



BCSSE 2018-NSSE 2019 Combined Report

Central Connecticut State University

The BCSSE 2018-NSSE 2019 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 2018 and NSSE 2019 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 2018 and NSSE 2019 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: bcsse.indiana.edu

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.indiana.edu/links/IR

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 2018-NSSE 2019 Population and Respondents

	Count
BCSSE 2018 respondents (cross-sectional data)	685
First-year students included in NSSE 2019 population file ^a	1,916
BCSSE 2018 respondents identified in the NSSE 2019 population file ^a	666
BCSSE 2018 respondents invited to participate in NSSE 2019 ^b	489
NSSE 2019 first-year respondents	203
BCSSE 2018-NSSE 2019 matched respondents (longitudinal data) ^a	102

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	52	53	46
Woman	47	45	52
Another gender identity	0	2	1
Prefer not to respond	0	1	1
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	4	4	6
Black or African American	11	7	7
Hispanic or Latino	13	12	11
Middle Eastern or N. African (NSSE 2019)	n/a	1	1
Native Hawaiian or Other Pacific Islander	0	1	1
White	57	59	59
Another race or ethnicity (NSSE 2019)	n/a	1	1
Other (BCSSE 2018)	1	n/a	n/a
Multiracial	12	0	12
I prefer not to respond	1	13	1
Enrollment status			
Full-time	99	96	98
Less than full-time	1	4	2

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 2018 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2019 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2018 and NSSE 2019.

BCSSE 2018-NSSE 2019 Combined Report

Cross-Sectional Results

Central Connecticut State University

		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	47	7			5	3
	1-2	147	22			39	21
	3-5	249	38			53	30
	More than 5	221	33			85	46
	Total	664	100			182	100
Between 6 and 10 pages	None	227	36			55	31
	1-2	262	42			67	38
	3-5	92	15			41	22
	More than 5	47	7			17	9
	Total	628	100			180	100
11 pages or more	None	420	69			139	77
	1-2	143	23			26	14
	3-5	24	4			7	5
	More than 5	22	4			8	4
	Total	609	100			180	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	12	2	1	0	2	1
	1-10	531	78	183	27	74	43
	11-20	114	17	354	53	72	42
	More than 20	21	3	128	19	24	14
	Total	678	100	666	100	172	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	102	15	70	10	62	36
	1-10	296	43	397	59	81	48
	11-20	171	25	159	24	20	12
	More than 20	112	16	44	7	9	5
	Total	681	100	670	100	172	100
Relaxing and socializing (watching TV, partying, etc.)	None	5	1	2	0	1	1
	1-10	294	43	352	52	70	40
	11-20	237	35	260	39	69	41
	More than 20	140	21	60	9	31	18
	Total	676	100	674	100	171	100
Working for pay	None	208	31	96	14	63	37
	1 or more	467	69	572	86	109	63
	Total	675	100	668	100	172	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	621	91	606	90	164	82
	Often/Very often	58	9	64	10	36	18
	Total	679	100	670	100	200	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	416	61	249	37	116	59
	Often/Very often	262	39	427	63	81	41
	Total	678	100	676	100	197	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	246	36			91	50
	Often/Very often	432	64			90	50
	Total	678	100			181	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	334	49			103	56
	Often/Very often	345	51			79	44
	Total	679	100			182	100
Evaluate what others have concluded from numerical information	Never/Sometimes	363	54			102	55
	Often/Very often	311	46			80	45
	Total	674	100			182	100
Identify key information from reading assignments	Never/Sometimes	165	24			59	33
	Often/Very often	510	76			121	67
	Total	675	100			180	100
Review your notes after class	Never/Sometimes	314	47			62	34
	Often/Very often	360	53			119	66
	Total	674	100			181	100
Summarize what you learned in class or from course materials	Never/Sometimes	295	43			62	33
	Often/Very often	384	57			119	67
	Total	679	100			181	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	314	47			98	53
	Often/Very often	360	53			94	47
	Total	674	100			192	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	236	35			67	35
	Often/Very often	441	65			127	65
	Total	677	100			194	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	206	30			61	32
	Often/Very often	471	70			130	68
	Total	677	100			191	100
Ask another student to help you understand course material	Never/Sometimes			289	43	101	52
	Often/Very often			384	57	99	48
	Total			673	100	200	100
Explain course material to one or more students	Never/Sometimes			342	51	89	45
	Often/Very often			333	49	110	55
	Total			675	100	199	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			189	28	103	53
	Often/Very often			486	72	96	47
	Total			675	100	199	100
Work with other students on course projects or assignments	Never/Sometimes			175	26	94	48
	Often/Very often			496	74	104	52
	Total			671	100	198	100
Talk about career plans with a faculty member	Never/Sometimes			278	41	108	57
	Often/Very often			401	59	83	43
	Total			679	100	191	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			363	54	139	73
	Often/Very often			315	46	50	27
	Total			678	100	189	100
Discuss your academic performance with a faculty member	Never/Sometimes			289	43	107	58
	Often/Very often			386	57	78	42
	Total			675	100	185	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			322	48	123	65
	Often/Very often			353	52	66	35
	Total			675	100	189	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			106	16	48	26
	Often/Very often			564	84	133	74
	Total			670	100	181	100
People from an economic background other than your own	Never/Sometimes			108	16	55	30
	Often/Very often			568	84	125	70
	Total			676	100	180	100
People with religious beliefs other than your own	Never/Sometimes			128	19	69	39
	Often/Very often			546	81	112	61
	Total			674	100	181	100
People with political views other than your own	Never/Sometimes			147	22	65	36
	Often/Very often			528	78	116	64
	Total			675	100	181	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			562	86	137	81
	No, Uncertain, or Not sure			94	14	31	19
	Total			656	100	168	100
Self-reported or expected grades							
	A- or higher	250	38	273	42	52	31
	B+ or B	328	50	334	51	71	44
	B- or lower	81	12	47	7	41	25
	Grades not used (BCSSE only)	0	0	0	0	na	na
	Total	659	100	654	100	164	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

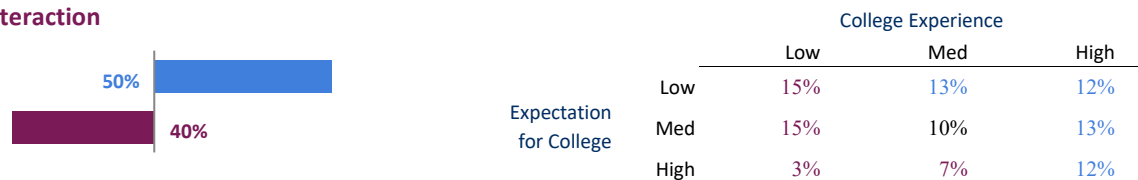
Quantitative Reasoning



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	St. John Fisher College
Augusta University	Texas A&M University - Corpus Christi
Bowling Green State University	The New School
Illinois State University	The University of Tennessee, Knoxville
Indiana State University	University of Missouri-St. Louis
Maryville University of Saint Louis	University of North Florida
Mercer University	Wingate University
Missouri State University	Wright State University
Seattle Pacific University	

Master's Colleges and Universities

Arkansas Tech University	Rocky Mountain College
Bentley University	Shawnee State University
Carroll University	Southern Connecticut State University
Central Connecticut State University	Springfield College
College of Charleston	St. Bonaventure University
College of Our Lady of the Elms	Texas A&M University - Texarkana
Concordia College New York ^c	The College of Saint Rose
Coppin State University ^c	Tuskegee University
Dominican University of California	University of Puerto Rico-Mayaguez
Framingham State University	University of Saint Mary ^c
Grambling State University	University of West Alabama
Hardin-Simmons University	University of Wisconsin-Green Bay
Lebanon Valley College	Virginia State University
Marian University	Washington Adventist University ^c
Rider University	

Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Pitzer College
Bloomfield College ^c	Redeemer University College ^d
Catawba College	Saint Anselm College
Dean College	St. Mary's College of Maryland
Flagler College	Stonehill College
Gustavus Adolphus College	Universidad Adventista de las Antillas ^c
Illinois Wesleyan University	University of South Carolina Beaufort
Lincoln College ^c	Washington College
Moravian College	William Jewell College
Northwood University ^b	Wisconsin Lutheran College
Olin College of Engineering ^b	Wofford College

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

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.

d. Canadian Institution