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
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**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCSSE 2017 respondents (cross-sectional data)</td>
<td>1,104</td>
</tr>
<tr>
<td>First-year students included in NSSE 2018 population file^a</td>
<td>3,938</td>
</tr>
<tr>
<td>BCSSE 2017 respondents identified in the NSSE 2018 population file^a</td>
<td>1,002</td>
</tr>
<tr>
<td>BCSSE 2017 respondents invited to participate in NSSE 2018^b</td>
<td>999</td>
</tr>
<tr>
<td>NSSE 2018 first-year respondents</td>
<td>496</td>
</tr>
<tr>
<td>BCSSE 2017-NSSE 2018 matched respondents (longitudinal data)^a</td>
<td>215</td>
</tr>
</tbody>
</table>

**Respondent Characteristics**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Cross-sectional (%)</th>
<th>Longitudinal (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BCSSE^c</td>
<td>NSSE^d</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>34</td>
<td>46</td>
</tr>
<tr>
<td>Woman</td>
<td>65</td>
<td>52</td>
</tr>
<tr>
<td>Another gender identity</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Race/ethnicity (Select all that apply.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>69</td>
<td>67</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Multiracial</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**Enrollment status**

<table>
<thead>
<tr>
<th>Enrollment status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>98</td>
</tr>
<tr>
<td>Less than full-time</td>
<td>2</td>
</tr>
</tbody>
</table>

^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.
### 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?

<table>
<thead>
<tr>
<th></th>
<th>BCSSE&lt;sup&gt;a&lt;/sup&gt;</th>
<th>NSSE&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School</td>
<td>Expected First-Year</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Up to 5 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>54</td>
<td>5</td>
</tr>
<tr>
<td>1-2</td>
<td>283</td>
<td>27</td>
</tr>
<tr>
<td>3-5</td>
<td>356</td>
<td>34</td>
</tr>
<tr>
<td>More than 5</td>
<td>364</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>1,057</td>
<td>100</td>
</tr>
<tr>
<td>Between 6 and 10 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>410</td>
<td>40</td>
</tr>
<tr>
<td>1-2</td>
<td>427</td>
<td>41</td>
</tr>
<tr>
<td>3-5</td>
<td>149</td>
<td>14</td>
</tr>
<tr>
<td>More than 5</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>1,037</td>
<td>100</td>
</tr>
<tr>
<td>11 pages or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>784</td>
<td>76</td>
</tr>
<tr>
<td>1-2</td>
<td>204</td>
<td>20</td>
</tr>
<tr>
<td>3-5</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>More than 5</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1,027</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>BCSSE&lt;sup&gt;a&lt;/sup&gt;</th>
<th>NSSE&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for class (studying, doing homework, rehearsing, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>1-10</td>
<td>776</td>
<td>73</td>
</tr>
<tr>
<td>11-20</td>
<td>201</td>
<td>19</td>
</tr>
<tr>
<td>More than 20</td>
<td>52</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>1,058</td>
<td>100</td>
</tr>
<tr>
<td>Participating in co-curricular activities (arts, clubs, athletics, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>61</td>
<td>6</td>
</tr>
<tr>
<td>1-10</td>
<td>421</td>
<td>40</td>
</tr>
<tr>
<td>11-20</td>
<td>364</td>
<td>34</td>
</tr>
<tr>
<td>More than 20</td>
<td>210</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>1,056</td>
<td>100</td>
</tr>
<tr>
<td>Relaxing and socializing (watching TV, partying, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>1-10</td>
<td>645</td>
<td>61</td>
</tr>
<tr>
<td>11-20</td>
<td>296</td>
<td>28</td>
</tr>
<tr>
<td>More than 20</td>
<td>100</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>1,054</td>
<td>100</td>
</tr>
<tr>
<td>Working for pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>373</td>
<td>35</td>
</tr>
<tr>
<td>1 or more</td>
<td>678</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>1,051</td>
<td>100</td>
</tr>
</tbody>
</table>

<sup>a</sup> Blank cells: NSSE items with no match on BCSSE.

<sup>b</sup> Weighted NSSE frequencies. See Frequencies and Statistical Comparisons.
### Cross-Sectional Results

**Oklahoma State University**

#### BCSSE\(^a\) and NSSE\(^b\) Counts and Percentages

<table>
<thead>
<tr>
<th>Activity</th>
<th>BCSSE High School</th>
<th>BCSSE Expected First-Year</th>
<th>BCSSE First-Year</th>
<th>NSSE High School</th>
<th>NSSE Expected First-Year</th>
<th>NSSE First-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How often [did you do/do you expect to do/have you done] each of the following?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come to class without completing readings or assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>969</td>
<td>92</td>
<td>910</td>
<td>96</td>
<td>379</td>
<td>76</td>
</tr>
<tr>
<td>Often/Very often</td>
<td>80</td>
<td>8</td>
<td>39</td>
<td>4</td>
<td>112</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>1,049</td>
<td>100</td>
<td>949</td>
<td>100</td>
<td>491</td>
<td>100</td>
</tr>
<tr>
<td>Prepare two or more drafts of a paper or assignment before turning it in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>635</td>
<td>61</td>
<td>368</td>
<td>39</td>
<td>299</td>
<td>62</td>
</tr>
<tr>
<td>Often/Very often</td>
<td>412</td>
<td>39</td>
<td>581</td>
<td>61</td>
<td>190</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>1,047</td>
<td>100</td>
<td>949</td>
<td>100</td>
<td>489</td>
<td>100</td>
</tr>
<tr>
<td>Reach conclusions based on your own analysis of numerical information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(numbers, graphs, statistics, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>431</td>
<td>41</td>
<td></td>
<td>191</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>610</td>
<td>59</td>
<td></td>
<td>186</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,041</td>
<td>100</td>
<td></td>
<td>377</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Use numerical information to examine a real-world problem or issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(unemployment, climate change, public health, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>656</td>
<td>63</td>
<td></td>
<td>252</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>387</td>
<td>37</td>
<td></td>
<td>117</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,043</td>
<td>100</td>
<td></td>
<td>369</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Evaluate what others have concluded from numerical information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>659</td>
<td>64</td>
<td></td>
<td>242</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>377</td>
<td>36</td>
<td></td>
<td>127</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,036</td>
<td>100</td>
<td></td>
<td>369</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Identify key information from reading assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>271</td>
<td>26</td>
<td></td>
<td>109</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>768</td>
<td>74</td>
<td></td>
<td>253</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,039</td>
<td>100</td>
<td></td>
<td>362</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Review your notes after class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>423</td>
<td>41</td>
<td></td>
<td>123</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>615</td>
<td>59</td>
<td></td>
<td>238</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,038</td>
<td>100</td>
<td></td>
<td>361</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Summarize what you learned in class or from course materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>457</td>
<td>44</td>
<td></td>
<td>149</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>582</td>
<td>56</td>
<td></td>
<td>209</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,039</td>
<td>100</td>
<td></td>
<td>358</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Include diverse perspectives (political, religious, racial/ethnic, gender,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.) in course discussions or assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>495</td>
<td>48</td>
<td></td>
<td>242</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>542</td>
<td>52</td>
<td></td>
<td>207</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,037</td>
<td>100</td>
<td></td>
<td>449</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Examine the strengths and weaknesses of your own views on a topic or issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>444</td>
<td>43</td>
<td></td>
<td>193</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>593</td>
<td>57</td>
<td></td>
<td>247</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,037</td>
<td>100</td>
<td></td>
<td>440</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Try to better understand someone else's views by imagining how an</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>issue looks from their perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>339</td>
<td>33</td>
<td></td>
<td>157</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>694</td>
<td>67</td>
<td></td>
<td>277</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,033</td>
<td>100</td>
<td></td>
<td>434</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Ask another student to help you understand course material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>318</td>
<td>33</td>
<td></td>
<td>196</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>640</td>
<td>67</td>
<td></td>
<td>291</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>958</td>
<td>100</td>
<td></td>
<td>487</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Explain course material to one or more students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>461</td>
<td>48</td>
<td></td>
<td>177</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>498</td>
<td>52</td>
<td></td>
<td>306</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>959</td>
<td>100</td>
<td></td>
<td>483</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

---

a. Blank cells: NSSE items with no match on BCSSE.
b. Weighted NSSE frequencies. See Frequencies and Statistical Comparisons.
### How often [do you expect to do/have you done] each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>High School Count</th>
<th>Expected First-Year Count</th>
<th>First-Year Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare for exams by discussing or working through course material</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with other students</td>
<td>954 (100%)</td>
<td>480 (100%)</td>
<td></td>
</tr>
<tr>
<td><strong>Work with other students on course projects or assignments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>210 (22%)</td>
<td>213 (46%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>744 (78%)</td>
<td>261 (54%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>954 (100%)</td>
<td>474 (100%)</td>
<td></td>
</tr>
<tr>
<td><strong>Talk about career plans with a faculty member</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>353 (37%)</td>
<td>251 (62%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>602 (63%)</td>
<td>166 (38%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>955 (100%)</td>
<td>417 (100%)</td>
<td></td>
</tr>
<tr>
<td><strong>Work with a faculty member on activities other than coursework</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(committees, student groups, etc.)</td>
<td>491 (52%)</td>
<td>318 (77%)</td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>459 (48%)</td>
<td>97 (23%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>950 (100%)</td>
<td>415 (100%)</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss your academic performance with a faculty member</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>390 (41%)</td>
<td>282 (70%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>560 (59%)</td>
<td>126 (30%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>950 (100%)</td>
<td>408 (100%)</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss course topics, ideas, or concepts with a faculty member</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outside of class</td>
<td>503 (53%)</td>
<td>309 (75%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>447 (47%)</td>
<td>101 (25%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>950 (100%)</td>
<td>410 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

### About how often [do you expect to have/have you had] discussions with people from the following groups?

<table>
<thead>
<tr>
<th>People category</th>
<th>High School Count</th>
<th>Expected First-Year Count</th>
<th>First-Year Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>People of a race or ethnicity other than your own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>144 (15%)</td>
<td>129 (37%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>802 (85%)</td>
<td>237 (63%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>946 (100%)</td>
<td>366 (100%)</td>
<td></td>
</tr>
<tr>
<td>People from an economic background other than your own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>141 (15%)</td>
<td>96 (27%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>806 (85%)</td>
<td>271 (73%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>947 (100%)</td>
<td>367 (100%)</td>
<td></td>
</tr>
<tr>
<td>People with religious beliefs other than your own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>196 (21%)</td>
<td>111 (32%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>750 (79%)</td>
<td>255 (68%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>946 (100%)</td>
<td>366 (100%)</td>
<td></td>
</tr>
<tr>
<td>People with political views other than your own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Sometimes</td>
<td>200 (21%)</td>
<td>104 (30%)</td>
<td></td>
</tr>
<tr>
<td>Often/Very often</td>
<td>748 (79%)</td>
<td>262 (70%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>948 (100%)</td>
<td>366 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

### Do you expect to graduate from this institution? (BCSSE)/
Do you intend to return to this institution next year? (NSSE)

<table>
<thead>
<tr>
<th>Graduation Expectation</th>
<th>High School Count</th>
<th>Expected First-Year Count</th>
<th>First-Year Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>888 (95%)</td>
<td>302 (91%)</td>
<td></td>
</tr>
<tr>
<td>No, Uncertain, or Not sure</td>
<td>43 (5%)</td>
<td>29 (9%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>931 (100%)</td>
<td>331 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

### Self-reported or expected grades

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>High School Count</th>
<th>Expected First-Year Count</th>
<th>First-Year Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- or higher</td>
<td>823 (75%)</td>
<td>625 (67%)</td>
<td>180 (54%)</td>
</tr>
<tr>
<td>B+ or B</td>
<td>257 (23%)</td>
<td>283 (30%)</td>
<td>99 (32%)</td>
</tr>
<tr>
<td>B- or lower</td>
<td>18 (2%)</td>
<td>26 (3%)</td>
<td>43 (14%)</td>
</tr>
<tr>
<td>Grades not used</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>na na</td>
</tr>
<tr>
<td>(BCSSE only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,098 (100%)</td>
<td>934 (100%)</td>
<td>322 (100%)</td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>College Experience</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>25%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Med</td>
<td>20%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>High</td>
<td>9%</td>
<td>5%</td>
<td>8%</td>
</tr>
</tbody>
</table>

#### Learning Strategies

<table>
<thead>
<tr>
<th>College Experience</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>22%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Med</td>
<td>9%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>High</td>
<td>6%</td>
<td>7%</td>
<td>14%</td>
</tr>
</tbody>
</table>

#### Student-Faculty Interaction

<table>
<thead>
<tr>
<th>College Experience</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>18%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Med</td>
<td>14%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>High</td>
<td>8%</td>
<td>5%</td>
<td>14%</td>
</tr>
</tbody>
</table>

#### Collaborative Learning

<table>
<thead>
<tr>
<th>College Experience</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>18%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>Med</td>
<td>12%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>High</td>
<td>8%</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

#### Discussions with Diverse Others

<table>
<thead>
<tr>
<th>College Experience</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>16%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Med</td>
<td>17%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>High</td>
<td>6%</td>
<td>8%</td>
<td>16%</td>
</tr>
</tbody>
</table>

#### Supportive Environment

<table>
<thead>
<tr>
<th>College Experience</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>8%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Med</td>
<td>12%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>High</td>
<td>9%</td>
<td>12%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Note: Percentages in each table sum to 100%.
# Participating Institutions by Collapsed Basic Carnegie Type

## Doctorate-Granting Universities

- Auburn University
- Augusta University
- East Carolina University
- George Mason University
- Indiana University Bloomington
- Oklahoma State University
- Pace University
- St. John Fisher College
- The University of North Carolina at Greensboro
- University of Denver
- University of Louisiana Monroe
- University of North Carolina at Charlotte

## Master's Colleges and Universities

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

## Baccalaureate Colleges and Special Focus Institutions

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