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# BCSSE 2021-NSSE 2022 Combined Report

California State University-Dominguez Hills

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*This report is produced and available in the online, interactive BCSSE Dashboard, along with additional features such as filtering by student identities and experiences, and by institutional characteristics. Contact your BCSSE Campus Project Manager or email [bcsse@indiana.edu](mailto:bcsse@indiana.edu) for more information.*

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The BCSSE 2021-NSSE 2022 Combined Report summarizes the detailed information contained in your BCSSE and NSSE administrations, including survey details, cross-sectional results, longitudinal results, and participating institutions.

## Report Sections

### ***Cross-Sectional Results (pages 3 - 7)***

The cross-sectional results present item-by-item student responses and mean comparisons from your BCSSE and NSSE administrations. All respondents are included *whether they completed one or both surveys*, providing the best estimates of your students' precollege experiences and their engagement during the first year. With cross-sectional results displayed side-by-side, you can identify areas of correspondence and gaps in engagement for better understanding of the first-year student experience.

The cross-sectional results include the following sections:

1. Demographics and other student identities and experiences (all student-reported)
2. Item frequencies and means for BCSSE Scales and NSSE Engagement Indicators
3. Item frequencies and means for how students spend their time in a typical week

### ***Longitudinal Results (pages 8 - 12)***

The longitudinal results compare BCSSE and NSSE data only *for students who completed both surveys*. Means for BCSSE Scales and NSSE Engagement Indicators are grouped by expectations for grades, expectations for studying, and whether the expectations were met.

The longitudinal results include the following sections:

1. Demographics and other student identities and experiences (all student-reported)
2. BCSSE Scale and NSSE Engagement Indicator gaps
3. Gaps for how students expected to spend their time and how they actually did so in a typical week

### ***Participating Institutions (page 13)***

A complete list of institutions that completed both BCSSE 2021 and NSSE 2022.

## BCSSE Scales and NSSE Engagement Indicators

Five BCSSE Scales and their corresponding NSSE Engagement Indicators are included in the cross-sectional and longitudinal sections, providing valuable information about distinct aspects of student engagement. These include Quantitative Reasoning, Learning Strategies, Student-Faculty Interaction, Collaborative Learning, and Discussions with Diverse Others.

Each BCSSE Scale is a combination of three to four items and is constructed using the same approach as the NSSE Engagement Indicators. 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. An institution's score is the average of the students' scores. Student-level scores for both the BCSSE Scales and NSSE indicators are included in your BCSSE-NSSE combined data file.

For more information about BCSSE, visit [bcsse.indiana.edu](https://bcsse.indiana.edu).

For more information about the Engagement Indicators, see your NSSE Engagement Indicators report or visit [nsse.indiana.edu/nsse/survey-instruments/engagementindicators.html](https://nsse.indiana.edu/nsse/survey-instruments/engagementindicators.html)

### Student Identities and Experiences

The cross-sectional results include all respondents from BCSSE and NSSE, *whether they completed one or both surveys*. Your entering first-year students completed BCSSE last summer or shortly after fall classes started, and they completed NSSE this past winter or spring. The counts at the top of each table below reflect all the data available from first-year student respondents. All demographic variables are student-reported.

#### First-generation (neither parent has completed a bachelor's degree)

	BCSSE	NSSE
Count	458	420
Continuing generation	9%	14%
First-generation	91%	86%
Total %	100%	100%

#### Gender identity

	BCSSE	NSSE
Count	463	422
Man	32.6%	33.4%
Woman	65.4%	62.3%
Another gender identity	0.6%	0.7%
I prefer not to respond	1.3%	3.6%
Total %	100%	100%

#### Major category

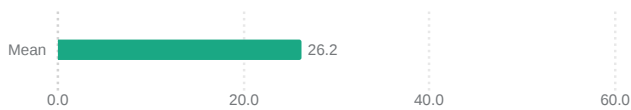
	BCSSE	NSSE
Count	371	442
Arts & Humanities	10.5%	9.5%
Biological Sciences	11.1%	8.4%
Physical Science, Mathematics, and Computer Science	7.3%	4.5%
Social Sciences	17.0%	23.8%
Business	13.7%	16.3%
Communication, Media, & Public Relations	1.6%	3.4%
Education	8.6%	4.5%
Engineering	4.0%	2.9%
Health Professions	9.4%	7.0%
Social Service Professions	10.8%	9.3%
All Other	5.9%	6.1%
Total %	100%	100%

#### Racial and ethnic identity

	BCSSE	NSSE
Count	449	419
American Indian or Alaskan Native	0.0%	0.0%
Asian	3.8%	3.8%
Black or African American	5.6%	7.6%
Hispanic or Latino	79.5%	73.7%
Middle Eastern or North African	0.2%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%
White	1.8%	3.1%
Other	0.0%	0.2%
Multiracial	8.0%	8.4%
Prefer not to respond	1.1%	3.1%
Total %	100%	100%

### BCSSE Scales

#### High School Quantitative Reasoning



During your last year of high school, about how often did you do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47%	53%	100%
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38%	63%	100%
c. Evaluated what others have concluded from numerical information	32%	68%	100%

#### High School Learning Strategies

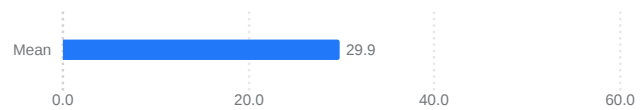


During your last year of high school, about how often did you do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Identified key information from reading assignments	73%	27%	100%
b. Reviewed your notes after class	63%	37%	100%
c. Summarized what you learned in class or from course materials	62%	38%	100%

### NSSE Engagement Indicators

#### First-Year Quantitative Reasoning



During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56%	44%	100%
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47%	53%	100%
c. Evaluated what others have concluded from numerical information	43%	57%	100%

#### First-Year Learning Strategies

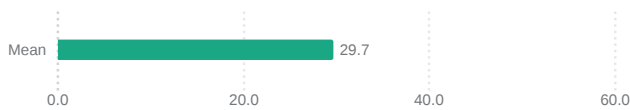


During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Identified key information from reading assignments	70%	30%	100%
b. Reviewed your notes after class	69%	31%	100%
c. Summarized what you learned in class or from course materials	65%	35%	100%

### BCSSE Scales

#### Expected Student-Faculty Interaction



During the coming school year, about how often do you expect to do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Talk about career plans with a faculty member	51.2%	48.8%	100%
b. Work with a faculty member on activities other than coursework (committees, student groups, etc.)	40.1%	59.9%	100%
c. Discuss course topics, ideas, or concepts with a faculty member outside of class	39.7%	60.3%	100%
d. Discuss your academic performance with a faculty member	48.5%	51.5%	100%

#### Expected Collaborative Learning

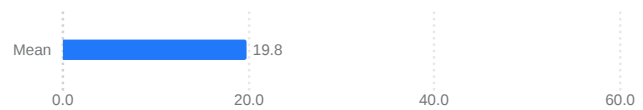


During the coming school year, about how often do you expect to do the following?

	Very often/ Often	Sometimes/ Never	Total
a. Ask another student to help you understand course material	49.7%	50.3%	100%
b. Explain course material to one or more students	44.1%	55.9%	100%
c. Prepare for exams by discussing or working through course material with other students	60.1%	39.9%	100%
d. Work with other students on course projects or assignments	63.5%	36.5%	100%

### NSSE Engagement Indicators

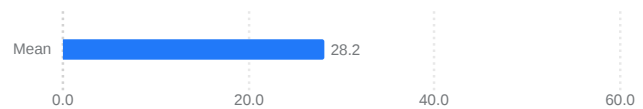
#### First-Year Student-Faculty Interaction



During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Talked about career plans with a faculty member	35.9%	64.1%	100%
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	19.7%	80.3%	100%
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23.4%	76.6%	100%
d. Discussed your academic performance with a faculty member	30.6%	69.4%	100%

#### First-Year Collaborative Learning



During the current school year, about how often have you done the following?

	Very often/ Often	Sometimes/ Never	Total
a. Ask another student to help you understand course material	46.5%	53.5%	100%
b. Explain course material to one or more students	38.1%	61.9%	100%
c. Prepare for exams by discussing or working through course material with other students	40.0%	60.0%	100%
d. Work with other students on course projects or assignments	48.1%	51.9%	100%

### BCSSE Scales

Expected Discussions with Diverse Others

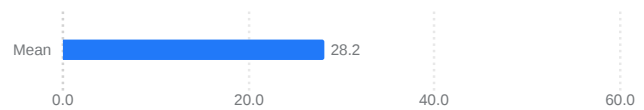


During the coming school year, about how often do you expect to have discussions with people from the following groups?

	Very often/ Often	Sometimes/ Never	Total
a. People of a race or ethnicity other than your own	72.4%	27.6%	100%
b. People from an economic background other than your own	68.4%	31.6%	100%
c. People with religious beliefs other than your own	62.8%	37.2%	100%
d. People with political views other than your own	56.9%	43.1%	100%

### NSSE Engagement Indicators

First-Year Discussions with Diverse Others



During the current school year, about how often have you had discussions with people from the following groups?

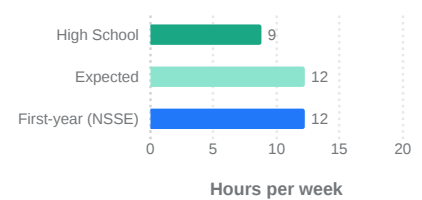
	Very often/ Often	Sometimes/ Never	Total
a. People of a race or ethnicity other than your own	61.0%	39.0%	100%
b. People from an economic background other than your own	55.8%	44.2%	100%
c. People with religious beliefs other than your own	46.9%	53.1%	100%
d. People with political views other than your own	39.6%	60.4%	100%

### Student Time Use: Expectations and Experiences

#### Hours in a typical 7-day week preparing for class

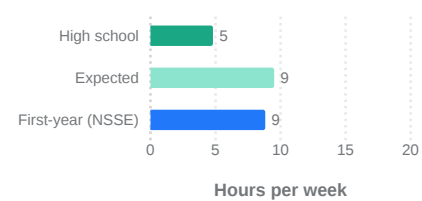
	0	1-5	6-10	11-15	16+	Total
a. High School (BCSSE)	1%	44%	26%	13%	16%	100%
b. Expected (BCSSE)	0%	22%	28%	20%	30%	100%
c. First-year (NSSE)	0%	19%	30%	23%	28%	100%

#### Mean hours per week



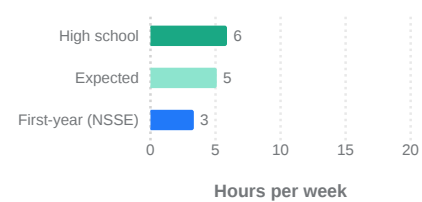
#### Hours in a typical 7-day week working for pay

	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	65%	11%	6%	3%	15%	100%
b. Expected (BCSSE)	34%	13%	13%	9%	30%	100%
c. First-year (NSSE)	53%	6%	3%	4%	28%	100%



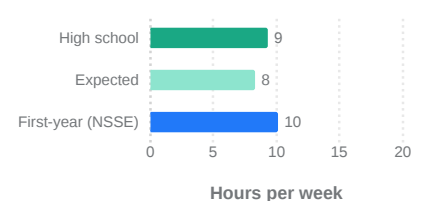
#### Hours in a typical 7-day week participating in co-curricular activities

	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	31%	36%	15%	8%	10%	100%
b. Expected (BCSSE)	26%	39%	21%	8%	5%	100%
c. First-year (NSSE)	60%	22%	8%	4%	7%	100%



#### Hours in a typical 7-day week relaxing and socializing

	0	1-5	6-10	11-15	16+	Total
a. High school (BCSSE)	3%	41%	26%	12%	19%	100%
b. Expected (BCSSE)	3%	42%	28%	14%	13%	100%
c. First-year (NSSE)	4%	32%	27%	15%	22%	100%



### Student Identities and Experiences

The longitudinal results include all respondents who completed both BCSSE and NSSE surveys. Your entering first-year students completed BCSSE last summer or shortly after fall classes started, and they completed NSSE this past winter or spring. The counts at the top of each table below reflect all the longitudinal data available for first-year students on your campus. All demographic variables are student-reported.

#### First-generation (neither parent completed a bachelor's degree)

	BCSSE	NSSE
Count	127	153
Continuing generation	8.7%	9.2%
First-generation	91.3%	90.8%
Total %	100%	100%

#### Gender identity

	BCSSE	NSSE
Count	127	152
Man	25.2%	25.0%
Woman	74.0%	72.4%
Another gender identity	0.0%	0.0%
I prefer not to respond	0.8%	2.6%
Total %	100%	100%

#### Major

	BCSSE	NSSE
Count	107	158
Arts & Humanities	12.1%	7.6%
Biological Sciences	5.6%	7.0%
Physical Science, Mathematics, and Computer Science	6.5%	4.4%
Social Sciences	18.7%	26.6%
Business	12.1%	13.9%
Communication, Media, & Public Relations	2.8%	1.9%
Education	10.3%	5.7%
Engineering	2.8%	1.9%
Health Professions	9.3%	10.1%
Social Service Professions	12.1%	9.5%
All Other	7.5%	6.3%
Total %	100%	100%

#### Racial and ethnic identity

	BCSSE	NSSE
Count	126	151
American Indian or Alaskan Native	0.0%	0.0%
Asian	3.2%	3.3%
Black or African American	9.5%	7.9%
Hispanic or Latino	77.8%	74.8%
Middle Eastern or North African	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%
White	2.4%	2.6%
Another Identity	0.0%	0.7%
Multiracial	7.1%	7.3%
Prefer not to respond	0.0%	3.3%
Total %	100%	100%



### Interpreting BCSSE Scale and NSSE Engagement Indicator Gaps

The sample results below are a guide to interpret the results on pages 10.

1. **Scale and Engagement Indicator Counts:** This table reports the longitudinal counts, the number of students who completed both surveys.
2. **BCSSE Scale Quartiles:** BCSSE respondents are grouped into one of four quartiles (0-15, 16-30, etc.) based on their BCSSE Scale scores. BCSSE Scales are scored from 0 to 60, with increasing values indicating increasing engagement. The counts for each quartile can be found in the BCSSE Dashboard, the online version of these reports.
3. **NSSE Engagement Indicator Means:** The columns display the NSSE EI mean for each BCSSE quartile group. The graph reveals potential gaps between BCSSE Scale scores and NSSE EI scores. For example, entering first-year students with high school Quantitative Reasoning scores between 46-60 reported months later an average of 39.1 on NSSE, well above the overall mean.
4. **Overall NSSE Engagement Indicator Mean:** The horizontal line represents the mean EI score for all longitudinal respondents.

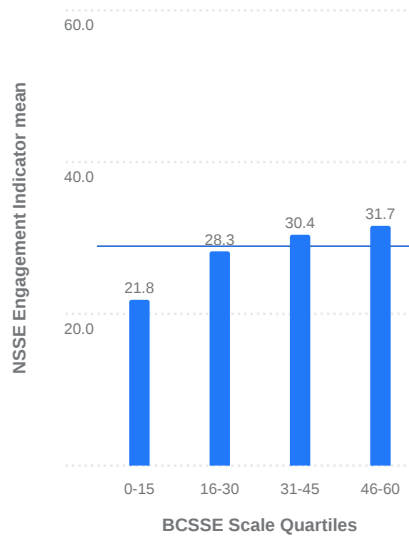


### BCSSE Scale and NSSE Engagement Indicator Gaps

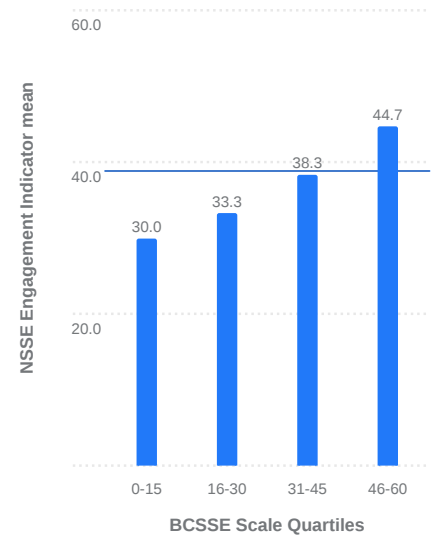
Scale and Engagement Indicator Counts

	Count
a. Quantitative Reasoning	125
b. Learning Strategies	125
c. Collaborative Learning	125
d. Student-Faculty Interaction	125
e. Discussion with Diverse Others	125

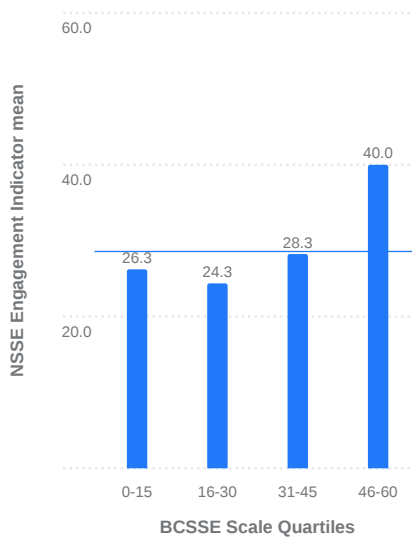
Quantitative Reasoning



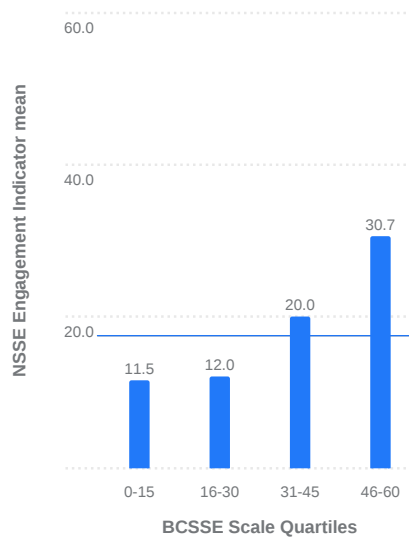
Learning Strategies



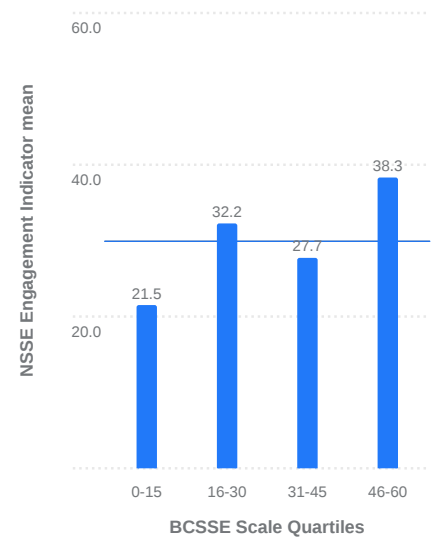
Collaborative Learning



Student-Faculty Interaction



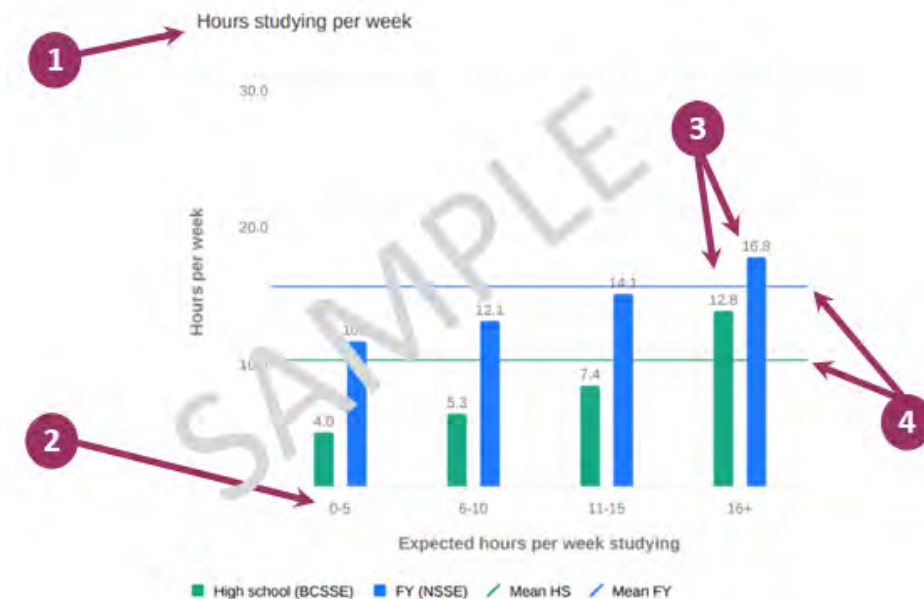
Discussions with Diverse Others



### Interpreting Student Time Use: Expectations and Experiences

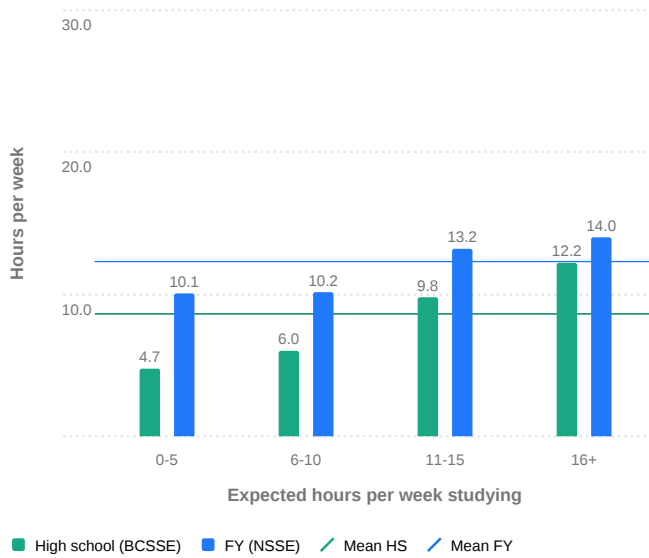
The sample results below are a guide to interpret the results on page 12.

- 1. Student Time Use Activity:** These graphs include the items that indicate how students expected to and spent their time in a typical week. The counts for each group (0-5, 6-10, etc.) can be found in the BCSSE Dashboard, the online version of these reports.
- 2. BCSSE Expected Hours Groupings:** BCSSE respondents are organized into one of four groups (0-5, 6-10, etc.) based on their expected hours per week in the activity.
- 3. High School and First-Year Mean Hours per Week:** The columns display the high school (BCSSE) and first-year (NSSE) mean for hours week in each activity. The graph reveals potential gaps between high school and first-year means with expected hours per week. For example, entering first-year students who expected to study 16 or more hours per week during their first year, studied an average of 12.8 hours per week in high school, well above the overall high school average (green line). These students also studied an average of 16.8 hours per week during during the first year, higher than the overall first-year average (blue line). Students in this group on average met their expectation of studying 16 or more hours per week.
- 4. Overall High School and First-Year Mean:** The horizontal green line line represents the mean hours per week studying in high school and the blue line represents the mean hours per week studying during their first year.

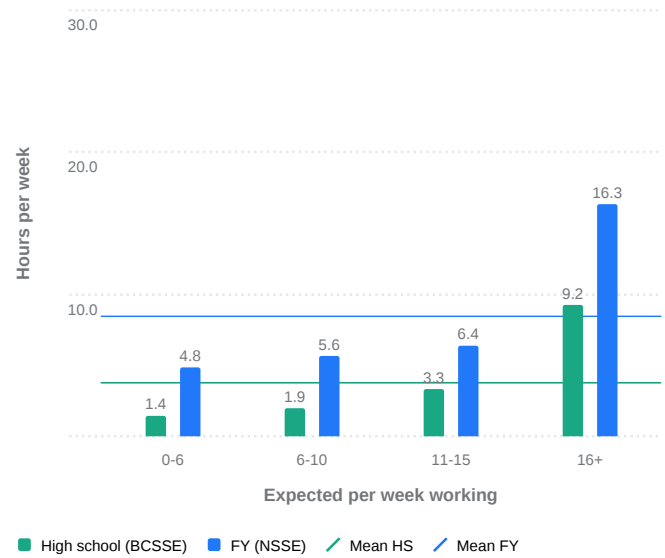


### How students spend their time in a typical week

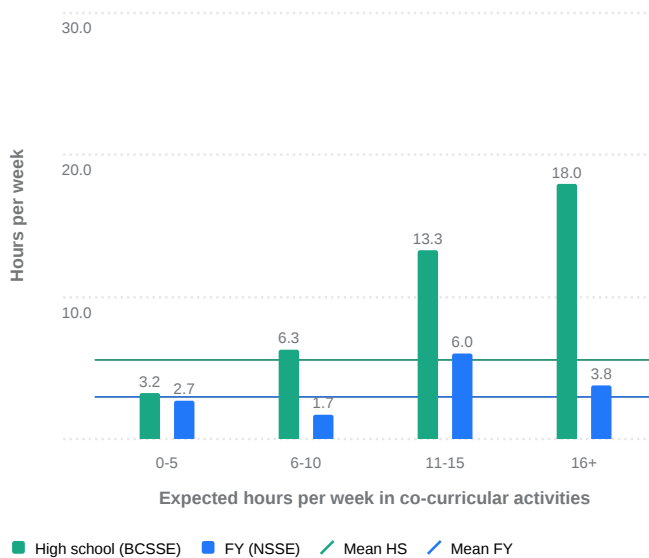
Hours studying per week



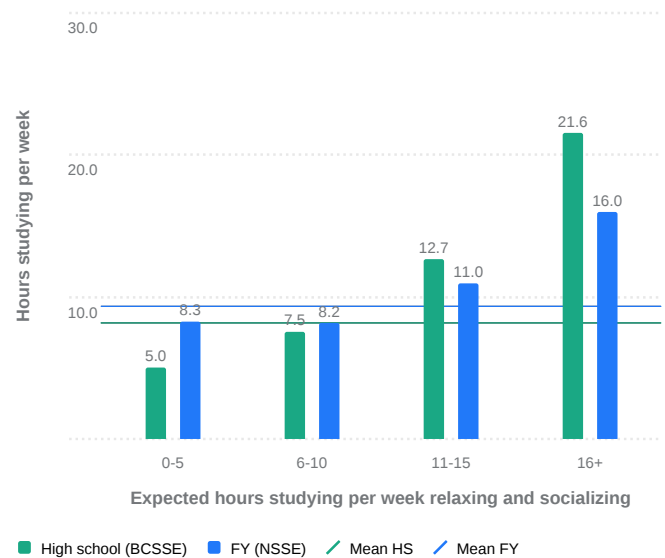
Hours working per week



Hours in co-curricular activities per week



Hours relaxing/socializing per week



### Doctorate-Granting Universities

Clarke University  
Emory University  
Indiana State University  
Mercer University  
Missouri State University-Springfield

Northern Kentucky University  
The University of Montana  
The University of Tennessee-Chattanooga  
University of North Carolina at Charlotte  
University of North Florida

### Master's Colleges and Universities

Avila University  
Bentley University  
Buena Vista University  
California Polytechnic State University-San Luis Obispo  
California State University-Bakersfield  
California State University-Channel Islands  
California State University-Chico  
California State University-Dominguez Hills  
California State University-Sacramento  
Cedar Crest College  
Citadel Military College of South Carolina  
College of Charleston  
Dominican College of Blauvelt

Holy Family University  
Nicholls State University  
Purdue University Northwest  
Rivier University  
Rocky Mountain College  
San Jose State University  
Southern Connecticut State University  
Southern New Hampshire University  
St Bonaventure University  
Stockton University  
University of New Haven  
University of North Georgia

### Baccalaureate Colleges and Special Focus

Birmingham Southern College  
Bridgewater College  
Catawba College  
Central Methodist University  
Emmanuel College  
Franciscan Missionaries of Our Lady University  
Holy Cross College  
LaGrange College

Northwood University  
St Mary's College of Maryland  
University of South Carolina-Beaufort  
University of the Ozarks  
University of the Virgin Islands  
Ursinus College  
William Jewell College  
Wisconsin Lutheran College