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# BCSSE 2021-NSSE 2022 Combined Report

California State University-Sacramento

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*This report is produced and available in the online, interactive BCSSE Dashboard, along with additional features such as filtering by student identities and experiences, and by institutional characteristics. Contact your BCSSE Campus Project Manager or email [bcsse@indiana.edu](mailto:bcsse@indiana.edu) for more information.*

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The BCSSE 2021-NSSE 2022 Combined Report summarizes the detailed information contained in your BCSSE and NSSE administrations, including survey details, cross-sectional results, longitudinal results, and participating institutions.

### Report Sections

#### ***Cross-Sectional Results (pages 3 - 7)***

The cross-sectional results present item-by-item student responses and mean comparisons from your BCSSE and NSSE administrations. All respondents are included *whether they completed one or both surveys*, providing the best estimates of your students' precollege experiences and their engagement during the first year. With cross-sectional results displayed side-by-side, you can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.

The cross-sectional results include the following sections:

1. Demographics and other student identities and experiences (all student-reported)
2. Item frequencies and means for BCSSE Scales and NSSE Engagement Indicators
3. Item frequencies and means for how students spend their time in a typical week

#### ***Longitudinal Results (pages 8 - 12)***

The longitudinal results compare BCSSE and NSSE data only *for students who completed both surveys*. Means for BCSSE Scales and NSSE Engagement Indicators are grouped by expectations for grades, expectations for studying, and whether the expectations were met.

The longitudinal results include the following sections:

1. Demographics and other student identities and experiences (all student-reported)
2. BCSSE Scale and NSSE Engagement Indicator gaps
3. Gaps for how students expected to spend their time and how they actually did so in a typical week

#### ***Participating Institutions (page 13)***

A complete list of institutions that completed both BCSSE 2021 and NSSE 2022.

### BCSSE Scales and NSSE Engagement Indicators

Five BCSSE Scales and their corresponding NSSE Engagement Indicators are included in the cross-sectional and longitudinal sections, providing valuable information about distinct aspects of student engagement. These include Quantitative Reasoning, Learning Strategies, Student-Faculty Interaction, Collaborative Learning, and Discussions with Diverse Others.

Each BCSSE Scale is a combination of three to four items and is constructed using the same approach as the NSSE Engagement Indicators. 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. An institution's score is the average of the students' scores. Student-level scores for both the BCSSE Scales and NSSE indicators are included in your BCSSE-NSSE combined data file.

For more information about BCSSE, visit [bcsse.indiana.edu](https://bcsse.indiana.edu).

For more information about the Engagement Indicators, see your NSSE Engagement Indicators report or visit [nsse.indiana.edu/nsse/survey-instruments/engagementindicators.html](https://nsse.indiana.edu/nsse/survey-instruments/engagementindicators.html).

### Student Identities and Experiences

The cross-sectional results include all respondents from BCSSE and NSSE, *whether they completed one or both surveys*. Your entering first-year students completed BCSSE last summer or shortly after fall classes started, and they completed NSSE this past winter or spring. The counts at the top of each table below reflect all the data available from first-year student respondents. All demographic variables are student-reported.

#### First-generation (neither parent has completed a bachelor's degree)

	BCSSE	NSSE
Count	138	486
Continuing generation	33%	28%
First-generation	67%	72%
Total %	100%	100%

#### Gender identity

	BCSSE	NSSE
Count	140	484
Man	45.0%	32.6%
Woman	53.6%	65.1%
Another gender identity	0.0%	0.6%
I prefer not to respond	1.4%	1.7%
Total %	100%	100%

#### Major category

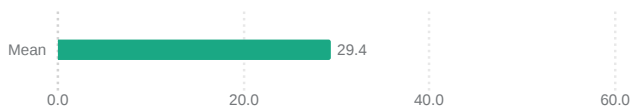
	BCSSE	NSSE
Count	120	503
Arts & Humanities	0.0%	8.7%
Biological Sciences	0.8%	7.2%
Physical Science, Mathematics, and Computer Science	0.0%	8.2%
Social Sciences	0.8%	13.9%
Business	92.5%	11.3%
Communication, Media, & Public Relations	0.0%	1.6%
Education	4.2%	1.2%
Engineering	0.0%	8.5%
Health Professions	0.0%	23.7%
Social Service Professions	0.0%	8.2%
All Other	1.7%	2.8%
Total %	100%	100%

#### Racial and ethnic identity

	BCSSE	NSSE
Count	136	482
American Indian or Alaskan Native	0.0%	0.2%
Asian	29.4%	26.1%
Black or African American	4.4%	3.9%
Hispanic or Latino	38.2%	32.2%
Middle Eastern or North African	0.7%	1.2%
Native Hawaiian or Other Pacific Islander	1.5%	1.5%
White	14.7%	14.9%
Other	0.0%	0.6%
Multiracial	9.6%	17.4%
Prefer not to respond	1.5%	1.9%
Total %	100%	100%

### BCSSE Scales

#### High School Quantitative Reasoning



During your last year of high school, about how often did you do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57%	43%	100%
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47%	53%	100%
c. Evaluated what others have concluded from numerical information	40%	60%	100%

#### High School Learning Strategies

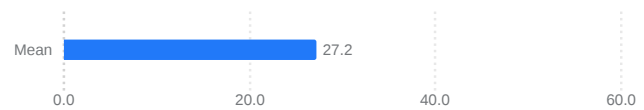


During your last year of high school, about how often did you do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Identified key information from reading assignments	80%	20%	100%
b. Reviewed your notes after class	59%	41%	100%
c. Summarized what you learned in class or from course materials	51%	49%	100%

### NSSE Engagement Indicators

#### First-Year Quantitative Reasoning



During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50%	50%	100%
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38%	62%	100%
c. Evaluated what others have concluded from numerical information	37%	63%	100%

#### First-Year Learning Strategies

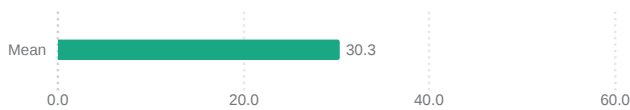


During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Identified key information from reading assignments	71%	29%	100%
b. Reviewed your notes after class	61%	39%	100%
c. Summarized what you learned in class or from course materials	57%	43%	100%

### BCSSE Scales

#### Expected Student-Faculty Interaction



During the coming school year, about how often do you expect to do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Talk about career plans with a faculty member	54.9%	45.1%	100%
b. Work with a faculty member on activities other than coursework (committees, student groups, etc.)	34.0%	66.0%	100%
c. Discuss course topics, ideas, or concepts with a faculty member outside of class	43.7%	56.3%	100%
d. Discuss your academic performance with a faculty member	54.9%	45.1%	100%

#### Expected Collaborative Learning



During the coming school year, about how often do you expect to do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Ask another student to help you understand course material	48.6%	51.4%	100%
b. Explain course material to one or more students	39.7%	60.3%	100%
c. Prepare for exams by discussing or working through course material with other students	60.6%	39.4%	100%
d. Work with other students on course projects or assignments	69.0%	31.0%	100%

### NSSE Engagement Indicators

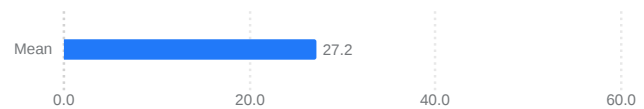
#### First-Year Student-Faculty Interaction



During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Talked about career plans with a faculty member	25.5%	74.5%	100%
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	12.9%	87.1%	100%
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19.1%	80.9%	100%
d. Discussed your academic performance with a faculty member	20.3%	79.7%	100%

#### First-Year Collaborative Learning



During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Ask another student to help you understand course material	42.6%	57.4%	100%
b. Explain course material to one or more students	39.6%	60.4%	100%
c. Prepare for exams by discussing or working through course material with other students	34.9%	65.1%	100%
d. Work with other students on course projects or assignments	44.6%	55.4%	100%

### BCSSE Scales

Expected Discussions with Diverse Others

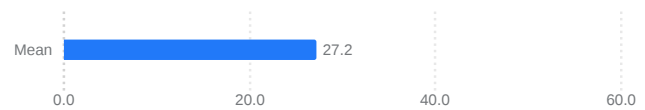


During the coming school year, about how often do you expect to have discussions with people from the following groups?

	Very often/ Often	Sometimes/ Never	Total
a. People of a race or ethnicity other than your own	83.1%	16.9%	100%
b. People from an economic background other than your own	79.4%	20.6%	100%
c. People with religious beliefs other than your own	78.2%	21.8%	100%
d. People with political views other than your own	70.4%	29.6%	100%

### NSSE Engagement Indicators

First-Year Discussions with Diverse Others



During the current school year, about how often have you had discussions with people from the following groups?

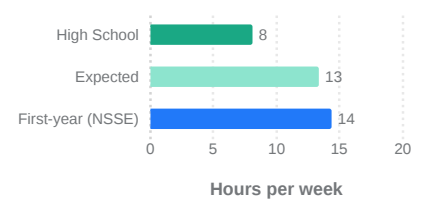
	Very often/ Often	Sometimes/ Never	Total
a. People of a race or ethnicity other than your own	72.1%	27.9%	100%
b. People from an economic background other than your own	62.2%	37.8%	100%
c. People with religious beliefs other than your own	60.9%	39.1%	100%
d. People with political views other than your own	50.4%	49.6%	100%

### Student Time Use: Expectations and Experiences

#### Hours in a typical 7-day week preparing for class

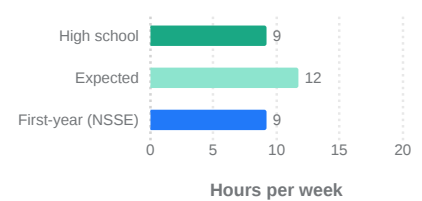
	0	1-5	6-10	11-15	16+	Total
a. High School (BCSSE)	1%	42%	28%	16%	12%	100%
b. Expected (BCSSE)	0%	11%	30%	20%	38%	100%
c. First-year (NSSE)	0%	13%	25%	20%	42%	100%

#### Mean hours per week



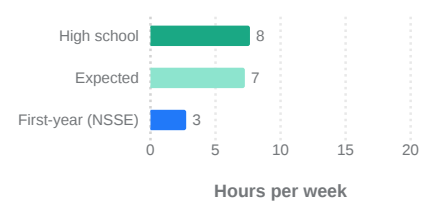
#### Hours in a typical 7-day week working for pay

	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	44%	10%	8%	5%	32%	100%
b. Expected (BCSSE)	23%	10%	16%	13%	38%	100%
c. First-year (NSSE)	51%	5%	5%	7%	29%	100%



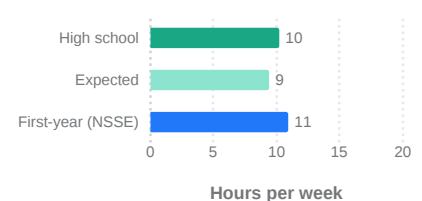
#### Hours in a typical 7-day week participating in co-curricular activities

	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	23%	32%	18%	11%	16%	100%
b. Expected (BCSSE)	17%	37%	21%	13%	12%	100%
c. First-year (NSSE)	64%	20%	6%	4%	5%	100%



#### Hours in a typical 7-day week relaxing and socializing

	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	3%	29%	31%	14%	22%	100%
b. Expected (BCSSE)	1%	35%	32%	13%	19%	100%
c. First-year (NSSE)	3%	29%	26%	18%	23%	100%



TO: Selected BCSSE Participating Institutions

FROM: James Cole, BCSSE Project Director

RE: Your BCSSE 2021-NSSE 2022 Combined Report

An important part of the BCSSE project is the ability to examine the relationships between (a) high school engagement and expectations for engagement during college, as measured at college entry by BCSSE, and (b) actual engagement as measured by NSSE in the spring of the first year. Linking individual students' BCSSE and NSSE results is vital to this work.

Unfortunately, yours is one of **ten** participating institutions for whom we are unable to provide BCSSE-NSSE longitudinal results due to a small number of identified common respondents to the two surveys. Because the match between BCSSE and NSSE respondents was too low (fewer than 40) we were unable to link a sufficient number of individual students' BCSSE and NSSE responses to prepare the longitudinal section of this report.

However, it may still be possible to do so by combining identifying information in your BCSSE data file with other information in your student information system. For example, you may be able to determine the student identification numbers of BCSSE respondents from their first and last name. The student ID numbers can then be used to identify these students in your NSSE data file. If you can provide us with a file that matches the BCSSE bsurvid with the corresponding student ID, we will produce a revised BCSSE-NSSE Combined Report that includes longitudinal results. Contact your Project Services team if you would like more details about how to facilitate a match: [nsse.indiana.edu/contact/project-service-teams/index.html](https://nsse.indiana.edu/contact/project-service-teams/index.html)

Should you continue to administer BCSSE to your entering students, we hope you will take advantage of information and resources provided throughout the BCSSE and NSSE administration to facilitate data matching so that you can benefit from the full suite of BCSSE reports and services. Please allow us to assist you to make the most of your participation.

### Doctorate-Granting Universities

Clarke University  
Emory University  
Indiana State University  
Mercer University  
Missouri State University-Springfield

Northern Kentucky University  
The University of Montana  
The University of Tennessee-Chattanooga  
University of North Carolina at Charlotte  
University of North Florida

### Master's Colleges and Universities

Avila University  
Bentley University  
Buena Vista University  
California Polytechnic State University-San Luis Obispo  
California State University-Bakersfield  
California State University-Channel Islands  
California State University-Chico  
California State University-Dominguez Hills  
California State University-Sacramento  
Cedar Crest College  
Citadel Military College of South Carolina  
College of Charleston  
Dominican College of Blauvelt

Holy Family University  
Nicholls State University  
Purdue University Northwest  
Rivier University  
Rocky Mountain College  
San Jose State University  
Southern Connecticut State University  
Southern New Hampshire University  
St Bonaventure University  
Stockton University  
University of New Haven  
University of North Georgia

### Baccalaureate Colleges and Special Focus

Birmingham Southern College  
Bridgewater College  
Catawba College  
Central Methodist University  
Emmanuel College  
Franciscan Missionaries of Our Lady University  
Holy Cross College  
LaGrange College

Northwood University  
St Mary's College of Maryland  
University of South Carolina-Beaufort  
University of the Ozarks  
University of the Virgin Islands  
Ursinus College  
William Jewell College  
Wisconsin Lutheran College