



---

# BCSSE 2017-NSSE 2018 Combined Report

University of the Virgin Islands

---

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: [bcse.indiana.edu](http://bcse.indiana.edu)

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: [nsse.indiana.edu/html/engagement\\_indicators.cfm](http://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)	100
First-year students included in NSSE 2018 population file <sup>a</sup>	594
BCSSE 2017 respondents identified in the NSSE 2018 population file <sup>a</sup>	76
BCSSE 2017 respondents invited to participate in NSSE 2018 <sup>b</sup>	63
NSSE 2018 first-year respondents	111
BCSSE 2017-NSSE 2018 matched respondents (longitudinal data) <sup>a</sup>	33

## Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE <sup>c</sup>	NSSE <sup>d</sup>	BCSSE-NSSE <sup>e</sup>
<b>Gender</b>			
Man	37	33	--
Woman	62	66	--
Another gender identity	0	1	--
Prefer not to respond	2	0	--
<b>Race/ethnicity (Select all that apply.)</b>			
American Indian or Alaska Native	0	1	--
Asian	2	0	--
Black or African American	76	66	--
Hispanic or Latino	5	7	--
Native Hawaiian or Other Pacific Islander	0	0	--
White	2	3	--
Other	2	2	--
Multiracial	10	14	--
I prefer not to respond	3	7	--
<b>Enrollment status</b>			
Full-time	97	86	--
Less than full-time	3	14	--

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.

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	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	11			11	12
	1-2	14	17			11	10
	3-5	34	41			38	37
	More than 5	25	30			42	41
	Total	82	100			102	100
Between 6 and 10 pages	None	29	40			34	36
	1-2	19	26			32	31
	3-5	15	21			21	21
	More than 5	10	14			12	12
	Total	73	100			99	100
11 pages or more	None	53	72			77	76
	1-2	10	14			6	7
	3-5	3	4			6	5
	More than 5	8	11			11	12
	Total	74	100			100	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	1	1	1	1	2	2
	1-10	55	71	33	47	51	55
	11-20	14	18	24	34	24	26
	More than 20	8	10	12	17	16	17
	Total	78	100	70	100	93	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	17	22	12	18	43	46
	1-10	38	49	41	61	33	37
	11-20	13	17	9	13	10	11
	More than 20	9	12	5	7	5	6
	Total	77	100	67	100	91	100
Relaxing and socializing (watching TV, partying, etc.)	None	4	5	4	6	12	15
	1-10	52	67	46	69	46	51
	11-20	14	18	16	24	12	13
	More than 20	8	10	1	1	19	21
	Total	78	100	67	100	89	100
Working for pay	None	46	61	22	33	46	52
	1 or more	30	39	45	67	43	48
	Total	76	100	67	100	89	100

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

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

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
<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	75	94	63	97	91	81
	Often/Very often	5	6	2	3	19	19
	Total	80	100	65	100	110	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	41	53	23	35	53	49
	Often/Very often	37	47	43	65	57	51
	Total	78	100	66	100	110	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	38	49			52	52
	Often/Very often	40	51			49	48
	Total	78	100			101	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	51	66			55	55
	Often/Very often	26	34			47	45
	Total	77	100			102	100
Evaluate what others have concluded from numerical information	Never/Sometimes	48	62			60	60
	Often/Very often	30	38			38	40
	Total	78	100			98	100
Identify key information from reading assignments	Never/Sometimes	18	24			22	24
	Often/Very often	57	76			75	76
	Total	75	100			97	100
Review your notes after class	Never/Sometimes	24	32			33	34
	Often/Very often	52	68			65	66
	Total	76	100			98	100
Summarize what you learned in class or from course materials	Never/Sometimes	33	43			40	44
	Often/Very often	44	57			54	56
	Total	77	100			94	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	43	57			57	55
	Often/Very often	32	43			50	45
	Total	75	100			107	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	29	39			33	31
	Often/Very often	46	61			73	69
	Total	75	100			106	100
Try to better understand someone else's views by imagining how an issue looks from their perspective	Never/Sometimes	18	24			26	26
	Often/Very often	58	76			82	74
	Total	76	100			108	100
Ask another student to help you understand course material	Never/Sometimes			24	38	57	52
	Often/Very often			40	63	52	48
	Total			64	100	109	100
Explain course material to one or more students	Never/Sometimes			23	35	41	36
	Often/Very often			43	65	68	64
	Total			66	100	109	100

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

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

		BCSSE <sup>a</sup>				NSSE <sup>b</sup>	
		High School		Expected First-Year		First-Year	
		Count	%	Count	%	Count	%
<b>How often [do you expect to do/have you done] each of the following?</b>							
Prepare for exams by discussing or working through course material with other students	Never/Sometimes			13	20	51	46
	Often/Very often			53	80	58	54
	Total			66	100	109	100
Work with other students on course projects or assignments	Never/Sometimes			16	24	47	45
	Often/Very often			50	76	61	55
	Total			66	100	108	100
Talk about career plans with a faculty member	Never/Sometimes			29	44	66	62
	Often/Very often			37	56	40	38
	Total			66	100	106	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			36	55	82	78
	Often/Very often			30	45	25	22
	Total			66	100	107	100
Discuss your academic performance with a faculty member	Never/Sometimes			26	40	64	61
	Often/Very often			39	60	43	39
	Total			65	100	107	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			34	52	75	72
	Often/Very often			32	48	30	28
	Total			66	100	105	100
<b>About how often [do you expect to have/have you had] discussions with people from the following groups?</b>							
People of a race or ethnicity other than your own	Never/Sometimes			17	26	35	36
	Often/Very often			48	74	66	64
	Total			65	100	101	100
People from an economic background other than your own	Never/Sometimes			16	25	36	38
	Often/Very often			49	75	61	62
	Total			65	100	97	100
People with religious beliefs other than your own	Never/Sometimes			18	28	35	35
	Often/Very often			47	72	65	65
	Total			65	100	100	100
People with political views other than your own	Never/Sometimes			19	29	42	42
	Often/Very often			46	71	57	58
	Total			65	100	99	100
<b>Do you expect to graduate from this institution? (BCSSE)/ Do you intend to return to this institution next year? (NSSE)</b>	Yes			44	73	69	75
	No, Uncertain, or Not sure			16	27	21	25
	Total			60	100	90	100
<b>Self-reported or expected grades</b>							
	A- or higher	40	41	39	66	37	42
	B+ or B	44	45	19	32	30	34
	B- or lower	13	13	1	2	20	24
	Grades not used (BCSSE only)	1	1	0	0	na	na
	Total	98	100	59	100	87	100

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

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

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](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.

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

### Baccalaureate Colleges and Special Focus Institutions

---

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

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

b. Basic Carnegie Classification: Special focus institutions.

c. Institutions included in the cross-sectional analysis only