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# BCSSE 2016-NSSE 2017 Combined Report

Central Connecticut State University

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The BCSSE 2016-NSSE 2017 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 2016 and NSSE 2017 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 2016 and NSSE 2017 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)	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 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 2016-NSSE 2017 Population and Respondents

	Count
BCSSE 2016 respondents (cross-sectional data)	691
First-year students included in NSSE 2017 population file <sup>a</sup>	1,704
BCSSE 2016 respondents identified in the NSSE 2017 population file <sup>a</sup>	660
BCSSE 2016 respondents invited to participate in NSSE 2017 <sup>b</sup>	549
NSSE 2017 first-year respondents	254
BCSSE 2016-NSSE 2017 matched respondents (longitudinal data) <sup>a</sup>	145

#### Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE <sup>c</sup>	NSSE <sup>d</sup>	BCSSE-NSSE <sup>e</sup>
<b>Gender</b>			
Man	51	55	43
Woman	48	44	55
Another gender identity	0	0	0
Prefer not to respond	0	1	2
<b>Race/ethnicity (Select all that apply.)</b>			
American Indian or Alaska Native	0	0	0
Asian	5	6	5
Black or African American	7	9	5
Hispanic or Latino	8	7	6
Native Hawaiian or Other Pacific Islander	0	0	0
White	68	62	70
Other	2	3	3
Multiracial	10	7	6
I prefer not to respond	1	5	5
<b>Enrollment status</b>			
Full-time	99	99	99
Less than full-time	1	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 2016 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2017 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2016 and NSSE 2017.

		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/do you expect to complete/have you been assigned]?</b>							
Up to 5 pages	None	34	5	10	1	8	4
	1-2	162	24	43	6	50	23
	3-5	213	31	175	26	76	34
	More than 5	268	40	451	66	84	39
	Total	677	100	679	100	218	100
Between 6 and 10 pages	None	220	35	11	2	56	27
	1-2	262	41	113	17	97	45
	3-5	116	18	231	34	44	20
	More than 5	36	6	322	48	19	8
	Total	634	100	677	100	216	100
11 pages or more	None	444	71	70	10	161	75
	1-2	152	24	250	37	39	18
	3-5	25	4	203	30	9	4
	More than 5	6	1	149	22	6	3
	Total	627	100	672	100	215	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	18	3	2	0	2	1
	1-10	540	79	192	28	77	39
	11-20	99	14	339	50	96	49
	More than 20	30	4	147	22	22	10
	Total	687	100	680	100	197	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	86	13	37	5	68	33
	1-10	292	43	411	60	96	50
	11-20	221	32	186	27	25	14
	More than 20	88	13	46	7	8	3
	Total	687	100	680	100	197	100
Relaxing and socializing (watching TV, partying, etc.)	None	3	0	5	1	3	2
	1-10	354	52	391	58	82	41
	11-20	232	34	244	36	76	41
	More than 20	96	14	37	5	34	17
	Total	685	100	677	100	195	100
Working for pay	None	202	29	123	18	75	38
	1 or more	483	71	555	82	122	62
	Total	685	100	678	100	197	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	630	92	626	91	213	85
	Often/Very often	55	8	60	9	38	15
	Total	685	100	686	100	251	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	397	58	211	31	134	54
	Often/Very often	287	42	475	69	118	46
	Total	684	100	686	100	252	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	251	37			109	44
	Often/Very often	429	63			131	56
	Total	680	100			240	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	353	52			135	58
	Often/Very often	329	48			103	42
	Total	682	100			238	100
Evaluate what others have concluded from numerical information	Never/Sometimes	375	55			140	59
	Often/Very often	302	45			98	41
	Total	677	100			238	100
Identify key information from reading assignments	Never/Sometimes	141	21			57	29
	Often/Very often	537	79			157	71
	Total	678	100			214	100
Review your notes after class	Never/Sometimes	297	44			65	32
	Often/Very often	383	56			148	68
	Total	680	100			213	100
Summarize what you learned in class or from course materials	Never/Sometimes	299	44			80	40
	Often/Very often	383	56			133	60
	Total	682	100			213	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	329	48			139	58
	Often/Very often	353	52			108	42
	Total	682	100			247	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	254	37			93	38
	Often/Very often	428	63			154	62
	Total	682	100			247	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	210	31			78	33
	Often/Very often	471	69			169	67
	Total	681	100			247	100
Ask another student to help you understand course material	Never/Sometimes			265	39	126	51
	Often/Very often			417	61	124	49
	Total			682	100	250	100
Explain course material to one or more students	Never/Sometimes			308	45	109	44
	Often/Very often			373	55	142	56
	Total			681	100	251	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			179	26	142	58
	Often/Very often			500	74	109	42
	Total			679	100	251	100
Work with other students on course projects or assignments	Never/Sometimes			180	26	129	51
	Often/Very often			501	74	123	49
	Total			681	100	252	100
Talk about career plans with a faculty member	Never/Sometimes			276	41	160	65
	Often/Very often			405	59	85	35
	Total			681	100	245	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			335	49	197	80
	Often/Very often			346	51	49	20
	Total			681	100	246	100
Discuss your academic performance with a faculty member	Never/Sometimes			289	42	171	71
	Often/Very often			397	58	73	29
	Total			686	100	244	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			313	46	183	76
	Often/Very often			372	54	60	24
	Total			685	100	243	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			109	16	59	28
	Often/Very often			576	84	156	72
	Total			685	100	215	100
People from an economic background other than your own	Never/Sometimes			104	15	66	31
	Often/Very often			582	85	148	69
	Total			686	100	214	100
People with religious beliefs other than your own	Never/Sometimes			133	19	75	36
	Often/Very often			553	81	139	64
	Total			686	100	214	100
People with political views other than your own	Never/Sometimes			142	21	63	31
	Often/Very often			544	79	151	69
	Total			686	100	214	100
<b>Self-reported or expected grades</b>							
	A or A-	221	32	234	35	79	41
	B+ or B	379	55	387	57	75	39
	B- or lower	82	12	53	8	37	20
	Total	682	100	674	100	191	100

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

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

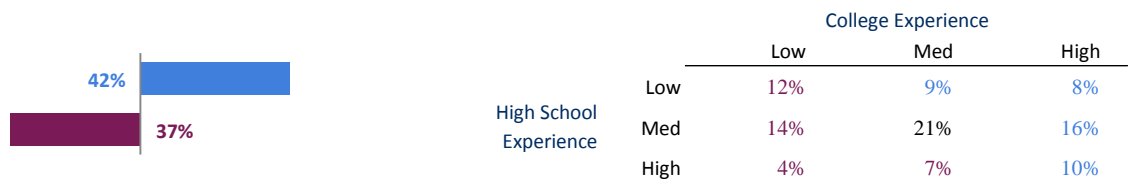
It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all 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	University of California-Merced
Augusta University	University of Delaware
Clark University	University of Missouri-St. Louis
St. John Fisher College	University of South Florida
Texas A&M University - Corpus Christi	University of St. Thomas
Texas Tech University	University of Vermont
Texas Woman's University	Widener University

### Master's Colleges and Universities

Abilene Christian University	Millersville University of Pennsylvania
Angelo State University <sup>c</sup>	Minnesota State University, Mankato
Bentley University	Nicholls State University
California Lutheran University <sup>c</sup>	Pfeiffer University <sup>c</sup>
California Polytechnic State University-San Luis Obispo	Point Loma Nazarene University
California State University-Bakersfield	Rider University
California State University-Channel Islands	Saint Martin's University
California State University, East Bay	Salve Regina University
California State University, Sacramento <sup>c</sup>	Southern Connecticut State University
Carroll University	Southwest Baptist University
Central Connecticut State University	Stetson University
Chatham University	Texas A&M University - Texarkana
Concordia University Chicago	The College of Saint Rose
Concordia University Texas	Tuskegee University
CUNY Bernard M Baruch College	University of Evansville
Dominican College of Blauvelt <sup>c</sup>	University of North Georgia
Framingham State University	University of Saint Mary <sup>c</sup>
Gannon University	University of South Florida-St. Petersburg
Graceland University-Lamoni <sup>c</sup>	University of West Alabama
Lewis University	Washington Adventist University <sup>c</sup>
Marian University	Weber State University <sup>c</sup>
Medaille College	Wentworth Institute of Technology

### Baccalaureate Colleges and Special Focus Institutions

Alma College	Muhlenberg College
Bethany College <sup>c</sup>	Newbury College-Brookline
Bucknell University	Olin College of Engineering <sup>b</sup>
Centenary College of Louisiana <sup>c</sup>	Pitzer College <sup>c</sup>
Central Methodist University	Rhodes College
Concordia College-New York <sup>c</sup>	Rocky Mountain College
Defiance College <sup>c</sup>	Saint Anselm College
Drew University	Scripps College
Elizabethtown College	Shawnee State University <sup>c</sup>
Grinnell College	The College of Idaho
Iowa Wesleyan College <sup>c</sup>	University of Puget Sound
Kentucky State University <sup>c</sup>	University of the Sciences <sup>b</sup>
Kenyon College	University of Wisconsin-Parkside
Linfield College - McMinnville Campus	Warren Wilson College
Luther College	Wilberforce University <sup>c</sup>
Manchester University	William Jewell College
Meredith College	William Peace University <sup>c</sup>
Missouri Valley College	Wisconsin Lutheran College
Moravian College	Wofford College

### Canadian Universities

St. Thomas University	University of Guelph
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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.