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	1,034	52	580	30	589	57
	Often/Very often	939	48	1,361	70	440	43
	Total	1,973	100	1,941	100	1,029	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	733	37			478	49
	Often/Very often	1,228	63			488	51
	Total	1,961	100			966	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	1,141	58			605	62
	Often/Very often	825	42			359	38
	Total	1,966	100			964	100
Evaluate what others have concluded from numerical information	Never/Sometimes	1,183	60			599	61
	Often/Very often	779	40			364	39
	Total	1,962	100			963	100
Identify key information from reading assignments	Never/Sometimes	377	19			193	21
	Often/Very often	1,584	81			743	79
	Total	1,961	100			936	100
Review your notes after class	Never/Sometimes	777	40			328	37
	Often/Very often	1,189	60			604	63
	Total	1,966	100			932	100
Summarize what you learned in class or from course materials	Never/Sometimes	733	37			352	39
	Often/Very often	1,224	63			570	61
	Total	1,957	100			922	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	982	50			423	43
	Often/Very often	980	50			556	57
	Total	1,962	100			979	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	805	41			356	35
	Often/Very often	1,155	59			620	65
	Total	1,960	100			976	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	610	31			294	30
	Often/Very often	1,352	69			682	70
	Total	1,962	100			976	100
Ask another student to help you understand course material	Never/Sometimes			732	37	499	51
	Often/Very often			1,221	63	517	49
	Total			1,953	100	1,016	100
Explain course material to one or more students	Never/Sometimes			1,018	52	417	43
	Often/Very often			936	48	587	57
	Total			1,954	100	1,004	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 [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			431	22	506	51
	Often/Very often			1,523	78	502	49
	Total			1,954	100	1,008	100
Work with other students on course projects or assignments	Never/Sometimes			494	25	486	49
	Often/Very often			1,456	75	516	51
	Total			1,950	100	1,002	100
Talk about career plans with a faculty member	Never/Sometimes			726	37	594	62
	Often/Very often			1,227	63	380	38
	Total			1,953	100	974	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			1,095	56	766	79
	Often/Very often			858	44	205	21
	Total			1,953	100	971	100
Discuss your academic performance with a faculty member	Never/Sometimes			803	41	680	71
	Often/Very often			1,145	59	284	29
	Total			1,948	100	964	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			1,025	53	725	76
	Often/Very often			921	47	243	24
	Total			1,946	100	968	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			454	23	313	34
	Often/Very often			1,487	77	625	66
	Total			1,941	100	938	100
People from an economic background other than your own	Never/Sometimes			402	21	242	26
	Often/Very often			1,539	79	693	74
	Total			1,941	100	935	100
People with religious beliefs other than your own	Never/Sometimes			443	23	278	30
	Often/Very often			1,495	77	660	70
	Total			1,938	100	938	100
People with political views other than your own	Never/Sometimes			457	24	263	28
	Often/Very often			1,484	76	674	72
	Total			1,941	100	937	100
Self-reported or expected grades							
	A or A-	1,276	63	980	50	472	51
	B+ or B	643	32	866	44	308	35
	B- or lower	99	5	119	6	112	14
	Total	2,018	100	1,965	100	892	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

44%
47%

High School Experience	College Experience		
	Low	Med	High
Low	19%	5%	10%
Med	21%	9%	20%
High	5%	2%	10%

Learning Strategies

31%
48%

High School Experience	College Experience		
	Low	Med	High
Low	10%	11%	3%
Med	12%	21%	9%
High	6%	20%	8%

Student-Faculty Interaction

38%
48%

Expectation for College	College Experience		
	Low	Med	High
Low	21%	10%	6%
Med	17%	13%	14%
High	5%	6%	9%

Collaborative Learning

33%
52%

Expectation for College	College Experience		
	Low	Med	High
Low	22%	12%	3%
Med	13%	15%	7%
High	6%	11%	10%

Discussions with Diverse Others

40%
45%

Expectation for College	College Experience		
	Low	Med	High
Low	17%	11%	4%
Med	17%	15%	15%
High	4%	7%	11%

Supportive Environment

51%
41%

Importance of Campus Environment	College Experience		
	Low	Med	High
Low	13%	11%	11%
Med	10%	8%	10%
High	9%	10%	18%

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

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a. For information on the Carnegie Classifications, see: carnegieclassifications.indiana.edu

b. Basic Carnegie Classification: Special focus institutions.