# BCSSE 2014-NSSE 2015 Combined Report

## Oklahoma State University

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.

For more information about BCSSE, visit: **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**

**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 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) | 1,089 |
| First-year students included in NSSE 2015 population file[a] | 4,790 |
| BCSSE 2014 respondents identified in the NSSE 2015 population file[a] | 1,056 |
| BCSSE 2014 respondents invited to participate in NSSE 2015[b] | 1,041 |
| NSSE 2015 first-year respondents | 637 |
| BCSSE 2014-NSSE 2015 matched respondents (longitudinal data)[a] | 268 |

## Respondent Characteristics

|  | Cross-sectional (%) | | Longitudinal (%) |
|---|---|---|---|
|  | BCSSE[c] | NSSE[d] | BCSSE-NSSE[e] |
| **Gender** | | | |
| Man | 34 | 48 | 26 |
| Woman | 66 | 50 | 74 |
| Another gender identity | 0 | 1 | 0 |
| Prefer not to respond | 0 | 1 | 0 |
| **Race/ethnicity (Select all that apply.)** | | | |
| American Indian or Alaska Native | 12 | 4 | 3 |
| Asian | 4 | 4 | 1 |
| Black or African American | 6 | 4 | 4 |
| Hispanic or Latino | 7 | 4 | 2 |
| Native Hawaiian or Other Pacific Islander | 1 | 0 | 0 |
| White | 86 | 67 | 74 |
| Other | 1 | 1 | 0 |
| Multiracial | N/A | 12 | 13 |
| I prefer not to respond | N/A | 2 | 2 |
| **Enrollment status** | | | |
| Full-time | 99 | 94 | 96 |
| Less than full-time | 1 | 6 | 4 |

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.

**...riting tasks of the following length [...e/have you been assigned]?**

| Up to 5 pages | | High School | | Expected FY | | First-Year | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| | None | 53 | 5 | 7 | 1 | 16 | 3 |
| | 1-2 | 227 | 22 | 65 | 7 | 91 | 17 |
| | 3-5 | 319 | 31 | 233 | 26 | 186 | 36 |
| | More than 5 | 419 | 41 | 602 | 66 | 230 | 44 |
| | Total | 1,018 | 100 | 907 | 100 | 523 | 100 |
| Between 6 and 10 pages | None | 268 | 30 | 22 | 2 | 139 | 27 |
| | 1-2 | 438 | 48 | 155 | 17 | 256 | 51 |
| | 3-5 | 131 | 14 | 316 | 34 | 90 | 17 |
| | More than 5 | 71 | 8 | 429 | 47 | 25 | 5 |
| | Total | 908 | 100 | 922 | 100 | 510 | 100 |
| 11 pages or more | None | 568 | 70 | 112 | 13 | 386 | 76 |
| | 1-2 | 201 | 25 | 366 | 41 | 96 | 20 |
| | 3-5 | 20 | 2 | 237 | 26 | 14 | 3 |
| | More than 5 | 18 | 2 | 180 | 20 | 9 | 2 |
| | Total | 807 | 100 | 895 | 100 | 505 | 100 |

**How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?**

| | | High School | | Expected FY | | First-Year | |
|---|---|---|---|---|---|---|---|
| Preparing for class (studying, doing homework, rehearsing, etc.) | None | 29 | 3 | 1 | 0 | 3 | 1 |
| | 1-10 | 801 | 76 | 159 | 16 | 190 | 40 |
| | 11-20 | 165 | 16 | 469 | 48 | 200 | 42 |
| | More than 20 | 55 | 5 | 342 | 35 | 81 | 17 |
| | Total | 1,050 | 100 | 971 | 100 | 474 | 100 |
| Participating in co-curricular activities (arts, clubs, athletics, etc.) | None | 59 | 6 | 32 | 3 | 89 | 20 |
| | 1-10 | 390 | 37 | 454 | 47 | 263 | 56 |
| | 11-20 | 383 | 37 | 367 | 38 | 91 | 18 |
| | More than 20 | 213 | 20 | 114 | 12 | 29 | 6 |
| | Total | 1,045 | 100 | 967 | 100 | 472 | 100 |
| Relaxing and socializing (watching TV, partying, etc.) | None | 10 | 1 | 7 | 1 | 6 | 2 |
| | 1-10 | 596 | 57 | 557 | 58 | 224 | 45 |
| | 11-20 | 318 | 31 | 340 | 35 | 177 | 38 |
| | More than 20 | 116 | 11 | 61 | 6 | 66 | 15 |
| | Total | 1,040 | 100 | 965 | 100 | 473 | 100 |
| Working for pay | None | 383 | 37 | 314 | 32 | 284 | 60 |
| | 1 or more | 659 | 63 | 653 | 68 | 192 | 40 |
| | Total | 1,042 | 100 | 967 | 100 | 476 | 100 |

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

How often [did you do/do you expect to do/have you done] each of the following?

| | | High School | | Expected FY | | First-Year | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Come to class without completing readings or assignments | Never/Sometimes | 936 | 90 | 903 | 94 | 457 | 73 |
| | Often/Very often | 104 | 10 | 56 | 6 | 163 | 27 |
| | Total | 1,040 | 100 | 959 | 100 | 620 | 100 |
| Prepare two or more drafts of a paper or assignment before turning it in | Never/Sometimes | 569 | 55 | 286 | 30 | 350 | 57 |
| | Often/Very often | 462 | 45 | 669 | 70 | 268 | 43 |
| | Total | 1,031 | 100 | 955 | 100 | 618 | 100 |
| Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | Never/Sometimes | 422 | 41 | | | 224 | 39 |
| | Often/Very often | 612 | 59 | | | 338 | 61 |
| | Total | 1,034 | 100 | | | 562 | 100 |
| Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | Never/Sometimes | 639 | 62 | | | 325 | 57 |
| | Often/Very often | 395 | 38 | | | 237 | 43 |
| | Total | 1,034 | 100 | | | 562 | 100 |
| Evaluate what others have concluded from numerical information | Never/Sometimes | 621 | 60 | | | 340 | 60 |
| | Often/Very often | 412 | 40 | | | 217 | 40 |
| | Total | 1,033 | 100 | | | 557 | 100 |
| Identify key information from reading assignments | Never/Sometimes | 250 | 24 | | | 133 | 26 |
| | Often/Very often | 777 | 76 | | | 388 | 74 |
| | Total | 1,027 | 100 | | | 521 | 100 |
| Review your notes after class | Never/Sometimes | 408 | 40 | | | 196 | 38 |
| | Often/Very often | 623 | 60 | | | 323 | 62 |
| | Total | 1,031 | 100 | | | 519 | 100 |
| Summarize what you learned in class or from course materials | Never/Sometimes | 439 | 43 | | | 222 | 43 |
| | Often/Very often | 589 | 57 | | | 291 | 57 |
| | Total | 1,028 | 100 | | | 513 | 100 |
| Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | Never/Sometimes | 485 | 47 | | | 283 | 52 |
| | Often/Very often | 545 | 53 | | | 285 | 48 |
| | Total | 1,030 | 100 | | | 568 | 100 |
| Examine the strengths and weaknesses of your own views on a topic or issue | Never/Sometimes | 416 | 40 | | | 211 | 37 |
| | Often/Very often | 613 | 60 | | | 354 | 63 |
| | Total | 1,029 | 100 | | | 565 | 100 |
| Try to better understand someone else's views by imagining how an issue looks from his or her perspective | Never/Sometimes | 339 | 33 | | | 192 | 35 |
| | Often/Very often | 682 | 67 | | | 369 | 65 |
| | Total | 1,021 | 100 | | | 561 | 100 |
| Ask another student to help you understand course material | Never/Sometimes | | | 327 | 34 | 266 | 44 |
| | Often/Very often | | | 639 | 66 | 348 | 56 |
| | Total | | | 966 | 100 | 614 | 100 |
| Explain course material to one or more students | Never/Sometimes | | | 466 | 49 | 243 | 40 |
| | Often/Very often | | | 492 | 51 | 361 | 60 |
| | Total | | | 958 | 100 | 604 | 100 |

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

| | | High School | | Expected FY | | First-Year | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | 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 | 20 | 277 | 45 |
| | Often/Very often | | | 774 | 80 | 327 | 55 |
| | Total | | | 963 | 100 | 604 | 100 |
| Work with other students on course projects or assignments | Never/Sometimes | | | 244 | 25 | 266 | 43 |
| | Often/Very often | | | 719 | 75 | 337 | 57 |
| | Total | | | 963 | 100 | 603 | 100 |
| Talk about career plans with a faculty member | Never/Sometimes | | | 428 | 45 | 345 | 63 |
| | Often/Very often | | | 531 | 55 | 213 | 37 |
| | Total | | | 959 | 100 | 558 | 100 |
| Work with a faculty member on activities other than coursework (committees, student groups, etc.) | Never/Sometimes | | | 532 | 55 | 431 | 78 |
| | Often/Very often | | | 429 | 45 | 125 | 22 |
| | Total | | | 961 | 100 | 556 | 100 |
| Discuss your academic performance with a faculty member | Never/Sometimes | | | 414 | 43 | 369 | 67 |
| | Often/Very often | | | 549 | 57 | 184 | 33 |
| | Total | | | 963 | 100 | 553 | 100 |
| Discuss course topics, ideas, or concepts with a faculty member outside of class | Never/Sometimes | | | 517 | 54 | 398 | 71 |
| | Often/Very often | | | 438 | 46 | 155 | 29 |
| | Total | | | 955 | 100 | 553 | 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 | | | 150 | 16 | 157 | 29 |
| | Often/Very often | | | 804 | 84 | 365 | 71 |
| | Total | | | 954 | 100 | 522 | 100 |
| People from an economic background other than your own | Never/Sometimes | | | 120 | 13 | 134 | 25 |
| | Often/Very often | | | 834 | 87 | 388 | 75 |
| | Total | | | 954 | 100 | 522 | 100 |
| People with religious beliefs other than your own | Never/Sometimes | | | 174 | 18 | 147 | 27 |
| | Often/Very often | | | 779 | 82 | 374 | 73 |
| | Total | | | 953 | 100 | 521 | 100 |
| People with political views other than your own | Never/Sometimes | | | 165 | 17 | 133 | 25 |
| | Often/Very often | | | 785 | 83 | 385 | 75 |
| | Total | | | 950 | 100 | 518 | 100 |
| **Self-reported or expected grades** | | | | | | | |
| | A or A- | 803 | 74 | 601 | 64 | 245 | 51 |
| | B+ or B | 252 | 23 | 309 | 33 | 166 | 36 |
| | B- or lower | 27 | 2 | 35 | 4 | 58 | 13 |
| | Total | 1,082 | 100 | 945 | 100 | 469 | 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.
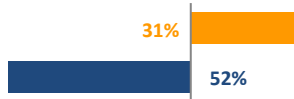
*Key:* ■ Unfavorable comparison  ■ Favorable comparison
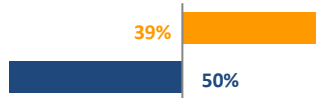
### Quantitative Reasoning

53%
42%
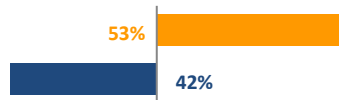
| | College Experience | | |
| --- | --- | --- | --- |
| | Low | Med | High |
| **High School Experience** Low | 22% | 7% | 13% |
| Med | 15% | 5% | 20% |
| High | 4% | 1% | 14% |

### Learning Strategies

31%
52%

| | College Experience | | |
| --- | --- | --- | --- |
| | Low | Med | High |
| **High School Experience** Low | 17% | 10% | 5% |
| Med | 7% | 17% | 5% |
| High | 7% | 21% | 11% |

### Student-Faculty Interaction

39%
50%

| | College Experience | | |
| --- | --- | --- | --- |
| | Low | Med | High |
| **Expectation for College** Low | 21% | 11% | 9% |
| Med | 17% | 11% | 12% |
| High | 5% | 7% | 8% |

### Collaborative Learning

38%
49%
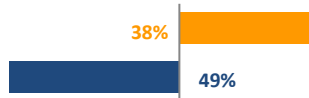
| | College Experience | | |
| --- | --- | --- | --- |
| | Low | Med | High |
| **Expectation for College** Low | 19% | 11% | 3% |
| Med | 11% | 13% | 11% |
| High | 7% | 11% | 14% |

### Discussions with Diverse Others

36%
47%
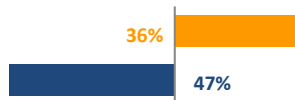
| | College Experience | | |
| --- | --- | --- | --- |
| | Low | Med | High |
| **Expectation for College** Low | 12% | 7% | 2% |
| Med | 17% | 17% | 7% |
| High | 5% | 13% | 20% |

### Supportive Environment

54%
38%
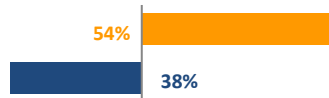
| | College Experience | | |
| --- | --- | --- | --- |
| | Low | Med | High |
| **Importance of Campus Environment** Low | 12% | 6% | 12% |
| Med | 7% | 8% | 17% |
| High | 8% | 10% | 19% |

Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.[a]

### 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[b] | 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**
b. Basic Carnegie Classification: Special focus institutions.