BCSSE 2015-NSSE 2016 Combined Report

Rollins College

BCSSE beginning college survey of student engagement

The *BCSSE 2015-NSSE 2016 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

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

BCSSE 2015-NSSE 2016 Combined Report
Administration Details
Rollins College

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 2015-NSSE 2016 Population and Respondents

	Count
BCSSE 2015 respondents (cross-sectional data)	140
First-year students included in NSSE 2016 population file [a]	634
BCSSE 2015 respondents identified in the NSSE 2016 population file [a]	101
BCSSE 2015 respondents invited to participate in NSSE 2016 [b]	101
NSSE 2016 first-year respondents	184
BCSSE 2015-NSSE 2016 matched respondents (longitudinal data) [a]	46

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE [c]	NSSE [d]	BCSSE-NSSE [e]
Gender			
Man	26	44	26
Woman	73	54	69
Another gender identity	1	1	2
Prefer not to respond	0	1	2
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	1	0	0
Asian	6	6	5
Black or African American	3	4	0
Hispanic or Latino	10	14	15
Native Hawaiian or Other Pacific Islander	0	0	0
White	65	60	56
Other	3	1	2
Multiracial	10	11	15
I prefer not to respond	2	3	7
Enrollment status			
Full-time	100	97	100
Less than full-time	0	3	0

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 2015 respondents.
d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2016 respondents.
e. Student-reported characteristics for matched students who completed both BCSSE 2015 and NSSE 2016.

BCSSE 2015-NSSE 2016 Combined Report
Cross-Sectional Results
Rollins College

| | | 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/do you expect to complete/have you been assigned]?							
Up to 5 pages	None	7	5	1	1	7	4
	1-2	18	14	5	4	18	13
	3-5	27	21	21	18	41	26
	More than 5	76	59	90	77	92	57
	Total	128	100	117	100	158	100
Between 6 and 10 pages	None	35	30	4	3	35	23
	1-2	43	37	20	16	59	35
	3-5	22	19	42	34	41	26
	More than 5	15	13	57	46	25	16
	Total	115	100	123	100	160	100
11 pages or more	None	66	61	16	13	101	67
	1-2	34	31	50	42	36	24
	3-5	4	4	35	29	5	3
	More than 5	4	4	18	15	9	6
	Total	108	100	119	100	151	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	1	1	0	0	0	0
	1-10	64	50	22	17	48	31
	11-20	42	33	61	48	65	43
	More than 20	22	17	44	35	41	26
	Total	129	100	127	100	154	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	3	2	4	3	23	15
	1-10	58	45	64	50	82	53
	11-20	42	33	45	35	28	17
	More than 20	26	20	14	11	20	15
	Total	129	100	127	100	153	100
Relaxing and socializing (watching TV, partying, etc.)	None	3	2	0	0	3	2
	1-10	68	53	60	48	90	58
	11-20	45	35	52	41	41	28
	More than 20	13	10	14	11	18	12
	Total	129	100	126	100	152	100
Working for pay	None	89	71	63	51	75	50
	1 or more	36	29	61	49	76	50
	Total	125	100	124	100	151	100

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

BCSSE 2015-NSSE 2016 Combined Report
Cross-Sectional Results
Rollins College

		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	115	88	117	94	153	82
	Often/Very often	16	12	8	6	29	18
	Total	131	100	125	100	182	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	82	63	43	35	91	48
	Often/Very often	49	37	81	65	92	52
	Total	131	100	124	100	183	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	56	42			75	41
	Often/Very often	76	58			102	59
	Total	132	100			177	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	83	63			82	46
	Often/Very often	49	37			93	54
	Total	132	100			175	100
Evaluate what others have concluded from numerical information	Never/Sometimes	76	58			87	49
	Often/Very often	56	42			87	51
	Total	132	100			174	100
Identify key information from reading assignments	Never/Sometimes	12	9			24	16
	Often/Very often	120	91			140	84
	Total	132	100			164	100
Review your notes after class	Never/Sometimes	38	29			50	31
	Often/Very often	94	71			115	69
	Total	132	100			165	100
Summarize what you learned in class or from course materials	Never/Sometimes	40	31			53	33
	Often/Very often	90	69			107	67
	Total	130	100			160	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	53	40			70	40
	Often/Very often	79	60			107	60
	Total	132	100			177	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	55	42			57	31
	Often/Very often	76	58			120	69
	Total	131	100			177	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	47	36			42	24
	Often/Very often	84	64			134	76
	Total	131	100			176	100
Ask another student to help you understand course material	Never/Sometimes			51	40	85	47
	Often/Very often			76	60	97	53
	Total			127	100	182	100
Explain course material to one or more students	Never/Sometimes			42	34	66	36
	Often/Very often			83	66	117	64
	Total			125	100	183	100

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

BCSSE 2015-NSSE 2016 Combined Report
Cross-Sectional Results
Rollins College

| | BCSSE[a] | | | | NSSE[b] | |
| | High School | | Expected First-Year | | 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			32	26	75	41
Often/Very often			93	74	107	59
Total			125	100	182	100
Work with other students on course projects or assignments						
Never/Sometimes			37	30	68	38
Often/Very often			88	70	114	62
Total			125	100	182	100
Talk about career plans with a faculty member						
Never/Sometimes			55	45	111	62
Often/Very often			68	55	65	38
Total			123	100	176	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)						
Never/Sometimes			66	53	129	71
Often/Very often			59	47	48	29
Total			125	100	177	100
Discuss your academic performance with a faculty member						
Never/Sometimes			44	35	99	55
Often/Very often			81	65	78	45
Total			125	100	177	100
Discuss course topics, ideas, or concepts with a faculty member outside of class						
Never/Sometimes			62	50	106	60
Often/Very often			62	50	70	40
Total			124	100	176	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			20	16	37	22
Often/Very often			105	84	127	78
Total			125	100	164	100
People from an economic background other than your own						
Never/Sometimes			16	13	40	23
Often/Very often			108	87	126	77
Total			124	100	166	100
People with religious beliefs other than your own						
Never/Sometimes			16	13	37	23
Often/Very often			109	87	128	77
Total			125	100	165	100
People with political views other than your own						
Never/Sometimes			24	19	47	28
Often/Very often			101	81	118	72
Total			125	100	165	100
Self-reported or expected grades						
A or A-	94	70	89	71	84	54
B+ or B	38	28	30	24	53	36
B- or lower	3	2	6	5	16	10
Total	135	100	125	100	153	100

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

BCSSE
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of student engagement

BCSSE 2015-NSSE 2016 Combined Report
Longitudinal Results
Rollins College

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.
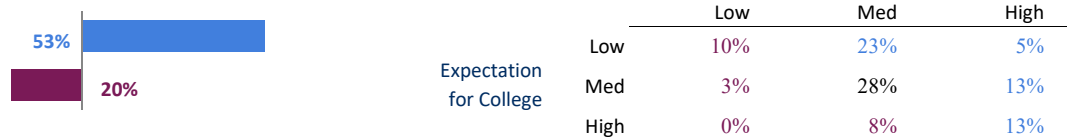
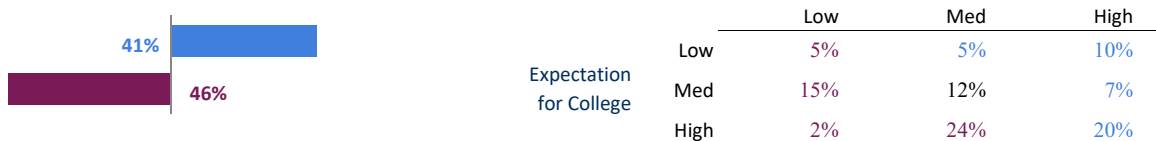*Key:* ▮ Unfavorable results   ▮ Favorable results

Quantitative Reasoning

51%
46%

	College Experience		
	Low	Med	High
High School Experience — Low	34%	5%	24%
Med	5%	2%	12%
High	5%	2%	10%

Learning Strategies

33%
38%

	College Experience		
	Low	Med	High
High School Experience — Low	13%	10%	0%
Med	10%	28%	8%
High	0%	15%	15%

Student-Faculty Interaction

53%
20%

	College Experience		
	Low	Med	High
Expectation for College — Low	10%	23%	5%
Med	3%	28%	13%
High	0%	8%	13%

Collaborative Learning

53%
30%

	College Experience		
	Low	Med	High
Expectation for College — Low	21%	7%	16%
Med	2%	16%	12%
High	2%	5%	19%

Discussions with Diverse Others

41%
46%

	College Experience		
	Low	Med	High
Expectation for College — Low	5%	5%	10%
Med	15%	12%	7%
High	2%	24%	20%

Supportive Environment

67%
28%

	College Experience		
	Low	Med	High
Importance of Campus Environment — Low	8%	10%	21%
Med	3%	5%	5%
High	5%	13%	31%

Note: Percentages in each table sum to 100%.

BCSSE 2015-NSSE 2016 Combined Report
Participating Institutions

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

Doctorate-Granting Universities

Auburn University	Pace University
Illinois State University	St. John Fisher College
Indiana State University	University of North Carolina at Greensboro, The
Kennesaw State University	University of South Alabama
Mercer University	University of Tennessee, Knoxville, The

Master's Colleges and Universities

Alabama A&M University	Ramapo College of New Jersey
Avila University[c]	Rider University
Bentley University	Rollins College
California State University, East Bay	Salem State University
California State University-Bakersfield	Sierra Nevada College[c]
California State University-Channel Islands	Southwest Baptist University
College of Charleston	Springfield College
College of Our Lady of the Elms	St. Bonaventure University
Concordia University Texas	Stockton University
Converse College	Texas A&M University - Texarkana
Coppin State University[c]	University of North Georgia
Dominican University of California	University of South Florida-St. Petersburg Campus
Elon University	University of the Virgin Islands
Fontbonne University	Washington Adventist University[c]
Grand Valley State University	Wentworth Institute of Technology
Medaille College	West Chester University of Pennsylvania
Missouri State University	West Virginia Wesleyan College
Neumann University	Westminster College

Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Scripps College
Bloomfield College[c]	St. Mary's College of Maryland
Bridgewater College	Trine University
Central Methodist University	University of Maine at Presque Isle
Centre College	University of Mobile
Defiance College	University of Richmond
Fort Lewis College	University of South Carolina-Beaufort[c]
Grove City College	Vaughn College of Aeronautics and Technology[c]
Illinois Wesleyan University	Washington College
Life Pacific College[b]	William Jewell College
Mount Aloysius College	William Peace University
Olin College of Engineering[b]	Wofford College
Our Lady of the Lake College[b,c]	

Canadian Universities

Redeemer University 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.