



BCSSE 2017-NSSE 2018 Combined Report

Universidad Adventista de las Antillas

The BCSSE 2017-NSSE 2018 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 2017 and NSSE 2018 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 presenting your BCSSE-NSSE 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. 7) | Compares BCSSE 2017 and NSSE 2018 results for students who completed both surveys, making it possible to examine the first-year experience by mapping BCSSE Scales against their corresponding NSSE Engagement Indicators (EIs), and analyzing how well students – toward the end of the first year in college – have met, exceeded, or fallen behind the benchmarks they set from high school. |
| Participating Institutions (p. 8) | A complete list of institutions by Basic Carnegie type included in this report. |

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

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 2017-NSSE 2018 Population and Respondents

| | Count |
|---|-------|
| BCSSE 2017 respondents (cross-sectional data) | 119 |
| First-year students included in NSSE 2018 population file ^a | 297 |
| BCSSE 2017 respondents identified in the NSSE 2018 population file ^a | 102 |
| BCSSE 2017 respondents invited to participate in NSSE 2018 ^b | 88 |
| NSSE 2018 first-year respondents | 85 |
| BCSSE 2017-NSSE 2018 matched respondents (longitudinal data) ^a | 32 |

Respondent Characteristics

| | Cross-sectional (%) | | Longitudinal (%) |
|--|---------------------|-------------------|-------------------------|
| | BCSSE ^c | NSSE ^d | BCSSE-NSSE ^e |
| Gender | | | |
| Man | 38 | 43 | -- |
| Woman | 60 | 57 | -- |
| Another gender identity | 0 | 0 | -- |
| Prefer not to respond | 3 | 0 | -- |
| Race/ethnicity (Select all that apply.) | | | |
| American Indian or Alaska Native | 0 | 1 | -- |
| Asian | 0 | 1 | -- |
| Black or African American | 0 | 3 | -- |
| Hispanic or Latino | 89 | 85 | -- |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | -- |
| White | 1 | 0 | -- |
| Other | 3 | 2 | -- |
| Multiracial | 4 | 8 | -- |
| I prefer not to respond | 3 | 0 | -- |
| Enrollment status | | | |
| Full-time | 91 | 94 | -- |
| Less than full-time | 9 | 6 | -- |

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 2017 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2018 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2017 and NSSE 2018.



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Longitudinal Results

Universidad Adventista de las Antillas

TO: Selected BCSSE Participating Institutions

FROM: Alexander C. McCormick, NSSE Director
James Cole, BCSSE Project Manager

RE: Your BCSSE 2017-NSSE 2018 Combined Report

An important part of the BCSSE project is the ability to examine the relationship between (1) high school engagement and expectations for engagement during college, as measured at college entry by BCSSE, and (2) actual engagement during the first college year, 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 twenty-four 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 the following BCSSE survey information: last name, first and middle initial, home ZIP code, and gender. 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/links/projectservices

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

| | |
|--------------------------------|--|
| Auburn University | Pace University |
| Augusta University | St. John Fisher College |
| East Carolina University | The University of North Carolina at Greensboro |
| George Mason University | University of Denver |
| Indiana University Bloomington | University of Louisiana Monroe |
| Oklahoma State University | University of North Carolina at Charlotte |

Master's Colleges and Universities

| | |
|---|---|
| Alfred University | Northern Kentucky University |
| Avila University ^c | Pfeiffer University |
| California State University-Channel Islands | Ramapo College of New Jersey |
| Capital University | Rider University |
| College of Our Lady of the Elms ^c | Shippensburg University of Pennsylvania |
| Concordia University Texas ^c | Sierra Nevada College ^c |
| Converse College | Silver Lake College of the Holy Family |
| Coppin State University ^c | Southeastern Louisiana University |
| Eastern Connecticut State University ^c | Stockton University |
| Elmhurst College ^c | Texas A&M University - Texarkana ^c |
| Fontbonne University | Trinity University |
| Framingham State University | University of North Georgia |
| Gwynedd Mercy University ^c | University of Saint Mary ^c |
| Hardin-Simmons University ^c | University of the Virgin Islands ^c |
| Indiana University East ^c | University of West Alabama |
| Langston University ^c | Washington Adventist University ^c |
| Mount St. Joseph University | Wentworth Institute of Technology |
| Nicholls State University | West Virginia Wesleyan College |

**Baccalaureate Colleges and Special Focus
Institutions**

| | |
|--|---|
| Bloomfield College ^c | Rose-Hulman Institute of Technology ^b |
| Bridgewater College | Scripps College |
| Catawba College | Shawnee State University ^c |
| Central Methodist University ^c | St. Olaf College |
| Centre College | Stonehill College |
| Edward Waters College ^c | The University of Montana-Western |
| Emmanuel College | Thiel College |
| Franciscan Missionaries of Our Lady University ^{bc} | Union College |
| Goldey-Beacom College ^{bc} | Universidad Adventista de las Antillas ^c |
| Indiana University Kokomo | University of Providence ^c |
| Lincoln College ^c | Ursinus College |
| Moravian College | Wabash College |
| Oglethorpe University | Whittier College |
| Olin College of Engineering ^b | William Jewell College |
| Pitzer College | Wofford 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.