



BCSSE 2017-NSSE 2018 Combined Report

The University of North Carolina at Greensboro

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: bcse.indiana.edu

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

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)	864
First-year students included in NSSE 2018 population file ^a	2,677
BCSSE 2017 respondents identified in the NSSE 2018 population file ^a	749
BCSSE 2017 respondents invited to participate in NSSE 2018 ^b	701
NSSE 2018 first-year respondents	372
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data) ^a	170

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	24	32	16
Woman	73	63	80
Another gender identity	2	3	2
Prefer not to respond	1	2	2
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	0	1	0
Asian	4	6	2
Black or African American	29	24	25
Hispanic or Latino	9	7	7
Native Hawaiian or Other Pacific Islander	0	1	0
White	43	46	52
Other	0	1	1
Multiracial	12	11	12
I prefer not to respond	2	4	1
Enrollment status			
Full-time	100	99	99
Less than full-time	0	1	1

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 ^a				NSSE ^b	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
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?							
Up to 5 pages	None	57	7			14	5
	1-2	216	27			67	24
	3-5	251	32			94	35
	More than 5	266	34			99	36
	Total	790	100			274	100
Between 6 and 10 pages	None	270	35			76	27
	1-2	348	45			120	44
	3-5	106	14			58	22
	More than 5	50	6			21	8
	Total	774	100			275	100
11 pages or more	None	579	76			198	72
	1-2	144	19			62	23
	3-5	18	2			5	2
	More than 5	20	3			9	4
	Total	761	100			274	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	18	2	0	0	2	1
	1-10	557	70	182	25	105	41
	11-20	159	20	365	49	102	39
	More than 20	62	8	192	26	53	19
	Total	796	100	739	100	262	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	103	13	59	8	99	38
	1-10	386	49	442	60	130	48
	11-20	204	26	179	24	28	12
	More than 20	101	13	55	7	6	3
	Total	794	100	735	100	263	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	1	4	1	5	2
	1-10	469	59	455	62	126	47
	11-20	219	28	226	31	94	36
	More than 20	101	13	53	7	37	15
	Total	795	100	738	100	262	100
Working for pay	None	294	37	228	31	154	59
	1 or more	503	63	505	69	109	41
	Total	797	100	733	100	263	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-Year		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	710	90	684	94	273	75
	Often/Very often	76	10	47	6	92	25
	Total	786	100	731	100	365	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	466	59	241	33	209	57
	Often/Very often	318	41	490	67	162	43
	Total	784	100	731	100	371	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	357	46			161	55
	Often/Very often	421	54			121	45
	Total	778	100			282	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	428	55			189	67
	Often/Very often	345	45			88	33
	Total	773	100			277	100
Evaluate what others have concluded from numerical information	Never/Sometimes	468	61			195	70
	Often/Very often	304	39			82	30
	Total	772	100			277	100
Identify key information from reading assignments	Never/Sometimes	159	21			58	22
	Often/Very often	613	79			212	78
	Total	772	100			270	100
Review your notes after class	Never/Sometimes	286	37			110	41
	Often/Very often	490	63			160	59
	Total	776	100			270	100
Summarize what you learned in class or from course materials	Never/Sometimes	322	42			117	43
	Often/Very often	452	58			153	57
	Total	774	100			270	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	288	37			134	41
	Often/Very often	486	63			206	59
	Total	774	100			340	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	284	37			122	38
	Often/Very often	490	63			212	62
	Total	774	100			334	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	213	28			103	32
	Often/Very often	561	72			226	68
	Total	774	100			329	100
Ask another student to help you understand course material	Never/Sometimes			245	33	180	51
	Often/Very often			492	67	184	49
	Total			737	100	364	100
Explain course material to one or more students	Never/Sometimes			346	47	168	48
	Often/Very often			389	53	196	52
	Total			735	100	364	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 Count	%	Expected First-Year Count	%	First-Year 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			150	20	209	58
	Often/Very often			584	80	152	42
	Total			734	100	361	100
Work with other students on course projects or assignments	Never/Sometimes			171	23	178	52
	Often/Very often			561	77	177	48
	Total			732	100	355	100
Talk about career plans with a faculty member	Never/Sometimes			260	36	206	64
	Often/Very often			472	64	116	36
	Total			732	100	322	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			368	50	254	80
	Often/Very often			363	50	62	20
	Total			731	100	316	100
Discuss your academic performance with a faculty member	Never/Sometimes			264	36	224	73
	Often/Very often			469	64	83	27
	Total			733	100	307	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			344	47	239	78
	Often/Very often			387	53	69	22
	Total			731	100	308	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			77	11	55	21
	Often/Very often			652	89	219	79
	Total			729	100	274	100
People from an economic background other than your own	Never/Sometimes			85	12	84	31
	Often/Very often			644	88	190	69
	Total			729	100	274	100
People with religious beliefs other than your own	Never/Sometimes			122	17	94	34
	Often/Very often			610	83	181	66
	Total			732	100	275	100
People with political views other than your own	Never/Sometimes			194	27	132	47
	Often/Very often			538	73	143	53
	Total			732	100	275	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			625	88	223	82
	No, Uncertain, or Not sure			89	12	45	18
	Total			714	100	268	100
Self-reported or expected grades							
	A- or higher	460	53	414	58	118	45
	B+ or B	367	43	261	37	84	33
	B- or lower	30	3	40	6	53	22
	Grades not used (BCSSE only)	3	0	0	0	na	na
	Total	860	100	715	100	255	100

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

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

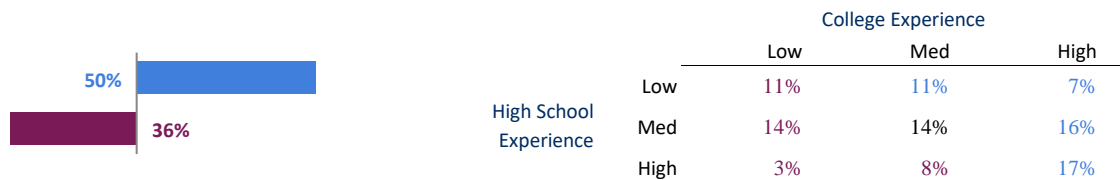
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all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

Doctorate-Granting Universities

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

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

Baccalaureate Colleges and Special Focus Institutions

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

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.