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# BCSSE 2018-NSSE 2019 Combined Report

Universidad Adventista de las Antillas

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The BCSSE 2018-NSSE 2019 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 2018 and NSSE 2019 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 2018 and NSSE 2019 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: [bcse.indiana.edu](http://bcse.indiana.edu)

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: [nsse.indiana.edu/links/IR](http://nsse.indiana.edu/links/IR)

#### 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 2018-NSSE 2019 Population and Respondents

	Count
BCSSE 2018 respondents (cross-sectional data)	151
First-year students included in NSSE 2019 population file <sup>a</sup>	346
BCSSE 2018 respondents identified in the NSSE 2019 population file <sup>a</sup>	133
BCSSE 2018 respondents invited to participate in NSSE 2019 <sup>b</sup>	132
NSSE 2019 first-year respondents	90
BCSSE 2018-NSSE 2019 matched respondents (longitudinal data) <sup>a</sup>	37

#### Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE <sup>c</sup>	NSSE <sup>d</sup>	BCSSE-NSSE <sup>e</sup>
<b>Gender</b>			
Man	40	38	--
Woman	56	62	--
Another gender identity	0	0	--
Prefer not to respond	4	0	--
<b>Race/ethnicity</b>			
American Indian or Alaska Native	0	3	--
Asian	1	0	--
Black or African American	1	0	--
Hispanic or Latino	79	87	--
Middle Eastern or N. African (NSSE 2019)	n/a	0	--
Native Hawaiian or Other Pacific Islander	0	0	--
White	1	4	--
Another race or ethnicity (NSSE 2019)	n/a	0	--
Other (BCSSE 2018)	4	n/a	n/a
Multiracial	9	0	--
I prefer not to respond	4	3	--
<b>Enrollment status</b>			
Full-time	91	87	--
Less than full-time	9	13	--

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 2018 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2019 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2018 and NSSE 2019.

# BCSSE 2018-NSSE 2019 Combined Report

## Cross-Sectional Results Universidad Adventista de las Antillas

		BCSSE <sup>a</sup>		Expected First-Year		NSSE <sup>b</sup>	
		High School Count	%	Count	%	First-Year Count	%
<b>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?</b>							
Up to 5 pages	None	9	7			8	11
	1-2	26	19			16	22
	3-5	51	37			24	33
	More than 5	51	37			25	34
	Total	137	100			73	100
Between 6 and 10 pages	None	39	29			22	31
	1-2	42	31			22	30
	3-5	23	17			19	26
	More than 5	32	24			10	13
	Total	136	100			73	100
11 pages or more	None	74	56			36	50
	1-2	31	23			18	26
	3-5	12	9			12	14
	More than 5	16	12			7	11
	Total	133	100			73	100
<b>How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?</b>							
Preparing for class (studying, doing homework, rehearsing, etc.)	None	6	4	1	1	1	2
	1-10	100	71	62	43	37	56
	11-20	25	18	49	34	23	31
	More than 20	10	7	31	22	9	12
	Total	141	100	143	100	70	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	32	23	40	29	30	43
	1-10	74	54	77	56	34	48
	11-20	20	15	10	7	5	7
	More than 20	11	8	11	8	1	2
	Total	137	100	138	100	70	100
Relaxing and socializing (watching TV, partying, etc.)	None	4	3	7	5	7	10
	1-10	81	57	84	60	42	59
	11-20	22	16	25	18	14	22
	More than 20	34	24	25	18	6	9
	Total	141	100	141	100	69	100
Working for pay	None	85	61	51	36	29	42
	1 or more	55	39	89	64	40	58
	Total	140	100	140	100	69	100
<b>How often [did you do/do you expect to do/have you done] each of the following?</b>							
Come to class without completing readings or assignments	Never/Sometimes	116	82	114	83	76	89
	Often/Very often	25	18	24	17	10	11
	Total	141	100	138	100	86	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	79	57	66	49	37	42

	Often/Very often	59	43	70	51	51	58
	Total	138	100	136	100	88	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	82	59			39	50
	Often/Very often	57	41			34	50
	Total	139	100			73	100
	Never/Sometimes	89	64			40	54
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Often/Very often	49	36			32	46
	Total	138	100			72	100
	Never/Sometimes	98	70			46	63
Evaluate what others have concluded from numerical information	Often/Very often	42	30			26	37
	Total	140	100			72	100
	Never/Sometimes	58	42			23	31
Identify key information from reading assignments	Often/Very often	81	58			50	69
	Total	139	100			73	100
	Never/Sometimes	42	30			21	29
Review your notes after class	Often/Very often	99	70			52	71
	Total	141	100			73	100
	Never/Sometimes	59	42			24	33
Summarize what you learned in class or from course materials	Often/Very often	80	58			49	67
	Total	139	100			73	100
	Never/Sometimes	84	60			45	55
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Often/Very often	57	40			35	45
	Total	141	100			80	100
	Never/Sometimes	63	46			29	35
Examine the strengths and weaknesses of your own views on a topic or issue	Often/Very often	75	54			51	65
	Total	138	100			80	100
	Never/Sometimes	51	36			25	30
Try to better understand someone else's views by imagining how an issue looks from their perspective	Often/Very often	89	64			55	70
	Total	140	100			80	100
	Never/Sometimes			69	50	54	63
Ask another student to help you understand course material	Often/Very often			69	50	34	37
	Total			138	100	88	100
	Never/Sometimes			55	41	45	54
Explain course material to one or more students	Often/Very often			80	59	42	46
	Total			135	100	87	100

#### 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			47	34	47	55
	Often/Very often			91	66	38	45
	Total			138	100	85	100
Work with other students on course projects or assignments	Never/Sometimes			55	40	46	54
	Often/Very often			81	60	39	46
	Total			136	100	85	100
Talk about career plans with a faculty member	Never/Sometimes			78	57	52	67
	Often/Very often			59	43	27	33
	Total			137	100	79	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			99	71	62	79
	Often/Very often			40	29	17	21
	Total			139	100	79	100

Discuss your academic performance with a faculty member	Never/Sometimes	79	59	59	77
	Often/Very often	56	41	18	23
	Total	135	100	77	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes	87	64	63	81
	Often/Very often	49	36	15	19
	Total	136	100	78	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	41	30	25	33
	Often/Very often	96	70	48	67
	Total	137	100	73	100
People from an economic background other than your own	Never/Sometimes	53	39	24	34
	Often/Very often	83	61	49	66
	Total	136	100	73	100
People with religious beliefs other than your own	Never/Sometimes	45	33	18	27
	Often/Very often	90	67	54	73
	Total	135	100	72	100
People with political views other than your own	Never/Sometimes	60	44	27	38
	Often/Very often	76	56	46	62
	Total	136	100	73	100

<b>Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)</b>	Yes	122	91	56	80
	No, Uncertain, or Not sure	12	9	13	20
	Total	134	100	69	100

**Self-reported or expected grades**

A- or higher	69	46	99	73	38	56
B+ or B	61	41	32	24	19	26
B- or lower	19	13	4	3	11	17
Grades not used (BCSSE only)	0	0	0	0	na	na
Total	149	100	135	100	68	100



# BCSSE 2018-NSSE 2019 Combined Report

Longitudinal Results

Universidad Adventista de las Antillas

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TO: Selected BCSSE Participating Institutions

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

RE: Your BCSSE 2018-NSSE 2019 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](https://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.

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### Doctorate-Granting Universities

Auburn University	St. John Fisher College
Augusta University	Texas A&M University - Corpus Christi
Bowling Green State University	The New School
Illinois State University	The University of Tennessee, Knoxville
Indiana State University	University of Missouri-St. Louis
Maryville University of Saint Louis	University of North Florida
Mercer University	Wingate University
Missouri State University	Wright State University
Seattle Pacific University	

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### Master's Colleges and Universities

Arkansas Tech University	Rocky Mountain College
Bentley University	Shawnee State University
Carroll University	Southern Connecticut State University
Central Connecticut State University	Springfield College
College of Charleston	St. Bonaventure University
College of Our Lady of the Elms	Texas A&M University - Texarkana
Concordia College New York <sup>c</sup>	The College of Saint Rose
Coppin State University <sup>c</sup>	Tuskegee University
Dominican University of California	University of Puerto Rico-Mayaguez
Framingham State University	University of Saint Mary <sup>c</sup>
Grambling State University	University of West Alabama
Hardin-Simmons University	University of Wisconsin-Green Bay
Lebanon Valley College	Virginia State University
Marian University	Washington Adventist University <sup>c</sup>
Rider University	

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### Baccalaureate Colleges and Special Focus Institutions

Birmingham-Southern College	Pitzer College
Bloomfield College <sup>c</sup>	Redeemer University College <sup>d</sup>
Catawba College	Saint Anselm College
Dean College	St. Mary's College of Maryland
Flagler College	Stonehill College
Gustavus Adolphus College	Universidad Adventista de las Antillas <sup>c</sup>
Illinois Wesleyan University	University of South Carolina Beaufort
Lincoln College <sup>c</sup>	Washington College
Moravian College	William Jewell College
Northwood University <sup>b</sup>	Wisconsin Lutheran College
Olin College of Engineering <sup>b</sup>	Wofford College

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a. For information on the Carnegie Classifications, see: [carnegieclassifications.iu.edu](http://carnegieclassifications.iu.edu)

b. Basic Carnegie Classification: Special focus institutions.

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

d. Canadian Institution