



BCSSE 2018-NSSE 2019 Combined Report

Illinois 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.

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

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

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)	2,949
First-year students included in NSSE 2019 population file ^a	4,808
BCSSE 2018 respondents identified in the NSSE 2019 population file ^a	168
BCSSE 2018 respondents invited to participate in NSSE 2019 ^b	167
NSSE 2019 first-year respondents	341
BCSSE 2018-NSSE 2019 matched respondents (longitudinal data) ^a	167

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	40	41	29
Woman	60	56	69
Another gender identity	0	1	1
Prefer not to respond	0	1	1
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	2	3	3
Black or African American	12	8	11
Hispanic or Latino	9	5	5
Middle Eastern or N. African (NSSE 2019)	n/a	0	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	68	74	76
Another race or ethnicity (NSSE 2019)	n/a	0	0
Other (BCSSE 2018)	0	n/a	n/a
Multiracial	8	0	5
I prefer not to respond	1	7	0
Enrollment status			
Full-time	99	99	99
Less than full-time	1	1	1

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- 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 Illinois 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	140	5			25	9
	1-2	759	26			78	28
	3-5	1,038	36			86	30
	More than 5	957	33			90	33
	Total	2,894	100			279	100
Between 6 and 10 pages	None	992	36			115	40
	1-2	1,264	46			115	41
	3-5	384	14			32	12
	More than 5	130	5			16	7
	Total	2,770	100			278	100
11 pages or more	None	2,007	75			218	77
	1-2	597	22			47	18
	3-5	62	2			9	3
	More than 5	23	1			5	2
	Total	2,689	100			279	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	52	2	0	0	0	0
	1-10	2,175	74	657	23	105	40
	11-20	596	20	1,617	56	115	44
	More than 20	113	4	590	21	42	17
	Total	2,936	100	2,864	100	262	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	334	11	124	4	73	27
	1-10	1,140	39	1,564	55	135	50
	11-20	1,021	35	949	33	45	19
	More than 20	434	15	222	8	9	4
	Total	2,929	100	2,859	100	262	100
Relaxing and socializing (watching TV, partying, etc.)	None	7	0	5	0	2	1
	1-10	1,360	46	1,257	44	101	37
	11-20	1,091	37	1,323	46	105	41
	More than 20	472	16	278	10	54	22
	Total	2,930	100	2,863	100	262	100
Working for pay	None	879	30	569	20	173	66
	1 or more	2,050	70	2,273	80	90	34
	Total	2,929	100	2,842	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 Count	%	Expected First-Year Count	%	First-Year 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	2,673	92	2,624	92	270	81
	Often/Very often	244	8	220	8	61	19
	Total	2,917	100	2,844	100	331	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	1,646	56	1,040	37	204	61
	Often/Very often	1,268	44	1,806	63	131	39
	Total	2,914	100	2,846	100	335	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	1,108	38			127	45
	Often/Very often	1,794	62			157	55
	Total	2,902	100			284	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	1,576	54			155	55
	Often/Very often	1,325	46			126	45
	Total	2,901	100			281	100
Evaluate what others have concluded from numerical information	Never/Sometimes	1,710	59			158	56
	Often/Very often	1,186	41			122	44
	Total	2,896	100			280	100
Identify key information from reading assignments	Never/Sometimes	696	24			56	21
	Often/Very often	2,205	76			222	79
	Total	2,901	100			278	100
Review your notes after class	Never/Sometimes	1,320	46			90	34
	Often/Very often	1,570	54			188	66
	Total	2,890	100			278	100
Summarize what you learned in class or from course materials	Never/Sometimes	1,163	40			100	36
	Often/Very often	1,727	60			179	64
	Total	2,890	100			279	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	1,416	49			148	48
	Often/Very often	1,477	51			166	52
	Total	2,893	100			314	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	1,114	38			115	37
	Often/Very often	1,784	62			195	63
	Total	2,898	100			310	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	835	29			92	31
	Often/Very often	2,060	71			217	69
	Total	2,895	100			309	100
Ask another student to help you understand course material	Never/Sometimes			1,107	39	124	39
	Often/Very often			1,767	61	204	61
	Total			2,874	100	328	100
Explain course material to one or more students	Never/Sometimes			1,504	52	118	37
	Often/Very often			1,365	48	208	63
	Total			2,869	100	326	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		574	20	140	44
	Often/Very often		2,296	80	184	56
	Total		2,870	100	324	100
Work with other students on course projects or assignments	Never/Sometimes		643	22	132	42
	Often/Very often		2,225	78	193	58
	Total		2,868	100	325	100
Talk about career plans with a faculty member	Never/Sometimes		1,151	40	172	58
	Often/Very often		1,703	60	130	42
	Total		2,854	100	302	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes		1,666	58	228	75
	Often/Very often		1,185	42	74	25
	Total		2,851	100	302	100
Discuss your academic performance with a faculty member	Never/Sometimes		1,205	42	198	66
	Often/Very often		1,645	58	102	34
	Total		2,850	100	300	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes		1,460	52	214	72
	Often/Very often		1,372	48	84	28
	Total		2,832	100	298	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		378	13	75	28
	Often/Very often		2,466	87	204	72
	Total		2,844	100	279	100
People from an economic background other than your own	Never/Sometimes		393	14	77	29
	Often/Very often		2,448	86	201	71
	Total		2,841	100	278	100
People with religious beliefs other than your own	Never/Sometimes		533	19	88	33
	Often/Very often		2,306	81	190	67
	Total		2,839	100	278	100
People with political views other than your own	Never/Sometimes		595	21	92	33
	Often/Very often		2,243	79	187	67
	Total		2,838	100	279	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes		2,572	93	239	88
	No, Uncertain, or Not sure		179	7	29	12
	Total		2,751	100	268	100
Self-reported or expected grades						
A- or higher	1,273	44	1,078	40	119	45
B+ or B	1,286	45	1,413	52	103	40
B- or lower	310	11	219	8	42	16
Grades not used (BCSSE only)	1	0	0	0	na	na
Total	2,870	100	2,710	100	264	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



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