



BCSSE 2017-NSSE 2018 Combined Report

Oklahoma State University

The BCSSE 2017-NSSE 2018 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 2017 and NSSE 2018 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 2017 and NSSE 2018 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/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 2017-NSSE 2018 Population and Respondents

	Count
BCSSE 2017 respondents (cross-sectional data)	1,104
First-year students included in NSSE 2018 population file ^a	3,938
BCSSE 2017 respondents identified in the NSSE 2018 population file ^a	1,002
BCSSE 2017 respondents invited to participate in NSSE 2018 ^b	999
NSSE 2018 first-year respondents	496
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data) ^a	215

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	34	46	29
Woman	65	52	70
Another gender identity	0	1	1
Prefer not to respond	0	1	0
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	4	6	6
Asian	3	3	1
Black or African American	5	3	4
Hispanic or Latino	3	4	3
Native Hawaiian or Other Pacific Islander	0	0	0
White	69	67	68
Other	0	2	1
Multiracial	15	12	14
I prefer not to respond	1	3	3
Enrollment status			
Full-time	98	97	98
Less than full-time	2	3	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 2017 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2018 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2017 and NSSE 2018.

BCSSE 2017-NSSE 2018 Combined Report

Cross-Sectional Results Oklahoma 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	54	5			13	3
	1-2	283	27			66	18
	3-5	356	34			126	34
	More than 5	364	34			164	44
	Total	1,057	100			369	100
Between 6 and 10 pages	None	410	40			128	34
	1-2	427	41			156	42
	3-5	149	14			59	17
	More than 5	51	5			25	7
	Total	1,037	100			368	100
11 pages or more	None	784	76			316	86
	1-2	204	20			34	9
	3-5	21	2			8	2
	More than 5	18	2			11	3
	Total	1,027	100			369	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	29	3	1	0	1	0
	1-10	776	73	191	20	125	38
	11-20	201	19	495	51	139	43
	More than 20	52	5	276	29	64	18
	Total	1,058	100	963	100	329	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	61	6	46	5	70	23
	1-10	421	40	495	52	170	50
	11-20	364	34	343	36	69	21
	More than 20	210	20	76	8	17	6
	Total	1,056	100	960	100	326	100
Relaxing and socializing (watching TV, partying, etc.)	None	13	1	3	0	2	1
	1-10	645	61	614	64	159	46
	11-20	296	28	309	32	109	35
	More than 20	100	9	37	4	56	18
	Total	1,054	100	963	100	326	100
Working for pay	None	373	35	263	27	207	63
	1 or more	678	65	699	73	120	37
	Total	1,051	100	962	100	327	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	969	92	910	96	379	76
	Often/Very often	80	8	39	4	112	24
	Total	1,049	100	949	100	491	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	635	61	368	39	299	62
	Often/Very often	412	39	581	61	190	38
	Total	1,047	100	949	100	489	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	431	41			191	49
	Often/Very often	610	59			186	51
	Total	1,041	100			377	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	656	63			252	67
	Often/Very often	387	37			117	33
	Total	1,043	100			369	100
Evaluate what others have concluded from numerical information	Never/Sometimes	659	64			242	64
	Often/Very often	377	36			127	36
	Total	1,036	100			369	100
Identify key information from reading assignments	Never/Sometimes	271	26			109	31
	Often/Very often	768	74			253	69
	Total	1,039	100			362	100
Review your notes after class	Never/Sometimes	423	41			123	36
	Often/Very often	615	59			238	64
	Total	1,038	100			361	100
Summarize what you learned in class or from course materials	Never/Sometimes	457	44			149	44
	Often/Very often	582	56			209	56
	Total	1,039	100			358	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	495	48			242	56
	Often/Very often	542	52			207	44
	Total	1,037	100			449	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	444	43			193	43
	Often/Very often	593	57			247	57
	Total	1,037	100			440	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	339	33			157	36
	Often/Very often	694	67			277	64
	Total	1,033	100			434	100
Ask another student to help you understand course material	Never/Sometimes			318	33	196	41
	Often/Very often			640	67	291	59
	Total			958	100	487	100
Explain course material to one or more students	Never/Sometimes			461	48	177	36
	Often/Very often			498	52	306	64
	Total			959	100	483	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	20	208	45
	Often/Very often			765	80	272	55
	Total			954	100	480	100
Work with other students on course projects or assignments	Never/Sometimes			210	22	213	46
	Often/Very often			744	78	261	54
	Total			954	100	474	100
Talk about career plans with a faculty member	Never/Sometimes			353	37	251	62
	Often/Very often			602	63	166	38
	Total			955	100	417	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			491	52	318	77
	Often/Very often			459	48	97	23
	Total			950	100	415	100
Discuss your academic performance with a faculty member	Never/Sometimes			390	41	282	70
	Often/Very often			560	59	126	30
	Total			950	100	408	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			503	53	309	75
	Often/Very often			447	47	101	25
	Total			950	100	410	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			144	15	129	37
	Often/Very often			802	85	237	63
	Total			946	100	366	100
People from an economic background other than your own	Never/Sometimes			141	15	96	27
	Often/Very often			806	85	271	73
	Total			947	100	367	100
People with religious beliefs other than your own	Never/Sometimes			196	21	111	32
	Often/Very often			750	79	255	68
	Total			946	100	366	100
People with political views other than your own	Never/Sometimes			200	21	104	30
	Often/Very often			748	79	262	70
	Total			948	100	366	100
Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)	Yes			888	95	302	91
	No, Uncertain, or Not sure			43	5	29	9
	Total			931	100	331	100
Self-reported or expected grades							
	A- or higher	823	75	625	67	180	54
	B+ or B	257	23	283	30	99	32
	B- or lower	18	2	26	3	43	14
	Grades not used (BCSSE only)	0	0	0	0	na	na
	Total	1,098	100	934	100	322	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	Pace University
Augusta University	St. John Fisher College
East Carolina University	The University of North Carolina at Greensboro
George Mason University	University of Denver
Indiana University Bloomington	University of Louisiana Monroe
Oklahoma State University	University of North Carolina at Charlotte

Master's Colleges and Universities

Alfred University	Northern Kentucky University
Avila University ^c	Pfeiffer University
California State University-Channel Islands	Ramapo College of New Jersey
Capital University	Rider University
College of Our Lady of the Elms ^c	Shippensburg University of Pennsylvania
Concordia University Texas ^c	Sierra Nevada College ^c
Converse College	Silver Lake College of the Holy Family
Coppin State University ^c	Southeastern Louisiana University
Eastern Connecticut State University ^c	Stockton University
Elmhurst College ^c	Texas A&M University - Texarkana ^c
Fontbonne University	Trinity University
Framingham State University	University of North Georgia
Gwynedd Mercy University ^c	University of Saint Mary ^c
Hardin-Simmons University ^c	University of the Virgin Islands ^c
Indiana University East ^c	University of West Alabama
Langston University ^c	Washington Adventist University ^c
Mount St. Joseph University	Wentworth Institute of Technology
Nicholls State University	West Virginia Wesleyan College

Baccalaureate Colleges and Special Focus Institutions

Bloomfield College ^c	Rose-Hulman Institute of Technology ^b
Bridgewater College	Scripps College
Catawba College	Shawnee State University ^c
Central Methodist University ^c	St. Olaf College
Centre College	Stonehill College
Edward Waters College ^c	The University of Montana-Western
Emmanuel College	Thiel College
Franciscan Missionaries of Our Lady University ^{bc}	Union College
Goldey-Beacom College ^{bc}	Universidad Adventista de las Antillas ^c
Indiana University Kokomo	University of Providence ^c
Lincoln College ^c	Ursinus College
Moravian College	Wabash College
Oglethorpe University	Whittier College
Olin College of Engineering ^b	William Jewell College
Pitzer College	Wofford College

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

b. Basic Carnegie Classification: Special focus institutions.

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