



BCSSE 2019-NSSE 2020 Combined Report

California State University, Chico

The BCSSE 2019-NSSE 2020 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 2019 and NSSE 2020 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 displaying 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. 9)	Compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. Means for BCSSE scales and NSSE Engagement Indicators (EIs) are presented for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and expectations for studying ('16 or more hours per week' and '15 or fewer hours per week') and whether the expectations were met. These results reveal which BCSSE scales and NSSE EIs are associated with entering grade expectations and meeting those expectations.
Participating Institutions (p. 13)	A complete list of institutions by Basic Carnegie type included in this report.

BCSSE Scales and NSSE Engagement Indicators

Three BCSSE Scales and all Ten NSSE Engagement Indicators 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. 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 bcse.indiana.edu.

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html.

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

BCSSE Scales

- Expected Academic Perseverance
- Perceived Academic Preparation
- Importance of Campus Support

NSSE Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching
- Quality of Interactions
- Supportive Environment

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 2019-NSSE 2020 Population and Respondents

	Count
BCSSE 2019 respondents (cross-sectional data)	1,718
First-year students included in NSSE 2020 population file ^a	3,385
BCSSE 2019 respondents identified in the NSSE 2020 population file ^a	1,231
BCSSE 2019 respondents invited to participate in NSSE 2020 ^b	1,229
NSSE 2020 first-year respondents	357
BCSSE 2019-NSSE 2020 matched respondents (longitudinal data) ^a	173

a. BCSSE respondents identified later in your NSSE population file who are not first-year students are excluded from this report.

b. Adjusted to exclude students identified as ineligible, survey invitations returned as undeliverable, or because a NSSE census administration was not conducted.

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^a	NSSE ^b	BCSSE-NSSE ^c
Gender			
Man	42	42	29
Woman	58	57	70
Another gender identity	0	0	0
Prefer not to respond	0	1	1
Race/ethnicity			
American Indian or Alaska Native	0	1	0
Asian	5	4	4
Black or African American	3	4	1
Hispanic or Latino	29	29	25
Middle Eastern or North African	0	0	0
Native Hawaiian or other Pacific Islander	1	1	1
White	44	42	42
Another race or ethnicity	0	1	1
Multiracial	17	16	24
I prefer not to respond	0	3	3
Enrollment status			
Full-time	99	98	100
Less than full-time	1	2	0

a. Student-reported characteristics for all BCSSE 2019 respondents.

b. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2020 respondents.

c. Student-reported characteristics for matched students who completed both BCSSE 2019 and NSSE 2020.



BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

California State University, Chico

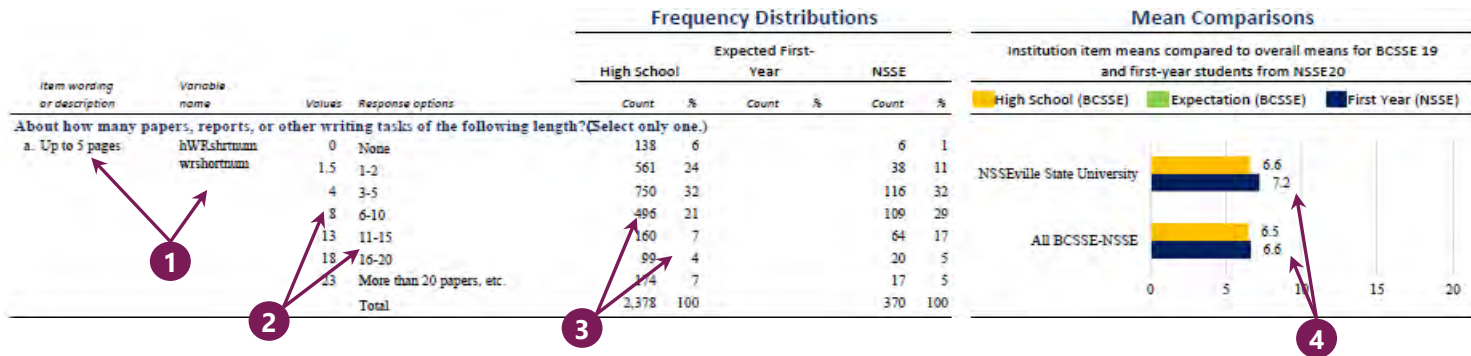
This Cross-Sectional Results report presents item-by-item student responses and mean comparisons from your institution's BCSSE 2019 and NSSE 2020 administrations (in contrast to the longitudinal results which contain only matched data), providing the best estimates of your students' pre-college characteristics and their engagement during the first year. By displaying 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.

1. Item wording and variable names:

Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

2. Values and response options:

Values are used to calculate means. Response options are worded as they appear on the instrument.



3. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

4. **Overall mean:** Mean scores for each item for the institution and all BCSSE-NSSE institutions. These results allow institutions to quickly compare their BCSSE-NSSE cross-sectional results with all BCSSE-NSSE cross-sectional results.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

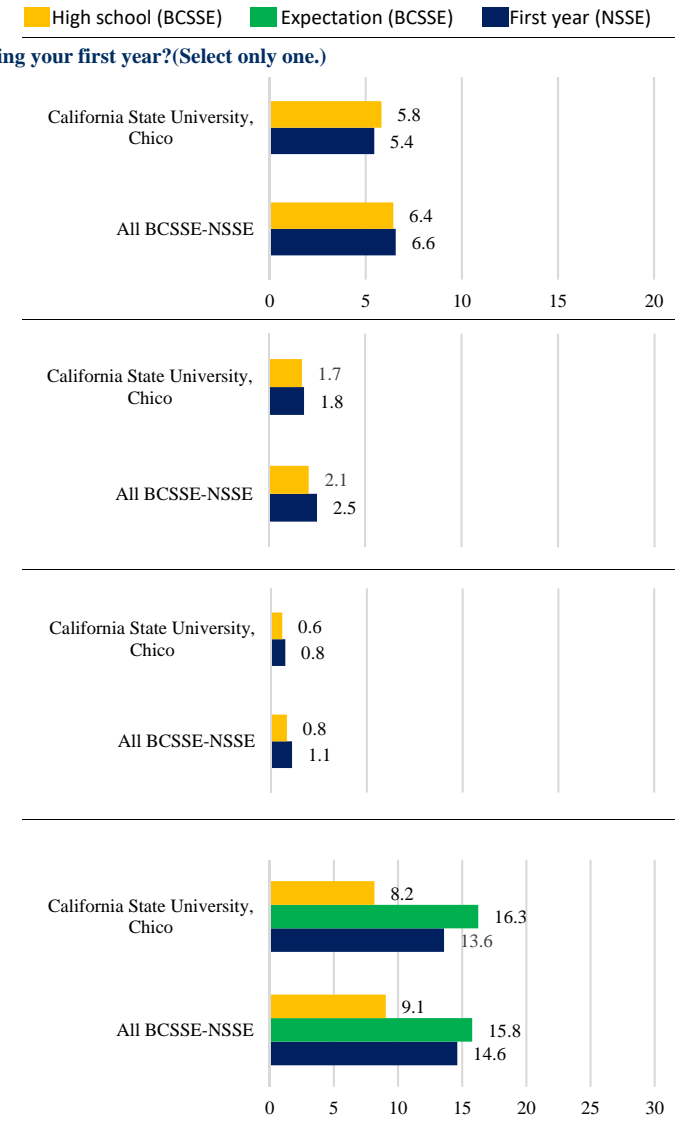
California State University, Chico

Frequency Distributions

Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		
				Count	%	Count	%	Count	%	
				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?(Select only one.)						
a. Up to 5 pages	hWRshrtnum	0	None	92	5			21	10	
	wrshortnum	1.5	1-2	433	26			55	23	
		4	3-5	591	35			83	35	
		8	6-10	351	21			43	18	
		13	11-15	101	6			16	7	
		18	16-20	38	2			4	2	
		23	More than 20 papers, etc.	89	5			10	4	
		Total			1,695	100			232	100
b. Between 6 and 10 pages	hWRmdnum	0	None	553	34			101	44	
	wrmednum	1.5	1-2	747	47			76	33	
		4	3-5	235	15			39	16	
		8	6-10	49	3			15	6	
		13	11-15	16	1			2	1	
		18	16-20	5	0			1	1	
		23	More than 20 papers, etc.	1	0			0	0	
		Total			1,606	100			234	100
c. 11 pages or more	hWRlngnum	0	None	1,163	74			175	75	
	wrlongnum	1.5	1-2	363	23			40	17	
		4	3-5	30	2			13	6	
		8	6-10	11	1			4	2	
		13	11-15	5	0			2	1	
		18	16-20	1	0			0	0	
		23	More than 20 papers, etc.	4	0			0	0	
		Total			1,577	100			234	100
How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?										
a. Preparing for class (studying, reading, doing homework, etc.)	hacadr13hrs	0	0	23	1	0	0	3	1	
	cacadr13hrs	3	1-5	659	39	59	4	24	11	
	tmprephrs	8	6-10	577	34	319	19	52	26	
		13	11-15	274	16	448	27	55	27	
		18	16-20	107	6	420	25	33	15	
		23	21-25	39	2	226	14	24	13	
		28	26-30	13	1	108	6	6	3	
		33	More than 30	19	1	82	5	8	4	
		Total			1,711	100	1,663	100	205	100

Mean Comparisons

Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20



a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

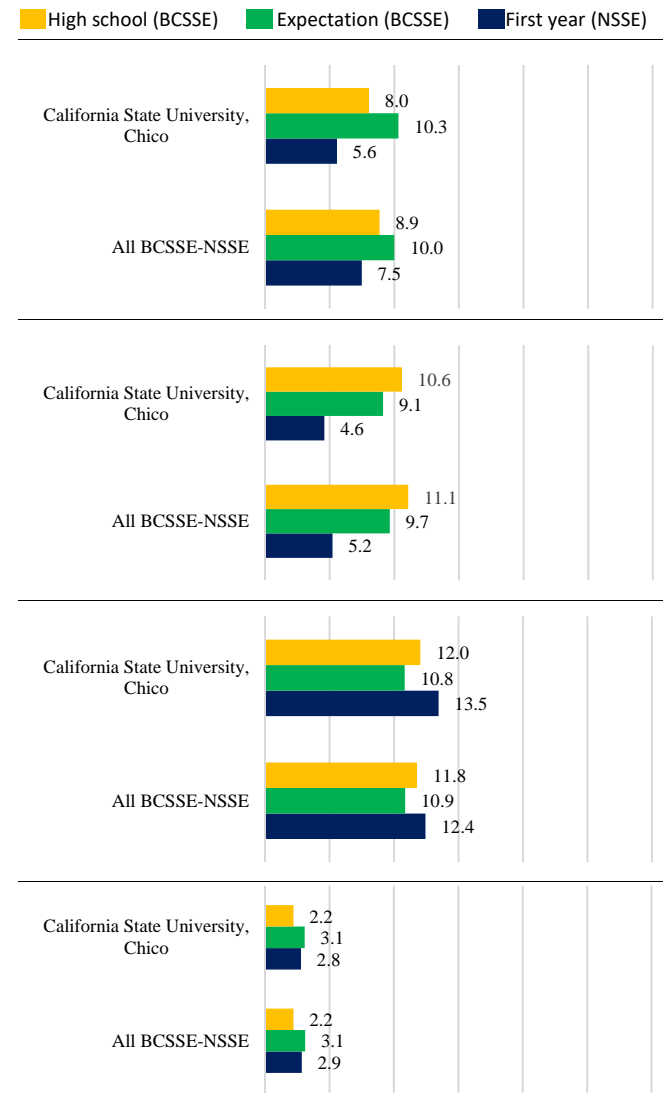
California State University, Chico

Frequency Distributions

Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE	
				Count	%	Count	%	Count	%
				b. Working for pay					
	hworkhrs	0	0	657	39	315	19		
	cworkhrs	3	1-5	239	14	200	12		
	tmworkhrs	8	6-10	207	12	352	21		
		13	11-15	207	12	346	21		
		18	16-20	204	12	305	18		
		23	21-25	105	6	96	6		
		28	26-30	50	3	32	2		
		33	More than 30	35	2	22	1		
		Total		1,704	100	1,668	100		
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)									
	hcocurrhrs	0	0	214	13	84	5	91	45
	ccocurrhrs	3	1-5	384	22	451	27	55	26
	tmcocurrhrs	8	6-10	348	20	553	33	23	11
		13	11-15	339	20	352	21	21	11
		18	16-20	207	12	151	9	10	5
		23	21-25	101	6	50	3	5	2
		28	26-30	31	2	13	1	0	0
		33	More than 30	87	5	22	1	1	0
		Total		1,711	100	1,676	100	206	100
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)									
	hsocial13hrs	0	0	3	0	7	0	6	3
	csocial13hrs	3	1-5	371	22	327	19	33	16
	tmrelaxhrs	8	6-10	513	30	583	35	57	27
		13	11-15	366	21	437	26	44	21
		18	16-20	212	12	200	12	22	11
		23	21-25	85	5	74	4	14	7
		28	26-30	56	3	16	1	11	5
		33	More than 30	97	6	33	2	17	9
		Total		1,703	100	1,677	100	204	100
Of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?									
	hTMread14	1	Very little	382	22	23	1	12	6
	ctmread17	2	Some	791	46	439	26	67	35
	reading	3	About half	365	21	664	40	71	35
		4	Most	145	8	487	29	45	21
		5	Almost all	29	2	65	4	6	3
		Total		1,712	100	1,678	100	201	100

Mean Comparisons

Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20



a. Blank cells: NSSE items with no match on BCSSE.

b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2019-NSSE 2020 Combined Report

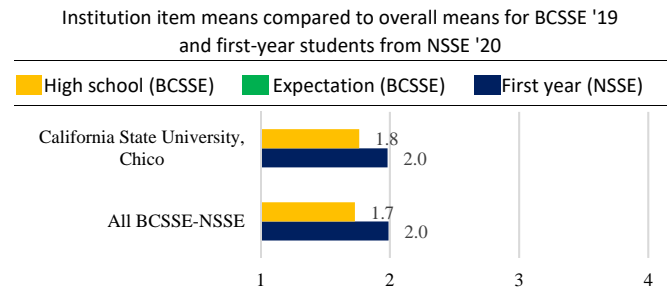
Cross-Sectional Results

California State University, Chico

Frequency Distributions

Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE	
				Count	%	Count	%	Count	%
How often [did you do/do you expect to do/have you done] each of the following?									
a. Came to class without completing readings or assignments	hunprepard unprepared	1	Never	564	34			97	27
		2	Sometimes	995	59			188	54
		3	Often	82	5			45	13
		4	Very often	42	2			22	6
			Total	1,683	100			352	100

Mean Comparisons





BCSSE 2019-NSSE 2020 Combined Report Longitudinal Results

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BCSSE 2019-NSSE 2020 Combined Report

Longitudinal Results

California State University, Chico

This Longitudinal Results report compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. The first longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and, regardless of expected grade, whether their grade expectations were met. The second longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for studying ('16 or more hours/week' or '15 or fewer hours/week') and, regardless of expected study time, whether their study expectations were met.

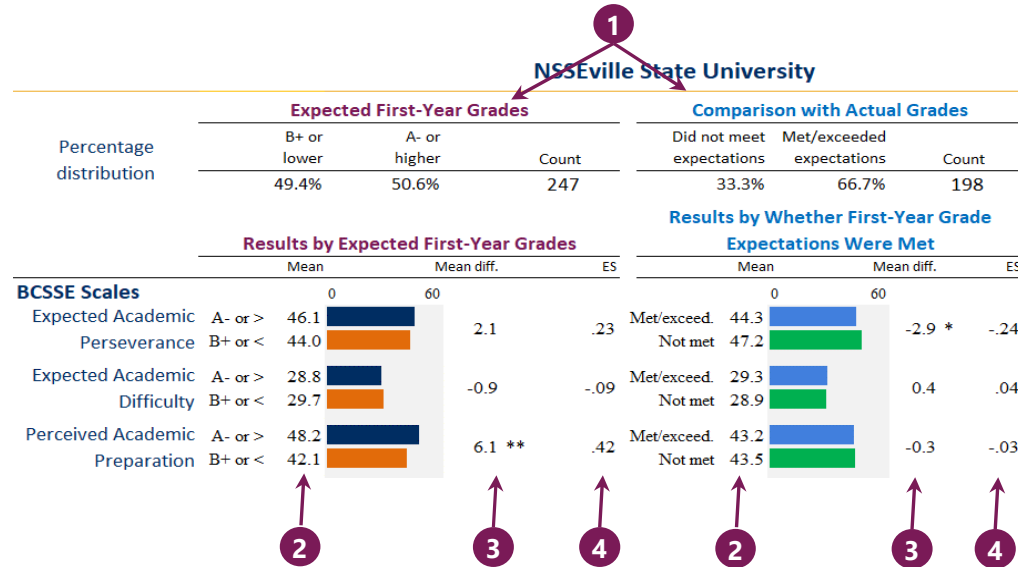
1. Item wording and variable names:

Displays the percentage of students for each group within the expected first-year grades or hours studying per week and comparison with actual grades or study time.

2. Mean: The BCSSE Scales and NSSE EI means reported for each group within Expected First-Year Grades (p.11) and Expected First-Year Study Time (p. 12), as well as means for whether expectations were met. These results allow institutions to better understand the beliefs regarding the pre-college beliefs and first-year engagement.

3. Mean difference and statistical comparison: Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #4) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.

4. Effect size: Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t -tests use Cohen's d . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.



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Analysis by Expected and Actual Grades

California State University, Chico

Percentage distribution	Expected First-Year Grades			Comparison with Actual Grades				
	B+ or lower	A- or higher	Count	Did not meet expectations	Met/exceeded expectations	Count		
	70.1%	29.9%	167	28.0%	72.0%	100		
Results by Whether First-Year Grade Expectations Were Met								
Results by Expected First-Year Grades			Results by Whether First-Year Grade Expectations Were Met					
		Mean	Mean diff.	ES	Mean	Mean diff.	ES	
BCSSE Scales								
Expected Academic Perseverance	A- or >	45.2	2.1	.25	Met/exceed.	43.9	-0.2	-.02
	B+ or <	43.1			Not met	44.1		
Expected Academic Difficulty	A- or >	25.8	-4.6 **	-.49	Met/exceed.	28.8	-0.2	-.02
	B+ or <	30.5			Not met	29.0		
Perceived Academic Preparation	A- or >	45.7	3.4 *	.39	Met/exceed.	41.6	-3.7	-.44
	B+ or <	42.3			Not met	45.2		
Importance of Campus Support	A- or >	46.5	1.2	.13	Met/exceed.	45.2	-1.7	-.20
	B+ or <	45.3			Not met	46.9		
NSSE Engagement Indicators								
Higher-Order Learning	A- or >	34.1	-2.3	-.18	Met/exceed.	37.8	4.7	.36
	B+ or <	36.4			Not met	33.0		
Reflective & Integrative Learning	A- or >	35.7	1.9	.16	Met/exceed.	35.4	2.1	.18
	B+ or <	33.8			Not met	33.3		
Quantitative Reasoning	A- or >	32.1	3.1	.21	Met/exceed.	29.5	-0.7	-.05
	B+ or <	29.0			Not met	30.2		
Learning Strategies	A- or >	38.1	2.4	.17	Met/exceed.	36.7	1.7	.13
	B+ or <	35.8			Not met	35.0		
Collaborative Learning	A- or >	33.6	0.1	.01	Met/exceed.	31.7	-1.1	-.09
	B+ or <	33.5			Not met	32.9		
Discussions with Diverse Others	A- or >	42.4	1.3	.09	Met/exceed.	42.2	4.4	.31
	B+ or <	41.1			Not met	37.8		
Student-Faculty Interaction	A- or >	18.7	0.6	.04	Met/exceed.	18.2	-0.9	-.06
	B+ or <	18.1			Not met	19.1		
Effective Teaching	A- or >	32.6	-4.5	-.37	Met/exceed.	38.0	7.3 **	.60
	B+ or <	37.1			Not met	30.7		
Quality of Interactions	A- or >	43.5	2.3	.18	Met/exceed.	43.0	4.0	.34
	B+ or <	41.2			Not met	38.9		
Supportive Environment	A- or >	36.7	3.1	.24	Met/exceed.	35.2	3.4	.27
	B+ or <	33.6			Not met	31.8		

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Study Time

California State University, Chico

Percentage distribution	Expected First-Year Study Time			Comparison with Actual Study Time					
	15 or fewer hours/week	16 or more hours/week	Count	Did not meet expectations	Met/exceeded expectations	Count			
	40.1%	59.9%	167	55.6%	44.4%	99			
Results by Whether First-Year Study Time Expectations Were Met									
Results by Expected First-Year Study Time			Results by Whether First-Year Study Time Expectations Were Met						
		Mean	Mean diff.	ES			Mean	Mean diff.	ES
BCSSE Scales									
Expected Academic Perseverance	16 or >	44.8	2.1	.25	Met/exceed.	43.9	-0.4	-.04	
	15 or <	42.7			Not met	44.3			
Expected Academic Difficulty	16 or >	29.5	0.7	.07	Met/exceed.	30.7	3.1	.32	
	15 or <	28.8			Not met	27.7			
Perceived Academic Preparation	16 or >	44.5	2.2	.24	Met/exceed.	43.8	1.6	.18	
	15 or <	42.2			Not met	42.2			
Importance of Campus Support	16 or >	46.7	2.2	.25	Met/exceed.	46.6	1.4	.16	
	15 or <	44.5			Not met	45.2			
NSSE Engagement Indicators									
Higher-Order Learning	16 or >	39.3	6.7 **	.52	Met/exceed.	35.0	-4.4	-.33	
	15 or <	32.6			Not met	39.4			
Reflective & Integrative Learning	16 or >	37.3	5.2 *	.44	Met/exceed.	32.5	-5.9 *	-.52	
	15 or <	32.1			Not met	38.4			
Quantitative Reasoning	16 or >	32.0	2.4	.16	Met/exceed.	28.9	-3.8	-.25	
	15 or <	29.5			Not met	32.7			
Learning Strategies	16 or >	38.5	4.2	.32	Met/exceed.	36.2	-1.0	-.07	
	15 or <	34.3			Not met	37.2			
Collaborative Learning	16 or >	35.6	4.9 *	.35	Met/exceed.	33.4	0.9	.07	
	15 or <	30.7			Not met	32.5			
Discussions with Diverse Others	16 or >	42.8	2.3	.16	Met/exceed.	40.3	-3.1	-.22	
	15 or <	40.5			Not met	43.4			
Student-Faculty Interaction	16 or >	20.4	2.8	.18	Met/exceed.	17.5	-4.3	-.29	
	15 or <	17.6			Not met	21.8			
Effective Teaching	16 or >	35.7	-1.3	-.10	Met/exceed.	34.2	-4.7	-.38	
	15 or <	37.0			Not met	38.8			
Quality of Interactions	16 or >	42.8	2.2	.18	Met/exceed.	40.9	-1.1	-.08	
	15 or <	40.5			Not met	42.0			
Supportive Environment	16 or >	34.8	-0.1	-.01	Met/exceed.	32.0	-5.2 *	-.41	
	15 or <	34.9			Not met	37.2			

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

Doctorate-Granting Universities

Auburn University	University of South Florida
Augusta University	University of St. Thomas
Emory University	University of Toronto ^{c,d}
Illinois State University	University of Vermont
University of North Carolina at Charlotte	University of Wisconsin-Milwaukee

Master's Colleges and Universities

Bentley University	Keuka College
Bowie State University	Midland University
California Lutheran University	Minnesota State University, Mankato
California State University, Chico	Neumann University
California State University, Fullerton	New England College ^c
California State University, Monterey Bay ^c	Nicholls State University
California State University, Sacramento	Northern Vermont University ^c
California State University-Bakersfield	Pacific Lutheran University
California State University-Channel Islands	Ramapo College of New Jersey
California State University-Dominguez Hills	Salve Regina University
California State University-Stanislaus	San Francisco State University
College of Our Lady of the Elms	Sierra Nevada College ^c
Concordia University Texas ^c	Southern Connecticut State University
Converse College	Southern New Hampshire University
CUNY Bernard M Baruch College	Stockton University
Dominican College of Blauvelt ^c	Texas A&M University-Texarkana
Drury University	Texas A&M University-San Antonio ^c
Emporia State University	University of New Haven
Fontbonne University	University of North Georgia
Framingham State University ^c	University of South Florida-St. Petersburg
Holy Family University	University of Wisconsin-Green Bay

Baccalaureate Colleges and Special Focus Institutions

Alma College	Moravian College
Babson College ^b	Muhlenberg College
Beloit College	Olin College of Engineering ^b
Bethany College	Pitzer College
Bridgewater College	Presentation College ^{b,c}
California State University Maritime Academy	Rhodes College
Catawba College	Saint Mary's University ^d
Central Methodist University	San Diego State University-Imperial Valley Campus ^{b,c}
Drew University	Stonehill College
Elizabethtown College	University of New Brunswick ^d
Franciscan Missionaries of Our Lady University ^{b,c}	University of Providence ^c
Grinnell College	University of Puget Sound
Holy Cross College, Notre Dame, IN	University of South Carolina Aiken
Juniata College	University of the Sciences ^b
Kenyon College	University of the Virgin Islands ^c
LaGrange College	University of Wisconsin-Parkside
Lincoln College ^b	Warren Wilson College
Linfield College-McMinnville Campus	William Jewell College
Luther College	Young Harris College
Meredith College	

a. For information on the Carnegie Classifications, see: carnegieclassifications.iu.edu

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only.

d. Canadian institution