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# BCSSE 2014-NSSE 2015 Combined Report

Central Connecticut State University

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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.

#### 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

For more information about BCSSE, visit: [bcsse.indiana.edu/about.cfm](http://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](http://nsse.indiana.edu/html/engagement_indicators.cfm)

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)	407
First-year students included in NSSE 2015 population file <sup>a</sup>	1,779
BCSSE 2014 respondents identified in the NSSE 2015 population file <sup>a</sup>	396
BCSSE 2014 respondents invited to participate in NSSE 2015 <sup>b</sup>	347
NSSE 2015 first-year respondents	309
BCSSE 2014-NSSE 2015 matched respondents (longitudinal data) <sup>a</sup>	94

### Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE <sup>c</sup>	NSSE <sup>d</sup>	BCSSE-NSSE <sup>e</sup>
<b>Gender</b>			
Man	42	53	31
Woman	58	46	69
Another gender identity	0	1	0
Prefer not to respond	0	1	0
<b>Race/ethnicity (Select all that apply.)</b>			
American Indian or Alaska Native	1	1	3
Asian	4	6	4
Black or African American	12	8	8
Hispanic or Latino	16	9	8
Native Hawaiian or Other Pacific Islander	0	1	0
White	73	60	65
Other	3	2	1
Multiracial	N/A	8	8
I prefer not to respond	N/A	5	3
<b>Enrollment status</b>			
Full-time	99	98	100
Less than full-time	1	2	0

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.

# BCSSE 2014-NSSE 2015 Combined Report

## Cross-Sectional Results

### Central Connecticut State University

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
<b>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]?</b>							
Up to 5 pages	None	17	4	3	1	7	3
	1-2	94	24	25	6	64	25
	3-5	125	31	87	22	76	31
	More than 5	164	41	281	71	111	42
	Total	400	100	396	100	258	100
Between 6 and 10 pages	None	130	34	4	1	96	38
	1-2	154	40	47	12	96	38
	3-5	69	18	135	34	43	17
	More than 5	34	9	209	53	15	7
	Total	387	100	395	100	250	100
11 pages or more	None	261	70	23	6	189	75
	1-2	91	24	142	36	45	18
	3-5	12	3	121	31	10	4
	More than 5	11	3	104	27	6	2
	Total	375	100	390	100	250	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	11	3	0	0	2	1
	1-10	308	76	98	25	122	51
	11-20	67	17	212	53	83	36
	More than 20	19	5	87	22	27	12
	Total	405	100	397	100	234	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	41	10	24	6	75	32
	1-10	192	48	232	58	111	47
	11-20	116	29	124	31	39	17
	More than 20	54	13	19	5	9	4
	Total	403	100	399	100	234	100
Relaxing and socializing (watching TV, partying, etc.)	None	2	0	4	1	5	2
	1-10	187	46	200	50	126	54
	11-20	141	35	163	41	56	24
	More than 20	74	18	31	8	45	19
	Total	404	100	398	100	232	100
Working for pay	None	111	28	68	17	100	43
	1 or more	291	72	326	83	132	57
	Total	402	100	394	100	232	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 FY		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	361	90	372	93	234	76
	Often/Very often	41	10	29	7	71	24
	Total	402	100	401	100	305	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	225	56	116	29	152	49
	Often/Very often	177	44	285	71	149	51
	Total	402	100	401	100	301	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	155	39			126	43
	Often/Very often	246	61			154	57
	Total	401	100			280	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	195	49			153	53
	Often/Very often	206	51			127	47
	Total	401	100			280	100
Evaluate what others have concluded from numerical information	Never/Sometimes	226	57			163	57
	Often/Very often	173	43			116	43
	Total	399	100			279	100
Identify key information from reading assignments	Never/Sometimes	87	22			56	21
	Often/Very often	312	78			203	79
	Total	399	100			259	100
Review your notes after class	Never/Sometimes	197	49			89	35
	Often/Very often	203	51			170	65
	Total	400	100			259	100
Summarize what you learned in class or from course materials	Never/Sometimes	166	42			105	40
	Often/Very often	231	58			154	60
	Total	397	100			259	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	190	47			137	48
	Often/Very often	212	53			149	52
	Total	402	100			286	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	146	36			102	35
	Often/Very often	255	64			182	65
	Total	401	100			284	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	116	29			87	30
	Often/Very often	284	71			198	70
	Total	400	100			285	100
Ask another student to help you understand course material	Never/Sometimes			154	39	136	44
	Often/Very often			245	61	167	56
	Total			399	100	303	100
Explain course material to one or more students	Never/Sometimes			192	48	124	41
	Often/Very often			207	52	176	59
	Total			399	100	300	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 FY 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			89	22	155	52
	Often/Very often			310	78	143	48
	Total			399	100	298	100
Work with other students on course projects or assignments	Never/Sometimes			114	29	145	49
	Often/Very often			284	71	150	51
	Total			398	100	295	100
Talk about career plans with a faculty member	Never/Sometimes			150	38	185	65
	Often/Very often			249	62	99	35
	Total			399	100	284	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			184	46	217	76
	Often/Very often			215	54	66	24
	Total			399	100	283	100
Discuss your academic performance with a faculty member	Never/Sometimes			156	39	176	61
	Often/Very often			245	61	105	39
	Total			401	100	281	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			184	46	190	66
	Often/Very often			217	54	93	34
	Total			401	100	283	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			68	17	60	22
	Often/Very often			330	83	203	78
	Total			398	100	263	100
People from an economic background other than your own	Never/Sometimes			81	20	61	23
	Often/Very often			320	80	200	77
	Total			401	100	261	100
People with religious beliefs other than your own	Never/Sometimes			85	21	76	29
	Often/Very often			316	79	185	71
	Total			401	100	261	100
People with political views other than your own	Never/Sometimes			93	23	73	28
	Often/Very often			308	77	185	72
	Total			401	100	258	100
<b>Self-reported or expected grades</b>							
	A or A-	112	28	145	38	67	28
	B+ or B	222	56	204	53	111	49
	B- or lower	60	15	33	9	53	24
	Total	394	100	382	100	231	100

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

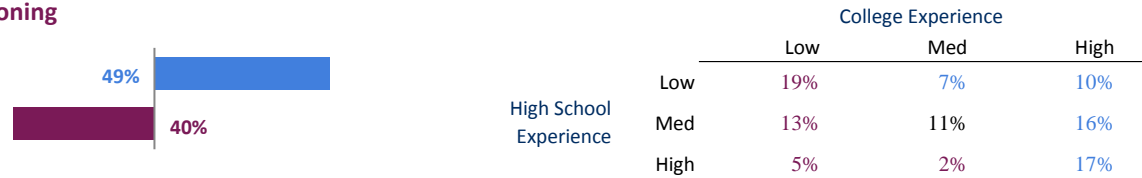
b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

### Central Connecticut State University

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



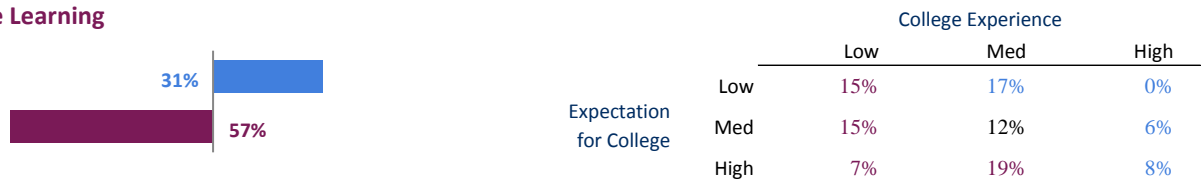
#### Learning Strategies



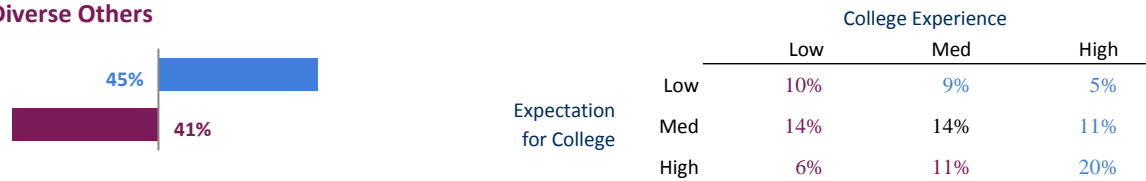
#### Student-Faculty Interaction



#### Collaborative Learning



#### Discussions with Diverse Others



#### Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.<sup>a</sup>

### 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 <sup>b</sup>	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](http://carnegieclassifications.indiana.edu)

b. Basic Carnegie Classification: Special focus institutions.