



*America's Brightest **ORANGE***

OKLAHOMA STATE UNIVERSITY

University Assessment and Testing

2012 National Survey of Student Engagement: BCSSE and NSSE

Jeremy D. Penn, Ph.D., Director
Mark Nicholas, Ph.D., Assistant Director
John D. Hathcoat, M.S., Statistical Analyst
Sarah Banks, M.S., Graduate Research Associate

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<http://uat.okstate.edu>

405-744-6687

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Overview

Purpose of NSSE Survey

The purpose of this survey was to examine the extent to which current Oklahoma State University (OSU) students were engaged in educationally purposeful activities. The National Survey of Student Engagement (NSSE) is a survey that gathers data on the “behaviors by students and institutions that are associated with desired outcomes of college” (<http://nsse.iub.edu/html/about.cfm>).

The NSSE is part of a comprehensive assessment process at OSU. Since the NSSE gathers data on what first-year students and seniors do during their time at OSU, conceptually it fits after entry-level assessment, overlaps with general education assessment, and sits before program student learning outcomes assessment and alumni satisfaction. NSSE created the survey instrument and managed the data collection and analysis process.

Response Rate

The overall response rate on this survey was 15% (13% for first-year students and 17% for seniors). Although the response rate is low, since the entire first-year and senior populations were sampled, the absolute number of responses was large (485 responses from first-year students and 917 responses from seniors).

Cross-sectional Comparisons

Results from the [2011 Beginning College Survey of Student Engagement](#) (BCSSE) were used to provide information on how incoming freshmen expected to engage at OSU. The results from the BCSSE were then compared with the 2012 NSSE results. The results presented here are cross-sectional (all respondents from the BCSSE and first-year NSSE are included even if students did not participate in both surveys). Within this design BCSSE participants reflect student reports of what they did in high school and examine their expectations to engage in particular behaviors while in college. This sample is then compared to first-year NSSE participants to get an indication of what students report that they are doing while actually attending OSU. This cross-sectional design assumes that both samples are equivalent, or in other words it assumes that the first-year NSSE participants are similar to BCSSE participants in ways that might affect student engagement.

Though such assumptions may be questionable, these comparisons can provide insight into possible discrepancies between what students expected to do in college and what students said they are actually doing while in college. This discrepancy informs what we have labeled an “expectation gap,” which reflects a tendency for students to expect to be more engaged in particular activities than what was reported by many first-year students.

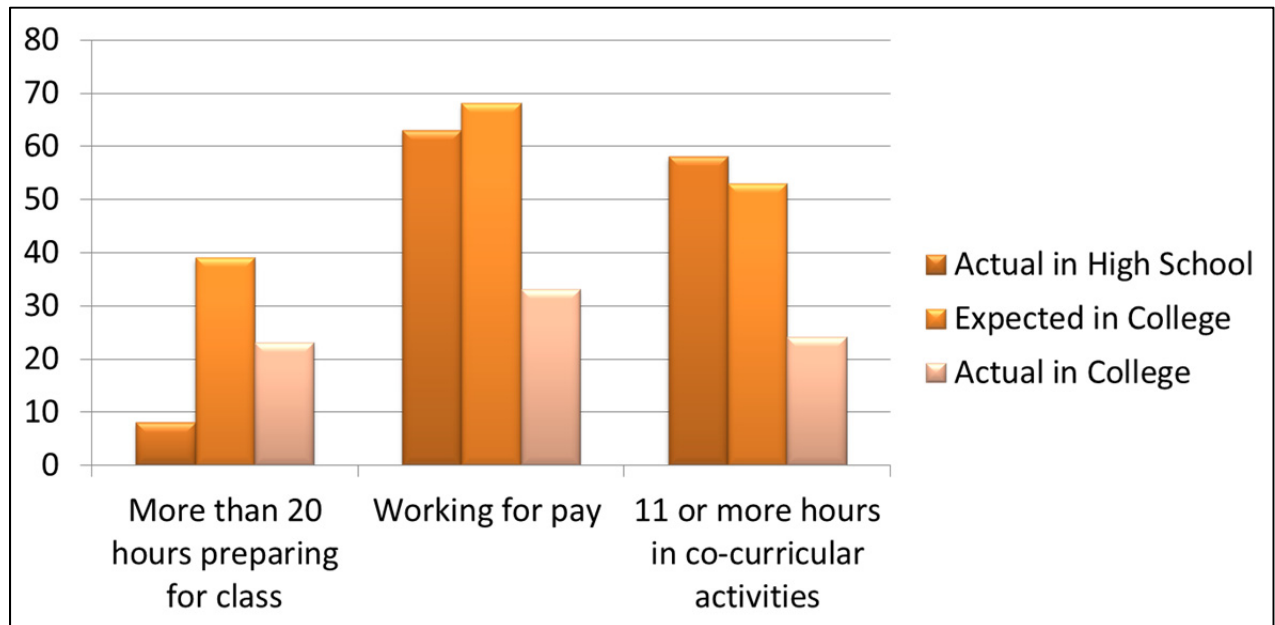


Expectation Gap

Use of Time

A total of 39% of students expected to spend more than 20 hours a week while in college. However, only 23% of first-year college students reported that they actually spent more than 20 hours per week preparing for class. While in high school, 68% of students expected to work for pay while in college but only 33% of students reported that they are actually working for pay during their first-year of college. A total of 53% of students expected to spend 11 or more hours per week engaged in co-curricular activities while in college. However, 24% of actual first-year college students indicated that they spend a total of 11 or more hours a week engaged in co-curricular activities.

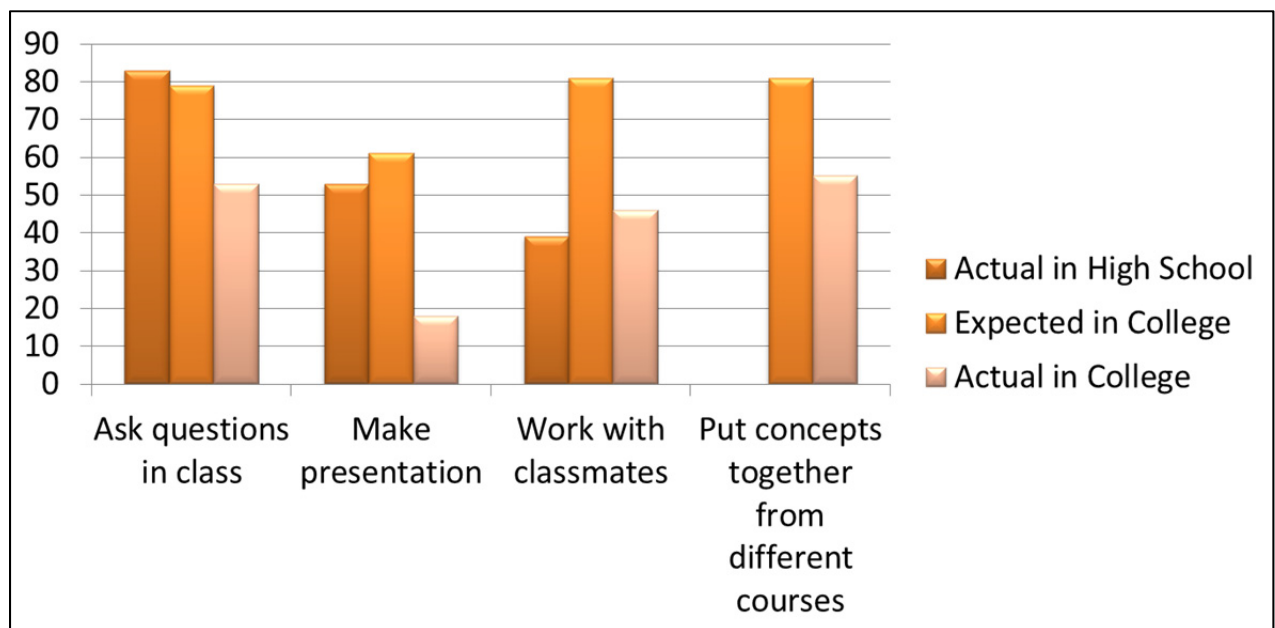
Figure 1. Use of Time in High School, Expected in College, and Actual in College



Classwork

A total of 79% of students expected to ask questions often or very often in class while in college. However, only 53% of first-year college students reported that they often or very often ask questions while in class. While in high school, 61% of students expected to make a class presentation often or very often while in college, but only 18% actually make class presentations often or very often during their classes as a first-year college student. A total of 81% of students expected to often or very often work with other students outside of class to prepare class assignments as a college student. However, only 46% of first-year college students reported often or very often working with other students outside of class to prepare class assignments. A total of 81% of students expected to often or very often put concepts together from two different courses but only 55% of first-year college students actually did so often or very often.

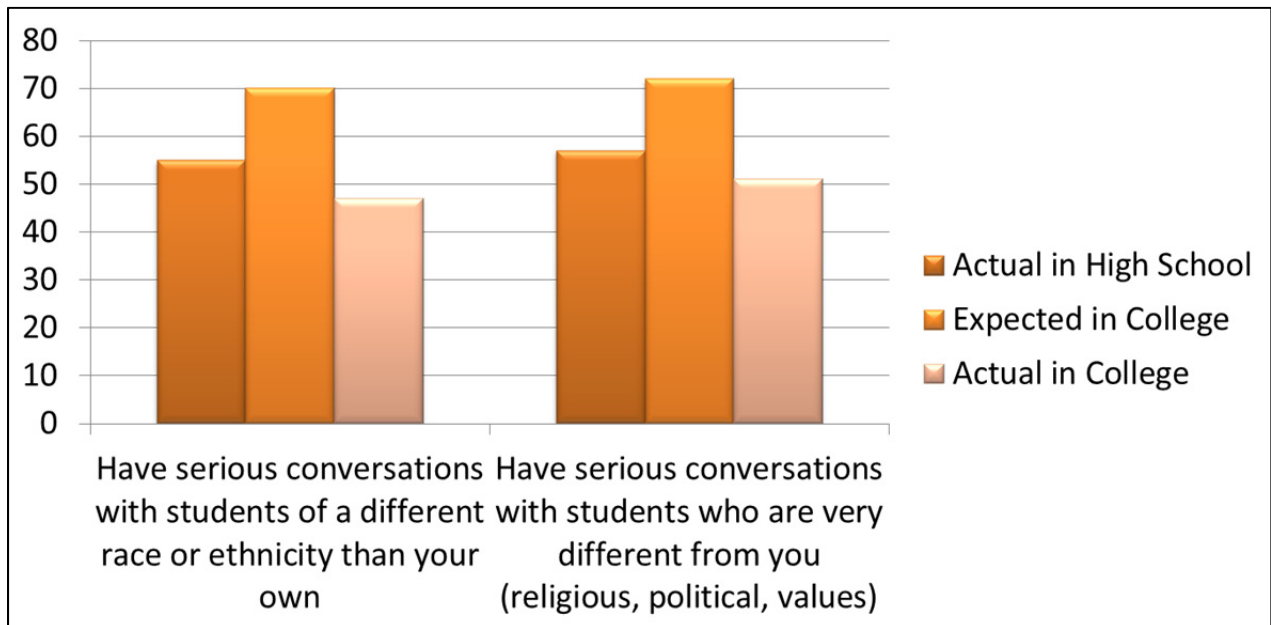
Figure 2. Classwork in High School, Expected in College, and Actual in College



Diversity

A total of 70% of students expected to have serious conversations with students of a different race or ethnicity than their own often or very often while in college. However, only 47% of first-year college students reported that they often or very often have serious conversations with students of a different race or ethnicity than their own. While in high school, 72% of students expected to often or very often have serious conversations with students who were different from them with regards to religion, politics, and values while in college but only 51% of first-year college students reported serious conversations with students who are different from them with regards to religion, politics, and values often or very often.

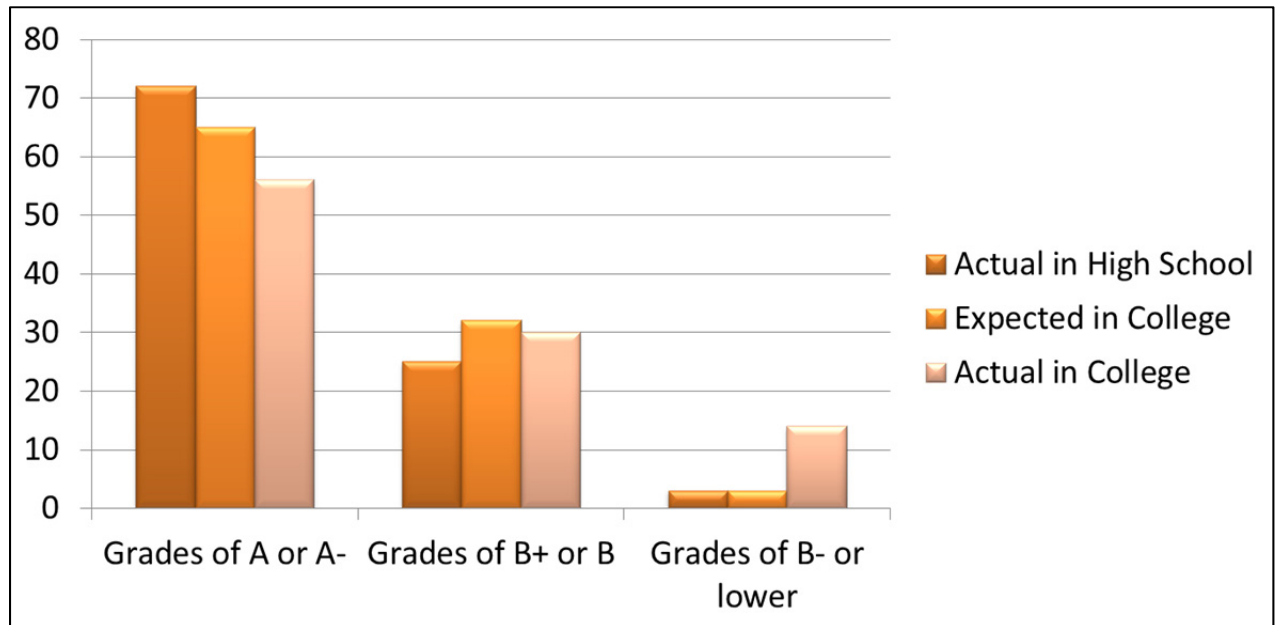
Figure 3. Diversity in High School, Expected in College, and Actual in College



Grades

A total of 65% of students expected to have grades that were A or A- while in college. However, only 56% of first-year college students reported that they currently have grades of A or A-. While in high school, 32% of students expected to have grades of B+ or B while in college, while 30% of first-year college students had grades of B+ or B. A total of 3% of students expected to have grades that were B- or lower while in college. However, 14% of actual first-year college students reported grades of B- or lower.

Figure 4. Grades in High School, Expected in College, and Actual in College





**BCSSE 2011-NSSE 2012 Combined Report
Interpreting the Cross-Sectional Results**

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2011 and NSSE 2012 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year 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 as well as gaps in engagement to develop a better understanding of the first-year student experience.

Variables

The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

Response Options

Response options presented on the survey were collapsed into fewer categories for reporting purposes.

Data Source

These columns present the unweighted BCSSE 2011 frequencies and the weighted NSSE 2012 frequencies.

How many hours in a typical 7-day week did you spend or expect to spend doing each of the following?

	Response Options	BCSSE ¹		NSSE ²	
		High School	Expected FY	First Year	
		Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	47	2%	0	0%
	1-10	1,694	67%	473	19%
	11-20	620	25%	1,500	60%
	More than 20	165	7%	539	21%
	Total	2,526	100%	2,512	100%

Count

The actual number of students who answered within each response category.

Column Percentage (%)

The percentage of students responding to the particular option in each question.





**BCSSE 2011-NSSE 2012 Combined Report
Cross-Sectional Results**

Oklahoma State University

<i>How many hours in a typical 7-day week did you spend or expect to spend doing each of the following?</i>		BCSSE				NSSE	
		High School		Expected FY		First-year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	17	2%	1	0%	0	0%
	1-10	491	67%	93	13%	137	31%
	11-20	170	23%	346	48%	196	46%
	More than 20	55	8%	276	39%	93	23%
	Total	733	100%	716	100%	426	100%
Working for pay	No	271	37%	232	32%	282	67%
	Yes	462	63%	484	68%	141	33%
	Total	733	100%	716	100%	423	100%
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	44	6%	21	3%	94	21%
	1-10	261	36%	314	44%	231	55%
	11-20	262	36%	292	41%	66	16%
	More than 20	164	22%	88	12%	33	8%
	Total	731	100%	715	100%	424	100%
Relaxing and socializing (watching TV, partying, etc.)	None	7	1%	5	1%	1	0%
	1-10	350	48%	418	58%	205	48%
	11-20	267	36%	251	35%	160	38%
	More than 20	108	15%	41	6%	56	14%
	Total	732	100%	715	100%	422	100%



How often did you do or expect to do each of the following?

Ask questions in class or contribute to class discussions	Never/Sometimes	126	17%	151	21%	230	47%
	Often/Very often	603	83%	560	79%	254	53%
	Total	729	100%	711	100%	484	100%
Make a class presentation	Never/Sometimes	338	47%	277	39%	402	82%
	Often/Very often	388	53%	429	61%	82	18%
	Total	726	100%	706	100%	484	100%
Come to class without completing readings or assignments	Never/Sometimes	670	93%			363	75%
	Often/Very often	53	7%			116	25%
	Total	723	100%			479	100%
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	278	38%	195	28%	223	50%
	Often/Very often	449	62%	512	72%	226	50%
	Total	727	100%	707	100%	449	100%
Work with other students on projects during class	Never/Sometimes	228	31%	338	48%	285	59%
	Often/Very often	500	69%	372	52%	195	41%
	Total	728	100%	710	100%	480	100%



<i>How often did you do or expect to do each of the following?</i>		BCSSE				NSSE	
		High School		Expected FY		First-year	
		Count	%	Count	%	Count	%
Work with classmates outside of class to prepare class assignments	Never/Sometimes	448	61%	131	19%	269	54%
	Often/Very often	281	39%	577	81%	210	46%
	Total	729	100%	708	100%	479	100%
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	377	52%			243	51%
	Often/Very often	347	48%			239	49%
	Total	724	100%			482	100%
Have serious conversations with students of a different race or ethnicity than your own	Never/Sometimes	327	45%	213	30%	242	53%
	Often/Very often	395	55%	488	70%	199	47%
	Total	722	100%	701	100%	441	100%
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	505	70%	353	50%	370	81%
	Often/Very often	218	30%	354	50%	79	19%
	Total	723	100%	707	100%	449	100%
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	336	47%	220	31%	206	47%
	Often/Very often	382	53%	482	69%	234	53%
	Total	718	100%	702	100%	440	100%
Talk with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	288	40%			289	65%
	Often/Very often	432	60%			161	35%
	Total	720	100%			450	100%
Have serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	308	43%	199	28%	216	49%
	Often/Very often	412	57%	502	72%	223	51%
	Total	720	100%	701	100%	439	100%
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			51	7%	118	24%
	Often/Very often			656	93%	362	76%
	Total			707	100%	480	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			134	19%	207	45%
	Often/Very often			573	81%	240	55%
	Total			707	100%	447	100%
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			257	37%	195	44%
	Often/Very often			443	63%	244	56%



		Total	700	100%	439	100%
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never/Sometimes		347	50%	367	84%
	Often/Very often		350	50%	70	16%
	Total		697	100%	437	100%
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes		129	18%	182	42%
	Often/Very often		572	82%	252	58%
	Total		701	100%	434	100%
Learn something that changes the way you understand an issue or idea	Never/Sometimes		124	18%	168	39%
	Often/Very often		578	82%	267	61%
	Total		702	100%	435	100%

<i>Grades</i>		High school		Expected FY		First-year	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
	A or A-	531	72%	453	65%	236	56%
	B or B+	187	25%	221	32%	124	30%
	B- or lower	21	3%	20	3%	56	14%
	Total	739	100%	694	100%	416	100%

