



BCSSE 2022-NSSE 2023 Combined Report

School Name	UNITID
California State University-Sacramento	110617

This report is produced by and available in the BCSSE Dashboard. Contact your BCSSE Campus Project Manager or email bcsse@indiana.edu for more information.

BCSSE 2022-NSSE 2023 Combined Report

About This Report

The BCSSE 2022-NSSE 2023 Combined Report summarizes the detailed information contained in your BCSSE and NSSE administrations, including survey details, cross-sectional results, longitudinal results, and participating institutions. This report is also available in your BCSSE Dashboard account. In the dashboard, you can view your institutional results and also create summary results by institutional characteristics for all other participating BCSSE-NSSE schools. Contact your BCSSE Campus Project Manager or email bcsse@indiana.edu for more information.

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. Student expected major and first-year major, as well as student high school, expected, and actual first-year grades (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:

4. Student expected major and first-year major, as well as student high school, expected, and actual first-year grades (all student-reported)
5. BCSSE Scale and NSSE Engagement Indicator gaps
6. 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 participated in both BCSSE 2022 and NSSE 2023. In your BCSSE Dashboard account, summary results by institutional characteristics for all other participating BCSSE-NSSE schools are available. Contact your BCSSE Campus Project Manager or email bcsse@indiana.edu for more information.

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.

For more information about the Engagement Indicators, see your [NSSE Engagement Indicators](#) report.

BCSSE 2022-NSSE 2023 Combined Report

Cross-Sectional Results

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 in the bottom row of each table below reflect all the data available from first-year student respondents. High school, expected, and actual first-year grades, as well as expected and first-year major are all self-reported. See your the Respondent Profile in your NSSE Institutional Report and Demographic and Background Characteristics in your BCSSE dashboard reports for more details regarding the student backgrounds and profile.

The cross-sectional results include the following sections:

1. Student expected major and first-year major, as well as student high school, expected, and actual first-year grades
2. Student time use: Expectations and experiences
3. Item frequencies and means for BCSSE Scales and NSSE Engagement Indicators

1. Student Major and Grades

Major			Grades			
Metrics	Expected first-year (BCSSE)	Actual first-year (NSSE)	Metrics	High school (BCSSE)	Expected first-year (BCSSE)	Actual first-year (NSSE)
Arts & Humanities	0%	12%	A	43%	22%	25%
Biological Science, Agriculture, & Natural Resources	0%	8%	A-	13%	19%	19%
Business	81%	10%	B+	19%	27%	20%
Communications, Media, & Public Relations	1%	1%	B	20%	24%	20%
Education	6%	1%	B-	4%	6%	5%
Engineering	0%	11%	C+	2%	2%	5%
Health Professions	0%	22%	C or lower	0%	1%	6%
Physical Science, Mathematics, & Computer Science	0%	9%	Count	176	172	466
Social Sciences	0%	14%				
Social Service Professions	0%	7%				
Other majors (not categorized)	12%	4%				
Count	172	473				

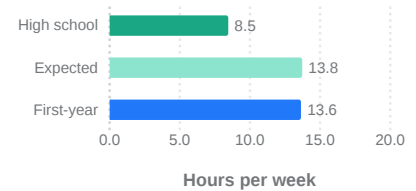
2. Student Time Use: Expectations and Experiences

(See the [BCSSE](#) and [NSSE](#) websites for more details regarding these items.)

Hours in a typical 7-day week preparing for class

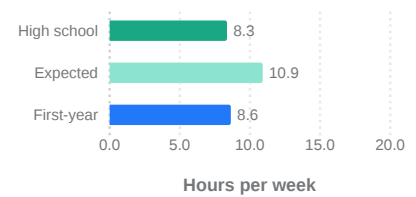
	Count	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	190	0%	39%	35%	12%	14%	100%
b. Expected (BCSSE)	183	0%	10%	25%	29%	36%	100%
c. First-year (NSSE)	478	1%	16%	27%	19%	38%	100%

Mean hours per week



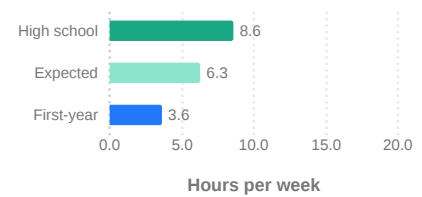
Hours in a typical 7-day week working for pay

	Count	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	188	44%	14%	9%	5%	28%	100%
b. Expected (BCSSE)	183	22%	14%	14%	15%	34%	100%
c. First-year (NSSE)	475	53%	4%	6%	7%	26%	100%



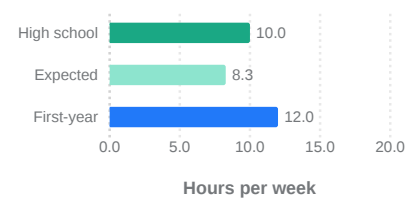
Hours in a typical 7-day week participating in co-curricular activities

	Count	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	189	16%	39%	14%	13%	19%	100%
b. Expected (BCSSE)	182	18%	41%	24%	9%	9%	100%
c. First-year (NSSE)	477	54%	25%	8%	8%	6%	100%



Hours in a typical 7-day week relaxing and socializing

	Count	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	188	1%	35%	27%	19%	19%	100%
b. Expected (BCSSE)	183	2%	37%	34%	17%	10%	100%
c. First-year (NSSE)	476	2%	29%	25%	14%	30%	100%

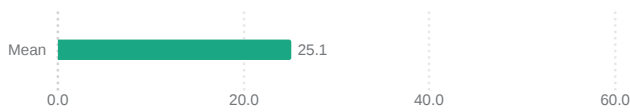


3. Item Frequencies and Means for BCSSE Scales and NSSE Engagement Indicators

BCSSE Scales

(See the [BCSSE Scales and Psychometric Report](#) for additional information.)

High School Quantitative Reasoning



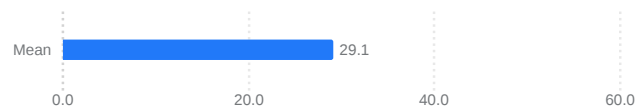
During your last year of high school, about how often did you do the following?

	Count	Very often/ Often	Sometimes/ Never	Total
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	188	45%	55%	100%
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	189	28%	72%	100%

NSSE Engagement Indicators

(See [NSSE Engagement Indicators](#) for additional information.)

First-Year Quantitative Reasoning



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

	Count	Very often/ Often	Sometimes/ Never	Total
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	525	50%	50%	100%
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	521	42%	58%	100%

High School Learning Strategies



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

	Count	Very often/ Often	Sometimes/ Never	Total
a. Identified key information from reading assignments	189	76%	24%	100%
b. Reviewed your notes after class	189	62%	38%	100%
c. Summarized what you learned in class or from	189	62%	38%	100%

First-Year Learning Strategies



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

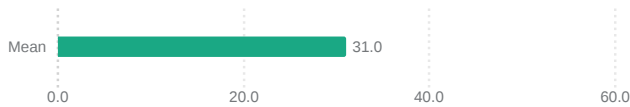
	Count	Very often/ Often	Sometimes/ Never	Total
a. Identified key information from reading assignments	506	72%	28%	100%
b. Reviewed your notes after class	502	64%	36%	100%
c. Summarized what you learned in class or from	504	62%	38%	100%

BCSSE 2022-NSSE 2023 Combined Report

Cross-Sectional Results

3. Item Frequencies and Means for BCSSE Scales and NSSE Engagement Indicators *(continued)*

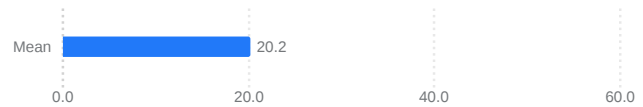
Expected Student-Faculty Interaction



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

	Count	Very often/ Often	Sometimes/ Never	Total
a. Talk about career plans with a faculty member	182	59.9%	40.1%	100%
b. Work with a faculty member on activities other than coursework (committees, student groups, etc.)	182	38.5%	61.5%	100%
c. Discuss course topics, ideas, or concepts with a faculty member outside of	182	41.2%	58.8%	100%

First-Year Student-Faculty Interaction



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

	Count	Very often/ Often	Sometimes/ Never	Total
a. Talked about career plans with a faculty member	586	35.7%	64.3%	100%
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	586	19.3%	80.7%	100%
c. Discussed course topics, ideas, or concepts with a faculty member outside of	574	23.3%	76.7%	100%

Expected Collaborative Learning



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

	Count	Very often/ Often	Sometimes/ Never	Total
a. Ask another student to help you understand course material	182	62.6%	37.4%	100%
b. Explain course material to one or more students	182	44.5%	55.5%	100%
c. Prepare for exams by discussing or working through course material with other students	182	69.8%	30.2%	100%

First-Year Collaborative Learning



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

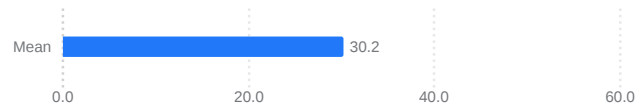
	Count	Very often/ Often	Sometimes/ Never	Total
a. Ask another student to help you understand course material	679	49.5%	50.5%	100%
b. Explain course material to one or more students	673	46.5%	53.5%	100%
c. Prepare for exams by discussing or working through course material with other students	670	37.0%	63.0%	100%

3. Item Frequencies and Means for BCSSE Scales and NSSE Engagement Indicators *(continued)*

Expected Discussions with Diverse Others



First-Year Discussions with Diverse Others



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

	Count	Very often/ Often	Sometimes/ Never	Total
a. People of a race or ethnicity other than your own	182	86.3%	13.7%	100%
b. People from an economic background other than your own	182	82.4%	17.6%	100%
c. People with religious beliefs other than your own	182	79.7%	20.3%	100%
d. People with political views other than your own	181	72.4%	27.6%	100%

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

	Count	Very often/ Often	Sometimes/ Never	Total
a. People of a race or ethnicity other than your own	516	75.4%	24.6%	100%
b. People from an economic background other than your own	513	70.4%	29.6%	100%
c. People with religious beliefs other than your own	514	64.2%	35.8%	100%
d. People with political views other than your own	511	52.4%	47.6%	100%

BCSSE 2022-NSSE 2023 Combined Report

Longitudinal Results

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The longitudinal results include the following sections:

1. Student expected major and first-year major, as well as student high school, expected, and actual first-year grades
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

1. Student Major and Grades

Major

Metrics	Expected first-year (BCSSE)	Actual first-year (NSSE)
Arts & Humanities	0%	0%
Biological Sciences, Agriculture, & Natural Resources	0%	0%
Business	86%	91%
Communications, Media, & Public Relations	0%	0%
Education	0%	0%
Health Professions	0%	0%
Engineering	0%	5%
Physical Sciences, Mathematics, & Computer Science	0%	5%
Social Sciences	0%	0%
Social Service Professions	0%	0%
Undecided/Undeclared	14%	0%
All other	0%	0%
Count	35	22

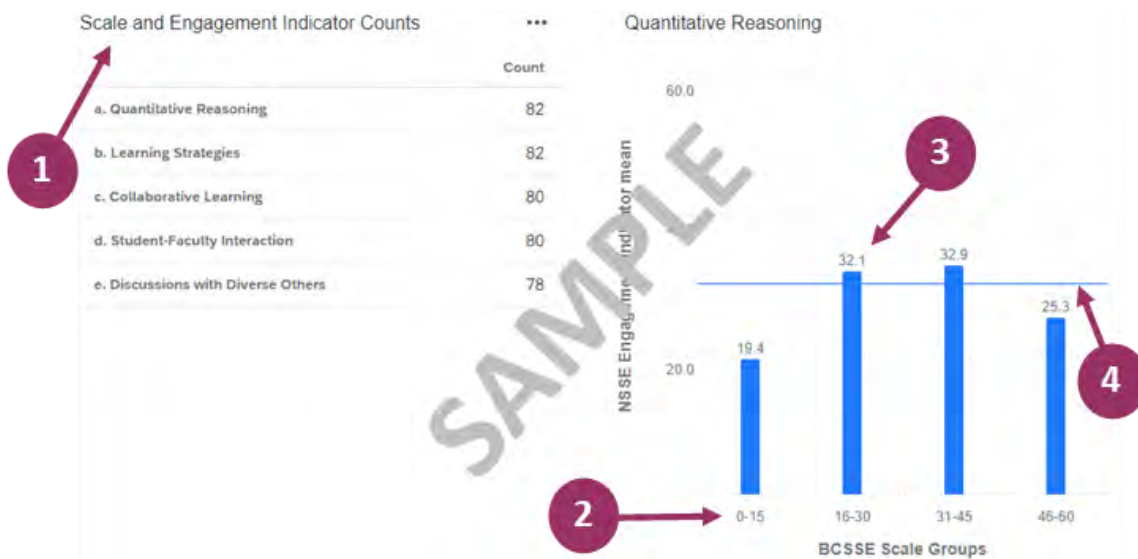
Grades

Metrics	High school (BCSSE)	Expected first-year (BCSSE)	Actual first-year (NSSE)
A	36%	20%	32%
A-	15%	14%	23%
B+	18%	34%	18%
B	24%	20%	9%
B-	6%	9%	5%
C+	0%	3%	5%
C or lower	0%	0%	9%
Count	33	35	22

Interpreting BCSSE Scale and NSSE Engagement Indicator Gaps

The sample results below are a guide to interpret the results on page 10.

1. **Scale and Engagement Indicator Counts:** This table reports the longitudinal counts, the number of students who completed both surveys.
2. **BCSSE Scale Groupings:** BCSSE respondents are assigned to one of four groups (0-15, 16-30, etc.) based on their BCSSE Scale scores. BCSSE Scales are scored from 0 to 60, with increasing values indicating increasing engagement. The counts for each group can be found in the BCSSE Dashboard, the online version of these reports.
3. **NSSE Engagement Indicator Means:** The columns display the NSSE EI mean for each BCSSE group. The graph reveals potential gaps between BCSSE Scale scores and NSSE EI scores. For instance, in the sample below, entering first-year students with high school Quantitative Reasoning scores between 46-60 averaged of 25.3 on NSSE months later, below the overall mean.
4. **Overall NSSE Engagement Indicator Mean:** The horizontal line represents the mean EI score for all longitudinal respondents from your institution.



BCSSE 2022-NSSE 2023 Combined Report

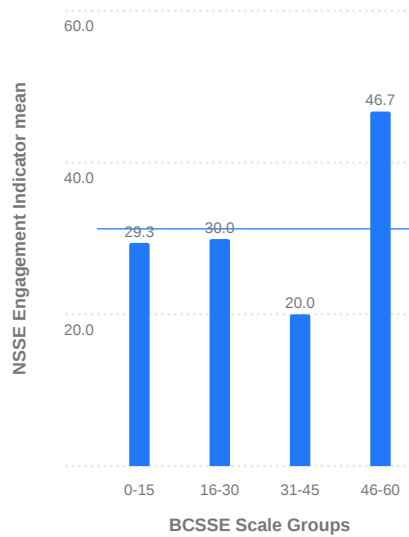
Longitudinal Results

2. BCSSE Scale and NSSE Engagement Indicator Gaps

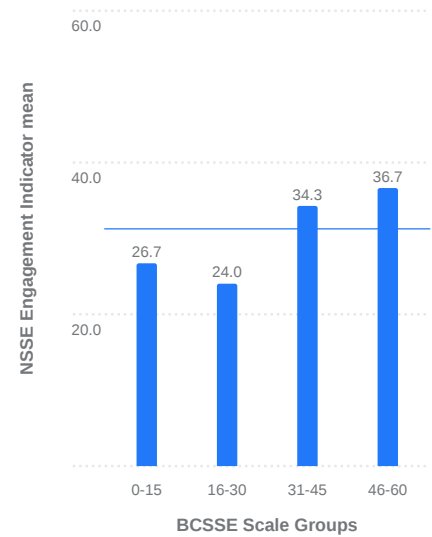
Scale and Engagement Indicator Counts

	Count
a. Quantitative Reasoning	34
b. Learning Strategies	34
c. Collaborative Learning	35
d. Student-Faculty Interaction	35
e. Discussions with Diverse Others	35

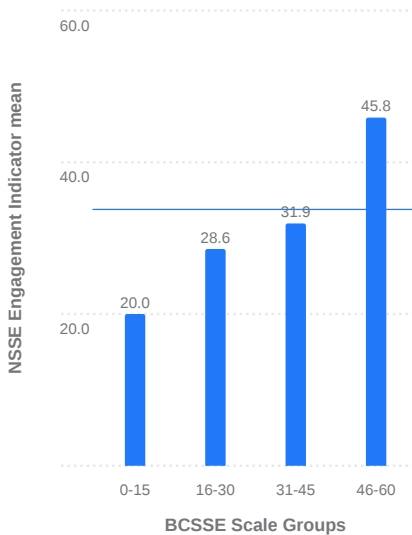
Quantitative Reasoning



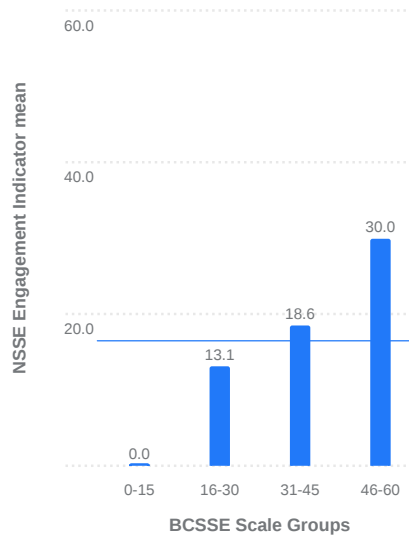
Learning Strategies



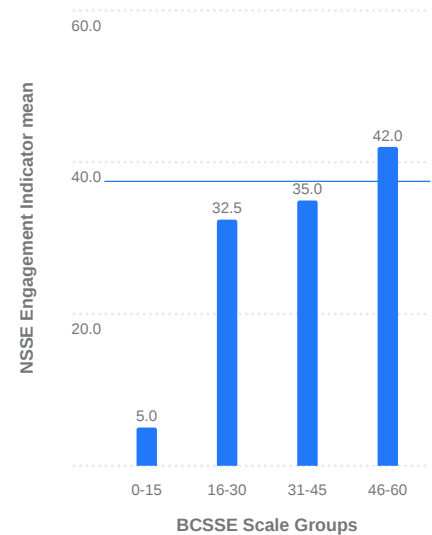
Collaborative Learning



Student-Faculty Interaction



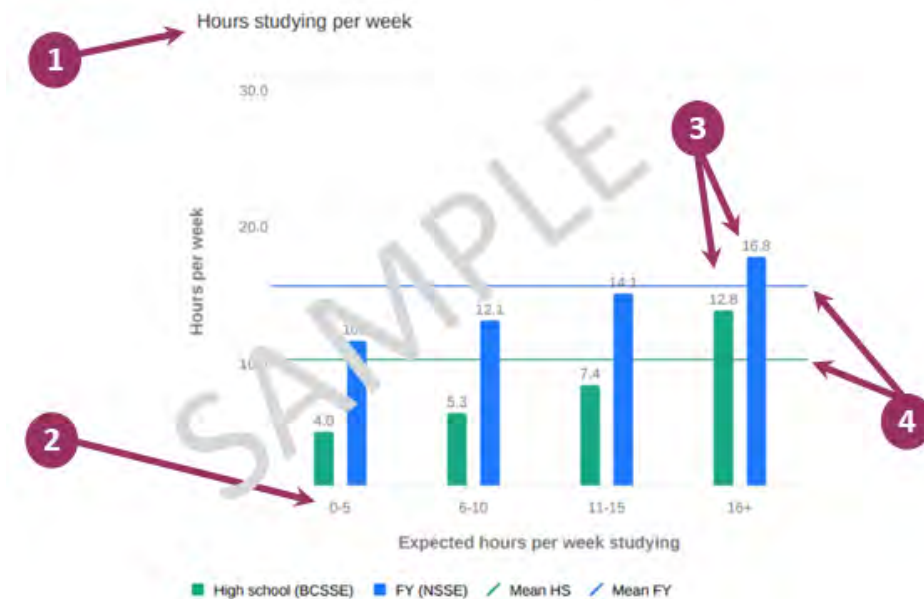
Discussions with Diverse Others



Interpreting Student Time Use: Expectations and Experiences

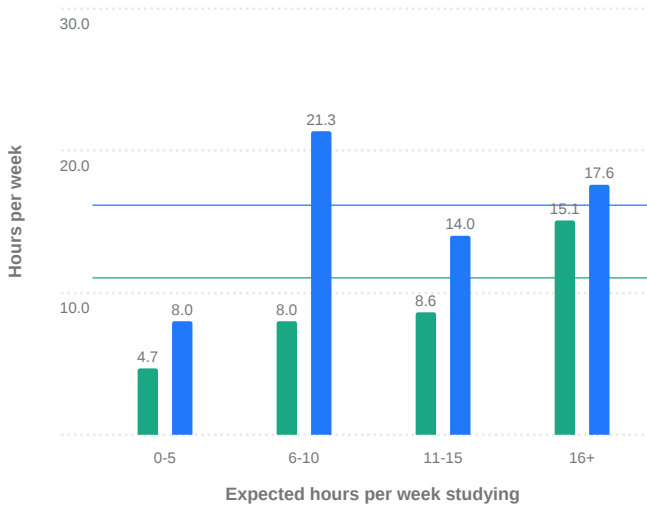
The sample results below are a guide to interpret the results on page 12.

- 1. Student Time Use Activity:** These graphs include the items that indicate how students expected to and spent their time in a typical week. The counts for each group (0-5, 6-10, etc.) can be found in the BCSSE Dashboard, the online version of these reports.
- 2. BCSSE Expected Hours Groupings:** BCSSE respondents are organized into one of four groups (0-5, 6-10, etc.) based on their expected hours per week in the activity.
- 3. High School and First-Year Mean Hours per Week:** The columns display the high school (BCSSE) and first-year (NSSE) mean for hours week in each activity. The graph reveals potential gaps between high school and first-year means with expected hours per week. For instance, in the sample below, entering first-year students who expected to study 16 or more hours per week during their first year studied an average of 12.8 hours per week in high school, well above the overall high school average (green line). These students also studied an average of 16.8 hours per week during during the first year, higher than the overall first-year average (blue line). Students in this group on average met their expectation of studying 16 or more hours per week.
- 4. Overall High School and First-Year Mean:** The horizontal green line line represents the mean hours per week studying in high school and the blue line represents the mean hours per week studying during their first year for your respondents.



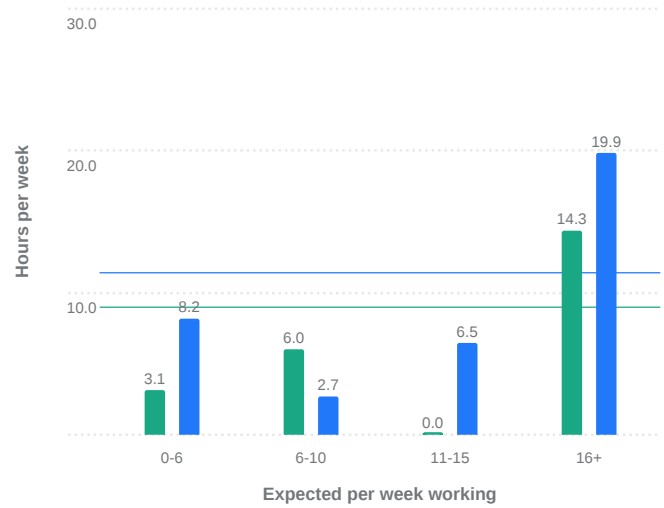
3. Student Time Use: Expectations and Experiences

Hours studying per week



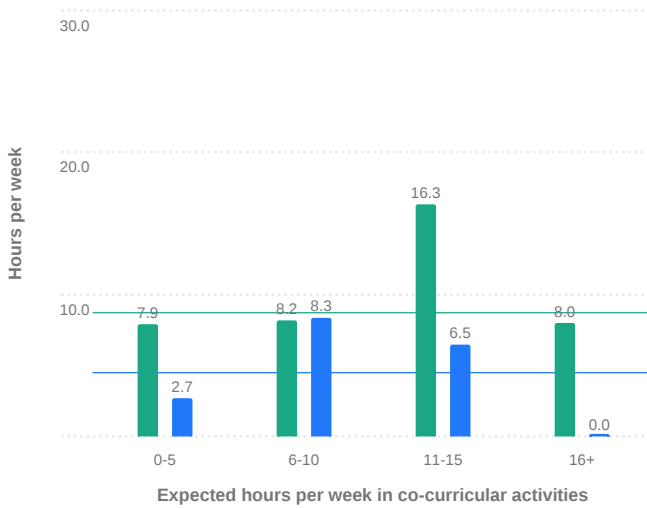
■ High school (BCSSE) ■ FY (NSSE) / Mean HS / Mean FY

Hours working per week



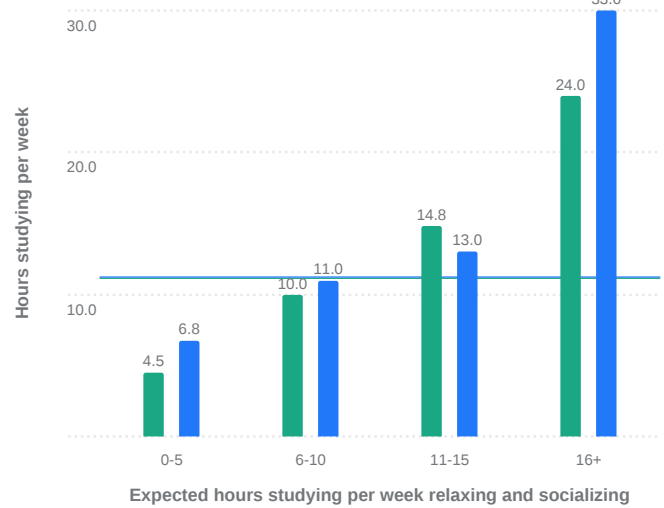
■ High school (BCSSE) ■ FY (NSSE) / Mean HS / Mean FY

Hours in co-curricular activities per week



■ High school (BCSSE) ■ FY (NSSE) / Mean HS / Mean FY

Hours relaxing/socializing per week



■ High school (BCSSE) ■ FY (NSSE) / Mean HS / Mean FY

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Baccalaureate-Granting Universities

Alma College
Catawba College
Farmingdale State College
Goucher College
High Point University
Holy Cross College at Notre Dame, IN
Illinois College
Juniata College
Linfield University
Meredith College
Saint Anselm College
St. John's College, Annapolis
St. John's College, Santa Fe
University of Puget Sound
University of the Ozarks
Washington & Jefferson College
Wesleyan College

Masters-Granting Universities

Alcorn State University
Bentley University
Bridgewater State University
California Lutheran University
California State University-Sacramento
Central Connecticut State University
Eastern Connecticut State University
Elizabethtown College
Framingham State University
Georgian Court University
Minnesota State University-Mankato
Mount Saint Mary's University
Northern Michigan University
Northwest Missouri State University
Southern Connecticut State University
SUNY Oneonta
Washington Adventist University

Doctorate-Granting Universities

California State University-Long Beach
University of Northern Colorado
Florida A&M University
Florida Atlantic University
Illinois State University
University of Massachusetts Dartmouth
University of Missouri-St Louis
New York University
St John's University-New York
Wake Forest University
La Salle University
The University of Tennessee at Chattanooga
Texas A & M University-Corpus Christi
University of New Brunswick
University of New Brunswick-Saint John