



**National Survey
of Student Engagement**

Western Carolina University

**BCSSE 2008-NSSE 2009 Combined Report
Cross-Sectional and Longitudinal Results
August 2009**



The cross-sectional results are based on *all* first-year student respondents from your institution's BCSSE 2008 and NSSE 2009 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 their engagement during the 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 2008 frequencies and the weighted NSSE 2009 frequencies.

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	14	4	0	0	2	1
1-10	198	57	62	18	109	52
11-20	90	26	162	47	69	33
More than 20	42	12	121	35	29	14
Total	344	100	345	100	209	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.

<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	18	4	0	0	2	1
	1-10	366	77	114	24	89	42
	11-20	73	15	264	56	94	44
	More than 20	19	4	91	19	30	13
	Total	476	100	469	100	215	100
Working for pay	No	148	31	239	50	143	67
	Yes	328	69	235	50	71	33
	Total	476	100	474	100	214	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	28	6	39	8	69	32
	1-10	205	43	278	59	106	49
	11-20	157	33	110	23	19	10
	More than 20	87	18	46	10	20	9
	Total	477	100	473	100	214	100
Relaxing and socializing (watching TV, partying, etc.)	None	0	0	3	1	1	1
	1-10	248	52	269	57	116	54
	11-20	166	35	172	36	76	36
	More than 20	63	13	30	6	19	9
	Total	477	100	474	100	212	100
<i>How often did you do or expect to do each of the following?</i>							
Ask questions in class or contribute to class discussions	Never/Sometimes	104	22	121	26	67	27
	Often/Very often	371	78	353	74	181	73
	Total	475	100	474	100	248	100
Make a class presentation	Never/Sometimes	187	39	188	40	113	45
	Often/Very often	288	61	285	60	136	55
	Total	475	100	473	100	249	100
Come to class without completing readings or assignments	Never/Sometimes	432	91			222	88
	Often/Very often	42	9			28	12
	Total	474	100			250	100
Discuss grades or assignments with a teacher/instructor	Never/Sometimes	214	45	209	44	83	34
	Often/Very often	260	55	264	56	150	66
	Total	474	100	473	100	233	100
Work with other students on projects during class	Never/Sometimes	154	32	201	42	127	49
	Often/Very often	321	68	272	58	124	51
	Total	475	100	473	100	251	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 for additional details.

<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	%
Work with classmates outside of class to prepare class assignments	Never/Sometimes	357	75	205	43	118	47
	Often/Very often	117	25	270	57	133	53
	Total	474	100	475	100	251	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	282	59			61	25
	Often/Very often	193	41			188	75
	Total	475	100			249	100
Have serious conversations with students of a different race or ethnicity than your own.	Never/Sometimes	221	47	194	41	101	43
	Often/Very often	253	53	280	59	126	57
	Total	474	100	474	100	227	100
Discuss ideas from your readings or classes with teacher/faculty members outside of class	Never/Sometimes	376	79	319	67	180	75
	Often/Very often	99	21	156	33	53	25
	Total	475	100	475	100	233	100
Discuss ideas from your readings or classes with others outside of class (students, family members, etc.)	Never/Sometimes	286	60	219	46	82	36
	Often/Very often	189	40	255	54	144	64
	Total	475	100	474	100	226	100
Talked with a counselor, teacher, or other staff member about college or career plans	Never/Sometimes	244	51			113	48
	Often/Very often	231	49			119	52
	Total	475	100			232	100
Had serious conversations with students who are very different from you in terms of relig. beliefs, pol. opinions, or values	Never/Sometimes	244	51	180	38	77	33
	Often/Very often	230	49	293	62	150	67
	Total	474	100	473	100	227	100
Work on a paper or project that requires integrating ideas or information from various sources	Never/Sometimes			59	12	23	10
	Often/Very often			415	88	227	90
	Total			474	100	250	100
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never/Sometimes			149	32	83	35
	Often/Very often			324	68	147	65
	Total			473	100	230	100
Receive prompt feedback from faculty on your academic performance (written or oral)	Never/Sometimes			143	30	62	27
	Often/Very often			332	70	164	73
	Total			475	100	226	100
Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc)	Never/Sometimes			320	68	177	77
	Often/Very often			153	32	49	23
	Total			473	100	226	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes			130	27	72	33
	Often/Very often			343	73	147	67
	Total			473	100	219	100
Learn something that changes the way you understand an issue or idea	Never/Sometimes			123	26	67	29
	Often/Very often			349	74	152	71
	Total			472	100	219	100
Grades	A or A-	243	52	247	52	114	53
	B or B+	176	37	201	42	67	34
	B- or lower	52	11	25	5	27	14
	Total	471	100	473	100	208	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 for additional details.

These longitudinal results contain matched data from your first-year students who completed *both* the BCSSE 2008 and NSSE 2009 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 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 Academic Engagement</i>	Expected engagement in educationally relevant behaviors during the first year of college. (cacadpr, cclquest, cclprese, cfacgrad, cclassgr, coccgrp, cfacidea, coocidea)
<i>Expected Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity. (cotherint, cfindinfo, ccourdis, caskinst, cfinish, cstaypos)
<i>Expected 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, cgning)
<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 of Effective Educational Practice

Also included in this report are four of the five NSSE Benchmarks, with the component items in parentheses: ¹

<i>Level of Academic Challenge (adjusted)</i>	Engagement in challenging and intellectually diverse 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 instructors, 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 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).



Interpreting and Using BCSSE-NSSE Results

In the example below (NSSEville State), students who scored in the top 25% ("Top25") for High School Academic Engagement were engaged in their first year of college with an average Level of Academic Challenge (LAC) benchmark score of 65.2, while their peers comprised of all other respondents attending BCSSE Doctoral institutions reported an average LAC score of 59.1. The difference is statistically significant (***) $p < .001$ with a moderate effect size of .49. However their students in the lowest quartile ("Low25") did no better than their peers (scoring 48.2 and 49.4 respectively, but not statistically significant). To increase engagement in LAC, NSSEville State might use this information in their faculty development programs to discuss how classroom environments and coursework can be more engaging for students who may otherwise be less engaged. Student advisors may also use these results to work with students at risk for low engagement in academically challenging activities.

Quartile Ranges

The lower 25%, middle 50%, and the top 25% of scores for each BCSSE scale calculated for each institution. The quartiles calculated for your institution are then applied to their peer group to create a group of students who are comparable regarding the BCSSE scale. This often results in the peer group having more than or fewer than the 25% in the lower and upper quartiles.

Comparison Group

Data from all other institutions at either the baccalaureate, master's, or doctoral level.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

NSSE Benchmark

The NSSE benchmark is listed across the top of the page.

		Level of Academic Challenge								
		NSSEville State			All Other Doctoral			Statistical Comparisons		
BCSSE Scale	Quartile Range ¹	Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	48.2	11.3	86	49.4	11.9	1398	-1.20		-.10
	Mid50	55.1	9.1	172	55.6	9.8	2109	-0.50		-.05
	Top25	65.2	12.8	86	59.1	12.1	913	6.10	***	.49

BCSSE Scale
The six BCSSE scales are listed in the left column

Mean Benchmark Scores
The average benchmark score for all students attending your institution and all students attending institutions in the comparison group, calculated for each quartile range.

Number of Respondents
The actual number of respondents who were included in each group.

Difference of Means
The difference between your institution's mean score and the mean score for the comparison group.

Effect Size
Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.



BCSSE Scales by NSSE Level of Academic Challenge (LAC)

BCSSE Scale	Quartile Range ¹	WCU			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	46.8	10.4	19	48.8	12.9	1009	-2.00		-.17
	Mid50	57.3	12.4	44	53.4	12.0	2304	3.89	*	.32
	Top25	62.6	13.3	24	59.4	12.4	1844	3.28		.25
Expected Academic Engagement	Low25	44.9	8.0	20	47.5	12.6	735	-2.61		-.25
	Mid50	57.2	13.0	45	54.0	12.2	2902	3.23		.26
	Top25	65.4	10.2	22	59.4	12.7	1491	6.07	**	.53
Expected Academic Perseverance	Low25	49.8	12.1	20	49.8	12.5	1299	0.00		.00
	Mid50	53.7	13.3	35	53.9	12.0	1945	-0.24		-.02
	Top25	63.6	11.0	32	58.7	12.9	1867	4.94	*	.41
Expected Academic Difficulty	Low25	62.3	13.1	33	54.8	13.0	1805	7.47	**	.57
	Mid50	52.7	12.4	26	55.1	12.8	1234	-2.42		-.19
	Top25	53.1	12.5	28	54.2	13.1	2064	-1.07		-.08
Perceived Academic Preparation	Low25	50.5	10.3	28	51.2	12.9	1407	-0.67		-.06
	Mid50	57.4	14.0	41	54.9	12.4	2731	2.51		.19
	Top25	63.5	12.8	18	58.9	13.2	954	4.59		.35
Importance of Campus Environment	Low25	52.8	11.3	27	51.7	12.8	1900	1.13		.09
	Mid50	54.9	14.2	38	54.9	12.2	1969	0.00		.00
	Top25	63.6	12.0	22	58.9	13.1	1209	4.70		.37
All BCSSE-NSSE Respondents		56.5	13.4	87	54.6	13.0	5190	1.82		.14

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

BCSSE Scales by NSSE Active and Collaborative Learning (ACL)

BCSSE Scale	Quartile Range ¹	Active and Collaborative Learning			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	42.5	22.0	26	36.6	14.3	1096	5.93		.33
	Mid50	45.9	9.5	49	42.8	14.6	2458	3.10	*	.26
	Top25	61.2	16.4	26	51.3	16.6	1986	9.91	**	.60
Expected Academic Engagement	Low25	40.1	13.2	26	35.6	13.5	787	4.52		.34
	Mid50	49.2	17.0	50	43.4	14.9	3123	5.80	*	.36
	Top25	57.7	16.0	25	51.5	17.2	1597	6.22		.37
Expected Academic Perseverance	Low25	42.3	14.5	24	39.5	15.3	1401	2.78		.19
	Mid50	47.9	17.1	42	43.8	15.0	2087	4.11		.26
	Top25	54.9	16.7	35	49.3	16.8	2000	5.61	*	.34
Expected Academic Difficulty	Low25	56.3	14.5	36	46.2	16.6	1927	10.09	***	.65
	Mid50	46.5	20.1	33	44.6	16.0	1324	1.92		.11
	Top25	43.3	12.9	32	43.4	15.9	2228	-0.09		-.01
Perceived Academic Preparation	Low25	44.3	15.5	35	40.9	15.6	1516	3.36		.22
	Mid50	48.1	14.7	45	44.9	15.7	2919	3.22		.21
	Top25	58.8	20.1	21	49.7	17.2	1031	9.07	*	.49
Importance of Campus Environment	Low25	43.1	13.9	32	41.7	15.2	2056	1.39		.10
	Mid50	51.0	18.3	43	45.2	15.8	2109	5.80	*	.34
	Top25	53.0	16.6	26	48.7	17.2	1286	4.31		.25
All BCSSE-NSSE Respondents		49.0	16.9	101	44.7	16.2	5573	4.33	*	.26

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.

BCSSE Scales by NSSE Student-Faculty Interaction (SFI)

BCSSE Scale	Quartile Range ¹	Student-Faculty Interaction			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	32.8	13.5	19	29.2	14.7	1020	3.59		.25
	Mid50	39.1	15.6	47	34.6	15.8	2317	4.42		.28
	Top25	53.2	23.3	24	44.3	19.4	1857	8.99		.42
Expected Academic Engagement	Low25	30.8	9.4	20	28.2	14.4	740	2.68		.22
	Mid50	39.5	17.2	47	35.3	16.3	2926	4.20		.25
	Top25	54.9	21.5	23	44.7	19.5	1497	10.26	*	.50
Expected Academic Perseverance	Low25	34.4	10.0	20	31.7	16.4	1308	2.76		.21
	Mid50	37.4	19.6	37	35.6	16.4	1956	1.84		.10
	Top25	50.4	19.4	33	42.2	19.0	1881	8.23	*	.43
Expected Academic Difficulty	Low25	49.7	20.0	34	39.0	18.6	1820	10.73	**	.55
	Mid50	37.7	19.7	28	36.3	17.2	1239	1.40		.08
	Top25	35.4	12.9	28	35.7	17.5	2078	-0.26		-.02
Perceived Academic Preparation	Low25	34.4	12.1	28	33.7	17.1	1417	0.63		.04
	Mid50	41.8	19.1	43	37.0	17.2	2747	4.75		.26
	Top25	51.5	22.7	19	41.6	19.8	963	9.88		.47
Importance of Campus Environment	Low25	37.8	14.1	27	33.3	16.5	1910	4.47		.29
	Mid50	39.4	18.3	39	37.1	17.2	1989	2.28		.13
	Top25	49.2	22.9	24	42.5	19.4	1213	6.71		.32
All BCSSE-NSSE Respondents		41.5	19.0	90	37.0	17.9	5227	4.48	*	.24

¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.



BCSSE Scales by NSSE Supportive Campus Environment (SCE)

BCSSE Scale	Quartile Range ¹	Supportive Campus Environment			All Other Master's			Statistical Comparisons		
		Mean	SD	N	Mean	SD	N	Difference	Sig ²	ES ³
High School Academic Engagement	Low25	55.4	10.3	18	60.9	17.9	957	-5.53	*	-.39
	Mid50	66.9	13.8	42	64.0	17.4	2218	2.91		.19
	Top25	72.5	14.2	23	67.7	18.9	1781	4.78		.29
Expected Academic Engagement	Low25	60.6	11.8	20	58.0	16.9	704	2.59		.18
	Mid50	65.2	14.7	44	64.2	17.5	2791	1.00		.06
	Top25	73.6	13.8	19	69.2	19.0	1435	4.39		.27
Expected Academic Perseverance	Low25	59.7	11.7	20	59.7	17.5	1242	0.04		.00
	Mid50	65.0	13.6	34	64.4	17.2	1887	0.60		.04
	Top25	71.5	15.4	29	68.6	18.8	1785	2.82		.16
Expected Academic Difficulty	Low25	71.6	13.2	31	67.2	18.1	1729	4.40		.28
	Mid50	63.6	15.7	25	65.5	17.3	1186	-1.91		-.12
	Top25	61.8	13.0	27	62.2	18.6	1990	-0.38		-.02
Perceived Academic Preparation	Low25	60.8	11.5	27	61.7	17.7	1351	-0.91		-.06
	Mid50	65.9	16.9	38	65.2	17.8	2629	0.72		.04
	Top25	74.0	8.5	18	68.0	19.6	916	5.95	**	.42
Importance of Campus Environment	Low25	62.7	15.6	27	61.1	17.4	1830	1.61		.10
	Mid50	67.7	14.9	35	65.0	17.7	1899	2.74		.17
	Top25	67.2	11.8	21	70.1	19.1	1152	-2.88		-.19
All BCSSE-NSSE Respondents		66.0	14.4	83	64.8	18.2	4988	1.22		.07

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¹ Low25=Lower Quartile; Mid50=Interquartiles; Top25=Upper Quartile

² * p<.05 ** p<.01 *** p<.001 (2-tailed).

³ Effect size = mean difference divided by the pooled std dev.