BCSSE 2020-NSSE 2021 Combined Report

Grand Frequencies and Means

BCSSE 2020-NSSE 2021 Combined Report

About this Report

The BCSSE 2020-NSSE 2021 Combined Report provides a useful summary of the detailed information contained in 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 institutions' BCSSE 2020 and NSSE 2021 administrations (in contrast to the longitudinal results which contain only matched data), these data provide the best estimates of students' pre-college characteristics and their engagement during the first year. By displaying cross-sectional results side-by-side, it is possible to identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.

Longitudinal Results (p. 9) Compares BCSSE 2020 and NSSE 2021 results for students who completed both surveys. Means for BCSSE scales and NSSE Engagement Indicators (EIs) are presented for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and expectations for studying ('16 or more hours per week' and '15 or fewer hours per week') and whether the expectations were met. These results reveal which BCSSE scales and NSSE EIs are associated with entering grade expectations and meeting those expectations.

Participating Institutions (p. 13) A complete list of institutions by Basic Carnegie type included in this report.

BCSSE Scales and NSSE Engagement Indicators

Three BCSSE Scales and all Ten NSSE Engagement Indicators are included in the longitudinal section (see the 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. Institutional scores are the averages of students' scores. Student-level scores for both the BCSSE Scales and NSSE EIs are included in BCSSE-NSSE data file.

For more information about BCSSE, visit **bcsse.indiana.edu.**

For more information about the NSSE EIs, see the *Engagement Indicators* report or visit **nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html.**

> **BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results**
>
> **BCSSE Scales**
> Expected Academic Perseverance
> Perceived Academic Preparation
> Importance of Campus Support
>
> **NSSE Engagement Indicators**
> Higher-Order Learning
> Reflective & Integrative Learning
> Quantitative Reasoning
> Learning Strategies
> Collaborative Learning
> Discussions with Diverse Others
> Student-Faculty Interaction
> Effective Teaching
> Quality of Interactions
> 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 2020-NSSE 2021 Population and Respondents

	Count
BCSSE 2020 respondents (cross-sectional data)	29,967
First-year students included in NSSE 2021 population file[a]	
BCSSE 2020 respondents identified in the NSSE 2021 population file[a]	
BCSSE 2020 respondents invited to participate in NSSE 2021[b]	
NSSE 2021 first-year respondents	12,745
BCSSE 2020-NSSE 2021 matched respondents (longitudinal data)[a]	7,244

a. BCSSE respondents identified later in the NSSE population file who are not first-year students are excluded from this report.
b. Adjusted to exclude students identified as ineligible, survey invitations returned as undeliverable, or because a NSSE census administration was not conducted.

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE[a]	NSSE[b]	BCSSE-NSSE[c]
Gender			
Man	40	33	30
Woman	59	65	67
Another gender identity	1	1	1
Prefer not to respond	1	1	1
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	8	9	10
Black or African American	8	7	6
Hispanic or Latino	9	8	7
Middle Eastern or North African	1	1	1
Native Hawaiian or other Pacific Islander	0	0	0
White	58	59	61
Another race or ethnicity	0	0	0
Multiracial	15	13	12
I prefer not to respond	0	2	2
Enrollment status			
Full-time	98	97	99
Less than full-time	2	3	1

a. Student-reported characteristics for all BCSSE 2020 respondents.
b. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2021 respondents.
c. Student-reported characteristics for matched students who completed both BCSSE 2020 and NSSE 2021.

BCSSE 2020-NSSE 2021 Combined Report
Cross-Sectional Results

Grand Frequencies and Means

BCSSE 2020-NSSE 2021 Combined Report

Cross-Sectional Results
Grand Frequencies and Means

This Cross-Sectional Results report presents item-by-item student responses and mean comparisons from institutions' BCSSE 2020 and NSSE 2021 administrations (in contrast to the longitudinal results which contain only matched data), providing the best estimates of students' pre-college characteristics and their engagement during the first year. By displaying 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.

1. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to the data file and codebook.

2. **Values and response options:** Values are used to calculate means. Response options are worded as they appear on the instrument.

Frequency Distributions

About how many papers, reports, or other writing tasks of the following length? (Select only one.)

Item wording or description	Variable name	Values	Response options	High School Count	%	Expected First-Year Count	%	NSSE Count	%
a. Up to 5 pages	hWRshrtnum wrshortnum	0	None	138	6			6	1
		1.5	1-2	561	24			38	11
		4	3-5	750	32			116	32
		8	6-10	496	21			109	29
		13	11-15	160	7			64	17
		18	16-20	99	4			20	5
		23	More than 20 papers, etc.	174	7			17	5
			Total	2,378	100			370	100

Mean Comparisons

Institution item means compared to overall means for BCSSE 19 and first-year students from NSSE20

High School (BCSSE) — Expectation (BCSSE) — First Year (NSSE)

NSSEville State University: 6.6 / 7.2
All BCSSE-NSSE: 6.5 / 6.6

3. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

4. **Overall mean:** Mean scores for each item for the institution and all BCSSE-NSSE institutions. These results allow institutions to quickly compare their BCSSE-NSSE cross-sectional results with all BCSSE-NSSE cross-sectional results.
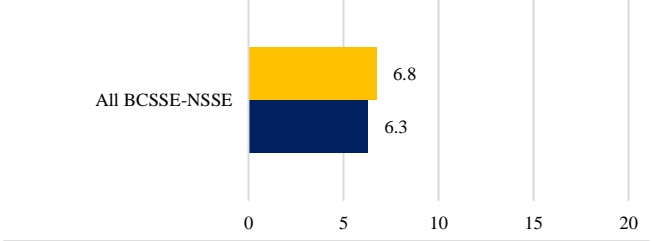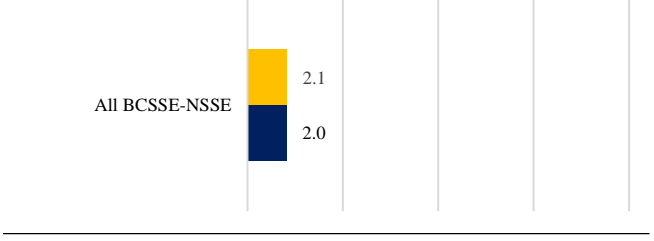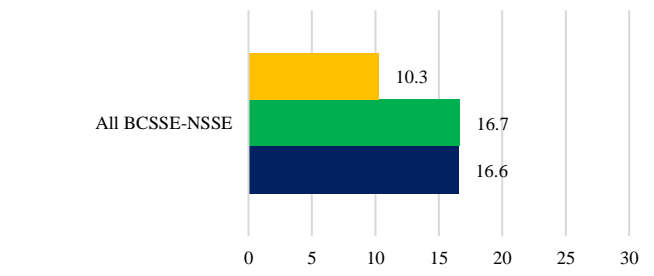
BCSSE 2020-NSSE 2021 Combined Report
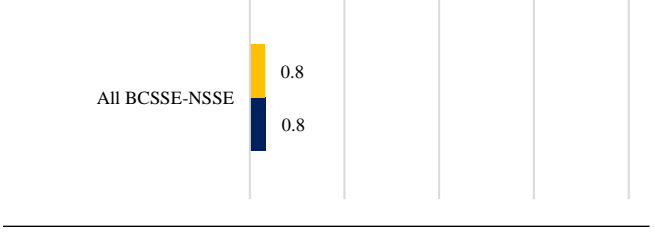
Cross-Sectional Results
Grand Frequencies and Means

Frequency Distributions

Mean Comparisons

Institution item means compared to overall means for BCSSE '20 and first-year students from NSSE '21

Legend: High school (BCSSE) — yellow; Expectation (BCSSE) — green; First year (NSSE) — dark blue

Item wording or description	Variable name	Values	Response options	High school Count	High school %	Expected first-year Count	Expected first-year %	NSSE Count	NSSE %
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?(Select only one.)									
a. Up to 5 pages	hWRshrtnum wrshortnum	0	None	1,651	7			863	8
		1.5	1-2	5,378	22			2,515	22
		4	3-5	7,539	31			3,531	31
		8	6-10	4,931	20			2,386	21
		13	11-15	2,025	8			1,066	9
		18	16-20	918	4			437	4
		23	More than 20 papers, etc.	1,921	8			569	5
			Total	24,363	100			11,367	100
b. Between 6 and 10 pages	hWRmdnum wrmednum	0	None	9,138	38			4,783	42
		1.5	1-2	9,026	38			3,924	35
		4	3-5	3,851	16			1,665	15
		8	6-10	1,308	5			601	5
		13	11-15	323	1			217	2
		18	16-20	141	1			60	1
		23	More than 20 papers, etc.	147	1			84	1
			Total	23,934	100			11,334	100
c. 11 pages or more	hWRlngnum wrlongnum	0	None	17,086	72			8,994	79
		1.5	1-2	5,148	22			1,510	13
		4	3-5	959	4			399	4
		8	6-10	327	1			196	2
		13	11-15	106	0			141	1
		18	16-20	45	0			41	0
		23	More than 20 papers, etc.	99	0			67	1
			Total	23,770	100			11,348	100
How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?									
a. Preparing for class (studying, reading, doing homework, etc.)	hacadpr13hrs cacadpr13hrs tmprephrs	0	0	203	1	36	0	34	0
		3	1-5	7,457	30	1,322	5	931	9
		8	6-10	7,170	29	4,614	17	1,935	18
		13	11-15	4,533	19	6,795	25	2,342	22
		18	16-20	2,656	11	6,960	25	2,264	21
		23	21-25	1,222	5	4,292	16	1,489	14
		28	26-30	568	2	1,950	7	895	8
		33	More than 30	658	3	1,558	6	942	9
			Total	24,467	100	27,527	100	10,832	100

Mean Comparisons (All BCSSE-NSSE):
- Item a. Up to 5 pages: High school 6.8; First year 6.3
- Item b. Between 6 and 10 pages: High school 2.1; First year 2.0
- Item c. 11 pages or more: High school 0.8; First year 0.8
- Preparing for class: High school 10.3; Expectation 16.7; First year 16.6

a. Blank cells: NSSE items with no match on BCSSE.
b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE beginning college survey of student engagement

Frequency Distributions

Mean Comparisons

Institution item means compared to overall means for BCSSE '20 and first-year students from NSSE '21

Legend: High school (BCSSE) · Expectation (BCSSE) · First year (NSSE)

Item wording or description	Variable name	Values	Response options	High school Count	%	Expected first-year Count	%	NSSE Count	%
b. Working for pay	hworkhrs	0	0	9,575	39	6,796	25		
	cworkhrs	3	1-5	2,909	12	3,286	12		
	tmworkhrs	8	6-10	2,836	12	4,557	17		
		13	11-15	2,875	12	4,285	16		
		18	16-20	2,779	11	3,988	15		
		23	21-25	1,747	7	2,072	8		
		28	26-30	899	4	1,105	4		
		33	More than 30	749	3	1,346	5		
			Total	24,369	100	27,435	100		
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	hcocurrhrs	0	0	2,044	8	2,450	9	4,280	40
	ccocurrhrs	3	1-5	5,514	23	7,750	28	3,326	31
	tmcocurrhrs	8	6-10	5,036	21	8,111	30	1,478	14
		13	11-15	4,684	19	5,030	18	830	8
		18	16-20	3,424	14	2,421	9	468	4
		23	21-25	1,696	7	898	3	229	2
		28	26-30	674	3	329	1	91	1
		33	More than 30	1,317	5	437	2	122	1
			Total	24,389	100	27,426	100	10,824	100
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	hsocial13hrs	0	0	128	1	204	1	153	1
	csocial13hrs	3	1-5	5,828	24	5,604	20	1,992	18
	tmrelaxhrs	8	6-10	7,727	32	9,430	34	3,013	28
		13	11-15	5,006	21	6,810	25	2,365	22
		18	16-20	2,735	11	3,331	12	1,519	14
		23	21-25	1,207	5	1,154	4	743	7
		28	26-30	531	2	398	1	316	3
		33	More than 30	1,232	5	509	2	726	7
			Total	24,394	100	27,440	100	10,827	100

Of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?

Item wording or description	Variable name	Values	Response options	High school Count	%	Expected first-year Count	%	NSSE Count	%
	hTMread14	1	Very little	5,288	22	819	3	1,244	11
	ctmread17	2	Some	11,783	48	7,345	27	3,869	36
	reading	3	About half	5,141	21	10,777	39	3,169	29
		4	Most	1,791	7	7,018	26	1,879	17
		5	Almost all	349	1	1,330	5	659	6
			Total	24,352	100	27,289	100	10,820	100

Mean Comparisons (All BCSSE-NSSE):

- Working for pay: High school 8.6; Expectation 10.8; First year 7.4
- Participating in co-curricular activities: High school 11.5; Expectation 8.8; First year 4.9
- Relaxing and socializing: High school 11.4; Expectation 10.8; First year 12.8
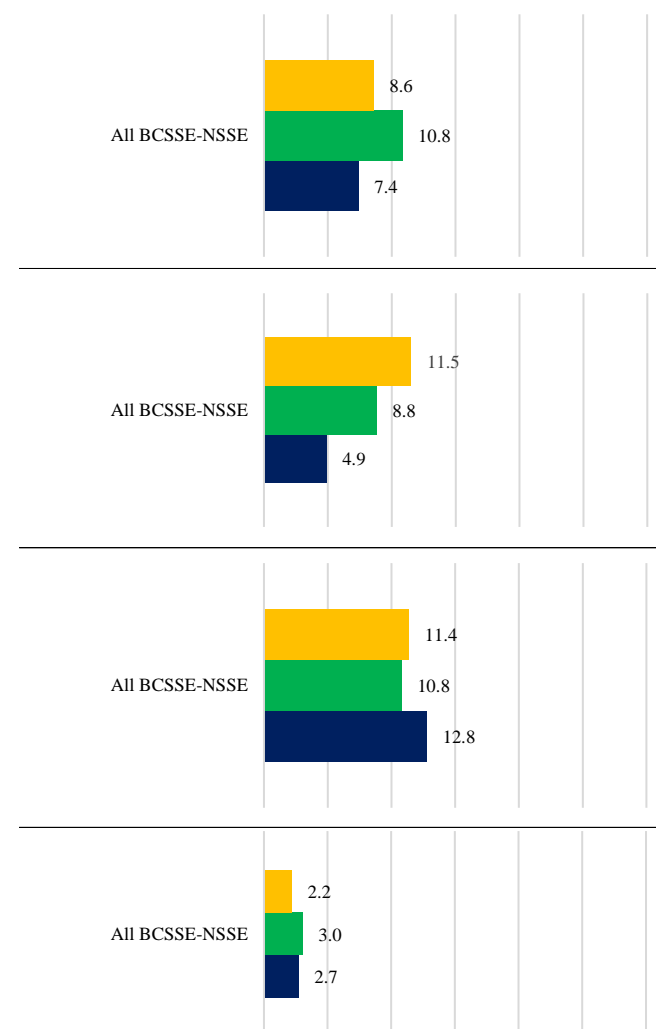- Assigned reading: High school 2.2; Expectation 3.0; First year 2.7

a. Blank cells: NSSE items with no match on BCSSE.
b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2020-NSSE 2021 Combined Report
Longitudinal Results

Grand Frequencies and Means

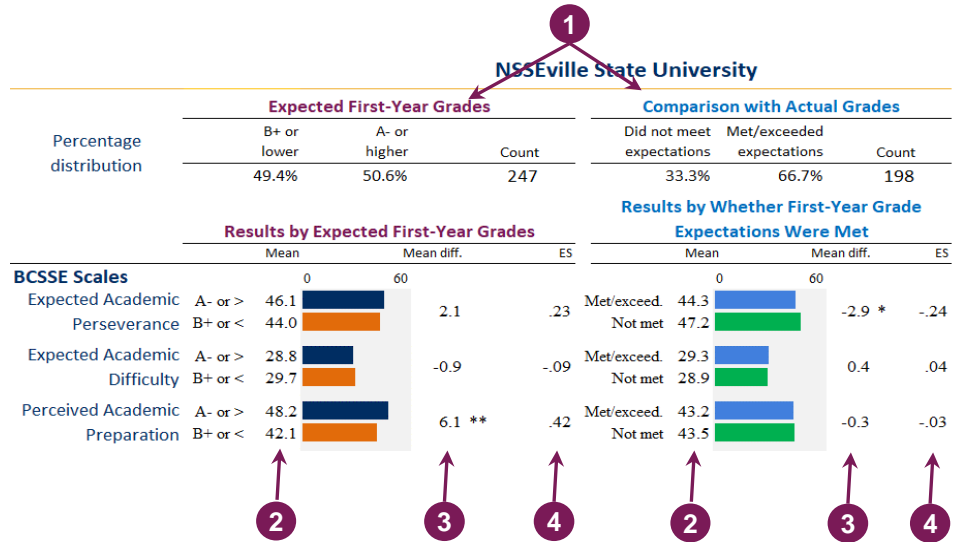# BCSSE 2020-NSSE 2021 Combined Report Longitudinal Results

This Longitudinal Results report compares BCSSE 2020 and NSSE 2021 results for students who completed both surveys. The first longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and, regardless of expected grade, whether their grade expectations were met. The second longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for studying ('16 or more hours/week' or '15 or fewer hours/week') and, regardless of expected study time, whether their study expectations were met.

1. **Item wording and variable names:** Displays the percentage of students for each group within the expected first-year grades or hours studying per week and comparison with actual grades or study time.

2. **Mean:** The BCSSE Scales and NSSE EI means reported for each group within Expected First-Year Grades (p.11) and Expected First-Year Study Time (p. 12), as well as means for whether expectations were met. These results allow institutions to better understand the beliefs regarding the pre-college beliefs and first-year engagement.

3. **Mean difference and statistical comparison:** Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (*$p < .05$, **$p < .01$, ***$p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #4) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t-tests.

4. **Effect size:** Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t-tests use Cohen's d. Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.

BCSSE 2020-NSSE 2021 Combined Report
Analysis by Expected and Actual Grades

Grand Frequencies and Means

Percentage distribution	Expected First-Year Grades			Comparison with Actual Grades		
	B+ or lower	A- or higher	Count	Did not meet expectations	Met/exceeded expectations	Count
	39.2%	60.8%	7069	27.0%	73.0%	5611

		Results by Expected First-Year Grades			Results by Whether First-Year Grade Expectations Were Met		
		Mean	Mean diff.	ES	Mean	Mean diff.	ES
BCSSE Scales							
Expected Academic Perseverance	A- or >	44.5	3.8 ***	.43	Met/exceed. 43.1	0.0	.00
	B+ or <	40.7			Not met 43.1		
Expected Academic Difficulty	A- or >	28.5	-3.2 ***	-.32	Met/exceed. 29.8	0.2	.02
	B+ or <	31.7			Not met 29.6		
Perceived Academic Preparation	A- or >	45.8	4.8 ***	.54	Met/exceed. 44.0	0.0	.00
	B+ or <	41.1			Not met 44.1		
Importance of Campus Support	A- or >	47.7	2.4 ***	.27	Met/exceed. 47.0	0.5	.05
	B+ or <	45.3			Not met 46.5		
NSSE Engagement Indicators							
Higher-Order Learning	A- or >	39.9	2.1 ***	.17	Met/exceed. 40.0	3.0 ***	.23
	B+ or <	37.7			Not met 37.0		
Reflective & Integrative Learning	A- or >	36.8	2.2 ***	.18	Met/exceed. 36.8	2.2 ***	.19
	B+ or <	34.6			Not met 34.6		
Quantitative Reasoning	A- or >	29.9	2.4 ***	.16	Met/exceed. 29.4	1.7 ***	.11
	B+ or <	27.6			Not met 27.7		
Learning Strategies	A- or >	40.0	3.1 ***	.23	Met/exceed. 39.8	3.5 ***	.26
	B+ or <	36.9			Not met 36.2		
Collaborative Learning	A- or >	28.0	2.3 ***	.16	Met/exceed. 27.7	1.8 ***	.12
	B+ or <	25.6			Not met 25.9		
Discussions with Diverse Others	A- or >	39.3	2.1 ***	.14	Met/exceed. 38.8	0.9 *	.06
	B+ or <	37.2			Not met 37.9		
Student-Faculty Interaction	A- or >	19.0	1.1 **	.08	Met/exceed. 18.5	0.1	.01
	B+ or <	17.8			Not met 18.5		
Effective Teaching	A- or >	38.3	1.3 ***	.10	Met/exceed. 38.7	2.7 ***	.21
	B+ or <	37.0			Not met 35.9		
Quality of Interactions	A- or >	42.3	1.2 ***	.10	Met/exceed. 42.3	1.9 ***	.16
	B+ or <	41.0			Not met 40.4		
Supportive Environment	A- or >	33.7	1.8 ***	.13	Met/exceed. 33.5	2.1 ***	.15
	B+ or <	31.9			Not met 31.5		

$* p < .05, ** p < .01, *** p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

BCSSE 2020-NSSE 2021 Combined Report
Analysis by Expected and Actual Study Time

Grand Frequencies and Means

Percentage distribution	Expected First-Year Study Time			Comparison with Actual Study Time		
	15 or fewer hours/week	16 or more hours/week	Count	Did not meet expectations	Met/exceeded expectations	Count
	43.9%	56.1%	7177	37.6%	62.4%	5699

Results by Expected First-Year Study Time / Results by Whether First-Year Study Time Expectations Were Met

		Mean	Mean diff.	ES		Mean	Mean diff.	ES
BCSSE Scales								
Expected Academic Perseverance	16 or >	44.5	3.4 ***	.39	Met/exceed.	42.9	-0.4	-.05
	15 or <	41.1			Not met	43.3		
Expected Academic Difficulty	16 or >	30.0	0.5 *	.05	Met/exceed.	29.5	-0.7 *	-.07
	15 or <	29.4			Not met	30.2		
Perceived Academic Preparation	16 or >	44.8	2.0 ***	.22	Met/exceed.	44.0	-0.3	-.03
	15 or <	42.8			Not met	44.2		
Importance of Campus Support	16 or >	47.8	2.3 ***	.25	Met/exceed.	46.8	-0.3	-.03
	15 or <	45.5			Not met	47.0		
NSSE Engagement Indicators								
Higher-Order Learning	16 or >	40.3	3.0 ***	.23	Met/exceed.	39.6	1.2 ***	.09
	15 or <	37.4			Not met	38.4		
Reflective & Integrative Learning	16 or >	37.1	2.7 ***	.23	Met/exceed.	36.3	0.1	.01
	15 or <	34.4			Not met	36.2		
Quantitative Reasoning	16 or >	30.0	2.2 ***	.15	Met/exceed.	29.4	1.0 *	.07
	15 or <	27.8			Not met	28.4		
Learning Strategies	16 or >	40.2	3.3 ***	.24	Met/exceed.	39.6	2.1 ***	.16
	15 or <	36.9			Not met	37.5		
Collaborative Learning	16 or >	28.4	3.1 ***	.21	Met/exceed.	27.9	1.7 ***	.12
	15 or <	25.3			Not met	26.2		
Discussions with Diverse Others	16 or >	39.3	2.0 ***	.13	Met/exceed.	38.7	0.5	.03
	15 or <	37.3			Not met	38.2		
Student-Faculty Interaction	16 or >	19.2	1.6 ***	.12	Met/exceed.	18.6	0.4	.03
	15 or <	17.6			Not met	18.2		
Effective Teaching	16 or >	38.5	1.6 ***	.13	Met/exceed.	38.0	0.0	.00
	15 or <	36.9			Not met	37.9		
Quality of Interactions	16 or >	42.2	0.9 **	.07	Met/exceed.	42.0	0.6	.05
	15 or <	41.3			Not met	41.4		
Supportive Environment	16 or >	33.7	1.9 ***	.14	Met/exceed.	33.0	0.3	.02
	15 or <	31.9			Not met	32.8		

* *p* < .05, ** *p* .01, *** *p* < .001; ES = Effect size, the standardized mean difference (Cohen's *d*)

BCSSE 2020-NSSE 2021 Combined Report
Participating Institutions by Collapsed Basic Carnegie Type[a]

Doctorate-Granting Universities

Emory University	The University of Tennessee at Chattanooga
George Mason University	The University of Toledo
Indiana University Bloomington	University of Missouri-St. Louis
Miami University-Oxford	University of South Florida
Texas A&M University - Corpus Christi	Wake Forest University
Texas State University	

Master's Colleges and Universities

Arkansas Tech University	Sierra Nevada College
College of Our Lady of the Elms	Southern Connecticut State University
Coppin State University	Southern New Hampshire University
Holy Family University	Thomas University
Mount St. Joseph University	University of New Haven
Northern Michigan University	Vanguard University of Southern California

Baccalaureate Colleges and Special Focus Institutions

Catawba College	Martin Luther College
Central Methodist University	Olin College of Engineering
Flagler College	Saint Anselm College
Fort Lewis College	St. Olaf College
Goucher College	The University of Montana-Western
Holy Cross College, Notre Dame, IN	William Jewell College
LaGrange College	
Lincoln 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.