



BCSSE 2014-NSSE 2015 Combined Report

Texas Tech University

The BCSSE 2014-NSSE 2015 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)	The administration details section provides important information regarding the population and respondent counts, as well as respondent characteristics.
Cross-sectional Results (p. 4)	The cross-sectional results are based on all first-year student respondents from your institution's BCSSE 2014 and NSSE 2015 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 2014 and NSSE 2015 results for students who completed both surveys, affording an examination of the first year of college through the lens of BCSSE scales illuminating level of high school engagement, expectations for engagement in college, and perceived importance of the college environment.
Participating Institutions (p. 8)	Includes a complete list of institutions by Basic Carnegie type that were 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 includes from three to seven items.

The BCSSE Scales and NSSE EIs range from 0 to 60. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional scores are the averages of student-level scores for each class level. Student-level scores for both the BCSSE Scales and NSSE EIs are provided to participating institutions in their BCSSE-NSSE data file.

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

For more information about BCSSE, visit: bcsse.indiana.edu/about.cfm

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit: nsse.indiana.edu/html/engagement_indicators.cfm

This section provides important information regarding the population and respondent counts, as well as respondent characteristics. This information can be useful for assessing data quality and planning future BCSSE administrations.

BCSSE 2014-NSSE 2015 Population and Respondents

	Count
BCSSE 2014 respondents (cross-sectional data)	2,479
First-year students included in NSSE 2015 population file ^a	5,823
BCSSE 2014 respondents identified in the NSSE 2015 population file ^a	1,761
BCSSE 2014 respondents invited to participate in NSSE 2015 ^b	1,758
NSSE 2015 first-year respondents	427
BCSSE 2014-NSSE 2015 matched respondents (longitudinal data) ^a	201

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^c	NSSE ^d	BCSSE-NSSE ^e
Gender			
Man	45	50	30
Woman	55	49	69
Another gender identity	0	1	1
Prefer not to respond	1	0	0
Race/ethnicity (Select all that apply.)			
American Indian or Alaska Native	3	0	0
Asian	5	4	3
Black or African American	6	5	4
Hispanic or Latino	25	16	13
Native Hawaiian or Other Pacific Islander	1	0	0
White	73	58	59
Other	1	1	1
Multiracial	N/A	13	18
I prefer not to respond	N/A	4	2
Enrollment status			
Full-time	99	99	100
Less than full-time	1	1	0

a. Only students identified as first-year students in your NSSE population file were included.

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 2014 respondents.

d. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2015 respondents.

e. Student-reported characteristics for matched students who completed both BCSSE 2014 and NSSE 2015.

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Cross-Sectional Results

Texas Tech University

		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
About how many papers, reports, or other writing tasks of the following length [did you complete/do you expect to complete/have you been assigned]?							
Up to 5 pages	None	126	6	23	1	48	15
	1-2	434	20	140	7	90	28
	3-5	687	31	490	24	92	29
	More than 5	976	44	1,387	68	92	28
	Total	2,223	100	2,040	100	322	100
Between 6 and 10 pages	None	631	33	39	2	213	69
	1-2	822	43	279	13	62	21
	3-5	318	17	683	33	14	4
	More than 5	146	8	1,067	52	17	6
	Total	1,917	100	2,068	100	306	100
11 pages or more	None	1,275	74	214	11	264	88
	1-2	347	20	764	38	17	5
	3-5	53	3	558	28	4	1
	More than 5	50	3	486	24	14	6
	Total	1,725	100	2,022	100	299	100
How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?							
Preparing for class (studying, doing homework, rehearsing, etc.)	None	41	2	2	0	1	0
	1-10	1,591	69	393	18	100	35
	11-20	490	21	1,084	50	107	37
	More than 20	185	8	691	32	80	28
	Total	2,307	100	2,170	100	288	100
Participating in co-curricular activities (arts, clubs, athletics, etc.)	None	126	6	59	3	65	23
	1-10	826	36	990	46	173	58
	11-20	821	36	851	39	39	14
	More than 20	508	22	263	12	11	5
	Total	2,281	100	2,163	100	288	100
Relaxing and socializing (watching TV, partying, etc.)	None	16	1	23	1	4	2
	1-10	1,291	56	1,231	57	136	46
	11-20	706	31	741	34	95	34
	More than 20	272	12	165	8	52	18
	Total	2,285	100	2,160	100	287	100
Working for pay	None	872	38	579	27	195	68
	1 or more	1,397	62	1,583	73	93	32
	Total	2,269	100	2,162	100	288	100

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

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

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Cross-Sectional Results

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		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
How often [did you do/do you expect to do/have you done] each of the following?							
Come to class without completing readings or assignments	Never/Sometimes	2,060	90	1,987	93	330	77
	Often/Very often	223	10	147	7	90	23
	Total	2,283	100	2,134	100	420	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	1,366	60	714	33	294	70
	Often/Very often	903	40	1,424	67	127	30
	Total	2,269	100	2,138	100	421	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	808	36			165	44
	Often/Very often	1,457	64			195	56
	Total	2,265	100			360	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	1,159	51			209	58
	Often/Very often	1,111	49			148	42
	Total	2,270	100			357	100
Evaluate what others have concluded from numerical information	Never/Sometimes	1,260	56			218	60
	Often/Very often	1,003	44			139	40
	Total	2,263	100			357	100
Identify key information from reading assignments	Never/Sometimes	510	23			88	28
	Often/Very often	1,752	77			231	72
	Total	2,262	100			319	100
Review your notes after class	Never/Sometimes	838	37			116	36
	Often/Very often	1,429	63			205	64
	Total	2,267	100			321	100
Summarize what you learned in class or from course materials	Never/Sometimes	979	44			144	47
	Often/Very often	1,268	56			174	53
	Total	2,247	100			318	100
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Never/Sometimes	1,004	45			225	62
	Often/Very often	1,250	55			145	38
	Total	2,254	100			370	100
Examine the strengths and weaknesses of your own views on a topic or issue	Never/Sometimes	777	34			174	47
	Often/Very often	1,478	66			193	53
	Total	2,255	100			367	100
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Never/Sometimes	674	30			142	40
	Often/Very often	1,579	70			221	60
	Total	2,253	100			363	100
Ask another student to help you understand course material	Never/Sometimes			680	32	210	52
	Often/Very often			1,466	68	203	48
	Total			2,146	100	413	100
Explain course material to one or more students	Never/Sometimes			855	40	184	45
	Often/Very often			1,282	60	224	55
	Total			2,137	100	408	100

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

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

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Cross-Sectional Results

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		BCSSE ^a				NSSE ^b	
		High School		Expected FY		First-Year	
		Count	%	Count	%	Count	%
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			314	15	222	55
	Often/Very often			1,831	85	185	45
	Total			2,145	100	407	100
Work with other students on course projects or assignments	Never/Sometimes			408	19	220	55
	Often/Very often			1,731	81	184	45
	Total			2,139	100	404	100
Talk about career plans with a faculty member	Never/Sometimes			819	38	253	71
	Often/Very often			1,325	62	109	29
	Total			2,144	100	362	100
Work with a faculty member on activities other than coursework (committees, student groups, etc.)	Never/Sometimes			1,127	53	309	85
	Often/Very often			1,013	47	54	15
	Total			2,140	100	363	100
Discuss your academic performance with a faculty member	Never/Sometimes			887	42	259	71
	Often/Very often			1,250	58	102	29
	Total			2,137	100	361	100
Discuss course topics, ideas, or concepts with a faculty member outside of class	Never/Sometimes			1,081	51	281	78
	Often/Very often			1,047	49	81	22
	Total			2,128	100	362	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			254	12	99	31
	Often/Very often			1,872	88	228	69
	Total			2,126	100	327	100
People from an economic background other than your own	Never/Sometimes			234	11	94	30
	Often/Very often			1,891	89	231	70
	Total			2,125	100	325	100
People with religious beliefs other than your own	Never/Sometimes			362	17	111	36
	Often/Very often			1,757	83	214	64
	Total			2,119	100	325	100
People with political views other than your own	Never/Sometimes			350	17	115	37
	Often/Very often			1,762	83	207	63
	Total			2,112	100	322	100
Self-reported or expected grades							
	A or A-	1,490	61	1,226	58	164	55
	B+ or B	859	35	815	39	84	31
	B- or lower	102	4	68	3	36	14
	Total	2,451	100	2,109	100	284	100

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

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

It is instructive to compare BCSSE and NSSE results for students who completed both surveys. The displays on this page contrast your students' BCSSE Scale results with the corresponding NSSE Engagement Indicators. For each measure, your students are classified as low, medium, or high relative to all BCSSE and NSSE respondents (divided into thirds). The figures and tables below map your students' precollege standing to their standing in the spring of the first college year. A favorable result, summarized in blue, occurs when students engage in college at a level that is either higher than precollege levels (e.g., from low to medium or high) or consistent with a high precollege level. Unfavorable results, summarized in red, are the opposite (e.g., high to medium or low). The desired result is that your students will engage at a relative level that either exceeds their precollege level or that sustains an already high level.

Key: ■ Unfavorable comparison ■ Favorable comparison

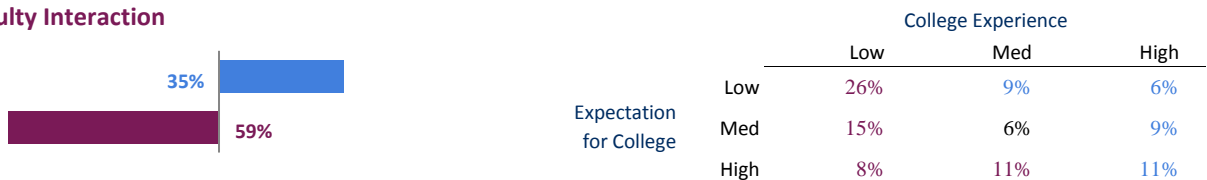
Quantitative Reasoning



Learning Strategies



Student-Faculty Interaction



Collaborative Learning



Discussions with Diverse Others



Supportive Environment



Note: Percentages in each table sum to 100%.

Below is the list of institutions by Basic Carnegie type that were included in this report.^a

Baccalaureate Colleges and Special Focus Institutions

Central Methodist University	Rocky Mountain College
Colby-Sawyer College	Saint Anselm College
Concordia College-New York	St. Olaf College
Franklin W. Olin College of Engineering ^b	Union College
Lyndon State College	University of Maine at Presque Isle
Marian University	Ursinus College
Oregon Institute of Technology	Wentworth Institute of Technology
Presentation College	William Jewell College

Master's Colleges and Universities

Abilene Christian University	Northern Kentucky University
Avila University	Prairie View A&M University
Bentley University	Rider University
California State University, East Bay	Saint Xavier University
California State University-Bakersfield	Salem State University
California State University-Channel Islands	Seattle Pacific University
Central Connecticut State University	Sierra Nevada College
Concordia University Texas	Southeast Missouri State University
CUNY Bernard M Baruch College	Southern Connecticut State University
Dominican University of California	Southwest Baptist University
Elon University	Texas State University
Hamline University	The College of Saint Rose
Medaille College	Trinity University
Minnesota State University-Mankato	University of Houston-Victoria
Missouri State University	University of North Georgia
Monmouth University	University of Wisconsin-River Falls
Mount St. Joseph University	Wagner College
Norfolk State University	Winona State University

Doctorate-Granting Universities

Auburn University	Texas A&M University - Corpus Christi
Case Western Reserve University	Texas Tech University
East Carolina University	University of California-Merced
Indiana University Bloomington	University of Louisville
Oklahoma State University	University of North Carolina at Greensboro
Pace University	University of South Florida
Saint John Fisher College	Widener University

a. For information on the Carnegie Classifications, see: carnegieclassifications.indiana.edu

b. Basic Carnegie Classification: Special focus institutions.