



**National Survey
of Student Engagement**

Western Carolina University

BCSSE 2007-NSSE 2008 Combined Report
Cross-Sectional and Longitudinal Results
August 2008

The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2007 and NSSE 2008 administrations (in contrast to the longitudinal results which contain only *matched* data). These data provide the best estimates of your first-year students' pre-college characteristics and of your students' engagement during their first year. By presenting your BCSSE-NSSE cross-sectional results side-by-side, you can identify areas of correspondence as well as gaps in engagement to develop a better understanding of the first-year student experience.

Variables

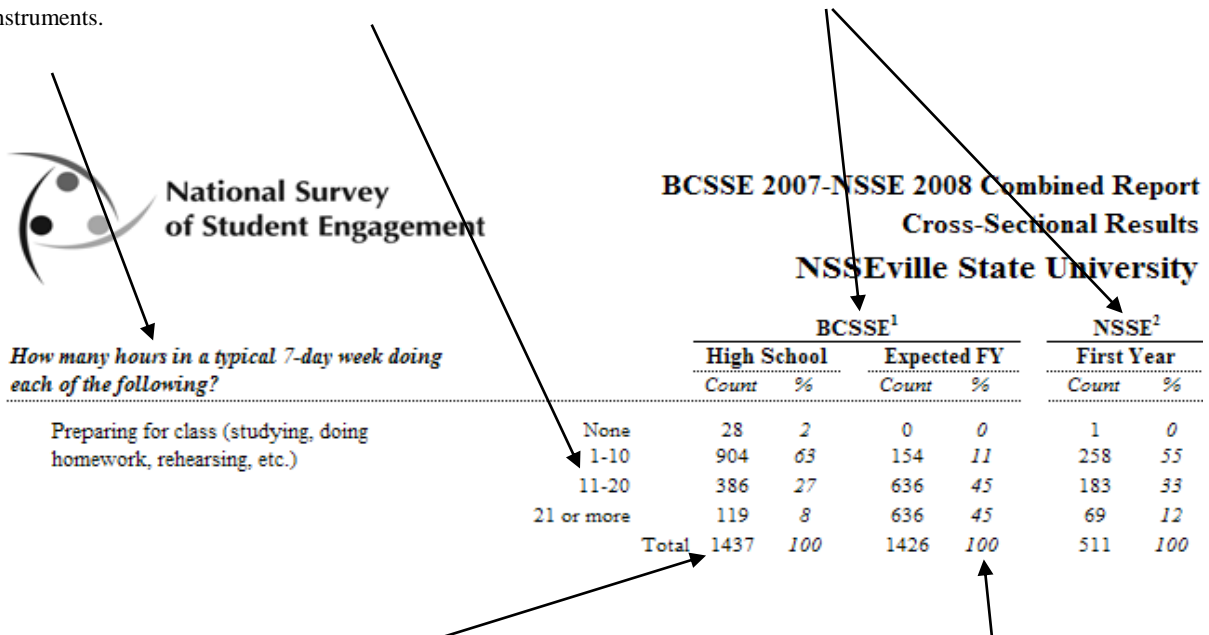
The items from the BCSSE and NSSE surveys appear in the left column of the report with same or similar wording as they appear on the instruments.

Response Options

Response options presented on the survey were collapsed into fewer categories for reporting purposes.

Data Source

These columns present the unweighted BCSSE 2007 frequencies and the weighted NSSE 2008 frequencies. BCSSE includes questions about the students high school academic engagement and their expected first year engagement.



National Survey of Student Engagement

How many hours in a typical 7-day week doing each of the following?

	BCSSE ¹				NSSE ²		
	High School		Expected FY		First Year		
	Count	%	Count	%	Count	%	
Preparing for class (studying, doing homework, rehearsing, etc.)	None	28	2	0	0	1	0
	1-10	904	63	154	11	258	55
	11-20	386	27	636	45	183	33
	21 or more	119	8	636	45	69	12
	Total	1437	100	1426	100	511	100

Count

The actual number of students who answered within each response category.

Column Percentage (%)

The percentage of students responding to the particular option in each question.



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Cross-Sectional Results
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<i>How many hours in a typical 7-day week doing each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Preparing for class (studying, doing homework, rehearsing, etc.)	None	15	4	1	0	0	0
	1-10	287	76	117	31	70	41
	11-20	68	18	187	50	76	43
	More than 20	8	2	68	18	31	16
	Total	378	100	373	100	177	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	33	9	38	10	62	33
	1-10	158	42	208	56	82	47
	11-20	124	33	88	24	25	15
	More than 20	64	17	39	10	8	5
	Total	379	100	373	100	177	100
Working for pay	No	115	31	200	54	98	56
	Yes	262	69	171	46	77	44
	Total	377	100	371	100	175	100
Relaxing and socializing (watching TV, partying, etc.)	None	6	2	3	1	1	0
	1-10	179	48	198	53	106	59
	11-20	123	33	133	36	44	27
	More than 20	68	18	40	11	23	14
	Total	376	100	374	100	174	100
<i>How often did you do or expect to do each of the following?</i>							
Asked questions in class or contributed to class discussions	Never/Sometimes	98	26	90	24	53	24
	Often/Very often	278	74	283	76	164	76
	Total	376	100	373	100	217	100
Made a class presentation	Never/Sometimes	179	48	134	36	92	42
	Often/Very often	195	52	238	64	125	58
	Total	374	100	372	100	217	100
Came to class without completing readings or assignments	Never/Sometimes	314	84			180	84
	Often/Very often	61	16			33	16
	Total	375	100			213	100
Discussed grades or assignments with a teacher/instructor	Never/Sometimes	173	46	136	36	70	37
	Often/Very often	200	54	239	64	121	63
	Total	373	100	375	100	191	100
Worked with other students on projects during class	Never/Sometimes	126	34	149	40	106	48
	Often/Very often	247	66	224	60	111	52
	Total	373	100	373	100	217	100

¹ Blank cells indicate BCSSE items with no similar item on NSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report.



National Survey of Student Engagement

BCSSE 2007-NSSE 2008 Combined Report Cross-Sectional Results Western Carolina University

<i>How often did you do or expect to do each of the following?</i>		BCSSE ¹				NSSE ²	
		High School		Expected FY		First Year	
		Count	%	Count	%	Count	%
Worked with classmates outside of class to prepare class assignments	Never/Sometimes	280	74	163	43	109	50
	Often/Very often	96	26	212	57	107	50
	Total	376	100	375	100	216	100
Prepared two or more drafts of a paper or assignment before turning it in	Never/Sometimes	235	63			54	25
	Often/Very often	141	38			163	75
	Total	376	100			217	100
Had serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	176	47	160	43	87	44
	Often/Very often	198	53	213	57	103	56
	Total	374	100	373	100	190	100
Discussed ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	271	72	225	61	129	68
	Often/Very often	103	28	144	39	61	32
	Total	374	100	369	100	190	100
Discussed ideas from your readings or classes with others outside of class (students, etc.)	Never/Sometimes	218	58	163	44	75	40
	Often/Very often	157	42	210	56	115	60
	Total	375	100	373	100	190	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	181	48			88	47
	Often/Very often	194	52			102	53
	Total	375	100			190	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	184	49	148	40	74	38
	Often/Very often	191	51	224	60	115	62
	Total	375	100	372	100	189	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			37	10	17	8
	Often/Very often			336	90	200	92
	Total			373	100	217	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			136	36	73	39
	Often/Very often			237	64	118	61
	Total			373	100	191	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			117	31	59	32
	Often/Very often			255	69	131	68
	Total			372	100	190	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			254	68	142	73
	Often/Very often			117	32	48	27
	Total			371	100	190	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			113	30	65	36
	Often/Very often			259	70	116	64
	Total			372	100	181	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			94	25	60	32
	Often/Very often			280	75	122	68
	Total			374	100	182	100
Grades	A or A-	146	39	163	44	82	45
	B or B+	126	34	165	44	54	33
	B- or lower	103	27	45	12	34	22
	Total	375	100	373	100	170	100

¹ Blank cells indicate BCSSE items with no similar item on NSSE.

² Weighted NSSE frequencies. See Frequency Distributions in the NSSE section of this report.



The longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2007 and NSSE 2008 surveys. The purpose of this report is to analyze the relationships between incoming student characteristics and their reported engagement near the end of their first year. With longitudinal data, you can more effectively identify how students with varying levels of pre-college characteristics were actually engaged during their first year of college.

Six BCSSE scales and four NSSE benchmarks in the longitudinal data are categorized into quartile ranges based on the lower 25 percent (Low25), the middle 50 percent (Mid50), and the upper 25 percent (Top25) of respondents.

BCSSE Scales

The following BCSSE scales were constructed by converting the responses for each item to a 0-10 range. A mean scale score was then calculated for each student. Below is a brief description of each scale with the component BCSSE items in parentheses.

<i>High School Academic Engagement</i>	Student engagement in educationally relevant activities during the last year of high school. (hreadasg, hwrite5, hwrite5m, hacadpr, hclquest, hclprese, hfacgrad, hclassgr, hoccgrp, hrewropa, hfacidea, hoocidea)
<i>Expected First-Year Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Academic Perseverance</i> ¹	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected First-Year Academic Difficulty</i>	Expected academic difficulty during the first year of college. (clearnma, cmantime, cgethelp, cintfac)
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation. (cgnwrite, cgnspeak, cgnanaly, cgnquant, cgncompt, cgnother, cgningq)
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment. (cenvscho, cenvsupr, cenvdivr, cenvnaca, cenvsoca, cenveven)

NSSE Benchmarks

Also included in this report are four of the five NSSE Benchmarks of Effective Educational Practice.²

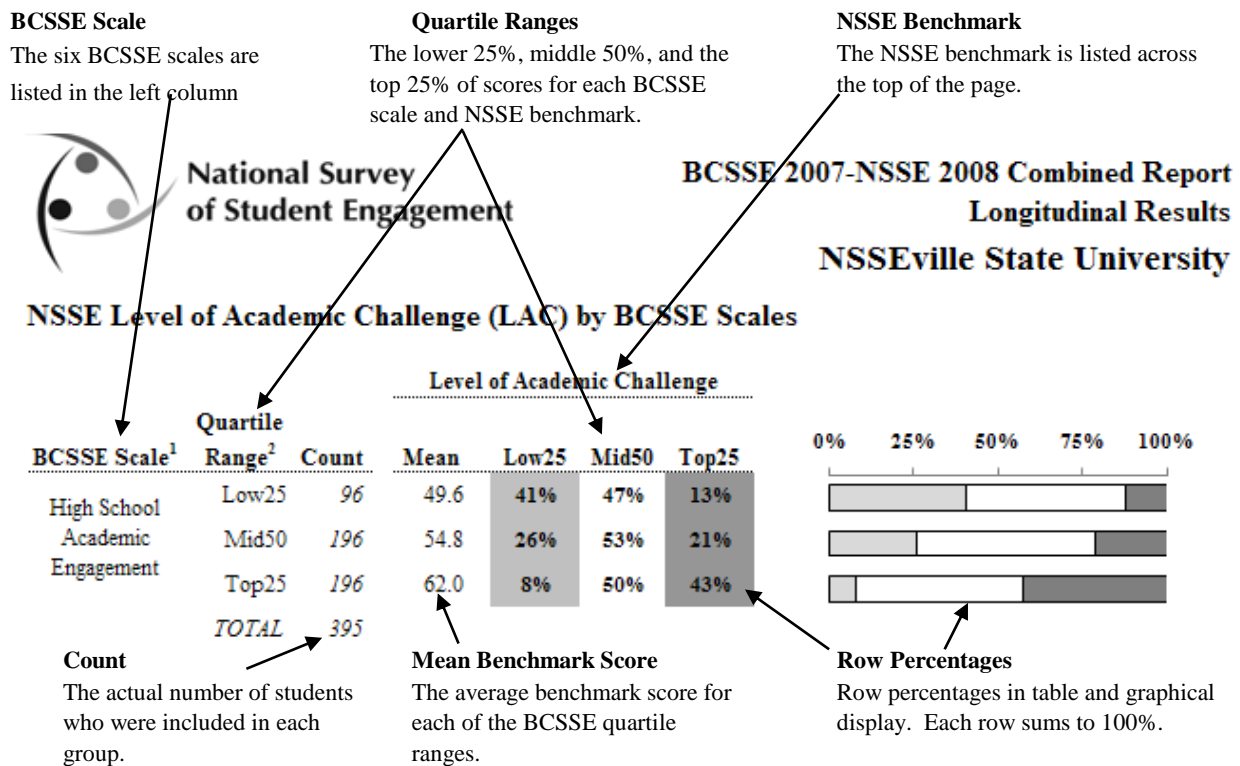
<i>Level of Academic Challenge (adjusted)</i>	Engagement in intellectually challenging and creative work. (readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol)
<i>Active & Collaborative Learning:</i>	Engagement in collaborative learning and learning in different settings. (clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas)
<i>Student-Faculty Interaction</i>	Student engagement with faculty as role models and mentors. (facgrade, facideas, facplans, facfeed, facother, resrch04)
<i>Supportive Campus Environment</i>	Quality of campus environment to support student success. (envsocal, envsuprt, envnacad, envstu, envfac, envadm)

¹ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.

² The benchmark "Enriching Educational Experiences" is not included in this section of the report given that it measures the participation in many activities not typically completed by first-year students (internships, capstone courses, study abroad, etc).



In the example below (NSSEville State), students who scored in the lower 25% ("Low25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge benchmark score of 49.6. Of these students, 41% ended the year in the lower 25% on Level of Academic Challenge, while only 13% of these students were in the top 25%. By comparison, 8% of the students in the top 25% on High School Academic Engagement were in the lower 25% and 43% were the top 25% for Level of Academic Challenge.



How might NSSEville State use the BCSSE-NSSE Longitudinal Results?

There are many meaningful ways to use these data and results. One way NSSEville State could raise student participation in academically challenging activities is to work with their first-year students who are in the bottom 25% for high school engagement, stressing to them the importance, value, and benefits of engaging in academically challenging activities. NSSEville State may be concerned that 8% of their incoming first-year students who reported high levels of high school academic engagement are actually engaged in the bottom 25% of their class in academic challenge. Using the BCSSE-NSSE raw matched data as well as other available institutional data, NSSEville may want to learn more about these students and devise ways to facilitate engagement of similar first-year students in the future. Other information collected from students during the admission and advising processes, as well as in the first few weeks of classes, can also inform program and institution-level assessment.



NSSE Level of Academic Challenge (LAC) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Level of Academic Challenge				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	13	47.0	46%	54%	0%	
	Mid50	27	55.8	19%	52%	30%	
	Top25	12	59.2	17%	33%	50%	
	TOTAL	52					
Expected Academic Engagement	Low25	13	48.5	38%	62%	0%	
	Mid50	25	53.5	24%	48%	28%	
	Top25	13	61.3	15%	31%	54%	
	TOTAL	51					
Academic Perseverance ³	Low25	12	52.8	25%	50%	25%	
	Mid50	25	52.9	32%	44%	24%	
	Top25	15	58.1	13%	53%	33%	
	TOTAL	52					
Expected Academic Difficulty	Low25	15	52.3	27%	47%	27%	
	Mid50	22	52.7	32%	50%	18%	
	Top25	15	58.8	13%	47%	40%	
	TOTAL	52					
Academic Preparation	Low25	13	49.0	38%	46%	15%	
	Mid50	26	55.5	23%	42%	35%	
	Top25	13	57.5	15%	62%	23%	
	TOTAL	52					
Importance of Campus Environment	Low25	12	46.0	58%	33%	8%	
	Mid50	25	56.7	16%	56%	28%	
	Top25	15	57.2	13%	47%	40%	
	TOTAL	52					

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Active and Collaborative Learning (ACL) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Active and Collaborative Learning				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	15	43.8	47%	47%	7%	
	Mid50	32	52.9	25%	47%	28%	
	Top25	16	59.1	6%	56%	38%	
	TOTAL	63					
Expected Academic Engagement	Low25	15	42.3	40%	60%	0%	
	Mid50	31	54.4	23%	48%	29%	
	Top25	16	56.8	19%	44%	38%	
	TOTAL	62					
Academic Perseverance ³	Low25	15	51.9	20%	60%	20%	
	Mid50	30	51.4	30%	43%	27%	
	Top25	18	54.1	22%	50%	28%	
	TOTAL	63					
Expected Academic Difficulty	Low25	18	54.4	22%	50%	28%	
	Mid50	27	52.0	19%	56%	26%	
	Top25	18	50.8	39%	39%	22%	
	TOTAL	63					
Academic Preparation	Low25	17	47.3	29%	65%	6%	
	Mid50	30	54.1	27%	40%	33%	
	Top25	16	54.4	19%	50%	31%	
	TOTAL	63					
Importance of Campus Environment	Low25	15	52.0	27%	40%	33%	
	Mid50	30	53.5	27%	50%	23%	
	Top25	18	50.6	22%	56%	22%	
	TOTAL	63					

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Student-Faculty Interaction (SFI) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Student-Faculty Interaction				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	13	34.6	31%	54%	15%	
	Mid50	27	41.9	19%	56%	26%	
	Top25	12	50.9	8%	42%	50%	
	TOTAL	52					
Expected Academic Engagement	Low25	12	30.6	17%	83%	0%	
	Mid50	26	44.8	19%	42%	38%	
	Top25	13	45.6	23%	46%	31%	
	TOTAL	51					
Academic Perseverance ³	Low25	13	41.8	15%	54%	31%	
	Mid50	24	44.7	17%	50%	33%	
	Top25	15	38.4	27%	53%	20%	
	TOTAL	52					
Expected Academic Difficulty	Low25	16	48.9	6%	56%	38%	
	Mid50	21	38.0	24%	57%	19%	
	Top25	15	40.8	27%	40%	33%	
	TOTAL	52					
Academic Preparation	Low25	14	40.4	14%	57%	29%	
	Mid50	26	43.3	23%	46%	31%	
	Top25	12	41.8	17%	58%	25%	
	TOTAL	52					
Importance of Campus Environment	Low25	12	38.6	25%	50%	25%	
	Mid50	25	45.2	16%	52%	32%	
	Top25	15	40.0	20%	53%	27%	
	TOTAL	52					

¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

³ Academic Perseverance was named Academic Persistence in the BCSSE 2007 Report.



NSSE Supportive Campus Environment (SCE) by BCSSE Scales

BCSSE Scale ¹	Quartile Range ²	Count	Supportive Campus Environment				0% 25% 50% 75% 100%
			Mean	Low25	Mid50	Top25	
High School Academic Engagement	Low25	13	67.3	15%	54%	31%	
	Mid50	26	61.6	27%	50%	23%	
	Top25	11	63.1	27%	45%	27%	
	TOTAL	50					
Expected Academic Engagement	Low25	13	59.0	23%	77%	0%	
	Mid50	24	63.7	29%	38%	33%	
	Top25	12	66.4	17%	50%	33%	
	TOTAL	49					
Academic Perseverance ³	Low25	12	56.9	42%	42%	17%	
	Mid50	23	63.2	26%	48%	26%	
	Top25	15	69.1	7%	60%	33%	
	TOTAL	50					
Expected Academic Difficulty	Low25	15	68.0	27%	33%	40%	
	Mid50	21	63.6	19%	62%	19%	
	Top25	14	58.3	29%	50%	21%	
	TOTAL	50					
Academic Preparation	Low25	13	59.4	31%	54%	15%	
	Mid50	25	62.3	28%	40%	32%	
	Top25	12	70.1	8%	67%	25%	
	TOTAL	50					
Importance of Campus Environment	Low25	12	61.1	25%	58%	17%	
	Mid50	23	61.0	30%	39%	30%	
	Top25	15	69.1	13%	60%	27%	
	TOTAL	50					

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¹ Rows sum to 100%

² Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

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