



BCSSE 2019-NSSE 2020 Combined Report

San Francisco State University

The BCSSE 2019-NSSE 2020 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 2019 and NSSE 2020 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 displaying 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. 9)	Compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. Means for BCSSE scales and NSSE Engagement Indicators (EIs) are presented for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and expectations for studying ('16 or more hours per week' and '15 or fewer hours per week') and whether the expectations were met. These results reveal which BCSSE scales and NSSE EIs are associated with entering grade expectations and meeting those expectations.
Participating Institutions (p. 13)	A complete list of institutions by Basic Carnegie type included in this report.

BCSSE Scales and NSSE Engagement Indicators

Three BCSSE Scales and all Ten NSSE Engagement Indicators 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. 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.

For more information about the NSSE EIs, see your *Engagement Indicators* report or visit nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html.

BCSSE Scales and NSSE Engagement Indicators in the Longitudinal Results

BCSSE Scales

- Expected Academic Perseverance
- Perceived Academic Preparation
- Importance of Campus Support

NSSE Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching
- Quality of Interactions
- 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 2019-NSSE 2020 Population and Respondents

	Count
BCSSE 2019 respondents (cross-sectional data)	875
First-year students included in NSSE 2020 population file ^a	3,639
BCSSE 2019 respondents identified in the NSSE 2020 population file ^a	782
BCSSE 2019 respondents invited to participate in NSSE 2020 ^b	720
NSSE 2020 first-year respondents	1,085
BCSSE 2019-NSSE 2020 matched respondents (longitudinal data) ^a	343

a. BCSSE respondents identified later in your NSSE population file who are not first-year students are excluded from this report.

b. Adjusted to exclude students identified as ineligible, survey invitations returned as undeliverable, or because a NSSE census administration was not conducted.

Respondent Characteristics

	Cross-sectional (%)		Longitudinal (%)
	BCSSE ^a	NSSE ^b	BCSSE-NSSE ^c
Gender			
Man	32	41	29
Woman	65	57	68
Another gender identity	2	2	3
Prefer not to respond	0	1	0
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	22	27	26
Black or African American	7	5	7
Hispanic or Latino	36	32	35
Middle Eastern or North African	0	2	1
Native Hawaiian or other Pacific Islander	1	2	1
White	14	12	12
Another race or ethnicity	0	1	1
Multiracial	20	18	17
I prefer not to respond	0	1	1
Enrollment status			
Full-time	97	95	97
Less than full-time	3	5	3

a. Student-reported characteristics for all BCSSE 2019 respondents.

b. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2020 respondents.

c. Student-reported characteristics for matched students who completed both BCSSE 2019 and NSSE 2020.



BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

San Francisco State University

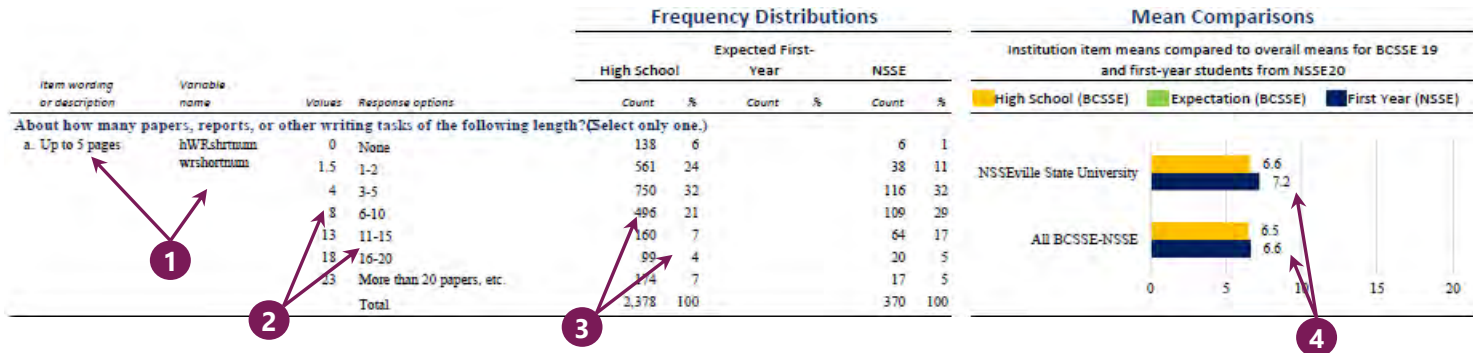
This Cross-Sectional Results report presents item-by-item student responses and mean comparisons from your institution's BCSSE 2019 and NSSE 2020 administrations (in contrast to the longitudinal results which contain only matched data), providing the best estimates of your students' pre-college characteristics and their engagement during the first year. By displaying 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.

1. Item wording and variable names:

Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

2. Values and response options:

Values are used to calculate means. Response options are worded as they appear on the instrument.



3. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the percentage of students selecting the corresponding response option. Percentages may not sum to 100 due to rounding.

4. **Overall mean:** Mean scores for each item for the institution and all BCSSE-NSSE institutions. These results allow institutions to quickly compare their BCSSE-NSSE cross-sectional results with all BCSSE-NSSE cross-sectional results.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

San Francisco State University

Item wording or description	Variable name	Values	Response options	Frequency Distributions						Mean Comparisons		
				High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20		
				Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)
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?(Select only one.)												
a. Up to 5 pages	hWRshrtnum wrshortnum	0	None	67	9	47	5	San Francisco State University	6.5	6.5	6.5	
		1.5	1-2	149	20	168	18					
		4	3-5	244	33	322	36					
		8	6-10	131	18	210	23					
		13	11-15	55	8	84	10					
		18	16-20	25	3	33	4					
		23	More than 20 papers, etc.	59	8	38	4					
		Total		730	100	902	100					
b. Between 6 and 10 pages	hWRmdnum wrmednum	0	None	263	36	337	37	San Francisco State University	2.5	2.6	2.6	
		1.5	1-2	260	36	290	32					
		4	3-5	122	17	147	16					
		8	6-10	50	7	89	10					
		13	11-15	14	2	15	2					
		18	16-20	5	1	10	1					
		23	More than 20 papers, etc.	10	1	8	1					
		Total		724	100	896	100					
c. 11 pages or more	hWRlngnum wrlongnum	0	None	488	68	677	75	San Francisco State University	1.1	1.4	1.4	
		1.5	1-2	161	22	109	12					
		4	3-5	37	5	50	6					
		8	6-10	14	2	27	3					
		13	11-15	8	1	20	2					
		18	16-20	2	0	6	1					
		23	More than 20 papers, etc.	7	1	11	1					
		Total		717	100	900	100					
How many hours in a typical 7-day week [did you/do you expect to/do you] spend doing each of the following?												
a. Preparing for class (studying, reading, doing homework, etc.)	hacadr13hrs cacadr13hrs tmprephrs	0	0	6	1	3	0	San Francisco State University	10.2	15.3	12.1	
		3	1-5	235	32	61	9					
		8	6-10	215	29	131	20					
		13	11-15	115	16	155	23					
		18	16-20	83	11	157	24					
		23	21-25	41	6	88	13					
		28	26-30	19	3	41	6					
		33	More than 30	18	2	29	4					
Total		732	100	665	100	853	100					

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

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

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

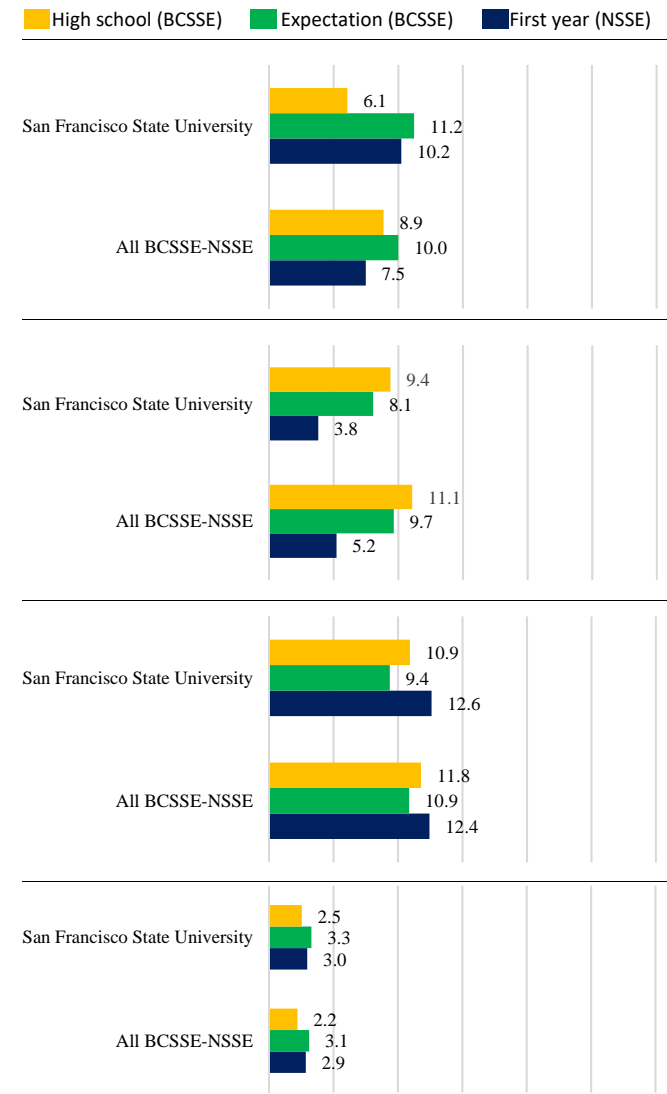
San Francisco State University

Frequency Distributions

Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		
				Count	%	Count	%	Count	%	
b. Working for pay	hworkhrs	0	0	367	50	133	20			
	cworkhrs	3	1-5	84	12	69	10			
	tmworkhrs	8	6-10	86	12	125	19			
		13	11-15	66	9	117	18			
		18	16-20	72	10	122	18			
		23	21-25	35	5	53	8			
		28	26-30	15	2	21	3			
		33	More than 30	3	0	21	3			
		Total			728	100	661	100		
	c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)	hcocurrhrs	0	0	105	14	93	14	449	52
ccocurrhrs		3	1-5	210	29	193	29	212	25	
tmcocurrhrs		8	6-10	138	19	181	27	82	10	
		13	11-15	112	15	100	15	51	6	
		18	16-20	80	11	63	9	29	4	
		23	21-25	37	5	20	3	20	2	
		28	26-30	19	3	7	1	4	0	
		33	More than 30	24	3	7	1	3	0	
		Total			725	100	664	100	850	100
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)		hsocial13hrs	0	0	9	1	14	2	24	3
	csocial13hrs	3	1-5	202	28	203	31	179	21	
	tmrelaxhrs	8	6-10	226	31	214	32	208	24	
		13	11-15	118	16	119	18	192	23	
		18	16-20	83	11	75	11	107	13	
		23	21-25	42	6	23	3	58	7	
		28	26-30	12	2	6	1	24	3	
		33	More than 30	37	5	9	1	57	7	
	Total			729	100	663	100	849	100	
Of the time you spent preparing for class in a typical 7-day week, about how much was on assigned reading?										
	hTMread14	1	Very little	102	14	17	3	59	7	
	ctmread17	2	Some	281	39	126	19	236	28	
	reading	3	About half	213	29	234	35	300	35	
		4	Most	111	15	217	33	176	21	
		5	Almost all	19	3	67	10	78	9	
		Total			726	100	661	100	849	100

Mean Comparisons

Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20



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

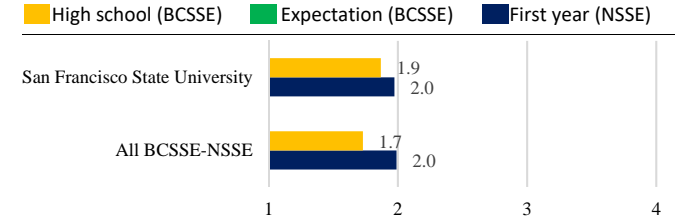
b. Weighted NSSE frequencies. See *Frequencies and Statistical Comparisons*.

BCSSE 2019-NSSE 2020 Combined Report

Cross-Sectional Results

San Francisco State University

				Frequency Distributions				Mean Comparisons				
				High school		Expected first-year		NSSE		Institution item means compared to overall means for BCSSE '19 and first-year students from NSSE '20		
Item wording or description	Variable name	Values	Response options	Count	%	Count	%	Count	%	High school (BCSSE)	Expectation (BCSSE)	First year (NSSE)
How often [did you do/do you expect to do/have you done] each of the following?												
a. Came to class without completing readings or assignments	hunprepard unprepared	1	Never	197	27			255	23	San Francisco State University	1.9	2.0
		2	Sometimes	448	62			646	60			
		3	Often	48	7			124	12			
		4	Very often	27	4			48	5	All BCSSE-NSSE	1.7	2.0
			Total	720	100			1,073	100			



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

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



BCSSE 2019-NSSE 2020 Combined Report Longitudinal Results

San Francisco State University

BCSSE 2019-NSSE 2020 Combined Report

Longitudinal Results

San Francisco State University

This Longitudinal Results report compares BCSSE 2019 and NSSE 2020 results for students who completed both surveys. The first longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for grades ('A- or higher' and 'B+ or lower') and, regardless of expected grade, whether their grade expectations were met. The second longitudinal report shows means for BCSSE scales and NSSE Engagement Indicators (EIs) for students grouped by expectations for studying ('16 or more hours/week' or '15 or fewer hours/week') and, regardless of expected study time, whether their study expectations were met.

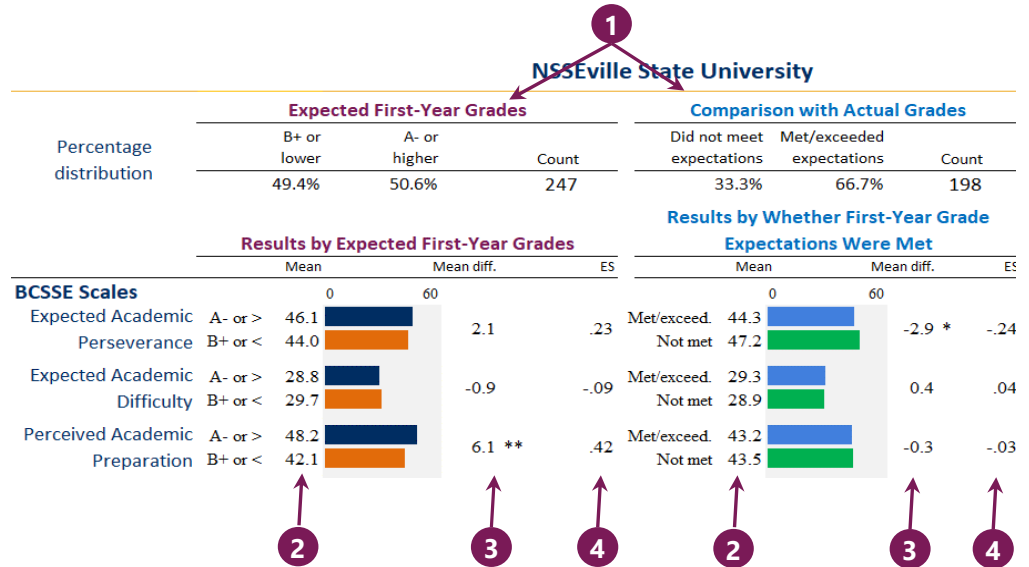
1. Item wording and variable names:

Displays the percentage of students for each group within the expected first-year grades or hours studying per week and comparison with actual grades or study time.

2. Mean: The BCSSE Scales and NSSE EI means reported for each group within Expected First-Year Grades (p.11) and Expected First-Year Study Time (p. 12), as well as means for whether expectations were met. These results allow institutions to better understand the beliefs regarding the pre-college beliefs and first-year engagement.

3. Mean difference and statistical comparison: Items with mean differences that are larger than would be expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$). Significance levels indicate the probability that an observed difference is due to chance. Statistical significance does not guarantee the result is substantive or important. Large sample sizes tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes (see #4) to judge the practical meaning of differences. Unless otherwise noted, statistical comparisons are two-tailed independent t -tests.

4. Effect size: Effect size indicates practical significance. An effect size of .2 is often considered small, .5 moderate, and .8 large. Effect sizes for independent t -tests use Cohen's d . Cohen's d is calculated by dividing the mean difference by the pooled standard deviation. See: Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd edition). New York: Psychology Press.



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Analysis by Expected and Actual Grades

San Francisco State University

Percentage distribution	Expected First-Year Grades			Comparison with Actual Grades				
	B+ or lower	A- or higher	Count	Did not meet expectations	Met/exceeded expectations	Count		
	61.5%	38.5%	260	29.5%	70.5%	217		
Results by Whether First-Year Grade Expectations Were Met								
Results by Expected First-Year Grades			Results by Whether First-Year Grade Expectations Were Met					
		Mean	Mean diff.	ES				
		Mean	Mean diff.	ES				
BCSSE Scales								
Expected Academic Perseverance	A- or > B+ or <	45.4 39.5	5.8 ***	.60	Met/exceed. Not met	41.1 43.0	-1.9	-.20
Expected Academic Difficulty	A- or > B+ or <	30.8 35.7	-4.9 **	-.44	Met/exceed. Not met	34.5 32.4	2.1	.18
Perceived Academic Preparation	A- or > B+ or <	44.9 39.2	5.7 ***	.60	Met/exceed. Not met	41.4 41.5	0.0	.00
Importance of Campus Support	A- or > B+ or <	49.3 45.7	3.5 **	.37	Met/exceed. Not met	46.8 46.7	0.1	.01
NSSE Engagement Indicators								
Higher-Order Learning	A- or > B+ or <	41.9 38.8	3.1	.26	Met/exceed. Not met	39.8 40.0	-0.2	-.01
Reflective & Integrative Learning	A- or > B+ or <	40.5 37.1	3.3 *	.29	Met/exceed. Not met	38.2 38.5	-0.3	-.02
Quantitative Reasoning	A- or > B+ or <	34.3 27.7	6.6 **	.44	Met/exceed. Not met	29.1 30.9	-1.9	-.12
Learning Strategies	A- or > B+ or <	42.6 38.5	4.1 *	.31	Met/exceed. Not met	40.3 39.0	1.3	.10
Collaborative Learning	A- or > B+ or <	35.9 32.3	3.6 *	.27	Met/exceed. Not met	34.4 32.8	1.6	.12
Discussions with Diverse Others	A- or > B+ or <	44.7 38.3	6.4 **	.43	Met/exceed. Not met	40.2 42.1	-1.9	-.13
Student-Faculty Interaction	A- or > B+ or <	23.9 18.8	5.1 *	.34	Met/exceed. Not met	20.1 22.2	-2.1	-.14
Effective Teaching	A- or > B+ or <	42.5 38.6	3.9 *	.31	Met/exceed. Not met	40.3 39.2	1.2	.09
Quality of Interactions	A- or > B+ or <	43.5 38.8	4.6 *	.37	Met/exceed. Not met	41.2 38.6	2.6	.20
Supportive Environment	A- or > B+ or <	37.7 31.7	6.1 **	.46	Met/exceed. Not met	34.7 32.0	2.7	.20

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

BCSSE 2019-NSSE 2020 Combined Report

Analysis by Expected and Actual Study Time

San Francisco State University

Percentage distribution	Expected First-Year Study Time			Comparison with Actual Study Time					
	15 or fewer hours/week	16 or more hours/week	Count	Did not meet expectations	Met/exceeded expectations	Count			
	53.8%	46.2%	266	51.4%	48.6%	220			
Results by Whether First-Year Study Time Expectations Were Met									
Results by Expected First-Year Study Time				Results by Whether First-Year Study Time Expectations Were Met					
		Mean	Mean diff.	ES			Mean	Mean diff.	ES
BCSSE Scales									
Expected Academic	16 or >	44.0	4.2 ***	.42	Met/exceed.	41.4	-0.6	-0.06	
Perseverance	15 or <	39.8			Not met	41.9			
Expected Academic	16 or >	33.8	0.1	.01	Met/exceed.	33.7	-0.2	-0.02	
Difficulty	15 or <	33.7			Not met	33.9			
Perceived Academic	16 or >	42.5	1.9	.20	Met/exceed.	41.6	0.3	.04	
Preparation	15 or <	40.6			Not met	41.2			
Importance of	16 or >	48.4	2.4	.25	Met/exceed.	46.9	0.1	.01	
Campus Support	15 or <	46.0			Not met	46.8			
NSSE Engagement Indicators									
Higher-Order	16 or >	41.9	3.2 *	.26	Met/exceed.	41.8	3.1	.25	
Learning	15 or <	38.7			Not met	38.7			
Reflective &	16 or >	39.7	2.1	.18	Met/exceed.	40.6	3.5 *	.31	
Integrative Learning	15 or <	37.6			Not met	37.1			
Quantitative	16 or >	30.9	1.5	.10	Met/exceed.	32.4	5.2 *	.35	
Reasoning	15 or <	29.5			Not met	27.2			
Learning Strategies	16 or >	41.7	3.0	.23	Met/exceed.	40.7	1.4	.11	
	15 or <	38.7			Not met	39.3			
Collaborative	16 or >	35.5	3.6 *	.27	Met/exceed.	35.8	3.3	.25	
Learning	15 or <	31.9			Not met	32.5			
Discussions with	16 or >	43.5	4.9 *	.33	Met/exceed.	42.2	2.8	.19	
Diverse Others	15 or <	38.6			Not met	39.5			
Student-Faculty	16 or >	21.1	0.1	.01	Met/exceed.	23.8	5.5 **	.36	
Interaction	15 or <	21.0			Not met	18.4			
Effective Teaching	16 or >	40.7	1.5	.12	Met/exceed.	40.5	1.8	.14	
	15 or <	39.2			Not met	38.7			
Quality of	16 or >	42.1	3.4	.26	Met/exceed.	40.9	1.2	.09	
Interactions	15 or <	38.7			Not met	39.7			
Supportive	16 or >	35.4	2.2	.16	Met/exceed.	35.4	2.4	.17	
Environment	15 or <	33.2			Not met	33.1			

* $p < .05$, ** $p < .01$, *** $p < .001$; ES = Effect size, the standardized mean difference (Cohen's d)

Doctorate-Granting Universities

Auburn University	University of South Florida
Augusta University	University of St. Thomas
Emory University	University of Toronto ^{c,d}
Illinois State University	University of Vermont
University of North Carolina at Charlotte	University of Wisconsin-Milwaukee

Master's Colleges and Universities

Bentley University	Keuka College
Bowie State University	Midland University
California Lutheran University	Minnesota State University, Mankato
California State University, Chico	Neumann University
California State University, Fullerton	New England College ^c
California State University, Monterey Bay ^c	Nicholls State University
California State University, Sacramento	Northern Vermont University ^c
California State University-Bakersfield	Pacific Lutheran University
California State University-Channel Islands	Ramapo College of New Jersey
California State University-Dominguez Hills	Salve Regina University
California State University-Stanislaus	San Francisco State University
College of Our Lady of the Elms	Sierra Nevada College ^c
Concordia University Texas ^c	Southern Connecticut State University
Converse College	Southern New Hampshire University
CUNY Bernard M Baruch College	Stockton University
Dominican College of Blauvelt ^c	Texas A&M University-Texarkana
Drury University	Texas A&M University-San Antonio ^c
Emporia State University	University of New Haven
Fontbonne University	University of North Georgia
Framingham State University ^c	University of South Florida-St. Petersburg
Holy Family University	University of Wisconsin-Green Bay

Baccalaureate Colleges and Special Focus Institutions

Alma College	Moravian College
Babson College ^b	Muhlenberg College
Beloit College	Olin College of Engineering ^b
Bethany College	Pitzer College
Bridgewater College	Presentation College ^{b,c}
California State University Maritime Academy	Rhodes College
Catawba College	Saint Mary's University ^d
Central Methodist University	San Diego State University-Imperial Valley Campus ^{b,c}
Drew University	Stonehill College
Elizabethtown College	University of New Brunswick ^d
Franciscan Missionaries of Our Lady University ^{b,c}	University of Providence ^c
Grinnell College	University of Puget Sound
Holy Cross College, Notre Dame, IN	University of South Carolina Aiken
Juniata College	University of the Sciences ^b
Kenyon College	University of the Virgin Islands ^c
LaGrange College	University of Wisconsin-Parkside
Lincoln College ^b	Warren Wilson College
Linfield College-McMinnville Campus	William Jewell College
Luther College	Young Harris College
Meredith College	

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

b. Basic Carnegie Classification: Special focus institutions.

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

d. Canadian institution