



BCSSE 2020-NSSE 2021 Combined Report

The University of Tennessee at Chattanooga

The BCSSE 2020-NSSE 2021 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 2020 and NSSE 2021 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 2020 and NSSE 2021 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 the 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 2020-NSSE 2021 Population and Respondents

	Count
BCSSE 2020 respondents (cross-sectional data)	518
First-year students included in NSSE 2021 population file ^a	2,754
BCSSE 2020 respondents identified in the NSSE 2021 population file ^a	504
BCSSE 2020 respondents invited to participate in NSSE 2021 ^b	502
NSSE 2021 first-year respondents	860
BCSSE 2020-NSSE 2021 matched respondents (longitudinal data) ^a	260

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	28	39	18
Woman	71	58	80
Another gender identity	1	1	1
Prefer not to respond	0	1	1
Race/ethnicity			
American Indian or Alaska Native	0	0	0
Asian	3	4	3
Black or African American	9	10	11
Hispanic or Latino	4	4	4
Middle Eastern or North African	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0
White	73	71	67
Another race or ethnicity	0	0	0
Multiracial	10	8	12
I prefer not to respond	0	2	1
Enrollment status			
Full-time	99	99	100
Less than full-time	1	1	0

a. Student-reported characteristics for all BCSSE 2020 respondents.

b. Institution-reported enrollment status, and student-reported gender and race/ethnicity for all NSSE 2021 respondents.

c. Student-reported characteristics for matched students who completed both BCSSE 2020 and NSSE 2021.



BCSSE 2020-NSSE 2021 Combined Report Cross-Sectional Results

The University of Tennessee at Chattanooga

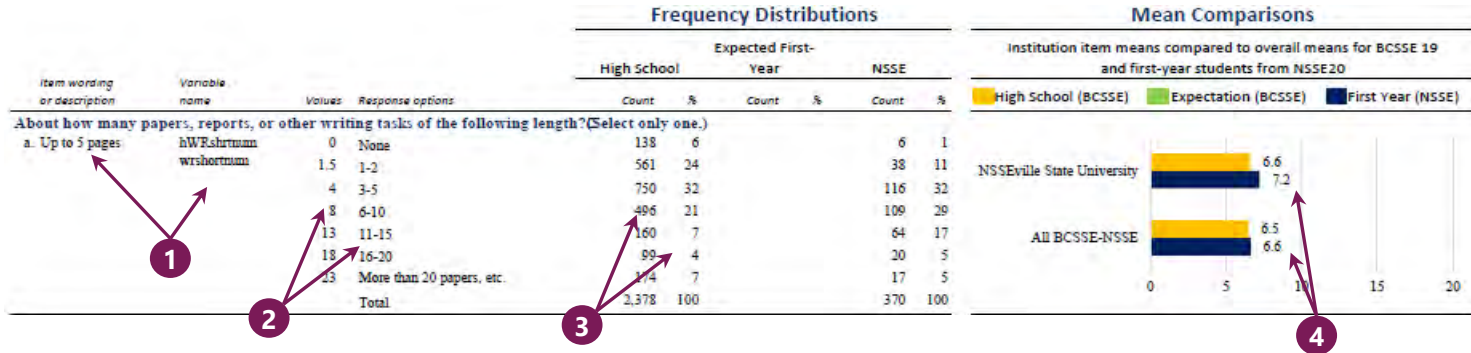
This Cross-Sectional Results report presents item-by-item student responses and mean comparisons from your institution's BCSSE 2020 and NSSE 2021 administrations (in contrast to the longitudinal results which contain only matched data), providing the best estimates of your students' pre-college characteristics 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 2020-NSSE 2021 Combined Report

Cross-Sectional Results

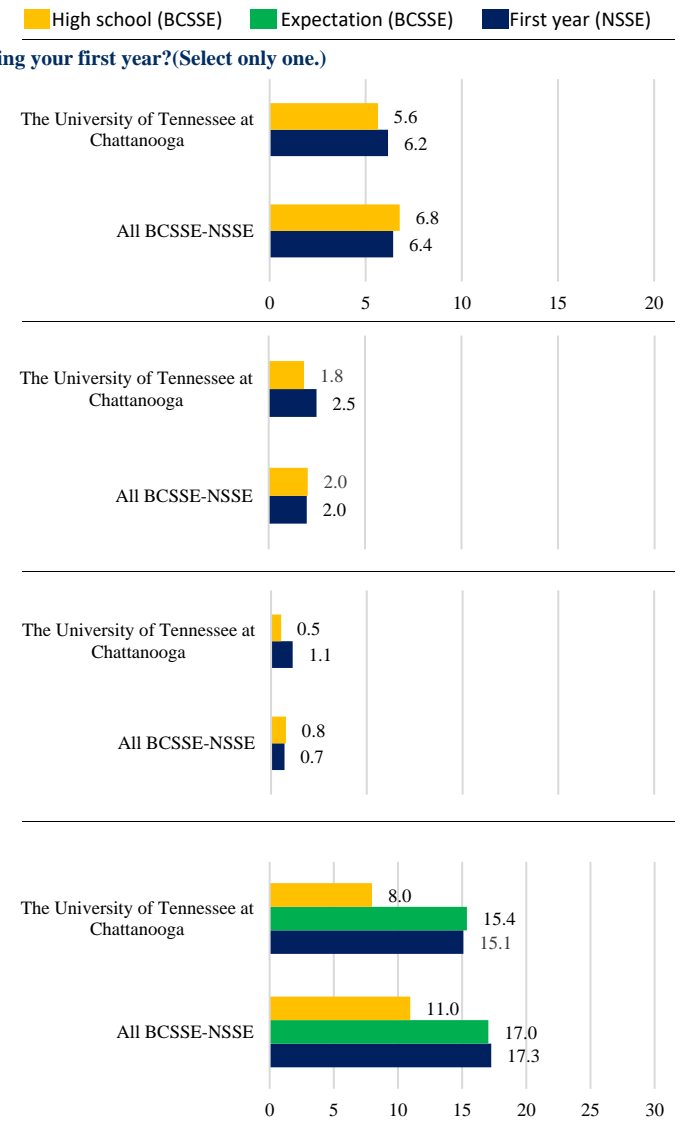
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Frequency Distributions

Item wording or description	Variable name	Values	Response options	High school		Expected first-year		NSSE		
				Count	%	Count	%	Count	%	
				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	0	None	32	7			48	7	
	wrshortnum	1.5	1-2	128	28			158	21	
		4	3-5	150	32			244	34	
		8	6-10	91	20			153	21	
		13	11-15	31	7			69	10	
		18	16-20	9	2			22	3	
		23	More than 20 papers, etc.	23	5			30	4	
		Total			464	100			724	100
b. Between 6 and 10 pages	hWRmdnum	0	None	203	45			256	35	
	wrmednum	1.5	1-2	158	35			283	39	
		4	3-5	51	11			103	14	
		8	6-10	24	5			52	8	
		13	11-15	7	2			19	3	
		18	16-20	3	1			3	1	
		23	More than 20 papers, etc.	2	0			7	1	
		Total			448	100			723	100
c. 11 pages or more	hWRlngnum	0	None	354	80			545	74	
	wrlongnum	1.5	1-2	69	16			102	15	
		4	3-5	11	2			32	5	
		8	6-10	3	1			17	2	
		13	11-15	3	1			18	3	
		18	16-20	0	0			1	0	
		23	More than 20 papers, etc.	1	0			4	1	
		Total			441	100			719	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.)	hacadpr13hrs	0	0	7	2	1	0	3	0	
	cacadpr13hrs	3	1-5	204	44	20	5	80	11	
	tmprephrs	8	6-10	131	28	80	21	133	20	
		13	11-15	60	13	102	27	157	23	
		18	16-20	37	8	102	27	163	23	
		23	21-25	10	2	45	12	84	12	
		28	26-30	6	1	20	5	45	6	
	33	More than 30	5	1	13	3	36	5		
		Total			460	100	383	100	701	100

Mean Comparisons

Institution item means compared to overall means for BCSSE '20 and first-year students from NSSE '21



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

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

BCSSE 2020-NSSE 2021 Combined Report

Cross-Sectional Results

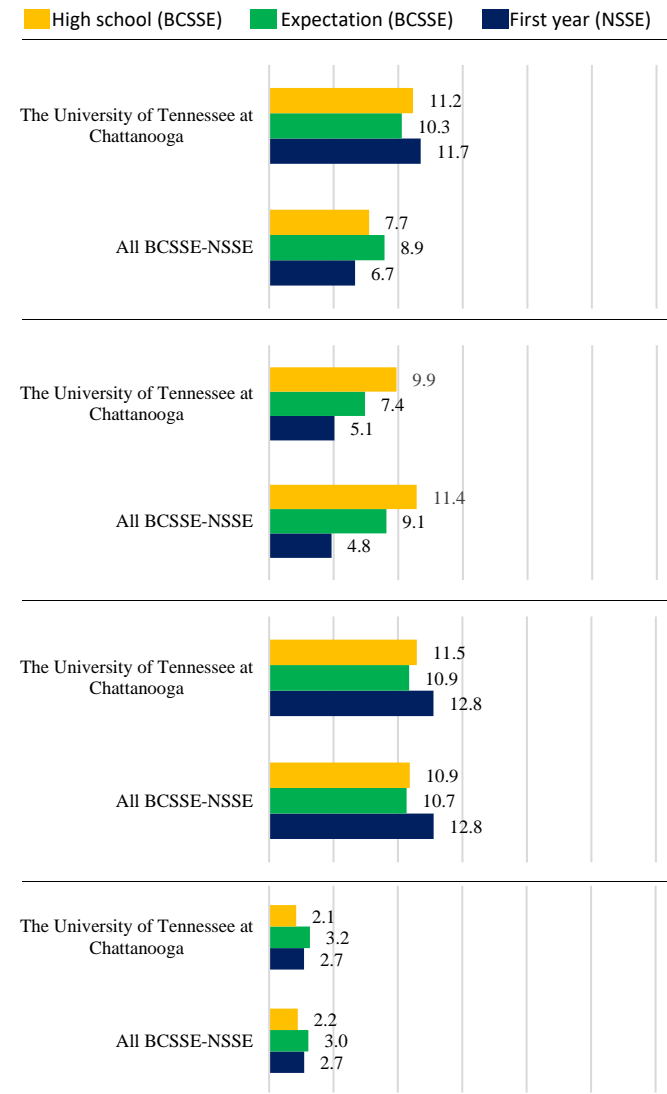
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Frequency Distributions

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	122	27	97	25		
	cworkhrs	3	1-5	57	12	49	13		
	tmworkhrs	8	6-10	60	13	62	16		
		13	11-15	59	13	70	18		
		18	16-20	74	16	50	13		
		23	21-25	42	9	30	8		
		28	26-30	21	5	11	3		
		33	More than 30	25	5	15	4		
			Total	460	100	384	100		
c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)									
	hcocurrhrs	0	0	60	13	53	14	308	44
	ccocurrhrs	3	1-5	126	28	129	34	185	26
	tmcocurrhrs	8	6-10	89	19	96	26	83	12
		13	11-15	71	16	50	13	54	8
		18	16-20	58	13	31	8	30	4
		23	21-25	28	6	12	3	20	3
		28	26-30	8	2	3	1	6	1
		33	More than 30	18	4	2	1	11	2
			Total	458	100	376	100	697	100
d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)									
	hsocial13hrs	0	0	7	2	7	2	11	1
	csocial13hrs	3	1-5	112	24	75	20	143	21
	tmrelaxhrs	8	6-10	141	31	129	34	196	28
		13	11-15	89	19	84	22	142	20
		18	16-20	42	9	50	13	79	11
		23	21-25	31	7	21	6	53	8
		28	26-30	6	1	4	1	21	3
		33	More than 30	30	7	8	2	51	8
			Total	458	100	378	100	696	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	122	27	11	3	73	11
	ctmread17	2	Some	208	45	79	21	242	36
	reading	3	About half	91	20	153	41	221	31
		4	Most	30	7	95	25	112	16
		5	Almost all	7	2	35	9	49	7
			Total	458	100	373	100	697	100

Mean Comparisons

Institution item means compared to overall means for BCSSE '20 and first-year students from NSSE '21



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

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



BCSSE 2020-NSSE 2021 Combined Report Longitudinal Results

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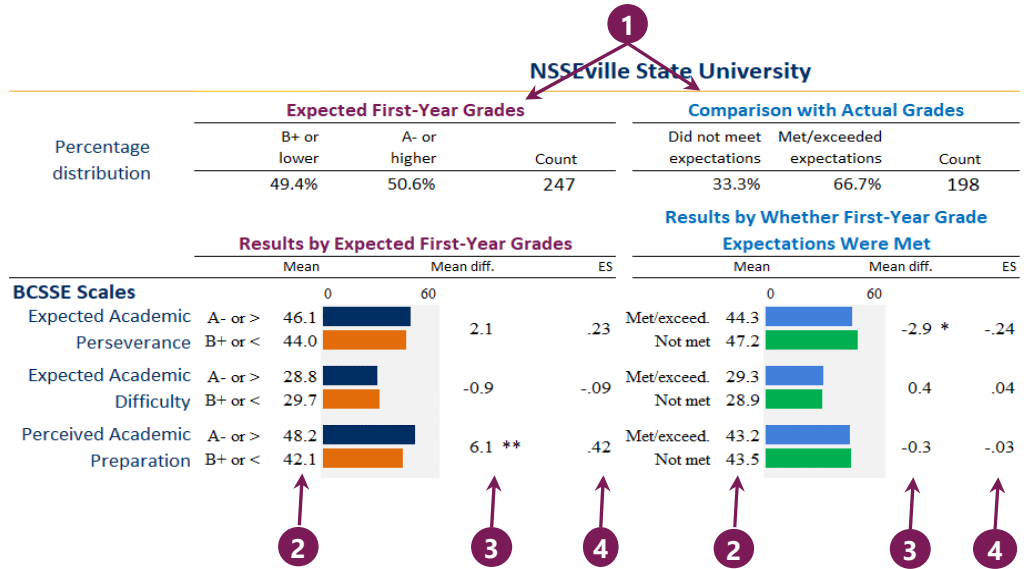
BCSSE 2020-NSSE 2021 Combined Report Longitudinal Results

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This Longitudinal Results report compares BCSSE 2020 and NSSE 2021 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.

BCSSE 2020-NSSE 2021 Combined Report Analysis by Expected and Actual Grades

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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			
	39.8%	60.2%	181	34.2%	65.8%	158			
		Results by Expected First-Year Grades			Results by Whether First-Year Grade Expectations Were Met				
		Mean	Mean diff.	ES			Mean	Mean diff.	ES
		0	60		0	60			
BCSSE Scales									
Expected Academic Perseverance	A- or >	43.9			Met/exceed.	43.9			
	B+ or <	44.5	-0.6	-.06	Not met	44.6	-0.7	-.08	
Expected Academic Difficulty	A- or >	30.4			Met/exceed.	32.4	1.8	.16	
	B+ or <	32.2	-1.7	-.16	Not met	30.6			
Perceived Academic Preparation	A- or >	44.0			Met/exceed.	42.7	-2.0	-.22	
	B+ or <	42.0	2.0	.21	Not met	44.7			
Importance of Campus Support	A- or >	45.9			Met/exceed.	44.4	-3.7 *	-.40	
	B+ or <	44.2	1.7	.18	Not met	48.1			
NSSE Engagement Indicators									
Higher-Order Learning	A- or >	38.5			Met/exceed.	40.1	3.4	.27	
	B+ or <	39.6	-1.1	-.09	Not met	36.7			
Reflective & Integrative Learning	A- or >	36.4			Met/exceed.	37.0	0.5	.05	
	B+ or <	37.5	-1.1	-.10	Not met	36.5			
Quantitative Reasoning	A- or >	27.7			Met/exceed.	28.2	-0.9	-.06	
	B+ or <	30.2	-2.5	-.17	Not met	29.2			
Learning Strategies	A- or >	40.2			Met/exceed.	40.5	2.1	.16	
	B+ or <	38.8	1.4	.10	Not met	38.4			
Collaborative Learning	A- or >	22.7			Met/exceed.	26.9	5.0 *	.36	
	B+ or <	27.5	-4.8 *	-.36	Not met	21.9			
Discussions with Diverse Others	A- or >	39.6			Met/exceed.	39.9	0.4	.03	
	B+ or <	39.3	0.3	.02	Not met	39.5			
Student-Faculty Interaction	A- or >	17.2			Met/exceed.	19.2	1.6	.12	
	B+ or <	21.7	-4.5 *	-.34	Not met	17.6			
Effective Teaching	A- or >	37.9			Met/exceed.	40.0	5.2 *	.40	
	B+ or <	38.3	-0.3	-.03	Not met	34.8			
Quality of Interactions	A- or >	42.5			Met/exceed.	44.4	2.1	.19	
	B+ or <	45.7	-3.2	-.29	Not met	42.3			
Supportive Environment	A- or >	34.1			Met/exceed.	35.1	1.0	.08	
	B+ or <	35.9	-1.9	-.14	Not met	34.0			

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

BCSSE 2020-NSSE 2021 Combined Report

Analysis by Expected and Actual Study Time

The University of Tennessee at Chattanooga

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
	48.2%	51.8%	197	32.2%	67.8%	171
	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	0	60		0	60	
Expected Academic Perseverance	16 or > 46.7	15 or < 41.5	5.2 *** .58	Met/exceed. 43.7	Not met 45.7	-2.0 -.21
Expected Academic Difficulty	16 or > 30.9	15 or < 30.9	-0.1 -.01	Met/exceed. 31.5	Not met 31.4	0.1 .01
Perceived Academic Preparation	16 or > 44.7	15 or < 41.4	3.4 * .36	Met/exceed. 43.1	Not met 43.3	-0.2 -.02
Importance of Campus Support	16 or > 44.9	15 or < 45.6	-0.8 -.08	Met/exceed. 45.5	Not met 45.6	-0.1 -.01
NSSE Engagement Indicators						
Higher-Order Learning	16 or > 39.7	15 or < 38.5	1.2 .10	Met/exceed. 40.2	Not met 36.7	3.5 .28
Reflective & Integrative Learning	16 or > 37.1	15 or < 36.0	1.0 .09	Met/exceed. 36.9	Not met 35.5	1.4 .12
Quantitative Reasoning	16 or > 29.0	15 or < 28.7	0.4 .02	Met/exceed. 28.6	Not met 28.8	-0.1 -.01
Learning Strategies	16 or > 41.2	15 or < 38.3	2.9 .22	Met/exceed. 40.7	Not met 37.9	2.8 .21
Collaborative Learning	16 or > 25.9	15 or < 23.8	2.0 .15	Met/exceed. 26.0	Not met 24.4	1.5 .11
Discussions with Diverse Others	16 or > 39.5	15 or < 38.4	1.1 .07	Met/exceed. 38.7	Not met 40.0	-1.3 -.09
Student-Faculty Interaction	16 or > 20.2	15 or < 17.9	2.3 .17	Met/exceed. 18.2	Not met 19.3	-1.0 -.08
Effective Teaching	16 or > 40.2	15 or < 36.3	3.9 .29	Met/exceed. 37.8	Not met 40.4	-2.7 -.20
Quality of Interactions	16 or > 43.9	15 or < 43.9	0.0 .00	Met/exceed. 43.8	Not met 44.0	-0.2 -.02
Supportive Environment	16 or > 36.1	15 or < 32.7	3.4 .25	Met/exceed. 33.2	Not met 37.0	-3.9 -.28

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

Doctorate-Granting Universities

Emory University	The University of Tennessee at Chattanooga
George Mason University	The University of Toledo
Indiana University Bloomington	University of Missouri-St. Louis
Miami University-Oxford	University of South Florida
Texas A&M University - Corpus Christi	Wake Forest University
Texas State University	

Master's Colleges and Universities

Arkansas Tech University	Sierra Nevada College
College of Our Lady of the Elms	Southern Connecticut State University
Coppin State University	Southern New Hampshire University
Holy Family University	Thomas University
Mount St. Joseph University	University of New Haven
Northern Michigan University	Vanguard University of Southern California

Baccalaureate Colleges and Special Focus Institutions

Catawba College	Martin Luther College
Central Methodist University	Olin College of Engineering
Flagler College	Saint Anselm College
Fort Lewis College	St. Olaf College
Goucher College	The University of Montana-Western
Holy Cross College, Notre Dame, IN	William Jewell College
LaGrange College	
Lincoln 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.